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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



Partneriaeth Dysgu Proffesiynol **Yr Athrofa**
Yr Athrofa Professional Learning Partnership

Trawsnewid Addysg Gyda'n Gilydd Transforming Teaching Together

Y plentyn sy'n datblygu

Damcaniaethau dysgu

The developing child

Learning theories

ECAD5007/C

Pwy ydw i'n ei addysgu?

Who am I teaching?



Partneriaeth Dysgu Proffesiynol **Yr Athrofa**
Yr Athrofa Professional Learning Partnership

Y plentyn sy'n datblygu

- Mae deall y damcaniaethau a'r cysyniadau sy'n dylanwadu ar ddatblygiad corfforol a seicolegol unigolyn yn elfen bwysig ar gyfer ymarferwyr sydd yn gweithio gyda phlant a phobl ifanc.
- Mae heriau allweddol a'r cerrig milltir a wynebier gan unigolion, yn ogystal ag ystyried pwysigrwydd rôl ymarferwyr sy'n gweithio gyda'r unigolion hynny.
- Ni ellir ystyried datblygiad plentyn neu berson ifanc o safbwynt mewnol yn unig; mae nifer o ddamcaniaethau'n ystyried rôl bwysig yr amgylchedd a'i effaith ar ddatblygiad plant a phobl ifanc, e.e. damcaniaeth fio-ecolegol Bronfenbrenner. Effeithia nifer o ffactorau ar dwf a datblygiad plant a phobl ifanc, e.e. mynediad at ofal iechyd, tlodi a bwyd.
- Un elfen o ddatblygiad sydd yn arbennig o berthnasol ar gyfer plant yn y cyfnod oedran 7–11 yw datblygiad cymdeithasol a seico-gymdeithasol. Datblygodd Erikson ddamcaniaeth sydd yn edrych ar ddatblygiad seico-gymdeithasol gydol oes, â'r cysyniad sylfaenol: 'There is in every child at every stage a new miracle of vigorous unfolding, which constitutes a new hope and a new responsibility for all' (Erikson, dyfynnir yn Mooney, 2013:53).

Ryder. N (2018)

The developing child

- Understanding the theories and concepts that influence on the physical and psychological development of the individual are of great importance for practitioners who work with children and young people.
- It is possible to discuss key challenges and mile-stones that individuals face, as well as consider the practitioners important role who work with that individual.
- It can't be possible to consider the child or young person's development from an internal viewpoint only; many of the theories consider the important role of the environment and its influence on child and young people's development, e.g. Bronfenbrenner's ecological theory. Very many factors effect growth on child and young people's development, e.g. access to health care, poverty and food.
- One aspect of development which is especially special for children in the age phase 7 – 11 is social development and psycho-social. Erikson developed a theory which looks at lifelong psychosocial development, and the basic concept; 'There is in every child at every stage a new miracle of vigorous unfolding, which constitutes a new hope and a new responsibility for all', (Erikson, cited in Mooney, 2013:53).

Ryder. N (2018)

Mae ymarferwyr effeithiol yn

- arddangos dealltwriaeth dwfn o batrymau cyffredinol o ddatblygiad plentyn o'r ystod cyn oed ysgol i ddiwedd ysgol gynradd;
- cydnabod mawredd a phwysigrwydd datblygiad yn y blynyddoedd cyn oed ysgol ffurfiol (0– 5);
- deall bod dysgu cynnar yn digwydd drwy mecanweithiau a dulliau integredig synhwyrdd, echddygol, canfyddiadol a gwybyddol;
- gwybod bod dysgu cynnar yn gyflym, barhaus ac allweddol; yn gallu adnabod cerrig milltir o fewn sgiliau echddygol bras a manwl;
- gwerthfawrogi sut mae dysgu yn gysylltiedig gyda datblygiad canfyddiadol fel gweithgaredd gwybyddol;
- cysylltu prosesau o feddwl, dysgu a datrys problemau i ddatblygiad deallusol; yn deall bod iaith yn trefnu, cynrychioli ac yn mynegi gwybodaeth – mae caffael iaith a datblygiad ieithyddol wedi eu cysylltu'n agos;
- adnabod sut mae teimladau plant am eu hunain a thuag at eu cyfoedion yn gallu effeithio eu dysgu a'u cyflawniadau; gwybod bod ymatebion oedolion yn effeithio ar ddatblygiad emosiynol plant.
- Wrth adnabod cysylltiadau pwysig, mae'r dealltwriaeth dwfn am ddatblygiad plant yn ei dro yn rhan annatod wrth gynllunio profiadau dysgu, gwneud defnydd o strategaethau i grwpio plant, gwahaniaethu gwaith i weithio yn agosach i gydweddu galluedd, a gosod targedau unigol ym mhob maes o ddysgu.

