

Training Tools for Curriculum Development

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Points of discussion

- **Making the case for curriculum**
 - Why curriculum is important?
 - Vision of the curriculum
 - Curriculum frameworks
 - Curricular trends
 - Types of curriculum
 - Challenges facing the processes of curriculum change and management

- **IBE's Training Tools for Curriculum Development :**
Rationale, Objectives and Brief Overview of the Resource Pack



Why is curriculum important?

- Curriculum is linked to **key definitions of the roles of education in society**: as citizenship education, as sensible personal development, as a core social and economic policy, and as an irreplaceable factor for the improvement of the general well-being, in particularly of the poorest population.
- Curriculum should include the **demands and expectations of society. It reflects the kind of society to which we aspire/pursue**. Link between society - education policy -curricular vision - teacher role and profile.



Vision of the curriculum

Why is curriculum important?

- Juan Manuel Moreno (2006): The **educational reform** throughout the world increasingly focuses on **curriculum**
- Increasing links between the curriculum's objectives and structures, the democratization of educational opportunities (diversification of modes of learning to achieve good outcomes) and the achievement of **social and pedagogical inclusion**
- Inclusion means that all children and young people have **equal opportunities of learning in different types of schools (inclusive settings and provisions)** independent of their cultural and social backgrounds, such as their differences in abilities and capacities



A comprehensive vision of curriculum

- Vision of curriculum development as **diversity of learning processes** to achieve quality education for all
- The curriculum is a **political and technical issue** that is well embedded in the complex interfaces between society, politics and education. It entails the participation of a large and diverse number of actors and institutions (multiple stakeholders from inside and outside the educational system).
- Cecilia Braslavsky: curriculum can be defined “as a **dense and flexible contract** between politics/society and teachers”



A comprehensive vision of curriculum

- The **intended curriculum** – focus on the aims and content of what is to be taught
- The **implemented curriculum** – focus on what is actually put in place for students in schools
- The **experienced curriculum** – focus on the formal learning actually experienced by students
- The **hidden curriculum** – focus on the students' experiences of school beyond the formal structure of the curriculum
- The **null curriculum** – focus on the areas and dimensions of human experiences not addressed through teaching



Curriculum Framework – Key features

A single document, which is supplemented by other materials to guide the implementation of specific parts of the framework. Three elements:

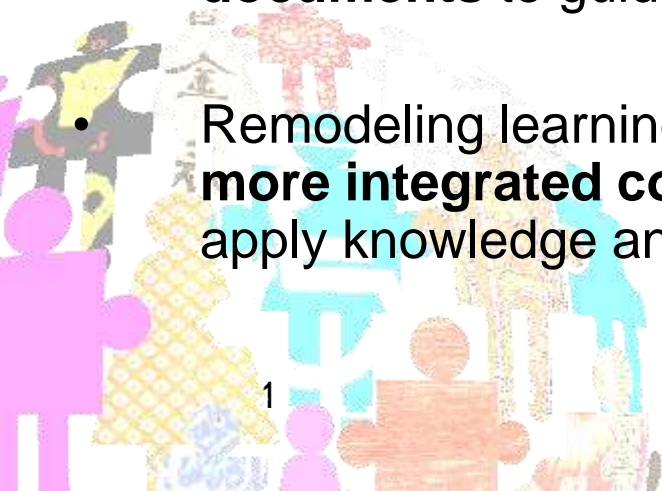
- an **agreed social document**, which defines and expresses national priorities for education and aspirations for the future of the nation (the well-being);
- a **technical tool**, which establishes parameters for the development of other curricular documents such as subject syllabi:
and
- it provides **universal criteria** that allow diversity and flexibility at the school and classroom levels sustained on universal core concepts.

