

ECAD 6008: Session 1



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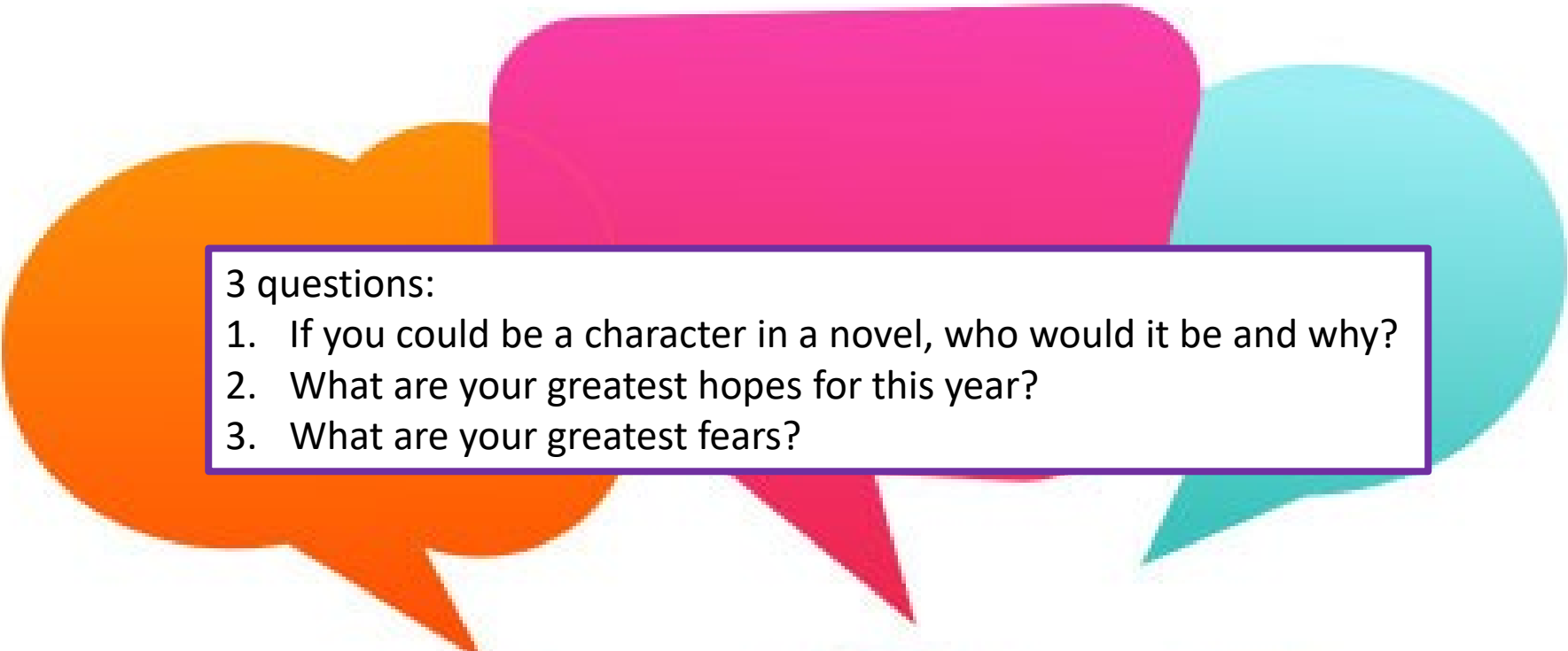




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3 questions:

1. If you could be a character in a novel, who would it be and why?
2. What are your greatest hopes for this year?
3. What are your greatest fears?



Curriculum 2022:



Aims:

- Introduction to types of curriculum
- Understanding of Curriculum for Wales 2022
- Challenges and opportunities

Outcome:

- Produce a mind map to summarise information and understanding

Starter Task:

- In no more than 5 words, describe your learning experience in school (primary and secondary)
- What would you change about your school experience? (5 – 10 min)
- What were the highlights of your school experiences? (5 – 10 min)
- What does the term “curriculum” mean to you?

Mind maps:

- There are various different platforms that can be used to make mindmaps- you will use different ones through out your placement.
- We will try and use: <https://bubbl.us/>
- Other mind map websites:
 - <https://www.mindmaps.app/>
 - <https://www.canva.com/graphs/mind-maps/>
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A new curriculum for Wales

