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TRAINING LTD

Welsh Language Policy and Action Plan

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Welsh Second Language Development Policy

At Achieve More Training we believe all staff and learners are entitled to learn about the language, culture and heritage of the country that they reside in, Wales. We pride ourselves on providing opportunities for active learning through and through more structured activities which are relevant and realistic, to acquire sufficient familiarity with Welsh to encourage staff/learners to develop further language learning skills for life. Our aim is to develop staff and learner's confidence and competence to understand and use the Welsh Language. We aim to ensure they acquire positive attitudes toward Welsh and bilingualism and that this promotes tolerance to other cultures and other languages.

Aims and Objectives

Welsh culture and language is an established part of life at Achieve More Training. It is strongly embedded in the ethos and values and is used by both staff and learners as one form of communication. Through the progressive development of skills in oracy (speaking and listening), reading and writing through CPD, positive encouragement from each other and partner organisations, learners are encouraged to communicate bilingually as a natural part of their learning.

At Achieve More Training we aim to:

1. Stimulate learner's curiosity, interest and enjoyment to encourage feelings of belonging and a sense of heritage, roots and community.
2. Support and encourage learners to gain bilingual competence (through oracy, reading and writing), taking account of age and ability.
3. Offer a path into cultural and social opportunities; sport, literature, music, film, television, theatre and the richness of different cultures.
4. Support an understanding of the Welsh culture –, and promote Welsh heritage
5. Encourage staff and learners to embed Welsh language and bilingualism into the teaching and learning process and their working environments.

Teaching and learning style

We believe learners should acquire and absorb Welsh through a holistic approach to learning. Our principal aim is to develop people's skills, knowledge and understanding through a structured developmental and progressive continuum, taking account of their learning needs and allowing for spontaneous developmental opportunities when they arise. Tutor/Assessors identify and use effective strategies for using language as a 'tool' for learning, creating opportunities for practical and purposeful language use. We aim to ensure learning is exciting, challenging and creative, and that learners understand what they need to do to improve and how they can do this.

Hearing and understanding are the first steps towards acquisition of any language. Tutor/Assessors and support staff model correct pronunciation and appropriate intonation incidentally, through structured teaching and learning, targets set at reviews and through experiential learning situations in the workplace. Staff are encouraged to use Welsh naturally as a form of communication throughout the day.

We recognise all learners are different and provide suitable learning opportunities for all by matching the challenge of the activity to the needs / ability of the learner. We achieve this through a range of strategies taking account of all learning styles and providing targets and opportunities for learners to plan, develop and reflect on their own learning through organised reviews and a positive bilingual learning environment. We encourage learners to learn collaboratively and provide CPD opportunities for staff to feel more confident and competent in supporting learners and creating this environment.

Progression in Oracy Skills

Initially learners will begin to listen to words, phrases and short items spoken by familiar voices, within the workplace and teaching and learning environment. Learners will then begin to demonstrate their understanding non-verbally or with short oral statements. As their understanding increases, they begin to listen to a series of short items and then to understand the main points of what is presented to them orally. They also become familiar with different voices and respond via non-verbal means, orally or in writing. As learner's listening skills develop, they listen to language in a range of situations, including spoken language and respond by selecting specific details. Developing confidence in conversations is associated with progress in the way children express themselves when speaking, beginning with imitation and the use of simple words and phrases and progressing towards making some voluntary statements as well as asking and answering questions and expressing opinions simply. As they make further progress, learners will display increased confidence when speaking. The accuracy and variety of phrases and the range of sentence patterns and verb forms increase as they make progress. They develop, to discuss, ask purposeful questions and respond sensibly, agreeing or disagreeing with the opinions of others and providing reasons.

Progression in Reading Skills

Initially Learners begin to display an understanding of simple and familiar words and phrases via oral or non-verbal responses. As their confidence as readers increases, they begin to read independently and read bilingual extracts aloud with some expression. As they progress, they cope with longer pieces covering familiar subjects in their chose career path and develop the skills of extracting information relevant to the task and expressing opinions simply. Further progress is evident when learners extract information from more than one source.

Progression in Writing Skills

Learners begin to develop their writing skills through emergent writing and by copying familiar words. They then begin to communicate simple factual and personal information that is within their experience. Increasingly, learners link sentences, show some grasp of order and progression, structure their ideas and vary their patterns. As they progress they can offer a simple explanation. As they make further progress, they include more detail in their work and begin to use language to create effect.

Welsh Second Language Development across all areas of teaching and learning

Effective provision for the development of Welsh in Achieve More Training is carefully planned across all areas of learning to ensure that learners have opportunities to develop, apply and extend their communication, speaking, listening, reading and writing skills through a variety of media.

Opportunities to develop *skills across the curriculum* of thinking, communication, number and ICT are carefully planned across all areas of learning. Specific activities and resources will also be embedded and promote the Welsh Language.

Learners familiarity with Welsh is promoted through a bilingual environment. Models of good language are used and displayed at all times.

The use of Welsh for everyday routines, common words and phrases in the workplace, reinforce language development and are embedded.

