



# II Fórum de Língua Inglesa

Elaboração e Implementação de Currículos



# Building a World Class Curriculum

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# The Curriculum Foundation

- UK 'not for profit'
- *'A **world class curriculum** for every learner'*
- *'Every young person should complete their schooling with the confidence, the ability and the desire to make the world a better place'*
- Structured approach that enables countries to develop their own curriculum from the starting point of evaluating the existing curriculum and its impact and building upon firm foundations (We also work with schools)
- Iraq, Jamaica, Qatar, Rwanda, South Sudan, Syria, schools run by the United Nations for Palestinian refugees in Jordan, Lebanon, the West Bank and Gaza
- Bangladesh, Brazil, China, Egypt, India, Lesotho, Lithuania, Morocco, Pakistan, Singapore, UAE, UK, Zambia

# Building a World Class Curriculum

1. Introduction: Why a World Class Curriculum and what does this mean?
2. Key Elements of a World Class Curriculum and How Do We Lay the Foundations?  
The Curriculum Framework
3. From Ideals to Practice: Guiding Documents  
National Standards  
Scope and Sequence / Overviews  
Learning Units / Syllabuses



# Introduction

Why a World Class Curriculum and  
what does this mean?

## Vision and Rationale

What do we need the curriculum to do for our young people to prepare them for the world they will face as adults?

How can we capture and convey this message?

Workshop: practical experience of key steps in curriculum design and development

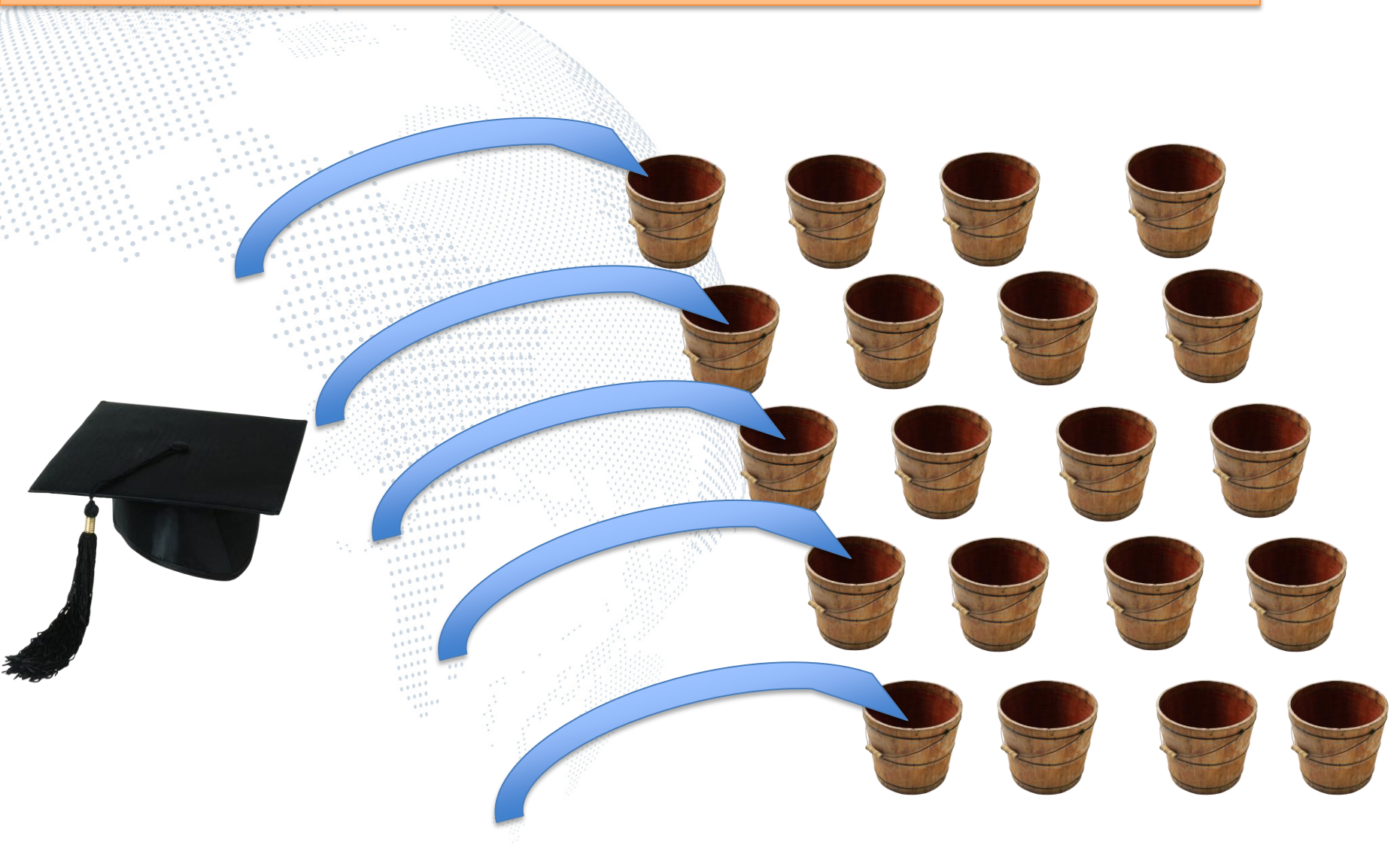
## WARNING

It is very easy to get it wrong.