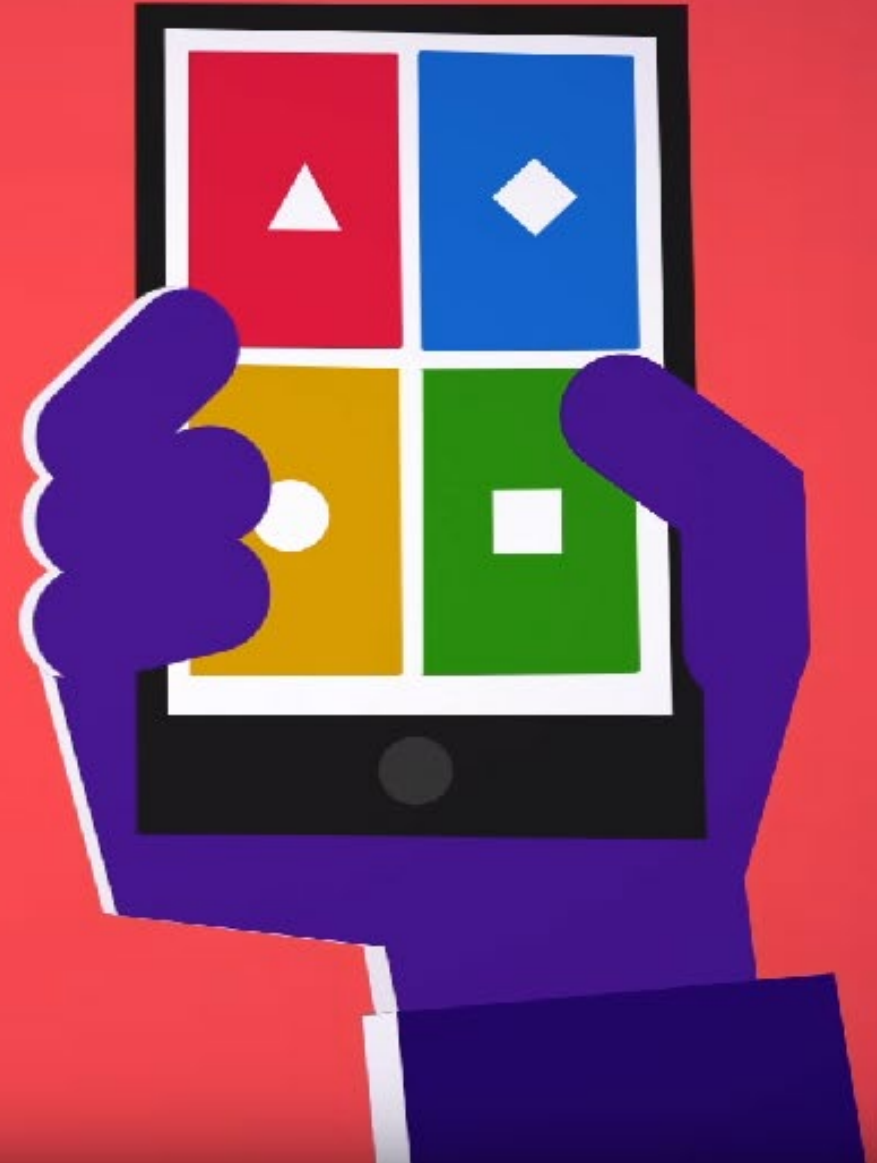
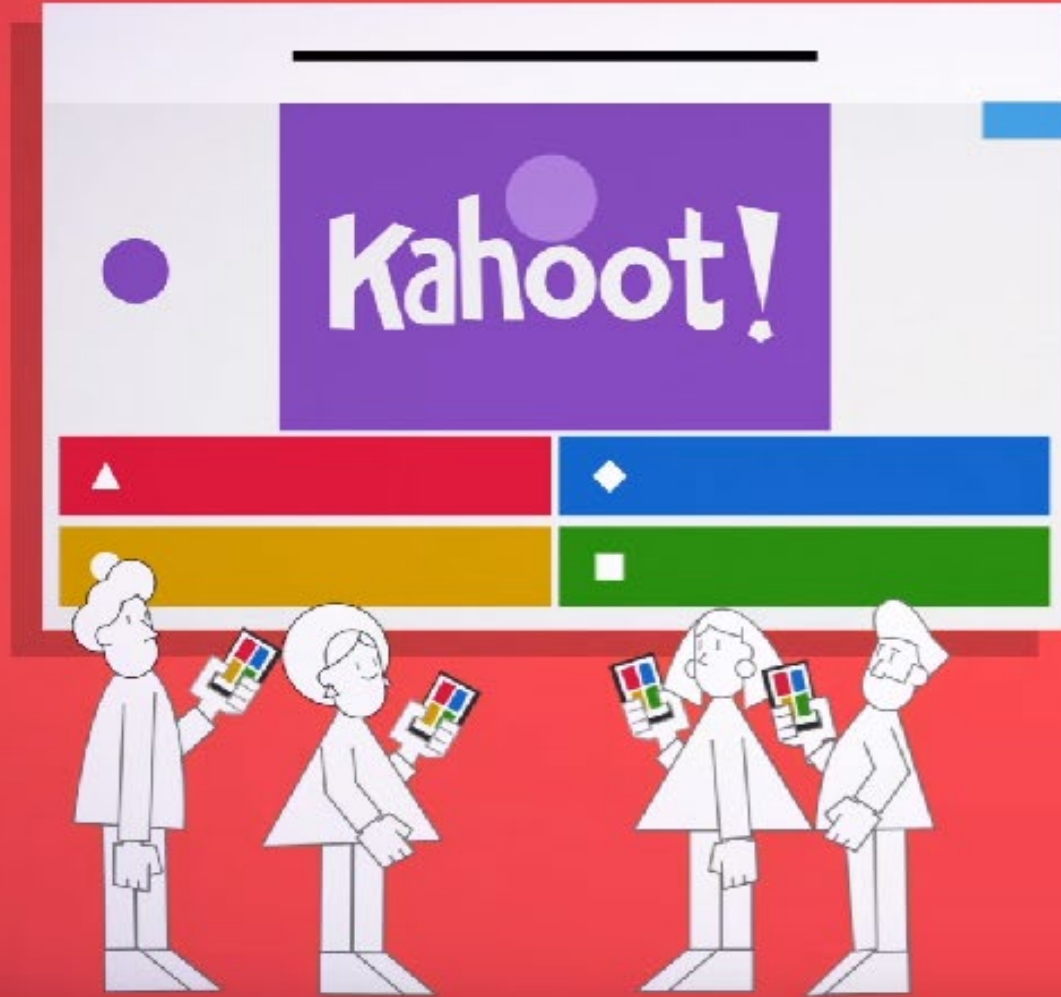


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<https://create.kahoot.it/details/b82b5840-6346-4f36-b4b6-9682701226d9>

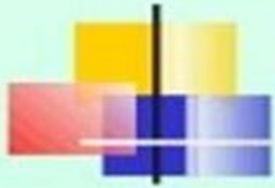


Curriculum:

- The term curriculum refers to the lessons and academic content taught in a school or in a specific course or program. In dictionaries, curriculum is often defined as the courses offered by a school, but it is rarely used in such a general sense in schools. Depending on how broadly educators define or employ the term, curriculum typically refers to the knowledge and skills students are expected to learn, which includes the learning standards or learning objectives they are expected to meet.



TYPES OF CURRICULUM



1. Overt, Explicit or Written Curriculum

Is usually confined to those written understandings and directions formally designated and reviewed by administrators, curriculum directors and teachers, often collectively.

