

Overview

Tuesday, December 31, 2019 3:14 PM

Professional and Pedagogic Studies: Leading the Learning: What, How and Why am I Teaching?

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Primary PGCE

OneNote Link: https://uowtsd-my.sharepoint.com/personal/richards_147262_student_uwtsd_ac_uk/_layouts/15/WopiFrame.aspx?sourcedoc={68c824df-ca36-4bdd-bbcd-fb8c5ca3364d}&action=edit&wd=target%28Overview%7C1b6f00a9-d558-4aa6-ae9-c1c1e8160026%2F%29

Personal Targets	What have I done in this assignment?
1) Check Harvard's referencing guidelines again and apply them consistently by proofreading your work.	In this assignment I have attempted to improve my referencing my reading Harvard's guidance to referencing while completing my work.
2) Broaden the range of your reading.	I have read more literature to gain a better understanding of what I am writing about and to support my opinions and claims.
3) Develop criticism in your work, rather than being too descriptive.	I have tried to give more of an opinion in my work rather than reciting other opinions

Critical Reflection

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Introduction

This report will cover how good teaching was carried out successfully on a practitioners professional teaching experience (PTE1) by implementing three pedagogic principles. Images and files are present as evidence of this good practice. The report will also outline the principles linking them with theories and published documents by education specialists, using them to reflect on practitioners work while providing opinions on all positive implementation and improvements that will benefit while planning and teaching in the future.

Pedagogical Principle: Good teaching and learning means employing Assessment for Learning principles.

At the beginning of Professional Teaching Experience 1 (PTE1) it became clear that I needed to become familiar with the pupils ability and previous knowledge in order to progress their learning and apply Assessment for Learning (AfL) to ensure a successful level of teaching. This is one of the most important pedagogical principles out of twelve. At the beginning it became apparent it would not be easy to become familiar with their abilities without employing AfL techniques and strategies. During the week of observation it was important for me to interact with the children to get to know them on a personal level, completing challenges and focus tasks with them, "Arguing against a model of assessment of 'checklists, precision, explicit criteria [and] incontrovertible facts and figures', Drummond (2003, p.13) explains her use of the term to 'describe the ways in which, in our everyday practice, we observe children's learning, strive to understand it, and then put our understanding to good use" (Taylor and Francis 2006, p. 134), these were only basic AfL strategies but allowed me to understand what the pupils knew and their thought process for the answers they give.

After assessing the children in an informal manner I decided to look at the schools assessment policy and the applications and methods they used to gather a better understanding of the schools methods and of each child's capabilities, with all these factors considered I went to design my lesson plans accordingly in the attempt to apply these strategies and carry out AfL effectively.

"Dylan Wiliam has suggested that effective teacher assessment can 'double' the rate of learning – that is, if implemented appropriately it could result in learners making what had previously been one year's progress within six months" (Donaldson p.68) If I was to be a successful practitioner during this PTE it was important for me to try and implement these strategies to the best of my ability. Combining all of the information gathered I had created a mathematics lesson plan suitable for children of all abilities based on what they already knew.

During the lessons I implemented a think-pair-share strategy suggested by the Welsh Government, this strategy outlines how children who work in pairs can be more easily managed than large groups, (WG 2010, pg. 8) recommends a maximum group size of 6 to make sure that all are involved, therefore I thought it would be more manageable as a teacher but better for the children as each group in my class contained 7 pupils, who at such a young age are very difficult to keep interested and contributing at all times. The (WG 2010 pg. 28) states that learners usually produce better quality success criteria when working collaboratively and therefore I sought

this method to be more suitable for the type of lesson I was teaching, although due to the age of the children I found this method somewhat inconsistent.

Many of the children in the higher ability groups possessed the knowledge but also the understanding, with the ability to apply the methods I was teaching and understand what they were doing and therefore providing opinions and would often disagree with a peer if they believed their answer to be wrong, this created some very basic discussion where the children of the same group would then understand why their original answer was incorrect. Unfortunately for the children in the middle groups or with additional learning needs (ALN) they very often would just agree with any answer given by their peers right or wrong, with no opinion or reasoning of their own as they did not understand.

After some frustration with this method I went back to research other strategies and theories that specialists have suggested, and found a number of AfL theories that may assist with the problem I was having with the younger children.

Vygotsky's Zone of Proximal Development (ZPD) whom many refer to as 'Scaffolding' is defined as "The distance between the actual developmental level as determined through independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 86). This definition speaks about the collaboration of more capable peers but in these less capable groups all the children are so similar in level that they are not able to collaborate to provide sufficient answers, something I did not consider before the lessons which would have improved my teaching.

The guidance which would be most appropriate would be guidance from myself to further the child's knowledge from the stage of independent learning, the children were aware of numbers and symbols but rather than them agreeing with anything that their peers had said, it may have worked best for me to discuss one on one with individuals to improve their understanding for their potential development.

Think – pair – share was possibly a more effective strategy with the MAT (More Able and Talented) students whereas students in the middle and ALN groups would've been better working individually with my guidance so they better understand the work they are doing and why.

