

## Agenda – Pwyllgor Diwylliant, y Gymraeg a

### Chyfathrebu

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Lleoliad: I gael rhagor o wybodaeth cysylltwch a:  
Ystafell Bwyllgora 2 – y Senedd Steve George  
Dyddiad: Dydd Iau, 20 Gorffennaf 2017 Clerc y Pwyllgor  
Amser: 09.30 0300 200 6565  
[SeneddDGCh@cynulliad.cymru](mailto:SeneddDGCh@cynulliad.cymru)

#### 1 Cyflwyniad, ymddiheuriadau, dirprwyon a datgan buddiannau

#### 2 Newyddiaduraeth Newyddion yng Nghymru: Sesiwn Dystiolaeth 11 (9:30 – 10:30) (Tudalennau 1 – 6)

Rob Taylor, Golygydd, Wrexham.com

Graham Breeze, Partner yn MyTown Media Ltd, perchnogion safleoedd ar-lein  
MyWelshpool a MyNewtown

#### 3 Papurau i'w nodi

Ymateb gan Lywodraeth Cymru i adroddiad Pwyllgor Diwylliant, y Gymraeg a  
Chyfathrebu 'Gwireddu'r Uchelgais: Ymchwiliad i Strategaeth Gymraeg newydd  
Llywodraeth Cymru'

(Tudalennau 7 – 16)

Llythyr gan y Llywydd ynghylch Gweithredu Deddf Cymru 2017

(Tudalen 17)

Llythyr gan Ysgrifennydd Gwladol Cymru ynghylch Gweithredu Deddf Cymru 2017

(Tudalennau 18 – 19)

#### 4 Cynnig o dan Reol Sefydlog 17.42 i benderfynu gwahardd y cyhoedd o'r cyfarfod ar gyfer y busnes a ganlyn:



- 5 Dyfodol S4C: Trafod yr Adroddiad Drafft**  
(10:30 – 10:45) (Tudalennau 20 – 51)
- 6 Ariannu Addysg Gerddoriaeth a Mynediad Ati: Trafod yr Adroddiad Drafft**  
(10:45 – 11:00) (Tudalennau 52 – 63)
- 7 Ariannu'r Celfyddydau: Papur cwmpasu**  
(11:00 – 11:15) (Tudalennau 64 – 67)
- 8 Treftadaeth Cymru: Papur Cwmpasu**  
(11:15 – 11:30) (Tudalennau 68 – 74)
- 9 Trafod Cynllun Ymgysylltu'r Haf**  
(11:30 – 11:40) (Tudalennau 75 – 76)

## Eitem 2

Mae cyfyngiadau ar y ddogfen hon

# Eitem 3.1

## Ymateb Ysgrifenedig gan Lywodraeth Cymru i adroddiad Pwyllgor Diwylliant, y Gymraeg a Chyfathrebu, sef 'Gwireddu'r Uchelgais: Ymchwiliad i Strategaeth Gymraeg newydd Llywodraeth Cymru'

5 Gorffennaf 2017

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Rwy'n ddiolchgar i Bwyllgor Diwylliant, y Gymraeg a Chyfathrebu am ei ymchwiliad. Mae'r dystiolaeth a gasglwyd gan y Pwyllgor a'r trafodaethau yn ystod sesiynau'r Pwyllgor wedi bod yn ddefnyddiol wrth inni gadarnhau manylion terfynol y strategaeth. Byddwn yn cyhoeddi'r strategaeth yn fuan.

Mae'n amlwg y bydd angen gwneud newidiadau mawr er mwyn cyrraedd y nod o gael miliwn o siaradwyr Cymraeg erbyn 2050, a bydd y strategaeth derfynol yn amlinellu'n glir y camau rydym yn eu hystyried yn angenrheidiol er mwyn cyflawni'r amcan hwn. Bydd y strategaeth derfynol yn rhoi sylw i lawer o argymhellion Aelodau'r Pwyllgor.

£36.195m yw cyllideb referniw Is-adran y Gymraeg ar gyfer 2017-18. Hon yw'r gyllideb sy'n ariannu gweithgareddau a rhaglenni i gefnogi Strategaeth Gymraeg 2050. Mae'n cynnwys dyraniad ychwanegol o £5 miliwn tuag at y Gymraeg yn ystod y flwyddyn ariannol gyfredol er mwyn gwella hyfforddiant mewn sgiliau Cymraeg yn y gweithle a chynyddu gweithgareddau i hybu a hwyluso'r defnydd o'r Gymraeg – dwy elfen allweddol o'r Strategaeth. Mae £4,105,000 yn ychwanegol wedi'i ymrwymo o Linell Wariant 5511 yn ystod blwyddyn ariannol 2017-2018 er mwyn cynyddu nifer yr ymarferwyr addysgol sy'n gallu addysgu'n hyderus drwy gyfrwng y Gymraeg.

Wrth fynd ati i weithredu'r Strategaeth, bydd angen ailddyrrannu cyllid ac adnoddau o fewn cyllideb bresennol y Gymraeg mewn meysydd penodol er mwyn cyflawni'r blaenoriaethau allweddol. Rhoddir cyngor yn hyn o beth ar yr adeg briodol. **Gan fod hon yn strategaeth a fydd yn cwmpasu 33 o flynyddoedd, bydd angen i weinyddiaethau'r dyfodol wneud penderfyniadau ar flaenoriaethau cyllid drwy gydol oes y Strategaeth, yn amodol ar y cylchoedd cyllidebol.**

**Nodir yr ymatebion manwl i argymhellion yr adroddiad isod:**

### Argymhelliad 1

Rydym yn argymhell y dylai'r Llywodraeth gyhoeddi ei thybiaethau sylfaenol am y cynnydd mewn siaradwyr Cymraeg y mae'n disgwyl o'i hymyriadau arfaethedig a'i bod yn ymgynghori ymhellach ar dargedau a cherrig milltir manwl sy'n canolbwyntio ar ganlyniadau cyn eu mabwysiadu ar gyfer y strategaeth newydd.

## **Ymateb: Derbyn**

Bydd y rhagdybiaethau sylfaenol am y cynnydd mewn siaradwyr Cymraeg wedi'u cynnwys yn y Strategaeth a gaiff ei chyhoeddi – Cymraeg 2050. Bydd hon yn dangos y taflwybr a ragwelir tuag at y miliwn o siaradwyr, ac yn cynnwys y cerrig milltir ar hyd y daith. Byddwn yn monitro, yn gwerthuso ac yn ymgynghori'n barhaus ar sut y gweithredir y strategaeth, gan ddefnyddio'r cerrig milltir i olrhain y cynnydd.

