

Sgwrs y Rhwydwaith
Cenedlaethol
.....
National Network
Conversations



Llywodraeth Cymru
Welsh Government

Sgwrs y Rhwydwaith Cenedlaethol

31 Ionawr 2024

National Network Conversation

31 January 2024



ADDYSG CYMRU
EDUCATION WALES
cenhadaeth ein cenedl | our national mission





Croeso!

Welcome!



Sgwrs y Rhwydwaith Cenedlaethol wyneb yn wyneb

Amcanion y dydd:

- Derbyn y wybodaeth ddiweddaraf am ganllawiau Cwricwlwm i Gymru: Ymlaen â'r Daith a gweld beth mae hyn yn ei olygu i'ch ysgol neu leoliad;
- Cyfrannu at y sgwrs genedlaethol am Gynllunio Cwricwlwm a Chynnydd;
- Rhannwch eich meddyliau am gyfleoedd a heriau yn y chwe Maes Dysgu a Phrofiad er mwyn helpu llunio polisi ac ymarfer er budd pob dysgwr yng Nghymru; a
- Rhwydweithio gyda chyd-ymarferwyr o bob rhan o Gymru, a sicrhau bod eich llais yn cael ei glywed.

In-person National Network Conversation

Aims of the day:

- To receive the latest update on *the Curriculum for Wales: Continuing the Journey* guidance and see what this means for your school or setting;
- Contribute to the national conversation about Curriculum Design and Progression;
- Share your thoughts on opportunities and challenges in the six Areas of Learning and Experience (Areas), to help shape policy and practice to benefit all learners in Wales; and
- Network with fellow practitioners from across Wales, and get your voice heard.



Agenda

9:00–9:30: Lluniaeth a chyfle i rwydweithio

9:30–9:45: Croeso, Cyflwyniad a Phwrpas

9:45–11:10: Sesiwn 1 - Cyfarfod Llawn a Gwaith Grŵp

- **Cynllunio Cwricwlwm a Chynnydd**
Cyfle i rannu adnoddau a chreu trafodaethau ar gynllunio a datblygu cwricwlwm sy'n adeiladu ar sgyrsiau ar-lein a gynhaliwyd ym mis Tachwedd.

11.10–11.25: Egwyl

11.30–12.30: Sesiwn 2 – Grwpiau Trafod:

- **Cwricwlwm a Chynnydd mewn Meysydd**
Gweithgaredd o amgylch adnodd Camau i bontio cynllunio cwricwlwm ysgol, lleoliad neu glwstwr / asesu / meddwl am gynnydd wrth gynllunio'ch cwricwlwm mewn Maes Dysgu a Phrofiad penodol (Maes)



Agenda

9:00–9:30: Refreshments and networking opportunity

9:30–9:45: Welcome, Introduction and Purpose

9:45–11:10: Session 1 - Plenary and Group Work:

- **Curriculum Design and Progression**
An opportunity to share resources and create discussions on curriculum design and progression that build on the November online conversation.

11.10–11.25: Break

11.30–12.30: Session 2 – Break Out Groups:

- **Curriculum and Progression in Areas**
Activity around a Camau resource to bridge overarching curriculum design / assessment / progression thinking with designing your curriculum in a specific Area of Learning and Experience (Area)



Agenda

12:30 – 13:15: Cinio a chyfle i rwydweithio

13.15 – 14.10: Sesiwn 3 – Grwpiau Trafod:

- **Trafodaeth yn canolbwytio ar Faes**
Blaenoriaethau, heriau a chyfleoedd i lywio'r camau nesaf a datblygu polisi i gefnogi ymarferwyr

14.15 – 14.55: Cyfarfod Llawn: Adborth Grŵp Meysydd

gydag egwyl

14:55 – 15:40: Sesiwn 4 – Myfyrdodau ar beth mae hyn yn ei olygu i addysgeg

15.40 – 15.45 Myfyrdodau terfynol a gorffen



Agenda

12:30 – 13:15: Lunch and networking opportunity

13.15 – 14.10: Session 3 – Break Out Groups:

- **Area focused discussion**
Priorities, challenges and opportunities to inform next steps and policy development to support practitioners

14.15 – 14.55: Plenary: Break Out Group Feedback
Inc. Break

14:55 – 15:40 Session 4 – Reflections on what this means for pedagogy

15.40 – 15.45 Close and final reflections

Cyfle'r Cwricwlwm i Gymru

The opportunity of the Curriculum for Wales

Lloyd Hopkin

Dirprwy Gyfarwyddwr – Cwricwlwm ac Aseiad
Deputy Director – Curriculum and Assessment

Pwrpas y gweithdy hwn

Purpose of this workshop



- Diweddariad: **beth nesaf o ran Camau i'r Dyfodol a'r peilot Cynllunio Cwricwlwm** – beth sydd ar gael i gefnogi dysgu proffesiynol?
- Trafodaeth: **sut mae'n mynd o ran cynllunio'r cwricwlwm a chynnydd mewn ysgolion?** Pa ddulliau gweithredu ydych chi'n eu defnyddio? Pa gymorth pellach sydd ei angen?
- Trafodaeth: Beth mae hyn yn ei olygu o ran **sut rydym yn cefnogi ysgolion gyda'n gilydd?**

- Update: **what next from Camau i'r Dyfodol and Curriculum Design pilot**— what is available to support professional learning?
- Discuss: **how is curriculum design and progression going in schools?** What approaches are you taking? What further support is needed?
- Discuss: What might this mean for **how we support schools together?**



Gwersi hyd yma

Lessons so far

- Llawer iawn o enghreifftiau o arfer arloesol ac effeithiol
- Lefel uchel o gefnogaeth o hyd ar gyfer y Cwricwlwm
- Mae cefnogaeth i ysgolion yn hanfodol
- Mae angen i ddulliau gwerthuso a chefnogaeth barhau i esblygu
- Galluogwyr allweddol/ dibyniaethau :
 - Diwygiad cymwysterau
 - Diwygiad proses gwella ysgolion
 - Diwygiad system anghenion dysgu ychwanegol

- Large number of examples of innovative, effective practice
- Remains a high degree of support for the Curriculum
- Support for schools is critical
- The nature of evaluation and support needs to continue to evolve
- Key enablers/ dependencies:
 - Qualifications reform
 - School improvement process reform
 - Additional learning needs system reform



Mae canllawiau Cwricwlwm i Gymru'n nodi bod disgwyl bod Cwricwlwm yn... Curriculum for Wales guidance notes the expectation for a curriculum to...

