IRAQ EDUCATION STUDY TOUR TO JORDAN AND TURKEY

Curriculum Reform: Linking General Education to Higher Education and the Labor Market

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Introduction
Salam alecum to all of you!

Welcome to the Curriculum Reform Session!

I have the pleasure to facilitate this workshop.

I am AC and I’m extremely honored to introduce some challenges of the current day curriculum reforms to this extremely prestigious group of Officials from the Iraq Ministry of Education.
What we intend to do today?

Content and Structure of the Session

• To introduce some current trends in curriculum reforms and possible lessons to be drawn for future developments in the domain in Iraq

• To highlight some outstanding evolutions and challenges in the Arab World and some strategies for addressing them; and

• To shortly discuss what to look at carefully in Jordan and in Turkey

The three topics will be discussed together by correlating international and country-wide ideals, realities, best practices, failures
Expected Outcomes

• To understand **how** curriculum reforms happen and why they happen as they happen?

• To understand **where** YOU are in this very moment – as country and individual experts - on the “long way” towards a real Curriculum Reform

• To understand **what, why, how and with** what kind of expected results today’s students should learn for successfully coping with the enormous challenges of the future
Who we are?
Are we ‘Change Agents’?

Please, tell us:

• Your name/position

• What do you mean by “CURRICULUM”?

• Tell us a single piece of change that you would undertake if you were appointed Minister of Education for one day …

Reflecting to the last question please take into the consideration that any curriculum reform in the world is structured around the following three key domains, areas of interest, challenges, questions
Levels of a Curriculum Reform
Functional Pragmatic Model (Crisan 1994)

CONCEPTUAL Level
- Terminology
- Curric. Theory
- Vision-Philosophy
- Policy
- Structure
- Architecture

Institutional Level
- Institutional structures - mechanisms for curriculum design, implementation, management, monitoring, evaluation etc.

STRATEGIC Level
- Analysis/Planning
- Designing
- Implementing
- Monitoring
- Evaluating
- Reviewing
Methodology for the Workshop (1)

• Role play
• Simulation

Please use the colored cards and go to the tables with the same color tag:
There will be ... tables:

– MOE
– Students in grade 12 + First two years of university
– PARENTS
– TEACHERS
– STAKEHOLDERS: LABOR MARKET – POLITICS – FINANCE – ECONMY
Methodology for the workshop (2)

- Please act as active listeners and put yourself in the position of the above mentioned interest groups

- At the end of the presentation the group should formulate one meaningful question related to the Curriculum change representing the point of view of the given interest group
I. Modeling Curriculum Reforms: Current Trends

- Levels
- Issues
- Challenges
Levels of a Curriculum Reform
Functional-Pragmatic Model

CONCEPTUAL Level
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Institutional Level
- Institutional structures - mechanisms for curriculum design, implementation, management, monitoring, evaluation etc.
Types of Issues and Challenges a Curriculum Reform raises

• Conceptual (Module 1)

• Institutional (Module 2)

• Strategic (Module 3)
Exercise: “Analysis” / “Development” Model (optional)

• How would you comment such a Model?

• Is it appropriate for a thorough analysis of your “country case”?

• Can it support you to structure somehow a number of complex realities - that sometimes appear as an un-organized set of facts ... data ... happenings – into a “rational’ curriculum reform?
Module 1. Conceptual Issues

1-1: Curriculum Concepts: a “world” of conceptual dilemmas

1-2: Curriculum Organizers
Module 1-1: Curriculum Concepts – Getting to a common Understanding

As an example, a small number of key concepts will be discussed here:

• School Curriculum;

• Curriculum as a Process and as a System of Planning Documents;

• Curriculum Process - a Comprehensive Curriculum Cycle

• From Curriculum Process to Curriculum Policy
1. What is Curriculum?

