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Workshop on Inter-disciplinary Perspectives on Curriculum Decision-Making



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This workshop would work with you to answer the following questions:



1. What perspectives are used to make curriculum decisions?



2. What are the key curriculum decisions?



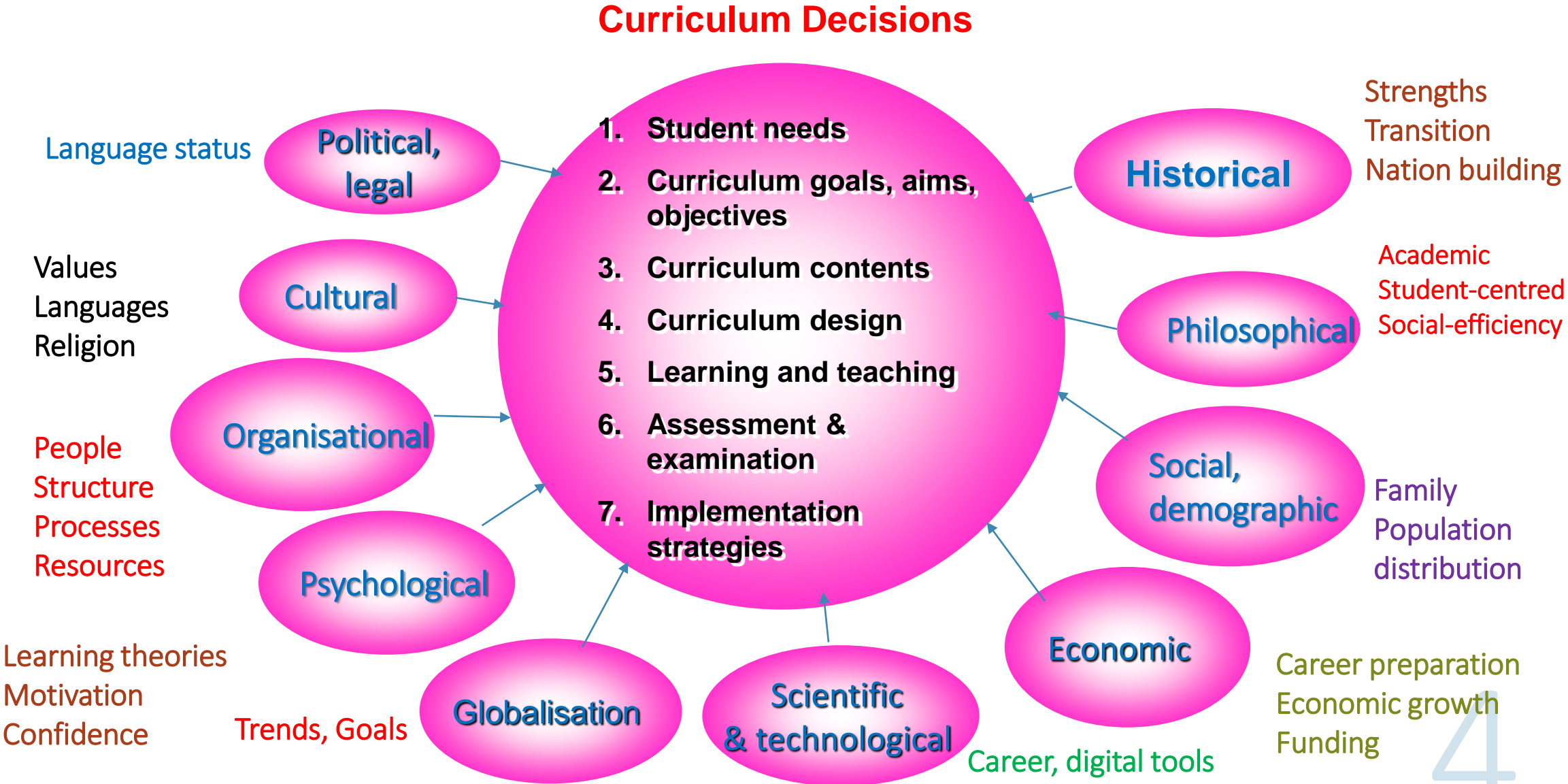
3. What are the tensions or issues involved?



