

ECAD6007

Trosglwyddiadau Transitions



Huge thanks to Nanna Ryder, UWTSD

AMCANION

Thema:

Meddu ar ddealltwriaeth ddofn o anghenion corfforol, emosiynol, cymdeithasol, deallusol ac anghenion eraill sy'n effeithio ar ddysgu a datblygiad, a nodi mathau o addysgeg sy'n lleihau effeithiau negyddol

Deilliant Dysgu:

Adfyfyrio a gwerthuso'n feirniadol ystod o agweddau gwahanol ar gyfer bodloni anghenion amrywiol yr holl ddysgwyr mewn ystod o leoliadau, a chyfiawnhau dewisiadau a wneir mewn arfer personol.

AIMS

Theme:

Be equipped with a deep understanding of the physical, emotional, social, intellectual and other needs that impact on learning and development, and identifying pedagogies which mitigate negative effects

Learning Outcome:

Critically reflect and evaluate a range of different approaches for meeting the diverse needs of all learners in a range of settings, and justify choices made in personal practice.

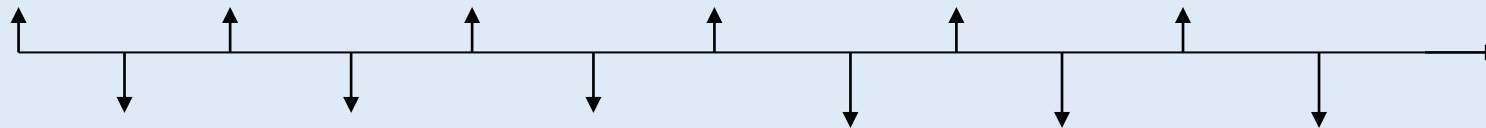
Changes of environment, resources, curriculum, institutional culture, pedagogical approaches and styles of classroom interaction, all carry a potential to have an impact on how children respond during the first major educational transition. Starting school means having to learn the social rules and values of the organization as well as coming to terms with changes in identity, roles and relationships (Griebel & Niesel, 2000) as children become a 'school pupil' on entry to school, with different expectations placed on them.

Fabian & Dunlop (2006)

YSTYRIWCH CONSIDER

Beth yw'r trosglwyddiadu a fedr ddylanwadu ar y plentyn rhwng genedigaeth a 16 oed?

What are the varying types of transitions that may have an influence on a child between birth -16yrs?



O'R CARTREF I'R YSGOL FROM HOME TO SCHOOL

When young children commence school they must somehow make sense of discontinuities and the relatively new routines and procedures that confront them. These challenges are associated with changes in the physical environment of buildings and classrooms; differences in the curricula; differences in the teaching staff and their behaviour, attitudes and expectations; changes to the peer group; changes to the role and involvement of parents (Bredekamp, 1987; Cleave et al., 1982; Ladd & Price, 1990; Skarpness & Carson, 1987).

(Margetts,1999:2)

BETH YW'R OED DECHRAU YSGOL GORFODOL YN ...?

WHAT IS THE STATUTORY SCHOOL STARTING AGE IN ...?

