

Sesiwn Rhannu Gwybodaeth i Fentoriaid

Briefing Session for Mentors

25-09-2023

Megan Jones

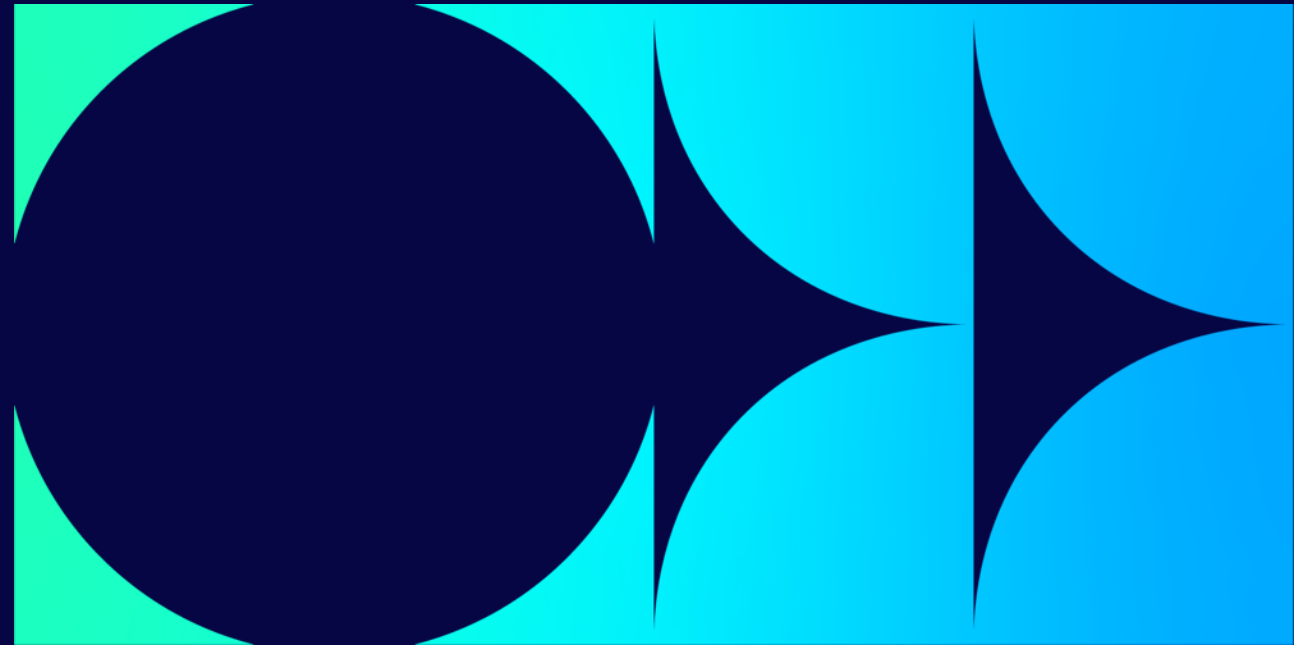
(Arweinydd Datblygiad Mentor - Mentor Development Lead)

Leigh Worrall

(Arweinydd Addysgu Proffesiynol - Professional Learning Lead)

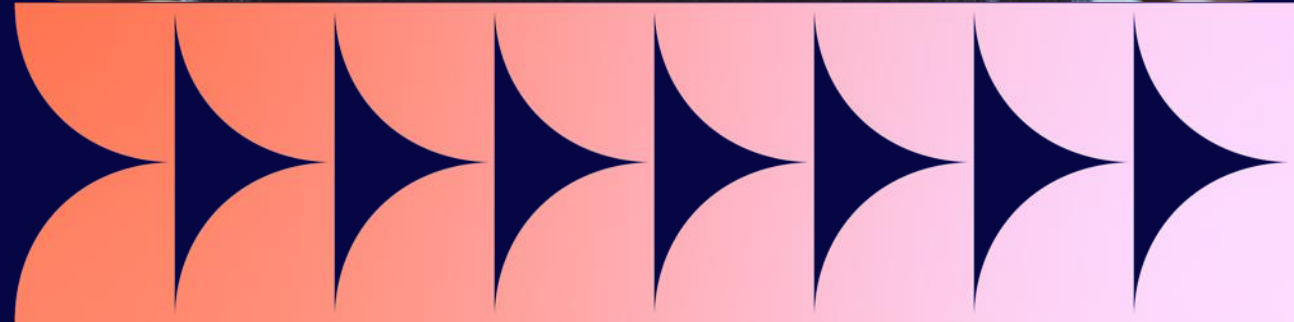
Nerys Defis

(Arweinydd Cydlynwr Ysgol - School Co-ordinator Lead)



Sesiwn Gymraeg

Rhannu Gwybodaeth -
Mentoriaid 25.9.23. Sesiwn
Gymraeg



Amcanion

- Deall pwysigrwydd rôl y Mentor yn nhaith y myfyriwr
- Gwybod ble i ddod o hyd i'r holl wybodaeth – trefniadau, dogfennau a dyddiadau allweddol
- Cefnogi a datblygiad broffesiynol

Intentions

- Understand the importance of the Mentor role within the student's journey
- Know where to find all the information – arrangements, documents and key dates
- Support and professional development



Beth yw Mentor?

What is a Mentor?



Yr 1 Y gydberthynas rhwng rolau a chyfrifoldebau



Figure 1 The relationship between roles and responsibilities



NEWYDD!

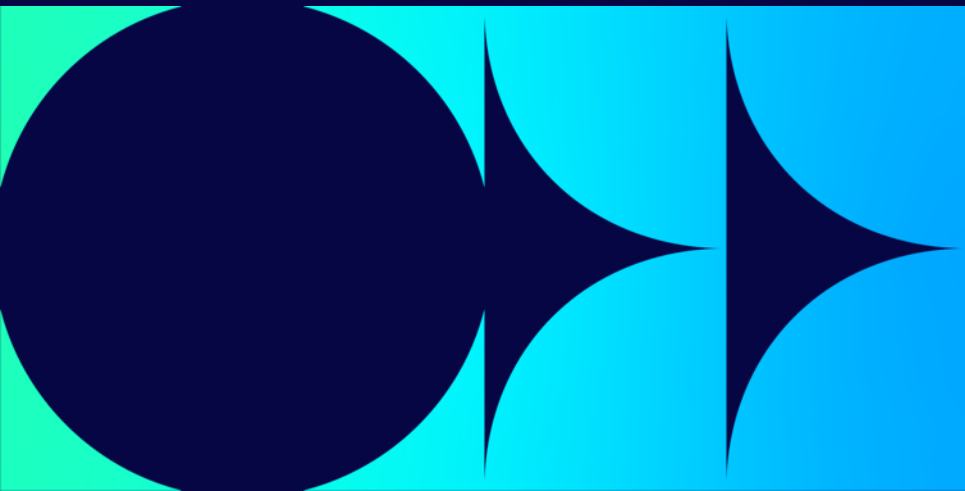
Gwefan y Bartneriaeth TAR

Dewch i ni gael taith o'r wefan er mwyn ymgyswrtu. Sicrhewch fod gennych fynediad a nodwch y dudalen er hwylustod

NEW!

PGCE Partnership Website

Let's take a tour of the website to help familiarise. Ensure you have access and bookmark for future use.





Adnodd Wedi'i Ddiweddarau Canllaw Ymarfer Dysgu

[YMA](#)

Updated Resource Practice Learning Guide

[HERE](#)

Fframwaith Aseu Ymarfer Dysgu

Practice Learning Assessment Framework

Fframwaith Aseu Ymarfer Dysgu

TAR-23J: Tystysgrif Addysg i Raddedigion

Practice Learning Assessment Framework

PGCE-23J: Postgraduate Certificate in Education

This document is also available in Welsh. Mae'r ddogfen hon hefyd ar gael yn y Gymraeg.

