

ECAD4013



Dysgwyr, Ysgolion a Chymunedau:
ble ydw i'n addysgu?

Learners, Schools and Communities:
where am I teaching?



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Diwrnod 2
Amgylcheddau
Dysgu
Effeithiol
Day 2
Effective
Learning
Environments



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Transforming Learning Together

Heddiw - Today

Rhan 1: Amgylchedd yr ystafell ddosbarth

- Rhannu Pont 1
- Datblygu gwybodaeth athrawon dan hyfforddiant am y modd yr effeithia amgylcheddau dysgu ar ddatblygiad a lles cymdeithasol, emosiynol, corfforol a gwybyddol plant a sicrhau dealltwriaeth o brif nodweddion amgylcheddau dysgu effeithiol.

Rhan 1: Dysgu effeithiol a bod yn barod i ddysgu

- Dangos dealltwriaeth glir o'r ffyrdd y trefnir ysgolion a sut y cynllunnir y cwricwlwm i fodloni anghenion y dysgwyr
- Iechyd a lles a'i berthynas â bod yn barod i ddysgu.
- Bod yn barod i ddysgu: profiadau amrywiol plant
- Amgylcheddau dysgu yn y cartref

Part 1: The classroom environment

- Share Bridge 1
- Develop student teachers' knowledge of how learning environments impact on children's social, emotional, physical and cognitive development and well-being, and secure an understanding of the key features of an effective learning environment.

Part 2: Effective learning and being ready to learn

- Evidence a clear understanding of the ways in which schools are organised and how the curriculum is designed to meet the needs of the learners
- Health and well-being and its relation to being ready to learn.
- Being ready to learn: children's diverse experiences
- Home learning environments



Beth wnaethoch chi ei ddysgu
yn ystod eich profiad pontio?
Rhennwch ac adfyfyriwch

What did you learn from your
bridging experience? Share and
reflect

Cwestiynau allweddol

1. Sut oedd yr amgylcheddau yn debyg o ysgol i ysgol?
2. Sut oedden nhw'n wahanol?
3. Sut ydych chi'n meddwl y gallai hyn effeithio ar y 5 agwedd y gwnaethom eu trafod?
4. Ydych chi'n credu bod profiad y plant o wahanol ysgolion yn debygol o ddangos cydraddoldeb?



<https://padlet.com/jayneystrad/wo6pu3jx4aag>



Key questions

1. How were the environments similar from school to school?
2. How were they different?
3. How do you think this might impact on the 5 aspects we talked about?
4. Do you think there was likely to be equity of experience for the children in the different schools?



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Cognitive
development
Datblygiad
gwybyddol

How does the learning
environment support
development in these
areas?

Social
development
Datblygiad
cymdeithasol

Sut mae'r amgylchedd
dysgu yn cynorthwyo
datblygiad yn y meysydd
hyn?

Physical
development
Datblygiad
corfforol

Well-being
Llesiant

Emotional
development
Datblygiad
emosiynol



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Partnership for Professional Learning

Sut olwg sydd ar
amgylchedd dysgu effeithiol
ar gyfer y Cyfnod Sylfaen?

What does an effective
learning environment look
like at Foundation Phase?



<https://www.youtube.com/watch?v=efeizNuuEo0>



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Beth rydyn ni'n ei olygu wrth 'arfer da'?

What do we mean by 'good practice'?

- Arfer effeithiol?
- Yn sicrhau'r canlyniadau yr ydym am eu gweld?
- Rhywbeth sy'n sicrhau'r canlyniadau hynny'n fwy effeithiol na'r opsiynau eraill sydd ar gael i ni?
- Effective practice?
- Achieves the outcomes that we want?
- Something that gets those outcomes more effectively than the other options available to us?



The Twelve Pedagogical Principles

maintains a consistent focus on the overall purposes of the curriculum	challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them	means employing a blend of approaches including direct teaching	means employing a blend of approaches including those that promote problem-solving, creative and critical thinking
sets tasks and selects resources that build on previous knowledge and experience and engage interest	creates authentic contexts for learning	means employing assessment for learning principles	ranges within and across Areas
regularly reinforces the cross-curricular skills of literacy, numeracy and digital	encourages learners to take increasing responsibility for their own learning	supports social and emotional development and positive relationships	encourages collaboration



