



LLEOLIADAU AMGEN AR GYFER
DARPAR ATHRAWON
ALTERNATIVE PLACEMENTS
FOR STUDENT TEACHERS

PAM LLEOLIADAU AMGEN?

WHY ALTERNATIVE PLACEMENTS?



01

CYFLE I GLYWED AM Y PROFIADAU ADDYSGU A DYSGU SYDD AR
GAEL MEWN AMRYWIAETH O LEOLIADAU
AN OPPORTUNITY TO HEAR ABOUT THE TEACHING & LEARNING
EXPERIENCES ON OFFER IN A VARIETY OF SETTINGS

02

YMGYSYLLTU AG UNIGOLION SY'N
ADDYSGU MEWN AMRYWIAETH O
LEOLIADAU.
ENGAGEMENT WITH INDIVIDUALS WHO
TEACH IN A VARIETY OF SETTINGS

03

CYFLE I YSTYRIED SUT Y BYDDWCH YN
DEFNYDDIO LLEOLIADAU AMGEN I YSBRYDOLI
AC YSGOGI DYSGWYR
CONSIDER HOW ALTERNATIVE SETTINGS CAN
BE USED TO INSPIRE AND MOTIVATE



WHOA!

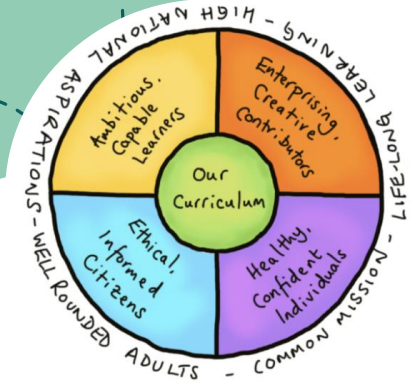
Nid oes rhaid i ddysgu ddigwydd mewn ystafell ddosbarth!? Neu hyd yn oed lleoliad ysgol!!?

Learning doesn't have to take place in a classroom!? Or even a school setting!!?



CWRICWLWM I GYMRU

CURRICULUM FOR WALES



YMWYBYDDIAETH
AMGYLCHEDDOL



ENVIRONMENTAL
AWARENESS

GWELL
CYNHYRCHAETH



BETTER
PRODUCTIVITY

CORFFOROL



PHYSICAL

MEDDYLIOL



MENTAL

BETH SYDD ANGEN I CHI WNEUD?

WHAT DO YOU NEED TO DO?

- Ymchwilio i sefydliadau sydd o ddiddordeb i chi
- Cysylltu a gofyn os ydyn nhw'n hapus i dderbyn chi ar 6/7 Chwefror 2025
- Cwblhewch y ffurflen gan ddefnyddio'r cod QR cyn 4ydd Tachwedd
- Treulio deuddydd mewn amgylchedd lleoliad amgen
- Cysylltu gyda'r safonau ac i brofiad dysgu professiynol: Arloesi, Cydweithredu
- Research organizations that are of interest to you
- Contact and ask if they are willing to host you on 6th/7th February 2025
- Complete the form using the QR code before 4th November
- Spend a day immersed in the alternative learning environment
- Link it to standards and write a PET; Innovation, Collaboration

Alternative Placements 31st
January/ Lleoliadau Amgen Ionawr
31



BETH SYDD ANGEN I CHI GWYBOD? WHAT ELSE DO I NEED TO KNOW?



- Cwestiynau cyffredinol ar gael.
 - Sgript sgwrs dros y ffôn ar gael ar Moodle: ECAD6051: Lleoliadau Amgen
 - **Cyfwerth** â dau dydd gall fod yn benwythnos neu'n nosweithiau.
-
- FAQs document available on Moodle.
 - Telephone contact script available on Moodle: ECAD6051: Alternative Placements
 - **Equivalent** of 2 days, can be evenings or weekends.

PREVIOUS PLACEMENTS HAVE INCLUDED...
MAE LLEOLIADAU BLAENOROL WEDI CYNNWYS...

AMGUEDDFA CAERDYDD
CARCHAR PARC
TECHNIQUEST
YSGOLION COEDWIG
HYFFORDDI RYGBI
GWEITHDAI CELF YNG NGLYNN VIVIAN
CANOLFAN DYSGU SIR BENFRO
CANOLFANNAU PERSIYNAU AWYR AGORED
ADRAN ADDYSG PARC MARGAM
GWEITHREDU I BLANT
PLANT DRAMA
SESIYNAU ADDYSG CARTREF LLYFRGELL

CARDIFF MUSEUM
PARC PRISON
TECHNIQUEST
FOREST SCHOOLS
RUGBY COACHING
ART WORKSHOPS AT GLYNN VIVIAN
PEMBROKESHIRE LEARNING CENTRE
OUTDOOR PERSUITS CENTRES
MARGAM PARK EDUCATION DEPT
ACTION FOR CHILDREN
DRAMA KIDS
LIBRARY HOME ED SESSIONS





