



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

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

Welcome to PGCE MFL!

Jingjing Ruan
j.uan@uwtsd.ac.uk

www.uwtsd.ac.uk



Activity	Time
Welcome & introductions	9.00
Opening session on Curriculum	9.30
Break	10.40
Understand curriculum and syllabus	11.30
Explore CfW and LLC	12.00
Lunch	13.00
Evaluate MFL Curriculum examples	14.00
Break	15.00
Mind map Plenary	15.30



ECAD6008: Session 1

Curriculum

07 Sep 2023



Session aims



Develop an understanding of Curriculum for Wales 2022



Develop your knowledge on AoLE of Languages, Literacy and Communication



Make links between CfW guidance and MFL curriculum design



Use Mindmap to organise key concepts and ideas

Croeso!

Check Moodle:

- Module Handbook
- Aims and outcomes
- Session dates
- Learning materials
- Reading List
- **Assignment dates**



AD Arwain y dysgu - S /
Leading the Learning - U
(ECAD6008)

Category: Teacher Education



Module outcomes:

- critically analyse and evaluate a range of literature and research on effective pedagogy and learning;
- apply this knowledge and understanding to their own practice and to reflect on the impact of the approaches in a professional community;
- conduct close- to- practice research on the effectiveness of specific learning and teaching strategies to support pupil progress;
- develop the role of a professional teacher by adopting a strategic approach to improving teaching at class level, age phase or departmental level, taking into account research and evidence of effective practice.

