



## Taith Pathway 2 2023

### Project themes, outputs and summaries

Below details the aspirations of the organisations who have been offered Pathway 2 funding for Partnerships and Strategic Collaboration.

Organisation	Amount Awarded	Themes	Project output	Project summary
Crownbridge Special School (Consortium lead for 2 organisations)	£36,015	Developments in education (Curriculum for Wales)	Our planned project output will be a variety of resources and case studies produced collaboratively, with international schools, that focuses on local and national agenda priorities and objectives.	<p>The objective for our project is to work collaboratively to support curriculum progression and professional development, resulting in high functioning inclusive learning for all pupils, using a pupil centred approach with learning-based assessment. We will link with three schools in Canada, a world leader in curriculum reform, to research, identify, develop and implement a range of methodologies, teaching pedagogy and best practice models, in order to continually develop a highly effective inclusive curriculum, that implements the requirements of the Additional Learning Needs (ALN) reform.</p> <p>The project output will include:</p> <ul style="list-style-type: none"> <li>- Developing and embedding curriculum planning systems to meet expectation for curriculum reform in Wales.</li> <li>- Creating innovative pedagogy and person-centred approaches for pupils with additional learning needs.</li> <li>- Developing progression pathways and assessment methods, linking to Ontario’s assessment policy ‘Growing Success’.</li> <li>- Implementing pupil-centred feedback strategies, engaging pupils in identifying next steps to support progression of learning.</li> </ul>





<p>Penyrheol Primary School (Consortium lead for 1 organisations)</p>	<p>£55,807</p>	<p>Developments in education (Curriculum for Wales)</p>	<p>The Croeso Ambassadors Project comprises five key outputs designed to integrate AI technology into educational practices and foster cross-cultural connections between Wales and Czechia.</p> <p>Output 1: Online Teacher Training and Children's Training Modules.</p> <p>Output 2: Multilingual Tour Guides for Local Sites of Interest.</p> <p>Output 3: Live Showcase Event.</p> <p>Output 4: Dissemination.</p> <p>Output 5: Fostering Cross-Cultural Connections.</p>	<p>Croeso Ambassadors - an enterprising and place-based transnational teaching and learning development.</p> <p>The Croeso Ambassadors project is a training programme for teachers, and a learning programme for their students, that sees students create an Artificial Intelligent (AI) chatbot that has a knowledge of the tourist attractions in their local area.</p> <p>Learners will manage the publication of these chatbots on the web and collaborate and exchange them with Czech students from Prague. The experience will allow them to reflect on what skills and competences they have developed from across the skills integral to the four purposes of the new Welsh curriculum.</p> <p>Teachers will understand how to integrate the use of AI to promote pupil-led learning and support explicit entrepreneurial mindset and competence learning.</p>
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<p>Goetre Primary School (Consortium lead for 6 organisations)</p>	<p>£52,044</p>	<p>Developments in education (Curriculum for Wales)  Diversity and Inclusion</p>	<p>The planned project output is an innovative approach to establishing an innovative network of professionals, providing a timely, high quality universal and enhanced offer for families in the north of Merthyr Tydfil.</p>	<p>This project focuses on enhancing collaboration among health, education, and family support services in the northern end of the Merthyr Valley.</p> <p>The primary objectives include fostering stronger ties between schools and the aforementioned agencies, facilitating easy access to essential services such as health professionals and family support for local families, and integrating the Early Help Hub. By providing direct support through these agencies, the project aims to positively impact children and families, aiding their transition and progress within the various 'systems'.</p> <p>To gather insights and best practices, a delegation comprising representatives from each school will visit an established community support system in Florida, USA. Colleagues from the partner agencies will also be invited (but will need to source their funding). Post-visit, the group will collaboratively formulate recommendations for the local authority and health board, aiming to establish a sustainable model for family support within each school community.</p>
