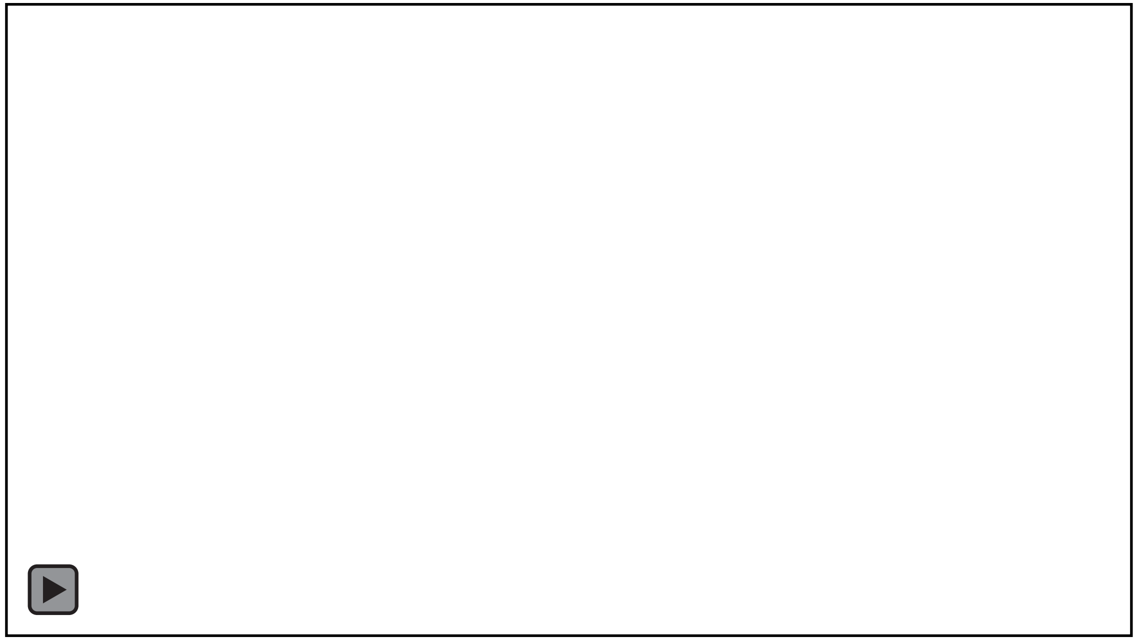
Egwyddorion Cynllunio
Principles of Planning

Dr. Jingjing Ruen & Rachel Bendall



Beth sy'n eich pryderu chi am gynllunio?
What worries you about planning?

SCAN ME

Amcanion
Aims

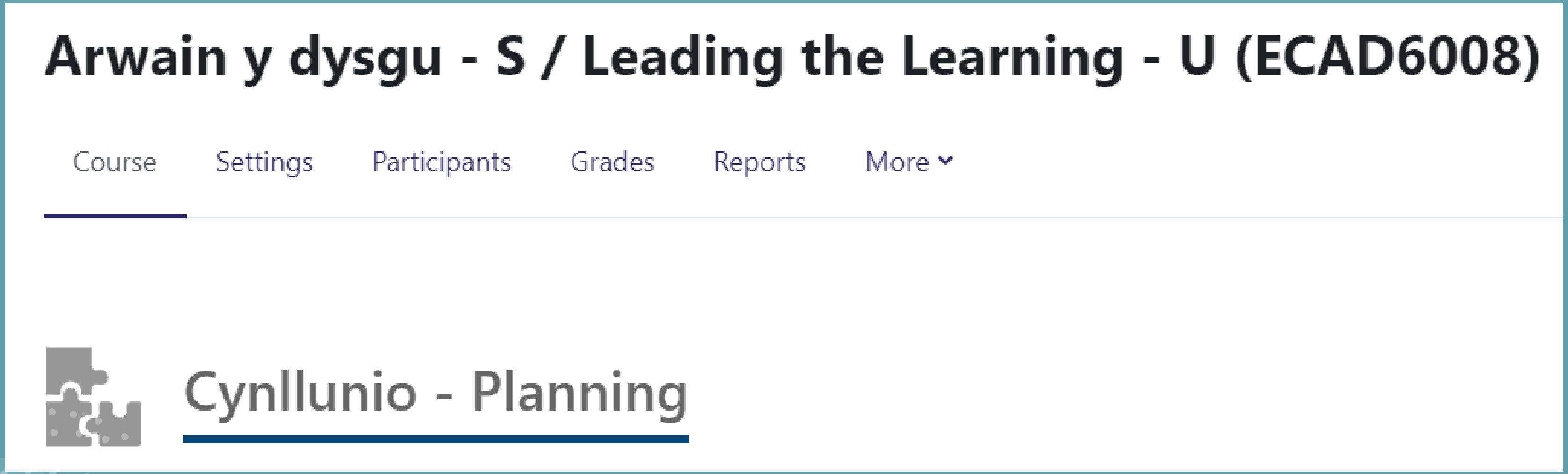
1. Archwilio'r cymhlethdodau a'r pwysigrwydd sy'n ymwneud â chynllunio.

