PROCESS OF CURRICULUM CHANGE
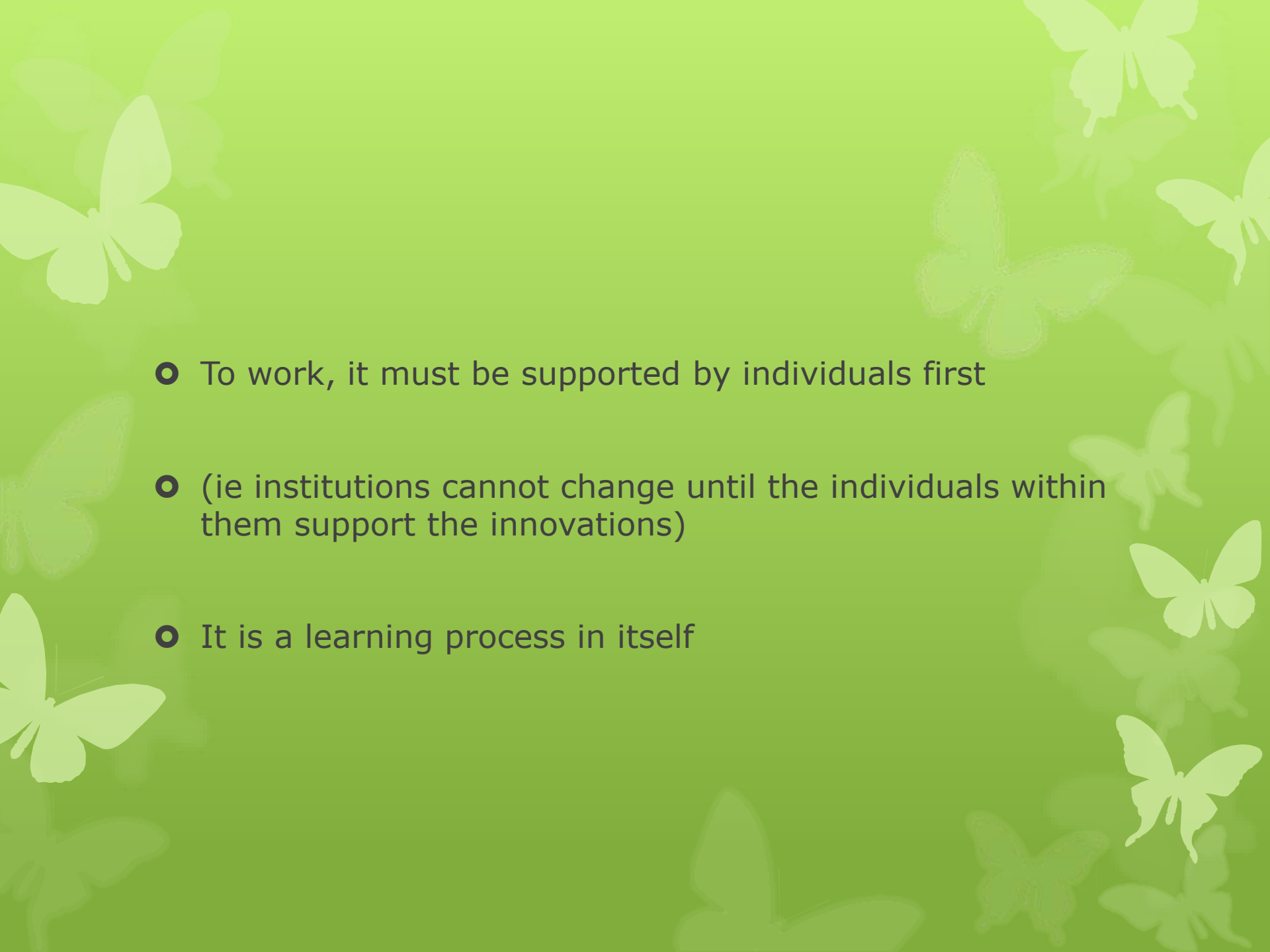

created by: Holifah abd ghani

Concept of change

Change is a constant law of nature. It always brings improvement. It always occur continuously. Change is an on going, almost unconscious process that involves reworking familiar elements in to new relationship

Features of change

- it's a PROCESS not an EVENT:
- it requires   - time
-         - energy
-         - resources

- it is achieved incrementally and entails development in feelings and skills in using new programs

- it should lead to improvement

- Do you think this is how teachers would see the implementation of the core curriculum??

