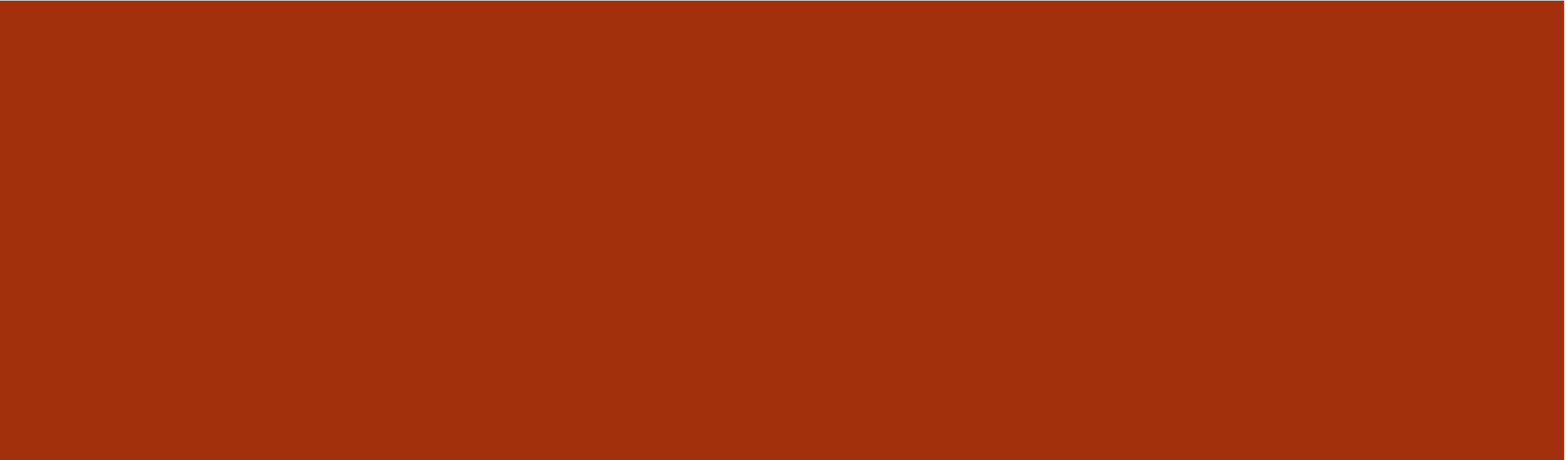

ASTUDIAETHAU CWRICWLWM: EGWYDDORION AC ARLOESI (ECES6013/C)

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CYFLWYNIAD

- Cyflwyniad sy'n amlinelli fuddion ac anfanteision cwricwlwm Ysgolion Steiner, ac yn cymharu'r cwricwlwm hwnnw gyda Cwricwlwm Cenedlaethol Cymru, y Cyfnod Sylfaen.
- CWRICWLWM BYD-EANG = Gwahaniaethau o'i gilydd, trwy bersbectif eu cymdeithas o blant a phlentyndod penodol nhw.
- Gwybodaeth gefndirol am y ddau gwricwlwm.
- Trafod ac yn cymharu manteision ac anfanteision y ddau gwricwlwm.
- Dod i gasgliad.

YSGOLION STEINER

- Sefydlwyd gan y gwyddonwr *Austrian* a meddyliwr, Rudolf Steiner.
- Yn ôl (Barnes, 2015) - dywed bod Steiner yn credu bod plentyn yn 'bod cynhwysol' gyda chraidd ysbrydol, lle mae addysg yn cynorthwyo dod a'r craidd hwn i'r wyneb, o fewn tri cam datblygol, sydd yn parhau o gwmpas saith blynedd yr un.
- ‘..To develop into a morally responsible, free individual, able to fulfil his or her unique destiny’ - (Nicol a Taplin, 2017).
- EGWYDDORION ALLWEDDOL:
 - Parch tuag at yr amgylchedd a maeth o'r synhwyrâu
 - Bod y plentyn yn ganolog
 - Dynwared
- ‘Both emphasize the education of the whole child, spiritual, mental, physical, psychological, over any particular academic curriculum’ - (Stephenson, dd).

