

# PGCE WALES TAR CYMRU



**Mehefin 2022 | June 2022**

**Cylchlythyr TAR Cymru | PCGE Wales Newsletter**

## **Croeso i rifyn mis Mehefin o'n cylchlythyr.**

Annwyl Bawb

Yr haf hyn rydym yn gyffrous ac yn freintiedig i weld y cyntaf o'n fyfyrwyr AGA y Brifysgol Agored yn graddio ac yn dechrau rhan nesaf eu taith addysgu. Rydym mor falch o bopeth y mae ein myfyrwyr wedi'i gyflawni yn eu hysgolion a'u cymunedau a'r ffaith eu bod wedi ymateb i'r her o hyfforddi mewn pandemig byd-eang dim llai! Nid yw'n syndod bod cyflogwyr yn dweud wrthym faint y maent yn gwerthfawrogi graddedigion y Brifysgol Agored – mae eu hymroddiad, eu hetheg gwaith, eu hymrwymiad a'u gallu i gydbwysu cymaint o ofynion yn set sgiliau werthfawr iawn. Mae myfyrwyr y Brifysgol Agored yn dod o bob cefndir ac rydym yn gwybod eich bod yn dod â'ch profiadau bywyd amrywiol gyda chi i gyfoethogi eich addysgu a chefnogi eich disgyblion. Myfyrwyr Blwyddyn 2, cadwch eich straeon yn dod am apwyntiadau llwyddiannus i rolau addysgu – rydym am ddatlu eich llwyddiant gyda chi... ac rydym hefyd am barhau â'r daith gyda chi hefyd, felly cofiwch gadw mewn cysylltiad trwy ein grŵp Alumni newydd.



Mae gan fyfyrwyr Blwyddyn 1 lawer i fod yn falch ohono hefyd wrth iddynt agosáu at ddiwedd eu hail fodiwl. Mae myfyrwyr cyflogedig yn mynd i'w hail brofiad ysgol. Mae hwn yn gyfle hanfodol i ddyddu

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mwy am sut mae gwahanol ysgolion yn gweithio ac i weld sut y gellir cymhwyso eich sgiliau addysgu mewn amrywiaeth o gyd-destunau. Mae hefyd yn gyfle gwych i rannu arfer effeithiol ac i weld sut mae ysgol arall yn agosáu at y Cwricwlwm i Gymru – gwybodaeth a dysgu gwerthfawr rhwng ysgolion!

Rydym hefyd yn diolch o waelod calon i'n Hysgolion Partner Arweiniol presennol, wrth i ni symud i strwythur Partneriaeth newydd ym mis Medi 2022. Mae ein Ysgolion Arweiniol presennol wedi bod yn rhan bwysig o'n taith dros y ddwy flynedd gyntaf a gyda'n gilydd byddwn eisoes wedi cefnogi dros cant a hanner o athrawon newydd i'r proffesiwn dros ddwy flynedd. Yn y cam nesaf hwn, edrychwn ymlaen at weithio gydag Ysgolion Arweiniol sy'n rhannu ein gweledigaeth o ehangu mynediad ac arallgyfeirio'r proffesiwn, cefnogi newydd-ddyfodiaid o ansawdd uchel i addysgu trwy gynnig TAR cyfunol o bell. Byddwn yn cadarnhau'r Ysgolion Arweiniol newydd ar ddiwedd tymor yr Haf. Mae'r strwythur newydd hefyd yn cynnig cyfle cyffrous i Ysgolion Cysylltiol a Chyflogi ymwneud mwy â gweithgareddau ehangach y Bartneriaeth, gyda phartneriaid mewn ysgolion yn cael eu gwahodd i ymuno â'n Is-bwyllgorau yn y Partneriaeth (Dysgu Proffesiynol; Addysgu a Dysgu; Recriwtio, Derbyn a Chadw; Ymchwil ) ble fydd darperir cyllid ar gael. Rydym hefyd yn gwahodd ceisiadau am Diwtoriaid Ymarfer newydd o ysgolion ledled Cymru, gan agor y rôl gyffrous ac arloesol hon i ysgolion y tu hwnt i'r rhwydwaith Arweiniol. Dysgwch fwy am y rôl gyffrous hon fel dilysydd AGA yma:

<https://www.open.ac.uk/wales/sites/www.open.ac.uk.wales/files/files/PGCE/Practice%20Tutor%20Final%20English.pdf>

Yn olaf, cyn bo hir byddwn hefyd yn cynnig cyfle pwysig i bob aelod unigol o'r Bartneriaeth ddweud wrthym beth sydd wedi gweithio'n dda i chi dros y flwyddyn ddiwethaf, a hefyd yr hyn y gallwn barhau i'w wneud i gyfoethogi a gwella ein darpariaeth Partneriaeth AGA. Gwahoddir pob myfyriwr a phartner ysgol i gwblhau arolwg Partneriaeth, p'un a ydych yn fyfyriwr, yn fentor, yn gydlynnydd neu'n diwtor. A allwn ni eich annog i gyd i gymryd rhan yn yr arolwg gan fod eich adborth yn hanfodol i lwyddiant parhaus y Bartneriaeth a bydd yn llywio ein proses hunanwerthuso wrth i ni nesáu at ddiwedd dwy flynedd gyntaf y rhaglen.

Gan ddymuno'r gorau a phob llwyddiant i chi wrth i chi gyrraedd tymor olaf y flwyddyn academaidd hon.

Sarah

Cyfarwyddwr, TAR Cymru

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## Croeso - Welcome to the June edition of our newsletter.

Dear All,

This summer we are excited and privileged to see the first of our OU ITE students graduating and beginning the next part of their teaching journey. We are so very proud of all that our students have achieved in their schools and communities and the fact that they have risen to the challenge of training in a global pandemic no less! It's no wonder that employers tell us how much they value OU graduates – their dedication, work ethic, commitment and ability to juggle many plates is a highly prized skillset. OU students come from all walks of life and we know you bring your diverse life experiences with you to enrich your teaching and support your pupils. Year 2 students, keep your stories coming of successful appointments to teaching roles – we want to celebrate your success with you... and we also want to carry on the journey with you too, so please do remember to keep in touch via our new Alumni group.

Year 1 students also have much to be proud of as they near the end of their second module. Salaried students are heading off to their second school experience. This is a vital opportunity to learn more about how different schools work and to see how your teaching skills can be applied in a range of contexts. It's also an excellent opportunity to share effective practice and to see how another school is approaching the Curriculum for Wales – valuable knowledge and learning between schools!

