



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

Yr Athrofa
Centre for Education
Addysg i Gymru | Education for Wales



Partneriaeth Dysgu Proffesiynol Yr Athrofa
Yr Athrofa Professional Learning Partnership

Trawsnewid Addysg Gyda'n Gilydd Transforming Teaching Together

ECAD6014/C

Sesiwn 1:

Cyflwyniad i'r modwl

Session 1:

An introduction to the module

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Gyda llawer o ddiolch i Nanna Ryder

Cyn cychwyn...

Before starting ...

1. Beth ydych chi wedi dysgu eisoes yn ystod y cwrs am ddatblygiad y plentyn?



2. Beth ydych chi am ddysgu ymhellach?



3. Ysgrifennwch gwpwl o bwyntiau trafod.

1. *What have you already learnt during the course about child development?*



2. *What else do you want to learn?*



3. *Write down some discussion points.*

Amcanion

Aims

- Addysgu sgiliau dadansoddi a gwerthuso beirniadol i athrawon dan hyfforddiant er mwyn iddynt ddeall y gwahanol safbwyntiau sydd wrth wraidd damcaniaethau datblygiad plant a mynd i'r afael yn weithredol â'r ffactorau allanol sy'n effeithio ar les a datblygiad.
- Ennyn diddordeb myfyrwyr yn y model o arfer trawsffurfiol sy'n rhoi cychwyn ar newid mewn lleoliad addysgol yn seiliedig ar dystiolaeth o adfyfyrio a gwerthuso beirniadol.
- *To equip student teachers with the skills of critical analysis and evaluation, to understand the differing perspectives that underpin theories of child development and actively address the external factors that impact on well-being and development.*
- *To engage students in the transformative model of practice which initiates change in an educational setting, based on evidence from critical reflection and evaluation.*



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www.uwtsd.ac.uk

Darpariaeth y modwl

Module delivery

Wyneb yn wyneb
Face to face



Tasgau dysgu cyfeiriol
Directed learning tasks



Themâu'r modiwl

- gwerthuso'n feirniadol ymchwil a theorïau allweddol ac ymchwil sy'n sail i ddatblygiad holistaidd plant a phobl ifanc, ynghylch sicrhau cynnydd disgyblion - gan gynnwys dealltwriaeth feirniadol o lythrennedd corfforol a materion cyfoes eraill.
- gwerthuso a defnyddio damcaniaeth sy'n seiliedig ar dystiolaeth ac ymchwil ar gyfer ymarfer personol, gan gyfiawnhau'r dewisiadau addysgegol a wneir a rhannu canfyddiadau mewn lleoliad proffesiynol.
- cael dealltwriaeth ddofn o sut mae cyfrifoldebau cytundebol, bugeiliol a chyfreithiol (gan gynnwys Anghenion Dysgu Ychwanegol, diogelu ac amddiffyn plant, llesiant, hawliau a lleisiau plant) yn rhyngweithio mewn amrywiaeth o sefyllfaoedd.
- meddu ar ddealltwriaeth ddofn o anghenion corfforol, emosiynol, cymdeithasol, deallusol ac anghenion eraill sy'n effeithio ar ddysgu a datblygiad, a nodi mathau o addysgeg sy'n lleihau effeithiau negyddol.
- gwerthuso'n feirniadol strategaethau a dulliau i gefnogi cydraddoldeb ac amrywiaeth yn y ffordd orau bosibl, gan gynnwys herio barn a thybiaethau am y norm.



Module themes

- *critically evaluate research and key theories and research that underpin the holistic development of children and young people, in relation to ensuring pupil progress - including a critical understanding of physical literacy and other contemporary issues*
- *evaluate and apply evidence-based theory and research to personal practice, justifying pedagogical choices made and share findings in a professional setting.*
- *be provided with a deep understanding of how contractual, pastoral, and legal responsibilities (including Additional Learning Needs, safeguarding and child protection, children's well-being, rights and voices) interact in a range of situations.*
- *be equipped with a deep understanding of the physical, emotional, social, intellectual and other needs that impact on learning and development, and identifying pedagogies which mitigate negative effects.*
- *critically evaluate strategies and approaches to best support equality and diversity, including challenging beliefs and assumptions about the norm.*

