

Cwricwlwm Newydd i Gymru: Astudiaethau Achos

Mater Arbennig

New Curriculum for Wales: Case Studies

Special Edition

Spring 2023





Cyflwyniad

Croeso i'r rhifyn hynod arbennig hwn o Astudiaethau Achos GEM. Wrth i'r Cwricwlwm newydd i Gymru gael ei ddatblygu a'i ysgrifennu, bu GEM Cymru yn gweithio ochr yn ochr â Llywodraeth Cymru, arbenigwyr addysg ac arbenigwyr dysgu mewn amgueddfeydd i sicrhau bod amgueddfeydd Cymru yn y sefyllfa orau bosibl i ddarparu gwasanaeth cyfredol, arloesol a chreadigol mewn perthynas ag addysg treftadaeth i'w cynulleidfaoedd wrth i'r cwricwlwm newydd gael ei gyflwyno i ysgolion yng Nghymru.

Mae'r astudiaethau achos yn y cyhoeddiad hwn yn cynnwys enghreifftiau o amgueddfeydd a gafodd gyllid gan Lywodraeth Cymru, trwy gyfrwng cynllun microgrant GEM Cymru, i helpu i ddatblygu eu gwasanaethau dysgu wrth i'r cwricwlwm ddechrau cael ei gyflwyno yn ystod Hydref / Gaeaf 2022/23. Mae GEM yn ddiolchgar iawn i'r amgueddfeydd hyn am rannu llwyddiannau, heriau a gwersi a ddysgwyd yn ystod y cyfnod cychwynol hwn pan gyflwynwyd y cwricwlwm.

Ymhellach, ceir astudiaethau achos sy'n deillio o waith addysgu beunyddiol lle mae athro a darparwr ITE (Addysg Gychwynol i Athrawon) yn trafod eu hymateb i'r Cwricwlwm newydd a'r modd y maent yn ymgysylltu â threftadaeth Cymru a'r maes celfyddydol ehangach, ochr yn ochr ag enghraifft o brosiect gan yr Amgueddfa Genedlaethol.

Gobeithio y bydd yr astudiaethau achos hyn yn cynnig cipolwg ichi ar y modd y mae amgueddfeydd yng Nghymru yn dechrau ar y broses o addasu a diwygio eu gwasanaethau dysgu er mwyn iddynt allu ymgysylltu'n llwyr â chwricwlwm newydd ac arloesol Cymru.

Mae Gem Cymru yn ddiolchgar i Is-adran Diwylliant a Chwaraeon Llywodraeth Cymru am ariannu'r cyhoeddiad hwn ac am y cyngor a'r cymorth a gafwyd drwy gydol y blynyddoedd diwethaf.



Robin Johnson
Ymgynghorydd
Amgueddfeydd GEM
(Ymgynghori a
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Introduction

Welcome to this very special edition of GEM Case studies. As the new Curriculum for Wales has been developed and written, GEM Cymru have been working alongside the Welsh Government, education experts and museum learning specialists to ensure that museums in Wales are in the very best position to provide an up to date, innovative and creative heritage education service to their audiences as the new curriculum is introduced to schools in Wales.

The case studies included in this publication include examples of museums who have received funding from the Welsh Government, via the GEM Cymru micro grant scheme, to help develop their learning services as the curriculum was first rolled out in Autumn / Winter 2022/23. GEM are very grateful to these museums for sharing their success, challenges and lessons learned during this initial period of curriculum introduction.

There are also case studies from the 'chalk face' where a teacher and an ITE provider discuss their response to the new Curriculum and how they are engaging with the heritage of Wales and the wider arts field, alongside an example of a National Museum project.

We hope that these case studies will give an insight into how museums in Wales are beginning their process of adapting and amending their learning services to fully engage with the new, innovative and groundbreaking Curriculum for Wales.

Gem Cymru are grateful to the Welsh Government, Culture & Sport Division for funding this publication and for their advice and support throughout the past years.



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Ymateb i'r Cwricwlwm Newydd

Crynodeb

Mae Amgueddfa Cymru wedi rhoi amryfal dulliau ar waith i gynorthwyo athrawon ac ysgolion i gyflwyno'r Cwricwlwm Newydd i Gymru. Hefyd, rydym yn rhedeg rhaglen hybrid yn awr – mae ymweliadau wyneb yn wyneb wedi dychwelyd i'n safleoedd ac rydym wedi parhau â'n rhaglen ddysgu rithwir.

Cefndir

Amgueddfa Cymru yw'r darparwr dysgu mwyaf yng Nghymru y tu allan i'r ystafell ddosbarth. Rydym yn cynnal ymweliadau wedi'u hwyluso/heb eu hwyluso ar ein saith safle, yn ogystal â rhaglen ddysgu rithwir a gynhelir dros Teams.

Yr her

Er mwyn hwyluso ysgolion i bontio tuag at y cwricwlwm newydd, roedd yn hollbwysig inni allu cyfathrebu'n glir pa mor berthnasol yw ein harlwy i wahanol agweddau ar y Cwricwlwm newydd.

Dulliau gweithredu

Aethom ati i gynnig amryfal gyfleoedd hyfforddi i'n staff er mwyn meithrin eu dealltwriaeth, gan adolygu wedyn y sesiynau a'r adnoddau i gyd a chyflwyno newidiadau angenrheidiol er mwyn creu gwell cysylltiadau â'r cwricwlwm. Fe wnaethom ail-lunio iaith ein sesiynau ar ein gwefan er mwyn cynnwys is-bennawd lle dangosir pa ddatganiadau o'r Hyn sy'n Bwysig y mae'r sesiynau yn eu bodloni.

Trwy fynd i'r afael â gwaith trylwyr gydag ysgolion partner bu modd inni dreialu dulliau newydd ar ein safleoedd, a thrwy barhau â'r ymweliadau rhithwir bu modd inni gyrraedd amrywiaeth ehangach o ysgolion ledled Cymru.

Y canlyniadau a fwriadwyd

- Gwneud i'r staff deimlo'n hyderus i gyfathrebu a chyflwyno ein rhaglenni yng ngoleuni'r Cwricwlwm Newydd
- Cynorthwyo ac ennyn brwdfrydedd ysgolion gyda'n harlwy
- Cyrraedd ychwaneg o ysgolion trwy gyfrwng rhaglen hybrid

Yr allbynnau a fwriadwyd

- Cynnydd yn nifer yr archebion
- Adolygu'r rhaglen ddysgu ar draws ein safleoedd er mwyn sicrhau ei bod yn barod at y cwricwlwm

Rhwystrau a phroblemau

Daeth y newid hwn o ran y cwricwlwm ar adeg anodd i ysgolion, a hwythau'n gweithio i adfer ar ôl pandemig y coronafeirws. Yn ôl tystiolaeth anecdotaidd yn sgil siarad â nifer o ysgolion ac ymarferwyr addysg, mae gwahanol ysgolion wedi cyrraedd gwahanol gyfnodau o ran gwireddu'r cwricwlwm newydd a bod yn gyfarwydd â'i iaith a'i anghenion. Wrth i ysgolion symud tuag at gynllunio'u cwricwlwm eu hunain trwy ddefnyddio amrywiaeth ehangach o bynciau a dulliau, rhaid i Amgueddfa Cymru feddwl yn fwy thematig a

chyfathrebu'n effeithiol sut y gellir defnyddio ein sesiynau i ddiwallu amrywiaeth o anghenion y cwricwlwm.

Y canlyniadau gwirioneddol

- Mae'r staff wedi cael eu huwchgilio er mwyn creu a chyflwyno ein rhaglen yng ngoleuni'r Cwricwlwm Newydd.
- Mae ysgolion wedi ymateb yn gadarnhaol ac mae llawer ohonynt wedi nodi sut y mae ein sesiynau wedi ategu agweddau penodol ar eu cwricwlwm.
- Mae gwaith trylwyr gydag ysgolion partner wedi tynnu sylw at y math o gymorth y mae athrawon ei angen gennym ni fel amgueddfa, gan lywio ymarfer ehangach ar draws ein rhaglen.
- Ceir galw o hyd am wasanaeth rhithwir ochr yn ochr â'r cynnydd mewn ymweliadau yn y cnawd. Mae'r dull hybrid hwn hefyd yn esgor ar gyfleoedd i gyrraedd ychwaneg o ddysgwyr.





” Rydym wedi gweithio’n thematig, gan gyfuno casgliadau ledled Cymru er mwyn creu e-lyfrau ac adnoddau thematig newydd.



Yr allbynnau gwirioneddol

- Rydym wedi diweddarau ein sesiynau presennol ar ôl cael adborth gan ysgolion ynglŷn â’r agweddau sydd, yn eu tyb nhw, yn fwyaf defnyddiol i’w cwricwlwm.
- Rydym wedi gweithio’n thematig, gan gyfuno casgliadau ledled Cymru er mwyn creu e-lyfrau ac adnoddau thematig newydd.
- Mae sesiynau newydd, fel y sesiwn ‘Cynefin’ a dreialwyd yn Sain Ffagan a’r sesiynau Ailfframio Picton yn Amgueddfa Genedlaethol Caerdydd, wedi cael eu hymwreiddio yn y Cwricwlwm Newydd ac wedi cael cryn groeso gan ysgolion.
- Mae ein harchebion ar gyfer ymweliadau yn y cnaud yn dal i gynyddu wrth inni adfer ar ôl y pandemig Covid, ac ymddengys y byddant wedi adfer dros yr wythnosau nesaf.

Gwersi a ddysgwyd

- Er mwyn rhoi hyder i’n staff greu a chyflwyno sesiynau newydd o’r

radd flaenaf, bu’n hanfodol rhoi digon o amser a chyfle iddynt gael hyfforddiant a chyfleoedd i drafod y Cwricwlwm Newydd.

- Mae cynnwys cyfeiriadau at y cwricwlwm ar dudalennau archebu ein gwefan yn cyfleu’n effeithiol ein bod, fel sefydliad, yn barod at y cwricwlwm, gan gynnig syniad cliriach o’r modd y mae’r sesiynau’n cyd-fynd â’r gwaith ehangach.
- Mae dull mwy thematig o weithio wedi bod o fudd o ran diwallu amrywiaeth ehangach o anghenion y cwricwlwm.
- Mae cydweithio’n agos ag ysgolion partner yn hollbwysig wrth ddatblygu adnoddau newydd, oherwydd mae eu hadborth manwl yn amhrisiadwy er mwyn inni allu myfyrio ar yr effaith.
- Mae ysgolion yn gwerthfawrogi’r hyblygrwydd sy’n perthyn i’n rhaglen hybrid a’r cyfle i ryngweithio’n fwy mynych â gwrthrychau a staff yr amgueddfa drwy gydol y flwyddyn academiaidd.

Camau nesaf

- Bydd gwaith ar y wefan yn ei gwneud hi’n haws chwilio a bydd yn dangos yn gliriach i athrawon pa gysylltiadau a geir rhwng y gwahanol sesiynau.
- Byddwn yn parhau i ddatblygu amrywiaeth ehangach o sesiynau a gweithgareddau thematig.
- Byddwn yn gweithio gydag ysgolion i ddatblygu ein sesiynau presennol.
- Datblygu a hyrwyddo mwy ar ein rhaglen ddysgu hybrid trwy ymchwilio i feysydd a dulliau newydd.
- Parhau i greu adnoddau digidol o ansawdd da er mwyn cynorthwyo dysgwyr a fydd yn ymweld â ni yn y cnaud ac mewn modd rhithwir.

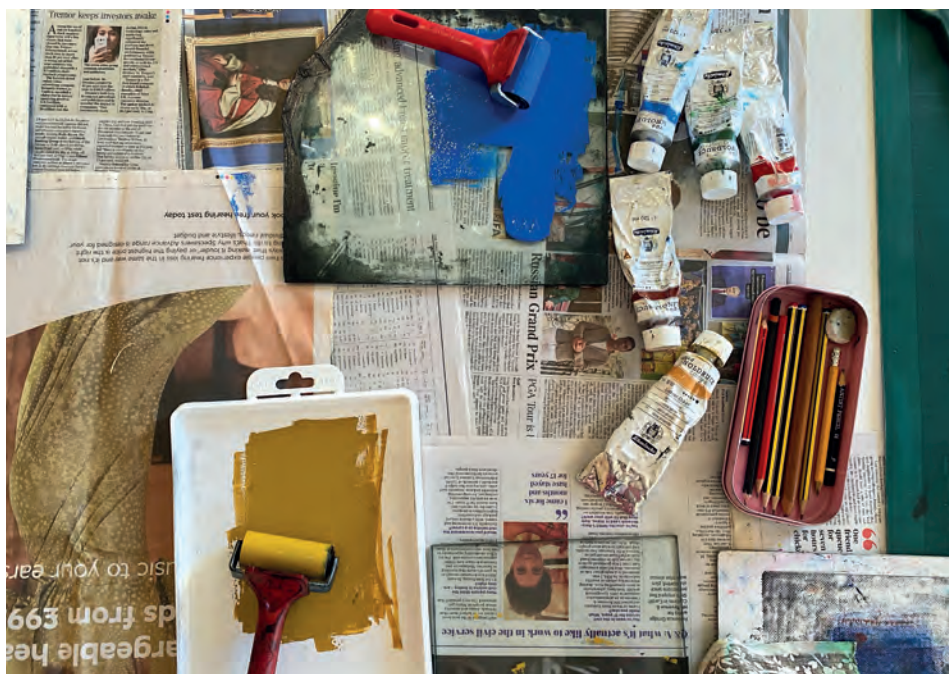
Rhagor o wybodaeth

I gael rhagor o wybodaeth am raglen ddysgu Amgueddfa Cymru, gweler Dysgu | Amgueddfa Cymru

Gwybodaeth gyswilt

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Ymgorffori'r Cwricwlwm Newydd yn y Rhaglen Ddysgu



Crynodeb

Nod y prosiect yw datblygu ein rhaglen ddysgu i ymgorffori ein gweithgareddau gydag amcanion y Cwricwlwm Newydd ac i ddeall y Cwricwlwm Newydd ymhellach a sut y gallwn sicrhau bod ein gweithgareddau a'n hymweliadau ag ysgolion yn briodol. Rydym hefyd am ddarganfod ble mae ein gwefan yn ffioo i fewn y Meysydd Dysgu a Phrofiad a deall sut i gyfleu i ysgolion sut y gallwn gefnogi eu dysgu o fewn y Cwricwlwm Newydd.

Cefndir

Mae gan Gastell y Gelli gynulleidfa gymysg yn amrywio o unigolion

cyn-ysgol i rai sydd wedi ymdeol. Mae gennym Fan Dysgu Clore pwrpasol a rhaglen ddysgu sy'n canolbwyntio ar weithgareddau celf a phrint a hunaniaeth y Gelli Gandryll fel tref lyfrau yn ogystal â bod yn lleoliad treftadaeth gyda Chastell Normanaidd a phlasty Jacobeaidd.

Yr her

Gan ein bod yn lleoliad sydd newydd agor, ychydig iawn o weithgareddau sydd gennym eisoes ac mae angen i ni feithrin ac adeiladu cynulleidfa newydd sbon. Ychydig o brofiad sydd gennym gydag ymweliadau ysgol ac mae angen denu ymweliadau yn enwedig ar ôl Covid.

Dulliau gweithredu

Buom yn gweithio gydag arbenigwr cwricwlwm i edrych ar y safle a'r cyfleoedd sydd gennym ac i asesu sut y gallem ddefnyddio'r hyn a ddarparwyd i ni gan y dylunwyr dehongli ochr yn ochr ag adborth gan ymwelwyr a gwirfoddolwyr a dderbyniwyd ers i ni agor ym mis Mai 2022. Buom yn gweithio ar ddeall y Cwricwlwm newydd a sut y gellid ei gymhwyso i'r meysydd a'r pynciau sydd ar gael ar y safle. Buom hefyd yn gweithio gyda darparwyr celfyddydau i asesu sut y gall eu gweithdai gyd-fynd â nodau ac amcanion y Cwricwlwm Newydd.

Y canlyniadau a fwriadwyd

- Gwell dealltwriaeth o'r Cwricwlwm Newydd;
- Gwell perthynas ag ysgolion lleol;
- Datblygu gweithgareddau i'w cynnig i ysgolion ac ymweliadau grŵp.

Yr allbynnau a fwriadwyd

Adroddiad gan arbenigwr cwricwlwm a gweithgareddau enghreifftiol y gellir eu cyflwyno yn ystod gweithdai ac ar y wefan yn y dyfodol.

Rhwysterau a phroblemau

- Roedd amseru'n anodd gyda'r grant yn disgyn dros wyliau'r ysgol adeg y Nadolig a chyfnod pan fo ysgolion yn brysur iawn cyn y Nadolig gyda dramâu, tripiâu ayb.
- Cyfnod rhy fyr i fynd i'r afael yn wirioneddol â'r hyn sydd ei angen ac i ddatblygu cystal â phosibl.



- Cael yr amser i ganolbwyntio ar y gwaith sydd ei angen ar yr un pryd â rhedeg lleoliad treftadaeth sydd ar agor 7 diwrnod yr wythnos a rhaglen lawn.

Y canlyniadau gwirioneddol

Mae'r prosiect wedi arwain at ddealltwriaeth llawer gwell o'r cwricwlwm oherwydd y sesiynau gyda'n harbenigwr cwricwlwm. Mae hyn hefyd wedi ein galluogi i wneud cais am gyllid o ffynhonnell arall i gynnal gweithdai yn ystod tymor y Gwanwyn sydd â ffocws pendant ar y Cwricwlwm Newydd a chyflawni canlyniadau y gall athrawon eu nodi'n hawdd.

Yr allbynnau gwirioneddol

Rydym wedi cynnal dwy sesiwn ymgynghori ar y safle i asesu'r posibiladau dysgu yn y Castell ac edrych ar y gweithgareddau cyfredol a sut y gellid eu haddasu a'u gwella. Rydym wedi cynnwys dwy ysgol leol wrth helpu i roi adborth ar ein harlwy a'r hyn yr hoffent ei weld fel ymwelwyr ysgol a beth fyddai'n helpu yn eu cynllunio. Yr allbynnau ychwanegol oedd cyfres o weithgareddau i gyd-fynd â'r Wild Escape yr ydym wedi bod mewn partneriaeth â Pharc Cenedlaethol Bannau Brycheiniog ar eu cyfer.

Gwersi a ddysgwyd

- Mae amser o'r flwyddyn yn bwysig wrth gysylltu ag ysgolion;
- Angen mwy o amser i drefnu ymweliadau a'i gysylltu â'r holl gynllunio sydd eisoes wedi ei wneud yng nghalendr yr ysgol;
- Angen rhaglennu'r amser staff sydd ei angen i ddatblygu



gweithgareddau ochr yn ochr â rhedeg y safle;

- Peidio ag anelu at gynnwys gormod. Cadwch bethau'n syml.
- O bosibl recriwtio gwirfoddolwyr o blith y rhai sydd eisoes wedi cofrestru sydd â chefnidir addysgol i helpu gyda phrosiectau o'r math hwn.

Camau nesaf

O ganlyniad i'r prosiect, byddwn yn derbyn pecyn o weithgareddau sydd wedi'u cynllunio'n benodol i amlygu asedau Castell y Gelli ac i ganolbwyntio ar yr hyn y byddai athrawon yn elwa fwyaf ohono wrth ddod i'r safle a sut mae'r rhain yn berthnasol i'r Cwricwlwm newydd. Yna gallwn weithio o'r rhain i ddatblygu gweithgareddau pellach.

Rydym hefyd wedi derbyn argymhellion ar ddeunyddiau y gallem eu prynu i'w defnyddio ym Man Dysgu Clore a fyddai'n gwella ein gweithgareddau ymhellach.

Rydym wedi cadarnhau perthynas gydag athrawon mewn dwy o'r ysgolion lleol ac wedi estyn allan i ddwy ysgol arall gyda chynnig mwy hyderus ar gyfer ymweliadau ysgol.

Rydym wedi dechrau perthynas gyda darparwyr addysgol eraill ac wedi rhannu gweithgareddau a phrofiadau.

Rhagor o wybodaeth

hwb.llyw.cymru
tasgwheel.co.uk
clyro.powys.sch.uk

Ymwybyddiaeth Ofalgar yn yr Amgueddfa: Prosiect Llesiant yn y Ganolfan Eifftaidd, Abertawe

Crynodeb

Nod y prosiect *Ymwybyddiaeth Ofalgar yn yr Amgueddfa* oedd datblygu ffordd newydd o weithio gydag ysgolion gan ganolbwyntio ar y Maes Dysgu a Phrofiad *Iechyd a Lles* newydd yn y Cwricwlwm i Gymru.

Cefndir

Gyda dyfodiad y Cwricwlwm newydd i Gymru, roeddem yn chwilio am ffyrdd creadigol o ddatblygu ein rhaglen ddysgu. Roeddem eisiau ymgysylltu ag ysgolion mewn ffyrdd newydd a chyffrous a oedd yn drawsgwricwlaidd eu natur ac yn agored i bawb.

Yr her

Ein her oedd gweithio gydag ysgolion i ddatblygu gweithgareddau a oedd yn cyd-fynd â'r Maes Dysgu a Phrofiad *Iechyd a Lles* newydd.

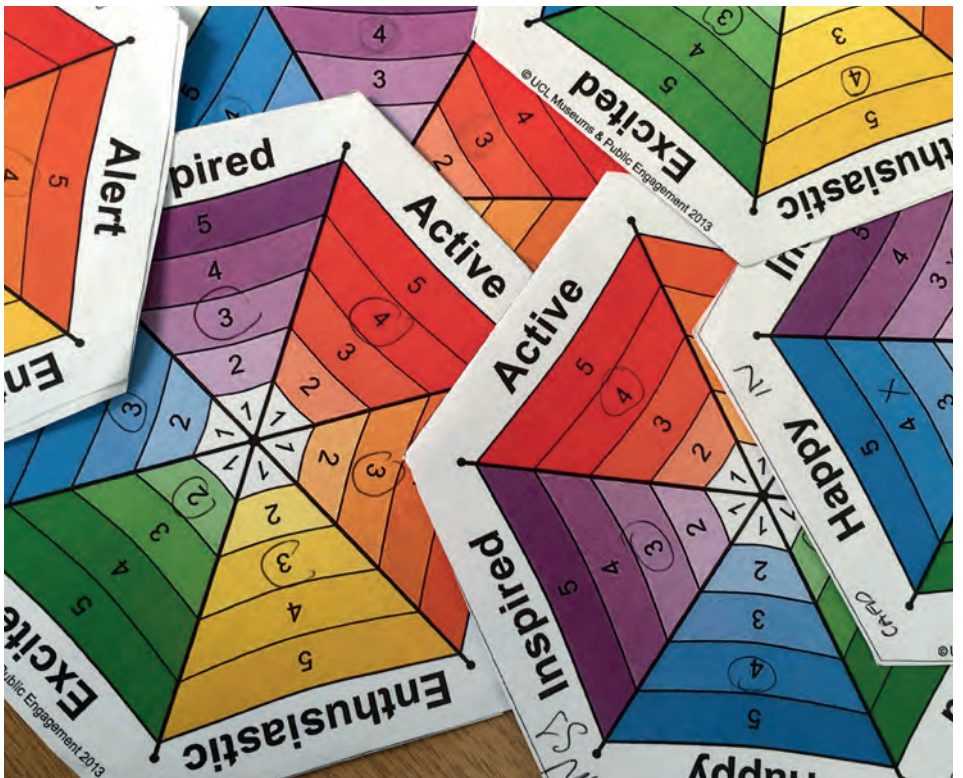
“Gweithiom gyda phum Ysgol i ddatblygu a pheilotâ'r prosiect hwn a chafwyd dros 300 o blant yn cymryd rhan yn y peilot.

