

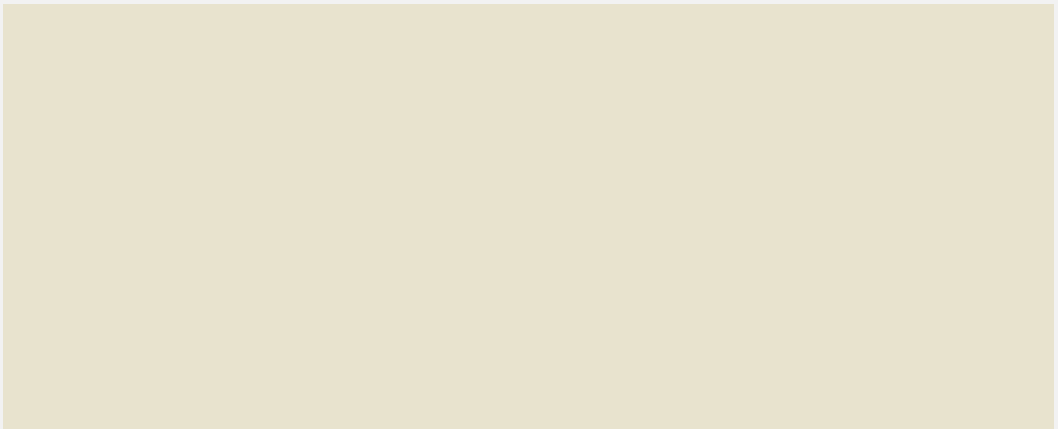
CAMAU I'R DYFODOL

Prifysgol Glasgow / University of Glasgow

Prifysgol Cymru Y Drindod Dewi Sant /

University of Wales Trinity Saint David

Llywodraeth Cymru / Welsh Government



CAMAU - CANFYDDIADAU

CAMAU - FINDINGS

- A balance between top down and bottom-up approaches needs to be struck – a midway between tight elements of policy which offer signposts and the space for local variation.
 - Building understanding of CfW as a purpose-led, process-orientated curriculum requires new thinking around curriculum, assessment and pedagogy.
 - Off the shelf approaches to curriculum, assessment and pedagogy do not appear to be aligned with the goals of CfW.
- Mae angen taro cydbwysedd rhwng dulliau o'r brig i lawr ac o'r gwaelod i fyny – ffordd ganol rhwng elfennau polisi tynn sy'n cynnig cyfeiriadau a lle i amrywiadau lleol.
 - Mae meithrin dealltwriaeth o'r Cwricwlwm i Gymru fel cwricwlwm a arweinir gan bwrpas a phroses yn gofyn am feddwl o'r newydd ynghylch y cwricwlwm, asesu ac addysgeg.
 - Ymddengys nad yw dulliau parod o ran cwricwlwm, asesu ac addysgeg yn cyd-fynd â nodau'r Cwricwlwm i Gymru.

CAMAU – ARWYDDION RHYBUDD

CAMAU – WARNING FLAGS

- Too much ‘noise’ in the system.
- Developing a shared understanding of CfW takes time.
- Coherence does not mean everyone doing the same thing.
- It is not always clear how progression is being conceptualised.
- Gormod o ‘sŵn’ yn y system.
- Mae datblygu dealltwriaeth gyffredin o’r Cwricwlwm i Gymru yn cymryd amser.
- Nid yw cydlynid yn golygu bod pawb yn gwneud yr un peth.
- Nid yw’n glir bob amser sut mae cynnydd yn cael ei gysyniadoli.

BETH YW
CYNNYDD?

