UNIT 2
Curriculum Development

Introduction

- In this unit, we will discuss curriculum development which is the multi-step process of creating and improving a course taught at a school.
- Ideally, the curriculum development process should be one of continuous improvement rather than a linear or stagnant approach**.**
- Plans for instruction should be frequently reviewed, revised, and updated as new and different needs arise. Change may be required due to subject-area discoveries, innovations in instructional best practices, or shifts in course.
- In this unit we will look at curriculum development, factors that influence curriculum development, principles of curriculum design, models of curriculum design, curriculum designs and interpretation of curriculum designs.

Learning outcomes

Upon completion of this unit, you will be able to:

i. Discuss different types of curricula.
ii. Discuss the curriculum development process.
iii. Apply the principles of curriculum design in designing a curriculum.
iv. Appreciate interpretation of curriculum designs in CBC

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Types of curricula

- Curriculum is a plan of action for learning and therefore we, as educators, have the task of interpreting and implementing the curriculum that is handed to us.
- This is not a simple task because, there are a certain number of curriculum aspects (formal, informal and non-formal or hidden) that need to be taken into account when both planning and teaching.

a) Formal curriculum

- UNESCO defines the formal curriculum as "the planned programme of objectives, content, learning experiences, resources and assessment offered by a school."
- This dimension of the formal curriculum is the most straightforward and easiest to take into account. It encompasses a wide variety of potential educational and instructional practices, which we are able to implement in our classroom.
- To take the formal curriculum into account teachers will usually plan lessons encompassing as much of the formal curriculum as possible.
- This includes planning own lessons and selecting teaching strategies and materials as well as activities that will help students achieve the necessary learning experiences that are expected.

- The formal curriculum is designed as a framework for instructional planning that outlines broad goals and strategies to reach them.
- The Formal Curriculum contains the range of subjects which make up a broad and balanced education. It aims to provide students with the powerful knowledge and skills they need to flourish in life, learning and work.
- The foundations of the formal curriculum are based on publicly valued intellectual, social, cultural, political, and economic funds of knowledge. Knowledge, skills, and understandings that have educational value to the individual and society are included.
- Learner-centered goals rather than teaching-centered goals are the hallmark of 21st-century curriculum.
- Typically, this curriculum comprises high expectations to challenge the students and be competitive with the international educational community.
- The formal curriculum may also be referred to as the planned curriculum or written curriculum.

- Formal learning usually takes place in the premises of the school, where a person may learn basic, academic, or trade skills.
- Small children often attend a nursery or kindergarten but often formal education begins in primary school and continues with secondary school.
- The formal education is given by specially qualified teachers they are supposed to be efficient in the art of instruction. It also observes strict discipline.
- The student and the teacher both are aware of the facts and engage themselves in the process of education.

b) Informal Curriculum

• *Informal curriculum* takes place outside school setting and arises from the learner's involvement in activities that are not undertaken with a learning purpose in mind. Informal learning is involuntary and an inescapable part of daily life; for that reason, it is sometimes called *experiential learning*.

• Learning that is formal or non-formal is partly intentional and partly incidental: when we consciously pursue any learning target we cannot help learning things that are not part of that target. Informal learning, however, is exclusively incidental.

• This aspect goes beyond the formal aspect and is usually found in the way of co-curricular activities.

• These activities happen outside of an academic environment but can still help in developing soft-skills and enhancing the content of the formal curriculum.

• One way this aspect is taken into account is, for example, through clubs. If the school offers clubs that include sports, arts and science outside of an academic context, teachers can encourage students to join these clubs.

• For teachers it is also a chance to get to know the students outside of the classroom.

- Informal curriculum is what you study outside the school and do not use any particular learning method. In this type of education, conscious efforts are not involved. It is neither pre-planned nor deliberate. It may be learned at some marketplace, hotel or at home.
- Informal curriculum is not given according to any fixed timetable.
- There is no set curriculum required. Informal education consists of experiences and actually living in the family or community.
- This curriculum is independent of boundary walls, has no definite syllabus, is not pre-planned and has no timetable, no fees are required as we get informal education through daily experience and by learning new things and is a lifelong process in a natural way.

c) Non-formal curriculum

- *Non-formal curriculum* takes place outside formal learning environments but within some kind of organisational framework.
- It arises from the learner's conscious decision to master a particular activity, skill or area of knowledge and is thus the result of intentional effort.
- Non-formal curriculum involves learning that takes place in community settings: swimming classes for small children, sports clubs of various kinds for all ages, reading groups, debating societies, and so on. Non-formal, curriculum should be programmed to serve the needs of the identified group.
- All in all, it is important to know the difference between these aspects of the curriculum and how we can take them into account in our planning and teaching to provide our students with the best learning experience possible.
- This will necessitate flexibility in the design of the curriculum and the scheme of evaluation.

