

**Trawsnewid Addysg,
Trawsnewid Bywydau**

**Transforming Education,
Transforming Lives**

*Trawsnewid Addysg, Trawsnewid Bywydau
Transforming Education, Transforming Lives*

ECAD6015 ~ BA3
Arwain y Dysgu
Leading the Learning





'Newid safiad' ar gyfer PAP3



'Changing of Stance' for PTE3

Camu I mewn l'ch
'Hunaniaeth Athro'

Edrych ar ein datblygiad
personol

Myfyrio ar eich cynllun
gweithredu



Stepping into your 'Teacher
identity'

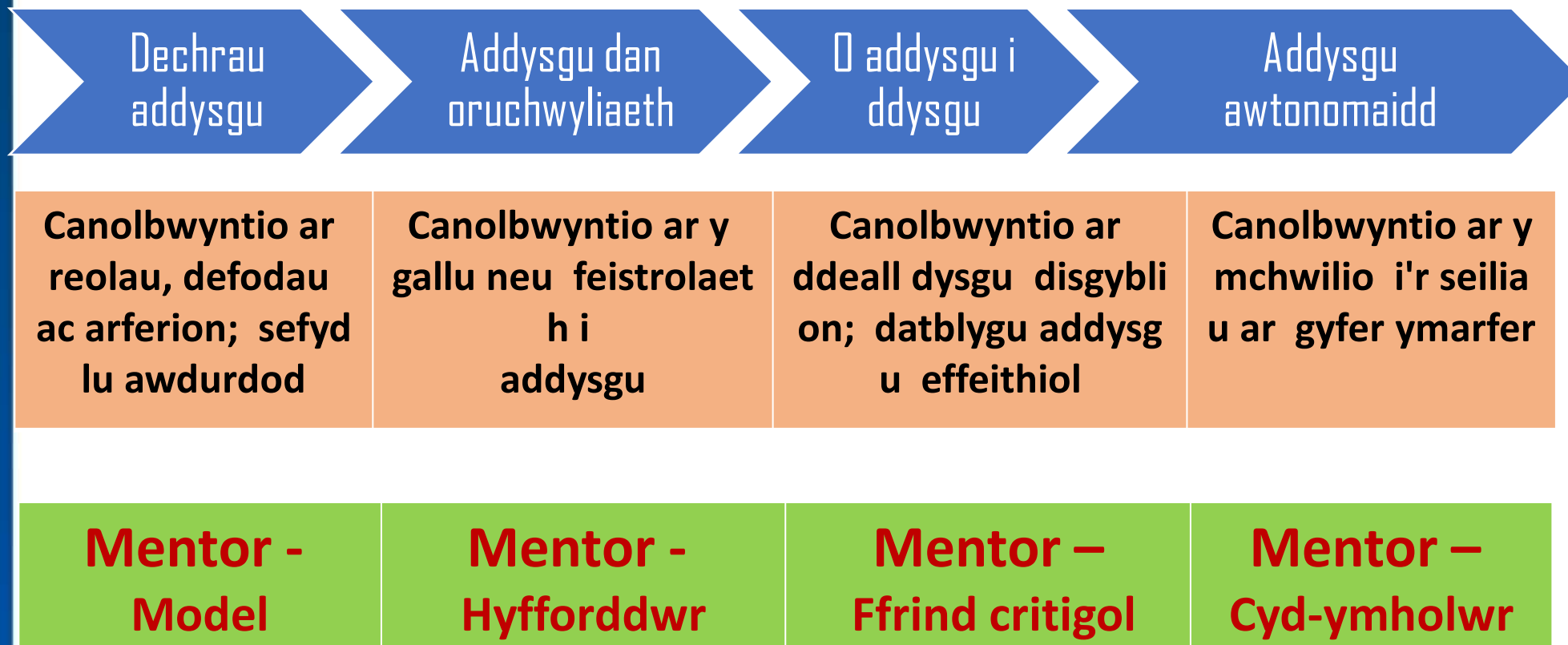
Looking at our own
progress

Reflect on your action plan



Furlong & Maynard (1995 t.181)