Deilliannau dysgu

dangos dealltwriaeth feirniadol o ddamcaniaethau ac ymchwil sy'n effeithio ar les, dysgu a datblygiad plant o 0-19 oed a chymhwyso hyn i arfer proffesiynol;

cyflwyno safbwynt personol, beirniadol ar rôl yr athro proffesiynol mewn perthynas â bodloni anghenion ystod amrywiol o blant a phobl ifanc; yn cynnwys herio tybiaethau, credoau sy'n arwain at ragfarn a stereoteipio;

adfyfrio a gwerthuso'n feirniadol ystod o agweddau gwahanol ar gyfer bodloni anghenion amrywiol yr holl ddysgwyr mewn ystod o leoliadau, a chyfiawnhau dewisiadau a wneir mewn arfer personol.

Learning outcomes

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.

Ymagweddau Ymchwil

Research Dispositions

- Bod yn sgeptigol
 - Bod yn foesegol
 - Bod yn ymchwilydd medrus
 - Bod yn rhan o broffesiwn ymholgar
- *Being sceptical*
 - *Being ethical*
 - *Being a skilled researcher*
 - *Being part of an inquiring profession*

(Orchard & Winch, 2015)

Teitl yr Aseiniad

Gan gefnogi eich trafodaeth gyda theori, ymarfer a thystiolaeth o'r lenyddiaeth, adfyfyriwch yn feirniadol ar sut y byddech yn cefnogi dysgwr unigol sydd a'i g/chynnydd yn cael ei effeithio gan rwystrau penodol i'w dd/dysgu yn ystod un cyfnod pendant o drosglwyddo (llorweddol neu fertigol).

(2,750 o eiriau)

Dyddiad cyflwyno: 07/12/25 (23.59 y.h.)

Assessment Title

Supporting your discussion with theory, practice and evidence from literature, critically reflect on how you would support an individual learner whose progress is being affected by specific barriers to his/ her learning during one particular transition period (horizontal or vertical).

(2,750 words)

Submission date: 07/12/25 (23.59 p.m.)

Byddwch yn dewis plentyn, ysgrifennu proffil un dudalen ar ei gyfer, a dethol a dewis cefnogaeth briodol iddo ar gyfer un trosglwyddiad.

Byddwch yn galw ar ddeunydd i gefnogi eich dewisiadau gan ddefnyddio deunydd polisi, ymchwil ac arfer dda o'r dosbarth.

You will choose a child, write a one page profile for him/ her and choose an appropriate package for one transition.

You will draw on documentation from policy and research and good practice examples to explain and support your intentions.

Ein taith hyd yma...

Our journey so far...

- Enw, oed, dosbarth, hoffterau, heriau, prif dargedau cynnydd.
- Name, age, likes, challenges, main progression targets.



Eich plentyn targed

DECHREUWCH YSTYRIED...

