



Consultation response from:

Susie Ventris-Field, CEO Welsh Centre for International Affairs

Do you work in or support the delivery of education?

Yes	x	No	
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If yes, what is your organisation? (if no continue below)

Welsh-medium school (Primary)		Higher education institution	
Welsh-medium school (Secondary)		Diocesan authorities	
Welsh-medium school (Special)		Regional consortia	
English-medium school (Primary)		Local authority	
English-medium school (Secondary)		Private training provider	
English-medium school (Special)		Third sector	x
Bilingual school (Primary)		Government	
Bilingual school (Secondary)		Adult community learning	
Welsh-medium middle school		Awarding organisation	
English-medium middle school		Teaching union	
Pupil referral unit (PRU)		Regulatory body (includes Inspectorate)	
Special school		Governing body	
Funded non-maintained setting		Other (please specify):	
Further education college			

What is your primary role?

Headteacher		Chancellor/Vice-chancellor	
Teacher		Lecturer	
Practitioner		Pioneer	
Newly qualified teacher		Governor	
Teaching assistant		Challenge Advisor	
Senior leader		School improvement officer	
Supply teacher		Inspector	
Principal/Vice-principal		Other (please specify):	X
Chief Executive of the Welsh Centre for International Affairs and Chair of the Wales Alliance for Global Learning (network of 70+ individuals and organisations involved in ESDGC/global learning). Our priority is to ensure the international dimension, wider skills and pillars are embedded throughout the AOLEs using sound ESDGC pedagogy.			

If you do not work in or support the delivery of education, in what capacity would you like to provide feedback?

Parent or carer		Employer	
Adult 18+ (not a parent or carer)		Apprentice	
Child or young person (under 18)		Other (please specify):	
Student/academic			

Are you providing feedback on behalf of an organisation or group?

Yes	x	No	
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If 'yes' please specify

I Chair the Wales Alliance for Global Learning (WAGL). WAGL members believe that ESDGC is essential to equip learners for a global, complex and interconnected world in which they can feel empowered as agents of change. This will support the delivery of the Wellbeing Goals and could ensure Wales takes a pioneering approach to delivering SDG4.7.

Please note, our 'checkbox' answers below reference what we believe **can** be delivered by the new curriculum should appropriate resources and support be put in place, as much depends on how well implementation is supported and resourced.

Overall, we are supportive of the direction of the new curriculum. We are pleased to see:

- a cross-curricular approach rooted in skills and experiences
- the prominence given to creating ethical informed citizens of Wales and the world
- the cross-curricular international perspective
- the cross-curricular wider skills that incorporate global citizenship skills
- the frequent inclusion in What Matters statements and progression steps of identifiable global citizenship skills and values – something which has developed positively as the various drafts of AOLEs have emerged

The new curriculum takes a cross-curricular approach and there are several case studies highlighting how [global citizenship education can facilitate this](#). There is also evidence that global citizenship supports the delivery of the Wellbeing of Future Generations Act<sup>1</sup> and it can certainly be of huge value as Wales seeks to reinforce its position in the world whatever Brexit might bring. Global Citizenship education takes a specific focus in Sustainable Development Goal 4 (indicator 4.7) and Wales has highlighted the new curriculum in its [Voluntary National Review as being well-positioned to deliver 4.7](#).

## Section A – General questions

**A1. To what extent do you agree that the draft Curriculum for Wales 2022 guidance will help children and young people to become:**

- **ambitious, capable learners**
- **healthy, confident individuals**
- **ethical, informed citizens**
- **enterprising, creative contributors?**

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
<b>x</b>				
As the Wales Alliance for Global Learning, our feedback is focused on how well the curriculum <b>can</b> deliver global learning (ESDGC/global citizenship education/development education) as defined <a href="#">on our webpage</a> . The new curriculum embeds many global citizenship skills (e.g. critical thinking, empathy, self-awareness, reflection, communication, problem solving, cooperation, ability to manage complexity, informed and reflective action); values and attitudes (strong focus on identity and building self-esteem, respect for people and rights, valuing diversity). It also clearly supports learners as agents of change.				

<sup>1</sup> <https://www.wcia.org.uk/wp-content/uploads/2018/12/WAGL.pdf> - briefing note prepared by the Wales Alliance for Global Learning

The new curriculum reflects many of these skills and values through the cross-curricular wider skills, international dimension, RE and RSE elements contributing to all the 4 pillars and, in particular, developing ethical informed citizens of Wales and the world.

