ECAD5013-C

S10

Ble ydw i'n addysgu?
Where am I teaching?

Prifysgol Cymru Y Drindod Dewi Sant
University of Wales Trinity Saint David

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

Ble ydw i'n addysgu? Cyd-destunau tu hwnt i'r ysgol
Where am I teaching? Out of school contexts

www.athrofa.cymru

Sut mae dysgu yn cael ei gefnogi tu hwnt i glwyd yr ysgol?

How is learning supported beyond the school gate?

Amcan y sesiwn
Session’s aim

- Paratoi darpar athrawon i allu cyfrannu at systemau ysgol a dyluniad cwricwlwm sy'n diwallu anghenion yr ysgol a'i chymuned.

- To prepare student-teachers to be able to contribute to school systems and curriculum design that meets the needs of the school and its community.

Yn y sesiwn hon byddwch yn archwilio:

In this session you will explore:

Ymweliadau addysgol dosbarthiadau

Class educational visits

Clybiau ar ôl ysgol

After school clubs

Clybiau ieuenctid a chymdeithasau

Youth clubs and societies

Tîm o amgylch y teulu

Team around the family

Safonau Proffesiynol

Professional Standards

Cyd-destunau bywyd go iawn, dilys

Mae'r athro'n arddangos gwybodaeth am ddefnyddio cyd-destunau bywyd go iawn dilys, a hynny fel rhan naturiol o'r profiad dysgu. Mae hyn yn ehangu profiad diwylliannol, ieithyddol, crefyddol ac economaidd-gymdeithasol y dysgwr, ac yn rhoi enghreifftiau ymarferol o gysyniadau a haniaethau.

Real life, authentic contexts

The teacher demonstrates an understanding of the use of real life, authentic contexts for learning being provided as a natural part of the learning experience. This extends the learner's cultural, linguistic, religious and socio-economic experience and illustrates applications of concepts and abstracts in practice.

Cyswllt at yr egwyddorion addysgegol
Link to pedagogical principles:

1. Mae addysgu a dysgu da yn canolbwyntio'n gyson ar ddibenion cyffredinol y cwricwlwm.

6. Mae addysgu a dysgu da yn creu cyd-destunau dilys ar gyfer dysgu.

1. Good teaching and learning maintains a consistent focus on the overall purpose of the curriculum

6. Good teaching and learning creates authentic contexts for learning

Pam mynd â'ch dosbarth ar ymweliad addysgol?

Why take your class on an educational visit?

Ydy, mae'n fwy o waith, ond mae'r manteision yn fwy na gwneud iawn am hyn

Yes, it is additional work, but the benefits greatly outweigh this.

Beth ydych chi'n meddwl ydy rhai o'r manteision hyn?

What do you think these benefits could be?

Pam mynd â’ch dosbarth ar ymweliad addysgol?

- Profiad ymarferol – y gwir amdani yw ei bod hi’n amhosibl i chi wneud hyn yn yr ystafell ddosbarth/ysgol
- Cyffro – profiadau newydd a llawer o ‘brofiadau cyntaf’ i nifer o blant
- Cymhelliant – byddant yn cofio’r diwrnod am gyfnod hir ar ôl dychwelyd i’r ysgol
- Pleserus – fel arfer i bawb dan sylw
- Amlsynhwyraidd – y teithio, y cinio, y bobl newydd a phopeth y maen nhw’n nhw’n ei weld ac yn ei wneud
- Magu hyder – diwrnod i ffwrdd oddi wrth reoleidd-dra a normalrwydd
- Meddwl yn feirniadol – holi ‘pam’ a ‘phryd’ ac ati.
- Sgiliau newydd – e.e. gwneud cerfluniau, gwisgo, chwarae rôl ac ati.
- Gwell dealltwriaeth – gwneud synnwyr yn y byd go iawn
- **Efallai y cewch chi’ch synnu sut mae disgyblion yn ymddwyn/ymateb a beth maen nhw’n ei ddysgu!**

Why take your class on an educational visit?

