



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

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

**Trawsnewid Addysg,
Trawsnewid Bywydau**

**Transforming Education,
Transforming Lives**

*Trawsnewid Addysg, Trawsnewid Bywydau
Transforming Education, Transforming Lives*

www.uwtsd.ac.uk

Croeso i ECAD6050

2026-2027

Y Dysgwr – Pwy ydw i'n ei addysgu?

Arweinwyr y modwl

Laura Emanuel -
laura.emanuel@uwtsd.ac.uk

Laura

Ian Jones -
ian.jones@uwtsd.ac.uk

A Diolch
yn fawr i
Menna!



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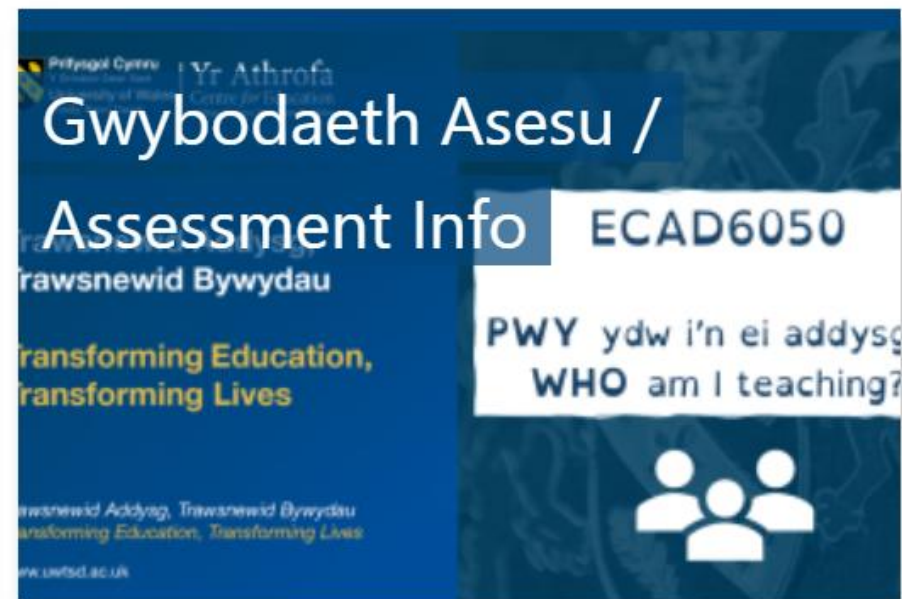
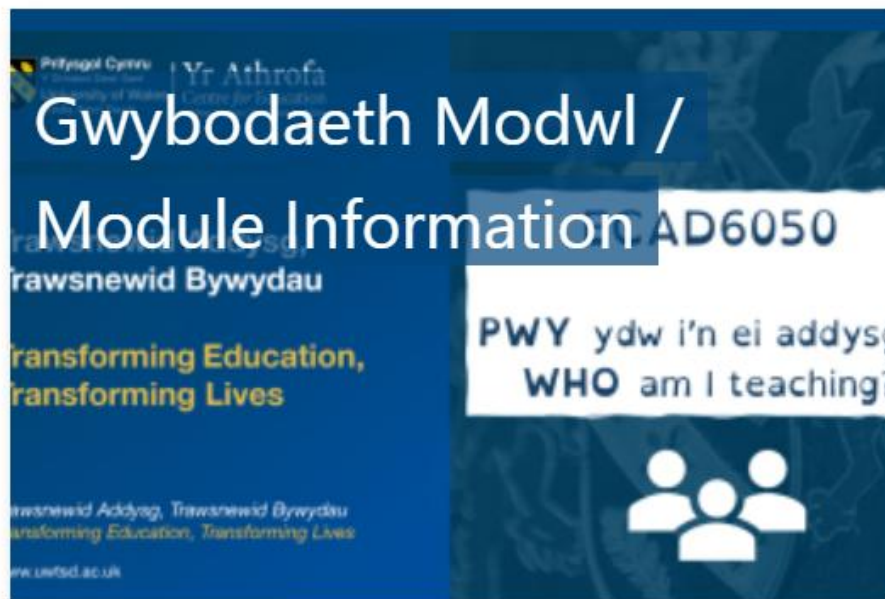


