

Curriculum for Wales British sign language guidance

Consultation response form

Your name: Phil Stubbington (Chair)

Organisation (if applicable): Wales Council for Outdoor Learning

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Responses should be returned by **29 March 2021** to

Curriculum Realisation Unit
Curriculum and Assessment Division
The Education Directorate
Welsh Government
Cathays Park
Cardiff
CF10 3NQ

or completed electronically and sent to:

e-mail: curriculumforwales@gov.wales



Cyngor Cymru ar Gyfer
Dysgu yn yr Awyr Agored

Wales Council for
Outdoor Learning

The [Wales Council for Outdoor Learning](http://www.walescouncilforoutdoorlearning.org/) acts as a voice for the outdoor learning and environment sector bringing together organisations that support and deliver high quality teaching and learning in the

outdoor environment.

The partnership shares good practice and influences policy development, highlighting the many benefits of outdoor learning and its contribution to the development of ethical and informed citizens of future generations.

Wales Council for Outdoor Learning helps to raise the profile of Out of Classroom Learning aiming to foster greater understanding and appreciation of its value and its vital contribution to education for sustainable development and global citizenship.

More information can be found at: www.walescouncilforoutdoorlearning.org/

Wales Council for Outdoor Learning welcomes the opportunity to comment on the draft framework guidance on embedding a whole-school approach

- the importance of out of classroom learning and real-life experiences in nature for all ages and abilities supported by confident and competent teaching staff
- the essential role of environmental education, ESDGC, outdoor learning, adventure education and scientific literacy
- the importance of the sustainable management of our natural resources now and in the future and an understanding of what this means from a young age
- the need to embed the environmental learning and sustainable development in the widest sense throughout the curriculum

The ability to teach and learn in the natural environment significantly contributes to all 6 Areas of Learning and Experience, delivers against the Four Purposes of the Curriculum for Wales and provides the required ‘opportunities and activities that expand horizons within and beyond the traditional learning environment of the classroom.’

Wales Council for Outdoor Learning is happy to work with Senedd Cymru to ensure the role of the natural environment in improving young people’s mental health and well-being is embedded in the framework. The Network can provide advice and guidance on quality assured outdoor teaching and learning and provide training and support for teachers and education professionals.

For further clarification or information please contact the current chair:
Phil Stubbington – John Muir Trust – phil.stubbington@johnmuirtrust.org

Question 1 – Do you work in or support the delivery of education?

Yes	✓	No	<input type="checkbox"/>
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i) If yes, what is your organisation? (If no, continue to iii 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	✓
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): The Wales Council for Outdoor Learning acts as a voice for the outdoor learning and environment sector bringing together organisations that support and deliver high quality teaching and learning in the outdoor environment	✓
Further education college			

ii) 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): Providers and Practitioners of outdoor learning	√


iii) 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-plus (not a parent or carer)		Apprentice	
Child or young person (under 18)		Other (please specify):	
Student/academic			

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

Yes	✓	No	<input type="checkbox"/>
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v) If 'yes', please specify.

	<p>Cyngor Cymru ar Gyfer Dysgu yn yr Awyr Agored</p> <hr/> <p>Wales Council for Outdoor Learning</p>
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Question 2 – Is the published Curriculum for Wales guidance and this draft Curriculum for Wales guidance for British Sign Language clearly aligned?

Yes	✓	No	<input type="checkbox"/>	Not sure	<input type="checkbox"/>
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Please explain your answer

It is clearly states how BSL can contribute to realising the four purposes in the new curriculum.

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Question 3 – Is the guidance for the Languages, Literacy and Communication Area of Learning and Experience and this draft Curriculum for Wales guidance for British Sign Language clearly aligned?

Yes	✓	No	<input type="checkbox"/>	Not sure	<input type="checkbox"/>
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Please explain your answer

The main elements are summarised, including progression, and a direct link has been provided to the corresponding section in the new curriculum.

