

Damcanieithwyr ym myd Addysg

Theorists in the world of Education

○ Cydlynnydd modiwl / Module Co-ordinator
Heddwen Davies

○ Sesiwn 2 / Session 2

○ Beth i ni'n gwybod am
gwrïcwllwm y Cyfnod
Sylfaen sydd yng
Nghymru?

○ What do you know about
the Foundation Phase
curriculum in Wales?

Y meysydd/ The areas

Datblygiad Personol a Chymdeithasol Lles ac Amrywiaeth Ddiwylliannol

Personal and Social development, Wellbeing and Cultural Diversity

Sgiliau Iaith, Llythrennedd a Chyfathrebu
Language, Literacy & Communication Skills

Datblygiad Mathemategol

Mathematical Development

Gwybodaeth a Dealltwriaeth o'r Byd

Knowledge & Understanding of the World

Datblygu'r Gymraeg

Welsh Language Development

Datblygiad Corfforol

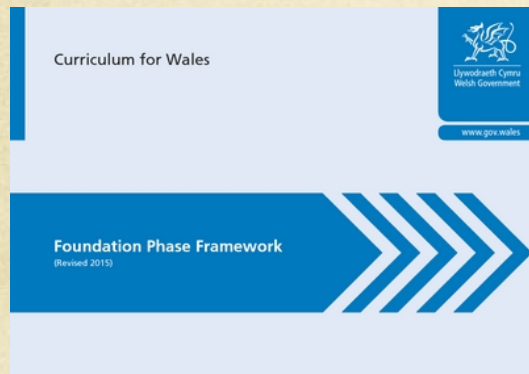
Physical Development

Datblygiad Creadigol

Creative Development

+ **Addysg Grefyddol**

+ Religious Education



Pwysig/ Important

- Nid pynciau

The areas are Not subjects

- Dylent gael eu cyflwyno mewn dull cyfannol

They should be introduced holistically

- Rhennir y meysydd yn: Ystod a Sgiliau

Each area is split into Range and Skills

- Continwwm yw'r cwricwlwm

The curriculum is a Continuum

Cymarebau / Ratios

Meithrin a Derbynn 1:8 Nursery Reception

Blwyddyn 1 1:13 Year 1

Blwyddyn 2 1:13 Year 2

Ar hyn o bryd / Currently

Tasg ...darllenwch erthygl yma erbyn tro nesaf

Task read this article by next week



Education 3-13

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The Foundation Phase in Wales – a play-based curriculum that supports the development of physical literacy

N. Wainwright, J. Goodway, M. Whitehed, A. Williams & D. Kirk

Dylanwad Damcanieithwyr

Influences from Theorists

- | | | |
|---------------------|-------------|--|
| • Frederick Froebel | 1782-1852 | Dewiswch ddamcanieithwr a nodwch prif 3 – 5 pwynt amdano / amdani. |
| • Rudolf Steiner | 1861-1925 | |
| • Maria Montessori | 1870-1952 | |
| • Lev Vygotsky | 1896 – 1934 | Choose a theorist and note 3 to 5 points about his / her philosophy. |
| • Susan Isaacs | 1885 - 1948 | |
| • Jean Piaget | 1896 - 1980 | |

- Tasg Darllen a pharatoi ymlaen ar gyfer darlith nesaf.
- Reading Task in preparation for next lecture.

Frederick Froebel 1782-1852

- teachers role is like a gardener; nurturing children's growth
- holistic approach- believed in strong connection between man, nature, and all living things
- children could learn about nature through outdoor play, gardening activities
- the garden was a spiritual place where children could grow with nature
- valued play and work with adults
- each child had an individual plot to cultivate in the garden
- emphasized nature
- Mae rôl athrawon fel garddiwr, nurturing twf plant.
- Dull holistaidd – credu'n gryf gyda cysylltiadau rhwng dyn, natur a phobpeth byw.
- Dylid plant ddysgu am natur trwy chwarae tu allan a datblygu sgiliau garddio
- Mae'r ardd yn man hudolus ble mae plant yn tyfu gyda natur.
- Gwerthfawrogi chwarae a gweithio gydag oedolion
- Mae gan bob plentyn man personol i arddio
- Pwyslais mawr ar byd natur

Rudolf Steiner 1861-1925

- established a distinctive form of education that stressed the child's individuality, feelings and personal and social learning.
- learning activities that are rooted in day-to-day life (for example, food preparation, cooking and sewing) with the teacher setting the example
- the daily routine includes stories, poems, singing, movement, outdoor games, and creative and imaginative play with natural materials and coloured fabrics.
- Sefydlwyd dull arbennig o addysg a gwnaeth pwysleisio unigrwydd, teimladau a dysgu cymdeithasol plentyn.
- Dysgu gweithgareddau sydd wedi gwreiddio o ddydd-i-ddydd (e.e. paratoi bwyd, coginio a gwnîo) gyda'r athrawon yn gosod yr enghraifft
- Patrymau dyddiol gan gynnwys stori, adrodd barddoniaeth, canu, symud, gêmiau tu allan, chwarae dychmygus a chreadigol gan ddefnyddio deunydd naturiol a ddeunydd lliwgar.

