The New Curriculum

Transfer From Paper to Practice

Learning *with* Character

Is this a technology, a theory or a practice?

Curriculum Summary 2022-23

Chapter 8

Strand	Subject	Aims and Purpose / Intent	Content Summary
English	English	**Reading** • **To experience** and **understand** texts from a range of genres and forms • **To experience** and **understand** texts from different historical periods and cultures • **To develop** a technical appreciation of the craft of writing by identifying how language is being used and exploring why • **To develop** critical responses to texts informed by social and literary contexts • **To experience** reading independently for purpose, challenge and pleasure **Writing** • **To understand** how to adapt writing to different forms, purposes and audiences • **To develop** accuracy in writing, communicating fluently and with clarity • **To develop** extended writing across a range of genres • **To develop** crafting of language, seeing writing as a series of deliberate choices **Spoken Language** • **To experience** speaking in a range of contexts and for different purposes • **To develop** speaking in a range of contexts and for different purposes • **To develop** being an active listener	**Topics:** • **Places and Perspectives: Representations of Different Cultures** • **The Tempest** • **Of Mice and Men** **Reading** • Independent and class reading • Read a range of texts (prose, poetry, drama, multi-media, fiction and non-fiction) • Critical reading: analyse texts using linguistic terminology, understand links between text and context, compare texts, use textual references **Writing** • Write for different audiences and purposes • Structure and organise writing for meaning and effect • Use vocabulary and linguistic devices for effect • Plan, draft, edit and proofread • Technical accuracy (spelling, punctuation and grammar) **Spoken English** • Individual, paired and group tasks in a range of formal and informal contexts.

Curriculum as a tool or theory that can shape us, rather than we shaping it: pedagogy as an educational philosophy is that shaping

"We shape our tools, and then our tools shape us."

