

Yorkshire and the Humber Regional Curriculum Conference

Friday 24th January 2020

Developing a flexible, aspirational curriculum for YOUR school context.



the Curriculum
Foundation



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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.

Harnessing local and global learning



Our Work

Who we work with

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



**Individual schools,
Academies and
groups of schools.**

**Businesses,
charities and
NGO's.**

**Governments and
Ministries.**

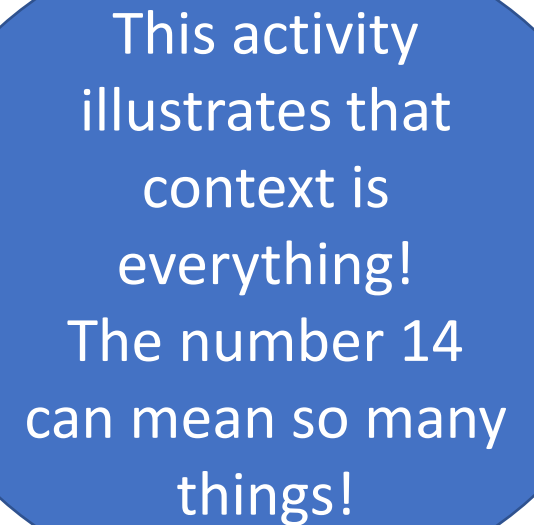
What do you hope your number on your envelope describes?

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!

Importance of context

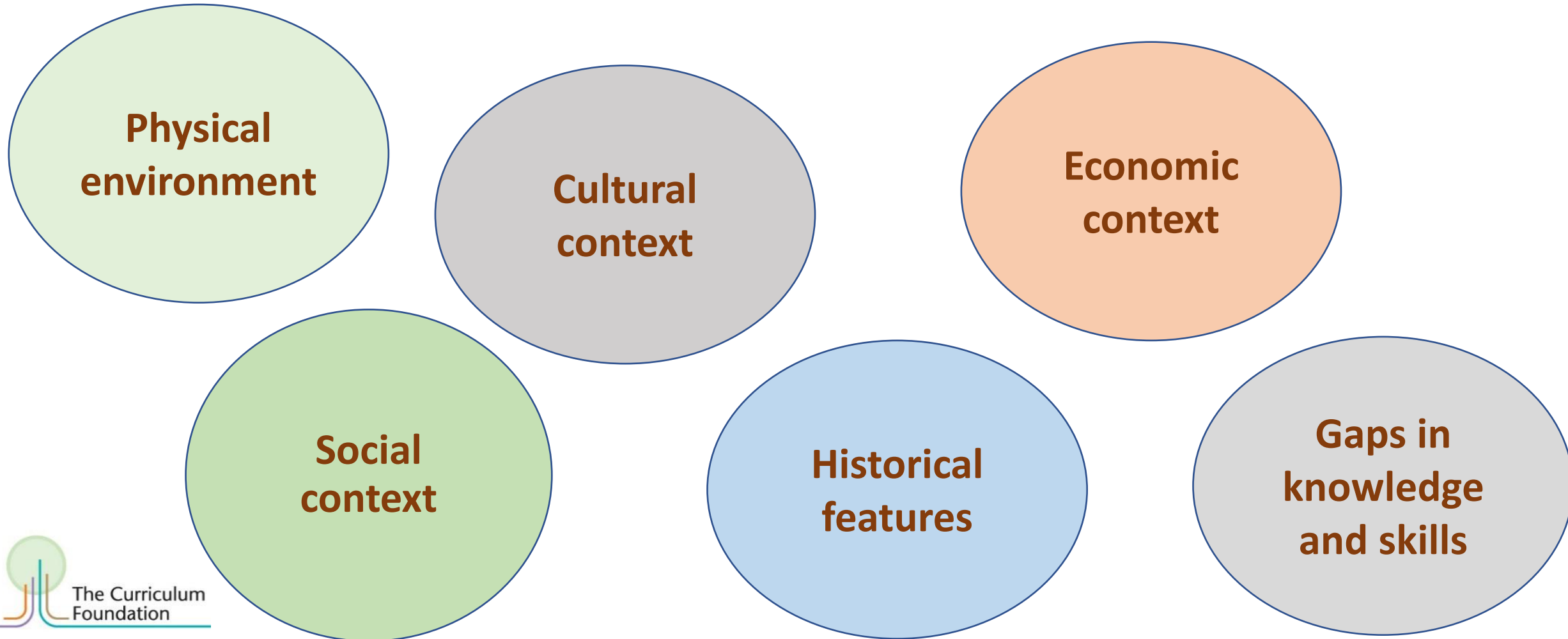


In education, "what works?" is not the right question because everything works somewhere and nothing works everywhere.

