



Curriculum Perspectives on Key Competences in Education

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Kurikulum 2023
konference s mezinárodní účastí
Curriculum 2023
conference with international
participation

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World's emerging challenges



Growing recognition that the world's emerging challenges require specific key competences



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View on key competences: *Implications of the demands of our society*

Demands from society	Required competences
Rapid (technological) changes	Adaptability
Information explosion	Digital literacy (e.g. finding, organizing, scrutinizing information)
Global electronic networks	Greater intercultural interaction
Big open-ended challenges (hunger, poverty, climate change, pollution, floods, droughts, heatwaves, food security, etc.)	Interdisciplinary teamwork
...	...

Incorporating key competences in the curriculum of schools and classrooms

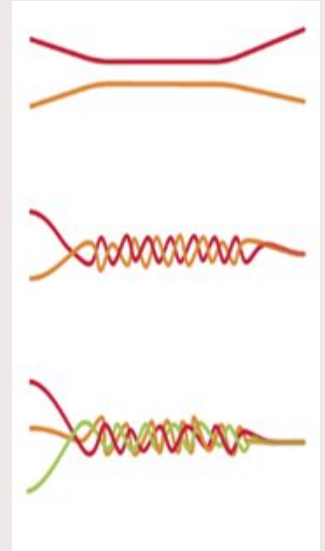
At the core, three approaches (Voogt & Pareja Roblin, 2012).

The competences can:

- a) **be added to the already existing school curriculum** as new subjects or as new content within traditional subjects;
- b) **be integrated as cross-curricular competences** that underpin the subjects of school curriculum and place emphasis on the acquisition of overarching competences; or
- c) **become part of a new curriculum** in which the traditional structure of school subjects is transformed.

Starting points in this contribution:

- second approach (b)
- A curriculum is a plan for learning





KONTUZ!

Warning

Integrating key competences is not a trivial enterprise...

Lack of careful curriculum (re-)design and realisation may result in apparently valuable developments at the national level, but a lack of accomplishment at the level of teaching and learning in schools.

Increasing the chances for successful integration of key competences in education

1. Increase curriculum awareness/analysis with *all* actors:

What are implications of introducing key competences?

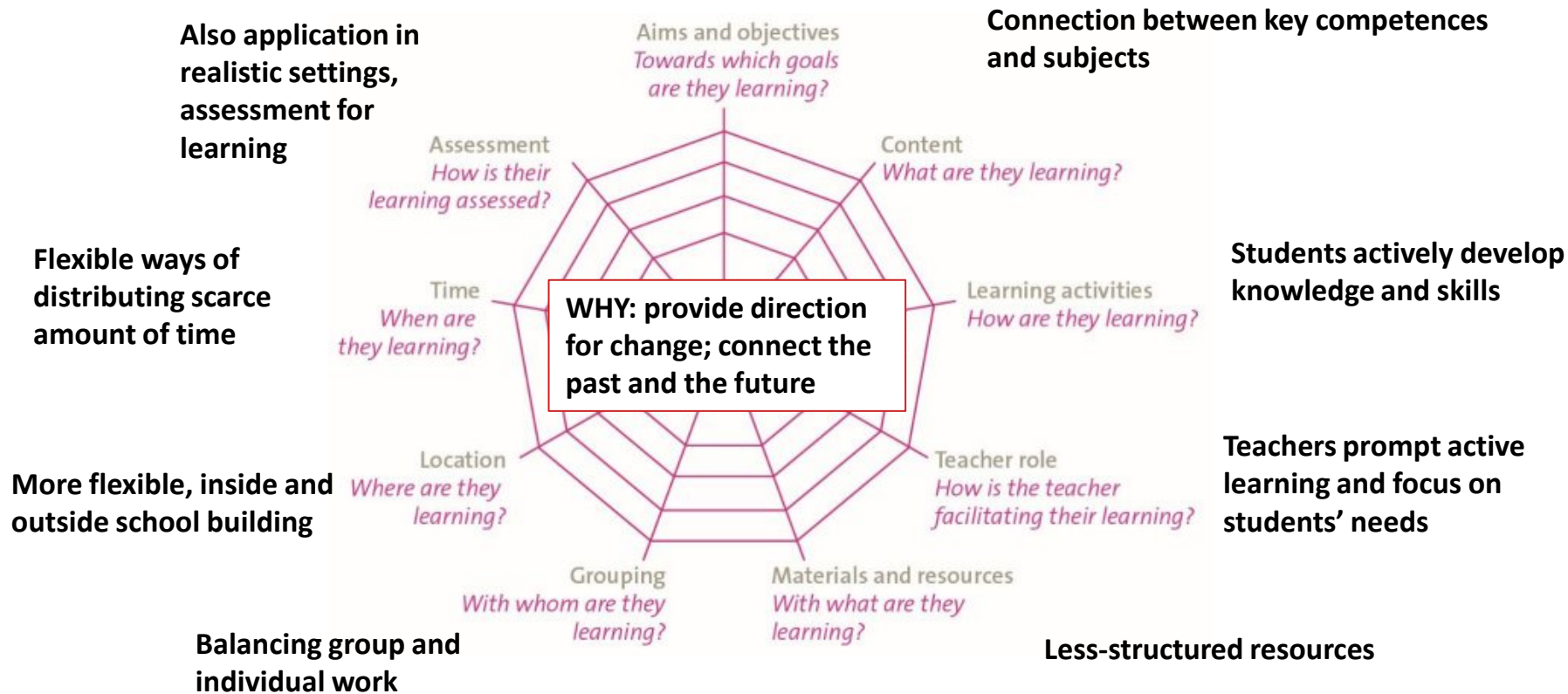
→ Three curriculum lenses: #1 classroom level, #2 school level, #3 system level