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<p>Curriculum Team: Cardiff Council (Consortium lead for 2 organisations)</p>	<p>£54,275</p>	<p>Developments in education (Curriculum for Wales)</p>	<p>The goal is to establish a framework to inform decisions by stakeholders within the arts, impacting positively on children and young people.</p> <p>The aim is to produce a Transport Proposal, Engagement Strategy, and Partnership Framework using our learnings.</p>	<p>As a local authority, Cardiff's Curriculum and Passport to the City Teams are seeking to gain knowledge from an existing successful model in order to develop our own workable framework for industry partnership working with schools and education facilities.</p> <p>The main impetus for this fact finding discovery is the implementation and roll out of the brand new mandatory Expressive Arts Curriculum for all learners 3-16 and how we, as an advisory body, can ensure every young person in the city has access to the world class facilities the city has to offer - regardless of their background.</p> <p>The team seek ways to promote culture and the arts within our city and how we can ensure all children and young people have equity in accessing cultural opportunities and experiences.</p>
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<p>Swansea Local Authority (Consortium lead for 4 organisations)</p>	<p>£27,858</p>	<p>Developments in education (Curriculum for Wales)</p>	<p>Many practitioners across Wales have visited Reggio Emilia and have returned to influence their own practice and those within their school.</p> <p>This project will support the development of the skills and knowledge of the participants involved. However, there will be an expectation that this knowledge and expertise is shared widely across Swansea Local Authority, through a training event, to influence the practice of foundation learning practitioners and to complement the philosophy of Welsh Government's Curriculum for Wales.</p>	<p>Foundation learning practitioners and the primary school improvement adviser (SIA) for foundation learning to complete the Reggio Emilia approach to education international study group programme (one week's training) at the Loris Malaguzzi International Centre in Reggio Emilia in October 2024.</p> <p>At the training centre, participants will study and investigate the Reggio Emilia educational philosophy, which aligns very closely with Curriculum for Wales and Welsh Government's philosophy for Foundation Learning.</p> <p>Participants will plan, design and deliver a professional learning event for foundation learning practitioners in Swansea, focused on the highly regarded Reggio Emilia approach to education, which aligns with that of Curriculum for Wales. Thus, practitioners will learn about how the philosophy has embedded in Reggio Emilia's schools over a two-hundred-year period.</p> <p>Participants will deliver the training to the Local Authority's school improvement advisers to support their review of the impact of this training on practice in foundation learning settings.</p>
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<p>Ysgol Bryn Alyn</p>	<p>£73,900</p>	<p>Developments in education (Curriculum for Wales) Diversity and Inclusion Climate Change</p>	<ul style="list-style-type: none"> <li>• A package of 5 Theatre in Education (TIE) performances covering major issues of Climate Change. These will be performed live to younger audiences and can be in the future.</li> <li>• This TIE package becomes a major resource to be shared and used within and beyond the school for the future.</li> <li>• Video recordings will be shared online adhering to GDPR regulations. These will also be available as resources.</li> <li>• Scripts will be generated for each performance and made available to share locally, nationally and internationally.</li> <li>• A teachers toolkit or training manual will be produced outlining approaches to TIE and authentic learning, and freely available.</li> </ul>	<p>Driven by the implementation of the New Curriculum for Wales (NCfW) this project adopts a creative approach to collaborative and cross curricular learning and teaching. This is a fundamental and crucial area underpinning the NCfW.</p> <p>The project we propose is essentially a STEAM project that takes the Global Issue of Climate Change as content. It is about learning through the arts, not about the arts.</p> <p>It will develop approaches to collaborative learning and teaching through the creation and realisation of Theatre in Education (TIE) projects in collaboration with international partners.</p> <p>TIE performances will be delivered to younger audiences focusing on different aspects of Climate Change. The project will be backed up by a project handbook, a staff training handbook, scripts for each performance and video.</p> <p>Research has shown the powerful impact performance has as a way of teaching difficult subject matter and providing challenge, particularly to a younger audience.</p>
