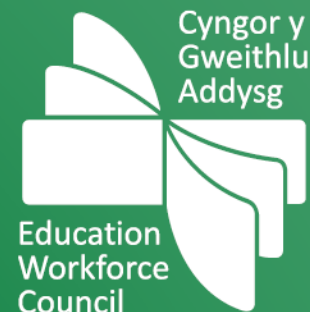




Arolwg cenedlaethol o'r gweithlu addysg yng Nghymru 2021

National education workforce survey for Wales 2021



Methodoleg

Ymatebwyr Respondents

8 grŵp wedi'u
harolygu

8 groups
surveyed

Dyluniad yr arolwg Survey design

Holiaduron
wedi'u
datblygu a'u
treialu

Questionnaires
developed and
piloted

Amserlen Timescale

Cyfnod yr
arolwg -
Ionawr i Mai
2021

Survey period
– January to
May 2021

Methodology

Dull Method

Ar-lein trwy
wefan CGA

Online via EWC
website

Cyfathrebu Communication

Cynllun
partneriaeth

Partnership
plan

Adrannau'r arolwg

Survey topics

Rôl a gyrfa
Role and career

Patrymau gweithio a baich
gwaith
Working patterns and
workload

Cwricwlwm newydd
New curriculum

Lles
Well-being

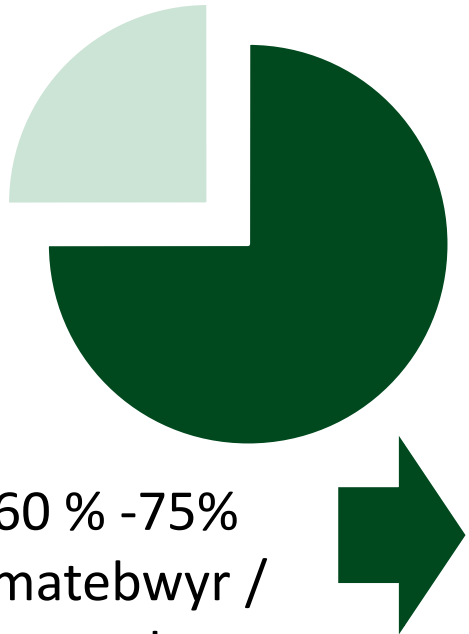
Dysgu cyfunol ac o bell
Blended and remote
learning

Dysgu proffesiynol
Professional learning

Ymatebwyr	Nifer/No.	%	Respondents
Gweithiwr cymorth dysgu ysgol	3,424	12.5	School learning support worker
Athro ysgol	3,346	12.7	School teacher
Athrawon AB	1,722	34.4	FE teacher
Arweinydd ysgol	758	23.8	School leader
Ymarferydd dysgu seiliedig ar waith	582	29.5	Work-based learning practitioner
Gweithiwr cymorth dysgu AB	580	23.7	FE learning support worker
Gweithiwr ieuenctid	163	48.5	Youth worker
Gweithiwr cymorth ieuenctid	58	13.2	Youth support worker