- **Current Curriculum Science and Practices display a wide range of controversy and debate related to terms/concepts**

- **CURRICULUM: There are more than 300 definitions of curriculum (in: Encyclopedia, books, studies, national and international curriculum documents)**
The Simplest Definition of the “School Curriculum”

Curriculum is an organized ensemble, package or “architecture” of learning opportunities offered by a national education system in formal and informal setting to children and youngsters aged 3 to 18+ in order to educate them for a successful personal life and a well-functioning society.
Curriculum represents a multifunctional but highly organized package of knowledge, skills and attitudes that all individual is offered by a given society – and that is useful for personal fulfillment and development, inclusion and employment.

The system of knowledge, skills and attitudes should have been developed by the end of compulsory school or training or grade 12, and should act as a foundation for further learning as part of Lifelong Learning.
2. Curriculum as a System of Documents vs. Curriculum as a Process

2.1. Curriculum as a System of Planning Documents

- CURRICULUM is seen as the whole system of central and school-based conceptual and planning documents that describe what and how is learned in a school system (Curriculum Framework, Subject Curricula, Official Instructions, Textbooks, Teaching and learning materials, Teacher guides, Educational soft etc.) and that regulate the learning process at national but also at concrete school level.

- In some countries, the CURRICULUM ... are simply ... the TEXTBOOKS (a very problematic situation!)
See below two examples presenting the picture of the National Curriculum considered as a ‘System of Documents’; such a system is in fact a sort of ‘Conceptual Map of a Curriculum’

- Ex. 1 KOSOVO

- Ex. 2 USA
### EXAMPLE 1: Chart of the Kosovo National Curriculum (KNC) (Bi-dimensional Descriptive Model)

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#### OFFICIAL CURRICULUM RELATED INSTRUCTIONS IMPLEMENTATION GUIDELINES TEACHER GUIDELINES ETC.

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2.2. Curriculum as a Process

• **CURRICULUM as a MACRO-PROCESS (C-MP):**

  C-MP: Is seen as a nation-wide and overall systemic process by which a NATIONAL CURRICULUM is planned, developed, implemented, monitored, evaluated, reviewed, re-processed, restructured etc.

• **CURRICULUM as a MICRO-PROCESS (C-MiP)**

  C-MiP: Is seen as the whole system of learning opportunities and processes school offers to students through classroom and extra classroom activities (CURRICULUM AS A HAPPENING THAT SUPPORTS THE LEARNING PROCESS)
2.3. Curriculum Process as a Long-term Cycle

- The Curriculum Process should be understood as a:
  - Comprehensive - Cyclic – Never ending Process
  - Progressing gradually as an upward spiral

- We called it ‘Comprehensive Curriculum Cycle’ (Al. Crisan, 2006)
• **A Comprehensive Curriculum Cycle (CCC) is a long term process (that takes approx. 7 – 9 years) in which an emerging curriculum goes through all underlying steps of a ‘full cycle’**

• **Practically, a well done Comprehensive Curriculum Cycle should cover all steps represented in the Figure below**
Curriculum Development and Implementation Cycle (Key Phases)

1. Based on Curriculum, Evaluation (that identified key dysfunctions) decide on what and how is to be redesigned and changed

2. Plan the strategy and timelines for the Review/Development process

3. Review/(Re)Develop/the Curriculum
   - grades 1 to 4
   - grades 5 to 11
   Eventually pilot it

4. Supporting Implementation
   - Implementation strategy
   - Implementation Guidelines
   - Connection to teacher training

5. Mentoring the implementation process:
   New teacher roles as facilitators, moderators and mentors

6. Monitoring the Implementation Process (e.g. Interactive pedagogy – classroom interaction etc. and participation

7. Evaluate (internally/externally) the Curriculum in Azerbaijan (on-going, permanent task)

8. A new cycle starts ...

2.4. From Curriculum Process (cycle) to Curriculum Policy

• A Curriculum Development/Implementation Process (cycle) that is coherently planned and put forward by a clear political will has good chances to become a nation-wide Curriculum Policy.