It is much more difficult to design and develop a truly world class curriculum.

Our children deserve the best possible chance in life.

# Knowledge download into empty vessels.....



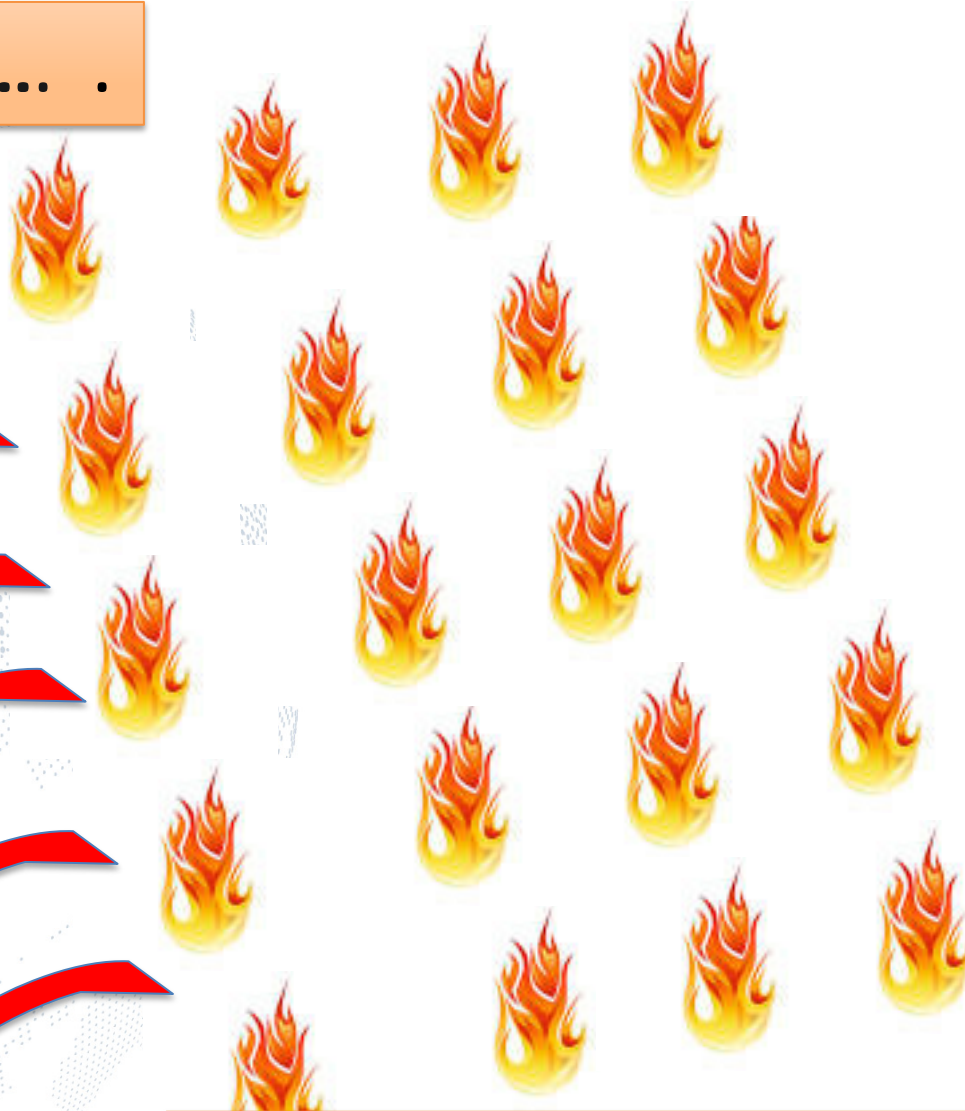
...or securing a lifelong love of learning?



"Education is not  
filling a bucket,  
but lighting a  
fire."

