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Transforming Education, Transforming Lives



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Aims for today

1. To re-introduce you to the Curriculum for Wales (CfW): the approach it takes and an overview of its structure
2. To look at the purposes of the curriculum
3. To find out about the pedagogical principles
4. To develop an awareness of the Professional Teaching and Leadership Standards (QTS)





Approaches to the curriculum

Kelly (2009) describes three main approaches to creating a curriculum:

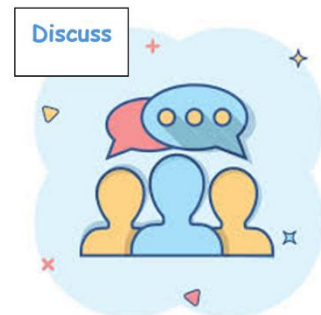
- *Content-orientated*
- *Product-orientated*
- *Process-orientated*

[Curriculum approaches.pdf](#)

Read this article and then discuss the advantages and disadvantages of the three types of curriculum. Consider the advantages and disadvantages in terms of

1. the individual
2. certain groups within society
3. society as a whole

Consider the ethical implications of each approach





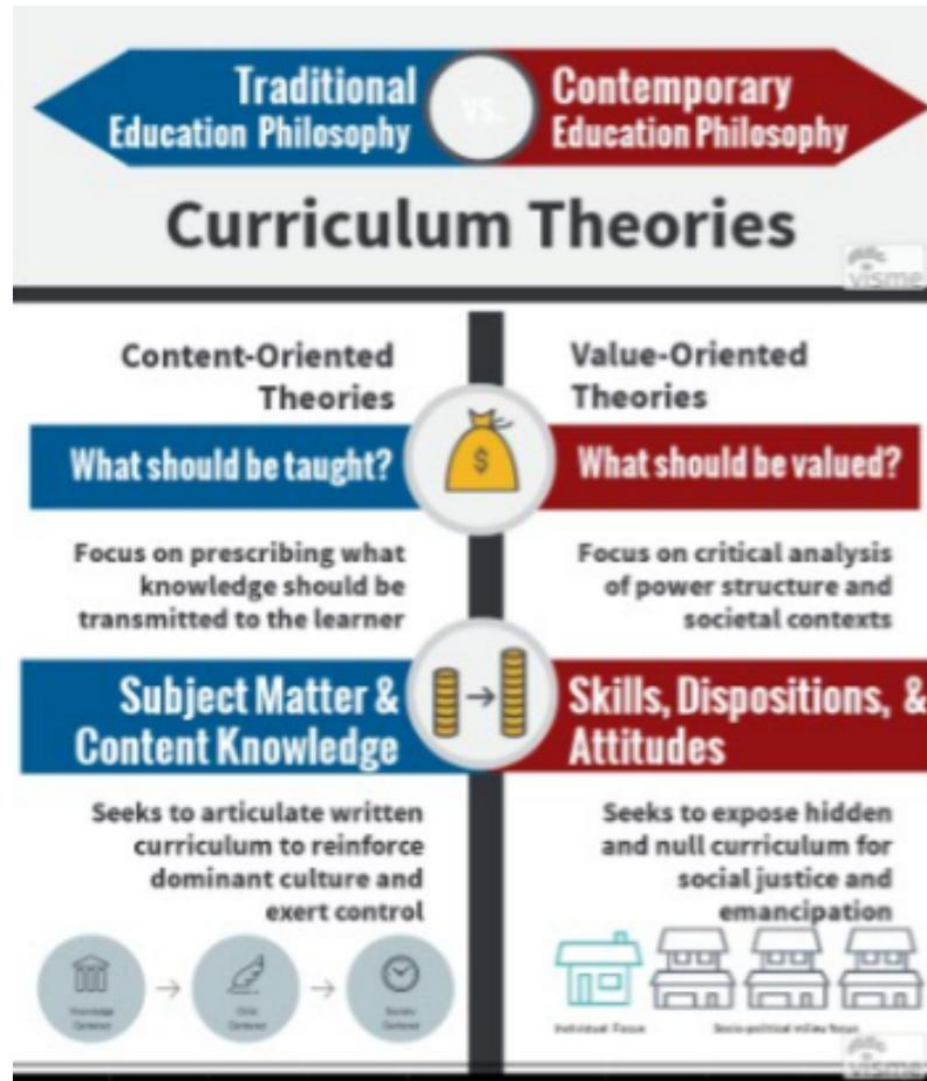
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The Curriculum
for Wales is a
purpose-led,
process-
orientated
curriculum



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Curriculum design in the Curriculum for Wales





