

NCSL Annual Leadership Conference

Leadership that makes a difference for children

Seizing Success
Annual Leadership Conference



Mick Waters, QCA

The Curriculum: Ingredients for success



Qualifications and
Curriculum Authority

Let that be a lesson!
Ingredients for success

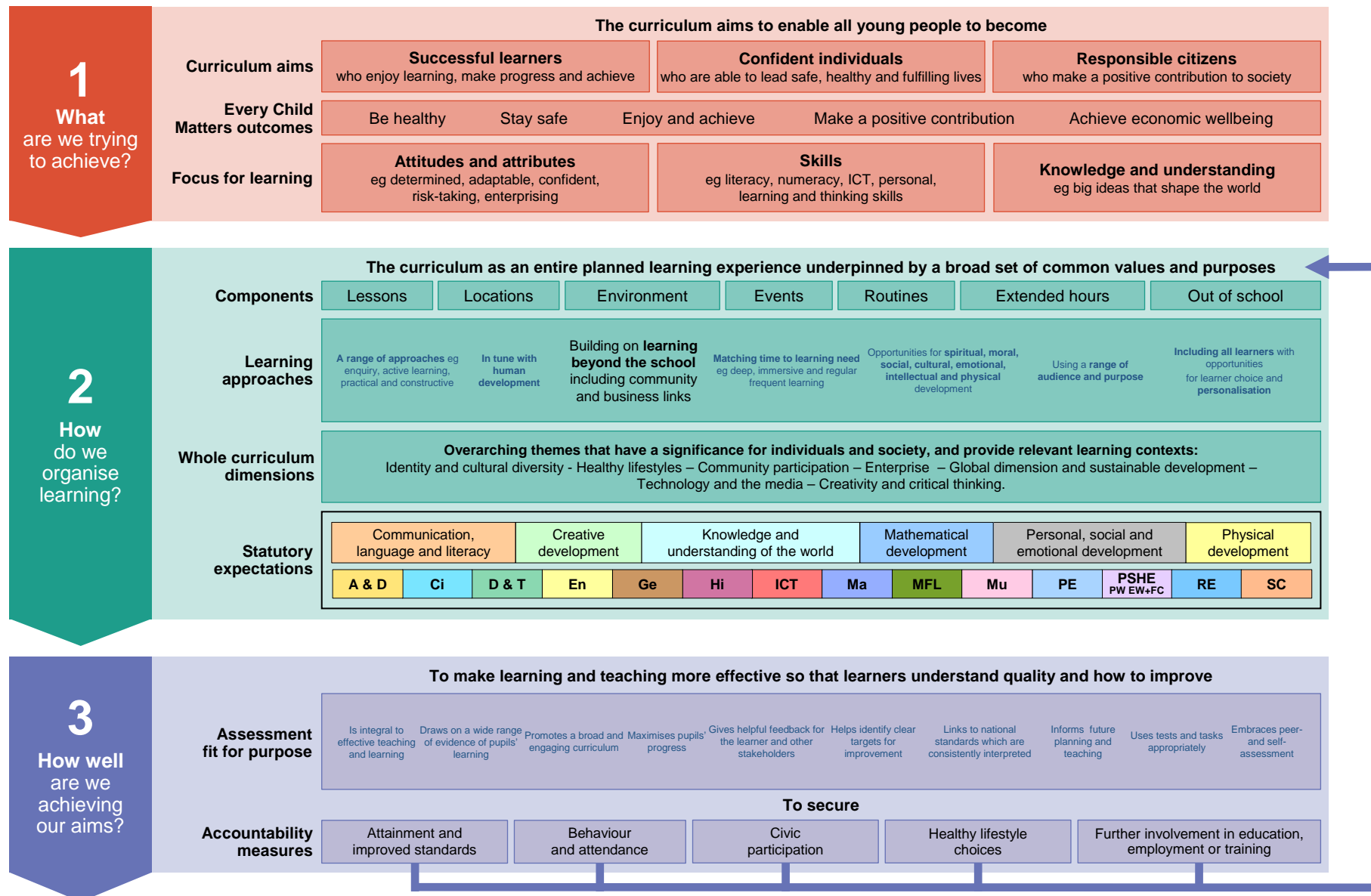
National College of School Leadership

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



- 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

- 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.

