



From Placement to Practice: Leading Impactful Curriculum Change with Confidence

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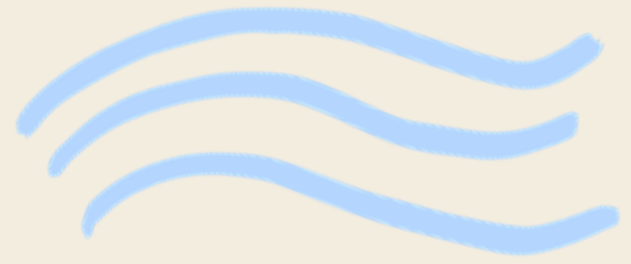


What springs to mind when you hear
'Curriculum Leadership'?



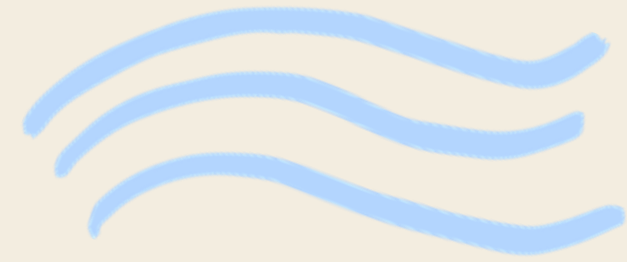
Session Aims

- To demystify curriculum leadership in early career teaching
- Build confidence in developing ideas around curriculum design
- Develop mini action plan for part of your current curriculum



Session Overview

- Welcomes and Introduction
- Why curriculum leadership matters
- Key theories of leading change
- Curriculum leadership tool kit
- Conclusion





Curriculum as a Living Framework

Curriculum as a Living Framework

“A curriculum is not a script to be followed, but a space to be inhabited.”

— Dylan Wiliam

- Curriculum is responsive – to society, students, culture, current events etc...
- Good Curricula evolves – its never finished, living, fluid working drafts
- Change is never failure – its a reflection of action
- As you teach, you become a part of curriculum change and design

Curriculum as a Living Framework

- **Priestley, Biesta & Robinson (2015)** – *Teacher agency in curriculum making*

Teachers are not merely implementers but active agents in shaping the curriculum.

- **Kelly (2009)** –

A good curriculum must be flexible, adaptable, and responsive to learners' needs and societal change.

Why Curriculum Leadership Matters

Curriculum Leadership is not about hierarchy – it's
about intention...



Why Curriculum Leadership Matters

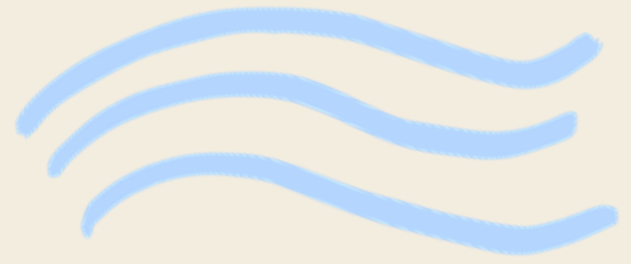
All teachers are curriculum-makers (Lambert 2011)

- What knowledge is prioritised
- How students encounter ideas and perspectives
- Whose stories are told and valued



Challenges of Curriculum Design

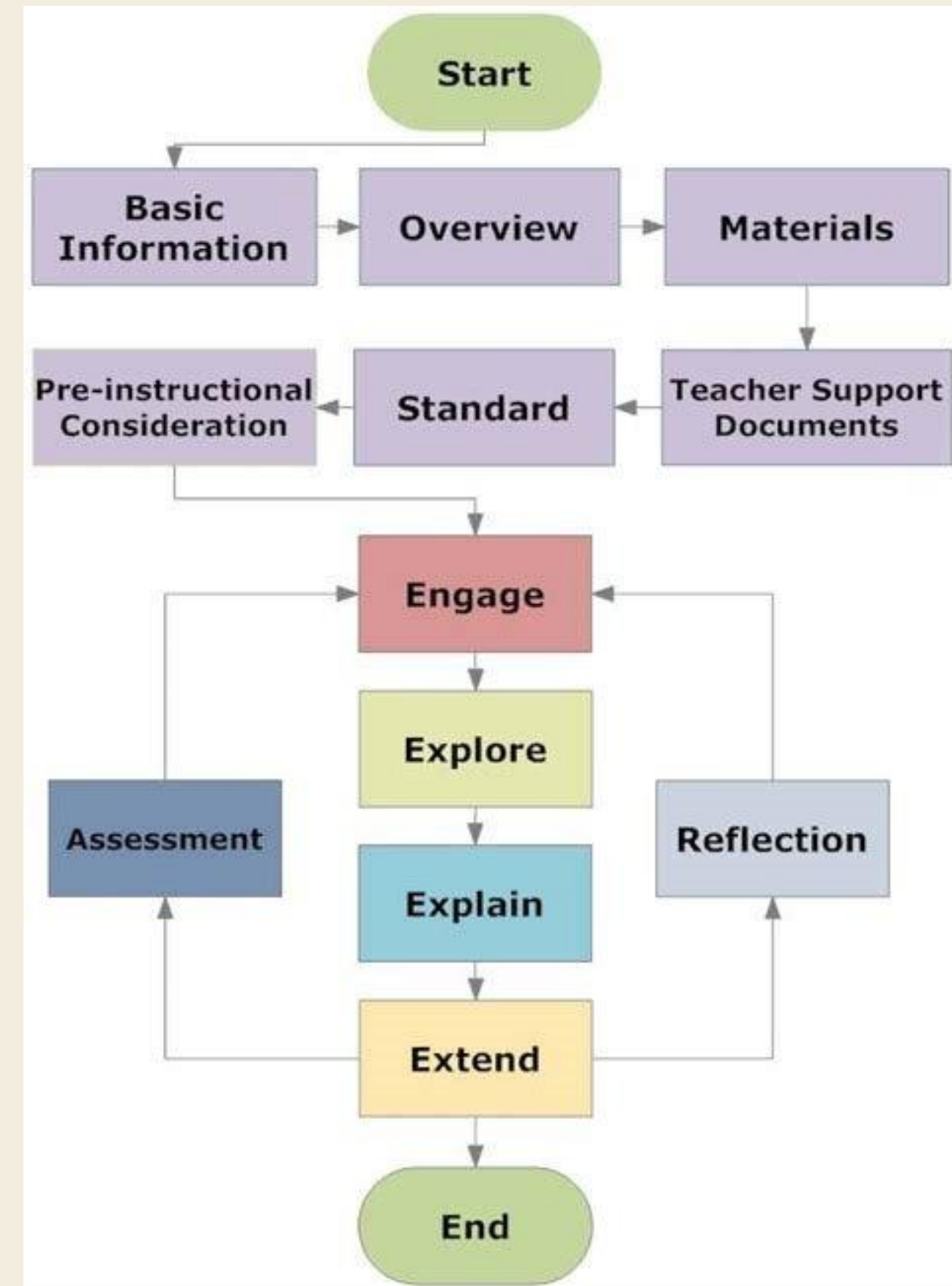
- Imposter syndrome
- Hierarchy
- Department dynamics
- Time/capacity
- School/organisation restrictions
- Balancing breadth and depth
- Aligning with school's purpose and assessment policy
- Accountability



Principles of Curriculum Design

- 1) What and why
- 2) Breaking it down
- 3) Focus
- 4) Coherence
- 5) Progression
- 6) Pace and space
- 7) Orient attention
- 8) Big picture, final detail
- 9) Variation in action
- 10) Review and refine


Ambition Institute (2021)





