

Formal Assignment Report

# Content Selection Criteria for developing Curriculum, Improvement of Curriculum Implementation

## Introduction

The very first point that comes around discussing curriculum planning is what is curriculum planning and development. Curriculum development is defined as planned, a purposeful, progressive, and systematic process to create positive improvements in the educational system. Every time there are changes or developments happening around the world, the school curricula are affected. There is a strong need to update them to address the society's needs.

Curriculum development has a broad scope because it is not only about the school, the learners, and the teachers. It is also about the development of society in general. When planning and developing curriculum in any subject area, the first place to start is state, local or Common Core standards. Standards vary from state to state, and teachers are expected to know which standards to teach and how to teach them. Every lesson and unit should be tied to standards, and every grade level standard should be addressed at some point during the course of the school year. Standards should be presented sequentially, so students can build on previously learned skills.

Planning curriculum has many layers and can be tedious at times. It's best to look at the standards that are required and start with a yearly plan. Students are expected to master several standards in every subject area, so having a general plan for the year that outlines the order in which skills will be introduced, instructed and repeated is important.

## What is Curriculum?

Across the world, the term curriculum is used in several different ways. In some countries, 'curriculum' has a holistic meaning encompassing not only subjects, but also the connection between subjects, teaching methods and all aspects of schooling that define the learner's experience. In other countries, a narrower interpretation is used, referring either to a prescribed range of courses or a specific learning programme across different years.

We use the following definition and terms:

- A school curriculum refers to the combination of subjects studied within a school year and in sequential years as the learner moves through the educational system provided by the school.
- A subject curriculum refers to the content and skills contained within a syllabus applied across sequential stages of student learning. These stages normally refer to school year levels, and therefore a particular age of learner.
- Co-curricular curriculum refers to values educational activities that support learning beyond the school curriculum, which the school encourages and supports.
- The experienced curriculum refers to the learning students actually receive as a result of the whole educational experience the school provides. This includes the impact of the school curriculum, teaching approaches, the co-curricular curriculum and the learning

environment. It includes both the planned and unplanned or unintended outcomes of the curriculum.

### **The wider learning experience:**

Planning the school curriculum in terms of subjects and qualifications is only part of the process. The experienced curriculum in an excellent school provides a learning experience that is more than the sum of the qualifications, subjects and activities that are visible on the school schedule. This is because careful attention in curriculum design and implementation is given to learning within, across and between the subjects and activities. All teachers and school staff support the development of the learner attributes and other qualities identified in the school's vision. Breadth, balance and coherence need to be built in by design. The school's vision and aims will include personal and social outcomes as well as academic ones. Learning does not begin or end in classrooms, but permeates the school environment and broader community.

What learners actually experience may not be the same as the written objectives of the curriculum – it will be the consequence of a complex web of interdependent parts including:

- the school's vision and values
- the quality of teaching
- motivation for learner and prior knowledge
- school leadership, environment and culture
- the school's curriculum and subject curricula
- assessment practices and expectations
- internal structures and operations of school.

Therefore, the experienced curriculum is necessarily unique to each school, and designing or re-evaluating a curriculum is a complex and challenging task. Schools should regularly evaluate their outcomes against intentions, ensuring that they are optimising learners' educational experiences in line with the school's vision and mission.

### **School vision, mission and plan:**

The school vision is a compelling sense of the future direction of the school. It should inspire commitment from the whole school community and be widely shared.

Most schools also have a mission statement, which is a written declaration defining the school's educational purpose. Educational aims might be included in the mission statement or listed separately. Together with the vision and mission, they provide focus and guidance on what the priorities are. The school strategic plan gives practical direction to the vision, mission statement and aims. This should include a statement headlining longer-term priorities/objectives of up to five years ahead, and a detailed one-year implementation plan.<sup>1</sup>

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<sup>1</sup> "1. Curriculum planning: An overview - Cambridge International." <https://www.cambridgeinternational.org/Images/271332-curriculum-planning-an-overview.pdf>. Accessed 26 Aug. 2020.

## **Importance of Curriculum**

Curriculum development has a broad scope because it is not only about the school, the learners, and the teachers. It is also about the development of society in general.

In today's knowledge economy, curriculum development plays a vital role in improving the economy of a country. It also provides answers or solutions to the world's pressing conditions and problems, such as environment, politics, socio-economics, and other issues of poverty, climate change, and sustainable development.

There must be a chain of developmental processes to develop a society. First, the school curriculum, particularly in higher education, must be developed to preserve the country's national identity and to ensure its economy's growth and stability. Thus, the president of a country must have a clear vision for his people and the country as well.

For instance, in the Philippines, if President Aquino would like the country to become the Asia-Pacific's tourism hub, then the school curriculum must be developed along that line. Curricular programs for higher education can be crafted in such a way that it will boost the tourism industry. For example, different models may arise such as edu-tourism, eco-tourism, cultural tourism, medo-tourism, biz-tourism, techno-tourism, agri-tourism, archi-tourism, among others.

If universities have curricular programs that are innovative and in demand in the local or global markets, many students even from foreign countries will enroll. A higher number of enrollees would mean income on the part of the universities. As a result, if the income is big, it can be used for teachers' promotion, scholarship, and remuneration. It can also be used in funding research and development endeavors, and in putting up school facilities, libraries, and laboratories.

I believe that the country's economy can improve the people's way of life through curriculum development. And to develop it, curriculum experts or specialists should work hand in hand with lawmakers such as senators and congressmen, the local government officials, governors, mayors, among others. Likewise, business communities and industries, and other economically oriented players in society may be engaged in setting and implementing rules and policies for educational reforms.

Hence, curriculum development matters a lot in setting the direction of change in an organization, not only at the micro but also at macro levels. As long as the goals and objectives

of curriculum development are clear in the planner's mind, cutting-edge achievements in various concerns can be realized.<sup>2</sup>

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<sup>2</sup> "The Meaning and Importance of Curriculum Development ...." 13 Dec. 2014, <https://simplyeducate.me/2014/12/13/the-meaning-and-importance-of-curriculum-development/>. Accessed 26 Aug. 2020.