- To work, it must be supported by individuals first

- (ie institutions cannot change until the individuals within them support the innovations)

- It is a learning process in itself

Using change concepts for improvement

- While all changes concept do not lead improvement, all improvement require change.

- There are many kinds of changes that will lead to improvement, but these specific changes are develop from a limited number of change concept.

Things that happen when people find themselves in a situation of change :

- Feel awkward, ill-at-ease, self-conscious

- Think of what have to give up, rather than what have to gain

- Feel alone

- Frequent changes are overwhelming

- Differing levels of readiness for change

- Concern re resources

- If the pressure is off people will revert to old ways

(Fullan 1998)

Some factors of change

- Explosion of knowledge
- Community
- The society
- Socio-political factors
- Economic factors
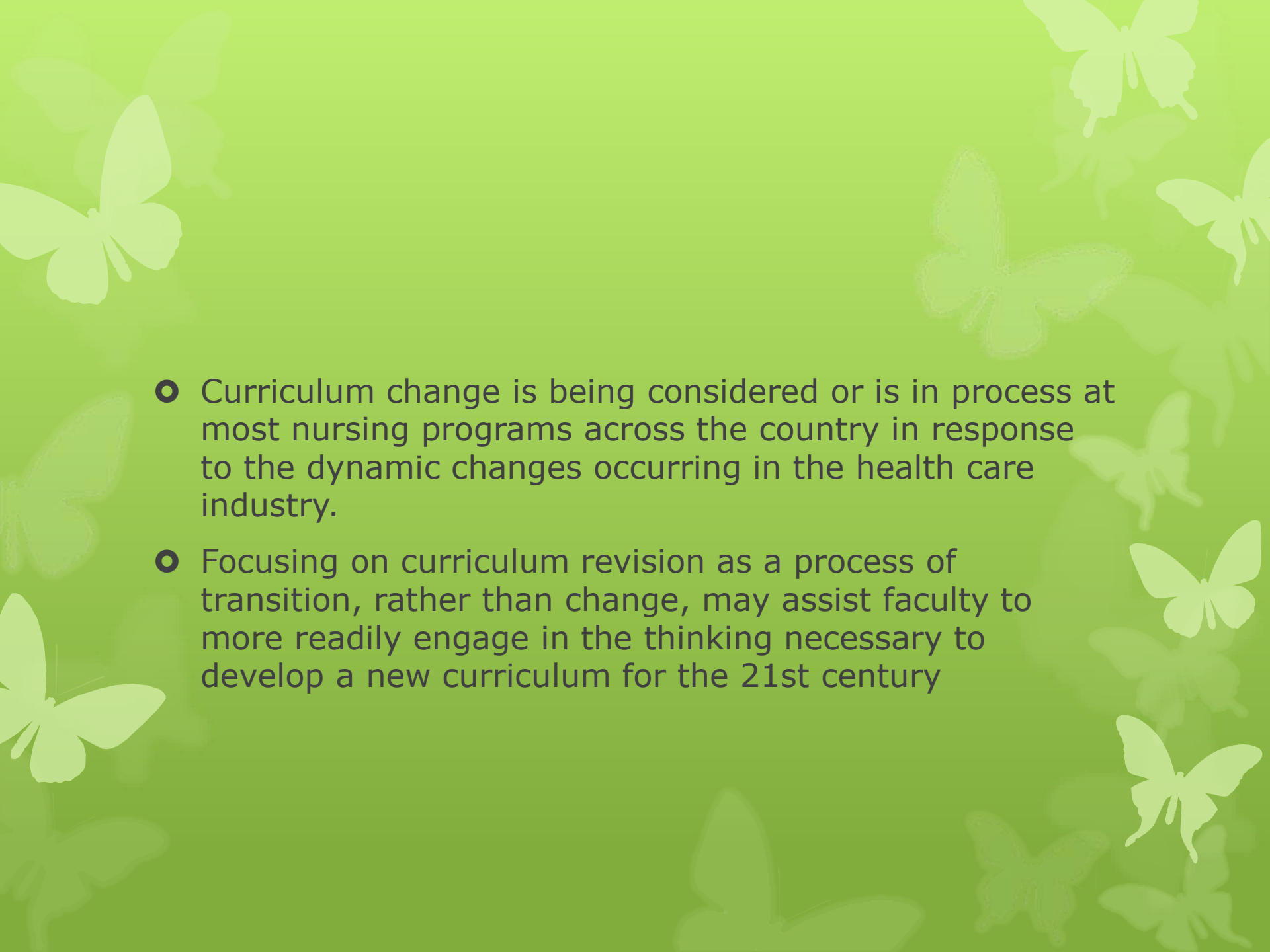
What is curriculum for?