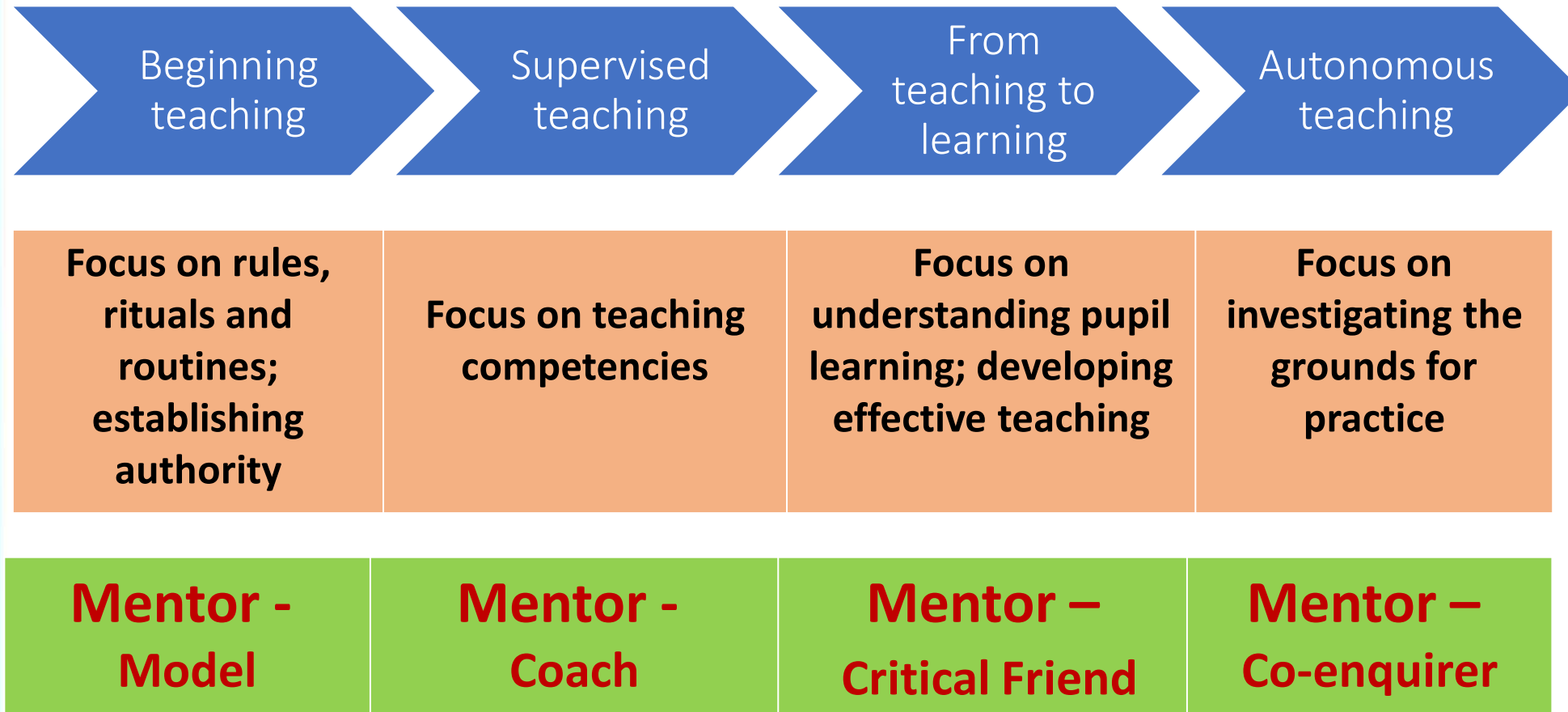
Camau datblygiad myfyrwyr





Furlong & Maynard (1995 p.181)

Stages of human development





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TASK



Pum maes gwybodaeth

Five domains of knowledge



Deallusol

Dysgu am addysgu

Intellectual
Learning about teaching



Arfer Anuniongyrchol

Dysgu trwy weithgaredd
ymarferol

Indirect Practice
Learning through practical
activity



Dysgu Integredig:

Dysgu trwy addysgu

Integrated Learning
Learning through
teaching



Ymarferwyr Arbenigol

Dysgu gan fentoriaid a
thiwtoriaid profiadol

Expert Practitioners
Learning from experienced
mentors & tutors



Gwybodaeth Bersonol

Dysgu o'ch profiad
personol

Personal Knowledge
Learning from your
personal experience



Taith y darpar athro:

Athro Dechreuol

Rydych chi'n canolbwyntio arnoch chi'ch hun fel dysgwr ac yn ymgymryd â dysgu heriol a chymhleth.

