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Y Drindod Dewi Sant
University of Wales
Trinity Saint David

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

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Trawsnewid Addysg Gyda'n Gilydd Transforming Teaching Together

Cyflwyniad
Y dysgwr: Pwy ydw i'n ei addysgu?

ECAD5011C

Introduction
The learner : Who am I teaching?

ECAD50011

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Nodau'r sesiwn
Session aims

- Trosolwg o gynnwys a dogfennaeth y modwl
- Yr aseiniad
- Cyflwyno Gwella Addysg Gynhwysol drwy Ddarpariaeth Cyffredinol Cynllunio ar gyfer Dysgu

- *Overview of module content and documentation*
- *The assignment*
- *Introduce Improving Inclusive Education through Universal Design for Learning*

Deilliannau dysgu'r modwl
Module learning outcomes

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

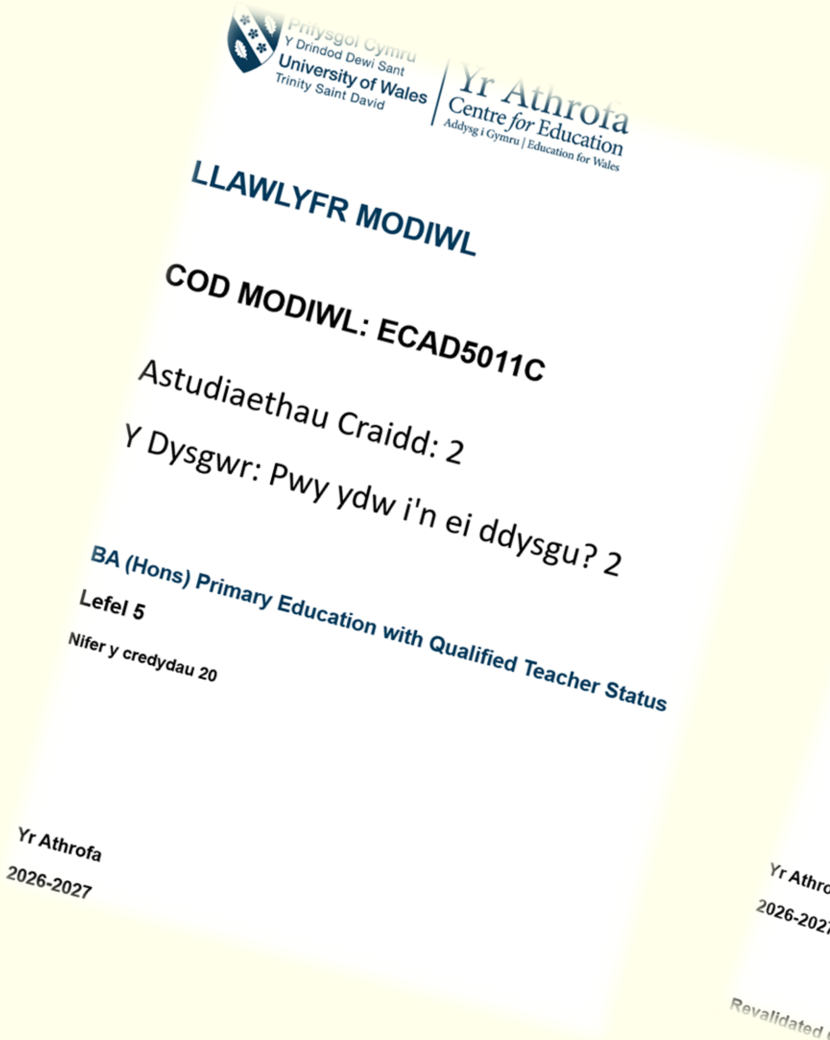
- amlygu dealltwriaeth ddyfnach o ddamcaniaethau ac ymchwil sy'n sail i ddysgu, lles a datblygiad plant 0-19 oed, gan gynnwys materion cyfoes e.e. ffoaduriaid a dysgwyr sy'n cael eu heffeithio gan wrthdaro;
- nodi ac adfyfyrio ar y cyfrifoldebau proffesiynol a chyfreithiol o ran gweithio gyda phlant a phobl ifanc, gan gynnwys credoau a thybiaethau personol a'u heffaith ar arfer personol;
- nodi, gweithredu ac adfyfyrio ar ddulliau effeithiol o fodloni anghenion amrywiol yr holl ddysgwyr mewn lleoliadau gwahanol.

