



# CADWYN



ALL WALES CENTRE OF EXCELLENCE *for* GOVERNOR TRAINING AND RESEARCH

## DEVELOPMENTS AT THE CENTRE

### Move to the new Swansea School of Education

Followers of the changes taking place in Welsh Higher Education will no doubt be aware that Swansea University's Department of Education will be transferring to Swansea Institute of Higher Education this summer to form the new Swansea School of Education. The All Wales Centre of Excellence for Governor Training and Research, however, has already paved the way, having come under the Institute's management from April of this year. This has not meant a move of premises for the Centre yet, and it will remain on the Hendrefoelan site until the completion of substantial redevelopment work at the Institute's Townhill site, after which the Centre, along with the rest of the UWS Department of Education, will move to the new home for the Swansea School of Education at Townhill.

Centre Manager Steve Gullick sees the move as a very positive step. "We have been very happy at the

University" he said, "and the support we have had from the Department of Education and its Library staff has been excellent." In fact the Centre was offered a place in the University's Business School by Vice Chancellor Professor Richard Davies. "It was very flattering to be offered such a



Swansea Institute of Higher Education

position", continued Steve, "as it was a clear recognition of the work the Centre does, but after discussing the matter with our Steering Committee, it was felt that the new Swansea School of Education, with its central focus on teaching, learning, and school management, would be the perfect home. In fact, we've already begun discussing a number of initiatives with Ken Jones (Dean of Faculty of Humanities) and Dr John Parkinson (Head of School of Education)."

Swansea Institute's Principal, Professor David Warner, is equally enthusiastic about the Centre's move to the new Swansea School of Education, and commented "I believe that the Centre has a very bright future and should be expanding its activities significantly in the near future. On a personal note, I have been involved with Governor training in Higher Education for some time and look forward to the synergy which can be released by working together in this way."



Swansea Institute's Principal,  
Professor David Warner

## Dealing with complaints

**Apart from complying with the legislative requirements, it is essential that governing bodies are properly equipped to deal effectively with complaints about their schools, particularly in today's society where the number of complaints being made is increasing. In this article, Cath Pickett of the Welsh Assembly Government Schools Management Division 2 considers how governing bodies should carry out this role.**

Education legislation places a responsibility on governing bodies to deal with complaints and in accordance with Section 29 of the Education Act 2002, from September 2003 all governing bodies must have had procedures in place for dealing with complaints.

Section 29 of the Education Act 2002 requires governing bodies to:

- establish a procedure for dealing with all complaints relating to the school;
- publicise the complaints procedures established; and
- in doing so have regard to any guidance issued by the National Assembly for Wales.

Circular 03/2004 "School Governing Body Complaints Procedures" was issued by the Welsh Assembly Government to all schools and governing bodies in May, and the Assembly Government's expectation is that all governing bodies will review their procedures against the principles set out in the guidance. If challenged against their procedures, the governing body must be able to demonstrate that it has taken on board the Assembly's advice regarding the content and publicising of its complaints procedure, and if not must have good justification for not doing so.

The Guidance Circular advises governing bodies that their complaints procedures should be comprehensive, should make clear the principles underlying the process, and should cover issues such as:

- The need for a flexible process to enable the governing body to deal with complaints from a variety of sources, i.e. pupils, parents, governors, staff, and members of the public;
- Timescales, for completion of various stages of the process;

- Definitions of the roles and responsibilities of those involved in the process;
- The recording and monitoring arrangements;
- The process for recording any action taken as a result of the consideration of a complaint.

The Guidance Circular advises governing bodies that they should publicise their complaints procedure widely and make it available to anyone who requests it. It suggests that a condensed version is contained in the school's prospectus, thereby making the procedure known to all prospective parents. Once the governing body has ratified and adopted the procedure full copies should be given to all members of staff, parents, governors, the LEA and, if appropriate, the diocese. Governing bodies should also consider other arrangements for publicising their complaints procedure such as in the governors' annual report to parents, home school newsletter, website, posters, or even producing a leaflet.