Doherty, J, & Hughes, M (2013)

Effective practitioners:

- have a greater understanding of general patterns of development in children from preschool to the end of primary school;
- recognise the extent and importance of development in the years preceding formal schooling (0– 5);
- understand that early learning occurs through the integration of sensory, motor, perceptual and cognitive mechanisms;
- know that early learning is high speed, enduring and critical; can identify milestones in both fine and gross motor development;
- appreciate how learning is linked to perceptual development as a cognitive activity;
- relate processes of thinking, learning and problem-solving to intellectual development; understand that language organises, represents and expresses knowledge – language acquisition and cognitive development are profoundly linked;
- recognise how children's feelings about themselves and towards their peers can affect their learning and achievement; know that adults' responses affect children's emotional development.
- By recognising important connections, this deep understanding about child development can become integral in planning learning experiences, in making use of strategies for grouping children, differentiating work to more closely match ability, and setting appropriate individual targets in all areas of learning.

Doherty, J, & Hughes, M (2013)

Beth ydych chi'n ei gofio am Ella?
What do you remember about Ella?



[ECAD5007-C: Ella \(uwtsd.ac.uk\)](http://uwtsd.ac.uk)



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Dyma Idris

Meet Idris

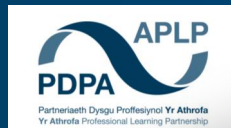


[ECAD5007-C: Idris \(uwtsd.ac.uk\)](http://uwtsd.ac.uk)



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Sut mae plant fel Ellla ac Idris yn datblygu a dysgu?

How do children like Ella and Idris develop and learn?

Cyn-geni
(cenhedliad i
enedigaeth)
Prenatal
(conception to birth)



Datblygiad sydyn a newid
cyson; addasiad parhaus i
fywyd y byd o'u cwmpas

*Rapid all-round development
and change; continuously
adjusting to life in the
surrounding world.*

Babandod & plentyn
bach
(genedigaeth i 2 oed)
Infancy & toddlerhood
(birth to 2 yrs)



Newidiadau dramatig i
gefnogi ymddangosiad o
alluoedd echddygol,
canfyddiadol a deallusol.
Datblygiad iaith a pherthynas
agos gydag eraill.

*Dramatic changes to support
emergence of motor,
perceptual and intellectual
capacities. Development of
language and intimate ties
with others.*

Plentyndod cynnar
(2 i 6 oed)
Early childhood
(2 to 6 yrs)



Coethder o sgiliau echddygol.
Iaith a syniadaeth yn ehangu.
Moesoldeb yn amlwg.
Perthynas gyda chyfoedion
wedi eu sefydlu

*Refinement of motor skills.
Thought and language
expand. Morality is evident.
Ties with peers established.*

Plentyndod hwyrach
(6 i 12 oed)
Later childhood
(6 to 12yrs)



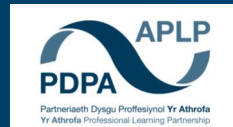
Dysgu am y byd ehangach.
Gwelliannu o fewn galluoedd
athletig, meddwl rhesymegol,
llythrennedd, moesoldeb a
chyfeillgarwch.

