

Teachers' autonomy and curriculum system in Saudi Arabia

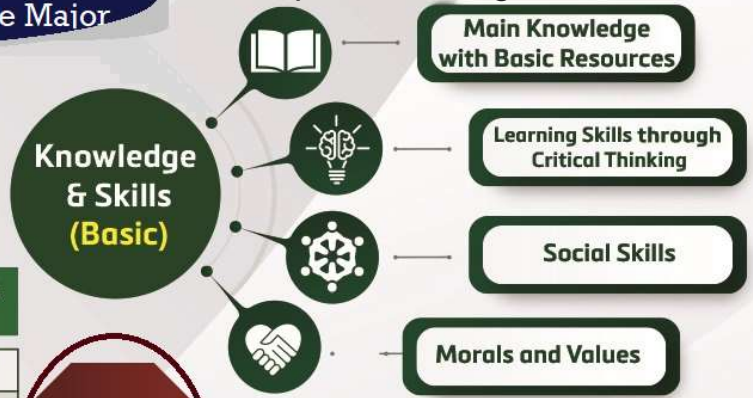
Introduction

Curriculum framework and policy which guide teaching practices with flexibility in planning brings innovation and creativity into the classroom and lies behind enthusiastic teachers, excited students and desirable and enjoyable educational experience for both teachers and students in New Zealand. How can we achieve that in Saudi Arabia?

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New Zealand NZ

- Flexibility in applying group achievement Objectives by level for each learning area.
 - Coverage for level's achievement objectives over two years.
 - Has flexibility in topics based on different resources and community.
 - Has less specific content.
 - Student-centered learning.
 - It is optional for the students to learn another language.
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- Have flexibility in choosing topics.
 - Decision making of teaching what suit thier students level and what interest them.
 - required more effort in lesson planning.
 - Have support from a teacher aide and relief teachers.
 - Performance appraisal but no grades.
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- Do not have text books.
 - have less homework.
 - Have their own notebooks in the class room.
 - Enjoying learning.

KSA SAUDI ARABIA

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|-------------------|---|
| Curriculum | <ul style="list-style-type: none"> ● General achievement objectives and many learning objectives for each learning area over a school year ● Prescribed curriculum for each subject ● Specific topics ● Large and very informative content but it unrealistic expectation about how much the student can learn. |
| Teachers | <ul style="list-style-type: none"> ● Restricted to the entire curriculum. ● Constrained by the topics and information in details. ● Required to present the lessons to all students in the class regardless of their educational level. ● Required to provide enhancement classes. ● Required Less effort in lesson planning. ● Teachers performance is graded. |
| Students | <ul style="list-style-type: none"> ● Have text books for each learning area. ● Have a lot of homework. ● Obligated to bring their textbooks and stationary. |

But curriculum is too prescriptive and teachers do not have time to be creative

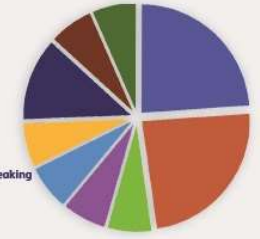
Achieve the recommendation in English curriculum

Applying Paul Nation's strands

We believe in the importance of teaching English language and we need to raise the motivation for that

Basics in teaching another language

- Input
- Output
- Dictation
- Delibrate grammar and pronunciation
- Intensive reading
- Written feedback
- Fluency listening and speaking
- Speed reading
- Fluency writing



Teachers need more confidence and flexibility to achieve Saudi vision 2030

Recommendation

- Curriculum**
 - Reduce the quantity of the curriculum in terms of content has to be covered and tested
 - As we have useful and informative but too much content in the text books, it would be better to use them as a resource of topics to be taught.
- Teachers**
 - Allow teachers to choose from the text book what suit their students' level
 - Have greater autonomy over decision making about teaching and assessment process
 - Prioritizing the quality over the quantity.
- Students**
 - Need to be taught how to be independent in the learning process
 - As they are about using ebook.sa, reducing the assignment for them will shift the burden of learning into pleasure