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Find out



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You are going to find out about the structure of the Curriculum for Wales for yourselves



[CfW Jigsaw Record
Answers.docx](#)



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A Curriculum for Wales framework is available here



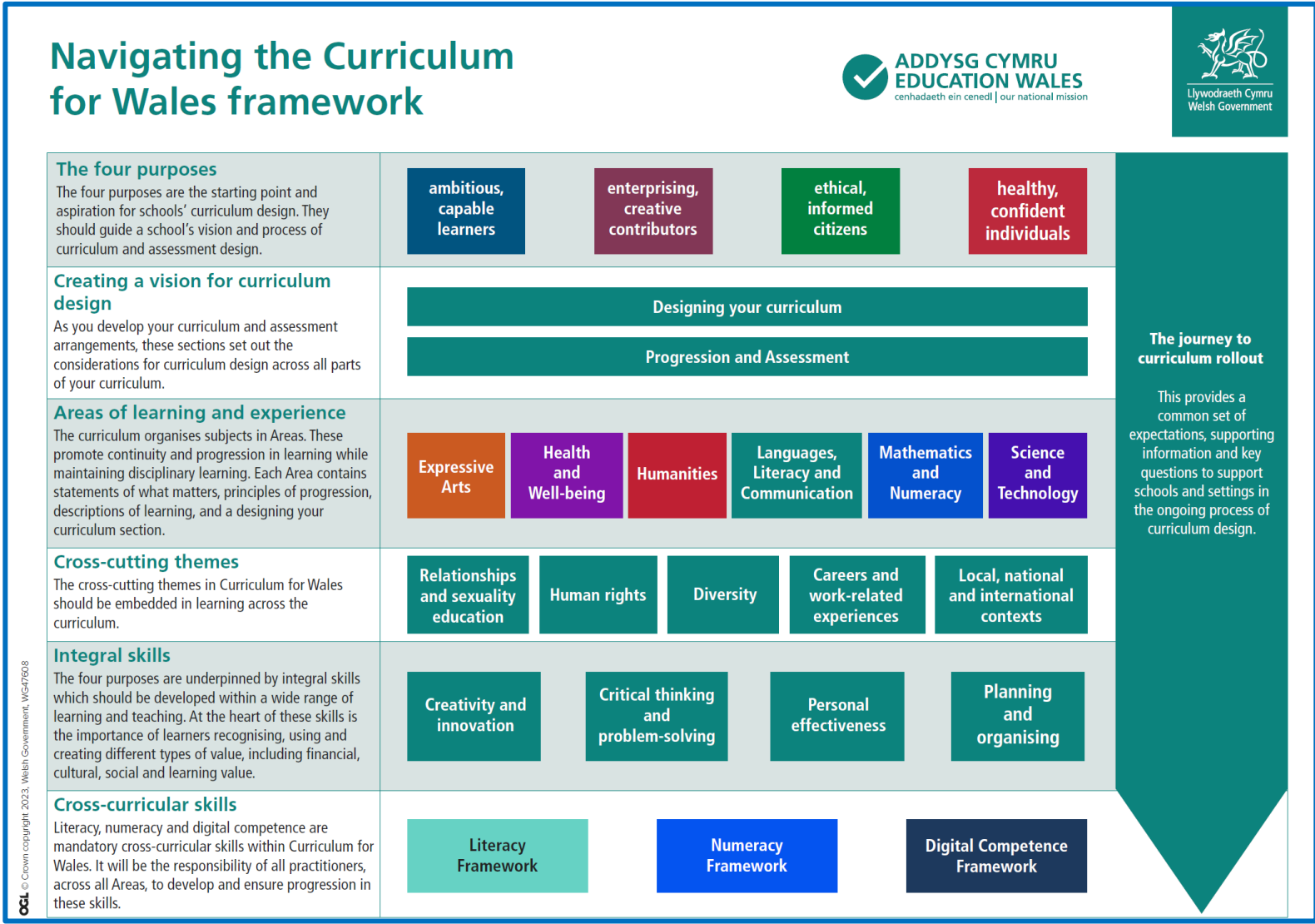
<https://hwb.gov.wales/curriculum-for-wales>

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A summary of the Curriculum for Wales





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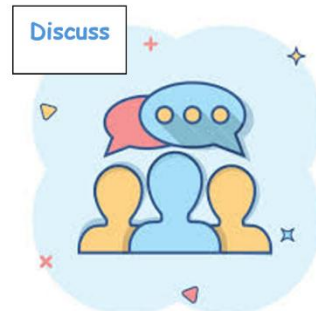
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Looking at the Four Purposes of the curriculum



[Four purposes sorting Activity.docx](#)



Integral Skills

Integral skills

The four purposes are underpinned by integral skills which should be developed within a wide range of learning and teaching. At the heart of these skills is the importance of learners recognising, using and creating different types of value, including financial, cultural, social and learning value.