*Learning about the wider
world. Improvements in
athletic abilities, logical
thought, literacy, morality
and friendship.*

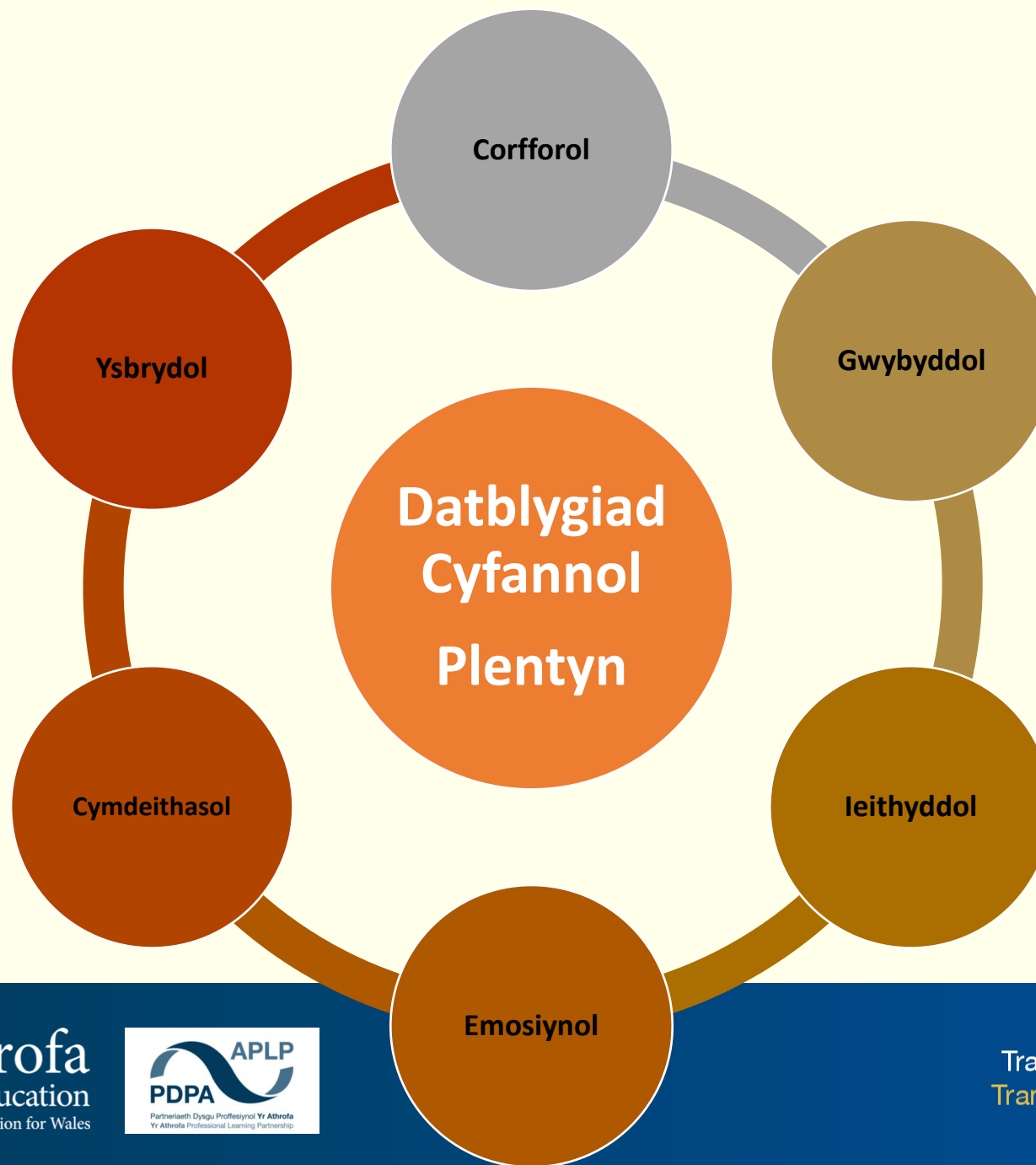