- First hand experience – you simply cannot do this in a classroom/school
- Excitement – new experiences and a lot of 'firsts' for many children
- Motivation – they will remember the day long after returning to school
- Enjoyable – usually for all involved
- Multi-sensory – the travel, the lunch, the new people and all they see and do
- Confidence building – a day away from routine and normality
- Critical thinking – asking the 'whys' and 'whens' etc.
- New skills – e.g. making sculptures, dressing up, role play etc.
- Enhanced understanding –making sense in the real world
- **You may be surprised how pupils behave/react and what they learn!**

Mannau cychwyn posibl

- Cyngor Celfyddydau Cymru
- Dysgu | Cadw
- Hafan Amgueddfa Cymru Ar-lein
- https://www.creativitycultureeducation.org/our-story/
- ThCIC Ysgolion — Celfyddydau Cenedlaethol Ieuenctid Cymru

Edrychwch ar rai o'r rhain, maen nhw'n cynnwys llawer o wybodaeth ddefnyddiol wrth feddwl am fynd â'ch dosbarth ar ymweliad.

Possible starting points

- Arts Council of Wales | Arts Council of Wales
- Learn | Cadw
- Homepage | Amgueddfa Cymru
- https://www.creativitycultureeducation.org/our-story/
- NYTW Schools — National Youth Arts Wales

Have a look at some of these, they include a lot of useful information when thinking of taking your class on a visit.

Asesiadau risg

Mae asesu risg yn arf bwysig i sicrhau iechyd a diogelwch yn y gwaith. Mae'n golygu, yn syml, bod cyflogwyr yn mynd ati i nodi peryglon i iechyd a diogelwch, gwerthuso'r risg o niwed sy'n deillio o'r peryglon hynny a chymryd camau priodol i amddiffyn gweithwyr a dysgwyr.

Pa fath o bethau mae angen eu hystyried ar gyfer gwibdaith ysgol?

Risk assessment is an important tool in ensuring health and safety at work. It means, simply, that employers set out to identify hazards to health and safety, evaluate the risk of harm resulting from those hazards and take appropriate action to protect employees and learners.

Risk Assessments

What type of things would you have to consider for a school trip?

Asesiadau risg

Fel arfer bydd y rhain ar gael gan y cwmni trafnidiaeth a’r lleoliad (os yw’n safle cydnabyddedig). Gwiriwch gyda’ch ysgol a’r Awdurdod Lleol os bydd angen.

Ystyriaethau eraill:

- Cyflenwadau meddygol (meddyginiaeth yn ogystal â blwch cymorth cyntaf)
- Ymddygiad disgyblion – mae’r mesurau rheoli yn cynnwys cod ar reolau ac ymddygiad (byddai’n dda trafod ymlaen llaw)
- Amodau’r tywydd – gwiriwch ymlaen llaw a sicrhau bod gennych gynllun wrth gefn

Risk Assessments

- These are usually available from the transport company and the venue (if a recognised site). Check with your school and the LA if necessary.

Other considerations:

- Medical supplies (medication as well as first aid box)
- Behaviour of pupils – control measures include a code on rules and behaviour (good to discuss in advance)
- Weather conditions – check ahead and have contingency plan

Ystyriaethau ymarferol

- **Ewch i weld cyn yr ymweliad os yw'n bosibl –** mae bob amser yn ddefnyddiol gwybod beth rydych chi'n mynd i'w weld, ble mae'r toiledau, ble gallwch chi storio eich bagiau ac ati ac ati.
- **Gwybodaeth i rieni/gofalwyr –** rhannwch gymaint o wybodaeth ag y gallwch er mwyn osgoi cael eich bombardio â chwestiynau cyn yr ymweliad. Peidiwch ag anghofio sicrhau bod y ffurflenni cydsynio (os yw'n briodol) wedi eu llofnodi
- **Costau –** meddyliwch am hyn yn ofalus. Beth am y rhai nad ydynt yn gallu fforddio talu? Gwiriwch bolisi'r ysgol ac ystyried hefyd wario arian – gall hyn achosi pob math o broblemau
- **Anghenion ychwanegol –** oes unrhyw beth y bydd arnoch ei angen, e.e. cyfleusterau newid, mynediad cadair olwyn ac ati?
- **Siarad â'r plant –** da dweud wrthynt beth i'w ddisgwyl, beth y byddan nhw'n ei ddysgu, beth hy byddan nhw'n nhw'n ei wneud, beth y mae angen iddyn nhw ddod ag e gyda nhw ac ati.