### Recommendations

The Guidance Circular also recommends that the following key principles should be kept in mind by governing bodies when implementing complaints procedures:

- Have a flexible process, which should be applicable to the resolution of all complaints.
- Adhere to the process on every occasion - there should be no reason why a governing body cannot keep to their agreed procedure.
- Ensure the timescales are reasonable and achievable. A governing body should aim to keep to deadlines wherever possible, but if it is not possible they should inform the complainant of the reasons.

## Dealing with complaints continued

- Keep the complainant informed of developments, if the timescales cannot be kept, or if any delays in the procedure and the reasons for them.
- Apply impartiality, transparency and fairness throughout the process – members of the complaints committee, or any nominated governor with delegated responsibility for investigating conflicts of interest must be impartial or must not take part in considering the complaint.
- Have clearly defined roles and responsibilities for all those involved.

Llywodraethwyr Cymru

Governors Wales

## Governors' Helpline

*Telephone:*

# 0845 602 0100

is the helpline for governors of schools in Wales.

Operated by Governors Wales the helpline will provide advice on a range of issues to governors in all parts of Wales.

## From the Centre Manager



The most important news from the Centre is of course our move to the new Swansea School of Education (see lead article), and this has obviously taken up much time and effort to ensure a smooth transition from the University. Even so, the work of the Centre has continued at its usual pace. The production of governor training protocols is now completed, and our attention is turning to the topic of training for clerks to governing bodies.

The work involved in these projects has been very time-consuming, but I was still able to take a full part in Caerphilly LEA's annual Governors' Convention, which focussed on the monitoring and evaluating role of school governors.

Finally, we have produced an annual report which details the work of the Centre during the period April 2003 to March 2004. Copies are available on request

Steve Gullick

## CONTACT US ...

... for more information on the Centre and its activities, or with any comments you wish to make – we should be very pleased to hear from you.

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## Conversations

**In this issue's Conversations, Centre Manager Steve Gullick speaks with educational consultant Nigel Gann, a leading authority on school governance ([www.hamdoneeducation.co.uk](http://www.hamdoneeducation.co.uk)). As well as running training events for school governors throughout the UK, Nigel has written extensively on the subject, his most celebrated works being *Improving School Governance*, *Targets for Tomorrow's Schools* and *Schools in the Spotlight*. Nigel also has many years practical experience, having been a governor of a number of schools. He is currently Chair of Governors at his village primary school.**

SG First of all, Nigel, can you tell me a little about your background in education and, particularly, how you became involved in governor training?

NG Well, I started my career teaching in London, then moved to Leicester and then to Cumbria, and it was probably during my time at the last two places that my interest in the role of governors started. When I was a research fellow at Leicester University for two years studying community education, I first became aware of the positive input governors could make, and then at Cumbria, where I was both a Deputy and Headteacher, I was really able to see the impact that governors could have on a school and its community. I then worked for three years as the general manager of a community education project in Southampton, which reinforced my views on governors. And then I became an education consultant.

SG You've clearly a lot of experience of school governance, so what would you say are the two or three most important roles of a school governing body?

NG First of all, I believe the governing body, working with the Head, should set the ethos of the school, and this ethos should very much reflect the community which the school serves. Secondly, the governing body should state quite clearly what it believes are the most important things its school should do. And thirdly, of course, the governing body should monitor the school and itself to ensure both are fulfilling these two important functions. Now I know these are not easy roles but they are crucial if schools are to achieve the best for their pupils.

SG So do you believe that governor input to schools is vital?

NG Oh, definitely. Good governance, along with dynamic leadership and inspiring teaching, is central to sustainable school improvement.

SG From your personal experience and your research, what do you think is the most difficult job for a governing body?

NG Interestingly I've just completed research into this area – what governors think they are good at, and what they find most difficult. Their strongest point undoubtedly they felt was supporting the Head; they thought they were OK at advising the Head, but they were most concerned with their accountability role – how they explained their decisions to pupils, parents, LEA, etc. They also felt uncomfortable with challenging the Head on issues with which they didn't really agree with him/her.

SG We know that some schools have difficulty in recruiting governors, so if someone were to say to you "Why should I become a school governor?" what would your answer be?