Y Deuddeg Egwyddor Addysgeg

yn cadw ffocws cyson ar ddiibenion cyffredinol y cwricwlwm	yn herio pob dysgwr drwy eu hannog i gydnabod pwysigrwydd ymdrech barhaus i gyrraedd disgwyliadau sy'n uchel ond sy'n gyraeddadwy ar iddynt	yn golygu defnyddio amrywiaeth o ddulliau gan gynnwys addysgu uniongyrchol	yn golygu defnyddio cyfuniad o ddulliau gan gynnwys y rhai sy'n hyrwyddo'r gwaith o ddatrys problemau, meddwl creadigol a beirniadol
yn gosod tasgau ac yn dewis adnoddau sy'n adeiladu ar wybodaeth a phrofiad blaenorol ac sy'n ennyn diddordeb	yn creu cyd-destunau dilys ar gyfer dysgu	yn golygu defnyddio asesu ar gyfer egwyddorion dysgu	yn amrywio o fewn ac ar draws Meysydd
yn atgyfnerthu'n rheolaidd sgiliau trawsgwricwlaidd llythrennedd, rhifedd a digidol	yn annog dysgwyr i gymryd cyfrifoldeb cynyddol am eu dysgu eu hunain	yn cefnogi datblygiad cymdeithasol ac emosiynol a pherthnasoedd cadarnhaol	yn annog cydweithio





Pa agweddau eraill ar arfer da y byddech chi'n eu hychwanegu at yr egwyddorion addysgeg?
What other aspects of good practice would you add to the pedagogical principles?

Further reading



Llywodraeth Cymru
Welsh Government



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Hwb[®]

<https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/implementation-and-practical-considerations/>

Darllen pellach

<https://hwb.gov.wales/cwricwlwm-i-gymru/cynllunio-eich-cwricwlwm/ystyriaethau-gweithredu-ac-ymarferol/>



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In education, "what works?" is not the right questions because everything works somewhere and nothing works everywhere.

So what's interesting, what's important in education is: "Under what conditions does this work?"

Dylan Wiliam (2006)



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Amser Coffi
Coffee Time

Yr amgylchedd dysgu:
mynd yn ddyfnach

The learning environment:
going deeper



http://www.huffingtonpost.com/entry/eye-opening-video-will-make-adults-reconsider-the-way-they-talk-to-children_us_57b36f62e4b0edfa80d9ddcc



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Hawmmod Addysg Cymru'n Gydffwrdd / Inspiring Learning Together

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Ydy pob plentyn yn barod i ddysgu wrth ddechrau yn y Cyfnod Sylfaen?



Are all children ready to learn when they enter the Foundation Phase?



Camau at Ddysgu

Adeiladwch hyder plentyn fel eu bod yn hyderus, yn chwifrydig ac yn barod i ddysgu. Cewch fwy o gyngor, awgrymiadau ac adnoddau i'w lawr lwytho at **Barod i ddysgu - Mae dysgu yn dechrau yn y cartref.**

Dwi'n gallu.....

bod yn hapus i ffridd o Mam, Dad neu fy Ngofalwr	golchi fy mwyllo	tacluso ar fy ôl fy hun	cymyrd tro	troi tudalennau lyfr	mwynhau rhigymau a chaneuon rhifo
mynd i'r toiled ar fy mhen fy hun	gwisgo fy hun, agor & chau botymau & defnyddio sip	rhannu fy rhoganau	siarad am luniau	gallu dilyn patrymau	
defnyddio cyllell a fford	chwarae gyda phlant eraill	gwrando ar straeon	gallu dal pensil wrth lliwio		
gofalu am fy mhetiau	chwarae gemau gwrando	gallu gwneud marciau			
gwrando a dilyn cyfarwyddiadau		gallu adnabod fy enw ysgrifenedig			
		adnabod llythrennau a geiriau			



Mwy o awgrymiadau:

★ Gwnewch ffrindiau ag wynebâu cyfarwydd. Os ydych chi'n adnabod plant a fydd yn yr un ysgol, beth am drefnu cyfarfod.

★ Os oes gan blentyn gwisgo ysgol, gadewch iddo/iddi ymarfer ei wisgo a labelwch gyda'i enw - anogwch iddynt adnabod ei enw.

★ Mae pob plentyn yn wahanol ac yn datblygu ar eu cyflymder eu hunain.



Steps to Learning

Build the child's confidence so that they become confident, curious and ready to learn. Access more great advice, tips and downloadable resources at **Ready to Learn - Education begins at home.**

I can.....

be happy away from Mum, Dad or carer	wash my hands	tidy up after myself	take turns	turn pages of a book	enjoy rhymes and counting songs
go to the toilet on my own	dress on my own, button and unbutton and use a zip	share my toys	talk about pictures	follow patterns	
use a knife and fork	play with other children	listen to stories	hold a pencil when colouring		
look after my things	enjoy playing listening games	make marks			
listen and follow instructions	recognise my own written name				
spot letters and words					

More top tips:

★ Make friends with familiar faces. If you know children who'll be at the same school, why not arrange to meet up.

