



## How do we understand Curriculum for Wales?



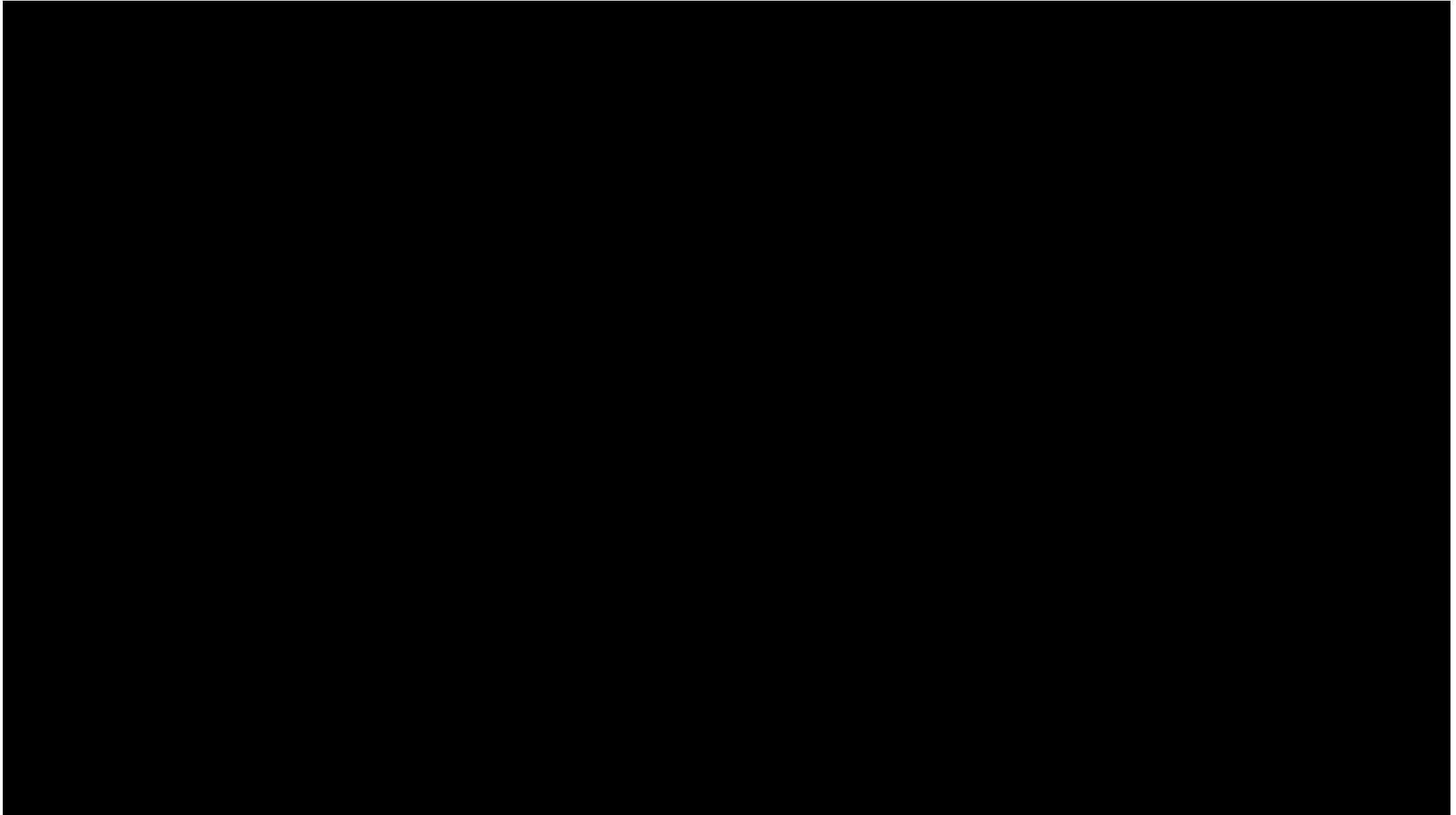
- Curriculum for Wales is being understood and realised in very different ways (see Phase 1 report, and co construction group working)
- Examples of learning and teaching approaches: powerful knowledges, mastery learning, big ideas, backwards design, taxonomies of learning, learner-centred approaches, inquiry learning
- Some of these align more fully with Curriculum for Wales than others



