



ECPT6007

The Teaching Toolkit 2

Module Introduction

Learning Outcomes

- Outline the content and structure of the module
- Explain the nature of the module assessments
- Critically examine theoretical concepts of curriculum design and implementation



Aim of the module

- To develop learner awareness and understanding of a range of issues pertinent to professional practice within the post- compulsory sector

Module Learning Outcomes

- Demonstrate competence in designing effective curricula for identified groups of learners to incorporate appropriate employability and skills development
- Critically evaluate theoretical concepts pertinent to programme design that promotes effective student learning

Schedule of sessions



Date	Focus	Tutor
24/11/25	Welcome to the module	Caroline Lewis
01/12/25	Curriculum design in practice	Katie Gardner
08/12/25	Curriculum development workshop	Katie Gardner
	Christmas Holidays	
05/01/26	Assessment & evaluation in education	Katie Gardner
12/01/26	Assessment workshop	Katie Gardner
19/01/26	Innovative assessment in education	Katie Gardner
26/01/26	Bilingualism in Education	Mark Flagg
02/02/26	The Skills Agenda	Mark Flagg
09/02/26	Employability and entrepreneurship	Mark Flagg
16/02/26	The UK policy agenda and developments	Marion Phillips
	Reading Week	
02/03/26	Inspection systems and quality assurance in PCET	Marion Phillips
09/03/26	Curriculum Proposals – applying rigour and balance	Marion Phillips
16/03/26	Module consolidation & evaluation	Marion Phillips



Module Assessment



Reflection

What a curriculum and
why is it important?



Defining curriculum

- 'Currere' – to run
- *'All the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school.'* (Kelly 2009 p.13)
- The politicization of curriculum



Understanding curriculum

- Curriculum as **knowledge**
- Curriculum as **product**
- Curriculum as **process**
- Curriculum as **praxis**

Curriculum as knowledge

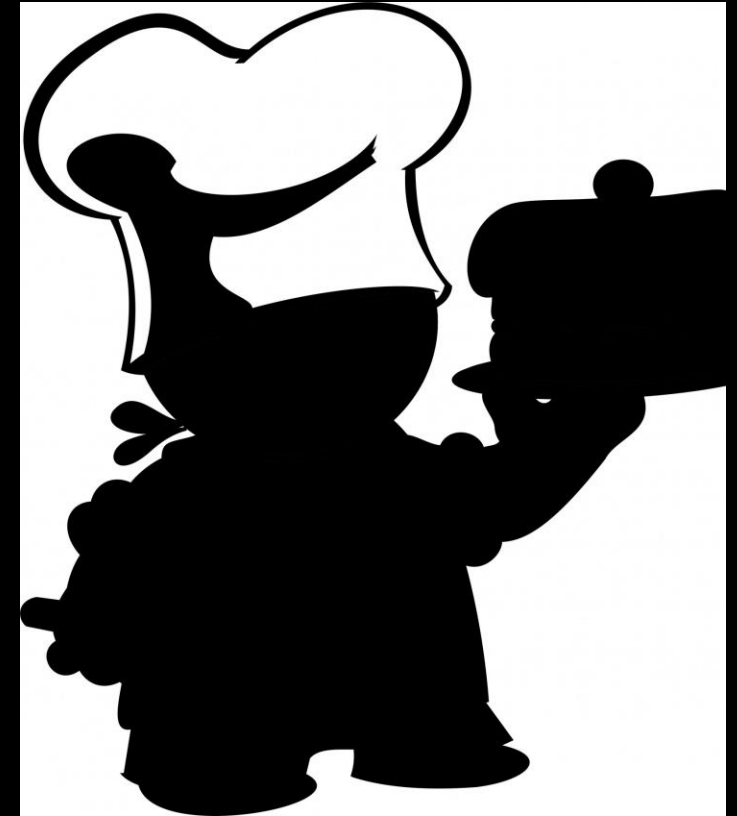
- The transmission of knowledge via a syllabus
- Focus is on content
- Education refers to the process of transmitting this to the student
- What do you want learners to know?

Curriculum as product

- Focus on measurable objectives
- Tyler (1949) '*Basic Principles of Curriculum and Instruction*'
 1. What educational purposes should the school seek to attain?
 2. What educational experiences can be provided that are likely to attain these purposes?
 3. How can these educational experiences be effectively organised?
 4. How can we determine whether these purposes are being attained?
- Bloom's taxonomy (1956)

Curriculum as process

- A critical model
- Stenhouse (1975) *'A curriculum is an attempt to communicate the essential principles and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice'*
- Testing and not acceptance
- Learner voice and interactions – learning not teaching



Curriculum as praxis

- Curriculum as a tool for social transformation
- Paulo Freire '*Pedagogy of the Oppressed*' (1970)
- Critical pedagogy and a commitment to action – an ongoing cycle of action and reflection
- Problem posing education and dialogic teaching

Task – comparative analysis

- Using the template provided to evaluate the curriculum models:
- Knowledge
- Product
- Process
- Praxis
- Be prepared to feedback



