**National Network for**

**Curriculum Implementation**

**Facilitators’ briefing pack**

**Progression (Autumn 2021)**

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# **About this document**

* This document is a conversation facilitation pack for the Autumn 2021 National Network conversation on progression
* 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 *Progression* conversations**

**The purpose of these sessions is to:**

* Bring practitioners together to share their views on issues around progression – this conversation is intended to build on existing support and professional learning delivered by regional consortia – it does not replace professional learning and training opportunities
* Begin the national conversation on progression – kicking off a wider programme of work to support schools to build a progression-based curriculum
* Identify examples which might help other schools move forward and the most effective way to share them
* Identify common misconceptions around progression and how to address them
* Identify specific support which can be provided for example by the Regions, Estyn or Welsh Government and the best way for schools to access the support.

# **Shared ways of working**

Throughout, we want these conversations to embody and promote the shared ways of working developed as part of the curriculum reform process – that is:

* **Development through co-construction:** sharing problems and jointly developing solutions. Working across traditional boundaries; testing approaches from different perspectives.
* **Equity in co-construction:** equity between different voices rather than one voice giving direction; separate from management and responsibility hierarchies, allowing everyone to challenge and be challenged
* **Space and time to think and engage:** building understanding, professional dialogue, trust and respect over time; not rushing to deliver a product. Testing, experimenting and review, allowing mistakes in a safe environment.
* **Clear understanding of ‘why’ things are learned and done:** Consistently asking ‘why’ we are teaching something; The system should challenge why certain activities are carried out or required: if they do not contribute to learners realising our vision and aspirations, then are they necessary?
* **Critical engagement with expertise:** engagement with a range of quality research, expert input and international expertise.
* **Leadership at all levels:** All parts of the system must provide leadership; a culture of trust and empowerment

# **Conversation overview**

**The key questions for the discussion will be:**

1. What is your understanding of progression in Curriculum for Wales? What’s different to how we have previously approached this?
2. Where are you now in terms of developing progression in the new curriculum? What’s helpful in thinking about this, and what isn’t?
3. Moving forward: what support might you need to increase your understanding and application of progression in the new curriculum?

In **National Network** conversations**,** two practitioner facilitators will jointly run a discussion group of up to 12 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/).

## **Supporting resources for this conversation**

Linked below are the resources that will support this conversation. These resources will be accessible to all attendees through the [National Network page on Hwb](https://hwb.gov.wales/curriculum-for-wales/national-network-for-curriculum-implementation/), within the *Progression* section.

* **Videos to play as part of this conversation:**
	+ **Video 1 –** National Network: Introduction [in development, to be included on the [National Network page on Hwb](https://hwb.gov.wales/curriculum-for-wales/national-network-for-curriculum-implementation/) by 15 October]
	+ **Video 2 –** [*New Welsh Curriculum – Professor Robin Banerjee talks about progression*](https://www.youtube.com/watch?v=nWAtOkeuWus&list=PLTZvaU9CIF5tfIXnHAp-RQnbqSMAEF4wW)
	+ **Video 3** – [*Professor Louise Hayward, University of Glasgow*](https://www.youtube.com/watch?v=mlZT4uR6_Qs)
	+ **Video 4 –** *Progression – case studies* [in development, to be included on the [National Network page on Hwb](https://hwb.gov.wales/curriculum-for-wales/national-network-for-curriculum-implementation/) by 15 October]
* **Additional background resources:**
	+ **Video 5** – [*Professor Graham Donaldson, University of Glasgow*](https://www.youtube.com/watch?v=Kgeks_GlGjs)
	+ **Optional reading:**
		- [**So Far So Good: Building the Evidence Base to Promote a Successful Future for the Curriculum for Wales**](https://eprints.gla.ac.uk/223822/3/223822.pdf) - executive summary and **section 3**
		- [***Beyond COVID: learning in the next phase* conversations analysis report**](https://hwb.gov.wales/api/storage/ca47759a-2273-42fa-bc7e-50cc93c350d2/beyond-covid-learning-in-the-next-phase-analysis-of-conversations.pdf) – executive summary and **section 5**

