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Module 5: Curriculum Design and Development

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As the MFLPR 2016 states: “Detailed planning of all stages of the modern language course is … a prerequisite to success”. (3.1)
Teachers know that well-planned, logically sequenced Schemes of Learning that give pupils opportunities to practise, consolidate, revisit and use language to create meanings that matter to them are the most effective in achieving successful learning outcomes.
This module will explore effective planning that embeds phonics, vocabulary and grammar and supports memorisation whilst avoiding cognitive overload.

Before we begin: Self-assessment

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Watch the introductory video from Director of NCLE, Bernardette Holmes.

4 minutes

Organise the key terms and concepts mentioned by Holmes in the video into two lists:

I am confident with these concepts/terms and their application in my classroom/teaching context	I am aware of these concepts/terms but would like to develop my confidence with their application in my classroom/teaching context

Cognitive load theory	Iterative process	Building on prior knowledge
Motivational theory	Spiral Curriculum (Bruner, 1960)	Zone of proximal development
National Curriculum requirements	Sequencing of curriculum content	Hypothesising/taking risks with language
Specifications from awarding exam bodies	Distributed spaced practice	Applying language to meaningful new contexts

Group discussion of key concepts and terms

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Organise the key terms and concepts mentioned by Holmes in the video into two lists:	
I am confident with these concepts/terms and their application in my classroom/teaching context	I am aware of these concepts/terms but would like to develop my confidence with their application in my classroom/teaching context

5 minutes

Cognitive load theory	Iterative process	Building on prior knowledge
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An iterative process of curriculum design and development

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In this module, you will engage with different notions of what educational curricula are, the relative merits of traditional and progressive approaches, around which subjects, disciplines or fields they are designed, and towards which aims and content educational curricula should drive.

7 minutes

Silent survey:
How would you characterise your current curriculum at:

- Key Stage 3
- Key Stage 4
- (Key Stage 5)

- If your Hub maintains links with feeder primary schools, you could evaluate the curriculum for Key Stages 1 and 2.

(Manyukhina and Wyse, 2019)

<u>Knowledge-based curriculum:</u> The dominant emphasis is on knowledge e.g. explicit approaches to teaching vocabulary, grammar and phonics

<u>Skills-oriented curriculum:</u> Skills, particularly in relation to applying knowledge, are an important consideration, with knowledge remaining an important element e.g. application of integrated skills approach to acquire language; applying metacognition to notice how language develops over time

<u>Learner-centred curriculum:</u> The dominant emphasis is on the learner, including lifelong learning and whole-person development; less desirable emphasis on knowledge e.g. applying aspects of Shulman's Taxonomy of Knowledge (1987) to meet language needs of learners in your teaching context

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1 minute

The purpose of learning a language is to….

- provide an opening to other c_____ and l_____ us from i_____.
- foster pupils' c_____ and deepen their understanding of the world.
- express our own i_____ and t_____ in another language and to u_____ and r_____ to other speakers.
- c_____ for practical purposes.
- learn new ways of t_____

The National Curriculum for Languages (DfE 2014)

National Curriculum for Languages

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The purpose of learning a language is to….

- provide an opening to other cultures and liberate us from insularity.
- foster pupils' curiosity and deepen their understanding of the world.
- express our own ideas and thoughts in another language and to understand and respond to other speakers.
- communicate for practical purposes.
- learn new ways of thinking

The National Curriculum for Languages (DfE 2014)

Curriculum design: What is it and where do we start?

