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# Transforming Teaching, Learning, and Assessment

To support competence-based  
curricula

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A world where  
each and every person  
is assured quality and  
relevant education and  
lifelong learning



This Document outlines the transformations required for teaching, learning, and assessment, to best support the implementation of competence-based curricula, and to reduce the diminution effect along the curricula continua. It advocates for greater teacher and student agency that should enable them to improve on the official curriculum. Without the proposed transformations, competence-based curricula have a limited chance of achieving their intended, and/or more than their intended impact.

# Executive Summary

Document 1 of this series acknowledged one of the understandings of curriculum as a continuum that includes the: (i) official / intended / written / formal / ideal / planned or specified curriculum; (ii) implemented / mediated / taught / operational or curriculum in-use; (iii) actual / experiential / learned / received / achieved or internalized curriculum; and (iv) assessed curriculum. Without decisive interventions, this continuum often has a diminution effect in that each subsequent stage is less than the previous one.

The diminution is often due to the fragmentation of curricula reform processes. Reforms of students' curricula are not always accompanied by reforms of teacher education and professional development, or by reforms of assessment and examinations systems. Teachers are rarely afforded the pre- and in-service training required to enable their effective implementation of transformed students' curricula. This creates a gap between the intensions of the official curriculum, and the reality of the taught curriculum. Sometimes, due to inadequate consultations during curriculum development processes, teachers do not always own or commit to the official curriculum. This adds to further diminution along the curriculum continuum. For a range of reasons, learners are not always able to grasp fully what teachers teach. The learned curriculum is therefore often considerably less than the taught

<sup>1</sup> Document 1 also proffered a concept of development that goes well beyond the economic view that dominated the 20th and even the early 21st century. This concept of development is used across all Documents in the series.

curriculum. Assessors tend to assess what is easy to assess through pen and paper formats. Given that teachers and learners are both judged by their performance on assessments and examinations teachers tend to teach what is assessed and/or examined, and learners tend to focus on the same. To the extent that assessments and examinations are themselves misaligned with the intentions of the official curriculum, the assessed curriculum can be only a pale shadow of all the other previous stages along the curriculum continuum.

As outlined in Document 2, competence-based curricula are more demanding and more complex than traditional subject-based curricula. This increases the risk of gaps along the curriculum continuum. However, because competence-based curricula afford much greater room for student and teacher voice and agency, this could be a mitigating factor. Heightened teacher and learner agency have potential to enrich the official curriculum, and to turn the gap between stages of the curriculum continuum into an enrichment rather than a diminution effect. However, this potential still depends on the alignment and integration of curriculum, teacher education and professional development, teaching, learning, and assessment.

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