Curricula, pedagogy and assessment
Concurrent Session 1.2
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5th UNESCO Forum on Transformative Education for Sustainable Development, Global Citizenship, Health and Well-being
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**Systemic view - the how**

Interdependency features of the education delivery systems

- pedagogical practices and assessment strategies aligned with nature of the curricular learning goals
- whole school educational philosophy, as distinct from subject or discipline-specific philosophies

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**Substantive view - the what**
What can classrooms and their teachers provide? | What is needed by students when learning alone?
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Structured daily schedules | Self-management
Clarity on time to task | Problem solving
Explanation of learning objects | Perseverance
Immediate / formative feedback | Critical and creative thinking
Encouragement | Confidence

Teacher-directed | Student-centred

* Substantive view - the what - a special case

* Self-Learning Modules!
### Progress view

<table>
<thead>
<tr>
<th>Obstacles</th>
<th>Facilitating factors</th>
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<tbody>
<tr>
<td>Out-dated views of the nature of education</td>
<td>Recognition that explosion in knowledge precludes capacity of education system to provide comprehensive knowledge-based curriculum - leading to valuing of “learning to learn”</td>
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<td>Competitive educational environments with insufficient human resource and financial capacity to support their school age populations</td>
<td>Shift away from an IQ-based philosophy which excluded significant proportion of students from educational opportunities toward valuing of “process” approaches to learning</td>
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<td>Lack of understanding of nature of skills</td>
<td>Greater valuing of non-routine capabilities in order to address constantly changing contexts</td>
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<td>Lack of movement in the higher education / pre-service teaching sector</td>
<td>Growing dissatisfaction with the productivity of the education sector</td>
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<td>Silo type structure of curricular and school systems</td>
<td>Increasing “breadth” view of education which endorses whole child or holistic development, global citizenship, and enabling skills</td>
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