- Cael ei ysgogi gan **bwrpas**
 - Canolbwyntio ar **gynnydd**, sy'n cael ei ddiffinio gan ddatblygiad personol dysgwyr
 - Dewis amrediad o **gynnwys wedi'i ysgogi gan bwrpas** i alluogi cynnydd, o fewn disgwyliadau'r fframwaith cenedlaethol
 - Cynllunio ar gyfer amrediad o **ddulliau asesu sy'n nodi, nid yn diffinio cynnydd**
- Be driven by **purpose**
 - Focus on **progression**, defined by learners' personal development
 - Choose a range of **purpose driven content** to enable progression, within a national framework of expectations
 - Plan for a range of **assessment approaches that indicate, rather than define progression**



Cwricwlwm sy'n cael ei lywio gan bwrpas

A curriculum driven by purpose

Dylai bod gan yr holl ddysgu pwrpas clir – pam mae'n bwysig?

Gan gynnwys sut mae'n cyfrannau at y pedwar diben

Mae'r Cwricwlwm yn gofyn am ymdrech barhaus i ddeall:

Pam fod gwybodaeth a sgiliau'n bwysig a sut gallai gwahanol gynnwys helpu dysgwyr i ddatblygu



All learning should have clear purpose – why does it matter?

Including how it contributes to the four purposes

Curriculum involves a continuous effort to understand:

why knowledge and skills matter and how different content can help learners develop them



Cwricwlwm sy'n cael ei lywio gan bwrpas

A curriculum driven by purpose

Gofyn pam mae dysgu'n bwysig:

Ystyr...	Nid yw'n golygu...
Yn cryfhau dysgu , sy'n golygu nad yw'r dysgu pwysig yn fater o siawns	Tybiaeth y bydd dysgwyr yn dysgu'r hyn sy'n bwysig trwy gweithio trwy gynnwys
Yn miniogi'r dysgu , gan ei wneud yn fwy soffistigedig a heriol	Ystyried y cynnwys fel y brif her Diffyg gofal manwl wrth ddatblygu cynnwys
Yn amlygu cynnydd : pa ddatblygiad yr ydym am ei feithrin?	Diffiniad cynnydd sy'n ymwneud ag ymdrin â chynnwys neu gyrhaeddiad dulliau asesu penodol
Yn amlygu cysylltiadau ar draws y dysgu	Caniatáu cynnwys mewn gwagle neu sy ddim yn wir fodloni diben

Asking why learning matters:

Meaning	Doesn't....
Strengthens learning : <i>meaning the important learning isn't left to chance</i>	Assume that by covering content learners will pick up the important learning
Sharpens learning : <i>making it more sophisticated and challenging</i>	Treat the content itself as the main challenge A lack of rigour in content developed
Informs progression : <i>what development do we want to enable?</i>	Define progression as covering content or attainment of specific assessment approaches
Highlights connections <i>across learning</i>	Allow content which is siloed or shoe-horned

Y Broses Meddwl Bresennol

Current Thought Process

Mae dysgwyr angen gwybod am y Diwygiad

Wedi'i yrru gan gynnwys penodol, nid cysyniadau i feithrin dealltwriaeth gydol oes.

Mae'n hanfodol ar gyfer deall Hanes Cymru

Barn a 'dderbynnir', ond a yw'n berthnasol i'n dysgwyr?
Pam ddylen nhw boeni?

Byddant yn gwybod hefyd sut mae crefydd yn cael effaith ar gymdeithas.

Mae'r cysyniad allweddol ar gyfer dysgu'n cael ei israddio fel rhywbeth na roddwyd llawer o ystyriaeth iddo.

Learners need to know about the Reformation

Driven by specific content, not concepts to build life-long understanding.

It's vital for understanding Welsh History

An 'accepted' view, but is it relevant to our learners?
Why should they care?

They'll also know how religion impacts on society.

The key concept for learning is relegated to an after thought.

Y Broses Meddwl Newydd

New Thought Process

Mae dysgwyr angen gwybod sut mae crefydd yn cael effaith ar gymdeithas

Wedi'i ysgogi gan gysyniad – gallu ei drosglwyddo i unrhyw gyd-destun.

Mae'r Diwygiad yn enghraifft wych o Hanes Cymru

Detholiad o gynnwys i sicrhau dysgu dilys i'n dysgwyr.

Byddant yn dysgu hefyd sut mae crefydd yn cael effaith amrywiol ar gymdeithas

Gellir datblygu dysgu'n gyflym y tu hwnt i destunau unigol a neilltuol.

Learners need to know how religion impacts on society

Concept driven – can be easily applied to any context.

The Reformation is a great example from Welsh History

Selection of content to ensure authentic learning for our learners.

They'll also learn that religion has a range of impacts on society.

Learning can be quickly developed beyond narrow single-issue topics.

