

Curriculum Design and Realisation



Pre-course induction

Tuesday 30/01/2024



ECEW7004 / ECEW7004C	CURRICULUM PATHWAY – Curriculum Design and Realisation LLWYBR CWRICWLWM - Cynllunio a Gwireddu Cwricwlwm	Alison Evans and Sonny Singh (Co ML)
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Term 2	Dates
National Saturday 1	10-Feb-24
National Saturday 2	09-Mar-24
Assessment Deadline	25-Apr-24

Wales reveals full details of new VCSEs for 14 to 16 year-olds

The new VCSEs will be taught from 2027

Curriculum (re)design
A series of thematic reports
from the OECD Education 2030 project
OVERVIEW BROCHURE



The Curriculum Journal, 2014
Vol. 25, No. 1, 90–110, <http://dx.doi.org/10.1080/09585176.2013.872048>



Two contrasting Australian Curriculum responses to globalisation: what students should learn or become

Bob Lingard^{a*} and Glenda McGregor^b

^aSchool of Education, The University of Queensland, Brisbane, Australia; ^bSchool of Education and Professional Studies, Griffith University, Brisbane, Australia

Platform for Shaping the Future of the New Economy and Society

Schools of the Future Defining New Models of Education for the Fourth Industrial Revolution

January 2020



BLOG

Education Wales

Our national mission: high standards and aspirations for all

Home > 2024 > 01 > Implementing Curriculum For Wales: New

Implementing Curriculum for Wales: new group will help to overcome challenges.

First published: January 18, 2024
Category: General



Walesonline.co.uk • 05/12/2023

The man responsible for Welsh schools defends why standards have dropped

Education Minister Jeremy Miles said he is confident Wales' education reforms are working. But he will meet with school leaders in January to discuss the poor results

0 comments

Successful Futures

Independent Review of Curriculum and Assessment Arrangements in Wales

Professor Graham Donaldson CB
February 2015



Llywodraeth Cymru
Welsh Government



Cardiff
Metropolitan
University

Prifysgol
Metropolitan
Caerdydd



University of
South Wales
Prifysgol
De Cymru



Swansea
University
Prifysgol
Abertawe



Learning Outcomes

1. Analyse and evaluate **different approaches to curriculum design** in relation to **teaching, learning and leadership**.
2. Critically engage with **curriculum development philosophies, programmes and policies** in other **international jurisdictions**.
3. Critically analyse **strategies for change** in relation to curriculum realisation and implementation.
4. **Evaluate different curriculum design approaches** and to critically appraise the various implementation processes that accompany curriculum change within education institutions and systems



Task:

What resources could underpin and support your personal development of the curriculum within your chosen AoLE?

These resources should address:

- i. curriculum design theories
- ii. International perspectives on curriculum design
- iii. Strategies for effective changing of curriculum
- iv. Evaluation and analysis of your own actual or potential application of these aspects in your own context.

Your task is therefore to create:

A portfolio of academic resources for use to support curriculum design in a chosen AoLE with rationale and justification for their selection. (4000 words)

Your portfolio should be a document that could be shared with other teachers across Wales who are developing the same AoLE. It should provide them with a clear insight and robust understanding of the underpinning theories and concepts found in these resources and should identify their weaknesses and limitations as well as their strengths and potential.



Possible method of approaching the portfolio

1. Identify the AoLE and specific focus within it that you will address.
2. It is suggested that you organise your portfolio into four sections (approximately 1000 words each) which relate to the four core strands of the module:
 - i. Approaches to Curriculum Design (Theories)
 - ii. International Perspectives on Curriculum Development
 - iii. Strategies for Change in Curriculum Realisation
 - iv. Curriculum Design Approaches and Processes (Application)
3. You should identify at least **two specific resources** relevant to each of the first three points

RESOURCES

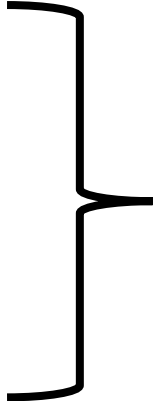
A man with a beard and glasses, wearing a dark suit and a light-colored shirt, is pointing his right index finger towards the word 'RESOURCES'. He is positioned on the right side of the frame, with his face partially visible and slightly out of focus.

- ✓ Academic articles
- ✓ Policy documents (Wales and international)
- ✓ Policy documents by subject/phase support organisations
- ✓ Evidence from colleagues
- ✓ Evidence from learner voice

This is not an exhaustive list – if you can justify the inclusion, you can include it

Each section of the portfolio could be broken down as follows:

- i. Approaches to Curriculum Design (Theories)
- ii. International Perspectives on Curriculum Development
- iii. Strategies for Change in Curriculum Realisation
- iv. Curriculum Design Approaches and Processes (Application)



CORE STRANDS
(Approx. 1,000
words each)

- 1. Rationale and justification** – from the module content and your wider reading, explore how the knowledge gained from the core strand is/could be relevant to curriculum design in your chosen AoLE.
- 2. Evaluation** – critically evaluate the resources in relation to your AoLE and in light of the knowledge gained from the core strand.
- 3. Identify gaps** – what are the challenges of designing materials for your identified AoLE in relation to the core strand. Draw on evidence from the module and wider reading to justify your choice.