Rôl a gyrfa

Role and career



60 % -75%
ymatebwyr /
respondents

Gyrfa dros y 3 blynedd nesaf
Career over the next 3 years

Parhau i ddatblygu
/ cryfhau arfer

Continuing to
develop/strengthen
practice

Mentora neu
gefnogi
cydweithwyr llai
profiadol

Mentor or support
less experienced
colleagues

Symud i lefel / rôl
uwch

Moving to a higher
level/more senior
role

15.9% ST, 7.9% SL

Gadael y
proffesiwn

Leaving the
profession

10.7% SL

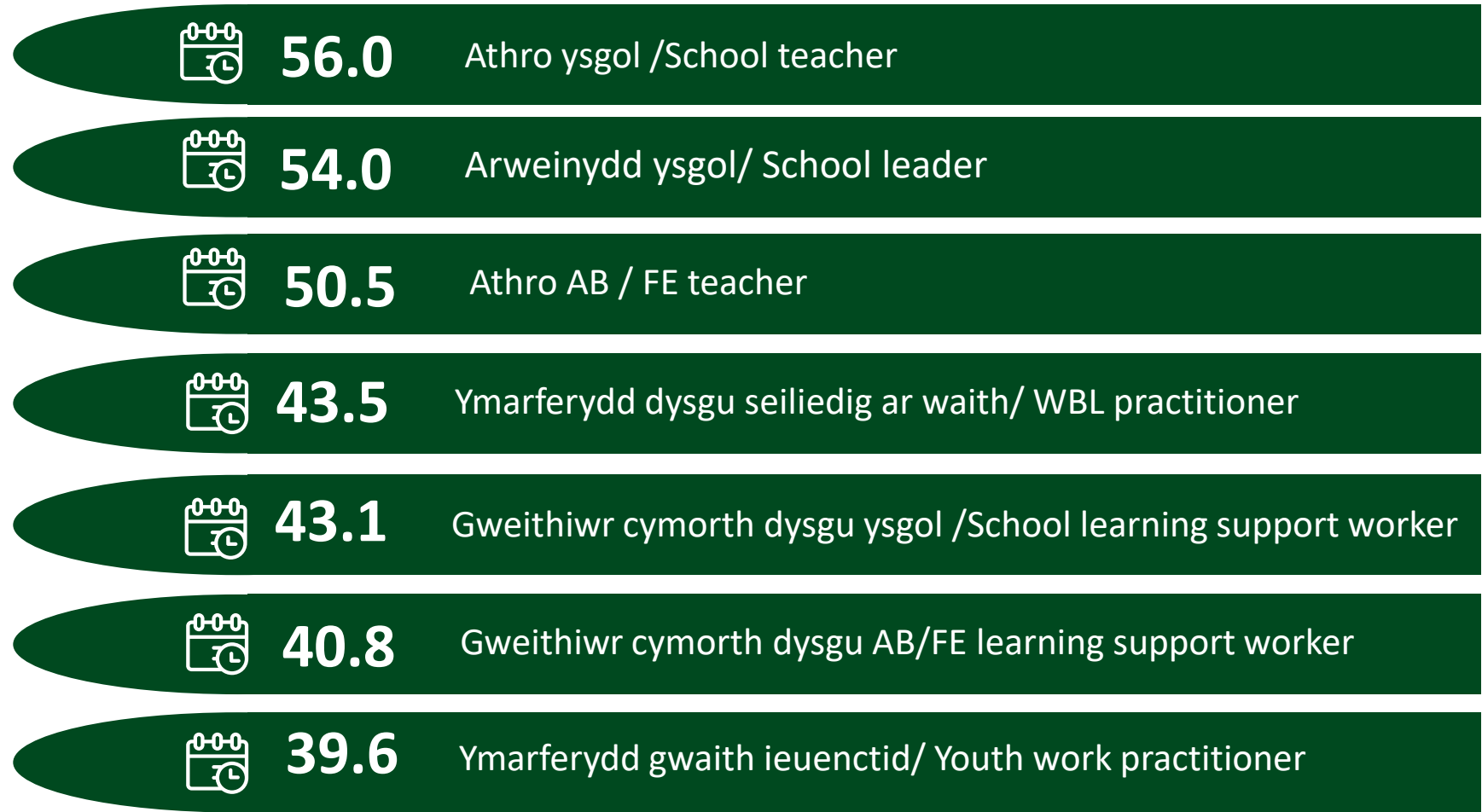
retiring
ymddeol

Yn debyg i arolwg 2016/17

Similar to 2016/17 survey

Patrymau gwaith a baich gwaith

Working patterns and workload



Oriau cyfartalog yr wythnos (llawn amser) /
Average hours per week (full time)

Oriau a dreuliwyd ar:

Gweithgareddau gwaith craidd, sylw uchel ar weinyddiaeth a gwaith papur

Hours spent on:

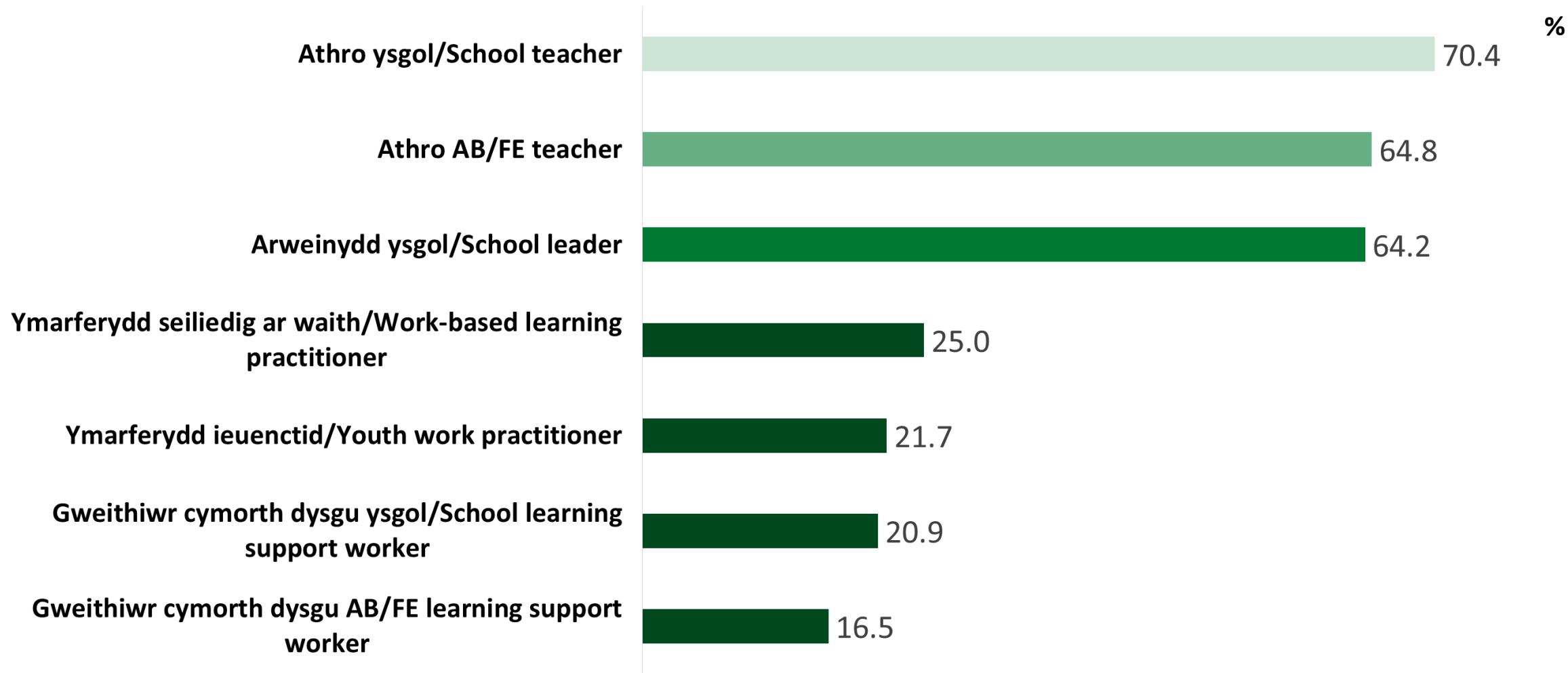
Core work activities, admin and paperwork featured highly

