Sesiwn 9

Session 9

Perspectif rhyngwladol

International perspectives

Trosolwg
Overview

- Sialens byd-eang o ddiwygio addysg
- PISA ac effaith y profion
- Yr OECD

- The global challenge of education reform
- PISA and its impact
- The OECD

Sialens byd-eang o ddiwygio addysg

The global challenge of education reform

Newid byd-eang

Global change

Mae diwygio addysg yn fater byd-eang

Gwyliwch y darn yma o'r Athro Graham Donaldson yn siarad gyda'r CGA yn 2016.

- Mae e'n nodi dwy sialens mewn perthynas ag addysg. Beth ydyn nhw?
- Pa ffactorau mae 'n nodi sy'n gyrru hyn?

Education reform is a global issue

Watch this extract of Prof, Graham Donaldson talking at the EWC in 2016

- He identifies two challenges in relation to education. What are they?
- What factors does he identify as driving this?

https://youtu.be/KRjh_4SqIK8?t=422 Watch from 7:00 – 9:00

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Global change

Yn yr ail glip yma mae e'n cyfeirio at rai o'r tueddiadau mewn diwygio addysg.

- Beth mae e'n dweud am bwysigrwydd llythrennedd a rhifedd?
- Beth mae e'n golygu gyda 'defeating destiny'?
- Beth yw ei farn ar gymwysterau?

In this second clip he addresses some of the trends in education reform.

- What does he say about the importance of literacy and numeracy?
- What does he mean by ‘defeating destiny’?
- What are his views on qualifications?

https://youtu.be/KRjh_4SqIK8?t=542 Watch from 9:00 – 11:00

Newid byd-eang

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Tystiolaeth ehangach:

Wider evidence: Successful Futures

- **11 international trends in curriculum development**
- **11 tueddiadau rhyngwladol o ran datblygu'r cwricwlwm**

- You can find the relevant extract and task on Moodle
- Gallwch ddod o hyd i'r darn a'r dasg berthnasol ar Moodle

TASG 1/TASK 1

- Read it and consider *which ideas you recognise within Welsh schools.*

Be prepared to share your ideas.

- Darllenwch y darn ac ystyriwch ba syniadau rydych chi'n eu hadnabod o fewn ysgolion yng Nghymru.

Byddwch yn barod i rannu eich syniadau

Adborth

Tasg 1 Mae Dyfodol Llwyddiannus (Donaldson, 2015) yn rhoi crynodeb o 11 tuedd ryngwladol o ran datblygu'r cwricwlwm. Ystyriwch ba syniadau rydych chi'n eu hadnabod o fewn ysgolion yng Nghymru/PAP. Byddwch yn barod i rannu eich syniadau

Beth yw'r gwersi o'r dystiolaeth ehangach? (o Dyfodol Llwyddiannus)

Roedd yr Adolygiad hefyd wedi gwneud defnydd o wahanol fathau o dystiolaeth o rannau eraill o'rDeyrnas Unedig a thystiolaeth ryngwladol ar ffurf trafodaethau, ymweliadau, papurau ymchwil a dogfennau polisi ymysg pethau eraill. **Mae'n glir nad oes un templed cyffredinol ar gyfer cwricwlwm 'da' – mae llawer yn dibynnu ar amodau, gwerthoedd a diwylliant lleol a chenedlaethol. Mewn geiriau eraill, mae cwricwlwm llwyddiannus yn un sy'n 'ddilys'**. Felly, ernad yw'r dystiolaeth ryngwladol yn gallu rhoi model ar gyfer cwricwlwm, mae'n cynnig cipolwg gwerthfawr ar y cyd-destun rhyngwladol.

1. Mae PISA ac arolygon rhyngwladol eraill yn ddylanwad mawr yn aml ar ddatblygiadau polisirhyngwladol.
2. Arfer cyffredin yw defnyddio cwricwlwm cenedlaethol statudol i hyrwyddo cysondeb a hawliauond mae'r graddau y mae'r manylion yn cael eu diffinio drwy statud yn amrywio'n fawr.
3. Mae egwyddor sybsidiaredd yn gyffredin ond nid yw'n cael ei dilyn ym mhob man. Mae'n ymddangos bod tuedd gynyddol i bennu nodau cenedlaethol mewn manylebau a hyrwyddo mwy obenderfynu ar lefel leol, gan gydnabod cyfyngiadau'r dulliau sydd wedi'u seilio ar gydymffurfio.
4. Mae llythrennedd a rhifedd yn cael eu cydnabod yn sylfeini hanfodol i addysg ym mhob man.
5. Er bod ehangder a chydbwysedd yn cael eu gweld yn werthfawr gan lawer, mae tuedd gynyddol iddatblygu cwricwlwm sy'n cynnwys mwy na dewis penodol o bynciau neu gyrsiau.
6. Mae newid arwyddocaol oddi wrth 'ddysgu am bethau' at 'ddysgu i wneud pethau', gyda mwy osylw i sgiliau a phwyslais ar gymhwyso a meithrin uwch sgiliau, yn enwedig creadigrwydd (entrepreneuriaeth) a llythrennedd digidol.
7. Mae heriau'n codi'n aml wrth asesu mewn cysylltiad â manylebu, dilysrwydd, dibynadwyedd achymhwysedd athrawon.
8. Mae asesu modd cymysg yn nodwedd gyffredin arall, a hynny'n cynnwys defnydd priodol obrofion.
9. Rhoddir sylw cynyddol i ddibenion asesu a'r defnydd ohono, yn enwedig ei gyfraniad hanfodol ataddysgu a dysgu.
10. Mae tystiolaeth yn dangos cydnabyddiaeth i'r angen am gysoni systemau, drwy wella'r synergeddrhwng trefniadau ar gyfer y cwricwlwm, asesu ac atebolrwydd.
11. Mae cydnabyddiaeth gynyddol bod meithrin capasiti mewn systemau a chapasiti athrawon ynrhan bwysig ac annatod o'r broses o ddiwygio'r cwricwlwm.