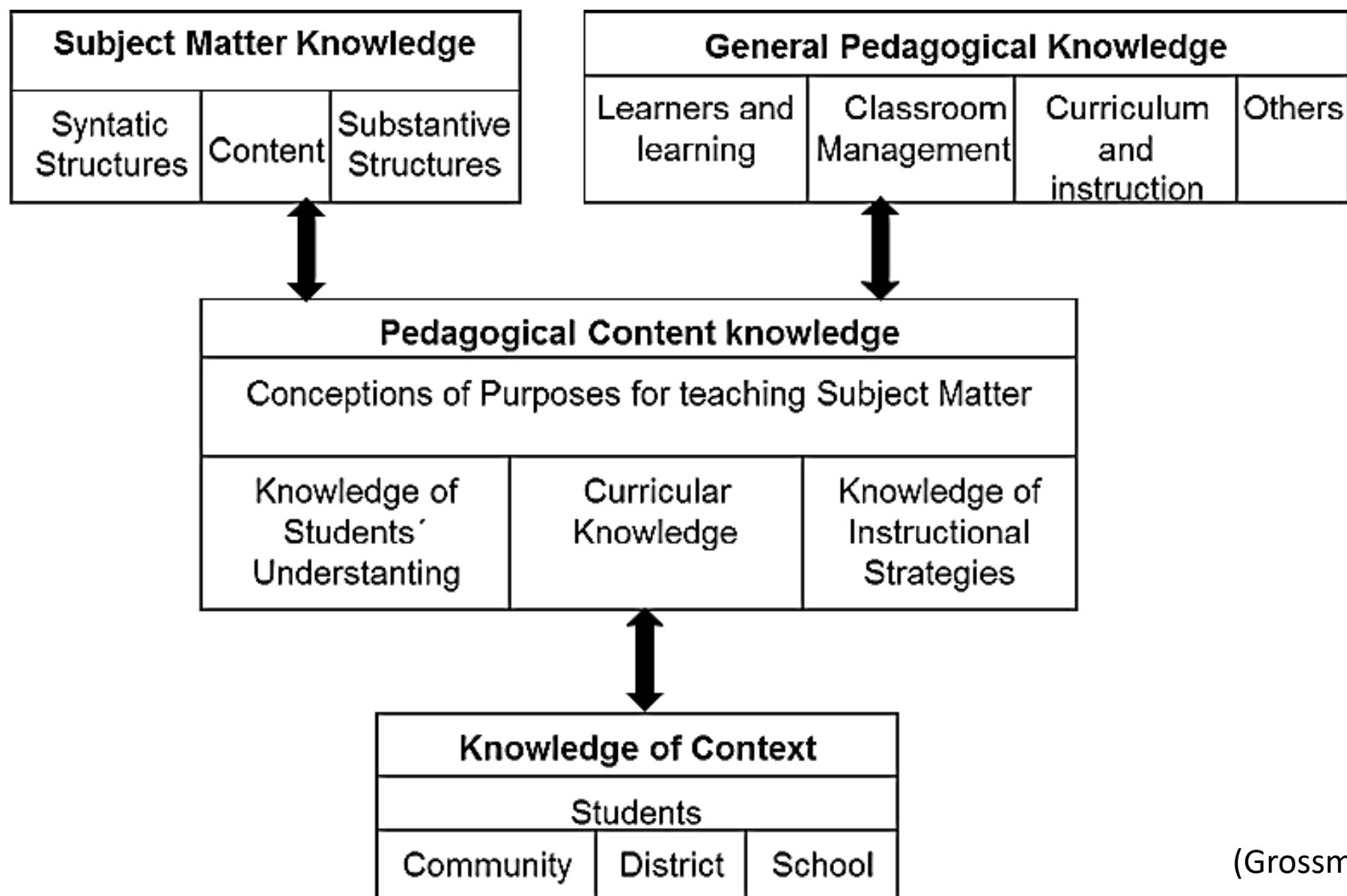


ASSESSMENT

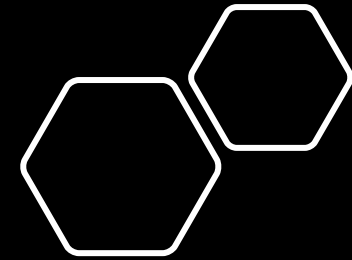
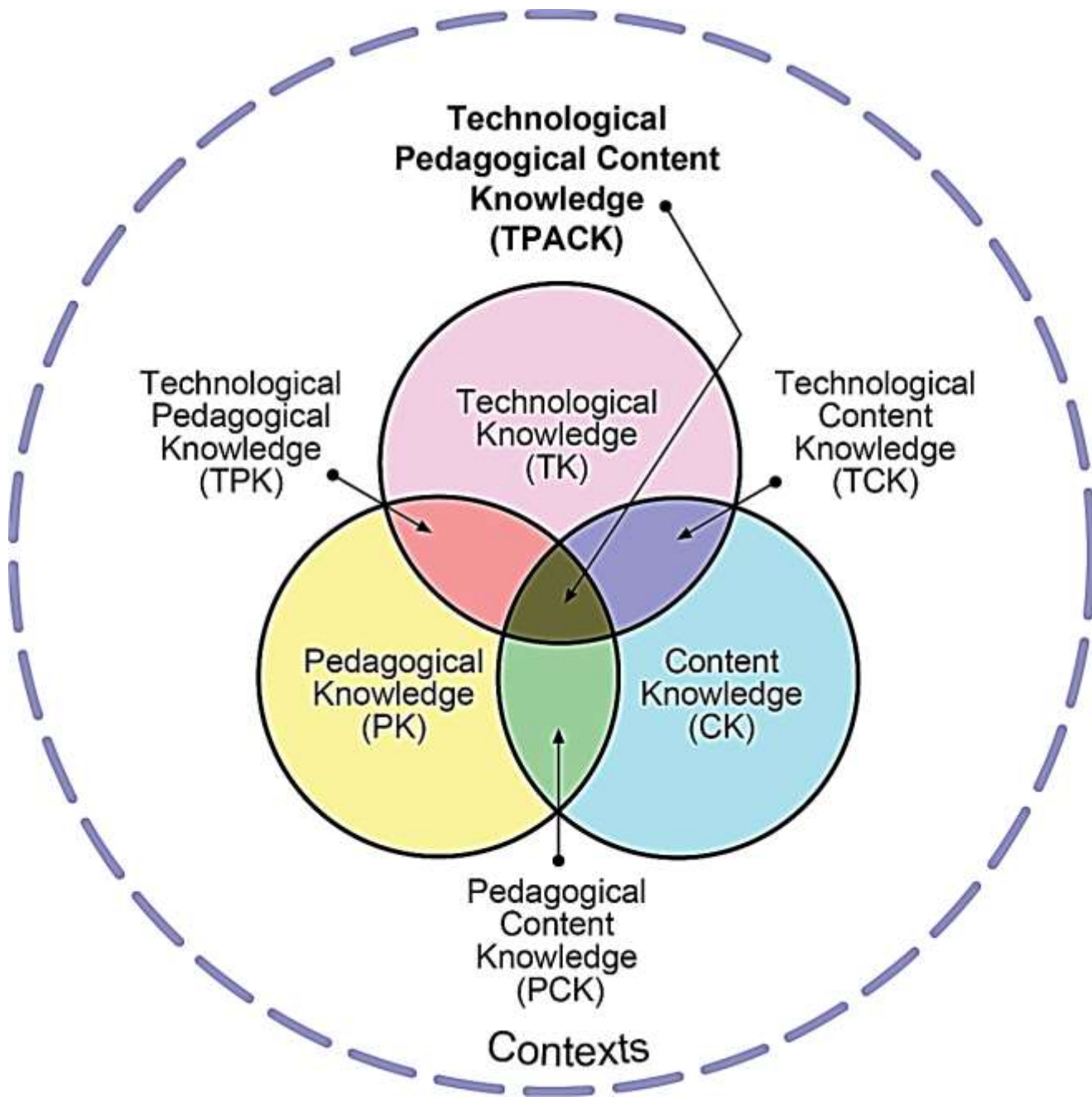
- Portfolio (5000 word equivalent)
- Critically reflect on your pedagogical progress demonstrated through required elements of the Professional Learning Passport, identifying a specific area for professional development and justifying next steps for improvement.
- **Deadline: 9th January 2024**