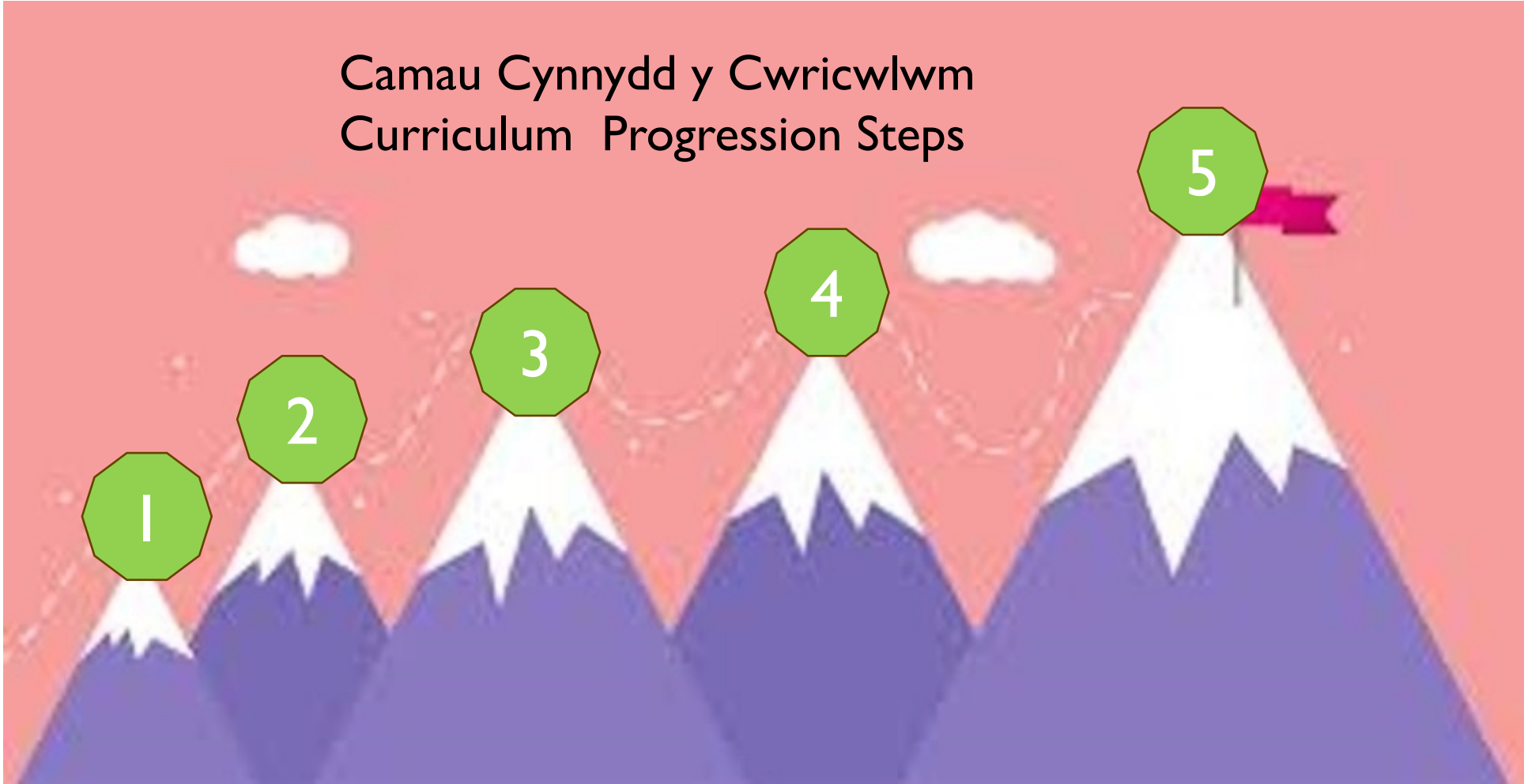
WHAT IS
PROGRESSION?