PEDWAR ANIAN

The Four Temperaments

The Four Temperaments According to Rudolf Steiner			
Melancholic	Phlegmatic	Sanguine	Choleric
Physical Earth	Etheric Water	Astral Air	Ego Fire
			
☛ "The melancholic children are as a rule tall and slender"	☛ "those with more protruding shoulders are the phlegmatic children"	☛ "the sanguine are the most normal"	☛ "those with a short stout build so that the head almost sinks down into the body are choleric"
☛ "The physical body as such expresses itself only in itself" Read in full context	☛ "The etheric body expresses itself in the glandular system" Read in full context	☛ "The astral body expresses itself physically in the nervous system" Read in full context	☛ "The ego expresses itself in the circulation of the blood" Read in full context
Build: tall, bowed-head, bony	Build: big, fleshy, rotund	Build: slender, elegant, well-balanced	Build: bullnecked, upright, short legs, husky
Walk: slow with a drooping, sliding gait	Walk: plodding, ambling (has a steamroller-like quality)	Walk: on toes (dances like a butterfly)	Walk: firm, heels dig into the ground with each step
Eyes: tragic, mournful	Eyes: sleepy, often half-closed	Eyes: lively, dancing	Eyes: energetic, active
Relationships: poor, has sympathy only with fellow melancholics	Relationships: friendly, impassive, reserved	Relationships: fickle	Relationships: friendly as long as he/she is in command
Food: finicky, especially likes sweets	Food: eats most everything and is always interested in food	Food: nibbles	Food: spicy
Memory: good concerning self	Memory: good concerning the world Interest: the present, without getting involved	Memory: like a sieve	Memory: poor
Interest: self and the past	Interest: the present, here and now	Interest: the present, here and now	Interest: the world, self, and future
Clothing: dark, drab, solid colors&€"is difficult to please	Clothing: conservative	Clothing: new and colorful	Clothing: individual and outstanding
To stimulate: explain how others will suffer if he/she is not compliant	To stimulate: speak directly to the point, use shock tactics	To stimulate: ask a personal favor	To stimulate: issue a challenge
Parent and teacher attitude: show sympathy and empathize with suffering	Parent and teacher attitude: show calm strength	Parent and teacher attitude: show friendly interest, but be firm	Parent and teacher attitude: recall events and deeds (the next day), be firm, strong, and to the point
from Overview of Childhood Characteristics	from Overview of Childhood Characteristics	from Overview of Childhood Characteristics	from Overview of Childhood Characteristics
☛ "In the melancholic we have seen that the physical body... becomes master over the others. As a result, the melancholic feels he is not master over his body, that he cannot bend it to his will." Read in full context	☛ "The phlegmatic develops when the etheric or life-body, as we call it, which regulates growth and metabolism, is predominant. The result is a sense of inner well-being." Read in full context	☛ "Sanguines surrender themselves in a certain sense to the constant and varied flow of images, sensations, and ideas since in them the astral body and nervous system predominate." Read in full context	☛ "The choleric thus comes across as someone who must always have his way. His aggressiveness, everything connected with his forcefulness of will, derives from his blood circulation." Read in full context

(Gurian, 2013),

CWRICWLWM CENEDLAETHOL CYMRU – Y CYFNOD SYLFAEN

- Sedydlwyd yn fis Medi 2010.
- Bwriad Fframwaith y Cyfnod Sylfaen - i wneud dysgu yn fwy plerus ac effeithiol, ac i annog plant i fod yn creadigol ac yn dychmygus (Llywodraeth Cymru, 2015).
- SAITH MAES STATUDOL:
 - Datblygiad Personol a Chymdeithasol, Lles ac Amrywiaeth Ddiwylliannol
 - Sgiliau Iaith, Llythrennedd a Chyfathrebu
 - Datblygiad Mathemategol
 - Datblygu'r Gymraeg
 - Gwybodaeth a Dealltwriaeth o'r Byd
 - Datblygiad Corfforol
 - Datblygiad Creadigol.
- Ddeddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015.

