ECAD5009-C
Ble ydw i'n addysgu?
Where am I teaching?

S12

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

Sut mae ysgolion yn gwneud y cwricwlwm yn hygyrch a pherthnasol? Rhan 2

How do schools make the curriculum accessible and relevant? Part 2

www.athrofa.cymru

STRATEGAETHAU CYNHWYSOL

Cynllunio ar gyfer cynhwysiant

INCLUSIVE STRATEGIES

Planning for inclusion

Beth yw ystyr 'cynhwysol' yng nghyd-destun cynllunio gwersi?

What is meant by 'inclusive' in the context of lesson planning?

Efallai daeth rhai o'r ystyriaethau hyn (ac eraill) i'ch meddwl...
Perhaps some of these (and other) considerations came to mind...

Cynhwysol yn nhermau...	Inclusive in terms of...
Gallu	Ability
Anghenion Dysgu Ychwanegol	Additional learning needs
Diwylliant	Culture
Ethnigrwydd	Ethnicity
Ffydd	Faith
Gender	Gender
Iaith	Language
Hîl	Race
Cefndir economaidd-gymdeithasol	Socio-economic background

DILYNIANT ADDYSGU A DYSGU

(Ychwanegwch neu dilëwch resi isod fel y bo'n briodol)

Amseru: *Rhannwch yr amseroedd i grwpiau os yw'n briodol. Ystyriwch y cyflymder, lefelau ymgysylltu (sicrhewch fod disgyblion yn 'gwneud' rhywbeth yn fuan), gan reoli'r pontio*	**Rôl yr athro** *e.e. cwestiynau a blaenorol (Pa ddysg ailedrych arno yn y w esboniadau, gwirio c fwriedir o oedolio ddewis o fodel addys adc*	**Strategaethau Cynhwysol (gwahaniaethu):** *'Canolbwyntiwch ar yr hyn sydd i'w addysgu, (a sut) yn hytrach na phwy fydd yn ei ddysgu' (Florian, Black-Hawkins, 2011). Cyfeiriwch yn briodol at adnoddau sy'n cefnogi hyn. Rhesymau dros, a manylion sgaffaldio dysgu. A oes amrywiaeth o gynrychiolaeth e.e. rhyw*	**Gwirio beth mae disgyblion yn ei wybod, ei ddeall ac yn gallu'i wneud:** *cwestiynau allweddol, cyfleoedd i hunanasesu ac asesu cymheiriaid, strategaethau effeithiol o ran AggD, cyfleoedd marcio byw, adborth a gynllunnir. Mathau o Arferion Adalw?*

Strategaethau Cynhwysol (gwahaniaethu):

'Canolbwyntiwch ar yr hyn sydd i'w addysgu, (a sut) yn hytrach na phwy fydd yn ei ddysgu' (Florian, Black-Hawkins, 2011). Cyfeiriwch yn briodol at adnoddau sy'n cefnogi hyn. Rhesymau dros, a manylion sgaffaldio dysgu. A oes amrywiaeth o gynrychiolaeth e.e. rhyw

SEQUENCE OF TEACHING & LEARNING

(Add or remove rows below as appropriate)

Timing: *Break down timings into groups if appropriate. Consider pace, engagement levels (ensure pupils are 'doing' quickly), managing transitions*	**Role of the tea** *e.g., key questions (What previous lear today's lesson?), n checking understand adults. Choice of pe pedago*	*be taking learning)*	**Inclusive Strategies (including differentiation):** *'Focus on the what is to be taught, (and how) rather than who is to learn it' (Florian, Black-Hawkins, 2011). Make appropriate reference to resources which support this. Reasons for, and details of scaffolding. Types of representation in tasks?*	**Checking what pupils know, understand, and can do:** *key questions, self, and peer assessment opportunities, effective AfL strategies, live marking opportunities, planned feedback. Types of Retrieval Practices?*

Inclusive Strategies (including differentiation):

'Focus on the what is to be taught, (and how) rather than who is to learn it' (Florian, Black-Hawkins, 2011). Make appropriate reference to resources which support this. Reasons for, and details of scaffolding. Types of representation in tasks?

