Prifysgol Cymru
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Centre *for* Education
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Cymraeg i Bawb
2024-25

Welsh in Professional Practice

ECAD4020

10 Credit Module

A portfolio consisting of:

- a lesson plan
- resources
- recording of the micro-lesson
- lesson evaluation

focus on pedagogy and teaching and learning strategies

Welsh Language Competency Portfolio (WG requirement)

A portfolio consisting of:

- evidence of your Welsh language skills for speaking, writing, listening, reading

Evidence of teaching and learning strategies– work for 10 credit module

ECAD4020

Assessment Component 1: 5 minutes
A recording of a micro-lesson

Assessment Component 2: 750 words
- lesson plan
- lesson resources

Remember that the focus is on pedagogy and teaching and learning strategies, not your Welsh ability and accuracy. The asessement criteria can be found on Moodle.

Dyddiad Cyflwyno:
Submission Date:

Dydd Llun 12fed o Fai 2025

Monday 12th May 2025

Disgwyliadau ac Asesu *Expectation and Assessment*

ECAD4020

- Modwl 10 Credyd: ffocws ar eu dulliau dysgu ac addysgu, h.y. pa mor effeithiol yw'r strategaethau dysgu iaith rydych chi'n defnyddio
- Bydd cynnwys y 10 credyd yn bwydo i weddill y portffolio
- Casglu tystiolaeth i'ch portffolio Fframwaith Cymwyseddau Iaith

- *10 Credit Module: focus on your Welsh language teaching and learning, i.e how effective are the strategies you are using in class*
- *The 10 credits will feed into the rest of the portfolio*
- *Collect evidence for your Welsh Language Competency Portfolio*

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RHAGOR iaith
CANOLFAN GWASANAETHAU CYMRAEG
WELSH LANGUAGE SERVICES CENTRE

Beth ydy'r Fframwaith Cymwyseddau Iaith i Ymarferwyr Addysg?

What is the Welsh Language Competency Framework for Education Practitioners?

- Fframwaith Genedlaethol sy'n mesur cymhwysedd iaith pob darpar athro / athrawes
- Y gobaith yn y pendraw yw mesur cymhwysedd iaith y gweithlu cyfan.
- Mae'r FfCA mesur sgiliau Gwrando, Llafar, Darllen ac Ysgrifennu yn ogystal ag arddulliau dysgu ac addysgu, h.y sut mae'r darpar athro'n datblygu sgiliau llythrennedd Cymraeg y dysgwyr.

- *It's a national framework to measure Welsh language competency of all student-teachers in Wales*
- *In the future, the aim is to use the Framework to measure Welsh language competency of the whole education sector*
- *The Framework measures Listening, Speaking, Reading and Writing skills in Welsh. It also measures the student-teacher's skill as a language teacher, e.g. how they develop the language skills of pupils in their class*
- *The Framework is a tool to help you plan further professional development opportunities when you enter the teaching profession.*

Welsh Government version

Language competency framework for education practitioners

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	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	**Only for use in ITE**	**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 discussions, 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 interacting 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.* 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/e-mails. 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 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.

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Original version (by Rhagoriaith)

WELSH LANGUAGE COMPETENCY FRAMEWORK FOR TEACHERS

Key:

Sabbatical Scheme assessment sheets
2022 Curriculum Literacy Framework progression steps
Cynllun Colegau Cymru
TCA/ WMiS assessment sheets

	A1 - ENTRY	
LISTENING	Can understand and respond to simple everyday sentences, related to the school setting, provided the other person speaks slowly.	• Can interact with learners, answer simple questions and offer simple feedback in the form of simple sentences or phrases • Can respond appropriately to learners as they develop their language skills, e.g. pronouncing simple, everyday words and phrases in Welsh.
SPEAKING	Can introduce himself/herself and others and can ask and answer questions about simple information, e.g. where someone lives, what they like doing. Is able to tell the time and use numbers.	• Can open and close the lesson using Welsh words and phrases with clear, Welsh pronunciation on the whole • Can present commands (ti/chi), questions and instructions to learners in a simple way.
READING	Can understand very short written texts where people offer simple personal information about themselves or others, e.g. on forms, school signage. Can read commands related to the school setting.	• Can read text satisfactorily, e.g. a simple story or game instructions using simple clauses and respond to content • Can use notes but is very dependent on them to teach the lesson.
WRITING	Can write simple, everyday sentence, related to the school setting, e.g. instructions, questions, commands, simple feedback.	• Can write simple sentences and patterns correctly on the white board to present information to learners • Can introduce basic written information within a framework, e.g. display information from the content of a book with one word answers or a multiple choice question.

Original version (by Rhagoriaith)

	A2 - FOUNDATION	
LISTENING	Can understand and respond to a range of simple sentences related to school setting situations, e.g. everyday themes and different verb tenses.	• Can interact with learners, answer simple questions and offer extended feedback whilst discussing specific themes • Can demonstrate that they understand what they hear by asking relevant questions to obtain specific information and answer questions using the correct forms, *e.g. Ydy? Ydy/Nac ydy.*
SPEAKING	Can contribute to simple conversations using a range of simple sentences related to school setting situations, e.g. everyday themes and different verb tenses.	• Can open and close the lesson by setting aims and objectives, and summarise clearly for the learner with quite clear and meaningful pronunciation • Can present commands (*ti/chi*), questions and instructions fairly confidently for the learner by varying the use of the verb 'bod' and using the concise past tense fairly confidently whilst introducing Welsh across the curriculum • Can respond sensibly to learners' use of Welsh as a result of presenting directed tasks, by using language appropriate within structured situations.
READING	Can understand written everyday messages and simple letters/e-mail messages. Can read appropriate stories with an effort to ensure correct pronunciation.	• Can read text aloud effectively and discuss the text, identify the content's main points and express opinion in a simple way • Can use notes but is dependent on them to teach the lesson.
WRITING	Can write compound and complex sentences for educational purposes.	• Can present written feedback on tasks and convey information which demonstrates an increasing awareness of accuracy • Can use an increasing variety of different patterns and sentences, varying statements and questions, using the negative forms and emphatic sentence correctly and using standard verb forms, e.g. *gweld/gwelais, mynd/aeth*, and subject-verb agreement, e.g. *roeddwn i/ roedden ni.*