➤ Gogledd Iwerddon

➤ Awstralia/Cymru/Yr Alban/Lloegr

➤ Canada/Hong Kong/Gwlad Belg/ Cypris/Sbaen/Portiwgal

➤ Y Ffindir

➤ Northern Ireland

➤ Australia/Wales/Scotland/England

➤ Canada/
Hong Kong/Belgium/Cyprus/
Spain/Portugal

➤ Finland



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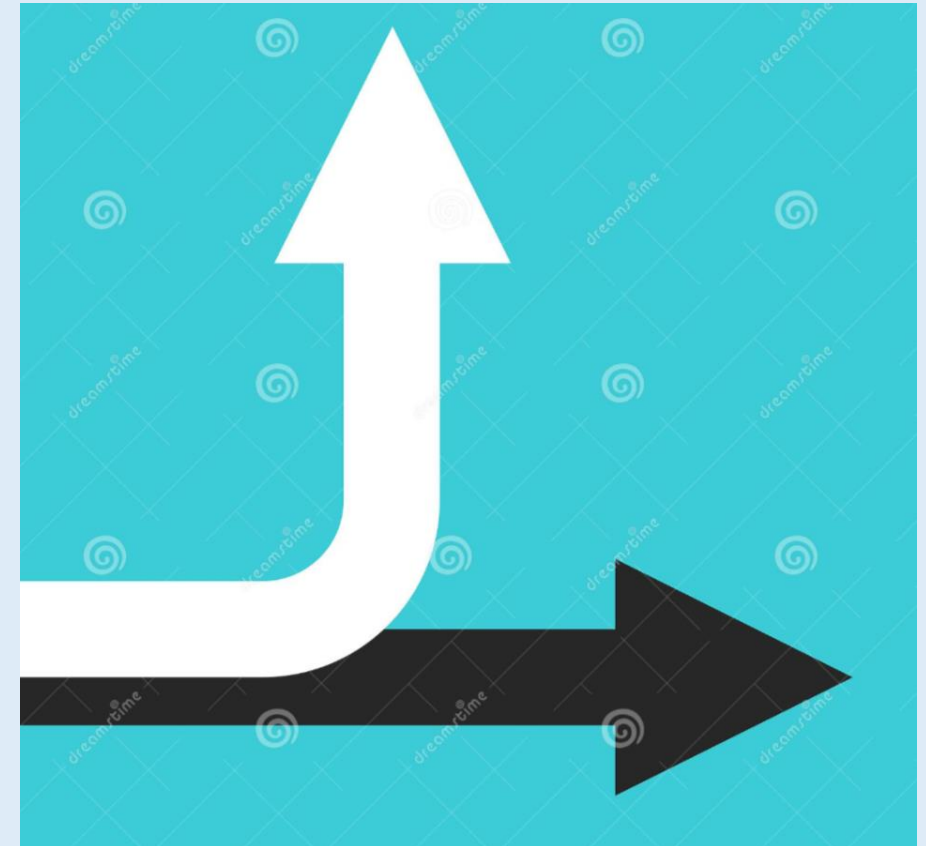


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TROSGLWYDDIADAU *TRANSITIONS*

Fertigol a llorweddol

Vertical & horizontal



Y FFEITHIAU

- Mae dau o bob pump plentyn yn methu gwneud cynnydd disgwyledig wedi trosglwyddo i'r ysgol uwchradd
- Mae perthyn yn cael dylanwad ar gyrhaeddiad a pha mor llwyddiannus y gwna'r plentyn drosglwyddo
- Mae plant ag ADY yn gallu teimlo'n fwy ynysig a bregus os nad yw'r trefniadau trosglwyddo wedi'u sicrhau o flaen llaw.

