Course 1) “Simple steps to embedding key skills across the curriculum” (Twilight or Staff Meeting: c. 60 - 90 minutes)

Choose the course variation: (primary; FP only; KS2 only).

<table>
<thead>
<tr>
<th>Course Overview &amp; Aims:</th>
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<tr>
<td>1) To emphasise the vital importance of an effective wider curriculum in developing cross-curricular skills like literacy, numeracy, thinking and ICT;</td>
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<td>2) To outline a series of changes in attitude and mindset which will allow schools to amend their whole curriculum planning to seriously and actively boost their teaching and practise of key skills, and support the LNF and Skills Framework.</td>
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<th>Specific Objectives:</th>
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<tr>
<td>1) To discuss the specific nature of the key skills and clarify the role they play in the wider curriculum;</td>
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<td>2) To discuss the importance of curriculum BREADTH &amp; DEPTH; both in ensuring that all learners’ enthusiasm &amp; interest can be harnessed and stimulated, and in ensuring that their capabilities in enquiry, thinking &amp; communication are sufficiently challenged;</td>
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<td>3) To describe and explain 5 essential steps towards planning non-core SoW which are rich in challenge and naturally promote &amp; develop a wide range of skills.</td>
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<th>Desired Outcomes:</th>
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<td>By the end of the meeting, participants should:</td>
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<tr>
<td>- recognise &amp; understand that key skills are cross-curricular skills, which originate and germinate from all areas of the curriculum;</td>
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<td>- recognise the consequent opportunities for skills development provided by a curriculum which is genuinely broad and offers chances for studies in depth;</td>
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<tr>
<td>- recognise the close correlation between many NC/FP subject skills and the LNF &amp; SF;</td>
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<td>- recognise ways in which well-planned investigations in non-core topics will naturally address the full range of key skills.</td>
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Don Trueman Educational Training Courses 2015
Course Overview & Aims:

1) To emphasise the vital importance of an effective wider curriculum to the development of cross-curricular skills like literacy, numeracy, thinking & ICT;

2) To introduce the ethos, approaches, methods and materials encompassed within the DTE curriculum support packages;

3) To demonstrate how these can be used to promote planning which will support and complement the LNF and SF, and spawn activities which are naturally rich in key skills.

Specific Objectives:

1) To establish the vital importance of a broad & effective curriculum in stimulating literacy, numeracy, thinking, etc.;

2) To introduce and explain the DTE approach, as exemplified through the curriculum support materials (the focus will vary according to the course variation chosen);

3) To explain & demonstrate how this approach can support the LNF & SF and breed topics which are naturally rich in wider learning skills.

Desired Outcomes:

By the end of the meeting, participants should:

- recognise and understand the need for a broad curriculum in the pursuit of key learning skills like literacy & numeracy;

- understand how Foundation subjects can play an active and effective role in developing and practising these wider learning skills;

- be aware of how Don Trueman Educational goods, services and approaches to skills planning can support schools in amending their own approach to non-core planning, to maximise opportunities for literacy, numeracy, thinking and ICT.
Course Overview & Aims:

1) To introduce schools to the FREE, extended, 2-part investigation into working class homes in 19th century Wales; its ethos, objectives and components;

2) To show how this type of enquiry-based learning will naturally act as a platform, vehicle or nursery for the full range of key learning skills;

3) To provide a practical example of the Don Trueman Educational approach to planning for enquiry and skills-rich learning, which can be applied across a range of subjects and which forms the backbone of the range of DTE curriculum support materials.

Specific Objectives:

1) To familiarise teachers with the planning documents, resources and activities contained in the packages;

2) To discuss the ethos and objectives of the enquiry, both in terms of:

   - the development of historical knowledge, understanding & skills;
   - the development & practise of wider learning skills, like oracy, literacy, numeracy, thinking, ICT and empathy;

3) To highlight a few practical examples from the investigation to address key learning approaches and tools;

4) Review the relationship between the investigation, the LNF & Skills Framework and the development of key skills, and suggest how the enquiry-based approach can be extended across other topics and subjects.

