



OPERATIONAL GUIDELINES FOR CURRICULUM WRITERS

- DRAFT WORKING PAPER -

Compiled by

**Lindita Boshtrakaj
Luljeta Demjaha
Alexandru Crisan**

October 2010

Foreword

The present set of *Operational Guidelines for Curriculum Writers (OGCW)* is addressed to the Coordinators, Deputy Coordinators as well as the Members of the Curriculum Development Working Groups (WGs) that have been selected in order to design the new Kosovo Curriculum.

The *Guidelines* have been prepared¹ based on the *Kosovo Curriculum Framework (KCF)* and the *Handbook for Curriculum Writers*, recently developed under the EU Education SWAp Project. It is a procedural document that intends to offer hand-on information and instructions related to the concrete tasks of the WG members and the way in which these tasks should be fulfilled under relatively limited timelines.

Essentially, the *Guidelines* intend to answer to the following basic questions:

- What should Curriculum Writers know in order to write the new Curriculum Documents?
- What should Curriculum Writers do in order to fulfil this task?
- How should the task be fulfilled?

In order to do so, these *Guidelines* are structured into the following three sections:

- **Section 1:** What should Curriculum Writers know?
 - An overview of the basic knowledge all Members of the WG should possess in order to start the work
 - The System of the Curriculum Documents to be drafted by the WG
 - Institutional structures involved in the process
 - Timelines for completing the tasks
- **Section 2:** What should curriculum writers do?
 - The steps that should be undertaken in order to draft Curriculum Documents
 - The working procedures and technical aspects of the process
- **Section 3:** Annexes
 - Materials to support better understanding of the issues raised in Sections 1 and 2
 - The instruments needed to carry out the drafting process.

Having in view its procedural role, the *Guidelines* do not intend to cover the theoretical aspects of the Curriculum Development Process. These have been largely discussed in the above mentioned *Handbook* and, if needed, all those interested are recommended to resort to it.

¹ The *Guidelines* have been produced by Lindita Boshtrakaj (MEST Curriculum Technical Team Coordinator), Luljeta Demjaha (MEST Curriculum Technical Team Coordinator), Dr. Alexandru Crisan (EU Education SWAp Project – Senior International Curriculum and Teacher Development Expert).

TABLE OF CONTENTS

- I What should the Curriculum Writers know?**
 - 1. The Kosovo Curriculum (KC)**
 - 2. The Structure of the Kosovo Curriculum (KC)**
 - 2.1. The Conceptual Component of the KC: The Kosovo Curriculum Framework and its implications for the curriculum writing process
 - 2.1.1 Definitions
 - 2.1.2 Basic Principles
 - 2.1.3 Curriculum Stages
 - 2.1.4 Learning areas
 - 2.1.5 Key Competencies
 - 2.1.6 Learning Outcomes
 - 2.2. The Operational Component of the KC: Core Curricula and Syllabi**
 - 3. Institutional Structures involved in the Process of Curriculum Writing**
 - 4. Timeframe for the Curriculum Development and Writing Process**
- II What and how the Curriculum Writers should do?**
 - 1. How to develop the Kosovo Core Curriculum?**
 - 1.1. Defining Core Learning Outcomes for Learning Areas/Curriculum Stages
 - 1.2. Defining Core Learning Outcomes For Curriculum Stages
 - 1.3. Writing the Core Curriculum
 - 2. How to develop the Subject Syllabi**
- III Annexes**
 - 1. Basic Principles of the Kosovo Curriculum Framework
 - 2. Key Competencies to be mastered by Students by the End of Compulsory Education
 - 3. The Structure of Learning Outcomes
 - 4. Institutional Structures for Curriculum Development and related Tasks
 - 5. Key Products of the Curriculum Writing Process
 - 6. Suggested Methodology for moderating the WGs in their Activities
 - 7. Criteria for quality Curriculum Design and Implementation
 - 8. Curriculum Writing Template: Core Learning Outcomes for Learning Areas/Curriculum Stages
 - 9. Suggested Matrix of Specification for defining the Structure of the LO
 - 10. References to the Bloom Taxonomy
 - 11. Checklist for Writing Quality LO
 - 12. Suggested Matrix of Specification for the Curriculum Writers



- 13.** Submission by the LA Coordinators to the ISCED (Curriculum Stage) Coordinators of LO for Learning Areas/Curriculum Stages
- 14.** Template for the Core Learning Outcomes for Curriculum Stages
- 15.** Key Competencies as “translated” into Learning Outcomes of the Curriculum Stages
- 16.** Tentative Phases of the Curriculum Development Process

ABBREVIATIONS

CC	Core Curriculum
CLO	Core Learning Outcome
CS	Curriculum Stage
C	Curriculum
K	Knowledge
KC	Kosovo Curriculum
KCF	Kosovo Curriculum Framework
LA	Learning Area
LO	Learning Outcome
MEST	Ministry of Education and Sciences
Sk	Skill
S	Subject
SLO	Subject Learning Outcome
Sy	Syllabus
T	Topic
TLO	Topic Learning Outcome
WG	Working Group

**DEAR COLLEAGUES, COORDINATORS, DEPUTY COORDINATORS AND D
MEMBERS OF THE WORKING GROUPS!**

Welcome in the challenging world of the Curriculum Development and Design! We hope you will be writing the future Kosovo Curriculum and Syllabi having in mind your own children and through them all students in Kosovo!

Our Team is here to supporting you! Please do not hesitate to ask us any question! Let's embark now for our existing work!

Before starting to work, please be advised on the following piece of information:

The Implementation of the new Kosovo Curriculum envisages the following phases:

- Preparatory Phase (2010/11)
- Initial Implementation Phase (2011/14), and
- Full Implementation Phase - starting with 2014/15.

This is a long standing process that implies a vast amount of work for all those involved in education in Kosovo.

However, all this work will be directly dependant on **YOU**, the Curriculum Writers that will be working under the leadership of the Curriculum Technical Team and the Curriculum Development Working Group Coordinators.

The quality of the work carried out in the Working Groups will determine the quality of the curriculum itself. It is difficult to imagine a more valuable and important task than effectively managing the work of the curriculum development Working Groups. The whole Pre-University education system of Kosovo is dependent on what YOU will design.

IF YOU TAKE THE CHALLENGE, LET'S START TO WORK!



SECTION I

WHAT SHOULD THE CURRICULUM WRITERS KNOW?

**The Kosovo Curriculum
The Structure of the Kosovo Curriculum
Institutional Structures
Timeframe for Implementation**

1. The Kosovo Curriculum (KC)

The **Kosovo Curriculum** is defined as the whole system of Curriculum documents that describe what, when, how and with what kind and level of expected outcomes will be learned in schools.

The Kosovo Curriculum regulates the overall learning process in Kosovo Compulsory Education.

READ MORE!

Even though we all know what is **Curriculum**, let's remind once again "our working definition" (the one offered in the KCF), just to make sure we – *all Coordinators and Members of the WG (more than 150 experts!) – talk the same language!*

In fact, in all what we shall do in the forthcoming period, it is essential to establish a simple and common "language" or terminology for our work, so that we all share the same understand on what we are referring to.

2. The Structure of the Kosovo Curriculum (KC)

The **Kosovo Curriculum** is structured into two main Components:

- The **Conceptual Component** – represented by the **Kosovo Curriculum Framework** (already designed)
- The **Operational Component** (to be designed by you):
 - The **Core Curricula** for formal education levels (primary, lower secondary and upper secondary)
 - The **Indicative Subject Syllabi** for Grades 1-12

Important!

The **Kosovo Curriculum** also encompasses the following set of supporting documents that make the curriculum happen in real school/classroom settings:

- Official Implementation Instructions
- Textbooks
- Teaching and Learning Materials
- Teacher Guides
- Educational soft and CDs
- Assessment and Examination materials
- Quality Assurance, Monitoring and Evaluation Tools

Without the Operational Component (the Core Curricula and Indicative Subject Syllabi) we cannot develop any of the supporting documents, essential for the implementation of the Kosovo Curriculum.

The two Components of the *Kosovo Curriculum* will be presented below, highlighting exclusively those aspects that are important for the Writing process you will undertake.

2.1 Conceptual Component of the KC: the Kosovo Curriculum Framework and its Implications for the Curriculum Writing Process

2.1.1 Definition of the Kosovo Curriculum Framework

The **Kosovo Curriculum Framework** is a regulatory document for the overall “Curriculum System” in Kosovo. It sets out:

- The common aims and objectives of the education system, and
- The specific features of different education levels

It is the main reference document for:

- Development of curricula and syllabi
- The development and use of learning resources, and
- The creation of Guidelines for pre- and in-service teacher training and support.

It will guide policy makers, curriculum writers, schools and education administrators in the process of design, organization, management and evaluation of school activities and effectiveness.

READ MORE!

For the role and functions of the Kosovo Curriculum Framework document, see KCF, p. 13,14. and the Handbook for Curriculum Writers, p. 3-5

2.1.2 Basic Principles

The Curriculum writing process should take into account the basic principles defined by the KCF, including:

- Learner-centred teaching and learning and inclusion
- Competency-based approach
- Integrated teaching and learning
- Flexibility and mobility
- Transparency and accountability

Important!

See *Annex 1* for the direct implications of the KCF basic principles for the curriculum writing process.

These principles will ensure at the level of curricula and syllabi:

- Vertical and horizontal coherence
- Consistency with the principles of quality curriculum construction and implementation

2.1.3 Curriculum Stages

The Core Curricula for the formal levels of education should be written based on the Curriculum Stages defined by the Kosovo Curriculum Framework.

The Curriculum Stages are periods of 1-3 years which share common features in terms of:

- Children’s development
- Curriculum requirements, and
- Teaching and learning approaches.

By the end of each Curriculum Stage, the Writing Process should define the set of:

- Key competencies to be achieved
- Progression requirements
- Mechanism to organizing the teaching and learning experiences
- Assessment approaches, and
- Evaluation criteria.

The Curriculum Stages are defined in line with the education structure of pre-university education in Kosovo, as presented in *Table 1* below:

Table 1:

ISCED 4	Post-secondary	Post-secondary specialisation
ISCED 3	Upper secondary Grade 12	Key stage 6 Consolidation and specialisation
	Upper secondary Grades 10-11	Key stage 5 Basic general and professional development
ISCED 2	Lower secondary Grades 8-9	Key stage 4 Reinforcement and orientation
	Lower secondary Grades 6-7	Key stage 3 Further development and orientation
ISCED 1	Primary education Grades 3-5	Key stage 2 Reinforcement and development
	Primary education Grades 1-2	Key stage 1 Basic acquisitions
ISCED 0	Pre-primary grade Grade 0	
	Age birth-5	Key stage 0 Early child education

2.1.4. Learning Areas

Kosovo’s curriculum is structured around six learning areas that apply from pre-school up to upper secondary education, including both general and vocational education. These are:

1. Communication and expression
2. Mathematics
3. Sciences
4. Society and environment
5. Health and welfare
6. Life and work

Learning Areas may comprise one or several Subjects. (KCF, pp. 43 to 55.)

Time allocation per learning areas is presented in percentages in *Table 2* below:

Table 2:

	ISCED 0	ISCED 1		ISCED 2 Grades 6-9	ISCED 3	
		Grades: Pre- primary, 1-2	Grades 3-5		Grades 10-12	
					Gymnasium	VET
Communication and expression	20%	25%	25%	20%	15 %	15%
Mathematics	20%	20%	20%	15%	15%	10%
Sciences		10%	10%	15%	15%	10%
Society and environment	15%	10%	10%	15%	15%	10%
Health and welfare	20%	15%	15%	10%	10%	10%
Life and work	15%	10%	10%	10%	10%	35%
Optional part	10%	10%	10%	15%	20%	10%

2.1.5 Key Competencies

The Kosovo Curriculum Framework is “Competency-Based”.

