

**TO ACHIEVE MORE EFFICIENCY IN THE ORGANIZATION OF
LESSONS BASED ON THE NEW GENERATION OF TEXTBOOKS BASED ON THE
NATIONAL CURRICULUM**

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Abstract. *The first assumption centers on the principle that “Curriculum drives enrollment, enrollment drives revenue, revenues drive everything else. This principle of sustainability translates into two primary focal points for academic strategy, the curriculum, and the learner. The economic challenges of sustainability are not counter to academic quality they must be synergistic with academic excellence. Focusing upon learners first provides a clearer perspective of the individuals who seek, find and enroll in programs of study. The learner-centric approach must simultaneously focus on the tenets of academic quality and effective learning [1]. To foster this focus, we have developed the Learner Centered Curriculum Framework around seven strategic questions guiding academic planning. Answers to the seven questions orient the planning and analysis discussion on an integrated array of factors that must be considered as institutions ponder pathways to sustainability.*

Key words: *education; diversity; group learning; sustainability; systematic review.*

Introduction. Efficient classroom organization in grades 1-2 can be achieved by effectively utilizing new-generation data sheets aligned with the National Curriculum. By streamlining planning and preparation processes, implementing data-driven instruction and assessment practices, utilizing individual student profiles, fostering collaboration with parents, and prioritizing data-driven professional development, educators can improve the overall organization and effectiveness of their classrooms. As educational institutions embrace the potential of these data sheets, they can better fulfill the diverse needs of students, track their progress, and provide targeted support [2].

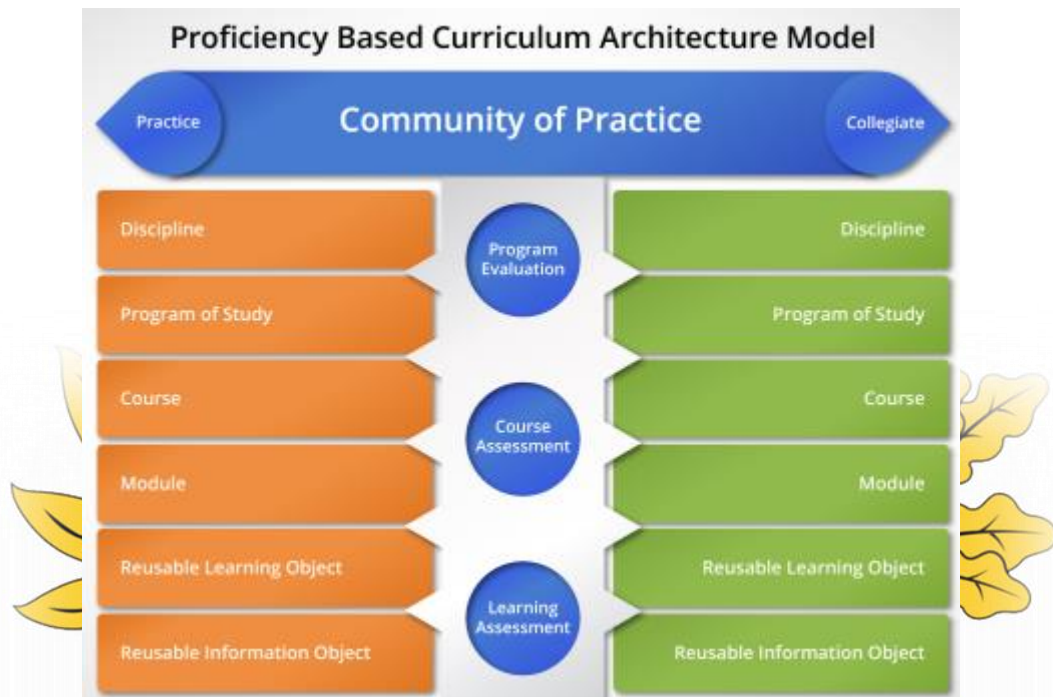


Figure 1. Proficiency-based curriculum architecture model

Each of the seven questions must inform and be informed by the institution's overarching strategy for sustainability, strategic position in the academic marketplace, and performance in terms of utilization of resources and educational outcomes. Answers to each question help inform and build the master academic plan. The master academic plan informs and sets the strategic framework for recruitment, retention and operational portfolios and performance [5]. Policy enables and assures effectiveness, efficiency and overall quality of the enterprise. Analytics informs all aspects of strategic and operational functions. The intersections in the matrix establish deep queries and framed analysis of the relationship of the institution and its master academic plan to the global learning marketplace. One fundamental element of that analysis is the strategic analysis and evaluation of the institution's curriculum architecture. The task of assessing the existing curriculum architecture against the seven dimensions of strategic enrollment management has resulted in the formulation of a proficiency-based curriculum architecture model. The development of academic strategies involves manipulation of variables within an educational entity (e.g. institution, college, school, program, or department) in order to gain strategic position in the global learning marketplace [6]. The development of academic strategies is both art and science and is enhanced by the depth and breadth of knowledge of the options available to an academic strategist. Academic strategy development requires both systems thinking and contemporary knowledge of cognitive research and learning strategy.



Figure 2. Guiding Principles of Life-wide Learning

The following, while not exhaustive provides a foundation for understanding the roots of academic strategy development. The need for forward thinking academic strategies is demonstrated daily across higher education. Institutions considering changes to their core curricula, departments developing new programs, schools and colleges developing strategic plans or Master Academic Plans, institutions developing academic enrollment management initiatives, institutions approaching accreditation review, re-accreditation processes or responding to findings from a review are just a few of the prompts for deep thoughtful reflection on academic strategy [3]. Understanding student involvement and its role in promoting a number of desirable outcomes, including academic outcomes like greater achievement, lower dropout rates, as well as various well-being and life outcomes, has therefore become increasingly important. This paper presents the scient metric review with an annotated bibliography on teaching styles through group learning in the higher education academies directed towards sustainable education. The current work also gives an annotated bibliography that seeks to compile and integrate the research on student participation, group learning, instructional strategies, equality, and diversity. Some evaluations and suggestions are also made in the study. The proficiency-based curriculum architecture model provides for the design, development and implementation of more granular curriculum, that can be assembled and reassembled into programs that address credit bearing curricular applications as well as practice based applied learning requirements. The model expands the usefulness and application of curriculum to a much broader educational marketplace.

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