



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Centre for Education
Addysg i Gymru | Education for Wales



www.uwtsd.ac.uk



05.01.26

Gwnewch hyn nawr

Do this now

Beth oedd uchafbwynt eich tymor cyntaf?

What was your highlight of term one?

Materials for today

Initial Teacher Education



PGCE 2026

Restricted



05.01.26 - Datblygiad Proffesiynol - Professional Development



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Trawsnewid Addysg, Trawsnewid Bywydau
Transforming Education, Transforming Lives

Heddiw Today

- Edrych nôl
 - Gwerthuso
 - Edrych ymlaen
 - Paratoi at gyfnewid cyfnod
- Looking back
 - Evaluation
 - Looking ahead
 - Preparing for phase swap

Sesiwn 1

Session 1

Edrych nôl

Looking back

Yn y sesiwn hwn byddwn yn...

In this session we will...

- Adfyfrio'n bwrpasol ar eich profiad ar leoliad
- Dod o hyd i'ch adroddiad diwedd lleoliad
- Adnabod eich cryfderau a meysydd i'w datblygu
- Trafod sut i weithredu ar y targed
- Reflect purposefully on your placement experience
- Find your end of placement report
- Identify your strengths and areas for development
- Discuss how to act on target

“Unless teachers develop the practice of critical reflection, they stay trapped in unexamined judgments, interpretations, assumptions, and expectations. Approaching teaching as a reflective practitioner involves fusing personal beliefs and values into a professional identity”

(Larrivee, 2000, p.293).

Lefelau myfyrdod



Basic

- Nodyn syml neu grynodedb o ddigwyddiadau. Nid oes trafodaeth y tu hwnt i'r disgrifiad.

Datblygol

- Rhywfaint o dystiolaeth o fyfyrrio, cysylltiad achlysurol â gwybodaeth flaenorol neu ddigwyddiad cyfredol. Defnyddio iaith ddisgrifiadol yn bennaf.

Proficient

- Dangos 'camu'n ôl' o ddigwyddiadau. Mae myfyrdod cyson yn dangos gwahanol gysylltiadau ac ymwybyddiaeth o agweddau dysgu.

Exemplary

- Yn ogystal, mae'n dangos myfyrdod beirniadol, ymwybyddiaeth y gellir gweld yr un gweithredoedd a digwyddiadau mewn gwahanol gyd-destunau gydag esboniadau gwahanol.

Levels of reflection



Basic

- A simple recall or summary of events. There is no discussion beyond description.

Developing

- Some evidence of reflection, occasional connection to prior knowledge or current event. Uses primarily descriptive language.

Proficient

- Demonstrates a 'stepping back' from events. There is consistent reflection showing various connections and awareness of learning aspects.

Exemplary

- In addition, demonstrates critical reflection, an awareness that the same actions and events may be seen in different contexts with different explanations.

Adfyfyrion ar PAP

Reflection on PTE

- Beth aeth yn dda yn ystod eich lleoliad ysgol, a beth gyfrannodd at y llwyddiant hwnnw?
- Pa heriau wnaethoch chi eu hwynebu, a sut wnaethoch chi ymateb iddynt?
- Beth yw un peth allweddol y gwnaethoch chi ei ddysgu am addysgu neu amdanoch chi'ch hun fel athro?
- What went well during your school placement, and what contributed to that success?
- What challenges did you face, and how did you respond to them?
- What is one key thing you learned about teaching or about yourself as a teacher?



Beth yw eich barn am hyn?

A ydych chi wedi gweld
unrhyw dystiolaeth o hyn ar
PAP1?

Beth yw'r oblygiadau ar gyfer
pobl sy'n ymuno â'r
proffesiwn

Lethal mutations in education and how to prevent them



By *Kate Jones*

Thu 13th October 2022

What are your thoughts
on this?

Have you seen any
evidence of this on PTE1?

What are implications for
people joining
profession?

<https://evidencebased.education/lethal-mutations-in-education-and-how-to-prevent-them/>



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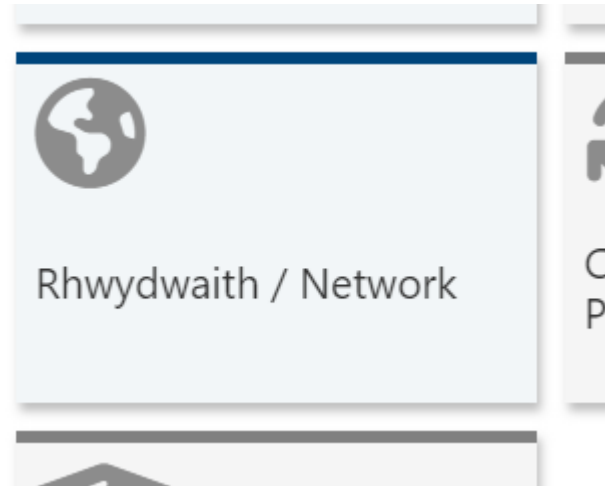
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Dod o hyd i'ch adroddiad diwedd lleoliad

Find your end of placement report



Rhwydwaith / Network

Bishop Gore School

The Bishop Of Llandaff Church In Wales High School

Cadle

Cowbridge School

Ebbw Fawr Learning Community

Ysgol Maes yr Haul

Olchfa School

Parkland Primary School

Pembroke Dock Community School

Pontarddulais Primary School

Queen Elizabeth High School

St Thomas Community Primary School

Ysgol Bro Preseli

Ysgol GG Lon Las

Ysgol Llanhari

Beth sydd yn fy adroddiad diwedd lleoliad?

What's in my end of placement report?

➤ Cynnydd yn erbyn y SAFONAU

PROFFESIYNOL

➤ Cynnydd yn erbyn y LLINYNNAU CANOLOG

➤ Targedau ar gyfer datblygu – tri tharged

CAMPUS

➤ Progress against the Professional Standards

➤ Progress against the Central Strands

➤ Targets for development – three SMART targets

Edrych ymlaen – Cynlluniau Gweithredu ar gyfer dechrau PAP 2

Looking Forward – Action Planning for Start of PTE2

Bydd cael cynllun gweithredu sy'n barod i'w drafod gyda'ch mentor ar ddechrau'r lleoliad yn eich helpu i ganolbwyntio ar dargedau

Having an action plan prepared to discuss with your mentor at the start of placement will help you to focus on specific targets



Adnabod cryfderau

Identifying strengths

Gan ddefnyddio'r ffynonellau tystiolaeth canlynol, o dan bob un o'r safonau, beth ydych chi'n teimlo yw eich cryfderau presennol? Beth yw eich sylfaen dystiolaeth?

- Dyddlyfr dysgu
- Myfyrdodau bob pythefnos
- Adroddiad canol a diwedd lleoliad

Os yw'n berthnasol, gallwch hefyd ddefnyddio

- Arsylwi gwersi
- Llyfryn STEER pontio
- Cynllun ymyrraeth

Byddwch yn barod i rannu rhain gyda'ch grŵp

Using the following sources of evidence, under each of the standards, what do you feel are your current strengths? What is your evidence base?

- Learning journal
- Fortnightly reflections
- Mid and end of placement report

If relevant, you could also use:

- Lesson observation
- Bridging STEER booklet
- Intervention plan

Be ready to share some of these with your group



PDP

PLP (PebblePad)

Tab 3: Cynnydd Proffesiynol Professional Progress

	Cryfderau	Meysydd Datblygu
Addysg (Hyrwyddo dysgu, Mireinio addysgu, Dylanwadu ar ddysgwyr)		
Arweinyddiaeth		
Dysgu Proffesiynol		
Arloesi		
Cydweithredu		

	Strengths	Areas for Development
Pedagogy (refining teaching, advancing learning, influencing learning)		
Leadership		
Professional Learning		
Innovation		
Collaboration		

Diagram illustrating the components of **Gwerthodau ac ymgeueddau** (Values and Competences):

- Iddi'n ddiwylliant Cymru
- Hemlithu ddyngyr
- Llythrennedd, dibedd a chefnwyddedd ddiol
- Dyngus gwerthodau
- Bdi yn y system
- Holl broffesiynol



