

Donaldson –
Pwy ydyw?
Pam mae o bwys?
Who is he?
Why does he
matter?





Rydym yn dysgu am...
We are learning about...

Ddiwygio'r Cwricwlwm yng Nghymru
Curriculum Reform in Wales

Fel ein bod yn gallu...
So we can...

**Adnabod a deall
agweddau
allweddol 'Dyfodol
Llwyddiannus.'**

**Identify and
understand key
components of
'Successful
Futures'**

**Gwneud
cysylltiadau rhwng
AG a 'Dyfodol
Llwyddiannus.'**

**Make links
between RE and
recommendations
from 'Successful
Futures'**

**Dechrau cysylltu
ymarfer gyda'r
Safonau
Proffesiynol (SAC).**

**Begin to align
practice with
Professional
Standards for QTS**

Ysgogwyr dros newid

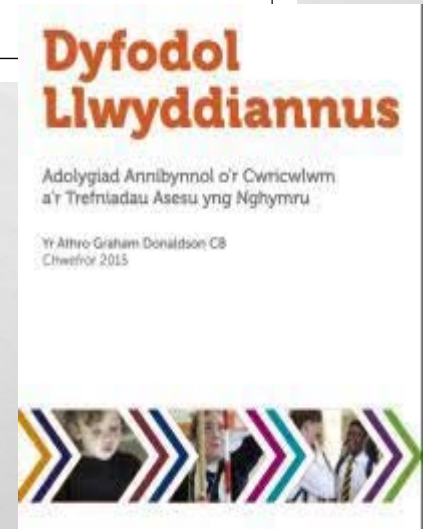
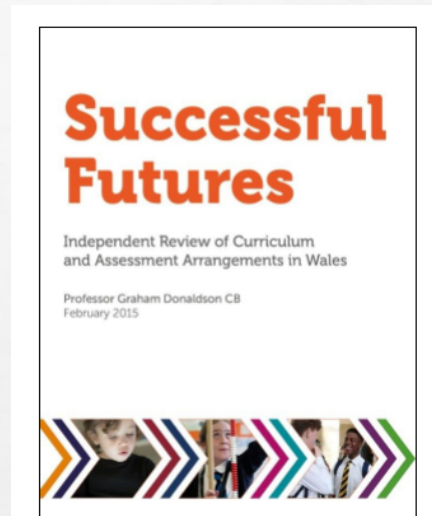
Drivers for Change

- **Canlyniadau PISA**
- **Perfformiad cymharol mewn cymhwysterau cenedlaethol yng Nghymru**
- **Adroddiadau Estyn**
- **Newidiadau economaidd a thechnolegol**

- **PISA results**
- **Relative performance in national qualifications in Wales**
- **Estyn reports**
- **Economic and technological change**

“... the current national curriculum and assessment arrangement no longer meet the needs of the children and young people of Wales. The case for fundamental change is powerful”

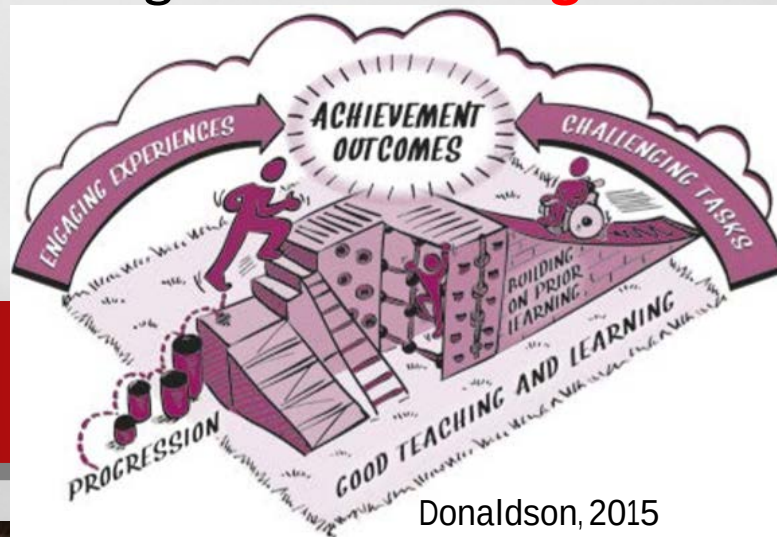
“... curriculum had become unwieldy, overcrowded and atomistic, and that is was inhibiting opportunities to apply learning more holistically in ‘real life’ situations or to use that learning creatively to address issues that cross subject boundaries”



Successful Futures...