**Goblygiadau Ariannol – Dim.**

## **Argymhelliad 2**

Rydym yn argymhell y dylai'r strategaeth derfynol roi sylw dyledus i bwysigrwydd meithrin defnydd iaith yn y cymunedau, mewn bywyd cymdeithasol ac mewn gweithleoedd. Dylid gwneud hyn ochr yn ochr â chaffael iaith drwy addysg cyfrwng Cymraeg, addysg blynyddoedd cynnar a gwella ansawdd addysg Cymraeg mewn ysgolion cyfrwng Saesneg a chanlyniadau Cymraeg i ddisgyblion.

## **Ymateb: Derbyn**

Bydd y Strategaeth a gaiff ei chyhoeddi yn amlinellu'r berthynas agos rhwng dysgu'r iaith a defnyddio'r iaith.

**Goblygiadau Ariannol – Dim.**

## **Argymhelliad 3**

Rydym yn argymhell bod yr Asiantaeth newydd arfaethedig ar gyfer Hyrwyddo'r Gymraeg yn canolbwyntio'n glir o'r dechrau ar helpu i gyrraedd y nod strategol cyffredinol o filiwn o siaradwyr Cymraeg yn enwedig drwy helpu rhieni i ddeall manteision addysg ddwyieithog a dysgu Cymraeg mewn ysgolion y tu allan i'r sector cyfrwng Cymraeg.

## **Ymateb: Derbyn yn rhannol**

Mae Mesur y Gymraeg (Cymru) 2011 yn cael ei adolygu ar hyn o bryd. Byddwn yn ymgynghori â'r cyhoedd ar y strwythurau sydd eu hangen mewn sefydliadau er mwyn cyflawni Cymraeg 2050, gan gynnwys hybu'r Gymraeg.

**Goblygiadau Ariannol –** Mae cyllideb ychwanegol o £2miliwn wedi'i dyrannu tuag at hybu'r Gymraeg yn ystod 2017-2018 tra bydd y broses ddeddfwriaethol yn cael ei chwblhau.

## **Argymhelliad 4**

Rydym yn argymhell bod Llywodraeth Cymru yn nodi fel blaenoriaeth, a hynny ar fyrder:

- Ei hasesiad o faint o athrawon ychwanegol sy'n gallu addysgu drwy gyfrwng y Gymraeg fydd eu hangen er mwyn cyrraedd nod cyffredinol y strategaeth;
- Pryd y bydd angen yr athrawon hynny;
- Sut y bydd yn nodi, recriwtio a hyfforddi'r athrawon hynny ar gyfer yr adeg y bydd eu hangen.

### **Ymateb: Derbyn**

Bydd Strategaeth derfynol y Gymraeg yn cynnwys targedau ynghylch nifer yr athrawon ychwanegol y bydd eu hangen er mwyn addysgu Gymraeg a thrwy gyfrwng y Gymraeg ar wahanol adegau rhwng nawr a 2050.

Wrth gynllunio'r gweithlu, mae'n rhaid llunio gwahanol strategaethau er mwyn sicrhau cyflenwad digonol o ymarferwyr o ansawdd uchel. Bydd Llywodraeth Cymru yn cydweithio â rhanddeiliaid allweddol er mwyn datblygu cynllun ar gyfer y gweithlu a fydd yn cynyddu nifer yr ymarferwyr sy'n gallu addysgu Gymraeg a thrwy gyfrwng y Gymraeg.

**Goblygiadau Ariannol** – Telir am unrhyw gostau ychwanegol drwy ailflaenoriaethu cyllidebau rhaglenni.

### **Argymhelliad 5**

Rydym yn argymhell bod Llywodraeth Cymru yn ystyried pa help a chefnogaeth ychwanegol y mae angen iddi eu darparu i gyflogwyr yn y sector preifat a busnesau er mwyn eu galluogi i ddatblygu ac ehangu eu darpariaeth Gymraeg fel rhan o'r broses o gyrraedd nod cyffredinol y strategaeth.

### **Ymateb: Derbyn**

Caiff manylion pellach eu cyhoeddi yn y Strategaeth a'r Rhaglen Waith ynghylch sut bydd Llywodraeth Cymru yn ceisio helpu cyflogwyr y sector preifat i ehangu eu darpariaeth Gymraeg.

**Goblygiadau Ariannol** – Telir am unrhyw gostau ychwanegol drwy ailflaenoriaethu cyllidebau rhaglenni.

### **Argymhelliad 6**

Rydym yn argymhell bod Llywodraeth Cymru yn cyhoeddi ar fyrder ei hasesiad o'r adnoddau ychwanegol y bydd eu hangen i gefnogi'r nod strategol o gyrraedd 1 filiwn o siaradwyr Cymraeg erbyn y flwyddyn 2050. Dylai hyn gynnwys proffil a ragwelir o'r gwariant dros ran gynnar y strategaeth ac asesiad o'r gost gymharol o beth fydd yr ymyriadau amrywiol angenrheidiol yn debygol o fod.

#### **Ymateb: Derbyn yn rhannol**

Mae £10m ychwanegol wedi ei ddyrannu eleni i ddechrau gweithredu'r Strategaeth newydd, sy'n cynnwys cyllid ychwanegol i wella sefyllfa'r Gymraeg yn y gweithle, hyrwyddo'r Gymraeg, a cefnogi'r sector addysg fel a gyhoeddwyd ar 4 Gorffennaf 2017. Bydd gwneud y mwyaf o'r cyllid sydd ar gael ar draws Llywodraeth Cymru yn allweddol.

#### **Goblygiadau Ariannol – Dim**

#### **Argymhelliad 7**

Rydym yn argymhell bod Llywodraeth Cymru yn ymateb yn benodol i asesiad Mudiad Meithrin y bydd angen 650 o gylchoedd meithrin newydd ychwanegol i gefnogi'r strategaeth.

#### **Ymateb: Gwrthod**

Rydym yn derbyn nod yr argymhelliad i gefnogi darpariaeth feithrin ychwanegol, ond nid ydym yn cydnabod y ffigur 650 o grwpiau. Caiff y targedau ar gyfer darpariaeth feithrin ychwanegol eu cyhoeddi yn y strategaeth newydd.

#### **Goblygiadau Ariannol – Dim.**

#### **Argymhelliad 8**

Rydym yn argymhell y dylai ehangu darpariaeth cyfrwng Cymraeg y blynyddoedd cynnar fod yn flaenoriaeth wrth ystyried cyllid ychwanegol o dan y strategaeth.