NG Well, my answer to this question, unlike the last, is not based on research at all! But in my experience, it's totally the wrong thing to say something like "it's an easy job that won't take up much of your time". The message this conveys is that school governance is not that important, and why would anyone want to take on a position, however, easy, that is of no importance. On the contrary, I'd say school governors have a vital role in education, and that in fact they can make a real difference to children's lives. And I'd also tell them about the number of meetings they'd probably have to attend. Mind you, I'd also talk about the real buzz governors get at school awards evenings, concerts, and so on, when they can really feel that they have contributed to so many young people's lives.

SG OK Nigel, I'm now going to ask you to predict the future. How do you see the position of school governor evolving over the next few years?

NG I'm very optimistic about this. First of all, I've seen individuals who become governors grow and develop both personally and professionally. People who might have left school with no qualifications, after becoming a school governor realise they have far more ability than they ever believed, and some even take up courses which lead to qualifications and a whole new career. And even where people do not pursue specific courses, confidence gained through governor activities has led to them really developing their skills and abilities. I can see this sort of thing happening more and more.

Secondly, and related very much to the first point, I believe communities will benefit increasingly as their local school's governors develop a vision for their community and school together. After all, schools are at the heart of communities. And then with luck, and with the skills they've acquired as governors – the ability to communicate, plan and monitor – they might then make their vision a reality.



# CADWYN



CANOLFAN RHAGORIAETH YMCHWIL AC HYFFORDDI LLYWODRAETHWYR CYMRU

## DATBLYGIADAU YN Y GANOLFAN

### Symud i Ysgol Addysg Newydd Abertawe

Mae'n siwr y bydd y rhai sy'n dilyn y newidiadau sy'n digwydd ym maes Addysg Uwch yng Nghymru'n ymwybodol y bydd Adran Addysg Prifysgol Abertawe'n trosglwyddo i Athrofa Addysg Uwch Abertawe'r haf hwn i ffurfio Ysgol Addysg Abertawe newydd. Mae Canolfan Rhagoriaeth Cymru ar gyfer Hyfforddi Llywodraethwyr ac Ymchwil, fodd bynnag, eisoes wedi paratoi'r ffordd, gan iddi ddod o dan reolaeth yr Athrofa o fis Ebrill eleni. Nid yw hyn wedi golygu bod y Ganolfan wedi symud safle eto, a bydd yn aros ar safle Hendrefoelan tan i waith ailddatblygu sylweddol gael ei gwblhau ar safle Townhill yr Athrofa, ac ar ôl hynny bydd y Ganolfan, ynghyd â gweddill Adran Addysg Prifysgol Cymru Abertawe, yn symud gartref newydd Ysgol Addysg Abertawe yn Townhill.

Mae Rheolwr y Ganolfan Steve Gullick yn gweld bod y symud yn gam cadarnhaol iawn. "Rydym wedi bod yn

hapus iawn yn y Brifysgol," meddai "ac mae'r gefnogaeth a gawsom gan yr Adran Addysg a'i staff Llyfrgell wedi bod yn rhagorol." Yn wir, cynigiwyd lle i'r Ganolfan yn Ysgol Fusnes y Brifysgol gan y Dirprwy Ganghellor yr Athro Richard Davies. "Roedd cael cynnig lle o'r fath yn



Athrofa Addysg Uwch Abertawe

ganmoliaeth fawr inni," aeth Steve yn ei flaen, "gan ei fod yn amlwg yn cydnabod y gwaith y mae'r Ganolfan yn ei wneud, ond ar ôl trafod y mater gyda'n Pwyllgor Llywio, teimlwyd mai Ysgol Addysg Abertawe, gyda'i chanolbwynt ar addysgu, dysgu, a rheoli ysgolion, fyddai'r cartref delfrydol. Yn wir, rydym eisoes wedi dechrau trafod nifer o fentrau â Ken Jones (Deon y Gyfadran Dyniaethau) a Dr John Parkinson (Pennaeth yr Adran Addysg)."

