

Cydlynwyr Ysgol: Sesiwn Rhannu Gwybodaeth

School Co-ordinators: Briefing Session

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17-10-2023



Croeso!

Amcanion

- Deall pwysigrwydd rôl y Cydlynnydd Ysgol/Mentor yn nhaith y myfyriwr
- Gwybod ble i ddod o hyd i'r holl wybodaeth – trefniadau, dogfennau a dyddiadau allweddol
- Cefnogaeth a datblygiad broffesiynaol

Welcome!

Intentions

- Understanding the importance of the School Coordinator/Mentor's role within the student's journey
- Know where to find all the information – arrangements, documents and key dates
- Support and professional development



Taith y myfyriwr:

Beth yw rhan y
Cydlynnydd Ysgol a'r
Mentor?

The student's journey:

What part does the
School Coordinator
and Mentor play?

Taith y Myfyriwr Man cychwyn



Student Journey Start Point

Fel Cydlynnydd Ysgol ystyriwch:

- Pa lwybr (cyflogedig neu ran-amser)?
- Ble mae'r wybodaeth?

NEWYDD!

Gwefan y Bartneriaeth TAR

- Pwy yw eich mentoriaid?
- Rhannu gwybodaeth

E-bost swyddfa'r Bartneriaeth: **TAR-Cymru@open.ac.uk**

As School Coordinator consider:

- Which route (salaried or part-time)?
- Where is the information?

NEW!

PGCE Partnership Website

- Who are your mentors?
- Share information

Partnership office e-mail: **Wales-PGCE@open.ac.uk**

Taith y Myfyriwr Ar Hyd y Ffordd



Student Journey Along The Way

Fel Cydlynnydd Ysgol/Mentor gallwch:

- “Asesu’n” anffurfiol – sut mae’r myfyriwr yn datblygu? (Matiau Mentor)
- Asesu’n ffurfiannol – gwirio cynnydd. **Arsylwi gwersi.**
- Cefnogi Myfyrrwyr – hyfforddiant/gwybodaeth bellach, lles.

Fel Cydlynnydd Ysgol gallwch:

- Cefnogi Mentoriaid – cwblhau’r gofynion: **Pwy / Beth / Pryd?** Gofidiau?

As School Coordinator/Mentor you can:

- Informally “assess” – how is the student doing? (Mentor Mats)
- Formative assessment – check progress. **Observe lessons.**
- Support Students – additional information/training, wellbeing.

As School Coordinator you can:

- Support Mentors – completion of requirements: **Who / What / When?** Concerns?

Taith y Myfyriwr Ar y Diwedd



Student Journey At the End

Fel Cydlynnydd byddwch yn:

Ysgol/Mentor

As School Coordinator/Mentor you will:

Cyfrannu at yr asesu crynodol ac yn:

- Trafod gyda'ch gilydd
- Pennu dyfarniadau ([Fframwaith Asesu Ymarfer Dysgu](#) ar gael)
- Cwblhau'r **Adroddiad Ymarfer Dysgu**
- Sicrhau fod popeth wedi ei gwblhau ar amser
- Trafod gyda'r Tiwtor Ymarfer (tiwtor allanol)

Contribute to the summative assessment process by:

- Discussing with each other
- Award judgements ([Practice Learning Assessment Framework](#) available)
- Complete **Practice Learning Report**
- Ensure all requirements are completed on time
- Liaise with Practice Tutor (external tutor)

Cwestiynau?

Questions?





Adnodd Newydd Gwefan y Bartneriaeth TAR

Cliciwch
YMA

New Resource
PGCE Partnership Website

Click
HERE

Adnodd Wedi'i Ddiweddaru Canllaw Ymarfer Dysgu

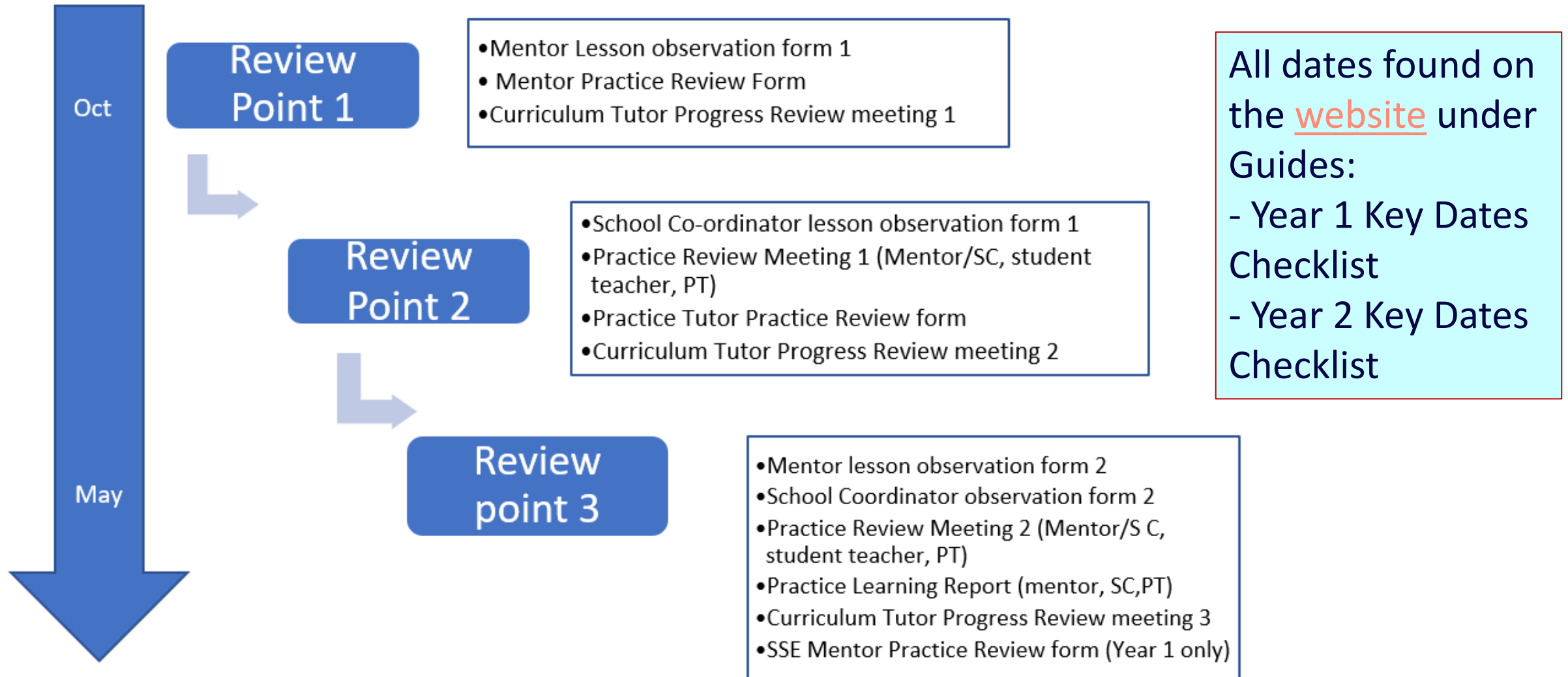
[YMA](#)

