

<u>Previous Targets</u>	<u>Attained by: -</u>
Continue to read widely.	To stay updated with the latest developments and deepen my content knowledge, I read widely within my subject area. I mix diverse sources, including academic journals, educational blogs, books by experienced educators, and case studies, to gain a well-rounded perspective. I access online libraries and databases such as JSTOR, Google Scholar, and my university's digital library for academic articles and research papers. I take notes on important concepts, ideas, and practical strategies, summarizing each reading to reinforce my understanding. Additionally, I reflect on how the readings can be applied in my teaching practice, considering keeping a reading journal for this purpose.
Aim to offer solutions to challenges posed.	To effectively tackle challenges, I started by actively listening to or reading the details to fully understand the problem. If needed, I asked questions to clarify any uncertainties. I then broke down the problem into smaller, manageable parts and identified the root causes rather than just the symptoms. Next, I brainstormed multiple potential solutions, encouraging creativity and out-of-the-box thinking. I evaluated the pros and cons of each option and selected the most feasible, practical, effective, and sustainable solution. I developed a step-by-step plan to implement the chosen solution and followed the plan, ensuring all necessary steps were taken. I monitored progress to see how well the solution was working and adjusted if needed. Finally, I evaluated the outcome to assess the effectiveness of the solution and reflected on the process to improve my problem-solving skills for future challenges.
	To stay informed, I engaged with diverse sources of information, including books, articles, journals, and reputable news outlets. I kept up with current events

• Continue to critically question views and keep involved in the debates.	and trends in my field of interest. I participated in online forums, social media groups, and discussion boards related to my interests, and attended debates, seminars, and panel discussions to hear different perspectives and ask questions. I practiced critical thinking by always asking why and how, challenging assumptions, and seeking evidence to support or refute claims. I considered multiple viewpoints and understood the reasons behind differing opinions. I regularly reflected on my own beliefs and opinions, being open to changing my views based on new evidence and insights. I kept a journal to note my thoughts, questions, and reflections on various topics. I engaged in professional development by attending workshops, webinars, and courses that focused on debate skills, critical thinking, and current issues. I sought out mentors or colleagues who could challenge my thinking and provide new perspectives. I developed my argumentation skills by gathering robust evidence to support my arguments, understanding both sides of an issue, and participating in structured debates to practice presenting my arguments clearly and persuasively. I embraced uncertainty, accepting that not all questions have clear answers and being comfortable with ambiguity. I remained adaptable, willing to change my views as I gained more knowledge and insights.
• Consider how you could use this technique of creating a video to support learning in your own classroom.	To organize my content effectively, I started by identifying key sections based on main themes or topics. I outlined the main points and grouped related ideas under each section. I created clear and informative subheadings with descriptive titles that clearly described the content of each section, maintaining a consistent format for all subheadings. I broke down the content by dividing large blocks of text into smaller, more manageable sections, ensuring a

	logical flow from one section to the next. To enhance readability, I used bullet points or numbered lists to present information concisely and highlighted key points using bold or italic text.
• Check that the format of your presentation translates to ensure engaging visuals and information included can be enjoyed by the viewer.	To create an effective presentation, I used a clear and consistent layout. I maintained a consistent theme, font, and colour scheme throughout the presentation, ensuring each slide had a clean layout with plenty of white space to avoid clutter. I incorporated engaging visuals by using high-quality images relevant to the content and utilized graphs, charts, and infographics to present data visually, making complex information easier to understand. I balanced text and visuals by limiting text on slides, using bullet points and short phrases instead of long paragraphs, and complementing text with visuals such as icons, illustrations, or diagrams. I chose readable fonts that were easy to read and avoided overly decorative fonts for body text. I ensured the font size was large enough to be read from a distance, especially for headings and key points. I used smooth and consistent transitions between slides to maintain a professional look and applied subtle animations sparingly to highlight important information or maintain flow. Finally, I reviewed and tested the presentation by proofreading for spelling and grammar errors to ensure professionalism, and did a test run to check timing, transitions, and the overall flow, adjusting as needed.

Enhancing Welsh Oral Skills and Culture in Schools: Strategies and Challenges for Achieving Cymraeg 2050 Goals with the School Development Plan

This critical evaluation aims to enhance children's Welsh oral skills and foster Welsh culture within the school, as outlined in the School Development Plan (SDP). This objective promotes bilingualism and cultural awareness, aligning with the Welsh curriculum goals (Skyline Wales, 2023. and Estyn, 2024). The evaluation will focus on three areas: implementing the SDP action plan, assessing its impact, and reflecting on outcomes (Gov Wales, 2024. and Beard, 2020).