Curriculum development process

What is curriculum development?

- Whether you're a teacher at a primary or secondary school, developing an effective curriculum is a core component of providing a successful education.
- Today the term curriculum development can be broadly used to encompass the entire plan for a course, including the learning outcomes, pedagogical strategies, teaching and learning resources and assessments.
- It is important to note that there will never be a one-size-fits-all curriculum that works for every environment, even for the same subject matter.

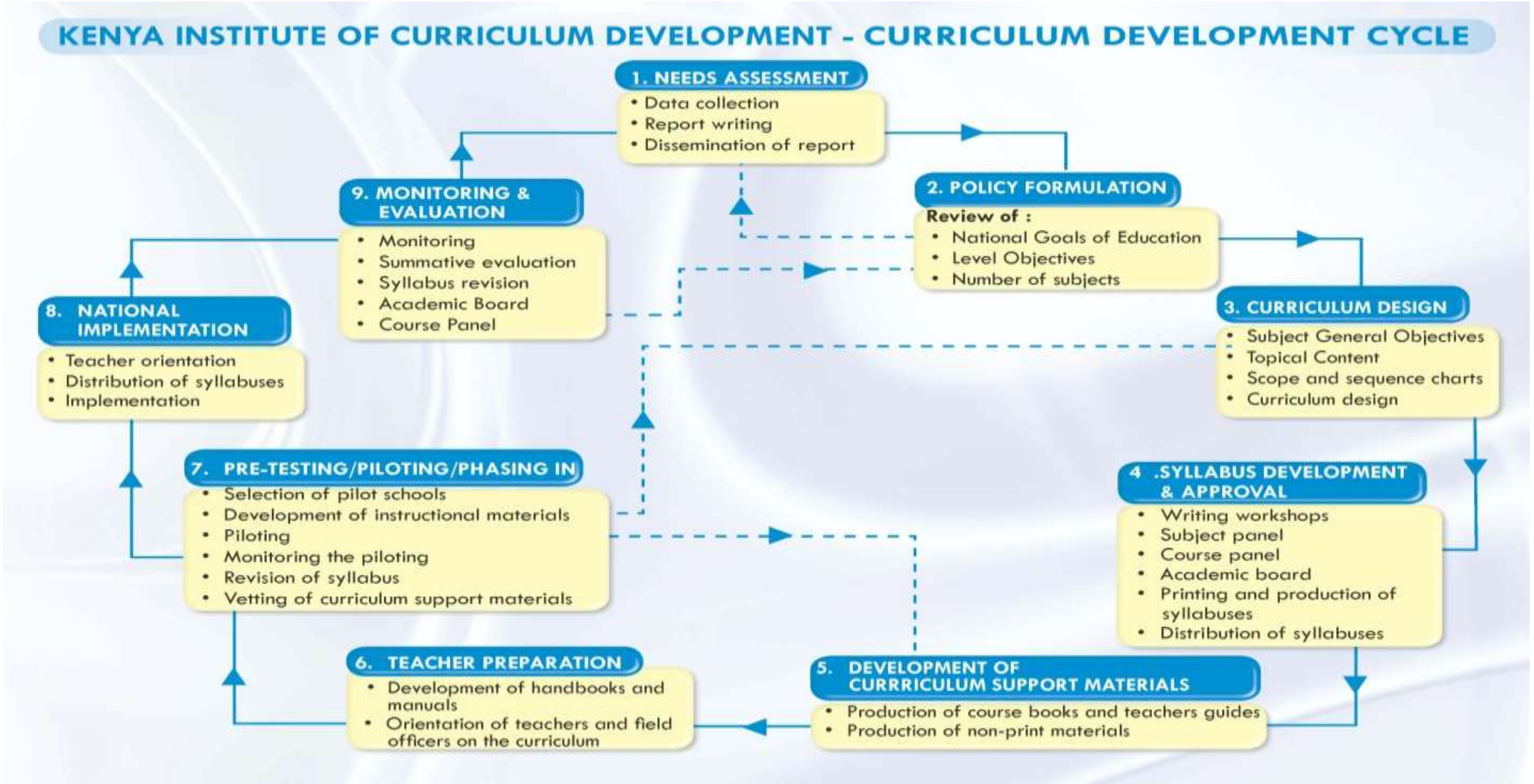
- **Curriculum development allows teachers to take a thoughtful and methodical approach to determine what learners will be required to learn.** The early phases of the process involve deep research and analysis to ensure that learners get the best education possible.
- Additionally, one of the most effective approaches for course development specifically addresses the needs of learners.
- With this in mind it can be argued that curriculum development is the practice of organizing curriculum activities, environments, goals, knowledge, student and teacher interests, social conditions, technologies, values into a containable pedagogical form.
- In order to produce a quality curriculum, this process should be planned, systematic and should value the input of stakeholders and also cater for sustainability and long-term impact.

