

**Key Factors for a Quality Balance
between National and Local Curricula?**

Chorng-Jee Guo
National Taitung Teachers College Taitung,
Taiwan



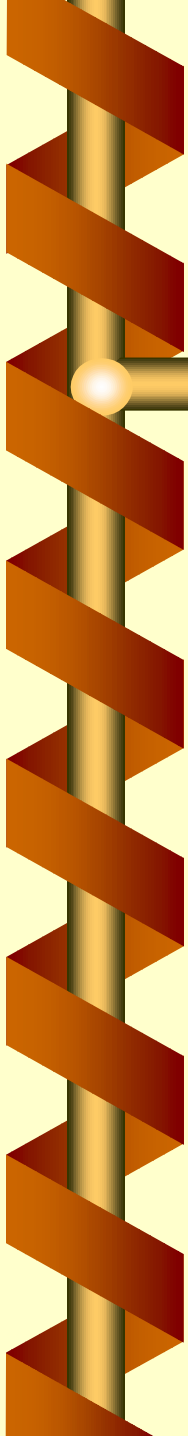
Key Factors for a Quality Balance between National and Local Curricula

- **Introduction**
- **Key factors for a quality balance between national and local curricula**
- **Processes for developing innovative curricula that meet the desired goals**
- **Illustrative examples and key factors for successful implementation**



Introduction

- **The 1999 revision of the National Education Law in Thailand**
- **Local educational institutions responsible for tailoring the national curriculum to the needs of the local community**
- **Teaching local wisdom as part of the coursework in basic education**
- **To identify key success factors of education reform implementation**



Factors to maintain a quality balance between national and local curricula

In Terms of Procedures

- *Planning Reform Efforts*
- *Implementing Proposed Reforms*
- *Sustaining Ongoing Reforms*

In Terms of Participants

- *National Education Policy Makers/Curriculum Developers*
- *Local Educational Institutions/Schools/Teachers*



Planning Reform Efforts

- **Leadership:** Strong leadership enhances the prospect of successful reform.
- **Goals:** Reform goals should be based on a shared vision and have the active support of a wide range of stakeholders who participate in achieving them.
- **Timing:** School reform takes time and involves risk.



Implementing Proposed Reforms

- **Training:** Participants must have training before they implement reform.
- **Flexibility:** Reform strategies should be flexible to accommodate multiple solutions to a given problem.
- **Infrastructure:** Reform may require redesigning organizational infrastructure.



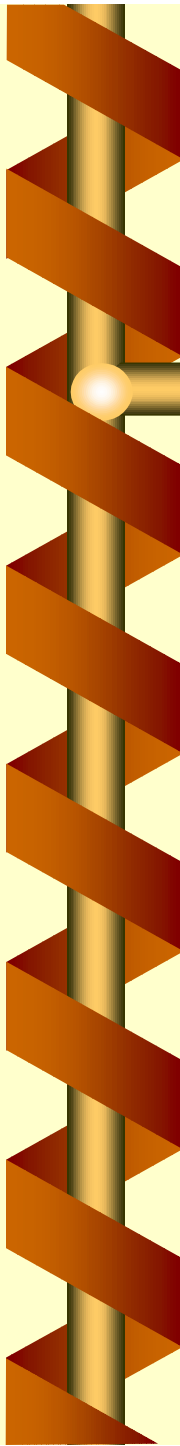
Sustaining Ongoing Reforms

- **Managing Resources:** Reform prospects improve if there is a means to redirect or reallocate resources in ways that meet the needs of the new, emerging system. Reform is not cost-free.
- **Self-Assessment:** Reform is an on going process.



