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Trawsnewid Addysg Gyda'n Gilydd Transforming Teaching Together

www.uwtsd.ac.uk

ECAD6013/C

Trosglwyddiadau
Transitions

AMCANION
AIMS

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.

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.

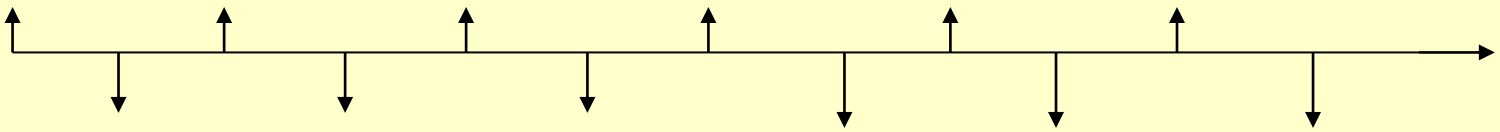
Changes of environment, resources, curriculum, institutional culture, pedagogical approaches and styles of classroom interaction, all carry a potential to have an impact on how children respond during the first major educational transition. Starting school means having to learn the social rules and values 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 THESTATUTORY SCHOOL STARTING AGE IN . . . ?

- Gogledd Iwerddon
- Awstralia/Cymru/Yr Alban/Lloegr
- Canada/Hong Kong/Gwlad Belg/ Cypris/Sbaen/Portiwgal
- Y Ffindir

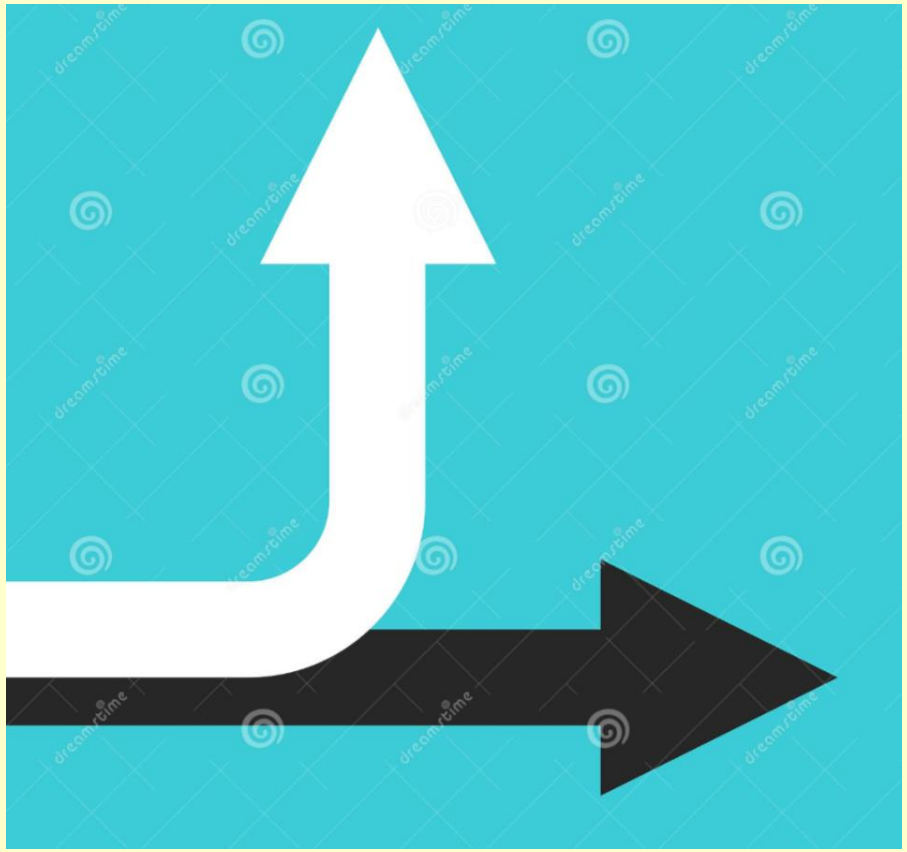
- Northern Ireland
- Australia/Wales/Scotland/England
- Canada/ Hong Kong/Belgium/Cyprus/ Spain/Portugal
- Finland