The Relevant Disciplines



How has each disciplinary perspective influenced curriculum decisions ?



Question 1

What are the
characteristics of students?

1. Choose one from I, II, III, IV below for this workshop. Describe the background of students.

Data and Diverse needs	I. National	II. Province	III. School	IV. Class
1. Age	Education for ALL	Karagana	Number 88	Secondary 1
2. Abilities				
3. Ethnicity & religion				
4. Population & gender				
5. Economic				
6. Social-emotional well-being				

National

Province

School

Class

Question 2

What are the student needs and curriculum aims?

2. Single or Multiple Aims? Why?

	Academic	National	Economic	Socio-cultural	Scientific & technological	Personal/ moral
Senior Secondary	Broad and specialization	Patriotic and defense	Career aspirations, vocational training	Society, nation and the world	Digital citizenship	Core values & character formation
Junior Secondary	Broad foundation	Patriotic	Awareness and understanding	Family, society, nation	IT Skills & digital citizenship	Core values
Primary	Basic foundation	Know & love	Awareness	Self, family, nation	Information technology skills	Core values
Kindergarten	Interest to learn, moral behaviour, appreciate natural environment, healthy living					

Question 3

What is worth
learning?



Sustainable Development Goals

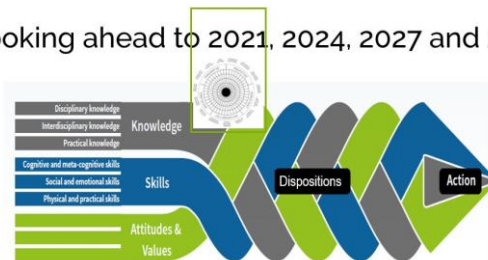
Learning Objectives



3.1

Globalisation or
localisation ?

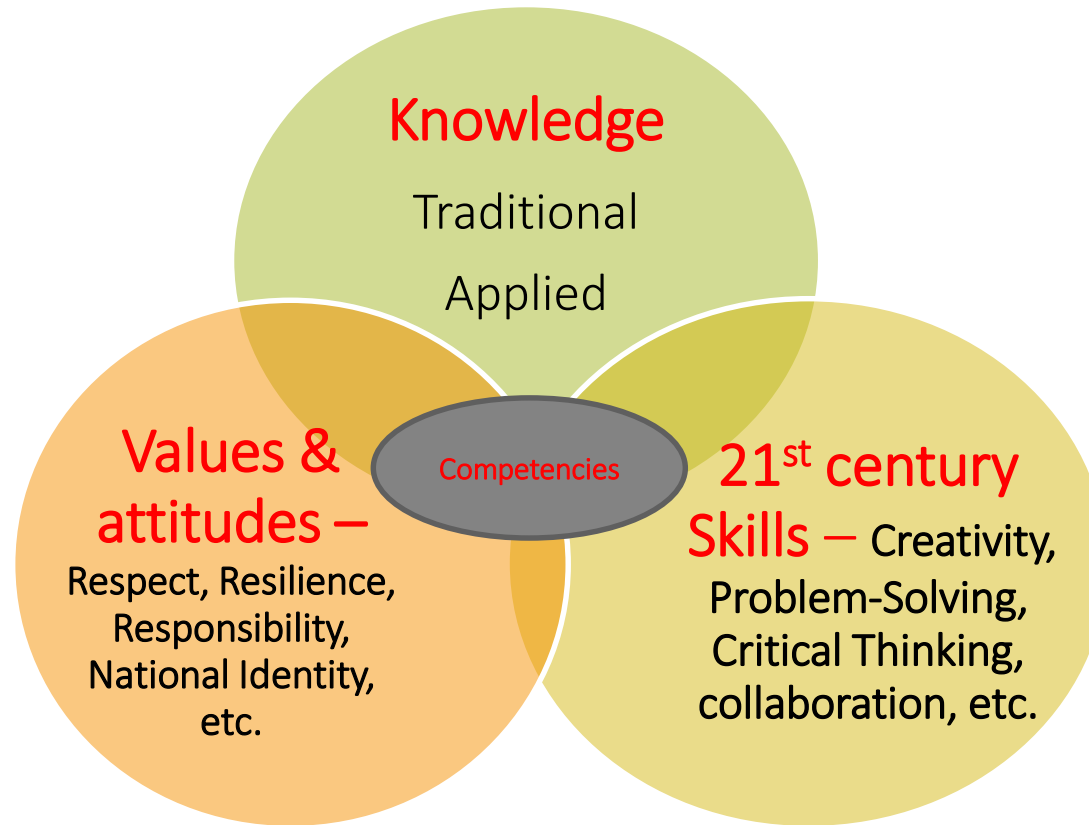
Looking ahead to 2021, 2024, 2027 and 2030



