



II Fórum de Língua Inglesa

Elaboração e Implementação de Currículos

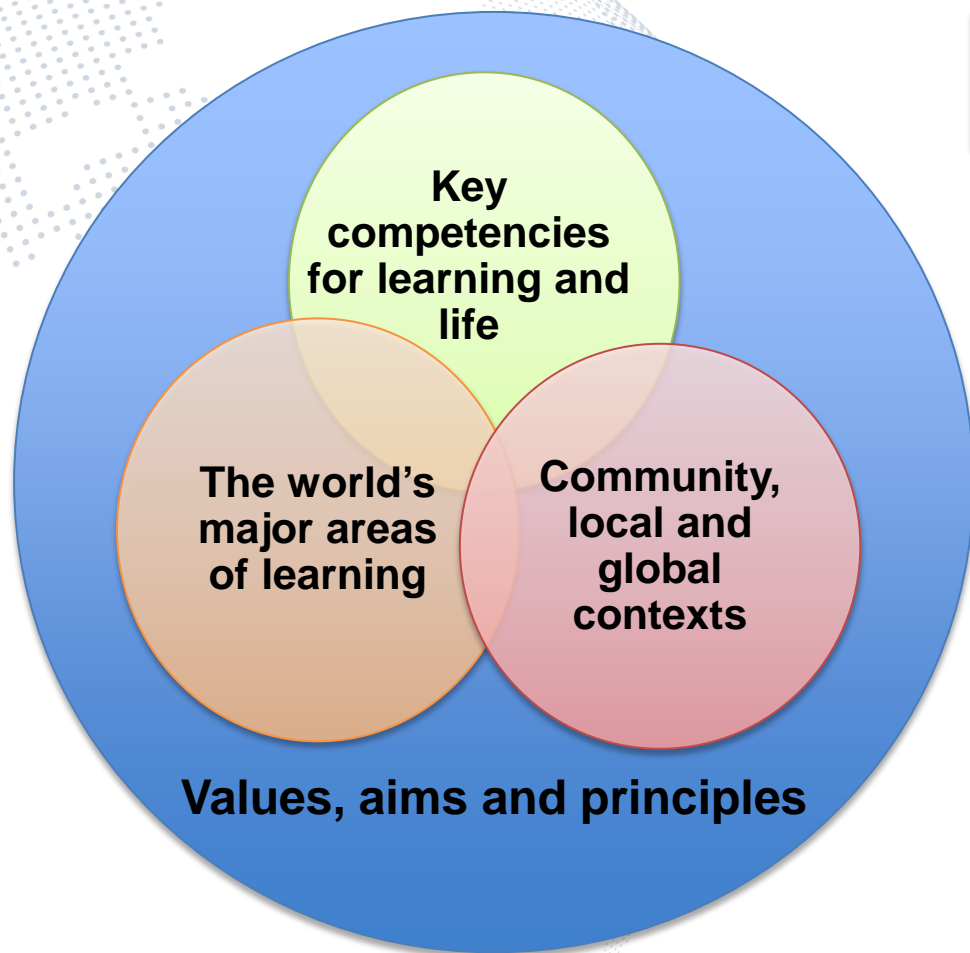


Workshop: Building a World Class Curriculum

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A World Class Curriculum

Four Domains



Ten World Class Curriculum Principles

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 diagram illustrating two approaches to curriculum development. On the left, there are two blue rounded rectangular boxes. The top one is labeled 'Audit' and the bottom one 'Blue sky'. To the right of each box is a large, light blue arrow pointing towards a single, larger blue rounded rectangular box on the far right labeled 'World Class Curriculum'. The 'Audit' arrow contains the text '• Improve what we've got' and the 'Blue sky' arrow contains '• Start from scratch'. The background features a faint, stylized globe.

Audit

- Improve what we've got

Blue sky

- Start from scratch

World Class Curriculum

What do young people need to succeed in the 21st century?



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



What does this tell us about what we want for our learners in terms of....

...knowledge?

Is this all subject knowledge or is there other knowledge?

How to describe it?

...values?

Can we produce a list of values we want our learners to have?

...what they can do?

Can we produce a list of competences? Skills?

What does this exercise tell us about the overall aims of our curriculum?

Aims

To develop learners as....

- Patriotic and responsible citizens, ready to play a full part in society
- Confident and self-reliant people, ready to take their place in the labour market
- Successful life-long learners, ready to adapt to new situations, and be agents of change
- Creative and innovative individuals who are curious, adaptive and productive

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

Curriculum Aims and Principles

Aims: What do we want to achieve?

1.

2.

3.

Principles that curriculum designers must be guided by.

1.

2.

3.