A School Development Plan (SDP) is a strategic roadmap for school improvement, outlining priorities, steps for enhancing standards, resource allocation, and target achievements. Its primary purpose is to improve student learning by identifying areas for improvement and setting measurable goals. The SDP aids in strategic planning, ensuring efforts and resources focus on critical areas for student success (Gov Wales, 2018). It promotes continuous improvement through regular assessment and strategy refinement, fostering accountability among staff and transparency with stakeholders, including parents and the community. Additionally, the SDP aims to create a supportive learning environment that enhances student well-being and engagement. It aligns with broader educational goals and policies, such as those set by the Welsh curriculum (Gamble, 2025), supporting the Welsh Government's priorities of raising standards, reducing the attainment gap, and promoting equity and excellence for all learners (Gov Wales, 2024). Overall, the SDP guides schools towards achieving educational objectives and ensuring high-quality education for all students (Estyn, 2022). The stages of an SDP include several key phases for effective school improvement: the Pre-Planning Phase involves a needs assessment to gather information about the school's performance, identify stakeholders, and assess strengths and areas for improvement (Yan, 2023); the Developing the Plan stage sets strategic goals, outlines actions, and allocates resources (Yan, 2023); the Implementation phase requires effective communication with stakeholders and providing necessary training and support to staff (Gov Wales, 2024); regular monitoring and evaluation track progress, assess strategy effectiveness, and allow for adjustments (Ylimaki & Brunderman, 2021); and the Review and Reflection stage analyses outcomes, celebrates successes, and identifies lessons learned for future

planning (Gov Wales, 2018). These stages help schools systematically improve performance and create a positive learning environment (Gamble, 2025). The SDP aligns with regional policies, such as the Education (School Development Plans) (Wales) Regulations 2014, providing a legal framework for SDPs in maintained schools across Wales. These regulations ensure SDPs focus on improving learner outcomes, promoting equity, and supporting the Welsh Government's broader educational goals (Gov Wales, 2022). The National Model for Regional Working outlines the roles of local authorities and regional consortia in supporting schools to develop and implement effective SDPs (Gov Wales, 2021). Additionally, the SDP aligns with the principles of the United Nations Convention on the Rights of the Child (UNCRC), emphasizing children's right to high-quality education that promotes their development and well-being (Gillett-Swan & Coppock, 2016, and CCW, 2024). By integrating these principles, the SDP aims to enhance educational outcomes while respecting and prioritizing children's rights and voices in the school environment (Fairhall & Woods, 2021).

The attainment of the objectives outlined in the Cymraeg 2050 Welsh Language Strategy, which aspires to achieve a million Welsh speakers by the year 2050, poses numerous challenges for educational institutions across Wales (Gov Wales, 2017b). These challenges include resource limitations, such as a shortage of Welsh language teaching materials and technological resources (Andrews & Prys, 2016), and difficulties in recruiting and retaining qualified Welsh-speaking teachers, as well as providing ongoing professional development (Zuccollo *et al.*, 2024).

Academic research supports these challenges. Mackie (2018) highlights issues such as resource demands, retention of Welsh speakers, and the role of the education system. The Welsh in Education Strategic Plans (WESPs) address challenges like resource limitations, teacher recruitment, and community support, aligning with the Cymraeg 2050 Strategy's milestones (Gov Wales, 2021). Despite progress, gaps remain, such as inconsistent development of Welsh language skills across different schools and the need for more research on the long-term impact of Welsh language education (Williams *et al.*, 2024). Contradictions in research arise from differing perspectives on bilingual education, with some studies suggesting children from non-Welsh-speaking homes may struggle in Welsh-medium education, while others indicate they perform within expected norms. The COVID-19 pandemic has

negatively affected learners' confidence, but innovative practices like targeted oracy skill development and increased use of digital resources are emerging (University of Aberystwyth, 2025). Overall, while there is considerable progress in enhancing Welsh oral skills and fostering Welsh culture in schools, addressing the gaps, contradictions, and emerging challenges is crucial for achieving the Cymraeg 2050 strategy goals. Resources like the Estyn report on "Developing the culture, ethos and language of Wales across the school" and the Welsh Language Competency Framework for Education Practitioners provide valuable guidance for improving Welsh language proficiency and promoting Welsh culture in schools (Estyn, 2023. and Gov Wales, 2019b).

The strategic objective of enhancing children's Welsh oral skills and fostering Welsh culture within the school, as outlined in the School Development Plan (SDP), is crucial for promoting bilingualism and cultural awareness among students. This aligns with the Welsh curriculum goals, which emphasize the importance of bilingual education and cultural preservation (Mercer & Mannion, 2018). This objective was prioritized based on feedback from inspections, community needs, and student outcomes, highlighting the significance of Welsh language skills for cultural preservation and future opportunities in a bilingual nation (Coleg Cymraeg Cenedlaethol, 2020).