Yn debyg i arolwg 2016/17

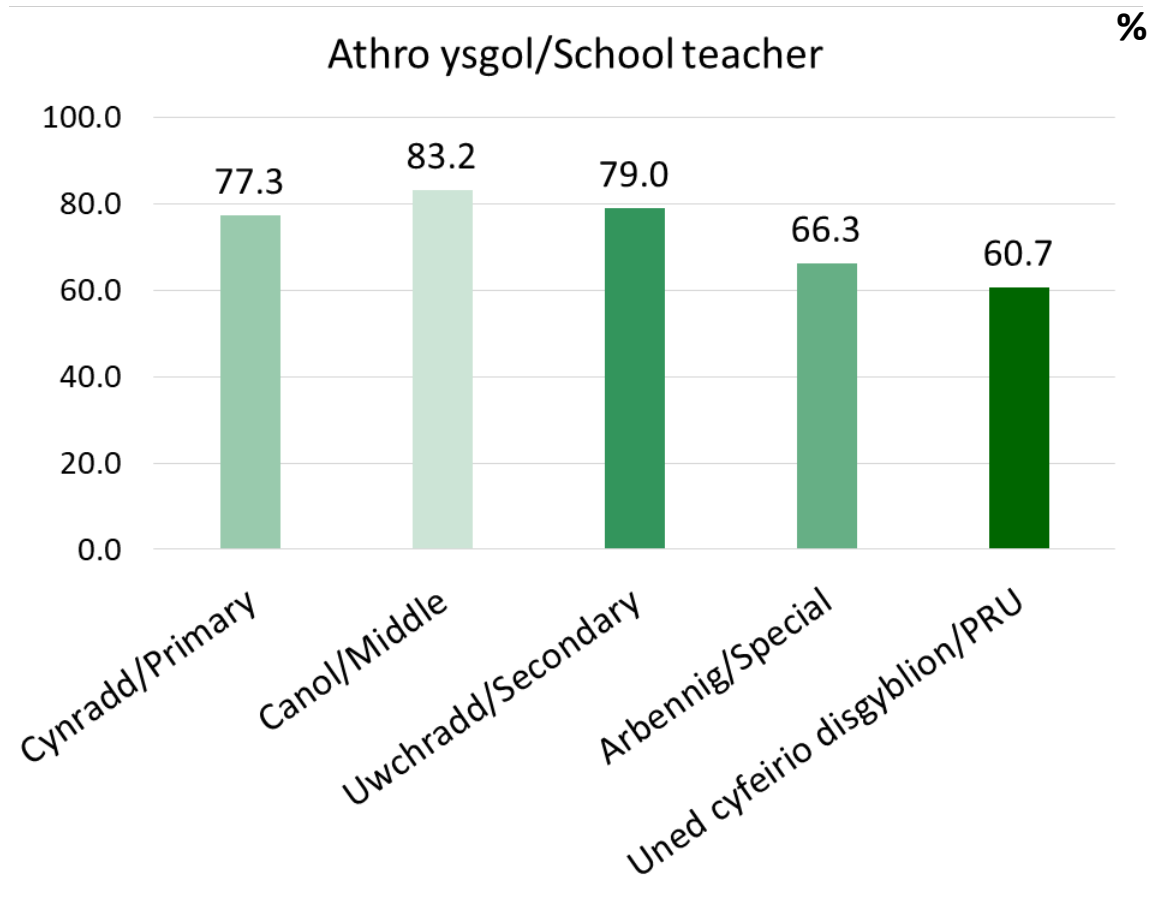
Similar to 2016/17 survey

Anghytuno/Anghytuno'n gryf eu bod yn gallu rheoli baich gwaith

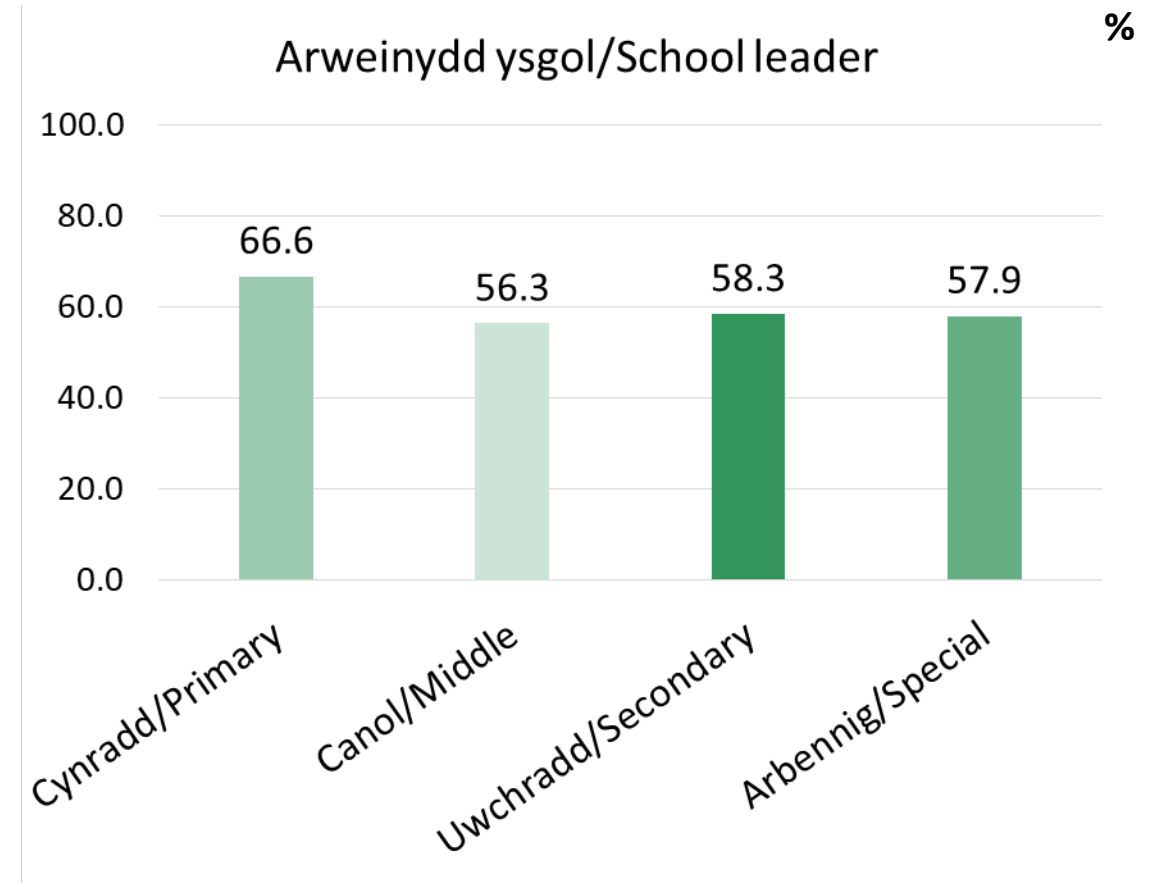
Disagreed/strongly disagreed they were able to manage workload



Anghytuno/Anghytuno'n gryf eu bod yn gallu rheoli baich gwaith yn ôl cyflogaeth



Disagreed/strongly disagreed they were able to manage workload by phase



Pwysau llwyth gwaith

Wedi'i effeithio ar allu i reoli back gwaith



Gweinyddiaeth / gwaith papur (pob un)



Cefnogaeth ychwanegol i ddysgwyr (pob un)



TGCh (ysgol ac AB)



Heriau cyflwyno dysgu o bell / cyfunol



Maint dosbarthiadau neu llwyth achosion (ysgol a WBLP)



Amser ar gael am CPA (athrawon)

Workload pressures

Impacted on ability to manage workload

Administration / paperwork (all)

Additional support for learners (all)

ICT (school & FE)

Challenges of remote/blended learning (all)

Class size or caseload (school & WBLP)

Time available for PPA (teachers)

Awgrymiadau ymarferol i lleihau llwyth gwaith

- Lleihau oriau cyswllt / maint dosbarthiadau (athrawon), llwyth achosion (WBLP, YWP)
- Mwy o oriau gwaith â thâl (LSW)
- Lefelau staff uwch (pob un)
- Llai o systemau adrodd gweinyddu / symleiddio (pob un)
- Gwella mynediad i'r dechnoleg a'r hyfforddiant priodol (pob un)
- Amser paratoi adnoddau / cronfa ganolog (athrawon)

Pe bai mwy o amser gen i, faswn i'n ei dreulio'n

- Cynllunio a pharatoi
- Trafod gwaith gyda gyda chydweithwyr / dysgwyr
- Paratoi am y cwricwlwm newydd

Practical suggestions for reducing workload

- Reduce contact hours/class size (teachers), caseload (WBLP, YWP)
- Increased paid working hours (LSW)
- Increased staffing levels (all)
- Less administration/streamline reporting systems (all)
- Improve access to the appropriate technology and training (all)
- Resources preparation time/centralised bank (teachers)

If I had more time I would use it on

- Planning and preparation
- Discussing work with colleagues/learners
- Preparing for new curriculum

Cwricwlwm ysgol newydd

Yn barod i gyflawni'r cwricwlwm newydd?

