

Children, Tomorrow's Designers Today

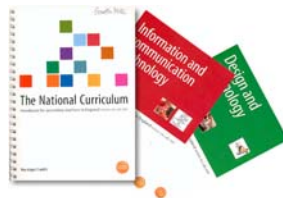
Children's Futures: what should design & technology look like in the future?

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making our curriculum world class

In September 2005 600,000 eager children started school. They will leave their mark on most of the 21st Century and be in active employment until at least 2070.



“Education only flourishes if it successfully adapts to the demands and needs of the time. The curriculum cannot remain static. It must be responsive to changes in society and the economy, and changes in the nature of schooling itself.”

National Curriculum 1999



Forces for change

- Changes in society, social structures and the nature of work.
- The impact of technology on subjects and schooling.
- New understandings about the nature of learning.
- Increased global dimension to life, learning and work.
- The public policy agenda (DfES strategy/white papers, ECM) promoting innovation and personalisation.



‘Develop a modern, world-class curriculum that will inspire and challenge all learners and prepare them for the future’

Curriculum concerns...

HMI Curriculum Matters 1985:

"There is so much knowledge that is potentially useful or of intrinsic interest that syllabuses are often **over laden with factual content** built up by unregulated accumulation or tradition. In view of this... schools need to be highly selective when deciding what is taught."

QCA Monitoring 2005:

"There is still a perception that the **curriculum is overloaded**... delegates continued to regard the curriculum as too full. In practice many find it difficult to incorporate newer ideas, including citizenship. The constraining factors include content overload, staffing problems and the perceived narrowness of the standards agenda..."

Some sound advice:

"The curriculum is to be thought of in terms of activity and experience rather than of knowledge to be acquired and facts to be stored."

"Its aim should be to develop in a child the fundamental human powers and awaken him to the fundamental interests of a civilised life ... to open out his imagination and his sympathies..."

Hadow Report 1931

What are the characteristics of a good learner?



make connections questioning confident – take risks
skilled persevere independent thirst for knowledge
critical – self editing creative
curious literate communicates well willing to have a go
be shapers flexible listen and reflect generate ideas
show initiative get on well with others act with integrity
'can do' attitude self-esteem think for themselves
make a difference learn from mistakes

What do employers want?

Boeing's desired attributes of an engineer

- Awareness of customer and societal needs
- Good communication skills
- High ethical standards
- An ability to think creatively and critically
- Flexibility – self confidence to adapt
- Curiosity and a desire to learn
- A profound understanding of the importance of teamwork



Our curriculum conversation

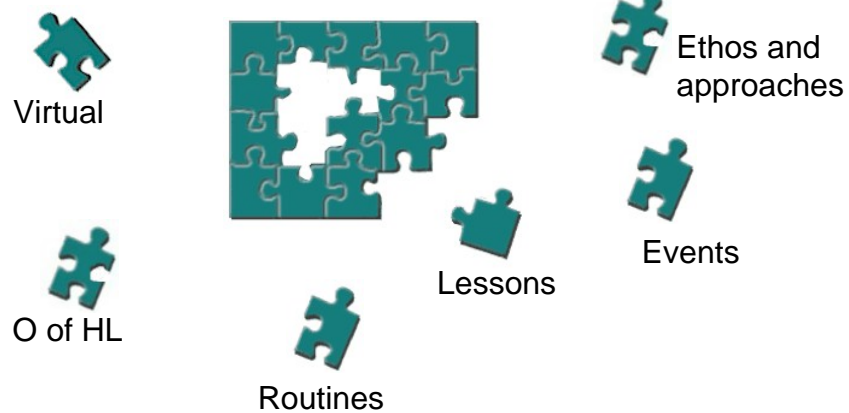
Three key questions

1. What are we trying to achieve through the curriculum?
2. How do we best organise learning to achieve these aims?
3. How effectively are we evaluating the impact of the curriculum and continuously improving it?