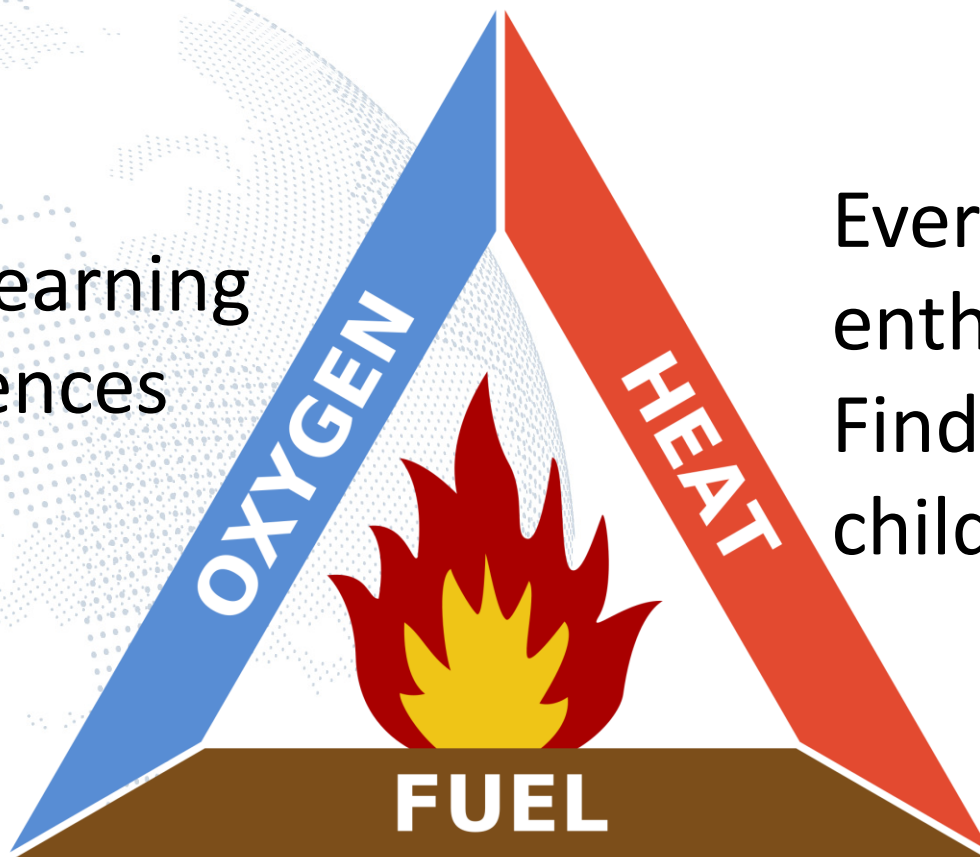
W. B. Yeats

Igniting the spark....



.... and fanning the flames!

Great learning  
experiences



Every child's  
enthusiasm  
Finding each  
child's passion

World class curriculum

# The Curriculum Race:

## Brazil Student performance (PISA 2012)

- The average performance in reading is 410 points compared to average of 496 points in OECD countries
- In mathematics 15 year olds score 391 points compared to an average of 494 points in OECD countries
- In Science literacy 15 year olds score 405 points compared to 501 points in OECD countries

# What do we mean by the curriculum?

## **Expected learning: everything we want students to learn**

Provisos from UNESCO's IBE .... 3 dimensions:

- **The official curriculum that specifies what students are expected to learn / be able to do;**
- **the implemented curriculum that is actually taught in the classroom;**
- **and the attained curriculum that represents what students actually learn.**

**1. Curriculum = crucial starting point**

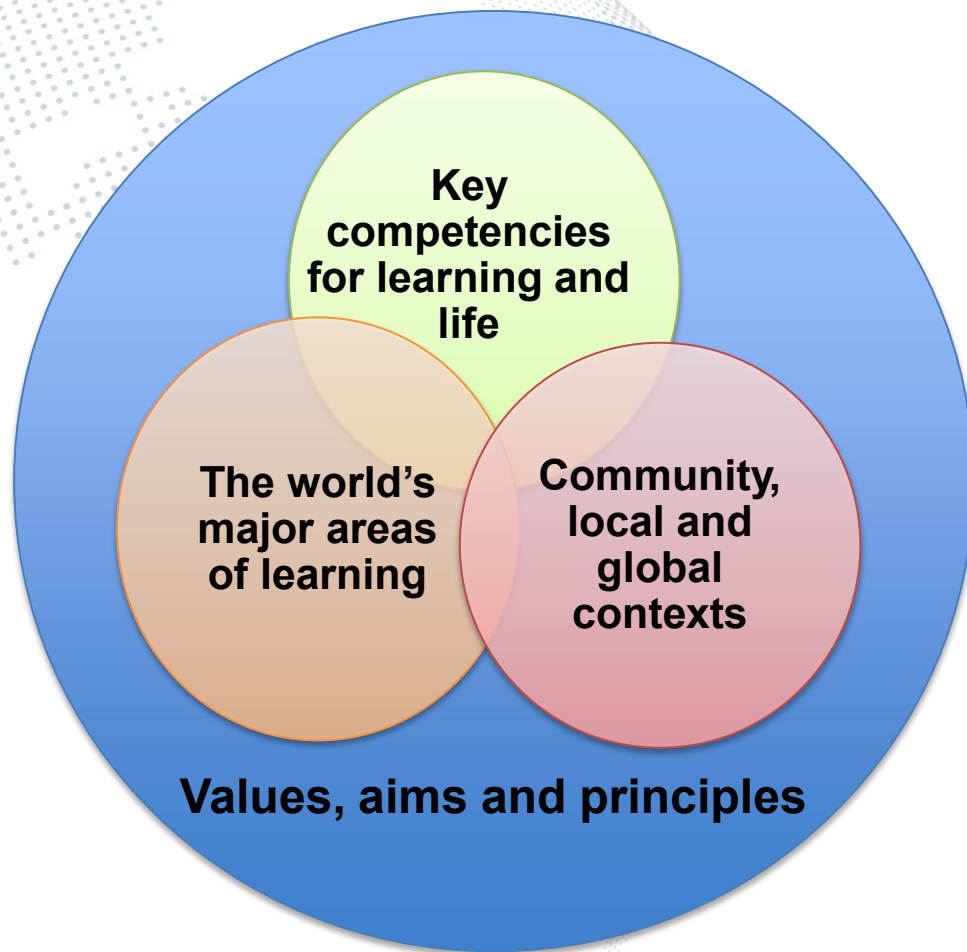
**2. Effective implementation = crucial next step**

