The background is dark with several technical diagrams. On the right, there is a large circular diagram with concentric circles and radial lines, resembling a gear or a scale. The outermost circle has numerical markings from 80 to 210 in increments of 10. There are also smaller circular diagrams with arrows indicating rotation. The overall aesthetic is technical and precise.

TASNEEM AHMED
44881
B.ED 5TH

CURRICULUM CHANGE

**Various issues in curriculum
change**



DIFFERENCE BETWEEN **ISSUE** AND **PROBLEM**

- Issue and problem can be used interchangeably in some contexts,
- **Issue is an important topic or problem for debate or discussion** whereas **problem is a harmful and unwelcome matter or situation that needs to be dealt with**
- Issue occurs when there is **controversy or debate**
- A problem is something that is **difficult to deal with** and is a **source of worry or trouble**
- **Issue is dealt with**
- **Problem is solved.**
- *The students should be taught about the issue of racism.*
- *I told him all my problems.*

CHANGE

- Change is the process of **transforming phenomenon** into **something different**
- Change is a **constant law of nature**.
- It always occurs **Continuously**.

PROCESS OF CHANGE (CONT...)

Social scientist have said that change probably occur in 3 stages:

- 1. Intimation:** in which **ideas for change are launched** and decision are made, regarding the nature, direction and extent of change
- 2. Legitimization:** in which the sentiments on behalf of change are **communicated**
- 3. Congruence:** the third is Congruence of the separate **system of values.**

CURRICULUM

- The curriculum is the means through which

‘the finest treasures of civilization can be so mediated as to become a common inheritance of persons who are seeking to realize their essential humanness’

Phenix P. H. (1964).

- A curriculum of a classroom, school district, state (or nation) **is a series of planned events intended for students to learn particular knowledge, skills, and values and organized to be carried out by administrators and teachers’**

New York: McGraw-Hill

SOURCES OF CURRICULUM CHANGE AND INNOVATION

- At the national level, curriculum change and innovation arise from **deliberate policy decisions**
- In order to address **existing problems** or **identify new problems**
- The advancement of **new technology**
- Adaption to the **new trends (technology, research, needs, interest)**
- **Compare and contrast** the current curriculum with the advantages of the proposed **new curriculum.**

TYPES OF CHANGE:

- Change can be categorized into two types.

➤ **Hardware Types:**

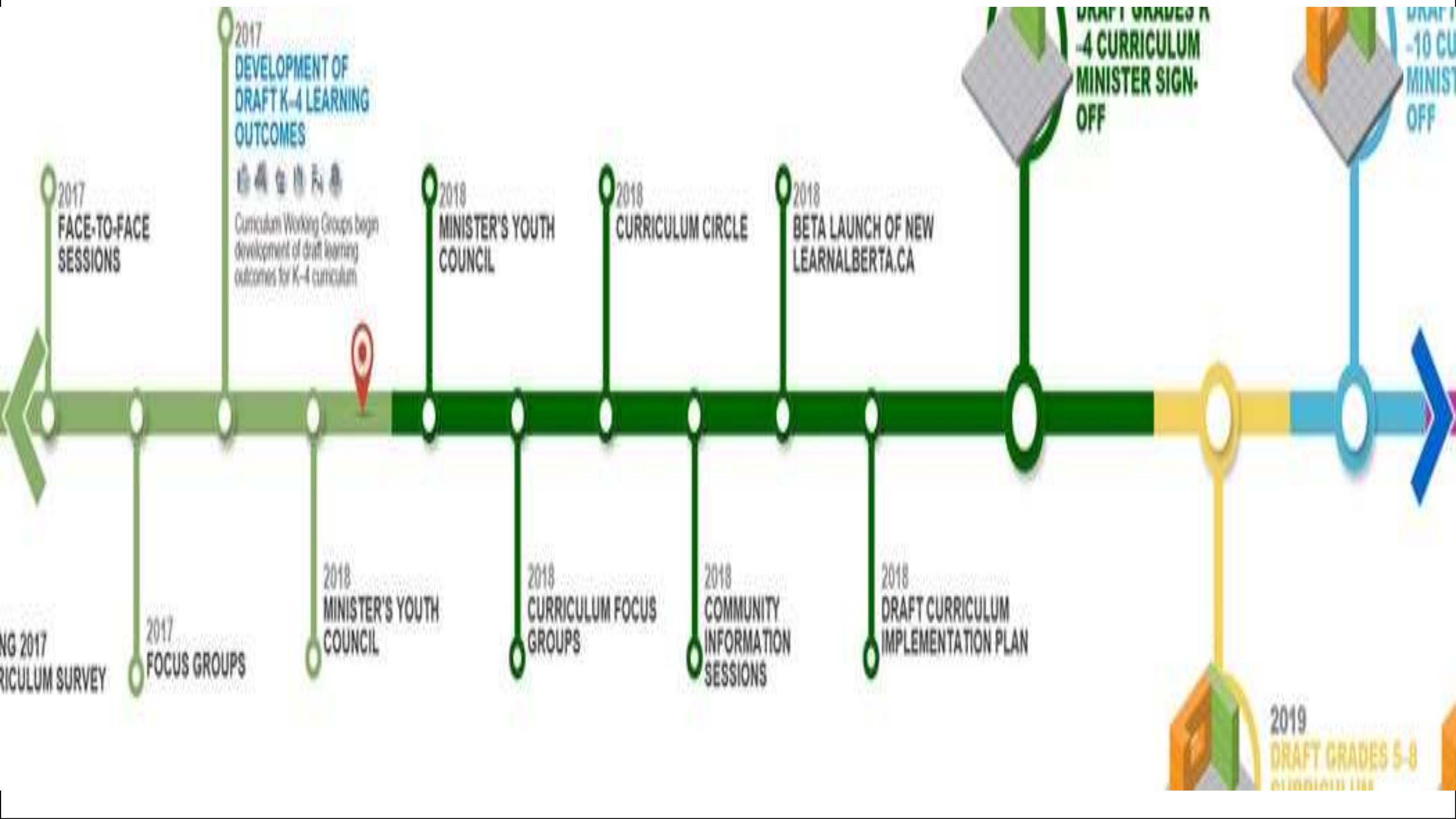
These changes are introduced by **additions to facilities** such as new **classrooms, equipment, books and play grounds.**

