ECAD6007C

Y dysgwr: pwy ydw i'n ei addysgu?

CYFLWYNIAD

Datblygiad plant 0-19: natur gyfannol y dysgu

NERYS DEFIS

Beth yw'ch dealltwriaeth o 'natur gyfannol dysgu'?

What do you understand by the 'holistic nature of learning'?

Beth fydd y cynnwys?

- Cyflwyniad i theorïau allweddol a gwahanol ddulliau
- Llesiant, hawliau a lleisiau plant
- Deall cysyniad llythrennedd corfforol
- Anghenion Dysgu Ychwanedol (ADY)
- Llythrennedd emosiynol ac iechyd meddwl.
- Ymddygiad
- Y tîm o gwmpas y dysgwr
- Dulliau a strategaethau ar gyfer arsylwi'r dysgwr
- Deialog broffesiynol

Theories of Learning
Well-being, rights and voices
Physical literacy
ALN
Emotional literacy and mental health
Behaviour
Team around the learner
Observing the learner
Professional dialogue

DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r athro dan hyfforddiant allu dangos y gallu i wneud y canlynol:

dangos tystiolaeth o ddeall damcaniaethau ac ymchwil sy'n effeithio ar lesiant, dysgu a datblygiad plant 0-19; a defnyddio hwn gyda'u harfer personol;

Cyflwyno safbwynt personol, beirniadol ar rôl athro proffesiynol mewn perthynas â diwallu anghenion ystod eang o blant a phobl ifanc; gan gynnwys herio tybiaethau, credoau sy'n arwain at ragfarn a stereoteipio

adfyfyrio'n feirniadol a gwerthuso ystod o wahanol ddulliau o ddiwallu anghenion amrywiol pob dysgwr mewn amrywiaeth o leoliadau, gan gyfiawnhau'r dewisiadau a wnaed mewn arfer personol.

MODULE LEARNING OUTCOMES

Upon the successful completion of this module, you should be able to demonstrate the ability to:

- evidence a critical understanding of theories and research that impact on well-being, child development and learning from 0-19 years and apply this to personal practice.

- present a personal, critical stance on the role of the professional teacher in relation to meeting the needs of a diverse range of children and young people, including challenging assumptions, beliefs that lead to prejudice and stereotyping.

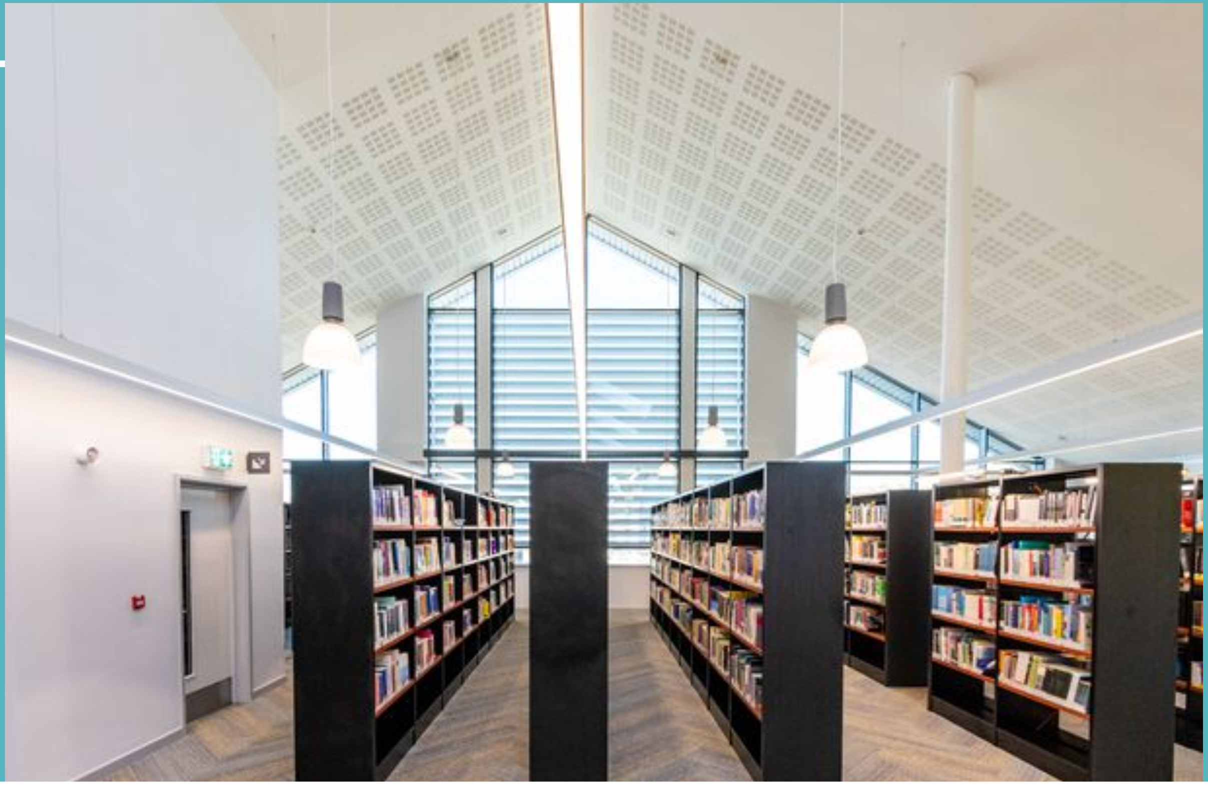
- critically reflect and evaluate a range of different approaches for meeting the diverse needs of all learners in a range of settings, and justify choices made in personal practice.