# What do learners need?

- Love of learning and lifelong learning
- Adaptability / flexibility – pace of change
- Knowledge AND competencies, skills, attitudes
- Understanding of the big picture – interconnections and transferability
- Self-confidence / independence / hope & agency
- Entrepreneurship / risk-taking
- Maximise outcomes for **every** learner - fully inclusive

# A World Class Curriculum

## Four Domains



There is more about this on CF website, including a curriculum audit

### A World Class Curriculum should:

- 1. Values, Aims and Principles**
- 2. Key competencies for learning and life**
- 3. The world's major areas of learning**
- 4. Community, local and global contexts**



[www.curriculumfoundation.org/resources](http://www.curriculumfoundation.org/resources)

The ten principles of a World Class Curriculum

World Class Curriculum Audit

# How do we design and develop a curriculum that...

- ...is founded on values, aims and principles?
- ...is exciting and focuses on intellectual, physical, emotional, social, scientific, aesthetic and creative development?
- ...develops competencies and a sense of hope and agency?
- ...develops independence of mind and action and individual interests and talents?
- ...focuses on the imagination, curiosity and creativity?


# How do we design and develop a curriculum that...

- ...includes the branches of learning and subjects?
- ...highlights interconnections and their relevance to life, global issues and world events?
- ...provides pathways and flexibility to respond to developing needs, interests and contexts?
- ...is relevant to each learner's life, to local communities, and to national and international?
- ...addresses contemporary issues as well as the big ideas that have shaped the world?

A stylized globe composed of a grid of small dots, showing the outlines of continents. It is positioned in the upper left background of the slide.

Any questions relating to the  
introduction?

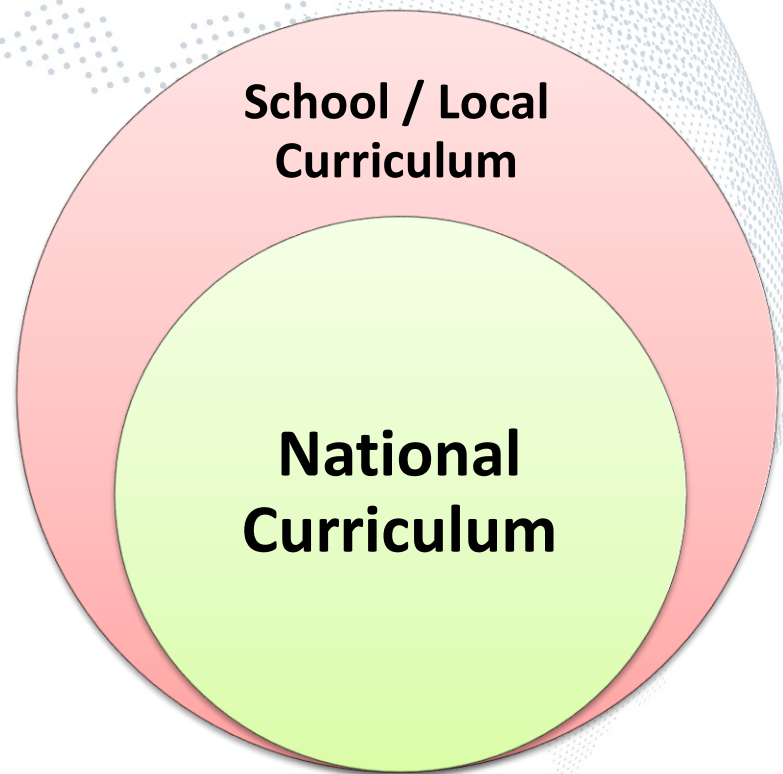
What is WCC and why do we need it?