- 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

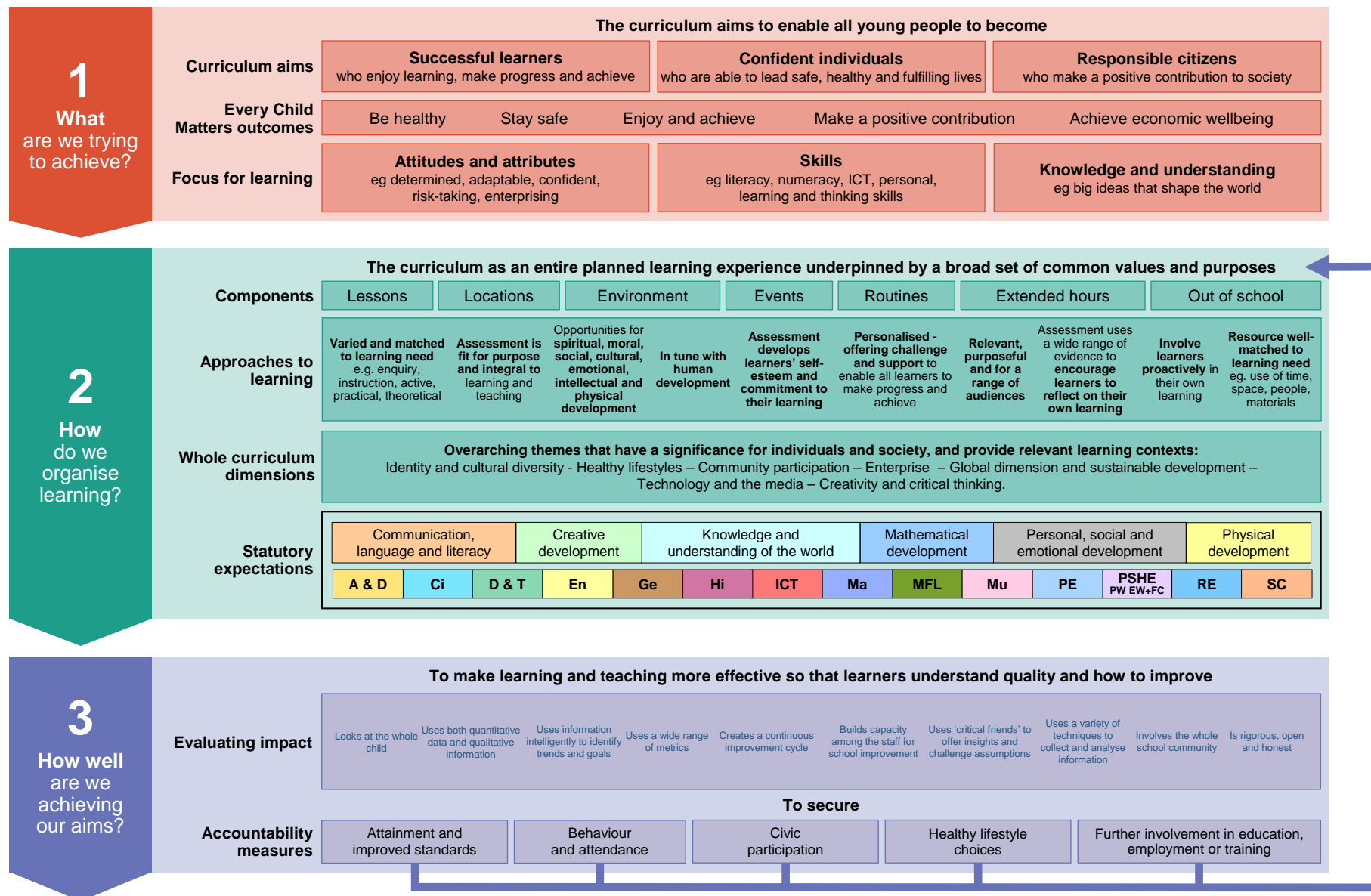


Qualifications and
Curriculum Authority

National Curriculum

- recent review well received
- enthusiasm, innovation, energy
- schools reconstructing curriculum design
- benefits already felt
- standards; academic, personal, social