ECAD6007C Aseiniad

- Sut fydd y sesiwn yn cyfrannu at waith yr aseiniad?

Amcanion y sesiwn:

- Gosod y cyd-destun ar gyfer y modwl.
- Cyflwyno'r cysyniad o 'achos critigol' (critical incident) mewn addysg, a rhai o nodweddion datblygiad plentyn.



Aseiniad ysgrifenedig.
Gwerthusiad beirniadol sy'n nodi'r camau addysgu a dysgu nesaf gan ganolbwyntio ar astudiaeth achos o ddysgwr unigol neu grŵp o ddysgwyr, sy'n seiliedig ar astudiaeth achos critigol a arsylwyd (cyfwerth â 5000 o eiriau).

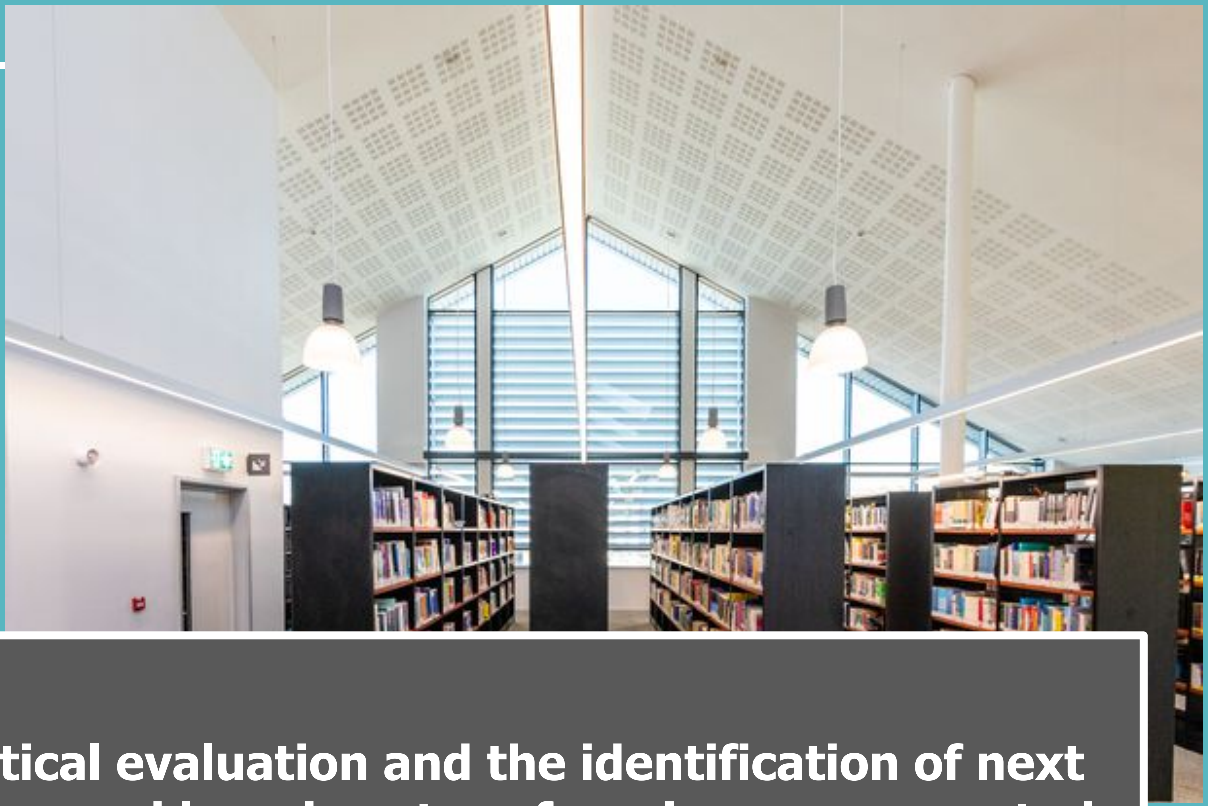
Cyflwyno: 29/10/19 (erbyn 23:59)

ECAD6007 Assignment

- How will this session contribute to the assignment?

Session objectives:
To set the context for the module.

To introduce the notion of a 'critical incident' in education and some of the features of child development.



A critical evaluation and the identification of next teaching and learning steps focusing on a case study of an individual learner or a group of learners, based on an observed critical incident (equivalent to 5000 words).

Submission: 29/10/19 (deadline 23:59)

Sawl diffiniad o 'critigol' fedrwch feddwl amdano?

