



Curriculum realisation: international perspectives



Curriculum for Wales represents ‘a bold new vision for curriculum, teaching and learning’ (Sinnema et al. 2020, p.181)

Recent trends in curriculum reform tend to foreground teachers as ‘curriculum makers’ (Bradfield & Exley 2020)

Curriculum for Wales framework is a ‘starting point’ for professional decision-making with respect to curriculum, teaching and learning (Sinnema et al. 2020, p.183)



For example, Norway

- Core curriculum but implementation includes local curriculum development (Rød & Bæck 2020)
- Curriculum is adapted to local 'contexts, needs and priorities' allowing for 'regional, geographical and contextual variation' (Rød & Bæck 2020, p.219)
- Teachers play a 'crucial role in developing and enacting local curricula' (Rød & Bæck 2020, p.220)
- Where a curriculum realised from ground up, this relies on 'shared understanding' of the curriculum (Rød & Bæck, 2020)



- 'Interpreting curriculum reform in a school is a complicated process' (Haapaniemi, p.546)
- Making sense of a curriculum reform 'is not easy' and can 'provoke both positive and negative emotions' (Anttila et al., 2022, p.178-9)
- Where a radical shift in curriculum and practice takes place, this can feel challenging
- 'Reforms may involve teachers rethinking or reappraising their ways of thinking and working, their personal and professional principles, and their professional identity' (Sundberg, 2022).



- Phase 2 co-construction found that the idea of challenge as ‘knots’ to be unravelled through shared discussion and learning supported participants to move forward
- However, this could mean ‘moving out of our comfort zone’ but that what helped was to ‘sit with feeling uncomfortable’ while discussing, and deepening understanding.
- ‘don't produce the same. Don't do what we've always done... when you're holding those conflicting ideas in your head, just go for it... And there was this passion in me, you know, let's just try something’



‘And I suppose some of the things that we've done in terms of the conversations and the inputs that we've had along the way has kind of given us a bit of a research base to say, you know what? We're not the only ones struggling with this. And that's OK. And just because you don't have a definitive answer, doesn't necessarily mean that that means you're getting anything wrong. I think that's the bit we quite often hear people saying, “I don't want to get it wrong”, and I suppose that comes back to that practical care bit, we wanted to give confidence into the profession that it's OK to do the hard thinking and the learning - that's valuable.’



- Interviews with Jenny Poskitt (New Zealand), Chris de Luca (Canada) and Kari Smith (Norway)
- Importance of recognising that professional learning about new reforms is not linear: building practice communities to support shared understanding and shared vision of reform helps with professional learning and realisation (Chris de Luca)
- The iterative nature of curriculum change and the importance of communication and collaboration to support change: 'having conversations and sharing, seeing what others are doing' (Jenny Poskitt)
- Time is needed for any reform 'to settle'. The importance of action research to support practitioners to make change their own, working cooperatively with other practitioners and with learners to explore new ways of teaching and learning in their own classrooms. (Kari Smith)

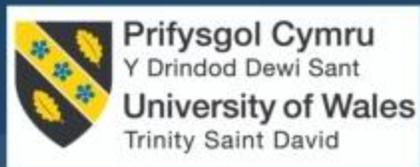


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