

DEVELOPING INTENT, IMPLEMENTATION AND IMPACT THROUGH A MORE LOCALIZED CURRICULUM

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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 community partners

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

INTENT

Curriculum
as written

IMPLEMENTATION

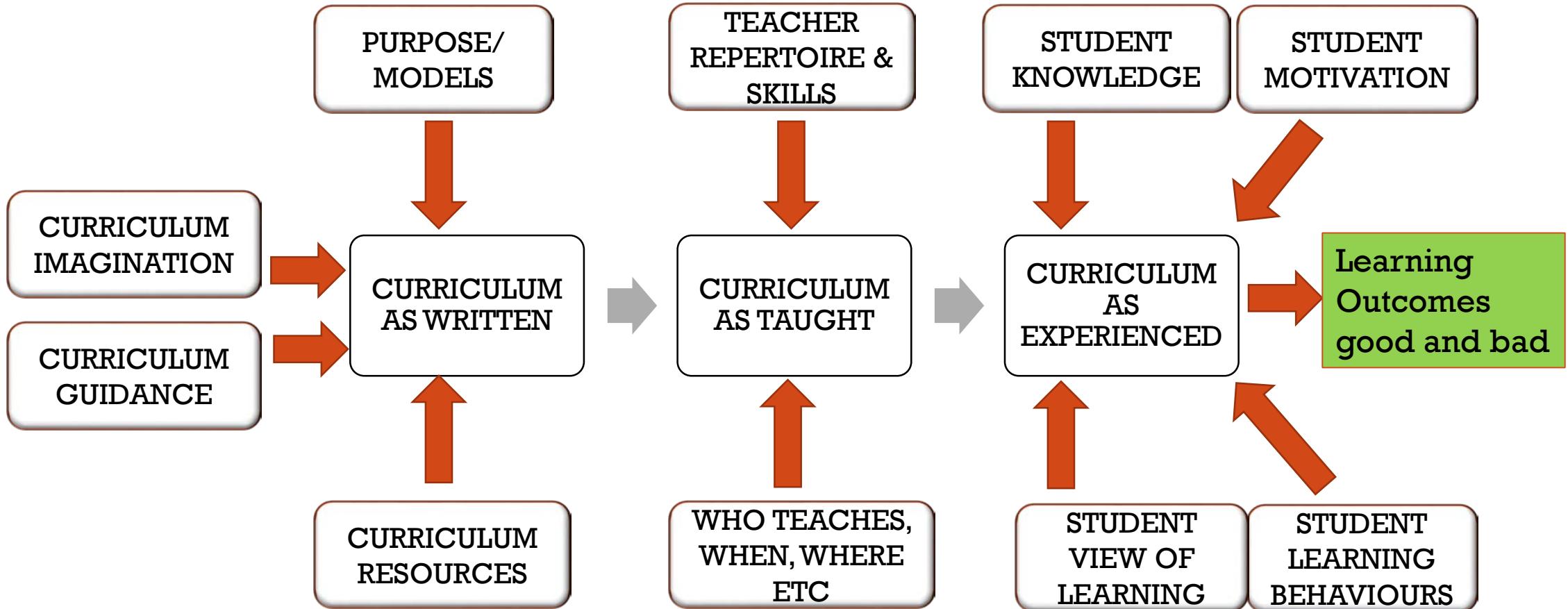
Curriculum
as taught

IMPACT

Curriculum
as
experienced

CURRICULUM PLANNING MODELS

- Vic (A.V.) Kelly identifies 3 major ideologies in curriculum planning:
- Curriculum as **content**, education as transmission (tests and exams);
- Curriculum as **product**, education as preparation for work (competence, profiles, self assessment);
- Curriculum as **process**, education as development (portfolio, products, debate); James McKernan adds a 4th -
- **Society and issue centred** curriculum (debate & action).



