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

Yr Athrofa
Centre *for* Education
Addysg i Gymru | Education for Wales

APLP
PDPA
Partneriaeth Dysgu Proffesiynol Yr Athrofa
Yr Athrofa Professional Learning Partnership

Trawsnewid Addysg Gyda'n Gilydd Transforming Teaching Together

Canllaw Bychan
Mini Guides

Mini-guide

MAKING THE IMPLICIT, EXPLICIT

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

Kennedy (2006)

Competing concerns:

1. Covering desirable content
2. Fostering student learning
3. Increasing students' willingness to participate.
4. Maintaining lesson momentum.
5. Creating a civil classroom community.
6. Attending to their own cognitive and emotional needs.

'...if we are to support beginners effectively, we first need to acknowledge just how complex the task of teaching is.'

'IN THE MOMENT'

Once that moment has passed the knowledge can often disappear with it, leaving the observer unable to access and understand the events that have taken place.

Mentors may well feel vulnerable and reluctant to justify and explain their actions. This could prevent the student-teacher from accessing the inner thoughts of the teacher.

How to mitigate some of these challenges :

- Make it clear that you expect to be asked questions around your practice.
- Provide context on the children in the class and share appropriate knowledge you may hold.
- Mentally acknowledge your actions in the class and be ready to share the rationale after the session.
- Ask your student-teacher to film a lesson and provide a commentary on critical incidents

Canllaw Bychan

GWNEUD YR AMWYS YN DDIAMWYS

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

Kennedy (2006)

Pryderon sy'n cystadlu:

1. Ymdrin â chynnwys dymunol;
2. Meithrin dysgu myfyrwyr;
3. Gwella parodrwydd myfyrwyr i gymryd rhan;
4. Cynnal momentwm y wers;
5. Creu cymuned foesgar yn yr ystafell ddosbarth; a
6. Rhoi sylw i'w hanghenion gwybyddol ac emosiynol eu hunain.

'...os ydym am gefnogi dechreuwyr yn effeithiol, yna yn gyntaf bydd angen i ni gydnabod pa mor gymhleth yw'r dasg o addysgu'

'YN Y FOMENT'

'... unwaith bydd y foment honno wedi mynd heibio , yn aml gall y wybodaeth ddiflannu , gan adael yr arsylwr heb fynediad i'r digwyddiadau sydd wedi cymryd lle'

Mae'n bosib y bydd mentoriaid yn teimlo'n agored ac yn amharod i gyfiawnhau ac egluro eu gweithredoedd. Gallai hyn atal y darpar athro rhag cael mynediad at feddyliau mewnol athro.

Sut i liniaru rhai o'r heriau hyn :

- Gwnewch yn glir eich bod yn disgwyl cael eich cwestiynu ynghylch eich ymarfer.
- Rhowch gyd-destun y plant yn y dosbarth a rhannwch unrhyw wybodaeth briodol sydd gennych.
- Cydnabyddwch yn feddyliol eich gweithredoedd yn y dosbarth a byddwch yn barod i rannu'r rhesymeg ar ôl y sesiwn .
- Gofynnwch i'ch darpar athro ffilmio gwers a rhowch sylwebaeth ar ddigwyddiadau critigol.

Mini-guide

MOVING FROM 'BEGINNER' TO 'PROFICIENT'

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

Student-teachers often find it difficult to separate personal and professional feedback, so gathering pupil responses rather than offering your own 'judgement' can be a useful technique.

Hattie (2012) advocates the use of student evaluations of teachers (SETs) to garner the thoughts and perceptions of learners.

AN OPPORTUNITY TO REFLECT ON PROGRESS THROUGH THE EYES OF THE LEARNER

"Our job is to help teachers see learning through the eyes of kids. And the great thing is when they do, teachers change."
Hattie (2008) Visible Learning

Student-teachers should be increasingly able to focus on the pupils and their learning as opposed to prioritising their own 'performance'.

Hattie (2012) provides the following questions to guide mentors when encouraging student-teachers to shift their focus to the learners:

- What did and did they not understand in the lessons?
- Did they seek help (or not)?
- What were the reactions from their peers to their learning?
- Did they believe they were listened to by this teacher?
- What was the nature of discussion among students during the lessons?
- What questions did they ask and what would they now still wish to ask?
- What do they now understand by success in these lessons?
- Finally, how close do the students think they are to the success criteria?

