Prifysgol Cymru
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Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

www.athrofa.cymru

Y Dysgwr: pwy ydw i’n ei addysgu?
The Learner: who am I teaching?

Cyflwyniad –

- **Datblygiad plant 0-19**
- **Natur gyfannol dysgu**

Introduction -

- **Child development 0-19**
- **The holistic nature of learning**

Beth ydych yn ei ddeall wrth ‘natur gyfannol dysgu?’
What do you understand by ‘the holistic nature of learning?’

Datblygiad plant / Child development

Gellir esbonio datblygiad plant fel astudiaeth o newidiadau o ganlyniad i **aeddfedu** (gan ddilyn y cynllun genetig) a **dysgu** (newidiadau o ganlyniad i brofiadau).

Child development can be said to be the study of changes due to **maturation** (following the genetic plan) and **learning** (changes due to experience).

Beth sy’n effeithio ar ddatblygiad plant 0-19?

- **Tyfu /**

What affects child development 0-19?

Human development is a cultural process. As a biological species, humans are defined in terms of our cultural participation. We are prepared by both our cultural and biological heritage to use language and other tools and to learn from each other.

Barbara Rogoff (2003:03)

Y tîm o gwmpas y plentyn
The team around the child

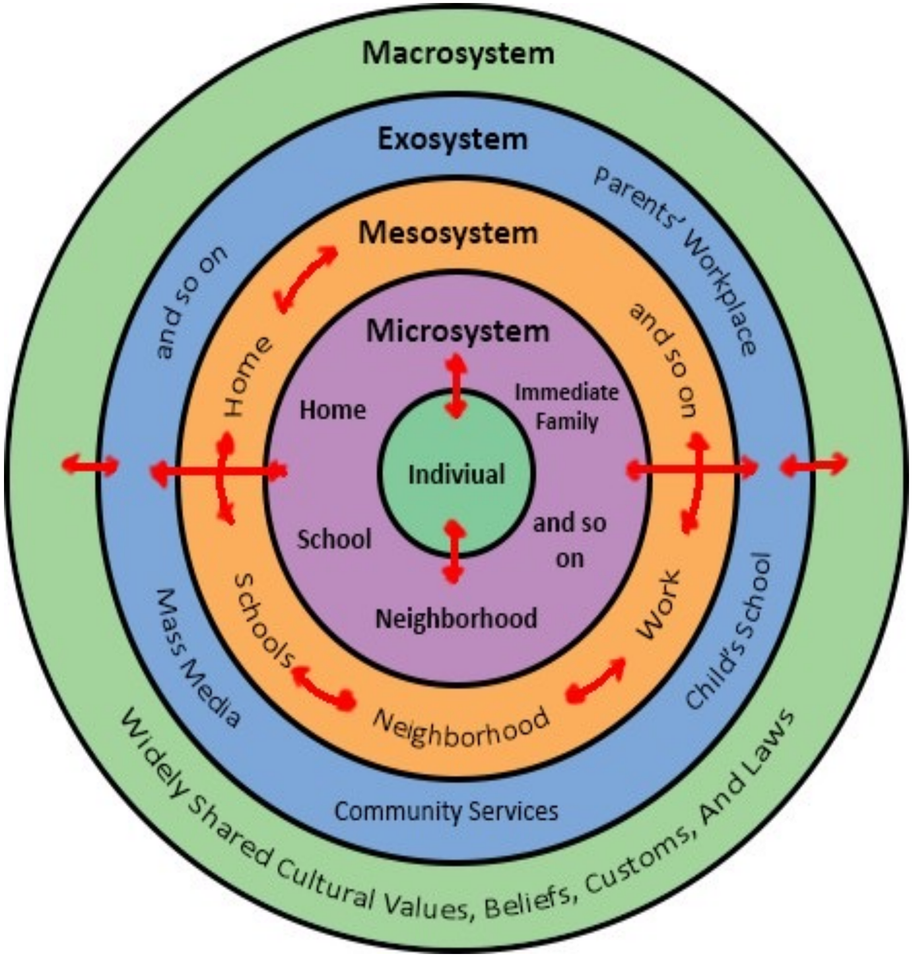
Crëwch ddiagram o'r tîm a'r byd o gwmpas y plentyn gan grwpio'r dylanwadau gwahanol i gategorïau.

Pa ddylanwadau a allai fod y rhai mwyaf?

Create a diagram of the team and the world surrounding the child. Group and categorise the various influences.

