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Press Release

The education workforce's role within the new Wales curriculum.

The educational landscape of Wales is changing. Over the past few years, many reforms have taken place in the Welsh education sector from school mergers to the setting up of a new qualifications regulation body, Qualifications Wales. But the most profound changes are yet to come, with the development of a new curriculum for Wales which was recently announced by Education Minister Huw Lewis.

From 2018 the new Welsh curriculum will be made available to schools throughout the country, with formal teaching from 2021. Its aim is to provide a curriculum for life whilst raising standards of learning and teaching.

It will be based on eight parts which will encompass areas of learning and experience, developing cross-curriculum responsibilities and enabling the Welsh language to thrive. 68 Welsh primary and secondary schools have been chosen to pioneer the new curriculum.

Building on the appetite for change identified in the 'Successful Futures' report, the Welsh government is committed to involving the education workforce at every stage of the change process.

We welcome the development and the future delivery of a new curriculum, and so it will be more important than ever for Wales to know about the characteristics of its workforce.

The EWC has a role to play in developing and using information about our education professionals (school and FE teachers, and from April 2016, learning support staff) to help support the introduction of the new curriculum. We already know quite a lot about our education professionals, for example their qualifications, the subjects they teach and their Welsh language skills.

Wales is fortunate to have a single body that can provide a national picture of the education workforce. We look forward to working with the Welsh Government, stakeholders and especially our registered practitioners to help realise the exciting new curriculum for our learners.

Hayden Llewellyn,
Chief executive, Education Workforce Council



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