

A Value Driven Curriculum

A principled approach to supporting children's learning and development within the revised EYFS

Jan Dubiel
September 2020

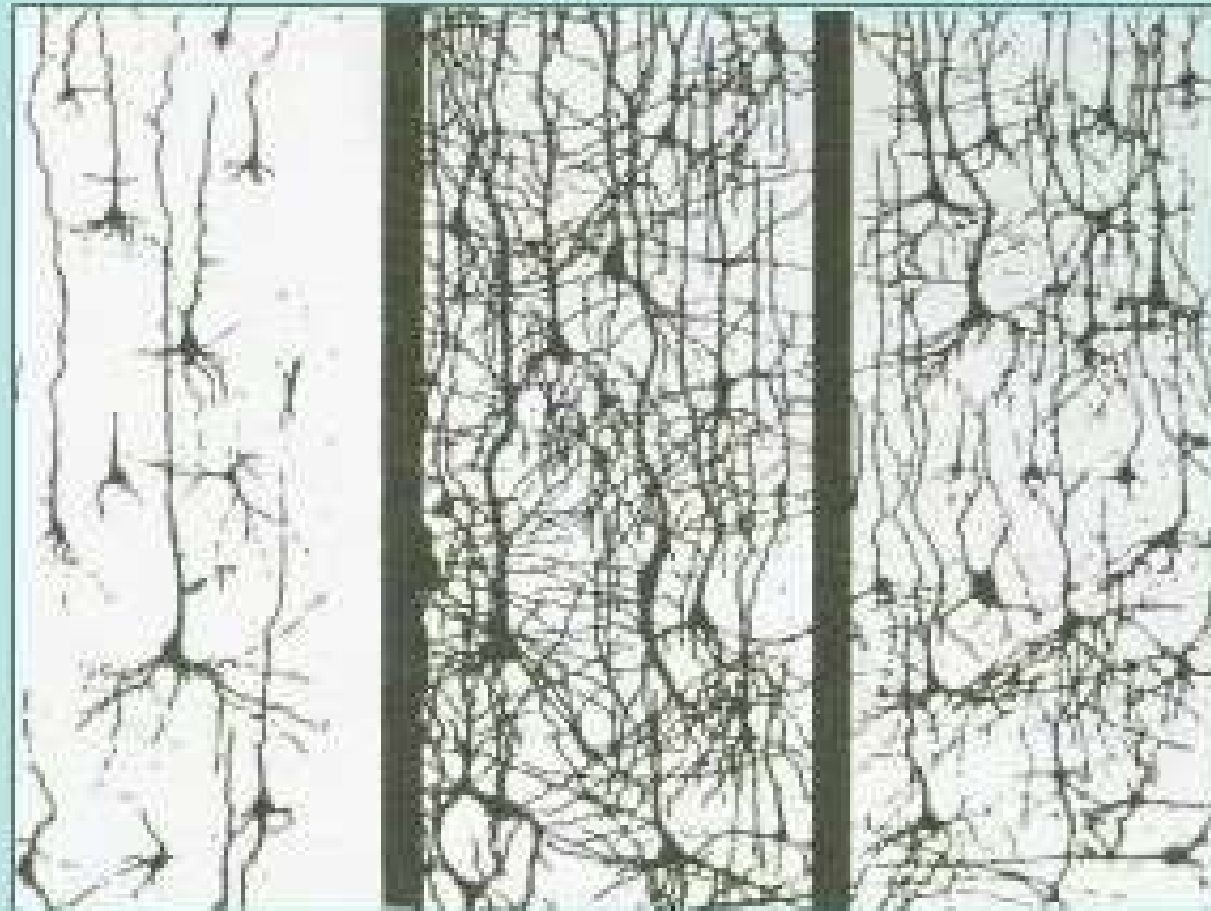


Synaptic Density