Pedagogaogical Principles (Donaldson, 2015, pp.64-71)

- Good teaching and learning maintains a consistent focus on the overall **purposes of the curriculum**.
- Good teaching and learning challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them.
- Good teaching and learning means employing a **blend of approaches** including **direct teaching**.



Donaldson, 2015

Successful Futures...

Pedagogaogical Principles (Donaldson, 2015, pp.64-71)

- Good teaching and learning means employing a blend of approaches including those that promote **problem solving**, **creative** and **critical thinking**.
- Good teaching and learning sets tasks and selects resources that **build on previous knowledge and experience** and **engage interest**.
- Good teaching and learning creates **authentic contexts** for learning.
- Good teaching and learning means employing **assessment for learning principles**.

Beth yw'r prif elfennau?

What are the main components?

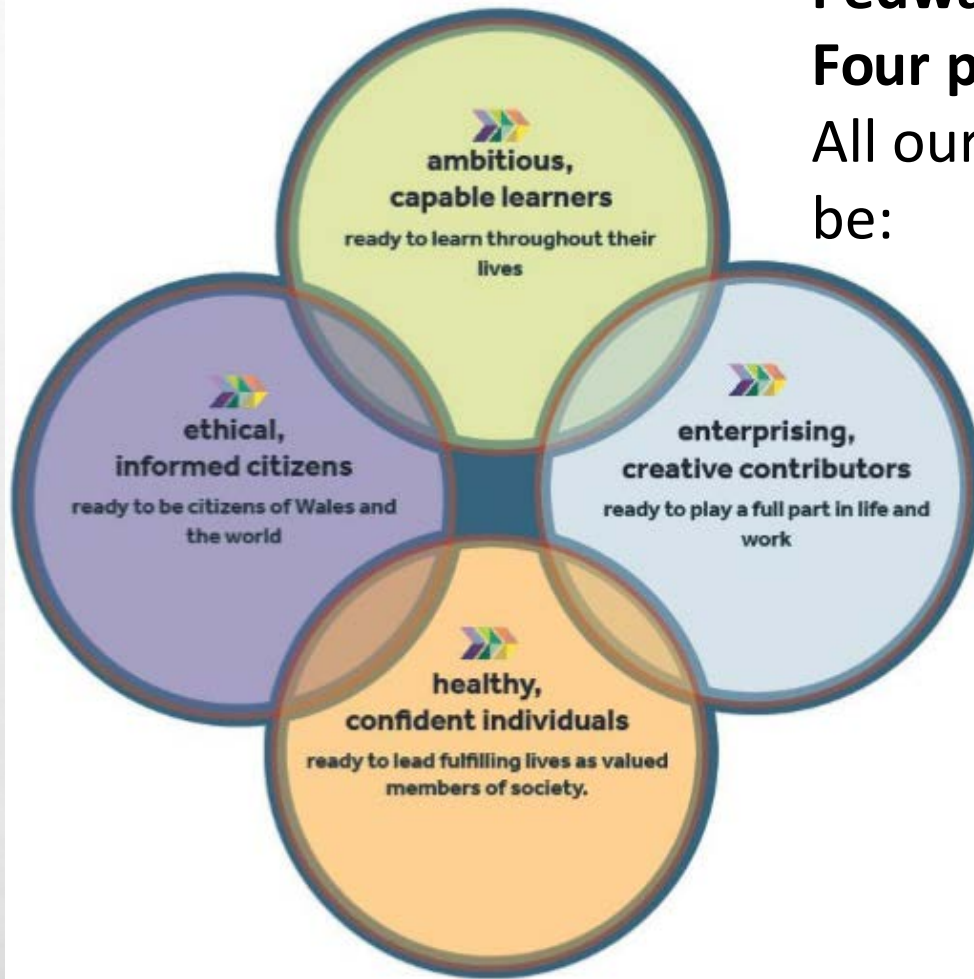
- Pedwar Diben
- Chwe Maes Profiad a Dysgu
- Tri Chyfrifoldeb Trawsgwricwlaidd