*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**

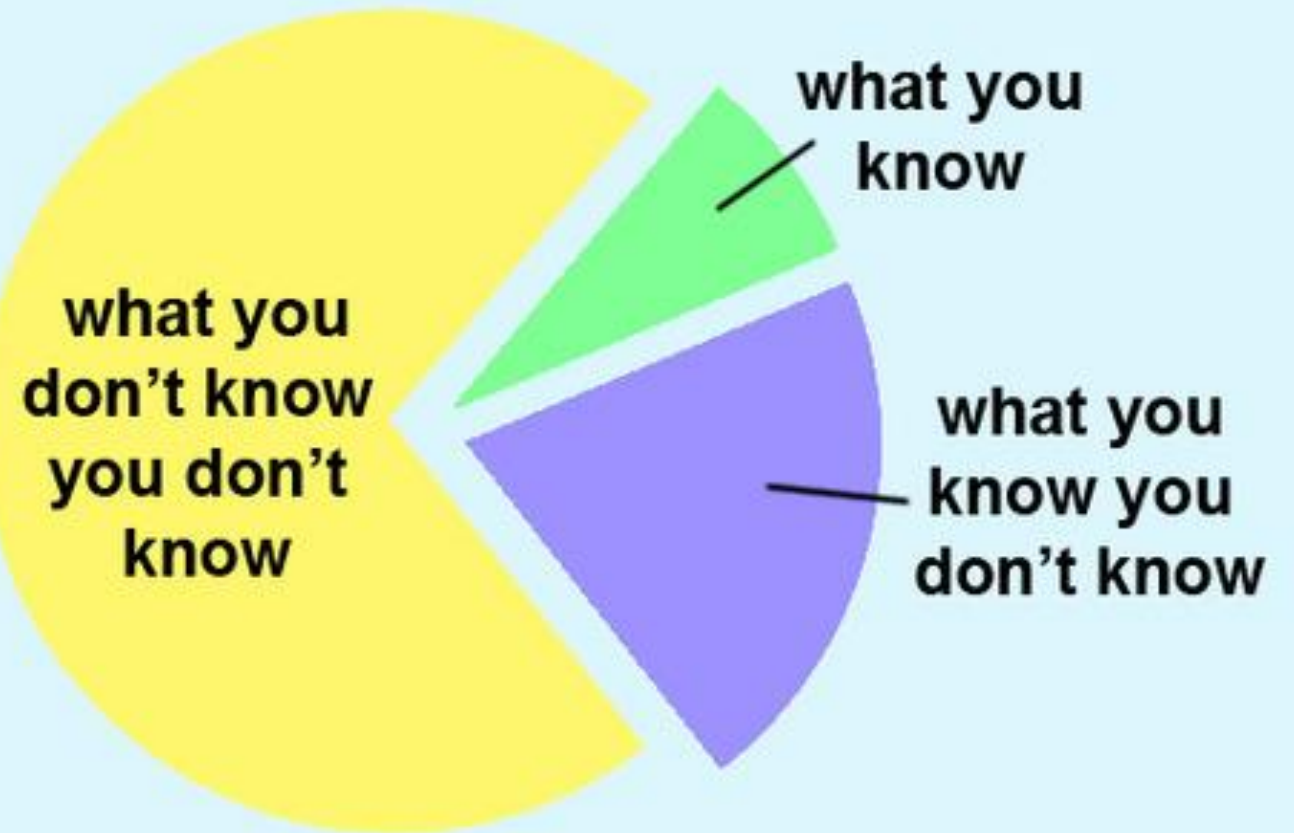
**Understanding the needs and
interests of your school community.**