• The Curriculum Policy is a ‘cyclic process’ that transfers into action:
  
  – A system of concepts (a Curriculum Vision, a Curriculum Philosophy/Theory/Architecture, i.e. Structures)

  – A system of professionalized institutional structures that are supposed to carry out the development and implementation job

  – A System of strategies and approaches related to the underlying steps of a comprehensive cycle of curriculum development and implementation
A. How do we define in fact the Curriculum Policy?

- Curriculum Policy can be defined as a “[…] dense and flexible contract between politics/society and school related agents (administration, teachers, students, other stakeholders)” … aiming at changes in the learning culture of societies (Cecilia Braslavsky).

- Curriculum policy is not a ‘given fact’ or a simple development process; on the contrary, it is a dynamic reality consisting in a continuous negotiation among different beneficiaries, stakeholders, providers, in a word, all those concerned’ … (Al.Crisan)
B. Key Policy Aims (optional)

• The key policy aim of the curriculum work in most countries – and probably Iraq is not an exception - is to improving the quality of the National Curriculum for:

  – Educating students that are competitive according to international standards

  – Improving not just curriculum provision but the whole school system – learning environment
    • General Governance of the system
    • Management and leadership
    • School improvement
    • School as a learning organization
    • Staff development
    • Standards and performance assessment
C. Curriculum Policy and Educational Change (optional)

The Curriculum as a Change process is intimately related to the EDUCATION CHANGE, generally speaking

• Therefore, **Curriculum Reform** is central to any education change process; it functions first of all as a “generator” of all other changes in the process ...

• **Curriculum Reform** is the ‘hub’ of education change as it focuses on thorough changes regarding at the same time:
  – Foundations/Philosophy of Education
  – Content of education
  – Processes and outcomes that imply connections between the goals of education and every day learning experiences in educational institutions

(Source: International Bureau of Education, 2005)
Module 1-2: Curriculum Organizers

1. Definition

The curriculum organizers are formal conceptual categories or patterns according to which the curriculum material (what is to be learned?) is structured or clustered. The organizers are “umbrellas” underlying subordinated realities that have the role of assuring a systemic and integrated organization of the National Curriculum.

WITHOUT CLARIFYING THEM ONE CANNOT DEVELOP A NEW CURRICULUM!!
2. Types

External (socially generated)

• Curriculum underlying Philosophy
  • Curriculum Vision
• Curriculum-promoted Common Aims of Education
  • Curriculum Architecture

Internal (curriculum generated)

• Competences – key, general, specific
  • Curriculum Areas
  • Standards
2.1. EXTERNAL

A. Curriculum Philosophy Statements for the 21\textsuperscript{st} Century

- The Curriculum System is more important than its underlying components
- Inclusiveness is a key pillar of any curriculum (‘Quality education cannot be but inclusive’)
- Life-long and life-wide learning perspectives are critical for a curriculum
- Philosophy of globalization, knowledge and learning economy, digital age should be leading strands of C
- Learning-related processes prevail the teaching related ones
- Philosophy of sustainable development is a guarantee of a curriculum for future
B. Curriculum “Vision” (Example 1)

“Our vision is for young people who:

• Will be creative, energetic, entrepreneurship oriented;

• Will seize the opportunities offered by new knowledge and technologies to secure a sustainable social, cultural, economic, and environmental development for the country;

• Will work to create a country that could easily face the challenges of globalization while keeping its national values and cultural identity

• In their school years, will continue to develop the values, knowledge, and competencies that will enable them to live full and satisfying lives;

• Will be confident, connected, actively involved, and lifelong learners”
Example 2: New Zealand *(optional)*

CONFIDENT
- Positive in their own identity
- Motivated and reliable
- Resourceful
- Entreprizing and entrepreneurial
- Resilient.