Practical Considerations

- **Pre-visit** if at all possible – it is always useful to know what you are going to see, where the toilets are, where you can store **your** bags etc.
- **Information for parents/carers** – share as much info as you can so that you are not bombarded with questions prior to the visit. Don't forget to get the consent forms (if appropriate) signed
- **Costs**- think about this carefully. What about those that cannot afford to pay? Check the school policy and also consider spending money – this can cause all sorts of problems
- **Additional needs** – is there anything that you will need, e.g. changing facilities, wheelchair access etc.?
- **Talking to the children** – good to tell the children what to expect, what they will be doing, what they need to bring etc.

Ystyriaethau ymarferol

- **Asesu risg –** gwiriwch y rhain ymhell ymlaen llaw a sicrhau eu bod yn eu lle ac wedi eu haddasu os bydd angen
- **Staffio –** ystyriwch eich cymarebau plentyn/oedolyn ac os byddwch yn holi sicrhewch eich bod yn diogelu cyfrinachedd. Mae'n syniad da rhoi grŵp o blant i bob oedolyn er mwyn iddynt allu cyfrif eu grwpiau bach pan fydd angen, yn hytrach na'ch bod chi'n cyfrif pennau dosbarth cyfan nifer o weithiau gydol y diwrnod.
- **Hyd/amseriadau** – cynlluniwch yr ymweliad ond cynhwyswch rywfaint o hyblygrwydd
- **Beth i fynd gyda chi –** meddyliwch am set argyfwng o ddillad un rhyw, cit cymorth cyntaf, weips, ffurflenni cydsynio
- **Cludiant –** gwiriwch fod disgyblion yn gwisgo gwregys diogelwch a bod pawb yn bresennol cyn symud i ffwrdd. Gwiriwch amser gadael y gyrrwr ac ati felly os bydd oedi gallwch roi gwybod i'r ysgol/rhieni

Practical Considerations

- **Risk assessment** – check well in advance and get these in place and adapted if necessary
- **Staffing** – consider your child/adult ratios and if asking parents ensure confidentiality is maintained. Good idea to give each adult a group of children so that they can count their small groups when required rather than you doing a whole class head count numerous times throughout the day
- **Length/timings** – plan the visit but include some flexibility
- **What to take** – think about an emergency set of unisex clothing, first aid kit, wet wipes, consent forms
- **Transport** – check pupils wear seatbelts and all are present before moving off. Check with the driver leaving times etc. so that if delayed you can communicate with the school/parents

Ystyriaethau yn y lleoliad

- Cyfeiriadu – beth fydd trefn y diwrnod, beth y byddwch chi’n ei wneud yn gyntaf?
- Plant coll – beth byddwch chi’n ei wneud os na fydd plentyn yn y grŵp?
- Ymddygiad – beth sy’n ddisgwyliedig?
- Amseriadau – pa mor hir ar gyfer pob gweithgaredd, cinio, toiledau ac ati?
- Gweithgareddau – fydd angen i’r plant fynd i’r gweithgareddau mewn grwpiau bach neu’n ddosbarth cyfan?
- Damweiniau – Oes rhywun wedi cael hyfforddiant cymorth cyntaf? Gan bwy y mae’r blwch cymorth cyntaf ac ati?
- Tasgau – fydd ar y plant angen clipfyrddau, ipads, pinnau ac ati?
- Cymarebau oedolion/plant – sut y byddwch chi’n trefnu hyn?