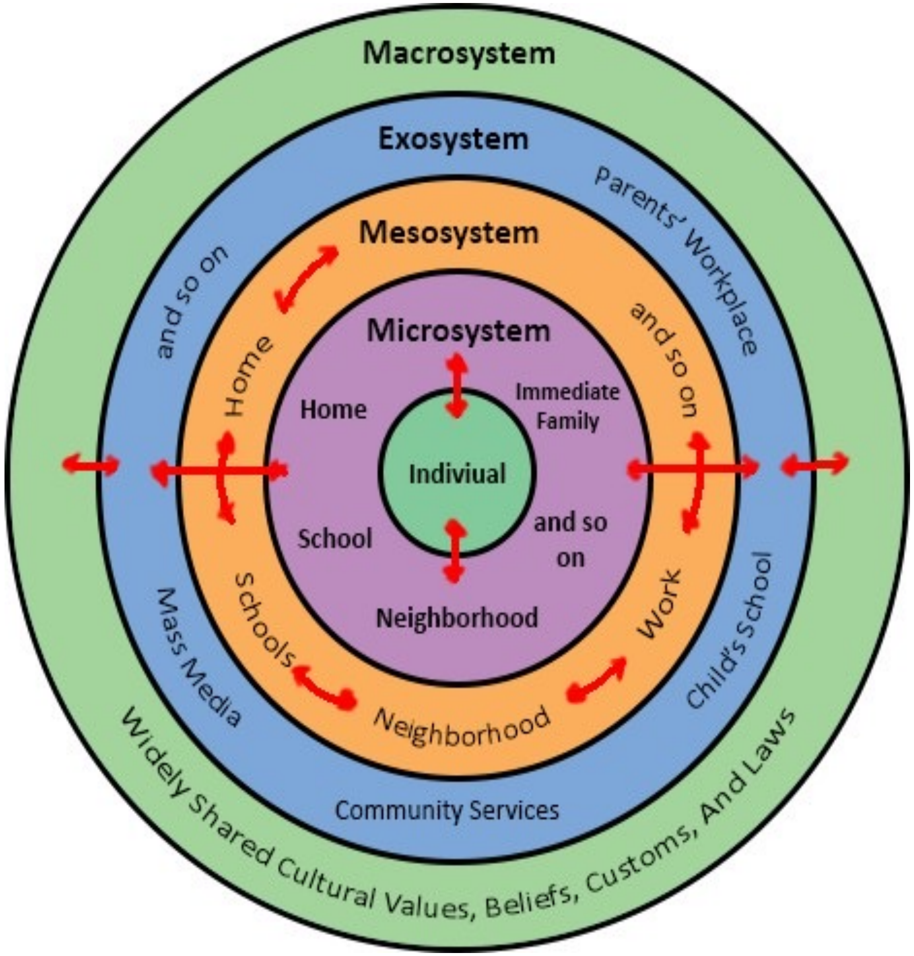
Which influences might be the greatest?

Theori Bronfenbrenner ar Systemau Ecolegol (1979)



- **<u>Microsystem</u>**: teulu a ffrindiau agos y plentyn.
- **<u>Mesosystem:</u>** teulu estynedig, ffrindiau ac athrawon
- **<u>Exosystem:</u>** system ddiwylliannol tu hwnt i'r teulu (capel, eglwys, cyflogwr ac ati).
- **<u>Macrosystem</u>:** y gymdeithas ehangach

Bronfenbrenner’s Ecological Systems Theory (1979)



- **<u>Microsystem</u>**: the child’s own close family & friends
- **<u>Mesosystem:</u>** extended family, friends & teachers
- **<u>Exosystem:</u>** cultural system outside the family (church, employer etc)
- **<u>Macrosystem</u>:** larger society

Beirniadaeth o’r model
Criticism of the model

- Mae rhai beirniad yn meddwl bod angen ychwanegu **cronosystem** (newidiadau dros amser).
- Gwêl eraill yr angen i gynnwys haenen **tu allan i’r macro** i gwmpasu’r modd y gall unigolion ddylanwadu ar eu hunain.

- Some critics consider a **chronosystem** to be a necessary addition (changes over time).
- Others see the need to include an **ex-macro** layer to account for the way individuals may influence themselves.

Prif Ddamcaniaethwyr Datblygiad Plant

- **Jean Piaget** - Rhaid gosod tasgau dysgu sy'n cyd-fynd â lefel datblygu plentyn.
- **Lev Vygotsky** – Dylid sicrhau cyfleoedd cyson ar gyfer rhyngweithio cymdeithasol. Mae cyswllt cymdeithasol yn angenrheidiol ar gyfer datblygiad deallusol.
- **Erik Erikson** - Rhaid i rieni a gofalwyr eraill fod yn ymwybodol o anghenion plant ym mhob cyfnod datblygu ac yn sensitif iddynt, a'u cefnogi trwy gyfnodau o argyfwng.
- **B.F. Skinner** - Gall rhieni a gofalwyr ddylanwadu ar ymddygiad plant trwy ddefnyddio adborth cadarnhaol a negyddol.
- **Albert Bandura** - Mae angen i ofalwyr gynnig esiamplau da i blant allu eu dilyn.
- **Urie Bronfenbrenner** - Pwysigrwydd perthynas sefydlog, gariadus a pharhaus gyda'r gofalwr agosaf. Mae'r amgylchedd yn effeithio ar ddatblygiad.
- **Arnol Gesell** - Pennir datblygiad yn enetig gan "batrymau aeddfedu" cyffredinol sy'n digwydd mewn dilyniant rhagweladwy.