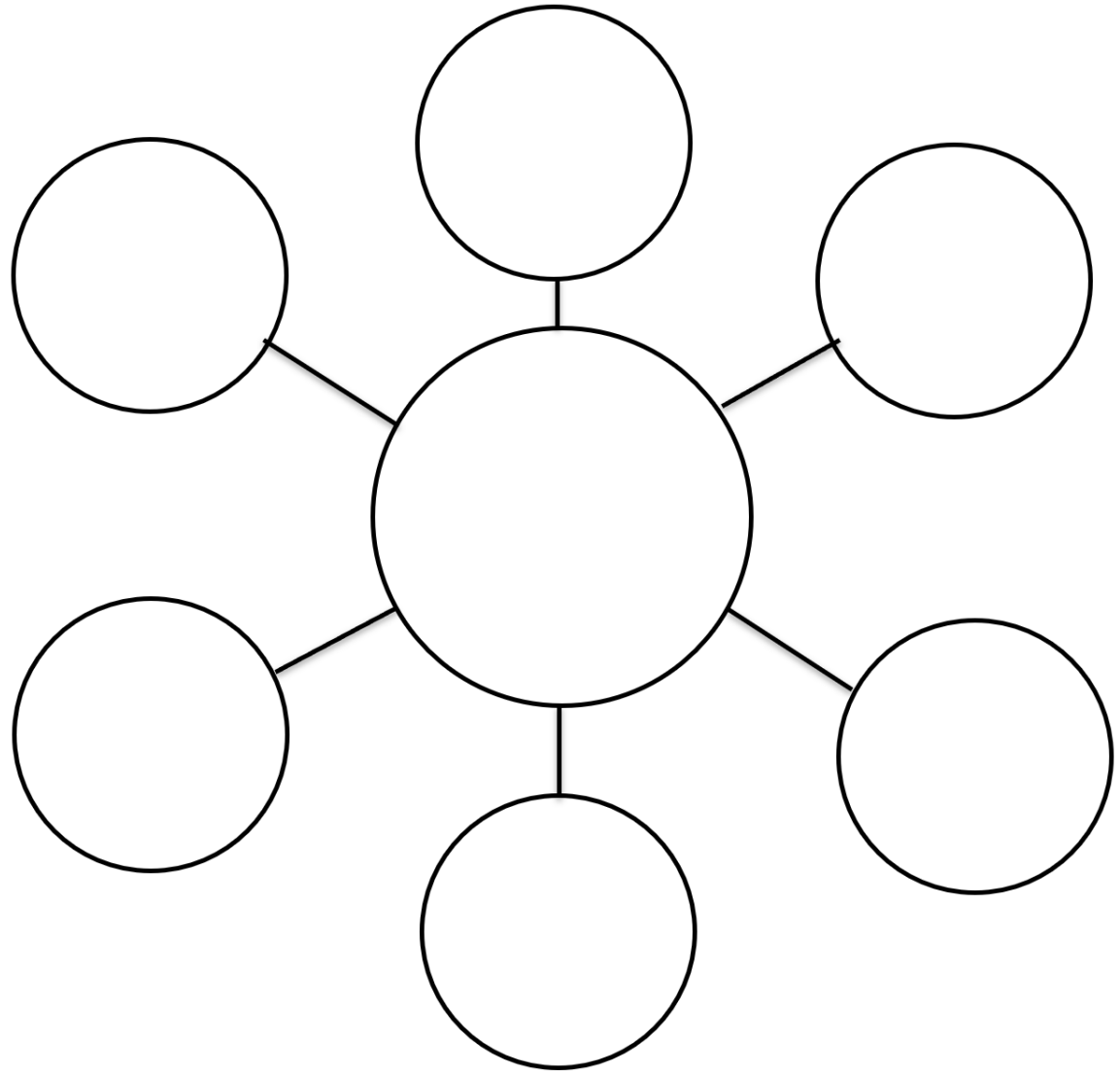
- Plentyn dychmygol
- Plentyn o brofiad personol
- Plentyn o PAP blaenorol

Your target child

BEGIN TO CONSIDER...

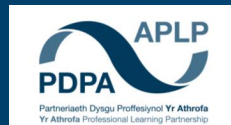
- A fictitious child
- A child you know personally
- A child from a previous PTE

Tasg/*Task*



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Moodle

yn aml

often



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Sut mae plant yn dysgu?

How do children learn?

Darllenwch/Read: [How children learn
\(unesco.org\)](https://unesco.org)



Beth ddywed yr ymchwil? *What does the research say?*

‘it is well established that emotions influence memory retention and recall, in terms of learning’

‘Some studies report that positive emotions facilitate learning and contribute to academic achievement, being mediated by the levels of self-motivation and satisfaction with learning materials’ ([Um et al., 2012](#)).

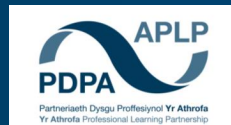
‘Conversely, a recent study reported that negative learning-centered state (confusion) improve learning because of an increased focus of attention on learning material that leads to higher performances on post tests and transfer tests’ ([D’Mello et al., 2014](#)).

