



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

ECCE4001

Pwy ydw i?: Archwilio Hunaniaeth Broffesiynol

ECCE4001

Who Am I?: Exploring Professional Identity

Thema 7: Adeiladu Gwybodaeth Broffesiynol –
Cysylltu Damcaniaeth ag Ymarfer

Theme 7: Building Professional Knowledge –
Linking Theory to Practice

Trawsnewid Addysg, Trawsnewid Bywydau
Transforming Education, Transforming Lives

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Cynnwys y Thema

Theme Content

- Beth yw Gwybodaeth Broffesiynol?
- Damcaniaethau Allweddol: Cyflwyniad
- Sefydliadau Proffesiynol
- What is Professional Knowledge?
- Key Theories: An Introduction
- Professional Organisations

Meddyliau Cychwynnol

Initial Thoughts

*Wrth feddwl am eich gwaith
gyda phlant a theuluoedd yn
y dyfodol, pa wybodaeth
fyddai angen i chi ei chael?*

*Thinking about your future
work with children and
families, what knowledge will
you need to have?*

Beth yw Gwybodaeth Proffesiynol?

What is Professional Knowledge?

- Yn syml, mae gwybodaeth broffesiynol yn gyfuniad o:
- Ddamcaniaeth (e.e. datblygiad plentyn, addysgeg)
- Gwerthoedd (e.e. proffesiynoldeb a moeseg) [Thema 2]
- Ymarfer (e.e. profiad, sgiliau)
- Put simply professional knowledge is a combination of:
- Theory (e.g. child development, pedagogy)
- Values (e.g. ethics professionalism) [Theme 2]
- Practice (e.g. experience, skills)

Tri Chyd-destun Eraut

Eraut's Three 'Contexts'

- Mae'r rhain yn debyg i'r tri 'chyd-destun' proffesiynol a drafodwyd gan Eraut (1994) mewn testun allweddol ar y pwnc, *Datblygu gwybodaeth a chymhwysedd proffesiynol*
- These are similar to the three 'contexts' of professional discussed by Eraut (1994) in a key text on the subject, *Developing professional knowledge and competence*

Tri Chyd-destun Eraut

Eraut's Three 'Contexts'

- y cyd-destun academaidd (h.y. damcaniaeth);
 - cyd-destun sefydliadol ynghylch trafod polisïau a siarad am ymarfer (h.y. proffesiynoldeb a moeseg); a
 - chyd-destun ymarfer ei hun.
- the academic context (i.e. theory);
 - the organizational context of policy discussion and talk about practice (i.e. professionalism & ethics); and,
 - the context of practice itself.

(Eraut, 1994, p.20)

Gwybodaeth ‘Ffurfiol’ a ‘Dealledig’ ‘Formal’ and ‘Tacit’ Knowledge

- Mae Eraut (1994) yn dadlau bod yr wybodaeth sydd gan ymarferydd yn ddau fath gwahanol
- Gwybodaeth ‘ffurfiol’, a
- Gwybodaeth ‘ddealledig’
- Eraut (1994) goes on the argue that the knowledge that a practitioner has is of two clear types
- ‘Formal’ knowledge, and
- ‘Tacit’ knowledge

(Eraut, 1994)

Gwybodaeth Ffurfiol

Formal Knowledge

- Mae'n dadlau bod gwybodaeth ffurfiol yn;
- Wybodaeth benodol, wedi'i chodio ac yn hawdd ei chyfathrebu (e.e. damcaniaethau, gweithdrefnau, canllawiau ysgrifenedig). Gellir ei haddysgu trwy addysg neu hyfforddiant strwythuredig.
- He argues that formal knowledge is;
- Explicit, codified, and easily communicated knowledge (e.g., theories, procedures, written guidelines) that can be taught through structured education or training.

(Eraut, 1994)

Gwybodaeth Ddealledig

Tacit Knowledge

- Mae'n dadlau bod gwybodaeth ddealledig yn;
- Wybodaeth bersonol, sy'n seiliedig ar brofiad sy'n anodd ei mynegi neu ei throsglwyddo (e.e., sgiliau, greddf, "*gwybod*"), yn aml yn cael ei datblygu trwy ymarfer a rhyngweithio cymdeithasol
- He argues that tacit knowledge is;
- Personal, experience-based knowledge that is difficult to articulate or transfer (e.g., skills, intuition, "know-how"), often developed through practice and social interaction.