2. Datblygu gwybodaeth a dealltwriaeth am egwyddorion a disgwyliadau cynllunio tymor byr, canolig, a hir-dymor.

1. Explore the complexities and importance surrounding planning.

2. Develop knowledge and understanding of the principles and expectations of short-term, mid-term and long-term planning.

ECAD6008 Moodle: ffolder Cynllunio - Planning folder



Cymhlethdodau a phwysigrwydd cynllunio

The complexities and importance of planning

Amcan 1

Aim 1

Y NEWYDDION
THE NEWS

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moodle.uwtsd.ac.uk Medi/September 2023

MAE CYNLLUNIO'N GYMHLETH!
PLANNING IS COMPLEX!

- Ond beth yw'r cymhlethdodau, a pham mae dysgu i gynllunio yn rhywbeth mor allweddol i'ch datblygiad chi fel darpar athrawon?

- But what are the complexities, and why is learning to plan key to your development as student-teachers?

Beth yw'r penawdau cynllunio?
What are the planning headlines?

Tasg grŵp:

- Sgimiwch a sganiwch y penawdau sydd gennych o'ch blaenau (tt. 400-402).
- Daw'r penawdau o erthygl gan Mutton, Hagger & Burn (2011) sydd ar gael ar Moodle.
- Crynhowch negeseuon y penawdau ar ffurf prif bennawd eich hunain. Byddwch yn barod i rannu'ch pennawd gyda'ch cymheiriaid.

Group task:

- Skim and scan the headlines in front of you (pp. 400-402).
- These headlines come from an article by Mutton, Hagger & Burn (2011) and is available on Moodle.
- Summarise the headlines' messages as a main headline of your own. Be prepared to share your headline with your peers.

Mae gennych…
You have…

15 munud
15 minutes

Chwe phrif nodwedd cynllunio (yn ôl un erthygl)

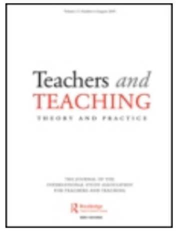
Mae cynllunio yn...

- anffurfiol, gan amlaf;
- greadigol;
- seiliedig ar wybodaeth;
- caniatau hyblygrwydd;
- digwydd ar lefelau amrywiol;
- digwydd o fewn cyd-destun ymarferol ac ideolegol (Calderhead, 1996, t. 713).

Six key characteristics of planning (according to one article)

Planning...

- is mostly informal;
- is creative;
- is knowledge-based;
- must allow flexibility;
- occurs at different levels;
- occurs within a practical and ideological context (Calderhead, 1996, p. 713)



Teachers and Teaching

Theory and Practice

Routledge
Taylor & Francis Group

ISSN: 1354-0602 (Print) 1470-1278 (Online) Journal homepage: https://www.tandfonline.com/loi/ctat20

Learning to plan, planning to learn: the developing expertise of beginning teachers

Trevor Mutton , Hazel Hagg

To cite this article: Trevor Mutton
planning to learn: the developing
399-416, DOI: 10.1080/13540602.

To link to this article: https://doi.

CRAAP

Learning to plan, planning to learn: the developing expertise of beginning teachers

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(*Received 11 September 2009; final version received 29 October 2010*)

Learning how to plan is recognised as a key skill that beginning teachers have to develop but there has been little research examining *how* they may actually learn to plan. This paper, based on the analysis of 10 post-lesson interviews with 17 secondary school teachers across three years (the PGCE year and the first two years in teaching) focuses on: what these beginning teachers learned
the development of their aware-
chieve. The findings demonstrate
eginning teachers' learning well
rough planning that teachers are
hing that they are able to learn
for teacher educators and others
ng teachers.

s; teacher induction; lesson planning

Ystyriwch y dyfyniad hwn…
Consider this quote…

"The expectation that student-teachers will arrive in school having been taught how to plan at the university is clearly a fallacious one… beginning teachers learn most about how to plan once they gain much greater knowledge of what it can and cannot achieve."

(Mutton et al., 2011, p.412).

Egwyddorion a disgwyliadau cynllunio

Planning principles and expectations

Amcan 2

Aim 2

Egwyddorion a disgwyliadau cynllunio
Planning principles and expectations

- Dyma'r syniadau, y credoau a'r gwerthoedd sy'n sail i'ch cynlluniau gwersi.
- Set benodol o egwyddorion a ddylai fod yn ganolog i'ch proses feddwl am gynllunio.
- Un ffynhonnell ar gyfer dod o hyd i'r egwyddorion hyn: Cwricwlwm i Gymru. Pa ffynonellau eraill ydych chi'n gyfarwydd gyda nhw?
- Disgwylir bod yr egwyddorion hyn yn sail i'r ffordd rydych yn mynd ati i gynllunio ac addysgu gwersi.
- Mae yna ddisgwyliadau pellach ohonoch pan ddaw at gynllunio. Mae'r rhain yn cynnwys gofynion prifysgol /oedran/anghenion/ pwnc/MDaPh/adran/ac ysgol penodol.

