Interactions between curriculum development and teacher professional learning

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It is often assumed that teacher professional knowledge is sufficient to undertake curriculum development and that curriculum focused CPD is about practical curriculum making, rather than a process of curriculum development. Furthermore, the tension between reducing unnecessary workload by providing pre-made curricula, while promoting teacher autonomy and freedom to ‘teach in a way that best suits their professional judgement and experience’ (Department for Education, 2016a, p. 5) remains unresolved. Drawing on mid to large scale projects, Emily will discuss models of professional learning in relation to how teachers come to make the curriculum and the skills and knowledge they need.