Partneriaeth Dysgu Proffesiynol Yr Athrofa
Yr Athrofa Professional Learning Partnership
Trawsnewid Addysg Gyda'n Gilydd Transforming Teaching Together

Learning Journal Guidance 26-27

Pwrpas a Gwerth

Mae'r Dyddlyfr Dysgu yn offeryn adfyfyriol sy'n cefnogi darpar athrawon i ddatblygu eu hunaniaeth broffesiynol, olrhain eu cynnydd ac ymgymryd â dysgu proffesiynol ystyrlon. Mae'n cyd-fynd â'r Safonau Proffesiynol ar gyfer Addysgu ac Arweinyddiaeth yng Nghymru ac yn cefnogi agweddau allweddol ar Safonau Proffesiynol y CGA a meini prawf achredu Llywodraeth Cymru, gan gynnwys adfyfyrio strwythuredig, ymateb i adborth a dysgu proffesiynol.

Mae ymchwil yn dangos bod adborth a deialog mentoriaid yn cynyddu'n sylweddol werth yr adfyfyrio a gofnodir yn y dyddlyfr, gan helpu darpar athrawon i olrhain eu twf, magu hyder a datblygu llais proffesiynol.

Dylai adfyfyrio effeithiol yn y Dyddlyfr Dysgu:

- symud y tu hwnt i ddisgrifio
- arwain at weithredu
- canolbwyntio ar brofiad y dysgwr
- datblygu drwy ddeialog broffesiynol gyffredin

Canfu gwaith peilot partneriaeth diweddar fod awgrymiadau adfyfyrio strwythuredig yn cefnogi darpar athrawon i feddwl yn fwy dwfn am eu hymarfer, gwneud newidiadau i'w haddysgu, rhoi mwy o sylw i brofiadau dysgwyr a datblygu hyder yn eu dysgu proffesiynol. Tynnodd y gwaith peilot sylw hefyd at y rôl bwysig y mae mentoriaid yn ei chwarae wrth gefnogi meddwl adfyfyriol drwy ddeialog ac adborth rheolaidd.

Mae'r Dyddlyfr Dysgu, felly, yn fwy na chofnod o ddigwyddiadau. Mae'n offeryn dysgu proffesiynol cyffredin sy'n cefnogi adfyfyrio, deialog a datblygiad parhaus drwy gydol y lleoliad.

Sut i Ddefnyddio'r Dyddlyfr Dysgu

Cofnodi Adfyfyrio

- Dylai darpar athrawon wneud cofnodion rheolaidd yn y Dyddlyfr Dysgu drwy gydol eu lleoliad. Disgwylir i fentoriaid ymgysylltu'n rheolaidd â'r cofnodion drwy sylwadau, cwestiynau a deialog adfyfyriol.
- Gellir cofnodi adfyfyrio ehangach (y tu hwnt i wersi a addysgir) yn ddyddiol fel y bo'n briodol, a gall gynnwys sgyrsiau gyda rhieni/gofalwyr, arsylwadau o aelodau eraill o staff,

rhyngweithiadau â chydweithwyr neu gymheiriaid, adfyfyrio ar ddarllen ehangach, targedau personol ac ystyriaethau cynllunio.

- Dylai adfyfyrio ganolbwyntio ar gynnydd plant yn ogystal â safonau addysgu.
- Mae cofnodion byr, â ffocws yn dderbyniol, yn enwedig yn ystod cyfnodau prysur. Y pwyslais yw ansawdd yr adfyfyrio, nid maint na nifer y cofnodion.

Deialog Ddwyffordd

- Dylai'r Dyddlyfr Dysgu weithredu fel dogfen broffesiynol gyffredin lle mae darpar athrawon a mentoriaid yn cymryd rhan mewn deialog adfyfyriol barhaus.
- Disgwylir i ddarpar athrawon ddefnyddio'r dyddlyfr yn rheolaidd i gofnodi adfyfyrio, cwestiynau, arsylwadau ac egin feddwl proffesiynol.
- Disgwylir i fentoriaid ymgysylltu'n rheolaidd â chofnodion y dyddlyfr a'u defnyddio'n sail i drafodaeth broffesiynol. Gall hyn gynnwys gofyn cwestiynau archwiliol, annog dadansoddiad dyfnach, tynnu sylw at brofiad y dysgwr, nodi cryfderau a chefnogi'r darpar athro i benderfynu ar y camau nesaf.
- Dylai'r adfyfyrio a gofnodir yn y Dyddlyfr Dysgu lywio cyfarfodydd adfyfyrio wythnosol a sgyrsiau proffesiynol o ddydd i ddydd. Y Dyddlyfrau Dysgu mwyaf effeithiol yw'r rhai lle mae ysgrifennu adfyfyriol a deialog broffesiynol yn gweithio gyda'i gilydd i gefnogi twf proffesiynol.

Disgwyliadau Proffesiynol o ran Defnyddio'r Dyddlyfr Dysgu

- Rhaid i'r Dyddlyfr Dysgu fod ar gael i Fentoriaid Dosbarth/Pwnc ac aelodau eraill o staff bob amser, ond ni ddylai fod yn hygyrch i ddisgyblion.
- Gan fod y Dyddlyfr Dysgu yn ddogfen broffesiynol, er nad yw'n ddogfen ffurfiol, rhaid defnyddio iaith briodol ac ni ddylid enwi aelodau staff na phlant.
- NID "Rhestr o Bethau i'w Gwneud" yw'r Dyddlyfr Dysgu. Os oes angen rhestrau, dylid eu cadw mewn man arall.
- Dylid trafod cynnwys y Dyddlyfr Dysgu yn ystod y Cyfarfod Adfyfyrio Wythnosol.
- Caiff y Dyddlyfr Dysgu ei archwilio o bryd i'w gilydd gan diwtoriaid y Brifysgol, Arweinwyr Rhwydwaith ac Uwch Fentoriaid.

Rôl y Mentor

Mae mentoriaid yn chwarae rhan bwysig wrth wneud y mwyaf o werth y Dyddlyfr Dysgu. Mae ymgysylltiad effeithiol gan y mentor yn helpu darpar athrawon i symud y tu hwnt i ddisgrifio, canolbwyntio ar brofiad y dysgwr a nodi camau nesaf ystyrlon yn eu dysgu proffesiynol.