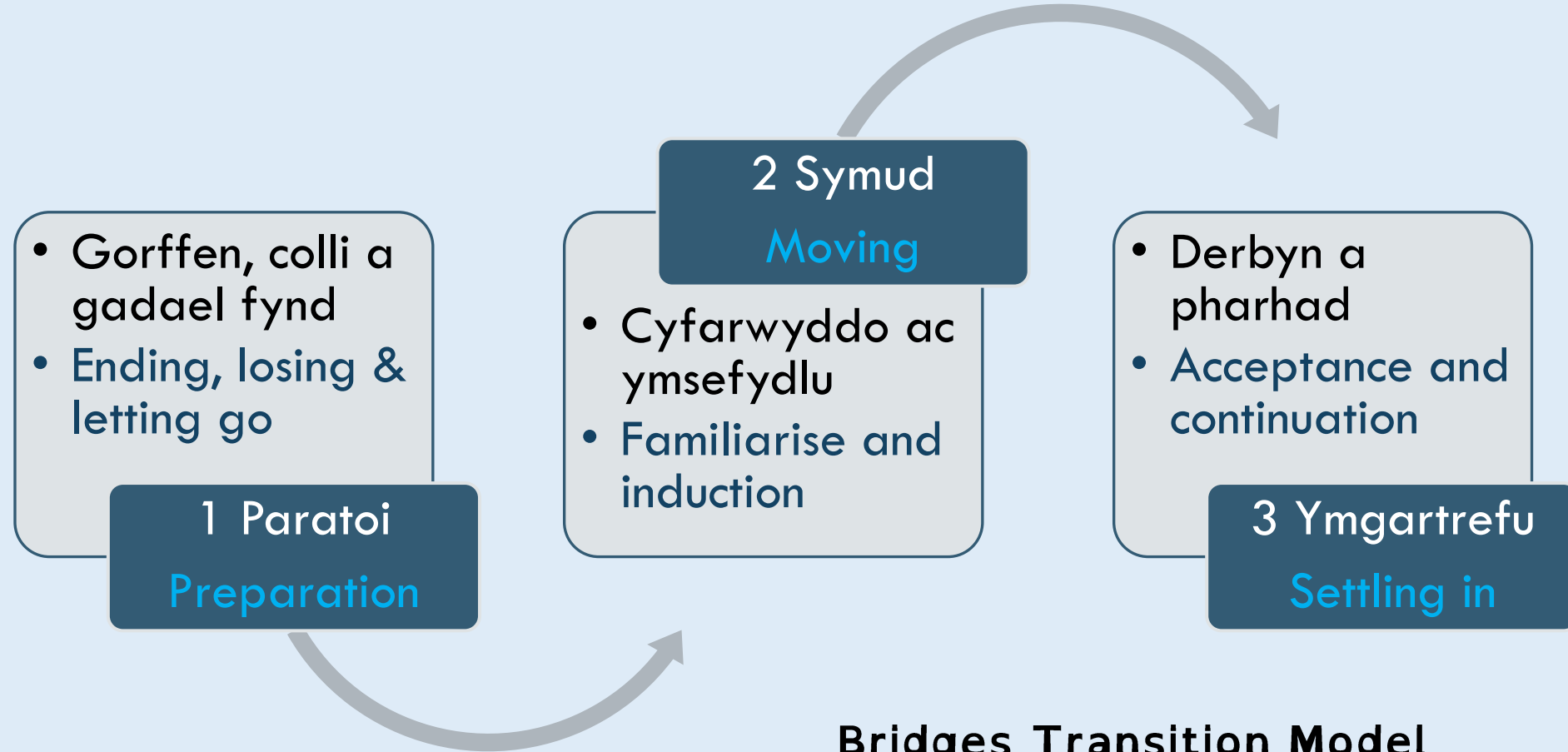
<https://www.mentallyhealthyschools.org.uk/risks-and-protective-factors/school-based-risk-factors/transitions/>

THE FACTS

- *Two in five pupils fail to reach expected academic progress after transitioning to secondary school.*
- *Feeling like you belong has an impact on achievement and how well a child transitions.*
- *Children with ALN are more likely to feel isolated and vulnerable if they don't have a smooth transition.*

PROSES NID DIGWYDDIAD

A PROCESS NOT AN EVENT



**Bridges Transition Model
1991**

TASG

Rhestrwch y ffordd y medrwch gefnogi plant a'u teuluoedd yn ystod y trosgwyddiadau isod:

- ☐ cartref i'r ysgol
- ☐ y feithrin i'r ysgol
- ☐ Cyfnod Sylfaen i Gyfnod Allweddol 2
- ☐ CA2 i GA 3 (cynradd i'r uwchradd)

TASK

List the ways in which you could support children and families during the following transitional phases:

- ☐ home to nursery
- ☐ nursery to school
- ☐ Foundation Phase to Key Stage 2
- ☐ KS 2 to KS 3 primary to secondary)

