
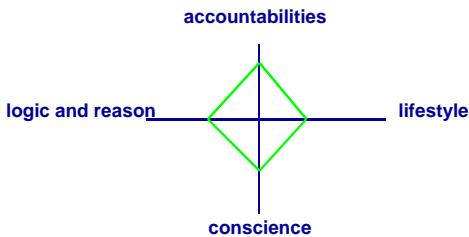



Curriculum Visions
 Enjoying the learning adventure
 The Buckinghamshire Gathering

Mick Waters 17 May 2011




Getting things done...leadership levers





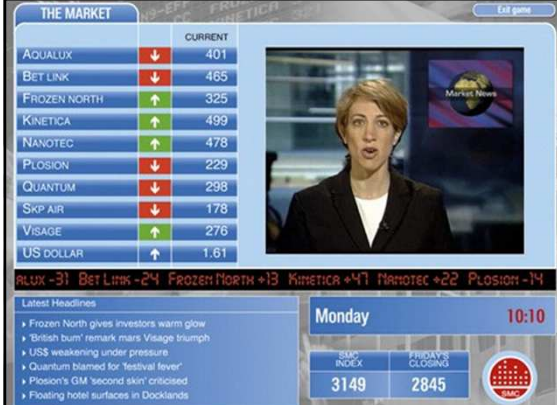
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Getting things done...leadership levers

- promise of enhanced professional lifestyle
- reference control; accountabilities
- professional conscience
- reasonably argued case for change



THE MARKET		CURRENT
AQUALUX	↓	401
BET LINK	↓	465
FROZEN NORTH	↑	325
KINETICA	↑	499
NANOTEC	↑	478
PLOSSION	↓	229
QUANTUM	↓	298
SKP AIR	↓	178
VISAGE	↑	276
US DOLLAR	↑	1.61

ALUX -31 Bet Link -24 Frozen North +13 Kinetica +11 Nanotec +22 Plossion -14

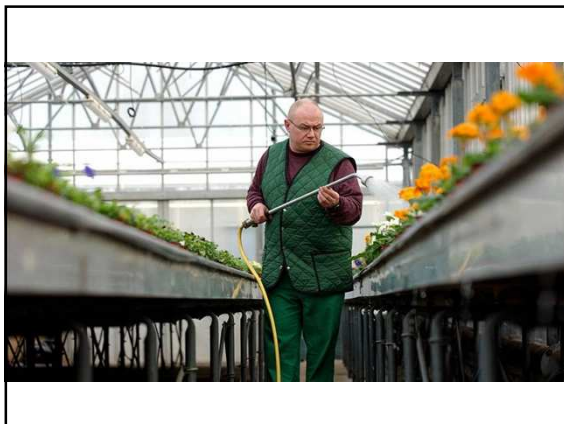
Latest Headlines

- Frozen North gives investors warm glow
- "British bum" remark mars Visage triumph
- US\$ weakening under pressure
- Quantum blamed for 'festival fever'
- Plossion's GM 'second skin' criticised
- Floating hotel surfaces in Docklands

Monday 10:10

FTSE 100 INDEX 3149

FTSE 100 CLOSING 2845



Approaching knowledge

- > help learners to see themselves as **producers** - not consumers of knowledge
- > develop **multi modal literacy**
print, images, sound, body shape, models, photos, web sites, plans,
- > promote **relationships, connections and interactions** between knowledge systems
- > emphasise **difference and diversity** in knowledge gathering
- > promote **process with product** and produce **performance**
- > help pupils to have a sense of themselves as **active knowledge builders**

Skills for life, learning and work...growing up

sensitivity tact diplomacy generosity
 teamwork commitment procedural reliability
 organisation honesty independent thought flexibility
 determination customer awareness punctuality
 reading writing mathematics speaking and listening
 ruthlessness assertiveness fearless competitiveness

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Discussion Point:

- What makes a purpose 'real'?
- Do real purposes always have to be genuine?
- Can you have fantasy/imaginary purposes that are real?
- Does it matter if a purpose is make-believe-real or change-the world-real?

What is the school curriculum..?


The School Curriculum comprises:

- > elements the children need
- > that nurture them as individuals
- > help them to appreciate their community
- > learn about their town, county, country, the world and the universe
- > and includes the national curriculum




 Pebbles in the pond...

