ADDYSGEG Y DYSGU SYLFAEN
FOUNDATION PHASE PEDAGOGY

ADDYSEG

- Trafodwch:
- 1. Ystyr y term addysgeg
- 2. Sut ellir ei ddiffinio?
- 3. O ble daw'r cysyniad o addysgeg?
- 4. A yw'n bwysig i addysgwyr ei ddeall?
- 5. Oes gwahanol fathau o addysgeg?
- • Cyflwynwch eich ymateb ar lafar wedi'r trafod.

PEDAGOGY

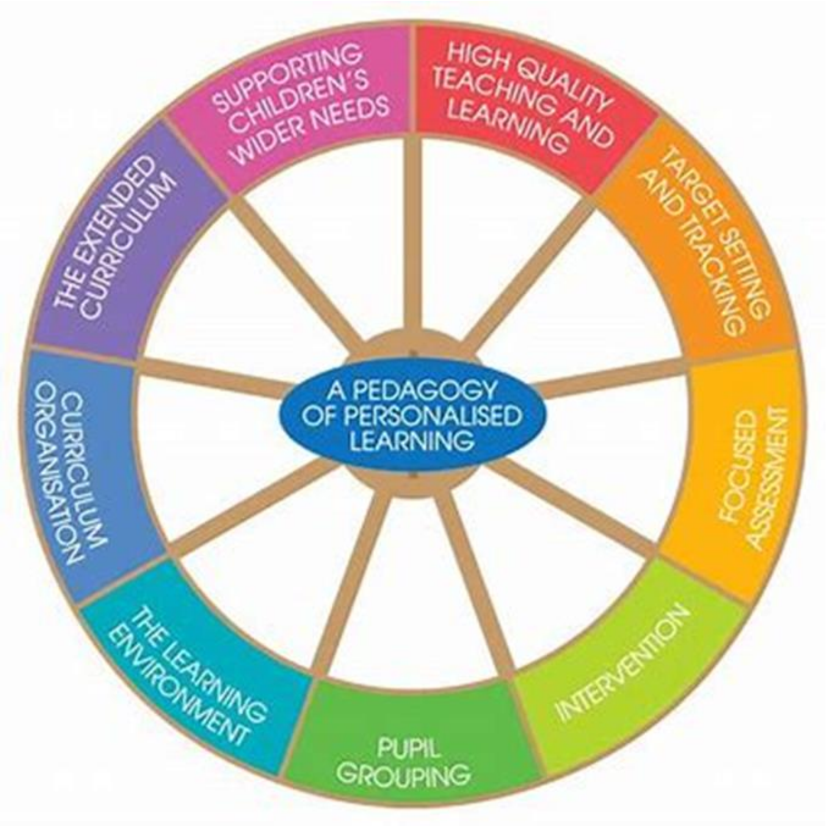
- Discuss:
- 1. The meaning of pedagogy.
- 2. How can it be defined?
- 3. Where does the notion stem from?
- 4. Is it important for educators to understand?
- 5. Are there differing pedagogies?

• Present your findings following your discussion.

What do we mean by pedagogy?

Pedagogy is defined simply as the method, and practice, of teaching.

- It encompasses: Teaching styles ,Teaching theory, Feedback and assessment.
- When people talk about the pedagogy of teaching, they will be referring to the way teachers deliver the content of the curriculum to a class.
- When a teacher plans a lesson, they will consider different ways to deliver the content. That decision will be made based on their own teaching preferences, their experience, and the context that they teach in. How does the setting change the pedagogical approach?
- Differences in the age of the pupils and the content being delivered can influence the pedagogical practices a teacher will choose to use.
- Teachers will use research from many different academic disciplines to inform their decisions, alongside their experience teaching those age groups. For example, a teacher in EY may reference cognitive development research and their experience of the success of adult-directed play.
- The justifications behind the decisions will become the pedagogical principles, and every teacher will develop their own pedagogical principles over time.



Mae dysgu'n dibynnu ar y dulliau addysgegol a'u defnyddir gan athrawon yn y dosbarth. Gwna addysgeg gyfeirio at y rhyngweithiad rhwng athrawon, y disgyblion, yr amgylchedd ddysgu a'r gweithgareddau y'u gwneir.

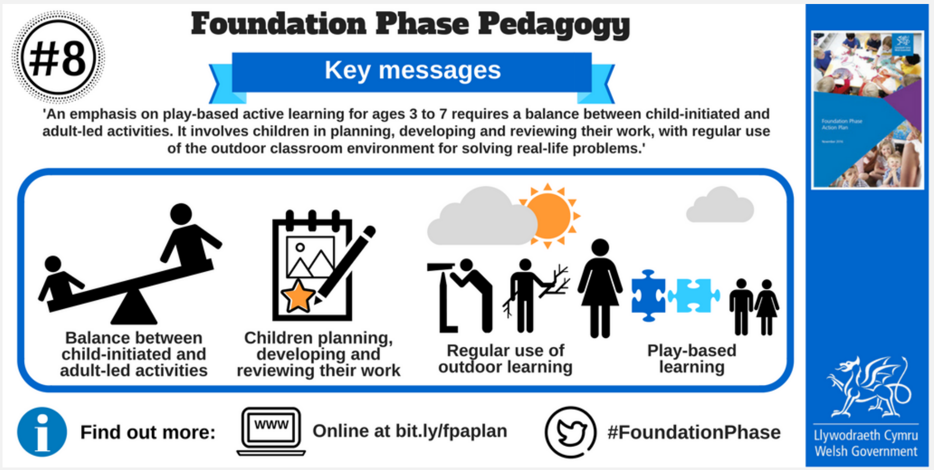
Learning is dependent on the pedagogical approaches teachers use in the classroom. Pedagogy refers to the interactions between teachers, students, and the learning environment and the learning tasks.

