

CURRICULUM DESIGN KEY PRINCIPLES

REFERENCE: William, G. (2011) *Principled Curriculum Design*.
SSAT (The Schools Network) Ltd

Designed by
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A curriculum breathes life into a school's or teacher's philosophy of education; it is purpose enacted. Different philosophies of education – personal empowerment; cultural transmission; preparation for work or preparation for citizenship – place different emphasis on aspects of curriculum design. Curriculum design involves seven key principles which operate in tension with each other.



BALANCED

Promotes intellectual, moral, spiritual, aesthetic, creative, emotional and physical development as equally important.



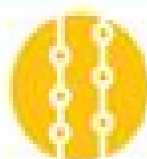
RIGOROUS

Seeks to develop intra-disciplinary habits of mind; the subject matter is taught in a way that is faithful to its discipline.



COHERENT

Makes explicit connections and links between the different subjects/ experiences encountered.



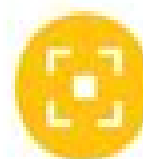
VERTICALLY INTEGRATED

Focuses on progression by carefully sequencing knowledge; provides clarity about what getting better at the subject means.



APPROPRIATE

Looks to avoid making unreasonable demands by matching level of challenge to a pupil's current level of maturity/knowledge.



FOCUSED

Seeks to keep the curriculum manageable by teaching the most important knowledge; identifies the big ideas or key concepts within a subject.



RELEVANT

Seeks to connect the valued outcomes of a curriculum to the pupils being taught it; provides opportunities for pupils to make informed choices.

Content Of The Curriculum

RM Cervero



Content Of The Curriculum:

On the Theory of Content Transformation in Education Tomáš Janík, Jan Slavík, Petr Najvar, Tereza Češková, 2024-03-21 This volume presents a novel theoretical micro analytical model the 3A Methodology for assessing the quality of school education Drawing on philosophers as well as theoretical and pedagogical traditions from European and American contexts the authors construct a model that is relevant to teachers researchers and teacher educators regardless of cultural setting The chapters explain the 3A Methodology as a specific research tool developed to study classroom situations in the form of case studies revealing findings that demonstrate prototypical failures didactic formalism that threaten to compromise the quality of learning as well as prototypical didactic virtues that verifiably support students learning Ultimately building on the distinction of three modes of existence of educational content the intersubjective the subjective and the objective modes the book helps rediscover didactics as a transdisciplinary theory of content transformation and contributes to the improvement of teaching and learning in the classroom long term This volume will be of interest to scholars researchers and postgraduate students working in school education educational psychology and didactics more broadly Teacher educators and school administrators may also find the book of interest Chapters 1 3 and 6 of this book is freely available as a downloadable Open Access PDF at <http://www.taylorfrancis.com> under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4 0 license

Content Area Writing that Rocks (and Works!) Rebecca G. Harper, 2017-04-24 Engage third through twelfth grade students with creative strategies to develop their writing skills with the help of Content Area Writing That Rocks This standards based resource provides teachers with strategies and suggestions to build writing skills based on students interests in technology social media and other contemporary topics Authored by Rebecca G Harper this guide supports overall writing instruction across the content areas

Groundwork of Skill Acquisition and Development Jacob B. Oroks MISM, PMP, CISM, CTS, 2023-11-02 *Groundwork of Skill Acquisition and Development* An Applied Approach creates a foundation for a successful skill acquisition development and transfer The first edition of the book is to guide skill acquisition counselor to assist individuals in developing the inherent potentials on the technology of skill development It is also a blueprint for students and teachers of higher learning cradles The material is targeted for bachelor s degree universities colleges and for entrepreneurs that want to understand the science of psychology of skill acquisition and development Written after ten years of continuous research on the subject matter of skill acquisition development and transfer The language is easy to understand meaningful and straight to the point Users are advised to look forward for the workbook coming soon

Thesaurus of ERIC Descriptors, 1975 Information Series ERIC Clearinghouse on Vocational and Technical Education, 1966

Resources in Education, 1998 *Common Planning Time in Middle Level Schools* Steven B. Mertens, Vincent A. Anfara, Micki M. Caskey, Nancy Flowers, 2013-03-01 This volume the ninth volume in the Handbook of Research in Middle Level Education is a compilation of research studies focusing on the use and

implementation of common planning time CPT in middle level schools All of the studies were part of the Middle Level Education Research SIG s National Middle Grades Research Project NMGRP on Common Planning Time which provides additional evidence about teachers understandings experiences the benefits and barriers about CPT Since all researchers participating in the SIG sponsored project utilized the same data collection protocols and followed the same protocols the overall data collection was systematic and is highly reliable Five research questions were generated to guide the development of the data collection protocols While the authors were encouraged to use their data to address these project level questions they were not required to do so The project consisted of both qualitative and quantitative data collection Phase I qualitative consisted of observations of CPT meetings and structured interviews with teachers Phase II quantitative was comprised of an online teacher survey Within the chapters of this volume a variety of relevant and meaningful research questions are examined utilizing both qualitative and quantitative methodologies