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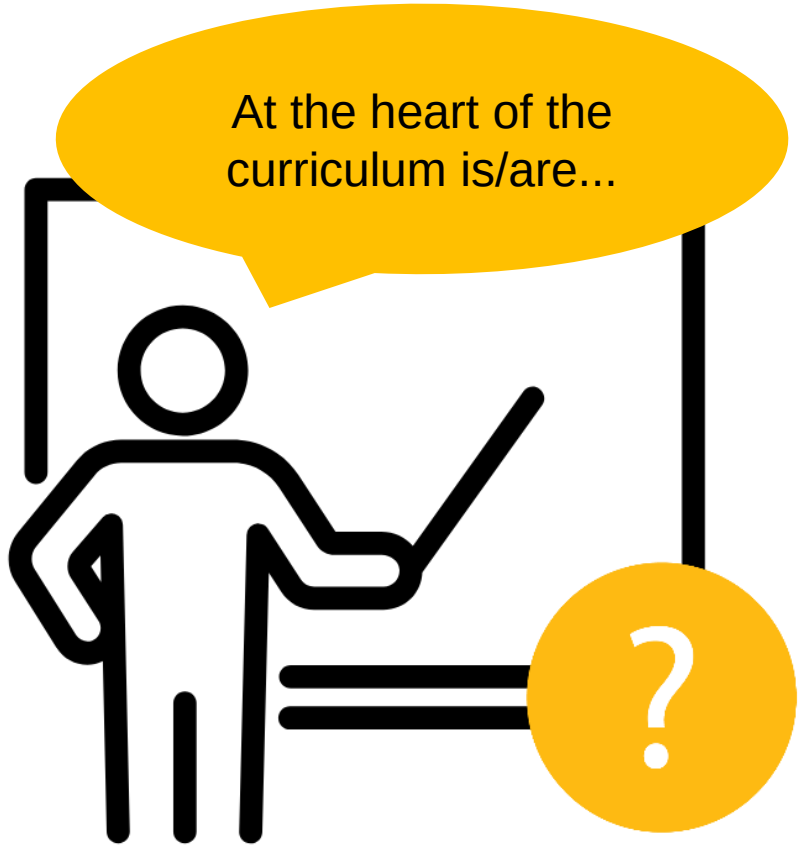

Created by Ridwan Hamdani from Noun Project

Curriculum design: What is it and where do we start?

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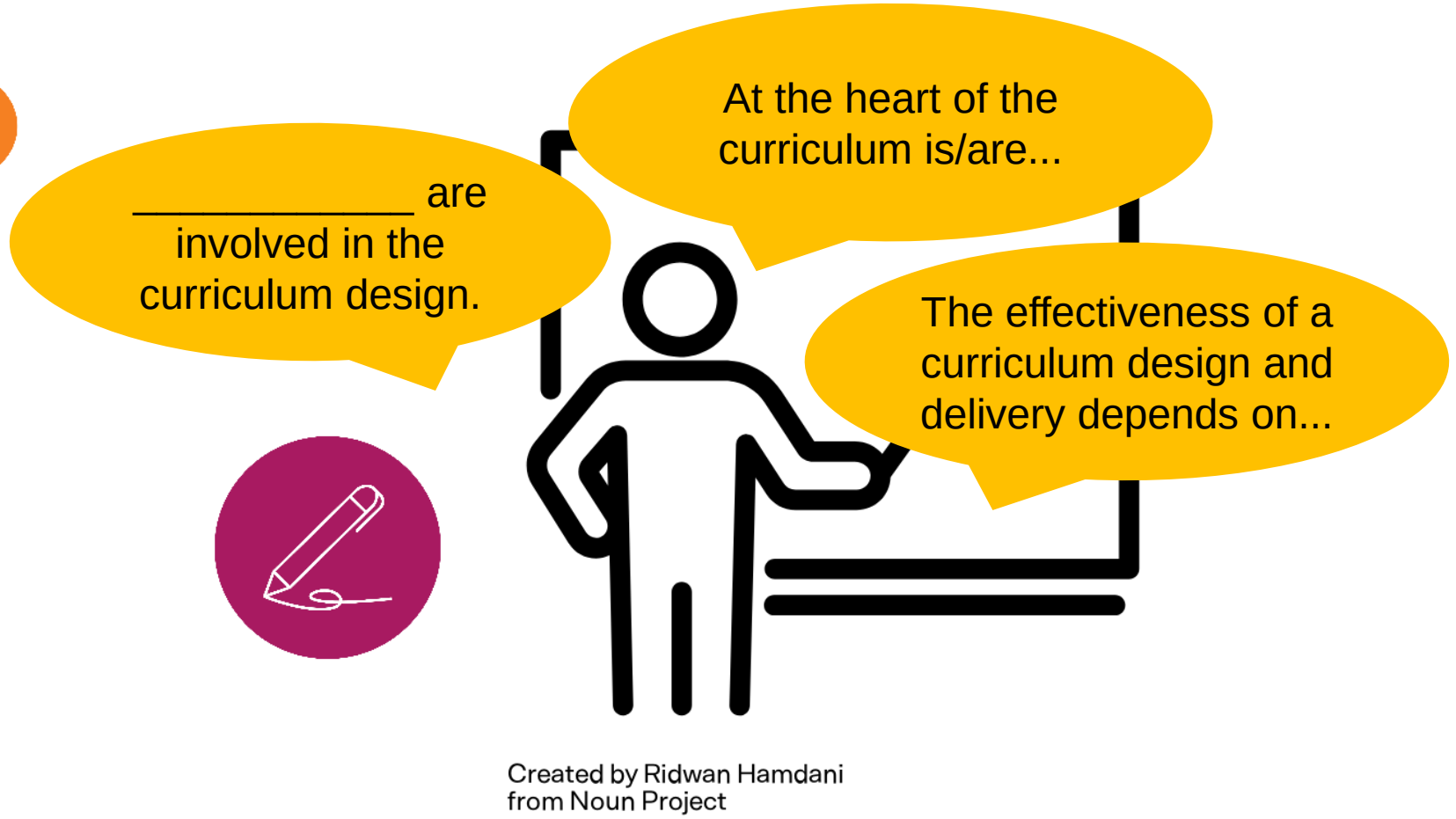
2 minutes