TROSGLWYDDIADAU

TRANSITIONS

Fertigol a llorweddol

Vertical & horizontal



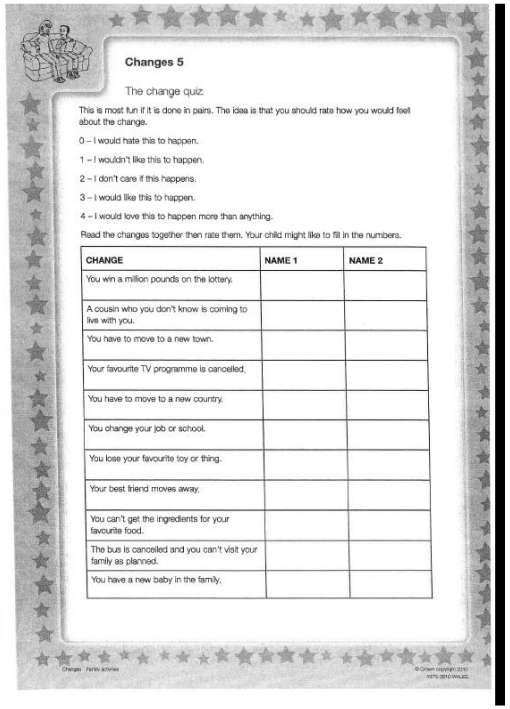
Y FFEITHIAU
THE FACTS

- Mae dau o bob pump plentyn yn methu gwneud cynnydd disgwyliedig 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.

- *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.*

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

BETH AMDANOCH CHI?
WHAT ABOUT YOU?



Changes 5

The change quiz

This is most fun if it is done in pairs. The idea is that you should rate how you would feel about the change.

0 – I would hate this to happen.

1 – I wouldn't like this to happen.

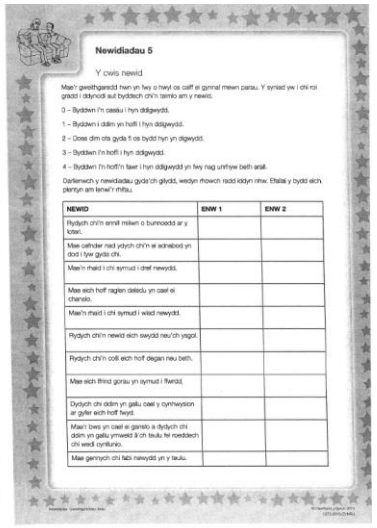
2 – I don't care if this happens.

3 – I would like this to happen.

4 – I would love this to happen more than anything.

Read the changes together then rate them. Your child might like to fill in the numbers.

CHANGE	NAME 1	NAME 2
You win a million pounds on the lottery.		
A cousin who you don't know is coming to live with you.		
You have to move to a new town.		
Your favourite TV programme is cancelled.		
You have to move to a new country.		
You change your job or school.		
You lose your favourite toy or thing.		
Your best friend moves away.		
You can't get the ingredients for your favourite food.		
The bus is cancelled and you can't visit your family as planned.		
You have a new baby in the family.		



Newidiadau 5

Y cwis newid

Mae'r gweithgaredd hwn yn fwy o hwyl os caiff ei gynnal mewn parau. Y syniad yw i chi roi gradd i ddynodi sut byddech chi'n teimlo am y newid.

0 – Byddwn i'n casáu i hyn ddigwydd.

1 – Byddwn i ddim yn hoffi i hyn ddigwydd.

2 – Does dim ots gyda fi os bydd hyn yn digwydd.

