



Curriculum Change in Action for Teacher Training

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Abstract

This paper describes the steps for fostering and managing curriculum change at the Artevelde University College Ghent. The steps we used to redesign and implement more differentiation in the curriculum concerning musical skills for future primary school teachers and in redesigning the SWITCH-programme for students who already achieved a Bachelor or Master degree will be explained.

Based on evaluations by lecturers and students (DIP-method) these curricula have led to new instructional models. The paper focuses on the process of curricular change and the status of practice. Managing curriculum changes is a process of give and take. Several frameworks were used to support the process, next to the needed motivation of colleagues and the established conditions necessary for changes. The first framework is a learning framework concerning the learning process and outcomes of students (competence based learning), the second framework is conceptual and enables the detailed design of learning activities (5 lines of becoming a primary school teacher and the competence matrix) and the third framework was the result of the work of Jan Van den Akker who distinguished 10 elements that are supposed to be taken into account when you work on curriculum change.

In this paper the several steps that were taken are described: (1) evaluation of the curriculum, (2) describing the competences and formulating the aims, (3) describing the target groups, (4) describing the assessment and (5) the design of the learning activities.

These curriculum changes are still ongoing, but we think that the principles and guidelines we used and the steps we took, can be inspiring for other schools and/or teacher trainers.