Canllaw bychan

SYMUD O 'DDECHREUWR' I 'HYFEDREDD'

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

Os ydyw eich darpar athro yn cael anhawster gwahaniaethu rhwng adborth personol a phroffesiynol, gall casglu adborth disgyblion yn hytrach na chynnig eich 'dyfarniad' eich hun fod yn dechneg ddefnyddiol.

Mae Hattie (2012) yn argymell defnyddio gwerthusiadau myfyrwyr o athrawon (SETs) i gasglu barn a chanfyddiadau dysgwyr.

Cyfle i fyfyrio ar gynnydd drwy lygaid y dysgwr

""Ein swydd ydyw helpu athrawon i weld dysgu trwy lygaid y plant . Y peth pennaf yw pan ddigwydda hyn bydd arthawon yn newid."
Hattie (2008) Dysgu Gweladwy

Dylai darpar athro dan hyfforddiant allu canolbwyntio'n gynyddol ar y disgyblion a'u dysgu yn hytrach na blaenoriaethu eu 'perfformiad' eu hunain.

Mae Hattie (2012) yn darparu'r cwestiynau canlynol i arwain mentoriaid wrth annog darpar athrawon i symud eu ffocws at y dysgwyr:

- Beth oedden nhw'n ei ddeall a beth nad oedden nhw'n ei ddeall yn y gwersi?
- Oedden nhw'n gofyn am help (neu beidio)?
- Beth oedd yr ymateb gan eu cymheiriaid i'w dysgu?
- Oedden nhw'n credu bod yr athro hwn yn gwrando arnynt?
- Beth oedd natur y drafodaeth ymhlith myfyrwyr yn ystod y gwersi?
- Pa gwestiynau wnaethon nhw eu gofyn a beth fydden nhw'n dymuno ei ofyn o hyd nawr?
- Beth maen nhw'n ei ddeall wrth lwyddiant yn y gwersi hyn nawr?
- Yn olaf, pa mor agos at y meini prawf llwyddiant ydy'r myfyrwyr yn meddwl y maent?

Mini-guide

ACTIVE LISTENING

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

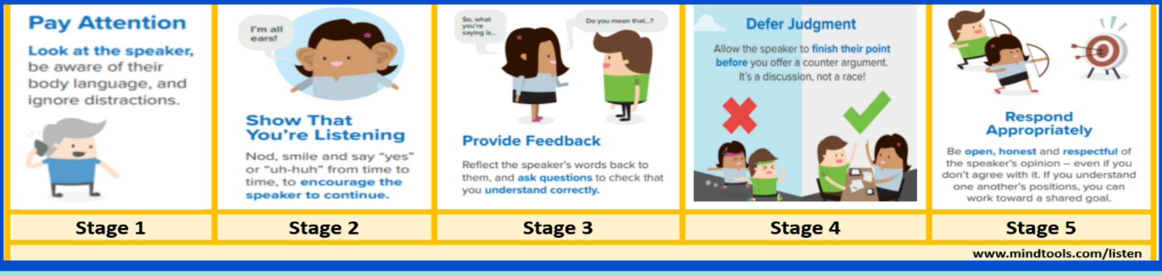
Active Listening: Hear What People are Really Saying, (n.d)

'...research suggests that we only remember between 25 percent and 50 percent of what we hear, as described by Edgar Dale's Cone of Experience.'

'DEEP' LEVELS OF LISTENING

Active listening is a technique that enables you to fully concentrate on what others are saying, and to understand their complete message.

Level of listening	Features
Deep	Listening diligently, reading and responding to body language
Effective	Listen carefully and purposefully
Conversational	'Everyday' listening we do with friends and family
Cosmetic	Half listening whilst thinking or doing something else



Modelling the learner/teacher paradox

Taking opportunities to demonstrate your commitment to professional learning and continual reflection can be powerful in removing the perceived 'master and apprentice' relationship between yourself and the student-teacher.

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

Yr Athrofa
Centre for Education
Addysg i Gymru | Education for Wales

Canllaw Bychan

GWRANDO GWEITHREDOL

Gwrando Gweithredol: Clywed yr Hyn y mae Pobl yn Wirioneddol Ddweud.

