
Cyflwynwyd yr ymateb hwn i'r [Pwyllgor Plant, Pobl Ifanc ac Addysg](#) ar gyfer yr [ymchwiliad i recriwtio a chadw athrawon](#)

This response was submitted to the [Children, Young People and Education Committee](#) on the [Inquiry into Teacher recruitment and retention](#)

Ymateb gan: Partneriaeth Dysgu Proffesiynol Athrofa, Prifysgol Cymru Y Drindod Dewi Sant,
Response from: Athrofa Professional Learning Partnership, University of Wales Trinity St David



06.06.25

Ysgrifennaf mewn ymateb i'ch galwad am dystiolaeth mewn perthynas â'r heriau sy'n ymwneud â recriwtio a chadw athrawon yng Nghymru. Fi yw Cyfarwyddwr Academiaidd Partneriaeth Dysgu Proffesiynol Athrofa ym Mhrifysgol Cymru Y Drindod Dewi Sant, un o ddarparwyr achrededig Addysg Gychwynnol Athrawon (AGA) yng Nghymru. Yn ogystal â'n cyfraniad i'r dystiolaeth a gyflwynwyd i chi gan USCET, meddyliais y gallai fod yn ddefnyddiol codi'r pwyntiau canlynol.

Mae'r diwygiadau i AGA yng Nghymru a wnaed ers 2019 wedi cryfhau'r ddarpariaeth, ac wedi gwneud cynnydd da i fynd i'r afael â'r pryderon a godwyd gan yr Athro Furlong yn 'Teaching Tomorrow's Teachers'. Amlygir y rhain yn adroddiad diweddar yr Athro Moira Hulme (https://myresearchspace.uws.ac.uk/ws/portalfiles/portal/60855906/2025_02_28_Hulme_Discourse_final.pdf)

Er gwaethaf hyn, wrth geisio denu athrawon i'r proffesiwn yng Nghymru, rydym yn gweithio yn erbyn canfyddiad, sy'n aml yn cael ei atgyfnerthu yn y cyfryngau, nad yw addysgu yn yrfa ddeniadol. Mae angen gwneud mwy i sicrhau bod athrawon yn teimlo eu bod yn cael eu gwerthfawrogi ac yn cael yr adnoddau sydd eu hangen arnynt i gyflawni eu gwaith yn effeithiol. Yna mae angen rhannu'r neges gadarnhaol hon yn eang, yn weithredol, a'i ailadrodd dro ar ôl tro. Mae hyn yn cynnwys lledaenu'r neges y tu hwnt i Gymru. Rydym wedi cael nifer fach o fyfyrwyr dros y blynyddoedd diwethaf sydd wedi dweud wrthym eu bod wedi dewis dod i Gymru i ymgymryd â chysiau AGA ac i addysgu oherwydd

I write in response to your call for evidence in relation to the challenges around teacher recruitment and retention in Wales. I am the Academic Director for the Athrofa Professional Learning Partnership at the University of Wales Trinity St David, one of the accredited providers of Initial Teacher Education (ITE) in Wales. In addition to our contribution to the evidence submitted to you by USCET, I thought it may be helpful to make the following points.

The reforms to ITE in Wales undertaken since 2019 have strengthened provision, and made good progress to address the concerns raised by Prof Furlong in 'Teaching Tomorrow's Teachers'. These are highlighted in the recent report by Prof Moira Hulme (https://myresearchspace.uws.ac.uk/ws/portalfiles/portal/60855906/2025_02_28_Hulme_Discourse_final.pdf)

Despite this, when seeking to attract teachers to the profession in Wales, we are working against a perception, often reinforced in the media, that teaching is not an attractive career. More needs to be done to ensure that teachers feel valued and are provided with the resources they need to perform their jobs effectively. This positive message then needs to be shared widely, actively, and repeatedly. This includes spreading the message beyond Wales. We have had a small number of students over the last few years who have told us that they have chosen to come to Wales to undertake ITE courses and teach because of the positive messages they have heard

y negeseuon cadarnhaol maen nhw wedi'u clywed am system Cymru. Mae hyn yn rhywbeth y gellid a dylid ei rannu'n ehangach.

Un o'r heriau mwyaf o hyrwyddo addysgu fel gyrfa a glywn ar hyn o bryd yw'r diffyg hyblygrwydd y mae'r swydd (fel y'i cyfansoddir ar hyn o bryd) yn ei gynnig. Mae'r gwerth y mae darpar ymgeiswyr i'r rhaglenni yn ei roi ar y ffactor hwn wrth benderfynu ar opsiynau gyrfa wedi tyfu yn ystod y blynyddoedd diwethaf, yn enwedig ers y pandemig. Byddwn yn cefnogi'r awgrym yn yr adroddiad diweddar gan Brifysgol Fetropolitan Caerdydd i edrych ar ffyrdd o gynyddu'r hyblygrwydd o fewn y gweithlu, heb ei gwneud yn ofynnol i athrawon weithio'n rhan-amser i gyflawni hyn. Mae hyn yn tanseilio gwerth y cyflog y mae rhai o'n hymgeiswyr yn dweud wrthym yw un o'r pethau sy'n eu denu i'r proffesiwn.