Addysgeg: Mireinio addysgu – tuag at ymarfer parhaus effeithiol iawn

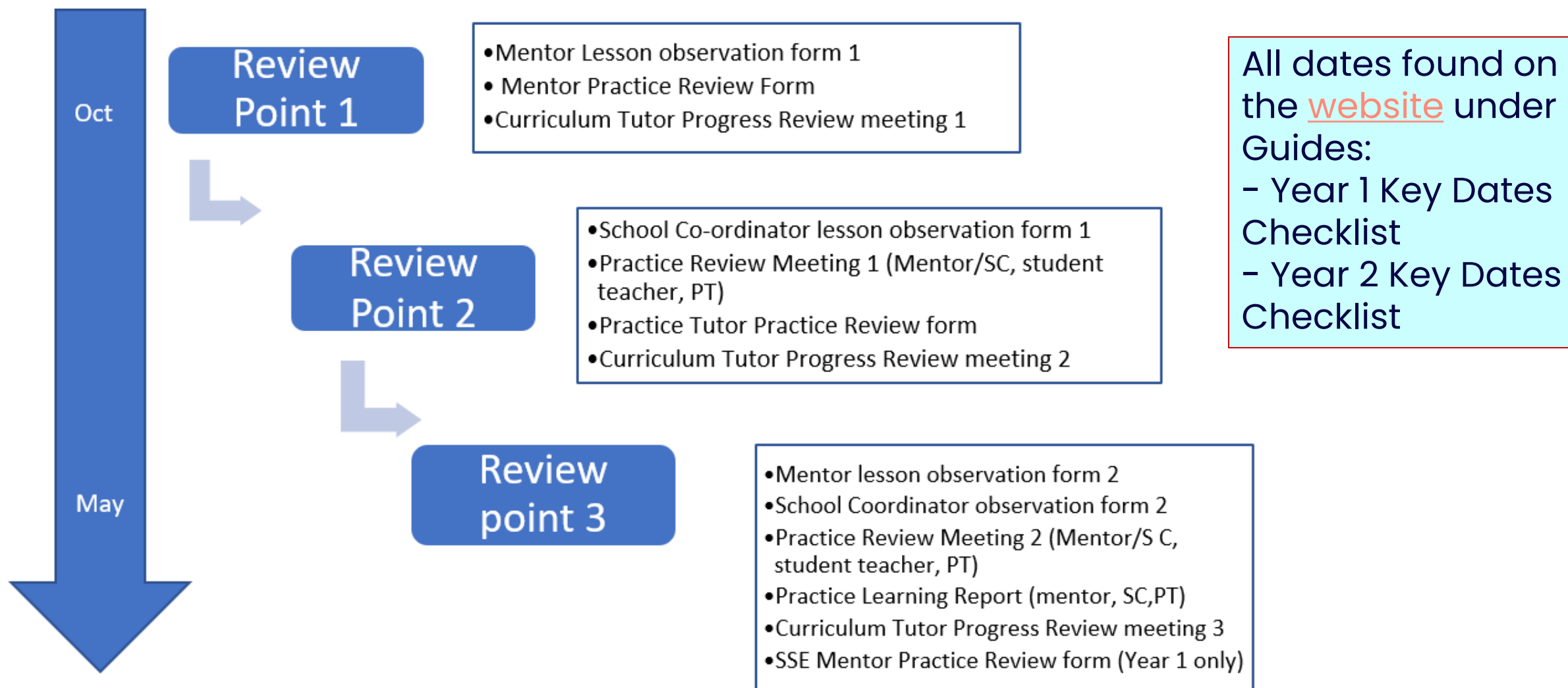
Effennau	Disgrifiad SAC	Disgrifiad o ymarfer a oir fod 'Ar y Trywydd Iawn'	Disgrifiad o ymarfer a oir fod 'Ar y Trywydd Iawn gyda Swabwasa Cychyd'	Disgrifiad o ymarfer a oir fod yn 'Swagor' ar Ddwygwylladau'
Rheoli'r amgylchedd ddysgu	Mae'r athro dan hyfforddiant yn deall pwerau ei ddisgrifiad yn amgylchedd ddysgu, ac yn dangos ei wath sefydlu effeithiol a'i wath rheoli parhaus, a non-hysu sefiriad ac ymddygiadau, dysgu cadarnhad yn cyflwyni'r pedwar diben ac y cwt eu deall gan ddygwyr yn y cwt-deustun hennw.	Dechrau, mhellir cydberthnasau effeithiol a'i rheoli fel ydychyd, ac fel unigol ac ar lefel ystafell-ddisbarth, yn cynnwys digybllon mwy swl a mwy heriol.	Mhellir cydberthnasau effeithiol iawn a'i rheoli fel ydychyd, ac fel unigol ac ar lefel ystafell-ddisbarth, yn cynnwys digybllon mwy swl a mwy heriol.	Sefydlu cydberthnasau heriol a'i rheoli gan ydychyd, ac fel unigol ac ar lefel ystafell-ddisbarth, yn cynnwys digybllon mwy swl a mwy heriol.
		Mewn rheoli achosion, gallu ymdebydd yn broffidol a'ngheirion amodol, ymddygiadol a gwyblyddol a gwyblyddol yfion fel ydychyd, gan ddiwyddo amrywioeth a sgiliu wedi'u gwerddo.	Gallu ymdebydd yn broffidol a'ngheirion amodol, ymddygiadol a gwyblyddol yfion fel ydychyd, gan ddiwyddo amrywioeth a sgiliu wedi'u gwerddo.	Gallu ymdebydd yn broffidol a'ngheirion amodol, ymddygiadol a gwyblyddol yfion fel ydychyd, gan ddiwyddo amrywioeth a sgiliu wedi'u gwerddo.
		Dangos gwybodeith broffidol am strategothau rheoli ymddygiad, a gallu cynhyrto'r rheoli mewn amrywioeth a gwt-deustunau mwyw sicrhau ddysgu effeithiol.	Dangos gwybodeith broffidol am strategothau rheoli ymddygiad, a gallu cynhyrto'r rheoli mewn amrywioeth a gwt-deustunau mwyw sicrhau ddysgu effeithiol.	Dangos gwybodeith broffidol am strategothau rheoli ymddygiad, a gallu cynhyrto'r rheoli mewn amrywioeth a gwt-deustunau mwyw sicrhau ddysgu effeithiol.
		Gwneud delnydd pradol a'r amsew a'r gwt-deustunau a'r gwt-deustunau mwyw sicrhau ddysgu effeithiol.	Gwneud delnydd pradol a'r amsew a'r gwt-deustunau a'r gwt-deustunau mwyw sicrhau ddysgu effeithiol.	Gwneud delnydd pradol a'r amsew a'r gwt-deustunau a'r gwt-deustunau mwyw sicrhau ddysgu effeithiol.
		Gwneud delnydd pradol a'r amsew a'r gwt-deustunau a'r gwt-deustunau mwyw sicrhau ddysgu effeithiol.	Gwneud delnydd pradol a'r amsew a'r gwt-deustunau a'r gwt-deustunau mwyw sicrhau ddysgu effeithiol.	Gwneud delnydd pradol a'r amsew a'r gwt-deustunau a'r gwt-deustunau mwyw sicrhau ddysgu effeithiol.