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## Jenny Poskitt: working together to create clarity





## Two important contexts:

- The international *21st Century Curriculum* trend (from a focus on content to a focus on learner development of 21<sup>st</sup> century skills)
- Curriculum theory and practice: curriculum as content, product or process (Kelly, 2009)

"It is necessary to be clear on which model is being used to ensure coherence and conceptual clarity. Kelly (1999) offers three archetypal curriculum-planning models and suggests that each model is inextricably linked with both underlying purposes and conceptions of knowledge, as well as with pedagogy." (Priestley, 2019)



Curriculum for Wales as:

- Part of the 21<sup>st</sup> Century Curriculum trend
- Aligning most fully with the concept of curriculum as process



### **Reflects a shift:**

- From prescribing content in curriculum documents to emphasising skills, competencies and capabilities to help learners develop ways of thinking, working and living in the world (Suto & Eccles, 2014)
- From teacher-oriented to learner-oriented approaches to teaching and learning

### **Reflects a focus on:**

- Social, personal and character development within a broad, general education.



‘Curriculum for Wales represents an ambitious policy shift from previous curriculum policy, in terms of its philosophy and the role it gives schools and teachers. The new curriculum policy is expected to provide every child, including those with additional learning needs, with an equal access to a broad and balanced education of high quality in all areas of learning. It aims to help children progress through learning processes that are holistic and interdisciplinary, and integrate knowledge, skills and experience.’

Romain Viennet (OECD, 2020)



### **Curriculum as Content (education as transmission) (Kelly, 2009)**

- Decisions about what goes into a curriculum begins with the idea that subject/disciplinary knowledge is intrinsically valuable.
- Education as the transmission of knowledge from teachers to learners.
- Focus on subject content drawing from academic disciplines
- Curriculum is organised around school subjects





### Curriculum as Product (education as instrumental) (Kelly, 2009)

- Developed from a behaviourist approach to learning, focused on behavioural change
- Learning seen as linear: evidence of learning is seen as the meeting of aims and objectives
- Curriculum planning is based on objectives/outcomes: attainment is 'measured' through testing of performance.
- Schooling is seen as having an instrumental purpose (it is useful in terms of what outcomes it leads to).



### **Curriculum as Process (education as development) (Kelly, 2009)**

- Also known as the 'learner-development' model (McKernan, 2008, p.24)
- 'the curriculum needs to be seen as a continuous educational experience: a process, rather than a product. That is, as an educative experience, rather than a behavior, or outcome of that experience' (McKernan, 2008, p.6)
- Education as the development of human potential: learner-centred and accounting for the needs and interests of learners.
- Process curricula are based 'around a view of what an autonomous adult should be and a learning process (often dialogical, inquiry-based and experiential) that may serve as the route to achieving this state... a curriculum to enable students to "come into presence" ... as unique individuals (Priestley & Humes, 2010)