The SDP serves as a comprehensive strategic roadmap for school improvement, outlining key priorities, steps for enhancing educational standards, resource allocation, and target achievements (Campbell, 2024). Its primary purpose is to improve student learning and achievement by identifying specific areas for improvement and setting measurable goals. The SDP promotes continuous improvement through regular assessment and strategy refinement, ensuring that the school remains focused on its objectives and adapts to changing needs (Gov Wales, 2024). The SDP action plan includes a variety of initiatives designed to enhance Welsh language skills and cultural awareness. These initiatives encompass daily language drills, immersive language experiences, and the integration of Welsh culture into the curriculum (Gov Wales, 2021). Resources were allocated for teaching materials, technological tools, and teacher professional development to support these initiatives (Andrews & Prys, 2016). The implementation of the action plan was phased over the academic year, with regular reviews to monitor progress and make

necessary adjustments (Gov Wales, 2021). Success was evaluated through assessments of students' Welsh proficiency, feedback surveys, and monitoring engagement in Welsh classes and activities (Estyn, 2023).

Strengths of the school's approach include involving all stakeholders and integrating Welsh culture into school life, which fosters a sense of community and cultural pride among students (Estyn, 2023). Adequate resources were allocated to support these initiatives, but challenges remain, particularly in the availability of materials and the recruitment of Welsh-speaking teachers (Zuccollo *et al.*, 2024; Gov Wales, 2024). To address these challenges, the school could enhance engagement with parents and the community and conduct research on the long-term impact of Welsh education to inform future strategies (Williams *et al.*, 2024).

The School Development Plan (SDP) aligns with regional policies such as the Education (School Development Plans) (Wales) Regulations 2014, ensuring that SDPs focus on improving learner outcomes and supporting broader educational goals (Gov Wales, 2021). The National Model for Regional Working provides schools with guidance and resources to develop and implement effective SDPs (Gov Wales, 2021). Additionally, the SDP aligns with the principles of the United Nations Convention on the Rights of the Child (UNCRC), emphasizing children's right to high-quality education and ensuring their voices are respected in the school environment (Gillett-Swan & Coppock, 2016. and Fairhall & Woods, 2021).

Achieving the Cymraeg 2050 Welsh Language Strategy goals, which aim for a million Welsh speakers by 2050, presents several challenges for schools in Wales. These challenges include resource limitations, such as a shortage of Welsh language teaching materials and technological resources (Andrews & Prys, 2016), and difficulties in recruiting and retaining qualified Welsh-speaking teachers, as well as providing ongoing professional development (Zuccollo *et al.*, 2024). Encouraging students to use Welsh outside the classroom, especially if they do not speak it at home, is also challenging (Gov Wales, 2019a). Community and parental support are crucial for creating a supportive environment for the Welsh language. The COVID-19 pandemic has further complicated these efforts, affecting students' language development and confidence (Aberystwyth University, 2023). Additionally, promoting

Welsh while respecting other languages and cultures in Wales's diverse population is challenging (Jones & Lewis, 2018).

Research on enhancing children's Welsh oral skills and fostering Welsh culture within schools reveals several critical engagements, gaps, contradictions, and emerging trends. Developing Welsh oracy skills is crucial for fostering a strong sense of Welsh identity and culture among students. Effective practices include immersive language experiences, daily language drills, and integrating Welsh culture into the curriculum (Estyn, 2023). Despite these successes, gaps remain, such as inconsistent development of Welsh language skills across different schools. Learners in Welsh-medium settings often make more consistent progress compared to those in English-medium schools (Estyn, 2023). More research is needed on the long-term impact of Welsh language education on students' proficiency and cultural engagement, particularly in diverse linguistic backgrounds (Williams *et al.*, 2024).

Contradictions in research arise from differing perspectives on bilingual education. Some studies suggest children from non-Welsh-speaking homes may struggle in Welsh-medium education, while others indicate they perform within expected norms when assessed in both Welsh and English (Parry *et al.*, 2018). Recent trends emphasize the impact of the COVID-19 pandemic on Welsh language learning, which has negatively affected learners' confidence, particularly in English-medium and bilingual schools (Aberystwyth University, 2023). However, innovative practices are emerging to address these challenges, such as targeted oracy skill development and increased use of digital resources (Estyn, 2022).

Overall, while there is significant progress in enhancing Welsh oral skills and fostering Welsh culture in schools, addressing the gaps, contradictions, and emerging challenges is crucial for achieving the Cymraeg 2050 strategy goals. Resources like the Estyn report on "Developing the culture, ethos and language of Wales across the school" and the Welsh Language Competency Framework for Education Practitioners provide valuable guidance for improving Welsh language proficiency and promoting Welsh culture in schools (Estyn, 2023. and Gov Wales, 2019b).