Updated Resource
Practice Learning Guide

[HERE](#)

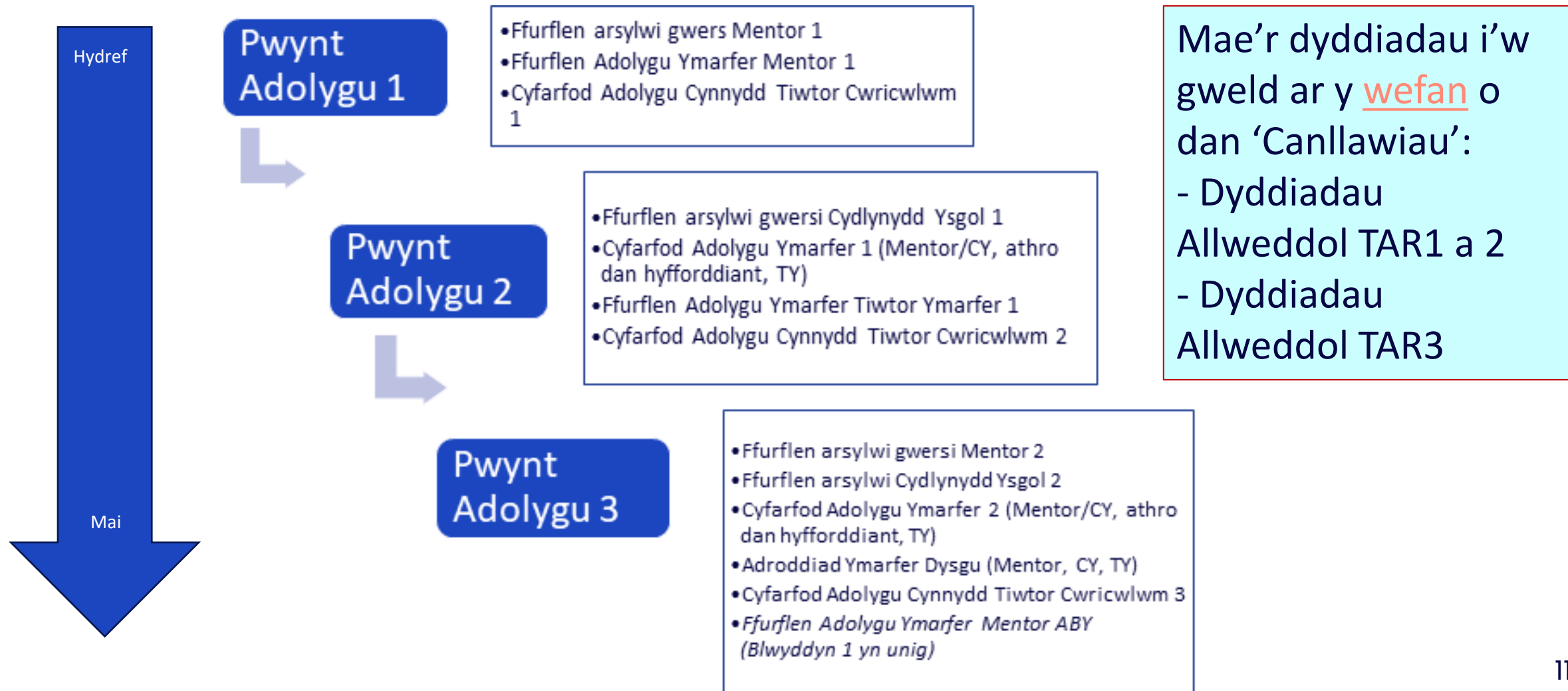
Practice Learning Review Process

(pg.50 onwards in [PL Guide](#))



Proses Adolygu Ymarfer Dysgu

(Tud .54 ymlaen yn y [Canllaw ar Ymarfer Dysgu](#))



Ymweliad y Tiwtor Ymarfer

- **Dau ymweliad y flwyddyn** gyda phob myfyriwr
 - **Bl.1:** Ymweliad 1af – Rhag. / Ion
2il Ymweliad – Ebrill/Mai
 - **Bl. 2:** Ymweliad 1af – Rhagfyr
2il Ymweliad – Mawrth
- **Mae'r ymweliad yn cynnwys:**
 - Arsylwi gwersi ac adborth dilynol ar Teams
 - Deialog broffesiynol rhwng yr athro dan hyfforddiant, ei fentor / cydlynnydd ysgol a'r tiwtor ymarfer

The Practice Tutor Visit

- **Two visits per year** to each student allocated.
 - **Year 1:** 1st Visit – Dec. / Jan.
2nd Visit – April / May
 - **Year 2:** 1st Visit – December
2nd Visit – March
- **The visit comprises of:**
 - A recorded lesson observation and follow-up feedback via Teams
 - A professional dialogue between the student teacher, their mentor/school coordinator and the practice tutor

IRIS Connect (see our website [here](#))

IRIS Connect Helpdesk: 0333 136 2483 - E-mail: support@irisconnect.co.uk



Cwestiynau?

Questions?



Ffurflen Arsylwi Gwers – Lesson Observation Form

Mentor
2 ffurflen i bob
myfyriwr

Cydlynnydd Ysgol
2 ffurflen i bob
myfyriwr

Mentor
2 forms per
student

School Coordinator
2 forms per
student

The Open University
Y Brifysgol Agored

This document is also available in Welsh: [Llysoedd Arsylwi Gwers](#) hon [dewch ar ymwelwch](#) y Gymraeg.

Lesson Observation Form

Student name:

Observer:

Class context and agreed observation focus:

PL Refining

- Managing the learning environment
- Assessment
- Differentiation
- Reporting and recording
- Involving partners in learning

P2. Advancing Learning

- Four purposes for learners
- Exploiting subject disciplines in areas of learning
- Blended learning experiences
- Real life, authentic contexts
- Progression in learning
- Cross-curricular themes

P3. Influencing Learning

- Challenge and expectations
- Listening to learners
- Learners leading learning
- Sustained effort and resilience in learning
- Reflection on learning
- Learning outcomes and wellbeing

Comment on any other areas of relevance (Collaboration, Innovation, Leadership and Professional Learning) where appropriate.

If relevant, comment on how the student made use of opportunities to develop their own or their pupils' Welsh language skills, digital competency, literacy and numeracy skills, or cross-curricular approach.

Name of Observer:

Signature:

Student Teacher: Please place a copy of this feedback on your PLP.

