

Diwrnod 1 -
Sesiwn 1b

Day 1 –
Session 1b

Cymuned y Dysgwr

**The Learner's
Community**

Amcanion y sesiwn Session aims

- Ymgysylltu â dull sy'n seiliedig ar dystiolaeth sy'n cysylltu'r gymuned y mae'r dysgwr yn byw ynddi.
- Datblygu dealltwriaeth ddadansoddol a beirniadol myfyrwyr o'r modd mae ffactorau y tu hwnt i'r ystafell ddosbarth yn dylanwadu ar y dysgu gan ddisgyblion, meddwl academiadd cyfredol a mentrau cyfredol.
- To engage with an evidence-based approach which connects the community in which the learner lives.
- To develop students' analytical and critical understanding of how pupils' learning is influenced by factors beyond the classroom, current academic thinking and contemporary initiatives.

SAC QTS

- **Cysylltiadau gyda Safonau SAC:**
- **Addysgeg:** Mae'r darpar athro'n arddangos gwybodaeth am, ynghyd â dealltwriaeth a phrofiad o, ddisgwyliadau uchel ac arferion effeithiol i ddiwallu anghenion yr holl ddysgwyr, waeth beth fo'u gwahanol anghenion.
- **Addysgeg:** Mae'r darpar athro'n codi ymwybyddiaeth o sut mae profiadau dysgu a deilliannau perfformiad o safon uchel yn arwain at well dysgu a gwell synnwyr o les.
- **Links to QTS Standards:**
- **Pedagogy:** The teacher demonstrates knowledge, understanding and experience of high expectations and effective practice in meeting the needs of all learners, whatever their needs.
- **Pedagogy:** The teacher raises awareness of how high-quality learning experiences and performances outcomes lead to improved learning and a heightened sense of well-being.

Cysylltiadau gyda Safonau SAC:

- **Addysgeg:** Mae'r darpar athro'n codi ymwybyddiaeth o sut mae profiadau dysgu a deilliannau perfformiad o safon uchel yn arwain at well dysgu a gwell synnwyr o les.
- **Arwein- yddiaeth:** Mae'r darpar athro'n arddangos agweddau ac ymddygiadau proffesiynol, gan ddatblygu cydberthnasau cadarnhaol gyda dysgwyr, rhieni/gofalwyr a chydweithwyr, sy'n dangos ymrwymiad personol i'r egwyddorion sylfaenol, sef tegwch a gwneud y mwyaf o botensial pob dysgwr.
- **Arwein- yddiaeth:** Mae'r athro'n arddangos dealltwriaeth o natur cyfrifoldebau o fewn ac ar draws timau ac o gyfraniadau unigolion tuag at ethos yr ysgol a gwireddu gweledigaeth yr ysgol yn llwyddiannus.

Links to QTS Standards:

- **Pedagogy:** The importance of positive involvement of parents/carers and other partners is understood and opportunities are taken to observe and evaluate processes.
- **Leadership:** The teacher demonstrates professional attitudes and behaviours, developing positive relationships with learners, parents/carers and colleagues, which illustrate a personal commitment to the fundamental principles of equity and of maximising the potential of all learners.
- **Leadership:** The teacher demonstrates an understanding of the nature of responsibilities within and across teams and of the contributions individuals make towards the school's ethos and the successful fulfilment of the school's vision.

Tasg/Task

Treuliwch 15 munud yn meddwl am ysgol PAP1.

Meddwl am

Ardal

Diwylliant

Iaith

**Gweithgareddu/ cysylltiadau
cymunedol**

Defnyddiwch y templed "Fy Ysgol PAP" i wneud nodyn o'ch atgofion.

Ystyriwch yr effaith a gafodd y pedwar maes yma ar eich arfer.

Safiwch yn y sianel "ffeiliau i Ysgol PAP"

Spend 15 minutes thinking about your PTE1 school.

Think about

Area

Culture

Language

Community

engagement/links/activities

Use the 'My PTE School' template to make a note of your thoughts.