Listen to the session leader reading aloud a quote from curriculum specialist Tanya Riordan.
Use what you hear to complete the sentence starters in the speech bubbles.



Two theories of learning

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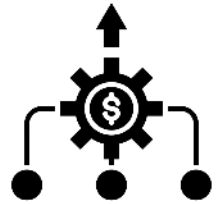
Cognitive Science of Learning

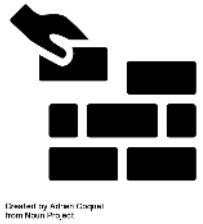
Consolidate

Created by Adinda Diah Pramesti from Noun Project

Engage



Created by Safaldin from Noun Project



Created by Adrien Coquet from Noun Project

Build

"Since teachers base their decisions about their teaching on their understanding of learning, a scientific understanding of the learning brain – and its development – can have practical benefits."

(Howard-Jones, 2017)

Social Constructivism and Cognitivism

Created by ircham from Noun Project

"Social Cognitive Theory posits that learning occurs in a social context with a dynamic and reciprocal interaction of person, environment and behaviour."

(Bandura, 1986)

Cognitive Science of Learning: Theoretical understanding

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Learners become _____ with a source of new knowledge prior to the _____ of new knowledge, and this new knowledge later undergoes _____, causing it to become more permanent, accessible and useful.

(Howard-Jones & Yau, 2018)

Engage

Consolidate

Build

Learners become engaged with a source of new knowledge prior to the building of new knowledge, and this new knowledge later undergoes consolidation, causing it to become more permanent, accessible and useful.

(Howard-Jones & Yau, 2018)

Fill in the gaps with the correct conjugation of the appropriate verb. You may also need to nominalise one of the terms.

1 minute

4 minutes

What are the various forms this 'new knowledge' could take?
Prompts for thinking: Three pillars, skills, competence, intercultural dimension

Cognitive Science of Learning: Practical application

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"[C]ognitive load theory asserts that learning is hampered when working memory capacity is exceeded in a learning task." (De Jong, 2010)

3 minutes

Engage

- Practise and rehearse new knowledge through compelling input
- Recognise patterns
- Develop automaticity through drilling of new language
- Use low stakes testing

Build

- Use novel and unfamiliar contexts
- Compete to stimulate neuromodulators
- Refer to prior knowledge to hypothesise meaning
- Diminish anxiety
- Draw on prior knowledge to develop new ideas
- Make links with previous experience through input and visual aids

Consolidate

- Make links with prior language through skills
- Extend ideas with greater detail
- Comomunicate in a culture of non-punitive error correction
- Develop automaticity through integrated skills approach

Cognitive Science of Learning: Practical application

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Cognitive Science of Learning: Practical application

