We’ve already seen from the *Project Maths* and *Transition Units* articles in this edition of *info@ncca* how teachers are becoming their own curriculum developers and how the work of the NCCA is now shared between the learning site (in schools and other settings) and the committee site (with NCCA committees and working groups). All of this focus on school-based curriculum development got us to thinking: what skills do teachers need to become curriculum developers and how can we promote and encourage the development of these skills?
Following an analysis of teachers’ self-recorded reflections, student reflections, classroom observation and survey results, together with field notes recorded by NCCA education officers.

Teacher professional knowledge involved content knowledge (what you teach), general pedagogical knowledge (how you teach) and pedagogical content knowledge (why you teach this way). Teachers’ commitment to change was closely linked to the quality of the impact of the change on their students. Teachers also needed opportunities to work together (team work) to bring about change in their practice. Active learning processes such as discussion, dialogue with colleagues, opportunities to watch other teachers teach, either on video or in person, and opportunities to give and receive feedback were used to facilitate this.

Are these competencies for me? Or just for teachers in NCCA networks?

Why don’t you have a look at some of the learning activities on ACTION and try out some new idea with your class. Then reflect on how it worked and ask your students to reflect on their learning. Invite a colleague into your class to see how you teach and to have a discussion about teaching and learning. The teachers we have worked with tell us that doing this re-energised their teaching and led to improved learning in their classrooms. And that’s a big part of curriculum development. Students never get to experience the NCCA curriculum. They only ever get to engage with the one designed by the teacher!