PRACTICAL GUIDE FOR THE IMPLEMENTATION OF THE SUGGESTED CURRICULUM OF ENGLISH

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Suggested English Curriculum

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Estimada Comunidad Educativa:

El Plan Nacional de Desarrollo 2014-2018 "Todos por un nuevo país", tiene como objetivo construir una Colombia en paz, equitativa y educada. El Ministerio de Educación Nacional se hace partícipe de esta meta a través de programas como "Colombia Bilingüe", cuyas acciones se enmarcan dentro del propósito de hacer de Colombia la mejor educada de la región para el año 2025.

Hoy el país cuenta con importantes herramientas pedagógicas tales como: los **Derechos Básicos de Aprendizaje de Inglés**, **el Currículo Sugerido de Inglés** y como complemento presentamos hoy a la comunidad educativa la **Guía Práctica de Implementación del Currículo Sugerido de Inglés**. Estas herramientas buscan que los docentes tengan unos lineamientos curriculares sugeridos y claros, contribuyendo, por un lado, a mejorar las prácticas pedagógicas en el aula de clase y, por el otro, a que los estudiantes alcancen el nivel de inglés esperado en cada grado. Por esta razón, se integran diferentes temáticas esenciales a través de la formación en inglés, tales como la salud, la convivencia, la paz, el medio ambiente y la globalización. A través de la implementación de esta propuesta, los docentes de inglés y las instituciones educativas del sector oficial aportarán cada vez más a la construcción del país bilingüe que deseamos.

Estos documentos se construyeron teniendo en cuenta las necesidades y características propias de los docentes del sector oficial en Colombia, lo que permitió establecer ejes transversales adaptables a sus contextos particulares. Se trata de una propuesta dirigida también a las Secretarías de Educación, a las Escuelas Normales y a las Facultades de Educación del país, debido a que son dichos actores quienes, en su autonomía curricular, podrán analizar, adaptar e implementar cada uno de los elementos dentro del marco de los procesos de enseñanza y aprendizaje del inglés en sus instituciones educativas.

Los **Derechos Básicos de Aprendizaje**, el **Currículo Sugerido de Inglés** y la **Guía Práctica de Implementación del Currículo Sugerido** son apuestas que buscan generar igualdad educativa y hacer que la enseñanza y el aprendizaje del inglés sean vistos como una herramienta fortalecedora de la formación integral y pertinente para los estudiantes del siglo XXI en Colombia.

Agradecemos a la comunidad educativa por sus valiosos aportes, dirigidos a la construcción de un país que busca abrirse cada vez más al mundo globalizado y multicultural en el que vivimos.

Ministerio de Educación Nacional de Colombia

CONTENTS

I- INTRODUCTION

The development of a suggested curriculum is one of the strategies through which the National Ministry of Education (MEN) seeks to strengthen the processes of learning and teaching English. The teaching of English in these levels presents specific challenges which must be taken into account when it comes to the implementation of a curricular plan. On the one hand, there is the multi-ethnic and multi-cultural make-up of Colombia, a point which is recognized in articles 7 and 10 of the Colombian Political Constitution of 1991, and which is reflected in the variety of educational institutions which are found within the national territory. On the other hand, the needs analysis study carried out for the design of the Suggested Curriculum of English demonstrated that a large proportion of the educational institutions do not boast the necessary allocation of time, resources nor conditions to meet the task of curricular implementation. Within the country, only the Department of San Andres, Providence and Santa Catalina can count on a higher allocation of time (3-4 hours per week) devoted to the teaching of English, a fact which represents a distinct advantage when it comes to the aim of achieving the established objectives. Such factors demand that the proposals for the implementation of the suggested curriculum in the country be flexible and adaptable whilst remaining equitable.

An adaptable and flexible curriculum allows each educational institution a more pertinent implementation which can be adjusted to the needs and existing conditions of the different contexts which can be found across the state school system (Lemke, 1978; Magenzo, 1991, 1996). The implementation of a suggested curriculum is an ongoing process which entails knowledge, reflection and action focused on how best it will be implemented.

This document looks to offer the educational institutions, school directors, teachers, students and their parents or guardians a model of implementation for the Suggested Curriculum of English which will help them to define a route forward in the task of curricular implementation.

The model is defined therefore as an orientation guide which provides information related to the stages to follow to carry out the implementation of the curriculum in the institutions across the country. It is a valuable tool which can be used by the institutions in the process of familiarization, analysis and adaptation of the Suggested Curriculum of English in a manner best suited to their own contexts and realities. Through its critical construction, the model indicates, step by step, the decisions which each institution may make and be aware of in order to face the task of curricular implementation.

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1. STAGES

There are four stages which are suggested here for the development of the implementation: **analysis, planning, curriculum application and evaluation.** These stages will allow the development of a logical and pertinent sequence in order to evaluate the advances, difficulties and needs which may emerge from this process. This task will crucially depend on three important aspects: the attitude of the teachers; the quality of the process, and the support offered by the Educational Institutions, Local Education Authorities and the Ministry of Education. A model or guide is presented below in order to give assistance so that the task can be carried out in a successful manner, and it also suggests activities to conduct in each of the stages which were previously outlined.

ANALYSIS
- Forming of an academic team
- Self-study and diagnostic:
  - Analysis of institutional documents (area plan, current curriculum, lesson plans, rubrics etc.)
  - Needs analysis (human/didactic/technological and infrastructure resources, physical spaces, teacher development, among others)
- Familiarization with the Suggested Curriculum of English

PLANNING
- Design of action plan
- Articulation of Suggested Curriculum of English with current curriculum
- Definition of ways to respond to specific needs of institution
- Elaboration of curricular documents, lesson plans and instruments of monitoring and evaluation
- Planning for the application of the curriculum in the classroom
- Inclusion of integrated interdisciplinary projects

CURRICULUM APPLICATION
- Teacher development plan
- Application of the curriculum in the classroom
- Collection of qualitative and quantitative data

EVALUATION
- General evaluation of implementation
- Creation of plan of improvement
- Curricular adjustment

MONITORING

Graph 1. Summary of the stages of implementation for the Suggested Curriculum of English

ANALYSIS

In the following section, there is a description of the activities which should be done in the previously mentioned stages.