CWRICWLWM I GYMRU

Cynnydd

(Cyfleir y) disgwyliadau hyn o safbwynt y dysgwyr, ac maen nhw wedi'u gosod o fewn ffram eang fel eu bod yn gallu cynnal dysgu dros gyfres o flynyddoedd. Dydyn nhw ddim wedi cael eu cynllunio fel tasgau, gweithgareddau na meini prawf asesu i'w cymryd ar wahân. Er bod y continwwm dysgu yr un peth ar gyfer pob dysgwr, gall cyflymder y cynnydd amrywio. O ganlyniad, dim ond yn fras y mae'r camau cynnydd yn cyfateb i oedran. Yn fras maen nhw'n cyfateb i ddisgwyliadau ar gyfer oedrannau 5, 8, 11, 14 ac 16.

CURRICULUM FOR WALES

Progression

These expectations are expressed from the *learner's perspective* and are framed broadly so that they can sustain learning over a series of years. They are not designed as stand-alone tasks, activities or assessment criteria. While the learning continuum is the same for each learner, the pace of progress through it may differ. As a result, the progression steps only broadly relate to age. They broadly correspond to expectations at ages 5, 8, 11, 14 and 16.

Sharing expertise – Estyn (2016)

'One of the best initiatives in improving arrangements for transition is the sharing of expertise between primary and secondary schools where Welsh as a second language secondary teachers work with the feeder primary schools. Treorchy Comprehensive School has appointed a Welsh teacher to work in co-operation with class teachers in English-medium feeder primary schools. As a result, expectations have risen and pupils now undertake some work in Year 6, which had not previously been possible until Year 7'.

GWERTHUSWCH EVALUATE

1. Beth yw rhai o'r manteision o weithio ar draws sectorau?

2. Beth allai fod yn anfantais?

1. *What are some of the advantages of working across the sectors?*

2. *What could be a disadvantage?*

Pontio cynradd i'r uwchradd

Transition from primary to secondary

Estyn

Effective partnership working between schools supports pupils' transition between key stage 2 and key stage 3



New pupils at Tredegar Comprehensive School settle quickly and build on their previous learning, thanks to a positive relationship with cluster primary schools. Investment in a joint teacher development programme has also considerably benefited standards.



Cymorth ar gyfer lles yn ystod y cyfnod pontio o'r sector cynradd i'r uwchradd



Mae Ysgol Dyffryn Aman wedi meithrin perthnasoedd cryf â'i hysgolion cynradd partner, gan ddarparu ffocws clir ar hyrwyddo lles a gwydnwch disgyblion newydd. Caiff proffil ei greu ar gyfer pob dysgwr wrth iddo ddechrau ar ei daith addysgol. Mae hyn yn helpu staff i ddarparu'r cymorth angenrheidiol a rhagweld unrhyw angen am ymyrraeth. Mae'r ysgol yn darparu cwricwlwm eang, wedi'i deilwra yn unol ag anghenion unigolion i sicrhau lefel uchel o ymgysylltu tra'n hyrwyddo ethos o gynwysoldeb.

https://www.estyn.llyw.cymru/arfer-effeithiol/mae-gwaith-partneriaeth-effeithiol-rhwng-ysgolion-yn-cefnogi-cyfnod-pontio?_ga=2.105372107.915879481.1604940702-199984639.1604940702

<https://www.estyn.gov.wales/effective-practice/support-wellbeing-during-transition-primary-secondary>



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ARFER EFFEITHIOL AR GYFER DYSGWYR AG ADY EFFECTIVE PRACTICE FOR LEARNERS WITH ALN

Effective practice | 7 August 2019

Supporting pupils with additional needs through change

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Supporting pupils with additional needs through change | Estyn (gov.wales) (George St, Primary School)

