



**Prifysgol Cymru**  
Y Drindod Dewi Sant  
**University of Wales**  
Trinity Saint David

**MODULE CODE: ECAD5013**

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**AI Acknowledgement**

I acknowledge the use of ChatGPT (<https://chatgpt.com/>) on 15<sup>th</sup> April 2025 to find relevant sources prior to independent research using the prompt(s):

1. Find the most relevant and recent sources to evidence the effectiveness of community projects in aiding Welsh language developments and bilingualism among learners aged 7-11 in Wales.

I confirm that I have not presented any AI generated text as my own work.

| Targets From Previous Assignment                                                                                                                       | How I Have Addressed These Targets Within This Assignment                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Avoid short paragraphs (two sentences long).                                                                                                           | Throughout this assignment, I have met the target of avoiding short paragraphs by ensuring that each paragraph develops a clear, well-supported point with sufficient depth, typically comprising at least four to six sentences.                                                                                       |
| Use your professional standards and relevant literature to guide next steps. What impact will your findings have on your own future teaching practice? | In this assignment, I have used the Professional Standards, alongside relevant literature, to reflect critically on school-community collaboration and identify practical next steps that will inform my future teaching practice—particularly in designing inclusive, language-rich environments beyond the classroom. |

### **ECAD5013 – Where am I teaching? Learners, Schools and Communities.**

*Written Assignment: Project Proposal for a School-Community Project*

*Using your experiences of teaching 7–11-year-old learners, write a proposal for a school community project.*

#### **Introduction: 284**

Developing effective links between schools and the communities they serve is essential for fostering meaningful, contextualised learning experiences (Hill et al., 2017). This proposal is rooted in personal teaching experience among 7–11-year-old learners at Community School X, a primary school in a large, semi-rural town in Wales characterised by high levels of socio-economic deprivation. The proposed project will seek to enhance pupils' Welsh language proficiency through a school-community initiative that promotes language use beyond the classroom. It will provide families and the wider community with accessible Welsh micro-lessons, home-based resources, and encourage greater incidental use of the language throughout the community, providing authentic opportunities for use, exposure, and engagement (Jones and Lewis, 2020).

This initiative seeks to address a key barrier to Welsh language acquisition: limited exposure and practice outside school hours, especially in communities where Welsh is not widely spoken (Jones and Lewis, 2020). By delivering short, engaging Welsh language lessons and practical materials via local spaces such as libraries, community centres, and online platforms, the initiative supports natural and everyday use of Welsh across multiple settings. These resources will enable families and community members alike to engage with the language at their own pace, fostering consistent reinforcement and shared responsibility for bilingual development. As Baker and Wright (2021) note, empowering families and communities with practical, culturally relevant tools enhances language vitality and strengthens collective identity. This proposal positions the wider community as a key driver in nurturing bilingualism and celebrating Welsh language and heritage. This focus aligns with the aims of the 'Cymraeg 2050'

strategy, which highlights the importance of increasing daily Welsh usage through grassroots, community-level engagement in achieving the national target of one million Welsh Speakers (Welsh Government, 2017).

### **Literature review: 888**

The focus of this project, enhancing Welsh language proficiency among 7–11-year-old learners through micro-lessons and family-community engagement, is firmly grounded in both educational literature and the specific socio-linguistic needs of Community School X. Located in a semi-rural Welsh town facing high levels of deprivation, the school community exhibits low levels of everyday Welsh usage, reflecting national patterns outside traditional Welsh-speaking heartlands (Morris, 2010). It is therefore essential to adopt a targeted, community-based approach to support the Welsh Government's 'Cymraeg 2050' strategy (Welsh Government, 2017), which aims to create a million Welsh speakers by mid-century. Importantly, this project mirrors best practice identified in Estyn (2019) case studies, which found that schools making the most progress in Welsh language development had strong links with their communities and deliberately promoted opportunities for informal Welsh language use. Similarly, Welsh Government (2020) emphasises that "active citizenship" and community engagement should be nurtured from a young age, particularly in bilingual contexts, suggesting that the benefits of this community project will have lasting impact on learners' abilities to interact with their community. This supports the "community schools" model advocated by Epstein (2011), where schools are seen to act as hubs for broader social change.