At the venue

- Orientation – what is the order of the day, what will you do first?
- Lost children – what will you do if a child is not in their group?
- Behaviour – what is expected?
- Timings – how long for each activity, lunch, toilets etc.?
- Activities – will the children need to go to activities in small groups or as a whole class?
- Accidents – is anyone first aid trained? Who has the first aid box etc.?
- Tasks – will the pupils need clip boards, ipads pens etc.?
- Adult/child ratios – how will you arrange this?

Amgueddfeydd ac Orielau

- ‘Museums & galleries can inspire children and bring the curriculum to life, developing new ways of thinking and learning and providing opportunities to express imagination and creative talents.’ Blunkett, 2000
- Y peth go iawn
- Pob gwrthrych yn adrodd stori
- Sut mae pethau’n gweithio
- Yn symbylu rhagor o gwestiynau
- Edrychwch ar https://www.museumsassociation.org/campaigns/learning-and-engagement/

Museums and Galleries

- 'Museums & galleries can inspire children and bring the curriculum to life, developing new ways of thinking and learning and providing opportunities to express imagination and creative talents.' Blunkett, 2000
- The real thing
- Every object tells a story
- How things work
- Promotes further questioning
- Look at https://www.museumsassociation.org/museum-practice/museums-and-schools

Amgueddfeydd ac Orielau

- Arsylwi’n agos
- Ysbrydoli
- Creadigrwydd
- Datblygiad iaith
- Cwestiynu
- Sgiliau iaith newydd
- Sgiliau ymchwilio
- Dysgu trawsgwricwlaidd
- https://www.tate.org.uk/kids

Museums and Galleries

- Close observation
- Inspiration
- Creativity
- Language development
- Questioning
- New language skills
- Investigation skills
- Cross-curricular learning
- https://www.tate.org.uk/kids

Pa fath o gwestiynau gellir eu holi pan fyddwch mewn oriel neu amgueddfa i ddatblygu’r sgiliau hynny?

What types of questions could you ask when at a museum or gallery to develop these skills?

Cwestiynau effeithiol

Beth yw diben y (peintiadau/lluniau ffotograff/gwrthrychau/cerfluniau)? At beth y cawsant eu defnyddio?

Pam y cafodd y (peintiad ac ati) hwn ei wneud? At beth y'u defnyddiwyd yn eich barn chi?

Ar gyfer pwy y cafodd hwn ei wneud?

Beth mae'n ei ddweud wrthym am…?

Beth oedd y peth cyntaf i chi ei sylwi a pham?

Sut mae'n gwneud i chi deimlo? Dwedwch wrthyf beth rydych chi'n ei sylwi? Beth sy'n wahanol amdano?

Pam mae'n arbennig? Ydych chi'n ei hoffi?

Allwn ni ddysgu unrhyw beth o'r llun/gwrthrych ac ati?

Beth sy'n digwydd yng… nghefndir llun?

Effective questions

What are the (paintings/photos/objects/sculptures) for? What do you think they were used for?

Why was this (painting etc.) made? What do you think they were used for?

For whom was this made?

What does this tell us about…?

What did you first notice and why?

How does it make you feel? Tell me what you notice. What is different about it?

Why is it special? Do you like it?

Can we learn anything from the picture/object etc.?

What is happening in the… background of a picture?

