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

Datblygiad Proffesiynol

Paratoi ar gyfer PAP
09.09.26

Professional Development

Preparation for PTE
09.09.26

Yn y sesiwn hon...
In this session…

- Rhaglen Datblygiad Proffesiynol
- Systemau TG i gefnogi eich lleoliad
- Proffesiynoldeb a Chod Ymddygiad CGA
- Cefnogi myfyrio ar leoliad
- Safonau Proffesiynol ac ennill SAC

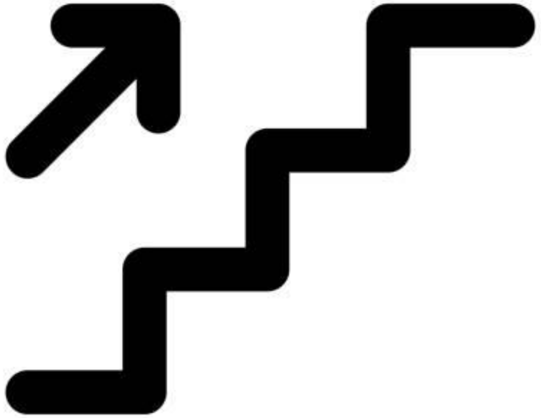
- Professional Development Programme
- IT systems to support your placement
- Professionalism and the EWC Code of Conduct
- Supporting reflection on placement
- Professional Standards and gaining QTS

PAP 1 / PTE1

English

Cymraeg

Sesswn Heddiw / Today's session



Mae’r sesiynau heddiw yn mynd i’ch arwain, **gam wrth gam**, drwy rai o’r prosesau gweinyddol a TG pwysig.

Sylwch y dylid defnyddio’r sleidiau hyn fel dogfen gyfeirio a gellir dychwelyd iddynt i gefnogi dealltwriaeth.

Today's sessions are going to lead you, **step by step**, through some important administrative and IT processes.

Please note that these slides are to be used as a reference document and can be revisited to support understanding.

Professional Development Programme
Professional Development Programme

Tasgau wedi'u gosod bob wythnos trwy Teams

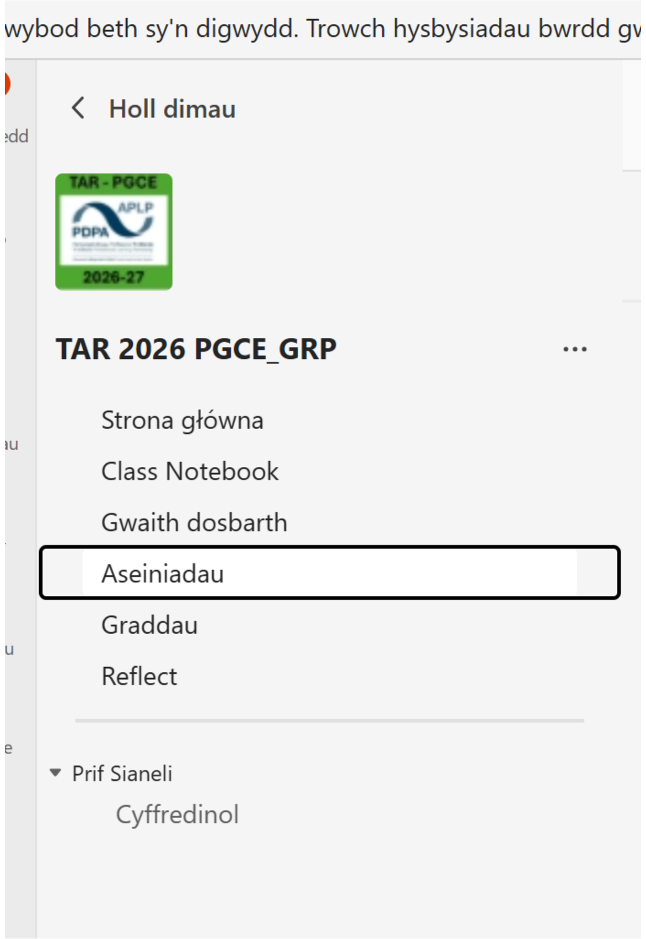
Cymysgedd o dasgau wedi'u cyfeirio a dysgu hunangyfeiriedig

Wedi'i gynllunio i gefnogi'ch amser ar leoliad

Tasks set each week via Teams

Mix of directed tasks and self-directed learning

Designed to support your time on placement



Fe wnaethon ni osod tair tasg yr wythnos diwethaf.

Sut wnaethoch chi fynd ymdopi?

Llwytho timau, cymharwch â'r person nesaf atoch chi. A wnaethoch chi fynd yn sownd? Mynnwch help gan eich bwrdd yn gyntaf.

We set three tasks last week.

How did you get on?

Load up teams, compare with the person next to you. Did you get stuck? Get help from your table first.

Derbyn diweddariadau- Getting updates

Rachel Bendall Ddoe 13:04

Trefniadau yfory ~ Tomorrow's arrangements

Prynhawn da bawb TAR 2026 PGCE_GRP,

Gobeithiwn eich bod chi wedi mwynhau dechrau'r modiwl 'Arwain y Dysgu' dros y ddeuddydd diwethaf. Dyma'r drefn ar gyfer yfory (09.09.26):

09:00-12:00

Modiwl Cymraeg mewn Arfer Proffesiynol (ECAD6052/C)

13:00-15:00

Sesiwn Datblygiad Proffesiynol

Gwiriwch eich amserlen yn ofalus i weld ble mae'ch sesiwn chi a gyda phwy. Mae rhai ystafelloedd wedi newid felly gwiriwch yn ofalus yn y bore. Bydd Eleri a Siobhan wrth y dderbynfa yn yr adeilad IQ yn y bore os fydd problem gyda'ch amserlen Gymraeg.

gweld mwy

Dulliau o greu ... | Approaches to ...

1. Dulliau o greu cwricwlwm

1. Approaches to creating curriculum

RHYBUDD: Deilliodd yr e-bost hwn o du allan i syste...

Rachel Bendall
ITE: Trefniadau yfory 09.09.26 Tomorrow's ... Tue 16:36
ITE » Forums » PGCE Announcements » Trefniadau...

ITE: Trefniadau yfory 09.09.26 Tomorrow's arrangements

Summarise this email

RB Rachel Bendall<noreply_moodle@uwtsd.ac.uk>
To: Dave Stacey Tue 08/09/2026 16:36

ITE » Forums » PGCE Announcements » Trefniadau yfory 09.09.26 Tomorrow's arrangements

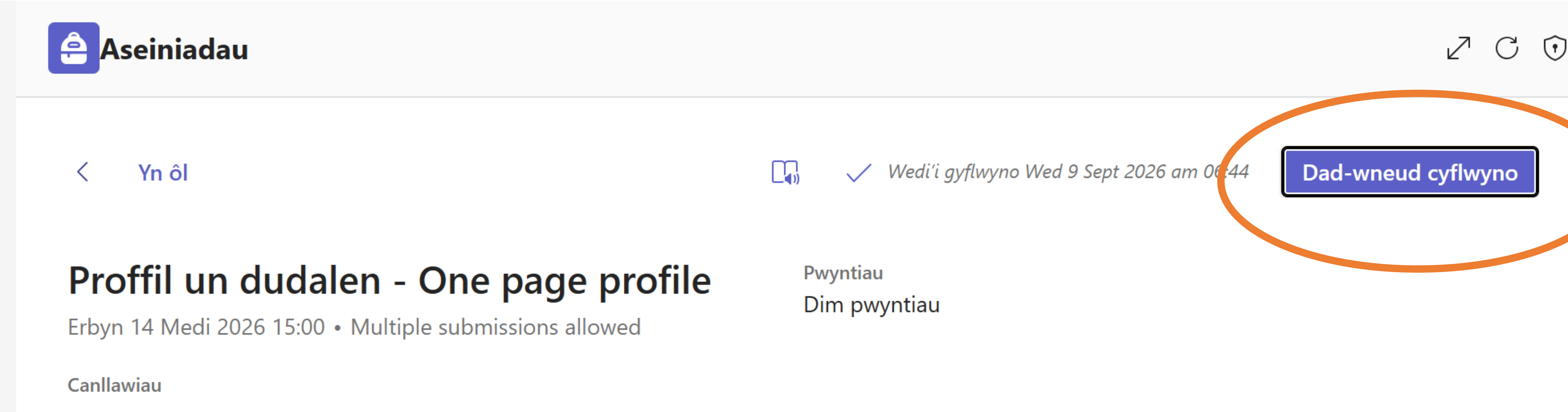
Trefniadau yfory 09.09.26 Tomorrow's arrangements
by Rachel Bendall - Tuesday, 8 September 2026, 4:34 PM

Approaches to creating curriculum.pdf

Dulliau o greu cwricwlwm.pdf

Prynhawn da bawb, | Prynhawn da bawb,

Proffil Un Tudalen- One Page Profile



Dysgu Annibynnol - Self-directed Learning

Mae yna nifer o offer y gallwch eu cyrchu trwy'r Brifysgol i gefnogi eich dysgu pan fydd ei angen arnoch.

Cliciwch ar bob dolen a nodi rhywbeth i chi weithio arno.

There are a number of tools you can access via the University to support your learning when you need it.

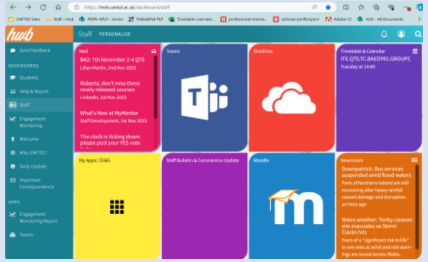
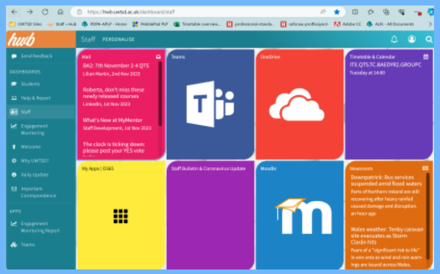
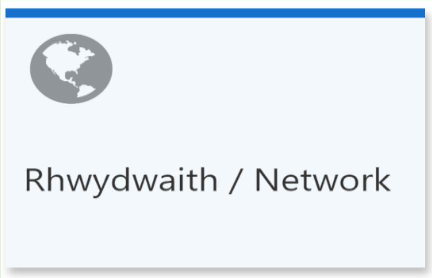
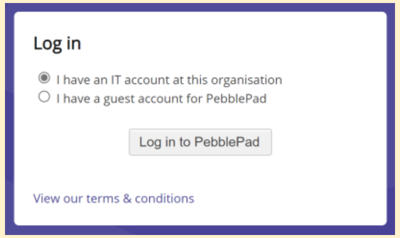
Please click each link and identify something for you to work on.

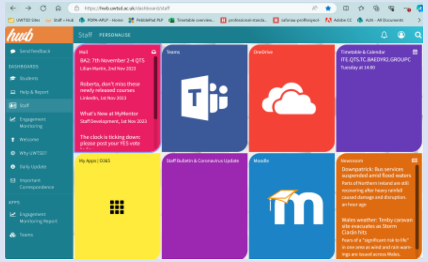
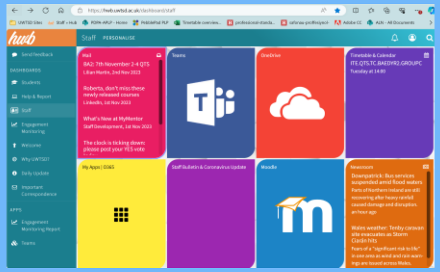
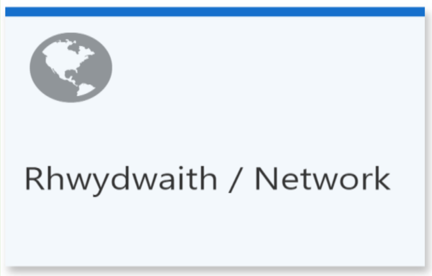
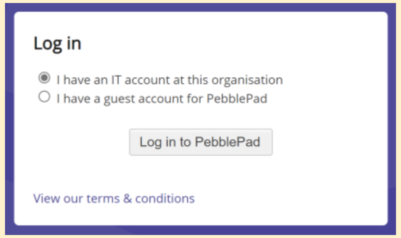
MyCareer -

https://uwtsd.careercentre.me/welcome/uwtsd

LinkedIn Learning -

https://digitalskills.uwtsd.ac.uk/linkedin-learning/

Moodle	OneDrive	SharePoint	PebblePad
Llwyfan dysgu PCYDDS a ddefnyddir ar gyfer dysgu cyfunol a dysgu o bell.	Gwasanaeth storio cwmwl sy'n caniatáu ichi storio'ch ffeiliau personol mewn un lle.	Llwyfan ar y we sy'n helpu timau i gydweithio, rhannu a rheoli dogfennau a data.	System portffolio electronig wedi'i chynllunio i gefnogi myfyrwyr yn eu datblygiad personol.
• Cewch fynediad i bwerpwntiau modiwl. • Cewch fynediad i ddogfennau pwysig. • Uwchlwythwch eich aseiniadau gorffenedig i Turnitin yma. • Derbyniwch hysbysiadau a negeseuon pwysig gan diwtoriaid	• Crëwch eich ffeiliau personol eich hun, er enghraifft cynllunio gwersi. • Rhannwch eich ffeil PTE gyda Mentoriaid i fonitro cynnydd. • Cadw polisïau, dogfennau a llyfrynnau canllaw pwysig.	• Cadwch eich dolenni OneDrive a PLP yma ar gyfer Mentoriaid. • Mynediad i'ch Adroddiadau Lleoliad, Adroddiadau Arsylwi Gwersi a dogfennau Ymyrraeth. • Gall mentoriaid lawr lwytho yr holl ddogfennau Canllaw a thempledi adroddiadau.	• Cael mynediad at eich Pasbort Dysgu Proffesiynol (PDP) • Lan lwythwch eich tystiolaeth
Mynediad drwy: MyDayUWTSD – Hwb 	Mynediad drwy: MyDayUWTSD – Hwb 	Mynediad drwy: Teilsen Moodle Lleoliad  	Mynediad drwy: Bydd CGA yn anfon eich manylion mewngofnodi personol drwy e-bost 

Moodle	OneDrive	Sharepoint	Pebblepad
UWTSD learning platform used for blended learning and distance learning.	Cloud storage service that lets you store your personal files in one place.	Web-based platform that helps teams collaborate, share, and manage documents and data.	Electronic portfolio system designed to support students in their personal development.
• Access module powerpoints. • Access important documents. • Upload your completed assignments to Turnitin. • Receive important notifications and messages from tutors.	• Create your own personal files, for example lesson planning. • Share your PTE file with Mentors to monitor progress. • Save important policies, documents and guidance booklets.	• Save your OneDrive and PLP links here for Mentors. • Access your Placement Reports, Observed Lesson Reports and Intervention documents. • Mentors can download all Guidance documents and report templates.	• Access your Professional Learning Passport (PLP) • Upload your evidence.
Access: MyDayUWTSD – Hwb 	Access: MyDayUWTSD – Hwb 	Access: Moodle 'Placement' Tile 	Access: EWC sends your personal login details by email. 