The Kosovo Curriculum Framework defines a Competency as “A broad capacity to apply knowledge, skills, attitudes, routines, values and emotions in independent, practical and meaningful ways”.

A Competency-Based Curriculum is arranged around the concept of providing children with the required skills, attitudes and knowledge to perform the tasks that society and educationalist consider that they will need for their time at school and for the rest of their lives as students, employees, family members and as part of the society of Kosovo.

READ MORE!
For the concept of *Competency-based Curriculum*, see *Handbook for Curriculum Writers*, Section 3, paragraph 3.

The Key Competencies defined by the KCF are presented in *Table 3* below.

Table 3:

Six key competencies	Final outcomes
<ol style="list-style-type: none"> 1. Communication and expression competency <ul style="list-style-type: none"> ○ To communicate and express oneself through languages, symbols, signs and artistic codes ○ To engage and contribute in productive dialogue To follow rules and be creative. 2. Thinking competency 	<ol style="list-style-type: none"> 1. Effective communicator



<ul style="list-style-type: none"> ○ To learn, understand, analyze, judge, synthesize ○ To develop abstract thinking ○ To make informed decisions ○ To link decisions with consequences ○ To evaluate /self-evaluate ○ To solve problems <p>3. Learning competency</p> <ul style="list-style-type: none"> ○ To demonstrate capacity in literacy, mathematics, sciences, information and communication technology and citizenship ○ To learn how to learn ○ To identify and process information independently, effectively and responsibly <p>4. Life, work, and environment-related competency</p> <ul style="list-style-type: none"> ○ team work skills ○ organizational and leadership skills ○ entrepreneurial skills ○ conflict management, risk assessment ○ independent and responsible actions ○ active in environment protection and development <p>5. Personal competency</p> <ul style="list-style-type: none"> ○ to know oneself and others ○ to demonstrate self-confidence ○ to manage emotions and stress ○ empathy for and with others ○ to demonstrate ability for healthy lifestyle ○ to make responsible choices for health, diet and exercise. <p>6. Civic competency</p> <ul style="list-style-type: none"> ○ to manage diversity constructively ○ to demonstrate tolerance and respect ○ to demonstrate responsibility and civic participation ○ to undertake initiatives for changes in society and environment 	<p>2. Creative thinker</p> <p>3. Successful learners</p> <p>4. Productive contributor</p> <p>5. Healthy individual</p> <p>6. Responsible citizen</p>
--	---

IMPORTANT IMPLICATION FOR THE CURRICULUM WRITERS!

Once the Kosovo Curriculum Framework promotes the ideal of a *Competency-based Curriculum*, the concrete Curricula and Syllabi YOU have to design will consist – among other essential items – of statements of *what pupils will be capable of* at the successful completion of a course of study.

Therefore, at the level of concrete Curricula and Syllabi You'll be designing, the *Key Competencies* of the *Kosovo Curriculum Framework* will be expressed through the so-called Learning Outcomes.

2.1.6 Learning Outcomes

The *Learning Outcomes* are defined in the Kosovo Curriculum Framework as follows:

“Statements describing what students should know, believe, value and be able to do. Outcomes are expressed in the Curriculum Framework in a range of domains, including knowledge, understanding, skills and competencies, values and attitudes.” (See also *Annex 3*).

In the Kosovo Curriculum, the *Learning Outcomes* proceed from the most general level (as they stand in the KCF and in the Core Curriculum) to the most specific level (in the Grade/Subject/topic Syllabi), as presented below:

- In the KCF, the *Key Competencies* are reflected through highly general *Key Learning Outcomes* that express what learners will achieve in a progressive and consistent way by the end of compulsory education, i.e. grade 12 (See Annex 2).
- In the *Core Curriculum*, the *Key Competencies* of the KCF should be reflected through a system of “less general” *Core Learning Outcomes* that express what learners will achieve by the end of:
 - Each *Curriculum Stage*, and – under the *Curriculum Stage* for:
 - Each *Learning Area* (Instructions for writing the *Core Learning Outcomes* are offered in Section 2 below).
- In the *Subject Syllabi*, the *Key Competencies* of the KCF should be reflected through the specific *Subject-based and then Topic-based Learning Outcomes*; **these show** what learners will achieve by the end of each grade per subjects and topics inside the subjects (if needed).

Table 4 below indicates the Levels and Types of the LO as well as their level of generality/specificity.

Table 4: Levels and Types of the LO based on the Hierarchy of the Curriculum Documents

No.	Curriculum Document	Types of LO			
		General		Specific	
		Learning Outcome	Curriculum Stage (by the end of which the LO should be achieved)	LO	CS for achievement
0.	KCF	Key LO ²	End of Compulsory Education (grade12)	-	-

² The background colors show how going down from the KCF to lower hierarchies such as the Core Curriculum and then the Syllabi, the level of generality of the LO decreases gradually, once their specificity increases.

1.	CORE CURRICULUM	Core LO		-	-
		1.1. Core LO for Learning Areas	For each Learning Area by the end of each Curriculum Stage	-	-
		1.2. Core LO for Learning Areas	End of each Curriculum Stage generally speaking	-	-
2.	SUBJECT SYLLABI	-	-	2.2.Subject LO	End of Each Grade
		-	-	2.2. Topic LO	End of finalizing each topic

IMPORTANT IMPLICATION FOR THE CURRICULUM WRITERS!

The above **Table** shows how the Curriculum Writing will proceed. This will be largely supported by instructions given in Section 2).

What is however important to be understood from the beginning is that, starting from the Key LO defined in the KCF (see Annex 2 of these Guidelines), **YOU** – under the supervision and coordination of the WG Coordinators, local and international experts you will write a system of LO – starting from *the more general and gradually getting to the more specific ones*.

YOU MIGHT WISH TO USE THE ABOVE TABLE FOR DOUBLE CHECK EVERY TIME IF YOU WERE ON THE RIGHT WAY!

2.2 Operational Component of the KC: Core Curricula and Syllabi

In addition to the KCF, the Kosovo Curriculum has also an Operational Component. As highlighted before, this covers those curriculum documents that make the KCF function at the level of the education system, generating new textbooks and Teaching Learning Materials for students, new teacher practices in the classroom, a new type of school management and student assessment etc.

The Operational Components of the Kosovo Curriculum consists of:

- The Kosovo Core Curriculum for Curriculum Stages and underlying Learning Areas
- The Kosovo Subject Syllabi covering all subjects from grade 1 to 12.

The whole system of curriculum products the Guidelines refer to is supposed to be published when finalized as a set of official curriculum documents as follow:

- **Set 1: Kosovo Curriculum Framework** (with possible instructions regarding its implementation)

- **Set 2: Kosovo Core Curriculum**
 - 3 booklets of the Core Curricula, one for each formal education level, including Learning Areas Curricula relevant for those levels
 - 12 booklets of the Syllabi for Grades 1 to 12 and covering all the subjects grade by grade.

Implications for Curriculum Writers:

The drafts YOU are preparing from now on till June 2011 will be those that - after public discussion - will be published under Set 2.

Table 5 below presents the overall picture of the Kosovo Curriculum

Table 5: The Chart of the new Kosovo Curriculum

K O S O V O C U R R I C U L U M	Hierarchy of the Curriculum Documents											Types of LO³	
	KOSOVO CURRICULUM FRAMEWORK											Key LO	
	Core Curriculum (CC)⁴ for Primary Education					Core Curriculum for Lower Secondary Education				Core Curriculum for Upper Secondary Education		CLO	
	CC for CS1		CC for CS2			CC for CS3		CC for CS4		CC for CS5		CC for CS6	CLO for CS (and underlying CLO for LA)
	Sy1/S	Sy2/S	Sy3/S	Sy4/S	Sy5/S	Sy6/S	Sy7/S	Sy8/S	Sy9/S	Sy10/S	Sy11/S	Sy12/13/S	SLO
	T1	T1	T1	T1	T1	T1	T1	T1	T1	T1	T1	T1	TLO
	T2	T2	T2	T2	T2	T2	T2	T2	T2	T2	T2	T2	
	T3	T3	T3	T3	T3	T3	T3	T3	T3	T3	T3	T3	
	T4	T4	T4	T4	T4	T4	T4	T4	T4	T4	T4	T4	

.	
.	
OFFICIAL CURRICULUM RELATED INSTRUCTIONS IMPLEMENTATION GUIDELINES TEACHER GUIDELINES ETC.											-		
TLM/TXB FOR STUDENTS											SLO/TLO		
STUDENT ASSESSMENT MATERIALS													

³ Abbreviations: LO=Learning Outcomes; CLO=Core LO (referring to the LO at the level of Learning Areas/Curriculum Stages as well as to the LO for each of the CS, generally speaking); LA=Learning Area; CS=Curriculum Stage; CC=Core Curriculum; Sy=Syllabi; S=Subject; SLO= Subject LO; T= Topics; TLO=TLO

⁴ See for the Key LO, KCF (Section 4.3), and Annex 2 to these *Guidelines*.

3. Institutional Structures involved in the Curriculum Writing Process: Composition and Tasks

The Institutional structures established by MEST for developing the Kosovo Curriculum include the following:

- A *Core Technical Team*, responsible to coordinate the whole process and to develop the following regulatory and operational documents:
 - The KCF
 - Handbook for Curriculum Writers
 - Operational Guidelines for Curriculum Writers
 - Other documents.
- An *Extended Technical Team*, responsible for managing and coordinating the Working Groups of Curriculum Writers
- The *Working Groups of Curriculum Writers* that will develop:
 - The Core Curricula for Formal Education levels (with underlying Learning Areas) and
 - The Subject Syllabi/

These *Institutional Structures* and their tasks are presented in *Annex 4*.

Further instructions on working procedures, including the process of exchanging and finalizing draft materials as well as ensuring consistency between groups and continuity between education stages will be offered under Section 2.

The *Timeframe* for the Curriculum Writing Process will be presented in the following *Sub-section – 4)*

4. Timeframe for the Curriculum Development and Writing Process

Curriculum Development and Implementation is a complex and long lasting process. In order for you to understand the key Phases of the Curriculum Development process as well as to clarify your role and place in the process, this section will present:

- The main Phases and the General Timetable of the Curriculum Development and Implementation Process, as well as
- The main Phases and Common Timetable for the Curriculum Writing Process, i.e. the process in which you will be mostly involved.

4.1. The Curriculum Development and Implementation Process

The Development and Implementation of the new Kosovo Curriculum envisages the following phases:

- Preparatory Phase (2010/11)
- Low-scale (initial, trial) Implementation Phase (2011/14), and

- Large-scale (full) Implementation Phase - starting with 2014/15.

This is a long standing process that implies a vast amount of work for all those involved in education in Kosovo.

IMPORTANT!

The key activities under the three phases are presented in *Annex 16* below.

4.2. The Curriculum Writing Process: Activities and Timelines

Reading Annex 16, it will be easy for you to identify the place of your own work in the framework of the overall picture. The Curriculum Writing Process is carried out in the following Phases:

- **Preparatory Phase:** writing LO for Learning Areas and Curriculum Stages in order to structure – based on them – the Kosovo Core Curriculum
- **Initial Implementation Phase:** developing together with the lead school the Subject Curricula for grades 1 – 12, starting from the Kosovo Core Curriculum.

The Table below shows the key steps of the Writing Process, together with timelines and responsibilities. The detailed timing for all steps described in Section 2 is presented in *Annex 16*.