Personal and Social Development and Well Being

- Discussing moral issues through the medium of Welsh, e.g. emotional phrases and sentences to describe how they are feeling.
- Through routine conversations internally and externally to the organisation related to sharing and caring, e.g. diolch / thank you; Bore Da / Good Morning

ESDGC / Cultural Diversity

- Discover similarities and the uniqueness of the variety of cultures within Wales today.
- Communicate with Welsh medium and bilingual settings through e-mail and tasks.

Knowledge and Understanding of the World

- Observe Welsh / bilingual signs in their own environment and develop this vocabulary / phrases / sentences in play (Career specific sheets provided).
- Use Welsh reference books / sources and ICT to explore and discover places in the world.

Physical Development

- Give and receive instructions in Welsh in PE and school sport activities, e.g. ewch at y wal / go to the wall; rhedwch / run, etc.
- Expressing feelings after exercise in Welsh.

Creative Development

- Attend and interact with Welsh guest speakers at events provided by Achieve More Training
- Observe examples of work from Welsh role models

Equality

Equality is always observed with positive attitudes being developed. We will not unlawfully discriminate on grounds of age, disability, gender, gender reassignment, race or ethnicity, religion or belief, sexual orientation, marriage or civil partnership, pregnancy and maternity or on the grounds of Welsh language.

All learners, their families, volunteers, staff and directors are valued and will be treated with dignity and respect. Achieve More Training will not tolerate any form of discrimination, harassment or victimisation.

We will work across the organisation to ensure our commitment to equality and fairness is shared and take steps to ensure that our organisation is accessible, welcoming and inclusive.

Provision for first language Welsh speakers will be offered wherever possible including Welsh language / bilingual teaching and learning sessions, reviews and qualification resources.

Health and Safety

Learners are encouraged to discuss safety implications concerning themselves and pupils in their duty of care when working within the workplace. We aim to ensure learners work in an environment which is safe and hazard free at all times.

Assessment and Recording

Tutor / Assessors assess learners progress in Welsh Second Language Development by making judgements as they observe them and by looking at their written work. These are recorded as part of on-going formative assessment in monthly reviews.

Resources

There are a wide range of resources to support Welsh across all qualifications and routes taught by Achieve More Training. Standard bilingual and Welsh-only resources are provided for tutor/assessors in central resource areas and on the cloud.

Monitoring and Review

Monitoring the standards of learning and the quality of teaching in Welsh is the responsibility of the Head of Quality and Operations. The work of the Tutor/Assessors also involves supporting

colleagues, being informed about current developments, and providing a lead and direction for learners. The Tutor/Assessor liaises with the employer and indicates areas for improvement. This is recorded on monthly reviews.

Communications

AMT will strive to provide bilingual communications across all areas of the organisation. For example, where possible email and phone correspondence should be in Welsh language, where members are first language Welsh. All AMT staff should promote the Welsh language through bilingual greetings. For example when answering phone calls, staff should answer 'Bore da / P'nawn da' Good Morning / Good Afternoon..... Achieve More Training [Name] speaking, how may I help.

Action Plan

The Welsh Government is launching a new Welsh Language Strategy – "Cymraeg 2050 – a million Welsh speakers". The Welsh language is one of the treasures of Wales. The Welsh Government want to see the number of people able to enjoy speaking and using Welsh reach a million by 2050.

Achieve More Training have a key role in delivering this target by training future Welsh-speaking post-holders who can offer services through the medium of Welsh.

As such we have developed a Welsh Language and Culture policy to:

Create a Welsh ethos

- ensure that our ethos and priorities for Welsh training are understood and committed to at all levels within Achieve More Training
- ensure that we deliver on our Welsh language initiatives
- ensure that appropriate Welsh displays are available.

Promote the use of Welsh language effectively to learners.

- ensure that Welsh speaking learners are allocated to Welsh speaking tutors, where possible, to discuss the advantages and value of training through the medium of Welsh effectively with reluctant Welsh medium learners
- ensure that learners who have studied Welsh as a second language have an opportunity to develop their Welsh skills further
- ensure that staff with experience of working in the learner's vocational area can promote the advantages of working through the medium of Welsh and can also provide current information on opportunities for further learning and career progression.

As such we will:

1. Ensure that learners are motivated to learn Welsh and to develop their Welsh skills further within their vocational area
2. Recruit Welsh speaking staff who are good Welsh language role models in their vocational areas to encourage learners in using and developing their Welsh language skills
3. Ensure staff receive relevant Welsh Language training and CPD opportunities
4. Strive to ensure that we have learning programmes which match the needs of learners and employers.

This Action Plan aims to ensure that we deliver on our Welsh Language and Culture strategy and will be reviewed and added to with feedback from:

Employers through:

- Monthly reviews with learners
- Regular satisfaction questionnaires
- Newsletters

Learners through:

- Monthly reviews with their Tutor / Assessor
- Regular satisfaction questionnaires
- Newsletters

Government and funding bodies through:

- Provider performance reviews
- Learner and Employer Voice

Staff through:

- Monthly meetings
- Caseloads
- 1:1 KiT Meetings
- Emails
- Phone conversations
- Learner and employer questionnaires