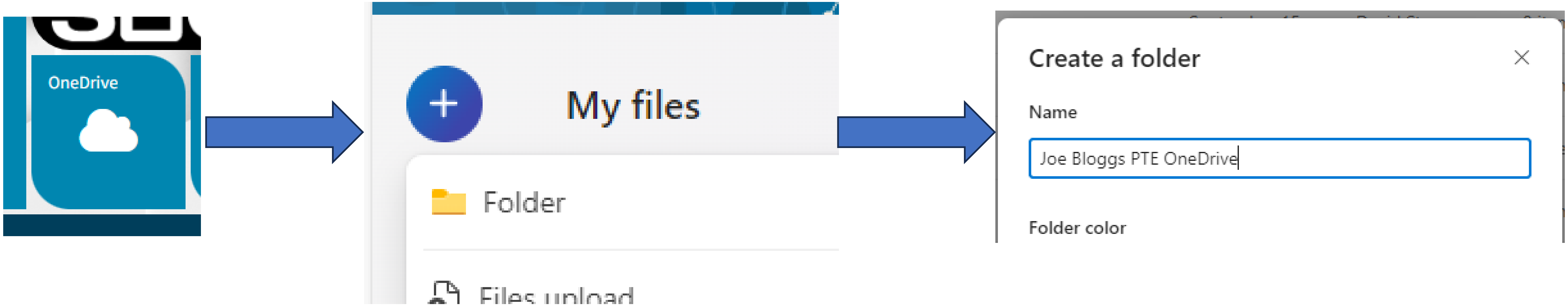
OneDrive

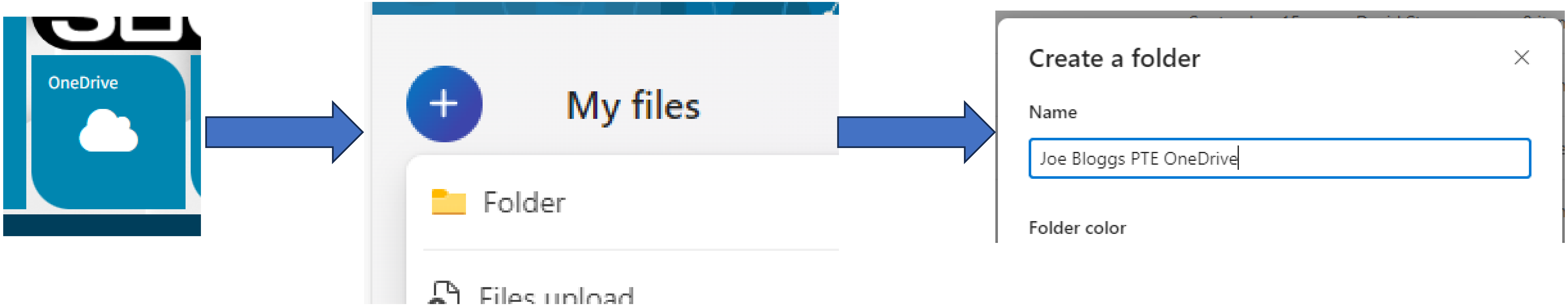
Yn ystod lleoliadau byddwch yn cadw eich holl gofnodion yn eich OneDrive eich hun. Dyma eich ffeil addysgu ar-lein.

Bydd angen i'ch Mentor Dosbarth/Pwnc, Uwch Fentor, Arweinydd Rhwydwaith a Thiwtor i gyd gael mynediad i'ch OneDrive i fonitro eich cynnydd.

During placements you will keep all your records in your own OneDrive. This is **your** online teaching file.

Your Class/Subject Mentor, Senior Mentor, Network Lead and University Tutor will all need access to your OneDrive to monitor your progress.


OneDrive
My files
Folder
Files upload
Create a folder
Name
Joe Bloggs PTE OneDrive
Folder color


OneDrive
My files
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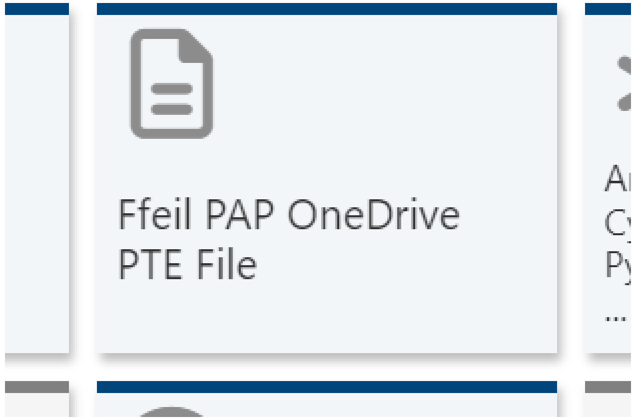
Files upload
Create a folder
Name
Joe Bloggs PTE OneDrive
Folder color

32 LLINYN
5 STANDARDS
Lleoliad TAR / PGCE Placement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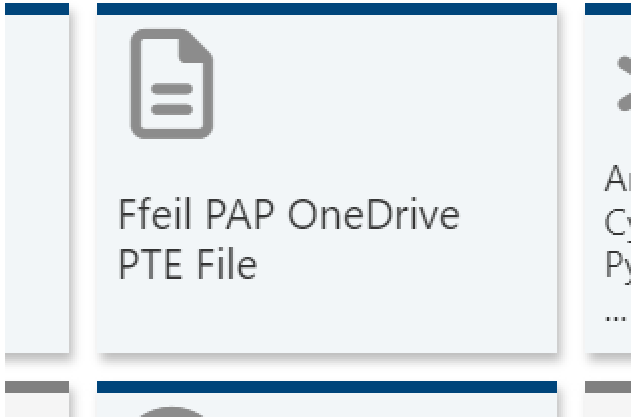
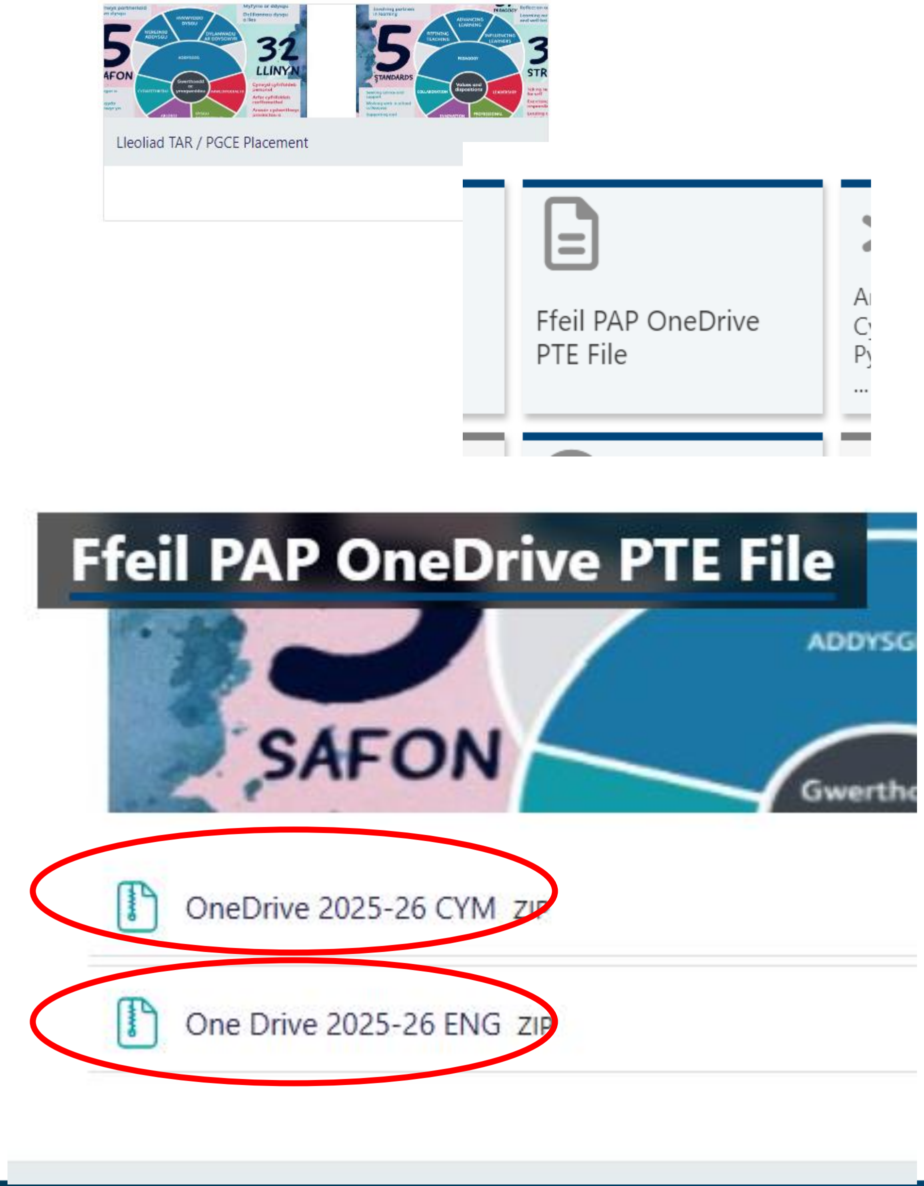
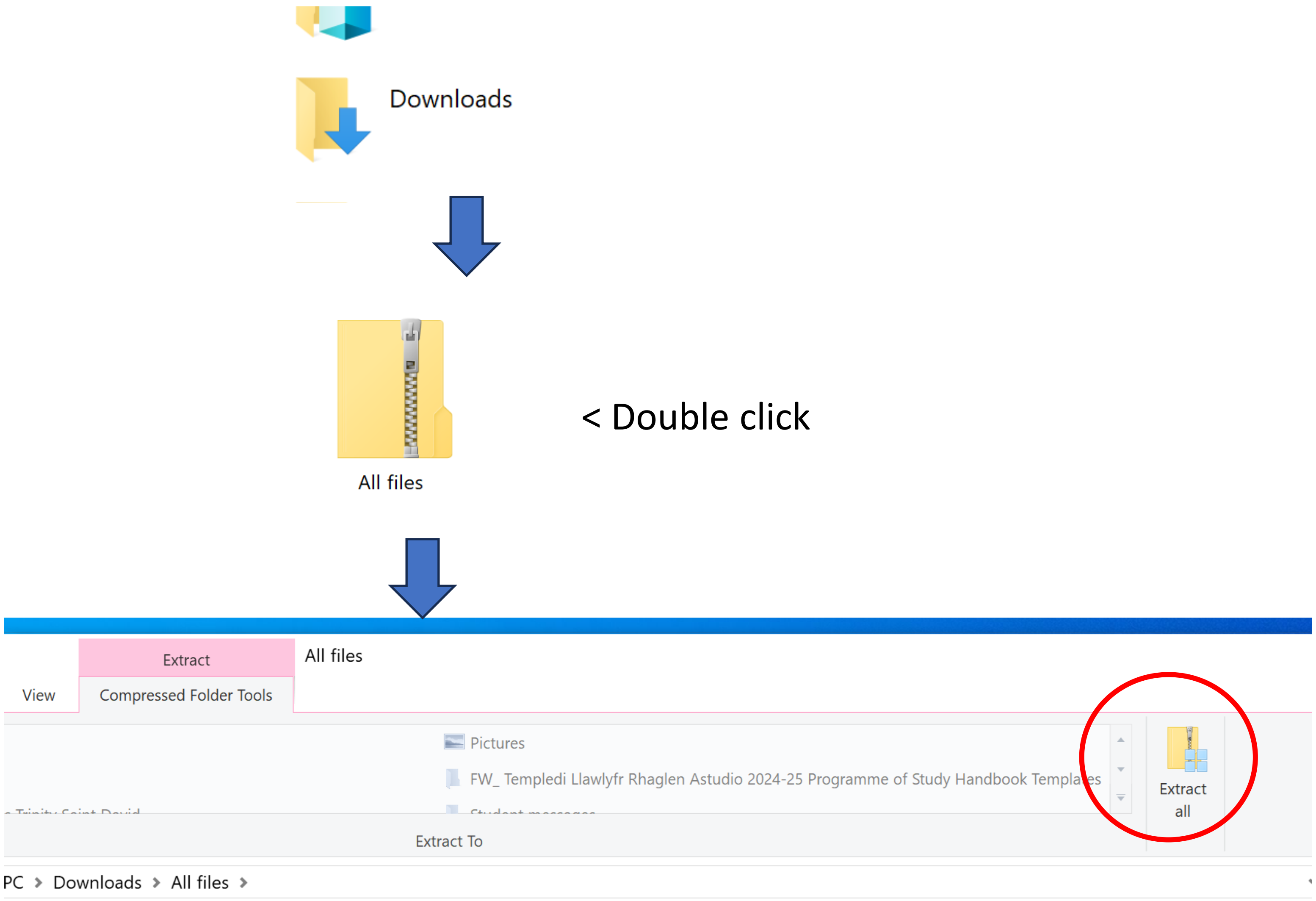
STANDARDS
Lleoliad TAR / PGCE Placement


