

Yr Athro Ymholgar

ECPP7001C

Sesiwn 1



Deilliannau Dysgu

Ar ôl cwblhau'r modiwl hwn yn llwyddiannus, dylai'r myfyriwr allu dangos ei fod yn gallu:

Dylunio a chymhwyso methodolegau ymchwil priodol sy'n dangos dealltwriaeth feirniadol o natur ymchwil addysgol

Cynnal ymholiad ymchwil ar raddfa fach i wella agwedd ar ymarfer personol a deilliannau dysgwyr, gan ddangos peth gwreiddioldeb a thrylwyredd wrth gymhwyso sgiliau ymchwil priodol

Gwerthuso tystiolaeth ymchwil yn feirniadol, gan ddangos barn gadarn am data cymhleth i gefnogi penderfyniadau addysgeg

Myfyrio'n feirniadol ynghylch pwysigrwydd gweithdrefnau moesegol mewn ymchwil yn y dosbarth, a defnyddio'r gweithdrefnau hyn yn briodol

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Ysgrifennwch aseiniad yn seiliedig ar
brosiect ymchwil raddfa fach

6000 o eiriau

Turnitin

YAY - Tasg Ychwanegol

- ▶ Ffurflen Foeseg (cyfwerth a 1500 o eiriau)

Trefn y modwl

Date	Content
14/01	Astudiaeth Gwers
15/01	Arsylwi Plant
16/01	Cyfweliadau Grwp Ffocws
17/01	Adfyfyrio / Moeseg
18/01	Ffurflen Foeseg (angen gluniadur)
21/01	Ysgol PAP1 – llofnodi'r ffurflen foeseg
22/01	Ysgrifennu ar Lefel 7 / Cyflwyno'r Ffurflen Foeseg
23/01	Astudiaeth dan gyfarwyddyd (adolygiad o lenyddiaeth) DS bydd angen i chi wirio eich e-bost prifysgol.
20/02	Diwrnod Ymchwil 1
21/02	Diwrnod Ymchwil 2
25/02	Adolygu'r Data
26/02	I'w gadarnhau

Pam rydyn ni'n ymchwilio?

BERA/RSA (2014)

Research and the Teaching Profession: Building the capacity for a self-improving education system

<https://www.bera.ac.uk/wp-content/uploads/2013/12/BERA-RSA-Research-Teaching-Profession-FULL-REPORT-for-web.pdf?noredirect=1>

BERA/RSA (2014) (1)

- ▶ Yn rhyngwladol, mae amgylcheddau ysgol a Choleg sy'n seiliedig ar ymholiadau (neu ' ymchwil-gyfoethog ') yn nodweddu systemau addysg sy'n perfformio'n dda.
- ▶ To be at their most effective, teachers and teacher educators need to engage *with* research and enquiry – this means keeping up to date with the latest developments in their academic subject or subjects and with developments in the discipline of education.

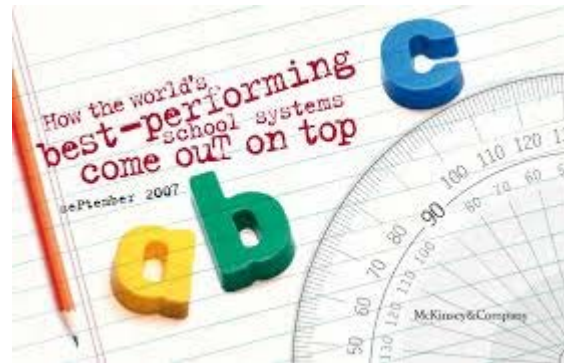
BERA/RSA (2014) (2)

- ▶ Teachers and teacher educators need to be equipped to engage *in* enquiry-oriented practice. This means having the capacity, motivation, confidence and opportunity to do so.
- ▶ A focus on enquiry-based practice needs to be sustained...throughout teachers' professional careers, so that disciplined innovation and collaborative enquiry are embedded within the lives of schools or colleges and become the normal way of teaching and learning, rather than the exception.

Rhesymau dros ymchwilio

“The quality of an education system cannot exceed the quality of its teachers.”