Three key questions



Successful
Learners

Confident
Individuals

Responsible
Citizens

Attainment and
Achievement

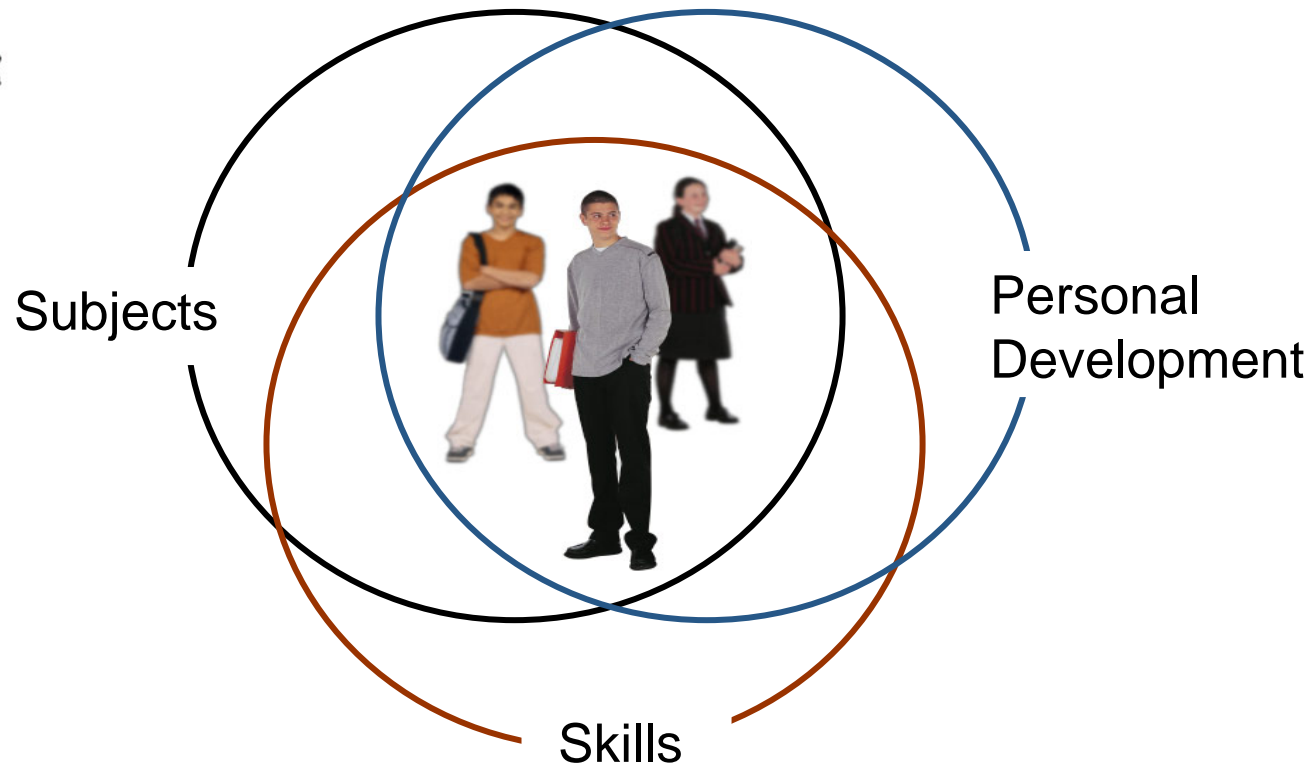
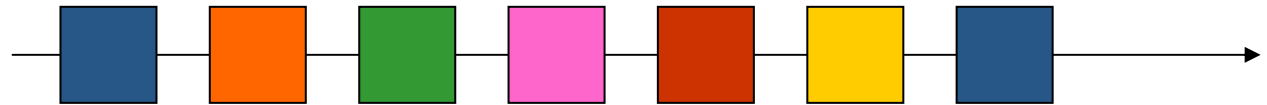
Civic
Participation

Attitude and
Engagement

Reduced NEET

Healthy
Lifestyle
Choices

Coherence... for the learner



The entire planned learning experience

- lessons, events, routines, extended hours

- beyond school
 - Clubs
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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