Dylai mentoriaid:

- ymgysylltu'n rheolaidd â chofnodion y Dyddlyfr Dysgu
- defnyddio cwestiynau ac adborth i annog adfyfyrio dyfnach
- canolbwyntio trafodaethau ar brofiadau a chynnydd dysgwyr
- cefnogi darpar athrawon i nodi cryfderau, meysydd i'w datblygu a'r camau nesaf
- defnyddio cofnodion y Dyddlyfr Dysgu yn sail i ddeialog broffesiynol barhaus
- modelu meddwl adfyfyriol ac ysgrifennu adfyfyriol pan fo'n briodol

- helpu darpar athrawon i ddewis a defnyddio awgrymiadau adfyfyrio, yn enwedig yn ystod camau cynnar y lleoliad
- darparu sgaffaldau ar gyfer meddwl adfyfyriol drwy ddefnyddio awgrymiadau a chwestiynu i symud yr adfyfyrio y tu hwnt i ddisgrifio
- lleihau'r cymorth yn raddol wrth i ddarpar athrawon ddatblygu'n ymarferwyr adfyfyriol mwy hyderus ac annibynnol.

Bwriedir i'r Dyddlyfr Dysgu fod yn offeryn dysgu proffesiynol cyffredin. Er bod darpar athrawon yn gyfrifol am gofnodi eu hadfyfyrio, mae ymgysylltiad mentoriaid yn helpu i ddyfnhau meddwl adfyfyriol ac atgyfnerthu'r cysylltiad rhwng adfyfyrio, deialog broffesiynol a gwelliannau mewn ymarfer.

Awgrymiadau i **Ddarpar Athrawon** a **Mentoriaid** er mwyn Cefnogi Adfyfyrio Darpar Athrawon:

Mae'r awgrymiadau canlynol wedi'u cynllunio i gefnogi adfyfyrio sy'n:

- symud y tu hwnt i ddisgrifio
- arwain at weithredu
- canolbwyntio ar brofiad y dysgwr
- datblygu drwy ddeialog broffesiynol gyffredin.

Cynlluniwyd yr awgrymiadau hyn i sgaffaldio meddwl beirniadol a chefnogi dysgu trawsnewidiol. Eu nod yw cefnogi darpar athrawon i symud o ddisgrifio i ddadansoddi, gan alluogi twf proffesiynol ystyrlon.

Mae awgrymiadau i fentoriaid wedi'u cynnwys ar ffurf cwestiynau hyfforddi y gellir eu defnyddio i ymestyn meddwl, cefnogi sgyrsiau adfyfyriol a helpu darpar athrawon i nodi'r camau nesaf yn eu datblygiad proffesiynol.

Themâu adfyfyriol	Adfyfyrio y darpar athro	Awgrymiadau'r mentor
Sylwi ac adfyfyrio	Rwyf wedi sylwi bod... Rwy'n sylwi ar batrwm yn.. Dwi ddim yn deall... Rwy'n meddwl a yw..	Pa dystiolaeth sy'n ategu hyn? Beth wnaeth i chi sylwi ar hynny? Ai rhywbeth un-tro yw hwn neu batrwm? Beth allai fod yn esboniad arall?
Heriau ac archwilio	Rwy'n cael fy herio gan... Hoffwn archwilio... Rydw i wedi ceisio... Ond nid oedd yn gweithio.	Beth allai fod yn cyfrannu at hyn? Beth allech chi ei archwilio nesaf? Pa gymorth neu ddysgu allai helpu?
Profiad y Dysgwr	Pa dystiolaeth sy'n awgrymu bod dysgwyr wedi profi llwyddiant, her neu ymgysylltu? Beth ddywedodd disgyblion wrthyf yn uniongyrchol, neu'n anuniongyrchol am ddysgu heddiw? Sut mae profiadau'r dysgwr yn cymharu â fy ngwerthusiad fy hun o'r dysgu?	Beth wnaeth y dysgwyr ei ddweud neu ei wneud i wneud i chi feddwl hyn? Pa ddysgwyr a brofodd y dysgu yn wahanol a pham? Sut wyt ti'n gwybod?
Cryfderau a chynnydd	Roeddwn i'n teimlo'n hyderus pan oeddwn i... oherwydd... Eiliad a ddangosodd fy mod i'n datblygu oedd... Rhywbeth wnes i ei drin yn well yr wythnos hon oedd... Rwy'n falch fy mod i / y dysgwyr..	Pa gynnydd ydych chi wedi'i wneud? Pa gryfderau sy'n dod i'r amlwg? Beth byddech chi wedi ei gael yn anodd ychydig wythnosau yn ôl y gallwch chi ei wneud yn fwy hyderus?
Gweithredu ac effaith	Byddaf... fel y... Byddwn i'n gwybod ei fod yn gweithio pe bawn i'n gweld... Sut bydda i'n gwybod a yw'r dysgwyr wedi elwa?	Pa effaith gafodd hyn ar ddysgwyr? Sut ydych chi'n gwybod? Beth byddwch chi'n parhau ag e, ei addasu neu'i newid?
Hunaniaeth Broffesiynol	Roeddwn i'n teimlo'n fwyaf fel athro pan... Strategaeth a wnaeth roi hwb i'm hyder heddiw oedd... Adborth sydd wedi dylanwadu ar fy meddwl oedd... Rwy'n dechrau gweld fy hun yn athro sydd...	Beth byddwch chi'n ei geisio nesaf? Beth fyddai'n eich helpu i deimlo'n fwy hyderus? Sut gallwn ni eich cefnogi i'r cam nesaf?

Dangosir isod enghreifftiau o Ddyddlyfrau Dysgu sy'n dangos adfyfyrio effeithiol.

Using an Enquiry-Based Display

I observed an effective display in another school where learning was centred around an overarching enquiry question. I noticed how this supported problem solving, curiosity and deeper thinking within the classroom. I would like to introduce this in my own classroom to support learners in making meaningful connections and taking greater ownership of their learning.

