

Curriculum Policy



Black Firs School

“...education as a mission to learn how to live well” - MacMurray

Introduction

At Black Firs we see everything that goes on in our School community as our curriculum and part of the ‘education’ of the whole child; we strive to be a collegial community of authentic learners. Our Schools curriculum is a 3-11 curriculum.

The focus of this curriculum policy is to:

- ✓ Identify the intent of our curriculum; our philosophy and what we choose to include
- ✓ Identify how well the curriculum is implemented through our identified priorities, expectations and procedures; how we deliver our curriculum through our Studywork approach
- ✓ Identify the impact of our curriculum on student outcomes from a range of evidence in studywork books, the child’s voice, progress Bookmarks, data and the views of coordinators, Governors and parents; why our children learn? ...the so, what? Outcomes.

Black Firs is a child centred school. This places the child and their learning at the centre of our curriculum too, as teaching professionals, *we* adapt to suit *their* changing needs. We passionately believe that an individual’s life chances are enhanced by a broad, balanced and relevant education. The School has spent time to robustly evaluate and identify a curriculum offer which will secure the attributes every child needs in order to be given every chance to succeed.

Our curriculum design is based on the belief that our children must be life-long learners prepared to enter the next stage of their education equipped with secure knowledge, skills and understanding.

We see our curriculum like a tree.

The roots are the skills; the life-long-learning at the root of our development. This is the what? Our intent. Our [School Curriculum](#) includes all of the National Curriculum content but a lot more besides

The trunk is how we grow, our implementation, and is made up from our [values](#) – *belonging* – *mastery* – *independence* – *generosity* – ‘*grit*’ – *risk-taking* – *resilience* – *struggling*.

The main branches are our year group [teams](#). The finer branches create some of the themes we visit.

The leaves are some of the outcomes we hope to produce and achieve as we grow; they show are our impact. So, to continue this metaphor, our School curriculum is modelled as a series of mind-maps; [our curriculum progression maps](#). When this is fruitful, our children bloom in to life-long learners.



Intent

Our curriculum design and planning is ambitious and is intended to ensure that our children are able to:

- ✓ Enjoy success academically and aim high
- ✓ Success is a journey not a destination; you must be the change you want to see in the world; make your journey count.
- ✓ Draw upon personal qualities of *belonging*, *mastery*, *independence*, *generosity*, ‘*grit*’, *risk-taking*, *resilience*, *struggling*.
- ✓ We believe each child is an individual, and as such they are capable of making their own decisions

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- ✓ Work co-operatively and respectfully with others
- ✓ As our [Mission Statement](#) says, to make valuable contributions to our community, wider society and become caring, tolerant citizens
- ✓ Understand how to sustain physical and mental health

At Black Firs, we craft and implement our curriculum to suit the needs of our children. We see every opportunity as a learning opportunity; everyone who has contact with Black Firs should be part of our learning. Our community is about modelling how we learn-to-learn things; our metacognition. It is about developing **knowledge** and **skills** and using them to broaden our **understanding**. An understanding that comes from the first-hand experiences we gather on our education journey. It is our understanding that we discuss and share; it is our understanding that academic education measures, tests and examines.

*acquired or taught **knowledge** + personal **interpretation** = Our **Understanding***

At Black Firs we have a [constructivist](#) view of educational philosophy and because of this we deliver a [holistic](#) curriculum.

As a child centred school, we place a child's learning [meme](#) at the centre of everything we do. So, our curriculum is planned around the [multiple-intelligences](#) we all possess; we could consider an intelligence as being like a meme or ability. Each human being has a different composition of the ten intelligences; very importantly, there is **no hierarchy** among these capacities. We personalise our student's learning and broaden their life-long education by addressing their multiple intelligence memes.