Cytunodd 51.8% o ymatebwyr
arweinwyr ysgol eu bod yn barod

Cytunodd 38.4% ymatebwyr arweinwyr
ysgol fod eu cydweithwyr/staff yn
barod

Cytunodd 33.3% ymatebwyr athrawon
ysgol yn barod

New school curriculum

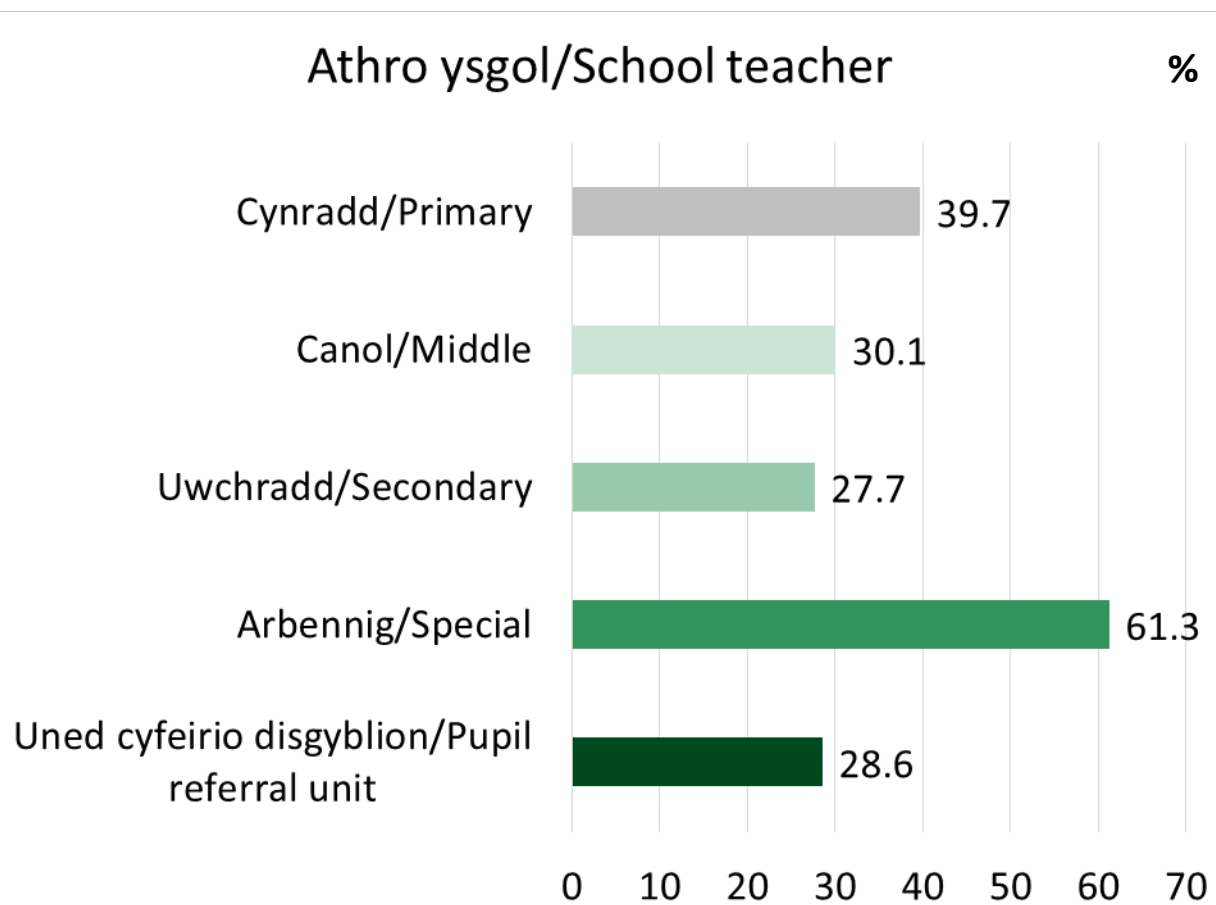
Prepared to deliver the new curriculum?

