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Governors
for Schools
Conference
2023.

Wales – setting a vision and ethos

[#GfSConference2023](#)

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Ysgol y Gymraeg
School of Welsh



Y Cynllun Sabothol Cymraeg The Welsh Sabbatical Scheme

Lowri Davies
Sabbatical Scheme Lead at School of Welsh, Cardiff
University

What is the Sabbatical Scheme?



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- **Cynllun datblygiad proffesiynol** wedi ei ariannu gan Lywodraeth Cymru gyda'r nod o gynyddu nifer yr ymarferwyr sy'n gallu dysgu trwy gyfrwng y Gymraeg neu'n ddwyieithog.
- Mae'n cynnig **rhaglen o gyrsiau ar amrywiol lefelau** ar gyfer y sector cyfrwng Cymraeg a'r sector cyfrwng Saesneg, ar gyfer athrawon a chynorthwyr mewn ysgolion cynradd ac

- A **professional learning scheme** funded by Welsh Government with the aim of increasing the supply of practitioners able to teach through the medium of Welsh or bilingually.
- Provides a **programme of courses at various levels** for the Welsh and English medium sector, for teachers and TAs in primary and secondary schools.
- A **response to the Welsh Government's target of a million Welsh speakers by 2050** by providing continuous professional development which will increase practitioners' ability to teach and use the Welsh language effectively within their school.



Cyrsiau / Courses

- <https://learnwelsh.cymru/education-workforce/>

Teachers:

Primary teachers:

Foundation level course – 12 weeks/ 1 term
Intermediate level course – 10 weeks/ 1 term
Welsh in a Year – 3 terms
(foundation, Intermediate, higher)

Primary/ Secondary teachers:

Higher level online course – 20 days
(2 day per week for 10 weeks)

Primary Teaching Assistants:

Entry level course – 5 weeks
Higher level course – 20 days
(2 day per week for 10 weeks)

*All courses are accredited by
Cardiff University
Level 6 (higher education modules)
Level 4 for teaching assistants

Our courses will...

Develop linguistic skills

Develop language teaching pedagogy



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Language competency framework for education practitioners



Common European Framework of Reference for Languages (CEFR)/Welsh for Adults level								
No Welsh language skills	Pre-entry	A1/Entry	A2/Foundation	B1/Intermediate	B2/Advanced	C1/ Proficient		
School Workforce Annual Census (SWAC) workforce characteristics: Welsh ability codes								
W1	Only for use in ITE	W2	W3	W4	W5	W6		
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, <i>e.g. everyday themes and different verb tenses.</i>	I can understand and respond to main points when someone speaks naturally about everyday subjects inside and outside of school, <i>e.g. in a conversation or within small group situations.</i>	I can understand most of the discussions, even on unfamiliar and specialist subjects, <i>e.g. in a formal context.</i>	I can understand and respond to almost everything heard, including different accents, dialects and speed of speaker.	
Oral	No skills.	I can pronounce the alphabet and say simple words fairly correctly in the school context. I can introduce myself and start interacting socially by using familiar everyday phrases, <i>e.g. greetings, thanks, praising a learner and giving simple commands.</i>	I can introduce myself and others verbally. I can ask and answer questions on simple information, <i>e.g. where someone lives, what they like to do.</i> I can use verb tenses and numerals.	I can contribute to a simple conversation using a range of simple sentences relating to situations relevant to the school context, <i>e.g. everyday themes and different verb tenses.</i>	I can hold and contribute to a conversation on familiar subjects relating to school and everyday life using a range of simple and complex sentences. I can describe experiences and hopes, and can give short explanations for my opinion. I am beginning to recognise common errors.	I can communicate using a range of syntax showing an increasing level of accuracy. I can discuss unfamiliar and specialist subjects. I can express and justify an opinion. I can recognise some errors and correct them.	I can speak extensively on complex matters, and can present arguments using the correct register. I can interact and lead discussions and extended teaching sessions correctly in the main. I can self-correct where necessary.	
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, <i>e.g. name and address.</i>	I can understand very short written texts where people give simple personal information about themselves or others, <i>e.g. forms, school signs.</i> I can read simple commands suitable to the school context.	I can understand simple written messages on everyday things and simple letters/e-mails. I can read simple stories aloud and attempt the correct pronunciation.	I can understand articles or direct e-mails on everyday subjects or work-related subjects. I can read stories aloud with the correct pronunciation in the main.	I can understand most correspondence, newspaper articles and reports intended for fluent speakers, with the aid of a dictionary, and can scan through long text to find details. I can read stories aloud quite confidently with the correct pronunciation.	I can summarise information from different oral and written sources, and recreate debates and descriptions in a coherent presentation. I can read stories aloud to learners of all ages in a confident and meaningful manner.	
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, <i>e.g. instructions, questions, commands, simple feedback.</i>	I can write composite/complex sentences for educational purposes.	I can write short paragraphs on everyday subjects inside and outside of school. I am beginning to recognise common errors.	I can write extended paragraphs on a range of unfamiliar and specialist subjects, perhaps with editorial assistance. I can recognise some errors and correct them.	I can write extensively in standard language on complex matters. I can write in a variety of forms. I can self-correct where necessary.	