We also say a heartfelt thank you our current Lead Partner Schools, as we move to a new Partnership structure in September 2022. Current Lead Schools have been an integral part of our journey over these first two years and together we will already have supported over two hundred and fifty new teachers into the profession. In this this next phase, we look forward to working with Lead Schools who share our vision of widening access and diversifying the profession, supporting high-quality entrants into teaching through a distance and blended PGCE offer. We will be confirming the new Lead schools at the end of the Summer term. The new structure also offers an exciting opportunity for Associate and Employer schools to be more involved with wider Partnership activities, with school-based partners invited to join our Partnership Sub-Committees (Professional learning; Teaching and Learning; Recruitment, Admissions and Retention; Research) for which funding is provided. We are also inviting applications for new Practice Tutors from schools across Wales, opening up this exciting and innovative role to schools beyond the Lead network. Find out more about this exciting ITE verifier role

here: <https://www.open.ac.uk/wales/sites/www.open.ac.uk.wales/files/files/PGCE/Practice%20Tutor%20Final%20English.pdf>

Finally, we will also soon offer every single member of the Partnership an important opportunity to tell us what has worked well for you over the last year, and also what we can continue to do to enhance and improve our ITE Partnership provision. All students and school-partners will be invited to complete a Partnership survey, whether you are a student, mentor, coordinator or tutor. Please can we encourage you all to take part in the survey as your feedback is vital to the ongoing success of the Partnership and will inform our self-evaluation process as we approach the end of our first two years of the programme.

Wishing you all the very best and every success as you enter the final term of this academic year.

Sarah

Director, PGCE in Wales

## Ymweliad yr Is-Ganghellor / Vice-Chancellor Visit



### Is-Ganghellor yn Ymweld â'r Brifysgol Agored yng Nghymru

Ar 9 Mai, cynhaliodd yr Is-ganghellor - Tim Blackman, sesiwn agored gyda staff Cymru i glywed barn ar ddatblygiadau cyfredol ac i'r dyfodol yn y brifysgol. Atebodd gwestiynau a chynygiodd gipolwg ar unrhyw faterion cyfredol o bryder.

Dyweddodd Louise Casella, Cyfarwyddwr y Brifysgol Agored yng Nghymru –  
“Roeddwn i’n Gyfarwyddwr balch iawn –  
llwyddodd pawb i gyflawni safon mor uchel  
o ymgysylltu a threfnu”

Da iawn pawb a gymerodd ran.



### Vice Chancellor Visits The Open University in Wales

On 9th May, The Vice Chancellor - Tim Blackman, held an open session with the staff in The OU in Wales to hear views on current and future developments at the university. He took questions and offered insight on any current matters of concern.

Louise Casella, Director of The OU in Wales stated after the visit – “I was a very proud Director - everyone delivered such a high standard of engagement and organization”

Well done everyone involved.

## Diwrnod Graddio / Graduation Day



## Mae'n amser dathlu cyflawniadau myfyrwyr Y Brifysgol Agored

Mae graddio yn ôl a buom yn dathlu cyflawniadau anhygoel gyda mwy na 400 o'n graddedigion yn Y Brifysgol Agored, a thros 1200 o'u teuluoedd a'u ffrindiau, eu cyflawniadau anhygoel ar 27 Mai. Roedd yn ddiwrnod ardderchog, llawn gwenu, dathliadau, a syrpreisys.

Ar ôl y graddio ym mis Mai, byddwn nawr yn edrych ymlaen at y graddio ym mis Tachwedd pan fyddwn yn gwahodd ein carfan gyntaf o fyfyrwyr TAR ac yn rhannu eu diwrnod mawr.

Gobeithiwn y bydd pob un ohonoch sy'n cymryd rhan hefyd yn cymryd eiliad neu ddwy yn ystod y dyddiau hyn i fyfyrio ar y cyfraniadau y mae pob un ohonoch wedi'i wneud i lwyddiant y graddedigion – gyda'n gilydd rydym yn newid bywydau.



## It's time to celebrate the achievements of our Open University students

Graduation is back and we celebrated amazing achievements with more than 400 of our graduates in The OU, and over 1200 of their family and friends, their amazing achievements on the 27th May. It was an excellent day full of smiles, celebrations, and surprises.

After the graduation in May, we will now look ahead to the graduation in November when we will be inviting our first cohort of PGCE students and sharing their big day.

We hope all of you who are involved will also take a moment or two during these days to reflect on the contributions each and every one of you has made to the success of the graduates – together we really do change lives.

## Prosiectau Staff / Staffing Projects



### **Partneriaeth Y Brifysgol Agored yng Nghymru yng Nghynhadledd TEAN ar Fai 5ed a 6ed.**

Cyflwynodd Partneriaeth y Brifysgol Agored yng Nghymru yng nghynhadledd ar-lein Rhwydwaith Hyrwyddo Addysg Athrawon (TEAN) a arweinir gan Brifysgol Cumbria. Mae'n gynhadledd flynyddol sy'n canolbwyntio ar werthusiad beirniadol o arfer arloesol ac ymchwil o ansawdd uchel mewn addysg athrawon ar draws y DU. Mae TEAN yn cynnig cymuned broffesiynol i addysgwyr athrawon rannu arfer ysgolheigaidd, trafod arloesi a datblygu, a meithrin capasiti ymchwil.

Traddodwyd yr araith gyntaf gan yr Athro Lynn Revell, Athro Crefydd ac Addysg ym Mhrifysgol Eglwys Crist Caergaint. Mae ei gwaith yn canolbwyntio ar y berthynas rhwng ffydd, addysg a chydardoldeb ac ar hyn o bryd mae'n ymwneud ag ymchwil sy'n archwilio ymagweddau at gydraddoldeb hiliol a chynrychiolaeth Islam mewn ysgolion. Roedd y ddarlith yn trafod *'y berthynas rhwng galluedd athrawon, proffesiynoldeb athrawon a rhyddid i lefaru mewn ysgolion a phrifysgolion a chanlyniadau posibl effaith*

*'iasoer' mewn addysg i'r ffyrdd y mae athrawon yn mynd i'r afael â materion cydraddoldeb a chyfiawnder yn yr ystafell ddosbarth'. Traddododd yr Athro Clare Brooks, Dirprwy Gyfarwyddwr Addysg yn Athrofa Addysg Coleg Prifysgol Llundain, yr ail araith. Roedd hwn yn archwilio'r cwestiwn 'beth fyddai'n ei olygu i gael rhaglen addysg athrawon o ansawdd uchel yn seiliedig ar dystiolaeth sy'n rhagflaenu safiad moesegol mewn perthynas ag anghydraddoldeb, tegwch, amrywiaeth a chynhwysiant?' Roedd y ddwy brif sesiwn yn ddiddorol ac yn gyfredol ac yn herio'r mynychwyr i ystyried a gwerthuso eu harfer eu hunain o fewn eu cyd-destunau unigol.*

Yn ogystal â'r ddwy araith, gallai'r mynychwyr gael mynediad at bedwar math o sesiynau gwahanol: ymchwil neu gyfnewid ymarfer, poster a chynnig syniad, trafodaeth ford gron ac areithiau byrion.