Mireinio addysgu... tuag at arferion effeithiol lawm a pharhaus	Rheolir'r amgylch dysgu Mae'r athro'n deall pwygwydd yr amgylchedd dysgu yn y gwahaniaeth o hyrwyddo arferion ac ymddyddiad dysgu cadarnhaol sy'n cyd-fynd â'r pedwar diben ac y mae dysgwyr yn eu deall yn y cyd-destun hwnnw. Mae llybï'n mynd at i'r ymddyddia a'i reol'n effeithiol ac yn barhaus.	Asesu Deall a chyfluo ystod o dibediadau ac arferion ar gyfer asesu.	Gwahaniaethu Mae'r athro'n arddangos gwylodaeth am, ynghyd â dealltwriaeth a phrofiadau ddiwyddiaeth uchel ac arferion effeithiol i ddiwallu anghenion yr holi ddysgwyr, waeth beth fo'r gwahaniaol anghenion.	Cofnodi ac adroddi Mae'r athro'n cynhyrchu confodion ac adroddiadau proddol, amserol a chywir ac mae'n rhoi adroddi i helgu i sicrhau gwell dealltwriaeth o'r dysgu, a gwella'r profiad dysgu.	Cynnwys parterïadaid mewn dysgu Deall pwygwyddid cynnwys rhieni/gofalwyr a phartneriaid allweddol mewn dysgu sicrhau eu bod yn achub ac atgysbïdd i arsywlw'r brosesau, a'u gwethuso.	
Hyrwyddo dysgu... drwy gymhwyso gwylodaeth am y pŵnc a disgyblaeth yn effeithiol	Pedwar diben i ddysgwyr Mae'r athro'n arddangos gwylodaeth am anghenion pob dysgwyr, a dealltwriaeth o'r anghenion hynny, wrth gynllunio, paratoi ac addysgu. Hefyd, wrth wneud hysbys, mae'n sicrhau mas'r pedwar diben sy'n gyrru profiadau dysgwyr.	Ymwelw ar ddisgyblaethau pynciol mewn meysydd dysgu Mae'r athro'n arddangos gwylodaeth am addysg a disgyblaethau perthnasol o fewn, ac ar draws, cynnwys pynciau, meysydd dysgu, a themâu trawsgricwlaidd; mae hefyd yn arddangos dealltwriaeth a hysbys ac yn cynllunio'n briodol yn ôl hynny.	Profiadau dysgu cyfunol Mae'n deall sut i diarbitio, deimdyddio a chyllianhau ystod o dulliau addysgol creadolig o'r budd pob dysgwyr	Cyd-destunau bywyd go iawn, dilys Mae'r athro'n arddangos gwylodaeth o sut mae dysgu'n datblygu cyd-destunau bywyd go iawn dilys, a hynny fel rhan naturiol o'r profiad dysgu. Mae hyn yn ekang profiad dysgwyr i'w hysbys, cryfderol ac economaidd- gymolthraol y dysgwyr, ac yn holi enghreifftiau ymafroet o gynryddiaid a haniechrau.	Dilyniant mewn dysgu Mae'r athro'n arddangos dealltwriaeth o sut mae dysgu'n datblygu fel tîpyn, gwm wrth gwm ac wrth fynd heilio gwm adedladau ar broffidiau bioenolol a'r hyn a dysgwyr o'i hysbys. Mae hyn yn cynllunio ac gyflwyno cynnwys i sicrhau ac hysbys cynnwys yn sicrhau ac hysbys cynnwys yn sicrhau ac hysbys	Themâu trawsgricwlaidd Mae'r athro'n gywybod am y gwybodaeth sydd ynghylfwm wrth dilyniant cwrwlewm ac arloesol, ac mae'n eu deall ac yn ymwneud â nhw. Mae hefyd yn datblygu themâu trawsgricwlaidd a'r hyn a dysgwyr o'i hysbys. Mae hyn yn cynllunio a hysbys cynnwys yn sicrhau ac hysbys cynnwys yn sicrhau ac hysbys
Dylanwadu ar dysgwyr...meithrin weddau cadarnhaol mewn dysgwyr	Herio a disgyddiaid Er mwyn ysgogi'r dysgwyr i gyflwyni, mae'r herio a'r disgyddiaid a mae'r athro'n eu gwasoed i'w briodol ac gyflwyno ystod o allweddau a nodweddau sydd ymhlith y dysgwyr.	Gwrando ar ddysgwyr Mae'r athro'n arddangos parodydd i gysio a gwrando ar farn ddysgwyr, ac ystyried y farn honno, ar mewn eu cynnwys a'u hanrhyngedig rhan weithredol i'w hysbys yn eu ddesti eu hunain.	Dysgwyr yn arwain Wrth gynllunio a chyllianhau, mae'r athro'n arddangos ymwybyddiaeth o bwygwyddid annod dysgwyr i'w hysbys am eu dysgu eu hunain.	Ymddrech barhaus a gwyddwedd dysgwyr Mae'r athro'n hyrwyddo hanrhyngedig a hanrhyngedig ymhlith dysgwyr, ac yn eu cefnogi i weithredu hynny wrth dysgu...	Myfyrïo ar ddysgu Wrth gynllunio, mae'r athro'n arddangos ymwybyddiaeth a bwygwyddid annod dysgwyr i'w hysbys am eu dysgu eu hunain.	Deiliannau codi a lles Mae'r athro'n ddisgyddiaid ymwybyddiaeth o sut mae dysgu'n datblygu a'r hyn a dysgwyr o'i hysbys. Mae hyn yn cynllunio a hysbys cynnwys yn sicrhau ac hysbys cynnwys yn sicrhau ac hysbys



A central dark blue circle labeled "Values and dispositions" is surrounded by six light blue circles, each containing a component of the framework:

- Welsh language and culture
- Rights of learners
- Literacy, numeracy and digital competences
- The professional learner
- The system role
- Professional entitlement



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Refining teaching... towards sustained highly-effective practice	Managing the learning environment	Assessment	Differentiation	Recording and reporting	Involving partners in learning	
	The teacher understands the importance and demonstrates the effective establishment and on-going management of the learning environment, in promoting positive learning habits and behaviours that meet the four purposes and are understood by learners in that context.	The range of purposes and practices for assessment is understood and articulated.	The teacher demonstrates knowledge, understanding and experience of high expectations and effective practice in meeting the needs of all learners, whatever their different needs.	The teacher produces appropriate, timely and accurate records and reports and gives feedback to facilitate a deeper understanding of learning and enhance the learning experience.	The importance of positive involvement of parents/carers and other partners is understood and opportunities are taken to observe and evaluate processes	
Advancing learning... through effective application of subject knowledge and discipline	Four purposes for learners	Exploiting subject disciplines in areas of learning	Blended learning experiences	Real life, authentic contexts	Progression in learning	Cross-curricular themes
	The teacher demonstrates a knowledge and understanding of the needs of all learners in planning, preparation and teaching, ensuring that the four purposes are the drivers for learners' experiences	The teacher demonstrates a knowledge and understanding of relevant pedagogies and disciplines within and across subject content, areas of learning and cross-curricular themes, and plans appropriately.	The teacher understands the selection, use and justification of a range of imaginative teaching approaches for the benefit of each learner.	The teacher demonstrates an understanding of the use of real life, authentic contexts for learning being provided as a natural part of the learning experience. This extends the learner's cultural, linguistic, religious and socio-economic experience and illustrates applications of concepts and abstracts in practice.	The teacher demonstrates an understanding of how learning develops incrementally and tangentially, building on prior experience and learning, and plans for progress in learning based on this.	The teacher knows, understands and engages with the principles of curriculum design and innovation, with development of cross curricular themes relevant to areas of learning and justifies decisions.
Influencing learners... building positive learner disposition	Challenge and expectations	Listening to learners	Learners leading learning	Sustained effort and resilience in learners	Reflection on learning	Learning outcomes and well-being
	The teacher provides appropriate levels of challenge and expectations for the range of student abilities and characteristics, motivating learners to achieve.	The teacher demonstrates a willingness to seek, listen to and take account of the views of learners in order to engage and encourage them as active participants in their own learning.	In planning and delivery, the teacher demonstrates an awareness of the importance of encouraging learners to reflect upon their own learning.	The teacher promotes and secures learners' self-motivation and self-direction in their learning.	In planning, the teacher demonstrates awareness of the importance of encouraging learners' reflection and evaluation around behaviours and outlooks for learning.	The teacher raises awareness of how high-quality learning experiences and performance outcomes lead to improved learning and a heightened sense of well-being



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O darged i weithred

From a target to an action

Bydd eich adroddiadau canol lleoliad yn cynnwys sawl targed.

Ar gyfer pob un o'r targedau:

- Pa liny (au) sy'n ymwneud â nhw?
- Sut olwg fyddai ar lwyddiant?
- Pa gymorth / darllen pellach a allai helpu?
- Sut allwch chi ddefnyddio eich amser yn y brifysgol i wneud cynnydd mewn perthynas â'r targed hwn?
- Sut fyddwch chi'n datblygu'r ymarfer yn PAP2?

Your end of placement reports will contain several targets.