Major Child Development Theorists

- **<u>Jean Piaget</u>** – Children must be given learning tasks appropriate to their level of development.
- **<u>Lev Vygotsky</u>** – Children should be given the opportunity for frequent social interaction. Social contact is essential to intellectual development.
- **<u>Erik Erikson</u>** – Parents & other caregivers must be aware of, and sensitive to, children's needs at each stage of development and support them through crises.
- **<u>B.F. Skinner</u>** – Parents and other caregivers can affect a child's behavior through the use of negative and positive feedback.
- **<u>Albert Bandura</u>** – Caregivers must provide good examples for children to follow.
- **<u>Urie Bronfenbrenner</u>** – Child's primary relationship with a caregiver needs to be stable, loving, and lasting. Environment affects development.
- **<u>Arnold Gesell</u>** - Development genetically determined by universal "maturation patterns" which occur in a predictable sequence.

Mae rhannu datblygiad yn gamau yn rhagdybio 'norm'

Sut mae athrawon yn parhau'r syniad o 'norm'?

Beth os na ellir gosod disgybl o fewn y 'norm?'

A ydy ein hasesiadau wedi'u seilio ar 'norm?'

Beth yw'r 'norm' o ran datblygiad plant?

Beth yw problemau fframwaith cysyniadol datblygiad plant sydd wedi ei strwythuro yn ôl oed?

Dividing development into stages presupposes a 'norm'

How do teachers perpetuate the idea of a 'norm'?

What if a pupil does not fit into the 'norm'?

Are our assessments based on a 'norm'?

What is the 'norm' in regard to a child's development?

What are the problems of a conceptual framework of child development structured by age?

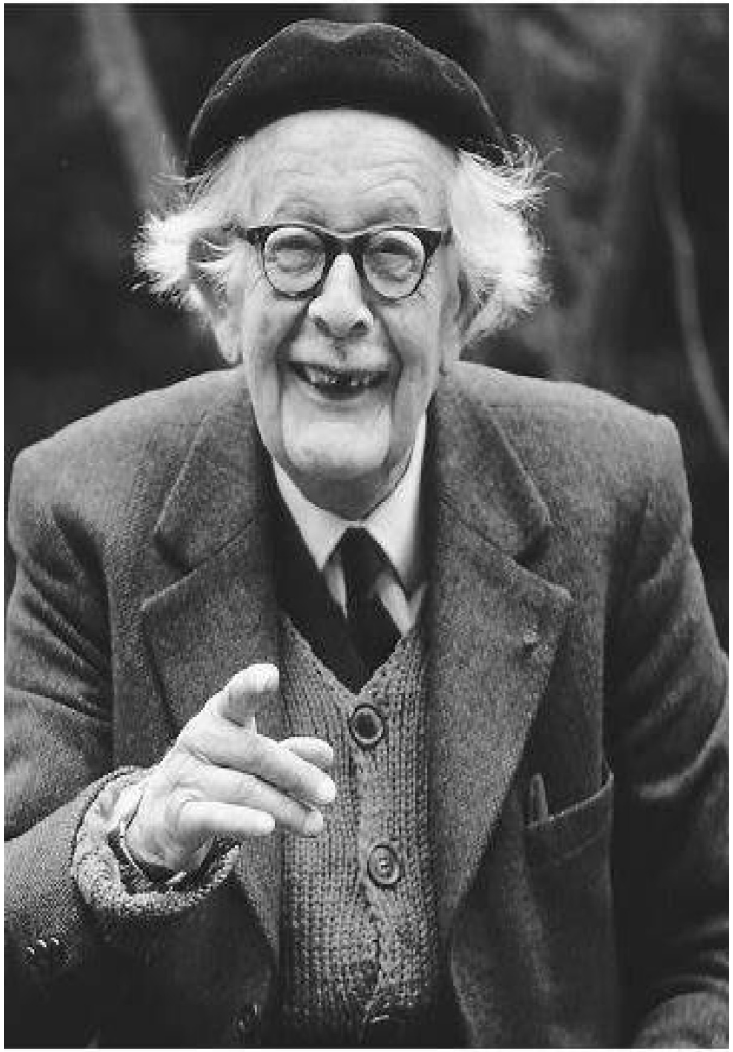
Piaget's Periods of Cognitive Development