To understand more about this explanation we can look at Bloom's Taxonomy, there are two versions of this the old and the new but both can simplify the level of what the children can and cannot understand. The six stages of Blooms Taxonomy from the first stage onwards are:

- 1) Knowledge – Remembering (new terminology)
- 2) Comprehension – Understanding
- 3) Application – Applying
- 4) Analysis – Analysing
- 5) Synthesis – Evaluating
- 6) Evaluate – Creating

The new terminology allowed me to understand Bloom's Taxonomy in a more simplistic manner as I understood that at the children's age they were only able achieve level 1-3 in mathematics with the MAT children having the ability to understand why they are applying these methods, and the groups below achieving level 2 or more commonly level, as some of them were only able to recognize the numbers but not understand why or apply adding. (Forehand, M. 2005)

"Bloom's taxonomy of educational objectives (1956) has been used as a basis for

arguing that successful questioning moves through a hierarchy from knowledge recall through comprehension, analysis and application, to synthesis or evaluation. Others have argued that this is an over-formal model which encourages a focus towards the lower end of the taxonomy, particularly for lower attaining learners, and that effective pedagogies focus explicitly on open-ended questions at the upper end of the taxonomy (Morgan & Saxton, 1994)." (Husbands and Pearce 2012, p.9) This statement supports my idea of using blooms taxonomy when designing and planning for the lower ability children and allows me to use AfL in a successful way.

Towards the end of my PTE 1 I found these strategies allowed me to improve my teaching and help progress the pupils in my class at all levels not just in this subject but in others as well. This was apparent by the end of the four weeks, from the independent ability and knowledge I saw displayed by the children as well as the comments noted by my tutor in my log book.

Pedagogic Principles: Good teaching and learning regularly reinforces Cross-curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them

I discovered early on in my PTE 1 how important cross-curricular responsibilities are as this was emphasised by the University, the school and my class mentor. During my first week of humanity lessons I was able to include all 3 responsibilities into my lessons' but they were on a basic level, this showed me how important it was to research more into cross -curricular teaching.

The Welsh Government has outlined the importance of cross-curricular teaching in the 2022 curriculum draft, with the pressure to constantly embed the three responsibilities literacy, numeracy and digital competence into all Areas of Learning and Experience (AoLE) along with other skills.

'The proposed digital competence framework and the wider skills will similarly be embedded in the Achievement Outcomes, identifying opportunities for application as part of the teaching and learning process.' (Donaldson 2015, p. 68/69) Up until recently literacy and numeracy were the two main focuses in the curriculum with their targets and outcomes outlined in lesson plans and in all guidance by the WG. There is an emphasis on digital competency in the framework now as technology is becoming more common in today's society and in all aspects of life, so children can learn skills that will help them overcome and deal with real life situations in the future.

When thinking about the 21st century we must consider how far technology has advanced already since the 1990's and how complex it is now, it is becoming a fundamental part of our future and must be considered as these children will be growing up in this future and must be able to use technology at a substantial level by the time they finish education. 'The future has always been uncertain. Rapid advances in technology and global communications have made us hyper-sensitive to the speed and unpredictability of change. The education we currently offer our children may not be good enough to help them thrive in, and live fulfilling lives through the twenty-first century.' (Barnes 2015, p. 21)

'The challenge for teaching posed by the Cross-curriculum Responsibilities will be to maintain the focus on these responsibilities within teaching and learning so that their application becomes natural and authentic rather than an add-on.' (Donaldson 2015, p. 69) – Donaldson speaks highly of the importance of the cross-curricular responsibilities in this quote by explaining that focus must be maintained on these skill sets while creating lesson plans, that they are all equally as important. I believe that he is right when saying they should not simply be 'add-ons', to employ good

teaching with the new curriculum and the freedom it gives to teach topics and themes schools deem appropriate and important, it is mandatory that all lessons are designed around improving these three key skills in children's education. This is what will allow schools to choose freely what they would like to teach the pupils, instead of schools having a choice between teaching world war 2, battle of Hasting's or the Tudor's, schools and teachers would have the choice of teaching other historical events as long as they meet the cross-curricular responsibilities, there are no set lesson plans only guidance plans.

This quote from Barnes for me supports my understanding – 'Curriculum, as used throughout this book, is defined broadly to include not just the subjects taught, but also the choices made within those subjects, the styles and means chosen to teach them, the activities, attitudes, environments, relationships and beliefs that pervade a school. Successful school communities work hard to clarify their fundamental beliefs before considering their curriculum.' (Barnes 2015, p. 19)

During my first week I found it difficult to implement digital competency in to my lesson plans and I believe it was down to me over thinking the complexity of digital competency tasks, at their age taking pictures on an Ipad or using a BeeBot are excellent uses of digital competency. I did not include enough digital competency if not any in to the lesson's within the first week which was discussed with my class tutor at the end of the week I would have had a greater understanding with more research and discussion with my class tutor and this is exactly what I did to correct these mistakes after the first week. Once I realised what I needed to improve, including cross-curricular responsibilities into my lesson plans was much simpler.

During the next humanities lesson's I considered all cross-curricular responsibilities while providing the children other skills to help them in real life situations. I took the pupils for a walk around the school, familiarizing them with the area and environment surrounding them, whilst doing this I questioned the children on many things like the correct words and terms in welsh for 'road', 'zebra crossing' and 'church'. They were also questioned about house numbers to enhance their numeracy skills and the colours of doors, cars and names of objects to enhance their literacy skills. The purpose of this was to improve the children's knowledge and understanding of the local area they live in and/or attend school. Using the knowledge and information they already had and what they had acquired on the journey they worked in focus groups to re-create a 3D map of the local area using recycled materials such as cereal boxes and plastic bottles that the children brought themselves. On these boxes' students attempted to create realistic houses with some guidance from myself, drawing windows and doors, writing numbers on the doors and using the correct terminology when asked about specific things, proving cross-curricular teaching and responsibilities being met with numeracy and literacy. To attain the digital competence target I suggested using a BeeBot, I asked the pupils to direct the BeeBot to the correct buildings such as the church or the bus stop which they completed successfully. For some of the ALN pupils they did not struggle with the use of the BeeBot but needed more guidance to the locations on the map as they struggled with their literacy skills.