In this context, we strongly agree that this curriculum is moving in a direction where it **can** (more detail below) deliver these ambitions but this is dependent on a number of criteria:

- 1. Clarity around the ESDGC framework:** This is mentioned specifically in one AOLE, but otherwise not referred to. There is scope to embed this fully in the curriculum without requiring a separate framework but this would need to be made explicit, for example, by referring to ESDGC in the wider skills and international perspective sections.
- 2. Appropriate professional learning:** It has been identified that leadership and curriculum development skills will be absolute priorities during the roll-out of the new curriculum. In addition, those delivering the curriculum must be equipped with a deep understanding of global citizenship – how to demonstrate and apply the skills and values throughout school, not just in the classroom. This means **all** professional learning must pay due regard to appropriate pedagogy to enable experimentation, critical thinking and reflection. In addition, sufficient time for professional learning must be given to teachers, with appropriate levels of funding to cover supply.

The move to more project-based teaching provides plenty of opportunity for cross curricula learning, although this requires creativity and imagination on behalf of teaching staff. Delivery of the new curriculum will only be as good as the knowledge and experience of all teaching staff.

Members of WAGL are able to offer a variety of **fully funded** (for example, through Connecting Classrooms for Global Learning) and fee-based professional learning opportunities. We are also happy to explore how we can develop more specific professional learning at different levels according to the needs of professionals as the curriculum is rolled implemented.

- 3. Ensuring consistency:** This is highlighted in more detail in Section 3, but the AOLES are quite different in their levels of detail and, therefore, how much of a framework they give teachers. From an ESDGC perspective, the application of wider skills and the international perspective varies in quality and depth across AOLES.

support the response of Natural Resources Wales regarding the consistent use of referencing the sustainable management of natural resources

- 4. Access to a wide range of appropriate resources and experiences:** We welcome the opportunities in the new curriculum to involve local, national and international experiences, individuals, resources and organisations. We recently mapped resources for the International Perspective across AOLES. This revealed that there are many such resources/opportunities available including online resources, experts and experiences, but members note that schools are often reluctant to take learners out of the classroom due to other pressures, and that they can't always find and quality check such resources/experiences. We recommend that resources are made searchable by What Matters statements on the Hwb, that schools are supported to engage in out of class experiences (supply cover, sufficient transport costs) and that resources are updated and translated where this hasn't already been done.
- 5. Welsh and international dimensions and recognizing diversity:**
  - a.** to develop as ethical citizens of the **world**, it is essential that the curriculum consistently balances the Welsh and international dimensions – in some

AOLEs, the international dimension is a short add on, given somewhat less thought that the Welsh dimension (more detail in Section C). While it is valuable to root learning in the local, unless wider dimensions are explored, there is a risk of becoming more inward looking/insular and valuing what is Welsh over anything else, and not recognising the interaction between Welsh, local, regional, national and international dimensions.

- b. To develop as **healthy, confident individuals**, each child must feel their identity is equally respected and valued, wherever they are born. On occasion, being born in Wales is given priority/preference which may feel exclusive to those students born elsewhere or with multiple identities – AOLEs must be consistent in highlighting Welsh culture, cultures from elsewhere and recognizing how those interlink and overlap and change over time, and be clear that there is no implication those born in Wales are more valued than those who are not. We also need to recognise that the international dimension is present in the local, in the form of genuinely diverse and multi-cultural communities. We think that culture in Wales and internationally is complex and multi-faceted, and that the curriculum should value a broad approach, involving all aspects of culture.

To this end, we welcome the highlighting of gender and gender stereotypes throughout the curriculum but would also like to see a recognition of the impact of other stereotypes (for example, in careers) and intersectionality. This would enable a range of role models, change campaigners and different approaches across the world to be explored.

- c. to have the **critical thinking skills** essential to achieve the four pillars, it is vital that all What Matters statements are robust and defensible – occasionally there are statements given as fact that are open to debate and critique. This can also be applied when exploring the Welsh dimension, international perspectives and exploring cultures – it is important to look at these dimensions and cultures with an open mind but also critical thinking skills – not all that is Welsh is inherently good (all nations have episodes from history and current times they are not proud of), and many cultural practices can also be harmful – respectful critical debate and critique in all these areas should be encouraged and teachers supported to facilitate challenging discussions

**A2. Looking at the *what matters statements*, to what extent do you agree that these sum up the priorities for children and young people’s learning?**

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
	x			
Comments:				
Within the context of global learning, the What Matters statements provide scope to deliver a curriculum where children become active global citizens. However, there are some changes needed within the What Matters statements (given in more detail in Section C) to ensure they are appropriate. These are generalized in A1 and detailed in section 3.				

**A3. Do you think the draft Curriculum for Wales 2022 guidance could be improved?**

Yes	x	No	
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**If yes, how do you think it could be improved?**

There are several ways that the guidance could be presented to make it easier to engage with. An interactive table format that allows What Matters statements across AOLEs to be viewed along with their progression steps and cross curricular areas, with drag and drop functionality and links to supporting resources would be helpful.