Language acquisition research consistently highlights the importance of creating authentic, repeated opportunities for language use beyond the classroom (Cummins, 2000; Baker and Wright, 2021). In bilingual contexts such as education in Wales, this principle is especially significant. As Morris (2010) argues, Welsh language revitalisation depends not only on formal education but also on the normalisation of Welsh within families and communities. The proposed project, by providing accessible micro-lessons and home resources, recognises that meaningful exposure to Welsh must be embedded within children's everyday environments to strengthen linguistic competence and cultural identity. The micro-lesson model also offers a solution to the well-documented issue of language attrition. Research by Morris (2010) warns that even when learners achieve fluency during schooling, the absence of opportunities to practice outside the classroom often leads to a rapid decline in language use after leaving school. By creating habits of family and community engagement early, this project aims to prevent such attrition, creating a foundation for lifelong bilingualism. Despite this, while Morris (2010) identifies informal usage as crucial for language maintenance, May (2014) warns that bilingualism initiatives can sometimes falter when broader societal factors, such as the dominance of English in media and employment, remain unaddressed. Thus, without a parallel effort to enhance the perceived value of Welsh in daily life, micro-lessons alone may not fully overcome learners' preference for English outside formal settings.

The Curriculum for Wales (Welsh Government, 2020) explicitly positions language development as a cross-cutting theme underpinning all Areas of Learning and Experience. It encourages schools to create ambitious, capable learners who can use Welsh confidently in a range of contexts. Research by May (2014) reinforces the idea that additive bilingualism, where the second language is valued equally to the first, enhances cognitive development, cultural understanding, and academic achievement. Therefore, it can be argued that integrating Welsh into learners'

home and community lives promotes not only language proficiency but also broader educational and social outcomes. However, some scholars caution that the ideal of additive bilingualism promoted in policy may not always translate into equitable outcomes in practice. Piller (2016) argues that without addressing the socio-economic and cultural barriers many families face, bilingual initiatives can unintentionally privilege middle-class learners who already have greater access to educational support. Therefore, while the Curriculum for Wales promotes inclusive bilingualism, its impact may be uncertain unless structural inequalities in access, confidence, and community support are also addressed.

Studies show that when families and communities are actively involved in language education, children's motivation and language use increase significantly (Hornberger, 2008; Jones and Lewis, 2020). By providing short, accessible micro-lessons through the local library and online platforms (which can also be accessed through the computer in the school's community room), the project aligns with research by Fisher, Evans and Williams (2018), which highlights the important role of informal learning environments in supporting language maintenance. While Fisher, Evans and Williams (2018) emphasise the role of informal learning environments, Hodges (2012) highlights that socio-economic barriers can limit family engagement, suggesting that micro-lesson initiatives must be carefully designed to avoid excluding lower-income households. The flexibility of micro-lessons addresses the common barriers faced by working-class families, such as time constraints and lack of confidence in using Welsh, identified by Hodges (2012) as major inhibitors to community-based language support. However, while community-based initiatives are widely celebrated in policy (Welsh Government, 2020) and research (Hornberger, 2008; Jones and Lewis, 2020), some scholars caution that without sustained school leadership and resources, such engagement often struggles to reach the most marginalised families (Henderson and Mapp, 2002). Therefore, while micro-lessons offer an accessible entry point, deeper structural barriers; such as lack of confidence in Welsh or competing family pressures, may still limit their impact unless additional support is provided.

Addressing socio-economic barriers is particularly important for Community School X, where poverty significantly impacts educational outcomes. As Rees and Taylor (2021) demonstrate, interventions in deprived communities must be accessible, flexible, and sensitive to local realities. Offering bilingual resources that require minimal prior knowledge allows families and community members to participate without feeling intimidated. This aligns with research by Cummins (2000), who emphasises the importance of reducing the “participation gap” in bilingual education by creating low-barrier, high-engagement opportunities that empower learners from marginalised backgrounds to access language-rich environments on equal footing.

### **Project aims: 592**

The primary aim of this project is to enhance the Welsh language proficiency of 7–11-year-old learners at Community School X through increased exposure to authentic language use via micro-lessons and the encouragement of greater incidental use of the language throughout the community. The project intends to normalise the use of Welsh within both the home and wider community, contributing directly to the Curriculum for Wales aim of fostering ambitious, capable learners who are confident bilinguals (Welsh Government, 2020) and supporting the national ‘Cymraeg 2050’ goal of one million Welsh speakers by 2050 (Welsh Government, 2017).