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1. 1. ANALYSIS

In the process of curricular implementation, the analysis stage is key. In the following section, some steps to follow are suggested so that the teachers and Educational Institutions (IE) prepare for the said task.

Step 1. Formation of implementation team

Step 2. Self-study and diagnostic:
- Analysis of institutional documents /area plan, current curriculum, lesson plans, rubrics, etc.)

- Needs analysis (human talent, didactic, technological and infrastructural resources, physical spaces, teacher development among others)

Step 3. Familiarization with the Suggested Curriculum of English

1.1. Step 1. Formation of implementation team

In this stage the members of the team should be designated their roles, activities to develop, and the results that must be achieved. The following table indicates how the team should be formed and what is needed to integrate the team.

IMPLEMENTATION TEAM			
Roles	**Description of the role**	**Activities to develop**	**Resources**
Coordinator or Monitor of the group. Could be the leader or whoever is in charge of the area.	• Coordinates, guides and motivates the other team members. • Must retain friendly and respectful relations and have the ability to lead and delegate. • Similarly, this person should be an institutional reference point related to the teaching and learning of English.	• Lead the planning of activities for the implementation. • Promote spaces for discussion. • Keep track of what has been achieved.	• Time: availability to coordinate the proposed activities, call meetings, visit classes, and monitor the implementation. • Materials: Access to different types of materials, stationery, buying of books, information data-base.
Collaborator(s). Could be English teachers.	• Develop the necessary activities to achieve the implementation of the Suggested Curriculum of English. • Leader teacher with the ability to coordinate and demonstrate credibility among peers. • Must be respected by the academic community in general. Committed and willing to learn.	• Plan and carry out the activities of self-study and diagnostic. • Study the proposal of the Suggested Curriculum of English. • Identify the need for teacher development. • Design a plan of implementation. • Design lesson plans and instruments of evaluation. • Monitor the process closely and evaluate the process of implementation. • Propose plans for improvement. • Share the learning experience with the academic community throughout the process. • Make proposals for curricular adjustments (time to dedicate, materials, number of students in the classroom)	• Time: Willingness to coordinate proposed activities, make proposals, organise meetings, visit classes, and monitor the implementation. • Materials: Access to different types of materials, stationery, buying of books, data-bases.

In the event that your institution cannot form an academic team, establish a plan on your own. With the formation of an implementation team, the next step is the self-study and diagnostic.

1.1.2. Step 2. Self-study and diagnostic

Once this step is completed, the analysis will continue with a self-study and diagnostic of the particular characteristics and necessities of the institution. The purpose of this stage is to focus on defining what the current state of the institution is in terms of its capabilities, strengths and areas to work on in order to face the task of curricular implementation. The step is carried out through an analysis of institutional documents (area plans, current curriculum, lesson plans, rubrics, etc.) and a needs analysis (human talent, didactic, technological and infrastructure resources, physical spaces, teacher training, among others). To this end, it is suggested to use the following table:

ASPECT	YES	NO	POSSIBLE ACTION
a) The PEI explicitly includes reference to bilingualism (mission, vision, and/or institutional objectives) with clear exit goals.	X		Establish a bilingual objective in the PEI.
b) The institution counts on an English program which has a clear theoretical and methodological foundation.			
c) The core curriculum clearly and explicitly expresses the progression and distribution of content, objectives, competencies and the language level which is aimed for.			
d) The weekly time allocation is sufficient for the development of the program.			
e) The teachers have a level of English which permits them to teach the curriculum.			
f) The teachers possess appropriate pedagogical practices for the teaching of English.			
g) The number of teachers is appropriate to cover the student population.			

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ASPECT	YES	NO	POSSIBLE ACTION
h) The institution implements formal processes of design, evaluation and curricular revision.			
i) The institution implements regular processes of professional development for the English teachers			
j) The institution counts on clear and pertinent processes of the evaluation of English in the classroom.			
k) The number of students in each course is appropriate for the teaching of English.			
l) The institution counts on materials such as textbooks, computers and sufficient audio-visual aids to support the process of teaching and learning.			
m) The institution and/or its teachers have participated in processes of teacher development in English, incentives plan, immersion course with the SE or MEN.			
n) The school leaders support the development of bilingual processes.			
o) The parents of students and the community at large su-pport the process of bilingualism for their children.			
p) The results of the SABER 11 tests show a year-on-year improvement.			

This table will give rise to actions which should be expressed in a document named "Results of the Self-study and Diagnostic". This document will serve as a key component for the planning phase. Depending on the diagnostic of each institution, the following stage is to determine the common points shared by the suggested curriculum of English and the current curriculum of each institution.

1.1.3. Familiarization with the Suggested Curriculum of English

The teachers must begin the process of studying the document which entails a profound knowledge of the proposal in terms of what it intends to achieve, what is necessary to achieve this and how it might be adapted for the local context. It will also specifica-

lly entail knowledge of the curricular principles, the methodological and assessment principles which will be summarised in the following graph (graph 4).