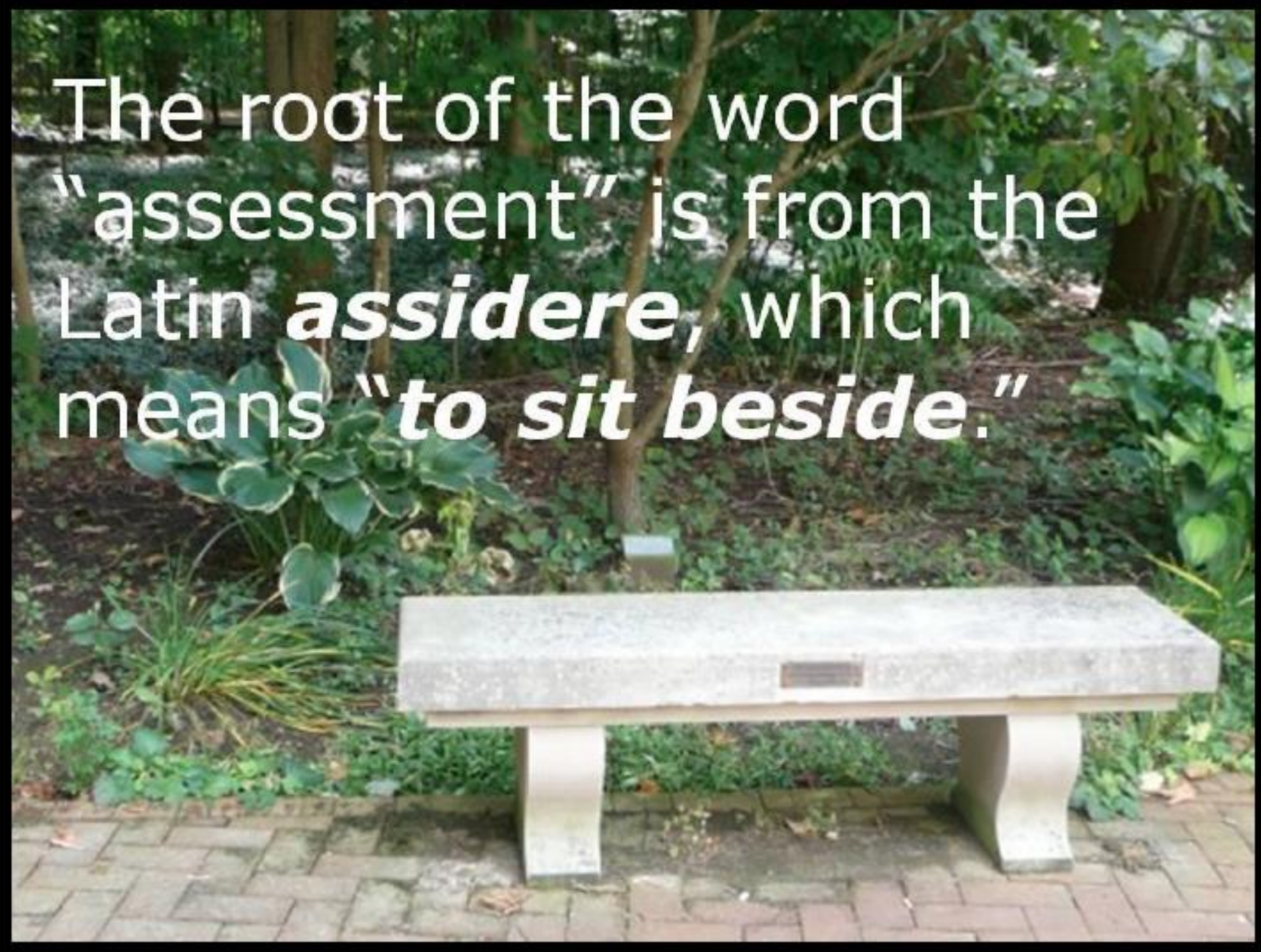
**Achievement and
Progression!**

Understanding the
needs and interests
of your school
community.

But don't **'reduce'**
your curriculum to your
context.

ALL POSSIBLE KNOWLEDGE





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

To understand
the needs and
interests of our
school
community, we
need to listen,
to inquire and
to observe.

Formative
assessment is
key.

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

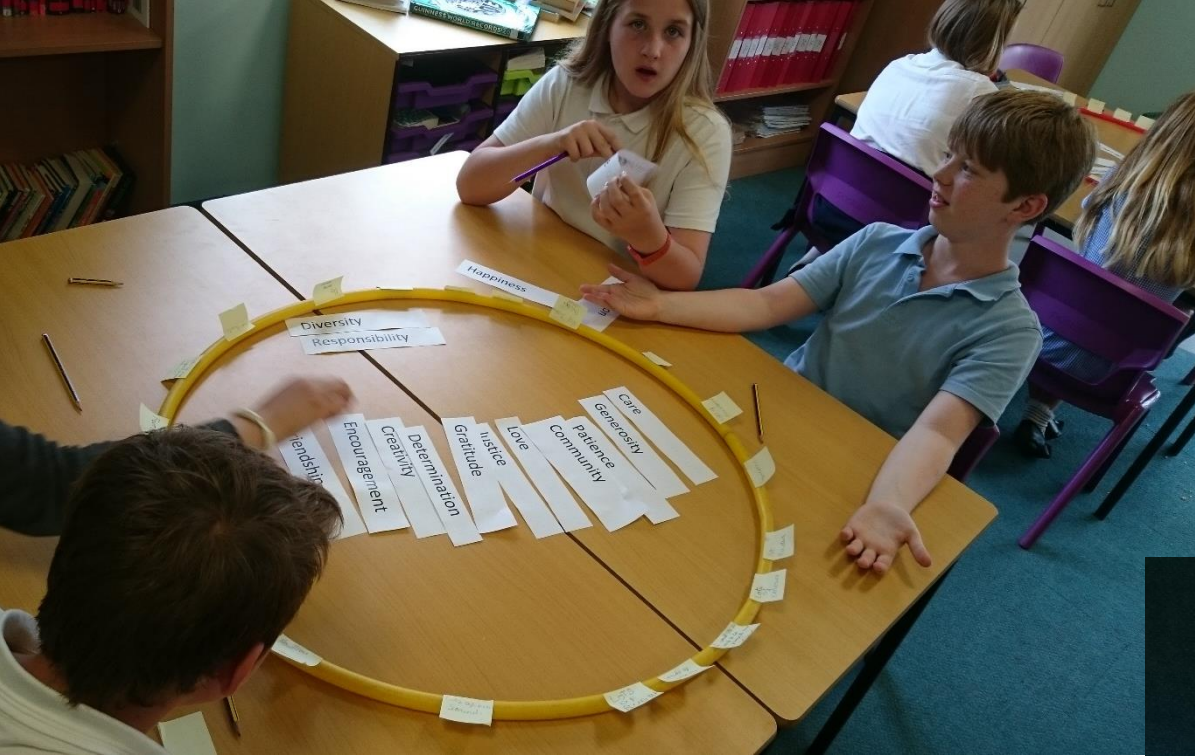
Features lacking in our context	How we will address this
Cultural diversity	Global Learning Programme
Foreign languages	High quality language materials
Diverse jobs and careers	NYBEP and York St John
Rural experiences	Yorkshire Wildlife Trust
Arts and culture	Partnership with Theatre and YMT

Key gaps in knowledge and skills in maths – Y5	How we will address this
Multiplication facts 7 and 9.	Retrieval practice in different contexts.

