



Curriculum Visions

Enjoying the learning adventure

The Buckinghamshire Gathering

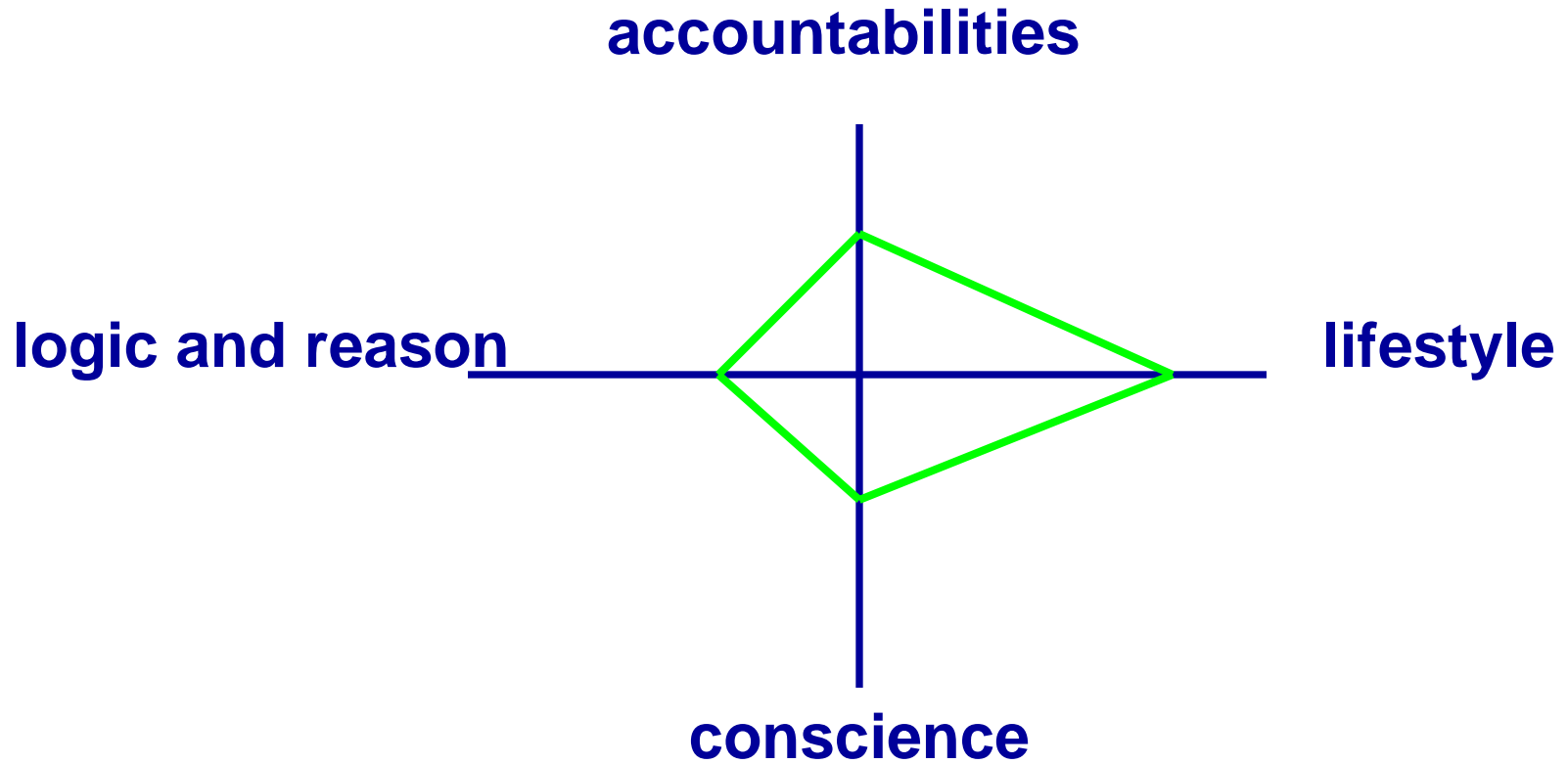


Getting things done...leadership levers

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

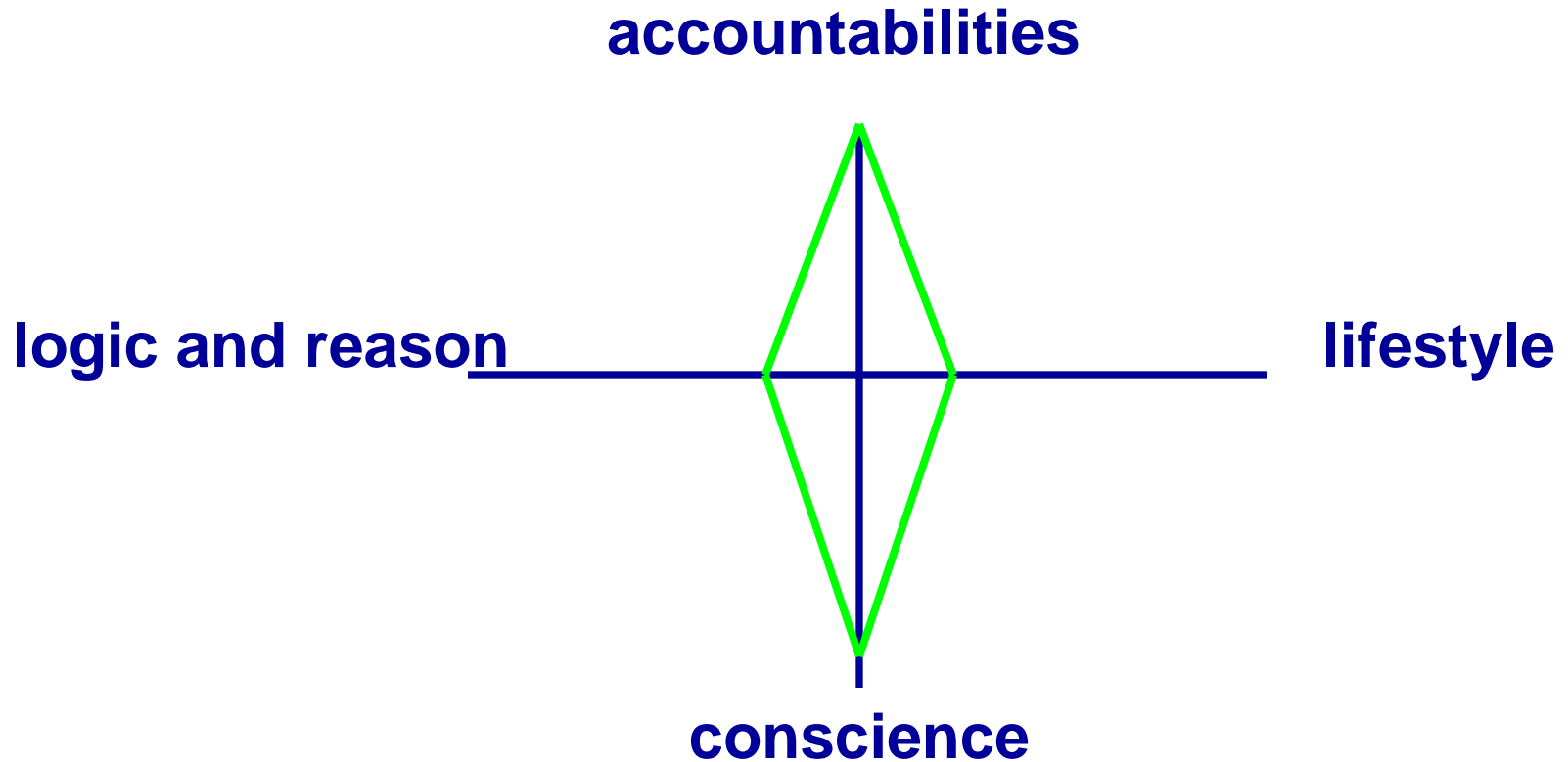


Getting things done...leadership levers



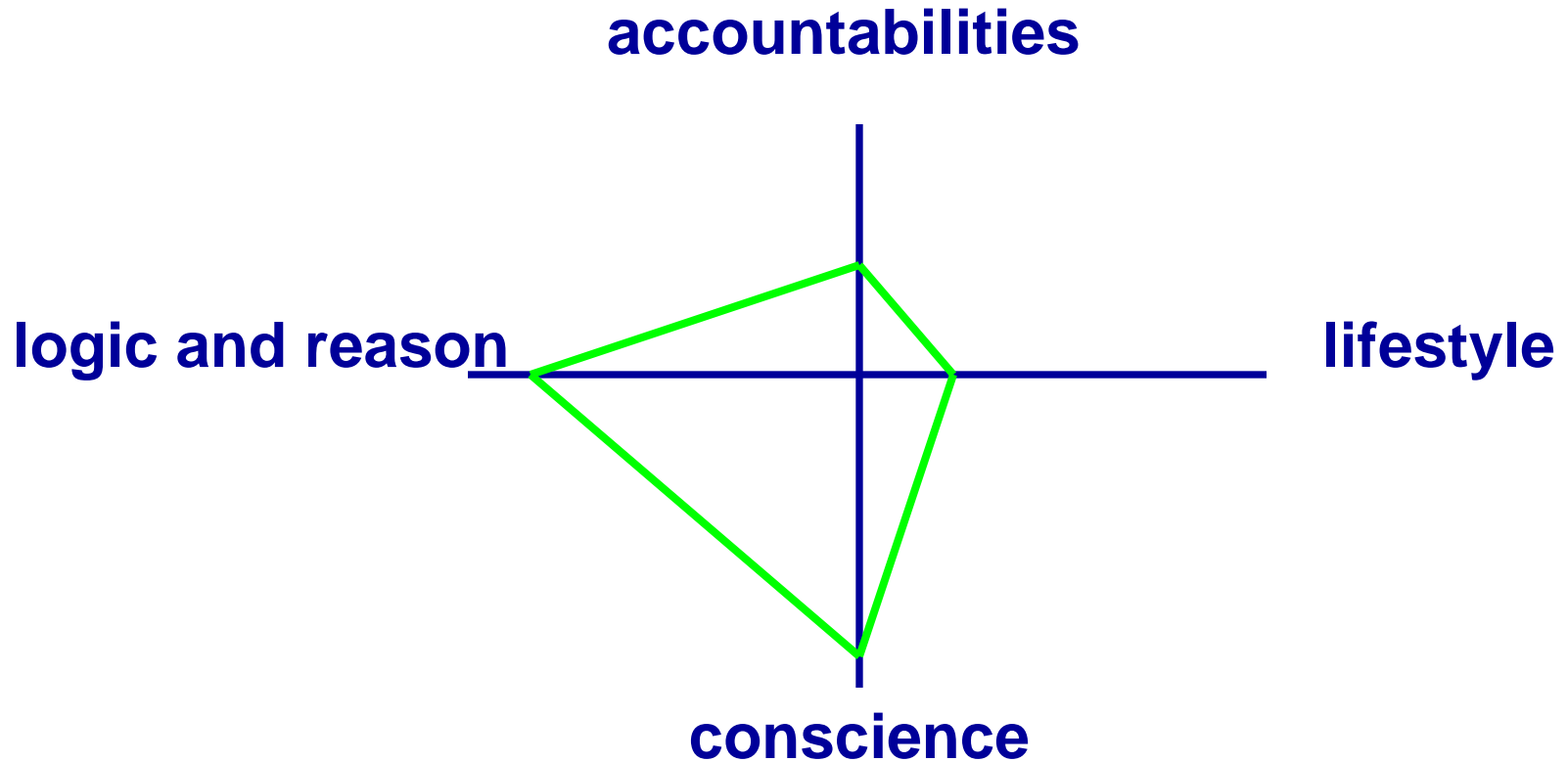


Getting things done...leadership levers



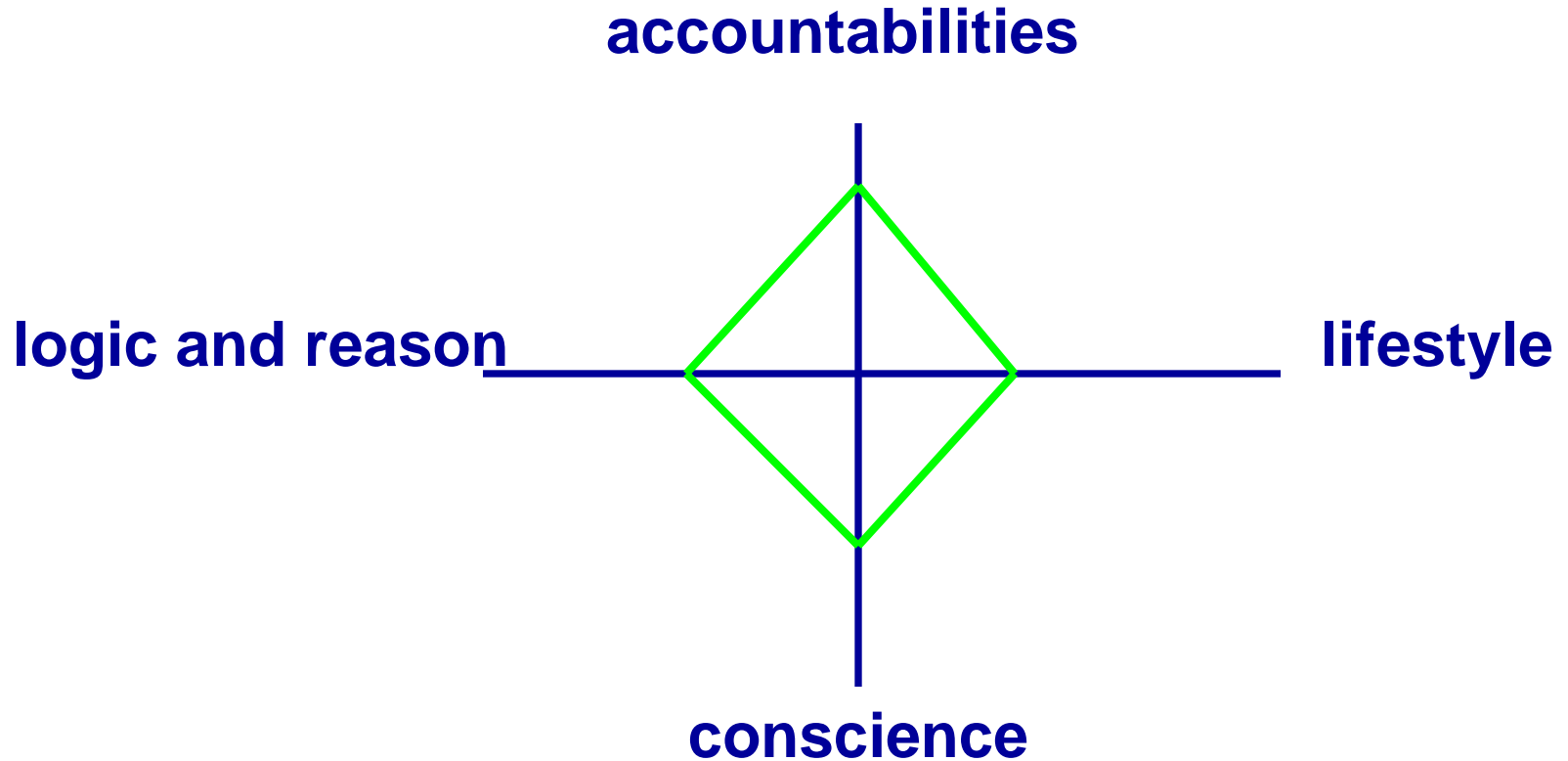


Getting things done...leadership levers





Getting things done...leadership levers





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Mick Waters

03 February 2011



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 city, country, the world and the universe
- and includes the national curriculum



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



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



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
- Robin Alexander asked to form networks of good practice
- phonics as the basis for early reading
- reference to chanting of multiplication tables
- emphasis on knowledge acquisition
- concern over parenting and knife crime



Successful
Learners

Confident
Individuals

Responsible
Citizens

Attainment and
Achievement

Civic
Participation

**Attitude and
Engagement**

Reduced NEET

Healthy
Lifestyle Choices



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

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**





Curriculum update...

- no statutory national curriculum change until 2012 at the earliest
- the 1999 national curriculum remains in place
- 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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Experiences from UK and elsewhere

A dandelion seed head is shown in the lower right corner, with its seeds blowing away into the air. The background is a warm, golden-brown color, suggesting a sunset or sunrise. The overall mood is contemplative and hopeful.