CONNECTED
- Able to relate well with others
- Effective user of Communication tools
- Connected to the land and environment
- Members of community and international citizens
ACTIVELY INVOLVED

• Participants in a range of life context
• Contributors to the well being of K... – social, cultural, economic and environmental

LIFELONG LEARNERS

• Literate and numerate
• Critical and creative thinkers
• Active seekers, users and creators of knowledge
• Informed decision makers How these issues are looked at in your countries?
C. Curriculum-promoted Common Aims of the System

The Four Dimensions of the Common Aims of the Education System

Common Aims of the Education System – Organizers of the KNC

- Enhancing National, Islamic and Arabic Identity, the sense of belonging and intercultural understanding
- Fostering Personal Development
- Promoting Human rights and democratic citizenship
- Preparing children and youngsters for life, work and sustainable development
Fostering personal development: the new National Curriculum should support the development of learners’ personality and abilities to the full potential.

- Education should contribute to the full development of the individual’s potential from the perspective of encouraging a holistic approach, developing in children and younger’s open-mindedness and autonomy.
- Learners should be supported in their development as individuals by balancing the intellectual, emotional and motional aspects of their personality, reinforcing their self-confidence and self-esteem, positive motivation and the capacity to make proper use of their rights, while respecting the identity and the rights of others.
Preparing students and youngsters for life, work and sustainable development.

Education should prepare learners for life and work by equipping students and youngsters with the competencies to cope with today’s challenges and opportunities in a complex knowledge society and global economy, and to contribute to sustainable development.

- The important aim of education is to equip learners with valuable up-to-date knowledge and instrumental skills which should enable them to cope with the challenges of a knowledge society and global economy, and of lifelong learning prospects in an increasingly interdependent world, for which learning to live together and sustainable development are crucial challenges.
- Learners should be familiarised with the exercise of rights and responsibilities within the family, different communities, the world of work, and public life and will be supported in making appropriate career choices. They should also be given guidance on the importance of preserving the environment and be empowered to contributing to sustainable development at local and global levels.
- Learners should be able to link theoretical knowledge to practical activities, develop a positive attitude towards learning, and have the ability to apply acquired knowledge and skills to further studies, in work, as well as in their public and private lives.
- Learners should be educated in order to make creative use of their knowledge and skills in different situations and new contexts; to engage individually and in cooperation with others in creative problem solving; and to develop the motivation and skills for independent and critical thinking. They should be encouraged to develop their curiosity and inquisitiveness, as well as to demonstrate a positive and constructive attitude towards difference, in terms of ideas, phenomena, persons and cultures.
D. Relation with Higher Education and the World of Labor

• Life long learning
  
  • TVET
  
  • Learning to learn skills
  
  • Curricula related to the Labor market
E. Curriculum Architecture

- How the Curriculum is structured

- What about its components?

- How these components correlate to each other?

The example given is classical
EXAMPLE 1: Chart of the Kosovo National Curriculum (KNC)(Bi-dimensional Descriptive Model)

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- **Hierarchy of the documents covered by the Kosovo National Curriculum**
- **Types of Learning Outcomes**
  - Key Learning Outcomes
  - Core Learning outcomes
  - CLO for CS (and underlying CLO for LA)

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- **IMPLEMENTATION GUIDELINES**
- **TEACHER GUIDELINES ETC.**
- **TLM/TXB FOR STUDENTS**
- **STUDENT ASSESSMENT MATERIALS**
- **SLO/TLO**
2.2. INTERNAL ORGANIZERS

A. Competences for the 21\textsuperscript{st} Century: Current International Scene

- **OECD: DeSeCo (Key Competencies)**
  - **EU: Key Competencies**
  - **USA: 21\textsuperscript{st} Century Skills** (Annex 1)
A.1. Key Competences

- OECD/DeSeCo (2002)

Key Competences – represent competencies that enable individuals to participate effectively in multiple contexts or social fields and that contribute to an overall successful life for individuals and to a well-functioning society
EU (2003):

