

Review of the crosscurricular topic curriculum: Personal and social development

Review by: Päivi Nilivaara

1. Are the educational expectations and educational content appropriate for the developmental age of students?			
1 – inappropriate	2 – appropriate to a certain extent	3 – mostly appropriate	4 – completely appropriate x
Please explain what should be modified if Your answer is 1, 2 or 3.			

2. Are the educational expectations and educational content relevant and based on scientific knowledge and on the area of crosscurricular topic?			
1 – no	2 – to a certain extent	3 - mostly	4 – completely x
Please explain what should be modified if Your answer is 1, 2 or 3.			

3. Are the domains that are necessary for the crosscurricular topic area well represented?			
1 – no	2 – to a certain extent	3 - mostly	4 – completely x
Please explain what should be modified if Your answer is 1, 2 or 3.			

4. Does the curriculum contain an adequate ratio of skills, values and attitudes in the crosscurricular topic?			
1 – no	2 – to a certain extent	3 - mostly	4 – completely x
Please explain what should be modified if Your answer is 1, 2 or 3.			

5. Are the proposed education elements of the curriculum in line with the European and global recommendations?			
1 – no	2 – to a certain extent	3 - mostly	4 – completely x
Please explain what should be modified if Your answer is 1, 2 or 3.			

6. Are the educational expectations of crosscurricular topic comparable with those in Your country?

The expectations are totally in line with the Finnish curriculum, they described in more detailed and practical way.

7. Please suggest other modifications if You consider them necessary.

8. Your conclusion about the proposed curriculum.

The crosscurricular topic Personal and social development is a crucial part of the curriculum including important 21st Century skills. The domains are practically described and they cover all the necessary areas of the topic.

Great variety of skills and attitudes is described but it is not too much as they are overlapping with other skills in this and other crosscurricular themes.

The descriptions of cycles are reasonable and the practical tips for teachers provided are valuable. It is notable that teachers' role as role models is emphasised.

The evaluation part is coherent and reasonably connected to the content. Underlining the descriptive way of assessment instead of summative assessment the description gives teachers usable tools for assessment of this crosscurricular theme.