



Denbighshire Level 1 Pathway to Playwork and Practice Jan – April 2026

The Denbighshire Level 1 Pathway to Playwork and Practice, funded through their Community Focused Schools budget gave young people a safe, supportive, and engaging space to build confidence, improve communication, and develop the skills needed to take part more fully in school, community life, and future work. Many learners joined the programme with low confidence, anxiety in group situations, poor attendance in school, or difficulties engaging with others. Over time, they showed clear personal growth and began to see Playwork as a positive and realistic career pathway.

Throughout the programme, learners were encouraged to take part at their own pace, build trusting relationships, and develop practical coping strategies. This Playwork approach to delivery helped young people who were initially withdrawn, anxious, or reluctant to join in feel more settled and included. Learners who struggled with written work were supported through discussion and verbal contribution, while those who found group situations difficult gradually became more comfortable working alongside others. The programme created a different experience of learning—one that felt accessible, positive, and achievable.

The impact across the group was significant. Learners who had previously avoided interaction began joining conversations, working in teams, and taking part in activities with confidence. One learner moved from feeling overwhelmed in unfamiliar situations to using coping strategies successfully in school and social settings. Another, who had initially struggled to stay in the room, grew into a confident group member who contributed ideas and stood up for a peer. Staff also noticed major changes in learners who were usually isolated in school but became active, sociable, and fully engaged during the programme. Across the group, improvements were seen in confidence and self-esteem, communication, emotional resilience, teamwork, peer relationships, attendance, independence, and employability skills.

The Level 1 Pathway to Playwork and Practice began with 12 learners. Although four learners did not continue with the course, eight completed it successfully, gaining the skills outlined above as well as two GCSEs (grade D- G) within just four months.

For these young people, this was a significant achievement. For one learner, it meant even more, having been excluded from school, they were at risk of leaving education without any qualifications. This course helped them recognise their potential, build confidence in their ability to succeed, and move forward either into a new school placement or further training beyond compulsory education.

At the end of the programme the learners achieved:

- Agored Level 1 Advanced Certificate in Work Related Education (Holding the equivalence of 2 GCSEs Grade G-D)
- Agored Level 1 Playwork
- Agored Level 1 Importance of Play in Children's Development



The work placements were especially important in promoting Playwork as a career. Learners gained direct experience of supporting children's play, communicating with staff, and understanding safe, child-led practice. One learner confidently joined children on go-karts while reinforcing helmet use. Another extended a child's sand play by introducing extra resources and supported snack time alongside Playworkers. One learner asked to volunteer beyond their initial placement hours and actively sought books and websites to build their knowledge, showing genuine interest in progressing further. Others showed natural leadership through sport, challenge activities, and calm communication with children and staff. These experiences helped learners see that Playwork offers rewarding, hands-on opportunities to support children's development while building skills for future employment.

The Denbighshire Level 1 programme shows how supportive, practical provision can create lasting positive outcomes for young people. By combining personal development with real placement experience, the project helped learners grow in confidence, engage more positively with education, build stronger relationships, and consider Playwork as a meaningful career route.

The project concluded with a celebration event where staff and learners reflected on the course and looked ahead to next steps. During the mini-graduation, each learner was recognised for their achievement and presented with a new portfolio to collect certificates from this course and future training. They also received an affirmation sheet filled with encouraging words from their peers. As each learner came forward to receive their presentation, their pride and growing confidence were clear in the way they carried themselves.

Lessons Learned

Later in the programme, as placements were being arranged, it became clear that volunteering in a setting was not a viable option for at least one learner. This prompted a review of the course content, resulting in the original Pathway to Playwork being adapted into two distinct routes:

- **A theory-based Pathway to Playwork**
- **A Pathway to Playwork and Practice** for learners able to complete 10 hours in a play setting with children

Following reflection within the Training Team, it was agreed that both options should continue to be offered so that the programme can better meet the varying needs of young people.

If you would like to explore how similar support could benefit young people in your area, please get in touch.

