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University of Wales
Trinity Saint David

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

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DARLITH ARWEINIOL
ECAD4008/C
LEAD LECTURE





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ECAD4008/C Amcanion y modiwl Module aims

- Rhoi trosolwg i fyfyrwyr o'r wybodaeth am y pwnc a'r egwyddorion addysgegol a amlinellir yn y ddogfen Dyfodol Llwyddiannus e.e. meddylfryd a grym ymdrech; dyfnhau meddwl; asesu ar gyfer dysgu; perthnasau cadarnhaol ac ymreolaeth dysgu.
- Cael myfyrwyr i ymwneud â rolau a chyfrifoldebau athro proffesiynol a'r angen i fod yn rhan o gymuned broffesiynol.
- To provide students with an overview of the subject knowledge and pedagogic principles outlined in Curriculum for Wales e.g. mind set and power of effort: deepening thinking; assessment for learning; positive relationships and learning autonomy.
- To engage students with the roles and responsibilities of a professional teacher and the requirement to be part of a professional community



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Deilliannau Dysgu'r Modiwl

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu dangos y gallu i:

- archwilio a datblygu gwybodaeth am y pwnc a dealltwriaeth o'r egwyddorion addysgegol, a'r modd mae'r rhain yn berthnasol i gynllunio, cyflwyno ac asesu cyfleoedd dysgu effeithiol;
- archwilio ac ennill dealltwriaeth gychwynnol o natur gymhleth yr amgylchedd dysgu a dechrau cwestiynu dewisiadau addysgegol, mewn cydweithrediad;
- ystyried rôl yr athro proffesiynol yng ngoleuni arfer trawsffurfiol trwy gwrdd, profi a rhannu egwyddorion addysgegol.

Module Learning Outcomes

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- explore and develop subject knowledge and an understanding of the pedagogic principles and how these relate to planning, delivery and assessment of effective learning opportunities;
- examine and gain an initial understanding of the complex nature of the learning environment and, in collaboration, begin to question pedagogic choices;
- consider the role of the professional teacher in light of transformative practice through meeting, testing and sharing pedagogic principles.



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ECAD4008C

- Moodle [Course: Cycle 1 Professional and Pedagogic Studies: Leading the Learning: what, how and why am I teaching? \(ECAD4008-C\), Tile: Gwybodaeth Modwl / Module Information \(uwtsd.ac.uk\)](#)
- Darlithoedd yn cynnwys y 6 Maes Dysgu a Phrofiad
- Aseiniad – Ar Moodle
- Dysgu Sylfaen
- Moodle [Course: Cycle 1 Professional and Pedagogic Studies: Leading the Learning: what, how and why am I teaching? \(ECAD4008-C\), Tile: Gwybodaeth Modwl / Module Information \(uwtsd.ac.uk\)](#)
- Lecturers – all AOLEs
- Sessions
- Assignment <https://moodle.uwtsd.ac.uk/course/view.php?id=8426§ion=2>
- Foundation Learning
- Light touch you can come back to this session (recorded for future ref)

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Moodle, let's have a try...

Moodle, gadewch i ni roi cynnig arni...



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Meet the Staff – Dyma ni

Meryl Bowen
(ILI/H&WB)



Lisa Regan
(EA)



Menna Davies
(ILI&C)



Jayne Morgan
(LLC)



Sioned Vaughan-
Hughes



Fiona Jones
(M&Rh/M&N)



Gail Parker
Module Lead



Helen Williams
(G&T/S&T)



Ian Jones
Professional Tutor



Diane Thomas
Professional Tutor



Roberta Tucker
Professional Tutor



Tom Cox
(Afl)



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26.10.23	9-11am	FJ M&R CJ8	JM LLC CJ2	SVH Humanities CJ5
26.10.23	11-1pm	FJ M&R CJ8	JM LLC CJ2	SVH Humanities CJ5
26.10.23	2-4pm	MD LL&C CJ8	SVH Humanities CJ2	FJ M&N CJ5
9.11.23	9-11am	MD LL&C CJ8	SVH Humanities CJ1	FJ M&N CJ5
		LR	LLW	MB



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The Assignment

18th March 2024 via Turnitin

Good teaching and learning:

- means employing a blend of approaches including direct teaching
- sets tasks and selects resources that build on previous knowledge and experience and engage interest
- ranges within and across Areas of Learning and Experience

(Pedagogy - Hwb (gov.wales))

Consider the 3 pedagogic principles outlined above. Discuss these principles in relation to practices in education, showing secure understanding, identifying strengths and areas for development for each principle.