Rhoddodd y Tiwtoriaid

Cwricwlwm **Jonathan**

**Giddy** (Gwyddoniaeth Uwchradd), **Megan Jones** (Cynradd) a **Leigh**

**Worrall** (Saesneg Uwchradd) o TAR y Brifysgol Agored yng Nghymru gyflwyniadau ar eu hymchwil cyfredol a defnyddio'r fformatau amrywiol sydd ar gael i gael adborth ar brosiectau arfaethedig yn y dyfodol. Cyflwynodd Megan a Leigh ar y cyd ganfyddiadau cynnar prosiect a ariannwyd gan PRAXIS o'r enw 'Mentora Effeithiol: Beth sy'n Gweithio a Pham?' i gydweithwyr sydd â diddordeb ac sy'n gweithio ar hyn o bryd yn y maes hwn o ymchwil bwysig a



datblygol o fewn Addysg Gychwynnol Athrawon (AGA) ledled y DU. Amlinellodd y sesiwn eu methodoleg ymchwil, eu cynnydd a'u canfyddiadau gyda golwg ar sefydlu dulliau llwyddiannus a thueddiadau cyffredin, ynghyd â rhwystrau i fentora effeithiol mewn AGA.

***“Roedd hwn yn brofiad amhrisiadwy i rywun oedd yn newydd i AGA ac ymchwil ar y lefel hon. Roedd yn ein galluogi i rannu ein dulliau gweithredu ond hefyd i fesur gwerth a dilysrwydd yr hyn yr ydym yn ei wneud mewn fforwm cefnogol ac anogol. Roedd yn ddiddorol nodi bod y gwaith yr ydym yn ei wneud o werth uchel i ddarparwyr AGA, ar draws y DU, wrth i'r holl genhedloedd brofi diwygiadau eang yn eu dull o hyfforddi athrawon.”*** - Megan Jones a Leigh Worrall

Cafwyd cyflwyniadau hefyd gan Megan a Leigh ar ymchwil unigol arfaethedig yn y dyfodol mewn sesiynau 'bord gron'. Nod y rhain yw cynnwys cyfoedion mewn trafodaeth 5-munud agored ac anffurfiol mewn grŵp thema i archwilio agweddau ar yr ymchwil sy'n gyffredin i bawb. Bydd prosiect ymchwil arfaethedig Megan 'Archwilio Iaith Arwyddion Prydain (IAP) fel strategaeth caffael y Gymraeg i bob dysgwr mewn lleoliadau blynyddoedd cynnar cyfrwng Cymraeg' yn tynnu ar ei phrofiad diweddar fel athrawes Gynradd ac mae'n bwriadu creu fframwaith o weithgareddau ac adnoddau i hwyluso gweithrediad iaith arwyddion mewn lleoliadau blynyddoedd cynnar cyfrwng Cymraeg. Nod y prosiect yw ymchwilio i'w

heffeithiolrwydd a'u haddysgeg, gyda'r posibilrwydd o greu astudiaethau achos o arfer ar gyfer addysg athrawon. Bydd prosiect ymchwil arfaethedig Leigh *'Archwilio'r hyn sy'n bwysig – effaith diwygio'r cwricwlwm ar athrawon dan hyfforddiant: eu dysgu, eu profiad a'u hunaniaeth'* yn ceisio gwerthuso'r effaith y mae diwygio'r cwricwlwm a newid presennol mewn AGA yn ei chael ar darpar athrawon sy'n dysgu i addysgu yng Nghymru. Ei nod yw creu map o ddulliau gweithredu o bob rhan o ysgolion yng Nghymru gan ddangos sut mae Cwricwlwm i Gymru yn cael ei gyflwyno; fel y gwelir trwy lygaid darpar athrawon dan hyfforddiant sy'n dysgu i addysgu yn y cyddestun hwn.

Rhoddodd Jonathan y wybodaeth ddiweddaraf i'w gydweithwyr mewn trafodaeth ford gron a ganolbwyntiodd ar ei ymchwil Doethuriaeth mewn Addysg cyfredol o'r enw *'Pedagogeg sy'n canolbwyntio ar y myfyriwr – yr heriau a wynebir gan AGA yng Nghymru a thu hwnt'*. Roedd y sesiwn yn croesawu mewnbyn gan gydweithwyr ar addysgeg sy'n canolbwyntio ar y myfyriwr, yr heriau y mae AGA yn eu hwynebu ac i ba raddau y gellir gwireddu delfryd o'r fath.

**“Mae fformat y cyflwyniad ford gron yn ardderchog. Mae'n rhoi llwyfan i ymchwilwyr gyflwyno syniadau a thrafod ymchwil mewn ffordd anffurfiol a chyfeillgar ond mae hefyd yn eich galluogi i werthuso eich ymchwil a'ch ymagwedd gyda chydweithwyr o'r un anian.”** - Jonathan Giddy

Os hoffech glywed mwy am unrhyw un o'r cyflwyniadau neu brosiectau ymchwil arfaethedig a gyflwynodd y Brifysgol Agored yn y digwyddiad, mae croeso i chi gysylltu â Megan, Leigh, Jonathan neu Swyddfa TAR Cymru.

## **The Open University in Wales Partnership at the 2022 TEAN Conference on 5th and 6th of May.**

The OU in Wales Partnership presented at the online Teacher Education Advancement Network (TEAN) conference which is led by the University of Cumbria. It's an annual conference which focuses on critical evaluation of innovative practice and high-quality research in teacher education across the UK. TEAN offers a professional community for teacher educators to share scholarly practice, discuss innovation and development, and build research capacity.

The first keynote was delivered by Professor Lynn Revell, Professor of Religion and Education at Canterbury Christ Church University. Her work is focused on the relationships between faith, education and equality and she is currently involved in research exploring approaches to racial equality and the representation of Islam in schools. The lecture discussed *'the relationship between teacher agency, teacher professionalism and free speech in schools and universities and the possible consequences of a chilling effect in education for the ways teachers address issues of equality and justice in the classroom'*. Professor Clare Brooks, Pro-Director for Education at University College London Institute of Education, delivered the second keynote. This explored the question *'what would it mean to have a high quality, evidence-based teacher education programme that*

*foregrounds an ethical stance with respect to inequality, equity, diversity and inclusion?’ Both keynote sessions were interesting and current and challenged attendees to consider and evaluate their own practice within their individual contexts.*

In addition to both keynotes, attendees could access four different presentation formats: research or practice exchange, poster & pitch, round table and mini keynote.

Curriculum Tutors **Jonathan Giddy** (Secondary Science), **Megan Jones** (Primary) and **Leigh Worrall** (Secondary English) from the Open University in Wales PGCE delivered presentations on their current research and used the various formats available to gain feedback on proposed future projects. Megan and Leigh presented jointly on early findings as part of a PRAXIS funded project entitled ‘*Effective Mentoring: What Works and Why?*’ to colleagues interested and currently working in this area of important and emerging research within Initial Teacher Education (ITE) across the UK. The session outlined their research methodology, progress and findings with a view to establishing successful approaches and common trends, along with barriers to effective mentoring in ITE.