Classification	Reading List entry	Electronic
Essential	Donaldson, G (2015) <i>Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales</i>: Welsh Government	☒
Essential	Wales Gov (2015) The four purposes of the curriculum for Wales. Welsh Government	☒
Essential	Coe, R. Rouch, C.J., Kime, S., Singleton, D. (2020) <i>Great Teaching Toolkit: Evidence Review</i> Evidence Based Education	☒
Essential	Hattie, J. (2012) <i>Visible learning for teachers : Maximizing impact on learning</i>. London ; New York: Routledge	☒
Essential	Wales Gov (2010) How to develop thinking and assessment for learning in the classroom. Welsh Government	☒
Essential	Wales Gov (2019) Cross Curricular skills frameworks. Welsh Government https://hwb.gov.wales/curriculum-for-wales/cross-curricular-skills-frameworks/ last accessed 28 August 2020	☒
Further	Barnes, J. (2018) <i>Applying cross-curricular approaches creatively : the connecting curriculum (Learning to teach in the primary school series)</i>	☒
Further	Painter A., Bamfield M. (2015) <i>The New Digital Learning Age: How we can enable social mobility through technology</i>. RSA:London.	☒



(Grossman, 1990)



Key PCK topics

Curriculum

Pedagogy

Assessment

Planning

Behaviour and classroom management

Differentiation and questioning

AoLE and Cross-curricula skills

Microteach and bridging

Learning theories and SLA

GCSE, authentic context and more





PGCE MFL

Curriculum for Wales



Successful Futures

Independent Review of Curriculum Assessment Arrangements in Wales

Graham Donaldson CBE

Donaldson, Successful Futures



Curriculum for Wales

Purposes:

Ambitious, capable learners

AoLE LLC



hwb.gov.wales

Languages, Literacy and Communication: Introduction

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

All our children and young people will be supported to develop as:

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, creative contributors who:

- connect and apply their knowledge and skills to create ideas and products
- think creatively to enhance and solve problems
- identify and grasp opportunities
- take responsibility

DOCX

sign different roles in teams effectively and responsibly as and emotions through digital media using and skills so that other people will benefit

MFL Curriculum



Example KS3 MFL Curriculum Roadmap



Example MFL Programme of Study



Pedagogy



2010 Rosenshine's principles of instruction



2020 Great Teaching Toolkit

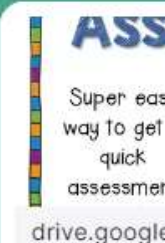


Assessment



YouTube

The Classroom



Quick Format

What is Curriculum?