Addysegeg

• Defnyddir y term ‘addysgeg’ i gyfeirio at y berthynas gymhleth rhwng dysgu ac addysgu. Mae’n cynnwys y cysyniad o’r ymarferydd fel hwylusydd dysgu, gan ymateb i anghenion unigolion, parodrwydd i ddysgu ochr yn ochr â’r plant, defnyddio dulliau priodol i reoli’r broses ddysgu a myfyrio’n barhaus ar arfer a’i gwella o ganlyniad i waith ymchwil.

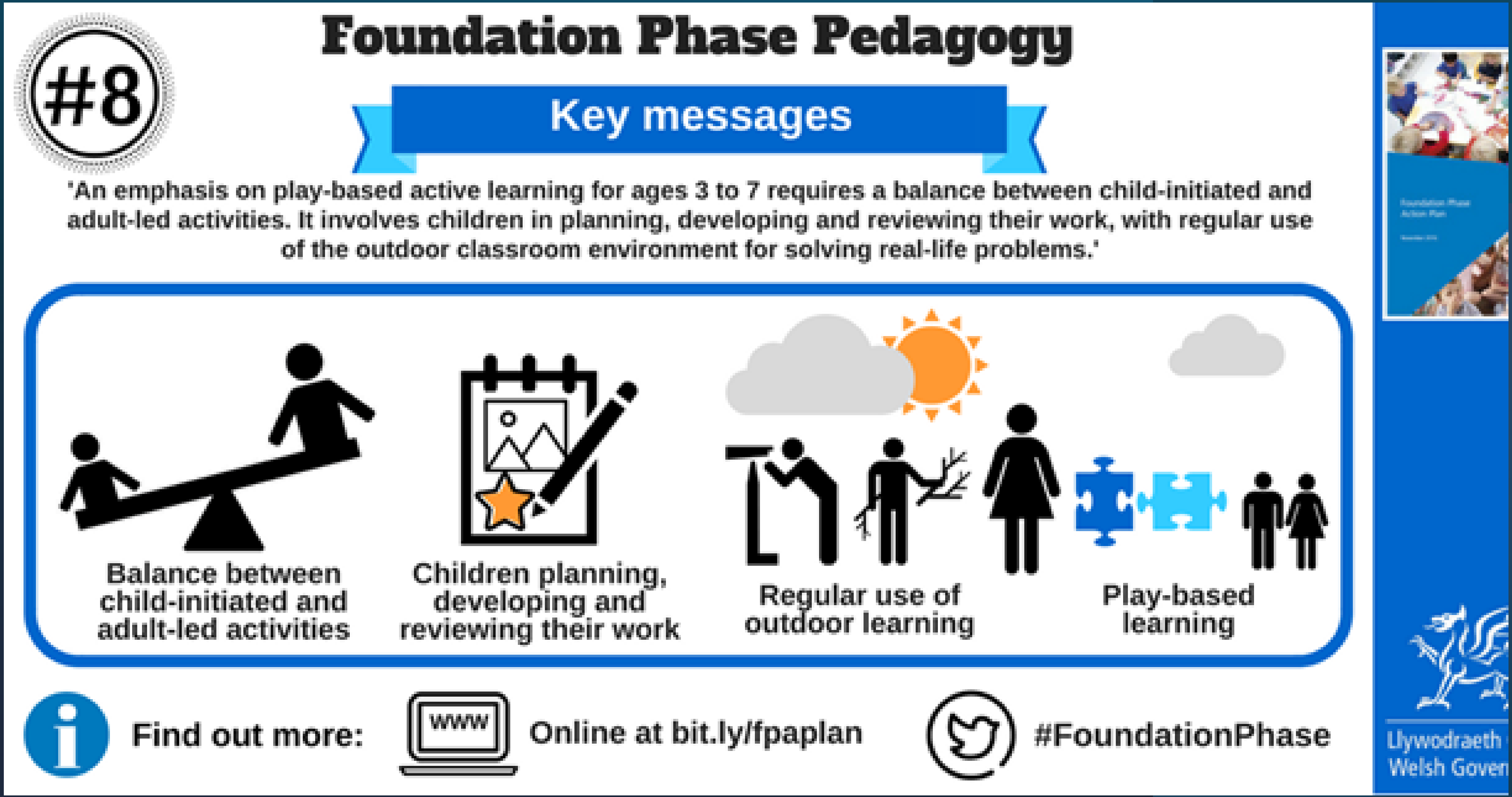
(LlC, 2008:26)

Pedagogy



• The term ‘pedagogy’ refers to the complex relationship between learning and teaching. It embraces the concept of the practitioner as a facilitator of learning, responding to the needs of individuals, willing to learn alongside the children, using appropriate methods to manage the process of learning and continually reflecting on and improving practice in the light of research.

(WG, 2008:26)


#8
Foundation Phase Pedagogy
Key messages
'An emphasis on play-based active learning for ages 3 to 7 requires a balance between child-initiated and adult-led activities. It involves children in planning, developing and reviewing their work, with regular use of the outdoor classroom environment for solving real-life problems.'
Balance between child-initiated and adult-led activities
Children planning, developing and reviewing their work
Regular use of outdoor learning
Play-based learning
Find out more:
www
Online at bit.ly/fpaplan
#FoundationPhase
Llywodraeth

Addysgeg y Dysgu Sylfaen
Foundation Phase Pedagogy

Natur gyfannol dysgu.
Mae pob agwedd ar ddysgu wedi'u cydgysylltu ar gyfer plant ifainc; **dydyn nhw ddim yn rhannu eu dysgu a'u dealltwriaeth yn feysydd o'r cwricwlwm**.
(LLC, 2008:5)

The holistic nature of learning.
All aspects of learning are interlinked for young children; **they do not compartmentalise their learning and understanding into curriculum areas**.
(WG, 2008:5)

A spider...

~~Today I saw a spider...~~
Today I developed my observational skills. I practised new vocabulary, such as, weave, web, woven and spindley. I learnt to be gentle and take care of other living things. I learnt that not all spiders are black, I updated the schemas little boxes in my brain with new information.