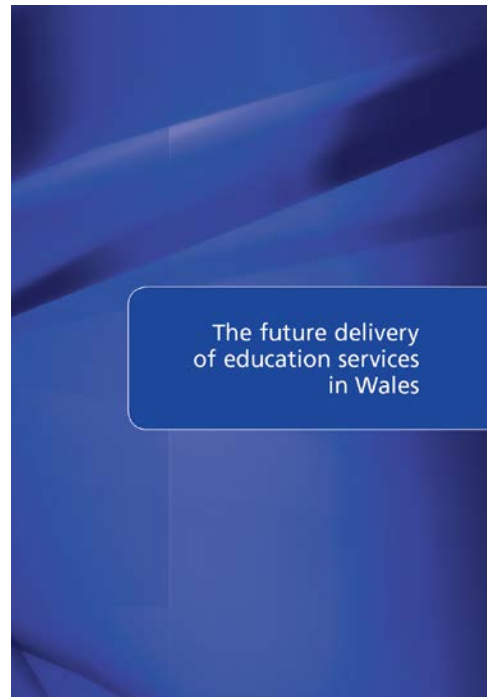
McKinsey & Company (2007)



Rhesymau dros ymchwilio

Hill (2013:5)

- *“The only way for schools in Wales to raise standards of achievement is to improve the quality of teaching and learning in the classroom. It is the quality of teaching that is the strongest within-school effect on pupils’ achievement.”*



Rhesymau dros ymchwilio

“Teachers need to be viewed as ‘knowledge workers’: the best way to foster this approach is through school-based teacher professional development that links teacher inquiry and development with school improvement”.

Hill, 2013:18

<http://gov.wales/docs/dcells/consultation/130621-delivery-of-education-report-en.pdf>