- These are the ideas, beliefs and values that are the basis for your lesson plans.
- A particular set of principles that should be central to your process of thinking about planning.
- One source where these principles can be found: Curriculum for Wales. What other source(s) are you aware of?
- It is expected that these principles underpin the way you go about planning and teaching lessons.
- There are further expectations of you when it comes to planning. These include specific university/age/needs/subject/AoLE/department and school requirements.

Cynllunio
Planning

TYMOR HIR: map cwricwlwm cyffredinol … 1 flwyddyn, 2 flynedd, Cam Dilyniant

LONG TERM: overall curriculum map … 1 year, 2 years, a Progression Step

TYMOR CANOLIG: tymor/cyfnod penodedig o amser (hanner tymor) neu gynllun uned

MEDIUM TERM: term/designated period of time (half term) or unit plan

TYMOR BYR: cynlluniau gwersi wythnosol/dyddiol/unigol

SHORT TERM: weekly/daily/individual lesson plans

Byr-dymor   Tymor canolig   Hir-dymor

Graddfa amser

Dyddiol; wythnosol
(cynllun gwers)

Hanner tymor;
tymor
(cynllun uned)

Blwyddyn; dwy flynedd
(map cwricwlwm)

Short-term | Mid-term | Long-term

Timescale

Daily; weekly (lesson plan) | Half-termly; termly (unit plan) | Yearly; biyearly; PS (curriculum map)

Cynllunio Tymor Canolig
Medium Term Planning

- Dilyniant o waith ar gyfer pwnc yw **cynllun tymor canolig** (CTC) sy'n dangos beth mae athro neu addysgwr yn **cynllunio** ei addysgu dros gyfnod o wythnosau, megis **hanner tymor** neu **dymor**.

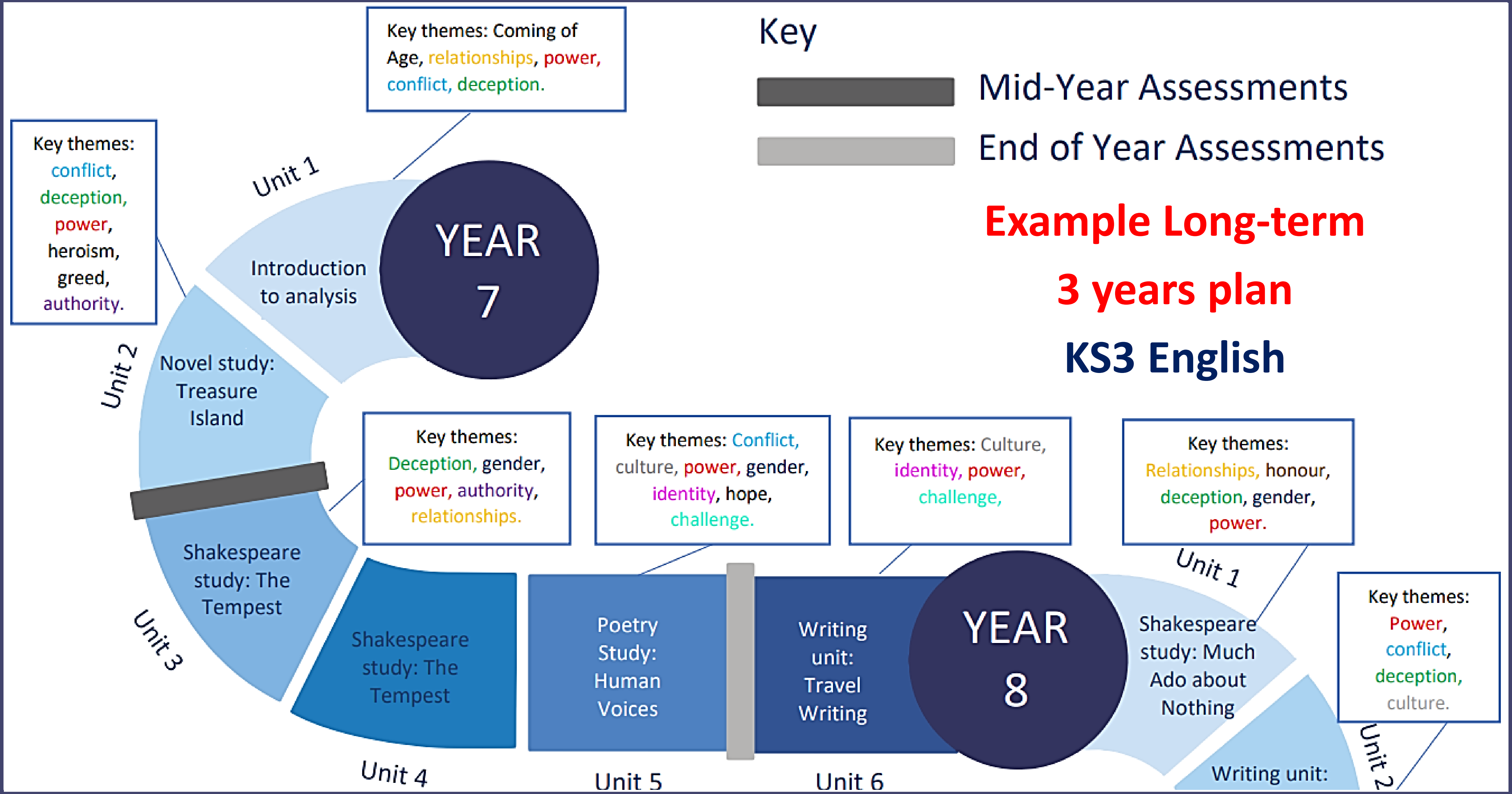
- A **medium-term plan** (MTP) is a sequence of work for a subject which shows what a teacher or educator is **planning** to teach over a period of weeks, such as a **half-term** or **term**.