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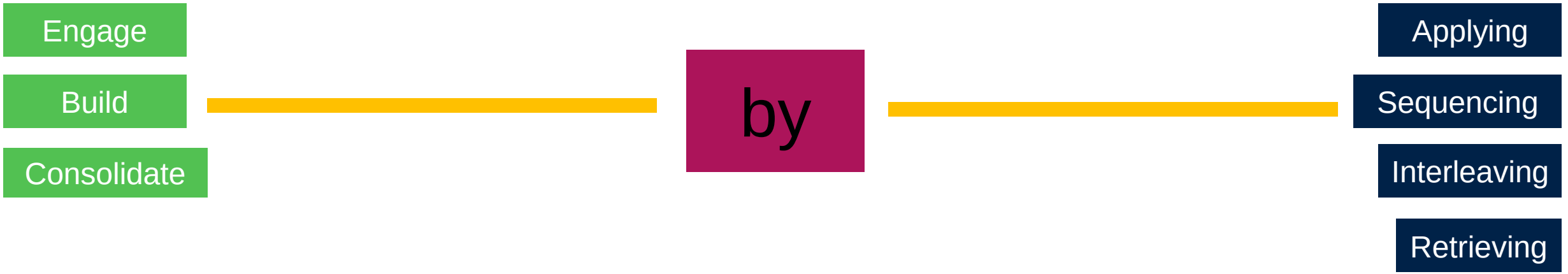
"[C]ognitive load theory asserts that learning is hampered when working memory capacity is exceeded in a learning task." (De Jong, 2010)



Run this activity online here

5 minutes

Social cognitivism & constructivism: Theoretical understanding

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2 minutes

Zone of proximal development (Vygotsky, 1978) is the gap that...	
A	exists for an individual between what they are able to do alone and what they can achieve with help from someone more knowledgeable or skilled.
B	exists for an individual between what they have learned and not yet acquired.
C	exists for an individual between what they are able to do alone and what they are interested in learning.

When a task is sufficiently scaffolded, this should enable a learner to...	
A	engage more easily with learning and find greater confidence.
B	rely completely on the support provided and make progress.
C	solve a problem, carry out the task or achieve a goal usually beyond the child's unassisted efforts.

An individual's belief that they are the agent of their own outcomes means...	
A	they are self-regulated and can independently reflect on how they reached these outcomes.
B	they are self-regulated and no longer require scaffolding or expertise for support.
C	they are self-regulated and will always draw on their own prior knowledge to facilitate their success.

Social cognitivism & constructivism: Practical application

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3 minutes

Cooperation

- Prompting learner metacognition when developing a spoken or written sentence
- Learn in pairs and assigning roles to support one another
- Verbalise expert thinking for learner
- Use target language to interact, praise, reward and challenge

Language learning strategies

- Using authentic material to challenge and motivate learners
- Instruct learner to search for cognates to unlock meaning of text
- Demonstrate clear thinking and positive approaches to task
- Recycling language through different contexts

Scaffoldng

- Focus on the processes of learning how to summarise a passage
- Ask for verbal input from learners to hypothesise meaning of text
- Think aloud when constructing written response

Modelling

- Learn in groups and assigning roles to support one another
- Insert tactical pauses in an audio recording for initial sentences
- Provide a sentence starter for learner and then step back

Social cognitivism & constructivism: Practical application

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- Learn in groups and assigning roles to support one another
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- Think aloud when constructing written response

Implications of Bruner's Spiral Curriculum (1960) for planning

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This diagram is retrieved from your module on Principled Practice. Retrieve your knowledge of the spiral curriculum to fill in the labels on the y axis and the boxes on each of the four pillars.