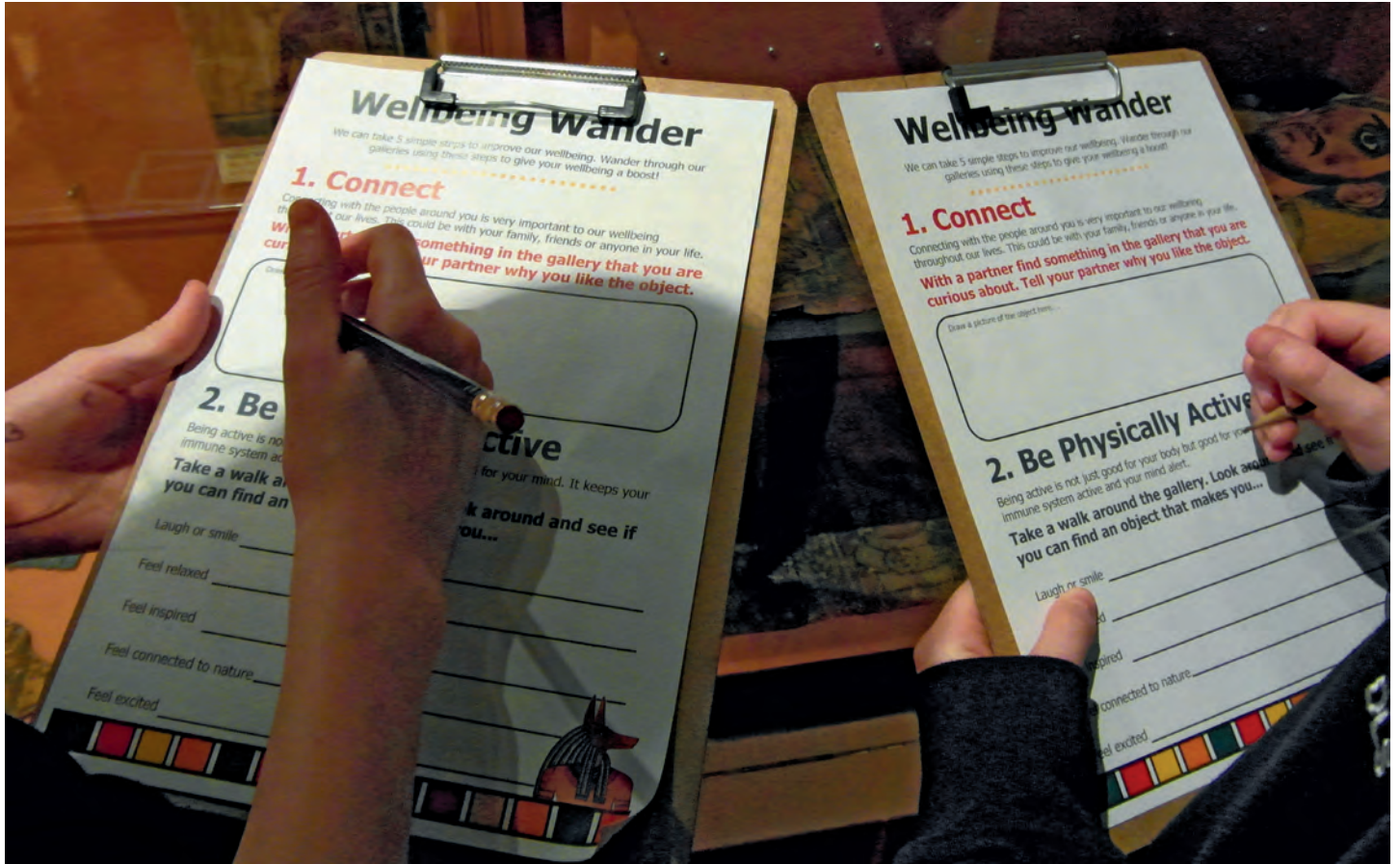
Dulliau gweithredu

Aethom ati i ddatblygu sesiwn hanner diwrnod i ysgolion a oedd yn cynnwys sesiwn ymwybyddiaeth ofalgar yn seiliedig ar wrthrychau'r amgueddfa, llwybr o amgylch yr amgueddfa yn seiliedig ar y Pum Ffordd at Lesiant (a ddefnyddir gan y GIG a Mind) a gweithgaredd crefft. Cafodd staff yr amgueddfa hyfforddiant mewn ymwybyddiaeth ofalgar gan Louise Thomson, Ymarferydd Ymwybyddiaeth Ofalgar a Gweithiwr Amgueddfa Proffesiynol, er mwyn ein helpu i greu'r sesiynau hyn.

Y canlyniadau a fwriadwyd

Roeddem eisiau ymgysylltu ag agwedd newydd ar y Cwricwlwm a datblygu sesiwn a fyddai'n cyfrannu at lesiant y cyfranogwyr. Byddem yn datblygu'r sesiynau hyn mewn partneriaeth ag ysgolion, ac fe fyddent yn drawsgwricwlaidd eu natur. Er y byddem yn canolbwyntio ar ein casgliad o eitemau Eifftaidd hynafol, byddai'r sesiynau'n helpu i feithrin sgiliau y gellid eu defnyddio y tu allan i amgylchedd yr amgueddfa. Hefyd, byddai'r prosiect hwn yn meithrin sgiliau'r staff ac yn datblygu





ffyrdd newydd o weithio. Anelwyd hefyd at weithio gydag ysgolion na allant, o bosibl, ymweld â ni y tu allan i'r prosiect peilot hwn.

Yr allbynnau a fwriadwyd

Ein nod oedd datblygu sesiwn hanner diwrnod yn canolbwyntio ar ymwybyddiaeth ofalgar fel ffordd o archwilio'r Amgueddfa a'n gwrthrychau. Byddai'r sesiwn yn cael ei threialu fel rhan o'r prosiect ac yna byddai'n dod yn agwedd newydd ar ein Rhaglen Ddysgu.

Rhwystrau a phroblemau

Bu galw enfawr o du ysgolion a oedd yn dymuno cymryd rhan yn y prosiect –galw na fu modd ei ddiwallu, yn anffodus.

Y canlyniadau gwirioneddol

Cafodd tîm dysgu'r Ganolfan Eifftaidd eu hyfforddi ar Ymwybyddiaeth Ofalgar a gallant gyflwyno'r sesiynau'n hyderus. Bu'n gyfle prin i ni gael hyfforddwr allanol felly llwyddodd y Tîm Dysgu i elwa'n sylweddol ohono.

Cafwyd llawer iawn o ddi-ddordeb yn y prosiect hwn gan y sefydliad yn ehangach a gobeithiwn y bydd hyn yn datblygu i fod yn sesiynau ar gyfer oedolion a staff y brifysgol.

Bu i ni ddefnyddio ymbrelas ymwybyddiaeth ofalgar o Becyn Cymorth Mesurau Llesiant Amgueddfa UCL i dracio teimladau o lesiant. Gwelsom fod pob un o'r grwpiau a gymerodd ran yn dangos cynnydd rhwng 7% a 12%.

Gweithiom gyda phum Ysgol i ddatblygu a pheilotu'r prosiect hwn a chafwyd dros 300 o blant yn cymryd rhan yn y peilot. Roedd y ffigwr hwn yn llawer uwch na'r disgwyl ond roeddem yn falch iawn bod y cyfan wedi bod mor boblogaidd.

Yr allbynnau gwirioneddol

Rydym wedi datblygu sesiwn hanner diwrnod sy'n canolbwyntio ar y Maes Llesiant o Ddysgu a Phrofiad. Yn y sesiynau hyn rydym yn rhedeg crefft a llesiant a gweithgaredd ymwybyddiaeth ofalgar. Fe welsom o'r adborth bod ysgolion sydd â llawer mwy o brofiad o ymwybyddiaeth

ofalgar, wedi elwa llawer mwy o'r sesiynau na'r rhai dibrofiad.

Gwersi a ddysgwyr

Mae Cwricwlwm Cymru yn gwbl newydd i bawb – Mae athrawon wrthi'n dod i ddeall y Cwricwlwm newydd a sut fydd yn esblygu. Roeddem wedi disgwyl lefel debyg o ymwybyddiaeth yn yr AOLEau newydd. Cawsom ysgolion yn amrywio o fod yn profi ymwybyddiaeth ofalgar yn ddyddiol i rai nad oedd wedi gwneud unrhyw beth o'r fath.

Camau nesaf

Byddwn yn adeiladu ar y prosiect hwn a'r adborth a gafwyd gan athrawon. Yna, byddwn yn ail-lansio'r sesiynau a ddatblygwyd gan y prosiect hwn fel rhan o'n harlwy dysgu a fydd ar gael i bob ysgol.

Rhagor o wybodaeth

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Gwisgoedd Replica Oes Fictoria

Crynodeb

Ar hyn o bryd, mae'r amgueddfa'n cynnwys Gwisgoedd replica ar gyfer plant 6-10 oed. Bydd y prosiect newydd yn ein galluogi i ddarparu ar gyfer dysgwyr CA3 ac uwch.

Cefndir

Mae gan arlwy gwasanaeth Addysg a Chymunedol Amgueddfa ac Oriel Gelf Castell Cyfarthfa gysylltiad clir a chydlynol â chasgliadau'r amgueddfa a hanes cyfoethog Merthyr. Mae hyn yn ein galluogi i ddefnyddio enghreifftiau lleol a phersonol wrth drafod ac archwilio tueddiadau byd-eang, a hanes cenedlaethol a rhyngwladol. Cynigir y gwasanaeth trwy gyfrwng sesiynau a hwylusir, yn cynnwys dehongli gwisgoedd, sgysiau eistedd, crefftau, trin casgliadau a thafenni gwaith.



Yr her

Ar hyn o bryd, dim ond detholiad bach o feintiau sydd gan yr amgueddfa yn ei Chasgliad o Wisgoedd Replica Oes Fictoria, a dargedir at ddysgwyr y Cyfnod Sylfaen hyd at ddysgwyr CA2 ifanc. Wrth weithredu'r Cwricwlwm i Gymru, Cynefin a'r Pedwar Diben, rydym wedi gweld cynnydd mewn archebion ar gyfer y gweithdy "haearnfeistri a gweithwyr haearn", yn benodol ymhlith grwpiau 12+ oed, grwpiau Anghenion Dysgu Ychwanegol a grwpiau ysgolion cartref.

Dulliau gweithredu

Byddai ychwanegu gwisgoedd replica oes Fictoria yn cyfoethogi'r gweithdy 'Haearnfeistri a Gweithwyr Haearn', gan ein galluogi i gael gafael ar amrywiaeth o feintiau a darparu ar gyfer dysgwyr o feintiau gwahanol a chanddynt anghenion gwahanol. Heb wisgoedd ychwanegol o feintiau gwahanol, byddai'r sesiwn ei hun yn llai rhyngweithiol, ac o'r herwydd gallai fod yn llai cofiadwy i'r dysgwyr na phe baent yn cael dysgu trwy gyfranogi. Gallwn hefyd gynigir y gweithdy hwn i CA3+, i ddisgyblion a addysgir gartref o wahanol oedran, ac i ddysgwyr ADY (Anghenion Dysgu Ychwanegol).

Y canlyniadau a fwriadwyd

- Ymgysylltu i raddau mwy â dysgwyr CA3 ac uwch a chynnig gweithdy "haearnfeistri a gweithwyr haearn" cyson a gwell.

- Defnyddio'r gwisgoedd ar gyfer amryfal ddiwrnodau Cenedlaethol, yn cynnwys Mis Hanes Menywod a Mis Hanes Lleol a Chymunedol, a hefyd ar ein chwaer-safle, sef Bwthyn Joseff Parry.
- Bydd y dysgwyr yn deall y diwydiant Haearn a Gwaith Haearn Cyfarthfa, yn cynnwys y gallu i adnabod rôl "Merched y Tomenni" a "Phwdleriaid". Hefyd, bydd modd iddynt bennu nodweddion a defnyddiau allweddol eu dillad, gan ddeall arwyddocâd hyn i'w hardal leol.

Yr allbynnau a fwriadwyd

Bydd Prosiect Gwisgoedd Ironbridge yn cynhyrchu dwy wisg ar gyfer "Pwldleriaid" a dwy wisg ar gyfer "Merched y Tomenni".

Rhwystrau a phroblemau

Roedd y rhwystrau a'r problemau y daethpwyd ar eu traws wrth gyflawni'r prosiect yn ymwneud â darparu'r gwisgoedd. Oherwydd ansawdd a dilysrwydd y gwisgoedd replica, caiff yr holl ddarnau eu gwneud yn bwrsasol, ac o'r herwydd mae angen mwy o amser i'w darparu. Oherwydd y cyfnod byr rhwng derbyn y gwisgoedd a diwedd "ffurfiol" y prosiect, ceir llai o amser i ymgysylltu nag y disgwyliad yn arferol.

Serch hynny, ar ôl inni gael gwybod yr amserlen, bu modd inni gynllunio yn unol â'r amserlen honno a chreu gweithdy pwrpasol, o'r radd flaenaf sy'n cynnig mynediad at y gwisgoedd ac at hanesion yr unigolion o dan sylw.

“ Hefyd, bydd modd i'r dysgwyr ddychmygu a thrafod y ddau begwn a oedd yn perthyn i raddfa gymdeithasol oes Fictoria trwy ddefnyddio'r gwisgoedd.

Y canlyniadau gwirioneddol

Hefyd, bydd modd i'r dysgwyr ddychmygu a thrafod y ddau begwn a oedd yn perthyn i raddfa gymdeithasol oes Fictoria trwy ddefnyddio'r gwisgoedd. Bydd y gwisgoedd ychwanegol yn rhan o adnodd parhaol gwasanaeth yr Amgueddfa, ac yn awr gallwn eu defnyddio mewn mwy nag un ffordd gan fod meintiau ychwanegol ar gael.

Ymhellach, yn awr gallwn gynnig gweithdy "haearnfeistri a gweithwyr haearn" wedi'i hwyluso, a hynny ar y safle ac fel gweithdy allgymorth i fyfyrwyr CA3 ac ADY, oherwydd yn awr mae modd inni gynnig y sesiwn ryngweithiol safonedig.

Yr allbynnau gwirioneddol

Yn ôl y bwriad – Rydym wedi defnyddio Prosiect Gwisgoedd Ironbridge o'r blaen i greu ein set wreiddiol o wisgoedd replica, ac roeddem o'r farn ei bod hi'n bwysig inni ddefnyddio'r un cwmni oherwydd ei enw da ac er mwyn sicrhau cysondeb o ran ansawdd a gwedd y gwisgoedd.

Gwersi a ddysgwyd

Roedd yr amserlenni a'r disgwyliadau yn realistig. Bu modd inni gynllunio cyfres wych o ddigwyddiadau cymunedol i ategu'r sesiwn addysg.

Camau nesaf

Bydd y gwisgoedd newydd yn cael eu hychwanegu at ein casgliad presennol o wisgoedd replica. Byddant yn rhan



hollbwysig o wasanaeth Addysg a Chymunedol yr amgueddfa a byddant yn cael eu defnyddio ym mhob digwyddiad hollbwysig perthnasol.

Hefyd, mae gennym gyfle yn awr i ddefnyddio'r gwisgoedd mewn cyfres o ddigwyddiadau drwy gydol gwyliau'r haf 2023 ar ein chwaer-safle, sef Bwthyn Gweithwyr Haearn Joseff Parry. Bydd modd i'r ymwelwyr gael mynediad at y gwisgoedd er mwyn iddynt allu cyfrannu at ddehongli'r gwisgoedd a manteisio ar gyfleoedd cofiadwy i dynnu lluniau.

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Prentisiaid Addysg Dyffryn Maes Glas

Crynodeb

Cafodd Parc Treftadaeth Dyffryn Maes Glas arian gan GEM a Llywodraeth Cymru i greu llwybr hunandywysedig i ysgolion er mwyn cysylltu â'r *Cwricwlwm newydd i Gymru*. Cyflogwyd addysgwyr amgueddfeydd llawrydd i weithio ar y cyd ag ysgol leol gan ddefnyddio casgliadau'r amgueddfa a hanesion unigryw Dyffryn Maes Glas fel ysbrydoliaeth.

Cefndir

Amgueddfa awyr agored yw Parc Treftadaeth Dyffryn Maes Glas, a chaiff ei rhedeg gan Ymddiriedolaeth a chan Gyngor Sir y Fflint. Ceir nifer cyfyngedig o weithdai ffurfiol i ysgolion dan arweiniad staff; ni cheir unrhyw swydd benodol yn ymwneud ag addysg.

Yr her

Gallu cyfyngedig sydd gan y staff i ddatblygu a chyflwyno gweithgareddau addysgol yn yr amgueddfa, ac ar hyn o bryd nid os unrhyw adnoddau hunandywysedig ar gael. Nid yw'r amgueddfa wedi addasu unrhyw ddeunyddiau eto i gyd-fynd â'r *Cwricwlwm newydd i Gymru*.

Dulliau gweithredu

Cyflogwyd addysgwyr amgueddfeydd llawrydd â gwybodaeth am y *Cwricwlwm newydd i ddatblygu a chyflwyno'r prosiect*. Fel rhan o'r prosiect, byddai disgyblion yn gallu archwilio'r casgliadau yng nghasys yr amgueddfa, yn cynnwys pethau a oedd yn gysylltiedig â hanes yr ardal a hanes caethwasiaeth.

Y canlyniadau a fwriadwyd

- Cydweithio â disgyblion ac athrawon – dull newydd o ddatblygu gweithgareddau.
- Roeddem eisiau i'r disgyblion dynnu sylw at agweddau ar hanes yr ardal a themâu a oedd o ddiddordeb iddynt.

Yr allbynnau a fwriadwyd

- Creu llwybr hunandywysedig y gellid ei ddefnyddio gan grwpiau ysgol eraill a fyddai'n ymweld yn y dyfodol.

Rhwystrau a phroblemau

- Nid oedd y disgyblion yn gwybod cymaint ag y tybiwyd am Barc Treftadaeth Dyffryn Maes Glas. O'r herwydd, bu'n anodd cyflwyno pethau o fewn un diwrnod.
- Mae'r amgueddfa ar wasgar dros ardal eang ac mae'n ymdrin â nifer o themâu. Bu'n anodd ennyn brwdfrydedd y disgyblion yn y casgliad ei hun, oherwydd roedd yn well ganddynt wisgo amdanynt mewn dillad hanesyddol a defnyddio'r offer rhyngweithiol.
- Daeth y disgyblion draw yn y gaeaf, felly roedd yr adeiladau'n eithaf tywyll, yn enwedig yn y tai hanesyddol. Roedd llawer o anwedd ar y casys arddangos, ac o'r herwydd roedd hi'n anodd gweld beth oedd y tu mewn iddynt.

Y canlyniadau gwirioneddol

Yn sgil y prosiect, bu modd inni feithrin perthynas ag ysgol newydd.





Rhoddodd gyfle inni brofi ffordd newydd o weithio, gan roi mwy o gyfrifoldeb i'r disgyblion.

Fe wnaeth y disgyblion ymgysylltu â'r casgliadau ac archwilio'r pethau a oedd yn mynd â'u bryd, gan ddatblygu ymdeimlad o gynefin ac ymwybyddiaeth o'u hanes lleol.

"Mae gan y plant lais ynglŷn â'r hyn y dymunant ei ddysgu, felly gallai ymweliad fel hwn danio diddordeb ac awgrymiadau ar gyfer pynciau y gellid eu trafod yn yr ystafell ddosbarth yn y dyfodol" – adborth gan athro.

Roedd y disgyblion yn teimlo ymdeimlad o berchnogaeth dros eu dysgu eu hunain ac fe wnaethant fynegi diddordeb mewn profi eu syniadau gyda gweddill y dosbarth.

Yr allbynnau gwirioneddol

Trwy gyfrwng y gwaith datblygu cychwynnol a thrwy siarad â'r athro arweiniol, daeth yn amlwg mai'r broses ei hun oedd y rhan bwysicaf yn hytrach na llwybr go iawn i ysgolion.

"Fe wnaeth yr holl ddisgyblion fwynhau edrych o amgylch yr amgueddfa yn annibynnol. Hefyd, cafodd disgyblion eraill flas ar greu

a rhannu syniadau ar gyfer gwelliannau" – adborth gan athro.

Roedd a wnelo'r broses â rhoi cyfle i'r disgyblion ddysgu am hanes Dyffryn Maes Glas, archwilio'r amgueddfa, dewis eu hoff themâu a'u hoff wrthrychau, creu syniadau gogyfer gweithgareddau ar gyfer disgyblion eraill a thrafod pa syniadau oedd y rhai gorau. Y canlyniad yw templed ar gyfer ysgolion. Mae'r templed hwn yn cynnwys briff a bennir gan yr amgueddfa yn gofyn am help y disgyblion. Bydd y disgyblion yn cael dod yn swyddogion addysg treftadaeth prentis er mwyn gwneud hyn. Bydd y templed yn cynnwys gwybodaeth ynglŷn â'r hyn a geir yn yr amgueddfa a'r hyn a geir ym mhob ystafell, a bydd yn awgrymu cwestiynau a thasgau y gall athrawon eu defnyddio pan fyddant yn yr amgueddfa.

Gwersi a ddysgwyd

- Bydd yr amgueddfa yn ystyried pa adeg o'r flwyddyn yw hi a pha mor hygyrch fydd y safle a'r casgliadau wrth drefnu i ysgolion gymryd rhan yn y gweithgaredd hwn.
- Yn y pen draw, y broses o gynnwys

Yn sgil y prosiect, bu modd inni feithrin perthynas ag ysgol newydd. Rhoddodd gyfle inni brofi ffordd newydd o weithio, gan roi mwy o gyfrifoldeb i'r disgyblion.

y disgyblion ar y cyd fu'r ffocws, yn hytrach na'r canlyniad ffisegol. Fe wnaeth hyn helpu'r staff i ddeall y Cwricwlwm newydd a'i nodau yn well.

- Arweiniodd at drafodaeth ynglŷn â pha mor gyfarwyddol y dylai'r gweithgareddau fod. Er mai profiad dysgu dan arweiniad disgyblion yw hwn, dylid sicrhau hefyd bod gwybodaeth ar gael i gynorthwyo'r disgyblion e.e. disgrifiadau manylach o'r pethau y gellir dod o hyd iddynt yn holl ystafelloedd yr amgueddfa.

Camau nesaf

Bydd templed i ysgolion a briff i ddisgyblion ar gyfer dod yn addysgwyr treftadaeth prentis ym Mharc Treftadaeth Dyffryn Maes Glas yn cael eu llunio a byddant ar gael i grwpiau ysgol er mwyn iddynt allu cynnal eu fersiwn eu hunain o'r gweithgaredd hwn.

Penderfynodd yr ysgol beilot mai llwybr 'hela'r gwrthrych' oedd y ffordd orau o archwilio Parc Treftadaeth Dyffryn Maes Glas. Bydd y disgyblion a gweddill y dosbarth yn cael eu gwahodd i ddod draw i dreialu a gwerthuso'u gweithgaredd yn yr amgueddfa.

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Y Celfyddydau Mynegiannol 2:

Adnodd Dysgu i Ysgolion – "Cysylltu â Chynefin"



Crynodeb

Cynigiodd y prosiect hwn, a ariennir gan GEM, gyfle i'r gwasanaeth amgueddfeydd ac Adran Addysg yr awdurdod lleol barhau i ddatblygu eu cysylltiad cynhyrchiol ac ymestyn cyfleoedd i weithio ar y cyd. Roedd y prosiect yn cynnwys grŵp o athrawon ysgolion cynradd ac uwchradd, Cynghorydd Cymorth Ysgolion o Dîm Gwella Ysgolion Sir Gaerfyrddin, staff amgueddfa a dau artist lleol. Cynigiodd y prosiect gyfle i'r amgueddfa weithio'n uniongyrchol gydag athrawon a chynghorwyr addysg. Nod y prosiect oedd llunio adnodd ar gyfer ysgolion – adnodd a gâi ei lywio gan un gwrthrych yng nghasgliad yr amgueddfa. Y gwrthrych a ddewiswyd oedd un o eitemau Prosiect Cragen Beca a gaffaelwyd gan yr amgueddfa yn 2022.