WHAT IS PROGRESSION

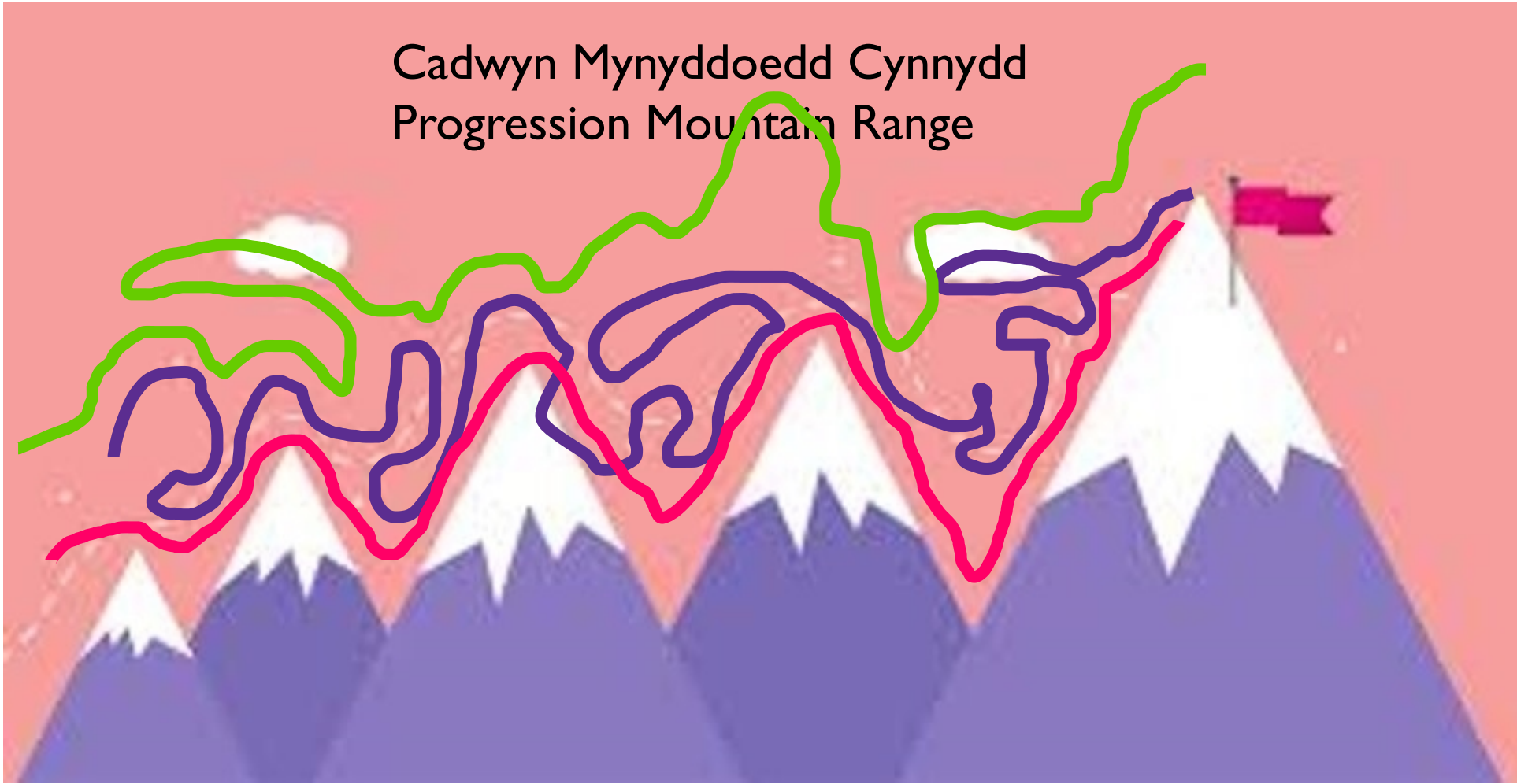
Mae cynnydd yn gontinwwm cynyddol soffistigedig o ddealltwriaeth a sgiliau wrth i bobl ifanc symud o 'nofis i arbenigwr'.