Key Competencies represent a transferable multifunctional package of knowledge, skills and attitudes that all individuals need for personal fulfillment and development, inclusion and employment. These should have been developed by the end of compulsory school or training, and should act as a foundation for further learning as part of Lifelong Learning.
|-------------|------------------------|----------|
| **1. Acting Autonomously**  
- The ability to defend and assert one’s rights, interests, limits and needs, and to take responsibility  
- The ability to form and conduct life plans and personal projects  
- The ability to act within the larger contexts. | **1. Communication in the mother tongue**  
2. Communication in the foreign language  
3. Mathematical competence and basic competencies in science and technology  
4. Digital competence  
5. Learning to learn  
6. Social, interpersonal, intercultural and civic competencies  
7. Entrepreneurship  
8. Cultural expression | **1. Successful learners**  
2. Confident individuals  
3. Responsible citizens  
4. Effective contributors |
| **2. Using Tools interactively**  
- The ability to use language, symbols and text interactively  
- The ability to use knowledge and information interactively  
- The ability to use new technology | |
| **3. Functioning in socially heterogeneous groups**  
- The ability to relate well to others  
- The ability to cooperate  
- The ability to manage and resolve conflicts. | |
|----------------------|---------------------------------------------|------------------------------------------|
| 1. Communicate effectively  
2. Solve problems and make responsible decisions using critical and creative thinking  
3. Use technology effectively  
4. Demonstrate an understanding of the world as a set of related systems  
5. Apply the skills needed to work and get along with other people  
6. Participate as responsible citizens in the life of local, national and global communities  
7. Explore education and career opportunities  
8. Apply aesthetic judgement  
9. Make wise and safe choices for healthy life  
10. Use the skills of learning to learn more effectively | **I. Digital Age Literacy (Today’s Basics)**  
- Basic, Scientific, and Technological Literacies  
- Visual and Information Literacy  
- Cultural Literacy and Global Awareness  

**II. Inventive Thinking—Intellectual Capital**  
- Adaptability/Managing Complexity and Self-Direction  
- Curiosity, Creativity and Risk-taking  
- Higher Order Thinking and Sound Reasoning  

**III. Interactive Communication—Social and Personal Skills**  
- Teaming and Collaboration  
- Personal and Social Responsibility  

**IV. Quality, State-of-the-Art Results**  
- Prioritizing, Planning, and Managing for Results  
- Effective Use of Real-World Tools  
- High Quality Results with Real-World Application | 1. (Islamic) Religious and Ethical Competences  
2. Communicative and Cultural Competences in the Mother Tongue  
3. Communicative, Cultural and Intercultural Competences in other Languages and Cultures  
4. Social and Civic Competences  
5. Mathematical Competences  
6. Scientific, Technological and Digital Competences  
7. Learning to learn competences  
8. Entrepreneurship, Life and Work, Economic and Financial Competence  
9. Personal Development and Healthy Life Competences |
A.2. General Competences

Subject-based (present from grade 1 to 12)

Example: Mother Tongue

- Listening and Speaking
- Reading
- Writing
- Media and ICT for better use of the Mother Tongue
A.3. Specific Competences

Subject-based and subordinated to the General Competences (going from grade 1 to 12)

Example: Mother Tongue

- Listening and Speaking
  - Speaking in public
    - Using Conversational strategies
    - Using Individual Presentation skills
  - Etc.
B. Standards

• **To what extent competences are attained grade by grade**

• **Levels of students’ achievements per Subjects and grades based on the General and Specific Competences (going from grade 1 to 12)**

• **Example: Mother Tongue**

• Listening and Speaking
  • Speaking in public
    • Using Conversational strategies
      • Grade 1: Putting a simple question to an adult resorting to politeness formulas
      • Grade 4: Interacting with an adult on a familiar topic for at least 5 minutes
  • Etc.
B. Examples of Standards

Queensland – Australia

Ways of working

Students are able to:

- identify the relationship between audience, purpose and text type
- identify main ideas and the sequence of events, and make inferences
- recognise and select vocabulary and distinguish between literal and figurative language
- interpret how people, characters, places, events and things have been represented and whether aspects of the subject matter have been included or excluded
- construct literary and non-literary texts by planning and developing subject matter, using personal, cultural and social experiences that match an audience and purpose
- make judgments and justify opinions using information and ideas from texts, and recognise aspects that contribute to enjoyment and appreciation
- reflect on and describe the effectiveness of language elements and how the language choices represent people, characters, places, events and things in particular ways
- reflect on learning to identify new understandings and future applications.
Knowledge and understanding

Speaking and listening

Speaking and listening involve using oral, aural and gestural elements to interpret and construct texts that achieve purposes in personal and community contexts.

- The purpose of speaking and listening includes informing, presenting simple arguments, negotiating relationships and transactions, and seeking opinions of others
  - *e.g.* talking to the teacher about a task may involve negotiation.
- Speakers can adopt different roles, and make language choices appropriate to the level of formality
  - *e.g.* presenting an oral information report requires the use of subject-specific vocabulary.
- Spoken texts have different structures from those of written texts
  - *e.g.* spoken texts are often interactive.
- Statements, questions and commands generate and maintain discussions and conversations.
- Words and phrasing, modulation of volume, pitch, pronunciation and pace enhance expression of ideas, can be adjusted to match the purpose, audience and context, and are monitored by listeners.
- Nonverbal elements, including body language, facial expressions and gestures, enhance expression of ideas, can be adjusted to match the audience, purpose and situation of a text, and are monitored by listeners
  - *e.g.* increased volume shows authority when giving a command, compared with use of a whisper to build suspense in storytelling.
- Active listeners identify the topic, main ideas and opinions, retell information accurately, ask clarifying questions and volunteer information.
- In presentations, speakers make meaning clear through the selection and sequencing of ideas and information and the use of visual aids as support
  - *e.g.* a poster can be used to support a presentation.
- Conventions for turn-taking and interruption are used differently, depending on the context
  - *e.g.* a presentation to the class, compared with buying an item at a shop.
- Speakers and listeners use a number of strategies to make meaning, including identifying purpose, activating prior knowledge, responding, questioning, identifying main ideas, monitoring, summarising and reflecting.
C. Curriculum Areas

• Groups of Subjects that have something in common

• Main “Subjects” taught:
  » Clusters of subjects
  » Integration of subjects

• Common aims of the subjects, clusters, cross-curricular topics etc.
- **Language and Communication**
  - **Mathematics**
  - **Natural Sciences**
  - **Social Sciences**
  - **Technology, Life & Work**
  - **Health and Wellbeing**
  - **Arts**
D. Cross-curricular topics

- Islamic values; national values and the vision on the future
- Education for democratic citizenship and human rights; Education for peace and tolerance
- Education for sustainable development
- Gender equality; Intercultural education
- Media education/literacy
- ICT education/literacy and e-learning
- Career awareness
- Economic awareness/Financial literacy/Future economic development of the country/Full participation of citizens in
- Entrepreneurial education
- Language and communication skills across the curriculum etc.
REMINDER >>>
Levels of a Curriculum Reform
Functional-Pragmatic Model

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- Terminology
- Curric. Theory
- Vision-Philosophy
- Policy
- Structure
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Institutional Level
- Institutional structures - mechanisms for curriculum design, implementation, management, monitoring, evaluation etc.

STRATEGIC Level
- Analysis/Planning
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Types of Issues and Challenges?