Mae Prifathro Athrofa Abertawe, yr Athro David Warner, lawn mor frwd ynghylch y ffaith fod y Ganolfan yn symud i Ysgol Addysg newydd Abertawe, ac meddai "Rwy'n credu bod gan y Ganolfan ddyfodol disglair iawn a dylai fod yn ehangu ei gweithgareddau yn y dyfodol agos. Ar nodyn personol, rwyf wedi bod yn ymwneud â hyfforddi Llywodraethwyr ym maes Addysg Uwch ers tro byd ac rwy'n edrych ymlaen at y synergedd y gellir ei ryddhau drwy gydweithio fel hyn."



Prifathro Athrofa Abertawe,  
yr Athro David Warner



## Ymdrin â Chwynion parhad

- Dylai'r sawl sy'n cwyno barhau i gael gwybod am y datblygiadau, os na ellir cadw at derfynau amser, neu os oes unrhyw oedi yn y drefn a'r rhesymau am hynny.
- Rhaid bod yn amhleidiol, yn dryloyw ac yn deg gydol y broses – rhaid i aelodau'r pwyllgor cwynion, neu unrhyw lywodraethwyr a enwyd sydd â chyfrifoldeb wedi'i ddirprwyo i ymchwilio pan fydd buddiannau'n gwrthdaro fod yn amhleidiol ac ni ddylai gymryd rhan wrth ystyried y gwyn.
- Rhaid i bawb sy'n ymwneud â'r broses fod â rôl a chyfrifoldebau sydd wedi'u diffinio'n eglur.

Llywodraethwyr Cymru

Governors Wales

## Llinell Gymorth Llywodraethwyr

**Ffôn:****0845 602 0100**

yw'r linell gymorth newydd ar gyfer llywodraethwyr ysgolion yng Nghymru.

Mae'r linell gymorth a weithredu'r gan Lywodraethwyr Cymru yn darparu cyngor ar ystod o faterion llywodraethwyr ar draws Cymru.

## Gair gan Reolwr y Ganolfan



Y newyddion pwysicaf o'r Ganolfan wrth gwrs yw'r ffaith ein bod wedi symud i Ysgol Addysg newydd Abertawe (gweler y brif erthygl), ac wrth gwrs mae hyn wedi golygu tipyn go lew o amser ac ymdrech er mwyn sicrhau bod y trosglwyddo o'r Brifysgol yn esmwyth. Serch hynny, mae gwaith y Ganolfan wedi parhau yn ôl ei arfer. Mae'r gwaith o gynhyrchu protocolau hyfforddi llywodraethwyr bellach wedi'i gwblhau, ac mae ein sylw'n troi tuag at hyfforddi clerod i gyrrff llywodraethu.

Mae'r gwaith yn ymwneud â'r prosiectau hyn wedi llyncu llawer o amser, ond llwyddais serch hynny i gymryd rhan lawn yng Nghynulliad Llywodraethwyr blynyddol AALI Caerffili, a fu'n canolbwyntio ar fonitro a gwerthuso rôl llywodraethwyr ysgol.

Yn olaf, rydym wedi cynhyrchu adroddiad blynyddol sy'n rhoi manylion am waith y Ganolfan yn ystod y cyfnod o fis Ebrill 2003 hyd fis Mawrth 2004. Mae copiau ar gael ond ichi ofyn amdanynt.

Steve Gullick

## CYSYLLTWCH Â NI ...

... pe hoffech fwy o wybodaeth am y Ganolfan a'i gweithgareddau, neu pe hoffech wneud unrhyw sylwadau – byddem wrth ein bodd yn clywed oddi wrthyich.

**Canolfan Rhagoriaeth Cymru ar gyfer Hyfforddi Llywodraethwyr ac Ymchwil**

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## Ymdrin â Chwynion

Ar wahân i gydymffurfio â'r gofynion deddfwriaethol, mae'n hanfodol fod cyrff llywodraethu'n medru ymdrin yn effeithiol â chwynion am eu hysgol, yn enwedig yn y gymdeithas heddiw lle mae'r cwynion a wneir ar gynydd. Yn yr erthygl hon, mae Cath Picket o Adran Reoli Ysgolion Llywodraeth Cynulliad Cymru'n ystyried sut dylai cyrff llywodraethu weithredu'r rôl yma.