National Education Policy Makers/Curriculum Developers

- **Clear Educational Goals**
- **Flexibility**
- **Examples and Guidance**
- **Support and Award**
- **Research and Evaluation**



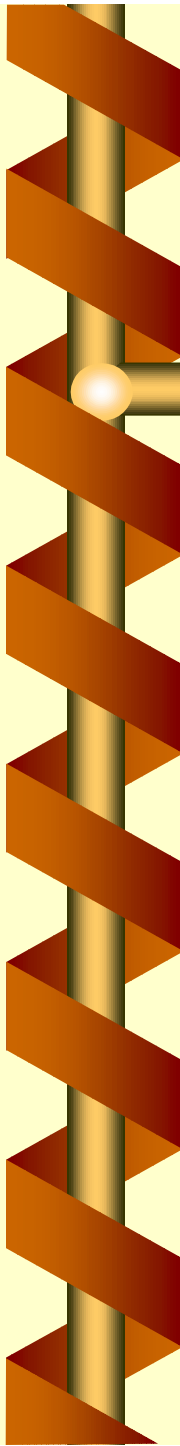
Local Educational Institutions/Schools/Teachers

- **Teamwork**
- **Professional Development**
- **Use of Local Resources**
- **Time**
- **Leadership and Support**



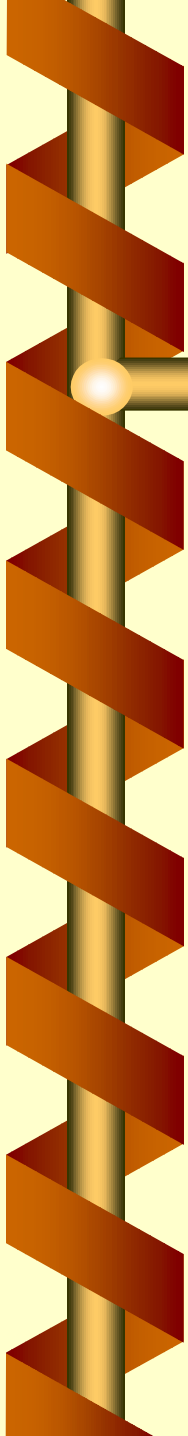
Processes for developing innovative curricula that meet the desired goals

- **Ways that local curriculum can be incorporated with a national curriculum**
- **Ways for the local educational institutions to adapt the national curriculum**
- **What is meant by the learner-centered approach?**



Ways that local curriculum can be incorporated with a national curriculum

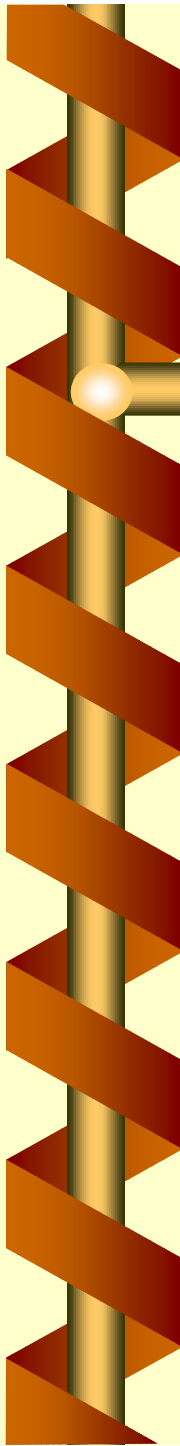
- **To provide contents, activities and materials that are more easily accessible to local schools and make better personal sense to the students**
- **To complement, supplement or replace what are included in the national curriculum.**

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- **To use local history, events, social and natural environments as examples or in contrast to the national curriculum.**
 - **To compare the similarity or difference between local and national situations**



Ways for the local educational institutions to adapt the national curriculum

- **Every teacher designs and develops instructional materials and activities that meet the desired goals**
- **Detailed teacher guides and comprehensive resource books**
- **In-service training programs or school-based professional development programs**



What is meant by the learner-centered approach?