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

- *evidence a deeper understanding of theories and research that underpin child development, well-being and learning from 0-19 years, including contemporary issues e.g. refugees and learners affected by conflict;*
- *identify and reflect on professional and legal responsibilities of working with children and young people, including personal beliefs and assumptions and their impact on personal practice;*
- *identify, implement and reflect on effective approaches for meeting the diverse needs of all learners in different settings.*

Llawlyfr modiwl

Module handbook



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LLAWLYFR MODIWL

COD MODIWL: ECAD5011C

Astudiaethau Craidd: 2

Y Dysgwr: Pwy ydw i'n ei ddysgu? 2

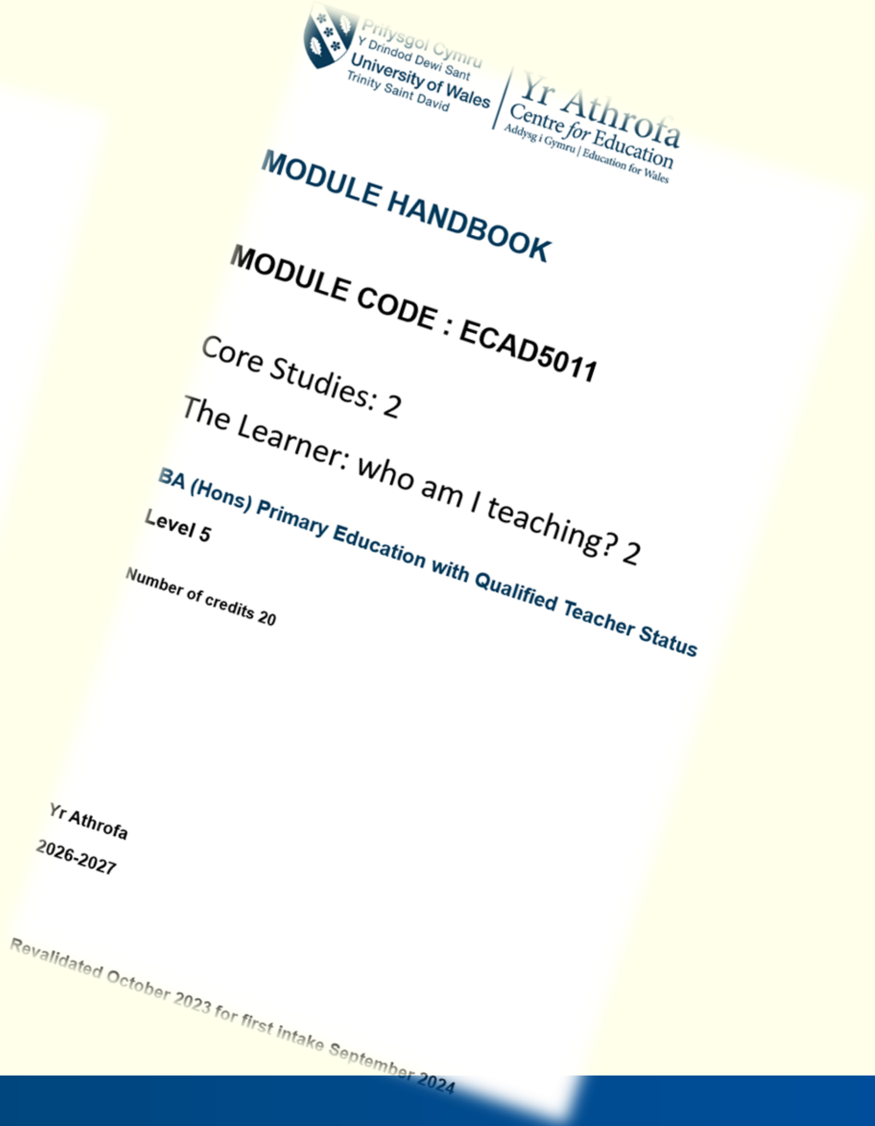
BA (Hons) Primary Education with Qualified Teacher Status