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Transforming Education, Transforming Lives

STUDENT TIMETABLE ECAD6050

MON 14 TH	9.00 - 10.40							11.00 - 12.40							1.30 - 3.10																																																															
	MODULE INTRODUCTION <table><tr><td>GRWP CYNRADD (CYMRAEG)</td><td colspan="4">ALL ENGLISH MEDIUM PRIMARY</td><td colspan="2">SECONDARY (Cymraeg a English)</td></tr><tr><td>MENNA</td><td colspan="4">LAURA</td><td colspan="2">IAN</td></tr><tr><td>IQ301</td><td colspan="4">IQ310</td><td colspan="2">IQ103</td></tr></table>							GRWP CYNRADD (CYMRAEG)	ALL ENGLISH MEDIUM PRIMARY				SECONDARY (Cymraeg a English)		MENNA	LAURA				IAN		IQ301	IQ310				IQ103		DIRECTED (GRWP CYMRAEG - IMMERSIVE SESSION) <table><tr><td>A - Welsh Medium</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td><td colspan="2">H & I Secondary</td></tr><tr><td>MENNA</td><td colspan="5">LAURA</td><td colspan="2">IAN</td></tr><tr><td>IQ301</td><td>FF004</td><td>IQ305</td><td>FF005</td><td>IQ106</td><td>FF005</td><td colspan="2">IQ103</td></tr><tr><td>IMMERSIVE 11.40-12.40</td><td></td><td></td><td></td><td></td><td></td><td colspan="2">IMMERSIVE WM 11-11.30</td></tr></table>							A - Welsh Medium	B	C	D	E	F	H & I Secondary		MENNA	LAURA					IAN		IQ301	FF004	IQ305	FF005	IQ106	FF005	IQ103		IMMERSIVE 11.40-12.40						IMMERSIVE WM 11-11.30		PROFESSIONAL DEVELOPMENT SESSION (ON CAMPUS, SEE TIMETABLE)										
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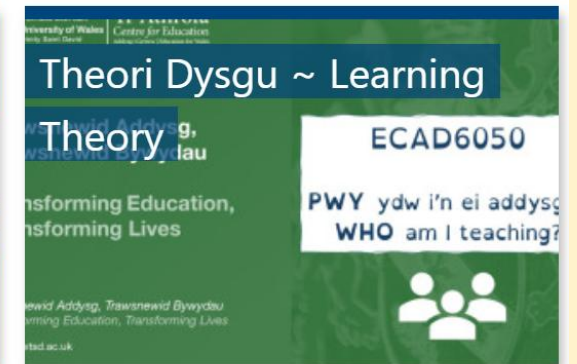
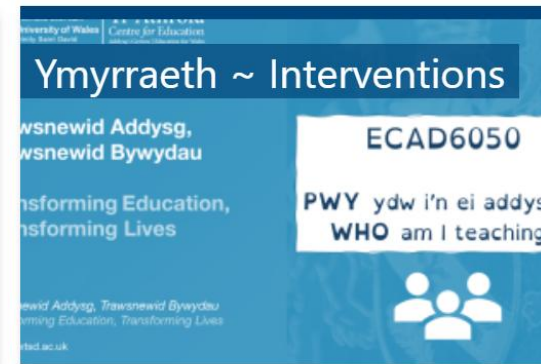
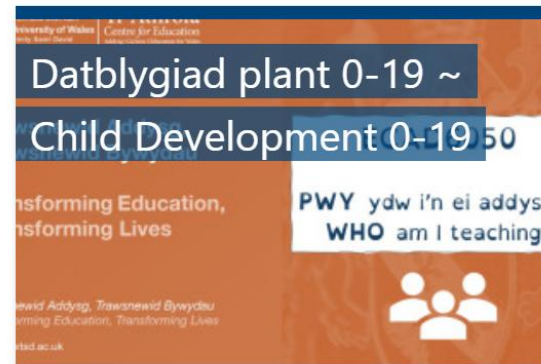
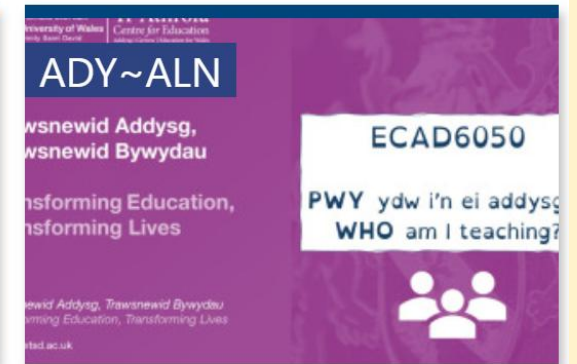
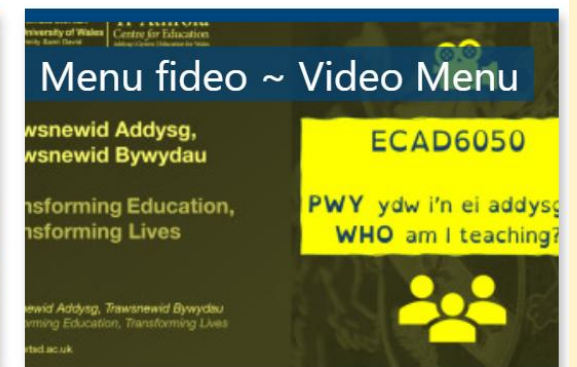
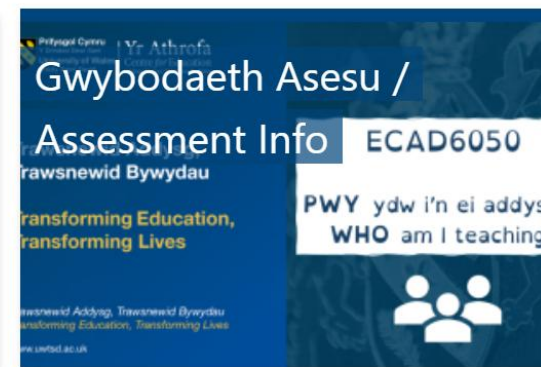
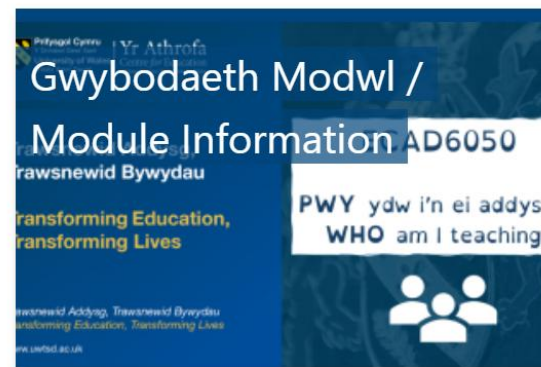
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Moodle