#### **Ymateb: Derbyn**

Caiff manylion pellach am rôl darpariaeth y blynyddoedd cynnar eu nodi yn Strategaeth derfynol y Gymraeg.

**Goblygiadau Ariannol –** Telir am unrhyw gostau ychwanegol drwy ailflaenoriaethu cyllidebau rhaglenni.

## Argymhelliad 9

Rydym yn argymhell y dylai Llywodraeth Cymru ystyried darparu hyfforddiant Cymraeg am ddim i rieni sy'n rhoi eu plant i ddarpariaeth cyn-ysgol cyfrwng Cymraeg.

### Ymateb: Derbyn

Rhoddir ystyriaeth i'r opsiwn hwn fel rhan o'r adolygiad o wersi Cymraeg i deuluoedd sydd eisoes ar y gweill gan y Ganolfan Dysgu Cymraeg Genedlaethol.

**Goblygiadau Ariannol** – Telir am unrhyw gostau ychwanegol drwy ailflaenoriaethu cyllidebau rhaglenni.

## Argymhelliad 10

Rydym yn argymhell bod Llywodraeth Cymru yn cymryd camau i wella'r wybodaeth sydd ar gael ar alluoedd ymarferwyr y blynyddoedd cynnar o ran y Gymraeg er mwyn iddi allu cynllunio'n briodol i sicrhau bod gan ymarferwyr y gymysgedd gywir o sgiliau a chyfleoedd i gamu ymlaen er mwyn cefnogi amcanion y strategaeth.

### Ymateb: Derbyn

Mae meithrin gwell dealltwriaeth o allu gweithlu'r blynyddoedd cynnar i weithio drwy gyfrwng y Gymraeg yn rhan hollbwysig o ddatblygu'r ddarpariaeth, a bydd manylion pellach ynghylch hyn yn nogfennau'r strategaeth.

**Goblygiadau Ariannol** – Telir am unrhyw gostau ychwanegol drwy ailflaenoriaethu cyllidebau rhaglenni.

## Argymhelliad 11

Rydym yn argymhell bod Llywodraeth Cymru yn nodi'n fanwl sut y mae'n bwriadu symud "ysgolion ar hyd y continwmm ieithyddol", gan gynnwys enghreifftiau o fodolau arfer da, gan ganolbwyntio'n benodol ar sut y bydd yn mynd i'r afael ag unrhyw bryderon gan rieni a'r gymuned ehangach.

### Ymateb: Derbyn mewn egwyddor

Swyddogaeth awdurdodau lleol yw cynllunio lleoedd ysgolion a nodi eu cynlluniau ar gyfer datblygu addysg Gymraeg yn eu Cynlluniau Strategol Cymraeg mewn Addysg. Ond mae Llywodraeth Cymru yn bwriadu adolygu'r rheoliadau a'r canllawiau mewn perthynas â Chynlluniau Strategol Cymraeg mewn Addysg er mwyn hyrwyddo'r broses o symud ysgolion ar hyd y continwmm ieithyddol.



Wrth gynnig newidiadau sylweddol, rhaid i awdurdodau lleol a chynigwyr eraill gydymffurfio â Deddf Safonau a Threfniadaeth Ysgolion (Cymru) 2013 a'r Cod Trefniadaeth Ysgolion, gan gynnwys newidiadau o ran ymgynghori. Ar hyn o bryd mae'r Cod Trefniadaeth Ysgolion yn destun ymgynghoriad.

**Goblygiadau Ariannol** – Telir am unrhyw gostau ychwanegol drwy ailflaenoriaethu cyllidebau rhaglenni.

## **Argymhelliad 12**

Rydym yn argymhell y dylai'r strategaeth derfynol bwysleisio'r angen i symud i nifer fwy o ddisgyblion ar draws y continwwm iaith a sut y cyflawnir hyn ym mhob categori ysgol yng Nghymru.

### **Ymateb: Derbyn**

Mae Llywodraeth Cymru eisoes wedi ymrwmo i gyflwyno un continwwm dysgu Cymraeg i bob disgybl yng Nghymru fel rhan o'r cwricwlwm newydd. Wrth i'r cwricwlwm gael ei ddatblygu, darperir manylion pellach ar sut y caiff hyn ei weithredu.

**Goblygiadau Ariannol** – Telir am unrhyw gostau ychwanegol drwy ailflaenoriaethu cyllidebau rhaglenni.

## **Argymhelliad 13**

Rydym yn argymhell bod Llywodraeth Cymru yn gwerthuso effeithiolrwydd ei chynllun presennol i wella lefel Cymraeg athrawon sy'n ymarfer ac yn nodi amserlen arfaethedig ar gyfer sut y gall athrawon sy'n siarad Cymraeg, nad ydynt yn addysgu yn Gymraeg ar hyn o bryd, gael eu hannog i wneud hynny gan gynnwys darparu rhagor o gyfleoedd:

- iddynt drosglwyddo i addysg cyfrwng Cymraeg;
- i fentora a chynlluniau eraill i helpu i feithrin hyder yn eu gallu o ran y Gymraeg.

### **Ymateb: Derbyn mewn egwyddor.**

Mae Llywodraeth Cymru wedi cynnal tri gwerthusiad o'r Cynllun Sabothol ers iddo ddechrau yn 2006. Mae'r gwerthusiadau yn dod i'r casgliad bod y Cynllun yn effeithio ar sgiliau Cymraeg ymarferwyr a'u gallu i addysgu Cymraeg a thrwy gyfrwng y Gymraeg neu'n ddwyieithog. Cynllunnir mwy o werthusiadau yn rheolaidd pan fydd yn briodol.

Mae angen defnyddio gwahanol strategaethau wrth gynllunio'r gweithlu er mwyn sicrhau cyflenwad digonol o ymarferwyr o ansawdd uchel. Bydd Llywodraeth Cymru yn cydweithio â rhanddeiliaid allweddol er mwyn datblygu cynllun i gynyddu nifer yr ymarferwyr sy'n gallu addysgu Cymraeg a thrwy gyfrwng y Gymraeg.

**Goblygiadau Ariannol** – Telir am unrhyw gostau ychwanegol drwy ailflaenoriaethu cyllidebau rhaglenni.

### **Argymhelliad 14**

Rydym yn argymhell bod Llywodraeth Cymru yn nodi'n glir:

- faint o athrawon ychwanegol sy'n gallu addysgu drwy gyfrwng y Gymraeg fydd eu hangen er mwyn cyrraedd nod cyffredinol y strategaeth;
- pryd y bydd eu hangen;
- faint o'r athrawon ychwanegol hyn fydd yn dod o'r gweithlu addysgu presennol a faint fydd yn dod i'r proffesiwn drwy hyfforddiant cychwynnol athrawon neu lwybrau eraill.