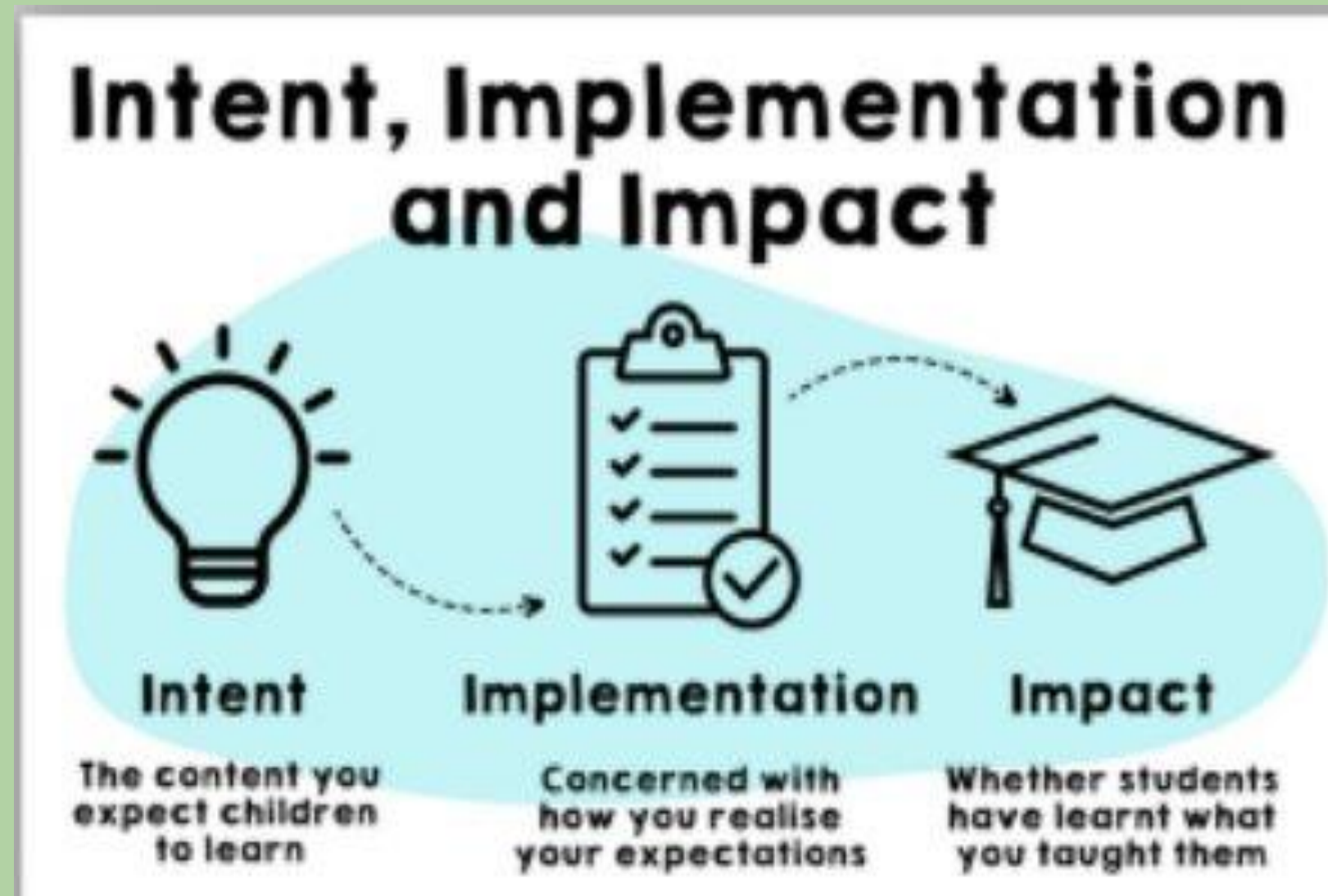
What about your Curriculum Represents You?

You have 5 mins to write down the following:

- Curriculum/SOW you have recently taught
 - What in the curriculum reflects your current values, interests, specialisms
 - What is currently missing from your chosen curriculum and why?
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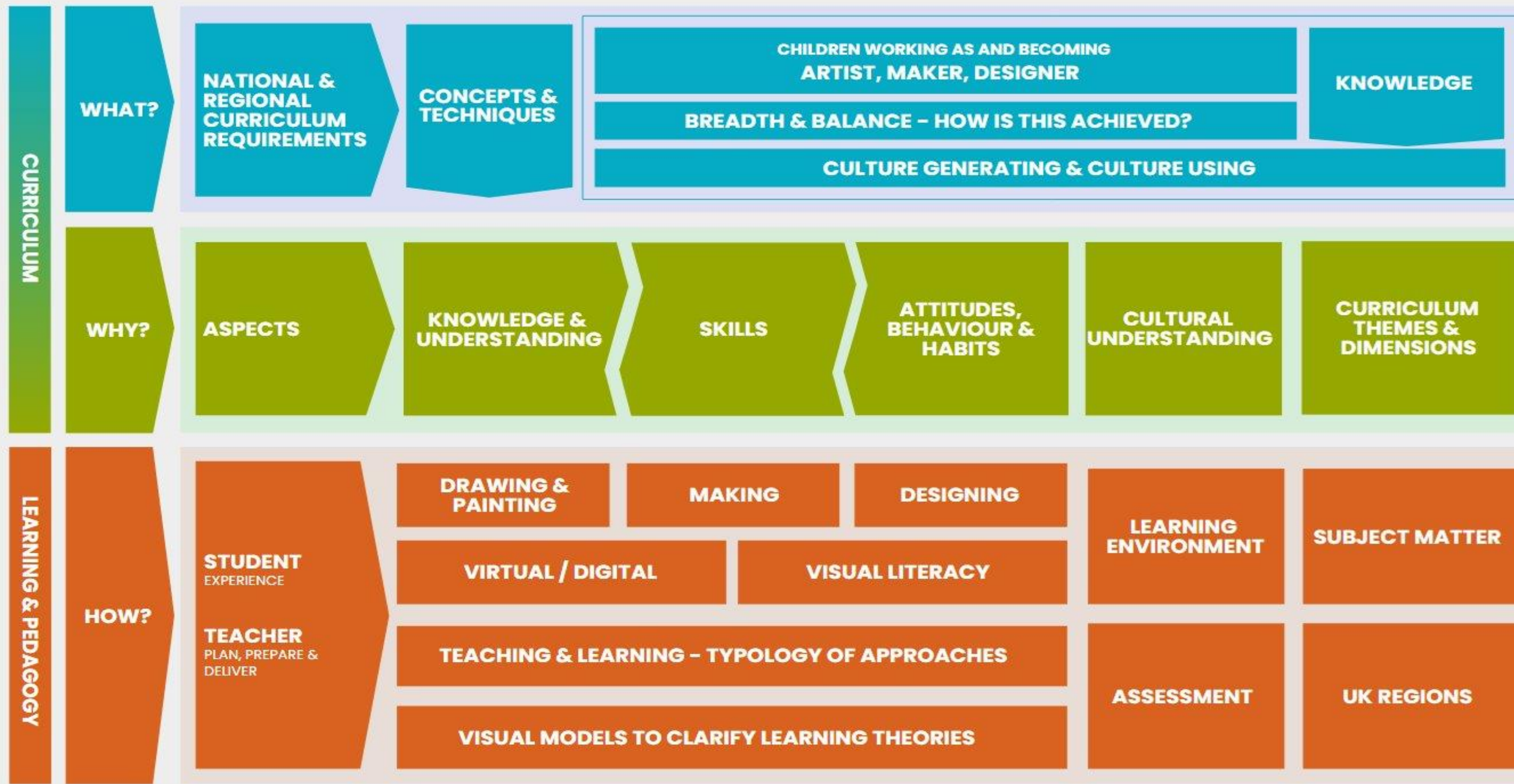
Key Concepts in Curriculum Intent

The OFSTED Framework



Why is intent important?
What happens when it is unclear?

Intent, Implementation, Impact.....



Ofsted

Making curriculum decisions in the best interests of children

great breadth and depth of curriculum – for example, giving pupils the opportunity to learn a number of foreign languages and arts subjects

the wider curriculum being open to all pupils, regardless of academic ability, and being taken up by the vast majority

a greater proportion of pupils taking the EBacc at KS4


no subjects being squeezed out of the KS3 curriculum, which means that pupils continue to take a range of subjects, including the arts, at KS4

KS4 courses going deeper into content and being broader than just the specifications called for by the exam boards or the national curriculum.

Tools in Action: Audit Table

Task:

- Open the audit table
- Choose current project and begin filling in
- You have 10 mins to do independently
- Breakout rooms to discuss



Curriculum Intent Audit Table

Use this table to reflect on a scheme of work, lesson sequence, or project you've delivered, adapted, or are planning to design.

