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**Minutes of a meeting held at County Hall,
Haverfordwest on 23rd March 2007**

1. Quiet Reflection

The Chair invited members to join him a few moments of quiet reflection on the Bicentenary of the Abolition of Slavery. He asked us to pause, think and give thanks for those who had worked for slavery to end. He also asked us to consider and reflect on those who are still enslaved today.

2. Introduction and welcome

The Chair welcomed Cllr. Bill Rogers – Vice Chair of Pembrokeshire County Council, and thanked him for the hospitality. He also welcomed Cllr Alwyn Luke – Chair of Pembrokeshire SACRE to the meeting.

Cllr. Rogers commented on the interesting agenda and extended a warm welcome to Pembrokeshire. He spoke of his experience of 25 years as a Headteacher and his appreciation of the importance of Religious Education in today's curriculum. He spoke of the importance of Collective Worship at the start of each school day.

**Cofnodion cyfarfod a gynhaliwyd yn
Neuadd y Sir, Hwlfordd, ar 23^{ain} Mawrth
2007**

1. Adfyfrio tawel

Gwahoddwyd yr aelodau gan y Cadeirydd i ymuno ag ef mewn ychydig eiliadau o adfyfrio tawel ar Ddeucanmlwyddiant Dilead Caethwasiaeth. Gofynnodd i ni oedi, meddwl a rhoi diolch am y rhai a oedd wedi gweithio i sicrhau diwedd caethwasiaeth. Gofynnodd hefyd i ni ystyried a myfyrio ar y rhai a oedd yn dal mewn caethiwed heddiw.

2. Cyflwyniad a chroeso

Estynnodd y Cadeirydd groeso i'r Cynghorydd Bill Rogers, Is-Gadeirydd Cyngor Sir Penfro, a diolchodd iddo am groeso'r Cyngor. Estynnodd groeso hefyd i'r Cynghorydd Alwyn Luke, Cadeirydd CYSAG Sir Benfro, i'r cyfarfod.

Gwnaeth y Cynghorydd Rogers sylw ar yr agenda diddorol, ac estynnodd groeso cynnes i Sir Benfro. Soniodd am ei 25 blwyddyn o brofiad fel Pennaeth, ac am ei werthfawrogiad o bwysigrwydd Addysg Grefyddol yng nghwricwlwm heddiw. Siaradodd am bwysigrwydd Cydaddoliad ar ddechrau pob diwrnod ysgol.

3. Apologies

Fr.leuan Wyn Jones, Graham Davies, Meinir Loader, Nicholas Richter, Cllr. Morfudd Jones, Mairwenna Lloyd, Brian Hughes-Jones, Cllr.Chris Barry, Cllr.David Jarrett, Cllr.J.Rogers, Julie Pugh, Monica Loat, Anne Suter, Tudor Thomas, The Ven.J.Lewis

4. Minutes

The minutes of the meeting held at Cwmbran on 17th November 2006 were accepted as a true record of that meeting with the addition of Revd Edward Evans to the attendance list. Proposed by Cllr.M.Gray and seconded by Mr.R.Thomas.

5. Matters Arising

Cllr.E.Davies repeated his concern about the lack of attendance of Councillors at this meeting and previous meetings. The Chair asked members to remind their SACRES to send a more balanced representation to meetings.

6. Correspondence

The list of correspondence for the period October 2006 – 5th January 2007 was received. The Chair will do on-line response to Consultation documents. The Secretary gave a verbal update to the list of correspondence received since the papers were sent to SACRES :- responses to the Special Conference with DELLS from Bridgend, Merthyr Tydfil, RCT, Flintshire, Denbighshire, Swansea and Conwy; Annual Reports from RCT, Bridgend, Torfaen, Carmarthenshire and Merthyr Tydfil; letter from Culham Institute re. plans for a centre; papers for RE Council meeting.

3. Ymddiheuriadau

Y Tad leuan Wyn Jones, Graham Davies, Meinir Loader, Nicholas Richter, y Cynghorydd Morfudd Jones, Mairwenna Lloyd, Brian Hughes-Jones, y Cynghorydd Chris Barry, y Cynghorydd David Jarrett, y Cynghorydd J. Rogers, Julie Pugh, Monica Loat, Anne Suter, Tudor Thomas, yr Hybarch J. Lewis

4. Cofnodion

Cafodd cofnodion y cyfarfod a gynhaliwyd yng Nghwmbrân ar 17^{eg} Tachwedd 2006 eu derbyn fel rhai cywir, ar ôl ychwanegu enw'r Parch. Edward Evans at y rhestr presenoldeb. Cynigiwyd gan y Cynghorydd M. Gray, a eiliwyd gan Mr. R. Thomas.

5. Materion yn codi

Ailfynegodd y Cynghorydd E. Davies ei bryder ynglŷn â diffyg presenoldeb Cynghorwyr yn y cyfarfod hwn a chyfarfodydd blaenorol. Gofynnodd y Cadeirydd i'w aelodau atgoffa'u CYSAG'au i anfon cynrychiolaeth fwy cytbwys i gyfarfodydd.