Canolfan Ymchwil Amgueddfeydd ac Orielau (RCMG)

Arolygwyd 20,000 o blant a 936 o athrawon

Dywedodd 90% o blant CA2 eu bod wedi dysgu rhywbeth newydd ar ôl ymweld ag amgueddfa

Mae bob amser yn ddefnyddiol gwybod pa ymweliadau y mae eich dosbarth chi wedi bod arnyn nhw mewn blynyddoedd blaenorol

Gweler Hooper-Greenhill et al Learning from Culture: The Importance of the Museums and Galleries Education Program (Phase I) in England 2010

Research centre for Museums and Galleries (RCMG)

- 20,000 children and 936 teachers were surveyed
- 90% of KS2 children said they had learnt something new after a visit to a museum
- Always useful to find out what visits your class have already been on in previous years
- See Hooper-Greenhill et al Learning from Culture: The Importance of the Museums and Galleries Education Program (Phase I) in England 2010

Ymweliadau preswyl.
Rhai manteision ydy:

- Gweithredoedd clymu timau – datblygiad sgiliau unigol – wynebu ofnau, profiadau newydd
- Magu hyder- llwyddo mewn sgil newydd na roddwyd cynnig arall arno erioed o'r blaen
- Gweithgareddau awyr agored - 'extreme stream', syrffio, dringo, ac ati.
- Bwydydd newydd – i lawer hwn fydd y tro cyntaf iddyn nhw fod oddi cartref
- y profiad o fyw gyda'i gilydd 24 awr y dydd – trefn amser gwely, bwyta, gwisgo a hylendid personol
- Bod oddi cartref – hiraeth neu fwynhau annibyniaeth am y tro cyntaf
- Gofalu amdanoch eich hun a'ch anghenion eich hun/datrys problemau

Residential visits.
Benefits include:

- team bonding activities –individual skills development – facing fears, new experiences
- confidence building – succeeding at a new skill never tried before
- outdoor pursuits - 'extreme stream', surfing, climbing, etc.
- new foods – for many this will be the first time away from home
- the experience of living together 24 hours a day – bedtime routines, eating, dressing and personal hygiene
- being away from home – home sickness or enjoying independence for the first time
- looking after yourself and your own needs/problem solving

Ymweliadau preswyl (lleol i'r Drindod Dewi Sant)

- https://www.carmarthenshire.gov.wales/home/council-services/education-schools/pendine-outdoor-education-centre/
- Llangrannog | Urdd Gobaith Cymru
- Stad Stagbwll | Sir Benfro | Cymru | National Trust
- https://www.field-studies-council.org/locations/margam/

- Edrychwch ar y gwefannau uchod, maent yn cynnwys gwybodaeth ddefnyddiol a fydd yn eich paratoi chi os bydd gofyn i chi ystyried mynd gyda'ch dosbarth. Unwaith eto, mae llawer o wybodaeth i'w threulio yma.

Residential visits (local to UWTSD)

- https://www.carmarthenshire.gov.wales/home/council-services/education-schools/pendine-outdoor-education-centre/
- https://www.urdd.cymru/en/residential-centres/llangrannog/
- https://www.nationaltrust.org.uk/stackpole-centre
- https://www.field-studies-council.org/locations/margam/

- Have a look at the websites above, they include useful information that will prepare you if you are asked to consider going with your class. Again, there is a lot of information here for you to digest.

Ffyrdd eraill o ddysgu y tu allan i glwyd yr ysgol

- Fel arfer, mae clybiau a chymdeithasau’n rhedeg y tu allan i’r diwrnod ysgol ‘arferol’. Cynigia rhai ysgolion amrywiaeth eang o glybiau gan arbenigwyr neu staff yn yr ysgol. Gallai’r rhain gynnwys: clybiau chwaraeon, gwyddbwyll, coginio, celf, mathemateg, clybiau gwaith cartref, dawns, gweithdai gwyddoniaeth ac ati.

- Mae clybiau a chymdeithasau sy’n rhedeg i ffwrdd o safle’r ysgol yn cynnig profiadau gwerthfawr i blant mewn amrywiaeth fawr o weithgareddau. Yn athro ni chewch unrhyw fewnbwn yma ond mae’n ddefnyddiol gwybod beth sydd ar gael.

Other ways of learning outside the school gate

- Clubs and societies usually run outside of the ‘normal’ school day. Some schools offer a wide range of clubs run by experts or staff at the school. These could include: sports clubs, chess, cookery, art, maths, homework clubs, dance, science workshops etc.

