



Боловсролын хөгжлийг сургалтын хөтөлбөрөөр тольдох нь: Цогц бөгөөд системчилсэн арга хандлага

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Өгүүллийн мэдээлэл	ХУРААНГУЙ
<p>Түүх:</p> <p>Хүлээн авсан: 2024.11.04 Засаж сайжруулсан: 2024. 11.11 Хэвлэхийг зөвшөөрсөн: 2024.11.20</p>	<p>Энэхүү илтгэлээр сургалтын хөтөлбөрөөр дамжуулан боловсролын хөгжлийг цогцлоох, тэр дундаа сургалтын хөтөлбөрийг нэгдмэл, системтэй аргачлалаар боловсруулахтай холбоотой зарим сонирхолтой философи элементийг танилцуулахыг зорив.</p> <p>Нэгдүгээрт, сургалтын хөтөлбөр нь мэдлэгийн нэгдэл, цуглуулга гэхээс илүү нийгмийн үнэт зүйл, эн тэргүүний хүсэл тэмүүллийн толь юм. Өөрөөр хэлбэл, энэ үзэл хандлагын хүрээнд суралцагчийг хэрхэн сургаж буй үйл явцаас нийгмийн энэ тэргүүний хэрэгцээ шууд харагдаж байх учиртай.</p> <p>Хоёрдугаарт, сургалтын хөтөлбөр нь сайн сайхан байдал, хувь хүний хөгжлийн хэрэгсэл болохын хувьд суралцагчийн сайн сайхан байдал, хувь хүний хөгжлийг эн тэргүүнд тавьдаг.</p> <p>Гуравдугаарт, сургалтын хөтөлбөрийн шинэчлэлийг үр дүнтэй нэвтрүүлэх, хэрэгжүүлэхэд боловсролын бүх оролцогч талуудын оролцоог хангах системийн хандлагыг хэрэгжүүлэх шаардлагатай болдог. Боловсролын хувирган өөрчлөлтийг шинээр томъёолохдоо сургалтын хөтөлбөрийн шинэчлэл нь багш, сурган хүмүүжүүлэгчээс эхлээд бодлого боловсруулагч зэрэг бүх шатны оролцогчдын хамтын хүчин чармайлтыг шаарддаг гэдгийг онцлон тэмдэглэсэн байдаг.</p> <p>Дөрөвдүгээрт, сурган хүмүүжүүлэх ухаан болон чадамжийн нэгдлийн хувьд сургалтын хөтөлбөр нь дэлхийн шинжтэй болон судлагдахууны онцлогтой чадамжийг хамгийн сайнаар нэгтгэснээр хувьсан өөрчлөгдөж буй дэлхийд амьдрах ирээдүйн иргэдийг бэлтгэхэд чиглэж байх учиртай. Энэхүү нийтлэг үзэл санааны хандлага нь нэгдэн нийлж орчин цагийн боловсролд хамгийн чухлаар тавигдаж буй салбар дундын үзэл хандлагыг төлөвшүүлэхэд ач холбогдолтой ба энэ нь бодит амьдралын нарийн төвөгтэй асуудлыг шийдвэрлэхэд ч ихээхэн чухал юм.</p> <p>Тавдугаарт, сургалтын үнэлгээ нь сургалтын хөтөлбөрийн хөгжлийн нэг чухал хэрэгсэл бөгөөд дан ганц суралцагчийн гүйцэтгэлийг хэмжээсжүүлэхээс илүү чухал ач холбогдолтой зүйл юм. Өөрөөр хэлбэл, үнэлгээ нь сургалтын хөтөлбөрийн уялдаа холбоос, сайжруулалтыг хангахад чиглэх ёстой. Үнэлгээ нь багш сурган хүмүүжүүлэгчдийн хувьд сургалтдаа бодитоор, цаг хугацаа алдалгүй сайжруулалт хийх боломж, нөгөөтэйгүүр суралцагчдын суралцахуйд шинэ тутамд үүсэж буй шаардлага хэрэгцээг хангах арга зам гэж үздэг.</p> <p>Төгсгөлд нь боловсролыг нарийн нийлмэл шинжтэй ч тохируулан өөрчлөх боломжтой систем гэж үздэг ба сургалтын хөтөлбөр нь нийгмийн хэрэгцээний шилжилт өөрчлөлтөд хариу үйлдэл үзүүлж, хувьсан өөрчлөгдөхийн сацуу соёлын ялгаатай байдлыг хүндэтгэн үзэж ёстойг онцлон тэмдэглэж байна.</p>
<p>Түлхүүр үг:</p> <p>Сургалтын хөтөлбөрийн хөгжил Сургалтын хөтөлбөрийн тохируулга Системчилсэн хандлага Нийгмийн үнэт зүйлс Нэгдмэл хандлага</p>	
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Educational Development through the Lens of Curriculum: A Holistic and Systemic Approach.