***“This was an invaluable experience for someone new to ITE and research at this level. It enabled us to share our approaches but also gauge the value and validity of what we are doing in a***

***supportive and encouraging forum. It was interesting to note that the work we are engaged in is of high value for ITE providers, across the UK, as all nations undergo expansive reform in their approach to teacher training.***” - Megan Jones & Leigh Worrall

Megan and Leigh also presented on proposed individual future research in a Round Table session. These aim to engage peers in open and informal 5-minute discussion in a themed group to explore aspects of the research common to all. Megan’s proposed research project ‘*Exploring British Sign Language (BSL) as a strategy for Welsh language acquisition to all learners in Welsh medium early years settings*’ will draw on her recent experience as a Primary teacher and intends to create a framework of activities and resources to facilitate the implementation of sign language in Welsh medium early years settings. The research aims to investigate their effectiveness and pedagogy, with the possibility of creating case studies of practice for teacher education. Leigh’s proposed research project ‘*Exploring what matters – the impact of curriculum reform on student teachers: their learning, experience and identity*’ will look to evaluate the impact which current curriculum reform and change in ITE is having on student teachers learning to teach in Wales. It aims to create a map of approaches from across schools in Wales showcasing how the Curriculum for Wales is being rolled out; as seen through the eyes of student teachers learning to teach in this context.

Jonathan updated colleagues in a Round Table discussion focused on his current EdD Research entitled '*Student-centred pedagogy – The challenges faced by ITE in Wales and beyond*'. The session welcomed input from colleagues on student-centred pedagogies, the challenges ITE faces and the extent to which such an ideal can be realised.

***“The Round Table format is excellent. It gives researchers a platform to present ideas and discuss research in an informal and friendly way but also enables you to evaluate your research and approach with likeminded colleagues.” - Jonathan Giddy***

If you would like to hear more about any of the presentations or proposed future research projects the OU presented at the event, please feel free to contact Megan, Leigh, Jonathan or the Wales PGCE Office.

## **Straeon Myfyrwyr / Student Stories**



### Hyfforddi i fod yn Athro - Rhiannon Burrows

"Agwedd fwyaf gwerthfawr y cwrs yw'r gefnogaeth rwyf wedi ei dderbyn a'r berthynas yr wyf wedi'i datblygu gyda fy mentoriaid TAR 1 a 2 a chydlynedd yr ysgol."

"Ers i mi gofrestru ar y cwrs rwyf wedi ennill llawer o sgiliau, sy'n cynnwys dod yn fwy annibynnol wrth gynllunio a chyflwyno gwersi o safon, sydd wedi gwneud i mi deimlo'n hollol barod ar gyfer y byd addysg."

[Mae Rhiannon Burrows, myfyriwr TAR o Nantyglo yn trafod ei hamser yn hyfforddi i fod yn athro | Y Brifysgol Agored yng Nghymru \(open.ac.uk\)](#)



### Training to be a Teacher - Rhiannon Burrows

"The most valuable aspect of the course has been the support I have received and the relationship that I have established with my PGCE 1 and 2 mentors and school coordinator."

"Since enrolling on the course, I have gained many skills, including developing my independence to plan and deliver quality lessons, which has made me feel fully prepared and equipped for the world of teaching."

[PGCE student Rhiannon Burrows from Nantyglo talked to us about training to be a teacher | Open University in Wales](#)



## **Wayne Williams yn rhannu ei farn ar y rhaglen TAR yn Y Brifysgol Agored**

### **1. Sut ydych chi wedi ffeindio'r cwrs ar y cyfan?**

Rwyf wedi mwynhau'r profiad yn fawr ac wedi datblygu fy sgiliau addysgu trwy seminarau ar-lein, arweiniad tiwtoriaid ac addysgu yn y dosbarth. Mae'r cwrs wedi bod yn heriol iawn, hyd yn oed yn fwy felly gyda'r pandemig yn ychwanegu at y pwysau tu fewn a thu allan i'r ystafell ddosbarth.

Gan fy mod yn fyfyrwr rhan-amser, roedd yna adegau pan oeddwn yn teimlo ychydig ar ei hôl hi yn fy nysgu o gymharu â fy nghyfoedion. Fodd bynnag, roedd y staff addysgu a'r tiwtoriaid cwricwlwm bob amser wrth law i gynnig eu harweiniad a'u harbenigedd i leddfu unrhyw bryderon oedd gennyf.

### **2. Beth yw uchafbwynt y cwrs?**

Yr uchafbwynt yw pan fyddwch wedi dysgu gwerau yn llwyddiannus gan



ddod â'ch holl ddysgu a chynllunio at ei gilydd. Pan fydd hyn yn digwydd, dwi'n gwybod fy mod wedi gwneud gwahaniaeth i'r disgyblion yn fy nosbarth.

### **3. Beth yw'r heriau mwyaf?**

Her o fod yn athro dan hyfforddiant yw rheoli'r llwyth gwaith ochr yn ochr â swydd, bywyd teuluol a hyfforddi tîm pêl-droed fy mab. Gall y cwrs rhan amser fod yn feichus, gyda llawer o amser yn cael ei dreulio yn darllen a datblygu'r sgiliau angenrheidiol i lwyddo ar y rhaglen. Gyda chymaint o waith i'w gyflawni, roedd yn anodd ar rai adegau i gynllunio a gweithredu fy nhargedau. Fodd bynnag, gyda chymorth tiwtoriaid cwricwlwm a chyd-fyfyrywyr, roedd yn haws myfyrio ar yr hanfodion a rheoli fy llwyth gwaith.

Ail her bersonol yw cwblhau Asesiadau Diwedd Modiwl; dyw ysgrifennu academiaidd ddim yn gryfder. Mae meddwl am ysgrifennu am fy nysgu yn arswydus ac fel tad 40 oed, roeddwn i'n meddwl bod dyddiau asesiadau y tu ôl i mi. Gallaf fyfyrio dros fy astudiaeth a chyd-nabod fy mod wedi dysgu llawer dros y ddwy flynedd academiaidd.

### **4. Pa neges y fydddech yn ei roi i ddarpar fyfyrywyr sy'n ystyried dilyn a cwrs, a pham?**

Roeddwn ar groesffordd yn fy ngyrfa lle na allwn ysgogi fy hun i barhau i weithio fel dylunydd graffeg yn y diwydiant argraffu. Rwyf bob amser wedi dweud wrth fy mhlant i ddilyn eu breuddwydion ac i fod yn hapus bob amser gyda'r hyn y maent yn ei wneud. Dilynais fy nghyngor fy hun a mentrais. Rwy'n credu y byddwch chi'n cael llawer mwy o foddhad o swydd rydych chi'n ei charu.

Byddwn yn cynghori darpar fyfyrwyr i fod yn barod i weithio'n galed a pheidio byth â bod ofn gofyn am help. Byddwch yn cael eich synnu gan faint o gefnogaeth sydd ar gael i'ch helpu i gyflawni eich breuddwydion! A chofiwch fwynhau'r profiad!