Cefndir

Ffurfiwyd gweithgor i athrawon. Roedd y gweithgor hwn yn cynnwys dau ymarferydd cynradd, un ymarferydd uwchradd a chynghorydd o Dîm Gwella Ysgolion Sir Gaerfyrddin. Bu modd i'r grŵp gyfarfod â Kathryn Campbell-Dodds, artist Cragen Beca, ar ddechrau'r prosiect. Bu'r cysylltiad hwn yn amhrisiadwy, gan esgor ar doreth o wybodaeth ychwanegol y bu modd i'r athrawon ei defnyddio i lywio datblygiad yr adnodd dysgu.

Yr her

Rhaglen gelf ryngddisgyblaethol a gafodd ei chreu a'i churadu gan yr artist yn dilyn ei hymweld â'r amgueddfa a'i chysylltiad dilynol â'r gragen dro (Cragen Beca) a oedd yn rhan o'r arddangosfa –

dyna yw Prosiect Cragen Beca. Rhoddwyd y gragen dro i Wasanaeth Amgueddfeydd Sir Gaerfyrddin yn y 1980au gan deulu a oedd yn byw yn Nhalog, sef pentref bach yn Sir Gaerfyrddin. Roedd aelodau'r teulu wedi cadw'r gwrthrych ymfflamychol hwn ynghudd yn eu cartref ers adeg y terfysg pan arferid ei ddefnyddio gan y cymeriad chwedlonol "Beca" a'i "merched" yn ystod Terfysg Merched Beca yng nghanol y bedwaredd ganrif ar bymtheg (1839-43) yn Sir Gaerfyrddin.

Yr hyn a arweiniodd at greu'r adnodd dysgu hwn oedd y cysyniad bod Beca yn galw ar ei "merched" i ymateb ac ysgogi newid. Mae'r adnodd yn ymestyn hanes Terfysg Beca i'r unfed ganrif ar hugain o safbwynt lleol a chenedlaethol tuag at faterion a digwyddiadau byd-eang.

Dulliau gweithredu

Yn dilyn y cyfarfod rhagarweiniol, datblygodd aelodau'r grŵp eu syniadau, gan weithio'n agos gyda Louise Bird, sef artist tecstilau ac un a gyfrannodd at Brosiect Cragen Beca. Cynhaliwyd dau weithdy ymarferol gyda'r artist yn yr amgueddfa. Bu modd i aelodau'r grŵp ddefnyddio'r amser hwn i archwilio gwisgoedd Cragen Beca yn fanylach a choladu'r prosesau gweol y byddent yn eu cynnwys yn yr adnodd dysgu. Hefyd, defnyddiwyd delweddau o'r sesiynau ymarferol fel cyfeiriadau gwledol yn yr adnodd dysgu. Roedd yr wybodaeth o ran sgiliau yn cynnwys enghreifftiau o brosesau lliwio,



pwytho Sashiko, appliqué a dylunio tecstilau. Hefyd, yn ystod y gweithdai bu'r grŵp yn ymchwilio i hanes baneri gweol, yn cynnwys pwrpas y baneri hyn o gyd-destun hanesyddol ac o safbwynt cyfoes.

Y canlyniadau a fwriadwyd

- Adnodd dysgu dwyieithog i ysgolion er mwyn eu cynorthwyo i gyflwyno'r Celfyddydau Mynegiannol a hwyluso cysylltiadau gyda gwrthrychau yn yr amgueddfa a'r Cwricwlwm i Gymru.

Y canlyniadau gwirioneddol

Datblygwyd yr adnodd dysgu hwn ar gyfer y Celfyddydau Mynegiannol er mwyn cynorthwyo dysgwyr ar draws Camau Cynnydd tri a phedwar. Mae'n cynnig cyfle i greu cysylltiadau ar draws cyfnodau cynradd ac uwchradd a cheir potensial i'w ddatblygu yn y dyfodol fel prosiect pontio ar draws ysgolion. Mae'r adnodd yn cynnwys gwybodaeth seiliedig ar sgiliau yn ymwneud â phrosesau gweol ac mae'n cysylltu ag agweddau ar y celfyddydau gweledol, sef lliw a phatrwm.

Yr allbynnau gwirioneddol

Bydd yr adnodd dysgu hwn yn rhan o brosiect peilot yn ystod tymor y gwanwyn (2023) trwy'r tair ysgol sy'n cymryd rhan ynddo. Bydd y prosiect peilot hwn yn cynnig adborth gan ddygwyr a deilliannau terfynol. Bydd yr wybodaeth yn cael ei rhannu trwy ysgolion Sir Gaerfyrddin a bydd yn rhan o raglen gymorth barhaus i ysgolion o fewn y Celfyddydau Mynegiannol. Bydd yr adnodd dysgu'n cael ei lansio mewn digwyddiad rhannu ac arddangosfa a gynhelir yn yr amgueddfa ym mis Mawrth 2023.

Gwersi a ddysgwyd

Mae'r adnodd dysgu a luniwyd gan y gweithgor yn cynnig cyfleoedd i athrawon ymgorffori Prosiect Cragen Beca yng nghynllun eu cwricwlwm, a chynhwysir enghreifftiau o gysylltiadau trawsbynciol. Mae'r Cwricwlwm i Gymru yn rhoi anghenion a buddiannau pob dysgwr wrth galon cynllun y cwricwlwm. Rhagwelir y bydd yr adnodd hwn yn cynnig enghraifft i ysgolion o brofiad

dysgu a fydd yn helpu eu dysgwyr i fynegi eu hangerdd dros newid trwy ddefnyddio cyfrwng creadigol. Mae llywio trwy newid yn agwedd gyfarwydd bellach o dirlun ysgolion ac o'r herwydd mae hi'n hanfodol inni gynnig llwyfan creadigol i benderfynwyr y dyfodol, lle gallant fynegi a thrafod.

Camau nesaf

Mae Cyngor Sir Gâr wedi pennu ei strategaeth wledig. Yn y strategaeth hon, tynnir sylw at y ffaith fod llawer iawn o bobl ifanc yn gadael y sir yn gyffredinol, ac yn enwedig felly ardaloedd gwledig. Mae gan y gwasanaeth amgueddfeydd gyfle i fod yn rhan o ateb hirdymor er mwyn helpu pobl ifanc i feithrin ymdeimlad cryf o hunaniaeth a lle – rhywbeth a all ddylanwadu ar eu dewisiadau yn y dyfodol o ran astudio, gweithio a byw yn Sir Gaerfyrddin. Ein nod yw darparu gwasanaeth dysgu amgueddfaol a gaiff ei seilio ar y Cwricwlwm newydd i Gymru, gan gynnig profiadau perthnasol a diddorol, cofiadwy a phwerus, a hynny er budd llesiant hirdymor pobl ifanc yn Sir Gaerfyrddin, yn awr ac yn y dyfodol.



“ Mae'n helpu pobl ifanc i feithrin ymdeimlad cynnig cyfle i greu cysylltiadau ar cryf o hunaniaeth a lle.

Rhagor o wybodaeth

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Adnoddau Addysg Cofio Hedd Wyn



Crynodeb

Comisiynwyd yr addysgwr a'r awdur Haf Llewelyn i gasglu a chynhyrchu adnodd ymatebol i Gofio Hedd Wyn i fodloni anghenion y Cwricwlwm i Gymru ac sy'n addas hefyd er mwyn nodi canmlwyddiant cofeb Hedd Wyn yn Nhrawsfynydd.

Cefndir

Mae'r Ysgwrn yn amgueddfa achrededig ar gyrion Trawsfynydd yng nghanol Parc Cenedlaethol Eryri. Prif gynulleidfaoedd yr Ysgwrn yw grwpiau addysg, grwpiau oedolion (twristiaeth ac addysg gydol oes) ac ymwelwyr cyffredinol.

Yr her

Gyda lansiad y Cwricwlwm i Gymru yn 2022, roeddem yn ymwybodol bod bwllch yn yr adnoddau sydd ar gael i ysgolion ddysgu'r meysydd dysgu a phrofiad a bod cyfle gwych i'r Ysgwrn lenwi'r bwllch hwn ac ehangu'r gwaith presennol gydag ysgolion. Mae lle i'r Ysgwrn gynnig profiadau addysgol cyfoethog drwy'r Cwricwlwm i Gymru.

Roedd yr Ysgwrn eisoes wedi comisiynu cyfres o adnoddau a themâu gwahanol ond cafwyd cyfle penodol yng ngaeaf 2022-23 i gomisiynu gwaith newydd ar sut i gofio Hedd Wyn a'r cwestiynau dyrys ynghylch rhyfel a heddwch.

Dulliau gweithredu

- Creu briff prosiect;
- Trafod y gwaith gyda Haf Llewelyn,

“ Mae'n hanfodol gweithio gyda gweithwyr llawrydd profiadol i sicrhau darpariaeth o ansawdd uchel.

” Gyda lansiad y Cwricwlwm i Gymru yn 2022, roeddem yn ymwybodol bod bwlbh yn yr adnoddau sydd ar gael i ysgolion ddysgu'r meysydd dysgu a phrofiad a bod cyfle gwych i'r Ysgwrn lenwi'r bwlbh hwn ac ehangu'r gwaith presennol gydag ysgolion.

ymgynghorydd addysg llawrydd ac awdur yn arbenigo ar hanes Hedd Wyn;

- Cysylltu ag Ysgol Bro Hedd Wyn i dreialu'r adnoddau.

Y canlyniadau a fwriadwyd

- Darparu adnoddau o safon fel bod modd i ysgolion astudio'r pwnc trwy feysydd dysgu a phrofiad y Cwricwlwm i Gymru;
- Gwella'r berthynas gydag Ysgol Bro Hedd Wyn ac ysgolion lleol eraill trwy dreialu'r adnoddau;
- Gwella'r berthynas rhwng yr Ysgwrn ac ysgolion drwy amlygu sut y gellir defnyddio'r Ysgwrn, ei leoliad a

chasgliad yr amgueddfa i gyflwyno'r Cwricwlwm i Gymru.

Yr allbynnau a fwriadwyd

Adnodd addysg newydd.

Rhwystrau a phroblemau

Mae amserlen dynn yn ei gwneud yn anodd cyflawni'r amcanion o fewn yr amser.

Y canlyniadau gwirioneddol

Fel uchod – prosiect syml wedi ei gyflawni i safon uchel.

Gwersi a ddysgwyd

- Mae angen rhaglennu ymlaen llaw lle bo modd;

- Mae'n bwysig bod y briff yn glir. Mae'n hanfodol gweithio gyda gweithwyr llawrydd profiadol i sicrhau darpariaeth o ansawdd uchel.

Camau nesaf

Byddwn yn treialu'r adnoddau gydag Ysgol Bro Hedd Wyn a rhai ysgolion lleol eraill yn ystod tymor yr haf.

Rhagor o wybodaeth

Bydd y prosiect yn rhan o brosiect celfyddydau a threftadaeth cymunedol a fydd yn digwydd ym mhentref Trawsfynydd ym mis Medi 2023.



"Nid Chwarae Plant"

Crynodeb

Wrth ymateb i adborth ar ôl trafodaethau gyda'r ysgol, fe wnaethom ganolbwyntio ar deganau'r Oes Fictoria fel y testun craidd, a defnyddio hyn fel catalydd i gyflwyno trafodaethau a gweithgareddau dysgu arweiniol ar bynciau tlodi, cyfoeth, addysg, hamdden, iechyd a llafur plant yn yr 1800au.

Mae'r adnodd testun craidd yn cynnwys pecyn athrawon, pecyn disgyblion a set gynhwysfawr o adnoddau trin a thrafod gyda gweithgareddau wedi'u cynllunio o'u cwmpas. Mae'r gweithgareddau hyn yn ymgorffori sgiliau trawsgwricwlaidd - Mathemateg, Llythrennedd, Daeryddiaeth, Hanes a'r Dyniaethau.

Trialwyd yr adnoddau gan Ysgol Capelulo. O ganlyniad i'r arbrawf, mae Amgueddfa Penmaenmawr wedi bod yn gweithio gyda'r ysgol i ddatblygu'r gyfres o "is-adnoddau" sy'n arwain o'r pwnc craidd, gan gynnwys merched yr Oes Fictoria a golchi, diwrnod ysgol yr Oes Fictoria, llafur plant yr Oes Fictoria, a gofal iechyd plant yr Oes Fictoria. Mae pob un o'r adnoddau hyn yn cyflwyno'r cysyniad mantell ymhellach i'r profiad dysgu ac yn cysylltu'r wybodaeth â'r ardal leol.

Cefndir

Ysgol gynradd ddwyieithog, gydaddysgol ym mhentref Dwygyfylchi yw Ysgol Capelulo, Penmaenmawr. Mae'n darparu addysg ar gyfer 126 o ddysgwyr llawn amser a 19 o ddysgwyr rhan-amser o dair oed i un flwydd ar ddeg.

Cyflwynir gwersi ar draws pum dosbarth oedran cymysg, dau gyfnod iau a dau gyfnod sylfaen: Derbyn/Blwyddyn 1; Blwyddyn 1/Blwyddyn 2; Blwyddyn 3/Blwyddyn 4; Blwyddyn 4/Blwyddyn 5; a Blwyddyn 6. Mae'r staff addysgu yn cynnwys tîm bychan, y Pennaeth, pump o athrawon llawn amser, pedwar cymhorthydd dysgu yn y Cyfnod Sylfaen a dau gymhorthydd addysgu Gwasanaeth Cynhwysiad Cymdeithasol yng Nghyfnod Allweddol 2.

Mae Amgueddfa Penmaenmawr tua 1.2 milltir o'r ysgol. Mae llawer o'r disgyblion yn mynychu digwyddiadau dysgu awyr agored yr amgueddfa gyda'u teuluoedd neu'n ymweld â'r amgueddfa yn rheolaidd. Gellir ond ymweld â'r amgueddfa gyda chlundant o'r ysgol, oherwydd diffyg palmentydd a llwybrau cerdded diogel rhwng Dwygyfylchi ac Amgueddfa Penmaenmawr.

Yr her

Roedd Amgueddfa Penmaenmawr am fynd i'r afael â thair prif her drwy'r prosiect hwn:

- Pontio bwlch o ran deall anghenion athrawon a'r adnoddau sydd arnynt eu hangen, er mwyn galluogi'r amgueddfa i ddatblygu deunyddiau perthnasol sy'n cefnogi gweithrediad y cwricwlwm newydd a mantell y dulliau arbenigol;
- Goresgyn diffyg capasiti ac adnoddau blaenorol i ddangos yn ddiriaethol i'r ysgolion sut y gall yr amgueddfa gefnogi a chyfrannu at eu gwaith a'r cwricwlwm newydd;



- Addasu'r berthynas rhwng yr amgueddfa ac ysgolion lleol, i sicrhau bod yr amgueddfa'n dod yn ganolfan adnoddau 'y gellir troi ati' i gefnogi gwaith athrawon, a meithrin gwell dealltwriaeth o sut mae'r amgueddfa'n gysylltiedig ag ystod eang o brosiectau a allai fod o fudd i'r ysgol.

Dulliau gweithredu

Roedd Amgueddfa Penmaenmawr wedi ymateb i arolwg gan y ddwy ysgol gynradd leol yn hydref 2022. Roedd yr arolwg yn gofyn i bobl leol am syniadau am yr hyn y gallai'r ysgolion ei gynnwys yn y ffocws lleol yn y cwricwlwm newydd. O ganlyniad i'n hymatebion i'r arolwg hwnnw, ac yna cysylltu â'r ysgol yn ystod y cais i GEM Cymru, cynhaliwyd cyfarfod gyda dau o'r athrawon i archwilio sut y gallai'r amgueddfa eu cynorthwyo gyda'r modd y maent yn cyflwyno'r cwricwlwm arfaethedig.

Yn ystod y cyfarfod buom yn trafod y pynciau yr oedd yr athrawon wedi bwriadu eu cwmpasu yn ystod y flwyddyn ysgol, oeddrannau'r disgyblion a sut roedd yr athrawon am ddefnyddio technegau integreiddio'r cwricwlwm a mantell. Addasodd yr amgueddfa ei chysyniad prosiect gwreiddiol bryd hynny, gan ddeall bod

angen i'r adnoddau fod yn fwy hyblyg ar gyfer y gwahanol ystodau oedran a addysgir yn y dosbarthiadau oedran cymysg, a bod yr athrawon yn bwriadu defnyddio dulliau 'mantell rannol' yn hytrach na dulliau 'mantell gyfan', at isbynciau penodol.

Teimlai'r amgueddfa hefyd fod yn rhaid i ni gynhyrchu enghraifft o'r hyn y gellid ei gyflawni drwy weithio mewn partneriaeth. Er mwyn gwneud hyn yn effeithiol, cytunwyd i gynhyrchu dau adnodd gwahanol ar gyfer gwahanol grwpiau oedran - un ar yr Oes Haearn a oedd yn cynnwys mwy o ddulliau mantell ar gyfer disgyblion hŷn, ac un ar deganau'r Oes Fictoria a fyddai'n gatalydd i bynciau eraill ar gyfer plant iau.

Er mwyn cynhyrchu deunyddiau cwricwlwm enghreifftiol, roedd yr amgueddfa eisiau buddsoddi mewn gwrthrychau rhagorol a fyddai'n cefnogi'r pynciau. Roedd gennym amrywiaeth o deganau'r Oes Fictoria a chryfhawyd yr adnodd hwn gyda buddsoddiad pellach, ond ar gyfer yr Oes Haearn fe wnaethom droi at un o'n partneriaid CDL, Cynllun Partneriaeth Tirwedd y Carneddau, am gymorth. Fe brynnon nhw adnoddau gwerth tua £1000 i'r amgueddfa i roi deunyddiau trin at ei gilydd a fyddai'n gweithio ar gyfer addysgu ar ffurf gwybodaeth a dulliau mantell.

Datblygodd yr amgueddfa weithdrefnau newydd o amgylch adnoddau'r cwricwlwm, gan gynnwys cytundebau benthyca a rhestrau eiddo, a chreodd rôl wirfoddolwr i reoli'r system o oruchwylio'r adnoddau a oedd yn dod i mewn ac yn mynd allan, eu glanhau a'u rhoi mewn cwarantîn rhwng pob

benthyciad. Rhoddwyd y system hon ar waith ym mis Ionawr 2023.

Y canlyniadau a fwriadwyd

- Datblygu gwell dealltwriaeth o ba elfennau o'r cwricwlwm y mae athrawon yn canolbwyntio arnynt a sut maent yn bwriadu symud ymlaen â'r pwnc hwnnw.
- Datblygu gwell ymwybyddiaeth o'r hyn y mae ysgolion am ei gael gan ein gwasanaeth a sut gallwn ni eu cefnogi i gyflwyno pynciau sy'n berthnasol i'r cwricwlwm a'r ysgol.

Yr allbynnau a fwriadwyd

Gweithio gyda:

- 1 ysgol
- 30 o blant / pobl ifanc 1 athro
- 1 gwirfoddolwr i gymryd rhan yn y prosiect

Rhwysterau a phroblemau

Y prif rwystr ar ddechrau'r prosiect oedd nad oedd yr ysgol yr oeddem yn bwriadu gweithio gyda hi eto mewn sefyllfa i gefnogi'r gwaith o brofi adnodd cwricwlwm newydd gyda'r amgueddfa. Fodd bynnag, roeddem yn gallu gwneud addasiad cyflym a gweithio gydag Ysgol Capelulo yn lle hynny.

Roedd yn rhaid i ni hefyd addasu ein cysyniad gwreiddiol o ddatblygu adnodd 'mantell gyfan', gan fynd â disgyblion i mewn i senario ffuglen trwy gydol y testun. Roedd yr athrawon wedi cynllunio i ymgymryd â dulliau rhan-fantell i'w darpariaeth a theimlai'r amgueddfa fod angen i ni weithio gyda'u methodoleg a gweithio tuag at ymagweddau mantell gyfan ar gyfer adnoddau yn y dyfodol gyda'r ysgol.

Efallai mai'r broblem fwyaf oedd ail-ganolbwyntio'r prosiect o'r swyddi yr oedd plant yn eu gwneud ym Mhenmaenmawr yn yr 1800au, i hynny fod yn is-bwnc o 'fachyn' a oedd yn fwy diriaethol i oedranau'r disgyblion - yn hytrach, canolbwyntio ar deganau o'r Oes Fictoria ac yna trafod amser hamdden a sut nad oedd gan rai plant amser hamdden oherwydd bod yn rhaid iddynt weithio i gefnogi eu teuluoedd.

Y canlyniadau gwirioneddol

- Bellach mae gan Amgueddfa Penmaenmawr well dealltwriaeth o sut mae'r cwricwlwm yn cael ei gyflwyno yn Ysgol Capelulo, yr hyn y mae'r athrawon yn bwriadu ei gwmpasu yn ystod y flwyddyn ysgol hon, a'r cymorth sydd ei angen arnynt i gyflwyno'r pynciau.
- Mae'r berthynas rhwng Amgueddfa Penmaenmawr ac Ysgol Capelulo wedi cryfhau'n sylweddol. Rydym eisoes wedi profi cynnydd mewn ymholiadau gan yr ysgol ac rydym yn eu cefnogi gyda mwy adnoddau a darpariaeth.

Yr allbynnau gwirioneddol

- 1 ysgol
- 48 o blant / pobl ifanc 2 athro
- 2 wirfoddolwr yn cymryd rhan yn y prosiect (1 trwy gasglu a thynnu lluniau o adnoddau, ac 1 gyda rôl wirfoddolwr newydd i gydlynu'r adnoddau a gynhyrchir)
- 2 becyn athrawon
- 2 becyn disgyblion
- 2 flwch trin

Gwersi a ddysgwyd

Gallai'r amgueddfa chwarae rhan mewn hyfforddi athrawon ym mantell y dull arbenigol, a chefnogi'r dulliau hynny yn yr ystafell ddosbarth, yn yr amgueddfa a thrwy ddysgu yn yr awyr agored. Mae angen i ni archwilio hyn yn arbennig mewn perthynas â hanes byw ac ymgorffori drama hanesyddol.

Er mwyn cyflwyno'r agweddau ar y cwricwlwm sy'n canolbwyntio ar y gymuned leol a'r amgylchedd, mae angen gwybodaeth fwy hygyrch er mwyn i athrawon allu ysgrifennu a datblygu'r deunyddiau y maent am eu defnyddio yn yr ystafell ddosbarth. Mae risg o wybodaeth anghywir neu o ddefnyddio ffynonellau anghywir, ac mae angen i'r amgueddfa a sefydliadau eraill nodi'r risgiau hyn a cheisio llenwi unrhyw fylchau cyn gynted â phosibl.

Camau nesaf

Mae Amgueddfa Penmaenmawr ar hyn o bryd yn datblygu cyfres gynhwysfawr o bynciau gydag Ysgol Capelulo o ganlyniad i'r prosiect. Rydym wedi sicrhau buddsoddiad ar gyfer trin deunyddiau o Gynllun Partneriaeth Tirwedd y Carneddau, ac mae pecynnau cwricwlwm yn cael eu hysgrifennu a'u llunio ar y pynciau a ganlyn:

Cyfnod Neolithig, Oes Efydd, Oes Haearn, Rhufeiniaid, Canoloesol, Pobl Oes Fictoria (6 phwnc)

Rhagor o wybodaeth

Cysylltwch â Suryiah Evans
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Defnyddio Casgliadau a Dderbynodwyd ar gyfer Dysgu

Crynodeb

Mae'r Cwricwlwm i Gymru'n canolbwyntio ar daith ddysgu sy'n seiliedig ar brofiad, ac rydym wedi canfod mai'r ffordd orau o wneud hyn yw trin a chyffwrdd ein casgliadau a dderbynodwyd. Mae'n creu profiad cofiadwy sy'n ateb pedwar diben y Cwricwlwm, a hynny drwy sicrhau dysgwyr galluog, creadigol, gwybodus a hyderus.

