

## TASG 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.**

### **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'r Deyrnas 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 hawliau ond 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 gyrsgiau.
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 obroffion.
9. Rhoddir sylw cynyddol i ddibenion asesu a'r defnydd ohono, yn enwedig ei gyfraniad hanfodol ataddysgu a dysgu.
10. Mae dystiolaeth yn dangos cydnabyddiaeth i'r angen am gysoni systemau, drwy wella'r synergedd rhwng trefniadau ar gyfer y cwricwlwm, asesu ac atebolrwydd.
11. Mae cydnabyddiaeth gynyddol bod meithrin capasiti mewn systemau a chapasiti athrawon yn rhan bwysig ac annatod o'r broses o ddiwygio'r cwricwlwm.

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**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 provide us 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*

## TASG 2

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

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

## TASK 2

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

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

## Article 1

### Pisa education tests: Wales improves performance

By Bethan Lewis BBC Wales education and family correspondent 3rd December 2019

Wales has seen its performance improve in international tests in reading, maths and science but scores remain lower than in other parts of the UK.

<https://www.bbc.co.uk/news/uk-wales-50629432>



## Article 2



Why international comparisons of education should focus on both averages and equality



Each new round of the OECD's global education survey leads to scrutiny of country rankings based on the average child's performance, but the new Innocenti Report Card argues that equality in test scores is just as important as average standards. **Yekaterina Chzhen** and **Gwyther Rees**, lead authors of the report, illustrate this point in relation to the four nations of the UK.



But Wales and Northern Ireland are more equal than any EU/OECD country in the analysis. If they were treated as separate entities they would be at the top of this particularly PISA league table, and this would create a different set of headlines. <https://blogs.lse.ac.uk/politicsandpolicy/better-but-less-equal/>