Singapore – teach less, learn more

New Zealand – a curriculum model with design principles

Queensland, Australia – Rich Tasks

Maldives – our place in the world

England – new curriculum proposals

India – confidence in current approach

“Regulation can ensure that a child goes to school but it can’t breathe life into the experiences a child will have ...”

Experiences from UK and elsewhere



Inuit – Spirals of learning

Canada – challenge/ support axes

USA – Race to the top

Syria – fulfilment and equality

Scotland – Curriculum for Excellence

“Regulation can ensure that a child goes to school but it can’t breathe life into the experiences a child will have ...”

Experiences from UK and elsewhere



Siberia – curriculum for nomads

Japan – first review since 1946

Germany – technical and vocational emphasis

France – reconsidering centralised approach

Scandinavia – social pedagogy

Iraq – personal responsibility

“Regulation can ensure that a child goes to school but it can’t breathe life into the experiences a child will have ...”

International Curriculum Trends

Subject based

England, Norway,
Slovenia

Areas of learning

IB, Scotland, NI,
Queensland, NZ

Skills based

RSA, Opening
Minds, Enquiring
minds

Theme based

The challenge and opportunity is to create a design that draws on the best of each approach

Singapore: Teach Less - Learn More

Moral Purpose and motivation

TLLM aims to touch the hearts and engage the minds of our learners, to prepare them for life. It reaches into the core of education - why we teach, what we teach and how we teach.

Challenge orthodoxies

It is about shifting the focus from “quantity” to “quality” in education. “More quality” in terms of classroom interaction, opportunities for expression, the learning of life-long skills and the building of character through innovative and effective teaching approaches and strategies. “Less quantity” in terms of rote-learning, repetitive tests, and following prescribed answers and set formulae.

Ownership and building capacity

Teachers, school leaders and MOE all have important roles to play to make Teach Less, Learn More happen.



Remember why we teach

More...

For the Learner

To Excite Passion

For Understanding

For the Test of Life

Less...

To Rush through the
Syllabus

Out of Fear of Failure

To Dispense
Information Only

For a Life of Tests



Reflect on what we teach

More...

The Whole Child

Values-centric

Process

Searching
Questions

Less...

The Subject

Grades-centric

Product

Textbook Answers



Reconsider how we learn

More...

Engaged Learning

Differentiated Teaching

Guiding, Facilitating,
Modelling

Formative and Qualitative
Assessing

Spirit of innovation and
enterprise

Less...

Drill and Practice

'One-size-fits-all' Instruction

Telling

Summative and Quantitative
Testing

Set Formulae, Standard
Answers



The New Zealand Curriculum

Directions for Learning

Vision

Young people who will be confident, connected, actively involved, lifelong learners.

Moral Purpose and motivation

Values

Excellence;
Innovation, inquiry,
and curiosity;
Diversity;
Equity;
Community and
participation;
Ecological
sustainability;
Integrity;
Respect.

Key Competencies

Thinking;
Using language,
symbols, and texts;
Managing self;
Relating to others;
Participating and
contributing.

Learning Areas

English;
The arts;
Health and physical
education;
Learning languages;
Mathematics and
statistics;
Science;
Social sciences;
Technology.
Official languages

The whole child

Achievement Objectives

Principles

High expectations, Treaty of Waitangi, Cultural diversity, Inclusion, Learning to learn, Community engagement, Coherence, Future focus

Challenge orthodoxies

The School Curriculum

Ownership and building capacity

[\[+\] P-12 Curriculum Framework](#)[Curriculum: Learning, Teaching and Assessment](#) >[\[+\] QCAR](#)

Rich Tasks

[Scope and Sequence Years 1-9](#)

The Rich Tasks are curriculum organisers that can be used to effectively implement the QCAR Framework.

[\[+\] Key Learning Areas](#)

[Rich Tasks](#) are one of three conceptual pivots of the New Basics Framework.

[\[+\] Literacy and Numeracy](#)

They are specific activities that students 'do' that have real-world value and application. They are designed and built from the New Basics categories - four clusters of practices that are essential for negotiating the complex worlds in which students will live and work.

[\[+\] Phases of Learning](#)[\[+\] Across the Curriculum Pedagogy](#)



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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 drives our leadership of learning?

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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



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**.



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



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**



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**.



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.



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



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