The Curriculum development process

- The curriculum development process systematically organizes what will be taught, who will be taught, and how it will be taught.
- Each component affects and interacts with other components. For example, what will be taught is affected by who is being taught (e.g., their stage of development in age, maturity, and education). Methods of how content is taught are affected by who is being taught, their characteristics, and the setting.
- The curriculum development process adopted by the Kenya Institute of Curriculum Development (KICD) is cyclic where one activity leads to the other as described in the phases below:

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1. ***Needs assessment:*** This is the first stage of the curriculum development cycle. It is carried out to identify gaps in the current curriculum so as to obtain information that will guide the development of the new curriculum. It involves data collection, report writing and dissemination of the report.
2. ***Policy formulation:*** Policy formulation is the second stage of the curriculum development cycle. It is based on the findings of the needs assessment survey and recommendations of the Government. The policies may cover areas such as the review of:
   i. The structure of the education system;
   ii. National goals of education and level objectives;
   iii. The number of subjects offered at each level of education.

3. ***Curriculum designs:*** Curriculum design is where new or revised curriculum is developed for all subjects to be taught in schools. It involves the development of general objectives for each subject, topical content, scope and sequence charts.

4. Syllabus development and approval: Once the curriculum has been designed, the next stage is syllabus development and approval. The designed curriculum is converted into syllabi by a panel of experts. The syllabi go through the approval system which involves presenting them to the full subject panel, course panel and finally the academic committee for approval. Once approved, the syllabi are printed and distributed to the various stakeholders through the Ministry of Education, (MOE).

5. Development of curriculum support materials: Effective implementation of the curriculum requires the development of curriculum support materials. This involves development and production of teacher preparation manuals, course books and teachers' guides and other non-print materials. The teacher preparation manuals and handbooks are developed by KICD.

6. Teacher preparation: After the curriculum support materials in the form of books have been developed, the teachers and education field officers are given an orientation on the changes in the revised curriculum and where a new curriculum has been developed, the teachers are trained on how to implement it.

7. **Pre-testing/piloting:** Before the curriculum is implemented nationally, it is piloted in selected schools that are representative of the existing institutions in the country. This enables the validation of the curriculum before it is rolled out to all schools in the country.

8. ***National implementation:*** Once the curriculum is piloted and validated, institutions are allowed to put it into operation or teach the new or revised syllabus.

9. ***Monitoring and evaluation:*** Monitoring curriculum implementation involves the day-to-day follow up to ensure that everything is taking place as planned. Once the curriculum completes a cycle, it is evaluated to ensure its aims are being achieved and it is relevant. The monitoring and evaluation reports are then presented to the course panel and academic committee for adoption.

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Principles of curriculum design

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- After the curriculum planner has formulated the objectives for the programme and selected the learning experiences, there is need to organize these experiences, so that learning can take place effectively.
- Taba (1964), defines a curriculum design as a statement which identifies the elements of the curriculum, states what their relationships are to each other and indicates the principles of organization and the requirements of that organization for the administrative conditions under which it is to operate.
- The curriculum should be designed on the basis of the following principles:

(a) Challenge and enjoyment: At all stages, learners of all aptitudes and abilities should experience an appropriate level of challenge, to enable each individual to achieve his or her potential.

(b) Breadth: The curriculum should be organised so that they will learn and develop through a variety of contexts within both the classroom and other aspects of school life.

(c) Progression: Each stage should build upon earlier knowledge and achievements. Children should be able to progress at a rate which meets their needs and aptitudes, and keep options open so that routes are not closed off too early.

d) Depth: There should be opportunities for learners to develop their full capacity for different types of thinking and learning.

(e) Personalization and choice: The curriculum should respond to individual needs and support particular aptitudes and talents. It should give each child and young person increasing opportunities for exercising responsible personal choice as they move through their school career.

(f) Coherence: There should be clear links between the different aspects of children and young people's learning, including opportunities for extended activities which draw different strands of learning together.

(g) Relevance: Children and young people should understand the purposes of their activities. They should see the value of what they are learning and its relevance to their lives, present and future.

Factors that influence curriculum design

The following are the factors that influence curriculum design:

(a) Teacher characteristics: An effective teacher and curriculum planner must understand some central concepts, tools of inquiry, and structures of the discipline he or she teaches and can also create learning experiences that make these aspects of subject matter meaningful for students.

(b) Technology: Technology is broad and expansive and it can help with curriculum design. Technology is simply just another tool for teachers. The best question a teacher could ask is "What tools will help me help my students?" It is all dependent upon the teacher if they choose to use technology as an instructional aid or not.