# Key Elements of a World Class Curriculum and How Do We Lay the Foundations?

## The Curriculum Framework

# The school curriculum and the National Curriculum

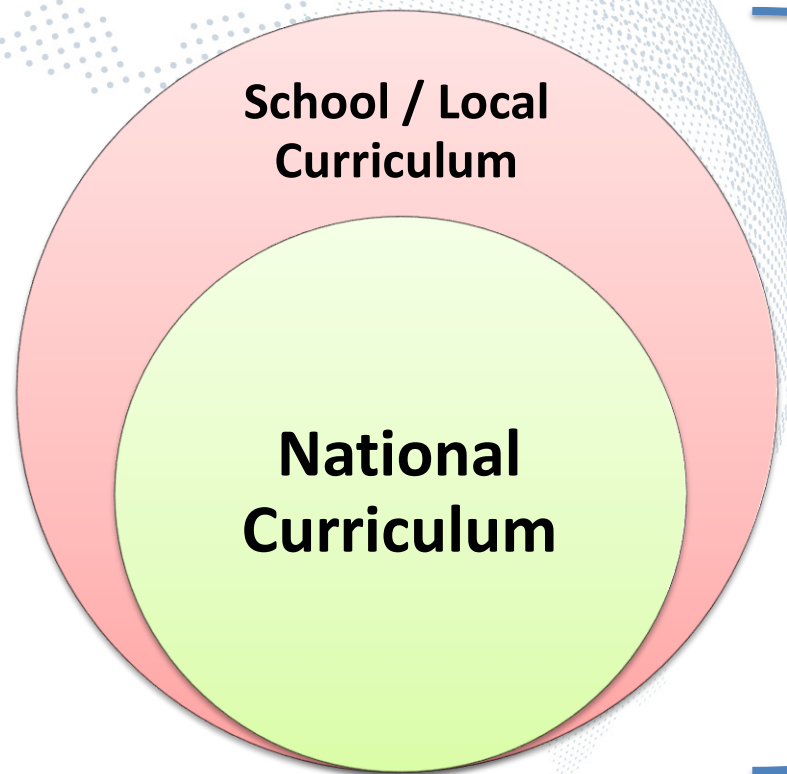


How much of the curriculum should be prescribed nationally?

How much flexibility should be built in for regional and local variation?

How do we avoid over-burdening schools / learners?

# Levels of Curriculum Design and Development



Local /  
School

State /  
Municipality

National

**What do young people need to succeed in the 21<sup>st</sup> century?**



**How would you describe a young person who is equipped for life?**



skilled questioning  
makes connections  
confident takes risks

thirst for knowledge healthy  
thinks for themselves  
independent

creative listens and reflects  
makes a difference

willing to have a go  
'can do' attitude

persevering

gets on well with others

generates ideas

critical self-editing

literate

flexible

communicates well

shows initiative

compassionate

acts with integrity

self-esteem

loves learning

shaper

learns from mistakes

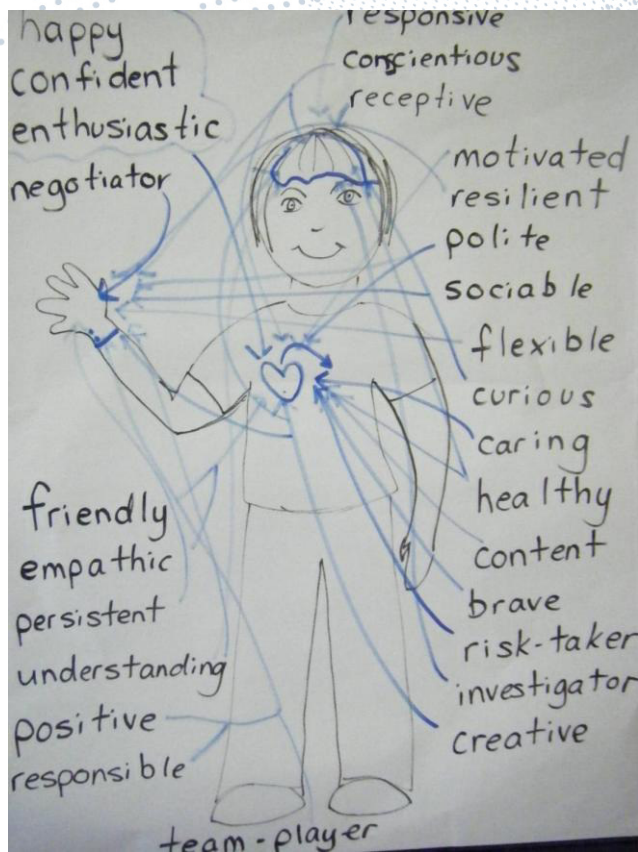
respectful

curious



# A lot of information....

Who do we involve and how  
can we use it?



Which qualities relate to the  
heart?  
Who should be engaged  
in the process?  
Child-centred?  
What do we want: young  
people with knowledge?  
Not knowledge skills?  
The more stakeholders /  
attitudes / development?  
What do we want: young  
groups the better?  
Parents know?  
It always leads to some  
relationship: self & others?  
Aimable discussions  
values?  
Competences:  
Competencies?  
Creativity?  
The school curriculum?  
Critical thinking?  
Curiosity?

# Principles

The curriculum should provide....

- ... a culture of excellence that supports innovation, creativity, effectiveness and continuous improvement
- ... an environment of empowerment that promotes independence, individual learning, critical thinking, problem-solving and emotional intelligence
- ... a context of heritage and culture that builds national pride and identity within an understanding of global citizenship
- ... a spirit of hope, respect, peace, reconciliation, unity and national pride, democracy and global understanding

# Subjects

‘intellectual, physical, emotional, social, scientific, aesthetic and creative development’

‘world’s major branches of learning and subjects’

Which subjects at:

1. Pre-primary?

Developmental / play / taught? Literacy? Numeracy?

2. Lower Primary?

3. Upper Primary?

4. High School?

} Compulsory / options / electives?

# Subjects

Portuguese

Mathematics

Science

Geography

History

Religious Education

Physical Education

Foreign Language

Art

Music

ICT / Computing

Design Technology

Home Economics

*Many questions: At what age / stage? How many hours? Integrated / separate?*

# Cross-cutting Issues

What about learning not covered by these subjects / key topics of national importance?

