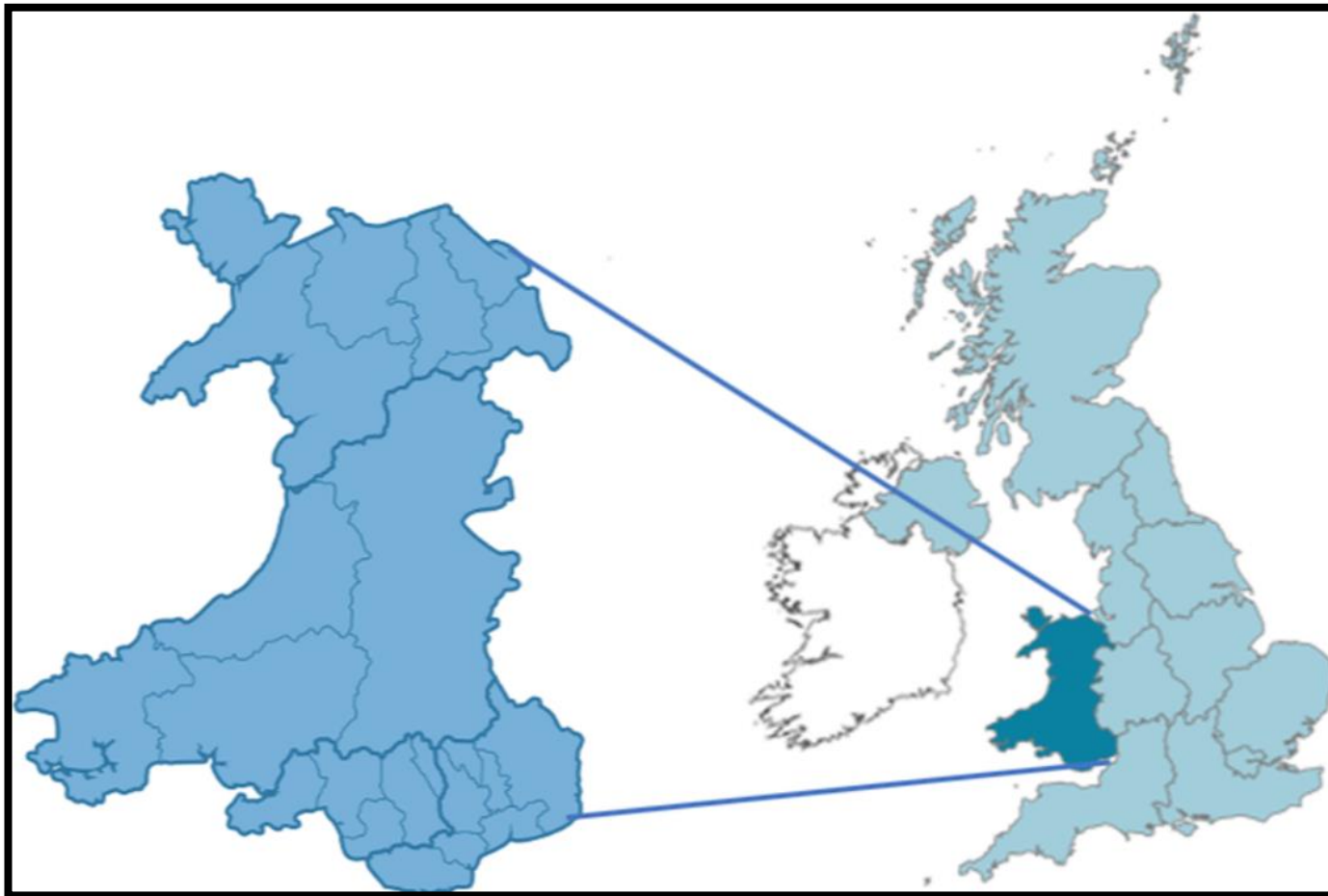


Sesiwn 10

Polisiau addysgol presennol yng Nghymru

Session 10

Current educational policies in Wales





*'If we teach today as we taught
yesterday, we rob our children of
tomorrow.'*

Dewey, J. (p.167, 1944)

Sut mae polisi yn effeithio ar arfer?
How does policy impact on practice?

A stylized illustration on the right side of the slide. It features a large, 3D arrow pointing upwards and to the right. The arrow is white on the inside and dark blue on the outside. A small figure of a person in a blue suit is climbing the white interior of the arrow. The background is a light teal color with several white, fluffy clouds. The entire illustration is reflected on the ground below.

**Mae Cymru wedi
cynnal diwygiad
system gyfan...**

**Wales has
undertaken a whole-
system reform...**



Diwygio'r system cyfan...

Whole-system reform...

Dysgu proffesiynol	Professional learning
ADY	ALN
Safonau proffesiynol	Professional standards
Atebolrwydd	Accountability
Asesu	Assessment
Cwricwlwm	Curriculum
Arweinyddiaeth	Leadership
Cymwysterau	Qualifications
Cymraeg	Welsh

Diwygio'r system cyfan...

Dysgu proffesiynol	Ymchwil ac ymholi - Hwb
ADY	Gweithredu diwygiadau addysg: Pigion
Safonau proffesiynol	Safonau proffesiynol - Hwb
Atebolrwydd	Datganiad Ysgrifenedig: Y cam nesaf yn yr adolygiad o wella ysgolion - rolau a chyfrifoldebau partneriaid addysg yng Nghymru (31 Ionawr 2024) LLYW.CYMRU
Asesu	Deall y cwricwlwm ar waith: Camau i'r Dyfodol - Hwb
Cwricwlwm	Cwricwlwm i Gymru: adroddiad blynyddol 2024 [HTML] LLYW.CYMRU (Blogs) ; Canllawiau ar ddysgu 14 i 16 - Hwb
Arweinyddiaeth	Griffiths Educational Leadership in Wales Since Devolution Cylchgrawn Addysg Cymru
Cymwysterau	blaenoriaethau-strategol-2022-27.pdf (cymwysterau.cymru)
Cymraeg	Cynlluniau Strategol Cymraeg mewn Addysg LLYW.CYMRU Cynlluniau Strategol Cymraeg mewn Addysg 2022 i 2032 [HTML] LLYW.CYMRU

Whole-system reform...

