

## Chapter 1 : Annual Report | National Curriculum Development Centre

*The National Curriculum Development Centre (NCDC) and Royal Dutch Kentalis established a partnership to develop the reading method to address specific needs of Deaf learners in Download Effectiveness of the primary four curriculum (the transition class).*

An Overview Read the following curriculum development overview. This one is long. You might find that if you print it in draft mode on your printer it is less straining on the eyes. To some, curriculum has denoted a specific course, while to others it has meant the entire educational environment. Whereas perceptions of the term may vary, it must be recognized that curriculum encompasses more than a simple definition. Curriculum is a key element in the educational process; its scope is extremely broad, and it touches virtually everyone who is involved with teaching and learning. This volume focuses on curriculum within the context of career and technical education. In no other area has greater emphasis been placed upon the development of curricula that are relevant in terms of student and community needs and substantive outcomes. The career and technical and technical curriculum focuses not only on the educational process but also on the tangible results of that process. This is only one of many reasons why the career and technical and technical curriculum is distinctive in relation to other curricular areas and why career and technical education curriculum planners must have a sound understanding of the curriculum development process. Perhaps the foremost of these is historical influence. History has an important message to convey about antecedents of the contemporary career and technical and technical curriculum and provides a most meaningful perspective to the curriculum developer. Curriculum as we know it today has evolved over the years from a narrow set of disjointed offerings to a comprehensive array of relevant student learning experiences. Early Foundations of Curriculum Education for work has its beginnings almost four thousand years ago. This earliest type of career and technical education took the form of apprenticeship. Organized apprenticeship programs for scribes in Egypt are recorded as early as B. At about that time, schools were established that provided two stages of training: The first or primary stage consisted of learning to read and write ancient literature. The second was an apprenticeship stage during which the learner was placed as an apprentice scribe under an experienced scribe, usually a government worker Roberts, Thus, the earliest form of education for work was organized in such a way that basic knowledge could be developed in a classroom setting and applied skills could be developed "on the job. Apprenticeship programs initiated in ancient Palestine, Greece, and other countries followed a similar pattern with youngsters learning a craft or trade through close association with an artisan. Although apprenticeship programs expanded rapidly as various skilled areas became more specialized, reliance continued to be placed on training in the actual work setting-which, in most cases, consisted of conscious imitation. The apprenticeship form of instruction thus remained virtually unchanged until the nineteenth century. Alternatives to Apprenticeship By the sixteenth century, alternatives to apprenticeship were being strongly considered. The educational schemes of philosophers such as Comenius and Locke proposed inclusion of manual arts. Samuel Hartlib set forth a proposal to establish a college of agriculture in England. These and other events in the Realism Movement resulted in trade subjects and practical arts being introduced into formal education. The Age of Reason, likewise, became a catalyst for shifting away from the traditional apprenticeship system. The great demand for cheap, unskilled labor obviously could not be met through apprenticeship programs, and many newly established industrial firms did not desire persons with such extensive training as was provided through the traditional learner-artisan relationship. However, as the Industrial Revolution progressed, owners and managers soon began to realize that skilled workers would be a definite asset to an organization. This increased demand almost seemed to correspond with the rapid decline of formal apprenticeship programs in many skilled areas. Toward Systematic Curriculum Development Perhaps one of the earliest forms of systematic curriculum building in career and technical education may be attributed to Victor Della Vos, director of the imperial Technical School of Moscow. At the Philadelphia Centennial Exposition of , Della