Critigol yn y cyswllt hwn =

dadansoddi digwyddiad yn wrthrychol a'i werthuso er mwyn ffurfio barn / *the objective analysis and evaluation of an issue in order to form a judgement.*

Achos critigol / Critical incident

- "Critical incidents and critical events are particular events or occurrences that typify or illuminate very starkly a particular feature" (Cohen et al., p.551)
- "Incidents tend to be 'typical' rather than 'critical' at first sight, but are rendered critical through analysis." (Tripp, 1993, p.25)

Ymweliad Ysgol

Meddwl- Paru- Rhannu:

Trafodwch yr 'achosion critigol' wnaeth godi yn ystod eich ymweliad.

Ewch ati i adfyfyrio ar yr hyn wnaethoch arsylwi.

Oes pwyntiau o fewn y clip hwn allai gael eu hystyried yn ‘achos critigol’?

Caiff **datblygiad plentyn** ei ymrannu**:**
cyngeni → babandod→ plentyndod cynnar→ plentyndod diweddarach→ glasoed

Caiff **datblygiad plentyn** ei ymrannu**:**
prenatal → infancy & toddlerhood → early childhood → later childhood→adolescence

Diffiniad o Ddatblygiad Plentyn

Datblygiad plentyn yw'r astudiaeth o newidiadau o ganlyniad i **aeddfedu** (tyfu) a **dysgu** (profiadau)

Datblygiad Plentyn ac effeithiau arno...

"Child development is a dynamic, interactive process. **Every child is unique in interacting with the world around them**, and what they invoke and receive from others and the environment also shapes how they think and behave".

http://theconversation.com/how-culture-influences-childrens-development-99791

Beth sy'n medru effeithio ar ddatblygiad plentyn?

"Children growing up in different cultures receive specific inputs from their environment. For that reason, there's a vast array of cultural differences in children's beliefs and behaviour."

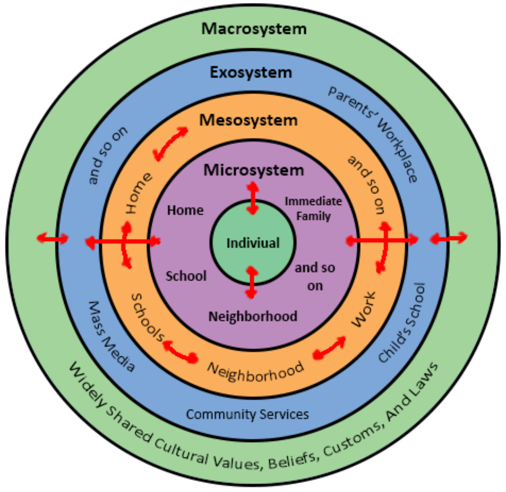
Tasg

1. Lluniwch restr o'r pethau sy'n dylanwadu ar blentyn h.y. y tîm o gwmpas y plentyn a'r byd o gwmpas y plentyn.

2. Grwpiwch y rhain i wahanol gategorïau.

Pa ddylanwadau sy'n cael yr effaith fwyaf?

Damcaniaeth system ecolegol Bronfenbrenner (1979)