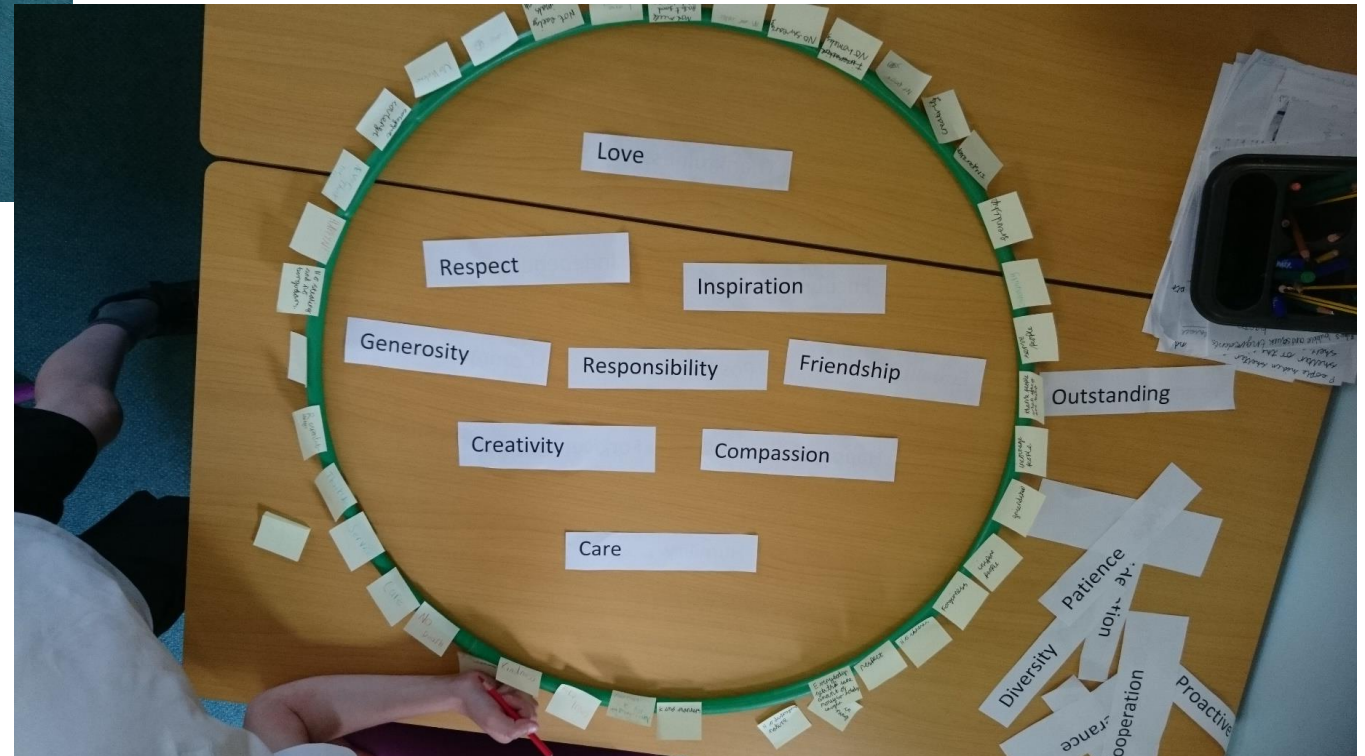
Shared Values.