Donaldson, G (2015) Dyfodol Llwyddiannus t.*17-18*

Feedback

TASK 1 Successful Futures provides a summary of 11 international trends in curriculum development. Consider *which ideas you recognise within Welsh schools/PTE 2/PTE3?* Be prepared to share your ideas.

What does the wider evidence tell us? (From Successful Futures)

The Review also drew on a range of wider United Kingdom and international evidence in the form of discussions, visits, research papers and policy documents, among other things. **It is clear that there is no single, universal template for a 'good' curriculum – much depends on local and national conditions, values and culture. In other words a successful curriculum must be 'authentic'.** While the international evidence cannot therefore provideus with a curriculum model, it does offer useful insights into the international landscape.

1. International policy development is often heavily influenced by PISA and other international surveys.
2. A statutory national curriculum is commonly used to promote consistency and entitlement but the extent to which the detail is defined in statute varies widely.
3. The principle of subsidiarity is common but not universal. There would appear to be a trend towards the specification of national goals and encouragement of greater local decision making, in recognition of the limitations of compliance-based approaches.
4. Literacy and numeracy are universally acknowledged to be the essential foundations of education.
5. While breadth and balance are widely valued, there is a trend towards developing a curriculum that is more than a specified range of subjects or courses.
6. There are significant moves away from 'learning about' to 'learning to', with a growing skills focus and an emphasis on application and development of higher-order skills, particularly creativity (entrepreneurship) and digital literacy.
7. Assessment is a recurring challenge, with issues around specification, validity, reliability and teacher competence.
8. Mixed-mode assessment is another common feature, including the appropriate use of testing.
9. There is increasing focus on the purpose and use of assessment, and in particular its critical role in relation to teaching and learning.
10. There is evidence of a recognition of the need for system alignment, bringing improved synergies between curriculum, assessment and accountability arrangements.
11. There is increasing recognition of the importance of building system and teacher capacity as integral to curriculum reform.

Donaldson, G (2015) Successful Futures pp.17-18

PISA ac effaith y profion

PISA and its impact

PISA

Mae PISA yn un o nifer o brofion cymharu rhyngwladol. Mae'n cael ei weithredu gan yr OECD (Organisation for Economic Co-operation and Development)

Mae llawer o'r agenda newid presennol yn deillio o berfformiad gwan Cymru yn 2006 a 2009

PISA is one of a number of international comparison tests and is operated by the Organisation for Economic Co-operation and Development (OECD)

Much of the current reform agenda stems from Wales' poor performance in 2006 and 2009.

PISA

Mae profion PISA yn cael eu cynnal bob tair mlynedd gyda sampl o ddisgyblion 15 oed o'r gwledydd neu daleithiau sy'n cymryd rhan

Mae ffocws penodol i bob cylch ar naill ai Iaith, Mathemateg neu Wyddoniaeth

PISA is conducted every three years with sample of 15 years old from participating countries or states.

Each round has a specific focus on either Language, Mathematics or Science.

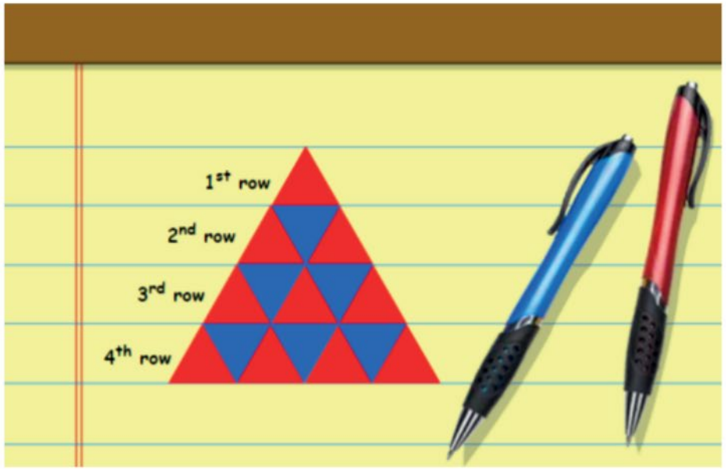
Try a PISA question

This is an example of the kind of problem-solving and critical thinking skills that PISA aims to measure on a global scale.

Triangular pattern

Refer to the triangular pattern below to answer the question.

Alex drew the following pattern of red and blue triangles. The first four rows of the pattern are shown below:



If Alex were to extend the pattern to a fifth row, what would be the percentage of blue triangles in all five rows of the pattern?

Choose 1 answer:

- (A) 40.0%
- (B) 50.0%
- (C) 60.0%
- (D) 66.7%

PISA –Wales

	2006	2009	2012	2015	2018	2022
Mathematics	484	472	468	478	487	466
Reading	481	476 Table 1	480	477	483	466
Science	505	496	491	485	488	473