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**

GEOGRAPHY KNOWLEDGE, UNDERSTANDING & SKILLS IN A ‘MIGRATION’ PROJECT

- Conducting sensitive interviews;
- Locating ‘homes’ of migrants on maps & globes (national and international);
- Understanding (deeply) the reasons for migration;
- Understanding the emotional cost of migration;
- Understanding what people bring and how they adapt;
- Researching local history, geography, services and culture;
- Devising a guide to newcomers to the area;
- Contributing to personal development;
- ADDRESSING LARGER CONCEPTS – CAUSE AND EFFECT and INEQUALITY

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 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.**

THE RSA AREA BASED CURRICULUM IN PETERBOROUGH

- The RSA worked with five schools in Peterborough during 2010-2012 to develop a series of partnership projects. The goal was to create engaging learning that draws on the locality and involving community stakeholders in the education of young people. Their tagline:
- ***about*** a place: making use of local context and resources to frame learning
- ***by*** a place: designed by schools in partnership with other local stakeholders, and
- ***for*** a place: meeting the specific needs of children and local communities

PETERBOROUGH: CREDIT AND DEBIT

CREDIT

- Increased enjoyment and engagement for pupils;
- Very positive attitude by pupils to working with adults other than teachers;
- Improved extended writing;
- More local knowledge;
- Improved school/community relations and outward accountability.