Y Plentyn fel dysgwr

- Mae profiadau synhwyraidd yn chwarae rhan fawr yn y ffordd y mae plant ifanc yn llunio cysyniadau. Drwy ailadrodd profiad dysgu maen nhw'n datblygu cynllun neu batrymau o feddyliau sy'n cael eu cryfhau nes iddyn nhw allu gwneud cysylltiadau.
- Mae rhyngweithio cymdeithasol a siarad/cyfathrebu yn helpu plant i ddysgu gydag eraill a dysgu ganddyn nhw. Maen nhw'n dysgu i gymryd eu tro ac wrth i'w sgiliau geirfa ac iaith ddatblygu gallan nhw siarad am eu profiadau a chyfathrebu gydag eraill mewn gweithgareddau grwp.

The child as a learner

- Sensory experiences play a large part in the way very young children build up concepts. By repeating a learning experience they develop schema or patterns of thoughts that are strengthened until they are able to make connections.
- Social interaction and talk/communication helps children learn with and from others. They learn to take turns, and as their vocabulary and language skills develop they are able to talk about their experiences and communicate with others in group activities.

Making play inclusive - Messy play

Anianawdau

- https://youtu.be/vZ1mZgysqnA

Dispositions

- https://youtu.be/vZ1mZgysqnA

Rôl yr oedolyn The adult’s role

- Bydd ymarferydd myfyriol y Dysgu Sylfaen yn meddu ar:

• wybodaeth a dealltwriaeth o ddatblygiad plant a sut mae plant ifanc yn dysgu

• gwybodaeth am y saith Maes Dysgu yn y cwricwlwm

• sgiliau a gwybodaeth am ddarparu’r amgylcheddau a’r profiadau dysgu gorau er mwyn cymell plant a’u hysgogi i ddysgu

• sgiliau a gwybodaeth am arfer da wrth addysgu plant ifanc

• sgiliau a gwybodaeth am arfer da wrth arsylwi ac asesu cynnydd plant a chynllunio ar gyfer y continwwm dysgu

• sgiliau a gwybodaeth am gydweithio ag eraill er mwyn rhannu arfer da a myfyrio ar ymchwil addysgol s

• datblygu sgiliau, gwybodaeth a dealltwriaeth broffesiynol yn barhaus

- The reflective Foundation Phase practitioner will have:

• knowledge and understanding of child development and how young children learn s knowledge of the seven curriculum Areas of Learning

• skills and knowledge of providing the best learning environments and experiences to motivate children and stimulate their learning

• skills and knowledge of good practice in teaching young children

• skills and knowledge of good practice in observation and assessment of children’s progress and planning for the continuum of learning

• skills and knowledge of working collaboratively with others to share good practice and reflect on educational research

• continually developing professional skills, knowledge and understanding

Cwricwlwm i Gymru

Y Deuddeg Egwyddor Addysgegol

- Mae addysgu a dysgu da yn canolbwyntio'n gyson ar ddibenion cyffredinol y cwricwlwm.
- 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 galw am ddefnyddio cymysgedd o ddulliau sy'n cynnwys addysgu uniongyrchol.
- Mae addysgu a dysgu da yn golygu defnyddio cymysgedd o ddulliau gan gynnwys y rheini sy'n hybu sgiliau datrys problemau, sgiliau creadigol a'r gallu i feddwl mewn modd beirniadol.
- 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 golygu dilyn egwyddorion asesu ar gyfer dysgu.
- Mae addysgu a dysgu da yn ymestyn oddi mewn ac ar draws Meysydd Dysgu a Phrofiad.
- Drwy addysgu a dysgu da bydd y Cyfrifoldebau Trawsgwricwlaidd, gan gynnwys llythrennedd, rhifedd a chymhwysedd digidol, yn cael eu cryfhau'n gyson a chyfleoedd yn cael eu darparu i'w harfer.
- Mae addysgu a dysgu da yn cymell plant a phobl ifanc i gymryd cyfrifoldeb cynyddol dros eu dysgu eu hunain.
- Mae addysgu a dysgu da yn hybu datblygiad cymdeithasol ac emosiynol a pherthnasoedd cadarnhaol.
- Mae addysgu a dysgu da yn hybu cydweithio.

"Mae addysgeg yn cwmpasu mwy na'r 'addysgu' sy'n digwydd drwy ddulliau yn yr ystafell ddosbarth yn unig. Mae'n ymwneud â dethol y dulliau hynny'n ystyriol yng nghyd-destun dibenion y cwricwlwm ac anghenion a chyfnod datblygiadol y plant a phobl ifanc. Mae'n galw am gyfuno gwybodaeth a sgiliau damcaniaethol ac ymarferol â barn fanwl ynghylch yr hyn sydd ei angen i hybu dysgu effeithiol mewn cyd-destunau penodol. Mae wrth wraidd yr hyn sy'n gwneud athro neu athrawes ragorol."

Dyfodol Llwyddiannus, 2015, p.63

"Wrth gynllunio eu cwricwlwm, dylai ysgolion ystyried y dulliau addysgegol y bydd angen iddyn nhw eu defnyddio i gefnogi dysgwyr i wireddu'r pedwar diben. Dylai ysgolion geisio datblygu gweledigaeth gref o ddysgu ac addysgu sy'n ystyried 'pam' a 'sut' yn ogystal â 'beth'."

https://hwb.gov.wales/cwricwlwm-i-gymru/cynllunio-eich-cwricwlwm/ystyriaethau-gweithredu-ac-ymarferol/#addysgeg

Curriculum for Wales

The Twelve Pedagogical Principles

- Good teaching and learning maintains a consistent focus on the overall purposes of the curriculum.
- 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 means employing a blend of approaches including direct teaching.
- Good teaching and learning means employing a blend of approaches including those that promote problem solving, creative and critical thinking.
- 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 means employing assessment for learning principles.
- Good teaching and learning ranges within and across Areas of Learning and Experience.
- Good teaching and learning regularly reinforces Cross-curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practise them.
- Good teaching and learning encourages children and young people to take increasing responsibility for their own learning.
- Good teaching and learning supports social and emotional development and positive relationships.
- Good teaching and learning encourages collaboration.