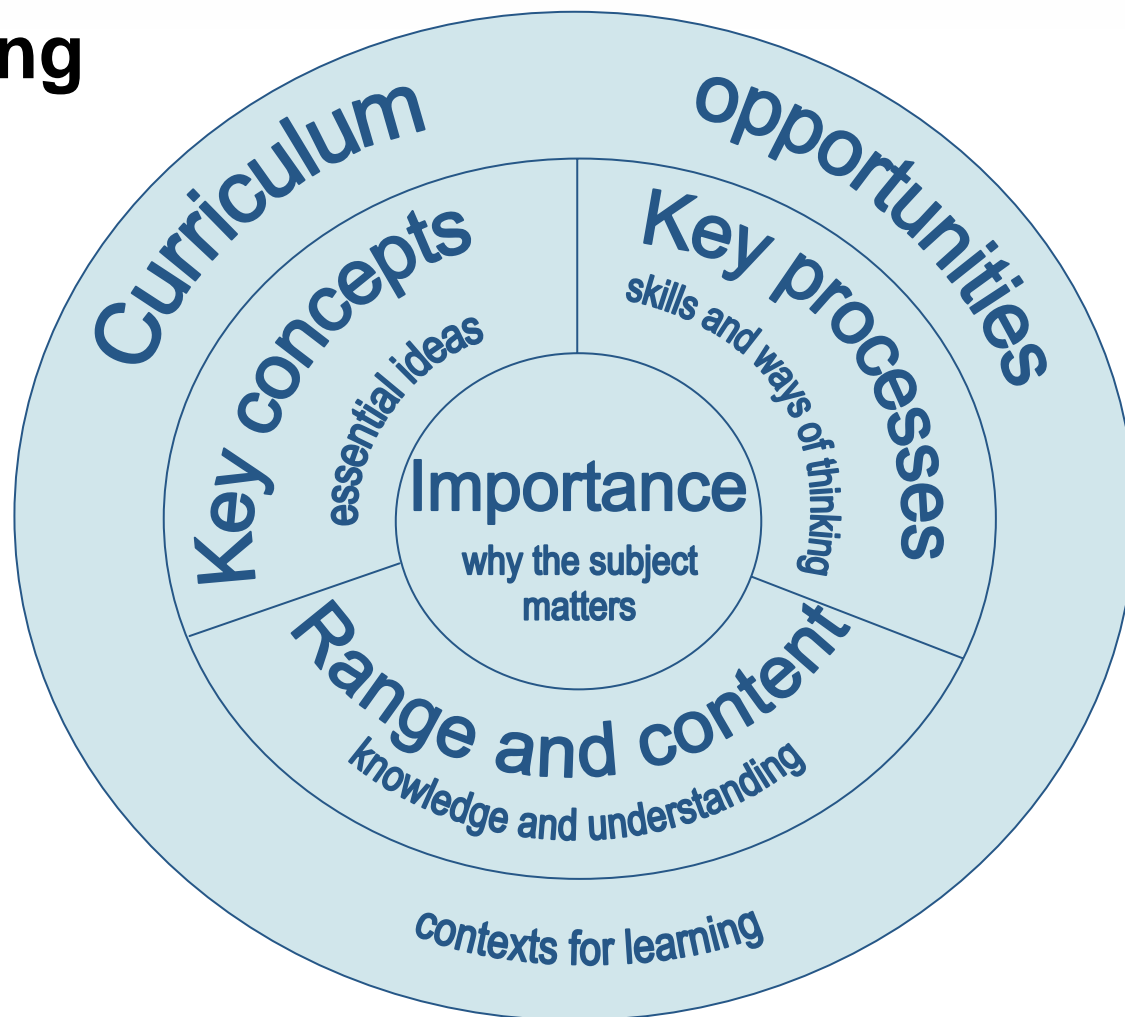
A new look at subjects

Subjects now...

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

Subject programmes of study

Rethinking subjects



- › Aims
- › Subjects
- › Personal Development
- › Skills
- › Cross curriculum dimensions
- › Organising your curriculum
- › 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

› The secondary curriculum



› What has changed and why?