*These topics are often weaved through other subjects as 'cross-cutting issues'*

Literacy  
Sustainability and the environment  
Sexual health; HIV / AIDS  
Drugs and alcohol  
Equality: gender, ethnicity, tribal peoples  
Democracy  
Culture and Heritage

# Languages and Language of Learning

It is best for children to learn to read and write in their familiar / home language.

Once they have overcome the key hurdles in their own language they can then apply the skills to learning another language.

This is particularly important when the language of learning changes to one other than the home language.

*Policy regarding language of learning:*

*Stage / age? Which languages? Organisation / LoL in different schools? LoL resources? Big bang / gradual?*

# Foreign Languages

- Which language(s)?
- Age / stage?
- English?
  - Compulsory Primary and High School
  - 5% approx Brazilians claim some knowledge (10.3% 18-24s; 3.5% 35-50s)
  - Increasing demand – work-related
  - Lack of teachers, resources, over-crowding
  - Impact on business / economy
  - High demand for post-school English schools

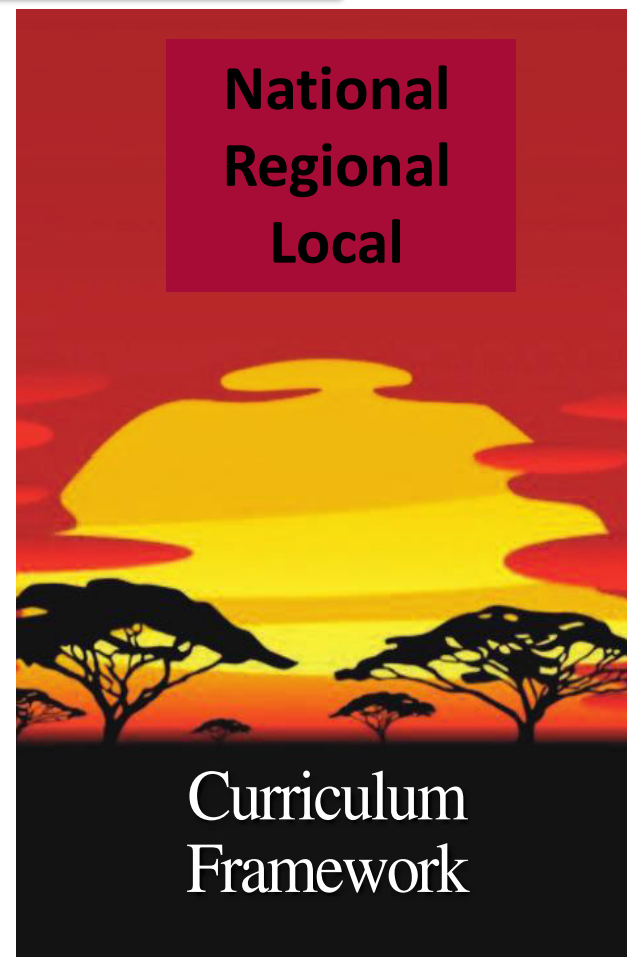
Source: Learning English in Brazil - British Council 2014

# Culture and Heritage

- National?
- Regional?
- Local?
- What elements fit naturally into subject syllabuses at national level?
- What elements need to be included in the curriculum another way? How?

# How can we make sure the education system delivers what we want?

The Vision  
Values  
Aims  
Principles  
Culture and Heritage  
Competencies  
Subjects and Subject Groupings  
National and Foreign Languages  
Options/ Electives  
Cross-cutting Issues  
Teaching & Learning Approaches  
Assessment




# Who is the Framework for?

- The nation: sets expected standard of practice and outcomes.... public and professionals
- Curriculum writing teams
- Teachers.... Teachers' Guides
- Teacher trainers
- Textbook authors & publishers
- Examinations and assessment people
- School leaders
- School inspectors / advisers
- Employers and Higher Education



Any questions relating to the  
Curriculum Framework?

A stylized globe made of dots, showing the Americas, in the background.

# From Ideals to Practice: Guiding Documents

National Standards  
Scope and Sequence  
Learning Units /  
Syllabuses

# What next?

- Standard of expected learning?
  - Broad programme of expected learning: what learned when?
  - ✓ Detailed programme of expected learning incorporating values / attitudes, competences, CCIs
- National standards
  - Scope and sequence / subject overviews
  - ✓ Learning units / syllabuses

# National Standards

What should learners know or be able to do?

Standards should be written (by subject specialists)....

- ...for which subjects or subject groups?
- ...at which ages or stages?
- ...year on year or at each stage?
- ...in what level of detail?
  - Every expectation prescribed or just key concepts & skills?
  - Equally prescriptive at every stage or decreasing prescription with age?

How should they be organised and presented?

