

Webinar with Professor Graham Donaldson 10.7.19

Why change the curriculum? (These are the drivers)

- Globalisation, interdependence and competition
- Future employment – use not compete with technology
- Society and citizenship: values, ethics, understanding ‘fake news’, and direct democracy
- Technology and learning: The changing role of schools and teachers (mentioned flip classroom)

Schools must think about their role in this and how we need to raise standards and address negative impact of disadvantage – “defeat the destiny of disadvantage”

How should Wales respond?

- Radical reform of curriculum through Successful Futures – move from a coverage of whole range of subjects from 1988 national curriculum and make it more relevant for today’s cohort and is based on purposes rather than coverage
- Radical reform to the way Welsh education is functioning

The Curriculum for Wales

- Four purposes - Strong emphasis on connecting and applying learning, including creativity and what it means to be a citizen and direct focus on citizenship and health and wellbeing, digitally competent rather than digitally confident
- 12 pedagogical principles – every teacher needs a repertoire of skills to guide their teaching to individual needs of their pupils
- Assessment –assessment for learning should take priority

6 Areas of Learning and Experience (AoLE) – different from national curriculum - provides opportunities for pupils to make connections

- Expressive arts
- Health and wellbeing
- Humanities – history, geography, social studies, economics, RE – try to bring together these areas
- Language, literacy and communication – brings together English language, welsh language and other countries
- Mathematics and numeracy – how can we make mathematics more compelling for pupils? Focus on creating a good pedagogy in mathematics in order for pupils to be interested
- Science and technology

3 Cross-Curriculum Responsibilities – all pupils need to have in order to be successful in a modern world

- Literacy
- Numeracy
- Digital competence

What matters statements within each AoLE

- Imaginative pedagogy

- Organisers of skills and knowledge – both very important and the what matters statements are a combination of both

Progression steps – NO LEVELS, NO KEYSTAGES

- Achievement outcomes that relate to the what matters statements

How to make it happen – what do we need to put in place in order to make this happen? What are the priorities?

- Co – construction and the pioneer network – responsibility of the development of the curriculum was given to some schools who were supported by leading academics and had access to specialist expertise across Wales and the World. Schools met and in April 2019 results were presented
- Professional learning
- Leadership – leaders that understand the importance of professional learning and make sure that their teachers have access to this in the highest form
- Accountability – Improved framework using self-evaluation, new Estyn inspection framework, emphasis on grading school will now move towards an understanding of the strengths and weakness
- Subsidiarity – instead of a top down model – all involved and take responsibility for pupils learning
- Schools as Learning Organisations – focused on 21st century, meeting the needs of the pupils

The Way ahead

- Continue co construction from April 2019
- Curriculum for Wales January 2020 – first example of the new curriculum – time for all to be prepared and professional learning to occur to meet the needs of the new curriculum
- Curriculum for Wales phased in from 2022
- Qualifications 2025

Wider implications

- The pace, nature and scope of change
- Countries as diverse as Singapore, Finland, new Zealand and Scotland are thinking differently about the school curriculum
- Need to focus on purposes that drive decision –making
- Reform needs a systems approach – create the context for the opportunities offered by the new curriculum to be realised

Summary

- **The future is more unpredictable than at any time in history**
- **Wales is one of a number of countries looking at the curriculum**
- **Curriculum for Wales**
- **Deep professional learning, re-imagined leadership, constructive accountability and accountability**
- **Learning should be the driver of quality and of innovation**

Questions and Answers

- Q What do you see if this is successful? Ans Quality of learning and how young people have developed creatively and understanding of 21st century and health and wellbeing – raise standards in all these. We should see young people who are much more engaged in their own learning and having the opportunity to shape what and how they learn and see learning as satisfying and enjoyable. Also what happens in the future?
- Q What are main benefits for teachers and staff? Ans some teachers are disillusioned and pressures on them reduce the opportunity for them to develop relationships with young people... We should have teachers and head teachers who have greater job satisfaction as they know what is right in their schools and be able to act on this. School staff will be able to use their professional expertise more. Engaging all staff in moving forward is the best way to make sure it is successful
- Q What are the 3 most important things for the curr for wales to be more successful? 1. Nature of this work involves as many people as possible which will lead to high quality teaching, high aspirations 2. We need a teaching profession that is not sceptical – not afraid to embrace this 3. We need to ensure the wider community, parents, politicians are included