National Curriculum for Wales Leadership Series – Curriculum Design and Development Workbook

Curriculum Design and Development Workbook (Part 3)

The objective of these sessions is to understand:

The key design considerations

The considerations about contexts for learning and content

How can senior leaders support AoLE curriculum development?

Who should be involved in curriculum design?

There are three salient experiences you might have, and three corresponding approaches you might take with the material covered in the sessions.

New

Implement

If the material is new to you, consider how you can implement it at your school.

Familiar

Enhance

If you are familiar with the material consider how you might enhance or finesse your use and demonstration of it.
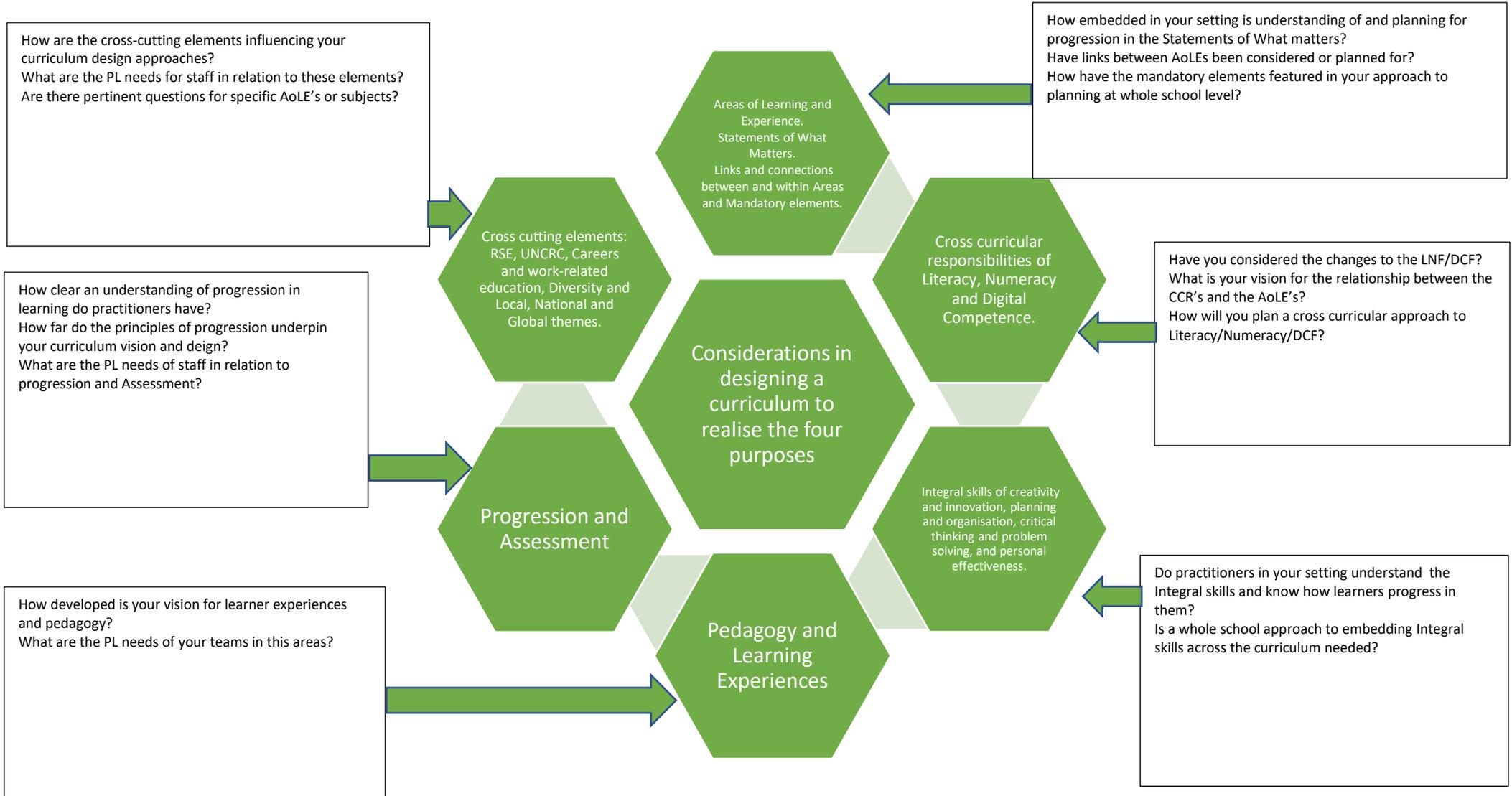
Experienced

Mentor/Coach

If you are experienced with the material covered identify people within your school who aren't and consider how you could bring it to them via a coaching and mentoring approach.

Activity 1: How far have you considered these in your engagement with the curriculum to date?