Professional learning	National professional learning entitlement – Hwb Research and enquiry - Hwb
ALN	Implementation of education reforms: In Brief
Professional standards	Professional standards - Hwb
Accountability	Written Statement: The next stage in the review of school improvement (31 January 2024) GOV.WALES
Assessment	Understanding curriculum in practice: Camau i'r Dyfodol - Hwb
Curriculum	Curriculum for Wales: annual report 2024 [HTML] GOV.WALES 2024 Education Wales (Blogs) ; 14 to 16 learning guidance - Hwb
Leadership	Griffiths Educational Leadership in Wales Since Devolution Wales Journal of Education
Qualifications	strategic-priorities-2022-27.pdf (qualifications.wales)
Welsh	Welsh in Education Strategic Plans GOV.WALES Welsh in Education Strategic Plans 2022 to 2032 [HTML] GOV.WALES

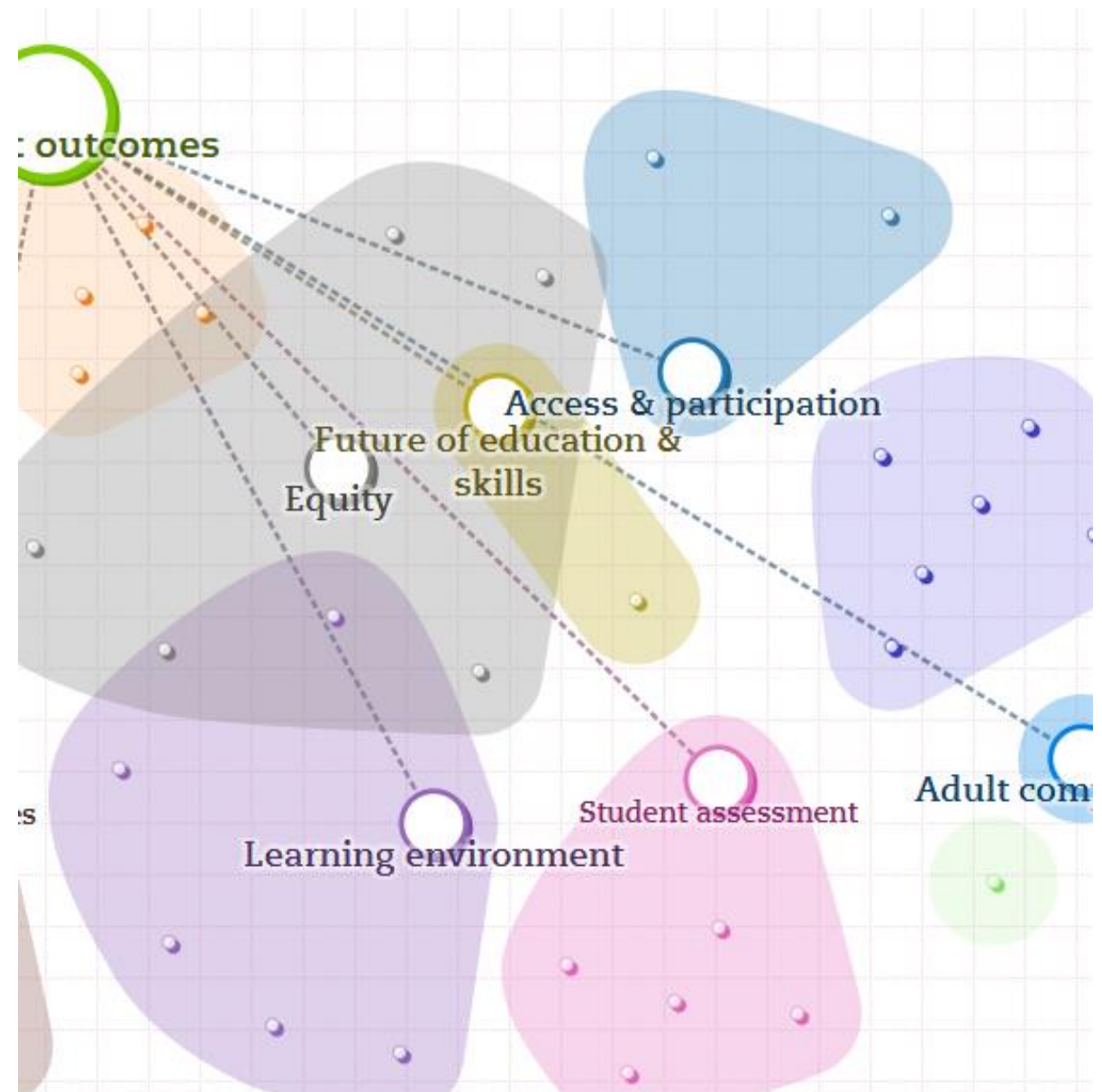
Sut mae polisi yn effeithio ar arfer?

1. Ym mha ffyrdd ydych chi'n rhagweld y bydd polisïau addysgol cenedlaethol yn effeithio ar eich ymarfer ystafell ddosbarth?
2. Pa dystiolaeth a welsoch yn PTE1 o bolisi yn effeithio ar arfer yn eich ysgol leoliad?

How does policy impact on practice?

1. In what ways do you envisage national educational policies impacting your classroom practice?
2. What evidence did you see in PTE1 of policy impacting on practice in your placement school?

PISA



Ymchwil y Senedd Senedd Research

Pynciau ▼

Gwaith Craffu Ariannol ▼

Cyfnewid Gwybodaeth ▼

Ymchwil y Senedd > Erthyglau Ymchwil > Sut wnaeth Cymru berfformio yn PISA 2022?



Sut wnaeth Cymru berfformio yn PISA 2022?

Cyhoeddwyd 05/12/2023 | Amser darllen 9 munudau



Ymchwil y Senedd Senedd Research

Topics ▼

Financial Scrutiny ▼

Knowledge Exchange ▼

Senedd Research > Research Articles > How did Wales perform in PISA 2022?



How did Wales perform in PISA 2022?

