

LEADING THE INTRODUCTION OF NEW SYLLABUS DOCUMENTS

Thoughts for the Day

Too often in education, debates about what's best for students pitch one idea, teaching strategy, or curriculum agenda against another. These debates convey simplistic ideological battles (on both progressive & conservative sides) when the realities of teaching are far more complex.

We want students to have a positive experience of learning and to leave school thoughtful and informed. Improving the quality of teaching in ways that respect the work of teachers and honour its complexity is key to lifting student outcomes.

Jenny Gore, Education HQ, February 7 2022

Thoughts for the Day

Education is the worst profession for false dichotomies. Great teachers have always used a combination of teacher and student-centred approaches as we found in our study of successful secondary teaching in the 1990s.

- Stephen Dinham, Twitter, 9th February, 2022

THE ROLE OF THE PRINCIPAL IN UPDATING CURRICULUM WITH NEW SYLLABUS DOCUMENTS

What will be important to you as you're introducing new curriculum documents to your school?

What have you learnt previously about curriculum implementation?

LOOKING BACK AT PREVIOUS PTT WORKSHOPS



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T4, 2018: How do you teach general capabilities and ensure the thinking of each subject area is honoured?

Harlen: Working Towards Big Ideas

Curriculum content, pedagogy and assessment – three key components of students' educational experience that influence their learning – are not independent of each other, but closely interrelated.

In consequence, we need to consider implications for all three elements when we review and revise any one of them.

Finkel: Address to Annual Conference of Science Teachers

Think of it like a garden trellis. Your subject or discipline gives you structure as you grow. Then you have the capacity to branch out.

Without the trellis, you're just ground cover sprawling out in all directions, no matter how good the soil or how much love your parents pour in.

T1, 2019: Create Guiding Principles for Curriculum at Your School.

Mehta and Fine: Students at the Centre

Deeper learning often emerges at the intersection of mastery, identity and creativity

Willingham: Knowledge Matters: Restoring Wonder & Excitement to the Classroom

Students need deep knowledge of a subject in order to think creatively or critically about it. There are no shortcuts to expert thinking. To “think like a scientist”, a student must know the facts, concepts and procedures that a scientist knows.

OECD Education 2030

We are committed to helping every learner develop as a whole person, and fulfil his or her potential to help shape a shared future built on the well-being of individuals, communities, and the planet
Broader goals:

- Individual and collective well-being*
- Learner agency: Navigating through a complex and uncertain world*
- Competencies to transform our society and shape our future*

T2,2019: Curriculum Bringing it All Together.

Creating Community: The Benefits of a Shared Curriculum

A curriculum allows schools to uphold things of importance and beauty. We do no favour by pretending that all texts are equal, all opinions are equal, all writing is wonderful and everyone is a poet; it quite simply is not so.

Just as a curriculum brings people together, it makes room for solitary thought. Teachers need time to plan and think alone as well as with others.

Brookhart: Looking for a Worthwhile Lesson

Is today's lesson a part of a learning trajectory that leads to important curricular outcomes?

The initial question leaders should investigate is this: Should students be learning this today?



YOUR COMMITMENTS

PRINCIPAL THINK TANK
TERM 2, 2019



My Commitments

- I am committed to going back to my school to place curriculum on the agenda and explore the BIG IDEAS in a curriculum area with execs first, then staff.
- This is to back up my statements that teachers have permission to FOCUS on key concepts and big ideas.
- As a result staff will have clarity for collaborative planning
- I will develop our school's principles for curriculum and ensure that these are shared and known
- Understanding OUR way



MY PRINCIPLES FOR CURRICULUM

- All areas of the curriculum are valued
- KLAs are taught through the lens of the discipline
- Students' needs, interests, background knowledge & diversity are reflected in learning experiences
- Students are challenged by task rigour
- Assessment is integral to teaching & learning and is embedded into programs
- KLAs are explicitly linked across learning areas where possible

- Share the professional readings from the PTT regarding the key principles of curriculum eg OECD document
- Strategically plan with executive
- Use an ongoing reflection of the learning journey
- Teachers design units to teach the key concepts
- Embed:
 - What are the big ideas? Highlight a key concept
 - Formative assessment – questions to assess conceptual understanding
 - Rich, quality tasks
 - Culture of thinking



- Leading the executive team through a process of deep conceptual thinking about curriculum culminating in “Five Principles for Curriculum” for our school
- Sharing the OECD reading with staff and discussing at an Admin meeting. Each staff member to choose an action from it.
- Creating an infographic of the OECD reading for parents
- Planning some key concepts in Maths with the exec team and beginning with some assessment tasks of conceptual reasoning.



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- Executive do the readings
- Discuss and share curriculum dilemmas we have experienced
- Explore the big ideas in a minor KLA
- Investigate ways of assessing the big ideas