**ALL teaching sessions will help you
and there will be additional sessions
just for assignment guidance – DO
NOT WORRY!!**



Aseiniad ECAD4008

18fed o Fawrth 2024 via Turnitin

- Mae addysgu a dysgu da yn galw am ddefnyddio cymysgedd o d dulliau sy'n cynnwys addysgu uniongyrchol.

Mae addysgu a dysgu da yn golygu gosod tasgau a dewis adnoddau sy'n a deiladu ar wybodaeth a phrofiad blaenorol ac yn ennyn diddordeb.

- Mae addysgu a dysgu da yn ymestyn oddi mewn ac ar draws Me ysydd Dysgu a Phrofiad.

(Donaldson 2015:68)

Ystyriwch y

3 egwyddor addysgegol a amlinellir uchod. Trafodwch yr egwyddorion hyn me wn perthynas ag arferion mewn addysg, gan ddangos dealltwriaeth gadarn, nodi cryfderau a meysydd i'w datblygu ar gyfer pob egwyddor.



Gweithgaredd / Activity



Meddyliwch yn ôl mewn amser...

- Meddyliwch am y ffyrdd yr oeddech chi'n chwarae fel plentyn.
- Ble oeddech chi'n arfer chwarae? Pam yn y lleoedd hyn?
- Pryd oeddech chi'n chwarae? Pam ar yr adegau hyn?
- Pa mor aml oeddech chi'n chwarae? Pam?
- Gyda phwy oeddech chi'n chwarae? Pam?
- Pa fathau o bethau oeddech chi'n eu gwneud pan oeddech chi'n chwarae?
- Ydych chi'n dal i chwarae? Pam?
- Sut ydych chi'n chwarae?
- Ydych chi'n credu bod plant yn chwarae cymaint nawr ag yr oeddech chi fel plentyn? Pam y gallai fod gwahaniaeth?

Think back in time...

- Think about the ways you played as a child.
- Where did you used to play? Why in these places?
- When did you play? Why at these times?
- How often did you play? Why?
- Who did you play with? Why?
- What sorts of things did you do when you played?
- Do you still play? Why?
- How do you play?
- Do you think children play as much now as you did as a child? Why might there be a difference?



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Beth allaf ei wneud?





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What can I do?





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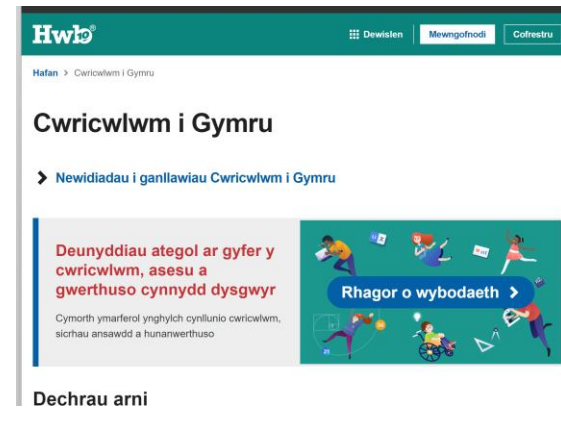
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Cyfnod/cam/dysgu Sylfaen



[fframwaith-y-cyfnod-sylfaen.pdf \(gov.wales\)](https://gov.wales/fframwaith-y-cyfnod-sylfaen.pdf)



[Cwricwlwm i Gymru - Hwb \(gov.wales\)](https://gov.wales/cwricwlwm-i-gymru)