Education defined... an analogy for how we view education at Black Firs

At Black Firs we believe in life-long learning; education is a journey we travel for *all* of our lives. Its quality is in the variety of experiences we engage in and the sustained understanding we gain. Learning is a personal activity; it's a consequence of thinking and reflecting on experience; it's a creative activity: teaching is something done to you, by someone else. That's why we have [students not pupils](#) at Black Firs.

Education, like life, is an ongoing voyage of discovery through a series of destinations. It is up to each individual, to make their journey, of the highest quality. We acknowledge we have to arrive at certain destinations in our lives at the correct time, SATs, GCSEs etc, but how we *choose* to travel there is our choice. To leapfrog from destination to destination is to misunderstand what education is about.

How we travel on our journey is also important - by car, in our own bubble? On a bike or walking, allows more reflection and interaction; on public transport – a bus or train, is great for sharing the experience with friends and colleagues.

There are also many routes to make this journey - the quick direct routes on motorways, the slower but less direct A-roads which take in more variety and interesting places or finally the more scenic B-roads, lanes and tracks some of which may be dead-ends but still worth the experience of just "seeing what's there".

Sometimes you need to stop on your journey, get out of the car, stretch your legs and walk for a time, smell the flowers, swim the lakes. Motorways are okay and sometimes even necessary, but they are sterile 'tunnels' which only take you from A-to-B quickly. Fast-food motorway services will fill your tummy and provide you with a toilet, but a simple picnic or the country pub will also inspire reflection and offer much greater quality.

Our curriculum design is all about the journey we create for our learners

Humans learn best by doing and being in the world not by instruction; so, classrooms will never be the best place to learn - as educators, we need to think outside this box. We have to bring 21st Century thinking in to the practice of education at Black Firs.

We have to place the emphasis on building up our children's skills of learning. We have to continue to foster a growing desire to master skills, to be independent, responsible and creative. The ability to think, to communicate, cooperate, persevere, make decisions, develop a growth mind-set - these are the 21st Century empowerment skills.

Our recent work on [Relationships](#) has refocussed our life-long-learning. Being able to develop appropriate relationships, to judge a 'good' relationship, we believe is essential for a healthy life. Teaching children about building and developing relationships is part of evolving good emotional intelligence – a key feature in our School culture of multiple-intelligences.

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We have written a number of action research papers which illustrate and under-pin our shared philosophy; they are available online; [school-based-research](#)

We have refocused the School curriculum to be a ‘doing’ curriculum; to teach the generic skills the children require for lifelong learning rather than the out-dated, transmission-based knowledge curriculum defined by UK National Curriculum content. The important ‘stuff’, the skills for life, often happen in the space between the curriculum parts; they are enquiry based. We must maintain curriculum breadth, balanced and *relevance*. The National Curriculum does address *some* of this need but definitely not all, demanding that teachers focus on teaching and justifying what has been taught, rather than focussing on how a child learns and children’s learning journey.

Our teaching staff can be guides. They can help make the maps that may direct a journey but alongside the children; we also think it’s important to let learners make their own routes too. To feel the uncertainty of not knowing which way to go. To sometimes even get lost; but have the belief in their Guide that they will be found.

Lifelong learning is about preparing children for these eventualities; educating them to be able to navigate their own way, to use a ‘compass’ to find their own destinations. Gaining that sense of success and achievement about a journey well-made along a less-worn route. The awe and wonder in thinking they’ve discovered some hidden place along the way, to be the first that’s ever travelled this path. The enthusiasm they have in wanting to share what they’ve found, to take *you* back to share this special place too.

Our curricula provision at Black Firs is to address the important area of how children ‘learn-to-learn’. This places learning at the centre of everything we do, rather than leading with teaching. The taught input is still vital but the decision of which teaching style to use is dictated by the children’s individual learning memes, within the teaching group. Whilst this may seem a subtle adjustment it has led to fundamental changes in the way children and teachers work together in our learning community.

It places greater development on independence and responsibility – children are no longer ‘empty vessels to be filled’ but active seekers of Knowledge, Skills and Understanding. It is these three linked elements that now form the basis for the curriculum we offer.