"Pedagogy is about more than 'teaching' in the narrow sense of methods used in the classroom. It represents the considered selection of those methods in light of the purposes of the curriculum and the needs and developmental stage of the children and young people. It combines theoretical and practical knowledge and skills with fine judgement about what is required to promote effective learning in particular contexts. It lies at the heart of what it means to be an excellent teacher."

Successful Futures, 2015, p.63

"In designing their curriculum, schools should consider the pedagogical approaches they will need to employ to support learners in realising the four purposes. Schools should seek to develop a strong vision of learning and teaching which considers the 'why' and 'how' as well as the 'what'."

https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/implementation-and-practical-considerations#pedagogy

For further information and support, please contact **Kathryn Lewis, Strategic Lead for Curriculum Reform**: Kathryn.A.Lewis@cscjes.org.uk

Beth yw chwarae? What is play?

(Tinney, 2019)

Beth yw chwarae?

Cymdeithasol

Heb strwythur

Rhyddid

Archwilio

Creadigrwydd

Corfforol

Iaith

Proses nid cynnyrch

(Tinney, 2019)

Emosiynol

Gwybyddol

Maths a gwyddoniaeth

Datrys problemau

Dysgu o gamgymeriadau

Asesu risg

Amgylchedd galluogol

HWYL

Ymgysylltu

What is play?

Social

Unstructured

Freedom

Exploration

Creativity

Physical

Language

Process not a product

(Tinney, 2019)

Emotional

Cognitive

Maths and science

Problem solving

Trial and error

Risk assessment

Enabling environments

FUN

Engagement

Mae chwarae yn **hanfodol**

- Ffordd sylfaenol o ddysgu
- Mynegi emosiynau
- Datblygiad gwybyddol
- Sgiliau cymdeithasol
- Datblygiad emosiynol
- Datblygiad corfforol
- Dychymyg a chreadigedd
- Yn cefnogi iechyd meddwl

Erthygl 31 yn y CCUHP-
Mae chwarae yn hawl sylfaenol.
(Unicef, 2024)

Play is **essential**

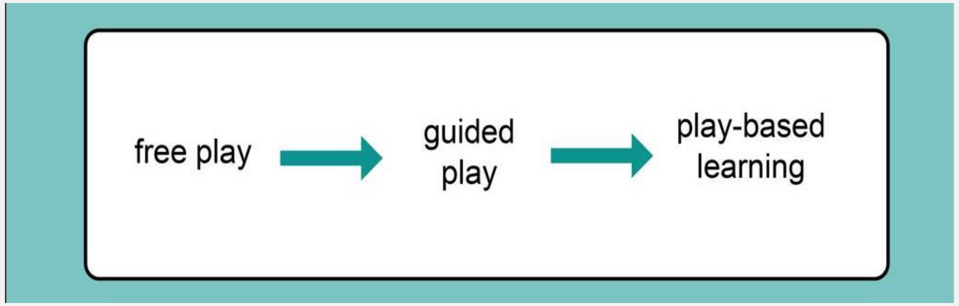
- A fundamental way to learn
- Express emotions
- Cognitive development
- Social skills
- Emotional development
- Physical development
- Imagination and creativity
- Supports mental health

Article 31 in the UNCRC-
Play is an essential need for every child.
(Unicef, 2024)

Categories of play

Many studies have tried to categorise play and have made different decisions. In this module, we will focus on the more common categorisation relating to the relative amount of power and control afforded to the players.

- **Free play** − Children have all the control therefore play is only directed by their interests and motivations. Children are completely free to choose what to play with, how to play and who (if anyone) to play with, without adult intervention. Practitioners observe and reflect.
- **Guided play** − Child-centred directed play with practitioner-child collaboration. The practitioner plans the learning environment and resources to engage children. The adult follows the lead of the child.
- **Play-based learning** − The practitioner plans for play-based experiences with learning intentions.



Examples

- **Free play** − The practitioner observes the children have been building a pirate ship from big blocks.
- **Guided play** − The practitioner adds bandanas, eye patches, Jolly Roger flags, etc. to the block area to enhance play.
- **Play-based learning** − The practitioner introduces golden coins to the block area and asks children to use the coins to 'buy' food for their pirate voyage. The practitioner has set learning intentions − they want the children to practise their addition and/or subtraction skills (i.e. learning intentions).
- Through effective observation we can manage the flow between different categories of play.

"Play is the foundation of learning, creativity, self-expression, and constructive problem-solving. It's how children wrestle with life to make it meaningful."
Susan Linn, contemporary American psychiatrist

"Play is the highest expression of human development in childhood for it alone is the free expression of what is in a child's soul."
Friedrich Froebel (1895–1852)

"Children need the freedom and time to play. Play is not a luxury. Play is a necessity."
Kay Redfield Jamison, contemporary American professor of psychiatry

"Almost all creativity involves purposeful play."
Abraham Maslow, American psychologist (1908–1970)