Focus Area	Guiding Questions	Your Reflection / Notes
Purpose & Values	<ul style="list-style-type: none">• What is the core purpose of this unit?• How does it reflect school/subject vision?	
Student-Centeredness	<ul style="list-style-type: none">• Who are your learners?• Does the unit reflect their interests, needs, and lived experiences?	
Cultural Relevance	<ul style="list-style-type: none">• Are diverse artists, ideas, and narratives included?• Does the content challenge stereotypes?	
Progression	<ul style="list-style-type: none">• How does this build on prior knowledge?• What does it prepare students for?	
Learning Impact	<ul style="list-style-type: none">• What should students know/understand/create by the end?	



Breakout Room

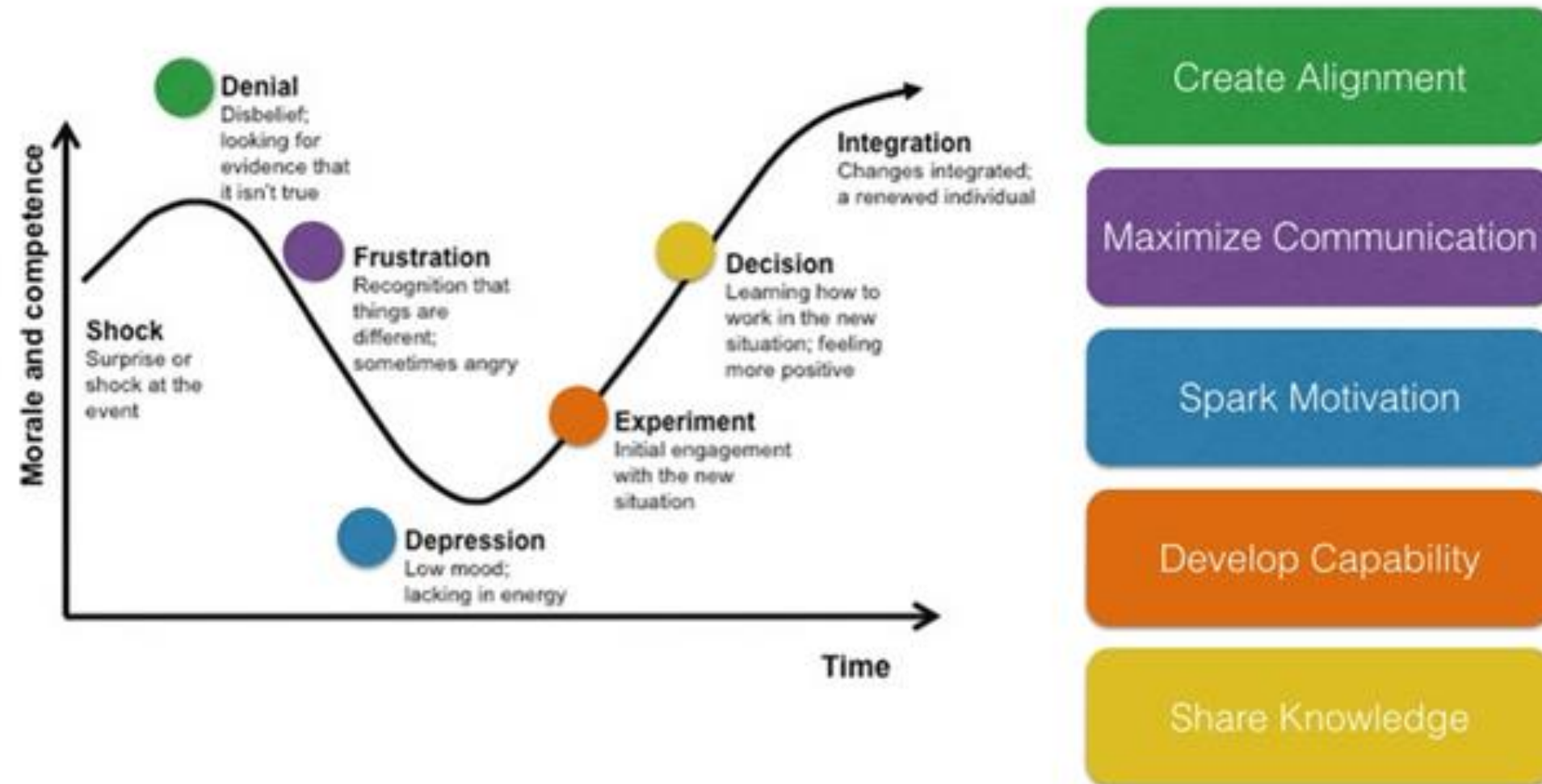
- What patterns or insights emerged as you completed your curriculum audit?
- Which area of the audit challenged your thinking the most — and why?
- How might this audit help you lead curriculum change more confidently, even early in your career?