Learning and Leading for Transdisciplinary Literacy through Multi-Tiered Systems of Support Mary E. Little, Enrique A. Puig, 2025-05-15 This comprehensive guide gives an overview of Multi Tiered Systems of Support MTSS for K 12 teacher leaders and other school professionals with practices toward achieving transdisciplinary success for lifelong literacy in schools MTSS is a holistic teacher leadership approach that focuses on transdisciplinary networks of instruction and intervention For MTSS to be effective teacher colleagues and teacher leaders need to be prepared to understand the complexities of the systems and the multiple tiers of support needed within each system as well as their roles in the process This book details an illustrative list of tiers for seven systems within an MTSS framework including multi tiered systems for Assessment and Evaluation Professional Learning e g literacy coaches literacy leadership teams online offline professional learning Family Engagement e g newsletters parent nights parent workshops Parent Teacher Associations Transdisciplinary Curriculum Content e g media centers leveled book rooms schools districts and state resource teachers Community Engagement e g social services school outreach counseling services health services Distributive Teacher Leadership e g School Advisory Committee college university courses professional pathways Response to Intervention Instruction With examples of instructional practices connections to researched resources and implementational plans this book will be useful for teacher leaders literacy coaches and curriculum leaders as well as school board officials and school administrators to leverage their knowledge and skills for transdisciplinary literacy learning in their schools

New Teachers for a New Century Diane Horm-Wingerd, 2001-04
Technical Report, 2007

Proceedings of the 9th International Conference on Education Research, and Innovation (ICERI 2021) Joko Priyana, Nila Kurnia Sari, 2023-02-10 This is an open access book The universe and society both macro and micro were created based on the laws of order which in principle have something in common For example the Milky Way solar system in which the center of the solar system is the sun is surrounded by planets in its orbit These planets like Earth are surrounded by their moons It turns out that even very small objects such as atomic molecules have a

circular model The aims of research is to find these regularities to facilitate and improve the quality of life The advancement of science and technology sport languages and arts are dedicated not only to facilitate the human life but also educate human being themselves Arts is the highest achievement that contain values of life that highly respected by a nation It can be said that arts are reflection of the civilization including moral and vise versa civilization as the representation of the advancement of moral science technology cultures languages and arts by human being The viruses that cause the Covid 19 pandemic are hard to anticipate Everything must be changed This means that it is necessary to strive for innovative methods to

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learning in language education Coupled with this deeper understanding the value of participant research is emphasised by defining the notion of team to include all participants in the educational experience Authors in this volume position practice ahead of theory as they struggle to make sense of the complex phenomena of language teaching and learning The focus of this book is on the nexus between ELT theory and practice as viewed through the lens of collaboration The volume aims to add to the current knowledge base in order to bridge the theory practice gap regarding collaboration for innovation in language classrooms Unified, Kindergarten and First-Grade Teaching Samuel Chester parker, Alice Temple,1925

Supporting Mathematical Development in the Early Years Linda Pound,2006-05-16 Review of the first edition All the major areas of early childhood maths teaching and learning are covered in this powerful book The book is also full of delightful stories It would be eminently suitable for beginning and trainee teachers but would also be helpful to all those concerned in early years settings All the relevant information is here based on a wealth of knowledge and experience TES Supporting Mathematical Development in the Early Years provides practical guidance for parents teachers and other early years workers who want to give children a good start in mathematical development Showing how competent children are as mathematicians from an early age the book offers an overview of young children s mathematical behaviour at home and in early years settings The book de nes the content and the learning curriculum required to promote mathematical thinking including an examination of the relationship between mathematics and language learning and the role of other cross curricular aspects such as information and communications technology ICT It explores the role of staff in observing planning for and supporting children s learning by using a variety of strategies and makes suggestions for promoting effective partnerships between the parents or principal carers and early years staff The book also considers the importance of play and imagination to the development of abstract thought The second edition is comprehensively updated throughout and includes new material on Special Educational Needs the very early years the role of play the role of ICT and examples of outdoor play It is essential reading for early years teachers and students as well as parents who want to understand and develop their children s early mathematical learning United States Code United States,2018 **New Teachers for a New Century** ,2000 During the reign of the Kingdom of Burgundy at the Rhone River about 443 534 a Burgundian church developed with an Arian homoian profile This led to disputes but also to an intensive theological exchange with the predominantly Nicene Gallo Roman population and with Bishop Avitus of Vienne For the first time this monograph provides selected letters and fragments written by Avitus with German translation and annotation which indicate problems of church organization and refer to discourses on religion and theological discussions in particular on the Holy Spirit filioque in order to clarify more exactly the meaning of Arian at that time **Thesaurus of ERIC Descriptors** Educational Resources Information Center (U.S.),1969 Revised edition of a dictionary of terms used in connection with library and documentation work in the broad field of education

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