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Cymraeg mewn Arfer Proffesiynol 1

Welsh in Professional Practice 1

ECAD4020



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Welsh in Professional Practice 1

ECAD4020

10 Credit Module

A portfolio consisting of:

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

Welsh Language Competency Portfolio (Welsh Government requirement)

A portfolio consisting of:

- evidence of your Welsh language skills for Speaking, Writing, Listening and Reading
- evidence of 'Teaching and Learning' strategies (work for 10 Credit Module)

Dyddiad Cyflwyno:

Submission Date:

Dydd Llun 5ed o Fai 2026

Monday 5th May 2026



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Part 1: 10 Credit Module



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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, as well as your Welsh ability and accuracy. The assessment criteria can be found on Moodle.***

How to submit the assignment?

Step 1: Go to Moodle



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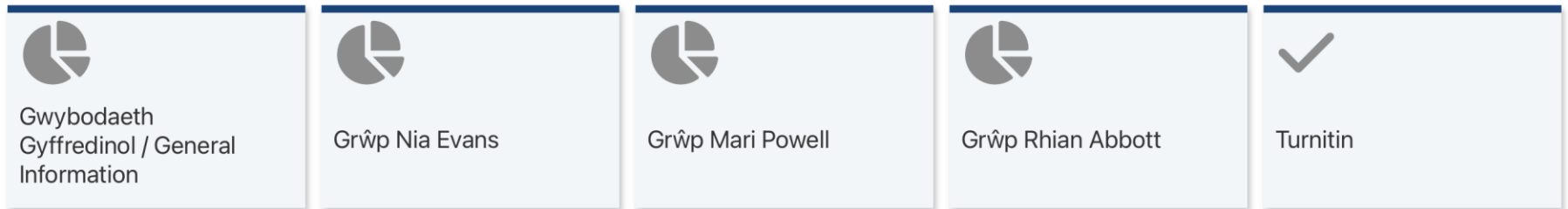
How to submit the assignment?

Step 2: Open the module



How to submit the assignment?

Step 3: Open Turnitin



How to submit the assignment?

Step 4: Open 'Final'

 Turnitin: ECAD4020-C (Draft)
Cyflwyniad cychwynnol yw'r asesiad yma er mwyn i'r myfyrwyr darllen yr adroddiad am lôn-ladrad cyn y cyflwyniad terfynol.

This is an initial submission for students to check the Turnitin report for plagiarism prior to a final submission.

Cyflwynwyd yr aseiniad erbyn / The assignment is due on 05/05/2026 at 23:59.

 Turnitin: ECAD4020C (Terfynol)
Cyflwyniad terfynol yw'r asesiad yma er mwyn asesu'r gwaith.

Cyflwynwyd yr aseiniad erbyn 05/05/2026 at 23:59.

 Turnitin: ECAD4020 (Final)

This is the final submission in order to enter for assessment.

The assignment is due on 05/05/2026 at 23:59.

Upload your
'Final' assignment
here.
(You can upload a draft
version to check in the
'Draft' space above)

Cofiwch!

- You will upload **ONE document**
- The ONE document will include:
Part A – the link to your filmed lesson
Part B – the lesson plan and the resources
- You can upload a PPT / Word / pdf document
- You will be given 2 marks in the comments, and one final mark for the assignment at the top of the Turnitin page
- Do not include screenshots of resources (the resources are included in the 'word count' and it is not possible to count words in screenshots)



Cofiwch!

10 Credit Module

A portfolio consisting of:

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

Welsh Language Competency Portfolio (Welsh Government requirement)

A portfolio consisting of:

- evidence of your Welsh language skills for Speaking, Writing, Listening and Reading
- **evidence of 'Teaching and Learning' strategies (work for 10 Credit Module)**



You can use the content for the 10 Credit Module again for your **'Teaching and Learning'** evidence in your Welsh Portfolio

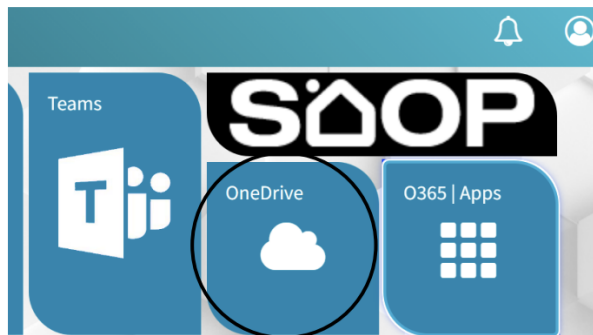


The film!