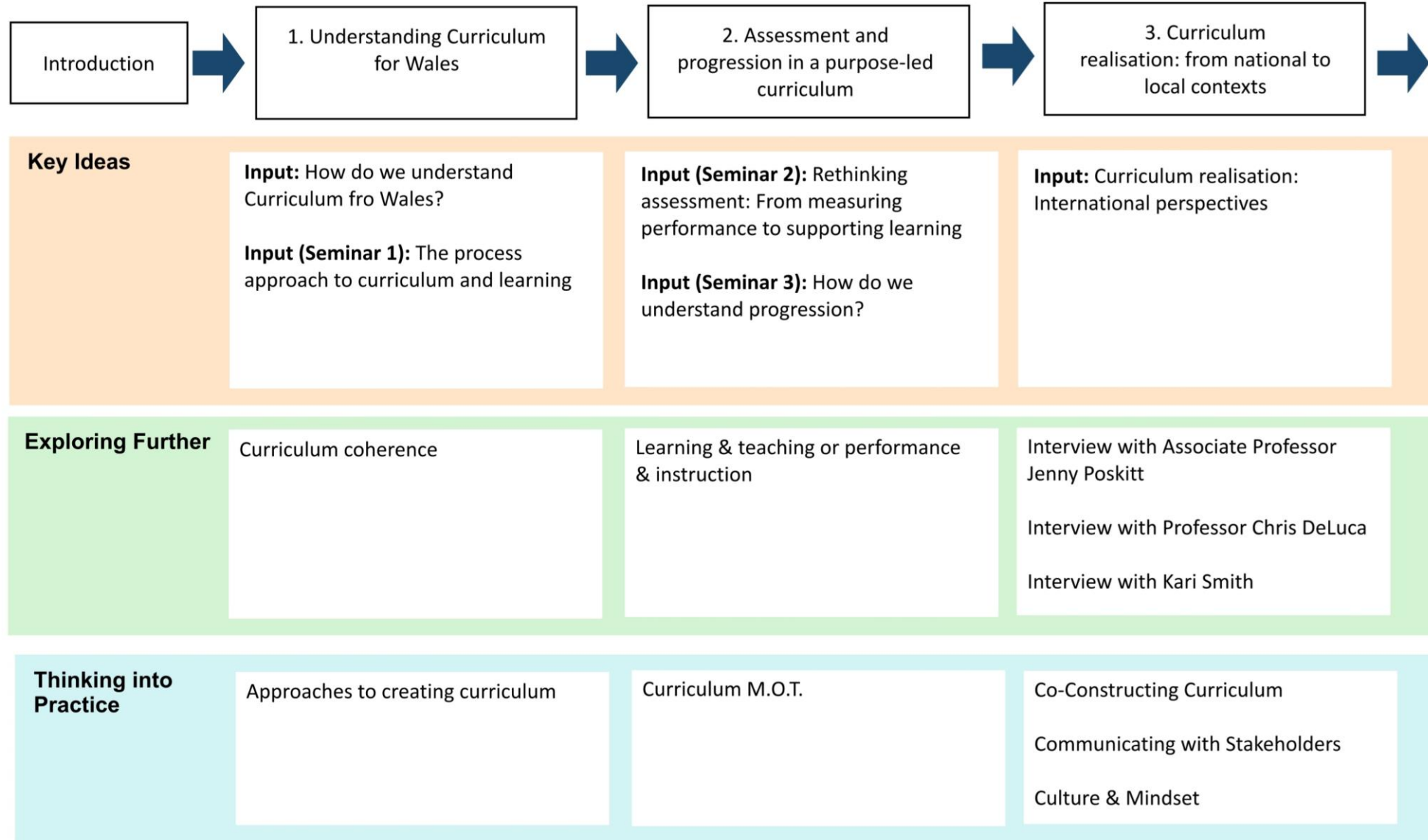
### Why do these models matter in practice?

1. Each curriculum model is underpinned by and draws from different educational theories and practices and so each model suggests different ways of creating curriculum in classroom practice.
2. Curriculum, pedagogy and assessment that are not aligned can mean that the taught curriculum becomes very different to the intended curriculum
3. Lack of alignment can also affect curriculum coherence: a coherent curriculum is one that has 'unity and connectedness among the aims, content, instructional practices, learning experiences and assessments' (Sullanma et al. 2019, p.210).



Going forward in these materials we will use two terms to talk about Curriculum for Wales and its realisation:

1. Curriculum for Wales as having a **process-orientation**
2. Realising Curriculum for Wales in practice suggests taking a **process approach** to learning, teaching, assessment and progression





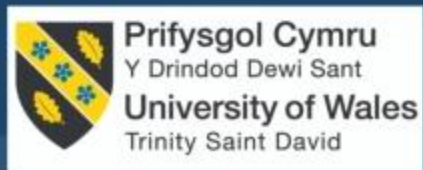
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