6. Gohebiaeth

Derbyniwyd y rhestr gohebiaeth am y cyfnod Hydref 2006 – 5^{ed} Ionawr 2007. Byddai'r Cadeirydd yn ymateb ar-lein i ddogfennau Ymgynghori. Cyflwynodd yr Ysgrifennydd restr ar lafar o'r ohebiaeth a dderbyniwyd ers i bapurau'r cyfarfod gael eu hanfon at y CYSAG'au:- ymatebion i'r Gynhadledd Arbennig gydag AADGOS gan GYSAG'au Pen-y-bont ar Ogwr, Merthyr Tudful, Rhondda Cynon Taf, Sir y Fflint, Sir Ddinbych, Abertawe a Chonwy; Adroddiadau blynyddol gan GYSAG'au Rhondda Cynon Taf, Pen-y-bont ar Ogwr, Torfaen, Sir Gaerfyrddin a Merthyr Tudful; llythyr gan Sefydliad Culham ynglŷn â chynlluniau am ganolfan; papurau ar gyfer cyfarfod o'r Cyngor AG.

7. Presentation 'DELLS – Exemplar Framework for RE' by Denize Morris

The Chair introduced Mrs. Morris to members and commented that this is the first time that RE has been included in a curriculum review and he expressed his gratitude to DELLS for the inclusion. He also commented on this unique opportunity now given to all 22 SACREs to take part in the Consultation response. Mrs. Morris spoke of the exciting and unique opportunities for RE and the importance of getting the best from it for the pupils. She commented on 'the unique integrity' of the subject and of the political goodwill that prevails towards the review. This was demonstrated by the attendance of The Minister at the Conference in Llandrindod Wells. The Minister had seen the Consultation Document and will approve the final version before that is released.

Mrs. Morris commented that 'we have a subject that offers community cohesion – wisdom from the past and present – that which is the spiritual and moral'.

The document has given us a National forum for debate and discussion. In 2001 the subject was formatted in the same way as other curriculum subjects and good feedback was received.

Level descriptors allowed teachers to identify the standards in Wales and also led to consistency. Optional Assessment materials followed.

The National Exemplar Framework for RE gives an overview of what to expect, not statutory instructions. It follows the same format as the other curriculum Orders. It can be adapted or adopted by LEA's and it does not tell how to teach RE or give lesson plans – it is an overview.

7. Cyflwyniad AADGOS – 'Fframwaith Enghreifftiol ar gyfer AG' gan Denize Morris

Cyflwynwyd Mrs. Morris i'r aelodau gan y Cadeirydd, a wnaeth y sylw mai hwn oedd y tro cyntaf i AG gael ei chynnwys mewn adolygiad o'r cwricwlwm; mynegodd ei ddiolchgarwch i AADGOS am y cynhwysiad. Gwnaeth sylw hefyd ar y cyfle unigryw a oedd yn cael ei roi yn awr i'r 22 CYSAG i gyd i gymryd rhan yn yr ymateb i'r Ymgynghoriad.

Siaradodd Mrs. Morris am y cyfleoedd cyffrous ac unigryw ar gyfer AG, ac am bwysigrwydd cael y gorau ohoni er mwyn y disgyblion. Gwnaeth sylw ar 'unplygrwydd unigryw' y pwnc, ac ar yr ewyllys da gwleidyddol a oedd yn bodoli tuag at yr adolygiad. Yr oedd hyn wedi ei ddangos gan bresenoldeb y Gweinidog yn y Gynhadledd yn Llandrindod. Yr oedd y Gweinidog wedi gweld y Ddogfen Ymgynghori, a byddai'n cymeradwyo'r fersiwn terfynol cyn i hwnnw gael ei ryddhau.

Dywedodd Mrs. Morris 'fod gennym bwnc sy'n cynnig cydlynid cymunedol – doethineb y gorffennol a'r presennol – yr hyn sy'n ysbrydol ac yn foesol'.

Yr oedd y ddogfen wedi rhoi i ni fforwm Cenedlaethol ar gyfer dadl a thrafodaeth. Yn 2001 yr oedd gan y pwnc yr un diwyg â phynciau eraill y cwricwlwm, a derbyniwyd adborth da.

Yr oedd disgrifwyr lefelau wedi caniatáu i athrawon ganfod beth oedd y safonau yng Nghymru, ac wedi arwain hefyd at gysondeb. Yr oedd deunyddiau Asesiad Dewisol wedi dilyn.

Yr oedd y Fframwaith Enghreifftiol Cenedlaethol ar gyfer AG yn rhoi trosolwg ar beth i'w ddisgwyl, nid cyfarwyddiadau statudol. Yr oedd yn dilyn yr un diwyg â'r Gorchmynion cwricwlwm eraill. Yr oedd modd i AALI'au ei addasu neu ei fabwysiadu, ac nid oedd yn dweud sut y