Key lifelong learning skills include Speaking & Listening, Reading, Writing and being Numerate but also include Research, gaining and sharing individual opinion through Debate; understanding the Bias in information sources; being able to make a Presentation to a range of audiences. These are some of the essentials but we don’t ‘define’ a list of skills as this could limit the ‘journey’ through what we offer. As the world changes we need to keep re-defining, keep questioning, keep justifying what each new cohort of children require.

We use our holistic curriculum to develop Knowledge, Skills and Understanding so that we can provide opportunities for children to then develop their Creative Thinking Skills. It is predominantly this Creative skill that will have the greatest impact on the child’s lifelong learning. We use the term Creativity to identify the process of learning and thinking that allows children to engage in imaginative activity fashioned so as to produce outcomes that are both original and of value. This happens within any area of our curriculum; creativity is not just something that happens in the arts.

As practitioners, we continue to develop our teaching and learning in this area. The teaching staff are excellent at trying out new ideas, evaluating them and sharing best practice. They model, daily, the creative process we want to develop in our children. We continue to evaluate and review our approach as new research becomes available; currently we are investigating Growth-mindsets and developing concepts of ‘Struggle’ and ‘Grit’ - perseverance on a task - through-out School. Previously we have investigated how children’s self-directed learning allows children to instigate and direct their creative thinking skills to more ‘real world’ practical problem solving.

Implementation

At Black Firs, we deliver the above aims by:

- ✓ Prioritising reading, communication and mathematics as the key meta-cognition to other curriculum areas
- ✓ A commitment to excellence, innovation, diversity and creativity.
- ✓ Ensuring that curriculum knowledge and skills in every area are carefully and discretely sequenced so that they build progressively to deepen understanding

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- ✓ Bringing learning to life through our Studywork using rich first-hand experiences such as visits, visitors, theme days, making projects and using our locality
- ✓ Making learning meaningful, an emotional connection, through relevant content and engaging, high quality literature
- ✓ Using our curriculum to advance personal development and a sense of community through the KiVa programme, global learning, Personal, Social, Moral, Spiritual and Cultural education, RE, physical literacy and our extracurricular offer
- ✓ Providing a high-quality learning environment and quality resources (*including ICT*) which promote independent learning
- ✓ Listening to and observing children whilst learning, so that teachers can skilfully adapt lessons as necessary in a timely way
- ✓ Promoting a growth mind-set, the ‘learning pit’, GRIT and philosophy-for-children
- ✓ Ensuring our curriculum drivers underpin curriculum design - local links; wider world; learning power – resilient, resourceful, reflective, responsible, reasoning; nurture; self-awareness
- ✓ Ensuring all staff receive regular training and development in learning and teaching
- ✓ Involving parents/ carers in learning
- ✓ Maximising learning opportunities

Studywork Literature Policy

The curriculum is planned with literature forming the core of our Studywork approach. Texts are chosen carefully to provide threads which lead to further study in the foundation subjects. Literature provides the context for learning. This context is physical (*the internal provided environment*), intellectual and spiritual.

The physical context is important. In Key Stage One this involves a ‘set induction’ to facilitate structured play including role-play which relates to the text and elicits developmental writing. The creative teacher can devise specific scenarios to stimulate play and learning, for example by introducing, into the set context, situations through letters, concrete materials and problem-solving opportunities which demand responses from the children. The structured physical context is still important in Key Stage Two as it demands of the child a conscious response to and ownership of their own learning. The physical context is created through display drawn from the text. The visual stimulus is arresting and multi-sensory. It offers first-hand experience through a thoughtful grouping of resources. Children respond to a ‘Still Life’ of artefacts linked to an extract of text. To be most effective in motivating children’s learning, the teacher needs to set up the display for the start of term. This acts as a ‘set induction’ to ignite children’s interest and inspire their work.