2. Societal Curriculum

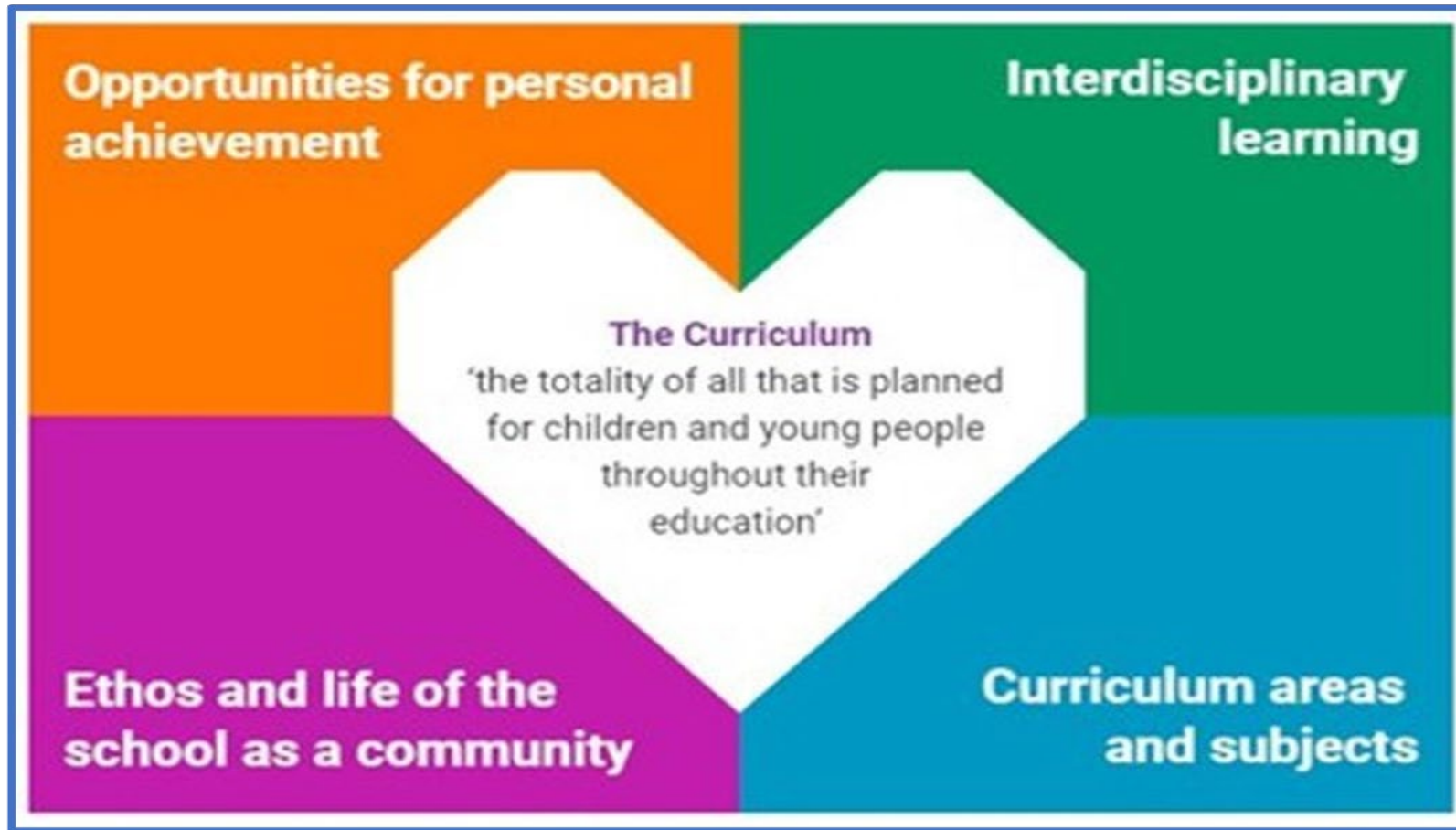
The massive, ongoing, informal curriculum of family, peer group, neighborhoods, churches organizations, mass, media and other socializing forces that “educate” all of us throughout our lives.

3. The Hidden or Covert Curriculum

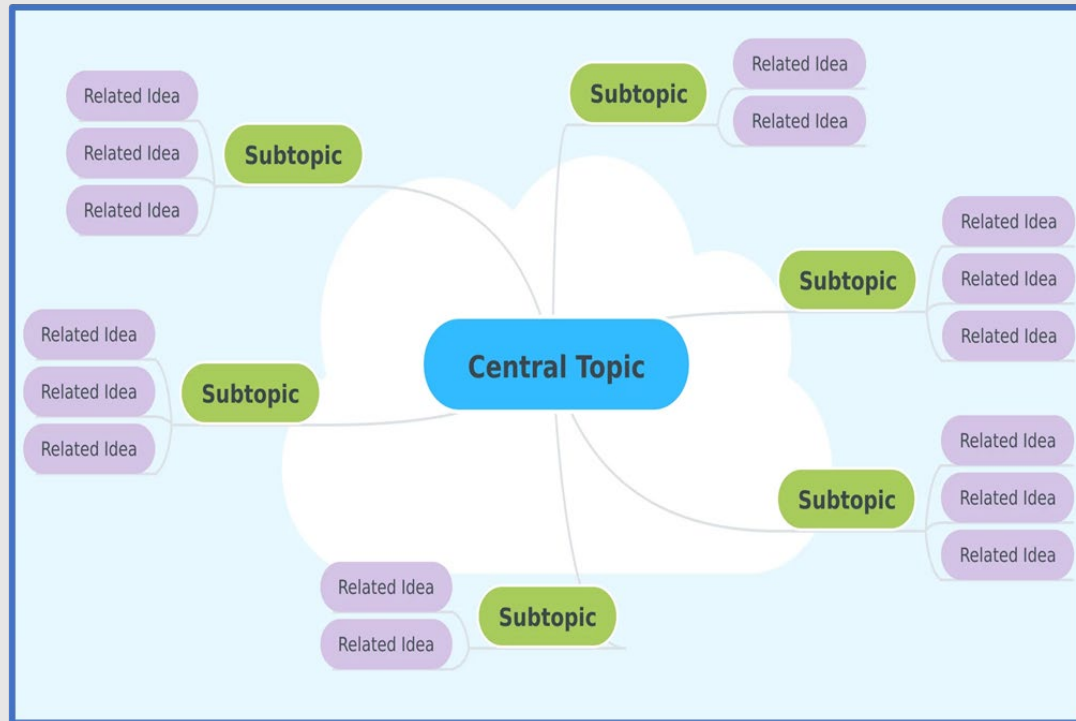
Implied by structure and nature of school, which refers the kinds and learning's of children derive from the very nature and organizational design of the public school as well as the behaviors and attitudes of teachers and administrators.