› New opportunities



Curriculum case studies

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



Read in full

Play video

› 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



Qualifications and
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- 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

- 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
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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

Designing the School Curriculum

**The School
Curriculum**

- 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

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- are only ingredients
- they need blending
- to distribute between learning in
 - lessons
 - routines
 - events
 - beyond school
- with schools as the broker for learning
 - time
 - place
 - people

An appetising feast taking account of need,
specialism, interest and taste.

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

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



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- 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

- 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

What do schools need to do?

- 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?



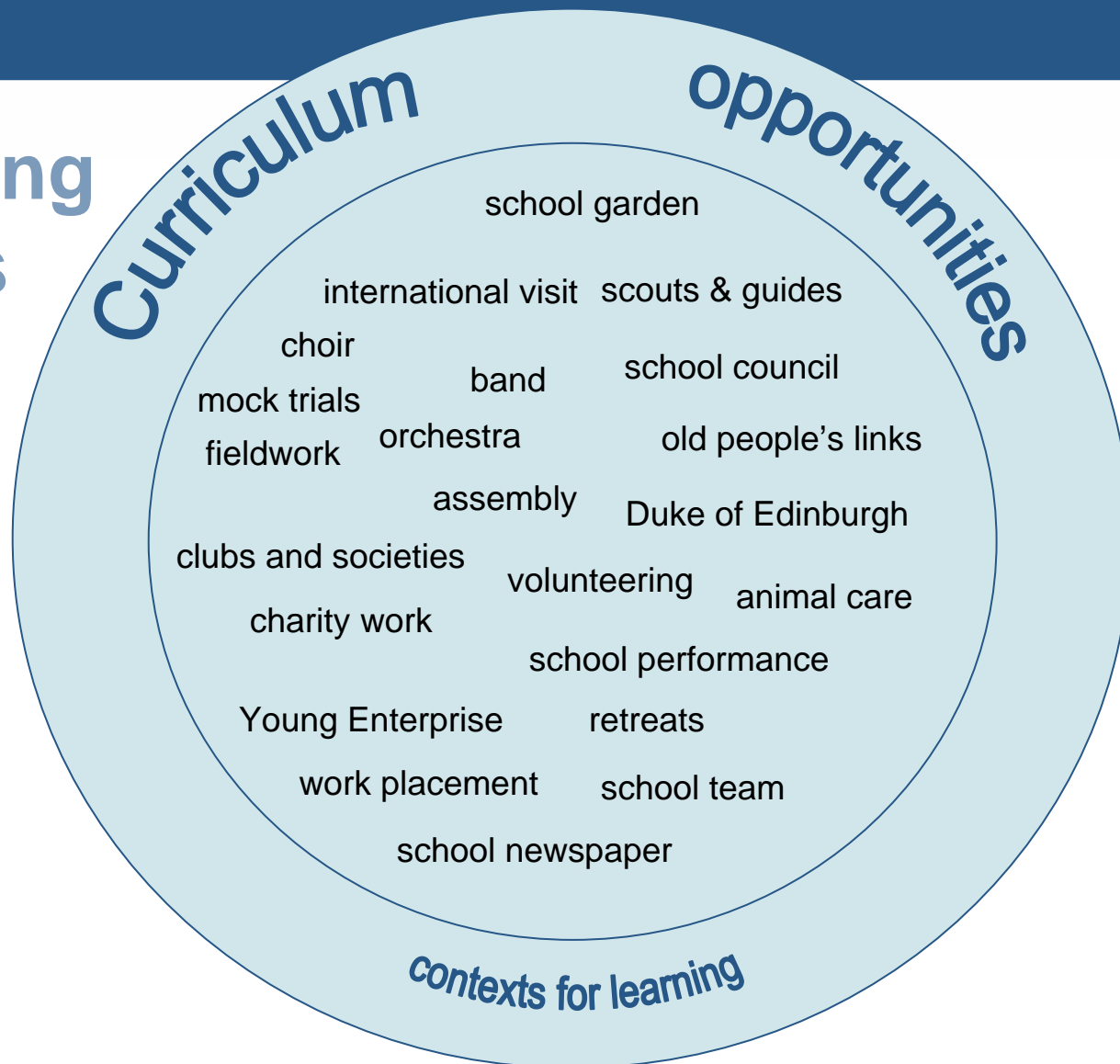
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Rethinking subjects