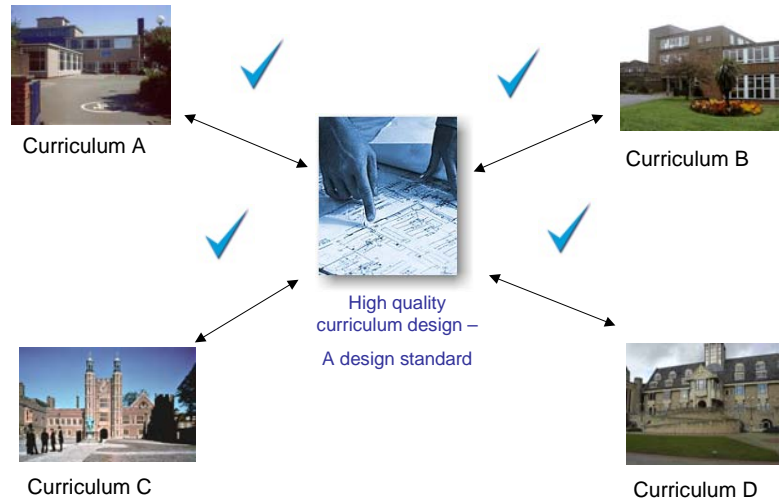


What is the curriculum?

The entire learning experience



A system where we anticipate a more diverse and customised curriculum



Our pledges to Young People

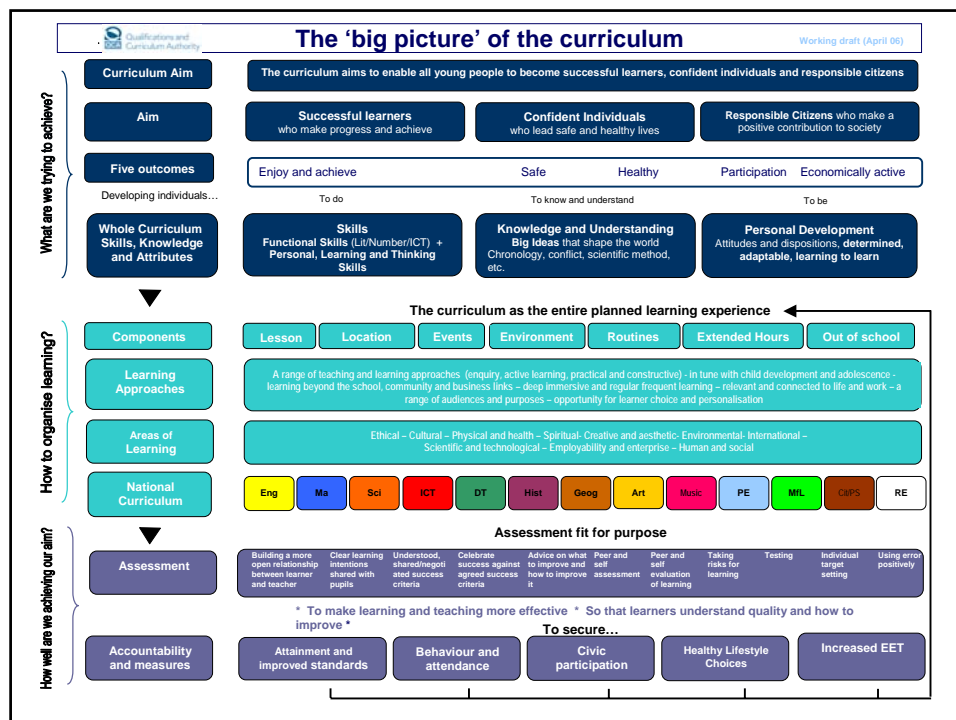
We want the curriculum to enable **all** young people to become:

- **successful learners** who enjoy learning, make progress and achieve
- **confident individuals** who are able to live a safe, healthy and fulfilling life
- **responsible citizens** who make a positive contribution to society.



Successful learners who enjoy learning, make progress and achieve

- have the essential learning skills of literacy, numeracy and information and communication technology
- are creative, resourceful and able to solve problems
- have enquiring minds and think for themselves to process information, reason, question and evaluate
- communicate well in a range of ways
- understand how they learn and learn from their mistakes
- are able to learn independently and with others
- know about big ideas and events that shape our world
- enjoy learning and are motivated to achieve the best they can now and in the future.



What are we trying to achieve?

If...

we want young people to have enquiring minds and to think for themselves

then we need to...

How to organise learning?

- give them purposeful reasons to find things out
- know what interests them and build on that
- connect learning to issues that impact on young people and have purpose
- teach them the skills to identify need, design & make
- promote concepts such as children as researchers, children as designers etc.

Freedom to innovate



'We know that schools and colleges are most effective when they have the autonomy to innovateand adapt to their local circumstances ..'

White Paper, 2005 p11.32



Qualifications and Curriculum Authority

QCA | FUTURES
MEETING THE CHALLENGE

Making our curriculum world class

Looking after learners, today and tomorrow



making our curriculum world class