In the current structure, there is quite a lot of repetition and it is quite difficult to consider the What Matters statements as a whole.

**A4. To what extent do the assessment proposals support settings and schools to identify a learner’s strengths, achievements and areas for improvement so they can support a learner’s progression by identifying next steps?**

Extremely supportive	Very supportive	Moderately supportive	Slightly supportive	Not at all supportive
		<b>x</b>		
<p>Comments:</p> <p>The proposals for assessment have the potential to be extremely supportive with a robust professional learning accompanying them. The non-prescriptive approach to assessment means teachers will be able to develop a bespoke learning experience, considering the priorities for each learner which is very positive. The issue that will need to be addressed is how moderation will be achieved across schools and how we will be able to ensure that teacher judgement is consistent across the country.</p>				

**A5. In relation to reporting to parents and carers, please tell us your views on:**

- **the role of the learner in contributing to the reporting process**
- **the role of the parent/carer in the reporting process**
- **the information you would want to include.**

Learners who have ownership of their learning tend to do better, as do students who have teacher time. Ideally, students in this system would be able to conference about their work initially. They will need a breakdown of what they need to do laid out clearly. In their books/on their tables. With each piece of work, they can refer back to the skills needed and ideally, can have time during the plenary to “mark up” their assignments so that teachers can see evidence of them using the new skill required and also see if they have misconceptions about those skills. Feedback from the teacher is crucial here, and students can see if they have either shown evidence of the target or missed it. The cycle can continue with the next piece of work.

Parents and carers need access to the information about what their child is working on and this can be achieved through book sharing, apps, teacher chat (formal and informal), speaking with their children, photographs, observation as well as parents’ evenings, open days and reports. If what the learner is working on is made clear, parents are able to help with targets and support where skills are missing. This is particularly important as parents are unlikely to be familiar with the nuances of the new curriculum.

Information included should be bespoke and relevant to the learner aims and outcomes. For example: a student who is working on critical thinking skills may show evidence of progression through a formal class discussion, a 1:1 discussion with a parent, a written piece of work, a satirical art piece. Although different curriculum areas, these would all give evidence of the skill development.

## Section B – Detailed questions

**B1. How helpful would you find the draft Curriculum for Wales 2022 guidance in developing a curriculum for your learners?**

Extremely helpful	Very helpful	Moderately helpful	Slightly helpful	Not helpful at all
<p>Comments:</p> <p>We feel this question is best answered by those directly responsible for developing curricula in their settings, but would highlight the inconsistencies between AOLEs which may cause challenges in terms of level of detail (e.g. some give specific examples whereas others are more generic).</p> <p>The role of ESDGC is not made explicit and the single reference to the framework is confusing. As teachers have been delivering ESDGC as a cross-curricular area for several years, this does need clarifying in the guidance.</p>				

**B2. How well do you think the draft Curriculum for Wales 2022 guidance allows for all children and young people to gain a broad range of learning experiences?**

**You may want to consider learning across the different disciplines and subjects which form part of an area of learning and experience.**

Extremely well	Very well	Moderately well	Slightly well	Not well at all
	x			
<p>Comments:</p> <p>The curriculum definitely offers the possibility a far broader set of experiences than its predecessor. There is an emphasis across the areas of learning on moving beyond the walls of the classroom (outdoor learning, fieldwork etc) and many of the schools across the WAGL network are embracing the idea of making stronger links with outside organisations in order to vary and enhance the experiences for learners, and to bring in appropriate levels of expertise.</p> <p>The professional learning and resources available will be essential for teachers to be able to deliver the range of experiences across disciplines: How can we best ensure that teachers are supported to move beyond teaching what they know? Professional learning and resource signposting will be valuable to ensure local treasures are used and learners are supported in looking towards situations in new ways. Thought also needs to be given to the quality of externally offered expertise and experience – what priority is being given to making sure those who bring in external expertise and experiences are sufficiently familiar with the new curriculum and its principles?</p>				

**B3. How well do you think draft Curriculum for Wales 2022 guidance allows for all children and young people to specialise from age 14 in a particular discipline or subject?**

Extremely well	Very well	Moderately well	Slightly well	Not well at all
	<b>x</b>			

Comments:

**As long as the Curriculum is taught in a balanced way**, there is every possibility for specialising in a subject at the age of 14. In addition, the holistic focus of the curriculum areas will enable learners to understand how different subjects intersect (an issue they don't usually encounter until A Level Standard). Furthermore, the expansion of Literacy to include a respect for all languages will mean that students should continue to develop an eagerness for them.

