

# A competence based curriculum: Opening Minds in action

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# Opening Minds Curriculum

- Competences for
  - **Citizenship** (*morals & ethics, social responsibility, diversity*)
  - **Learning** (*learning approaches, reasoning, creativity, positive motivation, key skills, entrepreneurship*)
  - **Managing information** (*research, reflection*)
  - **Relating to people** (*leadership, teamwork, coaching, communication, emotional intelligence, self-management*)
  - **Managing situations** (*coping with change, feelings and reactions, risk taking*)



# Aims of research

- Connections between planning and delivery for Opening Minds lessons and achieving an outstanding lesson
- Ways schools can best assess the development of competences



# Participating schools

- RSA Academy, Tipton
- Oasis Academy, Enfield
- Capital City, Brent
- Kingsbridge, Devon
- Whitley Academy, Coventry



# Observed features of effective teaching

- Beginning of the lesson
  - clarification of key terms and foci for the lesson
  - reference to progression frameworks relevant to skills / content of the lesson
  - student contribution to formulating their own success criteria.
- During the lesson
  - activity in which students take increasing control to lead their own learning
  - feedback to students on their progress towards achieving success criteria
  - progression through a combination of engagement with questions/problems, and providing new knowledge and information
- At the end of the lesson
  - students assess their own progress in lesson against criteria
  - students review what they have learned in the lesson.



# Effective teacher behaviours

- Reminded students during the lesson of the skills they were developing
- Ensured all students were participating
- Praised positive behaviour
- Took opportunities to reinforce previous learning/knowledge.

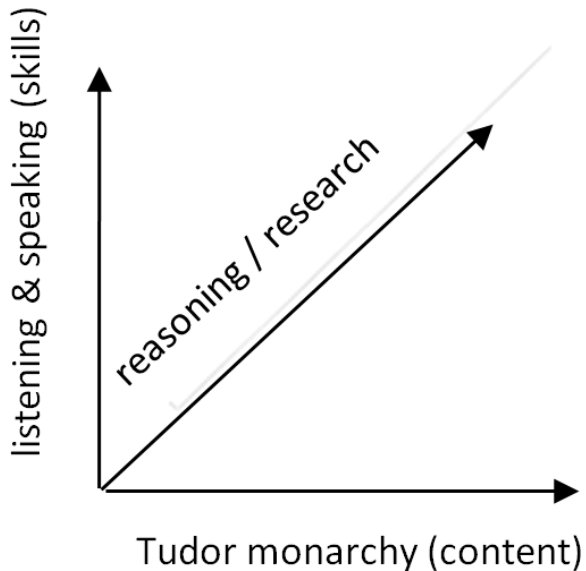


# What students asked for

- Introducing activities to make learning more visible, for example displaying the outcomes of all students work on the white board for comparison
- Reinforcing learning, by ensuring students encountered the same subject content several times in a lesson through different activities.



# OM framework & planning for skills and content



## Tudor monarchy (content) / Managing Information and Learning (competences)

- speaking and listening skills – important for students to successfully engage in collaborative activity to develop philosophical questions
- research skills – important for students to access information from source documents
- reasoning skills - important for thinking originally and creatively about the significance of new subject content
- knowledge about the Tudor monarchy.





# Implications for professional development

- Getting the right balance between content and skills: *'we only kind of scratched the surface, I didn't really learn that much'*
- Identifying competences where practitioners feel confident about teaching and developing skills and knowledge where they don't
- Holding their nerve when pressure is on content delivery – e.g before high stakes exams





# Assessment frameworks as an aid to professional and student learning

- supported teachers' understanding of and confidence in developing competences
- provided a language so students understood competences and could articulate their progress
- supported cross-curricular learning – teachers in different departments were referring students to skills development happening across the school



# Some implications for schools

- Video capture - a powerful tool for professional learning
- AfL techniques to support effective learning: target-setting, self- & peer-assessment of skills development as well as content
- Assessment frameworks as a professional as well as student learning tool





# Thank you for your time

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