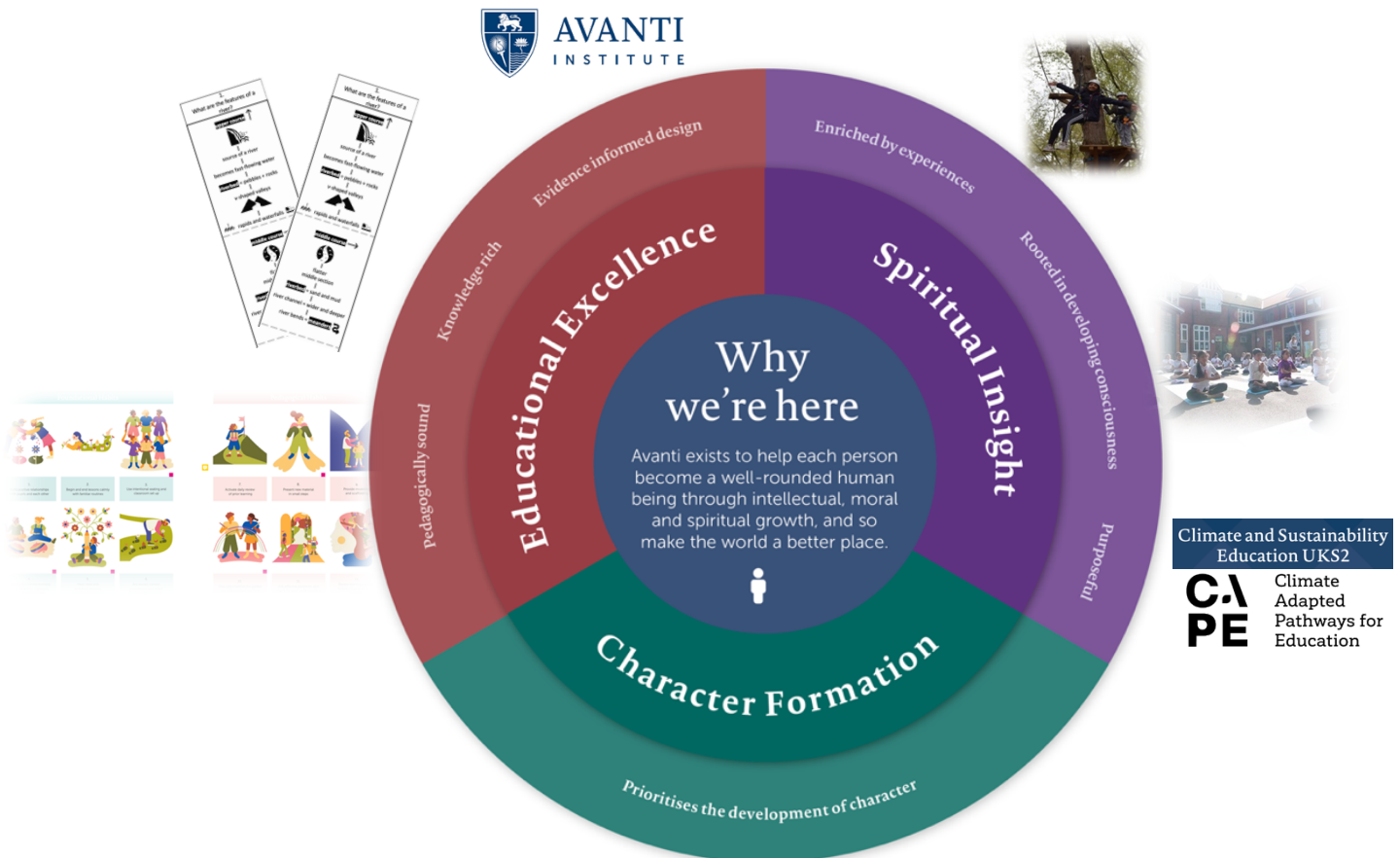




## The Avanti Curriculum Framework rooted in the Avanti Principles

*The Avanti Curriculum Framework details the substance of our unique, rich, and holistic curriculum offer, rooted in our collective purpose as a trust: to help each person become a well-rounded human being through intellectual, moral, and spiritual growth, and so to make the world a better place.*



### Curriculum Three-Fold Path

The three core tenants around which the curriculum is designed are:

- 1) Educational Excellence
- 2) Spiritual Insight
- 3) Character Formation

These tenants ensure our curricular serve an intention purpose and that the curricular choices and decision making at both a trust and localised school-level are aligned and deliver on, not only espouse, our ethos as a Trust.

### ***Educational Excellence***

Our vision for educational excellence is one where deeply inspired teachers nurture joyful students and nourish their innate passion for learning. Learning is a quest to discover each student's unique gifts and potential and lay the foundation for their lifelong journey of learning. This is inseparable from high academic standards, where a

challenging holistic curriculum cultivates independently thoughtful and reflective students by working towards a sense of mastery, emphasising depth, and not just breadth.

## Spiritual Insight

Our vision for spiritual insight is one where our interconnectedness with all living beings and with the universe, urges acts born out of humility and love, and the Self is perceived beyond its layers of coverings. Learning blossoms for these seekers as a quest for self-discovery and opens the door to their unlimited potential; an antidote to the emptiness of a materialistic or mechanistic worldview. The curriculum unveils the possibilities of sacredness and transcendence at every moment and so engenders a deeply positive attitude to life, enduring happiness and heartfelt relationships.