William Pinar – Currere approach to curriculum

- *'What is Curriculum Theory?'* (1975)
- Currere shifts focus of curriculum from product to lived experience
 - Regressive (past experiences)
 - Progressive (future aspirations and goals)
 - Analytical (analysis of the present)
 - Synthetic (integration)

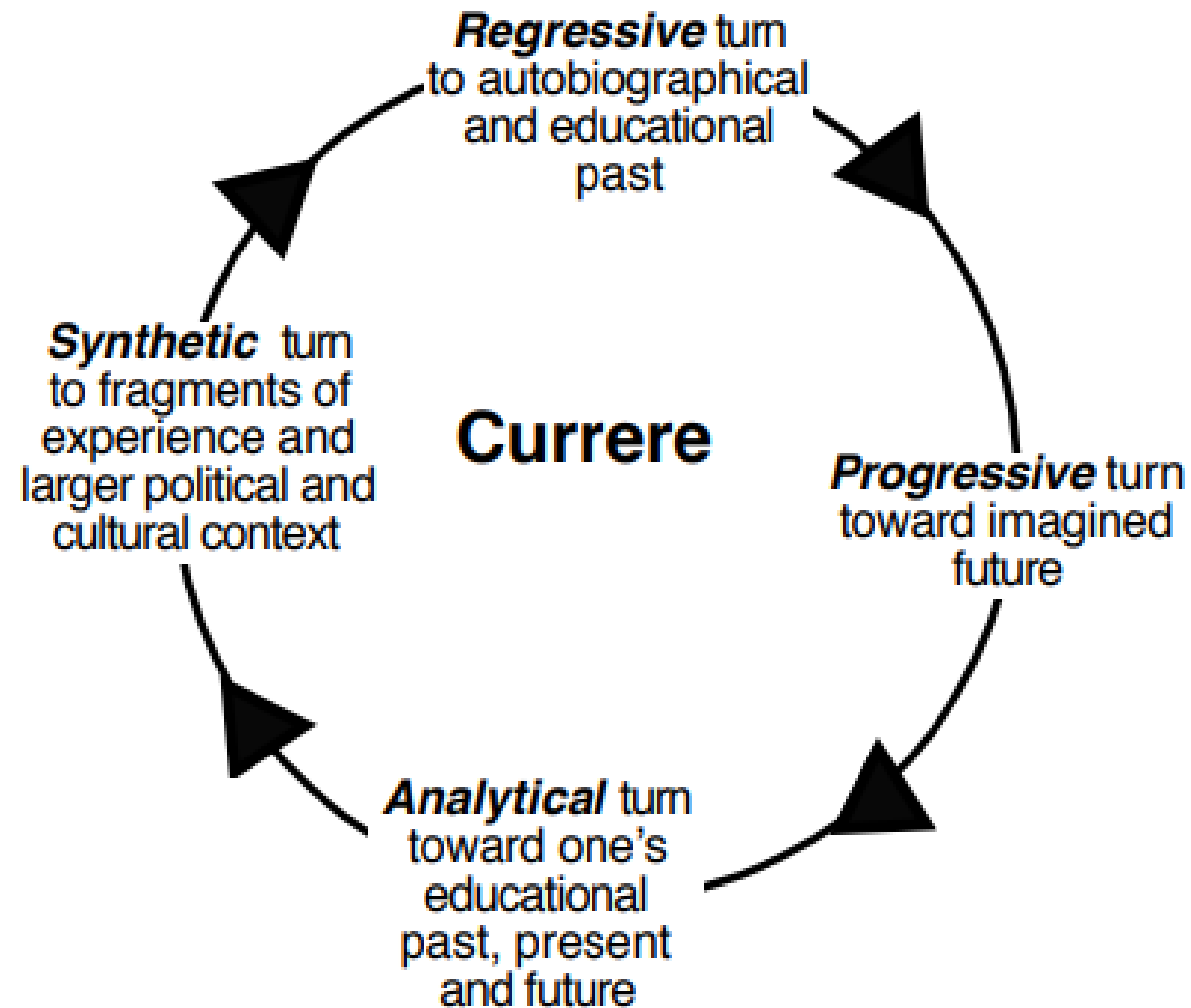


Figure 1. Method of currere. Adapted from Pinar, 1975, p. 424.

Implications for practice



- Lived experiences – curriculum as autobiographical and highly personal
- Personal histories can be explored
- Curriculum development becomes more iterative and flexible as well as context sensitive

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Any
questions?

Further Reading

- Baszile, D.T. 2017. On the virtues of currere. *Currere Exchange Journal*, 1(1).
- Gibbs, P., 2014. The phenomenology of professional practice: a currere. *Studies in Continuing Education*, 36(2), pp.147-159.
- Kelly, A.V. (2009) *The Curriculum: Theory and Practice*. London: Sage Publishing.
- Pinar, W. (2012) *What is curriculum theory? 2nd Edition*. London: Routledge
- Tyler, R. W. (1949) *Basic principles of curriculum and instruction*. Chicago, IL: University of Chicago Press.
- Pinar, W. F. (1975) 'The method of "currere"'. Paper presented at the Annual Meeting of the American Research Association, Washington, D.C.
- Stenhouse, L. (1975) *An introduction to curriculum research and development*. London: Heinemann.