Pedagogy Refining teaching: Towards sustained highly effective practice

Elements	QTS descriptors	Description of practice which may be 'On Track'	Description of practice which may be 'On Track with Many Areas of Strength'	Description of practice which may be 'Exceeding Expectations'
Managing the learning environment	The student teacher understands the importance of, and demonstrates, the effective establishment and ongoing management of the learning environment, in promoting positive learning habits and behaviours that meet the four purposes and that are understood by learners in that context.	You begin to establish effective relationships with most learners, both at an individual and a classroom level, including more limited and more challenging pupils.	You establish very effective relationships with most learners, both at an individual and a classroom level, including more limited and more challenging pupils.	You establish excellent relationships with nearly all learners, both at an individual and a classroom level, including more limited and more challenging pupils.
		You are able, in some instances, to respond appropriately to the emotional, behavioural and cognitive needs of some learners, using emerging tools.	You can respond appropriately to the emotional, behavioural and cognitive needs of most learners, using a range of established tools.	You can respond immediately and appropriately to the emotional, behavioural and cognitive needs of nearly all learners, using a wide range of embedded tools.
		You demonstrate appropriate knowledge of behaviour management strategies, and can apply these in a range of contexts to ensure effective learning.	You demonstrate established knowledge of behaviour management strategies, and can apply these in a variety of contexts to ensure effective learning.	You demonstrate embedded knowledge of behaviour management strategies, and can apply these in a variety of contexts to ensure effective learning.
		You make appropriate use of the time and space available, for example, making effective use of role-play areas.	You make very effective use of the time and space available, including the indoor and outdoor spaces.	You make excellent use of the time and space available, for example, being able to complete a lesson as planned, and making very effective use of different areas within the classroom and in the outdoor ones.

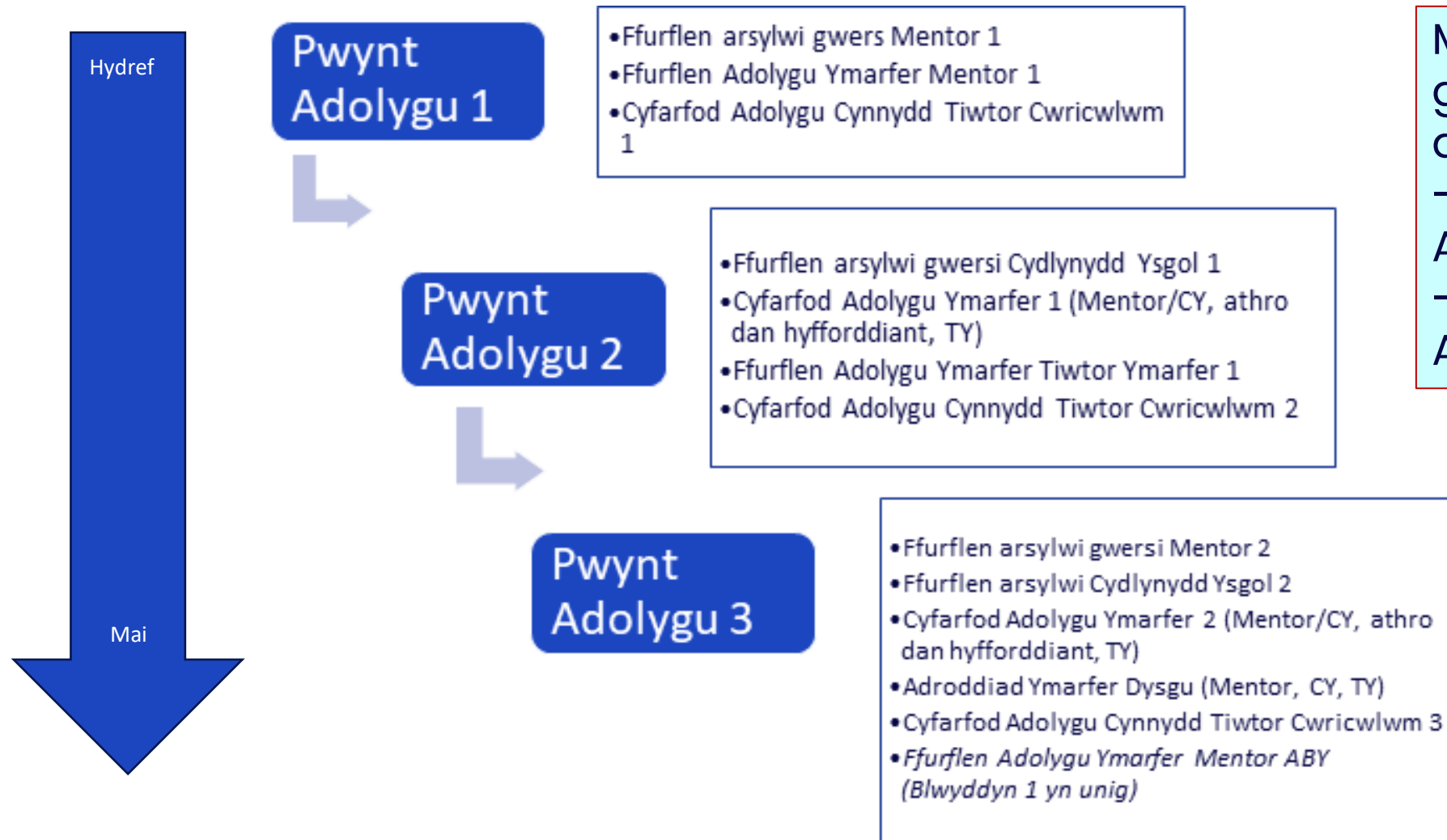
Practice Learning Review Process

(pg.50 onwards in [PL Guide](#))



Proses Adolygu Ymarfer Dysgu

(Tud .54 ymlaen yn y [Canllaw ar Ymarfer Dysgu](#))



Mae'r dyddiadau i'w gweld ar y [wefan](#) o dan 'Canllawiau':

- Dyddiadau Allweddol TAR1 a 2
- Dyddiadau Allweddol TAR3

Adolygiad y Tiwtor Ymarfer

- **Dau y flwyddyn** gyda phob myfyriwr
 - **Bl.1:** Adolygiad 1af – Rhag. / Ion
2il Adolygiad – Ebrill/Mai
 - **Bl. 2:** Adolygiad 1af – Rhagfyr
2il Adolygiad – Mawrth
- **Sy'n cynnwys:**
 - Arsylwi gwersi ac adborth dilynol ar Teams
 - Deialog broffesiynol rhwng yr athro dan hyfforddiant, y Mentor / Cydlynnydd Ysgol a'r Tiwtor Ymarfer

The Practice Tutor Review

- **Two per year** to each student allocated.
 - **Year 1:** 1st Review – Dec. / Jan.
2nd Review – April / May
 - **Year 2:** 1st Review – December
2nd Review – March
- **The comprises of:**
 - A recorded lesson observation and follow-up feedback via Teams
 - A professional dialogue between the student teacher, the Mentor/School Coordinator and the Practice Tutor

IRIS Connect (see our website [here](#))

IRIS Connect Helpdesk: 0333 136 2483 - E-mail: support@irisconnect.co.uk



Ffurflen Arsylwi Gwers – Lesson Observation Form

Mentor
2 ffurflen i bob
myfyriwr

Cydlynnydd Ysgol
2 ffurflen i bob
myfyriwr

Mentor
2 forms per
student

School Coordinator
2 forms per
student

The Open University
Y Brifysgol Agored

This document is also available in Welsh: [Llysoedd Arsylwi Gwers](#) hon [dewch ar ymwelwch](#) y Gymraeg.

Lesson Observation Form

Student name:

Observer:

Class context and agreed observation focus:

PL Refining

- Managing the learning environment
- Assessment
- Differentiation
- Reporting and recording
- Involving partners in learning

P2. Advancing Learning

- Four purposes for learners
- Exploiting subject disciplines in areas of learning
- Blended learning experiences
- Real life, authentic contexts
- Progression in learning
- Cross-curricular themes

P3. Influencing Learning

- Challenge and expectations
- Listening to learners
- Learners leading learning
- Sustained effort and resilience in learning
- Reflection on learning
- Learning outcomes and wellbeing

Comment on any other areas of relevance (Collaboration, Innovation, Leadership and Professional Learning) where appropriate.

