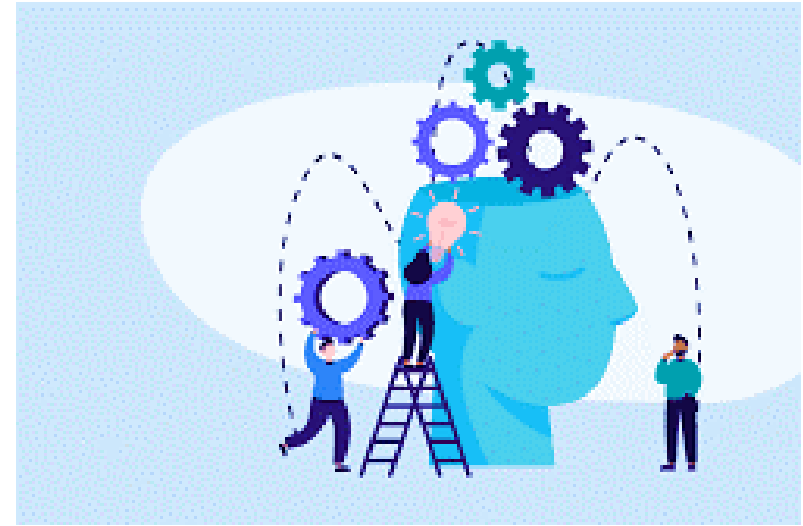


Pillar 1: Subject Expertise

December 2023



Our vision

To facilitate the gathering of best practice curriculum implementation strategies.

This is so that we help subject leaders and teachers to in turn help all children to know and remember important knowledge across subject curriculums.

To support subject leaders in evaluating the impact of their subject curriculums.



Structure

BLA Executive Board

Hub Executive Board

Linda Emmett

Caroline Molyneux

Ed Kirk

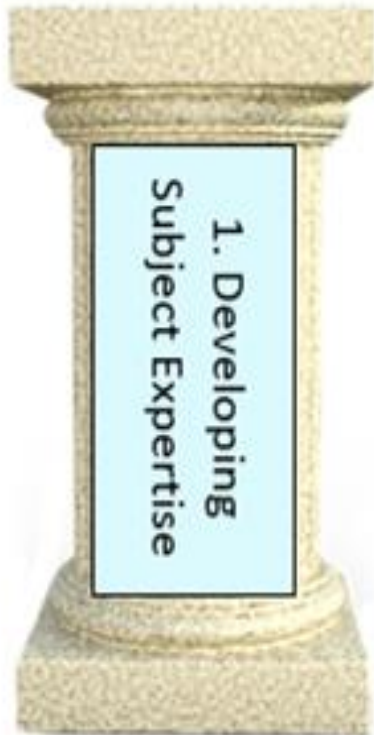
Michelle Dickinson

Hub Leadership Team

Subject Hubs and SEND Hub



The Pillars of Effective Curriculum Implementation



Developing subject expertise so that teachers demonstrate strong expertise in their curriculum area.

Teachers use effective pedagogy to help pupils to know and remember more.

Pupils form a deep understanding of intended knowledge.



Discussion Point

What was on the agenda of your most recent subject department meeting?

What proportion of the time was allocated to developing colleagues' curriculum expertise?

Discussion Point 2: What do we mean by **subject expertise**?

What does high quality subject expertise look like? In your subject?

Subject Knowledge

Relevant qualifications

Secure knowledge of methods and facts

Examiner knowledge for exam board

Ability to readily apply facts within complex scenarios

Subject Expertise

Can design an appropriately sequenced lesson and develop longer term schema.

Can give effective explanations to help all pupils to understand

Can adapt a lesson in response to assessment information.

Can pre-empt misconceptions and give effective explanations to overcome them

A green circular button with the word "Novice" in white, bold, sans-serif font. The button is set against a light gray square background with a subtle shadow effect.

Novice

A blue circular button with the word "Expert" in white, bold, sans-serif font. The button is set against a light gray square background with a subtle shadow effect.

Expert

Why is subject expertise important?

Novices	Experts
Little relevant background knowledge	Lots of relevant background knowledge
Relies on working memory	Relies on long-memory
Lacks effective mental representations of successful performance	Has a clear mental representation of successful performance within a domain
Has not automatised necessary procedural knowledge	Necessary procedural knowledge has been automatised.
Only has explicit knowledge	Possesses huge reserves of tacit knowledge
Problem solving requires following clear steps	Problem solving is intuitive
Sees superficial details	Sees underlying structures
Learns little when exposed to new information	Learns a lot when exposed to information about which they are already knowledgeable
Learns best through explicit instruction and worked examples	Learns best through discovery approaches
Is more likely to experience cognitive overload as attention is swamped by new information	Is less likely to experience cognitive overload as attention is buttressed by memorised 'chunks' of knowledge
Struggles to transfer principles to new contexts	Is able to transfer principles between related domains

Teachers as Learning Specialists

Implications			Study
Better content knowledge of teachers	→	Higher student achievement	Mathematics teachers
Better pedagogical content knowledge	→	Higher student achievement	Mathematics teachers
Pedagogical content knowledge has more impact on student achievement than content knowledge;			
Only pedagogical content knowledge seems to have an impact on the quality of instruction			
Higher general pedagogical/psychological knowledge	→	Higher quality of instruction according to student perception (e.g. Higher cognitive activation, better instructional pacing, better student-teacher relationships)	Only one study on mathematics teachers

Based on Hill, Rowan and Ball (2005), Baumert et al. (2010), and Voss, Kunter and Baumert (2011)

How do we help with these challenges?