Creativity and
innovation

Critical thinking
and
problem-solving

Personal
effectiveness

Planning
and
organising

Creativity and innovation

Learners should be given space to be curious and inquisitive, and to generate many ideas. They should be supported to link and connect disparate *experiences*, *knowledge* and *skills*, and see, explore and justify alternative solutions. They should be able to identify opportunities and communicate their strategies. This should support learners to create different types of value.

Critical thinking and problem-solving

Learners should be supported to ask meaningful questions, and to evaluate information, evidence and situations. They should be able to analyse and justify possible solutions, recognising potential issues and problems. Learners should become objective in their decision-making, identifying and developing arguments. They should be able to propose solutions which generate different types of value.

Personal effectiveness

Learners should develop emotional intelligence and awareness, becoming confident and independent. They should have opportunities to lead debate and discussions, becoming aware of the social, cultural, ethical and legal implications of their arguments. They should be able to evaluate their learning and mistakes, identifying areas for development. They should become responsible and reliable, being able to identify and recognise different types of value and then use that value.

Planning and organising

Where developmentally appropriate, learners should be able to set goals, make decisions and monitor interim results. They should be able to reflect and adapt, as well as manage time, people and resources. They should be able to check for accuracy and be able create different types of value.

The development of these skills allows learners to work across disciplines, providing them with opportunities for both synthesis and analysis. There is particular potential for innovation in making and using connections between different disciplines and Areas.

Place yourselves into groups of 4–5. Here are a community issues:

- Reducing plastic waste in school
- Improving pupil wellbeing
- Creating a wildlife-friendly playground
- Encouraging active travel to school
- Tackling food waste

Groups discuss:

"How could learners investigate and respond to this issue?"

Design a short learning project for Year 5, 6 learners.

Project Title

Community Challenge

What is the issue?

Learning Activities

What will learners do?

Areas of Learning and Experience (AoLEs)

Which AoLEs are being connected?

Four Purposes

How does the project support learners to become:

- Ambitious, capable learners
- Enterprising, creative contributors
- Ethical, informed citizens
- Healthy, confident individuals

Integral Skills Mapping

Integral Skill	Evidence in Learning Activity
Creativity and Innovation	
Critical Thinking and Problem-solving	
Personal Effectiveness	
Planning and Organising	



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"Are the Integral Skills something we teach directly, or something learners develop through meaningful experiences?"



Mae [Y Llun Hwn](#) gan Awdur Anhysbys wedi'i drwyddedu dan [CC BY-NC](#)



Pedagogical principles

“Pedagogy is about more than ‘teaching’ in the narrow sense of methods used in the classroom. It represents the considered selection of those methods in light of the purposes of the curriculum and the needs and developmental stage of the children and young people. It combines theoretical and practical knowledge and skills with fine judgement about what is required to promote effective learning in particular contexts. It lies at the heart of what it means to be an excellent teacher.”

Successful Futures, 2015, p.63

“In designing their curriculum, schools should consider the pedagogical approaches they will need to employ to support learners in realising the four purposes. Schools should seek to develop a strong vision of learning and teaching which considers the ‘why’ and ‘how’ as well as the ‘what’”

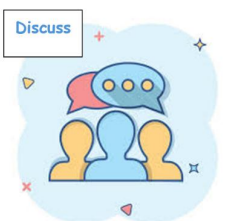
<https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/implementation-and-practical-considerations#pedagogy>



The twelve pedagogical principles

1 maintains a consistent focus on the overall purposes of the curriculum	2 challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them	3 means employing a blend of approaches including direct teaching	4 means employing a blend of approaches including those that promote problem-solving, creative and critical thinking
5 sets tasks and selects resources that build on previous knowledge and experience and engage interest	6 creates authentic contexts for learning	7 means employing assessment for learning principles	8 ranges within and across Areas
9 regularly reinforces the cross-curricular skills of literacy, numeracy and digital	10 encourages learners to take increasing responsibility for their own learning	11 supports social and emotional development and positive relationships	12 encourages collaboration

What do you think these statements mean?
Are there words and phrases you do not understand?
Make a list



A suggested order for development of the 12 Pedagogical Principles

The order of development below is just a suggestion based on the experience of extensive school improvement work across many schools. It should go without saying that an attempt to develop too many of the pedagogical principles at one time, may overload the teacher and result in none of the improvements having the desired effect.