Mae deddfwriaeth addysg yn rhoi cyfrifoldeb ar gyrrff llywodraethu i ymdrin â chwynion ac yn unol ag Adran 29 o Ddeddf Addysg 2002, ac ers mis Medi 2003 mae'n rhaid bod gan bob corff llywodraethu drefnau yn eu lle i ymdrin â chwynion.

Mae Adran 29 o Ddeddf Addysg 2002 yn gofyn i gyrrff llywodraethu:

- sefydlu trefn yn delio â'r holl gwynion sy'n ymwneud â'r ysgol;
- rhoi cyhoeddusrwydd i'r drefn gwyno a sefydlwyd; ac
- wrth wneud hynny cadw mewn cof unrhyw gyfarwyddyd a gyhoeddwyd gan Gynulliad Cenedlaethol Cymru.

Cyhoeddwyd Cylchlythyr 03/2004 "Trefnau Cwyno Cyrff Llywodraethu Ysgolion" gan Lywodraeth Cynulliad Cymru i bob ysgol a chyrff llywodraethu ym mis Mai, ac mae Llywodraeth y Cynulliad yn disgwyl y bydd pob corff llywodraethu'n adolygu eu trefnau gan ystyried yr egwyddorion a nodir yn y cyfarwyddyd. Os caiff eu trefnau eu herio, rhaid i'r corff llywodraethu allu dangos iddo ddilyn cyngor y Cynulliad o ran cynnwys a rhoi cyhoeddusrwydd i'w drefn cwyno, ac oni wnaeth hynny, rhaid bod cyfiawnhad da dros beidio â bod wedi gwneud.

Mae'r Cylchlythyr Cyfarwyddyd yn cynghori cyrff llywodraethu y dylai eu trefnau cwyno fod yn gynhwysfawr, dylent egluro'r egwyddorion sy'n sail i'r broses, a dylent gynnwys materion megis:

- Yr angen am broses hyblyg i alluogi'r corff llywodraethu i ymdrin â chwynion o amrywiaeth o ffynonellau, h.y. disgyblion, rhieni, llywodraethwyr, staff, ac aelodau o'r cyhoedd;
- Amserlen, er mwyn cwblhau amrywiol gamau'r broses;

- Diffiniadau o rôl a chyfrifoldebau'r rhai sy'n ymwneud â'r broses;
- Y trefniadau cofnodi a monitro;
- Y broses ar gyfer cofnodi unrhyw gamau gweithredu a wnaed o ganlyniad i ystyried cwyn.

Mae'r Cylchlythyr Cyfarwyddwyd yn cynghori cyrff llywodraethu y dylent roi cyhoeddusrwydd eang i'w trefn gwyno a dylai fod ar gael i unrhyw un sy'n gofyn amdani. Mae'n awgrymu y dylid cynnwys fersiwn cryno ym mhrosiectws yr ysgol, fel bod y drefn yn hysbys i bob aelod o'r staff, rhieni, llywodraethwyr, i'r AALI, ac os yw hynny'n briodol, i'r esgobaeth. Dylai cyrff llywodraethu ystyried trefniadau eraill yn ogystal ar gyfer rhoi cyhoeddusrwydd i'w trefn gwyno megis yn adroddiad blynyddol y llywodraethwyr i rieni, yng nghylchlythyr cartref yr ysgol, ar y wefan, ar bosteri, neu hyd yn oed gynhyrchu taflen.

### Argymhellion

Mae'r Cylchlythyr Cyfarwyddo hefyd yn argymhell y dylai cyrff llywodraethu gadw'r egwyddorion allweddol canlynol mewn cof wrth roi trefnau cwyno ar waith:

- Ceisiwch gael proses hyblyg, a ddylai fod yn berthnasol i ddatrys pob cwyn.
- Cadwch at y broses ar bob achlysur – ni ddylai fod rheswm pam na all corff llywodraethu gadw at y drefn y cytunwyd arni.
- Sicrhewch fod yr amserlen yn rhesymol a bod modd cadw ati. Dylai cyrff llywodraethu anelu at gadw at derfynau amser lle bo hynny'n bosibl, ond os nad yw'n bosibl dylent roi gwybod i'r sawl sy'n cwyno am y rhesymau.