Play and Wellbeing

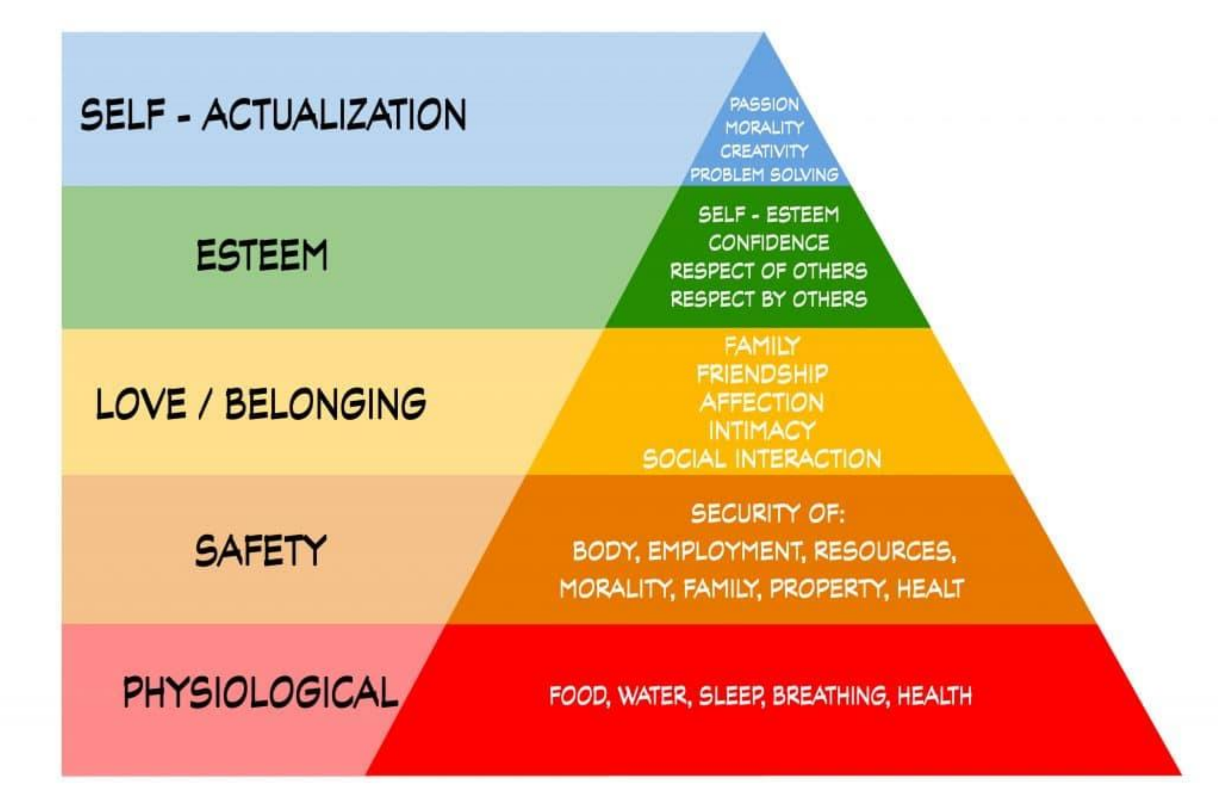
Research suggests that given the opportunity, children get wide-ranging exercise as well as significant mental health benefits from play.

For example:

- climbing develops strength, co-ordination, balance and risk-taking ability, as well as confidence and self-esteem
- running and chasing games develop fitness, stamina and agility.
- jumping and running develop bone density
- fantasy play can be a way of children making sense of difficult or distressing aspects of their life
- play can be fun and relaxing, a way of relieving or having time away from anxiety and stress. When playing children and young people do not have to conform to adult agendas."

Play and Health (Play Wales, 2021)

Hierarchaeth anghenion Maslow



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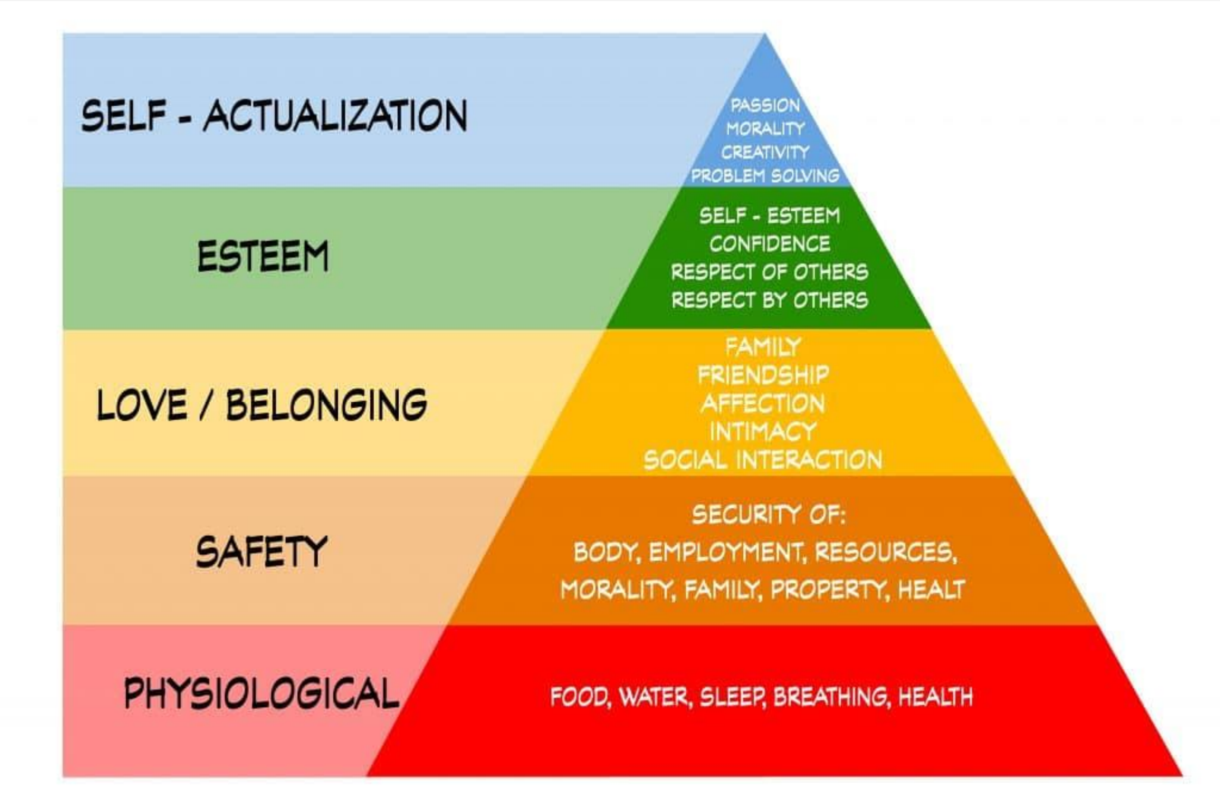
Maslow's Hierarchy of Needs



(Shutterstock, 2024)

Hierarchaeth Anghenion Maslow

5.Hunanwireddu: Mae chwarae'n caniatáu i unigolion archwilio eu doniau a'u diddordebau, gan feithrin creadigrwydd a thwf.
Mae chwarae distrwythur yn rhoi rhyddid, gan gefnogi archwilio a hunanfynegiant.