If relevant, comment on how the student made use of opportunities to develop their own or their pupils' Welsh language skills, digital competency, literacy and numeracy skills, or cross-curricular approach.

Name of Observer:

Signature:

Student Teacher: Please place a copy of this feedback on your PLP.

- Ar y wefan o dan 'Ffurflenni' 1.
- Mae'r ffurflen yn cysylltu â'r Safonau Proffesiynol - prif ffocws ar Addysgeg
- Blwch ar gyfer cyfrifoldebau trawsgwricwlaidd

- Found on website under 'Forms' 1.
- The form links to the Professional Standards - main focus is on Pedagogy
- Box for cross curricular responsibilities

Ffurflen Adolygu Ymarfer – Practice Review Form

Bl.1 Ffurflen
Adolygu Ymarfer
22-12-23

Bl.2 Ffurflen
Adolygu Ymarfer
01-12-23

Year 1 Practice
Review Form
22-12-23

Year 2 Practice
Review Form
01-12-23

- Ar y wefan o dan 'Ffurflenni' 3.
- Mae'n ffurflen un dudalen – yn cyfleu cynnydd
- Dim Cofnod Sesiwn Mentor – ond dylai myfyrwyr barhau i gadw nodyn o bob cyfarfod mentora a'u targedau.
- Dim Adroddiad Interim Ymarfer Dysgu i fyfyrwyr ail flwyddyn (TAR3)

The screenshot shows the 'Practice Learning Review Form' interface. At the top, it features the Open University logo and the text 'Practice Learning Review Form' with a note that the document is also available in Welsh. Below this is a form with several sections:

- Student name:** A text input field with a prompt 'Click or tap here to enter text.'
- School:** A text input field with a prompt 'Click or tap here to enter text.'
- Experience:** A selection of radio buttons for '3 - 7', '7 - 11', '11-14', and '14-16'.
- Route:** A dropdown menu with the prompt 'Choose an item.'
- Name of Mentor or Tutor:** A text input field with a prompt 'Click or tap here to enter text.'

The main body of the form is divided into three sections:

- P1. Refining**: Lists bullet points such as 'Managing the learning environment', 'Assessment', 'Differentiation', 'Reporting and recording', and 'Involving partners in learning'.
- P2. Advancing Learning**: Lists bullet points such as 'Four purposes for learners', 'Exploiting subject disciplines in areas of learning', 'Blended learning experiences', 'Real life, authentic contexts', 'Progression in learning', and 'Cross-curricular themes'.
- P3. Influencing Learning**: Lists bullet points such as 'Challenge and expectations', 'Listening to learners', 'Learners leading learning', 'Sustained effort and resilience in learning', 'Reflection on learning', and 'Learning outcomes and wellbeing'.

Below these sections is a large text area with the instruction: 'Please provide a summary of the student teacher's strengths and areas for development, with a particular focus on pedagogy.' Below this is a 'TARGETS' section with a text input field and a prompt 'Click or tap here to enter text.'

At the bottom, there are two columns: 'Student teacher's progress' and 'Not Yet on Track'. Below these are 'Signature:' and 'Date:' fields, each with a text input field and a prompt 'Click or tap here to enter text.'

At the very bottom, it says 'Please return this form to Wales-PGCE@open.ac.uk'.

- Found on website under 'Forms' 3.
- A one-page form – captures progress
- No Mentor Session Records – but students should still keep a note of all mentor meetings and their targets
- No Interim Practice Learning Report for second year students (PGCE3)

Adroddiad Ymarfer Dysgu – Practice Learning Report

Bl.1 Adroddiad
Ymarfer Dysgu
10-05-24

Bl.2 Adroddiad
Ymarfer Dysgu
08-03-24

Year 1 Practice
Learning Report
10-05-24

Year 2 Practice Learning
Report
08-03-24

Ar y wefan o dan
'Ffurflenni' 2.

Mewn 3 rhan
Rhan A: Mentor
Rhan B: Cydlynnydd
Ysgol
Rhan C: Tiwtor
Ymarfer (allanol)

Practice Learning Report
Please refer to guidance for the completion of this form.
This document is also available in Welsh: [Llywodraeth Cymru](#) / [Welsh Language Centre](#)

Student name:	Click or tap here to enter text.	Route:	Choose an item.
School:	Click or tap here to enter text.	Mentor:	Click or tap here to enter text.
Curriculum Tutor:	Click or tap here to enter text.	Practice tutor:	Click or tap here to enter text.

Section A – To be completed by the Mentor

PEDAGOGY
Please provide a summary of the student teacher's strengths and areas for development.
Click or tap here to enter text.

Professional Learning
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.

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

Leadership
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.

Cross-curricular Initiatives
Where relevant, please make reference to the student teacher's development of these areas:
• Progress in digital competency
• Literacy
• Numeracy
• Welsh language skills

TARGET
Click or tap here to enter text.

COLLABORATION
Click or tap here to enter text.
TARGET
Click or tap here to enter text.

PROFESSIONAL LEARNING
Click or tap here to enter text.
TARGET
Click or tap here to enter text.

INNOVATION
Click or tap here to enter text.
TARGET
Click or tap here to enter text.

LEADERSHIP
Click or tap here to enter text.
TARGET
Click or tap here to enter text.

Mentor Review

Not yet on track*	Aspects give cause for concern where significant development and improvement will be needed to achieve a level expected for QTS. *Please note, an overall review judged as not yet on track may result in the student teacher losing the practice learning element of their end of module assessment.
On track	Indications are positive. Continued development is likely to result in achievement of a standard expected for QTS.
On track with strengths	Indications are strong and secure, with work already showing strengths in many areas. Continued development is likely to result in achievement of a standard better than expected for QTS.
Exceeding expectations	Indications are very strong and secure, with work already at a level higher than expected for QTS.

Pedagogy: Choose an item.
Collaboration: Choose an item.
Professional Learning: Choose an item.
Innovation: Choose an item.
Leadership: Choose an item.

Overall review of student teacher's progress: **On Track**

Mentor Signature: Click or tap here to enter text.
Date: Click or tap here to enter text.

Section B – School Coordinator Review

Number of absences: Click or tap here to enter text.
I agree the overall review of the student teacher's progress by the mentor: **Q**
Comments on progress: Click or tap here to enter text.

I approve the quality of this report.
School Coordinator Signature: Click or tap here to enter text.
Date: Click or tap here to enter text.

School Coordinators: Please save the report (with sections A and B complete) according to the student's name (SURNAME_INITIAL). Please email a copy of this report directly to the student's practice tutor. Thank you.

Found on website
under 'Forms' 2.

Has 3 parts
Section A: Mentor
Section B: School
Coordinator
Section C: Practice
Tutor (external)

I grynhoi...

To summarise...