- You must submit a film (sound and picture)
- **a sound file alone is not acceptable.**
- Please ensure that the assessor can see the teacher. We do not need to see learners' faces, but we will need to clearly hear the learners responding.
- You must get permission to film in school, but you DO NOT need to include the permission forms as part of the assignment.
- You must ensure that University staff can open and view your film (details how to do this to follow)
- We advise submitting the film using the **.mp4** format.
- You must share the link from your **University One Drive account** (not from any other personal account)

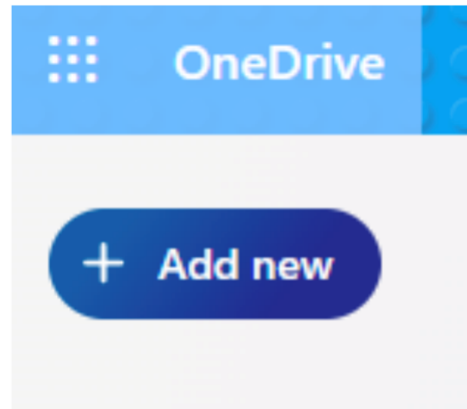
How to share a link from the OneDrive?

1. Navigate to OneDrive – you can do this by clicking on the link in the Hwb.



How to share a link from the OneDrive?

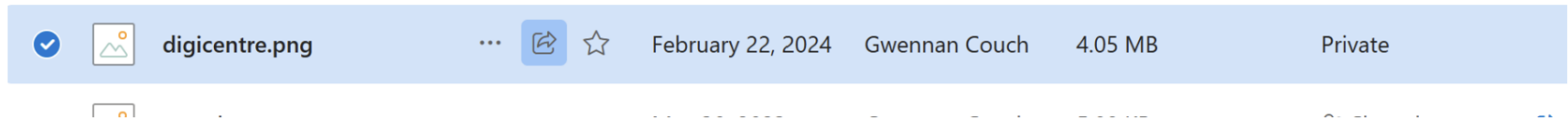
2. Upload your file to your OneDrive.



**Remember to
share from
your University
One Drive!**

How to share a link from the OneDrive?

3. Go to the Share icon next to your file.



How to share a link from the OneDrive?

4. Click the cog icon next to 'Copy link' to change the link settings.

Share "digicentre.png"

... ? ×

👤 Add a name, group, or email

👁️ ▼

✍️ Add a message

Link settings



↔️ Copy link



➤ Send



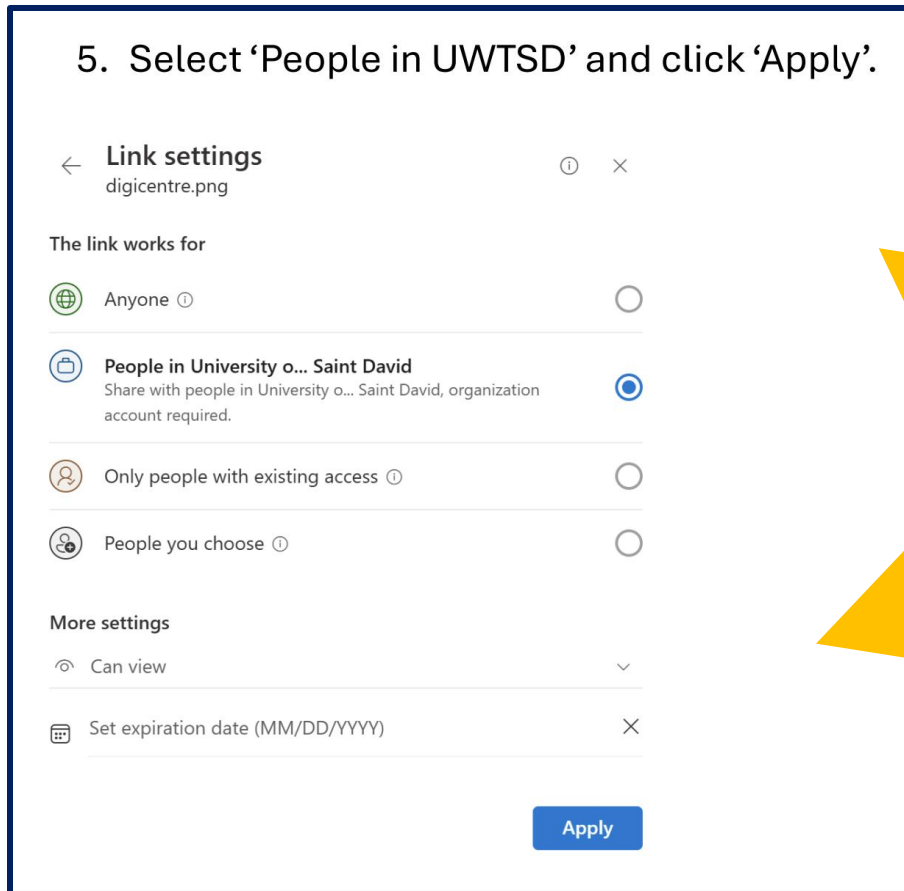
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How to share a link from the OneDrive?