Subjects and Cross-cutting Issues

‘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?

What learning that does not align with a subject? Cross-cutting Issues?

Phase	Subjects Development / Subject Areas or Subjects	Cross-cutting Issues
Pre-primary		
Lower primary		
Upper primary		
High School		

Language of Learning and Languages

What should be the policy regarding the language of learning?

If there is a change of language of learning for some learners, when should this happen and how?

Which foreign language(s) should be learned and at what ages?

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?



Languages / Culture and Heritage

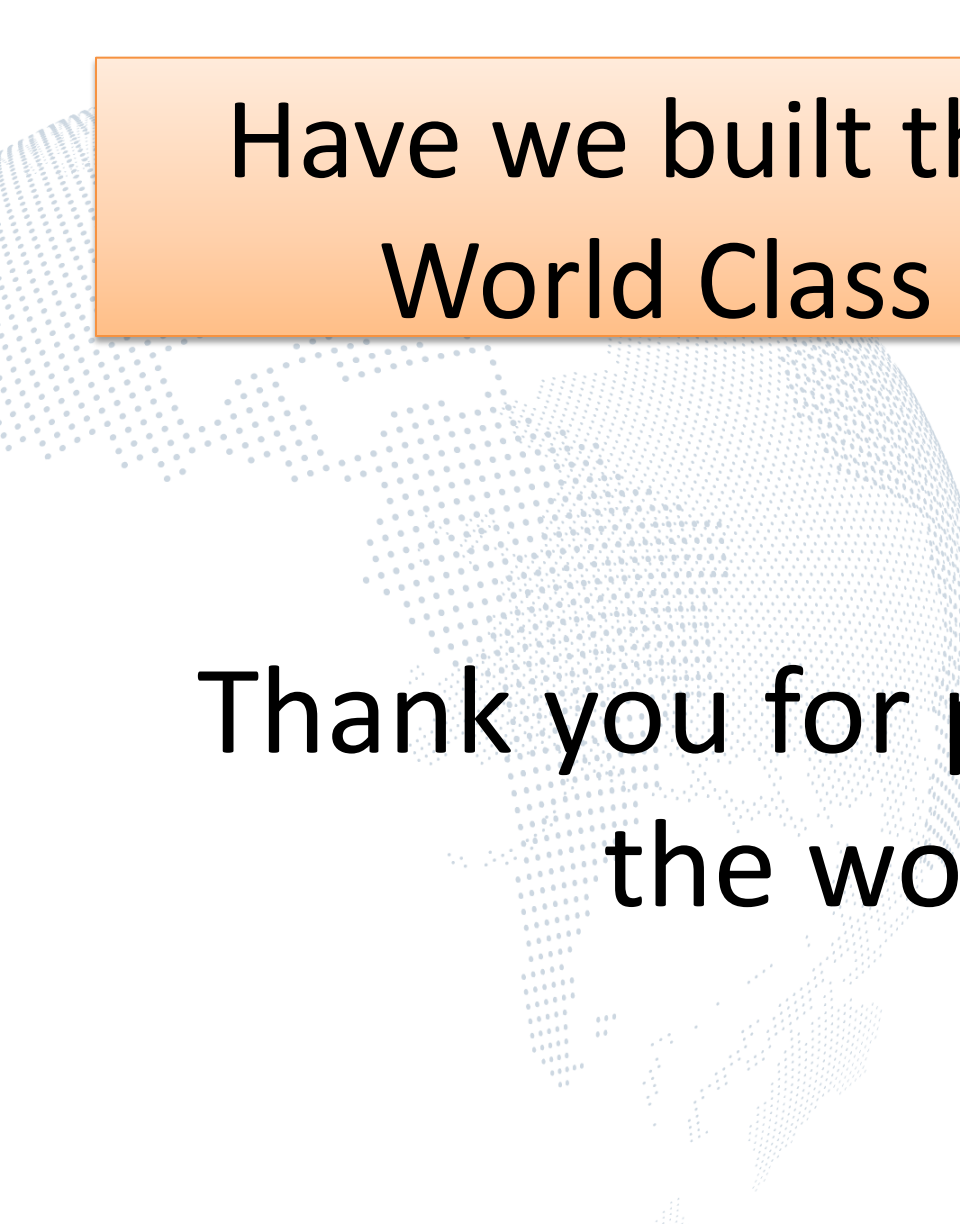
- What should the policy be regarding language of learning?
- Which foreign languages should be taught and when?
- What are the key elements of culture and heritage (local, regional and national) that should be built into the curriculum?
- How can they be fitted in?

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

Have we built the skeleton of a
World Class Curriculum?

Thank you for participating in
the workshop