- I have noticed that an enquiry question helps promote deeper thinking and problem solving.
- I have noticed that learners are more engaged when learning is driven by curiosity and questioning.
- I'm noticing a pattern that my displays often focus on outcomes rather than the thinking behind learning.
- I am challenged by how to make the enquiry question accessible for all learners.
- I will introduce an overarching enquiry question display so that learners can explore ideas and make connections.
- Success for me would look like children thinking deeply, with support staff using key questions and prompts to promote this deeper learning through their role as enabling adults.
- I'd know it was working if other staff, families and visitors are able to question the children, and the display is used as a tool for ongoing reflection and deeper conversations.

Llanelli Wetlands Centre Trip

We visited Llanelli Wetlands Centre for a day of outdoor learning. In the morning, we walked around the grounds and did some bird watching. The children used binoculars in the watch tower and at the lookout points, which they really enjoyed. We also saw the flamingos, which the children thought were funny (and very smelly!). They also loved feeding the ducks using the bird food at the pond. After lunch and a bit of time to play, we went pond dipping in the afternoon. The children used nets to find different creatures in the water and were really excited to see what they could find. Before we left, one of the staff members told a story, which was a nice calm way to end the day.

I really enjoyed this trip and it reminded me how important outdoor learning is. The children were more engaged, especially during things like pond dipping where they could get stuck in.
I also noticed that some children who are usually quieter in the classroom were much more confident outside. Also, the children who are usually busy took interest in the pond dipping and engaged for long periods of time.
It made me realise how valuable these kinds of experiences are, not just for learning but for wellbeing too. I'd definitely like to include trips/outdoor learning in my own teaching in the future.

Caitlin was an amazing help on our trip. She took on the teacher role and supported me when I was dealing with challenging behavior, she took the rest of the children. She was an active staff member who was able to take responsibility, lead groups of children and also delegate tasks to support staff.

Monday 6. 1. 25.

Inset day - Cooperative learning.

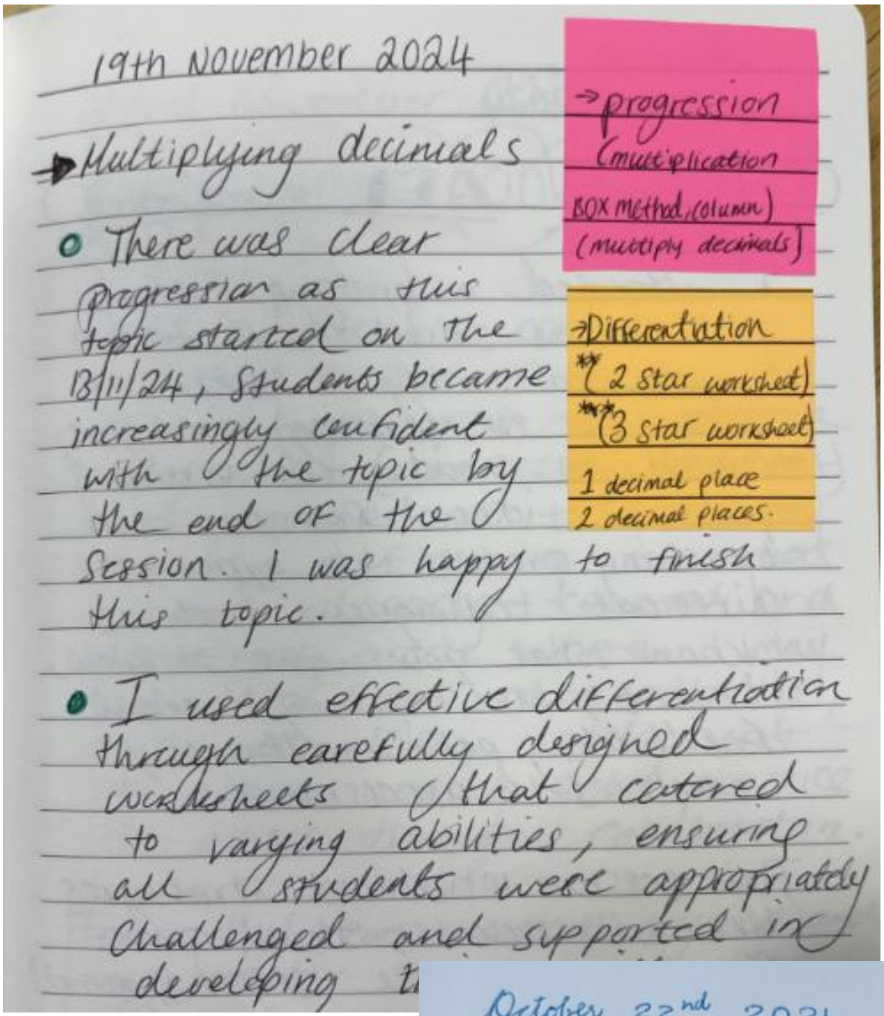
During this inset day all the teaching staff received training in cooperative learning. I personally found this day really helpful. I have learned some different strategies to group children and how to make their collaborative work more successful + purpose-ful.

Tuesday 7. 1. 25.

L.O. - Can I plan a recount of my Christmas holidays?

WWW - I feel like I started this lesson off well - I activated the childrens prior knowledge about the key features of a recount. We started off by going around the the class and I asked each child to tell me one thing about their Christmas holiday that made them happy. The children were engaged and did some lovely work for me.

EBI - Next time I would like to try and have more time to live mark in order for me to be able to provide immediate feedback to the children.



