

Literacy Curriculum Development as Correlates to International Positive Schools and Well-Being in Nigeria

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doi:10.56397/RAE.2023.07.01

Abstract

Implementation of Curriculum forms a crucial part of teacher's activities carried out for students in school, this is very vital to meet up with the demands of education and needs of society. It is carried out to help students to understand the discoveries and other definite activities around them. Implementation of literacy curriculum development is all about working with the acquiring skills, applied, practiced and socially situated for learning and teaching processes. The purpose of the study is to examine the concept of implementation of literacy curriculum developed to determine international positive school, the factors guiding implementation literacy curriculum development and the importance of implementation of literacy curriculum development to influence international positive school in the country. Specifically, the study reviews the factors influencing implementation of literacy curriculum development and studies that influence teaching and learning in schools. This study is significant because literacy curriculum development as correlates to international positive schools and well-being would inspire students' education to be respected and recognized globally. It would also equip students with quality education. It would expose students to knowledge that could handle future challenges of life. It would also serve as opportunity for social interaction among teachers and students from various countries. The conclusion drawn for the paper is that literacy curriculum development should be seen as an avenue which could attract international positive schools and well-being of the students, country and the world at large. It would help to find solution to educational problems by incorporating new developments in the nation's school system. It promotes educational linkages among nations. There would be healthy interaction among teachers and students which would contribute greatly to the effectiveness of teaching and learning in the classroom.

Keywords: curriculum development, literacy, international, positive school, teaching, learning, well-being

1. Introduction

The role of literacy in the society is very vital to human and country development. Literacy is a continuous process which forms a larger set of skills for proficiency in learning throughout life. It is greater than reading and writing. Literacy is essential to obtain competence in all the areas of education. It encourages critical thinking (Olajide, 2021). However, as far as development and progress of the nation is concerned, there must be an improvement in the way curriculum is drawn to accommodate all those things that can contribute to the Well-being of the nation. Many factors account for whether literacy curriculum development would have positive influence on international schools and well-being of people in the country. Literacy is an instrument of power to have a good understanding of a concept. Implementation of curriculum is seen as a process through which the aims and objectives set down for students is followed and achieved. Curriculum that is well developed is supposed to deliver the aims and objectives set down for students positively. It has to influence international school and also work for the well-being of everyone that is involved in learning. Well-being seems to be more than having access to the materials available in the environment. It is related to all the necessities contributing to

the quality of life.

Education plays a vital role in developing peoples' knowledge, skills, attitude and values that can make them contribute to the well-being of the society. Each country has its own educational system and their way of drawing curriculum for their schools. Most international schools offer curricula that are recognized around the world; however international positive is described as a comprehensive approach to education that intentionally prepares students to be active and engaged them in an interconnected world Adamopoulou (2021). This researcher stressed further that international positive schools are capable of incorporating a global overview in the school curriculum to include several different views of topics or learning experiences. International positive school creates opportunity for teaching and learning which equip students with quality education, preparing them for future in order to be respected globally. International positive schools enhance student consistent in their learning experiences and this seems to be permanent with them throughout their lives. The contribution of Verma (2000) also showed that international positive schools offer an excellent education to any child. It is capable of promoting educational linkages among the nations which gives students access to foreign qualified teachers from various countries. There is a healthy interaction among teachers and students which subjected students to various and multi-cultural views, perception, experiences and beliefs. This in turn exposes them to knowledge that could make them handling future challenges. Today, many parents are looking for the best learning environment and opportunities for their children apart from their local area in order to enhance their children learning experience. Students are shifting ground from local schools for a standard school abroad where they would have access to divers' experiences that could help broaden their knowledge and learning skills. International positive schools have a lot to offer. They ensure that the national curriculum drawn would be recognized and respected worldwide. The objectives of the curriculum help to promote solution to educational problems by incorporating new development in the nation's school system. This offers students from nursery to tertiary institution the required knowledge. It is a comprehensive approach that internationally prepares students and teachers for teaching and learning in the classroom.

2. Factors Affecting Literacy Curriculum Development

Several factors can influence the development of a literacy curriculum which could be varying depending on the educational context, target learners, and specific goals of the curriculum. These factors help to ensure that the literacy curriculum is comprehensive, learner-centered, culturally responsive, and aligned with educational standards, leading to effective literacy instruction and improved student outcomes. These factors include:

- 1). **Educational Standards:** The literacy curriculum is designed to align with established educational standards and guidelines set by the education system or governing bodies. These standards define the learning outcomes and expectations for students at different grade levels and provide a framework for curriculum development.
- 2). **Learner Needs and Characteristics:** The curriculum considers the diverse needs, abilities, and characteristics of the learners. Factors such as age, language proficiency, cultural backgrounds, learning styles, and special educational needs are taken into account to ensure the curriculum meets the specific requirements of the learners.
- 3). **Research and Best Practices:** Incorporating research-based practices and evidence-based instructional strategies is crucial in developing an effective literacy curriculum. Staying informed about the latest research on literacy development, cognitive processes, and pedagogical approaches helps curriculum developers make informed decisions about content selection, instructional methods, and assessment practices.
- 4). **Context and Culture:** The curriculum is sensitive to the cultural and social context and it incorporates diverse texts and perspectives that reflect the cultural backgrounds of the learners to be implemented. This promotes and encourages cultural understanding which enhances learners' engagement and relevance to their own lives.
- 5). **Technology Integration:** In this era of digital, considering the role of technology, digital tools, and online resources which can enhance students' digital literacy skills and engagement with literacy activities, integrating technology into the literacy curriculum development often important. It is crucial to strike a balance between traditional literacy practices and incorporating digital tools appropriately.
- 6). **Professional Expertise:** The expertise and qualifications of the curriculum developers and educators involved in the process play a significant role. They should possess a deep understanding of literacy development, instructional strategies, and assessment practices. Collaboration among curriculum developers, literacy specialists, teachers, and other stakeholders can help ensure a comprehensive and well-rounded curriculum.
- 7). **Assessment and Evaluation:** The curriculum should include appropriate assessment methods to monitor teachers' activities and students' progress, and inform instructional decisions. Aligning the assessment practices with the curriculum goals ensures that the curriculum is effectively addressing the desired learning outcomes. Regular evaluation and feedback from teachers and students can help identify areas of improvement and guide curriculum revisions.

8). **Resource Availability:** Access to a wide range of resources that are suitable for the learners' age and abilities is important to create engaging and meaningful literacy experiences. The availability of instructional resources such as textbooks, reading materials, digital resources, and teaching aids, can impact the design and implementation of the literacy curriculum.

9). **Evaluation and Revision:** Continuous evaluation allows for improvements, updates, and adjustments to ensure the curriculum remains relevant, effective, and responsive to the evolving needs of learners. A literacy curriculum should not static but reviewed and revised regularly based on feedback, assessment data, and changing educational needs.

IMPORTANCE OF INTERNATIONAL POSITIVE SCHOOL AND WELL- BEING OF LEARNERS ARE

Opportunity of learning different languages: One of the vital roles of international positive schools is to open students to different languages for international students from various backgrounds for their well-being (Crisfield, 2017). International Positive School exposes students from different backgrounds or countries to different languages such as bilingual and multilingual development. Teachers in International schools are known to be language teachers; there is tendency for them to influence the curriculum for language development for students. Effective language teachers in international positive schools develop language programmes to meet the need of students' knowledge and skill. Due to this, they create avenue to support mother tongue languages for all students. This gives room for extra-curricular which helps integrate various levels of commitment through which an ideal mother tongue have a formal place in the school curriculum. The interaction with their multilingual peers provides students the opportunity to improve their language skills in the classroom (Adamopoulou, 2021). Students are able to learn across divers' languages rather than English language. Furthermore, students are open to a wide variety of languages spoken around the world. This helps to understand as many languages and thereby connected to diversity and practices of other cultures. This gives them avenue to gain opportunities in building fast on relationships and making new friends. Thereby, students become global citizens. Crisfield (2017) noted that integrating content of the classroom with the use of mother tongue would go a long way in achieving content knowledge and full academic development.

A well-recognized curriculum around the world: International positive schools serve as the most schools offer curricula which are well recognized around the world. They usually develop curriculum which could motivate students to recognize their prior knowledge, skills attitudes and values (OECD, 2018). Although, each country operating educational system according to its way. Curriculum well designed helps students to have access to an excellent education which is irreplaceable to any child in a global environment. Verma (2000), Nunis (2015) also noted that the curriculum of international school has been established and proven and any student attending such a school will benefit tremendously by the education provided. He also noted that this encourages students to explore other parts of the world and thereby making marks globally. Students' opens to the curriculum, programmes, foreign qualified, experience and competent teachers and practices within the school enjoy complete learning experiences. OECD (2018) even suggested that teachers should be empowered to use their professional skills, knowledge and expertise to deliver the curriculum effectively. This gives students priority to offer a diverse range of topics and project options. Curricula for international positive schools involve several extra- curricular activities that provide social interaction among students and teachers from various countries. They even conduct trips for students to enrich their experiences and lives based on the objectives of the trips. International Schools promote international education topics and thereby laying a solid foundation for cultural understanding (Nunis, 2015). There is also privilege for students to experience similarities and differences in academia anytime they relocate to another school of choice for continuing education outside their country. This makes students to participate and apply what they have learnt including academic activities which are not limited to regular classroom work such as sports, arts, dancing among others. International positive schools develop the future of students by providing them with an outstanding education. Students specifically accept diversity, practices of other cultures, language that builds lasting and lasting relationships with the new friends. With these attributes, students are able to translate the experience gained into marketable skills (VIIE, 2022).