Table 6:

No.	Activity Step	Timing										Resp.	
		2010			2011								
		O	N	D	J	F	M	A	M	J	J		
1.	Defining LO for LA/CS⁵												WG/LA
	1.1. Drafting	X											
	1.2. Finalizing		X										
	1.3. Submitting			X									
2.	Defining LO for CS												WG/CS
	1.1. Drafting			X									
	1.2. Finalizing				X								
	1.3. Submitting					X							
3.	Designing Kosovo Core Curriculum												Coord. LA/ISCED

⁵ During the whole process direct contact with teachers and debate on the drafts is an on-going part of the process.



EU EDUCATION SWAp Project

1.1. Drafting						X	X	X			
1.2. Finalizing									X		
1.3. Submitting										X	
1.4. Publishing draft version for Lead Schools										X	



SECTION II

WHAT AND HOW SHOULD THE CURRICULUM WRITERS DO?

How to develop the Kosovo Core Curriculum?

- Defining Core Learning Outcomes for Learning Areas/Curriculum Stages
- Defining Core Learning Outcomes for Curriculum Stages
- Writing the Core Curriculum

How to develop the Subject Syllabi?

1. The Core Curriculum Writing Process

The main purpose of this section of the *Guidelines* is to provide Curriculum Writers with adequate *instructions* and *instruments* to draft the *Kosovo Core Curriculum for Primary, Lower Secondary and Upper Secondary Education* (between January and June 2011) and – at a later stage – Subject Syllabi/Grades. For the time being and for reasons related to the implementation of the new Kosovo Curriculum Framework, these *Guidelines* will primarily focus on the *Kosovo Core Curriculum*.

In order to get to a vertically and horizontally coherent *Core Curriculum*, the recently selected Working Groups will start their activity by identifying and designing:

- First, the Core Learning Outcomes for Learning Areas/Curriculum Stages (October-December 2010)
- Secondly, the Core Learning Outcomes for Curriculum Stages (October-December 2010).

Without having a clear image on these two types of Learning Outcomes (already presented in Section 1, sub-section 2.1.6. above), it is practically impossible to design a Core Curriculum.

IMPORTANT!

In order to understand the role of the LO in the process of gradually structuring a Core Curriculum, please reflect for a moment on the process of building a house.

The house cannot be built without a vision, a concept and a master plan (in our case, these aspects are covered by the KCF). Then, one needs the “structures” to be built in order to sustain the house (in our case, these are represented by the Core Curriculum and the Syllabi). These should be filled in by thousands of bricks of different types that are used at different levels and with different purposes (the LO are like the bricks of a house).

The result of the above described process is a finalized house ... You cannot see anymore the bricks but they are built into all parts of the house.

Even though many of the LO would not appear as such in the final form of the Core Curriculum, this document cannot be developed except it starts from/and fully integrates the Learning Outcomes that should be developed by the WGs.

In what follows, we intend to walk you through the process of defining:

- Core Learning Outcomes for learning Areas/Curriculum Stages
- Core Learning Outcomes for Curriculum Stages

As mentioned before, writing these Learning Outcomes at different levels is instrumental for the development of the Kosovo Core Curriculum.

A Table representing the “final products” expected by the end of the *Core Curriculum Writing Process* is offered in *Annex 5*.

1.1 Defining Core Learning Outcomes for Learning Areas/Curriculum Stages

IMPORTANT!

We will start the development process by writing the Core LO for each Learning Area per Curriculum Stages, instead of writing first the Core Learning Outcomes for Curriculum Stages as it would have been normal.

We proceed in this order for the following practical reason:

- At this point in time, YOU – as Members of the Working Groups – are, first of all, subject teachers; therefore it is easier for you to start the work with a level of the LO that are closer to your area of competence, i.e. the level of the Learning Area your subject is part of.

Along the process, you will gradually become “general curriculum experts”, able to first see the “Curriculum as a whole” and then to come back to the details of your subject details

In the process of defining the *Core Learning Outcomes for Learning Areas/Curriculum Stages* the Working Groups supported by their Coordinators should undertake the following steps:

Step 1: Organize the Working Groups for each of the six Learning Areas

After the selection of the LA Working Group members, the first task of the Coordinators/Deputy Coordinators is to get acquainted with the members of the WG and to organize them in such a way that gradually they become a Team.

Important!

In order to fulfil such an aim, the Coordinators are recommended (see also the tentative suggestions under *Annex 6*):

- To draft the list of the members with all necessary contact data
- To discuss the TORs with the WG Members in order to make sure all of them understand and assume their tasks
- To prepare together with the members of the WG an internal Action Plan, based on the *Detailed Timetable for the Core Curriculum Writing Process* further developed by the TT, including group/individual responsibilities and deadlines
- To carry out a basic needs analysis with the Members of the Group in order to establish priorities for their further professional development
- To make sure all members of the WG have read the background documents needed for their work: the KCF, the Handbook - for Curriculum Writers, the Operational Guidelines
- To make sure all members of the WG understand the working procedures and techniques as well as underlying instruments to be used over the process.

Once these organizational and logistic aspects have been settled, the following - more substantive - steps of the LO writing can start.

Step 2: Identify the LO for each Learning Area/Curriculum Stage

The identification of the LO for Learning Area/Curriculum Stage is not an easy task. In order to get there, the following preliminary tasks should be undertaken:

(a) Mapping out the Main Issues to be covered by the Learning Area

First of all, the WG Coordinator should organize a series of discussions/debates with all members of the WG aiming at “mapping up the Learning Area”, in other words clarifying and fully understanding the “big picture” of the Learning Area. This is a step that should lead the WG members to a common overview of the Learning Area.

This exercise can be done as a brainstorming that should identify:

- What is the scope of the Learning Area? What does it cover?
- What is common and what is different among the Subjects under the Learning Area?
- Which are the key domains of human knowledge, beliefs and values embedded in the Learning Area?
- Which types of understanding, skills, competencies and attitudes are essential for the Learning Area?
- What would be absolutely necessary to be studied in schools for the benefit of students and society?
- How the aspects identified can contribute to structure the Key Competencies as defined in the KCF?

READ MORE!

In order to fulfil the task above, see:

- The KCF (Section 5.2.3.) *Rationale for and description of the broad Learning Areas and Subjects, including the integration of cross-cutting issues and dimensions;*
- The *Criteria for quality curriculum design and curriculum implementation* provided under Section 5.2.1 of KCF (see also Annex 7 of these Guidelines). Out of these criteria, special attention should be given to the criteria of RELEVANCE, BALANCE, DEPTH AND BREADTH;
- Annex 1 (of these Guidelines): *Basic Principles of the Kosovo Curriculum Framework (Implications for Curriculum Writers)*
- Annex 2 (of these Guidelines): *Key Competencies to be mastered by the end of Compulsory Education*

(b) Clustering the Issues Identified based on a Set of Criteria

Generally, the result of a brainstorming is an unstructured *list of facts, ideas, data* etc. In order to make them really useful for the process of writing LO, they should be organized in coherent groups of facts, data, etc., in other words, they should be clustered.

IMPORTANT!

Before clustering, see:

- The KCF (Section 5.2.3.) *Rationale for, and description of the broad Learning Areas and Subjects, including the integration of cross-cutting issues and dimensions*
- *The main Features of the Curriculum Stages (KFC, Section 3.2: Curriculum Key Stages).*

The clustering exercise would support the WG members to identify the so-called *Strands* or *Streams* of the Learning Area; generally these are not more than 4 to 7 for a Learning Area.

IMPORTANT!

According to current international trends in Curriculum Development, the *Curriculum Strands/Streams per Learning Areas* are generally established based on the following key approaches:

A. A Competency-based Approach (according to which, the *Communication and Expression* Learning Area, for example, would cover the following *Streams* – starting from the types of competencies it develops):

- Receiving/Processing/Understanding Messages
- Mentally Planning/Framing/Expressing Messages.

B. A Content-based Approach (according to which, the same Learning Area could be organised into another series of *Streams* – starting, this time, from some of the key domains/topics it traditionally covers):

- Literature (History of literature, Theory of Literature etc).
- Grammar (Morphology, Syntax, etc.)
- Music (Theory of Music, History of Music, Instrumental Music, etc.)

Taking into consideration that the KCF recommends a *Competency-based Curriculum*, the Working Groups should carry out the above task starting from the Competency-Based Approach.

Step 3: Write Core Learning Outcomes for each Learning Area /Curriculum Stage

Once, the WG has established the key *Streams of the Learning Area*, the writing of the Core LO for the Learning Area/Curriculum Stage can start. Please do not forget that – at this stage – you

will be developing general LO by their nature (see initial presentation of LO in *Section 1 – sub-section 2.1.6.*). To follow up with the information already provided, see below;

IMPORTANT!

As shown in *Table 4* above, the *Core LO for Learning Areas* are positioned at the *third level* of generality, after the *Key LO of the KCF* (see *Annex 2* of these *Guidelines*) and the *Core Learning Outcomes for Curriculum Stages* (see the explanation in the first box of *Section 2, sub-section 1.1*).

The main reference for starting the whole writing process of the *Core LO for Learning Areas/Curriculum Stages* should be the *Key Competencies of the KCF*, expressed through the so-called *Key Learning Outcomes* to be mastered by the end of the formal compulsory education (i.e. Grade 12) provided in *Annex 2* of the *Guidelines*.

In order to define the *Core Learning Outcomes* for each Learning Area /Curriculum Stage you should resort to the *Template* provided in *Annex 8*. Before starting, read carefully the template, so that you have the holistic picture of what is expected from you. In addition, effectively filling in the *Template* requires the follow on step by step with the instruction provided below.

(a) Draft first a Preliminary List of Core Learning Outcomes for Learning Areas/Curriculum Stages

Having in view the outcomes of the clustering process above (Step 2b), one can start the proper writing process by developing a sketchy/tentative list of the most relevant/important LO for Learning Areas/Curriculum Stages you are working on. At the beginning, the drafting process would be done randomly.

(a.1.) For instance, as an exercise, each member of the WG can be asked to draft one - two *Core Learning Outcomes* for their Learning Area - for each of the *Curriculum Stages* of the KCF. This is a challenging task as – for the first time during this work – you are requested to “think global” and let behind/even forget for a bit your “own Subject”.

At the same time, please remind that you can take as a clear starting point for this exercise the Key LO of the KCF (end of Grade 12) – see *Annex 2* of the *Guidelines*. In fact, *going backwards* from the LO for grade 12 you can extrapolate good examples of Core Learning Outcomes for your Learning Areas for each of the six Curriculum Stages.

For some WGs the task will be easier to be completed as the *Key Learning Outcomes* of the KCF completely overlap with certain Learning Areas (e.g. “Communication and Expression”, “Life and Work” or “Health and Wellbeing” and maybe “Society and Environment”) (see again, *Annex 2* of the *Guidelines*).

For some other WGs (Mathematics, Sciences,), it will be more difficult, as the LO for their Learning areas should be extrapolated/extracted/processed starting from the other Key LO presented in *Annex 2*.

READ MORE!

In addition, before starting and in order to complete this task, each member of the WG should carefully read – as an important background reference - *Section 3 (Subsections 1-7) of the Handbook for Curriculum Writers*, that offers an outlook on the Learning Outcomes, their types, levels and drafting mechanisms⁶.

However, pay attention to the fact that the quoted *Section 3* of the *Handbook* mostly refers (at least in Sub-sections 1 – 7) to specific types of LO.

Therefore the “complete structure” of a LO – as presented in *sub-section 4* of *Section 3*, mostly refers to *highly specific LO* (e.g. Subject or Topic LO).

Keep in mind that the LO you write now are *general* types of CLOs. Therefore, they would have less structural components or at least would use “less concrete” VERBS out of the Bloom Taxonomy. During the professional development Workshops, local and international Experts will clarify for you how “general LOs” should be drafted. Some are already given in *Section 3, sub-section 9* of the *Handbook* (see also Annex 9 of the Guidelines).