Consider the impact these four areas had on your practice

Complete using the shared PPT found in files in our channel



F'ysgol PAP1

Effaith ar arfer

Iaith

Effaith
ar arfer

Diwylliant

**Bathodyn
ysgol**

Ardal

Effaith
ar arfer

Gweithgareddau cymunedol

Effaith ar arfer

My PTE 1 School

Impact on practice

Language

Impact
on
practice

Culture

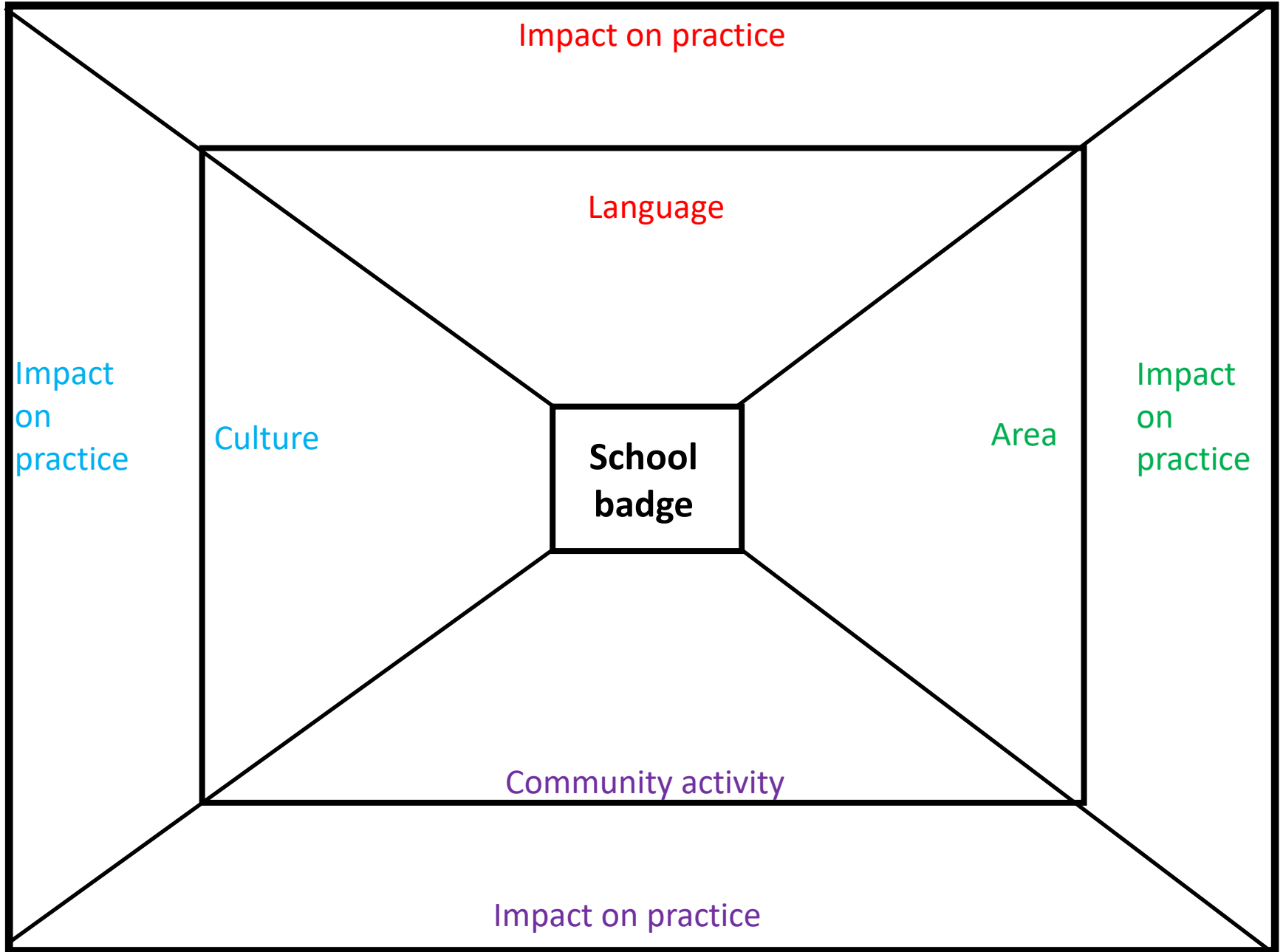
**School
badge**

Area

Impact
on
practice

Community activity

Impact on practice



F'ysgol PAP1

Effaith ar arfer

Iaith

Effaith
ar arfer

Diwylliant

Adborth

**Bathodyn
ysgol**

Ardal

Effaith
ar arfer

Gweithgareddau cymunedol

Effaith ar arfer

My PTE 1 School

Impact on practice

Language

Impact
on
practice

Culture

Feedback