- Ar y wefan o dan 'Ffurflenni' 1.
- Mae'r ffurflen yn cysylltu â'r Safonau Proffesiynol - prif ffocws ar Addysgeg
- Blwch ar gyfer cyfrifoldebau trawsgwricwlaidd

- Found on website under 'Forms' 1.
- The form links to the Professional Standards - main focus is on Pedagogy
- Box for cross curricular responsibilities

Ffurflen Adolygu Ymarfer – Practice Review Form

Bl.1 Ffurflen
Adolygu Ymarfer
22-12-23

Bl.2 Ffurflen
Adolygu Ymarfer
01-12-23

Year 1 Practice
Review Form
22-12-23

Year 2 Practice
Review Form
01-12-23

- Ar y wefan o dan 'Ffurflenni' 3.
- Mae'n ffurflen un dudalen – yn cyfleu cynnydd
- Dim Cofnod Sesiwn Mentor – ond dylai myfyrwyr barhau i gadw nodyn o bob cyfarfod mentora a'u targedau.
- Dim Adroddiad Interim Ymarfer Dysgu i fyfyrwyr ail flwyddyn (TAR3)

The screenshot shows the 'Practice Learning Review Form' interface. At the top, it features the Open University logo and the text 'Practice Learning Review Form' with a note that the document is also available in Welsh. Below this is a form with several sections:

- Student name:** A text input field with a prompt 'Click or tap here to enter text.'
- School:** A text input field with a prompt 'Click or tap here to enter text.'
- Experience:** A selection of radio buttons for experience levels: 3-7, 7-11, 11-14, and 14-16.
- Route:** A dropdown menu with the prompt 'Choose an item.'
- Name of Mentor or Tutor:** A text input field with a prompt 'Click or tap here to enter text.'

The main body of the form is divided into three sections:

- P1. Refining**: Lists areas for improvement such as 'Managing the learning environment', 'Assessment', 'Differentiation', 'Reporting and recording', and 'Involving partners in learning'.
- P2. Advancing Learning**: Lists areas for advancement such as 'Four purposes for learners', 'Exploiting subject disciplines in areas of learning', 'Blended learning experiences', 'Real life, authentic contexts', 'Progression in learning', and 'Cross-curricular themes'.
- P3. Influencing Learning**: Lists areas for influence such as 'Challenge and expectations', 'Listening to learners', 'Learners leading learning', 'Sustained effort and resilience in learning', 'Reflection on learning', and 'Learning outcomes and wellbeing'.

Below these sections is a large text area for providing a summary of the student teacher's strengths and areas for development, with a prompt 'Click or tap here to enter text.' and a 'TARGETS' section with a prompt 'Click or tap here to enter text.'

At the bottom, there are two columns for 'Student teacher's progress' and 'Not Yet on Track', and two final input fields for 'Signature' and 'Date', both with prompts 'Click or tap here to enter text.'

At the very bottom, it says 'Please return this form to Wales-PGCE@open.ac.uk'.

- Found on website under 'Forms' 3.
- A one-page form – captures progress
- No Mentor Session Records – but students should still keep a note of all mentor meetings and their targets
- No Interim Practice Learning Report for second year students (PGCE3)

Adroddiad Ymarfer Dysgu – Practice Learning Report

Bl.1 Adroddiad
Ymarfer Dysgu
10-05-24

Bl.2 Adroddiad
Ymarfer Dysgu
08-03-24

Year 1 Practice
Learning Report
10-05-24

Year 2 Practice Learning
Report
08-03-24

Ar y wefan o dan
'Ffurflenni' 2.

Mewn 3 rhan
Rhan A: Mentor
Rhan B: Cydlynnydd
Ysgol
Rhan C: Tiwtor
Ymarfer (allanol)

Practice Learning Report
Please refer to guidance for the completion of this form.
This document is also available in Welsh: [Llywodraeth Cymru](#) / [Welsh Language Centre](#)

Student name:	Click or tap here to enter text.	Route:	Choose an item.
School:	Click or tap here to enter text.	Mentor:	Click or tap here to enter text.
Curriculum Tutor:	Click or tap here to enter text.	Practice tutor:	Click or tap here to enter text.

Section A – To be completed by the Mentor

PEDAGOGY
Please provide a summary of the student teacher's strengths and areas for development.
Click or tap here to enter text.

PL Advancing Learning

- Plan progress for learners
- Expanding subject disciplines in areas of learning
- Broadening learning experiences
- Real-life, authentic contexts
- Progression in learning
- Cross-curricular themes

PL Influencing Learning

- Challenge and expectations
- Listening to learners
- Learners leading learning
- Sustained effort and resilience in learning
- Reflection on learning
- Learning outcomes met/unsatisfied

TARGET
Click or tap here to enter text.

Collaboration
The teacher takes opportunities to work productively with colleagues in learning in order to extend professional effectiveness.

Professional Learning
The teacher consistently extends knowledge, skills and understanding and can show how reflection and openness to challenge and support informs professional learning to progressively develop pedagogy.

Innovation
The teacher employs an innovative outlook which is exemplified through the controlled and measured development of techniques and approaches to improve pedagogic outcomes.

Leadership
The teacher exercises leadership through all aspects of professional practice to support the efforts of others across the school and beyond to fulfil the educational ambitions for Wales.

Cross-curricular Initiatives
Where relevant, please make reference to the student teacher's development of these areas:

- Progress in digital competency
- Literacy
- Numeracy
- Welsh language skills

COLLABORATION
Click or tap here to enter text.
TARGET
Click or tap here to enter text.

PROFESSIONAL LEARNING
Click or tap here to enter text.
TARGET
Click or tap here to enter text.

INNOVATION
Click or tap here to enter text.
TARGET
Click or tap here to enter text.

LEADERSHIP
Click or tap here to enter text.
TARGET
Click or tap here to enter text.

Mentor Review

Not yet on track*	Aspects give cause for concern where significant development and improvement will be needed to achieve a level expected for QTS. *Please note, an overall review judged as not yet on track may result in the student teacher failing the practice learning element of their end of module assessment.
On track	Indicators are positive. Continued development is likely to result in achievement of a standard expected for QTS.
On track with strengths	Indicators are strong and secure, with work already showing strengths in many areas. Continued development is likely to result in achievement of a standard better than expected for QTS.
Exceeding expectations	Indicators are very strong and secure, with work already at a level higher than expected for QTS.

Pedagogy: Choose an item.
Collaboration: Choose an item.
Professional Learning: Choose an item.
Innovation: Choose an item.
Leadership: Choose an item.

Overall review of student teacher's progress: **On Track**

Mentor Signature: Click or tap here to enter text.
Date: Click or tap here to enter text.

Section B – School Coordinator Review

Number of absences: Click or tap here to enter text.
I agree the overall review of the student teacher's progress by the mentor: **Q**
Comments on progress: Click or tap here to enter text.

