

ECEY6001C

ECEY6001

Dysgu Awyr
Agored a
Chwriciwla

Outdoor Learning
and Curricula



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Dysgu Awyr Agored

Outdoor Learning

- Beth ddylen ni ei ddysgu a pham?
- **Sut dylen ni ei ddysgu?**
- Sut y bydd hyn yn cefnogi ein dysgwyr i wireddu'r pedwar pwrpas?
- What should we teach and why?
- **How should we teach it?**
- How will this support our learners to realise the four purposes?



Pedwar Diben

Four Purposes

- dysgwyr uchelgeisiol, galluog, sy'n barod i ddysgu gydol eu bywydau
- cyfranwyr mentrus, creadigol sy'n barod i chwarae rhan lawn mewn bywyd a gwaith
- **dinasyddion egwyddorol, gwybodus yng Nghymru a'r byd**
- **unigolion iach, hyderus sy'n barod i fyw bywyd cyflawn fel aelodau gwerthfawr o gymdeithas**
- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- **ethical, informed citizens of Wales and the world**
- **healthy, confident individuals, ready to lead fulfilling lives as valued members of society.**



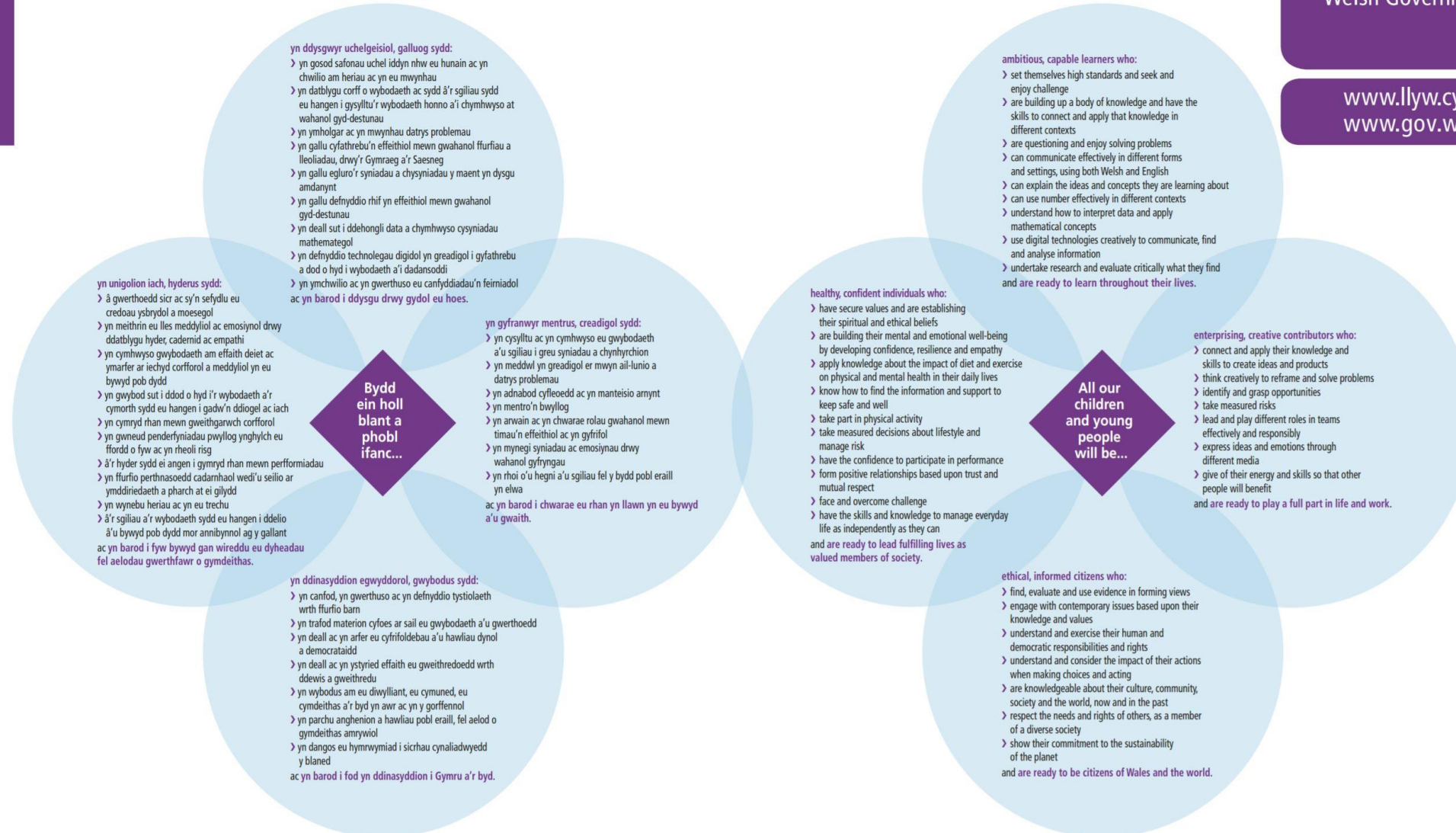
Pedwar diben y cwricwlwm i Gymru

The four purposes of the curriculum for Wales



Llywodraeth Cymru
Welsh Government

www.llyw.cymru
www.gov.wales



Cwestiynau / Questions

- A all dysgu awyr agored chwarae rôl yn y pedwar diben?
- Pa fath ddysgu tu allan allai hwn fod?
- Pa fath o ymarferwyr fydd angen i gefnogi allan awyr agored yn y cwricwlwm newydd?
- Can outdoor learning play a role in supporting the four purposes?
- What type of outdoor learning might this be?
- What type of practitioners will be required to support outdoor learning in context of new curriculum?



Where are we now?

Foundation Phase

‘Wales leads the UK in its development of learning outdoors and the Foundation Phase will further ensure that we **are in the vanguard of experiential learning, of which outdoor learning is such a vital element**’ (DCELLS, 2009:1)

‘Indoor and outdoor environments that are fun, exciting, stimulating and safe promote children’s development and natural curiosity to explore and learn through first-hand experiences. **The Foundation Phase environment should promote discovery and independence and a greater emphasis on using the outdoor environment as a resource for children’s learning.**’ (Welsh Government , 2015: 3).