(c) Learners' backgrounds: All children come from different backgrounds and there is an increasing number of students that are from diverse cultural and ethnic backgrounds. Our multicultural society is a key factor that is taken into consideration for curriculum design. Some factors of diversity include religion, race, gender, ethnicity, socio-economic status, age, and also children with different kinds of disabilities.

(d) Classroom management: good classrooms are not teacher-dependent environments but rather independent student learning arenas. Excellent instructional leaders provide students with multiple opportunities to make choices and accept consequences of those choices.

Interpretation of Curriculum Designs in CBC

Components of a Curriculum Design				
i. National Goals of Education ii. Level Learning Outcomes iii. Subject /General Learning Outcomes iv. Essence Statement v. Specific learning outcomes				
Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
Core competencies to be developed				
PCIs			Values	
Links to other subjects			Suggested Community Service-Learning activities	
Assessment Rubrics				
Appendix:				
Suggested assessment methods		Suggested learning resources		Suggested Non-formal activities

i) National Goals of Education

1. Foster nationalism, patriotism and promote national unity
2. Promote social, economic, technological and industrial needs for national development
3. Promote individual development and self-fulfillment
4. Promote sound moral and religious values
5. Promote social equity and responsibility
6. Promote respect for and development of Kenya's rich and varied cultures
7. Promote international consciousness and foster positive attitudes towards other nations
8. Promote positive attitudes towards good health and environmental protection.

Achievement of National Goals of Education through CBC

- The Competency Based Curriculum focuses on acquisition of the desired knowledge, skills, values and attitudes to cope with contemporary life challenges.
- It is important to note that learning outcomes are derived from the National Goals of Education.
- The achievement of learning outcomes leads to desired behavioral change.

ii) Learning Outcomes

- Learning outcomes are the end result or what the learner is able to demonstrate upon completion of a lesson, sub strand, strand or level.
- Learning outcomes are expressed through the application of knowledge, skills and attitudes.
- Learning outcomes express what a learner is expected to do after going through a learning experience.
- They indicate the expected observable behavioural changes in the learner after a learning experience.

iii) Essence Statement

- This is statements that describe:
- Why a subject is taught at a certain level
- The strands in the subject
- Learning approaches to be used
- Theoretical underpinning for the subject

iv) Specific Learning Outcomes

- Since CBC is learner centred and activity oriented, learning outcomes are designed following the same trend.
- The outcome statement includes a verb that will clearly illustrate what action learners need to engage in to demonstrate their competencies. \
- The action could demonstrate a change at the level of knowledge, a skill or an attitude.
- The specific learning outcomes should be observable, agreeable to assessment and avoids vague immeasurable terms like know, understand, learn etc

v) Suggested learning experiences

- Learning experiences are activities or tasks that the learner should carry out in order to develop desired knowledge, skills, values and attitudes.
- They focus on developing the learners cognitive, physical and emotional domains. They are interactions in which learning takes place.
- "Interaction between the learner and external conditions in the environment to which he/she can react." Ralph Tyler.

vi) Key inquiry question(s)

- These are questions that:
- Asked to stimulate ongoing thinking and inquiry
- Raise more questions
- Spark discussion and debate
- Demand justification and support
- Responses may change as understanding deepens

vii) Core competencies to be developed

- The following are the core –competences as envisaged in CBC:
  i. Communication and Collaboration
  ii. Self-efficacy
  iii. Critical Thinking and Problem Solving
  iv. Creativity and Imagination
  v. Citizenship
  vi. Digital Literacy
  vii. Learning to Learn
- The seven core competencies are to be learnt in all the learning areas.
- There are certain indicators for the specific core competence that shall be developed in the learning experiences.

viii) Values

- We need to note that values are modelled not taught; "Children adopt the values they experience, not the values that are dictated to them" Dr. Neil Hawk
- **The core values in the CBC are:**
  i. . Respect
  ii. Patriotism
  iii. Social Justice
  iv. Unity
  v. . Love
  vi. . Responsibility
  vii. Peace
  viii. Integrity
- The eight core values are to be learnt in all the learning areas.
- There are certain indicators for the specific core values that shall be developed in the learning experiences.

ix) Links to other subjects

- No subject stands alone in the curriculum.
- Concepts run across subjects and it is important that the teacher makes reference to knowledge or skills learnt in another subject.

x) Assessment Rubrics

- Every sub strand should have an assessment rubric.
- This is a criterion referenced tool that assists the teacher to assess the process or the completed work done by a learner
- The rubric has 4 measurement scales with descriptors which describe the performance levels

Conclusion

- In this Unit, we have looked at curriculum development where we have learnt about the curriculum development process,
- We have also looked at curriculum designs and factors that influence curriculum designs.
- In addition, we have learnt how to interprete curriculum designs and specifically, CBC curriculum designs.
- We hope you now have a better understand of how the curriculum is developed before it reaches you for implementation.