[Cwricwlwm ar gyfer lleoliadau meithrin a ariennir nas cynhelir - Hwb \(gov.wales\)](https://gov.wales/cwricwlwm-ar-gyfer-leoliadau-meithrin-a-ariennir-nas-cynhelir)



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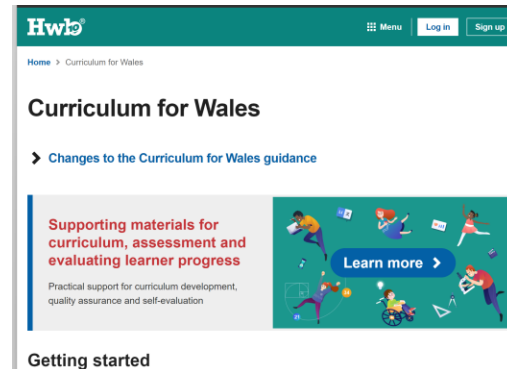
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Foundation phase/stage/learning



[foundation-phase-framework.pdf \(gov.wales\)](https://gov.wales/foundation-phase-framework.pdf)



[Curriculum for Wales - Hwb \(gov.wales\)](https://gov.wales/curriculum-for-wales)



[Curriculum for funded non-maintained nursery settings - Hwb \(gov.wales\)](https://gov.wales/curriculum-for-funded-non-maintained-nursery-settings)

Y Cyfnod Sylfaen

The Foundation Phase

- ▶ Unigryw i Gymru
- ▶ Meysydd Dysgu
- ▶ Plentyn Ganolog?
- ▶ Cwricwlwm Ddemocratig
- ▶ Athroniaeth
- ▶ Llais a lles y plentyn
- ▶ Cyfannol
- ▶ Continwwm
- ▶ Chwarae – dysgu drwy brofiad

- ▶ Unique to Wales
- ▶ Areas of Learning
- ▶ Child Centred?
- ▶ Democratic Curriculum
- ▶ Philosophy
- ▶ Child's voice & well being
- ▶ Holistic
- ▶ Continuum
- ▶ Play – experiential learning