2. Carefully consider the curriculum (re-)design and realisation process:

How to further increase chances for success?

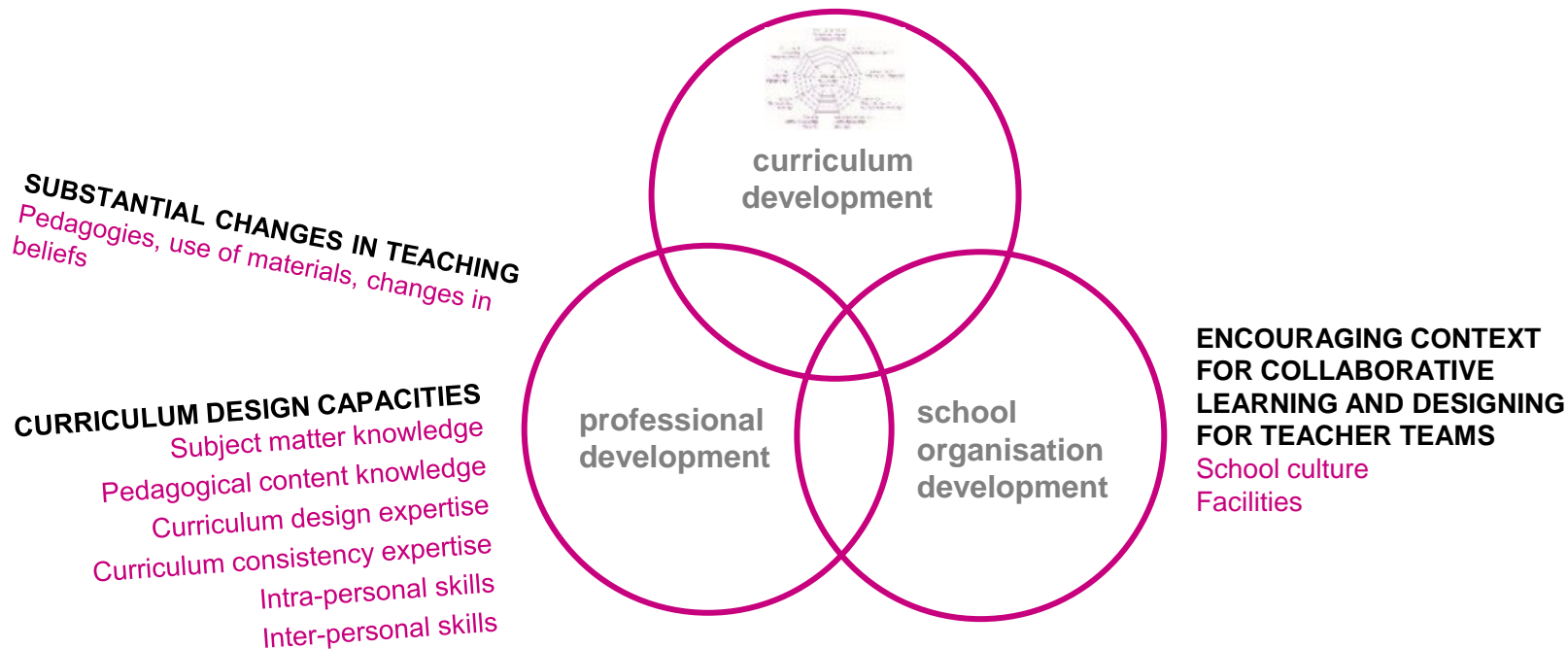
→ Guiding principles for integrating key competences in education