However, in order to fulfil the task YOU have, it is recommended - at this point - to concretely revisit the references made to the Bloom’s Taxonomy (see *Annex 10*). A good exercise now would be to try selecting from the Bloom’s taxonomy those VERBS that would serve your immediate purpose.

It is clear that for completing the tasks you should have all indicated resources in front of YOU – in order to cross read and cross check everything you do. Before finalizing

(a.2.) Before finalizing the draft list, please check if the LO prepared satisfy the general requirements of a “good LO” (see *Handbook, Section 3 – Sub-section 6*). This Section could be used even more efficiently under the form of a *Checklist* (see *Annex 11*).

Two examples of (a general type of) Core Learning Outcomes for Learning Areas/Curriculum Stage are offered below in order to support the WG members in their work:

“Communication and Expression” Learning Area

1. On completion of Curriculum Stage 4, students should “Communicate correctly in English in everyday situations”
2. On completion of Curriculum Stage 6, students should “Communicate effectively in English” (see also Annex 9).

⁶ Of course, the current *Guidelines* will offer all key steps, instructions and instruments in order to get there.

(a.3.) The examples drafted by individual Members of the WGs should be discussed by the whole Group, so that the best examples are selected and commented on.

IMPORTANT!

From now on the whole Group should work together!

(a.4.) Examples identified above and that can be used for drafting the final version should be selected and kept while the others should be dropped.

(a.5.) The LO selected to be part of the final version should be clustered and placed in a logical order based on a clear criterion, the same for all WG. Doing differently will result in 6 Core Curricula instead of one. A possible criterion for clustering the Los is given by the very definition of the LO (that we remind below in a more suggestive manner than done under Section 1, 2.1.6, of the *Guidelines*):

The LO are statements describing what students should:

- Know (not just factual but also procedural – i.e. “knowing how, why, when etc.”)
- Believe and value, and
- Be able to do.

The LO should be expressed in range of domains, including:

- Knowledge (not just factual but also procedural)
- Understanding, skills and competencies
- Values and attitudes

Using such type of clustering would ensure a Common Frame of Reference for the LO writers. More than that, it would ensure for the Kosovo Core Curriculum:

- Vertical and horizontal coherence and consistency of the LO
- Continuity of the LO over Curriculum stages

This is actually a *Matrix of Specification* for the Curriculum Writing Process that could/Should be followed on at all levels (see **Annex 12**). The example given in the Matrix is for a case in which the Mathematics WG would decide to have 10 LO for this LA in the case of all six Curriculum Stages (one talk in this situation on 60 Los for all 6 CS).

IMPORTANT!

Of course, such a Matrix is an indicative one. The number of LO per the three domains (Knowledge, Skills, Attitudes/Values/Believes) can vary from one LA to another, vertically and horizontally. Using this type of clustering the LOs has the following advantages:



- Nothing is lost and all LO have a clear progressive continuity
- Balance among domains can easily be checked and followed on in time as the scope of one or another domain can vary from one Curriculum Key Stage to another (see Annex 12)
- Such a Matrix (in its more detailed form offers you the instrument to map out your Learning Area for Curriculum Stages, Grades etc
- It allows having an overview on how the curriculum “moves” from one grade to another in a balanced and rationale way, changes priorities, going in an integrated way from knowledge to skills, attitudes or from attitude to knowledge or from skills to attitudes etc.

The number of CLO can vary from one Learning Area to another and from one Curriculum Stage to another. The most important aspect here is not the quantity but the COHERENCE and QUALITY of the LO selected.

PAY ATTENTION!

- Some Learning Areas at certain Key Stages comprise several subjects.
In this case a Learning Area comprises several subjects the number of LOs does not need to be long for the Learning Area because greater detail will be provided in the LOs for the component Subjects.
- Some other Learning Areas for other Key Stages do not
In this case, the Learning Area for the Key Stage will need to contain many more LOs. In both cases where a more detailed description is required the Subject or Learning Area can be broken down into Topics

(a.6.) Starting from the previous operation, the final list of LOs is decided upon and provisionally written down into the Templates.

IMPORTANT!

Each WG will prepare a series of 6 draft templates, one for each Curriculum Area.

(b) Cross read the Core LO for the Learning Areas/Curriculum Stages in order to ensure horizontal and vertical Coherence as well as Continuity among Curriculum Stages

This is the moment when you start working as a “headquarter” of the Learning Area. Use preferably a big meeting room table and place on it – one after the other – the six templates.

IMPORTANT!

At least six members of the WG should work on this in the following way:

- First, each of 6 templates should be read from the top to the down of the page in order to see if the LO are written in a logical order following the Matrix offered under Annex 12; this operation will make sure that all relevant knowledge, skills and

attitudes/values/beliefs of a certain LA have been well captured for the Curriculum Stage under Focus. This first cross –reading will make sure that the LO are coherent and consistent horizontally, i.e. at the level if the same Curriculum Stage.

- Secondly, all dysfunctions are identified and mitigated – so that inside each Curriculum Stage we get to a coherent list of LO for the Learning Area.

- Thirdly, another cross-reading will take place: the member that worked on Template 1 (curriculum Stage 1) will read one by one the LO; the other six members will check if and how this LO is reflected at the following Curriculum Stages and if they disappeared why did this happen.

- The role of this second cross reading is to make sure that the LO are

- Vertically coherent and consistent

- They ensure Continuity and normal progression from one Curriculum Stage to another.

Before going through this operation, please revisit *Section 5.2.1.* of the KCF that offers the *Criteria for Quality Curriculum Design and Implementation.*

After the completion of the cross-reading operation, the draft set of the *Core LO for Learning Areas* are reviewed by the each LA Coordinator. In fact, each LA Coordinator should prepare 6 sets of LO.

IMPORTANT!

These sets of Core LO for Learning Areas will be presented in a one day workshop of all LA Coordinators/Deputy Coordinators. During the Workshop a similar process to the one described above will take place, this time it aiming at:

- Ensuring the horizontal coherence among the LO for different Learning Areas inside the same Curriculum Stage, and

- Ensuring the vertical coherence and continuity among Curriculum Stages.

(c) Finalise the Set of Learning Outcomes for Learning Areas

Based on the feedback and conclusions of the cross-reading exercise a final set of Learning Outcomes for Learning Areas will be prepared by the WG under the supervision of the Coordinators and the team of local an international experts.

(d) Write the final LOs in the Template

After completion of the previous task the final set of the Core Learning Outcomes for LA (CLO) can be written in the corresponding field of the template (e.g. Learning Outcome 1, 2).

IMPORTANT!

Now the *Template* is ready to be filled in with the other information requested.

(e) Specify the Cross-Curricular Links⁷

⁷ Source: *Handbook – Section 3.*

The writer is then required to specify the “Cross-Curricular Links” that the LO can make. This is where the writer is required to indicate how the individual LO can be connected with other parts of the Curriculum that is with other Learning Areas or Subjects within the Curriculum Stage. This requirement will help writers to ensure that the curriculum is fully integrated and will help teachers and textbook writers to understand how they can link different parts of the curriculum.

IMPORTANT!

Useful suggestions regarding cross-curricular links between Learning Areas are provided by Section 5.2.3. of the KCF.

(f) Specify the Cross-Cutting Issues

The writer is then required to specify “Cross-Cutting Issues” that the LO relates to. Such Cross-Cutting issues include: - Education for Peace and Tolerance, Gender Equality, Financial Literacy etc. This requirement ensures that such Cross-Cutting issues are indeed covered throughout the whole curriculum.

IMPORTANT!

A full list is provided in *Section 5.2.2.* of the KCF.
Read also Section 4 of the *Handbook* for inclusion and integration of gender related issues.

(g) Specify the Contribution to Key Competencies

The *Kosovo Curriculum Framework* specifies Six “Key Competencies”. These are competencies which are regarded as the basic competencies which all children will achieve before leaving school. Additional competencies may be achieved by some students but these Key Competencies are the entitlement of every child.

READ MORE!

A detailed description of *Key Competencies* is provided in *Section 4.3* of the KCF and *Annex 2* to the *Guidelines*. The curriculum writer is required to specify for each LO how it is contributing to the achievement of these Key Competencies.

(h) Specify key Learning Experiences recommended to be offered

In the respective field of the *Template* you should recommend the main (key) Learning Experiences recommended to be offered to students in order to achieve LO under consideration.

READ MORE!

Detailed instructions on the *Selection and Organization of the Learning Experiences* to be recommended by the Curriculum are given in *Section 5* of the KCF.

Read also carefully for the same task, *Section 6* of the *Handbook for Curriculum Writers*.

(i) Specify Assessment Criteria

In the respective field of the *Template* you should recommend the main (key) Student Assessment Technique/s for the respective LO.

READ MORE!

Detailed instructions on how *Student Assessment* is to be carried out in the framework of a Competency-based Curriculum are provided in *Section 5* of the *Handbook for Curriculum Writers*.

You might also wish to resort again to *Section 7 (Assessment of Learning Outcomes)* of the KCF document that presents the new Philosophy of Student Assessment – generated by the KCF.

(j) Specify the Carrier Subject

In the respective field of the *Template*, you should indicate those Learning Area/s that is/are expected to contribute in developing the Learning Outcome you are working on.

Step 3: Revise the Product based on the following Criteria

Once the six *Templates* representing the Learning Outcomes of your Learning Area for each of the six Curriculum Stages are ready, the WG Coordinator should revise and finalize the product with a smaller number of WG numbers (not more than 3/5).

IMPORTANT!

For revising the templates, please use the following two LO evaluation tools:

- The one proposed by the *Handbook (Section 3, Sub-section 6)*, and reproduced in the *Guidelines* in the form of a *LO Quality Checklist* (see *Annex 11*).
- *Section 5.2.1.* of the KCF that offers the Criteria for Quality Curriculum Design and Implementation.

It might happen that – even at this stage – some corrections, adjustments are to be made. The core WG is entitled to do them on behalf of the Group, so that the final product is ready in due time and it has a high quality.

Step 4: Submit the Product to the Coordinators of Formal Education Levels

The WG Coordinator will submit the final set of SIX TEMPLATES, one for each Curriculum Stage, to the ISCED Coordinator that is responsible for that given Stage.

The Product should be submitted by the LA Coordinators to the ISCED Coordinators based on the matrix presented in *Annex 13*).

IMPORTANT!

Starting from the Templates collected from the WG Coordinators, the ISCED Coordinators could start the process of defining the LO for Curriculum Stages and for the formal levels of the Education system. This Process is described below.

1.2. Defining Core Learning Outcomes for Curriculum Stages

Important!

Upon reception of the Learning Outcomes for Learning Areas/Curriculum Stages, ISCED Coordinators should select a group of curriculum writers and reorganise them into Working Groups based on Curriculum Stages (CS WGs).

Selection of the members for CS WGs should be made in consultation with LA Coordinators and approved by the Team Leader.

Each ISCED Coordinator will coordinate the Working Groups for the Curriculum Stages covered under the Formal Education level they are responsible of.

In the process of defining the *Core Learning Outcomes for Curriculum Stages*, ISCED Coordinators should undertake the following steps:

Step 1: Organise the Working Groups for the Curriculum Stages

After the selection of the CS WGs members, the first task of the Coordinators is to get acquainted with the members of the WG and to organize them in such a way that - gradually - they become a Team.

Important!

In order to fulfil such an aim, the ISCED Coordinators are recommended:

- To draft the list of the members with all necessary contact data
- To discuss the tasks of CS WGs in order to make sure all of them understand and assume their role in the Team



- To agree on an internal *Action Plan*, based on the *Timetable of the Core Curriculum Writing Process* (see Section I, Sub-section 4), including group/individual responsibilities and deadlines
- To make sure all members of the WG understand the working procedures and techniques as well as the underlying instruments to be used over the process.

