

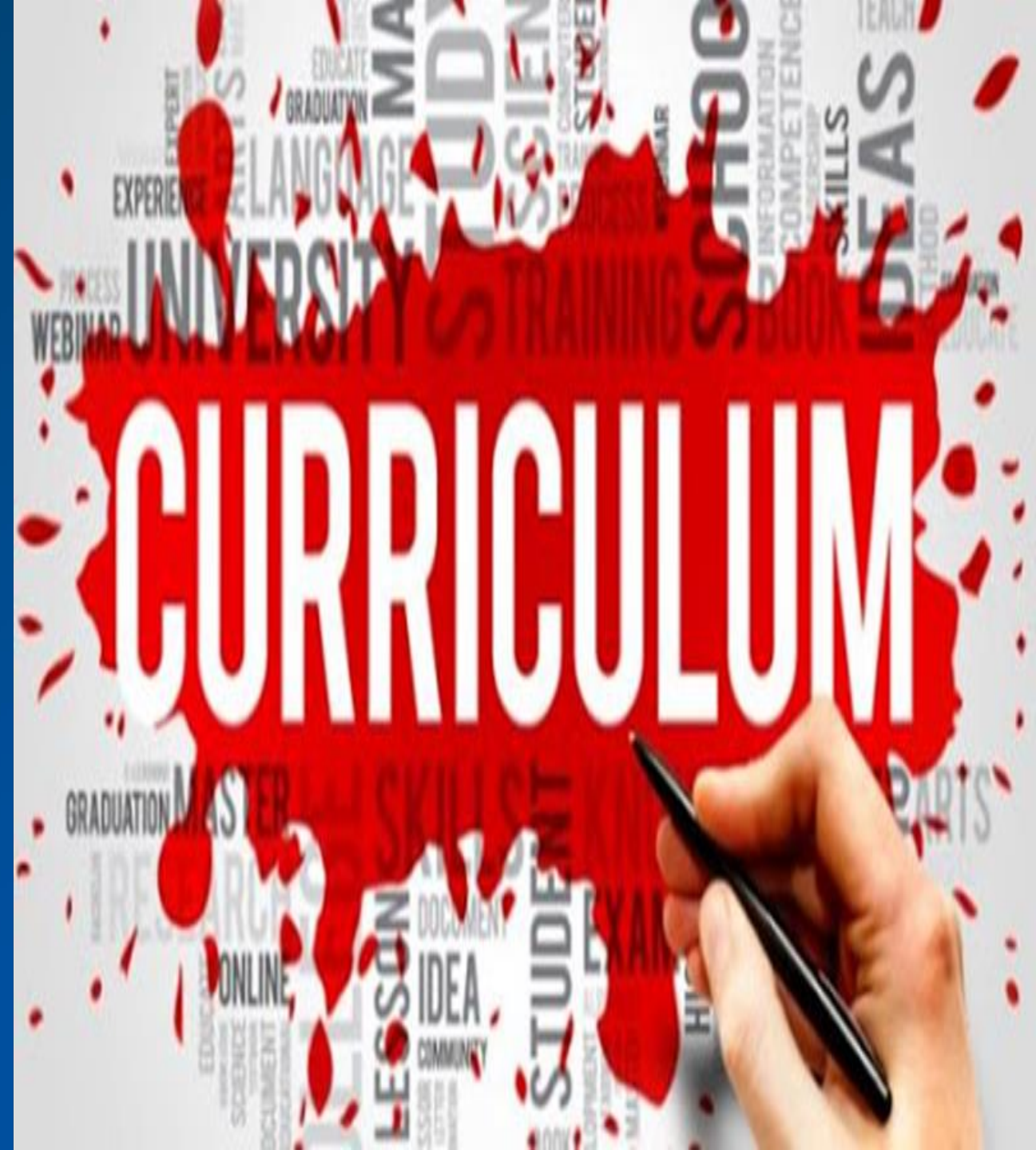


Yr Athrofa
Centre *for* Education
Addysg i Gymru | Education for Wales



Trawsnewid Addysg Gyda'n Gilydd Transforming Teaching Together

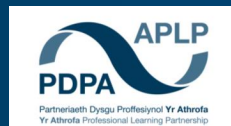
ECAD 6008: Session 1





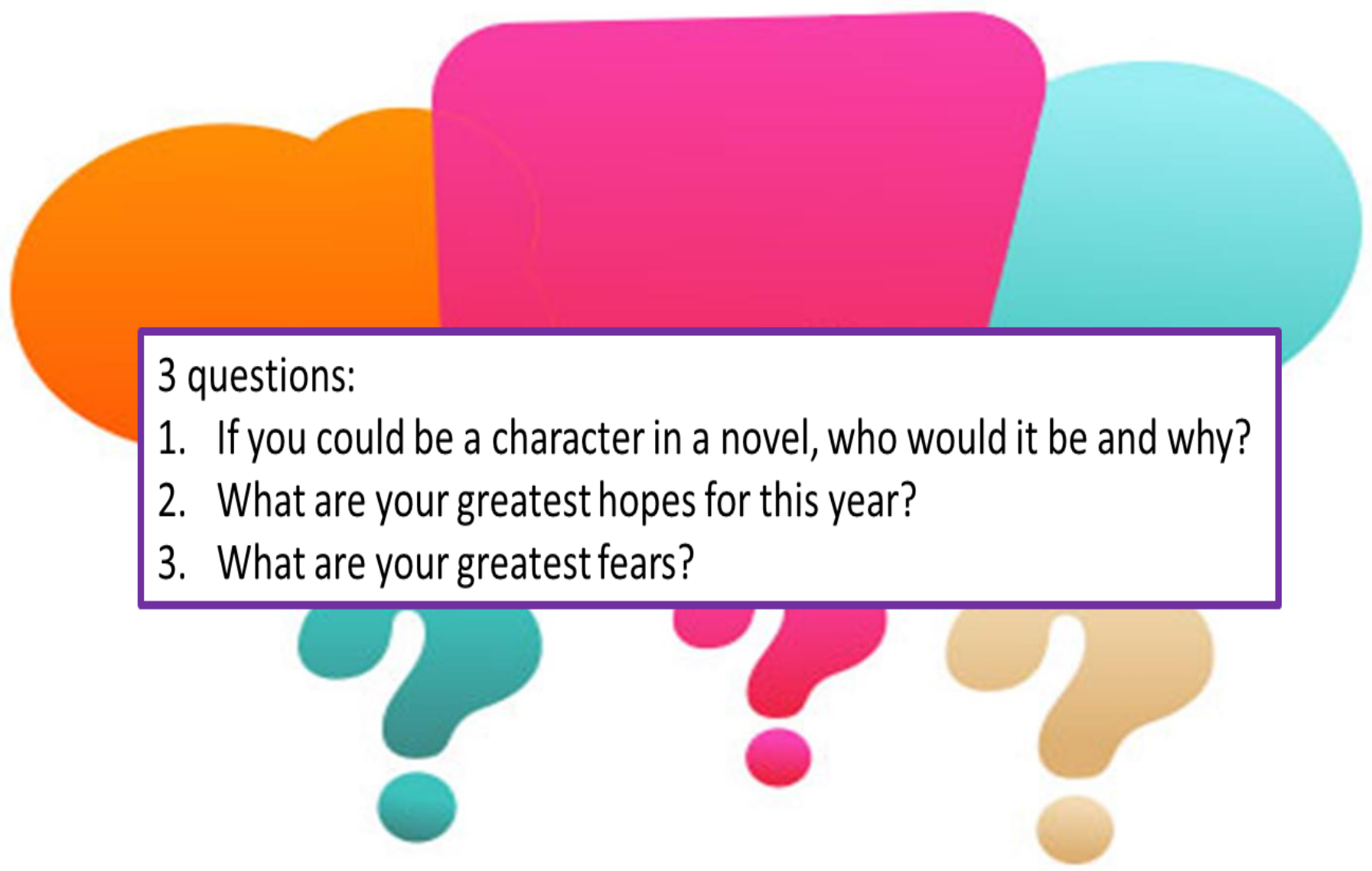
Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Centre for Education
Addysg i Gymru | Education for Wales