### **Wayne Williams shares his thoughts on The Open University's PGCE programme**

#### **1. How have you found the course as a whole?**

I have thoroughly enjoyed the experience and developing my teaching skills through online seminars, tutor guidance and classroom teaching. The course has been incredibly challenging, even more so with the pandemic adding to the pressures both inside and outside of the classroom.

As I am a part-time student, there were occasions where I felt a little behind in my learning compared to my peers. However, the teaching staff and curriculum tutors were always on hand to offer their guidance and expertise to alleviate any worries I had.

#### **2. What's the biggest highlight of the course?**

The personal highlight is when I have successfully delivered a lesson

and managed to bring all my learning and planning together. When this happens, I know that I have made a difference to my learners in the classroom.

### **3.What are the biggest challenges?**

A challenge of being a student teacher is managing the workload alongside a job, family life and coaching my son's football team. The part-time course can be demanding, with a lot of time spent reading journals and developing the necessary skills to succeed on the programme. With such a substantial amount of work to get through, it was hard on certain occasions to plan and execute my targets. However, with the help of curriculum tutors and fellow students, it was easier to reflect on the fundamentals and manage my workload.

A second personal challenge is completing EMAs; academic writing is not my strongest point. The thought of writing about my learning is a daunting prospect and as a 40-year-old father, I thought the days of assessments were behind me. I can reflect over my study and acknowledge that I've learned a lot over these two academic years.

### **4.If there was a message you could say to other students looking at doing the course, what would you say and why?**

I was at a crossroads in my career where I couldn't motivate myself to continue working as a graphic designer in the print industry. I've always told my children to follow their passion and to always be happy with what they're doing. I followed my own advice and took the leap. I believe you will get much more satisfaction from a job you love.

I would advise prospective students to be prepared to work hard and never be afraid to ask for help. You'll be surprised by the amount of support there is to help you achieve your dream! And always remember to simply enjoy the experience!

**Ysgolion yn y partneriaeth / Schools in the partnership**



## Ysgol Penybryn

Cwblhaodd grŵp o fyfyrwyr yn Ysgol Penybryn yn Abertawe brosiect ffilm fel rhan o brosiect Sgiliau Ffilm y Cwricwlwm Newydd (sy'n addysgu gwahanol rannau o wneud ffilm gan ddefnyddio'r gwahanol MDaPh). Mae ffilm orffenedig y grŵp i'w gweld yn y ddolen isod ac mae'r holl wersi a ddefnyddiwyd yn rhad ac am ddim i'w lawrlwytho a'u defnyddio o [Wefan](#) Screen Alliance. Mae grŵp Cyfnod Allweddol 5 Penybryn bellach yn gweithio ar eu prosiect nesaf 'Doctor Who: Curse Of The Mummy' a fydd yn cael ei ryddhau yn nhyrnog yr haf. Da iawn bawb!

[Harry Potter & The Wand Of Ariana \(Fan Film\) 2022 - YouTube](#)

A group of students in Ysgol Penybryn in Swansea completed a film project as part of the New Curriculum Film Skills project (which teaches different parts of making a film using the different AoLE's). The group's completed film is available in the below link and all the lessons which were used are free to download and use from the Screen Alliance [Website](#). Pen Y Bryn Key Stage 5 group are now at work on their next project 'Doctor Who: Curse Of The Mummy' which will be released in the summer term. Well done everyone!

[Harry Potter & The Wand Of Ariana \(Fan Film\) 2022 - YouTube](#)





### Ysgol Gymraeg Y Trallwng

Llongyfarchiadau i'r disgyblion yma yn Ysgol Gymraeg Y Trallwng oedd yn barddoni am y dydd yn Eisteddfod yr Urdd Sir Ddinbych ar y 3ydd o Fehefin a hefyd yn casglu uchydig o fedelau am eu cyflawniadau. Da iawn bawb.

Congratulations to the pupils here at Ysgol Gymraeg Y Trallwng who were poets for the day at the Urdd Eisteddfod in Denbighshire on the 3rd of June and also collecting a few medals for their achievements. Well done everyone!



### Ysgol Dyffryn Conwy

Llongyfarchiadau i ddisgyblion Ysgol Dyffryn Conwy oedd yn canu yn y côr yn Eisteddfod yr Urdd yn Sir Ddinbych ar y 3ydd o Fehefin a hefyd yn casglu medal aur am ennill y lle cyntaf!

Da iawn bawb!

Congratulations to the pupils at Ysgol Dyffryn Conwy singing in the choir at the Urdd Eisteddfod in Denbighshire on the 3rd of June and also collecting a gold medal for getting first place!

Well done everyone!





### Ysgol Gyfun Rhydywaun

Da iawn hefyd i ddisgyblion 6ed dosbarth Ysgol Rhydywaun am ei perfformiad yn Eisteddfod yr Urdd. Gret i weld!

Well done to all 6 form students at Ysgol Rhydywaun for their performance in the Urdd Eisteddfod. Fantastic to see!

## Gwaith Ymwchil / Research Work

Cynhadledd Ymchwil 2022 Partneriaeth y Brifysgol Agored yng Nghymru



Roedd y Gynhadledd Ymchwil gyntaf hon a gynhaliwyd ddydd Gwener 24 Mehefin yn rhoi cyfle i ddarpar athrawon rannu canfyddiadau eu hastudiaeth ymchwil â'r gymuned bartneriaeth ehangach. Cyflwynodd yr Athro Anrhydeddus Charlotte Williams (OBE) y prif araith ac fe'n hysbrydolwyd i gyd i edrych tuag at genhedlaeth o arweinwyr ifanc, meddylwyr a phobl greadigol a all ddysgu cwestiynu, beirniadu a deall ein gorffennol, sut mae wedi arwain at y presennol a'r hyn y gall ein helpu i ddychmygu am y dyfodol.

Rhannodd darpar athrawon eu canfyddiadau ymchwil ar ystod o bynciau yn cynnwys gweithgareddau drama mewn gwersi Cymraeg ail iaith (Owain Davies), Meddylfryd Twf a pharodrwydd dysgwyr (Nathan Lewis), Athroniaeth i Blant (Beth Linton), tasgau gwaith cartref cydweithredol (Hayley Paterson), cyd-adeiladu meini prawf llwyddiant (Maryam Shalforoushan), cyfathrebu a chydweithio (Moira Sharkey), gwella teimladau tuag at fathemateg (Amelia Thomas), heriau sy'n wynebu plant wrth ddychwelyd i ddysgu wyneb yn wyneb (Rebecca Townsend-Ryan) a sgiliau chwarae rôl a llafaredd (Amanda Williams). Cafwyd trafodaeth banel gyda Hannah Barry (EAS), Dr Matthew Dicken (Ysgol Panteg) a Chris Shaw (Ysgol Gyfun Bryn Tawe) i gloi'r gynhadledd. Roedd pob un ohonynt yn cynnig cipolwg gwerthfawr ar sut y gallai darpar athrawon ymdrin ag ymchwil a'i yrru yn ei flaen yn eu hymarfer.