The intellectual context is that of the cerebral, the cognitive, the conceptual. A literature study offers the teacher a series of ‘chapel hat-pegs’ standing out as obvious hooks on which to hang the children’s learning across the curriculum. This is what we mean by the emotional relevance to learning.

The spiritual context is engendered through the shared experience of the literature and the sense of corporate consciousness. The sensitive teacher seizes moments of awe and wonder.

Within our curriculum literature is used as an aid in developing the children’s literacy skills. Each class teacher selects a work of literature for the term to stimulate oracy, reading, writing and grammar. Using the model of quality fiction as the backbone for language work provides the children with a familiar context in which they can learn new language concepts. Stories can create a shared experience, merging the private and public world.

Through a closeness with the text the teacher can develop within the children a personal and corporate sense of the deeper and more sensitive understanding of language and its many forms.

One of the main aims of using fiction as the starting point for language is to encourage the children to enjoy books and discover for themselves the world literature.

For our less able children the ‘Literature Study’ approach to language enables them to encounter good quality fiction which they may not be able to read for themselves. Fiction allows our children to share in fundamental human experiences and emotions. They can project their own behaviour, their feelings of jealousy, fear, insecurity, envy, onto the appropriate characters in the stories they hear and so understand and come to terms more easily with reality. The children’s response to fiction can take many forms, written, oral, dramatic or artistic.

Children are singularly at home in the world of fiction where they can deal with experiences and situations in their own way.

The enthusiasm generated by books carries over into all aspects of the children's work motivating them towards becoming fluent readers, writers and improving their vocabulary.

The 'Literature Studywork' approach elevates the child's writing from the mundane to the extraordinary. It enables them to experience adventure, fantasy, it involves them in the impossible. Fiction can transport children to other times and places. Fiction allows the child to be a spectator and view ways of life beyond their own range. Powerful literacy brings to the young unbounded freedom, and can show the child how they too can become an author by writing stories to match those they read. Responding to fiction can help the child write personally in an almost confessional mode. [Don Graves](#) calls this writing with 'Voice' and without the voice of our children within their work, the writing becomes just 'words following words'.

Fiction helps us as teachers to develop a more creative approach to grammar which is not produced in isolated exercises, but bound closely with the literature the children are familiar with and so is more meaningful. Literature extends vocabulary, spelling and punctuation. It can provide the children with a bank of techniques which they will be able to use when they have a subject about which they really want to write. The Literature Study and related texts provide a rich bank of 'extracts' to model writing in the Literacy hour as access points to other areas of the curriculum.

Our 'Literature Studywork' approach to language encourages the children to become independent writers; it enables them to build a store of satisfying and enriching experiences so that they will have something to draw on as life goes on.

In Reception our School curriculum progression maps also pick up the areas of learning designated in the 'Early Years Foundation Stage' strategy. Early years children learn through structured play. Play is vitally important throughout School as it brings the 'real world' into the classroom letting children practice their skills. In Year 1 the play element is more structured and the Curriculum is more formally introduced. It is not natural to learn in subject areas; no one's brain thinks in eleven subjects. Our children integrate subjects, [holistic learning](#), from very young in to their play and investigation.

Holistic Studywork areas are chosen by the teacher which cover many areas of learning. This is predominantly based on our [Studywork Literature approach](#). The termly titles of our studywork often come from the title of our class book or series of books. In Early years and yr1 our studywork titles might be 'Ourselves', 'Water' or 'Colour'. By yr2 and through to yr6, our studywork is based around the shared class story and the method continues the 'hands on' approach of experiential, enquiry-based learning of early years by planning stimulating rich integrated learning experiences.

In our Teams termly plans we recognise the important contribution which all subjects make to the key skills of literacy and numeracy.

