

# Reading the research

The following guidance and questions aim to structure your reading and reflection of Chapter 3 of [Redesigning Schooling 3: Principled curriculum design October 2013](#). The reading has been broken down into seven parts, each focused on one of principles discussed. The questions listed are not exhaustive and the reading may prompt additional questions which you may wish to reflect upon or share with your mentor or other colleagues.

You can choose which questions you want to engage with and feel most pertinent to your context and teaching practice.

As you reflect on your reading, make notes using the [notes tab](#) in the navigation bar (or your own notebook). Select each of the tabs below to read through the principles.

## Balanced

Read pages 15-19 which explore the idea that curriculum design should be balanced. Think about your own school context and practice in relation to the following questions:

- Do you agree that for a curriculum to be broad and balanced, it is necessary to leave out important elements of the curriculum?
- Are there any elements of your curriculum that you think could be left out?

## Rigorous

Read pages 19-25 which explore the idea that curriculum design should be rigorous. Think about your own school context and practice in relation to the following questions:

- What are the powerful ways of thinking that are developed in your subject, or subjects within your phase?
- What 'habits of mind' do you aim to develop in your pupils?
- What does critical thinking mean in your subject or phase?

## Coherent

Read pages 25-28 which explore the idea that curriculum design should be coherent. Think about your own school context and practice in relation to the following questions:

- How deliberate are you in making connections between the different aspects of the curriculum:
  - a) within subjects?
  - b) across subjects?

## Vertically integrated

Read pages 28-32 which explore the idea that curriculum design should be vertically integrated. Think about your own school context and practice in relation to the following questions:

*"Every curriculum needs to have a clear model of what it is that gets better when someone 'gets better' at a discipline or subject."* p.28

- Does your curriculum have a clear model of progression in learning?
- How widely understood and shared is this model?

## Appropriate

Read pages 32-36 which explore the idea that curriculum design should be appropriate. Think about your own school context and practice in relation to the following questions:

- What is your experience of the degree of variation in the rate to which pupils learn in your classroom?
- How do you, and other colleagues, respond to this variation in your curriculum design?

## Focused

Read pages 36-39 which explore the idea that curriculum design should be focused. Think about your own school context and practice in relation to the following questions:

- What is your current level of understanding of the big ideas in your subject?
- Can you write down or articulate what these big ideas are?

## Relevant

Read pages 39-41 which explore the idea that curriculum design should be relevant. Think about your own school context and practice in relation to the following questions:

- What does it mean for pupils to have authentic experiences of your subject?
- To what extent do your pupils' have authentic experiences of your subject in your classroom and, if applicable, across the school more broadly?



## Over to you!

Click the link below to access the reading and begin:

[Redesigning Schooling 3: Principled curriculum design October 2013](#)

Once you have finished reading, consider what have you learnt from engaging with Chapter 3. Use the [notes tab](#) (or your own notebook) to record your key reflections.