The Assessment Proposals document states if something is not on the curriculum it won't be assessed. This will lead to difficulties if a specialism is not deemed to be included. If there is no consistency of delivery or assessment, it will be difficult for learners and teachers to move from school to school especially if they have gone down a specialist route.

It is vital that qualifications to be valid and transportable as global citizens who may choose to live and work across the world.

**B4. The draft Curriculum for Wales 2022 guidance is intended to support practitioners and teachers to design a curriculum specific to children and young people. To what extent will practitioners and teachers have the flexibility and support to do this?**

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

Comments:

Messages we receive from teachers are that they are stretched and lacking resource to take time out for professional learning. Resources will be needed not just for the professional learning itself, but for the supply and other costs associated. For such a transformative curriculum, a couple of additional inset days will not be sufficient.

Whilst there is far greater freedom for teachers to design a bespoke curriculum to the needs of their students, we should be cognizant that teachers typically do not receive the access to training that they once did (lack of funding) and that they do not move between schools very much (lack of experience in a variety of catchments). On that basis, we would recommend a supported implementation of this curriculum where trainers are able to work with teachers through an action learning approach, where projects are piloted and reported on, and where there is space for genuinely critical and reflective learning.

It is important for the WG Education Department to highlight those bodies and organisations who can offer reputable support, advice and guidance.

**B5. How well do you think the draft Curriculum for Wales 2022 guidance supports learners to develop skills in the cross-curricular responsibilities (literacy, numeracy and digital competence) and other cross-cutting themes (e.g. Welsh dimension and international perspective, wider skills, careers and work-related experiences, relationships and sexuality education)?**

Extremely well	Very well	Moderately well	Slightly well	Not well at all
	<b>x</b>			
<p>Comments:</p> <p>The draft curriculum offers greater freedom to design “real life” projects for developing literacy, numeracy and digital competency and teachers in Wales are familiar with delivering cross-curricular programmes. On that basis, and also based on the expertise of our network, we focus here on the International Dimension and wider skills. We feel that the draft curriculum strongly supports the Welsh dimension in education but that the international perspective is not consistently explained well across AOLEs. This is a missed opportunity because reaching beyond Wales for projects is important for developing work-related experiences and wider skills, enabling learners to develop a greater sense of entrepreneurship and confidence in the future.</p> <p>There needs to be clarity about the position of the ESDGC framework.</p>				

**B6. How could the *cross-curricular frameworks (National Literacy and Numeracy Framework and the Digital Competence Framework)* be refined to support the development of literacy, numeracy and digital competence across the new curriculum?**

With a new curriculum and new way of teaching it is important to make things as clear and as easy to use as possible, especially for new or less experienced teaching staff. One could argue that if aspects were important enough to be included in the original frameworks they would expect to be found in the new AOLE’s – this would reduce confusion and simplify the system.

**B7. How well do you think the guidance for each *area of learning and experience* will support children during the Foundation Phase years?**

Extremely well	Very well	Moderately well	Slightly well	Not well at all
<b>x</b>				
<p>Comments:</p> <p>The guidance for the areas of learning are very relevant for students in the foundation phase years as they underpin the Foundation Phase principles of constructivism and development through experience and play. Schools typically struggle to move away from formal education models and this will support Foundation Stage in what they want to pursue.</p>				

**B8. How well do you think the *draft Curriculum for Wales 2022 guidance* supports and enables learners to progress at an appropriate pace for their development within the area of learning and experience from ages 3 to 16?**

Extremely well	Very well	Moderately well	Slightly well	Not well at all
<p>Comments:</p> <p>Difficult to answer at this stage, but note that pace needs to be adequate to ensure informed and ethical citizens by the age of 16 if the voting age is to be lowered.</p>				

**B9. How well do you think the draft Curriculum for Wales 2022 guidance will provide a basis to help young people progress beyond the age of 16?**

Extremely well	Very well	Moderately well	Slightly well	Not well at all
<p>Comments:</p> <p>This age will prove challenging in terms moving towards specialisms, and allowing students the experience and freedom to create a deep knowledge bank. Thought should be given to how knowledge should be translated into real-world skills and qualifications.</p> <p>Portable qualifications will be essential.</p>				

**B10. Formative assessment should be given primacy in the new curriculum. How well do the assessment proposals promote this principle?**

Extremely well	Very well	Moderately well	Slightly well	Not well at all
	<b>x</b>			
<p>Comments:</p> <p>We support the focus on formative assessment and holistic approaches that focus on learner progress rather than narrow testing. We also support the use of assessment data for reflection and learning, especially given the need to experiment with new approaches in the curriculum. It will be essential to take healthy approaches to success and failure as the new curriculum is rolled implemented so teachers and schools are encouraged to experiment, learn and try new things in order to get the most out of the new curriculum.</p>				

**B11. The assessment proposals propose a broader approach to moderation – supporting professional dialogue regarding the nature of progression, the selection of appropriate learning and assessment activities, as well as ensuring a shared understanding of what achievement looks like in the context of the achievement outcomes.**

**How would you envisage your setting /school putting this approach into practice?  
What further support do you think would be needed?**

No Comment as we are not a school. However, WAGL members are keen to offer support (where resourced to do so) to ensure global citizenship education is appropriately embedded.