At birth

6 years old

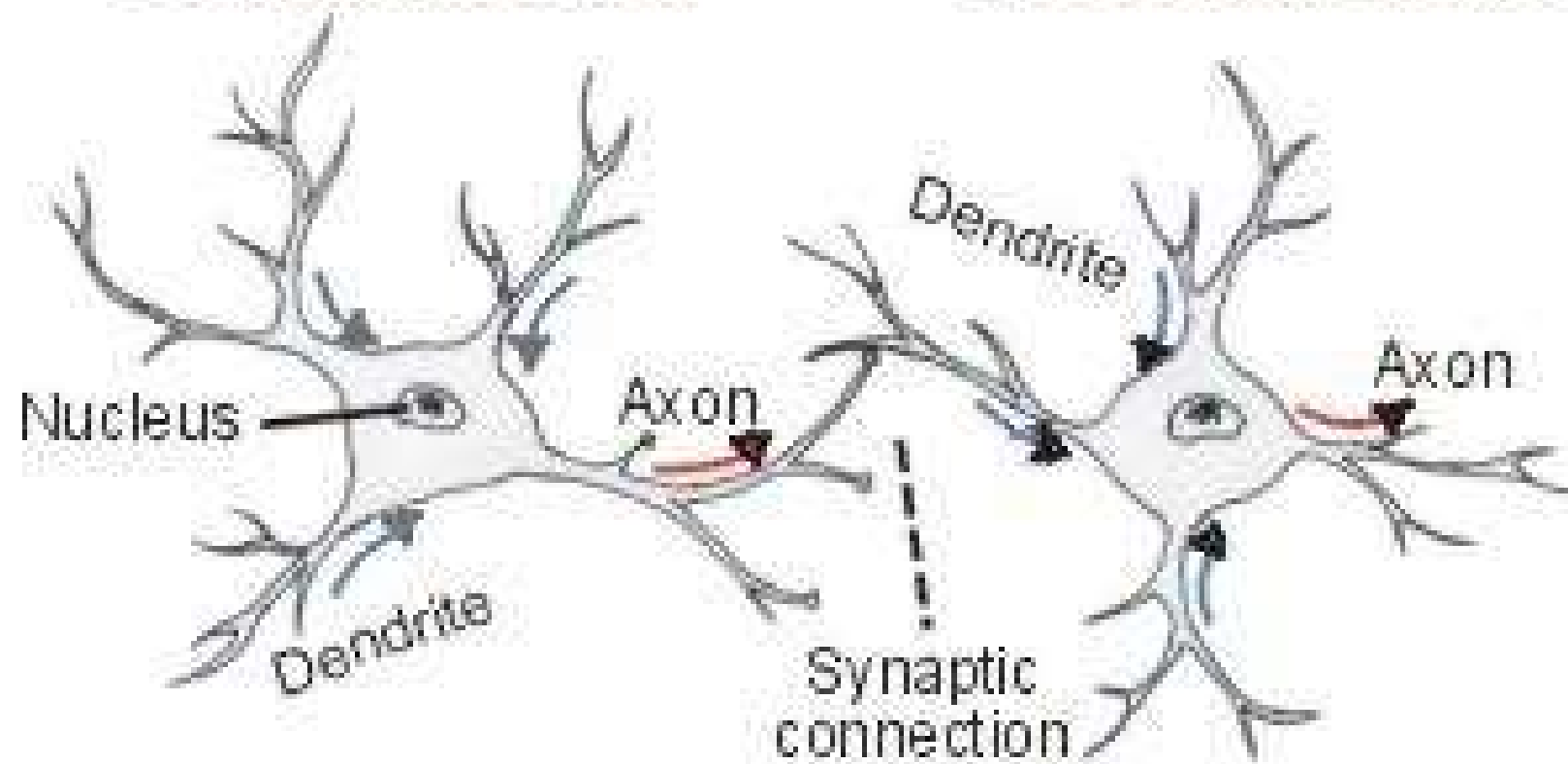
14 years old

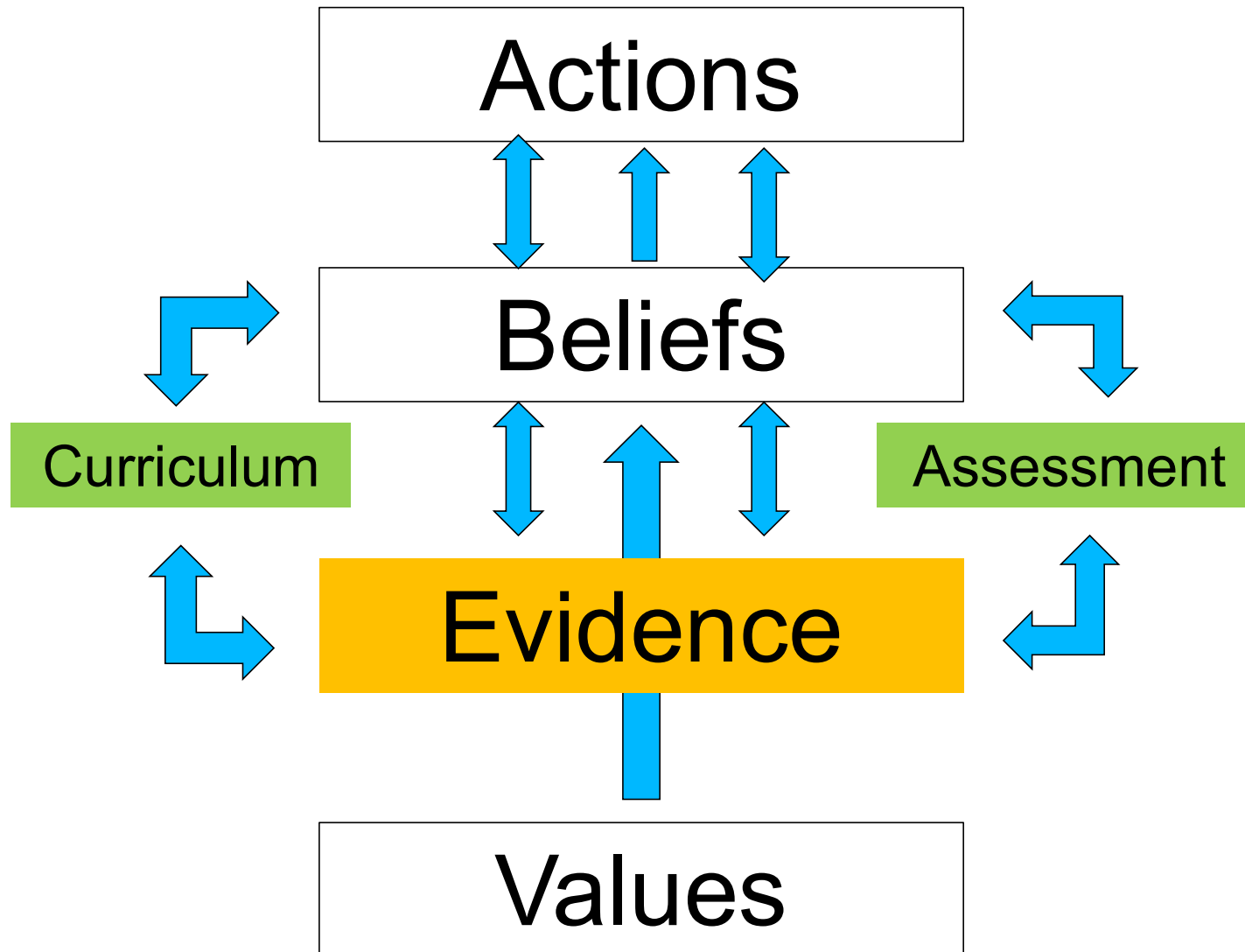


Source: Rethinking the Brain, Families and Work Institute, Pina Shora, 1997; Founders Network slide