For each of the targets:

- Which strand (s) does it relate to?
- What would success look like?
- What further reading / support might help?
- How can you use your time in university to make progress in relation to this target?
- How will you develop your practice in PTE2

Enghraifft – sut i ffurfio’ch Maes i’w Ddatblygu

Safon – Addysgeg (Mireinio)

Meysydd i’w Datblygu

Rheoli’r amgylchedd dysgu

Parhau i ddatblygu’r ffordd yr wyf yn rheoli’r amgylchedd dysgu, drwy ddatblygu fy strategaethau rheoli dosbarth, yn enwedig y rhai sy’n ymdrin ag ymddygiad heriol.

I wneud hyn,

- Byddaf yn ymchwilio i strategaethau rheoli ystafell ddosbarth, fel y rhai yn B Rogers, 'Classroom Behaviour: a Practical Guide to Effective Teaching, Behaviour management and Colleague Support ' (2015).
- Unwaith y byddaf yn y lleoliad nesaf, gallaf edrych ar bolisi rheoli ymddygiad yr ysgol, rheolau'r ysgol a rheolau dosbarth, eu system wobrwyo a chanmol.
- Gallaf siarad â Chydlynnydd ADY, a’r uned ymddygiad am gymorth

Example – how to form your Area of Development

Standard – Pedagogy: Refining

Areas for Development

Managing the learning environment

To continue to develop the way in which I manage the learning environment, by developing my classroom management strategies, particularly those that deal with challenging behaviour.

To do this,

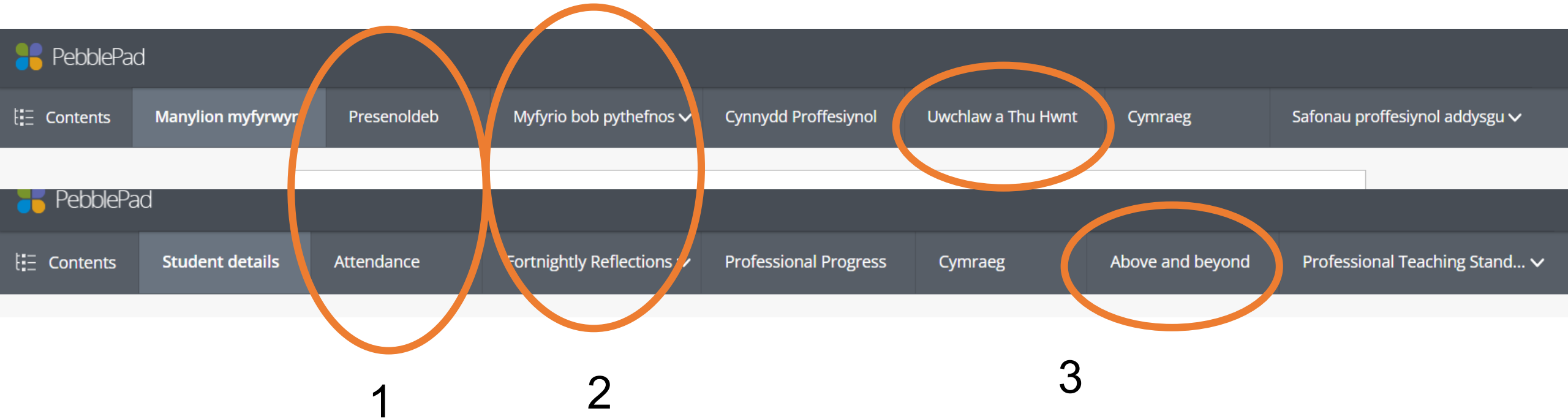
- I will both research classroom management strategies, such as those in B Rogers, 'Classroom Behaviour: a Practical Guide to Effective Teaching, Behaviour management and Colleague Support' ([2015](#)).
- Once on placement, I can look at the school's behaviour management policy, school rules and class rules, their rewards and praise system.
- The people I can speak with to help with this could be the ALNCO, and the behaviour unit.

O darged i weithred

From a target to an action

- Cwblhewch y dasg
 - Cadwch y ddogfen ar OneDrive
 - Anfonwch y gwaith wedi'i gwblhau at eich Tiwtor Personol drwy e-bost
 - Os ydych ar gynllun ymyrraeth, anfonwch gopi hefyd at eich Rheolwr Rhaglen
- Complete task
 - Save to OneDrive
 - Email to personal tutor
 - For those on intervention, send a copy to your Programme Manager as well.

PDP - PLP



Amser ar gyfer cwestiynau

Time for questions



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Gwerthusiad PAP / PTE Evaluation

<https://forms.office.com/e/kLxXr5jgWZ>



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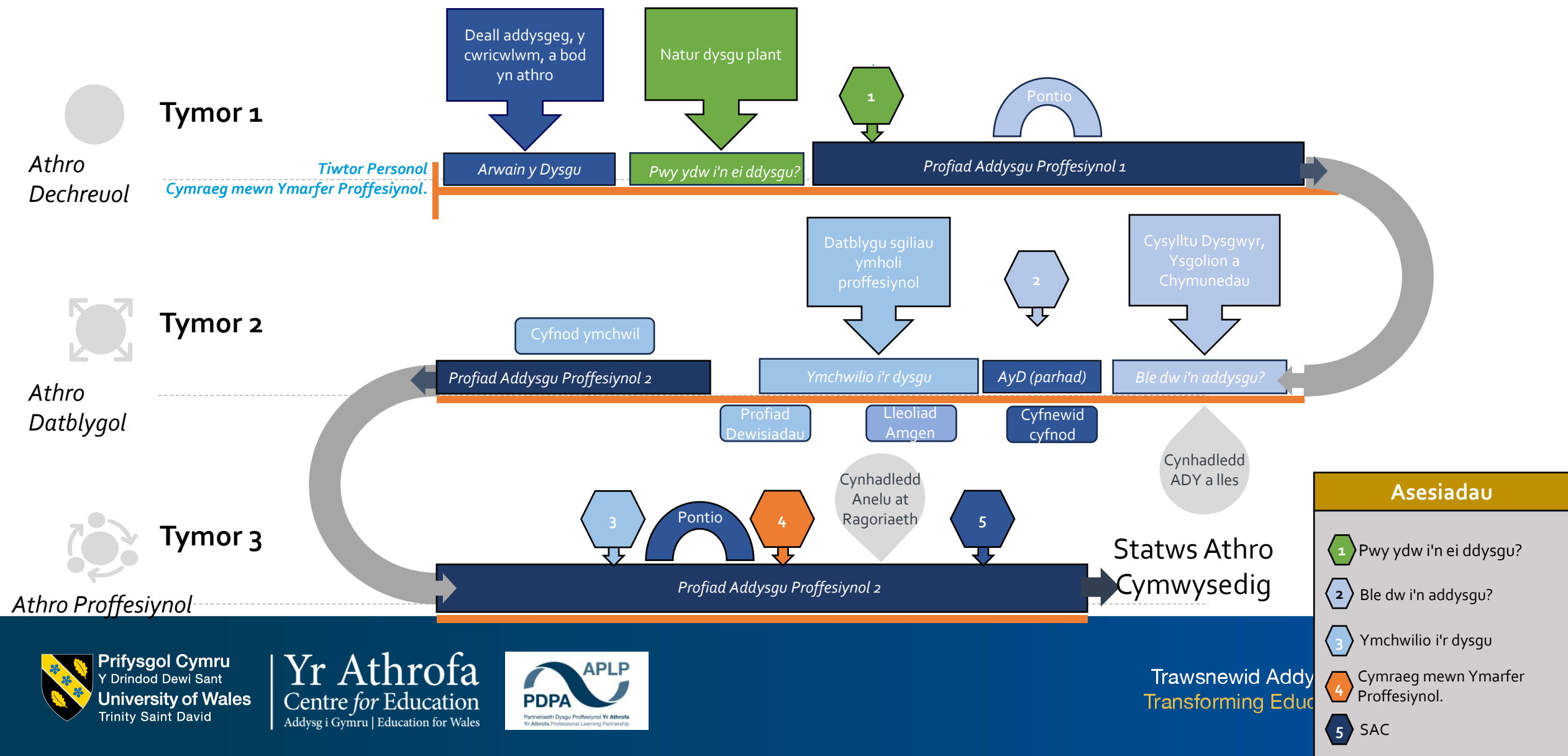
Sesiwn 2