19th November 2024

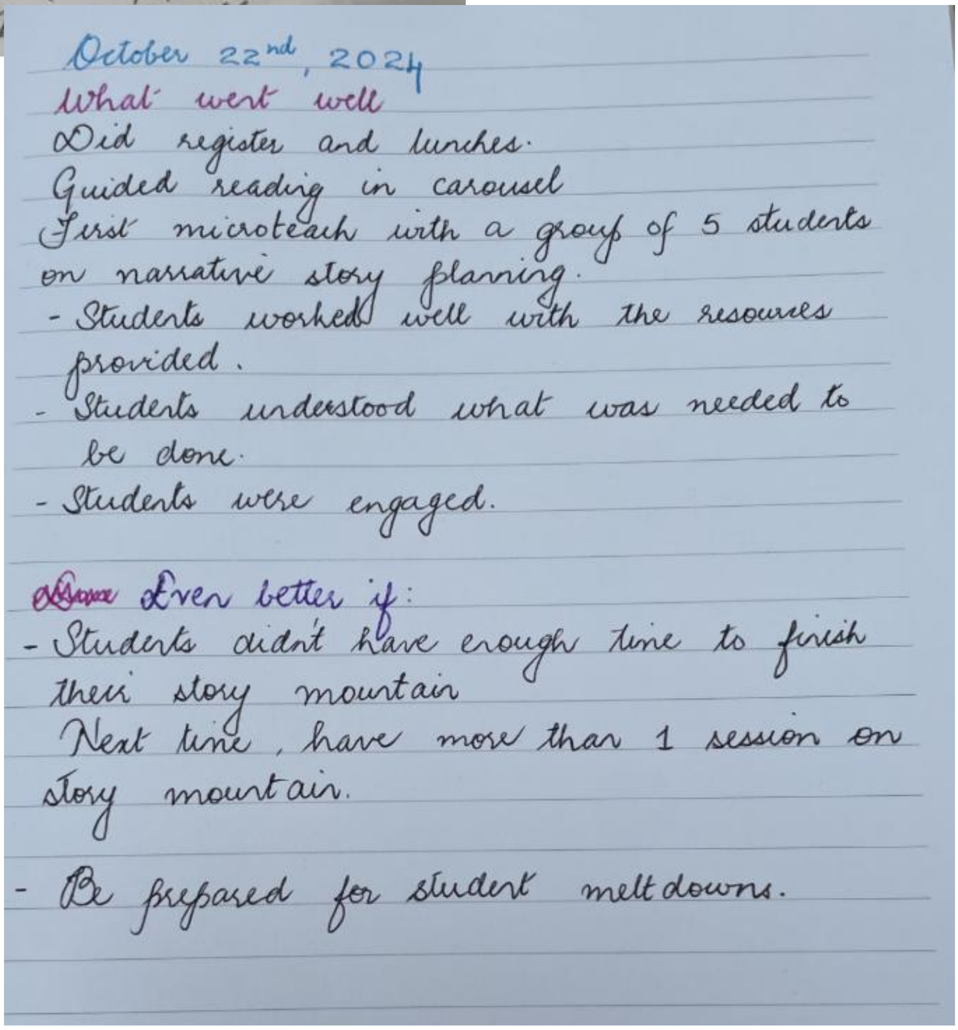
→ Multiplying decimals

- There was clear progression as this topic started on the 13/11/24, students became increasingly confident with the topic by the end of the session. I was happy to finish this topic.

- I used effective differentiation through carefully designed worksheets that catered to varying abilities, ensuring all students were appropriately challenged and supported in developing t

→progression
(multiplication
BOX method, column)
(multiply decimals)

→Differentiation
** (2 star worksheet)
*** (3 star worksheet)
1 decimal place
2 decimal places.



October 22nd, 2024

What went well

Did register and lunches.

Guided reading in carousel

First microteach with a group of 5 students on narrative story planning.

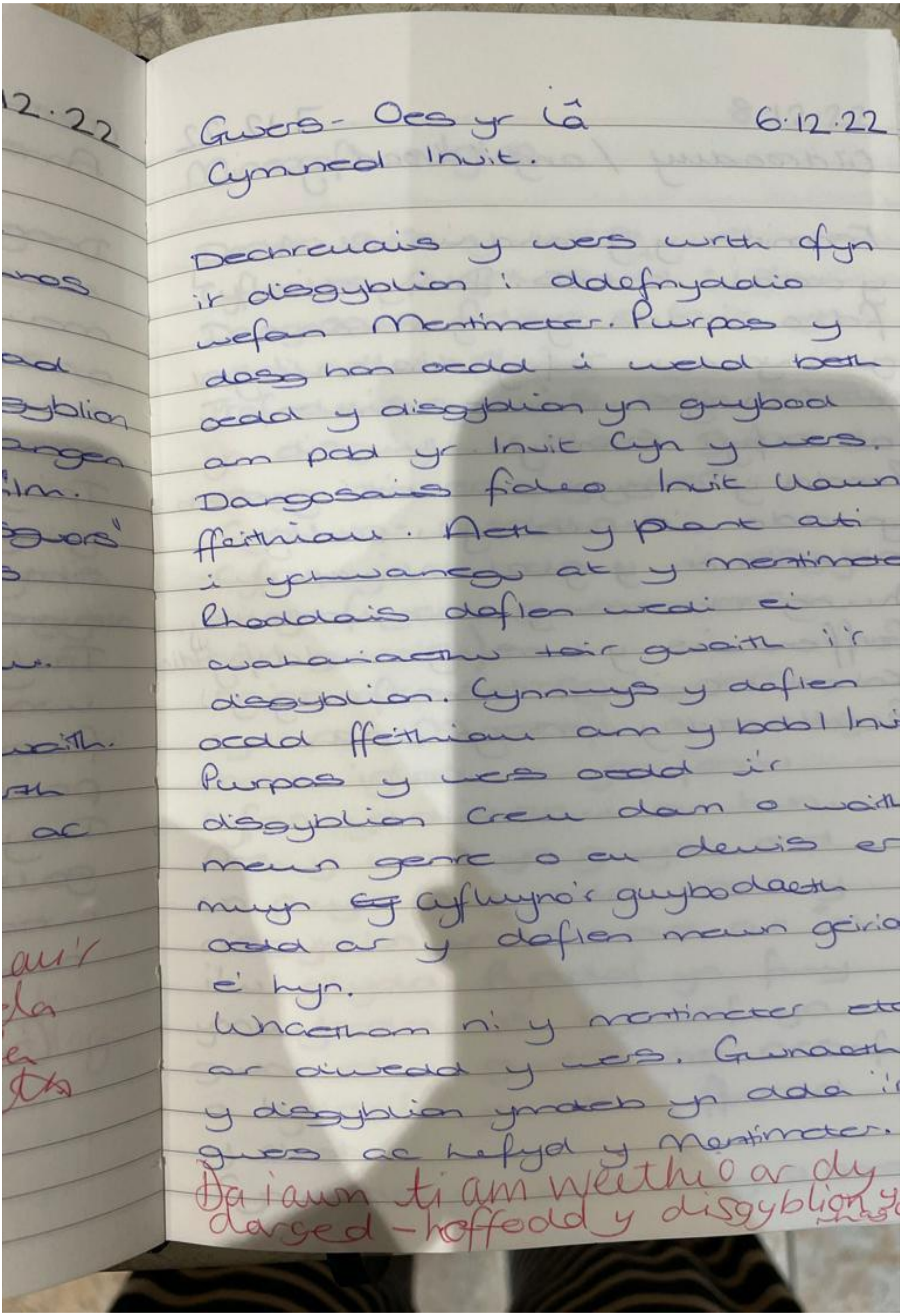
- Students worked well with the resources provided.
- Students understood what was needed to be done.
- Students were engaged.