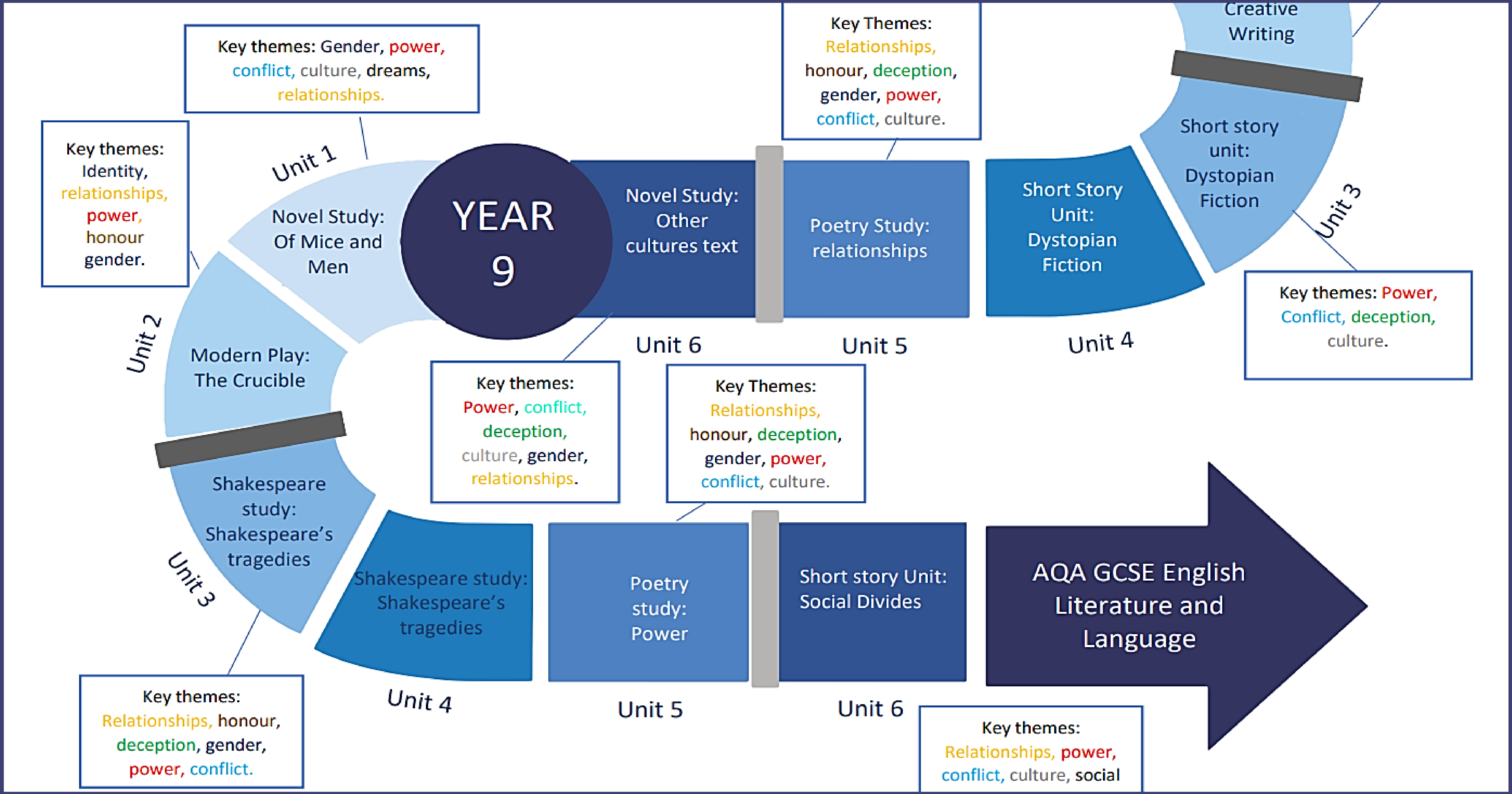
Cynllunio Tymor Canolig

Medium Term Planning

- Yn wahanol i gynllunio tymor hir sy'n 'rhoi trosolwg o bob tymor ar gyfer pob grŵp blwyddyn, a chynllunio tymor byr sy'n rhoi 'cipolwg' wythnosol o bob gwers' (Davison a Dowson 2006, t. 71), mae cynllunio tymor canolig yn mapio allan pryd ac ym mha gyd-destun y bydd rhywbeth yn cael ei addysgu, e.e. trwy uned o waith. Mae'n 'ystyried sut y bydd uned o waith yn datblygu, er enghraifft faint o amser a dreulir ar destunau a thasgau penodol, a ble y rhoddir sylw iddynt', (Fframwaith ar gyfer addysgu Saesneg, Blwyddyn 7, 8 a 9, 2001, t. 19).