Cwricwlwm wedi'i hysbysu gan gynnydd

A curriculum informed by progression



Datblygiad personol dros amser

y dysgwr yw cynnydd
Dyfnlder/ehangder gwybodaeth;
soffistigedrwydd y sgiliau; deall
syniadau; trosglwyddo a
chymhwyso dealltwriaeth;
effeithiolrwydd

Mae cynnwys, testunau, cy-
destunau yn **gyfryngau hanfodol**
ar gyfer cynnydd – nid y cynnydd
ei hun

Mae CiG yn cynnig hyblygrwydd o
fewn disgwyliadau clir y fframwaith
cenedlaethol

Progression is a learner's **personal development over time**
*depth/breadth of knowledge;
sophistication of skills; understanding
ideas; transferring & applying
understanding; effectiveness*

Content, topics, contexts are crucial
vehicles to progression – not the
progression itself

CfW provides flexibility within clear
expectations of a national framework



Cwricwlwm wedi'i hysbysu gan gynnydd

A curriculum informed by progression

Mae cynnydd yn fater o **farn broffesiynol**:

Ystyr...	Nid yw'n golygu....
Mae gwybodaeth a gasglwyd o ystod o ddulliau asesu yn dangosyddion cynnydd	Bod gwybodaeth asesu yn diffinio cynnydd
Mae barn ar gynnydd yn cael ei chasglu gan y gweithiwr proffesiynol	Bod barn ar gynnydd yn cael ei phennu drwy ddulliau asesu penodol yn unig
Mae angen dod i gasgliad yn seiliedig ar ystod o wybodaeth	Bod barn yn cael ei phennu gan set gul o asesiadau penodol
Mae dulliau asesu yn cael eu pennu gan bwrpas dysgu a chynnydd arfaethedig	Bod cynnwys a chyrrhaeddiad yn cael eu llywio gan asesiadau penodol

Progression is a matter of **professional judgment**:

Meaning...	Not....
Assessment information are indicators of progression	Specific assessment information defines progression
Judgements of progress are inferred by professional judgment	Judgements of progression are solely determined by performance in specific outputs
Judgments need to be made on the basis of a wide range of information	Judgments determined a narrow set of specific assessments
Assessment approaches are driven by the purpose of learning and the intended progression	Content and progression is driven by specific assessments

Eich 'Pam' chi... Your 'Why'...

Ar eich byrddau fe welwch daflen fyfyrto.

Nid oes yna UNRHYW ddisgwyliad i chi rannu eich meddyliau gydag unrhyw un arall os nad ydych yn teimlo'n gyfforddus gwneud hynny.

Hoffem i chi ganolbwyntio ar EICH PAM CHI ac ystyried hynny wrth i chi fodloni'ch syniadau a'ch adnoddau drwy gydol y dydd.

Your 'Why'...





This is a personal reflection exercise to connect you to the things that matter most in your professional role as a practitioner. As you approach the sessions today, we ask that you reflect on some of these questions and begin to understand your responses to some of the ideas and resources that you come into contact with.
Please answer the following questions as openly as you feel able to. You do not have to share all or any of the information with anyone else.

What has been your practitioner journey to date? What inspired you to work in education? How has it influenced your work with children?

What are you passionate about in life? How do these passions show up in your classroom? How do these passions influence your view of the purpose of education?

What key milestones would you identify in your personal background and life experiences? How do these experiences influence your view of the world? How might these factors influence your beliefs and values as a practitioner?

Teachers plant seeds that grow forever!



On your tables, you will find a reflection sheet.

There is NO expectation for you to share your thoughts with anyone else unless you feel comfortable.

We would like you to focus on YOUR WHY and keep this in mind as you meet the ideas and resources throughout the day.

Curriculum for Wales

› Information on annual updates to Curriculum for Wales guidance

Supporting materials for curriculum, assessment and evaluating learner progress

Practical support for curriculum development, quality assurance and self-evaluation



Getting started



Education is changing.
Information for parents,
carers and young people



Seren

23 May 2023 Guidance



Understanding curriculum in practice: Camau i'r Dyfodol

Materials to support schools to build a purpose-led, process-orientated curriculum.

Guidance



Adnoddau sydd ar gael i gefnogi dysgu proffesiynol

Resources available to support professional learning

www.hwb.gov.wales

Trafodaethau bwrdd

Table discussions:

Adnodd 1: Cydlyniant y cwricwlwm:

[Cydlyniant y cwricwlwm \(llyw.cymru\)](https://llyw.cymru/cydlyniant-y-cwricwlwm)

Mae'r Cwricwlwm i Gymru yn gofyn am gydlyniant â'r Fframwaith cenedlaethol

O ystyried yr wybodaeth a chwestiynau adfyfyrio, sut allech chi alinio a chydlynu hyd yn oed yn well rhwng cwricwlwm, addysgeg ac asesu?

Adnodd 2: Diwylliant a meddylfryd ar gyfer cynnydd:

[Cyflwyniad PowerPoint \(llyw.cymru\)](https://llyw.cymru/cyflwyniad-powerpoint)

Cwricwlwm yr ysgol yw popeth mae dysgwyr yn ei brofi ar drywydd y pedwar diben. Mae'n fwy na'r hyn rydyn ni'n ei addysgu yn unig. Mae hefyd yn ymwneud â sut rydyn ni'n ei addysgu ac, yn allweddol, pam ydyn ni'n ei addysgu.

Beth sy'n helpu i greu'r diwylliant a'r meddylfryd ar gyfer y Cwricwlwm i Gymru yn eich lleoliad?

Resource 1: Curriculum coherence:

[Curriculum coherence \(gov.wales\)](https://gov.wales/curriculum-coherence)

Curriculum for Wales requires a coherence with the national Framework.

Considering the information and reflection questions, how might you create even better alignment and coherence in curriculum, pedagogy and assessment?

Resource 2: Culture and mindset for progression:

[PowerPoint Presentation \(gov.wales\)](https://gov.wales/powerpoint-presentation)

'A school's curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and crucially, why we teach it.'

What is helping to create the culture and mindset for Curriculum for Wales in your setting?

