

ECAD6007/C

**Pwy wyf yn eu dysgu?
Who am I teaching?**

Beth weli di? - arsylwi.

What do you see? – observation.

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Stacey

Amcanion / Aims

- I ddatblygu dealltwriaeth o strategaethau arsylwi mewn paratoad ar gyfer gweithgarwch pontio.
- To develop an understanding of observation strategies in preparation for bridging activity.

Beth yw asesu?

What is assessment?

- O'r Lladin:
ad = ger/ar bwys
sedere = eistedd
lawr
- Awgryma hyn drafodaeth,
gweithio gyda'n gilydd a
chynnig cymorth i wella.
- *From the Latin:*
ad = *besides*
sedere = *to sit*
down
- *This suggests discussion,
working together and
offering help to improve.*

'The process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go next, and how best to get them there' (Assessment Reform Group, 2002).

Sawl tro?
How many times?



Beth yw pwrpas asesu?

What is the purpose of assessment?

- Beth mae'r plentyn yn ei wybod
- Ble i fynd nesa
- Camddealltwriaethau
- Medrau i drosglwyddo gwybodaeth a chysyniadau
- What the child knows
- Where to go next
- Misconceptions
- Ability to transfer information or concepts

Pwy ddylai arsylwi?

Who should observe?

- Cyfrifoldeb ar bob ymarferydd sy'n gweithio o fewn y lleoliad/ysgol;
- Mae penderfyniadau cyfun am arsylwadau'n ychwanegu gwybodaeth werthfawr a rennir yn y broses gynllunio.
- *Responsibility of all practitioners working within the setting/school;*
- *Joint discussions about observations add valuable shared knowledge to the planning process.*

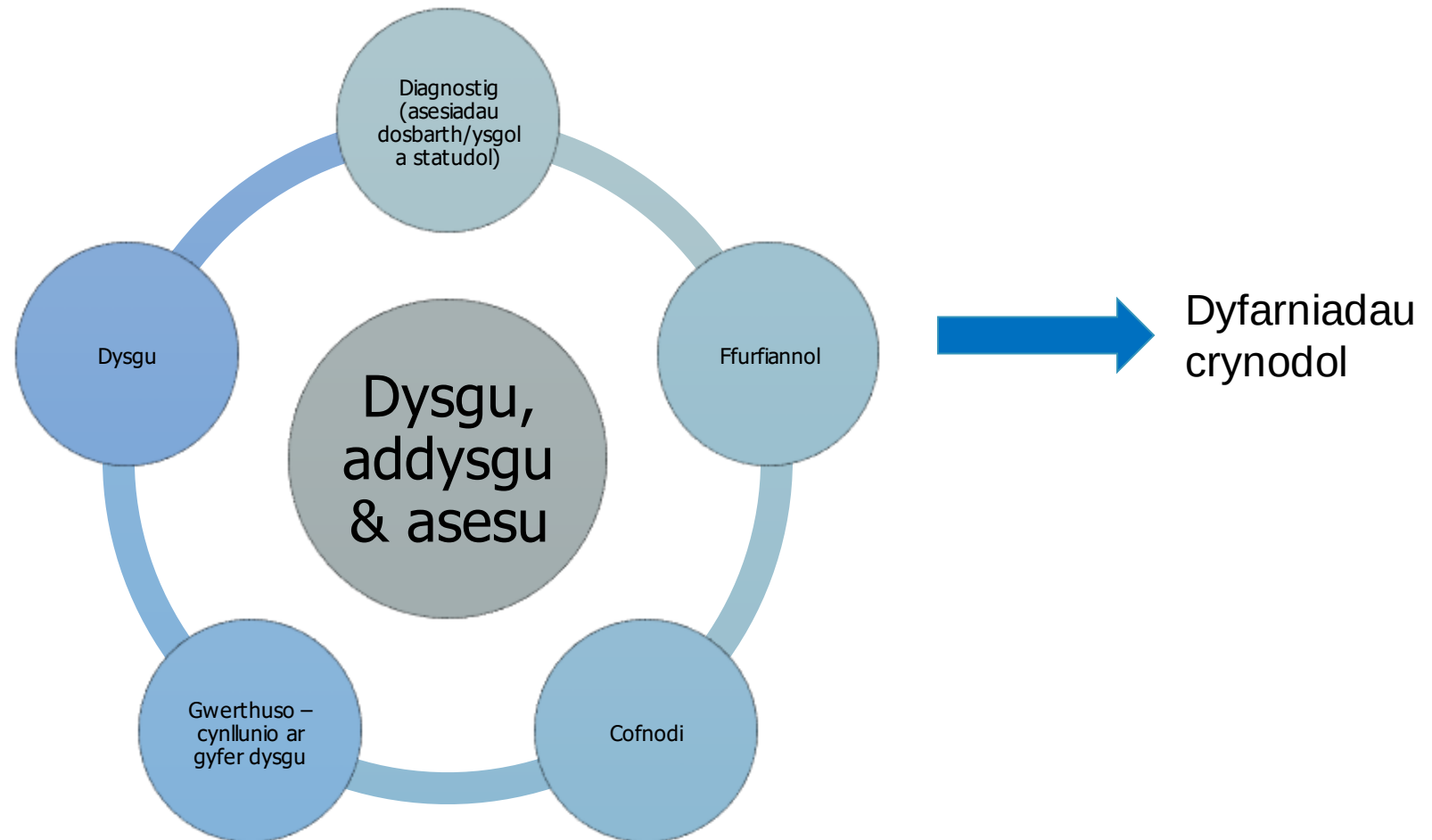
Beth ddylwn ei arsylwi?