- Unlike long-term planning that 'gives an overview of each term for each year group, and short-term planning which gives an 'at a glance' weekly overview of each lesson' (Davison and Dowson 2006, p. 71), medium term planning maps out when and in what context something will be taught, e.g. through a unit of work. It 'considers how a unit of work will unfold, for example how much time will be spent on certain texts and tasks, and where they will be addressed', (Framework for teaching English, Year 7, 8 and 9, 2001, p.19).


Key
Mid-Year Assessments
End of Year Assessments
Example Long-term
3 years plan
KS3 English
YEAR 7
Unit 1
Introduction to analysis
Key themes: Coming of Age, relationships, power, conflict, deception.
Unit 2
Novel study: Treasure Island
Key themes: conflict, deception, power, heroism, greed, authority.
Unit 3
Shakespeare study: The Tempest
Key themes: Deception, gender, power, authority, relationships.
Unit 4
Shakespeare study: The Tempest
Unit 5
Poetry Study: Human Voices
Key themes: Conflict, culture, power, gender, identity, hope, challenge.
Unit 6
Writing unit: Travel Writing
Key themes: Culture, identity, power, challenge,
YEAR 8
Unit 1
Shakespeare study: Much Ado about Nothing
Key themes: Relationships, honour, deception, gender, power.
Unit 2
Writing unit:
Key themes: Power, conflict, deception, culture.



YEAR 9
Unit 1
Novel Study: Of Mice and Men
Key themes: Gender, power, conflict, culture, dreams, relationships.
Unit 2
Modern Play: The Crucible
Key themes: Identity, relationships, power, honour gender.
Unit 3
Shakespeare study: Shakespeare's tragedies
Key themes: Relationships, honour, deception, gender, power, conflict.
Unit 4
Shakespeare study: Shakespeare's tragedies
Unit 5
Poetry study: Power
Key Themes: Relationships, honour, deception, gender, power, conflict, culture.
Unit 6
Short story Unit: Social Divides
Key themes: Relationships, power, conflict, culture, social
AQA GCSE English Literature and Language
Unit 6
Novel Study: Other cultures text
Key themes: Power, conflict, deception, culture, gender, relationships.
Unit 5
Poetry Study: relationships
Key Themes: Relationships, honour, deception, gender, power, conflict, culture.
Unit 4
Short Story Unit: Dystopian Fiction
Unit 3
Short story unit: Dystopian Fiction
Key themes: Power, Conflict, deception, culture.
Creative Writing

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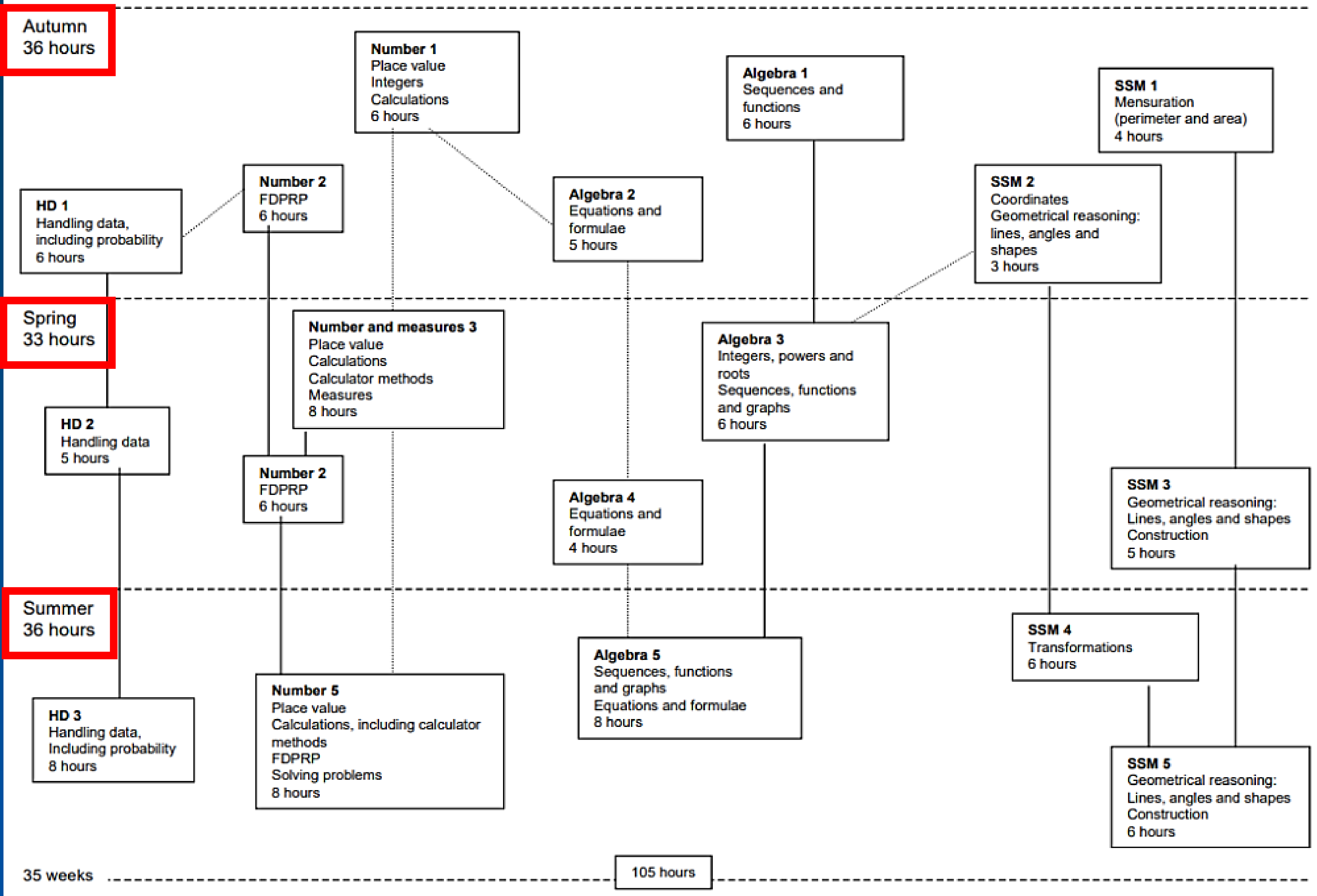
Example Long-term 1 year plan Math