Maria Montessori 1870-1952

- featured child sized materials; each in their proper place
- her outdoor garden consisted of an area for ball games and trees for shade
- she thought children should have open access from indoor to outdoor areas
- she believed in structured materials rather than a purely “natural” environment
- valued independent and concentrated work
- emphasized science
- Deunydd maint addas i blant – popeth yn ei le a le i bopeth.
- Ardal tu allan yn gynnwys man chware pêl a choed ar gyfer cysgod
- Credai dylai plant cael mynediad o’r tu fewn i’r tu allan
- Credai mewn creu sefyllfaoedd yn hytrach na rhai naturiol.
- Gwerthfawrogwyd gwaith unigol a oedd angen sylw penodol.
- Pwysleisiwyd gwyddoniaeth

- <http://www.tes.co.uk/teaching-resource/Teachers-TV-The-Montessori-Method-6084496/>

Lev Vygotsky 1896-1934

- play and speech development are important factors in the learning process.
- Through communication and social interaction with adults or more knowledgeable peers children can achieve higher levels of understanding than they would independently
- gap between what children can achieve unaided and what they can achieve with support and guidance he called the 'Zone of Proximal Development'
- emphasised the role of the practitioner in matching learning activities to the child's level of development
- Mae datblygu sgiliau I siarad a chwarae yn agweddau pwysig iawn yn y broses dysgu.
- Trwy gyfathrebu a chymysgu'n cymdeithasol gydag oedolion neu plant sy'n mwy wybodus na hwy mae modd llwyddo i safon uwch o ddealltwriaeth na pe byddant ar ben eu hun.
- Mae bwlch rhwng plant yn medru llwyddo heb gymorth a beth maent yn medru cyflawni gyda chefnogaeth yn cael ei alw yn ôl ef 'Zone of Proximal Development'
- Pwysleisiwyd pwysigrwydd bod yr oedolyn yn cyfateb y weithgareddau gyda lefel nesf yn nadtblygiad y plentyn.

- Watch the video clip on the Zone of Proximal Development and summarise the key points by our next session:

○ <https://www.youtube.com/watch?v=Du6vqSOj7UU>

Margaret McMillan

- believed outdoor play would improve child's health
- supporter of Froebel
- built a terraced garden with apparatus for climbing and swinging
- included animals and birds in her garden
- children helped grow community produce
- Credai byddai chwarae tu alln yn gwella iechyd plentyn
- Cefnogi damcaniaeth Froebel
- Adeiladodd 'walled' gardd gyda ffrâm ddringo ar gyfer dringo a siglo
- Ychwanegu anifeiliaid ac adar i'r ardd
- Gwaneth y plant helpu i dyfu cynnyrch ar gyfer y gymuned.

Jean Piaget 1896 -1980

- constructivist theory is based on the belief that children are active participants who construct learning by interacting with their environment and making connections between new experiences and previous learning
- children as active not passive learners

Jerome Bruner

- identified three broad modes of learning: enactive (actions), iconic (pictures) and symbolic (words and numbers).
- stressed the importance of adult intervention to support or 'scaffold' learning and enable a child to make progress
- introduced the idea of a 'spiral curriculum', wherein a topic can be re-introduced at a more complex level as thinking skills develop

Howard Gardener

- Theory of Multiple Intelligences.
- believes that intelligence is often narrowly viewed in terms of linguistic and mathematical skills at the expense of developing all-round potential
- suggests that learning potential encompasses eight different intelligences:

Tasg / Task

- Toriad am baned a chlonc!
- Ystyriwch pa ddamcaniaeth / damcaniaethau i chi'n ffafrio? A phaham?
- Ydy dysgu plant tu allan yn dylanwadu ar addysg plentyn?
- Os mae – nodwch ymha ffordd?
- A break for cuppa
- Consider which theorist/s do you favour? Why?
- Does teaching children outdoors influence their education?
- If so - note in what way?

Rhan 2 / Part 2

Ymweliad Ysgol / School visit

- Paratoi ar gyfer eich ymweliad cyntaf i ddosbarth Cyfnod Sylfaen
- Datblygu dealltwriaeth rhai technegau arsylwi effeithiol
- Dylanwad technegau yma ar gyfer ein aseiniadau
- Sut i arsylwi mewn ffordd broffesiynol
- Preparing for your first school visit to a Foundation Phase classroom.
- Develop and understanding of some observational skills and techniques
- The impact these techniques can have on our assignments
- How to observe in a professional manner.