<p>A National approach to RE can raise standards by:</p> <ul style="list-style-type: none"> • giving teachers, pupils, parents and the general public a clear understanding of the nature of the subject. • developing exemplification nationwide. • developing resources to help promote good practice. • promoting assessment and monitoring nationally. <p>National Exemplification is produced to:</p> <ul style="list-style-type: none"> • show teachers how to use the Framework • exemplify standards • produce guidance from Foundation Phase to Post 16. <p>Mrs. Morris listed the resources being produced by DELLS and spoke of the new tenders to be sent out this summer. The resources included 'Abolition of Slavery Act' produced by CYMAL. A Collective Worship website will be available soon.</p> <p>The KS3 Securing Teacher Assessment Pilot for RE is under discussion. It will collect together pupils work that best exemplifies characteristics of the DELLS National Exemplar levels for RE. It will moderate pupils work in order to help RE departments.</p> <p>The Framework is a significant document because it is motivating and engaging all learners and makes the subject relevant to the 21st century. It has a skills based approach with continuity and progression ensuring an effective transition.</p>	<p>dylid addysgu AG, nac yn cyflwyno cynlluniau gwersi — trosolwg oedd.</p> <p>Gallai dull Cenedlaethol o ymdrin ag AG godi safonau drwy :</p> <ul style="list-style-type: none"> • roi i athrawon, disgyblion, rhieni a'r cyhoedd ddealltwriaeth glir o natur y pwnc. • datblygu enghreifftio ledled y wlad. • datblygu adnoddau er mwyn helpu i hybu arfer da. • hybu asesu a monitro'n gyffredinol. <p>Yr oedd Enghreifftio Cenedlaethol yn cael ei gynhyrchu er mwyn:</p> <ul style="list-style-type: none"> • dangos i athrawon sut i ddefnyddio'r Fframwaith • enghreifftio safonau • cynhyrchu cyfarwyddyd o'r Cyfnod Sylfaen hyd at addysg Ôl-16. <p>Rhestrodd Mrs. Morris yr adnoddau a oedd yn cael eu cynhyrchu gan AADGOS, a soniodd am y tendrau newydd a oedd i'w hanfon allan yn ystod yr haf nesaf. Yr oedd yr adnoddau'n cynnwys 'Y Ddeddf Dileu Caethwasiaeth', a oedd wedi ei gynhyrchu gan CYMAL. Byddai gwefan Cydaddoliad ar gael cyn hir.</p> <p>Yr oedd Peilot 'Sicrhau Asesiadau Athrawon' ar gyfer AG yn CA3 wrthi'n cael ei drafod. Byddai'n casglu gwaith gan ddisgyblion a oedd yn rhoi'r enghreifftiau gorau o nodweddion lefelau Enghreifftio Cenedlaethol AADGOS ar gyfer AG. Byddai'n safoni gwaith disgyblion er mwyn bod yn gymorth i adrannau AG.</p> <p>Yr oedd y Fframwaith yn ddogfen arwyddocaol oherwydd ei fod yn symblyu ac yn cynnwys yr holl ddysgwyr ac yn gwneud y pwnc yn berthnasol i'r 21^{ain} ganrif. Yr oedd ei ddulliau'n seiliedig ar sgiliau, ac yr oedd didoredd a dilyniant yn sicrhau trosiant effeithiol.</p>
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The National Exemplar Framework for RE includes:

- legal information including guidance on spiritual, moral, social and cultural aspects.
- guidance on the Foundation Phase
- programmes of study for KS2 and KS3.
- skills relate directly to the subject
- engage – explore – express are interconnected with each other.

The level descriptors are easy to follow as they relate directly to the skills.

The document follows on what is in Learning Pathways and ensures, enrichment, flexibility, accreditation, relevance, lifelong learning and cross cutting themes.

The Chair thanked Mrs Morris for her obvious enthusiasm for the subject and her desire that RE is relevant and makes a difference to the lives of pupils and how they think. He spoke of us being part of 'a momentous time' and reminded members that the end of the consultation period was very close. Some SACREs had already discussed and formulated their response and he hoped to hear that DELLS had received more responses for RE than any other subject!

The Chair spoke of the time to be set aside in the agenda for members to discuss the consultation document to enable a WASACRE response to be formulated.

The Chair divided members into small discussion groups and a copy of the consultation questions paper was given to

Yr oedd y Fframwaith Enghreifftiol Cenedlaethol ar gyfer AG yn cynnwys:

- gwybodaeth gyfreithiol, gan gynnwys arweiniad ynglŷn ag agweddau ysbrydol, moesol, cymdeithasol a diwylliannol.
- arweiniad ynglŷn â'r Cyfnod Sylfaen
- rhaglenni astudio ar gyfer CA2 a CA3.
- sgiliau a oedd yn cysylltu'n uniongyrchol â'r pwnc
- yr oedd cydgysylltiad rhwng 'ymgysylltu — ymchwilio — mynegi'.

Yr oedd y disgrifwyr lefelau'n hawdd eu dilyn, gan fod ganddynt berthynas uniongyrchol â'r sgiliau.

Yr oedd y ddogfen yn dilyn o'r hyn a geid yn y Llwybrau Dysgu, ac yr oedd yn sicrhau cyfoethogiad, hyblygrwydd, achrediad, perthnasedd, dysgu gydol oes, a themâu trawsbynciol.

Diolchodd y Cadeirydd i Mrs. Morris am ei brwdfrydedd amlwg dros y pwnc, a'i dymuniad i AG fod yn berthnasol a gwneud gwahaniaeth i fywydau disgyblion a'r ffordd yr oeddynt yn meddwl.

Dywedodd ein bod yn rhan o 'gyfnod tyngedfennol', ac atgoffodd yr aelodau fod diwedd y cyfnod ymgynghori'n agos iawn.

Yr oedd rhai CYSAG'au eisoes wedi trafod a llunio'u hymateb, ac yr oedd yn gobethio clywed bod AADGOS wedi derbyn mwy o ymatebion ynglŷn ag AG nag ar gyfer unrhyw bwnc arall!