51.8% of school leaders respondents
agreed they were prepared

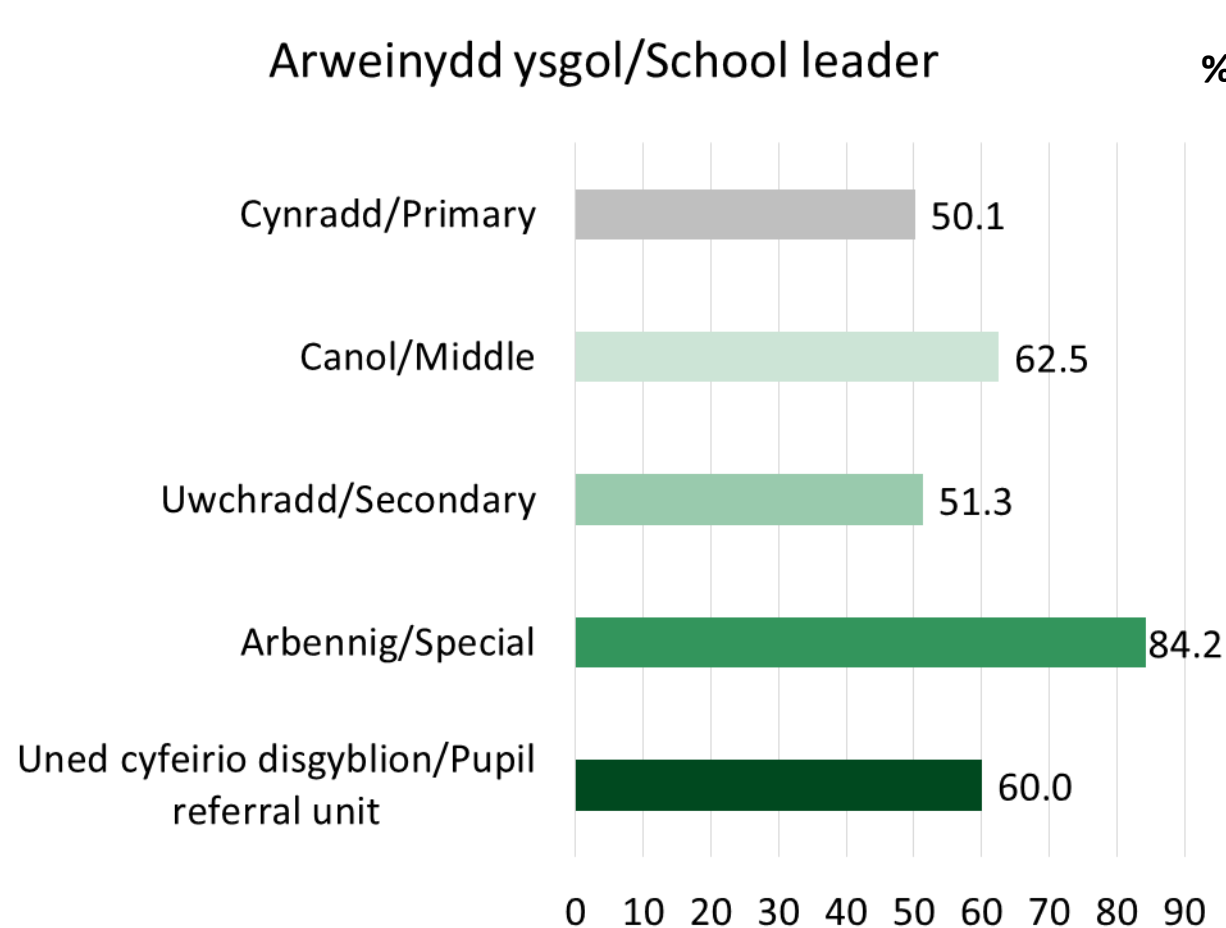
38.4% of school leader respondents
agreed their colleagues/staff were
prepared

33.3% of school teacher respondents
agreed they were prepared

Cytuno/Cytuno'n gryf eu bod yn barod i gyflwyno'r cwricwlwm newydd yn ôl cyfnod



Agreed/strongly agreed that they were prepared to deliver the new curriculum by phase



Cwricwlwm ysgol newydd

New school curriculum

**Beth fyddai'n eich
helpu i deimlo'n fwy
parod?**

- mwy o arweiniad a hyfforddiant i'w darparu
- mae angen mwy o amser
- cyfleoedd i drafod gyda chydweithwyr ac ysgolion eraill
- paratoi adnoddau
- oedi gweithredu
- eglurhad ar asesiad

**What would help
you feel more
prepared?**

- more guidance and training to be provided
- more time required
- opportunities to discuss with colleagues and other schools
- prepare resources
- delay implementation
- clarification on assessment

Lles

Roedd pandemig COVID-19 wedi effeithio ar les:

Pryder am eu hiechyd eu hunain a'r rhai sy'n agos atynt
ST 75.8% - YWP 69.7%

Arferion addysgu / gweithio / arwain
SL 82.7%, FET 75.2%, ST 72.9%

Lles a diogelwch yn y gweithle
ST 69.1%, FET 68.5%, FSW 66.8%

Rheoli lles
trwy

- Cyrsiau hyffordiant
- Gweithgareddau/ diwrnodau lles
- Cwnsela

Well-being
managed by

- Training courses
- Well-being days or activities
- Counselling

Wellbeing

The COVID-19 pandemic had impacted on wellbeing:

Concern about their own health and those close to them
ST 75.8% - YWP 69.7%

Teaching/working/leading practices
SL 82.7%, FET 75.2%, ST 72.9%

Well-being and safety at work
ST 69.1%, FET 68.5%, FSW 66.8%

Cytunodd mwyafrif y grwpiau eu bod yn
teimlo'n ddiogel yn eu swydd (yn ystod
y 12 mis diwethaf / yn ystod COVID-19)