OECD 2030 Framework for Education








3.2 What knowledge, skills/competencies, values and attitudes to be selected?



Question 4

How should the curriculum be designed?

4.1 Single or Multiple; 4.2 Compulsory or Optional

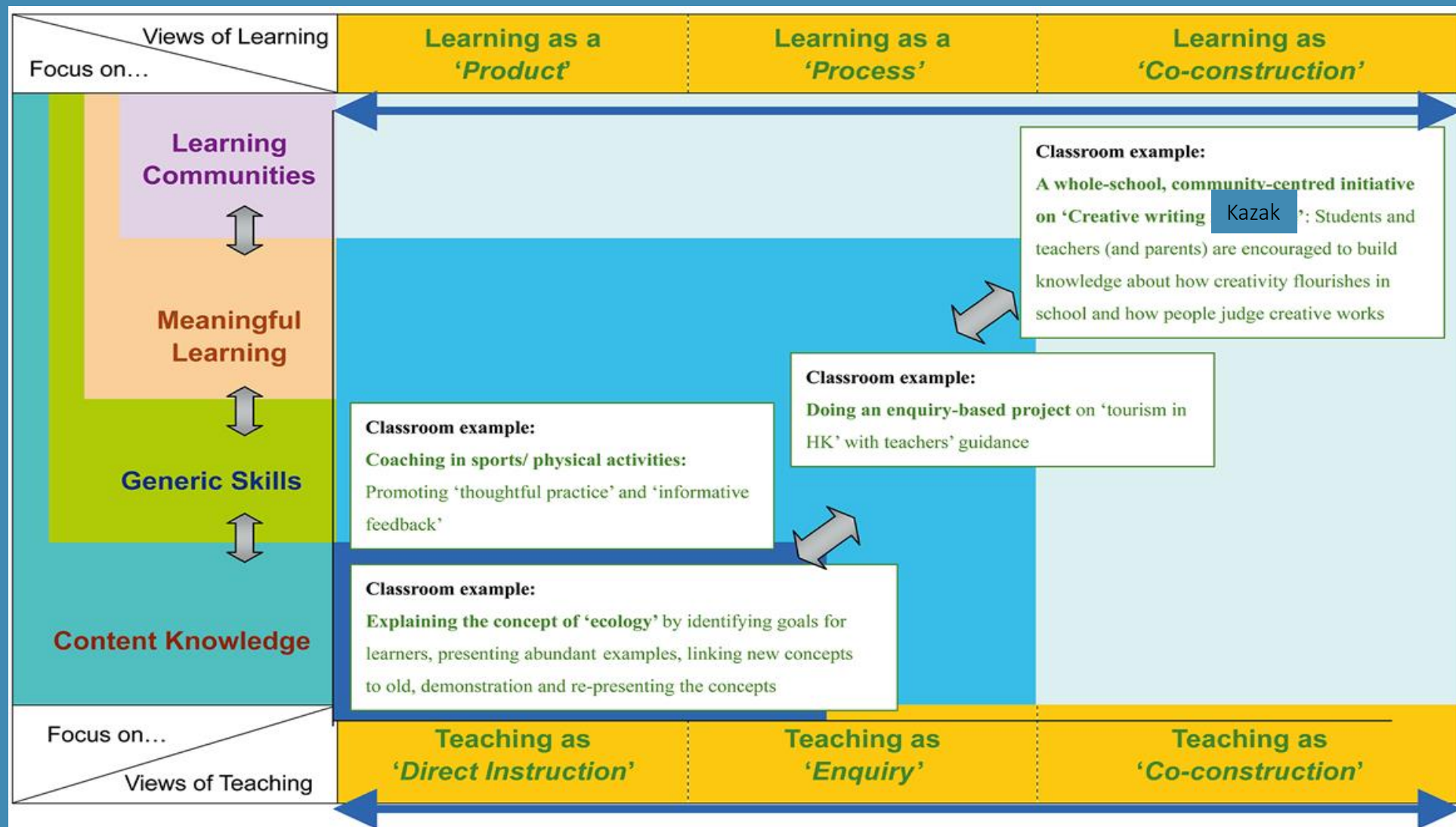
Curriculum Design	Disciplinary/ Academic curricula	Integrated curricula	Vocational/ Practical curricula	School-based curriculum	Learning Experiences
Curricula	<ul style="list-style-type: none"> • Physics • Chemistry • Biology • Mathematics, History • Geography • Economics • Design • Kazak language 	<ul style="list-style-type: none"> • Humanities, • STEM (science, technology, engineering and mathematics) 	<ul style="list-style-type: none"> • Hotel services • Media design • Image design • Cooking • Fashion design 	<ul style="list-style-type: none"> • English • Chinese • Japanese • Reading • Projects 	<ul style="list-style-type: none"> • Physical education • Arts • Music • Excursion • Museum • Green Parks • Service learning
Senior Secondary	%	%	Optional	Fixed %	Fixed %
Junior Secondary					
Primary					