Well, it may be all right in practice, but it will never work in theory

— *Warren Buffett* —

AZ QUOTES
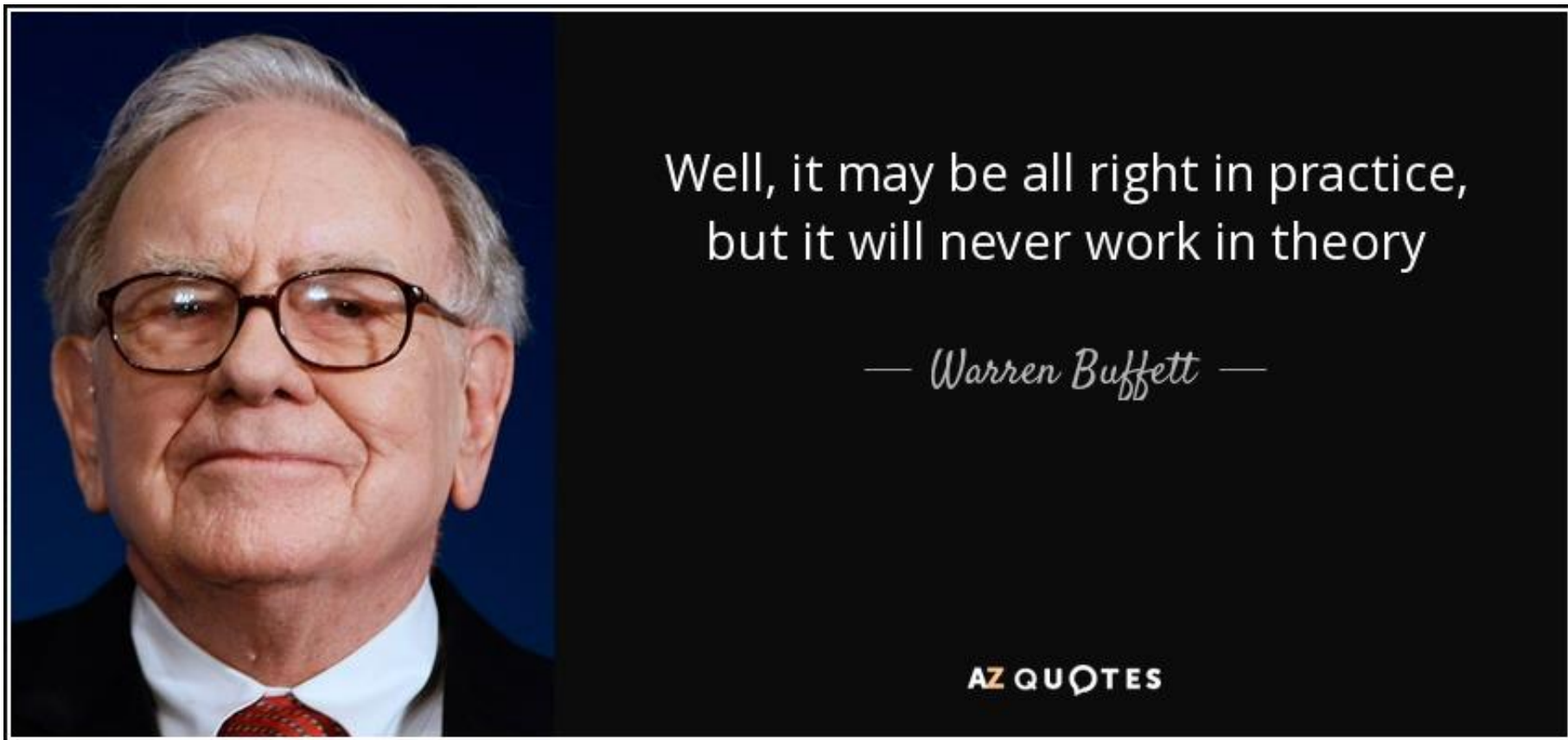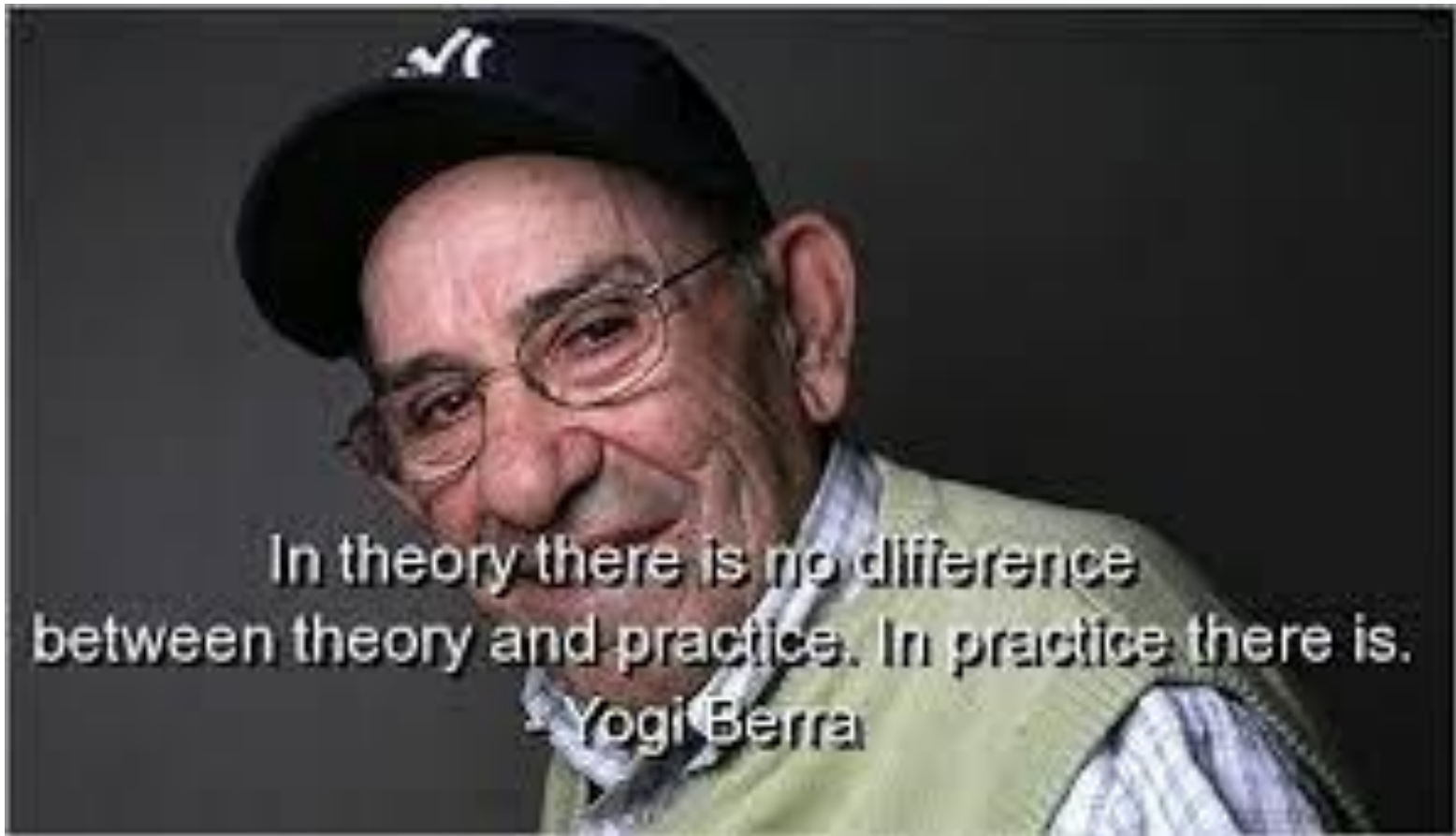
In theory there is no difference between theory and practice. In practice there is.
- Yogi Berra