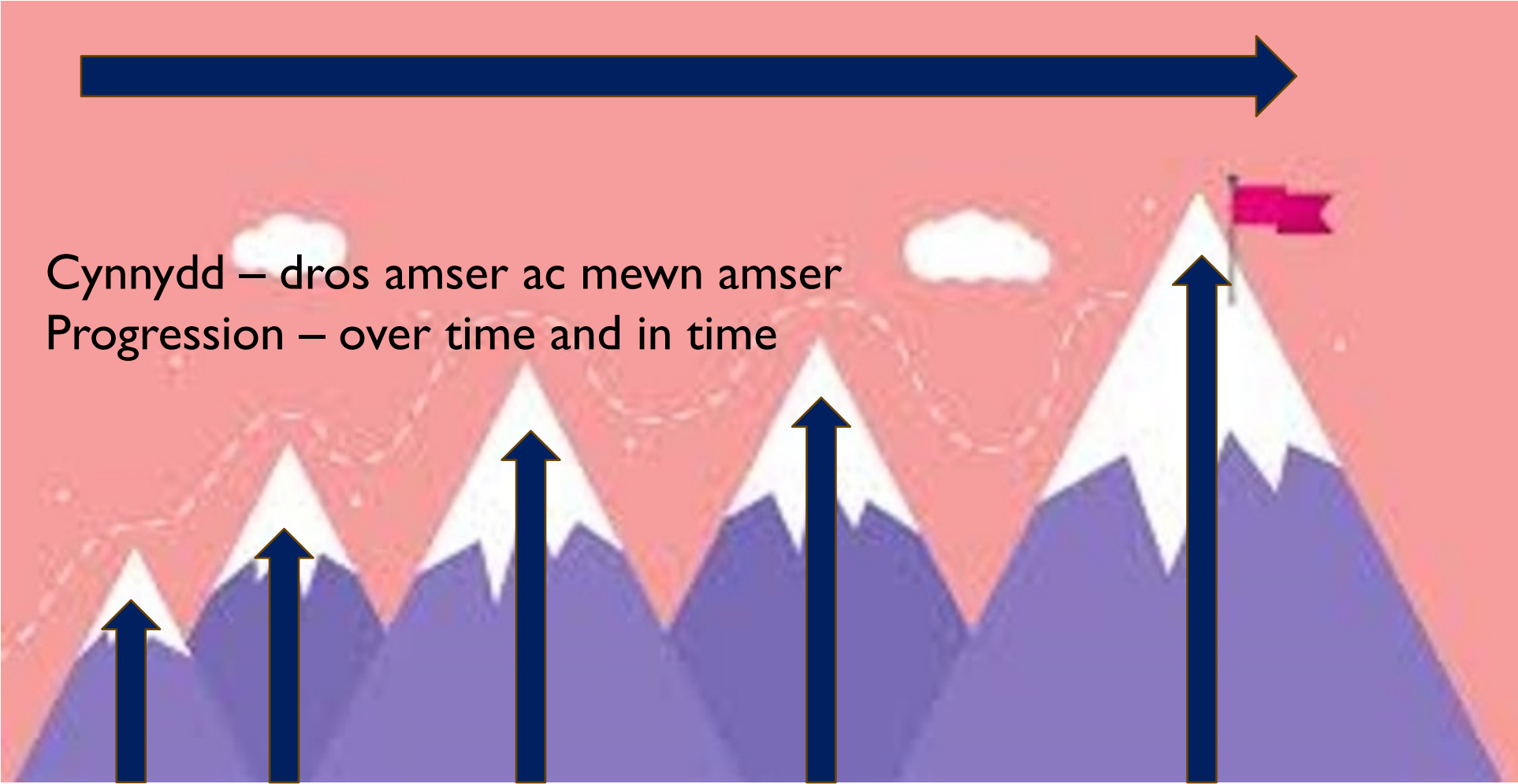
Progression is a continuum of increasing sophistication of understanding and skills as young people move from 'novice to expert'.

Camau Cynnydd y Cwricwlwm
Curriculum Progression Steps



Cadwyn Mynyddoedd Cynnydd
Progression Mountain Range





Cynnydd – dros amser ac mewn amser
Progression – over time and in time

Nid yw'r un diffiniad o gynnydd yn cynnwys cyfeiriadau at ddisgwyliadau o ran gradd neu lefel oedran. **Yn hytrach, ystyrir dysgu yn ddilyniant neu gontinwwm o brofiad cynyddol.**

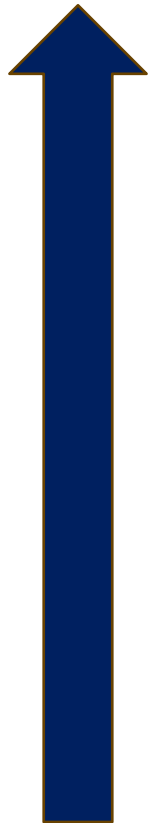
No definition of progression contains references to grade or age level expectations. **Instead, learning is conceived of as a sequence or continuum of increasing expertise.**

Syniad o barhad a chydlyniad: nid yw dysgu'n gyfres o ddigwyddiadau arwahanol, ond yn hytrach yn daflwybr o ddatblygiad sy'n cysylltu gwybodaeth, cysyniadau a sgiliau o fewn parth.

Notion of continuity and coherence: learning is not a series of discrete events, but rather a trajectory of development that connects knowledge, concepts and skills within a domain.

Mae cynnydd dysgu'n hyblyg. Mae'n cydnabod nad yw myfyrwyr yn symud ymlaen ar yr un cyflymdra nac i'r un graddau o ran dyfnder a chynnydd ac yn gweld hyn yn rhan ddisgwyliedig o ddysgu.

Learning progressions are accommodating. They recognise that students do not move forward at the same rate or with the same degree of depth and progression and see this as an expected part of learning



Pedagogy – how are we teaching?

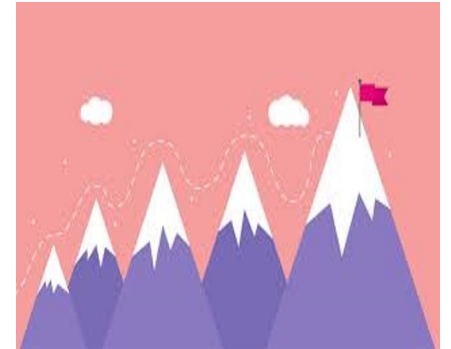
Assessment – is learning happening?