To achieve this, it is proposed that each institution carries out various reading sessions both as a group and individually which will enable a thorough understanding of the document. To ensure this understanding, it is recommended that in the presentation of the Suggested Curriculum of English, the institutions focuses on the following aspects and provides definitions of each aspect:

ASPECT	DISTINCTIVE FEATURES	DEFINITION
Curricular focus proposed in the Suggested Curriculum of English	e.g: Contextual/Ecological curriculum. Curriculum oriented towards action.	
Methodological principles		
Principles of evaluation		
Curricular areas		
Characteristics of the curriculum		
Cross curricular topics		

Upon completion of the above-mentioned actions, the second stage, which entails the planning of the implementation can begin.

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PLANNING

1.2. PLANNING

Keeping in mind the results of the analysis stage, the institution could begin the planning of the implementation. For this, a deeper process of familiarization by teachers and school directors with the proposal is required. This familiarization leads to processes of empowerment and adaptation of the proposal to the specific contexts.

The planning has as an objective the taking of pertinent academic decisions related to the strengths and areas to improve which were previously identified, and the defining of how the Suggested Curriculum of English will adapt to those. It is expected that in this phase, the teachers will carry out planning how they may approach and adapt what they consider useful in the curricular proposal to the academic processes which are carried out within their context. The steps to follow in this stage are presented here:

Step 1. Creation of an action plan.
Step 2. Articulation of the Suggested Curriculum of English with the current curriculum.

Step 3. Definition of strategies to respond to the particular needs of the institution.
Step 4. Creation of adapted curricular documents, lesson plans, and instruments of monitoring and assessment.
Step 5. Planning the staging of the new curriculum within the class.
Step 6. Inclusion of integrated interdisciplinary projects.

1.2.1. Step 1. Creation of an action plan

In this stage, the members of the academic team must plan clearly the activities to be carried out, establish times for each activity, assign responsibilities and define the monitoring of all the above. The creation of this action plan can occur during the meetings of the English teachers and school directors who are responsible for the support and supervision of the implementation. It is suggested that the following table be completed.

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TIMESCALE OF IMPLEMENTATION

ACTIVITIES	TIME (MONTHS) 1 2 3 4 5 6 7 8 9 10	RESPONSIBILITIES	MONITORING
Articulation of the current curriculum with the Suggested Curriculum of English			
Definition of strategies to respond to the particular necessities of the Educational Institution			
Writing of lesson plans, and creation of instruments of monitoring and assessment			
Planning the application of the new curriculum within the class			
Piloting and evaluation			
Others			

Once the timescale has been defined, it should be shared with the academic community to ensure the commitment of all the participants with this institutional project.

1.2.2. Step 2. Articulation of the current and proposed curricula.

At this time, each institution should know the current state of their own processes of teaching and learning English. Similarly, the teachers should have become familiarized with the Suggested Curriculum of English. The following steps therefore focus on beginning the articulation of the curricular documents of each institution with those of the proposal. To achieve this, it is necessary to establish the manner in which the current curriculum of each institution is compared to the Suggested Curriculum of English. The following exercise is proposed to achieve this.

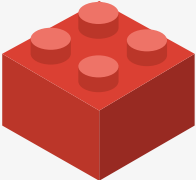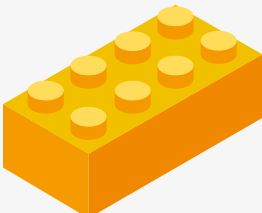| Aspect	Suggested curriculum distinctive features	Current curriculum distinctive features	Level of articulation equal/ similar/ very different
Curricular Focus	Contextual/Ecological Curriculum Curriculum oriented towards action		
Methodological principles	Guidelines for initial learning: Learning experiences Tasks Projects Problems		
Principles of evaluation	Evaluation during learning Evaluation after learning Game-oriented assessment		
Curricular areas	Sociocultural focus Integrative Diversity and equity Formation of values		
Characteristics of the curriculum	Flexibility and adaptability XXI century abilities Ludo-exploration Inclusion Formation of global citizens		
Area of integrated themes	**Transition and primary** Health and life Coexistence and Peace Environment and society A global village **Secondary** Health Democracy and Peace Sustainability Globalization		

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Once upon a time...
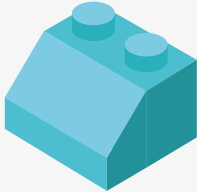
Once this table has been completed, you must define how to articulate the distinctive features which have been identified as different to facilitate their incorporation. To this end, the academic team must decide whether they will follow the guidelines that are proposed within the Suggested Curriculum of English, stick with their current plan or create a hybrid of the two. Any decisions made must be documented with a clear reasoning. Following these decisions, the creation of new curricular documents must proceed.

1.2.3. Step 3. Definition of the strategies needed to respond to the specific needs of the Educational Institution

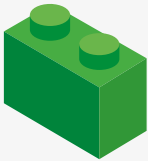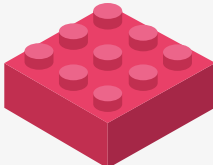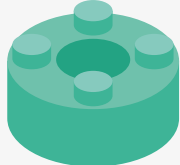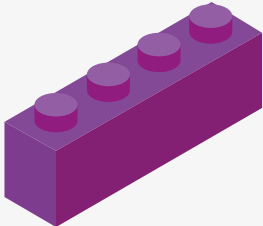Once the articulation between the Suggested Curriculum of English and the current curriculum has been established, it is necessary to define strategies in order to prepare the institution for the implementation, keeping in mind the contextual necessities and realities identified in the document of self-study and diagnostic. To this end, this practical guide proposes a methodology which permits each institution to choose, according to their context, the areas which need to be worked on for a successful implementation. This methodology is based on a block building game in which each necessary aspect for the creation of curricular documents is envisioned as a block for the building process . The institutions can therefore choose the blocks which they need to "build" their own route to implementation.