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Санал болгож буй эшлэл:

Патрик, Чарланд. (2024). Боловсролын хөгжлийг сургалтын хөтөлбөрөөр тольдох нь: Цогц бөгөөд системчилсэн арга хандлага. *Боловсролын Судалгааны Монголын Сэтгүүл, Тусгай дугаар*. <https://doi.org/10.46328/mjer.si.2024.04>

To cite this article:

Patrick, Charland. (2024). Educational Development through the Lens of Curriculum: A Holistic and Systemic Approach. *Mongolian Journal of Educational Research, Special Issue*. <https://doi.org/10.46328/mjer.si.2024.04>

EDUCATIONAL DEVELOPMENT THROUGH THE LENS OF CURRICULUM: A HOLISTIC AND SYSTEMIC APPROACH

INTRODUCTION

As an expert in educational sciences and a Full Professor in the Department of Teaching at UQAM, I bring to this discussion my experience in curriculum development, bolstered by my role as co-holder of the UNESCO Chair in Curriculum Development and Senior Fellow at UNESCO's International Bureau of Education.

Inspired by IBE-UNESCO's educational philosophy, I emphasize the curriculum as a central element in advancing educational development. In this presentation, I position the curriculum not merely as a framework for what students learn but as a dynamic and influential instrument for shaping societal growth and transformation.

The holistic and systemic approach I propose in this presentation highlights the interconnected nature of curriculum elements, extending from individual well-being to the cultivation of interdisciplinary knowledge.

This approach is explored through seven key themes, each incorporating insights from educational philosophy, pedagogy, and policy, revealing the transformative potential of a well-constructed curriculum. These seven themes reveal the curriculum's role in shaping both individuals and society. It reflects societal values, supports well-being and personal growth, and requires a systemic approach to reform. Through integrated pedagogy, it develops both disciplinary and global competencies, while interdisciplinary perspectives allow students to address complex issues. Evaluation aligns learning with progress, and adaptability ensures relevance in a changing world.

For each theme, I found it valuable to highlight two foundational references that deepen our understanding. Together, these dimensions create a curriculum that empowers learners and drives societal growth

Theme 1 - Curriculum as a Reflection of Societal Values

To me, the curriculum is more than a collection of knowledge; it reflects the values, priorities, and aspirations of a society. Michael Apple's *Ideology and Curriculum* presents the curriculum as an ideological tool, embedding cultural values and shaping learners' identities. This view emphasizes that what we teach—and how we teach—directly mirrors societal priorities.

Similarly, Michael Young's concept of "powerful knowledge," as discussed in *Bringing Knowledge Back In*, resonates with my belief that curricula should empower students with critical thinking skills, preparing them to act as informed, engaged citizens within a complex social landscape.