Curriculum – what are we teaching and why?

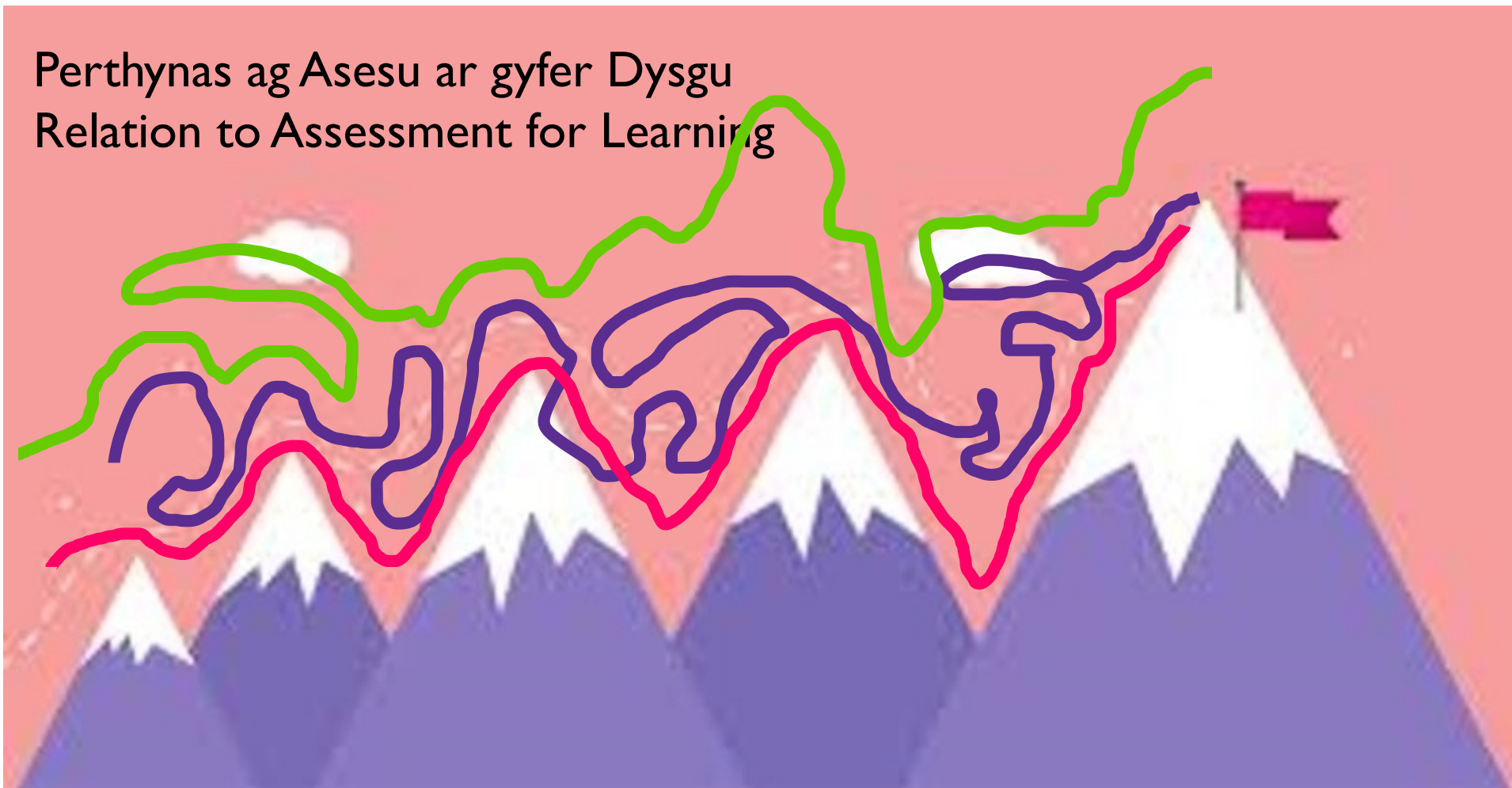
Addysgeg – sut ydym ni'n addysgu?

Aseu – ydy dysgu'n digwydd?