Lefel 5

Nifer y credydau 20

Yr Athrofa

2026-2027



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MODULE HANDBOOK

MODULE CODE : ECAD5011

Core Studies: 2

The Learner: who am I teaching? 2

BA (Hons) Primary Education with Qualified Teacher Status

Level 5

Number of credits 20

Yr Athrofa

2026-2027

Revalidated October 2023 for first intake September 2024

Aseiniad
Assignment

TEITL:

Dewiswch ymyrraeth sydd yn cefnogi dysgu a datblygiad disgybl/grŵp o ddisgyblion. Adfyfyriwch yn feirniadol ar ei botensial a'r heriau posib all ymddangos.

Nifer o eiriau:

2,750 o eiriau

Dyddiad cyflwyno:

09/12/26 (23.59 y.h.)

TITLE:

Choose an intervention that supports the learning and development of a pupil / group of pupils. Reflect critically on its potential and the possible challenges that may arise.

No. of words:

2,750 words

Submission date:

09/12/26 (23.59 p.m.)

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Disgrifad o'r dasg asesu

- Dewiswch unigolyn neu grŵp o blant penodol rhwng 7 ac 11 oed. Rhowch drosolwg o'u cefndir e.e. oed, rhyw, lefel datblygiad, unrhyw wybodaeth berthnasol arall.
- Eglurwch pa agwedd o ddysgu neu ddatblygiad rydych chi am ei dargedu a pham e.e. iaith a llythrennedd, corfforol, emosiynol, cymdeithasol, gwybyddol, ymddygiad, lles, MATh, ADY a.y.y.b
- Dewiswch ymyrraeth addas ar gyfer eich plentyn/grŵp gan esbonio pam y dewisoch yr ymyrraeth hyn yn benodol, sut y byddwch yn ei weithredu a phwy fydd yn gyfrifol am hynny. Gwerthuswch hyn yn feirniadol gan ystyried y rhinweddau cadarnhaol a'r agweddau negyddol all godi wrth ei weithredu. Gallwch gyfiawnhau eich dewis trwy adfyfyrio ar arfer dda a arsylwyd ar PAP neu o ymchwil e.e. Estyn ac ati.
- Trwy gydol yr aseiniad, cofiwch ddangos gwybodaeth a dealltwriaeth gadarn o ddatblygiad plant a'r athroniaeth sy'n sail i hynny, pam mae'n bwysig cefnogi cynnydd yn eu dysgu a'u datblygiad a beth yw'r goblygiadau ar gyfer athrawon a staff ysgol.
- Cefnogwch eich safbwyntiau gyda chyfeiriadau at ddarllen cefndirol ac ymchwil cyfredol trwy gydol yr aseiniad.

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Assessment task description

- *Choose a specific individual or group of children aged 7 to 11 years. Provide an overview of their background e.g. age, gender, level of development, any other relevant information.*
- *Explain which aspect of learning or development you want to target and why e.g. language and literacy, physical, emotional, social, cognitive, behaviour, wellbeing, MAT, ALN etc.*
- *Choose a suitable intervention for your child / group explaining why you specifically chose this intervention, how you will implement it and who will be responsible. Critically evaluate this, considering the positive qualities and negative aspects that can arise in its implementation. Justify your choice by reflecting on good practice observed on PTE or from research e.g. Estyn etc.*
- *Throughout the assignment, demonstrate a sound knowledge and understanding of child development and the underpinning theory, why it is important to support progress in learning and development and the implications for teachers and school staff.*
- *Support your views throughout the assignment with references to background reading and current research.*

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Trawsnewid Addysg Gyda'n Gilydd Transforming Teaching Together