Published 05/12/2023 | Reading Time 8 minutes



PISA

Cymru

Wales

	2009	2012	2015	2018	2022
Mathemateg Mathematics	472	468	478	487	466
Darllen Reading	476	480	477	483	466
Gwyddoniaeth Science	496	491	485	488	473

Tabl 1: Sgoriau cymedrig Cymru yn PISA dros amser

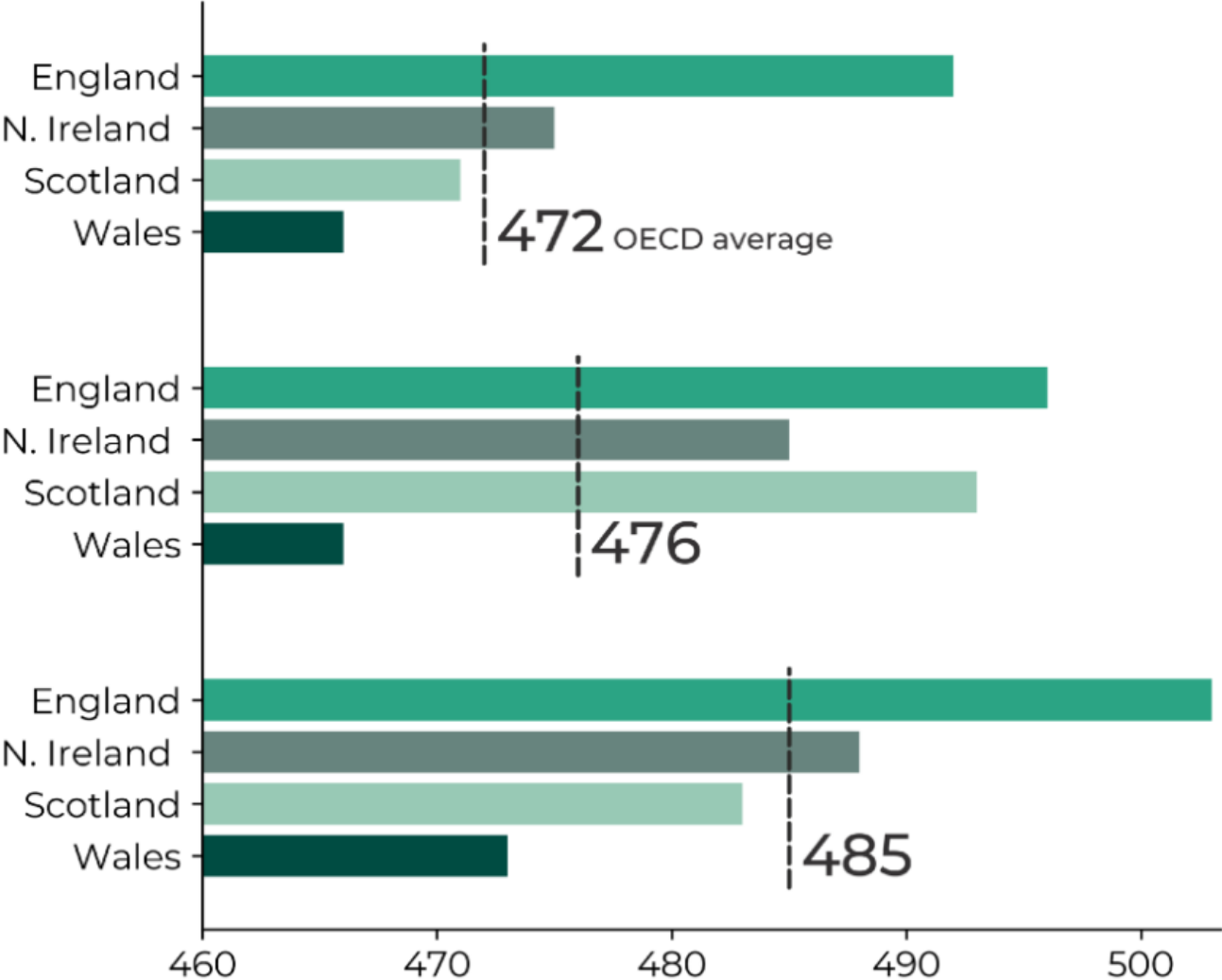
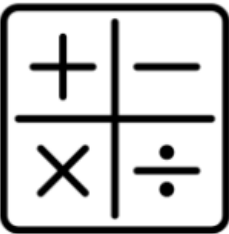
Ffynhonnell: Llywodraeth Cymru, [Adroddiadau PISA cenedlaethol](#), (fersiynau sawl blwyddyn)

Table 1: Wales' mean scores in PISA over time

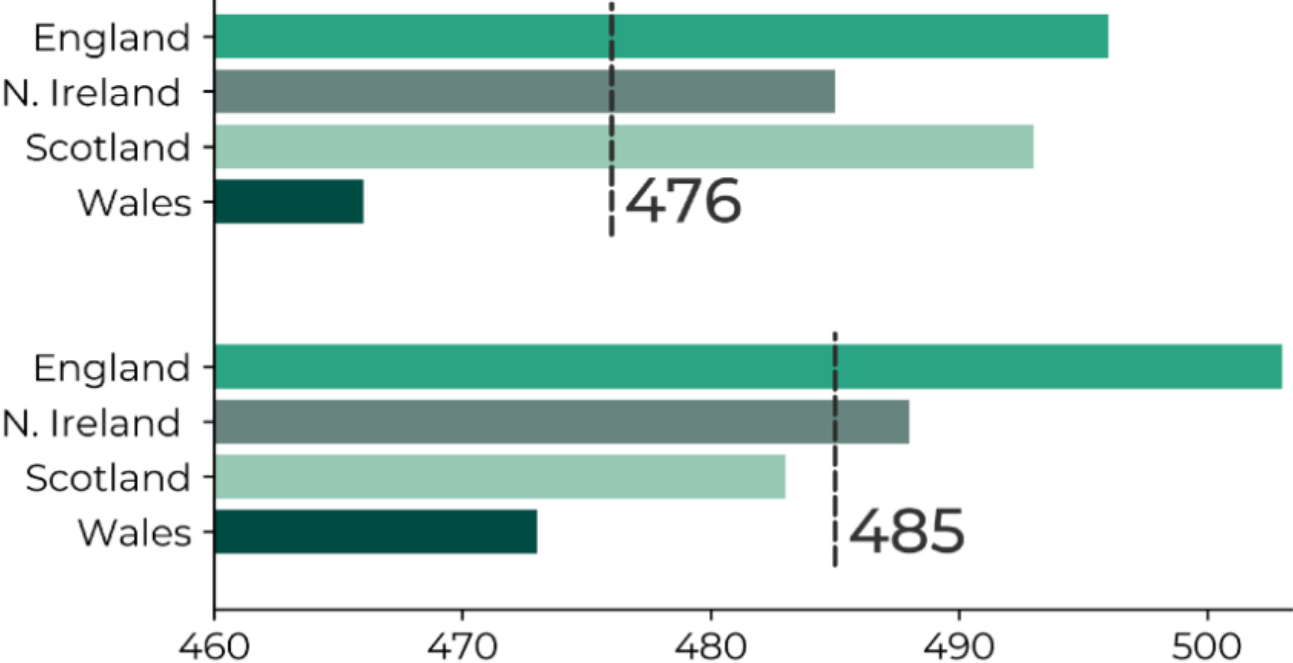
Source: Welsh Government, [PISA national reports](#) (several editions)