**B12. What practical issues for settings and schools do we need to be mindful of if the assessment proposals are to be made a reality?**

- Time
- Cost
- Access to learning spaces
- Globally recognised qualifications
- Where to get help
- Existing skills of staff in delivering ESDGC

**B13. What implications do you see from the draft Curriculum for Wales 2022 guidance for you and your colleagues' professional development needs in respect of the:**

- impact on pedagogical practice
- implications of planning for a purpose-driven curriculum
- professional learning requirements linked to pedagogy
- developing in-school and cross-school collaboration
- specific areas of professional learning aligned to the areas of learning and experience
- opportunities for professional enquiry approaches support delivery of the new curriculum?

We outline some considerations for professional learning in A1 and in addition would welcome opportunities for those who support schools through delivering teacher training, classrooms experiences and resources to also be permitted to access professional learning to understand the implications of the new curriculum for their delivery. We also support (as during curriculum development) opportunities for schools to come together with other education practitioners to learn from each other.

**B14. What are the professional learning challenges and opportunities to enact the principles in the assessment proposals?**

No comment

**Section C – Specific: Areas of learning and experience**

**C1. If you would like to provide specific feedback relating to one or more specific areas of learning and experience, please make a selection and add your comments below.**

Expressive Arts	x	Language, Literacy and Communication	x
Health and Well-being	x	Mathematics and Numeracy	x
Humanities	x	Science and Technology	x

**Comments (if you choose more than one area of learning and experience please label each comment):**

### **Science and Technology**

We are delighted to see that this AOLE now has strong evidence of embedding global learning and the international dimension by recognizing and exploring the wider impacts of science and technology.

We strongly support:

- the focus in the introduction on learners assessing inputs critically, understanding the nature of facts and making informed judgements and overall asking: “Just because we can, does that mean we should?” This is a pertinent and important guiding principle for this AOLE and beyond
- The wider skills are highlighted in several What Matters statements and explained well, e.g. para 2 page 12,
- We can see the efforts made to implement wider skills and international dimension within progression steps with frequent mentions to critically thinking about impacts, learning from other cultures and countries, developing empathy and ethical considerations and debates
- The explanation of values, rights, culture and sexuality is excellent

There are some areas for improvement and consistency which are summarized below with some examples – we would be happy to highlight more examples should that be of value:

- In a small number of places (introduction, What Matters statements) statements are made that, when applying critical thinking skills, we might question. Care should be taken to ensure all statements are rigorously defensible. Much of this nuance does come out in the progression steps but the consistency needs to flow from the What Matters statements. Examples include:
  - P.-5 “technological innovations can support improvements in health and lifestyle” – they can support, and improve but also can and have harmed/hindered
  - P.6 When taking about ‘progress’ description should be mindful of whose definition of progress is employed and who winners and losers are. Also we need to think about sustainable progress
  - P.7 “...we can design and enrich our lives.” Can design and enrich, or harm/damage.
  - P.7 “This has enabled some of society’s greatest scientific breakthroughs and achievements” Yes, but also some of the bigger threats to humanity
  - P.8 “computational processes have changed the way **most** people interact...”
  - P.8 we would question the statement: “...the world has been enriched...” This is contestable depending on viewpoint/access to resources, e.g. those losing land to illegal conflict mineral mining may disagree – instead “...the world has been transformed...”
  - P.20 Not identifying which of the earth’s resources are in short supply – all need to be used sustainably

- P21 - I can explain why we sometimes choose to act in ways that impact negatively on the environment - I can analyse the availability of key natural resources. These seem overly negative and not SMNR themed. We suggest 'I can describe the positive and negative impacts of Science and Technology on society' and I can explain the importance of sustainably managing our natural resources now and in the future'
- The international dimension in this AOLE needs development – it has much less focus than the Welsh dimension (see next bullet) which then flows through into the statements and progression steps. This misses opportunities to explore, contrast, compare, learn, share from/with other nations/industries and doesn't recognize the globalized and cross-border nature of many industries, their workforces, their supply chains/markets and, of course, their impacts.

Also, while the What Matters statements and progression steps effectively explore multiple impacts and ethical questions, only the environmental impact is mentioned here.

