Yorkshire and the Humber Regional Curriculum Conference

Friday 24th January 2020

Developing a flexible, aspirational curriculum for YOUR school context.

www.curriculumfoundation.org   @CurriculumFdn
@VictoriaPendry1   florus.education
We are a UK based foundation providing curriculum-related support, advice and guidance to schools, school systems, government organisations and ministries worldwide.

We believe that a key element of our role is to share our experience and expertise and so develop the capacity that lies within every organisation.

**Our vision**

is for a World Class Curriculum for every learner.
Governments and Ministries.

Businesses, charities and NGO’s.

Individual schools, Academies and groups of schools.

Our Work
Who we work with

Click on the map to see descriptions of our recent work.

Every child should leave school with the confidence, the ability and the desire to make the world a better place.

Individual schools, Academies and groups of schools.

Businesses, charities and NGO’s.

Governments and Ministries.

South Sudan
Uganda
Jordan/Lebanon/Syria/Palestine
Qatar
Rwanda
Lesotho
Jamaica
Morocco
Iraq
Syria
South Korea
China
Switzerland
UK
Brazil
Egypt
Sudan
Zambia

The Curriculum Foundation
What do you hope your number on your envelope describes?

What do you hope your number does not describe?

Go back 100 years...

You are in Timbuktu...

You are 6...

This activity illustrates that context is everything!
The number 14 can mean so many things!
In education, “what works?” is not the right question because everything works somewhere and nothing works everywhere.

So what’s interesting, what’s important in education is: “Under what conditions does this work?”

Dylan Wiliam
Understanding YOUR school context to develop an equitable curriculum.

- Physical environment
- Cultural context
- Economic context
- Social context
- Historical features
- Gaps in knowledge and skills
Understanding the needs and interests of your school community.

Achievement and Progression!
Understanding the needs and interests of your school community.

But don’t ‘reduce’ your curriculum to your context.
To understand the needs and interests of our school community, we need to listen, to inquire and to observe. Formative assessment is key.

The root of the word “assessment” is from the Latin *assidere*, which means “to sit beside.”
## Features of our context

<table>
<thead>
<tr>
<th>Features of our context</th>
<th>Opportunities for teaching and learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>River</td>
<td>Safety and conservation</td>
</tr>
<tr>
<td>Railway History</td>
<td>Change and innovation</td>
</tr>
<tr>
<td>St Barnabas Church</td>
<td>The Encourager</td>
</tr>
<tr>
<td>Family connections</td>
<td>Family Tree</td>
</tr>
<tr>
<td>Flooding</td>
<td>The Environment Agency</td>
</tr>
<tr>
<td>94% English Speaking</td>
<td>Word Gap</td>
</tr>
<tr>
<td>28% FSM</td>
<td>Financial capability</td>
</tr>
</tbody>
</table>

## Features lacking in our context

<table>
<thead>
<tr>
<th>Features lacking in our context</th>
<th>How we will address this</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural diversity</td>
<td>Global Learning Programme</td>
</tr>
<tr>
<td>Foreign languages</td>
<td>High quality language materials</td>
</tr>
<tr>
<td>Diverse jobs and careers</td>
<td>NYBEP and York St John</td>
</tr>
<tr>
<td>Rural experiences</td>
<td>Yorkshire Wildlife Trust</td>
</tr>
<tr>
<td>Arts and culture</td>
<td>Partnership with Theatre and YMT</td>
</tr>
</tbody>
</table>

## Key gaps in knowledge and skills in maths – Y5

<table>
<thead>
<tr>
<th>Key gaps in knowledge and skills in maths – Y5</th>
<th>How we will address this</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiplication facts 7 and 9.</td>
<td>Retrieval practice in different contexts.</td>
</tr>
</tbody>
</table>
Work together to establish shared values that are important in your community – for global and local citizenship.

Shared Values. Developing character and identity.

Shaping your overall curriculum aims.
The Building Blocks of Character

Intellectual Virtues
Character traits necessary for discernment, right action and the pursuit of knowledge, truth and understanding.
Examples:
autonomy; critical thinking; curiosity; judgement; reasoning; reflection; resourcefulness.

Moral Virtues
Character traits that enable us to act well in situations that require an ethical response.
Examples:
compassion; courage; gratitude; honesty; humility; integrity; justice; respect.