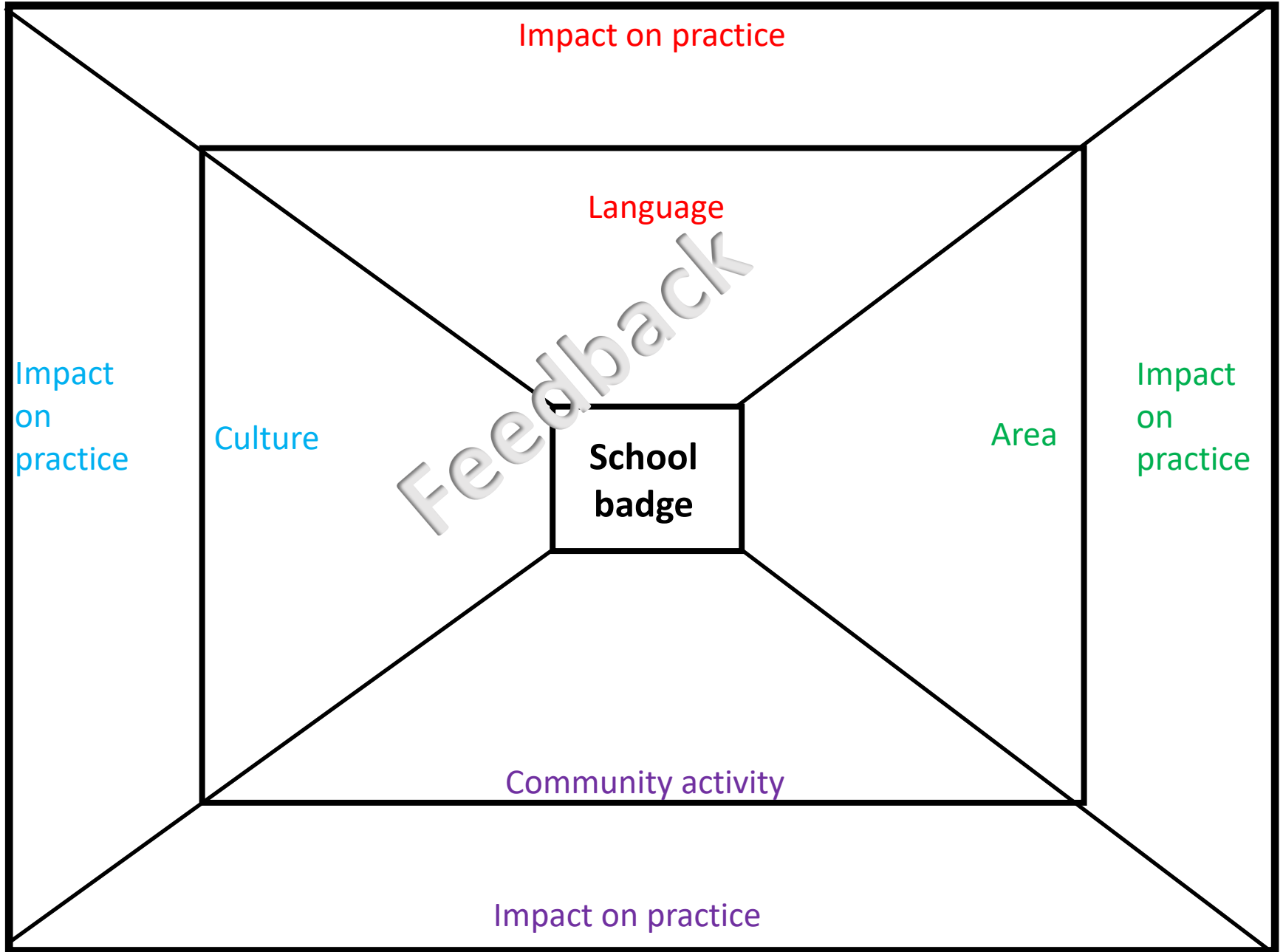
**School
badge**

Area

Impact
on
practice

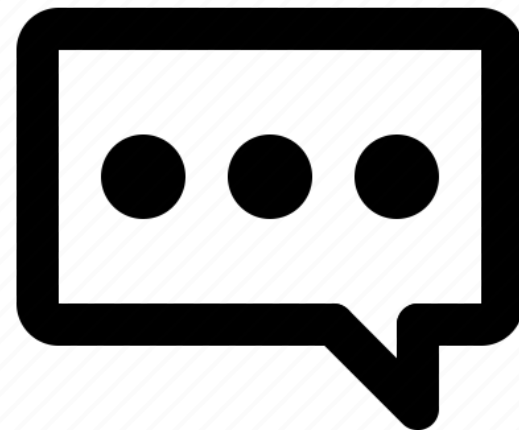
Community activity

Impact on practice



Ffactorau
sy'n
dylanwadu ar
ddysgu

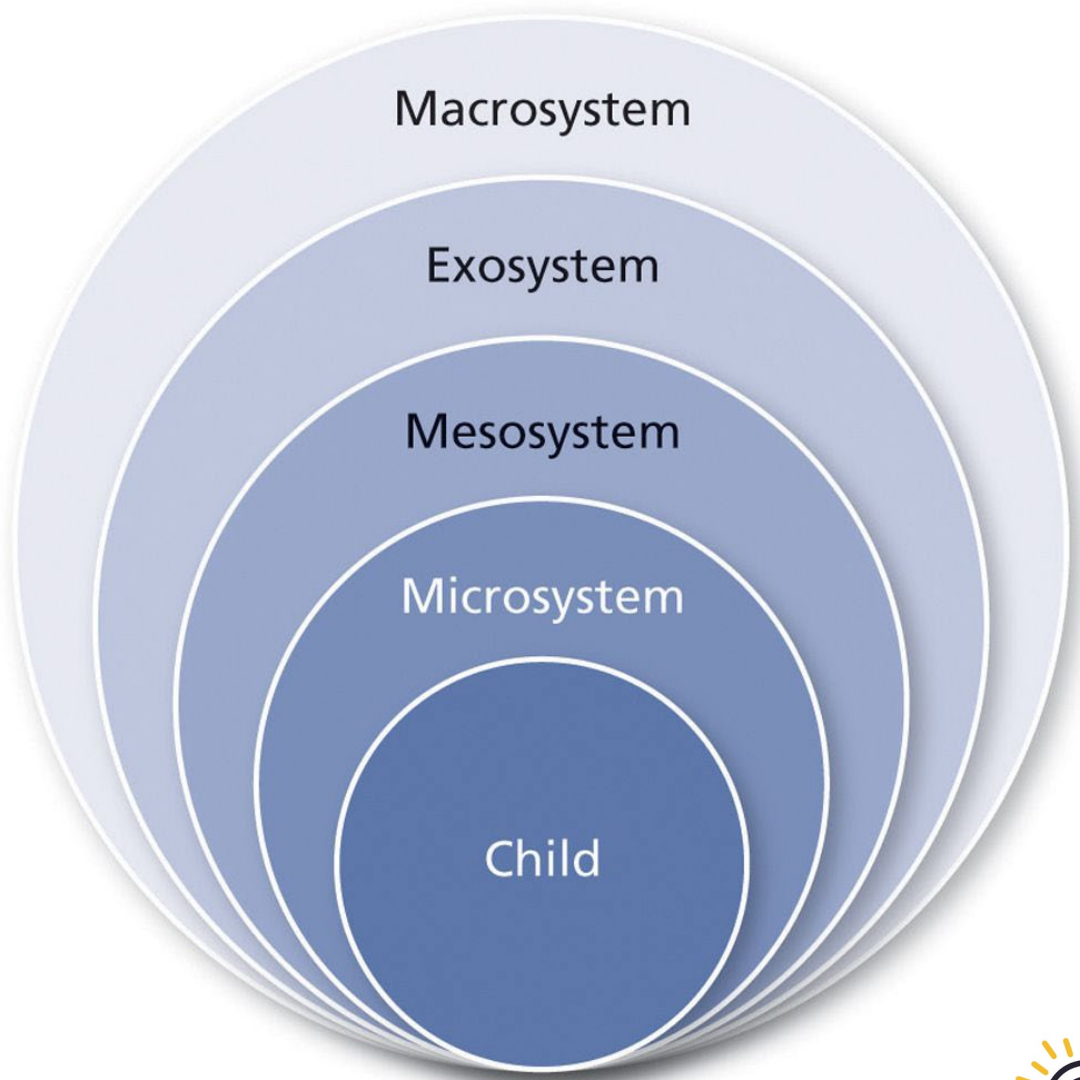
Factors that
influence
learning

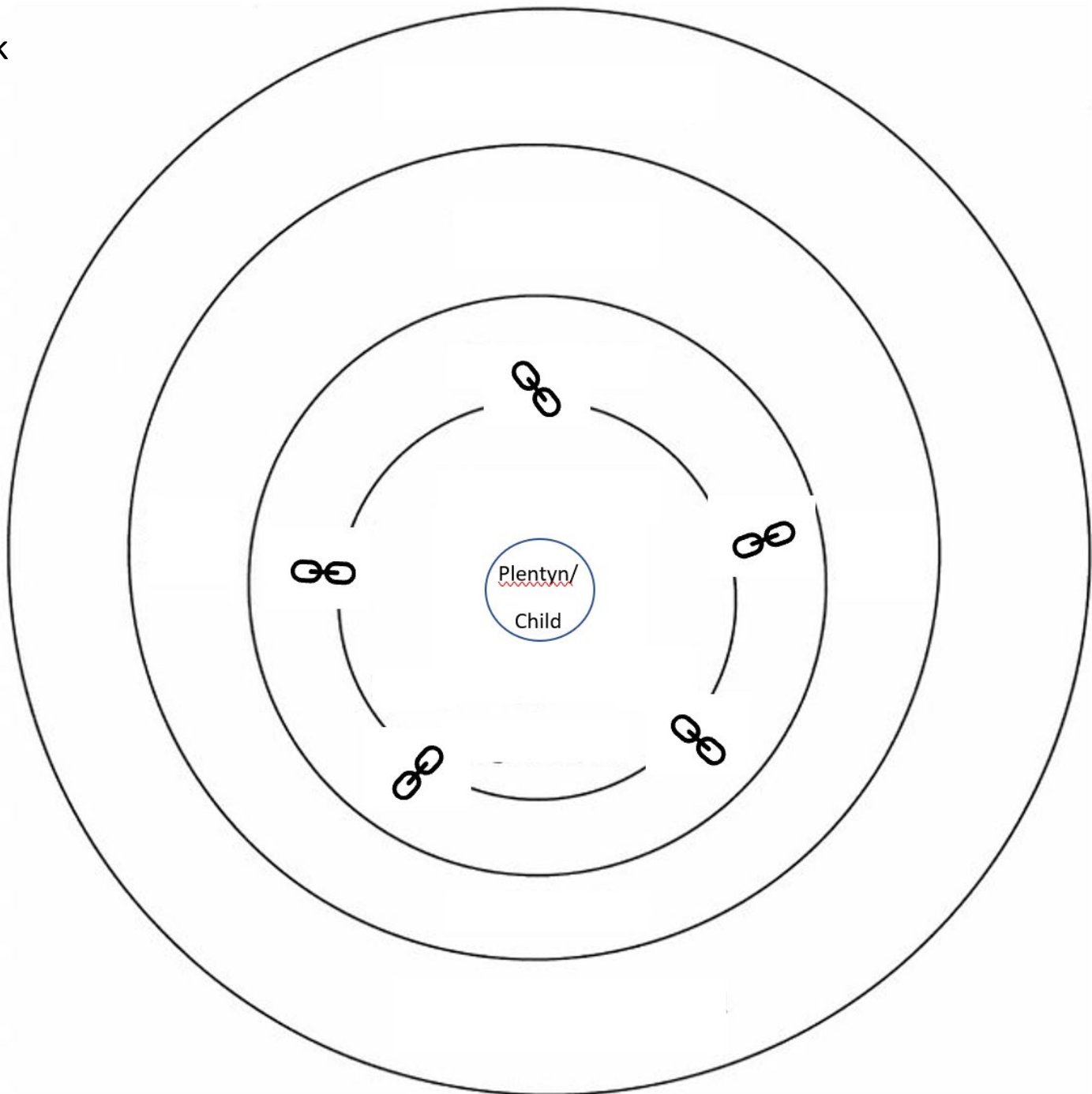


Urie
Bronfenbrenner

Damcaniaeth
Systemau
Ecolegol am
Ddatblygiad

Ecological
Systems Theory
of Development





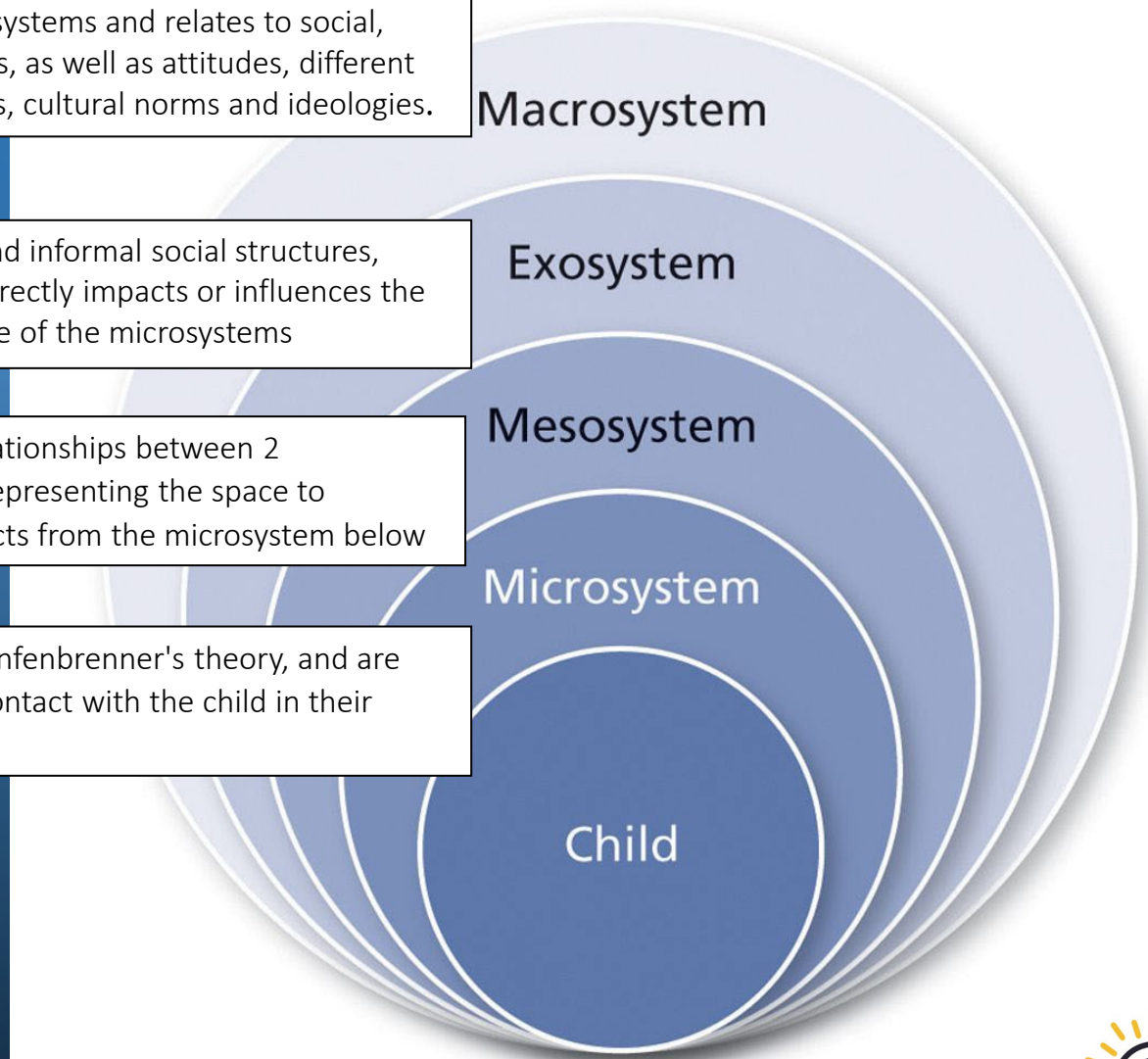
Support for task

The **macrosystem** affects all the other systems and relates to social, cultural, political and economic aspects, as well as attitudes, different dominant norms such as gender norms, cultural norms and ideologies.