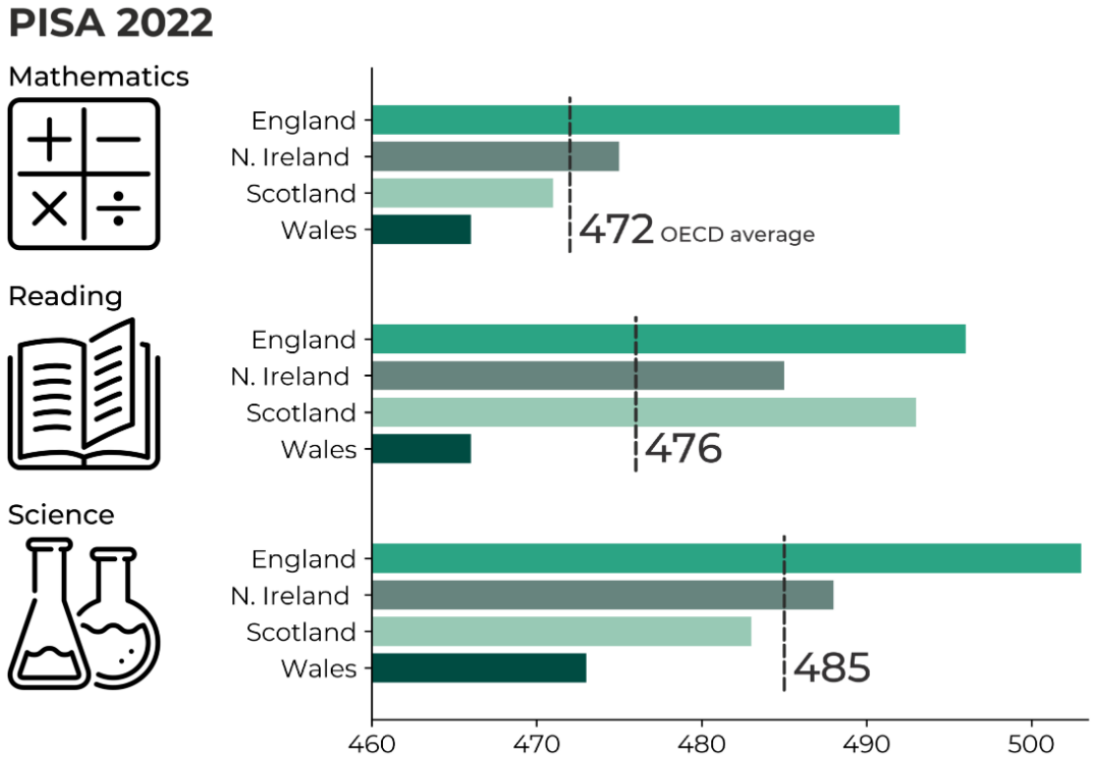
Table 1: Wales' mean scores in PISA over time

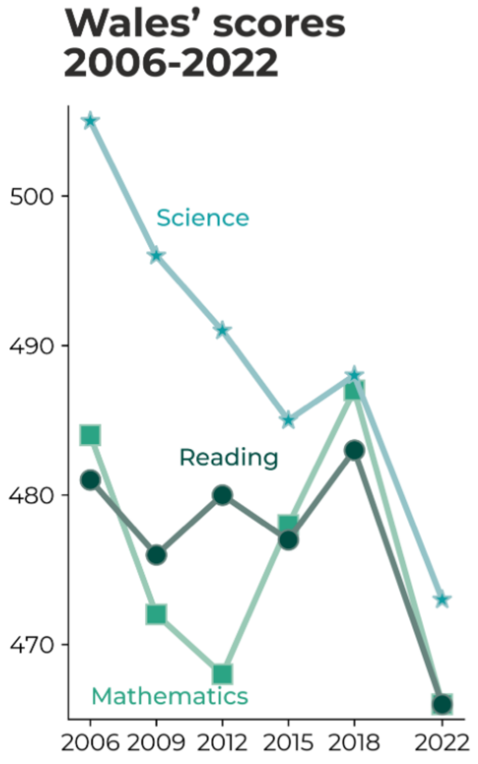
Source: Welsh Government, PISA national reports (several editions)

PISA – Cymru

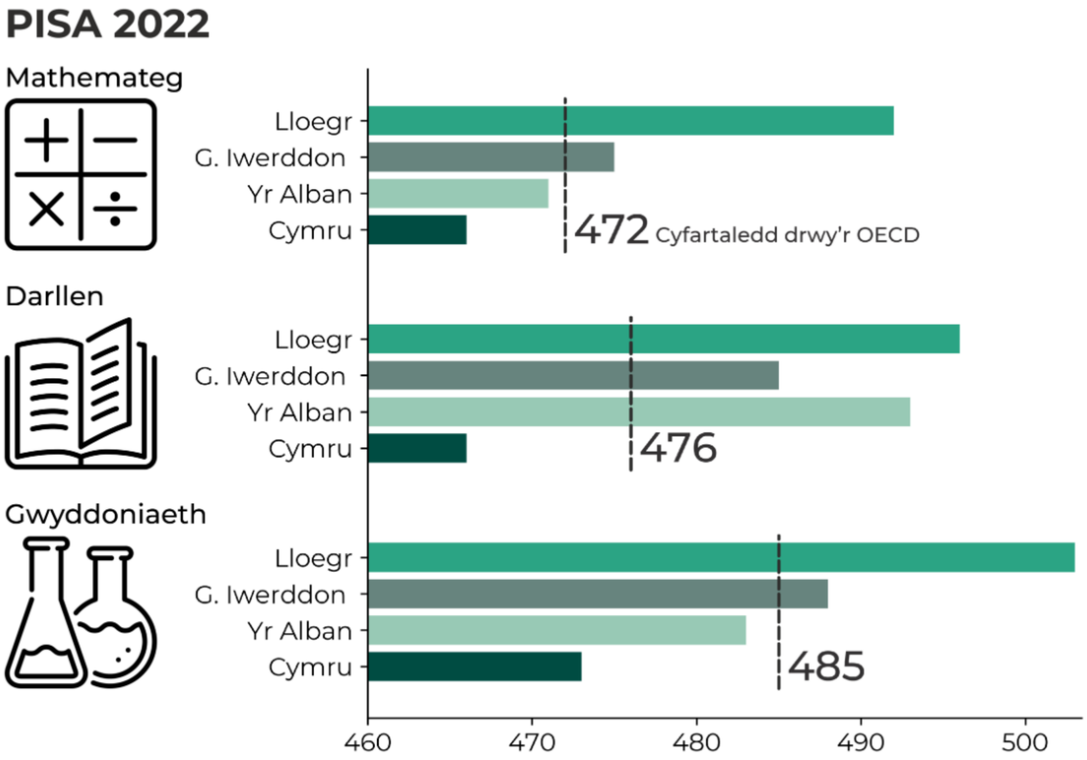
	2006	2009	2012	2015	2018	2022
Mathemateg	484	472	468	478	487	466
Darllen	481	476	480	477	483	466
Gwyddoniaeth	505	496	491	485	488	473