[Tyng et al - https://www.frontiersin.org/articles/10.3389/fpsyg.2017.01454/full](https://www.frontiersin.org/articles/10.3389/fpsyg.2017.01454/full)



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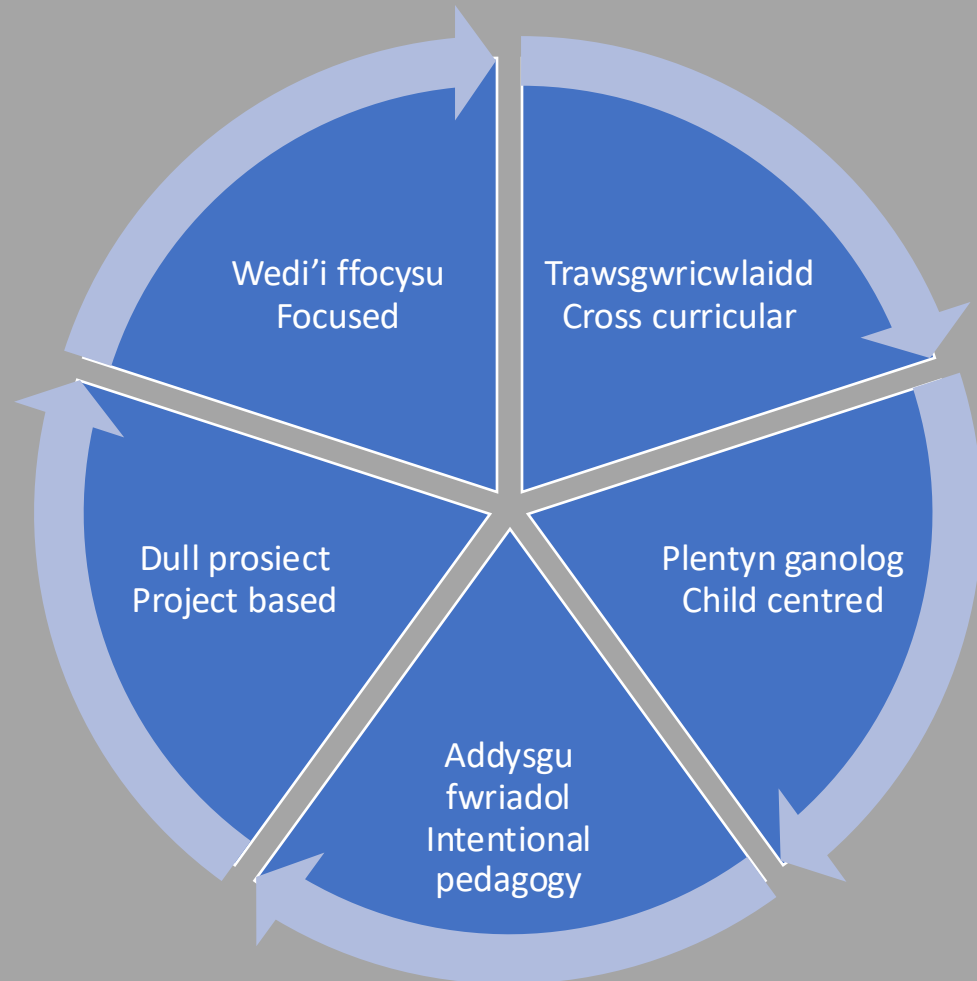
Cadwch y plentyn cyfan
mewn cof

*Keep the whole child in
mind*



Natur gyfannol dysgu ac addysgu

The holistic nature of teaching & learning



Cyd-ddylunio cwricwlwm
Co-designing a curriculum

Addysgeg y plentyn ac
addysgeg
ddemocrataidd

Child centred &
democratic pedagogies



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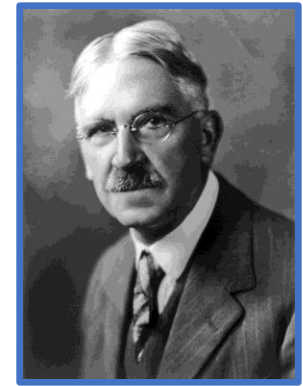
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3 ymagwedd ddemocrataidd Dewey

Dewey's 3 democratic dispositions



- | | |
|--|---|
| 1. Mae pob bod dynol yn gyfartal o safbwynt moesol | 1. <i>All human beings are morally equal</i> |
| 2. Mae gan bob bod dynol y gallu i ffurfio barn ddeallus a hyddysg | 2. <i>All human beings are capable of intelligent and well-informed opinion</i> |
| 3. Gallwn ni ddatrys unrhyw broblem os ydyn ni'n cydweithio | 3. <i>We can solve any problem if we work collaboratively</i> |