Question 5

What is the effective pedagogy?

5.1 Knowledge Transmission or Knowledge Construction /Co-construction?

5.2 Uniform or diverse pedagogies ?



Question 6

How to design assessment and examination to align with the curriculum aims and learning objectives?

6.1 For Learning Purpose or for Selection Purpose ?





6.2 Assessment and Examination Methods to match learning objectives

	Assessment %	Examination %	Portfolio
Examples	<ul style="list-style-type: none">• Group work• Projects• Reading reports• Field work• Role play• Etc.	<ul style="list-style-type: none">• Written examination• Practical examination• Oral examination• Listening examination	<ul style="list-style-type: none">• Reading Design• Reflections• Self-introduction
Senior Secondary	20-30	70-80	
Junior Secondary	30 - 50	50-70	
Upper Primary	50	50	
Lower Primary	100	0	

Question 7

How to implement the curriculum effectively (a) by stages ?

7a Ideal curriculum, feasible stages and time-line?

Implementation Stages	2019	Sept 2020	Sept 2021	Sept 2022	Sept 2023
• Initiate the new curriculum	3 months				
• Consult teachers, parents	1 month				
• Pilot the practice	4 months				
• Finalise the curriculum	2 months				
• Disseminate information	1 month				
• Adopt the feasible curriculum					
• Adapt the curriculum for improvement					
• Evaluate the implementation					
• Revise the curriculum					

Question 7

How to implement
the curriculum
effectively with (b)
support strategies?

7.b.1 What are the suitable professional development programmes?

7.b.2 Are there enough capacity, such as trainers, leaders and teachers?



