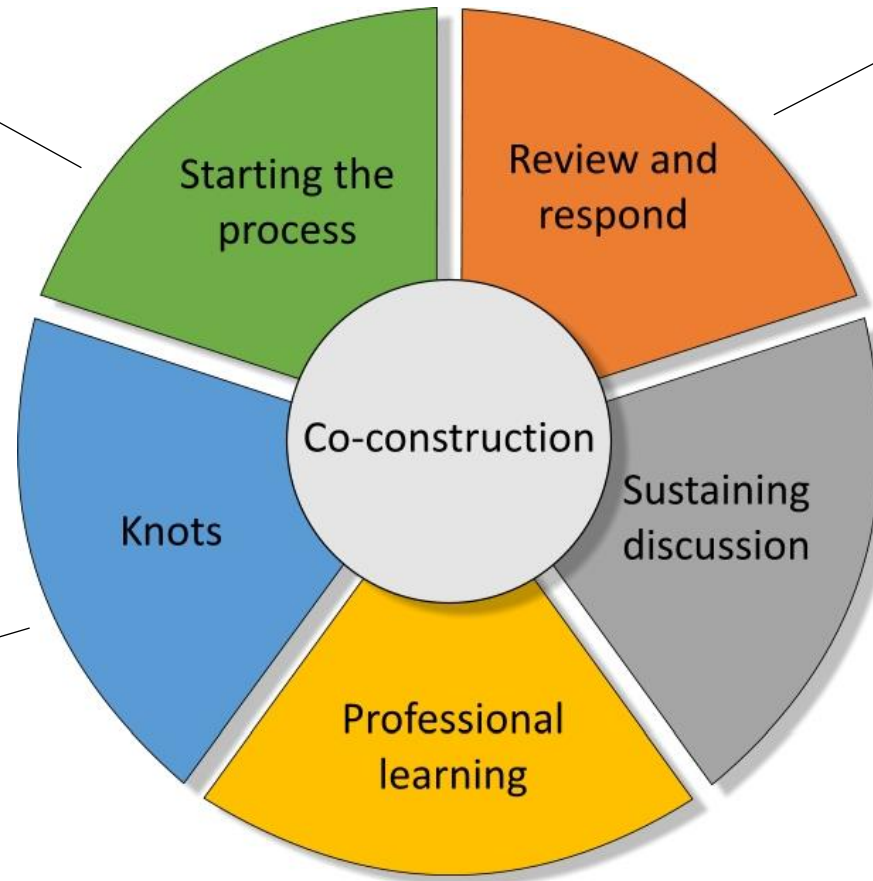


# Co-Constructing Curriculum

This resource was created by one of the construction sub-groups to share elements of the co-construction process more widely.

The start of curriculum design can feel exciting and challenging. Knowing who should be involved, and being clear about the approach you will take, will ensure everyone's voices are heard.



The process of discussion and creating space can help to develop thinking and can be a highly effective use of time.

Co-construction created the Curriculum for Wales, and, to achieve its potential, practitioners should continue this approach by giving time to thinking, discussion and listening.

Some knotty problems can feel difficult to overcome – discussion and professional learning can help to unravel them.

During co-constructed conversations about curriculum, the need for high-quality professional learning might emerge. Identifying these is important to effective curriculum design.

## Starting curriculum design

Schools and teachers have different levels of familiarity with the Curriculum for Wales. Start by considering what you, and your colleagues, already know.

Consider which members of your team should be involved in this process, and how each member can best contribute.

Decide at the outset when you will first review your planning.

Discuss how your planning aligns to the vision for your school curriculum.

Ask: “Do we have any professional learning needs at the outset?”

## Review and respond

Curriculum building is challenging and liberating. The [Journey to Rollout](#) says that 'the process of curriculum development should empower schools to be confident in the curriculum they design.'

As you review your curriculum, you might want to think about these questions:

Ask: “How is the [designing your curriculum](#) guidance supporting our response?”

Ask: “How are the [principles of progression](#) informing our reflection and evaluation?”

Ask: “Are we creating a cycle of review that helps us respond to the changing needs of learners?”

Give time for participants to think – being under pressure to reach outcomes may not help.

## **Sustaining discussion**

Have open dialogue with your team. Share your views, ask questions, discuss your ideas and listen to others.

Use a neutral stimulus for discussion, such as examples of curriculum design used in other places, or in the past. Consider their strengths and what you can learn from them.

Use shared resources, such as the recorded Camau seminar series.

Ask: “How does your curriculum vision support your thinking?”

Ask: “Have you established collegiate support networks? Can cluster colleagues help?”

Revisit who is involved in your planning process and consider whether other voices could add further value.

## **Professional learning**

What immediate support or professional learning needs do you have in reviewing or creating your curriculum?

Consider resources and guidance provided by regional and local authority partners.

Consider whether other specific forms of professional learning could help to move your work forward.

## Knots

As you review or create your curriculum, challenges might arise. It can be helpful to think of these as knots to be unravelled. To unravel the knots:

Return to the Curriculum for Wales guidance and supporting materials: having reviewed these, do you need anything further?

Ask: "Who might we involve to help resolve our knotty problem?"

Ask: "Am I confident that this learning resource supports the purposes behind my curriculum design?"

Share your thinking with wider teams to unravel your knotty problems.