Progressive curriculum:



Mind map

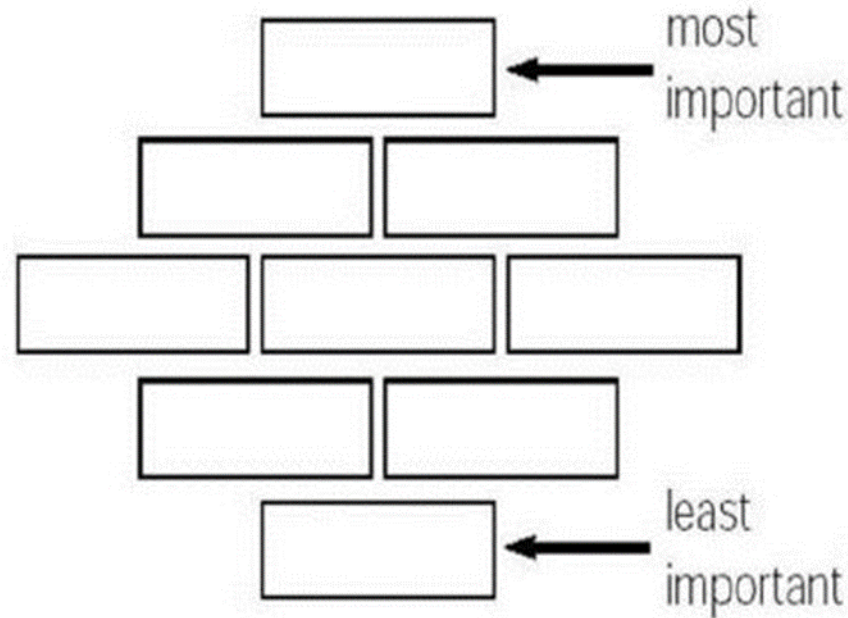


- Go to your mind map and summarise the different types of curricula – use the ones above or anything else you have researched



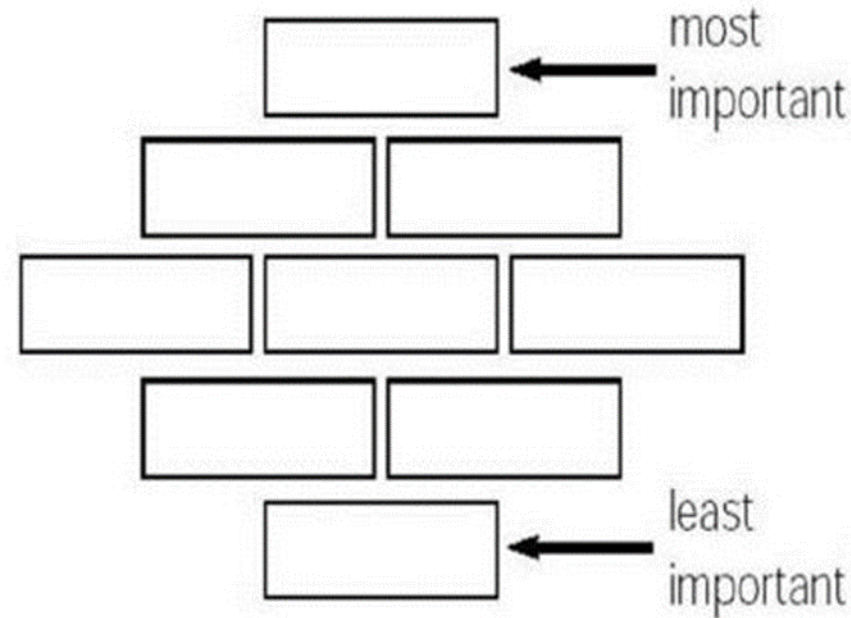
Task: Diamond 9

Prioritise qualities for a successful young person



Task: Diamond 9

Prioritise qualities for your subject area:



Curriculum for Wales 2022



- The Curriculum is everything a learner experiences in pursuit of the Four Purposes



Independent/Group Tasks:

1. Read the Summary Report of Successful Futures :

<https://gov.wales/sites/default/files/publications/2018-03/successful-futures-a-summary-of-professor-graham-donaldsons-report.pdf>

2. Read Successful Futures: Chapter 3. There is a summary p28-31.

<https://gov.wales/sites/default/files/publications/2018-03/successful-futures.pdf>

3. Watch the clip and take notes of Professor Graham Donaldson 'New Welsh Curriculum – what makes it so different?': <https://www.youtube.com/watch?v=SZ3bVjsbAkY>

Questions to consider:

In what ways is the new curriculum similar to your education and experiences?