Implications at the **classroom level** -- Lens #1: The curricular spider's web



Implications at the **school level** -- Lens #2: Three interrelated developments

INTEGRATING KEY COMPETENCES IN THE SCHOOL CURRICULUM

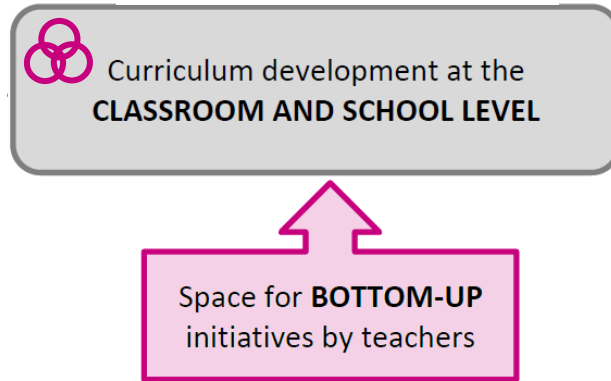


Implications for the **wider educational system** -- Lens #3: Influences from three directions

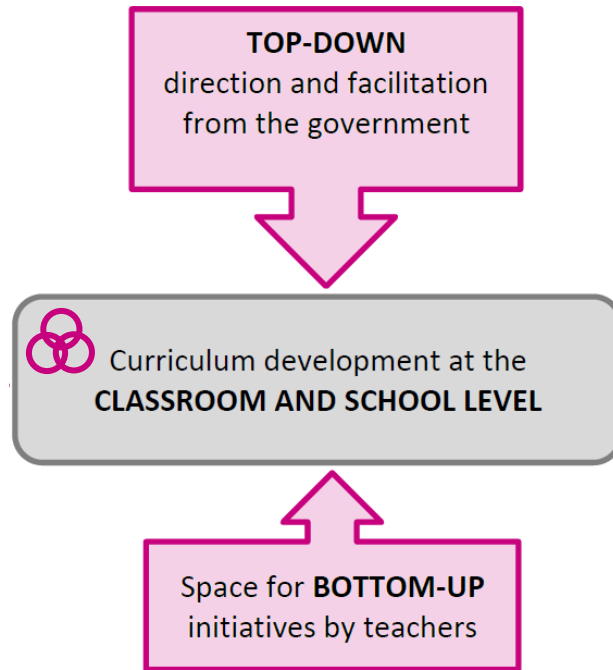


Curriculum development at the
CLASSROOM AND SCHOOL LEVEL

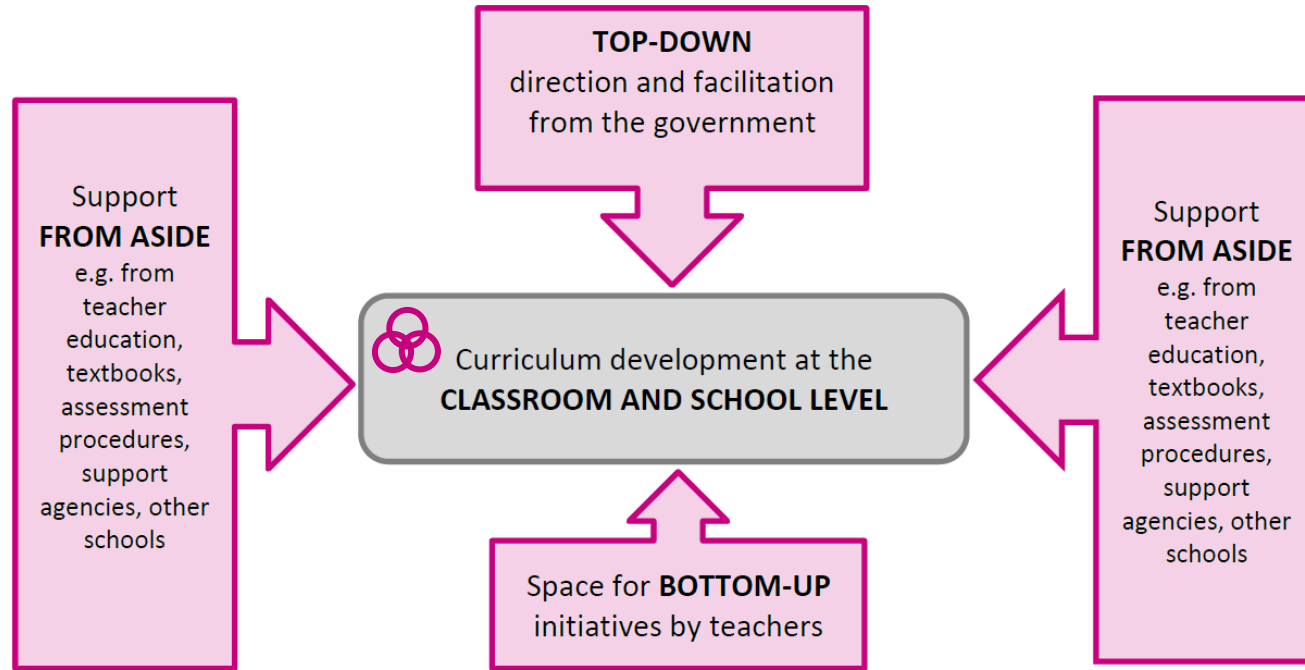
Implications for the **wider educational system** -- Lens #3: Influences from three directions



Implications for the **wider educational system** -- Lens #3: Influences from three directions



Implications for the wider educational system -- Lens #3: Influences from three directions



- Systemic change
- Change efforts of *all actors* in the educational system are needed
- Need for stakeholder analysis

Carefully consider the curriculum (re-)design and realization processes

- No recipes or fixed how-to-do guidelines
- Guiding principles/heuristics for the change process:
 - Change process is a **learning process for all** involved - sense-making
 - Change process needs **care for the old and encouragement for the new**
 - Change process needs **freedom within boundaries**
 - Change process needs **time to evolve**



Change process is a **learning process for all** involved - sense-making

Concern-based adoption model (CBAM, Loucks-Horsley, 1996)