Roedd y gynhadledd wir yn adlewyrchu sut y mae ein darpar athrawon wedi croesawu pwysigrwydd proffesiwn addysgu sy'n seiliedig ar ymchwil, sydd mor arwyddocaol i feithrin gallu ymchwil ac i gyfrannu at weithredu'r rhaglen diwygio addysgol i Gymru yn llwyddiannus. Bydd trafodion y gynhadledd ar gael yn fuan.

### **Mentora effeithiol mewn Addysg Gychwynnol i Athrawon: Beth sy'n gweithio a pham?**

Diolch i'r holl darpar athrawon, mentoriaid, tiwtoriaid ymarfer a chydlynwyr ysgolion a fu'n gweithio gyda thîm TAR y Brifysgol Agored i archwilio dulliau mentora effeithiol mewn Addysg Gychwynnol Athrawon (AGA). Cefnogwyd yr ymchwil hon gan gronfa Ymchwil Ysgoloriaeth PRAXIS y Brifysgol Agored. Mae gwaith ysgrifennu adroddiadau ar y gweill; ac mae cyhoeddiad sy'n cynnwys [10 astudiaeth achos](#) ysgol sy'n dangos dulliau mentora effeithiol ar draws y bartneriaeth bellach ar gael.



## The Open University Partnership in Wales Research Conference 2022

This first Research Conference held Friday 24 June offered student teachers the opportunity to share their research study findings with the wider partnership community. Honorary Professor Charlotte Williams (OBE) delivered the keynote and inspired us all to look towards a generation of young leaders, thinkers and creatives who can truly learn to question, critique and understand our past, how it has led to the present and what it can help us imagine about the future.

Student teachers shared their research findings on a range of topics including drama activities in second language Welsh lessons (Owain Davies), Growth Mindset and learner readiness (Nathan Lewis), Philosophy for Children (Beth Linton), collaborative homework tasks (Hayley Paterson), co-construction of success criteria (Maryam Shalforoushan), communication and collaboration (Moirá Sharkey), improving sentiment towards mathematics (Amelia Thomas), challenges facing children on the return to face-to-face learning (Rebecca Townsend-Ryan) and role play and oracy skills (Amanda Williams). Hannah Barry (EAS), Dr Matthew Dicken (Ysgol Panteg) and Chris Shaw (Ysgol Gyfun Bryn Tawe) provided the panel discussion to conclude the conference. All offered valuable insight on how student teachers could approach research and drive research forward in their practice.

The conference truly reflected how our student teachers have embraced the importance of a research-informed teaching profession, which is so significant to building research

capacity and for contributing to the successful implementation of the educational reform programme for Wales. The conference proceedings will be available soon.

### **Cwricilwm i Gymru a Hawliau Plant**

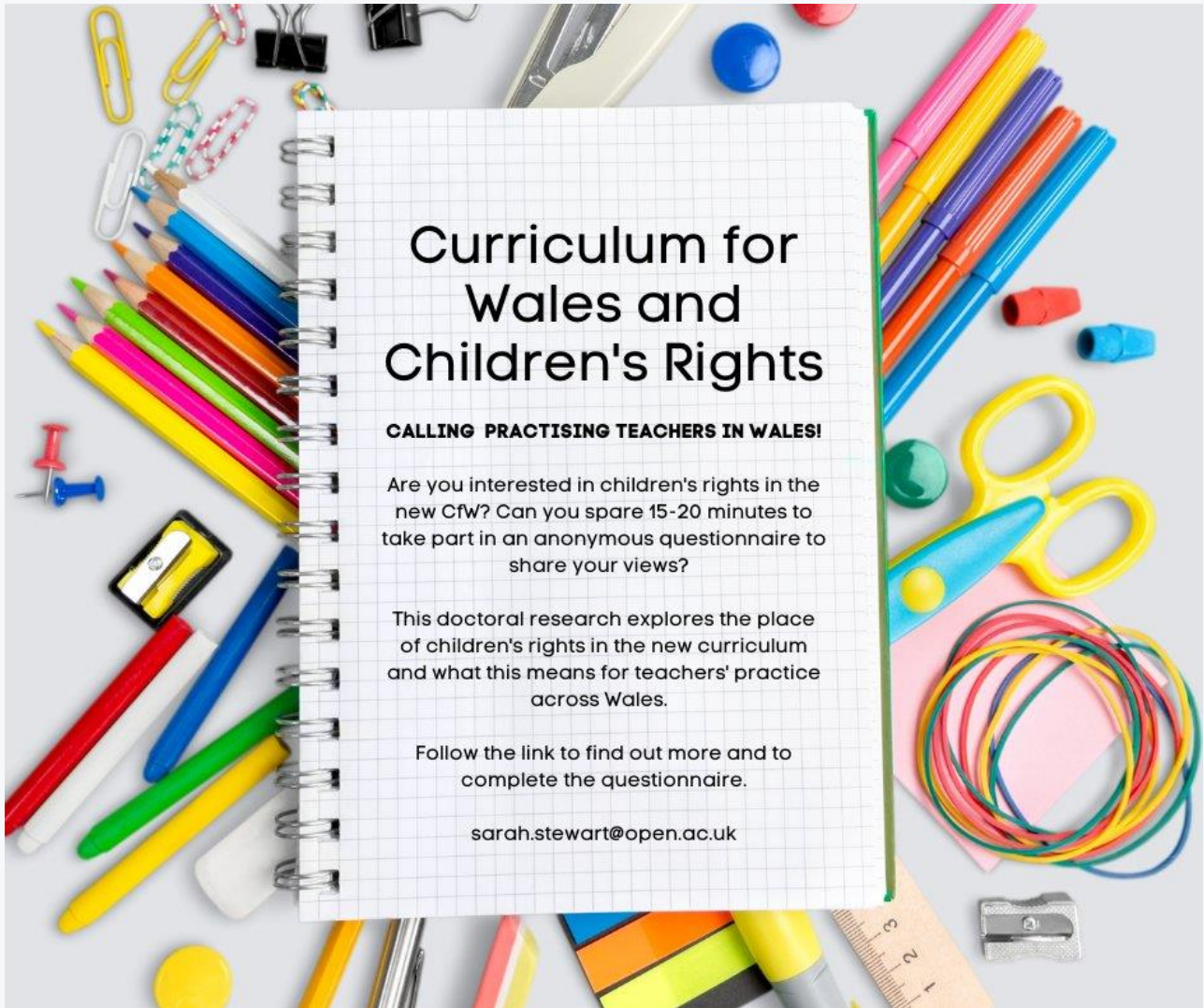
Mae'r Cyfarwyddwr TAR, Sarah Stewart, ar hyn o bryd yn gwneud ei hymchwil EdD i'r Cwricwlwm i Gymru a Hawliau Plant.