Pedagogical Principle		Rationale
1	Focuses on the 4 purposes of the curriculum.	The why behind the curriculum should drive all content choice and all choice of teaching strategy.
7	Employs assessment for learning principles.	It is essential that teachers apply their understanding of how well pupils are progressing to their planning of future learning. Without a responsiveness in what is planned in the lessons, the needs of the pupils are in danger of being ignored. Assessment for learning is built on the principle of understanding how far advance pupils' knowledge and experience has advanced.
5	Builds on previous knowledge and experience and engages pupils' interest.	
3	Employs a broad repertoire of teaching approaches.	Building the breadth and quality of teacher's pedagogical repertoire will enable them to be more effective in their choice of teaching approach.
10	Encourages pupils to take ownership of their own learning.	Once the teacher is becoming more proficient in the quality and appropriateness of the teaching approach, the focus can shift towards supporting pupils to take ownership of their own learning and respond to high expectations from the teacher.
2	Challenges pupils to sustain their efforts to reach high but achievable targets.	
12	Encourages collaboration.	Developing the skills of pupils to be able to work together effectively to achieve specific learning outcomes in a way that develops the whole child demands a control of the learning environment and an awareness of each pupil as an individual. These are skills that require a supportive and focussed culture within the classroom.
11	Supports social and emotional development and positive relationships.	
4	Promotes problem solving, creative and critical thinking.	Both pedagogical principles require application of learning and transfer of already embedded understanding, which is a subsequent step in the learning process.
6	Creates authentic contexts for learning.	
9	Reinforces Cross-curriculum responsibilities including literacy, numeracy and digital competence.	For most teachers, developing cross curricular responsibilities will demand that they develop skills that are outside of their primary area of expertise. Therefore, it makes sense to master pedagogy within their primary area of expertise first.
8	Makes connections within and across Areas of Learning and Experience.	



Professional Standards for Teaching and Leadership in Wales: understanding the terminology

There are five standards :

1. Pedagogy
2. Collaboration
3. Leadership
4. Professional Learning
5. Innovation



[Professional standards and commitments - Hwb](#)



The terminology and structure

Standards	Strands	Descriptor
x5	x32	x32
Collaboration	Seeking advice and support	The student-teacher actively seeks and engages with support from a range of formal and informal sources. This includes observation and team teaching, whilst demonstrating increasing levels of independence.



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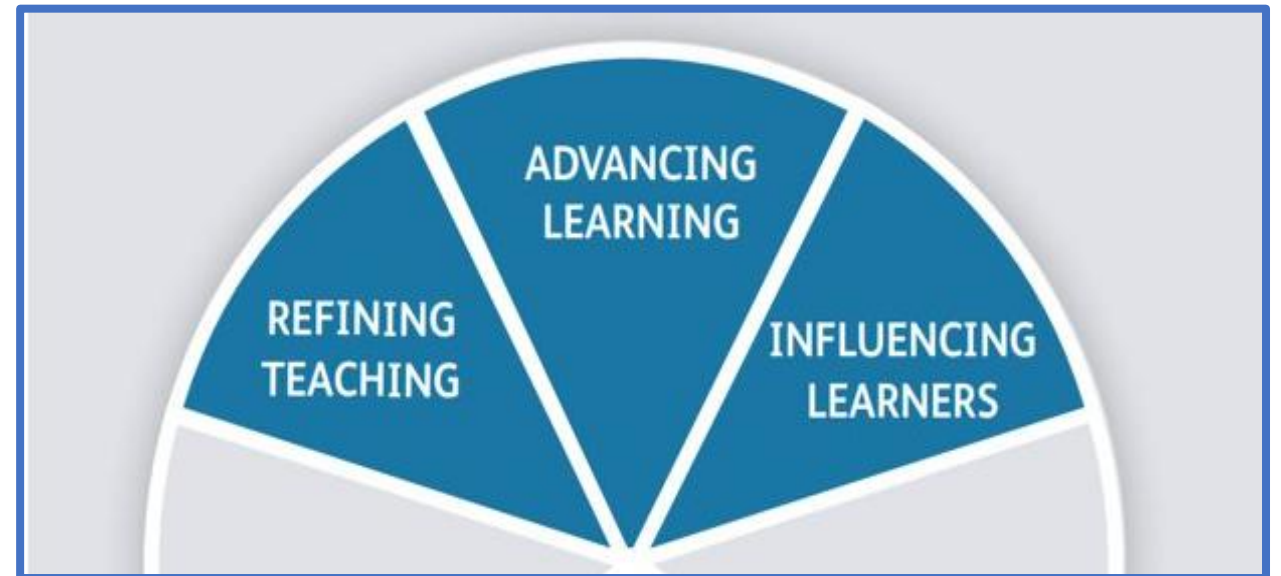
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The three parts of the Pedagogy standard





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What is effective pedagogy?