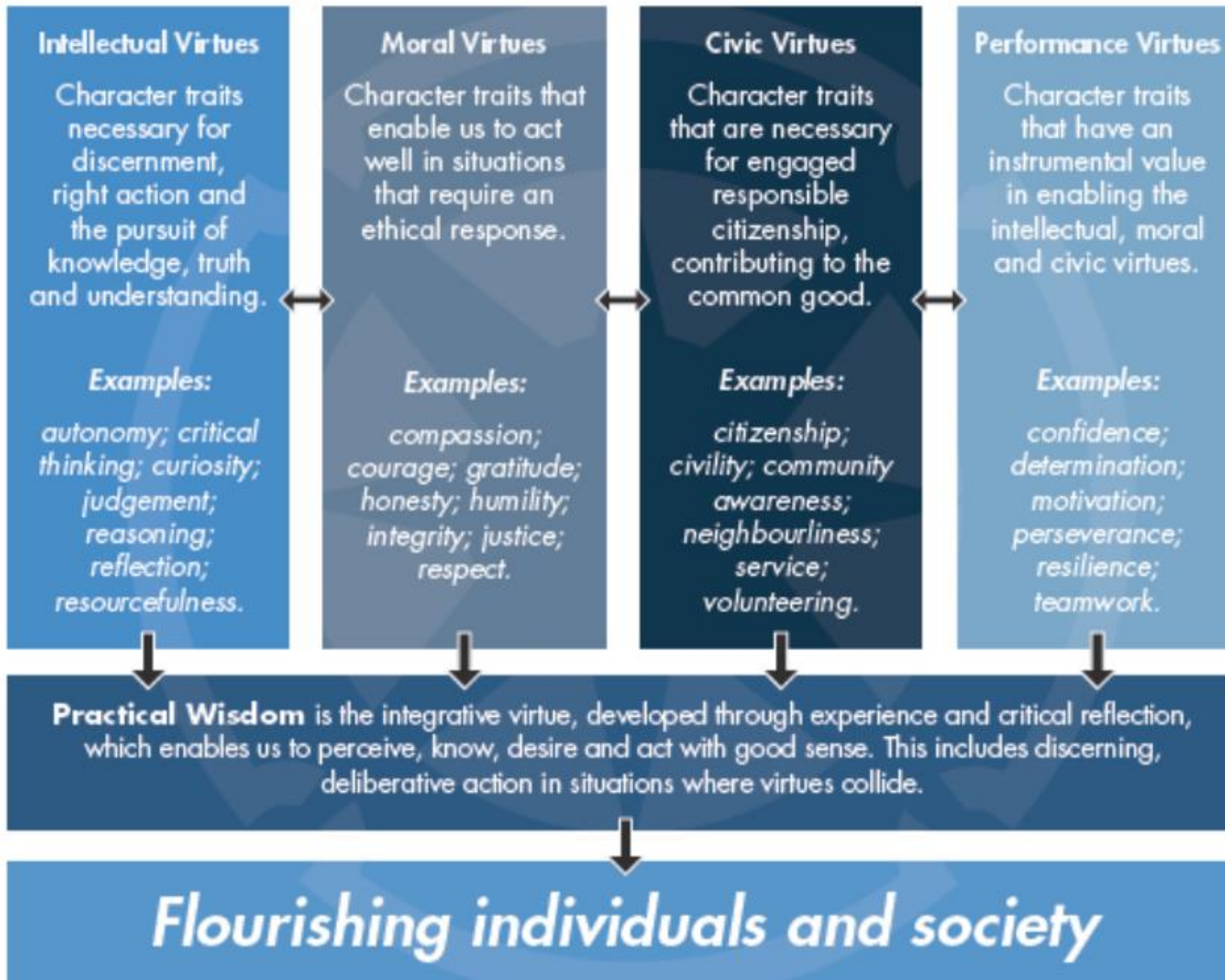
Developing character and identity.

Shaping your overall curriculum aims.



Work together to establish shared values that are important in your community – for global and local citizenship.

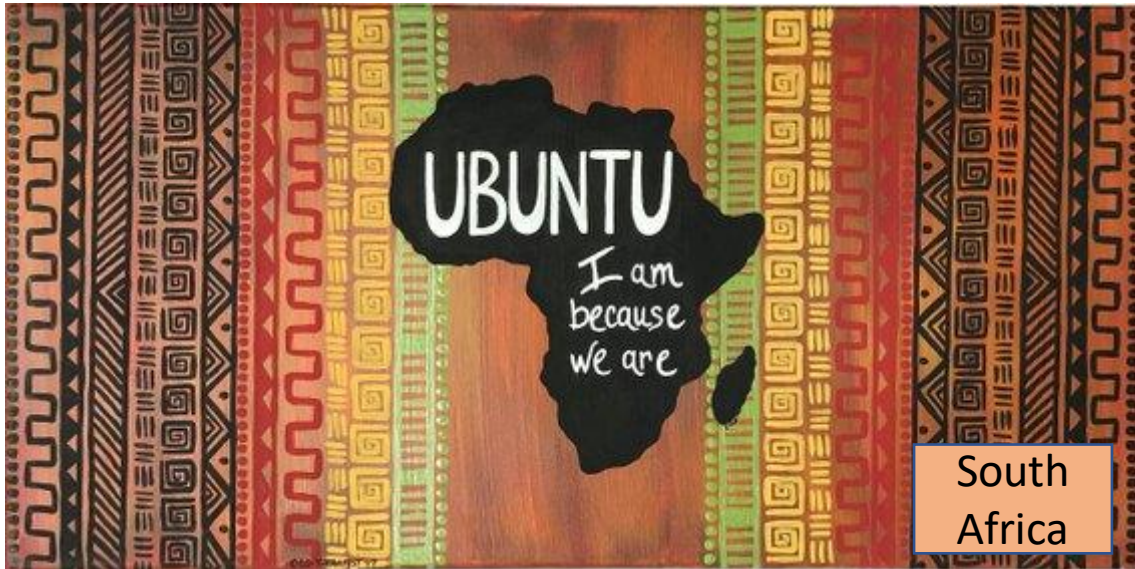




The Building Blocks of Character

Role Theory. (The world is a stage....)

(Winship & Mandel 1983)



Community matters..