Common components of Curriculum Frameworks

1. Introduction: Current Context	Reflects the findings of the contextual scan. It describes the social and economic environment in which teaching and learning occur.
2. Educational Policy Statements	Describes the Government's goals for education, such as universal literacy and numeracy, the development of skills needed for economic prosperity and the creation of a stable and tolerant society.
3. Statement of Broad Learning Objectives and Outcomes / standards for each level/cycle	Describes what students should know and be able to do when they complete their school education. Outcomes should be expressed in a range of domains, including knowledge, understanding, skills and competencies, values and attitudes.
4. Structure of the Education System	Describes the school system within which the curriculum framework is to be applied. It should specify: <ul style="list-style-type: none"> •Number of years of schooling, including compulsory schooling •Stages (or cycles) of schooling and their durations •Number of weeks in the school years, hours or teaching periods in the school week
5. Structure of curriculum content, learning areas and subjects	Describes the organization of content within the framework and the extent to which schools and students can make choices. It might describe: <ul style="list-style-type: none"> •The pattern of subjects or learning areas to be studied in each stage or cycle (such as core, elective and optional subjects) •A brief description of each subject or learning area outlining the rationale for its inclusion in the curriculum and the contribution it makes to the achievement of the learning outcomes defined in Section 3 •The number of hours to be assigned to each subject or learning area in each stage or cycle
6. Standards of resources required for implementation	Describes standards as they apply to: <ul style="list-style-type: none"> •Teachers – qualifications, teaching load (number of classes per week) •Students – number per class in each subject •Materials – textbooks, computers, other equipment; facilities – classrooms, furniture, fittings.
7. Teaching methodology	Describes the range of teaching approaches that might be employed in the implementation of the framework.
8. Assessing student achievement	Describes the importance of assessing the extent to which students achieve the outcomes established for each subject, and recommends or prescribes types of assessment strategies (such as written, oral, performance and practical skills demonstration).

Curriculum Development - Trends

- Moving away from centralized models of curriculum decision-making towards **more democratic, decentralized and school-based models within universal frameworks**
- Curriculum is increasingly being structured in ways which:
 - are appropriate to the needs and circumstances of regions; and
 - address more effectively the expectations and needs of students (**addressing diversity**)
- Adopting **curriculum frameworks as overarching curriculum documents** to guide curriculum design and development
- Remodeling learning experiences of many separate subjects into a **more integrated content**. Integrated learning enables students to apply knowledge and competencies more easily to their daily lives



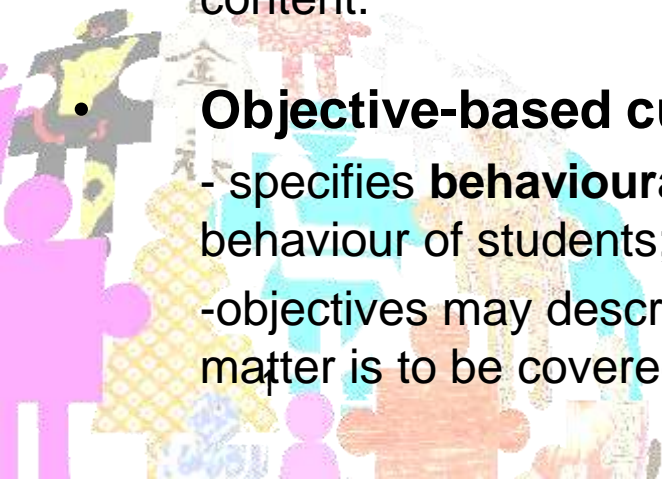
International trends in curriculum change

Paradigm shift?

FROM	TO
Teaching	Learning
Transfer of facts	Student construction of knowledge
Memorizations of information	Analysis, synthesis, evaluation, application of information
Concentration on knowledge	Development of knowledge, competencies, values and attitudes
Summative assessment on academic achievement	Authentic and formative assessment of competencies
Rote learning	Applied learning/learning in context
categorized knowledge (traditional subjects)	Integrated knowledge (broader learning areas)
Schooling	Lifelong learning
Focus on inputs	Focus on outcomes and processes
Didactic teaching	Participatory activity-centered approaches and “Interactive methodology”
Assumption that there is one “learning style”	Recognition that there are “preferred learning styles”
5/26/2011 Curriculum as product	Curriculum as both process and product ¹⁰

Types of Curriculum

- **Content-based curriculum:**
 - typically focuses in **traditional subject disciplines**;
 - often highly directive, detailed and rigid in both structure and time allocation;
 - teaching emphasizes the development of lower level cognitive skills (memorization and reproduction of factual information).
- **Outcome-based curriculum:**
 - specifies **outcomes that students are expected to achieve** in specific subjects or learning areas by the end of a specific stage of schooling;
 - focuses on the results rather than the means to achieve them;
 - supports the development of skills or understandings than cover required content.
- **Objective-based curriculum:**
 - specifies **behavioural objectives**, which aim to change the observable behaviour of students;
 - objectives may describe what the teacher or student is to do, what subject matter is to be covered, or the expected student learning.