5. Select 'People in UWTSD' and click 'Apply'.



The screenshot shows the 'Link settings' interface for a file named 'digicentre.png'. At the top, there is a back arrow, the title 'Link settings', and a close 'X' button. Below this, a section titled 'The link works for' contains four radio button options: 'Anyone' (with a globe icon), 'People in University o... Saint David' (with a folder icon and subtext 'Share with people in University o... Saint David, organization account required.'), 'Only people with existing access' (with a person icon), and 'People you choose' (with a group icon). The 'People in University o... Saint David' option is selected. Below this is a 'More settings' section with two expandable items: 'Can view' (with an eye icon) and 'Set expiration date (MM/DD/YYYY)' (with a calendar icon). At the bottom right is a blue 'Apply' button.

It is your responsibility to ensure that staff are able to open and view the film.

How to share a link from the OneDrive?

6. Copy the link.



⇌ Copy link



➤ Send



Link copied. People in your organization with the link can view.

7. Paste the link wherever you need to share it.



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Lesson Plan

Strategaethau i gefnogi datblygiad iaith Gymraeg y dysgwyr
Strategies to support learners' Welsh language development

Geirfa Allweddol / Key Vocabulary:

Ffocws iaith / Language Focus:

Gweithgareddau addysgu a dysgu iaith / Language teaching and learning activities:

To reduce the word count (750) you do not need to include the whole 'Athrofa Lesson Plan' document.

You should include the parts of the plan that refer to the **Welsh language only**.

Remember to also include your resource list under '*Activities*'.

Strategaethau i gefnogi datblygiad iaith Gymraeg y dysgwyr
Strategies to support learners' Welsh language development

Geirfa Allweddol / Key Vocabulary:

Ffocws iaith / Language Focus:

Gweithgareddau addysgu a dysguiaith / Language teaching and learning activities:

Adnoddau / Resources:

Geirfa Allweddol / Key Vocabulary:

- **uwchben** *above* **ar ôl** *after* **cyn** *before* **o flaen** *in front* **o dan** *under* **tu ôl** *behind*

Ffocws Iaith / Language Focus:

- Patrwm cwestiwn: **Pa rif sydd uwchben 8?**
- Soft mutation after 'Pa' when asking a question, e.g. **Pa rif sydd cyn rhif 20?**
- Differentiated questions for the other groups: **Faint ydy __ adio __? / Faint ydy __ tynnu __?**

Gweithgareddau addysgu a dysguiaith / Language teaching and learning activities:

- Using language drills to teach and learn the prepositions by singing or moving
- Use various objects in the classroom e.g. a clock, and ask, e.g. **"Ble mae'r cloc?"**
"Mae'r cloc uwchben y silfflyfrau."
- Various toys will be hidden around the classroom before asking where they are to practise using the prepositions
- Use the Language Mat and pocket dice which include the prepositions to practise the question and answer, e.g.
"Pa rif sydd ar ôl 25?" "Mae rhif 30 ar ôl 25."
- Individual task: Read mathematical questions, e.g. **"Faint ydy 19 tynnu 2?"** and use the 100 square to find the answers