PISA 2022

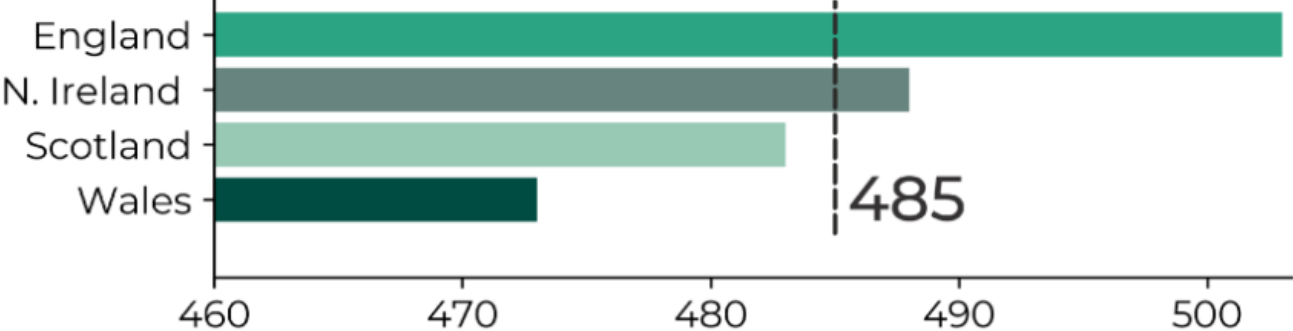
Mathematics



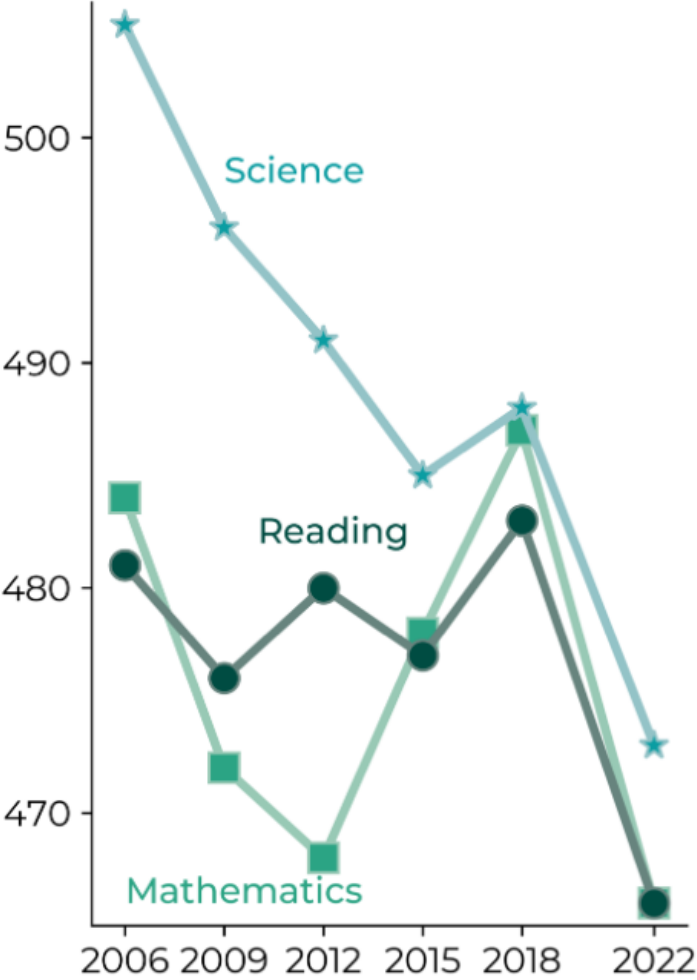
Reading



Science



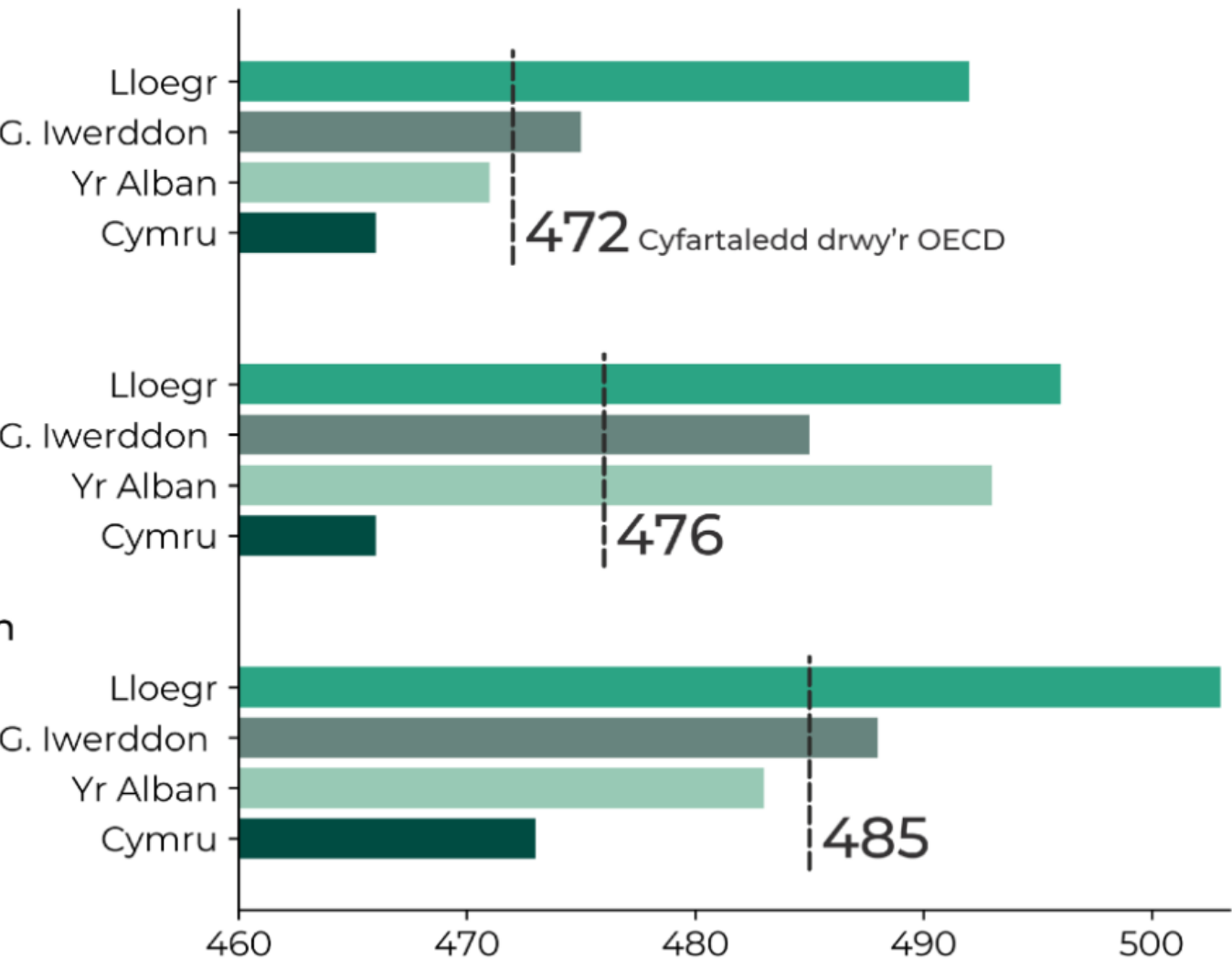
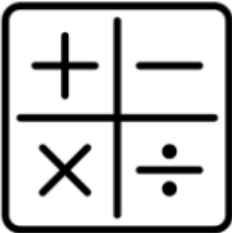
Wales' scores 2006-2022