Cefndir

Mewn casgliadau amgueddfeydd ceir straeon lleol a all gyffwrdd â chysylltiadau cenedlaethol neu ryngwladol ehangach. Golyga hyn, trwy ddefnyddio'r gwrthrychau, y gall amgueddfeydd ac ysgolion addasu'n hawdd i *Gamau Cynnydd* a gwahanol *Feysydd Dysgu* a *Phrofiad* a sicrhau ar yr un pryd bod Cynefin yn cael y sylw blaenaf.



Dylai amgueddfeydd gofio hefyd nad mewn sesiynau Dyniaethau'n unig y gellir defnyddio casgliadau cyffwrdd, gallant fod â chysylltiadau â Gwyddoniaeth a Thechnoleg, Mathemateg a Rhifedd a hyd yn oed lechyd a Lles. Mae'n hanfodol dangos hyn i ysgolion pan fyddant yn chwilio am gyfleoedd ymgysylltiad.

Yr her

Er mwyn i hyn weithio, mae angen i'r tîm cyfan gymryd rhan. Sylweddolwyd y gall agor ein casgliadau i blant fod yn frawychus ac ymddangosai'n groes i bopeth roeddem ni'n ei wybod am ofalu am ein casgliadau.

Dulliau gweithredu

Fodd bynnag, mae'n bosib! Yn gyntaf, mae'n bwysig sefydlu pa ran o'n casgliadau y gellir eu trin. Ym Mharc Treftadaeth Cwm Rhondda aethom ati i ddatblygu Polisi Trin Gwrthrychau oedd yn golygu y byddem yn ystyried gadael i'r holl eitemau a dderbynodwyd gael eu trin/cyffwrdd gan y cyhoedd. Roedd y mesurau a roddwyd ar waith i ddiogelu'r gwrthrychau yn dibynnu ar system goleuadau traffig wrth i ni asesu'r gwrthrych. Roedd gwyrdd yn golygu y gallai fynd oddi ar y safle a chael ei drin heb unrhyw gyfyngiadau, ac roedd coch yn golygu mai dim ond ar y safle y gellid ei ddefnyddio ac efallai y byddai angen ei roi mewn blwch amddiffynnol ac ati.

Pe byddai angen defnyddio atgynrychiadau, penderfynwyd y byddem yn bod yn agored ac yn

onest am hyn ac yn egluro pam, ac roedd hyn hefyd yn creu cyfle dysgu cysylltiedig â deall y gwaith o ofalu am gasgliadau.

Y canlyniadau a fwriadwyd

Roeddem yn gobeithio, trwy ddefnyddio ein casgliadau a bod yn agored am unrhyw atgynrychiadau roedd yn rhaid eu defnyddio, y byddai mwy o ysgolion yn awyddus i ymgysylltu â ni.

Yr allbynnau a fwriadwyd

Ein nod hefyd oedd defnyddio'r polisi i ddatblygu ein cynllun blychau benthyca ar gyfer ysgolion gydag eitemau y gellid eu defnyddio oddi ar y safle.

Rhwystrau a phroblemau

Gan fod arnom ni eisiau i eitemau gael eu defnyddio oddi ar y safle a heb oruchwyliaeth staff ar brydiau, cafwyd hyd i lawer o eitemau nad oedd modd eu defnyddio, a oedd yn siomedig. Fodd bynnag, roedd digon o eitemau yn ein casgliadau y gallem eu defnyddio, megis eitemau cysylltiedig â'r Cyfnod Fictoraidd, Mwyngloddio, a'r Rhyfeloedd Byd. Roedd yn syndod faint o wahanol bynciau y gallem eu cynnwys oedd yn gysylltiedig â nifer o'r Meysydd Dysgu a Phrofiad.

Y canlyniadau gwirioneddol

Drwy ganiatáu i'n casgliadau fod yn hygyrch rydym yn creu arlwy addysg unigryw yn awtomatig gan fod ein holl gasgliadau yn gysylltiedig â'n cylch gorchwyl casglu ni ein hunain ac yn wahanol felly i gasgliadau



“Roeddem yn gobeithio, trwy ddefnyddio ein casgliadau a bod yn agored am unrhyw atgynrychiadau roedd yn rhaid eu defnyddio, y byddai mwy o ysgolion yn awyddus i ymgysylltu â ni.

amgueddfeydd eraill. Nid oes dwy amgueddfa yr un peth. Dyma sydd yn allweddol i'r Cwricwlwm newydd a Chynefin. Bydd angen i blant ddysgu am Gymru a'r hyn a ddigwyddodd ar garreg eu drws. Gall y straeon unigryw hyn ddod yn gyffyrddadwy oherwydd ein casgliadau. Gall hefyd helpu i greu cynaliadwyedd ar gyfer ein gwefan. Yn ystod Medi 2022 – Ionawr 2023 mae 13 o flychau benthycu wedi bod mewn ysgolion, ac mae eu hanner yn ysgolion sydd wedi ymgysylltu â ni am y tro cyntaf.

Yr allbynnau gwirioneddol

Crëwyd 10 blwch gwahanol ar amrywiaeth o bynciau. Aethom ati hefyd i greu taflenni gwaith addasadwy i gyd-fynd â'r blychau neu sesiynau tywys ar y safle.

Roeddwn yn teimlo mai'r cwestiynau hyn oedd y rhai gorau a gellir eu haddasu ar gyfer y rhan fwyaf o oeddrannau a phynciau: sut mae'r gwrthrych yn teimlo, a yw'n edrych fel rhywbeth sy'n gyfarwydd i chi, sut ydych chi'n meddwl bod y person oedd yn berchen ar y gwrthrych neu'n ei ddefnyddio yn teimlo? I enwi dim ond rhai.

Cyn dim roedd gennych chi gynnig ar gyfer ysgolion sy'n canolbwyntio'n helaeth ar Gynefin, yn ogystal â'r cyfle i fod yn drawsgwricwlaidd.

Gwersi a ddysgwyd

Drwy greu'r adnoddau hyn a llunio'r polisi gwelsom fod dechrau gyda blychau benthycu yn ffordd haws o reoli'r hyn sy'n digwydd i eitemau a'r hyn y gellir ei ddisgwyl.

Hefyd pe bai ysgol yn gofyn amdanynt, roeddent i gyd yn yr un lle yn barod i fynd. Os oes gennych chi dimau llai neu os nad oes unrhyw un yn canolbwyntio'n benodol ar ddysgu dyma'r lle gorau i ddechrau a gall greu adnodd digonol ar gyfer ysgolion a'r Cwricwlwm newydd i Gymru.

Camau nesaf

Wrth inni symud ymlaen gyda'r hyder a ddatblygwyd, rydym bellach yn dechrau cynnig gweithdai wedi'u teilwra ar y safle gan ddefnyddio eitemau o'n casgliadau. Rydym wedi dod i arfer â'r polisi a'r Cwricwlwm newydd i Gymru a gallwn gynnig y gweithdai hyn gyda staff addysg penodol. Golyga hyn ein bod yn llai tebygol o wrthod cymorth i ysgolion am nad oes modd i ni ymdrin â'u pwnc. Rwy'n credu y bydd angen bod yn greadigol iawn!

Rhagor o wybodaeth

Esta Lewis

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Creu Partneriaethau gydag Ysgolion ADY gan ddefnyddio'r Cwricwlwm i Gymru

Crynodeb

Mae'r Cwricwlwm i Gymru wedi peri i newid, nid i ysgolion y brif ffrwd yn unig, ond i Ysgolion Anghenion Dysgu Ychwanegol (ADY) hefyd. Er nad yw'n orfodol dilyn y cwricwlwm, mae Ysgol Hen Felin yn ei ddefnyddio gan ei fod yn cwmpasu'r profiad dysgu a sgiliau y mae'r ysgol yn ymfalchïo ynddo, sef profiad sy'n canolbwyntio ar y disgybl.

Cefndir

Ysbrydolwyd y prosiect a'r partneriaethau gan elfen Cynefin y cwricwlwm. Mae Parc Treftadaeth Cwm Rhondda wedi'i leoli ar safle hen bwl glo. Cynigir profiad tanddaearol a cheir casgliad ar fwyngloddio a'r hanes cymdeithasol.



Roedd plant yr ysgol wedi mynegi diddordeb yn y safle ac eisiau gweld beth oedd gennym ni i'w gynnig.

Yr her

Roedd yr ysgol eisiau prosiect seiliedig ar sgiliau ac, fel safle, roeddem ni'n awyddus i ddatblygu cynnig Celfyddydau Mynegiannol a Thechnolegau Digidol i ysgolion a chynyddu ein gweithgareddau oddi ar y safle.

Dulliau gweithredu

Felly, aethom ati i ddatblygu prosiect lle gallai disgyblion ymweld â'r safle ond byddai'r rhan fwyaf o'r gwaith yn cael ei wneud yn y dosbarth bob wythnos yn ystod tymor ysgol llawn. Byddai'r ymweliadau dosbarth yn cael eu rhannu'n sesiynau Treftadaeth, Celfyddydau a Chyfyngau Digidol.

Y canlyniadau a fwriadwyd

Ein nod oedd cynnwys y disgyblion i gyd er mwyn iddynt ddeall eu Cynefin a'u stori a mynegi hyn trwy adrodd straeon, celf ac animeiddio.

Yr allbynnau a fwriadwyd

Roedd y nod hwn wedyn yn gymorth i ni greu llyfr stori hygyrch, y gellid ei werthu a chodi arian at elusen, arddangosfa ym Mharc Treftadaeth Cwm Rhondda ac i ni fel safle gael rhaglen ymarferol i'w defnyddio gydag ysgolion eraill yn y dyfodol.

Rhwysterau a phroblemau

Yr un peth roedd yn rhaid i ni

ei ystyried wrth weithio gyda'r plant oedd amrywiol anghenion a galluoedd y plant. Felly, gwnaethom yn siŵr bod y gweithgaredd yn un roedd pawb yn gallu cymryd rhan ynddo, roedd opsiynau i ysgrifennu, yn ogystal â chardiau cyffwrdd gyda Velcro, a defnyddiwyd delweddau yn lle testun wedi'i deipio. Golygodd hyn lawer o waith dysgu a fu'n gymorth i mi ddatblygu ystod eang o sgiliau.

Y canlyniadau gwirioneddol

Drwy gymryd rhan yn y prosiect hygyrch, roedd y plant yn gallu ymgysylltu'n llwyr â'r Cwricwlwm i Gymru drwy weithio tuag at y Pedwar Diben. Daeth yr holl blant yn gyfranwyr mentrus, creadigol, yn barod i fod yn rhan llawn o fywyd a gwaith trwy greu llyfr i'w werthu a chreu arddangosfa.

Daeth y plant yn ddinasyddion egwyddorol a gwybodus o Gymru a'r byd trwy edrych ar Paul Robeson a'i gysylltiadau â glowyr yng Nghymru.

Daeth y plant hefyd yn ddysgwyr uchelgeisiol, galluog, yn barod i ddysgu drwy gydol eu hoes trwy ddysgu mewn modd trawsgwricwlaidd. Roedd y sesiynau yn cysylltu pob un o'r 6 Maes Dysgu a Phrofiad i greu agwedd gyfannol at y Cwricwlwm i Gymru lle mae Cynefin yn greiddiol.

Roedd y prosiect yn helpu'r disgyblion i ddod yn unigolion iach, hyderus, yn barod i fyw bywydau boddhaus fel aelodau gwerthfawr o'r gymdeithas.

Trwy greu ffyrdd newydd a chyffrous o ymgysylltu â threftadaeth a chyflwyno darpariaeth flaengar.

Roedd hon hefyd yn agwedd newydd ar weithgareddau addysgol Parc Treftadaeth Cwm Rhondda. Roedd cyflwyno'r cyfryngau digidol a phrynu llechi a meddalwedd yn ein galluogi i wneud yn fawr o'n cysylltiadau trawsgwricwlaidd y gallir eu cynnig i ysgolion eraill.

Yr allbynnau gwirioneddol

Hefyd, ar ôl cwblhau'r prosiect bydd llyfr stori hygyrch yn cael ei gyhoeddi yn ogystal â fersiwn digidol. Bydd arddangosfa hefyd yn cael ei chynnal ym Mharc Treftadaeth Cwm Rhondda yn Haf 2023, wedi ei chreu gan y plant.

Gwersi a ddysgwyd

Yn ystod y prosiect cawsom gyfle i ddysgu nifer o wersi. Y wers gyntaf oedd amser a hyblygrwydd. Roedd yn rhaid i ni fod yn hyblyg wrth fynd yn ein blaenau gan sicrhau bod digon o amser wedi ei neilltuo ar gyfer gweithgareddau. Byddem yn ymgolli mewn rhai agweddau ac yna byddai rhai gweithgareddau'n cael eu haddasu i gynnwys elfennau roedd y plant yn eu mwynhau neu eu gadael allan. Nid oedd hyn yn amharu ar y prosiect o gwbl ac roedd yn golygu y gallai'r plant lywio i ba gyfeiriad bynnag roeddent eisiau mynd iddo a'u gwneud yn ddysgwyr llawer mwy annibynnol.

Fe wnaethom ni ddysgu llawer hefyd am sut i gynnwys nodweddion digidol



yn ein gweithdai. Gyda chymorth Coleg y Cymoedd, llwyddodd yr ysgol a minnau i ddysgu am animeiddio a'i wneud ein hunain. Roedd hyn yn rhoi profiad trawsgwricwlaidd i'r plant ac yn fodd i ni fel safle allu cynnig mwy i ysgolion yn y dyfodol.

Camau nesaf

Oherwydd llwyddiant y prosiect, yn y dyfodol hoffem ddatblygu ein perthynas ag Ysgol Hen Felin ymhellach a chynllunio rhyw fath o ymgysylltiad blynyddol.

Rydym hefyd yn awyddus i ddefnyddio'r sgiliau a ddysgwyd i gynnig sesiynau animeiddio i bob ysgol sy'n gysylltiedig â'n casgliadau neu'r cyfle i greu arddangosfa ar y cyd.

Rhagor o wybodaeth

Ni fyddai'r prosiect hwn wedi digwydd heb haelioni GEM a'u Meicro-grantiau yng Nghymru. Os hoffech chi ragor o wybodaeth am y prosiect, cysylltwch ag esta. lewis@rctcbc.gov.uk

Morio!

Crynodeb

Cydweithio gyda sefydliadau addysg lleol i greu a threalu adnoddau electroneg i gyd-fynd â'r Cwricwlwm I Gymru newydd. Mae'r Cwricwlwm hwn, gyda'i ffocws ar y thema Cynefin, yn gyfle arbennig i athrawon ysgolion lleol a staff yr Amgueddfa gydweithio yn benodol gydag arteffactau ac arddangosfeydd sydd yn Amgueddfa Forwrol Llŷn

Cefndir

Yn y gorffennol, rhan o 'wibdaith haf' bu'r Amgueddfa I lawer o ysgolion, gyda dim ond ychydig o waith ar y gwrthrychau yn cael eu gwneud. Mae ychydig o becynnau addysg ar gael yn yr Amgueddfa, ar ffurf ffolderi/papur yn unig. Mae galw gan ysgolion i gydweithio, bydd pecyn newydd 'Morio' yn gyfle i ddefnyddio TG.

” Rhowch ddigon o amser i greu'r pecyn, a sicrhau adborth gan blant ac athrawon.

Yr her

- Diffinio anghenion ysgolion lleol yng ngoleuni'r Cwricwlwm I Gymru a chydweithio i ddarganfod meysydd perthnasol i brofiadau cynefin y plant, a'u cyflwyno trwy weithgareddau difyr ymestynnol i'w gwneud yn yr Amgueddfa a/neu yn yr ysgol.
- Denu ysgolion i ddefnyddio'r adnoddau a dod yn gyfarwydd gyda'r Amgueddfa – I greu perthynas

Dulliau gweithredu

- Athrawon yn ymweld â'r Amgueddfa.
- Penderfynu ar 'themâu' posib.
- Athrawon yn trafod themâu gyda'u disgyblion.
- Athrawon a swyddog treftadaeth yn creu pecyn ar y thema.
- Ymweliadau dosbarth (oedrannau gwahanol, gallu gwahanol) i weld arteffactau, ffilmiau, arbrofi a gwneud gwaith yna.
- Adnoddau ar gael yn yr Ysgolion I athrawon eu defnyddio ac addasu'r adnoddau i'w dibenion.
- Asesu effeithiolrwydd yr adnoddau a datblygu ymhellach.

Y canlyniadau a fwriadwyd

- Perthynas rhyngweithiol adeiladol rhwng ysgolion a'r amgueddfa.
- Plant yn mwynhau dysgu am eu cynefin gyda'r ysgol.
- Plant a'u teuluoedd yn ymweld â'r Amgueddfa.

Yr allbynnau a fwriadwyd

Pecyn o adnoddau electroneg i blant 6-11oed ar thema ' Morio'.

Rhwysterau a phroblemau

Amser i baratoi yn drwyadl oedd y broblem bennaf. Roedd yr ysgolion eisiau dod cyn bod yr adnoddau'n barod!

Mae lle yn eithaf cyfyng yn ein hamgueddfa ni ar gyfer dosbarthiadau mawrion a gwaith grŵp. Roedd logisteg y gweithgareddau grŵp yn peri ychydig o drafferthion. Yn yr Haf byddai modd trefnu i hanner wneud gwaith y tu allan, ond yn nhymor yr Hydref nid oedd hyn yn bosib.

Problem arall oedd amser yn yr Amgueddfa oherwydd trefniadau eraill yn yr ysgolion.





Mae angen clustnodi beth sy'n bosib yn ystod ymweliad a beth i'w gadw i gyflawni yn y dosbarth cyn yr ymweliad.

Y canlyniadau gwirioneddol

- Criw o gyn-athrawon lleol yn fodlon rhoi cyngor a bwydo syniadau i weithgareddau plant yr Amgueddfa.
- Cyswllt gydag athrawon sydd yn fodlon rhoi o'u hamser ac arbenigedd i helpu 'r Amgueddfa greu adnoddau diddorol a phwrpasol i anghenion ysgolion.
- Ymrwymiad newydd ar ran Pwyllgor yr Amgueddfa I ddatblygu gwasanaeth addysg.

Yr allbynnau gwirioneddol

- Pecyn o adnoddau electroneg ar gyfer CA2 wedi 'u mapio i'r Cwricwlwm newydd.
- Perthynas gweithiol da gydag ysgolion lleol.

Gwersi a ddysgwyd

- Rhoch ddiagon o amser i greu'r pecyn, a sicrhau adborth gan blant ac athrawon.
- Adnoddau ar Word nid PDF er mwyn i athrawon eu haddasu i anghenion dysgu unigol.
- Osgoi grwpiau mawrion yn y gaeaf!

Camau nesaf

- Bydd yr adnoddau ar gael ar ein gwefan yn y dyfodol agos.
- Rydym wedi penderfynu cynhyrchu pecynnau o adnoddau ar ein harddangosfeydd dros dro/tymhorol, mewn ymgais i ehangu gornelion / annog prosiectau gan ysgolion.
- Rydym yn gobeithio cyd-gweithio ar becyn i 'r Cyfnod Sylfaen, 'Fuo chi 'rïoed yn morio?'

Rhagor o wybodaeth

Yr Ysgolion a fu'n rhan o'r gwaith ymgynghorol a threialu adnoddau yw Ysgol Gynradd Nefyn ac Ysgol Gynradd Rhosgadfan.

Arweinydd y prosiect oedd Jina Gwyrfaï, cyn athrawes sy'n swyddog treftadaeth (rhan amser) yn yr Amgueddfa gyda chymorth gan Mr Geraint Jones, athro wedi ymddeol, a Mrs Janet Hughes, Prifathrawes wedi ymddeol. Mrs Eurwen Hulmston, swyddog addysg ymgynghorol sydd wedi ymgymryd â'r gwaith o baratoi pecyn arbrofol i gyd-fynd gydag Arddangosfa dros dro Gwanwyn 2023, 'Ar for Tymhestlog teithio rwyf' (yn ymwneud â pheryglon y môr).

Cwricwlwm i Gymru

Safbwynt ITE (Addysg Gychwynnol i Athrawon)

Crynodeb

Gosodwyd her i fyfyrwyr ITE (Addysg Gychwynnol i Athrawon) Celf, Cerddoriaeth a Drama TAR Uwchradd a TAR Cynradd, Prifysgol Metropolitan Caerdydd, sef cydweithio a chreu prosiect pontio ar gyfer blwyddyn 6/7. Y canolbwynt oedd archwilio Maes Dysgu a Phrofiad (MDPh) y Celfyddydau Mynegiannol a sut y gallai amgueddfeydd, safleoedd treftadaeth neu sefydliadau celfyddydol neu ddiwylliannol eraill wella'r cyfle ar gyfer cynnig profiadau dysgu ystyrlon a dilys i ddisgyblion.

Cefndir

Caiff y diwygio addysgol uchelgeisiol a'r dasg o weithredu'r Cwricwlwm i Gymru eu hategu gan hyblygrwydd addysgegol a grym athrawon i lunio'u cwricwlwm (Llywodraeth Cymru, 2020). Mae'r Cwricwlwm i Gymru yn canolbwyntio ar bedwar diben craidd yn ymwneud ag addysg. Ei nod yw hyrwyddo dysgu cyfannol sy'n integreiddio gwybodaeth, sgiliau a phrofiadau, ac mae'n ymdrechu i ddathlu'r cysylltiadau ystyrlon ar draws meysydd pwnc fel y gellir

gosod profiadau dysgu dilys yn eu cyd-destun, ynghyd ag atgyfnerthu a chyfoethogi'r profiadau dysgu hynny. Gan symud oddi wrth gyfnodau allweddol, mae'r Cwricwlwm i Gymru yn pennu cynnydd fel continwwm; mae hyn yn creu angen cynyddol i gyfathrebu a chydweithio ar draws cyfnodau.

Yr her

Trwy gyfrwng model *Ymchwilio ac Ymholi*, sy'n rhoi cyfle i athrawon-fyfyrwyr archwilio damcaniaeth a'i heffaith ar ymarfer yn ein Partneriaeth ar gyfer Addysg Gychwynnol i Athrawon (ITE) ym Mhrifysgol Metropolitan Caerdydd, mae ein myfyrwyr ITE yn meithrin eu gwybodaeth, eu sgiliau a'u hathroniaethau er mwyn iddynt allu mynd i'r afael â chynllunio'r cwricwlwm mewn modd arloesol. Dros dri diwrnod, gweithiodd ein Myfyrwyr TAR Cynradd ac Uwchradd ITE gyda'i gilydd i feithrin sgiliau, ymwybyddiaeth a dealltwriaeth o ddulliau tymor canolig o gynllunio'r cwricwlwm yn unol ag anghenion y Cwricwlwm i Gymru, ond hefyd

i gyfoethogi eu gwybodaeth am y cyfnod oedran amgen mewn perthynas â'r cwricwlwm, pynciau ac addysgeg.

Dulliau gweithredu

Fel arweinydd y cwrs TAR Uwchradd Celf a Dylunio, cafodd fy myfyrwyr Celf a Dylunio eu cymysgu â myfyrwyr eraill sy'n astudio pynciau eraill ym Maes Dysgu a Phrofiad (MDPh) y Celfyddydau Mynegiannol, ynghyd â nifer o fyfyrwyr TAR Cynradd. Rhoddwyd y myfyrwyr mewn grwpiau bach a gofynnwyd iddynt fynd ati ar y cyd i gynllunio prosiect pontio ar gyfer blwyddyn 6-7, gan ganolbwyntio ar y Celfyddydau Mynegiannol. Wrth baratoi, aethant ati ar y cyd i archwilio Datganiadau o'r Hyn sy'n Bwysig yn y MDPH, ac yna fe wnaethant ddadansoddi egwyddorion cynnydd a chamau cynnydd fel y'u nodir yn y Cwricwlwm i Gymru.