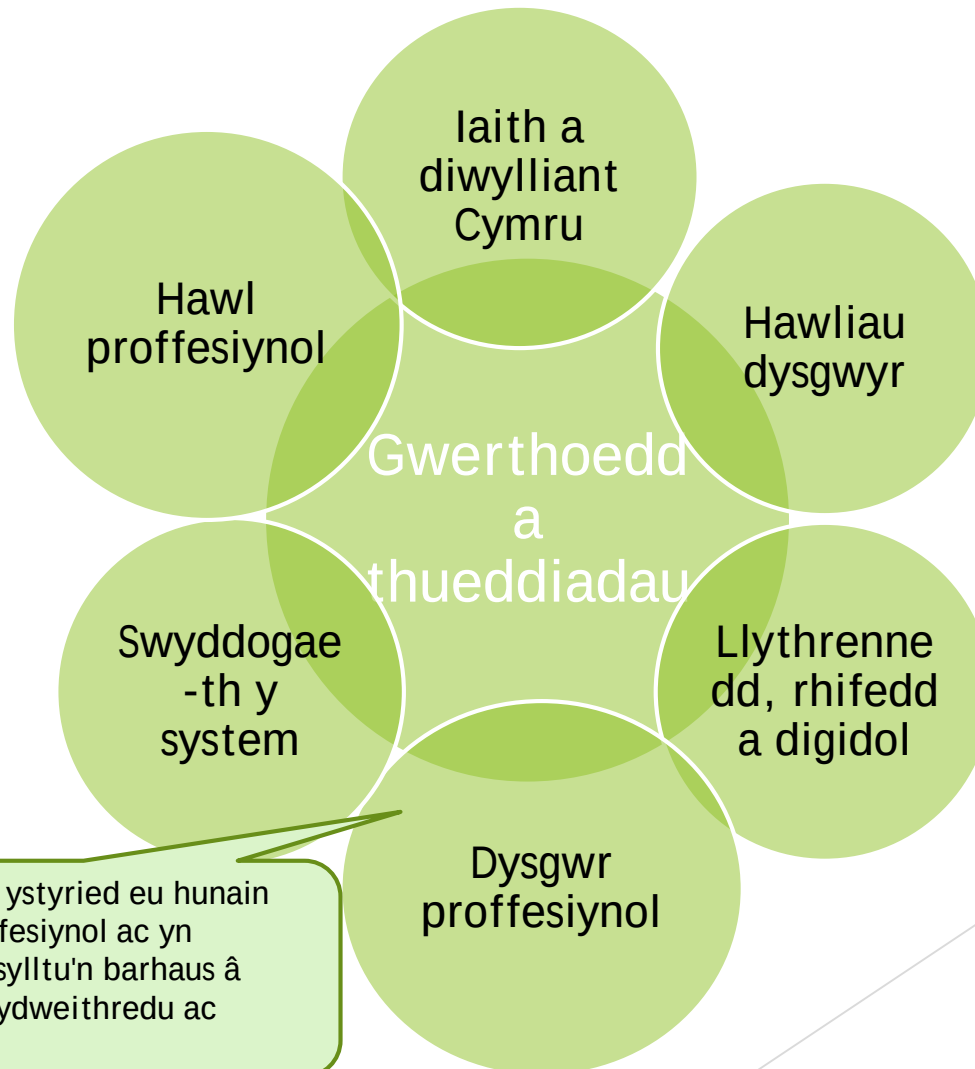
Rhesymau dros ymchwilio

Dyfodol Llwyddiannus:

Mae addysgeg gadarn "... yn
gofyn am athrawon o ansawdd
uchel gyda dealltwriaeth
gadarn o ' pam ' a ' sut ' o
addysgu yn ogystal â'r ' beth '."

(Donaldson, 2015:71)

Safonau Proffesiynol Newydd



Mae athrawon yn ystyried eu hunain yn ddysgwyr proffesiynol ac yn ymrwymo i ymgysylltu'n barhaus â datblygu gyrfa, cydweithredu ac arloesi.

Dysgu proffesiynol

Canfyddiadau darllen ac ymchwil ehangach

Ceir ymgysylltu strwythuredig mewn cymuned ymchwil weithredu a thystiolaeth o arfer a gaiff ei llywio gan gasgliadau darllen ac ymchwil ehangach ar raddfa genedlaethol a rhyngwladol.

Mae'r athro yn gwneud penderfyniadau rhesymegol o ran ei addysgeg yn seiliedig ar ganfyddiadau darllen ac ymchwil perthnasol.

SAC

Rhesymau dros ymchwilio

“...the biggest effects on student learning occur when teachers become learners of their own teaching.”

(Hattie, 2009:22)

Hattie, J. (2009) Visible learning: A synthesis of over 800 meta-analyses relating to achievement. London: Routledge.

Pam mae athrawon yn ymchwilio?

I:

- * wella ymarfer;
- * ychwanegu at wybodaeth;
- * lenwi ' bylchau ' mewn gwybodaeth;
- * ehangu gwybodaeth;
- * ychwanegwch barn y disgyblion at ein gwybodaeth.

Rhesymau dros ymchwilio

“You do not have to begin with a ‘problem’. All you need is a general idea that something might be improved. Your general idea may stem from a promising new idea or the recognition that existing practice falls short of aspiration.”

Kemmis & McTaggart (1988)

Astudiaeth Gwers (1)

Model ar gyfer dysgu proffesiynol yw astudiaeth gwers, sy'n digwydd yn yr ystafell ddosbarth ar y cyd gydag athrawon eraill.

Mae dau neu fwy o athrawon yn gweithio gyda'i gilydd, yn datblygu arfer yn y dosbarth, yn canolbwyntio ar anghenion a dysgu disgyblion go iawn ac yn ceisio datrys problem sy'n seiliedig ar addysgu neu ddysgu sy'n effeithio ar gynnydd disgyblion;

