



# Camau i'r Dyfodol

11<sup>th</sup> May 2023

Y dull o weithredu'r cwricwlwm a dysgu sy'n  
canolbwyntio ar broses

The process approach to curriculum and learning



## Dull proses

Yn datblygu o waith:

- John Dewey ar ddysgu drwy brofiad (dechrau'r 20fed ganrif)
- Cwricwlwm cymdeithaseg Jerome Bruner ar gyfer ysgolion cynradd (1960au)
- Prosiect Cwricwlwm y Dyniaethau Lawrence Stenhouse (1970au)
- Fe'i gelwir hefyd yn 'fodel datblygu dysgwyr' weithiau (McKernan, 2008)
- Ystyrir y cwricwlwm fel 'profiad addysgol parhaus: proses yn hytrach na chynnyrch' (McKernan, 2008, t.6) ac fel 'profiad byw' (Hung, 2022)

## Process approach

Develops from the work of:

- John Dewey on experiential learning (early 20<sup>th</sup> century)
- Jerome Bruner's sociology curriculum for primary schools (1960s)
- Lawrence Stenhouse's Humanities Curriculum Project (1970s)
- Sometimes also known as the 'learner development model' (McKernan, 2008)
- Curriculum seen as a 'continuous educational experience: a process rather than a product' (McKernan, 2008, p.6) and as 'lived experience' (Hung, 2022)



## Dull proses

Mae cwricwlwm yn cael ei weld fel:

*cynnig sy'n nodi cynllun addysgol, sy'n cynnig gwybodaeth, agweddau, gwerthoedd, sgiliau a galluoedd sy'n cael eu gwerthfawrogi'n gymdeithasol, sydd ar gael i fyfyrwyr trwy amrywiaeth o brofiadau addysgol, ar bob lefel o'r system addysg. (McKernan, 2008, t.12).*

Yn seiliedig ar newid mewn ffordd o feddwl:

*ni ddylai'r cwestiwn allweddol fod 'pa bynciau y dylen ni fod yn eu dysgu?'; yn hytrach dylen ni fod yn gofyn 'pa wybodaeth sydd o'r gwerth mwyaf?' a 'sut y gallem ni ei haddysgu orau (e.e. trwy ddulliau sy'n seiliedig ar bwnc neu ddulliau rhyngddisgyblaethol)?' (Priestley, 2017, t.4)*

## Process approach

A curriculum becomes seen as:

*a proposal setting out an educational plan, offering students socially valued knowledge, attitudes, values, skills and abilities, which are made available to students through a variety of educational experiences, at all levels of the education system. (McKernan, 2008, p.12).*

Based on a shift in thinking:

*the key question should not be 'what subjects should be we teach?'; instead we should be asking 'what knowledge is of most worth?' and 'how might we best teach it (e.g. through subject-based or inter-disciplinary approaches)?' (Priestley, 2017, p.4)*



## Beth mae hyn yn ei olygu ar gyfer creu'r cwricwlwm? What does this mean for creating curriculum?

- Nid oes glasbrint ar gyfer creu cwricwlwm gan ddefnyddio dull proses
  - Symud o drefnu'r cwricwlwm o amgylch canlyniadau/bwriadau dysgu neu safonau cenedlaethol i ganolbwyntio ar nodau neu ddibenion datblygiad ehangach
  - Mae creu yn dibynnu ar wybodaeth athrawon o bynciau, addysgeg, a dysgwyr
  - Mae detholiad o gynnwys sy'n cael ei 'farnu'n werth chweil': 'Mae addysgu a dysgu ar eu gorau yn datblygu, yn cael eu hadeiladu ac nid ydynt yn anelu at nod: maent yn adeiladu mor uchel ag y gallant.' (Stenhouse yn James, 2011, t.78)
- There is no blueprint for creating curriculum using a process approach
  - Shifts from organising curriculum around learning outcomes/intentions or national standards to focusing on broader developmental aims or *purposes*
  - Creation relies on teachers' knowledge of subjects, pedagogies, and learners
  - Selection of content that is 'judged worthwhile': 'Teaching and learning at their best unfold, are built up and do not aim at a goal: they build as high as they can.' (Stenhouse in James, 2011, p.78)



