



Inspiring leaders; improving children's lives

# NCSL Annual Leadership Conference

Leadership that makes a difference for children

Seizing Success

Annual Leadership Conference





# Mick Waters, QCA

The Curriculum: Ingredients for success

Seizing Success
Annual Leadership Conference



Let that be a lesson!
Ingredients for success

National College of School Leadership

Develop a modern, world-class curriculum that will inspire and challenge all learners and prepare them for the future

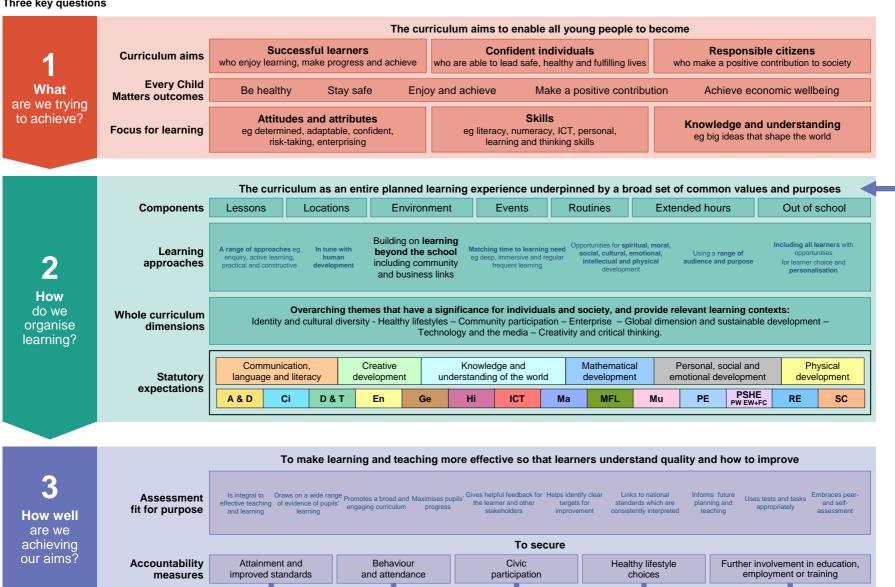


Develop a modern, world-class curriculum that will inspire and challenge all learners and prepare them for the future

#### A big picture of the curriculum



#### Three key questions



# Qualifications and Curriculum Authority The entire planned learning experience

> lessons, events, routines, extended hours

- beyond school
  - Clubs
  - Hobbies and pastimes
  - Local band
  - Charity work
  - Part-time job
  - Work experience

## Cup stacking...

- dexterity and concentration
- practice
- > film techniques
- > sequencing
- > relying on each other

```
successful,
confident,
responsible
```



## QCA's role in raising performance

- prompt schools and settings towards a better offer to pupils
- > make sense of it; show how it could be
- > touch nerves in the system
- > contribute to raised performance of pupils
- > champion pupils' learning.



## Curriculum: where next?

- recognising a curriculum
- consolidate secondary developments
- review primary expectations
- link foundation stage to secondary
- make learning matter at 14-19
- spark the design flames
- look forwards not back
- QCA as an authoritative voice

# **Enjoying and valuing learning**



## Some tensions in progress

- > the golden age
- > the world challenge
- narrow and broad
- long term goals and short term accountability
- > skills sets for the future
- the future and the present

## New Opportunities

The new Secondary Curriculum: A curriculum for the future



National Curriculum



## The secondary curriculum

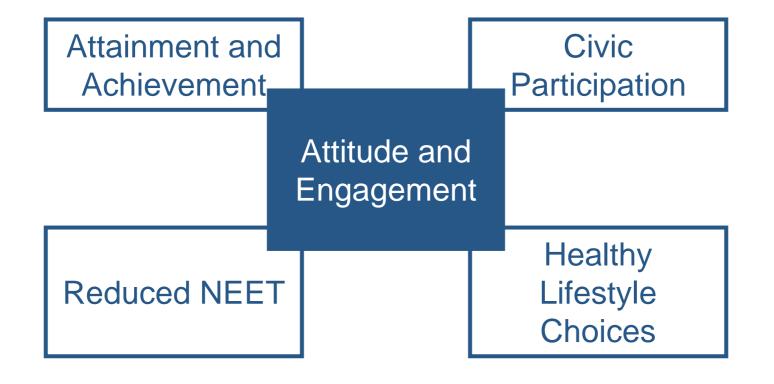
> recent review well received

- > enthusiasm, innovation, energy
- > schools reconstructing curriculum design
- benefits already felt
- > standards; academic, personal, social