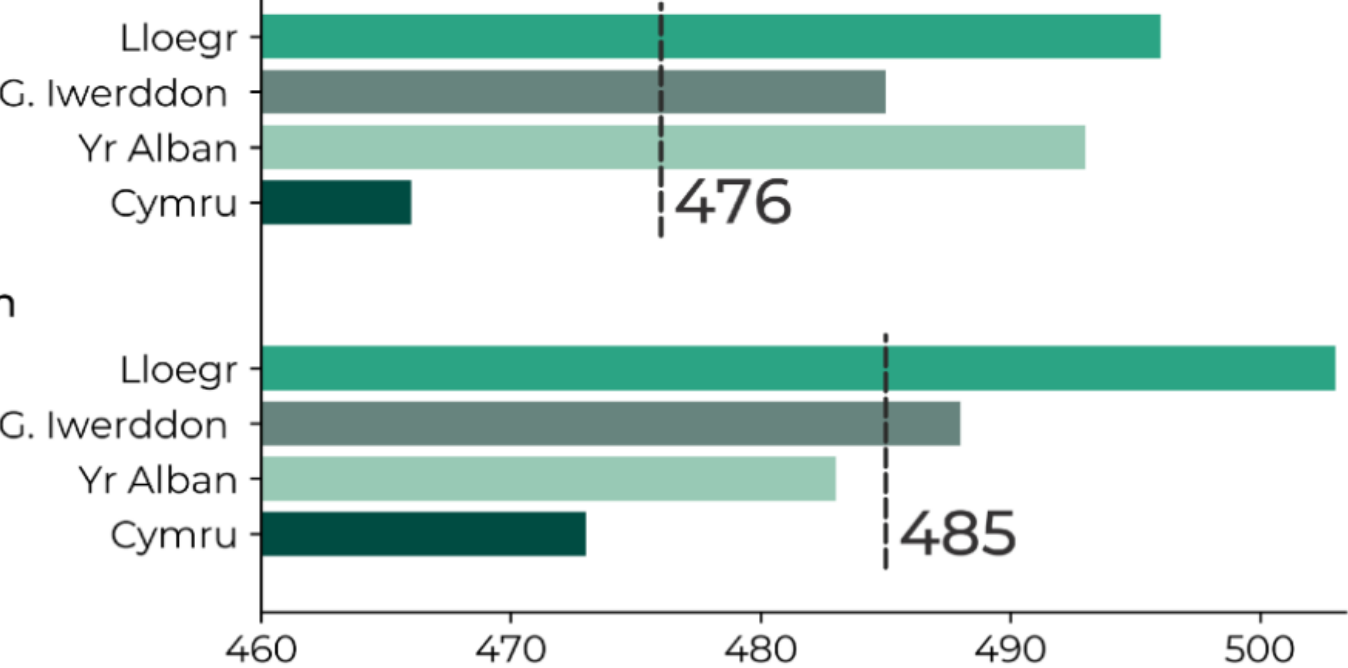
Source: Welsh Government, [PISA national reports](#) (several editions)