Sending neuron

Receiving neuron



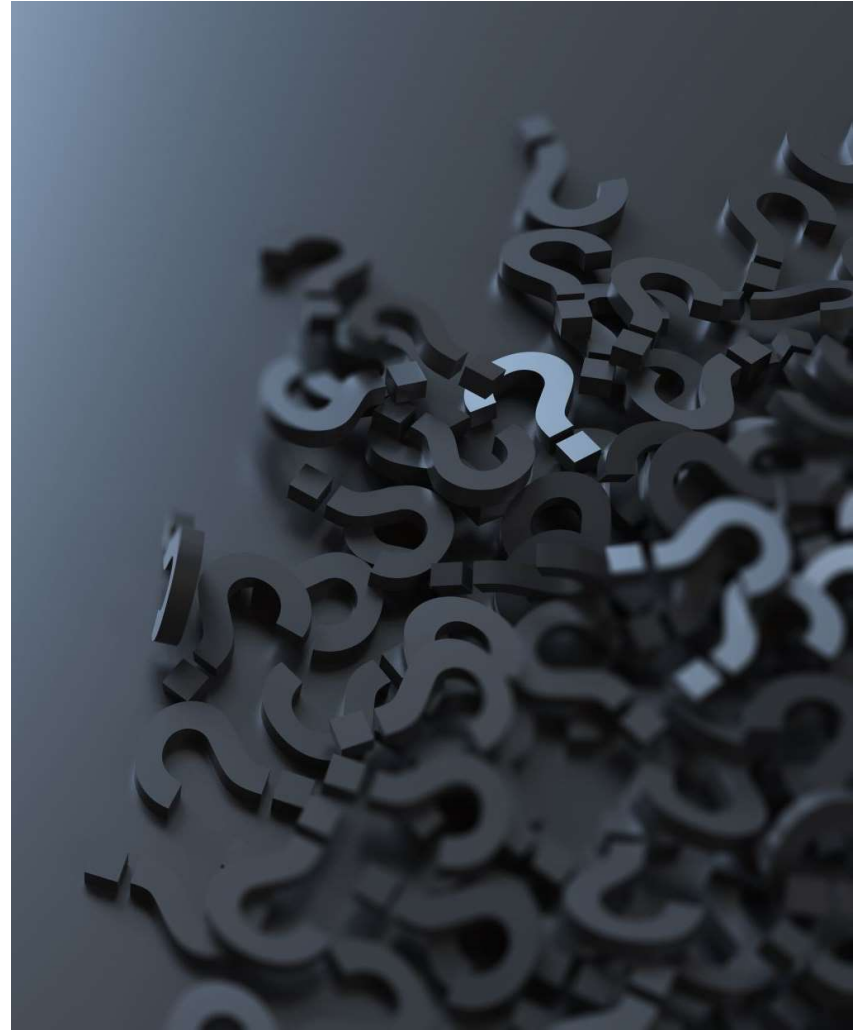


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Values

“Values are principles, qualities, or objects that a person perceives as having **intrinsic worth**. Every individual has a personal hierarchy of values ... **The choices we make reflect what we value the most at a particular point in time**. When people possess what they value, they are contented. If they are deprived of what they value, they feel frustration or dissatisfaction. **Humans, therefore, unconsciously behave in ways that move them toward what they value or away from anything counter to that value.**”

(Lloyd-Yero 2010)



Values – constant, embedded, determinant

Beliefs – dynamic, flexible, reactive

‘Ethical Praxis’ (Pascal)

‘...a realisation of a fusion of research, theoretical, conceptual and philosophical perspectives, values and ethics’

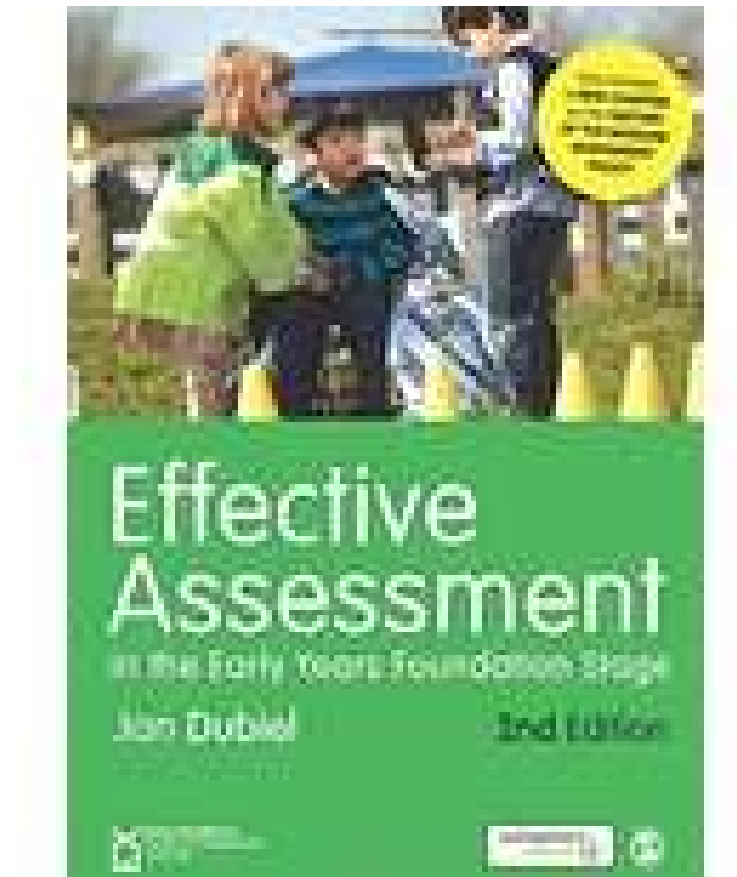


“Pedagogy is seen as an ‘ambiguous’ space, ...as one-between-three (actions, theories and beliefs) in an interactive, constantly renewed triangulation. Convening beliefs, values and principles, analysing practises and using several branches of knowledge (philosophy, history, anthropology, psychology, sociology amongst others) constitutes the triangular movement of the creation of pedagogy. **Pedagogy is thus based on praxis, in other words, an action based on theory and sustained by belief systems”**

Pascal 2014

The locus of power

- ‘...there are day-to-day realities that we can challenge and construct ourselves because the **locus of power exists with the practitioner**. We can reclaim what we know is important and right for children and challenge any attempts to distract, compromise or interfere with this. Through our expertise, our knowledge, the value prism and the intuition that makes us as skilled and as powerful as we are, we can construct a reality that enables us to remain ‘true to ourselves’ and true to the children we are responsible for.’



- What do we mean by learning? (Purpose)
- What do we want children to learn? (Content)
- How do we want children to learn? (Process)

7 selves of the plural practitioner

- Critical reflector
- Carer
- Communicator
- Facilitator
- Observer
- Assessor
- Creator

'The Role of the Adult in Early Years Settings'

Rose and Rogers 2012

“...practitioners’ values, beliefs, attitudes, knowledge and assumptions about young children directly affect the provision they seek to create and the nature of their interactions...

