Two sides of a coin
Curriculum development and professional development to support TVET for sustainable and inclusive development

Professor John Fien
Curriculum Development

Professional Development

TWO SIDES OF THE SAME COIN
This is a philosophical position
It says that getting teachers and instructors involved in planning what they provide for students is preferable to giving them predetermined objectives, fixed curricula, common learning materials and inflexible assessment tasks.

The question of decentralization of curriculum planning towards Colleges or clusters.
Decentralization raises two issues

1. If local colleges are to have more say on curriculum matters, what about meeting the standards laid by qualification frameworks and authorities?

2. Or, can we compromise and balance (i) meeting standards and (ii) ensuring education and training is locally relevant?
Centralization vs Decentralization

Decentralization improves the quality of outcomes
Review of Centralization and Decentralization Approaches to Curriculum Development in Iran

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Abstract

The current review article aims at classifying, summarizing and organizing some researches conducted about the process of centralization-decentralization and its influence on curricula. Regarding some conducted studies in this area, this paper discusses the condition of decentralization in general and then represents decentralization levels in order to provide the readers more information. Types of decentralization in education are the issues that have been mainly discussed in this paper. The analysis of centralization reduction policies in curriculum of Iran's higher education is the next subject to be discussed; some investigations carried out in this scope are also presented. Then school-based curriculum planning is explored as a practical solution to the maximization of centralization in the society.
Decentralization improves the quality of outcomes

One reason for supporting decentralization in education is that assigning decision-making rights and responsibility lower and more locally in the educational system improves the quality of education. Educational decentralization is also a strategy for strengthening indigenous cultures, native and local communities and local economies.

(Saeed Vazirti Yazdi, 2013, p.97)
But why does educational quality improve under decentralization of curriculum?

It sees education and the curriculum as a process not a product!

As a *product*, the emphasis is on the inputs and outputs and tends to measure only the things that are easily observable and measurable.

**A simple view of competencies:** Can the learner perform the tasks they have been taught to do?
Decentralization of curriculum

As a process, the emphasis is on (i) how teachers prepare, cooperate and teach, (ii) on what students learn and why, and (iii) on recognizing the social, economic and environmental impacts of their learning.

This involves higher order thinking – more complex, contextualized,

A 21st Century relevant view of competencies
21 Century view of competency

Can the learner explain why he/she is performing the tasks, why they do them that way, and why they might do them differently in different situations?

Can the learner display the results of reflecting on these alternatives and choose the ones that lead to solutions that are sustainable and inclusive?
1. Classical Vocationalism

Learners show that they can do things

2. Liberal Education

Learners show that they know why they are doing what they are doing

3. Reconstructionism

Learners can adapt their knowledge and practice to new situations

(Source: LeRoux, 2001:11)
# Curriculum for practical, foundational and reflexive competencies

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<td>Monitoring</td>
<td>e.g. use monitoring equipment for a particular purpose (e.g. In monitoring water quality)</td>
<td>e.g. know why a particular monitoring strategy was used</td>
<td>e.g. critically assess the effectiveness of the monitoring process, and adjust procedures accordingly</td>
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<td>evaluation</td>
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<td>Ethical reasoning</td>
<td>e.g. select a new provider for a waste management contract to support local economic empowerment</td>
<td>e.g. be able to justify why the particular choice was made</td>
<td>e.g. if the provider is not able to meet the required service levels, implement a support strategy to address capacity constraints</td>
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Quality curriculum decentralization

**TVET System** provides the aims and objective for an approved program and practical, foundational and reflexive competencies that display achievement of the aims and objectives. **Colleges (or clusters)** work with for local industry to contextualize the course and choose relevant examples, sequencing of concepts and skills, time per competence, materials and equipment, balance of workshop, classroom, online and on-the-job tasks, etc.
But this needs quality teachers

- Pre-service preparation
- Continuing in-service updating

Learning by *doing* curriculum contextualization and planning within college/cluster teams, supported by networking and communities of practice
Curriculum Development

Professional Development

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