# **Your role as facilitators**

* In each group, there will be two facilitators
* 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
* 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.
* 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

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

# **Timetable for National Network conversations on progression**

## **Conversation dates**

Facilitators will only attend the conversations they have indicated that they would like to facilitate. The Welsh Government will confirm dates with individual facilitators.

|  |  |  |
| --- | --- | --- |
| **Progression** | **Session dates**  | **Time** |
| Tuesday 19 October 2021 | 10:00 – 12:30  |
| Wednesday 20 October 2021 | 13:00 – 15:30 |
| Tuesday 2 November 2021 | 13:00 – 15:30 |
| Wednesday 3 November 2021 | 10:00 – 12:30 |
| Tuesday 9 November 2021 | 13:00 – 15:30 |
| Wednesday 10 November 2021 | 13:00 – 15:30 |
| Tuesday 16 November 2021 | 10:00 – 12:30 |
| Wednesday 17 November 2021 | 10:00 – 12:30 |

## **Other key dates**

|  |  |
| --- | --- |
| **5 October** | Facilitators to receive briefings |
| **22 September – 2 days before event** | Sign-up period for sessions |
| **21 October**  | Optional drop in session for facilitators to reflect |
| **4 November**  | Optional drop in session for facilitators to reflect |
| **18 November** | Optional drop in session for facilitators to reflect |

## **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 2.5 hours overall.

* **Introduction** – brief introduction of yourselves and others (5 minutes)
* **Video 1** – Brief introduction to the National Network (5 minutes)
* **Video 2** (*Professor Robin Banerjee talks about progression*) (5 minutes)
* **Question 1 –** What is your understanding of progression in Curriculum for Wales? What’s different to how we have previously approached this? (40 minutes)
* **Short break** (10 minutes)
* **Video 3** (*Professor Louise Hayward, challenges and opportunities in developing progression in the Curriculum for Wales in the pandemic context*) (10 minutes)
* **Video 4** (progression – case studies) (5 minutes)
* **Question 2 –** Where are you now in terms of developing progression in the new curriculum? What’s helpful in thinking about this, and what isn’t? (40 minutes)
* **Question 3 –** Moving forward: what support might you need to increase your understanding and application of progression in the new curriculum? (30 minutes)

# **Detailed discussion points**

## **National Network conversations: an introduction**

At the outset, it may be helpful to set out the purpose of the National Network conversation, and what we hope for it to achieve – this would include noting that:

* This conversation is intended to build on the professional learning and experiences you’ve had at school – it does not replace other training opportunities
* It is an opportunity to discuss what’s working, what the barriers are to developing progression in your curriculum and importantly, why this is the case.
* The outcomes and conclusions of this conversation will be fed directly back to Welsh Government and to regional consortia and we will work with them to develop approaches and solutions

There will be an English medium video resource to play from Lloyd Hopkin, Head of Curriculum Reform at the Welsh Government, to provide an overview on the purpose and function of the National Network.

## **Question #1**: *What is your understanding of progression in Curriculum for Wales? What’s different to how we have previously approached this?*

Before this conversation – there will be a video resource to play from Professor Robin Banerjee (University of Sussex) discussing what progression means as a foundation of the Curriculum for Wales. This resource is to help provoke thought and discussion in the group.

**Sub-questions (provided for your benefit, but no need to go through each) could include:**

* What is your understanding of the requirements around progression, like the Progression Code?
* What do you think the changes around progression and assessment arrangements in Curriculum for Wales mean for how we consider and support learners’ progress?
* What are the things that we change? What do we keep doing?