4.Hunan-barch: Mae chwarae'n hybu hunanhyder. Trwy chwarae creadigol gall plant fynegi eu hunain a rhoi hwb i'w synnwyr o werth.

3.Cariad/Perthyn: Mae chwarae cymdeithasol yn meithrin cysylltiadau ag eraill ac yn meithrin perthnasoedd.
Mae gweithgareddau grŵp yn annog rhannu ac adeiladu empathi, sy'n hanfodol ar gyfer ffurfio perthnasoedd ystyrlon

2.Diogelwch: Mae chwarae'n darparu cyfleoedd i blant archwilio eu hamgylcheddau yn ddiogel a lleoliadau rheoledig, gan eu haddysgu i asesu risg a magu hyder. Chwarae strwythuredig mae amgylcheddau hefyd yn helpu i greu ymdeimlad o sicrwydd a threfn arferol sy'n hanfodol ar gyfer sefydlogrwydd emosiynol.

1.Ffisiolegol: Mae chwarae corfforol yn hybu ymarfer corff gan sicrhau corff iach

Maslow’s Hierarchy of Needs

5.Self-actualization: Play allows individuals to explore their talents and interests, fostering creativity and growth. Unstructured play provides freedom, supporting exploration and self-expression.

4.Esteem: Play promotes self-confidence. Through creative play children can express themselves and boost their sense of worth.

3.Love/Belonging: Social play fosters connections with others and building relationships. Group activities encourage sharing and building empathy, critical for forming meaningful relationships

2.Safety: Play provides opportunities for children to explore their environments in safe and controlled settings, teaching them to assess risk and build confidence. Structured play environments also help to create a sense of security and routine which is vital for emotional stability.