(Eraut, 1994)

Gwirio ein Gwybodaeth 'Ddealledig'

Checking our 'Tacit' Knowledge

- Un broblem gyda gwybodaeth a gafwyd trwy brofiad neu sgwrs â chyfoedion yw y gallai fod yn gamarweiniol.
- One issue with knowledge gained through experience or conversation with peers is that it might be misleading.

Pwyntiau Trafod

1. Pam y gallai hyn fod yn wir?
2. Beth allwch chi ei wneud i wirio bod eich gwybodaeth 'ddealledig' yn ddilys?

Discussion Points

1. *Why might this be the case?*
2. *What can you do to check that your 'tacit' knowledge is valid?*

Gwybodaeth Broffesiynol ac Adfyfyrio

Professional Knowledge & Reflection

- ‘It is this entire process of reflection-in-action which is central to the "art" by which practitioners sometimes deal well with situations of uncertainty, instability, uniqueness, and value conflict’.
- ‘It is this entire process of reflection-in-action which is central to the "art" by which practitioners sometimes deal well with situations of uncertainty, instability, uniqueness, and value conflict’.

(Schön, 2017, p.50)

Gwybodaeth Broffesiynol ac Adfyfyrio

Professional Knowledge & Reflection

- Uchafbwyntiau Eraut;
- ‘the value of reflection in raising awareness of tacit knowledge and transforming **knowing-in-action** into **knowledge-in-action**. (Eraut, 1994, t.15)
- Beth yw'r gwahaniaeth rhwng y ddau ymadrodd hyn?

- Eraut highlights;
- ‘the value of reflection in raising awareness of tacit knowledge and transforming **knowing-in-action** into **knowledge-in-action**. (Eraut, 1994, p.15)

What is the difference between these two phrases?

Damcaniaethau Allweddol: Cyflwyniad

Key Theories: An Introduction

- Mae Eraut (1994, t.243) yn nodi bod gwybodaeth ffurfiol yn cynnwys;
 - Damcaniaethau addysg;
 - Cysyniadau gwyddor gymdeithasol;
 - Ymchwil addysgol; a
 - Thueddiadau economaidd-gymdeithasol
- Eraut (1994, p.243) states that **formal** knowledge includes;
 - Theories of education;
 - Social science concepts;
 - Educational research; and,
 - Socioeconomic trends

Damcaniaethau Allweddol: Cyflwyniad

Key Theories: An Introduction

- Yn ystod eich astudiaethau, byddwch yn ymgysylltu â llawer o ddamcaniaethwyr e.e.;
 - Piaget
 - Vygotsky
 - Bowlby
 - Maslow
 - Knowles
- Over the course of your studies, you will engage with many theorists e.g.;
 - Piaget
 - Vygotsky
 - Bowlby
 - Maslow
 - Knowles

Jean Piaget

Jean Piaget

- Jean Piaget (1896-1980)
- Seicolegydd Plant o'r Swistir
- Testun Allweddol – The Origins of Intelligence in Children (1952)
- Jean Piaget (1896-1980)
- Swiss Child Psychologist
- Key Text - *The Origins of Intelligence in Children* (1952)



Delwedd: (University of Michigan, 1968)

Image: (University of Michigan, 1968)

Piaget: Camau Datblygiad Gwybyddol

Piaget: Stages of Cognitive Development

- Cynigiodd Piaget fod plant yn datblygu trwy bedwar cam (**synhwyrdd-
weithredol, cynweithredol,
gweithredu diriaethol,
gweithredu ffurfiol**),
- Mae pob cam yn cael ei nodweddu gan ffyrdd ansoddol gwahanol o feddwl a deall y byd.
- Piaget proposed that children progress through four stages (**sensorimotor, preoperational, concrete operational, formal operational**),
- Each stage is characterised by qualitatively different ways of thinking and understanding the world.