### **Ymateb: Derbyn**

Fel y mae argymhelliad 4 yn ei nodi, bydd Strategaeth derfynol y Gymraeg yn cynnwys targedau ynghylch nifer yr athrawon ychwanegol sydd eu hangen i addysgu Cymraeg a thrwy gyfrwng y Gymraeg ar wahanol adegau rhwng nawr a 2050.

Mae angen defnyddio gwahanol strategaethau wrth gynllunio'r gweithlu er mwyn sicrhau cyflenwad digonol o ymarferwyr o ansawdd uchel. Bydd Llywodraeth Cymru yn cydweithio â rhanddeiliaid allweddol er mwyn datblygu cynllun i gynyddu nifer yr ymarferwyr sy'n gallu addysgu Cymraeg a thrwy gyfrwng y Gymraeg.

**Goblygiadau Ariannol** – Telir am unrhyw gostau ychwanegol drwy ailflaenoriaethu cyllidebau rhaglenni.

### **Argymhelliad 15.**

Rydym yn argymhell bod Llywodraeth Cymru yn ystyried sut y gall gynyddu'r cyflenwad o fyfyrwyr Cymraeg eu hiaith sy'n dilyn hyfforddiant cychwynnol athrawon neu lwybrau mynediad eraill i'r proffesiwn gan ystyried unrhyw oblygiadau recriwtio ehangach y gallai hyn eu cael ar recriwtio athrawon yng Nghymru ac mewn cystadleuaeth â rhannau eraill o'r DU.

## **Ymateb: Derbyn**

Bydd Llywodraeth Cymru yn cydweithio â rhanddeiliaid allweddol i annog mwy i ddilyn cyrsiau addysg gychwynnol i athrawon.

**Goblygiadau Ariannol** – Telir am unrhyw gostau ychwanegol drwy ailflaenoriaethu cyllidebau rhaglenni.

## **Argymhelliad 16**

Rydym yn argymhell bod Llywodraeth Cymru yn ystyried rôl staff cymorth dysgu o ran cefnogi amcanion y strategaeth ac yn cymryd camau, ar y cyd ag Estyn a Chyngor y Gweithlu Addysg, i gael darlun cliriach o'u sgiliau iaith presennol i helpu i lywio'r gwaith cynllunio yn y dyfodol.

## **Ymateb: Derbyn**

Mae Llywodraeth Cymru yn cydnabod rôl staff cymorth dysgu wrth gyflawni amcanion y strategaeth. Ar hyn o bryd, rydym yn darparu cyrsiau Sabothol penodol i staff cymorth dysgu gael dysgu Cymraeg neu wella eu Cymraeg. Caiff staff cymorth dysgu eu cynnwys yn ein cynllun ehangach ar gyfer y gweithlu sy'n rhoi sylw i ymarferwyr addysg.

**Goblygiadau Ariannol** – Telir am unrhyw gostau ychwanegol drwy ailflaenoriaethu cyllidebau rhaglenni.

## **Argymhelliad 17**

Rydym yn argymhell y dylai'r strategaeth newydd roi pwyslais cyfartal ar wella deilliannau yn arwyddocaol yn sgil addysgu Cymraeg ail iaith, ynghyd â chynyddu'r niferoedd sy'n cael addysg cyfrwng Cymraeg neu ddwyieithog.

## **Ymateb: Derbyn**

Mae manylion pellach wedi'u cynnwys yn y strategaeth derfynol.

**Goblygiadau Ariannol** – Telir am unrhyw gostau ychwanegol drwy ailflaenoriaethu cyllidebau rhaglenni.

## **Argymhelliad 18**

Rydym yn argymhell bod Llywodraeth Cymru yn nodi'n glir sut y bydd yn gwella'r gwaith o addysgu Cymraeg mewn ysgolion cyfrwng Saesneg yn arwyddocaol.

## **Ymateb: Derbyn**

Mae Llywodraeth Cymru eisoes wedi ymrwymo i gyflwyno un continwrm dysgu Cymraeg i bob disgybl yng Nghymru fel rhan o'r cwricwlwm newydd. Wrth i'r cwricwlwm gael ei ddatblygu, darperir manylion pellach ar sut y caiff hyn ei weithredu.

**Goblygiadau Ariannol** – Telir am unrhyw gostau ychwanegol drwy ailflaenoriaethu cyllidebau rhaglenni.

### **Argymhelliad 19**

Rydym yn argymhell bod Llywodraeth Cymru, ynghyd â CBAC yn adolygu'r ddarpariaeth o adnoddau dysgu cyfrwng Cymraeg ar gyfer myfyrwyr i sicrhau nad yw myfyrwyr sy'n cael eu haddysg drwy gyfrwng y Gymraeg o dan anfantais.

#### **Ymateb: Derbyn**

Mae Llywodraeth Cymru yn rhoi grant i CBAC er mwyn darparu adnoddau ar gyfer cymwysterau cyfrwng Cymraeg, a bydd yn parhau i ddarparu'r cyllid hwn. Yn dilyn yr uwchgynhadledd ar adnoddau dwyieithog ym mis Ebrill, mae'r gwaith o adolygu'r sefyllfa wedi dechrau ac rydym yn dod o hyd i ateb hirdymor i'r angen am adnoddau i gefnogi cymwysterau a'r cwricwlwm.

**Goblygiadau Ariannol** – Telir am unrhyw gostau ychwanegol drwy ailflaenoriaethu cyllidebau rhaglenni.

### **Argymhelliad 20**

Rydym yn argymhell y dylid cynnal gwerthusiad trylwyr o'r Cynllun Sabothol gan edrych yn arbennig ar ei werth am arian o ran gwella deilliannau yn yr ystafell ddosbarth ac annog mwy o athrawon i addysgu Cymraeg neu drwy gyfrwng y Gymraeg.

#### **Ymateb: Derbyn mewn egwyddor**

Mae Llywodraeth Cymru wedi cynnal tri gwerthusiad o'r Cynllun Sabothol ers iddo ddechrau yn 2006. Mae'r gwerthusiadau yn dod i'r casgliad bod y Cynllun yn effeithio ar sgiliau Cymraeg ymarferwyr a'u gallu i addysgu Cymraeg a thrwy gyfrwng y Gymraeg neu'n ddwyieithog. Cynllunnir mwy o werthusiadau yn rheolaidd pan fydd yn briodol.