The term **curriculum** refers to the **lessons and academic content taught in a school or in a specific course or programme.**

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.

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.

Origin of curriculum:

From the Latin '*currere*', which means '*action of running, course of action*'.
It describes someone's **learning journey**.

Curriculum is a theoretical document and refers to the programme of studies in an educational system or institution.

The terms **curriculum and syllabus** are sometimes used interchangeably, sometimes differentiated, and sometimes misused and misunderstood.

Curriculum development in the UK

National Curriculum introduced in the mid 80's. The National Curriculum entails a broad description of the **general aims/goals** to be realised within the school.

It includes: broad descriptions of the **content or subject matter** of individual subjects, in the form of **can-do statements** which imply processes of teaching and learning, broad descriptions of **evaluation** of all the learning experiences planned for pupils through classroom instruction.

Mathau o gwricwlwm - Types of curriculum

Penodol

Explicit

Amhenodol

Implicit

Cudd

Hidden

Gwaharddiedig

Excluded



Successful Futures

Independent Review of Curriculum and Assessment Arrangements in Wales

Professor Graham Donaldson CB
February 2015



Curriculum For Wales 2022

- [Education is changing | GOV.WALES](https://gov.wales)
- [Curriculum for Wales - Hwb \(gov.wales\)](https://gov.wales/curriculum)

Practise Cornell note taking

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 for MFL curriculum design?



- Four purposes of the curriculum.
- Six areas of learning and experience.
- Three cross-curricular responsibilities.
- Progression steps at ages 5, 8, 11, 14 and 16.
- Descriptions of Learning.
- A range of pedagogical approaches.
- Refocusing assessment on learning, including learners' self- and peer-assessment.
- Monitoring performance of the system at a national level.



Use them as
evidence for PLP
and QTS review

Share your notes to MFL resource bank



COFFI



PANED

**Quiz
1**

**Quiz
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**Quiz
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**Quiz
20**