- Four purposes
- Six Areas of Learning and Experience
- Three Cross-Curricular Responsibilities

Pedwar diben y cwricwlwm

Four purposes of the curriculum

All our children and young people will be:



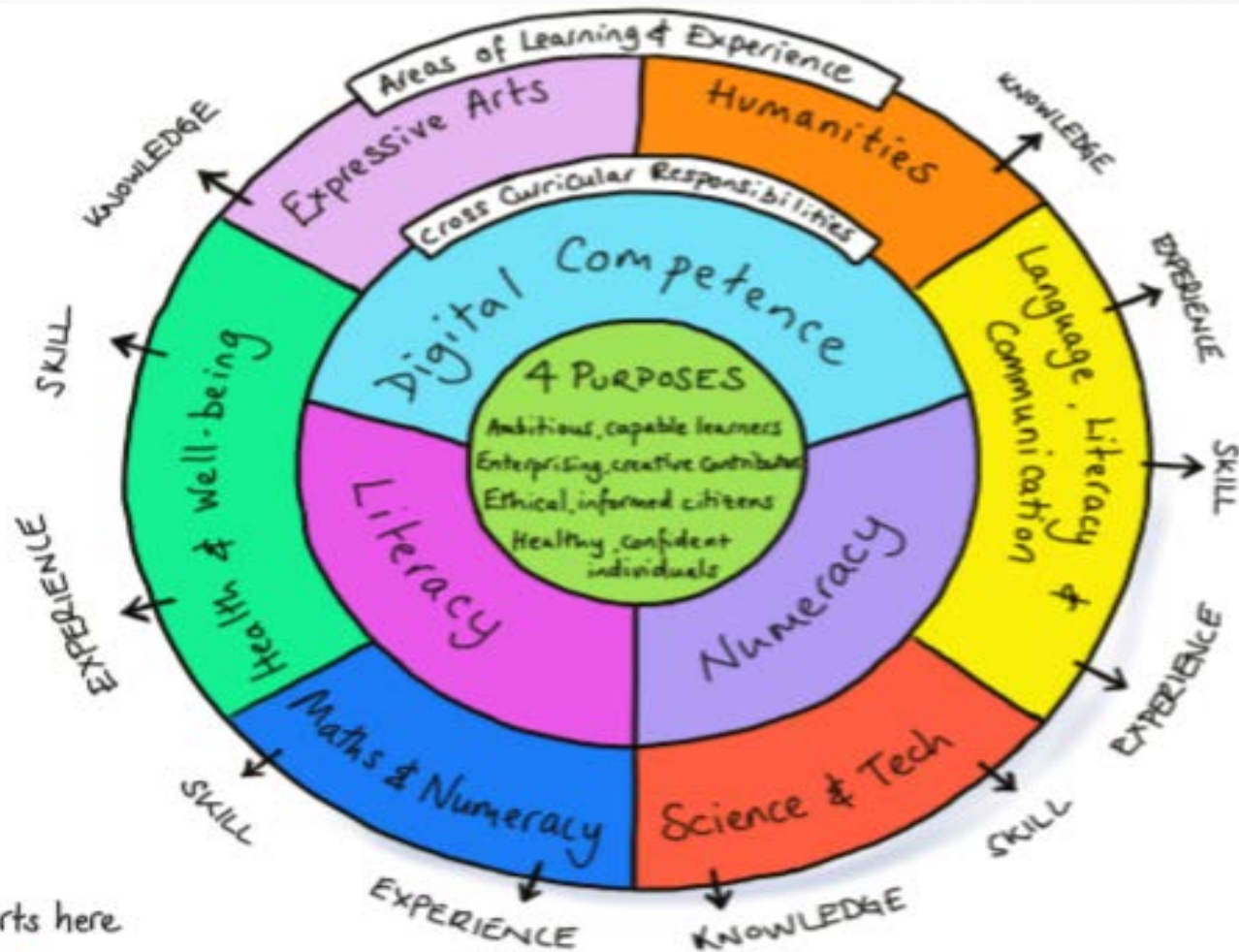
- Ambitious, capable learners
- Enterprising, creative contributors
- Ethical, informed citizens
- Healthy, confident individuals