Step 2: Identify the LO for each Curriculum Stage

First of all, the ISCED WG Coordinator should organize a series of discussions/debates with all members of the WG aiming at “mapping up the Curriculum Stage”. This is a step that should lead the WG members to a common overview of the Curriculum Stage.

This exercise can be done as a brainstorming that should identify:

- What are the main features of the Curriculum Stage?
- Which are the key domains of human knowledge, beliefs and values essential for the Curriculum Stage?
- Which types of understanding, skills, competencies and attitudes are essential for the Curriculum Stage?
- How the aspects identified can contribute to structure the Key Competencies as defined in the KCF?
- How the aspects identified can contribute to properly addressing the cross-cutting issues?

READ MORE!

In order to fulfil the task above, see:

- *Characteristics of education levels and their impact on the curriculum* (KCF, Section 3.1)
- *The main Features of the Curriculum Stages* (KFC, Section 3.2: Curriculum Key Stages).
- *Cross-cutting issues and dimensions to be considered for curriculum development* (KCF, Section 5.2.2: Learning areas, subjects and integration of cross-cutting issues)
- *Annex 2* (of these Guidelines): *Key Competencies to be mastered by the end of Compulsory Education*

Step 3: Write Core Learning Outcomes for each Curriculum Stage

IMPORTANT!

As shown in *Table 4* above, the *Core LO for Curriculum Stages* are positioned at the *second level* of generality, after the *Key LO of the KCF* (see *Annex 2* of these Guidelines).

The main reference for starting the whole writing process of the *Core LO for Curriculum Stages* should be:

1. The *Key Competencies of the KCF*, expressed through the so-called *Key Learning Outcomes* to be mastered by the end of the formal compulsory education (i.e. Grade 12) provided in *Annex 2* of the *Guidelines*.

2. *Main Features of the respective Curriculum Stage (KFC, Section 3.2: Curriculum Key Stages).*
3. *See also Annex 15.*

In order to define the *Core Learning Outcomes* for each *Curriculum Stage* you should resort to the *Template* provided in *Annex 14*. Before starting, read carefully the template, so that you have the holistic picture of what is expected from you.

(a) Drafting a Preliminary List of Core Learning Outcomes for Curriculum Stages

A preliminary list of the CLO for a Curriculum Stage should be made taking into consideration the following:

- The map of the *Curriculum Stage*, prepared under Step 2, and
- The *Key LOs* of the KCF (end of Grade 12) – see *Annex 2* of the *Guidelines*. In fact, *going backwards* from the LO for grade 12, you can extrapolate good examples of *Core Learning Outcomes for a Curriculum Stage*.

Formulation of the LOs should be made in compliance with the general requirements of a “good LO” (see *Handbook, Section 3 – Sub-section 6*). As pointed out before, this *Section* could be used even more efficiently under the form of a *Checklist* (see *Annex 11*).

The number of CLO can vary from one *Curriculum Stage* to another. The most important aspect here is not the quantity but the COHERENCE and QUALITY of the LO selected.

(b) Cross reading of the Core LO for the Curriculum Stages in order to ensure Vertical Coherence as well as Continuity among Curriculum Stages

To complete this task, ISCED Coordinators have to:

- Share the preliminary list of CLO for CS with all ICED Coordinators.
- Organise one-day workshops with ISCED Coordinators to present and discuss the preliminary lists of LOs for Curriculum Stages.

IMPORTANT!

Each of 6 templates should be read by all ISCED Coordinators in order to see if the LOs are written in a logical order following the Matrix offered under *Annex 12*;

This operation will:

- Verify vertical coherence and consistency
- Ensure Continuity and normal progression from one Curriculum Stage to another.

(c) Finalising the Set of Learning Outcomes for Curriculum Stages

Based on the feedback and conclusions of the cross-reading exercise, a final set of Learning Outcomes for Curriculum Stages will be prepared by the WG under the supervision of the Coordinators and the team of local and international experts.

(d) Writing the Final LOs in the Template

After completion of the previous task, the final set of the Core Learning Outcomes for CS can be written in the corresponding field of the template.

IMPORTANT!

Now the *Template* is ready to be filled in with the other information requested.

(e) Specifying the Contribution to Key Competencies

The *Kosovo Curriculum Framework* specifies Six “Key Competencies”. In this field of the template you should specify for each LO how it is contributing to the achievement of these Key Competencies.

READ MORE!

As you already know, a detailed description of *Key Competencies* is provided in *Section 4.3* of the KCF and *Annex 2* to the *Guidelines*. The curriculum writer is required to specify for each LO how it is contributing to the achievement of these Key Competencies.

(f) Specifying key Learning Experiences recommended to be offered

In the respective field of the *Template*, you should recommend the main (key) Learning Experiences recommended to be offered to students in order to achieve LO under consideration.

READ MORE!

Detailed instructions on the *Selection and Organization of the Learning Experiences* to be recommended by the Curriculum are given in *Section 5* of the KCF.

Read also carefully for the same task, *Section 6* of the *Handbook for Curriculum Writers*.

(g) Specifying Assessment Technique

In the respective field of the Template you should recommend the assessment technique/s for the respective LO.

READ MORE!

Detailed instructions on how *Student Assessment* is to be carried out in the framework of a Competency-based Curriculum are provided in *Section 5* of the *Handbook for Curriculum Writers*.

You might also wish to resort again to *Section 7 (Assessment of Learning Outcomes)* of the KCF document that presents the new Philosophy of Student Assessment – generated by the KCF.

(h) Specifying the Carrier Learning Area

In the respective field of the template, you should indicate the respective Learning Area/s that is/are expected to contribute in developing the respective Learning Outcome.

Step 3: Revising the product based on a Set of Criteria

Once the *Templates* representing the Learning Outcomes of your ISCED Level, and for each Curriculum Stage under that level are ready, the ISCED Coordinator should revise and finalize the product with a smaller number of WG numbers (not more than 3/5).

IMPORTANT!

As already known, for revising the templates, please use the following two LO evaluation tools:

- The one proposed by the *Handbook (Section 3, Sub-section 6)*, and reproduced in the *Guidelines* in the form of a *LO Quality Checklist* (see *Annex 11*).
- Section 5.2.1. of the KCF that offers the Criteria for Quality Curriculum Design and Implementation.

It might happen that – even at this stage – some corrections, adjustments are to be made. The core WG is entitled to do them on behalf of the Group, so that the final product is ready in due time and it has a high quality.

Step 4: Submitting the Product to the Coordinators of Formal Levels

The ISCED Coordinator will submit the final set of 3 TEMPLATES, one for each Curriculum Stage (i.e.) and another one for the ISCED Level as such to the Team Leader.

IMPORTANT!

Starting from the Templates collected from the ISCED Coordinators, the TL will organize a more



substantive phase of the Curriculum Writing Process – i.e. writing (a) the Kosovo Core Curriculum Document for each of the three levels of the Formal Education System (see Table of Content of the Guidelines – section II, 1.3) and (b) the Subject Curricula per grades from 1 to 12(see Table of Content of Guidelines – section II, 2). This Process will be described in a special set of Operational Guidelines (II).



ANNEXES

ANNEX 1: Basic Principles of the Kosovo Curriculum Framework

The Basic Principles of the Kosovo Curriculum Framework	What has to be considered by curriculum developers?
Learner-centred teaching and learning and inclusion	<p>The Curriculum should offer opportunities for:</p> <ul style="list-style-type: none"> - learning that is linked to individual learner’s experiences, interests and capacities, - learning that is meaningful for the child and - learning experiences that take into consideration the differences among students (in terms of different learning styles and all the other aspects of learner <i>diversity</i>, such as gender, age, ethnicity, religion, culture, social and economic background, as well as special needs).
Competency-based approach	<p>A competency-based curriculum should be composed of statements describing what students should know, understand, value and be able to do at the successful completion of a curriculum stage. These statements are referred to as “Learning Outcomes” (see Section 5.1.4)</p>
Integrated teaching and learning	<p>The Curriculum should comply with quality criteria such as relevance, connectivity, balance, coherence and meaningful progression of learning. In this regard the curriculum will promote:</p> <ul style="list-style-type: none"> - comprehensive and holistic learning that integrates and reflects the connections and interdependencies in the world; - delivery of the curriculum through broad learning areas where the subject-specific content is linked with the cross-cutting issues and the development of key competencies; - meaningful connections between conceptual approaches and practical dimensions, such as the application of knowledge and skills in the context of practical and problem-solving activities; - integration of emerging areas which reflect new developments in society, economics, culture and science (such as ICT, e-learning, media awareness, life skills); - a life-long learning perspective by focusing on competencies such as learning to learn, competencies to use new technologies, e-learning and competencies to access and process information effectively and responsibly.
Flexibility and mobility	<p>The Core Curriculum should define in a comprehensive and balanced way the minimal requirements for all students by</p>



	<p>the end of each curriculum stage regardless of the geographical area the school operates, gender, ethnicity, social and economic background and/or abilities of the child.</p> <p>The Core Curriculum should also provide for school-based decision making to enable schools develop additional curriculum elements for meeting learners’ individual needs and reflecting the circumstances of the community where school operates.</p> <p>Flexibility refers also to the flexible planning and use of school time that allows interactive teaching and learning. In this regard, the core curriculum for curriculum stages will indicate minimum percentage of time for each learning area/key stage, while lesson plans for grades –subjects will be prepared/ defined at school level⁸.</p>
<p>Transparency and accountability</p>	<p>Schools and teachers are involved in the curriculum development process and supported to ensure the quality of curriculum implementation.</p> <p>Review of existing syllabuses and textbooks will also involve in-depth consultations at school and community level on the need for the development of new syllabuses and teaching/learning materials and on the main issues that would need to be taken into consideration when getting ready for Phase 1 of implementation.</p> <p>School will be encouraged and supported to be actively engaged in a continuous ongoing process of data gathering and analysis, documenting challenges and identified solutions towards better performance in meeting the curriculum requirements.</p>

⁸ Depending on their individual characteristics, staffing, infrastructure, community and environment, schools will be encouraged to actively engage, as learning organizations, in providing diversified opportunities for all students to develop the knowledge, understanding and key skills and competencies defined in the Framework.