I approve the quality of this report.
School Coordinator Signature: Click or tap here to enter text.
Date: Click or tap here to enter text.

School Coordinators: Please save the report (with sections A and B complete) according to the student's name (SURNAME_INITIAL). Please email a copy of this report directly to the student's practice tutor. Thank you.

Found on website
under 'Forms' 2.

Has 3 parts
Section A: Mentor
Section B: School
Coordinator
Section C: Practice
Tutor (external)

I grynhoi...

To summarise...

Mentor	<ul style="list-style-type: none">• Ffurflen Arsylwad Gwers ffurfiol (x2)• Cwblhau ffurflen Adolygu Ymarfer (x1) *• Presenoldeb mewn cyfarfod Adolygu Ymarfer gyda'r TY (x2)• Cwblhau Adran A o'r Adroddiad Dysgu Ymarfer (x2)
Cydlynnydd Ysgol	<ul style="list-style-type: none">• Ffurflen Arsylwad Gwers ffurfiol (hefyd wedi'i recordio i'r TY ei hadolygu) (x2)• Presenoldeb (lle bo modd) mewn cyfarfod Adolygu Ymarfer gyda'r TY (x2)• Cwblhau Adran B o'r Adroddiad Ymarfer Dysgu (x1)
Tiwtor Ymarfer	<ul style="list-style-type: none">• Adborth Arsylwad Gwers ffurfiol o wers a recordiwyd (x2)• Cwblhau ffurflen Adolygu Ymarfer (x1)• Cydlynu cyfarfod Adolygu Ymarfer gyda'r Mentor/ CY a'r athro dan hyfforddiant (x2)• Cwblhau Adran C o'r Adroddiad Ymarfer Dysgu (x1)

**Sylwer,ar gyfer Mentoriaid sy'n cefnogi myfyrwyr Cyflogedig yn eu Hail Brofiad Ysgol, bydd gofyn llenwi ffurflen Adolygu Ymarfer ychwanegol fel rhan o'r lleoliad pwrpasol hwn. Ni fydd hyn yn berthnasol i bob Mentor*

Mentor	<ul style="list-style-type: none">• Formal Lesson Observation form (x2)• Completion of Practice Review form (x1) *• Attendance at Practice Review meeting with PT (x2)• Completion of Section A Practice Learning Report (x1)
School Coordinator	<ul style="list-style-type: none">• Formal Lesson Observation form (also recorded for PT to review) (x2)• Attendance (where possible) at Practice Review meeting with PT (x2)• Completion of Section B Practice Learning Report (x1)
Practice Tutor	<ul style="list-style-type: none">• Formal Lesson Observation feedback of recorded lesson (x2)• Completion of Practice Review form (x1)• Co-ordination of Practice Review meeting with Mentor/SC and student teacher (x2)• Completion of Section C Practice Learning Report (x1)

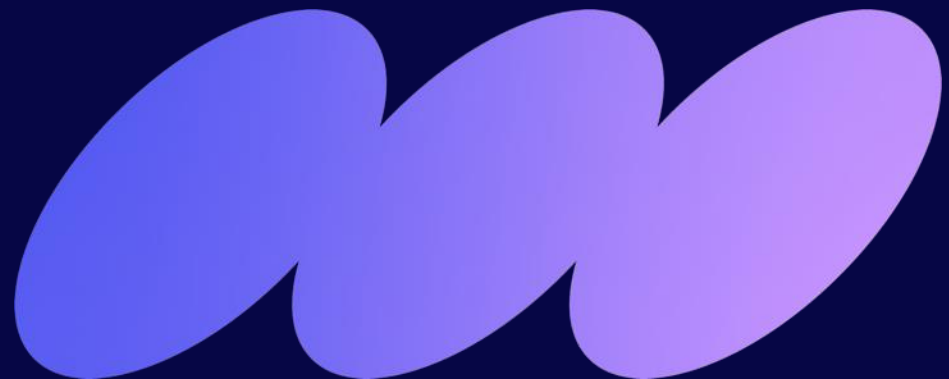
**Please note that for Mentors supporting Salaried students in their Second School Experience, there will be the requirement to complete an additional Practice Review form as part of this bespoke placement. This will not apply to all Mentors.*

Cwestiynau?

Questions?



Toriad Break



Cyflwyno'r Matiau Mentor

Introducing Mentor Mats

Mat Mentor Blwyddyn 1 (TAR1 a TAR2)

Pwrpas y mat hwn yw cefnogi a strwythuro sesiynau mentora gyda'ch myfyriwr, ac ynghyd â'r Ffurflen Adolygu Ymarfer, i olrhain cynnydd y myfyriwr. Ansawdd y drafodaeth yw'r agwedd bwysicaf, ond gyda'ch myfyriwr, bydd angen i chi benderfynu ar fformat ar gyfer cofnodi pwyntiau allweddol y drafodaeth (e.e. llyfr nodiadau, cyfnodolyn, log gweithredol). Bydd angen i fyfyrwr gofnodi'r targedau tymor hir o'r drafodaeth ar eu Ffurflen Crynhoi Targedau. Sylwer, efallai y gofynnir i Fentoriaid am dystiolaeth o sut maen nhw'n cynllunio ac yn olrhain cynnydd eu myfyriwr.



Cynnydd Addysgeg

I gael rhagor o wybodaeth am ddisgwyliadau ymarfer dysgu ar gyfer Blwyddyn 1 (TAR1 a TAR2), cyfeiriwch at y Canllaw ar Ymarfer Dysgu.

Beth ydych chi'n teimlo oedd yn gweithio yn eich addysgu?

Beth ydych chi wedi'i fwynhau?

Beth ydych chi'n meddwl oedd yn llai llwyddiannus am eich addysgu?

Pa agwedd(au) sydd wedi bod yn heriol i chi?

Pa dystiolaeth oedd o'r plant yn dysgu?

Pa adnoddau ac astudiaethau blaenorol y gallech eu defnyddio i ddatblygu eich dulliau ymhellach?

Datblygiad Cymraeg

Beth yw lefel eich Cymraeg? Edrychwch ar y disgrifiadau ar y fframwaith.

Sut ydych chi'n datblygu eich Cymraeg e.e. drwy gyrсия Dysgu Cymraeg?

Ydych chi'n cynnwys y Gymraeg wrth gynllunio ar gyfer gwersi?

Oes angen mwy o gefnogaeth arnoch?

Adolygu Tystiolaeth Ymarfer Dysgu

Dyma gyfle i chi edrych ar dystiolaeth y myfyriwr o ran:

- Cynllunio a gwerthusiadau gwersi
- Ystyried Cyfrifoldebau Trawsgwricwlaidd
- Pasbort Dysgu Proffesiynol (PDP)

Ble ydych chi'n teimlo eich bod wedi gwneud cynnydd yn erbyn y safonau SAC?