Session 2

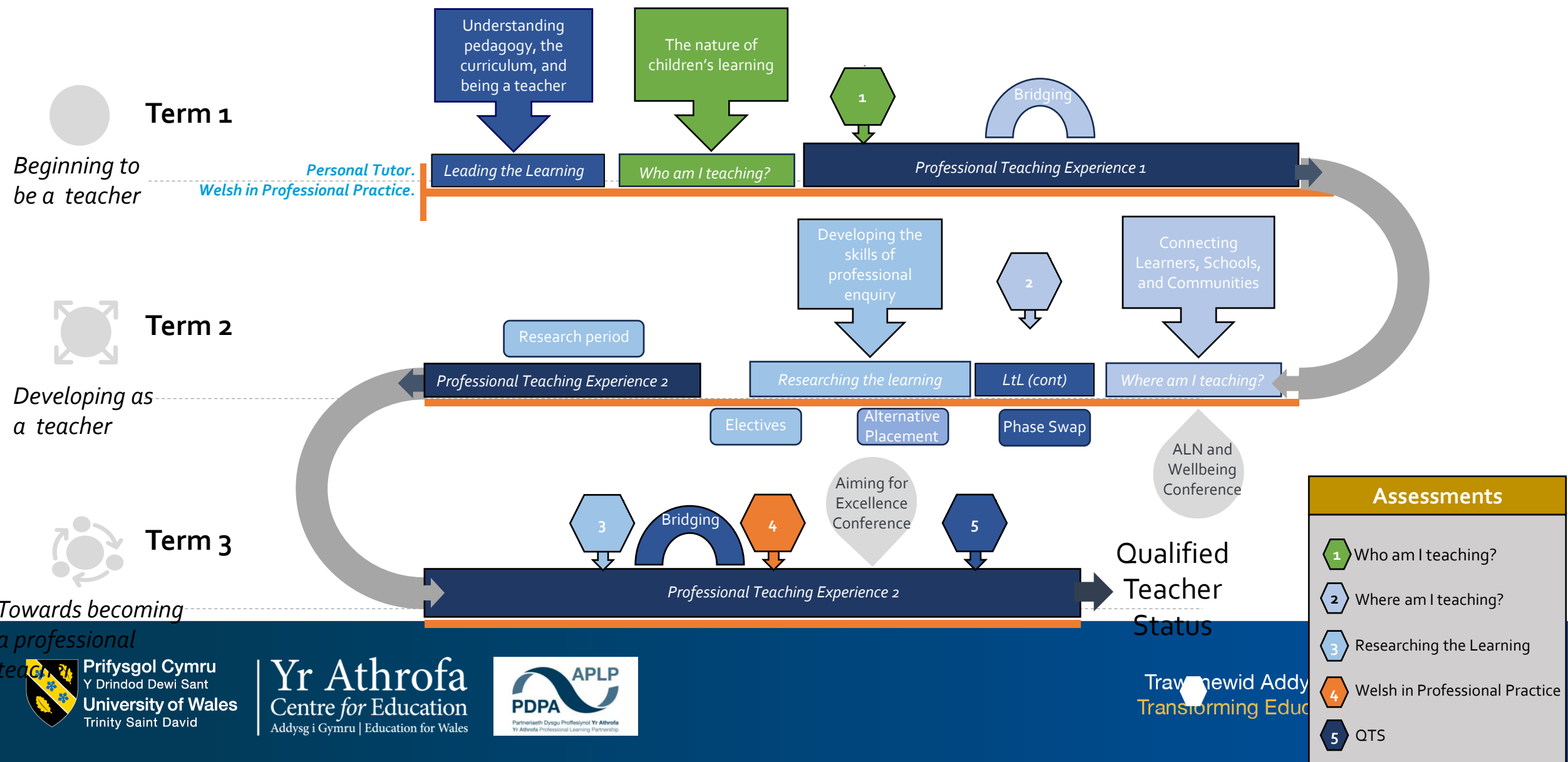
Edrych ymlaen

Looking ahead

Llwybr Cwricwlwm - TAR



PGCE Curriculum Pathway



Taith y darpar athro

Student-teacher journey



Deallusol
Dysgu am addysgu

Intellectual
Learning about teaching



Arfer Anuniongyrchol
Dysgu trwy weithgaredd
ymarferol

Indirect Practice
Learning through practical
activity



Dysgu Integredig:
Dysgu trwy addysgu

Integrated Learning
Learning through
teaching



Ymarferwyr Arbenigol
Dysgu gan fentoriaid a
thiwtoriaid profiadol

Expert Practitioners
Learning from experienced
mentors & tutors



Gwybodaeth Bersonol
Dysgu o'ch profiad
personol

Personal Knowledge
Learning from your
personal experience



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Model AGA PDPA:

Beth:

Anelu at athrawon sy'n cael eu trawsffurfio gan ddod yn athrawon trawsffurfiol sy'n chwilio am gyfleoedd i gael mewnwelediadau newydd a defnyddio'r rhain i ddylanwadu ar eu harfer eu hunain.

Pam:

Addysgu darpar athrawon sydd â'r sgiliau a'r ymagweddau cywir i gyflawni Cenhadaeth ein Cenedl ar gyfer Addysg yng Nghymru a'r Cwricwlwm i Gymru

Sut:

- Trwy ddyluniad rhaglen sy'n seiliedig ar arfer bwriadol
- Trwy gwriclewm sbiral ar y BA a chwricwlwm cyd-gysylltiedig ar y TAR
- Trwy elfennau rhaglen sy'n cysylltu ar draws meysydd gwybodaeth gwahanol
- Wedi'i symleiddio yma fel dechreuol / datblygol / proffesiynol – ond fel gyda'r Cwricwlwm i Gymru nid yw hyn yn llinol nac yn syml.

Mae dilyniant yn cael ei weld trwy:

- Ddisgwyliadau cynyddol o ran gwybodaeth ddeallusol a chaffael ymagweddau ymchwil
- Newid yn safbwynt y mentor o fodelu i fod yn gyd-ymholwr
- Dull graddedig o addysgu tuag at fwy o annibyniaeth
- Adfyfrio dyfnach a mwy effeithiol sy'n arwain at arfer trawsffurfiol

Gweithgarwch Myfyrwyr:

Cynnwys Modylau a Addysgir

Pontio

Profiad Addysgu

Aseiniadau agos at ymarfer

Gweithgareddau ymarferol

Sesiynau Tiwtora Personol

Cynadleddau

Taith y darpar athro:

Athro Dechreuol

Rydych chi'n canolbwyntio arnoch chi'ch hun fel dysgwr ac yn ymgymryd â dysgu heriol a chymhleth.

Gwybodaeth Ddeallusol:

- Deall y sylfaen ymchwil ar gyfer y Cwricwlwm i Gymru
- Dechrau deall dull moesegol o ymchwil athrawon

Arfer Anuniongyrchol:

- Deall sut mae egwyddorion cynnydd yn ymwneud â chynllunio
- Dysgu sut i weithio ar y cyd ag athrawon, disgyblion a chymheiriaid

Dysgu Integredig:

- Cymryd rhan mewn cyd-gynllunio a chyd-addysgu.
- Deall bod addysgu'n cael ei lywio gan nifer o ddewisiadau proffesiynol ac addysgegol

Ymarferwyr Arbenigol:

- Adeiladu perthynas broffesiynol â mentoriaid ac ymateb i gyngor
- Ymgysylltu ag athrawon profiadol trwy arsylwi a thrafod eu gweithredoedd

Gwybodaeth Bersonol:

- Ail-archwilio eich credoau am addysg
- Herio eich dealltwriaeth o stereoteipiau a rhagdybiaethau

Athro Datblygol

Rydych chi'n ystyried y rôl ddeuol o fod yn ddysgwr ac yn athro sy'n canolbwyntio mwy ar gynnydd disgyblion.

Gwybodaeth Ddeallusol:

- Datblygu dealltwriaeth o sut mae ymchwil yn effeithio ar ddysgu disgyblion e.e. dylunio cwricwlwm
- Datblygu safbwynt beirniadol trwy gymryd ymagwedd amheugar at ymchwil

Arfer Anuniongyrchol:

- Ymarfer a beirniadu cynllunio ar gyfer cynnydd ar draws y cwricwlwm
- Dysgu sut i gymryd rhan mewn adfyfrio cydweithredol cymdeithasol

Dysgu Integredig:

- Addysgu gyda chefnogaeth gan gymryd rhan mewn cynllunio cydweithredol
- Datblygu sylfaen dystiolaeth ar gyfer penderfyniadau a wneir yn yr ystafell ddosbarth

Ymarferwyr Arbenigol:

- Cymryd rhan mewn sgysiau proffesiynol gyda mentoriaid am eich profiadau dysgu ac addysgu
- Ceisio cyngor gan athrawon a thiwtoriad i wella arfer personol

Gwybodaeth Bersonol:

- Datblygu athroniaeth bersonol am addysg
- Ystyried eich barn am y norm nodweddiadol wrth edrych ar anghenion unigol

Athro Proffesiynol

Rydych chi'n symud i fod yn athro annibynnol lle mae eich datblygiad proffesiynol wedi'i integreiddio â dysgu disgyblion.