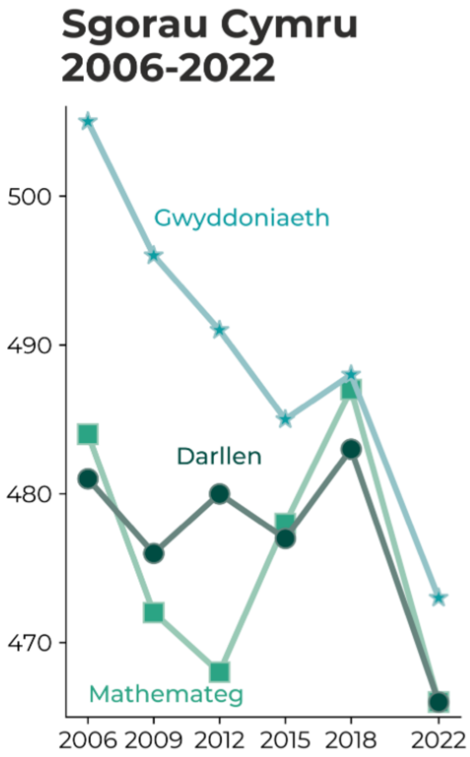
- **Tabl 1: Sgoriau cymedrig Cymru yn PISA dros amser**
- *Ffynhonnell: Llywodraeth Cymru, [Adroddiadau PISA cenedlaethol](), (fersiynau sawl blwyddyn)*





*Source: Welsh Government, **PISA national reports** (several editions)*





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

PISA

Mae PISA wedi cael dylanwad sylweddol ar bolisi addysg, ond mae ganddo leisiau beirniadol

Darllenwch y ddwy erthygl ar y daflen. Crewch dabl o fanteision a risgiau PISA wrth yrru polisi addysg

[Pisa: Wales slumps to worst school test results - BBC News]

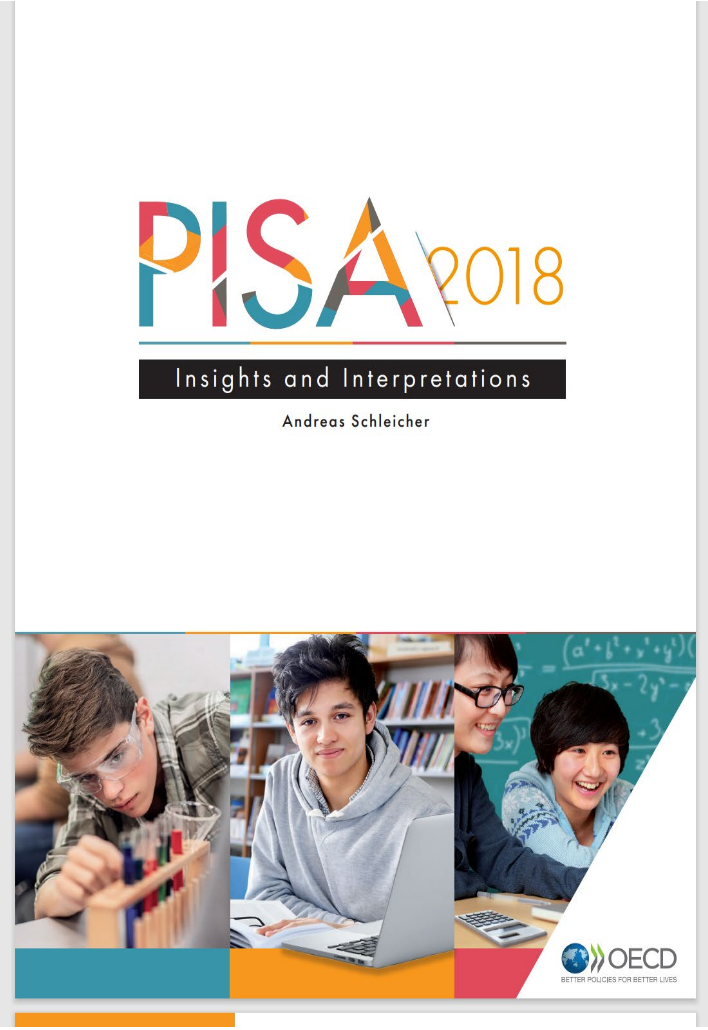
[https://blogs.lse.ac.uk/politicsandpolicy/better-but-less-equal/]

