

**Open schools, open curriculum: towards a Future 3
scenario [abstract only]**

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Knowledge in Education Symposium: Does curriculum matter?



Thursday 27th June 2019 13.00 – 15.30
Room 12.5.14, Charles Street Building

Programme

- 13.00 – 13.10 Introduction and context
13.10 – 13.50 Professor Elizabeth Rata: *The curriculum design coherence model*
13.50 – 14.30 Dr. Steve Kirk: *Seeing and interrogating knowledge practices in curriculum design*
14.30 – 14.45 Tea/Coffee
14.45 – 15.25 Dr. Richard Pountney: *Open schools, open curriculum: towards a Future 3 scenario*
15.25 – 15.30 Closing Remarks
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Abstracts

The curriculum design coherence model

Professor Elizabeth Rata, University of Auckland, New Zealand
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My presentation is about the Curriculum Design Coherence Model (CDC) developed with colleagues at the University of Auckland. I describe the Model's origins in a university Engineering project then move to a more detailed description of a current project being undertaken in the primary and secondary sectors by members of the Knowledge in Education Research Unit (KERU). I discuss the ideas about academic knowledge which inform the project before talking about the CDC Model itself. The model's purpose is to assist teachers to design courses that can accommodate the complex and interdependent relationship between concepts and content and between knowledge and skills. Its intended usefulness as a curriculum design tool may also contribute to teachers' pedagogical decision-making. The need for such a design tool is urgent in New Zealand, a country which has abandoned a national standardised curriculum with unintended and serious consequences.

Seeing and interrogating knowledge practices in curriculum design

Dr. Steve Kirk, Durham University, UK
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In a schools' context, curriculum is often imposed from above. In the HE context, however, research and teaching staff may well be largely responsible for their own course design. This design process involves a *recontextualising* of knowledge (Bernstein, 1990; 2000) into curriculum, through local selection, sequencing and pacing decisions. Seeing and understanding the *forms* that such curricular knowledge may take provides a basis for richer articulations of local disciplinary and educational values. Making curricular knowledge practices more visible can also facilitate more critical interrogation of the forms of learning

that may or may not be enabled by design decisions. This is likely to be important to ensuring that materials design facilitates desired student learning outcomes. This talk provides a case study illustration of teasing out macro- and micro-organising principles in a postgraduate programme in English for Academic Purposes (EAP). The approach is applicable to any course and curriculum, however. The analysis draws on the Semantics dimension of Legitimation Code Theory (Maton, 2014), a development of Bernstein's Code Theory.

Open schools, open curriculum: towards a Future 3 scenario

Dr. Richard Pountney, Sheffield Institute of Education, Sheffield Hallam University, UK
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In this presentation I will discuss the conditions for curriculum change in the UK in the context of the current debate on schools' futures. In 1967 Bernstein characterised change in education as a shift, respectively, from 'closed' to 'open' schools and a change in emphasis in some of the main features of the school. Drawing on a case study I will re-examine this conception of open schools in the light of an emerging case of innovation in curriculum and pedagogy at one school in South Yorkshire. Using Young and Muller's (2010) 3 Futures model of curriculum types as a methodological heuristic I will examine how teachers' curriculum work aligns with a Future 3 curriculum that claims to match a *teacher-* and *knowledge-led* curriculum with a *learner-engaged* pedagogy. This insight is powerful because it offers an alternative to the simplistic traditional versus progressive binary currently on offer to schools.

Bio-notes

Elizabeth Rata is a professor of education and the director of the Knowledge in Education Research Unit (KERU) in the School of Critical Studies in Education, Faculty of Education and Social Work at the University of Auckland. She publishes in the fields of curriculum knowledge, pedagogy, educational politics and policy, higher education, realist methodology, and ethnicity in education. Her most recent publication is 'Knowledge-Rich Teaching: A Model of Curriculum Design Coherence', to be published in the *British Educational Research Journal*, mid-2019.

Steve Kirk is Head of Academic Development for Students at Durham Centre for Academic Development. His most recent research focuses on curriculum enactment in English for Academic Purposes (EAP). Steve uses a social realist lens to look at materials design and classroom pedagogies, bringing this both to research and educational practice. He draws particularly on the work of Karl Maton and Legitimation Code Theory (LCT).

Richard Pountney is a principal lecturer in education at Sheffield Hallam University and a senior fellow of the Higher Education Academy (HEA). He teaches curriculum studies on the Masters in Education programme and was curriculum associate to the HEA Subject Centre for Sociology, Anthropology and Politics (CSAP), 2008-11. He was awarded a teaching fellowship in 2006 in recognition of his contribution to learning and teaching in the university. He researches the design of the curriculum and teachers' professional learning, and his most recent publication is 'Crossing Boundaries: exploring the theory, practice and possibility of a future 3 curriculum', *British Educational Research Journal*, 2019.