1.Physiological: Physical play promotes exercise ensuring a healthy body

Meysydd dysgu a phrofiad

Y Celfyddydau Mynegiannol

Iechyd a Lles

Y Dyniaethau

Ieithoedd, Llythrennedd a Chyfathrebu

Mathemateg a Rhifedd

Gwyddoniaeth a Thechnoleg

Areas of learning and experience

Expressive Arts

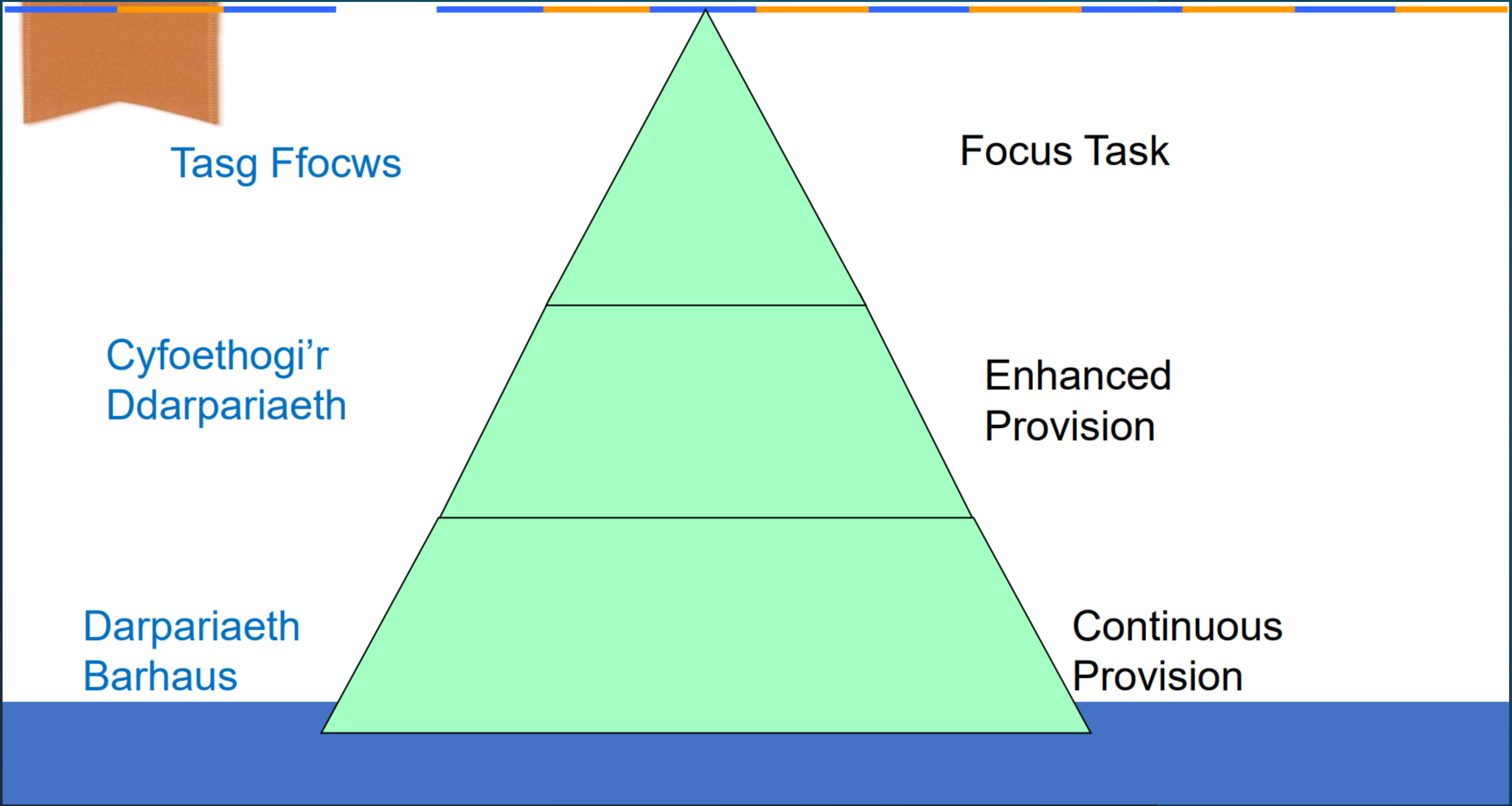
Health and Well-being

Humanities

Languages, Literacy and Communication

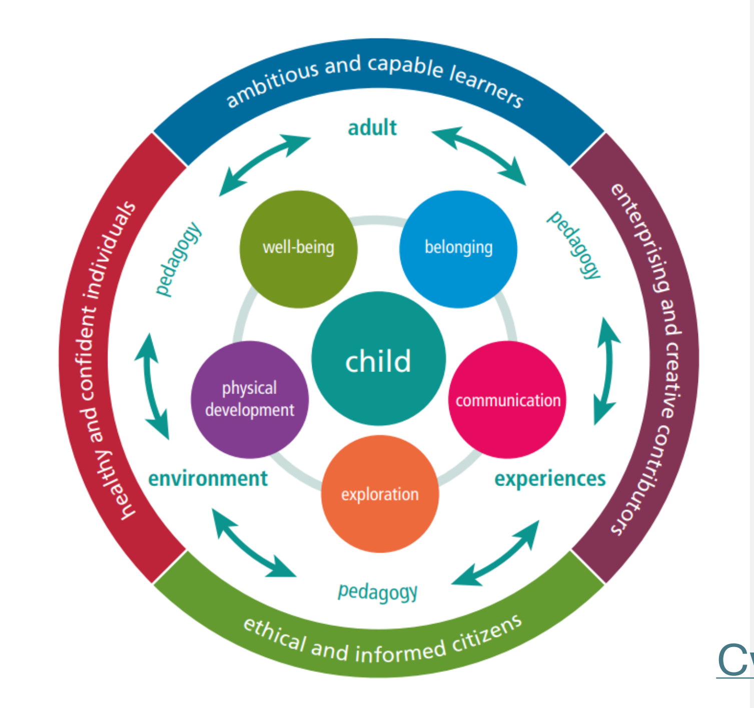
Mathematics and Numeracy

Science and Technology



Tasg Ffocws
Focus Task
Cyfoethogi'r Ddarpariaeth
Enhanced Provision
Darpariaeth Barhaus
Continuous Provision

Egwyddorion y Cwricwlwm Nas Cynhelir Y Pum Llwybr Datblygiadol



Perthyn

Cyfathrebu

Archwilio

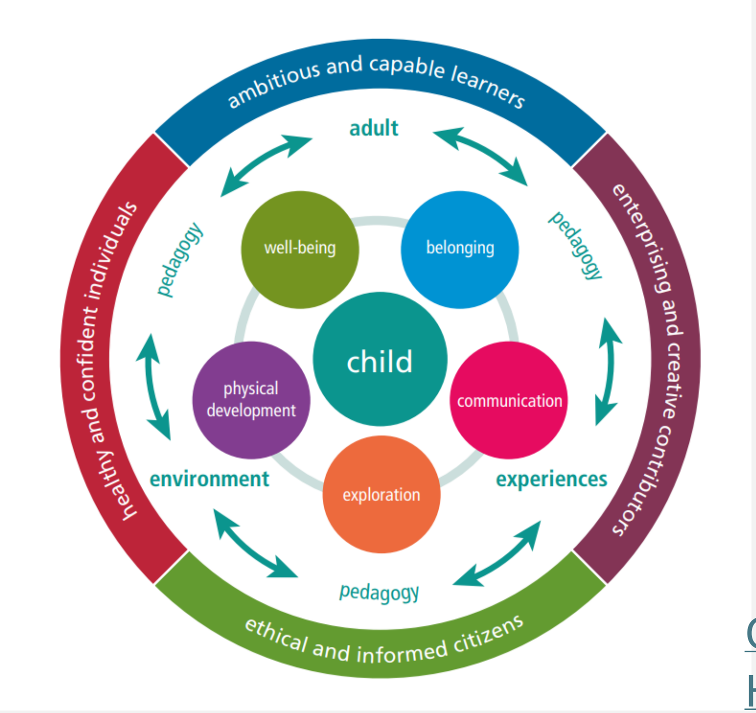
Datblygiad corfforol

Lles

(Welsh Government, 2024)

[Cwricwlwm ar gyfer lleoliadau meithrin a ariennir nas cynhelir - Hwb]

Non-Maintained Curriculum Principles
The Five Developmental Pathways



Belonging
Communication
Exploration
Physical development
Well-being

(Welsh Government, 2024)

[Curriculum for funded non-maintained nursery settings - Hwb]

Annog datrys problemau ac archwilio

- Dylid annog plant i archwilio defnyddiau, arbrofi a datrys problemau – sgiliau meddwl yn feirniadol
- Dylai ymarferwyr ddefnyddio gweithgareddau sy'n caniatáu ar gyfer canlyniadau lluosog - adeiladu annibyniaeth a dychymyg

(Llywodraeth Cymru, 2024)

Encourage problem solving and exploration

- Children should be encouraged to explore materials, experiment and solve problems – critical thinking skills
- Practitioners should use activities that allow for multiple outcomes- building independence and imagination

(Welsh Government, 2024)

Dull plentyn ganolog

- Dylid teilwra gweithgareddau i ddiddordeb y plentyn - gan annog ymgysylltiad a chreadigedd
- Mae dysgu hyblyg yn galluogi plant i dyfu trwy chwarae ar eu cyflymder eu hunain
- Mae annog plant i wneud dewisiadau wrth chwarae yn helpu i feithrin annibyniaeth a gwneud penderfyniadau creadigol

(Llywodraeth Cymru, 2024)

Child centred

- Activities should be tailored to the child's interest- encouraging engagement and creativity
- Flexible learning allows children to grow through play at their own pace
- Encouraging children to make choices in play helps foster independence and creative decision making

(Welsh Government, 2024)

