

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 derives from what young people are passionate about

Summary of the guiding ideas arising from your session:
eg We trust learners to take responsibility for their learning

- What are young people passionate about?
- Teachers are adult learners who need to develop skills to elicit, respond to and support student passions.
- How do we find out?
- What are their interests within the subject curricula and interests outside of school?
- What framework would be used to explore their passions? Open space forum, facilitators of this.
- Learning time could be divided into the formal and the informal areas of experience.
- Passions change and establishing a framework that acknowledges this is important. They are not always easy to sustain for long periods, and any framework should be guided by principles of choice, change and variety.

Please describe the pedagogic design of your idea
eg Key teaching and learning principles, learning arrangements, workforce deployment/development, etc

- Student voice is a fundamental part of the design process and co-construction of the curriculum.
- The amount of time spent on the informal (students choice) and the formal will vary according to age.
- Provision of blocks of time where students are able to explore and develop their passions.
- To ensure variety of learning opportunities – to encourage them to develop a variety of skills over in different areas of experience of a period of time (these may include service, creativity, activity, enterprise).
- Assessments' needs to review the learning opportunities they have experienced and help them to evaluate what they have gained through these experiences (eg SEAL).
- Coaching, mentoring and guidance are key pedagogic principles in the learning partnerships between students, teachers and parents.
- Teachers need CPD to develop the skills sets needed to work in open and flexible ways in a co-constructive curriculum.

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Please describe the curriculum design of your idea

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

- A balance between the formal (subject) and informal (student constructed) areas of the curriculum will vary according to the age of students.
- The informal side will be based on a collapsed time – a half day every two where student are able to experience their passions.
- Students use new technologies to monitor and record their experience. At the end of each stage students produce their own record of achievement summarising the skills and competences they have developed, their interest and passions.

Please describe any implementation issues you see

eg Mechanisms to avoid 'roadblocks', priority strategic development areas

- Secure commitment from parents to value the opportunities provided through these experiences and ways of working.
- Flexible timetabling structures.

Thank you!

Please leave a copy (paper or digital) of this report with the facilitator before you leave today.