Developing Curriculum Intent – Using the Principles of Community Curriculum Making

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Localised Curriculum Making

A comparison of national and localised curriculum

National Curriculum	Localised Curriculum
Largely uniform content	Reflects local history, environment, issues, business/employers (Gatsby Benchmarks)
Readily resourced through published textbooks	Needs localized resourcing
Aligns readily with subjects	Subjects more integrated into 'issues'
Less responsive to pupils & parents' experience and knowledge	More responsive to pupils, parents & experience & knowledge
Can be planned by individuals and small teams of teachers	More complicated planning with partners

Curriculum planning models

- Vic (A.V.) Kelly identifies 3 major ideologies in curriculum planning:
- Curriculum as **content,** education as transmission;
- Curriculum as **product,** education as instrumental (for work);
- Curriculum as **process,** education as development (The Process Model); James McKernan adds a 4th
- **Society and issue centred** curriculum.

Some curriculum basics

CURRICULUM MODEL	OBJECTIVE STEMS	ASSESSMENT TRENDS
CONTENT (Subject leader)	Pupils should 'know'/'recall' or 'understand'	Test/exam centred
PRODUCT (VOCATIONAL) (Teams/team leader)	Pupils should be able to … 'work in a group', 'write instructions for'	Tests of competence - exams, practicals, observation, profiles – self assessment
PROCESS (BECOMING) (Teams and specialist input)	Pupils should be able to 'critically evaluate', 'develop empathy' or 'understand how decisions are made'	Projects, discussion and debate (and possibly action) as well writing around societal issues
ISSUE/PROBLEM (Enthusiast singleton or team and AOTTs)	Pupils should be able 'to plan a group project' or 'work with AOTTs'.	Products, critique and portfolio – divergent outcomes

Project Based Learning (PBL) – community curriculum making

- The project is developed/negotiated with **a community partner,** using **community resources,** for a **community audience** in order to develop **community citizens**;

- There should be a product for an audience/client other than the teacher, sometimes presented in a 'public' venue or format;

- Students work collaboratively on the enquiry/project with as much responsibility as they can manage **(engagement);**

- Helps to develop community and parental relationships;

- All projects need careful planning with a strong subject knowledge rubric and a strong project topic briefing.

- **GOING PLACES, MEETING PEOPLE, DOING AND MAKING THINGS**

Migration project KS3 (or 2)

Geography

Extend locational knowledge

Population and urbanisation

English

Drafting skills, writing at length

Variety of audiences and purposes

Art & Design

Use range of techniques and media

Strengthen visual impact

MIGRATION - The hook?

What is it like to be a migrant?
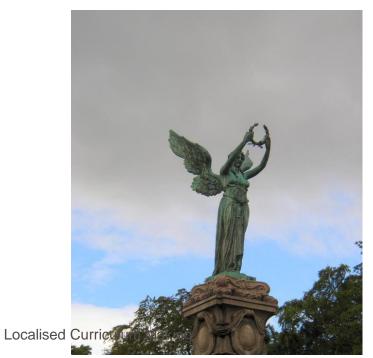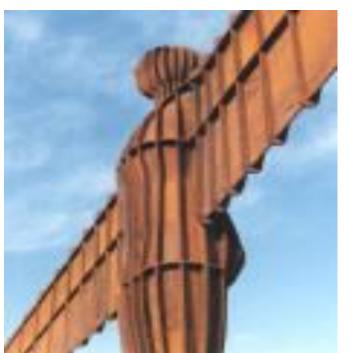
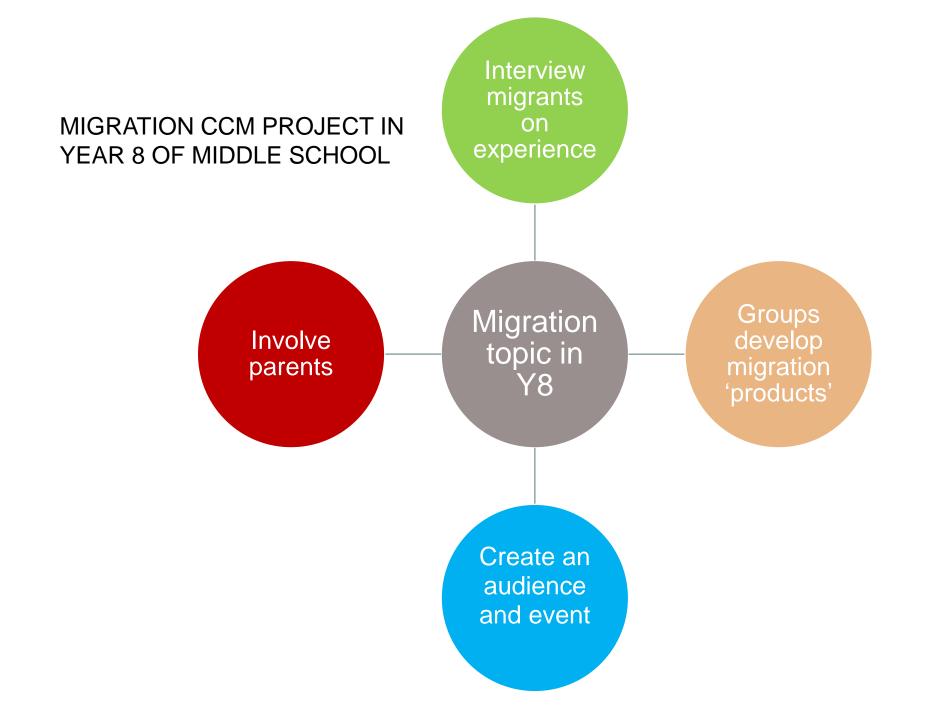All pupils interviewing a migrant