Key Theories for Leading Change

What is the most challenging part of
implementing curriculum design as
ECT/PGCE teacher?

Change Management Theory

The Kübler-Ross change curve



- Early-career teachers can feel stuck in *frustration or doubt* when proposing changes
- Colleagues may resist change due to uncertainty, not malice
- There may be limitations to change due to organisation rules

Agency not Authority

Implementing small changes to make a big impact

Teacher Agency (Priestley, Biesta & Robinson, 2015)

- Teachers lead curriculum change **by doing**:
 - Adapting tasks
 - Diversifying examples
 - Framing learning intentions meaningfully
- Curriculum making happens **through action, reflection, and collaboration**

Leading Through Influence, Not Title

- Leadership 'should be' shared across the team — not held by one individual
- ECTs can:
 - Lead through collaboration
 - Offer subject knowledge
 - Be advocates for the most current art education and research
 - Model reflective practice
 - Share student voice



Leading Through Influence, Not Title


What does this look like in practice?

- Co-write schemes of work with mentors
- Be reflective
- Suggest new artists, themes, techniques
- Lead mini CPD in department
- Incorporate specialisms
- Be experimental - use workshops, after school clubs, CPD to develop practice
- Make exemplars - do the projects!






Breakout Room

- What is one thing you would love to add/change in your current school's curriculum?
 - What has prevented you from doing so?
 - *How could a small change have a big impact departmentally?*
- 

Mini Action Plan

- What is one achievable change you could make to your curriculum in the next half-term?
- What support, permission, or resources will you need to implement this?
- How will you know if your change has made a difference?



Mini Curriculum Leadership Action Plan

Use this action plan to identify a small, strategic change or addition you could make to your curriculum. Think about what you want to change, why it matters, how you'll do it, and what support you might need.

Think about a gap in a current scheme of work and how your skills and experience could allow for a change.

Example: Gap: Broaden material knowledge in year 7 as students are only exposed to pencil without moving away from the goal of developing technical drawing skills.

Year Group	What? (Idea)	Why? (Rationale)	How? (Steps/resources)	When? (Timeline)	Who? (Support Needed)
Year 7	experimental drawing through printmaking	- To broaden material knowledge - Enhance technical skill - Teach organisational skills	- create a one-off lesson inspired by SOW where students use monoprinting to create portraits instead of using pen. - Print 32 portrait photos - ensure monoprinting equipment is available	- either in middle of project, replacing a pencil/pen lesson or at the end of project after assessment	- Do I need a technician? - Do I need to discuss with HOD? - What support will students need?



Breakout Room

What were some of the challenges when designing areas of change?

How realistic do you feel your changes are?

What might be some of the benefits/issues when implementing in department?



Curriculum leadership in schools: Tips for success

- Embrace evidence informed principles
- Balance the general and the specific
- Consult the classroom
- Review and refine regularly

Ambition Institute (2023)



How to Introduce Change: Language of Influence

Scripts to help approach change and feedback in department and beyond

- “I’ve noticed that students engage particularly when...”
- “Could we try a small change to include...?”
- “This links with our school vision by...”
- “I have practiced/seen/observed... this particular technique, could I try this with xyz class?”

Embedding and Sustaining Change

Tips of Long Term Impact

- Keep notes/reflections on schemes you'd redesign, lessons taught that could have been done differently
- Build case studies into your ECT year
- Share student voice evidence
- Collaborate with others on mini-curriculum projects



Key Takeaways

What action or idea did you find most important to take back into school from this session?



Final Thoughts...

“We are the curriculum makers.” – Mark Priestley

- You don't need to wait to be senior to lead
- Small changes can have a big impact on student learning
- You are new and come with fresh ideas
- Don't be afraid to advocate a change - justify why
- Leadership is a process not a position
- Your curriculum decisions = leadership in action
- Small intentional changes lead to lasting impact



Thank you

Any Questions?



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