

# Cyfweliad Addysg Gychwynnol i Athrawon – tasg darllen ac ysgrifennu

Yn y cyfweliad bydd cyfle i chi ddangos sgiliau darllen ac ysgrifennu effeithiol.

I'ch helpu i baratoi, darllenwch yr erthygl isod: *Gwella Addysgu a Dysgu mewn Ysgolion Trwy Ddefnyddio Ymchwil Academaidd*.

Wrth ddarllen yr erthygl, gallech feddwl am y canlynol

- pa bwyntiau sy'n cael eu gwneud?
- sut mae'r awdur yn ategu ei ddadleuon?
- pa mor dda mae'r awdur yn cyfleu ei neges?

Ar ddiwrnod y cyfweliad, byddwch yn cael copi 'glân' o'r erthygl i'w defnyddio.

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## Gwella Addysgu a Dysgu mewn Ysgolion Trwy Ddefnyddio Ymchwil Academaidd\*

*Gan Chris Brown, Prifysgol Portsmouth*

Yn achos ymarfer addysgu seiliedig ar ymchwil (RITP), mae athrawon ac arweinwyr ysgolion yn defnyddio tystiolaeth ymchwil o ansawdd uchel, gyda'r nod o ddefnyddio unrhyw ganfyddiadau i wella agweddau penodol ar addysgu a dysgu yn eu hysgolion (Coldwell *et al*, 2017; Groundwater-Smith & Mockler, 2017). Mae gwahanol safbwyntiau ar sut dylid hwyluso RITP, gyda chrym ddadlau mewn rhai achosion. Fel y cyfryw mae'n werth nodi bod y prosiect dan sylw yn yr erthygl hon yn cael ei lywio gan y syniad bod y rhan fwyaf o ymchwil berthnasol o ansawdd – o ddata ansoddol ac astudiaeth achos, i waith Hattie (2011) a'r Education Endowment Foundation – yn gallu cael ei defnyddio i lywio ymarfer cyn belled â'i bod yn briodol i'r cwestiynau sy'n cael eu gofyn.

### Cymunedau Dysgu Ymchwil

Cymunedau dysgu ymchwil yw grwpiau o athrawon, dan arweiniad ymchwilydd prifysgol gan amlaf, sy'n defnyddio tystiolaeth ymchwil er mwyn gwella eu hymarfer nhw'u hunain ac ymarfer eu cydweithwyr. Hanfod y dull hwn yw nifer o syniadau seiliedig ar ymchwil craidd. Un enghraifft yw'r syniad bod ymarfer addysgu seiliedig ar ymchwil yn fwyaf effeithiol pan mae athrawon yn cymryd rhan mewn proses ddysgu wedi'i hwyluso, gyda'r nod o'u helpu i wneud cysylltiadau diamwys rhwng gwybodaeth ymchwil a phrofiad.

O ran rhoi cymunedau dysgu ymchwil ar waith yn ymarferol, mae athrawon ac arweinwyr ysgol yn cymryd rhan mewn pedwar gweithdy dros gyfnod y flwyddyn, gyda phob un yn cyfateb i bedwar cam:

- 1) cysylltu ymchwil â'u gwybodaeth ymarferol nhw'u hunain
- 2) datblygu ymyriad, yn seiliedig ar ganfyddiadau'r ymchwil, gyda'r nod o wella agweddau ar addysgu a dysgu
- 3) treialu a mireinio eu hymyriad i sicrhau ei bod mor effeithiol â phosib
- 4) adolygu'r effaith a chyflwyno ymyriadau llwyddiannus o fewn ac ar draws ysgolion.

Rhwng gweithdai, mae disgwyl i'r cyfranogwyr weithio gyda'u cydweithwyr yn yr ysgol a rhannu eu gwybodaeth o ymchwil.

### Enghraifft o astudiaeth cymunedau dysgu ymchwil

Dros y ddwy flynedd ddiwethaf, rydw i wedi bod yn gweithio gyda'r athrawon dosbarth derbyn o Ffederasiwn Dysgu'r Dderwen (enw wedi'i newid at ddibenion cyfrinachedd) - teulu o dair ysgol fabanod fach yn Hampshire.

