Innovative school and curriculum design

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This presentation

- The evidence base
- Leadership of innovative school and curriculum design
- A primary case study
- Other key features linked with benefits to pupils
- A secondary case study
- The role of the professional learning environment
School and curriculum innovation

Drivers for innovation

Curriculum content

Content accessed via teaching and learning processes

Leadership and professional learning
The evidence base

- 3 comprehensive international research reviews
- 7 multi method, multi site probes – (799 pupils and teachers in 29 schools) interrogated via evidence base
- 3 large scale pupil surveys (15,060 pupils in 334 schools) and staff survey (570 teachers) triangulated via 20 focus groups of 6-10 pupils and or teachers
- Data extraction and analysis across whole to create a synthesis
- Plus a synthesis across 4 international systematic reviews about Continuing Professional Development and Learning
Leadership of Curriculum Development – depended on and was a driver for effective Continuing Professional Development (CPD)

Aligning curriculum and professional development made doing them feel like doing the day job better to teachers and leaders.

Leaders used collaboration to help staff and pupils engage with multiple perspectives, expand possibilities and extend approaches and thinking – via team work and interdependent tasks.

Identifying opportunities within Curriculum Development for:
- Teachers to work with specialists to design content and pedagogy
- Staff to engage in collaborative professional learning

reinforced innovation, improved achievement - and built a thirst for ongoing development

http://www.curee.co.uk/node/3056
http://tinyurl.com/onk7329
What this and other findings look like innovation at Wroxham School

- Whole school council
- Staff and pupils review curriculum every 12 weeks
- Pupils identify key interests/contexts for learning
- Staff map this onto the National Curriculum and develop schemes of work with specialist support
- Senior leadership identify and remove barriers to staff learning/curriculum realisation
- Teachers spot and remove barriers for pupils
- Innovation projects often the key curriculum driver
- Careful monitoring by Senior Leadership Team (SLT)
An example of innovative school and curriculum design Wroxham School
• Work with an artist on a sustainability project using rubbish from around the school to create a “driver”
• Working with an author on a reading environment
• [http://tinyurl.com/pty2pcq](http://tinyurl.com/pty2pcq)
Made warm and manageable – with support from science, maths and technology projects in partnership with engineers
Innovation at Wroxham School

- New library as both project and curriculum context
- Pupils and staff worked with artists, authors, engineers, soft furnishers and sign writers to set and realise a vision for a new learning space over the course of 18 months
- Curriculum content, key concepts, skills/ways of thinking and processes embedded in the project activity and anchored, via collaborative planning, at multiple levels and via tools
- Development was supported via workshops and coaching
- Monitoring was systematic *and* informal. EG coaching foci used to secure progression
Effective curriculum innovation – Other ingredients from the research reviews

- **Contextualisation** of learning - connections between the curriculum, **home** and **community**
- Enabling ALL pupils to experience **challenge** and recovery from mistakes/ failures from the start
- Structured **group work**/effective **talk** to secure access
- Cumulative, **formative assessment** in which **pupils** are **active partners**
- **Aligning** curriculum, subject knowledge and professional development
- **Flexibility** to promote depth of **conceptual development** and transfer of learning [http://tinyurl.com/ccrvc8q](http://tinyurl.com/ccrvc8q)
Components linked to innovation

Making links to contextualise the curriculum required schools and teachers to engage in model creativity in making links

Flexibility in curriculum helped connect concepts/ phenomena promoted depth in learning and developed the understanding of rationale/ theory: which enabled informed adaptation

Teaching and structuring collaboration / group work expanded perspectives and possibilities
Leadership of Curriculum Development depended on high quality Continuing Professional Development and Learning for teachers (CPDL) and was a powerful vehicle for it.

Here is a case study of a large, highly innovative secondary school where the deputy head leads the curriculum and uses CPDL as the key driver for change.

http://tinyurl.com/p74wazo
In effective curriculum development schools:

Leaders aligned Curriculum and professional development with informal accountability systems increasing ownership and the transfer of learning.

Curriculum development became embedded at scale via tools and resources, mediated via CPD.

Developing/refining tools for specific groups of pupils/contexts and matching them to individual needs was part of CPD.

Tools included rubrics to systematise thinking, e.g. ‘split screen thinking, templates, planning grids, audit tools, “habits of mind” for enacting core principles.”
Kenton an innovative secondary school
Corridor Art Work at Kenton
Art work at Kenton
Kenton – an innovative school

Key Stage 2/3 Transition Unit Based on
Kensuke’s Kingdom
by Michael Morpurgo
Kenton – an innovative school

The Seashore

(A) Match up the words below to the definitions in the crossword, then fill in the crossword.

stack • beach
cave • deposition • arch
groyne • transportation
shingle • cliff • erosion
coast • waves • tides • bay
headland • sand • seawall

Clues Across
2. An area of sand b.....?
4. Rock rather like a gateway in the water.
5. Where the land meets the sea.
9. High coastal rock face.
10. The depositing of beach material.
14. The movement of sand, shingle, etc to a different part of the coast.
15. Wall built to protect the land from the action of the sea.