BETH MAE LLENYDDIAETH YN DWEUD?

WHAT DOES LITERATURE SAY?

Florian, L. and Black-Hawkins, K. (2011), Exploring inclusive pedagogy. British Educational Research Journal, 37: 813-828. https://doi.org/10.1080/01411926.2010.501096

"...the term 'inclusive' is used broadly in education and has many meanings. It is an educational concept that has defied precise definition. Although there is a broad consensus and understanding that inclusive education is 'a *process* of increasing participation and decreasing exclusion from the culture, community and curricula of mainstream schools' (Booth *et al.*, 2000)..."

Westwood, P. (2018). Inclusive and Adaptive Teaching: Meeting the Challenge of Diversity in the Classroom (2nd ed.). Routledge.

"According to UNESCO (2011, p. 1), ‘The ultimate goal of inclusive quality education is to end all forms of discrimination and foster social cohesion’. Similarly, UNICEF (2017) views effective inclusion as central to the development of a more inclusive society. At a pragmatic level, the very noble concept of a fully inclusive society... has tended to lose some of its impact when it comes to implementation in schools. In reality, a much narrower interpretation has become widely accepted in the field of education, namely that inclusive education is a classroom model where students with special needs are taught in classrooms alongside their general education peers." (Teach.com, 2017).

https://operations.du.edu/inclusive-teaching/inclusive-pedagogy

"...a student-centered approach to teaching that engages the wealth of intersecting social identities and positionalities that all students bring to the classroom. It must not be an afterthought, rather, it should permeate every aspect of curriculum and course design, classroom management, and assessment of teaching and learning." (Iturbe-LaGrave, 2018).

Mwy gan Florian

More from Florian

“It requires a shift in teaching and learning from an approach that works for *most* learners existing alongside something ‘additional’ or ‘different’ for those (*some*) who experience difficulties, towards one that involves the development of a rich learning community characterised by learning opportunities that are sufficiently made available for *everyone*, so that all learners are able to participate in classroom life."

Mwy gan Florian

More from Florian

"inclusive pedagogy is defined not in the *choice* of strategy but in its *use*. While the additional needs approach to inclusion focuses only on the student who has been identified as in need of additional support, the inclusive pedagogical approach focuses on everybody in the community of the classroom."