Even better if:

- Students didn't have enough time to finish their story mountain

Next time, have more than 1 session on story mountain.

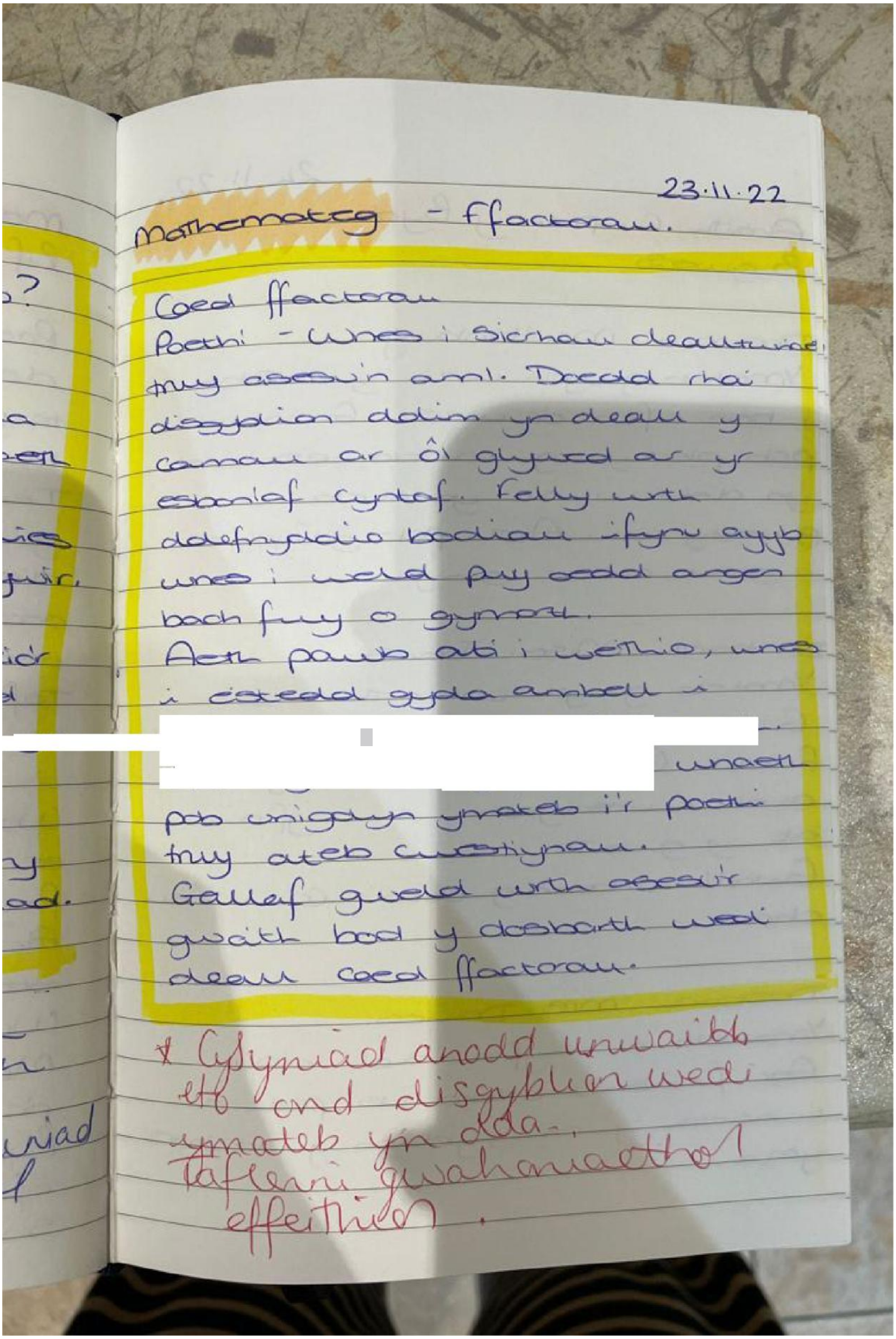
- Be prepared for student meltdowns.



Gwers - Oes yr Iâ 6.12.22
Cymuned Inuit.

Dechreuais y wers wrth ofyn i'r disgyblion i ddefnyddio gwefan Mentimeter. Purpos y dasg hon oedd i weld beth oedd y disgyblion yn gwybod am pobl yr Inuit cyn y wers. Dangosais fideo Inuit llawn ffeithiau. Aeth y plant ati i ychwanegu at y mentimeter. Rhoddais daflen wedi ei wahaniaethu tair gwaith i'r disgyblion. Cynnwys y daflen oedd ffeithiau am y bobl Inui[t]. Purpos y wers oedd i'r disgyblion creu darn o waith mewn genre o eu dewis er mwyn ~~eg~~ cyflwyno'r gwybodaeth oedd ar y daflen mewn geiriau ei hun.
Wnaethom ni y mentimeter eto ar diwedd y wers. Gwnaeth y disgyblion ymateb yn dda i'r gwers ac hefyd y Mentimeter.

Da iawn ti am weithio ar dy darged - hoffodd y disgyblion y[r] [illegible]



23.11.22

Mathemateg - ffactorau.