Mentor	<ul style="list-style-type: none"> • Ffurflen Arsylwad Gwers ffurfiol (x2) • Cwblhau ffurflen Adolygu Ymarfer (x1) * • Presenoldeb mewn cyfarfod Adolygu Ymarfer gyda'r TY (x2) • Cwblhau Adran A o'r Adroddiad Dysgu Ymarfer (x2)
Cydlynnydd Ysgol	<ul style="list-style-type: none"> • Ffurflen Arsylwad Gwers ffurfiol (hefyd wedi'i recordio i'r TY ei hadolygu) (x2) • Presenoldeb (lle bo modd) mewn cyfarfod Adolygu Ymarfer gyda'r TY (x2) • Cwblhau Adran B o'r Adroddiad Ymarfer Dysgu (x1)
Tiwtor Ymarfer	<ul style="list-style-type: none"> • Adborth Arsylwad Gwers ffurfiol o wers a recordiwyd (x2) • Cwblhau ffurflen Adolygu Ymarfer (x1) • Cydlynu cyfarfod Adolygu Ymarfer gyda'r Mentor/ CY a'r athro dan hyfforddiant (x2) • Cwblhau Adran C o'r Adroddiad Ymarfer Dysgu (x1)

**Sylwer,ar gyfer Mentoriaid sy'n cefnogi myfyrwyr Cyflogedig yn eu Hail Brofiad Ysgol, bydd gofyn llenwi ffurflen Adolygu Ymarfer ychwanegol fel rhan o'r lleoliad pwrpasol hwn. Ni fydd hyn yn berthnasol i bob Mentor*

Mentor	<ul style="list-style-type: none"> • Formal Lesson Observation form (x2) • Completion of Practice Review form (x1) * • Attendance at Practice Review meeting with PT (x2) • Completion of Section A Practice Learning Report (x1)
School Coordinator	<ul style="list-style-type: none"> • Formal Lesson Observation form (also recorded for PT to review) (x2) • Attendance (where possible) at Practice Review meeting with PT (x2) • Completion of Section B Practice Learning Report (x1)
Practice Tutor	<ul style="list-style-type: none"> • Formal Lesson Observation feedback of recorded lesson (x2) • Completion of Practice Review form (x1) • Co-ordination of Practice Review meeting with Mentor/SC and student teacher (x2) • Completion of Section C Practice Learning Report (x1)

**Please note that for Mentors supporting Salaried students in their Second School Experience, there will be the requirement to complete an additional Practice Review form as part of this bespoke placement. This will not apply to all Mentors.*

Cyflwyno'r Matiau Mentor

Introducing Mentor Mats

Mat Mentor Blwyddyn 1 (TAR1 a TAR2)

Pwrpas y mat hwn yw cefnogi a strwythuro sesiynau mentora gyda'ch myfyriwr, ac ynghyd â'r Ffurflen Adolygu Ymarfer, i olrhain cynnydd y myfyriwr. Ansawdd y drafodaeth yw'r agwedd bwysicaf, ond gyda'ch myfyriwr, bydd angen i chi benderfynu ar fformat ar gyfer cofnodi pwyntiau allweddol y drafodaeth (e.e. llyfr nodiadau, cyfnodolyn, log gweithredol). Bydd angen i fyfyrwr gofnodi'r targedau tymor hir o'r drafodaeth ar eu Ffurflen Crynhoi Targedau. Sylwer, efallai y gofynnir i Fentoriaid am dystiolaeth o sut maen nhw'n cynllunio ac yn olrhain cynnydd eu myfyriwr.



Cynnydd Addysgeg

I gael rhagor o wybodaeth am ddisgwyliadau ymarfer dysgu ar gyfer Blwyddyn 1 (TAR1 a TAR2), cyfeiriwch at y Canllaw ar Ymarfer Dysgu.

Beth ydych chi'n teimlo oedd yn gweithio yn eich addysgu?

Beth ydych chi wedi'i fwynhau?

Beth ydych chi'n meddwl oedd yn llai llwyddiannus am eich addysgu?

Pa agwedd(au) sydd wedi bod yn heriol i chi?

Pa dystiolaeth oedd o'r plant yn dysgu?

Pa adnoddau ac astudiaethau blaenorol y gallech eu defnyddio i ddatblygu eich dulliau ymhellach?

Datblygiad Cymraeg

Beth yw lefel eich Cymraeg? Edrychwch ar y disgrifiadau ar y fframwaith.

Sut ydych chi'n datblygu eich Cymraeg e.e. drwy gyrsiau Dysgu Cymraeg?

Ydych chi'n cynnwys y Gymraeg wrth gynllunio ar gyfer gwersi?

Oes angen mwy o gefnogaeth arnoch?

Adolygu Tystiolaeth Ymarfer Dysgu

Dyma gyfle i chi edrych ar dystiolaeth y myfyriwr o ran:

- Cynllunio a gwerthusiadau gwersi
- Ystyried Cyfrifoldebau Trawsgwricwlaidd
- Pasbort Dysgu Proffesiynol (PDP)

Ble ydych chi'n teimlo eich bod wedi gwneud cynnydd yn erbyn y safonau SAC?

Pa dystiolaeth sydd gennych i gefnogi hyn?

Pa safonau sydd angen blaenoriaethu?

Adolygiad o gynnydd

I gael rhagor o wybodaeth fanwl am broses adolygu cynnydd myfyriwr Blwyddyn 1 (TAR1 a TAR2), cyfeiriwch at y Canllaw ar Ymarfer Dysgu a'r Rhestr Wirio Dyddiadau Allweddol.

A yw gwaith papur ffurfiol yn gyfnewid?

Ydych chi wedi cyfathrebu gyda'r Tiwtor Ymarfer?

Ydych chi wedi trefnu gwersi i Gydlynedd Ysgol ei harsylwi? Cofiwch, bydd angen recordio'r wers hon a'i rhannu gyda'ch Tiwtor Ymarfer gan ddefnyddio Iris Connect.

Cynnydd Academaidd

Sut mae eich gwybodaeth a'ch dealltwriaeth wedi datblygu dros yr wythnos hon?

Sut ydych chi'n rheoli'r cydbwysedd rhwng gwaith a gwaith astudio?

Sut allwch chi gysylltu eich astudiaethau ar-lein a'ch ymarfer?

- Uned A – Cwricwlwm
- Uned B – Deall Dysgwyr
- Uned C – Cynllunio ar gyfer dysgu
- Uned D – Addysgeg
- Uned E – Asesu
- Uned F – Ymarfer Proffesiynol

Beth ydych chi wedi ei ystyried yn eich cofnodlyfr dysgu academaidd?

ATM 01 (2000 o eiriau)
Gwerthuso pa agweddau o'ch dysgu hyd yma sydd wedi cael yr effaith fwyaf ar eich gwybodaeth a'ch dealltwriaeth yn y cyfnod ymglyfarwydd Dewiswch un o'r Gweithgareddau Ymarfer Dysgu (GYD). Esboniwch eich ymateb i'r PLA ac asesu'r effaith ar eich ymarfer dysgu.

ADM 01
Tasg 1 (1000 o eiriau)
Adolygwch yn feirniadol papur academaidd.

Tasg 2 (uchafswm o 6 sleid a 10 munud o hyd)

Dyluniwch gyflwyniad PowerPoint a recordiwch gyflwyniad llafar i gyd-fynd â'r cyflwyniad ar sut y bydd yr erthygl hon yn llywio eich ymarfer.

Tasg 3 (1000 o eiriau)
Dodansoddwch eich gwaith cynllunio a chyflwyno o un dilyniant o wersi.

Cefnogi Gweithgareddau Ymarfer Dysgu (GYD)

1. Dod i adnabod yr ysgol/ion a'r dosbarth/iadau
2. Cysgodi disgyblion
3. Cynllunio am yn ôl
4. Archwilio'r pedwar diben fel ysgogwyr ar gyfer profiadau'r dysgwyr
5. Astudio Gwersi: Pwyslais penodol ar Holi
Bydd angen i fyfyrwr ddewis naill ai GYD2, GYD3, GYD4 neu GYD5 fel ffocws ar gyfer yr Aseiniad mae'r Tiwtor yn Marcio (ATM).
6. Deall Anghenion Dysgu Ychwanegol (Ffocws ar ddysgwr ag ADY)
7. Cysylltu â rhieni a gofalwyr
8. Astudio Gwersi: Datblygu egwyddor addysgegol

Fy Mentora - Adfyfrio

Sut ydych chi'n gwybod bod y myfyriwr yn datblygu?

A yw fyfyrwr nghefnogaeth mentora yn cael effaith?

Pa gyfleoedd ychwanegol y gallaf eu cynnig i'r myfyriwr?

Beth sydd angen i mi ei rannu gyda'r Cydlynedd Ysgol?

A oes angen mwy o gefnogaeth ar y myfyriwr e.e., Fframwaith Cymorth i Fyfyrwyr?