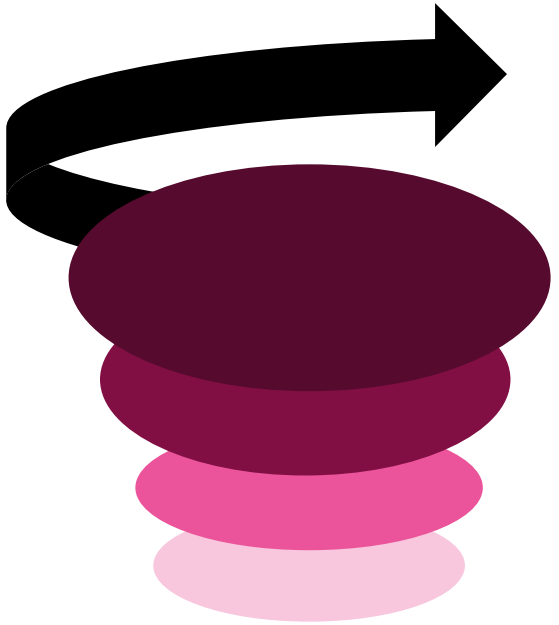
3 minutes

Conceptual, linguistic and cultural schemata:

Grammar:

Vocabulary:

Phonics



Relevance and Salience:
age, culture, experience and full linguistic repertoire (plurilingualism/ social agency)

Breadth

Range

Implications of Bruner's Spiral Curriculum (1960) for planning

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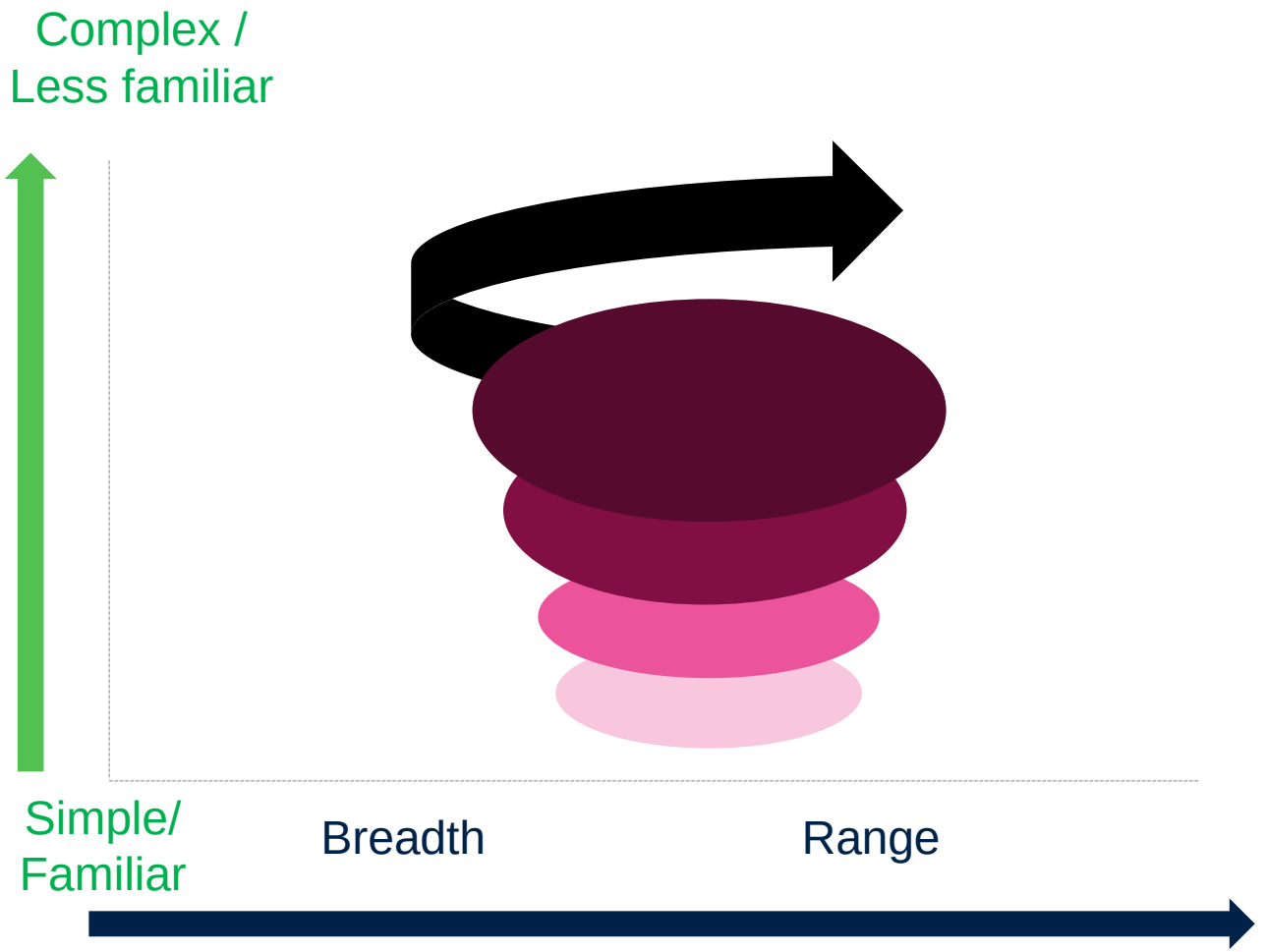
Certain parameters for progress can be derived from the spiral curriculum framework