Reflecting on my practice to support the school's efforts in enhancing children's Welsh oral skills and fostering Welsh culture, I recognize the importance of aligning

with the School Development Plan (SDP) and the Welsh curriculum. To support these efforts, I recommend targeted professional development programs to improve teachers' Welsh language proficiency and instructional skills, guided by the Welsh Language Competency Framework for Education Practitioners (Gov Wales, 2019b). Incorporating immersive language experiences, such as Welsh language camps, cultural events, and daily drills, can significantly strengthen students' oral skills and cultural connection (Estyn, 2022). Leveraging digital resources and online platforms will provide interactive Welsh language learning opportunities, effectively addressing resource limitations (Gov Wales, 2017a). Fostering partnerships with parents and the community is crucial for supporting Welsh language use outside the classroom. Organizing workshops and events can engage families in the learning process, creating a more supportive environment for students (Gov Wales, 2017a). To mitigate the impact of COVID-19 on Welsh language learning, additional support for students who have fallen behind and integrating digital tools for remote learning are essential strategies (Aberystwyth University, 2023). Promoting a bilingual environment where both Welsh and English are valued will encourage the use of Welsh in everyday activities within the school.

By reflecting on current practices and implementing these evidence-based recommendations, the school can effectively support the development of children's Welsh oral skills and foster a deeper connection to Welsh culture. This approach will contribute significantly to achieving the goals of the Cymraeg 2050 strategy (Hwb, 2021). Recent research supports these recommendations. Estyn's (2022) report highlights the importance of immersive language experiences and targeted professional development to improve Welsh language proficiency among teachers. Leveraging digital resources enhances language learning opportunities, particularly in addressing resource limitations (Gov Wales, 2017a). Community and parental involvement significantly support Welsh language use outside the classroom. Addressing the impact of COVID-19 on Welsh language learning through additional support and digital tools is crucial for mitigating learning loss and promoting proficiency (Aberystwyth University, 2023). Implementing these evidence-based strategies can effectively enhance children's Welsh oral skills and foster a deeper connection to Welsh culture, aligning with the Cymraeg 2050 strategy goals (Hwb, 2021).

Theories associated with bilingualism, such as Cummins' Threshold Hypothesis and the Interdependence Hypothesis, provide a solid foundation for these recommendations. Cummins' Threshold Hypothesis suggests that a certain level of proficiency in both languages is necessary to gain cognitive benefits from bilingualism (Cummins, 1979). This supports the need for professional development to help teachers ensure students reach these proficiency levels. The Interdependence Hypothesis posits that skills in a first language can transfer to a second language, highlighting the importance of strong foundational skills in Welsh to support overall language development. These theories underscore the value of immersive language experiences and community involvement in promoting bilingualism. Additionally, practical strategies for implementing bilingual instruction include translanguaging, scaffolding, and creating immersive experiences such as language camps and cultural events (Estyn, 2022). Leveraging digital resources and online platforms provides interactive learning opportunities, addressing resource limitations (Gov Wales, 2017a). Engaging families and the community in the language learning process significantly supports Welsh language use outside the classroom (Gov Wales, 2017a). Professional development for teachers is crucial to improve their proficiency and instructional skills, guided by frameworks like the Welsh Language Competency Framework for Education Practitioners (Gov Wales, 2019b). These strategies align with the practical recommendations outlined in Coreen Sears' "Second Language Students in English-Medium Classrooms," emphasizing the importance of professional development, immersive experiences, digital resources, and community involvement in supporting bilingual students (Williams *et al.*, 2024).

In conclusion, the strategic objective of enhancing children's Welsh oral skills and fostering Welsh culture within schools is vital for promoting bilingualism and cultural awareness among students. The School Development Plan (SDP) serves as a comprehensive roadmap for school improvement, aligning with regional policies and the Welsh curriculum to ensure high-quality education and continuous improvement. Despite the strengths of involving stakeholders and integrating Welsh culture, challenges such as resource limitations and recruiting Welsh-speaking teachers persist. Addressing these challenges through targeted professional development, immersive language experiences, and leveraging digital resources is crucial (Skyline

Wales, 2023. and Estyn, 2024). Research supports these strategies, emphasizing the importance of community and parental involvement, and the need for additional support to mitigate the impact of the COVID-19 pandemic on Welsh language learning (Estyn, 2024). Theories associated with bilingualism, such as Cummins' Threshold Hypothesis and the Interdependence Hypothesis, provide a durable foundation for these recommendations. Practical strategies, including translanguaging, scaffolding, and creating immersive experiences, further support the development of Welsh oral skills and cultural connection (Estyn, 2024). By reflecting on current practices and implementing these evidence-based recommendations, schools can effectively support the development of children's Welsh oral skills and foster a deeper connection to Welsh culture. This approach will contribute significantly to achieving the goals of the Cymraeg 2050 strategy, ensuring a vibrant bilingual future for Wales (Skyline Wales, 2023. and Estyn, 2024).

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