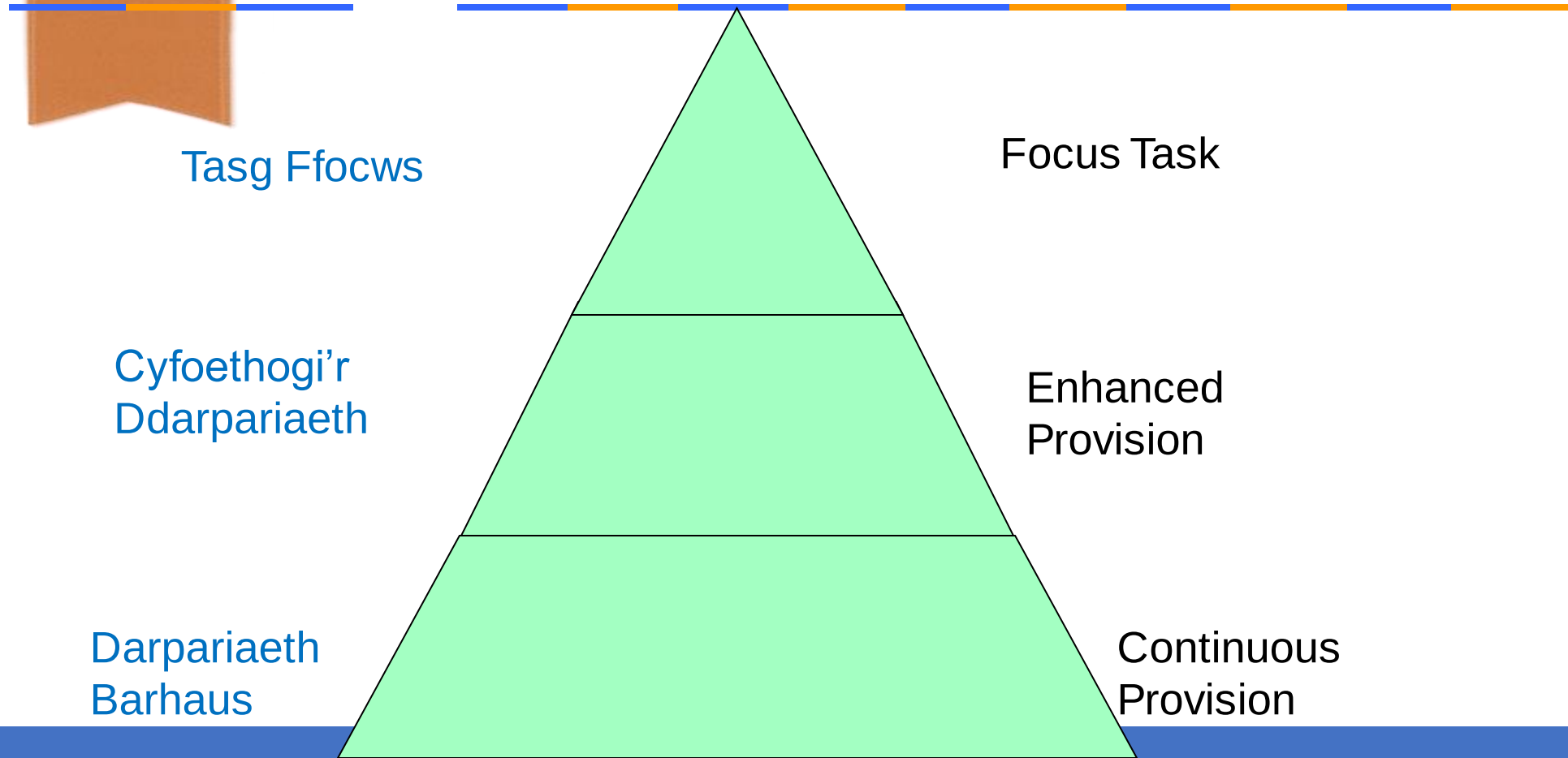


chwarae • dysgu • tyfu
play • learn • grow
cyfnod sylfaen 3–7 foundation phase

Y Cyfnod Sylfaen The Foundation Phase



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



Darpariaeth barhaus provision

Continuous

- Yr adnoddau a'r meysydd rydych wedi eu gosod allan i'ch disgyblion eu harchwilio'n rhydd.
 - Dylid annog creadigrwydd annibynnol disgyblion wrth iddynt ymgysylltu â'r gweithgareddau hyn.
- ▶ The resources and areas that you have laid out for your pupils to explore freely.
 - ▶ Pupils' independent creativity in their engagement with these activities should be encouraged.

Trafodaeth ar Gyfoethogi

Enhanced provision discussion

- Atgyfnerthu adnabyddiaeth rhif / ffurfio/ dilyniant i 10
- Sut fydddech chi'n 'cyfoethogi' er mwyn atgyfnerthu yn yr :

Ardal Tywod; Ardal Toes;
Ardal Adeiladu; Ardal
Gwneud Marciau; Ardal
Allanol

- ▶ Reinforcing number recognition/ formation/ sequencing to 10
- ▶ How would you “enhance” to reinforce and extend in the:

Sand Area; Dough Area;
Construction Area; Mark
Making Area; Outdoor
Area



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GWEITHGAREDD

~~Today I saw a spider...~~




Today I developed my observational skills. I practised new vocabulary, such as, weave, web, woven and spindley. I learnt to be gentle and take care of other living things. I learnt that not all spiders are black, I updated the schemas little boxes in my brain with new information.

~~Today I played in the sand...~~




Today I developed my hand-eye coordination. I strengthened the muscles in my hands and arms as I poured and filled containers. I explored capacity. I learnt how materials can change when you add water. I also learnt to take turns with my peers.