Types of Curriculum

- **Competency-based curriculum:**
 - avoids a subject-based approach and emphasizes the cross-connections between learning areas;
 - aims to ensure that every learner reaches specific minimum levels of competency at particular stages of schooling;
 - emphasis on **developing and demonstrating knowledge, skills, capacities and behaviours** required for the successful completion of particular tasks (**learning situations** implying the mobilization and integration of resources). Mobilize and integrate knowledge, attitudes and values in order to competently address real-life situations.
- **Integrated curriculum:**
 - skills and knowledge are developed in more than one area of study;
 - acknowledges that learning and knowledge have a **social dimension** and that learning is not only a “school-based” activity.
- **Standards-based curriculum:**
 - **assessments are criterion referenced** (student performance is measured against the defined standard, not against the performance of other students);
 - standards can facilitate appropriate correlations between learning outcomes and educational services from different education units to create a customized system for the benefit of the students.

Challenges facing the processes of curriculum change

- Historical, ideological and political disputes and conflicts – **site of political and technical contestation**
- Disciplinary **identities** and boundaries. Going beyond them?
- Discussions on **curricular approaches**
- An in-depth look of the **classroom**
- Traditional forms and contents of **knowledge organization**



IBE's Training Tools for Curriculum Development : Brief Overview

- The IBE aims to **develop learning tools and capacity development programmes for curriculum change and development**, both general and thematic
- In this context, the IBE has developed a **core Resource Pack, containing a set of 8 modules** and a balanced number of case studies from different regions, emphasizing an interregional and global perspective of curriculum design and development
- The Training Tools for Curriculum Development allow for **customization depending on the concrete needs of countries and stakeholders**; the 8 modules of the Resource Pack can be taken as a whole or individually, or partially within a module.

Rationale: Why develop capacities?

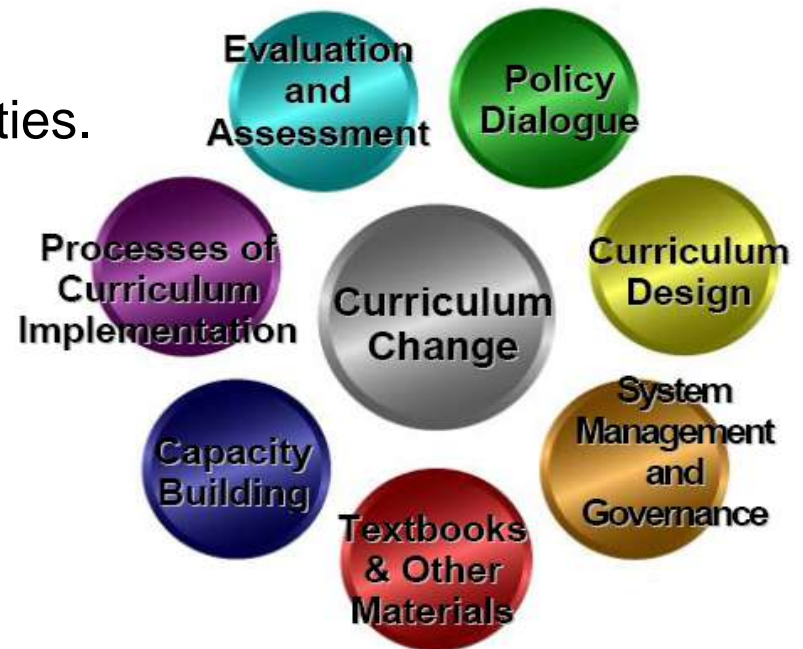
Some issues to bear in mind

- **Global, national and local** realities, perspectives and challenges, delicate and complex issues
- Strengthen the role as **life-long learners** from childhood education onwards
- **Some life challenges:** sustainable development; climate change; food security; overcoming glaring gaps in social and educational opportunities; understanding of the cultural dimension to support change
- Transition towards a knowledge society and impacts on social inclusion – **democratization of the access to knowledge?**



The Curricular Resource Pack

- Organised in 8 modules, each:
 - on key aspects of the curricular development process;
 - backed by a conceptual framework;
 - illustrated by case studies;
 - deepened through training activities.