Mae'r ymchwil hwn yn archwilio lle hawliau plant yn y Cwricwlwm newydd i Gymru, prif ystyriaethau llenyddiaeth theori a pholisi, ac arfer athrawon yn ystod y cyfnod hwn o ddatblygu'r cwricwlwm a'i gyflwyno'n gynnar. Gall arwain at argymhellion ynghylch datblygu'r cwricwlwm ac arfer athrawon yn y dyfodol.

Allwch chi sbario 15-20 munud o'ch diwrnod i gymryd rhan mewn holiadur dienw? Os felly, dilynwch y ddolen isod:

[Qualtrics Survey | Qualtrics Experience Management](#)

Bydd yr holiadur hwn yn rhoi gofod cyfrinachol, dienw i athrawon rannu atebion gonest am eu barn am hawliau plant a'u hymarfer. Nid oes atebion cywir nac anghywir. Mae hefyd yn gyfle i fyfyrion ar eich arferion hawliau plant eich hun ac i werthuso eich ymagweddau tuag at y cwricwlwm newydd.



# Curriculum for Wales and Children's Rights

## **CALLING PRACTISING TEACHERS IN WALES!**

Are you interested in children's rights in the new CfW? Can you spare 15-20 minutes to take part in an anonymous questionnaire to share your views?

This doctoral research explores the place of children's rights in the new curriculum and what this means for teachers' practice across Wales.

Follow the link to find out more and to complete the questionnaire.

[sarah.stewart@open.ac.uk](mailto:sarah.stewart@open.ac.uk)

## **Curriculum for Wales and Children's Rights**

PGCE Director, Sarah Stewart is currently doing her EdD research into the Curriculum for Wales and Children's rights.

This research explores the place of children's rights in the new Curriculum for Wales, the main considerations of theory and policy literature, and teachers' practice during this phase of curriculum development and early roll-out. It may result in recommendations about curriculum development and teachers' future practice.

Can you spare 15-20 minutes of your day to take part in an anonymous questionnaire? If so, please follow the below link:

[Qualtrics Survey | Qualtrics Experience Management](#)



This questionnaire will provide teachers with an anonymous, confidential space to share honest answers about their views of children's rights and their practice. There are no right or wrong answers. It's also an opportunity to reflect on your own children's rights practice and to evaluate your approaches towards the new curriculum.

## Senedd Fach



### Cynrychiolydd Anghenion Dysgu Ychwanegol

Helo, fy enw i yw Jess, rwy'n fyfyrwr blwyddyn 1 sy'n astudio TAR Cynradd ar y llwybr cyflogedig. Rwyf wedi gweithio ym myd addysg bellach ers naw mlynedd bellach o fewn yr un ysgol gynradd, gan ddechrau fel cynorthwydd addysgu ac yna hyfforddi i fod yn Gynorthwydd Addysgu Lefel Uwch, Penderfynais fy mod am fynd â fy ngyrfa ymhellach a dilyn fy mreuddwyd o ddod yn athrawes.

Tra'n astudio gyda'r Brifysgol Agored cefais fy enwebu i fod yn gynrychiolydd myfyrwr ar gyfer ein grŵp a bod yn llais i fyfyrwr. Trwy Senedd Fach gwirfoddolais i fod yn llysgennad Anghenion Dysgu Ychwanegol (ADY) o fewn addysg. Mae ADY a chynhwysiant yn faes sy'n

datblygu'n gyflym, gydag ymwybyddiaeth yn codi. Mae'r cod ADY ym mis Medi 2021 wedi newid y ffordd y mae anghenion addysgol arbennig plant a phobl ifanc yn cael eu nodi, eu hasesu a'u diwallu yng Nghymru.

Mae hyn yn cynnwys rhoi pwysau aruthrol ar ysgwyddau athrawon a ADY drwy osod y penderfyniad a'r cyfrifoldeb arnynt.

Mae gan bob plentyn yr hawl i gael eu hanghenion wedi'u diwallu trwy addysg, mae'r cod ADY gwell yn darparu hyn trwy gyflwyno categorïau mwy penodol y mae'r plant yn eu hadnabod. Mae hyn yn galluogi addysgwyr i nodi angen ac yna'n gallu darparu'r lefel briodol o gymorth ac adnoddau. Mae amrywiaeth eang o hyfforddiant ar gael i bob addysgwr a theulu sy'n darparu'r wybodaeth a'r ddealltwriaeth i gefnogi pob plentyn. Rwy'n edrych ymlaen at archwilio byd ADY ymhellach a datblygu fy nealltwriaeth fy hun.

### **Additional Learning Needs Representative**

My name is Jess, I'm a year 1 student studying PGCE Primary on the salaried route. I have worked within education now for nine years within the same primary school, starting as a teaching assistant and then training to be a Higher level Teaching Assistant, from this I decided I wanted to take my career further and pursue my dream of becoming a teacher. While studying with the OU I was nominated to become student rep for our group and be a voice for students.

Through Senedd Fach I volunteered to be an ambassador of Additional Learning Needs (ALN) within education. ALN and inclusion is an area which is developing rapidly, with awareness rising. The ALN code as of September 2021 has changed the way that children and young people's special educational needs are identified, assessed and met in Wales. This includes putting a huge weight on teachers and ALN's shoulders by placing the decision and responsibility upon them.

All children have the right to have their needs met through education, the improved ALN code provides this by introducing more specific categories which the children are identified. This enables educators to identify a need and then be able to provide the appropriate level of support and resources. There is a wide variety of training available to all educators and families which provides the knowledge and understanding to support all children. I am looking forward to exploring the world of ALN further and develop my own understanding.

# Diolch gynrychiolwyr y Senedd Fach / Thank you Senedd Fach Representatives

## Diolch i gynrychiolwyr y Senedd Fach

Gyda chylched cyntaf ein cynrychiolwr Senedd Fach yn dod i ben, carem ddiolch iddynt am eu hymrwymiad ac am roi o'u hamser i fod yn llais i'w grwpiau dros y flwyddyn a hanner diwethaf.

Mae eu proffesiynoldeb a'u bwrlwm i sicrhau lleisiau'r grwpiau yn rhan ganolog o'n prosesau adborth a blaen gynllunio wedi bod yn ardderchog.

Felly i Amelia Thomas, Hayley Callicott, Simon Moores, Hayley Paterson, Matthew Brooks a Megan Speckman. - diolch o galon am eich gwaith.

Dymunwn bob llwyddiant i chi yn y dyfodol

## Thank you to our Senedd Fach representatives

With the end of our Senedd Fach's reps first cycle coming to an end, we would like to thank them for their commitment and for giving up their time to be a voice for their groups over the past year and a half.

Their professionalism and drive to ensure the voices of the groups are at the heart of our evaluations and forward planning processes has been exemplary.

So, to Amelia Thomas, Hayley Callicott, Simon Moores, Hayley Paterson, Matthew Brooks and Megan Speckman. - thank you for your work.