Gwella Addysg Gynhwysol drwy Ddarpariaeth Cyffredinol Cynllunio ar gyfer Dysgu

Improving Inclusive Education through Universal Design for Learning

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Symud o gydraddoldeb i degwch
Moving from equality to equity

Mae dysgwyr yn ymgysylltu gydag addysg mewn amrywiaeth o ffyrdd. Yn aml mae amgylchedd y dosbarth yn 'one-size-fits-all' er bod amrywiaeth yn nhaldra a phwysau'r dysgwyr a bod oddeutu un ar ddeg y cant yn llaw chwith. Mae hyd gwersi amserlen ysgol fel rheol yn safonol er mai'r realiti yw bod rhai dysgwyr ond yn gallu canolbwyntio am ddeng munud ar y tro.

Mae Cynllun cyffredinol ar gyfer dysgu (DDCD) yn ddull rhag weledol i addysgu a dysgu sy'n rhoi'r cyfle i bob dysgwr i lwyddo. Nod DDCD yw i ddefnyddio ystod o ddulliau addysgu i ddiddymu unrhyw ymyriant neu rwystrau i ddysgu er mwyn optimeiddio potensial.

Students engage in education in very different ways. The environment of the classroom is often a one-size-fits-all approach, despite learners varying in height, weight and around 11 percent of learners being left-handed. The length of lessons in a school timetable are also usually standard despite the reality that some students can only focus for ten minutes at a time.

Universal design for learning (UDL) is an anticipatory approach to teaching and learning that gives all students the opportunity to succeed. The goal of UDL is to use a variety of teaching methods to remove any interferences or barriers to learning and optimise potential.

Ellis, P., Kirby, A. and Osborne, A. (2023)

Equality
Accommodation
Accessibility

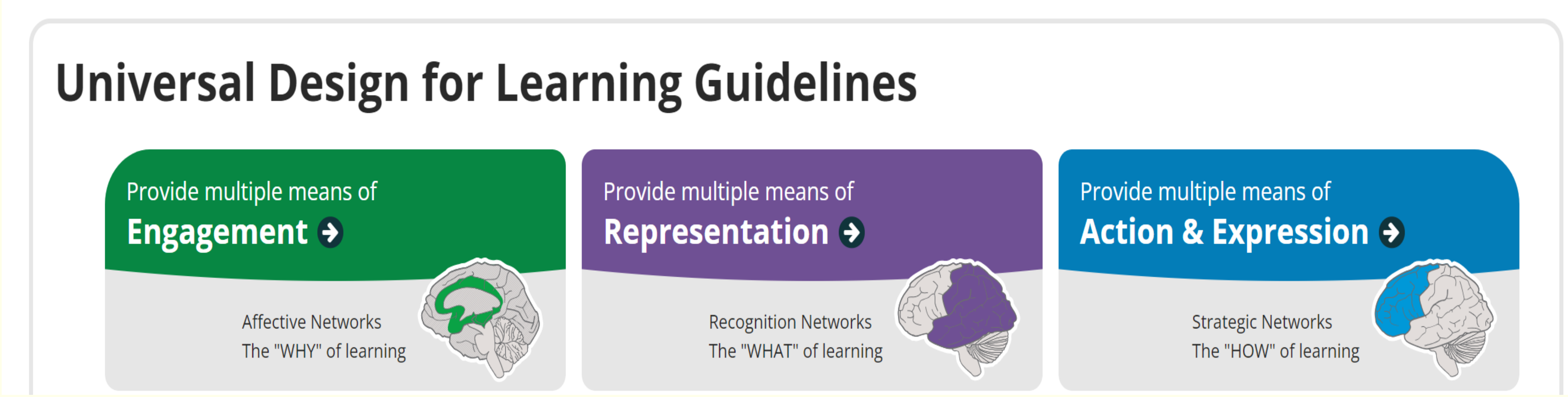
Ydych chi wedi defnyddio y dull yma ar PAP1?

https://www.youtube.com/watch?v=bDvKnY0g6e4

Have you used this method on PTE1?

