Building a 21st century curriculum
Looking after learners, today and tomorrow
Purpose of today

• to share progress

• to focus on how we will be able to demonstrate impact

• to clarify next steps
Our goal

To develop a modern, world-class curriculum that inspires and challenges all learners and prepares them for the future.
A curriculum fit for the future… are we there yet?

1. “If it ain’t broke… so steady as she goes.”
2. “Almost there… nip and tuck.”
3. “A fair way to go… and have a some good ideas about what needs to be done.”
4. “A fair way to go… but unsure about significant aspects of how to get there.”
A curriculum fit for the future should...

- have an increased focus on **skills**, especially learning to learn
- use approaches that develop **personal qualities**
- allow for greater **flexibility** and local ownership – empower the frontline
- do more to promote **independence**, creativity and **enterprise**
- be concerned with the **how** as well as the **what** — (AfL, L2L, thinking, T and L approaches)
- be **technologically rich** – authenticity and when, where, who, how
- use **knowledge actively**.. as a cornerstone for creativity, problem solving..
- link learning to **big issues**, international dimension and community action
- renew the design principles – built upon **clear aims and purposes**

- Overcome **WYTIWYG** backwash
- More ways of winning and broadening success measures
Re-energise curriculum debate and development

- Re-new debate in the moral purpose for education and schools
- Create a national climate for curriculum thinking and innovation
- 21st Century curriculum: “What does a good one look like?” A design standard not a prescription.

In a spirit of co-development and investigation

- From ‘top down’ to co-designing – “sharing” and “borrowing” and making together
- Building capacity locally and nationally – “sustainable and deep learning”
- Unleash the energy and ideas of schools and their communities - policy
- Disciplined innovation and investigation - Identify, stimulate and share best and next practice

Local impact: national consequence

- Improving your school: improving the system “School leaders must have a greater stake in the development of broader education policy.”
- Strategic alliances:
  - QCA as an active partner in development and improvement – gathering evidence to be authoritative and shape future policy
  - Curriculum leadership – You, QCA and NCSL
  - Promoting innovation – You, QCA and Ofsted
curriculum co-development

Improving schools

Capturing existing innovation
Supporting new innovation
Using ‘disciplined’ action research based ways of working
Continuous improvement through dynamic curriculum

Improving the system

Promoting and sharing innovation
Creating a new climate
Influencing wider agenda through strategic partnerships
Shaping public policy through ‘evidence of impact’
The story so far...

• Where are you in your curriculum journey?

• What do you hope to get out of today?
The ‘curriculum in action’ programme

Curriculum innovation networks

**Toolkit**

- Aims – 3 key questions
- The big picture – design specification
- Continuums – review and develop tool
- Innovation stories
- Action research methodology

**Networks – real and virtual**

- Agencies
- Local Authorities
- Federations/Groups
- Individual institutions

**Engaging**

**Developing**

**Impact**

**Mentoring**
Action research model
Three key questions shaping the curriculum conversation

1. What are we trying to achieve through the curriculum?
2. How do we need to organise the curriculum to achieve these aims?
3. How effectively are we evaluating the impact of the curriculum and continuously improving it?
Action research plan *(page 18)*

<table>
<thead>
<tr>
<th>What do you want to achieve?</th>
<th>How will you organise learning?</th>
<th>How well are we achieving our aim?</th>
</tr>
</thead>
<tbody>
<tr>
<td>This should be about the difference you will see in your pupils and relate to the objective above. What will they <em>know</em> and understand? What will they be able to <em>do</em>? How will they <em>be</em> different to the way they are now?</td>
<td>What are you going to do to help your pupils achieve the objectives set? Your strategies are likely to relate to curriculum content and organisation, approaches to learning, the use of time in and out of lessons, the use of space, facilities, equipment and staffing.</td>
<td>How will you know your strategies are making a difference? What measures will you use to demonstrate impact? The methods you use to collect information need to be relevant and manageable. Remember to measure your baseline and the progress your pupils make.</td>
</tr>
</tbody>
</table>
What are we trying to achieve through the curriculum?

- School mission statement
- Stick person – skills, knowledge, personal qualities
- Existing and synthesised aims
- Skills framework
Identifying what you want to achieve

Schools involved in an action research project as part of a curriculum co-development network are working towards increasing the number of learners who consistently display one or more of the characteristics described in the aims of the curriculum, listed under the headings of:

- successful learners
- confident individuals
- responsible citizens.
Three key questions shaping the curriculum conversation

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The ‘big picture’ of the curriculum

The curriculum aims to enable all young people to become successful learners, confident individuals and responsible citizens.