Seiliedig ar / Based on (Zhou and Brown, 2017)

Piaget: Lluniadaeth (Dysgu Gweithredol)

Piaget: Constructivism (Active Learning):

- Dadleuodd Piaget fod plant yn adeiladu gwybodaeth trwy ryngweithio â'u hamgylchedd, gan ddefnyddio prosesau o:
 - **Gydweddiad**; ac,
 - **Ymgymhwysiad**.
- Piaget argued that children actively construct knowledge through interaction with their environment, using processes of:
 - **Assimilation**; and ,
 - **Accommodation**.

Seiliedig ar / Based on (Zhou and Brown, 2017)

Lev Vygotsky

Lev Vygotsky

- Lev Vygotsky (1896-1934)
- Seicolegydd o Rwsia
- Testun Allweddol - *Thought and Language* (1934)
- Lev Vygotsky (1896-1934)
- Russian Psychologist
- Key Text - *Thought and Language* (1934)

Delwedd: (Awdur Anhysbys, 1925)



Image: (Unknown Author, 1925)

Vygotsky: Parth Datblygiad Procsimol

Vygotsky: Zone of Proximal Development

- **Parth Datblygiad Procsimol (ZPD):** Y bwlch rhwng yr hyn y gall dysgwr ei wneud yn annibynnol a'r hyn y gall ei gyflawni gydag arweiniad gan berson mwy gwybodus (e.e. athro neu gyfoed).
- **Zone of Proximal Development (ZPD):** The gap between what a learner can do independently and what they can achieve with guidance from a more knowledgeable other (e.g., teacher or peer).

Seiliedig ar / Based on (Zhou and Brown, 2017)

Vygotsky: Sgaffaldio

Vygotsky: Scaffolding

- I Vygotsky, **sgaffaldio** yw'r syniad bod person mwy gwybodus (e.e. athro neu gyfoed) yn darparu cymorth dros dro er mwyn helpu dysgwr i gwblhau tasg na all ei wneud ar ei ben ei hun, **gan leihau'r gefnogaeth yn raddol** wrth i'r dysgwr ddod yn fwy galluog.
- For Vygotsky, **scaffolding** is the idea that a more knowledgeable person (e.g., teacher or peer) provides temporary support to help a learner complete a task they couldn't do alone, **gradually reducing the support** as the learner becomes more capable.

Seiliedig ar / Based on (Zhou and Brown, 2017)

John Bowlby

John Bowlby

- John Bowlby (1907-1990)
- Seicolegydd Prydeinig
- Testun allweddol - *Attachment and Loss: Vol. 1* (1969)
- John Bowlby (1907-1990)
- British Psychologist
- Key text- *Attachment and Loss: Vol. 1* (1969)



Delwedd: (Douglass-Menzies, 1988)

Image: (Douglass-Menzies, 1988)

Bowlby: Ymlyniad

Bowlby: Attachment

- Dadleuodd Bowlby fod babanod wedi'u rhaglennu'n fiolegol i ffurfio bond emosiynol agos â phrif ofalwr (fel arfer y fam) oherwydd ei fod yn hyrwyddo goroesi; mae'r bond hwn yn darparu sylfaen ddiogel lle gall y plentyn archwilio'r byd
- Bowlby argued that that infants are biologically programmed to form a close emotional bond with a primary caregiver (typically the mother) because it promotes survival; this bond provides a secure base from which the child can explore the world

Seiliedig ar / Based on (Mikulincer and Shaver, 2020)

Abraham Maslow

Abraham Maslow

- Abraham Maslow (1908-1970)
- Seicolegydd Americanaidd
- Gwaith Allweddol – *Motivation and Personality* (1954)
- Abraham Maslow (1908-1970)
- American Psychologist
- Key work – *Motivation and Personality* (1954)



Delwedd: (Carter, 1971)

Image: (Carter, 1971)

Maslow: Hierarchaeth Anghenion

Maslow: Hierarchy of Needs

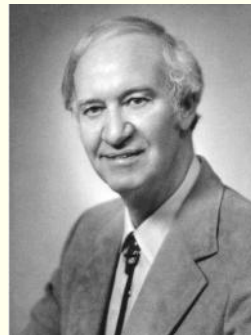
- Mae Maslow yn awgrymu bod pobl yn cael eu gyrru gan gyfres o anghenion sydd wedi'u trefnu mewn hierarchaeth, o **anghenion goroesi sylfaenol i anghenion seicolegol a hunan-gyflawni lefel uwch**. Rhaid i unigolion yn gyffredinol fodloni anghenion lefel is cyn symud i fyny i rai uwch.
- Maslow suggests that people are driven by a series of needs arranged in a hierarchy, from **basic survival needs to higher-level psychological and self-fulfilment** needs. Individuals must generally satisfy lower-level needs before moving up to higher ones.