Partnriaeth Dysgu Proffesiynol Yr Athrofa
Yr Athrofa Professional Learning Partnership

Trawsnewid Addysg, Trawsnewid Bywydau
Transforming Education, Transforming Lives



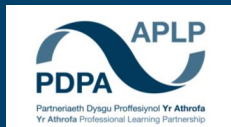
3 questions:

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?



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Centre for Education
Addysg i Gymru | Education for Wales



Trawsnewid Addysg, Trawsnewid Bywydau
Transforming Education, Transforming Lives

Curriculum for Wales



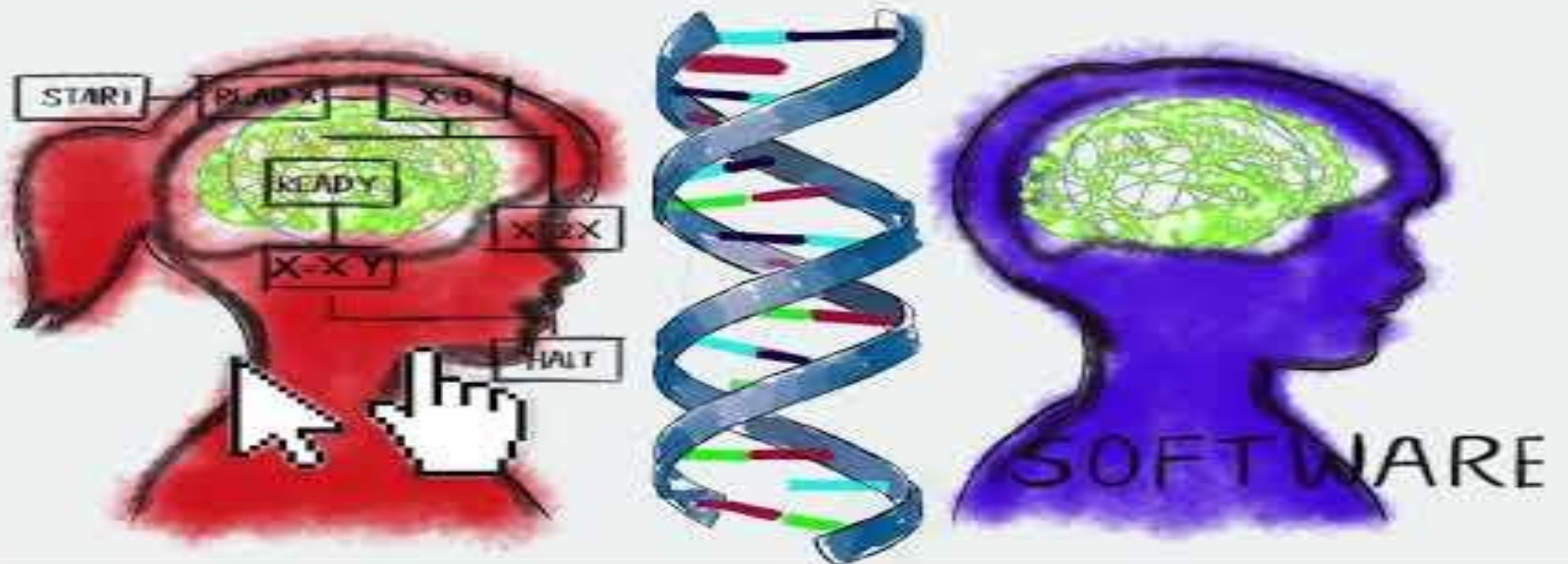
Aims:

- Consider our experiences of different types of curricula
- Develop an understanding of Curriculum for Wales 2022
- Consider the challenges and opportunities that Curriculum for Wales might present

Starter Activity:

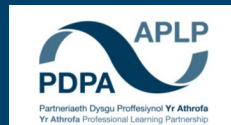


In no more than 5 words, sum up your learning experiences in school (primary and secondary)	What were the highlights of your school experiences?
What would you change about your school experience?	What does the word curriculum mean to you?



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Centre for Education
Addysg i Gymru | Education for Wales



Trawsnewid Addysg, Trawsnewid Bywydau
Transforming Education, Transforming Lives

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 Curricula:

Over, explicit or written curriculum -usually confined to those written understandings and directions formally designated and reviewed by administrators, curriculum leads and teachers, often collectively.	Societal curriculum - the massive, ongoing, informal curriculum of family, peer groups, neighbourhood, religion, culture, mass media and other socialising forces that 'educate' us throughout our lives
The hidden or covert curriculum - Implied by the structure and nature of the school which refers to the kinds of learning that children derive from the very nature and organisational design of the school as well as behaviours and attitudes of school leaders and staff	Progressive curriculum - The curriculum is seen as the totality of all that is planned for children and young people throughout their education

TRADITIONAL	PROGRESSIVE
School is a preparation for life.	School is a part of life.
Learners are passive absorbers of information	Learners are active participants, problem solvers
Teachers are sources of information & authority.	Teachers are facilitators, guides
Parents are outsiders and uninvolved.	Parents are the primary teachers, goal setters,
Community is separate from school	Community is an extension of the classroom.
Program is determined by test results.	Program is determined by goals for graduates.
Knowledge is absorbed through lecturing	Knowledge is constructed through experience,
Disciplines are separated.	Disciplines are integrated
Intelligence is a measure disciplinary abilities.	Intelligence is recognized as varied.

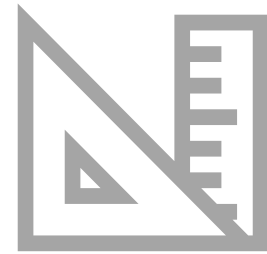
Task: Curriculum models:



