

AUCKLAND
GRAMMAR SCHOOL

**BALANCING THE PRINCIPLES OF
CURRICULUM DESIGN**

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Broad agreement

- Formation and fulfilment
- Intellectual and moral
- Sensibilities and dispositions
- 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)

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**BILDUNG, KNOWLEDGE, AND
GLOBAL CHALLENGES IN
EDUCATION**

DIDAKTIK AND CURRICULUM IN THE
ANTHROPOCENE ERA

Edited by
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"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

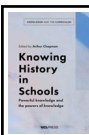
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Future 3: Powerful knowledge



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

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Box 1.1 Powerful knowledge (based on Young, 2014)

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 transcend individual cases by generalising or developing interpretations;
- *specialised* – produced in disciplinary epistemic communities with distinct fields and/or foci of enquiry; and
- *objective and reliable* – its objectivity arising from peer review and other procedural controls on subjectivity 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 issues and problems it addresses; and
- *the potential to empower those who know 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 potential consequences are of different courses of action.

<https://discovery.ucl.ac.uk/id/eprint/7011895/1/Knowing-History-in-Schools.pdf>

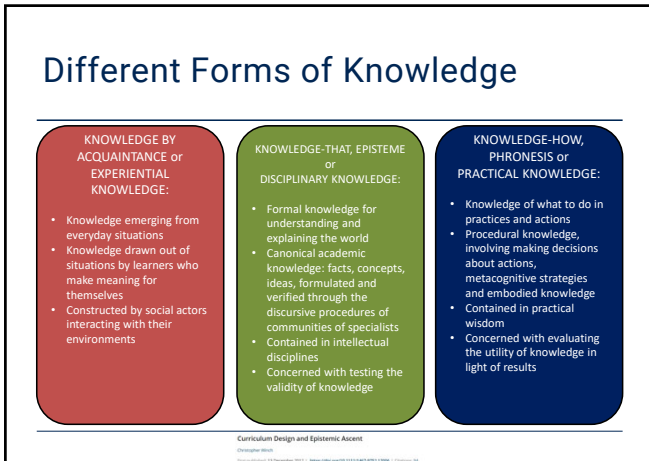
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Powerful disciplinary knowledge types:

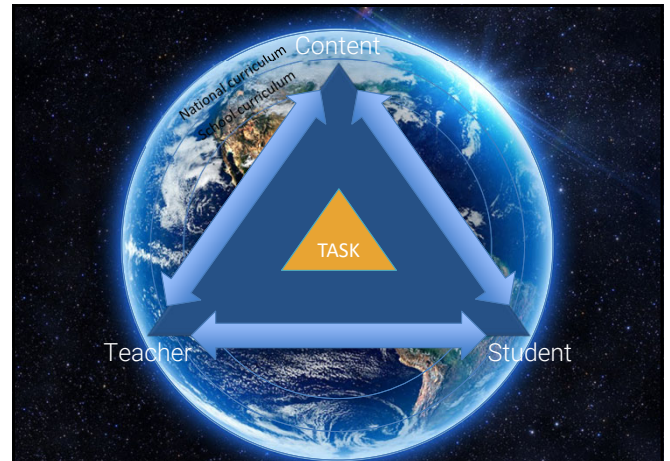
1. Provides students with new ways of thinking about the world.
2. Provides students with powerful ways of analysing, explaining and understanding.
3. Gives students some power over their own knowledge.
4. Enables young people to follow and participate in debates on significant local, national and global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

What might powerful geographical knowledge look like?

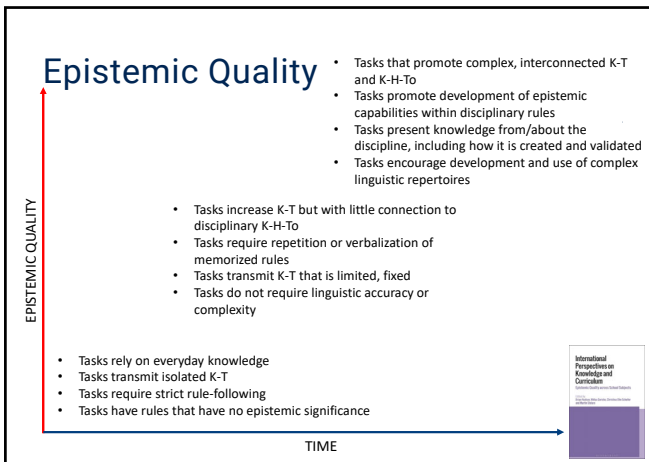
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CURRICULUM DESIGN KEY PRINCIPLES

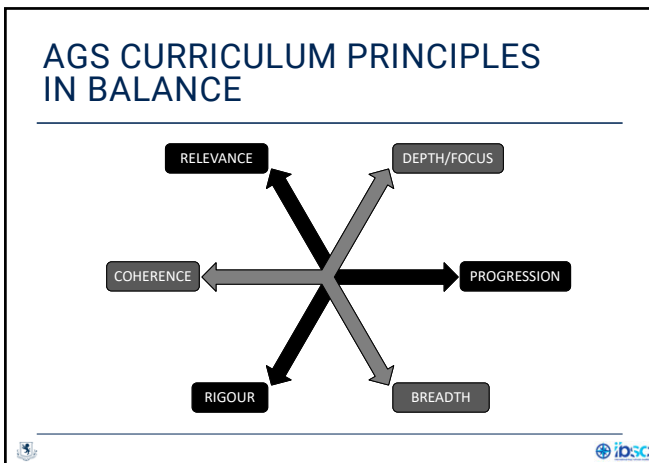
REFERENCE: Williams, G. (2010) *Practical Curriculum Design*. SSO (The Schools Network) Ltd. IBSLA IBSLA IBSLA IBSLA IBSLA

A curriculum breathes life into a school's or teacher's philosophy of education; it is purpose enacting. Different philosophies of education – personal empowerment, cultural transmission, preparation for work or preparation for citizenship – place different emphasis on aspects of curriculum design. Curriculum design involves seven key principles which operate in tension with each other.

<p>BALANCED</p> <p>Promotes intellectual, moral, spiritual, aesthetic, creative, emotional and physical development as equally important.</p>	<p>RIGOROUS</p> <p>Seeks to develop intra-disciplinary habits of mind; the subject matter is taught in a way that is faithful to its discipline.</p>	<p>COHERENT</p> <p>Makes explicit connections and links between the different subjects/ experiences encountered.</p>
<p>VERTICALLY INTEGRATED</p> <p>Focuses on progression by carefully sequencing knowledge; provides clarity about what getting better at the subject means.</p>	<p>APPROPRIATE</p> <p>Looks to avoid making unreasonable demands by matching level of challenge to a pupil's current level of maturity/knowledge.</p>	<p>FOCUSED</p> <p>Seeks to keep the curriculum manageable by teaching the most important knowledge; identifies the big ideas or key concepts within a subject.</p>
		<p>RELEVANT</p> <p>Seeks to connect the valued outcomes of a curriculum to the pupils being taught; it provides opportunities for pupils to make informed choices.</p>

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Feel free to read and critique

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