We wish you every success in the future

## Newyddion Cyffroes / Exciting news

**Mae myfyrwyr ar y cwrs TAR wedi cael cynnig swyddi ANG ar gyfer y flwyddyn nesaf! Llongyfarchiadau!**

Y nod ar ddiwedd y rhaglen TAR yw cael gwaith, ac rydym yn falch o gyhoeddi bod pob un o'n myfyrwyr sy'n astudio Cymraeg Uwchradd wedi ennill swydd ANG y flwyddyn nesaf! Llongyfarchiadau i:

Christopher Evans - Ysgol Uwchradd Syr Hugh Owen

Daniel Williams - Ysgol Uwchradd Queen Elizabeth

Lisa Jones - Ysgol Uwchradd Y Drenewydd

Lucy May Stacey - Ysgol Uwchradd Llanilltud Fawr

Tom Powell - Ysgol Uwchradd Penrhyn Dewi

Da iawn chi ar ennill y swyddi hyn a da iawn ar y gwaith caled mae pob un ohonoch chi a'n myfyrwyr presennol yn ei roi i mewn i'r rhaglen.



**Students on PGCE have been offered NQT positions for next year! Congratulations!**

The goal at the end of the PGCE programme is to gain employment, and we're pleased to announce that all of our students who are studying Secondary Welsh have gained an NQT position next year! Congratulations to:



Christopher Evans - Syr Hugh Owen High School

Daniel Williams - Queen Elizabeth High School

Lisa Jones - Newtown High School

Lucy May Stacey - Llantwit Major High School

Tom Powell - Penrhyn Dewi High School

Well done on gaining these positions and well done on the hard work each and every one of you and our current students is putting into the programme.

## **Rhaglen Seminar TAR 2 Cynradd Haf 2022 / PGCE 2 Primary Seminar Programme Summer 2022**



## **Neges i ddweud diolch!**

Mae myfyrwyr TAR 2 wedi cael y cyfle i archwilio ystod o agweddau amserol ar addysg gynradd yn ystod yr ychydig fisoedd diwethaf. Mae eu rhaglen seminarau wedi eu cyfoethogi gan siaradwyr gwadd sydd wedi rhannu eu brwdfrydedd a'u hangerdd i ysgogi trafodaethau bywiog rhwng cyfoedion.

Siaradodd Teresa Cremin yn angerddol am 'Darllen er Pleser', sy'n dathlu ei phumed pen-blwydd eleni. Mae ei hymrwymiad i annog athrawon i hyrwyddo darllen er pleser gyda'u dysgwyr yn seiliedig ar ymchwil yn ymwneud â phwysigrwydd yr arfer hwn ar ddatblygiad plant. Roedd myfyrwyr yn awyddus i rannu eu profiadau eu hunain â'i gilydd a siarad am lyfrau oedd wedi eu hysbrydoli nhw a'u dysgwyr. Mae dau fyfyrwr TAR 2 wedi dod yn llysgenhadon 'Darllen er Plese' (RfP). Edrychwn ymlaen at weithio gyda Nia Rees (myfyrwraig uwchradd) a Rebecca Jones o'r garfan gynradd i hybu darllen er pleser ar draws y rhaglen TAR.

Rhannwyd pwysigrwydd ystafelloedd dosbarth gwrth-hiliol gan Natalie Jones a Shubnam Aziz, a anogodd y myfyrwyr i gydnabod eu rôl wrth ddatblygu ethos gwrth-hiliol yn eu hysgolion. Rhoddwyd syniadau pendant i'r myfyrwyr i fynd â nhw yn ôl i'w lleoliadau eu hunain.

Anghenion Dysgu Ychwanegol oedd ffocws y seminar olaf, gydag Andrew Osmond a Becca Avci yn rhannu eu profiadau o gefnogi disgyblion ag ADY. Roedd myfyrwyr yn gallu ystyried dysgwyr yn eu lleoliadau eu hunain a myfyrio ar y ffyrdd y darperir ar eu cyfer.

Hoffem ddiolch i'r siaradwyr gwadd am roi cymaint o fewnbwn i'r myfyrwyr a fydd yn sicr yn eu cefnogi yn eu cynnydd proffesiynol.

## **A message to say thank you!**

PGCE 2 students have had the opportunity to explore a range of topical aspects of primary education during the past couple of months. Their seminar programme has been enhanced by visiting speakers who have shared their enthusiasm and passion to prompt animated discussions between peers.

Teresa Cremin spoke passionately about 'Reading for Pleasure', which is celebrating its fifth birthday this year. Her commitment to encouraging teachers to promote reading for

pleasure with their learners is based upon research relating to the importance of this practice on children's development. Students were keen to share their own experiences with each other and speak about books that had inspired them and their learners. Two PGCE 2 students have become RfP ambassadors. We look forward to working with Nia Rees (a secondary student) and Rebecca Jones from the primary cohort to promote reading for pleasure across the PGCE programme.

The importance of anti-racist classrooms was shared by Natalie Jones and Shubnam Aziz, who encouraged the students to recognise their role in developing an anti-racist ethos in their schools. The students were provided with concrete ideas to take back to their own settings.

Additional Learning Needs was the focus of the final seminar, with Andrew Osmond and Becca Avci sharing their experiences of supporting pupils with ALN. Students were able to consider learners in their own settings and reflect on ways that they are provided for.

We would like to thank the visiting speakers for giving the students such a wealth of input that will certainly support them in their professional progress.

### **Dyddiadau ar gyfer y Dyddiadur**

### **Dates for the Diary**

**24ain Mehefin** - Cynhadledd Ymchwil

**24th June** - Research Conference

**9ed Gorffennaf** - Rhyddhau Canlyniadau Myfyrwyr TAR 3

**9th July** - PGCE3 Students Results Released

**Gorffennaf 22ain** - Diwedd Tymor Ysgol

**22nd July** - End of School Term

### **Ein Gweledigaeth**

Gweithio mewn partneriaeth i ddileu  
rhwystrau i gyfranogiad er mwyn darparu  
llywybr hyblyg i ddatblygu athrawon  
rhagorol a allai ei chael yn anoddach cael

mynediad i lwybrau traddodiadol. Wrth wneud hynny, rydym yn ceisio cael effaith gadarnhaol ar fywydau plant a chymunedau ledled Cymru

## Our Vision

Working in partnership to remove barriers to participation in order to provide a flexible route to developing excellent teachers who may find access to traditional routes more difficult. In doing so, we seek to make a positive impact on the lives of children and communities across Wales.



### **The Open University in Wales Brifysgol Agored yng Nghymru**

The Open University is incorporated by Royal Charter (RC 000391), an exempt charity in England & Wales, and a charity registered in Scotland (SC 038302). The Open University is authorised and regulated by the Financial Conduct Authority.

Mae'r Brifysgol Agored yn gorfforedig drwy Siarter Brenhinol (RC000391), yn elusen a eithrir yng Nghymru a Lloegr ac yn elusen gofrestredig yn yr Alban (SC038302). Awdurdodir a rheoleiddir Y Brifysgol Agored gan yr Awdurdod Ymddygiad Ariannol.

[Unsubscribe / Dad-danysgrifio](#)