6 AoLEs



Expressive Arts



Health and Well-being



Humanities



Languages, Literacy and Communication



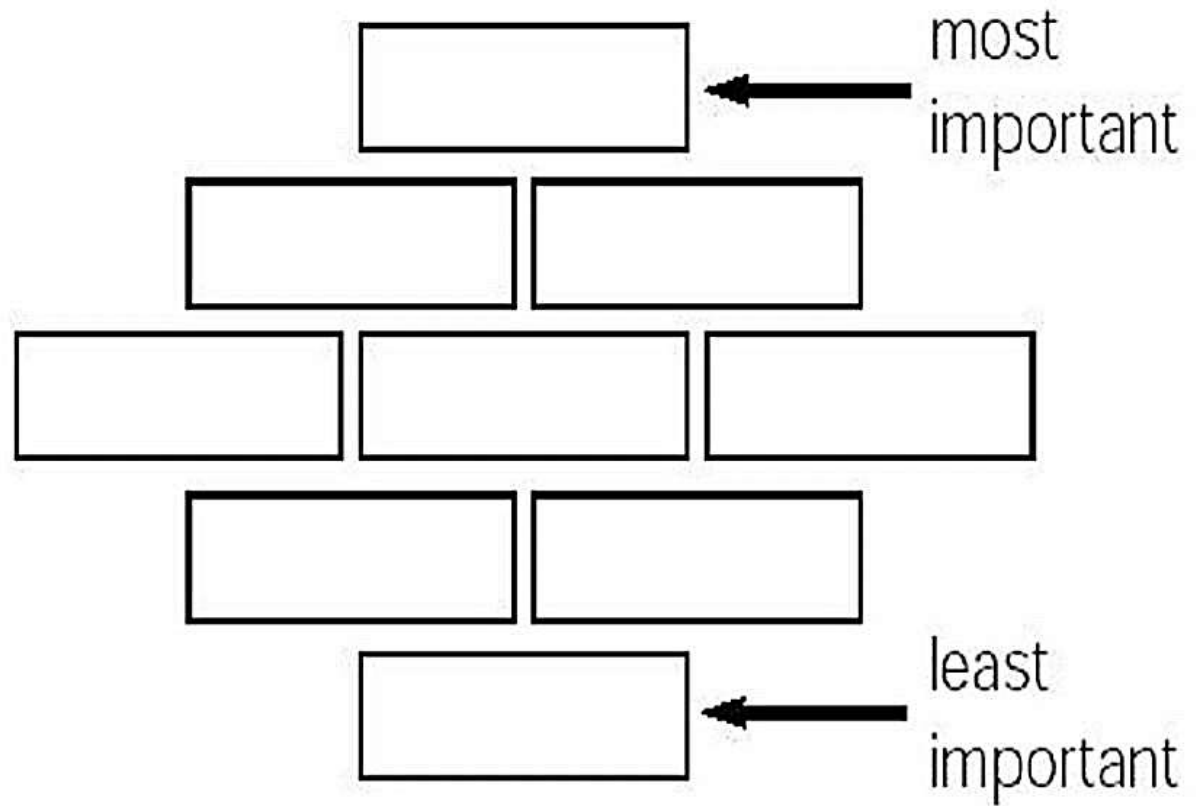
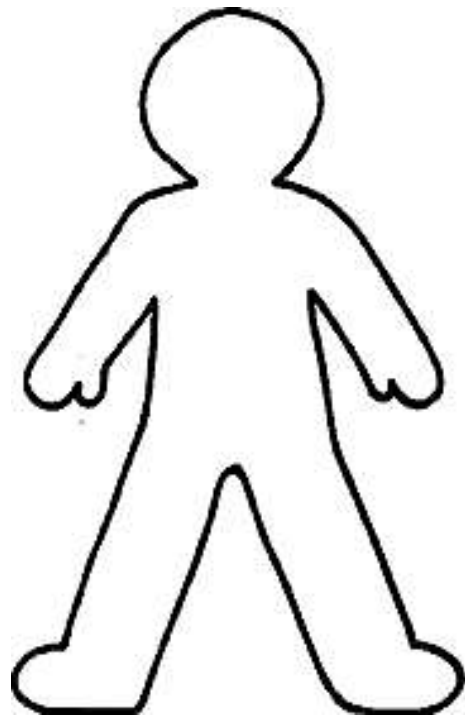
Mathematics and Numeracy