The Role of the Adult in Early Years Settings (Rose & Rogers 2012)



“...practitioners need to systematically examine their thinking and actions through critically reflective research on practice”

The Role of the Adult in Early Years Settings (Rose & Rogers 2012)



Critically reflecting by:

- Consciously examining decisions and choices
 - Trusting and utilising intuition
 - Identifying assumptions and cognitive biases
- Updating professional knowledge
- Developing a 'Critical Spirit'
- Being 'creatively compliant' (Gooch)

Naturalistic Decision Making (Klein 1999)

- Occurs in situations that are:
 - Time pressured
 - Have high stakes
 - Involve experienced decision makers
 - Have 'inadequate' or incomplete information
 - Have ill-defined goals
 - Poorly defined (predictable) procedure
 - Contain cue learning
 - Specific contexts
 - In dynamic conditions
 - In team situations

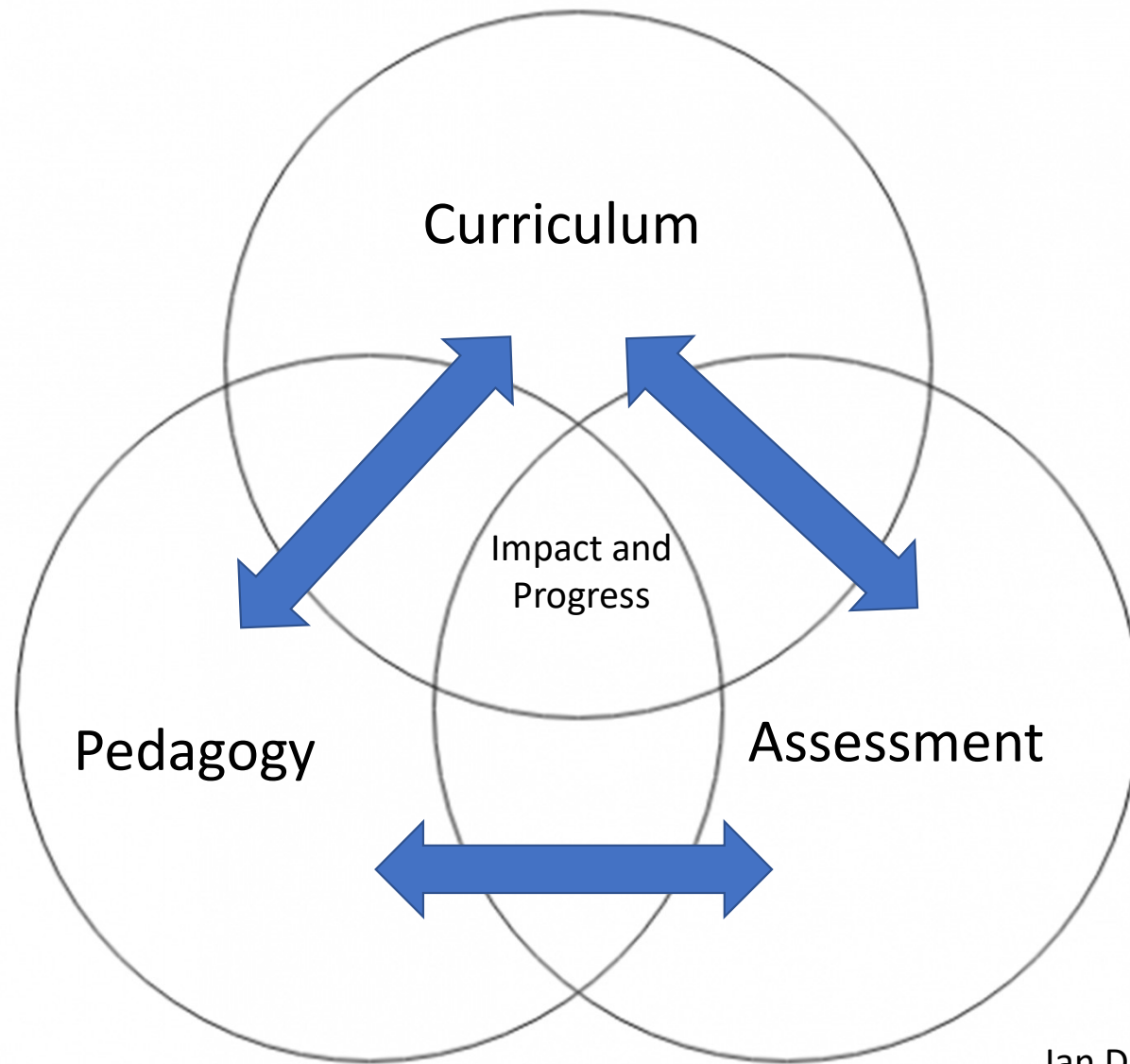
‘Wittingness’
(Peters 1966)

“...the most skilled,
knowledgeable and intuitive
teachers are required...who are
able to work and play with
children according to their
development and learning
need rather than imposing a
pre-formed, apparently age-
appropriate, one-size-fits-all
curriculum”

Gooch (2010)

As an Early Years Educator...

- You make thousands of decisions every day. These are driven by:
 - A 'reflective, informed intuition'
 - A set of beliefs and values about what you want for children
 - An interest and fascination in children as individual learners
 - External pressures that can compromise what is right for children.



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Curriculum

“What needs to be learned”

“The role of the (Early Years) Teacher is to teach the children what they need to know”

Beth Harris, Red Panda

Pedagogy

“The interface between the science of learning and the craft of teaching”

(The vehicle by which children learn / are taught)

Assessment

“How we know that teaching has been successful and learning has happened / the curriculum has been delivered”

“Knowing and understanding children in order to support their learning and development”

Which

- Expresses values of education and perception of learners
- Defines the curriculum, pedagogy and outcomes
- Enables accountability”

Curriculum

“What needs to be learned”

“The role of the (Early Years) Teacher is to teach the children what they need to know”

Beth Harris, Red Panda

- **Academic goals** are those concerned with the mastery of small discrete elements of disembodied information.
- **Intellectual goals** ...are those that address the life of the mind in its fullest sense (e.g. reasoning, predicting, analyzing, questioning, etc.), including a range of aesthetic and moral sensibilities.