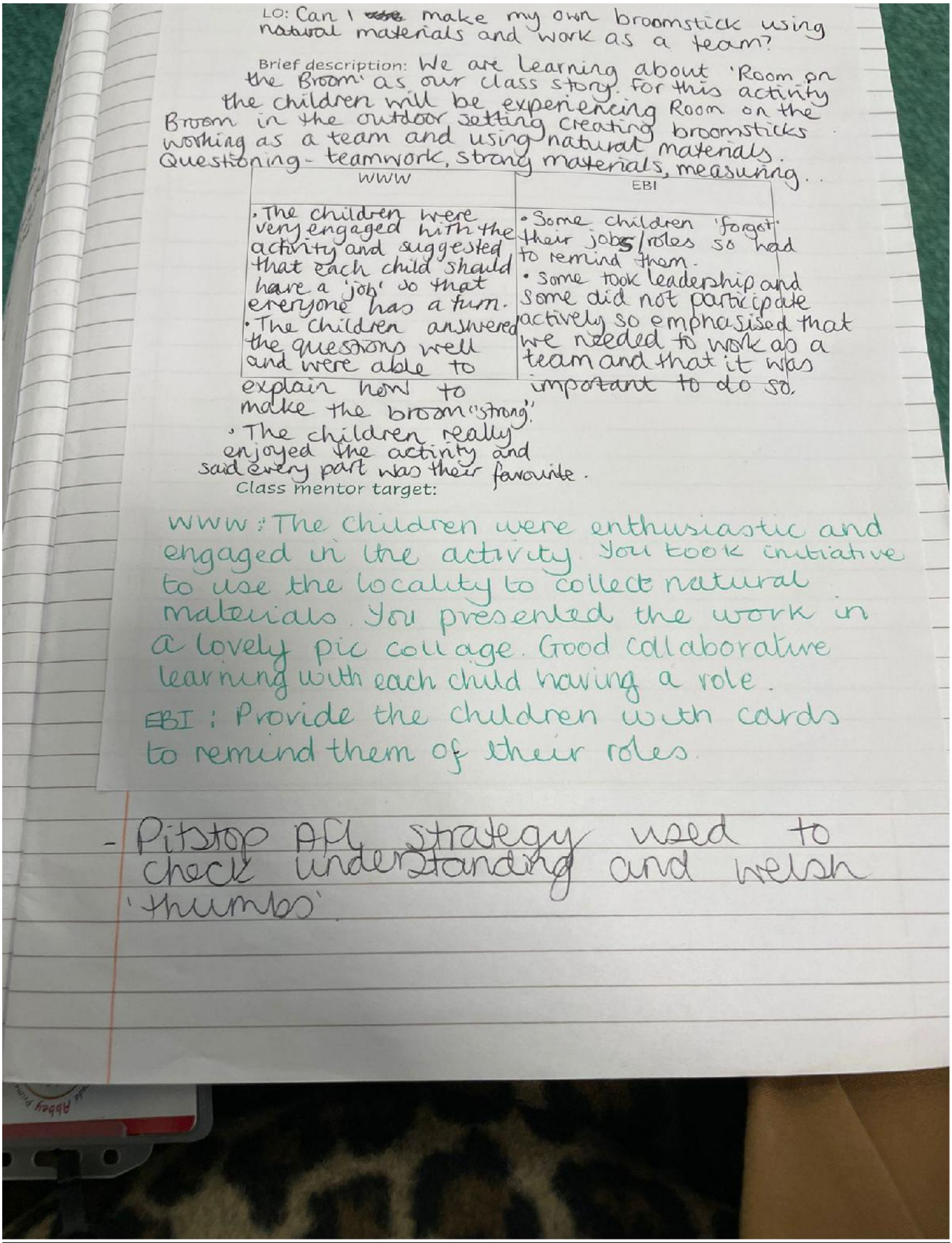
Coed ffactorau

Poethi - wnes i sicrhau dealltwriaeth trwy asesu'n aml. Doedd rhai disgyblion ddim yn deall y camau ar ôl gweithio ar yr esiampl cyntaf. Felly wrth ddefnyddio bodiau i fyny ayyb wnes i weld pwy oedd angen bach fwy o gymorth.

Aeth pawb ati i weithio, wnes i eistedd gyda ambell i [redacted] wnaeth pob unigolyn ymateb i'r poethi trwy ateb cwestiynau.

Gallaf gweld wrth asesu'r gwaith bod y dosbarth wedi deall coed ffactorau.

* Cysyniad anodd unwaith eto ond disgyblion wedi ymateb yn dda. Taflenni gwahaniaethol effeithiol.



LO: Can I ~~we~~ make my own broomstick using natural materials and work as a team?

Brief description: We are learning about 'Room on the Broom' as our class story. For this activity the children will be experiencing Room on the Broom in the outdoor setting creating broomsticks working as a team and using natural materials.
Questioning - teamwork, strong materials, measuring..

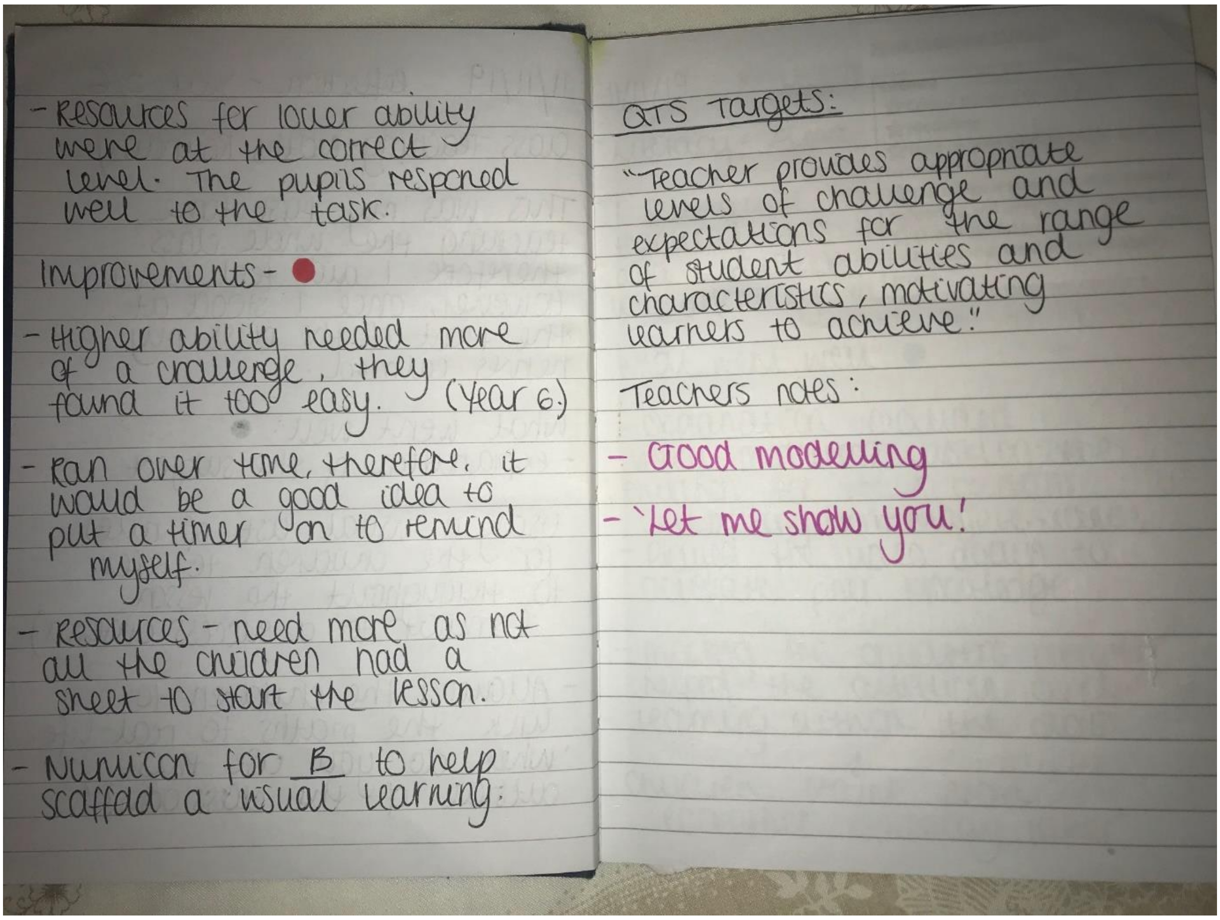
WWW	EBI
• The children were very engaged with the activity and suggested that each child should have a 'job' so that everyone has a turn. • The children answered the questions well and were able to explain how to make the broom "strong". • The children really enjoyed the activity and said every part was their favourite.	• Some children 'forgot' their jobs/roles so had to remind them. • Some took leadership and some did not participate actively so emphasised that we needed to work as a team and that it was important to do so.