Producing a guide to the local area

Geography Knowledge, Understanding & Skills

- Locating 'homes' of migrants on maps & globes (national and international);

- Devising and revising interview schedules;

- Conducting sensitive interviews;

- Understanding (deeply) the reasons for migration;

- Understanding what is left behind;

- Understanding what people bring and how they adapt;

- Researching local history, geography, services and culture;

- Devising a guide to newcomers to the area.

- ADDRESSING LARGER CONCEPTS – CAUSE AND EFFECT and INEQUALITY

MIGRATION CCM PROJECT IN YEAR 8 OF MIDDLE SCHOOL

Interview migrants on experience

Migration topic in Y8

Involve parents

Groups develop migration 'products'

Create an audience and event

Some terms

- Curriculum - the totality of learning experience for pupils/students in school.

- **Curriculum purposes (intent) – a statement of what the curriculum is intended to achieve, both in terms of knowledge and skills, and broader goals in terms of shaping young people for 'good' lives and the future of society – this is often left unsaid.**

- Curriculum documentation (detailed teacher paperwork) – outlines the structure of the curriculum and purposes (subjects, time allocation, experiences etc.), its content (what);

- Curriculum provision – timetable and staffing for practical organisation (how);

- Pedagogy – teaching strategies/skills and learning activities.

2019 Ofsted framework

- … leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life

- the provider's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment

- teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching

- over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts

Personal development

- the curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents

- ☐ the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy

- ☐ the provider prepares learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society

- − developing their understanding of fundamental British values

- − developing their understanding and appreciation of diversity

The power of exhibiting in the outside world

Well done. What a fantastic exhibition. I'm one proud mama. A great memory and moment to last a life time. Thank you to everyone who made this possible

Parent

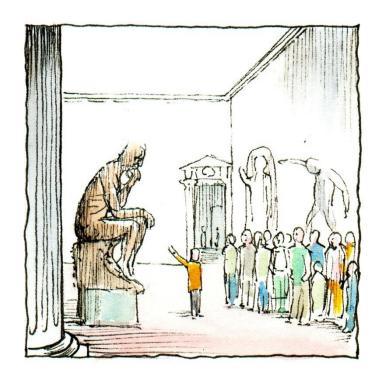I really enjoyed this ilearn project. So proud. Hope the school does it for years to come