Ffeil PAP OneDrive
PTE File



Lleoliad TAR / PGCE Placement
Ffeil PAP OneDrive PTE File
Ffeil PAP OneDrive PTE File
SAFON
OneDrive 2025-26 CYM ZIP
One Drive 2025-26 ENG ZIP



Downloads
All files
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Extract
All files
View
Compressed Folder Tools
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Extract all
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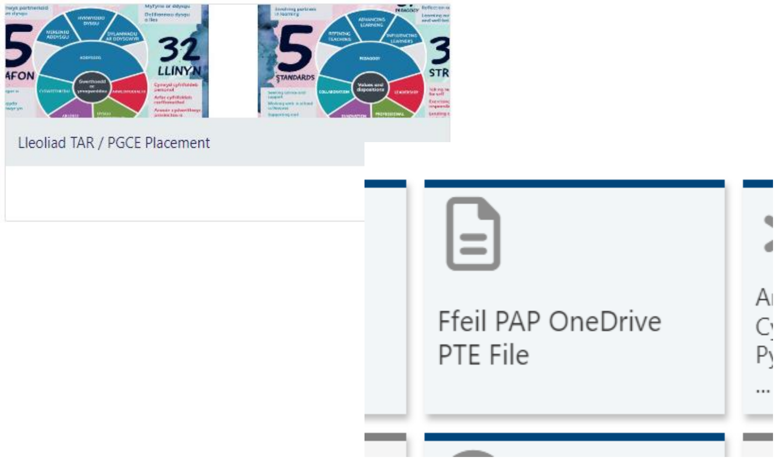

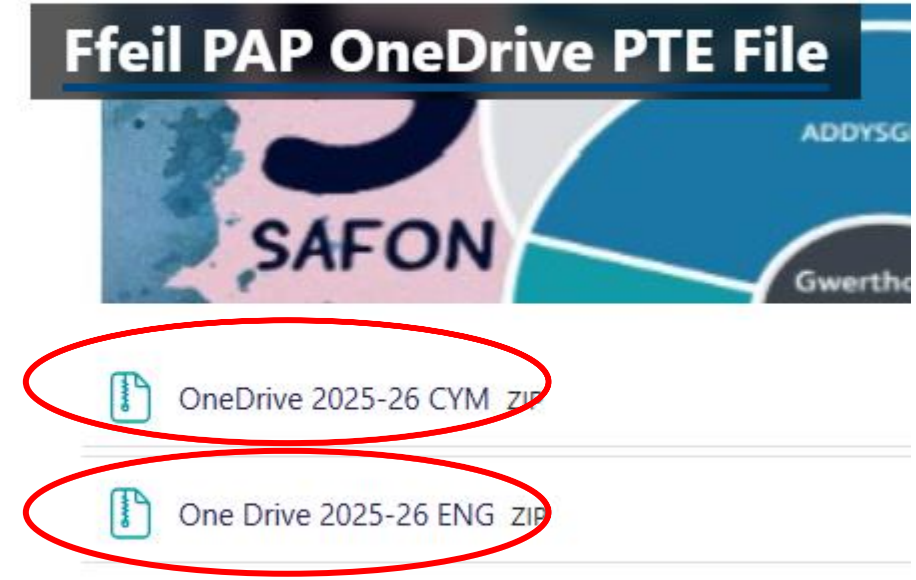

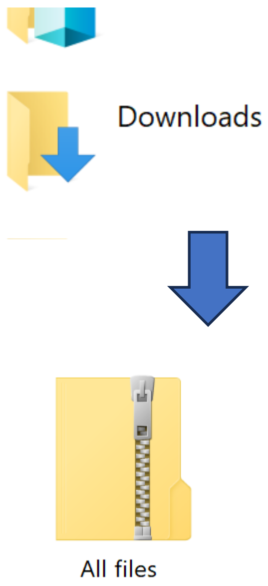

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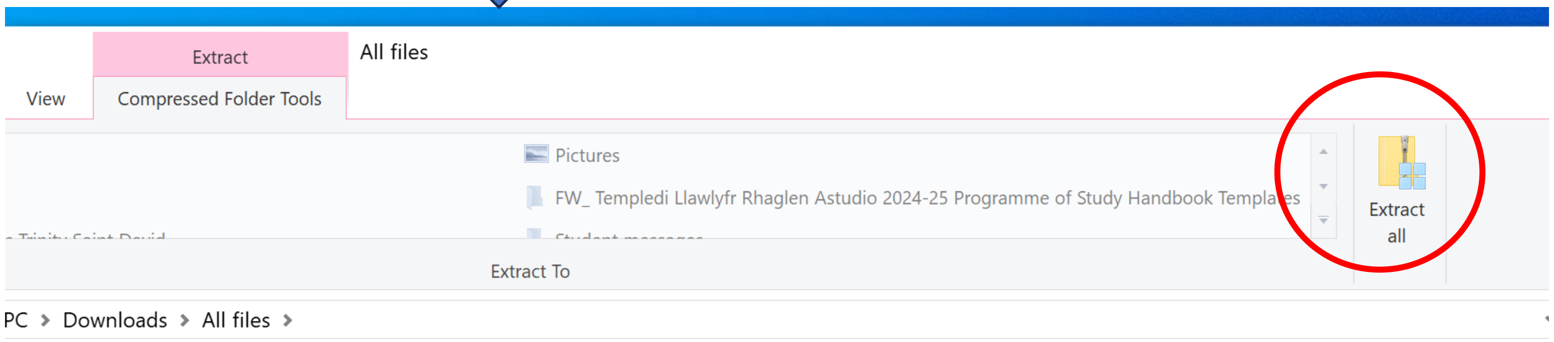

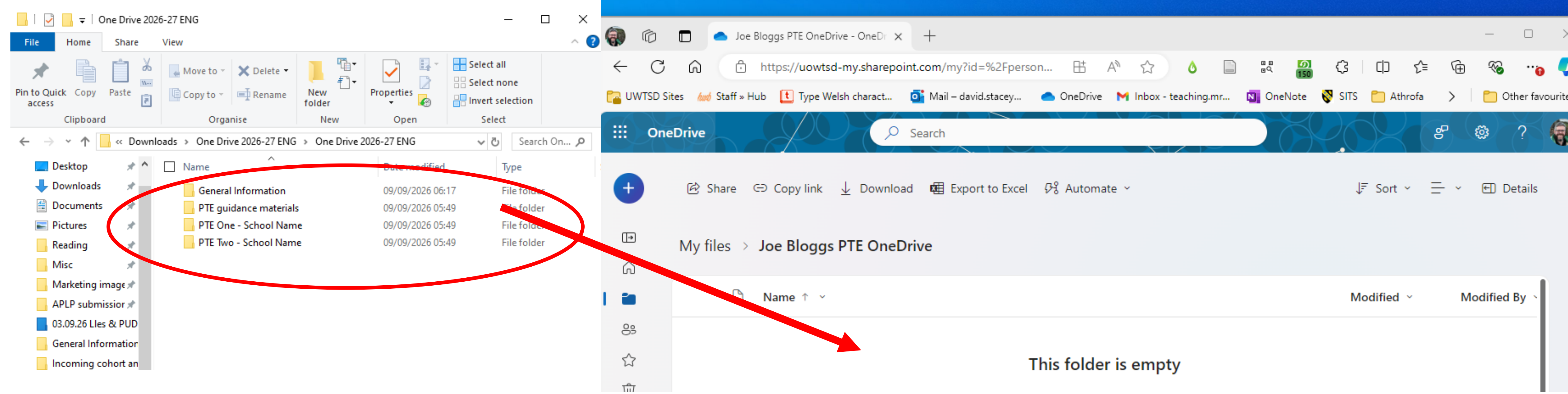
One Drive 2026-27 ENG
File
Home
Share
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Pin to Quick access
Copy
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Select all
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General Information 09/09/2026 06:17 File folder
PTE guidance materials 09/09/2026 05:49 File folder
PTE One - School Name 09/09/2026 05:49 File folder
PTE Two - School Name 09/09/2026 05:49 File folder
Joe Bloggs PTE OneDrive - OneDrive
https://uowtsd-my.sharepoint.com/my?id=%2Fperson...
OneDrive
Search
Share
Copy link
Download
Export to Excel
Automate
Sort
Details
My files > Joe Bloggs PTE OneDrive
Name
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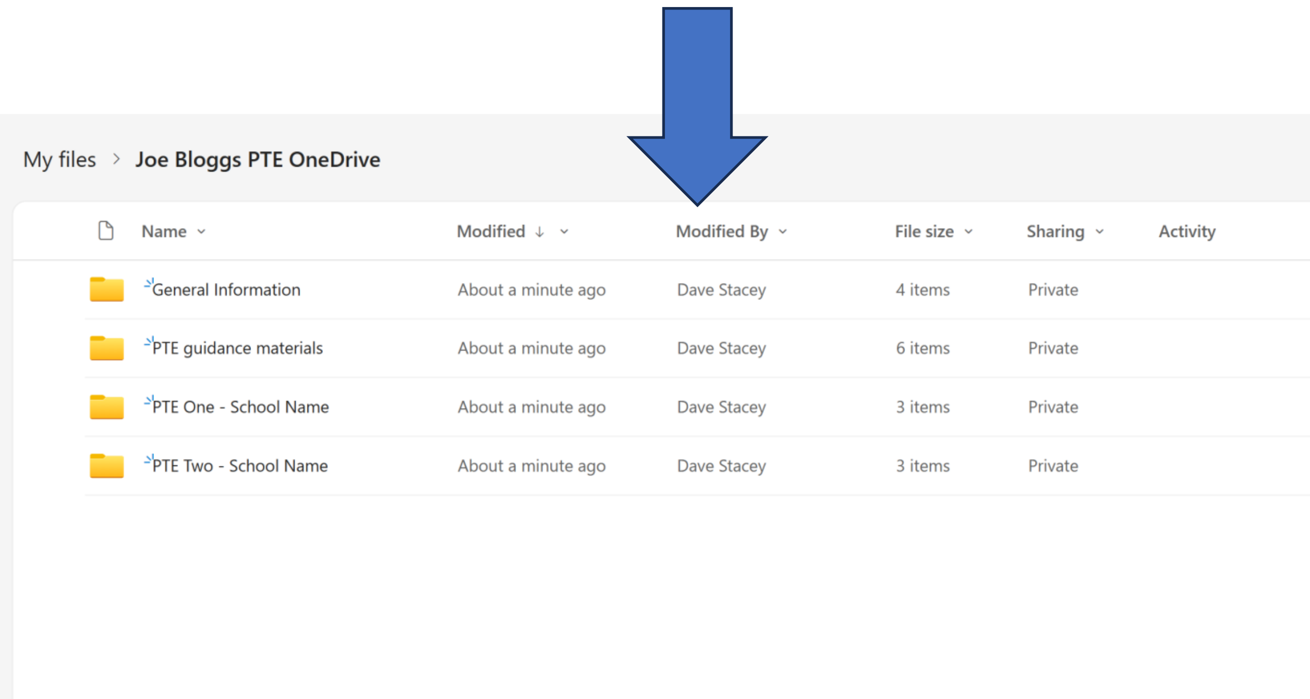
My files > Joe Bloggs PTE OneDrive
Name
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File size
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Activity
General Information About a minute ago Dave Stacey 4 items Private
PTE guidance materials About a minute ago Dave Stacey 6 items Private
PTE One - School Name About a minute ago Dave Stacey 3 items Private
PTE Two - School Name About a minute ago Dave Stacey 3 items Private

OneDrive

Mae'r adrannau a ganlyn yn ofynnol yn y ffeil addysgu:

ADRAN 1: Gwybodaeth gyffredinol

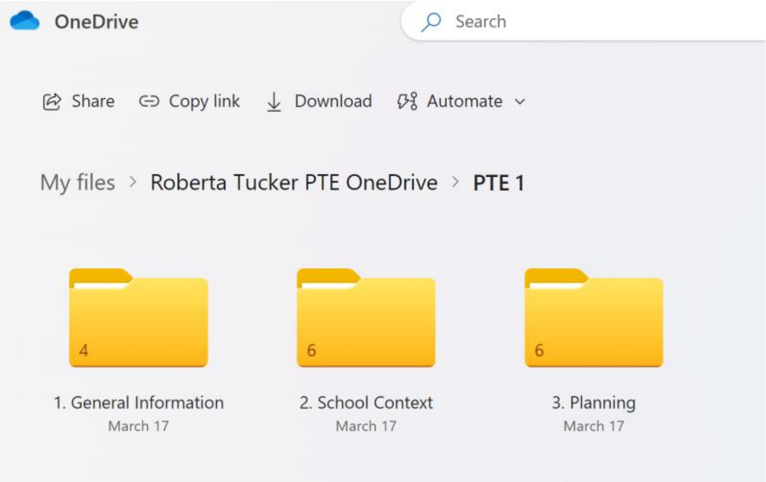
- Safonau SAC
- Amserlenni Wythnosol: Amlinellir cyfrifoldebau addysgu'r darpar athro; dylai fod hyn wedi'i drafod gyda'r Mentor Dosbarth, a'i gytuno, erbyn y dydd Gwener cyn yr wythnos ganlynol, fan bellaf. Dylid dilyn fformat y Brifysgol.