Class mentor target:

WWW: The children were enthusiastic and engaged in the activity. You took initiative to use the locality to collect natural materials. You presented the work in a lovely pic collage. Good collaborative learning with each child having a role.

EBI: Provide the children with cards to remind them of their roles.

- Pitstop AfL strategy used to check understanding and welsh 'thumbs'.



- Resources for lower ability were at the correct level. The pupils responded well to the task.

Improvements -

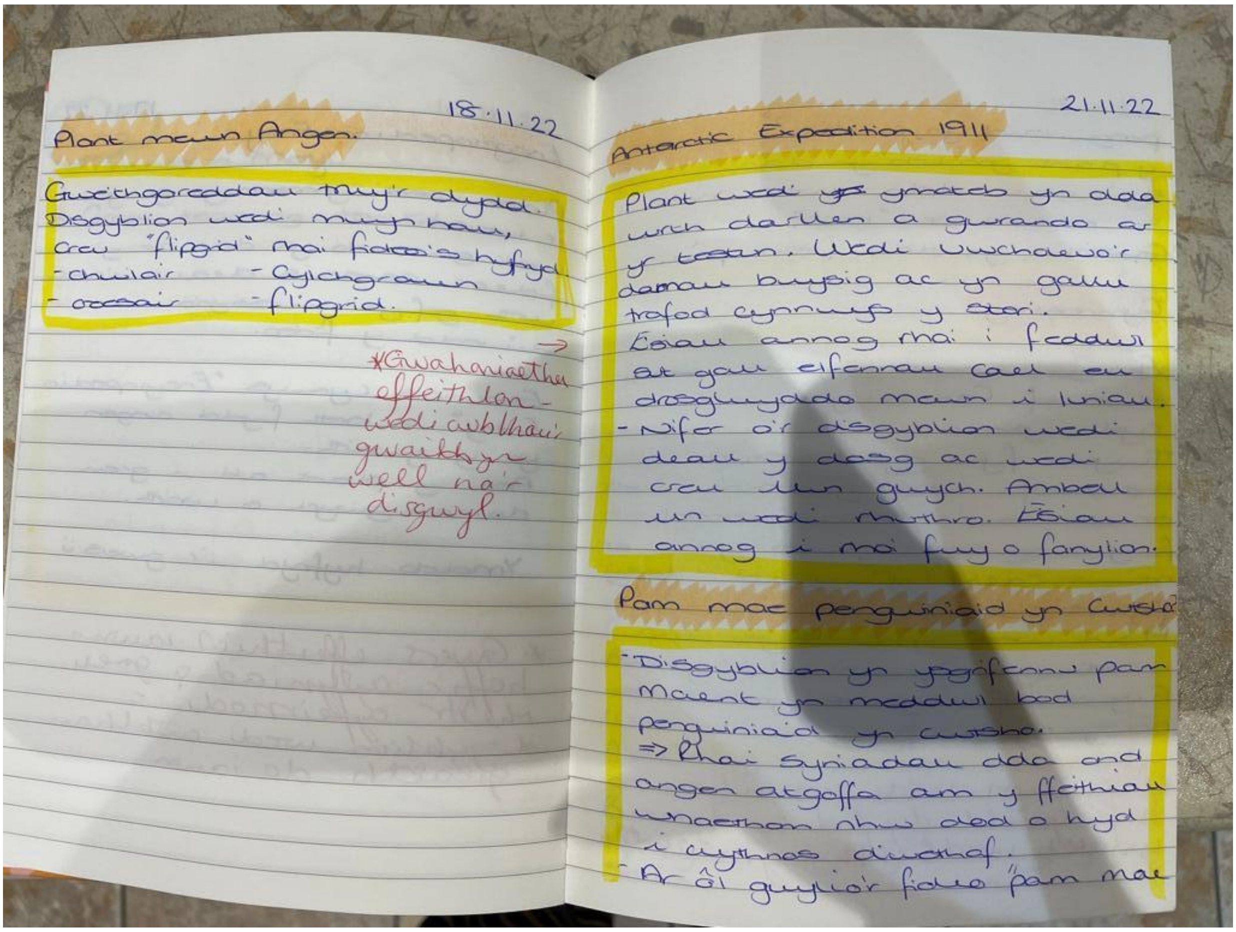
- Higher ability needed more of a challenge, they found it too easy. (Year 6.)
- Ran over time, therefore, it would be a good idea to put a timer on to remind myself.
- Resources - need more as not all the children had a sheet to start the lesson.
- Numicon for B to help scaffold a visual learning.