Gwybodaeth Ddeallusol:

- Gallu cyfiawnhau dewisiadau addysgegol yn yr ystafell ddosbarth trwy integreiddio theori ac arfer
- Bod yn ymchwilydd medrus

Arfer Anuniongyrchol:

- Cynllunio'n effeithiol ar gyfer cynnydd ar draws cyfres o brofiadau dysgu
- Adfyfrio gydag eraill a thrawsnewid syniadau i'ch ystafell ddosbarth eich hun

Dysgu Integredig:

- Addysgu'n annibynnol gan gysylltu'r hyn a ddysgir â sefyllfaoedd bywyd go iawn
- Defnyddio ymchwil bersonol a gwybodaeth broffesiynol i lywio cynllunio

Ymarferwyr Arbenigol:

- Ymgysylltu â mentoriaid mewn ffordd gydweithredol e.e. cyd-ymholiad
- Bod yn hunangvfeiriedig wrth gynllunio ar gyfer gwelliant proffesiynol personol Gwybodaeth Bersonol:
- Cymryd camau cadarnhaol i fynd i'r afael ag anghyfiawnder cymdeithasol
- Cymryd safbwynt cynhwysol yn hyderus lle mae dysgwyr unigol yn cael eu gwerthfawrogi

Athro Dechreuol

Rydych chi'n canolbwyntio arnoch chi'ch hun fel dysgwr ac yn ymgymryd â dysgu heriol a chymhleth.

Gwybodaeth Ddeallusol:

- Deall y sylfaen ymchwil ar gyfer y *Cwricwlwm i Gymru*
- *Dechrau deall dull moesegol o ymchwil athrawon*

Arfer Anuniongyrchol:

- Deall sut mae egwyddorion cynnydd yn ymwneud â chynllunio
- Dysgu sut i weithio ar y cyd ag athrawon, disgyblion a chymheiriaid

Dysgu Integredig:

- Cymryd rhan mewn cyd-gynllunio a chyd-addysgu.
- Deall bod addysgu'n cael ei lywio gan nifer o ddewisiadau proffesiynol ac addysgegol

Ymarferwyr Arbenigol:

- Adeiladu perthynas broffesiynol â mentoriaid ac ymateb i gyngor
- Ymgysylltu ag athrawon profiadol trwy arsylwi a thrafod eu gweithredoedd

Gwybodaeth Bersonol:

- Ail-archwilio eich credoau am addysg
- Herio eich dealltwriaeth o stereoteipiau a rhagdybiaethau

Athro Datblygol

Rydych chi'n ystyried y rôl ddeuol o fod yn ddysgwr ac yn athro sy'n canolbwyntio mwy ar gynnydd disgyblion.

Gwybodaeth Ddeallusol:

- Datblygu dealltwriaeth o sut mae ymchwil yn effeithio ar ddysgu disgyblion e.e. dylunio cwricwlwm
- Datblygu safbwynt beirniadol trwy gymryd ymagwedd amheugar at ymchwil

Arfer Anuniongyrchol:

- Ymarfer a beirniadu cynllunio ar gyfer cynnydd ar draws y cwricwlwm
- Dysgu sut i gymryd rhan mewn adfyfrio cydweithredol cymdeithasol

Dysgu Integredig:

- Addysgu gyda chefnogaeth gan gymryd rhan mewn cynllunio cydweithredol
- Datblygu sylfaen dystiolaeth ar gyfer penderfyniadau a wneir yn yr ystafell ddosbarth

Ymarferwyr Arbenigol:

- Cymryd rhan mewn sgysiau proffesiynol gyda mentoriaid am eich profiadau dysgu ac addysgu
- Ceisio cyngor gan athrawon a thiworiaid i wella arfer personol

Gwybodaeth Bersonol:

- Datblygu athroniaeth bersonol am addysg
- Ystyried eich barn am y norm nodweddiadol wrth edrych ar anghenion unigol

APLP Model of ITE:

What:

Aiming for **transformed** and **transformational** teachers that actively seek opportunities to gain new insights and use these to influence their own practice.

Why:

To educate student-teachers with the right skills and dispositions to deliver the **National Mission for Education in Wales** and the **Curriculum for Wales**

How:

- Through a programme design based on **deliberate practice**
- Through **spiral curriculum** on BA and an **inter-connected curriculum** on PGCE
- Through programme elements which link across **different knowledge domains**
- Simplified here as beginning / developing / professional – but as with the *Curriculum for Wales* this is not linear or simple.

Progression is seen through:

- Increased expectations of intellectual knowledge and acquisition of research dispositions
- Shifting stance of mentor from modelling to co-enquirer
- Graduated approach to teaching towards greater independence
- Greater depth and effectiveness of reflection leading to transformative practice

Student Activity:

Taught Module Content

Bridging

Teaching Experience

Close to practice assignments

Practical activities

Personal Tutor Sessions

Conferences

Student-teacher Journey:

Beginner Teacher

You focus on yourself as a learner and engage in challenging and complex learning.

Intellectual Knowledge:

- Understand the research-base for the *Curriculum for Wales*
- Begin to understand an ethical approach to teacher research

Indirect Practice:

- Understand how the principles of progression relate to planning
- Learn how to work collaboratively with teachers, pupils and peers

Integrated Learning:

- Participate in joint-planning and joint-teaching.
- Understand that teaching is informed by a number of professional and pedagogical choices

Expert Practitioners:

- Build professional relationships with mentors and respond to advice
- Engage with experienced teachers through observing and discussion their actions

Personal Knowledge:

- Re-examine your beliefs about education
- Challenge your understanding of stereotypes and assumptions

Developing Teacher

You consider the dual role of being a learner and a teacher focusing more on pupil progression.

Intellectual Knowledge:

- Develop an understanding of how research impacts on pupil learning e.g. curriculum design
- Develop a critical stance by adopting a sceptical approach to research

Indirect Practice:

- Rehearse and critique planning for progression across the curriculum
- Learn how to participate in social collaborative reflection

Integrated Learning:

- Teach with support engaging in collaborative planning
- Develop an evidence-base for decisions made in the classroom

Expert Practitioners:

- Participate in professional conversations with mentors about your teaching and learning experiences
- Actively seek advice from teachers and tutors to improve personal practice

Personal Knowledge:

- Develop a personal philosophy of education
- Consider your views of the typical norm when looking at individual needs

Professional Teacher

You move to being an independent teacher where your professional development is integrated with pupil learning.

Intellectual Knowledge:

- Be able to justify pedagogical choices in the classroom by integrating theory and practice
- Be a skilled researcher

Indirect Practice:

- Effectively plan for progression across a series of learning experiences
- Reflect with others and transform ideas to your own classroom

Integrated Learning:

- Teach independently connecting what is learnt with real-life situations
- Use personal research and professional knowledge to inform planning

Expert Practitioners:

- Engage with mentors in a collaborative way e.g. co-enquiry
- Be self-directed in planning for personal professional improvement

Personal Knowledge:

- Take positive steps to address social injustice
- Confidently adopt an inclusive stance where individual learners are valued

Beginner Teacher

You focus on yourself as a learner and engage in challenging and complex learning.