Adnoddau / Resources:

- 100 square for every learner, classroom objects / soft toys, Mat Iaith, pocket dice (including the prepositions which are on the language mat)

Marking Criteria - Assessment Component 1

(recording of a micro-lesson)

ECAD4020 - Welsh in Professional Practice 1 Level 4	FAIL	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT
PART 1 – Micro Learning	0-39%	40-49%	50-59%	60-69%	70-100%
	0-9	10-12	13-14	15-17	18-25
Use of Welsh naturally in the lesson, including commands and instructions.	Very limited use of Welsh in the lesson. Without using commands and instructions.	Satisfactory use of Welsh when responding naturally in the lesson. Simply present commands and instructions to the learners.	Good use of Welsh when responding naturally in the lesson. To present commands and instructions concisely and fundamentally correctly to the learners.	Very good use of Welsh when responding naturally in the lesson. Delivering various commands and instructions correctly for the most part to the learners.	Excellent or robust use of Welsh when responding naturally in the lesson. To present various commands and instructions clearly and accurately with the learners.
Verbal accuracy (e.g. pronunciation, sentences and patterns, mutations, terms, verb tense)	Numerous errors limit understanding. Unclear pronunciation.	Numerous errors constantly impair understanding. Pronunciation is clear and Welsh at times but examples of wrong/ English pronunciation at times.	Numerous errors impair understanding at times. Pronunciation is quite clearly and Welsh by most.	Some errors but without impairing understanding. Pronunciation is clearly and Welsh by most.	Only a limited number of errors. Pronunciation is completely clear and Welsh.
Teaching and learning strategies for developing learners' language skills including responding to learners' misconceptions	Teaching strategies unsuitable for learners' language development. Not responding or responding unsatisfactorily to learners' misconceptions.	Suitable teaching strategies for learners' language development. An attempt to respond to learners' misconceptions.	Bespoke teaching strategies for pupils' language development. Responding well to learners' misconceptions.	Bespoke and effective teaching strategies for pupils' language development. Responding very well to the learners' misconceptions.	Highly bespoke and effective teaching strategies that develop and extend learners' language. Responding excellently to learners' misconceptions.
Activities and use of resources.	Unsuitable activities and limited use of resources to develop learners' language skills.	Suitable activities and satisfactory use of resources developing learners' language skills.	Bespoke activities and use of resources that develop learners' language skills.	Bespoke and effective activities and effective use of resources that develop learners' language skills.	Very purposeful and effective activities and very effective use of resources that develop and extend learners' language skills.



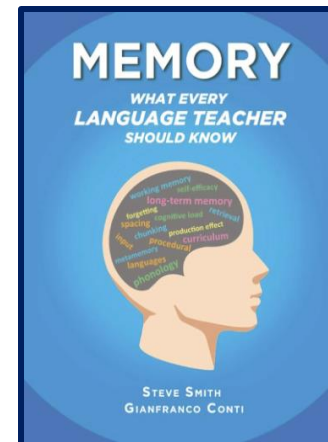
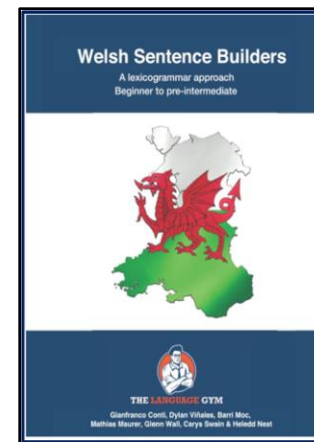
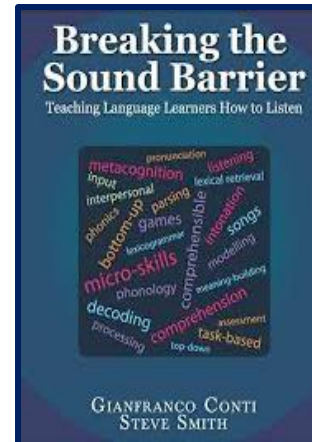
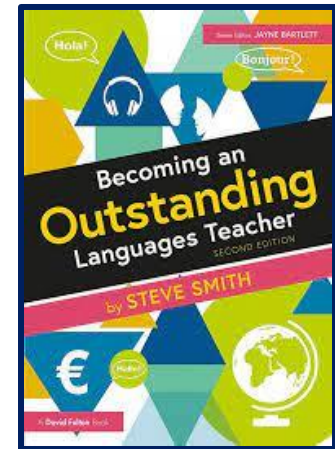
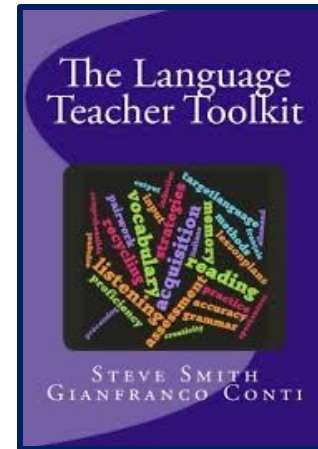
Marking Criteria - Assessment Component 2