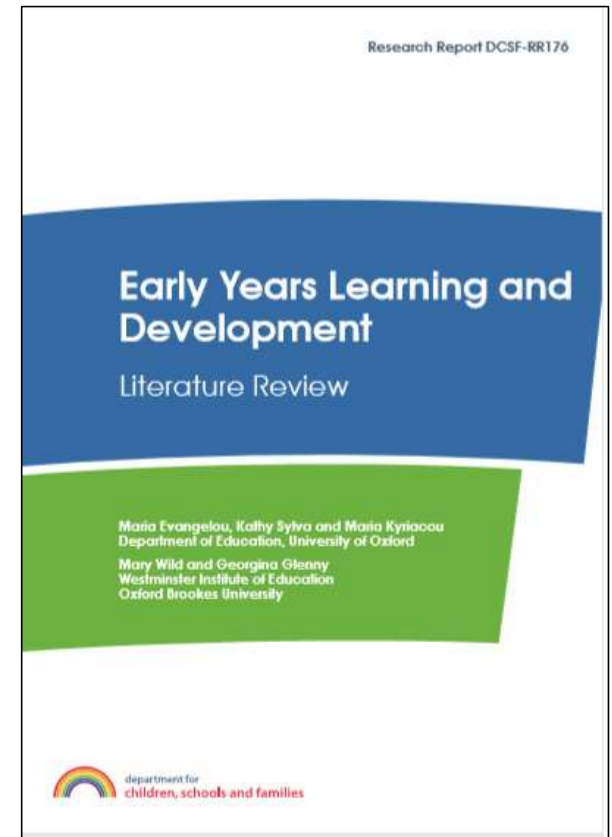
“An appropriate curriculum in the early years then is one that includes the encouragement and motivation of the children to seek mastery of basic academic skills, e.g. beginning writing skills, **in the service of their intellectual pursuits.**”

Katz (2015)

‘Curriculum planning is not a once and-for-all operation: it is a continuous cycle involving planning, observing, recording, assessing and returning to planning in the light of the intermediate stages.’

The 1990 Rumbold Report on early education

- ‘Depth, not breadth: deep understanding is more important than superficial coverage’.
- ‘Development proceeds in a web of multiple strands, with different children following different pathways’.
- Unfortunately, the way the current framework is (mis)interpreted can be all about superficial coverage and can make it seem as if children develop in an orderly way from one stage to the next.



The Curriculum is:

- Content and progression
- Prescribed and contested
- Intrinsically value driven
- Constant and never ending
- **Intuitive and most effective when it is internalised (the 'actual' curriculum)**

Statutory framework for the early years foundation stage

Setting the standards for learning,
development and care for children from
birth to five

EYFSD-ADOPTER

EYFS reforms early adopter version
July 2020

The Prescribed Curriculum

Development Matters

Non-statutory curriculum guidance for
the early years foundation stage

September 2020

Curriculum Coverage

Curriculum Progression and Depth

Curriculum Coverage

Natural Geographical features

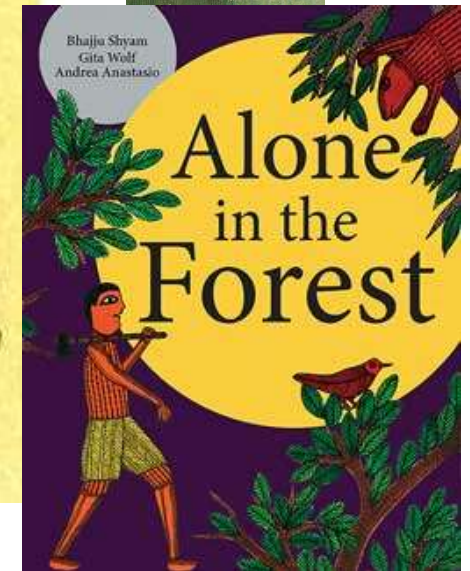
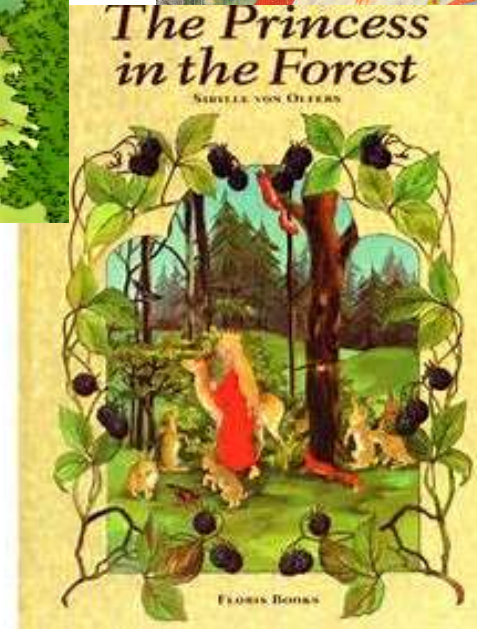
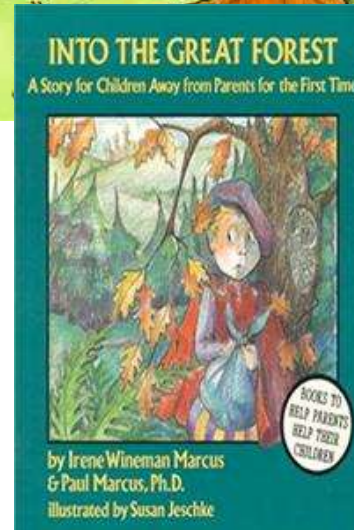
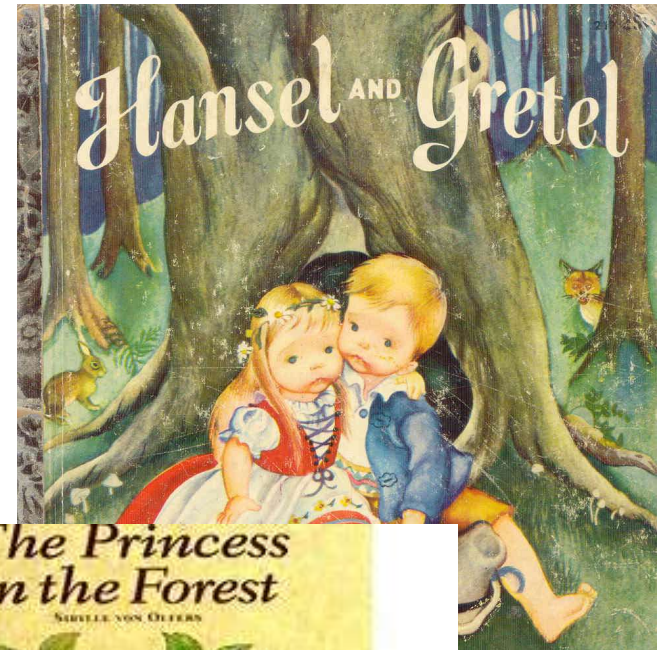
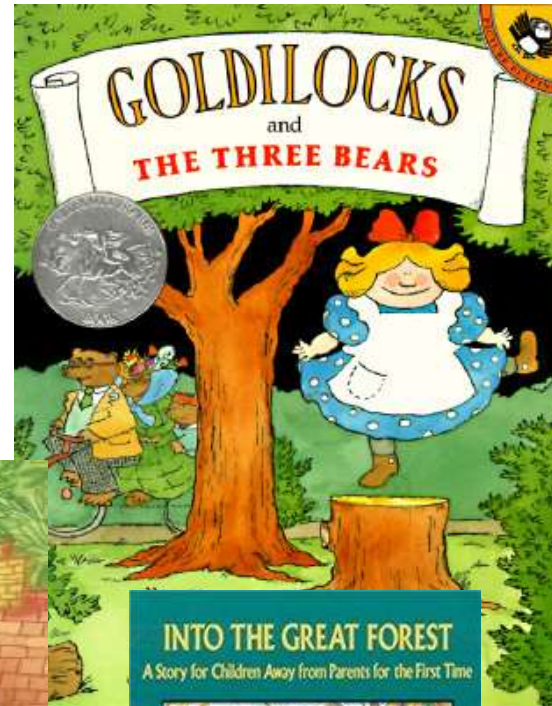
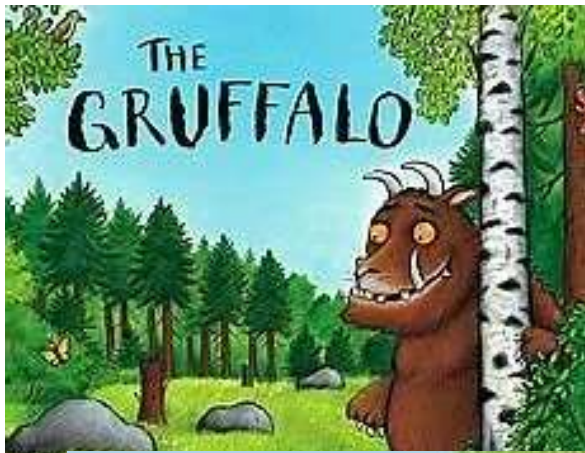
- River
- Sea
- Lake
- Mountain
- Forest