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

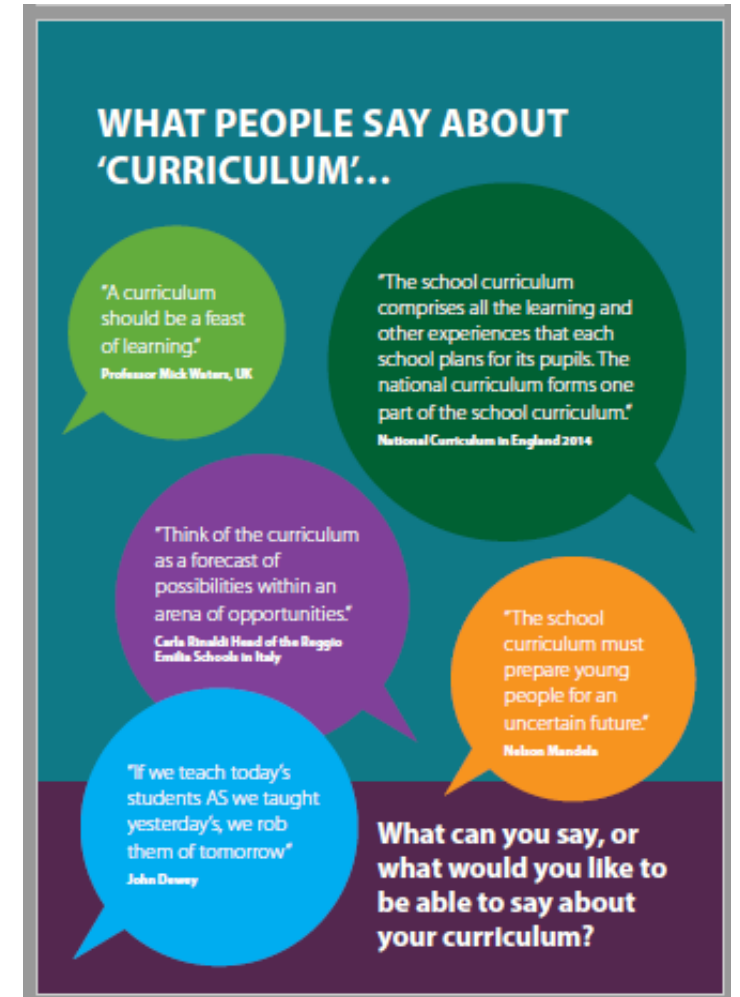
Developing an equitable curriculum.

What is 'curriculum'?



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

Carla Rinaldi



THE CURRICULUM

BY
FRANKLIN BOBBITT
*Professor of Educational Administration
The University of Chicago*



HOUGHTON MIFFLIN COMPANY
BOSTON NEW YORK CHICAGO SAN FRANCISCO
The Riverside Press Cambridge

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.



SUSTAINABLE DEVELOPMENT GOALS

17 GOALS TO TRANSFORM OUR WORLD



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.**

Navigating the influences on your curriculum.