Y canlyniadau a fwriadwyd

- Rhannu dealltwriaeth o'r "hyn sy'n bwysig" ym mhob Maes Dysg a Phrofiad (MDPh);
- Creu dealltwriaeth gyffredin o'r cwricwlwm rhwng ysgolion a chyfnodau – codi'r safonau i bawb, mynd i'r afael â'r bwch cyrhaeddiad.

Yr allbynnau a fwriadwyd

Prosiect yn ymwneud â'r Celfyddydau Mynegiannol a fyddai'n esmwytho'r pontio i ddysgwyr blwyddyn 6 sy'n symud i flwyddyn 7. Gofynnwyd



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i'r myfyrwyr archwilio sut y gallent gysylltu a chydweithio mewn modd ystyrlon gydag amgueddfeydd, safleoedd treftadaeth a sefydliadau celfyddydol neu ddiwylliannol eraill ar gyfer y prosiect damcaniaethol hwn.

Rhwystrau a phroblemau

Roedd hi'n hanfodol i'n myfyrwyr ddeall y cysyniad sydd ynghlwm wrth gysylltiadau ystyrlon a phrofiadau dysgu dilys.

Defnyddiwyd y dyfyniad "Cross curricular approaches are about synthesising ideas, but this should not be done in a way that destroys the cherished ideas and ways of thinking that every subject contains" (Fautley & Savage, 2011) i fframio trafodaethau'r myfyrwyr, gan eu galluogi i archwilio'u safbwyntiau eu hunain ac i rannu eu "hoff" syniadau pynciol ac addysgegol eu hunain.

Y canlyniadau gwirioneddol

Yn y sesiynau cafwyd cryn drafod wrth i'r myfyrwyr ddadansoddi geiriau ac ymadroddion allweddol a gynhwysir yn nogfennau'r Cwricwlwm i Gymru; er enghraifft, archwilio'n fanwl beth allai "profiad dysgu dilys" ei olygu. Yr hyn y mae profiad yn ei olygu. Cafwyd trafodaethau da'n ymwneud â chyfiawnder cymdeithasol, sut y gallai partneriaethau rhwng ysgolion a sefydliadau diwylliannol hwyluso'r dasg o ddatblygu gwersi, prosiectau a phrofiadau i ddysgwyr ar y cyd, a sut y gallai hyn yn ei dro hyrwyddo tegwch, gan sicrhau y rhoddir cyfle i bob un o'n dysgwyr gael profiad o sefydliadau diwylliannol.

Yr allbynnau gwirioneddol

Rhoddodd y prosiect traws-gyfnod amser i'n myfyrwyr ITE siarad a rhannu profiadau. Aeth rhai grwpiau ati i gynllunio tripiâu damcaniaethol, gan roi ystyriaeth ofalus i'r modd y byddai ymweliadau o'r fath yn cyfarwyddo'r dysgu ar ôl dychwelyd i'r ystafell ddosbarth. Aeth eraill ati i ystyried sut y gellid defnyddio arteffactau a gâi eu dangos yn yr ystafell ddosbarth – trwy ddefnyddio adnoddau fel "Gallery in a Box" sydd ar gael trwy gyfrwng Llantarnam Grange – i danio trafodaethau ac ymatebion personol i'r thema 'perthyn'. Aeth rhai

myfyrwyr ati i integreiddio adnoddau amgueddfeydd a theithiau rhithwir yng nghynlluniau eu prosiect.

Gwersi a ddysgwyd

- Mae amser i siarad yn hanfodol i waith cynllunio ystyrlon. Rhannu profiadau, dadansoddi cysyniadau allweddol, trafod ac ymchwilio ar y cyd – fe wnaeth hyn oll gyfoethogi'r trafodaethau, gan arwain at well dealltwriaeth o gynllunio effeithiol ar gyfer profiadau dysgu dilys i'n myfyrwyr.
- Mae myfyrdodau ein myfyrwyr yn dangos awydd i integreiddio cyfleoedd i'w dysgwyr gael profiad o amgueddfeydd, safleoedd treftadaeth a sefydliadau celfyddydol a diwylliannol eraill. Hefyd, dywedodd y myfyrwyr eu bod yn teimlo'n fwy hyderus o ran sut y gellir archwilio hyn, er gwaethaf y rhwystrau y gall ysgolion (neu ddysgwyr) eu hwynebu.
- Er mwyn symud pethau yn eu blaen, rhaid cael ymarfer arloesol, elfen o gymryd risg, archwilio ac ymchwilio, ac yna myfyrio. Eisoës, mae cynifer o bethau gwyh yn digwydd ledled Cymru, prosiectau cyffrous, lluo o rwydweithiau cefnogol a datblygiad proffesiynol gwyh. Mae gan y naill gymaint i'w ddysgu gan y llall.

Camau nesaf

Ar gyfer prosiectau o'r fath yn y dyfodol, gwyh o beth fyddai meithrin cysylltiadau gyda chynrychiolwyr o amgueddfeydd, safleoedd treftadaeth a sefydliadau celfyddydol a diwylliannol eraill. Byddai eu gwybodaeth a'u profiad yn amhrisiadwy yn ystod trafodaethau a gweithgareddau o'r fath.

Wrth inni lywio trwy'r cwricwlwm newydd, rhaid i bob un ohonom gymryd risgiau cytbwys – bydd rhai pethau'n gweithio, bydd pethau eraill yn methu, ond byddwn yn dysgu. Mae cariad at ddysgu yn hollbwysig i addysg, ac yn bwysicach fyth rhaid inni ystyried sut y gallwn gynnig cyfleoedd dysgu proffesiynol i'n gilydd ar draws sectorau.

Mae gan y Cwricwlwm i Gymru y potensial i gynnig cyfleoedd nid yn unig o ran meithrin cysylltiadau

Roedd hi'n hanfodol i'n myfyrwyr ddeall y cysyniad sydd ynghlwm wrth gysylltiadau ystyrlon a phrofiadau dysgu dilys.

dyfnach rhwng ymarferwyr o wahanol gyfnodau oedran, ond hefyd o ran datblygu dulliau cydweithio agosach gydag amgueddfeydd, safleoedd treftadaeth a sefydliadau celfyddydol a diwylliannol eraill. Trwy gryfhau cyfathrebu a datblygu rhwydweithiau cefnogol a ategir gan gynllunio ac ymchwilio effeithiol, credaf y gallwn yrru addysg yn ei blaen a rhoi Cymru wrth galon a chraidd diwygio addysgol drwy'r byd.

Rhagor o wybodaeth

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I gael gwybodaeth am y cwrs
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"Cynefin"

Prosiect Llyfr Ysgrifennu Creadigol ar gyfer Amgueddfa Aberdaugleddau

Crynodeb

Mae'r prosiect llyfr ysgrifennu creadigol "cynefin" ysgolion Amgueddfa Aberdaugleddau wedi'i ariannu'n rhannol gan yr awdur Mara Purl o UDA (marapurl@aol.com) GEM Cymru ac Amgueddfa Aberdaugleddau. Seiliwyd y prosiect, a luniwyd gan Sue Davies, ar ei ymgynghoriad ag ysgolion cyn hyn, a nododd "cynefin" fel elfen allweddol o'r cwricwlwm newydd i Gymru y gallai'r amgueddfa ei gefnogi. Bu treialu gweithdai llythrennedd o safon wedi'u hysbrydoli gan gasgliadau'r amgueddfa a hanes Aberdaugleddau yn boblogaidd gyda'r pedair ysgol a gymerodd ran. Bu'r disgyblion yn gweithio gyda'r awdur lleol dawnus Nicola Davies a chyn-gynghorydd llythrennedd Cyngor Sir Penfro sydd bellach yn ymgynghorydd Eva John.

Cefndir

Roedd yr ystod oedran yn cynnwys Blynyddoedd 4-12 ar draws yr ystod gallu. Mae'r agwedd a ariennir gan GEM Cymru yn cynnwys cyhoeddi llyfrau disgyblion (fersiwn y DU) wedi'i ysbrydoli gan stori eu hamgueddfa a'u tref dros amser (bydd fersiwn UDA yn cael ei chyhoeddi gan Purl a ofynnodd yn benodol am y dull cronolegol). Y dyhead yw y bydd y llyfr yn cynyddu ymdeimlad personol disgyblion o "cynefin" trwy gael eu copi print personol. Mae'r prosiect yn dangos pŵer dysgu amgueddfa i bawb a'r rôl y dylai pob amgueddfa fod yn ei chwarae fel cyd-ddiogelwyr eu cymuned

"cynefin" wrth godi dyhead a chymhelliant dysgu. Mae'n dangos cyfle "unigryw" i Lywodraeth Cymru wrth sicrhau bod yr adnoddau addysgol cyfoethog sydd gan amgueddfeydd yn cael eu defnyddio ac yn ganolog i gynllun datblygu pob ysgol i wneud y gorau o botensial pob plentyn o fewn fframwaith strategol y Cwricwlwm newydd i Gymru.

Yr her

Canfu ymgynghoriad blaenorol ag ysgolion lleol fod "cynefin" yn allweddol i Gwricwlwm newydd y gallai'r amgueddfa ei gefnogi. Nodi'r meysydd Cwricwlwm sydd angen cymorth fwyaf; sesiynau ansawdd peilot; lle bo modd, gwerthuso ymatebion disgyblion ac athrawon; dal synnwyr personol o 'cynefin' yn ddiriaethol i ddisgyblion trwy gynhyrchu llyfrau. Galluogi gwell partneriaeth gyda chlwstwr ysgolion a datblygu eiriolaeth gryfach gyda phawb ar gyfer dyfodol amgueddfeydd trwy gynhyrchu llyfrau.

Dulliau gweithredu

Fel rhan o brosiect gwydn ehangach Cronfa Dreftadaeth y Loteri Genedlaethol, cwblhawyd gwaith ymchwil i sut y gallai'r amgueddfa hon a arweinir yn gyfan gwbl gan wirfoddolwyr ddod yn ysgolion hirdymor cynaliadwy, ymgynghorwyd fel partner allweddol ac ymgynghorwyd ar ddatblygu adnoddau ar gyfer cefnogi'r cwricwlwm newydd drwy banel

o athrawon; nodwyd "cynefin" fel elfen allweddol ar gyfer cefnogaeth; bu sesiynau llythrennedd gydag ysgolion yn yr amgueddfa yn boblogaidd ac mae gwerthusiad yn cael ei ennyn gan ddisgyblion ac athrawon; mae'r llyfr yn cael ei argraffu yn y DU a hefyd yn cael ei gynhyrchu yn yr Unol Daleithiau a bydd yn cael ei ddefnyddio at ddibenion eiriolaeth mewn digwyddiad tyfu busnes yn 2023.

Rhwysterau a phroblemau

- Canfu bod gweithdai hanner diwrnod yn rhy fyr ar gyfer sesiynau llythrennedd.
- Mae cyllidwr yn mynnu peidio â chadw at ddaliadau addysg amgueddfeydd h.y mae'r ysgogiad ar gyfer ysbrydoliaeth yn dechrau gyda gwrthrychau amgueddfa ond nid yw cyllidwr sydd eisiau rhychwant eang o hanes yn cael ei gynnwys bob amser yng ngrwthrychau/dehongliad yr amgueddfa.
- Prinder lle a phrinder cyfleusterau ar gyfer dosbarth cyfan o blant ym man cyfredol yr amgueddfa a dim lle addysg pwrpasol yn yr amgueddfa.
- Diffyg rhyngweithioldeb yn arddangosfeydd amgueddfa a dim dehongliad dwyieithog.

Y canlyniadau gwirioneddol

- Datblygu gwaith partneriaeth agosach gyda chlwstwr ysgolion lleol.



- Llyfr i gyfoethogi synnwyr personol disgyblion o 'gynefin' – *angen ei greu/gwerthuso*.
- Llyfr fel pecyn cymorth eiriolaeth ar gyfer amgueddfa i greu partneriaethau a gwaith cynllun busnes ar gyfer digwyddiad tyfu 2023 posibl i bartneriaid; noddwyr ac ati.

Yr allbynnau gwirioneddol

- Cynhyrchiad llwyddiannus o lyfr ysgrifennu creadigol gan ddisgyblion – fersiynau'r DU ac UDA.
- Treialu gweithdai llythrennedd yn llwyddiannus gyda gwerthusiad i lywio cynllunio gweithdai yn y dyfodol.

Gwersi a ddysgwyd

- Pennu o'r cychwyn cyntaf, nid yn unig yn y cais ond mewn nodau ac amcanion dilynol yn ysgrifenedig i'r holl gyllidwyr yn glir y canlyniadau a'r allbynnau a pheidio â hepgor – gall rhai cyllidwyr geisio eu newid yn ystod prosiect.

” Eglurwch i ysgolion mwy union nifer y disgyblion a ddisgwylir ym mhob sesiwn.



- Eglurwch i ysgolion mwy union nifer y disgyblion a ddisgwylir ym mhob sesiwn.
- Gall cyfathrebu â gwahanol ysgolion fod yn gymhleth felly byddwch yn gyfarwydd â'ch ysgolion a sut maent yn gweithredu os yw'n bosibl a gweithio i sicrhau cysylltiadau gwaith agosach â'r amgueddfa a'r ysgol.

Camau nesaf

- Cynhyrchu fersiynau'r DU ac UDA o'r llyfr.
- Dogfennu a gwerthuso sut mae ysgolion, disgyblion a'u teuluoedd a'r amgueddfa yn ei dderbyn; y defnydd o'r llyfr mewn eiriolaeth

dros ddyfodol yr amgueddfa wrth galon y gymuned fel menter fusnes a sut mae Llywodraeth Cymru yn ymateb i'n gwaith ar y cyd gyda Gem Cymru i godi proffil amgueddfeydd yn addysgol yng Nghymru.

Rhagor o wybodaeth

GEM Journal 42 Mark O'Neill *Understanding and Reducing Inequalities in Museum Visiting*. pages 20-23.

Mabwysiadu Cydfuddiannol

Cydweithio Creadigol

Crynodeb

Dros yr 8 mlynedd diwethaf, rydym ni yn Ysgol Tudno wedi gweithio'n agos gyda nifer o sefydliadau creadigol a threftadaeth i gyfoethogi'r addysg a ddarperir. Mae dau o'r achlysuron hynny wedi arwain at "fabwysiadu cydfuddiannol" lle mae'r sefydliadau'n cynnig eu harbenigedd i'r ysgol ond mae'r ysgol; yr athrawon, y disgyblion a chymuned ehangach yr ysgol, yn rhannu eu gwybodaeth a'u dealltwriaeth hwythau gyda'r sefydliad gan ei helpu i symud ymlaen i ddatblygu ei ymgysylltiad.

Cefndir

Ysgol gynradd yn Llandudno yw Ysgol Tudno. Mae'r rhanddeiliaid yn aml yn rhoi gwybod i ni sut ysgol ydym ni. Dywed rhai ein bod yn garedig a bod lles pob plentyn yn cael blaenoriaeth. Dywed rhai ein bod yn ysgol gynhwysol sy'n croesawu pawb ac yn gweithio gyda phob unigolyn fel eu bod yn datblygu i fyw bywydau boddhaus. Dywed eraill ein bod yn ysgol greadigol neu gryfder arall a grybyyllir yw ein hunaniaeth Gymreig; boed hynny o ran ein defnydd o'r iaith neu ein dealltwriaeth o ddiwylliant a hanes Cymru.

Er ein bod ni wedi gweithio'n galed ar yr agweddau hyn, teimlwn mai ein prif gryfder yw ein bod yn dîm o unigolion gyda llawer o wahanol gryfderau a phrofiadau, a gellir rhannu'r rhain gyda'n disgyblion ond hefyd gyda'n gilydd a chyda'r gymuned ehangach.

Rydym bob amser yn chwilio am bobl gyda gwahanol gryfderau i ychwanegu at ein tîm, er mwyn rhoi'r cyfleoedd gorau i'n disgyblion.

Yr her

Ennill profiadau gwerthfawr, perthnasol gan sefydliadau a fydd yn cyfoethogi'r cwricwlwm a bywydau'r disgyblion.

Dulliau gweithredu

Datblygyd dull "mabwysiadu cydfuddiannol" sy'n golygu ein bod yn gweithio'n agos gyda'r sefydliadau i ddatblygu eu hallbwn mewn ffordd ystyrlon a grymus.

Y canlyniadau a fwriadwyd

Creu perthynas waith rhwng ysgolion a sefydliadau.

Yr allbynnau a fwriadwyd

Set o brofiadau pwrpasol i ddisgyblion y gall y sefydliad eu haddasu'n rhwydd ar gyfer defnyddwyr eraill.

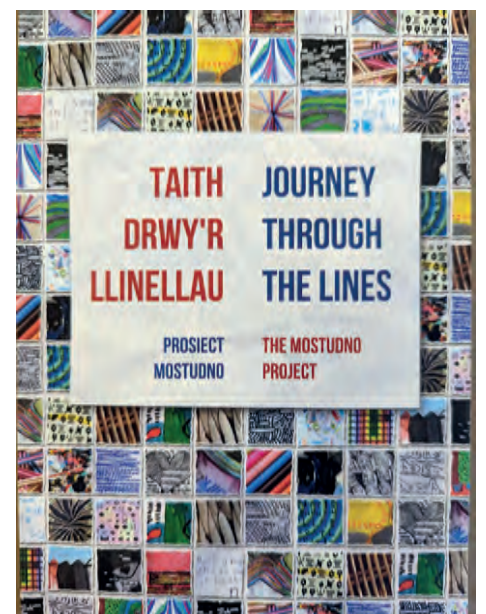
Rhwystrau a phroblemau

Yn y prosiectau hyn buom yn gweithio gyda Mostyn, oriel gelf gyfoes ac Ensemble Cymru, ensemble sy'n gweithio ledled Cymru. Buom yn gweithio gyda'n gilydd i ddod â'r sefydliadau hyn i mewn i'r ysgol ond hefyd i ddod â'r ysgol i mewn i'r sefydliadau. Cafwyd ymweliadau yn ogystal â gweld manau rheoli prosiect a gwaith y sefydliad gyda'r cyhoedd.

Un rhwystr oedd y bobl. Pan fo unigolion wedi gweithio mewn ffordd benodol am nifer o flynyddoedd mae rhoi cynnig ar rywbeth newydd, neu gymryd cyngor gan eraill yn gallu bod yn eithaf brawychus. Roedd ceisio cael pawb i dderbyn y prosiect yn dasg ddigalon a gymerodd beth amser i'w goresgyn.

Mae amser yn ffactor arall. Nid yw'r math hwn o brosiect yn rhywbeth sy'n digwydd dros nos, mae angen cynllunio gofalus a llawer o drafodaethau rhwng yr holl rhanddeiliaid.

Fel gydag unrhyw brosiect, mae arian a diffyg arian yn ffactor bob amser.



Siaradwch! Mae trafodaeth yn allweddol er mwyn sicrhau cydweithio llwyddiannus.

Y canlyniadau gwirioneddol

Ein prif nod oedd creu perthynas waith rhwng y sefydliadau a'r ysgol fel bod modd inni elwa o'u gwytodaeth, eu dawn a'u profiad a bod modd iddynt hwythau gael profiad o weithio gyda'r disgyblion, a dod i ddeall sut y gellir cynllunio ac addasu cyswllt gydag ysgolion ar gyfer anghenion eraill. Pethau syml sy'n bethau bob dydd mewn ysgolion y gellir eu hanghofio neu eu cymhlethu wrth weithio gyda sefydliadau.

Yr allbynnau gwirioneddol

Y canlyniad mwyaf oedd sylweddoli bod angen i'r sefydliadau feddwl yn fwy agored. Nid 'dyma rydym ni'n ei wneud, cewch ei dderbyn neu beidio.' Ond yn hytrach, 'dyma sydd gennym ni i'w gynnig, sut gallwn ni ddefnyddio hyn yn ystyriol o'ch ysgol?'

Hefyd dod o hyd i'r person hwnnw o fewn yr ysgol sy'n fodlon cael y sgysiau hynny gyda chi, a pheidio â rhoi'r ffidil yn y to os na fyddwch chi'n dod o hyd iddynt ar y dechrau. Er mai cysylltiad â'r adran hanes yr hoffech chi ei sefydlu, efallai mai'r adran gelf, Cymraeg, drama neu wyddoniaeth fydd yn dangos diddordeb. Ar ôl iddynt ymuno, bydd adrannau eraill yn ymuno yn fuan!

Gwersi a ddysgwyd

- Siaradwch! Mae trafodaeth yn allweddol er mwyn sicrhau cydweithio llwyddiannus.
- Byddwch yn empathetig. Efallai eich bod wedi bod yn gwneud hyn



ers amser maith ond mae'n bwysig gweld pethau trwy lygaid pobl eraill.

- Gwrandewch! Mae plant yn aml yn cael eu hanwybyddu wrth gynllunio profiadau. Gwrandewch arnynt, y plant yw'r rhai fydd yn defnyddio eich sefydliad!
- Byddwch yn barod i newid. Efallai nad yw eraill yn gweld eich sefydliad yn yr un ffordd ag yr ydych chi'n ei weld. Byddwch yn barod i newid eich arferion gwaith i ddarparu ar gyfer eraill.

Camau nesaf

Rydym bellach yn gweithio gydag un o'n sefydliadau i gyflwyno'r

prosiectau a ddyfeisiwyd ar y cyd ag ysgolion eraill, gan ddefnyddio'r gweithgareddau a'r adnoddau y gwnaethom eu cynllunio a'u creu. Hyd yn hyn, rydym wedi gweithio gyda 4 ysgol arall ac yn gobeithio gweithio gyda mwy y flwyddyn nesaf.

Rhagor o wybodaeth

Am ragor o wybodaeth am y prosiectau neu i drafod mwy ar strategaethau "mabwysiadu cydfuddiannol" cysylltwch â Derfel Thomas ar thomasi170@hwbcymru.net

Tŷ Tredegar:

Treialu'r Rhaglen i Ysgolion

Crynodeb

Nid oedd gan Dŷ Tredegar ddarpariaeth i ysgolion. Roedd lansio'r cwricwlwm newydd yn gyfle delfrydol i ddechrau'r ymgysylltiad hwnnw.

Cefndir

Rydym yn amgueddfa tŷ hanesyddol, a reolir gan yr Ymddiriedolaeth Genedlaethol. Roedd cysylltiad cynhenid rhwng y teulu hanesyddol a datblygiad yr ardal drefol, gan ddarparu ymdeimlad cryf o gynefin. Nid oes un person penodol yn gyfrifol am addysg, ond mae'r staff yn ystyried ei bod yn bwysig cael darpariaeth i ysgolion. Yn 2022 dechreuwyd ar y broses drwy gynnal diwrnod i athrawon i feithrin perthynas â'r dalgylch lleol a'u cyflwyno i'r safle.

Yr her

Heb ddarpariaeth i ysgolion, roeddem yn cychwyn o ddim. Mewn gwirionedd roedd hynny hefyd yn gryfder.

Dulliau gweithredu

Aethom ati i gysylltu â'r ysgolion lleol, gan ddefnyddio'r cysylltiadau a wnaed yn ystod y diwrnod i athrawon cyn y gwyliu, i gael syniad o'u hanghenion hwy ac i gael gwybod sut y gallem ni eu cefnogi, gan fod yn onest am yr adnoddau oedd ar gael i ni. Roedd arnom ni eisiau sefydlu panel o athrawon, gydag athrawon a chyn-athrawon fel arbenigwyr, i weithio gyda ni i benderfynu beth roedd modd i ni ei wneud. Byddai'r ysgolion wedyn yn helpu i dreialu'r hyn a ddatblygwyd.

Y canlyniadau a fwriadwyd

Datblygu agweddau newydd ar gyfer ymweliadau hunan-dywys i Dŷ Tredegar sy'n ysbrydoli'r ymwelwyr, gan sefydlu cysylltiadau cryf â'r ysgolion lleol.