Content based



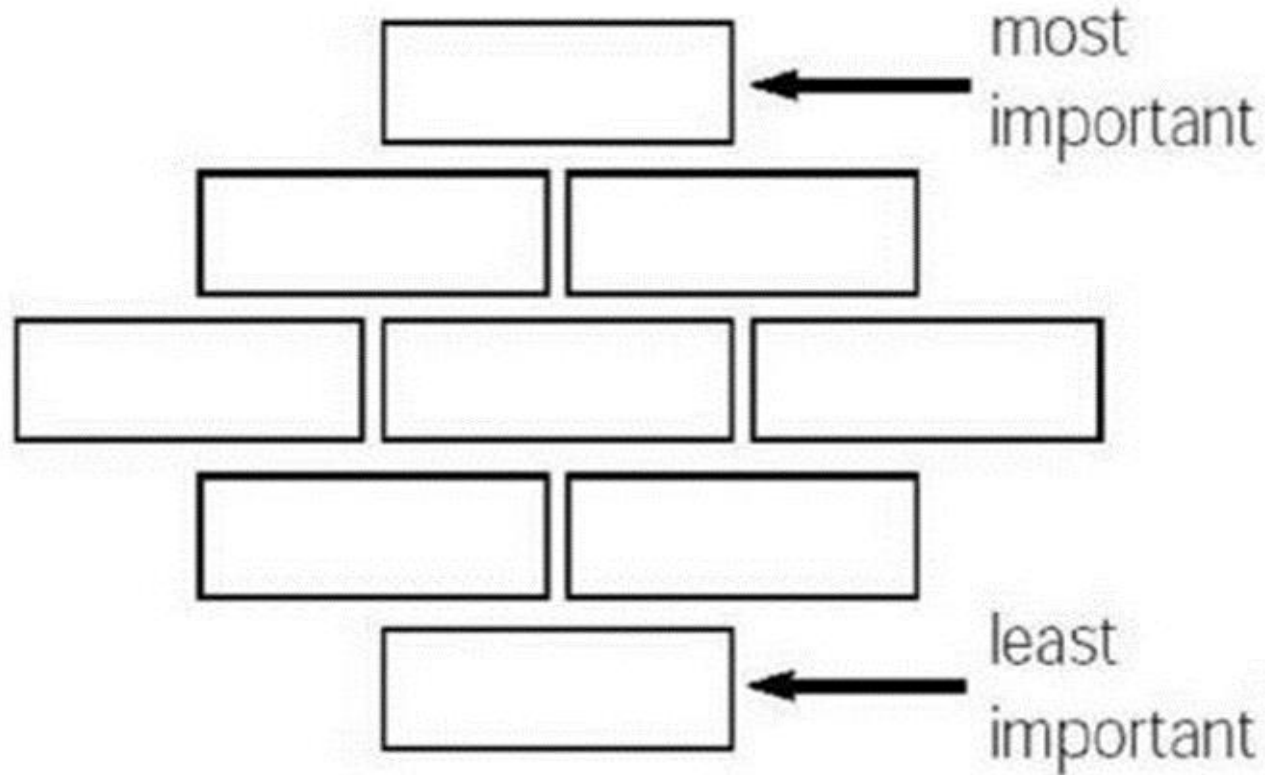
Product/outcome based



Process based

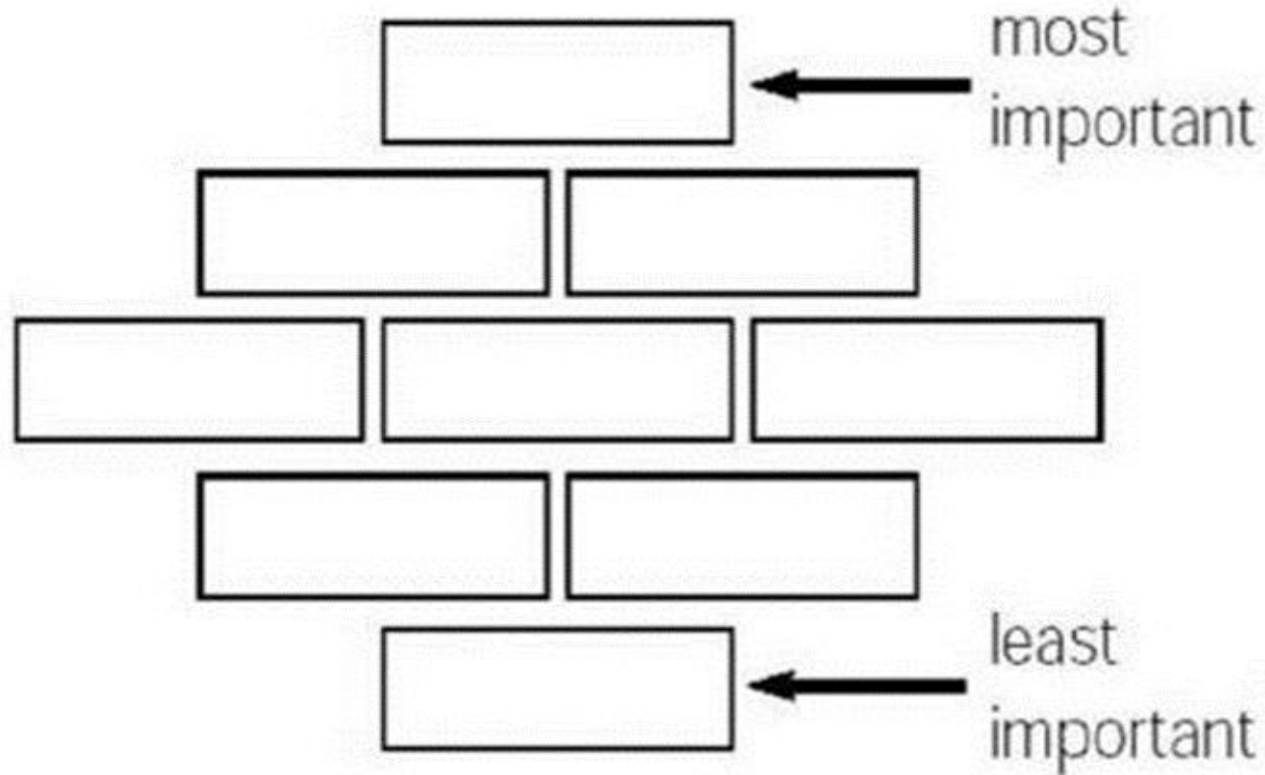
Task: Diamond 9

Prioritise qualities for a successful young person



Task: Diamond 9

Prioritise qualities for your subject area:



When engaging
with the
following
resources,
consider and the
following
questions:

- 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!

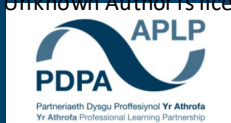




Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Centre for Education
Addysg i Gymru | Education for Wales

