

# Curriculum Twilight Series



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## FREE Online Curriculum Twilight Series

Our 'Quality of Education' – the journey around articulating our curriculum intent, implementation and impact – is something schools have been wrestling with since the launch of the new inspection framework. How we construct and develop an ambitious curriculum to help our pupils to know more and remember more are key threads of thinking in our minds at present.

Join our curriculum twilight series where we draw on key expertise and threads on how can we maximise learning to make the biggest impact.



**Ofsted and the Curriculum Question: Peter Monk**  
8<sup>th</sup> December 2021 4pm – 5pm

This session covers the background to the new OFSTED framework and the focus on the curriculum. We will explore the methodology of a Deep Dive, particularly with regard to curriculum intent and consider the impact of the pandemic and 'inspecting with no outcomes' within this context.



**Pupil Book Study: stop making assumptions.: Alex Bedford**  
12<sup>th</sup> January 2022 4pm – 5pm

Use evidence-led and structured conversations to quality assure the curriculum, teaching and learning. This fantastic model is based on evidence informed practices and research which looks at how the school's curriculum design connects with the teaching and learning – the content and knowledge, the sequence, and vocabulary instruction.



**Diversity in the Curriculum: Bennie Kara**  
31<sup>st</sup> January 2022 4pm – 5pm

How do we create a knowledge-rich and diverse curriculum? This session explores the misconceptions around diversity in the curriculum, diving into the theory and practice of designing and delivering a representative curriculum.



**Cognitive Science, Curriculum and Transfer: Daniel Muijs**  
10<sup>th</sup> February 2022, 4pm – 5pm

In this presentation Daniel will look at what research in cognitive science tells (and doesn't tell us) about curriculum. He will look at what this means for curriculum design, and how that relates to the contentious issue of transfer of knowledge and skills

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## Speaker Bio:



**Bennie Kara**  
**@benniekara**

Bennie Kara is a deputy headteacher in the East Midlands, specializing in curriculum, and teaching and learning. She started her career in the inaugural cohort of Teach First in 2003, teaching English. Bennie speaks, writes and trains on diversity in the curriculum. She is the author of 'A Little Guide for Teachers: Diversity in Schools' (Sage Education). She has written on diversity for publications such as Schools Week and the Chartered College of Teaching's Education Exchange.



**Daniel Muijs**  
**@profdanielmuijs**

Daniel is Dean of the School of Education and Society at Academia University of Applied Science in Amsterdam. He is also a visiting professor at the University of Southampton. Previously he was Deputy Director for Research and Evaluation of Ofsted and professor in education departments at the universities of Southampton, Manchester and Newcastle.



**Alex Bedford**  
**@baronbedford**

Alex Bedford has over 25 years of experience in education as a teacher, headteacher and leading adviser for school improvement. Alex now supports Unity Schools Partnership and its Research School working across the UK and abroad. Alex is a published author and has worked as an associate consultant for the Institute of Education, UCL. His curriculum writing and resources have been highly praised by Clare Sealy (Head of Curriculum and Standards for Guernsey).



**Peter Monk**

Peter Monk is a Link Advisor for Derbyshire, a PD Consultant for ASCL, and carries out a variety work for the Spencer Teaching School Hub as an ELE (including NPQ delivery). Peter is involved with school improvement work with a range of schools and is an associate lecturer for Coventry University delivering on their MA in Educational Leadership. Peter has worked for Ofsted since 2015. Prior to this Peter was a headteacher for 19 years.

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