The **exosystem** includes other formal and informal social structures, which do not contain the child, but indirectly impacts or influences the child as links from this system affect one of the microsystems

The **mesosystem** refers to the inter relationships between 2 microsystems – think of this circle as representing the space to consider the **links** between any 2 aspects from the microsystem below

The **microsystem** is the first level of Bronfenbrenner's theory, and are the people or places that have direct contact with the child in their **immediate** environment



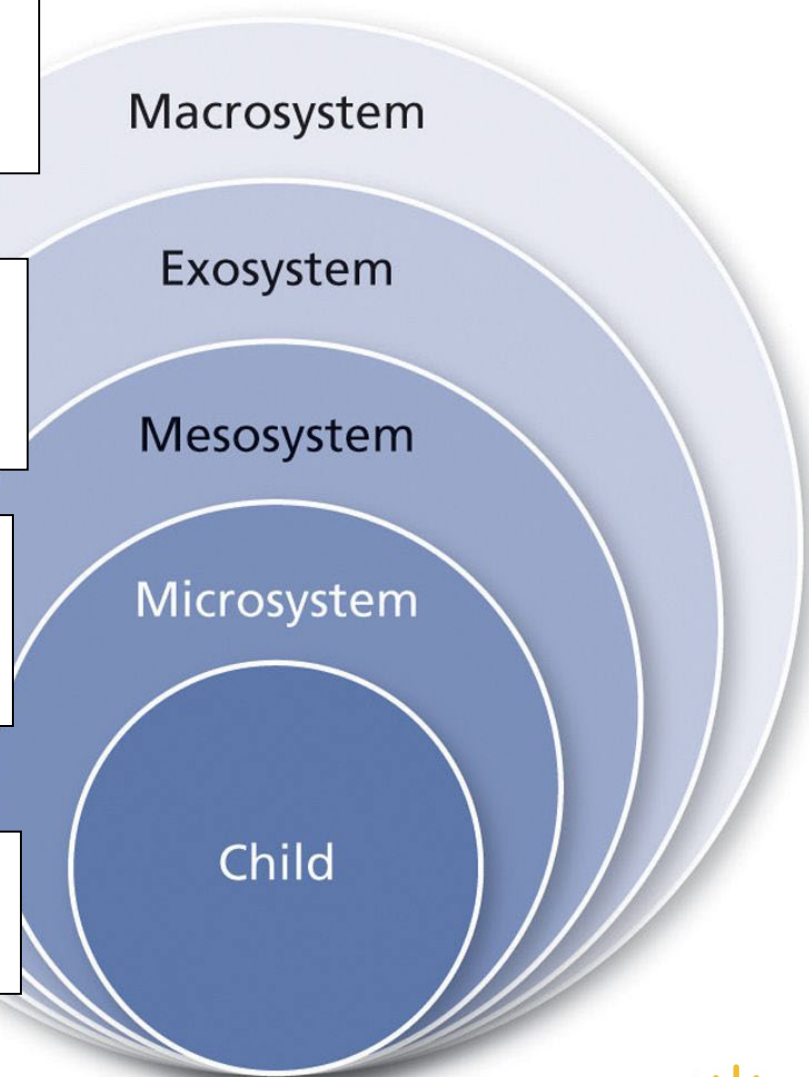
Mae'r **macrosystem** yn effeithio ar yr holl systemau eraill ac yn ymwneud ag agweddau cymdeithasol, diwylliannol, gwleidyddol ac economaidd, yn ogystal ag agweddau, normau dominyddol gwahanol fel normau rhywedd, normau diwylliannol ac ideolegau.

Mae'r **exosystem** yn cynnwys strwythurau cymdeithasol ffurfiol ac anffurfiol eraill, nad ydynt yn cynnwys y plentyn, ond sy'n effeithio neu'n dylanwadu'n anuniongyrchol ar y plentyn wrth i gysylltiadau o'r system hon effeithio ar un o'r microsystemau

Mae'r **mesosystem** yn cyfeirio at y cydberthynas rhwng 2 microsystem – meddyliwch am y cylch hwn fel un sy'n cynrychioli'r gwagle i ystyried y **cysylltiadau** rhwng unrhyw 2 agwedd o'r microsystem isod

Y **microsystem** yw lefel gyntaf theori Bronfenbrenner, sef y bobl neu'r manau sy'n cael cysylltiad uniongyrchol â'r plentyn yn ei amgylchedd cynefin

Cefnogaeth i dasg/



Gwyliwch y
fideo byr
hwn ar
YouTube.