The following is a representation of the blocks or parts with which the institutions can work and which are related to the necessary aspects for the elaboration of the curricular documents:

BLOCK	ASPECT	FUNCTION
	BLOCK 1. TEACHER DEVELOPMENT	Refers to the defining of activities of professional development which strengthen the abilities, knowledge and attitudes of the teachers, and give responses to possible challenges which may arise during the curricular implementation. This development could be focused on: • Methodology of the teaching of English • The learning of English • Curricular implementation
	BLOCK 2. INITIAL CURRICULAR ADJUSTMENT	After the articulation of the current curriculum with the Suggested Curriculum of English, learning outcomes, objectives and indicators, methodological and assessment routes must be (re)defined.
	BLOCK 3. DEFINITION OF MATERIALS AND RECOURSES	This block indicates that the teachers must keep in mind bibliographical, audio-visual, technological, human and physical resources on which the institution can rely for the implementation.
	BLOCK 4. PLANNING OF LESSONS	Indicates that a series of lessons for an academic period must be prepared, keeping in mind whether or not the implementation will be simultaneous or progressive.
	BLOCK 5. APPLICATION OF THE CURRICULUM	Focuses on the execution of lesson plans and their corresponding evaluation in the classroom, in a manner which identifies strengths and areas to work on.

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BLOCK	ASPECT	FUNCTION
	BLOCK 6. DATA COLLECTION AND ANALYSIS	Indicates that the following activities must be carried out: • Design of instruments such as interviews, questionnaires, focus groups, lesson plan analysis, narratives etc., in order to document the piloting process. • Analysis and triangulation of the collected data to revise the timescale of implementation, the adjustments to curricular documents, the revision of lesson plans and instruments of evaluation such as the definition of processes of teacher development and allocation of resources.
	BLOCK 7. ADJUSTMENTS POST IMPLEMENTATION	Indicates the integration of the identified adjustments to the curricular documents.
	BLOCK 8. PLAN OF IMPROVEMENT	Indicates that the general implementation of the constructed curriculum begins and that what has been learned in earlier phases must be considered.
	BLOCK 9. FOLLOWING THE SCE GUIDELINES	Indicates that the tools offered by the Suggested Curriculum of English can be used for the implementation.
	BLOCK 10. MY OWN BLOCK	You may create your own block if an institutional aspect exists which was not included in any of the other blocks.

Once the blocks are at the ready, the question shifts to how to best use them in the preparation of the implementation. The following table can be used so that each institution may define their sequence of blocks. In this way, the different types of institutions and their own contextual realities will be respected and considered.

BLOCK	CHARACTERISTICS	FUNCTION

1.2.4. Step 4. Creation of adapted curricular documents, lesson plans, and instruments of monitoring and assessment.

The institution has now established which strategies are necessary for the curricular implementation. It is therefore necessary to consolidate the curricular documents which provide the framework for the teaching and learning of English. It is necessary at this point to keep in mind certain conditions. The first is that this job entails the involvement of the whole institution, so in addition to the members of the academic team, other teachers who may use the documents in the future should be involved in this process. Similarly, it should be ensured that there will be spaces for group reading, elaboration, revision, feedback and correction in a manner which will lead to a high quality product.

The documents to create are:

1. **Conceptualization of the curriculum**: this document must include the decisions made in respect to the curricular focus, methodological and assessment principles, and the curricular themes and features.

2. **Scope and sequence**: this chart gives the teacher a general vision of the school year in which they can identify the target language level, learning goals, language functions and general objectives.

3. **Core learning curriculum**: is made up of the scheme which materializes each of the curricular principles through the articulation of goals, objectives, standards, language functions, discursive and linguistic content and indicators of achievement.

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What`s your name?

I am David

4. **Methodological and assessment routes:** has the purpose of offering teachers ideas for bringing the Suggested Curriculum of English to life, through suggested methodological and assessment routes, which may be useful for the implementation of the curriculum in everyday teaching practice.

1.2.5. Step 5. Planning of the application of the new curriculum within the classroom.

In this planning, the steps to follow are defined in order to visualize the future working of the curriculum before its total implementation. This activity includes the design of lesson plans, and instruments for the evaluation of student learning such as exams, rubrics etc. Similarly, instruments must be created for the monitoring and evaluation of the process. In other words, tools to gather data. For this planning, decisions related to the scope of the said exercise should be made:

- The grades, periods, and groups to participate in the piloting
- The selection of teachers to participate
- The necessities of teacher development for these teachers in terms of English teaching methodology, command of English, and curricular implementation
- Writing of lesson plans and creation of instruments. The models found in the Suggested Curriculum of English can be used.
- Necessary resources for the implementation (teacher time, literature, consultation etc.)

It must be noted that the institution may opt for an implementation of the curriculum without passing through a piloting phase. If the institution decides to carry out piloting, it is therefore recommended to decide how to carry out the piloting exercise. All of the lesson plans, learning activities and evaluation activities, such as materials, could be consolidated in banks to be used by the teachers as didactic resources.

During the piloting, a plan for the collection of information must be kept to enable evaluation, from distinctive perspectives, of the results demonstrating the progress of the curriculum within the classroom. This plan must include the design of instruments for collecting information from distinctive actors and users of the curricular proposal. These instruments could be: interviews, questionnaires or focus groups of teachers and students, or class visits, among others. The collected information should be related to some of the aspects which are indicated in the following table. Similarly, recommendations for which instruments to use can be found:

ASPECT TO EVALUATE	INSTRUMENT TO USE
The pertinence and relevance of the activities and materials proposed to facilitate learning.	Class visits Teacher interviews Student focus groups Lesson plan analysis Teacher journals Results of student performance Minutes from teacher meetings Class videos / Lesson plans
The validity of the lesson plans and the pedagogical sequences to support the proposed communicative aims for these levels.	Class visits Teacher interviews Student focus groups Lesson plan analysis
The perception and reaction of students and teachers to the experience.	Interview / Questionnaire of teachers Student focus groups
The identification of areas for improvement for curricular documents, of the needs for teacher development and of the necessary resources for an effective implementation.	Triangulation of the data obtained in the applied instruments.