In Theory everything is possible; however, I live in Practice and the road to Theory has been washed away.

Learning *with* Character

Key questions we do not ask ourselves

1. What is practice rather than theory in an educational setting's curriculum implementation?

2. Responsibility vs Compliance

3. Curriculum as Human Relational Journey

Practice is pedagogy, pedagogy is anthropology of learning

3 pedagogical ingredients that correspond to our human structure and that are necessary for implementation

* *A Knowledge curriculum only makes sense in relation to meaning*
1. **Show the connection between what is studied and the whole: the search for meaning.**

* *All curriculum begins with the experience of the student.*
2. **Make the students see concretely how what is being studied has to do with themselves, with their concrete experience.**

* *Realism means the object studied determines the method of reasoning, the engagement with the subject studied.*
3. **Model, emphasize, educate toward a seriousness in the use of reason and the method of knowledge proper to a discipline. Avoid educational scientism.**

Compliance vs. responsibility

* "To overcome this compliance fatigue, organisations should move away from traditional tick box approaches to compliance in favour of a more holistic cultural approach."

* Clear expectations and goals: knowledge, skills, pupil profile; internal and external accountability, personal and collective.

* Open Communication: this is not/working, here is how to change it.

* Leadership and shared responsibility

The outcome and implementation are learners and persons in relationship to knowledge and others

* Is there space in your implementation for this, is there accountability for it?

Our path: culture change, collective accountability for **expectations not outcomes**, shared responsibility

Learning with Character
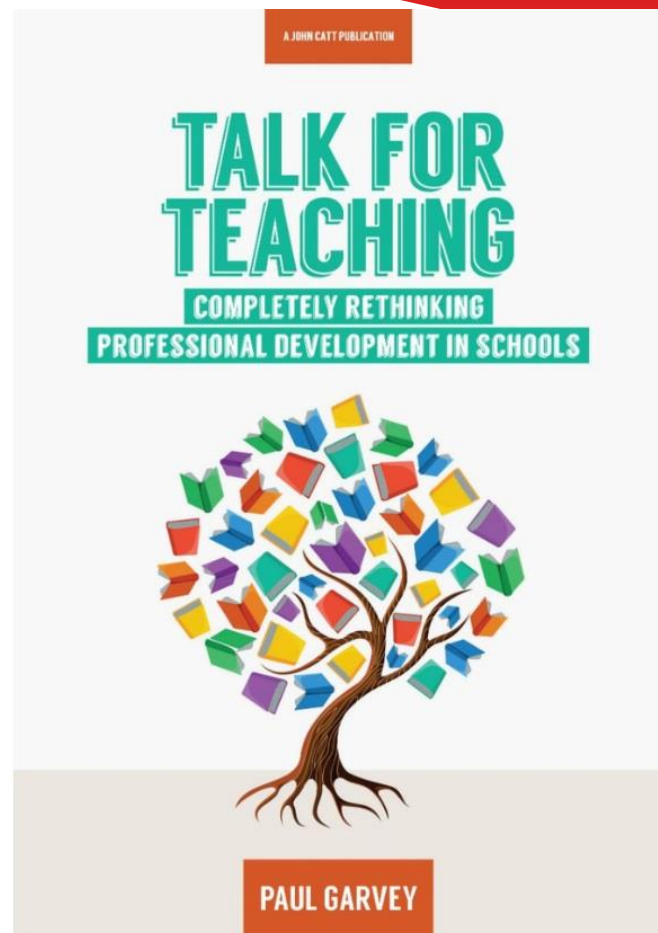
THE LERPOOLIAN
LEARNER

PURPOSE

we are **reflective**
we are **ambitious**

PASSION

we are **curious**
we are **innovative**

CHALLENGE

we are **focussed**
we are **resilient**