(lesson plan and lesson resources)

	FAIL	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT
	0-39%	40-49%	50-59%	60-69%	70-100%
PART 2 – Portfolio	0-19	20-24	25-29	30 - 34	35 - 50
To design and demonstrate an understanding of language learning and teaching methodologies to develop the linguistic needs of the target audience including engagement with literature. <i>(Bespoke and differentiated tasks, resources, learners' language development).</i>	Lack of evidence of teaching and learning styles in planning. There is little or no evidence of reading and/or reliance on inappropriate sources.	Satisfactory evidence of application and identification of opportunities to support, develop and differentiate learners' language skills. Engagement with a limited range of generally relevant and credible sources but with some reliance on information obtained through contact with the class.	Good evidence of application and identification of opportunities to support, develop and differentiate learners' language skills. Engagement with an appropriate range of literature, including independently sourced sources.	Very good evidence of application and identification of opportunities to support, develop and differentiate learners' language skills. Engagement with a wide range of literature, including independently sourced sources. A selection of relevant and credible sources.	Strong or extremely strong evidence of the application and identification of opportunities to support, develop and differentiate learners' language skills. Engagement with a wide range of relevant and credible literature.
The integrity of Welsh in presenting patterns and vocabulary to learners. <i>(Includes accuracy in planning the use of Welsh in the lesson e.g. language focus, patterns/questions, commands/vocabulary).</i>	Numerous fundamental errors in planning.	Satisfactory accuracy in planning the use of Welsh in the lesson.	Good accuracy in planning the use of Welsh in the lesson.	Very good accuracy in planning the use of Welsh in the lesson.	Excellent or robust accuracy in planning the use of Welsh in the lesson.



'Engagement with literature'



It should be clear from your planning that you have 'engaged with literature'.



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'Engagement with literature'

You should include a **short** reference list with your planning, which lists the materials you have considered when planning your lesson.



You can find the recommended materials in the '**Reading List**' in the Module Handbook. You can copy the information from there so this should not create a lot of additional work for you.

Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge University Press.

Dunn, D. (2017). *How to be an outstanding primary school teacher* (Second edition.). Bloomsbury.

Estyn (2013). Welsh Language Development in the Foundation Phase. Available at: <https://www.estyn.gov.wales/system/files/2020-07/Welsh%2520Language%2520Development%2520in%2520the%2520Foundation%2520Phase%2520-%2520January%25202013.pdf>. (Accessed: 3 March 2026).

Smith, S. (2022) *Becoming an Outstanding Languages Teacher*. 2nd edn. Routledge.

Smith, S. and Conti, G. (2016) *The Language Teacher Toolkit*. CreateSpace Independent Publishing Platform.

Welsh Government (2015). *Curriculum for Wales: Foundation Phase Framework*. Available at: <https://hwb.gov.wales/storage/d5d8e39c-b534-40cb-a3f5-7e2e126d8077/foundation-phase-framework.pdf> (Accessed: 4 March 2026).

What are the expectations when planning an effective language lesson?