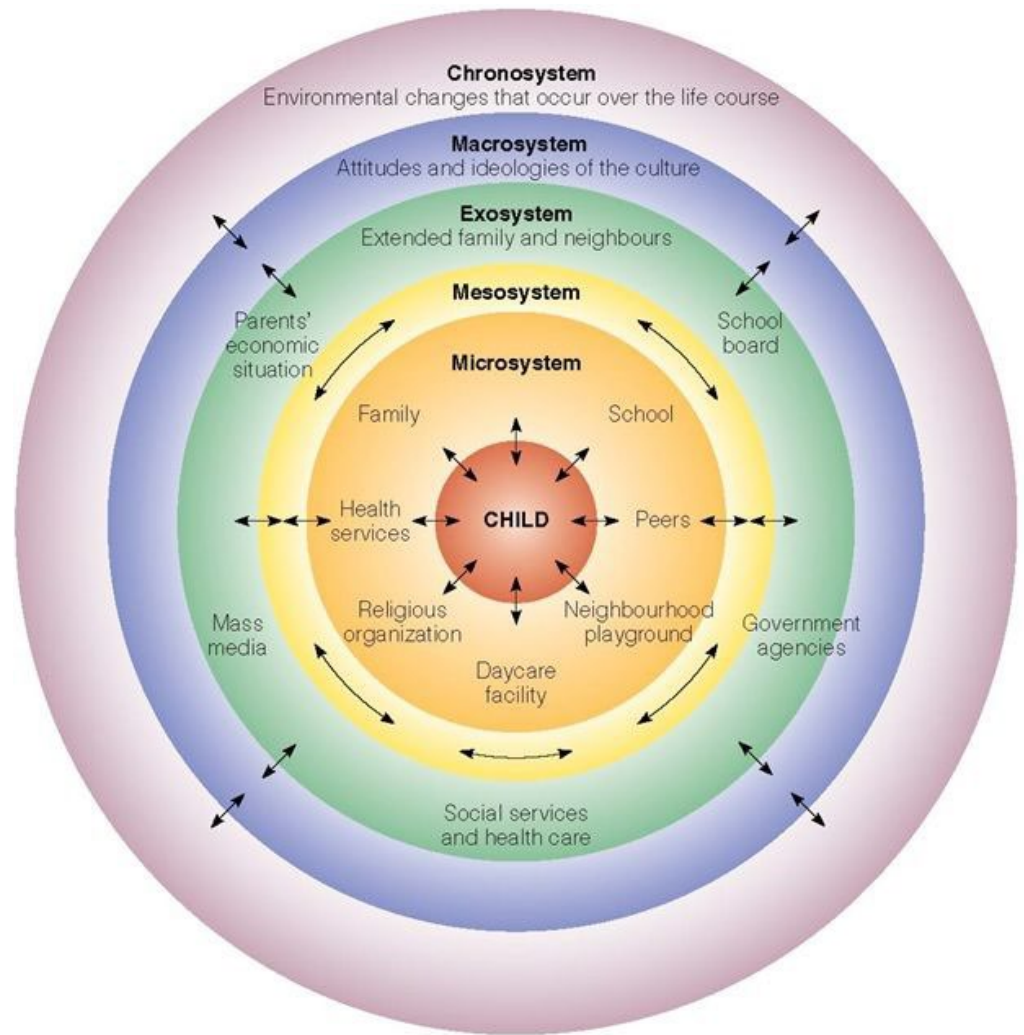
Watch this
short
YouTube
video

[Bronfenbrenner's Ecological Systems: 5 Forces
Impacting Our Lives – YouTube](#)

Urie
Bronfenbrenner

Damcaniaeth
Systemau Ecolegol
am Ddatblygiad

Ecological
Systems Theory of
Development



Community Engagement

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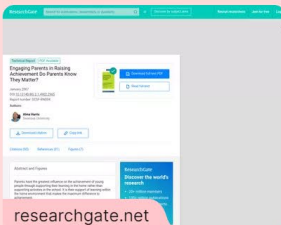
Cymorth effeithiol yn yr ysgol
ar gyfer dysgyblion sydd
dan anfantais a disgyblion
sy'n agored i niwed -
astudiaethau achos
arfer dda

Chwefror 2020

PDF

Effective%2520school%2520supp
ort%2520for%2520disadvantage
d%2520and%2520vulnerable%25
20pupils%2520cy

Engaging Parents in Raising Achievement Do Parents Know They Matter?



researchgate.net

305496047_Engaging_Parents_in
Raising_Achievement_Do_Parents
_Know_They_Matter

January 2007DOI:
10.13140/RG.2.1.4902.2965

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Effective school support for
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Working with Parents to Support Children's Learning



educationendowme...

Working with Parents to Support
Children's Learning

[https://educationendowment
foundation.org.uk/education-
evidence/guidance-
reports/supporting-parents?
utm_source=/education-
evidence/guidance-
reports/supporting-
parents&utm_medium=search
h&utm_campaign=site_search
h&search_term=Parent](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?utm_source=/education-evidence/guidance-reports/supporting-parents&utm_medium=search&utm_campaign=site_search&h&search_term=Parent)

POVERTY AND LOW EDUCATIONAL ACHIEVEMENT IN WALES: STUDENT, FAMILY AND COMMUNITY INTERVENTIONS

IDE JOSEPH

Increasing-the-Use- of-School-Facilities



PDF

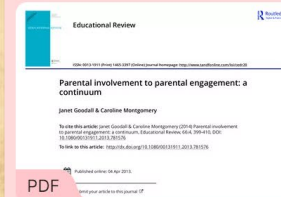
Increasing-the-Use-of-School-
Facilities-Report

Public Policy Institute for
Wales

You want the best for your kids': improving educational outcomes for children living in poverty through parental engagement



Parental involvement to parental engagement: a continuum



PDF

Parental-involvement-to-
parental-engagement-a-
continuum Goodall 2015

Janet Goodall & Caroline
Montgomery
[https://www.tandfonline.com
/doi/abs/10.1080/00131911.20
13.781576](https://www.tandfonline.com/doi/abs/10.1080/00131911.2013.781576)

Theme 5:



PDF

theme-5-developing-community-
partnerships-and-multi-agency-
resources-1-2

Ffactorau
sy'n
dylanwadu
ar ddysgu

Factors that
influence
learning

Darllenwch yr erthygl am ddull y mae un ysgol wedi'i fabwysiadu i alluogi plant i ddatblygu dealltwriaeth a thosturi tuag atynt eu hunain ac eraill.