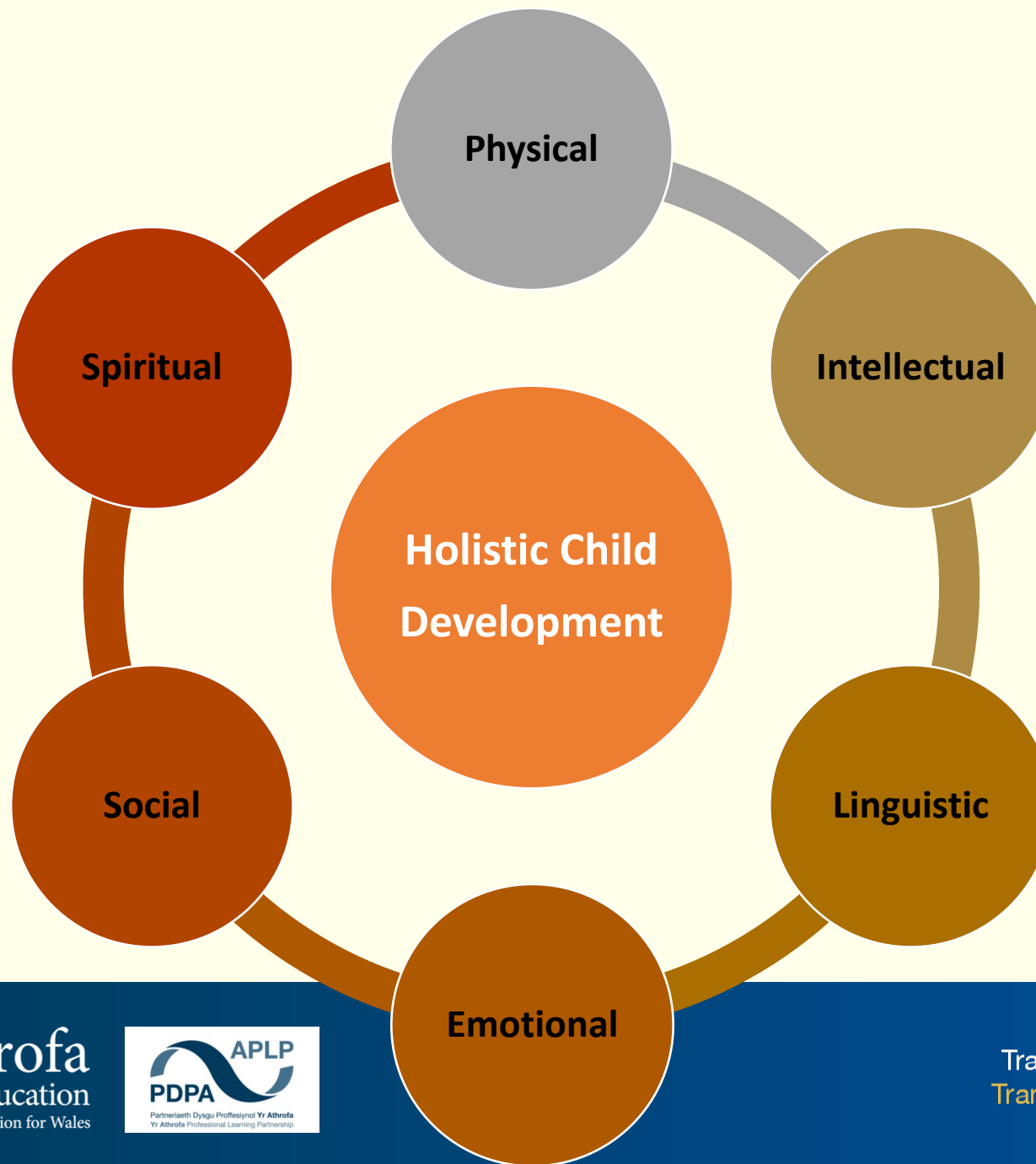
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Beth sydd wedi newid wrth i blant
ddatblygu?