- Provide children and young people with skill and required successful life.

- In this time, it comprises challenging system or subjects that help children and young people understand the world.

- Curriculum also political

Curriculum change

- Process of curriculum change may be assisted by permissiveness and support in a accordance of with helpful improvement in curriculum.

- At the time of curriculum change it must be necessary in consideration that resources of implementation of curriculum are available or not

Purpose of curricular change.

to create a process where faculty can adequately and speedily assure that students are learning what our evidence indicates they should learn.

- Curriculum change is being considered or is in process at most nursing programs across the country in response to the dynamic changes occurring in the health care industry.

- Focusing on curriculum revision as a process of transition, rather than change, may assist faculty to more readily engage in the thinking necessary to develop a new curriculum for the 21st century

Type of curriculum change

- Empirical rational: stress is laid on the need of change and the competence to implement.

- Normative- re- educative strategies: it is based on the rationality and intelligence of humans.

- Power strategies: changes should meet the expectations of the superiors who are in a higher power.

Need of curriculum change

- People improve with enthusiasm when they detect the desire of stimulator of improvement to improve himself.

**Ideally, according to Lachiver &
Tardif (2002), curriculum change is managed in a logical
five-step process:**

1. an analysis of the current offerings and context;

2. the expression of key program aims in a mission

   statement;

3. a prioritization of resources and development strategies;

4. the implementation of the targeted curricula change;

5. the establishment of monitoring tools and processes

Stage of curriculum change

1. Initiation, in which ideas for change are launched and decisions are made regarding the nature, direction and extent of change.

2. legitimating, in which of sentiment on behalf of change is being communicated.

3. congruence of the separate system of values held by the person or persons seeking to create change and by the person or persons who are the targets or human subjects of the purposed change.

Curriculum improvement

- Change people
- Making decision
- Co-operative section on abroad base.
- Developing functional educational philosophy.
- Studying pupils and their environment.
- Keeping up to date with knowledge.
- Studying ways to improve instruction.
- Carrying on evaluation.

Journal of curriculum change

- Curriculum Change as a Social Process: A Historical Perspective on the Curriculum Ideas of Alice Miel

- Elizabeth Anne Yeager

- Alice Miel achieved national prominence as a curriculum development scholar-practitioner at Teachers College, Columbia University, from 1942 to 1971. Because of her emphasis on democratic leadership and decision making among educators and on the enhancement of schools' capacity for change and self-renewal, Miel's ideas and activities in this regard are instructive for current educational policymakers. Most significantly, her work contributes to a greater understanding of some of the problems that curriculum workers face.

- This historical overview and analysis focuses on Miel's understanding of curriculum development primarily as a democratic social process. The study specifically examines Miel's contributions to the practice and theory of democratic, participatory curriculum development in schools. Tanner described Miel's major book, Changing the Curriculum: A Social Process (1946), and her work in this area as helping to formulate "the ideas that are foundational for collaborative decision making in schools and school systems [band that help to] constitute the legacy from which contemporary workers draw."1

Thank you