ADRAN 2: Cyd-destun yr ysgol

- Manylion y ffordd y caiff disgyblion eu grwpio/setio (*fel y bo'n briodol*)
- Polisïau'r ysgol sy'n gysylltiedig â strategaeth dysgu ac addysgu, disgyblaeth, bwlio, diogelu, gan gynnwys manylion cyswllt yr aelod o staff Diogelu dynodedig.
- Caniatâd i dynnu lluniau/ffilmio plant.

ADRAN 3: Cynllunio

- **Cynlluniau gwersi, gwerthusiadau a dadansoddiadau adfyfyriol:** Dylid paratoi cynlluniau ar gyfer pob sesiwn addysgu gan ddilyn fformat y Brifysgol; dylid gwerthuso'r profiad dysgu cyn gynted â phosibl ar ôl pob gwers/sesiwn gan ddefnyddio fformat y Brifysgol ac yna cwblhau dadansoddiad adfyfyriol gan nodi meysydd i'w datblygu (o ran targedau personol ar gyfer cynnydd) yn y Dyddlyfr Dysgu.
- **Cynllunio ar gyfer y ddarpariaeth wedi'i chyfoethogi :** Dylai darpar athrawon mewn lleoliad Dysgu Sylfaen hefyd gwblhau unrhyw flychau perthnasol yn nhempled y brifysgol ar gyfer gweithgareddau cyfoethogi sydd wedi'u cynllunio. Nid oes isafswm nac uchafswm o weithgareddau.



Tasg:

Lawrlwythwch yr holl ddogfennau sydd eu hangen arnoch o Moodle i mewn i'ch OneDrive.

Sefydlu ffolderi ar gyfer PTE1 – cael eu trefnu. Dylai eich gwaith fod yn hawdd ei ddarganfod a'i fonitro.

OneDrive

The following sections are required in the teaching file:

SECTION 1: General information

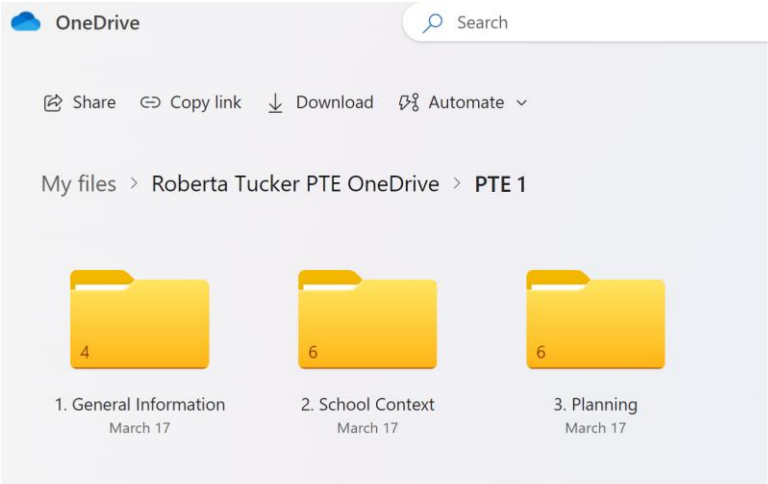
- QTS Standards
- Weekly timetables: The student-teacher teaching responsibilities are outlined; this should have been discussed and agreed with the Class/Subject Mentor by the Friday before the following week, at the latest. The University format should be followed

SECTION 2: The school context

- Details of how the children are grouped/set (*as appropriate*)
- School policies that connect to teaching and learning strategies, discipline, bullying, safeguarding, to include the contact details of the designated Safeguarding member of staff.
- Permission to take photographs/film children

SECTION 3: Planning

- **Lesson plans, reflections and evaluations:** Plans should be prepared for each teaching session following the University format; the learning experience should be reflected on and evaluated as soon as possible after each lesson/session, noting areas for development in the Learning Journal.
- **Planning for enhanced provision**: Student-teachers in a Foundation Learning setting should also complete any relevant boxes in the university template for planned enhanced activities. There is no minimum or maximum number required.



Task:

Download all the documents you need from Moodle into your OneDrive

Set up folders for PTE1 – be organised. Your work should be easy to find and monitor.

Ychwanegu Dolenni i OneDrive

Adding Links to OneDrive

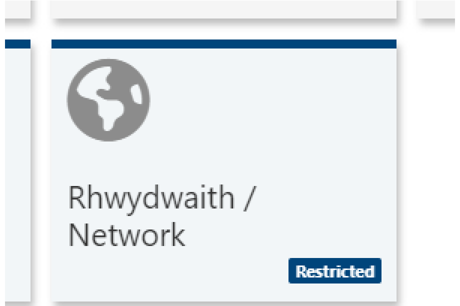
Byddwch yn cysylltu eich OneDrive, PDP a SharePoint gyda dolenni.

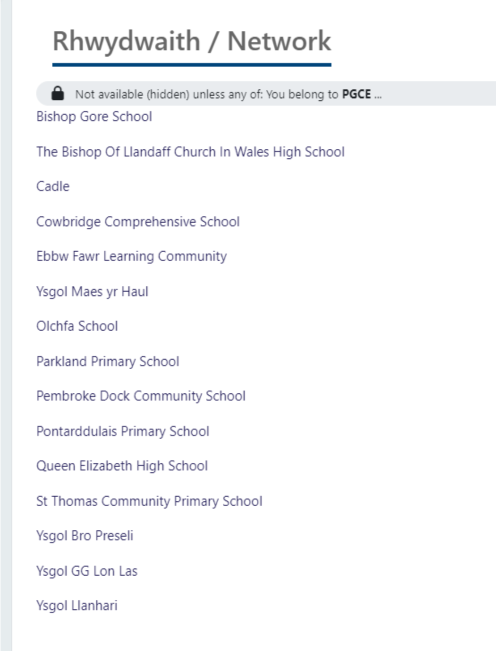
Byddwn yn mynd â chi trwy hyn ar 21ain o Fedi.

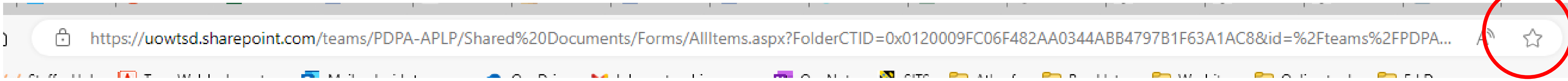
You will connect your OneDrive, PLP and SharePoint with links.

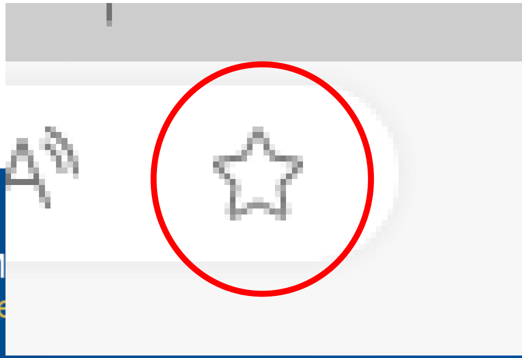
We will take you through this on 21st Sept.

SharePoint – access via Moodle









PEBBLE PAD

Eich Pasbort Dysgu Proffesiynol (PDP) ar Pebblepad yw lle byddwch chi'n storio eich portffolio o dystiolaeth i fynd â chi i'r proffesiwn. Bydd yn cynnwys:

Eich Portffolio Cymreig

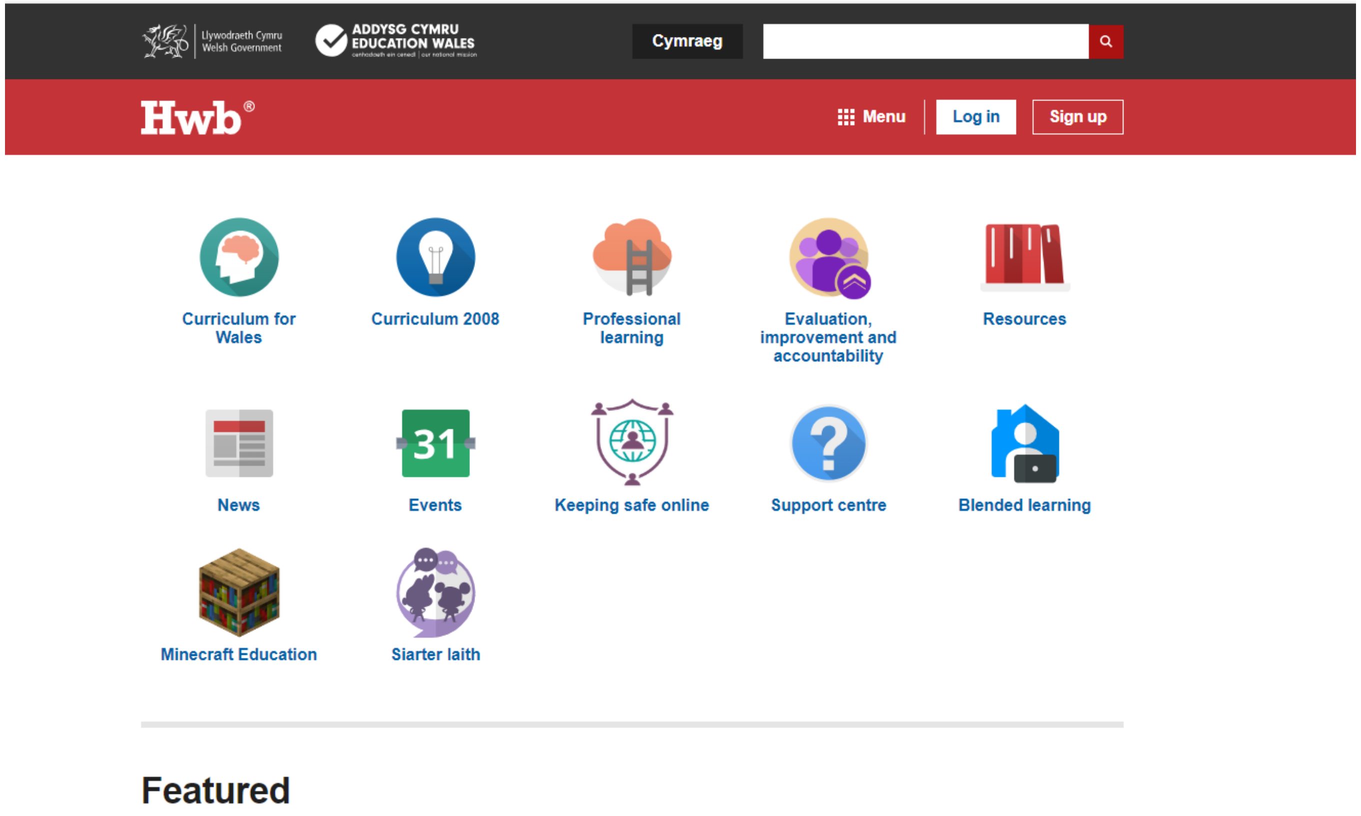
- Ardal 'Over and Above' i storio hyfforddiant a phrofiadau ychwanegol
- Templed Profiad Proffesiynol y byddwch chi'n ei gwblhau ar ddiwedd y cwrs i gadw eich tystiolaeth.

Mae'r platfform wedi'i gysylltu â'ch cyfrif CGA a bydd yn aros gyda chi pan fyddwch chi'n symud i'ch blwyddyn ANG.

Your Professional Learning Passport (PLP) on Pebblepad is where you will store your portfolio of evidence to take with you into the profession. It will contain:

- Your Welsh Portfolio
  'Over and Above' area to store additional training and experiences
- Professional Experience Template that you'll complete at the end of the course to hold your evidence.