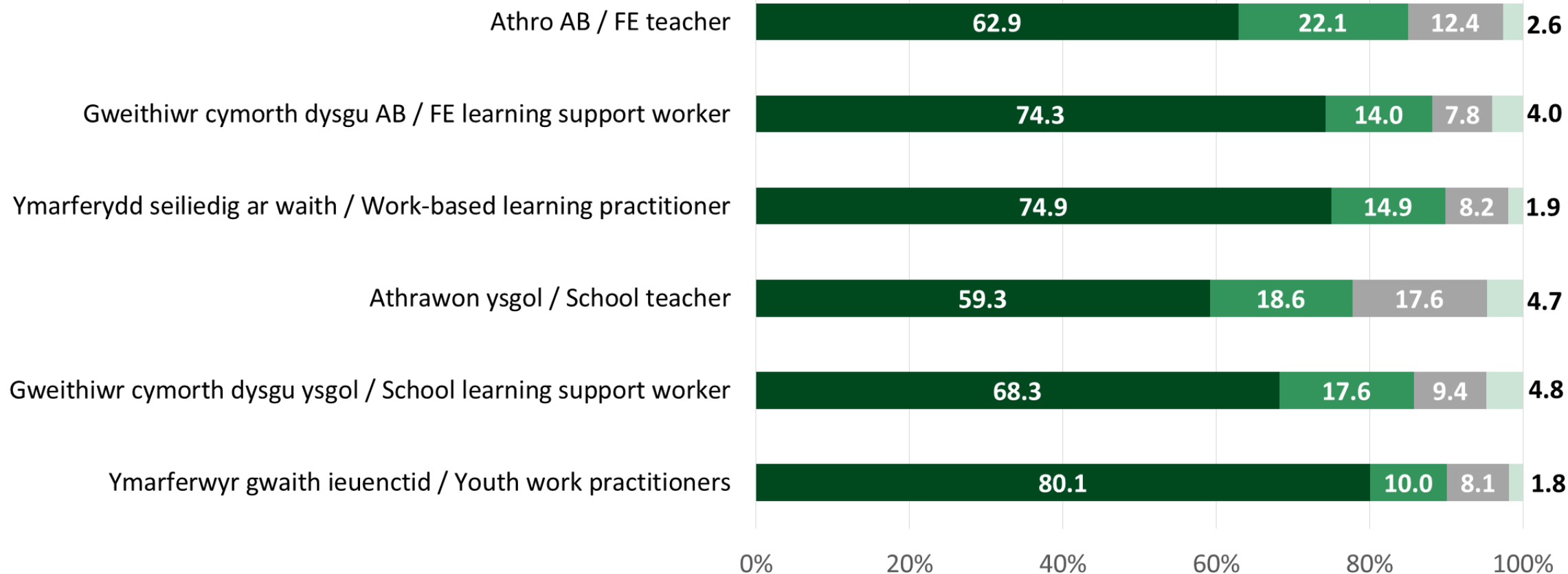
Most groups agreed they felt secure in their
job (during the last 12 months/during-
COVID-19)

Lles

Cefnogaeth gan eu cyflogwr - A yw pryderon yn cael eu cymryd o ddifrif ac a fydd cyflogwr yn gwneud yr hyn a allant i helpu?

Wellbeing

Supported by their employer - Are concerns taken seriously and will employer do what they can to help?



Cytuno/Cytuno'n gryf
Agree/strongly agree

Ddim yn cytuno nac yn anghytuno
Neither agree or disagree

Anghytuno/Anghytuno'n gryf
Disagree/strongly disagree

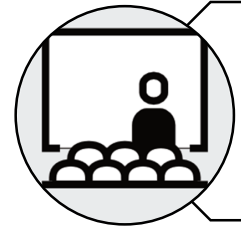
N/A / dim ymateb
N/A / no response

Dysgu cyfunol ac o bell

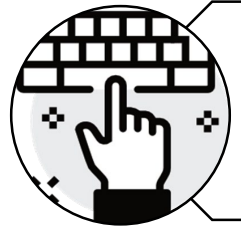
Blended and digital learning



Buddion i barhau â dysgu digidol/dysgu cyfunol ar ôl COVID-19



Hyfforddiant a chefnogaeth ychwanegol ar gael – yn fwy buddiol



Angen technoleg ac offer ar y mwyafrif - soniwyd am ddibynadwyedd

Benefits of continuing with digital/blended learning post COVID-19

Additional training and support available – more beneficial

Most had technology and equipment needed – reliability issues mentioned

Hyder wrth ddarparu dysgu digidol / cyfunol – eithaf uchel. Cyn COVID-19 – ymateb cymysg
Confidence in delivering digital/blended learning – fairly high. Pre COVID-19 - mixed response

Dysgu proffesiynol

Gofyniad DPP 30 awr (cyfwerth ag amser llawn) ar gyfer FET (cytundeb cenedlaethol): 55.1% wedi cwblhau 30 awr neu fwy y 12 mis diwethaf.