Structured Learning

Courses for school leaders and teachers

Curriculum knowledge

Content knowledge

Pedagogical content knowledge

Assessment knowledge

Catering for diversity



Collaborative Learning

Workshops for different personnel together

Networks (e.g. regional-based LS school networks)

Professional learning community (e.g. learning circle for learner diversity)



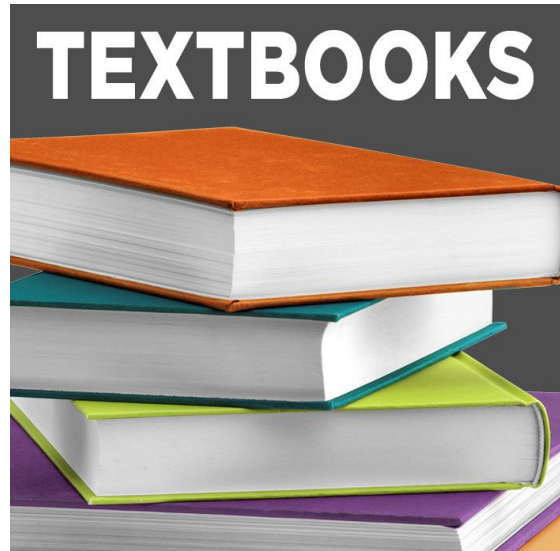
Organizational Learning

Whole-school planning

Knowledge management

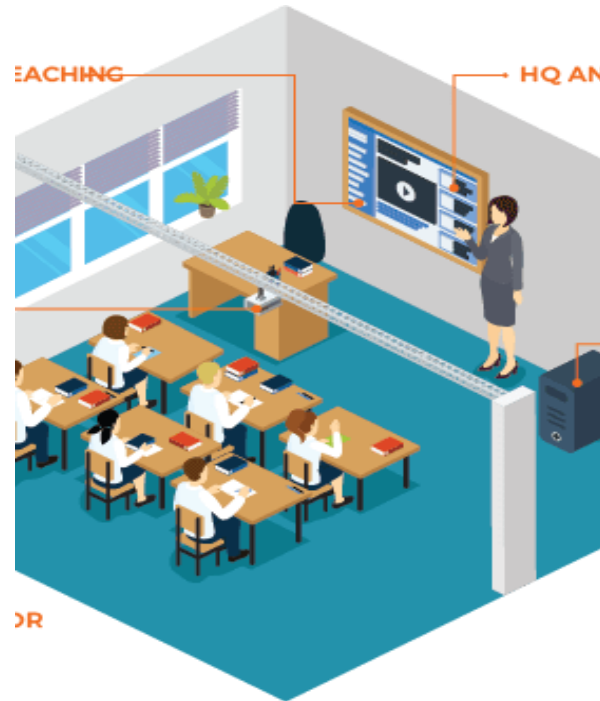
Staff development for departments

Examples / tools



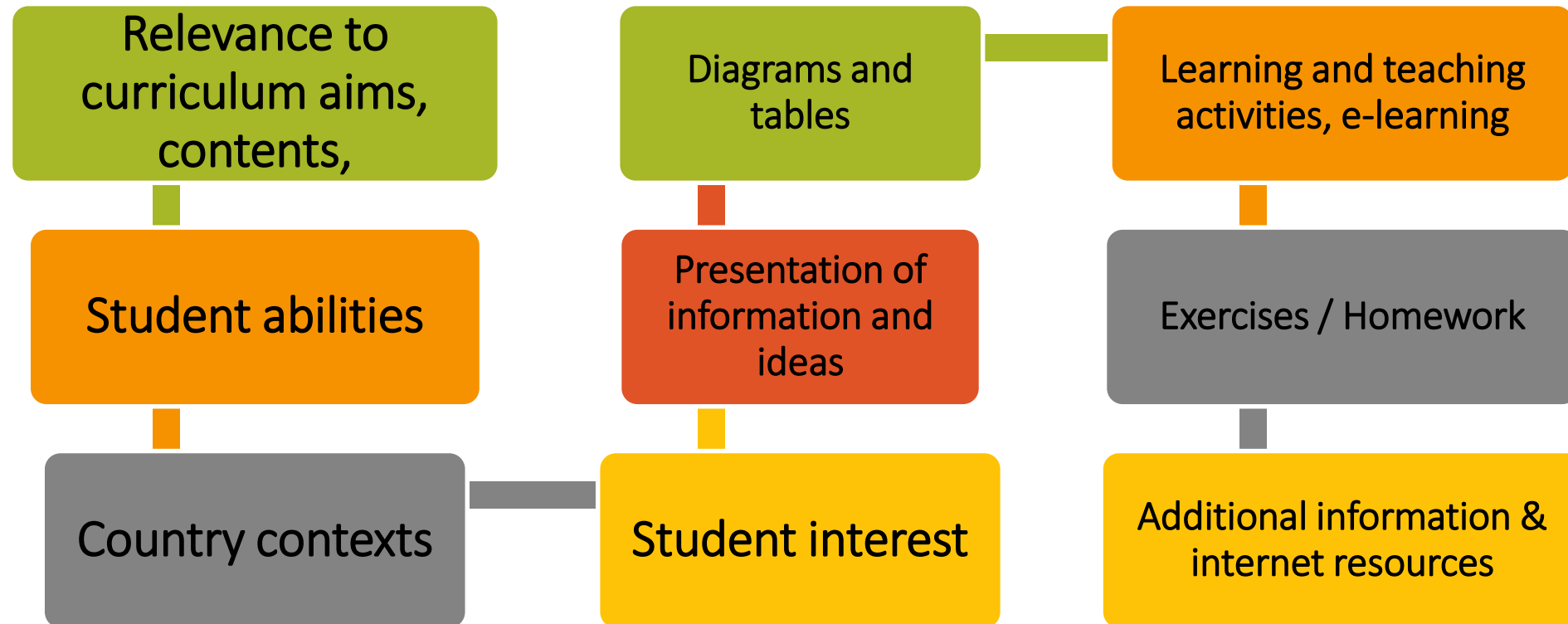
How to implement the curriculum effectively with (b) support strategies?

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7.b.3 Is the provision of textbooks, learning resources timely?

7.b.4 Are the textbooks and learning materials of high quality?





How to implement the curriculum effectively with support strategies (b) funding?

7.b.5 How much funding is needed and available?

7.b.6 Are there alternatives for different decisions?

What are your initial decisions?

Proposed Decisions	Proposed Decisions
1 Student background	
2 Curriculum aims	
3.1 Worth learning – global	3.2 Selection
4.1 Curriculum design	4.2 Compulsory/optional
5.1 Knowledge construction?	5.2 Pedagogy?
6.1 Assessment purpose	6.2 % of assessment