Six Areas of Learning and Experience



Three Cross Curriculum Responsibilities



Starts here



Age 3

PROGRESSION FRAMEWORK



Age 16

Achievement Outcomes at each Progression Step are short statements in learner friendly language that serve as a broad reference point for each pupil's learning journey.

Finishes here



“There are significant moves away from ‘learning about’ to ‘learning to’ with a growing skills focus and emphasis on application and development of higher-order skills, particularly creativity and digital literacy”

Successful Futures

Independent Review of Curriculum and Assessment Arrangements in Wales

Professor Graham Donaldson CB
February 2015



Dyfodol Llwyddiannus

Adolygiad Annibynnol o'r Cwricwlwm
a'r Trefniadau Asesu yng Nghymru

Yr Athro Graham Donaldson CB
Chwefror 2015



Successful Futures and Curriculum Reform in Wales: Purposes of the Curriculum



Ambitious, capable learners who:

- set themselves high standards and seek and enjoy challenge
- are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- are questioning and enjoy solving problems
- can communicate effectively in different forms and settings, using both Welsh and English
- can explain the ideas and concepts they are learning about
- can use number effectively in different contexts
- understand how to interpret data and apply mathematical concepts
- use digital technologies creatively to communicate, find and analyse information
- undertake research and evaluate critically what they find
- and are ready to learn throughout their lives

Successful Futures and Curriculum Reform in Wales: Purposes of the Curriculum



Enterprising, creative contributors who:

- connect and apply their knowledge and skills to create ideas and products
- think creatively to reframe and solve problems
- identify and grasp opportunities
- take measured risks
- lead and play different roles in teams effectively and responsibly
- express ideas and emotions through different media
- give of their energy and skills so that other people will benefit
- and are ready to play a full part in life and work

Successful Futures and Curriculum Reform in Wales: Purposes of the Curriculum



Ethical, informed citizens who:

- find, evaluate and use evidence in forming views
- engage with contemporary issues based upon their knowledge and values
- understand and exercise their human and democratic responsibilities and rights
- understand and consider the impact of their actions when making choices and acting
- are knowledgeable about their culture, community, society and the world, now and in the past
- respect the needs and rights of others, as a member of a diverse society
- show their commitment to the sustainability of the planet
- and are ready to be citizens of Wales and the world

Successful Futures and Curriculum Reform in Wales: Purposes of the Curriculum



Healthy, confident individuals who:

- have secure values and are establishing their spiritual and ethical beliefs
- are building their mental and emotional well-being by developing confidence, resilience and empathy
- apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- know how to find the information and support to keep safe and well
- take part in physical activity
- take measured decisions about lifestyle and manage risk
- have the confidence to participate in performance
- form positive relationships based upon trust and mutual respect
- face and overcome challenge
- have the skills and knowledge to manage everyday life as independently as they can
- and are ready to lead fulfilling lives as valued members of society.

Mewn AG, sut fedrwn...?

In RE, how can we...?

1. Incorporate the **4 purposes** in our teaching?
2. Be **authentic** (rooted in Welsh values and culture)?
3. Be **responsive**: relevant to the needs of today (individual, local, national) but also to equip young people with the knowledge, skills and dispositions for challenges as lifelong learners?
4. Be **engaging**: encouraging enjoyment from learning and satisfaction in mastering challenging subject matter?



Successful Futures...