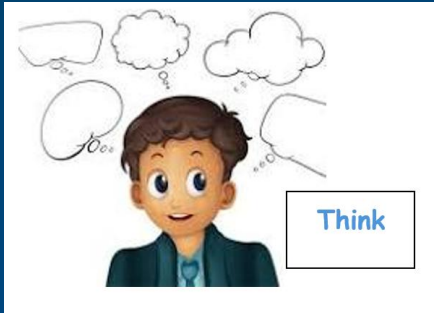
Effective pedagogy relies on
-an in-depth understanding of child and
adolescent development.
-exploring and reflecting on which teaching
strategies will best support learning in a given
context and inquiring about the impact of this
on learners.

(Welsh Government, 2022)



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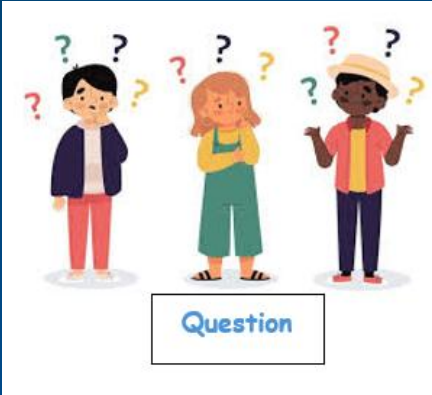
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How do these link to the pedagogical principles?

Refining Teaching	Advancing Teaching	Influencing Teaching
P1 Managing the learning environment	P6 Four Purpose for Learning	P12 Challenge and expectations
P2 Assessment	P7 Exploiting subject disciplines in areas of learning	P13 Listening to learners
P3 Differentiation	P8 Blended learning experiences	P14 Learners leading learning
P4 Recording and Reporting	P9 Real life authentic contexts	P15 Sustained effort and resilience
P5 Involving partners in learning	P10 Progression in learning	P16 Reflection on learning
Compare PPs and QTS.docx	P11 Cross-curricular themes	P17 Learning outcomes and well-being



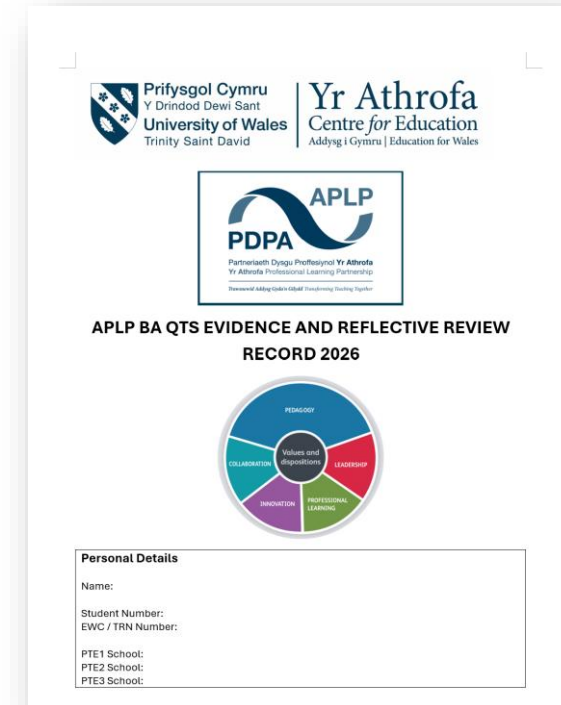
How will this module be assessed?

This module is continuously assessed while you are on your Professional Teaching Experience (PTE) – placement.

Your Class Mentor and Senior Mentor will support you by giving you feedback on your teaching and helping you reflect on your work.

You will receive two written reports from them during each placement. If at anytime they are concerned about your work, they will tell you.

At the end of the year, you will complete this booklet which will enable you to reflect on what you have done well, what you have done not so well, so you can set yourself targets for your NQT year. It also provides a record of what you have done during the year. Your Personal Tutor will review this with you.





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Today's links to the QTS standards

In this lecture you have begun to develop your knowledge and understanding of these QTS standards

Standard

The teacher demonstrates a knowledge and understanding of the needs of all learners in planning, preparation and teaching, ensuring that the **four purposes** are the drivers for learners' experiences.



Reflect



Two things you learnt
today and one thing you
wish you had learnt





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