Schools are guided towards making more partnerships with the community.

'As schools and their communities become more involved with each other, the issues and concerns that dominate lived experience should be reflected in the curricula and pedagogies they develop. To be understood fully each question or problem inevitably requires insights and skills of several subject disciplines' (Barnes 2015, p. 21)

I believe that I was successful in teaching literacy, numeracy and digital competency although there are improvements I can make as a teacher to extend the amount of teaching they receive pushing these skills. Using critical evaluation and reflection has allowed me to see what areas I can improve in and how I can carry these

learning points into my PTE 2. Considering medium term planning I will be able to understand and plan intended learning outcomes in a much more professional manner by thinking about how these outcomes relate to the annual curriculum plan from the scheme of the plan in context which comes from the lesson in context. (Husband and Pearce 2012, p. 6) Showing that these responsibilities are included providing opportunities to practice them, considering short term and long term outcomes and how they will contribute to the children's future.

Pedagogic Principles: Good teaching and learning means employing a blend of approaches including direct teaching

During my first week of teaching on PTE 1 it was not apparent of the importance of direct teaching, it was imperative that I discussed the work with the children explaining the task at hand and what they needed to complete during their focus tasks but it felt as if I was just observing the children and only there to guide them if they went off task or were distracted by what their peers were doing in the classroom.

It was very frustrating and it was hard for me to understand why the children did not grasp the tasks entirely at the beginning, this could've been due to me not guiding as well as I could have, not being direct enough as I was under the impression I was allowing the children to lead the learning, but unfortunately I was doing so in the incorrect manner at the beginning.

This led me to look at cognitivism, this theory suggests humans generate knowledge and meaning through sequential development of their cognitive abilities, such the mental processes incorporating the abilities to recognize, recall, analyze, reflect, apply, create, understand, and evaluate. (Ahmet Gurses et al. 2015 p. 2386) Understanding this allowed me to reflect on the first week while planning for the next.

Once the first week was completed and I was settled in to the class my mentor explained to me how I needed to include different opening and closing sessions in my lessons to present to the entire class to include a more direct approach while teaching, providing the students with new information and therefore applying direct teaching into my lesson plans.

Having understood what my mentor wanted me to do It was clear that I needed to research further into direct teaching to gain a better understanding so I could apply it correctly throughout the rest of my PTE 1, during the first week I found it difficult as it was new to me and I needed to adapt to this way of teaching on top of what I had learnt in the previous week.

(Donaldson 2015, p. 65) explains how the teacher is responsible for deciding the learning intentions and success criteria of the lesson, then making them transparent to the students through demonstrating and modelling. Once this is done the teacher will then evaluate to see if the student has understood what they have been told by checking for understanding, he then continues to explain that the children must have this information repeated to them whilst tying it all together with closure.

This was done effectively during the final weeks of PTE 1 as success criteria was explained to the children during the opening stages of the lesson, but was also met in the closing sessions to recap what the children had learnt and their understanding and also in the next opening session throughout the week, with the children having different introductions but being reminded of the purpose of the tasks and how to complete, discussing basic information such as numbering, spelling and formats. 'Its essence lies in clear purposes and success criteria, modelling and practice, and regular and insightful feedback. In this way, direct teaching involves the active engagement of the teacher in 'scaffolding' learning.' (Donaldson 2015, p. 65)

Donaldson refers to the regular use of Vygotsky's 'scaffolding' learning also known as ZPD, which is the zone between what the pupil can complete independently and what they can complete with guidance from an adult figure. (Bruner, 1960 and 1971; Piaget, 1926; Vygotsky, 1962; Wood, 1986) explain how a learner requires assistance to develop their prior knowledge resulting in the student being able to integrate new knowledge. Piaget (1964) defined knowledge as the ability to modify, transform, and "operate on" an object or idea, such that it is understood by the operator through the process of transformation. (Ahmet Gurses et al. 2015 p. 2386) this is one method of AfL which has been incorporated throughout all my lessons and shows another method of direct teaching during focus tasks I have carried out with the pupils. I found that these methods of direct teaching were very effective throughout my PTE 1 and I shall definitely continue to use them during my PTE 2.

I believe during my PTE 1 I have demonstrated and effectively carried out a number of teaching approaches, I have overseen individual learning by identifying what the learner has or has not achieved as well as guiding collaborative group work, creative activities developing the thinking of pupils and whole-class instruction. Throughout my time on placement I attempted to apply skills to help pupils learn in reflective ways as well as collaborative and through direct teaching.

I personally preferred teaching in small group tasks as it allowed me to get to know the pupils and their ability on a more personal level, allowing me to plan and execute more effectively when trying to get them past the stage of ZPD to completing this new knowledge independently (Vygotsky 1978). However it was important to use direct teaching as a class so everyone was getting the same opportunities and experiences and that I could teach the class as a whole allowing collaboration and discussion between children of all abilities.

