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Designing the Palestinian Grade 11 English Curriculum in the Light of the OECD Learning Compass 2030: A Design-Based Research Study

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Abstract

This study proposes a context-responsive redesign of the Palestinian Grade 11 English curriculum through the conceptual architecture of the OECD Learning Compass 2030. It addresses a persistent curricular tension between examination-oriented language instruction and the broader need to prepare learners for purposeful communication, ethical participation, collaborative problem-solving, and uncertain future contexts. Employing a design-based research methodology, the study will proceed through iterative phases of needs analysis, curriculum mapping, prototype development, expert validation, classroom piloting, evidence-informed revision, and a second implementation cycle. The existing curriculum will be examined using a purpose-built analytical framework covering language foundations, knowledge, skills, attitudes and values, student agency, co-agency, transformative competencies, the Anticipation-Action-Reflection cycle, assessment alignment, inclusion, authenticity, and implementation feasibility. Qualitative and quantitative evidence will be gathered from curriculum documents, teachers, students, supervisors, specialists, classroom observations, and student performance. The proposed curriculum will integrate explicit language development with inquiry, authentic communication, meaningful learner choice, structured collaboration, reflection, and performance-based assessment while remaining responsive to Palestinian identity, school realities, mixed-proficiency classrooms, and Tawjihi-related demands. Rather than transferring an international framework uncritically, the study will contextualize its principles through local evidence and stakeholder participation. The anticipated contribution is a theoretically grounded, practically feasible curriculum model and a set of transferable design principles for future-oriented English education in constrained and examination-intensive settings.

Keywords: **Agency; Co-Agency; Educational Transformation; Future-Ready Competencies; Secondary EFL**