- 1. Nature of the learning process.**
- 2. Goals of the learning process.**
- 3. Construction of knowledge.**
- 4. Strategic thinking.**
- 5. Thinking about thinking.**
- 6. Context of learning.**
- 7. Motivational and emotional influences on learning.**

- 8. Intrinsic motivation to learn.**
- 9. Effects of motivation on effort.**
- 10. Developmental influences on learning.**
- 11. Social influences on learning.**
- 12. Individual differences in learning.**
- 13. Learning and diversity.**
- 14. Standards and assessment.**

(<http://www.apa.org/ed/lcp.html>)



Procedures of Curriculum Design

- 1. Identify the goals and objectives of the national curriculum.**
- 2. Identify instructional goals (course, unit, lesson levels).**
- 3. List skills and knowledge learners need to achieve instructional goals.**
- 4. Determine needs, interests and abilities of learners.**

- 5. Develop learning objectives to achieve desired outcomes at appropriate levels of learning—basic knowledge, comprehension, application, analysis, synthesis and evaluation.**
- 6. Apply learning principles to facilitate student learning.**
- 7. Develop and individualize teaching/learning activities.**
- 8. Develop criteria and assessments by which student achievement will be assessed**

(<http://www.nyiteez.org/EDIN777/21centcurric.htm>)



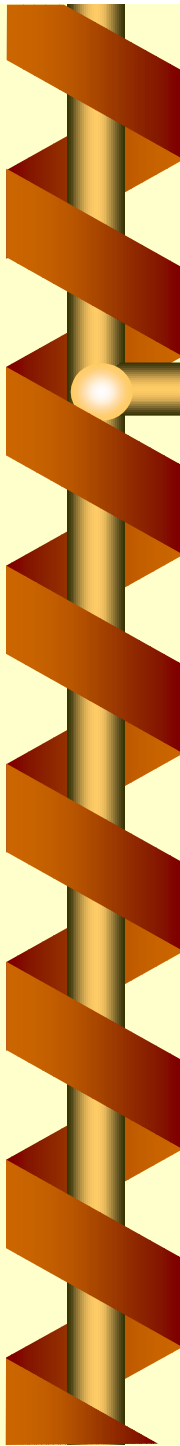
Illustrative examples and key factors for successful implementation

- **Current Curriculum Reform in Taiwan**
- **Challenges for the Schools & Teachers**
- **Professional Development of Sci. & Math. Teachers in Developing Instructional Modules**
- **Research Procedures**
- **Results and discussions**



Current Education Reform in Taiwan

- To make the educational system less centralized.
- To give each and every student a better chance to achieve.
- To provide more flexible ways for students to be admitted into schools of higher levels.
- To improve the quality of teaching at schools.
- To establish a life-long learning society.



Challenges for the Schools & Teachers

Challenges for the Schools

- **The development of school-based curriculum**
- **The evaluation and selection of textbooks**
- **The professional development of teachers**



Challenges for the Teachers

- **To be familiar with the new goals, be able to prepare lessons and to teach accordingly**
- **To develop instructional activities that better fit students' needs**



Professional Development of Sci. & Math. Teachers in Developing Instructional Modules

- **To help participating teachers develop teaching modules according to the rationale and instructional objectives emphasized by the Nine-year Integrated Curriculum Frameworks**
- **To study participating teachers' changes in beliefs, instructional skills, pedagogical content knowledge, and so on throughout the project**