Three key questions The curriculum aims to enable all young people to become Successful learners Responsible citizens Confident individuals **Curriculum aims** who enjoy learning, make progress and achieve who make a positive contribution to society who are able to lead safe, healthy and fulfilling lives **Every Child** What Be healthy Stav safe Enjoy and achieve Make a positive contribution Achieve economic wellbeing **Matters outcomes** are we trying Skills to achieve? Attitudes and attributes Knowledge and understanding Focus for learning eg determined, adaptable, confident, eg literacy, numeracy, ICT, personal, eg big ideas that shape the world learning and thinking skills risk-taking, enterprising The curriculum as an entire planned learning experience underpinned by a broad set of common values and purposes Components Environment Routines Extended hours Out of school Lessons Locations **Events** Opportunities for Assessment uses Assessment Personalised -Resource wellspiritual, moral, Varied and matched Assessment is Relevant. a wide range of Involve develops offering challenge matched to to learning need fit for purpose social, cultural, In tune with purposeful evidence to learners Approaches to learners' selfand support to learning need and integral to e.g. enquiry, emotional. human and for a encourage proactively in esteem and enable all learners to eq. use of time, learning instruction, active, intellectual and development learners to their own learning and range of commitment to make progress and space, people. practical, theoretical teaching physical audiences reflect on their learning their learning achieve materials development own learning How do we Overarching themes that have a significance for individuals and society, and provide relevant learning contexts: Whole curriculum Identity and cultural diversity - Healthy lifestyles - Community participation - Enterprise - Global dimension and sustainable development organise dimensions Technology and the media - Creativity and critical thinking. learning? Communication. Knowledge and Mathematical Personal, social and Creative Physical Statutory language and literacy development understanding of the world development emotional development development expectations **PSHE** MFL Ci D & T Hi **ICT** Ma RE A & D En Ge Mu SC PW EW+FC To make learning and teaching more effective so that learners understand quality and how to improve Looks at the whole Uses both quantitative Uses information Uses a variety of data and qualitative intelligently to identify Uses a wide range Creates a continuous Builds capacity Uses 'critical friends' to techniques to Involves the whole Is rigorous, open **Evaluating** impact school improvement challenge assumptions collect and analyse school community and honest child of metrics improvement cycle information trends and goals How well are we achieving To secure our aims? Accountability Attainment and Behaviour Civic Healthy lifestyle Further involvement in education. measures improved standards and attendance participation choices employment or training

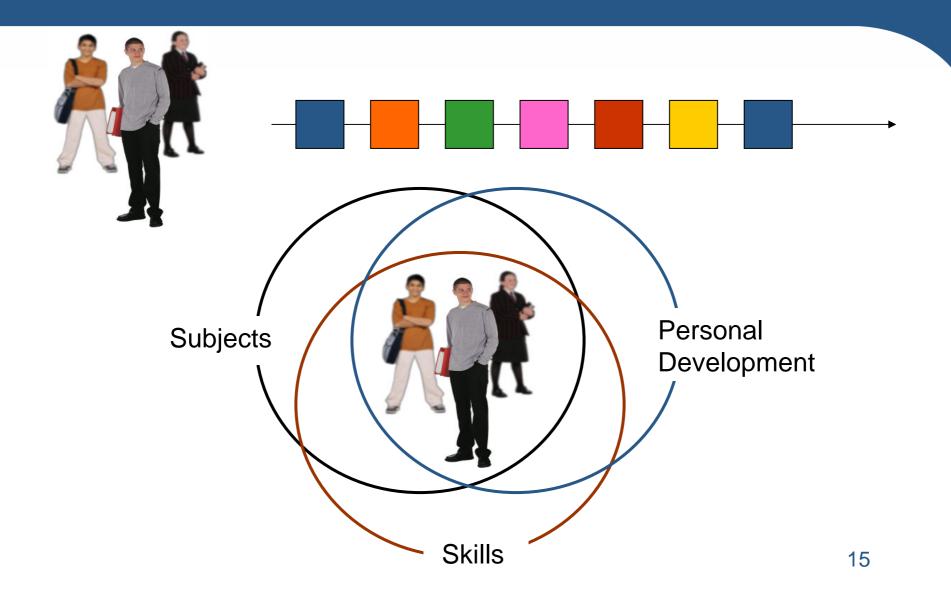


Successful Learners Confident Individuals Responsible Citizens





## Coherence... for the learner



## The entire planned learning experience

> lessons, events, routines, extended hours

- beyond school
  - Clubs
  - Hobbies and pastimes
  - Local band
  - Charity work
  - Part-time job
  - Work experience

### Cross-curriculum dimensions

The cross curricular dimensions reflect the major ideas and challenges that face society and have significance for individuals. They can provide powerful unifying themes that give learning relevance and help young people make sense of the world.