Miss Jones
@MissJones_22

A lovely two days of alternative placement at @The_Waterfront museum in Swansea. It was interesting to experience educational workshops and how to interpret exhibitions for future lessons. Diolch yn fawr! 🇬🇧



9:52 pm · 17 Feb 2023 · 1,068 Views

[Alternative Placements/Lleoliadau Amgen \(padlet.com\)](https://padlet.com)



Daisy Wilson @DBPrendergast · 22 Feb

'We have been in swansea prison for our alternative placement! We experienced a whole new way of teaching and lots of 'people' who needed that life line in prison to help them rehabilitate. 1/2



🗨 1

🔄 3

❤ 17

📊 2.1K



Daisy Wilson
@DBPrendergast

Biggest take away from this for me was to never judge a book by its cover, every journey has ups and downs but it's whether you try and help yourself out of those downs! @APLTeach #aplp



A.N

@notanothartist

...

So excited for this workshop Friday! through the wonderful [@9to90!](#)
Use the link below to book a place- starts at 1.30pm!

[@UWTSD](#) [@teach_UWTSD](#) asked students to take alternative placements and what a great collective I get the chance to work with!



7:52 pm · 15 Feb 2023 · 1,025 Views



Miss Lewis @CLteaching1 · 17 Feb

...

I'm on alternative placement at [@StoreArmsOEC](#) and my favourite part has been everything! What an incredible place with incredible staff where children are taught resilience, self-confidence amongst many other transferable skills through outdoor activities! [#APLP](#) [@APLPteach](#)



1

2

12

1.1K

1

PET EXAMPLE

PebblePad

Describe your professional experience. You may wish to refer to your role or involvement, why you had engaged in this experience and the intended outcomes. You can also mention any particular professional standards you had chosen to focus on (see below).

I attended [redacted] over two days for alternative placement where I developed more of an understanding of how learning happens outside of the classroom and school setting and ways in which [redacted] encourage resilience, self-confidence and teamwork. I was involved in supporting the outdoor staff with activities such as climbing, night-time orienteering and caving. The students involved were from a range of schools from Cardiff whom were involved in the Seren programme which is fully funded by Cardiff Council. Being involved in this experience promoted listening and communication skills, general social skills, team work skills and many more through pushing the children out of their comfort zones. This experience has very clear links to the healthy, confident individuals within the four purposes of the Welsh curriculum specifically, 'individuals who are building their mental and emotional well-being by developing confidence, resilience and empathy' and 'individuals who face and overcome challenge'. The young people encountered many challenges, especially whilst caving as there were lots of tight gaps and cold water on our route. I witnessed team work and problem solving from all individuals within the group. Through encouragement and support the young people faced and overcame many challenges which showed high levels of resilience. From seeing the confidence levels increase from the start of their stay to the end was hugely inspiring as this growth was supported by each other.

For the 7003 assignment I researched into how the school, learners and community are linked focusing on the way in which outdoor education can benefit students within schools. Rewriting the Future document (2014) state "No child should be disadvantaged facing inequality and poverty" as well as community engagement being an important aspect of pupils learning. Outdoor education has grown since 1970 (Wattchow and Brown, 2011) and is now seen as a formal way of educating children and young people. There are many life skills learnt through outdoor education such as team work, listening and communication skills, problem solving, a growth mindset and many more! Social Justice has a huge part to play in this as the participants all attend schools within a deprived, urban area. [redacted] have strong connections with schools ensuring children and young people are able to have opportunities that they may not otherwise experience.



CONTINUED:

What have you learned?

You might want to consider some of the following: why is this experience important or relevant? How does it relate to your overall learning, development and/or use of the standards (see below)? Did it meet the intended outcomes? Any lessons learned? What are the implications for colleagues and learners? How will you share what you've learned?

I have learnt how important having outdoor opportunities can be for young people who live in a deprived, urban area. I have always had a huge interest in outdoor education however, from this enriching experience I have realised its huge potential in supporting children with life skills that link strongly to the four purposes. The young people were driving the activities whilst staff and myself facilitated and supported through verbal encouragement and reassurance. Allowing the young people to have the power of choice and decision making as a team created many interesting discussions where an outcome was chosen upon by the group. The dynamic of the group was incredibly encouraging to watch as one or two individuals would support the discussion but ALL individuals had an overall say and impact on the whole groups choice. Caving provided many challenges that did not always run smoothly. The group were incredibly resilient within the caves and all individuals squeezed through tight gaps, such as the post box, as well as get into the cold water where they needed to army crawl to the next opening. Linking to strongly to the four purposes within the Welsh Curriculum, outdoor education is an incredible approach to providing young people with many skills and attributes that are important in day to day life, especially when leaving school.





“Earth and sky, woods and fields, lakes and rivers, the mountain and the sea, are excellent schoolmasters, and teach of us more than we can ever learn from books.”



— JOHN LUBBOCK