Ystyriwch sut y byddech chi'n creu ardal i gyfoethogi'r ddarpariaeth... gall hyn ddigwydd pan fyddwch yn addysgu am ofalu am anifeiliaid h.y. milfeddygfa, neu'n dysgu am dwf h.y. clinig babanod neu ganolfan arddio!

Mewn grwpiau, ystyriwch yr hyn rydych chi am i'r plant ei ddysgu



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ACTIVITY

~~Today I saw a spider...~~



Today I developed my observational skills. I practised new vocabulary, such as, weave, web, woven and spindley. I learnt to be gentle and take care of other living things. I learnt that not all spiders are black, I updated the schemas little boxes in my brain with new information.

~~Today I played in the sand...~~



Today I developed my hand-eye coordination. I strengthened the muscles in my hands and arms as I poured and filled containers. I explored capacity. I learnt how materials can change when you add water. I also learnt to take turns with my peers.

Think of how you would create an enhanced provision area... this may occur when you are teaching about caring for animals i.e. a vet surgery, or learning about growth i.e. a baby clinic or a garden centre!

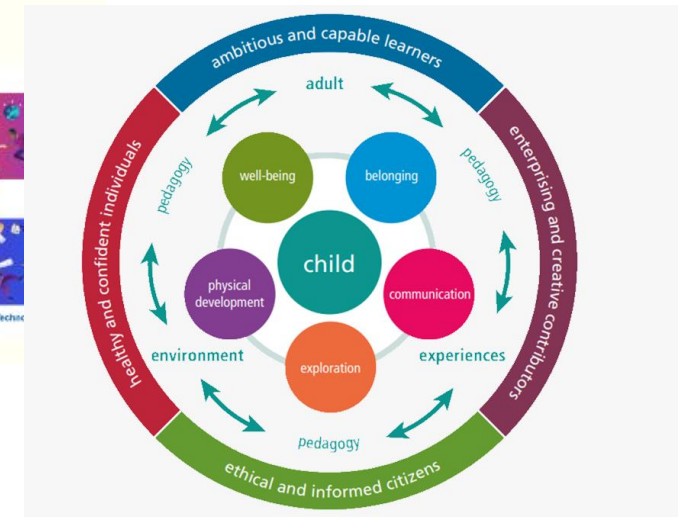
In groups consider what you want the children to learn



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Ble ydyn ni nawr, 2023? Where are we now, 2023?



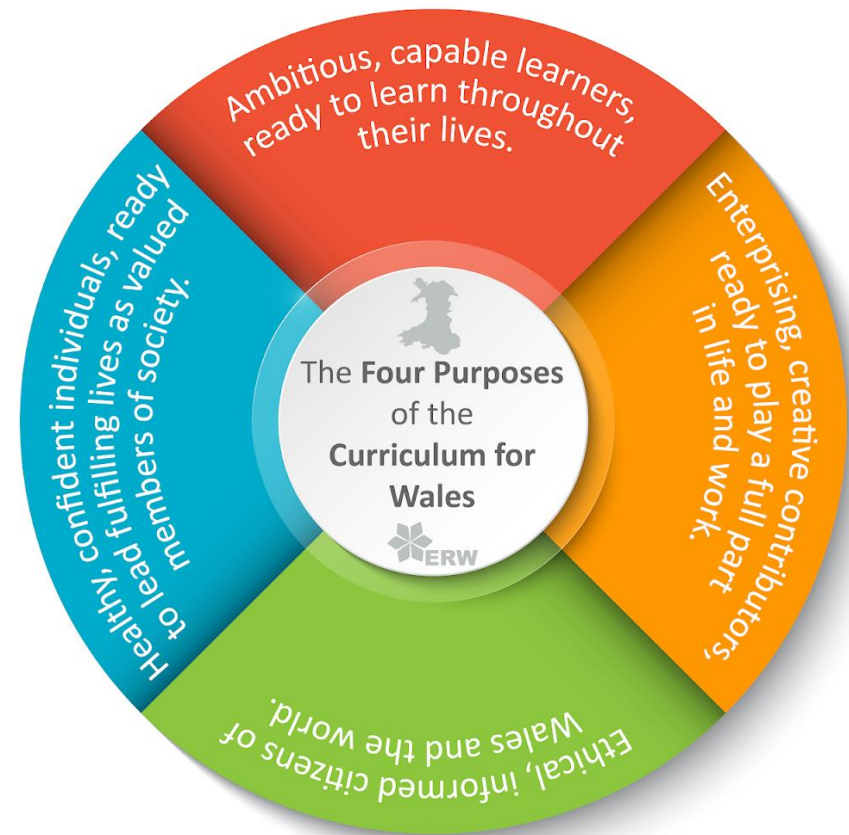
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Y Pedwar Diben 2022