Cymdeithasol, Emosiynol, Corfforol

- Trwy chwarae rôl mae plant yn datblygu empathi, cydweithrediad a chyfathrebu
- Darparu amgylchedd anogol lle mae plant yn teimlo'n ddiogel i fynegi emosiynau a syniadau'n greadigol
- Mae chwarae cydweithredol yn helpu plant i drafod a rhannu
- Datblygir sgiliau echddygol bras a manwl trwy chwarae egnïol

(Llywodraeth Cymru, 2024)

Social, Emotional, Physical

- Through role-play children develop empathy, cooperation and communication
- Provide a nurturing environment where children feel safe to express emotions and ideas creatively
- Collaborative play helps children negotiate and share
- Gross and fine motor skills are developed through active play

(Welsh Government, 2024)

Yn adeiladu sylfaen ar gyfer dysgu hir dymor

Mae chwarae creadigol yn meithrin cariad at ddysgu gan wneud profiadau pleserus ac ystyrlon

Trwy weithgareddau creadigol a chwareus, mae plant yn datblygu sgiliau sylfaenol ar gyfer llythrennedd, rhifedd a chyfathrebu

(Llywodraeth Cymru, 2024)

Builds a foundation for lifelong learning

Creative play nurtures a love for learning making experiences enjoyable and meaningful

Through creative and playful activities, children develop foundational skills for literacy, numeracy, and communication

(Welsh Government, 2024)

CREU DIWYLLIANT GWRTH-HILIOL MEWN LLEOLIADAU
Pecyn Cymorth Ymarferol i'r rheini sy'n gweithio ym maes gofal plant, y blynyddoedd cynnar a chwarae yng Nghymru.

CREATING AN ANTI-RACIST CULTURE IN SETTINGS
A practical tool-kit for those working in childcare, early years and play in Wales.

DARPL

DARPL

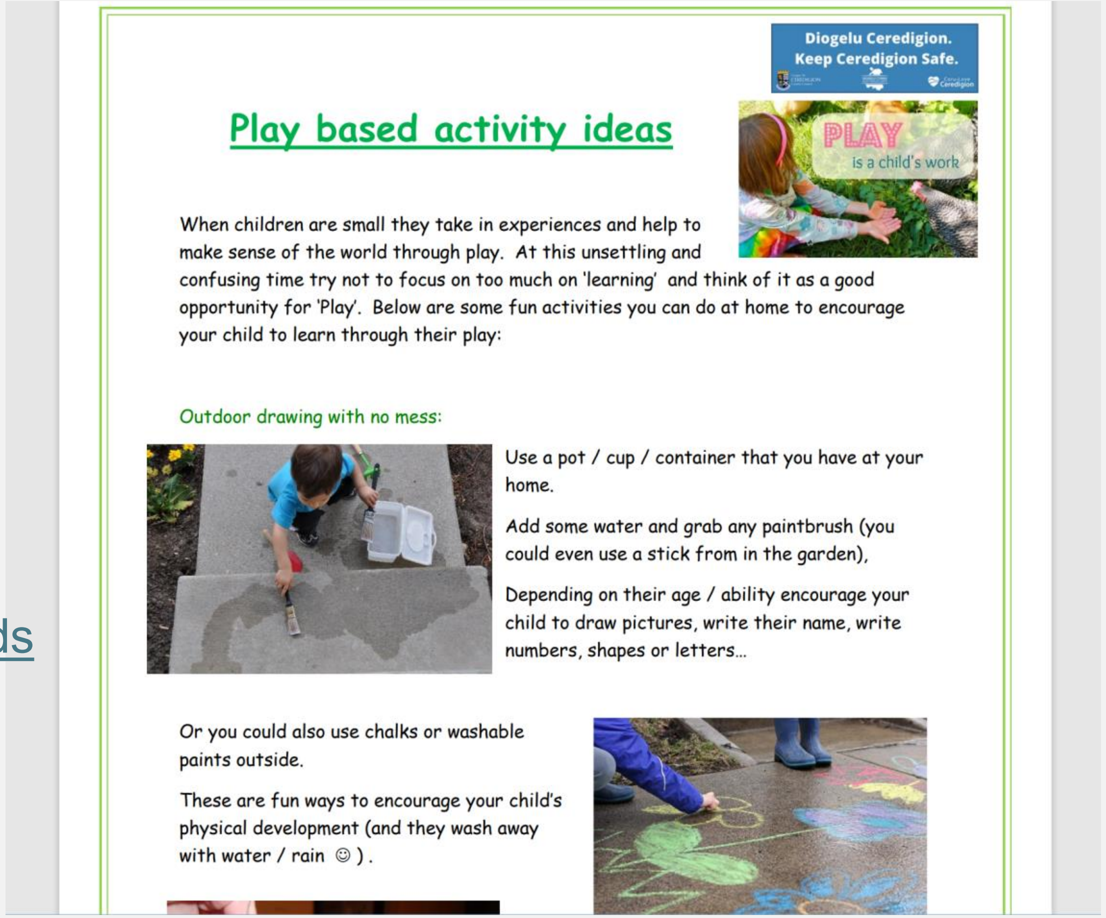
Resources

early-childhood-play-learning-and-care-resource-list-en.pdf

Welsh Government Documents

Blynyddoedd Cynnar Cymru Early Years Wales Well-Being cards

Ceredigion sensory play ideas and activities.pdf



Diogelu Ceredigion.
Keep Ceredigion Safe.

Play based activity ideas

PLAY
is a child's work

When children are small they take in experiences and help to make sense of the world through play. At this unsettling and confusing time try not to focus on too much on 'learning' and think of it as a good opportunity for 'Play'. Below are some fun activities you can do at home to encourage your child to learn through their play:

Outdoor drawing with no mess:

Use a pot / cup / container that you have at your home.

Add some water and grab any paintbrush (you could even use a stick from in the garden),

Depending on their age / ability encourage your child to draw pictures, write their name, write numbers, shapes or letters…

Or you could also use chalks or washable paints outside.

These are fun ways to encourage your child's physical development (and they wash away with water / rain ☺) .

Diolch
Rhiannon