Cynnwys y modwl

Cyflwyniad i'r modwl

Adfer myfyriol / Digwyddiad Critigol

Datblygiad y plentyn

Anghenion Dysgu Ychwanegol (ADY)

Dysgu Cymdeithasolac Emosiynol (SEL) a lles

Ffair Ymyraethau

Trosglwyddo

Theori Dysgu

Canllawiau asesu + essay + fideo



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PGCE · ECAD6050

The learner: who am I teaching?

Reflective Learning Workbook

Observing, analysing and developing practice through Tripp's critical incident methodology



Name: _____
Group: _____

2026 – 2027

TAR · ECAD6050

Y dysgwr: pwy ydw i'n ei addysgu?

Dysgu Adfyfyriol Gweithlyfr

Arsylwi, dadansoddi a datblygu ymarfer drwy fethodoleg digwyddiad critigol Tripp



Enw: _____
Grŵp: _____

2026 – 2027



Bwriad dysgu



Datblygu dealltwriaeth
o'r modiwl a'r asesu;



I gyflwyno'r cysyniad o
fyfyrrio;



Dechrau'r broses o ddatblygu
ymarferwyr beirniadol, myfyriol
sy'n holi eu hymarfer eu hunain ac
ymarfer mwy gwybodus eraill.



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Y strwythur



Cael dealltwriaeth o rôl arfer adfyfyriol



Dysgu theorïau perthnasol sy'n ymwneud â'r dysgwr



Arsylwi dysgu ac addysgu mewn amgylchedd ysgol



Defnyddio'r elfennau hyn i hysbysu'r camau nesaf mewn addysgu

Gorffennwch y gosodiadau ...



Pan orffennaf y cwrs byddaf....



Rôl y TAR yw.....

Addysgu fel crefft ac addysgu fel proffesiwn

"Teaching is a craft and it is best learnt as an apprentice observing a master craftsman or woman. Watching others, and being rigorously observed yourself as you develop, is the best route to acquiring mastery in the classroom"

(Gove, 2010)

"The teacher who is able to engage with theory and the findings of educational research shares with the craft worker teacher a capacity for self- direction. By contrast, though, the professional teacher is able to judge right action in various school and classroom contexts from a more reliable basis for judgment than intuition or common sense. A teacher who is able to make good situational judgments does not rely on hearsay or unreflective prejudice. They draw on a well-thought-through and coherent conceptual framework, on knowledge of well-substantiated empirical research, and on considered ethical principles, to arrive at decisions in the classroom context."

(Orchard et al, 2015)

Yr adolygiad

Am [fod Safonau Cymru] yn canolbwyntio'n bennaf ar yr hyn y mae'n rhaid i athrawon newydd gymhwyso allu ei 'wneud' ar ddiwedd eu rhaglenni, does prin ddim cydnabyddiaeth bendant i rôl ymchwil na myfyrdod beirniadol yng ngwaith dysgu proffesiynol athrawon.

(Furlong, J. 2015, t12)



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Rôl y modwl hwn

"Winch et al.(2013) therefore argue that what is missing from both the simplified craft view and the narrow technical view is the **capacity for critical reflection**; this, they suggest, is the hallmark of the 'professional teacher'. **Good teaching, they argue, develops from interrogating one's practice and making explicit the assumptions and values that underpin it."**

(BERA 2014, +20)



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Yn ystod y modwl hwn byddwn yn ...



Archwilio rôl a natur
adfyfrio beirniadol



Mynd i'r afael â theori
sy'n ymwneud â'r dysgwr



Deall sut gallwn wneud
cysylltiadau rhwng ein
harfer a theori



Ystyried sut gallwn
ddefnyddio hyn i hysbysu
datblygiadau yn y dyfodol

Yn ystod y modwl hwn ni fyddwn yn ...

- Meddu ar yr holl atebion
- Y TAR yw'r cam cyntaf (er enfawr!) yn eich gyrfa fel athro - dechreuwch boeni pan deimlwch eich bod yn meddu ar yr holl atebion!

Bod yn unigolyn adfyfyriol

Yn ôl Dewey (1933), tri phriodoledd unigolyn adfyfyriol yw:

- bod â meddwl agored,
 - cyfrifoldeb
 - gallu ymroi i'r gwaith o lwyrffryd calon
- Beth mae'r rhain yn ei olygu?
- Ydych chi'n meddu ar y priodoleddau hyn?



John Dewey
(1859 -1952)



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Adfyfyrio a modelau



YN EI HANFOD MAE
MEDDWL ADFYFYRIOL YN
CYNNWYS TAIR PROSES:



PROFI RHYWBETH



MEDDWL AM (ADFYFYRIO
AR) Y PROFIAD



DYSGU O'R PROFIAD.



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Ein
hunangofiannau
fel dysgwyr
HUNAN

Drwy lygaid y
dysgwyr
DYSGWYR

Profiadau ein
cydweithwyr
CYMHEIRIAID

Llenyddiaeth
damcaniaethol
YSGOLORIAETH

Felly beth yw'r pwynt?