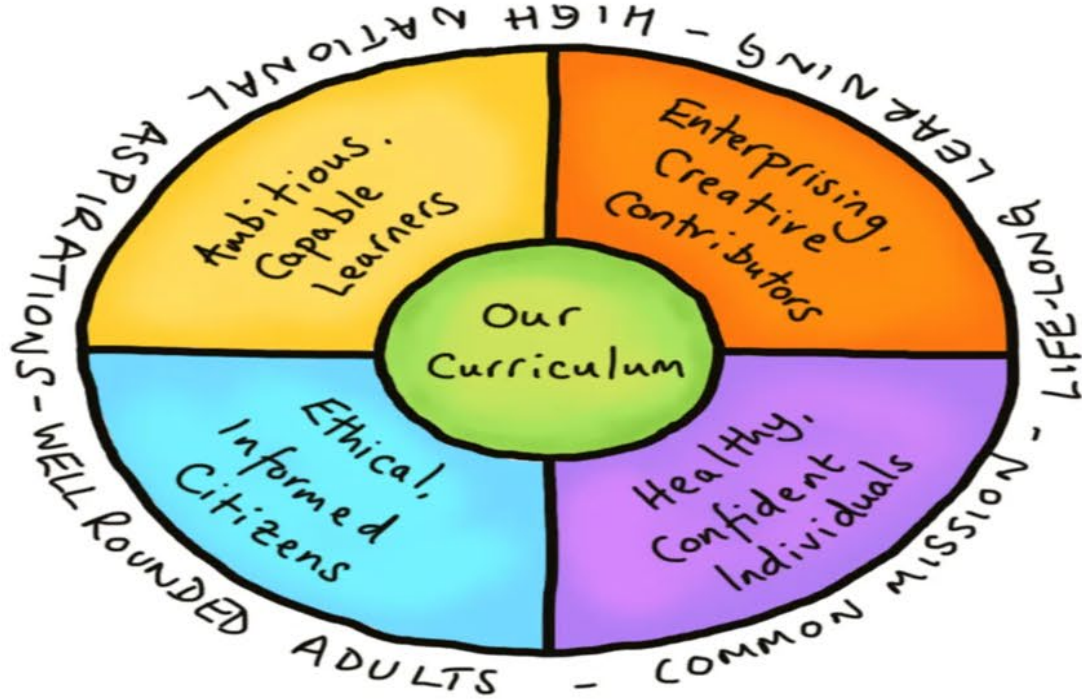
In what ways is it different?

What might be the implications of this?

Be prepared to share your ideas!

THE 4 PURPOSES of Curriculum for Wales

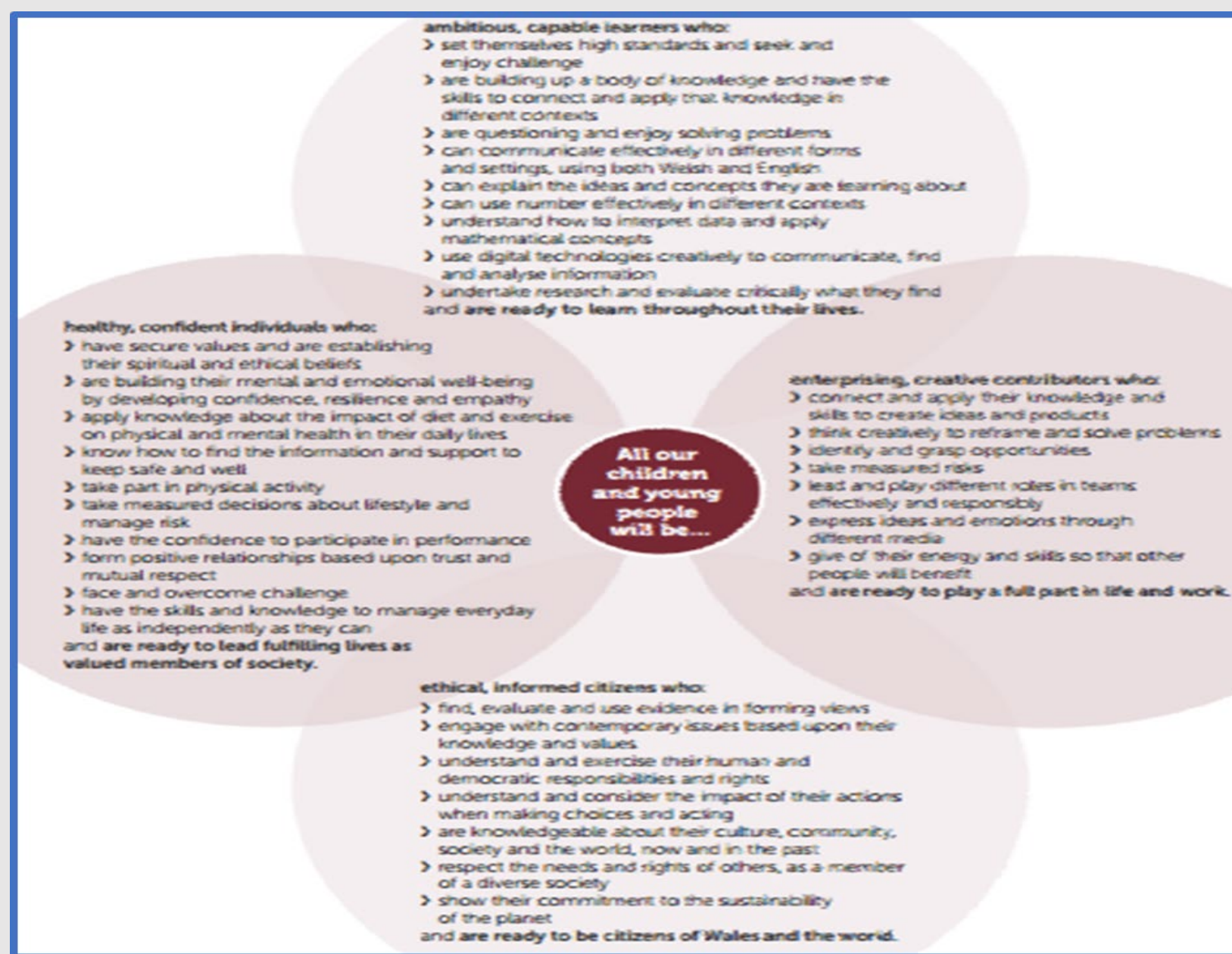
@ImpactWales



- * Why do we need the 4 Purposes for Curriculum for Wales?
 - * to set a common mission for all teachers & leaders.
 - * to support teachers & leaders to make appropriate choices about curriculum content & pedagogy
- * How should schools be using the 4 Purposes statements?
 - * as a set of guiding principles to aid planning decisions
 - * as an evaluation tool to identify pupils' greatest needs.
- * Create a curriculum driven by the 4 Purposes:-
 - * know which of the 4 Purposes pupils need the most
 - * create teaching & learning that addresses those needs
 - * support pupils to **progress** in those areas