The analysis and the triangulation of the collected data via the applied instruments will provide an information base for the revision of the timescale for the implementation, the revision of the adjustment of the constructed curricular documents, the revision of lesson plans and the designed evaluative instruments as well as defining the process for teacher development and the allocation of resources. All of the decisions that are taken should be shared and communicated with the educational community for validation purposes. There are various activities entailed in this phase and these are outlined in the following section.

1.2.6. Step 6. Inclusion of integrated interdisciplinary projects

This last stage of planning seeks to integrate the process of the teaching and learning of English with the development of integrated interdisciplinary projects which will allow the integration of academic and cultural content. In this way, the authentic use of language is promoted. In this step, teachers must establish relations with different disciplinary areas or local cultural aspects in a manner which allows for a subtle integration.

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CURRICULUM APPLICATION

1.3. APPLICATION

Once the planning stage has been completed, the next step is to enact the implementation of the Suggested Curriculum of English. For this, the teachers must be committed to full compliance with the actions stipulated in the planning stage, and within the stipulated timeframe. In this way the proper application of the designed instruments of data collection at the end of the implementation, can count on the necessary information to evaluate the positive points and the areas in need of improvement, so that any possible or additional needs can be made to ensure steady progress. During the implementation phase, the teachers will principally complete the following steps:

Step 1. Teacher development program
Step 2. Application of the curriculum which has been created.
Step 3. Collection of qualitative and quantitative data.

1.3.1. Step 1. Teacher Development Program

The implementation of a plan for teacher development in terms of language and methodology identified in the previous steps should be formalized at this point. This will ensure the participation of the teachers in the adaptation of the proposal in their context. Seeing as the Suggested Curriculum of English may present pedagogical and methodological challenges for the teachers, it is recommended that spaces are made available where teachers may share experiences, doubts or knowledge related to curricular implementation and professional growth. To this end, alliances can be established with publishing houses, or programs of professional development can be requested from the Local Education Authorities

If these conditions are provided, it is likely that the result will be the creation of communities of learning among the teachers (Colbert y Castro, 2014) who will work towards a shared goal while also deepening their knowledge of the theme, generating opportunities for professional development through the resulting reflection on the experience. Such results can be obtained through the organization of communities of learners (Colbert y Castro, 2014), as this strategy promotes paradigm shifts which open the possibility to bring to life the innovation and deployment of the required flexibility for the adaptation of the proposed curriculum in their local contexts.

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Among the teacher development activities, it is suggested to include:

- Programs to strengthen the level of English
- Methodology and didactics for the teaching of English
- Classroom assessment
- Materials design and adaptation
- Curricular design
- Training in the use of digital tools

### 1.3.2. Step 2. Application of the curriculum

In this activity and keeping in line with the timescale of activities and defined work, each institution will decide upon a route of implementation to follow. It is suggested therefore that at this point the reality and contextual needs of the institution should be clear, so the academic team can design their implementation using the necessary blocks. For this implementation, the block strategy, which has been previously proposed, will be used. Some examples will now be provided which may be used in this process.

Examples of possible scenarios for implementation

Scenario 1. The institution has a complete curriculum and many of its components can be easily articulated with the Suggested Curriculum of English. In this case, the team may decide to continue using the same curriculum while incorporating the elements of the Suggested Curriculum of English which are considered necessary to adapt in order to improve their learning and teaching processes. In such an instance, the implementation exercise will focus on the use of Block 1: Implement a process of teacher development.

**Block 1. Teacher development**. Among the activities recommended are found:
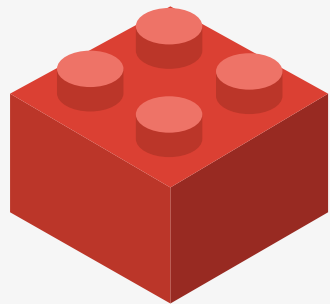
- Revision of the conceptual foundation of the Suggested Curriculum of English and the Basic Learning Rights.

- Workshop based on the focus of task/project/problem based learning.

- Design workshop on evaluation of work during and after the task/project and Ludo evaluation.

- Continuous development in the language

> Recycling is good for our planet!

The teacher development will be necessary for the selection of elements of the Suggested Curriculum of English and their integration in an effective manner to the curriculum of the institution.

Scenario 2: The institution can count on a curriculum which boasts some similar elements to those of the Suggested Curriculum of English and there is the potential for articulation between the two. In this case, the implementation may demand the use of more blocks. The following table indicates some possible aspects to bear in mind in order for implementation in such a scenario.
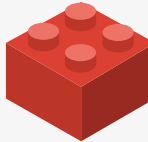
Block 1. **Teacher development**
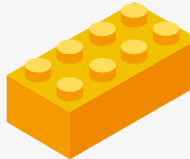
Block 2. **Initial curricular adjustments**
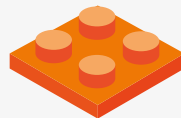
Block 3. **Definition of materials and resources**

Block 4. **Planning of classes**
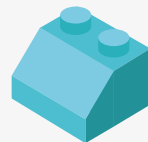
Block 5. **Application of the curriculum**

Block 6. **Data collection and analysis**

Block 7. **Adjustments post piloting**

Block 8. **Plan of improvement**

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Scenario 3. The institution does not have a curriculum or what does exist cannot be articulated with the Suggested Curriculum of English. In this case, the team may decide to use the Suggested Curriculum of English making any necessary changes to fit the context and the necessities of the institution.
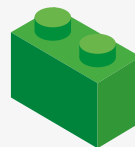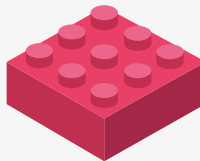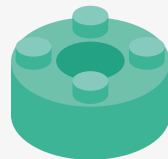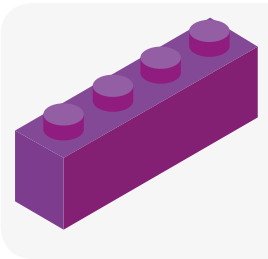
In such a case, you may proceed to Block 9.