**Goblygiadau Ariannol** – Telir am unrhyw gostau ychwanegol drwy ailflaenoriaethu cyllidebau rhaglenni.

### **Argymhelliad 21**

Rydym yn argymhell bod yr Asiantaeth newydd arfaethedig ar gyfer Hyrwyddo'r Gymraeg, gan weithio gyda chyrrff sefydledig a mentrau lleol, yn hyrwyddo a

marchnata'r Gymraeg fel iaith gymunedol sydd â manteision i siaradwyr fel sgil ac yn y gweithle.

#### **Ymateb: Derbyn mewn egwyddor**

Bydd Llywodraeth Cymru yn mynd ati i wneud gwaith ychwanegol i hyrwyddo'r Gymraeg tra bydd y ddeddfwriaeth bresennol yn cael ei hadolygu. Bydd hyn yn cynnwys hyrwyddo'r iaith fel sgil yn y gweithle, ac ymgysylltu'n fwy â sefydliadau a mentrau cymunedol.

**Goblygiadau Ariannol** – Mae £2 miliwn ychwanegol wedi'i ddyrannu i gyflawni gwaith yn y meysydd ychwanegol hyn yn ystod blwyddyn ariannol 2017-2018.

#### **Argymhelliad 22.**

Rydym yn argymhell bod Llywodraeth Cymru yn parhau i gefnogi darpariaeth Cymraeg i Oedolion o ansawdd da sydd ar gael yn eang ond ei bod yn ystyried yn ofalus flaenoriaeth y maes hwn o fewn y strategaeth o gymharu â meysydd blaenoriaeth eraill.

#### **Ymateb: Derbyn mewn egwyddor**

Caiff darpariaeth Cymraeg i Oedolion, a phob maes gwaith arall, eu hystyried wrth i'r strategaeth gael ei gweithredu a chaiff yr adnoddau eu blaenoriaethu yn unol â hynny.

**Goblygiadau Ariannol** – Telir am unrhyw gostau ychwanegol drwy ailflaenoriaethu cyllidebau rhaglenni.

#### **Argymhelliad 23**

Rydym yn argymhell bod y strategaeth derfynol yn cynnwys diffiniad clir o siaradwr Cymraeg wrth werthuso a yw'r strategaeth yn llwyddo i gyrraedd ei nod o greu miliwn o siaradwyr.

#### **Ymateb: Derbyn**

Bydd Strategaeth derfynol y Gymraeg yn rhoi sylw i'r mater hwn.

**Goblygiadau Ariannol** Dim

**Alun Davies AC, Gweinidog y Gymraeg a Dysgu Gydol Oes**

Cadeiryddion y Pwyllgorau  
Cynulliad Cenedlaethol Cymru  
Bae Caerdydd  
CF99 1NA

11 Gorffennaf 2017

Annwyl Gadeirydd

### **Gweithredu Deddf Cymru 2017**

Fel y gwyddoch, mae Deddf Cymru 2017 yn darparu bod yn rhaid i Ysgrifennydd Gwladol Cymru benodi, drwy reoliadau, 'brif ddiwrnod penodedig', pan ddaw'r model cadw pwerau newydd i rym. Mae'r Ddeddf hefyd yn darparu bod yn rhaid i'r Ysgrifennydd Gwladol ymgynghori â mi, fel Llywydd, cyn gwneud rheoliadau o'r fath.

Amgaeaf lythyr gan yr Ysgrifennydd Gwladol yn nodi ei fwriad i bennu **6 Ebrill 2018** fel y prif ddiwrnod penodedig. Mae hefyd yn nodi ei fod yn bwriadu cychwyn y rhan fwyaf o'r darpariaethau sy'n weddill yn Neddf Cymru ar yr un pryd.

Byddwch yn sylwi o lythyr yr Ysgrifennydd Gwladol ei fod yn bwriadu ysgrifennu eto o ran goblygiadau'r sesiwn Seneddol ddwy flynedd i'r broses Cydsyniad Deddfwriaethol. Byddaf yn rhannu'r llythyr hwn gyda chi maes o law.

Buaswn yn ddiolchgar pe gallech roi gwybod i mi erbyn dydd Gwener 28 Gorffennaf a oes gan eich pwyllgorau unrhyw sylwadau i'w gwneud ar gynigion yr Ysgrifennydd Gwladol.

Yn gywir



Elin Jones AC  
Llywydd

Amg

Croesewir gohebiaeth yn Gymraeg neu Saesneg / We welcome correspondence in Welsh or English



**Rt Hon Alun Cairns MP**  
Secretary of State for Wales  
Ysgrifennydd Gwladol Cymru

Gwydyr House | Tŷ Gwydyr  
London | Llundain  
SW1A 2NP

1 Caspian Point | 1 Pwynt Caspian  
Cardiff | Caerdydd  
CF10 4DQ

[www.gov.uk/wales](http://www.gov.uk/wales) [www.gov.uk/cymru](http://www.gov.uk/cymru)

Elin Jones AM  
Presiding Officer  
National Assembly for Wales  
Cardiff Bay  
CF99 1NA

Ref: 250SUB 17

10<sup>th</sup> July 2017

I am writing regarding the implementation of the Wales Act 2017. The Act provides for the Secretary of State to appoint, through regulations, a “principal appointed day” (PAD) on which the new reserved powers model comes into force. The Act specifies that I consult the Welsh Ministers and the Assembly’s Presiding Officer before making regulations appointing the PAD. I am therefore writing to seek your views on my proposal to specify **6 April 2018 as the principal appointed day**.

Three key factors have informed my proposed date. Firstly, the need to implement the new reserved powers model of Welsh devolution as soon as practicable, to provide a clearer settlement and a well-defined division between devolved and reserved responsibilities. The lack of clarity that is a feature of the current Welsh devolution settlement continues to hinder our administrations working together as effectively as they might.

The 2017 Act requires the PAD to be at least four months after the regulations appointing the date are made. Making these regulations this autumn would provide Parliament, the National Assembly for Wales and both our governments with sufficient notice to prepare for the new model.

Secondly, as you know the new devolved taxes - the Land Transaction Tax and Landfill Disposals Tax - come on stream on 6 April 2018. Bringing the reserved powers model into force on the same day would deliver a strong message that Welsh devolution has come of age.


Thirdly, we need to be clear about the model of Welsh devolution which applies as we prepare for our exit from the European Union. Implementing the reserved powers model in April 2018 provides us with sufficient time to make the necessary preparations before exit day.

I also propose to commence most of the remaining sections of the Wales Act 2017 in the same order. These sections devolve further powers to the National Assembly and the Welsh Ministers. The devolution of these powers is already reflected in the reserved powers model and so it makes sense to bring these sections into force at the same time.