What should we observe?

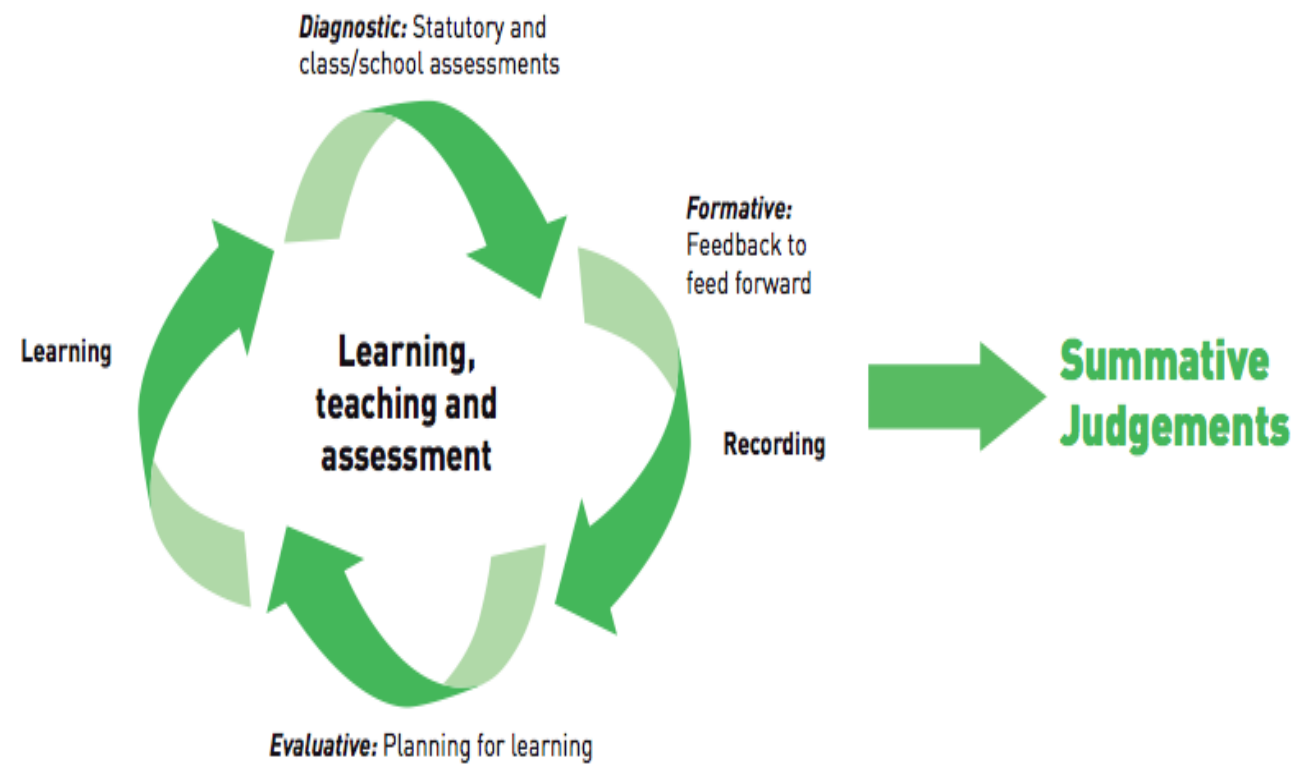
- Sgiliau a datblygiadau plant;
- Rhyngweithio rhwng plant a'u cymheiriaid a'r oedolion;
- Rhyngweithio plant gyda'r amgylchedd gan gynnwys eu cyflawniadau.
- *Children's skills and developments;*
- *Interaction between children and their peers and the adults;*
- *Children's interactions with the environment including their achievements.*