Pa dystiolaeth sydd gennych i gefnogi hyn?

Pa safonau sydd angen blaenoriaethu?

Adolygiad o gynnydd

I gael rhagor o wybodaeth fanwl am broses adolygu cynnydd myfyriwr Blwyddyn 1 (TAR1 a TAR2), cyfeiriwch at y Canllaw ar Ymarfer Dysgu a'r Rhestr Wirio Dyddiadau Allweddol.

A yw gwaith papur ffurfiol yn gyfredol?

Ydych chi wedi cyfathrebu gyda'r Tiwtor Ymarfer?

Ydych chi wedi trefnu gwersi i Gydlynnydd Ysgol ei harsylwi? Cofiwch, bydd angen recordio'r wers hon a'i rhannu gyda'ch Tiwtor Ymarfer gan ddefnyddio Iris Connect.

Cynnydd Academaidd

Sut mae eich gwybodaeth a'ch dealltwriaeth wedi datblygu dros yr wythnos hon?

Sut ydych chi'n rheoli'r cydbwysedd rhwng gwaith a gwaith astudio?

Sut allwch chi gysylltu eich astudiaethau ar-lein a'ch ymarfer?

- Uned A – Cwricwlwm
- Uned B – Deall Dysgwyr
- Uned C – Cynllunio ar gyfer dysgu
- Uned D – Addysgeg
- Uned E – Asesu
- Uned F – Ymarfer Proffesiynol

Beth ydych chi wedi ei ystyried yn eich cofnodlyfr dysgu academaidd?

ATM 01 (2000 o eiriau)
Gwerthuso pa agweddau o'ch dysgu hyd yma sydd wedi cael yr effaith fwyaf ar eich gwybodaeth a'ch dealltwriaeth yn y cyfnod ymglyfarwydd Dewiswch un o'r Gweithgareddau Ymarfer Dysgu (GYD). Esboniwch eich ymateb i'r PLA ac asesu'r effaith ar eich ymarfer dysgu.

ADM 01
Tasg 1 (1000 o eiriau)
Adolygwch yn feirniadol papur academaidd.

Tasg 2 (uchafswm o 6 sleid a 10 munud o hyd)

Dyluniwch gyflwyniad PowerPoint a recordiwch gyflwyniad llafar i gyd-fynd â'r cyflwyniad ar sut y bydd yr erthygl hon yn llywio eich ymarfer.

Tasg 3 (1000 o eiriau)
Dodansoddwch eich gwaith cynllunio a chyflwyno o un dilyniant o wersi.

Cefnogi Gweithgareddau Ymarfer Dysgu (GYD)

1. Dod i adnabod yr ysgol/ion a'r dosbarth/iadau
2. Cysgodi disgyblion
3. Cynllunio am yn ôl
4. Archwilio'r pedwar diben fel ysgogwyr ar gyfer profiadau'r dysgwyr
5. Astudio Gwersi: Pwyslais penodol ar Holi
Bydd angen i fyfyrwr ddewis naill ai GYD2, GYD3, GYD4 neu GYD5 fel ffocws ar gyfer yr Aseiniad mae'r Tiwtor yn Marcio (ATM).
6. Deall Anghenion Dysgu Ychwanegol (Ffocws ar ddysgwr ag ADY)
7. Cysylltu â rhieni a gofalwyr
8. Astudio Gwersi: Datblygu egwyddor addysgegol

Fy Mentora - Adfyfrio

Sut ydw i'n gwybod bod y myfyriwr yn datblygu?

A yw fy nghefnogaeth mentora yn cael effaith?

Pa gyfleoedd ychwanegol y gallaf eu cynnig i'r myfyriwr?

Beth sydd angen i mi ei rhannu gyda'r Cydlynnydd Ysgol?

A oes angen mwy o gefnogaeth ar y myfyriwr e.e., Fframwaith Cymorth i Fyfyriwr?

Targedau / Camau Nesaf

Pa agweddau y mae angen i chi ganolbwyntio mwy arnynt?

Oes angen unrhyw gymorth arnoch?

Ydy'r myfyriwr Ar y Trywydd lawn?

Os na, cysylltwch â'r Tiwtor Cwricwlwm neu ewch i sesiwn wythnosol galw heibio ymarfer dysgu i gael arweiniad pellach. Mae'r rhain wedi'u hamserlennu bob dydd Llun am 3.45yp-4.15yp ac mae'r ddolen ar wefan y Bartneriaeth.



Mat Mentor: Datblygiad Cymraeg

Mentor Mat: Welsh Language development

[WG41488 \(open.ac.uk\)](http://WG41488.open.ac.uk)

[WG41488 \(open.ac.uk\)](http://WG41488.open.ac.uk)