Cyfeiriodd y Cadeirydd at yr amser a oedd i'w neilltuo yn yr agenda ar gyfer trafodaeth ymysg yr aelodau ynglŷn â'r ddogfen ymgynghori, er mwyn ei gwneud yn bosibl i ymateb gael ei lunio ar ran CCYSAGC.

Rhannwyd yr aelodau'n grwpiau trafod bychain gan y Cadeirydd, a rhoddwyd copi o'r papur cwestiynau ymgynghori i

<p>each group. A subgroup of the Executive consisting of The Chair, Mr.H.Evans and Mr.R.Thomas will meet to collate the response.</p> <p>Mr.R.Thomas commented that some of the Welsh translation did not always include the same nuances as the English version and that would need to be addressed. Mrs.M.Parry commented that there were some errors in the Welsh translation in KS3.</p> <p>The Chair will write on behalf of WASACRE about translation matters as it is important that parallelism of meaning is in both languages.</p> <p>Revd Eldon Phillips asked for clarification from the Chair re. discussions with Mr.John Valentine Williams. The Chair outlined his and the Vice Chair's understanding of the outcomes of the discussion:</p> <ul style="list-style-type: none"> • the statements regarding RE within the Early Years reflects the latest understanding of the legal interpretation of the law. There is a statutory requirement to provide RE <i>'to all pupils registered at a school'</i> and this does not apply to children of nursery age. • The Foundation Phase could not include specific RE within it given the above interpretation of the law: although general beliefs and values and other aspects of personal and social development etc. obviously are included. RE is a basic Curriculum subject, so as such cannot be included in National Curriculum Orders. ○ As a result, the 'People Beliefs and Questions' section of the Knowledge and Understanding of the World Area of Learning were re-worded to reflect the legal interpretation and included 	<p>bob grŵp. Byddai is-grŵp o'r Pwyllgor Gwaith, a oedd yn cynnwys y Cadeirydd, Mr. H. Evans a Mr. R. Thomas, yn cyfarfod i grynhoi'r ymatebion.</p> <p>Gwnaeth Mr. R. Thomas y sylw fod y cyfieithiad Cymraeg yn methu â chyfleu'r un arlliwiau â'r fersiwn Saesneg mewn manau, ac y byddai angen mynd i'r afael â hynny. Gwnaeth Mrs. M. Parry'r sylw fod rhai gwallau yn y cyfieithiad Cymraeg yn CA3.</p> <p>Byddai'r Cadeirydd yn ysgrifennu ar ran CCYSAGC ynglŷn â materion cyfieithu, gan ei bod yn bwysig sicrhau cyfocredd ystyr yn y ddwy iaith.</p> <p>Gofynnodd y Parch. Eldon Phillips am eglurhad gan y Cadeirydd ynglŷn â'r trafodaethau gyda Mr. John Valentine Williams. Amlinellodd y Cadeirydd ei ddealltwriaeth ef a'r Is-Gadeirydd o ddeilliannau'r drafodaeth:</p> <ul style="list-style-type: none"> • yr oedd y datganiadau ynglŷn ag AG yn y Blynyddoedd Cynnar yn adlewyrchu'r ddealltwriaeth ddiweddaraf o'r dehongliad cyfreithiol o'r gyfraith. Yr oedd gofyniad statudol i ddarparu AG <i>'i'r holl ddisgyblion sydd wedi eu cofrestru mewn ysgol'</i>, ac nid oedd hyn yn berthnasol i blant oed meithrin. • Nid allai'r Cyfnod Sylfaen gynnwys AG benodol, o gofio'r dehongliad uchod o'r gyfraith, er bod credoau a gwerthoedd cyffredinol, ac agweddau eraill ar ddatblygiad personol a chymdeithasol etc., yn cael eu cynnwys. Yr oedd AG yn bwnc sylfaenol yn y Cwricwlwm, ac fel y cyfryw ni ellid ei chynnwys yng Ngorchmynion y Cwricwlwm Cenedlaethol. ○ O ganlyniad, yr oedd yr adran 'Pobl, Credoau a Chwestiynau' ym Maes Dysgu 'Gwybodaeth a Dealltwriaeth o'r Byd' wedi cael ei haileirio i adlewyrchu'r dehongliad cyfreithiol, ac
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in the RE Framework. Reference is currently made in the introduction to the Foundation Phase Document to the statutory nature of RE for 5 – 7 yr olds, and to the need for teachers in the Foundation Phase to refer to the local Agreed Syllabus too. This cross referencing could well be increased.

- Given the interpretation of the law, the placing of the People Beliefs and Questions in the RE Framework helps secure provision for RE throughout. The reference to pupils aged 3 – 4, and those aged 5 – 7 is specifically to address the legal issue, as is the reference to “non-statutory entitlement” for the former. There is no other way that this could be done.
- DELLS would consider suggestions that greater cross referencing to the National Exemplar Framework for RE and Agreed Syllabuses in the Foundation Phase Framework be made. This would be relatively easy to do, as well as ensuring not only recognition of the legal issues, but also ensuring that Foundation Phase teachers appropriately include the RE elements into their planning from the start.
- Challenging the legal issue may in the end be counter productive, and may reduce the good things currently in place. At present, we have a firm framework and structure for RE from age 3 to 19, and if that is appropriately cross-referenced in Curriculum Guidelines, promoted locally through Agreed Syllabuses, and supported nationally through WASACRE and NAPFRE, then RE is likely to be in a strong position.

wedi ei chynnwys yn y Fframwaith AG. Ar hyn o bryd yr oedd cyfeiriad yn cael ei wneud, yn y cyflwyniad i Ddogfen y Cyfnod Sylfaen, at natur statudol AG ar gyfer plant 5–7 oed, ac at yr angen i athrawon yn y Cyfnod Sylfaen gyfeirio at y Maes Llafur Cytûn lleol hefyd. Yr oedd yn eithaf posibl y byddai'r croesgyfeirio hwn yn cael ei gynyddu.