QTS Targets:

"Teacher provides appropriate levels of challenge and expectations for the range of student abilities and characteristics, motivating learners to achieve."

Teachers notes:

- Good modelling
- 'Let me show you!



18.11.22

Plant mewn Angen.

Gweithgareddau trwy'r dydd. Disgyblion wedi mwynhau, creu "flipgrid" rhai fideo's hyfryd.
- chwilair - Cylchgrawn
- croesair - flipgrid.

*Gwahaniaethu effeithiol - wedi cwblhau'i gwaith yn well na'r disgwyl.

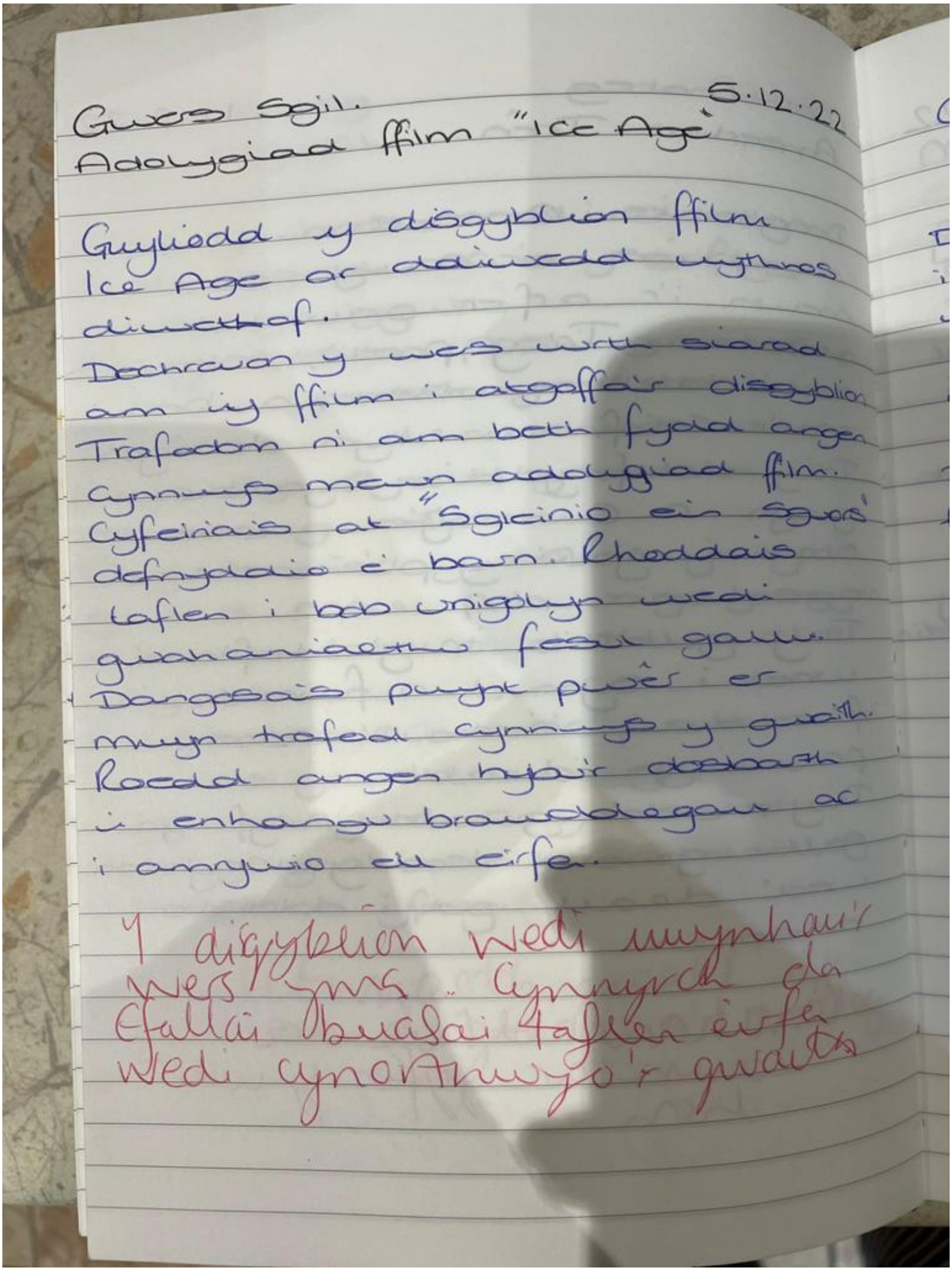
21.11.22

Antarctic Expedition 1911

Plant wedi ymateb yn dda wrth darllen a gwrando ar y testun. Wedi uwcholeuo'r darnau pwysig ac yn gallu trafod cynnwys y stori. Eisiau annog rhai i feddwl at gwahanol elfennau cael eu disgrifiadau mewn i luniau.
- Nifer o'r disgyblion wedi deall y dasg ac wedi creu llun gwych. Ambell un wedi rhuthro. Eisiau annog i roi fwy o fanylion.

Pam mae penguiniaid yn cwtsho?

- Disgyblion yn ysgrifennu pam maent yn meddwl bod penguiniaid yn cwtsho.
  => Rhai syniadau dda ond angen atgoffa am y ffeithiau wnaethom ni dod o hyd i wythnos diwethaf.
- Ar ôl gwylio'r fideo "pam mae



Gwers Sgil. 5.12.22
Adolygiad ffilm "Ice Age"

Gwyliodd y disgyblion ffilm Ice Age ar ddiwedd wythnos diwethaf.
Dechrau'n y wers wrth siarad am y ffilm i atgoffa'r disgyblion. Trafodom ni am beth fydd angen cynnwys mewn adolygiad ffilm. Cyfeiriais at "Sgleinio ein Sgwrs" defnyddio ei barn. Rhoddais taflen i bob unigolyn wedi gwahaniaethu fesul gallu. Dangosais pwynt pŵer er mwyn trafod cynnwys y gwaith. Roedd angen hyfair dosbarth i ehangu brawddegau ac i amrywio eu eirfa.

Y disgyblion wedi mwynhau'r wers yma. Cynnyrch da. Efallai buasai taflen eirfa wedi cynorthwyo'r gwaith.