CYFNOD	BLWYDDYN
Fframwaith Cyfnod Sylfaen	Cyfnod Sylfaen a Blynnyddoedd 1 i 2
Cyfnod Allweddol 2	Blynnyddoedd 3 i 6
Cyfnod Allweddol 3	Blynnyddoedd 7 i 9
Cyfnod Allweddol 4	Blynnyddoedd 10 i 11
Cyfnod Allweddol 5	Blynnyddoedd 12 i 13

(The Headmasters' and Headmistresses' Conference, 2020),

MANTEISION – CWRICWLWMY CYFNOD SYLFAEN

MANTAIS 1

- ‘Framework for the knowledge that will help young people on their journey to becoming **globally educated citizens**’ - (Manzoor, 2016).
- BEIRNIADAETH:
 - ‘In the state schools I worked in, the focus was primarily on **number crunching** ... I was sat in meetings and it was all about **statistics**. Here we talk about the children as people’ - (Manzoor, 2016).

MANTAIS 2

- Dysgu awyr agored - ‘These contribute effectively to children’s reading and writing skills and add a dimension to their learning that cannot be gained from working in the classroom’ - (Estyn, 2011).

MANTEISION CWRICWLWM STEINER

MANTAIS 1

- 'Here boys and girls are playing together, rather than self-segregating, to make towers from wooden blocks and to play dressing up with cotton and woollen sheets' - (Manzoor, 2016).
- Bod awyrgylch naturiol yn sicrhau bod dim gwahaniaethau rhwng y plant, o ran beth yw diddordebau merched, a beth yw diddordebau'r bechgyn.

MANTAIS 2

- Diffyg defnyddiaeth o dechnoleg - (McCallum, 2012).
- 'A recent study ... found that students barred from using laptops or digital devices in lectures and seminars did better in exams than those allowed to use computers and access the internet' - (Manzoor, 2016).
- BEIRNIADAETH - creda rhai bod plant ysgolion Steiner o dan anfantais wrth gael llai o gyfleoedd i ddefnyddio technoleg.

ANFANTEISION CWRICWLWM STEINER

ANFANTAIS 1

- ‘The schools, based on the spiritual movement of “anthosophy”, are controversial because Steiner’s views on, for example, race have been discredited’ - (Adams, 2019).
- DADLEUOL - oherwydd bwriad ysgolion heddiw yw dathlu amrywiaeth, a nid i wahaniaethu.

ANFANTAIS 2

- Agweddau anaddas gan athrawon.
- Wnaeth Ofsted o fewn arolygiad ysgol Steiner tyst, “inappropriate physical handling” of pupils by staff and cases of governors ignoring parents’ complaints about teacher behaviour’ - (Adams, 2019).

ANFANTEISION CWRICWLWMY CYFNOD SYLFAEN

ANFANTAIS 1

- Dulliau ffurfiol o addysgu a dysgu o fewn y blynyddoedd cynnar, yn herio'r plant yn rhy uchel, rhy gynnar.
- Dadleuir 'that teachers **introduce formal learning too soon, before some pupils are** ready' - (Taylor et al. 2016, t. 299).

ANFANTAIS 2

- Ddim yn paratoi plant yn ddigonol ar gyfer arholiadau blynyddol yn ddiweddarach mewn addysg, megis profion cenedlaethol neu profion PISA - (BBC, 2014).
- Cyfnod Sylfaen ers iddo sefydlu, wedi cael llwyddiant cymysg dros y blynyddoedd (BBC, 2014).

CASGLIAD

- Tystiolaeth yn dangos bod nifer o bethau tebyg a gwahanol, o ran manteision ac anfanteision cwricwlwm Steiner a chwricwlwm y Cyfnod Sylfaen.
- Prif awgrym yw gall y ddau gwricwlwm manteisio o'i gilydd, trwy ystyried defnyddio agweddau o strategaethau, amcanion a deilliannau ei gilydd.
- NOD - angen i blant cael ei pharatoi'n addysgol ac yn gorfforol ar gyfer heriau'r dyfodol, er mwyn iddynt allu fod yn ddinasyddion effeithiol o fewn eu cymdeithasau, megis, ar gyfer y swyddi dyfodol sydd ddim yn bodoli eto.

DIOLCH AM WRANDO!

RHESTR CYFEIRNODI

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