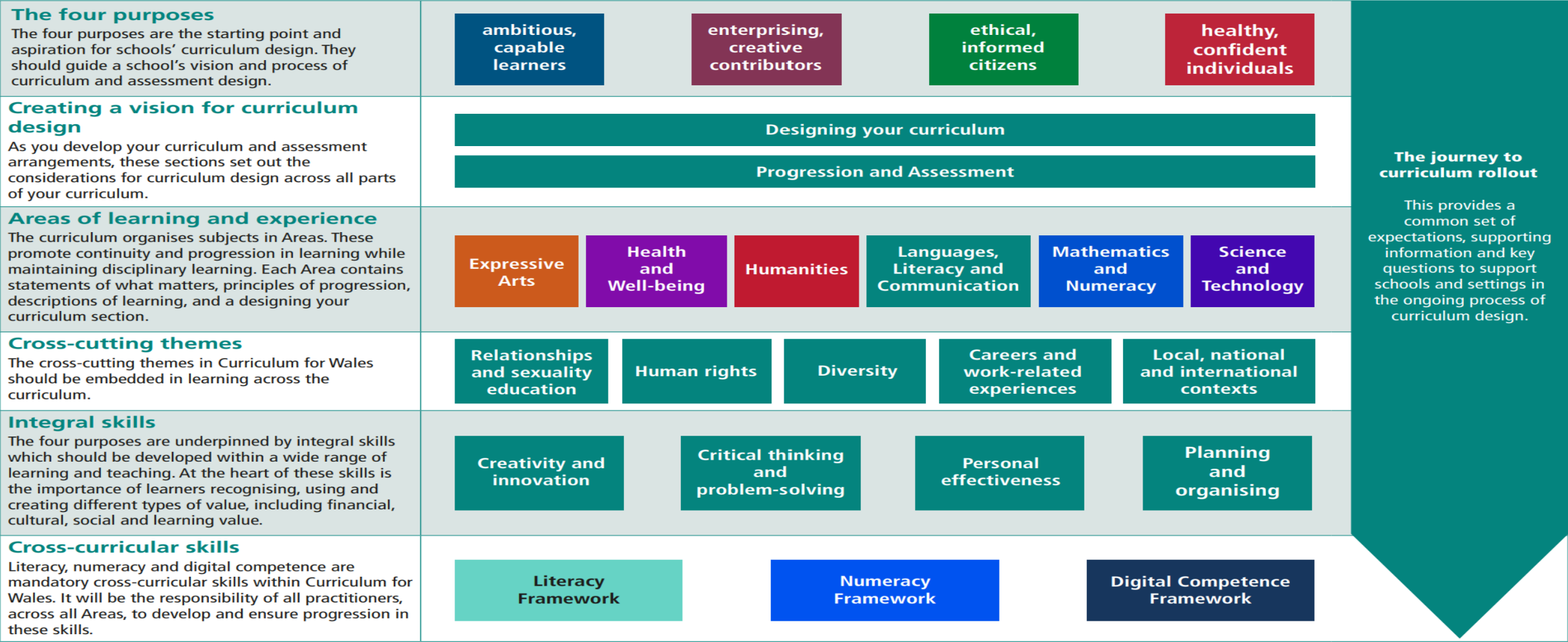
This Photo by Unknown Author is licensed under [CCBY-SA](#)



Partnersiaeth Dysgu Proffesiynol Yr Athrofa
Yr Athrofa Professional Learning Partnership

Trawsnewid Addysg, Trawsnewid Bywydau
Transforming Education, Transforming Lives

Navigating the Curriculum for Wales framework



Read Chapter 3
of Successful
Futures. There
is a chapter
summary pp.
28-31

Successful Futures

Independent Review of Curriculum
and Assessment Arrangements in Wales

Professor Graham Donaldson CB
February 2015

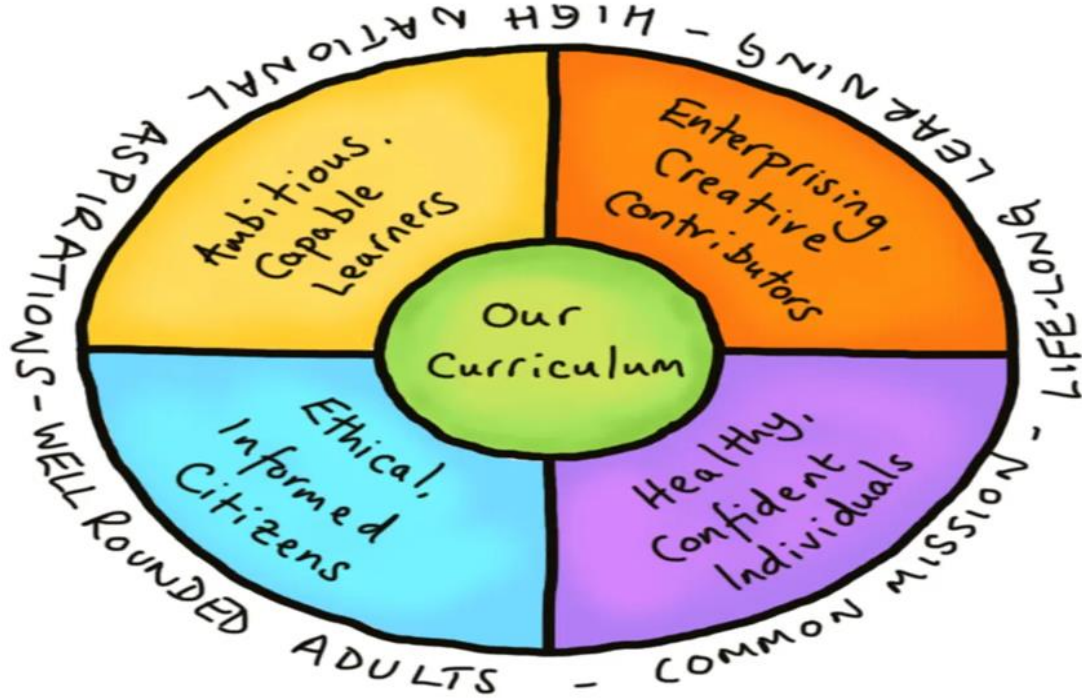
Curriculum For Wales 2022



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

THE 4 PURPOSES of Curriculum for Wales

@ImpactWales



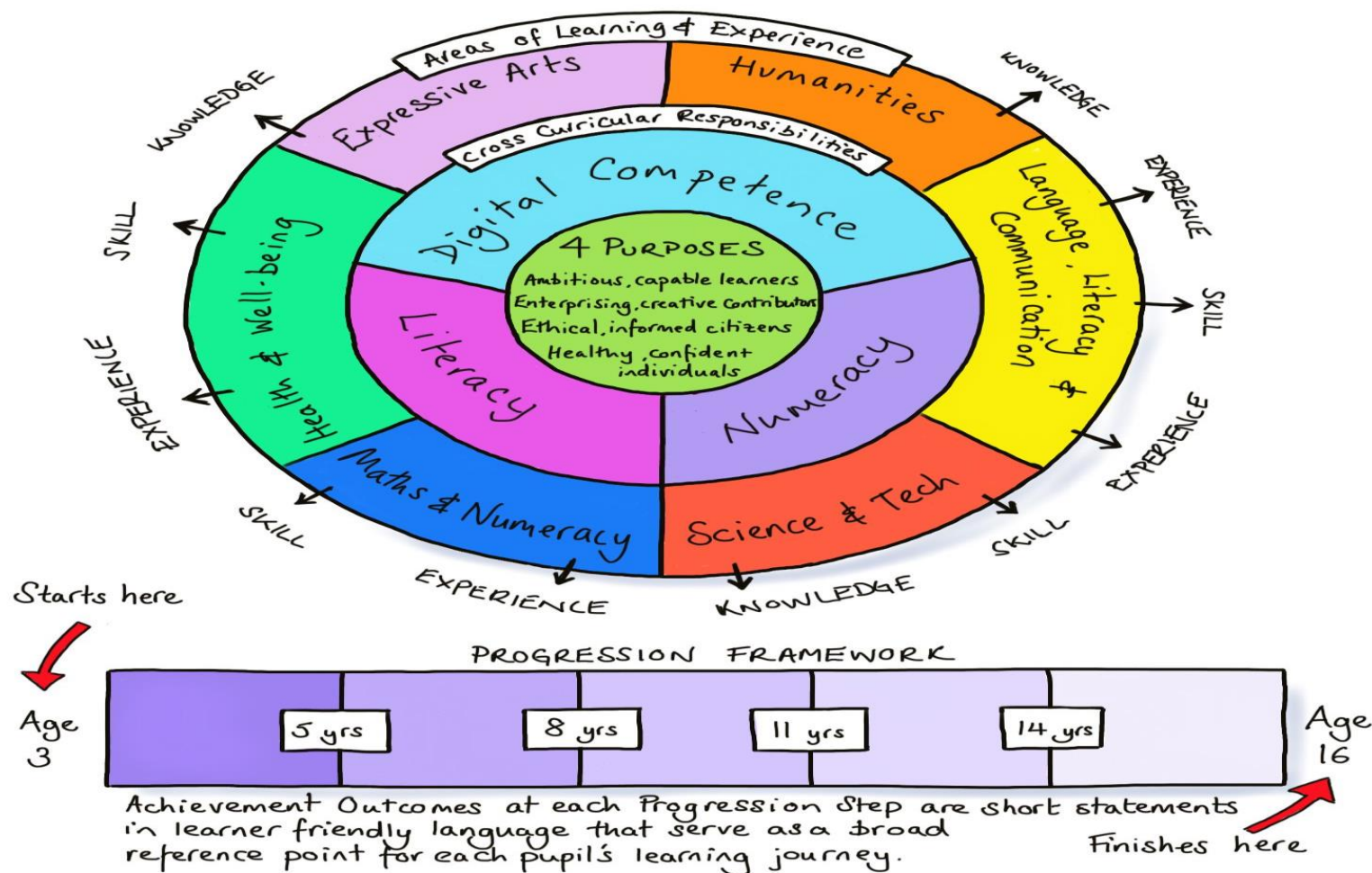
- * Why do we need the 4 Purposes for Curriculum for Wales?
 - * to set a common mission for all teachers & leaders.
 - * to support teachers & leaders to make appropriate choices about curriculum content & pedagogy
- * How should schools be using the 4 Purposes statements?
 - * as a set of guiding principles 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
--	----------------------------	-----------------------------------	-----------------------------------	-------------------------------