The Four Purposes





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Addysgeg

Defnyddir y term 'addysgeg' i gyfeirio at y berthynas gymhleth rhwng dysgu ac addysgu. Mae'n cynnwys y cysyniad o'r ymarferydd fel hwylusydd dysgu, gan ymateb i anghenion unigolion, parodrwydd i ddysgu ochr yn ochr â'r plant, defnyddio dulliau priodol i reoli'r broses ddysgu a myfyrio'n barhaus ar arfer a'i gwella o ganlyniad i waith ymchwil.

(LIC, 2008:26)

Pedagogy

The term 'pedagogy' refers to the complex relationship between learning and teaching. It embraces the concept of the practitioner as a facilitator of learning, responding to the needs of individuals, willing to learn alongside the children, using appropriate methods to manage the process of learning and continually reflecting on and improving practice in the light of research.

(WG, 2008:26)



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Addysgeg Dysgu ac Addysgu Learning & Teaching Pedagogy

Bruner

Gardner

Isaacs

McMillan

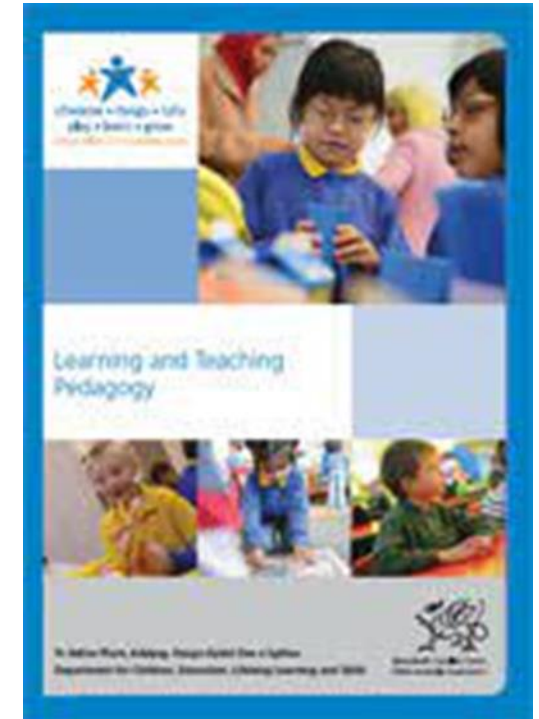
Froebel

Steiner

Vygotsky

Montessori

Piaget



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Addysgeg Dysgu ac Addysgu / Learning and Teaching Pedagogy
<https://hwb.gov.wales/api/storage/8f0b360f-f1f6-4bec-b11a-df88168007f9/learning-and-teaching-pedagogy.pdf>
Tudalennau / Pages 28-31