Seiliedig ar / Based on (Zhou and Brown, 2017)

Malcolm Knowles

Malcolm Knowles

- Malcolm Knowles (1913-1997)
- Addysgwr o'r Unol Daleithiau
- Gwaith allweddol – *The Adult Learner: A Neglected Species* (1973)
- Malcolm Knowles (1913-1997)
- U.S. Educationalist
- Key work – *The Adult Learner: A Neglected Species* (1973)



Delwedd: (Awdur Anhysbys, 1980)

Image: (Unknown Author, 1980)

Knowles: Andragodiaeth??

Knowles: Andragogy

- Mae damcaniaeth Knowles ar **andragodiaeth** yn canolbwyntio ar sut mae oedolion yn dysgu, gan ei chyferbynnu â dulliau addysgu traddodiadol sy'n canolbwyntio ar blant (**addysgeg**).
- Dadleuodd y dylai addysg oedolion fod yn canolbwyntio ar y dysgwr, yn ymarferol ac yn berthnasol, gan alluogi dysgwyr i ysgwyddo cyfrifoldeb am eu dysgu eu hunain.
- Knowles' Theory of **Andragogy** focuses on how adults learn, contrasting with traditional child-focused teaching (**pedagogy**).
- He argued that adult education should be learner-centred, practical, and relevant, allowing learners to take responsibility for their own learning.

Seiliedig ar / Based on (Knapke *et al*,
2024)

Eich Dyfodol Proffesiynol

Your Professional Future

Pwynt Trafod

Beth ydych chi'n gweld
eich hun yn ei wneud yn y
dyfodol?

Nid oes rhaid iddo fod yn
swydd benodol, dim ond y
math o waith yr hoffech chi
ei wneud.

Gwnewch nodiadau o'ch
meddyliau ar gyfer eich
CDP.

Discussion Point

*What do you see your self
doing in the future?*

*It doesn't have to be a
specific job, just the type of
work you would like to be
doing.*

*Make notes of your thoughts
for your PDP.*

Fframweithiau Proffesiynol

Professional Frameworks

- Mae Eraut (1994, t243) yn nodi hefyd fod gwybodaeth **ffurfiol** yn cynnwys;
- Systemau Llywodraeth [a pholisïau];
- Y Gyfraith;
- Gwasanaethau Lleol;
- Canllawiau proffesiynol a'r,
- Cwricwlwm Cenedlaethol (e.e. Cwricwlwm Cymru)
- Eraut (1994, p.243) also points out that **formal** knowledge includes;
- Government systems [and policies];
- Law;
- Local Services;
- Professional guidelines and,
- The National Curriculum (e.g. the Curriculum for Wales)

Gwybodaeth Broffesiynol

Professional Knowledge

- Felly, rhan o'ch datblygiad proffesiynol fydd creu sylfaen wybodaeth o gyrff proffesiynol sy'n berthnasol i'ch sector
- Mae enghreifftiau'n cynnwys:
- Therefore, part of your professional development will be to create a knowledge base of professional bodies relevant to your sector
- Examples include:

Cyrff Llywodraethol

Governmental Bodies

- Llywodraeth Cymru
- Gosod polisi, deddfwriaeth a chyllid ar gyfer [blynyddoedd cynnar](#) ac [addysg](#) yng Nghymru.
- Awdurdodau Lleol
- e.e. [Sir Gaerfyrddin](#), [Abertawe](#) ac ati.
- Darparu gwasanaethau addysg, rheoli derbyniadau, cefnogi darpariaeth blynyddoedd cynnar ar lefel leol.
- **Welsh Government**
- Sets policy, legislation, and funding for [early years](#) and [education](#) in Wales.
- **Local Authorities**
- e.g. [Carmarthenshire](#), [Swansea](#) etc.
- Deliver education services, manage admissions, support early years provision at local level.