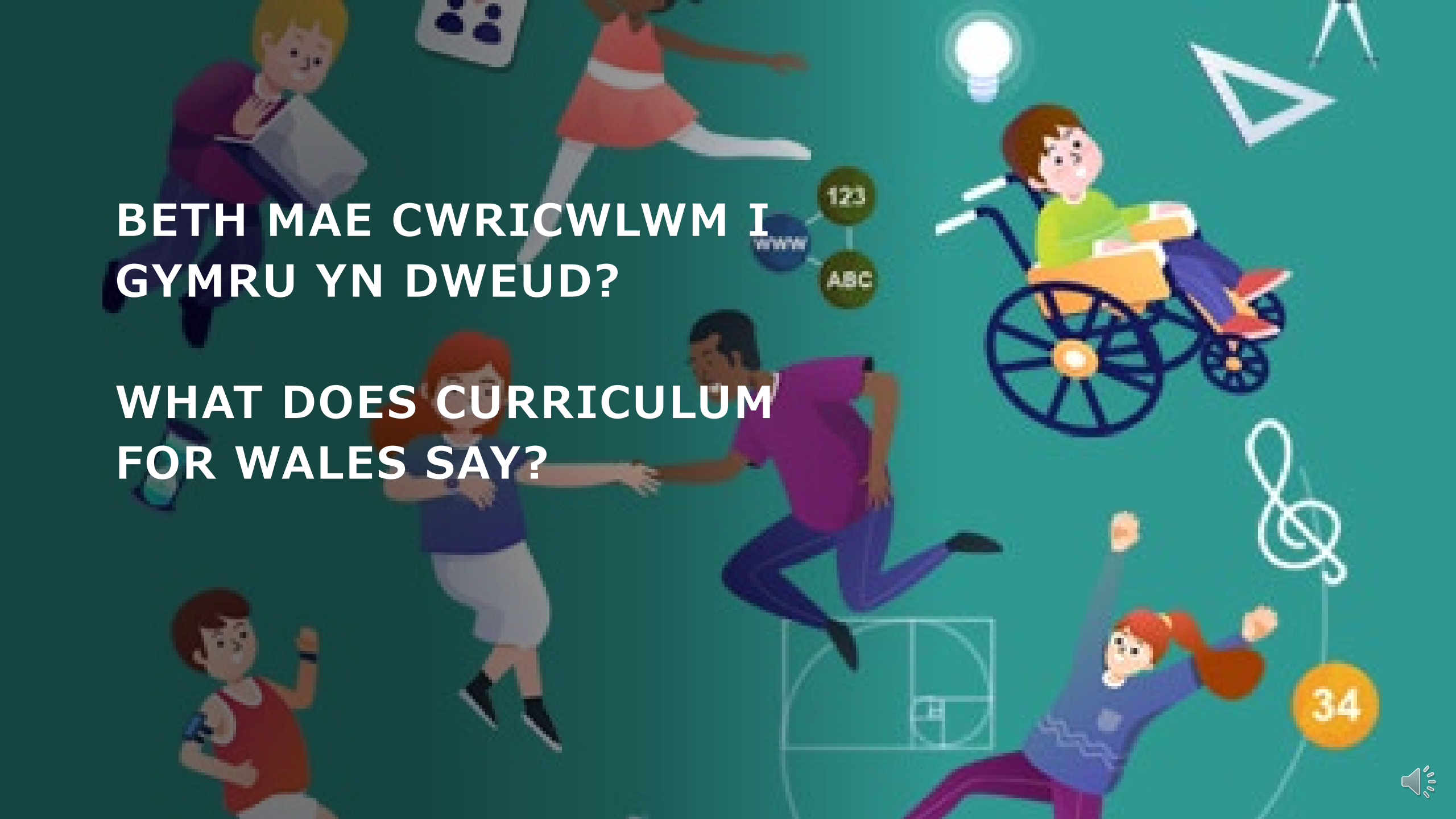
Mwy gan Florian

More from Florian

“In the inclusive pedagogical approach, attention is paid to everybody. Individual differences between learners are accommodated through the choice of tasks and activities that are available to all without the stigmatising effects of marking some students as different or pre-determining the learning that is possible. The outcome here is that learners' needs are met but individual students are not marginalised within the class.”

BETH MAE CWRICWLWM I GYMRU YN DWEUD?

WHAT DOES CURRICULUM FOR WALES SAY?



The four purposes

Ethical, informed citizens who:

- engage with contemporary issues based upon **their knowledge and values**
- understand and exercise **their human and democratic responsibilities and rights**
- understand and consider the **impact of their actions** when making choices and acting
- are knowledgeable about **their culture, community, society and the world**, now and in the past
- respect the needs and rights of others, as a **member of a diverse society**

and **are ready to be citizens of Wales and the world**

Y pedwar diben

Dinasyddion egwyddorol, gwybodus sy’n:

- trafod materion cyfoes ar sail eu gwybodaeth a'u gwerthoedd
- deall ac yn arfer eu cyfrifoldebau a'u hawliau dynol a democrataidd
- deall ac yn ystyried effaith eu gweithredoedd wrth ddewis a gweithredu
- wybodus am eu diwylliant, eu cymuned, eu cymdeithas a’r byd yn awr ac yn y gorffennol
- parchu anghenion a hawliau pobl eraill, fel aelod o gymdeithas amrywiol

ac sy’n **barod i fod yn ddinasyddion yng Nghymru a’r byd**

The four purposes

Healthy, confident individuals who:

- have **secure values** and are establishing **their spiritual and ethical beliefs**
- are building their **mental and emotional well-being** by developing **confidence, resilience and empathy**
- form **positive** relationships based upon **trust and mutual respect**

and **are ready to lead fulfilling lives as valued members of society**.