The 4 Purposes of Curriculum for Wales are underpinned by:

Principles enshrined by UNITED NATIONS Convention on the Rights of the Child	Welsh Language and Culture	Principles of inclusive education	Community & civic role of schools	Health & well-being of pupils
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Ambitious, capable learners who...

- set themselves high standards and seek and enjoy challenge
- are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- are questioning and enjoy solving problems
- can communicate effectively in different forms and settings, using both Welsh and English
- can explain the ideas and concepts they are learning about
- can use number effectively in different contexts
- understand how to interpret data and apply mathematical concepts
- use digital technologies creatively to communicate, find and analyse information
- undertake research and evaluate critically what they find
- and **are ready to learn throughout their lives**



Enterprising contributors who...

- connect and apply their knowledge and skills to create ideas and products
- think creatively to reframe and solve problems
- identify and grasp opportunities
- take measured risks
- lead and play different roles in teams effectively and responsibly
- express ideas and emotions through different media
- give of their energy and skills so that other people will benefit
- **and are ready to play a full part in life and work**



Ethical, informed citizens who...

- find, evaluate and use evidence in forming views
- engage with contemporary issues based upon their knowledge and values
- understand and exercise their human and democratic responsibilities and rights
- understand and consider the impact of their actions when making choices and acting
- are knowledgeable about their culture, community, society and the world, now and in the past
- respect the needs and rights of others, as a member of a diverse society
- show their commitment to the sustainability of the planet
- and **are ready to be citizens of Wales and the world**
-



Healthy, confident individuals who...

- have secure values and are establishing their spiritual and ethical beliefs
- are building their mental and emotional well-being by developing confidence, resilience and empathy
- apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- know how to find the information and support to keep safe and well
- take part in physical activity
- take measured decisions about lifestyle and manage risk
- have the confidence to participate in performance
- form positive relationships based upon trust and mutual respect
- face and overcome challenge
- have the skills and knowledge to manage everyday life as independently as they can
- and **are ready to lead fulfilling lives as valued members of society.**



Tasks:

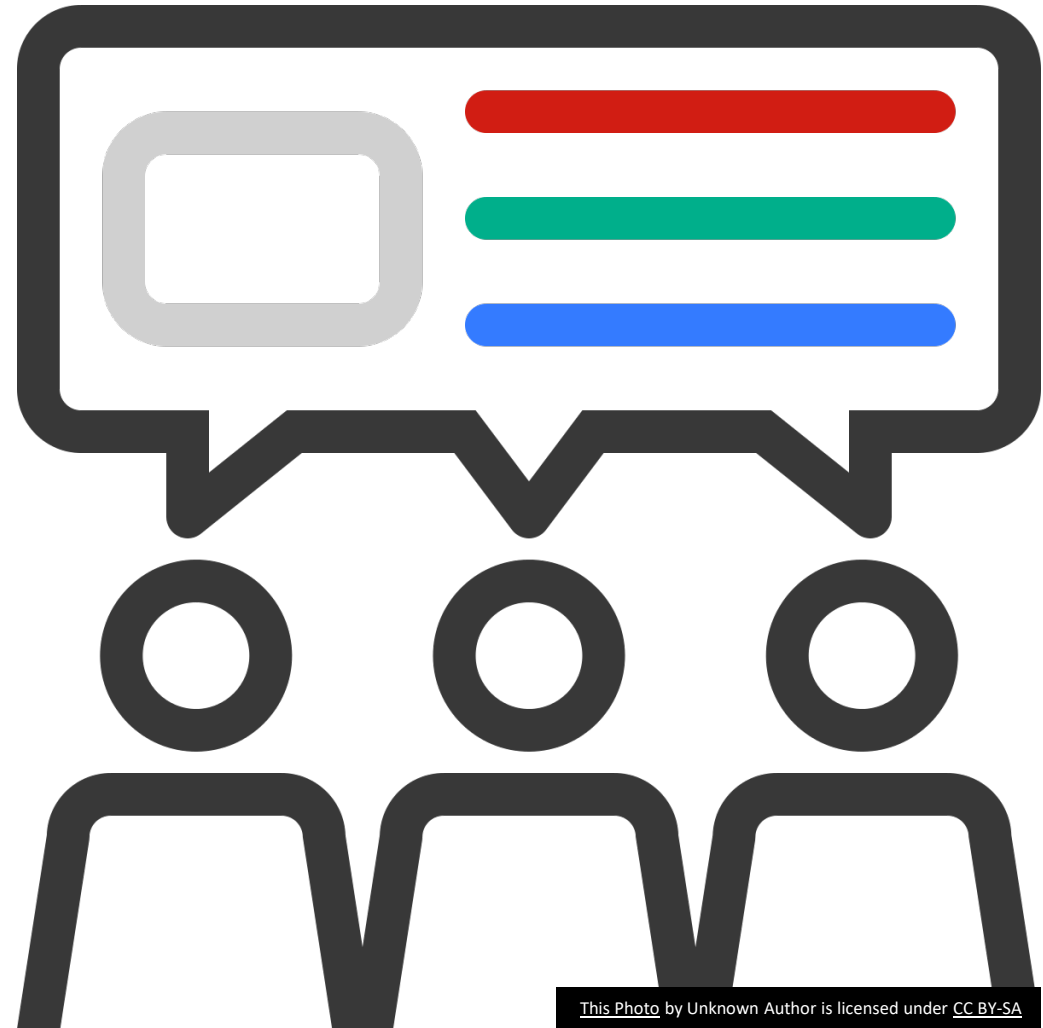
1. Discuss and note down the following:

What aspects of the Four Purposes do you not agree with? And why?