- Clubs and societies that run away from the school premises offer valuable experiences for children in a wide range of activities. As a teacher you will not have any input here but it is useful to know what is on offer.

Clybiau ieuenctid a chymdeithasau

Provide a valuable environment for pupils offering a range of out of school activities, some examples are:

- https://www.girlguiding.org.uk/
- https://www.urdd.cymru/cy
- https://www.scouts.org.uk/
- https://www.activekids.com/gymnastics
- https://www.sja.org.uk/what-we-do/
- https://www.ysied.co.uk/
- Breakthro Caerfyrddin
- Clwb Beicio Towy Riders
- http://www.swanseaharriers.co.uk/

Rygbi, hoci, nofio a chlybiau pêl-droed ac ati.

Youth clubs and societies

Provide a valuable environment for pupils offering a range of out of school activities, some examples are:

- https://www.justyouth.org.uk/youth-clubs/
- https://www.girlguiding.org.uk/
- https://www.urdd.cymru/en/sports/clubs/
- https://www.scouts.org.uk/
- https://www.activekids.com/gymnastics
- https://www.sja.org.uk/what-we-do/
- https://www.ysied.co.uk/
- https://www.carmarthen-breakthro.co.uk/
- Towy Riders Cycle Club | Carmarthen, Wales
- http://www.swanseaharriers.co.uk/

Rugby, hockey, swimming and football clubs etc.

Y Tîm o gwmpas y plentyn (TAC) a’r teulu (TAF)

Mae hon yn ffordd o ddod ag arbenigwyr at ei gilydd sy’n gallu helpu’r teulu/plentyn, byddan nhw’n helpu plentyn/teulu sydd ag angen penodol.

Gall hefyd ddarparu help a chymorth gyda phob math o broblemau megis pryderon ynghylch ysgol ac addysg, ymddygiad, iechyd, tai ac ati.

Yn athro, ni chewch chi lawer o fewnbwn yn hyn o beth, ond unwaith eto, mae’n ddefnyddiol gwybod.

Team around the family/child (TAC/TAF)

This is a way of bringing specialists together who can all help the family/child, they will help a child/family that have a specific need.

It can provide help and support with all sorts of issues such as concerns about school and education, behaviour, health, housing, etc.

As a teacher you will not have much input here but again, it is useful to know.

Meddyliwch...

Think...

Eich cynnig prosiect

- Edrychwch yn ofalus ar eich cynnig prosiect eich hun. Ystyriwch sut y gallai cynnwys y sesiwn hon fod yn rhan o'ch cynllunio ar gyfer eich cynnig a/neu ddadansoddiad SWOT.
- Gwnewch restr o bwyntiau bwled i grynhoi eich ystyriaethau.

Your project proposal

- Have a good look at your own project proposal. Consider how the content of this session might form part of your planning for your proposal and/or SWOT analysis.
- Make a list of bullet points to summarise your considerations.

Gweithgaredd grŵp
Group activity

Y dasg...
The task...

Cynlluniwch ymweliad **Blwyddyn5** sy'n:

1. Gysylltiedig â MDaPhbenodol a DoHsB
2. Cefnogi cysyniad Cynefin
3. Nodi manteision,anfanteision a risgiaupenodol

Plan a **Year 5** visit that:

1. Is linked to a specificAoLE and SoWM
2. Supports the conceptof Cynefin
3. Identifies particularadvantages,disadvantages and risks

Cyflwyno'ch syniad
Presenting your idea

Dewiswch ar ba ffurf hoffech gyflwyno'ch syniad i weddill y dosbarth yn ystod sesiwn olaf y dydd, e.e.

- PowerPoint
- Poster
- Dogfen Word, ag ati.

Bydd gennych 5-10 munud i gyflwyno'ch syniad.

Choose in what form you would like to present your idea to the rest of the class during the last session of the day, e.g.

- PowerPoint
- Poster
- Word document, etc.

You will have 5-10 minutes to present your idea.