Pedagogical Principles (Donaldson, 2015, pp.64-71)

- Good teaching and learning ranges within and across **Areas of Learning and Experience**.
- Good teaching and learning regularly reinforces **Cross-Curriculum Responsibilities**, including **literacy**, **numeracy** and **digital competence**, and provides opportunities to practice them.
- Good teaching and learning encourages children and young people to **take increasing responsibility for their own learning**.
- Good teaching and learning **supports social and emotional development** and **positive relationships**.
- Good teaching and learning **encourages collaboration**.

Choose 3 pedagogical principles from Successful Futures....



Using the BBC website (Religion or Wales), find an RE-related story you could adapt for teaching KS3 learners which would align with Donaldson's recommendations above.

Share your thoughts with the group

Sut mae sesiynau'r modiwl hwn yn
cefnogi'r Safonau Proffesiynol (SAC)?

How do sessions in this module fit with
Professional Standards (QTS)?

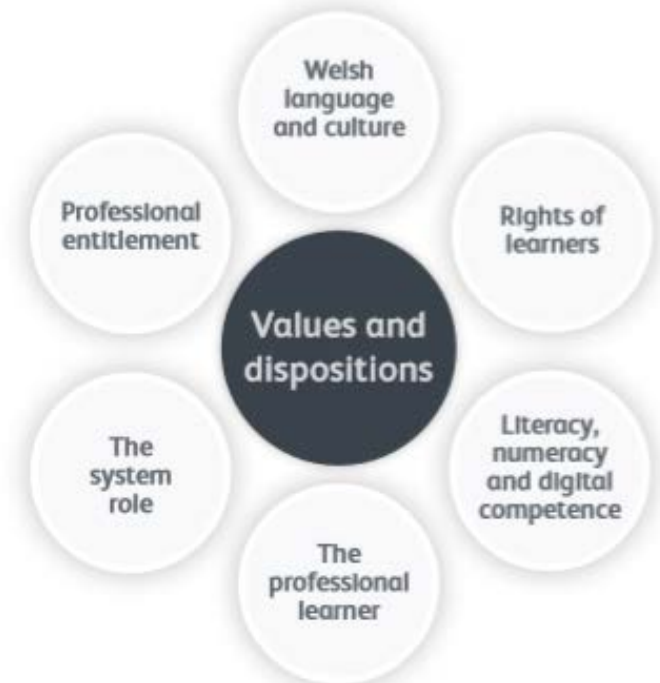
Cyflwyniad...
An introduction...



Professional standards for teaching and leadership



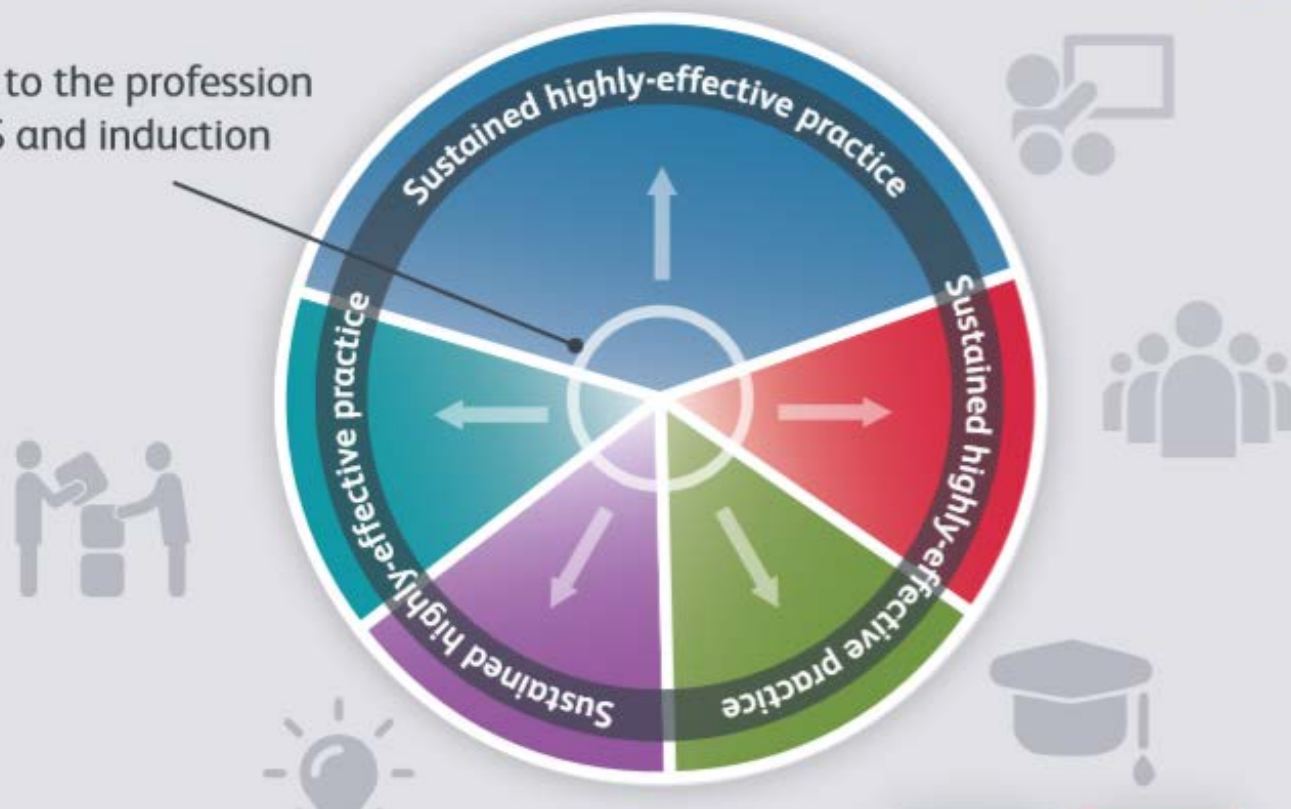
The professional standards are accompanied by overarching values and dispositions that drive all teachers to be the best they can be.