Meicrosystem : teulu a ffrindiau agos y plentyn

Mesosystem: teulu estynedig, ffrindiau ac athrawon

Exosystem: amgylchedd ddiwylliannol tu hwnt i'r teulu

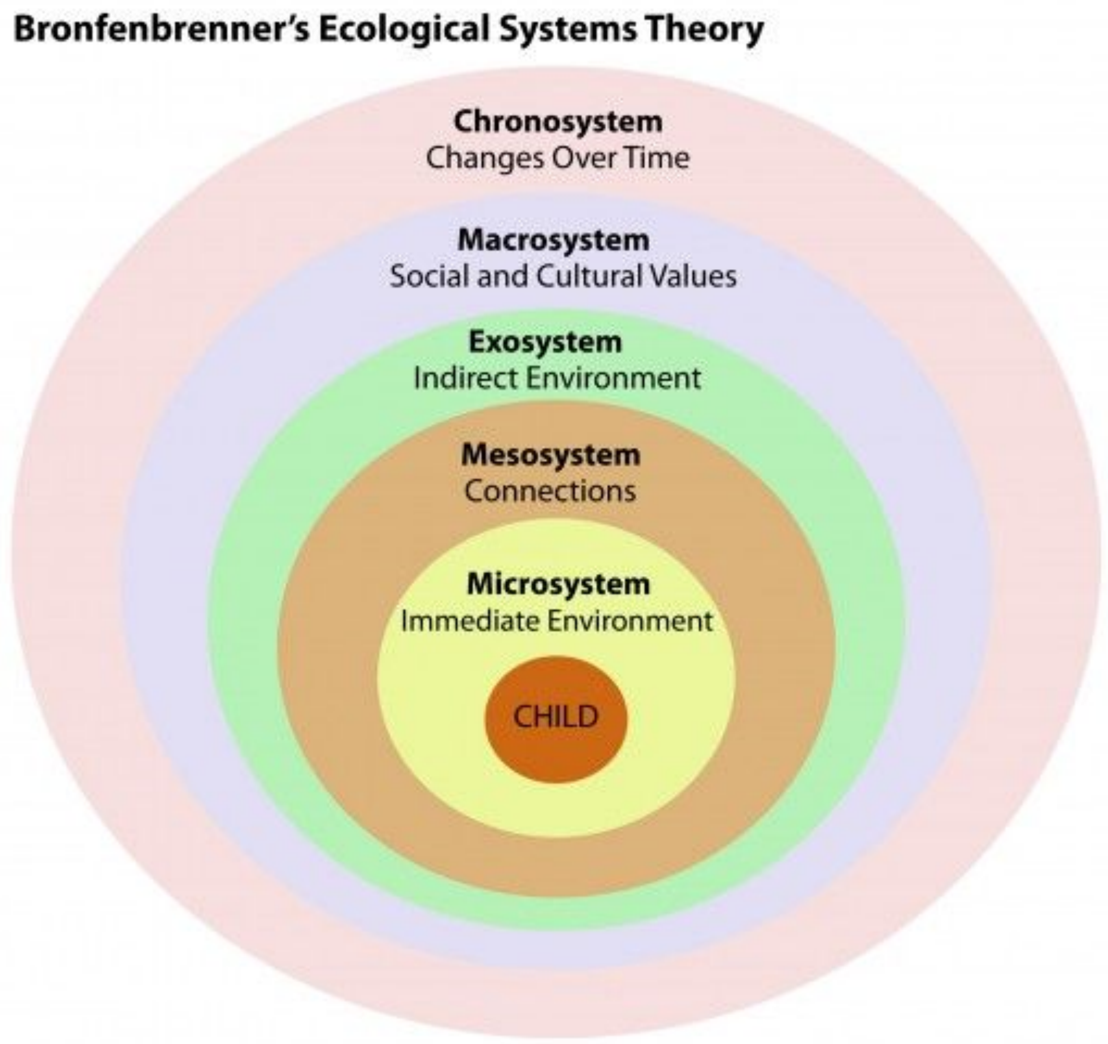
Macrosystem: cymdeithas ehangach

Microsystem: the child's own close family & friends

Mesosystem: extended family, friends & teachers

Exosystem: cultural system outside the family (church, employer etc)

Macrosystem: larger society



https://www.learning-theories.com/

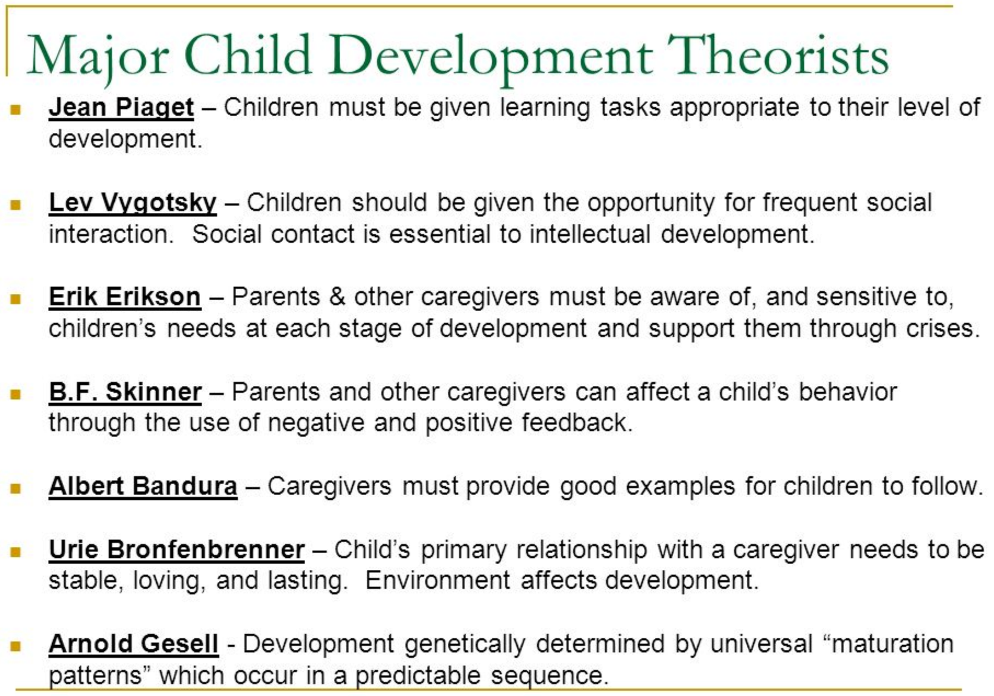
BEIRNIADAETH O'R MODEL CYNNAR

Ceir rhywfaint o feirniadaeth nad yw model cynnar Bronfenbrenner o'r system ecolegol yn pwysleisio **rôl weithredol yr unigolyn yn ei d/ddatblygiad (hi/ef)**

Mewn fersiynau diweddarach, ceir pumed rhan i'r model, sef y **Chronosystem**. O fewn y chronosystem ystyrir y rhyngwneud rhwng y gwahanol systemau a'r modd maent yn effeithio ar ei gilydd.