Ymweliad / Visit 22/10/'19

- Arsylwi staff profiadol fel athrawon a staff cynorthwyol 'ar waith'
- Arsylwi ar 'sgiliau athro'
- Dewiswch ffocws penodol o'r sesiwn i arsylwi ac yna bydd hyn yn sail i'n trafodaethau e.e. cyfathrebu, cwestiynu ac amser aros.
- Yr amrywiaeth o symud corfforol a geir o fewn yr ardaloedd dysgu gwahanol.
- Observe experienced teachers & staff at their work.
- Observe the teacher's skills
- Focus on a particular aspect of teaching and learning that will be discussed in next weeks session e.g. communication, questioning & waiting time.
- The various levels of movement within areas of learning.

1. Arsylwi cyfathrebu:

Disgyblion disgyblion

Pethau i'w hystyried:

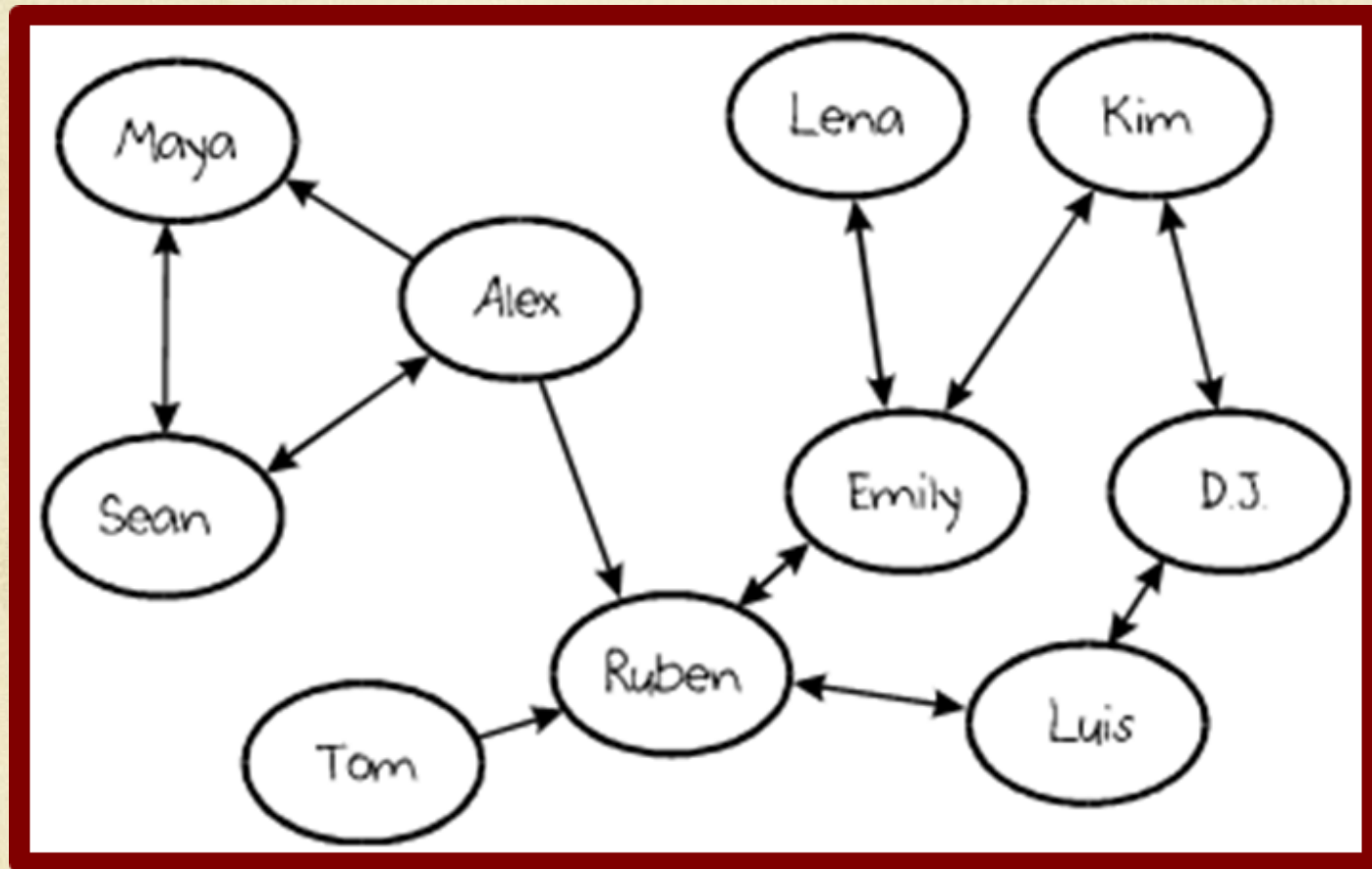
- Cyfathrebu rhwng disgyblion – sosiometreg
- Beth am ddefnyddio Darlun Cymdeithasol / Sosiogram?
- Mae sosiogram yn nodi y rhyng-berthnasau o fewn grŵp. Y pwrpas yw darganfod beth yw strwythur y grŵp a'r rhyngweithio sy'n digwydd.