### Five outcomes
- **Successful learners** who make progress and achieve
- **Confident Individuals** who lead safe and healthy lives
- **Responsible Citizens** who make a positive contribution to society

**Enjoy and achieve** | **Safe** | **Healthy** | **Participation** | **Economically active**
---|---|---|---|---
To do | To know and understand | To be

### Whole Curriculum Skills, Knowledge and Attributes

- **Skills**
  - Functional Skills (Lit/Number/ICT) + Personal, Learning and Thinking Skills
- **Knowledge and Understanding**
  - Big Ideas that shape the world
  - Chronology, conflict, scientific method, etc.
- **Personal Development**
  - Attitudes and dispositions, determined, adaptable, learning to learn

### Components
- **Lesson**
- **Location**
- **Events**
- **Environment**
- **Routines**
- **Extended Hours**
- **Out of school**

### Learning Approaches
- A range of teaching and learning approaches (enquiry, active learning, practical and constructive) - in tune with child development and adolescence - learning beyond the school, community and business links – deep immersive and regular frequent learning – relevant and connected to life and work – a range of audiences and purposes – opportunity for learner choice and personalisation

### Areas of Learning

### National Curriculum
- **Eng**
- **Ma**
- **Sci**
- **ICT**
- **DT**
- **Hist**
- **Geog**
- **Art**
- **Music**
- **PE**
- **MFL**
- **CP**
- **RE**

### Assessment fit for purpose
- Building a more open relationship between learner and teacher
- Clear learning intentions shared with pupils
- Understood shared prioritised success criteria
- Celebrate success against agreed success criteria
- Advice on what to improve and how to improve it
- Peer and self assessment
- Peer and self evaluation of learning
- Taking risks for learning
- Testing
- Individual target setting
- Using error positively

* To make learning and teaching more effective * So that learners understand quality and how to improve *

To secure...

### Accountability and measures
- **Attainment and improved standards**
- **Behaviour and attendance**
- **Civic participation**
- **Healthy Lifestyle Choices**
- **Increased EET**
WHEN?
Time is allocated according to learning need

WHAT?
Learning activities are selected to promote the aims of the curriculum and to maximise learners’ progress

WHERE?
Learning takes place in a range of contexts and settings

THE LEARNER
Learning activities are arranged to help all learners meet the curriculum aims and achieve well

WHO?
A range of people are involved in providing learning experiences

HOW?
Methods and approaches fit the needs of learners and the ways in which they learn

Curriculum blueprint?
Making a difference – ‘disciplined’ innovation

More positive impact

On...
- Standards
- Skills for learning and life
- Participation
- Enjoyment and engagement
- Behaviour and attendance

More personal curriculum

rigid
“one size fits all”

flexible
“personalised and tailored”
Time

Impact

- Time for learning is rigidly dictated by the timetable
- "one size fits all"

Personalisation

- Time is used flexibly – informed by nature of learning need

The "two week design technology lesson"
Leasowes, Dudley

- "personalised and tailored"
If... we want young people to have enquiring minds and to think for themselves

then we need to...

• give them purposeful reasons to find things out
• know what interests them and build on that
• connect learning to issues that impact on young people
• teach them the skills of research and analysis
• promote concepts such as children as researchers, children as reporters etc
If...

we want young people to stay safe

Understanding: risk – caution/precaution – repair - comfort zone
Skills: reading labels/instruction - ‘what if.’ - ‘can I believe?’
Qualities: have a go, respect for self, others, environment

then we need to...

• experience adventure – trip/visit (PE/History/Geography)
• making choices/ responsibility – plan events/look ahead
• make rules – playground behaviour (PE/Citizenship)
• following instructions – cooking (DT)
• stranger danger on line – boy who cried wolf, three pigs (Eng)
• speaking out/expressing view – (Citizenship/Eng)
• know about drugs – role play/visitors/lesson (Drama/Science)
• statistics – probability (Maths)
If…
we want young people to …

then we need to…

•

•

•

•

•
Three key questions shaping the curriculum conversation

1. What are we trying to achieve through the curriculum?
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Disciplined innovation – making a difference

Extent       Impact

X

X

X

X
If...
we want young people to...

then we need to...

•
•
•

and how will we know when we’ve been successful?

•
•
How do you know if your curriculum is working?

Eng, Ma and Sci / A*-C
(test scores)
Next steps…
Keeping in touch

• Contribute to the Futures debate: www.qca.org.uk/futures/
• Form a network of curriculum co-developers
• Share your stories of successful curriculum innovation

Contacting us

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