Expectations of professional teaching

TEACHING

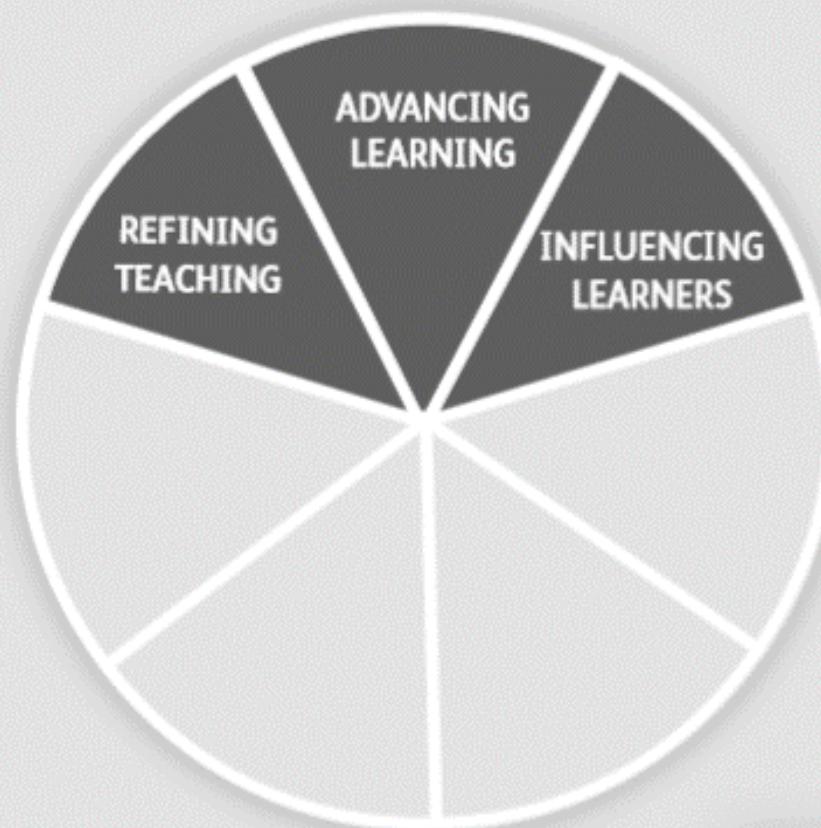
Entry to the profession
– QTS and induction



Pedagogy

The teacher consistently secures the best outcomes for learners through progressively refining teaching, influencing learners and advancing learning.