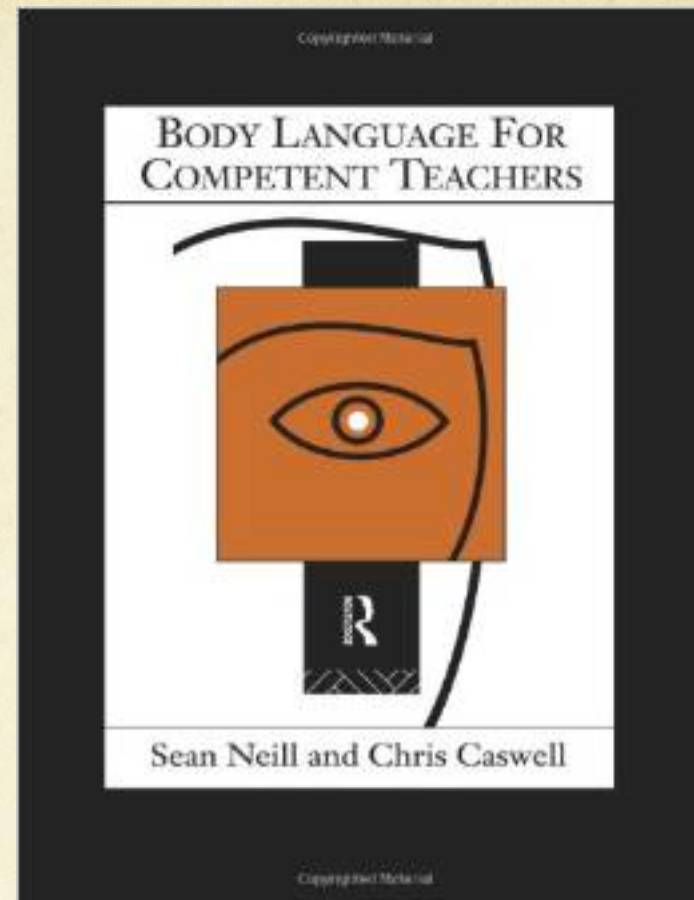
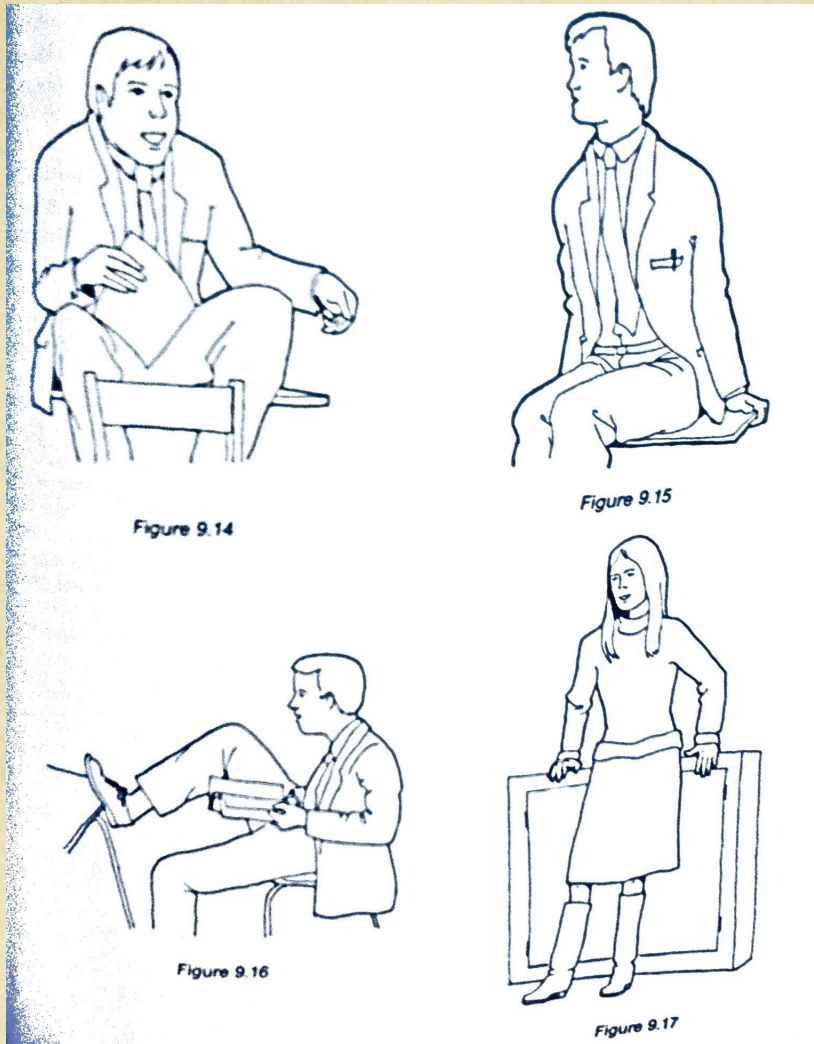
Observing communication:

Pupils → pupils

- Communication between pupils – sociometry
- How about using a Sociogram?
- A sociogram is a charting of the inter-relationships within a group. Its purpose is to discover group structure and interactions.

Sociogram





NEILL, S. R. S. J., & CASWELL, C. (1993). Body language for competent teachers. London, Routledge

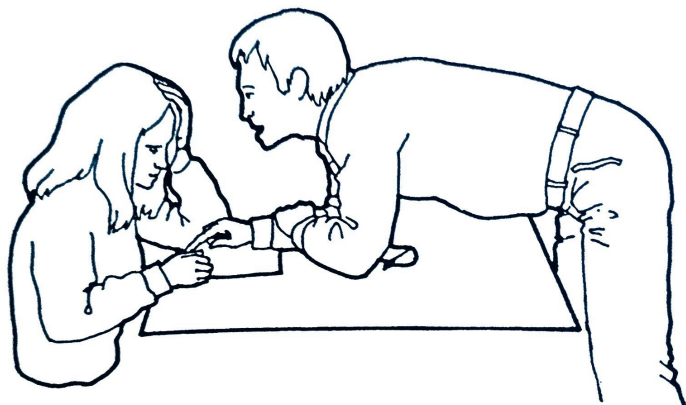


Figure 9.3 'Personal distance' between teacher and child. The meaning of the approach depends on the teacher's words and expression. Many children saw this teacher as helpful