★ If a child's school has a uniform, let the child try it on, label it with their name - and encourage them to recognise their name.

★ All children are different and progress at their own pace.

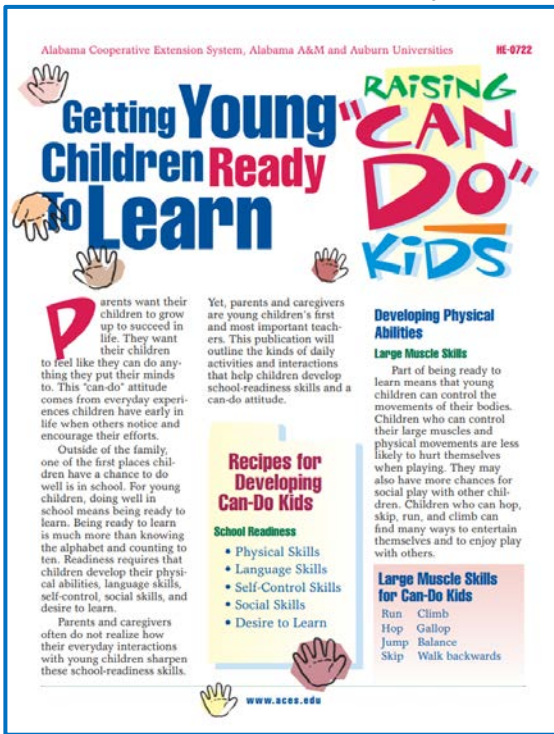


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Bod yn barod ar gyfer yr ysgol Being ready for school



[young-children-
ready-to-
learn.pdf](#)



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Teamwork Adding Value's Impact Inspiring Teaching Together

gan un
pennaeth
i'w
ddweud...
This is
what a
head
teacher
said ...

- *A primary school headteacher defined their school view of school readiness.*
- *'By four we would expect children to be ready to be separated from their parent or carer, to be able to demonstrate listening skills in being able to show interest and pay attention to a subject or stimulus. To have enough language to be able to express themselves if they need something and be able to communicate something about what makes them who they are, such as name, age and something about family or relevant factors in their life. To be able to interact with an adult and/or a peer. For example, during play to be able to take turns and take some responsibility for their actions. We think that children should be able to focus on, and show interest in, their work and the world around them. To make observations, notice things and ask questions. To be able to hold a book, understand some aspects of narrative and respond to some boundary setting.'*

(Ofsted, 2015)

Cwestiwn allweddol

- Sut gallwn ni, fel cymuned, sicrhau cydraddoldeb i blant cyn iddynt gyrraedd yr ysgol hyd yn oed?



Key question

- How can we, as a society, ensure that there is equity for children before they even reach school?