Nod y Cyrsiau / Course Aims



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Bydd ein cyrsiau yn:

- datblygu eu sgiliau iaith;
- datblygu hyder i addysgu a defnyddio'r Gymraeg yn yr ysgol;
- datblygu gwybodaeth a dealltwriaeth o addysgeg iaith a fydd yn galluogi ymarferwyr i addysgu'r iaith gyda hyder a brwdfrydedd;
- datblygu gwybodaeth am ddiwylliant Cymru - cynefin

Our courses will:

- develop personal linguistic skills;
- develop confidence to teach and use the Welsh language within schools;
- develop knowledge of language pedagogy which will enable practitioners to teach the language with confidence and enthusiasm;
- develop knowledge of Welsh culture - cynefin

Drwy ddatblygu'r sgiliau hyn rydym yn galluogi ymarferwyr i:

- ymateb i ofynion y Cwricwlwm i Gymru;
- defnyddio'r Gymraeg yn effeithiol ar draws y cwricwlwm;
- codi safonau yn eu hysgolion.

By developing these skills, we are enabling practitioners to:

- respond to the requirements of the Curriculum for Wales;
- use the Welsh language effectively across the curriculum;
- raise standards within their schools.

Impact on their return to school.

Bydd ymarferwyr wedi:

- datblygu eu sgiliau iaith i safon uchel h.y. eu rhuglder yn y Gymraeg
- datblygu gwybodaeth a phrofiad o addysgeg iaith er mwyn cynllunio a chyflwyno gwersi Cymraeg yn effeithiol ar draws y cwricwlwm
- datblygu'r gallu i ddatblygu adnoddau iaith addas.

Practitioners will have:

- developed their linguistic skills to a high standard i.e. fluency in the Welsh language;
- gained knowledge and experience of language pedagogy to
 - plan and deliver Welsh language lessons
 - plan and deliver Welsh language lessons in a cross curricular manner
- the ability to develop appropriate language resources.

Impact on their return to school.

Bydd ymarferwyr wedi datblygu **sgiliau addysgu iaith arbenigol** a fydd yn eu galluogi i:

- gyfrannu a chynllunio ar gyfer codi safonau ar gyfer y Gymraeg ar draws yr ysgol;
- rhannu arfer dda ac arwain cydweithwyr drwy wersi enghreifftiol;
- darparu hyfforddiant ar gyfer cydweithwyr a staff cefnogi;
- codi safonau yn eu hysgolion ac yn eu clystyrau.

Practitioners will have developed **specialist language teaching skills** which will enable them to:

- contribute to whole school development and planning for raising standards in the Welsh language;
- share good practice and guide colleagues through exemplar lessons etc;
- provide training for colleagues and school support staff;
- raise standards within their schools and within the cluster.



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



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



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

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

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

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

I have limited awareness of language teaching and learning strategies.