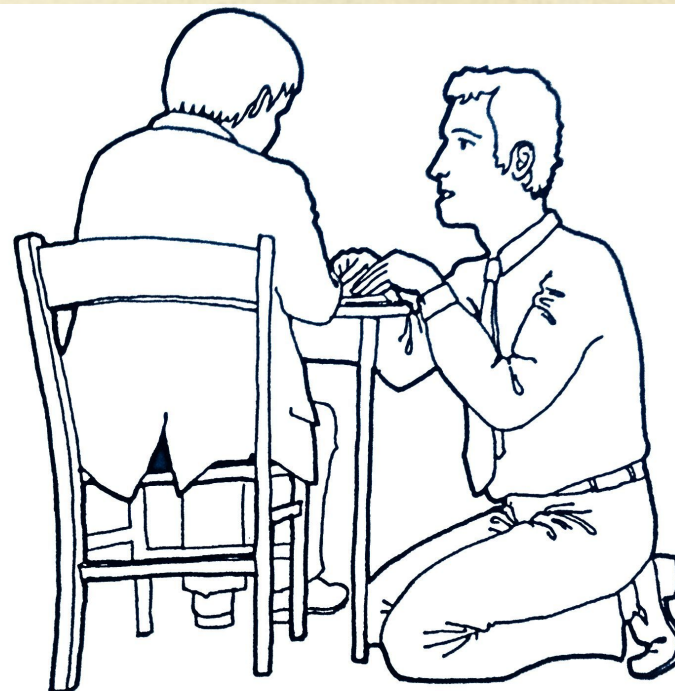
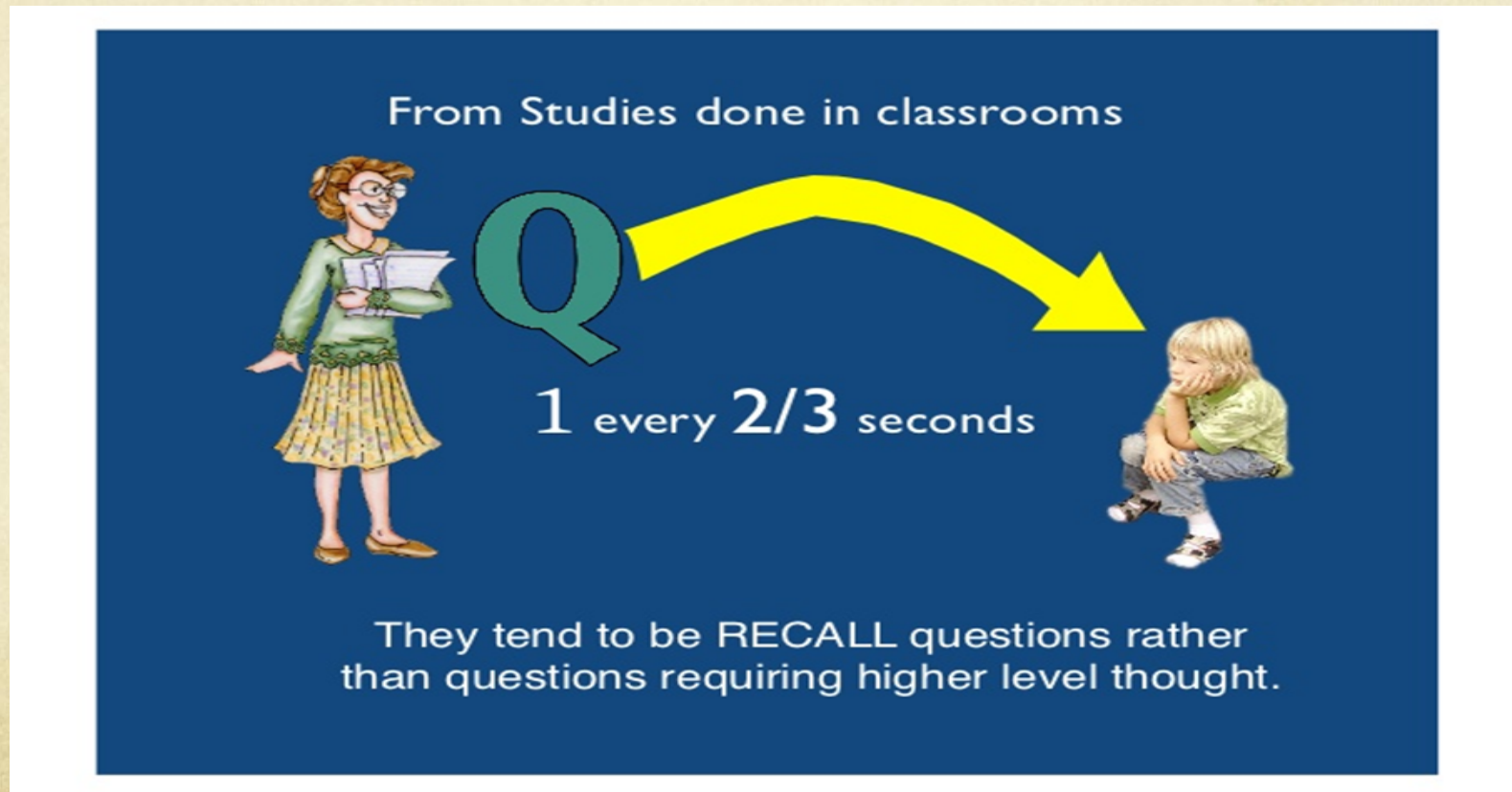


Figure 9.4 Kneeling, a sign of a teacher who is closely involved with the children. Almost all children saw this teacher as helpful; a few saw him as friendly