Sgiliau trawsgwricwlaidd

Cross-curricular skills

Llythrennedd

Literacy

Rhifedd

Numeracy

Cymhwysedd digidol

Digital competence

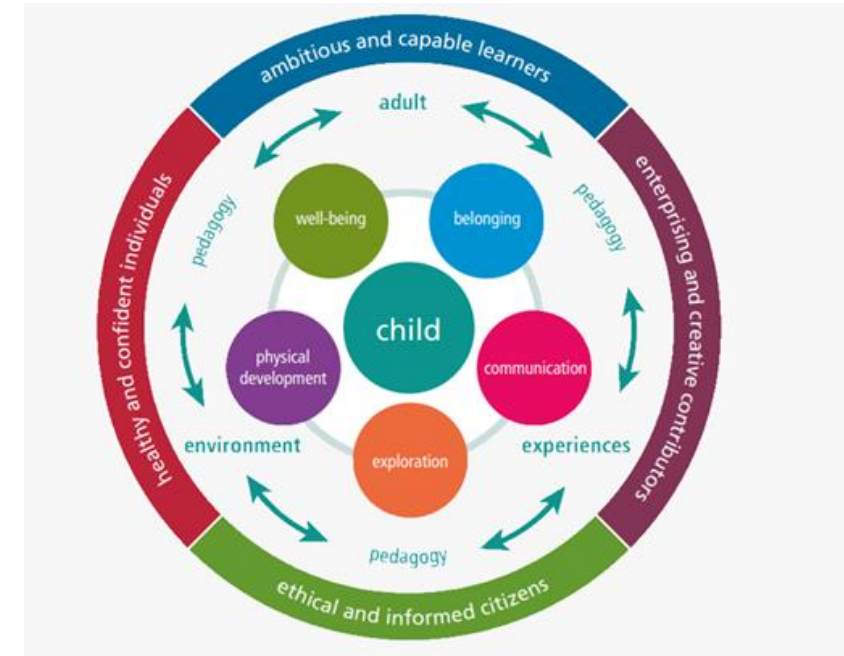


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Y cwricwlwm ar gyfer lleoliadau meithrin nas cynhelir

- Y pedwar diben
 - Oedolion sy'n galluogi dysgu
 - Profiadau sy'n ennyn diddordeb
 - Amgylcheddau effeithiol
 - Addysgeg
 - Dysgu sy'n seiliedig ar chwarae
 - Bod y tu allan
 - Dysgu dilys a phwrrpasol
 - Llythrennedd corfforol
- Sgiliau trawsgwricwlaidd – llythrennedd, rhifedd a chymhwysedd digidol
- Anghenion y plentyn – y pum llwybr datblygu



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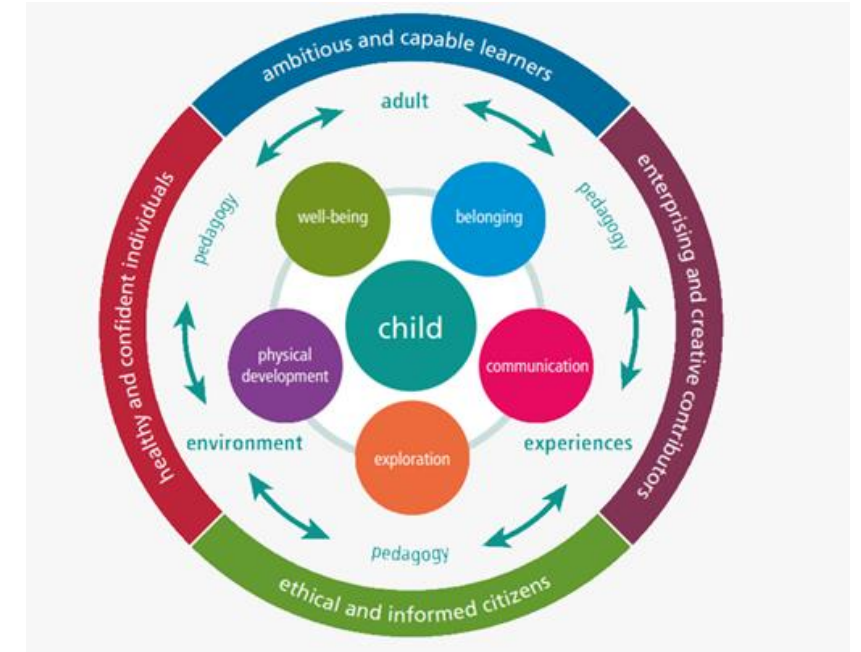
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The curriculum for non-maintained nursery settings