Desired Outcomes:

By the end of the course, participants should:

- be familiar with the components & structure of the two enquiry packages;

- understand the objectives of the enquiries and recognise how they can simultaneously address good historical learning and the practise & development of a range of key learning skills;

- recognise that teachers can choose their own depth or enquiry, dependent on the value of the learning experiences to learners’ understanding of ideas and skill development;

- understand how closely the historical activities support & develop the LNF & SF.
**Course Overview & Aims:**

1) To explain and emphasise the importance of an effective broad curriculum in developing cross-curricular skills like literacy, numeracy, thinking and ICT;

2) To discuss the latent potential of non-core subjects for spawning & developing wider learning skills, and ways in which effective planning and teaching in those subjects can make that potential become reality;

3) To outline a series of changes in attitude and mindset which will allow schools to amend their whole curriculum planning to seriously and actively boost their teaching and practise of key skills, and support the LNF and Skills Framework.

**Specific Objectives:**

1) To discuss the specific nature of the key skills and clarify the role they play in the wider curriculum;

2) To explore the commonality of many of the FP/NC subject skills, and how closely they overlap with the LNF and SF;

3) To discuss simple changes to the planning mindset for non-core subjects which will enable the whole curriculum to be a breeding ground for key skill development;

4) To consider examples of effective teaching in non-core subjects, and show how they enhance and promote the development & practise of key skills and support the LNF & SF.

**Desired Outcomes:**

By the end of the course, participants should:

- recognise & understand that key skills are cross-curricular skills, which originate and germinate from all areas of the curriculum, not just core subjects, and that this opens many possibilities for skill development in the broader curriculum;

- recognise & understand the overlap not only between many NC/FP subject skills, but also between these common skills and the LNF & SF;

- understand how a few basic steps towards changing the mindset and objectives of curriculum planning can vastly increase practical opportunities for wider skills development;

- recognise that rich, challenging learning experiences in meaningful contexts will automatically breed genuine opportunities for wider skills development;

- understand, through discussion of practical examples, ways in which their own planning can be amended across a number of curriculum areas.
**Course Overview & Aims:**

1) To discuss and explain reasons for the importance of a broad and effective curriculum as a foundation for key skills, not least because of: the need for variety in learning stimuli; the commonality of skills across the FP/NC, LNF and SF; the need for deeper learning experiences in meaningful contents to challenge learners’ skills & understanding;

2) To introduce the ethos, approaches, methods and materials encompassed within the DTE curriculum support packages;

3) To demonstrate in detail how these can be used to promote planning across the wider curriculum which will support & complement the LNF and SF, and spawn activities which are naturally rich in key skills.

**Specific Objectives:**

1) To explain why and how the broad curriculum is so important in providing a breeding and practise ground for the full range of wider learning skills, including literacy, numeracy, thinking and ICT;

2) To discuss approaches to planning, teaching & learning which can maximise opportunities for skills-rich learning across a range of subjects and support the LNF and SF;

3) To introduce the Don Trueman Educational curriculum support materials, explaining their structure, purpose and scope, and showing how they can stimulate challenging, effective teaching & learning;

4) To discuss how they can be used to complement and bolster existing strategies for literacy & numeracy, and how the DTE framework for planning can be used across other curriculum subjects.

**Desired Outcomes:**

By the end of the course, participants should:

- recognise and understand the need for a broad curriculum in the pursuit of key learning skills like literacy & numeracy;

- recognise ways in which amended approaches to planning non-core subjects can create new possibilities for developing wider learning skills;

- be aware of the range of DTE goods, services & approaches available to support the FP & KS2;

- understand how these materials & services are designed to maximise opportunities for skills-rich learning by providing structured, coherent plans with depth & challenge, and which relate to & support the LNF & SF;

- recognise how the DTE approach can be used to enhance skills-rich planning in a number of other curriculum areas.