- O ystyried y dehongliad o'r gyfraith, yr oedd gosod 'Pobl, Credoau a Chwestiynau' yn y Fframwaith AG yn helpu i sicrhau darpariaeth ar gyfer AG drwyddo draw. Pwrpas y cyfeiriad at ddisgyblion 3–4 oed a 5–7 oed oedd mynd i'r afael yn benodol â'r mater cyfreithiol; yr un oedd pwrpas y cyfeiriad at "hawl anstatudol" ar gyfer plant 3–4. Nid oedd unrhyw ffordd arall y gellid gwneud hyn.
- Byddai AADGOS yn ystyried awgrymiadau y dylid gwneud mwy o groesgyfeirio at y Fframwaith Enghreifftiol Cenedlaethol ar gyfer AG a'r Meysydd Llafur Cytûn yn Fframwaith y Cyfnod Sylfaen. Byddai hyn yn gymharol hawdd ei wneud, yn ogystal â sicrhau nid yn unig gydnabyddiaeth o'r ystyriaethau cyfreithiol ond hefyd bod athrawon y Cyfnod Sylfaen yn cynnwys yr elfennau AG mewn modd priodol yn eu cynllunio o'r cychwyn.
- Fe allai herio'r dehongliad cyfreithiol fod yn wrthgynhyrchiol yn y pen draw, a gallai wanhau'r pethau da a oedd yn eu lle ar hyn o bryd. Ar hyn o bryd, yr oedd gennym fframwaith a strwythur cadarn ar gyfer AG rhwng 3 a 19 oed; a phe bai hwnnw'n cael ei groesgyfeirio'n briodol yn y Canllawiau Cwricwlwm, a'i hybu'n lleol drwy'r Meysydd Llafur Cytûn, ac yn cael ei gefnogi ar lefel genedlaethol drwy CCYSAGC a NAPFRE, yna yr oedd AG yn debygol

<p>The groups met to discuss and record their comments and the papers were collected for collation.</p> <p>The Chair thanked everyone for their hard work and advised that a letter would be sent to each SACRE with a copy of the collated WASACRE response. He spoke of the unique opportunity for the 22 SACREs to produce guidance and resources that could be shared, and suggested that the WASACRE Executive with NAPfRE find a way of co-ordinating the work undertaken for maximum benefit for all SACREs.</p> <p>Mr.R.Thomas spoke of the importance of the DELLS Exemplar material being available to feed into the working groups. The Chair responded that WASACRE had already contacted DELLS to request involvement in the dissemination of the new Framework into the Authorities. Mr.Roger Palmer has acknowledged that RE is different to the other subjects and that he is looking to publishing as soon as possible. Mr.Thomas enquired if it were possible to ascertain from SACREs whether they would be adopting the Framework as their Agreed Syllabus. Ms.V.Thomas commented that adaptation had to come first and some SACRE working groups will not meet until September. Mrs.M.Parry said there was a general agreement among the advisers to work together to achieve a common aim. Mrs.S.Harris suggested that WASACRE adopt in principal without discussing timescales. Proposed by Cllr.M.Gray and seconded by Ms.V.Thomas.</p> <p>The members retired for lunch.</p> <p>8. <u>Report from the Executive Committee</u> Constitution- suggested amendments</p>	<p>o fod mewn sefyllfa gref.</p> <p>Cyfarfu'r grwpiau i gynnal trafodaeth a chofnodi eu sylwadau, a chasglwyd y papurau er mwyn eu crynhoi.</p> <p>Diolchodd y Cadeirydd i bawb am eu gwaith caled, a dywedodd y byddai llythyr yn cael ei anfon at bob CYSAG gyda chopi o ymateb crynodedig CCYSAGC. Soniodd am y cyfle unigryw i'r 22 CYSAG gynhyrchu cyfarwyddyd ac adnoddau y gellid eu rhannu, ac awgrymodd y dylai Pwyllgor Gwaith CCYSAGC a NAPfRE ganfod ffordd i gydlynu'r gwaith a oedd wedi ei wneud, er mwyn sicrhau'r budd mwyaf posibl i GYSAG'au.</p> <p>Siaradodd Mr. R. Thomas am bwysigrwydd sicrhau bod deunydd Enghreifftiol AADGOS ar gael i'w fwydo i'r gweithgorau. Ymatebodd y Cadeirydd fod CCYSAGC eisoes wedi cysylltu ag AADGOS i ofyn am gael bod yn rhan o'r broses o ledaenu'r Fframwaith newydd i'r Awdurdodau. Yr oedd Mr. Roger Palmer wedi cydnabod bod AG yn wahanol i'r pynciau eraill, a'i fod yn ymorol am gyhoeddi cyn gynted ag y byddai modd. Gofynnodd Mr. Thomas a oedd yn bosibl canfod gan GYSAG'au a fyddent yn mabwysiadu'r Fframwaith fel eu Maes Llafur Cytûn. Gwnaeth Ms. V. Thomas y sylw fod yn rhaid ei addasu'n gyntaf, ac na fyddai rhai gweithgorau CYSAG yn cyfarfod tan fis Medi. Dywedodd Mrs. M. Parry fod yna gytundeb cyffredinol ymysg yr ymgynghorwyr i gydweithio i gyflawni nod cyffredin.</p> <p>Awgrymodd Mrs. S. Harris y dylai CCYSAGC fabwysiadu mewn egwyddor, heb drafod amserlenni. Cynigiwyd hyn gan y Cynghorydd M. Gray, a eiliwyd gan Ms. V. Thomas.</p> <p>Aeth yr aelodau am ginio.</p> <p>8. <u>Adroddiad gan y Pwyllgor Gwaith</u> Cyfansoddiad — Yr oedd y diwygiadau a</p>
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had been circulated to all SACREs for a decision at the AGM