➤ **Software Types:**

They may be related to the **methods of delivery** recommended by curriculum **initiators, designers and developers.**

WHY WE NEED TO CHANGE THE CURRICULUM?

- To **restructure** the curriculum according to the **needs, interests or abilities** of the learner.
- To **eliminate unnecessary units, teaching methods and contents.**
- To **introduce latest and update methods of teaching and content**, new knowledge and practices
- To select **learning experiences** base on the **objectives** rather than on the **service needs of the instructional.**



2017
FACE-TO-FACE
SESSIONS

2017
DEVELOPMENT OF
DRAFT K-4 LEARNING
OUTCOMES

Curriculum Working Groups begin development of draft learning outcomes for K-4 curriculum

2018
MINISTER'S YOUTH
COUNCIL

2018
CURRICULUM CIRCLE

2018
BETA LAUNCH OF NEW
LEARNALBERTA.CA

DRAFT GRADES K-4 CURRICULUM
MINISTER SIGN-OFF

DRAFT GRADES 5-8 CURRICULUM
MINISTER SIGN-OFF

2017
CURRICULUM SURVEY

2017
FOCUS GROUPS

2018
MINISTER'S YOUTH
COUNCIL

2018
CURRICULUM FOCUS
GROUPS

2018
COMMUNITY
INFORMATION
SESSIONS

2018
DRAFT CURRICULUM
IMPLEMENTATION PLAN

2019
DRAFT GRADES 5-8
CURRICULUM

DEFINITION OF CURRICULUM CHANG

- Hoyle (University of Zimbabwe, 1995: 58) defines change as
“**embracing the concepts of innovation, development, renewal and improvement of a curriculum**”
- Curriculum change is dictated by the changes in the **economic, social and technological aspects of a society**
- Change has **magnitude** and **direction** and occurs within a **definite time frame**.

LACHIVER & TARDIF (2002)

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.**

FORCES DRIVING CHANGE

- **Community**
- **Technology**
- **Political Conditions**
- **Economical Condition**
- **Global transformation**
- **Complexity: competing demands of governments and interest groups**
- **Local need**
- **Staff dissatisfaction**
- **Parental Demands**
- **Student demands – are all students achieving /participating**
- **Standards – can they be maintained in view of the challenges of new courses?**
- **Leadership - meaningful change and curriculum evolution**
- **Demands of the culture, the society, and the expectations of the population being served.**
- **Environmental**

EXPLOSION OF KNOWLEDGE (AS A FACTOR OF CHANGE)

- Humanity's stored of knowledge has shown an additive increase in the past, but in recent years the growth in knowledge has beer-exponential.
- Not only has knowledge accumulated, but also there have been new ways of organizing it and looking at it.

THE COMMUNITY (AS A FACTOR OF CHANGE)•

- There are certain key questions that should be asked about school-community relationships in seeking evidence of the need for program modifications
- How does the **community feel** about the school?
- What is **being done to improve school**-community relations?
- What **economic changes** have taken place in the community?
- What community **resources** are available?

POLITICAL ISSUES

- All aspects of curriculum depend on **local, state and national political standards.**
- Both private and public educational institutions rely on political body for **funding and decision making** for hiring personnel, building and maintaining facilities and equipment.