PISA 2022

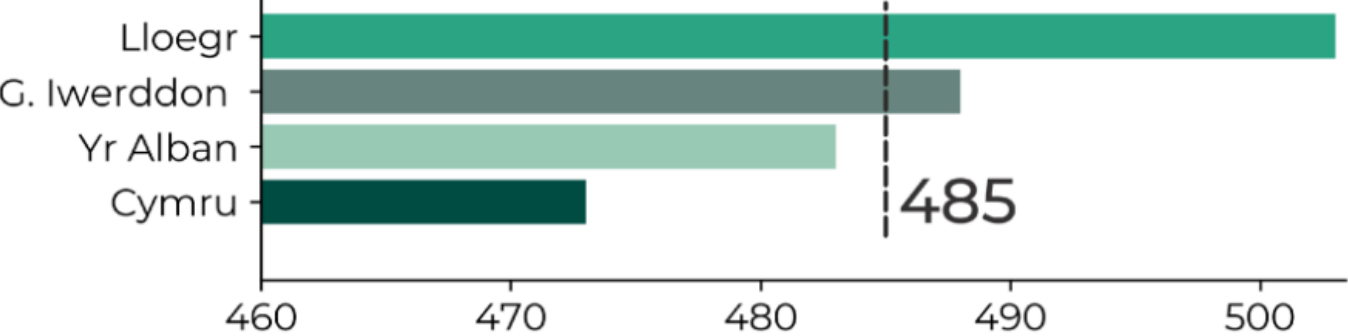
Mathemateg



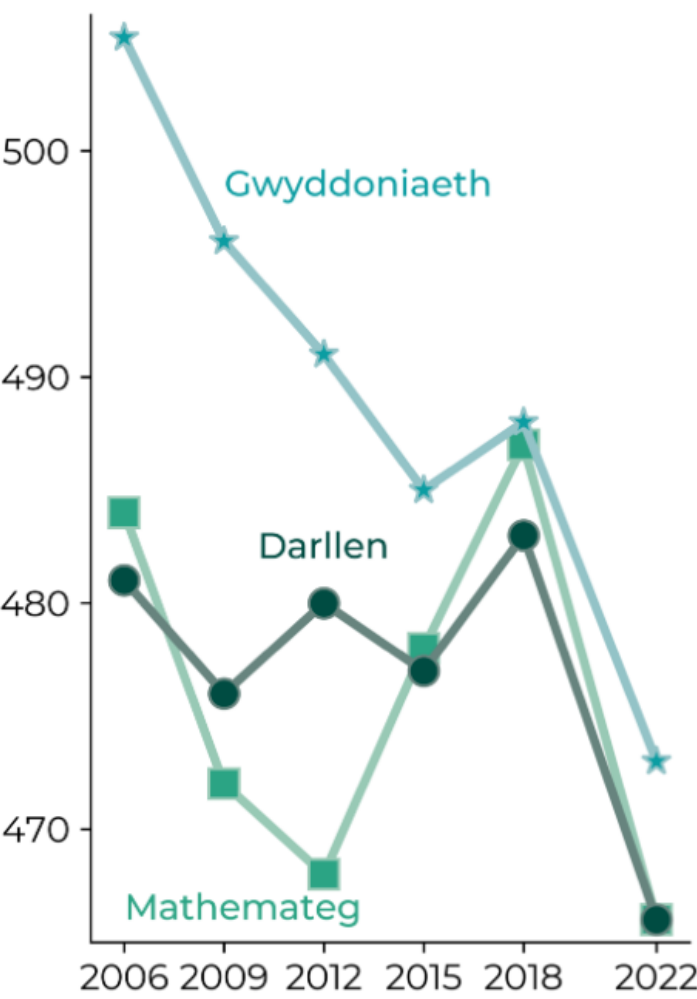
Darllen



Gwyddoniaeth



Sgorau Cymru 2006-2022



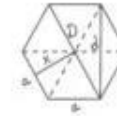
Ffynhonnell: Llywodraeth Cymru, [Adroddiadau PISA cenedlaethol](#), (fersiynau sawl blwyddyn)

PISA 2022 Worldwide Ranking

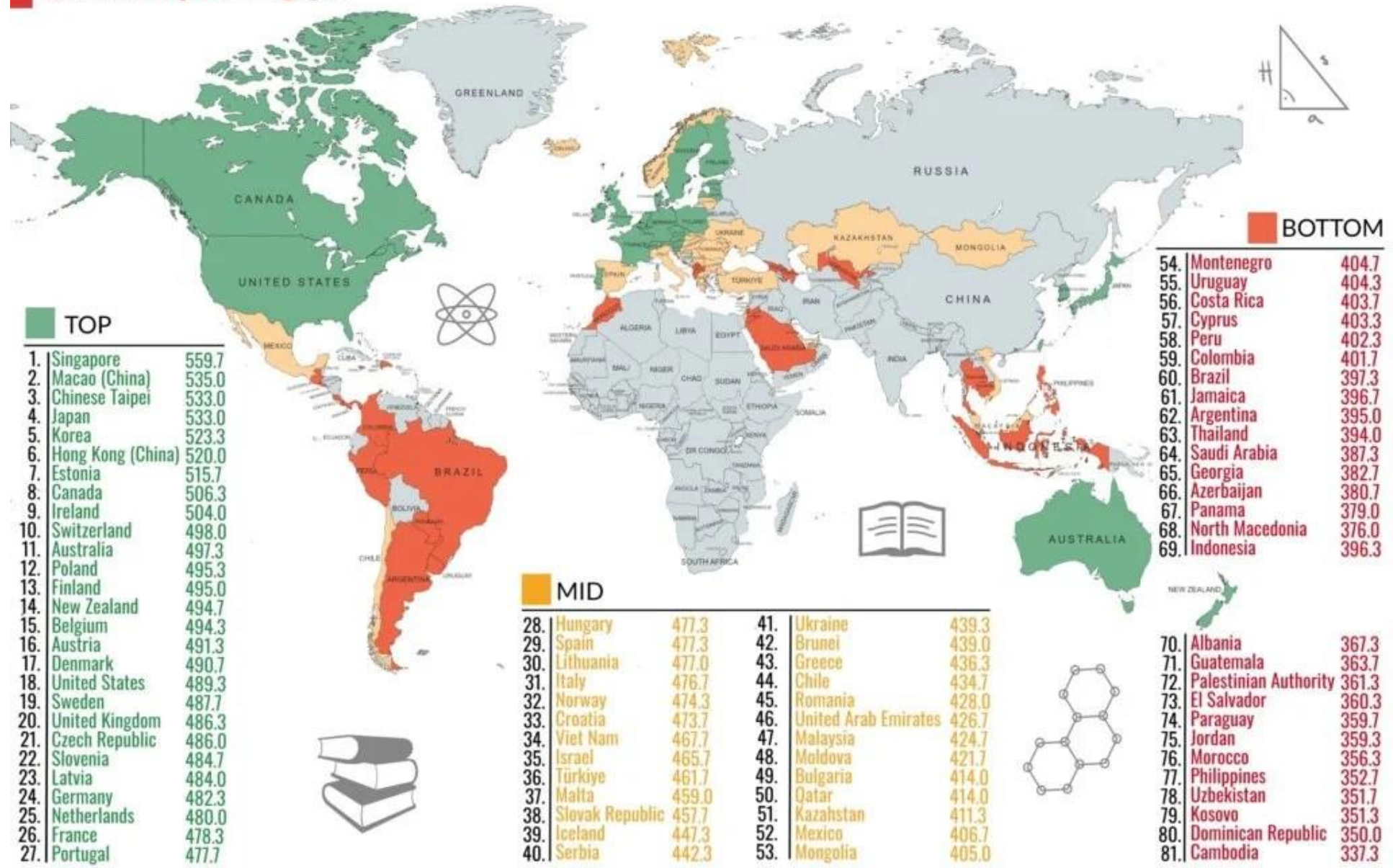
average score of math, science and reading