- What do you think?
- Discuss the above from your own observations of practice ?

Ble ydy ni nawr ?

Cyfnod Sylfaen

- ‘Mae Cymru’n arwain y ffordd yn y DU o ran datblygu dysgu yn yr awyr agored, a bydd y Cyfnod Sylfaen yn helpu i sicrhau ein bod ar **flaen y gad ym maes dysgu trwy brofiadau, y mae dysgu yn yr awyr agored yn elfen hanfodol ohono**’. (Yr Adran Plant, Addysg, Dysgu Gydol Oes a Sgiliau, 2008:1).
- ‘Mae amgylcheddau dan do ac awyr agored sy'n hwyl, yn gyffrous, yn ysgogol ac yn ddiogel yn hyrwyddo datblygiad plant a chwilfrydedd naturiol i archwilio a dysgu trwy brofiadau uniongyrchol. **Dylai amgylchedd y Cyfnod Sylfaen hyrwyddo darganfyddiad ac annibyniaeth a mwy o bwyslais ar ddefnyddio'r amgylchedd awyr agored fel adnodd ar gyfer dysgu plant.**’ (Llywodraeth Cymru, 2015: 3)
- **Beth ydy chi yn feddwl?**
- **Trafodwch yn sgil eich arsylwadau personol chi o ymarfer yn y Cyfnod Sylfaen?**



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Sgiliau ar gyfer y cwricwlwm newydd 2022

Skills for the New Curriculum 2022

- Creadigrwydd ac arloesedd
- Meddwl yn feirniadol a datrys problemau
- Effeithiolrwydd personol
- Cynllunio a threfnu
- Traws-gwricwla
- Creativity and innovation
- Critical thinking and problem-solving
- Personal effectiveness
- Planning and organising
- Cross-curricula



I datblygu'r sgiliau yma dylai dysgwyr cael ?
To develop these skills learners should?



- meithrin eu gwydnwch a datblygu strategaethau a fydd yn eu helpu i reoli eu lles. Dylen nhw fod yn cael profiadau lle y gallan nhw ymateb yn gadarnhaol yn wyneb heriau, ansicrwydd neu fethiant
- build their resilience and develop strategies which will help them manage their well-being – they should be encountering experiences where they can respond positively in the face of challenge, uncertainty or failure



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I datblygu'r sgiliau yma dylai dysgwyr cael ?
To develop these skills learners should?