Intellectual Knowledge:

- Understand the research-base for the *Curriculum for Wales*
- Begin to understand an ethical approach to teacher research

Indirect Practice:

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- Develop a personal philosophy of education
- Consider your views of the typical norm when looking at individual needs

Amserlen - Cynradd Timetable - Primary

18.12.25 We reserve the right to change this calendar at any time.

PGCE Primary Calendar Spring 2026

Spring Term 2026					
	Monday	Tuesday	Wednesday	Thursday	Friday
21	January 5 PTG all day	6** ECAD6052 Welsh ECAD6052 Welsh Personal Study	7 ECAD7005 – Where am I teaching? ECAD7005 – Where am I teaching? ECAD7005 – Where am I teaching?	8 ECAD7005 – Where am I teaching? ECAD7005 – Where am I teaching? ECAD7005 – Where am I teaching?	9 ECAD7005 – Where am I teaching? ECAD7005 – Where am I teaching? ECAD7005 – Where am I teaching?
22	12 ECAD7005 – Where am I teaching? ECAD7005 – Where am I teaching? ECAD7005 – Where am I teaching?	13** ECAD6052 Welsh ECAD6052 Welsh Personal Study	14 ECAD7005 – Where am I teaching? ECAD7005 – Where am I teaching? ECAD7005 – Where am I teaching?	15 Writing Day	16 Writing Day
23	19 Phase Swap	20 Phase Swap	21 ECAD6051 Leading the Learning ECAD6051 Leading the Learning ECAD6051 Leading the Learning	22 ECAD6051 Leading the Learning ECAD6051 Leading the Learning ECAD6051 Leading the Learning	23 Placement
24	26*** ECAD7006 – Researching the Learning ECAD7006 – Researching the Learning ECAD7006 – Researching the Learning Submit ECAD7005 (Provisional)	27** ECAD6052 Welsh ECAD6052 Welsh Personal Study	28*** ECAD7006 – Researching the Learning ECAD7006 – Researching the Learning ECAD7006 – Researching the Learning	29*** ECAD7006 – Researching the Learning ECAD7006 – Researching the Learning ECAD7006 – Researching the Learning	30*** ECAD7006 – Researching the Learning ECAD7006 – Researching the Learning ECAD7006 – Researching the Learning
25	February 2 Placement	3** ECAD6052 Welsh ECAD6052 Welsh Personal Study	4 ECAD6051 Leading the Learning ECAD6051 Leading the Learning ECAD6051 Leading the Learning	5* ECAD7006 – Researching the Learning ECAD7006 – Researching the Learning ECAD7006 – Researching the Learning	6* ECAD7006 – Researching the Learning ECAD7006 – Researching the Learning ECAD7006 – Researching the Learning
26	9 Placement	10** ECAD6052 Welsh ECAD6052 Welsh Personal Study	11 Reading Symposium	12* ECAD7006 – Researching the Learning ECAD7006 – Researching the Learning ECAD7006 – Researching the Learning	13 ALN Conference
27	16 Personal Study / Preparation Time	16 Personal Study / Preparation Time	18 Personal Study / Preparation Time	19 Personal Study / Preparation Time	20 Personal Study / Preparation Time

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Amserlen - Uwchradd Timetable - Secondary

PGCE Secondary Calendar 2025-2026

Spring Term 2026					
	Monday	Tuesday	Wednesday	Thursday	Friday
21	January 5 PTG all day	6** ECAD6052 Welsh Personal Study	7 ECAD7005 – Where am I teaching? ¹	8 ECAD7005 – Where am I teaching?	9 ECAD7005 – Where am I teaching?
22	12 ECAD7005 – Where am I teaching?	13** ECAD6052 Welsh Personal Study	14 ECAD7005 – Where am I teaching?	15 Writing Day	16 Writing Day
23	19 ECAD6051 Leading the Learning	20 ECAD6051 Leading the Learning	21 Phase Swap	22 Phase Swap	23 Placement
24	26*** ECAD7006 – Researching the Learning or Alternatives Submit ECAD7005 (Provisional)	27** ECAD6052 Welsh Personal Study	28*** ECAD7006 – Researching the Learning or Alternatives	29*** ECAD7006 – Researching the Learning or Alternatives	30*** ECAD7006 – Researching the Learning or Alternatives
25	February 2 ECAD6051 Leading the Learning	3** ECAD6052 Welsh Personal Study	4 Placement	5* ECAD7006 – Researching the Learning or Directed study	6* ECAD7006 – Researching the Learning or Directed study
26	9 ECAD6051 Leading the Learning	10** ECAD6052 Welsh Personal Study	11 Placement	12* ECAD7006 – Researching the Learning	13* ECAD7006 – Researching the Learning
27	16 Personal Study / Preparation Time	16 Personal Study / Preparation Time	18 Personal Study / Preparation Time	19 Personal Study / Preparation Time	20 Personal Study / Preparation Time

¹ ECAD7005 and ECAD7006 will be taught in Swansea, Carmarthen and Cardiff. Please see your Hwb timetable for details

² ECAD7006 will be taught in two groups. Not all the sessions shown here will be teaching days. Please see your Hwb timetable for details.

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Trawsnewid Addysg, Trawsnewid Bywydau
Transforming Education, Transforming Lives

Dyddiadau Allweddol

Key Dates

Cyfnod Cynewid / Phase Swap	Cynradd / Primary – 19-20.01.26 Uwchradd / Secondary 21-22.01.26
Lleoliadau Amgen/Alternative Placements	A: 29-30.01.26 B: 26-28.01.26
Rhannu lleoliad PAP2 / PTE2 Placement shared	12.01.26
Diwrnodau Paratoi PAP2 / Preparation days PTE2	Cynradd / Primary – 23.01.26, 02.02.26 & 09.02.26 Uwchradd / Secondary – 23.01.26, 03.02.26 & 11.02.26
Symposiwm Darllen / Reading Symposium	11.02.26
Cynhadledd ADY (ar-lein) / ALN Conference (online)	13.02.26
Profiadau Dewisol / Electives	25-27.03.26



Dyddiad cau aseiniadau

Assignment deadlines

Teitl y Modiwl Module Title	Cod y Modiwl Module Code	Arweinydd Modiwl Module Lead	Cyflwyno aseiniad Assignment submission
Ble ydw i'n addysgu? Where am I teaching?	ECAD7005/C	Jessica Roberts & Lilian Martin	25.01.26
Ymchwilio i'r dysgu Researching the learning	ECAD7006/C	Elaine Sharpling & Rachel Bendall	05.05.26
Cymraeg mewn arfer proffesiynol Welsh in professional practice	ECAD6052/C	Jeni Price	13.05.26

Lefel 7	F	E	D	C	B	A
Ymgysylltu â llenyddiaeth	Ymgysylltu gwael â darllen hanfodol. Dim tystiolaeth o ddarllen ehangach. Yn dibynnu ar ffynonellau amhriodol, a/neu yn defnyddio ffynonellau'n ddiofal. Yn ddibynol iawn ar wybodaeth a gafwyd drwy gyswilt â'r dosbarth. Defnydd anghyson a gwan o gyfeiriodi.	Ymgysylltu ag ystod gyfyngedig iawn o ffynonellau perthnasol a chredadwy. Peth esgeulustod a mân wallau. Arferion cyfeiriodi'n amlwg ond heb eu cymhwysu'n gywir nac yn gyson bob tro.	Ymgysylltu ag ystod briodol o lenyddiaeth sydd wedi'i seilio ar ymchwil, yn cynnwys ffynonellau a gyrchwyd yn annibynnol. Rhywfaint o orddibyniaeth ar destunau. Gall y cyfeiriodi ddangos mân anghywirdebau neu anghysonderau.	Ymgysylltu ag ystod eang o lenyddiaeth sydd wedi'i seilio ar ymchwil, yn cynnwys ffynonellau a gyrchwyd yn annibynnol. Detholiad o ffynonellau perthnasol a chredadwy. Defnydd da iawn o gyfeiriodi, â fawr ddim/dim anghywirdebau neu anghysonderau.	Ymgysylltu ag ystod helaeth o lenyddiaeth berthnasol a chredadwy, sydd wedi'i seilio ar yr ymchwil diweddaraf. Cymhwysu cyfeiriodi'n gyson gywir.	Ymgysylltu eithriadol ag ystod helaeth o lenyddiaeth berthnasol a chredadwy, sydd wedi'i seilio ar yr ymchwil diweddaraf. Sgiliau cyfeiriodi ar lefel uchel, wedi'u cymhwysu'n gyson ac yn broffesiynol.
Gwybodaeth a dealltwriaeth	Bylchau yn y wybodaeth, gyda dealltwriaeth systematig arwynebol yn unig. Rhai anghywirdebau sylweddol a/neu ddeunydd amherthnasol. Dim ymwybyddiaeth feiriadol o broblemau, mewnwelediad cyfredol neu'r ymchwil diweddaraf yn y ddisgyblaeth.	Gwybodaeth a dealltwriaeth systematig gyfyngedig o'r cysyniadau a'r egwyddorion yn y maes pwnc, sydd i raddau ymylol, wedi'u seilio ar ymchwil ac ysgolheictod cyfredol. Rhywfaint o ymwybyddiaeth feiriadol o broblemau cyfredol a/neu fewnwelediad newydd, ond yn aml heb ei datblygu'n ddigonol.	Mae'r wybodaeth yn gywir ac yn gymharol fanwl. Dealltwriaeth systematig o'r maes astudio wedi'i seilio, i ryw raddau, ar ymchwil ac ysgolheictod cyfredol. Ymwybyddiaeth feiriadol o broblemau cyfredol a/neu fewnwelediad newydd, er yn achlysurol gall hon fod heb ei datblygu'n ddigonol.	Mae'r wybodaeth â ffocws sydd wedi'i ddiffinio'n dda, ac yn gymharol helaeth, cydlynol a manwl, gydag ymwybyddiaeth feiriadol o broblemau cyfredol a/neu fewnwelediad newydd. Arddengys ddealltwriaeth dda o ehanger a manylder safbwyntiau cyfoes a sefydledig, ac mae'r gwaith, yn rhannol o leiaf, wedi'i seilio'n dda ar ymchwil ac ysgolheictod cyfredol.	Meistrolaeth ragorol ar faes gwybodaeth cymhleth ac arbenigol. Dealltwriaeth systematig, ragorol o gysyniadau'r pwnc wedi'i seilio ar ymchwil ac ysgolheictod cyfredol. Ymwybyddiaeth feiriadol iawn o broblemau cyfredol a/neu fewnwelediad newydd. Ymwybyddiaeth feiriadol o'r modd y mae ffiniau gwybodaeth yn ehangu drwy ymchwil.	Meistrolaeth eithriadol ar faes gwybodaeth cymhleth ac arbenigol. Ymwybyddiaeth eithriadol o feiriadol o broblemau cyfredol a/neu fewnwelediad newydd. Dealltwriaeth ragorol o gysyniadau'r pwnc, wedi'i seilio'n dda ar ymchwil ac ysgolheictod cyfredol. Ymwybyddiaeth feiriadol, soffistigedig a manwl o'r modd y mae ffiniau gwybodaeth yn ehangu drwy ymchwil.
Sgiliau gwybyddol a deallusol	Gwaith disgrifiadol ar y cyfan, gyda defnydd arwynebol o werthusu ymchwil a methodolegau mewn modd beiriadol. Datblygiad	Ymgais cyfyngedig at werthuso / beiriadu ymchwil a methodolegau cyfredol mewn modd beiriadol, gan dueddu tuag at ddisgrifio.	Rhywfaint o werthuso / beiriadu ymchwil a methodolegau cyfredol mewn modd beiriadol, er bod hyn wedi'i ddatblygu ychydig yn	Gwerthuso / beiriadu ymchwil a methodolegau cyfredol mewn modd beiriadol, cadarn. Cynigia ddamcaniaethau newydd, lle bo'n	Gwerthuso / beiriadu ymchwil a methodolegau cyfredol mewn modd beiriadol, rhagorol. Cynigia ddamcaniaethau arloesol, lle bo'n	Gwerthuso / beiriadu ymchwil a methodolegau cyfredol mewn modd beiriadol, eithriadol. Cynigia ddamcaniaethau arloesol, lle bo'n

