

Reflections on working in a collective space to design learning territories

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The paper explores how a learning environment to promote constructive alignment between an early childhood teacher education subject's learning outcomes, content and assessment was achieved through a partnership in the curriculum design space. The design of systems for learning requires diverse skills and knowledge, which are only rarely held by a single individual. The cooperative partnership between the subject coordinator, a lecturer in higher education and educational technology consultants, to design the subject's learning territory and resources is described. Our experience and the places for learning created for students provide useful insights into systemic design processes and the benefits of design partnerships for others contemplating entering into curriculum design to shift the focus to learning places.