

Session Report Form

OUR GUIDING QUESTION: What learning arrangements can we design that will achieve a step change in engagement and integration for all students?

Session Name: Design a curriculum that has student navigated routes as a core principle

Summary of the guiding ideas arising from your session:

E.g. We trust learners to take responsibility for their learning

Learning choices and navigation is based on the individuals need to develop their skills and competences and not acquire subject based knowledge. Subjects become context for emotional intelligence development and evidencing skills. Assessment is based around self/peer and adult negotiated goals again not subject based.

Teachers roles are clearly defined and communicated / negotiated with learners to be coaches, facilitators, knowledge providers, challengers and catalysts.

Students are equipped to be able to self assess, articulate their needs and support others and are confident with a range of learning to learn tools.

Parents are able to judge student progressions through happiness confidence, attitude to learning.

Please describe the pedagogic design of your idea

E.g. Key teaching and learning principles, learning arrangements, workforce deployment/development, etc).

A learning framework would be created (multi dimensional) where choice of deeper / wider learning mixed with development on a range of competences. This could then be delivered through a choice of subjects and topics and or cross curricular projects.

Teachers (leaders of learning) would need to develop the skills to facilitate the programme and young people would take part as leaders and peer tutors as appropriate.

Learning environments would need to be flexible for group and reflective learning to take place and with teachers being 'on hand' to input knowledge. Choice of learning outside of the school to achieve skills and competences is available as well as family learning challenges.

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Please describe the curriculum design of your idea

E.g. How engagement & integration - made possible through vibrant pedagogy - is reflected in content selection/balance/sequencing

Engagement takes place through students understanding the relevance of the need to acquire skills. E.g. Easier to understand the need to be a problem solver as a life skill and the way to practice might be through a fractions maths challenge. Co construction through jointly designing the curriculum frame work together enables students to design projects. Adults as lead learners would share what outcomes need to be reached.

Integration of in/out of school would blur as the decision of skill / competency to develop would become the focus for choice. The time / place and method would provide an additional choice dimension and enable more learner differentiation.

Please describe any implementation issues you see

e.g. Mechanisms to avoid 'roadblocks', priority strategic development areas

Pilot with year groups and leaders of learning who already have the facilitation techniques and confidence who act as pioneers within the organisation.

Resource heavy initially with more teachers of learning.

Engage parents in the process of 'helping my child to learn' as early as possible.