Post 16 issues – 'he right of withdrawal of sixth form pupils from collective worship'. The Chair had written to Elizabeth Taylor seeking clarification. **Special Conference Report** only three responses so far: Flintshire, Denbighshire and Conwy.

Meeting with the Minister - no date will be set until after the May elections

9. Presentation by Revd. Professor Leslie Francis on 'Learning Styles'

The Chair thanked Prof. Francis for agreeing to give his presentation at very short notice when the agreed speaker had withdrawn.

Prof Francis apologised that handouts were in English only, the short time scale had not allowed a translation.

Prof Francis referred to the handout booklet 'British Journal of Religious Education' volume 24:1 Autumn 2001 pp41-51.

He quoted :
'A sample of 634 A-level Religious Studies students completed the Index of Learning Styles (ILS). The data confirm the validity of distinguishing between sensing and intuitive learning, between visual and verbal learning, between active and reflective learning, and between sequential and global learning among A-level Religious Studies students, and lead to the refinement of the Revised Index of Learning Styles (RILS). The implications of learning style theory and the assessment of learning style preferences are discussed in respect of A-level Religious Studies teaching.'

He went on to quote from within the

awgrymwyd wedi eu cylchredeg i'r holl CYSAG'au ar gyfer penderfyniad yn y Cyfarfod Blynnyddol.

Materion Ôl-16 — 'Hawl disgyblion chweched dosbarth i gilio o gydaddoliad'. Yr oedd y Cadeirydd wedi ysgrifennu at Elizabeth Taylor i ymofyn eglurhad. **Adroddiad ar y Gynhadledd Arbennig** Dim ond tri ymateb oedd wedi dod i law hyd yn hyn: oddi wrth Sir y Fflint, Sir Ddinbych a Chonwy.

Cyfarfod gyda'r Gweinidog — ni fyddai dyddiad yn cael ei bennu tan ar ôl etholiadau mis Mai.

9. Cyflwyniad gan y Parch. Athro Leslie Francis ar 'Arddulliau Dysgu'

Diolchodd y Cadeirydd i'r Athro Francis am gytuno i wneud ei gyflwyniad ar rybudd byr iawn wedi i'r siaradwr a gytunwyd dynnu'n ôl.

Ymddiheurodd yr Athro am y ffaith fod y taflenni'n uniaith Saesneg; nid oedd yr amser byr wedi caniatáu trefnu cyfieithiad.

Cyfeiriodd yr Athro Francis at y llyfryn a ddosbarthwyd, 'British Journal of Religious Education', cyfrol 24:1, Hydref 2001, tud. 41–51.

Dyfynnodd y canlynol :
'A sample of 634 A-level Religious Studies students completed the Index of Learning Styles (ILS). The data confirm the validity of distinguishing between sensing and intuitive learning, between visual and verbal learning, between active and reflective learning, and between sequential and global learning among A-level Religious Studies students, and lead to the refinement of the Revised Index of Learning Styles (RILS). The implications of learning style theory and the assessment of learning style preferences are discussed in respect of A-level Religious Studies teaching.'

Aeth yn ei flaen i ddyfynnu o'r llyfryn :

booklet : 'This conclusion goes beyond arguing that good teaching practice is characterised by a variety of pedagogical methods. Rather, the argument maintains that some students may be clearly disadvantaged by teachers who systematically under-employ the pedagogical methods best suited to those students preferred learning styles.'

Prof Francis explained that he worked as a personality psychologist in other areas of his work – especially psychological type through Myers Briggs. There is a fundamental difference built into people that will affect the way that they learn. Psychological type is deep in each persons make up. It is totally unchangeable, but young people are conditioned to think that certain types are better than others.

Members were asked to write their signature and share with their neighbour, they were then asked to signify if they were left handed. 10% of members were left handed, we were all asked to write with our other hand, and all found it very difficult. Jung is fascinated by physical polarity and how we develop our preference and he says that psychological preference is built in the same way.

Damage comes to an individual when we are asked to work against our preferred physical and psychological preferences.

Prof Francis outlined the four pairs of psychological types and explained that learning styles are related to which characteristic each individual has.

Members were asked to complete the Myers Briggs questionnaire. (prof Francis will produce a short report on the learning style of this particular group of individuals).

'This conclusion goes beyond arguing that good teaching practice is characterised by a variety of pedagogical methods. Rather, the argument maintains that some students may be clearly disadvantaged by teachers who systematically under-employ the pedagogical methods best suited to those students' preferred learning styles.'