Read more

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Lefel 1 yn Sir Dinbych Llwybr i Waith Chwarae ac Arfer, Mis Ionawr – Ebrill 2026

Darparodd y Lefel 1, Llwybr i Waith Chwarae ac Arfer, yn Sir Ddinbych a ariannwyd drwy eu Cyllideb Ysgolion Bro, amgylchedd diogel, cefnogol ac ymgysylltiol lle gall pobl ifanc feithrin hyder, datblygu eu sgiliau cyfathrebu, a meithrin y sgiliau angenrheidiol i gymryd mwy o ran yn yr ysgol, ym mywyd y gymuned ac yn y gweithle yn y dyfodol.. Ymunodd nifer o'r dysgwyr â'r rhaglen gyda lefelau isel o hyder, pryder mewn sefyllfaoedd grŵp, presenoldeb gwael yn yr ysgol, neu anhawster wrth ymgysylltu ag eraill. Dros amser, gwelwyd twf personol amlwg yn eu plith, a ddechreuasant ystyried Gwaith Chwarae fel llwybr gyrfa gadarnhaol a realistig.

Trwy gydol y rhaglen, anogwyd dysgwyr i gymryd rhan ar eu cyflymder eu hunain, meithrin Drwy gydol y rhaglen, anogwyd dysgwyr i gymryd rhan ar eu cyflymder eu hunain, meithrin perthnasoedd llawn ymddiriedaeth, a datblygu strategaethau ymdopi ymarferol. Roedd y dull Gwaith Chwarae hwn o gyflwyno yn helpu pobl ifanc a oedd yn encilgar i ddechrau, yn bryderus, neu'n amharod i ymuno, i deimlo'n fwy sefydlog a chynhwysol. Roedd dysgwyr a oedd yn cael trafferth gyda gwaith ysgrifenedig yn cael eu cefnogi drwy drafodaeth a chyfraniad llafar, ac yn raddol daeth y rhai a oedd yn gweld sefyllfaoedd grŵp yn anodd yn fwy cyfforddus a daeth i weithio ochr yn ochr ag eraill. Creodd y rhaglen brofiad dysgu gwahanol – un a oedd yn teimlo'n hygyrch, yn gadarnhaol ac yn gyraeddadwy.

Roedd yr effaith ar draws y grŵp yn sylweddol. Dechreuodd dysgwyr a oedd gynt yn osgoi rhyngweithio ymuno â sgysiau, gweithio mewn timau, a chymryd rhan mewn gweithgareddau gyda mwy o hyder. Daeth un dysgwr yn ei flaen o deimlo wedi'i lethu mewn sefyllfaoedd anghyfarwydd i ddefnyddio strategaethau ymdopi'n llwyddiannus yn yr ysgol ac mewn sefyllfaoedd cymdeithasol. Daeth un arall yn ei flaen—a oedd yn y dechrau wedi bod yn cael trafferth i aros yn yr ystafell, datblygu i ddod yn aelod hyderus o'r grŵp, a oedd yn cyfrannu syniadau ac yn sefyll dros gyfoedion. Sylwodd staff hefyd ar newidiadau sylweddol mewn dysgwyr a oedd fel arfer yn ynysig yn yr ysgol, a ddaeth yn weithgar, yn gymdeithasol ac yn gwbl ymgysylltiedig yn ystod y rhaglen. Ar draws y grŵp, gwelwyd gwelliannau mewn hyder a hunan-barch, cyfathrebu, gwydnwch emosiynol, gwaith fîm, perthnasoedd rhwng cyfoedion, presenoldeb, annibyniaeth, a sgiliau cyflogadwyedd.

Dechreuodd Llwybr Lefel 1 i Waith Chwarae ac Arfer gyda 12 dysgwr. Er penderfynodd pedwar o'r dysgwyr rhoi gorau i'r cwrs, aeth wyth dysgwr ati i gwblhau'r cwrs yn llwyddiannus, gan ennill y sgiliau a nodir uchod yn ogystal â dau TGAU (gradd D–G) o fewn pedwar mis yn unig. I'r bobl ifanc hyn, roedd hyn yn gyflawniad sylweddol. Roedd yn golygu hyd yn oed mwy i un dysgwr, gan eu bod wedi'i gwahardd o'r ysgol, o ganlyniad roedd y dysgwr mewn perygl o adael addysg heb unrhyw gymwysterau. Helpodd y cwrs hwn iddynt adnabod eu potensial, meithrin hyder yn eu gallu i lwyddo, a symud ymlaen naill ai i leoliad ysgol newydd neu hyfforddiant pellach y tu hwnt i addysg orfodol.