Trawsnewid Addysg, Trawsnewid Bywydau

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EGA Maths Co-Planning Template.

Example Mid-term Unit plan

EVELYN GRACE ACADEMY

Lesson.	Lesson Objective Success Criteria (students will understand that...)	Connect	Activate 1	Activate 2 Misconceptions AO2/AO3	Demonstrate Challenge and Differentiation	Consolidate
1	Isometric Drawings	to understand that isometric grids can be used to illustrate all dimensions of a 3D Shape. Tri △ ○ ⏢ EXT: Peri/Area ⌓	• Use landscape not portrait • Have cubes (manipulatives)	• Incorrect example (drawn wrongly, horizontal) • Different available angles.	• Front Elevation (EXT) • Drawing hidden lines as dotted lines, (DIFF) Use multilink cubes,	F, S, P of 'L' Shape - Can you draw it? F S P
2	Plans + Elevation ①	to understand that isometric grids can be used to create plans and elevations of 3D solids. Can you draw the solid?	Hinplane Example: Front, Side, Elevation.	* x Says the plan is …	Book (F) Exercise 2G Q3 - Emphasis on front appearing 'flat'	GCSE QUESTIONS
3	Plans + Elevation ② (Advanced).		As above, Advanced examples. + Real focus on accuracy.			
4	Nets + Volume prism. (14.3) +1 lesson	All 3D Shapes have an associated net. These produces = Volume of a prism * 'Cornflakes' box Real Life Application	* which net will/will not make a cuboid. why?	* Squa… Correct Scaling - must correspond to certain size. * Accuracy * Volume / net of right-angled	triangle.	GCSE AO3 prisms?
5	Volume of Cylinder.	To understand that a cylinder is a prism so we can use the area of its cross section to find its volume. Cross Section × length	3cm 8cm * Cross Section 'O' * "Tissue Roll"	Using πdh or πrh $(\pi r)^2 h$		Ex: 14D Questions: 11–13

<table>
<tr><td>Darpar athro:</td><td></td><td>Dosbarth / Grŵp</td><td></td></tr>
<tr><td>MDPh neu Bwnc:</td><td></td><td>Dyddiad (sylwer y gall y sesiwn hon fod yn un barhaus):</td><td></td></tr>
<tr><td>Cysylltiadau ystyrlon â'r Cwricwlwm (Datganiadau o'r Hyn sy'n Bwysig, Disgrifiadau dysgu, y cwricwlwm 'blaenorol'…)</td><td colspan="3"></td></tr>
<tr><td>Cysylltiadau ystyrlon ar draws y Cwricwlwm (Cysylltiadau â MDPhau eraill neu'r Fframweithiau sgiliau trawsgwricwlaidd)</td><td colspan="3"></td></tr>
<tr><td colspan="4">Targedau Personol (targedau a'r effaith ganlyniadol ar ddysgu – cyfeiriwch at unrhyw dargedau sydd wedi'u nodi yn y dyddlyfr dysgu neu gyfarfod adfyfyrio wythnosol a disgrifiwch yr effaith a ddymunir ar ddysgu)</td></tr>
<tr><td colspan="4">Bwriad Dysgu
'Dylai hyn ganolbwyntio ar y dysgu gan y disgyblion yn ystod y wers, yn hytrach na'r hyn y byddant yn ei wneud, a dylai fod yn fyr, yn gyraeddadwy ac yn fesuradwy.' (Crichton, H., a Mcdaid, A. 2016 t. 196)</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td colspan="4">Meini prawf llwyddiant
Yr hyn mae angen i'r disgyblion ei ddangos i fodloni'r Bwriad Dysgu yn llwyddiannus.</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td colspan="4">Cynllunio ar gyfer camsyniadau:
Defnyddiwch yr adran hon i ragweld gwallau a chamddealltwriaethau disgyblion a'r ymatebion yr ydych yn bwriadu eu rhoi iddynt.</td></tr>
<tr><td colspan="4"></td></tr>
</table>

