Curriculum Development

Cath Moore and Marion Bagot
Outline

• Theories of curriculum development
• Aspects of curriculum development
• Quality considerations
• Compliance requirements
• Working with a curriculum template
Two concepts of curriculum

• Curriculum as planned

• Curriculum as lived
### The specialist approach

<table>
<thead>
<tr>
<th>Domain →</th>
<th>Curriculum planning</th>
<th>Specification of ends and means</th>
<th>Programme implementation</th>
<th>Classroom implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants →</td>
<td>Policy makers</td>
<td>Needs analysts</td>
<td>Methodologists</td>
<td>Syllabus</td>
</tr>
<tr>
<td>Products →</td>
<td>Policy</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Materials writers | Teacher trainers | Materials | Training programme |

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Learners</th>
</tr>
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<tbody>
<tr>
<td>Teaching acts</td>
<td>Learning acts</td>
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</table>

Curriculum as a dynamic system

Graves (2008) p. 152
Consider …

- What strengths and weaknesses do you see in each model?
- When might each be best applied?
- What is the curriculum design process in your centre?
- How effective is your design process?
Principles underpinning ELT curriculum

• Theories of language learning
• Language teaching methodologies
• Contexts of learning
• Student learning needs and wants
• Stakeholder input
Principles of Instructed Second Language Acquisition

“… are intended to provide teachers with a basis for argument and for reflection…”

1. Formulaic expressions + rule-based competence
2. Predominant focus on meaning
3. Focus on form
4. Implicit knowledge of L2 (+ explicit knowledge)
5. Learner’s “built-in syllabus”
6. Extensive L2 input
7. Opportunities for output
8. Opportunities to interact in L2
9. Individual differences in learners
10. Assessment of free as well as controlled production

Rod Ellis (2008)
Consider …

• Which of these principles are reflected in your courses?
Steps in curriculum design and implementation

1. Needs analysis
2. Objectives & learning outcomes
3. Assessment
4. Selecting core texts
5. Course evaluation
QUALITY AREA A
TEACHING, LEARNING AND ASSESSMENT

QUALITY PRINCIPLE A1
Course design supports quality learning outcomes.
(See Note A1 for further details)

A1.1 Courses are designed to meet student learning needs, goals and interests.
A1.2 Course design is informed by developments in language teaching methodology and technology.
A1.3 Each course has specific objectives which are achieved through detailed learning outcomes.
A1.4 Student achievement is measured through validated assessment instruments mapped to course objectives.
A1.5 Assessment is moderated in relation to learning outcomes, to ensure assessment is valid, reliable, fair, flexible and current.
A1.6 Syllabus documents provide effective guidance for teachers, in lesson and assessment planning and delivery, to meet course objectives.

QUALITY PRINCIPLE A4
Course delivery, assessment and teaching optimise outcomes for students.

A4.1 Lessons are student-centred to maximise engagement and ensure a positive learning atmosphere.
A4.2 Teachers select teaching and assessment methods that are relevant to student needs, goals and outcomes.
A4.3 Teachers use feedback and classroom assessment to monitor student progress and maximise student learning.

QUALITY PRINCIPLE A5
Students are encouraged to take control of their language learning.

A5.1 Language learning strategies which encourage student autonomy are embedded in the course.
A5.2 Students receive regular feedback from teachers in relation to course objectives and outcomes.
1. Needs analysis

“an imperfect, messy process”  
- Kathleen Graves

- Who are your stakeholders?
- How do you get input from them?
- How can assumptions hamper you?
- How do you reconcile divergent needs?
2. Objectives and learning outcomes
(2) Objectives & learning outcomes

Course aim/goal
• Brief statement of course purpose

Objectives
• What the teacher intends to achieve
• Broad statements

Learning outcomes
• What students will be able to do at the end of the course
• Specific statements
Course aim or goal

To prepare students to undertake academic study in Australia at Diploma or Degree level

Objective

To develop writing skills relevant to academic study

Learning outcome

Can write an information report of 500-700 words from graphical and/or written information
What are the main things you want students to learn?

• Skills and strategies across macroskills
• Target language
• Sociocultural implications
• Independent learning skills

These form the basis for learning outcomes …
(2) Objectives & learning outcomes

Learning outcomes

What students will be able to do and demonstrate

• Specific
• Measurable
• Comprehensible to stakeholders
Objective

To develop writing skills relevant to academic study

Learning outcomes

W1 Can identify stages and text features of various genres relevant to academic study, including but not limited to exposition, argument, information/evaluation report

W2 Can write an argument or exposition essay of 1200-1500 words from researched information

W3 Can write an information or evaluation report of 500-700 words from graphical and/or written information

W4 Can write summaries of spoken and written texts

W5 Can plan, draft, proof read and edit own work
## (2) Objectives & learning outcomes: Example B

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<thead>
<tr>
<th>Learning Outcomes</th>
<th>Performance Indicators</th>
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<tbody>
<tr>
<td><strong>Speaking Skills</strong></td>
<td><strong>Is developing skills for communicating in everyday situations, e.g. general greetings, asking for something in a shop, telling the time</strong></td>
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<td>2. Can produce simple and familiar structures</td>
<td><strong>Participates in informal exchange with sympathetic interlocutor, e.g. to ask for and provide basic personal details</strong></td>
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<td>3. Can make presentations with support from teacher or classmates</td>
<td><strong>Significant strain on interlocutor, lengthy gaps in speech, inaccuracies in grammatical structures and pronunciation</strong></td>
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<td><strong>Presentations are on simple, familiar and practised topics</strong></td>
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General English Elementary level, courtesy MIT Melbourne
## Objectives & learning outcomes: Example B

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(2) Objectives & learning outcomes: Example C

Detailed … but how usable?