Ymlaen â'r Daith Continuing the Journey

Getting started



Introduction to Curriculum for Wales guidance

Introduces the four purposes, what's new, why it's changing and who the curriculum guidance is for



Summary of legislation

Explains the legal status of the curriculum guidance, the proposed legal duties on schools and what these mean in practice



Designing your curriculum

General guidance for designing your curriculum across all areas of learning and experience



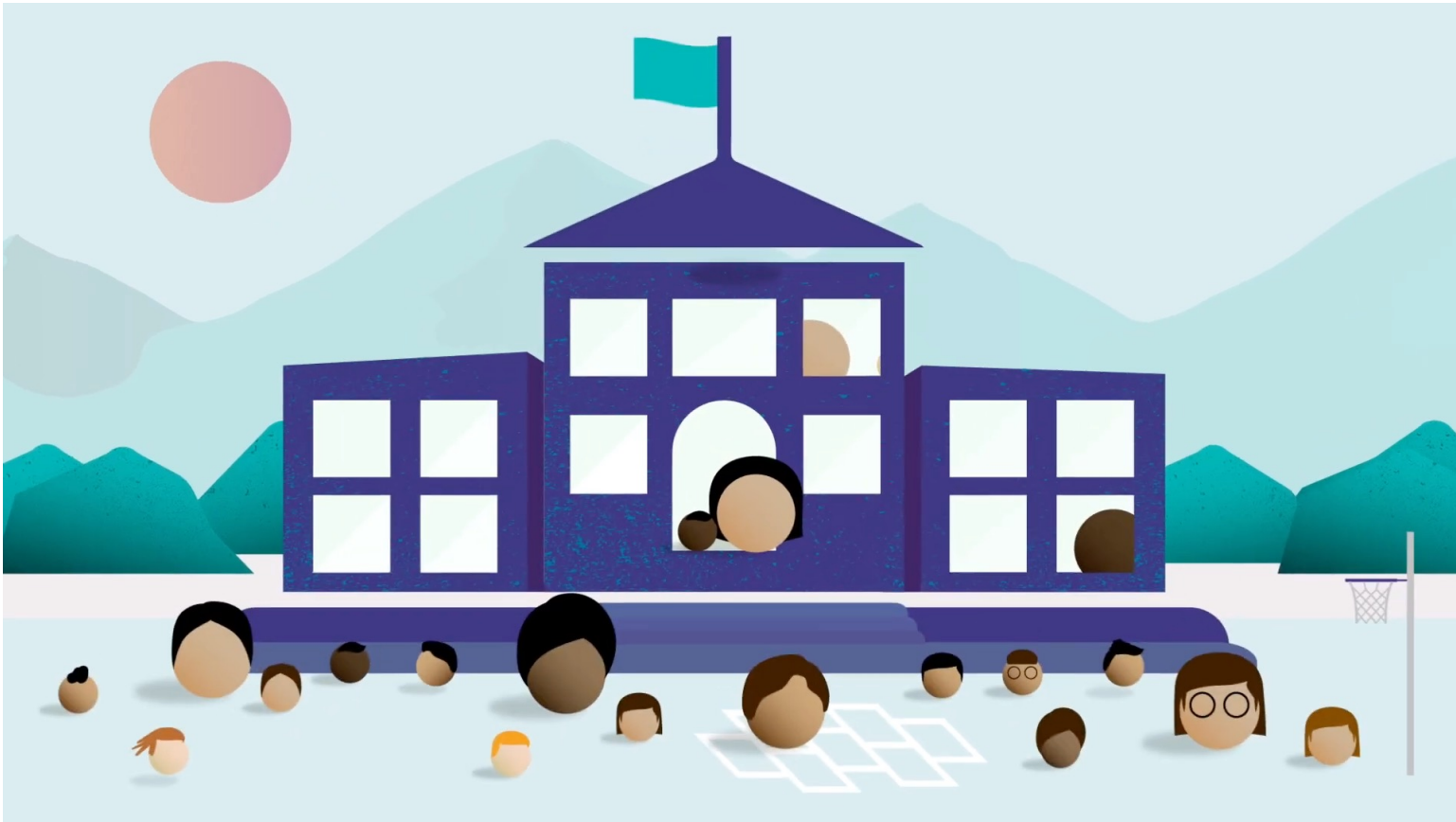
Continuing the Journey



Reserve list: Curriculum for Wales practitioner group Expression of interest form



