

ENDURING ISSUES

	CURRICULAR CONCEPTS	PEDAGOGIC CONCEPTS	ASSESSMENT CONCEPTS
EDUCATIONAL AIMS	1. Society's educational goals What vision of 'education' is the provision designed to achieve?	Breadth: does the curriculum represent society's educational aspirations for its citizens?	Principle: is the pedagogy consistent with established principles for effective teaching and learning?
	2. Elements of learning What knowledge, concepts, skills, values and attitudes are to be learned in formal education?	Balance: does the curriculum-as-experienced offer everything which each learner has a right to expect?	Repertoire: is the pedagogic expertise sufficiently creative, skilled and wide-ranging to teach all elements of learning?
LEARNING CONTEXTS	3. Community context Is the educational experience valued and endorsed by parents, community, employers and civil society?	Connection: does the curriculum engage with the cultural resources and funds-of-knowledge of families and the community?	Warrant: are the teaching strategies evidence-informed, convincing and justifiable to stakeholders?
	4. Institutional context Does the school promote a common vision to extend educational experiences and inspire learners?	Coherence: is there clarity in the purposes, content and organisation of the curriculum and does it provide holistic learning experiences?	Culture: does the school support expansive learning by affirming learner contributions, engaging partners and providing attractive opportunities?
CLASSROOM PROCESSES	5. Processes for learners' social needs Does the educational experience build on social relationships, cultural understandings and learner identities?	Personalisation: does the curriculum resonate with the social and cultural needs of diverse learners and provide appropriate elements of choice?	Relationships: are teacher-pupil relationships nurtured as the foundation of good behaviour, mutual wellbeing and high standards?
	6. Processes for learners' affective needs Does the educational experience take due account of learner views, feelings and characteristics?	Relevance: is the curriculum presented in ways which are meaningful to learners and so that it can excite their imagination?	Engagement: do the teaching strategies, classroom organisation and consultation enable learners to actively participate in and enjoy their learning?
	7. Processes for learners' cognitive needs Does the educational experience match the learner's cognitive needs and provide appropriate challenge?	Differentiation: are curriculum tasks and activities structured appropriately to match the intellectual needs of learners?	Dialogue: does teacher-learner talk scaffold understanding to build on existing knowledge and to strengthen dispositions to learn?
LEARNING OUTCOMES	8. Outcomes for continuing improvement in learning Does the educational experience lead to <i>development</i> in knowledge, concepts, skills and attitudes?	Progression: does the curriculum-as-delivered provide an appropriate sequence and depth of learning experiences?	Reflection: is classroom practice based on incremental, evidence-informed and collaborative improvement strategies?
	9. Outcomes for certification and the life-course Does the educational experience equip learners for adult and working life, and for an unknown future?	Effectiveness: are there improvements in standards, in both basic skills and other areas of curricular attainment, to satisfy society's educational goals?	Empowerment: is the pedagogic repertoire successful in enhancing wellbeing, learning disposition, capabilities and agency?
			Congruence: are forms of assessment fit-for-purpose in terms of overall educational objectives? Validity: in terms of learning, do the forms of assessment used really measure what they are intended to measure? Dependability: are assessment processes understood and accepted as being robust and reliable? Expectation: does the school support high staff and student expectations and aspire for excellence? Inclusion: are all learners treated respectfully and fairly in both formal and informal interaction? Authenticity: do learners recognise routine processes of assessment and feedback as being of personal value? Feedback: is there a routine flow of constructive, specific, diagnostic feedback from teacher to learners? Development: does formative feedback and support enable learners to achieve personal learning goals? Consequence: do assessment outcomes lead towards recognised qualifications and a confident sense of personal identity?