

Sgwrs y Rhwydwaith  
Cenedlaethol

.....  
National Network  
Conversations



Llywodraeth Cymru  
Welsh Government

Pwrpas, Addysgeg a Chynnydd

Purpose, Pedagogy and Progression



**ADDYSG CYMRU**  
**EDUCATION WALES**

cenhadaeth ein cenedl | our national mission



# #Trafod Addysgeg, Meddwl am Ddysgu

## #Talk Pedagogy, Think Learning

*Y gwirionedd yw bod ein plant a'n cymunedau angen math gwahanol o addysg... ac er mwyn deall sut beth yw'r addysg hon a sut mae'n teimlo, rhaid i ni'n wirioneddol ddychwelyd i'r pethau sylfaenol. Nid ydynt yn set neilltuol o bynciau neu ddulliau addysgu neu strategaethau asesu. Y rhain yw'r pwrpasau sylfaenol y dylai addysg eu gwasanaethu o'r cychwyn cyntaf.*

*I'w bodloni, mae angen newid sylweddol arnom o ran ein meddylfryd am ysgol a'n gwaith yno – gan symud i ffwrdd o'r hen fodel ddiwydiannol i un sy'n seiliedig ar egwyddorion ac ymarferion cwbl wahanol. Mae pawb yn wahanol, pobl o bob lliw a llun, a'u galluoedd a'u cymeriadau'n wahanol hefyd. Mae deall y gwirionedd sylfaenol hwn yn allweddol er mwyn i ni allu weld sut y dylid gweddnewid y system.*

*I wneud hynny, rhaid i ni newid y stori: mae angen metaffor gwell arnom.*

**Ken Robinson (2016)**

*The fact is that our children and our communities need a different sort of education...to understand what this sort of education looks and feels like we really do need to get back to basics. They are not a particular set of subjects or teaching methods or assessment strategies. They are the underlying purposes that education is meant to serve in the first place.*

*To meet them, we need a radical change in how we think about and do school – a shift from the old industrial model to one based on entirely different principles and practices. People do not come in standard sizes or shapes, nor do their abilities and personalities. Understanding this basic truth is the key to seeing how the system can be transformed.*

*To do that we have to change the story: we need a better metaphor.*

**Ken Robinson (2016)**




# Agenda

- 9:15-10:00** Lluniaeth a chyfle rhwydweithio
- 10:00-10:10** Croeso, Cyflwyniad a Phwrpas
- 10:10-10:45** Gosod yr olygfa ar gyfer y bore
- 10:55-12:00** Addysgeg a dysgu – mynd i'r grwpiau
- 12:10-12:30** Myfyrdodau gyda'r Athro Graham Donaldson
- 12:30-13:15** Cinio a chyfleoedd rhwydweithio
- 13.15-13:50** Gosod yr olygfa ar gyfer y prynhawn
- 14.00-15:00** Addysgeg a chynnydd dysgwyr – mynd i'r grwpiau
- 15:10-15:30** Myfyrdodau / Holi ac Ateb
- 15.30-16:00** Cyfle rhwydweithio



# Agenda

- 9:15-10:00** Refreshments and networking opportunity
  - 10:00-10:10** Welcome, Introduction and Purpose
  - 10:10-10:45** Setting the scene for the morning
  - 10:55-12:00** Pedagogy and learning – break out
  - 12:10-12:30** Reflections with Prof. Graham Donaldson
  - 12:30-13:15** Lunch and networking opportunity
  - 13.15-13:50** Setting the scene for the afternoon
  - 14.00-15:00** Pedagogy and learner progress – break out
  - 15:10-15:30** Reflections / Q&A
  - 15.30-16:00** Networking opportunity
- 

Bydd cwblhau'r arolwg hwn yn cefnogi meddwl cyn y diwrnod a hefyd yn bwydo eich barn o'r Prosiect Ymchwil Addysgeg



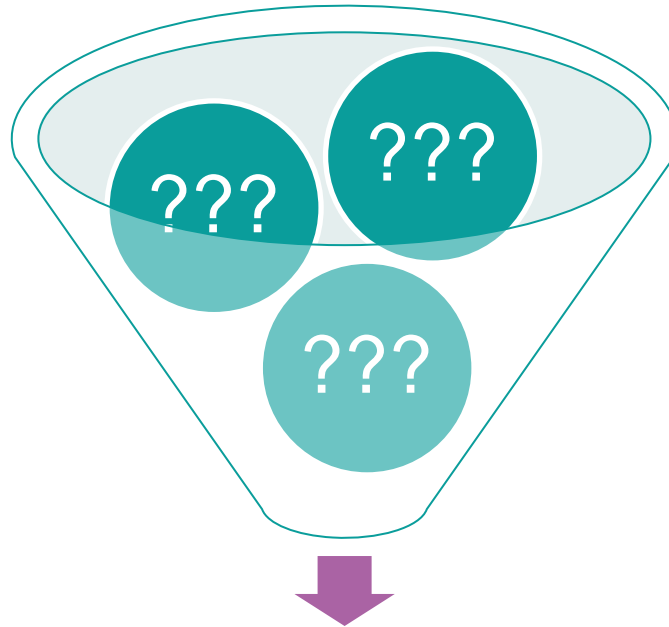
**12**  
**Egwyddorion**  
**Addysgeg**  
dolen

**Canllaw**  
**Galluogi Dysgu**  
dolen

**Dysgu pwrpasol**  
**a dulliau o greu**  
**cwricwlwm**  
dolen

Dolen  
**CAMAU**

**Egwyddorion**  
**cynnydd**  
dolen



Sut mae ein profiad hyd yn hyn yn dylanwadu ar sut rydym yn meddwl am addysgeg a sut rydym yn arwain ac yn cynllunio ar gyfer dysgu?



O'r canllawiau, yr egwyddorion a'ch profiadau –  
a oes nodweddion allweddol sy'n gwneud profiadau dysgu yn Cwricwlwm i Gymru yn wahanol i brofiadau dysgu yn y cwricwlwm blaenorol?

Completing this survey will support thinking ahead of the day and also feed your thoughts into the Pedagogy Research Project



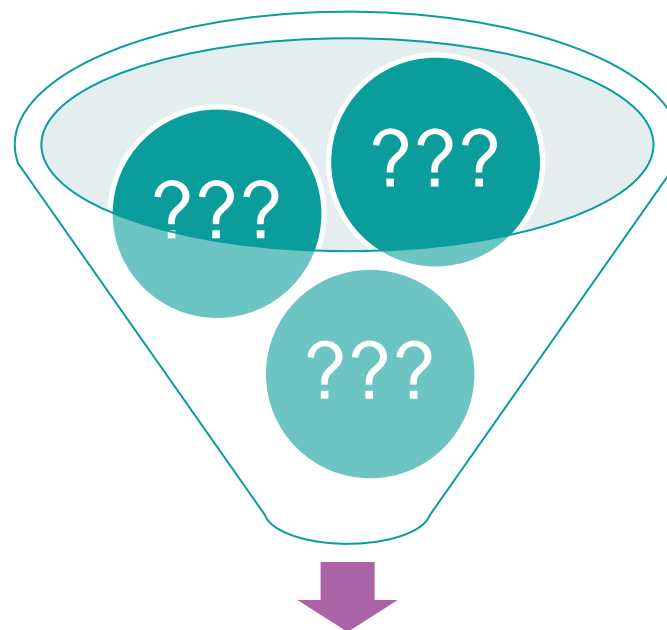
**12  
Pedagogical  
Principles**  
[link](#)

**Enabling  
Learning  
Guidance**  
[link](#)

**Purposeful learning  
and approaches to  
creating curriculum**  
[link](#)

**CAMAU**  
[link](#)

**Principles of  
progression**  
[link](#)



**How is our experience to date influencing how we think about pedagogy and how we lead and plan for learning ?**

From the guidance, principles and your experiences –  
are there key features that make learning experiences in CfW different to learning experiences in the previous curriculum ?



# Y daith hyd yn hyn... The journey so far....

## Pedwar Diben Four purposes

Pause, Think, Reflect  
Oedi, Meddwl, Myfyrio

Curriculum Design  
Cynllunio Cwricwlwm

Skills  
Sgiliau

Vision  
Gweledigaeth

Progression / assessment  
Cynnydd

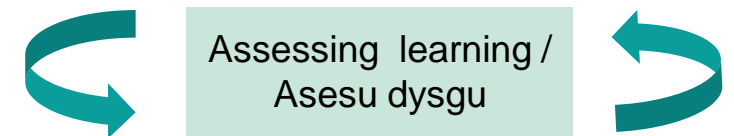
Wellbeing  
Lles

Child development  
Datblygiad Plant



**PEDAGOGY / ADDYSGEG**

**LEARNING EXPERIENCES / PROFIAD**



**LEARNING, PROGRESS and DEVELOPMENT /  
DYSGU, CYNNYDD a DATBLYGIAD**

Evaluating progress over time / Gwerthuso cynnydd dros amser

Self-evaluation / Hunan-werthuso



# Ystafell drafod / Breakout room 1

- **Cwestiwn Allweddol: sut mae ein meddyliau ynghylch addysgeg a dyluniad profiadau dysgu'n newid?**
  - (i) Beth ddylai'r galluogwyr mwyaf arwyddocaol fod o ran dysgu effeithiol, amcanol a diddorol?
  - (ii) Sut mae rolau athrawon a dysgwyr yn newid? Beth ydym yn debygol o weld mwy / llai ohono?
  - (iii) Sut ydym NAWR yn meddwl ynghylch addysgeg a dysg o fewn cyd-destun cwricwlwm a ysgogir gan ddibenion?
  
- **Key Question : how is our thinking about pedagogy and the design of learning experiences changing ?**
  - (i) What should be the most significant enablers of engaging, purposeful and effective learning
  - (ii) How are the roles of teachers and learners changing ? What might we see more of / less of ?
  - (iii) How do we NOW think about pedagogy and learning within the context of a purposes driven curriculum ?





Dysgu dilys yn y  
Cwricwlwm i  
Gymru?

Authentic learning  
in Curriculum for  
Wales ?





Ambitious, capable

set high standards  
seek and enjoy challenge,  
connect, apply,  
body of knowledge,  
questioning, solve problems,  
communicate, explain ideas  
and concepts,  
use number, interpret and  
apply,  
use digital (create, find,  
analyse),  
research and evaluate  
critically

Learning experiences that realise the four purposes in our children

Ethical, informed

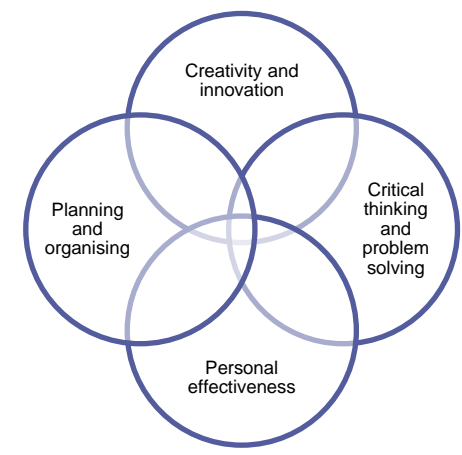
find, evaluate and use  
evidence,  
engage,  
understand,  
be knowledgeable,  
respect,  
show commitment

connect and apply,  
create ideas and products,  
think creatively,  
reframe and solve  
problems,  
take measured risks,  
lead and play different roles  
in teams,  
express ideas and emotion,  
give of energy and skills

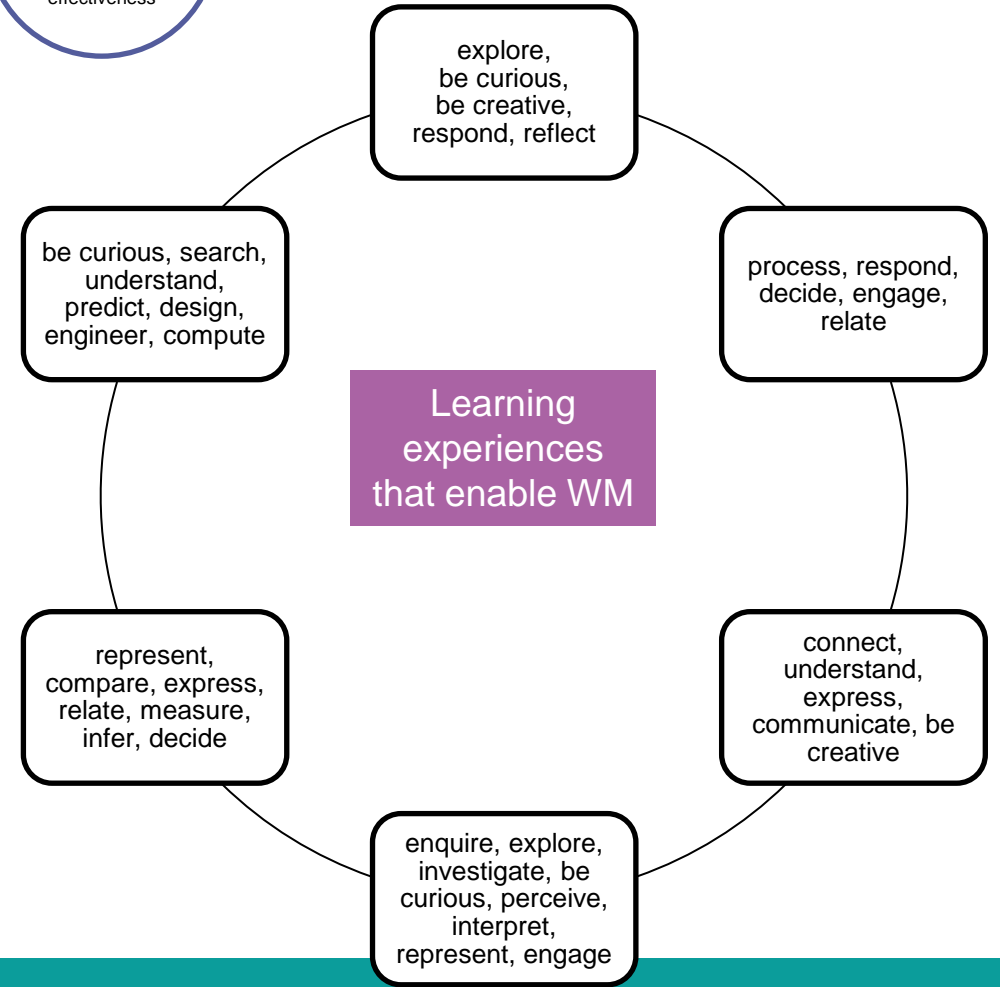
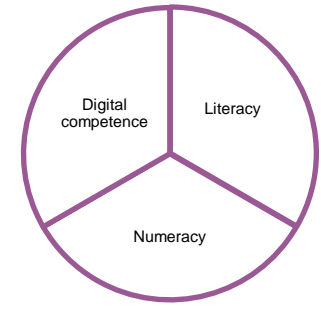
Enterprising, creative

secure values,  
be confident,  
be resilient,  
empathetic,  
find and apply,  
take part,  
take measured decisions,  
have confidence to participate,  
form positive relationships,  
overcome challenges,  
manage their life independently

Healthy, confident



Learning experiences that enable skill development



Learning experiences that enable WM

Uchelgeisiol, galluog

gosod safonau uchel  
yn chwilio am a mwynhau her,  
cysylltu, cymhwyso,  
corff o wybodaeth,  
cwestiynu, datrys problemau,  
cyfathrebu, esbonio syniadau a  
chysyniadau,  
defnyddio rhifau, dehongli a  
chymhwyso,  
defnyddio digidol (creu, darganfod  
dadansoddi),  
ymchwilio a gwerthuso'n feirniado

**Profiadau  
dysgu sy'n  
gwireddu'r  
pedwar  
diben yn ein  
plant**

cysylltu a chymhwyso,  
creu syniadau a chynhyrchion,  
meddwl yn greadigol,  
ail-fframio a datrys problemau,  
cymryd risgiau cymedrol,  
arwain a chwarae gwahanol  
rolau mewn timau,  
mynegi syniadau ac emosiwn,  
rhoi egni a sgiliau

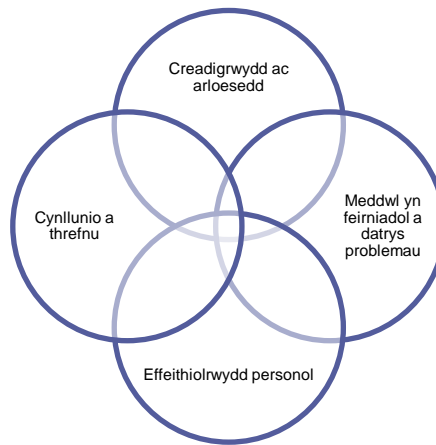
Mentrus, creadigol

Moesebol, gwybodus

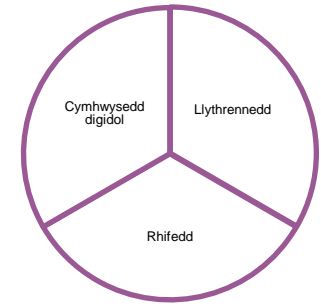
darganfod, gwerthuso a  
defnyddio tystiolaeth,  
ymgysylltu,  
deall,  
bod yn wybodus,  
parchu,  
dangos ymroddiad

gwerthoedd diogel,  
bod yn hyderus,  
bod yn wydn,  
empathig,  
dod o hyd i a chymhwyso,  
cymryd rhan,  
gwneud penderfyniadau cymedrol,  
bod â hyder i gymryd rhan,  
ffurfio perthnasoedd cadarnhaol,  
goresgyn heriau,  
rheoli eu bywyd yn annibynnol

Iach, hyderus



**Profiadau  
dysgu sy'n  
galluogi  
datblygu sgiliau**



archwilio, bod yn  
chwilfrydig, bod yn  
greadigol, ymateb,  
myfyrio

bod yn chwilfrydig,  
chwilio, deall,  
rhagweld, dylunio,  
peiriannu,  
cyfrifiannu

prosesu, ymateb,  
penderfynu,  
ymgysylltu, cysylltu

**Profiadau  
dysgu sy'n  
galluogi WM**

cynrychioli,  
cymharu, mynegi,  
cysylltu, mesur,  
casglu, penderfynu

cysylltu, deall,  
mynegi,  
cyfathrebu, bod yn  
greadigol

ymholi, archwilio,  
ymchwilio, bod yn  
chwilfrydig, canfod,  
dehongli,  
cynrychioli,  
ymgysylltu

# What do we think about when planning and designing engaging, effective learning ?

- challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them
- encourages learners to take increasing responsibility for their own learning
- supports emotional development

- maintains a consistent focus on the overall purposes of the curriculum

- supports social and emotional development and positive relationships
- encourages collaboration

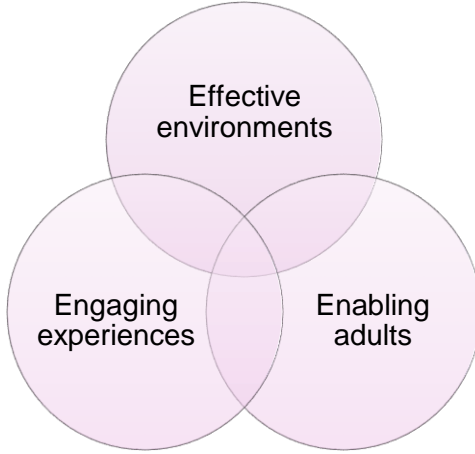
Learner readiness and effectiveness

Belonging

Wellbeing

Exploration

Authentic engaging experiences



Communication

Interactions and relationships

Physical development

Observing, noticing and responding

- means employing a blend of approaches including:
  - direct teaching
  - those that promote problem-solving, creative and critical thinking
- sets tasks and selects resources that build on previous knowledge and experience and engage interest
- creates authentic contexts for learning
- ranges within and across Areas
- regularly reinforces the cross-curricular skills of literacy, numeracy and digital competence, and provides opportunities to practise them

- builds on previous knowledge and experience and engage interest
- means employing assessment for learning principles

# Beth ydyn ni'n ei feddwl wrth gynllunio a dylunio dysgu difyr ac effeithiol?

- herio pob dysgwr trwy eu hannog i gydnabod pwysigrwydd ymdrech barhaus i fodloni disgwyliadau sy'n uchel ond yn gyraeddadwy iddynt
- annog dysgwyr i gymryd cyfrifoldeb cynyddol am eu dysgu eu hunain
- cefnogi datblygiad emosiynol

- cynnal ffocws cyson ar ddibenion cyffredinol y cwricwlwm

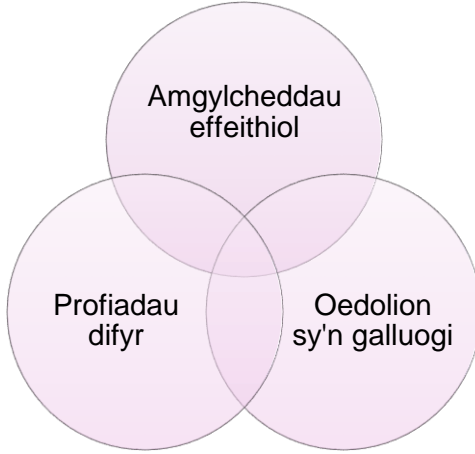
- cefnogi datblygiad cymdeithasol ac emosiynol a pherthnasoedd cadarnhaol
- annog cydweithio

Parodrwydd ac effeithiolrwydd dysgwyr

Perthyn

Llesiant

Archwilio



Cyfathrebu

Rhyngweithio a pherthnasoedd

Datblygiad corfforol

Arsylwi, sylwi ac ymateb

Profiadau difyr dilys

- yn golygu defnyddio cyfuniad o ddulliau gan gynnwys:
  - addysgu uniongyrchol
  - y rhai sy'n hybu datrys problemau, meddwl creadigol a beirniadol
- gosod tasgau a dewis adnoddau sy'n adeiladu ar wybodaeth a phrofiad blaenorol ac yn ennyn diddordeb
- yn creu cyd-destunau dilys ar gyfer dysgu
- yn amrywio o fewn ac ar draws Ardaloedd
- yn atgyfnerthu sgiliau trawsgwricwlaidd llythrennedd, rhifedd a chymhwysedd digidol yn rheolaidd, ac yn darparu cyfleoedd i'w hyrffwrdd

- yn adeiladu ar wybodaeth a phrofiad blaenorol ac yn ennyn diddordeb
- yn golygu defnyddio egwyddorion asesu ar gyfer dysgu

## Enabling adults

- Communication
- Enables Learning
- Consistent
- Supportive
- Empathy
- Compassionate
- A positive and cheerful approach
- Coping with uncertainty
- Observe
- Notice
- Analyse
- Respond
- Developmental understanding
- Reassuring
- Consistency
- Understanding pupil needs
- Inclusive
- React to interests

## Effective environments

- Inside and outside
- Exploring environments
- Develop a sense of belonging
- Rich in terms of communication
- Support development and understanding
- Use of digital media
- Opportunities to marvel
- Ignite curiosity
- Offers a risk and a challenge
- Appropriate physical environment
- Time to reflect
- Appropriate emotional climate
- Strong relationships
- Opportunities to exercise and establish skills
- Promote physical development
- Appropriate pedagogy
- Develop self-confidence
- Develop resilience
- Experience success
- Deep level of involvement
- Gives learners choices

## Engaging experiences

- Interact
- Spontaneous learning opportunities
- Identity reinforcement
- Offers real-life experiences
- Develop concepts
- Promote co-operation
- Promote self-control
- Promote independence
- Holistic approach to supporting child development
- Celebrate culture
- Support cognitive development
- Opportunity to explore and experiment
- Develop listening skills
- Experience enjoyment





## Oedolion sy'n galluogi

- Cyfathrebu
- Galluogi Dysgu
- Cyson
- Cefnogol
- Empathi
- Trugarog
- Agwedd bositif a llawen
- Ymdopi ag ansicrwydd
- Arsylwi
- Sylwi
- Dadansoddi
- Ymateb
- Dealltwiraeth ddatblygiadol
- Yn galonogol
- Cysondeb
- Deall anghenion disgyblion
- Cynhwysol
- Ymateb I ddiddordebau

## Amgylcheddau effeithiol

- Dan do ac awyr agored
- Archwilio amgylchedd
- Datblygu ymdeimlad o berthyn
- Cyfoethog o ran cyfathrebu
- Sgaffaldio datblygiad a dealltwriaeth
- Defnyddio cyfryngau digidol
- Cyfleoedd I ryfeddu
- Tanio chwilfrydedd
- Cynnig risg a her
- Gofod corfforol addas
- Amser I myfyrio
- Hinsawdd emosiynol addas
- Cysylltiadau cryf
- Cyfleoedd i ymarfer a gwreiddio sgiliau
- Hybu datblygiad corfforol
- Addysgeg priodol
- Datblygu hunan hyder
- Datblygu gwydnwch
- Profi llwyddiant
- Ymglymiad lefel ddwfn
- Cynnig dewisiadau l'r dysgwyr

## Profiadau difyr

- Rhyngweithio
- Cyfleoedd dysgu digymell
- Atgyfnerthu hunaniaeth
- Cynnig profiadau bywyd go iawn
- Datblygu cysyniadau
- Hybu cydweithio
- Hybu hunanreolaeth
- Hybu annibyniaeth
- Cefnogi datblygiad plenty yn holistig
- Dathlu diwylliant
- Cefnogi datblygiad gwybyddol.
- Cyfle I archwilio ac arbrofi
- Datblygu sgiliau gwrando
- Profi mwynhad





I guide  
I lead  
I model  
I shape  
I tell  
I explain  
I share  
I support  
I facilitate  
I activate  
I collaborate  
I inspire  
I observe  
I listen

Teacher

**How is the role of teachers changing ?**

**How do we plan and shape learning experiences that allow learners to take on different roles ?**

Learners

We create  
We collaborate  
We communicate  
We question  
We listen  
We tell / instruct  
We produce  
We engage  
We perform  
We sit, move and stand  
We enquire  
We innovate



# Y daith hyd yn hyn... The journey so far....

## Pedwar Diben Four purposes

Pause, Think, Reflect  
Oedi, Meddwl, Myfyrio

Curriculum Design  
Cynllunio Cwricwlwm

Skills  
Sgiliau

Vision  
Gweledigaeth

Progression / assessment  
Cynnydd

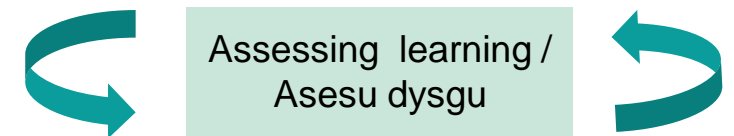
Wellbeing  
Lles

Child development  
Datblygiad Plant



**PEDAGOGY / ADDYSGEG**


**LEARNING EXPERIENCES / PROFIAD**



**LEARNING, PROGRESS and DEVELOPMENT /  
DYSGU, CYNNYDD a DATBLYGIAD**


Evaluating progress over time / Gwerthuso cynnydd dros amser

Self-evaluation / Hunan-werthuso



Are my/our learners more **engaged** ?

Are learners more **motivated** ?



Do learners feel learning is more **purposeful** ?

Do learners make the **progress** I/we want them to make ?

Are learners **happier** and **enjoying** their learning more ?


Are they **developing** as individuals ?

What are the things we value and want for our learners ?

How do we look out for and explore these things together ?


Do we believe that we can shift pedagogy and practice that might improve these things further ?





A yw fy/ein  
dysgwyr yn  
**ymgysylltu**  
mwy?

A yw dysgwyr yn  
fwy **brwdfrydig**?



A yw dysgwyr yn  
teimlo bod dysgu  
yn fwy **pwrpasol**?

Ydy dysgwyr yn  
gwneud y  
**cynnydd** rydw  
i/rydym ni eisiau  
iddyn nhw ei  
wneud?

A yw dysgwyr yn **hapusach**  
ac yn mwynhau eu dysgu  
yn fwy?

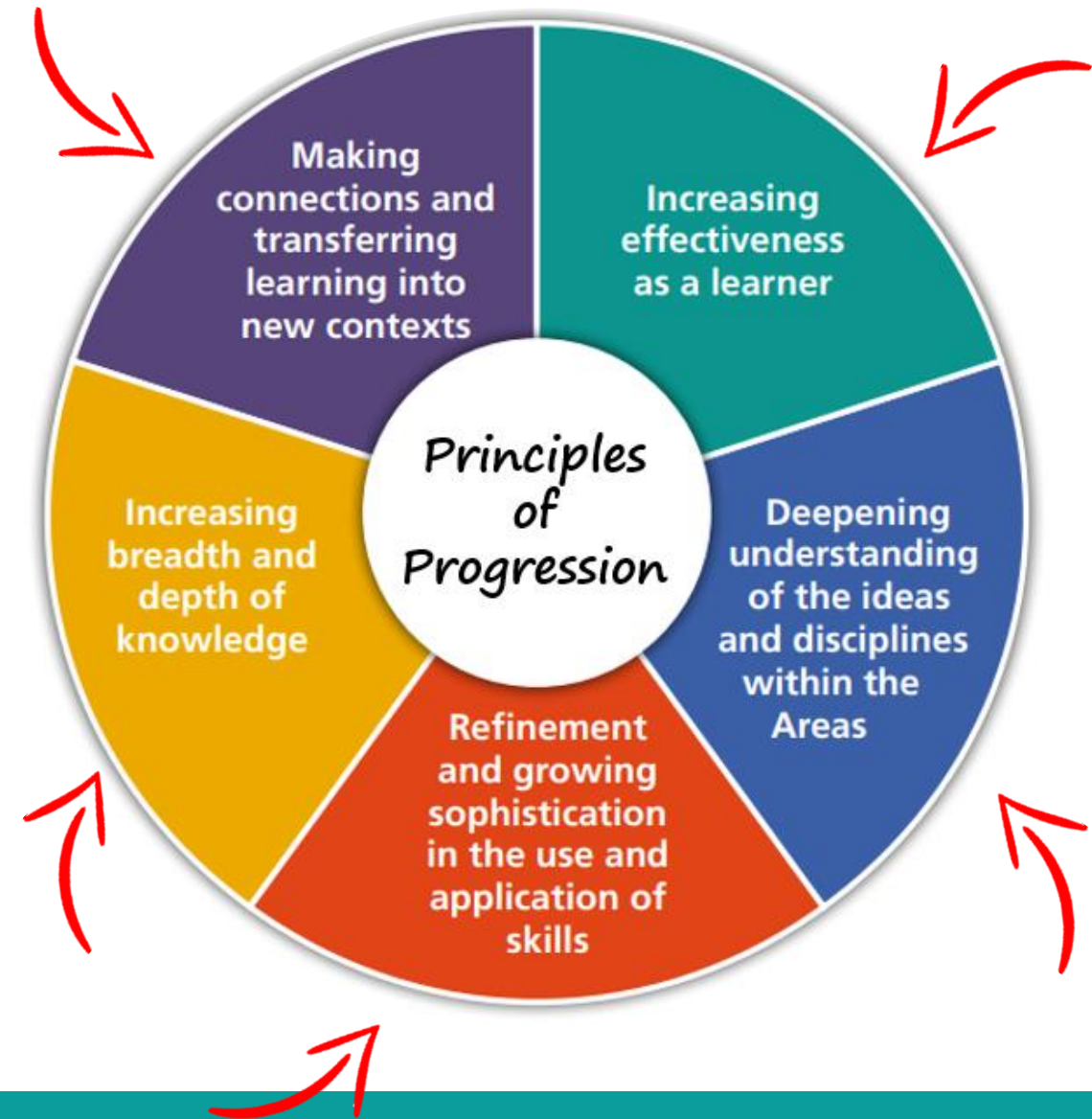
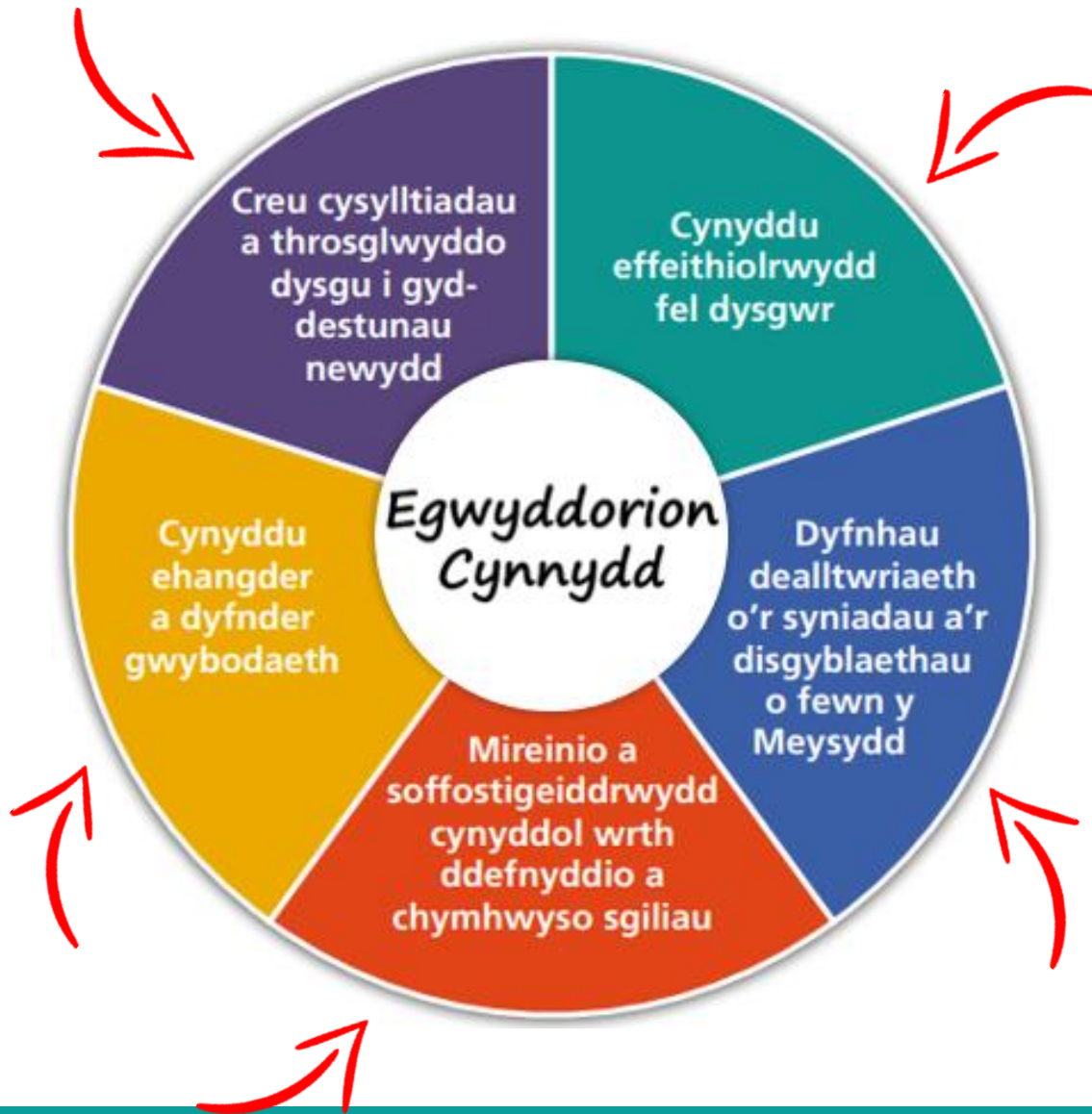
Ydyn nhw'n  
**datblygu** fel  
unigolion?

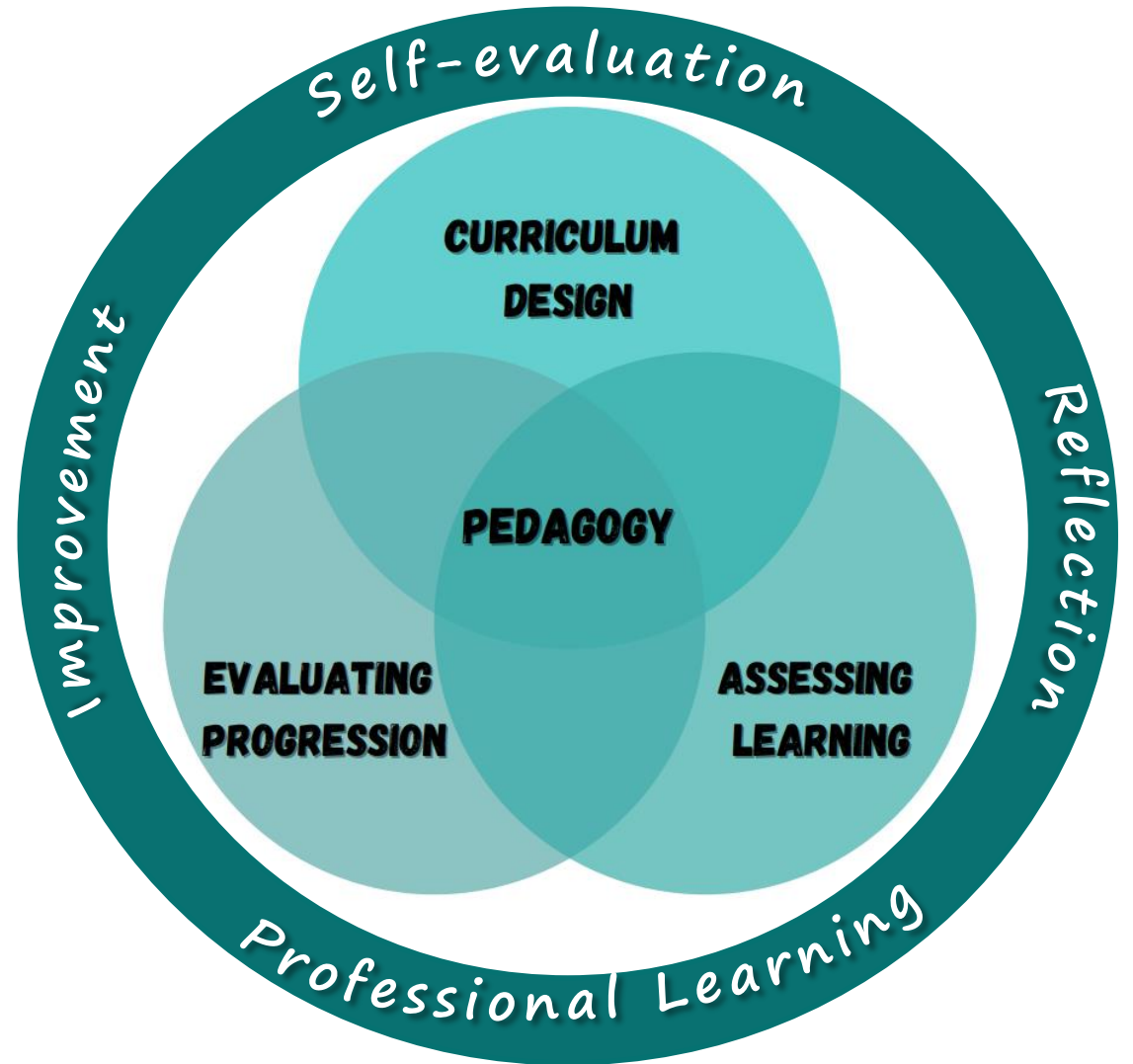
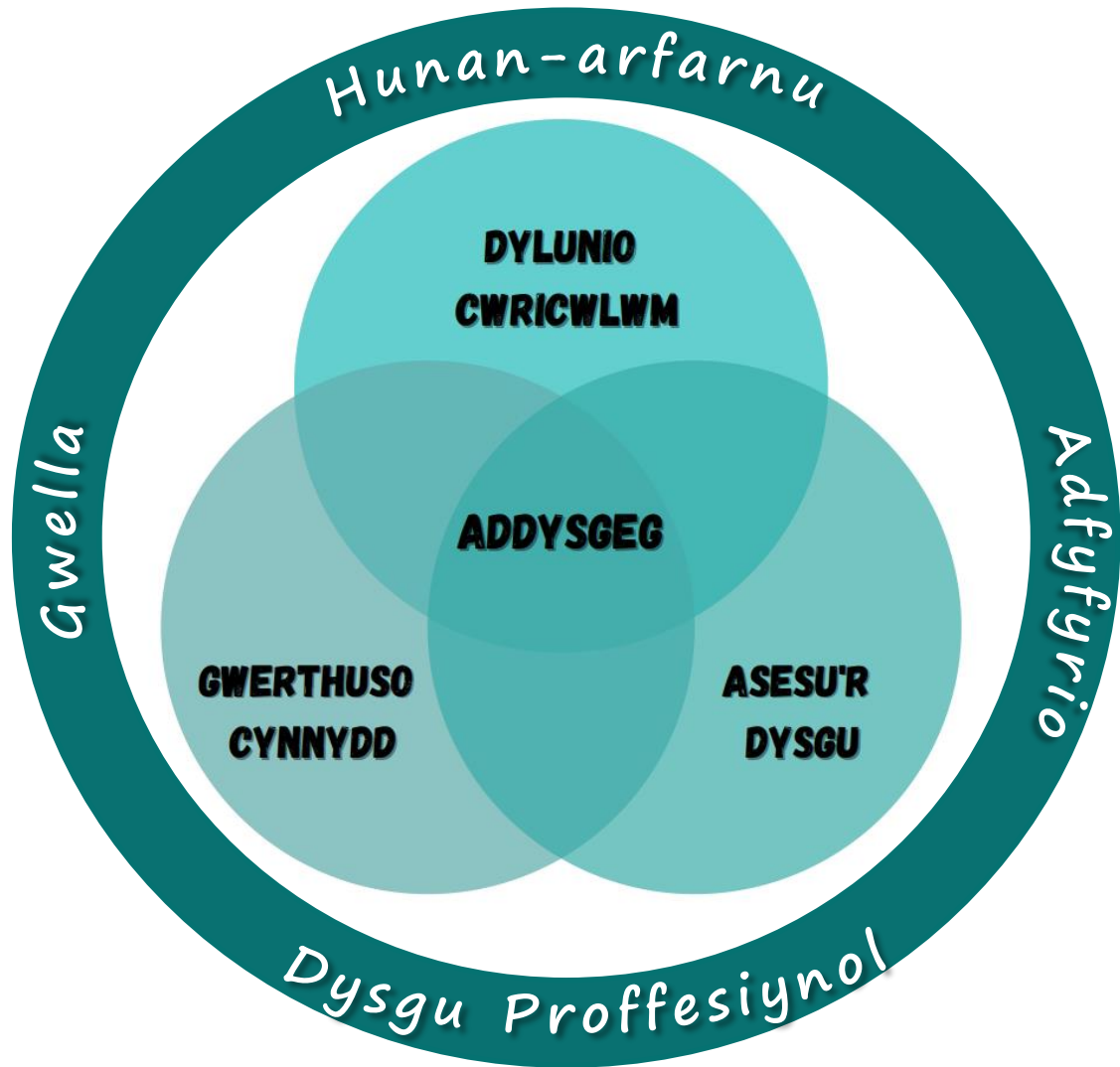
Beth yw'r pethau yr ydym yn eu gwerthfawrogi a'u heisiau ar gyfer ein dysgwyr?

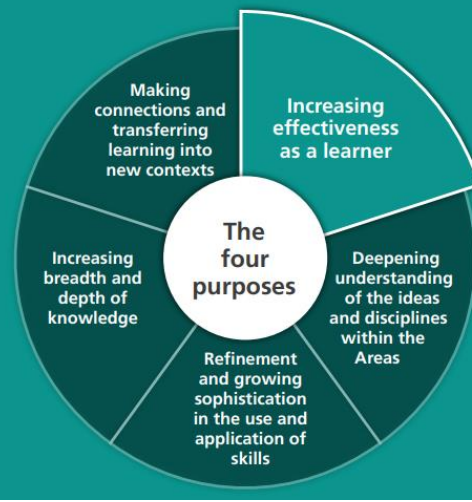
Sut ydyn ni'n edrych am y pethau hyn ac yn eu harchwilio gyda'n gilydd?

A ydym yn credu y gallwn newid addysgeg ac arfer a allai wella'r pethau hyn ymhellach?









Rhwysterau i Ddysgu

Agweddau at Ddysgu

Metawybyddiaeth

Sgiliau Cyfannol

Hunanreoleiddio

Sgiliau trawsgwricwlaidd

Mwynhad

Perthyn

Myfyriol

Cymorth

Annibyniaeth

**Hyder**

Gwydnwch

Self-Regulation

Integral Skills

Belonging

**Confidence**

Metacognition

Cross-curricular skills

Enjoyment

Support

Resilience

Barriers to Learning

Attitudes to Learning

Reflective

Independence





Rhwysterau i Ddysgu

Agweddau at Ddysgu

Metawybyddiaeth

Sgiliau Cyfannol

Sgiliau trawsgwricwlaidd

Mwynhad

Perthyn

Myfyriol

Cymorth

Annibyniaeth

Hyder

Gwydnwch

**Hunanreoleiddio**

Barriers to Learning

Attitudes to Learning

Self-Regulation

Integral Skills

Belonging

Confidence

**Metacognition**

Cross-curricular skills

Enjoyment

Support

Resilience

Reflective

Independence



**Pam i ni'n dysgu**

**Datblygu galluedd a thueddiadau**

**Beth i ni'n dysgu**

**Cynnydd Dysgwr – dealltwriaeth**  
*(gyda'r wybodaeth a'r sgiliau perthnasol)*

**Sut i ni'n dysgu**

**Cynnydd Dysgwyr – dod yn fwy effeithiol wrth ddysgu**



**Why we learn**

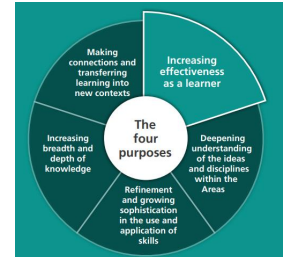
**Developing competencies and dispositions**

**What we learn**

**Learner progress – understanding**  
*(with associated knowledge and skills)*

**How we learn**

**Learner progress – increasing learner effectiveness**





# Darllen

*Darllen fel 'gwyddonydd' / 'hanesydd'...*

**Technegol**  
**leithyddol**  
**Rhuglder**  
**Cywirdeb**  
**Cefndir**  
**Cyd-destun**  
**Cysyniad**

*Darllen yn feirniadol*

**Hunanreoleiddio**  
**Gwydnwch**      **Hyder**  
**Annibyniaeth**   **Chwilfrydedd**



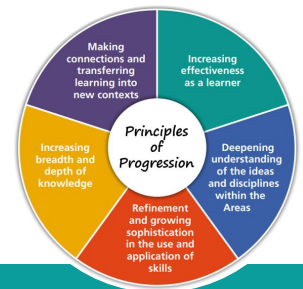
# Reading

*Reading like a 'scientist' / 'historian'...*

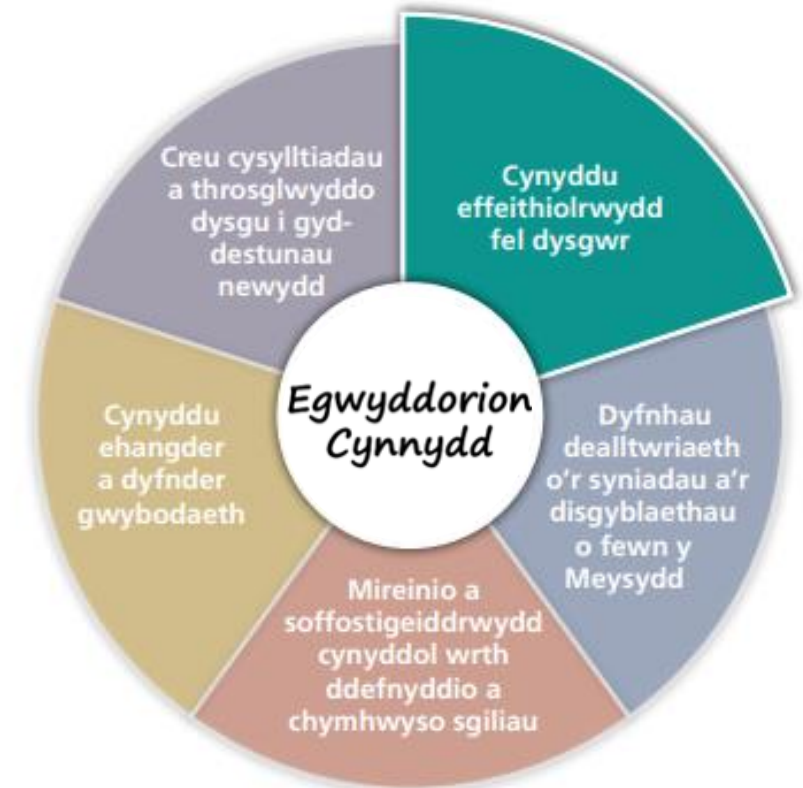
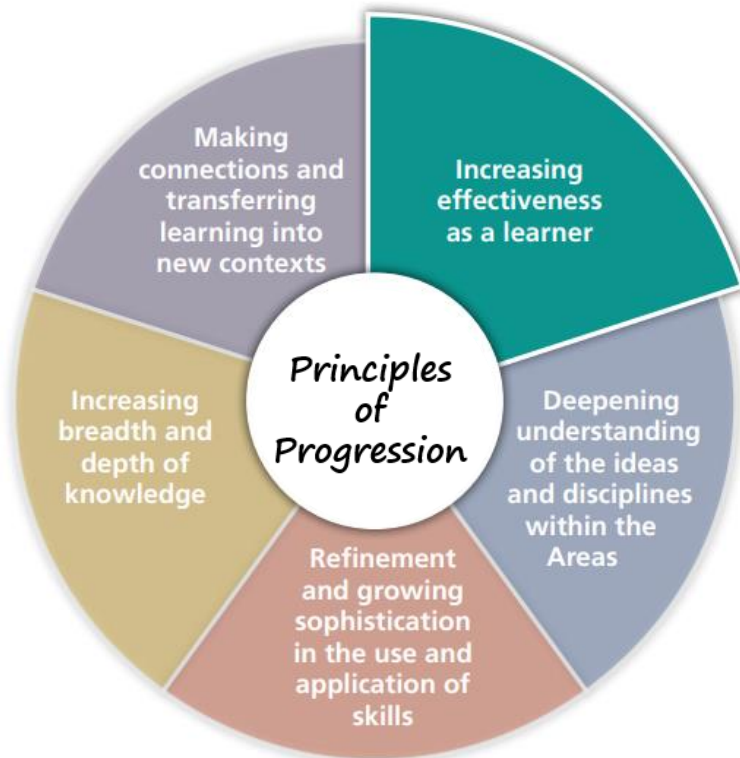
**Technical**  
**Linguistic**  
**Fluency**  
**Accuracy**  
**Background**  
**Context**  
**Concept**

*Reading critically*

**Self-regulation**  
**Resilience**      **Confidence**  
**Independence**   **Curiosity**



# Cynyddu effeithiolrwydd fel dysgwr / *Increasing effectiveness as a learner*



# WHAT DOES AN EFFECTIVE LEARNER LOOK LIKE IN PRACTICE?

‘These learners are **proactive** in their efforts to learn because they are **aware of their strengths and limitations** and because they are guided by **personally set goals** and **task-related strategies**... These learners **monitor** their behaviour in terms of their goals and **self-reflect** on their increasing effectiveness. This enhances their **self-satisfaction** and **motivation to continue to improve** their methods of learning.’

(Zimmerman, 2002)

Beth yw'r pethau yr ydym yn eu gwerthfawrogi a'u heisiau ar gyfer ein dysgwyr yn seiliedig ar ein Cwricwlwm?  
What are the things we value and want for our learners based on our Curriculum ?

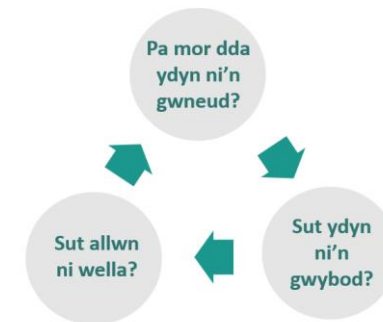
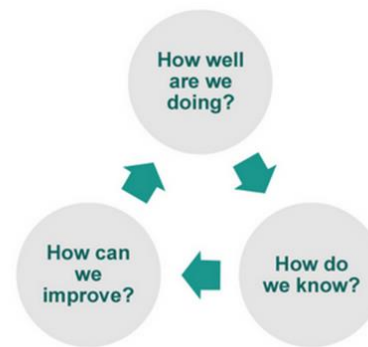
Sut ydyn ni'n edrych am y pethau hyn ac yn eu harchwilio?  
How do we look out for and explore these things ?

A ydym yn credu y gallwn newid addysgeg ac arfer a allai wella'r pethau hyn ymhellach?  
Do we believe that we can shift pedagogy and practice that might improve these things further ?

Schools in Wales as learning organisations



(Welsh Government, 2018)



# Ystafell drafod / Breakout room 2

## Cwestiynau Allweddol

- Fel uwch arweinwyr, beth sydd angen i ni ei ddeall ynghylch ein dysgwyr i ddylanwadu ar addysgeg a galluogi dysg mewn cwricwlwm a ysgogir gan ddibenion?
- Sut ydym yn datblygu diwylliant cyfunol, cydweithredol sy'n ein cefnogi ni i ddeall yr agweddau hyn ar ddatblygiad a dilyniant y dysgwr gyda'n gilydd fel sefydliad dysgu?
- Sut ydym yn 'arsylwi' a deall dilyniant y dysgwr yn gydweithredol i gefnogi ffordd o feddwl addysgegol, galluogi dysg a gwireddu'r pedwar diben yn ein dysgwyr?

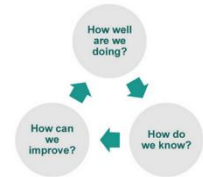
## Key Questions

- As senior leaders, what do we need to understand about our learners to influence pedagogy and enable learning in a purposes driven curriculum ?
- How do we develop a collective, collaborative culture that supports us in understanding these aspects of learner development and progress together as a learning organisation ?
- How do we 'observe' and understand learner progress collaboratively to support pedagogical thinking, enable learning and realise the four purposes in our learners ?



# Exploring learner progress over time to influence pedagogy and improve learning

As leaders, what do we need to understand about our **FACES** to purposefully develop pedagogy and teaching to enhance learner development and progress ?

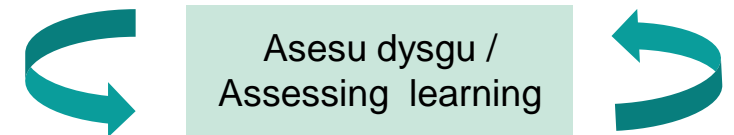


**What do we need to know about each child as Senior Leaders to enable learning ???**



**ADDYSGEG / PEDAGOGY**

**PROFIAD / LEARNING EXPERIENCES**

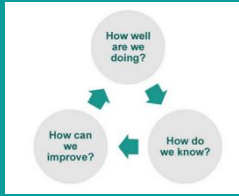


**DYSGU, CYNNYDD a DATBLYGIAD /  
LEARNING, PROGRESS and DEVELOPMENT**

Gwerthuso cynnydd dros amser  
Evaluating progress over time



# How do we work together in learning organisations to explore learner progress ?



As leaders, how do we develop a culture that supports openness, honesty and trust in thinking together ?  
In terms of exploring learner progress, what does it mean to be a learning organisation ?

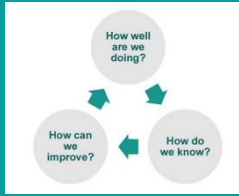
## Culture for self-evaluation as a learning organisation

prove	←→	improve
focused on teachers	←→	focused on learners
to check for.....	←→	an understanding of....
judgemental	←→	developmental
snapshot	←→	continuous
done to...	←→	done together
compliance	←→	agency
gives a 'false' account	←→	gives a 'true', authentic account
builds up information	←→	leads to valuable learning






# Exploring learner progress over time to influence pedagogy and enable learning



How do we look for and understand the 'evidence' collaboratively over time ?  
How do we discuss and use this to have a sharp understanding of what we need to do to promote learning ?

## Taking an enquiry stance to evaluating progress



**How do we observe and discuss 'evidence' together to support our understanding of learner progress and what we need to do to enable learning ?**

Observing 'live' learning

Learner work review

Learner conversations

Family conversations

?????

How do you ensure the focus is on specific aspects of learner progress over time ?

How do you do this in a collective, open way ?  
Who should be involved ?

What sort of questions should be used to support professional discussions about the learner ?

How can this support the development of a shared understanding of progression ?

How can this support pedagogical discussions leading to collaborative activity to promote learner progress ?

# Archwilio cynnydd dysgwyr dros amser i ddylanwadu ar addysgeg a gwella dysgu

Fel arweinwyr, beth sydd angen i ni ei ddeall am ein HWYNEBAU i ddatblygu addysgeg ac addysgu yn bwrpasol i wella datblygiad a chynnydd dysgwyr?

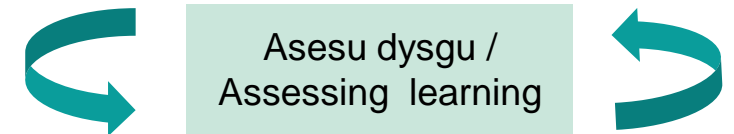


**Beth sydd angen i ni ei wybod  
am bob plentyn fel Uwch  
Arweinwyr i alluogi dysgu???**



**ADDYSGEG / PEDAGOGY**

**PROFIAD / LEARNING EXPERIENCES**



**DYSGU, CYNNYDD a DATBLYGIAD /  
LEARNING, PROGRESS and DEVELOPMENT**

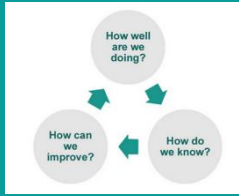
Gwerthuso cynnydd dros amser  
Evaluating progress over time



# Sut ydyn ni'n gweithio gyda'n gilydd mewn sefydliadau dysgu i archwilio cynnydd dysgwyr?



**ADDYSG CYMRU**  
**EDUCATION WALES**  
cenhadaeth ein cenedl | our national mission



Fel arweinwyr, sut ydyn ni'n datblygu diwylliant sy'n cefnogi didwylledd, gonestrwydd ac ymddiriedaeth wrth feddwl gyda'n gilydd?

O ran archwilio cynnydd dysgwyr, beth mae bod yn sefydliad dysgu yn ei olygu?

## Diwylliant ar gyfer hunanwerthuso fel sefydliad dysgu

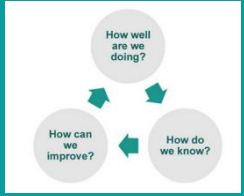
profi	←→	gwella
canolbwyntio ar athrawon	←→	canolbwyntio ar ddysgwyr
Gwirio am....	←→	dealltwriaeth o....
barnu	←→	datblygiadol
ciplun	←→	parhaus
gwneud i...	←→	gwneud gyda'n gilydd
cydymffurfiad	←→	asiantaeth
yn rhoi cyfrif 'anwir'	←→	yn rhoi cyfrif 'gwir', dilys
yn adeiladu gwybodaeth	←→	yn arwain at ddysgu gwerthfawr







# Archwilio cynnydd dysgwyr dros amser i ddylanwadu ar addysgeg a galluogi dysgu



Sut ydyn ni'n chwilio am y 'dystiolaeth' a'i deall ar y cyd dros amser?

Sut ydyn ni'n trafod ac yn defnyddio hyn i gael dealltwriaeth glir o'r hyn sydd angen i ni ei wneud i hybu dysgu?

## Taking an enquiry stance to evaluating progress



**Sut ydyn ni'n arsylwi ac yn trafod 'tystiolaeth' gyda'n gilydd i gefnogi ein dealltwriaeth o gynnydd dysgwyr a'r hyn sydd angen i ni ei wneud i alluogi dysgu?**

Arsylwi dysgu 'byw'

Sut mae sicrhau bod y ffocws ar agweddau penodol ar gynnydd dysgwyr dros amser?

Adolygiad o waith dysgwyr

Sut ydych chi'n gwneud hyn mewn ffordd agored ar y cyd?

Pwy ddylai gymryd rhan?

Sgyrsiau dysgwyr

Pa fath o gwestiynau y dylid eu defnyddio i gefnogi trafodaethau proffesiynol am y dysgwr?

Sgyrsiau teuluol

Sut gall hyn gefnogi datblygiad dealltwriaeth gyffredin o ddilyniant?

?????

Sut gall hyn gefnogi trafodaethau pedagogaidd sy'n arwain at weithgarwch cydweithredol i hyrwyddo cynnydd dysgwyr?

# Breakout room 2: exploring pedagogy, practice and progression



ADDYSG CYMRU  
EDUCATION WALES  
cenhadaeth ein cenedl | our national mission



Llywodraeth Cymru  
Welsh Government

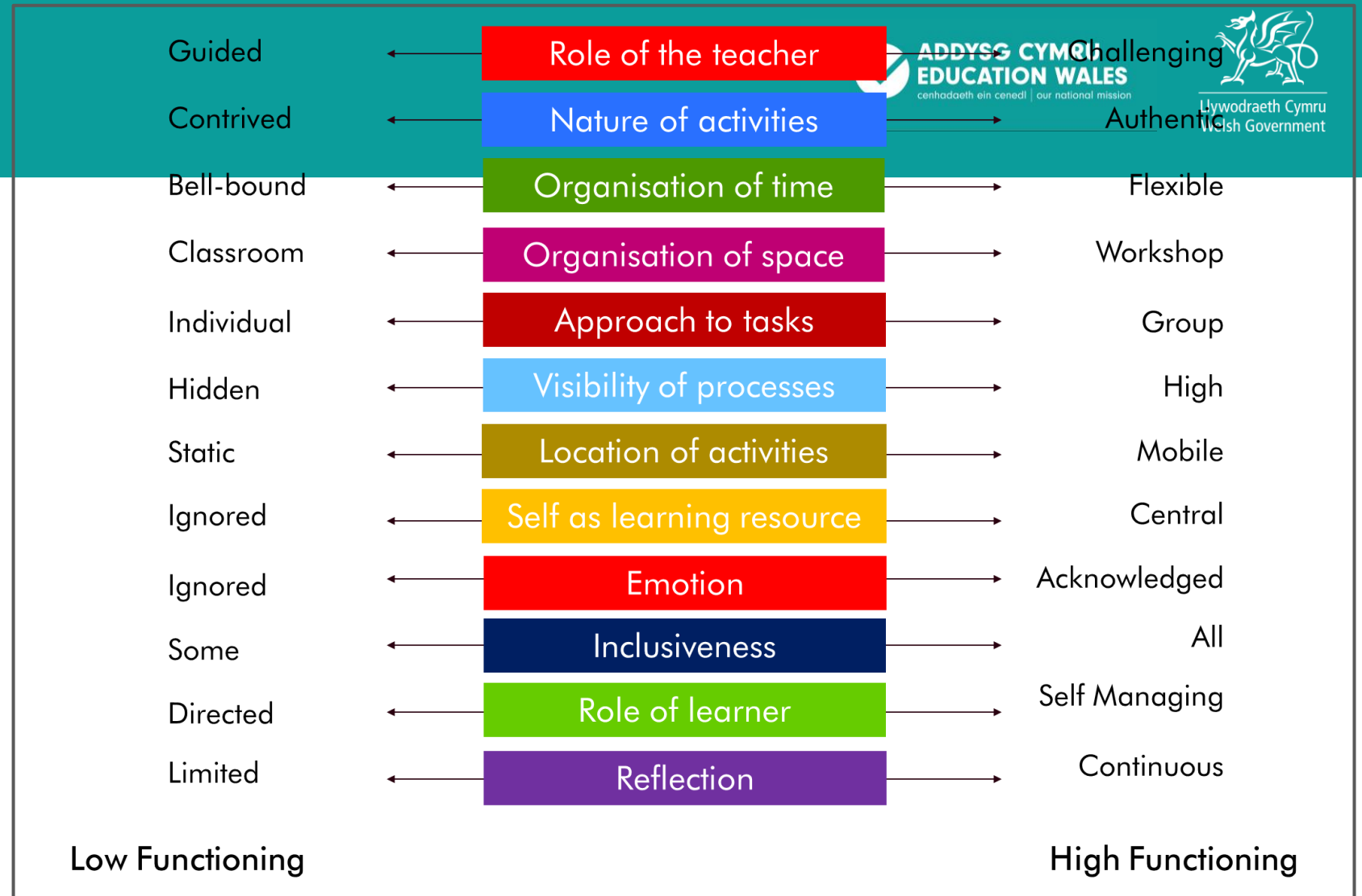
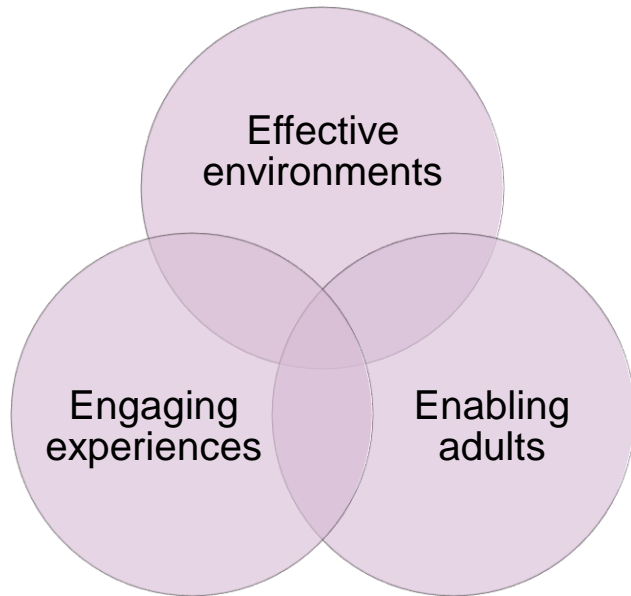
## Cwestiynau Allweddol

- Yn seiliedig ar ein trafodaethau fore heddiw ynghylch dyluniad profiadau dysgu:
  - Sut ydym yn mynd ati i gynllunio amgylcheddau effeithiol ar gyfer 'ystafelloedd dosbarth gweithredol'
  - Y tu hwnt i'r 'gwybyddol', beth sydd ei angen arnom i arsylwi a deall ynghylch dysgwyr yn ein dosbarth er mwyn hyrwyddo ymgysylltiad a galluogi dysg?

## Key Questions

- Based on our discussions about the design of learning experiences this morning:
  - How do we plan effective environments for 'high functioning classrooms' ?
  - Beyond the 'cognitive', what do we need to observe and understand about learners in our class to promote engagement and enable learning ?

# Core Principles High Functioning Classroom





# Taking an enquiry stance as a reflective practitioner – asking the question ‘why’

cennadaeth ein cenedl | our national mission

Llywodraeth Cymru  
Welsh Government

What do I need to observe, notice and understand about learners in my class to enable learning and support progress ?

## Use the discussions from today, consider what you need to know about learners when designing learning experiences:

For example:

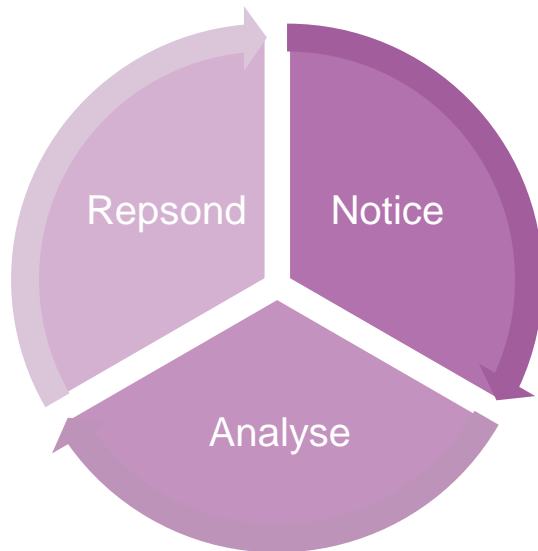
- a learner’s readiness to engage and learn ?
- a learner’s effectiveness in engaging, exploring and learning ?
- a learner’s ability to access experiences and communicate ?
- a learner’s prior experiences ?
- a learner’s ability to interact with others ?

What might you look for in learners to help you ?

Do the 5 developmental pathways help ?

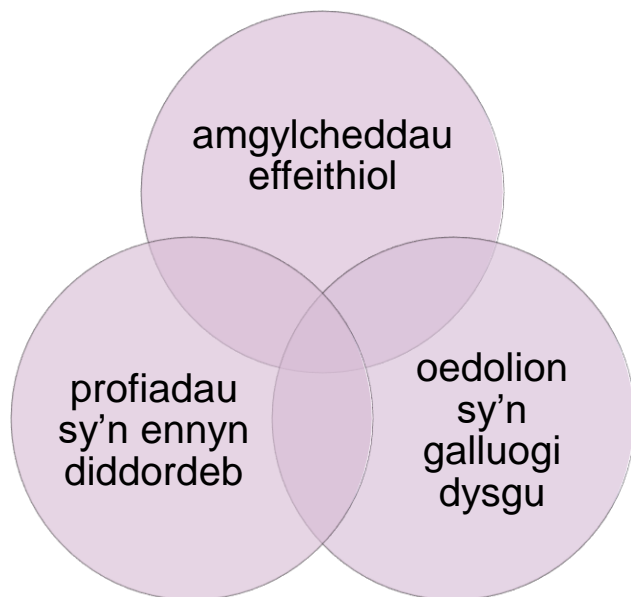
**In terms of working with others to enable learning and support progress across the curriculum –**

- (i) which aspects are important to talk about and share with colleagues
- (ii) how could this support a collective, discussion around pedagogy support learner progress ?





# Yr Ystafell Ddosbarth Weithredol



## Beth yw nodweddion y gofod?

Anweithgar		Gweithgar
Dan arweiniad	← Rôl yr athro →	Heriol
Cynlluniedig	← Natur y gweithgareddau →	Dilys
Caeth i'r gloch	← Trefn amser →	Hyblyg
Ystafell Ddosbarth	← Trefn gofod →	Gweithdy
Unigol	← Ymagwedd tuag at y tasgau →	Grŵp
Cuddedig	← Amlgrwydd y prosesau →	Uchel
Statig	← Lleoliad y gweithgareddau →	Symudol
Anwybyddu	← Yr hunan fel odnodd dysgu →	Canolog
Anwybyddu	← Emosiwn →	Cydnabyddedig
Rhywfaint	← Cynwysoldeb →	Pawb
0 dan gyfarwyddyd	← Rôl y dysgwr →	Hunan-reoli
Cyfyngedig	← Myfyrio →	Parhaus

Cymeradwywyd gan | Endorsed by



Academi Genedlaethol ar gyfer  
Arweinyddiaeth Addysgol Cymru  
National Academy for  
Educational Leadership Wales



Cyngor Celfyddydau Cymru  
Arts Council of Wales

ARIENNIR GAN  
Y LOTERI  
LOTTERY FUNDED



Ariennir yn Rhannol gan  
Llywodraeth Cymru  
Part Funded by  
Welsh Government



# Cymryd safiad ymholiad fel ymarferydd adfyfyriol – gofyn y cwestiwn ‘pam’

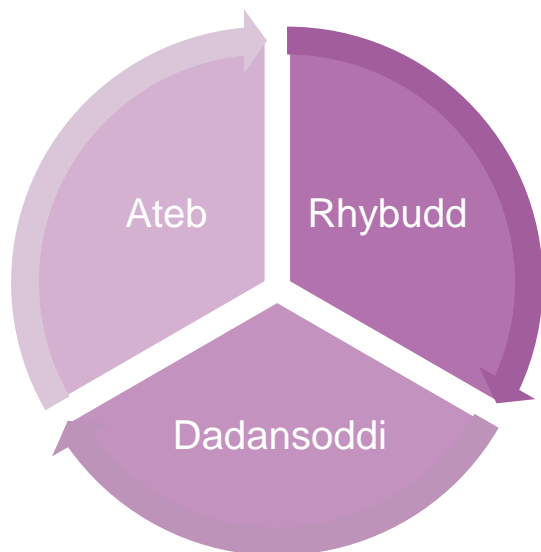


cennadaeth ein cenedl | our national mission

Llywodraeth Cymru  
Welsh Government

Beth sydd angen i mi arsylwi, sylwi arno a'i ddeall  
am ddysgwyr yn fy nosbarth i alluogi dysgu a chefnogi cynnydd?

## Defnyddiwch y trafodaethau o heddiw, ystyriwch beth sydd angen i chi ei wybod am ddysgwyr wrth ddyllunio profiadau dysgu:



Er enghraifft:

- parodrwydd dysgwr i ymgysylltu a dysgu?
- effeithiolrwydd dysgwr wrth ymgysylltu, archwilio a dysgu?
- gallu dysgwr i gael mynediad at brofiadau a chyfathrebu?
- profiadau blaenorol dysgwr?
- gallu dysgwr i ryngweithio ag eraill?

Beth allech chi edrych amdano mewn dysgwyr i'ch helpu chi?

A yw'r 5 llwybr datblygiadol yn helpu?

### O ran gweithio gydag eraill i alluogi dysgu a chefnogi cynnydd ar draws y cwricwlwm –

- (i) pa agweddau sy'n bwysig i siarad amdanynt a'u rhannu gyda chydweithwyr
- (ii) sut gallai hyn gefnogi trafodaeth gyfunol am addysgeg i gefnogi cynnydd dysgwyr?





Which aspects from today do I feel confident about ?

Which aspects do I need to explore further and discuss with others ?

What help do I / we need ?

Are there things I / we might need to start doing ?

Are there things I / we might need to develop or adapt ?

Are there things I / we might need to stop doing ?

Who could I / we work with ?

Are there activities / resources from today that might be helpful to explore together back at school ?

What 3 or more actions do I need to take following today ?

Pa agweddau o heddiw ydw i'n teimlo'n hyderus yn eu cylch?

Pa agweddau sydd angen i mi eu harchwilio ymhellach a'u trafod ag eraill?

Pa help sydd ei angen arnaf/arnom?

A oes yna bethau y gallai fod angen i mi/ni ddechrau eu gwneud?

A oes yna bethau y gallai fod angen i mi/ni eu datblygu neu eu haddasu?

Oes yna bethau y gall fod angen i mi/ni roi'r gorau i'w gwneud?

Gyda phwy y gallwn i/ni weithio?

Oes yna weithgareddau/adnoddau o heddiw ymlaen a allai fod yn ddefnyddiol i'w harchwilio gyda'ch gilydd yn ôl yn yr ysgol?

Pa 3 cham neu fwy sydd angen i mi eu cymryd yn dilyn heddiw?



ADDYSG CYMRU





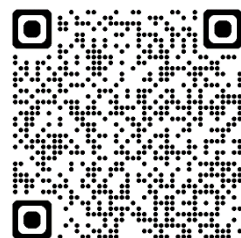
Talk Pedagogy, Think Leadership –  
supporting professional conversations

Trafod addysgeg,  
meddyliwch arweinyddiaeth



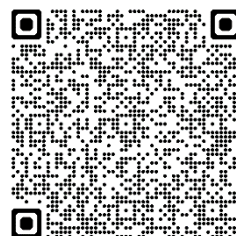
Reflecting on the 12 pedagogical principles,

Ystyried 12 egwyddor addysgeg



Authentic learning experiences

Profiadau dysgu dilys



Hwb Resources - Pedagogy

Hwb: Adnoddau - Addysgeg

# What is this study about? What does the study involve?

This study aims to understand how schools may be changing their thinking around pedagogy and learning within the Curriculum for Wales

## Phase 1

An online survey with school staff across Wales.

## Phase 2

Focus group interviews with a sample of schools in Wales.

## Current survey response rate

- ✓ Forty-nine responses in English
- ✓ Ten responses in Welsh

## What will taking part today involve?

- You will complete an online questionnaire, which can be accessed using the links below or by scanning the QR code on the next slide.
- Link to English version of the survey:  
<https://app.onlinesurveys.jisc.ac.uk/s/bangor/talk-pedagogy-survey>
- Link to Welsh version of the survey:  
<https://app.onlinesurveys.jisc.ac.uk/s/bangor/talk-pedagogy-survey-cymraeg>



# Talk pedagogy survey QR codes

Talk Pedagogy English Survey QR Code



Talk Pedagogy Welsh Survey QR Code