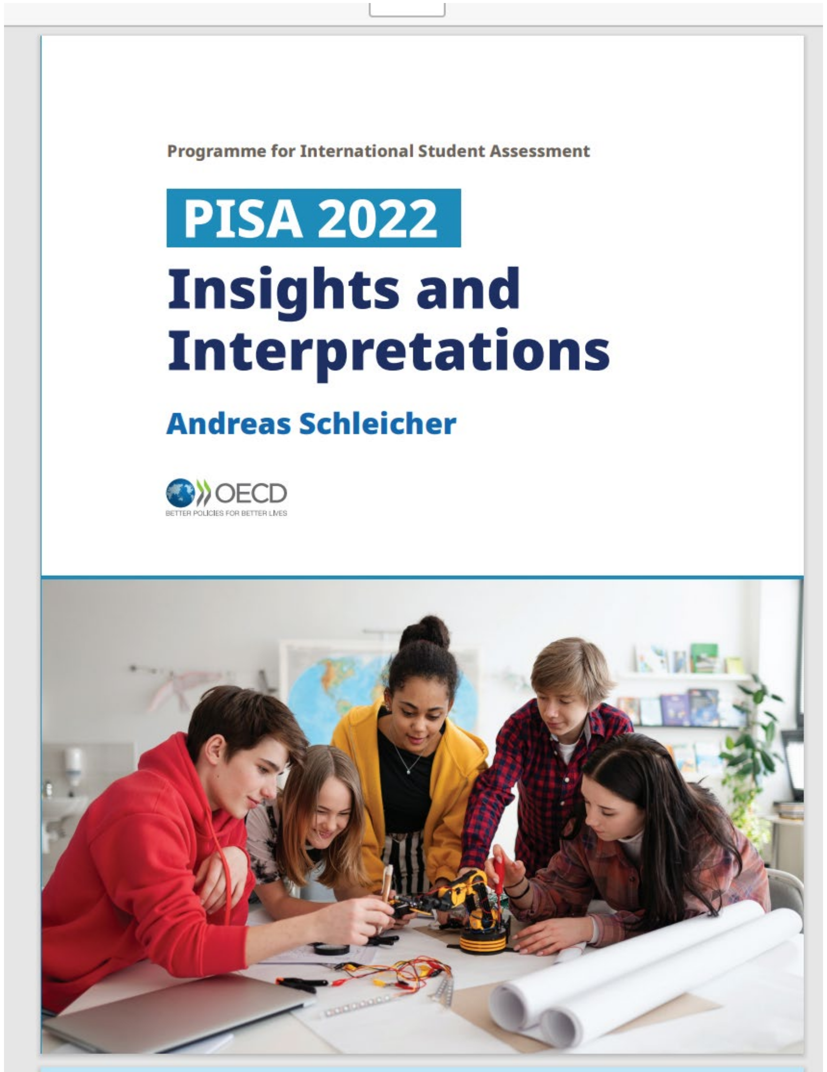
PISA has had a significant influence on education policy, but it has its critics.

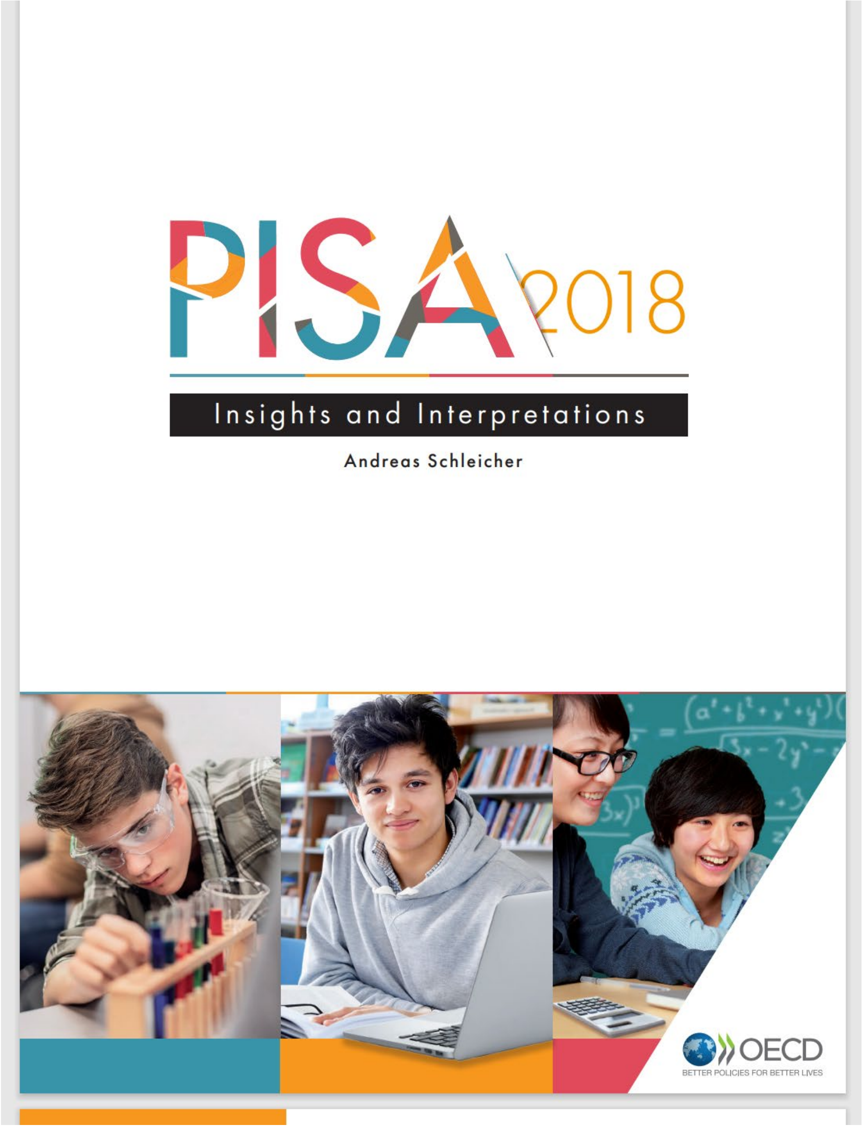
Read the two articles in the handout. Create a table of benefits and risks of using PISA to drive education policy.