Curriculum for Wales

A transformational curriculum for children in Wales



**All our
children
and young
people
will be...**

- 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.

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.**

enterprising, creative 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.**

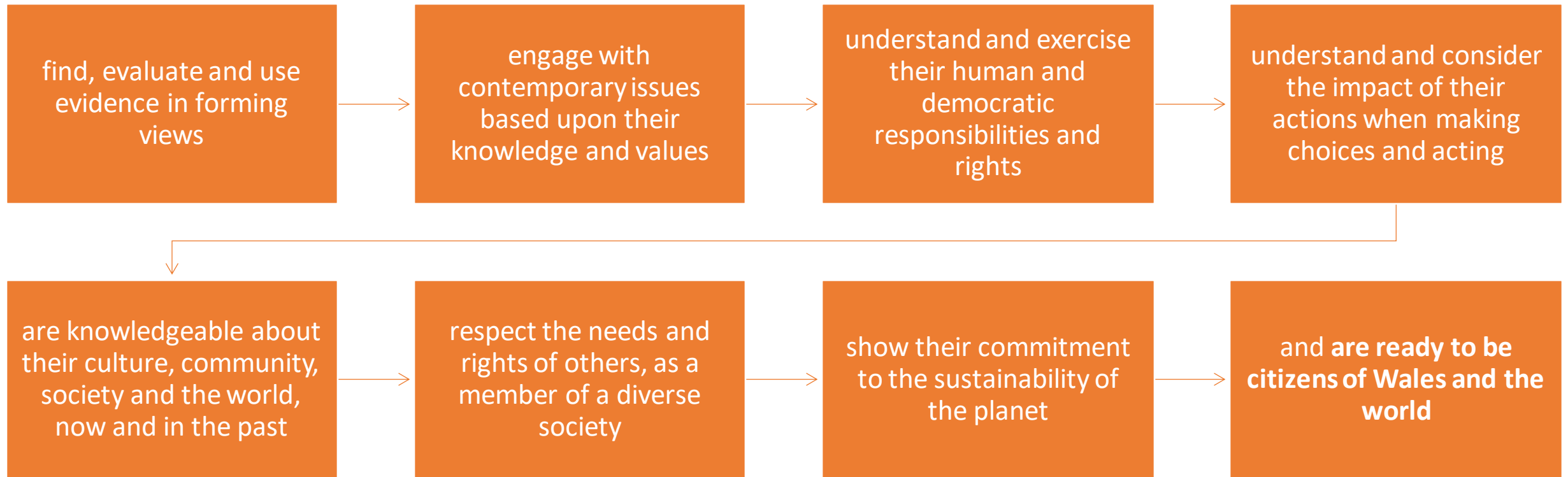
ethical, informed citizens who:

- 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

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**

Ethical, informed citizens who...



Healthy, confident individuals who...



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**

How to Do a SWOT Analysis

Task:

Internal

Strengths

- What do we do well?
- What have our customers or partners told us they like about us?
- In what areas do we outpace our competitors?
- What's unique about our business, products, or services?
- What assets do we own (Intellectual property, proprietary technology, capital)?

Weaknesses

- What can we improve?
- What are our customers or partners dissatisfied with?
- Where do we fall behind our competitors?
- Where are we lacking in knowledge or resources?

External

Opportunities

- What emerging trends can we take advantage of?
- Which of our strengths might be valuable to potential partners?
- What adjacent markets might we tap into?
- Are there geographic locations with less competition?

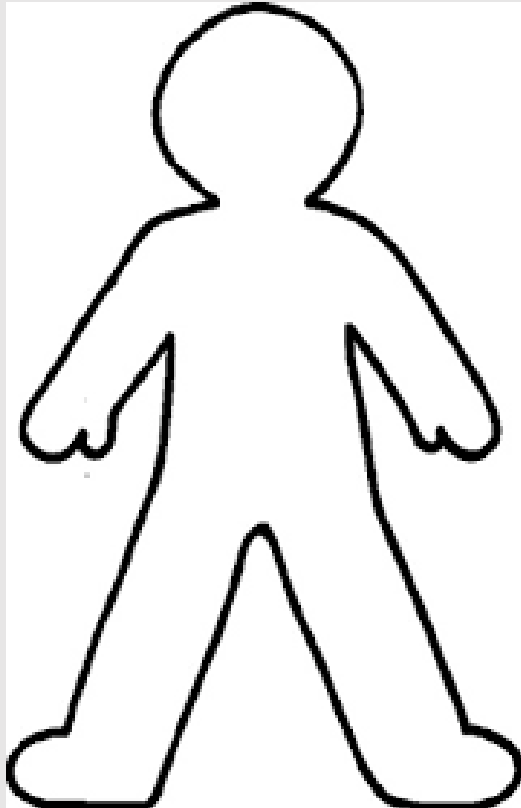
Threats

- What is our competition doing?
- How could our weaknesses leave us vulnerable?
- What market trends are we unprepared for?
- What economic or political issues could impact our business?

