

CPD-PE Standards & Code of Practice

Guidance for Providers of Continuous Professional Development

High quality, effective Continuous Professional Development (CPD) is the right of all Physical Education teachers, irrespective of where they are on the career ladder. CPD-PE is also an entitlement for a wide range of groups (lunch-time supervisors, assistants, part time/ supply teachers) ensuring opportunities are provided for them to develop their physical education knowledge, understanding and skills

The CPD-PE Standards and Code of Practice are intended to help both provider and recipients understand expectations in terms of the quality and range of professional development opportunities offered in physical education. It is a means by which individuals can evaluate provision and exchange views.

The CPD-PE Standards and Code of Practice ensure that all CPD-PE activities:

- have clearly identified purposes and beneficial outcomes for pupils and teachers
- are relevant and meet identified individual, school, local or national development priorities for physical education and school sport
 - are planned systematically, based on best practice and evaluated against intended outcomes
 - are of high quality, informed by recent research and will contribute to improved standards in physical education and school sport
 - respect cultural diversity and inclusion
 - provide best value
 - are provided in an environment that is fit-for-purpose
 - are supported by high quality resources for all courses, including specified resources for named courses
 - are delivered in line with the course outline of named courses.

The CPD-PE Standards and Code of Practice ensure that all providers:

- write a brief description of the CPD event, including the target audience, aims of the session(s), learning outcomes and where appropriate, assessment procedures and accreditation options
- make reference to intended learning outcomes in terms of the standards framework
- identify the time commitment required, eg contact time and/or private study
- advertise effectively to help widen participation
- ensure access to the activity conforms to equal opportunity legislation
- consider the issue of differentiation in delivery
- provide details of their relevant expertise and experience enabling quality provision
- provide effective monitoring and evaluation systems, including responding to feedback in order to inform and enhance the quality of future provision
- provide high quality resources specific to the named course
- ensure that the named courses are delivered in line with the course outline and outcomes.

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DPP mewn AG-Safonau a Chod Ymarfer

Cyfarwyddyd ar gyfer Darparwyr Datblygiad Proffesiynol Parhaus

Mae gan bob athro addysg gorfforol hawl i Ddatblygiad Proffesiynol Parhaus (DPP) safonol ac effeithiol, waeth ble mae ar yr ystol yrfa. Hefyd, mae gan amrywiaeth eang o grwpiau hawl i DPP mewn AG (goruchwylwyr amser cinio, cynorthwylwyr, athrawon rhan amser/llanw), gan sicrhau bod cyfleoedd yn cael eu darparu iddynt ddatblygu eu gwybodaeth am addysg gorfforol, eu dealltwriaeth ohoni a'u sgiliau yn y maes.

Diben y Safonau a'r Cod Ymarfer ar gyfer DPP mewn AG yw helpu'r darparwr a'r derbynnydd i ddeall y disgwyliadau o ran safon ac amrywiaeth y cyfleoedd datblygu proffesiynol a gynigir mewn addysg gorfforol. Mae'n gyfrwng i unigolion allu gwerthuso'r ddarpariaeth a chyfnwid safbwyntiau.

Mae'r Safonau a'r Cod Ymarfer ar gyfer DPP mewn AG yn sicrhau bod yr holl weithgareddau DPP mewn AG yn:

- datgan dibenion a chanlyniadau buddiol pendant ar gyfer disgyblion ac athrawon
- perthnasol ac yn bodloni blaenoriaethau datblygu unigol, ysgol, lleol neu genedlaethol a arenwyd ar gyfer addysg gorfforol a chwaraeon ysgol
- cael eu cynllunio'n systematig, yn seiliedig ar arfer orau ac yn cael eu gwerthuso'n erbyn canlyniadau bwriadol
- cyrraedd safon uchel, yn seiliedig ar waith ymchwil diweddar ac yn cyfrannu at well safonau mewn addysg gorfforol a chwaraeon ysgol
- parchu amrywiaeth diwylliannol a chynnwys
- darparu'r gwerth gorau
- cael eu darparu mewn amgylchedd addas i bwrpas
- cael eu cefnogi gan adnoddau o safon uchel ar gyfer y cyrsiau i gyd, yn cynnwys adnoddau penodol ar gyfer cyrsiau a enwir
- cael eu cyflwyno yn unol ag amlinelliad cwrs y cyrsiau a enwir.

Mae'r Safonau a'r Cod Ymarfer ar gyfer DPP mewn AG yn sicrhau bod yr holl ddarparwyr yn:

- ysgrifennu disgrifiad byr o'r achlysur DPP, yn cynnwys y gynulleidfa darged, amcanion y sesiwn (sesiynau), y canlyniadau dysgu a, lle bo hynny'n briodol, gweithdrefnau asesu ac opsiynau achredu
- cyfeirio at ganlyniadau dysgu bwriadol o safbwynt y fframwaith safonau
- nodi'r ymrwymiad amser sydd ei angen, e.e., amser cyswllt a / neu astudio preifat
- hysbysebu'n effeithiol er mwyn helpu gydag ehangu cyfranogiad
- sicrhau bod darpariaeth y gweithgaredd yn cydymffurfio â'r ddeddfwriaeth ar gyfer cyfleoedd cyfartal
- ystyried gwahaniaethu wrth gyflwyno
- darparu manylion am eu harbenigedd a'u profiad perthnasol, gan alluogi darpariaeth o safon uchel
- darparu systemau monitro a gwerthuso effeithiol, yn cynnwys ymateb i adborth i weithredu fel sail ar gyfer y ddarpariaeth yn y dyfodol ac er mwyn ei gwella
- darparu adnoddau o safon uchel, yn benodol ar gyfer y cwrs a enwir
- sicrhau bod y cyrsiau a enwir yn cael eu cyflwyno yn unol ag amlinelliad y cyrsiau a'u canlyniadau.

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