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<p>Dolen Cymru (Consortium lead for 2 organisations)</p>	<p>£73,490</p>	<p>Developments in education (Curriculum for Wales)</p>	<ul style="list-style-type: none"> <li>• Education Resource packs.</li> <li>• Video developed in Lesotho.</li> <li>• Launch events in Wales and Lesotho.</li> <li>• Workshops and online training.</li> <li>• Case studies.</li> </ul>	<p>Recognising that Lesotho celebrates its 200th year in 2024, and the Wales Lesotho Link (Dolen Cymru) it's 40th year in 2025, this project will support schools in Wales and Lesotho to investigate the historical links between the nations.</p> <p>Young people will then use what they have learned to envision how the two countries will continue to share in international linking and celebrate both Welsh and Basotho cultures together in the coming 40 and 200 years.</p> <p>These future visions and accompanying classroom resource materials will be shared with schools across both countries, supporting the delivery of critical thinking skills under the themes of climate and justice for the curriculums in Welsh and Basotho schools.</p> <p>The resources produced (both looking back and looking forward) will provide opportunities for teachers to teach about race and diversity and complement the diverse school curriculum.</p>





<p>Wrexham County Borough Council</p>	<p>£68,264</p>	<p>Developments in education (Curriculum for Wales)</p> <p>Diversity and Inclusion</p>	<p>Some research work has been completed on the language acquisition systems in New Brunswick by the Welsh government, looking especially at their immersion systems.</p> <p>The research document 'Late Immersion and Intensive Language Provision: A Quick Scoping Review' by Dr Mirain Glyn completed in 2021 looks at the provisions in place in New Brunswick focusing on successes in the respect of its late immersion schemes.</p> <p>Our planned project output would be looking to build on this work by helping us look at why and how these immersion efforts are effective but also to look beyond late immersion and look at the Francophone education system as a whole.</p>	<p>Ysgol Morgan Llwyd's cluster of Welsh medium schools in Wrexham intend on visiting the province of New Brunswick in Canada to research their model and approach in promoting and supporting their French education provisions, their innovative immersion methods and the partnership formed between the Local Authority, wider community and schools that supports the growth of the Francophone education and community systems which ensures that bilingualism belongs to everyone.</p> <p>We believe that the principles and success of the effort to grow the interest in bilingualism and apply the CEFR (Common European Framework of Reference) in New Brunswick is a model to be examined so that we can learn from their experiences and decide what we could implement here in Wales as we strive to contribute towards the 2050 target.</p>
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<p>Disability Sport Wales</p>	<p>£25,035</p>	<p>Diversity and Inclusion</p>	<p>The project will produce 2 resources which will be made available to the sports sector specifically but will also be made available to:</p> <ul style="list-style-type: none"> <li>• The Health sector (e.g. Physios, Impairment Specific Clinics.)</li> <li>• 3rd Sector organisations (e.g. disability specific organisations.)</li> <li>• Education (ALN, departments, teachers, sport departments.)</li> <li>• Local Authorities (impairment leads, sport development, children services.)</li> <li>• Disabled people with congenital / acquired impairment (and people connected to them.)</li> </ul>	<p>Disability Sport Wales (DSW) is the lead disability sport organisation in Wales.</p> <p>The Performance Pathway Team identify and support individuals to reach their potential within sport. Promising athletes are guided on their journey toward potential competitive success through the DSW Performance Pathway Programme.</p> <p>DSW supports participants and athletes to access para pathways. Participants may have a congenital or acquired impairment and are looking for guidance on what competitive pathways in sport are available for them.</p> <p>The International Paralympic Classification (IPC) is in place for all Commonwealth and Paralympic Sports but can be complex to navigate for someone who may be new to para sport and exploring what is available.</p> <p>DSW will develop 2 resources which will support people to be able to identify the range of para pathway sports available for them and the impairment profiles and requirements of National Governing Bodies / Governing Body organisations when seeking potential athletes.</p>