Key Vocabulary

- List of key vocabulary
- Focus on introducing pattern(s) and not on long lists of vocabulary
- Modelling correct pronunciation
- Opportunities to practise using vocabulary orally through various activities
- 'Mat laith' or purposeful scaffolding to enable use of language
- Regular reference to the vocabulary during the lesson through modelling

Language Focus

- Clear from beginning of lesson
- Focus = a pattern or series of related patterns suitable for learners' language level
- Weaves with subject content of lesson
- Regular reference to pattern(s) during lesson through modelling
- Regular opportunity for learners to use pattern(s)
- Revise language focus at end of lesson

What are the expectations when planning an effective language lesson?

Language teaching and learning activities (including resources):

- Activities and planning to show progression in the skills
- Focus on enabling learners to use the target language with a variety of activities
- Modelling the set task to ensure clear expectations
- Clear, purposeful and useful resources to support learners to complete activities
- Effective scaffolding through various means
- Various differentiation techniques according to learners' language ability

Incidental use of Welsh



Cofiwch!

Beyond the main Welsh language focus of the lesson, students in the English medium sector should also:

- greet in Welsh
- use Welsh words/phrases to praise and give feedback
- use of commands consistently during the lesson
- ask questions that are suitable for the language level of the learners and the prospective teacher
- include simple bilingual headings on slides
- use numbers in Welsh
- use a Welsh timer for tasks
- use the Welsh colours (coch/oren/gwyrdd) when using the 'traffic light' system during a task



**Some
advice!**

- You should submit **only your own original work**.
- Where there has been use of AI, you should acknowledge it in the usual way at the beginning of the assignment.
- You should keep copies of drafts, notes and other resources that you use – you may be asked to provide these as evidence of the originality of your work.



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Part 2: Portfolio



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ECAD4020

Welsh Language Competency Portfolio (*Welsh Government requirement*)

A portfolio consisting of:

- evidence of your Welsh language skills for Speaking, Writing, Listening and Reading
- evidence of 'Teaching and Learning' strategies (work for 10 Credit Module)





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Listening, Oral, Reading and Writing



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Language competency framework for education practitioners



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
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. <i>everyday themes and different verb tenses</i> .	I can understand and respond to main points when someone speaks naturally about everyday subjects inside and outside of school, e.g. <i>in a conversation or within small group situations</i> .	I can understand most of the discussions, even on unfamiliar and specialist subjects, e.g. <i>in a formal context</i> .	I can understand and respond to almost everything heard, including different accents, dialects and speed of speaker.
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. <i>greetings, thanks, praising a learner and giving simple commands</i> .	I can introduce myself and others verbally. I can ask and answer questions on simple information, e.g. <i>where someone lives, what they like to do</i> . 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. <i>everyday themes and different verb tenses</i> .	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.
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. <i>name and address</i> .	I can understand very short written texts where people give simple personal information about themselves or others, e.g. <i>forms, school signs</i> . 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.
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. <i>instructions, questions, commands, simple feedback</i> .	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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Portffolio Cymraeg *Welsh Portfolio*

Mae'n bosib byddwch chi ar lefelau gwahanol ar gyfer sgiliau gwahanol, e.e.

Siarad: A2

Darllen: A1

Ysgrifennu: A1

Gwranddo: A2

It is possible for you to be on different levels for different skills, e.g.

Speaking: A2

Reading : A1

Writing : A1

Listening: A2



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



Llywodraeth Cymru
Welsh Government

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.

- AD5 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.
- AD4 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.
- AD3 I have a strong understanding of language teaching and learning strategies.
I can apply some strategies effectively.
- AD2 I have an understanding of language teaching and learning strategies.
I am beginning to apply language teaching and learning strategies.
- AD1 I have limited awareness of language teaching and learning strategies.

Values and dispositions

Pedagogy

Leadership

Professional learning

Innovation

Collaboration

How to upload evidence to your PebblePad?

<https://uwtsd.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=e703ca74-e6ee-4b27-937e-b26d00f57e2f>





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What can you include in your
Portfolio as evidence of
your personal Welsh
language skills?



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Welsh Language Competency Framework Requirements Guide

Here are examples of the type of evidence you could include in your portfolio to fulfil each skill requirement. You are not expected to include each example within every box. These are suggestions which you may choose to include in your portfolio.