- Identity and cultural diversity
- Healthy lifestyles
- Community participation
- Enterprise
- Sustainable futures and the global dimension
- Technology and the media
- Creativity and critical thinking



## A new look at subjects

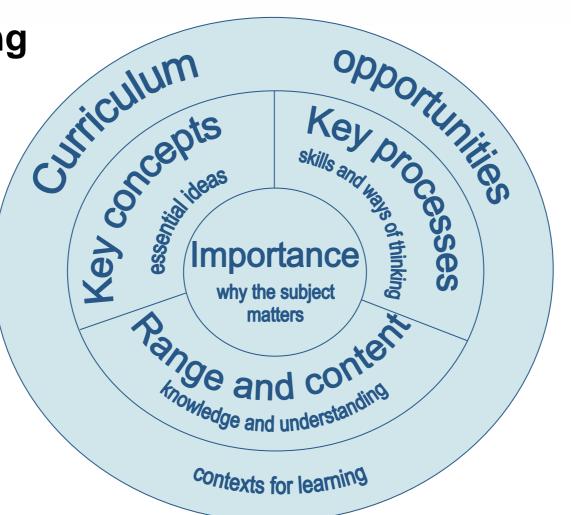
#### Subjects now...

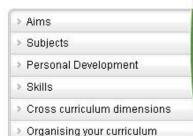
- linked to curriculum aims
- focused on the essentials
- explicit links to each other
- support broader learning



## Subject programmes of study

Rethinking subjects





Developing your curriculum

Evaluating your curriculum

Curriculum in action

Assessment





The curriculum should be treasured. There should be real pride in our curriculum; the learning that the nation has decided to set before its young. Teachers, parents, employers, the media and the public should all see the curriculum as something to embrace, support and celebrate. Most of all, young people should relish the opportunity for discovery and achievement that the curriculum offers."

Mick Waters, Director of Curriculum, QCA



> What has

changed and

why?









#### **Curriculum case studies**

History matters: If you want to design a curriculum to motivate and engage.



Read in full



> SEND US YOUR STORY

> MORE CASE STUDIES

#### Programme of support

> QCA's partner organisations offer an extensive programme of support

#### Latest updates

- New secondary curriculum seminars at BETT 2008
- > DCSF: Proposed day for curriculum reform planning



### Let that be a lesson!

National College of School Leadership

Develop a modern, world-class curriculum that will inspire and challenge all learners and prepare them for the future

- >the advance of technology
- >an older population
- > a mobile and dispersed workforce
- ➤ a piece of work
- ➤ a shrinking world

- destinations and pathways
- > part-time work
- > work experience
- > employment in schools
- ➤ making work explicit... from early years
- > qualification structure



## Curriculum Authority Curriculum and the world of work

- skills and personal qualities in context
- challenging stereotypes
- > a curriculum to support qualification
- > which includes syllabus effectiveness

## Learning about....

- > engineering
- interview techniques
- stereotyping
- > growing up
- future careers

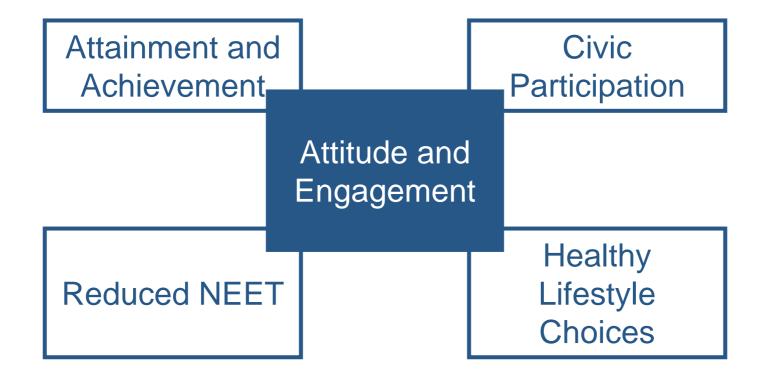
responsible,

successful,

confident



Successful Learners Confident Individuals Responsible Citizens





### Let that be a lesson!

National College of School Leadership

Develop a modern, world-class curriculum that will inspire and challenge all learners and prepare them for the future



## QCA and the Primary Curriculum Review

- working alongside Sir Jim Rose in meeting the remit
- building on evidence base
- presenting view on models, structures and detail
- timescale draft proposals: Autumn 2008
  - programmes of learning: Spring 2009
  - consultation: Summer2009
  - implementation: Autumn 2011



## From national parameters...

#### **Aims for Primary Education**

Successful learners, who enjoy learning, make progress and achieve.

Confident Individuals who are able to live safe, healthy and fulfilling lives.

Responsible Citizens who can make a positive contribution to society.