To reflect on my work effectively I chose to use Gibb's reflective cycle, this cycle has 6 stages:

Description - What happened?

Feelings - What were you thinking or feeling?

Evaluation - What was good/bad about the situation

Analysis - What sense can you make of it?

Conclusion - What else could you have done

Action Plan - If situation arose again what would you do? (Gibbs, G. 1998)

This really made me think about the work I presented during my PTE and allowed me to take all the correct steps to create a sufficient action plan to overcome these situations in the future.

Conclusion

I conclude that this overall critical reflection has been a success as I have evaluated the work I completed on PTE 1 using theories and evidence to support my methods but also to suggest where I can improve as I continue to PTE 2. I believe the I have effectively employed all three pedagogic principles in my lessons, applying effective AfL strategies, ensuring cross-curricular responsibilities are met and using a blend of approaches including direct teaching. Although all pedagogic principles were evident it is clear that I can improve in all three areas. More research is needed to improve all three of these principles in my teaching experience, the more research carried out the more strategies I will discover and will be able to implement them into my lessons to trial them and see if there are any improvements in the pupils development. As well as research experience plays a very important part and as this is my first teaching experience in my first class it is clear that we cannot expect every target to be hit perfectly immediately, with more time and more experience in a classroom and with a year group best suited to myself it is possible I will develop better teaching traits and they will become more natural as I continue.

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Cynllunio
Gwers Ma...



Cynllun Gwers Cam 1

Cynllun Gwers – Cam 1 Cynllun Gwers

Athro dan hyfforddiant	Rhys Richards	Dosbarth:	Derbyn
Maes Dysgu a Phrofiad neu Bwnc	Mathemateg	Dyddiad:	04/11/19
Ffocws Gwers:	Adio		
Cysylltiadau ystyrlon â'r Cwricwlwm	Rhifedd, Llythrennedd – Dysgu ladio un yn fwy neu l ddeall adio bondiau 10.		
Cysylltiadau ystyrlon â: Chyfrifoldebau trawsgwricwlaidd	Hanes – guto ffowc		
Targedau Personol (Cysylltiedig â SAC ac wedi eu nodi mewn adolygiad wythnosol) Rheolaeth a Disgyblaeth y dosbarth.			
• Ymwela ar ddisgyblaeth au pynciol mewn meysydd dysgu. • Rheoli'r amgylchedd dysgu • Herio a Disgwyliadau • Datblygu technegau newydd			
Angen cyfeirio nol i'r rhan herio a disgwyliadau SAC er mwyn deall fwy am sut i ddod yn fwy gyfarwydd a lefalau'r plant yn y dosbarth. Gallu gwahaniaethu'r disgyblion o ran eu gallu a'u datbygiad. Mae safonau SAC yn dweud er mwyn ysgogi'r dysgwyr i gyflawni, rhaid bod yr heriau a'r disgwyliadau cael eu osod ar lefel briodol ar gyfer yr ystod o alluoedd a nodweddion sydd ymhlith y dysgwyr. I adael y plant gwneud heriau a tasgau ffocws mewn ffordd fwy annibynol. I hyfforddi'r plant a gwylio drostyn nhw er mwyn cadw diddordeb a ehangu ar gallu'r disgyblion, gallwn gwahaniaethu yn well.			

Amcanion Dysgu (ffocws ar ddysgu – defnyddio geirfa ddealladwy):
Amcanion Adio - Geirfa cywir mathemateg e.e adio, yn gwneud, un yn fwy, ychwanegwch. - Ceisio cwblhau brawddeg rhif. - Adio yn ymarferol. Amcanion Grwpiau - Grŵp coch – deall un yn fwy hyd at 5 (herio tuag at 10) - Grŵp melyn – deall un yn fwy hyd at 10 (bydd angen cymorth ar gwbl ohonyn nhw)

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- Grŵp gwyrdd – deall un yn fwy hyd at 10/adio syml hyd at 5 (gallu herio un neu ddwy) - Grŵp glas – deall adio syml hyd at 10, angen cymorth gan un neu ddwy. - Grŵp porffor – deall adio syml hyd at 10.
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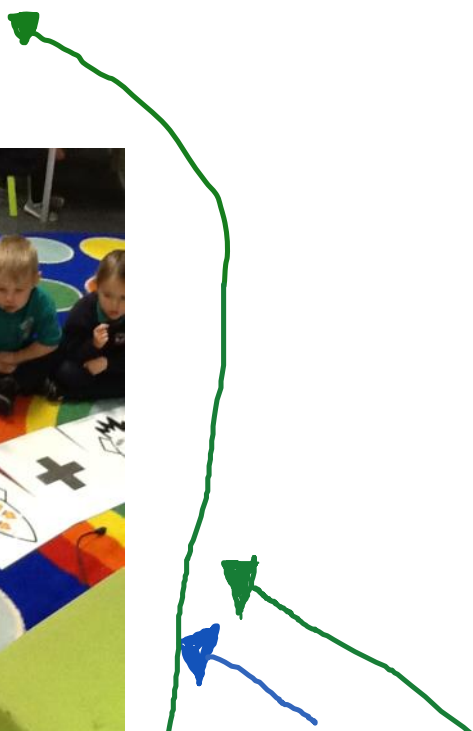
• Grŵp gwyrdd – deall un yn fwy hyd at 10/adio syml hyd at 5 (gallu herio un neu ddwy) • Grŵp glas – deall adio syml hyd at 10, angen cymorth gan un neu ddwy. • Grŵp porffor – deall adio syml hyd at 10.
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Meini Prawf Llwyddiant (wedi eu cysylltu'n glir â phob Amcan Dysgu ac yn gysylltiedig â phroses a/neu gynnyrch dysgu)	Asesu Dysgu'r Disgyblion Tystiolaeth (Beth sydd gan y dysgwyr i'w ddweud/ysgrifennu/gwneud/cynhyrchu i ddangos yr hyn a ddysgir)
• Yn adnabod rhifau hyd at 20. • Yn gyfarwydd efo symbolau mathemateg. • Gallu adio rhifau digid sengl.	• Defnyddio bodiau i ddangos bod nhw'n deall. • Gallu ysgrifennu y cyfanswm ar fwrdd gwyn neu dweud ar lafar.

