**National Network for**

**Curriculum Implementation**

**Facilitators’ briefing pack**

**Qualifications Reform (Spring 2022)**

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# **About this document**

* This document is a conversation facilitation pack for the Spring 2022 National Network conversation on Qualifications Reform.
* The facilitation pack sets out:
	+ The aims and purpose of this conversation
	+ The intended outputs of the conversation at a national level
	+ Materials to support practitioners facilitating these conversations, including questions, prompts, and supporting materials to prompt discussion
* A template for note-taking in conversations is included at the end of this document
* While this conversation facilitation pack has been developed for the National Network – it is designed to be easily accessible and able to be used to have discussions on these issues in a range of contexts – including within and across schools and settings, clusters, or local and regional networks

# **Purpose of *Qualifications Reform* conversations**

**National Network Overview**

* National Network Conversations will build on professional learning and experiences you’ve had at school – it does not replace training opportunities
* It is an opportunity to discuss what’s working, what the barriers and importantly, why this is the case
* The outcomes and conclusions of this conversation will feed into Welsh Government and to regions - and we will work together to develop approaches and solutions. So it is an opportunity for practitioners to influence policy and practice.

The National Network is intended to give leaders and practitioners’ space and time

* To step back and think about the concepts, the ideas and the principles of the Curriculum for Wales.
* To engage in professional dialogue in a trusting and safe environment with colleagues and experts; and
* To provide an opportunity to reflect how the curriculum will be planned, developed, designed, taught and evaluated in your school or setting.

Also

* The outcomes and conclusions of this conversation will be fed directly back to Welsh Government and to regional consortia and together we will work with them to develop approaches and solutions.
* Through your regional consortium or partnership, consider and discuss these questions back at your school or setting, share and embed the learning from these events, and continue to contribute to this national conversation by sharing your findings with the Welsh Government or your region.
* These conversations are not a quick fix, they are to have you voice heard as a profession and to feed directly into policy development

**Qualifications Review Overview**

The purpose of this conversation is to explorehow qualifications will need to be reimagined and reformed in response to Curriculum for Wales. It is anticipated that this conversation will:

* Provide an opportunity for participants to reflect on the new curriculum and its implications for qualifications taken at 16.
* Enable participants to identify areas where there is opportunity for change and innovation within GCSEs and other qualifications to better reflect the new curriculum.
* provide valuable feedback to Qualifications Wales and other key stakeholders such as WJEC and other awarding bodies as we co-construct the next suite of GCSEs and other made for Wales qualifications.

# **Your role as facilitators**

In each group, there will be two facilitators who will jointly run a **discussion group of approximately 20 fellow practitioners.**

Discussions will be supported by video resources from experts and relevant pre-reading. These resources will be openly available on the [National Network page on Hwb](https://hwb.gov.wales/curriculum-for-wales/national-network-for-curriculum-implementation/), and links are provided in this pack.

Facilitating groups will involve:

* Managing discussion in the group and keeping to time
* Playing pre-prepared video resources to the group to spur discussions
* Ensuring a nominated note taker notes down key points and conclusions
* Keeping discussions on track, using discussion prompts as appropriate
* Asking questions, rather than offering answers
* *Not* seeking to steer the conversation towards particular subjects you may feel are important, but being aware of the sorts of challenges that different cohorts might face
* We would like to focus on “appreciative” discussion where possible – thinking about the things that went well, why they went well, and what we can learn from them
* To help you facilitate the conversation, here are some suggestions: Use a “worry wall” – taking note of key worries in notes –but avoid focusing solely on worries and ensure discussion can look at what went well, and potential approaches.
* Or, use of a Jamboard/resource to get the conversation started. You may want to share your screen to discuss an aspect of a video/written resource or a worry on the jamboard to get the conversation started around an aspect.

Useful activities inspired by Doug Lemov

* ‘**Everybody writes’** – ask for a specific piece of feedback, e.g. what have you been able to do in your cluster so far? Ask everyone to draft their thinking in the chat but not to press ‘send’ until a particular time – this way everyone shares an idea and you have several to start your conversation around.
* **Use of emojis** – when there is a series of comments in the chat, or the facilitator may put a comment or question in the chat as a stimulus – ask everyone to use an emoji that signifies agree/disagree/don’t know etc and then those people can be called upon to elaborate.
* **Cold Call** – ensure that you have established names of all practitioners and their contexts to call on them specifically from their experiences.
* **Collective worked example** – a practitioner may share an example of something that they have been doing. As a group, can we build that into something more considering areas for improvement and next steps. Equally sharing what has not gone well can also be very helpful, analysing what could be better and why would be a helpful experience to practitioners to model the process of evaluation and encourage new ideas to be tried. We can often learn from what does not go well and encouraging this culture is important to reform.
* **Stop and jot** – sometimes it can be difficult to respond to a question instantly. Share the question and give a few minutes to jot down some initial ideas to then have a conversation around.