## Beth mae hyn yn ei olygu ar gyfer gwybodaeth?

- I Stenhouse, roedd gwybodaeth yn bwysig, ond mae pob cwricwlwm yn cynnwys barn am ba wybodaeth sy'n 'werth chweil'
- Nid yw dull proses yn anwybyddu'r hyn sydd i'w ddysgu: ond mae'n rhoi pwyslais cryf ar sut mae'n cael ei ddysgu a pham y mae i'w ddysgu
- Ni welir gwybodaeth fel cynnwys i'w feistroli (model cynnwys) neu ganlyniadau/bwriadau i'w bodloni (model amcanion): mae dysgwyr yn datblygu'n gyfannol wrth iddynt ymgysylltu â gwybodaeth
- Dylid cefnogi dysgwyr i ymgysylltu'n feirniadol â gwybodaeth

## What does this mean for knowledge?

- For Stenhouse, knowledge mattered, but all curriculums involve judgements about what knowledge is 'worthwhile'
- Process approach doesn't ignore what is to be learned: but it does place strong emphasis on how it is to be learned and why it is to be learned
- Knowledge is not seen as content to be mastered (content model) or outcomes/intentions to be met (objectives model): learners develop holistically as they engage with knowledge(s)
- Learners should be supported to engage critically with knowledge(s)



## Beth mae hyn yn ei olygu i rôl yr athro?

- Mae McKernan (2008, t.8) yn ysgrifennu bod athrawon yn dod yn 'asiantau adeiladol' y mae eu rôl yn dibynnu ar farn broffesiynol a myfyrio
- Mae rôl athro yn dod yn greadigol, yn arfarnol ac yn ymatebol: mae athrawon yn creu cwricwlwm, ei rannu trwy addysgu a'i werthuso drwy ymholiad yn yr ystafell ddosbarth a/neu ymarfer myfyriol, a'i esblygu mewn ymateb (McKernan, 2008, t.14-16)

## What does this mean for the teacher's role?

- McKernan (2008, p.8) writes that teachers become 'constructive agents' whose role rests on professional judgement and reflection
- Teacher's role becomes creative, evaluative and responsive: teachers create curriculum, share it through teaching and evaluate it through classroom enquiry and/or reflective practice, and evolve it in response (McKernan, 2008, p.14-16)



## Beth mae hyn yn ei olygu i rôl yr athro?

- Mae'r dull proses yn golygu bod athrawon yn meddwl pa ddibenion addysgol a ddymunir cyn 'dychmygu sut i dynnu'r prosesau ynghyd... ac ymgysylltiadau' yn debygol o arwain at gyflawni'r dibenion hyn (Knight, 2001, t.376)
- Mae prosesau pedagogaid yn amrywio yn ôl oedran dysgwr, cam dysgu a chymhlethdod yr hyn sy'n cael ei ddysgu (Knight, 2001, t.375)
- Pa brosesau pedagogaid fydd yn annog dysgwyr i ddatblygu dealltwriaeth sy'n cael ei 'chyfoethogi' ar draws eu gyrfaedd ysgol (James, 2011)?

## What does this mean for the teacher's role?

- The process approach involves teachers thinking about what educational purposes are desired before 'imagining how to draw together the processes... and engagements' likely to result in these purposes being achieved (Knight, 2001, p.376)
- Pedagogic processes will vary according to age of learner, stage of learning and complexity of what is being learned (Knight, 2001, p.375)
- Which pedagogic processes will encourage learners to develop understanding that is 'enriched' across their school careers (James, 2011)?



## Cwestiynau i'w trafod

- Beth mae hyn yn ei olygu o ran sut rydych chi'n ymgysylltu â Chwricwlwm i Gymru ac yn cefnogi ei drosi'n 'brofiad byw' ar gyfer dysgwyr?
- Beth allai'r dull hwn ei olygu i'r dysgwyr rydych chi'n gweithio agosaf gyda nhw? Sut brofiad fydd eu profiad byw o Gwricwlwm i Gymru?

## Questions for discussion

- What does this mean for how you engage with Curriculum for Wales and supports its translation into 'lived experience' for learners?
- What might this approach mean for the learners you work with most closely? What will their lived experience of Curriculum for Wales be like?





## Llenyddiaeth a ddefnyddiwyd fel sail i'r cyflwyniad

### Literature used to inform the presentation

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