DFE

Regional guidance

Ofsted

Your school curriculum.
Flexible.
Adaptable

The National Curriculum

What your community wants and needs

Your own experiences

Research past and present

Global trends, expectations and guidance. UNESCO etc

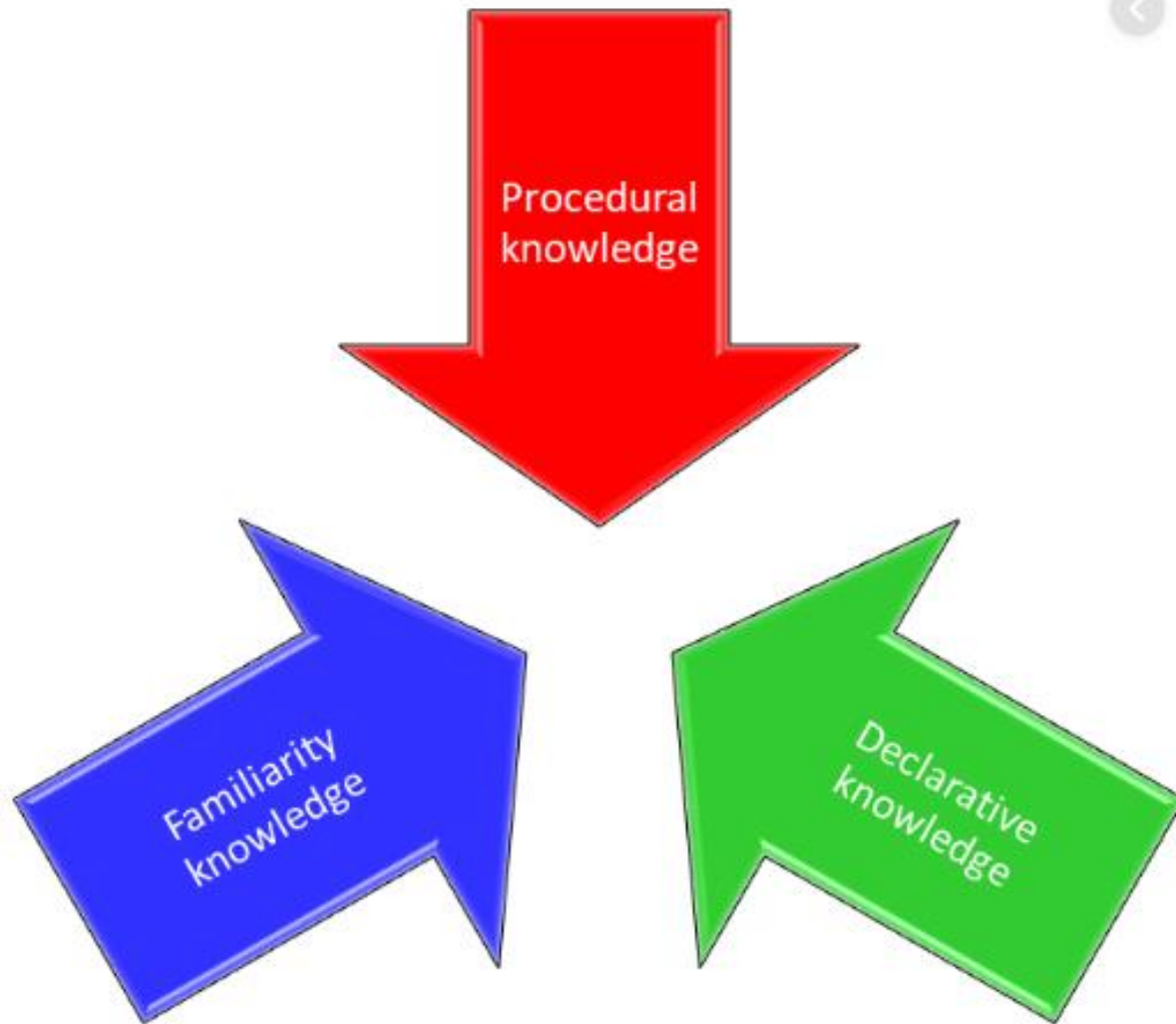
Employers

If you are an Academy, Independent or Free School?

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

A. E. Woolfolk, "Chapter 7 Cognitive views of learning," in Educational Psychology, 7th ed. Boston: Allyn and Bacon, 1998, pp. 244-283.