**Please be assured:**

* As a facilitator, you are **not**expected to be an expert or source of specific knowledge on the subject of the conversation.
* These conversations are about sharing experiences and approaches – as a facilitator you are not expected to have the “right answer”, but to ask searching questions (e.g. those included in the prompts) to encourage this thinking and conversation

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##

## **Conversation running order**

This is a suggested running order for the conversations – feel free to tweak this (for example, the length and number of breaks) as you feel appropriate for your group – but try to ensure you keep to 2 hours overall.

**Pre session: Vid…. Shared with attendees:** [**Y Cwricwlwm newydd - beth sy'n wahanol? / The New curriculum - what’s different? - YouTube**](https://www.youtube.com/watch?v=DG-C8sMvDHM)

**Introduction (20 mins)**

Introduce yourselves and explain purpose of the National Network and this specific session (see page 4). (Can play above video if attendees have not already seen).

Request cameras to be on during the session, emphasising the need to engage with the conversation and collaborate with others to create new insights into reform.

Ice breaker- Ask everyone to introduce themselves and share one thing with the group – why have they come today / what are they hoping to get out of the session

* **Question 1:** In what ways could qualifications such as GCSEs be ‘reimagined’ to align with Curriculum for Wales and support its implementation?

Qualifications for the new Curriculum - Oliver Stacey: [https://youtu.be/yeBH5w9E6Y4](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fyoutu.be%2FyeBH5w9E6Y4&data=04%7C01%7CDerek.Allen%40gov.wales%7Ca654acfe3ea24be5e95808da075c7252%7Ca2cc36c592804ae78887d06dab89216b%7C0%7C0%7C637830390869654916%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=yVNb%2FOFtRvPYszPPioIwv%2ByCetf%2BcvnZyUKunwzBJ30%3D&reserved=0)

**Sub-question which could be used as prompts if needed:**

* What should be the main purpose of GCSE qualifications in the context of Curriculum for Wales?
* What does it mean for a qualification such as a GCSE to be aligned to the new curriculum and on what dimensions should qualifications align to the new curriculum?
* What implications does reimagining GCSEs have for their content and assessment?
* How can the ethos of the new curriculum be reflected within qualifications, for example in terms of flexibility and supporting each schools’ curriculum?
* How can qualifications be designed to support learners in realising the four purposes?
* What challenges are there in aligning qualifications to the curriculum and how can these be overcome?
* Are there any areas where the curriculum and qualifications might not align?
* **Short break** (10 minutes)
* **Question 2:** How can qualifications such as GCSEs be designed to support meaningful learner experiences and promote positive wellbeing?

 [Knowledge, skills and experiences – Dr Rachael Sperring: https://youtu.be/o7i4Xx\_SG1g](file:///D%3A%5CUsers%5CEllisJ%5CObjective%5CObjects%5CKnowledge%2C%20skills%20and%20experiences%20%E2%80%93%20Dr%20Rachael%20Sperring%3A%20https%3A%5Cyoutu.be%5Co7i4Xx_SG1g)

 **Sub-question which could be used as prompts if needed:**

* Currently experiences are not usually measured or assessed directly within a qualification, what approaches could be taken to ensure that experiences are fully embedded within qualifications?
* In what ways could learner experience be accredited and rewarded within qualifications?
* Wellbeing in relation to qualifications and assessment is a complex area, how can qualification content and assessment contribute to positive wellbeing?
* How can we mitigate the risk of qualifications having a detrimental impact on learner wellbeing?
* **Question 3 :**Other than GCSEs what is most important to include in the wider qualifications offer for learners aged 14-16

 Wider qualifications offer – June Jenkins: <https://youtu.be/Q7yAuV-tSGM>

 **Sub-question which could be used as prompts if needed:**

* In addition to the GCSE qualifications we have confirmed we will develop, what other qualification subjects are needed to align with the curriculum?
* How can we best ensure that wider qualifications, other than GCSEs, support the new curriculum? What could they look like?
* In preparing learners for jobs of the future, what skills within qualifications at 14-16 are needed?

**Practical walkthrough**

## **Before the conversation**

* You will have received an email and a calendar invitation with the details of your session and the Microsoft Teams joining link
* Please check in with your co-facilitator –at least a day or two before the session takes place to discuss how you want to approach the conversation. This will help the session to run smoothly.
* All participants will be automatically admitted to the Teams meeting, there will be no lobby.