Level 7	F	E	D	C	B	A
Engagement with literature	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a very limited range of relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level referencing skills consistently and professionally applied.
Knowledge and understanding	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No critical awareness of current problems, insights, or latest research within the discipline.	Limited knowledge and systematic understanding of the concepts and principles within the subject area, which to some marginal extent, is informed by current research and scholarship. Some critical awareness of current problems and/or new insights, but often under-developed.	Knowledge is accurate and reasonably detailed. A systematic understanding of the field of study informed by, to some extent, current research and scholarship. A critical awareness of current problems and/or new insights though this may be under-developed occasionally.	Knowledge has a well-defined focus, which is reasonably extensive, coherent and detailed, with a critical awareness of current problems and/or new insights. Exhibits good understanding of the breadth and depth of contemporary and established views, and the work is, at least in part, well-informed by current research and scholarship.	Excellent mastery of a complex and specialised area of knowledge. A systematic, excellent understanding of the concepts of the subject informed by current research and scholarship. Highly critical awareness of current problems and/or new insights. A critical awareness of how the boundaries of knowledge are advanced through research.	Exceptional mastery of a complex and specialised area of knowledge. An exceptionally critical awareness of current problems and/or new insights. An outstanding understanding of the concepts of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of how the boundaries of knowledge are advanced through research.
Cognitive and intellectual skills	Largely descriptive work, with superficial use of critical evaluation of research and methodologies. Absent or weak development of hypotheses and judgements.	Limited attempt at critical evaluation/ critique of current research and methodologies, tending towards description. Limited attempt to propose new	Some critical evaluation/ critique of current research and methodologies, though slightly underdeveloped in places. Proposes adequate but limited new hypotheses, where relevant. Can	Sound critical evaluation/ critique of current research and methodologies. Proposes new hypotheses, where appropriate. Can deal with complex issues	Excellent critical evaluation/ critique of current research and methodologies. Proposes innovative hypotheses, where appropriate. Can synthesise	Exceptional critical evaluation/ critique of current research and methodologies. Proposes innovative hypotheses, where appropriate. Exemplary systematic and creative



DOGFEN ADOLYGU SAC TAR 2025/26



Manylion personol

Enw:

Rhif CGA / RCA

Ysgol PAP1:
Ysgol PAP2:



APLP PGCE QTS REVIEW DOCUMENT 2025/25



Personal Details

Name:

Student Number:
EWC / TRN Number:

PTE1 School:
PTE2 School:

Initial Teacher Education



QTS Review

Restricted

AutoSave ☐ PGCE QTS REVIEW DOCUMENT 2026 -... Search

File Home Insert Draw Design Layout References Mailings Review View Developer Help RCM **Table Design** Table Layout

☒ Header Row ☒ First Column
☐ Total Row ☐ Last Column
☒ Banded Rows ☐ Banded Columns

Table Style Options

Table Styles

Shading

Border Styles

1/2 pt

Pen Color

Borders

Border Painter

Pedagogy																
Refining teaching... towards sustained highly-effective practice					Advancing learning... through effective application of subject knowledge and discipline					Influencing learners... building positive learner disposition						
Managing the learning environment	Assessment	Differentiation	Recording and reporting	Involving partners in 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	Challenge and expectations	Listening to learners	Learners leading learning	Sustained effort and resilience in learners	Reflection on learning	Learning outcomes and well-being

TASK
Provide a brief summary of your key take aways from each module / bridge. Then highlight one pedagogy strand, and one further strand in the matching colour using the shading tool.

Bridge 1 – School Development plans
Text here

Who am I teaching?
I would add a summary here. Because this box has a red outline, I would find the two strands I was linking this to, and shade them in red.

Where am I teaching?

Sesiwn 3

Session 3

Paratoi at gyfnewid cyfnod
Preparing for Phase Swap

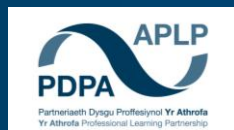
Cynradd – Primary

Uwchradd – Secondary



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Trawsnewid Addysg, Trawsnewid Bywydau
Transforming Education, Transforming Lives

Cyfnewid Cyfnod – TAR

Phase Swap – PGCE

Cynradd/**Primary** 19-20.01.26
Uwchradd/**Secondary** 21-22.01.26



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

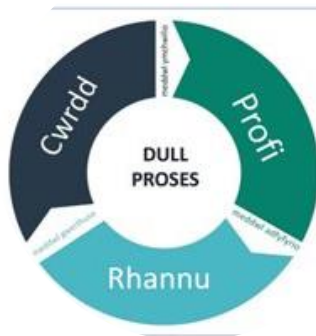
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Addysg i Gymru | Education for Wales



Trawsnewid Addysg, Trawsnewid Bywydau
Transforming Education, Transforming Lives

Amcanion / Aims

- Profi addysgu a dysgu o fewn cyfnod oedran a chyd destun gwahanol i'r cyfnod oedran o'ch dewis.
- Trawsnewid arfer bersonol drwy dri chynnod o gymhwyso ymarfer: cwrdd, profi, rhannu.
- Experience teaching and learning within a different age phase and context to your chosen age phase.
- Transform personal practice through three phases of applied practice – meet, test, share.



Dogfennaeth y Cyfnewid Cyfnod / Phase Swap Documentation

Gallwch chi gael mynediad at y
llyfryn Canllawiau Cyfnewid Cyfnod
ar y teilsen Lleoliad TAR ar Moodle.

Access the Phase Swap Guidance
booklet on the PGCE Placement
tile on Moodle.



[Course: Lleoliad TAR / PGCE Placement | Home](#)

Trafodaeth

Discussion

Mathau o drosglwyddo
Types of transition

Ystyriaethau
Considerations

Trefniadau trosglwyddo
effeithiol
Effective transitions

Tystiolaeth
Evidence

Trefniadau trosglwyddo a chynnydd

Mae rhannu'r cwricwlwm yn gyfnodau ar wahân, sy'n tueddu i gynnwys athroniaethau a dulliau gweithredu penodol, wedi arwain at greu pwyntiau trosglwyddo ychwanegol. Gwelir effeithiau negyddol yn y trosglwyddo rhwng y Cyfnod Sylfaen a Chyfnod Allweddol 2, rhwng Cyfnodau Allweddol 2 a 3, a rhwng Cyfnodau Allweddol 3 a 4. Ym mhob achos, mae'r newid yn yr athroniaeth neu'r dull gweithredu ar bwyntiau trosglwyddo yn gallu llesteirio cynnydd ac roedd tystiolaeth bod hyn yn gallu cyfrannu at ymddieithrio gan bobl ifanc wrth iddynt fynd drwy'r ysgol.

