

NCERT

**Curriculum, Pedagogy and Assessment
Standards**

July 2013

Supported

By

RMSA-Technical Cooperation Fund

Background

- NCERT revision of National Curriculum Framework
 - Retain commitment to child-centred learning and social constructivism
 - Deepen understanding of classroom processes
- NCERT faculty gaining practical experience in classrooms
- Three-day workshop in curriculum pedagogic and assessment standards held end of June 13
- Follow up meetings planned on standard as the basis for NCF and syllabi revision
- Aim is to develop practical guidance to teachers and education managers.

Workshop: 22-24 June 2013

- Workshop run by NCERT, supported by RMSA-TCA - “Perspective Building on Curriculum, Pedagogy and Assessment Standards”
- 42 participants from NCERT & national and state level institutions
- Objectives
 - 1. To review, and build, perspectives on Curriculum, Pedagogy & Assessment Standards**
 - 2. To develop exemplar standards/learning indicators for Classes V and VIII in the areas of language, mathematics, science and social science**
 - 3. To work towards a comprehensive framework on learning standards for elementary education**

Commitment to child-centred learning

- A child learns when his/ her interest, capability, aptitude, attitude and ability are addressed and perceptions are encouraged and dignity maintained
- Child centred education places the child in the centre of, curriculum, pedagogy and assessment
- Teaching is a process of facilitation and should be participatory. When the pedagogy is teacher driven and does not address children's needs it creates a gap in learning
- Knowledge derived from children's experiences - much broader than content of textbooks
- Teachers need new perspectives and attitudes

Curriculum standards

- **Curriculum standards** define what children should know, be able to do and the dispositions they should have acquired at given stages.
- **Curricula are value-driven** – what society wants children to know and to be able to do
- **Dispositions** are interest, motivation, involvement, overt behaviour of the child, potential, persistence etc.
- **Stages of learning:** level-descriptors linked to child's emotional and developmental stages and not to convenience of planning or teaching.
- **Progression** in learning is essential to deepen understanding and application - may be defined in a set of related curriculum standards.

Developing curriculum standards

- Standards need to be simple and comprehensible to parents community and media – not just academics
- Not too vague – need to guide process of teaching and learning
- Not determined by whether they can be tested
- Need to be translated into pedagogic standards based on:
 - Relationships between teacher and children and amongst children
 - Learning opportunities and experiences
 - Use of textbooks and learning materials
 - Quality of the learning environment,
 - Classroom organisation and grouping
 - Formative assessment and feedback

Organising a Curriculum within a School

- Articulating curriculum standards with pedagogic standards
- Organising relationships between and within subject elements of the curriculum
- Distinguishing formative and summative forms of assessment
- Recognising relationships between the curriculum standards and national assessment systems
- Deploying resources to facilitate delivery of curriculum
 - Planning teacher deployment
 - Planning teacher training in use of the standards;
- Monitoring practice against the standards within the school;
- Communicating the standards to other stake-holders including parents and community

Pedagogic Standards

- What is the most appropriate way to teach (and for students to learn) a particular curriculum standard
 - There is a range of instructional methods
- Teachers are accountable to create learning environment
 - Should share learning intentions and success criteria with the learner
- Learning involves the student in:
 - Judging their own work against a curriculum standard
 - Being able to understand the process of learning and its context
- Learning is the process of actualizing ideas, experience, skills and knowledge to further the process of learning leading to change.

Pedagogic approaches: 1

- **Observation:**
 - Observing a performance by the teacher
 - Comparing that performance with learners prior understanding
- **Coaching:**
 - modelling by the expert;
 - coaching whilst the learner practices;
- **Goal-Orientated Learning and Anticipation:**
 - Expanation of what the teacher plans to do
 - provide learners with explicit statements and explanations about the instructional objectives in a lesson or series of lessons
- **Mentoring:**
 - Supports the informal transmission of knowledge conducted face-to-face
 - Involves a relationship between two people, one of whom is considered to have greater knowledge, wisdom or experience.

Pedagogic approaches: 2

- **Peer Learning:**
 - learning from and with the learner's peers.
 - learning dynamic between equals
- **Reflection**
 - form of evaluative thinking
 - based on processing of knowledge, understanding & emotions that we already possess
- **Simulation**
 - a reproduction of an event or activity, conducted outside the environment in which that event or activity usually takes place
 - good tool for creating a learning experience without the consequences
- **Instruction:**
 - gain attention; inform objectives; stimulate recall of prior learning; present content to the student; implement scaffolding processes; stimulate performance by student; provide feedback; evaluate performance

Pedagogic approaches: 3

- **Concept Formation :**
 - takes place in an environment which allows discourse and dialogue with the teacher and challenging the positions
 - Surfacing existing knowledge, being critical of ones present and current concept formation and replacing with stronger concepts and then testing it out in the real
- **Meta-Cognition:** learners' awareness of their own knowledge and their ability to understand, control, and manipulate their own cognitive processes
- **Problem-Solving:** learner finds out for themselves rather than being given answers to problems
- **Practice:** act of rehearsing behaviour/engaging in activity over and over again
- **Assessment for learning:** Process of sign-posting students' construction of learning trajectory and providing scaffolding for the productive and effective learning process

Assessment standards

- Sets of knowledge, skills or dispositions, which a student is required to have
 - Set at different levels of difficulty
 - Expressed in ways that can be tested in a controlled environment
- Written statements of knowledge and skills which students are expected to reach at different ages and stages.
- Assessment standards are derived from curriculum standards
- Not all curriculum standards lend themselves to being assessed in a control environment, such as examination.

Summative assessment – assessment of learning

- Done within a time period and in a controlled environment.
- Derived from curriculum standards - a subset that is assessable
- Provides some information about what students can do, know and dispositions they have acquired at a given point of time.
- Useful for selection for higher learning and employment to judge prior knowledge and starting skill sets

Formative Assessment: assessment for learning

- Important process in the pedagogical path that supports monitoring of learning and adjustment to learning experiences and opportunities to enhance student learning
- Illustrates students' learning trajectories and thus is an important element in the construction of productive and effective learning process
- Provides valid information that integrates into the learning process
- Maps learner's progress against curricula standards

Wash back Effects

- Testing a person's knowledge, skills and aptitudes is likely to have wash back effects on the curriculum standards
- Instead of the assessment acting merely as a descriptive device, in relation to the achievement of the curriculum standards, it also acts in a variety of ways that transforms the curriculum it is seeking to measure.
- **A student may have to reframe their knowledge or skill set to fit the test, and therefore the assessment of their mastery of this knowledge or skill is not a determination of their competence, but a determination of whether they have successfully understood how to rework their capacity to fit the demands of the examination technology. As a result teaching to the test occurs and the curriculum is narrowed to accommodate those standards which can more easily be assessed.**

Wash-back effects of assessment on curriculum standards

- Assessment does not just describe achievement of curriculum standards – it transforms the curriculum it is measuring
- Students have to reframe their knowledge or skill set to fit the test
- Teachers teach to the assessment
- The curriculum is narrowed to accommodate those standards which can more easily be assessed.

Differentiating types of assessment

- High-stakes exams have consequences for individual students and teachers, e.g. Board exams
- Low stakes assessments e.g NAS
 - Sample based
 - Assessing the health and effectiveness of the system, not individuals
 - Diagnostic to show what is working and what is not
- Large scale assessments
 - difficult to conduct in large and diverse country like India
 - urgently needed for diagnostic purposes.