Fframwaith cymwyseddau iaith ar gyfer ymarferwyr addysg

ADDYSG CYMRU
EDUCATION WALES
Llywodraeth Cymru
Welsh Government



Lefel Fframwaith Cyfeirio Cyffredin Ewrop ar gyfer Ieithoedd/Cymraeg i Oedolion							
Dim sgiliau iaith Gymraeg	Cyn-fymediad	A1/Fymediad	A2/Sylfaen	B1/Canolradd	B2/Uwch	C1/Hyfedredd	
Nodweddion y gweithlu Cyfrifiad Blymyddol o'r Gweithlu Ysgolion (CBGY): Codau gallu yn y Gymraeg							
	W1	W2	W3	W4	W5	W6	
Gwranddo	Dim sgiliau. Rwy'n gallu deall ac ymateb i gyfarfodion, cwestiynau a gerllaw syml a ddefnyddir yn gyson yng nghyflwr destun yr ysgol.	Rwy'n gallu deall ac ymateb i frawddegau syml pob dydd, sy'n berthnasol i gyd-destun yr ysgol, sy'n berthnasol i gyd-destun yr ysgol, e.e. themau pob dydd ac amseroedd gwahanol y ferf.	Rwy'n gallu deall ac ymateb i frawddegau syml sy'n ymwneud â sefyllfocd sy'n berthnasol i gyd-destun yr ysgol, e.e. themau pob dydd ac amseroedd gwahanol y ferf.	Rwy'n gallu deall ac ymateb i brif bwyntiau pan fydd rhwyng y stadi yn naturiol am bwyntiau pob dydd o lewng a thu allan i'r ysgol, e.e. mawr sgwrs neu mawr sefyllfocd gyhoeddus.	Rwy'n gallu deall y rhan fwyaf o drafodion, hyd yn oed am bwyntiau anghyfarwydd ac atbenodi, e.e. mawr cyd-destun ffurfiol.	Rwy'n gallu deall ac ymateb i broffesiynol sy'n cael ei gyflwyno gan gynnydd gwahanol acenion, trafodion a chyflwyno y stadi.	
Liafar	Dim sgiliau. Rwy'n gallu ysganu'r wyddor a dweud gerllaw syml yn ddigon cywir yng nghyflwr destun yr ysgol. Rwy'n gallu cyflwyno fy hun a dechrau rhyngweithio'n gymdeithasol trwy ddefnyddio ymadroddion pob dydd cyfarwydd, e.e. cyfarfodion, ddiolch, canmol dyddgar a rhoi gorchymynion syml.	Rwy'n gallu cyflwyno fy hun ac eraill ar lafar. Rwy'n gallu gofyn ac atab cwestiynau am wybodaeth syml, e.e. blaen rhyngwyllyn yn byw. Dim mawr rhyngwyllyn yn byw. Rwy'n gallu defnyddio amseroedd y ferf a rhyfau.	Rwy'n gallu cyflwyno ac ystyried syml gan ddefnyddio amrodion a frawddegau syml sy'n ymwneud â sefyllfocd sy'n berthnasol i gyd-destun yr ysgol, e.e. themau pob dydd ac amseroedd gwahanol y ferf.	Rwy'n gallu ymateb i chyflwyno at sgwrs am bwyntiau cyfarwydd sy'n ymwneud â'r ysgol a bywyd pob dydd gan ddefnyddio amrywiol o frawddegau syml a chyflwyno. Rwy'n gallu disgrifio profiadau a gobethion, ac yn gallu rhoi eiddoedd cynio dros fy mam. Rwy'n dechrau atnabod gwallau cyffredin.	Rwy'n gallu cyfarfod gan ddefnyddio ystod o geiriau a sefyllfocd sy'n dangos lefel gynddlu o gywirdeb. Rwy'n gallu trafod bwyntiau anghyfarwydd ac atbenodi. Rwy'n gallu mynegi a chyflwyno barn. Rwy'n gallu atnabod rhai gwallau a'u cywiro.	Rwy'n gallu seicad yn estymedig am faterion cymhleth, ac yn gallu cyflwyno dadleuon gan ddefnyddio'r cywir priodol. Rwy'n gallu trafod bwyntiau anghyfarwydd ac atbenodi. Rwy'n gallu mynegi a chyflwyno barn. Rwy'n gallu hunangywirio lle bo angen.	
Darlith	Dim sgiliau. Rwy'n gallu deall cyfarfodion a gorchymynion syml. Rwy'n gallu darllen unrhyw ymadroddion a ddefnyddir mewn testun syml. Rwy'n gallu deall manylion personol effemol laer, e.e. awn a chyflwyno.	Rwy'n gallu deall testunau yng nghyflwr byr laer lle mae pob ym rhai gwybodaeth bennol syml amdanyn rhu eu hunain neu eraill, e.e. ffurfiell, awyddion yr ysgol. Rwy'n gallu darllen gorchymynion sy'n adda i gyd-destun yr ysgol.	Rwy'n gallu deall negeseuon yng nghyflwr papur newydd ac atnabod ystod weidi eu bwriad ac yfyr saradwyr rhagi, gyda chymorth gerllaw, ac yn gallu darllen darllen (sgwrs) trwy dechrau hi i gael hyd i fanylion. Rwy'n gallu darllen straeon ar goeod yn eiddad hydennu ac ysganu'n gywir.	Rwy'n gallu deall erthyglau neu e-byst uniongyrchol am bwyntiau pob dydd neu bwyntiau'n ymwneud â'r gwaith. Rwy'n gallu darllen straeon syml ar goeod gyda ymgais i ysganu'n gywir. Rwy'n gallu darllen straeon ar goeod yn eiddad hydennu ac ysganu'n gywir.	Rwy'n gallu deall y rhan fwyaf o drafodion, erthyglau papur newydd ac atnabod ystod weidi eu bwriad ac yfyr saradwyr rhagi, gyda chymorth gerllaw, ac yn gallu darllen darllen (sgwrs) trwy dechrau hi i gael hyd i fanylion. Rwy'n gallu darllen straeon ar goeod yn eiddad hydennu ac ysganu'n gywir.	Rwy'n gallu cryfhio gwybodaeth o waholod ffurfiellau lafar ac ysgrifennu, ac yn gallu darllen straeon a digrifadau mewn offeryniad cydlyn. Rwy'n gallu darllen straeon ar goeod i ddyddgar y bob oedran yn hydennu ac ystyron.	
Ysgrifennu	Dim sgiliau. Rwy'n gallu ysgrifennu gerllaw syml a ddefnyddir yn gyson yng nghyflwr destun yr ysgol gyfan yn gywir.	Rwy'n gallu ysgrifennu brawddegau syml pob dydd, sy'n berthnasol i gyd-destun yr ysgol, e.e. cyfarwyddadau, cwestiynau gorchymynion, adrodd syml.	Rwy'n gallu ysgrifennu brawddegau cyfarwydd/gymhleth ac ddiolch addugol.	Rwy'n gallu ysgrifennu paragraffau syml pob dydd, sy'n berthnasol i gyd-destun yr ysgol. Rwy'n dechrau atnabod gwallau cyffredin.	Rwy'n gallu ysgrifennu paragraffau estymedig am amrywiol o bwyntiau anghyfarwydd ac atbenodi, eiddad gyda chymorth golygyddol. Rwy'n gallu atnabod rhai gwallau a'u cywiro.	Rwy'n gallu ysgrifennu paragraffau estymedig am amrywiol o bwyntiau anghyfarwydd ac atbenodi, eiddad gyda chymorth golygyddol. Rwy'n gallu ysgrifennu mawr ystod o ffurfiell. Rwy'n gallu hunangywirio lle bo angen.	Rwy'n gallu ysgrifennu paragraffau estymedig am amrywiol o bwyntiau anghyfarwydd ac atbenodi, eiddad gyda chymorth golygyddol. Rwy'n gallu ysgrifennu mawr ystod o ffurfiell. Rwy'n gallu hunangywirio lle bo angen.

werthoedd ac ymagweddau Addysg Arweinyddiaeth Dysgu profesiynol Arloesi Cydwethredau