Damcaniaethwyr a seicolegwyr addysgol

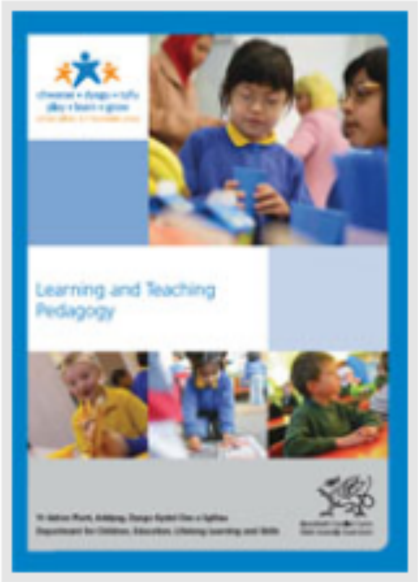
- **Jean Piaget** (1896–1980) Seicolegydd o'r Swistir oedd Piaget a gyfrannodd yn helaeth at addysg yn y 1960au gyda'i ddamcaniaeth o ddatblygiad gwybyddol.
- **Lev Vygotsky** (1896–1934) Mae Damcaniaeth Rhyngweithio Cymdeithasol Vygotsky, y seicolegydd o Rwsia wedi gwneud cyfraniad sylweddol i'n dealltwriaeth o ddysgu plant.
- **Jerome Bruner** (1915 - 2016) Nododd Bruner, seicolegydd o America dri dull dysgu eang: perfformiadol (gweithredoedd), eiconig (lluniau) a symbolaidd (geiriau a rhifau). Pwysleisiodd hefyd bwysigrwydd ymyriad gan oedolion er mwyn cynorthwyo neu 'sgaffaldio' dysgu a galluogi plentyn i wneud cynnydd.
- **Urie Bronfenbrenner** (1917-2005) Dadlau bod yr amgylchedd yn effeithio ar ddatblygiad.



Major Child Development Theorists

- **Jean Piaget** – Children must be given learning tasks appropriate to their level of development.
- **Lev Vygotsky** – Children should be given the opportunity for frequent social interaction. Social contact is essential to intellectual development.
- **Erik Erikson** – Parents & other caregivers must be aware of, and sensitive to, children's needs at each stage of development and support them through crises.
- **B.F. Skinner** – Parents and other caregivers can affect a child's behavior through the use of negative and positive feedback.
- **Albert Bandura** – Caregivers must provide good examples for children to follow.
- **Urie Bronfenbrenner** – Child's primary relationship with a caregiver needs to be stable, loving, and lasting. Environment affects development.
- **Arnold Gesell** - Development genetically determined by universal "maturation patterns" which occur in a predictable sequence.

theuniversityofsheffield.com



Addaswyd rhywfaint o'r testun Cymraeg o: Yr Adran Plant, Addysg, Dysgu Gydol Oes a Sgiliau (2008) *Addysgeg Dysgu ac Addysgu*. Caerdydd: Cyhoeddiadau Llywodraeth Cynulliad Cymru. (tt.28-31)

Mae rhannu datblygiad mewn camau yn rhagdybio 'norm'

Sut mae athrawon yn cynnal y syniad o 'norm'?

Ydy ein hasesiadau wedi eu selio ar 'norm'?

Beth yw'r 'norm' mewn perthynas â datblygiad plentyn?

What is the 'norm' in regard to a child's development?

Beth os nad yw plentyn yn cyd-fynd gyda'r 'norm'?

Beth yw'r problemau o fod â fframwaith gysyniadol o ddatblygiad plentyn wedi ei strwythuro yn ôl oed?

Cyfnodau Datblygiad Gwybyddol Piaget?

0–2 flynedd - **y cyfnod synhwyraidd–symudol** / 'sensorimotor'

2–6/7 mlynedd - **y cyfnod cyn-w** ... perational'
(datblygiad symbolaidd o ...

7–11/12 mlynedd - **y** ... ncrete operational'
(rhesymegol a mathem ...

11 mlynedd ymlaen - **y cyfnod g** ... **ffurfiol** / ... mal operational'
(meddwl haniaethol).