How are the cross-cutting elements influencing your curriculum design approaches?
What are the PL needs for staff in relation to these elements?
Are there pertinent questions for specific AoLE's or subjects?

How embedded in your setting is understanding of and planning for progression in the Statements of What matters?
Have links between AoLEs been considered or planned for?
How have the mandatory elements featured in your approach to planning at whole school level?

How clear an understanding of progression in learning do practitioners have?
How far do the principles of progression underpin your curriculum vision and deign?
What are the PL needs of staff in relation to progression and Assessment?

Have you considered the changes to the LNF/DCF?
What is your vision for the relationship between the CCR's and the AoLE's?
How will you plan a cross curricular approach to Literacy/Numeracy/DCF?

How developed is your vision for learner experiences and pedagogy?
What are the PL needs of your teams in this areas?

Do practitioners in your setting understand the Integral skills and know how learners progress in them?
Is a whole school approach to embedding Integral skills across the curriculum needed?

Hexagon diagram

Areas of Learning and Experience.
Statements of What Matters.
Links and connections between and within Areas and Mandatory elements.

Cross cutting elements: RSE, UNCRC, Careers and work-related education, Diversity and Local, National and Global themes.

Cross curricular responsibilities of Literacy, Numeracy and Digital Competence.

Considerations in designing a curriculum to realise the four purposes

Progression and Assessment

Integral skills of creativity and innovation, planning and organisation, critical thinking and problem solving, and personal effectiveness.

Pedagogy and Learning Experiences

Activity 2:
What contexts for learning/content do you think are vital to be a part of the curriculum for Wales?

Activity 3: consider the contexts for learning/content on page 4 against the checklist below.

<u>**A checklist for considering contexts for learning/content.**</u>

What Matters and 4 Purposes:
- Is x a valuable topic through which to support learners end goal of realising the four purposes?
- How does X develop the big ideas in the Statements of What Matters in the relevant AoLE?
- Does it provide rich learning linked to the statements of What Matters?
- Does X provide opportunities for appropriate knowledge, skills and experiences?
- Does X provide opportunities for developing the procedural, epistemic, disciplinary and interdisciplinary knowledge linked to the Statements of What Matters
- Does X provide opportunities to develop essential and important knowledge and skills?
- Does X provide relevant and important problems and issues?
- Is X relevant to the personal needs of the learners?
- Does X provide opportunities to make links and connections within and across AoLE's?
- How does X fit into the medium- and long-term curriculum planning? Does it provide greater breadth, depth, range?
- Does X provide rigour and challenge appropriate to the learners' stage and development?
- Is X age and developmentally appropriate?
- Does X fit in a coherent way into prior and future learning experiences?
- Will X facilitate opportunities for authentic learning experiences?
- Does X fit with the guidance on choosing contexts for learning within the relevant AoLE guidance?

Cross cutting elements, and CCR's
- Does x topic provide opportunities to embed rich and appropriate opportunities to develop CCR's?
- Does X topic provide opportunities to develop the integral skills or critical thinking and problem solving, planning and organisation, creativity and innovation, and personal effectiveness.
- Does X topic contribute to your whole curriculum plans to cover the cross-cutting elements of UNCRC, Diversity, Local, National and Global contexts, careers and work related learning and RSE?

Progression
- How does x relate to learners prior learning? Does x revisit concepts and ideas at a more sophisticated and complex way?
- Does X facilitate an appropriate pace of progression as envisaged by the descriptions of learning linked to the relevant to the Statements of What Matters?
- How does X contribute greater breadth and depth to learners learning journey?

Expressive Arts:
1 - The art of Kyffin Williams
2 – Titanic
3- 'Fake news' on social media

LLC:
1 - Myths and Legends
2 – Circus
3 - The novel, Wide Sargasso Sea, by Jean Rhys.

M&N:
1 - Costs of credit cards, loans and overdrafts
2 – budgeting for a building project