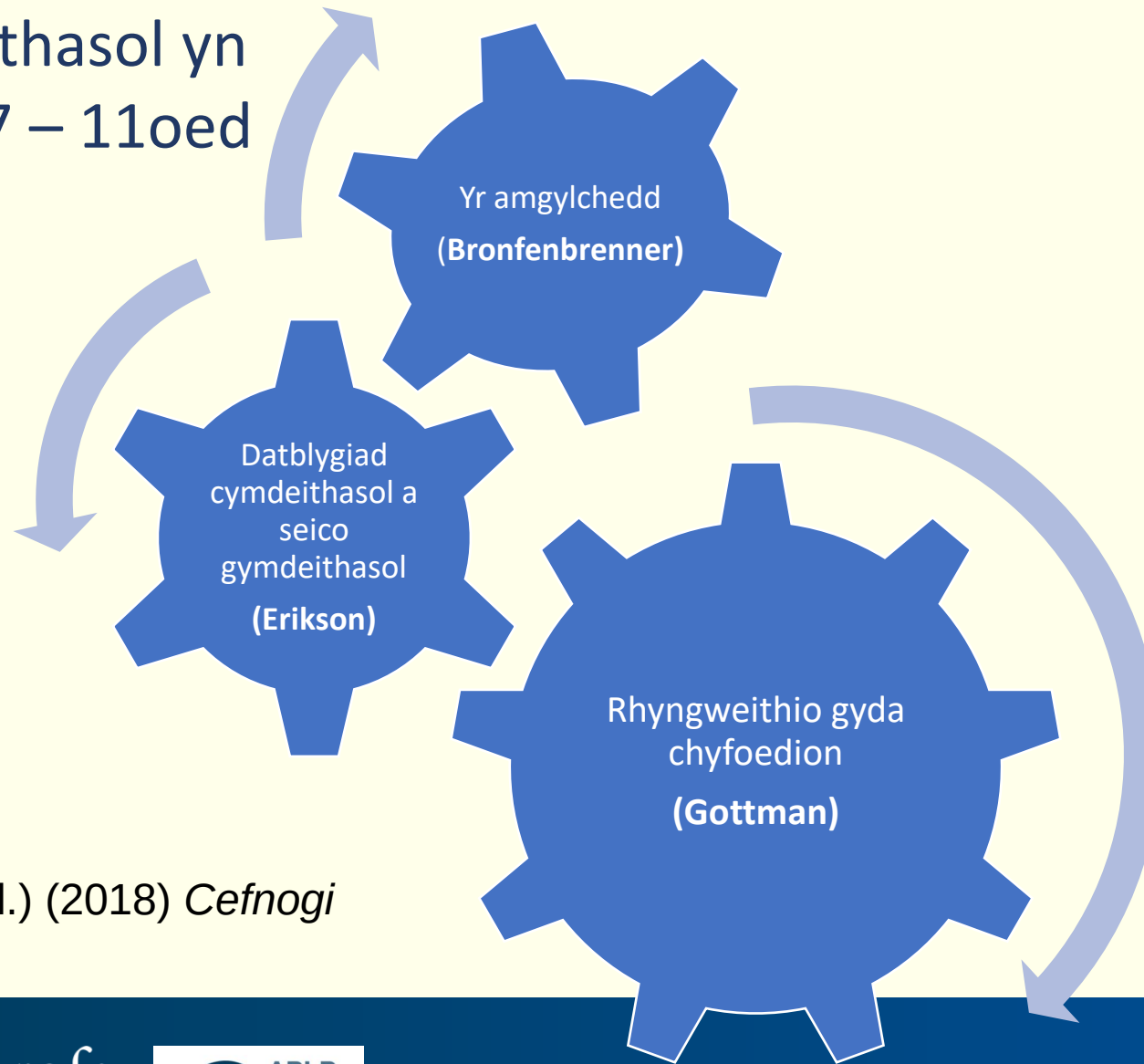
What has changed as children develop?

Gwyliwch y fideo rhianta byr hwn a nodwch y
negeseuon pwysig yma i chi fel darpar
athro/athrawes.