Annex 2: Key Competencies to be mastered by Students by the End of Compulsory Education (KCF pages 30 to 38)

Communication and expression competencies (“Effective communicator”)

Competence description	Competency expressed through Key Learning Outcomes (KLO)	Issues (including cross-cutting themes)	Main subject carriers
<p>In order to develop as a person, learn and participate in society, it is important that people are able to understand messages and express themselves adequately.</p> <p>To communicate and express themselves, people use different means, such as natural and artificial languages; symbols; signs and artistic codes.</p> <p>Consequently, in order to become effective communicators, learners need to master such means by following the rules of their usage while also demonstrating the capacity of using such means independently and creatively. In this regard, learners should be supported to pay attention to the content of messages, as well as to their style, context and meaning/interpretation.</p>	<p>Learners that have mastered communication and expression competencies will be able to:</p> <ul style="list-style-type: none"> - communicate and express themselves through natural and artificial languages, symbols, signs and codes; - talk, listen, read and write, and express themselves in their mother tongue and in (at least) another language; - engage in, and contribute to respectful and productive dialogue; - demonstrate the ability to follow rules while being also creative; - use ICT and media effectively and responsively; 	<p>Oral and written communication</p> <p>ICT education/literacy</p> <p>Media education</p> <p>Cultural awareness</p> <p>Intercultural education</p> <p>Artistic education</p>	<p>All subjects</p> <p>Mother tongue (KS0 – KS6)</p> <p>English (KS1 – KS6)</p> <p>Other language (KS3 – KS6)</p> <p>The Arts (KS0 – KS6)</p>

Thinking competencies (“Creative thinker”)

Competence description	Competency expressed through learning outcomes	Issues (including cross-cutting themes)	Main carriers

<p>Thinking competencies are instrumental to learning and development in all areas.</p> <p>Through correct thinking people are able to make appropriate connections among different elements. Based on sound reasoning (inferences), valid conclusions may be drawn from appropriate premises/hypothesis.</p> <p>Given the complexity of the today's knowledge society and economy, knowledge management has become an essential competence for the 21st century. However, in addition to being able to identify and access the appropriate information/knowledge sources, learners need to develop the capacities to approach knowledge critically, creatively and interactively.</p> <p>Accessing and processing information/knowledge independently, effectively and responsibly is important for learning/studies, as it is for decision making and problem solving that imply appropriate actions, with full awareness of impact and consequences.</p>	<p>Learners that have mastered thinking competencies will be able to:</p> <ul style="list-style-type: none"> - identify, locate and access appropriate information; - develop conceptual thinking and sound reasoning; - critically process (analyse, synthesise, organize, use and apply) information/knowledge; - evaluate options and make informed decisions; - links decisions with their consequences responsibly; - apply knowledge in the context of problem solving through appropriate action; - assess the quality of knowledge/information, its appropriateness and value for purpose; - manage information critically, creatively and responsibly; 	<p>Literacy</p> <p>Numeracy</p> <p>Inquiry-based approaches/learning (i.e. project work)</p> <p>Evidence-based conclusions</p> <p>Modes of thinking</p> <p>Modes of presentation and sharing</p> <p>Critical appraisal of, and responsible use of information</p> <p>Moral dilemmas</p> <p>ICT and e-learning</p> <p>Media awareness</p>	<p>All subjects</p> <p>(KS 0 – KS6)</p>
--	---	--	---

Learning competencies ("Successful learner")

Competence description	Competency expressed through learning outcomes	Issues (including cross-cutting themes)	Main carriers
------------------------	--	---	---------------

<p>In today's and tomorrow's increasingly complex world and competitive global economy, the knowledge and skills developed in school are not anymore supposed to last for life. Individuals need to keep learning throughout their lives and adapt to new challenges, opportunities and circumstances. Successful life-long learners need to develop learning-to-learn competencies, as well as their motivation to learn autonomously based on investing efforts and self-discipline. They have to also pay attention to their learning styles and choose appropriate learning strategies.</p>	<p>Learners that have mastered learning competencies will be able to:</p> <ul style="list-style-type: none"> - understand and appreciate the need for life-long learning; - demonstrate functional literacy in reading, writing, math, science and ICT; - know their strengths and weaknesses and preferred learning styles and strategies; - build on, and apply prior learning and experiences; - set, prioritise and refine learning goals; - monitor progress and make necessary adjustments; - sustain their motivation to learn; - be competent in e- and networked learning; - seek and make use of guidance advice, information and support when appropriate; - show initiative, assess risks and handle obstacles to learning; - manage resources, time, people and their environment productively and responsibly; - work cooperatively 	<p>Literacy</p> <p>Numeracy</p> <p>Knowledge and understanding of the world</p> <p>Inquiry-based approach of the natural and man-made environment</p> <p>ICT and e-learning</p> <p>Communities of practice</p> <p>Knowledge management</p> <p>The world of work</p> <p>Life skills</p>	<p>All subjects</p> <p>Mother tongue (KS0 – KS6)</p> <p>Mathematics and sciences (KS0 – KS6)</p> <p>Technology, including ICT (KS3 – KS6)</p> <p>Social studies (KS2-KS6)</p>
---	---	--	---

	<p>with others, share and manage conflicts;</p> <ul style="list-style-type: none"> - act autonomously and responsibly, showing initiative and assessing risks; - evaluate own work and reflect critically on 		
--	--	--	--

Life-, work-, and environment-related competencies (“Productive contributor”)

Competence description	Competency expressed through learning outcomes	Issues (including cross-cutting themes)	Main carriers
<p>Schools need to prepare learners to live and work in an increasingly interdependent world and competitive global economy. Living and working in the twenty first century requires competencies to face unpredictable circumstances and challenges, as well as the capacity to seize opportunities for personal and community progress. A productive contributor will develop a broad understanding of the interdependencies among local and global social, economic, political and cultural phenomena. Productive contributors will develop a pro-active attitude implying an orientation towards the future, entrepreneurial dispositions and sustained motivation to meet objectives. At the same time, they will develop</p>	<p>Learners that have mastered life, work and environment related competencies will be able to:</p> <ul style="list-style-type: none"> - understand the competencies (knowledge, skills and qualifications) needed for different life situations and career paths; - research and access relevant education and training opportunities and available guidance/support; - possess organizational skills, the ability to take initiative and work with others; - plan and manage projects to achieve objectives (leading, delegating, analysing, communicating, debriefing, evaluating as appropriate); 	<p>Career awareness</p> <p>Project planning and management</p> <p>Financial management</p> <p>Entrepreneurial education</p> <p>Application of mathematics, the sciences and technology in the work place</p> <p>European and international labour markets</p> <p>Environmental education</p> <p>Sustainable development</p> <p>Global education</p>	<p>Life skills (KS0-KS2)</p> <p>Handicrafts and home economics (KS0-KS2)</p> <p>Technology, including ICT (KS3-KS6)</p> <p>Work and entrepreneurial education (KS3-KS6)</p> <p>Counselling and career orientation (KS3-KS6)</p> <p>Mathematics and sciences</p>



<p>competencies to protect the environment and contribute to sustainable development.</p>	<ul style="list-style-type: none"> - master procedures and tools; - identify and evaluate the resources needed (i.e. time, money, human resources; facilities); - show flexibility, creativity and responsibility; - manifest entrepreneurial spirit and skills - demonstrate work ethics, including a sense of solidarity and fair 		<p>(KS1-KS6)</p> <p>English (KS-KS6)</p>
---	--	--	--

Personal competencies (“Healthy individual”)

Competence description	Competency expressed through learning outcomes	Issues (including cross-cutting themes)	Main carriers
<p>Schools need to empower learners to participate in an effective and constructive way in family, social and working life. In this regard, learners will be supported to improve their self-awareness and develop self-confidence while also developing openness towards, and confidence in the other.</p>	<p>Learners that have mastered personal competencies will be able to:</p> <ul style="list-style-type: none"> - demonstrate confidence, self-esteem and personal and interpersonal skills; - be aware of their strengths and weaknesses, build on strengths and work to overcome weaknesses; - recognize and manage their emotions; - relate to, co-operate with and empathise with others; - initiate, maintain, and sustain healthy relationships, including with 	<p>Self awareness and personal development</p> <p>Awareness of multiple identities of self and others</p> <p>Intercultural understanding</p> <p>Awareness of emotions</p> <p>Relationship skills, including mutual tolerance and respect</p> <p>Gender equality</p> <p>Healthy lifestyles (including Relationships and</p>	<p>Life skills (KS0-KS2)</p> <p>Health education (KS0-KS6)</p> <p>Physical education and sports (KS0-KS6)</p> <p>Counselling and career orientation (KS3-KS6)</p> <p>All subjects</p>



	<p>individuals from diverse backgrounds;</p> <ul style="list-style-type: none"> - respect and appreciate their own culture, as well as the values, beliefs and cultures of others; - overcome prejudices and compromise; - manage stress, anger, traumas and resolve inter-personal conflicts constructively; - understand and adhere to codes of conduct and manners in different situations; - understand the components of healthy lifestyles; - make informed choices and decisions about health, diet and exercise; - pursue personal life plans and projects and assess whether and how goals were achieved; - act autonomously and responsibly, with the full awareness of consequences. 	<p>Sexuality)</p> <p>Moral and ethical decision making</p>	
--	---	--	--

Civic competencies (“Responsible citizen”)

Competence description	Competency expressed through learning outcomes	Issues (including cross-cutting themes)	Main carriers
Individuals are members of broader communities,	Learners that have mastered civic competencies will be	Human Rights and Education for	Society and environme



<p>such as families, local communities, states and the international community. Throughout their lives, individuals become also members of different learning, professional and working communities increasingly pulling together people with diverse backgrounds, interests and needs. Since Learning to Live Together is seen as the main challenge of today's (and tomorrow's world), this competence empowers individuals to act as responsible citizens by taking into account both their closer and wider context. National citizenship is today complemented by increasingly important aspects of "global citizenship". The rights and responsibilities individuals share should be based on universal values and principles, such as Human Rights, democracy and social justice.</p>	<p>able to:</p> <ul style="list-style-type: none"> - understand their local and wider environment and how it functions (i.e. the structures, culture, practices, rules and expectations); - uphold Human Rights as a basis for democracy; - be aware of, and exercise their rights and responsibilities while being aware of, and respecting the rights of others; - value diversity and demonstrate tolerance, respect and inclusive attitudes; - manage and solve conflicts constructively; - participate in democratic decision making at all levels (i.e. in families, schools, local communities/neighbourhood activities, as well as in local and national political processes); - demonstrate HR values and principles in daily life (i.e. respect of personal dignity; fighting against prejudices and discrimination of all kind; fighting poverty and marginalization; promoting gender 	<p>Democratic Citizenship (i.e. role of citizens in democratic societies/ participatory citizenship; rights and responsibilities; community service)</p> <p>Gender equality</p> <p>Peace Education</p> <p>Intercultural understanding</p> <p>Education for Sustainable Development</p> <p>Global Education</p> <p>Media Education</p>	<p>nt (KS0-KS6)</p> <p>History, Geography, Civics (KS3-KS6)</p> <p>Life and work (KS0-KS6)</p> <p>Communication and expression (KS0-KS6)</p> <p>All subjects</p>
--	--	---	--



EU EDUCATION SWAp Project

	<p>equality);</p> <ul style="list-style-type: none">- show interest in public affairs and contribute to problem solving at school and community level;- protect the natural and man-made environment and contribute to sustainable development;		
--	--	--	--

Annex 3: The Structure of Learning Outcomes (Source: Handbook, Section 3)

The structure of a Learning Outcome includes at least an Activity (A) and an Object (O) and may well also contain one or more conditions (C) and requirements (R). This structure is indicated in the following examples:-

“Pupils will be able

- To calculate (A) the cost of the seminar (O) with a calculator (C) accurately (R)
- To perform (A) the Eagle Dance (O) with the correct steps (R)
- To measure (A) tyre pressure (O) with a digital gauge (R).”

The Actions of Learning Outcomes are expressed by appropriate verbs. These verbs may be used many times to describe the hundreds of Learning Outcomes that will make up the finalised curriculum and it is very important that they are the right verbs. For instance if a Learning Outcome contains the verb “know” it will be very difficult to measure whether a pupil has or has not complied with a certain Learning Outcome. As in the following example

“Pupils will be able

- To know (A) the two times table (O) accurately (R)”

How will we be able to observe the pupil “knowing”? We cannot directly observe the intellectual processes inside the brain. Whereas if we use the verb “recite” in the next example we can much more easily test pupil mastery of the Learning Outcome.

“Pupils will be able

- To recite (A) the two times table (O) accurately (R)”

In this case we can simply ask the child to recite the table out loud and we can easily judge if the child has done it accurately or not.