Gwybodaeth Ddeallusol:

- Deall y sylfaen ymchwil ar gyfer y Cwricwlwm i Gymru
- Dechrau deall dull moesegol o ymchwil athrawon

Arfer Anuniongyrchol:

- Deall sut mae egwyddorion cynnydd yn ymwneud â chynllunio
- Dysgu sut i weithio ar y cyd ag athrawon, disgyblion a chymheiriaid

Dysgu Integredig:

- Cymryd rhan mewn cyd-gynllunio a chyd-addysgu.
- Deall bod addysgu'n cael ei lywio gan nifer o ddewisiadau proffesiynol ac addysgeol

Ymarferwyr Arbenigol:

- Adeiladu perthynas broffesiynol â mentoriaid ac ymateb i gyngor
- Ymgysylltu ag athrawon profiadol trwy arsylwi a thrafod eu gweithredoedd

Gwybodaeth Bersonol:

- Ail-archwilio eich credoau am addysg
- Herio eich dealltwriaeth o stereoteipiau a rhagdybiaethau

Athro Datblygol

Rydych chi'n ystyried y rôl ddeuol o fod yn ddysgwr ac yn athro sy'n canolbwyntio mwy ar gynnydd disgyblion.

Gwybodaeth Ddeallusol:

- Datblygu dealltwriaeth o sut mae ymchwil yn effeithio ar ddysgu disgyblion e.e. dylunio cwricwlwm
- Datblygu safbwynt beirniadol trwy gymryd ymagwedd amheugar at ymchwil

Arfer Anuniongyrchol:

- Ymarfer a beirniadu cynllunio ar gyfer cynnydd ar draws y cwricwlwm
- Dysgu sut i gymryd rhan mewn adfyfrio cydweithredol cymdeithasol

Dysgu Integredig:

- Addysgu gyda chefnogaeth gan gymryd rhan mewn cynllunio cydweithredol
- Datblygu sylfaen dystiolaeth ar gyfer penderfyniadau a wneir yn yr ystafell ddosbarth

Ymarferwyr Arbenigol:

- Cymryd rhan mewn sgysiau proffesiynol gyda mentoriaid am eich profiadau dysgu ac addysgu
- Ceisio cyngor gan athrawon a thiwtoriaid i wella arfer personol

Gwybodaeth Bersonol:

- Datblygu athroniaeth bersonol am addysg
- Ystyried eich barn am y norm nodweddiadol wrth edrych ar anghenion unigol

Athro Proffesiynol

Rydych chi'n symud i fod yn athro annibynnol lle mae eich datblygiad proffesiynol wedi'i integreiddio â dysgu disgyblion.

Gwybodaeth Ddeallusol:

- Gallu cyfiawnhau dewisiadau addysgeol yn yr ystafell ddosbarth trwy integreiddio theori ac arfer
- Bod yn ymchwilydd medrus

Arfer Anuniongyrchol:

- Cynllunio'n effeithiol ar gyfer cynnydd ar draws cyfres o brofiadau dysgu
- Adfyfrio gydag eraill a thrawsnewid syniadau i'ch ystafell ddosbarth eich hun

Dysgu Integredig:

- Addysgu'n annibynnol gan gysylltu'r hyn a ddysgir â sefyllfaoedd bywyd go iawn
- Defnyddio ymchwil bersonol a gwybodaeth broffesiynol i lywio cynllunio

Ymarferwyr Arbenigol:

- Ymgysylltu â mentoriaid mewn ffordd gydweithredol e.e. cyd-ymholiad
- Bod yn hunangvfeiriedig wrth gynllunio ar gyfer gwelliant proffesiynol personol Gwybodaeth Bersonol:
- Cymryd camau cadarnhaol i fynd i'r afael ag anghyfiawnder cymdeithasol
- Cymryd safbwynt cynhwysol yn hyderus lle mae dysgwyr unigol yn cael eu gwerthfawrogi



Student-teacher Journey:

Beginner Teacher

You focus on yourself as a learner and engage in challenging and complex learning.