The current session of Parliament will run until 2019, meaning the new reserved powers model would be brought force mid-way through the session. Clearly this has implications for any Legislative Consent Motions that may be required, and my officials are working to assess the impact. I will write to you once this analysis is completed. You will be aware that under Schedule 7 to the 2017 Act the current *conferred* powers model would continue to apply to those Assembly Bills which have passed Stage 1 by the PAD.

I would be grateful to receive your response by **4 September**, enabling the regulations to be drafted by early autumn. I am happy to share with you the regulations in draft before they are laid.

I am writing in similar terms to the First Minister of Wales.

Yours,  


**Alun Cairns MP**  
Secretary of State for Wales  
Ysgrifennydd Gwladol Cymru



Mae cyfyngiadau ar y ddogfen hon

Mae cyfyngiadau ar y ddogfen hon

Cynulliad Cenedlaethol Cymru / National Assembly for Wales  
Pwyllgor Diwylliant, y Gymraeg a Chyfathrebu / The Culture, Welsh Language and Communications Committee  
Ariannu Addysg Cerddoriaeth a Munediad ati / Funding for and Access to Music Education  
CWLC(5) FAME17

Ymateb gan Gwasanaeth Cerdd Rhondda Cynon Taf – Grŵp Cynghori Gwybodaeth Ychwanegol / Evidence from Rhondda Cynon Taf Music Service – Advisory Group  
Additional Information

## Rind fenced funding

The suggestion to make music services statutory for local authorities is a good idea. The problem for schools is affordability. Many schools in RCT now pass some or all of the cost of buying in the service onto parents. Obviously this makes it unaffordable to many families.

In the schools where they pass on the whole cost, head teachers often opt to get in a private company to provide the lessons as the school no longer has to handle the money or do the administration. Whilst it is good that the pupils are still getting the opportunity to learn, we see very few of these pupils being encouraged to join local ensembles or being fed through to the national ensembles.

## Database of Musical Instruments

In Rhondda Cynon Taf, we have already implemented a detailed database of our instruments. We hire these out for a small yearly fee and our system helps us to administrate this. The software package is part of and works in partnership with a county wide system, Capita. This has been implemented at a considerable cost to the Music Service and so it would seem illogical to move to a different system that does not fulfil our needs. Our software can access individual pupils home address details etc for sending renewal invoices – when a school clerk updates a pupils address when they move home – it automatically updates our system. RCT did buy the same system as Gwent a number of years ago and found it to very admin heavy and the company offers less support than our current one.

RCT Music Service has been allocated storage space and have been given the time and support to log all of our instruments. The problem many services would face is 1. Where do they store their instruments and 2. It takes time to process and tag instruments – staff on the ground don't have this time.

As it stands, Music Services are happy to share instruments when required. To have a national database would involve the cost of buying and implementing a system that all services can agree on – but some already run their own successfully. Space would be needed in each county.

From an RCT perspective, instrument availability is not our biggest hurdle to providing instrumental lessons. A lack of funding and the low priority some schools place on music is what is leading to the decline in children having access to lessons. The time, effort and money to implement a nationwide instrument database would be better spent at the chalk face – providing staff to schools.

## Support for Co operatives

To work in partnership would have many positives – share expertise, more flexibility timetabling staff, ease of covering staff sickness, combining ensembles for new and exciting opportunities etc. However – almost every music service has different pay and conditions for its staff. Asking tutors to do the same job when the person next to them is being paid on a different (higher) rate of pay could lead to resentment and poor levels of morale. Music Services also charge differently in each authority, the difference can be as much as £25 an hour. I think music services should be encouraged to work together but if the future is to ‘combine’ music services. The terms and conditions of staff, charges to school etc in those areas would need to be comparable or standardised.

Cynulliad Cenedlaethol Cymru / National Assembly for Wales  
Pwyllgor Diwylliant, y Gymraeg a Chyfathrebu / The Culture, Welsh Language and  
Communications Committee  
Ariannu Addysg Cerddoriaeth a Munediad ati / Funding for and Access to Music  
Education  
CWLC(5) FAME18

Ymateb gan Janet Lougee - Grŵp Cynghori Gwybodaeth Ychwanegol / Evidence  
from Janet Lougee - Advisory Group Additional Information

## 1. Ring-fenced funding.

This should be a statutory obligation for all local authorities. Given the present and future uncertainty of funds available this should be reviewed every 2/3 years.

## 2. Database of musical instruments.

The advantages should outweigh disadvantages.

## 2. Support for Co-operatives.

This, including volunteers, such as retired musicians, seems a good recommendation.

Cynulliad Cenedlaethol Cymru / National Assembly for Wales  
Pwyllgor Diwylliant, y Gymraeg a Chyfathrebu / The Culture, Welsh Language and Communications Committee  
Ariannu Addysg Cerddoriaeth a Munediad ati / Funding for and Access to Music Education  
CWLC(5) FAME19  
Ymateb gan Cymdeithas Llywodraeth Leol Cymru (ymateb gyda cefnogaeth ADEW a CAGAC) - Grŵp Cyngori Gwybodaeth Ychwanegol / Evidence from Welsh Local Government Association (response with the support of ADEW and CAGAC) - Advisory Group Additional Information

## **Ring-fenced funding**

The WLGA is generally opposed to ring-fenced funding and advocates that all local authority funding is channelled through the RSG. The flexibility that this provides enables authorities to gain the most value from the money it spends. It is recognised that in some instances, specific grants have a legitimate function, for example in supporting new initiatives but once the policy aim has been achieved, the grant should then go into the RSG. In this instance, if the service were to be made statutory, it would need to be fully funded. The resource and service implications would need to be considered fully, including a cost benefit analysis, and clarity would be needed on the purpose and expectations of the duties on LAs and we would need to calculate what those responsibilities would cost. Furthermore, the amount of funding currently provided to local authorities through the Revenue Support Grant for music service delivery is not easily identifiable and therefore could not be separated easily. The WLGA view would be that any change to the non-statutory provision status would need to be fully funded by new investment.