Theme 2 - Curriculum for Well-being and Personal Growth

In a curriculum that values holistic development, students' well-being and personal growth are placed at the forefront. Nel Noddings, in *The Challenge to Care in Schools*, advocates for a caring approach that nurtures students' emotional and social needs. This emphasis on well-being reflects a broader educational philosophy, where learning extends beyond academics to foster personal growth and emotional resilience.

Martin Seligman and colleagues (2009) underscore this perspective by demonstrating how positive psychology fosters resilience, optimism, and a sense of purpose in students. I believe that a curriculum integrating well-being not only supports academic success but also nurtures mental health and resilience, forming a foundation for lifelong personal development.

Theme 3 - Systemic Approaches to Curriculum Reform

For curriculum reform to be effective, I advocate a systemic perspective that includes all educational stakeholders. Michael Fullan's *The New Meaning of Educational Change* underscores that successful reforms require coordinated efforts from teachers, administrators, and policymakers. This aligns with my view that reform demands strong leadership, collaboration, and adequate resources.

Bronfenbrenner's ecological model of human development further inspires me, as it illustrates how multiple environmental levels influence learners' experiences. I consider these interconnected levels in curriculum reform,

aiming to foster an adaptive educational system that responds to diverse community needs.

Theme 4 - Integrated Pedagogy and Competency Development

I believe that a curriculum combining global and subject-specific competencies best prepares students for a complex world. Darling-Hammond and Bransford's work, *Preparing Teachers for a Changing World*, emphasizes how teachers can foster critical thinking, collaboration, and problem-solving in their students. This integrated pedagogy supports meaningful learning within each subject, enabling students to engage deeply with learning activities.

Additionally, Barron and Darling-Hammond's advocacy for project-based learning informs my approach, which I see as an effective method for blending global and disciplinary competencies. Through this approach, students bridge theory and practice, acquiring essential skills for their future personal and professional lives.

Theme 5 - Interdisciplinary Perspectives in Curriculum

Modern education increasingly demands interdisciplinary approaches, which I believe are vital for tackling complex, real-world problems. James Beane, in *Curriculum Integration*, argues that interdisciplinary learning is essential to democratic education, as it allows students to see relationships among various knowledge domains and fosters a holistic worldview.

Julie Thompson Klein's work on interdisciplinarity supports my perspective, showing that interdisciplinary education enhances adaptability and innovation. I encourage students to recognize connections across fields, applying their learning in diverse contexts to develop the critical thinking skills needed to address today's interconnected issues.

Theme 6 - Evaluation as a Tool for Curriculum Development

Evaluation should be more than a measure of student performance; it should guide curriculum alignment and improvement. Black and Wiliam (1998), in their study on formative assessment, demonstrate how evaluation provides teachers with feedback that enhances student learning. I value this approach as it allows educators to make real-time adjustments, ensuring the curriculum evolves with students' changing needs.

Shepard (2000) also influences my view of evaluation, as she advocates for a culture of assessment that values individual progress over competition. For me, this approach supports lifelong learning and encourages students to pursue personal excellence.

Theme 7 - Adaptive Curriculum Systems

In response to rapid social and technological changes, I am convinced that curricula must be flexible and adaptive.

Brent Davis and Dennis Sumara, in *Complexity and Education*, describe education as a complex adaptive system, where curricula evolve to meet shifting societal demands while respecting cultural diversity.

William Pinar's view in *What is Curriculum Theory?* aligns with my belief that curriculum should be a living, dynamic entity shaped by social interactions and historical context. By promoting adaptive curriculum systems, I aim to ensure that learning remains relevant and contextualized, preparing students to navigate an ever-evolving world.

CONCLUSION

This talk outlines my systemic and holistic philosophy of educational development through curriculum. By addressing each of these seven themes, I illustrate how the curriculum serves not only as a foundation for academic knowledge but also as a transformative tool that promotes well-being, fosters interdisciplinary understanding, and responds to modern challenges. Through this framework, I believe education becomes a vehicle for societal growth, preparing students to contribute thoughtfully and effectively to the world around them.

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