EXAMPLE

Politics affects curriculum development from **defining goals,**
interpreting curricular materials to **approving examination**
systems

THE SOCIETAL ISSUES

- Society has its **own expectations** about the **aims and objectives** that should be considered when changing curriculum.
- It also has a **perception** of what the product of the school system **should look like**
- It is therefore necessary for curriculum designers to take in to **account societal considerations.**

EXAMPLE

- Subjects which has **gender education** have difficult to include in the curriculum because of the **resistance from some religious groups.**

ECONOMICAL ISSUES

- Economic status of the people and the state play an **important** role in the curriculum change
- The **aspirations** of people, their **demands** and **expectations** from particular courses or curricular inclusion at various stages of education, all depend on the **economic status**.
- Without **financial help**(budget) and resources, curriculum wings can't perform and **implement** new researches in education

TECHNOLOGY

- The advancement in technology make the **world a global village,**
- The technology of the 21st century **require technical skills (problem solving, critical thinkin, cooperation, creative skills)**
- To cope with **current** and **future technology**(artificial intelligence and robots) curriculum need to be change at every level of learning
- Technology make learning, **easy, interesting, and interactive**

SOCIAL DIVERSITY

- Social diversity including **religion, culture and social groupings** affects curriculum development because these characteristics influence the **types of topics and methods for teaching information**.
- Developing relevant curriculum takes into account society's **expectations accommodating group traditions and promoting equality**.

ENVIRONMENTAL ISSUES

- **World awareness** and action toward **reversing and ending pollution** continues affecting curriculum development.
- Typical elementary classrooms teach **recycling and healthy environmental practices.**

SOCIO-POLITICAL FACTORS

- As the **states policies change**, they have an **influence on the educational policies** and **schemes** that they undertake
- It also takes into consideration the **social needs** and **demands** and **changing** trends in the society with respect to various other issues and contemporary developments

OTHERS FACTORS AFFECTING THE PROCESS OF CURRICULUM CHANGE

- **Influential or outspoken individuals**
- **Financial pressures, including resource availability.**
- **Staff availability or workload.**
- **Current or prospective student viewpoints.**
- **Student abilities or limitations, or intake considerations.**
- **Pedagogical argument, or academic merit.**
- **University or Government requirement or regulation.**
- **Professional accreditation needs, or syllabi set by professional bodies.**
- **Academic “fashion”, including the desire to remain in step with other institutions.**

- Alteration can be in any area where there is a **deficit**
- The **philosophy, objectives, courses, teaching – learning methods or evaluatory procedures**
- Approaches: **Addition , deletion or reorganization**
- To **eliminate unnecessary units**, teaching methods and contents
- To **introduce latest and updated** methods of teaching and content, new knowledge and practices

ROLE OF THE TEACHER

- **Teacher's role in planning the curriculum:**
- teachers/educators are the **major pillars** in the teaching and learning process
- With their **knowledge , experience and competencies** teachers are central to any curriculum improvement
- A teacher does more than just implement curriculum, **teachers know best what the curriculum should look like.**
- In order to create strong curriculum teachers must play an integral role in **every step of the process.**
- Teachers **know their students better** than others involved in the curriculum process.
- A teacher can **provide insight** into the types of materials, activities and specific skills that need to be included.

TEACHER'S ROLE IN THE CREATION OF THE CURRICULUM:

- A teacher can **gauge** whether an activity will fit into a specified time frame and engage students
- All teachers should be **allowed to provide** input during the creation stage
- As teachers provide input they will **gain ownership** in the product and feel more **confident** that the curriculum was created with their concerns , and the **needs of their students in mind.**

IMPLEMENTATION FROM THE TEACHER

- Teachers implement the curriculum in their own classroom by sticking to the plan
- When a teacher fails to properly implement a strong curriculum, she risks not **covering standards** or failing to **implement effective practices** in the classroom.
- That does not mean a teacher can't make **minor changes**. In fact a **strong curriculum** is designed to allow a teacher to be flexible to add a few **personalized components, from a selection of activities.**

REFLECTION BY THE TEACHER

- Reflection on a curriculum allows teachers and others involved in the process to find any **weaknesses in the curriculum**, and attempt to make it better.
- Teachers may reflect on curriculum in **multiple ways** such as giving student reviews and **analyzing results** and assessments, data about student's individual performance.
- Not only can reflection serve to improve a specific curriculum, **it may guide the creation of a new curriculum.**

CONSIDERATION DURING THE PROCESS OF CHANGE

- Before initiating change , it is necessary to consider the potential ,attitudes, and skills of the teacher

As admitted in the White Paper by the MoE's task manager for NEPR, the "Curriculum review exercises in Pakistan have been sporadic. Historically, the process has been no standardized. However, in the last one year curriculum review has received great attention and has been reviewed systematically. Curriculum development is a specialized task...there is no mechanism for feedback once the curriculum is implemented and, .. the government lacks the requisite evaluation capacity'. (p. 18)

**Aly. J.A (2007) The White Paper Revised Feb. 2007 pp. - not official but a discussion document
MoE.**

education in PAKISTAN

Of the country's 200 million people,
56% are under the age of 25.



Literacy rate

69%

40%

Primary school
enrolment

81%

67%

School life
expectancy (years)

8

6

Secondary school
enrolment

38%

29%

DEPARTMENTS INVOLVED IN THE PROCES OF CURRICULUM DEVELOPMENT/CHANGE

- In each province the quality challenges are spread across the following institutions:
 1. Bureau of Curriculum
 2. Textbook Boards
 3. Teacher Training Institutions (in-service and pre-service)
 4. Boards of Intermediate & Secondary Education (BISE) X & XII
 5. National Education Assessment System (IV & VIII) and provincial education assessment centers (PEAC)
 - 6. The Higher Education Commission,

