

Developing Great Leadership of CPDL and curriculum development

findings from a map of evidence from systematic reviews with
evidence about pupil impacts

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The evidence about curriculum development, CPDL and the leadership of both

- No systematic research reviews re curriculum development *with evidence re pupil impacts* – too few studies with that to support them
- But there are systematic reviews with pupil impact data re CPDL and its leadership that:
 - do explore curriculum development in depth
 - highlight the contribution leaders can make to both and the virtuous circle that leaders can make between them





The evidence about curriculum development, CPDL and the leadership of both

The evidence relates to:

- How curriculum development is conceptualised
- Reciprocity between CPDL and curriculum development
- The selection and use of external inputs
- Rounded ambition in goals for pupil and school achievement in 3 dimensions
 - Excellence for all
 - Pupil and staff development *and* well-being
 - Local and school community responsiveness





Effective leadership of curriculum development and of CPDL means;

- Ensuring CPDL processes are aligned with the strengths and needs of the local community and with school values - not just national requirements
- Ensuring curriculum development and realisation:
 - Is supported by effective CPDL
 - Acts as a vehicle for and driver of professional learning
 - Is organised as a means of taking shared responsibility for meeting ambitious goals for everyone in relation to
 - pupil progress; **and**
 - wellbeing
 - Draws on and supports colleagues' *professional growth* as well as their skills, knowledge and understanding





Effective leadership of curriculum development and leadership of CPDL means

Recognising the contribution of specialist expertise to CPDL in securing depth by:

- Surfacing your own and your senior colleagues' specialist knowledge and the role it played in your development to:
 - Raise awareness of its purpose,
 - Know how to recognise it in others resources to you can locate and use it
- Understanding and developing the specialist knowledge and skills of CPDL facilitators in CPDL *and* curriculum development
- Careful commissioning (whether internally or externally) of CPDL activities, tools and protocols for supporting Curriculum Development that help to build coherence





Effective leadership of curriculum development and leadership of CPDL means

In particular, the map highlights tests leaders can use to weigh up the systems, tools and protocols they use to set up virtuous circles- by evaluating specifically and explicitly how far they:

- Avoid focusing on bodies of knowledge divorced from the practical ways in which knowledge is brought to life in schools
- Help build coherence in curriculum experiences across phases
- Help teachers navigate complexity by taking account of the cognitive, practical and emotional demands being made
- Speak to the values of the community and the school as well as national requirements, promote wellbeing as well as progress
- Ensure that those leading curriculum development understand the evidence about good CPDL - and vice versa



The links between CPDL design and leadership and curriculum development suggest that leaders should

Make it explicit at every level, especially in SLT, that

- Changes to curriculum development and planning depend on great CPDL
- Properly structured curriculum development is a great driver of CPDL
- Integrating the two involves:
 - wrapping high impact CPDL protocols (e.g. coaching and collaborative enquiry) around it
 - Prompting colleagues to be explicit about what they have learned through the curriculum development process to deepen awareness of what *curriculum development is contributing to their professional* growth as well as their pupils' learning.



metaphor



Extra web links base on the discussion

- Paul Hamlyn Foundation, Teacher Development Fund-
evaluation of the pilot report [https://www.phf.org.uk/wp-content/uploads/2018/01/PHF Teacher Development Fund CUREE Evaluation.pdf](https://www.phf.org.uk/wp-content/uploads/2018/01/PHF_Teacher_Development_Fund_CUREE_Evaluation.pdf)
- Gaining and sustaining momentum in school improvement -
http://www.curee.co.uk/files/shared/GSM_report_public_version.pdf.
- A blog about teacher development and the sue of textbooks (plus a photo of a text book museum)! <http://www.curee.co.uk/node/5075>





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