(Mason, 2017)

Cwricwlwm i Gymru

Curriculum for Wales

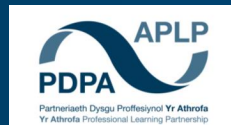


[Y Cwricwlwm newydd - beth sy'n wahanol? / The New curriculum - what's different? - YouTube](#)



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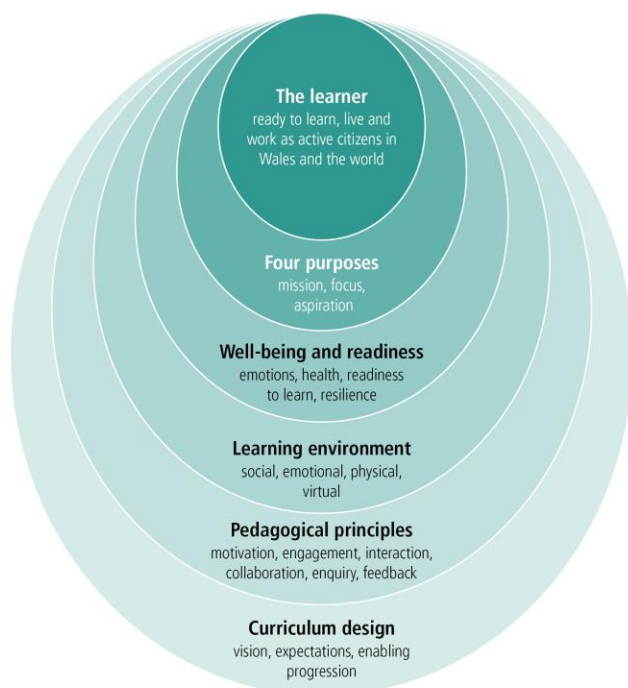
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The process of learning

Pedagogy

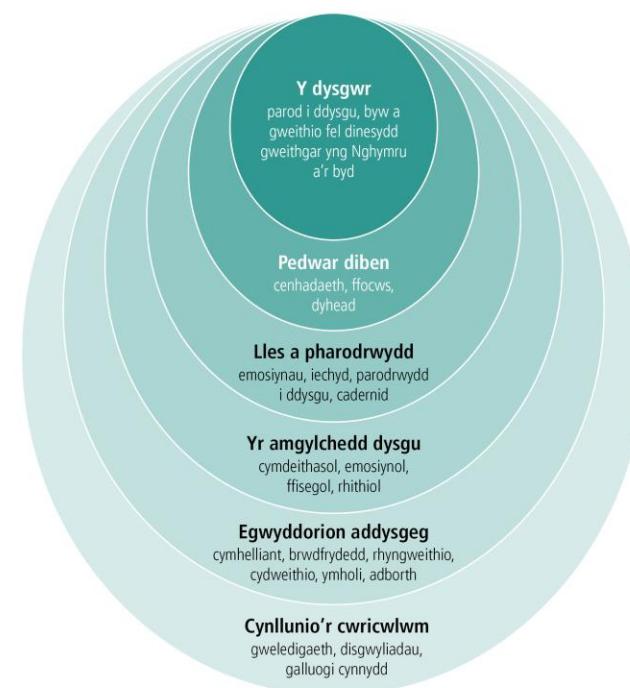
Making sense of the interactions and relationships that lead to learning



Y broses o ddysgu

Addysgeg

Gwneud synnwyr o'r rhyngweithio a'r perthnasau sy'n arwain at ddysgu



Cyfeirnodau

References

Mason, L. (2017) The Significance of Dewey's Democracy and Education for 21st-Century Education, *Education and Culture*, 33:1, pp. 41-57.

Orchard, J. & Winch, C. (2015) What training do teachers need?: Why theory is necessary to good teaching, *Impact*, 2015:22, pp.1-43.

Tyng, C. *et al.* (2017) 'The influences of emotion on learning and memory'. Available at:

<https://www.frontiersin.org/articles/10.3389/fpsyg.2017.01454/full>

(Accessed: 7 August 2021).