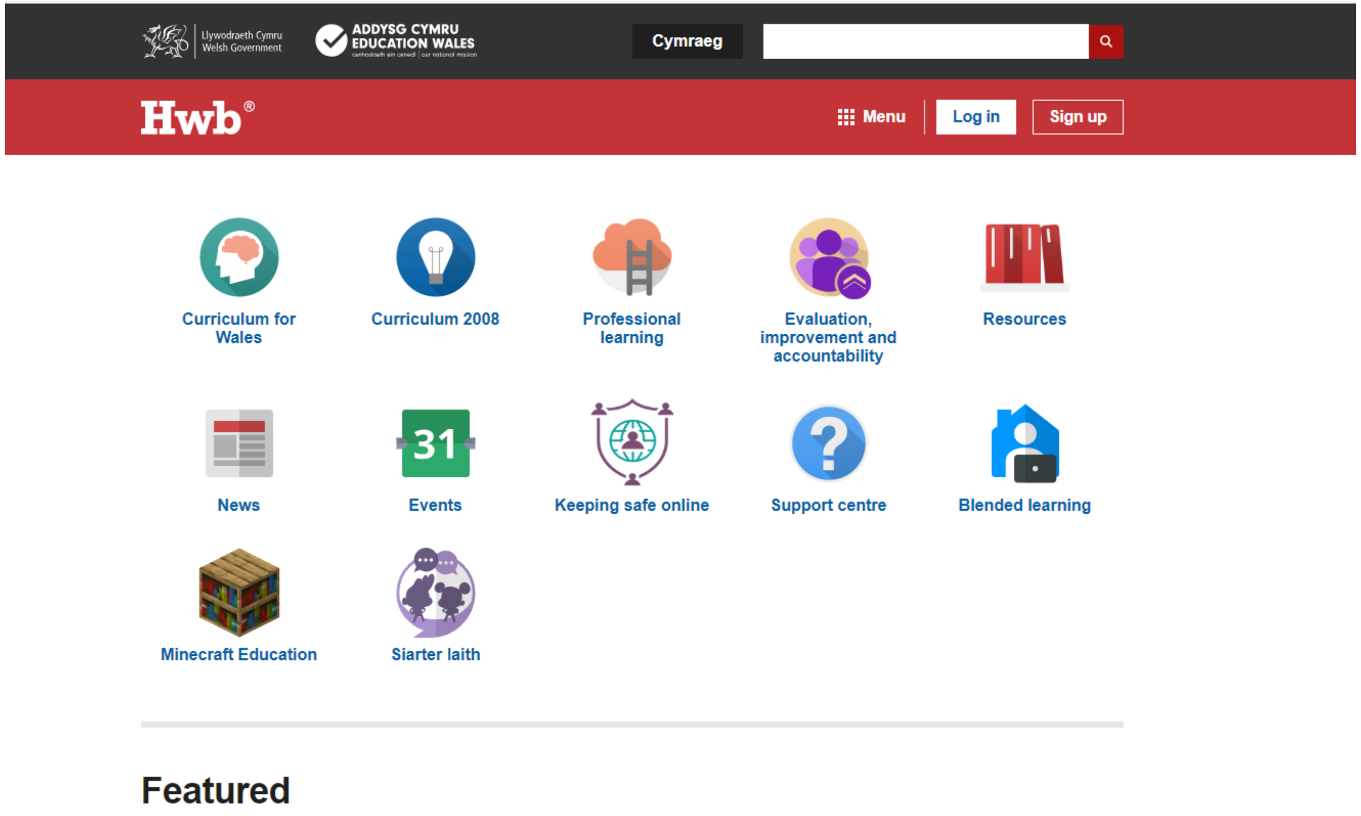
The platform is linked to your EWC account and will stay with you when you move into your NQT year.



Bydd pob darpar athrawon yn cael cyfrif ar gyfer platfform 'Hwb' Llywodraeth Cymru yn ddiweddarach yn y tymor.
Efallai y bydd rhai ysgolion yn rhoi cyfrif i chi ar eu systemau tra byddwch ar leoliad.

All student-teachers will get an account for the Welsh Government ‘Hwb’ platform later in the term.

Some schools may give you an account on their systems while you are on placement.



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

Proffesiynoldeb a Chod Ymarfer CGA

Professionalism and the EWC Code of Practice

Proffesiynoldeb

Dim ond un cyfle gewch chi I wneud yr argraff gyntaf honno!

Professionalism

you only get one chance to make that first impression!

Cyngor y Gweithlu Addysg
Education Workforce Council

Cod Ymddygiad ac Ymarfer Proffesiynol

i gofrestreion Cyngor y Gweithlu Addysg

diweddarwyd Medi 2025

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Cyngor y Gweithlu Addysg
Education Workforce Council

Code of Professional Conduct and Practice

for Education Workforce Council registrants

updated September 2025

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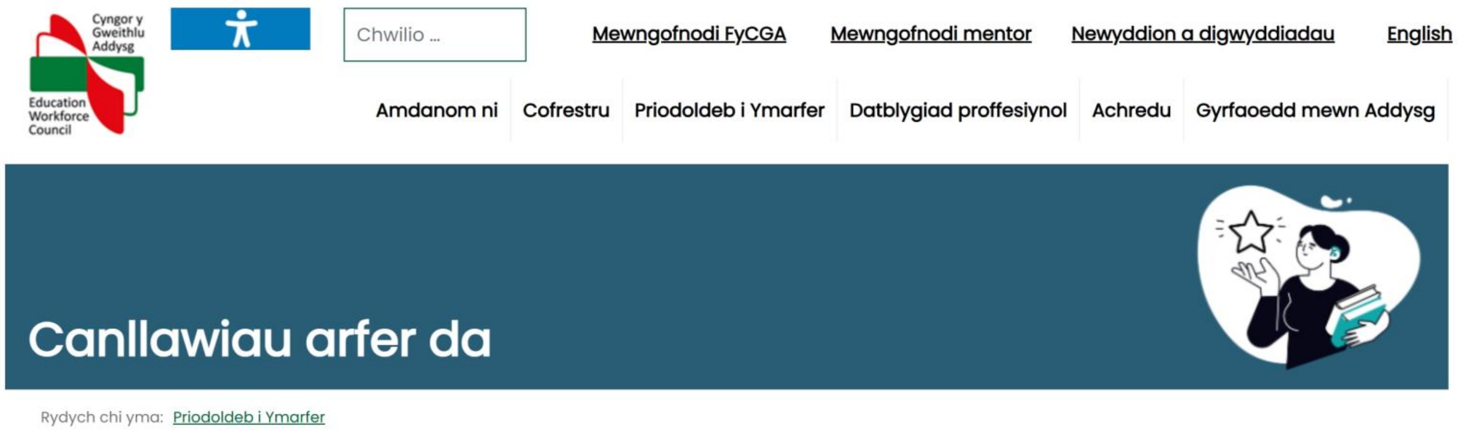
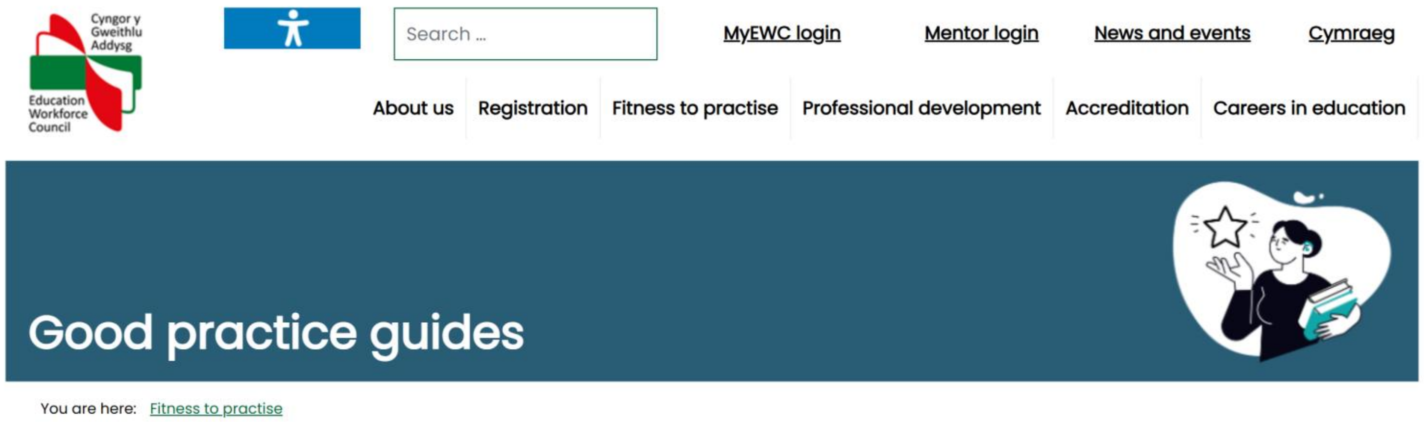


https://www.ewc.wales/site/index.php/cy/priodoldeb-i-ymarfer/canllawiau-arfer-da



https://www.ewc.wales/site/index.php/en/fitness-to-practise/good-practice-guides#maintaining-confidentiality

Presenoldeb / Attendance

Mae'n **orfodol** bod darpar athrawon yn cwblhau 120 niwrnod o weithgarwch yn gysylltiedig ag ysgol. Mae hyn yn cynnwys:

- 'Blociau' Profiad Addysgu Proffesiynol (PAP)
- Pontio
- Profiadau dewisol
- Cyfnewid Cyfnod
- Cyfweliadau (heb gynnwys unrhyw ddiwrnodau ychwanegol a dreulir yn teithio iddynt/yn ôl)

It is **compulsory** that student-teachers complete 120 days of school-related activity. This includes:

- Professional Teaching Experience (PTE);
- Bridging;
- Electives;
- Phase Swap;
- Interviews (not including any additional days spent travelling to/from)

Presenoldeb / Attendance

Yn achos absenoldebau annisgwyl:

- Dilynwch y gweithdrefnau i roi gwybod am absenoldeb o'r ysgol a sicrhau bod eich Mentor Dosbarth, Uwch Fentor , Arweinydd Rhwydwaith a tiwtor Personol yn ymwybodol o'ch absenoldeb.
- Sicrhewch fod eich cofnod presenoldeb yn dangos y dyddiau yr oeddech yn absennol.

For unexpected absences:

- Follow school absence reporting procedures and ensure that your Class/Subject Mentor, Senior Mentor Network Lead and Personal Tutor are aware of your absence.
- Ensure that your Attendance Record shows the days that you were absent.

Ceisiadau am ganiatâd i fod yn absennol / Leave of absence requests

Yn achos caniatâd am absenoldeb a gynlluniwyd, dilynwch y prosesau a ddangosir isod:

1. E-bostiwch eich Uwch Fentor i roi gwybod iddynt am y dyddiadau y byddwch i ffwrdd a gofynnwch am ganiatâd i fod yn absennol o'r ysgol. Os gwrthodir hyn, mae presenoldeb yn ofynnol mewn ysgol PAP ar ddyddiadau'r cais 'caniatâd i fod yn absennol'.

2. Os cymeradwyir hyn, anfonwch y gadwyn e-bost ymlaen at y Rheolwr Rhaglen perthnasol i gael cymeradwyaeth y Brifysgol. Os gwrthodir hyn, mae presenoldeb yn ofynnol mewn ysgol PAP ar ddyddiadau'r cais 'caniatâd i fod yn absennol'.

3. Os cymeradwyir hyn gan y Rheolwr Rhaglen, gwnewch yn siŵr fod eich Arweinydd Rhwydwaith a'ch Tiwtoriaid Personol a Phroffesiynol yn ymwybodol os gwelwch yn dda. Nodwch eich absenoldeb ar eich Cofnod Presenoldeb ar y PDP.

For planned leave of absence, please follow the processes shown below:

1. Email your Senior Mentor informing them of the dates that you will be away and request leave of absence from the school. If this is rejected, attendance at PTE school on requested 'leave of absence' days.

2. If this is approved, please forward the email chain to the relevant Programme Manager for University approval. If this is rejected, attendance is required at PTE school on requested 'leave of absence' days.

3. If this is approved by the Programme Manager, please ensure that your Network Lead and Personal and Professional Tutors are aware. Please note your absence on your Attendance Record on the PLP.

Presenoldeb yn y Brifysgol / Attendance in University

Mae presenoldeb mewn sesiynau'r Brifysgol yn hanfodol er mwyn i chi lwyddo ar leoliad.

Mae presenoldeb yn cael ei fonitro, a gall cyfradd absenoldeb uchel arwain at gamau ychwanegol cyn i chi ddechrau lleoliad, neu oedi i'ch PAP

Attendance in University sessions is essential for you to succeed on placement.

Attendance is monitored, and a high absence rate can result in additional steps before you start placement, or a delay to your PTE

Presenoldeb / Attendance

Bydd eich presenoldeb yn yr ysgol yn cael ei gofnodi yn y ffyrdd canlynol:

- Adroddiadau PAP (wedi'u cwblhau gan fentor ac uwch fentor)
- Gwerthusiad PAP (canol a diwedd) gan fyfyriwr-athro.

EICH CYFRIFOLDEB CHI YW CADW COFNOD CYWIR O'CH PRESENOLDEB AR Y LLEOLIAD.

Your attendance in school will be recorded in the following ways:

- PTE reports (completed by mentor and senior mentor)
- PTE evaluation (mid and end) by student-teacher.

IT IS YOUR RESPONSIBILITY TO KEEP AN ACCURATE RECORD OF YOUR ATTENDANCE ON PLACEMENT.

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Trinity Saint David

200
1822 - 2022

Adfyfyrio sy'n cefnogi eich datblygiad

Reflection supporting your development.

Man Geni Addysg Uwch yng Nghymru
Where Higher Education Began in Wales

www.uwtsd.ac.uk

Learning Journal

- Will lead to targets in the fortnightly reflections
- Reflected in daily
- Presented to mentors for each lesson
- 'Ongoing' aspects ST is working on
- Must be written professionally
- Note suggestions from mentor
- Think through suggestions about strategies
- Informal not formal

Dyddlyfr

Bydd yn arwain at dargedau yn y adfyfyrio pythefnosol

Adlewyrchu yn ddyddiol

Cyflwyno i fentoriaid ar gyfer pob gwers

Agweddau 'parhaus' y mae'r DA yn gweithio arnynt

Rhaid ei ysgrifennu'n broffesiynol

Nodi awgrymiadau gan fentor

Meddyliwch drwy awgrymiadau am strategaethau

Anffurfiol ddim yn ffurfiol

Canllawiau Dyddlyfr Dysgu 25-26 / Learning Journal Guidance 25-26

Tasg:

Ewch i'r canllawiau'r Dyddlyfr Dysgu. Treuliwch 10 munud yn ei ddarllen gan gwneud nodiadau

Sicrhewch fod gennych Ddyddlyfr Dysgu gyda chi ar gyfer eich cyfarfod ymsefydlu gyda'r Arweinydd Rhwydwaith ar Ddydd Mercher 24 Medi.