Estyn

Inspection About us Improver

Effective practice | 19 September 2019

Supporting learners in pupil referral units to return to mainstream school

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Supporting learners in pupil referral units to return to mainstream school | Estyn (gov.wales) (Denbighsire PRU)

Adnoddau Pontio

Transition Resources



Deunydd hunan arfarnu

Holiadur disgyblion
Holiadur staff
Holiadur rhieni

Self evaluation materials

Pupil questionnaire
Staff questionnaire
Parents questionnaire

DYSGWYR AG ADY LEARNERS WITH ALN

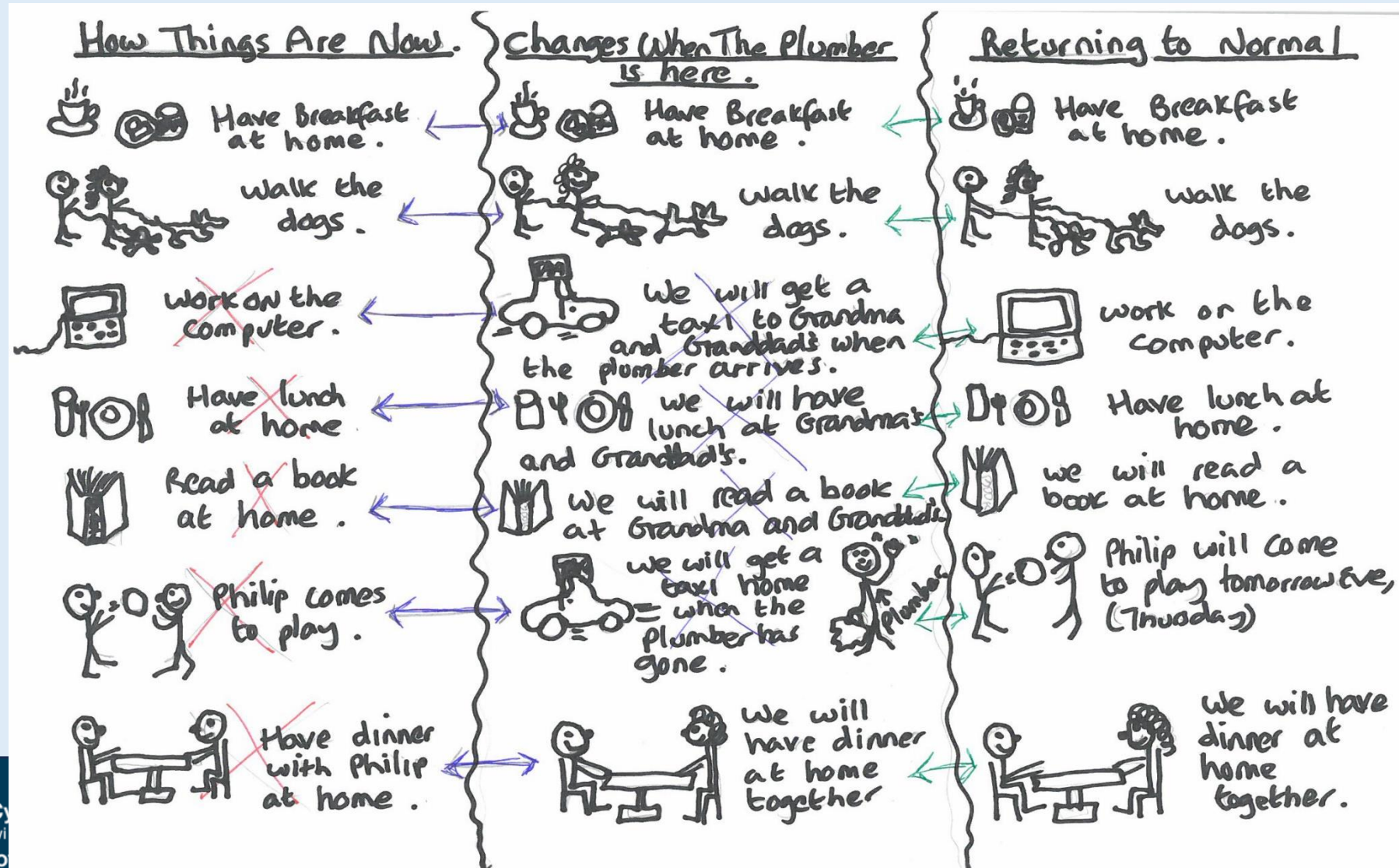
‘Bydd pob asiantaeth yn cydweithio i lunio un cynllun ar gyfer plentyn...bydd yn gwneud pethau’n haws i rieni...gall y cyfnod pontio redeg yn ddidrafferth o 0-25 oed...bydd parhad dysgu’n well ynghyd â’u datblygiad tuag at annibyniaeth.’