We continue to provide a broad, balanced, *relevant* and differentiated curriculum. Studywork Assignments will have science, technology, geography, history, art, and music focuses. Physical Education, PE, is sometimes integrated through dance but is often taught as a standalone theme; we place a great emphasis on PE and Sport. We believe that, as well as physical skills, PE and sport help to develop a child's emotional intelligences - their inter-personal and intra-personal intelligences. These are essential for successful life-long learners.

Other areas of learning are integrated into our Studywork assignments. These might include drama, health & safety, citizenship – local & global, philosophy for learning, multi-cultural themes, Forest Schools, equal opportunities and health and relationships education. We do use *some* formal schemes for example, we use ‘Linking Sounds & Letters’ for teaching of phonics.

Our Learning Process

As part of our metacognition we believe it is important to share a learning process with our children. We want them to use a model for ‘how we learn’ through which the creative process can be applied to our learning.

This has been derived from previous [School based action research](#) carried out with [CUREE](#).

Our Learning Process has been applied to all the national curriculum subjects in our [School’s subject policies](#). This model is included to help teachers identify how it can be applied in the context of every national curriculum subject.

Impact

The impact of our curriculum is visible in the timeline photographs on Earwig and is demonstrated in the assignments our children produce in their studywork books. An assignment is planned and constructed by the teacher to summarise the student’s learning across a broad range of learning objectives. An assignment usually has a main subject objective but numerous learning objectives could also be assessed in each assignment too.

Assignments in a studywork book record stepping stones through a child’s learning across a term. The children are rightly very proud of their studywork books. Across the year, their studywork books show the broad range of learning that has taken place and show noticeable improvement in quality.

Across School we use the term ‘High Quality’ to define our high expectation and as a way to express how we strive for higher standards with our children. Quality is defined as striving to achieve the best we can be but our best is always just beyond our reach. We focus on quality in everything we do with our children across our School – an assignment, a display, a sporting achievement, a production, a lesson, an assembly, a painting.

The impact of our curriculum also comes from key messages voiced by the child. Children say about impact:

- ✓ we have enjoy working in this way [*studywork*];
- ✓ we like to see our teachers and the other adults working with us enjoying themselves and trying new things;
- ✓ we want more opportunities to share our work with others and experience the difference we can make;
- ✓ we have lots of new ideas which we think are good and make sense.

Children say about learning:

- ✓ learning with friends is good fun;
- ✓ involving everyone and making sure no-one is left out is important to us;
- ✓ we have good ideas and like to try them out;
- ✓ rules are necessary so that people don't get hurt;
- ✓ we all need to know we can be good at something;
- ✓ most problems can be sorted out by taking time to talk;
- ✓ we are not put off by difficult things.
- ✓ we think all children should have the opportunity to speak out;
- ✓ involve us more, listen to us and do something with what we say;

Reporting

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We report daily via Earwig using tagged annotated photographs. Children's studywork books also show the coverage and quality of the curriculum. There are assignment assessment sheets at the rear of each studywork book which also show the learning objectives covered in each assignment and written targets from teachers and the child.

Record Keeping

Black Firs Bookmark targets record the progress children achieve in reading, writing and maths. These are a series of 'I Can' statements from Preschool to yr6 which are RAG rated as a child demonstrates attainment. Outstanding statements on the Bookmarks represent a child's targets. The completed statements create the progress score for each individual.

These Bookmark progress scores are reported via Earwig to parents. Alongside annotated photographs on Earwig, parents can follow a child's achievements and progress. Subject Coordinators can also follow progression through our curriculum by reviewing the subject tagged Earwig timelines.

Children with SEND

All the children believe they are producing the same assignment. This is important because it allows us to differentiated outcomes are for each individual; this is our [personalised learning](#) in practice. Expectations, support and differentiation is personalised by agreeing the outcome with each individual; by negotiating the complexity of the outcome; by the level of support from an adult, from scaffolding to acting as secretary. Ownership, pride and demonstrating that we value the effort children put in to their work is a key success of our studywork.