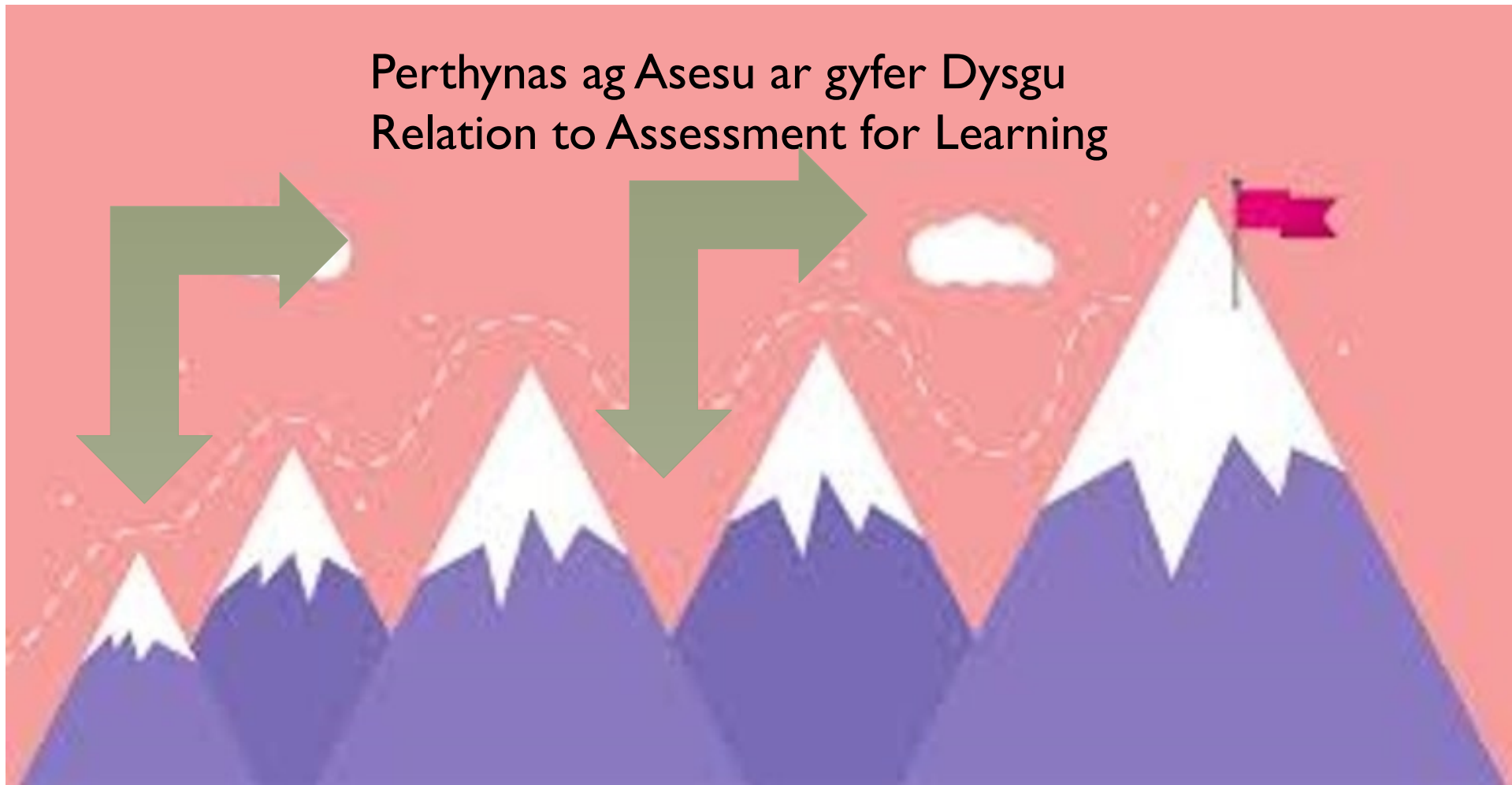
Cwricwlwm – beth ydym ni'n ei addysgu a pham?



Perthynas ag Asesu ar gyfer Dysgu
Relation to Assessment for Learning



Perthynas ag Aesu ar gyfer Dysgu
Relation to Assessment for Learning



DYSGU AC NID GWNEUD
LEARN AND NOT DO

Addysgeg ac asesu ac nid gweithgaredd
Pedagogy and assessment and not activity

O ganlyniad, mae'r arfer rhy gyffredin o ddysgu wedi'i yrru gan weithgareddau yn hytrach nag wedi'i yrru gan y nod dysgu, yn cael ei osgoi.'

Consequently, the all too common practice of learning being activity driven rather than driven by the learning goal is avoided.'

(Mosher and Heritage 2017:1, t/p.5)