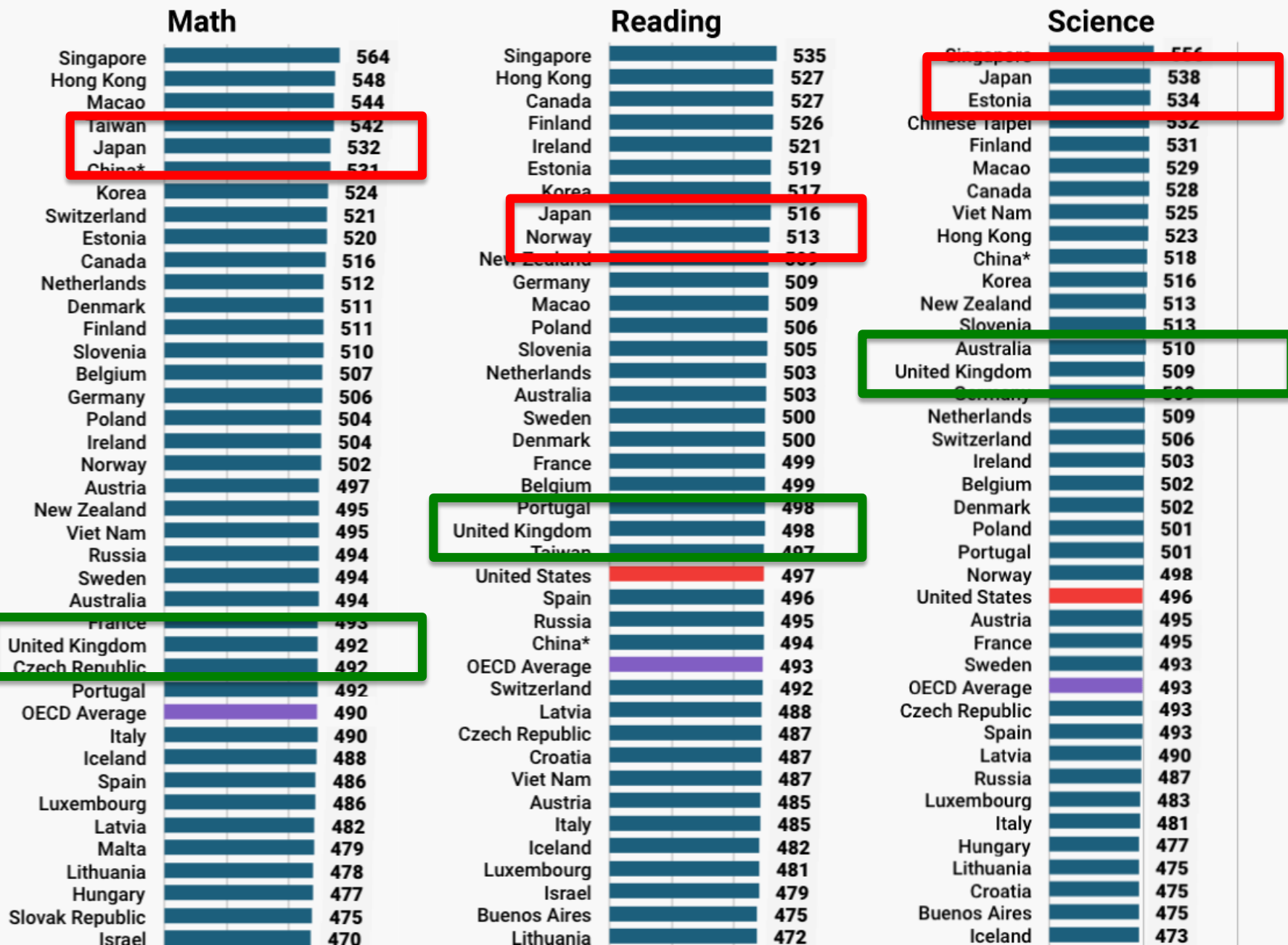
Astudiaeth Gwers (2)

- ▶ Mae athrawon yn cymryd rhan mewn datblygu techneg addysgu sydd wedi'i chynllunio i wella agwedd benodol ar ddysgu ar gyfer disgyblion a nodwyd;
- ▶ Mae athrawon yn cadw cofnod o'r hyn y maent yn ei ddysgu ac yn trosglwyddo'r wybodaeth am arferion a enilliant i eraill.
- ▶ Mae'n seiliedig ar y rhagosodiad mai'r ffordd orau i wella addysg yw i *“get teachers together to study the processes of teaching and learning in classrooms, and then devise ways to improve them”* (Fernandes & Yoshida, 2004)

Datblygwyd y broses yn Siapan.



2015 PISA AVERAGE SCORES



Pam Astudiaeth Gwers?

- ▶ Mae'n annog cydweithio a myfyrio;
- ▶ Mae athrawon yn berchen ar eu DPP, gan ddewis eu cwestiwn ymchwil eu hunain;
- ▶ Mae'n seiliedig ar dystiolaeth;
- ▶ Mae'n defnyddio llais y disgybl i ddatblygu ansawdd yr addysgu.