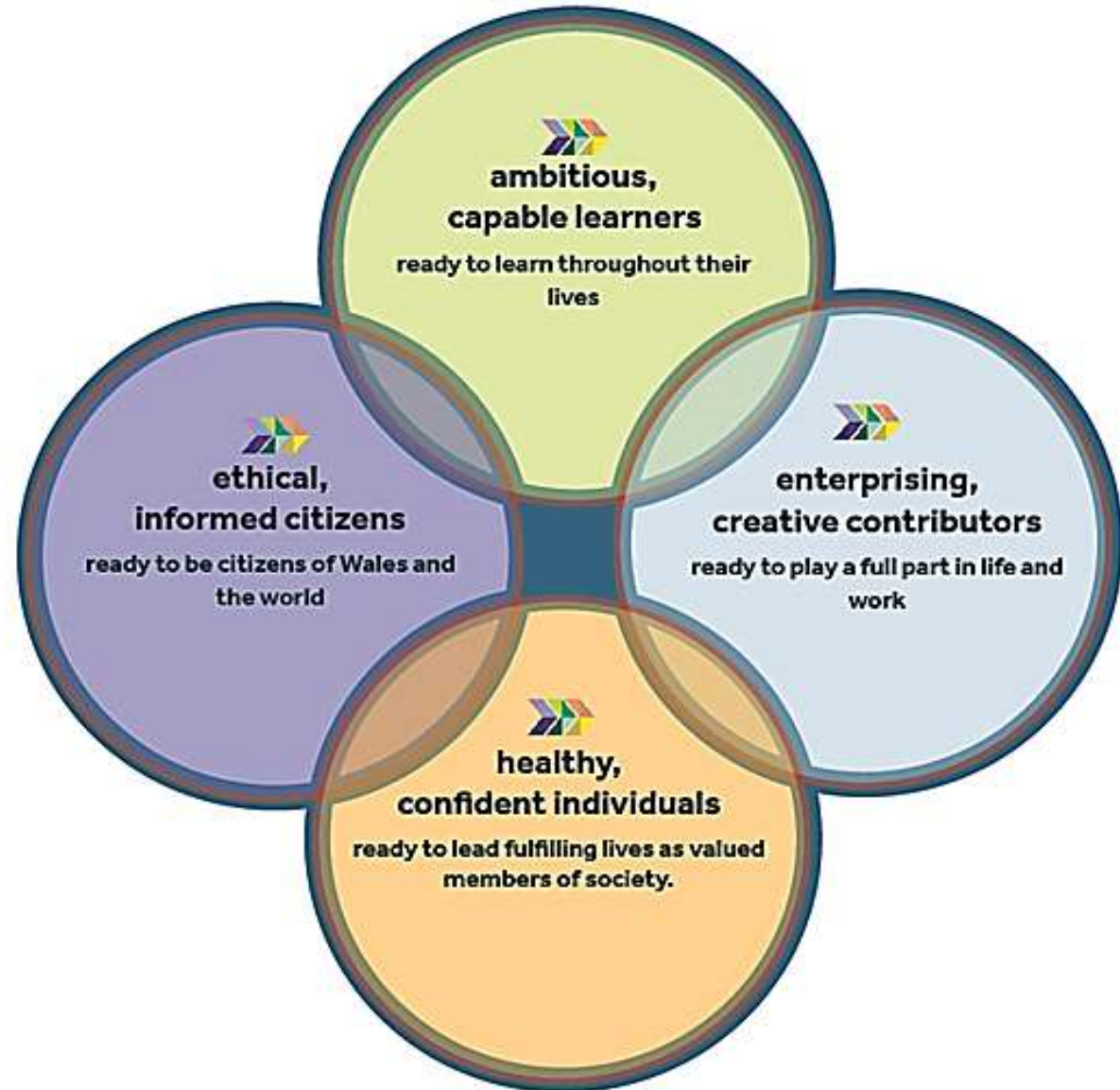
Science and Technology

Task: Diamond 9

Prioritise qualities for a successful 16 years old young person



4 Purposes Headline Statements



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

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
- 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.**

AREA OF LEARNING AND EXPERIENCE

Languages, Literacy and Communication

Guidance to help schools and settings develop their own curriculum, enabling learners to develop towards the four purposes.



Contents

1. Introduction
2. [Statements of what matters](#)
3. [Principles of progression](#)
4. [Descriptions of learning](#)
5. [Designing your curriculum](#)

AoLE of Languages, Literacy & Communication

KNOWLEDGE, SKILLS & EXPERIENCES



Create a **mind map**
to include essential
knowledge & skills
for **MFL learners**.