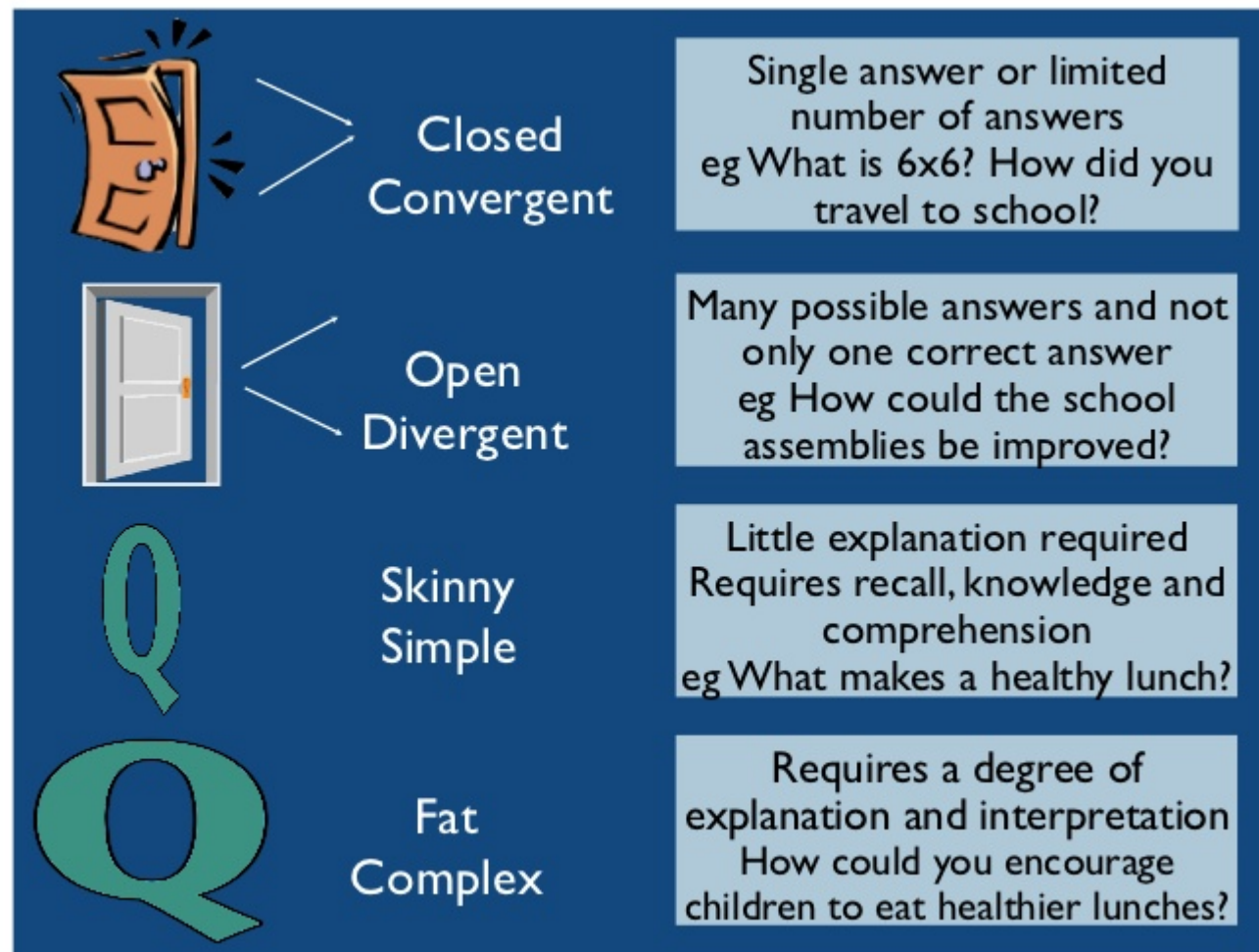
Cwestiynu Arsylwi / Observing questioning

- Questioning skills, e.g. types of question, waiting time.
- Sgiliau cwestiynu e.e. math o gwestiynau, amser aros, ymateb y disgyblion.



Mathau o gwestiynau

Types of questions



Caeëdig
Cydyfeiriol

Agored
Dargyfeririol

'Main'
Syml

Mawr
Cymhleth

Amser Aros / Wait Time

- The average time teachers give between asking a question and taking an answer is 0.9 seconds!!!
- Watch clip No. 1:
- How can you avoid this painful situation? Watch No. 2:
- Ar gyfartaledd, yr amser rhwng athro'n gofyn cwestiwn a chymryd ateb yw 0.9 eiliad!
- Gwyliwch y clip Rhif 1. :
- Gwyliwch clip Rhif 2 : Oes modd osgoi'r sefyllfa hon?

Rhif 1 / Clip No. 1

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

Rhif 2 / Clip No.2

<https://www.teachingchannel.org/videos/give-students-think-time-nea>

Beth ydych chi'n canolbwyntio arno yn ystod yr arylwi?

What will you focus on during the observation?

- You need to consider carefully what you are going to be focusing on in your school visit.
- Gather as much information as possible when you observe.
- Be clear on your purpose of observation before the session begins.
- Mae angen i chi feddwl yn ofalus am beth rydych yn mynd i ganolbwyntio arno yn ystod eich ymweliad ysgol.
- Caslwch gymaint o wybodaeth â phosib pan rydych yn arsylwi.
- Byddwch yn glir am bwrpas yr arsylwi cyn i'r sesiwn i gychwyn.

Ystyriaethau / Considerations

- Dull addysgu / Teaching styles
 - Lles / Wellbeing
- Profiadau / Experiences
- Cyd-ddysgu / Reciprocal
 - Dewis / Choice
 - Risg / Risks
- Mwynhad / Enjoyment