## Sgyrsiau

**Yn Sgyrsiau'r rhifyn hwn, mae Rheolwr y Ganolfan, Steve Gullick, yn siarad â'r ymgynghorydd addysgol Nigel Gann, awdurdod blaenllaw ym maes llywodraethu ysgolion ([www.hamdoneducation.co.uk](http://www.hamdoneducation.co.uk)). Yn ogystal â rhedeg digwyddiadau hyfforddi ar gyfer llywodraethwyr ysgolion ledled y DU, mae Nigel wedi ysgrifennu'n helaeth ar y pwnc, a'i weithiau enwocaf yw *Improving School Governance, Targets for Tomorrow's Schools* a *Schools in the Spotlight*. Mae Nigel hefyd wedi cael nifer o flynyddoedd o brofiad ymarferol, gan iddo fod yn llywodraethwr nifer o ysgolion. Ar hyn o bryd mae'n Gadeirydd y Llywodraethwyr yn ysgol gynradd ei bentref.**

**SG** Yn gyntaf, Nigel, allwch chi ddweud ychydig wrtha i am eich cefndir ym myd addysg, ac yn enwedig, sut dechreuoch chi ymwneud â hyfforddi llywodraethwyr?

**NG** Wel, fe ddechreuais fy ngyrfa'n dysgu yn Llundain, gan symud wedyn i Gaerl\_r ac yna i Cumbria, ac mae'n debyg mai yn ystod fy nghyfnod yn y ddau le olaf yna y dechreuodd fy niddordeb yn rôl llywodraethwyr. Pan oeddwn yn gymrodor ymchwil ym Mhrifysgol Caerl\_r am ddwy flynedd yn astudio addysg gymunedol, deuthum yn ymwybodol am y tro cyntaf am y cyfraniad cadarnhaol y gallai llywodraethwyr ei wneud, ac yna yn Cumbria, lle bûm yn Ddirprwy ac yn Bennaeth, gallwn weld mewn gwirionedd yr effaith y gallai llywodraethwyr ei chael ar ysgol a'i chymuned. Yna gweithiais am dair blynedd fel rheolwr cyffredinol prosiect addysg cymunedol yn Southampton, a chadarnhawyd fy marn am lywodraethwyr. Ac yna deuthum yn ymgynghorydd addysgol.

**SG** Yn amlwg mae gennych lawer o brofiad o lywodraethu ysgolion, felly beth fydddech chi'n ei ddweud yw'r ddwy neu dair rôl bwysicaf sydd gan gorff llywodraethu ysgol?

**NG** Yn gyntaf, rwy'n credu y dylai'r corff llywodraethu, gan gydweithio â'r Pennaeth, sefydlu ethos yr ysgol, ac y dylai'r ethos hwn adlewyrchu'n amlwg y gymuned y mae'r ysgol yn ei gwasanaethu. Yn ail, dylai'r corff llywodraethu nodi'n ddigon eglur yr hyn y mae'n ei gredu yw'r pethau pwysicaf y dylai ei ysgol eu gwneud. Ac yn drydydd, wrth gwrs, dylai'r corff llywodraethu fonitro'r ysgol a'i hunan i sicrhau bod y ddau'n cyflawni'r ddwy swyddogaeth bwysig hon. Nawr rwy'n gwybod nad yw'r rhain yn rolau hawdd iawn ond maen nhw'n allweddol er mwyn i ysgolion gael y gorau i'w disgyblion.

**SG** Felly ydych chi o'r farn fod cyfraniad llywodraethwyr i ysgolion yn hanfodol?

**NG** O, yn bendant. Mae llywodraethu da, ynghyd ag arweiniad deinamig ac addysgu ysbrydoledig, yn ganolog i wella ysgolion yn gynaliadwy.