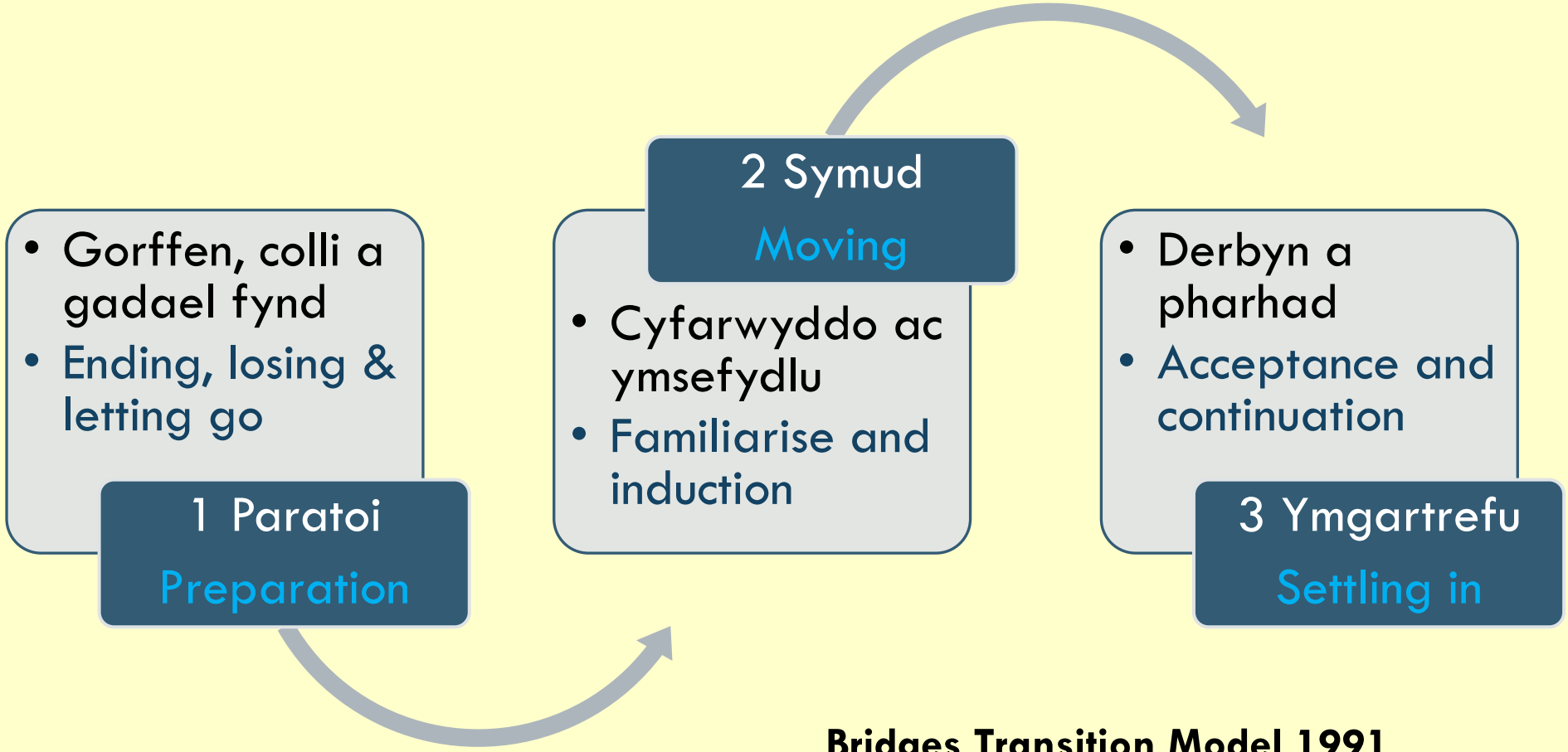
3 – Byddwn i'n hoffi i hyn ddigwydd.

4 – Byddwn i'n hoff'n fawr i hyn ddigwyddd yn fwy nag unrhyw beth arall.

Darllenwch y newidiadau gyda'ch gilydd, wedyn rhowch radd iddyn nhw. Efallai y bydd eich plentyn am lenw'r rhifau.

NEWID	ENW 1	ENW 2
Rydych chi'n ennill miliwn o bunnoedd ar y loteri.		
Mae cefnder nad ydych chi'n ei adnabod yn dod i fyw gyda chi.		
Mae'n rhaid i chi symud i dref newydd.		
Mae eich hoff raglen deledu yn cael ei chansilo.		
Mae'n rhaid i chi symud i wlad newydd.		
Rydych chi'n newid eich swydd neu'ch ysgol.		
Rydych chi'n colli eich hoff degan neu beth.		
Mae eich ffrind gorau yn symud i ffwrdd.		
Dydych chi ddim yn gallu cael y cynhwysion ar gyfer eich hoff fwyd.		
Mae'r bws yn cael ei gansilo a dydych chi ddim yn gallu ymweld â'ch teulu fel roeddech chi wedi cynllunio.		
Mae gennych chi fabi newydd yn y teulu.		

PROSES NID DIGWYDDIAD
A PROCESS NOT AN EVENT



Bridges Transition Model 1991

TASG
TASK

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)

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
CURRICULUM FOR WALES

Cynnydd

(Cyfleir y) disgwyliadau hyn o safbwynt y dysgwyr, ac maen nhw wedi'u gosod o fewn fffram 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.

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?