The intended outcomes of this project are threefold. Firstly, pupils will demonstrate improved listening, speaking, and reading skills in Welsh through both formal assessment and informal classroom activities. Secondly, families will report increased confidence in engaging with basic Welsh language activities at home. Thirdly, the wider community will offer more visible and accessible opportunities for the use of Welsh, such as signage in local businesses. These outcomes align with research by Hornberger (2008) and Fisher, Evans and Williams (2018), who argue that language revitalisation efforts are most sustainable when education is reinforced by informal community practices.

Implementation will consist of three key phases. Phase one will involve the co-creation of a series of short, flexible micro-lessons in Welsh, designed collaboratively by teaching staff and language specialists. These lessons, approximately 5-10 minutes in length, will focus on practical language skills, such as greetings, asking questions, and common community interactions. Research suggests that micro-learning approaches are highly effective in promoting retention and engagement, particularly among diverse and busy audiences (Hug, 2005). Although micro-lessons offer flexibility, Baker and Wright (2021) caution that without consistent reinforcement, gains in bilingual competence may be short-lived. Therefore, additional strategies such as regular family workshops may need to be considered if engagement levels decline. Content will be distributed digitally via school platforms, with resources printed for families without reliable internet access, ensuring equity of access (Rees and Taylor, 2021).

Phase two will focus on community integration. Partnerships will be established with local businesses and libraries to display bilingual signage and host short Welsh-language activities where possible. As Epstein (2011) conveys, building strategic partnerships beyond the school gates is crucial for community development and lasting educational change. Staff will lead workshops for community partners to introduce simple Welsh phrases and encourage their active use.

Phase three will involve ongoing monitoring and evaluation, gathering feedback from pupils, families, and community members. This formative assessment approach will allow for iterative improvements, an approach supported by Black and Wiliam (1998) in their research on effective educational interventions.

The project will primarily be staffed by the school's existing Welsh Language Co-ordinator, supported by classroom teachers and community volunteers. An additional budget of approximately £500 will be allocated to cover costs for printed materials, digital resource development, and small community incentives, such as certificates for businesses participating in bilingual initiatives. This low-cost model reflects best practice in sustainable educational innovation (Hill et al., 2017).

Critically, this project acknowledges potential challenges. As Henderson and Mapp (2002) argue, community engagement requires sustained effort and trust-building, particularly in disadvantaged areas. Therefore, initial implementation will prioritise accessible, low-pressure activities to build momentum, before scaling up to more ambitious collaborations. This phased, sensitive approach reflects a commitment to equity, inclusivity, and the practical realities of Community School X's demographic context.

Ultimately, this project aims not merely to improve learners' linguistic abilities but to foster a genuine bilingual culture within Community School X's community, thereby contributing meaningfully to Wales's broader linguistic and cultural revitalisation efforts.

### **Measuring impact: 527**

To ensure the effectiveness of this Welsh language development project, its' impact will be measured through both formative and summative evaluation methods, combining quantitative assessments of language progress with qualitative insights into engagement and behaviour change among pupils, families, and the wider community. Arguably, this approach ensures validity, triangulation, and responsiveness, hallmarks of effective educational evaluation (Cohen, Manion and Morrison, 2018). Triangulation, in this context, refers to the use of multiple data sources (e.g., pupil assessments, parent surveys, and community interviews) to cross-verify findings and reduce bias, thereby increasing the reliability and depth of interpretation (Denzin, 2012).

For learners, Welsh language development will be monitored through teacher-led baseline and follow-up assessments in oracy and reading, aligned with the Curriculum for Wales progression steps (Welsh Government, 2020). Teachers will use observation tools and spontaneous language use checklists to track improvements over time. These formative practices reflect Black and Wiliam's (1998) model of "Assessment for Learning", which emphasises the importance of feedback and awareness of progression in driving pupil progress. However, as Newton (2007) cautions, such assessments risk overlooking less visible improvements in confidence or informal use of language, highlighting the potential need to supplement quantitative data with pupil self-reflections and language diaries.

The project's success with families and community members will be evaluated through pre- and post-intervention surveys, capturing changes in Welsh language attitudes, confidence, and frequency of use at home. Surveys will be complemented by focus groups with a cross-section of families, especially those from lower-income households, to explore perceived barriers and enablers. This mirrors best practice in similar projects, such as '*Siarad gyda Fi*', where qualitative data was proven key to understanding long-term behavioural shifts (Jones and Lewis, 2020). As Rees and Taylor (2021) argue, community-focused interventions must go beyond participation rates and assess whether marginalised voices feel empowered and included.