Clues Down
1. Moving ridges of water - we see rolling onto the beach.
2. A concave area of beach between two headlands.
3. Area of land jutting into the sea.
5. A hollow in the rock face.
6. Grains of rock found at the seashore.
7. Man-made structures designed to prevent movement of sand.
8. Small stones.
11. The action of the sea wearing away rocks.
12. A column of rock standing in the sea.
13. The rise and fall of the sea resulting in two

(B) What makes the seashore a good HABITAT for these animals? Find out what the animals eat, and how they live and breed.

(C) Now try this...
Choose an animal that you have observed in its habitat. Make notes and write a report about why the animal is suited to its habitat...
Kenton - innovation driven through Continuing Professional development and Learning (CPDL)

- CPDL leader leads a Professional Learning Programme (PLP)
- PLP via 2 hour mixed sessions and approaches each Wednesday plus 3 full day sessions,
- Research and Development groups eg re making learning independent
- Extensive Masters level study
Kenton school

All PLP including research underpinned by video based co-coaching for all staff
- supported by trained co-coaching champions
- practical micro enquiry tools and resources to secure quality embedded in a research route maps that create a pathway through wider knowledge base

Staff choose activities, from varied programme, in context of specific goals and development projects
- Specialist expertise valued, evaluated and deployed
- Staff views valued and regularly researched too
http://www.curee.co.uk/block-content/route-maps-sample
Kenton school

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Effective CPDL - 8 Key Characteristics

- Use of specialist expertise especially via research evidence
- Peer support and professional dialogue rooted in evidence from experiments with new approaches
- Learning to learn from looking – focused enquiry/observation skills
- Using aspirations for pupils as a starting point
- Developing theory and practice side by side
- The development and use of professional learning/enquiry tools
- Pro-activity – professional learning done by teachers (within a table d'hôte menu)
- Leadership recognition and modeling

http://www.educationcounts.govt.nz/publications/series/251
Mirroring/ modelling innovation at every level

This evidence suggests that school and curriculum innovation need to model and mirror the innovation we want teachers to create for young people.

Teachers need a curriculum and pedagogy too.

What is sauce for the goose is sauce for the gander.

http://www.curee.org.uk/content/sauce-goose-learning-entitlements-work-teachers-well-their-pupils
Kenton – an innovative school

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Languages

We often want to communicate with others. If we cannot speak at all or simply cannot speak the other person’s language, we have to find a different way of communicating with them. This could be by making particular noises, facial expressions, or gestures with parts of our body. In Chapter 5 when Michael met Kensuke for the first time, he realised that he had no idea what Kensuke was saying to him. Michael thought it sounded like Chinese or Japanese. However, he did know that Kensuke was agitated and angry with him.

Can you draw some expressions on these faces to show how the people are feeling?

Happy  Sad  Angry  Puzzled  Bored  Surprised

Write a sentence explaining how you would use your hand(s) to give these messages:

Pleased to meet you.

____________________________________________________________________________________

Come here, please.

____________________________________________________________________________________

Look at that!

____________________________________________________________________________________

Stop!

____________________________________________________________________________________

Quiet please!

____________________________________________________________________________________

You shouldn’t do that!

____________________________________________________________________________________

Goodbye.

____________________________________________________________________________________

Now try this...

Make some strange faces by cutting out facial parts from pictures in magazines and sticking them together as a new face. Use an “Additional Page” at the back of the booklet.
Kenton – an innovative school

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Kenton – an innovative school

Respond Creatively to Briefs

**Design Brief**
When young children go to bed at night they often like the light on, this is because they are afraid of the dark. This is expensive solution to the problem and can also prevent other children getting to sleep.

A local retail store specialising in children’s toys has asked you to design a product which will provide a small source of light to comfort children afraid of the dark.

Your design must meet the following requirements: appeal to young children, a simple design, battery powered & meet Health & Safety

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Task: Write out your Design Brief below

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**Learning Outcomes**

- Develop question answering SKILLS - Cover a range of points.
- SOME answers cover 2 different points
- Develop question answering SKILLS - Justify your points.
- SOME answers contain an explanation.
- Literacy - WRITING: Develop, Spelling, Punctuation, Terminology & Grammar
- FEW errors, excellent use of “T.G & P.”
- Project research considerations
- Start to link sections and paragraphs together using different connectives. Use the literacy ladder to climb to level 4.

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**Progress Step 3 - Level 5**

Develop question answering SKILLS - Cover a range of points.
- MOST answers cover 2 different points
- Develop question answering SKILLS - Justify your points.
- MOST answers contain an explanation.
- Literacy - WRITING: Develop, Spelling, Punctuation, Terminology & Grammar
- SOME errors, good use of “T.G & P.”
- Use lots of different connectives to link ideas and make sure paragraphs follow on from each other. Use the literacy ladder to climb to level 5.

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**Progress Step 3 - Level 6**

Develop question answering SKILLS - Cover a range of points.
- ALL answers cover 2 different points
- Develop question answering SKILLS - Justify your points.
- ALL answers contain an explanation.
- Literacy - WRITING: Develop, Spelling, Punctuation, Terminology & Grammar
- FEW errors, excellent use of “T.G & P.”
- Check your own work to correct common spelling mistakes and grammar. Use the literacy ladder to climb to level 6.

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**Reflection**

The level that I think I have achieved is:

Because...

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**What you’ve done well**

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**To improve you need**

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**Pupil Comment**