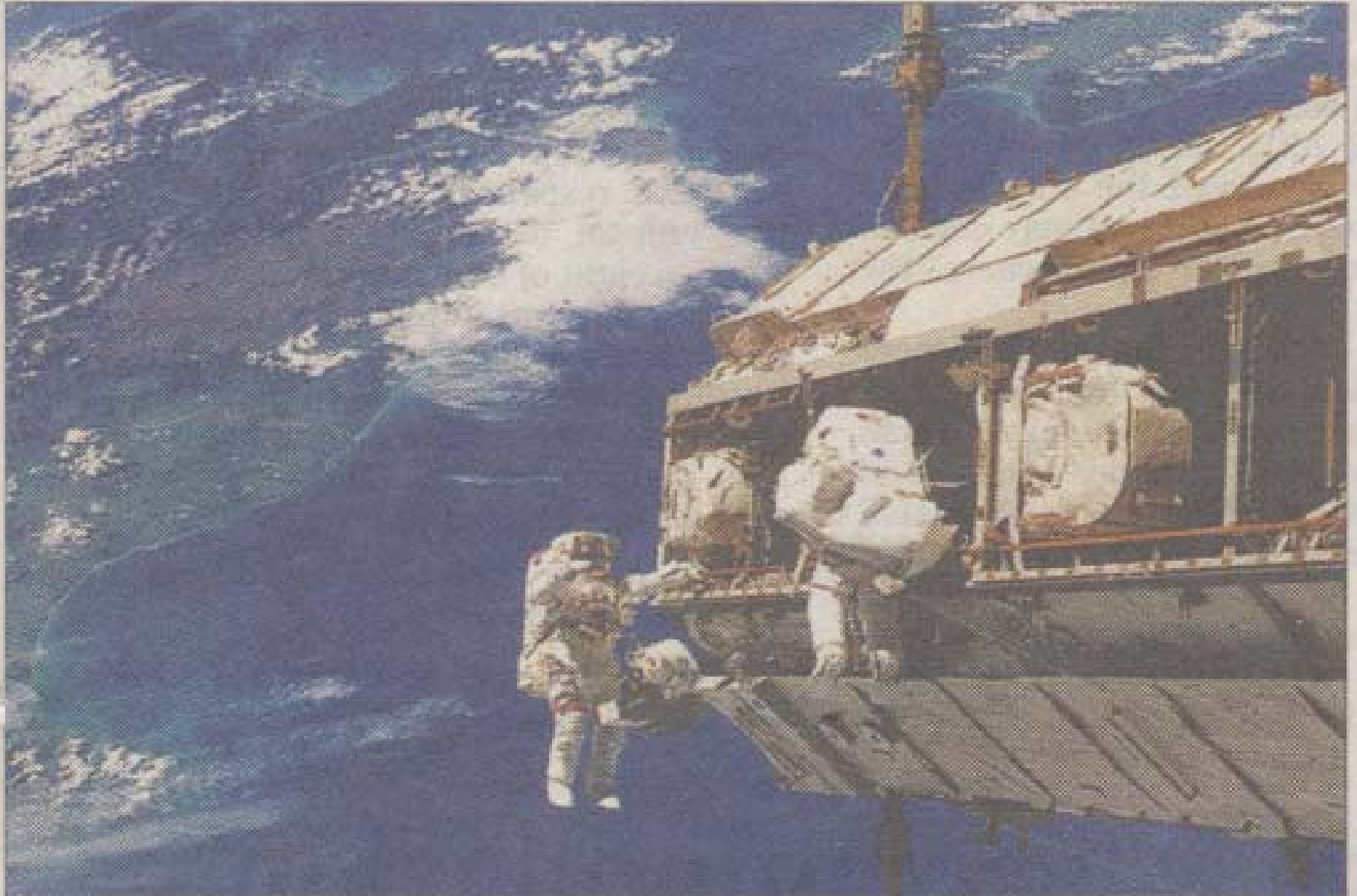






Space station shines bright

MARK HUMPAGE / CLOUD NEWS





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