Year 7 student

The power of exhibiting in the outside world

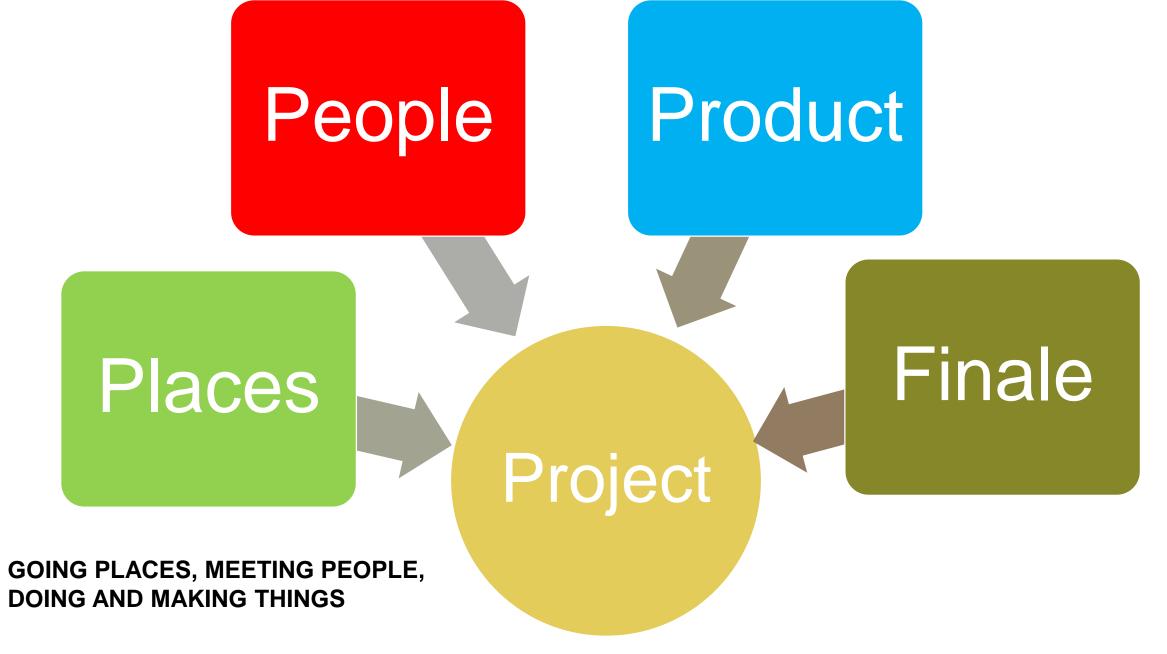Thank you for making such a wonderful exhibition. We've loved showing it in the museum

Exhibitions Officer, Great North Museum

Very proud of our granddaughter, her fellow pupils and the school.

Grandparents

'Since we do not know what kind of information will be needed in the 21st century, it is senseless to teach it in advance. Instead we should be turning out people who love learning so much and learn so well that they will be able to learn whatever needs to be learnt.'

<div align="right">John Holt, 1964</div>

People

Product

Places

Project

Finale

GOING PLACES, MEETING PEOPLE, DOING AND MAKING THINGS

Some of the conceptual background to community curriculum making

- Lawson & Lawson (2013) have pointed towards the centrality of **engagement** in an alternative approach to **school improvement** with greater attention given to social justice.

- Anderson-Butcher et al. (2008, p.161) argue that '**walled-in improvement planning** reflects traditional thinking about schools as stand-alone institutions focused exclusively on young peoples' … academic achievement, and also reinforces the idea that educators are the school improvement experts'. They argue that **resources, opportunities and assets are 'walled out',** creating an unnecessary gulf between in-school and out-of-school learning.

The Ohio model (Anderson-Butcher & colleagues, 2010)

They describe an Ohio model of school improvement as focusing on 3 areas:

- Gaining influence over students out of school time;
- **Drawing upon family and community resources for education (an asset based approach);**
- **Developing partnerships between families, schools and communities to overcome barriers to learning.**

Another perspective …

- An alternative approach to school improvement is to regard **communities as assets** which can help to keep students engaged, with better prospects of greater social capital, more role models and more complex identities. This is a protective factor in NOT slipping into the 'precariat' (Standing, 2011), taking advantage of progression opportunities in education training and employment (see Hodgson & Spours, 2013) and avoiding the worst effects of inequality (Wilkinson & Pickett, 2010).

We are social animals – we become who we are through and with others

- From the US we know that young people in school identify with teachers who act as sport coaches and community volunteers, and from Germany we know that adults in voluntary organisations act as role models and mentors for young people;

- Evaluations of Forest Schools, Outdoor Education, Creative Partnerships all provide positive evidence of the value of activity, going places and meeting people.

- There is consistent evidence of how much young people value working with adults other than teachers, with 'experts' and with ordinary people.

- We also know about the importance of young people taking responsibility and how they nearly always surprise.

COMMUNITY CURRICULUM MAKING EXAMPLE – THE POTATO PROJECT

What is the best potato variety to grow?