- > hints at the 'central core'...English Bac
- > statements about competitive sport
- > mentions of literary canon
- > appointment of historians, mathematicians to advise
- > phonics as the basis for early reading
- > reference to chanting of multiplication tables
- > emphasis on knowledge acquisition
- > concern over social issues: parenting and knife crime
- > expectation of charitable acts


 England...national curriculum shift

- > In recent times...
 - gradual move towards curriculum flexibility
 - national parameters and local interpretations
 - moving away from 'content'
 - towards bottom line expectation
- > Moving forward..?
 - choice for schools on what to teach
 - a very narrow defined core
 - more emphasis on facts and rote
 - less emphasis on skills

 Recognising polarities

It is possible to have:

- skills **and** knowledge
- direct teaching **and** child led exploration
- good standards **and** well-rounded learners
- literacy and numeracy **and** a broad and balanced curriculum
- specialist subject teaching **and** thematic teaching that makes connections between subjects
- developing skills regularly and often **and** deep immersive learning over extended periods
- the big ideas and events from the past **and** connections to the contemporary issues of our time


 Ofsted section 5 inspection framework

The school's curriculum provides **memorable** experiences and **rich** opportunities for **high quality** learning and wider **personal development** and **well being**. The school may be at the forefront of successful innovative curriculum design in some areas...cross curricular provision, including literacy, numeracy and ICT is mainly outstanding.

Grade descriptor: outstanding

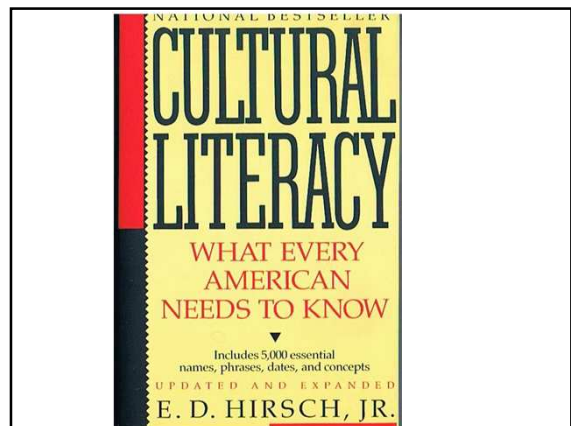
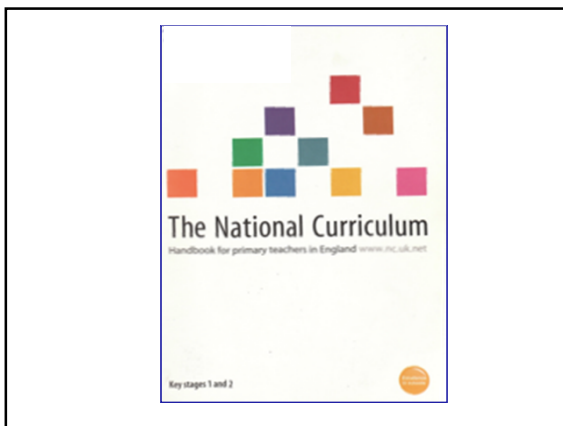
National Curriculum Myths...not true

- Nationally prescribed times for subjects**
- All subjects must be studied each week, term or year**
- Subjects need to be taught discretely;**
- Teachers have to follow set texts;**
- Teaching has to take place in the classroom**

 department for children, schools and families

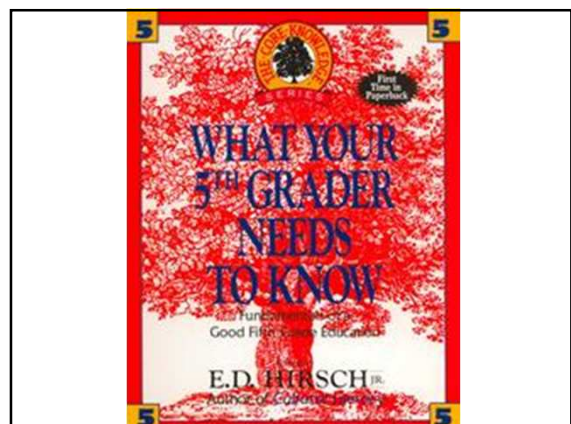
Curriculum update...


- no statutory national curriculum change until 2013 at the earliest
- the 1999 national curriculum remains in place; secondary 2008
- schools should provide a curriculum that meets the needs of their pupils
- of which, the national curriculum is a part
- authorities have a responsibility for their schools' curriculum
- through a statement of intent, aims and outlook
- attainment targets are a statement of national expectation





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And what will you do with the extra freedoms?