Engagement with the wider community will be measured by the uptake of project resources by local organisations, attendance at Welsh-language events, and the visibility of Welsh in community spaces (e.g., signage, menus, event flyers). Feedback forms and semi-structured interviews will be conducted with local business partners and library staff. This method draws on Epstein's (2011) model of sustainable community partnerships, which emphasises the importance of mutual benefit and shared reflection for long-term impact.

A crucial strength of this impact evaluation framework is its use of triangulation, crosschecking findings across stakeholders and data types to enhance reliability (Cohen, Manion and Morrison, 2018). However, limitations must be acknowledged. For instance, digital engagement data from micro-lessons may not fully reflect user understanding or depth of participation. Similarly, family self-reports may be subject to social desirability bias, particularly in a

school-led initiative (Hill et al., 2017). To mitigate these risks, evaluation tools will include open-ended prompts, and staff will be trained in neutral facilitation techniques for discussions.

Finally, project reviews will be built into termly staff meetings. These will provide space to analyse emerging data, adjust approaches, and ensure the project remains responsive to community needs, an essential feature of inclusive practice in deprived areas (Henderson and Mapp, 2002). In this way, impact measurement is not a separate phase, but a continuous, embedded process that supports adaptive, equitable delivery.

## **Evaluation: 543**

A critical evaluation of this Welsh language community project reveals a range of internal strengths and weaknesses, as well as external opportunities and threats. These are summarised in the SWOT analysis (see Appendix 1), and several key aspects are explored here with reference to relevant research and policy.

One of the project's central strengths lies in the expertise of staff, particularly the school's Welsh Language Coordinator, who can lead on designing content and facilitating staff development. As Estyn (2019) highlights, leadership in language learning is a crucial factor in sustaining Welsh-medium provision. Furthermore, pupil engagement in previous Welsh enrichment activities demonstrates a strong foundation for building learner enthusiasm. This reflects research by Baker and Wright (2021), who note that motivation and enjoyment are key predictors of success in bilingual education. The school's digital infrastructure and pre-existing relationships with families and local organisations also enable effective distribution of micro-lessons and community outreach, aligning with Epstein's (2011) principles of effective school-community partnerships.

However, weaknesses must be acknowledged. Staff confidence in delivering Welsh beyond designated lessons is inconsistent, with some expressing uncertainty around casual language use. This is echoed in Estyn (2021), which found that many schools still rely heavily on formal Welsh sessions and lack whole-school immersion. Time constraints also limit the capacity for staff to co-create and personalise language materials, a concern raised by Rees and Taylor (2021), who stress the challenge of implementing innovation in schools with high workloads and limited resources. Additionally, while pupil engagement is generally strong, some learners, particularly those from non-Welsh-speaking households, may struggle to see the relevance of Welsh in their lives, potentially impacting their participation. Addressing this will require sensitive planning and culturally inclusive approaches to avoid disengagement (May, 2014).

Externally, the project presents significant opportunities. Strengthening school-community relationships through language initiatives can enhance local cultural cohesion and position the school as a hub of Welsh identity. It also supports the development of the Four Purposes of the Curriculum for Wales, particularly in fostering ambitious, capable learners who are confident in their national language (Welsh Government, 2020). Moreover, engaging families in their children's learning contributes to improved outcomes across the curriculum (Henderson and Mapp, 2002). The project may also attract interest from local government or third-sector organisations aligned with the

‘Cymraeg 2050’ strategy, opening potential for future funding and collaborative development (Welsh Government, 2017).

Nonetheless, threats outside the school’s control must be considered. Community-wide use of Welsh remains limited in the area, which may undermine the authenticity and frequency of pupils’ language exposure. Socio-economic deprivation is another challenge, with many families facing barriers to participation, including time, confidence, and digital access. As noted by Jones and Lewis (2020), revitalisation efforts must be designed with sensitivity to the realities of family life in post-industrial Welsh communities. Furthermore, parental attitudes towards Welsh, shaped by their own educational experiences, can influence whether families engage with the project or perceive it as an additional burden (Morris, 2010). Without sustained support and clear communication, engagement may taper, threatening the long-term success of the initiative.