Intellectual Knowledge:

- Understand the research-base for the *Curriculum for Wales*
- Begin to understand an ethical approach to teacher research

Indirect Practice:

- Understand how the principles of progression relate to planning
- Learn how to work collaboratively with teachers, pupils and peers

Integrated Learning:

- Participate in joint-planning and joint-teaching.
- Understand that teaching is informed by a number of professional and pedagogical choices

Expert Practitioners:

- Build professional relationships with mentors and respond to advice
- Engage with experienced teachers through observing and discussion their actions

Personal Knowledge:

- Re-examine your beliefs about education
- Challenge your understanding of stereotypes and assumptions

Developing Teacher

You consider the dual role of being a learner and a teacher focusing more on pupil progression.

Intellectual Knowledge:

- Develop an understanding of how research impacts on pupil learning e.g. curriculum design
- Develop a critical stance by adopting a sceptical approach to research

Indirect Practice:

- Rehearse and critique planning for progression across the curriculum
- Learn how to participate in social collaborative reflection

Integrated Learning:

- Teach with support engaging in collaborative planning
- Develop an evidence-base for decisions made in the classroom

Expert Practitioners:

- Participate in professional conversations with mentors about your teaching and learning experiences
- Actively seek advice from teachers and tutors to improve personal practice

Personal Knowledge:

- Develop a personal philosophy of education
- Consider your views of the typical norm when looking at individual needs

Professional Teacher

You move to being an independent teacher where your professional development is integrated with pupil learning.

Intellectual Knowledge:

- Be able to justify pedagogical choices in the classroom by integrating theory and practice
- Be a skilled researcher

Indirect Practice:

- Effectively plan for progression across a series of learning experiences
- Reflect with others and transform ideas to your own classroom

Integrated Learning:

- Teach independently connecting what is learnt with real-life situations
- Use personal research and professional knowledge to inform planning

Expert Practitioners:

- Engage with mentors in a collaborative way e.g. co-enquiry
- Be self-directed in planning for personal professional improvement

Personal Knowledge:

- Take positive steps to address social injustice
- Confidently adopt an inclusive stance where individual learners are valued

BA Addysg Gynradd (SAC) Llwybr Cwricwlwm Sbiral

Asesiadau					
1	Pwy ydw i'n ei ddysgu?	4	Arwain y Dysgu	5	SAC
2	Ble dw i'n addysgu?	6	Trawsgwricwlaidd/ Dyfnhau Ymarfer		
3	Ymchwilio i'r dysgu				

Lefel 4



Dechrau bod yn athro

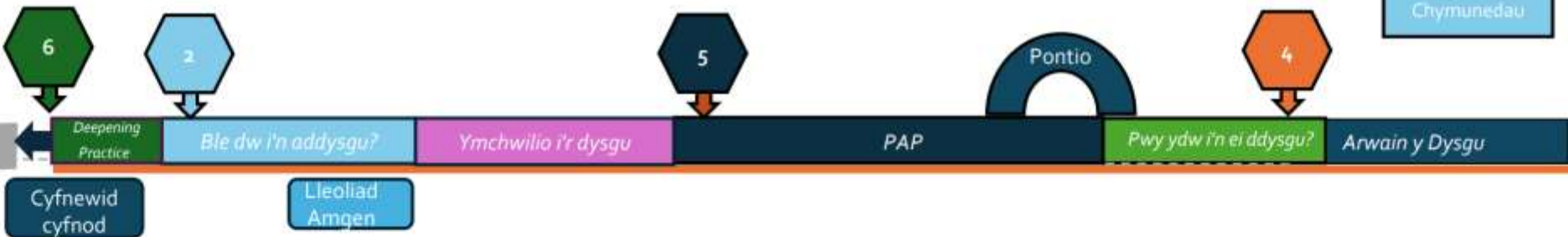
Tiwtor Personol
Cymraeg mewn
Ymarfer Proffesiynol.