Amser	Gweithgareddau/Methodoleg/Cysyniadau Allweddol (Rôl yr Athro – gan gynnwys pwyntiau dysgu allweddola chwestiynau allweddol)	Tasgau Disgyblion (Rôl disgyblion – gan gynnwys strategaethau gwahaniaethu, ymgysylltu ag asesu ffurfiannola gwaith cartref)	Adnoddau (Gan gynnwys gofyniad Iechyd a Diogelwch)
Cyfnod agoriadol (gyda chysylltiadau â dysgu blaenorol)	10 munud – Cyflwyno'r ardaloedd ac yn esbonio'r gwaith Defnyddio llinell rhif i herio'r plant i gyfri hud at 20. - Holi Cwestiynau (un yn fwy a.y.y.b.) - Ail-adrodd	- Plant yn ceisio adnabod y rhifau. - Gwahaniaethu o ran pwy sy'n gallu adnabod rhifau hyd at 5,10,15 a 20, pwy sydd wedi adeiladu ar eu gwybodaeth flaenorol. - Gallu dweud y gair ar lafar. - Defnyddio geirfa fathemategol.	Llinell Rhif
Addysgu a Dysgu Craidd	25 munud – Defnyddio 3 taflen roced a symbolau mathemategol ar y llawr, ac yn gosod adnoddau (lluniau tân gwyllt) tu fewn y rocedi ac yn gorfodi'r disgyblion i wneud adio syml. (Grŵp pâr) - Holi Cwestiynau (Gofyn a ydyn nhw'n ddeal, gofyn enwau'r rhifau) - Ail-adrodd (Enwau rhifau a symbolau os mae angen herio'r plant)	- Plant yn defnyddio geirfa fathemategol. (un yn fwy) - Ceisio adnabod y rhifau a'r symbolau. (Adio, cyfanswm) - Cynnig y cyfanswm cywir	Tafleni Riced Beiro bwrdd gwyn Lluniau tân gwyllt lpad

Sesiwn Gloi	- Holi cwestiynau i'r dosbarth cyfan, cwestiynau mathemateg sydd yn defnyddio'r adnoddau grŵp ffocws fel bod y plant gallu gweld a chyfiri'r rhifau. - Gwthio am yr atebion cywir, rhoi cymorth lle mae angen. - Ail adrodd atebion cywir i'r plant	Adnabod rhifau a symbolau ac yn gallu dweud ar lafar.	Taflenni roced

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★ This mathematics lesson was designed for children in reception of the ages 4-5 where I had researched and included many Assessment for Learning strategies to further develop the knowledge and ability the children already poses. When teaching children it is important to remember that the work assigned to them must build on their previous knowledge and therefore they must be assessed throughout their time in school. AFL is a formative way of assessment that can be recorded formally and informally, at this age the informal assessment is done through questioning and feedback while target setting is the formal way for them. Questioning enables the teacher to understand where the child is at. "We can think of a 'good' question as being one: that promotes discussion; in which everyone can have an answer; which makes learners think; and has a purpose" (WG 2010, pg. 25). This was also included in all sections of the lesson, the opening section to understand what they knew, during the lesson to understand their thought process and why they gave these answers, and also in the closing period to reflect on what the children had learnt. I wanted the children to work in pairs as the Welsh Government says that 'think-pair-share' can be more easily managed than large groups, from the images above we can see that I had a large group of 7, the (WG 2010, pg. 8) recommends a maximum group size of 6 to make sure that all are involved, therefore I thought it would be more manageable as a teacher but better for the children as the (WG 2010 pg. 28) also states that learners usually produce better quality success criteria when working collaboratively. Although this method is suggested by the Welsh Government I did find some issues during my lessons possibly due to the age of the children, we can use Blooms Taxonomy as an example for this, with many of the children in the higher groups having the knowledge but also being able to apply these methods and understand what they are doing and therefore will disagree with a peer if they believe their answer to be wrong which created some very basic discussion that I needed to add to, but for the children in the middle groups or with additional learning needs (ALN) they very often would just agree with any answer by their peers right or wrong.

