

MPF 1433 CURRICULUM PLANNING AND MANAGEMENT

Curriculum Implementation

Sanitah Mohd. Yusof

Zaitun Sidin

Ahmad Johari Sihes

Implementation

Is the actual use of an innovation or what an innovation consists of in practice. ~ Michael Fullan, Alan Pomfret

Implementation vs Innovation

Became a major educational concern
through out the year

Million of money were being
spent on curriculum innovations and
yet not implemented.

Implementation vs Innovation

Why?

Educators claim that many educational reforms fail because they are responsible in order to have a little or a distorted understanding of the culture of the school

Curriculum Implementation- background

1995-1997- focuses on the innovation itself less on students achievement)

1997- Present- focused on curriculum change which focuses more on student achievement

PLANNING FOR CURRICULUM

Involve: Program, People, Process

PLANNING FOR CURRICULUM

1. Incrementalism
2. Communication
3. Support

Implementation = CHANGE

Implementation can also be considered as a process of change. Changes need to have a purpose, not just political.

Questions to consider:

What happens when changes occur?

What is the value & role change?

What causes the change?

What are all the result of changes in beneficial?

Can teachers control the changes that affect them?

Do different educators engage in change for the same reason?

Are the schools that make a big difference in fact be the most innovative and effective?

Does change is synonymous with improvement?

Guideline for CHANGE

Guidelines for Change

1. Innovations designed to improve student achievement
2. Successful innovation requires a change in the structure of the traditional school
3. Must be managed & executed for the average teacher
4. Adaptation vs regulations

Resistance to CHANGE

Factors of Resisting Change

Lack of desire to change

People are satisfied with what they already have
in place

Teacher lack of knowledge of the rapid change
research

There are no financial or time

RESISTANCE TO CHANGE

Thomas Harvey's List on Change Resistance

1. Lack of ownership
2. Lack of benefits
3. Increased burdens
4. Lack of administrative support
5. Loneliness
6. Insecurity
7. Norm incongruence
8. Boredom
9. Chaos
10. Differential knowledge
11. Sudden wholesale of change
12. Unique points of resistance

CHANGE AS A PROCESS

Factors to Consider

1. The current needs
2. The person involve
3. The role of the teacher

Stages of Change

1. Starter-set level, get the school to receive
2. Execution-present innovation & get people to try it
3. Maintenance monitoring of innovation

MODELS OF CHANGE

ORC-Overcoming Resistance to Change

*Rests on the assumption that the success or failure of planned organizational change basically depends on leaders' ability to overcome staff resistance to change

Guidelines for this model:

- a. Address peoples' fears & doubts
- b. Takes their values & perspectives into account
- c. Gives school administrators & teachers equal power- involved in discussions and decisions

Stages for this model:

1. Unrelated Concerns- no relationship between myself & the suggested change
2. Personal Concerns- How will this change affect me?
3. Task-Related Concerns- How do I implement it? How much time will it require? Materials?
4. Impact-Related Concerns- How will it impact my students?

KEY PLAYERS: Administrators, Directors, Teachers, Supervisors



MODELS OF CHANGE

OD-Organizational Development Model

*Emphasis is on teamwork & organizational culture

(Schmuck & Miles~ post-modern ideas)

7 Characteristics of this model: (French & Bell)

1. Emphasis on teamwork for addressing issues
2. Emphasis on group and intergroup processes
3. Use of action research
4. Collaboration within the organization
5. Organization's culture must be considered
6. Those in charge serve as consultants & facilitators
7. Appreciation of organization's dynamics in a continuously changing environment.

KEY PLAYERS: Administrators, Directors, Supervisors

MODELS OF CHANGE

CBA-Concerns-Based Adoption

*Based on the belief that all change originates with individuals. (*Individuals change, and through their changed behaviors, institutions change.*)

*This model addresses only the adoption (implementation) of curriculum, not development and design. THE FOCUS IS ON ENABLING TEACHERS TO ADOPT THE CURRICULUM & TO VIEW IT AS THEIR OWN.

*Stages for this model:

1. Awareness of innovation
2. Awareness of informational level
3. Concern for self
4. Concern for teaching
5. Concern for students

*In this model, curriculum is not implemented until teachers' concerns have been adequately addressed. Teachers are expected to be creative with it and modify where necessary, tailoring it to their students.

KEY PLAYERS: Teachers



MODELS OF CHANGE

SYSTEMS Model

*This model is based on the idea that the school is an organization of loosely coupled units: departments, classrooms, and individuals. These parts have flexible relationships. The belief is that most schools have little centralized control, especially over what occurs in the classroom. For this reason, it is difficult for curricular change to be implemented as an edict from central office

Wisdom for Promoting Change within this model:

1. Progress from certainty to ambiguity
2. Allow for some chaos in your order
3. Look beyond the person to the behavior
4. Realize that people who feel victimized resist change
5. Use your fallibility to build your credibility
6. Be sensitive
7. Upgrade permanent to temporary
8. Have humor

KEY PLAYERS: Administrators, Directors, Teachers, Supervisors

EDUCATIONAL CHANGE MODEL: (Michael Fullan) FACTORS AFFECTING CHANGE

1. Characteristics of the change
2. Characteristics at the school-district level
3. Characteristics at the school level
4. Characteristics external to the local system

KEY PLAYERS:

Administrators, teachers, students, school board, community members, government

CONCLUSION

The implementation of the curriculum is more than delivering new materials for courses.

It requires an understanding of the purpose of the program, the roles people will play, and those affected.

This process needs to be planned, but not rigid.

It requires constant fine-tuning.

It requires a community of trust.