Lefel 5.



Yn datblygu fel athro



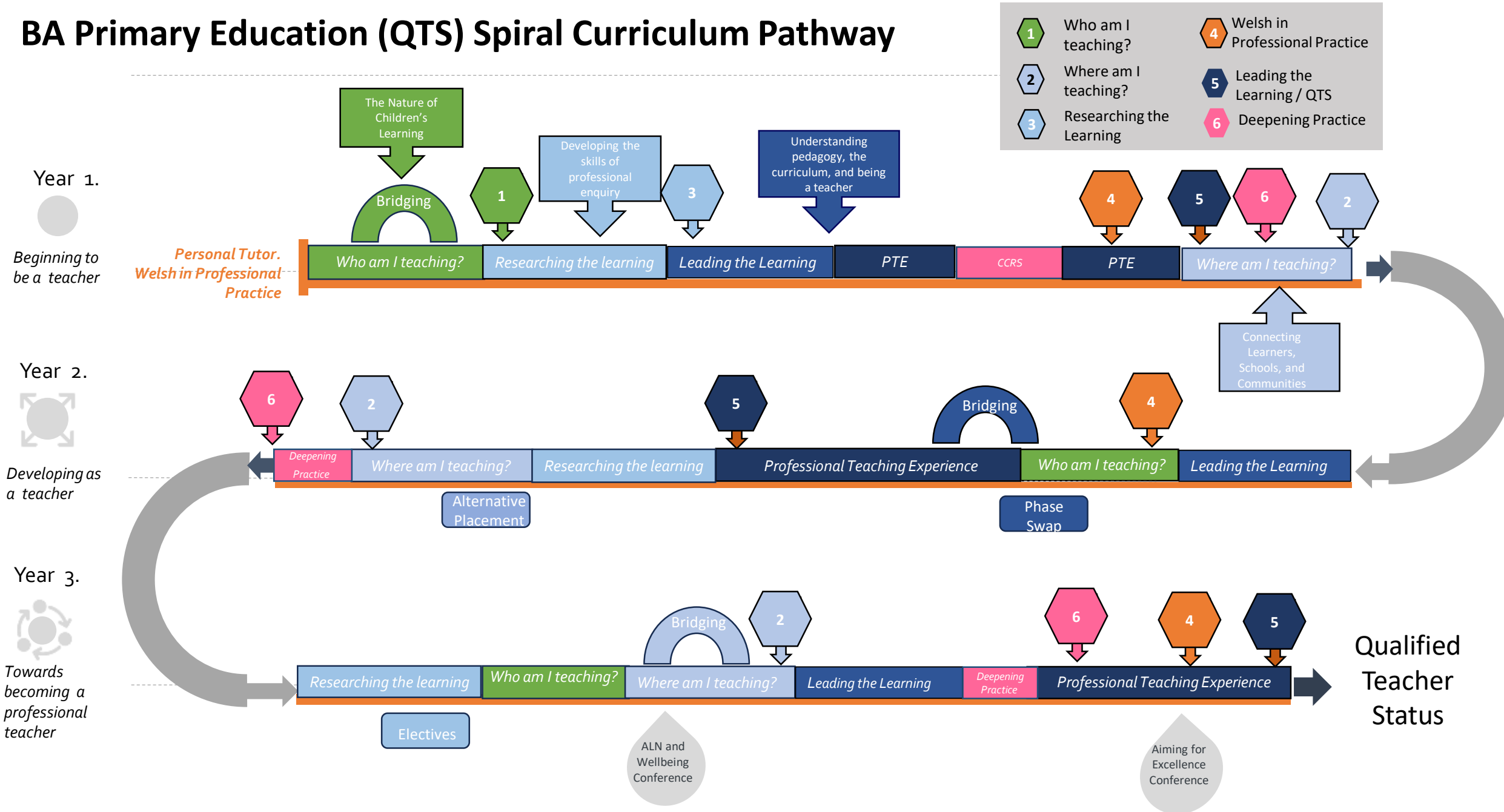
Lefel 6.



