BALANCING THE PRINCIPLES OF CURRICULUM DESIGN
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1. Formation and fulfilment
2. Intellectual and moral
3. Sensibilities and dispositions
4. Creation of
   a responsible and socially aware person contributing to [their] own destiny and capable of knowing, feeling and acting (Gundem, 2000)
   individuals who can make a contribution to humankind through developing their own unique human powers (von Humboldt 2000)

"This is an age in which we are witnessing the growing urgency presented by two global challenges for educational theory and practice."
1. Effects of rapid climate change
   to prevent destruction of conditions necessary for human life
   to ensure sustainability
2. Post-truth challenges to democratic institutions, rational debate, publicly shared truth

Broad agreement

Future 3: Powerful knowledge

1. Knowledge is socially constructed—its strength
2. Access to knowledge is therefore a right
3. Denying access ‘has implications for both social justice and the viability of a knowledge-based economy in the future’ (Young and Muller, 2010: 23)
4. Focus is on knowledge, not knowers
5. Differences in types of knowledge
6. The most powerful knowledge is created by processes established, agreed and shared by specialised communities (universities)

Box 1.1 Powerful knowledge (based on Young, 2010)

Powerful knowledge is:
• distinct from everyday common-sense knowledge derived from experience;
• systematic – the concepts of different disciplines are related to each other in ways that allow us to transfer individual cases by generalising or developing Connections;
• specialised – produced in disciplinary epistemic communities with distinct fields and line of enquiry, and
• objective and reliable – its objectivity arising from peer review and other preceptual controls so indubitably in knowledge production exercised in disciplinary communities.

Because it has these features, powerful knowledge can be described as having:
• better claims to truth than other knowledge claims relevant to the areas and problems it addresses; and
• the potential to empower those who have and understand it to act in and on the world, since they have access to knowledge with which to understand how relevant aspects of the world work and what the powerful consequences are of different courses of action.

Powerful disciplinary knowledge types:

1. Provides students with new ways of thinking about the world.
2. Provides students with powerful ways of analysing, explaining and understanding.
3. Gives students some power over their own knowledge.
4. Enables young people to follow and participate in debates on significant local, national and global issues.
5. Knowledge of the world
Different Forms of Knowledge

**KNOWLEDGE BY ACCUMULATION OR EXPERIENTIAL KNOWLEDGE:**
- Knowledge emerging from everyday situations
- Knowledge derived from situations by learners who make meaning for themselves
- Constructed by social actors interacting with their environments

**KNOWLEDGE THAT EPISODES OR DISCIPLINARY KNOWLEDGE:**
- Formal knowledge for understanding and explaining the world
- Conceptual systematic knowledge: facts, concepts, ideas, verified through the discursive procedures of communities of specialists
- Concerned with testing the validity of knowledge

**KNOWLEDGE HOW, PRACTICE OR PRACTICAL KNOWLEDGE:**
- Knowledge of what to do in practices and actions
- Procedural knowledge, involving making decisions about actions, instructional strategies, and embodied knowledge
- Concerned with evaluating the utility of knowledge in light of results

**KNOWLEDGE BY ACQUAINTANCE OR EXPERIENTIAL KNOWLEDGE:**
- Knowledge emerging from everyday situations
- Knowledge derived from situations by learners who make meaning for themselves
- Constructed by social actors interacting with their environments

Epistemic Quality

- Tasks that promote complex, interconnected 6-T and 8-H-T
- Tasks promote development of epistemic capabilities within disciplinary rules
- Tasks present knowledge from/about the disciplines, including how it is created and validated
- Tasks encourage development and use of complex linguistic repertoires

AGS CURRICULUM PRINCIPLES

IN BALANCE

Feel free to read and critique