# **LEARNING OBJECTIVES WITHIN THE PORTUGUESE-LANGUAGE SUBJECT AREA IN ELEMENTARY SCHOOL II**

## **6<sup>TH</sup> GRADE**

### **EVERYDAY-LIFE PRACTICES**

**This axis deals with participation in situations involving reading/listening and oral/written production in activities that are common in the day-to-day life experiences of children, young adults, and adults within domestic/familiar, school, cultural, and professional contexts.**

LILP6FOA163. Orally recount news content reported in newspapers, magazines, television, radio, and the internet exercising the capacity to select and summarize.

LILP6FOA164. Understand and produce various advertising texts taking into consideration its type (ad, classifieds, etc.) and the medium (newspaper, magazine, TV, pamphlet, outdoor sign, folder, etc.).

# Scope and Sequence / Overviews

What should learners learn and when?

At what level should overviews be written? Nationally / regionally / locally?

Overviews should be written (by subject specialists)....

- ...for which subjects / subject groups?
- ...at which ages / stages?
- ...year on year or at each stage?
- ...in what level of detail?
  - Every expectation detailed or just key concepts & skills?
  - Equally prescriptive at every stage or decreasing prescription with age?

**THERE MAY NOT BE A NEED FOR BOTH OVERVIEWS AND STANDARDS**

SECTION	S1	S2	S3	S4
<b>Organisms and their environments</b>	Understand the diversity of living things. Explain the general characteristics of insects, their life cycle and economic importance.	Describe the general principles of classification and construct simple dichotomous key  Understand soil formation, the causes of erosion and methods of soil conservation	Understand the interdependence of living things and their environment	Explain the interdependence of living things and the impact of man on the natural environment
<b>Principles of biology</b>	Understand cell structure and organization and relate to function			
<b>Maintenance and regulation of life processes</b>	Describe and explain movement of substances across cells.  Understand the diversity of cell types and their organization into tissues and organs  Understand nutrition in plants and animals  Describe other modes of nutrition	Understand the process of photosynthesis and its importance to animals as well as plants  Understand the process of transport in plants and animals  Explain food preservation methods	Understand respiration and gaseous exchange in plants and animals and relate to size and activity  Understand excretion and homeostasis in plants and animals	Understand coordination in plants and animals.  Understand support and movement in plants and animals

# Quality Assurance

Need to check:

- match with norms in terms of international expectation
- progression (vertical integration)
- coherence across subjects (horizontal integration)
- duplications and omissions

# Learning Units / Syllabuses

What teachers engage with!

How do we include all the expected learning?

- Knowledge, understanding, skills, attitudes and values, competences, cross-cutting issues, culture and heritage?
- Big picture / connections between subjects
- Great learning experiences (the oxygen)
- Assessment guidance

Year 4 Science		Topic 3: Hygiene and First Aid		3 lessons
Key Subject Competency To be able to .....				
Learning Objectives			Learning Activities	
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"><li>• Know ...</li><li>• State ...</li><li>• Recall ...</li><li>• Identify ...</li><li>• Understand ...</li></ul>	<ul style="list-style-type: none"><li>• Apply knowledge ...</li><li>• Analyse ...</li><li>• Evaluate ...</li><li>• Create ...</li><li>• Explain ...</li><li>• Describe ...</li><li>• Carry out an investigation ...</li><li>• Observe ...</li><li>• Research ...</li></ul>	<ul style="list-style-type: none"><li>• Appreciate the importance of ...</li><li>• Show concern ...</li><li>• Show respect for ...</li></ul>	<ul style="list-style-type: none"><li>• Devise an experiment ...</li><li>• Observe through magnifying glass ...</li><li>• Discuss reasons for ...</li><li>• Find out about ...</li><li>• Role-play ...</li><li>• Make a group presentation ...</li></ul>	
Contribution to the generic competencies: critical thinking ...; investigation ...; co-operation ...; communication				
Links to other subjects:				
Assessment approach:				
Materials:				

Knowledge download into empty vessels.....



# Learning Activities

## ACTIVITIES

- Research
- Discuss / Debate
- Investigate
- Make a presentation
- Apply learning to solve problem

- Devise an experiment
- Role play current issue
- Demonstrate concept
- Group work
- Produce a mindmap / concept map
- Local project

Primary 4 Science		Topic 3: Hygiene and First Aid		3 lessons
Key Subject Competency To be able to carry out basic hygienic practices based on an understanding of why they are necessary.				
Learning Objectives			Learning Activities	
Knowledge and Understanding	Skills	Attitudes & Values		
Understand the need for bodily and oral hygiene (cleanliness, antiseptics, quick treatment of cuts to avoid infection) Know the key risks to the skin and tongue (cuts, burns, common diseases) Understand the structure of skin and tongue and relate to function (taste bud distribution, pores, glands, dermis and epidermis) Understand the impact of cuts, burns and common diseases on the skin and tongue (dermatitis, eczema, psoriasis) Know how to treat minor cuts and burns	Carry out investigation of taste and touch Use magnifying glasses to identify features of the skin and tongue Carry out basic hygiene procedures Perform simple first aid for minor cuts and burns	Appreciate the importance of hygiene and behave accordingly Show concern for the patient when giving first aid	Devise an experiment for investigating taste and touch (including different parts of tongue) Observe skin and tongue through magnifying glass Discuss reasons for hygienic practices Find out about the common diseases that affect the skin Role-play simple first aid procedures for minor cuts and burns Make a group presentation to the class of reasons for hygiene and ways of avoiding ill-health and accidents	
Contribution to the generic competencies: <u>Critical Thinking</u> about reasons for hygiene; <u>Investigation</u> of disease types and taste and touch experiments; <u>Co-operation</u> with others in group work and <u>Communication</u> to class in presentation				
Links to other subjects: Social Studies Hygiene, Opportunity for cross-cutting 'Health and Hygiene'				
Assessment approach: Observation of role-play and class presentation, discussion of experiments				
Materials: Magnifying glasses, first aid kit, illustrations of skin and tongue structure, resource materials for diseases				