Tuag at ddod yn athro proffesiynol



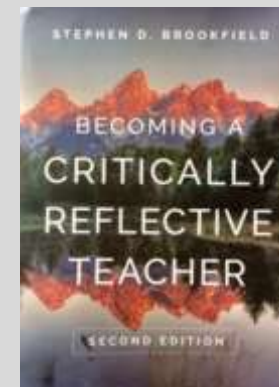
BA Primary Education (QTS) Spiral Curriculum Pathway





Edrych ar ein datblygiad personol

Looking at our own progress



1995

Critical reflection:

"...the process by which we research the assumptions informing our own practice by viewing these through four complementary lenses. [...] so that we can make visceral connections to and gain a better understanding of, the pleasures and terrors our own students are experiencing."
(Brookfield, 2006, p26)



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Edrych ar ein datblygiad personol

Looking at our own progress

HUNAN

Ein
hunangofiant
ein hunain fel
athrawon a
dysgwyr

MYFYRWYR

Drwy lygaid
ein myfyrwyr.

CYFOEDION

Profiadau ein
cydweithwyr

Ysgoloriaeth

Llenyddiaeth
ddamcaniaethol

Self

Our own
autobiography
as teachers and
learners

Students

Through the
eyes of our
students

Peers

Our colleagues'
experiences

Scholarship

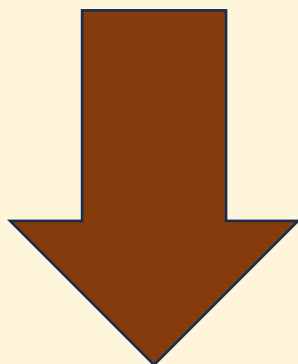
Theoretical
Literature



Meddwl yn feirniadol

'Dehongli a gwerthuso
arsylwadau'n weithredol'
('ymwybyddiaeth meta')

Mae hyn bob amser yn
canolbwyntio ar y presennol.



Myfyrdod beirniadol

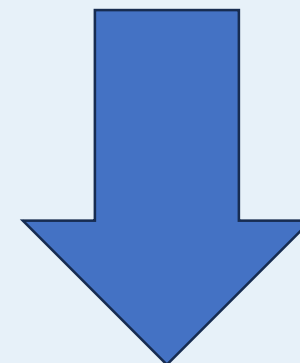
'meddwl yn bwrpasol am
brofiad i ddeall a dysgu ar gyfer y
dyfodol'

Mae hyn bob amser yn
canolbwyntio yn y gorffennol.

Critical Thinking

'active interpretation and
evaluation of observations'
('meta awareness')

This always has a present focus.



Critical Reflection

'purposeful thought about
experience to understand and
learn for the future'

This always has a past focus



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Ystyriwch eich cynllun gweithredu gan gyfeirio at lensys Brookfield.
Consider your action plan with reference to Brookfield's lenses.

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Hunan/Self

Myfyrwyr/Students

Cyfoedion/Peers

Ysgoloriaeth/Scholarship

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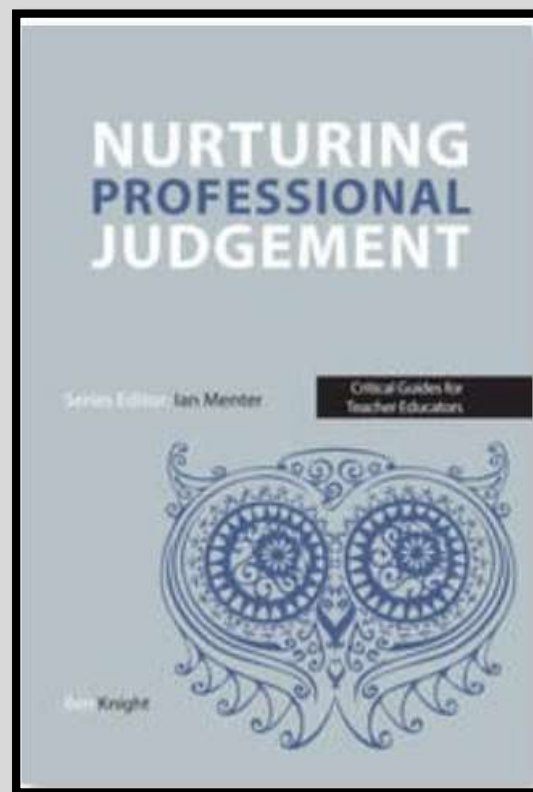
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Astudiaeth achos