Humanities:
1 -Devolution in Wales
2 - Football
3- Pirates

Science and Technology:
1 -Design a toy to sell in a Christmas fete
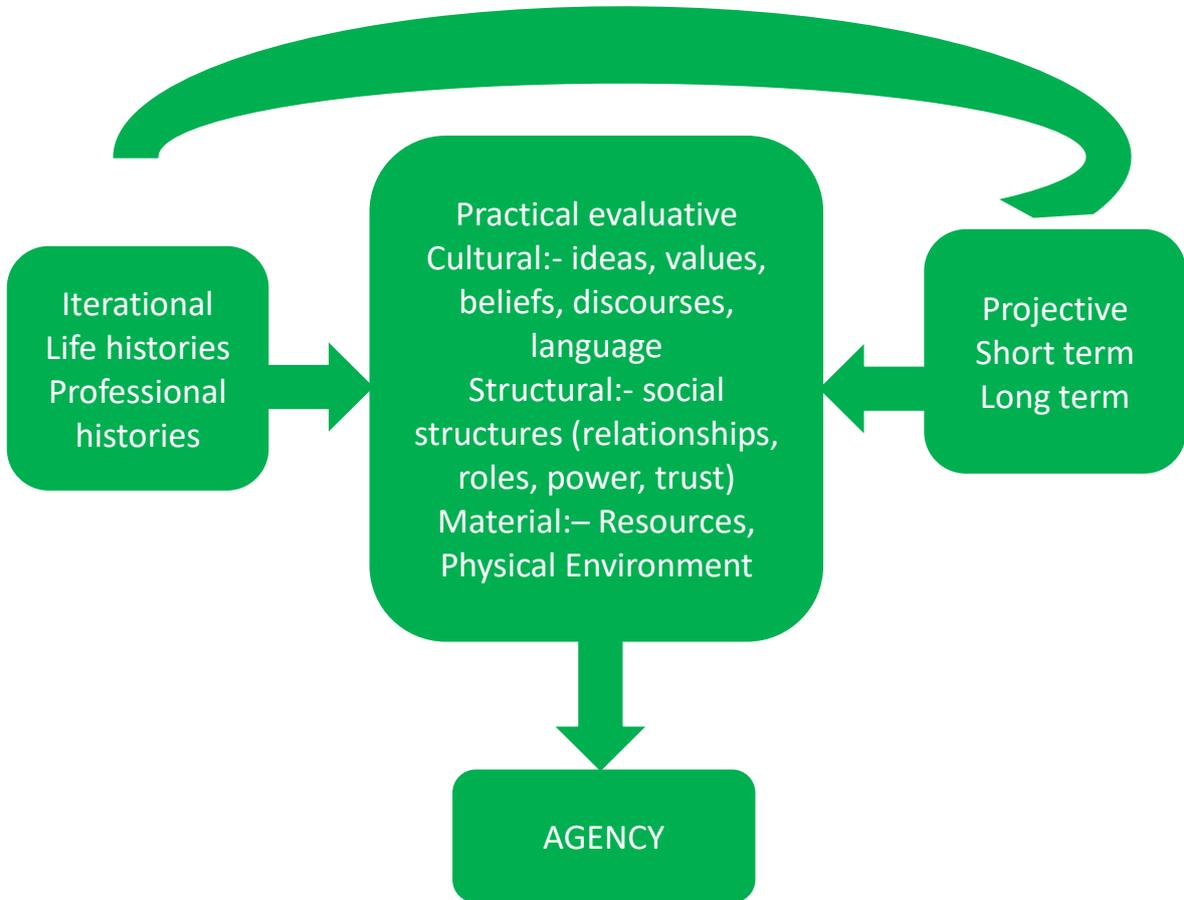2- Endangered animals

Health and Well-being
1   - Sleep
2   - Yoga

Science and Technology
1 -Design a toy to sell in a Christmas fete
2- Endangered animals

Activity 4:

Mark Priestley's 'ecological' model of teacher agency is summarised below:

Iterational
Life histories
Professional
histories

Practical evaluative
Cultural:- ideas, values,
beliefs, discourses,
language
Structural:- social
structures (relationships,
roles, power, trust)
Material:– Resources,
Physical Environment

Projective
Short term
Long term

AGENCY

Using the model above, can you identify ways in which your school can make any changes to better promote teacher agency?

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Activity 5: Read the quotes below. These are taken from a number of academics:
The key question seems to be, how do we provide our learners a stake in the design of the curriculum, whilst still providing a well-planned and sequenced curriculum that allows for the development of important knowledge and concepts across the curriculum?

Source 1: Curriculum for Wales Guidance

Involving learners directly in the designing of their curriculum could include the following steps:
Enabling learners to make choices about what and how they learn.
Collecting qualitative feedback after learning experiences, which informs ongoing curriculum design.
Considering learners' perspectives on a daily basis in the classroom through participatory pedagogy.
Involving learners in setting priorities for the curriculum and for learning content.
Ensuring that resources are identified to support participation.
Ensuring that consultation, analysis of learners' views and feedback are included as steps in the curriculum design and evaluation process.
Ensuring that feedback on the outcomes of learner voice contributions are given to learners and staff and that this is factored into the timescales for curriculum design.
Ensuring that learners are informed about the school's process of curriculum design in an accessible language and format and that they know what opportunities there are to get involved.