Tasg Ffocws

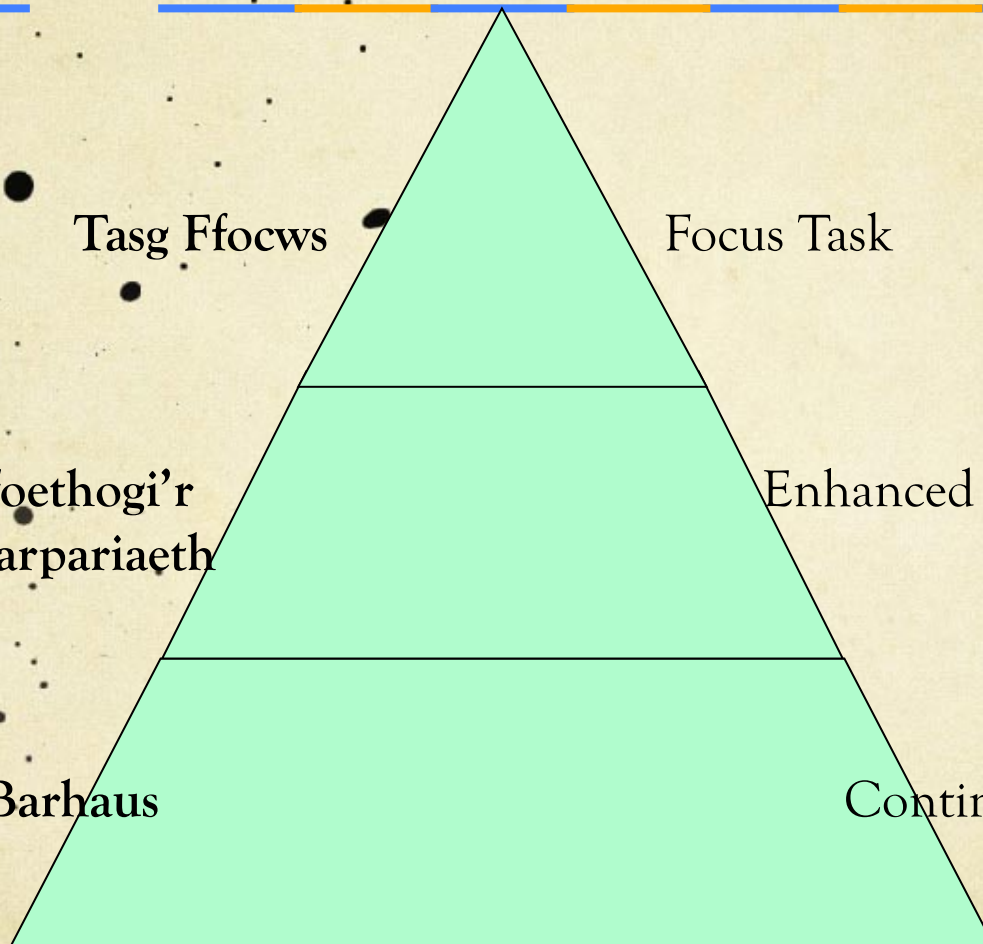
Focus Task

Cyfoethogi'r
Ddarpariaeth

Enhanced Provision

Darpariaeth Barhaus

Continuous Provision





Beth yw Dysgu Effeithiol?

- Rhyngweithio ag eraill.
- Ailadrodd pwrpasol.
- Datblygu annibyniaeth a sgiliau meddwl.
- Datrys problemau.
- Partneriaeth fwy â'r cartref.
- Gwrando ar lais y dysgwr.

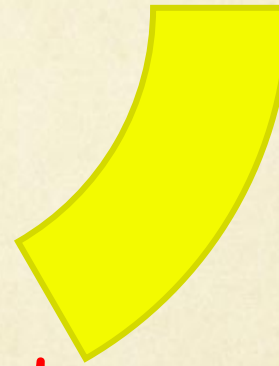
What is effective learning?

- Interaction with others.
- Purposeful repetition.
- Developing independence and thinking.
- Problem solving.
- Home/ school links.
- Listening to the learner voice.



Gwerthuso
Evaluating

Cynllunio
Planning



Gweithredu
Doing



Splish, splash, splosh!

Professionalism is essential

It's essential that you demonstrate professional behaviour, especially when observing lessons, and during your time at school.

Please ensure that:

- you dress appropriately for the school context
- you are punctual and well prepared (you will need a pen and paper/laptop)
- you discuss observations in a professional manner: avoid making personal criticisms; offer constructive and reflective comments on what you observe
- you should not take any photographs or films
- mobile phones must be turned off

Mae proffesiynoldeb yn angenrheidiol

Mae'n angenrheidiol eich bod yn arddangos ymddygiad proffesiynol, yn enwedig wrth arsylwi sesiynau, yn ystod eich amser yn yr ysgol. Trafodwch beth a olygir wrth hyn...

- Bod eich ymarweddïad ac ymddangosiad yn addas (gan gynnwys bod eich dillad / steil gwallt yn cyd-fynd â pholisi ysgol).
- Eich bod yn brydlon ac wedi paratoi yn drylwyr.
- Eich bod yn trafod arsylwadau mewn ffordd broffesiynol. Dylech osgoi gwneud beirniadaethau personol ond gallwch gynnig sylwadau adfyfyriol a chadarnhaol ar beth rydych yn arsylwi.
- Ni ddylech dynnu unrhyw luniau neu ffilm.
- Rhaid i ffoniau symudol gael eu diffodd neu gael eu rhoi ar ddistaw.
- Dylech ddatgan os oes gennych unrhyw gysylltiad â'r ysgol.