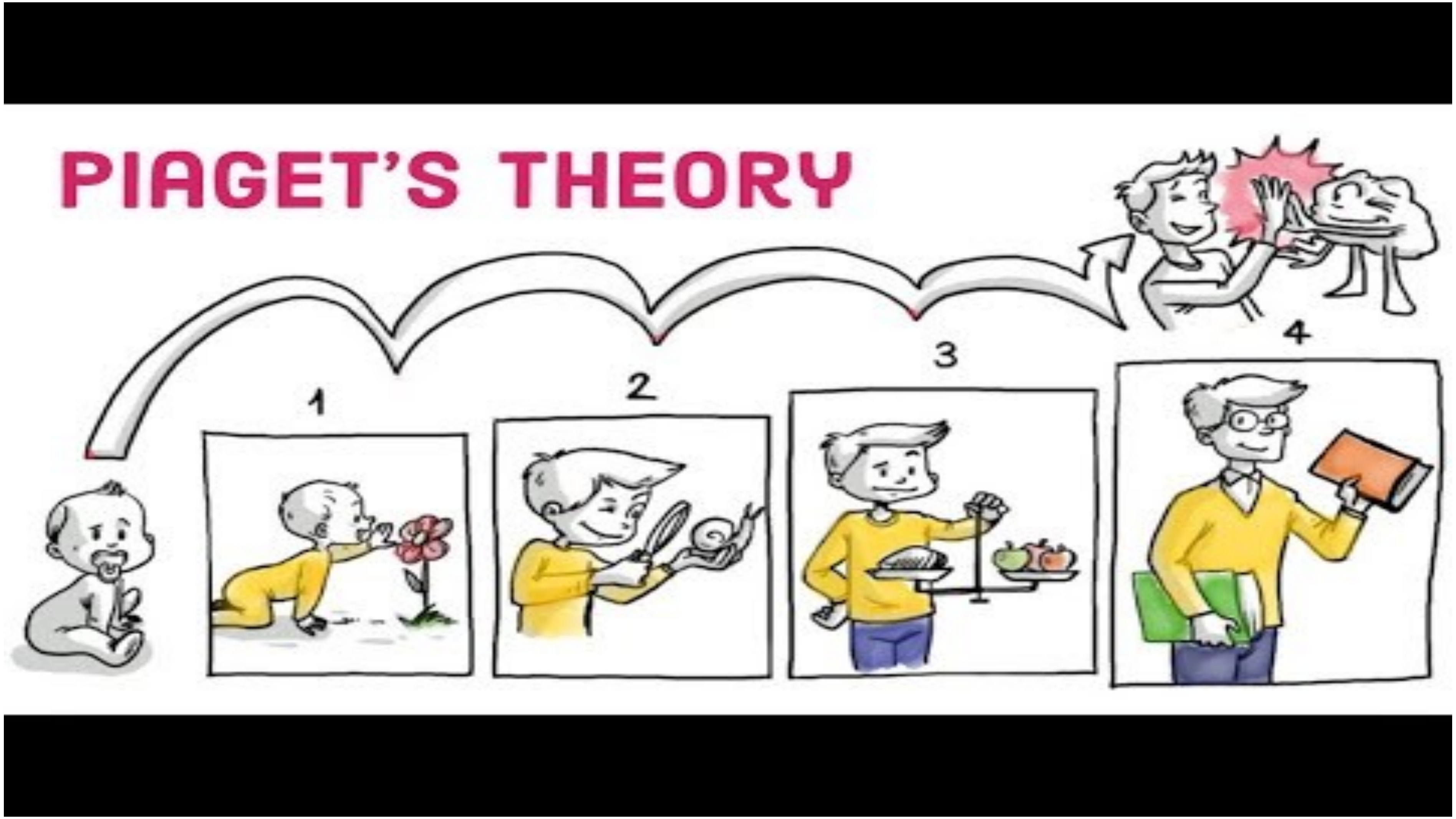
Beth ydych yn sylwi am y camau hyn?

Yr Adran Plant, Addysg, Dysgu Gydol Oes a Sgiliau (2008) *Addysgeg Dysgu ac Addysgu*. Caerdydd: Cyhoeddiadau Llywodraeth Cynulliad Cymru.

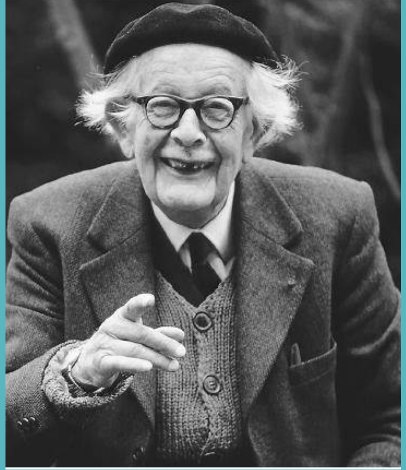
Piaget's Periods of Cognitive Development

Birth to 2 years	Sensori-motor	Uses senses and motor skills, items	Object permanence learned
2-6 yrs	Pre- ope		Imagination/ xperience row, child de- centers
7-11 yrs	Conc operatio	ations	Conservation, umbers, ideas, ssifications
12 yrs to adulthood	Formal operational	Thinks abstractly, hypothetical ideas (broader issues)	Ethics, politics, social/moral issues explored

What do you notice about the different stages?


PIAGET'S THEORY
1
2
3
4

Beirniadaeth o ddamcaniaeth Piaget



- Astudiodd ei blant ei hun a phlant cyd-weithwyr yn Geneva
- Mae'n bosib na wnaeth Piaget roi digon o ystyriaeth i alluoedd gwybyddol plant
- Anwybyddol Piaget ddylanwad yr amgylchedd cymdeithasol ar ddatblygiad plentyn
- Heriwyd cred Piaget bod datblygiad deallusol yn digwydd wrth aeddfedu yn unig

Criticisms of Piaget's theory

- Piaget studied his own children and the children of his colleagues in Geneva.
- Piaget might have underestimated children's cognitive abilities.
- Piaget ignored the role of social setting on a child's development.
- Piaget's belief that cognitive development happens purely through maturation has been challenged.