What other aspects would you include in the Four Purposes? And why?

2. Describe – a well educated young person in Wales at the age of 16.

3. Summarise the above and add to your mind map



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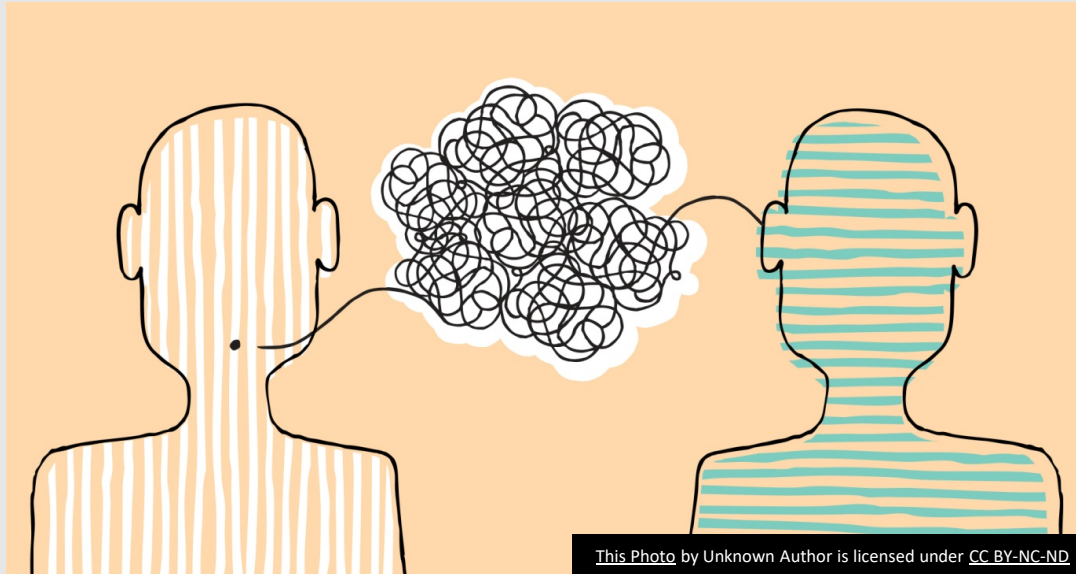
6 Areas of Learning and Experience (AoLEs)

Dance
Design & technology
Drama
English
Geography
History
Information and communication technology (ICT)
Languages
Mathematics
Music
PE
PSHE: Personal, social and health education (PSHE)
RE

Art
Biology
Chemistry
Computer studies.
Design technology
Drama
Food technology
Foreign languages: Spanish, French, German, Irish, Welsh, Italian etc.
Geography
Literature
Music
Physics
Woodwork
Home economics

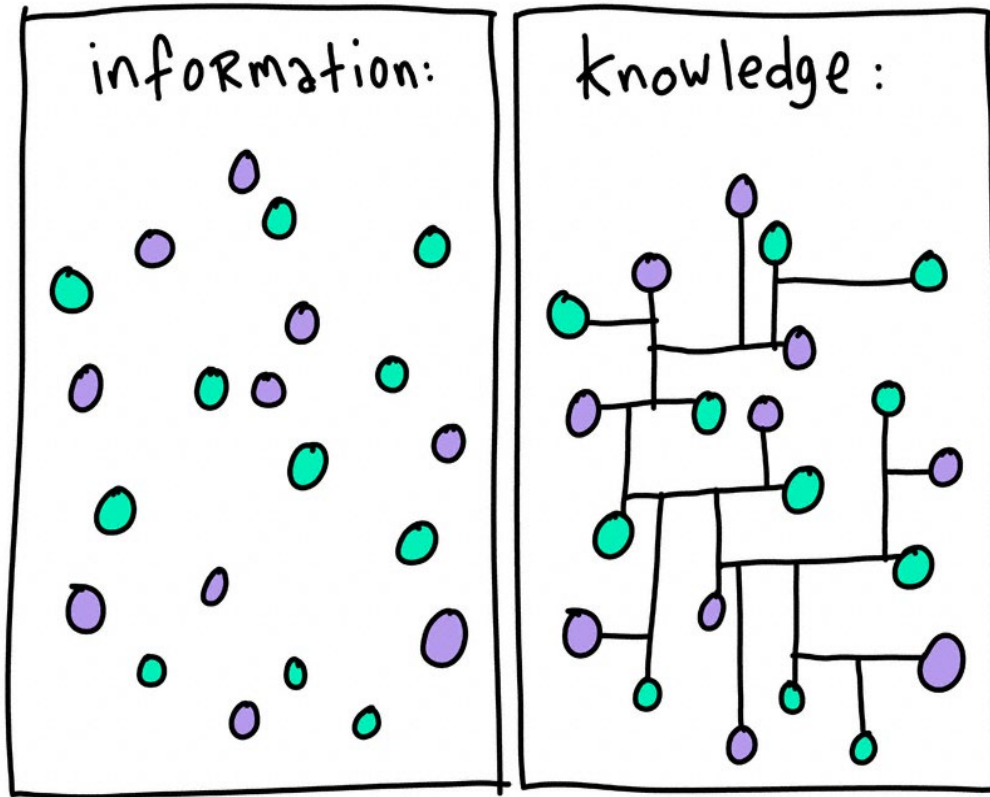


LLC: What matters statements:



- Languages connect us.
- Understanding languages is key to understanding the world around us.
- Expressing ourselves through languages is key to communication.
- Literature fires imagination and inspires creativity.

Knowledge matters:



@gapingvoid

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What do we mean by knowledge?
What forms can knowledge take?