Cylchdro



A cycle



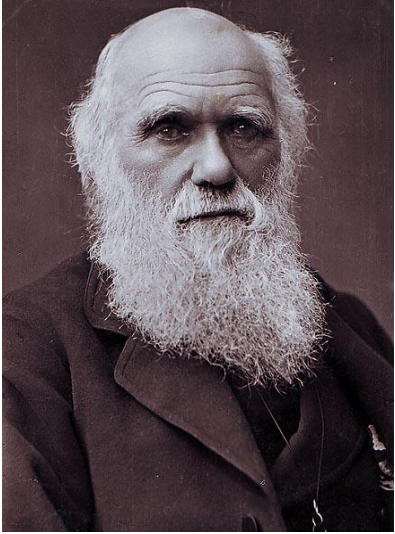
Dau prif ddefnydd o asesu

	Asesu ar gyfer dysgu ffurfiannol	Asesiad o'r dysgu crynodol
Beth?	Cefnogi dysgu parhaus	Crynhof'r dysgu ar amser penodol
Pryd?	Tymor byr; o fewn y broses ddysgu e.e. cyflwyniad/diweddglo	Tymor hir fel arfer; ar ddiwedd dysgu e.e. diwedd thema/Cyfnod Allweddol
Pam?	I wella'r dysgu	I adrodd nôl ar gyrhaeddiadau e.e. i rieni. Gosod targedau. Tracio cynnydd. Gwerthuso a chynllunio
Pwy?	Disgyblion, athrawon, CCDs a.y.y.b.	Yr athro/athrawes yn arwain
Sut?	Sylwadau, cwestiynau & adborth yn gysylltiedig â'r Dysgu	Marciau, graddau, tystysgrifau a.y.y.b. i ddynodi safon

Two main uses of assessment

	Assessment for learning Formative	Assessment of learning Summative
What?	Supports on-going learning	Summarises learning at a particular point
When?	Short-term; within learning process e.g. start/ plenary	Usually long-term; at end of learning e.g. after a topic/ Key Stage
Why?	To improve learning	To report findings e.g. parents. Set targets. Track progress. Evaluate and plan
Who?	Pupils, teacher, LSAs etc.	Teacher-led
How?	Comments, questions and feedback against Learning Outcomes	Summative marks, grades, certificates etc. indicate a standard

Dylanwad athroniaeth perthnasol
The influence of key theories



Ivan Pavlov



Kathy Sylva



Susan Isaacs



Iram Siraj



Maria Montessori



Ferre Laevers



Jean Piaget

Technegau Arsylwi

Observation Techniques

- Cofnodion ysgrifenedig e.e. llyfr nodiadau; taflen gofnodi; 'post-its';
- Samplau o amser a digwyddiad;
- Graffiau, siartiau a histogramau;
- Plentyn targed';
- Cyfryngau digidol e.e. ffotograffau, fideos, ffeiliau sain;
- Sosiogramau;
- Siartiau tic;
- PMI / positif, minws, diddorol.
- *Written records e.g. notebook; record sheet;*
- *Time and event samples;*
- *Graphs, charts and histograms;*
- *'Target child';*
- *Digital media e.g. photos, videos, audio files;*
- *Sociograms;*
- *Tickcharts;*
- *PMI (Positive, Minus, Interesting) grid.*

DIAGRAMATIG	SAMPLO	YSGRIFENEDIG	RHESTR WIRIO
SOCIOGRAM	AMSER	ASTUDIAETH PLENTYN	CAMAU BACH
TRACIO	DIWGYDDIAD	CYM HAROL	PROFFILIO
SIART CYLCH	CIPOLWG	STORI	CAMAU DATBLYGIAD
SIART BAR		STRWYTHURE - DIG	
		ANSTRWYTHUR - EDIG	

Types of techniques

<i>DIAGRAMMATIC</i>	<i>SAMPLING</i>	<i>WRITTEN</i>	<i>CHECKLIST</i>
<i>SOCIOGRAM</i>	<i>TIME</i>	<i>CHILD STUDY</i>	<i>PORTAGE (SMALLER STEPS)</i>
<i>TRACKING</i>	<i>EVENT</i>	<i>COMPARATIVE</i>	<i>PROFILING</i>
<i>PIE CHART</i>	<i>SNAPSHOT</i>	<i>ANECDOTAL</i>	<i>PRE-CODED (MILESTONES)</i>
<i>BAR CHART</i>		<i>STRUCTURED</i>	
		<i>UNSTRUCTURED</i>	

