

**International perspectives on the curriculum Implications
for teachers & schools**

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International Perspectives on the Curriculum: Implications for Teachers and Schools (Editorial)

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The internationalisation of curriculum, and associated pedagogies and forms of assessment, is increasingly important for universities and schools, especially in the light of global educational policy transfer and the impact of international student assessments. Furthermore, the effects of globalisation and neoliberalism highlight the need for curricula that take account of contextual specificity and cultural sensitivity. Responses to these effects include the decisions taken by teachers in all phases of education, including reform of the curriculum, teacher education, and student assessment. Called into question, as a result, is the traditional role of disciplines and school subjects and how they can respond to these influences. This collection of papers examines two viewpoints concomitant with the notion of an international perspective on the curriculum.

The first takes a **contextualised viewpoint**, arguing that in our increasingly globalised world, having an international perspective integrated into the curriculum makes it possible to address political, economic, social, and technological challenges from a point of view other than one's own national and/or cultural context. This international perspective requires the ability to view problems from multiple historical and cultural vantage points, across national boundaries. The task of curriculum makers, therefore, is seen as accommodating these external influences in courses of study in order that students can explain the role that culture plays in constructing national, regional, and international identities, as well as able to evaluate the reciprocal influence of past and/or contemporary political, economic, social, and technological trends on global developments. Looking at curriculum making across European nations, **Mark Priestley**, **Daniel Alvunger**, **Stavroula Philippou** and **Tiina Soini** make the case for curriculum thinking to be at the heart of educational practice in schools. **Richard Pountney** addresses the *activist curriculum* for dealing with global climate change. And **Weipeng Yang** focuses on *curriculum hybridisation* in a "glocal" and digital society.

A second, **knowledge viewpoint** takes an internally focused, discipline-based approach, as the starting point for analysing international issues, theories, and debates from a wide range of fields. Drawing on theories of cultural reproduction, such approaches offer the means of critically examining how the curriculum is reproduced and recontextualised. Designing the curriculum, with this in mind, recognises the role of the discipline as the site of the production of knowledge, and to provide a methodology for examining the claims of internationalisation to improve the curriculum and, ultimately, learning.

Elizabeth Rata addresses the knowledge focus in curriculum studies reflecting on the academic knowledge in New Zealand's curriculum. Taking a perspective from the European tradition of *Didaktik*, **Zongyi Deng** examines knowledge, curriculum, and teaching, while **Johann Muller** and **Ursula Hoadley** consider the dilution of subject knowledge in the curriculum reform in South Africa 1997 – 2021.

Both viewpoints acknowledge curriculum, pedagogy, and assessment as the core concern for teachers, while they diverge on how an international agenda for teaching and learning further advances cultural diversity, supports multilateralism, and can strengthen communication and collaboration on global issues. The question arises whether the purpose of education is to cultivate and assess intercultural competence among 21st century citizens through schooling, or to provide the means for learners to use powerful knowledge to make sense of a fast-changing world. We welcome an ongoing conversation on these papers through the Curriculum, Assessment, and Pedagogy special interest group (@BERA_CAP / #IPotC).