Beth yw rôl athro?

Ble mae adfyfyrio'n eistedd yn hyn?

Ydy adfyfyrio yn unig yn ddigon?



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Rhwystrau

Beth yw rhai o'r rhwystrau i adfyfyrio effeithiol yn eich blwyddyn TAR?

Arsylwadau yn yr ystafell ddosbarth



Yn rhan o'r modwl hwn, byddwch yn defnyddio arsylwadau yn yr ystafell ddosbarth fel sail ar gyfer adfyfrio



Drwy ymweld a'r ystafell drochi lle byddwch mewn amgylchedd ysgol byddwch yn arsylwi ar ymarferwyr sydd wedi'u lleoli mewn ysgol ac yn defnyddio'r rhain fel sail ar gyfer adfyfrio



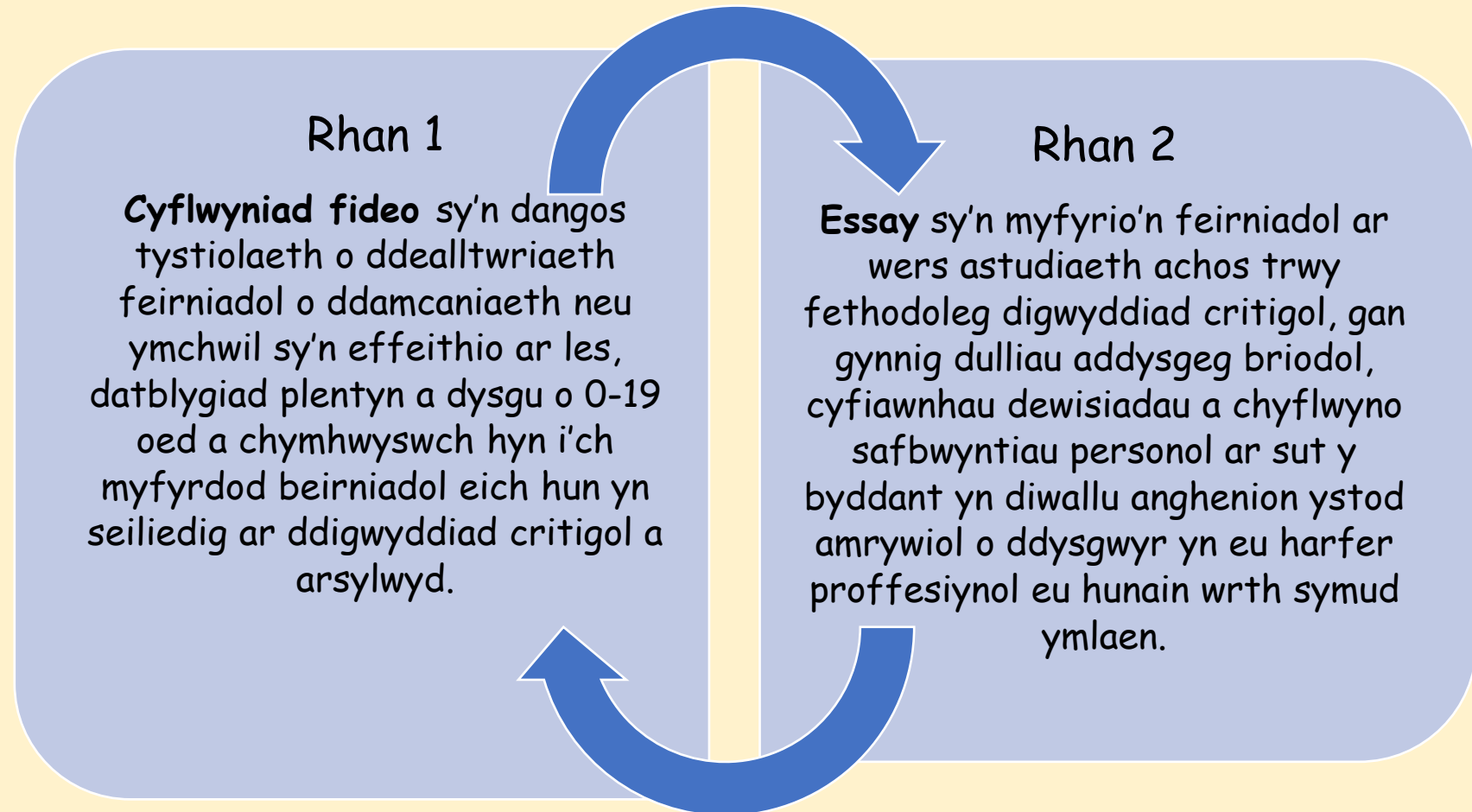
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Sut mae hyn yn cysylltu gyda'r aseiniad?