Civic Virtues
Character traits that are necessary for engaged responsible citizenship, contributing to the common good.
Examples:
citizenship; civility; community awareness; neighbourliness; service; volunteering.

Performance Virtues
Character traits that have an instrumental value in enabling the intellectual, moral and civic virtues.
Examples:
confidence; determination; motivation; perseverance; resilience; teamwork.

Practical Wisdom is the integrative virtue, developed through experience and critical reflection, which enables us to perceive, know, desire and act with good sense. This includes discerning, deliberative action in situations where virtues collide.

Flourishing individuals and society
Role Theory. (The world is a stage....)
(Winship & Mandel 1983)

Building layer by layer upon the past towards the present, and on into the future.

Community matters.
Developing an equitable curriculum.
What is ‘curriculum’?

“Think of the curriculum as a forecast of possibilities within an arena of opportunities.”

Carla Rinaldi
1918, John Franklin Bobbitt.

‘The course of deeds and experiences through which children become the adults they should be to succeed later in life.’

*In latin ‘the course of a race’.*
PISA tests student’s ability to:

- apply their learning
- think critically
- solve problems
- make judgements

Programme for International Student Assessment  PISA
Organisation for Economic Co-operation and Development  OECD
THE CURRICULUM

Formal Curriculum
The formal curriculum is the planned programme of objectives, content, learning experiences, resources and assessment offered by a school. It is sometimes called the ‘official curriculum’.

Hidden Curriculum
The hidden curriculum involves all the incidental lessons that students learn at school. It is sometimes called the ‘unofficial curriculum’ – and includes the lessons about behaviour, personal relationships, the use of power and authority, competition, sources of motivation and so on that students learn at school.
Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
The school curriculum in England

Every state-funded school must offer a curriculum which is balanced and broadly based and which:

• promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
• prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
• The school curriculum comprises all learning and other experiences that each school plans for its pupils. **The national curriculum forms one part of the school curriculum.**
Your school curriculum.
Flexible. Adaptable.

Navigating the influences on your curriculum.

The National Curriculum

What your community wants and needs
Your own experiences
Research past and present
Global trends, expectations and guidance. UNESCO etc
Employers

If you are an Academy, Independent or Free School?

DFE
Regional guidance
Ofsted
What inspectors will look at under the new framework:

• Curriculum flexibility
• Curriculum design and sequencing
• Cultural capital
• The foundations: reading and mathematics
• The school’s curriculum is rooted in the solid consensus of the school’s leaders about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life. In this way, it can powerfully address social disadvantage.

• The curriculum reflects the school’s local context by addressing typical gaps in pupils’ knowledge and skills.

• As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life.

• Inspectors will consider... how the intended curriculum will address social disadvantage by addressing gaps in pupils’ knowledge and skills.

• Inspectors will consider...how leaders have ensured that the subject curriculum contains content that has been identified as most useful.
Knowledge of facts  

How to do something  

....when and why to apply different procedures, use specific approaches or make certain choices, which comes from deep familiarity

World-Class Curriculum

...the best of what has been thought and said...
Competencies

Knowledge + Understanding + Skill + Attitude = Competence
“Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information...”
Ofsted

“The Romans

Electricity

Picasso

Magnetism

Properties of materials

Parts of a plant

Life-long learning

Critical thinking & problem-solving

Communication

Co-operation

Creativity

“An introduction to... the essential knowledge that they need to be educated citizens...to the best that has been thought and said...engendering and appreciation of human creativity and achievement.”
NC

NC
Values and principles

Subject Areas

Your School Curriculum

Skills

The context of your school

Proud Global Citizens

Confident & productive individuals

Environmentally aware members of society

Independent life-long learners

The context of your school

Confident & productive individuals

Environmentally aware members of society

Independent life-long learners

Proud Global Citizens

The context of your school
So what kind of tree is your school curriculum?
Does your curriculum limit learning because it reaches into your community only to a limited extent?

Growing bananas in Newcastle?? Is your curriculum struggling because you have imported ideas that will not ‘root’ in your context?

Is your curriculum stifled by a lack of sunshine and showers? Are you vision and values behind the clouds?
Your Context.
Your Curriculum.
Friday 24th January 2020

Developing a flexible, aspirational curriculum for YOUR school context

www.curriculumfoundation.org  @CurriculumFdn  @VictoriaPendry1  florus.education