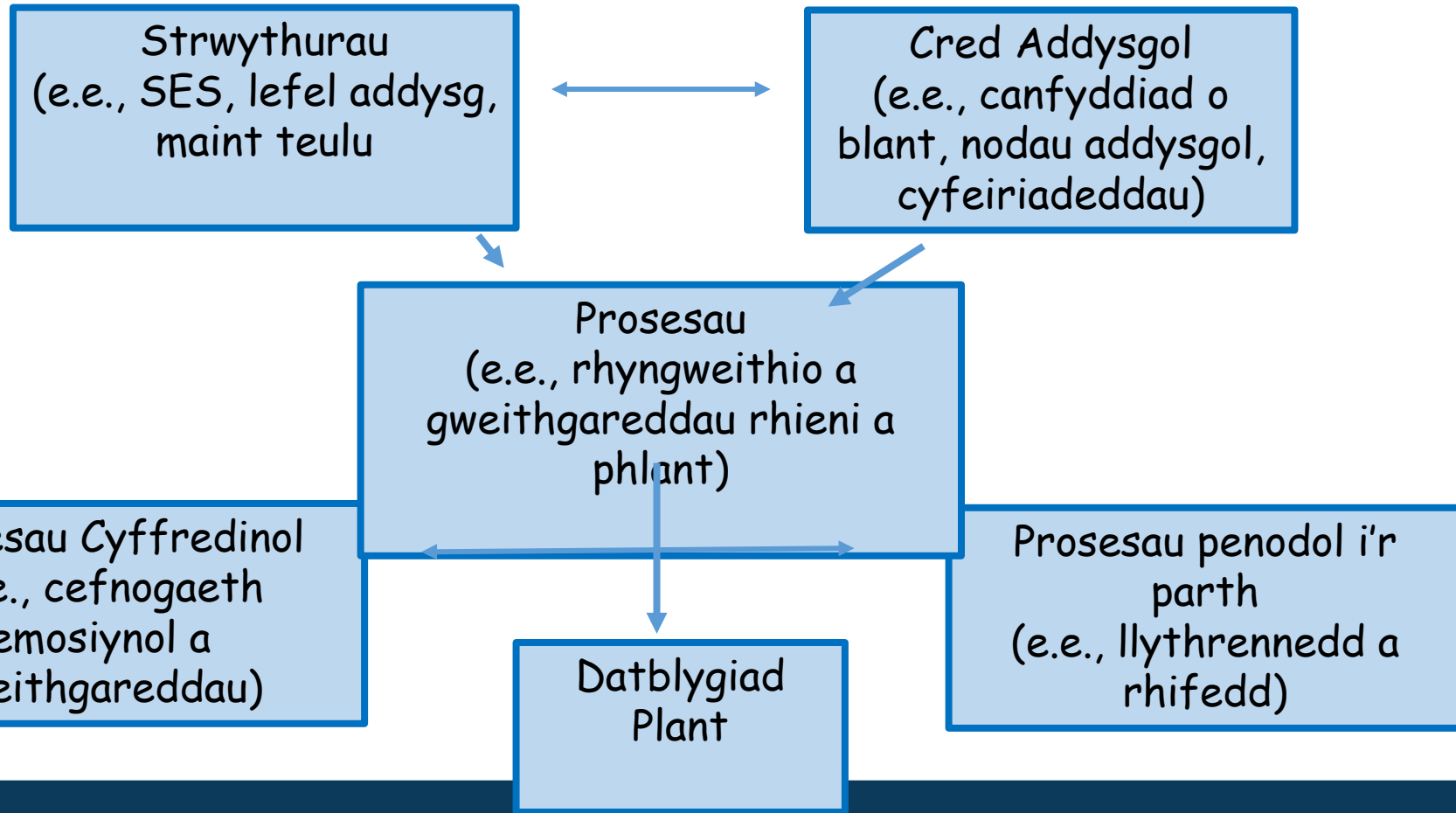


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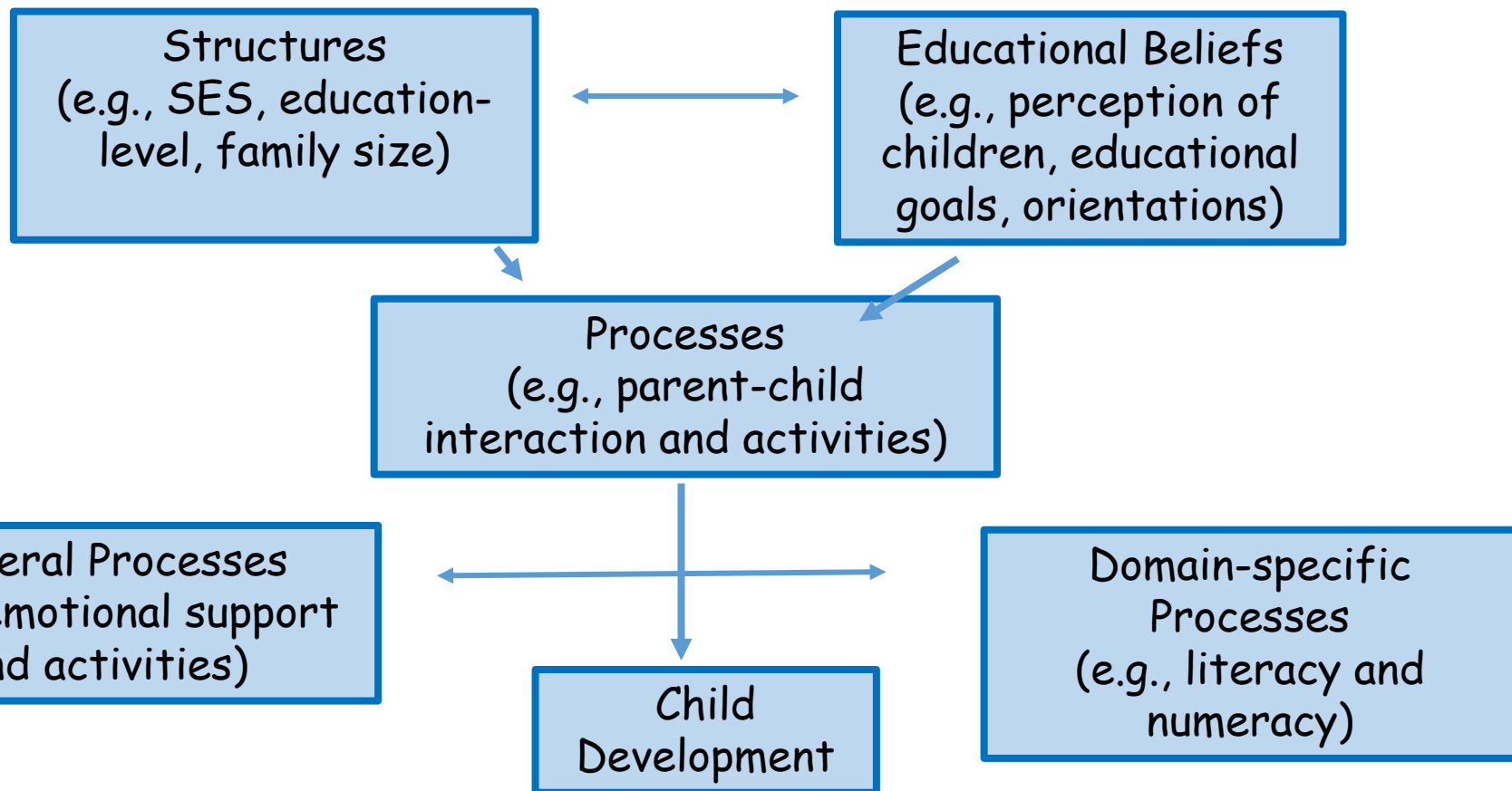
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Amgylchedd dysgu yn y cartref



