






5th UNESCO Forum on Transformative Education
for Sustainable Development, Global Citizenship,
Health and Well-being
The implementation of transformative education
– where do we stand?

Curricula, pedagogy and assessment

Concurrent sessions 1
Session 1.2

Esther Care, Professor, University of Melbourne,
Australia





1

Curricula, pedagogy and assessment

Concurrent Session 1.2

Esther Care

5th UNESCO Forum on Transformative Education for Sustainable Development,
Global Citizenship, Health and Well-being
29th November, 2021

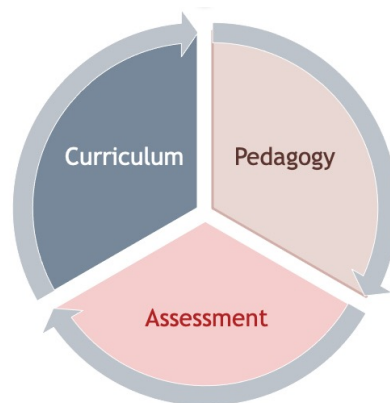

 @Care_Esther

2

Systemic view - the how

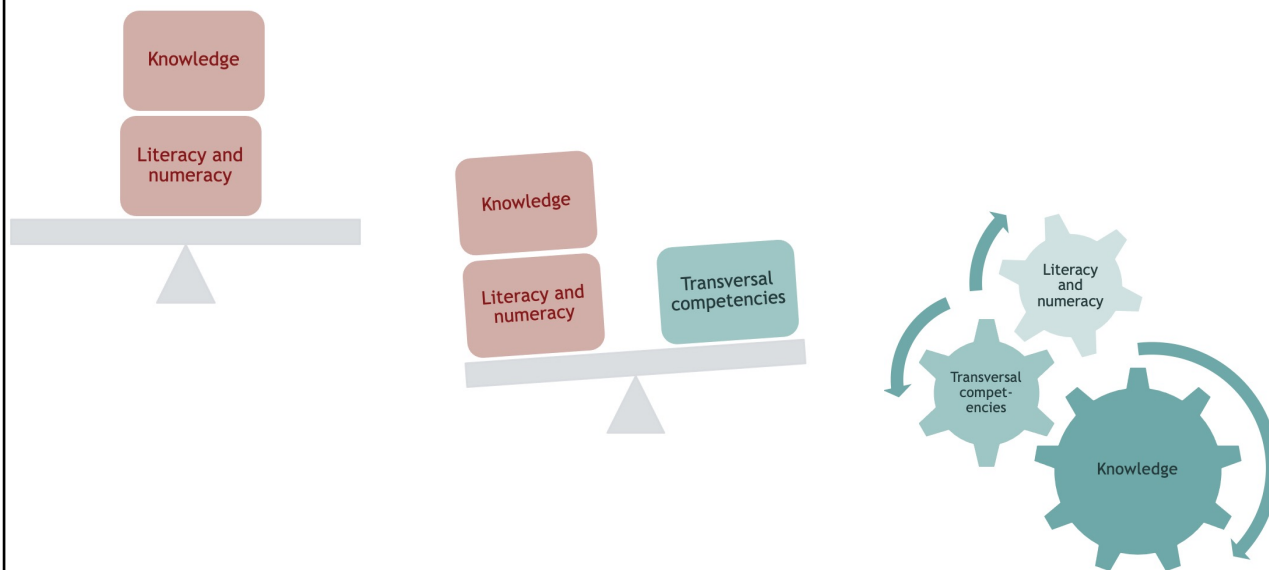
Interdependency features of the education delivery systems

- pedagogical practices and assessment strategies aligned with nature of the curricular learning goals
- whole school educational philosophy, as distinct from subject or discipline-specific philosophies



3

Substantive view - the what



4

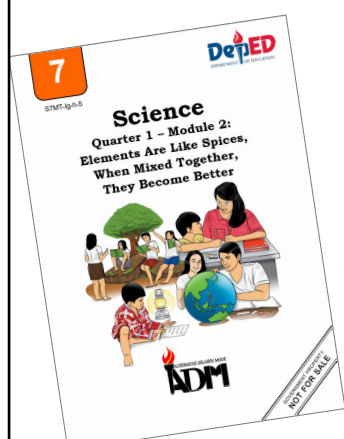
* Substantive view - the what - a special case

What can classrooms and their teachers provide?	What is needed by students when learning alone?
Structured daily schedules	Self-management
Clarity on time to task	Problem solving
Explanation of learning objects	Perseverance
Immediate / formative feedback	Critical and creative thinking
Encouragement	Confidence
↓	↓
Teacher-directed	Student-centred

5

*

Self-Learning Modules!

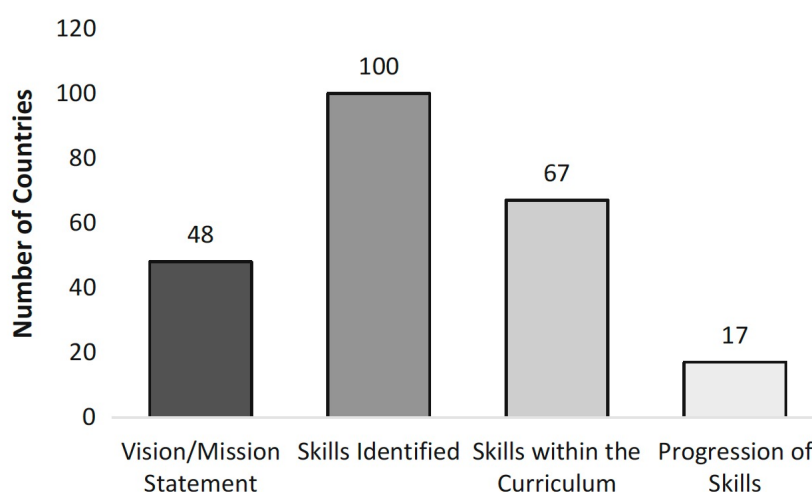


6

Progress view

Obstacles	Facilitating factors
Out-dated views of the nature of education	Recognition that explosion in knowledge precludes capacity of education system to provide comprehensive knowledge-based curriculum - leading to valuing of “learning to learn”
Competitive educational environments with insufficient human resource and financial capacity to support their school age populations	Shift away from an IQ-based philosophy which excluded significant proportion of students from educational opportunities toward valuing of “process” approaches to learning
Lack of understanding of nature of skills	Greater valuing of non-routine capabilities in order to address constantly changing contexts
Lack of movement in the higher education / pre-service teaching sector	Growing dissatisfaction with the productivity of the education sector
Silo type structure of curricular and school systems	Increasing “breadth” view of education which endorses whole child or holistic development, global citizenship, and enabling skills

7



Care, E., Anderson, K., & Kim, H. (2016). Visualizing the breadth of skills movement across education systems. *Skills for a Changing World*. Washington D.C.: The Brookings Institution.

Care, E., & Kim, H. (2018). The explicit nature of educational goals for the 21st century. In C. Wyatt-Smith & L. Adie (Eds.) *Innovation and Accountability in Teacher Education: Setting Directions for New Cultures in Teacher Education*. Springer.

8



@Care_Esther 

PROFESSORIAL FELLOW
The University of Melbourne
Victoria, Australia

NONRESIDENT SENIOR FELLOW
The Brookings Institution
Washington DC. USA

TEAM LEADER
ADB EdTech Solutions in Last Mile Schools in COVID 19
in the Philippines

ESTHER CARE