- cael lle i ddatblygu syniadau creadigol a gwerthuso dewisiadau amgen mewn modd beirniadol. Mewn byd sy'n newid yn gyson, bydd hyblygrwydd a'r gallu i ddatblygu mwy o syniadau yn galluogi dysgwyr i ystyried ystod ehangach o datrysiadau amgen pan fydd pethau'n newid
- learn to work effectively with others, valuing the different contributions they and others make – they should also begin to recognise the limitations of their own work and those of others as they build an understanding of how different people play different roles within a team



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- be afforded the space to generate creative ideas and to critically evaluate alternatives – in an ever-changing world, flexibility and the ability to develop more ideas will enable learners to consider a wider range of alternative solutions when things change



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I datblygu'r sgiliau yma dylai dysgwyr cael ?
To develop these skills learners should?



- dysgu i weithio'n effeithiol gydag eraill, gan werthfawrogi'r gwahanol gyfraniadau y maen nhw eu hunain ac eraill yn eu gwneud. Dylen nhw hefyd ddechrau cydnabod cyfyngiadau eu gwaith eu hunain a chyfyngiadau pobl eraill wrth iddyn nhw feithrin dealltwriaeth o'r ffordd y mae gwahanol bobl yn chwarae gwahanol rolau mewn tîm.
- learn to work effectively with others, valuing the different contributions they and others make – they should also begin to recognise the limitations of their own work and those of others as they build an understanding of how different people play different roles within a team



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Ethan a'i ffrindiau tu allan

Ethan and friends outside

- Beth mae Ethan ai' ffrindiau wedi dysgu?
- Ydy hwn yn traw-cwriciwla-trafodwch?
- A all Cymru hybu y fath yma o ddysgu?
- What has Ethan and his friends learnt?
- Is this Cross-curricular- discuss?
- Can Wales promote this type of learning experience?

<https://www.youtube.com/watch?v=ZkXMY7eWD-o&list=PLCM4SR8YSSDxpKyXCiz1vQs6-Oi3cNQhc>



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Oes modd datblygu canolbwynt awyr agored i'r cwricwlwm?

Can we develop an outdoor focus to the curriculum?

- Rhwystrau a heriau?
- Cydestun diwyllianol?
- Sylfaen Tystiolaeth?
- Barriers and Challenges?
- Cultural context?
- Evidence base?

(Bilton a Waters, 2017)

(Bilton and Waters, 2017)



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Gwerthusiad Y Cyfnod Sylfaen

Foundation Phase evaluation

- Pan ofynnwyd iddynt, nododd ymarferwyr yn aml fod cyfleoedd dysgu awyr agored yn dibynnu ar y tywydd gan fwyaf. Er gwaethaf hyn, arsylwir plant yn ymwneud â gweithgareddau mwy egniol a deinamig pan fyddant y tu allan. Roedd canran uwch o weithgareddau a ddechreuir ac a gyfarwyddir gan blant hefyd, a defnydd mwy cytbwys o ddarpariaeth â ffocws, darpariaeth barhaus a darpariaeth well (Llywodraeth Cymru, 2015b: 64).
- When asked, practitioners often noted how outdoor learning opportunities are most often dependent on the weather. Despite this, children are observed engaging in more vigorous and dynamic activities when they are outdoors. There was also a higher percentage of child initiated and directed activities, and a better balanced use of focussed, continuous and enhanced provision (Welsh Government 2015b: 64).

Gwerthusiad Y Cyfnod Sylfaen

Foundation Phase evaluation

- Yn anaml y defnyddiwyd yr amgylchedd dysgu awyr agored fel estyniad parhaus o'r ystafell ddosbarth, ond roedd mwy o leoliadau nas cynhelir a ariennir yn defnyddio'r awyr agored o gymharu â dosbarthiadau Blwyddyn 1 a 2 (Llywodraeth Cymru, 2015b: 64).
- The outdoor learning environment was rarely used as a continuous extension of the classroom, but more funded non-maintained settings used the outdoors compared to Year 1 and 2 classes. (Welsh Government 2015b: 64).

Gwerthusiad Y Cyfnod Sylfaen

Foundation Phase evaluation

- Dywedodd saith deg pump y cant o ymarferwyr eu bod yn defnyddio'r amgylchedd dysgu awyr agored o leiaf ddwy i dair gwaith yr wythnos, a dywedodd 34% eu bod yn ei ddefnyddio bob dydd (er bod adeg y flwyddyn yn effeithio ar ba mor aml y defnyddir yr amgylchedd dysgu awyr agored) (Llywodraeth Cymru, 2015b: 64).
- Seventy-five percent of practitioners reported using the outdoor learning environment at least two or three times a week, and 34% reported using it every day (although time of year impacts the frequency with which the outdoor learning environment is used) (Welsh Government 2015b: 64).