Y pedwar diben

Unigolion iach, hyderus sydd:

- â gwerthoedd sicr ac sy’n sefydlu eu credoau ysbrydol ac egwyddorol
- yn meithrin eu lles meddyliol ac emosiynol drwy ddatblygu hyder, cadernid ac empathi
- yn ffurfio cydberthnasau cadarnhaol wedi’u seilio ar ymddiriedaeth a pharch at ei gilydd

ac sy’n **barod i fyw bywyd cyflawn fel aelodau gwerthfawr o gymdeithas**.

The twelve pedagogical principles

- Good teaching and learning challenges **all learners** by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them.
- Good teaching and learning sets tasks and selects resources that build on previous knowledge **and experience** and **engage interest**.
- Good teaching and learning creates **authentic contexts** for learning.
- Good teaching and learning supports **social and emotional development and positive relationships**.

Y deuddeg egwyddor addysgegol

- Mae addysgu a dysgu da yn rhoi her i'r **holl ddysgwyr** drwy eu hannog i gydnabod pwysigrwydd ymdrechu'n barhaus i gwrdd â disgwyliadau sy'n uchel ond o fewn eu cyrraedd.
- Mae addysgu a dysgu da yn golygu gosod tasgau a dewis adnoddau sy'n adeiladu ar wybodaeth **a phrofiad blaenorol** ac yn **ennyn diddordeb**.
- Mae addysgu a dysgu da yn creu **cyd-destunau dilys** ar gyfer dysgu.
- Mae addysgu a dysgu da yn hybu **datblygiad cymdeithasol ac emosiynol a pherthnasoedd cadarnhaol.**

BETH MAE'R SAFONAU PROFFESIYNOL (SAC) YN DWEUD?

WHAT DO THE PROFESSIONAL STANDARDS (QTS) SAY?

Rheoli'r amgylchedd dysgu
Managing the learning environment

Mae’r athro’n deall pwysigrwydd yr amgylchedd dysgu yn y gwaith o **hyrwyddo arferion ac ymddygiadau dysgu cadarnhaol sy’n cyd-fynd â’r pedwar diben** ac y mae dysgwyr yn eu deall yn y cyd-destun hwnnw. Mae felly’n mynd ati i’w ymsefydlu a’i reoli’n effeithiol ac yn barhaus.

The teacher understands the importance and demonstrates the effective establishment and on-going management of the learning environment, in **promoting positive learning habits and behaviours that meet the four purposes** and are understood by learners in that context.

Gwahaniaethu
Differentiation

Mae’r athro’n arddangos gwybodaeth am, ynghyd â dealltwriaeth a phrofiad o, ddisgwyliadau uchel ac arferion effeithiol **i ddiwallu anghenion yr holl ddysgwyr, waeth beth fo’u gwahanol anghenion.**

The teacher demonstrates knowledge, understanding and experience of high expectations and effective practice in **meeting the needs of all learners, whatever their different needs**