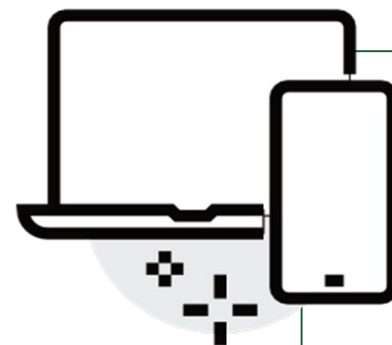
30 hour (FTE) CPD requirement for FET (national contract): 55.1% completed 30 hours or more last 12 months.

Mewn cymhariaeth/in comparison:	%
SL	65.0
FET	55.1
WBLP	52.1
YWP	48.9
FELSW	43.4
ST	33.1
SLSW	32.7

Professional learning



Cyrsiau / courses
95% SL - 74% SLSW



Defnyddio technoleg newydd / use of new technologies
80% FET – 47% SLSW

Yn debyg i arolwg 2016/17

Similar to 2016/17 survey

Dysgu proffesiynol

Onid oedd unrhyw rwystrau a bod eu hanghenion dysgu proffesiynol dros y 12 mis diwethaf wedi'u diwallu'n llawn:

No barriers and that their professional learning needs over the last 12 months had been fully met:

42.6% WBLP
41.2% FELSW
35.7% YWP
28.5% SL
28.4% SLSW
27.9% FET
17.9% ST

Professional learning



Rhwystrau/Barriers

Gwrthdaro â'ch gwaith/dim digon o amser
Conflict with work/not enough time
SL 65% - 29% SLSW

Ymrwymadau personol, cartref, teulu (sector ôl 16)
Home, family, personal commitments (post-16 sector)
FET 30%, FELSW 28%, WBLP 25%

Cost (sector ysgol)
Cost (school sector)
ST 39%, SLSW 33%, SL 25%

Dysgu proffesiynol

Croesewir datblygiad pellach mewn...

S
e
c
t
o
r

TGCh a datblygu digidol

ICT & digital
development

Iechyd meddwl/lles

Mental health/well-
being

Pob
All

Gwybodaeth pwnc/
ddiwydiant

Subject/industry
knowledge

AB
FE

Professional learning

Further development welcomed in...

Rheolaeth /
arweinyddiaeth

Management/
leadership

DSW
WBL

Cwricwlwm newydd
New curriculum

ADY / rheoli ymddygiad
ALN/Behaviour
management

Ysgol
School

Crynodeb

Datblygiad a dilyniant gyrfa parhaus yn flaenoriaeth

Gyda mwy o arweiniad, buddion ychwanegol i barhau â dysgu cyfunol / digidol gyda mwy o arweiniad

Cefnogaeth iechyd a lles meddwl gan gyflogwyr mwyafrif yn teimlo'n ddiogel yn eu swyddi yn ystod y pandemig

Awydd ar draws pob grŵp i wella neu ddatblygu eu sgiliau Cymraeg ymhellach

Pryderon ynghylch baich gwaith - y tu hwnt i oriau cytundebol, gormod o weinyddiaeth, lefelau staffio

Mwy o gefnogaeth ac amser o gymorth i baratoi ar gyfer y cwricwlwm newydd

Diffyg amser / gwrthdaro â gwaith sy'n atal mynediad i ddysgu proffesiynol

Effaith COVID-19 ar les, ac arferion gwaith a rhai pryderon ynghylch iechyd a diogelwch

Summary

Continuing career development and progression a priority

With added guidance, benefits to continuing with blended / digital learning

Support from employers for mental health and wellbeing with most having felt secure in their jobs during pandemic

A desire across all groups to improve or further develop their Welsh language skills

Workload concerns – exceeding contracted hours, excess administration, staffing levels

More support and time would be welcomed in preparation for the new curriculum

Lack of time / conflict with work preventing access to professional learning

COVID-19 impact on wellbeing and working practices and some health and safety concerns

Gwahaniaethau ar draws grwpiau cofrestru



Rheoli baich gwaith yn fwy o broblem ST, SL, FET



FE a WBL yn hyderus wrth ddarparu dysgu cyfunol / digidol cyn COVID-19



mwy o bryderon gan WBL and YWP ynghylch diogelwch eu swydd



ST a SL yn llai cadarnhaol o ran y cymorth iechyd a lles meddwl a gynigwyd



Hygyrchedd a dibynadwyedd TGCh yn fwy o broblem i LSW



Ni all ddysgu o bell gymryd lle gwaith ieuenctid wyneb yn wyneb



Cost yn fwy o rwystr i ddysgu proffesiynol i ST, SLSW, SL

Differences across registrant groups

Managing workload more of an issue for ST, SL, FET

FE and WBL more confident in delivering blended/digital learning pre COVID-19

WBL and YWP more concerns over their job security

ST and SL less positive regarding mental health and well-being support on offer

Access and reliability ICT more of an issue for LSW

Remote learning not a substitute face to face YW

Cost more of a barrier to professional learning for ST, SLSW, SL

Cwestiynau



Questions