Gwerthusiad Y Cyfnod Sylfaen Tudalen 64

Foundation Phase evaluation page 64

- Roedd plant yn fwy tebygol o gael eu harsylwi y tu allan gydag ymarferydd ychwanegol, neu ar eu pennau eu hunain, yn hytrach na bod ym mhresenoldeb athro. O'r 410 o arsylwadau plant unigol a gofnodwyd y tu allan, roedd 51% gydag ymarferydd ychwanegol, ac 17% yn unig gydag athro. Cofnodwyd y 32% a oedd yn weddill fel 'plentyn yn gweithredu heb gymorth oedolyn'. Mae'n bosibl bod hyn yn adlewyrchu gwerth canfyddedig dysgu awyr agored ymhlith athrawon yn arbennig (Llywodraeth Cymru, 2015b: 64-65).
- Children were more likely to be observed outdoors with an additional practitioner, or alone, as opposed to being in the presence of a teacher. Of the 410 individual child observations recorded outdoors, 51% were with an additional practitioner, whereas only 17% were with a teacher. The remaining 32% were recorded as 'child acting without adult support'. **This could reflect the perceived value of outdoor learning amongst teachers in particular..** (Welsh Government 2015b:64).

Oes camddeal am dysgu awyr agored?

Is there a misunderstanding of outdoor learning?

Beth yw awyr agored?

Beth yw natur?

Beth y Ysgol Goedwig?

Beth yw dysgu awyr agored

Ydy nhw yr un peth?

- What is outdoors?
- What is nature?
- What is Forest School?
- What is outdoor learning?
- Are they the same thing?

Ysgol Goedwig Forest School



Forest School is an approach to education- a philosophy originating in Scandinavia

Linked to open air culture ('friluftsliv) which is a significant part of Scandinavian culture

Linked to child-led, free flow play and learning from play. It involves long term regular experiences.

<https://www.youtube.com/watch?v=1jNAImEvcAs>



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Plant ifanc yn y goedwig

Young children in woodland

- <https://www.youtube.com/watch?v=3KcTRcrQdr4>

Dinasyddion egwyddorol ?

Ethical citizens?



- Bod yn garedig
 - Edrych ar ol pethau byw eraill.
 - Cynaladwyedd
 - Dysgu am ein lle yn y byd
-
- Addysg ar Gyfer Datblygiad
Cynaladwy a Dinsyddiaeth Fyd
Eang?

Dinasyddion egwyddorol ?

Ethical citizens?



- Being kind
- Looking after other living things
- Sustainability
- Learning about our place in the world
- Education for Sustainable Development and Global Citizenship?

Dinasyddion egwyddorol ?

Ethical citizens?



- Empathi ar gyfer natur
- Dysgu am y byd a sut mae'n gweithio
- Cynnal Meddwl ar y Cyd Parhaus

Dinasyddion egwyddorol ?

Ethical citizens?

- Empathy for nature
- Learning about the world and how it works
- Sustained shared thinking



Dull Scandinafaid

Scandinavian Approach

- <https://www.youtube.com/watch?v=akxUJwjZTI8>
- https://www.youtube.com/watch?v=yU2ds6e_sWw
- <https://www.youtube.com/watch?v=qTujGUVvYok>
- Plentyn yn arwain
- Canolbwyntio ar lles-cymdeithasol / emosiynol
- Datblygiad corfforol
- Risg a plentyn yn cael hunan asesu risg
- Cyd-destun diwylliannol- yr awyr agored yn rhan pwysig o fywyd bob dydd Scandinafia.
- A allai hwn weithio yng Ngymru?



Dull Scandinafaid

Scandinavian Approach

- <https://www.youtube.com/watch?v=akxUJwjZTI8>
- https://www.youtube.com/watch?v=yU2ds6e_sWw
- <https://www.youtube.com/watch?v=qTujGUVvYok>
- Child-led
- Focus on wellbeing-socio / emotional
- Physical development
- Risk and child being able to self assess risk
- Cultural context- outdoors significant part of Scandinavian life
- Could this work in Wales?



Cyfeiriadau

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