Equal Opportunities

We ensure that all children have equal access to the curriculum and that all are treated fairly regardless of characteristics. We are determined to diminish any gaps in the achievement of different groups if they emerge through the robust monitoring of children's progress.

Role of Coordinator

We still use Subject Coordinators. Each teacher is responsible for one National Curriculum subject; they act as 'subject champions' ensuring their subject is well represented in our holistic approach. Alongside their link-Governor, they monitor quality and support and advise the other teachers.

Health & Safety (*see also Health & Safety Policy*)

Please see the curriculum Health & Safety risk assessments for more information.

Review

At Black Firs, we assess the success of our curriculum design by reviewing a range of evidence for children's outcomes across all cohorts and multiple-intelligence areas. For teachers, assessment for learning is a key aspect of their work which allows them to make judgements of a child's progress and depth of learning across sequences of assignments, across weeks and terms.

Through distributed leadership, middle and senior leaders evaluate the quality of learner outcomes over time by examining books, gathering the child's voice and progress data. Curriculum Coordinators will monitor coverage

Our School improvement plan and subject development plans are key documents which ensure that our School is on a constant upward journey, striving to realise our vision, values and aims.

This policy will be reviewed annually for the next few years as we embed our new curriculum model. SLT and Staff will produce reports to Governors via the Education & Welfare Committee. Governors will then discuss this policy and its progress via the same Committee.

Appendix

Student v Pupil; active v passive

A student is a person enrolled in a school, attending classes, to attain a level of mastery under the guidance of an instructor. A student devotes time outside of classes, to do whatever activities the instructor assigns to create evidence of progress towards that mastery.

A pupil is a person whose learning is directed and taught by another; coming under the direct supervision of another.

Constructivism as a Paradigm for Teaching and Learning

Constructivism is a theory, based on observation and scientific study, about how people learn. It postulates that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. When we encounter something new, we have to reconcile it with our previous ideas and experience, maybe changing what we believe, or maybe discarding the new information as irrelevant. Regardless, we are active creators of our own knowledge. To do this, we must ask questions, explore, and assess what we know.

In the classroom, the constructivist view of learning can point towards a number of different teaching practices. In the most general sense, it usually means encouraging students to use active techniques (*experiments, real-world problem solving*) to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing. The teacher makes sure they understand the students' pre-existing conceptions, and guides the activity to address them and then build on them.

Constructivist teachers encourage students to constantly assess how the activity is helping them gain understanding. By questioning themselves and their strategies, students in the constructivist classroom ideally become "expert learners." This gives them ever-broadening tools to keep learning. With a well-planned classroom environment, the students learn How-to-Learn - metacognition.

You might look at it as a spiral. When they continuously reflect on their experiences, students find their ideas gaining in complexity and power, and they develop increasingly strong abilities to integrate new information. One of the teacher's main roles becomes to encourage this learning and reflection process. The teacher functions more as a facilitator who coaches, mediates, prompts, and helps students develop and assess their understanding, and thereby their learning. One of the teacher's biggest jobs becomes *asking good questions*.

In the constructivist classroom, both teacher and students think of knowledge not as inert factoids to be memorised, but as a dynamic, ever-changing view of the world we live in and the ability to successfully stretch and explore that understanding.

Contrary to criticisms by some (*conservative/ traditional*) educators, constructivism does not dismiss the active role of the teacher or the value of expert knowledge. Constructivism modifies that role, so that teachers help students to construct knowledge rather than to reproduce a series of facts. The constructivist teacher provides tools such as problem-solving and inquiry-based learning activities with which students formulate and test their ideas, draw conclusions and inferences, and pool and convey their knowledge in a collaborative learning environment. Constructivism transforms the student from a passive recipient of information to an active participant in the learning process. Always guided by the teacher, students construct their knowledge actively rather than just mechanically ingesting knowledge from the teacher or the textbook.