Y pedwar diben
The four purposes

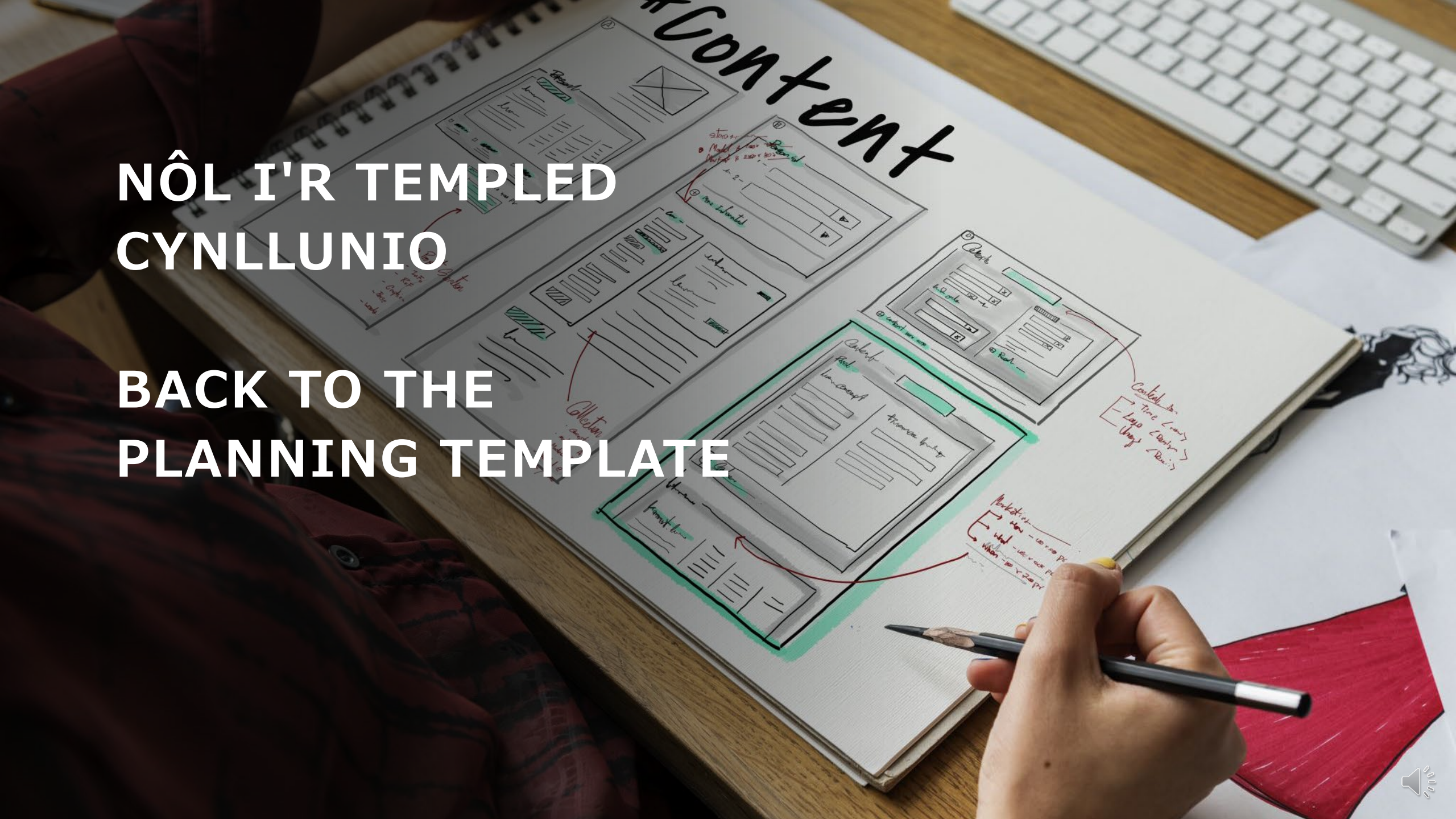
Mae’r athro’n arddangos gwybodaeth am anghenion **pob dysgwr**, a dealltwriaeth o’r anghenion hynny, wrth gynllunio, paratoi ac addysgu. Hefyd, wrth wneud hyn, mae’n sicrhau mai’r **pedwar diben sy’n gyrru profiadau dysgwyr.**

The teacher demonstrates a knowledge and understanding of the needs of **all learners** in planning, preparation and teaching, ensuring that the **four purposes are the drivers for learners’ experiences.**

Cyd-destunau bywyd go iawn, dilys
Real-life, authentic contexts

Mae’r athro’n arddangos gwybodaeth am ddefnyddio cyd-destunau bywyd go iawn dilys, 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.

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.



NÔL I'R TEMPLED CYNLLUNIO

BACK TO THE PLANNING TEMPLATE

Beth mae Florian *et al* yn golygu?

What does Florian *et al* mean?

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Scenarios

Sut fuasech chi'n cynllunio ar gyfer y canlynol? Pam?

How would you plan for the following? Why?

Mae'r plant yn ofni cynnig atebion ar lafar

Children are afraid to offer answers verbally

Dim ond llyfrau gan awduron gwyn mae'r plant yn darllen

The books children are reading are by white authors only

Mae gan rai o'r plant anawsterau yn ysgrifennu

Some of the children have difficulties with writing

Ystyriwch…

Pa mor hygyrch a pherthnasol yw eich prosiect cymunedol ysgol?

Consider…

How accessible and relevant is your school community project?

Nodau, amcanion ac ystyriaethau ymarferol Aims, objectives and practical considerations	800	

ol)	
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Cyfeiriadau

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