	Block 9. **Following the CSE guidelines**	Indicates which tools can be used to accommodate the Suggested Curriculum of English in the implementation.

Similarly, the sequence of blocks could be completed from Block 1. These three scenarios do not necessarily represent the only possibilities. Each institution could choose aspects which are necessary for the implementation of the curriculum in accordance with their own necessities given that the options are not fixed and may occur in different ways.

1.3.3. Step 3. Collection of information of a qualitative and quantitative nature.

During the application of the curriculum, it is suggested that a collection of information similar to that of the pi-loting be carried out. The activity will focus therefore on the revision of information collected from different sources and actors in order to achieve a critical and objective vision of the process with an eye on the implementation of adjustments and improvements.

As suggested in the piloting, different instruments of data collection must be designed and applied to distinctive actors and users of the curricular proposal. If this happened in the piloting stage, the same instruments may be reused in this stage. The following table summarizes the aspects which need to be evaluated and the instruments which can be used to collect this information.

ASPECT TO EVALUATE	INSTRUMENT TO USE
The pertinence and relevance of the activities and materials proposed to facilitate learning.	Class visits Teacher interviews Student focus groups Lesson plan analysis Teacher journals Results of student performance Acts from teacher meetings Class videos / Lesson plans
The validity of the lesson plans and the pedagogical sequences to support the proposed communicative aims for these levels.	Class visits Teacher interviews Student focus groups Lesson plan analysis
The perception and reaction of students and teachers to the experience.	Interview / Questionnaire of teachers Student focus groups
The identification of areas for improvement for curricular documents, of the needs for teacher development and of the necessary resources for an effective implementation.	Triangulation of the data obtained in the applied instruments.

EVALUATION

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1.4. ACTIVITIES FOR THE EVALUATION OF THE IMPLEMENTATION.

Throughout the whole process of curricular implementation, the evaluation phase must aim to collect reliable information from the perspectives of the various different users of the curriculum (school directors, English teachers, students and their parents or guardians) about the process of curricular implementation. It is a stage which will permit each institution to complete each activity planned within the timescale, what works and why, what does not work, why that is, and what can be done so that it works the next time. It is for this reason that in this stage, the academic team should complete a careful analysis of all the collected information in order to achieve a broader vision of the process and to enable feedback. The evaluation implies a reorganization of the activities proposed and the insertion of new activities. It is a constant dynamic which will strengthen the institution and especially, the teachers and students.

1.4.1. Step 1. General evaluation of the implementation

For this activity, it is necessary that the teachers study and compare the results of the instruments which were applied in the previous phase, as with the compliance of the timescale, in a manner which will allow for the drawing of conclusions which will offer feedback on the process. This analysis will provide vital information for the revision and adjustment of the created curricular documents, the revision of lesson plans and designed assessment instruments, such as the establishing of teacher development processes and the allotment of resources. To this end, the following document is proposed:

GENERAL EVALUATION OF THE DEVELOPMENT OF IMPLEMENTATION							
Block to Evaluate	Time		State of progress In what state of progress is the particular block?				Observations
	Start time	End time	Beginning	Percentage of development	Cancelled	Finished	
1. Teacher development							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
Other findings							

Once this evaluation has been completed, the obtained results should be shared with the educational community. For this socialization, it is suggested that the findings from the implementation process be shared with the institution and with the local authority of education. Examples of such activities could include activities related to bilingualism organized by the institution, participation in local or regional bilingual activities, participation in national gatherings, meetings with directors, or at the Compartir al Maestro award. In these events the classroom projects which are developed in the Educational Institution may be shown. It will strengthen the learning, allow the consolidation of the team and its actions, and will entail the building of knowledge which will be for the benefit of others within the educational community. This document could have the following structure:

1. Introduction: includes a description of the institution, and the members of the educational community.
2. Report summarizing the diagnostic and needs analysis: serves to provide context about the particular needs of the institution and where the decisions arose from.
3. Planning the implementation: describes the developed actions, the timescale followed, the participants and the defined phases.
4. Results of the implementation: describes the achievements, challenges and lessons resulting from the implementation.
5. Conclusions and recommendations: summarizes the experience and proposes suggestions for how such an undertaking may be developed in the best possible manner.

Similarly, this general evaluation will assist two important actions:

1. Elaboration of plans of improvement
2. Curricular adjustment

The plan of improvement must arise from the areas which were identified as weaknesses, opportunities, strengths and threats (SWOT analysis) and must be kept in mind in order to make adjustments to the process. The following table summarizes possible aims, actions, responsibilities and timeframes in a Plan of Improvement:

PLAN OF IMPROVEMENT			
Aims	Actions	Responsibilities	Timeframe
Increase the number of hours per grade	Include an extra hour per week of English in each grade	Principal Academic coordinator Area coordinator	2 Months
Revise the following curricular documents: scope and sequence, core learning curriculum	Establish a timescale for the grade by grade revision of results of learning, objectives, methodological and assessment routes.	Area coordinators Teachers	6 Months
Revision of instruments of evaluation (exams and rubrics)	Establish process of evaluation of rubrics per grade, language ability and evaluate how they relate to the curriculum.	Area coordinators Teachers	3 Months

The second activity resulting from the general evaluation, is the curricular adjustment. Following the application of the curriculum, the curricular documents, especially the core learning curriculum, methodological and evaluative routes must be revised in order to define the need for improvement or changes which best reflect the reality of the educational institution.