*Watch this short parenting video and consider the
key messages here for you as a student teacher.*

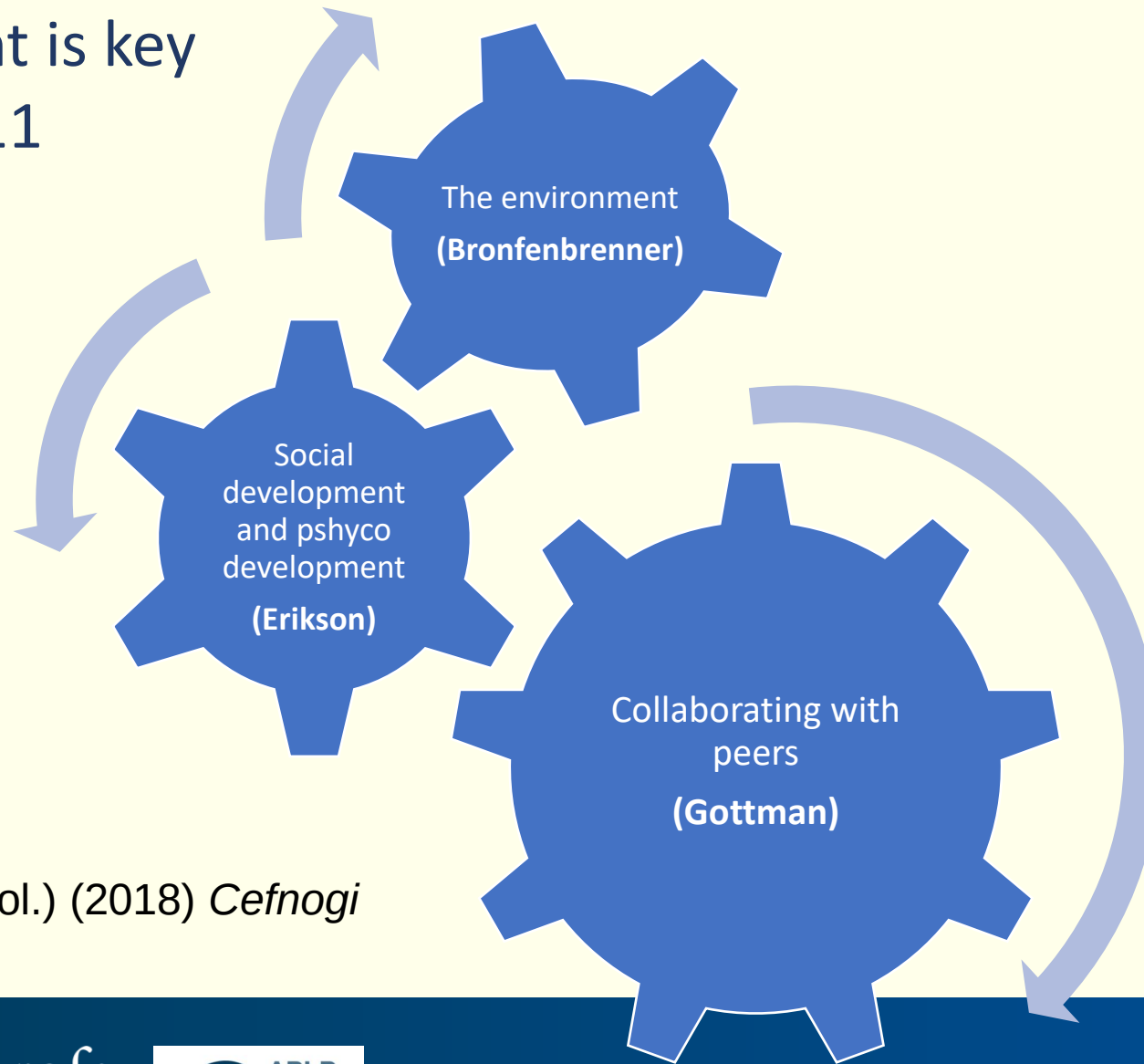
<https://www.youtube.com/watch?v=xrn33R7b4HA>

Datblygiad cymdeithasol yn allweddol rhwng 7 – 11oed



Addaswyd o Ryder, N. (gol.) (2018) *Cefnogi Pob Plentyn*.