DILYNIANT ADDYSGU A DYSGU

(Ychwanegwch neu dynnu rhesi isod fel y bo'n briodol)

Amseru: *Rhannwch yr amseru yn grwpiau os yw'n briodol. Gwnewch yn siŵr fod disgyblion yn mynd ati i 'wneud' yn gyflym a bod y cyfnodau pontio'n cael eu hystyried*	**Rôl yr athro a'r staff cymorth:** *e.e. cwestiynau allweddol, adalw dysgu blaenorol, modelu ac esboniadau, gwirio dealltwriaeth, defnydd a fwriedir o oedolion ychwanegol* *Dewis o fodel addysgegol neu o'r 12 egwyddor addysgegol*	**Y dysgu gan y disgyblion a'r gweithgareddau:** *Beth fydd y disgyblion yn dysgu ei wneud a pha weithgareddau / adnoddau fydd yn hwyluso hyn?* *Cyfeiriwch at y ddogfen Dysgu Sylfaen i gael manylion y ddarpariaeth.*	**Strategaethau Cynhwysol (yn cynnwys gwahaniaethu):** *Y rhesymau dros sgaffaldio a manylion hynny.* *Mathau o gynrychiolaeth mewn tasgau.*	**Gwiriwch beth mae disgyblion yn ei wybod, yn ei ddeall, ac yn gallu ei wneud:** *Cwestiynau allweddol, mathau o ymarferion adalw, cyfleoedd i hunanasesu ac asesu cymheiriaid, cyfleoedd marcio byw, adborth a fwriedir.*

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Student-teacher:		**Class / Group:**	
AoLE or Subject:		**Date** *(please note that this may be a continuous session)***:**	
Meaningful links to Curriculum (What Matters Statements, Descriptions of learning, 'previous' curriculum…)			
Meaningful links across the curriculum *Links to other AoLEs or the* [Cross-curricular skills frameworks)]			
Personal Targets (targets and consequent impact on learning - refer to any targets that have been identified in learning journal or weekly reflection meeting and describe the desired impact on learning)			
Learning Intention *'This should focus on the pupils' learning during the lesson, rather than what they will be doing, and should be short, achievable and measurable.'* (Crichton, H., and Mcdaid, A. 2016 p. 196)			
Success Criteria *What the pupils need to demonstrate to successfully meet the Learning Intention.*			
Planning for misconceptions: *Use this section to anticipate pupil errors and misunderstandings and your planned responses to them.*			

SEQUENCE OF TEACHING & LEARNING *(Add or remove rows below as appropriate)*				
Timing: *Break down timings into groups if appropriate. ensure pupils are 'doing' quickly and that transitions are taken into account*	**Role of the teacher & support staff:** *e.g., key questions, retrieval of prior learning, modelling and explanations, checking understanding, planned use of additional adults.* *Choice of pedagogical model or of the 12 pedagogical principles*	**Pupils' learning and activities:** *What will the pupils be learning to do and what activities / resources will facilitate this?* *Please refer to Foundation Learning planning document for details of continuous provision.*	**Inclusive Strategies (including differentiation):** *Reasons for and details of scaffolding.* *Types of representation in tasks.*	**Check what pupils know, understand, and can do:** *Key questions, types of retrieval practices, self and peer assessment opportunities, purposeful AfL strategies, live marking opportunities, planned feedback.*

Ble i ddechrau?
Where to begin?

Cwricw
Curricu

Y Diwedd

The End

ddysgeg
edagogy

Dechreuwch gyda'r diwedd! (Lemov, 2015)

- Defnyddiwch uned o waith fel sail i gynllun gwers
- Defnyddiwch amcan sydd wedi'i llunio'n ofalus er mwyn diffinio nod bob gwers
- Penderfynwch sut byddwch yn asesu'ch effeithlonrwydd mewn cyrraedd eich nod
- Dewiswch eich gweithgaredd

Begin with the end! (Lemov, 2015)

- Progress from unit planning to lesson planning
- Use a well-framed objective to define the goal of each lesson
- Determine how you’ll assess your effectiveness in reaching your goal
- Decide on your activity

Ond...
However...

