QUALITY CURRICULUM DEVELOPMENT IN ADDRESSING THE NEEDS OF THE NEW GENERATION OF LEARNERS

by:
Anna Liza D. Salas
Master Teacher II, Limay National High School

The curriculum is considered a key factor in building solutions to educational challenges. It is a standard-based procedure of pre-planned learning experiences in which students practice and master learning contents and applied learning skills. A curriculum is much more than the material covered in a particular academic program. Curriculum design, which includes the development of learning materials, learning tasks, and pedagogical frameworks, influences how a student perceives school—whether it is boring, challenging, fair, or just. Lessons that nurture students and strengthen their critical thinking and language skills are included in a high-quality curriculum. A high-quality curriculum fosters a classroom culture that promotes students' leadership capability, organizational knowledge, and learning development styles.

The world's rapidly changing demands present challenges in responding to economic, environmental, and social transformations such as technological advancements, environmental issues, and urbanization. These transformations, which are associated with a changing world, have raised the need for enhancing higher-order thinking skills, competencies, and knowledge. These also created concerns about the future, such as the potential effects of artificial intelligence on workplaces, how to stay abreast of the rapid pace of change, and how to handle global competition for skills.

This wider perspective leads the education sector to fulfill a growing demand for innovative, higher-order skills and competencies and prepare students to succeed in a future where the skills and knowledge required to meet economic demands are

constantly changing. Focusing on the education system will result in innovative curricula to support educational changes.

A quality curriculum must begin with a discussion of what is meant by the concept of "curriculum." In school, where learning is the primary focus, the most obvious explanation of the word "curriculum" is to regard it as a learning course or pattern of learning. As a result, the curriculum development procedure can be classified as either narrow or broad. It necessitates the development of a specific curricular product in the context of continuous learning development, which includes relevant aspects of educational change such as teacher professional development, school improvement, and assessment.

Students learn best in classroom settings where they can connect with their teachers, peers, and the environment. A holistic education that incorporates meaningful partnerships, social and emotional learning, engaging content, and sophisticated pedagogy is the most beneficial to learning acquisition. Curriculum development and integration is a multi-stakeholder process. Even if the stakeholders' values and preferences in relation to the curriculum vary, it is critical to engage them in a timely and genuine manner to ensure their contribution to learning development.

The design of the curriculum corresponds with the student's prior and existing knowledge and skills. It gives opportunities to promote empowerment and foster a sense of belonging for students. Furthermore, it encourages all students from different groups to analyze oppressive systems and understand possibilities for their own social participation.

Curriculum developers should prioritize communicating the ethical position and differentiating concepts over describing specific content. Although the primary focus of curriculum design may shift over time, some consistency is required to maintain

coherence in providing quality education to learners, which is at the heart of any curriculum development practices.

Curriculum development must also lead to a greater emphasis on the teacher's competencies and capacities as a central agent in the execution of the educational program. Changes toward a school-based curriculum within a central educational structure and an outcomes-based learning approach can assist the next generation of learners in improving their learning. These frameworks enable teachers to be creative in their interpretation and implementation. Curriculum policies must be adaptable, efficient, and creative.

A high-quality curriculum benefits from the innovation of diverse learning tools and programs that affirm students' diverse identities, allowing teachers to ensure that each student is a valued member of the learning community. A high-quality curriculum can help to alleviate some of the institutional racism that keeps teachers from embracing every child's unique identity. Curriculum, in this sense, can be its own form of professional development for teachers, leading both teachers and students into deeper learning content and toward a greater sense of ownership of learning growth.

References:

Hartl, Scott and Riley, Christina (25 March 2021). High-Quality Curriculum Is a Transformation Tool for Equity. Retrieved from https://www.ascd.org/el/articles/high-quality-curriculum-is-a-transformation-tool-for-equity

Twining, Peter et. al (11 November 2020). Developing a quality curriculum in a technological era. Retrieved from https://link.springer.com/article/10.1007/s11423-020-09857-3