The 8 Modules of the Resource Pack

1. Curriculum change

- Contains a basic core framework centred on quality education and effective learning

2. Policy dialogue & formulation

- Driving force of the reform
- Contains tools for SWO analysis (*strengths, weaknesses, opportunities and threats*) and identifying key actors
- Considers the planning and implementation of the consultation process
- Discusses advocacy and handling of sensitive issues



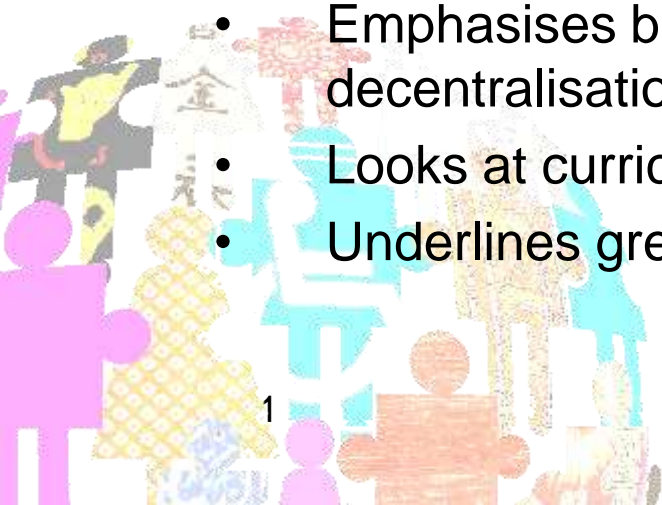
The 8 Modules of the Resource Pack

3. Curriculum design

- Contains tools for organising the curriculum framework
- Considers cross-cutting themes for curricular integration and diversification

4. System management and governance

- Contains models for managing the development and implementation of the curriculum
- Emphasises balance between curricular centralisation, decentralisation, and localisation
- Looks at curricular management at the school level
- Underlines greater engagement / involvement of stakeholders



The 8 Modules of the Resource Pack

5. Development of textbooks and other teaching/learning materials

- Supports the design of policies that integrate the new models and approaches to ensure quality
- Offers evaluation criteria and approval of materials
- Discusses the development of additional materials, e.g. e-learning, etc.
- Focuses on curriculum development by teachers

6. Capacity building for curriculum implementation

- Discusses new capacity building approaches and practices
- Helps target and support the capacities of key actors in the priority areas



The 8 Modules of the Resource Pack

7. Processes of curriculum implementation

- Piloting (design: justification, objectives, models, variables, planning, monitoring and evaluation, etc.)
- Large scale implementation

8. Curriculum evaluation and student assessment

- Offers criteria and analytical scheme for evaluating curricula
- Assessment of students: integral part of the curriculum (experiences of the Nordic countries)
- How to evaluate the learning outcomes of the cross-cutting themes



IBE's Training Tools for Curriculum Development

Opportunities to enhance and refine curricular competencies

Resource Pack - English, Spanish, French and Russian

The IBE offers **tailored, preferably accredited, capacity-development courses in response to the concrete needs of countries and stakeholders**. The customized courses would take into account the objectives, organization, content, methodology, documentation, tutorial guidance and deliverance (on-line and face-to-face, or both).

The main targets of the tailored workshops are: (a) educators, curriculum developers and specialists, teachers trainers, supervisors, principals, teachers, professors and researchers, among others groups, from ministries (national, regional and local levels), institutions, universities and civil society; and (b) professionals involved in curriculum development and implementation in bilateral and multilateral agencies.



Actions in the Caribbean

- * Capacity Building of the Curriculum Reform process in Trinidad and Tobago
- * Capacity Building workshop in Inclusive Education 2011
- * Support to the Grenada Curriculum Reform Project 2010-2012
- * Respond to request from Member States in the Caribbean
- * HIV & AIDS HFLE Curriculum support.
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For More Information:

UNESCO IBE: <http://www.ibe.unesco.org/en.html>

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