AREA OF LEARNING AND EXPERIENCE

Languages, Literacy and Communication

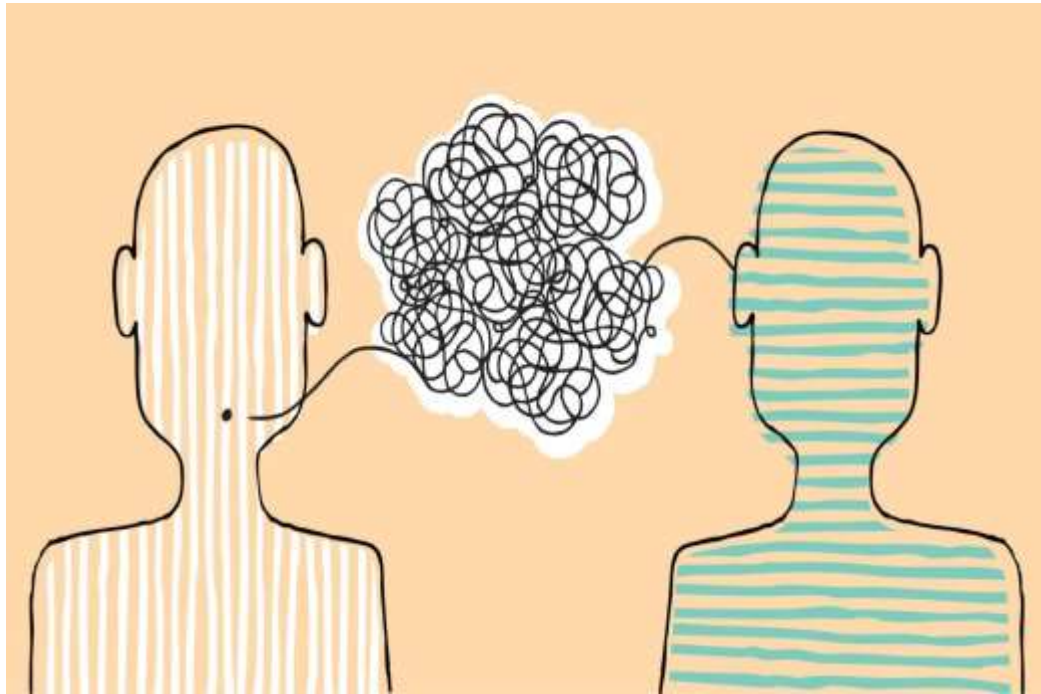
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LLC What matters statements



- 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.

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LLC Principles of Progression



- Increasing **effectiveness** as a learner
- Increasing **breadth and depth of knowledge**
- Deepening **understanding of the ideas and disciplines** within Areas
- Refinement and growing **sophistication** in the use and **application of skills**
- Making **connections and transferring** learning into new contexts

CfW (2022)		The National Curriculum for Wales (2008-2026)
Progression steps will now be in place at ages 5, 8, 11, 14 and 16 relating to broad expectations of a child's progress.		
Progression Step 1	Nursery to Reception	Foundation Phase (3-7 year olds)
Progression Step 2	Year 1	
	Year 2	
	Year 3	Key Stage 2 (7-11 year olds)
Progression Step 3	Year 4	
	Year 5	
	Year 6	
Progression Step 4	Year 7	Key Stage 3 (11-14 year olds)
	Year 8	
	Year 9	
Progression Step 5	Year 10	Key Stage 4 (14-16 year olds)
	Year 11	



Llywodraeth Cymru
Welsh Government



ADDYSG CYMRU
EDUCATION WALES
cenhadaeth ein cenedl / our national treasure

Cymraeg



Menu

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4. Descriptions of learning

Descriptions of learning provide guidance on how learners should progress within each statement of what matters as they journey through the continuum of learning. [Learn more about descriptions of learning.](#)

The [designing your curriculum section for this Area](#) includes guidance for British Sign Language (BSL).

[Expand all](#) ▼ [Close all](#)