Language competency framework for education practitioners

ADDYSG CYMRU
EDUCATION WALES
Llywodraeth Cymru
Welsh Government



Common European Framework of Reference for Languages (CEFR)/Welsh for Adults level							
No Welsh language skills	Pre-entry	A1/Entry	A2/Foundation	B1/Intermediate	B2/Advanced	C1/Proficient	
School Workforce Annual Census (SWAC) workforce characteristics: Welsh ability codes							
	W1	W2	W3	W4	W5	W6	
Listening	No skills. I can understand and respond to greetings, questions and simple vocabulary used regularly in the context of the whole school.	I can understand and respond to simple everyday sentences, relevant to the school context, when someone speaks carefully.	I can understand and respond to a range of simple sentences relating to situations relevant to the school context, e.g. everyday themes and different verb tenses.	I can understand and respond to main points when someone speaks naturally about everyday subjects inside and outside of school, e.g. in a conversation or within small group situations.	I can understand most of the discussion, even on unfamiliar and specialist subjects, e.g. in a formal context.	I can understand and respond to almost everything heard, including different accents, dialects and speed of speaker.	
Oral	No skills. I can pronounce the alphabet and say simple words fairly correctly in the school context. I can introduce myself and start interesting socially by using familiar everyday phrases, e.g. greetings, thanks, praising a learner and giving simple commands.	I can introduce myself and others verbally. I can ask and answer questions on simple information, e.g. where someone lives, what they like to do, everyday phrases, e.g. greetings, thanks, praising a learner and giving simple commands. I can use verb tenses and numerals.	I can contribute to a simple conversation using a range of simple sentences relating to situations relevant to the school context, e.g. everyday themes and different verb tenses.	I can hold and contribute to a conversation on familiar subjects relating to school and everyday life using a range of simple and complex sentences. I can describe experiences and hopes, and can give short explanations for my opinion. I am beginning to recognise common errors.	I can communicate using a range of syntax showing an increasing level of accuracy. I can discuss unfamiliar and specialist subjects. I can express and justify an opinion. I can recognise some errors and correct them.	I can speak extensively on complex matters, and can present arguments using the correct register. I can interact and lead discussions and extended teaching sessions correctly in the main. I can self-correct where necessary.	
Reading	No skills. I can understand simple greetings and commands. I can read any phrases used in simple text. I can understand very elementary personal details, e.g. name and address.	I can understand very short written texts where people give simple personal information about themselves or others, e.g. forms, school signs. I can read simple commands suitable to the school context.	I can understand simple written messages on everyday things and simple letters/emails. I can read simple stories aloud and attempt the correct pronunciation.	I can understand articles or direct e-mails on everyday subjects or work-related subjects. I can read stories aloud with the correct pronunciation in the main.	I can understand most correspondence, newspaper articles and reports intended for fluent speakers, with the aid of a dictionary and can scan through long text to find details. I can read stories aloud quite confidently with the correct pronunciation.	I can understand most correspondence, newspaper articles and reports intended for fluent speakers, with the aid of a dictionary and can scan through long text to find details. I can read stories about quite confidently with the correct pronunciation.	I can summarise information from different oral and written sources, and recreate debates and descriptions in a coherent presentation. I can read stories aloud to learners of all ages in a confident and meaningful manner.
Writing	No skills. I can write simple vocabulary used regularly in the context of the whole school correctly.	I can write simple everyday sentences, relevant to the school context, e.g. instructions, questions, commands, simple feedback.	I can write composite/complex sentences for educational purposes.	I can write short paragraphs on everyday subjects inside and outside of school. I am beginning to recognise common errors.	I can write extended paragraphs on a range of unfamiliar and specialist subjects, perhaps with editorial assistance. I can recognise some errors and correct them.	I can write extensively in standard language on complex matters. I can write in a variety of forms. I can self-correct where necessary.	

Values and dispositions Pedagogy Leadership Professional learning Innovation Collaboration



Fframwaith Aseu Ymarfer Dysgu

Practice Learning Assessment Framework

Fframwaith Aseu Ymarfer Dysgu

TAR-23J: Tystysgrif Addysg i Raddedigion

Practice Learning Assessment Framework

PGCE-23J: Postgraduate Certificate in Education

This document is also available in Welsh. Mae'r ddogfen hon hefyd ar gael yn y Gymraeg.

Addysgeg: Mireinio addysgu – tuag at ymarfer parhaus effeithiol iawn

Effeiriau	Disgrifiad SAC	Disgrifiad o ymarfer a oir fod 'Ar y Trywydd Iawn'	Disgrifiad o ymarfer a oir fod 'Ar y Trywydd Iawn gyda Swkweua Cytbel'	Disgrifiad o ymarfer a oir fod yn 'Swkweul' ar Ddwygylidol'
Rheoli amgylchedd ddygu.	Mae'r athro dan hyfloddiant yn deall pwerau'r ystyr yn amgylchedd ddygu, ac yn dangos ei wath sefydlu effeithiol a'i wath rheoli parhaus, a ran hysu arferion ac ymddygiadau ddygu cadarnhaol yn ffynhoni'r pedwar diben ac y cibr eu deall gan ddygyr yn y cyd-destun hwn.	Dechrau mathrin cydberthnasau effeithiol di-rhan fwyaf o'i ddygyr, ac felai unigol ac o'r lefel ystafell ddiaborth, yn cynnwys disgyblon mwy swl a mwy heriol.	Methrin cydberthnasau effeithiol iawn di-rhan fwyaf o'i ddygyr, ac felai unigol ac o'r lefel ystafell ddiaborth, yn cynnwys disgyblon mwy swl a mwy heriol.	Sefydlu cydberthnasau rhagor diben pob un o'i ddygyr, ac felai unigol ac o'r lefel ystafell ddiaborth, yn cynnwys disgyblon mwy swl a mwy heriol.
		Mewn rhai achosion, gallu ymateb yn briodol i angherion amodol, ymddygiadol a gwyblyddol o'i ddygyr, gan ddefnyddio sgiliau yn eidd i'w amgylchedd.	Gallu ymateb yn briodol i angherion amodol, ymddygiadol a gwyblyddol o'i ddygyr, gan ddefnyddio sgiliau yn eidd i'w amgylchedd.	Gallu ymateb yn briodol a'r unwaith i angherion amodol, ymddygiadol a gwyblyddol o'i ddygyr, gan ddefnyddio sgiliau yn eidd i'w amgylchedd.
		Dangos gwybodaeth briodol am strategaethau rheoli ymddygiadol a gallu cynhyrta'r rhain mewn amgylchedd a gyl-ddestunau mwy siochrau ddygu effeithiol.	Dangos gwybodaeth well gwerddio am strategaethau rheoli ymddygiadol a gallu cynhyrta'r rhain mewn amgylchedd a gyl-ddestunau mwy siochrau ddygu effeithiol.	Dangos gwybodaeth well gwerddio am strategaethau rheoli ymddygiadol a gallu cynhyrta'r rhain mewn amgylchedd a gyl-ddestunau mwy siochrau ddygu effeithiol.
		Gwneud defnydd priodol o'r amser o'i gofod sydd o'r goel-er engwraff, gwneud defnydd effeithiol o'r amser o'i gofod sydd o'r goel-er engwraff, gwneud defnydd effeithiol iawn o'r amser o'i gofod sydd o'r goel-er engwraff, gwneud defnydd effeithiol iawn o'r amser o'i gofod sydd o'r goel-er engwraff.	Gwneud defnydd effeithiol iawn o'r amser o'i gofod sydd o'r goel-er engwraff, gwneud defnydd effeithiol iawn o'r amser o'i gofod sydd o'r goel-er engwraff, gwneud defnydd effeithiol iawn o'r amser o'i gofod sydd o'r goel-er engwraff.	Gwneud defnydd rhagor o'r amser o'i gofod sydd o'r goel-er engwraff, gwneud defnydd effeithiol iawn o'r amser o'i gofod sydd o'r goel-er engwraff, gwneud defnydd effeithiol iawn o'r amser o'i gofod sydd o'r goel-er engwraff.