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

2. Beth allai fod yn anfantais?

2. What could be a disadvantage?

Pontio cynradd i’r uwchradd

Transition from primary to secondary school

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

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

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

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

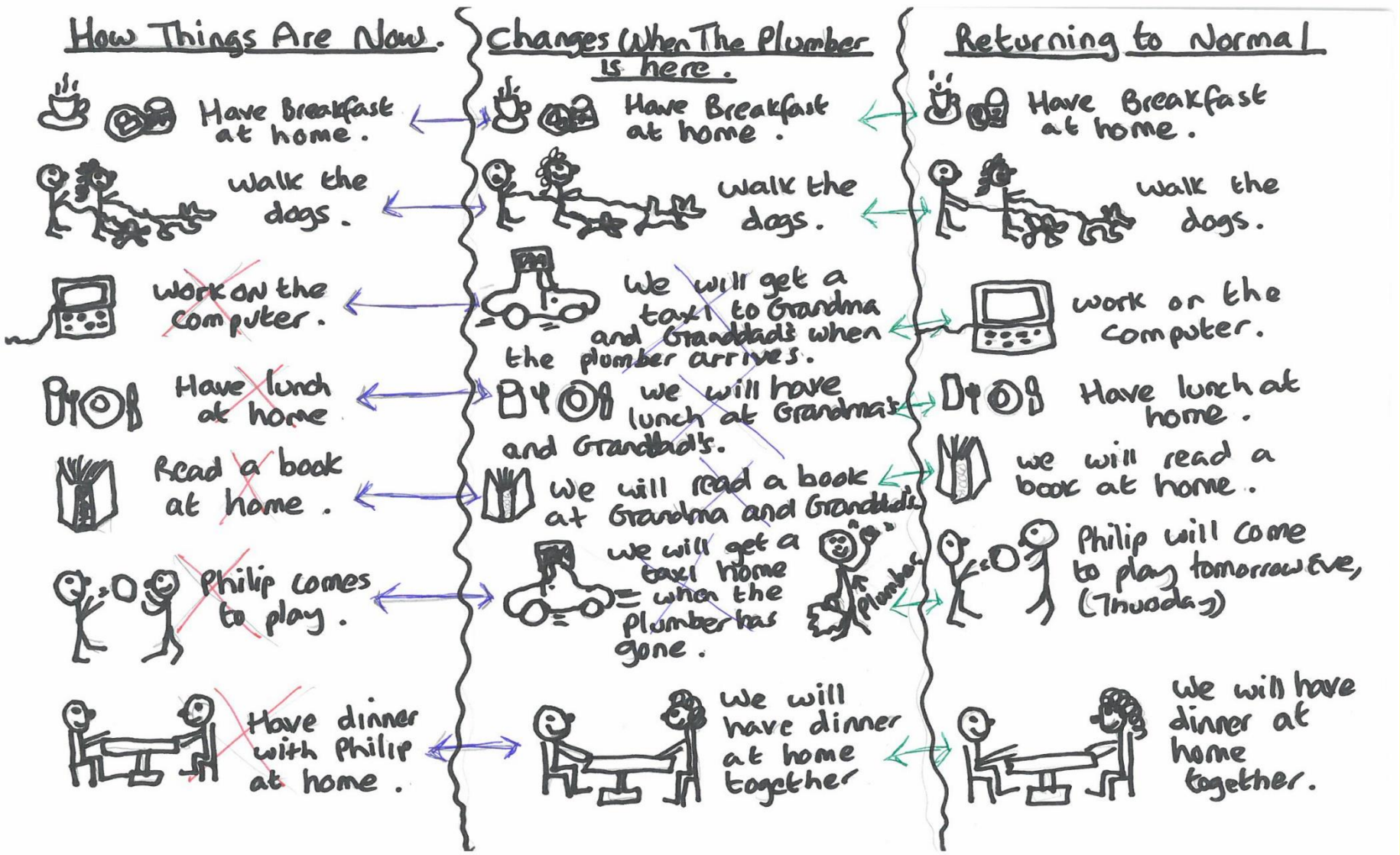
‘Bydd pob asiantaeth yn cydweithio i lunio un cynllun ar gyfer plentyn…bydd yn gwneud pethau’n haws i rieni…gall y cyfnod pontio redeg yn ddidrafferth o 0-25 oed…bydd parhad dysgu’n well ynghyd â’u datblygiad tuag at annibyniaeth.’

‘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.’