Home learning environment



Cyfeirnodau



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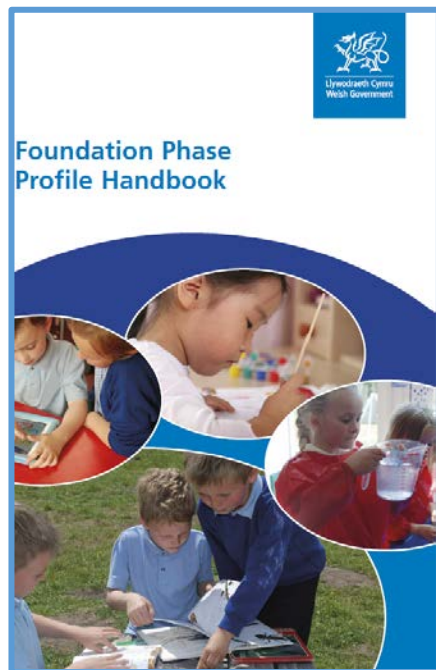


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Darllen ychwanegol



Additional reading



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Teamwork Adding Up to a Good Learning Teaching Together

Y safonau Statws Athro Cymwysedig (SAC) y
bydd y sesiwn hon yn eich helpu i'w bodloni

The Qualified Teacher Status (QTS) standards
this session will help you meet

Day 2

Pedagogy: Refining		
	Managing the learning environment	The student-teacher understands the importance and demonstrates the effective establishment and ongoing management of the learning environment, in promoting positive learning habits and behaviours that meet the four purposes and are understood by learners in that context
Pedagogy: Influencing		
	Challenge and expectations	The student-teacher provides appropriate levels of challenge and expectations for the range of student abilities and characteristics, motivating learners to achieve
	Listening to learners	The student-teacher demonstrates a willingness to seek, listen to and take account of the views of learners <u>in order to</u> engage and encourage them as active participants in their own learning.
	Learning outcomes and wellbeing	The student-teacher raises awareness of how high-quality learning experiences and performance outcomes lead to improved learning and a heightened sense of well-being.
Collaboration		
	Seeking advice and support	The student- teacher actively seeks and engages with support from a range of formal and informal sources. This includes observation and team teaching, whilst demonstrating increasing levels of independence.
	Supporting and developing others	The student-teacher develops high quality relationships with colleagues <u>in order to</u> have a positive impact upon learners' experiences within the school
Professional Learning		
	Wider reading and research findings	The student- teacher demonstrates an increasingly confident understanding of the theories and research about assessment, pedagogy, human development and learning relevant to planning and day-to-day practice
Innovation		
	Developing new techniques	Research on cognitive, social, emotional and physical development has a positive impact upon pedagogy. The student teacher can demonstrate how professional discernment and critical analysis are brought to bear in shaping developing practice



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