



Introduction to the Practical Support Materials



- A 3-year project to support curriculum realisation in Wales.

Phase 1

- Curriculum, Assessment, Pedagogy, Learning Progression.
- Approach to Co-Construction.
- Discussions with practitioners and education professionals.

Phase 2

- Co-Construction Group: Bringing together people from across the system.
- Complementary expertise, knowledge, skills and understanding.
- Deepen thinking about Curriculum for Wales.



- Met through a series of online and in-person events.
- Considered the opportunities and challenges ('knots') involved in realising Curriculum for Wales.
- This process involved working with:
 - Practitioner understandings and reflections
 - Theory and research



(1) Different understandings of Curriculum for Wales

- Co-construction participants understood Curriculum for Wales in different ways
- This resulted in different understandings of how to realise CfW in practice.
- Some of these understandings were more aligned than others with Curriculum for Wales as a purpose-led curriculum.
- 'I think it's safe to say that the journey to Curriculum for Wales has not been linear, has it? It's in every aspect, isn't it? You've been forward and you need to go back and revisit...' (co-construction participant)

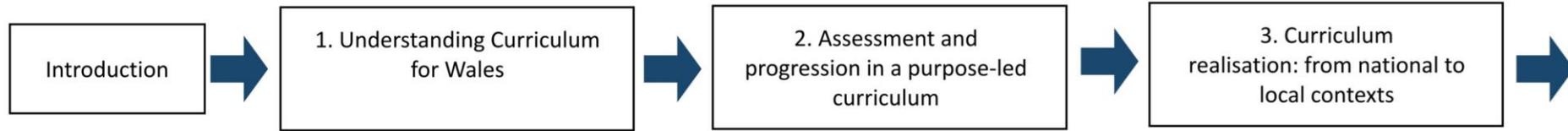


(2) The importance of the co-construction process

- The co-construction process enabled ongoing sense-making and supported the development of shared understanding.
- In considering what materials could be produced, participants wanted to support others in the system to experience a similar process of sense-making to support a shared understanding of Curriculum for Wales, Assessment and Progression.
- ‘Do we finish with a product, an example, a case study? Or do we finish with a process that professionals can engage in?’ (co-construction participant)



- The practical support materials shared here to support curriculum realisation.
- The materials were developed from the work and thinking of the co-construction group, plus international evidence.
- Materials that 'are reflective for [professionals] to take it away at all levels - for head teachers or senior leaders, heads of department - and to kind of look and say 'right, how is this working in our school? Are we thinking about that?' (co-construction participant)



Key Ideas	<p>Input: How do we understand Curriculum fro Wales?</p> <p>Input (Seminar 1): The process approach to curriculum and learning</p>	<p>Input (Seminar 2): Rethinking assessment: From measuring performance to supporting learning</p> <p>Input (Seminar 3): How do we understand progression?</p>	<p>Input: Curriculum realisation: International perspectives</p>
Exploring Further	Curriculum coherence	Learning & teaching or performance & instruction	<p>Interview with Associate Professor Jenny Poskitt</p> <p>Interview with Professor Chris DeLuca</p> <p>Interview with Kari Smith</p>
Thinking into Practice	Approaches to creating curriculum	Curriculum M.O.T.	<p>Co-Constructing Curriculum</p> <p>Communicating with Stakeholders</p> <p>Culture & Mindset</p>

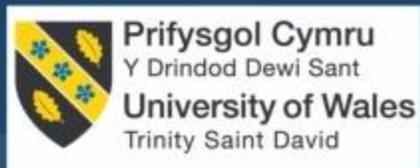


- Dolfing, R, Prins, GT, Bulte, AMW, Pilot, A, Vermunt, JD. Strategies to support teachers' professional development regarding sense-making in context-based science curricula. *Science Education*. 2020; 105: 127–165.
<https://doi.org/10.1002/sce.21603>



Camau i'r Dyfodol

Cynnydd Dysgu i Gymru | Learning Progression for Wales



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