Case study

'Luke'



Case Study 'Luke' ~ 3rd year BA, morning maths lesson

Professional judgement during teaching practicum.

The lesson begins with a short period of direct instruction in which Luke explains the intended learning for the lesson and briefly recaps how this will build on learning from the previous few lessons. Through questioning he judges that several pupils have not retained key concepts from the previous lessons and so he decides to spend a few extra minutes revising these. He then introduces the new method for the current lesson but realising that some pupils will not be able to complete the activities he planned for today due to a lack of understanding, he decides on the spot to work more with these pupils and to ask the other to begin working on their warm-up tasks. He asks his teaching assistant (whom he had planned to support two particular pupils) to supervise this transition and ensure the pupils settle quickly into their activities while he works with the pupils who require more support. There is some fuss and disruption which requires intervention, so he and the TA agree to swap roles momentarily and the TA works with his small group while Luke establishes calm among the rest of the class. The TA then begins working with their designated pupils and Luke resumes teaching his small group, eventually sending them to their table groups to undertake the planned tasks.

Later in the lesson, Luke follows his lesson plan and checks the pupils' learning of a number concept by asking some informal assessment questions and inviting them to show with their thumbs up or down how well they have understood. For one such question, only three pupils put their thumbs to indicate that they have understood, all other thumbs are down. He decides that he could support all pupils by asking the three who have understood to come to the front and invite those who have not to ask them questions. This was not on his lesson plan but this way all pupils have the potential to learn and be challenged. He reinforces this by organising a physical demonstration of the number concept using a range of pupils from all groups. This was also not on his plan but occurred to him in the moment. Judging that enough pupils have now shown they understand the concept and realising that they will not have time to complete all the tasks he set, he tells pupils to complete the task that they are on, before closing their books and waiting for the next instruction.

Eich meddyliau ~ Your thoughts



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Astudiaeth achos ~ Case study: 'Luke'

A yw'r athro uchelgeisiol yn dod yn un sy'n gallu
barnu beth sydd orau?

Is the aspiring teacher becoming one who can judge
what is best?



Astudiaeth achos ~ Case study: 'Luke'

Nodweddion

- Myfyrdodau gonest a realistig ar eu haddysgu
- Arsylwi canlyniadau o'u gweithredoedd addysgu
- Agored ynglŷn â chamgymeriadau a methiannau
- Hyblygrwydd wrth feddwl am eu cyfyngiadau a'u parodrwydd i geisio cefnogaeth
- Awydd i ddilyn eu greddf
- Cynllunio gwersi trylwyr
- Tuedd i wyro oddi wrth eu cynlluniau ar adegau
- Mae ymatebolrwydd o'r fath yn gofyn am ymreolaeth (asiantaeth)

Traits

- Honest and realistic in reflections on their teaching
- Noticing the consequences of their teaching actions
- Open about mistakes and failures
- Flexibility in thinking about their limitations and willingness to seek support
- Keenness to follow their instincts
- Thorough lesson planning
- A tendency to deviate from their plans at times
- Such responsiveness requires autonomy (agency)



Amser ar gyfer cwestiynau



Time for questions





Rhestr Gyfeiriadau/References List

- Brookfield, S., 1995. *Becoming a critically reflective teacher*. San Francisco, CA: Wiley and Sons.
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- Knight, B. (2023). *Nurturing Professional Judgement* (1st ed.). Routledge
- Menter, I (2014). *Beginning Teachers' Learning, Making experience count*. Critical Publishing Ltd