Curriculum Progression and Depth









Curriculum Coverage

Curriculum Progression and Depth

Natural Geographical features

- River
- Sea
- Lake
- Mountain
- Forest

Deciduous

Evergreen

Rainforest

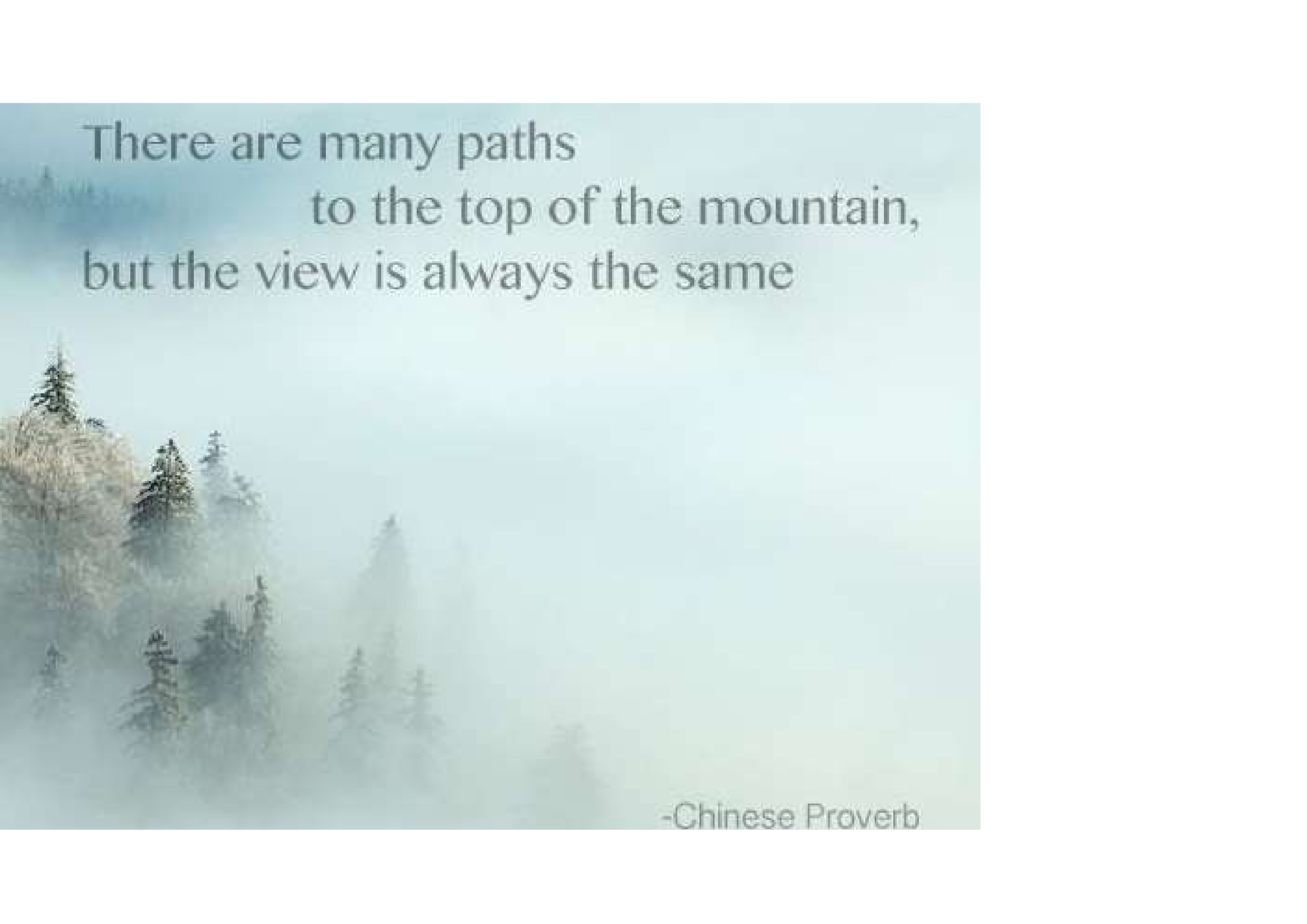
?