Targedau / Camau Nesaf

Pa agweddau y mae angen i chi ganolbwyntio mwy arnynt?

Oes angen unrhyw gymorth arnoch?

Ydy'r myfyriwr Ar y Trywydd lawn?

Os na, cysylltwch â'r Tiwtor Cwricwlwm neu ewch i sesiwn wythnosol galw heibio ymarfer dysgu i gael arweiniad pellach. Mae'r rhain wedi'u hamserlennu bob dydd Llun am 3.45yp-4.15yp ac mae'r ddolen ar wefan y Bartneriaeth.



Mat Mentor: Adolygu Tystiolaeth Ymarfer Dysgu

Mentor Mat: Reviewing Practice Learning Evidence

- Ble ydych chi'n teimlo eich bod wedi gwneud cynnydd yn erbyn safonau SAC?
- Pa dystiolaeth sydd gennych i gefnogi hyn?
- Pa safonau sydd angen blaenoriaethu?
- Where do you feel you have made progress against the QTS standards?
- What evidence do you have to support this?
- Which standards need prioritising?

Mat Mentor: Datblygiad Cymraeg

Mentor Mat: Welsh Language development

[WG41488 \(open.ac.uk\)](http://WG41488.open.ac.uk)

[WG41488 \(open.ac.uk\)](http://WG41488.open.ac.uk)



Fframwaith cymwyseddau iaith ar gyfer ymarferwyr addysg

ADDYSG CYMRU
EDUCATION WALES



Lefel Fframwaith Cyfeirio Cyffredin Ewrop ar gyfer Ieithoedd/Cymraeg i Oedolion						
Dim sgiliau iaith Gymraeg	A1/Mynediad	A2/Sylfaen	B1/Canolradd	B2/Uwch	C1/Myfedredd	
Nodweddion y gweithlu Cyfrifeddi Blynyddol o'r Gweithlu Ysgolion (CBGY): Codau gallu yn y Gymraeg						
W1	Defnydd HCA yn unig	W2	W3	W4	W5	W6
Gwrandao	Dim sgiliau. Rwy'n gallu deall ac ymateb i gyfarchion, cwestiynau a gerllt syml a ddefnyddir yn gyson yng nghyfeirddau ysgol gyfan.	Rwy'n gallu deall ac ymateb i frawddegau syml pob dydd, pan fydd y saed yn bwyllg.	Rwy'n gallu deall ac ymateb i amrediad o frawddegau syml sy'n ymwneud â sefyllfocd sy'n berthnasol i gyd-destun yr ysgol, e.e. themau pob dydd ac amseroedd gwahanol y ffordd.	Rwy'n gallu deall ac ymateb i broffwydion pan fydd ymwyn yn statat yn naturiol am bynciau pob dydd o lewau a thu allan i'r ysgol, e.e. mawr i'w gwneud neu mawr sefyllfocd gyhoeddus.	Rwy'n gallu deall y rhan fawr o ddiolodbarthau, hyd yn oed am bynciau anghyfarwydd ac arbenigol, e.e. mawr cyd-destun ffurfiol.	Rwy'n gallu deall ac ymateb i broffwydion sy'n cael ei gyflwynu, gan gynnwys gwahanol accent, tafodieithoedd a chyflwynid y statat.
Liafar	Dim sgiliau. Rwy'n gallu ysganu'r wyddor a dewis gerllt syml yn ddigon cywir yng nghyfeirddau ysgol.	Rwy'n gallu cyflwyno fy hun ac eraill ar lafar. Rwy'n gallu golygu ac ateb cwestiynau am wybodaeth syml, e.e. ble mae rhywun yn byw, beth mae rhywun i'w gwneud.	Rwy'n gallu cyflwyno at sgwrs syml gan ddefnyddio amrediad o frawddegau syml sy'n ymwneud â sefyllfocd sy'n berthnasol i gyd-destun yr ysgol, e.e. themau pob dydd ac amseroedd gwahanol y ffordd.	Rwy'n gallu cyflwyno at sgwrs am bynciau cyfarwydd sy'n ymwneud â'i ysgol a bywyd pob dydd gan ddefnyddio amnywaith o frawddegau syml a chymhleth.	Rwy'n gallu cyflwyno gan ddefnyddio ystod o gwestiynau sy'n dangos lefel gymrydoli o gywirdeb.	Rwy'n gallu cyflwyno ac ymateb i broffwydion sy'n cael eu cyflwyno gan ddefnyddio'r cywirdeb priodol. Rwy'n gallu trafod bynciau anghyfarwydd ac arbenigol. Rwy'n gallu mynegi a chyflwyno barn. Rwy'n gallu adnabod rhai gwallau a'i'u cywiro.
Darlennu	Dim sgiliau. Rwy'n gallu deall cyfarchion a gorchymynion syml. Rwy'n gallu darllen unrhyw ymadroddion a ddefnyddir mewn testun syml. Rwy'n gallu deall manylion personol effemwl laen, e.e. awr a chyflwynid.	Rwy'n gallu deall testunau ysgol-fordd gyfan i'w darllen i'w gwneud neu i'w darllen i'w gwneud neu i'w darllen i'w gwneud neu i'w darllen i'w gwneud.	Rwy'n gallu deall negeseuon ysgol-fordd am bynciau bob dydd i'w darllen i'w gwneud neu i'w darllen i'w gwneud neu i'w darllen i'w gwneud.	Rwy'n gallu deall eithfollau neu e bwyd uniongyrchol am bynciau pob dydd neu bynciau sy'n ymwneud â'i gwallau.	Rwy'n gallu deall y rhan fawr o ddiolodbarthau, hyd yn oed am bynciau anghyfarwydd ac arbenigol, e.e. mawr cyd-destun ffurfiol.	Rwy'n gallu cyflwyno gwybodaeth o wahanol ffynonellau. Rwy'n gallu darllen straeon ar goeod i'w darllen i'w gwneud neu i'w darllen i'w gwneud neu i'w darllen i'w gwneud.
Ysgrifennu	Dim sgiliau. Rwy'n gallu ysgrifennu gerllt syml a ddefnyddir yn gyson yng nghyfeirddau ysgol gyfan yn gywir.	Rwy'n gallu ysgrifennu brawddegau syml pob dydd, sy'n berthnasol i gyd-destun yr ysgol, e.e. cyfarwyddiadau, cwestiynau, gorchymynion, adroddiadau syml.	Rwy'n gallu ysgrifennu brawddegau syml pob dydd, sy'n berthnasol i gyd-destun yr ysgol, e.e. cyfarwyddiadau, cwestiynau, gorchymynion, adroddiadau syml.	Rwy'n gallu ysgrifennu paragraffau syml am bynciau bob dydd o lewau a thu allan i'r ysgol. Rwy'n dechrau adnabod gwallau cyffredin.	Rwy'n gallu ysgrifennu paragraffau syml am bynciau bob dydd o lewau a thu allan i'r ysgol. Rwy'n dechrau adnabod gwallau cyffredin.	Rwy'n gallu ysgrifennu'n eiddogol ac yn safon uch i'w darllen i'w gwneud neu i'w darllen i'w gwneud neu i'w darllen i'w gwneud.

werthoedd ac ymagweddau Addysg Arweinyddiaeth Dysgu proffesiynol Arloesi Cydwethredu



Language competency framework for education practitioners

ADDYSG CYMRU
EDUCATION WALES



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 discussion, 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 interesting 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, everyday phrases, e.g. greetings, thanks, praising a learner and giving simple commands. 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 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 about 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.	