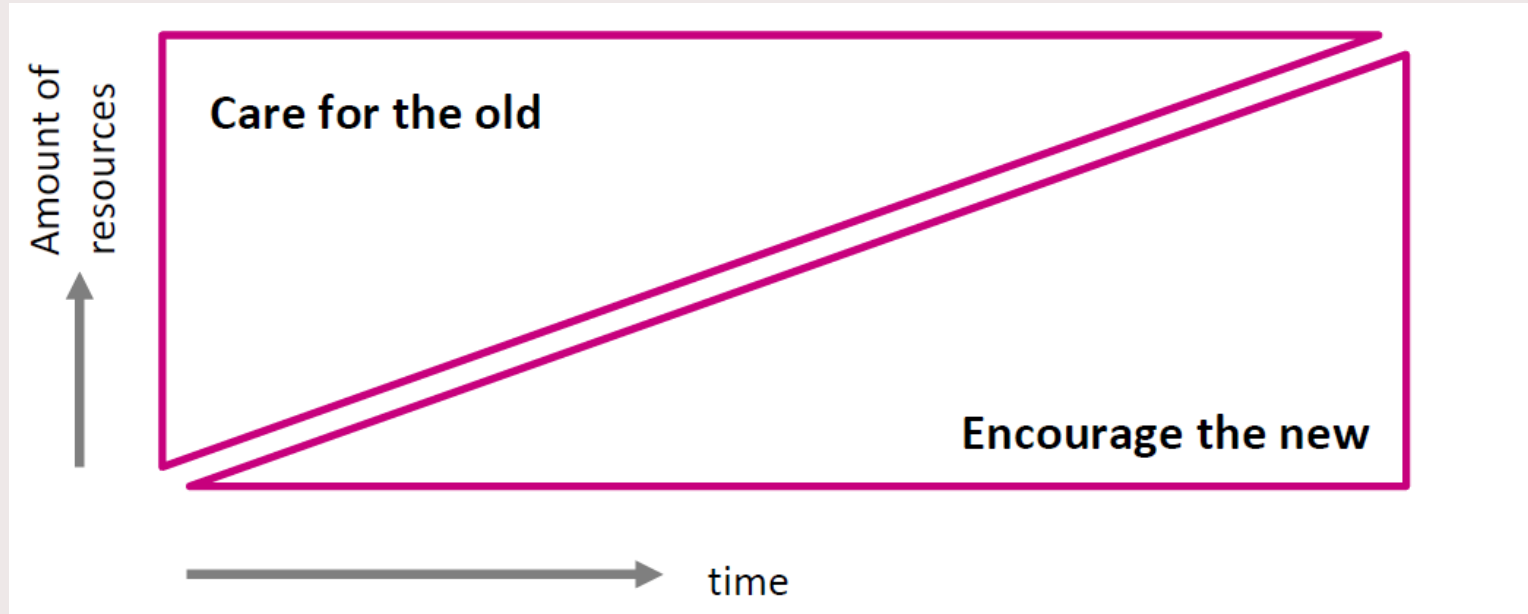
Self: Early questions, self-oriented: *What is it? How will it affect me?*

Task: Later questions, task-oriented: *How do I do it? How can I make use of the support in order to change my habits?*

Other: Final questions, peers-oriented: *How can I support others in integrating key competences? How can we integrate key competences in the learning and teaching materials? How can I make sure that all students will improve on their key competences?*

All involved need to be able to resolve their own change-related questions.

Change process needs **care for the old and encouragement for the new**



Change process needs **freedom within boundaries**

A 'one size fits all' approach will not be of help

- Remain open to variation within certain boundaries.
- Different schools may decide for different emphases in the change processes
- It is important that schools work on their own processes of starting from a vision on how they see schooling in a future society,
- This implies that – across schools - the balance between what is traditionally valued and what is considered important for the future may have many different representations.
- This also means that the direction and facilitation from the top and the lateral support from aside need to value variation + need to provide enough guidance in order to keep the change within the intended boundaries.



Change process needs **time to evolve**

Change should not be not seen as an on-off event

Three broad phases can be distinguished in the change process (Fullan, 2007):

1. **Initiation or adoption:** the process that leads up to and includes a decision to adopt or proceed with a change;
2. **Implementation:** the initial use and experiences of putting a reform into practice (2-3 years)
3. **Institutionalization or incorporation:** the change gets built in as an ongoing part of the system

This entire process, at the classroom, school and system level needs enough time



Concluding remark

It takes

- curriculum awareness,
 - careful curriculum (re-)design and realization
- as well as
- support, creativity, courage and endurance

to realize curriculum change and building confidence and strength for
'the leap for the future'.



Děkuji



Main reference for this contribution:

Nieveen, N. & Plomp, T. (2017). Curricular and implementation challenges in introducing twenty-first century skills in education. In E. Care, P., Griffin & M., & Wilson (Eds.), *Assessment and teaching of 21st century skills* (pp. 259-276). Cham, Switzerland: Springer.