Unpacking
pedagogy...
fitting with
'Successful
Futures'



QTS descriptor:

The teacher demonstrates a knowledge and understanding of relevant pedagogies and disciplines within and across subject content, areas of learning and cross-curricular themes, and plans appropriately.

QTS descriptor:

The teacher demonstrates an understanding of the use of real life, authentic contexts for learning being provided as a natural part of the learning experience. This extends the learner's cultural, linguistic, religious and socio-economic experience and illustrates applications of concepts and abstracts in practice.

QTS descriptor:

The teacher knows, understands and engages with the principles of curriculum design and innovation, with development of cross-curricular themes relevant to areas of learning and justifies decisions.

QTS descriptor:

The teacher raises awareness of how high-quality learning experiences and performance outcomes lead to improved learning and a heightened sense of well-being.

Professional learning

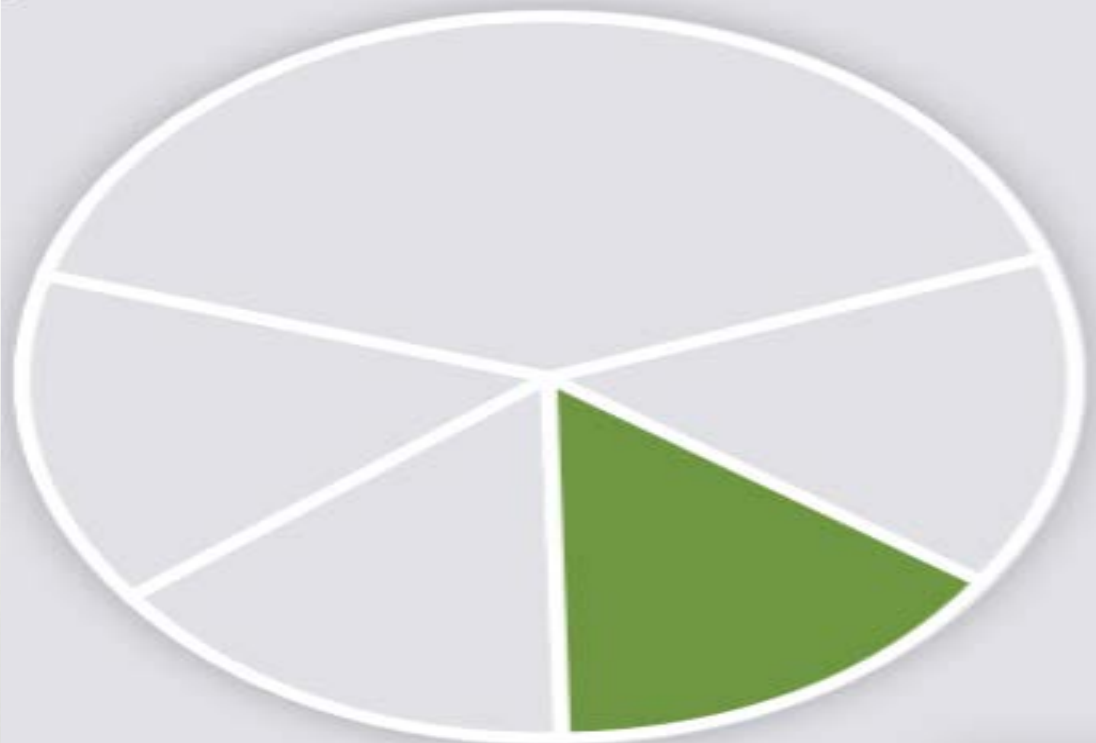
The teacher consistently extends knowledge, skills and understanding and can show how reflection and openness to challenge and support informs professional learning to progressively develop pedagogy.

Wider reading and
research findings

Professional networks
and communities

Continuing
professional learning

Welsh language skills



QTS descriptor:

The teacher demonstrates an increasingly confident understanding of the theories and research about assessment, pedagogy, child and adolescent development and learning relevant to planning and day-to-day practice.

