

Emphasis on Creativity in Slovak Curriculum of Education



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Law on Education (2008)

▶ §4 Objectives of Education

- Learn how to properly identify and analyze problems, propose solutions and solve the problems
- Increase manual, creative, art and psychomotor skills...



National curriculum

- ▶ Main aims of education
 - Raise the interest and demand on meaningful activity and creativity
- ▶ Curriculum based on key competencies



National curriculum (2008)

- ▶ **Competency on lifelong learning**
 - Students are able to evaluate information (and the source) critically, to process it creatively and use in everyday life;
- ▶ **Competency on solving the problems**
 - Students apply proper methods of solving the problems, based on analytic, critical and creative thinking;
- ▶ **Social and personal competencies**
 - Students aware their personal responsibility in the team, and are able to participate creatively on achieving the common goals



Law on Education (2008)

- ▶ **Two-level participative model of curriculum**
 - **National curriculum**
 - Standards – minimal requirement to obtain the educational degree
 - **School curriculum**
 - „Route map“ – milestones to be reached year by year
 - Additional standards, typical for each particular school
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- **Teacher`s curriculum**
 - How to manage reaching the milestones defined at school curriculum



Implementation Difficulties

- ▶ National curriculum (2008): standards defined within few months
 - Less accurate
 - Huge structural differences between various learning subjects
 - Emphasis on content (thematic units, facts and terms), less on the skills



Implementation Difficulties

- ▶ How to CREATE school curriculum?
 - Disputable quality of standards defined in national curriculum = embarrassment at the scratch-line
 - Tradition: DIRECTIVE model of the curriculum (based on habitual way of governance in Austrian-Hungarian Empire and totalitarian systems during WW II. and communist era)
 - Teachers` resistance („teachers should teach, they shouldn`t develop any curriculum“)



Coping with the difficulties (2008)

- ▶ Almost no support for school principals and pedagogical teams
- ▶ More regulation in National curriculum
 - Definition of milestones (= narrow area for creativity of pedagogical teams at school)
 - Methodical guidelines for teachers (= narrow area for creativity of particular teachers)
- ▶ Result: Disappointment of creative schools and teachers



Coping with difficulties (2011)

Crucial question:

How can the education „*Raise the interest and demand on meaningful activity and creativity*“, when the educators are:

either afraid of creating school curriculum and longing for strict regulation

or disappointed from lack of creative freedom?



Coping with difficulties (2011)

- ▶ **Re-writing of National curriculum:**
 - Accurate standards (minimal requirement to obtain the educational degree) as a form of strict regulation
- **Various forms of support, NOT INCORPORATED into National curriculum**
 - Free choice of the way how to achieve the standards for creative teachers and schools
 - Supporting raise of teachers creativity



Thank you
for your attention 😊

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