Conceptual, linguistic and cultural schemata:
Progressing from the known to the unknown

Grammar:
From simple to complex in grammatical terms

Vocabulary:
High-frequency to low frequency

Phonics
Familiar and similar to less familiar or new



Relevance and Salience:
age, culture, experience and full linguistic repertoire (plurilingualism/ social agency)

How Bruner (1960) informs our work on curriculum development

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Bruner focuses not only on the need to introduce topics earlier but also on the nature of this early instruction; that it should resonate with the child and that it might be 'more intuitive' and 'not threaten'. In other words, the content needs to be pitched at the right level for the child.

Read the statement above. Write some ideas on how Bruner's (1960) concept relates to at least two of the areas below. How does one area inform the other?

10 minutes

Cognitive load theory	Iterative process	Building on prior knowledge
Motivational theory	Sequencing of curriculum content	Zone of proximal development
National Curriculum requirements	Distributed spaced practice	Hypothesising/taking risks with language
Specifications from awarding exam bodies	Social constructivism and cognitivism	Applying language to meaningful new contexts

Key takeaways from the session

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5 minutes

<u>My reflection form:</u>

The role I play in designing and developing the curriculum is...

Two key theories of learning which should underpin our curriculum design approach are...

Learners are social agents. Therefore, their development, needs and experience must inform our curriculum because...

Our language curriculum for our teaching context should reflect...

<u>Collate any key ideas from the session and write notes as a reminder.</u>

Suggested Break/ End of Session 1

Consolidate by exploring training foci

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Welcome to the second half of your training on Curriculum Design and Development!

5 minutes

Before we begin, read through the four 'Know how to...' Statements from NCLE, which will shape this part of your training. Connect your notes from the first half of the training to each of the statements. Write notes or discuss with a partner.

Choose and sequence items to be taught and set them out logically so that learners can navigate and acquire the language and build and apply their linguistic knowledge over time (Bruner's Spiral Curriculum 1960).

Develop, practise and revisit skills and strategies to support a learner's metacognition, and manage cognitive load, using spaced practice, interleaving and retrieval practice.

Select learning materials which are appropriately challenging and motivating for all learners, reflecting their needs and interests, as appropriate.

Underpin curriculum design with a structured approach to knowledge about language drawing on literacy in the first language, normally English, and any other languages spoken by the learners, making use of their full linguistic repertoire.

Build by retrieving definitions of key terms

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Match the key term with its definition. Afterwards, reflect on the critical question below.

4 minutes

1	Constructivism	A	subconscious knowledge about the target language that is accessed by the learner during communication
2	Explicit L2 knowledge	B	the classroom practice of drawing language from the learners as opposed to providing it
3	Implicit L2 knowledge	C	a curriculum model in which topics are revisited at multiple points throughout the learning journey, starting with simpler concepts which are a built upon each time the topic is revisited.
4	Spiral curriculum	D	a theory of education which assumes that learners develop knowledge by actively engaging with the world and other people
5	Eliciting	E	conscious knowledge about the target language that can be readily described by the learner

How do all of these concepts play a role in how we shape our curricula and schema of learning? Explain your answer.

Planning a curriculum that engages and motivates learners

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2 minutes

Listen to the clip, featuring Bernardette Holmes and curriculum specialist Tanya Riordan.

Which of the terms in the green box are mentioned? Circle or tick them on your piece of paper.

