

Ministry of Education
ELT General Supervision
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GUIDE QUESTIONS FOR TEACHERS

Competence Based Curriculum

What should you know when developing curriculum and standards?

Curriculum and Standards: Key Concepts

In order to develop quality subject curricula and standards you should have a common understanding regarding the following questions (concepts).

Question 1: What is Curriculum?

Curriculum is the system of learning experiences and opportunities that are planned for children and young people through their education, wherever they are educated.

Curriculum represents a multifunctional but highly organized *system* of knowledge, skills and attitudes that all individuals are offered by a given education system (and society) – and that is useful for personal fulfillment and development, inclusion and employment in a well-functioning society.

Question 2: What is the Kuwait National Curriculum?

The Kuwait National Curriculum covers the overall system of learning experiences offered to children and students in terms of knowledge, skills and attitudes/values from ages 3 to 18+ by relevant educational institutions.

Therefore, the National Curriculum defines, necessarily, what students should know, be able to do, and how they should be in terms of values and attitudes-oriented human beings as a result of their learning process¹.

Question 3: What kind of Curriculum is the Kuwait National Curriculum?

As in most current day curriculum systems the Kuwait National Curriculum is based on the competences children and students aged 3 to 18+ are supposed to acquire and learning achievements standards that indicate to which extent this process effectively happen over the school years and/or stages. According to the new curriculum vision of the Ministry of Education (see Minister's Foreword to this document) the Kuwait National Curriculum Kuwait National Curriculum adopts this modern and up-dated competence- and student's achievement standards-based approach.

Question 4: What are the Competences?

Competences are defined – at the simplest possible level - as integrated systems of knowledge, skills and attitudes, values, and beliefs developed through (formal and non-formal) education that allow individuals to perform – at the quality level expressed by the standards - required activities in their every day life.

Question 5: What are the Key Competences?

The key competences represent a transferable, multifunctional package (system) of knowledge, skills, and values, attitudes, beliefs, and personal attributes that all individuals need to acquire for their personal fulfilment and development, inclusion and

¹ The results are, generally, called "learning outcomes" or "curriculum standards" and they are defined in terms of competences.

employment. The key competencies are supposed to be achieved by the end of Compulsory or Secondary Education.

Question 6: What is a Competence-based Curriculum?

In a competence-based curriculum the aims of the education system are achieved by gradually developing a coherent system of competences that are measurable by means of the learning achievement standards and their detailed indicators/descriptors.

Question 7: What are the Standards?

All competence-based curricula – including the new Kuwait National Curriculum - introduce and largely use the concept of standards. According to the UNESCO – IBE definition, the standards cover “[...] an operational decision, requirement or regulation that is expected to be implemented or applied related to the quality level to be achieved by a certain aspect of the education system”.

Question 8: What Types of Standards one refers to in the Kuwait National Curriculum?

From the standpoint of the curriculum development process in Kuwait, two types of standards are relevant:

- (a) the *curriculum standards* (derived from the curriculum substance and placed under the “umbrella” of the National Curriculum); and
- (b) the *performance standards* (that open the way towards the realm of assessment and as such placed under its “umbrella”). In fact, the two types of standards constitute the interface between the domain of curriculum and that of the assessment

Reference:

OPERATIONAL GUIDELINES FOR CURRICULUM AND STANDARD DEVELOPERS