Cyrff Arolygu

Inspection Bodies

- Estyn

- Arolygiaeth Addysg a Hyfforddiant Cymru (sy'n cyfateb i Ofsted). Archwilio ysgolion, meithrinfeydd, a lleoliadau gofal plant.
- Arolygiaeth Gofal Cymru (AGC)
- Rheoleiddio ac arolygu gofal plant, lleoliadau blynyddoedd cynnar, a gwarchodwyr plant.
- Sicrhau cydymffurfiaeth â Deddf Gwasanaethau Cymdeithasol a Llesiant (Cymru) 2014.

- Estyn

- Education and training inspectorate for Wales (equivalent to Ofsted). Inspects schools, nurseries, and childcare settings.

- Care Inspectorate Wales (CIW)

- Regulates and inspects childcare, early years settings, and childminders.
- Ensures compliance with the Social Services and Well-being (Wales) Act 2014.

Cyrff Rheoleiddiol

Regulatory Bodies

- Cyngor y Gweithlu Addysg (CGA)
 - yn rheoleiddio ymarferwyr addysg ar draws ysgolion, addysg bellach, gwaith ieuenctid, a dysgu oedolion/gwaith.
- Gofal Cymdeithasol Cymru (GCC)
 - Rheoleiddio'r gweithlu (cofrestru, codau ymarfer proffesiynol).
 - Cefnogi hyfforddiant a datblygiad yn y blynyddoedd cynnar a gofal cymdeithasol.
- Education Workforce Council (EWC)
 - regulates education practitioners across schools, further education, youth work, and adult/work-based learning.
- Social Care Wales (SCW)
 - Regulates the workforce (registration, codes of professional practice).
 - Supports training and development in early years and social care.

Cyrff Rheoleiddiol

Regulatory Bodies

- Cymwysterau Cymru

- Rheoleiddio cymwysterau (gan gynnwys cymwysterau blynyddoedd cynnar a gofal plant).

- Qualifications Wales

- Regulates qualifications (including early years and childcare qualifications).

Cyrff Proffesiynol: Blynyddoedd Cynnar

Professional Bodies: Early years

- [Blynyddoedd Cynnar Cymru](#)
- [PACEY](#) (Cymdeithas Professional Gofal Plant a Blynyddoedd Cynnar)
- Cymdeithas Genedlaethol Meithrinfeydd Dydd ([NDNA](#))
- [Mudiad Meithrin](#)
- [Early Years Wales](#)
- [PACEY \(Professional Association for Childcare and Early Years\)](#)
- [National Day Nurseries Association \(NDNA\)](#)
- [Mudiad Meithrin](#)

Cyrff Proffesiynol: Addysg

Professional Bodies: Education

- National Education Union
(NEU Cymru)
 - NASUWT (The Teachers' Union)
 - UCAC (Undeb Cenedlaethol Athrawon Cymru)
 - Community Trade Union (Adran Addysg)
- National Education Union
(NEU Cymru)
 - NASUWT (The Teachers' Union)
 - UCAC (Undeb Cenedlaethol Athrawon Cymru)
 - Community Trade Union (Teaching Section)

Gwybodaeth Proffesiynol: Astudi dan Arweiniad

Professional Knowledge: Guided Study

- Ymchwiliwch i sefydliad proffesiynol sy'n gysylltiedig a'ch cynlluniau gyrfa yn y dyfodol. Gall hyn fod yn sefydliad Arolygu, corff Rheoleiddiol neu Sefydliad Proffesiynol
- Gwnewch nodiadau ar y sefydliad gan ddefnyddio'r daflen Astudio dan Arweiniad
- Rhannwch eich darganfyddiadau gyda'r grŵp ar edefyn Trafodaeth y Fforwm

Research a professional organisation related to your future career plans. This could be an Inspection organisation, a Regulatory body or a Professional Organisation.

Make notes on the organisation using the Guided Study sheet

Share your findings with the group on the Forum Discussion thread

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