Yr allbynnau a fwriadwyd

- Panel o athrawon.
- Cytundeb panel athrawon.
- Gweithgareddau yn seiliedig ar y themâu a awgrymwyd gan y panel.

Rhwysterau a phroblemau

Ar ben ein swyddi, mae wedi bod yn anodd cael yr amser i ymroi yn llwyr i'r prosiect. Cynhaliwyd mwy o sesiynau gyda'r panel athrawon nag a ragwelwyd, er mwyn eu helpu i ddod i adnabod y Tŷ. Gyda chyfnod prysur y Nadolig, colodd pawb amser datblygu.

Mae'r athrawon yn dal i weithio ar sut i ddefnyddio'r cwricwlwm newydd, gyda hyfforddiant yn digwydd wrth i'r flwyddyn fynd yn ei blaen. Roeddem i gyd yn ceisio cael ein traed danom ac wedi rhagweld y byddai arnynt eisiau defnyddio dull newydd, ond nid felly'r oedd hi. Mae arnynt eisiau gwrthrychau, blychau benthyg a themâu a pheynnau y gellid dweud eu bod wedi hen ennill eu plwyf, megis y Fictoriaid.

Nid oedd digon o amser i wneud popeth roeddem ni ei eisiau ei wneud, ond rydym wedi symud ymlaen yn dda, ac wedi gosod sylfaen gadarn.

Y canlyniadau gwirioneddol

- Panel sefydlog o athrawon – yr aelodau allweddol yw 4 athro, 3 gwirfoddolwr a 3 aelod o staff.
- Cytundeb panel athrawon.
- Canllaw i ysgolion ar gyfer ymweliad i Dŷ Tredegar.
- Yr offer, a'r wybodaeth i arwain eu hymweliadau eu hunain yn rhyngor 2023 ar lwybr gwrthrychau allweddol drwy'r Tŷ, "Tai a Chartrefi – yr Hen Ffordd o Fyw", a'r "Fictoriaid".
- Dealltwriaeth dda o'r hyn mae'r ysgolion ei angen, gyda rhestr o themâu a thestunau i'w cyflwyno'n raddol dros y blynyddoedd i ddod.
- Diddordeb gan yr Ymddiriedolaeth Genedlaethol ehangach yn yr hyn rydym ni'n ei wneud.

Yr allbynnau gwirioneddol

- Panel athrawon gweithredol a chytundeb.
- Set o adnoddau i ysgolion eu defnyddio – ar gyfer ymweliadau hunan-arweiniol, ac astudiaethau rhagarweiniol. Mae'r rhain yn amrywio o gortynnau gwddf i athrawon, gwrthrychau i ddod o hyd iddynt, pecynnau fforiwr, a gweithgareddau o gwmpas y tŷ i sgysiau am y ffordd roeddem ni'n arfer byw, cynaliadwyedd ac ati.



Peidiwch â rhoi eich bryd ar gyflawni unrhyw waith gydag ysgolion dros gyfnod y Nadolig!

Gwersi a ddysgwyd

Mae'n amhosib dyfalu beth fydd ei angen! Mae cysylltu â darpar ddefnyddwyr a defnyddwyr y dyfodol yn allweddol er mwyn sicrhau eich bod yn datblygu'r hyn sy'n mynd i'w cefnogi. Mae angen i chi fuddsoddi mewn datblygu cysylltiadau os ydych am sicrhau darpariaeth deilwng. Roedd hefyd yn helpu ein bod yn ymrwymo i'r panel am yr hirdymor, nid ar gyfer y prosiect hwn yn unig.

Roedd bod yn onest gyda'r athrawon yn golygu eu bod yn deall ein cyfyngiadau a bod yr hyn a gyflawnwyd erbyn cyfarfod y panel ar 18 Ionawr yn creu argraff arnynt.

Mae cymdeithasu a grymuso'r athrawon i ymweld yn bwysig er mwyn iddynt allu cefnogi'r disgyblion yn y ffordd orau, i sicrhau'r ymdeimlad hwnnw o berchnogaeth.

Roeddwn i'n synnu mor sylfaenol oedd cais yr athrawon – er enghraifft,

y Fictoriaid, yr hen ffordd o fyw a gwisgoedd. Roedd hyn yn ffodus, oherwydd yn realistig nid oedd yr amserlen yn caniatáu i ni wneud llawer o waith ymchwil manwl ond mae'n rhoi man cychwyn cryf i ni. Bydd angen mwy o ddatblygiad ar themâu eraill, ond rydym ni wedi cyflwyno hyn yn raddol dros y blynyddoedd nesaf, a gyda chefnogaeth y panel – er enghraifft, gwrthdaro a phrotest.

Er fy mod wedi canolbwyntio ar ddysgu ar y safle, daeth yn amlwg bod angen llawer o gymorth cyn yr ymweliad ar yr ysgolion, i helpu gyda hyder. Rydym yn gweithio ar ffyrdd o wneud hyn, gyda deunydd i'w fenthgy cyn ymweliadau, llinellau amser, mapiau ac ati.

Oherwydd capasiti rydym ni wedi dal yn ôl rhag sefydlu darpariaeth addysg. Roedd y cwricwlwm newydd wedi rhoi rhywfaint o ysgogiad inni,

ond mae'r grant yn wirioneddol wedi ein symud yn ein blaenau'n ymarferol.

Peidiwch â rhoi eich bryd ar gyflawni unrhyw waith gydag ysgolion dros gyfnod y Nadolig!

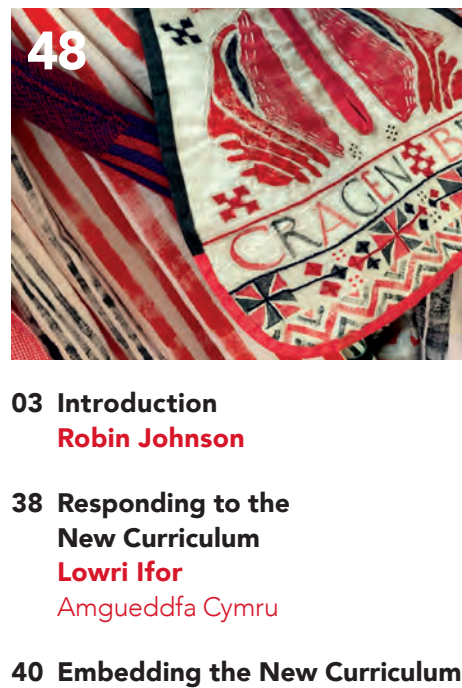
Camau nesaf

Bydd y prosiect yn parhau, gyda'r panel yn cyfarfod drwy gydol y flwyddyn. Byddwn yn adolygu ac yn mireinio'r hyn sydd wedi'i ddatblygu hyd yn hyn, ac rydym wedi meddwl am llawer o themâu gwych y byddwn yn parhau i'w cyflwyno fesul cam.

Rhagor o wybodaeth

nationaltrust.org.uk/visit/wales/tredegar-house

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Responding to the New Curriculum

Summary

Amgueddfa Cymru has taken a range of approaches to support teachers and schools with the introduction of the New Curriculum for Wales. We are also now running a hybrid programme, as in-person visits have returned to our sites whilst we have continued with our virtual learning programme.

Background

Amgueddfa Cymru is the largest provider of learning outside the classroom in Wales. We host facilitated and unfacilitated visits at our seven sites, as well as a virtual learning programme which is held over Teams.

Challenge

In order to make the transition to the new curriculum as easy as possible for schools, it was imperative that we were able to clearly communicate the relevance of our offer to various aspects of the new Curriculum.



Approach

We offered all staff a range of training opportunities to develop their understanding, then reviewed all existing sessions and resources, introducing necessary changes to make closer links to the curriculum. We reframed the language around our sessions on our website to include a subheading which highlights the What Matters statements the session meets. In-depth work with partner schools allowed us to trial new approaches at our sites, whilst the continuation of the virtual visits alongside helped us reach a wider range of schools across Wales.

Intended outcomes

- Staff to feel confident to communicate and deliver our programmes in light of New Curriculum
- Schools to feel supported and enthused by our offer
- More schools reached through hybrid programme

Intended outputs

- Growth in booking numbers
- Learning programme across sites to be reviewed to be curriculum-ready

Obstacles and issues

This shift in the curriculum came at a difficult time for schools, as they worked to recover from the disruption of the coronavirus pandemic. Anecdotal evidence from speaking to

a number of schools and education practitioners showed that different schools were at different points of realising the new curriculum and being familiar with its language and needs.

As schools move to design their own curricula, using a greater range of topics and approaches, Amgueddfa Cymru needed to think more thematically and effectively communicate how our sessions could be used to meet a range of curriculum needs.

Actual outcomes

- Staff have been upskilled to create and deliver our programme in the light of the New Curriculum.
- Schools have responded positively and a number have actively identified how our sessions have supported specific aspects of their curriculum.
- In-depth work with partner schools has highlighted the type of support that teachers want from us as a museum and informed our wider practice across our programme.
- Demand for a virtual service maintains alongside the rise of in-person visits. This hybrid approach also provides opportunities to reach out to more learners.

Actual outputs

- We have refreshed our existing sessions following feedback from schools on the aspects they feel are most useful to their curricula.



“ We have worked thematically, combining collections across Wales to create new thematic e-books and resources.



- We have worked thematically, combining collections across Wales to create new thematic e-books and resources.
- New sessions such as the ‘Cynefin’ session trialled at St Fagans and the Reframing Picton sessions at National Museum Cardiff have been rooted in the New Curriculum and well received by schools.
- Our in-person booking numbers continue to grow as we recover from the Covid pandemic, and look set to recover further in the next few years.

Lessons learned

- Allowing sufficient time and space for staff to have training and opportunities to discuss the New Curriculum was essential to instil them with the necessary confidence to create and deliver high quality new sessions.
- The inclusion of curriculum signposts on our website booking pages communicates effectively

that we as an institution are curriculum-ready, and provides a clearer idea of how sessions fit into their wider work.

- A more thematic approach to working has been beneficial in meeting a wider range of curriculum needs.
- Close collaboration with partner schools is vital when developing new resources, as their in-depth feedback is invaluable for reflecting on impact.
- Schools value the flexibility of our hybrid programme and the opportunity to interact with museum staff and objects much more frequently throughout the academic year.

Next steps

- Work on the website will improve searchability and make links between different sessions clearer to teachers.

- We will continue to develop a broader range of thematic sessions and activities.
- We will work with schools on the development of our existing sessions.
- To further develop and promote our hybrid learning program by investigating new areas and approaches.
- Continue to create quality digital resources to support learners visiting in-person and virtually.

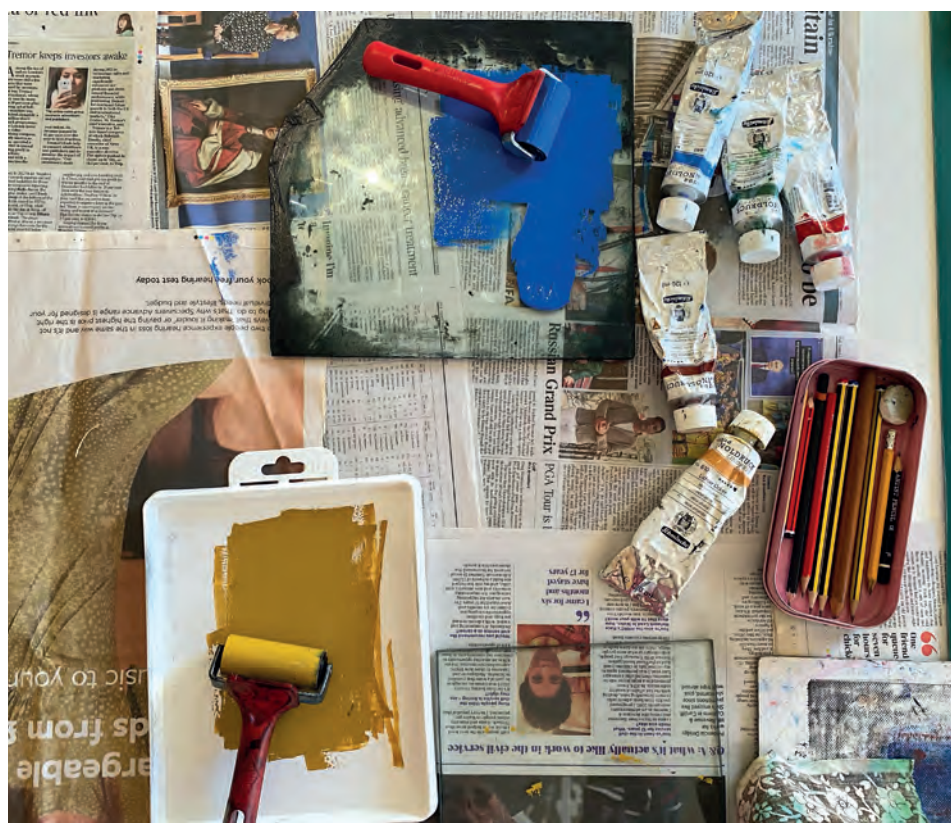
Find out more

For further information about the Amgueddfa Cymru learning programme, see www.museum.wales/learning

Contact information

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Embedding the New Curriculum in the Learning Programme



Summary

The project aims to develop our learning programme to incorporate our activities with the objectives of the New Curriculum and to further understand the New Curriculum and how we can ensure that our activities and school visits are appropriate. We also want to discover where our site fits within the Areas of Learning and Experience and understand how to communicate to schools how we can support their learning within the New Curriculum.

Background

Hay Castle has a mixed audience ranging from pre-school through to retired. We have a dedicated Clore Learning Space and a learning programme that has a focus on art and print based activities and the identity of Hay on Wye as a book town as well as being a heritage venue with a Norman Castle and a Jacobean mansion.

Challenges

Being a newly opened venue, we have

very little existing activities and a brand-new audience that we need to foster and build. We have little experience with school visits and need to attract visits especially after Covid.

Approach

We worked with a curriculum expert to look at the site and the opportunities that we have and to assess how we could utilise what we have been provided by the interpretation designers alongside visitor and volunteer feedback received since we opened in May 2022. We worked on understanding the new Curriculum and how it could be applied to the areas and subjects available onsite. We also worked with arts providers to assess how their workshops can fit with the New Curriculum aims and objectives.

Intended outcomes

- Better understanding of the New Curriculum;
- Better relationships with the local schools;
- Development of activities to offer for schools and group visits.

Intended outputs

Report by curriculum expert and example activities which can be rolled out during workshops and on the website in the future.

Obstacles and issues

- Timing was difficult with the grant



falling across the school holidays at Christmas and a period when schools are very busy prior to Christmas with plays, trips etc.

- Too short a period to really get to grips with what is required and to develop as best as possible.
- Having the time to concentrate on the work required at the same time as running a heritage venue that is open 7 days a week and a full programme.

Actual outcomes

The project has led to a much better understanding of the curriculum due to the sessions with our curriculum expert. This has also allowed us to apply for funding from another source to run workshops during the Spring term which have a definite focus on the New Curriculum and delivering outcomes that can be identified easily by teachers.

Actual outputs

We have held two consultancy sessions on site to assess the learning possibilities in the Castle and look at the current activities and how they could be altered and improved. We have involved two local schools in helping feedback on our offer and what they would like to see as school visitors and what would help in their planning. Additional outputs have been the development of a series of activities to tie in with the Wild Escape for which we have partnered with Brecon Beacons National Park.

Lessons learned

- Time of year is important when liaising with schools;
- Need more time to organise visits



“ We have cemented relationships with teachers in two of the local schools and have reached out to two further school with a more confident offer for school visits.

and tie in with all the planning already done in the school calendar;

- Need to programme in the staff time required to develop activities alongside the running of the site;
- Do not aim to cover too much. Keep things simple.
- Possibly recruit volunteers from those already signed up who have an educational background to help with projects of this kind.

Next steps

As a result of the project, we will receive a package of activities which are specifically designed to highlight the assets of Hay Castle and to focus on what teachers would most benefit from in coming to the site and how these apply to the new Curriculum. We can then work from these to develop further activities.

We have also received recommendations on materials that we could purchase to use in the Clore Learning Space which would further enhance our activities.

We have cemented relationships with teachers in two of the local schools and have reached out to two further school with a more confident offer for school visits.

We have begun a relationship with other educational providers and shared activities and experiences.

Find out more

hwb.gov.wales
tascwheel.co.uk
clyro.powys.sch.uk

Hannah Sweetapple

Learning and Engagement Officer, The Egypt Centre:
Museum of Egyptian Antiquities

Mindfulness at the Museum:

A wellbeing Project at the Egypt Centre, Swansea

Summary

The Mindfulness in the Museum project aimed to develop a new way of working with schools focusing on the new Health and Wellbeing Area of Learning and Experience in the new Curriculum for Wales.

Background

With the introduction of the new Curriculum for Wales we were looking for creative ways to develop our Learning Programme. We wanted to engage schools in new and exciting ways which were cross-curricula and open to all.

Challenge

Our challenge was to work with schools to develop activities that fit in with the new Health and Wellbeing Area of Learning and Experience.

Approach

We developed a half day session for schools that includes a mindfulness session based on museum objects, a trail around the museum based on the Five Ways to Wellbeing (used by the NHS and Mind) and a craft activity. Museum staff received training in mindfulness from Louise Thomson, a Mindfulness Practitioner and Museum Professional to help us create these sessions.

Intended outcomes

We wanted to engage with a new aspect of the Curriculum and develop a session that would contribute to the

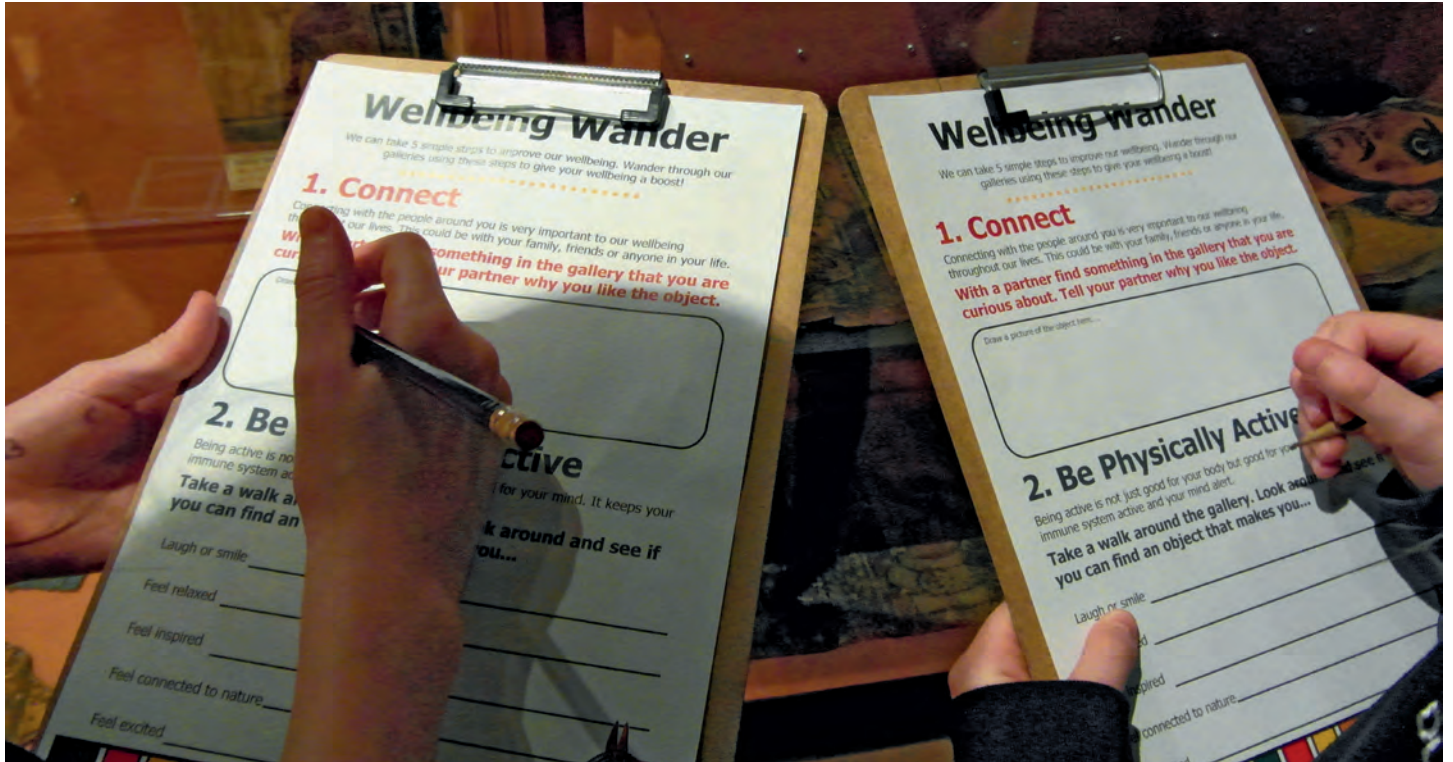
wellbeing of participants. We would develop these sessions in partnership with schools and they would be cross-curricula and although we be focused on our ancient Egyptian collection, they would help develop skills that could be used outside of a museum environment. This project would also develop skills for staff and new ways of working. We also aimed to work with schools who may not be able to visit us outside this funded pilot.

Intended outputs

We aimed to develop a half-day session focused on mindfulness as a way of exploring the Museum and

“ We worked with five schools to develop and pilot this project and had over 300 children participating on the pilot.





our objects. This would be piloted as part of the project and then would become a new aspect to our Learning Programme.

Obstacles and issues

We were met with unprecedented demand from schools wanting to take part in the project – unfortunately a lot more than we had the capacity to work with.

This project was very different to our existing offer and so there was some nervousness about learning the new skills to deliver these sessions. We were able to develop as a team and support each other to learn this.

Rethinking how we were using our space. This was a new way for us to engage schools with objects and we made a few assumptions about how we would use the space. These ended up being completely wrong and gave us an exciting change to reimagine our spaces.

Actual outcomes

The Egypt Centre learning team were trained in Mindfulness and can confidently deliver these sessions. It was a rare opportunity for us to have an external trainer in so the Learning Team got a lot from that.

There has been a lot of interest in this project from the wider organisation and we are hoping that this will develop into sessions for adults and university staff.

We used the wellbeing umbrellas from UCL Museum Wellbeing Measures Toolkit to track feelings of wellbeing. We found that all participating groups showed an increase between 7% and 12%.

We worked with five schools to develop and pilot this project and had over 300 children participating on the pilot. This was a much bigger number than we expected but we were delighted it was so popular.

Actual outputs

We have developed a half day session that focuses on the Wellbeing Area of Learning and Experience. In these sessions we run a craft a wellbeing trail and a mindfulness activity. We did find from feedback that schools who were very experienced in mindfulness got more from the sessions than those who had never done it before.

Lessons learned

The Curriculum for Wales is brand-new for everyone – Teachers are still

navigating the new Curriculum and what it will grow into. We had expected a similar level of awareness of the new AOLEs. We had schools ranging from doing mindfulness everyday to having not done anything on wellbeing.

Next steps

We will be building on this project and the feedback we got from teachers. We will then re-launch the sessions developed by this project as part of our permanent Learning programme which will be available to all schools.

This session was so different to anything we have offered schools before. It was a great learning experience for the whole team as it enabled us to look at things in a new light. We are excited to see where else the new Curriculum for Wales will lead us.

Find out more

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UCL Museum Wellbeing Measures Toolkit
www.ucl.ac.uk/culture/sites/culture/files/ucl_museum_wellbeing_measures_toolkit_sept2013.pdf

Replica Victorian Costume

Summary

The museum currently holds replica Costume for ages between 6 and 10 years of age. The new costume project will allow us to serve secondary learners and upwards.