School and subject curriculum planning



Commensurate with the national curriculum (or better)



The curriculum identifies the most important knowledge that **all** pupils need to learn and when.



Curriculum is planned and **sequenced** to build on, and deepen, what has been taught before.



‘End points’ - what the curriculum is building towards.

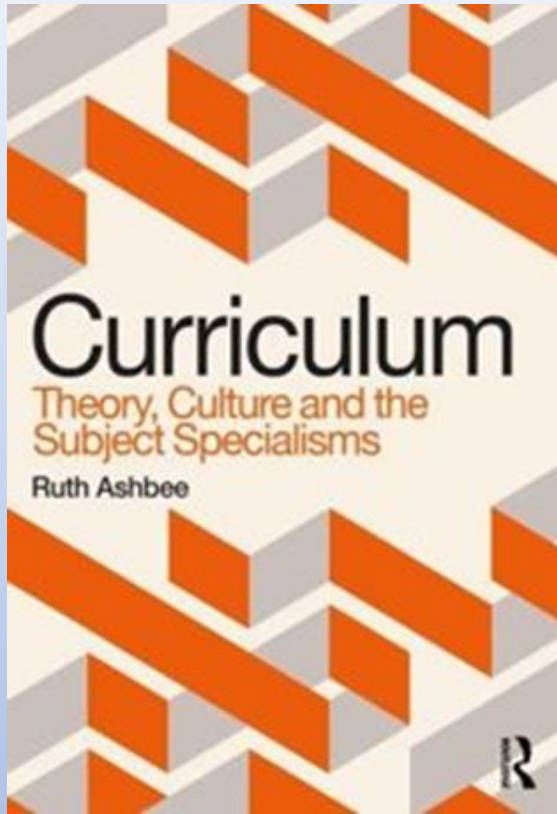


Reading, vocabulary and cultural capital, are prioritised.

Powerful Curriculum Team Discussions

“Continuously curious, continuously reflective”





Departments in schools with a culture of curriculum meet often to discuss, not administration or generic policies, but their own subjects, its discourse, their own planning, and reflections on their teaching, and the quality of these conversations rivals those in the most elite institutions.'

Activity: What might this look like?

Jane is leading her history department meeting. Last week, the department delivered lessons on 'how William secured control of England in the 11th century'. Jane asks teachers which misconceptions were identified from formative assessment in lessons. All classes confused Harald Hardrada and Harold Godwinson. In one class, pupils struggled to understand why the Domesday Book was so significant.

Discussion Point

Take a forthcoming lesson or learning point from your scheme of learning.

Use the 'powerful curriculum discussion' to talk about how you might have a departmental discussion in your subject.

- What has been taught before?
- What misconceptions arise from this?
- Where do you place X in your lesson sequence and why?
- What pedagogy do you use to deliver this (include abstract concepts).
- How do you break X down to smaller components for pupils with SEND.



Facilitating Effective Curriculum Discussions

What could be on your department agenda to support the development of effective curriculum expertise in **your subject department**?

To help specialist teachers?

To help non-specialist teachers?

What would we see in X department meetings?

- A review of prior learning and what learning is coming up (books).
- A discussion around intent and essential knowledge.
- A discussion about sequencing within an upcoming lesson.
- A discussion about potential misconceptions or tricky/abstract concepts.
- A discussion about effective pedagogy or explanations to support tricky concepts.
- Exploring modelling or scaffolding for a particular concept.
- A discussion about approaches to address misconceptions that have arisen from previous lessons.

Discuss and Share:

How else can we further develop
our colleagues' subject expertise?

Subject Hub Reflection Tool

Summary Points

- Curriculum intents are not good when left sat on a shelf!
- Subject expertise is more than knowing subject content.
- Pupils all the way to Year 11 are novice learners and need to benefit from strong pedagogy which helps them to know and remember more.
- Subject leaders should have regular time to develop their teachers' expertise in how we deliver our subject to novice learners.
- Be outward looking – there is a range of books, research pieces and sources of best practice across subjects.



Thank you!

The image features the words "Thank you!" written in a playful, hand-drawn style on a black background. Each letter is outlined in white and filled with a different color and pattern: 'T' is red with a zig-zag pattern, 'h' is blue, 'a' is green with dots, 'n' is pink with dots, 'k' is yellow with black stripes, 'y' is orange, 'o' is purple with dots, 'u' is green, and the exclamation point is red with a zig-zag pattern. Surrounding the text are several decorative elements: a yellow flower to the left of 'Thank', a red heart to the right of 'Thank', a white swirl above 'Thank', a white '@' symbol to the right of the exclamation point, and a small red circle below the exclamation point.