Roeddent eisiau defnyddio'r dull cymunedau dysgu ymchwil i ddatblygu ymyriadau seiliedig ar incwm i wella canlyniadau ysgrifennu eu plant a anwyd yn yr haf (plant a anwyd rhwng 1 Ebrill a 31 Awst, sy'n tueddu i fod â chyrrhaeddiad is na'r rhai a anwyd yn gynharach yn y flwyddyn ysgol).

Mae'n ymddangos bod yr ymarfer addysgu seiliedig ar ymchwil sy'n deillio o'r astudiaeth hon o gymunedau dysgu ymchwil yn dangos cynnydd sylweddol yng nghanlyniadau plant a anwyd yn yr haf yn y ffederasiwn. Cyn yr astudiaeth, roedd 60% o blant a anwyd yn yr haf yn cyrraedd y lefel ddisgwyliedig ar gyfer ysgrifennu, o gymharu ag 87% o blant a anwyd yn yr hydref. Ar ôl blwyddyn o'r gymuned dysgu ymchwil, roedd 86% o blant a anwyd yn yr haf yn cyrraedd y lefel ddisgwyliedig ar gyfer ysgrifennu: gwelliant o 26%. Parodd y gwelliant hwn ym mlwyddyn 2 y gymuned dysgu ymchwil gydag 82% o'r plant a anwyd yn yr haf yn cyrraedd y lefel ddisgwyliedig ar gyfer ysgrifennu.

Nid yw'r ffigurau hyn yn dangos achosiant digamsyniol. Fodd bynnag, drwy gynnal cyfweiliadau gyda'r athrawon dan sylw, llwyddais i ddangos llwybr rhesymegol o weithio gydag ymchwil i'r bwriad i weithredu. Dangosodd data cyfweiliadau mai nod yr athrawon a fu'n cymryd rhan yn y cymunedau dysgu ymchwil oedd gwella eu dealltwriaeth o nodweddion dysgu effeithiol a datblygu dull a oedd yn canolbwyntio ar oedran plant yn hytrach na chanlyniadau diwedd blwyddyn. Roedd y newidiadau llwyddiannus a nodwyd gan y rhai gafodd eu cyfweld yn cynnwys:

- “newidiadau i weithgarwch cynllunio athrawon” – focusing on effective learning
- bod “gwerthoedd dysgu yn llywio ymarfer addysgu erbyn hyn” yn hytrach nag amcanion diwedd blwyddyn
- bod athrawon “yn chwilio am ymddygiad dysgu effeithiol ac yn cynllunio gweithgareddau i ddatblygu'r ymddygiad hwn”
- “cael plant i ddefnyddio iaith dysgu, ac felly'n myfyrio ar eu dysgu nhw'u hunain”

Yn ôl y cyfranogwyr, y newidiadau mewn gwybodaeth, ymarfer a brwdfrydedd y plant a arweiniodd at y cynnydd yng nghyrrhaeddiad plant a anwyd yn yr haf. Awgrymir felly bod yr astudiaeth achos hon o gymuned dysgu ymchwil yn rhoi enghraifft o sut mae modd datblygu gweithgarwch ymchwil, a'r ddealltwriaeth sy'n deillio ohono, i fod yn ymyriad sy'n gallu ysgogi gwelliannau mewn ystafelloedd dosbarth ac ysgolion yn llwyddiannus.

### Cyfeiriadau

Coldwell, M., Greany, T., Higgins, S., Brown, C., Maxwell, B., Stiell, B., Stoll, L., Willis, B. & Burns, H. (2017) *Evidence-informed teaching: an evaluation of progress in England*. Llundain: Adran Addysg.

Groundwater-Smith, S., & Mockler, N. (2017) *The study of education in Australia: shifting knowledge interests*. In Whitty, G. & Furlong, J. (Gol) *Knowledge and the study of education*. Didcot: Symposium Books, tt. 123-144.

Hattie, J. (2011) *Visible learning: A synthesis of over 800 meta analyses relating to achievement*. Abingdon: Routledge.