## **During the conversation**

* You may wish to enter the meeting a few minutes early to check everything is working correctly
* Please make a note of those in attendance at the start, in the notes template (annexed to this briefing). This is important to ensure attendees are noted and can be remunerated for their time.
* A Welsh Government official may sit in on your discussion as a silent observer
* If anything goes wrong that you can’t fix in the meeting, a Welsh Government official will be on hand – you will be given a point of contact before your session
* During the discussion, please make a note of all the key points, reflections, approaches, and conclusions
* As a facilitator, your role is to keep the discussion constructive and focused – from the outset, explain the use of the “worry wall” (included in the notes template annexed to this document) – that issues can be raised and included on there, but that they should not dominate the discussion

### ***Sharing videos***

* The video resources will form a key part of helping spark discussion within your groups. We would encourage you to watch the videos beforehand to get a feel for some of the key issues.
* Before starting each conversation question – find the link to the relevant video resource
* Share the link with participants using the meeting chat bar
* Ask attendees to open the links and watch the video on their device (ensuring they are muted)

## **After the conversation**

* Please send a copy of your notes to CurriculumforWales@gov.wales - please do this within 7 days of the conversation taking place.
* A copy the note template is annexed to this document
* Encourage your attendees, if they would find it helpful, to hold a conversation on these issues back at their school – the conversation facilitation pack and supporting resources will be available on the National Network page on Hwb. If they wish, attendees can feed back these discussions to CurriculumforWales@gov.wales to help shape the outputs of the national conversation
* We will host regular, optional, 30-minute drop-in sessions for National Network conversation facilitators to reflect – if you would like to feed back to us on anything that went particularly well or something to improve for the next session.

# **Remuneration for facilitation of National Network conversations**

* Practitioner facilitators’ schools will be compensated by their regional consortium or partnership for the time commitment, at a rate of £70 per 2.5 hour session.
* For schools sending a practitioner as an attendee, funding support will be made available for attendees through their regional consortium or partnership to consider and discuss these questions back at school, share and embed the learning from these events, and continue to contribute to this national conversation by sharing their findings back with us to feed into next steps.
* This process will be managed by regional consortia.

# **Annex – National Network Conversation (facilitator notes template**

**Using this template:**

* Nominate a facilitator or a practitioner to be responsible for recording notes from the session
* If you are facilitating a conversation in the National Network, please make a note of who is attending your session – as we need this for our records to ensure attendees are reimbursed
* Record some of what you feel are the key points, conclusions and approaches from the discussion
* There is space for recording ideas and responses related specifically to the prompts and sub-questions – you **do not** need to ask all of these questions or fill all of these sections in – we have split these into specific sections in order to improve the quality of the analysis after the conversations
* Don’t worry about noting down everything that’s said – we are most interested in the key points
* Please send a copy of your notes to CurriculumforWales@gov.wales

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| **These are notes from (delete as appropriate):** 1. **National Network Conversation**
2. **Regional network conversation**
3. **School or cluster conversation**
 |
| **If (a)**  | **Names of National Network facilitators:** |  |
| **Attendees present:** |  |
| **If (b)** | **Name of regional network conversation:**  |  |
| **If (c)** | **Name of school/setting or cluster:** |  |
| **Worry wall**: *For each of the questions below, this is to record specific worries or obstacles that practitioners feel are completely out of their control. It is important not to spend a long time discussing these: these should be raised, recorded and then the discussion should move on.* |
| ***What is the worry?*** | ***(if not clear) Why does this sit out of your control?*** |
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| **Question 1**: In what ways could qualifications such as GCSEs be ‘reimagined’ to align with Curriculum for Wales and support its implementation? |
| *General points, themes, and conclusions* |
| **Sub-question which could be used as prompts if needed:*** What should be the main purpose of GCSE qualifications in the context of Curriculum for Wales?
* What does it mean for a qualification such as a GCSE to be aligned to the new curriculum and on what dimensions should qualifications align to the new curriculum?
* What implications does reimagining GCSEs have for their content and assessment?
* How can the ethos of the new curriculum be reflected within qualifications, for example in terms of flexibility and supporting each schools’ curriculum?
* How can qualifications be designed to support learners in realising the four purposes?
* What challenges are there in aligning qualifications to the curriculum and how can these be overcome?
* Are there any areas where the curriculum and qualifications might not align?
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| **Question 2**: How can qualifications such as GCSEs be designed to support meaningful learner experiences and promote positive wellbeing? |
| *General points, themes, and conclusions:* |
|  |
|  **Sub-question which could be used as prompts if needed:*** Currently experiences are not usually measured or assessed directly within a qualification, what approaches could be taken to ensure that experiences are fully embedded within qualifications?
* In what ways could learner experience be accredited and rewarded within qualifications?
* Wellbeing in relation to qualifications and assessment is a complex area, how can qualification content and assessment contribute to positive wellbeing?
* How can we mitigate the risk of qualifications having a detrimental impact on learner wellbeing?
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| **Question 3:Other than GCSEs what is most important to include in the wider qualifications offer for learners aged 14-16** |
| *General points, themes, and conclusions:* |
| **Sub-question which could be used as prompts if needed:*** In addition to the GCSE qualifications we have confirmed we will develop, what other qualification subjects are needed to align with the curriculum?
* How can we best ensure that wider qualifications, other than GCSEs, support the new curriculum? What could they look like?
* In preparing learners for jobs of the future, what skills within qualifications at 14-16 are needed?
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