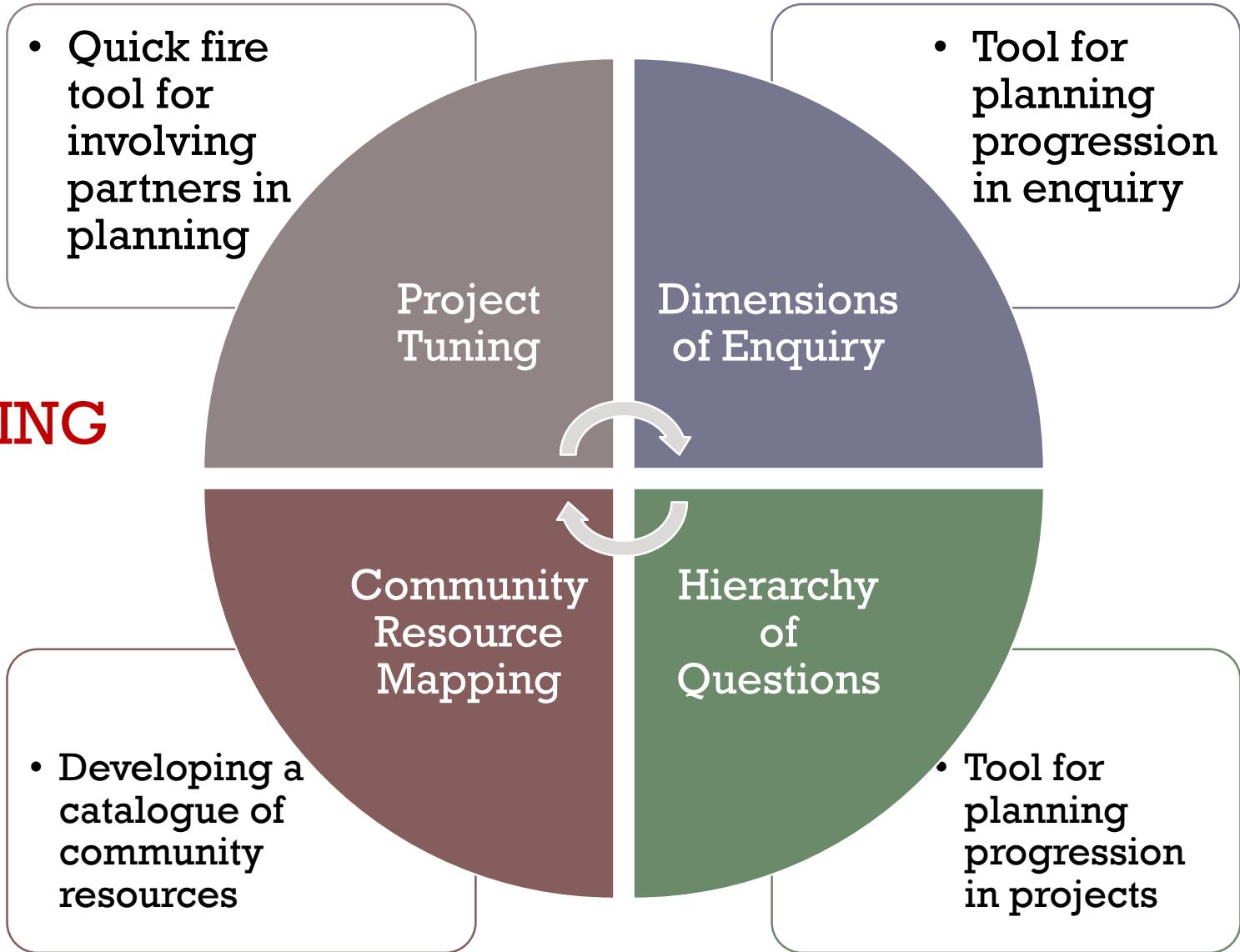
DEBIT

- Some students inhibited by a negative attitude towards the local area;
- Teething problems in planning and running projects;
- For some schools, RSA work seen as running counter to the 'standards' agenda and too risky.

NEWCASTLE UNIVERSITY & THE EDGE FOUNDATION

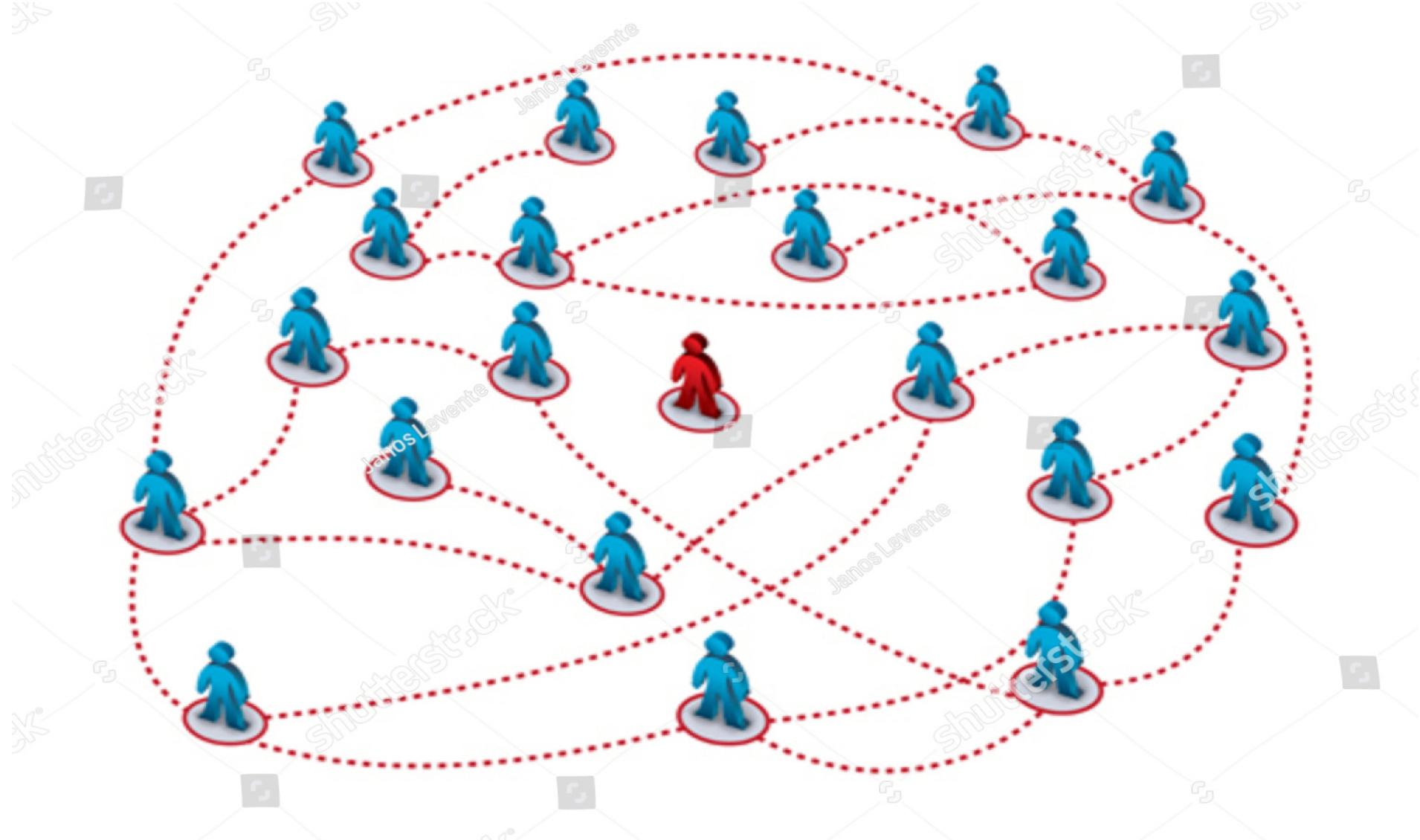
- We are developing 30 re-usable PBL/CCM projects – developed, trialed, documented and archived;
- There are 5 free twilight CPD sessions from January 22nd 2020;
- Redirecting many university resources (Widening Participation) and working with the LEP and Great North Museum;
- Building networks to support localized curriculum making;
- Access to training and resources from the Buck Institute & School XP;
- Utilising digital technology with Open Lab
<https://openlab.ncl.ac.uk/>