While this project is well-aligned with national priorities and has a strong internal foundation, it must remain critically aware of local challenges. Its success will depend on responsive implementation, meaningful community collaboration, and ongoing evaluation to ensure inclusive and sustainable impact.

## **Conclusion: 324**

This assignment has highlighted the powerful role that school-community collaboration can play in supporting Welsh language development, particularly in socio-economically challenged areas such as that served by Community School X. Drawing on both academic literature and Welsh Government policy, it is clear that engaging families and the wider community in bilingual learning is not only beneficial, but essential for achieving the goals of *Cymraeg 2050* (Welsh Government, 2017) and delivering on the vision of the *Curriculum for Wales* (2020). Projects that offer flexible, inclusive approaches, such as micro-lessons and community-led language activities, can significantly enhance learners’ exposure to Welsh outside the classroom and foster a culture of shared responsibility for language revitalisation (Jones and Lewis, 2020; Hornberger, 2008).

Critically, this process has deepened my understanding of how schools, especially community schools, function as agents of social and cultural change. In line with Pedagogical Principles 6 and 12, which state that ‘good teaching and learning creates authentic contexts for learning and encourages collaboration’ (Welsh Government, 2022), I have reflected on the importance of sustained, effective engagement with parents, carers, and local organisations to create authentic and meaningful learning opportunities for pupils. This project has encouraged me to think beyond the classroom and consider how pedagogical decisions can be extended into the community context to support broader educational aims. I believe the skills and awareness developed through this project will strengthen my practice across the QTS standards, particularly in pedagogy, collaboration, and reflective inquiry.

As a student-teacher, I now recognise the critical role of evaluation, responsiveness, and co-construction in project design. Looking ahead to my PTE3 placement and beyond, I will strive to develop inclusive, context-sensitive

learning experiences in collaboration with colleagues and community partners, guided by evidence-informed practice (Hill et al., 2017). This assignment has reaffirmed my belief that language education is most effective when it is a shared, lived experience, embedded not just in curricula, but in the lives of the communities we serve.

Max word count = 3025

3158

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## Appendix

### *Appendix 1 – SWOT Analysis*

|                                 | HELPFUL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | HARMFUL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| INTERNAL<br>(within the school) | <p style="text-align: center;"><u>STRENGTHS</u></p> <ul style="list-style-type: none"><li>- <b>Experienced Welsh Language Coordinator:</b> The school has a dedicated staff member with expertise in bilingual education, who can lead on resource development and staff professional development.</li><li>- <b>Enthusiastic and engaged pupils:</b> Learners aged 7–11 have shown high levels of motivation in previous Welsh lessons, including interactive activities such as <i>Pelen Dân</i> and delayed dictation.</li><li>- <b>Strong relationships with families:</b> The school has an existing culture of family involvement, with regular parental engagement events and good communication channels already in place.</li><li>- <b>Previous success in language-related initiatives:</b> The school has successfully implemented smaller-scale Welsh awareness weeks and cross-curricular projects, showing</li></ul> | <p style="text-align: center;"><u>WEAKNESSES</u></p> <ul style="list-style-type: none"><li>- <b>Inconsistent staff confidence in using Welsh:</b> While the school has a dedicated Welsh coordinator, some staff lack confidence in delivering Welsh beyond set lesson time, which may limit whole-school integration.</li><li>- <b>Time constraints on staff capacity:</b> Competing priorities within the curriculum and limited planning time could reduce staff availability to co-create or adapt micro-lesson resources.</li><li>- <b>Varying levels of pupil motivation:</b> Not all pupils currently see the relevance of Welsh in their daily lives, particularly those from non-Welsh-speaking homes, which may impact engagement with the project.</li><li>- <b>Previous Estyn recommendations on language progression:</b> The most recent Estyn report highlighted the need for greater consistency in</li></ul> |