	Pre-Entry	Entry A1	Foundation A2	Intermediate B1	Higher B2	Proficiency C1
Speaking	A recording of simple greetings at the start of a lesson e.g. <i>Bore da</i>. A recording of some familiar words.	A recording of yourselves reading a simple book/text to the children and asking questions. A recording of a short micro-lesson. A pair discussion asking and answering simple questions, or having a short conversation.	A recording of yourselves reading a book/text to the children, using a variety of patterns to ask questions. A recorded micro-lesson. A pair discussion, conversation or asking and answering questions.	A recording of yourselves reading a book/text to the children, and holding a simple discussion with them. A recorded micro-lesson. A group discussion based on a suitable topic.	A group discussion (e.g. based on an article or current affairs topic within education) - listening and responding to each other. A recorded lesson which demonstrates an extended contribution by the individual. A mock interview. A recording of a TSI speaking presentation.	A group discussion (e.g. based on an article or current affairs topic within education) - listening and responding to each other. A recorded lesson which demonstrates an extended contribution by the individual. A mock interview. A recording of a TSI speaking presentation.
Reading	A recording of a very simple piece or reading book being read – a sentence or two.	A recording of yourselves reading a dialogue after listening to it many times. A recording of yourselves reading a book or instructions to the children. A comprehension task.	A recording of yourselves reading a dialogue after listening to it many times. A recording of yourselves reading a book to the children and discussing the content. A comprehension task.	A recording of yourselves reading a dialogue after listening to it many times. A recording of yourselves reading a book to the children and discussing the content or expressing an opinion on the book.	An academic assignment with Welsh-medium sources (more than one). A recording of reading a Welsh-medium novel and discussing the content or the character/s in depth within a group e.g. a Reading Club.	An academic assignment with a variety of Welsh-medium sources. A recording of reading a Welsh-medium novel and discussing the content extensively within a group e.g. a Reading Club.

		Translation activities.	Translation activities. Completed Foundation level reading past papers (<i>Defnyddio'r Gymraeg : Sylfaen</i>) on the WJEC website*.	A comprehension task. Completed Intermediate level reading past papers (<i>Defnyddio'r Gymraeg : Canolradd</i>) on the WJEC website*.		
Writing	Answering simple questions – one word or one sentence. Some simple sentences written on resources. Simple vocabulary resource e.g. flashcards	Educational resources – a language mat/poster. Create a list of questions in a lesson plan to ask the children. Writing a simple script. Screenshots of the questions in the Microsoft Forms where you are required to write/organise simple sentences correctly.	Create original educational resources – a language mat/poster. Create a list of questions to ask the children or language patterns you intend to use in a lesson plan. Write a self-portrait. Screenshots of the questions in the Microsoft Forms where you are required to write/organise simple sentences correctly.	Create original educational resources – a language mat/poster / Quizlet Create a list of questions to ask the children or language patterns you intend to use in a lesson plan. Write a lesson plan through the medium of Welsh.	An academic assignment. Personal statement – a job application. A formal letter e.g. to school parents. A report on pupils' work.	An academic assignment. Personal statement – a job application. A formal letter e.g. to school parents. A report on pupils' work.
Listening	A recording of responses to simple questions e.g. <i>Pwy wyt ti?</i>	A record of quiz/Forms results which include listening exercises. A recording of yourselves doing listening exercises e.g. listening to a conversation then	A record of quiz/Forms results which include listening exercises. A recording of yourselves doing listening exercises e.g. listening to a conversation then	A record of quiz/Forms results which include listening exercises. Listen to a Welsh medium conversation and translate the content.	A group discussion (e.g. based on an article or current affairs topic within education) - listening and responding to each other.	A group discussion (e.g. based on an article or current affairs topic within education) - listening and responding to each other.

		answering questions / filling in gaps. A recording of yourselves responding to simple questions from learners in the classroom e.g. a microlesson where you are responding to the children.	answering questions / filling in gaps. A recording of yourselves responding to simple questions from learners in the classroom e.g. a microlesson where you are responding to the children.	Record a “natural” conversation – asking and answering questions.	A recorded lesson which shows an extended response to the pupils (note - at this level, this is insufficient evidence on its own). A recording of a TSI speaking presentation – the questions at the end.	A recorded lesson which shows an extended response to the pupils (note - at this level, this is insufficient evidence on its own). A recording of a TSI speaking presentation – the questions at the end.
Methodology	Work submitted for the 10 credit module: Lesson plan, lesson resources, video recording of the lesson, evaluation of the lesson. Focus on language acquisition pedagogy.					