TOOLS FOR IMPLEMENTING PBL



SO . . . LEARNING CITIES

- In 2017 UNESCO, which coordinates the international network of ‘Learning Cities’, defined a learning city as one which:
 - effectively mobilizes its resources in every sector to promote inclusive learning from basic to higher education;
 - revitalizes learning in families and communities;
 - facilitates learning for and in the workplace;
 - extends the use of modern learning technologies;
 - enhances quality and excellence in learning; and
 - fosters a culture of learning throughout life.



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'FROM CHOLERA TO COMIC'

A COLLABORATION BETWEEN

BERWICK RECORD OFFICE,

BERWICK MUSEUM, A GRAPHIC

DESIGNER, BERWICK ACADEMY AND

NEWCASTLE UNIVERSITY

'GOING PLACES MEETING PEOPLE AND DOING

AND MAKING THINGS'

The pupils are introduced to the archives at Newcastle University Special Collections



The pupils take part in a workshop in the Medical School



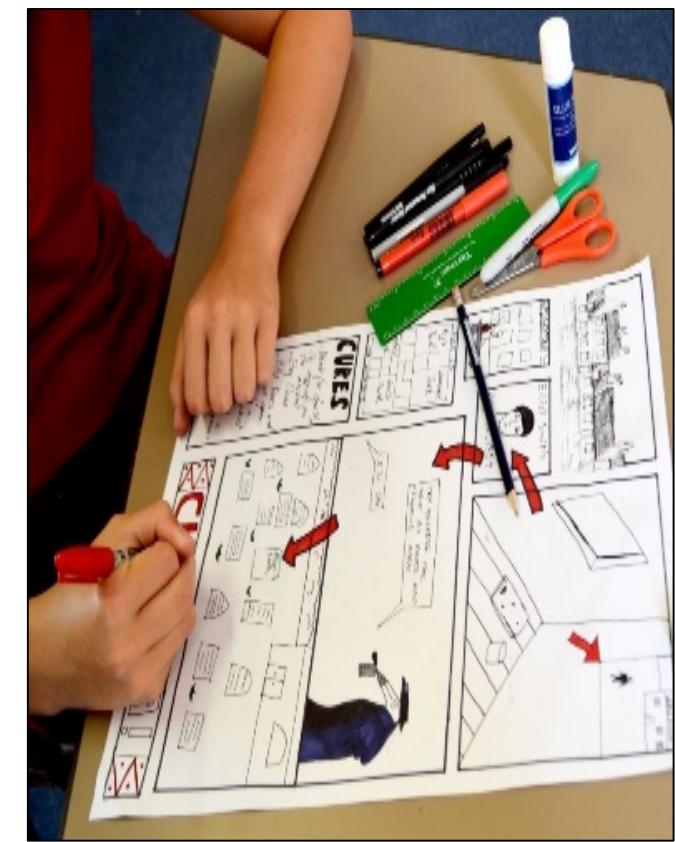
The pupils conduct research in Berwick Record Office