## **Database of musical instruments**

The WLGA has welcomed the additional funding for musical instruments and the Association's former Education Spokesperson, Councillor Ali Thomas wrote to all local authorities encouraging them to prioritise work around purchasing new instruments and exploring the development of databases and sharing information. The WLGA understands from discussions with local authorities that a formal national database is achievable but would entail considerable set-up costs, and significant ongoing resourcing to maintain. It is estimated that a very basic regional database system would cost around £32k to set up in the first year with on-going annual costs of around £12k, excluding staff costs. Since the announcement of the additional funding, a number of other authorities are now

using the Gwent package (Swansea and Cardiff for instance) with others looking at it currently. Caution is urged however to ensure that any benefits of such a database are not outweighed by the costs. It is thought that the additional funding provided, if prioritised towards the purchase of new musical instruments, would provide a longer legacy benefit. Local authorities, through the ADEW-endorsed CAGAC group of Music Services officers, have confirmed that there are established communication channels between authorities which enable music services to ask for assistance in accessing musical instruments from another local authority area, on a reciprocal loan basis should the need arise. It is considered therefore that the aims of the recommendation to establish a national database can be achieved through a more modest investment. The WLGA and CAGAC are more than happy however to share the initial findings of their work and consider this matter further.

### **Support for co-operatives**

The WLGA has not considered co-operatives within this context and has not formally consulted with local authorities on this matter therefore is unable to give a definitive view. The WLGA has worked with local authorities and other partners for many years in considering alternative models of service delivery across a wide range of service areas. Considerable success has been achieved in this respect particularly in the realm of leisure services. The Association would agree in this instance that there is a risk in forcing the co-operative approach – where they have been established they may be successful, but each form of strategic commissioning needs to suit local need and priority, and be built from the ground up with buy-in at all levels and with all stakeholders. The WLGA would welcome however any incentivisation of change where it can be shown to provide a stable and future-proofed footing for local authority music service delivery and is open to engage in further discussions.

Cynulliad Cenedlaethol Cymru / National Assembly for Wales  
Pwyllgor Diwylliant, y Gymraeg a Chyfathrebu / The Culture, Welsh Language and Communications Committee  
Ariannu Addysg Cerddoriaeth a Munediad ati / Funding for and Access to Music Education  
CWLC(5) FAME20  
Ymateb gan David Barnard, Musicians Union Grŵp Cyngori Gwybodaeth Ychwanegol / Evidence from David Barnard, Musicians Union Advisory Group  
Additional Information

## **Ring-fenced funding**

We are disappointed that the recommendation for ring-fenced funding from the Welsh Government has been withdrawn. However, we welcome the proposal that music services, providing co-ordinated access to instrumental tuition and ensembles (including curriculum support), should be a statutory service funded by the local authority. Consequently, music services, and curriculum music in general (primary and secondary), should be inspected by ESTYN. This raises and maintains the profile of music, and ensures that music is taken seriously by schools and local government. This may also have a beneficial impact in areas where there is no instrumental music service, e.g. Powys, and where funding from local authorities has all but dried up, e.g. Cardiff County and the Vale of Glamorgan.

Clearly, in promoting this recommendation, the Committee will need to define what statutory provision actually means, apropos funding (perhaps based on a per pupil formula), access, tuition, employment, resources and sustainability. A standardised formula, to calculate the level of funding to be ring-fenced by local authorities, will help to harmonise provision across Wales. It may also enable some services to reduce the cost of tuition, thereby increasing access to children from low income families (one service in Wales is charging £57 per hour).

One area of concern relates to the prioritisation of funding by local authorities. Unless the funding set out in this proposal is EXTRA to current LA budgets, there is a danger that other essential, but non-statutory, services will be cut. A buoyant, creative and happy community thrives on the interplay between music, dance, drama, art, media, and more.

## **Database for musical instruments**

We are concerned by the committee's decision to drop the development of an instrumental database. We believe that there is enormous potential for waste if resources are not managed properly. A central database will ensure that resources are used to maximum benefit and will reduce the potential for duplication. The



development of a database does not have to be expensive. Knowledge and expertise is available to create this program at limited cost.

### **Support for Co-operatives**

We uphold our position that all instrumental teachers should receive the same benefits of employment as enjoyed by colleagues in the classroom, and elsewhere in public service. However, if this is not possible (having exhausted all options), we believe that co-operatives provide a sustainable model going forward. The Musicians' Union has supported the formation of several co-operatives in recent years including Denbighshire Music Co-operative, which, now in its second year, is experiencing great success in terms of growth and recruitment. Our support will continue through professional development and advice. Other organisations providing assistance include Co-operatives UK, Cult Cymru and Welsh Co-operative Centre.

The direct funding of co-operatives will help to reduce administration costs and operational overheads, which in turn, helps to maintain a reasonable cost for tuition.

The concerns mentioned below are covered in the attached document 'Altogether Now - a guide to forming music teacher co-operatives'. This document is being updated, but should give you an insight into the pros and cons of the co-operative model. Should you require any further details or a personal presentation, please don't hesitate to contact us.

We believe that the point made regarding co-operatives and their inability to be strategic is unfounded. The example given, whereby teachers are reluctant to visit schools in rural areas, is also pertinent to traditional 'employed' services. The crux of the matter is whether funds are available (either centrally or from the school) to pay for the extra costs of travel and travel time. Ring-fenced funding, which includes an allowance for rural schools, should resolve this issue.

Cynulliad Cenedlaethol Cymru / National Assembly for Wales  
Pwyllgor Diwylliant, y Gymraeg a Chyfathrebu / The Culture, Welsh Language and Communications Committee  
Ariannu Addysg Cerddoriaeth a Munediad ati / Funding for and Access to Music Education  
CWLC(5) FAME21

Ymateb gan Heather Powell, Rheolwr Gyfarwyddwr, Cerdd Cydweithredol Sir Ddinbych Grŵp Cynghori Gwybodaeth Ychwanegol / Evidence from Heather Powell, Managing Director, Denbighshire Music Cooperative Advisory Group Additional Information

For me the set up of our cooperative, Denbighshire Music Cooperative (DMC) was out of necessity, not choice. We had a full cut, went through redundancy and decided to continue.

Almost three years on we have a vastly successful cooperative that has again been nominated for National awards and have expanded our original team of 22 tutors to a team of almost 60.

We had no support whatsoever – this business started in my lounge! The Wales coop centre at the time had lost funding and, as such couldn't help us although they have since been fantastic.

Our LA gave us some transition monies, but not a lot – 30k.

Practical matters that would have really helped us that other authorities moving to our model should consider would be –

- Help with office space – not difficult for any LA to give a coop a small office at no cost to run from – this should be suggested (we have had to rent our own at a cost of £10k a year)
- Help with translation costs – minimal to any LA but difficult for a coop to find this money (we spent £7000 on this last year alone). The MU 'Altogether Now' guides great but, not in Welsh language, nor were any of their policies – I've now done all of this and we have them all in both languages.
- Help with loan of any council instruments – Our LA have, in fairness been fantastic with this(although we have to meet maintenance and insurance costs – £4500 last year)
- Help with a concert venue once a year for each co-op to put a concert on at no cost – last week for example it cost me £3600 to hire a venue to put a concert on involving almost 600 pupils – the council owns the building!