Read the article about an approach one school have adopted to enable children to develop compassion and understanding towards themselves and others. <https://www.thriveapproach.com/case-studies/herbert-thompson-primary-school>



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Herbert Thompson Primary School



Tasg:

*Meddyliwch
am y
pwyntiau
allweddol.*

Task:

*Think about
the key
points.*

- Cyd-destun (canllawiau BERA)
- Strategaeth/ffocws yr ysgol
- Rhesymau/sbardun dros ddewis y strategaeth
- Nodau'r strategaeth
- Camau gweithredu'r strategaeth
- Sut cafodd y strategaeth ei gwerthuso?
- Deilliannau'r strategaeth
- Awgrymiadau personol ar gyfer datblygu'r strategaeth ymhellach
- Sut mae'r strategaeth yn cysylltu â'r 4 diben
- Sut mae'r strategaeth yn cysylltu'r dysgwyr, yr ysgol a'r gymuned

Tasg:
*Meddylwch
am y
pwyntiau
allweddol.*

Task:
*Think about
the key
points.*

- Context (BERA guidelines)
- School Strategy/focus
- Reasons/driver for choosing the strategy
- Strategy Aims
- Strategy Actions
- How was the strategy evaluated?
- Strategy outcomes
- Personal suggestions for further strategy developments
- How does the strategy link to the 4 purposes
- How does the strategy link the learners, school and the community

Herbert Thompson Primary School



Context:	Strategy:	Reasons/Driver:	Strategy aims:	Strategy Actions:
How is the strategy evaluated?	Strategy Outcomes:	Suggestions for further development:	Links to 4 Purposes:	Community Links:



Context	Strategy	Reasons/Driver	Strategy Aims	Strategy Actions
Primary School Urban area in S. Wales 482 pupils on roll 56% FSM (Welsh Av 18%) 35% ALN (Welsh Av 21%)	To use an approach to help children, develop compassion and understanding towards themselves and others.	School wanted to build upon relationship strategies they had used with children as a means of repairing trauma. They felt children needed to understand and practice empathy	School aims are to make a real difference in wellbeing and outcomes of its pupils	Use the Thrive Approach – daily connections and mindfulness sessions for learners. Teach children about the brain and what happens when they dysregulate via guidance in the Amygdala first aid kit
How is the strategy evaluated?	Strategy Outcomes	Suggestions for further development	Links to 4 Purposes	Community Links
No specific details given; however, school have used the data generated 'by the Thrive-Online™ profiling tool as evidence of its focus on wellbeing and the improvements in academic performance'.	Staff more confident to deal with children when they dysregulate. Improved atmosphere around the school. Stronger, more open relationships built with parents. Less exclusions and qualitative data (commentary from staff and pupils)	What do you think? How could the school develop this strategy further?	Healthy and confident individuals Ethical and informed citizens	What do you think? Do you see links with the school community?



Herbert Thompson Primary School



Cyd-destun	Strategaeth	Rhesymau/Sbardun	Nodau'r strategaeth	Camau Gweithredu'r Strategaeth
Sut mae'r strategaeth yn cael ei gwerthuso?	Deilliannau'r Strategaeth	Awgrymiadau ar gyfer datblygu pellach	Cysylltiadau â'r 4 diben	Cysylltiadau â'r Gymuned



Cyd-destun Ysgol Gynradd, ardal Drefol yn Ne Cymru 482 o ddisgyblion ar y gofrestr 56% Prydau Ysgol am Ddim (FSM) (Cyfartaledd Cymru 18%) 35% ADY (Cyfartaledd Cymru 21%)	Strategaeth Defnyddio dull i helpu plant i ddatblygu dealltwriaeth a thosturi tuag atynt eu hunain ac eraill.	Rhesymau/Sbardun Roedd yr ysgol eisiau adeiladu ar strategaethau perthynas a ddefnyddiwyd ganddynt gyda phlant fel modd o wella trawma. Teimlent fod angen i blant ddeall ac arfer empathi.	Nodau'r Strategaeth Nodau'r ysgol yw gwneud gwir wahaniaeth i lesiant a deilliannau ei disgyblion.	Camau Gweithredu'r Strategaeth Defnyddio'r Dull Ffynnu (Thrive) – cysylltiadau a sesiynau ymwybyddiaeth ofalgar dyddiol i ddysgwyr. Addysgu plant am yr ymennydd, a'r hyn sy'n digwydd pan maent yn camreoleiddio, trwy'r cyfarwyddyd ym mhecyn cymorth cyntaf yr Amygdala
Sut mae'r strategaeth yn cael ei gwerthuso? Nodwch y manylion penodol a roddwyd; fodd bynnag, mae'r ysgol wedi defnyddio'r data a gafwyd trwy'r offeryn proffilio Thrive-Online™ fel tystiolaeth o'i ffocws ar lesiant a'r gwelliannau mewn perfformiad academiaidd.	Deilliannau'r Strategaeth Staff yn fwy hyderus i ddelio â phlant pan maen nhw'n camreoleiddio. Gwell awyrgylch o amgylch yr ysgol. Perthnasau cryfach, mwy agored yn cael eu meithrin gyda rhieni. Llai o waharddiadau a data ansoddol (sylwadau gan staff a disgyblion)	Awgrymiadau ar gyfer datblygu pellach Beth ydych chi'n ei feddwl? Sut gallai'r ysgol ddatblygu'r strategaeth hon ymhellach?	Cysylltiadau â'r 4 Diben Unigolion iach a hyderus Dinasyddion moesegol a gwybodur	Cysylltiadau â'r Gymuned Beth ydych chi'n ei feddwl? Ydych chi'n gweld cysylltiadau â chymuned yr ysgol?



TIME FOR A
BREAK



Astudiaethau Achos. Case Studies



Astudiaethau Achos. Case Studies



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**Cymorth effeithiol yn yr ysgol
ar gyfer disgyblion sydd
dan anfantais a disgyblion
sy'n agored i niwed –
astudiaethau achos
arfer dda**

Chwefror 2020



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**Effective school support
for disadvantaged and
vulnerable pupils – case
studies of good practice**

February 2020

This report is also available in Welsh.