- Conceptual
- Institutional
- Strategic
Module 2: Institutional Issues
2-1: Policy Challenges

- Who leads, organizes, manages the process?
- By means of which kind of institutions and mechanisms?
- How to make sure the process is transparent, participatory, giving appropriate ownership to all stakeholders and raising large public awareness?
- Who does the technical work?
- What about the roles and functions of different stakeholders?
- Which are the lines of responsibilities and public accountability?
2-2. Policy Trends

- **MINISTRIES ARE NOT THE ONLY ACTORS IN THE CURRICULUM POLICY GAME, BUT JUST ONE OF THEM ... IT IS TRUE ... HAVING A CENTRAL ROLE**

- **THERE IS A COMPLEX SYSTEM OF STRUCTURES AND MECHANISMS WITH SOME LAYERS THAT INTERVENE IN THE PROCESS**

- **THE MINISTRY SECURES/ASSURES THE EDUCATIONAL POLICY ‘INTERVENTIONS’ BY:**
  - Setting up the curriculum policy and strategy
  - Setting up structures and mechanism that encourage participation of all stakeholders
  - Developing and monitoring the design and implementation process (‘creating the frame’)
  - Assuring the permanent adjustment and improvement of the process
• **PERMANENT (AND NOT AD HOC) BODIES OF PROFESSIONALS IN CURRICULUM DEVELOPMENT ARE CREATED, SO THAT THEY DO THE CONCRETE TECHNICAL WORK OF:**

  – Designing the curriculum framework, the curriculum guidelines, subject/cross-curricular syllabi
  – Monitoring the implementation and the reviewing process, assuring participation

• **CONSULTATIVE BODIES THAT WOULD PARTICIPATE IN THE PROCESS ARE CREATED.**
2-3. Concrete Institutional Structures: Examples

Models:

- Special Department in the Ministry or related to the Ministry
- Special Department/Body in/related to other institutions
- Independent Institution/Center

Main trends

- Special/task oriented institutional structure
- Special professional staff in curriculum development
- Identifiable place where they work
- Clear tasks/job descriptions and schedules
<table>
<thead>
<tr>
<th>Country</th>
<th>Institutional Structure</th>
</tr>
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<tbody>
<tr>
<td>Albania</td>
<td>Institute for Educational Development (independent)</td>
</tr>
<tr>
<td>Azerbaijan</td>
<td>Curriculum Center (IEP)</td>
</tr>
<tr>
<td>Egypt</td>
<td>Center for Curriculum and Development of Learning Resources</td>
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<tr>
<td>Irak</td>
<td>Curriculum Center (under development)</td>
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<tr>
<td>Jordan</td>
<td>Curriculum Department in the MOE</td>
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<tr>
<td>Kuwait</td>
<td>Curriculum Division under the MOE</td>
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<td></td>
<td>Curriculum – Assessment – Textbook Department</td>
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<tr>
<td>Turkey</td>
<td>National Board of Education</td>
</tr>
<tr>
<td>Lebanon</td>
<td>Centre de Recherche et Development Pedagogique</td>
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<tr>
<td>Scotland</td>
<td>SCCC (Scott. Cons. Counc. Curr.) (indep.)</td>
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<tr>
<td>New Zealand</td>
<td>National Board of Curriculum (indep.)</td>
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<tr>
<td>Netherlands</td>
<td>SLO (indep.)</td>
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Module 3. STRATEGIC Challenges

3-1. Main Trends – Challenges

• HOW TO CREATE A COHERENT MEDIUM- AND LONG-TERM STRATEGY WITH SHORT-TERM PRIORITIES FOR THE CURRICULUM DEVELOPMENT PROCESS?

• HOW TO CREATE STRATEGY AND DESIGN STEPS FOR PARTICIPATION, OWNERSHIP AND RAISING PUBLIC AWARENESS IN THE DEVELOPMENT PROCESS

• HOW TO CREATE STRATEGY (STEPS) FOR IMPLEMENTATION, MONITORING, EVALUATION AND CONTINUOUS IMPROVEMENT OF THE CURRICULUM

• HOW TO CREATE MECHANISM FOR SUSTAINABILITY IN TERMS OF INSTITUTIONAL CAPACITIES AND HUMAN RESOURCE DEVELOPMENT
II. Evolutions in the Arab World

• GASERC (Gulf Arab Countries)
  • Egypt
  • Kuwait
  • Palestine
III. What should you look at during Study Tour

- Jordan
- Turkey
Thank YOU!