Constructivism is also often misconstrued as a learning theory that compels students to "reinvent the wheel." In fact, constructivism taps into and triggers the student's innate curiosity about the world and how things work. Students do not reinvent the wheel but, rather, attempt to understand how it turns, how it functions. They become engaged by applying their existing knowledge and real-world experience, learning to hypothesise, testing their theories, and ultimately drawing conclusions from their findings.

[Want to know more?](#)

Theory of multiple intelligences

An intelligence is a new kind of construct, one that draws on the biological and physiological potentials and capacities. It should not be confused with domains or disciplines, which are socially constructed human endeavours. It would be better to consider an intelligence as being like a [meme](#), talent or an ability; very importantly, there is **no hierarchy** among the capacities.

The theory of multiple intelligences differentiates human intelligence into specific ‘modalities’, rather than seeing intelligence as dominated by a single general ability. Howard Gardner proposed this model in his 1983 book *Frames of Mind: The Theory of Multiple Intelligences*.

According to the theory, an intelligence meme must fulfil eight criteria: potential for brain isolation by brain damage; place in evolutionary history; presence of core operations; susceptibility to encoding (*symbolic expression*); a distinct developmental progression; the existence of savants, prodigies and other exceptional people; support from experimental psychology; support from psychometric findings. These intelligences can either work independently or together.

Gardner initially proposed eight abilities but with further research this has become ten modalities. He believes these ten intelligences meet these criteria:

musical-rhythmic, aural - You prefer using sound and music

visual-spatial - You prefer using pictures, images, and spatial understanding

verbal-linguistic - You prefer using words, both in speech and writing

logical-mathematical - You prefer using logic, reasoning and systems

bodily-kinaesthetic, physical - You prefer using your body, hands and sense of touch

interpersonal, Social - You prefer to learn in groups or with other people; the ability to communicate or interact well with other people; to empathise

intra-personal, Solitary - You prefer to work alone and use self-study; control of conscious and subconscious thoughts; a more positive internal monologue; knowing who we are?

naturalistic – You nurture and relate information to your natural surroundings

existential – You feel a spiritual intelligence as a source of guidance; philosophical; Holism

moral – virtues such as empathy, courage, fortitude, honesty, and loyalty, or of good behaviours or habits

teaching-pedagogical – “which allows us to be able to teach successfully to other people”

Although the distinction between intelligences has been set out in great detail, Gardner opposes the idea of labelling learners to a specific intelligence. Gardner maintains that his theory should “empower learners”, not restrict them to one modality of learning. According to Gardner, an intelligence is “a biopsychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture.”

Gardner’s advice to schools – “individualise the teaching style (*to suit the most effective method for each student*), pluralise the teaching (*teach important materials in multiple ways*), and avoid the term “learning styles” as this is simplistic & confusing.

A meme is an idea, behaviour, or style that spreads by means of imitation from person to person within a culture - often with the aim of conveying a particular phenomenon, theme, or meaning represented by the meme. A meme acts as a unit for carrying cultural ideas, symbols, or practices, that can be transmitted from one mind to another through writing, speech, gestures, rituals, or other imitable phenomena with a mimicked theme. Memes can be seen as cultural equivalents to genes, in that they self-replicate, mutate, and respond to selective pressures.

Holistic, wholistic, hole-istic

- Holistic; relating to organic and functional relations between parts and a whole.
- Holism; theory concerning natural tendency of groups or units of form themselves into wholes.

- Wholistic; complete in all parts, entire; unbroken, undamaged; uninjured; total amount; sum of all parts; thing complete in itself. Wholehearted; single-minded, sincere. Wholetime; occupying all normal hours. Wholesome; good for one's health; morally sound; a complete project.
- Hole-istic; empty space or depression in solid body; awkward situation; dilemma; dull place; filling in the gaps?

Personalised learning

The term 'personalised learning' means maintaining a focus on individual progress, in order to maximise all a learner's capacity to learn, achieve and participate. This means supporting and challenging each learner to achieve national standards and gain the skills they need to thrive and succeed throughout their lives.