Cross-curriculum Responsibilities

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Cynllun Gwers Cam 1

Cynllun Gwers – Cam 1 Cynllun Gwers

Athro dan hyfforddiant	Rhys Richards	Dosbarth:	Derbyn
Maes Dysgu a Phrofiad neu Bwnc	Dyniaethau	Dyddiad:	18/11/19
Ffocws Gwers:	Map Ardal Leol		
Cysylltiadau ystyrlon â'r Cwricwlwm	Rhifedd, Llythrennedd, Cymhwysedd Digidol ■		
Cysylltiadau ystyrlon â: Chyfrifoldebau trawsgwricwlaidd	Celfyddydau Mynegiannol		
Targedau Personol (Cysylltiedig â SAC ac wedi eu nodi mewn adolygiad wythnosol) Angen sicrhau adborth ar lafar i'r disgyblion er mwyn gwella'r dealltwriaeth o'r dysgu. • Cofnodi ac Adrodd (Addysgeg – Mireinio) • Dilyniant mewn dysgu (Addysgeg – Dylanwadu)			

Amcanion Dysgu (ffocws ar ddysgu – defnyddio geirfa ddealladwy):
Amcanion Dysgu Dyniaethau - Yn ymwybodol o'i lleoliad. - Deall cyfarwyddiadau. - Adeiladu ar iaith a rhifedd. Amcanion Grwpiau - Mae amcanion y grwpiau yn union yr un peth er mwyn cyrraedd y targedau, ond gall y grwpiau fwy galluog rhifo'r adeiladau

Meini Prawf Llwyddiant (wedi eu cysylltu'n glir â phob Amcan Dysgu ac yn gysylltiedig â phroses a/neu gynnyrch dysgu)	Asesu Dysgu'r Disgyblion Tystiolaeth (Beth sydd gan y dysgwyr i'w ddweud/ysgrifennu/gwneud/cynhyrchu i ddangos yr hyn a ddysgir)
- Adnabod yr ardal leol. - Gallu rhoi a dilyn cyfarwyddiadau.	Disgyblion yn gallu defnyddio'r geirfa cywir. (Llafar)

	• Defnyddio bodiau i ddangos dealltwriaeth. • Lluniau lpad i ddangos tystiolaeth
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2

Amser	Gweithgareddau/Methodoleg/Cysyniadau Allweddol (Rôl yr Athro – gan gynnwys pwyntiau dysgu allweddola chwestiynau allweddol)	Tasgau Disgyblion (Rôl disgyblion – gan gynnwys strategaethau gwahaniaethu, ymgysylltu ag asesu ffurfiannola gwaith cartref)	Adnoddau (Gan gynnwys gofyniad iechyd a Diogelwch)
Cyfnod agoriadol (gyda chysylltiadau â dysgu blaenorol)	10 munud – Esbonio thema'r wers. Bydd y dosbarth yn mynd am dro ar dir allanol yr ysgol i ddod yn gyfarwydd ar leoliad a chyfarwyddiadau. Creu siart tali o geir lliwiau gwahanol. • Holi Cwestiynau • Ail-adrodd. • Dysgu geirfa Cymraeg.	• Ceisio cofio cyfarwyddiadau. • Cymryd Lluniau ar yr lpad.	lpad Llun o'r ysgol ar y fwrdd gwyn.
	25 munud – Gweithio fel grŵp i greu map o	• Plant yn defnyddio <u>geirfa</u> cywir.	Bocsys grawnfwyd ac

Cyflwyniad (dysgu blaenorol)	• Hori Cwestiynau • Ail-adrodd. • Dysgu geirfa Cymraeg.		
Addysgu a Dysgu Craidd	25 munud – Gweithio fel grŵp i greu map o ardal lleol yr ysgol yn ddefnyddio adnoddau mae'r plant wedi dod o'i gartrefu e.e. bocs grawnfwyd. Hyfforddi'r Bee Bot trwy'r map. • Egluro i'r plant sut i ddefnyddio'r focsys er mwyn adeiladau a chreu heol ffordd ar y carped. • Gofyn cwestiynau e.e. pa rhan o'r adeilad mae'r bocs yn cynrychioli? Pam i chi wedi defnyddio'r bocs yma? Pa ffordd mae'r bee bot yn mynd i deithio? • Esbonio geirfa e.e. dde, chwith, troi.	• Plant yn defnyddio <u>geirfa cywir</u>. • Disgrifio'r map • Gallu esbonio pam mae nhw wedi gwneud y gwaith. • <u>Rhoi cyfarwyddiadau cywir i'r Bee Bot.</u> • Gweithio fel grŵp.	Bocsys grawnfwyd ac adnoddau eraill. Tâp selo. Bee Bot.

3

Sesiwn Gloi	• Cwestiynu'r plant ar y pethau gwnaethon nhw mwynhau. • Defnyddio'r map sydd wedi creu i gyfeirio nôl i fap yr ysgol. • Mynd dros geirfa ac ail-adrodd.	• Ydy'r plant yn defnyddio geirfa cywir ac wedi adeiladu ar ei wybodaeth flaenorol. • Deall sut i ddilyn map.	Bwrdd gwyn

4

Cynllun Gwers – Cam 1
Gwerthuso'r Profiad Dysgu
(cynhwyswch gyfeiriadau at SAC)