Ar ôl i ni recriwtio darpar athrawon i raglenni AGA, mae angen i ni sicrhau bod ysgolion mewn sefyllfa i gefnogi camau cynnar eu datblygiad proffesiynol trwy gael yr amser a'r adnoddau i sicrhau mentora effeithiol o addysgu yn ystod eu rhaglenni AGA, i'w blwyddyn ANG a thu hwnt. Pan nad yw ysgolion yn gallu cynnig lleoliadau mewn pynciau prinder gan eu bod yn teimlo nad oes ganddynt y gallu i wneud hynny, mae gennym broblem sylweddol wrth gynnal llif athrawon o ansawdd uchel i'r proffesiwn. Mae angen i raglenni achrededig fod yn hyfyw yn ariannol ar gyfer partneriaethau AGA, ac mae angen iddynt weithio ym mhob rhan o Gymru, gan gynnwys ardaloedd gwledig.

Yn olaf, byddwn yn awgrymu bod angen i ni edrych yn ofalus ar y rhwystrau a brofir gan y rhai a hoffai addysgu, ac a fyddai'n gwneud athrawon rhagorol, ond nad oes ganddynt y sicrwydd ariannol i gymryd blwyddyn i ffwrdd o gyflog i gwblhau cwrs TAR, neu dair blynedd i gwblhau cwrs gradd. Dylai'r rhai sy'n dymuno trosglwyddo

about the Welsh system. This is something which could and should be shared more widely.

One of the biggest challenges of promoting teaching as a career that we hear at the moment is the lack of flexibility that the job (as currently constituted) offers. The value that potential applicants to the programmes place on this factor when deciding on career options has grown in recent years, especially since the pandemic. I would endorse the suggestion in the recent report from Cardiff Metropolitan University to look at ways of increasing the flexibility within the workforce, without requiring teachers to work part-time to achieve this. This undercuts the value of the salary which some of our applicants tell us is one of the things that attracts them to the profession.

Once we have recruited student-teachers to ITE programmes we need to ensure that schools are in a position to support the early stages of their professional development by having the time and resources to ensure effective mentoring of teaching during their ITE programmes, into their NQT year and beyond. When schools are unable to offer placements in shortage subjects as they feel they don't have the capacity to do so, we have a significant problem in sustaining the flow of high-quality teachers into the profession. Accredited programmes need to be financially viable for ITE partnerships, and need to work in all parts of Wales, including rural areas.

Lastly, I would suggest that we need to look carefully at the barriers experienced by those who would like to teach, and would make excellent teachers, but don't have the financial security to take a year away from a salary to complete a PGCE course, or three years to complete a degree course. Those who wish to

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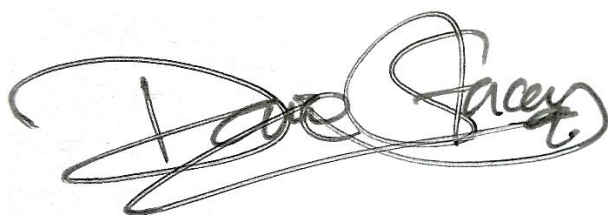
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i addysgu, yn enwedig i uwchradd, gael llwybrau amgen sy'n cydnabod eu profiad ehangach, fel sydd yn achos mewn gwledydd Ewropeaidd eraill. Mae angen i ni ystyried i ba raddau y mae gwybodaeth pwnc mor ddibynnol ar radd israddedig a sicrhau nad yw llwybrau i addysgu uwchradd, yn Gymraeg a Saesneg, yn cael eu cyfyngu gan ddewis hanesyddol unigolyn o raglen israddedig. Wrth feddwl am y gweithlu ar gyfer y dyfodol, mae angen i ni sicrhau bod hyn yn cydfynd â'r Cwricwlwm newydd i Gymru, yn hytrach nag adlewyrchu system arholiadau hŷn. Efallai y bydd gwerth hefyd mewn ystyried sut y gall y rhai sydd â SAC o gyrsiau cynradd, a'r rhai sydd â Cymwysterau PCET gael mynediad at ddysgu proffesiynol o ansawdd uchel yn hawdd i'w harfogi i addysgu yn y maes uwchradd.

Nid yw'r her o ddenu athrawon o ansawdd uchel i'r proffesiwn yn unigryw i Gymru, ond yn un sy'n dod yn fwyfwy amlwg, yn enwedig mewn addysg uwchradd. Yn y cyd-destun hwnnw, rwy'n croesawu'r ymchwiliad hwn ac edrychaf ymlaen at weld newidiadau cadarnhaol a fydd, gobeithio, yn dilyn ohono.

Gyda dymuniadau gorau,



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transfer into teaching, especially into secondary, should have alternative routes that recognise their wider experience, as is the case in other European countries. We need to consider the extent to which subject knowledge is so dependent on an undergraduate degree and ensure that routes into secondary teaching, both in Welsh and English are not limited by an individual's historic choice of undergraduate programme. In thinking about the workforce for the future, we need to ensure that this is aligned with the new Curriculum for Wales, rather than reflecting an older examination system. There may also be value in considering how those with QTS from primary courses, and those with PCET Qualifications can easily access high-quality professional learning to equip them to teach in the secondary setting.

The challenge of attracting high-quality teachers to the profession is not unique to Wales, but one which is becoming increasingly stark, especially in secondary education. In that context, I welcome this enquiry and look forward to seeing positive changes that will hopefully follow from it.

With best wishes,