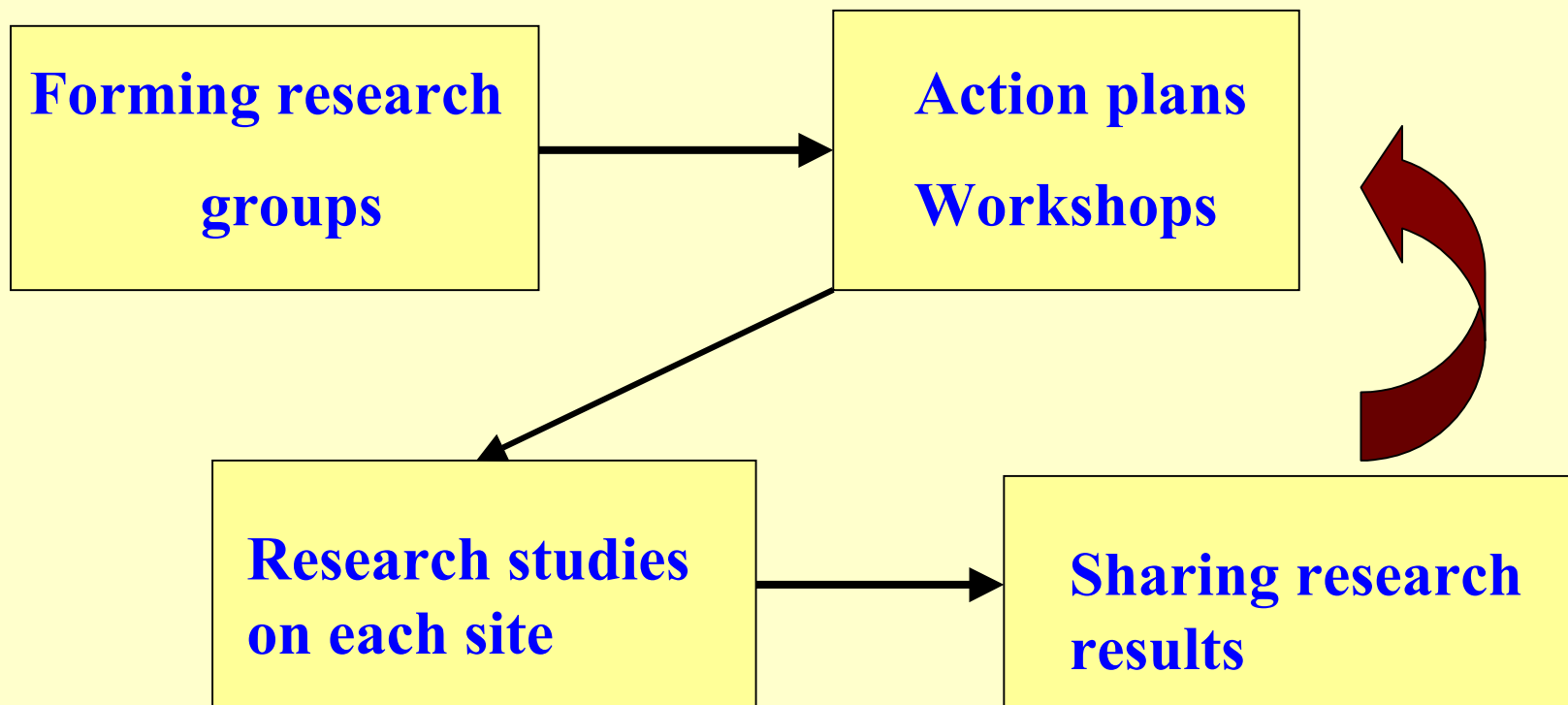


Participants in Research Group

**A total of six research groups
consisting of :**

- **University science (math) educators**
- **Research assistants**
- **Science (math) teachers**

Research Procedures





Results and discussions

- **Exemplary instructional modules illustrating the goals and rationale of the Nine-year Integrated Curricula**
- **Many participating teachers in this study become “seed teachers” who will help implementing the new curriculum reform in their schools**

- **Key factors for teachers to develop professionally included:**

- **Time**

- **Collaboration**

- **Guidance and supports**

- **Practices and reflections in actual classroom and school settings.**

(Marx, Freeman, Krajcik & Blumenfeld ,1998; Sparks & Hirsh, 2000)

- **School-based professional development programs running collaboratively between schools and teacher education institutions could provide an effective solution to developing teachers professionally and producing a more widespread change in the schools**

(Bridges, 1993)

Thank you for your attention!