Source 2: ED Hirsch, Why Knowledge Matters (2016)
Selected quotes:

'Vocabulary size is the single most reliable correlate to reading ability…systematically contextualised verbal experiences are the most efficient means for gaining big vocabularies. In schools, the most effective route to highly contextualised verbal experiences is a highly coherent, well planned-out communal school curriculum centered on subject matters' (pp 48)

Vocabulary growth is enhanced by being integrated with the sequence of knowledge domains that are carefully mapped from week to week in the pre-school curriculum (pg 54)

'Critical thinking does not exist as an independent skill. Cognitive scientists have known since the 1940s that human skills tend to be domain specific, and do not transfer readily from one domain to the next. No matter how widely skilled people may be, as soon as they confront unfamiliar content their skill degenerates' (pp 81)

Domain knowledge facilitates problem-solving in any domain- hence, the best way to teach "problem solving skill" if to offer a broad education! (pp 89)

'Encouraging children to follow their interests. Leaves them with big holes in their knowledge and vocabulary' (pp 100)

A domain is any larger context into which things being studied are integrated and connected conceptually and linguistically (pp 101)

Knowledge is the key to gap closing, and it is best gained coherently by the cumulative, year-by-year study of domains- by a well-defined, cumulative curriculum (pp 101).

Source 3: Dylan Wiliam Creating the Schools Our Children Need (2018)

The main purpose of curriculum is to build up the content of long-term memory so that when students are asked to think, they are able to think in more powerful ways because what is in their long-term memories makes their short-term memories more powerful. That is why curriculum matters.

When students are asked what kinds of things they like to do in science lessons, practical activities in laboratories usually come top of the list. Moreover, doing experiments that allow students to see scientific concepts such as angular momentum in action does lead to higher achievement. But, the role of long term memory. Put bluntly, when students do experiments, they often do not have enough content knowledge to understand what they are seeing. While students do seem to prefer inquiry-based instruction, is it generally less effective than teacher-led instruction, at least as far as performance in PISA is concerned.

The 2015 PISA survey focussed on science literacy and investigated in particular the factors that were associated with student success in science. The two most positive factors were predictable – students from more affluent homes did better, as did students taught by teachers who were able to adapt the lesson to meet their individual needs. The third most significant factor was how much teacher-directed instruction took place. The more teacher-led instruction there was in a classroom, the higher students scored in PISA.

Inquiry-based instruction had a greater negative impact on student achievement in science that student absence (defined as missing one day of school in a two-week period). To be effective, practical work in laboratories has to be designed to build carefully on students' formal scientific knowledge – what they already have in long-term knowledge.

What are the key lessons to be learned here?

Activity 6: Individual reflection task
What is your current approach to engaging wider stakeholders in the design of the curriculum – does this need to change in light of the guidance?

The Curriculum for Wales guidance makes the following observations:

Co-construction

Working with other settings, schools and further education institutions
Working with other *settings*, *schools* and further education institutions provides important opportunities to share learning and develop joined-up experiences for learners across their learning journey. In particular collaboration across settings, schools and further education supports the following.

Developing a shared understanding of curriculum design (including assessment) and progression
To ensure equity for learners within a local area and across Wales, it is important that there is a shared understanding of the fundamentals of curriculum design, along with a shared understanding of learner progression, including expectations around what progression may look like and the pace at which learners may progress. This shared understanding should be developed through both professional learning and as an ongoing process both within and across schools, of which professional dialogue is a fundamental aspect. Working through clusters and networks, schools and practitioners can share and learn from each other's understanding of progression and collaborate to develop shared approaches to curriculum design.

Transition
Schools should consider how collaboration can support the planning of a continuum across different transitions, particularly for the most vulnerable learners. The learner should be at the centre of the transition process. Effective transition is about facilitating the smooth movement of all learners along the learning continuum, supporting them as they move between different groups, different classes, different years and different settings. Ensuring the well-being of all learners should be an important and integral part of the process, recognising the needs of individuals, while also supporting both continuity and progression in their learning.

Working with parents, carers and stakeholders

In developing their curriculum, schools should involve learners, parents, carers, partner agencies and the local community. This is an important means of ensuring the curriculum meets learners' needs and is authentic to their context within the national framework. Schools and practitioners also play a critical role in ensuring learners, parents, carers and communities understand the vision and ethos underpinning the curriculum.

Learners, parents, carers and the local community should also have opportunity to contribute to curriculum design. Communicating effectively with parents and carers on an ongoing basis is an important way to foster positive relationships in order to engage them in purposeful and meaningful dialogue. When undertaken well, this can help aid learner progression by helping parents and carers to understand how they can support learning within and outside the school environment. Schools' curricula should also recognise and reflect the needs and contexts of the communities within and beyond the school. Practitioners should also seek to collaborate and draw on a range of experts and stakeholders who can contribute to learning, providing learners with distinct and enriching experiences.

How will your approach to curriculum design need to change in light of the guidance?