factsmaps.com

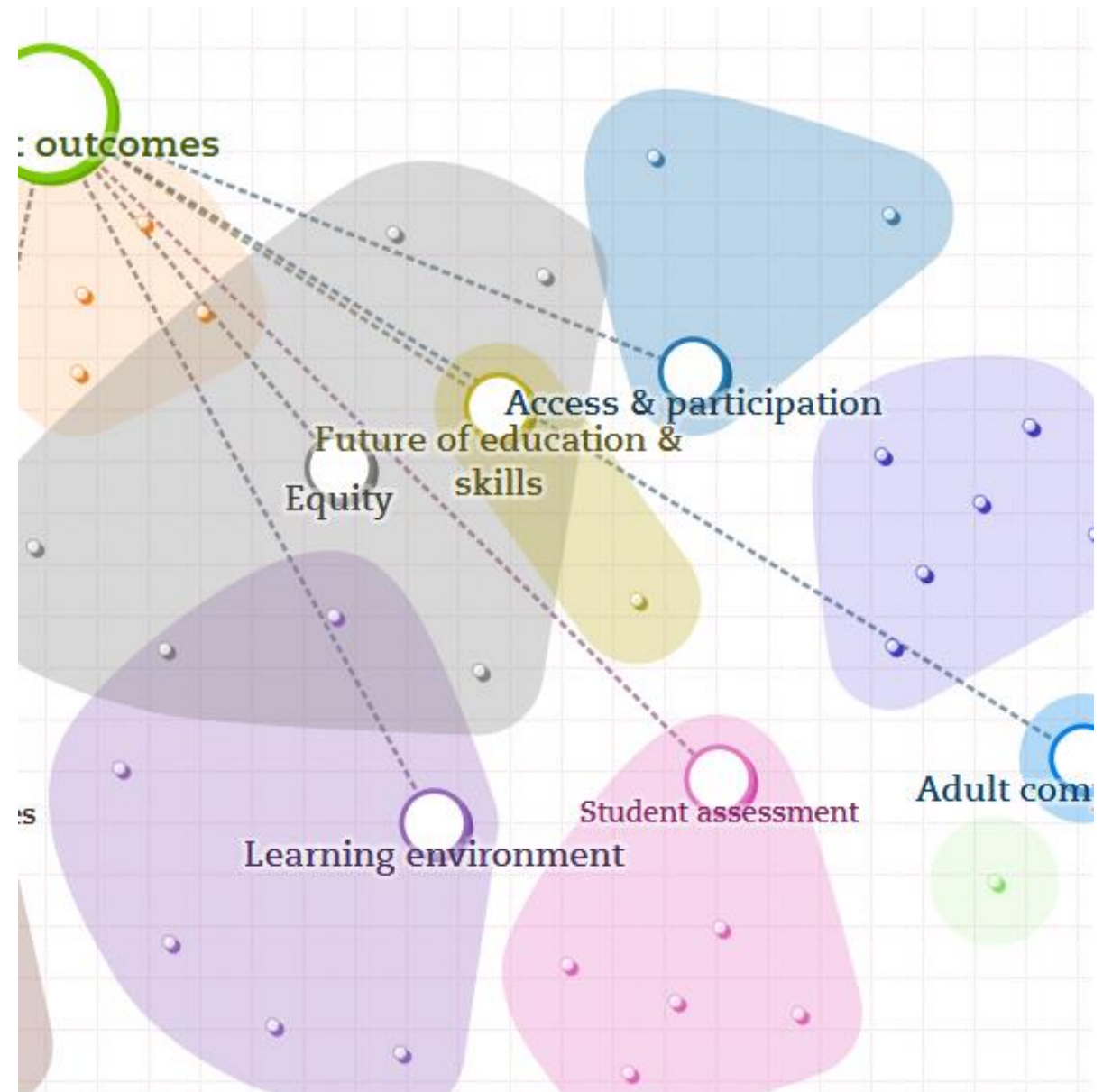
Source: OECD, 2022-2023



The Program for International Student Assessment (PISA) is a worldwide study by OECD in more than 80 nations of 15-year-old students' scholastic performance on mathematics, science and reading.



PISA





PISA 2022: Adroddiad Cenedlaethol Cymru

Adroddiad ymchwil

Rhagfyr 2023

Jenni Ingram, Jamie Stiff, Stuart
Cadwallader, Gabriel Lee a Heather
Kayton: Prifysgol Rhydychen



PISA 2022: National Report for Wales

Research report

December 2023

Jenni Ingram, Jamie Stiff, Stuart
Cadwallader, Gabriel Lee & Heather
Kayton: University of Oxford





Two decades of havoc: A synthesis of criticism against PISA

Yong Zhao¹ 

Published online: 22 January 2020
© Springer Nature B.V. 2020

Abstract

The Programme for International Students Assessment (PISA) has become one of the most influential forces in global education. The growing influence has been accompanied by growing criticism. For nearly two decades since the first round of PISA was conducted in 2000, the global assessment program has been roundly scrutinized and criticized by education researchers all over the world. But the mounting criticism seems to have had little impact on PISA's influence as evidenced by its growing power in global education policy and practice. The lack of impact of criticism does not mean the criticism is not valid or PISA has improved. It simply means that the criticism has been largely ignored. The lack of impact is no reason to give up exposing PISA as a flawed business that has great power to misguide education. The expanding influence of the PISA enterprise makes it more even more important to be critical of this juggernaut today. It is also important to consider more effective and more straightforward approaches to present the criticism. The purpose of this article is to present a summary of criticisms that reveal the most fundamental flaws of PISA in non-technical language in one place. Specifically, the article focuses on criticisms of PISA's three fundamental deficiencies: its underlying view of education, its implementation, and its interpretation and impact on education globally.

Keywords PISA · International assessment · Educational policy · International and comparative education · Purpose of education · Future of education · Education reform · Educational change

**“Ein cenhadaeth
genedlaethol yw
sicrhau safonau a
dyheadau uchel i bawb
drwy fynd i'r afael ag
effaith tlodi ar
gyrhaeddiad addysgol a
chefnogi pob dysgwr.”**

Llywodraeth Cymru (2023)

**“Our national mission is
to achieve high standards
and aspirations for all by
tackling the impact of
poverty on educational
attainment and
supporting every
learner.”**

Welsh Government (2023)

Cenhadaeth ein cenedl: safonau a dyheadau uchel i bawb

Amcan 1: dysgu am oes

Amcan 2: chwalu rhwystrau

Amcan 3: profiad addysg cadarnhaol i bawb

Amcan 4: addysgu ac arweinyddiaeth o ansawdd uchel

Amcan 5: dysgu yn y gymuned

Amcan 6: mae'r Gymraeg yn perthyn i ni i gyd



POLISI A STRATEGAETH

Cenhadaeth ein cenedl: safonau a dyheadau uchel i bawb

Map trywydd sy'n nodi sut mae ein polisiau a'n hymrwymadau addysg presennol yn ymwneud â'i gilydd.

Cyhoeddiwyd gyntaf: 21 Mawrth 2023

Diweddariwyd diwethaf: 21 Mawrth 2023

Cafodd y ddogfen hon ei lawrlwytho o LLYW.CYMRU, efallai nad dyma'r fersiwn mwyaf diweddar.
Enw: <https://www.llyw.cymru/cenhadaeth-ein-cenedl-safonau-dyheadau-uchel-i-bawb.html> | weid y forwm ddwyddol.
Gwybodaeth am hawflaent.