Background

Cyfarthfa Castle Museum and Art Gallery's Education and Community offers have a clear and cohesive link to the museum collections and Merthyr's rich histories. This enables us to use local and personnel examples when discussing and exploring global trends, and national and international histories. The service is offered through facilitated sessions, including costume interpretation, seated talks, crafts, handling collections and worksheets.

Challenge

Currently, the museums service only holds a small selection of sizes within its replica Victorian Costume Collection, targeted at Foundation phase through to young primary learners. Through the implementation of the New Curriculum for Wales, Cynefin and the Four Purposes, we have seen an increase in "ironmasters and ironworkers" bookings, specifically in ages 12+, Additional Learning Needs and home-school groups.

Approach

The addition of replica Victorian costume would enhance the Ironmasters and Ironworkers workshop, allowing us to gain a



variety of sizes, catering for different sizes and needs of learners. Without the additional sizing, the session itself becomes less interactive, and therefore can be less memorable to learners that learn through participation. We can also actively offer this workshop to secondary learners +, home-schoolers of varying ages, and ALN learners.

Intended outcomes

- To increase engagement with secondary learners and upwards and offer a consistent, enhanced "ironmasters and ironworkers" workshop.

- Utilising the costume for various National days, including Women's history month and Local and Community History Month and at sister site Joseph Parry's Cottage.
- Learners will understand the Iron industry and Cyfarthfa Ironworks, including being able to identify the role of a "Tip Girl" and "Puddler". They will also be able to identify key features and materials of their clothing, understanding its significance to their local area.

Intended outputs

Ironbridge Costume Project to produce two "Puddler" and two "Tip Girl" costumes.

Obstacles and issues

Obstacles and issues encountered during the delivery of the project surround that of the costume being delivered. Due to the quality and authenticity of the replica costume, each piece is made custom to order, and therefore takes a longer period of time to deliver. Due to the short window between the costume being delivered and the project "formally" ending, there's less time for engagement compared to what would normally be expected during a project.

Nevertheless, once we knew a timeframe for delivery, we were able to plan accordingly and create a bespoke, high quality workshop that provides access to the costume and the stories of the individuals they become.

“Learners will also be able to visualise and discuss two different ends of the Victorian social scale through the use of the costume.”

Actual outcomes

Learners will also be able to visualise and discuss two different ends of the Victorian social scale through the use of the costume. The additional costume will become a permanent resource for the Museums service, and we are now able to utilise it in more ways due to the additional sizing options.

We are also now able to offer “ironmasters and ironworkers” facilitated workshop both onsite and as outreach to secondary learners and ALN students as we are able to offer the standardised, interactive session.

Actual outputs

As intended – We have previously used Ironbridge Costume Project to create our original set of replica costume, and we felt it was important to use the same company due to their reputation and ensure consistency of quality and look of the costume.

Lessons learned

Timeframes and expectations of delivery were realistic. Although, this allowed us to plan a high quality series of community events, to compliment the education session.

Next steps

The new costume will be added to the current replica costume collection, and be a key element of the museums Education and Community service and will be used at all relevant key events.



We also now have the opportunity to use the costume a series of events throughout the 2023 summer holidays at our sister site Joseph Parry’s Ironworkers Cottage. This will allow everyday visitors access to the costume, to participate in costume interpretation and take advantage of memorable photo opportunities.

Find out more

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Christopher Parry: Museum Community Officer – christopher.parry@wellbeingmerthyr.co.uk

Greenfield Valley Education Apprentices

Summary

Greenfield Valley Heritage Park received funding from GEM and the Welsh Government to create a self-led trail for schools to link to the new *Curriculum for Wales*. A freelance museum educator was employed to collaboratively work with a local school using museum collections and the unique stories of Greenfield Valley as an inspiration.

Background

Greenfield Valley Heritage Park is an outdoor museum run by a Trust and Flintshire County Council. There are limited formal school workshops led by staff and no specific education post.

Challenge

The staff capacity to develop and deliver education activities is limited at the museum and there are currently no self-led resources available. The museum had not yet adapted any education materials to fit the new Curriculum for Wales.

Approach

A freelance museum educator with knowledge of the new Curriculum was employed to develop and deliver the project. As part of the project pupils would be able to explore the collections in the museum cases, including those linked with local history and history of slavery.

Intended outcomes

- To work with pupils and teachers collaboratively which was a new approach to activity development.
- We wanted the pupils to highlight the aspects of the museum's local history and themes which were interesting to them.

Intended outputs

- To create a self-led trail that could be used by other visiting school groups in the future.

Obstacles and issues

- The pupils' knowledge of Greenfield Valley Heritage park was less than we thought it would be. This made it harder to deliver in one day.
- The museum is spread out over a large area and covers lots of different themes. It was hard to engage the pupils with the collection itself and they preferred to dress up in the historic clothes and use the interactives.
- The pupils visited in winter, so the buildings were quite dark, especially in the historic houses. There was also a lot of condensation on the display cases making it hard to see inside them.

Actual outcomes

The project enabled us to develop a relationship with a new school. It allowed us to test a new way of working giving more responsibility to the pupils.



“The project enabled us to develop a relationship with a new school. It allowed us to test a new way of working giving more responsibility to the pupils.”

Pupils engaged with the collections and explored what was most interesting to them developing a sense of cynefin and their local history.

“Children have a voice over what they’d like to learn so a visit like this could spark interest and suggestions for future classroom topics” – teacher’s feedback.

Pupils felt a sense of ownership over their own learning and expressed an interest in wanting to test their ideas with the rest of their class.



Actual outputs

Through the initial development and talking to the lead teacher it became apparent that the process itself was the most important part rather than an actual trail for schools.

“All pupils enjoyed looking around the museums independently. Others also enjoyed creating and sharing ideas for improvements” – teacher’s feedback.

The process involved pupils learning about the history of Greenfield Valley, exploring the museum, picking their favourite themes and objects, creating activity ideas for other pupils and debating which were best. The outcome is a template for schools, which includes a brief set by the museum asking for pupils’ helps. The pupils will become apprentice heritage education officers to do this. The template will include information on what is at the

museum, what is in each room and suggested questions and tasks for teachers to use when at the museum.

Lessons learned

- The museum will think about the time of year and accessibility of the site and collections when booking in schools for this activity.
- The process of including the pupils collaboratively became the focus rather than a physical output. This helped staff to understand the new Curriculum and its aims better.
- It led to discussion about how prescriptive the activities should be. Although this is a pupil led learning experience there should also be information available to help support the pupils e.g. more detailed descriptions of what could be found in each room at the museum.

Next steps

A template for schools and a brief for pupils to become apprentice heritage educators at Greenfield Valley heritage park will be written and available for school groups to be able to do their own version of this activity.

The pilot school decided a hunt the object trail was the best way to explore Greenfield Valley heritage park. The pupils and the rest of their class will be invited to come on a visit to trial and evaluate their activity at the museum.

Find out more

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Expressive Arts

"Connecting with Cynefin" Learning Resource for School



Summary

This GEM funded project provided an opportunity for the museum service and local authority's Education Department to continue to develop their productive relationship and extend opportunities to work collaboratively. The project included a group of teachers from primary and secondary schools, the School Support Advisor from Carmarthenshire School Improvement, museum staff and two local artists. The project offered the museum the opportunity to work directly with teachers and education advisors. The aim of the project was to produce a resource for schools informed by one object in the museum's collection. The object selected was an item from the Cragen Beca Project which the museum acquired in 2022.

Background

A teacher's working group was established and included two primary practitioners, one secondary practitioner and an adviser from the Carmarthenshire School Improvement Team. The group were able to meet with Cragen Beca artist Kathryn Campbell-Dodds at the start of the project. This connection was invaluable, providing a wealth of additional information which the teachers were able to use to inform the development of the learning resource.

Challenge

The Cragen Beca Project was an interdisciplinary arts programme created and curated by the artist following her visit to the museum and subsequent connection with

the Cragen Beca conch shell trumpet on display. The shell trumpet was donated to Carmarthenshire Museums Service in the 1980s by a family in the small hamlet of Talog in Carmarthenshire. The family had kept this subversive object hidden in their home since the time of the riots when it was used by the legendary character Rebecca and her "daughters" to action during the infamous Rebecca Riots of the mid-19th century (1839 – 43) in Carmarthenshire.

The concept of Rebecca calling her "daughters" to react and ignite change provided the catalyst for the learning resource. The re-source extends the story of the Rebecca Riots into the twenty-first century, from a local and national perspective towards global is-sues and events.

Approach

Following the introductory meeting the group developed their ideas, worked closely with textile artist Louise Bird, a contributing artist in the Cragen Beca Project. Two practical workshops with the artist were held at the museum. The group were able to use this time to explore the Cragen Beca costume in more depth and collate the textile processes they would include in the learning resource. Images from the practical sessions were also used as visual references in the learning resource. The skills reference information included examples of natural dyeing processes, Sashiko stitching, applique



“The museum service has an opportunity to be part of a long-term solution to help young people develop a strong sense of identity and place.”

and textile design. The group also researched the history of textile banners during the workshops, including the purpose of these banners from an historical context and contemporary perspective.

Intended outcomes

- A bilingual learning resource for schools to support delivery of the Expressive Arts and facilitate connections with objects in the museum and the Curriculum for Wales.

Actual outcomes

The Expressive Arts learning resource has been developed to support learners across Progression Steps three and four. It offers an opportunity to link across the primary and secondary phases and has potential for future development as a transition project across schools. The resource includes skills-based information on textiles processes and links to the visual arts elements of colour and pattern.

Actual outputs

The learning resource will form part of a pilot project across the three participating schools in the spring term (2023). This pilot will provide feedback from learners and final outcomes. The information will be shared across Carmarthenshire schools and form part of an on-going schools' support programme within the Expressive Arts. The learning resource will be launched at a sharing event and exhibition of work which will take place at the museum in March 2023.

Lessons learned

The learning resource created by the working group provides opportunities for teachers to incorporate the Cragen Beca Project into their curriculum design with examples of cross cutting links included. The Curriculum for Wales places the needs and interests of each learner at the centre of curriculum design. It is anticipated that this resource will provide schools with an example of a learning experience which supports their learners to express their passion for change through a

creative medium. Navigating change has become a familiar aspect of the school landscape and providing our future decision makers with a creative platform for expression and discussion is therefore essential.

Next steps

Carmarthenshire County Council has set out its rural strategy highlighting the significant loss of young people from the county in general and specifically in rural areas. The museum service has an opportunity to be part of a long-term solution to help young people develop a strong sense of identity and place, which can impact on future choices about studying, working and living in Carmarthenshire. Providing a museum learning service founded on the new Curriculum for Wales, delivering relevant and engaging, memorable and powerful learning experiences is our goal, for the long-term wellbeing of young people in Carmarthenshire now and the future.

Find out more

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Yr Ysgwrn, Snowdonia National
Park Authority

Education Resources Remembering Hedd Wyn



Summary

The educator and author Haf Llewelyn was commissioned to collect and produce a responsive Hedd Wyn Remembering resource to the needs of the Curriculum for Wales and is suitable for marking the centenary of the Hedd Wyn memorial in Trawsfynydd.

Background

Ysgwrn is an accredited museum on the edge of Trawsfynydd in the heart of Snowdonia National Park. Chief Yr Ysgwrn's audiences are education groups, adult groups (tourist and lifelong education) and general visitors.

Challenge

With the launch of the Curriculum for Wales in 2022, we were aware that there was a gap in resources available for schools to learn the areas of learning and experience and that there is a great opportunity for Ysgwrn to fill this gap and expand the existing work with schools. There is scope for Ysgwrn to offer rich educational experiences through the Curriculum for Wales.

Yr Ysgwrn had already commissioned a series of resources and different themes but there was a specific opportunity over the winter of 2022-23 to commission a new work on the topic of how to remember Hedd Wyn and the complex questions around war and peace.

“Working with experienced freelancers is crucial to ensure high.”

“With the launch of the Curriculum for Wales in 2022, we were aware that there was a gap in resources available for schools to learn the areas of learning and experience and that there is a great opportunity for Ysgwrn to fill this gap and expand the existing work with schools.

Approach

- Create a project brief;
- Discuss the work with Haf Llewelyn, a freelance education; consultant and author specialising in the history of Hedd Wyn;
- Contact Ysgol Bro Hedd Wyn to pilot the resources.

Intended outcomes

- Provide quality resources to enable schools to study the subject through the learning and experience areas of the Curriculum for Wales;
- Improve the relationship with Ysgol Bro Hedd Wyn and other local schools by piloting the resources;
- Improving the relationship between Yr Ysgwrn and schools by highlighting

how Ysgwrn, its location and the museum collection can be used to teach the Curriculum for Wales.

Intended outputs

A new education resource.

Obstacles and issues

A tight schedule makes it difficult to achieve the objectives within the deadline.

Actual outcomes

As above – a simple project carried out to a high standard.

Lessons learned

- It is necessary to programme in advance where possible;

- It is important that the brief is clear. Working with experienced freelancers is crucial to ensure high quality delivery.

Next steps

We will pilot the resources with Ysgol Bro Hedd Wyn and some other local schools during the summer term.

Find out more

The project will be part of a community arts and heritage project that will take place in the village of Trawsfynydd in September 2023.



“Not Child’s Play”

Summary

Penmaenmawr Museum’s “Not Child’s Play” project worked with a local primary school to develop an integrated curriculum resource that was designed to contribute to the new Curriculum for Wales.

The original project concept focused on the jobs that children did in Penmaenmawr in the 1800s, with the intention of developing a mantle of the expert approach to the topic. Through consultation and working with the school, we quickly became aware that we needed to make changes to this concept and the teachers required a “springboard” resource that would enable them to branch off into this topic and mantle methodology, rather than Victorian children’s jobs being the starting point.

Responding to feedback after discussions with the school, we focused on Victorian toys as the core topic, and used this as a catalyst to introduce discussions and lead-on learning activities on the topics of poverty, wealth, education, leisure, health and child labour in the 1800s.

The core topic resource includes a teacher’s pack, a pupils’ pack and a comprehensive set of handling resources with activities designed around them. These activities incorporate cross-curricula skills – Maths, Literacy, Geography, History and Humanities.

The resources were trialled by Ysgol Capelulo. As a result of the trial,

Penmaenmawr Museum has been working with the school to develop a series of “branch resources” that lead from the core topic, including Victorian women and washing, a Victorian school day, Victorian child labour, and Victorian child’s healthcare. Each of these resources further introduces the mantle concept into the learning experience and links the information with the locality.

Background

Penmaenmawr Museum is located approximately 1.2 miles from the school. Many of the pupils attend the museum’s outdoor learning events with their families or regularly visit the museum. Visits to the museum from the school are only possible with transport, due to a lack of pavements and safe walking routes between Dwygyfylchi and Penmaenmawr Museum.

Challenge

Through this project, Penmaenmawr Museum wanted to address three main challenges:

- Bridge a gap in understanding the needs of teachers and the resources they require, to enable the museum to develop relevant materials that actively support the implementation of the new curriculum and the mantle of the expert approaches;
- Overcome a previous lack of capacity and resources to demonstrate tangibly to the schools, how the museum can



support and contribute to their work and the new curriculum;

- Adjust the relationship between the museum and local schools, to ensure the museum becomes the ‘go-to’ resource centre to support the work of teachers, and foster a greater understanding of how the museum is linked to a wide range of projects that could benefit the school.

Approach

Penmaenmawr Museum had responded to a survey from the two local primary schools in Autumn 2022. The survey was asking local people for ideas about what the schools could include in the localised focus in the new curriculum. As a result of our responses to that survey, and then contacting the school during the application to GEM Cymru, a meeting was held with two of the teachers to explore how the museum could assist them with their planned curriculum delivery.

During the meeting we discussed the topics that the teachers had planned to cover during the school year, the ages of the pupils and how the teachers wanted to use curriculum integration and mantle techniques. The museum adjusted its original project concept at that point, understanding that the resources needed to be more flexible for the different age ranges taught in the mixed-age classes, and that the teachers intended to use 'part mantle' approaches rather than 'whole mantle' approaches, to particular sub-topics.

The museum also felt that we had to produce an exemplar of what could be achieved by working in partnership. To do this effectively, we agreed to produce two different resources for different age groups – one on the Iron Age that incorporated more mantle approaches for older pupils, and one on Victorian toys that would act as a catalyst to other topics for younger children.

To produce exemplar curriculum materials, the museum wanted to invest in excellent handling objects that would support the topics. We had a range of Victorian toys and strengthened this resource with further investment, but for the Iron Age we turned to one of our HLF partners, the Carneddau Landscape Partnership Scheme, for assistance. They purchased around £1000 of resources for the museum to put together handling materials that would work for information-style teaching and mantle approaches.

The museum developed new procedures around the curriculum resources, including loan agreements and inventories, and created a volunteer role to check resources in and out, clean them and quarantine them between loans. This system was put into operation in January 2023.

Intended outcomes

- Develop a greater understanding of what elements of the curriculum teachers are focusing on and how they plan to progress with that topic.
- Develop a better awareness of what schools want from our service and how we can support them in the

delivery of topics that are relevant to the curriculum and the school.

Intended outputs

To work with:

- 1 school
- 30 children / young people
1 teacher
- 1 volunteer to be engaged in the project

Obstacles and issues

The main obstacle at the beginning of the project was that the school we intended to work with was not yet in a position to support the testing of a new curriculum resource with the museum. However, we were able to make a rapid adjustment and work with Ysgol Capelulo instead.

We also had to adjust our original concept of developing a 'whole mantle' resource, taking pupils into a fictional scenario throughout the topic. The teachers had planned to take part-mantle approaches to their delivery and the museum felt we needed to work with their methodology and work towards whole mantle approaches for future resources with the school.

Perhaps the biggest issue was re-focusing the project from the jobs that children did in Penmaenmawr in the 1800s, to that being a sub-topic from a 'hook' that was more tangible for the ages of the pupils – instead, focusing on Victorian toys and then discussing leisure time and how some children didn't have leisure time because they had to work to support their families.

Actual outcomes

Penmaenmawr Museum now has a better understanding of how the curriculum is being delivered in Ysgol Capelulo, what the teachers intend to cover during this school year, and the support they need to deliver the topics.

The relationship between Penmaenmawr Museum and Ysgol Capelulo has strengthened considerably. We have already experienced an increase in enquiries from the school and we are supporting them with further resources and delivery.

Actual outputs

- 1 school
- 48 children / young people
2 teachers
- 2 volunteers engaged in the project (1 through collating and photographing resources, and 1 with a new volunteer role to co-ordinate the resources produced)
- 2 teachers' packs
- 2 pupils' packs
- 2 handling boxes

Lessons learned

The museum could have a role in training teachers in the mantle of the expert approach, and supporting those approaches in the classroom, in the museum and through outdoor learning. We particularly need to explore this in relation to living history and the incorporation of historical drama.

To deliver the aspects of the curriculum that focus on the local community and environment, more accessible information is required for teachers to be able to write and develop the materials they want to use in the classroom. There is a risk of misinformation or the use of inaccurate sources, and the museum and other organisations need to identify these risks and try to plug any gaps as early as possible.

Next steps

Penmaenmawr Museum is currently developing a comprehensive series of topics with Ysgol Capelulo as a result of the project. We have secured investment for handling materials from the Carneddau Landscape Partnership Scheme, and curriculum packs are being written and compiled on the topics of:

Neolithic Period, Bronze Age, Iron Age, Romans, Medieval, Victorians.

Find out more

Contact Suryiah Evans
info@penmaenmawrmuseum.co.uk

Using Accessioned Collections for Learning

Summary

The Curriculum for Wales focuses on an experience-based learning journey, and we have found that there is no better way to do this than through handling our accessioned collections. It creates a memorable experience that caters to the four purposes of the Curriculum by making capable, creative, informed and confident learners.

Background

Museum collections always have local stories that can touch on wider national or international links. This means that by using the objects museums and schools can easily adapt to *Progression Steps* and different *Areas of Learning and Experience* while making sure Cynefin is at the forefront.

Museums also need to remember that handling collections do not



just need to be used in Humanities sessions, they can have links to Science and Technology, Mathematics and Numeracy and even Health and Wellbeing. It is vital to show this

Challenge

For this to work, the whole team need to be on board. We realised that it can be daunting opening our collections to children and it seemed to go against everything we thought we knew about caring for our collections.

Approach

However, it can be done! Firstly, it is important to establish what part of our collections could be used in handling. At Rhondda Heritage Park we developed an Object Handling Policy that meant we would consider all accessioned items to be handled by the public. The measures put in place to keep the objects safe depended on a traffic light system when we assessed the object. Green meant it could go off site and be handled with relatively no restrictions, whereas red mean it could only be used on site and may need to be contained in protective boxes etc.

We decided that if replicas needed to be used, we would be open and honest about this and explain why, which also created a learning opportunity around understanding caring for collections.

Intended outcomes

We hoped that by using our

collections and being open about any replicas that had to be used, more schools would want to engage with us.

Obstacles and issues

As we wanted items to be used off site and not always supervised by staff, we came across a lot of items that we could not use, which seemed disheartening. However, there was still plenty of items in our collections we could use, such as items linked to the Victorian Period, Mining, and the World Wars. It was surprising how many different topics we could cover that linked to numerous Areas of Learning and Experience.

Actual outcomes

By allowing our collections to be accessible we are automatically creating a unique education offer as all our collections are linked to our own collecting remit and are different to other museums. No two museums are the same. This is what is key to the new Curriculum and Cynefin. Children will need to learn about Wales and what happened on their doorsteps, those unique stories can become tangible from our collections. It can also help create sustainability for our site. During September 2022–January 2023 13 loan boxes have been to schools, around half of which have never engaged with us before.

Actual outputs

We created 10 different boxes on a variety of topics. We also created adaptable worksheets to go with the



“ We hoped that by using our collections and being open about any replicas that had to be used, more schools would want to engage with us.

boxes or guided sessions on site. I found these questions the best and they can be adapted to most age groups and subjects: what does the object feel like, does it look like something familiar to you, how do you think the person who used/had the object felt? Just to name a few.

Before we knew it, you had an offer for schools that heavily focuses on Cynefin, as well as the opportunity to be cross curricula.

Lessons learned

By creating these resources and making the policy we found starting with loan boxes was easier to control what happened to items and what to expect, also if a school requested them, they were all in one place ready to go. If you have smaller teams or no one dedicated to learning this would be the best place to start and can create an adequate resource for schools and the new Curriculum for Wales.

Next steps

Moving on from this and the confidence developed, we are now starting to offer tailor made workshops onsite using items in our collections. We have got used to the policy and the new Curriculum for Wales and are able to offer this with dedicated staff for education. This means that we are less likely to turn schools away for not being able to cover their topic. I believe it is going to take a lot of creativity!

Find out more

Esta Lewis
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Creating Partnerships with ALN Schools using the Curriculum for Wales

Summary

The C4W has brought about change not just for mainstream schools but for Additional Learning Needs (ALN) Schools also. While it is not compulsory to follow, Ysgol Hen Felin are using the curriculum as it encompasses the pupil centred learning and skills experience they pride themselves on.

Background

The Cynefin element of the curriculum inspired the project and partnerships. Rhondda Heritage Park is based on an old colliery, with an underground



experience and a mining and social history collection. The children at the school had expressed interest in the site and wanted to explore what we had to offer.

Challenge

The school wanted a skills-based project and as a site we wanted to develop an Expressive Arts and Digital Technologies offer for schools and increase our off-site activities.

Approach

Therefore, we developed a project where pupils could visit the site but, most of the work would be done in the classroom every week during a full school term. The classroom visits would be broken down into Heritage, Arts and Digital Media sessions.

Intended outcomes

Our aim was to get all pupils involved to understand their Cynefin and story and express this through storytelling, art, and animation.

Intended outputs

These aims then helped us to create an accessible story book, which could be sold and raise money for charity, an exhibition at Rhondda Heritage Park and for us as a site to gain a workable programme to use with other schools in the future.