Welsh Government version

The ability of practitioners to apply and develop the language and literacy skills of learners

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The following statements will enable education practitioners to describe their current ability to use a range of teaching and learning strategies, in planning and teaching, to develop the oracy, reading and writing skills of learners at the appropriate level.

I can use a range of progressive teaching and learning strategies with confidence and proficiency.
I can lead and support other practitioners in the field.

I can use a range of teaching and learning strategies effectively.
I can research and apply the latest developments in the field of language acquisition.

I have a strong understanding of language teaching and learning strategies.
I can apply some strategies effectively.

I have an understanding of language teaching and learning strategies.
I am beginning to apply language teaching and learning strategies.

I have limited awareness of language teaching and learning strategies.

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Original version (by Rhagoriaith)

Using a range of teaching and learning strategies, whilst planning and teaching, in order to develop learners' speaking, reading and writing skills at the appropriate level.

AD1	I have limited awareness of language teaching and learning strategies.	• **Limited use of some teaching and learning styles whilst planning** • **Limited evidence of applying and identifying opportunities to support and develop learners' literacy skills** • **Limited use of assessment strategies for learning** • **Limited ability to convey expectations, whilst planning realistic, suitable and differentiated tasks** • **Lack of ability to respond to learners' mistakes**
AD2	I have an understanding of language teaching and learning strategies. I am beginning to apply language teaching and learning strategies.	• **Adequate** use of some teaching and learning styles whilst planning • **Adequate** evidence of applying and identifying opportunities to support and develop learners' literacy skills • **Adequate** use of assessment strategies for learning • **Adequate** ability to convey expectations, whilst planning realistic, suitable and differentiated tasks • **Unsatisfactory** response to learners' mistakes
AD3	I have a sound understanding of language teaching and learning strategies. I can apply some language teaching and learning strategies.	• **Effective** use of some teaching and learning styles whilst planning • **Good** evidence of applying and identifying opportunities to support and develop learners' literacy skills • **Good** use of assessment strategies for learning • **Good** ability to convey expectations, whilst planning realistic, suitable and differentiated tasks • **Satisfactory** response to learners' mistakes
AD4	I can use a range of language teaching and learning strategies effectively. I can research and apply the latest developments in the field of language acquisition.	• **Effective** use of a range teaching and learning styles whilst planning • **Sound** evidence of applying and identifying opportunities to support and develop learners' literacy skills • **Very good** use of assessment strategies for learning • **Very good** ability to convey expectations, whilst planning realistic, suitable and differentiated tasks • **Very good** response to learners' mistakes
AD5	I can use a range of progressive language teaching and learning strategies confidently and skilfully. I can lead and support other practitioners in the field.	• **Consistent and effective** use of a range teaching and learning styles whilst planning • **Very sound** evidence of applying and identifying opportunities to support and develop learners' literacy skills • **Very effective** use of assessment strategies for learning • **Excellent** ability to convey expectations, whilst planning realistic, suitable and differentiated tasks • **Excellent** response to learners' mistakes

Portffolio Cymraeg *Welsh Portffolio*

Tra eich bod chi yn y Brifysgol neu yn yr ysgolion ar eich Profiad Addysgu Proffesiynol rydych yn cael eich annog i gadw tystiolaeth o'ch sgiliau iaith bersonol canlynol:

- Llafar
- Gwrando
- Darllen
- Ysgrifennu

Yn ychwanegol at hyn mae angen tystiolaeth o'u sgiliau Addysgu a Dysgu (modwl 10 credyd)
Y Portffolio Cymraeg yw eich tystiolaeth fydd yn cael ei asesu.

While you are at University or when in schools on your Professional Teaching Practice you are encouraged to keep evidence of the following personal Welsh skills:

- *Speaking*
- *Listening*
- *Reading*
- *Writing*

In addition, you will need to think about how to evidence your ability as a language teacher (10 credit module)
The Welsh Portfolio is your evidence to be assessed.

Pwysig! *Important!*

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- Does dim modd pasio / methu y Fframwaith. Nid arholiad, aseiniad na phrawf yw'r portffolio
- Disgwylir i bob myfyriwr sy'n graddio gyda SAC gael lefelau'r Fframwaith ar eu PDP ar ddechrau eu gyrfa
- Ni ddylai casglu tystiolaeth fod yn llawer o waith ychwanegol. Dylai fod yn rhywbeth sy'n digwydd yn naturiol yn ystod y flwyddyn

- *You cannot fail / pass the Framework. The portfolio is not an exam, a test or an assignment*
- ***Every student who graduates with a QTS is expected to have the Framework levels on their PLP at the beginning of their teaching career***
- *Collecting evidence should not be a lot of extra work. This is something that should happen on a regular basis as part of your professional development*

- You will be able to upload your evidence to the PLP from February 2025
- You will receive detailed guidelines on how to upload your work to the PLP in the lectures in January / February
- Until then, keep the evidence you collect in a 'One Drive' folder

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Evidence of teaching and learning strategies– work for 10 credit module

Oes cwestiwn?

Any questions?