Task:

Access the Learning Journal Guidance which is in the materials you uploaded to OneDrive

Spend 10 minutes reading through and making notes.

Ensure you have a Learning Journal with you for your Network Lead induction on Weds 23 Sept.

Learning Journal on a page

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CANLLAW CYFLYM I FYFYRIO YN Y DYDDLYFR DYSGU

Adfyfyrdodau effeithiol

- Symud y tu hwnt i ddisgrifio
- Arwain at weithredu
- Canolbwyntio ar brofiad y dysgwr gyffredin
- Tyfu trwy ddeialog broffesiynol g

Darpar athrawon Defnyddiwch eich dyddlyfr i:	Mentoriaid Defnyddiwch y dyddlyfr dysgu i:	Cofiwch
✓ Hysbysu a dadansoddi arfer ✓ Archwiliwch gwestiynau a heriau ✓ Ystyriwch brofiad y dysgwr ✓ Nodi cryfderau a'r camau nesaf	✓ Annog meddwl dyfnach trwy gwestiynu ✓ Canolbwyntio ar adfyfyrio ar ddysgwyr ✓ Helpu i nodi cryfderau a'r camau nesaf ✓ Defnyddio myfyrdodau fel sail ar gyfer deialog broffesiynol	✓ Cadwch eich dyddlyfr dysgu gyda chi yn ystod y lleoliad a threfnu ri fod ar gael i'ch mentor. ✓ Ansawdd dros faint. Mae adfyfyrdodau byr a ffocws, gan ddefnyddio'r awgrymiadau, yn fwy pwerus. ✓ Defnyddiwch iaith broffesiynol a pheidiwch â chynnwys enwau llawn dysgwyr, teuluoedd na staff.

Anogiadau ar gyfer Darpar Athrawon a Mentoriaid i Gefnogi Myfyrio.
Defnyddiwch yr anogiadau isod i ddyfnhau myfyrdod a helpu i nodi'r camau nesaf.

Themâu adfyfyriol	Adfyfyrio y darpar athro	Awgrymiadau'r mentor
Sylwi ac adfyfyrio	Rwyf wedi sylwi bod... Rwy'n sylwi ar batrwm yn.. Dwi ddim yn deall... Rwy'n meddwl a yw..	Pa dystiolaeth sy'n ategu hyn? Beth wnaeth i chi sylwi ar hynny? Ai rhywbeth un-tro yw hwn neu batrwm? Beth allai fod yn esboniad arall?
Heriau ac archwilio	Rwy'n cael fy herio gan... Hoffwn archwilio... Rydw i wedi ceisio... Ond nid oedd yn gweithio.	Beth allai fod yn cyfrannu at hyn? Beth allech chi ei archwilio nesaf? Pa gymorth neu ddysgu allai helpu?
Profiad y Dysgwr	Pa dystiolaeth sy'n awgrymu bod dysgwyr wedi profi llwyddiant, her neu ymgysylltu? Beth ddywedodd disgyblion wrthyf yn uniongyrchol, neu'n anuniongyrchol am ddysgu heddiw? Sut mae profiadau'r dysgwr yn cymharu â fy ngwerthusiad fy hun o'r dysgu?	Beth wnaeth y dysgwyr ei ddweud neu ei wneud i wneud i chi feddwl hyn? Pa ddysgwyr a brofodd y dysgu yn wahanol a pham? Sut wyt ti'n gwybod?
Cryfderau a chynnydd	Roeddwn i'n teimlo'n hyderus pan oeddwn i... oherwydd... Eiliad a ddangosodd fy mod i'n datblygu oedd... Rhywbeth wnes i ei drin yn well yr wythnos hon oedd... Rwy'n falch fy mod i / y dysgwyr..	Pa gynnydd ydych chi wedi'i wneud? Pa gryfderau sy'n dod i'r amlwg? Beth byddech chi wedi ei gael yn anodd ychydig wythnosau yn ôl y gallwch chi ei wneud yn fwy hyderus?
Gweithredu ac effaith	Byddaf... fel y... Byddwn i'n gwybod ei fod yn gweithio pe bawn i'n gweld... Sut bydda i'n gwybod a yw'r dysgwyr wedi elwa?	Pa effaith gafodd hyn ar ddysgwyr? Sut ydych chi'n gwybod? Beth byddwch chi'n parhau ag e, ei addasu neu'i newid?
Hunaniaeth Broffesiynol	Roeddwn i'n teimlo'n fwyaf fel athro pan... Strategaeth a wnaeth roi hwb i'm hyder heddiw oedd... Adborth sydd wedi dylanwadu ar fy meddwl oedd... Rwy'n dechrau gweld fy hun yn athro sydd...	Beth byddwch chi'n ei geisio nesaf? Beth fyddai'n eich helpu i deimlo'n fwy hyderus? Sut gallwn ni eich cefnogi i'r cam nesaf?

Further guidance, examples and prompts can be found in the Learning Journal Guidance.

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LEARNING JOURNAL REFLECTION: A QUICK GUIDE

Effective reflections:

- Focus on learner experience
- Lead to Action
- Grow through shared professional dialogue
- Move beyond description

Student-teachers Use your journal to:	Mentors Use the learning Journal to:	Remember:
✓ Notice and analyse practice ✓ Explore questions and challenges ✓ Consider learner experience ✓ Identify strengths and next steps	✓ Encourage deeper thinking through questioning ✓ Focus reflection on learners ✓ Help identify strengths and next steps ✓ Use reflections as a basis for professional dialogue	✓ Keep your learning journal with you during placement and make available to your mentor. ✓ Quality over quantity. Short and focused reflections, using the prompts, are more powerful. ✓ Use professional language and do not include full names of learners, families or staff.

Prompts for **student- teachers** and **mentors** to support student-teacher reflection:
Use the prompts below to deepen reflection and identify next steps.

Reflective themes	Student-teacher reflection	Mentor prompts
Noticing and reflecting	I have noticed that... I'm noticing a pattern in.. I don't understand... I'm wondering whether..	What evidence supports this? What made you notice that? Is this a one off or a pattern? What might be another explanation?
Challenges and exploration	I am challenged by... I'd like to explore... I've tried...but it didn't work because...	What might be contributing to this? What could you explore next? What support or learning might help?
Learner Experience	Learners responded to the learning experience by... Evidence suggests learners experienced success, challenge or engagement when... Learners' comments, actions and responses indicated that...	What did the learners say or do to make you think this? Which learners experienced the learning differently and why? How do you know?
Strengths and progress	I felt confident when I...because... A moment that showed I'm developing was... Something I handled better this week was... I'm proud that I / the learners...	What progress have you made? What strengths are emerging? What would you have found difficult a few weeks ago that you can now do more confidently?
Action and impact	I will... so that... I'd know it was working if I saw... How will I know if the learners have benefited?	What impact did this have on learners? How do you know? What will you continue, adapt or change?
Professional Identity	I felt most like a teacher when... A strategy that boosted my confidence today was... Feedback that has influenced my thinking was... I am beginning to see myself as a teacher who...	What will you try next? What would help you feel more confident? How can we support you next step?

Further guidance, examples and prompts can be found in the Learning Journal Guidance.

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Yr Athrofa Professional Learning Partnership

COFNOD TYSTIOLAETH AC ADOLYGIAD ADFYFYRIOL SAC TAR PDPA 2026/7

Manylion personol
Enw:
Rhif y Myfyriwr: Rhif CGA / RCA
Ysgol PAP1: Ysgol PAP2:

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APLP PGCE QTS EVIDENCE AND REFLECTIVE REVIEW RECORD 2026/7

Personal Details
Name:
Student Number: EWC / TRN Number:
PTE1 School: PTE2 School:

Pwyntiau adolygu drwy gydol y rhaglen yn unol ag adroddiadau ar gynnydd darpal athrawon

Review points throughout the programme in-line with reporting on student-teachers' progress

Adolygiad QTS terfynol, crynodol: 14.06.27 – 25.06.27

Final, summative QTS review window

14.06.27 – 25.06.27

PDP i'w gwblhau erbyn: 08.06.27 11:59pm

PLP to be completed by 08.06.27 11:59pm

Safonau Proffesiynol ar gyfer addysgu

Professional Standards for teaching

Wedi'i gyflwyno yn 2017 ac wedi'i alinio â CiG

5 safon, gyda 32 disgrifydd

O SAC i Arweinyddiaeth

Wedi'i ddiweddaru ar gyfer 2026 (Gweler yma)

5 safon o hyd, ond strwythur newydd oddi tano

OND – Dim newid i QTS **eleni.**

Introduced in 2017 and aligned with CfW

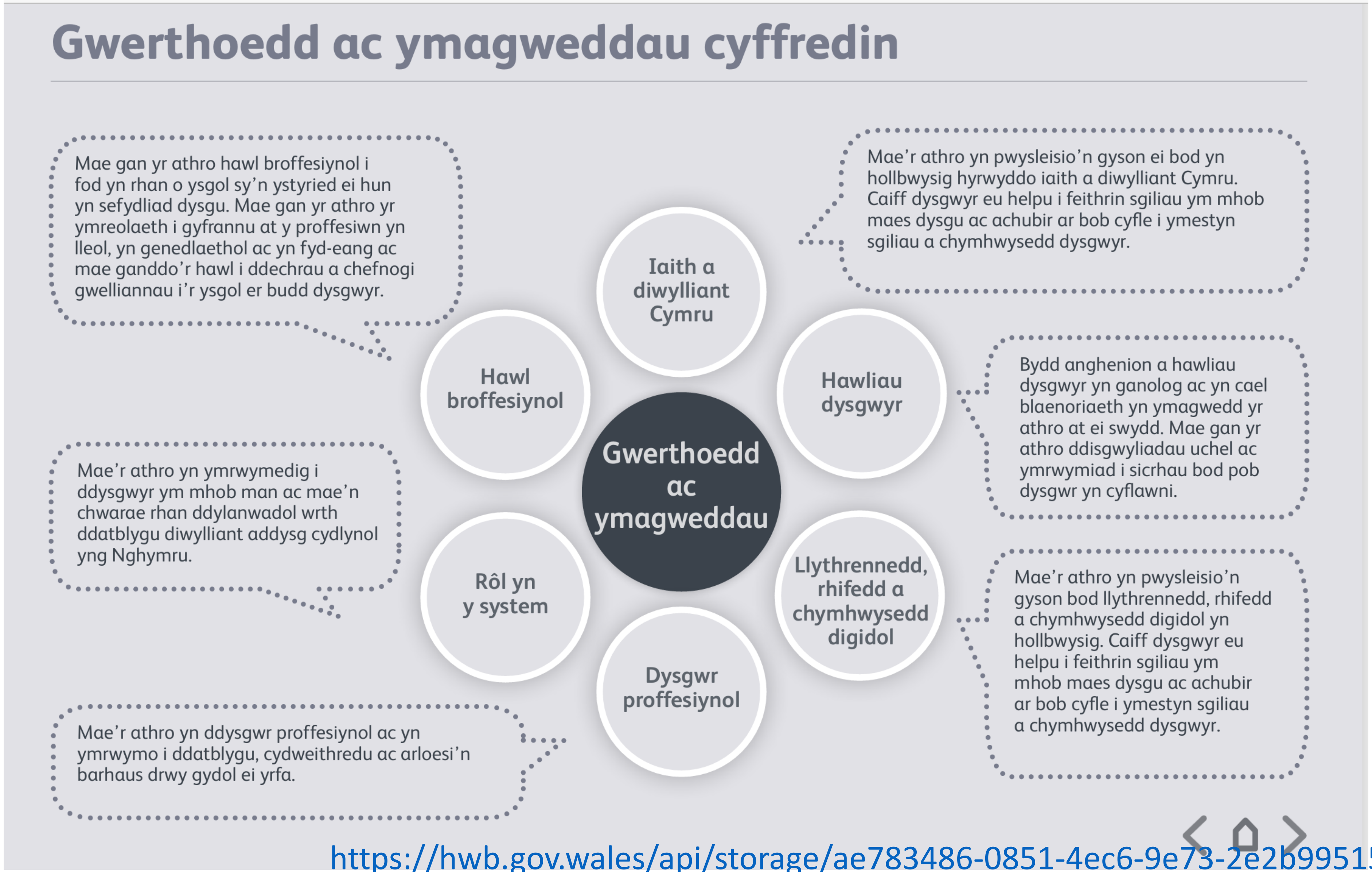
5 standards, with 32 descriptors

From QTS to Leadership

Updated for 2026 (See here)