**Speaking skills**

**Learning outcomes**

- Use greetings appropriately
- Express ideas and opinions effectively
- Give reasons to support opinions
- Use repair strategies when meaning is not understood
- Ask questions to check understanding
- Make suggestions
- Persuade
- Paraphrase
- Participate in small group discussions on familiar topics
- Take and give turns
- Respond appropriately
- Self-correct where appropriate
- Describe people, places and things
- Recount events
- Speak clearly
- Use stress and intonation to support meaning
- Use body language appropriately
- Give a short oral presentation on a familiar topic
- Use strategies to make presentation interesting to audience
- Pronounce key vocabulary correctly
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<td>➢ Express ideas and opinions</td>
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<td>➢ Give reasons to support opinions</td>
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<tr>
<td>➢ Give a short oral presentation on a familiar topic</td>
<td>➢ Describe people, places and things</td>
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- More usable
- Would benefit from criteria to define performance

**Communication strategies**
- Use greetings appropriately
- Ask questions to check understanding
- Use repair strategies when meaning is not understood
- Paraphrase
- Take and give turns
- Respond appropriately
- Self-correct where appropriate
- Use strategies to make presentation interesting to audience

**Pronunciation and body language**
- Speak clearly
- Use stress and intonation to support meaning
- Use body language appropriately
- Pronounce key vocabulary correctly in presentation
Good learning outcomes

- Use active verbs
- Are measurable
- Specify an observable behaviour
- Specify criteria for acceptable performance
- Include conditions for demonstrating learning
- Are limited in number
- Enable assessment to align with teaching
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A5.3 Students are inducted into the effective use of self-paced study resources offered by the Centre.
A5.4 Students are provided with encouragement...
3. Assessment

Principles

• Valid
• Reliable
• Fair
• Flexible
• Current
Assessment and learning outcomes

Learning outcomes inform...

• Assessment validation and moderation

• Marking guides/rubrics
  - Support teachers in task design and marking
  - Support students in task performance
  - Can be developed with student input
Can you rely on assessment in your core texts?

- Is the focus on language use or knowledge?
- What is being assessed in each macroskill area?
- What important sub-skills are not assessed?
- How are productive skills assessed?
- What supplementary assessment is needed?
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A5.4 Students are provided with opportunities to
Does a core text drive your curriculum?

Does the core text align with your learning outcomes?
Questions to ask

Does the text align with:

• Your learning outcomes?
• Identified learner needs?
• Assessment principles of your course?
• Your teaching methodology?
• Your local context?

How will you supplement it?
Consider

New Cutting Edge Intermediate
Module 2 - Memory – Summary of skills covered in activities

• Listening  for specific info / main ideas
• Speaking  conversation / recount / showing interest
• Reading  for detail (sentences); to predict content / for main ideas (text)
• Writing  sentences using specific past tenses
• Grammar  past tenses

How might you want to supplement?
QUALITY PRINCIPLE A2
Teachers have appropriate training and experience for the courses they deliver and assess.

A2.1 Teachers hold the following minimum qualifications:
- a recognised degree or equivalent
- a recognised TESOL qualification

(See Note A2.1 for further details)

A2.2 Teachers are allocated to levels and courses based on their experience and training.

A2.3 Teachers plan lessons and activities appropriate to the course learning outcomes and the needs of students.

A2.4 Teaching strategies are appropriate to the objectives and level of each course.

QUALITY PRINCIPLE A3
Students are enrolled in courses and levels that reflect their language proficiency and learning goals.

A3.1 The range of courses offered is appropriate to the profile of students enrolled.

A3.2 The Centre has effective procedures for assessing each student’s capability to undertake a particular course and for placing students in appropriate classes.

A3.3 There is regular and formal provision for students to demonstrate their ability to progress to a higher level or different course.

A5.3 Students are inducted into the effective use of self-paced study resources offered by the Centre.

A5.4 Students are provided with opportunities to discuss their learning goals and pathways with an appropriately trained member of staff.

QUALITY PRINCIPLE A6
Evaluation of courses is regular and rigorous.

A6.1 Analysis of student achievement of learning outcomes informs course review and the frequency of the review cycle.

A6.2 Validation of assessment instruments is conducted through objective, peer-reviewed consultation.

A6.3 Teaching records are retained for purposes of verification, program coordination and course review.

A6.4 Student and teacher feedback contributes to the quality review and improvement cycle.

A6.5 Student results in external examinations and/or further study contribute to the quality review and improvement cycle.

A6.6 Students are encouraged to participate in sector-wide benchmarking activities to provide satisfaction data beyond the Centre’s internal evaluation processes.
5. Course evaluation

- Policy and process
- Regular and ongoing

Informed by:
- Stakeholder feedback
- Teaching records
- Assessment results
Compliance

• ELICOS National Standards
  Met by addressing NEAS Quality Principles

• ASQA
  Application to change CRICOS registration (section 8)

• TEQSA
  Application Guide - Adding an English Language Intensive Course for Overseas Students (ELICOS) Course of Study on CRICOS (NB p.16)
Working with a syllabus template

- Guidance for teachers
- Week by week overview
- Grid format recommended
NEAS looks for

✓ Skills & sub-skills
✓ Learning activities
✓ Content - themes, topics
✓ Assessment schedule
✓ Core & supplementary resources
✓ Mapping against learning outcomes