Ymlaen â'r Daith Continuing the Journey

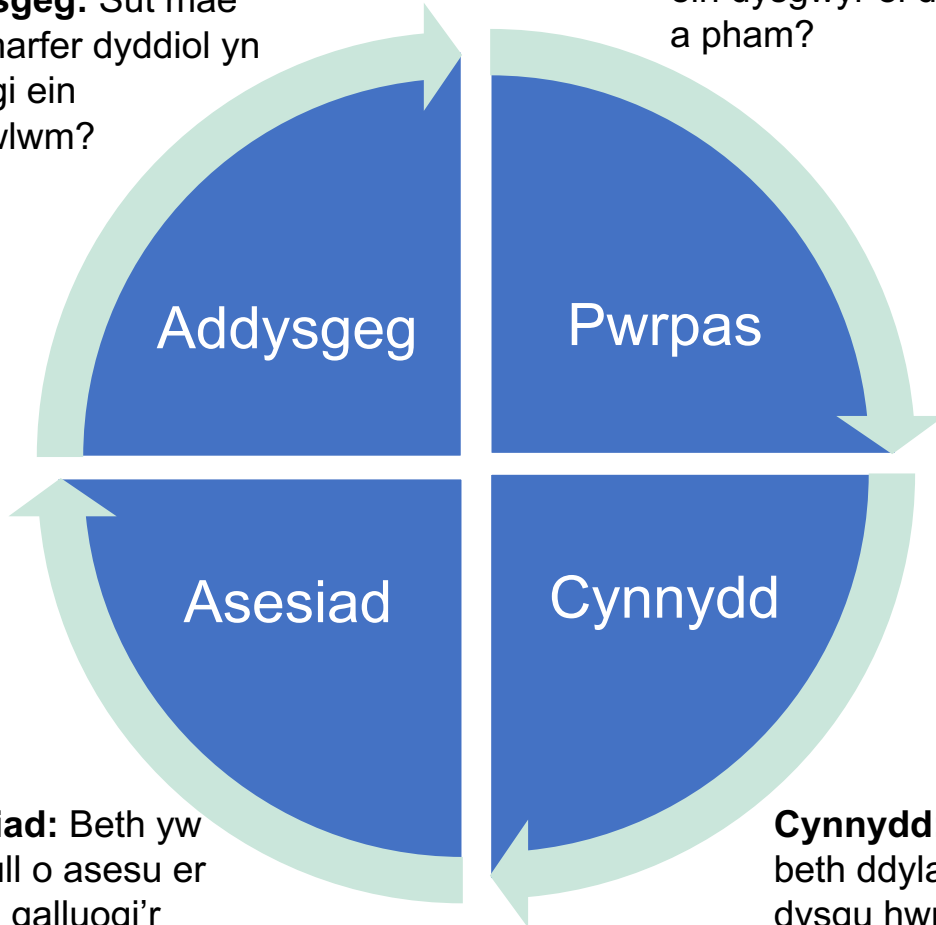


Reserve list: Curriculum for Wales
practitioner group Expression of
interest form



Ymlaen â'r Daith Continuing the Journey

Addysgeg: Sut mae ein ymarfer dyddiol yn cefnogi ein cwricwlwm?

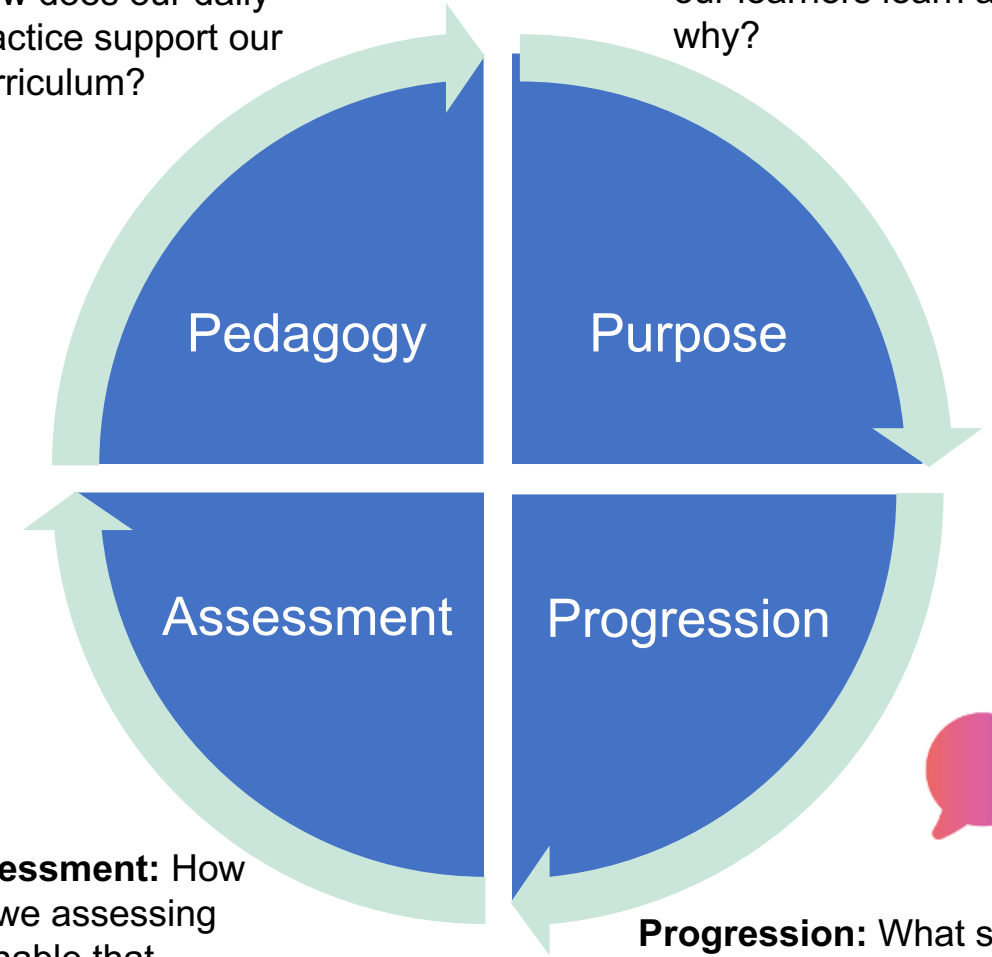


Pwrpas: Beth ddylai ein dysgwyr ei ddysgu a pham?

Aseiad: Beth yw ein dull o asesu er mwyn galluogi'r cynnydd hwnnw?

Cynnydd: Sut beth ddylai'r dysgu hwn fod ar gyfer pob dysgwr?

Pedagogy: How does our daily practice support our curriculum?



Assessment: How are we assessing to enable that progression?

Purpose: What should our learners learn and why?