To give an example, using new technology to solve problems in difficult and challenging circumstances and using technology ethically should be reinforced and celebrated, such as technological solutions in, for example, humanitarian emergencies.

Design thinking and engineering are technical and creative endeavours intended to meet society's needs and wants also extends to global issues where engineers respond to "needs, wants or difficulties" and become "enterprising problem-solvers who are well placed to contribute to society." For example, innovative sanitation and the design of latrines to suit cultural and gender needs for thousands living in extremely difficult circumstances on refugee camps results in enterprising, ethical and exemplar outcomes.

Furthermore, for the What Matters statement: The world around us is full of living things which depend on each other for survival is a perfect opportunity for developing an understanding of global learning through teaching topics such as global pandemics, reasons for the spread of disease and programmes to limit these, educating, training and raising awareness through developing global voices. Essential learning would be to explore the interconnectivity of globalisation and how this has impacted on the health systems in Wales and across the world.

- Following from the above, sometimes, the Welsh dimension leads to an over-focus on Wales that may limit other perspectives, views and recognition of the cross-border nature of the science and tech industry and the international dimension of many of the impacts and dilemmas
  - p.7 "This activity is particularly relevant in Wales..." Seems odd to specify Wales for this What Matters statements only, implying atomic science more important to Wales than forces for example.
  - P.12 Welsh-centric focus in terms of role models which may exclude diverse populations (including those relevant to students) or miss other role model opportunities (e.g. female scientists breaking through in Silicon Valley). For example, p.12 "...Welsh individuals" could become "role models in and from Wales, and who students can identify with."
- In some What Matters statements and detail, environmental impacts are singled out, whereas in others it is environmental and societal, and in others ethical considerations. We recommend being consistent by, for example, by using the environmental, social, cultural and economic dimensions to match FG Act, and to consistently include ethical dilemmas. This can be characterized/defined in the introduction to the section/international dimension section then used consistently

throughout (this and other AOLES). The risk of not doing this is that environmental is included but the other considerations are not. For example:

- p.8 computation What Matters statement focuses on environmental vs p.39 technology progression steps which includes all + ethical dimension. Several others mention environmental and societal.
  - P.20 Step 3 in impact section suggests an environmental focus
  - P.21 Step 4 no need to focus specifically on the environment in part 1 of impact section.
- Some additional minor considerations that are not patterns across the AOLE are:
    - P.23 Include the option to 'refuse' as we need to reduce resource use and consumption overall
    - The computation What Matters statement on P.8 is less concise than the others.
    - P.09 "compete to survive" – but not cooperation/symbiosis?
    - Overall, the computation What Matters statement and progression steps as compared to the others name specific ethical debates rather than opening up to broader potential impacts/concerns to be managed by digital citizens. Also, the international dimension doesn't flow well through this AOLE compared to the others, yet computation is very much an area where borders are almost irrelevant (leading to many of the ethical dilemmas and complexities we see in this field)
    - Relating to careers, it is important to include gender stereotyping, but also other stereotyping and intersectionality is an issue
    - P.24 "design, **implement** and evaluate strategies..."

### **Mathematics and Numeracy**

There has been progress since the last iteration in the ESDGC and international dimension in this AOLE. We like:

- That this AOLE highlights not being afraid of unfamiliar or complex problems
- That being ethical informed citizens is achieved by learning how to process and interpret information

Areas for improvements

- **International dimension:**
  - There are ideas about exploring role models and mathematical history across history in the Welsh/International dimension but these aspects are not clearly coming through in the progression steps
  - P.12-13 The International dimension needs to be developed as compared to the Welsh dimension – absolutely important to highlight Welsh role models but also role models that students might identify with from elsewhere e.g. as women, shared ages, cultural identities.
  - Areas that might be considered in the international dimension include what currencies and time zones do other people experience? How does money and taxation impact on different genders in different cultures? How does money become a universal language? It is also important part of the international arena and learners could investigate Wales' financial contribution to international aid and humanitarian emergencies.
- **Misrepresentation and communication with statistics**
  - P.07 Learners should understand how data and statistics can be interpreted and misinterpreted and the importance of reasoning **and communicating** with statistics. This does come out in progression steps (p.49), but also learners should themselves learn how to communicate effectively with statistics to tell a story E.g. see Gapminder/Hans Rosling/Dollar Street materials

- **Academic tone:** Overall, this description has a more academic tone than the other AOLEs which perhaps needs adapting for consistency – e.g. referring to paper submissions that may not have a great deal of meaning to readers

### **Expressive Arts**

We like the focus that comes through on:

- Understanding of identities, cultures and values, and becoming agents of change and support opportunities for young people to engage in social action as active global citizens

We also suggest some improvements:

- **Ensure all learners feel valued and not excluded: It is vital to remove language that assumes all learners are born in Wales**
  - **URGENT CHANGE:** to bullet 3 “**artists born in Wales**” to “**artists in Wales**” – many of our students were not born in Wales
- The Welsh dimension and International Perspective needs some refinement with ideas listed below:
  - “A focus on Welsh culture and the traditions of...” Make sure to highlight the diversity of **contemporary** Welsh culture, including cross-border elements
  - Revisit from introduction the possibility of social change through expressive arts in this section
  - Be aware that it should be diverse practitioners in Wales in terms of discipline and own cultural identities (which are often multiple even for people born in Wales)
  - Skills based workshops, local, national and **international**
  - Overall, very little on the international perspective here – e.g. perceptions of Welsh culture outside of Wales. There are huge opportunities for partnering with schools here (for example, through Erasmus or Connecting Classrooms programmes that facilitate and fund direct contact between schools across nations). This would support a further reflection of their identity as artists of Wales and the world will support the ambition for learners to support Wales’ “future prosperity.” Learners will become more aware of globalisation and interdependence in commodities and culture. We could also question how do others perceive us; how would we like to be perceived?
  - P.24 exploring languages of Wales and traditions etc – why not others too, again using opportunities like Erasmus and Connecting Classrooms?
- **Multiculturalism / identities** are referred to in several places in the AOLE, and should consistently relate back to the Welsh and international dimensions
  - The focus on the Welsh dimension and examples implies an exclusivity and doesn’t recognise the multicultural nature of Wales and its learners, but also the cross border nature of the development of expressive arts, that draws across cultures. Some examples below:
  - P.8 “Fundamental to Wales’ future prosperity” and the world/beyond Wales even if they stay in Wales impacts are felt elsewhere
  - P.21 “celebrate the personal, social and cultural identities” – maybe explore? Some cultural practices are harmful so we need to be aware of not only celebrating (e.g. in many societies including ours, patriarchal cultures, practices such as FGM)
  - P.15 Values and rights section – add something about being influenced by other cultures/taking the best of what other cultures have to offer
- **Critical thinking about culture:**
  - P.28 – ‘celebrate, explore and critique’ not just celebrate culture – creative works have often been used to challenge and explore contested cultural

practices and have often been conduits for social change

- **Other suggestions:**
  - P.2 Are we “deepening artistic knowledge” or “creativity” which encompasses knowledge and skills?
  - P.3 “and so encourage” = “so encouraging”
  - P.3 “explore cultural differences **and develop empathy**”
  - P.7 “In order to respond effectively they will need to form positive relationships with others” - Not entirely true – odd sentence as one can respond individually
  - P.9 Include reflection after creation – a creation cycle

### **Health and Wellbeing**

We like:

- Strong section on critical thinking and problem solving including management of conflict
- Recognition of impacts of interconnected and rapidly changing world and recognition of values and identity
- the opportunity for learners to “*explore the connections between life experiences and mental and emotional well-being.*”

We support Natural Resources Wales submission relating to this AOLE and the natural environment.

We would suggest:

- p.13 Critical thinking and reference to protecting mental and physical health
- In creativity and innovation p.13 include nutritious sustainable meals
- Careers p.14 – what does ‘sustainable career decisions’ mean?
- P.14 careers and work experience – be consistent on including physical and mental health in AOLE
- Ensuring there are skills in the classroom to support the health and wellbeing of refugees. The current refugee crisis can be explained and emphasised through working with global citizenship education agencies such as the WCIA, Oxfam and Show Racism the Red Card and the painful separation of families and family reunion, the effect of not being able to work for asylum seekers, and the lengthy process to achieve refugee status explained. The impact of traumatic experiences on mental health is underlined in the Peace Schools initiative and support signposted. Schools can work to become Schools of Sanctuary through the Cities of Sanctuary network therefore supporting the Welsh Government’s ideal of being a Nation of Sanctuary.
- Global Citizenship Education will allow learners to think critically about how the way that we live Wales and the world has impact on physical health and well-being. Inequality, gender and poverty impact on many. For people forced to flee access to healthcare is minimal and the impact on mental health is high for those who have experienced trauma. Poverty and inequality impacts many and poor access to health services in middle and low income countries results in substantial loss of life. According to the UN in SDG 3 “children born into poverty are almost twice as likely to die before the age of five as those from wealthier families.”<sup>2</sup>
- Poverty also impacts on health lifestyles in Wales and must be dealt with care, there are 200,000 children living in poverty in Wales.
- Investigating and evaluating the differences within Wales and the world will allow learners to develop a deeper understanding as to the effects their access to physical health and well-being.
- **What Matters: How we process and respond to our experiences affects our mental health and emotional well-being.** Alliance members can share real lived

<sup>2</sup> <https://www.un.org/sustainabledevelopment/health/>

experiences and thus create more inclusive practices in schools. It is essential that learners become more empathetic and global citizenship education has the tools and expertise to allow learners, through participatory and critical thinking, to support learners. Global citizenship education guides offer teaching support and tools to integrate global learning and make the connections between experiences across the globe to those at home, highlighting intersectionality and the multi-faceted identities that we often live.