Eglurodd yr Athro Francis ei fod yn gweithio fel seicolegydd personoliaeth mewn meysydd eraill o'i waith — ac yn neilltuol ar fathau o bersonoliaeth, drwy gyfrwng holiaduron Myers Briggs. Yr oedd gwahaniaeth sylfaenol ac annatod rhwng pobl, a oedd yn effeithio ar y modd yr oeddynt yn dysgu. Yr oedd math seicolegol wedi ei wreiddio'n ddwfn yng nghyfansoddiad pob unigolyn. Yr oedd yn gwbl ddi-gyfnewid, ond yr oedd pobl ifanc wedi eu cyflyru i feddwl bod rhai mathau'n well nag eraill.

Gofynnwyd i'r aelodau ysgrifennu eu llofnod, a'i rannu gyda'r person nesaf atynt. Yna gofynnwyd iddynt nodi a oeddynt yn llawchwith. Yr oedd 10% o'r aelodau'n llawchwith. Gofynnwyd i ni i gyd ysgrifennu gyda'n llaw arall, a bu hyn yn anodd i bawb. Mae gan Jung ddiddordeb mawr mewn polaredd corfforol a sut yr ydym yn datblygu ein dewis; dywed fod dewis seicolegol wedi ei lunio yn yr un modd.

Daw niwed i unigolyn pan ofynnir iddo weithio yn erbyn ei ddewisiadau corfforol a seicolegol.

Amlinellodd yr Athro Francis y pedwar pâr o fath seicolegol, ac eglurodd fod arddulliau dysgu'n gysylltiedig â pha nodwedd sydd gan bob unigolyn.

Gofynnwyd i'r aelodau gwblhau holiadur Myers Briggs (bydd yr Athro Francis yn llunio adroddiad byr ar arddull dysgu'r grŵp hwn o unigolion).

He spoke of some of the characteristics of each type.

Introvert – likes quiet and concentration; may prefer to learn by reading; prefers to communicate by writing first; has trouble remembering peoples names; can work for a long time on a project by themselves; think before they act.

Extrovert – likes variety and action; are often good at introducing people; like to learn a new task by talking it through; like to have others around in the working environment; sometimes impatient with slow jobs; may prefer to communicate by talking rather than writing; often act quickly without thinking

Many introvert teachers reward introverts and vive versa.

The perceiving process – information gathering

Intuitive – able to dream and create; are aware of new challenges and possibilities; focus on how things can improve; dislike doing the same thing repeatedly; enjoy learning new skills; work in burst of energy with slack time in between; follow hunches; may leap to conclusions too quickly; tend to prefer the grand overview.

Sensing – careful about the facts; like an established way of doing things; applying what they have learned; may oversimplify a task; focus on what works now; are not often inspired.

Siaradodd am rai o nodweddion pob un o'r mathau seicolegol.

Mewnblyg — maent yn hoffi tawelwch a chanolbwyntio; efallai ei fod yn well ganddynt ddysgu drwy ddarllen; mae'n well ganddynt gyfathrebu drwy ysgrifennu'n gyntaf; maent yn cael anhawster i gofio enwau pobl; gallant weithio ar brosiect ar eu pennau'u hunain am gyfnod maith; maent yn meddwl cyn gweithredu.

Allblyg— maent yn hoffi amrywiaeth a gweithrediad; yn aml, maent yn rhai da am gyflwyno pobl; maent yn hoffi dysgu tasg newydd drwy siarad amdani gam wrth gam; maent yn hoffi cael pobl eraill o'u cwrpas yn yr amgylchedd gweithio; weithiau maent yn ddiarnedd gyda thasgau araf; efallai fod yn well ganddynt gyfathrebu drwy siarad yn hytrach nag ysgrifennu; yn aml byddant yn gweithredu'n gyflym heb feddwl.

Mae llawer o athrawon mewnblyg yn gwobrwyo plant mewnblyg, ac i'r gwrthwyneb.

Y broses deall — casglu gwybodaeth

Sythweledol — maent yn gallu breuddwydio a chreu; maent yn ymwybodol o heriau a phosibiliadau newydd; maent yn canolbwyntio ar sut y gall pethau wella; maent yn casáu gwneud yr un peth drosodd a throsodd; maent yn mwynhau dysgu sgiliau newydd; Maent yn gweithio mewn hyrddiau o egni gydag amser llac rhyngddynt; maent yn mynd ar drywydd syniadau sythweledol; maent yn gallu neidio i gasgliadau'n rhy gyflym; maent yn tueddu i ffafrio'r trosolwg mawr.

Synhwyro — maent yn ofalus ynglŷn â'r ffeithiau; maent yn hoffi'r dull sefydledig o wneud pethau; maent yn cymhwys o'r hyn y maent wedi ei ddysgu; maent yn gallu gorsymleiddio tasg; maent yn canolbwyntio ar beth sy'n gweithio ar hyn o bryd; nid ydynt yn ysbrydoledig yn aml.

Jung says there are two primary processes – perceiving and judging displayed by thinking and feeling characteristics. Overall females tend to prefer feeling and males prefer thinking.

Thinking – prefer things in a logical order; tend to be firm and tough minded; look at life from the outside.