Cymorth effeithiol yn yr ysgol
ar gyfer disgyblion sydd
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Chwefror 2020



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Context:	Strategy:	Reasons/Driver:	Strategy aims:	Strategy Actions:
How is the strategy evaluated?	Strategy Outcomes:	Suggestions for further development:	Links to 4 Purposes:	Community Links:

Cymorth effeithiol yn yr ysgol
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Cyd-destun	Strategaeth	Rhesymau/Sbardun	Nodau'r strategaeth	Camau Gweithredu'r Strategaeth
Sut mae'r strategaeth yn cael ei gwerthuso?	Deilliannau'r Strategaeth	Awgrymiadau ar gyfer datblygu pellach	Cysylltiadau â'r 4 diben	Cysylltiadau â'r Gymuned

Astudiaethau achos arfer dda

12. Mae arweinwyr mewn ysgolion effeithiol yn sylweddoli na allant weithio ar eu pennau'u hunain i gynorthwyo disgyblion sydd dan anfantaes a disgyblion sy'n agored i niwed. Mae'r ysgolion mwyaf llwyddiannus yn adnabod eu cymuned yn dda ac yn gweithio'n agos gydag asiantaethau a gwasanaethau eraill a fydd o fudd i'w disgyblion a'u teuluoedd.

(td 4)

**Cymorth effeithiol yn yr ysgol
ar gyfer disgyblion sydd
dan anfantaes a disgyblion
sy'n agored i niwed –
astudiaethau achos
arfer dda**

Chwefror 2020



Case studies of good practice

12. Leaders in effective schools realise that they cannot work in isolation to support vulnerable and disadvantaged pupils. The most successful schools know their community well and work closely with other agencies and services that will benefit their pupils and their families.

(pg 4)

Effective school support for disadvantaged and vulnerable pupils – case studies of good practice

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Astudiaethau achos arfer dda

13. Mae ysgolion sy'n cynorthwyo disgyblion sydd dan anfantais a disgyblion sy'n agored i niwed orau yn rhoi lles pob plentyn wrth galon eu gwaith. Yn yr ysgolion hyn, ceir ffocws cryf ar ddarparu amgylchedd diogel ac anogol lle mae disgyblon a staff yn teimlo'n gadarn. Mae arweinwyr yn yr ysgolion hyn yn adnabod eu disgyblion a theuluoedd yn dda, ac maent yn gweithio'n agored, yn gadarnhaol ac yn gynhyrchiol gyda nhw mewn ffordd anfarnol. Mae ganddynt ddealltwriaeth glir o'r rhwystrau sy'n wynebu disgyblion a allai fod wedi dioddef trawma a phrofiadau niweidiol, ac maent yn cydnabod yr heriau y mae angen i'r disgyblion hyn eu goresgyn er mwyn dod yn wydn, yn iach a hapus. Hefyd, mae ganddynt ddealltwriaeth sicr o effaith bosibl tlodi ar gyflawniad disgyblion a'u cyfleoedd bywyd yn y pen draw.

(td 5)

**Cymorth effeithiol yn yr ysgol
ar gyfer disgyblion sydd
dan anfantais a disgyblion
sy'n agored i niwed –
astudiaethau achos
arfer dda**

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Case studies of good practice

13. Schools that best support disadvantaged and vulnerable pupils place the wellbeing of every pupil at the heart of their work. In these schools, there is a strong focus on providing a safe and nurturing environment where pupils and staff feel secure. Leaders in these schools know their pupils and families well, and work openly, positively and productively with them in a non-judgemental way. They have a clear understanding of the barriers facing pupils who may have experienced trauma and harmful experiences and recognise the challenges these pupils need to overcome to become resilient, well and happy. They also have a secure understanding of the potential impact of poverty on pupils' achievement and ultimately life chances. (pg 5)

Effective school support for disadvantaged and vulnerable pupils – case studies of good practice

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Amcanion y modiwl/Module aims

I ddatblygu dealltwriaeth ddadansoddol a beirniadol myfyrwyr o sut mae ffactorau y tu hwnt i'r dosbarth yn dylanwadu ar ddysgu'r disgyblion e.e. polisïau cenedlaethol, cymunedau a theuluoedd, a sut mae'r ddealltwriaeth hon yn cysylltu â materion cyfiawnder cymdeithasol

I ymgysylltu myfyrwyr â dull tystiolaeth-seiliedig sy'n cysylltu'r gymuned y mae'r dysgwr yn byw ynddi â'r dewisiadau pedagogaid a wneir yn y dosbarth er mwyn ysbrydoli dysgwyr a'u teuluoedd

- To develop students' analytical and critical understanding of how pupils' learning is influenced by factors beyond the classroom e.g. national policies, communities and families, and how this understanding relates to matters of social justice
- To engage students with an evidence-based approach which connects the community in which the learner lives, to the pedagogical choices made in the classroom in order to inspire learners and their families



Education Minister Jeremy Miles

<https://youtu.be/281dw8GSDd0?t=525>



Cyfeiriadau



Estyn (2020) Effective school support for disadvantaged and vulnerable pupils – case studies of good practice. Accessed at [Effective school support for disadvantaged and vulnerable pupils – case studies of good practice \(gov.wales\)](#)

Estyn (2020) Cymorth effeithiol yn yr ysgol ar gyfer disgyblion sydd dan anfantais a disgyblion sy'n agored i niwed – astudiaethau achos arfer dda. Accessed at [Cymorth effeithiol yn yr ysgol ar gyfer disgyblion sydd dan anfantais a disgyblion sy'n agored i niwed – astudiaethau achos arfer dda \(llyw.cymru\)](#)

Hayes, N., O'Toole, L., & Halpenny, A. M. (2017). *Introducing Bronfenbrenner: A guide for practitioners and students in early years education*. Taylor & Francis.

Thrive (2020) Simple strategies make a big difference at Herbert Thompson Primary. Accessed at <https://www.thriveapproach.com/case-studies/herbert-thompson-primary-school>



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Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales



References



Estyn (2020) Effective school support for disadvantaged and vulnerable pupils – case studies of good practice. Accessed at [Effective school support for disadvantaged and vulnerable pupils – case studies of good practice \(gov.wales\)](#)

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Y Drindod Dewi Sant
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