[Cenhadaeth ein cenedl: safonau a dyheadau uchel i bawb \[HTML\]](#) | [LLYW.CYMRU](#)

POLICY AND STRATEGY, DOCUMENT

Our national mission: high standards and aspirations for all

Objective 1: learning for life

Objective 2: breaking down barriers

Objective 3: a positive education experience for everyone

Objective 4: high-quality teaching and leadership

Objective 5: community-based learning

Objective 6: Cymraeg belongs to us all



POLICY AND STRATEGY

Our national mission: high standards and aspirations for all

A roadmap that sets out how our existing education policies and commitments relate to one another.

First published: 21 March 2023

Last updated: 21 March 2023

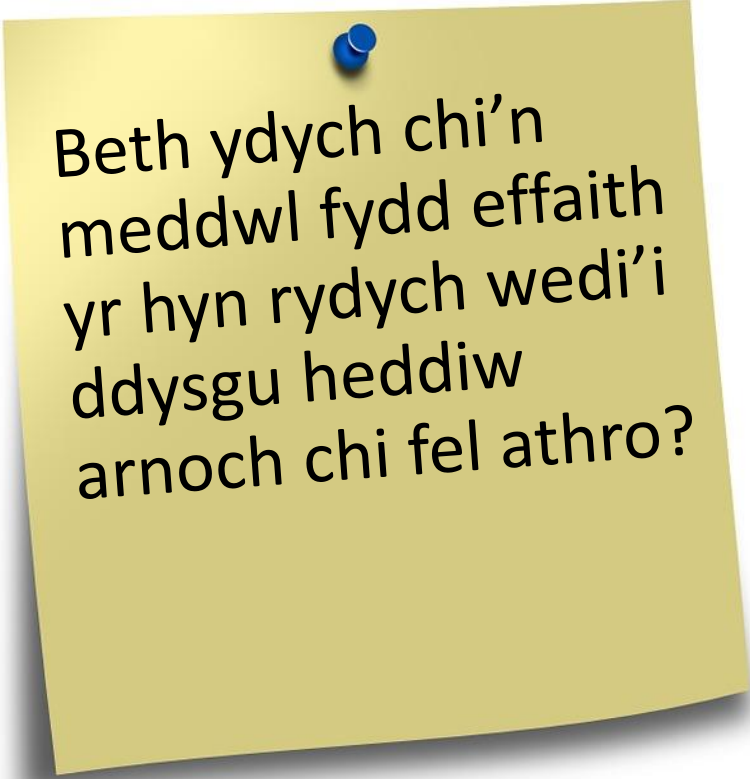
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Go to <https://www.gov.wales/our-national-mission-high-standards-and-aspirations-all.html> for the latest version.
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[Our national mission: high standards and aspirations for all \[HTML\]](#) | [GOV.WALES](#)

Arweinyddiaeth	
Cymryd cyfrifoldeb personol	Mae'r darpar athro'n arddangos agweddau ac ymddygiadau proffesiynol, gan ddatblygu cydberthnasau cadarnhaol gyda dysgwyr, rhieni/gofalwyr a chydweithwyr, sy'n dangos ymrwymiad personol i'r egwyddorion sylfaenol, sef tegwch a gwneud y mwyaf o botensial pob dysgwr.
Arfer cyfrifoldeb corfforaethol	Mae'r darpar athro'n ymwybodol o'i gyfrifoldebau contractiol, bugeiliol, iechyd a diogelwch, cyfreithiol a phroffesiynol, ac mae'n eu deall.
Cefnogi rolau arweinyddol ffurfiol	Mae'r athro'n arddangos dealltwriaeth o natur cyfrifoldebau o fewn ac ar draws timau ac o gyfraniadau unigolion tuag at ethos yr ysgol a gwireddu gweledigaeth yr ysgol yn llwyddiannus.

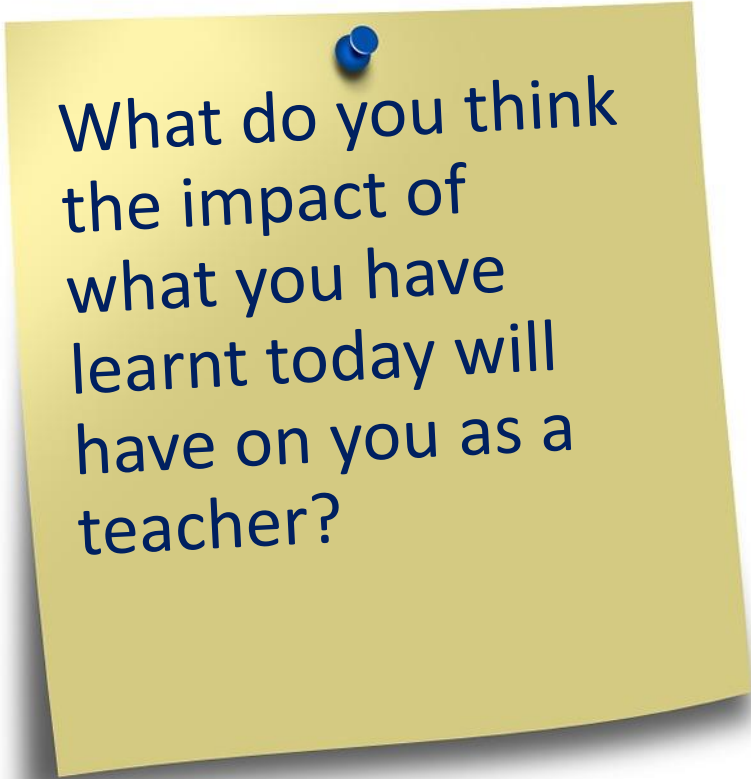
Leadership	
Taking responsibility for self	The student-teacher demonstrates professional attitudes and behaviours, developing positive relationships with learners and colleagues, which illustrate a personal commitment to the fundamental principles of equity and of maximising the potential of all learners.
Exercising corporate responsibility	Contractual, pastoral, legal and professional responsibilities are known and understood by the student-teacher.
Supporting formal leadership roles	The student-teacher demonstrates an understanding of the nature of responsibilities within and across teams and of the contributions individuals make towards the successful fulfilment of the school's vision.

Pa Safonau SAC?



Beth ydych chi'n
meddwl fydd effaith
yr hyn rydych wedi'i
ddysgu heddiw
arnoch chi fel athro?

Which QTS Standards?



What do you think
the impact of
what you have
learnt today will
have on you as a
teacher?