## Areas of Learning / Subjects

Communication, Language and literacy

**Mathematics** 

**Expressive Arts** 

Humanities

**Physical Development** 

#### Skills and competences

**Independent Enquirers** 

**Creative Thinkers** 

Reflective Learners

**Team Workers** 

Self Managers

**Effective Participators** 

### Personal Well-being: Attributes and values

Principled

Enterprising

Creative

Resilient

The National Framework

#### **Principles of Curriculum Design**

Secures the fundamentals in literacy and numeracy

Provides opportunities for depth and breadth

Secures personal development

Considers the entire planned learning experience

In tune with child development

The School Curriculum

**Designing the School Curriculum** 



## Curriculum models

- Local versions
- > North Somerset, Cornwall, Sandwell, Gloucester
- Mantle of the Expert
- International Primary Curriculum
- Opening Minds
- Musical Futures, Learning Outside the Classroom

# **Alternatives or interpretations?**

## The entire planned learning experience

> lessons, events, routines, extended hours

- beyond school
  - Clubs
  - Hobbies and pastimes
  - Local band
  - Charity work
  - Part-time job
  - Work experience



## **Programmes of Learning**

- are only ingredients
- they need blending
- to distribute between learning in
  - lessons

- events

- routines

- beyond school
- with schools as the broker for learning
  - time

- place

- people

An appetising feast taking account of need,

specialism, interest and taste.



## Learning approaches....

- > build upon direct experience
- planned and impromptu
- promote proper conversation
- have real audience and purpose
- develop theories in practice



## A world of primary learning

- > a wonderland
- an expanding world
- pathways to explore
- new skills to learn
- > a springboard
- > a safety net
- > a cocoon



### Let that be a lesson!

National College of School Leadership

Develop a modern, world-class curriculum that will inspire and challenge all learners and prepare them for the future

- > take me places
- > show me things
- Who they are, how they work, what they do, and why?
- let me have a go,
- > let me be me

# Opalifications to Curriculum Factor Curriculum Authority

- real audience and purpose
- engaging and inclusive
- pupils as 'drivers'
- standards and quality in harmony
- staff involved in life of school
- 'e' aware
- community links
- employers play a part

- help young people develop an appetite for learning
- > use the ingredients
- > to create a learning feast
- recognising individual taste, considerations and needs
- > see a big picture for curriculum



## What makes learning worth it?

- does it make sense in my life?
- can I get deeply engaged?
- > will what I am asked to do make a difference?
- → do I have the knowledge to learn skills and the skills to learn knowledge?
- > I am a maturing person; does it take account of that?



### Let that be a lesson!

National College of School Leadership

Develop a modern, world-class curriculum that will inspire and challenge all learners and prepare them for the future



## Subject programmes of study

Hilculum Rethinking subjects

school garden

OPPONUMES. international visit scouts & guides

choir

band

school council

mock trials fieldwork

orchestra

old people's links

assembly

Duke of Edinburgh

clubs and societies

volunteering animal care

charity work

school performance

Young Enterprise

retreats

work placement

school team

school newspaper

contexts for learning



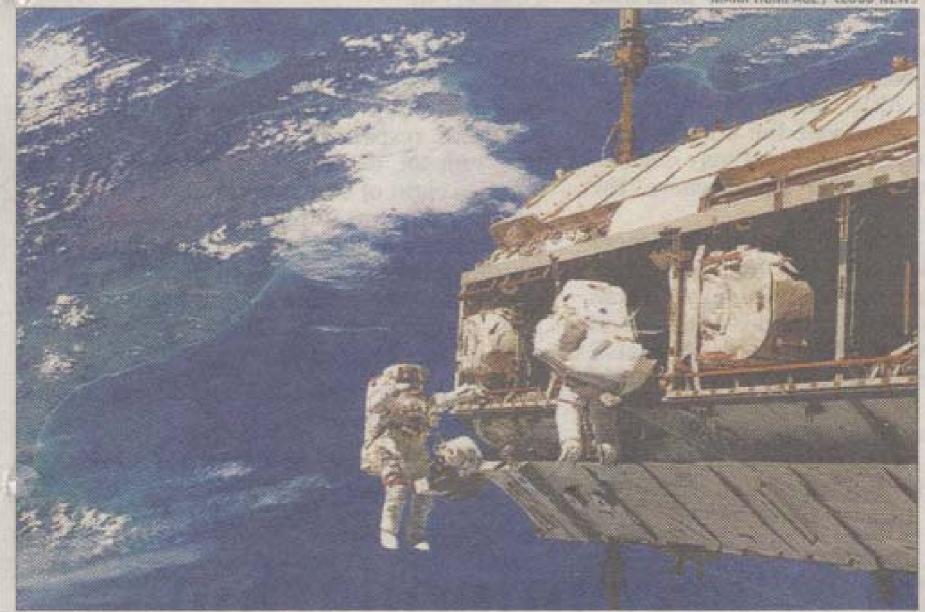






# Space station shines bright

MARK HUMPAGE / CLOUD NEWS





### Let that be a lesson!

National College of School Leadership

Develop a modern, world-class curriculum that will inspire and challenge all learners and prepare them for the future