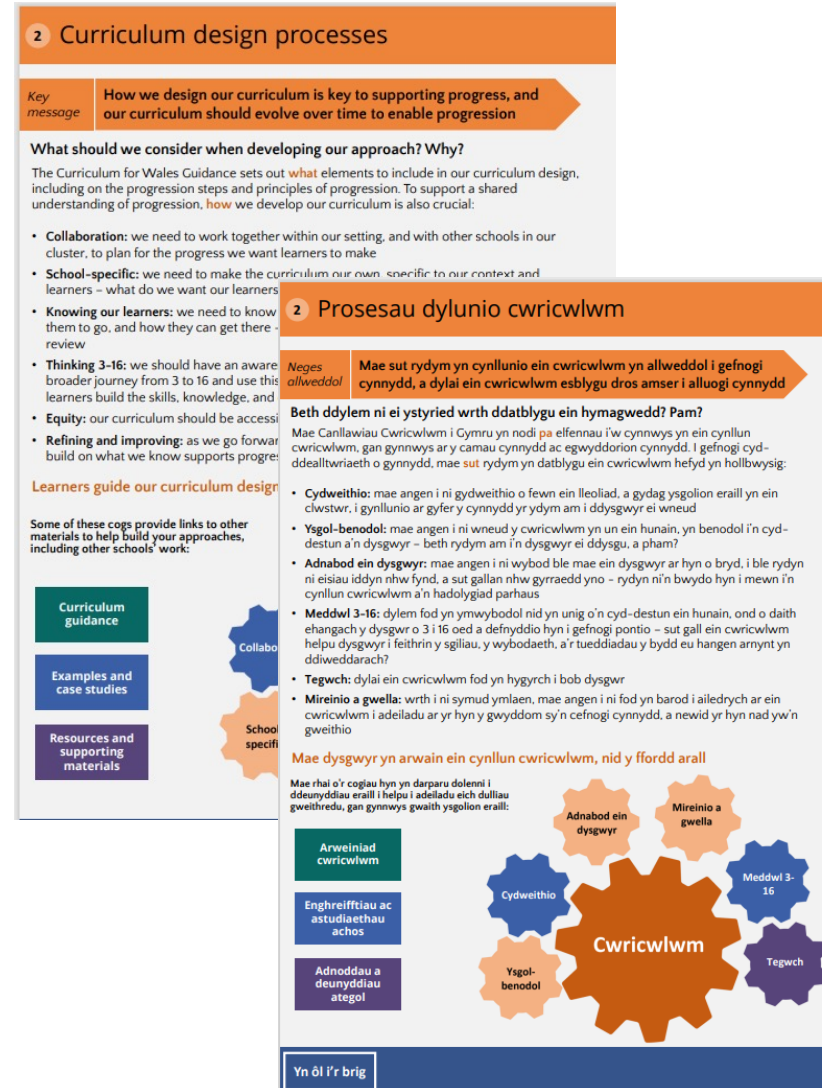
Progression: What should progress in that learning look like for each learner?

Beth ddylen ni ei ystyried wrth ddatblygu ein dull? Pam?

What should we consider when developing our approach? Why?

Ystyriwch yr adran Cynllunio'ch Cwricwlwm ar gyfer eich Maes (sydd yn llawn gwahanol ystyriaethau ar sut i integreiddio gwahanol elfennau trawsgwricwlaidd i mewn i Faes) a thrafod y cwestiynau canlynol yn eich grwpiau:

1. Sut ydym yn defnyddio **pwrpas** i lywio ein dewis o gynnwys?
2. Sut ddylen ni ddisgwyl dysgwyr i **ddangos eu dealltwriaeth** o'r cynnwys hwn? Pa ddangosyddion eraill a welwn efallai gan ddysgwyr?
3. Sut ydym yn cynllunio **ystod o gyfleoedd asesu** fydd yn helpu ymarferwyr a dysgwyr i ddeall y cynnydd sy'n digwydd?
4. Beth yw goblygiadau penodol hyn ar **yr addysgeg** o fewn y Maes Dysgu a Phrofiad hwn?



2 Curriculum design processes

Key message How we design our curriculum is key to supporting progress, and our curriculum should evolve over time to enable progression

What should we consider when developing our approach? Why?

The Curriculum for Wales Guidance sets out what elements to include in our curriculum design, including on the progression steps and principles of progression. To support a shared understanding of progression, how we develop our curriculum is also crucial.

- **Collaboration:** we need to work together within our setting, and with other schools in our cluster, to plan for the progress we want learners to make
- **School-specific:** we need to make the curriculum our own, specific to our context and learners – what do we want our learners
- **Knowing our learners:** we need to know them to go, and how they can get there - review
- **Thinking 3-16:** we should have an aware broader journey from 3 to 16 and use these learners build the skills, knowledge, and
- **Equity:** our curriculum should be accessible
- **Refining and improving:** as we go forward build on what we know supports progress

2 Prosesau dylunio cwricwlwm

Neges allweddol Mae sut rydym yn cynllunio ein cwricwlwm yn allweddol i gefnogi cynnydd, a dylai ein cwricwlwm esblygu dros amser i alluogi cynnydd

Beth ddylen ni ei ystyried wrth ddatblygu ein hymagwedd? Pam?

Mae Canllawiau Cwricwlwm i Gymru yn nodi pa elfennau i'w cynnwys yn ein cynllun cwricwlwm, gan gynnwys ar y camau cynnydd ac egwyddorion cynnydd. I gefnogi cyd-ddealltwriaeth o'r cynnydd, mae sut rydym yn datblygu ein cwricwlwm hefyd yn hollbwysig:

