

Curriculum Coherence: Exploring the Principles of Effective Curriculum Design

An opportunity for headteachers and senior leaders to:

- work in partnership and over time
- explore current educational thinking about what makes an effective curriculum,
- consider curriculum design and effective implementation and evaluation

Aims

- To provide headteachers and senior curriculum leaders with opportunity and space to think strategically about curriculum design in the context of current thinking
- To develop evidence-informed approaches to curriculum policy and design
- To provide materials, resources and ideas which leaders can use as part of their whole school curriculum review and development work
- To ensure that leaders are well placed to engage with changes to the inspection framework in 2019

“If we want learners to thrive in turbulent, complex times, apply thinking to new situations and change the world, we must re-imagine learning.” (Michael Fullan, 2018)

What are the expectations?

- That we all have something to learn – we learn from each other, from research-informed literature and from specialists in the field
- 3 participants (minimum of 2) from each school to attend
- Participants will attend all 7 sessions and engage in the ongoing conversations
- Participants will undertake reading and research to support school-based activities
- Professional collaboration in a climate of generosity, openness and aspiration

“Thinking about coherence matters, because if we don’t, then what is offered to children is bitty. Bitty means that there are lots of fragments of knowledge floating around without being placed in a bigger basket” (Mary Myatt, 2018)

Curriculum Design Seminar Programme

Programme outline

- Seven sessions organised in four phases over three terms
- Key themes include:
 - Overview of current national conversations about curriculum and pedagogy: the substance of education
 - Input from specialists and thought leaders in the field
 - Support for strategic planning
 - Resources to support curriculum design and development back in school
 - What kind of curriculum? The role of knowledge and the place of skills
 - Developing a coherent model: principles underpinning effective curriculum design
 - How children learn: cognitive science and why oracy and vocabulary matter
 - Pedagogy and practice – effective implementation and professional learning
 - Aspects of principled assessment practice
 - Evaluating impact
- School based reading/discussion/planning between sessions
- Final evaluation and practice sharing

What not to expect

- Additional unnecessary priorities or work for leaders
- An 'off the shelf' curriculum framework
- All the answers
- A quick fix
- Ofsted-centric

**Cost: £800 per school for all seven sessions for two people.
Additional places £300**

[Book here](#)

“The curriculum is the means by which we ensure that all our children get their fair share of the rich cultural inheritance our world affords. A good curriculum empowers children with the knowledge that will nourish both them and the society of which they are members.”
(Claire Sealy, 2018)