Feeling – prefer harmony and will make it happen; enjoy pleasing people; tend to be sympathetic; good at seeing implications of decisions; look at life from the inside.

Attitude towards the outside world is determined by Judging and Perceiving.

Judging – schedule projects so they are done on time; work with agendas; work best when they can plan; like to get things finished

Perceiving – may have trouble making decisions; may start too many projects; get a lot accomplished best under pressure; are adaptable to changing situations; do not mind last minute changes.

Personality is a 'given' and education must respect the diversity of personality and learning preferences.

The Chair thanked Prof Francis for his fascinating presentation and look forward to the analysis of this group!

10. **A.O.B.**

Membership of the RE Council – The RE Council is now a registered charity and requires nominated membership for

Mae Jung yn dweud bod yna ddwy broses sylfaenol — deall a barnu — a'u bod yn cael eu hamlygu mewn nodweddion meddwl a theimlo. Yn gyffredinol, mae'n well gan fenywod deimlo ac mae'n well gan wrywod feddwl.

Meddwl — mae'n well ganddynt gael pethau mewn trefn resymegol; maent yn tueddu i fod yn gadarn ac yn benderfynol; maent yn edrych ar fywyd o'r tu allan.

Teimlo— mae'n well ganddynt gytgord, a byddant yn sicrhau bod hynny'n cael ei gyflawni; maent yn mwynhau plesio pobl; maent yn tueddu i fod yn gydymdeimladol; maent yn rhai da am weld goblygiadau penderfyniadau; maent yn edrych ar fywyd o'r tu mewn.

Mae agwedd tuag at y byd allanol yn cael ei benderfynu gan Farnu a Deall.

Barnu — maent yn amserlennu prosiectau fel eu bod yn cael eu cwblhau'n brydlon; maent yn gweithio yn ôl agendâu; maent yn gweithio orau pan fydd modd iddynt gynllunio; maent yn hoffi gorffen pethau.

Deall — gallant ei chael yn anodd gwneud penderfyniadau; efallai eu bod yn cychwyn gormod o brosiectau; maent yn fwyaf tebygol o gyflawni llawer pan fyddant dan bwysau; maent yn hyblyg yn wyneb sefyllfaoedd newidiol; nid ydynt yn hidio am newidiadau munud olaf.

Mae personoliaeth yn beth sylfaenol ac arhosol, a rhaid i addysg barchu amrywiaeth personoliaeth a hoffterau dysgu.

Diolchodd y Cadeirydd i'r Athro Francis am ei gyflwyniad tra diddorol, ac edrychodd ymlaen at dderbyn y dadansoddiad o'r grŵp hwn!

10. **U.F.A.**

Aelodaeth y Cyngor AG — Bellach yr oedd y Cyngor AG yn elusen gofrestredig, ac yr oedd gofyn enwebu aelodau ar gyfer

attendance at meetings. Mr.Gavin Craigen and Mrs.Mairwenna Lloyd will represent WASACRE. Items discussed at the last meeting included : RE Council draft document on Teacher Training and Professional Development; Report on Diversity and Citizenship; Framework for England. The November meeting will be held in Cardiff.

Nomination to Executive The Secretary confirmed that the names and biographies had been sent to all SACREs for voting at the AGM

Congratulations were extended to the Chair for opening the meeting in Welsh. The Chair thanked all who had taken part in the meeting and to those attending. He also thanked Pembrokeshire for their hospitality and the excellent lunch.

11. Dates of meetings

- 28th June at Llandrindod Wells - Powys (AGM)
- 4th December at Ebbw Vale – Blaenau Gwent
- 14th March 2008 at Carmarthen – Carmarthenshire

******members were asked to note the change of date for the December meeting.**

mynychu cyfarfodydd. Byddai Mr. Gavin Craigen a Mrs. Mairwenna Lloyd yn cynrychioli CCYSAGC. Yr oedd yr eitemau a drafodwyd yn y cyfarfod diwethaf yn cynnwys: dogfen ddrafft y Cyngor AG ar Hyfforddi Athrawon a Datblygiad Proffesiynol; Adroddiad ar Amrywiaeth a Dinasyddiaeth; Fframwaith ar gyfer Lloegr. Byddai cyfarfod mis Tachwedd yn cael ei gynnal yng Nghaerdydd.

Enwebiadau i'r Pwyllgor Gwaith
Cadarnhaodd yr Ysgrifennydd fod yr enwau a'r bywgraffiadau wedi eu hanfon at yr holl GYSAG'au gyda golwg ar bleidleisio yn y Cyfarfod Blynyddol.

Estynnwyd llongyfarchiadau i'r Cadeirydd am agor y cyfarfod yn Gymraeg. Diolchodd y Cadeirydd i bawb a oedd wedi cymryd rhan yn y cyfarfod, ac i bawb a fu'n bresennol. Diolchodd hefyd i Gyngor Sir Penfro am eu croeso ac am y cinio canol dydd rhagorol.

11. Dyddiadau cyfarfodydd

- 28^{ain} Mehefin yn Llandrindod, Powys (Cyfarfod Blynyddol)
- 4^{ydd} Rhagfyr yng Nglynebwy, Blaenau Gwent
- 14^{eg} Mawrth 2008 yng Nghaerfyrddin, Sir Gaerfyrddin

******Gofynnwyd i'r aelodau nodi'r dyddiad newydd ar gyfer cyfarfod mis Rhagfyr.**