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FINAL CONSIDERATIONS

The necessity of having pertinent and structured curricula is a firm step towards institutional strengthening and in particular, towards the development of communicative competencies in English learners. The following are some final considerations about the Suggested Curriculum of English and its implementation within the classroom.

- The Suggested Curriculum of English is a move to improve the dynamics which are present in the classroom. However, the whole process of curricular implementation represents a series of decisions and challenges that the institutions, the teachers and the students must analyze in order to establish or select the way forward which best suits their cultural, linguistic and contextual needs.
- The guide suggested here is one possible way to assume the process of curricular implementation at different levels of adoption or adaptation. It is hoped that the educational institutions use and make the most of this tool for the benefit of their students.
- It is important that the Educational Institutions assume the task of curricular implementation in a serious and rigorous manner seeing as a curriculum acts as an orientation guide for the teachers in the taking of decisions and the execution of pedagogical actions in order to contribute to learner development.
- A curriculum promotes professional development,

as it proposes activities of learning which entail understanding of the underlying principles such as constant updating of methodological and assessment aspects. Similarly, the curriculum is an instrument of self-reflection on teacher practice, through the creation of communities of learners in which learnings and achievements are shared.

The model of curricular implementation proposed in this document seeks to offer the teachers opportunities to assist the students to achieve an education and level of English rich in quality, which will allow them to value their identity and recognize others who enrich their lives and their culture, while at the same time providing them with the opportunity to communicate with the world. It is for this reason that although it is a complex process, the implementation of the curriculum, if completed in a satisfactory manner, will produce worthy results.

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APPENDIXES

APPENDIX 1. FORMATION OF IMPLEMENTATION TEAM

IMPLEMENTATION TEAM			
Roles	Description of the role	Activities to develop	Resources
Coordinator or Monitor of the group. Could be the leader or whoever is in charge of the area.	• Coordinates, guides and motivates the other team members. • Must retain friendly and respectful relations and have the ability to lead and delegate. • Similarly, this person should be an institutional reference point related to the teaching and learning of English.	• Lead the planning of activities for the implementation. • Promote spaces for discussion. • Keep track of what has been achieved.	• Time: availability to coordinate the proposed activities, call meetings, visit classes, and monitor the implementation. • Materials: Access to different types of materials, stationery, buying of books, information data-base.
Collaborator(s). Could be English teachers.	• Develop the necessary activities to achieve the implementation of the Suggested Curriculum of English. • Leading teacher with the ability to coordinate and credibility among peers. • Must be respected by the academic community in general. Committed and willing to learn.	• Plan and carry out the activities of self-study and diagnostic. • Study the proposal of the Suggested Curriculum of English. • Identify the need for teacher development. • Design a plan of implementation. • Design lesson plans and instruments of evaluation. • Monitor the process closely and evaluate the process of implementation. • Propose plans for improvement. • Share the learning experience with the academic community throughout the process. • Make proposals for curricular adjustments (time to dedicate, materials, number of students in the classroom)	• Time: Willingness to coordinate proposed activities, make proposals, organise meetings, visit classes, and monitor the implementation. • Materials: Access to different types of materials, stationery, buying of books, data-bases.

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APPENDIX 2. SELF-STUDY AND DIAGNOSTIC FORM

ASPECT	YES	NO	POSSIBLE ACTION
a) The PEI explicitly includes reference to bilingualism (mission, vision, and/or institutional objectives) with clear exit goals.	X		Establish a bilingual objective in the PEI.
b) The institution counts on an English program which has a clear theoretical and methodological foundation.			
c) The core curriculum clearly and explicitly expresses the progression and distribution of content, objectives, competencies and the language level which is aimed for.			
d) The weekly time allocation is sufficient for the development of the program.			
e) The teachers have a level of English which permits them to teach the curriculum.			
f) The teachers possess appropriate pedagogical practices for the teaching of English.			
g) The number of teachers is appropriate to cover the student population.			

ASPECT	YES	NO	POSSIBLE ACTION
h) The institution implements formal processes of design, evaluation and curricular revision.			
i) The institution implements regular processes of professional development for the English teachers			
j) The institution counts on clear and pertinent processes of the evaluation of English in the classroom.			
k) The number of students in each course is appropriate for the teaching of English.			
l) The institution counts on materials such as textbooks, computers and sufficient audio-visual aids to support the process of teaching and learning.			
m) The institution and/or its teachers have participated in processes of teacher development in English, incentives plan, immersion course with the SE or MEN.			
n) The school leaders support the development of bilingual processes.			
o) The parents of students and the community at large support the process of bilingualism for their children.			
p) The results of the SABER 11 tests show a year on year improvement.			