- **What Matters: How we engage with different social influences shapes who we are and our health and wellbeing.** There is a gendered aspect to poverty, important when we explore the impact of poverty globally and locally – identifying the need for critical thinking exploring the background reasons for poverty. Gender has a great impact when considering poverty and more women than men globally live in poverty. According to the UN SDG 1 “globally, there are 122 women aged 25 to 34 living in extreme poverty for every 100 men of the same age group.”<sup>3</sup>. Informing students of these differences and ensuring that they are empathetic, open minded and avoid stereotypes is imperative in considering the range of experiences that they will need to face.

### **Humanities**

The humanities AOLE has embraced the cross-curricular approach and consistently implemented the wider skills and international perspective across the WM statements and progression steps. We support how it encourages learners to imagine and reimagine futures, to gain a sense of belonging and take social action, as active citizens. There is an excellent recognition of global citizenship skills and the need to engage local, national and international from day 1 not waiting for older learners – this should be an approach shared across AOLEs.

Some areas for improvement include:

- Mention sustainable management of natural resources and the relationships between people and their natural environments
- Cynefin should be defined or its use be consistent across AOLEs
- Make stronger links to the Science and Technology AOLE
- There is a divergence at later progression steps to separate into subjects which doesn't seem consistent with the other AOLEs

### **Languages, literacy and communication**

Overall, we like the recognition of the international perspective in this AOLE and the highlighting of the need to understand diversity and challenge stereotypes.

There is room to make some improvements here relating to ESDGC. The guidance in this section feels biased towards English and Welsh, but opportunities to learn other languages are important as an employability skill but also to better understand other cultures. It's important to stress the importance of other international languages as keys to understanding other cultures and appreciating diversity, including the diversity that exists in Wales itself.

Some suggestions for improvement include:

- Development of knowledge and skills in languages and literature can also raise awareness of how language itself can be used as a tool for discrimination.
- Global citizenship offers practical ways of developing awareness and appreciation of language and culture, and opportunities to put language skills into practice in real situations – e.g. through Connecting Classrooms, Erasmus projects, school twinning, etc. This can be mentioned on p.3 and in Ethical information section

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<sup>3</sup> <https://www.un.org/sustainabledevelopment/poverty/>

- **International perspective**
  - In the introduction include reference to language as related to culture and identity
  - p.17 Enrichment experiences only covers Welsh language – this needs to incorporate the international dimension – not just writers/poets from local area, but consider cross-border fertilization of literature and language. There is a missed opportunity in this section to look at how language learning can engage communities, encourage and explore diversity etc
  - RSE on p.15 highlights contemporary global challenges, but this sits across all aspects of the AOLE – better to put this in the international perspective section
  
- **Other changes:**
  - Change that wording so that Welsh and English are recognised as international languages – suggest saying “Welsh, English and **other** international languages”
  - p.07 – to empathize rather than ‘demonstrate empathy’
  - Be consistent about engagement with own and other cultures
  - Make a stronger link between language and our natural lived environment

**C2. How well do the progression steps within the Mathematics and Numeracy Area of Learning and Experience articulate the proficiencies illustrated in the principles of progression?**

Extremely well	Very well	Moderately well	Slightly well	Not well at all
Comments:				
No comment				

**C3. How well do the learning sections within the Languages, Literacy and Communication Area of Learning and Experience provide for learners to develop translinguaging skills?**

Extremely well	Very well	Moderately well	Slightly well	Not well at all
Comments:				
No comment				

**C4. How well does the guidance within the Languages Literacy and Communication Area of Learning and Experience provide for the development of language acquisition and learning?**

Extremely well	Very well	Moderately well	Slightly well	Not well at all
Comments:  No comment				

**C5. How well does the Health and Well-being Area of Learning and Experience guidance support a whole-school approach to supporting health and well-being?**

Extremely well	Very well	Moderately well	Slightly well	Not well at all
Comments:  No comment				

**Is there anything else you would like to add or feedback on?**

The Wales Alliance for Global Learning is supportive of and excited about the new curriculum and are happy to offer support in terms of professional learning, resources or expertise in developing the EDDGC/international perspective/wider skills aspects of the curriculum and its roll-out. We recognise the challenge and complexity in such a large-scale change and would like to encourage a truly reflective, critical and open approach to implementation.

**Return by 19 July 2019**

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