DIRECTED (GRWP CYMRAEG - IMMERSIVE SESSION)

A - Welsh Medium	B	C	D	E	F	H & I Secondary
MENNA	LAURA					IAN
IQ301 IMMERSIVE 11.40-12.40	FF004	IQ305	FF005	IQ106	FF005	IQ103 IMMERSIVE WM 11-11.30



TASG ANNIBYNNOL · RHESTR WIRIO MOODLE

Defnyddiwrch y sesiwn hon ar gyfer y DDWY dasg annibynnol

1 -Gwiriwch y gallwch ddod o hyd i bopeth y bydd ei angen arnoch, amlygwch nhw pan fyddwch yn dod o hyd iddynt ac wedi eu hagar:

- MOODLE TEIL AR GYFER ECAD6050 – OS NA ALLWCH GYRCHU HWN, E-BOSTIWCH laura.emanuel@uwtsd.ac.uk
 - CYFLWYNIAD PDF OS OES ANGEN CRYNODEB ARNOCH
 - AMSERLEN YR WYTHNOS
 - Y DDEWISLEN FIDEO
 - Y DARLITHOEDD AR GYFER BOREAU'R WYTHNOS HON
 - TURNITIN AR MOODLE LLE BYDDAF YN UWCHLWYTHO FY ASEINIAD RHAN A A B
 - ENGHREIFFTIAU 6050 I HELPŲ GYDA SYNIADAU YN CHWILIO AM SYNIADAU
 - Y TAB GWYBODAETH ASEINIAD (Y BYDDWN YN CAEL EI DDANGOS YN FANWL DDYDD GWENER)
 - DEWCH O HYD I'R PDF YMYRIADAU I DDBLYGU DEALLTWRIAETH (AILYMWELWCH YN EICH AMSER EICH HUN)
-
- RHOWCH GYNNIG AR DROI CYFLWYNIAD (PPT, CANVA AC ATI) YN MP4
-
- SYMUDWCH YMLAEN AT DASG ANNIBYNNOL 2...



TASG ANNIBYNNOL · ARSYLWI YN YR YSTAFELL DDOSBARTH GAN DDEFNYDDIO TECHNOLEG 360° / DROCHI – MOODLE – DEWISLEN FIDEO

2 - Dewch o hyd i'r Ddewislen Fideo ar Moodle, porwch drwyddynt ac yna dewiswch un a chwblhau'r tudalennau annibynnol hyn.

ARSYLWI Yn y ffwrtej trochi, beth yn union wnaethoch chi ei arsylwi (nid ei ddehongli)?

DADANSODDI Pam y gallai fod yn digwydd? Damcaniaethau, tystiolaeth a rhesymau posibl.

Gallech archwilio: Sgillau arsylwi beirniadol; Tripp (1993) ar ddisgrifio cyn barnu.

CYNLLUNIO A DATBLYGU Pa strategaethau neu ymyriadau allai gefnogi'r dysgwr?

Prif awduron

CWESTIWN I'W YSTYRIED

Ydw i'n disgrifio beth ddigwyddodd mewn gwirionedd, neu'n dehongli ac yn barnu'n barod?

Digwyddiad critigol y gallwn ei gario tuag at fy asesiad:

Cyfeiriadau

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