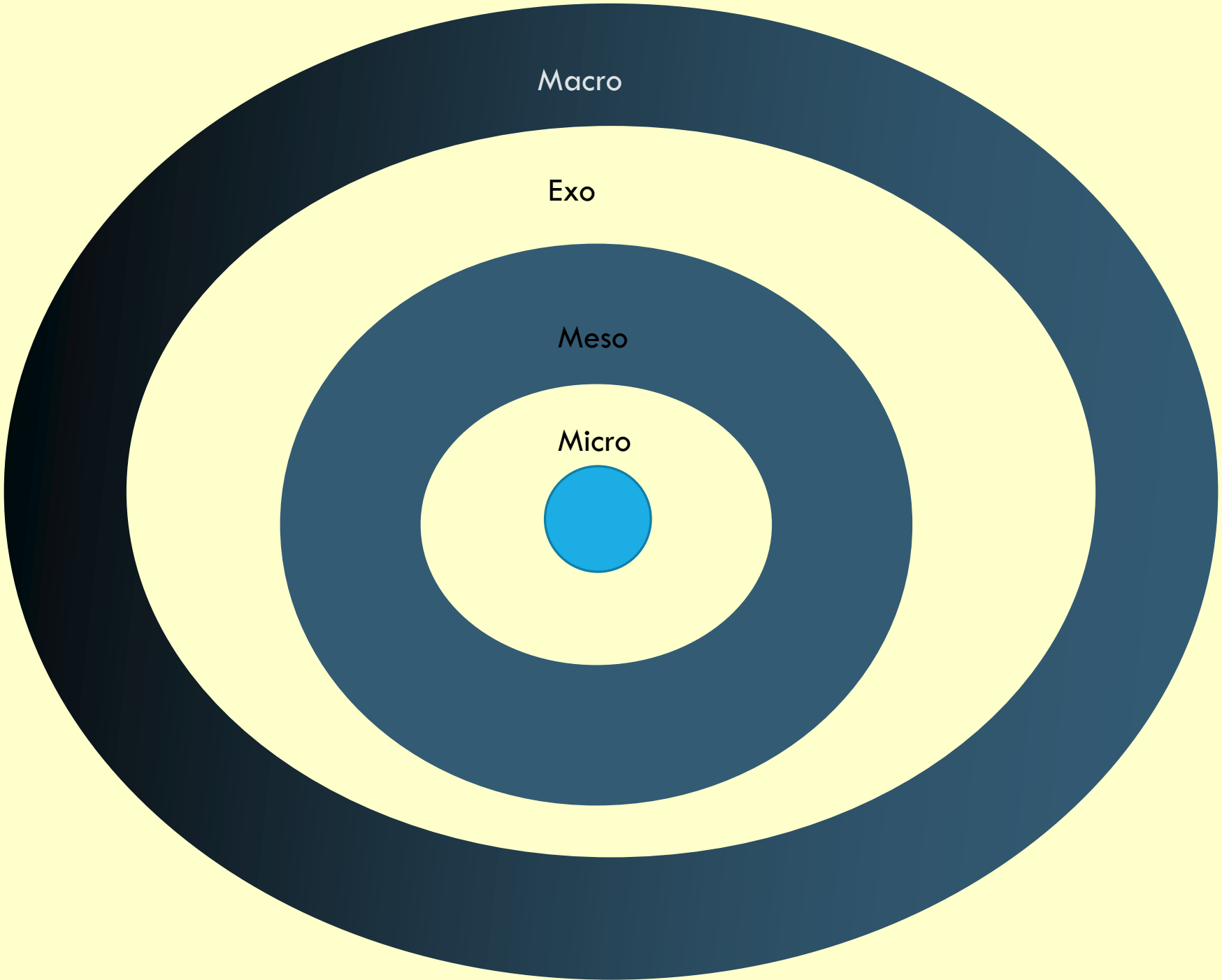
(curriculumforwales.gov.wales, 2020)

RHIANT YSTYRIOL

A THOUGHTFUL PARENT



DAMCANIAETH SYSTEMAU ECOLEGOL BRONFENBRENNER
BRONFENBRENNER'S ECOLOGICAL SYSTEMS MODEL


Macro
Exo
Meso
Micro

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

FERTIGOL

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 E R T I C A L

H O R I ZO 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 yn sesiwn 8

Additional reading resources can be found in a folder in session 8

Cyfeirnodau/References

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