Wrth gynllunio a chyflwyno profiadau dysgwyr, bydd ymarferwyr yn ymwybodol o sut maen nhw'n cyfrannu at daith gyffredinol dysgwr ar hyd y continwwm 3 i 16 oed, gyda chyflymder y cynnydd hwnnw'n cael ei lywio gan y pwyntiau cyfeirio a nodir yn y **disgrifiadau dysgu**.

When planning and delivering learner experiences, practitioners will be aware of how they are contributing to a learner’s overall journey along the 3 to 16 continuum, with the pace of that progression informed by the reference points set out in the **descriptions of learning.**

Trafodwch y canlynol...
Discuss the following...

- Pa rannau o Gwricwlwm i Gymru sy'n mynd i gefnogi'ch cynllunio?

- What parts of Curriculum for Wales will support your planning?

Mae gennych...
You have...

15 munud
15 minutes

I grynhoi…

To summarise…

Amcan 2

Aim 2

Y berthynas rhwng cynllunio ac addysgu

Mae addysgu yn gymhleth ac yn gofyn llawer yn wybyddol **(Westerman, 1991)**

Cynllunio ydy'r penderfyniadau addysgu sy'n cael eu gwneud cyn i'r addysgu ddigwydd (Sardo-Brown, 1996)

Trwy gynllunio mae athrawon yn gallu dysgu am addysgu, a thrwy eu haddysgu maent yn dysgu am eu cynllunio. **(Mutton et al., 2011)**

The relationship between planning and teaching

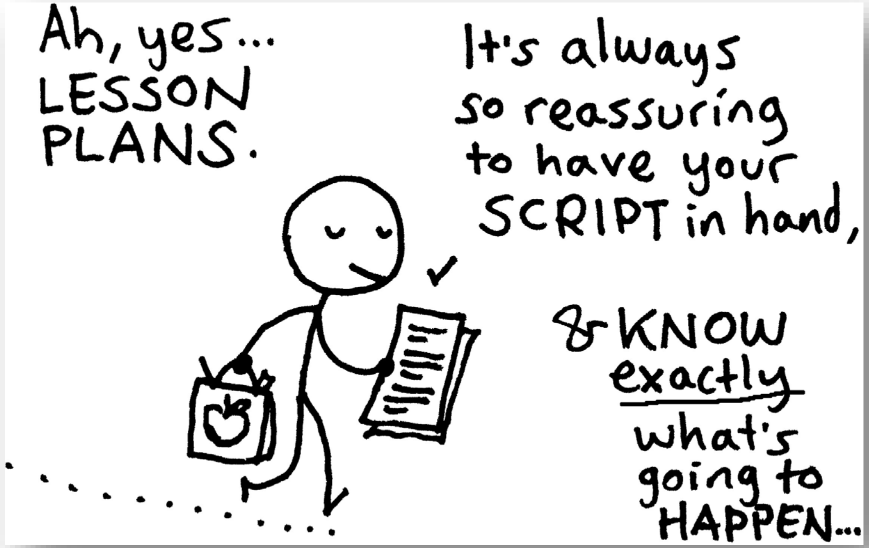
Teaching is complex and cognitively demanding (Westerman, 1991)

Planning is the instructional decisions made prior to the execution of plans during teaching (Sardo-Brown, 1996)

It is through planning that teachers are able to learn about teaching and through teaching that they are able to learn about planning (Mutton et al., 2011)

Nid sgript ydy cynllun gwers...
A lesson plan is not a script...

- Ceisiwch rhagweld beth efallai bydd yn digwydd yn yr ystafell ddosbarth
- Caniatewch hyblygrwydd wrth gynllunio
- Addaswch ac ymatebwch i anghenion y dysgwyr a digwyddiadau annisgwyl



- Anticipate what might happen in the classroom
- Allow flexibility in planning
- Adapt and respond to student needs & unexpected events

Ystyriaethau olaf...

- **Casglwch wybodaeth berthnasol:** ystyriwch galendr yr ysgol gyda gwyliau, diwrnodau HMS ayyb.
- **Gosodwch drefn ar yr ystod a'r dilyniant:** defnyddiwch daenlenni i drefnu pynciau/themau, sgiliau, asesiadau, cysylltiadau trawsgwricwlaidd ayyb.
- **Rhannwch i ddarnau hawdd eu trin:** trefnwch amseru, gweithgareddau ac adnoddau i bynciau/themau llai a 'chunks' (talpiau).
- **Cynlluniwch mewn ffordd hyblyg:** digwyddiadau annisgwyl, anghenion dysgwyr ac adborth. Byddwch yn agored i adolygu ac addasu.

Final thoughts...

- **Gather necessary information:** consider school calendar with breaks, holidays, professional development days etc.
- **Lay out the scope and sequence:** use spreadsheets to organise subjects, skills, and assessments, cross-subject connections etc.
- **Breakdown into manageable parts:** allocate time, activities and resources to smaller topics and chunks.
- **Plan responsively: must allow flexibility** - unexpected events, student needs and feedback. Open to adjustment and revision.

Ffynonellau
Sources

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