Are we all on the same wavelength? Tuning in to teachers’ and learners’ needs in curriculum reform

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Industrial Age

- Basic skills for the many
- Higher Ed for the few
- Factory production
- Hierarchical bureaucracy
- Relative lack of mobility
Information Age

- Knowledge for all (throughout life)
- Higher Ed for all
- Skills production
- Flatter organisations
- Social mobility (adapted from Keating 2005)
Curriculum change

- Facts
- T as authority
- Instruction
- Students as followers
- Content
- Norm testing
- Creativity
- T as guide
- Learning
- Learners as leaders
- Process
- Criterion testing
Problem perceptions (Li 1998)

- What is this new approach?
- I don’t have training
- I have low English confidence
- My students lack motivation
- I have large classes
- The exams haven’t changed
Seven aspects of school health

- Strong programme
- Achieving Head
- Head supports staff
- Head influences superiors
- Adequate classroom resources
- High teacher morale
Hope Enthusiasm Energy

- Doing right
- Understand change
- Make sense
- Share knowledge
- Build relationships

Fullan (2001)
Teachers (West 2005):

- establish good pupil relations
- have standards
- use different approaches
- explore their classrooms
- evaluate outcomes
- talk about what they do
Action learning
Exploratory practice
Become a group
Consulting pupils about teachers (ESRC)

☐ arrive on time
☐ listen and look at you
☐ move around
☐ explain the lesson and break it up
☐ let you talk quietly if you finish
☐ choose work for different abilities
☐ tell jokes
Change change – who wants change?

Things are bad enough as they are.

(Lord Salisbury to Queen Victoria)