Pedagogy Refining teaching: Towards sustained highly effective practice

Comments	QTS descriptors	Description of practice which may be 'On Track'	Description of practice which may be 'Exceeding Expectations'	Description of practice which may be 'Exceeding Expectations'
Managing the learning environment	The student teacher understands the importance of, and demonstrates, the effective establishment and ongoing management of the learning environment, in promoting positive learning habits and behaviours that meet the four purposes and that are understood by learners in that context.	You begin to establish effective relationships with most learners, both at an individual and a classroom level, including more limited and more challenging pupils. You are able, in some instances, to respond appropriately to the emotional, behavioural and cognitive needs of some learners, using emerging tools. You demonstrate appropriate knowledge of behaviour management strategies, and can apply these in a range of contexts to ensure effective learning. You make appropriate use of the time and space available for example, making effective use of role-play areas.	You establish very effective relationships with most learners, both at an individual and a classroom level, including more limited and more challenging pupils. You can respond appropriately to the emotional, behavioural and cognitive needs of most learners, using a range of established tools. You demonstrate established knowledge of behaviour management strategies, and can apply these in a variety of contexts to ensure effective learning. You make very effective use of the time and space available, including the indoor and outdoor spaces.	You establish excellent relationships with nearly all learners, both at an individual and a classroom level, including more limited and more challenging pupils. You can respond immediately and appropriately to the emotional, behavioural and cognitive needs of nearly all learners, using a wide range of embedded tools. You demonstrate embedded knowledge of behaviour management strategies, and can apply these in a variety of contexts to ensure effective learning. You make excellent use of the time and space available for example, being able to complete a lesson as planned, and making very effective use of different areas within the classroom and in the outdoor area.

Heriau a chefnogaeth – Challenges and support

- Cydnabod bod heriau
 - Weithiau'n anodd rhagweld ac yn annisgwyl
 - Cyfathrebu'n allweddol – Tiwtor Cwricwlwm
 - O bosib, byd angen trafod materion hirdymor gyda'r Tiwtor Ymarfer (allanol)
 - Gwybdoeth am gefnogaeth i fyfyrwr ar gael yn adran 'Canllawiau' y [wefan](#):
 - **Fframwaith Cefnogi Myfyrwr**
 - **Dogfen 'Cymorth i Fyfrwr'**
- Recognition of challenges
 - Sometimes difficult to foresee and unexpected
 - Communication is key – Curriculum Tutor
 - Possibly, ongoing issues may need to be discussed with the Practice Tutor (external)
 - Details of Student Support is available in the 'Guides' section of the [website](#):
 - **Student Support Framework**
 - **'Signposting Student Support' document**

Cefnogaeth Parhaus

Ongoing Support

Sesiwn galw heibio Cymorth Ymarfer Dysgu wythnosol:

Bob dydd Llun 3.45yp – 4.15yp –
[Dolen Teams](#) barhaol

Weekly Practice Learning Support drop-in sessions:

Every Monday 3.45pm – 4.15pm –
recurring [Teams Link](#)



Cadw mewn cysylltiad

Mae cyfathrebu'n allweddol i chi fel ysgol, i'r myfyrwyr ac i'r brifysgol.

- Y **Cydlynnydd Ysgol** yw'r man cyswllt cyntaf o fewn yr ysgol.
- Cofiwch roi gwybod i'r **Tiwtor Cwricwlwm**.
- Dywedwch wrth y brifysgol - oes unrhyw ddatblygiadau, newidiadau neu ofidiau?
- Mae rhannu negeseuon canolog wrth y brifysgol o fewn yr ysgol yn help mawr:
 - **Gohebiaeth Ganolog** (Tymhorol e.e. cylchlythyrau/cardiau post/atgoffwyr)
 - **Negeseuon atgoffa am ffurflenni** (2 wythnos ymlaen)
- E-bost swyddfa'r Bartneriaeth: **TAR-Cymru@open.ac.uk**

Keeping in touch

Communication is vital for you as a school, for students and the university.

- The **School Coordinator** is your first port of call within school.
- Important to keep **Curriculum Tutor** informed.
- Keep the OU updated – any developments, changes or concerns?
- Sharing central OU messages across the school is important:
 - **Central Communication** (Termly e.g. newsletters/postcards/reminders)
 - **Reminder of forms** submission dates (2 weeks in advance)
- Partnership office e-mail: **Wales-PGCE@open.ac.uk**

Digwyddiadau

➤ Digwyddiadau briffio:

Tymor yr Hydref

➤ Sesiwn galw-heibio wythnosol:

Dyddiau Llun 3.45 – 4.15pm – [Dolen Teams](#) barhaol

➤ Gweithdai Tymor yr Haf

➤ Hyfforddiant penodol ar gyfer datblygiad staff:

Cwrs ar-lein **Meddylfryd Mentora**, am ddim ac ar gael yma: [Meddylfryd mentora - OpenLearn](#)

Events

➤ Briefing events:

Autumn term

➤ Weekly drop-in:

Mondays 3.45 – 4.15pm – Permanent [Teams Link](#)

➤ Summer Term Workshops

➤ Specific training for staff development:

A Mentoring Mindset is a free, on-line course available here: [A Mentoring Mindset - OpenLearn](#)

Ymweliad wyneb-i-wyneb i gynnwys:

- Arsylwad gwerau yr athro dan hyfforddiant ar y cyd a thrafod canlyniadau
- Presenoldeb mewn sesiwn Mentor
- Trafodaeth gyda'r Cydlynnydd Ysgol
- Arsylwi sesiwn dysgu proffesiynol a gynigir i fyfyrwyr AGA
- Cyfle i gyfrannu at adnoddau marchnata Digwyddiadau Agored

Ffurflen yma: [Ymweliad Ysgol | School Visit \(office.com\)](#)

A face-to-face visit to include:

- Joint observation of student teacher's lesson and discussion of outcomes
- Attendance at a Mentor session
- Discussion with School Coordinator
- Observation of Professional Learning session offered to ITE students
- Opportunity to contribute to Open Event marketing resources

Sign up here: [Ymweliad Ysgol | School Visit \(office.com\)](#)

Cwestiynau?

Questions?



Diolch

Thank you