## **Question #2**: *Where are you now in terms of developing progression in the new curriculum? What has been helpful in thinking about this, and what hasn’t?*

Before this conversation – there will be two video resources. The first is a video from Professor Louise Hayward, on the challenges and opportunities in supporting learner progression in the context of the pandemic. The second video resource brings together perspectives from a variety of practitioners on how they have been approaching the development of progression in their curriculum to date. These examples are to help provide a range of different views and approaches, and encourage attendees to think about their own approaches.

**Sub-questions could include:**

* What is one thing you feel proud of in your approach to progression so far? Why?
* What is a barrier for you in developing progression in your new curriculum? Why?
* **What are the key questions you think schools / settings / practitioners should be asking themselves when developing progression in their curriculum?**
* **Are there key principles schools should be thinking about in their development of progression?**
* How have you worked with other schools / settings to develop a shared understanding? What does that look like in practice?

The prompts in this section on the key questions schools and practitioners should ask themselves when developing progression; and key principles they may want to think about when developing progression, may be of particular value to practitioners in terms of helping to inform approaches back at schools.

We would encourage facilitators in particular to ask these questions.

## **Question 3:** *Moving forward: what support might you need to increase your understanding and application of progression in the new curriculum?*

**Sub-questions could include:**

* What further opportunities to collaborate would be helpful?
* How can we encourage collaboration across phases? For example – between primary and secondary schools – to reach a shared understanding of progression?
* How have you engaged in professional learning around progression? What would help develop your understanding?

# **Practical walkthrough**

## **Before the conversation**

* We will send you confirmation of your group, co-facilitator for sessions, and conversation facilitation pack this week – which will also include a template for note-taking.
* You will receive links to the resources that will support this conversation – these will also be sent to attendees and will be available on Hwb National Network page in advance of the sessions
* You will receive an email and a calendar invitation from our Bookings platform with the details of your session and the Microsoft Teams joining link
* You may wish to check in with your co-facilitator beforehand to discuss how you want to approach the conversation
* Most people should be able to join automatically, using a Hwb log in. Anyone not using a Hwb log-in may need to be admitted to the Teams meeting by someone in the meeting

## **During the conversation**

* You may wish to enter the meeting a few minutes early to check everything is working correctly
* Make a note of those in attendance at the start, in the notes template (annexed to this briefing)
* 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 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 (Progression): 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
* 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:** |  |

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| **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**: ***What is your understanding of progression in Curriculum for Wales? What’s different to how we have previously approached this?*** |
| *General points, themes, and conclusions* |
| **Sub-questions / prompts** |
| ***What is your understanding of the requirements around progression, like the Progression Code?***  |
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| ***What do you think the changes around progression and assessment arrangements in Curriculum for Wales mean for how we consider and support learners’ progress?***  |
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| ***What are the things that we change? What do we keep doing?*** |
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| **Question 2**: ***Where are you now in terms of developing progression in the new curriculum? What’s helpful in thinking about this, and what isn’t?*** |
| *General points, themes, and conclusions* |
| **Sub-questions / prompts** |
| ***What is one thing you feel proud of in your approach to progression so far?***  | ***Why are you proud of it?*** |
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| ***What is a barrier for you in developing progression in your new curriculum?***  | ***Why is it a barrier?*** |
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|  |  |
| ***What are the key questions you think schools / settings / practitioners should be asking themselves when developing progression in their curriculum?***  |
|  |
| **Are there key principles schools should be thinking about in their development of progression?** |
|  |
| **How have you worked with other schools / settings to develop a shared understanding? What does that look like in practice?** |
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| **Question 3:** ***Moving forward: what support might you need to increase your understanding and application of progression in the new curriculum?*** |
| ***General points, themes, and conclusions*** |
| ***What further opportunities to collaborate would be helpful?***  |
|  |
| ***How can we encourage collaboration across phases? For example – between primary and secondary schools – to reach a shared understanding of progression?*** |
|  |
| ***How have you engaged in professional learning around progression? What would help develop your understanding?***  |
|  |