Annex 4: Institutional Structures for Curriculum Development and related Tasks (see Section 1 of the Guidelines)

#	Institutional structure ⁹	Composition	No of members	Key tasks
1.	Core Technical Team (five members)	Local curriculum experts	2	Finalise the Kosovo Curriculum Framework Support the implementation of the preparatory phase (curriculum writing process, development of sub-sector policies for implementation of the Kosovo Curriculum)
		MEST authorities	3	Ensure professional, educational policy and institutional backing Manage the process
2.	Extended Technical Team (19 members) ¹⁰	Team Leader	1	Manage the curriculum development process and ensure administrative support
		Learning Area coordinators/deputy coordinators	12	Coordinate the LA WG Develop LA specific instructions (if necessary) based on the Operational Guidelines and the Handbook for Curriculum Writers Prepare the final template of the Learning Outcomes for each LA/Curriculum Stages
		ISCED Coordinators	6	Based on the templates received from the LA Coordinators, they will prepare the Core LO for ISCED/Curriculum stage In consultation with LA Coordinators, they will establish the

⁹ The Institutional structure established are supported by an important body of local and international consultants

				<p>WGs for ISCED/Curriculum Stages</p> <p>Based on discussions with the ISCED WGs they prepare the final template of the Core Learning Outcomes for each ISCED/Curriculum Stage</p> <p>In consultation with the TT, they will prepare the Core Curriculum for respective ISCEDs based on the Outline that will be provided</p>
3.	Working Groups of Curriculum Writers	3.1 Curriculum writers ¹¹ organised in WG based on the LA		Role as curriculum writers for LAs: Under coordination of the LA Coordinators draft Core Learning Outcomes for each LA/Curriculum Stages
		3.2 Curriculum writers reorganised in WG based on the ISCED/CS		Role as curriculum writers for CS: If chosen to be members of the ISCED WG, under the coordination of the ISCED Coordinator they draft the Core Learning Outcomes for each ISCED/Curriculum Stage
		3.3 Curriculum writers reorganised in WG based on the specific subjects		Role as curriculum writers for subject syllabi: Under the coordination of the Subject based WG Coordinator, they will draft LO for each subject/grades

¹¹ Under points 3.1, 3.2, 3.3 reference is made to the same curriculum writers that will work in three different consecutive settings/formats according to the priorities of the curriculum development process:

- 1) writing the Learning Outcomes for the learning areas/curriculum stage,
- 2) writing the Learning Outcomes for ISCED/Curriculum Stage and
- 3) writing the Learning Outcomes for each subject/grades.

Annex 5: Key Products of the Curriculum Writing Process

No.	Core Curriculum Writing Process	WGs Products	Final Officially Published Documents	Comments
1.	Writing the General/Core Learning Outcomes	1.1 Template for General LO for each Learning Area/Curriculum Stages		
		1.2 Template for Core LO/ Curriculum Stage		
2.	Writing the Core Curriculum for Primary, Lower Secondary and Upper Secondary Education	The Outline for writing the Core Curriculum	Three booklets covering the Kosovo Core Curriculum for the three Formal Levels of the education system	

Annex 6: Suggested Methodology for moderating the WGs in their Activities

People Say: “two ideas are better than just one”. The possibility of reaching a certain goal is bigger if different people work together for this purpose. One of the best known ways of people working together is “working meetings”. In a working meeting of a working group we identify the **coordinator** or **moderator of the group** and **group members**.

They have different **roles**: the moderator is expert of the working process while the members are experts of the work content for which the group has been established. For example, while developing an education profile curriculum, the moderator is “expert” of the process (methodology) of curriculum writing, and group members are experts of the profession and teaching of corresponding learning profile. The moderator also has this role during leading working group meetings. Regardless if he/she can master the content (of the curriculum or subject) for which the group have been established, his/her focus must be the methodology not the content.

Normally, the function of a curriculum group for a relatively long period of time passes through 5 phases:

1. Establishment of the group:

Maybe they don't know each other they might be insecure and not clear enough about their task. They need clear instruction for tasks that they'll complete and non-formal communication in order to get to know each other.

2. “Conflicts” between group members:

It is usual that each member aims to find a special place in the group, by “trying” to take the role of the leader. In this phase, there are cases that the role and personality of the moderator comes in question. The moderator shouldn't “press” it but he/she should try to resolve the conflicts in an appropriate way.

3. Balancing the group:

Each member has already accepted their position in group composition. More or less there have been set “the rules of the game” within the group.

4. Realization of the task:

All group energy is focused in getting the main work done. Again there is a possibility that conflicts may appear which must be “shut down” by the coordinator. He/she must always pay attention to group's success, to keep a high level of motivation.

5. Finalizing the task:

It brings satisfaction (for the achieved success) but also sadness (because the joint work will be finished). Anyway, there is need to review of the work that have been done and maybe needs some intervention. A small “celebration” together with those who have been supporting the process, would be welcomed.

Rules for moderating the group meetings:

- Meeting starts at certain time. There won't be additional explanations for those who come late.
- Mobile phones must be turned off.
- When one of participants is speaking the rest must listen
- Every opinion must be taken into consideration
- Members mustn't go on talking in long lectures
- Moderator supervises the meeting all the time
- Participants in the working group mustn't eat, drink or smoke during the meeting
- Participants mustn't have side conversation with their colleagues sitting beside them



- There mustn't be talks longer than one minute.
- After finishing the work the working place must be cleaned

It is possible that members start behaving in ways that the moderator must take certain measures, such as:

- Domination (trying to own the group): The moderator determines the maximum discussion time or asks to express the opinions in written form.
- Not participating actively: the moderator asks every group member to express their opinions in spoken or written form.
- Denigration (underestimating other members): The moderator does not allow "killing" of one's opinion by another member, but gives everyone equal chance to express their opinions.
- Side conversations (with the colleague sitting beside): The moderator stops this conversation by reminding them "rules of the game".
- Being late: the moderator speaks to the member who has been late and reminds him/her the importance of being on time.

**The moderator has successfully finished his/her job, if in the end, group members say:
"We did this by our selves"**

Annex 7: Criteria for quality Curriculum Design and Implementation (KCF Section 5.2.1)

Characteristics (quality criteria)	Implications for curriculum construction
Relevance	<ul style="list-style-type: none"> - The curriculum is adjusted to both the learner’s context and national, regional and global developments - Learners are able to make adequate connections between theory and practices - The curriculum is appropriate in terms of age, gender, ability, talent, culture and other characteristics defining diversity - The curriculum addresses real needs and issues and is a tool for promoting competencies for life and work, Learning to Live Together (LTLT) and Education for Sustainable Development (ESD)
Coherence (vertical and horizontal)	<ul style="list-style-type: none"> - Learning experiences are well clustered and sequenced so as to provide for holistic and comprehensive learning, as well as for sustainable learning progression - Effective links are provided between general and vocational education, as well as between formal, non-formal and informal education (i.e. technological/vocational aspects in general education; and general/transversal aspects in vocational education)
Consistency	<ul style="list-style-type: none"> - The curriculum is designed and implemented based on common principles and values applicable to all education stages/grades/learning areas - It does not give conflicting messages to students and stakeholders - It deals with hidden curriculum issues in a constructive way
Connectivity	<ul style="list-style-type: none"> - The curriculum fosters meaningful linkages among learning areas and subjects through reinforcing cross-cutting issues, thematic approaches and holistic teaching, learning and assessment - It integrates and reflects connections and interdependencies in the today’s world in science, culture, economy, politics, nature, etc.
Balance	<ul style="list-style-type: none"> - The curriculum favours a “whole-person approach” (the comprehensive development of all aspects of a personality: intellectual; emotional; social; motor) - It allows for the integration of emerging/new areas in compliance with new developments and challenges - It integrates cross-cutting issues



	<ul style="list-style-type: none">- It contains “carrier-areas and subjects” for the case specific cross-cutting issues which are not at all or not well approached as transversal dimensions- It allows for diversified teaching, learning and assessment- It caters for both individual and societal needs- It combines central regulations/provisions with school autonomy and individual choice
Depth and breath	<ul style="list-style-type: none">- The curriculum is rich, dense and challenging- It addresses a wide range of learner needs- It is up-to-date and broad- It is flexible enough to allow for effective revision and adjustment

Annex 8: Curriculum Writing Template: Core Learning Outcomes (CLO) for Learning Areas/Curriculum Stages

CURRICULUM WRITING TEMPLATE: CORE LEARNING OUTCOMES FOR CURRICULUM STAGES		
ISCED		
Curriculum stage		
Grades		
Learning Outcome (1)	Learning Outcome Description	
	Cross- Curricular Links	
	Cross-Cutting Issues to be covered	
	Contribution to “Key Competencies”	
	Key Learning Experiences	
	Assessment criteria	
	Carrier Learning Area	
Learning Outcome (2)	Learning Outcome Description	
	Cross- Curricular Links	
	Cross-Cutting Issues to be covered	
	Contribution to “Key Competencies”	
	Key Learning Experiences	
	Assessment criteria	
	Carrier Learning Area	
Etc	Etc	



ANNEX 9: Suggested Matrix of Specification for defining the Structure of the LO according to their Levels of Generality/Specificity

No.	Curriculum Document	Level of LO	Structural Components of a LO				Examples
			Action (A)	Object (B)	Condition (C)	Requirement (R)	
1.	KCF	Key LO	+ ¹²	+ ¹³	-	-	Value diversity and demonstrate tolerance, respect and inclusive attitudes;
2.	Kosovo Core Curriculum	Core LO for CS	+ ¹⁴	+	-	-	
		Core LO For LA/CS	+ ¹⁵	+	(+) ¹⁶	(+)	- On completion of Curriculum Stage 6, "To Communicate effectively in English
3.	Subject Syllabi	Subject LO	+	+	+	+	- To perform (A) the Eagle Dance (O) with the correct steps (R)
	Syllabi per Topics	Topic LO	+	+	+ ... ¹⁷	+ ...	To calculate (A) the cost a school excursion (O) with a calculator (C) accurately (R) - To measure (A) tyre pressure (O) with a digital gauge (R)."

¹² One or more Actions.

¹³ One or more Objects.

¹⁴ To be discussed during Workshops.

¹⁵ To be discussed during Workshops.

¹⁶ In the case of a Core LO for Learning Areas/Curriculum Stages, at least two components are needed (Action/s, Object/s); in their case even more verbs can be used in order to integrate complex actions; only one of the two last components – Condition or Requirement should appear?

¹⁷ One or more conditions and requirements.

Annex 10. References to the Bloom Taxonomy

(Source: Section 3, sub-section 5. *Choosing Appropriate Verbs for Learning Outcomes* from the *Handbook*).

The task of writing learning outcomes has been made considerably easier by the work of the famous American educationist Benjamin Bloom and his classification of the process of knowing into the following taxonomy:-

- 6. Evaluation**
- 5. Synthesis**
- 4. Analysis**
- 3. Application**
- 2. Comprehension**
- 1. Knowledge**

Bloom proposed that our thinking can be divided into the above six increasingly complex levels from the simple recall of facts at the lowest level of “Knowledge” to “Evaluation” at the highest level. So, when we write learning outcomes we must consider what level of knowing is most appropriate for the individual pupil competency we are concerned with. In general terms, it is likely that the lower levels of the hierarchy will apply to the earlier stages of a course of learning and that the upper levels of the hierarchy will apply to the later stages.

The verbs that we choose when writing learning outcomes for each level of Blooms Taxonomy are critical. The verbs in the following table are recommended for use at each level.