**SG** O'ch profiad personol ac o'ch ymchwil, beth yn eich barn chi yw'r gwaith mwyaf anodd i gorff llywodraethu?

**NG** Yn ddiddorol ddigon, rwyf newydd orffen ymchwilio i'r maes hwn – yr hyn mae llywodraethwyr yn meddwl y maen nhw'n ei gyflawni'n dda, a'r hyn sydd fwyaf anodd iddynt. Eu cryfder yn ddi-os yn eu barn nhw oedd cefnogi'r Pennaeth; roeddynt o'r farn eu bod yn gwneud yn dda o ran cynghori'r Pennaeth, ond roeddynt yn poeni fwyaf am eu rôl o ran atebolrwydd – sut roeddynt yn egluro eu penderfyniadau i ddisgyblion, rhieni, yr Awdurdod Addysg Lleol ac ati. Roeddynt hefyd yn teimlo'n anghyfforddus wrth herio'r Pennaeth ynghylch materion lle nad oeddynt wir yn cytuno ag ef/hi.

**SG** Rydym yn gwybod bod rhai ysgolion yn cael trafferthion wrth recriwtio llywodraethwyr, felly petai rhywun yn gofyn i chi "Pam dylwn i ddod yn llywodraethwr ysgol?" beth fyddai eich ateb?

**NG** Wel, dydy fy ateb i'r cwestiwn hwn, yn wahanol i'r un olaf, ddim wedi'i seilio ar ymchwil o gwbl! Ond yn fy mhrofiad i, mae'n gwbl anghywir i ddweud rhywbeth fel "mae'n waith rhwydd iawn na fydd yn cymryd llawer o'ch amser chi". Y neges y mae hyn yn ei chyfleu yw nad yw llywodraethu ysgolion cyn bwysiced â hynny, a pham fyddai unrhyw un eisiau ymgymryd â gwaith, pa mor rhwydd bynnag ydy e, nad yw o unrhyw bwys. I'r gwrthwyneb, buaswn yn dweud bod gan lywodraethwyr ysgolion rôl hanfodol ym myd addysg, ac mewn gwirionedd gallant wneud gwahaniaeth go-iawn i fywydau plant. Ac fe hoffwn ddweud wrthyn nhw am y nifer o gyfarfodydd y byddai'n debygol iddynt orfod eu mynychu. Cofiwch chi, fe fyddwn hefyd yn sôn am y wefr y mae llywodraethwyr yn ei chael mewn nosweithiau gwobrwyo a chyngherddau ysgolion, ac ati, lle gallant deimlo'n wirioneddol iddynt gyfrannu i fywydau cymaint o bobl ifainc.

**SG** Iawn Nigel, rwy'n mynd i ofyn ichi rag-weld y dyfodol. Sut rydych chi'n gweld safle llywodraethwyr ysgolion yn datblygu dros yr ychydig flynyddoedd nesaf?

**NG** Rwy'n obeithiol iawn ynghylch hyn. Yn gyntaf, rwyf wedi gweld unigolion a ddaeth yn llywodraethwyr yn tyfu ac yn datblygu'n bersonol ac yn broffesiynol. Mae pobl a allai fod wedi gadael yr ysgol heb unrhyw gymwysterau, wedi iddynt ddod yn llywodraethwyr ysgolion yn sylweddol bod ganddynt lawer mwy o allu nag yr oeddynt yn ei gredu erioed, ac mae rhai hyd yn oed yn dechrau cyrsiau sy'n arwain at gymwysterau a gyrfa newydd. A hyd yn oed lle nad yw pobl yn dilyn cyrsiau penodol, mae hyder a fagwyd drwy weithgareddau llywodraethwyr wedi'u harwain i ddatblygu eu sgiliau a'u gallu'n wirioneddol. Fe welaf y math yma o beth yn digwydd fwyfwy.

Yn ail, ac yn berthnasol iawn i'r pwynt cyntaf, rwy'n credu y bydd cymunedau'n elwa fwyfwy wrth i lywodraethwyr eu hysgol leol ddatblygu gweledigaeth ar gyfer eu cymuned a'r ysgol ar y cyd. Wedi'r cyfan, mae ysgolion wrth galon cymunedau. Ac yna gyda lwc, a chyda'r sgiliau y maen nhw wedi'u caffael wrth fod yn llywodraethwyr – y gallu i gyfathrebu, cynllunio a monitro – gallent wedyn wireddu eu gweledigaeth.