3. The National Curriculum should have at its heart:

- to embody **rigour and high standards** and create coherence in what is taught in schools;
- to ensure that all children have the opportunity to acquire a **core of essential knowledge** in the key subject disciplines; and
- beyond that core, to allow **teachers the freedom to use their professionalism** and expertise in order to help all children realise their potential.

6. The principal objectives

- give **teachers greater professional freedom** over how they organise and teach the curriculum;
- develop a National Curriculum that acts as a **benchmark** for all schoolsincluding the most able and pupils with special educational needs and disabilities (SEND);
- ensure that the content of our National Curriculum **compares favourably with the most successful international curricula** in the highest performing jurisdictions.....
- set **rigorous requirements** for pupil attainment.....
- enable **parents to understand** what their children should be learning throughout their school career and therefore to support their education




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Justifications...

- To too great an extent, **the National Curriculum has been over-prescriptive**, has included material that is not essential, and has **specified teaching method rather than content**. The Government envisages **schools and teachers taking greater control** over what is taught.
- In order to bring the curriculum to life, teachers need the space to create lessons which engage their pupils, and **children need the time to develop** their ability to **understand, retain and apply** what they have learnt.

10. Emphasis...

- The new National Curriculum will therefore have a greater focus on subject content, outlining the essential knowledge and understanding that pupils should be expected to have to enable them to take their place as educated members of society. It should embody our cultural and scientific inheritance; the best that our past and present generations have to pass on to the next.
- The National Curriculum must not however attempt to cover every conceivable area of human knowledge or endeavour and should not become a vehicle for imposing passing political fads on our children or dominate the school curriculum time in its entirety.

16: The review will also provide advice on:

- the extent to which the content of the National Curriculum should be set out on a year by year basis in order to ensure that knowledge is built systematically and consistently;
- what, if anything, should replace existing attainment targets and level descriptors to define better the standards of attainment children should reach, and be assessed against, at various points through their education;
- what is needed to provide expectations for progression to support the least able and stretch the most able;
- how the National Curriculum can support the provision of more helpful advice and information to parents on their child's progress; and
- how the content of the National Curriculum can support the embedding of equality and inclusion.

13. Remit for the review

- art and design
- citizenship
- design and technology
- English
- geography
- history
- information and communication technology (ICT)
- mathematics
- modern foreign languages (MFL)
- music
- physical education (PE)
- science

Links to assessment

- The National Curriculum will continue to inform the design and content of assessment at the end of Key Stage 2. The review itself will not provide advice on how the statutory testing and assessment arrangements should operate.
- Instead, the Government has asked Lord Bew to conduct an independent review of the effectiveness of the current Key Stage 2 tests. Lord Bew will make his final recommendations to Ministers in June 2011. The National Curriculum review will link to Lord Bew's review to ensure that the standards and expectations set for pupil attainment measure up to those of the highest performing jurisdictions in the world.

GCSE criteria

- The National Curriculum will continue to inform the design and content of GCSEs. The requirements in the National Curriculum should be capable of being embodied readily into GCSE subject criteria and support the effective operation of public examinations at the end of compulsory schooling. The development of new GCSE criteria themselves is outside the scope of this review.

14ff Review Phase 1

- The core subjects of English, mathematics and science will remain subjects within the National Curriculum, with statutory Programmes of Study from Key Stage 1 to Key Stage 4
- Physical education will therefore also remain a compulsory part of the National Curriculum at all four key stages
- The first phase of the review will also consider whether each of the remaining subjects should be part of the National Curriculum

Timescales

- Recommendations from phase 1, including draft Programmes of Study, will be provided to Ministers for consideration by autumn 2011
- Public consultation on the draft Programmes of Study in early 2012
- The second phase will focus on the development of statutory and non-statutory Programmes of Study will begin early in 2012
- Draft Programmes of Study provided to Ministers for consideration by autumn 2012.
- Public consultation on the draft Programmes of Study in early 2013
- New Programmes of Study for English, mathematics, science and physical education will be prepared and available to schools by September 2012, with teaching in maintained schools from September 2013
- New Programmes of Study for all other subjects which are either to form part of the new National Curriculum or to have non-statutory programmes of study will be available to schools by September 2013
- Teaching in maintained schools from September 2014