## Character Formation

Our vision for character formation is one where virtues are taught by example and a supportive community of learners fosters a powerful sense of individual and collective purpose. Learning develops for these conscious changemakers as a quest for making the world a better place, starting with oneself. The capacity to internalise and put into practice what we have learned is the true test of learning. Building this capacity demands an experiential, virtues-led curriculum that embraces collaboration, custodianship and global perspectives.

## Curriculum Design Principles

At a more granular level, school curricular across the Avanti Trust align to seven core curriculum principles which are both led by the trust ethos and evidence-informed ‘best bets’. This ensures that the curriculum deliver on our mission as a trust but also on ensuring that pupils have embedded learning over time. These principles are as follows:

### 1. Pedagogically sound

Our curriculum prioritises pedagogically-sound delivery and recognises that ‘pedagogy is curriculum’ (Wiliam 2011) Through the Avanti Teaching and Learning Toolkit and our defined 12 teaching habits (x6 foundational habits and x6 pedagogical habits) we are able to clearly codify and thus support teachers in continually developing their practice. It also recognises the importance of quality-first teaching in ensuring that ALL pupils can access, be challenged by and enjoy their learning.



### 2. Knowledge rich

Our curriculum recognises the importance of establishing, developing and deepening knowledge over time. Inspired by the work of Literary Professor E.D. Hirsch from the 1970's, our curriculum focuses on developing the necessary body of knowledge, or what Hirsch refers to as ‘communal knowledge’, for our pupils to access and master the entirety of the curriculum. Michael Young, of the Institute of Education, refers to ‘powerful

knowledge’ as the knowledge that allows individuals to go beyond their own personal experience and deeply understand their natural and social worlds. Our curriculum aims to capture this powerful knowledge and make sure our pupils have secured understanding of this knowledge during their journey with us. Each subject discipline has a carefully planned sequence of knowledge that empowers pupils to engage with and drive their evolving understanding over time. Each lesson has clearly defined points of knowledge to ensure that learning cumulatively grows. Each lesson also has a sharp focus on subject-specific vocabulary, with key concepts being visited and revisited regularly, to ensure long-term retention of knowledge.

### **3. *Evidence-informed design***

Our curriculum design and delivery are guided and informed by the evolving evidence base from educational research and cognitive science. We are selective about the evidence that informs the curricular, as to ensure that our curricular decisions are both grounded in the ‘best bets’ and that colleagues practice is enhanced NOT overwhelmed by research. We ensure the evidence base that we have selected (see below) are integrated into staff’s existing schema and craft expertise around what works in the classroom and adopt an ethos of ‘meeting colleagues where they are’ in terms of professional learning. A culture of continuous improvement means that we regularly revisit the evidence to refine and augment our collective understanding. This is reinforced by ‘The Avanti Institute’, our unique professional learning body, which offers colleagues multiple pathways of professional learning, informed by the latest research.

### **4. *Enriched by experience***

Our curriculum recognises that pupil learning sits within a wider landscape of experiential understanding and experience. This concept draws upon the findings from the UCL Rapid Evidence Assessment of Experiential Learning that found ‘positive effects for experiential learning approaches related to children’s motivation, engagement, agency, wellbeing, and academic achievement.’ In order to ensure equity and equality, we have agreed a charter of experiences that complement the academic curriculum but also the wider personal development curriculum.

### **5. *Rooted in developing consciousness***

Reflective of our ethos, our curriculum is designed to develop consciousness. Consciousness concerns an individual’s own awareness of their own unique thoughts, ideas, memories, and perspectives. This is embedded in the curriculum itself, particularly through our Yoga, Meditation and PRE-curriculum- unique aspects of our curriculum offer- that enable pupils to develop an awareness of self and others. In doing this, we ensure our pupils are ready to take their place in wider society, as global citizens who understand themselves well and have the ability to use this understanding to self-regulate and manage their own internal worlds. By doing so, pupils will be best placed to serve their communities and develop strong, social connections with those around them.

### **6. *Purposeful***

The Avanti Curriculum is designed intentionally to enable pupils to fulfil their own unique purpose and to truly ‘give back’ to society by applying the knowledge and learning they acquire, in a meaningful and contributory way. Our Climate and Environmental Education Curriculum, for example, enables pupils’ knowledge to serve a very real purpose in the wider world, positioning our pupils as giving and loving individuals and potential future leaders of tomorrow.

### **7. *Prioritises the development of character***

Our curriculum offer recognises the importance of character in our pupils’ evolution as individuals. It addresses character both explicitly, through the study of philosophy, religion, and ethos, but also implicitly through the delivery of our subjects. For example, pupils study a core set of texts in our literature spine, each with a clearly defined character-driver question that enables teachers and pupils to explore a core value or virtue, linked to the story. Leaning on the work of Daniel Willingham and his assertion that stories are ‘psychologically privileged’, we believe this study of literature is a unique opportunity for pupils to develop an understanding of the different facets of character and how they can go about cultivating the values and virtues that will stand them in good stead for their lives.