Obstacles and issues

The one thing we had to consider when working with the children was

the varied needs and abilities of the children. Therefore, we made sure to make all activities accessible for all, there were options to write, as well as tactile cards with Velcro, and using imagery over typed text. This was a big learning curve that helped to develop a wide range of skills for myself.

Actual outcomes

By participating with the accessible project, the children were able to fully engage with the C4W by working to the Four Purposes. All children became enterprising, creative contributors, ready to play a full part in life and work by making a book to sell and creating an exhibition.

The children became ethical, informed citizens of Wales and the world by looking at Paul Robeson and his links with miners in Wales.

In addition, the children became ambitious, capable learners, ready to learn throughout their lives by learning in a cross curricula manner, sessions linked all 6 Areas of Learning and Experience to create a holistic approach to the C4W where Cynefin is at the heart.

The project allowed pupils to become healthy, confident individuals, ready to lead fulfilling lives as valued members of society. By creating new and exciting ways to engage with heritage and producing an enterprising offer.

This was also a new approach to educational activities for Rhondda

“ All children became enterprising, creative contributors, ready to play a full part in life and work by making a book to sell and creating an exhibition.

Heritage Park, with the introduction of digital media, the purchase of tablets and software allowed us to maximise our cross curricula links which can be offered to other schools.

Actual outputs

Also, on completion of the project an accessible story book will be published along with a digital version. There will also be an exhibition at Rhondda Heritage Park in the Summer of 2023, which has been created by the children.

Lessons learned

During the project we were able to learn many lessons. The first was time and adaptability. We had to adapt as we went along making sure enough time was planned for activities. We would get engrossed in certain aspects and then some activities we adapted to include elements that the children enjoyed or missed them out. This did not hinder the project at all and meant the children could steer which direction they wanted to go in and made them much more independent learners.

We also learned a lot about how to involve digital features in our workshops. With the help of Coleg y Cymoedd, the school and myself were able to learn about animation and do it ourselves. This allowed the children to have a cross curricula experience and for us as a site to now be able to offer schools more in the future.



Next steps

Due to the success of the project in the future we would like to further develop our relationship with Ysgol Hen Felin and plan some form of engagement annually. We are also keen to use the skills learnt to offer all schools animation sessions linked to our collections or the opportunity to co-create an exhibition.

Find out more

This project would not have happened without the generosity of GEM and their Micro Grants in Wales. If you would like further information on the project, please contact esta.lewis@rctcbc.gov.uk

Morio!

(Sea!)

Summary

Work with local education establishments to create and trial electronic resources to complement the new Curriculum for Wales. This new Curriculum with its focus on Cynefin, is a special opportunity for teachers in local schools and the museum staff to work together, specifically with the artefacts and displays here at the Llyn Maritime Museum.

Background

In the past, as part of the 'Summer Tour', the Museum would visit a lot of schools, with just a little work being done on the objects. A few education packs are available at the museum on the form of folders/paper only. The school are keen to work together. The new 'Morio' package will be an opportunity to use IT.

“Allocate plenty of time to create the pack, and ensure that feedback is sought from pupils and teachers.

Challenge

- Define the needs of local schools in light of the Curriculum for Wales and work together to find relevant areas to the children's experiences of their local area, and introduce these through interesting extension activities to be done at the Museum and/or at school.
- Encourage schools to use the resources and become aware of the Museum – to forge a relationship

Approach

- Teachers visited the Museum.
- Decided on possible 'themes'.
- The teachers discussed the themes with their pupils.
- The teachers and the heritage officer created a pack on the theme.
- Class visits (different ages, different abilities) to see artefacts, films and to experiment and do work at the museum.
- Resources available at school for the teachers to use and adapt them for their purposes.
- Assess the effectiveness of the resources and further develop them.

Intended outcomes

- A collaborative and constructive relationship between schools and the museum.
- The children enjoy learning about their local area with the school.

- The children and their families visiting the Museum

Intended outputs

A pack of electronic resources for children age 6-11 on the theme 'Morio'

Obstacles and issues

The main problem was the lack of time to thoroughly prepare. The schools wanted to visit before the resources were ready!

The space for large classes and group work is quite restricted in our museum. The logistics of the group activities caused a few problems. In the summer, we could arrange for half the group to work outside, but this wasn't possible during the Autumn term. Another problem was time to spend at the museum, because of other things going on in the schools.





We need to decide what's possible during a visit and what can be done in the classroom prior to the visit.

Actual outcomes

- A group of local former teachers were happy to give advice and feed ideas into the children's activities at the Museum.
- Contact with teachers who are happy to give their time and expertise to help the Museum create interesting and appropriate activities to meet the needs of schools.
- A new commitment by the Museum's Committee to develop an education service.

Actual outputs

- A pack of electronic resource for primary schools that are mapped to the new Curriculum.
- A good working relationship with local schools.

Lessons learned

- Allocate plenty of time to create the pack, and ensure that feedback is sought from pupils and teachers.
- Provide the resources in Word rather than PDF so that the teachers can adapt them for individual learning needs.
- Avoid large groups during the winter!

Next steps

- The resources will be available on our website in the near future.
- We have decided to produce packages of resources on our temporary/seasonal exhibitions, in an attempt to broaden horizons/inspire projects by the schools.
- We are hoping to collaborate on a pack for the Foundation Phase based on the Welsh nursery rhyme 'Fuoch chi 'riod yn morio?'

Find out more

The schools that were part of the consultation work on trialling the resources are Ysgol Gynradd Nefyn and Ysgol Gynradd Rhosgadfan.

The project was led by Jina Gwyrffai, a former teacher who works as a heritage officer (part-time) at the museum, with support from Mr Geraint Jones, a retired teacher, and Mrs Janet Hughes, a retired Head Teacher. Mrs Eurwen Hulmston, a consultant education officer, undertook the work of preparing an experimental pack to accompany the Museum's temporary exhibition for Spring 2023 based on the hymn 'On life's tempestuous sea I sail' (relating to the dangers of the sea)

Curriculum for Wales:

an ITE Perspective

Summary

Cardiff Metropolitan University, PGCE Primary and PGCE Secondary Art, Music and Drama Initial Teacher Education (ITE) students were set the challenge of collaborating and constructing a year 6/7 school transition project. The focus was to explore the Expressive Arts Area of Learning and Experience (AoLE) and how museums, heritage sites or other arts or culture organisations could enhance the opportunity for meaningful and authentic learning experiences for pupils.

Background

The ambitious educational reform and the implementation of Curriculum for Wales is underpinned by a philosophy of pedagogic flexibility and teachers having agency to design their curriculum (Welsh Government, 2020). Centred around four core purposes of education, Curriculum for Wales aims to promote holistic learning that integrates knowledge, skills and experiences and endeavours to celebrate the meaningful connections across subject areas,

in order to contextualise, solidify and enrich authentic learning experiences. Moving away from key stages, Curriculum for Wales sets out progression as a continuum; this places an increased need for cross phase collaboration and communication.

Challenge

Through a model of *Research and Enquiry*, which affords student teachers the opportunity to examine theory and its impact on practice within our Partnership for Initial Teacher Education (ITE) at Cardiff Metropolitan University, our ITE students develop their knowledge, skills and philosophies so that they are able to innovatively approach curriculum design. Over three days our ITE PGCE Primary and Secondary Students worked together to cultivate skills, awareness and understanding of medium-term curriculum design in line with Curriculum for Wales requirements, but also to enhance curriculum, subject and pedagogic knowledge of the alternative age phase.

Approach

As course leader for PGCE Secondary Art and Design, my Art and Design students were mixed with other students from other subjects within the Expressive Arts (EA) Area of Learning and Experience (AoLE), and several PGCE Primary students. Students were put into small groups and asked to collaboratively design a year 6-7 transition project focusing on Expressive Arts. In preparation, they collectively explored the Statements of What Matters in the AoLE and then analysed the principles of progression and progression steps as set out in the Curriculum for Wales.

Intended outcomes

- To share an understanding of “what matters” in each Area of Learning and Experience (AoLE);
- To create a shared understanding of the curriculum between schools and phases – to raise standards for all, tackle the attainment gap.

Intended outputs

An Expressive Arts focused project that would ease the transition for year 6 learners going into year 7. Students were asked to explore how they could meaningfully connect and collaborate with museums, heritage sites or other arts or culture organisations for this hypothetical project.

Obstacles and issues

It was essential that our learners understood the concept of



Cardiff
Metropolitan
University

Prifysgol
Metropolitan
Caerdydd

“It was essential that our learners understood the concept of meaningful connections and authentic learning experiences.”

meaningful connections and authentic learning experiences.

The quote “Cross curricular approaches are about synthesising ideas, but this should not be done in a way that destroys the cherished ideas and ways of thinking that every subject contains”(Fautley & Savage,2011) framed student discussions, allowing them to explore their own perspectives and to share their own subject and pedagogic “cherished” ideas.

Actual outcomes

Within the sessions there was great discussion and debate, as students unpicked key words and phrases within the Curriculum for Wales documentation; for example, a close exploration of what “*authentic learning experience*” could mean. What it means to experience. There were rich conversations about social justice, how partnerships between schools and cultural organisations may facilitate the co-construction of lessons, projects and experiences for learners and how this in turn could promote equity, ensuring all our learners have opportunities to experience cultural organisations.

Actual outputs

The cross-phase project enabled our ITE students time to talk and time to share experiences. Some groups planned hypothetical trips, carefully considering how such visits would inform the learning when back in the classroom. Others considered how

artefacts bought into the classroom – drawing on resources such as “Gallery in a Box” available through Llantarnam Grange – could be used to initiate discussions and personal responses to the theme of belonging. Some students integrated museum resources and virtual tours into their project plans.

Lessons learned

- Time to talk is integral to meaningful planning. Sharing experiences, unpicking key concepts, debating and research together enriched the discussions which, in turn, deepened understanding of effective planning for authentic learning experiences for our students.
- Student reflections indicated an increased desire to integrate opportunities for their learners to experience museums, heritage sites and other arts and culture organisations. Students also communicated feelings of increased confidence in how this could be explored, despite barriers that schools (or learners) may face.
- In order to move things forward, there has to be innovative practice, an element of risk taking, exploration and investigation followed by reflection, Already, there are so many great things happening across Wales, exciting projects, an array of supportive networks and some great professional development. We have so much to learn from one another.

Next steps

For future projects of this nature, it would be an excellent opportunity to develop relationships with representatives from museums, heritage sites and other arts and culture organisations. Their knowledge and experience would be invaluable during such discussions and activities.

As we navigate the new curriculum, we all need to take informed risks – some things will work, some will not – but we will learn. Key to education is a love of learning and importantly we need to look at how can we provide professional learning opportunities for each other across sectors.

Curriculum for Wales has the potential to provide opportunities to not only foster deeper relationships between practitioners of different age phases, but also to develop a closer collaboration with museums, heritage sites and other arts and culture organisations. I believe that by strengthening communication and developing supportive networks, underpinned by strong planning and research, we can drive education forward and put Wales at the centre of educational reform globally.

Find out more

Eve Oliver

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For information about the PGCE at Cardiff Metropolitan University go to:

Savage, J.(2011) Cross Curricular Approaches to Teaching and Learning in Secondary Education, London: Routledge

Welsh Government (2020). Curriculum for Wales guidance. [Online]. Available from: [curriculum-for-wales-guidance.pdf \(gov.wales\)](https://www.gov.wales/curriculum-for-wales-guidance.pdf)

"Cynefin"

Creative Writing Book Project for Milford Haven Museum

Summary

The Milford Haven Museum schools' "cynefin" creative writing book project has been partly funded by US author Mara Purl (marapurl@aol.com) GEM Cymru and Milford Haven Museum. The project, conceived by Sue Davies, was based on her schools' consultation prior to this, which identified "cynefin" as a key element within the new Welsh curriculum which the museum could support. Piloting quality literacy workshops inspired by the museum collections and the history of Milford Haven proved popular with the four schools participating. Pupils worked with talented published local writer Nicola Davies and ex Pembrokeshire County Council literacy adviser now consultant Eva John.

Background

The age range covered Years 4–12 across the ability range. The GEM Cymru funded aspect involves pupils' book publication (UK version) inspired by their museum and town's story across time (a US version will be published by Purl who specifically requested the chronological approach). The aspiration is the book will heighten pupils' personal sense of "cynefin" by having their printed personal copy. The project demonstrates the power of museum learning to all and the role all museums should be playing as the collective safekeepers of their community "cynefin" in raising learning aspiration and

motivation. It illustrates a "once in a lifetime" opportunity for the Welsh Government in ensuring the rich educational resources museums hold are utilised and central to every school's development plan to maximise every child's potential within the new Welsh Curriculum's strategic framework.

Challenge

Prior consultation with local schools found that "cynefin" is key to new Curriculum which the museum could support. Identification of Curriculum areas most needing support; pilot quality sessions; where possible evaluate pupils' and teachers' responses; capture personal sense of 'cynefin' tangibly for pupils through book production. Enabling improved partnership with schools' cluster and developing stronger advocacy with all for museum's future through book production.

Approach

As part of a wider National Lottery Heritage Fund resilience project investigating how this entirely volunteer led museum might become sustainable long-term schools were approached as a key partner and consulted on developing resources for supporting the new curriculum via a teacher panel; "cynefin" was identified as a key element for support; literacy sessions with schools in the museum proved popular and evaluation is being elicited from pupils and teachers; the book is

being printed in the UK and also produced in the US and will be used for advocacy purposes at a business cultivation event in 2023.

Obstacles and issues

- Half day workshops perceived too short for literacy sessions.
- Funder demands not adhering to museum education tenets i.e. springboard for inspiration starts with museum objects but funder wanting broad span of history included not always represented in museum objects/interpretation.
- Lack of space and lack of facilities for a whole class of children in current museum spaces and no designated fitted out museum education space.
- Lack of interactivity in museum exhibits and no bilingual interpretation.

” **Explain to larger schools exactly the number of pupils expected in each session.**

” Prior consultation with local schools found that “cynefin” is key to new Curriculum which the museum could support.



Actual outcomes

- Development of a closer working partnership with local schools’ cluster.
- Book to enhance pupils’ personal sense of ‘cynefin’ – *needs to be captured/evaluated.*
- Book as advocacy tool for museum in forging partnerships and business plan work for a potential 2023 cultivation event for partners; sponsors etc.

Actual outputs

- Successful production of a book of creative writing by pupils UK and US versions.
- Successful piloting of literacy based workshops with evaluation to inform future workshop planning.

Lessons learned

- Stipulate at the outset, not just in the bid but in subsequent aims and objectives in writing to all funders clearly the outcomes and outputs and do not waiver – some funders can try to alter them during a project.
- Explain to larger schools exactly the number of pupils expected in each session.
- Communication with different schools can be complex so know your schools and how they operate if at all possible and work to ensure closer working links with the museum and school.

Next steps

- Production of the UK and US versions of the book.

- Documenting and evaluating how it is received by schools, pupils and their families and the museum; the use of the book in advocacy for the museum’s future at the heart of the community as a business venture and how the Welsh Government responds to our collective work with GEMCymru to raising the profile of museums educationally in Wales.

Find out more

GEM Journal 42 Mark O’Neill
Understanding and Reducing Inequalities in Museum Visiting.
pages 20-23.

Mutual Adoption:

Creative Collaboration

Summary

Over the past 8 years, we at Ysgol Tudno have worked closely with several creative and heritage organisations to enrich the education we provide. Two of those collaborations have resulted in "mutual adoption" where not only do the organisations offer their expertise to the school but also the school; teachers, pupils and wider school community, share their knowledge and understanding with the organisation helping them move forward with developing their engagement.

Background

Ysgol Tudno is a primary school in Llandudno. Stakeholders often tell us about the kind of school we are. Some say we are caring and have the wellbeing of each child at its forefront. Some say we are an inclusive school who welcome all and work with each individual to develop them to lead fulfilling lives. Others say that we are a creative school or another strength mentioned is our Welsh identity; be it in the use of language or in the understanding of Welsh culture and history.

Although we have worked hard on these aspects, we feel that our main strength is that we are a team who have individuals with many differing strengths and experiences, and these can be shared not only with our pupils but with each other and the wider community.

We are always looking for others with different strengths to add to our team, to give our pupils the best opportunities.

Challenge

Gaining worthwhile, relevant experiences from organisations that will enrich the curriculum and the lives of pupils.

Approach

We developed a "mutual adoption" method where we work closely with the organisations to develop their output in a meaningful and empowering way.

Intended outcomes

To create working relationships between schools and organisations.

Intended outputs

A bespoke set of experiences for pupils that the organisation can easily adapt for other users.

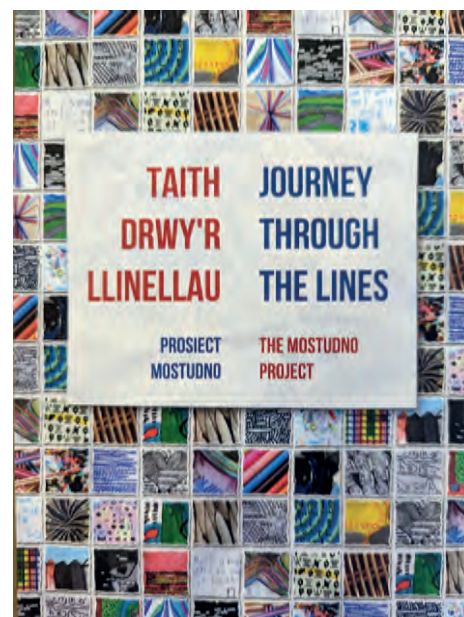
Obstacles and issues

In these projects we worked with Mostyn, a contemporary art gallery and Ensemble Cymru, an ensemble who works throughout Wales. We worked together to not only bring these institutions into the school but to bring the school to the institutions not only in visiting but in project managing spaces and the organisations work with the public.

One obstacle was the people. When individuals have worked in a specific way for a number of years trying something new, or taking advice from others can be quite daunting. Trying to get everyone "on board" with the project was a taunting task that took some time to overcome.

Time is another factor. This type of project isn't something that happens overnight it needs careful planning and a lot of discussions from all stakeholders.

Money, as with any project, money and the lack of it is always a factor.



“Talk! Discussion is key in getting any collaboration to work.



Actual outcomes

Our main aim was to create working relationships between the organisations and the school where we can profit from their knowledge, talent and experience and they can gain experience working with the pupils, and the knowledge of how interactions with schools can be planned and adapted for other needs. Simple things that are everyday in schools which can be overlooked or complicated when working with organisations.

Actual outputs

The biggest outcome was the realisation that the organisations needed to think a little outside of the box. Not 'here is what we do, take it or leave it.' But 'these are the things we are working with, how can we use these with your school in mind?'

Also finding that person within the school that is willing to have those conversations with you, and not to give up if you don't find them initially. Although you may want a link with the history department, it may be the art, Welsh, drama or science department that may become interested. Once they are on board, other departments join soon!

Lessons learned

- Talk! Discussion is key in getting any collaboration to work.
- Be empathetic. You may have been doing this a long time but it is important to see things through others' eyes.



- Listen! Children are often ignored when it comes to planning experiences. Listen to them, they are the ones that will be making use of your organisation!
- Be ready to change. How your organisation is viewed by others may not be what you think. Be ready to change your working practice to cater for others.

Next steps

We are now working with one of our organisations to roll out the projects we devised with other schools, using

the activities and resources we planned and created. So far, we have worked with 4 other schools and are looking to work with more next year.

Find out more

For further information on the projects or to discuss further the strategies of "mutual adoption" please contact Derfel Thomas at thomasi170@hwbcymru.net

Tredegar House:

Piloting the School Programme

Summary

Tredegar House had no schools offer. The launch of the new curriculum provided the ideal opportunity to start that engagement.

Background

We are a historic house museum, managed by the National Trust. The historic family was intrinsically linked with the development of the urban area, providing a strong sense of cynefin. No one person is responsible for education, but staff consider it important to have a school offer. In 2022 we had started the process by running a teacher day to build relationships with the local catchment area and introduce them to the site.

Challenge

With no schools offer, we were starting from nothing. Realistically that was also a strength.

Approach

Using contacts we had made with the teachers day prior to the school holidays, we contacted the local schools, to find out their needs, and whilst being honest about our resources, how we could support them. We wanted to establish a teachers panel, with the teachers and ex teachers, as the experts, working with us to establish what we could do. Those schools would then help test what was developed.

Intended outcomes

To develop inspiring and new approaches for self-led visits to Tredegar House, establishing strong links with the local schools.

Intended outputs

- A teachers panel.
- A teachers panel agreement.
- Activities based on the themes suggested by the panel.

Obstacles and issues

On top of our roles, it has been difficult to find the time to really apply ourselves to the project. We ran more sessions with the teachers panel than had been predicted, to help them get to know the House. With a busy Christmas period we all lost development time.

The teachers are still working out how to use the new curriculum, with training as the year goes on. We were all finding our feet and had anticipated they would want a new approach, but that wasn't the case. They want objects, loan boxes and what might be considered tried and tested themes and packages such as Victorians.

There was not enough time to do everything we wanted, but we have progressed well, and established a solid foundation.

Actual outcomes

- An established teachers panel – key members are 4 teachers, 3 volunteers and 3 members of staff.
- Teachers panel agreement.
- A schools do's and don'ts guide to visiting Tredegar House.
- The equipment, and information to provide self-led visits 2023 season on a key object trail through the House, "Houses and Homes – the Way we Used to Live", and "The Victorians".
- A good understanding of what schools want, with a list of themes and topics to phase over the forthcoming years.
- Interest from the wider National Trust in what we are doing.

Actual outputs

- A working teachers panel and agreement.
- A set of resources for schools to use – for self-led visits, and preliminary studies. These range from lanyards for teachers, with objects to spot, explorer backpacks, and activities around the house to talk about the way we used to live, sustainability etc.



“ Don't plan to get any work done with schools over the Christmas period!

Lessons learned

It is impossible to guess what will be wanted! Liaising with potential and future users is key to making sure you are developing what is going to support them. You need to invest in developing relationships if you want decent output. It also helped that we were committing to the panel for the long term, not just for this project.

Being honest with the teachers meant that they understood our limitations and were impressed with what we achieved by the panel meeting held 18 January.

Socialising and empowering the teachers into visiting is important so that they can best support the pupils, to feel that sense of ownership.

I was surprised how basic teachers ask was – for example, the Victorians,

the way we used to live, and costumes. This was lucky, as realistically the timeframe did not allow for us to carry out a lot of detailed research but gives us a strong starting point. Other themes will require more development, but we have phased this over the next couple of years, and with the support of the panel – for example, conflict and protest.

Whilst I had been concentrating on learning on site, it became clear that the schools need a lot of pre visit help, to aid confidence. We are working up ways of doing this, with material to borrow prior to a visit, timelines, maps etc.

Because of capacity we have held back from getting education up and running. The new curriculum had given us some impetus, but the grant really did move us forward practically.

Don't plan to get any work done with schools over the Christmas period!

Next steps

The project will continue, with the panel meeting throughout the year. We will review and refine what has been developed so far, and we have identified so many great themes that we will continue to roll out in a phased approach.

Find out more

nationaltrust.org.uk/visit/wales/tredegar-house

About GEM

GEM, Grŵp Addysg yr Amgueddfa, wedi bod yn helpu unrhyw un sy'n darparu dysgu i mewn amgueddfeydd i gysylltu a dysgu gyda'i gilydd am dros 70 mlynedd. Rydym yn cefnogi cydweithwyr yn y sector mewn aamrywiaeth o ffyrdd, gan gynnwys hyfforddiant cyrsiau, mentora, cyhoeddiadau fel *Astudiaethau Achos GEM*, a datblygiad proffesiynol arall cyfleoedd.

GEM, the Group for Education in Museums, has been helping anyone who delivers learning in museums to connect and learn together for over 70 years. We support sector colleagues in a variety of ways, including training courses, mentoring, publications like the *GEM Case Studies*, and other professional development opportunities.

<https://gem.org.uk/about-gem/mission-and-vision>



A large print version is available on request. Please contact the GEM office.

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