Trosolwg o’r Rhaglen Plant Iach Cymru (2016)

0-7

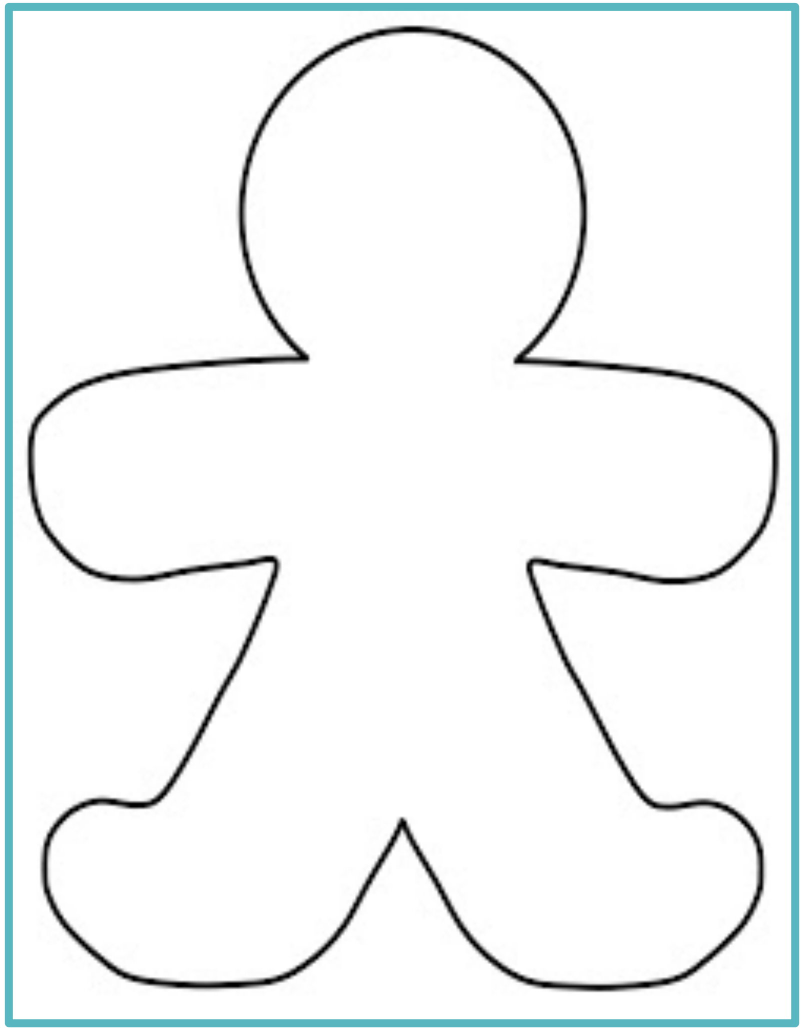
- Cyflwyno negeseuon allweddol ynghylch iechyd cyhoeddus o’r adeg y caiff plentyn ei genhedlu nes y bydd yn 7 oed, fel bod teuluoedd yn cael cymorth i wneud dewisiadau a fydd yn gwella eu hiechyd hirdymor.
- Hybu ymlyniad a bondio er mwyn cefnogi perthynas gadarnhaol rhwng rhieni a’u plant, a fydd yn arwain at ymlyniad emosiynol cadarn i blant.
- Hybu gwydnwch ac iechyd emosiynol y fam a’r teulu.
- Cynorthwyo a grymuso teuluoedd i wneud dewisiadau deallus er mwyn darparu amgylchedd diogel a meithringar.
- Cynorthwyo plant i gyrraedd yr holl gerrig milltir o ran twf a datblygiad, a fydd yn eu galluogi i fod yn barod ar gyfer yr ysgol.
- Cynorthwyo’r broses o bontio i amgylchedd yr ysgol.
- Diogelu plant rhag afiechydon plentyndod y mae modd eu hosgoi, drwy drefniadau imiwneiddio cyffredinol.
- Sicrhau y caiff problemau corfforol, problemau metabolig a phroblemau’n ymwneud â thwf neu ddatblygiad eu canfod yn gynnar drwy raglen sgrinio gyffredinol briodol.

https://gweddill.gov.wales/docs/dhss/publications/160926healthy-childrency.pdf

https://live.worldbank.org/human-capital-summit

HUMAN CAPITAL SUMMIT: INVESTING IN THE EARLY YEARS FOR GROWTH AND PRODUCTIVITY

"Investing in the early years is one of the smartest investments a country can make to break the cycle of poverty, address inequality, and boost productivity later in life. Today, millions of young children are not reaching their full potential because of inadequate nutrition, lack of early stimulation and learning, and exposure to stress. Investments in the physical, mental, and emotional development of children – from before birth until they enter primary school – are critical for the future productivity of individuals and for the economic competitiveness of nations."