‘All agencies will work together to produce one plan for a child...it will take a headache away from parents...the transition can run really smoothly from 0 – 25... continuity is going to be much better, also their development towards independence.’

(curriculumforwales.gov.wales, 2020)

RHIANT YSTYRIOL

A THOUGHTFUL PARENT



DAMCANIAETH SYSTEMAU ECOLEGOL BRONFENBRENNER

BRONFENBRENNER'S ECOLOGICAL SYSTEMS MODEL



<https://www.youtube.com/watch?v=aSfPSLBw-Nc>

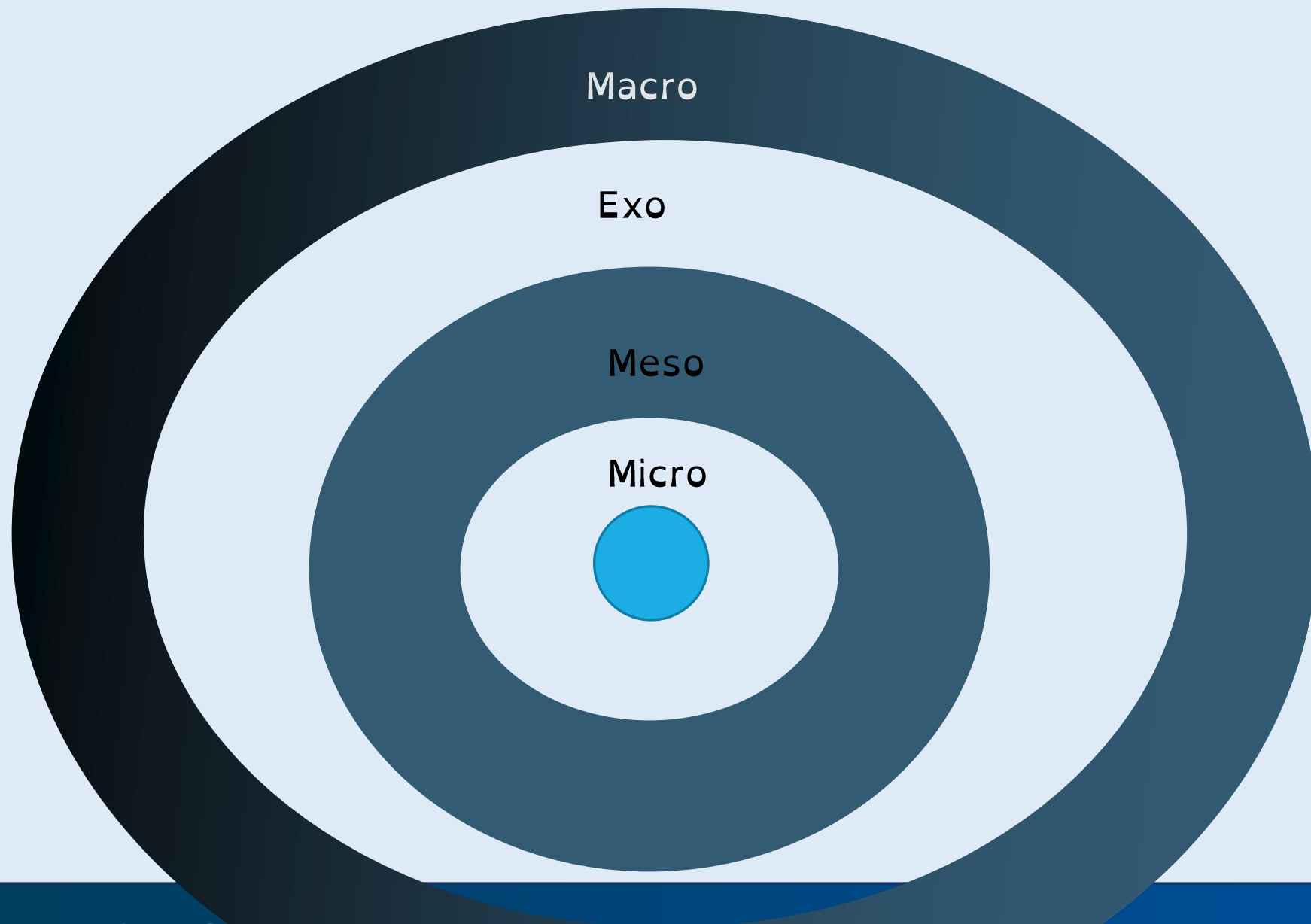


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BETH YW RHAI O'R HERIAU? WHAT ARE SOME OF THE CHALLENGES?

- sicrhau dilyniant i bawb
- gwneud gwell defnydd o broffiliau disgyblion
- lles
- addysgeg ddatblygiadol
- partneriaethau rhieni/gofalwyr
- amser ac ehangder i gyfleoedd
- tlodi
- ensuring progression for all children
- make more effective use of individual children's profiles
- wellbeing
- pedagogical progression
- parental/carer partnerships
- time and scope for opportunities
- poverty

Pa mor barod fyddai'r plentyn i ddechrau ar Gyfnod Allweddol 2?

Pa fecanweithiau cymorth fyddai'n rhaid eu cael er mwyn ei helpu i drosglwyddo'n rhwydd?

Mae angen ystyried:

- Pa mor barod yw'r plentyn?
- Dylanwad y teulu
- Gallu cymdeithasol/emosiynol
- Amrywiaeth ddiwyllianol
- Lleiafrifoedd ethnig/ieithyddol
- Straen/gofynion niferus
- Teithio rhwng lleoliadau