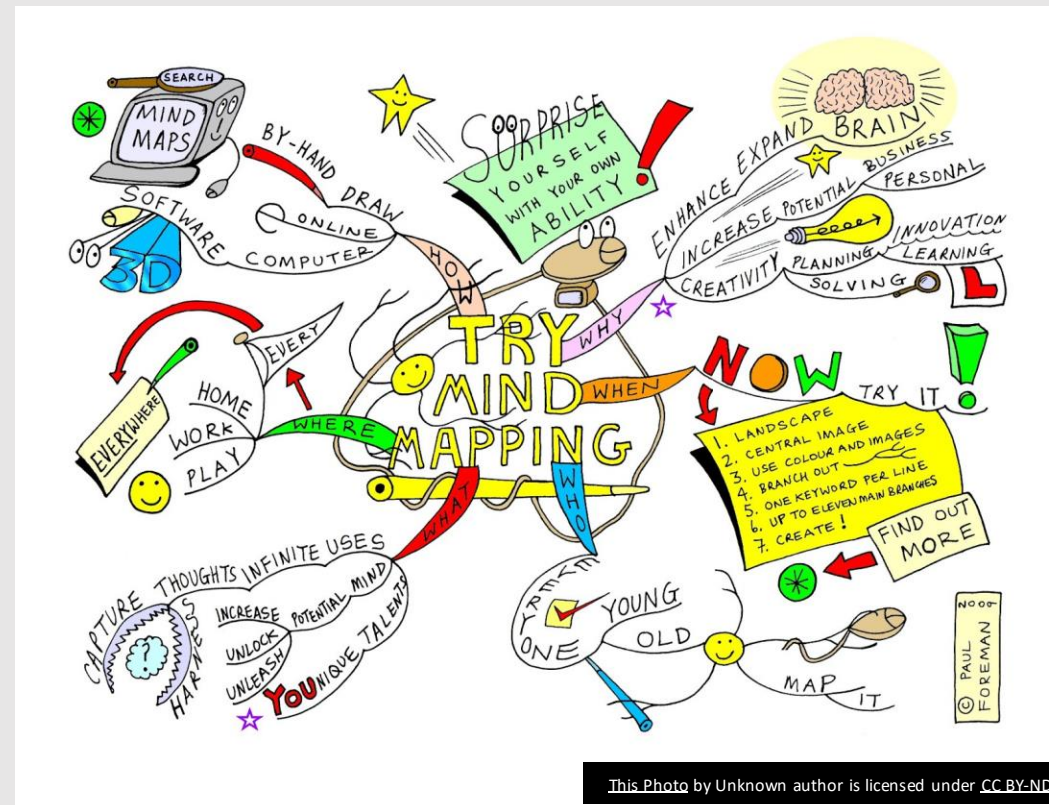
Positive

Negative

Task 1: Describe a well-educated young person in Wales at the age of 16



Task 2: Create a visual image of what you have learnt so far.

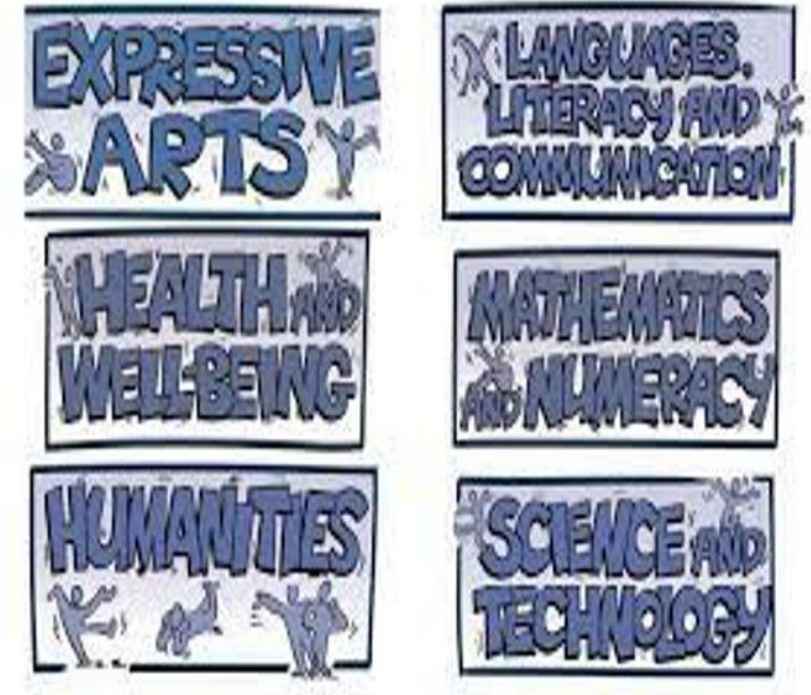


This Photo by Unknown author is licensed under [CC BY-ND](#).

Areas of Learning and Experiences (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



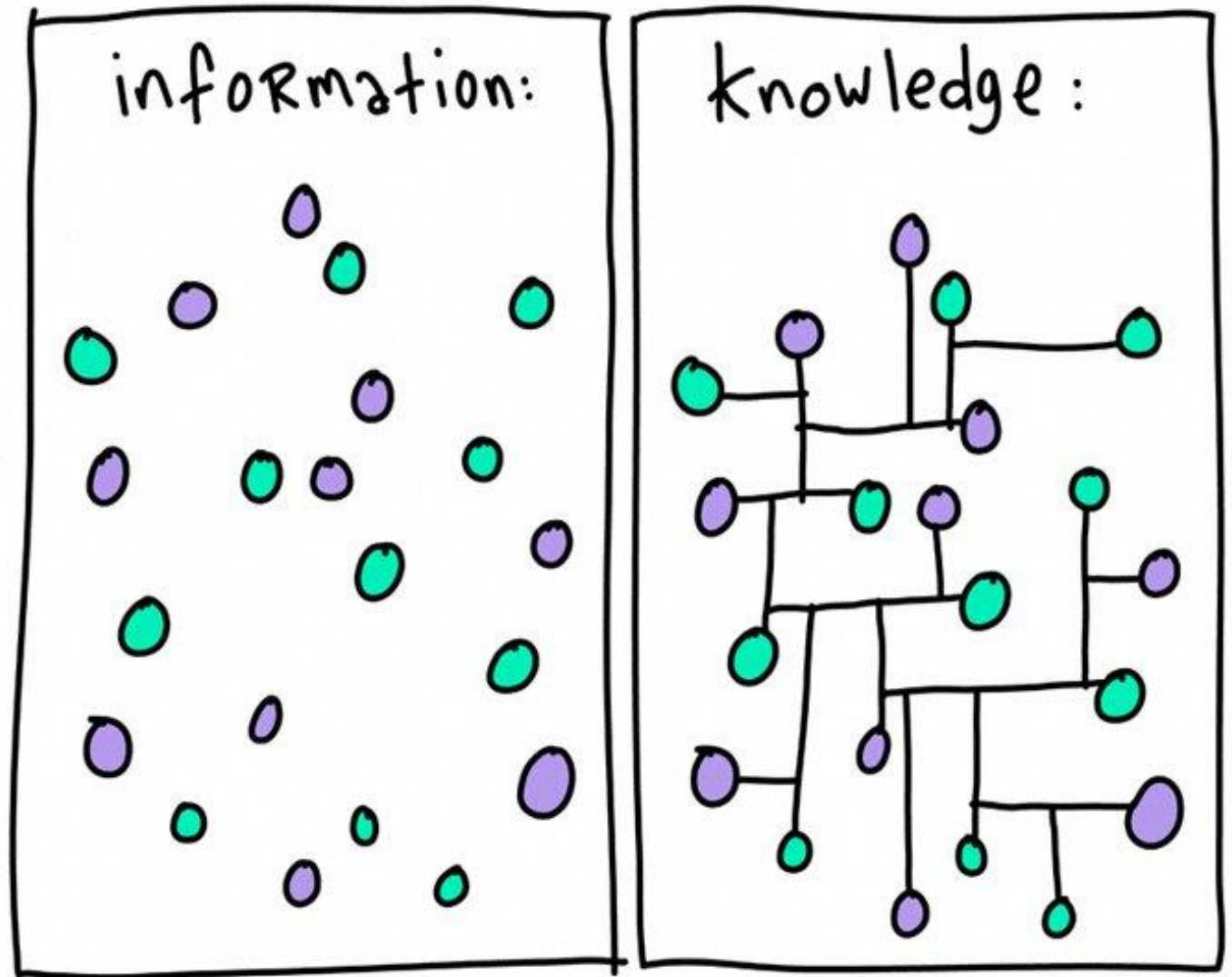


LLC: What matters statements:

- 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

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



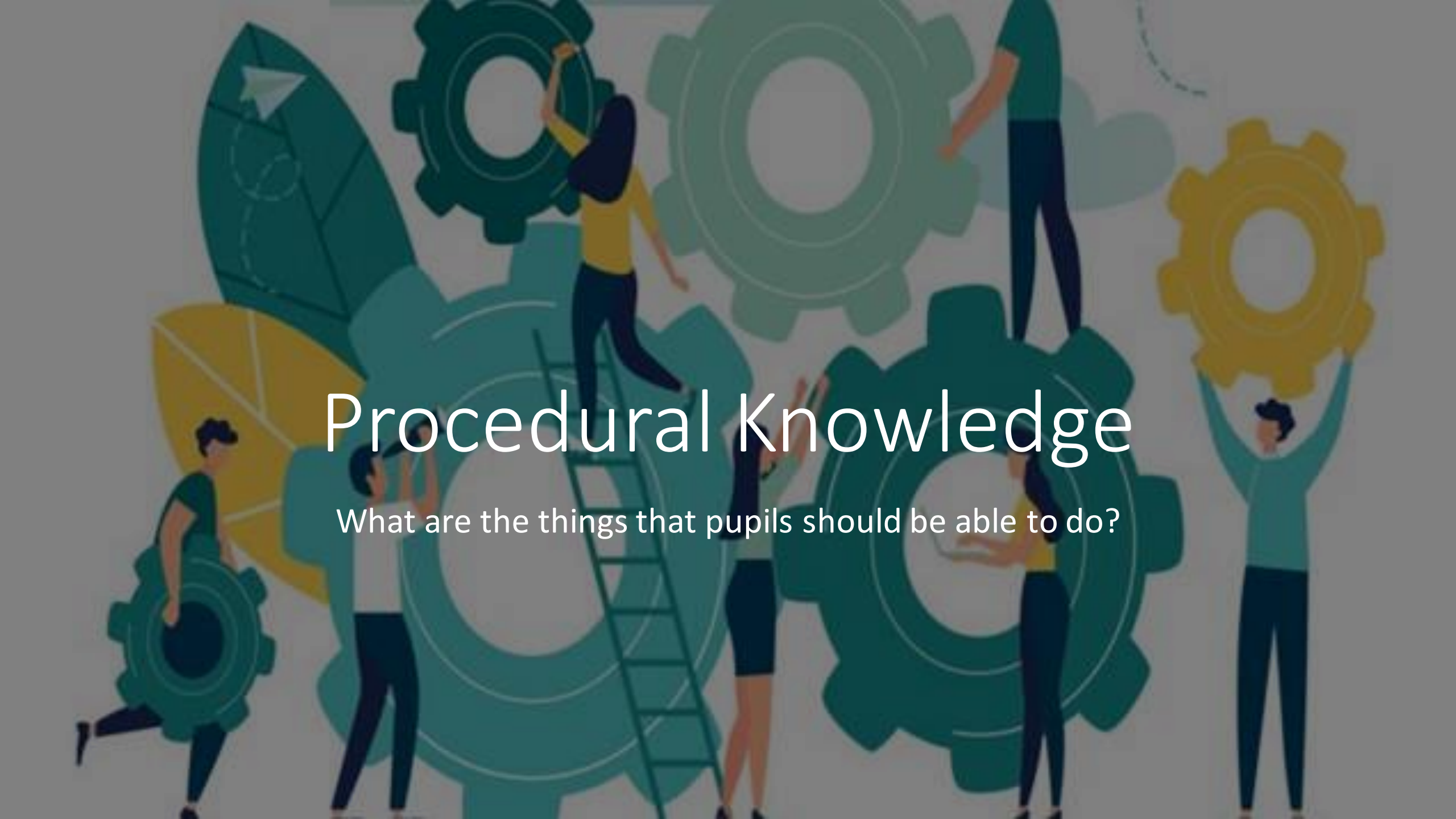
@gapingvoid



A hand holding a large black key is positioned on the left side of the image. To the right of the key are six colorful speech bubbles. The bubbles are yellow (labeled 'WHERE'), blue (labeled 'WHAT'), pink (labeled 'WHEN'), orange (labeled 'WHY'), green (labeled 'HOW'), and red (labeled 'WHO'). The background is a solid teal color.

Declarative knowledge

What are the key facts that children should know?

An illustration featuring several stylized human figures interacting with large, interlocking gears. One figure is climbing a ladder on a large teal gear, another is holding a gear, and others are standing near or holding gears. In the background, a rocket ship is visible. The overall theme is teamwork and mechanical processes.

Procedural Knowledge

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

A background image showing two children playing with wooden blocks. One child, wearing a plaid shirt, is placing a block on top of a stack. Another child, wearing a blue denim shirt, is pointing at the stack. The scene is brightly lit, suggesting an indoor setting with large windows.

Experiential Knowledge

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

Languages, Literacy and Communication (LLC)

- 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 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?



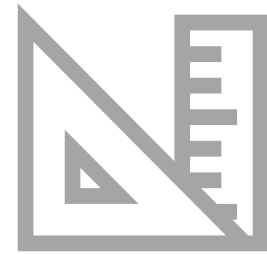
Task: Curriculum models:



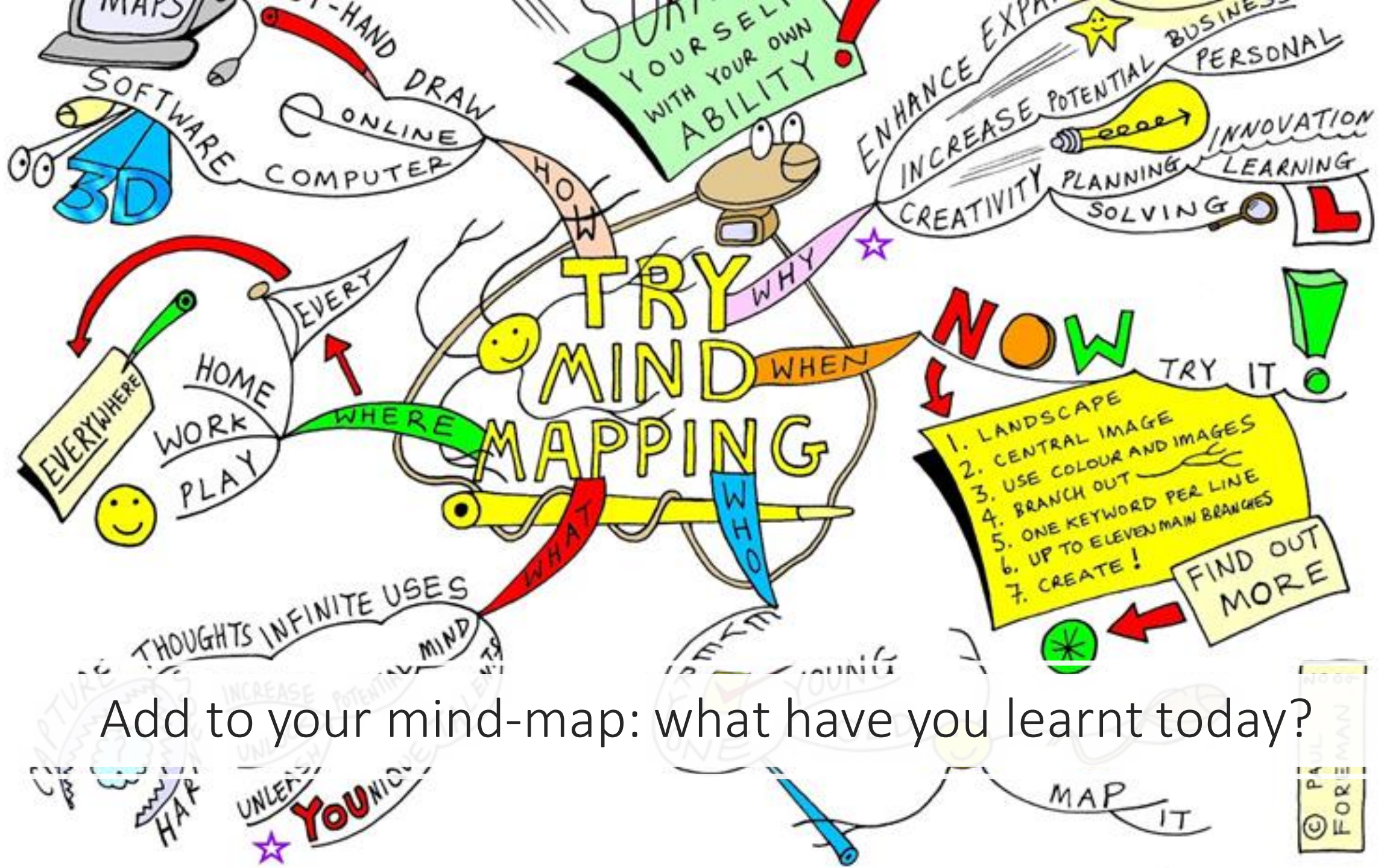
Content based



Product/outcome based



Process based



Add to your mind-map: what have you learnt today?

"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

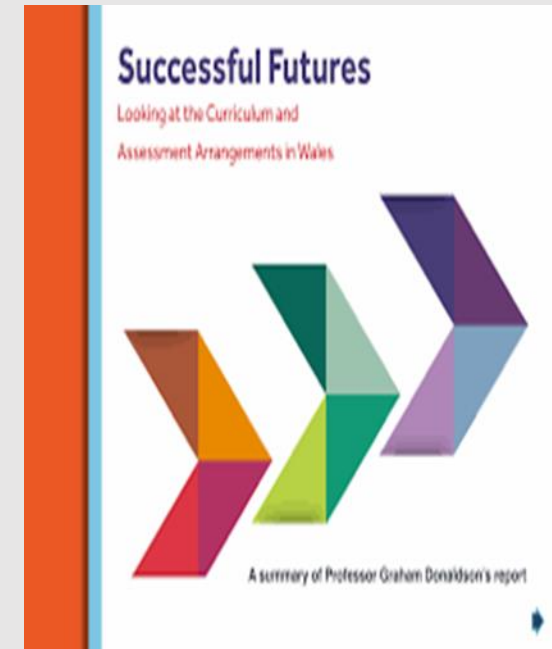
For bespoke support to develop the most appropriate pedagogical and context - contact enquiries@impact.wales

approach for your pupils
www.impact.wales



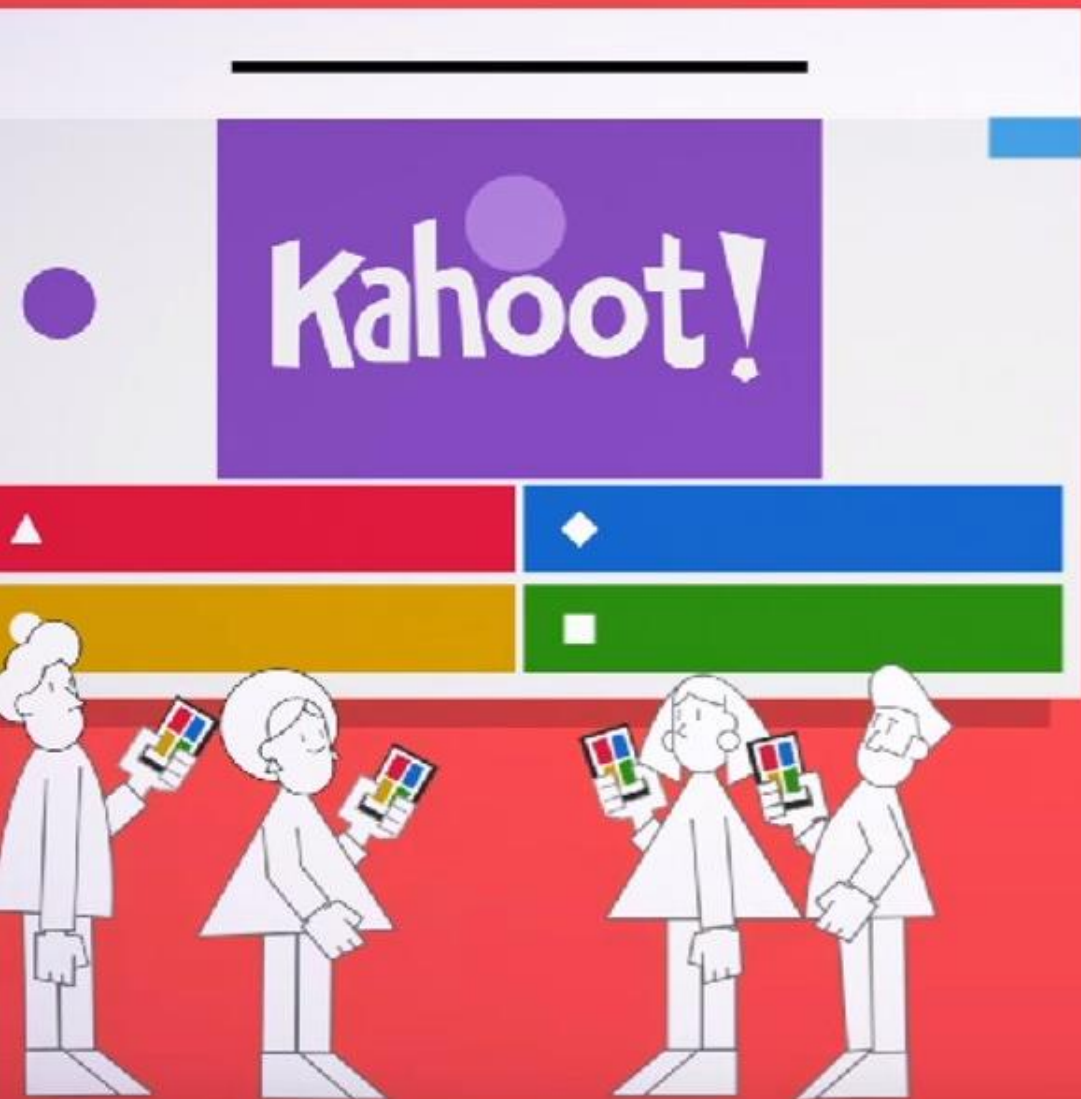
Pedagogical Principles

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?





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