Darpariaeth Cyffredinol Cynllunio ar gyfer Dysgu DCCD
Universal Design for Learning UDL

Darparu dulliau amrywiol o **Ymgysylltu ->**	Darparu dulliau amrywiol o **Cynrychiolaeth ->**	Darparu dulliau amrywiol o **Weithred & Mynegiant ->**
Rhwydweithiau affeithiol Y **“PAM”** ei ddysgu	Rhwydweithiau adnabyddiaeth Y **“BETH”** i ddysgu	Rhwydweithiau strategol Y **“SUT”** i ddysgu



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Canllanwiau DCCD UDL Guidelines

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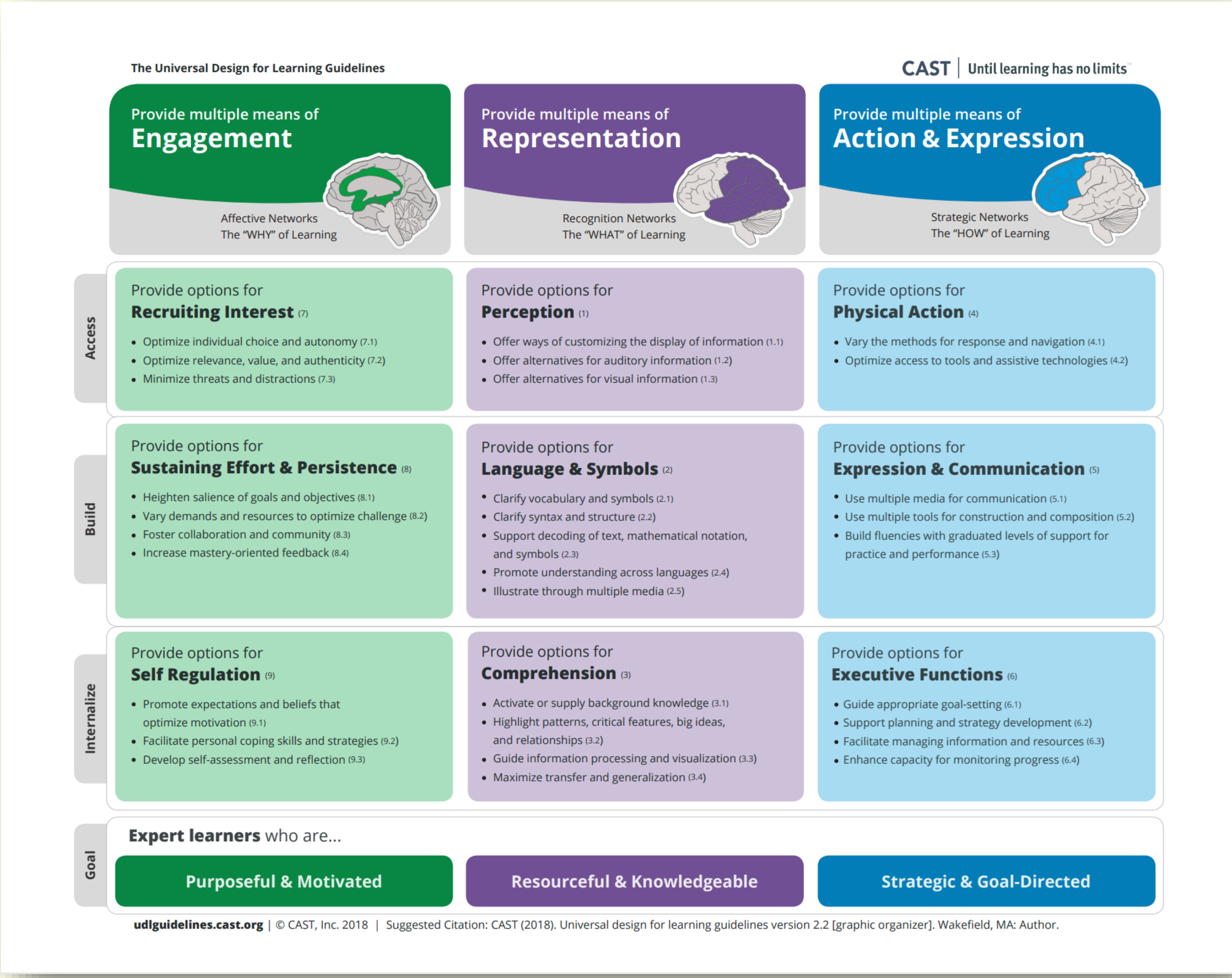
Cliciwch ar y ddolen isod i ymgysylltu gyda'r canllawiau.

Click on the link to engage with the guidelines.



The Universal Design for Learning Guidelines

CAST | Until learning has no limits

	Provide multiple means of **Engagement** Affective Networks The "WHY" of Learning	Provide multiple means of **Representation** Recognition Networks The "WHAT" of Learning	Provide multiple means of **Action & Expression** Strategic Networks The "HOW" of Learning
Access	Provide options for **Recruiting Interest** (7) • Optimize individual choice and autonomy (7.1) • Optimize relevance, value, and authenticity (7.2) • Minimize threats and distractions (7.3)	Provide options for **Perception** (1) • Offer ways of customizing the display of information (1.1) • Offer alternatives for auditory information (1.2) • Offer alternatives for visual information (1.3)	Provide options for **Physical Action** (4) • Vary the methods for response and navigation (4.1) • Optimize access to tools and assistive technologies (4.2)
Build	Provide options for **Sustaining Effort & Persistence** (8) • Heighten salience of goals and objectives (8.1) • Vary demands and resources to optimize challenge (8.2) • Foster collaboration and community (8.3) • Increase mastery-oriented feedback (8.4)	Provide options for **Language & Symbols** (2) • Clarify vocabulary and symbols (2.1) • Clarify syntax and structure (2.2) • Support decoding of text, mathematical notation, and symbols (2.3) • Promote understanding across languages (2.4) • Illustrate through multiple media (2.5)	Provide options for **Expression & Communication** (5) • Use multiple media for communication (5.1) • Use multiple tools for construction and composition (5.2) • Build fluencies with graduated levels of support for practice and performance (5.3)
Internalize	Provide options for **Self Regulation** (9) • Promote expectations and beliefs that optimize motivation (9.1) • Facilitate personal coping skills and strategies (9.2) • Develop self-assessment and reflection (9.3)	Provide options for **Comprehension** (3) • Activate or supply background knowledge (3.1) • Highlight patterns, critical features, big ideas, and relationships (3.2) • Guide information processing and visualization (3.3) • Maximize transfer and generalization (3.4)	Provide options for **Executive Functions** (6) • Guide appropriate goal-setting (6.1) • Support planning and strategy development (6.2) • Facilitate managing information and resources (6.3) • Enhance capacity for monitoring progress (6.4)
Goal	**Expert learners** who are... Purposeful & Motivated	Resourceful & Knowledgeable	Strategic & Goal-Directed

udlguidelines.cast.org | © CAST, Inc. 2018 | Suggested Citation: CAST (2018). Universal design for learning guidelines version 2.2 [graphic organizer]. Wakefield, MA: Author.

[UDL: The UDL Guidelines (cast.org)]

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Idris

*Datblygiad Ieithyddol

Meddu ar eirfa eang ar lafar ond yn cael anhawster canolbwyntio wrth ddarllen ac ysgrifennu*

- Ystyriwch broffil Idris, ei gryfderau, ei wendidau a'i ddiddordebau. Beth allwch chi wneud i sicrhau datblygiad a chynnydd ieithyddol Idris?
- Cydweithiwch mewn parau, ymgysylltwch gyda'r canllawiau a chyflwynwch strategaethau posibl i gefnogi Idris.

*Language Development

Has a wide spoken vocabulary but has difficulty concentrating when reading and writing*

- Consider Idris' profile, his strengths, weaknesses and interests. What could you do to ensure progression with Idris' language development?
- Work in pairs, engage with the guidelines and present possible strategies to support Idris.

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Cyfeirnodau *References*

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