- The four purposes
- Enabling adults
- Engaging experiences
- Effective environments
- Pedagogy
 - Play-based learning
 - Being outdoors
 - Authentic and purposeful learning
 - Physical literacy
- Cross-curricular skills – literacy, numeracy and digital competence
- The needs of the child - the five developmental pathways





Y 5 llwybr datblygu

- Perthyn
- Cyfathrebu
- Archwilio
- Datblygiad corfforol
- Lles

Mae'r llwybrau hyn yn **canolbwyntio ar y plentyn** ac yn **rhyngddibynnol**, ac maen nhw'r un mor bwysig â'i gilydd o ran cefnogi datblygiad a chynnydd cyffredinol.

Maen nhw'n canolbwyntio ar yr hyn sy'n bwysig i'r plentyn ac mae cysylltiad agos rhyngddyn nhw a'r egwyddorion allweddol datblygiad plant, yn ogystal â'r datganiadau cyffredin o'r **hyn sy'n bwysig** a'r disgrifiadau dysgu yn y **chwe maes dysgu a phrofiad**.

Cawsant eu datblygu er mwyn sicrhau y gellir helpu plant i wneud cynnydd **ar eu cyflymder eu hunain ac yn yr amgylchedd dysgu a ffefrir ganddyn nhw**.



The developmental pathways

- **Belonging**
- **Communication**
- **Exploration**
- **Physical development**
- **Well-being**

These pathways are **child-centred** and are **interdependent**, having equal value in supporting overall development and progress.

They focus on what is important for the child and link closely to the key principles of child development, as well as to the overarching statements of **what matters** and descriptions of learning of the **six areas of learning and experience**.

They have been developed to ensure children can be supported to make progress **at their own pace and in their preferred learning environment**.



Cyfeiriadau ac adnoddau ychwanegol

References and additional resources

[Foundation Phase: nursery support from NDNA Cymru – NDNA](#)

Loose parts play [Wales-Introduction-to-Loose-Parts-Play-Factsheet.pdf\(ndna.org.uk\)](#)

Play and play-based learning MODULE [View - Hwb \(gov.wales\)](#)

Active and Experiential Play (ESTYN)

[High quality outdoor learning and experiences | Estyn \(gov.wales\)](#)

[Estyn%20Active%20and%20experiential%20learning E Accessible 1.pdf\(gov.wales\)](#)

The Education Hub, New Zealand, entitled [What role should I take in children's play to best support learning?](#) (2021).

MacNaughton, & Williams, G. (2004). Teaching young children : choices in theory and practice. Open University.

Burnett, & Cremin, T. (2018). *Learning to teach in the primary school* (Burnett & T. Cremin, Eds.; Fourth edition.). Routledge.

Grigg, & Lewis, H. (2016). *A-Z of Learning Outside the Classroom*. Bloomsbury Publishing.

Siraj, I., & Kingston, D. (2014). *An independent stocktake of the Foundation Phase in Wales. Final Report*. Welsh Assembly Government.

White. (2014). Playing and learning outdoors : making provision for high quality experiences in the outdoor environment with children 3-7 (2nd ed.). Routledge





Cysylltiadau â Safonau SAC

- Addysgeg – Hyrwyddo Dysgu

Cyd-destunau bywyd go
iawn, dilys

Mae'r athro'n arddangos dealltwriaeth o ddefnyddio cyd-destunau bywyd go iawn dilys ar gyfer dysgu, a hynny fel rhan naturiol o'r profiad dysgu. Mae hyn yn ehangu profiad diwylliannol, ieithyddol, crefyddol ac economaidd-gymdeithasol y dysgwr, ac yn rhoi enghreifftiau ymarferol o gysyniadau a haniaethau.



Links to QTS Standards

- Pedagogy - Advancing Learning

Real life, authentic
contexts

The teacher demonstrates an understanding of the use of real life, authentic contexts for learning being provided as a natural part of the learning experience. This extends the learner's cultural, linguistic, religious and socio-economic experience and illustrates applications of concepts and abstracts in practice.