Lesson Study

1. Plan

- **Plan** a lesson together.
- Address each activity to your enquiry question and **predict** how pupils will react and how you will assess this.
- Pick 3 **case pupils**.

2. Observe

- **Teach** the lesson with your colleagues observing.
- Pay particular attention to the **case pupils**.
- Conduct any **assessments** and/or **interviews** during & after.

3. Reflect & Plan

- As soon after the lesson as possible, **reflect** how each activity elicited the sought-after change. Were your **predictions** correct? Why?

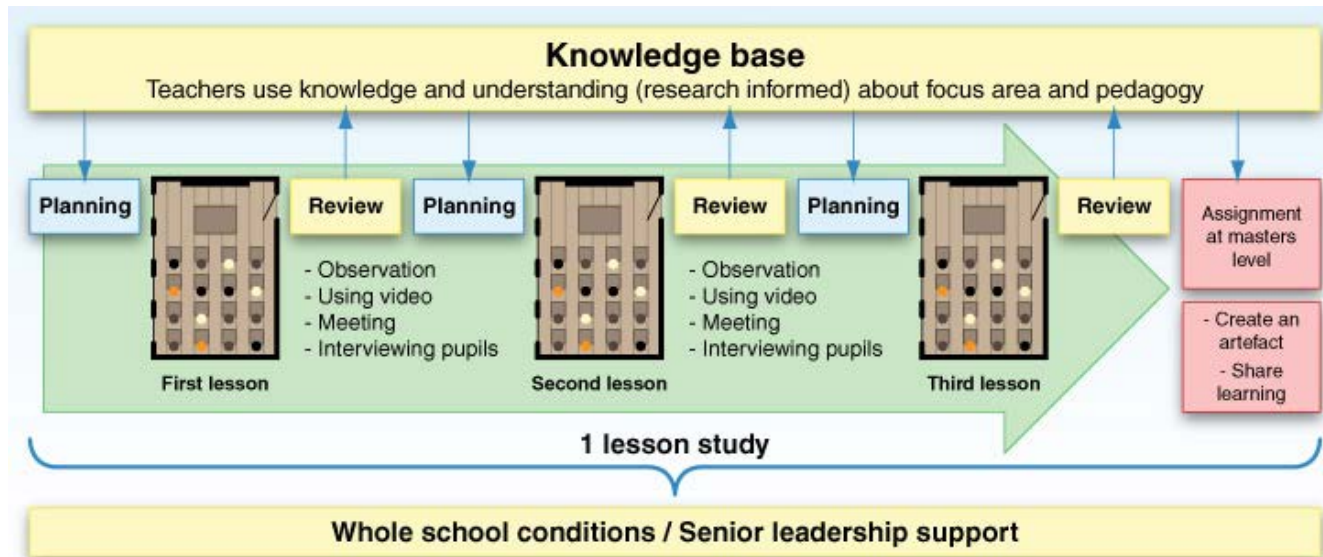
Astudiaeth Gwers

- ▶ <https://www.youtube.com/watch?v=7YdugNFsfHo&t=64s>

Astudiaeth Gwers - sut mae'n gweithio?

- ▶ Penderfynwch ar ffocws bwriadedig yr astudiaeth;
- ▶ Cynlluniwch wers sy'n cynnwys y ffocws hwn;
- ▶ Dysgwch y wers ac arsylwi'r dysgu;
- ▶ Adolygwch y wers a'i heffaith ar y disgyblion (gan gynnwys llais y disgyblion);
- ▶ Diwygiwch ac addaswch y wers;
- ▶ Dysgwch yr ail wers ...

Astudiaeth Gwers



Astudiaeth Gwers

- ▶ <http://lessonstudy.co.uk/what-is-lesson-study/>

Background to lesson study: Peter Dudley

- ▶ <http://lessonstudy.co.uk/2014/09/lesson-study-professional-learning-for-our-time-read-pete-dudleys-resume-of-the-case-for-lesson-study-made-in-his-new-book-out-on-10-september-which-can-be-ordered-at-httpwww-routledge-comb/>