- **Cydweithio:** mae angen i ni gydweithio o fewn ein leoliad, a gyda ysgolion eraill yn ein clwstrwr, i gynllunio ar gyfer y cynnydd yr ydym am i ddysgwyr ei wneud
- **Ysgol-benodol:** mae angen i ni wneud y cwricwlwm yn un ein hunain, yn benodol i'n cyd-destun a'n dysgwyr – beth rydym am i'n dysgwyr ei ddyddu, a pham?
- **Adnabod ein dysgwyr:** mae angen i ni wybod ble mae ein dysgwyr ar hyn o bryd, i ble rydyn ni eisiau iddyn nhw fynd, a sut gallan nhw gyrraedd yno - rydyn ni'n bwyo hyn i mewn i'n cynllun cwricwlwm a'n hadolygiad parhaus
- **Meddwl 3-16:** dylem fod yn ymwybodol nid yn unig o'n cyd-destun ein hunain, ond o daith ehangach y dysgwyr o 3 i 16 oed a defnyddio hyn i gefnogi pontio – sut gall ein cwricwlwm helpu dysgwyr i feithrin y sgiliau, y wybodaeth, a'r tueddadau y bydd eu hangen arnynt yn ddiweddarach?
- **Tegwch:** dylai ein cwricwlwm fod yn hygyrch i bob dysgwr
- **Mireinio a gwella:** wrth i ni symud ymlaen, mae angen i ni fod yn barod i ailedrych ar ein cwricwlwm i adeiladu ar yr hyn y gwyddom sy'n gefnogi cynnydd, a newid yr hyn nad yw'n gweithio

Mae dysgwyr yn arwain ein cynllun cwricwlwm, nid y ffordd arall

Mae rhai o'r cogiau hyn yn darparu dolenni i ddeunyddiau eraill i helpu i adeiladu eich dulliau gweithredu, gan gynnwys gwaith ysgolion eraill:

- Arweiniad cwricwlwm
- Enghreifftiau ac astudiaethau achos
- Adnoddau a deunyddiau ategol
- Arweiniad cwricwlwm
- Enghreifftiau ac astudiaethau achos
- Adnoddau a deunyddiau ategol
- Cydweithio
- Ysgol-benodol
- Adnabod ein dysgwyr
- Mireinio a gwella
- Meddwl 3-16
- Tegwch

Cwricwlwm

Yn ôl i'r brig

Consider the Designing your Curriculum section for your Area (which are full of different considerations for how to integrate different cross-cutting elements into an Area) and discuss the following questions in your groups:

1. How are we using **purpose** to inform our selection of content?
2. How would we expect learners to **demonstrate their understanding** of this content? What other indicators of progression might we see from learners?
3. How are we designing a **range of assessment opportunities** that help practitioners and learners to understand the progress being made?
4. What particular implications does this have for **pedagogy** within this Area of Learning and Experience?

Cwricwlwm i Gymru

Curriculum for Wales

Rhan Addysgeg

The role of pedagogy

Mark Ford

Ymgynghorydd Proffesiynol / Professional Advisor

#Trafod Addysgeg, Meddwl am Ddysgu #Talk Pedagogy, Think Learning

Y gwirionedd yw bod ein plant a'n cymunedau angen math gwahanol o addysg... ac er mwyn deall sut beth yw'r addysg hon a sut mae'n teimlo, rhaid i ni'n wirioneddol ddychwelyd i'r pethau sylfaenol. Nid ydynt yn set neilltuol o bynciau neu ddulliau addysgu neu strategaethau asesu. Y rhain yw'r pwmpasau sylfaenol y dylai addysg eu gwasanaethu o'r cychwyn cyntaf.

I'w bodloni, mae angen newid sylweddol arnom o ran ein meddylfryd am ysgol a'n gwaith yno – gan symud i ffwrdd o'r hen fodel ddiwydiannol i un sy'n seiliedig ar egwyddorion ac ymarferion cwbl wahanol. Mae pawb yn wahanol, pobl o bob lliw a llun, a'u galluoedd a'u cymeriadau'n wahanol hefyd. Mae deall y gwirionedd sylfaenol hwn yn allweddol er mwyn i ni allu weld sut y dylid gweddnewid y system.

I wneud hynny, rhaid i ni newid y stori: mae angen metaffor gwell arnom.

Ken Robinson (2016)

The fact is that our children and our communities need a different sort of education....to understand what this sort of education looks and feels like we really do need to get back to basics. They are not a particular set of subjects or teaching methods or assessment strategies. They are the underlying purposes that education is meant to serve in the first place.

To meet them, we need a radical change in how we think about and do school – a shift from the old industrial model to one based on entirely different principles and practices. People do not come in standard sizes or shapes, nor do their abilities and personalities. Understanding this basic truth is the key to seeing how the system can be transformed.

To do that we have to change the story: we need a better metaphor.

Ken Robinson (2016)



Beth sydd ym meddwl yr athro?

Beth oedd y meddylfryd?

Pa fath o ryngweithio sydd dan sylw?

Pa fath o berthnasoedd sy'n cael eu datblygu?



What is in the teacher's mind?

What was the thinking?

What type of interactions are planned?

What type of relationships are being developed?



Lle dyn ni wedi bod? Where have we been?

Y Cwricwlwm
The Curriculum

Dysgu ac addysgu da
Good teaching and learning

Rhannu arfer da
Share good practice

Yn llywio
Directs

Yn llywio
Directs

Yn llywio
Directs

Arfer yr athro
Teacher practice

Dysgu a chynnydd
Learning and progress

Beth sydd ar ein meddyliau? What is on our minds?