[Pisa: Wales slumps to worst school test results - BBC News]

[https://blogs.lse.ac.uk/politicsandpolicy/better-but-less-equal/]

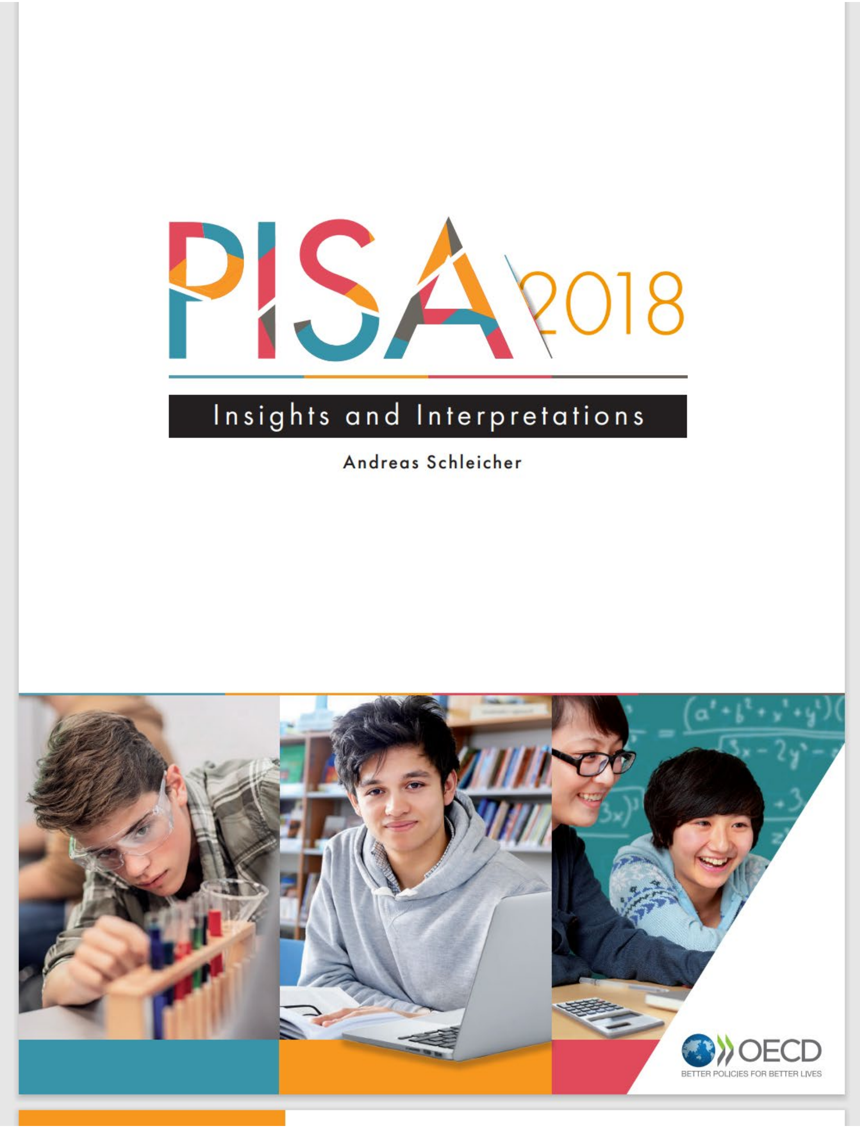

PISA 2018
Insights and Interpretations
Andreas Schleicher
OECD
BETTER POLICIES FOR BETTER LIVES


Programme for International Student Assessment
PISA 2022
Insights and Interpretations
Andreas Schleicher
OECD
BETTER POLICIES FOR BETTER LIVES



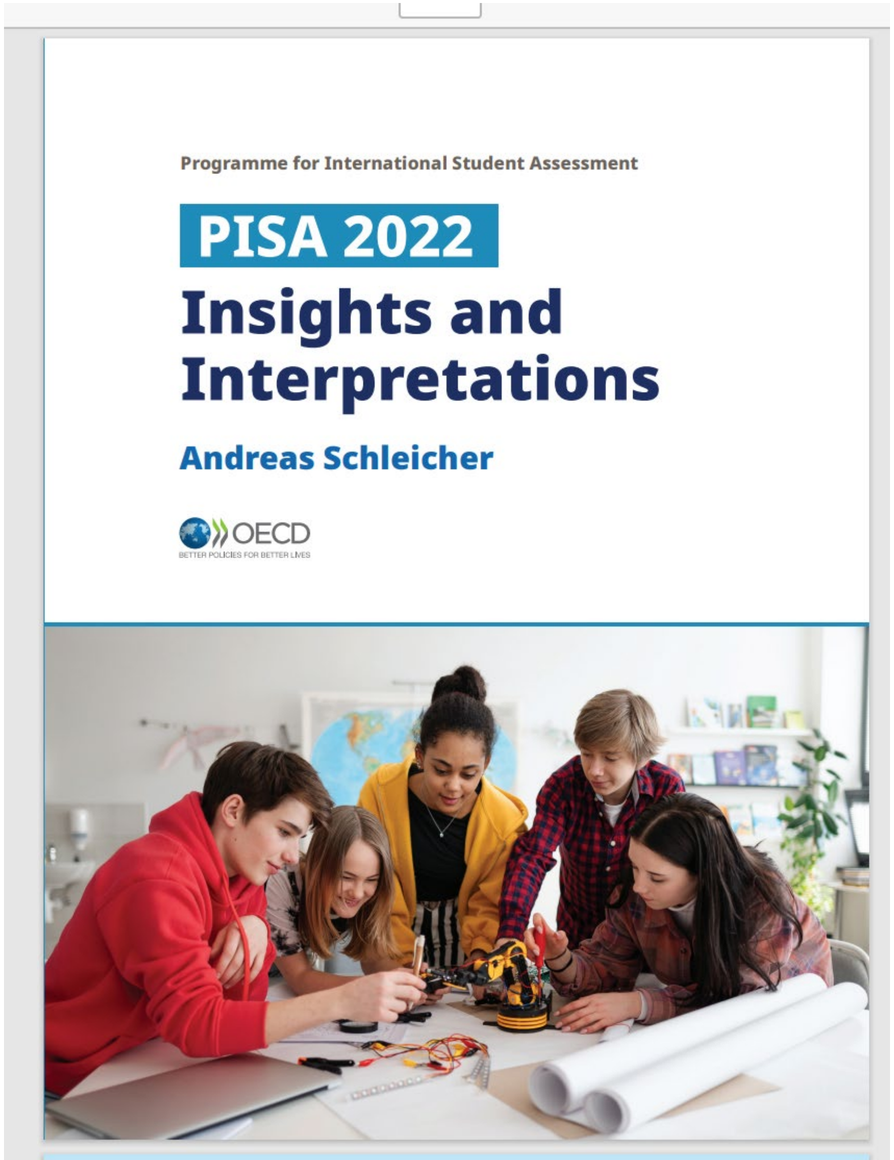
The document also offers insights and interpretations of other aspects of international education systems not just reading, mathematics and science scores.