Experiences from the Netherlands: Curriculum redesign at the macro (national) level

Curriculum policy in the Netherlands

**Centralized
educational policy**

School autonomy deeply rooted in Dutch society (dates back to Constitution of 1848):

E.g. in lower secondary education:

- Reduced number and detail of attainment targets
- No standardised tests
- No timetables

**Decentralized
educational policy**



Need for curriculum renewal at the national level

In view of/need for:

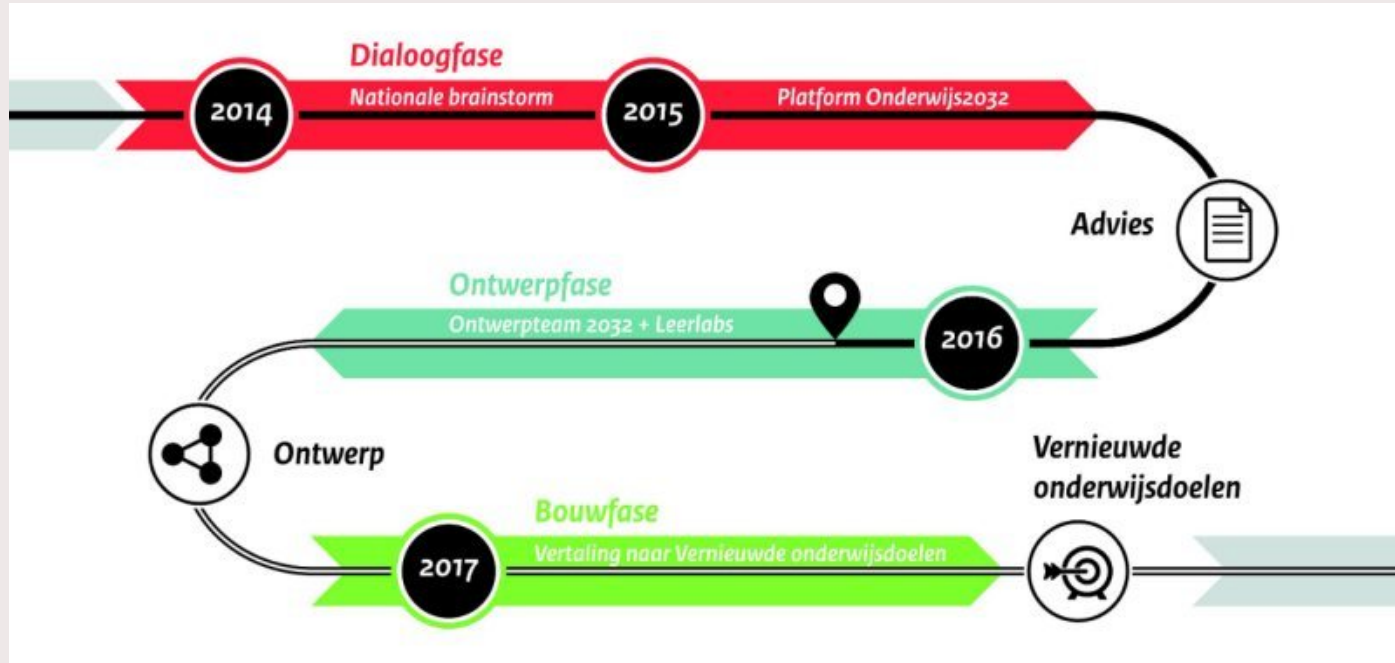
- Curriculum update
- Coherence
- Curriculum overload
- Equal Opportunities
- Clarity about guiding vision

2014 – Launch on National television



<https://www.bnnvara.nl/dewerelddraaitdoor/videos/264550>

Original timeline



Reality



Recent developments

In 2022: Ministry of Education instructed SLO (Netherlands Institute for Curriculum Development) to coordinate the redesign work of part of

- **Core objectives for primary and secondary education** (to be pilot tested in 2023)
For literacy/mother tongue, numeracy/mathematics, citizenship education, digital literacy
- **Attainment targets for upper secondary education** (to be pilot tested in 2024)
For mother tongue, languages, social studies, sciences

Each subject area: committee of **teachers** and **subject matter experts, teacher educators, curriculum experts**) is working on first drafts, with **additional higher education** experts in advisory circle.



Digital and green transitions are currently being discussed in the **subject area committees** (whether and how to introduce these in national curriculum frameworks)
+ **part of curriculum redesign at meso (school) and micro (classroom) level**