'...mae ymchwil yn awgrymu mai dim ond rhwng 25% a 50% o'r hyn a glywn yr ydym yn ei gofio, fel y disgrifir yn 'Cone of Experience Edgar Dale.'

LEFELAU GWRANDO 'DWFN'

Mae gwrando gweithredol yn dechneg sy'n eich galluogi i ganolbwyntio'n llawn ar yr hyn y mae eraill yn ei ddweud, ac i ddeall eu neges gyflawn.

Lefel gwrando	Nodweddion
Dwfn	Gwrando'n astud, gan ddarllen iaith y corff ac ymateb iddi
Effeithiol	Gwrando'n ofalus ac yn bwrpasol
Sgyrsiol	Gwrando 'bob dydd' rydym yn ei wneud gyda ffrindiau a theulu
Cosmetig	Hanner gwrando tra'n meddwl am rywbeth arall /gwneud

Modelu paradocs y dysgwr/athro

Gall cymryd cyfleoedd i ddangos eich ymrwymiad i ddysgu proffesiynol a myfyrio parhaus fod yn bwerus wrth ddileu'r berthynas 'meistr a phrentis' dybiedig rhyngddoch chi a'r darpar athro.

Prifysgol Cymru Y Drindod Dewi Sant
University of Wales Trinity Saint David
Yr Athrofa Centre for Education
Addysg i Gymru | Education for Wales

Mini-guide

USING LESSON OBSERVATIONS

Partneriaeth Dysgu Proffesiynol Yr Athrofa
Yr Athrofa Professional Learning Partnership

Kennedy's (2006) 6 Competing concerns:

1. Covering desirable content.
2. Fostering student learning.
3. Increasing students' willingness to participate.
4. Maintaining lesson momentum.
5. Creating a civil classroom community.
6. Attending to their own cognitive and emotional needs.

"…as an experienced teacher, able to read a classroom fluently and to select from an extensive repertoire of well-tunes strategies, it can be all too easy to forget just how much you have learned over time, how many of your deliberate practices have now become routinised, and on how many different kinds of insight you are drawing.' Kennedy, 2006

'WHAT DO THESE CONCERNS LOOK LIKE IN A CLASSROOM?'

'WHAT WOULD YOU ASK EXPERIENCED TEACHERS?'

'WHAT WOULD YOU ASK PUPILS IN CLASS?'

WHERE DID YOUR LEARNING INTENTIONS COME FROM?

What type of feedback typically increases engagement?

Do you differentiate questioning?

What do you do if pupils appear to be lacking effort?

What do you do if a part of your lesson overruns?

What does respect look like in a lesson?

What strategies do you use to maintain good mental health?

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

Yr Athrofa
Centre *for* Education
Addysg i Gymru | Education for Wales

Canllaw bychan

DEFNYDDIO ARSYLWADAU GWERSI

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

'…fel athro profiadol, sy'n gallu darllen ystafell ddosbarth yn rhwydd a dewis o repertoire helaeth o strategaethau wedi'u perffeithio, gall fod yn llawer rhy hawdd anghofio cymaint rydych chi wedi'i ddysgu dros amser, faint o'ch arferion bwriadus sydd bellach wedi'u harferoli, a faint o wahanol fathau o fewnwelediad a ddefnyddir gennych.' Kennedy, 2006

Kennedy (2006) - Pryderon sy'n cystadlu:

1. Ymdrin â chynnwys dymunol;
2. Meithrin dysgu myfyrwyr;
3. Gwella parodrwydd myfyrwyr i gymryd rhan;
4. Cynnal momentwm y wers;
5. Creu cymuned foesgar yn yr ystafell ddosbarth; a
6. Rhoi sylw i'w hanghenion gwybyddol ac emosiynol eu hunain

'SUT OLWG ALLAI FOD AR HYN MEWN YSTAFELL DDOSBARTH?'

CWESTIYNAU I DDARPAR ATHRO OFYN I YMARFERYDD PROFIADOL

'BETH FYDDECH CHI'N EI OFYN I DDISGYBLION YN Y DOSBARTH?'

O BLE DAETH EICH BWRIADAU DYSGU?

Beth ydych chi'n ei wneud os yw disgyblion yn ymddangos yn brin o ymdrech?

Sut olwg sydd ar barch mewn gwers?

Pa fath o adborth sy'n cynyddu diddordeb yn nodweddiadol?