What do we know?
What do we want to know?
How can we find out?
What animals live there and why?

Pedagogy

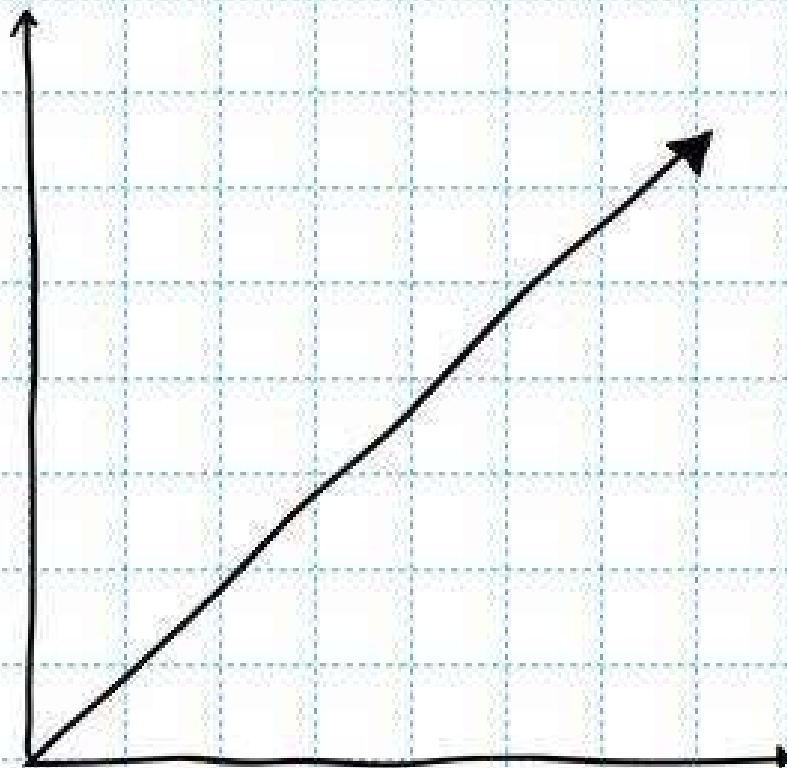
“The interface between the science of learning and the craft of teaching”

(The vehicle by which children learn / are taught)

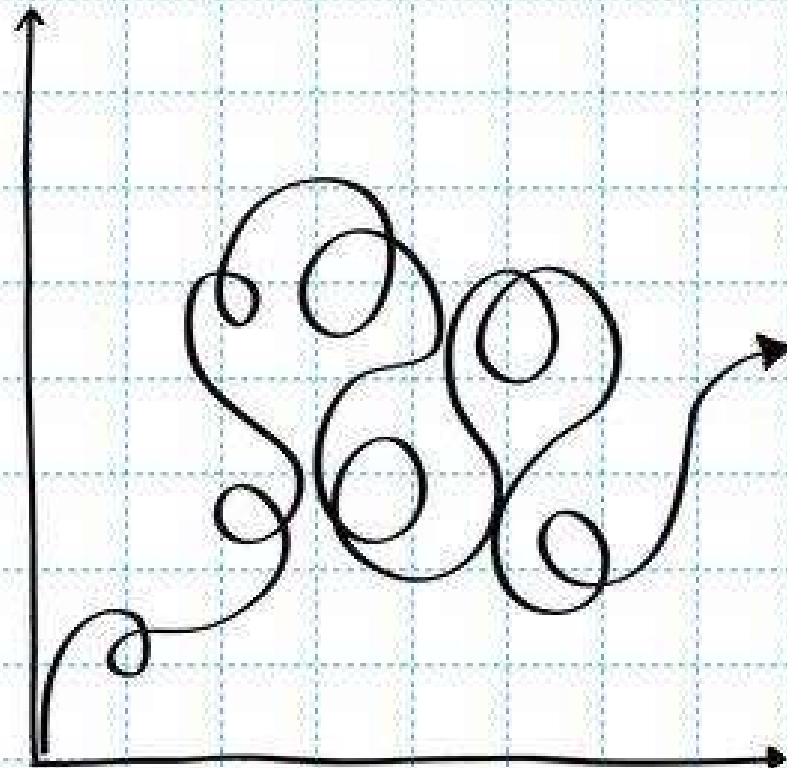
A misty mountain landscape with evergreen trees. The scene is hazy, with soft light filtering through the fog. In the foreground, several dark evergreen trees are visible, their forms slightly blurred by the mist. The background shows more distant, hazy mountain peaks. The overall mood is serene and contemplative.

There are many paths
to the top of the mountain,
but the view is always the same

-Chinese Proverb



what I planned.



what happened.

Assessment

“How we know that teaching has been successful and learning has happened / the curriculum has been delivered”

“Knowing and understanding children in order to support their learning and development”

Which

- Expresses values of education and perception of learners
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Learning can be defined as an alteration in long-term memory. **If nothing has altered in long-term memory, nothing has been learned.** However, transfer to **long-term memory** depends on the rich processes described above. In order to develop understanding, pupils connect new knowledge with existing knowledge. Pupils also need to develop fluency and unconsciously apply their knowledge as skills. ***This must not be reduced to, or confused with, simply memorising facts.***

School Inspection Handbook, Draft for Consultation, p. 44. Ofsted 2019

Deep and Surface level Learning (sic)

Säljö (1979)

Surface level learning

- Learning as a **quantitative increase in knowledge**. Learning is acquiring information or “knowing a lot”
- Learning as **memorising**. Learning is storing information that can be reproduced.
- Learning as acquiring facts, skills and methods that can be **retained and used as necessary**.

Deep level learning

- Learning as **making sense** or abstracting meaning. Learning involves relating parts of the subject matter to each other and to the real world.
- Learning as interpreting and **understanding reality in a different way**. Learning involves comprehending the world by re-interpreting knowledge.