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APPENDIX 3. CHARACTERIZATION OF THE SUGGESTED CURRICULUM OF ENGLISH

ASPECT	DISTINCTIVE FEATURES	DEFINITION
Curricular focus proposed in the Suggested Curriculum of English	e.g: Contextual/Ecological curriculum. Curriculum oriented towards action.	
Methodological principles		
Principles of evaluation		
Curricular areas		
Characteristics of the curriculum		
Cross curricular topics		

APPENDIX 4. TIMESCALE OF IMPLEMENTATION

TIMESCALE OF IMPLEMENTATION

ACTIVITIES	TIME (MONTHS) 1 2 3 4 5 6 7 8 9 10	RESPONSIBILITIES	MONITORING
Articulation of the current curriculum with the Suggested Curriculum of English			
Definition of strategies to respond to the particular necessities of the Educational Institution			
Writing of lesson plans, and creation of instruments of monitoring and assessment			
Planning the application of the new curriculum within the class			
Piloting and evaluation			
Others			

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APPENDIX 5: ARTICULATION WITH THE SUGGESTED CURRICULUM FOR ENGLISH

Aspect	Suggested curriculum distinctive features	Current Curriculum Distinctive Features	Level of articulation Equal/ similar/ very different
Curricular Focus	Contextual/Ecological Curriculum Curriculum oriented towards action		
Methodological principles	Guidelines for initial learning: Learning experiences Tasks Projects Problems		
Evaluation principles	Evaluation during learning Evaluation after learning Game-oriented assessment		
Curricular areas	Sociocultural focus Integrative Diversity and equity Formation of values		
Characteristics of the curriculum	Flexibility and adaptability XXI century abilities Ludo-exploration Inclusion Formation of global citizens		
Areas of integrated themes	**Transition and primary** Health and life Coexistence and Peace Environment and society A global village **Secondary** Health Democracy and Peace Sustainability Globalization		

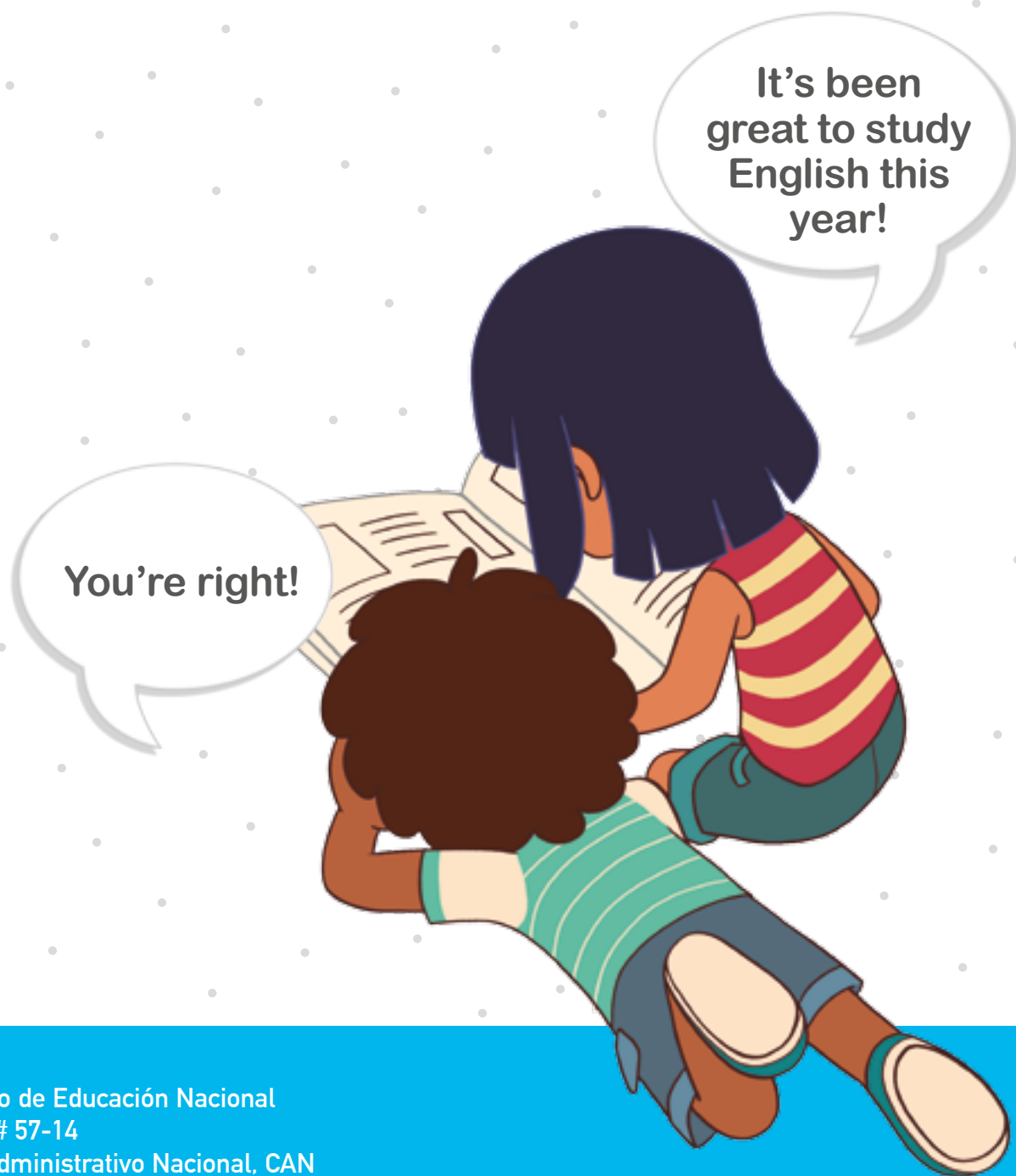## APPENDIX 6. IMPLEMENTATION ROUTE

BLOCK	CHARACTERISTICS	FUNCTION

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ANNEX 7. GENERAL EVALUATION OF IMPLEMENTATION

Block to Evaluate	Time		State of progress In what state of progress is the particular block?				Observations
	Start time	End time	Beginning	Percentage of Development	Cancelled	Finished	
1. Teacher development							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
Other findings							

BROAD EVALUATION OF THE DEVELOPMENT OF IMPLEMENTATION

ANNEX 8. PLAN OF IMPROVEMENT

PLAN OF IMPROVEMENT			
Aims	Actions	Responsibilities	Timeframe

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