Donaldson 2015

Transitions and progression

Division into the separate stages, which tend to have distinctive philosophies and approaches, has had the effect of creating additional transition points. Negative effects are evident in the transitions between the Foundation Phase and Key Stage 2, Key Stages 2 and 3, and Key Stages 3 and 4. In each case, shifts in philosophy or approach at transition points can hinder progression and there was evidence that this could contribute to disengagement as young people progress through school.

Donaldson 2015

Beth yw cynnydd? What is progression?



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Transforming Education, Transforming Lives

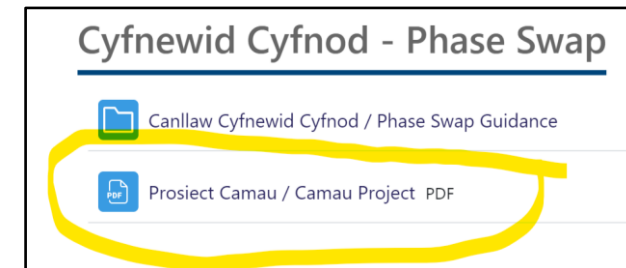
Prosiect Camau – Dysgu am gynnydd – llywio ein ffordd o feddwl am Gwricwllwm i Gymru.
Camau Project – Learning about progression – informing thinking about a Curriculum for Wales.

Darllenwch y cyflwyniad ar dudalennau 6-7 i gael dealltwriaeth o nodau a diben y prosiect.

Darllenwch dudalennau 21-22 ac ystyried a yw hyn yn cyd-fynd â'ch dealltwriaeth o gynnydd. Gwnewch gysylltiadau priodol i'ch amser ar PAP1.

Read the introduction on pages 6-7 to get an understanding of the aims and purpose of the project.

Read pages 21-22 and consider if this aligns with your understanding of progression. Make appropriate links to your time on PTE1.



Beth yw patrwm cynnydd?
What pattern does progression follow?



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Gweithgaredd clip fideo

[How transition arrangements support progression in the Jubilee Park Primary School cluster - YouTube](#)

- Ystyriwch y pwyntiau canlynol i'ch helpu i ofyn cwestiynau am y strategaethau trosglwyddo yn eich ysgol cyfnewid cyfnod:
- Datblygu cyd-ddealltwriaeth o Gwricwlwm i Gymru
- Datblygu cyd-ddealltwriaeth o ystyr dilyniant i bob plentyn – “Stori'r plentyn”; “profiad plentyn cyfannol”
- Y strategaethau i gwrdd â'r her o gefnogi continwwm dysgu ar gyfer pob plentyn e.e. dysgu a datblygu athrawon ar y cyd ar draws clwstwr o ysgolion

Video clip activity

[How transition arrangements support progression in the Jubilee Park Primary School cluster - YouTube](#)

Consider the following points to help you to ask questions about the approach to transition strategies in your Phase Swap school:

- The development of a shared understanding of Curriculum for Wales
- The development of a shared understanding of the meaning of progression for each child – “The story of the child”; “the holistic child experience”
- The strategies to meet the challenge of supporting the continuum of learning for each child e.g. joint learning and development of teachers across a cluster of schools

Beth nesaf?

What next?

Dilynwch ganllawiau'r ysgol ynghylch trefniadau ar gyfer 19/20/21/22 Ionawr.

Byddwch yn barod i drafod yr hyn yr ydych wedi'i ddysgu o'r sesiwn heddiw.

Ymgysylltwch yn llawn yn y profiad yn yr ysgol.

Cwblhewch adran adfyfyrio o'r llyfryn canllawiau Cyfnewid Cyfnod.

Follow school guidance regarding the arrangements for 19/20/21/22 January.

Be prepared to discuss your learnings from today's session.

Engage fully in the experience in school.

Complete the reflection section of the Phase Swap guidance booklet

Tasg Adfyfyrio

Reflection Task

Ar ôl i chi gwblhau'r profiad Cyfnewid Cyfnod, bydd rhai i chi adfyfyrio'n bwrpasol ar sut y bydd yn effeithio ar eich ymarfer yn y dyfodol.

Rhaid cwblhau a lanlwytho'r ddogfen hon i'ch ffolder Sharepoint erbyn **30.01.26**.

Once you have completed the Phase Swap experience, you will have to reflect purposefully on your practice will be impacted in the future.

This document must be completed and uploaded to your Sharepoint folder by **30.01.26**.

Rhestr Gyfeiriadau/Reference List

Donaldson, G. (2015) *Successful futures – independent review of curriculum and assessment arrangements in Wales*

Jones, K. and Wiliam, D., (2022). *Lethal mutations in education and how to prevent them. Evidence-Based Education*, 13 October. Available at: <https://evidencebased.education/resource/lethal-mutations-in-education-and-how-to-prevent-them/> [Accessed 12 December 2025]

Larrivee, B. (2000) 'Transforming teaching practice: becoming the critically reflective teacher', *Reflective Practice*, 1(3), pp 293-307

Ryan, M., (2011). Improving reflective writing in higher education: a social semiotic perspective. *Teaching in Higher Education*, 16(1), pp.99-111.

University of Glasgow and University of Wales, Trinity Saint David (2018). *Learning about progression – informing thinking about a Curriculum for Wales*.

Lleoliadau Amgen – TAR

Alternative Placements – PGCE

A: 28-29.01.26

B: 26/28.01.26

Neu eraill (gyda'r nos, penwythnosau, gwyliau)

Or other (evenings, weekends, holidays)



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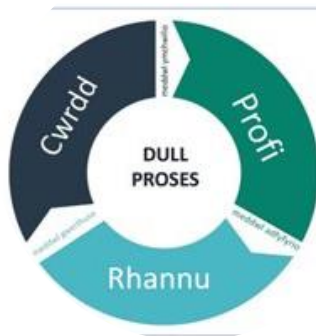
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Amcanion / Aims

- Profi addysgu a dysgu o fewn cyfnod oe dran a chyd destun gwahanol i'r cyfnod oedran o'ch dewis.
- Profi addysg sy'n digwydd o fewn lleoliad i ffwrdd o'r ystafell ddosbarth brif ffrwd.
- Experience education happening within a setting away from the mainstream classroom.
- Transform personal practice through three phases of applied practice – meet, test, share.

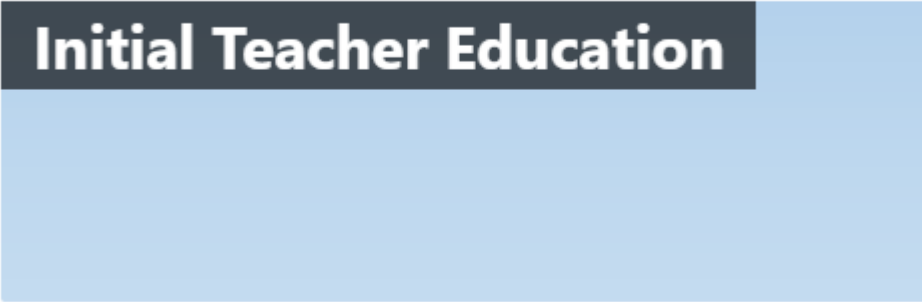


Dogfennaeth Lleoliad Amgen

Alternative Placement Documentation

Cewch fynediad at enghreifftiau'r Canllawiau Lleoliadau Amgen ar y deilsen Lleoliadau Amgen ar Moodle.

Access the Alternative Placement Guidance examples on the Alternative Placements tile on Moodle.

The logo for Initial Teacher Education, featuring the text "Initial Teacher Education" in white on a dark grey rectangular background, which is set against a light blue background.

Tasg Adfyfrio

Reflection Task

Unwaith y byddwch wedi cwblhau'r profiad Lleoliad Amgen, bydd angen i chi ei gofnodi. Mae sawl dull gwahanol y gallwch eu defnyddio, fel y rhennir ar Moodle.

Rhaid cwblhau hyn a'i lwytho i fyny i'ch ffolder SharePoint erbyn **13.04.26**.

Once you have completed the Alternative Placement experience, you will have to document this. There are various methods you can use as shared on Moodle.

This must be completed and uploaded to your Sharepoint folder by **13.04.26**.