Level	Verbs
6. Evaluation	appraise, ascertain, argue, assess, attach, choose, compare, conclude, contrast, convince, criticize, decide, defend, discriminate, explain, evaluate, grade, interpret, judge, justify, measure, predict, rate, recommend, relate, resolve, revise, score, summarize, support, validate, value
5. Synthesis	argue, arrange, assemble, categorize, collect, combine, compile, compose, construct, create, design, develop, devise, establish, explain, formulate, generalize, generate, integrate, invent, make, manage, modify, organize, originate, plan, prepare, propose, rearrange, reconstruct, relate, reorganize, revise, rewrite, set up, summarize
4. Analysis	analyze, appraise, arrange, break down, calculate, categorize, classify, compare, connect, contrast, criticize, debate, deduce, determine, differentiate, discriminate, distinguish, divide, examine, experiment, identify, illustrate, infer, inspect, investigate, order, outline, point out, question, relate, separate, sub-divide, test
3. Application	apply, assess, calculate, change, choose, complete, compute, construct, demonstrate, develop, discover, dramatize, employ, examine, experiment, find, illustrate, interpret, manipulate, modify, operate, organize, practice, predict, prepare, produce, relate, schedule, select, show, sketch, solve, transfer, use.
2. Comprehension	associate, change, clarify, classify, construct, convert, decode, defend, describe, differentiate, discriminate, discuss, distinguish, estimate, explain, express, extend, generalize, indentify, illustrate, indicate,



EU EDUCATION SWAp Project

	infer, interpret, locate, paraphrase, predict, recognize, report, restate, rewrite, review, select, solve, translate
1. Knowledge	arrange, collect, define, describe, duplicate, enumerate, examine, find, identify, label, list, memorize, name, order, outline, present, quote, recall, record, recount, relate, repeat, reproduce, show, state, tabulate, tell

Annex 11: Checklist for Writing Quality LO

(Structured based on Section 3, sub-section 6)

No.	Criteria	Rates (5 – very good; 1 – very poor)					Comments Keep it/Drop it/Reframe it
		1	2	3	4	5	
1	Structurally complete, i.e. it should have at least a verb for the Action (A) and a noun or phrase for the Object (O) and will normally include Conditions (C) and/or Requirements (R) to describe what standard of performance expected ¹⁸						
2	Clear in language, i.e. the meaning of each LO should be clear to pupils teachers, examiners, inspectors, textbook writers etc so that they can each base their responsibilities as regards the new curriculum on a clear understanding of what is required of pupils						
3	Measurable and evaluable, i.e. each LO should contain one or more conditions (C) and/or requirements (R) so that the quality of the child’s performance can be assessed. An LO such as “Swim (A) using the butterfly stroke (C)”, would not be as easy to assess as an LO such as “Swim (A) using the breaststroke (C) for 100 meters (R) without stopping (R)”						
4	Suitable to the level of the pupil, i.e. each LO should take into account what a pupil of the age and maturity concerned can reasonably be expected to be capable of. An LO for Key Stage 1 that required pupils to be capable of analytical political thought would not be appropriate						
5	Achievable, i.e. each LO should describe an ability which the vast majority of students at that level can perform with a good level of competence on						

¹⁸ This “complete structure” refers only to *highly specific LO* (e.g. Subject to Topic LO). The general LO – and this is what you develop at this moment – would have less structural components or at least would use less concrete VERBS out of the Bloom Taxonomy.

	successful completion of a course of study. LOs should be based on knowledge of the real conditions in which pupils study in Kosovo schools and not on some idealized scenario where all pupils can be expected to attain the highest levels						
6	Independent, i.e. each LO should be separate and should not wholly or partially duplicate the ability described in another LO						
7	Directly related to the philosophy and recommended practices of the Curriculum Framework and specifically in terms of the outlines of Learning Stages on pages 23 to 25, Cross-Cutting Issues on page 44 and the description of Learning Areas on pages 46 to 55						
8	Appropriate to the level for which the LO is intended, i.e. when writing LOs for ISCED levels we should aim at very general LOs, for Key Stages less general, for Learning Areas less general still, for Subjects more specific and for Topics within Learning Areas and Subjects, much more specific.						

Annex 12: Suggested Matrix of Specification for deciding on the Domain LO refer to

No.	LO	- Knowledge (factual/Procedural)(K) - Skills (Sk) - Attitudes, values, beliefs (AVB)			
1	LO1	K1	Level 1 K1	Level 2 K1	Level 3 K1
2	LO2	K2	Level 1 K2	Level 2 K2	Level 3 K2
3	LO3	K3	Level 1 K3	Level 2 K3	Level 3 K3
4	LO4	Sk1	Level 1 Sk1	Level 2 Sk1	Level 3 SK1
5	LO5	Sk2	Level 1 Sk2	Level 2 Sk2	Level 3 SK2
6	LO6	Sk3	Level 1 Sk3	Level 2 Sk3	Level 3 SK3
7	LO7	Sk4	Level 1 Sk4	Level 2 Sk4	Level 3 SK4
8	LO8	Sk5	Level 1 Sk5	Level 2 Sk5	Level 3 SK5
9	LO9	AVB1	Level 1 AVB1	Level 2 AVB1	Level 3 AVB1
10	LO10	AVB2	Level 1 AVB2	Level 2 AVB2	Level 3 AVB3

Annex 13: Submission by the LA Coordinators to the ISCED (Curriculum Stage) Coordinators of LO for Learning Areas/Curriculum Stages

No.	Learning Areas	Templates Prepared	Submitted to the following ISCED Coordinators	Comments
1.	Communication and Expression	CS0		
		CS1	ISCED1 (Primary)	
		CS2		
		CS3	ISCED2(Lower Secondary)	
		CS4		
		CS5	ISCED3 (Upper Secondary)	
		CS6		
2.	Mathematics	CS0		
		CS1	ISCED1 (Primary)	
		CS2		
		CS3	ISCED2(Lower Secondary)	
		CS4		
		CS5	ISCED3 (Upper Secondary)	
		CS6		
3.	Sciences	CS0		
		CS1	ISCED1 (Primary)	
		CS2		
		CS3	ISCED2(Lower Secondary)	
		CS4		
		CS5	ISCED3 (Upper Secondary)	
		CS6		
4.	Society and Environment	CS0		
		CS1	ISCED1 (Primary)	
		CS2		
		CS3	ISCED2(Lower Secondary)	
		CS4		
		CS5	ISCED3 (Upper Secondary)	
		CS6		
5	Health and Wellbeing	CS0		
		CS1	ISCED1 (Primary)	
		CS2		
		CS3	ISCED2(Lower Secondary)	
		CS4		
		CS5	ISCED3 (Upper Secondary)	



		CS6	Secondary)	
6.	Life and Work	CS0		
		CS1	ISCED1 (Primary)	
		CS2		
		CS3	ISCED2(Lower	
		CS4	Secondary)	
		CS5	ISCED3 (Upper	
		CS6	Secondary)	

Annex 14. Template for developing Core Learning Outcomes for Curriculum Areas

Core Learning Outcomes for Curriculum Stage ____					
	Learning Outcome	Cross- Curricular Links	Cross-Cutting Issues to be covered	Contribution to “Key Competencies”	Main Learning Area Carrier(s)
(1)					
(2)					
(3)					
(4)					
(5)					
(6)					

Annex 15: Key Competencies “translated” into Learning Outcomes for the Curriculum Stages¹⁹

Key competencies (KC)	Pre-primary grade and Primary Education		Lower secondary	Upper secondary	Post-secondary
	Key stage 1	Key stage 2	Key stage 3	Key stage 4	Key stage 5
<i>Learning should facilitate the development of a person as:</i>	Basic acquisitions	Reinforcement and development	Further development and orientation	Orientation and specialization	Post-secondary specialization
	Learning outcomes (LO) <i>Learners should be able to:</i>				
	LO: Communication and expression competencies²⁰				
KC1: Effective communicator	Communicate and express themselves in their mother tongue, other languages, symbolic/artistic codes, other codes	Communicate and express themselves in their mother tongue, other languages, symbolic/artistic codes, other codes	Engage in productive dialogue	Demonstrate both capacity to follow rules and be personal and creative	Effective communicator
	LO: Thinking skills				
KC2: Critical and productive thinker	to understand; to learn; to solve very simple problems.	to learn; to analyze; to evaluate; to solve problems.	to analyze; to provide synthesis; to link decisions; to evaluate and self-	to link decisions to consequences; to make informed decisions;	Critical and productive thinker

¹⁹ This is just a proposal how could key competencies be braked down into different key stages



			evaluate; to solve problems.		
			LO: Learning competencies		
KC3: Successful learner		prove competencies in reading, writing, math;	prove functional competencies in reading, writing, math, sciences, ICT and citizenship; learn how to learn;	identify, access and process information independently, effectively and ethically	Successful learner
		LO: Personal, interpersonal and civic competencies & life skills			
KC4: Responsible citizen		develop self-concept, self-esteem and self-management; demonstrate tolerance and respect of others;	capacity to live healthy lives; demonstrate responsible and participatory citizenry; cater for sustainability of man-made and natural environment	manage diversity constructively (i.e. opinions gender, cultures, religions age); demonstrate responsible and participatory citizenry; cater for sustainability of man-made and natural environment	Responsible citizen
		LO: Work-, life- and environment-related competencies			
KC5: Productive contributor	Develop a sense of solidarity;	work cooperatively; develop a sense of solidarity; manage conflicts;	work cooperatively; develop a sense of solidarity and fair competition; demonstrate work ethics;	master procedures and tools; work cooperatively; demonstrate management of resources, time, staff, environment;	Productive contributor

²⁰ Description of learning results presented in this table are only as an example and WG could develop them further



EU EDUCATION SWAp Project

			take initiatives and make informed decisions; manage conflicts productively;	possess organizational skills; posses leadership skills; manifest entrepreneurial spirit and skills; assess risks; solve problems; be interested in transformative action and sustainable development; act autonomously and responsibly;	
--	--	--	--	--	--

Annex 16. Tentative Phases of the Curriculum Development and Implementation Process

The Following Phases of the Curriculum Development and Implementation Process

A. The Preparation Phase (2010/2011) covers the following Key Activities

- Finalize, Approve and Launch the KCF (Oct. 2010/January 2011)
- Design the Kosovo Core Curriculum for Primary, Lower Secondary and Upper Secondary Education (Oct. 2010 – July 2011)
- Evaluate current Curricula and Textbooks and eventually Develop Teacher Guidelines on how to use the currently existing Textbooks and Teaching Learning Materials in the light of the new Curriculum
- Development and Approval of necessary Sub-sector Policies that would prepare the Implementation of the Kosovo Curriculum:
 - i. Teacher Professional Development Policies and Practices
 - ii. School Development/Improvement Policies and Practices
 - iii. Institutional Improvement Policies and Practices for Central and Local Educational leadership and management
 - iv. Policies and Practices for developing Teaching Learning Materials
 - v. Student Assessment Policies and Practices
 - vi. School Support Policies and Practices.
- Create necessary Institutional Structures.

B. Initial (Low-Scale/Sample) Implementation Phase (Sept. 2011/2013) covers the following Key Activities, carried out mostly in the Leading Schools

- Distribution of the Kosovo Core Curriculum in Leading Schools (Sept. 2011)
- Teachers from Leading School will apply the Teacher Guidelines on how to use the currently existing Textbooks and Teaching Learning Materials in the light of the new Curriculum
- Based on the Kosovo Core Curriculum, develop New Sample Teaching Learning Materials
- Apply them in the classroom
- Gradually draft under the supervision of the WG subject coordinators the Subject Syllabi (schools can work in clusters on the Syllabus for a certain Subject) (to be ready by June 2012)
- Start applying the above Support Policies.

C. Full Implementation (from 2013)



- Start applying the new Kosovo Curriculum from September 2013 or 2014 with grades 1 – 3 – 6 – 9 or 1 – 6 - 9, based on introducing in the classrooms NEW TEXTBOOKS AND NEW TEACHING LEARNING MATERIALS; then continuing this type of approach with grades 2, 4, 7, 10 etc.
- Meanwhile applying in all in all schools:
 - New sample Teaching Learning Materials developed in the light of the new Core Curriculum
 - Applying in all schools the Teacher Guidelines on how to use the currently existing Textbooks and Teaching Learning Materials in the light of the new Curriculum.