



Consortia Gwella Ysgolion Rhanbarthol
Regional School Improvement Consortia

National Curriculum for Wales Leadership Series – Bitesize Resource

Developing Shared Vision 2





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This session is the second of two sessions on Developing Shared Vision.

We recommend that you watch Developing Shared Vision 1 before engaging with this session.

Starter Activity: The Vision of the Curriculum of Wales

What is the vision of the Curriculum for Wales?

Draft Curriculum for Wales 2022
Designed by teachers. Built for children. The feedback period for Curriculum for Wales 2022 has now closed and all responses are currently being considered.
[Get started](#)

The Curriculum for Wales framework is a clear statement of what we see as important in a broad and balanced education. At its heart is our aspiration for every child and young person in Wales, as defined by the four purposes of the Curriculum for Wales. **They are the shared vision of our education system.** To realise this vision, schools must design, adopt and implement a curriculum which must fulfil the Welsh Curriculum requirements set out in legislation and provide the learning it defines.


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- Are these purposes only for Curriculum for Wales or are they valid and relevant now as we respond to the ongoing worldwide pandemic?
- How comfortable are we all with the 4 purposes?
- Are schools clear about what they mean for their communities?
- What will learners do at different ages appropriate to them in their contexts to show that they are ethically informed? Are they creative? Are they healthy and confident?



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Activity 1: How do you currently design your curriculum?



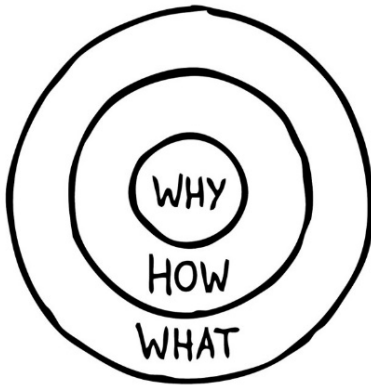
How do you currently plan your curriculum?

Which of these questions do you ask first?



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Activity 2: Starting with Why



This is the concept of the Golden Circle by Simon Sinek, who suggests we should start with the why and work out through the how and what.

Following the short video, there is an opportunity for you to consider and discuss these questions across your teams, departments, whole school.

- From the perspective of your setting, what is your WHY?
- What would you do more or less of?
- Would you organise learning differently?
- Would the focus of your work change?
- What are the opportunities that this creates?
- Are there any barriers to consider?



Activity 3: Reflection against the 4 Purposes

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

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

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

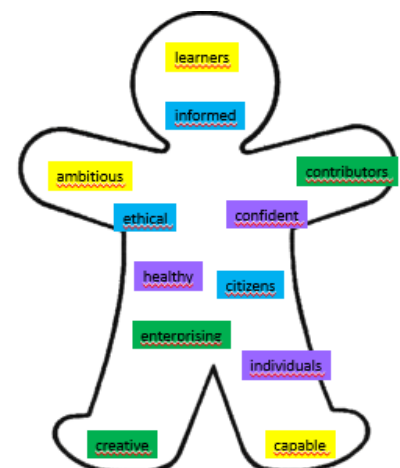
and are ready to be citizens of Wales and the world

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

- What do the 4 Purposes mean to you and your school?
- How does your school vision and the 4 Purposes inform your curriculum offer?
- How do you build knowledge, skills and experience:-
 - Within your classroom?
 - Within your department?
 - Across your school?
 - Across your 3-16 continuum?





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Further Reading & Resources

If you would like to read more about developing a shared vision, below there are some further links to wider reading.

There is also a link to the Professional Learning Journey page on Hwb which has a series of playlists from schools across Wales sharing their experiences of working through Curriculum for Wales.

<https://hwb.gov.wales/professional-development/professional-learning-journey/developing-a-shared-whole-school-vision/>

TESS INDIA – building a shared vision for your school

<https://www.open.edu/openlearncreate/mod/resource/view.php?id=57064>

OECD REPORT – Developing Schools as Learning Organisations in Wales

<https://www.oecd.org/education/developing-schools-as-learning-organisations-in-wales-9789264307193-en.htm>

FURTHER DOCUMENTATION

[Framework on embedding a whole-school approach to emotional and mental wellbeing | GOV.WALES](#)

[Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum Working Group: final report | GOV.WALES](#)