

Innovative Curriculum

The Second International Forum on Education Reform:
Key factors in Effective Implementation

Bangkok, September 2-5, 2002

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A greem ents

- We want all students to gain higher order skills which are transferable beyond the classroom
- We want high standards for all



- Deep understanding

Learner-centred

- The 'learner-centred approach':
 - ◆ every child gains the benefit of schooling
 - ◆ focused on the needs of children

Curriculum

- Curriculum includes:
 - ◆ policy documents
 - ◆ curriculum frameworks/syllabuses
 - ◆ support materials

Pedagogy

- Pedagogy includes:
 - ◆ policy documents
 - ◆ delivery of the curriculum
 - ◆ advice, support, PD

Curriculum reform

- Reform depends on the alignment of key message systems:
 - ◆ Curriculum
 - ◆ Assessment
 - ◆ Pedagogy

Achieving deep understanding

- Reduce the volume of curriculum content

Because deep understanding takes time

- Specify knowledge and skills

Because deep understanding depends on content knowledge

Achieving deep understanding

Bransford and Brown, *How People Learn*

- ◆ Deep learning is linked to content knowledge
- ◆ Higher order skills are not generic
- ◆ Thinking depends on a body of knowledge organised around concepts and patterns
- ◆ Transfer depends on the degree of mastery

Achieving deep understanding

- Focus on less, but very specific curriculum content

Pedagogy

- So what is good pedagogy?
- Pedagogy which is learner centred:
 - ◆ takes account of every child
 - ◆ offers children responsibility
 - ◆ involves knowledge of the child
- Pedagogy which is knowledge-centred:
 - ◆ is based on the nature of each domain
 - ◆ reflects teacher's domain knowledge

Innovative curriculum?

- ◆ Include domain-specific knowledge and higher order skills in curriculum
- ◆ Reduce the volume of content
- ◆ Ensure that pedagogy is both learner-centred and knowledge-centred

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