➤ [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, SKILLS AND EXPERIENCES



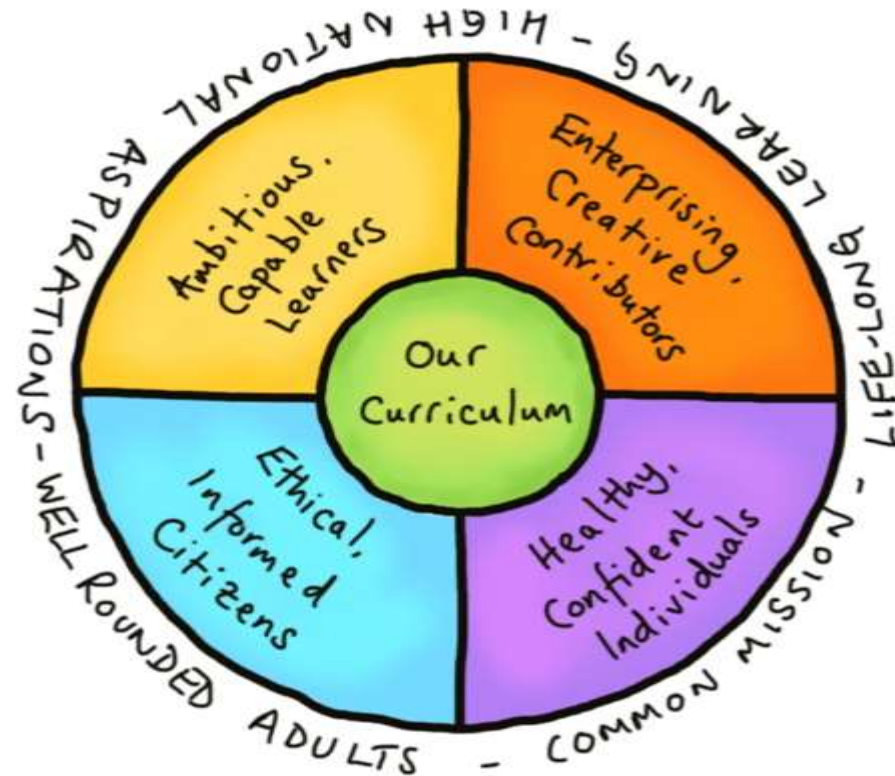
Create a **mind map** to include essential knowledge & skills for MFL learners.



Design an ideal **curriculum roadmap** for Year 7 Spanish learners.

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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Session 2: Pedagogy

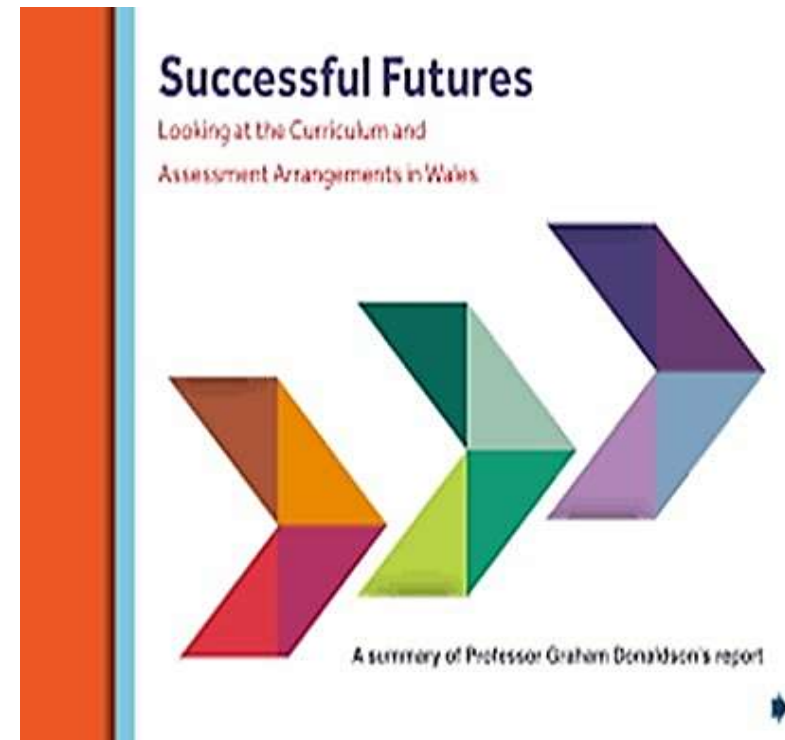
- Time: 9am – 4pm
with breaks
- Room: IQ 305

*IQ 310 for Opening
Session



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 MFL classroom?