- Getting ready for the digital world
- Building strong foundations
- Reconciling equity and excellence
- Fostering a growth mindset
- Aligning education and career aspiration
- School life, student life and student well-being



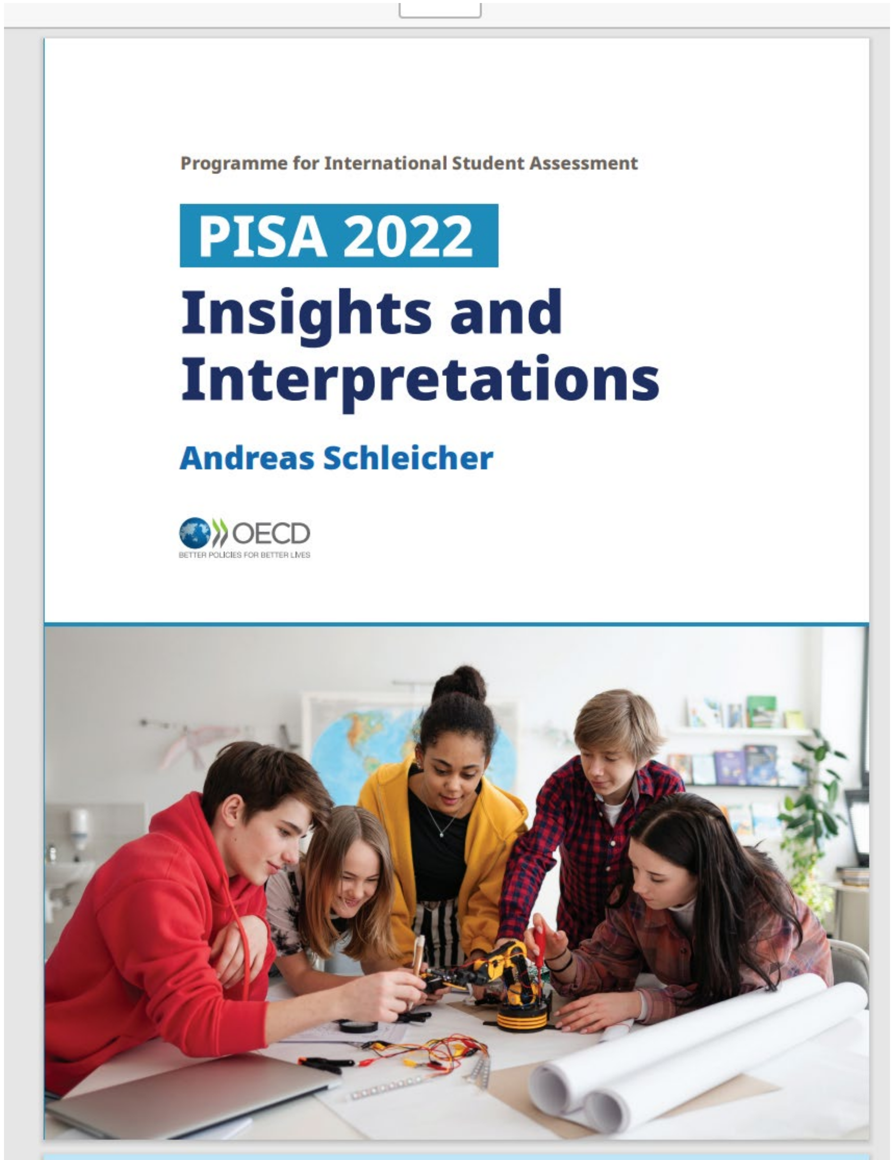
Mae'r ddogfen hefyd yn cynnig mewnwelediadau a dehongliadau o agweddau eraill ar systemau addysg rhyngwladol nid sgorau darllen, mathemateg a gwyddoniaeth yn unig. Megis:

- Paratoi ar gyfer y byd digidol
- Adeiladu sylfeini cadarn
- Cysoni tegwch a rhagoriaeth
- Meithrin meddylfryd twf
- Alinio dyheadau addysgol a gyrfaol
- Bywyd ysgol, bywyd myfyriwr a lles myfyrwyr



The document also offers insights and interpretations of other aspects of international education