- Independence
- Enjoy
- New cultures
- Inclusive
- Motivates
- Progression
- Cultural
- Linguistic repertoire
- Interests
- Celebration
- Multilingualism
- Inspires
- Belief
- Interaction
- New countries
- Sequencing
- Real communication
- Agents
- New languages
- Novel

Try and jot down separately how these terms are heard in the audio in context. To what extent do the terms relate to engagement and motivation of learners? Of teachers? Both?

Shulman's taxonomy of teacher knowledge (1987)

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Content Knowledge

knowledge of subject matter and its organising structures

General Pedagogical Knowledge

knowledge of principles and strategies for supporting and fostering learning that go beyond subject matter

Curriculum Knowledge

familiarity with the topics and issues that have been and will be taught in the same subject area during the preceding and later years in school

Pedagogical Content Knowledge

a combination of content and pedagogical knowledge that is needed for teaching a subject

Knowledge linked to our learners

Knowledge of Learners

and their backgrounds, needs and interests

Knowledge of Educational Contexts

from the workings of the group or classroom to the governance of the school, to familiarity with the wider community

Knowledge of Educational Aims

purposes and values and their historical and philosophical foundations

7

types of teacher knowledge

Designing the curriculum to meet learner needs for all

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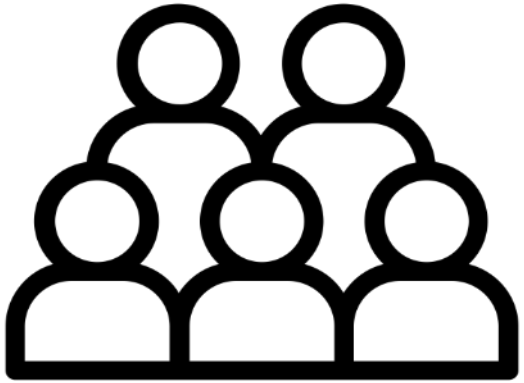
10 minutes



Created by Adrien Coquet from Noun Project

Knowledge of Learners

Examples:

Hobbies, interests (academic and extracurricular), additional needs, learning needs e.g. areas of success and areas for development, linguistic background, travel experience

Knowledge of Educational Contexts

Examples:

Communities within the area of school, social, economic and political issues of the community, local authority, academy or independent provision

Knowledge of Educational Aims

Examples:

Department ethos, curriculum statement of intent, whole-school priorities, social and educational policy

Designing the curriculum to meet learner needs for all

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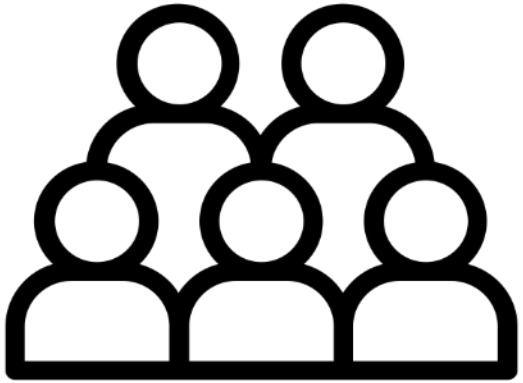
Knowledge of Learners



Created by Adrien Coquet
from Noun Project

Knowledge of Educational Aims

Knowledge of Educational Contexts

Shulman's taxonomy of teacher knowledge (1987)

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Fundamental knowledge for all teacher-practitioners

Content Knowledge

knowledge of subject matter and its organising structures

General Pedagogical Knowledge

knowledge of principles and strategies for supporting and fostering learning that go beyond subject matter

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familiarity with the topics and issues that have been and will be taught in the same subject area during the preceding and later years in school

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purposes and values and their historical and philosophical foundations

7

types of teacher knowledge

Designing the curriculum to meet learner needs for all

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Content Knowledge

Examples: Current unit of study, key learning questions, key language

10 minutes

Created by InYoung Park from Noun Project

Curriculum Knowledge

Examples: Key learning question and units of language and when/how these will be revisited in futrue units or in coming years of language study

General Pedagogical Knowledge

Examples: A pupil's interest in filmmaking could inform the range of learning tools and audiovisual material used to engage and motivate

Pedagogical Content Knowledge

Examples: Developing opinions about media through a trip to the cinema in a target language country and asking learners to become cinema critics

Designing the curriculum to meet learner needs for all

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Content Knowledge

Curriculum Knowledge

Created by InYoung Park from Noun Project

General Pedagogical Knowledge

Pedagogical Content Knowledge

What motivates your students? Self-evaluation tool

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- What is interesting and novel to our students?
- What is relevant to today's generation?
- How can we encourage interaction for real communication in the classroom?
- What choices can you offer your students to develop independence?
- Why is a multilingual identity important?