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Declarative knowledge



- What are the key facts that children should know?

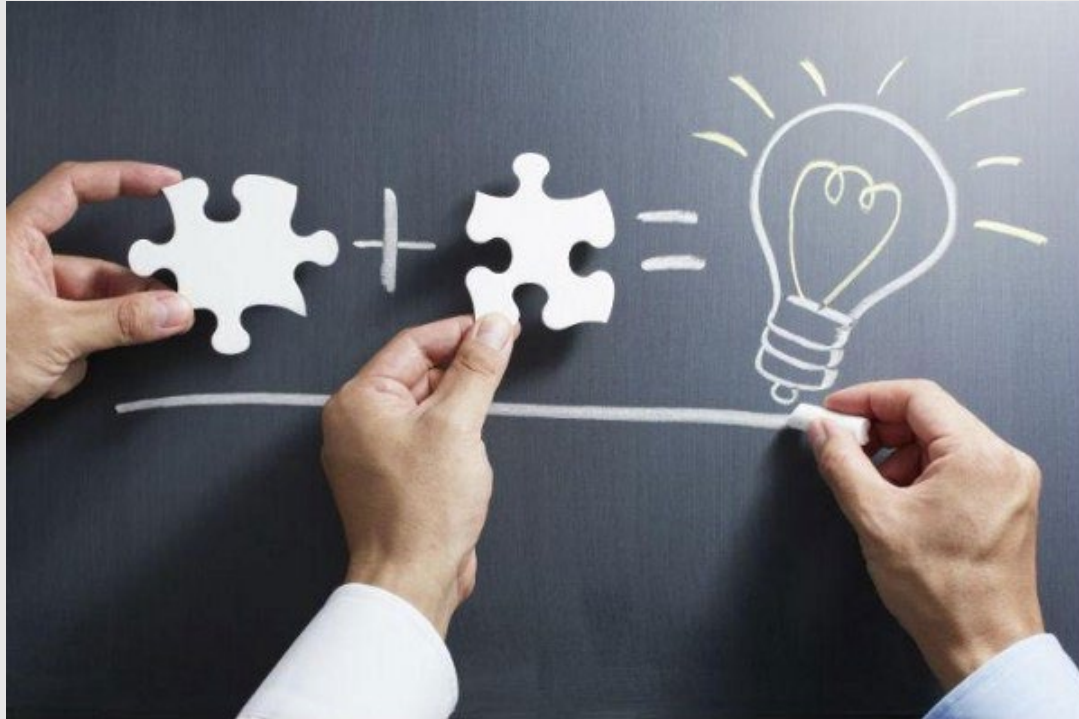
Procedural Knowledge



- What are the things that pupils should be able to do?



Experiential Knowledge



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- What knowledge can only be gained first-hand, by experiencing or doing certain activities?



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Languages, Literacy & Communication

Descriptions of learning:

- <https://hwb.gov.wales/curriculum-for-wales/languages-literacy-and-communication/descriptions-of-learning/>
- Progression steps 1-5 (they broadly correspond to expectations at ages 5, 8, 11, 14 and 16)



KNOWLEDGE, SKILLS AND EXPERIENCES

- What essential **knowledge** learner must a have by the age of 16 in your subject area?
- Complete the following table

Essential Knowledge	Why is it important?



KNOWLEDGE, SKILLS AND EXPERIENCES

- What are the essential **skills** learners must have by the age of 16 in your subject area?
- Complete the following table

Essential skills	Why is it important?

KNOWLEDGE, SKILLS AND EXPERIENCES

- What are the essential learning **experiences** a learner must have by the age of 16 in your subject area. (Learning experiences are what schools need to provide for learners to obtain the essential knowledge and skills)
- Complete the following table

Essential Experience	Why is it important?

"To be clear, the recommendations of this Review do not imply an emphasis on any particular teaching approaches: decisions about teaching & learning are very context and purpose specific, and are best taken by teachers themselves." Successful Futures



Create authentic contexts for learning

Encourage learners to take responsibility for their own learning

Support social and emotional development & positive relationships

Encourage collaboration

Sustained pupil effort to reach high but achievable targets

Employing a broad repertoire of teaching approaches

Promote problem solving, creative & critical thinking

Build on previous knowledge & experience to engage interest

Focus on the 4 Purposes

Use assessment for learning to accelerate progress

Make connections within & across Areas of Learning & Experience

Reinforce Cross Curricular Responsibilities, Literacy, Numeracy, Digital Competence

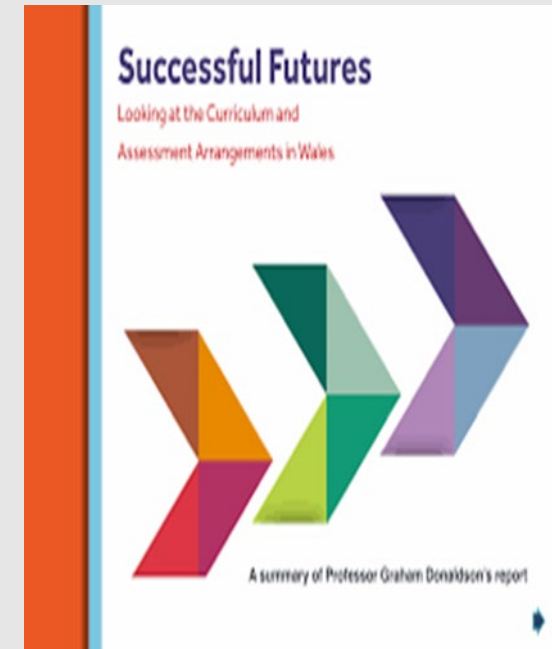
For bespoke support to develop the most appropriate pedagogical and context - contact enquiries@impact.wales

approach for your pupils
www.impact.wales



Pedagogical Principles

Good teaching and learning means...



Task: Read Chapter 5 of Successful Futures on Pedagogy
What are the 12 pedagogical principles?
What might they look like in your classroom?