

*2nd International Workshop on  
Curriculum Innovation and Reform.  
An Inclusive View to Curriculum Change*

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**WORLD CAFÉ**  
**Working Session 2:**  
**Implications for Taught Curricula**

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# Question 1

What are the teaching methods and styles of learning that are used to deliver outcome-oriented curricula?

Have these changed due to curriculum reform?

# Selected Responses to Question 1

- Flexibility
- Autonomy...
- ... or not! (Autonomy with incentives vs. rules and regulations)
- Collaborative learning: authentic tasks, simulation, group work... (involves all actors)

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## Question 2

To what degree do new curricula encourage pedagogies and practices that promote learner-centeredness and inclusiveness?

# Selected Responses to Question 2

- No connection!!!
- It has to be underpinned by:
  - Appropriate teachers development
  - Changing the mindset
  - Systemic change
- Prescribed, implemented and encouraged curriculum are different concepts

# Question 3

Which features or characteristics of the existing education and training systems can facilitate or hamper learner-centeredness and inclusiveness in the learning process?

# Selected Responses to Question 3

- No connection again:
  - Outcome oriented curricula does not necessarily imply learner-centeredness
  - If the outcomes are too narrow for instance, it will not happen
- It depends more on the way the outcomes are conceptualised, written and assessed
- The way teachers are accountable to the system seems a key feature



# Frequently Heard Keywords

- Flexibility...
- ... of the curriculum 😊
- Rigidity...
- ... of the teachers ☹️☹️☹️
- Initial and continuing training of the teachers
- Because the role of the teachers has changed (coaches)

# Frequently Heard Keywords (cont'd)

- Balance academic and vocational in VET curriculum design
- Assessment
- Accountability of teachers
- Collaborative learning
- No impact is granted on learner-centeredness or inclusiveness
- Solution: systemic, holistic approaches

**M e r c i**