*\*Mae'r erthygl hon wedi'i haddasu o erthygl a gyhoeddyd yn Research Intelligence, BERA, Gwanwyn 2018.*

# ITE interview – reading and writing task

At interview, you will be given the opportunity to demonstrate effective reading and writing skills.

To help you prepare, please read the article below:

*Improving Teaching and Learning in Schools Through the Use of Academic Research.*

As you read it, you might think about

- what are the points being made?
- how does the writer support his arguments?
- how well does the writer convey his message?

On the interview day, you will be provided with a ‘clean’ copy of the article to work from.

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## Improving Teaching and Learning in Schools Through the Use of Academic Research\*

*By Chris Brown, University of Portsmouth*

Research-informed teaching practice (RITP) involves teachers and school leaders engaging with high quality research evidence, with the purpose of using any insights gained to improve specific aspects of teaching and learning in their schools (Coldwell *et al*, 2017; Groundwater-Smith & Mockler, 2017). Opinions on how to facilitate RITP differ, sometimes vehemently. As such it is worth stating that the project detailed in this article is informed by the idea that most pertinent and high quality research – from qualitative data and case studies, to the work of Hattie (2011) and the Education Endowment Foundation – can be used to inform practice as long as it is appropriate to the questions being asked.

### Research Learning Communities

Research learning communities (RLCs) are groups of teachers, typically facilitated by a university researcher, who engage with research-evidence in order to enhance both their practice and also the practice of their colleagues. The RLC approach is grounded in a number of core research-informed ideas. One example is the idea that RITP is most effective when it involves engaging teachers in a facilitated process of learning, designed to help them make explicit connections between research knowledge and experience.

In terms of their practical implementation, the RLC process involves teachers and school leaders engaging in four workshops held over the course of a year, each corresponding to four stages:

- 5) relate the research to their own practical knowledge
- 6) develop an intervention, based on the research findings, designed to improve aspects of teaching and learning
- 7) trial and refine their intervention to maximise its effectiveness
- 8) review the impact and roll out successful interventions within and across schools.

In between workshops, participants are expected to work with school colleagues and share their research knowledge.

### Example of an RLC Study

Over the past two years, I have been working with the reception teachers from the Chestnut Learning Federation (name changed to maintain anonymity) – a family of three small church infant schools based in Hampshire. They

wanted to use the RLC approach to develop research-informed interventions to improve the writing outcomes of their summer-born children (children born between 1 April and 31 August, who typically have lower attainment than those born earlier in the school year).

The RITP resulting from this RLC study appears to show a significant increase in the federation's summer-born children's outcomes. Prior to the study, 60% of summer-born children achieved the expected level for writing, compared with 87% of autumn-born children. After one year of the RLC, 86% of summer-born children met the expected level for writing: an improvement of 26%. This improvement was sustained in year 2 of the RLC with 82% of summer-borns achieving the expected level for writing.

These figures do not provide a concrete demonstration of causation. However, by undertaking interviews with teachers involved, I was able to show a logical path from engagement with research to intention to act. Interview data revealed that the aim of participating teachers was to improve their understanding of the characteristics of effective learning and to develop an approach that focused on children's ages rather than end-of-year outcomes. Successful changes noted by those interviewed included:

- "changes to teachers' planning activity" – focusing on effective learning
- that "learning values are now driving teaching practice" rather than end of year goals
- and teachers "more actively looking for effective learning behaviours and planning activities to develop these behaviours"
- "getting children to use the language of learning, so reflecting on their own learning"

It was changes in knowledge, practice and children's engagement, participants argued, that then led to a subsequent increase in summer-born attainment. It is suggested therefore that this RLC case study provides an example of how research activity, and the understanding that emerges from it, can be developed into an intervention which can successfully drive improvements in classrooms and schools.

## References

Coldwell, M., Greany, T., Higgins, S., Brown, C., Maxwell, B., Stiell, B., Stoll, L., Willis, B. & Burns, H. (2017) *Evidence-informed teaching: an evaluation of progress in England*. London: DfE.

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Hattie, J. (2011) *Visible learning: A synthesis of over 800 meta analyses relating to achievement*. Abingdon: Routledge.

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