We’ve got the whole world in our hands?

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We are a UK based foundation providing curriculum-related support, advice and guidance to schools, school systems, government organisations and ministries worldwide.

We believe that a key element of our role is to share our experience and expertise and so develop the capacity that lies within every organisation.

Our vision is for a World Class Curriculum for every learner.

Harnessing local and global learning
Our ‘manifesto’ for change

All over the world curriculum review is taking place. There is widespread recognition that the curriculum of the past is inappropriate for demands of the 21st century. The importance of knowledge is not in question but knowledge alone is not enough.

Our young people need to become highly competent and therefore the curriculum must ensure they can develop the skills and attitudes to complement their knowledge.

We believe

every child should leave school with the confidence, the ability and the desire to make the world a better place
Who we work with

Click on the map to see descriptions of our work.

2012 - ongoing:
South Sudan Ministry of Education (Funded by GPE through UNICEF)
Working with the Ministry of Education on national curriculum review including:
- Curriculum Framework development
- Subject syllabus review
- Examinations and assessment arrangements
- National consultation, piloting and evaluation
- Training of teachers

Every child should leave school with the confidence, the ability and the desire to make the world a better place.

Individual schools,
Academies and groups of schools

Businesses,
charities and
NGO’s.

Governments and Ministries
What is the curriculum for?

A valuable approach to establishing clear, aspirational curriculum aims and values is to explore what you would provide if you could equip every learner with everything necessary to succeed in life.
What do young people need to succeed (thrive?) in the 21st century?

Your list will probably include skills, attitudes, qualities, values and dispositions?
makes connections  questioning  thirst for knowledge

confident  takes risks

listens and reflects

makes a difference

persevering

critical  self-editing

communicates well

self-esteem

respectful

skilled

creative

‘can do’ attitude

shaper  curious

flexible  compassionate

literate

shows initiative

acts with integrity

loves learning

learns from mistakes

thinks for themselves

independent

willing to have a go

gets on well with others

generates ideas

thoughtful
What do we mean by 'equipped for life'?

It doesn't matter how you ask…
…or who you ask…
…everyone wants the same for their children!!
SUSTAINABLE DEVELOPMENT GOALS
17 GOALS TO TRANSFORM OUR WORLD

1. NO POVERTY
2. ZERO HUNGER
3. GOOD HEALTH AND WELL-BEING
4. QUALITY EDUCATION
5. GENDER EQUALITY
6. CLEAN WATER AND SANITATION
7. AFFORDABLE AND CLEAN ENERGY
8. DECENT WORK AND ECONOMIC GROWTH
9. INDUSTRY, INNOVATION AND INFRASTRUCTURE
10. REDUCED INEQUALITIES
11. SUSTAINABLE CITIES AND COMMUNITIES
12. RESPONSIBLE CONSUMPTION AND PRODUCTION
13. CLIMATE ACTION
14. LIFE BELOW WATER
15. LIFE ON LAND
16. PEACE, JUSTICE AND STRONG INSTITUTIONS
17. PARTNERSHIPS FOR THE GOALS
The Sustainable Development Goals (SDGs), are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity.

In deciding upon these Goals and targets, we recognise that each country faces specific challenges to achieve sustainable development.

We recognise that there are different approaches, visions, models and tools available to each country, in accordance with its national circumstances and priorities, to achieve sustainable development.

All of us will work to implement the Agenda within our own countries and at the regional and global levels, taking into account different national realities, capacities and levels of development and respecting national policies & priorities.
Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

• 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

• 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment

• 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development, decent jobs and entrepreneurship
Activity One

Don’t touch!

What’s in the package? What do you hope is in the package? Choose 3 yes/no questions to ask me!

Order these items according to which is the best.

Put these items into 2 groups.

Design another activity.
To my extra special colleagues, well thank crunchie for that! There’s a ripple of excitement and its time that we get ready have a break – a Kit Kat! So what will you do and where will you go in the holidays? Take a double decker bus and maybe head to York but be careful not to go down the rocky roads. Visit the zoo and see a penguin or a lion – make sure you take a picnic.
World-Class Curriculum
What do we mean by a World-Class Curriculum?

A truly world class curriculum will:

• be rooted in its own locality and context;
• meet the needs of its own learners;
• take national requirements and international expectations and put them in a local setting;
Therefore a World-Class Curriculum is defined by principles rather than by set content.
So what would be a good model for a World Class Curriculum fit for the 21st Century to maximise our chances of reaching the SDG’s?

We need to plan for the development of a combination of knowledge and understandings, skills and attitudes.
“An introduction to... the essential knowledge that they need to be educated citizens....to the best that has been thought and said...engendering and appreciation of human creativity and achievement.”

Branches of learning reflect major areas of human endeavour and ways of thinking.
So this is a model, a way of thinking about how the various subjects fit together and how learning is arranged around them.

But what is missing from the model?
So the tree can’t grow roots unless it has some leaves to carry out photosynthesis.

“Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information...”

A tree can’t grow leaves without roots taking in moisture and nutrients.
So skills need the knowledge contexts of subjects in order to be developed.

The learning of subjects is enhanced when they are approached through the development of competencies.
Values and principles

Subject Areas

Your School Curriculum

Student Competencies

The context of your school
Bloom’s Taxonomy

- Remembering
- Understanding
- Applying
- Analysing
- Evaluating
- Creating

Deeper Learning
#TheLearningPit

Learning

I think I know the answer

This is not as easy I thought

I'm confused

I need to work hard at this

I think I'm getting it

Eureka! I understand it now

Success

Deeper Learning

The Learning Challenge by James Nottingham
Competencies are acquired through the application of knowledge in meaningful situations. They help deepen learning and turn knowledge into understanding. They require the development of the right attitudes to apply the knowledge.
• Quick competency activity
Nat curric happy quotes

• Ofsted happy quotes

• Global monitoring report
The National Curriculum in England

What are the expectations of the new curriculum?

- **The way that expectations are set out varies** (unhelpfully!) from subject to subject and by key stage.
- In Maths and Science, there are specifications for the end of each year from Y1 to Y6, and then at the end of the key stage for KS3 and KS4.
- In English there are end of year specifications for Y1 and Y2, then specifications for Lower Primary (end of Y4) and Upper Primary (end of Y6), then at the end of the key stage for KS3 and KS4.
- For all other subjects, there are only end of key stage specifications.

Isn’t the new curriculum “knowledge-based”?

- The end of year or end of key stage statements contain knowledge, skills and understanding (sometimes all in one statement).
- Each has a different implication for assessment.

Does the new curriculum set out skills?

- There are sets of subject skills for:
  - **Science** at all key stages.
  - **Maths** at Key Stage 3.
- **English at Key Stages 1, 2 & 3 and Maths at Key Stage 1 & 2 have sets of ‘Aims’** for each key stage that essentially set out subject skills.
- In all **other subjects, subject skills are set out within the programmes of study** at all key stages (look at the verbs in the statements).
- These skills need to apply across all the contexts of the programmes of study.
So what kind of tree is your school curriculum?
Thank you!

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