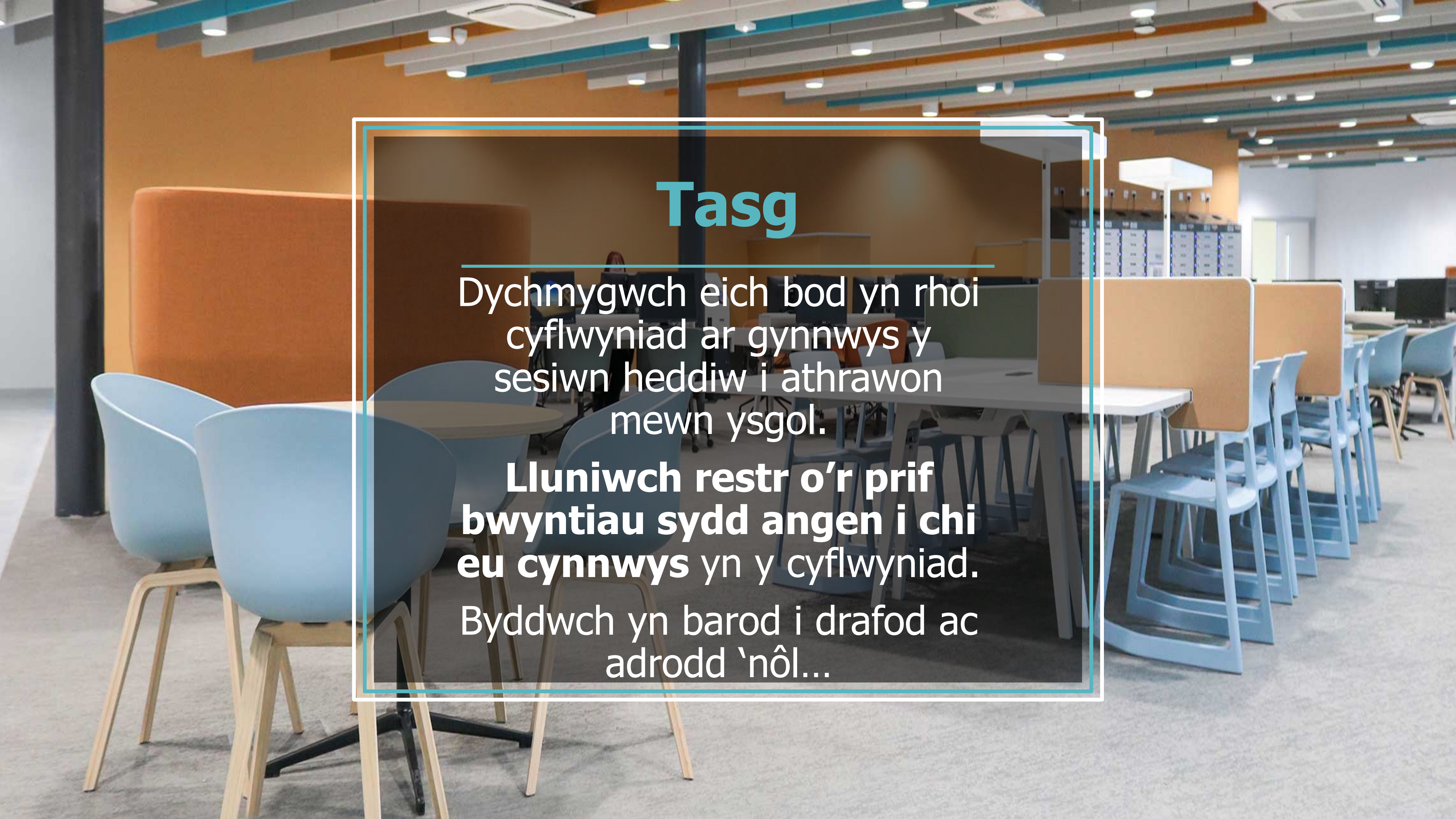
Datblygiad Cyfannol

- Tynnwch lun ‘plentyn’ a dewisiwch ei oed (ef/hi)
- Ar un ochr o’r llun, nodwch yr anghenion sy’n cysylltu â datblygiad cyfannol y plentyn
- Ar yr ochr arall, nodwch sut medrch chi, fel athro, ddatblygu’r agweddau hynny.

'DANCE OF DEVELOPMENT'

The developmental process for children does not occur in a step-by-step linear fashion. Rather, it zigzags, or dances, side to side and forward and backward, but with a net movement forward. Development is a gradual process, not an event, though children are often expected to force-fit their individual dance of development into the straight lines of grade progression and one-size- fits-all developmental expectations.

Voco, Duci, Tahsini (2014 p.21)


Tasg
Dychmygwch eich bod yn rhoi cyflwyniad ar gynnwys y sesiwn heddiw i athrawon mewn ysgol.
Lluniwch restr o’r prif bwyntiau sydd angen i chi eu cynnwys yn y cyflwyniad.
Byddwch yn barod i drafod ac adrodd ‘nôl…

"Children represent the future, and ensuring their physical, socio-emotional and language and cognitive development ought to be a priority for all societies. Children are particularly vulnerable to malnutrition and infectious diseases, many of which can be effectively prevented or treated."

World Health Organisation

Cyfeirnodau /REFERENCES

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Cyfeirnodau/ REFERENCES

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https://www.simplypsychology.org/simplypsychology.org-Jean-Piaget.pdf