Make sure that you have enough evidence for each of the language skills (maximum of **5** pieces of evidence for each skill)

Possible tasks for your portfolio ...



<https://www.porth.ac.uk/en/group-collection/tasgau-asesu-a-datblygu-sgiliau-iaith-athrawon>



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Y Drindod Dewi Sant
University of Wales
Trinity Saint David

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

www.athrofa.cymru

There are many suitable tasks to evidence your personal Welsh language skills available on the **Coleg Cymraeg Cenedlaethol** website. Please access the link from **Moodle**.

Gwybodaeth Gyffredinol / General Information

-  Fframwaith Cymwyseddau Iaith i Ymarferwyr Addysg (CYFRWNG CYMRAEG)
-  Welsh Language Competency Framework for Education Practitioners (ENGLISH MEDIUM)
-  Manylebau Asesu (CYFRWNG CYMRAEG)
-  Assessment Specifications (ENGLISH MEDIUM)
-  Introducing Welsh in Professional Practice (ENGLISH MEDIUM) PDF
-  Cyflwyno Cymraeg mewn Arfer Proffesiynol (CYFRWNG CYMRAEG) PDF
-  Tasgau Asesu a Datblygu Sgiliau Iaith Athrawon
-  Tasks to develop and assess Teachers' Language Skills



Further Guidance

- How long should speaking evidence be? Evidence should clearly show the skills you wish to demonstrate / show your skills at their best. There is **no** min/max amount of time for this.
- Remember, 'Reading' evidence is different to 'Speaking' evidence. **Speaking evidence should not be scripted.**
- A piece of evidence can evidence more than one skill – choose your evidence wisely. You will only need to upload the piece of evidence **once** to the Pebblepad if it is appropriate to more than one skill. Remember to note this on the '*Cover Sheet*'.
- Group discussions are acceptable, but please make sure they are filmed (not just sound files) so that the assessor can see who is contributing. Remember to introduce yourselves at the beginning.

Teaching and Learning aspect of the Portfolio

Use the content used for the **10 Credit Module** for this aspect of the Portfolio:

1. 5 minute film recording of a lesson which has a clear language focus
2. lesson plan for the lesson that was filmed
3. teaching resources for the lesson that was filmed
4. any other relevant evidence

Cover Sheet



RHAGORIAITH

CANOLFAN
DYSYSGATHRAU
CYMRAG
WELSH LANGUAGE
SERVICES CENTRE



Welsh Language Competency Framework for Teachers Portfolio

Student number: _____

Programme (tick the relevant box): ☐ Primary PGCE ☐ Secondary PGCE ☐ BA Education ☐

	Type of evidence	Reasons for submitting the evidence
SPEAKING		
LISTENING		
READING		
WRITING		
Teaching and Learning		

Advice whilst planning your portfolio

- **RELEVANT** evidence of your personal Welsh skills- the evidence submitted must be relevant to the level descriptions.
- **ENOUGH** evidence of the 4 skills and your ability regarding teaching and learning, but don't overload it. You shouldn't submit more than 5 resources for any individual skill. Think about WHY you have included each piece.
- **Listening** – if you submit listening tasks as evidence, you must submit the audio file along with your answers to the questions, or the evidence will not prove your listening ability.
- **Writing** – make sure you have sufficient evidence of your written work.
- **Teaching and Learning:** You should submit your portfolio for the 10 credit module here including the video recording. You can also submit any additional teaching and learning evidence beyond the module assignment here if relevant.
- If you submit evidence which is relevant to more than one skill, please note this in the table. You will only need to upload the file to the PLP once.
- Showcase yourself at your best in the portfolio – choose your evidence wisely!

- You will need to complete this cover sheet at the beginning of your Portfolio so that it is clear to the assessor what evidence you are submitting for each skill
- You are asked to provide a short description of why you chose the particular piece of evidence for the language skill
- It is possible for one piece of evidence to prove your ability in different skills, e.g. Speaking, Listening and Teaching and Learning
- Follow the '**Advice whilst planning your portfolio**' before submission date!

Top Tips!

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Oes cwestiwn?

Any questions?



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