QTS descriptor:

The teacher has an informed understanding of the contribution of research, including small scale action research, to the development of practice.

QTS descriptor:

There is a commitment to incremental development of personal skills in the use of the Welsh language.

Innovation

The teacher employs an innovative outlook which is exemplified through the controlled and measured development of techniques and approaches to improve pedagogic outcomes.

Offering expertise

Developing new
techniques

Evaluating the
impact of changes
in practice



QTS descriptor:

The teacher models an increasing repertoire of teaching techniques, as expertise emerges and flourishes, in order to inform and enhance the development of others.

QTS descriptor:

Research on cognitive, social, emotional and physical development has a positive impact upon pedagogy. The teacher can demonstrate how professional discernment and critical analysis are brought to bear in shaping developing practice.

Leadership

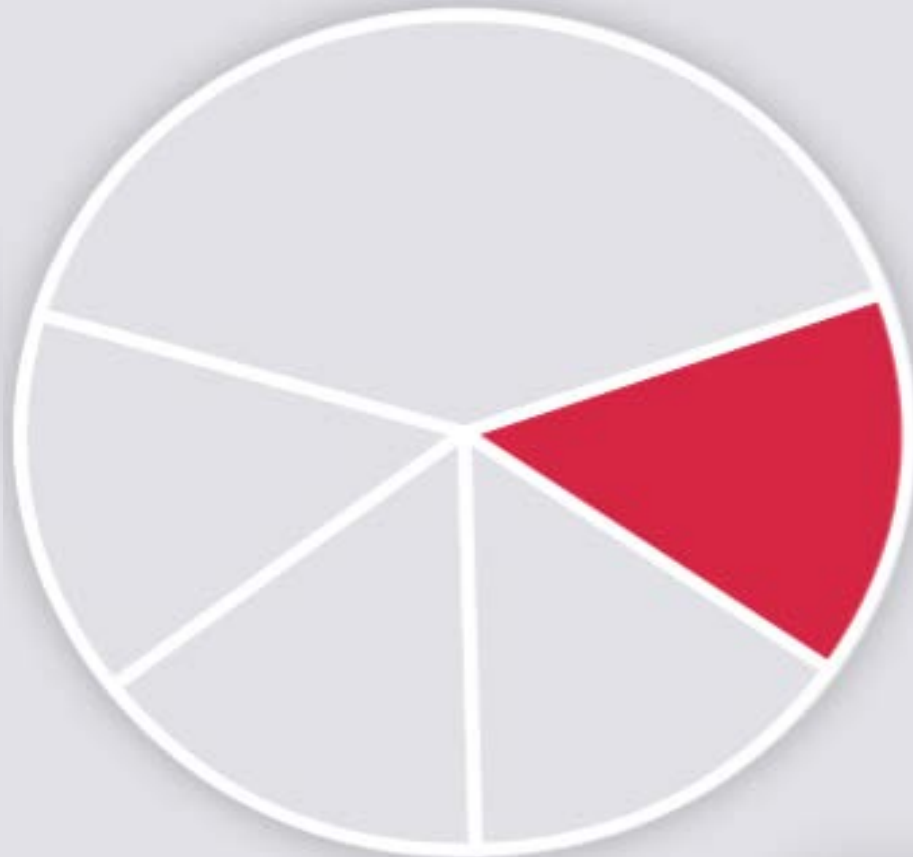
The teacher exercises leadership through all aspects of professional practice to support the efforts of others across the school and beyond to fulfil the educational ambitions for Wales.

**Taking responsibility
for self**

**Exercising corporate
responsibility**

**Leading colleagues,
projects and
programmes**

**Supporting formal
leadership roles**



QTS descriptor:

The teacher demonstrates professional attitudes and behaviours, developing positive relationships with learners, parents/carers and colleagues, which illustrate a personal commitment to the fundamental principles of equity and of maximising the potential of all learners.

QTS descriptor:

The teacher demonstrates an understanding of the nature of responsibilities within and across teams and of the contributions individuals make towards the school's ethos and the successful fulfilment of the school's vision.