Cefnogaeth Consortiwm Canolbarth y De i'r Cynllun Sabothol

Central South Consortium's Support for the Sabbatical Scheme

Emma Dermody

- Recriwtio
 - Cysylltiad yn ystod y cyrsiau
 - Ôl – ofal:
 - cyfarfodydd 1 i 1 tymhorol
 - cyfarfodydd rhwydwaith tymhorol
 - Rhaglen ddysgu proffesiynol Arweinyddiaeth y Gymraeg mewn ysgolion cyfrwng Saesneg.
- Recruitment
 - Contact during the courses
 - Post Sabbatical support:
 - termly 121 meetings
 - termly network meetings
 - Leadership of Welsh in English medium schools professional learning programme.

Rhannu Arfer Dda | Sharing Good Practice

“Through post-sabbatical funding, I had the opportunity to provide training to the teaching assistants ... They now have more confidence when speaking to the children inside and outside of the classroom. The work carried out this academic year has had a positive impact on the provision of Welsh language. It has resulted in a noticeable increase in standards of learners.”

“Pupils in Progression Step 2/3 completed a survey on Google Forms for me to see what their level of Welsh was and also what their attitude to learning was. From these findings I was then able to come up with an action plan to ensure that all staff were confident with the teaching of Welsh and that they had the basic skills to talk in Welsh to the pupils. Part of an Inset Day was given to Welsh training with all staff attending. I used the ideas and training I had recently gained during my Welsh Sabbatical year.”

Rhannu Arfer Dda | Sharing Good Practice

“Since September [2022], the use of incidental Welsh across the school has improved. Children are enthusiastic and thoroughly enjoy playing new games to learn new vocabulary/phrases. Sharing good practice has enabled some members of staff to implement the pedagogical approaches that we learnt on the course and the feedback from both staff and children has been extremely positive. Children are definitely speaking more incidental Welsh.”

“We decided to provide Welsh lessons for support staff. All LSAs have made progress from their (varied) starting points in Welsh. They use broader vocabularies, and a range of language patterns appropriate to the class with which they are working, and have a better understanding of Welsh phonics which has improved pronunciation. The biggest difference has been in staff’s confidence to use the Welsh they know. They are enthusiastically using the phrases of the week. All of this is having a positive impact on the children’s attitude to Welsh.

Diolch yn fawr.

Chris Newcombe

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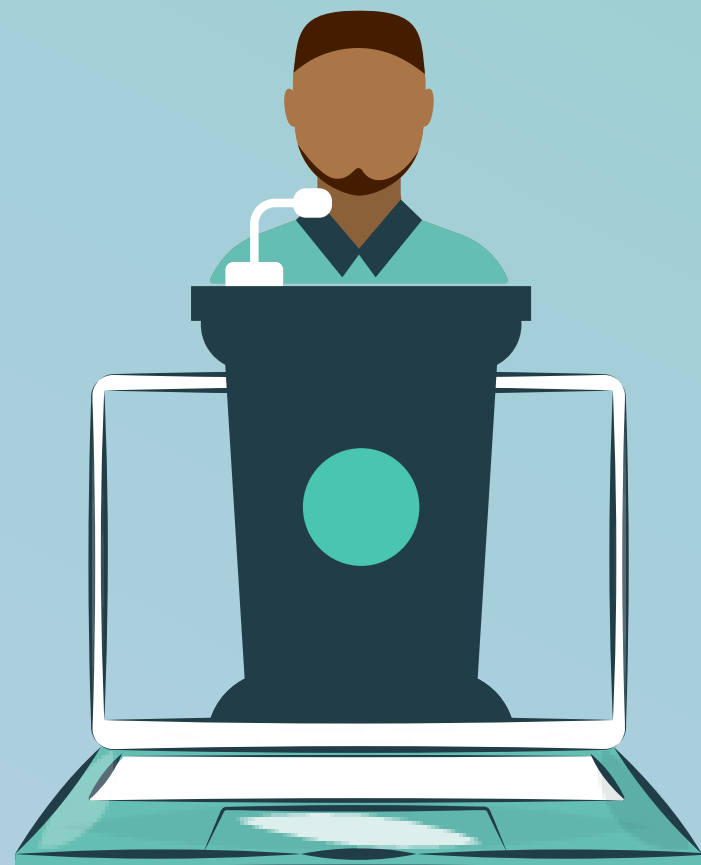
Emma Dermody

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