Question 4 – Does this draft Curriculum for Wales guidance for British Sign Language balance both the needs of deaf and hard of hearing learners learning and using British Sign Language as a first/predominant language and the needs of other learners for whom British Sign Language is a third or subsequent language (like French or German)?

Yes	✓	No	<input type="checkbox"/>	Not sure	<input type="checkbox"/>
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Please explain your answer

The difference between the two has been acknowledged, as has the overlap between them and the potential for progression from one to the other.

Question 5 – In your opinion, will the references in the human rights and diversity section of this guidance to specific articles from the UNCRC support schools and settings in planning, designing and implementing their curriculum?

Yes	✓	No	<input type="checkbox"/>	Not sure	<input type="checkbox"/>
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Please explain your answer

There are useful links to information and resources, providing the international context (e.g. this will support the third purpose of the new curriculum, which is to enable learners to become ethical, informed citizens of Wales and the world) and useful references to other languages.

Question 6 – Some example descriptions of learning are provided in the draft British Sign Language guidance. In your opinion, are there any specific aspects of

progression in British Sign Language that should be reflected in the descriptions of learning that will be included in the Curriculum for Wales?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Not sure	<input checked="" type="checkbox"/>
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Please explain your answer

Question 7 – Are there any aspects of this guidance that you feel are too prescriptive?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	Not sure	<input type="checkbox"/>
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Please explain your answer

Question 8 – Are there any aspects of this guidance that you feel are not detailed enough?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	Not sure	<input type="checkbox"/>
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Please explain your answer

Question 9 – Is there any additional information you think should be included in this guidance?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Not sure	<input type="checkbox"/>
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Please explain your answer

Under ‘Considerations for provision’ on Page 9, we feel it would be appropriate to amend the fifth paragraph to read: “How will you ensure that a BSL language-rich environment – including face-to-face and remote interaction within and beyond the classroom (including learning out-of-doors) – becomes a model for improving learners’ BSL skills?”

Under ‘Considerations for culture, literature and creativity’ on Page 9, we feel it would be appropriate to amend the third question to read: “ How will you provide opportunities to experience Deaf-specific events such as sports, cultural events and arts events, and outdoor events and activities related to the natural environment and biodiversity”.

Question 10 – We would like to know your views on the effects that the Curriculum for Wales guidance for British Sign Language would have on the Welsh language, specifically on:

- i) opportunities for people to use Welsh
- ii) treating the Welsh language no less favourably than the English language.

What effects do you think there would be? How positive effects could be increased, or negative effects be mitigated?

Supporting comments

The fact that the guidance is also available in the Welsh language and itself references bilingual resources, and provides links to organisations that offer information, guidance and resources in the Welsh language/bilingually, will encourage those people (school students/pupils, all school staff, parents and all other stakeholders) who feel more comfortable communicating through the medium of Welsh to do so.

Question 11 – Please also explain how you believe the proposed Curriculum for Wales guidance for British Sign Language could be formulated or changed so as to have:

- i) positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language
- ii) no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

Supporting comments

Reference to Urdd Gobaith Cymru would be useful in signposting an organisation that offers a whole range of activities (including those available outdoors in the natural environment) that contribute to linguistic development of young people and encourages them and provides them with greater confidence to communicate through the medium of Welsh. It is well-documented that the ability to communicate in more than one language offers social, cultural, educational, developmental, psychological and other benefits to people of all ages, and in particular children in their formative years.

Question 12 – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them.

We are concerned that restrictions, under normal circumstances, to children's experiences and opportunities to meet as wide a range of people as possible limit their exposure to important elements of vocabulary, e.g. Welsh words and words related to wildlife and the natural environment. This lack of exposure, and lack of

opportunity to practise, is leading to real and potential loss of important vocabulary, a decline that has been increased and accelerated by the restrictions to social interaction and school visits out-of-doors experienced by children during the Covid-19 pandemic.

Responses to consultations are likely to be made public, on the internet or in a report. If you would prefer your response to remain anonymous, please tick here: