

Hook Community Primary

Diweddariad Tymor yr Haf 2021/ Update Summer Term 2021

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Cymraeg

Cwestiwn yr ymholiad

Pa fathau o arddulliau addysgu sydd fwyaf addas i ddsbarth oedran cymysg?

Trosolwg o'r ymholiad

Pa fathau o arddulliau addysgu sydd fwyaf addas i ddsbarth oedran cymysg?

Datblygwyd y cwestiwn ymholi mewn ymateb i werthusiad staff o arferion addysgu a dysgu ysgol gyfan, ac ymdrechion i ymgysylltu â'r holl ddysgwyr yn ein dosbarthiadau oedran cymysg, a diwallu eu hanghenion. Fel tîm bach ymroddedig, rydym yn awyddus i rannu arferion addysgu er mwyn cefnogi dulliau effeithiol ledled yr ysgol. Yn ystod y blynyddoedd diwethaf, mae addysgeg y Cyfnod Sylfaen wedi trosglwyddo i ddsbarthiadau Cyfnod Allweddol 2, ac mae newidiadau staff wedi arwain at gefnogaeth a heriau, gan gynnwys cyfleoedd datblygiad proffesiynol a'r angen i ddysgwyr addasu i bresenoldeb oedolion gwahanol yn eu dosbarthiadau (weithiau yn yr un flwyddyn academaidd).

Yn yr un modd ag ysgolion bach eraill, mae gan y pennaeth gyfrifoldeb addysgu i gefnogi CPA, DPP staff ac ymrwymiad i ddefnyddio unrhyw amser sydd ar gael i ymgysylltu â dysgwyr. O ganlyniad, mae arweinyddiaeth strategol yr ysgol wedi penderfynu bod angen ethos o gydweithio a gwaith cadarnhaol gyda'r holl randdeiliaid i wella deilliannau ar gyfer pob dysgwr: Fel y dywedodd Benjamin Franklin: "Tell me and I forget. Teach me and I remember. Involve me and I learn."

Roedd yr ysgol eisoes wedi buddsoddi yn y cyfle i weithio gyda TLPWales.co.uk a chwmni Cooperative Learning Consultants, Karen Dammer a Stewart Graves, ac o ganlyniad i'r gweithgaredd dysgu proffesiynol hwn, astudiwyd gwaith Dr Spencer Kagan ymhellach.

Fel asesiad sylfaenol, fe aeth yr holl aelodau staff ati i fyfyrion ar eu harferion presennol ac fe gawsant eu herio i gynyddu lefelau ymgysylltu a dysgu disgyblion trwy gyflwyno enghreifftiau o weithgareddau dysgu cydweithredol yn eu dosbarthiadau oedran cymysg.

Roedd amser ymchwil pwrpasol yn canolbwyntio ar ddysgwyr CA2 mewn dau ddsbarth, a gofynnwyd iddynt am eu safbwyntiau ar yr hyn sy'n eu helpu i ddysgu i'w llawn botensial, a pha rwystrau (os o gwbl) sy'n codi. Cwblhaodd y dysgwyr holiaduron unigol: Pa fath o ddysgwr wyt ti?

Roedd athrawon CA2 yn myfyrio ar eu harddulliau addysgu eu hunain ac yn defnyddio strategaethau dysgu cydweithredol ar sail gwaith ymchwil er mwyn datblygu eu gwybodaeth a'u repertoire yn eu dosbarthiadau.

Bu'r dysgwyr a'r athrawon yn adolygu gweithgareddau yn rheolaidd gan adrodd ar eu canfyddiadau.

Casglodd arweinydd yr ymholiad dystiolaeth o'r ddau ddsbarth a oedd yn rhan o'r gwaith ymchwil, gan rannu'r canfyddiadau gyda'r staff cyfan er mwyn cynorthwyo arferion gwella'r ysgol wrth ymdrin â dulliau addysgu a dysgu.

Dysgu o ganlyniad i'r broses ymholi

Erbyn hyn, mae pob aelod o staff yn deall bod mwy o gyfleoedd ar gael i greu amseroedd dysgu gweithredol yn eu dosbarthiadau, a bod angen addasu eu harferion rheoli ystafell ddsbarth (dan do ac yn yr awyr agored) er mwyn hwyluso dulliau dysgu cydweithredol.

Mae'r holl staff yn awyddus i roi cynnig ar elfennau allweddol dysgu cydweithredol er mwyn gwella eu harddulliau addysgu eu hunain, ac mae ganddynt agwedd gadarnhaol at y prosiect a'r broses ymholi.

Mae'r holl staff yn dod yn fwyfwy cyfarwydd ag Egwyddorion Llwyddiant Kagan: Cyddibyniaeth Gadarnhaol, Atebolrwydd Unigol, Cyfranogiad Cyfartal, a Rhyngweithio ar y Pryd. Er gwaethaf ein hymdrechion gorau fel hwyluswyr, mae pob un ohonom yn ymwybodol nad yw ein holl ddysgwyr yn cefnogi ei gilydd, yn cael eu hysgogi, yn ymgysylltu'n llawn, nac yn dysgu. O ystyried hyn, mae ymdrechion yr holl staff perthnasol yn cyfrannu at newid diwylliant pob dosbarth ac yn gwella cysondeb yn y grwpiau oedran a dargedir.

Mae'r holl staff yn dysgu am gyfraniad ymchwil weithredu at ddatblygiad proffesiynol parhaus er mwyn gwella arferion addysgu a dysgu i ddiwallu anghenion pob dysgwr.

Beth weithiodd yn dda?

Mae staff wedi sylwi ar fwy o ymgysylltiad â gweithgareddau dysgu ar ôl treialu strategaethau.

Mae'r dystiolaeth gychwynnol a gasglwyd gan ddysgwyr CA2 wedi dangos bod y rhan fwyaf ohonynt wedi sylwi ar fanteision gweithio ochr yn ochr ag eraill. Roedd ambell un wedi cyfeirio at ddatblygu eu 'sgiliau bywyd' eu hunain hefyd.

Roedd adborth o'r gweithgaredd 'Meddwl, paru, rhannu' yn ffafriol, ac roedd dysgwyr yn defnyddio hyn mewn sawl maes.

Mae dysgwyr wedi cael eu hannog gydol y prosiect i fyfyrion ar yr hyn sy'n eu helpu/nad yw'n eu helpu i ddysgu, a myfyrio ar eu hymddygiad eu hunain.

Dywedodd y disgyblion fod cyfleoedd i fod yn fwy egniol yn y dosbarth yn eu helpu i ganolbwyntio, a bod defnydd yr athro o amgylcheddau dysgu dan do ac yn yr awyr agored gyda phob dosbarth yn cefnogi hyn.

Beth fu'n fwy heriol?

Roedd y cyfyngiadau yn ystod Tymor y Gwanwyn oherwydd Rhybudd Lefel 4 yn amharu ar gynnydd yn ystod y prosiect ymholi.

Roedd y rheoliadau iechyd a diogelwch angenrheidiol sydd ar waith yn y lleoliad yn cyfyngu ar y cyfle i dreialu trefniadau eistedd a gweithgareddau gwahanol yn y dosbarthiadau dan do ar gyfer dulliau addysgu a dysgu cydweithredol. Fodd bynnag, ymatebodd y staff yn dda gan fanteisio mwy ar gyfleoedd addysgu ystafell ddosbarth yn yr awyr agored i ymateb i'r her hon. Wrth i'r cyfyngiadau lacio, bydd cyfyngiadau mewn amgylcheddau dysgu dan do yn lleihau a bydd staff yn gallu sicrhau bod dysgwyr yn symud yn fwy rhydd yn ystod gweithgareddau. Bydd hyn yn hyrwyddo cydweithio rhwng cymheiriaid yn y dosbarthiadau oedran cymysg, a mwy o gyfleoedd ar gyfer profiadau dysgu cydweithredol.

Camau i ddatblygu diwylliant ymholi

Yn syml, trwy ei gynnwys yng nghynllun datblygu'r ysgol wrth fynd i'r afael â blaenoriaethau datblygiad proffesiynol. Mae'r prosiect hwn wedi hyrwyddo diwylliant ymholi sy'n dod i'r amlwg yn yr ysgol, ac er bod y gwaith ymchwil penodol wedi ei roi ar waith yn nosbarthiadau CA2, roedd pob aelod o staff yn yr ysgol yn ymwneud â'r dysgu proffesiynol sy'n gysylltiedig â'r cwestiwn ymholi ac yn canolbwyntio ar eu harferion addysgu eu hunain mewn dosbarthiadau oedran cymysg. Mae'r pwyslais ar ddysgu proffesiynol yn amlwg ledled yr ysgol, ac mae staff yn cymryd rhan mewn dulliau dysgu rhwng ysgolion lle maen nhw'n gallu rhannu arferion prosiectau ymchwil gyda'u cymheiriaid. Bydd yr holl arferion dysgu proffesiynol yn cael eu hadolygu'n rheolaidd a bydd profiadau'n cael eu rhannu ledled yr ysgol gyda'r holl staff.

English

Enquiry question

What types of teaching styles are best suited to a mixed age class?

Enquiry overview

What types of teaching styles are best suited to a mixed age class?

The enquiry design was formed in response to staff evaluation of whole school teaching and learning practices, and efforts to engage and meet the needs of all learners within our mixed age classes. As a small committed team, teaching practices are readily shared to support school wide effective approaches. In recent years Foundation Phase pedagogy has transferred into Key stage 2 classes, and changes in staff have brought both support and challenges, which have included professional development opportunities and learners having to adapt to different adults in their classes (sometimes within the same academic year).

Similarly to other small schools, the headteacher has a teaching responsibility of supporting PPA, staff CPD and also the commitment to use any available time for engagement with learners. With this in mind the strategic leadership of the school has determined that there is an ethos of collaboration and positive relationship working involving all stakeholders to improve outcomes for all learners:

As Benjamin Franklin once said: "Tell me and I forget. Teach me and I remember. Involve me and I learn"

The school had already invested in the opportunity to work with TLPWales.co.uk and Cooperative Learning Consultants, Karen Dammer and Stewart Graves, and as a result of this professional learning activity looked at further research into Dr Spencer Kagan's work.

As a baseline assessment, all staff reflected on their current practices and were challenged to support greater pupil engagement and learning by introducing examples of cooperative learning activities into their mixed age classes.

Dedicated research time focused on the KS2 Learners in two classes who were asked to contribute their thoughts on what helps them to learn to their full potential, and what (if any) obstacles do they experience. Learners completed individual questionnaires: What sort of learner are you?

KS2 teachers reflected on their own teaching styles and used suggested cooperative learning strategies from research to build their knowledge and repertoire in their classes.

Learners and teachers reviewed activities regularly and reported on their findings.

The enquiry lead gathered evidence from the two classes involved in the research and shared the findings with the whole staff to support school improvement practices when addressing teaching and learning approaches.

Learning as a result of the enquiry process

All staff now understand that there are more opportunities for creating active learning times in their classes and the need to adapt their classroom management practices (indoor and outdoor) to enable co-operative learning approaches to happen.

All staff are engaged in trying the key elements of cooperative learning to enhance their own teaching styles and are approaching the enquiry project and process positively.

All staff are becoming increasingly familiar with Kagan's Principles for Success: Positive Interdependence, Individual Accountability, Equal Participation, and Simultaneous Interaction, and we are all aware that not all our learners readily support each other, become motivated, become fully engaged, and learn irrespective of the best efforts of us, the facilitators. With this in mind, the efforts of all staff involved are contributing to a change in the culture of each class and leading to greater consistency across the targeted age groups.

All staff are learning the role that action research has for continued professional development to enhance teaching and learning practices to meet the needs of all learners.

What worked well?

Staff have reported observations of greater engagement in learning activities from trialling strategies.

Initial evidence collected from the KS2 learners has showed that nearly all saw the benefits of working alongside others, and a few referred to the development of their own 'life skills'.

Feedback from activity, 'Think, pair, share' was favourable with learners using this across many areas of their work.

Learners have been encouraged throughout the project to reflect on what helps/does not help them to learn, and to reflect on their own behaviours.

Pupils reported that opportunities to be more active in class helped them to concentrate and their teacher's use of both indoor and outdoor learning environments with each class supported this.

What's been more of a challenge?

Restrictions during the Spring Term due to Alert Level 4 disrupted progress during the enquiry project.

The necessary health and safety regulations in place in the setting limited the opportunity to trial different seating arrangements and activities in the indoor classes for co-operative teaching and learning approaches. However staff reacted well and developed greater use of outdoor classroom teaching opportunities to meet this challenge. As restrictions ease, limitations in indoor learning environments will

lessen and staff will be able to ensure that learners move more freely during activities, which will promote peer to peer collaboration within the mixed age classes, and greater opportunities for co-operative learning experiences.

Steps to develop a culture of enquiry

In simple terms, by including it in the school development plan when addressing professional development priorities. This project has promoted an emerging culture of enquiry within the school, and although the targeted research was undertaken with the KS2 classes all staff within the school were involved in the professional learning surrounding the enquiry question and focused on their own practices of teaching in mixed aged classes. The focus on professional learning is evident throughout the school and staff are readily involved in school to school learning approaches where they are able to share practices of research projects with their peers. All professional learning practices will be reviewed regularly and experiences shared across the school with all staff.