Gwerthuso'r hyn y mae Disgyblion yn ei Ddysgu	
Tystiolaeth o Ddysgu (gan gynnwys agwedd at ddysgu dros amser))	Yn y grwpiau aeth y plant ati i greu map o'r ardal leol yn defnyddio bocsys grawnfwyd ac adnoddau eraill, yn lapio efo bapur ac yn lliwio'r adeiladau gwelon nhw ar y daith o gwmpas yr ysgol. Yn defnyddio'r beebot wnaeth y plant teithio o dir yr ysgol lan i'r eglwys Roedd y plant yn dangos dealltwriaeth o fap a chyfarwyddiadau. Roedd y disgyblion wedi rhifo'r tai a gosod ei adeiladau ar y templed map o'r ardal leol. Gwnaeth y plant dysgu'r eirfa gywir wrth iddyn nhw ateb yn gywir yn y diwedd glo.
Y Camau Nesaf ar gyfer Cynnydd	Gallai rhoi mwy o gyfarwyddiadau i'r disgyblion ac ychwanegu geirfa benodol, bydd hyn yn adeiladu ar wybodaeth flaenorol y plant. Yn ychwanegol i hyn gallai gwneud yr ardal yn fwy o faint, yn creu map gydag adeiladau eraill

Dadansoddiad Adfyfyriol o Addysgu a Strategaethau ar gyfer Datblygiad – gan gynnwys cyfiawnhad/rhesymwaith dewisiadau pedagogaid	
Tystiolaeth o'm Harfer Effeithiol	Gwnaeth y plant deall y dasg wrth iddyn nhw fynd ati i greu adeiladau eu hun yn ymwybodol o beth oedd ar y tai, efo'r plant yn ceisio tynnu lluniau o gloc a chlychau ar yr eglwys, drysau a ffenestri ar yr eglwys ar dai, ac yn addurno gorsaf bws. Trwy holi cwestiynau gosodwyd yr adnoddau breuwyd yn y llefydd cywir er mwyn ail-greu'r ardal.
Meysydd ar gyfer fy Natblygiad Targedau Personol ar gyfer Cynnydd	Rhaid cymryd fwy o sylw ar beth mae'r plant yn gwneud yn ystod y dasg, yn gwneud yn siŵr bod y plant yn aros ar dasg ac yn dilyn yr amcanion a'r cyfarwyddiadau. Hefyd rhaid i mi adael i'r plant bod yn fwy annibynnol, i beidio rhoi'r atebion iddyn nhw er mwyn deall beth mae'r plant yn meddwl a'i cyn-gwybodaeth, gwneud iddyn nhw ail-feddwl am bethau er mwyn helpu ei datblygiad.



With this lesson plan I feel that I have met the cross curricular responsibilities out-lined by the Welsh Government in the new curriculum, it is important that all students are developing their literacy, numeracy and digital competence skills in all lessons while they also develop and learn skills that will help in real life situations. The WG states "funded non-maintained settings and schools will be under a duty to provide a broad and balanced curriculum which comprises the six areas of learning and experience. Welsh, English, religious education, relationships and sexuality education, and the three cross-curricular responsibilities of literacy, numeracy and digital competence must be embedded in the areas of learning and experience as appropriate." There will be no set lessons that all schools must teach only areas that the school may teach in any way they see appropriate and fitting as long as it follows the 2022 welsh curriculum statutory guidance which is in place. This is currently only a draft but schools are abiding by this guidance as it is very likely lay out the same guidelines when the final draft is published. }

During this lesson the entire class went out for a walk around the school so they could become familiar with the area and their surroundings, whilst doing this I questioned the children on what certain things were such as a zebra crossing or the road, I would then teach them the correct terminology in welsh for certain things, these words are displayed on the pic collages above. I also questioned the children on basic numeracy and literacy, asking the numbers they saw on doors or the colors they saw, trying to teach and build on knowledge they already knew, as well as names of things in the area.

Once returning back to the classroom we worked in focus groups to re-create a 3D map of the local area using recycled materials such as cereal boxes and plastic bottles that the children brought themselves. Using a map that I had created using masking tape the children went on to use their creative skills to draw and color houses, bus stops and churches on the boxes, they would then lay out the buildings on the map with some of my guidance. To develop their digital competence they directed the beebot to different locations on the map when I asked.

Employing a blend of approaches including direct teaching

Tuesday, December 31, 2019 3:19 PM



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CHRISTMAS
WISH LIST

Rhestr Nadolig
i Siôn Corn

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Siôn Corn

25ain o Rhagfyr

Beth ydy Siôn Corn yn
gadael ar Ddydd Nadolig?

*Microsoft Word
File Home Insert Layout References Send To Windows*



Cynllun
Gwers Iaith



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Institute of Education
Addysg i Gymru / Education for Wales



Cynllun Gwers Cam 1
Cynllun Gwers – Cam 1 Cynllun Gwers

Athro dan hyfforddiant	Rhys Richards	Dosbarth:	
Maes Dysgu a Phrofiad neu Bwnc	Iaith	Dyddiad:	04/11/19

Athro dan hyfforddiant	Rhys Richards	Dosbarth:	
Maes Dysgu a Phrofiad neu Bwnc	Iaith	Dyddiad:	04/11/19
Ffocws Gwers:	Llythyr Siôn Corn		
Cysylltiadau ystyrion â'r Cwricwlwm	Llythrennedd, Rhifedd, Cymhwysedd Digidol		
Cysylltiadau ystyrion â: Chyfrifoldebau trawsgwricwlaidd	Celfyddydau		
Targedau Personol (Cysylltiedig â SAC ac wedi eu nodi mewn adolygiad wythnosol)			

Amcanion Dysgu (ffocws ar ddysgu – defnyddio geirfa ddealladwy):
Amcanion iaith - Defnyddio'r geirfa cywir am deganau maent yn rhestru. - Deall sut mae nhw'n trefnu'r llythyr. - Defnyddio rhifau i restru.