He thought the best one had the most potatoes

A girl said that you would have to weigh them

A boy said that some potatoes taste nicer

They developed a scoring system
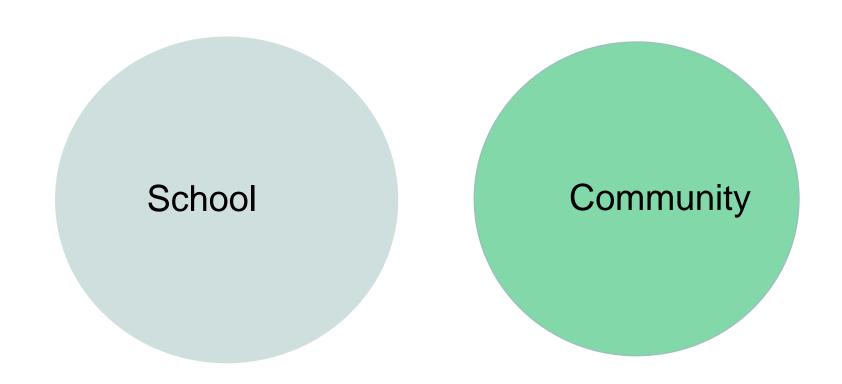
Several parents and grandparents became involved – they had a taste test event
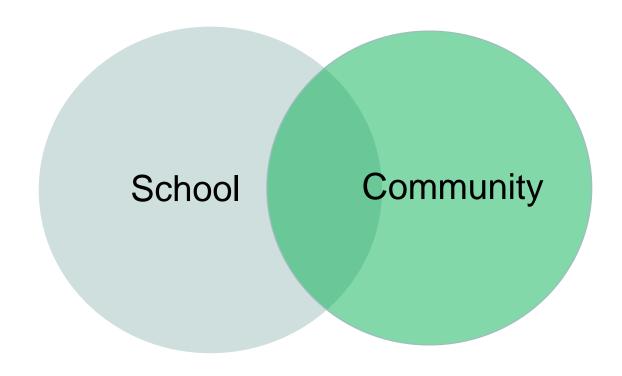
They grew 25 varieties

KS2 Science

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate

- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

- They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment.

Two (+) structures, cultures and discourses

School

Community

Boundary crossing

School   Community

CHALLENGE

CULTURAL: Values, beliefs, discourse
STRUCTURAL: structures, relationships, roles, power & trust
MATERIAL: Resources, tools & physical environment

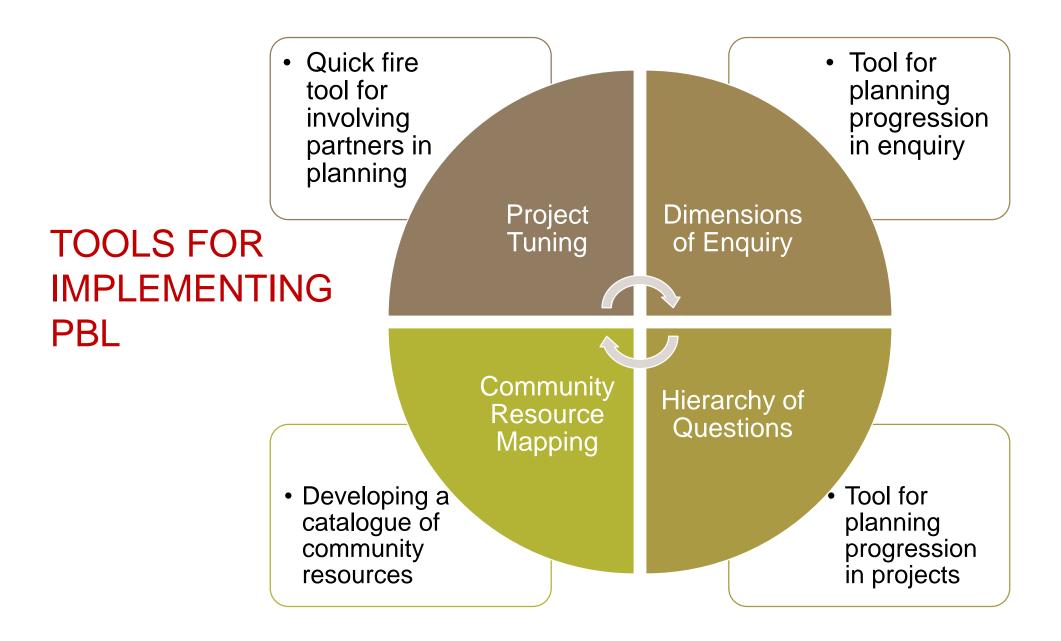Zone of Communication and Misunderstanding

School

Partner

And Brokerage

EDGE FOUNDATION

- We are developing 30 re-usable PBL/CCM projects – developed, trialed, documented and archived;

- There are 5 free twilight CPD sessions from January 2020;

- We are using many university resources (Widening Participation) and working with the LEP and Great North Museum;

- Building networks to support localized curriculum making as a viable model;

- Utilising digital technology with Open Lab
  https://openlab.ncl.ac.uk/

TOOLS FOR IMPLEMENTING PBL

- Quick fire tool for involving partners in planning

- Tool for planning progression in enquiry

- Developing a catalogue of community resources

- Tool for planning progression in projects

Project Tuning

Dimensions of Enquiry

Community Resource Mapping

Hierarchy of Questions

Links and references

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