Marking Criteria

	Distinction (70%+)	Merit (60%-69%)	Pass (50%-59%)	Fail (0-49%)
Referencing (5%)	4-5	3	2-3	0-2
Analyse and evaluate approaches to curriculum design in relation to teaching, learning and leadership. (25%)	18-25	15-17	13-14	0-12
Critically engage with curriculum development philosophies, programmes and policies in other international jurisdictions. (25%)	18-25	15-17	13-14	0-12
Critically analyse strategies for change in relation to curriculum realisation and implementation. (25%)	18-25	15-17	13-14	0-12
Evaluate different curriculum design approaches and critically appraise implementation processes that accompany curriculum change within education institutions and systems (20%)	14-20	11-13	8-10	0-7

Assessment Rubric

Assessment Criteria	LO	Distinction (excellent) 70% +	Merit (good) 60 - 69%	Pass (satisfactory) 50 - 59%	Fail 0 - 49%
Referencing 5%		Harvard referencing is excellent and used correctly and consistently throughout the assignment to acknowledge sources clearly. Sources are listed completely, clearly and correctly in the bibliography / reference list.	Harvard referencing practice is good, and used throughout the assignment to acknowledge sources clearly, but with some errors and/or inconsistencies. Sources are generally listed correctly and clearly in the bibliography / reference list, but with some errors.	Harvard referencing practice is broadly sound, and used to acknowledge sources, but with a number of recurrent errors and inconsistencies. Sources are listed in the bibliography / reference list with a number of recurrent errors.	Harvard referencing practice is poor, with sources acknowledged in an inconsistent and/or incoherent manner. Bibliography / reference list is highly inconsistent, with errors throughout, and may be incomplete.
Analyse and evaluate approaches to curriculum design in relation to teaching, learning and leadership. (25%)	1	Excellent critical analysis and evaluation of approaches to curriculum design; a wide range of approaches are synthesized to justify the decisions made in the professional setting. Excellent critical evaluation of the application of approaches in the context of teaching, learning and leadership.	Good critical analysis and evaluation of approaches to curriculum design; a range of approaches are synthesized to justify the decisions made in the professional setting but there may be limitations to the range and / or the justifications. Good critical evaluation of the application of approaches in the context of teaching, learning and leadership.	Satisfactory critical analysis and evaluation of approaches to curriculum design; a limited range of approaches are synthesized to justify the decisions made in the professional setting but there may be omissions in the range and / or the justifications. Satisfactory critical evaluation of the application of approaches in the context of teaching, learning and leadership.	Inadequate critical analysis and evaluation of approaches to curriculum design; a very limited range of approaches are described, and the justification of the decisions made in the professional setting may be very limited or omitted. Insufficient critical evaluation of the application of approaches in the context of teaching, learning and leadership.
Critically engage with curriculum development philosophies, programmes and policies in	2	An excellent knowledge of theories and principles of curriculum design based on a wide range of literature, including international perspectives.	A good knowledge of theories and principles of curriculum design based on a range of literature, including international perspectives.	A satisfactory knowledge of theories and principles of curriculum design based on a limited range of literature, including some international perspectives.	Insufficient knowledge of theories and principles of curriculum design based on a very limited range of literature, which may or may not include international perspectives.

other international jurisdictions. (25%)				A tendency to describe rather than to critically engage.	Descriptive without critical engagement.
Critically analyse strategies for change in relation to curriculum realisation and implementation. (25%)	3	Strategies for change are critically analysed in depth and an excellent understanding of curriculum realisation is shown. Strategies chosen are informed by a wide range of <u>factors</u> : e.g. academic insights, policy perspectives, theories, recognised excellent practice, classroom- based evidence, and are robustly justified on the basis of supportive evidence.	Strategies for change are critically analysed and a good understanding of curriculum realisation is shown. Strategies chosen are informed by a range of <u>factors</u> : e.g. academic insights, policy perspectives, theories, recognised excellent practice, classroom- based evidence, and are generally justified on the basis of supportive evidence.	Strategies for change are analysed with limited criticality and a fair understanding of curriculum realisation is shown. Strategies are chosen but are informed by a limited range of <u>factors</u> : e.g. academic insights, policy perspectives, theories, recognised excellent practice, classroom- based evidence, with some justification on the basis of limited supportive evidence.	Strategies for change are poorly analysed with very limited criticality. Little understanding of curriculum realisation is shown. Some strategies are chosen but are limited in nature and there is unclear rationale and justification for their selection. There is very limited supportive evidence.
Evaluate different curriculum design approaches and critically appraise implementation processes that accompany curriculum change within education institutions and systems (20%)	4	Excellent critical evaluation of the implementation of the curricular design process which applies the theories to practice. Excellent critical understanding and reflection on the potential difficulties of implementation and the identification of limitations within their own practice.	Good critical evaluation of the implementation of the curricular design process which applies some of the theories to practice. Good critical understanding and reflection on the potential difficulties of implementation and the identification of limitations within their own practice.	Satisfactory critical evaluation of the implementation of the curricular design process which applies some of the theories to practice. Satisfactory critical understanding and limited reflection on the potential difficulties of implementation and some identification of limitations within their own practice.	Little critical evaluation of the implementation of the curricular design process with very limited evidence of the application of the theories to practice. Insufficient understanding and reflection on the potential difficulties of implementation with inadequate identification of limitations within their own practice.



- Moodle
- Turnitin
- Tutorials