Values and dispositions Pedagogy Leadership Professional learning Innovation Collaboration



Rhestr Wirio Dyddiadau Allweddol

Key Dates Checklist

Blwyddyn 1: TARI

	Medi	Dyddiad	✓	Hydref	D	✓	Tachwedd	D	✓	Rhagfyr	D	✓	Ionawr	D	✓	Chwefror	D	✓
Dyddiadau Modur				Dyddiad dechrau i fyfyrwyr	2 nd											Cyflwyno ATM 01	22 nd	
Digwyddiadau Cefnogl	Briffio Cydlynwyr Ysgol	18 th																
	Briffio Mentoriaid	25 th																
	Briffio Tiwtoriaid Ymarfer	26 th																
				Cefnogaeth Ymarfer Dysgu (galw heibio)	Wythnosol		Cefnogaeth Ymarfer Dysgu (galw heibio)	Wythnosol		Cefnogaeth Ymarfer Dysgu (galw heibio)	Wythnosol		Cefnogaeth Ymarfer Dysgu (galw heibio)	Wythnosol		Cefnogaeth Ymarfer Dysgu (galw heibio)	Wythnosol	
Arlywodau Gweral							Ffenestr Arsywod Mentor 1			Arsylwod Mentor 1 (furfen wedi ei chwblhau erbyn...)	1 st		Arsylwod Cydlynwdd Ysgol 1 (wedi'i recordio i IRS) (furfen wedi ei chwblhau erbyn...)	19 th				
Adolygu Ymarfer Gyda Mentor										Furfen Adolygu Ymarfer (wedi ei chwblhau erbyn...)	22 nd							

Heriau a chefnogaeth – Challenges and support

- Cydnabod bod heriau
 - Weithiau'n anodd rhagweld ac yn annisgwyl
 - Cyfathrebu'n allweddol – Tiwtor Cwricwlwm
 - O bosib, byd angen trafod materion hirdymor gyda'r Tiwtor Ymarfer (allanol)
 - Gwybdoeth am gefnogaeth i fyfyrwr ar gael yn adran 'Canllawiau' y [wefan](#):
 - **Fframwaith Cefnogi Myfyrwr**
 - **Dogfen 'Cymorth i Fyfrwr'**
- Recognition of challenges
 - Sometimes difficult to foresee and unexpected
 - Communication is key – Curriculum Tutor
 - Possibly, ongoing issues may need to be discussed with the Practice Tutor (external)
 - Details of Student Support is available in the 'Guides' section of the [website](#):
 - **Student Support Framework**
 - **'Signposting Student Support' document**

Cadw mewn cysylltiad

Mae cyfathrebu'n allweddol i chi fel ysgol, i'r myfyrwyr ac i'r brifysgol.

- Y **Cydlynnydd Ysgol** yw'r man cyswllt cyntaf
- Mae **Tiwtor Cwricwlwm** y brifysgol yn gyswllt hollbwysig i bob myfyriwr.
- Rhowch wybod i'r brifysgol – unrhyw ddatblygiadau, newidiadau neu ofidiau?
- Bydd gohebiaeth yn cael ei rhannu trwy eich Cydlynnydd Ysgol, yn bennaf, a fydd angen sicrhau bod gwybodaeth yn cael ei rhannu o fewn yr ysgol.
- E-bost swyddfa'r Bartneriaeth: **TAR-Cymru@open.ac.uk**

Keeping in touch

Communication is vital for you as a school, for students and the university.

- **School Coordinator** is your first port of call.
- Important to keep **Curriculum Tutor** informed.
- Keep the OU updated – any developments, changes or concerns?
- Correspondence will be shared through your School Coordinator, mainly, who will need to ensure that information is shared within the school.
- Partnership office e-mail: **Wales-PGCE@open.ac.uk**

Cefnogaeth Parhaus

Ongoing Support

Sesiwn galw heibio Cymorth Ymarfer Dysgu wythnosol:

Bob dydd Llun 3.45yp – 4.15yp –
[Dolen Teams](#) barhaol

Weekly Practice Learning Support drop-in sessions:

Every Monday 3.45pm – 4.15pm –
recurring [Teams Link](#)



Datblygiad Proffesiynol

[Meddylfryd mentora \(A mentoring mindset\) - OpenLearn - y Brifysgol Agored](#)

Ar ôl astudio'r cwrs hwn, dylech allu:

- deall egwyddorion mentora effeithiol yn addysg gychwynnol i athrawon a rôl y mentor fel addysgwr athrawon mewn cyd-destun ysgol
- deall bod mentora yn broses ddi-dor sydd hefyd yn cynnwys hyfforddi
- rhoi damcaniaethau mentora a hyfforddi o fewn ymarfer athrawon ar waith wrth gefnogi athrawon ar ddechrau eu gyrfa
- deall bod mentora yn gyfle ar gyfer dysg broffesiynol er mwyn datblygu ymarferion addysgu ac arwain personol.

Professional Development

[A mentoring mindset \(Meddylfryd mentora\) - OpenLearn - Open University](#)

After studying this course, you should be able to:

- understand the principles of effective mentoring in initial teacher education and the role of the mentor as a teacher educator within a school-based context
- understand that mentoring is a continuum which also includes coaching
- apply theories of mentoring and coaching within teacher-practice when supporting beginner teachers
- understand mentoring as a professional learning opportunity for the development of personal teaching and leadership.



Awdit Sgiliau Mentor

Mentor Skills Audit

Awdit Sgiliau Mentor

Sgïl	Coch			Oren			Gwyrdd			Anghenion hyfforddiant a nodwyd	Adnoddau hyfforddiant i'w defnyddio
	1	2	3	1	2	3	1	2	3		
Adnoddau hyfforddiant i'w defnyddio											
Rwy'n deall addysgeg addysg athrawon											
Mae gennyf ddealltwriaeth o egwyddorion coetsio a mentora											
Rwy'n gallu cynllunio gweithgareddau dysgu a fydd yn helpu athrawon dan											

[Awdit Sgiliau Mentor.docx \(live.com\)](#)

Mentor Skills Audit

Skill	Red			Amber			Green			Training needs identified	Training Resources to be used
	1	2	3	1	2	3	1	2	3		
I am a strong practitioner											
I understand the pedagogy of teacher education											
I have a good understanding of the principles of coaching and mentoring											
I can plan learning activities that will help student teachers to improve their practice											
I can support student teachers											

[Mentor Skills Audit.docx \(live.com\)](#)

Astudiaethau Achos

Case Studies

Case study 7:
Finding the joy

Mount Pleasant Primary School
English-medium primary
272 pupils

The school
Mount Pleasant Primary School is in Rogerstone, near Newport, South Wales.

- The proportion of pupils eligible for free school meals is two per cent (Eaton 2018).
- Ten per cent of pupils have additional learning needs. Very few pupils have statements of special educational need. Most pupils are of white British ethnicity. Very few pupils speak Welsh at home (Eaton 2018).

The school has mentored student teachers for many years, and supported a salaried and a part-time student teacher as part of The Open University Partnership since September 2020.

Mentoring student teachers

Walt Disney's 'laughter is timeless' reminds mentors, student teachers and pupils that laughter, **having fun** and a sense of humour is important for everyone. This mindset is also relevant in times of adversity, 'even if things aren't great, remember that it's not the end of the world, and think 'come on we can do this'".

There is pride in student teachers feeling happy and connected as this can result in successful practice. Investing in the student teacher so that they feel valued and part of the school's teaching team is important. **Lines of communication** are always open via, 'open door policy' and 'just ask – that's what we're here for', along with flexible drop ins and online meetings during Covid isolation times.

It doesn't matter how old you are or what situation you are in at the time, always make sure that you're having fun and maintaining a sense of humour; focus on the fun while you are doing things.

It's definitely developed my mentoring style [...] we're working together and it's not just me telling them [the student teacher] what to do.

Positive relationships lead to effective collaboration and this encourages mentors to reflect on their own pedagogy. Student teachers are part of the school staff and this is supported by working with leadership groups across the school and student teachers being included in whole school INSET and training.