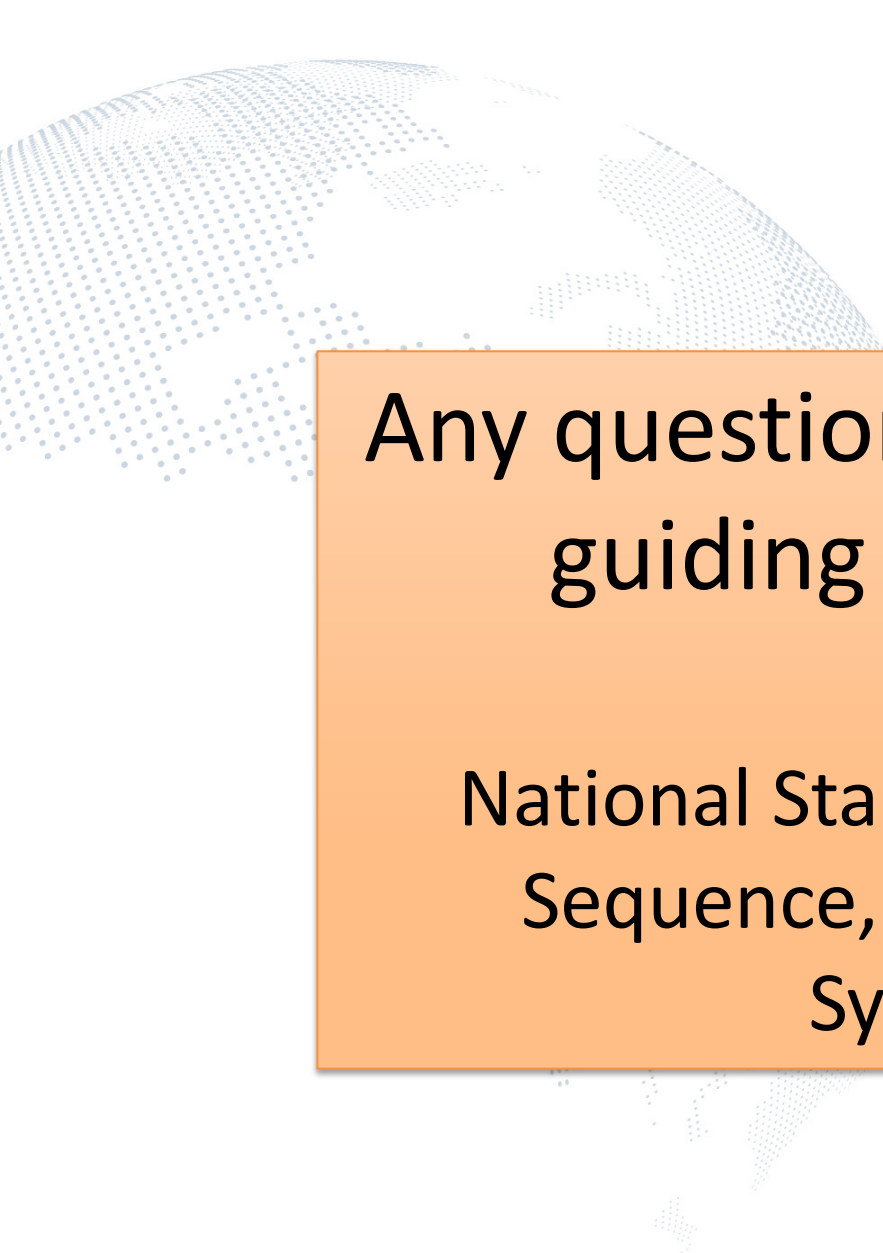
# Assessment

## Tests and Examinations

- Summative assessment aligned with new curriculum: applying learning
- Frequency and status of summative testing

Continuous assessment 'done with' NOT 'done to' learners

- Formative assessment / assessment for learning
- Sharing / understanding assessment criteria
- Self and peer assessment against criteria

A stylized globe composed of a grid of dots, showing the continents of North and South America, serves as a background for the top half of the slide.

Any questions relating to the  
guiding documents?

National Standards, Scope and  
Sequence, Learning Units /  
Syllabuses

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# Implementation

All we have to do now:

- Train teachers (in service and pre-service)
- Train school leaders, education officials, inspectors
- Produce textbooks and resources
- Ensure schools equipped
- National, regional assessment policy
- Higher Education admissions policy
- Employers
- Parents and other stakeholders