- Education during the COVID-19 pandemic
- Resilient education systems
- The socio-economic gap
- Equity and integration for migrant students
- Unlocking the potential of the digital world
- Are teachers doing enough to support children?
- Too hungry to learn?
- Why parents and families matter
- The impact of bullying on learning
- The power of emotional intelligence
- Beyond grades: assessing well-being in schools



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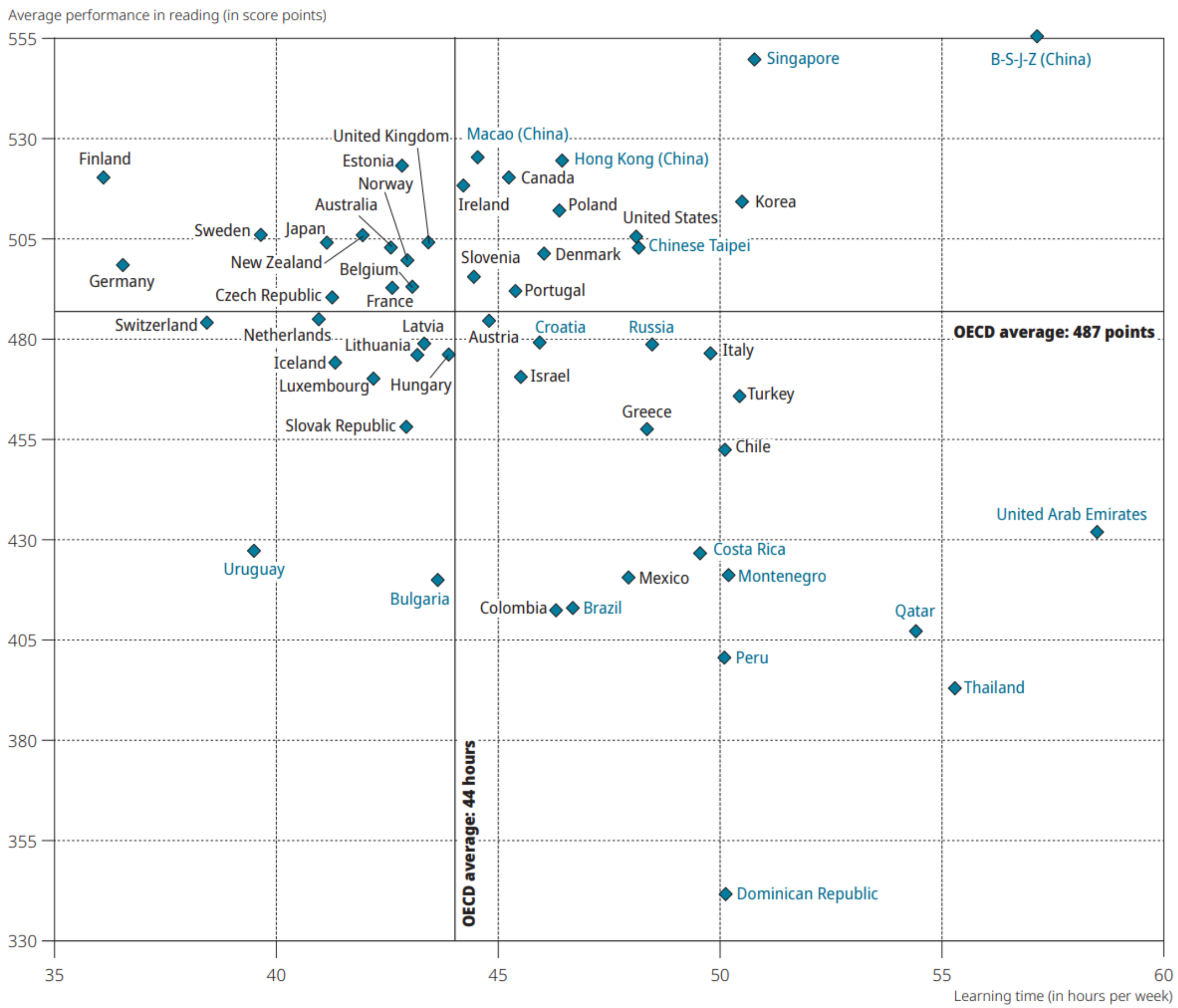
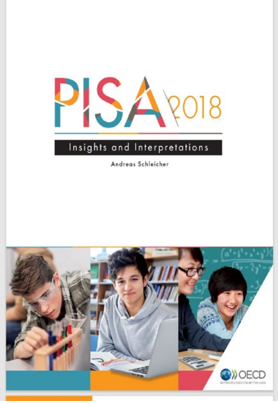
- Addysg yn ystod pandemig COVID-19
- Systemau addysg gwydn
- Y bwlch cymdeithasol-economaidd
- Tegwch ac integreiddio ar gyfer myfyrwyr mudol
- Datgloi potensial y byd digidol
- A yw athrawon yn gwneud digon i gefnogi plant?
- Rhy lwglyd i ddysgu?
- Pam fod rhieni a theuluoedd o bwys
- Effaith bwlio ar ddysgu
- Pŵer deallusrwydd emosiynol
- Y tu hwnt i raddau: asesu lles mewn ysgolion.

Figure 10 • Reading performance and total learning time per week





Pg 24

Systemau addysg eraill

Other education systems

Why Finland's schools outperform most others across the developed world | 7.30
#abc730
Play (k)
0:04 / 6:47
Scroll for details

dateline
Why Singapore
is Top of the Class

Darllen Ehangach

Wider Reading

Public Policy Institute for Wales (2016) *Increasing the Use of School Facilities*

https://www.wcpp.org.uk/wp-content/uploads/2019/06/Increasing-the-Use-of-School-Facilities-Report.pdf