- Croesi o rwydweithiau cymdeithasol ffurfiol/anffurfiol

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LLORWEDDOL

How prepared would the child be to enter Key Stage 2?

What mechanisms of support would there have to be to assist their transition?

Need to consider:

- The child's readiness
- Family influence
- Social/emotional competencies
- Cultural diversity
- Ethnic/lingual minorities
- Multiple demands/stress
- Commuting between settings
- Crossover from formal/informal social networks

V
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H O R I Z O N T A L

ENGHREIFFTIAU O DDEUNYDDIAU

EXAMPLES OF RESOURCES

Parentzone

SNAP Cymru

bbc.co.uk/schools/parents/

<http://www.childreninwales.org.uk>

mentallyhealthyschools.org.uk

<https://cerebra.org.uk>

[School Resources to Help With Transitions | Mental Health](#)
[| YoungMinds](#)

DARLLEN PELLACH

FURTHER READING



Ceir adnoddau darllen ychwanegol mewn ffolder.
Additional reading resources can be found in a folder.



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Cyfeirnodau/References

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- Vernon-Feagans, L., Odom, E., Panscofar, N., & Kainz, K. (2008). Comments on Farkas and Hibell: A transactional/ecological model of readiness and inequality. In A. Booth & A. C. Crouter (Eds.), *Disparities in school readiness* (pp. 61–78). New York: Lawrence Erlbaum Associates