- A central steer to all schools from each LA that the co-op is the recommended model – otherwise you end up having individuals and others competing and it will fail ultimately...
- Support with safeguarding and child protection – Vastly important and not always there for us.
- Support with TUPE – This was a minefield!
- HMRC VAT issues – we've just had HMRC inspectors in and dealt with this head on – we also asked them to look at self-employed v employed model and have a written directive on this now to safeguard us against any future issues. Happy to share more info on this as needed.

#### Financial matters to aid co-operative set up's

- Our LA gave a one off transition fee – and that's it. Due to this, we cannot afford to lower our hourly rate to schools – currently £35.00(cheapest in North Wales by far). Several of our schools have indicated for September 2017 they will no longer be in a position to subsidise lessons and, as such will pass full cost to parents – this works out at £8.75 for a 15 minute primary lesson/£11.67 for 20 minutes secondary price – therefore we lose pupils as not many can afford this as schools charge termly in advance. It is virtually impossible to engage any FSM pupils or SEN/LAC pupils – Often PDG was being used to fund music but this has now gone to pay for classroom assistants so that's gone also – its dire. Co-ops need core funding each year from their LA to work long term. Yes, so far we are doing well but only due to sheer hard work and determination – it's a daily battle to keep schools on board.

With a central pot to each LA ring fenced for the music service we would be able to bring price down for schools and therefore engage more pupils – unless this happens even coops long term will be unviable. We have been fortunate to run our ensembles on grants but – if more coops are established there will be fierce competition for these grants – many, once you've got them will not allow you to reapply for three or even 5 years!

I would suggest core funding of £100k that each LA must give to the music service model of choice – if this isn't worded carefully believe me, music services won't see it!

Here in Denbighshire, a core funded amount of £100k a year would allow us to significantly reduce costs to schools and therefore we would reach far more pupils particular in deprived areas. This would also run our 9 weekly ensembles.

I read comments re co-ops not being 'strategic' and disagree totally – if anything, all of my tutors have had to step up, think on their feet and be far more willing to take any work on offer – for this reason, we've expanded provision in smaller, rural schools vastly – once a tutor is in there for one pupil, many more hear and see the lesson and want to get involved! Many tutors were hiding behind employment and 'coasting' along – in this model everyone has to consider standards and work harder as they're self-employed! There is a much better team approach, people who had worked for years in same schools but never spoken are now all in a team – we have social events, CPD days and a friendly office that offers full daily support. The tutors tell me they've never been happier – over summer we all run a huge summer school – tutors have to engage 10 pupils to attend then they have a week's work(which substitutes their lost employed Holiday Pay). The tutors are empowered and listened to – the schools tell me it is a far better service and for schools it is cheaper than previous service considerably.

Personally, having been an employed 'peri' for 12 years – this is best thing that could happen here – and I say that having lost my pension in the cut.

Other counties seem to be frightened of this model – it is really very simple and in my view, with core funding works fantastically well and is viable. The unstable picture across the country would settle with a direct decision from WAG – if every county operated a cooperative model I think services would greatly strengthen and connect with one another – but it will not work, long term with no 'core' funding.

Cynulliad Cenedlaethol Cymru / National Assembly for Wales  
Pwyllgor Diwylliant, y Gymraeg a Chyfathrebu / The Culture, Welsh Language and Communications Committee  
Ariannu Addysg Cerddoriaeth a Munediad ati / Funding for and Access to Music Education  
CWLC(5) FAME22  
Ymateb gan Bethan Jenkins, Ysgol Lewis Pengam, Grŵp Cyngori Gwybodaeth Ychwanegol / Evidence from Bethan Jenkins, Lewis School Pengam, Advisory Group Additional Information

1. Academy for Rock and Pop pupils 11+ that will match the tuition offered at RWCMD. This could be provided by USW due to the high number of courses they offer of Rock and Pop post 18.
2. National Ensembles/Song writing Opportunities in Rock and Pop. This could added to the offer currently provided by National Youth Arts Wales. Similar courses could be structured in band settings. The Roundhouse in London <http://www.roundhouse.org.uk/young-creatives/> runs courses for Young People
3. Competitions to match classical competitions – This could feature something like the Music for Youth Rock, Pop and Soul and <http://www.mfy.org.uk/events/regional-festivals/>  
Music for Youth also run industry events such as <http://www.mfy.org.uk/events/frequencies/> and <http://www.mfy.org.uk/events/exchange/> (never held in Wales). There's also this Song writing competition <http://www.songacademy.co.uk/says17/>
4. Ability for pupils to trace careers and jobs in the Rock and Pop Industries – Creative Scotland. This is where all the jobs are <https://opportunities.creativescotland.com/?filter=&q=&area=16> and <https://www.myworldofwork.co.uk/my-career-options/pop-musician>
5. Work as part of the Non-Core Lead for EAS Consortia in GCSE Music. This involves CPD and support mechanisms for teachers to enable them to deliver the new GCSE Music Specification. All Wales group met in Llandrindod and Tredomen, Ystrad Mynach and is in the process of implementing a plan that involves the development of an all Wales Music Hwb resource base and the same CPD across consortia. At present, working with Owain Gethin Davies (GWE and EDAU) to bring a course he delivered to South Wales using the Music Services of Caerphilly and Gwent as support for this course. Organisations potentially involved at the end of the process are: EAS, South East Wales Arts Network, Caerphilly Music Service,

Gwent Music Service, GWE, EDAU, CSC and ERW. <https://hwb.wales.gov.uk/> (The network is closed to teachers but here's an example).

Leading on from the CPD for teachers, that is one of the priorities of the Arts in Education Networks (Creativity Plan for Wales), there is no additional support for peripatetic staff outside the CPD provided by their Music Service. Should there be CPD for Music Staff as part of the Creativity Plan?

6. Transition and use of Peri staff – El Sistema model (used in North Wales <http://www.sistemaeurope.org/wales/>) as a transition tool as well as engaging community music making to tackle deprivation.

7. Admin process of collecting money for instrumental lessons – This can be an onerous task and many different schools and Music Services have their own approach. It costs schools money to implement an online payment system which is often the best way forward. Some LA Music Services have their own payment service which the pupils pay into directly.

Hope this helps you a little and let me know if you need me to expand on any of the points further.

# Eitem 7

Mae cyfyngiadau ar y ddogfen hon

# Eitem 8

Mae cyfyngiadau ar y ddogfen hon



Mae cyfyngiadau ar y ddogfen hon