Knowledge



Experience



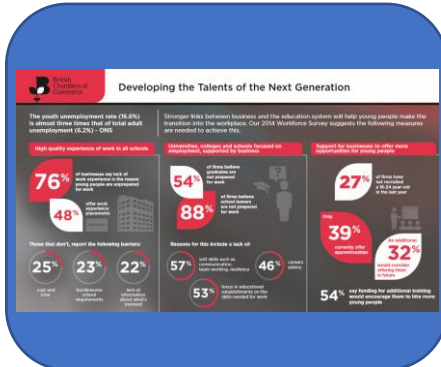
Creativity



World-Class Curriculum



Department
for Education



Ofsted

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

Competencies

Knowledge



Understanding



Skill

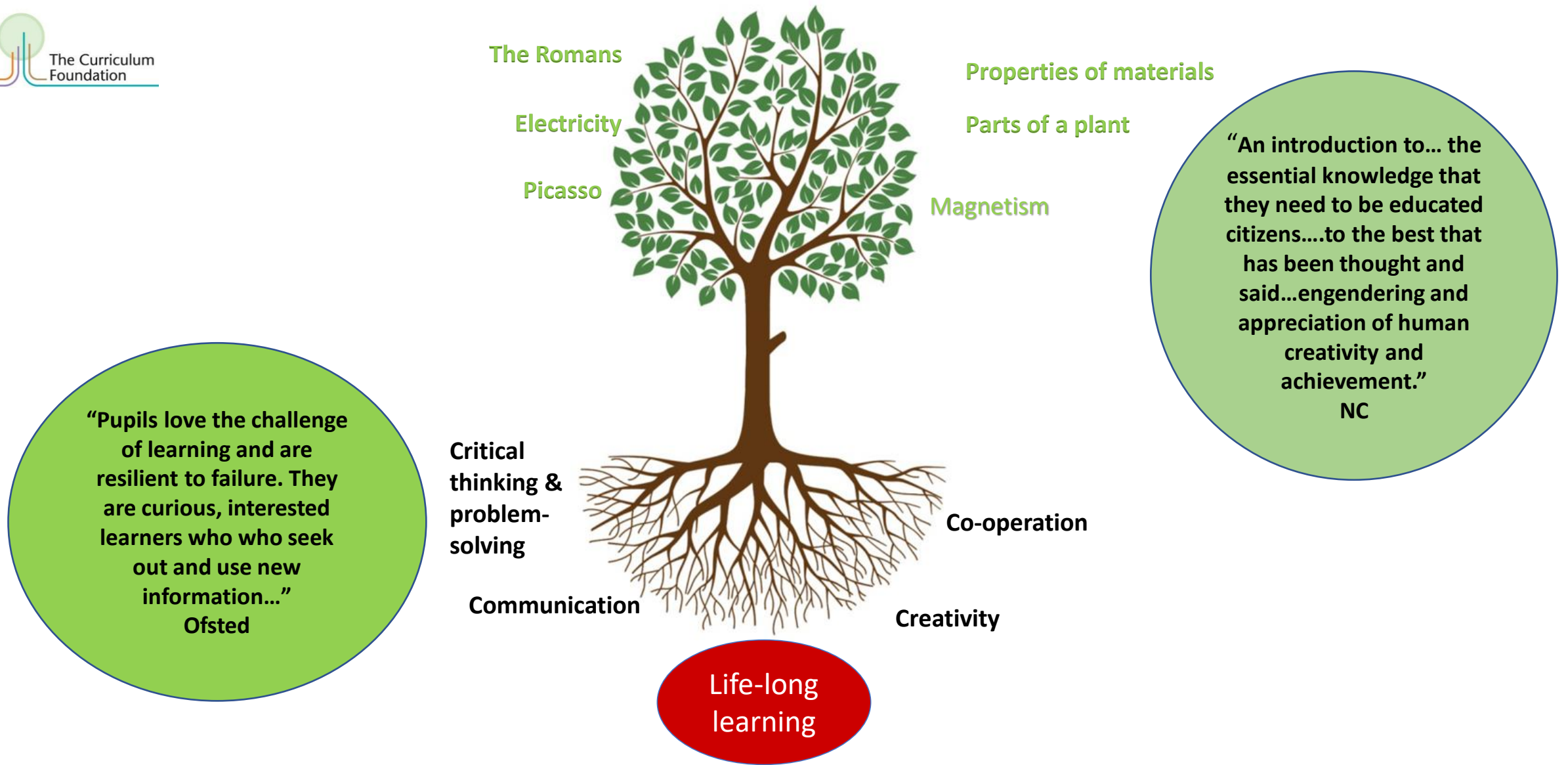


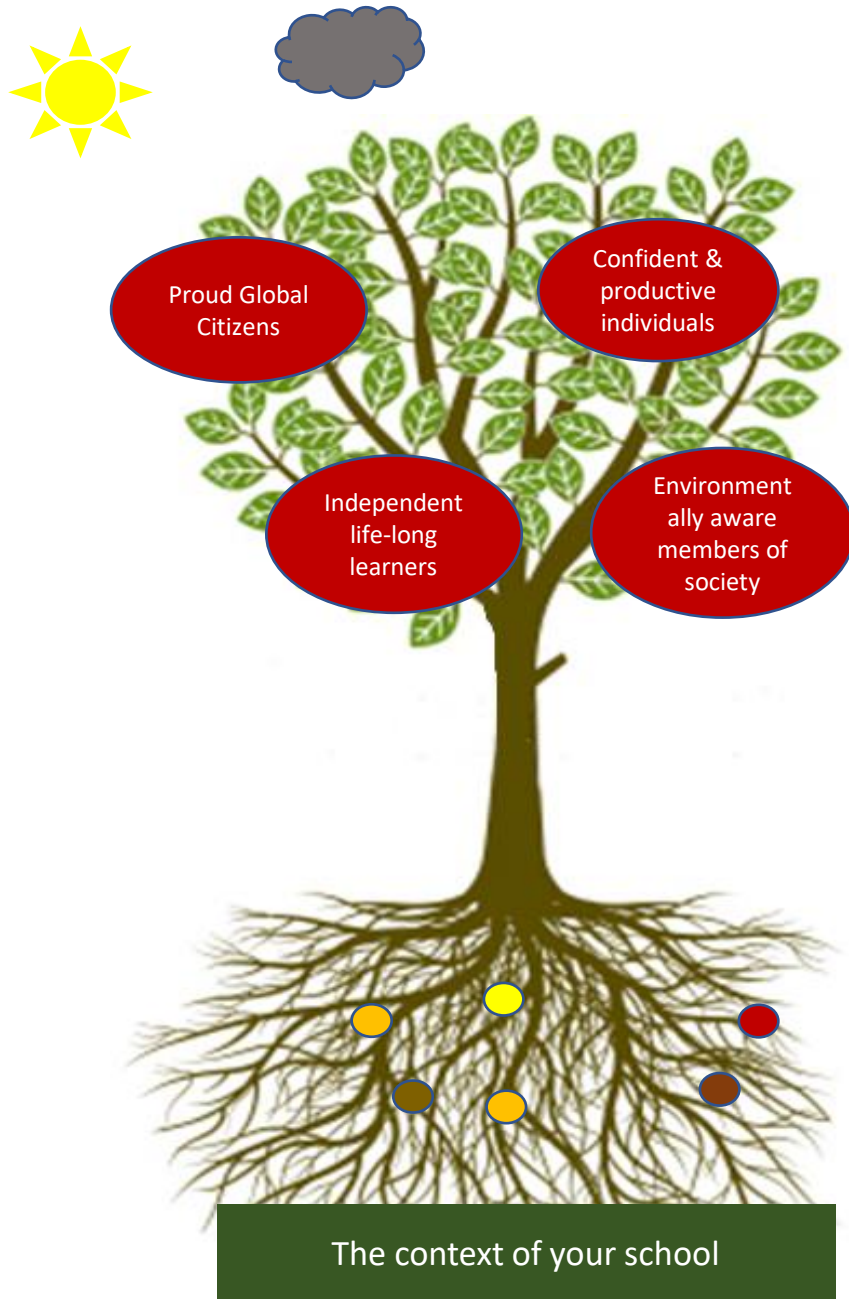
Attitude



Competence







Values and principles

Subject Areas

Your School Curriculum

Skills

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.



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