Birth to 2 years	Sensori-motor	Uses senses and motor skills, items known by use	Object permanence learned
2-6 yrs	Pre-operational	Symbolic thinking, language used; egocentric thinking	Imagination/ experience grow, child de-centers
7-11 yrs	Concrete operational	Logic applied, has objective/rational interpretations	Conservation, numbers, ideas, classifications
12 yrs to adulthood	Formal operational	Thinks abstractly, hypothetical ideas (broader issues)	Ethics, politics, social/moral issues explored

Pwyntiau ynghylch dadansoddi beirniadol

- Astudiodd Piaget ei blant ei hun a phlant ei gyd-weithwyr yng Ngenefa.
- Efallai na werthfawrogai alluoedd gwybyddol plant yn llawn.
- Anwybyddodd rôl lleoliad cymdeithasol yn natblygiad plentyn.
- Mae cred Piaget bod datblygiad gwybyddol yn digwydd trwy aeddfedu'n unig wedi cael ei herio.

Points on critical analysis



Piaget studied his own children and the children of his colleagues in Geneva.

Piaget might have underestimated children's cognitive abilities.

Piaget ignored the role of social setting on a child's development.

Piaget's belief that cognitive development happens purely through maturation has been challenged.

Rhaglen Plant Iach Cymru – Nodau allweddol

- Cyflwyno negeseuon allweddol ynghylch iechyd cyhoeddus o'r adeg y caiff plentyn ei genhedlu nes y bydd yn 7 oed, fel bod teuluoedd yn cael cymorth i wneud dewisiadau a fydd yn gwella eu hiechyd hirdymor.
- Hybu ymlyniad a bondio er mwyn cefnogi perthynas gadarnhaol rhwng rhieni a'u plant, a fydd yn arwain at ymlyniad emosiynol cadarn i blant.
- Hybu gwydnwch ac iechyd emosiynol y fam a'r teulu.
- Cynorthwyo a grymuso teuluoedd i wneud dewisiadau deallus er mwyn darparu amgylchedd diogel a meithringar.
- Cynorthwyo plant i gyrraedd yr holl gerrig milltir o ran twf a datblygiad, a fydd yn eu galluogi i fod yn barod ar gyfer yr ysgol.
- Cynorthwyo'r broses o bontio i amgylchedd yr ysgol.
- Diogelu plant rhag afiechydon plentyndod y mae modd eu hosgoi, drwy drefniadau imiwneiddio cyffredinol.
- Sicrhau y caiff problemau corfforol, problemau metabolig a phroblemau'n ymwneud â thwf neu ddatblygiad eu canfod yn gynnar drwy raglen sgrinio gyffredinol briodol.

0-7

Healthy Child Wales Programme Key Priorities

- To deliver key public health messages from conception to 7 years, so that families are supported to make long term health enhancing choices.
- To promote bonding and attachment to support positive parent- child relationships resulting in secure emotional attachment for children.
- To promote positive maternal and family emotional health and resilience.
- To support and empower families to make informed choices in order to provide a safe, nurturing environment.
- To assist children to meet all growth and developmental milestones enabling them to achieve school readiness.
- To support the transition into the school environment.
- To protect them from avoidable childhood diseases through a universal immunisation.
- To ensure early detection of physical, metabolic, developmental or growth problems through an appropriate, universal screening programme.

0-7

Buddsoddi 0-7?

Rhannwch a thrafod

Pam dylai gwledydd wneud hyn?

https://www.worldbank.org/en/topic/earlychildhooddevelopment

Invest 0-7?

- Split and discuss

Why should countries want to do this?

https://www.worldbank.org/en/topic/earlychildhooddevelopment

Y plentyn

- Tynnwch lun o ‘blentyn’ a dewis ei oedran.
- Ar un ochr nodwch ei holl anghenion mewn perthynas ag agweddau datblygiad cyfannol.
- Ar yr ochr arall, meddyliwch sut gallech chi fel athro ddatblygu’r agweddau hynny?

The child

- Draw a ‘child’ and choose his/her age.
- Write down on one side all of the needs related to the aspects of holistic development
- On the other side, think about how you as a teacher might develop those aspects.

Sefydliad Iechyd y Byd
World Health Organization

- "Children represent the future, and ensuring their physical, socio-emotional and language and cognitive development ought to be a priority for all societies. Children are particularly vulnerable to malnutrition and infectious diseases, many of which can be effectively prevented or treated."

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