7 a Feasible stages and time-line	
7 b.1 Teacher training	7.b.2 Professional capacity
7.b.3 Timely textbooks	7.b.4 Quality textbooks
7.b.5 Funding?	7.b.6 Alternatives

Revisit the inter-disciplinary perspectives on the initial decisions.

Strike a balance between an ideal and feasible curriculum.



Delivering an Optimal Curriculum

Revise

- Revise/Revisit the curriculum design and contents.

Specify

- Specify clarity and complexity of change.

Adjust

- Adjust scale of change.

Revise

- Revise the time-line.

Improve

- Improve communication & dissemination process.

Use

- Use feedback loop to improve implementation strategies, e.g. teacher training.

Observe

- Observe classes.

Talk

- Talk to teachers and students.

Monitor

- Monitor closely the student performance and progress of curriculum implementation.

Final decisions	Final decisions
1 Student background	
2 Curriculum aims	
3.1 Worth learning – global	3.2 Selection
4.1 Curriculum design	4.2 Compulsory/optional
5.1 Knowledge construction?	5.2 Pedagogy?
6.1 Assessment purpose	6.2 % of assessment
7 a Feasible stages and time-line	
7 b.1 Teacher training	7.b.2 Professional capacity
7.b.3 Timely textbooks	7.b.4 Quality textbooks
7.b.5 Funding?	7.b.6 Alternatives

Final Decisions





*Thank You
Рақмет сізге
Благодарю вас*



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