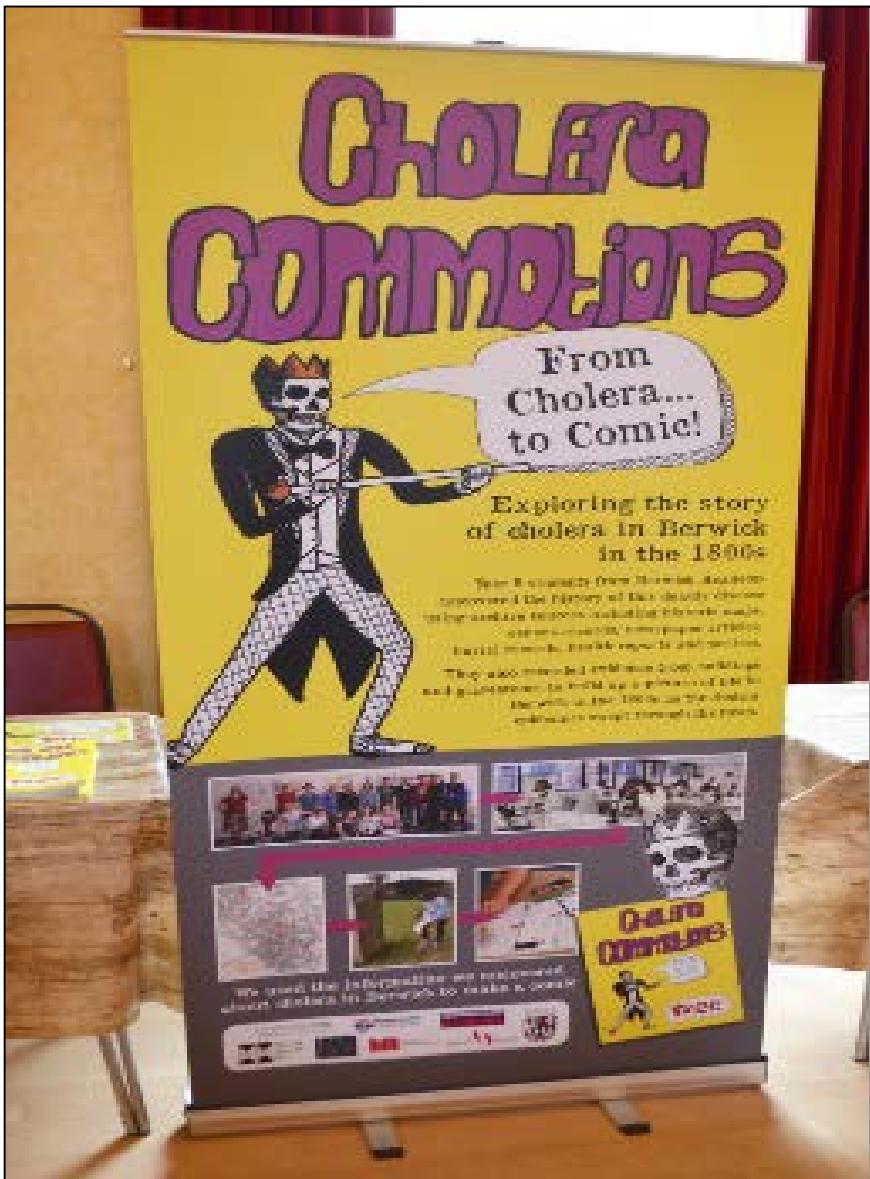


The pupils visit a local churchyard and find cholera victims

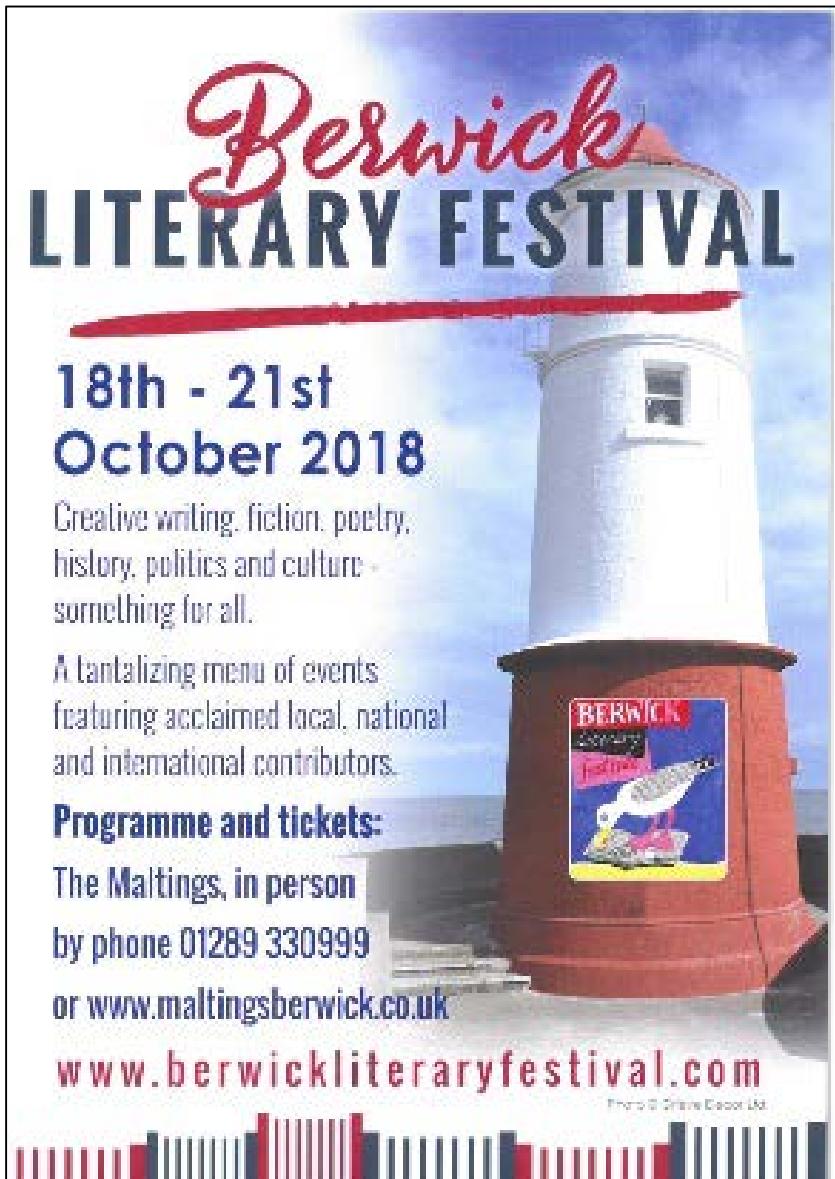


The pupils work with a comic-maker to create their comic





Localised Curriculum Making



Pupils ‘meet people’ and learn about different careers: archivists, museum educators, comic boss, graphic designer, and university staff

Pupils ‘go places’- Berwick archive, Newcastle University, graphic design business, literary festival

SOME PUPIL PERSPECTIVE (SELF CONCEPT, SELF ESTEEM AND IDENTITY)

- *I was quite surprised because I didn't think (the comic) was going to go that well because neither of us can really draw, yeah, I was quite proud.*
- *... we were not the best at drawing in the world but we did it in a way where it was meant to look simple. When you work on something three days straight, 4 days if you count the university, I think you want to put a lot of effort into it ...*

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