Created by emkamal kamaluddin from Noun Project

Learners are engaged in their language learning through material which is:

- Interesting and novel
- Relevant
- Exemplifies real communication
- Competence-driven
- Challenging
- Autonomy-driven
- Supportive of their plurilingual identity

Created by Dicky Prayudawanto from Noun Project

What motivates you as teachers? Self-evaluation tool

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- How independent and creative is your mind?
- Do you strive for intellectual challenge?
- Think carefully about your school context and environment and identify what sets it apart from others
- What knowledge do you have of your students?
- Are you part of a learning community?

Created by emkamal kamaluddin from Noun Project

Teachers are motivated to engage with and inspire within their role when they have:

- Independence/Creativity
- Intellectual challenge
- Context and Environment
- Knowledge of students
- Learning Communities

Created by Dicky Prayudawanto from Noun Project

Scheme of learning: Establishing fundamental truths

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Sometimes, when the teacher proceeds with the content as set out in the scheme of learning...

A good scheme of learning adapts...

A scheme of learning must account for the learners'… and provide adequate...

A teaching syllabus is not the same as a...

A good scheme of learning responds to...

Learning is an _____ process, meaning that a scheme of learning should...

You are going to watch a video featuring the NCLE director, Bernardette Holmes, discussing the question, 'Is a scheme of learning ever static?'

Before doing so, work in pairs to complete as many of the statements above.
We will share some ideas before proceeding to the clip.

5 minutes

Scheme of learning: Establishing fundamental truths

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5 minutes

Watch the video from Bernardette Holmes.

Compare Holmes' key points about a scheme of learning with your sentences from the previous exercise. How closely do your messages align?

A teaching syllabus is not the same as a testing syllabus.

A good scheme of learning responds to the learners in front of us.

A good scheme of learning adapts to the learners' interlanguage and their needs.

A scheme of learning must account for the planned progression and provide adequate challenge and support.

Sometimes, when the teacher proceeds with the content as set out in the scheme of learning, model drift can occur because learners are not at the same level.

Learning is an iterative process, meaning that a scheme of learning should reflect the changes, adaptations and enhancements made to suit the teaching context.

Reminder: Rationale for a TL Culture

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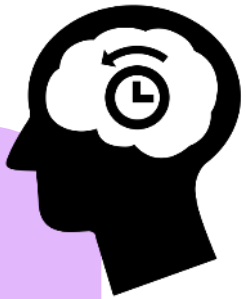

Created by Alex Tai from Noun Project

"Teachers' use of the target language should be carefully planned within the scheme of work. It should support and complement the scheme of work and build systematically on learners' prior knowledge, reinforced by English when needed. Activities that are led in the target language, if appropriately planned, are likely to help embed knowledge in the long-term memory, support practice and recall, and help pupils to respond to language in meaningful ways."

(Ofsted's Curriculum research review for languages, 2021)

Time to put it all together!

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?	?	?	?	?
		?		

25 minutes

This is only the beginning…

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KEEP THIS WORK SOMEWHERE SAFE!

You will return to your work on curriculum design in future training sessions and packs.

Created by Azam Ishaq from Noun Project

5 minutes

<u>My reflection form:</u>

What are the priorities set out for our collective work on curriculum design?

At the heart of our curriculum is/are...

What can I do in the short-term, medium-term and long-term to act on the key points from this training?

I would like support from...

What are the principles and values which I would like to see reflected in our curriculum? How can I ensure these are underpinned by research?

References 1/2

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ευχαριστώ

Gracias

谢谢

Danke

Diolch

Fa’afetai

Bedankt

Dziękuję

Kiitos

Merci

Paldies

Tak skal du have

Ласкаво просимо

شكرًا لك

Teşekkürler

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