Prif ystyraethau

Key considerations

- Mynd ati gyda llygaid ffres; *Approach with fresh eyes;*
 - Safle ymholi;
 - Ffocysu ar broses;
 - Arsylwi mewn ystod o sefyllfaoedd;
 - Defnyddio amrywiaeth o ddulliau;
 - Gwerthuso'ch arsylwi;
 - Gweithredu ar eich canfyddiadau.
- *Position of enquiry;*
 - *Focus on process;*
 - *Observe in a range of situations;*
 - *Use a variety of methods;*
 - *Evaluate your observation;*
 - *Act upon your findings.*

CYNNWYS

INCLUDE

- Dyddiad
 - Enw'r sawl sy'n arsylwi
 - Plentyn e.e. blaenlythrennau/ ffugenw
 - Oed cywir a rhyw
 - Amser cychwyn a gorffen
 - Y dull a ddefnyddiwyd
 - Nod yr arsylwad
 - Cyd-destun e.e. nifer o blant ac oedolion
- *Date*
 - *Name of observer*
 - *Child e.g. initials/ alias*
 - *Exact age and gender*
 - *Start and finish times*
 - *Method used*
 - *Aim of observation*
 - *Context e.g. number of adults and children*

How can children demonstrate their learning?

- Drawings
- Poems, reports, recounts, descriptions...
- Diagrams, charts
- Mapping
- Composing lists
- Photographs
- Making booklets
- Explaining to others... think, pair, share
- Developing web-based communications
- IT... digital photos, video, audio recording...
- Drama, role-plays
- Demonstrations, presentations
- Assemblies



Parch

Respect

- Priodoli rhinweddau positif dysgwr;
 - Trin y dysgwr fel person synhwyrol;
 - Helpu dysgwyr i werthuso eu cynnydd;
 - Gonestrwydd;
 - Trin pawb gydag urddas;
 - Katz – 2008.
- *Attribute the learner positive qualities;*
 - *Treat learner as a sensible person;*
 - *Help learners to evaluate their progress;*
 - *Honesty;*
 - *Treat all with dignity;*
 - *Katz – 2008.*

Dehongliad Interpretation

(Reggio Emilia)

- Dogfennu fel ffordd o wrando ar, parchu a chefnogi unigolion;
 - Galw am sensitifrwydd i fynegiant;
 - Arsylwi a dehongli fel cylch;
 - Dal tystiolaeth o sgiliau, anianawd a theimladau;
 - Nid dim ond edrych yw arsylwi – rhaid gwrandao a bod yn ymwybodol o emosiynau;
 - Nid yw'n wrthrychol
- *Documentation as a way of listening to, respecting and supporting individuals;*
 - *Requires sensitivity to expression;*
 - *Observation and interpretation as a cycle;*
 - *Capture evidence of skills, dispositions and feelings;*
 - *Observation is not just looking – listening and emotional awareness;*
 - *Not objective*



**“In the Reggio
Philosophy, the
child is viewed
as rich and
powerful with
rights rather
than needs”**

**-Beth McDonald
(Educator)**

“BRINGING REGGIO HOME”

A PRESENTATION BY WHOLE NEW WORLD
PRODUCTIONS





‘Observation is like a camera shot, and although it is said that the camera does not lie, it may distort’ (Sharman et al, 2007:3)

Pam labeli plant? Why do we label children?



Proffwydoliaeth hunangyflawnol *Self -fulfilling prophecy*

*Bydd y rheiny sy'n
cael eu galw'n enw
penodol dro ar ôl
tro yn dechrau
mewnoli hyn, a
throi i mewn i'r
person hwnnw.*

*Those who are
repeatedly
referred to in a
certain way will
begin to
internalise this,
and become that
person.*

Unrhyw gwestiynau
Any questions



Darllen Pellach / Further Reading

- Sharman, C. Cross, W. & Vennis, D. (2007) Observing children and young people (4th Ed), London: Continuum.
- Hobart, C. & Frankel, J. (2009) A practical guide to child observation and assessment (4th Ed). Cheltenham: Nelson Thornes.
- Wragg, E.C. (1999) An introduction to Classroom Observation (2nd Ed). London: Routledge.
- Arsyllwi plant: <https://hwb.gov.wales/cwricwlwm-cymru-2008/cyfnod-sylfaen/arsyllwi-ar-blant/>
- Observing Children: <https://hwb.gov.wales/curriculum-for-wales-2008/foundation-phase/observing-children/>