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<p>Arts Active Trust</p>	<p>£74,738</p>	<p>Diversity and Inclusion</p>	<ul style="list-style-type: none"> <li>• Train peer mentors for maximum impact and a lasting legacy.</li> <li>• Develop practical, accessible, and inclusive tools for hosting online Reading Rooms.</li> <li>• Create practical, accessible, low-cost, and inclusive tools for resource generation.</li> <li>• Deliver and document participatory reading room events.</li> <li>• Build a community website, training administrators for a lasting legacy.</li> <li>• Host a sharing event to disseminate findings.</li> <li>• Create and distribute an illustrated report to inspire new partnerships.</li> </ul>	<p>Our project centres on empowering young people through a dynamic Reading Room initiative, fostering critical thinking, and civic engagement. Collaborating with Cardiff University and leveraging Arts University London's expertise, we've developed an innovative model.</p> <p>This application is to now develop the train-the-trainer approach to ensure a lasting impact, with peer mentors supporting "disadvantaged" youth in building skills and capabilities. Planned activities include participatory reading room events, an accessible online program, and inclusive resources with a set of online tools. Safeguarding is prioritised through clear guidelines, trained facilitators, and a confidential reporting mechanism.</p> <p>Project success is measured through comprehensive documentation in a project workbook, emphasising youth worker self-reflection for ongoing improvement. This initiative serves as a catalyst for informed citizenship and a model for inclusive, impactful projects.</p>
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Plan International	£51,752	Developments in education (Curriculum for Wales)  Developments in education (National Youth Work Strategy for Wales)  Diversity and Inclusion	Our planned output is a new resource that would be co-created by Plan International UK and She Is Not Your Rehab (SINYR) to fill an identified need and gap in the youth sector.  This resource would support Youth Workers to take a trauma informed, person centred approach, by supporting relatable staff to become the right role models in safe and accessible environments.	<p>Professionals in the Welsh youth sector know that they need to engage with young people on typically 'difficult' topics to address key issues that they are facing but they don't know how. Our key objective is to empower professionals to 'Create the Conditions' in youth and education settings to feel confident to have essential discussions, tackle sensitive topics and better support young people that they work with.</p> <p>We will build upon the success and learnings through our strategic partnership in Pathway 1, utilise our own expertise in advancing gender equality at Plan International UK and through collaboration with young people, youth and education sector professionals, and our international partner She Is Not Your Rehab (SINYR) to develop a resource that can be used in formal and non-formal youth and education settings to create a conducive environment to address deep rooted socialised attitudes and behaviours that lead to Gender Based Violence.</p>
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<p>Equal Education Partners (Consortium lead for 4 organisations)</p>	<p>£47,030</p>	<p>Developments in education (Commission for Tertiary Education and Research)</p>	<p>The development of a website to act as a repository for resources shared and developed through the strategic partnership between Stanford University and the Welsh Further Education (FE) sector.</p> <p>The design, development and delivery of a series of online webinars, delivered by members of the partnership from Wales and Stanford - sharing and showcasing the latest thinking, research and tools relating to AI in Education.</p>	<p>The Stanford-Wales AI in Education Partnership aims to establish a strategic partnership between Stanford University - one of the world's leading higher education institutions in the fields of business, education and technology - and further education colleges across Wales, focused upon cutting edge developments around AI (Artificial Intelligence) in education.</p> <p>Stanford is a global leader in this sphere. The strategic partnership will facilitate knowledge exchange in this fast-moving area, enabling Welsh FE colleges to access and understand the latest research, tools and programmes relating to AI in education, supporting them to embrace innovations to enhance learning outcomes. AI will be a future defining technology, shaping the jobs and industries of tomorrow. Its potential for supporting vocational and academic education is almost limitless.</p> <p>By establishing a partnership with Stanford University, we will ensure that Wales's FE sector is in the global vanguard of this transformational process.</p>