Still 5 standards, but new structure beneath

BUT – No change for QTS for **this year.**

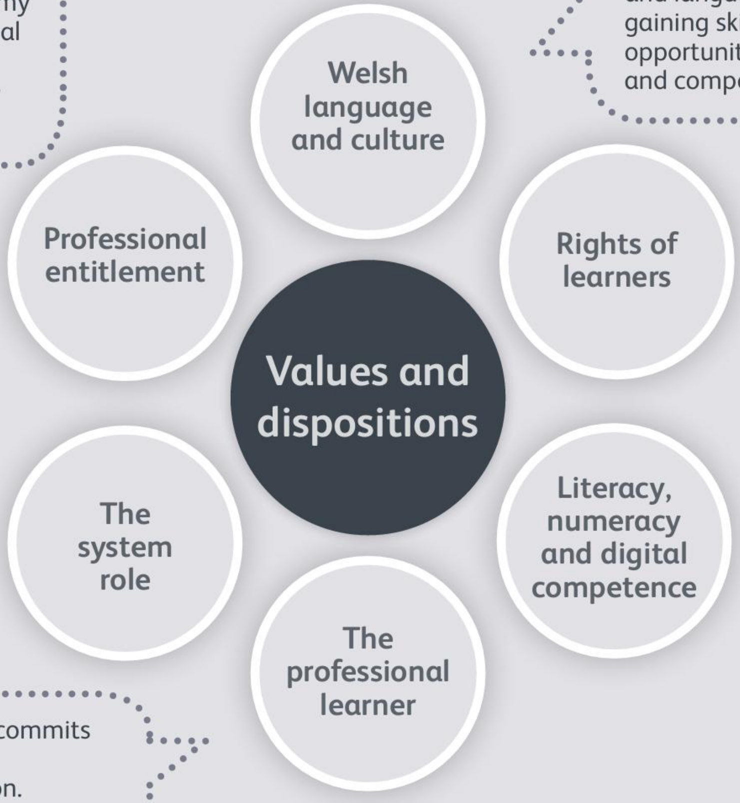


https://hwb.gov.wales/api/storage/ae783486-0851-4ec6-9e73-2e2b99515cf5/safonau-proffesiynol-ar-gyfer-addysgu-ac-arweinyddiaeth-pdf-rhyngweithiol-ar-gyfer-cyfrifiaduron-personol.pdf

Overarching values and dispositions

The teacher has a professional right to be part of a school that sees itself as a learning organisation. The teacher has the autonomy to be a contributing part of a local, national and global profession and has the right to instigate and support improvement to the school to the benefit of learners.

The teacher consistently emphasises the central importance of the promotion of Welsh culture and language. Learners will be supported in gaining skills across all areas of learning and every opportunity will be taken to extend learners' skills and competence.



The needs and rights of learners will be central and take priority in the teacher's approach to their job. The teacher exhibits high expectations and commitment to the achievement of each learner.

The teacher is committed to learners everywhere and is an influential part of a developing and coherent education culture in Wales.

The teacher consistently emphasises the central importance of literacy, numeracy and digital competence. Learners will be supported in gaining skills across all areas of learning and every opportunity will be taken to extend learners' skills and competence.

The teacher is a professional learner and commits to continuous engagement in career long development, collaboration and innovation.

https://hwb.gov.wales/api/storage/19bc948b-8a3f-41e0-944a-7bf2cadf7d18/professional-standards-for-teaching-and-leadership-interactive-pdf-for-pc.pdf

Beth mae'r 5 safon proffesiynol yn eu dweud?

Y safon **Addysgeg** effeithiol... mae addysgu a dysgu'n hollbwysig

Mae'r athro yn sicrhau'n gyson y deilliannau gorau i ddysgwyr drwy fireinio dulliau addysgu'n raddol, dylanwadu ar ddysgwyr a hybu dysgu.

Mae'r athro sydd mewn rôl arweinyddol ffurfiol yn atebol am addysgeg eraill drwy greu a chynnal yr amodau i wireddu'r pedwar diben ar gyfer dysgwyr a sicrhau'r gorau ar eu cyfer o ran safonau, lles a chynnydd.

Y safon **Cydweithredu...** gan sicrhau y caiff addysgeg effeithiol ei lledaenu

Mae'r athro yn manteisio ar gyfleoedd i gydweithio mewn ffordd gynhyrchiol â'r holl bartneriaid ym maes dysgu er mwyn cynyddu effeithiolrwydd proffesiynol.

Mae'r athro sydd mewn rôl arweinyddol ffurfiol yn creu amodau sy'n sicrhau bod pawb yn fodlon helpu ei gilydd a chydweithio'n effeithiol o fewn a thu hwnt i'r ysgol i ledaenu addysgeg effeithiol.

Y safon **Arweinyddiaeth...** helpu i gynyddu addysgeg effeithiol

Mae'r athro yn arwain ym mhob maes ymarfer proffesiynol er mwyn cefnogi ymdrechion pobl eraill yn yr ysgol a thu allan iddi i wireddu uchelgais addysgol Cymru.

Mae'r athro sydd mewn rôl arweinyddol ffurfiol yn gweithio mewn ffordd ddeallus i sicrhau cysondeb, eglurder ac ymrwymiad a rennir i wireddu'r weledigaeth ar gyfer addysgeg, dysgwyr, cydweithwyr a'r gymuned ehangach.

Y safon **Arloesi...** datblygu addysgeg

Mae'r athro yn flaengar gan ddatblygu technegau a dulliau a reolir ac a fesurir i wella deilliannau addysgeg.

Mae'r athro sydd mewn rôl arweinyddol ffurfiol yn sicrhau amodau cadarnhaol ar gyfer arloesi cydlynol y gellir ei reoli, a deilliannau sy'n cael eu gwerthuso, eu dosbarthu a'u rhoi ar waith.

Y safon Dysgu **Proffesiynol...** datblygu addysgeg ymhellach

Mae'r athro yn cynyddu ei wybodaeth, ei sgiliau a'i ddealltwriaeth yn gyson a gall ddangos sut mae myfyrio a bod yn barod i gael ei herio a'i gefnogi yn gallu cyfrannu at ddysgu proffesiynol er mwyn datblygu addysgeg yn raddol.

Mae'r athro sydd mewn rôl arweinyddol ffurfiol yn ysgogi dyhead am ddysgu proffesiynol sy'n cael ei werthfawrogi, sy'n cael effaith ar addysgeg ac sy'n cynnal datblygiad proffesiynol ar draws cymuned sy'n dysgu, yn yr ysgol a thu hwnt iddi.

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What do the 5 professional standards say?

The standard for effective **Pedagogy**... teaching and learning is paramount

The teacher consistently secures the best outcomes for learners through progressively refining teaching, influencing learners and advancing learning.

The teacher in a formal leadership role exercises accountability for the pedagogy of others by creating and sustaining the conditions to realise the four purposes for learners and achieve the best for them in terms of standards, well-being and progress.

The standard for **Collaboration**... enabling effective pedagogy to spread

The teacher takes opportunities to work productively with all partners in learning in order to extend professional effectiveness.

The teacher in a formal leadership role builds a climate of mutual support in which effective collaboration flourishes within and beyond the school to spread effective pedagogy.

The standard for **Leadership**... helping effective pedagogy to grow

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

The teacher in a formal leadership role works intelligently to bring coherence, clarity and a shared commitment to realising the vision for pedagogy, learners, colleagues and the wider community.

The standard for **Innovation**... moving pedagogy forward

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

The teacher in a formal leadership role ensures a positive climate for innovation that is coherent and manageable and outcomes are evaluated, disseminated and applied.

The standard for **Professional Learning**... taking effective pedagogy deeper

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

The teacher in a formal leadership role stimulates an appetite for professional learning that is valued, has impact upon pedagogy and supports professional growth across a learning community within and beyond the school.

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Pedwar diben i ddysgwyr
Ymelwa ar ddisgyblaethau pynciol mewn meysydd dysgu
Profiadau dysgu cyfunol
Cyd-destunau bywyd go iawn, dilys
Dilyniant mewn dysgu
Themâu trawsgwricwlaidd
3
RHAN I ADDYSGEG
Herio a disgwyliadau
Gwrando ar ddysgwyr
Dysgwyr yn arwain dysgu
Ymdrech barhaus a gwydnwch dysgwyr
Myfyrio ar ddysgu
Deilliannau dysgu a lles
Rheoli'r amgylchedd dysgu
Asesu
Gwahaniaethu
Cofnodi ac adrodd
Cynnwys partneriaid mewn dysgu
5
SAFON
HYRWYDDO DYSGU
MIREINIO ADDYSGU
DYLANWADU AR DDYSGWYR
ADDYSGEG
Gwerthoedd ac ymagweddau
CYDWEITHREDU
ARWEINYDDIAETH
ARLOESI
DYSGU PROFFESIYNOL
32
LLINYN
Ceisio cyngor a chymorth
Gweithio gyda chydweithwyr yn yr ysgol
Cefnogi a datblygu eraill
Galluogi gwelliannau
Cynnig arbenigedd
Datblygu technegau newydd
Gwerthuso effaith newid mewn arfer
Darllen ehangach a chanfyddiadau ymchwil
Rhwydweithiau a chymunedau proffesiynol
Dysgu proffesiynol parhaus
Sgiliau Cymraeg
APLP
PDPA
Yr Athrofa Centre for Education

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Four purposes for learners
Exploiting subject disciplines in areas of learning
Blended learning experiences
Real life, authentic contexts
Progression in learning
Cross-curricular themes
3
PARTS OF PEDAGOGY
Challenge and expectations
Listening to learners
Learners leading learning
Sustained effort and resilience in learners
Reflection on learning
Learning outcomes and well-being
Managing the learning environment
Assessment
Differentiation
Recording and reporting
Involving partners in learning
5
STANDARDS
ADVANCING LEARNING
REFINING TEACHING
INFLUENCING LEARNERS
PEDAGOGY
Values and dispositions
COLLABORATION
LEADERSHIP
INNOVATION
PROFESSIONAL LEARNING
32
STRANDS
Taking responsibility for self
Exercising corporate responsibility
Leading colleagues, projects and programmes
Supporting formal leadership roles
Offering expertise
Developing new techniques
Evaluating the mpact of changes n practice
Wider reading and research findings
Professional networks and communities
Continuing professional learning
Welsh language skills
Llywodraeth Cymru Welsh Government

Llinynnau Canolog / Central Strands

Addysgeg (Mireinio Addysgu):

Add 1	Addysgeg	Rheoli'r amgylchedd dysgu	Mae'r athro'n deall pwysigrwydd yr amgylchedd dysgu yn y gwaith o hyrwyddo arferion ac ymddygiadau dysgu cadarnhaol sy'n cyd-fynd â'r pedwar diben ac y mae dysgwyr yn eu deall yn y cyd-destun hwnnw. Mae felly'n mynd ati i'w ymsefydlu a'i reoli'n effeithiol ac yn barhaus.
Add 2	Addysgeg	Gwahaniaethu	Mae'r athro'n arddangos gwybodaeth am, ynghyd â dealltwriaeth a phrofiad o, ddisgwyliadau uchel ac arferion effeithiol i ddiwallu anghenion yr holl ddysgwyr, waeth beth fo'u gwahanol anghenion.
Add 3	Addysgeg	Asesu	Deall a chyfleu ystod o ddibenion ac arferion ar gyfer asesu.

Addysgeg (Hyrwyddo Dysgu):

Add 6	Addysgeg	Pedwar diben i ddysgwyr	Mae'r athro'n arddangos gwybodaeth am anghenion pob dysgwr, a dealltwriaeth o'r anghenion hynny, wrth gynllunio, paratoi ac addysgu. Hefyd, wrth wneud hyn, mae'n sicrhau mai'r pedwar diben sy'n gyrru profiadau dysgwyr.
Add 8	Addysgeg	Ymelwa ar ddisgyblaethau pynciol mewn meysydd dysgu	Mae'r athro'n arddangos gwybodaeth am addysgeg a disgyblaethau perthnasol o fewn, ac ar draws, cynnwys pynciau, meysydd dysgu, a themâu trawsgwricwlaidd; mae hefyd yn arddangos dealltwriaeth o hyn ac yn cynllunio'n briodol yn ôl hynny.

Cydweithredu:

C2	Cydweithredu	Ceisio cyngor a chymorth	Mae'r athro'n mynd ati i geisio ac ymwneud â chefnogaeth o ystod ffynonellau ffurfiol ac anffurfiol. Mae hyn yn cynnwys arsylwi a dysgu fel tîm, ac arddangos mwy a mwy o annibyniaeth.

Dysgu Proffesiynol:

DP1	Dysgu Proffesiynol	Darllen ehangach a chanfyddiadau ymchwil	Mae'r athro'n arddangos dealltwriaeth gynyddol hyderus o'r damcaniaethau a'r ymchwil ynghylch asesu, addysgeg, datblygiad plant a'r glasoed, a dysgu sy'n berthnasol i gynllunio ac arferion o ddydd i ddydd.
DP4	Dysgu Proffesiynol	Sgiliau Cymraeg	Ceir ymrwymiad i ddatblygu sgiliau personol gam wrth gam, o ran defnyddio'r Gymraeg.

Arweinyddiaeth:

Ar1	Arweinyddiaeth	Cymryd cyfrifoldeb personol	Mae'r athro'n arddangos agweddau ac ymddygiadau proffesiynol, gan ddatblygu cydberthnasau cadarnhaol gyda dysgwyr, rhieni/gofalwyr a chydweithwyr, sy'n dangos ymrwymiad personol i'r egwyddorion sylfaenol, sef tegwch a gwneud y mwyaf o botensial pob dysgwr.
Ar2	Arweinyddiaeth	Arfer cyfrifoldeb corfforaethol	Mae'r athro'n ymwybodol o'i gyfrifoldebau contractiol, bugeiliol, iechyd a diogelwch, cyfreithiol a phroffesiynol, ac mae'n eu deall.