Social development is key
between ages 7 - 11



Adapted from Ryder, N. (gol.) (2018) *Cefnogi Pob Plentyn*.



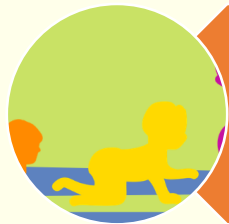
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Sut mae plant yn datblygu'n wybyddol? *How do children develop cognitively?*



cofio



remember



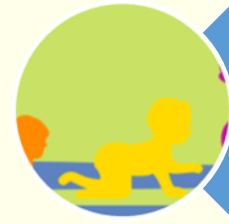
datrys problemau



solve
problems



gwneud
penderfyniadau



make
decisions



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Tair prif ffordd o feddwl

Three main schools of thought

Adeileddol

Constructivist

Ymddygiadol

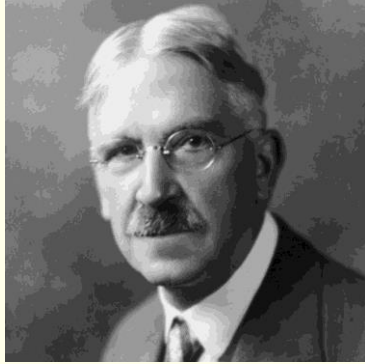
Behaviourist

Dyneiddiol

Humanistic



Damcaniaethau **adeileddol gwybyddol**
Cognitive constructivist theories



John Dewey (1859-1952)



Jean Piaget (1896-1980)

Damcaniaethau **adeileddol cymdeithasol**
Social constructivist theories



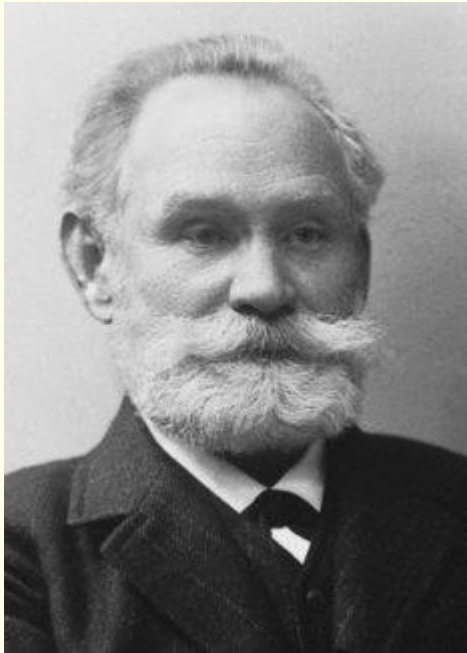
Lev Vygotsky (1896-1934)



Jerome Bruner (1915-2016)

Damcaniaethau ymddygiadol

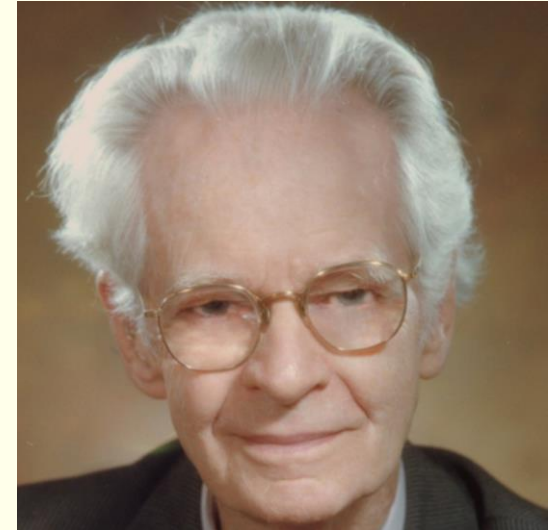
Behaviourist theories



Ivan Pavlov
(1849-1936)



Edward Thorndyke
(1874-1949)



Burrhus Frederic Skinner
(1904-1990)