Meini Prawf Llwyddiant (wedi eu cysylltu'n glir â phob Amcan Dysgu ac yn gysylltiedig â phroses a/neu gynnyrch dysgu)	Asesu Dysgu'r Disgyblion Tystiolaeth (Beth sydd gan y dysgwyr i'w ddweud/ysgrifennu/gwneud/cynhyrchu i ddangos yr hyn a ddysgir)
- Gallu ysgrifennu teitl. - Rhifo yn gywir (3-4 tegan) - Torri a gludo lluniau ar bapur.	- Defnyddio bodiau i ddangos bod nhw'n deal. - Gallu ysgrifennu y geiriau a rhifau cywir ar bapur.

1

Amser	Gweithgareddau/Methodoleg/Cysyniadau Allweddol (Rôl yr Athro – gan gynnwys pwyntiau dysgu allweddol a chwestiynau allweddol)	Tasgau Disgyblion (Rôl disgyblion – gan gynnwys strategaethau gwahaniaethu, ymgysylltu ag asesu ffurfiannola gwaith cartref)	Adnoddau (Gan gynnwys gofyniad iechyd a Diogelwch)
Cyfnod agoriadol (gyda chysylltiadau â dysgu blaenorol)	10 munud – <u>Cyflwyno'r ardaloedd ac yn esbonio'r gwaith</u> Gotyn iddyn nhw os mae nhw wedi ysgrifennu llythyr tuag at Siôn Corn, pa fath o deganau mae nhw yn mynd neu wedi gofyn am. Defnyddio geirfa cywir i ymestyn iaith a llafar. - Holi Cwestiynau (un yn fwy a.y.y.b.) <u>Ail-adrodd</u>	- Plant yn ceisio ateb efo'r eirfa cywir. - Gallu dweud y gair ar lafar. - Defnyddio geirfa a rhifau cywir.	Pwerbwynt
Addysgu a Dysgu Craidd	25 munud - Dangos esiampl o lythyr i Siôn Corn fel bod y plant yn gallu defnyddio fel templed. - Dangos sut i ddefnyddio'r adnoddau'n gywir. - Helpu strwythuro'r llythyr yn gywir. - Addysgu geirfa cywir lle mae angen.	- Plant yn ceisio defnyddio a ffurfio geirfa yn gywir. - Ysgrifennu teitl. - Ceisio sillafu'r geiriau yn gywir. - Torri a gludo lluniau teganau nesaf i'r geiriau. - Ceisio ffurfio a rhestru'r rhifau mewn y trefn cywir.	Papur Sisiwrn Lluniau Glud Pensiliau Pren Mesur

2

	Gofyn i'r plant darllen beth sydd ar eu llathrau nhw yn esbonio geirfa cywir.	Gallu deall beth mae nhw wedi ysgrifennu yn y llythyr.	Llythyr Siôn Corn
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Sesiwn Gloi	• Gofyn i'r plant darllen beth sydd ar eu llythyron nhw yn pwysleisio geirfa cywir. • Gofyn iddyn nhw pam mae nhw wedi dewis y teganau yma ac os ydyn nhw'n hapus efo'i llythyron.	• Gallu deall beth mae nhw wedi ysgrifennu ac yn gallu dweud ar lafar. • Mynegi barn ei hunain. • Cymharu efo esiampl llythyr.	Llythyr Siôn Corn
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Cynllun Gwers – Cam 1
Gwerthuso'r Profiad Dysgu
(cynhwyswch gyfeiriadau at SAC)

Gwerthuso'r hyn y mae Disgyblion yn ei Ddysgu	
Tystiolaeth o Ddysgu (gan gynnwys agwedd at ddysgu dros amser))	
Y Camau Nesaf ar gyfer Cynnydd	

Dadansoddiad Adfyfyriol o Addysgu a Strategaethau ar gyfer Datblygiad – gan gynnwys cyfiawnhad/rhesymwaith dewisiadau pedagogaidd	
Tystiolaeth o'm Harfer Effeithiol	
Meysydd ar gyfer fy Natblygiad	
Targedau Personol ar gyfer Cynnydd	

During my time on PTE 1 I attempted a number of different approaches to teaching applying different strategies, techniques and styles to further the knowledge and understanding of the pupils, (Donaldson 2015) talks about the 12 pedagogic principles and how good teaching is how you implement these principles into lessons. In the weeks of teaching reception it was mandatory to include direct teaching in opening and closing sessions to build on children's previous knowledge and then come back to go over what they had been taught to see who was able to absorb the information. }

{ Every less consisted of some form of direct teaching towards the children as there would be a new introduction every day that went with the lesson plan, above we can see the powerpoint presentation which was used for the introduction phase of the lessons where I would talk directly to the children about specific things related to Christmas, as I had already done the vocabulary for presents I decided to focus on something related to Christmas but not directly linking with a list as I wanted to expand their vocabulary further.

I would speak directly to the pupils not just as a class but certain individuals questioning them, providing the names and pronunciation of these items and asking them to repeat to me.

After this opening phase many of the pupils would go off in their groups to complete various challenges and tasks in their areas around the room while I taught my focus group, I provided them with examples of what they needed to do explaining the intentions and success criteria on a very basic level, gave them the resources, checked for understanding and allowed them to continue with the task as I observed and gave guidance where necessary.

The entire class would return to sit together for the last 10 minutes as I questioned them on what the purpose of the lesson was and went over what we had learnt during the introduction to see if they had understood and remembered the information provided }