CWRICWLWM

Gweledigaeth – ar gyfer y Pedwar Diben

Sgiliau sy'n hanfodol i'r Pedwar Pwrpas

Camau i'r Dyfodol

Aseu (ar gyfer/o) neu aseu fel

Themâu Trawsgwricwlaidd

Egwyddorion Cynnydd

Cynllunio Cwricwlwm

Ymgysylltu ag egwyddorion addysgeg

Holistaidd / Lles / Cysylltiad, Ymreolaeth, Galluedd

Sgiliau trawsgwricwlaidd:
Llythrennedd/Rhifedd/Cymhwysedd digidol

CURRICULUM

Vision – for the Four Purposes

Skills integral to the Four Purposes

Camau i'r Dyfodol

Assessment (for/of) vs assessing as

Cross Cutting Themes

Principles of Progression

Curriculum Design

Engaging with the pedagogical principles

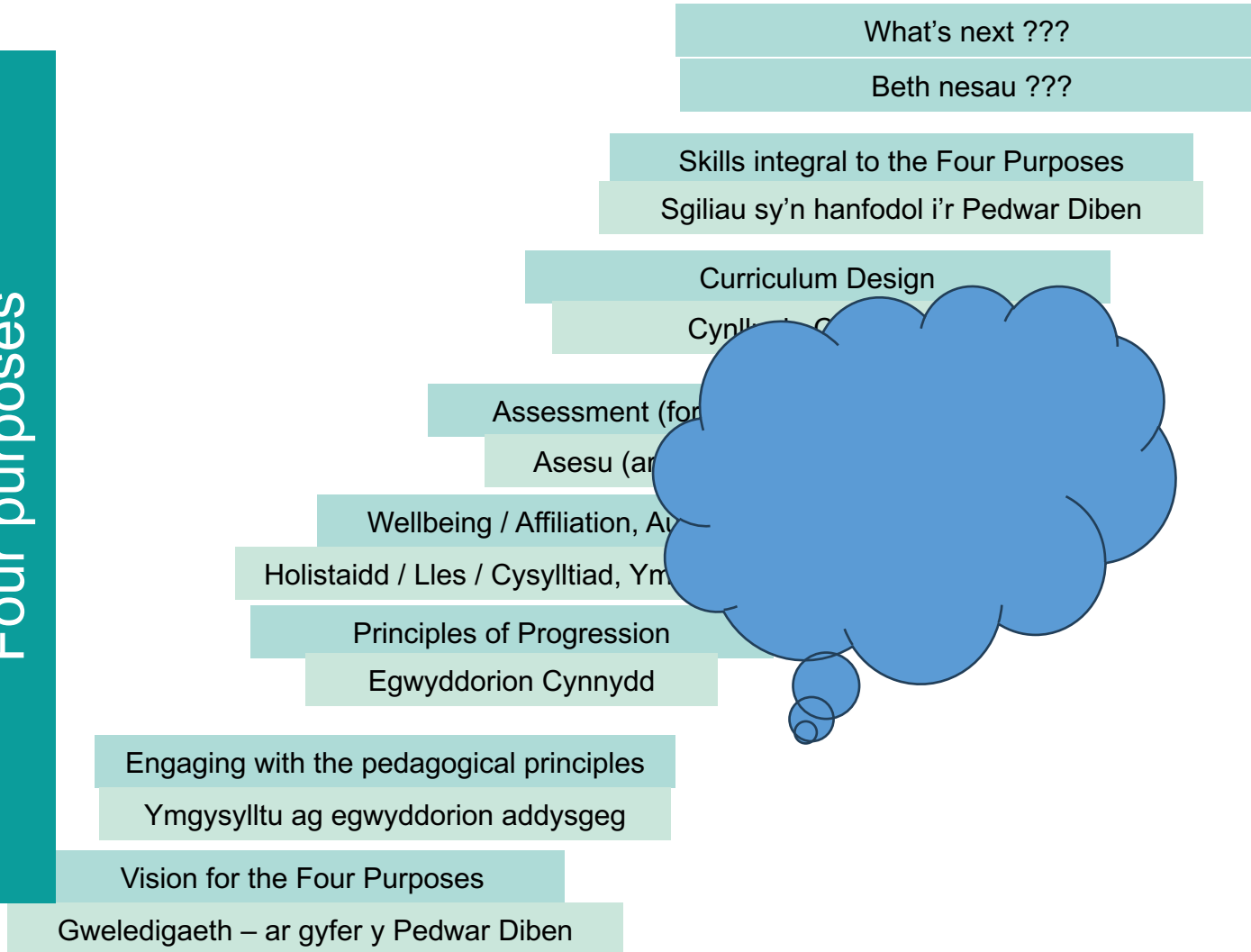
Holistic / Wellbeing / Affiliation, Autonomy, Agency

Cross Curricular Skills: Literacy/Numeracy/DCF

10 mlynedd / years ?

Y Cwricwllwm
The Curriculum

Pedwar Diben
Four purposes



Influences
/Dylanwadau

Influences/
Dylanwadau

ADDYSGEG / PEDAGOGY

PROFIAD / EXPERIENCE

DYSGU, CYNNYDD a DATBLYGIAD /
LEARNING, PROGRESS and DEVELOPMENT

Beth sydd angen i ni barhau i feddwl amdano? What do we need to keep thinking about?

PEDWAR DIBEN– iach, egwyddorol, hyderus,
uchelgeisiol, galluog, gwybodus,
mentrus, creadigol

FOUR PURPOSES – healthy, ethical, confident,
ambitious, capable, informed, enterprising, creative

Addysgeg –
ein meddylfryd sydd wrth
wraidd cynllunio profiadau
dysgu sy'n cefnogi cynnydd o
fewn Cwricwlwm i Gymru

Pedagogy -
our thinking that underpins the
design of learning experiences
that support progression
within Curriculum for Wales

Egwyddorion addysgeg
- yn darparu sylfaen gadarn ar
gyfer cynllunio profiadau dysgu
dyfnach

Pedagogical Principles -
provide a foundational basis
for the design of deeper
learning experiences

Dulliau addysgeg
- yn darparu ffordd i ddelio gydag
agweddau penodol, gan gynnwys
arloesedd dechnolegol

Pedagogical Approaches -
provide a way of dealing with
particular aspects of learning,
including technological innovation

Ymarfer
- y gwir ddarpariaeth neu ddefnydd
o ddull i ysgogi dysgu

Practice -
the actual application or use of a
method to stimulate learning



Cwricwlwm i Gymru

Curriculum for Wales

Lloyd Hopkin

Dirprwy Gyfarwyddwr – Cwricwlwm ag Aseu
Deputy Director – Curriculum and Assessment