Pedagogy (Refining Teaching):

P1	Pedagogy	Managing the learning environment	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.
P2	Pedagogy	Differentiation	The teacher demonstrates knowledge, understanding and experience of high expectations and effective practice in meeting the needs of all learners, whatever their different needs.
P3	Pedagogy	Assessment	The range of purposes and practices for assessment is understood and articulated.

Pedagogy (Advancing Learning):

P6	Pedagogy	Four purposes for learners	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.
P8	Pedagogy	Exploiting subject disciplines in areas of learning	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.

Collaboration:

C2	Collaboration	Seeking advice and support	The teacher actively seeks and engages with support from a range of formal and informal sources. This includes observation and team teaching, whilst demonstrating increasing levels of independence.

Professional Learning:

PL1	Professional learning	Wider reading and research findings	The teacher demonstrates an increasingly confident understanding of the theories and research about assessment, pedagogy, child and adolescent development and learning relevant to planning and day-to-day practice.
PL4	Professional Learning	Welsh language skills	There is a commitment to incremental development of personal skills in the use of the Welsh language.

Leadership:

L1	Leadership	Taking responsibility for self	The teacher demonstrates professional attitudes and behaviours, developing positive relationships with learners, parents/carers and colleagues, which illustrate a personal commitment to the fundamental principles of equity and of maximising the potential of all learners.
L2	Leadership	Exercising corporate responsibility	Contractual, pastoral, health and safety, legal and professional responsibilities are known and understood by the teacher.

Organise | New | Open | Select

[redacted] › Deunyddiau canllaw PAP ›

Name	Date modified	Type
Adfyfyrio pethefnosol	09/09/2026 07:13	File folder
Cofnod tystiolaeth ac adolygiad adfyfyriol sac	09/09/2026 07:13	File folder
Cynnydd disgwyliedig yn erbyn Safonau SAC	09/09/2026 07:13	File folder
Dyddlyfr Dysgu	09/09/2026 07:13	File folder
Llawlyfr PAP	09/09/2026 07:13	File folder
Proses a Gweithdrefnau Ymyrraeth	09/09/2026 07:13	File folder

APLP PDPA

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Cynnydd disgwyliedig yn erbyn Safonau SAC ar gyfer y rhaglen TAR

		Cyrhaeddiad Disgwyliedig **Ar y Trywydd lawn / Rhagori ar Ddisgwyliadau**	**Rhesymau dros ddechrau'r broses wrth gefn** (Mae angen ystyried amgylchiadau personol pob darpar athro)
PAP Amser	Canol PAP1	Mwyafrif 6/10 o'r **Llinynnau Canolog** i fod "ar y trywydd iawn" o leiaf	Os nad felly y mae, disgwylir i'r Mentor Dosbarth / Pwnc weithio'n agos gyda'r darpar athro i wneud cynnydd am weddill y PAP yn erbyn unrhyw rai o'r Llinynnau Canolog 'Nad ydynt eto ar y Trywydd lawn'.
		*Gall safonau llinynnau eraill hefyd fod "ar y trywydd iawn" o leiaf. Nid dim ond profiad y dylai myfyrwyr ei gael o'r **Llinynnau Canolog**	Caiff safonau eraill eu hasesu fel "achos pryder".
	Diwedd PAP1	10 **Llinyn Canolog** "ar y trywydd iawn" o leiaf	Os nad felly y mae, caiff y darpar athro gellir ei roi ar Gam 1 y broses Ymyrraeth a nodir targedau priodol ar gyfer PAP2. Mae'r Ymyrraeth i'w hystyried yn yr ail ysgol leoliad yn ystod diwrnodau paratoi PAP2. Bydd Uwch Fentoriaid PAP1 a PAP2 yn cwrdd i drafod cymorth ar gyfer y darpar athro cyn PAP2.
		Rhan fwyaf (2/3) o'r Safonau **Addysgeg** 'ar y trywydd iawn' o leiaf	
		Pob un o'r llinynnau **cydweithredu** "ar y trywydd iawn" o leiaf	
	Canol PAP2	Pob safon **Addysgeg, Cydweithredu a Dysgu Proffesiynol** i fod 'ar y trywydd iawn' o leiaf	Os nad felly y mae, rhaid i'r darpar athro gael ei roi ar Gam 1 y broses Ymyrraeth a nodir targedau priodol.
	Diwedd PAP2	**Rhaid i bob un o'r safonau SAC** fod 'Arddangoswyd safon SAC' o leiaf.	Yn dibynnu ar broffil y darpar athro, dylid cymryd y camau canlynol: - Os oes un safon ddim 'Arddangoswyd safon SAC' bydd y darpar athro'n cwblhau tair wythnos ychwanegol yn yr ysgol. Cyn cwblhau'r PAP ychwanegol hwn, bydd y darpar athro'n

[redacted] PTE guidance materials ›

Name	Date modified	Type	Size
Fortnightly Reflection	09/09/2026 05:54	File folder	
Intervention Process	09/09/2026 05:50	File folder	
Learning Journal	09/09/2026 05:49	File folder	
PTE Guidance	09/09/2026 05:49	File folder	
QTS Review	09/09/2026 05:49	File folder	
Schedule of Expected Progress	09/09/2026 05:49	File folder	

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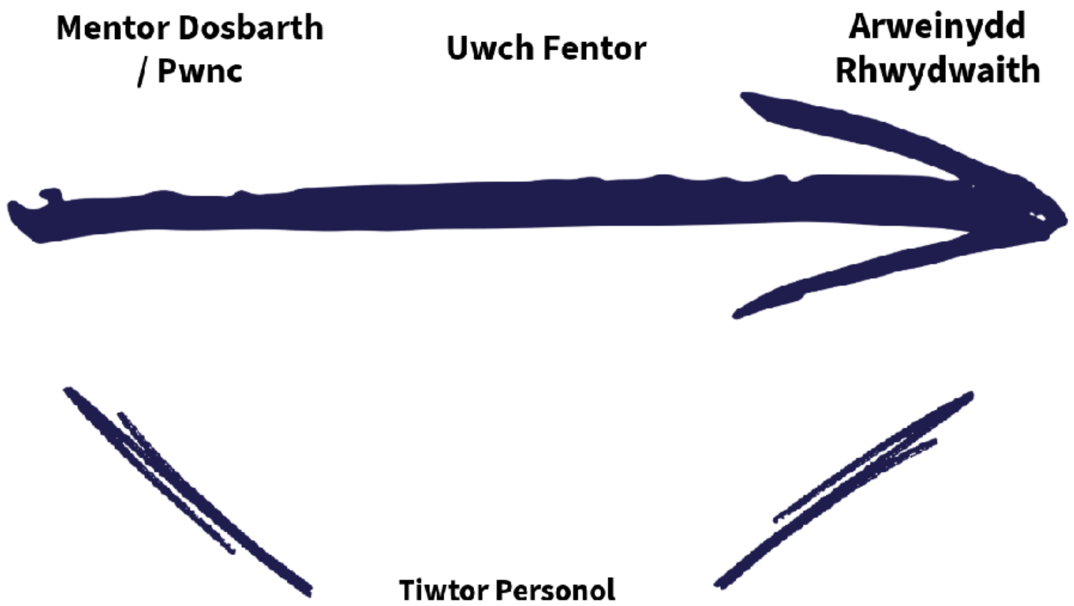
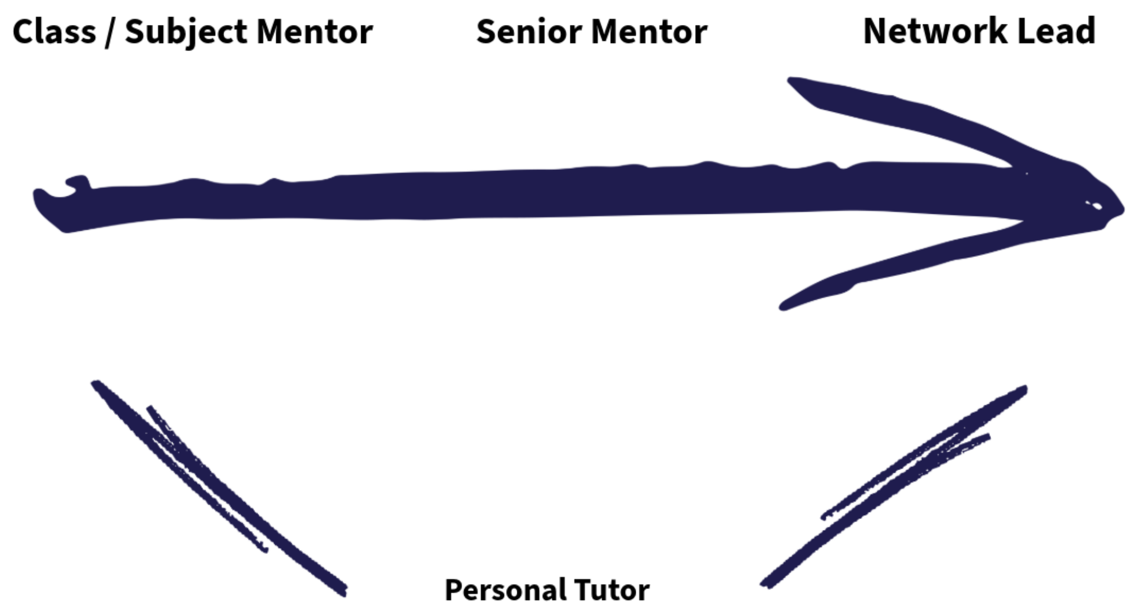
Expected progress against the QTS Standards for the PGCE programme

		Expected Attainment On track / Exceeding Expectations	**Reasons to initiate the Contingency process** (Personal circumstances of each student-teacher needs to be considered)
PTE Timeline	Middle of PTE 1	The majority 6 / 10 of the **Central Strands** to be at least "on track"	Where this is not the case, the class/ subject mentor is expected to work closely with the student-teacher to make progress for the remainder of the PTE against any of the Central Strands which are 'Not yet on Track.'
		*Other standards and strands could also be at least "on track". Students should not only gain experience from the **Central Strands**	Other standards are assessed as "cause for concern."
	End of PTE1	10 **Central Strands** at least "on track"	Where this is not the case, the student-teacher may be placed on Stage 1 of Intervention Process and appropriate targets are identified for PTE2. The Intervention Process is to be considered in the second placement school during the preparation days in PTE2. Senior mentors from PTE1 and PTE2 meet to discuss support for the student-teacher prior to PTE2.
		The majority (2/3) of **Pedagogy** standards at least "on track"	
		All **collaboration** strands at least "on track"	
	Middle of PTE2	All **Pedagogy, Collaboration and Professional Learning** standards to be at least "on track"	Where this is not the case, the student-teacher must be placed on Stage 1 of Intervention Process and appropriate targets identified.
	End of PTE2	**All QTS standards and elements** must be at least "QTS standard demonstrated"	Depending on the student-teacher's profile, the following steps are to be taken: - Where one standard is not at least 'QTS standard demonstrated" the student-teacher will complete an additional three weeks in school. Prior to completing this additional PTE, the student-teacher will have a review meeting with the Network Lead, Personal Tutor, and Class/Subject Mentor where targets are identified for the remainder of the placement (Intervention Process 1 support plan). These will be reviewed weekly throughout the additional three-week period. Should this result in a positive outcome, a 'Pass' grade will be submitted to the August Exam board in order to allow the student teacher to be qualified for the following September. Importantly, this may result in the student-teacher not graduating with their peers during the summer term and they will instead be invited to the graduation ceremony the following academic year. Where two or more standards are not 'QTS standard demonstrated", the student teacher will be asked to resist the full PTE placement in the following academic year. A 'Fail' grade for PTE will be submitted to the Exam Board during the summer term. Prior to completing this additional PTE, the student-teacher will have a review meeting with the Network Lead, Personal Tutor, and Class/Subject Mentor to identify targets for the placement period. Usual PTE expectations will be followed.

Lle dwi'n mynd am help?
Where do I go for help?

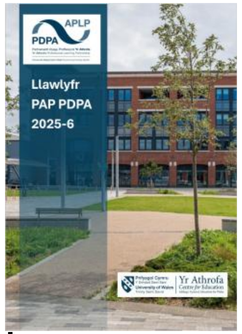


Nodwch fod Tiwtoriaid Personol yn parhau i fod yn bwynt cyswllt pwysig drwy gydol cyfnod PAP a gallant ddarparu cymorth i atgyfnerthu â'r cymorth cydweithwyr yn yr ysgol pan fod angen.



Please note that personal tutors remain an important point of contact throughout PTE and can provide support in addition to school-based colleagues, where appropriate.

Canllaw PAP PTE Guidance Document



Pan fyddwch yn eich ysgol lleoliad dylech gyfeirio at eich Canllaw PAP1 am wybodaeth.

Edrychwch ar y canllaw nawr.

Yn ystod eich lleoliad mae'r Cwestiynau Cyffredin ar agor ar Moodle ar gyfer unrhyw gwestiynau sydd gennych. Os ydych chi'n postio cwestiwn yn y Cwestiynau Cyffredin yna bydd pawb yn derbyn atebion er mwyn sicrhau cysondeb.

When you are in your placement school you should refer to your Guidance Document for information.

Have a look at it now

On placement the FAQ are open on Moodle for any questions you have. If you post a question in the FAQ then everyone will have a consistent answer.

Amser ar gyfer cwestiynau

Time for questions

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Y Drindod Dewi Sant
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Man Geni Addysg Uwch yng Nghymru
Where Higher Education Began in Wales