Ar ddiwedd y rhaglen, cyflawnodd y dysgwyr:

- Tystysgrif Uwch Agored Cymru Lefel 1 mewn Addysg Gysylltiedig â Gwaith (sy'n cyfateb i 2 TGAU graddau G–D)
- Agored Cymru Lefel 1 mewn Gwaith Chwarae
- Agored Cymru Lefel 1 ar Bwysigrwydd Chwarae mewn Datblygiad Plant

Roedd y lleoliadau gwaith yn arbennig o bwysig wrth hyrwyddo Gwaith Chwarae fel gyrfa. Enillodd dysgwyr brofiad uniongyrchol o gefnogi chwarae plant, cyfathrebu â staff, a deall ymarfer diogel sy'n cael ei arwain gan y plentyn. Ymunodd un dysgwr yn hyderus â phlant ar go-karts bach wrth atgyfnerthu'r defnydd o helmedau. Estynnodd un arall chwarae tywod plentyn drwy gyflwyno adnoddau ychwanegol a chefnogi amser byrbryd ochr yn ochr â Gweithwyr Chwarae. Gofynnodd un dysgwr am gael gwirfoddoli y tu hwnt i'w oriau lleoliad cychwynnol ac aeth ati'n weithredol i chwilio am lyfrau a gwefannau er mwyn datblygu ei wybodaeth, gan ddangos diddordeb gwirioneddol mewn symud ymlaen ymhellach. Dangosodd eraill arweinyddiaeth naturiol drwy chwaraeon, gweithgareddau her, a chyfathrebu tawel gyda phlant a staff. Cyfrannodd y profiadau hyn at weledigaeth i weld bod Gwaith Chwarae yn cynnig cyfleoedd gwerth chweil ac ymarferol i gefnogi datblygiad plant, wrth feithrin sgiliau gwerthfawr ar gyfer cyflogaeth yn y dyfodol.

Mae rhaglen Lefel 1 Sir Ddinbych yn dangos sut y gall darpariaeth gefnogol ac ymarferol greu canlyniadau cadarnhaol a pharhaol i bobl ifanc. Drwy gyfuno datblygiad personol â phrofiad lleoliad go iawn, bu'r prosiect yn gymorth i ddysgwyr dyfu mewn hyder, ymgysylltu'n fwy cadarnhaol ag addysg, meithrin perthnasoedd cryfach, ac ystyried Gwaith Chwarae fel llwybr gyrfa ystyrlon.

Daeth y prosiect i ben gyda digwyddiad dathlu lle bu staff a dysgwyr yn myfyrio ar y cwrs ac yn edrych ymlaen at y camau nesaf. Yn ystod y seremoni fach raddio, cafodd pob dysgwr ei gydnabod am ei gyflawniad a chyflwynwyd portffolio newydd iddo/iddi i gasglu tystysgrifau o'r cwrs hwn a hyfforddiant yn y dyfodol. Cawsant hefyd daflen gadarnhad yn llawn geiriau canmol gan eu cyfoedion. Wrth i bob dysgwr ddod ymlaen i dderbyn ei gyflwyniad, roedd eu balchder a'u hyder cynyddol yn amlwg yn y ffordd yr oeddent yn ymddwyn.

Gwersi a Ddysgwyd

Yn nes ymlaen yn y rhaglen, wrth i drefniadau lleoliadau gael eu gwneud, daeth yn amlwg nad oedd gwirfoddoli mewn lleoliad yn opsiwn hyfyw i o leiaf un dysgwr. Arweiniodd hyn at adolygiad o gynnwys y cwrs, gan olygu bod y Llwybr i Waith Chwarae gwreiddiol yn cael ei addasu i mewn i ddau lwybr ar wahân, megis:

- **Llwybr i Waith Chwarae sy'n seiliedig ar ddamcaniaeth**
- **Llwybr i Waith Chwarae ac Arfer** ar gyfer dysgwyr sy'n gallu cwblhau 10 awr mewn lleoliad chwarae gyda phlant



Yn dilyn myfyrio o fewn y Tîm Hyfforddi, cytunwyd y dylai'r ddau opsiwn barhau i gael eu cynnig er mwyn i'r rhaglen allu diwallu anghenion amrywiol pobl ifanc yn well.

Os hoffech chi archwilio sut y gallai cymorth tebyg fod o fudd i bobl ifanc yn eich ardal, cysylltwch â ni.

Darllen mwy

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