Banded Krait (*Bungarus fasciatus*)

Statutory framework for the early years foundation stage

Setting the standards for learning,
development and care for children from
birth to five

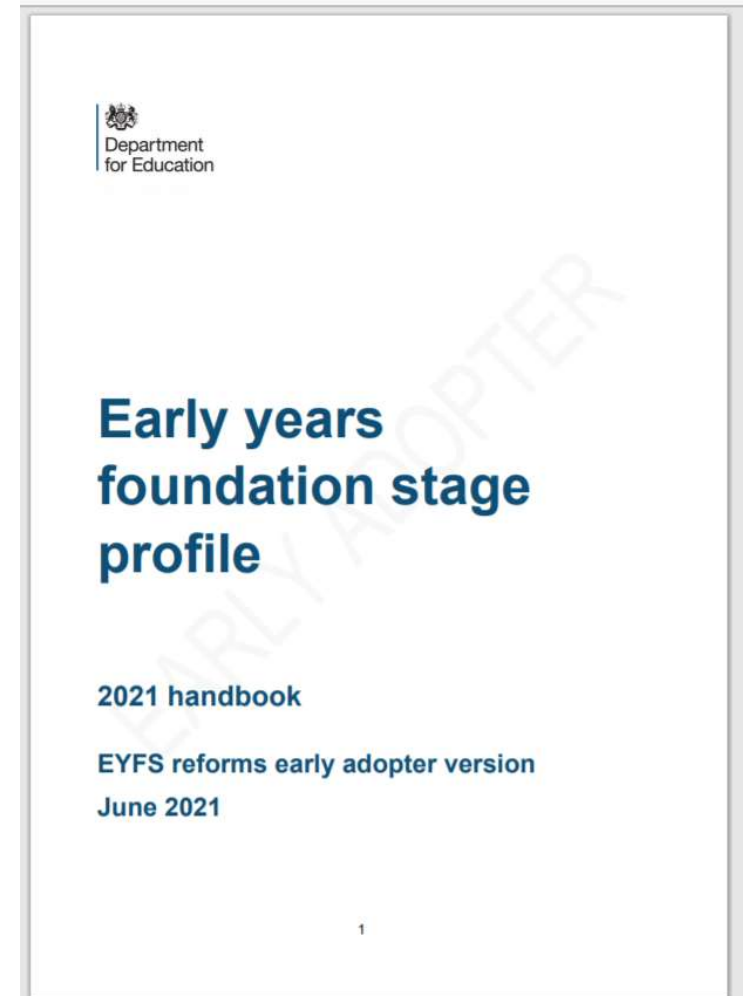
EYFS reforms early adopter version
July 2020

Objectives to:

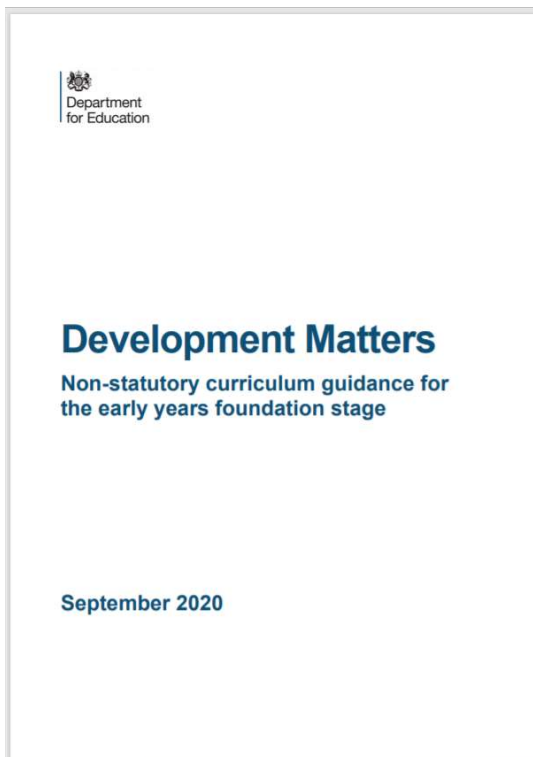
- make all 17 ELGs clearer, more specific and easier for teachers to make accurate judgements;
- focus on strengthening language and vocabulary development to particularly support disadvantaged children;
- strengthen literacy and numeracy outcomes to ensure all children have a good grasp of these areas of learning in preparation for year 1;
- ensure the ELGs are based on the latest evidence in childhood development; and
- ensure they reflect the strongest predictors of future attainment

EYFS Profile

- Remains a teacher led observational assessment
- Criteria is replication on revised ELGs
- CoEL 'may' be recorded
- Removal of 'exceeding' criteria and judgement
- Changes to approach to moderation



Revised Development Matters



- Remains non-statutory
- “It offers a top-level view of how children develop and learn. It guides, but does not replace, professional judgement.”
- Supports Curriculum Development and design
- Pathways of Development
- Age bands
 - Birth – 3
 - 3 – 4 (YN)
 - 4 – 5 (YR)
- Is not a tick list
- Progressive steps in development
- Observation checkpoints

Introduction to the Curriculum Guidance for the EYFS

- The importance of Early Childhood and Care: key themes:
 - Unique Child
 - Positive Relationships
 - Enabling Environment
 - Learning and Development
- Improving Quality
 - Implementation Process
 - High quality and sustained Professional Development
- Seven Key Themes
 - The best for every child
 - High quality care
 - The curriculum: what we want children to know
 - Helping children to learn: pedagogy
 - Checking what children have learned: assessment
 - Executive Function and Self-Regulation
 - Partnership with parents

Business as usual....?

- The overarching Principles of the EYFS will remain:
 - Unique child
 - Positive relationships
 - Enabling environments with teaching and support from adults
 - Learning and development
- The Key person approach and safeguarding requirements remain
- The Characteristics of Effective Teaching and Learning will remain
- The principles and purpose of ongoing assessment remain
- The EYFS statutory Framework will continue to have Seven areas of Learning and Development: Prime and Specific Areas
- The 2yo Progress check will remain
- The EYFS Profile will continue to be a teacher led observational assessment with evidence for each judgement built up over the year.

Considerations...

- Partial changes to outcomes
- Professional Interpretation
- Holistic, interconnected and interdependent nature of the EYFS
- Critical role of CoETaL
- Distinction between Outcomes, Curriculum, Pedagogy and Assessment

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