Invitation to write resources for the citizED web site (www.citized.info)

The proposed new National Curriculum for citizenship and the new standards for initial teacher education provide an opportunity for the development of new resources to support the implementation of citizenship education.

21 pieces of work are required. Each piece will be of direct and immediate value for a range of audiences (trainee teachers, experienced teachers and others). All pieces of work may be used in programmes of initial teacher education, continuous professional development and directly with school students.

Individuals who wish to express interest in writing one or more of these resources should be made via Roma Woodward (roma.woodward@canterbury.ac.uk) as soon as possible and no later than the end of September 2007.

10 School-based briefing papers

Each piece of work will have 4 sections:
- One page of explanation about the meaning of key terms, sources of further information (e.g. recommended web sites, articles, books)
- One page that provides an example of practical activity for the classroom
- One page that provides an example of a whole school activity
- One page that provides an example of a community based activity

The school-based briefing papers will conform to the existing template for the citizED briefing papers. The structure for those papers can be seen in the examples at http://www.citized.info/?strand=4&r_menu=brief#SpecificContentBriefingPapers

The themes for the briefing papers will relate directly to the concepts, processes, content and opportunities outlined in the documentation for the new National Curriculum. All briefing papers will refer directly to the concepts and processes developed for citizenship education as part of the 2007 revised National Curriculum (i.e. democracy and justice, rights and responsibilities, identities and diversity, critical thinking and enquiry, talking informed and responsible action and advocacy and representation).

The following will be highlighted in separate pieces of work:

- Political, legal and human rights and the responsibilities of citizens (year 7)
- Key features of parliamentary democracy and government in the constituent parts of the UK and at local level including voting and elections (year 8)
- Freedom of speech and diversity of views and the role of the media in informing and influencing public opinion and holding those in power to account (year 9)
- Policies and practices for sustainable development and their impact on the environment (year 10)
- The UK’s role in the world including in Europe, the European Union, the Commonwealth and the United Nations (year 11)
- Migration to from and within the UK and the reasons for this (year 7)
• The changing nature of UK society including the diversity of ideas, beliefs, cultures, identities, traditions, perspectives and values that are shared (year 8)
• The needs of the local community and how these are met through public services and the voluntary sector (year 9)
• The rights and responsibilities of consumers, employers and employees (year 10)
• The challenges facing the global community including international disagreements and conflict, and debates about inequalities, sustainability and use of the world’s resources (year 11)

3 Assessment activities

Each of the assessment activities will include a guide to:
• Context - age of students, work undertaken prior to the assessment activity etc
• Aims of the assessment activity
• Indication of means of assessment and practical arrangements (oral, written, resources required etc)
• Mark scheme
• Suggestions for advice to students at different levels of achievement

There will be 3 activity guides presented each appropriate for a year group and designed to evaluate understandings and practice connected with a specific concept:

Assessment (year 7) – democracy and justice
Assessment (year 9) – rights and responsibilities
Assessment (year 11) – identities and diversity

This alignment between year groups and specific concepts is not intended to suggest that these concepts can be treated as if they are mutually exclusive or if individual concepts are more directly connected with a particular age group than others.

Authors are invited to develop the activities in connection with appropriate processes as they see fit.

5 Schemes of work

Separate schemes of work will be shown for each of the school years relevant to the National Curriculum i.e. Years 7, 8, 9, 10 and 11.

The layout of the schemes of work should explicitly include direct references to the new National Curriculum for citizenship focusing on the statement of importance, key concepts, key processes, range and content, curriculum opportunities and assessment.

3 pieces of work explicitly focused on teacher education

The new standards for initial teacher education are not distinct. There are significant overlaps between the standards. A good teacher should be knowledgeable and skilled in all three areas and be able to see the links between the areas. Each of the following three pieces of work will highlight a specific area of the standards without encouraging an artificially separate characterisation of the qualities of a good teacher.
There will be three pieces of work:

- Professional attributes
- Professional knowledge and understanding
- Professional skills

Each piece of work will focus on one of the new standards with explicit reference to the new National Curriculum.