Damcaniaeth dyneiddiol

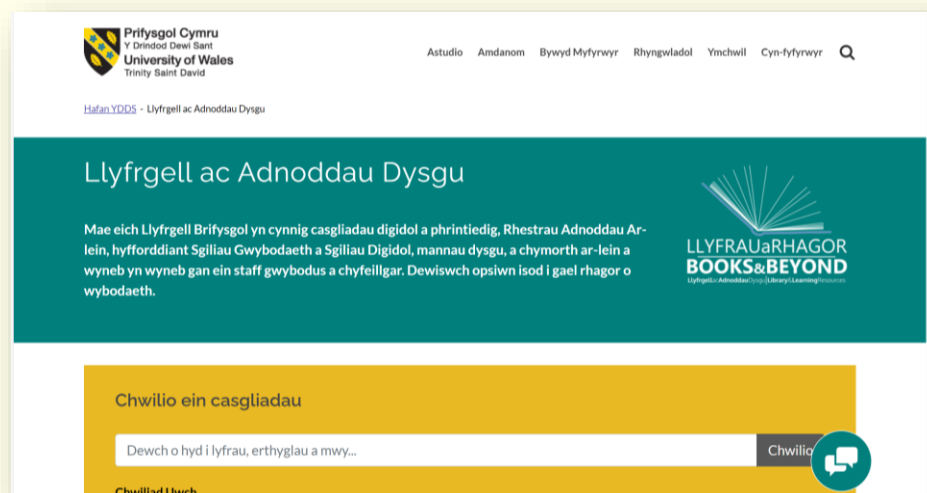
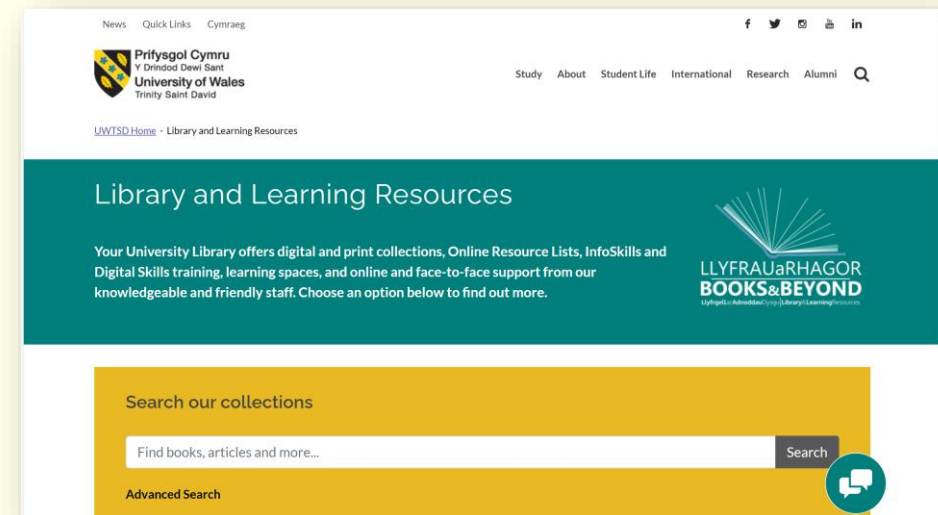
Humanistic theory



Abraham Maslow (1908-1970)



John Holt (1923 – 1985)





Tasg Gyfeiriedig 1

Directed Task 1

- Darllenwch drwy broffiliau Ella ac Idris
- Beth yw'r cryfderau?
- Beth yw'r agweddau sydd yn peri pryder?
- Sut allech chi fel darpar athro/athrawes eu helpu i symud ymlaen?
- **Paratowch grynodedb byr o'r prif pwyntiau i'w rhannu ar ddechrau sesiwn 3 (12/12/23).**
- *Read through Ella and Idris's profiles*
- *What are the strengths?*
- *What are the aspects that cause concern?*
- *How could you as a student teacher support them in moving forward?*
- ***Prepare a brief summary of the key points to share at the beginning of session 3 (12/12/23).***

Cyfeirnodau *References*

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