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|                                  | <p>capacity for cultural enrichment activities.</p> <ul style="list-style-type: none"> <li>- <b>Supportive leadership team:</b> Senior leaders are committed to the goals of <i>Cymraeg 2050</i> and have prioritised Welsh language development in the school improvement plan.</li> <li>- <b>Existing links with local organisations:</b> The school has informal partnerships with local libraries, sports clubs, and community centres, which can be built upon to deliver the project.</li> <li>- <b>Digital infrastructure:</b> School platforms like Google Classroom, Seesaw and social media are already used effectively to communicate with families, enabling smooth distribution of digital micro-lessons.</li> <li>- <b>Inclusive school ethos:</b> The school promotes equity and inclusion, ensuring all families, regardless of Welsh language ability, feel welcome to participate.</li> </ul>                                                                                                     | <p>developing Welsh oracy across subjects, suggesting the school is still strengthening its provision.</p> <ul style="list-style-type: none"> <li>- <b>Limited availability of bilingual support staff:</b> A lack of teaching assistants fluent in Welsh could restrict classroom reinforcement and reduce opportunities for incidental language use during non-teaching time.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| EXTERNAL<br>(outside the school) | <p><u>OPPORTUNITIES</u></p> <ul style="list-style-type: none"> <li>• <b>Strengthening school–community relationships:</b> The project fosters meaningful partnerships with local organisations (e.g. libraries, businesses, sports clubs) through shared Welsh language goals and activities.</li> <li>• <b>Engaging parents in their children’s learning:</b> Micro-lessons and family resources empower parents to support Welsh learning at home, even if they are non-Welsh speakers themselves.</li> <li>• <b>Normalising Welsh in the community:</b> Increased use of Welsh in everyday community settings (e.g. signage, greetings, events) supports language visibility and use beyond the school gates.</li> <li>• <b>Contributing to the development of the Four Purposes:</b> The project supports learners to become <b>ethical, informed citizens of Wales and the world</b> by valuing their cultural and linguistic identity. The project also nurtures <b>ambitious, capable learners</b></li> </ul> | <p><u>THREATS</u></p> <ul style="list-style-type: none"> <li>- <b>High levels of local deprivation:</b> Socio-economic pressures may limit families’ time, resources, or motivation to engage with non-statutory language activities at home (Rees and Taylor, 2021).</li> <li>- <b>Limited community-wide Welsh language use:</b> In a largely English-speaking area, the absence of everyday Welsh exposure in the community could reduce opportunities for authentic language reinforcement outside school.</li> <li>- <b>Lack of parental confidence in Welsh:</b> Many parents may not feel equipped to support their child’s Welsh learning, especially if they had limited or negative experiences of learning Welsh themselves (Jones and Lewis, 2020).</li> <li>- <b>Budgetary constraints:</b> Financial limitations may restrict the school’s ability to fund printed resources, host events, or provide incentives for community involvement, particularly in the current economic climate.</li> </ul> |

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|  | <p>by encouraging pupils to take ownership of their bilingual development and apply their Welsh language skills in real-life, meaningful contexts beyond the classroom.</p> <ul style="list-style-type: none"> <li>• <b>Local promotion of Cymraeg 2050 aims:</b> By embedding Welsh in family and community life, the school contributes to the national goal of one million Welsh speakers (Welsh Government, 2017).</li> <li>• <b>Raising the profile of the school locally:</b> Visible bilingual initiatives and events can position the school as a hub for Welsh language revitalisation, enhancing its community reputation.</li> <li>• <b>Building intergenerational learning opportunities:</b> The project encourages informal Welsh learning among adults, fostering shared learning between children and family members.</li> <li>• <b>Potential to access community or government funding:</b> Strong alignment with Welsh Government policy priorities may open doors to grants or partnership funding for Welsh language development.</li> </ul> | <ul style="list-style-type: none"> <li>- <b>Over-reliance on voluntary participation:</b> The success of community engagement activities depends on sustained support from external partners, which may be inconsistent or difficult to maintain over time.</li> <li>- <b>Digital inequality:</b> Some families may lack access to devices or stable internet connections, limiting their ability to engage with online micro-lessons unless alternative formats are provided. Although the school uses digital platforms, not all pupils have reliable internet access at home, which could affect the reach of online micro-lessons without additional support.</li> <li>- <b>Cultural perceptions of Welsh:</b> In some areas, Welsh may be perceived as less relevant or useful, especially in homes where it is not part of family identity, creating attitudinal barriers to engagement (May, 2014).</li> </ul> |
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SWOT stands for Strengths, Weaknesses, Opportunities, and Threats. SWOT analysis is a tool for analysing the current situation both internally (strengths and weaknesses) and externally (opportunities and threats). It provides helpful baseline information for a group that wants to vision the future or analyse a problem.