In addition to the daily learning conversations, formal mentoring sessions take place weekly to evaluate the student teacher's progress against targets. It is an opportunity to engage with the **Professional Standards and self-reflections** from that week's lessons. The mentor has checklists of 'jobs' to do, ensures all school resources are available, discusses research projects and looks for opportunities to build themes into lesson planning.

The student teacher is part of our school staff, so we make sure that we're using the whole school and collaborating with a range of teachers, so they get the best from everyone.

When writing Practice Learning Reports, the mentor finds **collaborating with other colleagues** such as the school co-ordinator, practice tutor and colleagues across the school helpful.

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Astudiaeth achos 7:
Darganfod y llawenydd

Ysgol Gynradd Mount Pleasant
Ysgol gynradd cyfrwng Saesneg
272 ddiwybi

Yr ysgol
Lleolir Ysgol Gynradd Mount Pleasant yn y Tŷ Du, ger Casnewydd, De Cymru.

- Mae 2 y cant o'r disgyblion yn gymwys i gael prydau ysgol am ddim.
- Mae anghenion dysgu ychwanegol gan ddeg y cant o'r plant. Nifer fach iawn o'r plant sydd â datganiadau o anghenion addysgol arbennig. Mae'r rhan fwyaf o'r plant o gefndir gwyn Prydeinig. Nifer fach iawn o'r plant sy'n siarad Cymraeg gartref (Eaton 2018).

Mae'r ysgol wedi mentora athrawon dan hyfforddiant ers sawl blwyddyn ac wedi cefnogi myfyrwyr cyflogedig a rhan-amser fel rhan o Bartneriaeth Y Brifysgol Agored ers Medi 2020.

Mentora athrawon dan hyfforddiant

Mae dywediad Walt Disney bod 'chwerthin yn fythor' yn atgoffa mentoriaid, myfyrwyr a'r disgyblion bod chwerthin, **cael hwyl** a synnwyr digrifwch yn bwysig i bawb. Mae'r meddyfflyd yma'n berthnasol hefyd ar adegau o adlyd, 'hyd yn oed os nod ydy pethau'n wych, cofio nod yw'n ddiwedd y byd, a meddylia 'dere, gallwn ni wneud hyn'".

Mae balchder bod myfyrwyr yn hapus ac yn gysylltli oherwydd gall hyn olygu ymarfer llwyddiannus. Mae buddsoddi yn y myfyrwyr yn bwysig er mwyn iddynt deimlo o werth ac yn rhan o dim addysgu'r ysgol. Mae **linellau cyfathrebu** ar agor o hyd trwy'r polisi 'drws agored' a 'gofynna, dydo pam rydych chi yma', yn ogystal i galw-i-mewn anffurfiol a chyfarfodydd ar-lein yn ystod Covid.

Mae **perthnasau cadarnhaol** yn arwain at gydweithredu effeithiol ac mae hyn yn annog mentoriaid i adlewyrchu ar eu haddysgu eu hunain. Mae athrawon ddan hyfforddiant yn rhan o staff yr ysgol a chefnogir hyn trwy weithio gyda grwpiau arwain ar draws yr ysgol a chynnwys y myfyrwyr mewn hyfforddiant mewn Swydd a hyfforddiant i'r ysgol gyfan.

Yn ogystal a'r sgysiau dysgu dyddiol, cynhelir sesiynau mentora ffurfiol yn wythnosol i werthuso datblygiad y myfyrwyr yn erbyn targedau. Mae'n gyfle i ymgysylltu â'r **Safonau Proffesiynol a hunan-adlewyrchiadau** o wersi'r wythnos honno. Mae gan y mentor restr wirio o 'swyddi' i'w cwblhau, sicrhau bod holl adnoddau'r ysgol ar gael, trafod prosiectau ymchwil a chwilio am gyfleoedd i adeiladu themâu i gynnwys gwersi.

Sdim ots pa mor hen wyf ti, neu beth ydy dy sefyllfa ar y pryd, gwna'n siar dy fod yn cael hwyl a chynnal synnwyr digrifwch; canolbwyntia ar yr hwyf tra rwyf ti'n gwneud pethau.

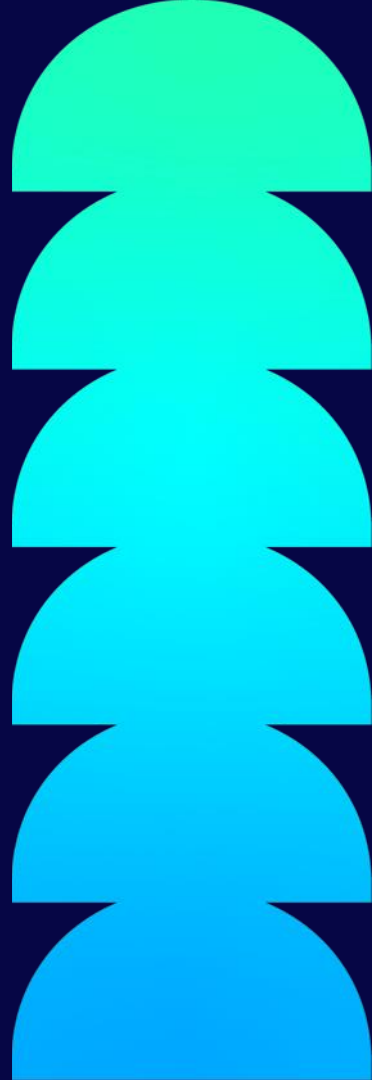
Yn bendant mae wedi datblygu fforddau i a fentora [...] rydyn ni'n gweithio gyda'n gilydd a nid fi sy'n dweud wrth y myfyrwr beth i'w wneud.

Mae'r athro dan hyfforddiant yn rhan o'n staff ysgol, felly rydyn ni'n sicrhau ein bod yn defnyddio'r ysgol gyfan a chydweithio ag ystod o athrawon, fel eu bod yn cael y gorau gan bawb.

Pan yn ysgrifennu Adroddiadau Dysgu Ymarferol, mae o gymorth i'r mentor i **gydweithredu a chydweithwyr eraill** fel y cydlynnydd ysgol, tîstwr ymarferol a chydweithwyr ar draws yr ysgol.

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Mentora effeithiol mewn Addysg Gychwynnol i Athrawon: Beth sy'n gweithio a pham? Astudiaethau Achos | Effective Mentoring in Initial Teacher Education: What works and why? Case Studies





Cyfle Opportunity

Megan.jones@open.ac.uk



Toriad | Break

Cwestiynau pellach? Further questions?

Ymunwch â ni yn ein sesiwn 'Holi ac Ateb' yma / Join us in our Q & A session here

[Sesiwn Holi ac Ateb / Q & A session](#)



Holi ac Ateb

Q & A

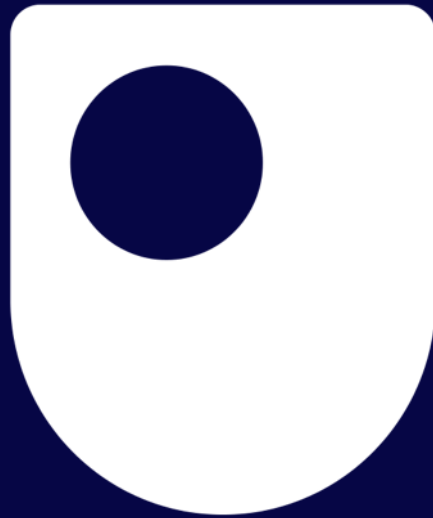
Cwestiynau pellach?
Further questions?

Ysgrifennwch nhw yn y sgwrsflwch neu
ddefnyddiwch 🖐️ i ddefnyddio eich microffon.

Write them in the chat or use the 🖐️ to use your
microphone.



Diolch
Thank you



The Open University
Y Brifysgol Agored

Wales Cymru