Ydych chi'n gwahaniaethu cwestiynu?

Beth ydych chi'n ei wneud os yw rhan o'ch gwers yn gor-redeg?

Pa strategaethau ydych chi'n eu defnyddio i gynnal iechyd meddwl da?

Mini-guide

THE PROFESSIONAL CONVERSATION

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

Earl & Timperley (2009)

Professional conversations:

- are grounded in evidence
- are focused on learning
- are a positive experience
- will identify strengths
- can identify emerging targets

The professional conversation is a part of the APLP model of mentoring and is designed to facilitate deep reflection in relation to progress that student-teachers have made.

An opportunity to discuss experiences

Before	During	After
• Students given 2 days' notice. • Invite students to prepare an aspect of their learning to discuss.	• Student teacher talks about their prepared aspect. No ppt needed. • Student teacher must prepare evidence and answer questions. • Identify how progress was made.	• The conversation should inform the Placement Report. • Upload the professional notes and Report to the SharePoint folder.

- When - in preparation for placement reports.
- Who - with class/subject mentors.
- Where - 45-60min meeting in school.

Possible sources of evidence:

- Planning, evaluations and resources
- Reflections in the Learning Journal
- Engagement with Weekly Reflections
- Subject Knowledge Development
- Professional Experience Templates
- Professional learning opportunities
- Module content and assignments

Canllaw bychan

Y SGWRS BROFFESIYNOL

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

Earl & Timperley (2009)

Sgyrsiau proffesiynol:

- wedi'u seilio mewn tystiolaeth
- yn canolbwyntio ar ddysgu
- profiad cadarnhaol
- yn nodi cryfderau
- yn gallu adnabod targedau sy'n dod i'r amlwg

Mae'r sgwrs broffesiynol yn rhan o fodel mentora PDPA ac mae wedi'i chynllunio i hwyluso myfyrio'n ddwfn mewn perthynas â'r cynnydd y mae darpar athro wedi'i wneud.

CYFLE I DRAFOD PROFIADAU

Cyn	Yn ystod	Ar ôl
• Darpar athrawon i gael 2 ddiwrnod o rybudd • Gwahodd y darpar athrawon i ddewis agwedd o'i dysgu yr hoffent ei rhannu	• Darpar athro yn siarad am yr agwedd a ddewiswyd. Dim angen PPT. • Darpar athro i baratoi tystiolaeth ac ymateb i gwestiynau • Nodi sut y gwnaethpwyd cynnydd	• Dylai'r sgwrs fframio'r Adroddiad Lleoliad. • Lanlwytho'r nodiadau proffesiynol a'r Adroddiad i'r ffolder briodol ar SharePoint

- Pryd - wrth baratoi ar gyfer adroddiadau lleoliad
- Pwy - gyda mentoriaid dosbarth/pwnc.
- Lle - Cyfarfod 45-60 munud yn yr ysgol.

Ffynonellau posibl o dystiolaeth:

- Cynllunio, gwerthusiadau ac adnoddau
- Myfyrdodau yn y Dyddiadur Dysgu
- Ymgysylltu â Myfyrdodau Wythnosol
- Datblygu gwybodaeth pwnc
- Templedi Profiad Proffesiynol
- Cyfleoedd dysgu proffesiynol
- Cynnwys ac aseiniadau modiwl

Mini-guide

GIVING STUDENT TEACHERS EFFECTIVE AND PURPOSEFUL FEEDBACK

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

Furlong & Maynard (1999)

Giving and receiving feedback is often a difficult and sensitive process:

- individuals feel vulnerable
- emotions can run high
- can decrease confidence

'How students can be supported in ways that will encourage them to develop deeper and more complex understandings of the assumptions they are making in that practical professional knowledge.'

THE ROLE OF THE DISCUSSANT

Assume an 'inquiry stance'

Ask good questions: 'Be sceptical'

- Is NOT providing an answer
- Is NOT providing an explanation
- Is NOT filling the space with your voice

Sherrington (2019)

- That's interesting, what makes you say that?
- That's true, but why do you think that is?
- Can you give an example of where that happens?
- What is the evidence that supports that suggestion?
- But what's the reason for that?
- Is that always true or just in this example?
- Is that a direct cause of the effect or is it just a coincidence, a correlation?