Access to other cultures and perspectives: International positive school is an access to diverse cultures with different perspectives. Adamopoulou (2021) noted that access to other culture and perspectives allow students to expand their world view and develop cross-cultural awareness around them. This can be achieved through interaction with the teachers and peers with different backgrounds. Culture has influence on the way people think, feel and behave (Peterson in Ismail, khatibi & Azam, 2022). Moreover, it helps students to value each other's culture and thereby appreciating the diversity of cultures and perspectives around the globe. Ali, Sharma and Zaman (2016) noted that culture involves hidden concepts such as shared beliefs, norms and values among members of society. This seems to help students develop a more universal approach to life's experiences both at school and future. It also enables students to be compassionate, open- minded and being able to make change in the world. It creates and maintains bonds between many students of different culture with other cultures.

Students learn to value the diverse contributions of others culture to enhance their problem-solving and communication skills. They are able to develop self-confidence, self-awareness and ability to adapt to diverse environments and perspectives which will provide them long-term benefits (Adamopoulou, 2021).

Educational linkages around the world: International education offers a wide range of exiting experiences to see and understand the world through engagement and connections with people from around the world. In line with this, Geven (2022) noted that educational linkages help in building, transferring and diffusion of knowledge which serve as a bed rock for new knowledge acquired through creativity. It can also be an advantage to innovative measure through transfer of knowledge and advancement of skills. Geven (2022) stressed further that educational linkage could be a source of help to see what is required to put in place such as building up of faculty, gradual curriculum development and linking of learning objectives. It often develops academic travel programmes as an integral part of their curriculum, enabling students to experience a new country culture. Educational linkages help students connected and engaged in activities available in the school curriculum thereby, offering opportunities to interact with their linked programme of various communities. This fosters enrichment and improvement in teaching, learning and knowledge of students (Mustafa, 2019). Linkages comprise the organization of events, celebrating different customs, fares, as part of daily school life. Exposure to such connected activities is fundamental to an international student's development. It encourages collaborative work in other to solve and build a better world.

Opportunity for future experience: Most Universities are highly value experiences in international environments and this has prompted them to search for candidates with transferable learning skills and the ability to collaborate in their system. International positive schools make their topics sequentially to reflect the logic of the academic discipline through which they draw and making progress through stages. This seems to prepare them for future and build a better world (VIIE, 2022). Future-ready students need to demonstrate their sense of responsibility to participate in the world to influence people and circumstances around them (OECD, 2018). Students can use their international school experiences to demonstrate their open mindedness, adaptability, resourcefulness and drive needed in an ever-changing working environment. The kind of education obtained in international positive schools helps the students to develop their knowledge, attitude, skills and value to create a sustainable future for themselves and society. These attributes improve their capacities which earn them a competitive edge in the work force outside their countries.

Opportunity for social interaction between teachers and students with a global perspective: International schools are usually rich with teachers and staff from all over the world. Students' learning is enhanced by different perspectives that each member of teachers is endowed with. Through co-curricular activities, students enjoy academic travel programmes that offer a vast array of opportunities for them to develop skills in their field and contribute to society, locally and globally. Students are encouraged to use the knowledge and talents gained to make impact and create change in their environment. Opportunity for social interaction between teachers and students equally establishes strong bond which usually help to improve students' academic success (Ismail, Khatibi & Ferdous-Azam, 2016). It also creates a welcoming and safe environment for teachers and learners to develop stronger social- emotional skills (Constine et al, 2022). It allows students to build confidence through exploration and taking risks in their academic tasks hence, they have better performance.

Students enjoy quality facilities: Specialized facilities are made available to students. This helps them to collaborate with other universities to make foreign degrees available to students (VIIE, 2022). With specialized facilities, students have access to teaching facilities necessary for them to immerse themselves and perform very well academically. With a good curriculum and the facilities to match, students at international positive schools enjoy a complete learning experience. They are able to bridge formal and informal learning experiences through effective use of advanced technologies. International positive schools are able to offer top- quality education from learning spaces, science laboratories, and computers to athletic facilities.

3. Conclusion

It would help to find solution to educational problems by incorporating new developments in the nation's school system. There would be healthy interaction among teachers and students which would contribute greatly to the effectiveness of teaching and learning in the classroom. Literacy curriculum development as correlates to international positive schools and well-being would inspire students' education to be respected and recognized globally. It would also equip students with quality education. It would expose students to knowledge that could handle future challenges of life. It promotes educational linkages among nations.

4. Recommendations

Based on the conclusion of this paper, relevant curriculum that would make students to have the experiences of cultural differences and environments should be developed. Curriculum that provides students with a pathway to global higher education should also be encouraged. The kind of curriculum that will incorporate the necessary

requirement that could meet the needs of international positive schools should be drawn. Nigeria government should try as much as possible to encourage international positive schools for students (both local and International) to receive quality education. Through literacy curriculum development, there should be international positive schools that would give opportunity to students to develop their skills and potentials. Literacy curriculum development should help students who want to steer their educational pathway in early stages. It should create room for students who have the ability to continue their education outside their own country.

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