A new national curriculum in the Netherlands

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Participants curriculum.nu

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Program for today

Goal of the workshop:
Sharing experiences on what is or would be important when involved in redesign of the national curriculum.

1. Where do we come from?
2. Where are we going?
   1. Experiences from participants
3. Focus on three major design principles (in groups).
   1. Experiences from participants: what's happening in the schools?
4. What did we learn?
Dutch educational system

http://prezi.com/n1qvjid7a4zx/?utm_campaign=share&utm_medium=copy&rc=ex0share
Levels of curriculum

• **SUPRA**: internationaal - verdragen en vergelijkingen  
  *(bijv Bologna, Lissabon, ERK, PISA/TIMSS)*

• **MACRO**: **national level**  
  Global learning outcomes

• **MESO**: School

• **MICRO**: klas, groep, docent  
  *(les, lessenreeks, module, lesmateriaal, schoolboek, methode)*

• **NANO**: leerling, individu  
  *(persoonlijke leerplan, individuele leerroutes; vgl. leven lang leren)*
Government describes global learning outcomes for primary and lower secondary education.

The pupils learn:

28. that humans, animals and plants are interrelated with each other and their environment, and that technological and physical applications may influence both positively and negatively the sustainable quality of the environment.

29. in various ways, for example by carrying out practical work, to acquire knowledge about and insight into processes in living and non-living nature and their relationships with the environment.

30. to work with theories and models by carrying out research into physical and chemical phenomena, such as electricity, sound, light, movement, energy and matter.
Primary and lower secondary school

Aims and objectives
Towards which goals are they learning?

Content
What are they learning?

Learning activities
How are they learning?

Teacher role
How is the teacher facilitating their learning?

Grouping
With whom are they learning?

Materials and resources
With what are they learning?

Location
Where are they learning?

Time
When are they learning?

Assessment
How is their learning assessed?
This renewal only involves rationale and aims.
9 teams of teacher and schoolleaders

- Digital literacy
- English
- Dutch
- Mathematics
- Citizenship
- Sports
- Arts & Culture
- Natural Science & Technology
- Humanities
Team for natural sciences

All of them are from schools!
Roadmap

START

2018

1e Ontwikkelsessie
Visie
14-16 maart

Consultatiefase
26 maart – 25 april

Feeback

2e Ontwikkelsessie
GO’s
23-25 mei

3e Ontwikkelsessie
3-5 oktober

Consultatiefase
4-6 juli

3e Ontwikkelsessie
GO’s & Bouwstenen

4e Ontwikkelsessie
16 oktober – 14 november

Consultatiefase
16 oktober – 14 november

4e Ontwikkelsessie
23-25 mei

Bouwstenen

5e Ontwikkelsessie
12-14 december

Bouwstenen

5e Ontwikkelsessie
14-15 februari

Consultatiefase
7 – 25 januari 2019

Bouwstenen

Advice to
minister &
parlement

Advice to
minister &
parlement

Feeback

Feeback

Feeback
Experiences from the teachers

• Marleen de Goeij, director of primary school
• Annemarie van Es, teacher of primary school
• Monja-Lize Antens, teacher of secondary school

What's your experience working on the national curriculum?
Principles

- Balance Knowledge & Skills
- Conherence between subjects
- Better learning progression primary and secondary education
- Reduce overload
- Autonomy for teachers
- Balance for personal development
Principles

Balance Knowledge & Skills

Conherence between subjects

Better learning progression primary and secondary education

Reduce overload

Autonomy for teachers

Balance for personal development
Working in three groups

- How much freedom would you like to have as a teacher within the curriculum?
  - Annemarie

- Which balance between knowledge and skills do you prefer?
  - Monja

- How important is personal development within the curriculum?
  - Marleen
Closing: sharing insights?

Questions?
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Thank you for your attention!
Session feedback

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Conference feedback

You can also feedback on the overall conference. Please complete the online survey at:

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Comparison of curriculumpolicy

Curriculumpolicy
International
Study van 2004-2006
age 4-15('compulsory age of schooling')
Published 2008, Kuiper et all.

More steering and support

Autonomy for teacher for making decisions in the curriculum

Note: CAL = California; ENG = England; B/FL = Belgium Flanders;
FIN = Finland; NET = Netherlands; SWE = Sweden.

Figure 1. Characterisation of curriculum policies in the past, present and future (source: Kuiper et al, 2008).