Canllaw Bychan

RHOI ADBORTH EFFEITHIOL A PHWRPASOL I DDARPAR ATHRAWON

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

Furlong & Maynard (1999)

Mae rhoi a derbyn adborth yn aml yn broses anodd a sensitif.

- unigolion yn teimlo'n fregus
- gall emosiynau redeg yn uchel
- yn gallu lleihau hyder

'Sut gellir rhoi cymorth i fyfyrwyr mewn ffyrdd a fydd yn eu hannog i ddatblygu dealltwriaeth ddyfnach a mwy cymhleth o'r rhagdybiaethau maent yn eu gwneud yn yr wybodaeth broffesiynol ymarferol honno.'

RÔL Y TRAFODWR

Cymherwch 'safiad ymholgar'

Gofynnwch gwestiynau da
'Byddwch yn sgeptigol'

- NID rhoi ateb ydyw
- NID rhoi esboniad ydyw
- NID llenwi'r ysbaid â'ch llais eich hun ydyw

Sherrington (2019)

- Mae hynny'n ddiddorol, pam eich bod chi'n dweud hynny?
- Mae hynny'n wir, ond pam ei bod yn wir yn eich barn chi?
- Allwch chi roi enghraifft o lle mae hynny'n digwydd?
- Beth yw'r dystiolaeth sy'n cefnogi'r awgrym hwnnw?
- Ond beth yw'r rheswm dros hynny?
- A yw hynny bob amser yn wir neu yn yr enghraifft hon yn unig?
- A yw hynny'n achos uniongyrchol o'r effaith neu ai cyd-ddigwyddiad yn unig ydyw, cydberthyniad?

Mini-guide

BUILDING EFFECTIVE RELATIONSHIPS WITH YOUR STUDENT TEACHER

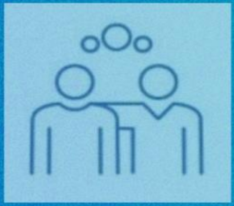
PDPA APLP
Partneriaeth Dysgu Proffesiynol Yr Athrofa
Yr Athrofa Professional Learning Partnership
Trawsnewid Addysg Gyda'n Gilydd Transforming Teaching Together

Burn, Hagger & Mutton (2015)

Eliciting student-teachers' preconceptions about education, is an important part of their education in becoming a teacher.

'Taking time early on to ask about those previous experiences and sources of inspiration will give you important insights into some of the views that your trainee holds about teaching and learning, and into the contexts in which they were developed.'

CREATE A POINT OF REFERENCE



We suggest using some of the question prompts below to develop this understanding that can be used in feedback sessions throughout the course.

- Who inspired you to become a teacher?
- What was your experience of school like?
- How do you think you learn best?
- What motivates you to want to learn?
- What type of relationships did you have with your teachers?
- What impact did it have on your well-being and learning?
- How do you think your own experiences of education will impact on you, as a teacher?

Canllaw Bychan

MEITHRIN PERTHNASOEDD EFFEITHIOL GYDA'CH DARPAR ATHRO

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

Burn, Hagger & Mutton (2015)

Mae dileu rhagdybiaethau darpar athrawon am addysg, yn rhan bwysig o'u haddysg wrth ddod yn athro.

'Bydd cymryd amser, ar y dechrau, i ofyn am y profiadau blaenorol a'r ffynonellau ysbrydoliaeth hynny yn rhoi mewnweledìad pwysig i chi am rai o'r safbwyntiau sydd gan eich hyfforddai oddeutu addysgu a dysgu ac i'r cyd-destunau y cawsant eu datblygu ynddynt.'

CREU PWYNT CYFEIRIO

Rydym yn awgrymu defnyddio rhai o'r cwestiynau isod i ddatblygu'r ddealltwriaeth hon y gellir ei defnyddio mewn sesiynau adborth drwy gydol y cwrs.

- Pwy wnaeth eich ysbrydoli chi i ddod yn athro?
- Sut brofiad gawsoch chi yn yr ysgol?
- Yn eich barn chi, sut rydych chi'n dysgu orau?
- Beth sy'n eich ysgogi chi i fod eisiau dysgu?
- Sut fath o berthynas oedd gennych chi gyda'ch athrawon?
- Pa effaith gafodd hyn ar les a dysgu?
- Yn eich barn chi, sut bydd eich profiadau personol o addysg yn effeithio arnoch chi, fel athro?