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<p>Coleg Gwent (Consortium lead for 2 organisations)</p>	<p>£52,299</p>	<p>Developments in education (Commission for Tertiary Education and Research)</p> <p>Diversity and Inclusion</p> <p>Developments in education (Curriculum for Wales)</p>	<p>The project output will research how education professionals and employers have supported education to focus qualifications on the practical skills needed by the workforce, how the theory is up to date and relevant to the industry standards required and rely less on standardised testing and more on formative assessments.</p>	<p>This programme will foster collaboration between Welsh and Finnish education professionals in order to enhance and diversify the Welsh curriculum.</p> <p>Utilising an outward mobility of Welsh education staff, as well as research and workshops, the programme will enable learning from world leaders in education to produce new qualifications for Welsh learners and transform pedagogical and assessment methods. It will also connect with and apply insight from employers to improve relevance of education for learners' futures.</p>
<p>Bridgend College (Consortium lead for 3 organisations)</p>	<p>£72,255</p>	<p>Developments in education (Commission for Tertiary Education and Research)</p> <p>Diversity and Inclusion</p> <p>Developments in education (Curriculum for Wales)</p>	<p>The project output will inform and analyse how the Canadian education system is set up to best support a holistic model of education, where individuals are supported in a strengths-based, inclusive manner regardless of their educational pathway.</p>	<p>This project will enhance wellbeing and mental health in the Welsh education sector through research and collaboration with Canadian teachers and education professionals.</p> <p>Through an outward mobility of twenty staff from Welsh Further Education colleges, we will research and adapt learning from how Canada is protecting the interests of learners, ensuring vocational and academic learning are equally valued.</p>





<p>ColegauCymru/ CollegesWales</p>	<p>£68,771</p>	<p>Diversity and Inclusion</p>	<p>The project's outputs will be:</p> <ul style="list-style-type: none"> <li>• The formation of a transnational Community of Practice (CoP) between Wales and Canada.</li> <li>• A presentation and materials/resources for a workshop at ColegauCymru's Annual Conference in October 2025.</li> </ul>	<p>This project will address concerns raised in Estyn's report on 'Peer-on-peer sexual harassment among 16 to 18-year-old learners in further education' published in June 2023.</p> <p>The project will focus particularly on how to prevent and tackle misogynistic attitudes and cultures among groups of learners in Further Education (FE) colleges.</p> <p>The project's aim and key output is to build a transnational Community of Practice (CoP). The CoP will bring together FE staff from Wales and Canada with a common interest in this field, to share knowledge, develop new learning and collate examples of best practice through case studies in order to support colleges to build a culture where teachers can confidently challenge misogyny, wherever it is witnessed in colleges, and learners trust and use their college's reporting system confident that their concerns will be listened to and acted upon.</p>
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<p>Cardiff and Vale College (Consortium lead for 2 organisations)</p>	<p>£62,560</p>	<p>Developments in education (Commission for Tertiary Education and Research)</p> <p>Diversity and Inclusion</p> <p>Developments in education (Curriculum for Wales)</p> <p>Developments in education (National Youth Work Strategy for Wales)</p>	<p>The project output will be a published resource (online and printed), which will build upon the existing knowledge and evidence base around Supported Internships and Supported Employment, adding global, multi-agency perspectives developed throughout an exciting programme of discovery and development activities in Cardiff, Barcelona and Denmark with renowned international experts in the field.</p>	<p>BASE UK recently reported that the employment rate for those with Additional Learning Needs stood at 4.8%.</p> <p>Through INSITE (Inclusive Supported Internships to Employment), Cardiff and Vale College (CAVC) in partnership with Specialisterne Foundation, Cardiff Council and Vale of Glamorgan Council propose to challenge this statistic by developing an innovative resource which helps employers and wider support networks to provide meaningful, sustainable supported employment opportunities to neurodiverse persons (e.g. those with Autism, Autism, ADHD, ADD, Dyslexia, Dyscalculia and Dyspraxia).</p> <p>INSITE will follow a structured programme of activities through a Discovery Phase, where learning will take place and evidence will be gathered, a Development Phase, where the resource will be created and tested, and a Dissemination Phase, to share our output/findings with stakeholders, and discuss the future of supported employment in Wales.</p>
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