Vos demonstrated a new approach to teaching the mechanical arts that "became a catalyst for career and technical education in the United States" Lannie, Rather than leaning through conscious imitation, the Russian system utilized shops where formal instruction in the mechanical arts could be provided. Bennett, Using these basic principles, Della Vos set up separate shops in the areas of carpentry, joinery, blacksmithing, and metal turning where students completed graded exercises that were organized logically and according to difficulty Lannie, The Russian system, which was noted by many Americans, had a most substantial impact on Calvin Woodward and John Runlke. Woodward initiated a manual training school at Washington University in St. Louis that closely paralleled the system developed by Della Vos. These pioneer efforts served as important precursors of the contemporary career and technical and technical curriculum. The successes of Runkle and Woodward generated great interest in this form of instruction, and soon manual training began to spring up in a number of schools around the United States. Shopwork was even introduced into the elementary schools and, by the late s, it was a formal part of many grammar schools across the nation. However, this progress did not serve as the best substitute for apprenticeship. In response to this deficiency, schools began to organize so that students could be prepared to enter work in a variety of occupational areas. During the late s and early s, technical institutes, trade schools, commercial and business schools, and agricultural high schools began to flourish. However, the standards associated with these programs were quite tax or even nonexistent. Quality was at best a local matter and, more often than not, did not extend beyond the concern of the individual instructor. The result was a considerable amount of inconsistency in quality among programs across the nation. By , a rather strong public sentiment for career and technical education had developed. As the Industrial Revolution continued to expand, a need for skilled workers increased. This need was expressed by both business-people and labor leaders. Rural America began seriously to question the relevance of traditional education and sought to have agriculture play a more important role in the school program. These feelings were more formally presented to the federal government by way of national organizations. Groups such as the National Society for the Promotion of Industrial Education and the Association of Agricultural Colleges and Experiment Stations led the way in terms of securing federal aid for career and technical education. However, the movement to secure federal support for career and technical education was not without controversy. The pressure to institute career and technical education legislation opened a debate between those who believed public schools were places where only liberal studies should be taught and those who believed career and technical education should be incorporated into the school curriculum. In essence, the choice of that time was "whether schools are to become servants of technocratic efficiency needs, or whether they can act to help [persons] humanize life under technology" Wirth, , p. During this historic discussion period, two prominent figures presented different philosophical positions on the place of career and technical education in the public schools. Charles Prosser strongly supported the idea of social efficiency, which contends that schools should be reformed to meet the needs of a technocratic society. Dewey closely monitored the movement, examined the proposed legislation, and spoke out against certain of its aspects. For example, he opposed dualism in education, an idea that Prosser had firmly imbedded into the legislation. Among other things, this landmark legislation set the stage for career and technical education being separate and distinct from academic education. The Smith-Hughes Act and subsequent federal legislation have had profound effects on the public career and technical and technical curriculum. Not only has legislation provided funds for high-quality education, but state and local education agencies have been required to meet certain standards if they want to qualify for these funds. Since legislation has stipulated that career and technical education be under public supervision and control, the standards associated with federal funding have had great impact on curriculum development in career and technical education. Types of offerings, targeted groups of students, scheduling, facilities, equipment, and numerous other factors have been incorporated into federal legislation supporting career and technical education. These factors have, in turn, affected curriculum planning, development, and implementation, since they have required the local developer to be responsive to national-level concerns. The point should be made that the Smith-Hughes Act and more recent legislation have supported the concept of

providing students with a broad experiential base in preparation for employment. This contrasts greatly with many of the early career and technical offerings, which were more or less separate entities, often consisting of single courses. A major impact of federal legislation on career and technical and technical curricula, then, has been in the area of quality control. The various career and technical education acts have assisted greatly in the establishment of minimum program standards. Beginning in the s, people began to recognize that the world was slowly shifting from separate and distinct country economies to a more holistic, global economy. Persons in the workplace were thus beginning to see their competition shift from regional and national bases to an international venue. Concurrently, a technological revolution was occurring. Demands placed on workers in the new workplace included greater facility in mathematics, science, English, and communication. Persons who were employed in the high performance workplace were expected to apply their academic skills as they continued their learning in continuously changing work environments, to serve as contributing members of self-directed work teams, and often to be leader-workers instead of the traditional follower-workers. Obviously, these shifts in the workplace called for a different sort of career and technical education legislation. Such legislation should encourage educators to prepare students who had academic skill levels that matched their technical expertise. Response to this need emerged as several important pieces of federal legislation. Perkins career and technical and Applied Technology Education Act of Perkins 11 is grounded in the notion that the United States is falling behind other nations in its ability to compete in the global marketplace. Among its various provisions, the Perkins II legislation offered the states financial incentives to create and operate educational programs that have as their goal producing workers who function more effectively and thus increase United States competitiveness in the current and future international workplace. The Perkins 11 legislation ushered in a new era of preparing students to enter and succeed in the workplace. For example, the law shifted emphasis from reactive and rigid career and technical education curriculum and instructional models to those emphasizing flexibility and cooperation. In contrast with previous legislation that contributed to a wide separation between academic and career and technical education, the Perkins II legislation supported the integration of academic and career and technical education studies. Also included were provisions for using Tech Prep to link high school and post-high school curricula in creative and beneficial ways. More recently enacted legislation, termed the School-to-Work Opportunities Act of , has expanded on the proactive elements of Perkins II. In order to receive school-to-work funding, programs are required to include three components: This Act has been seen by many as legislation that "brings it all together" to form a powerful curriculum and instructional delivery system. It encourages creative, collaborative development of curricula that link academic and applied studies in more meaningful ways. It is indeed unfortunate that he could not be present to see some of his views incorporated into national legislation Finch, Education itself is often viewed as an amorphous term that defies description and explanation. In actuality, education is a concept that each curriculum developer needs to define and refine before the curriculum development process is carried out. Education and Its Elements In contemporary society, education may be viewed as comprised of two basic elements: Formal education is that which occurs in a more structured educational setting. Representative of this element would be school and school-related activities such as taking a course, participating in a school athletic event, holding employment as part of a formal cooperative career and technical education program, or being involved in a student club or organization. Informal education often called non-formal education consists of education that typically takes place away from the school environment and is not a part of the planned educative process. Part-time volunteer work in a hospital, babysitting, taking a summer vacation in Europe, and waiting on tables might be considered as informal education activities. Central to this element is the fact that a person chooses to engage in a non-school activity, and this participation results in some form of education. Goals of Education Superimposed on the formal and informal elements of education are two categories that reflect the broad goals associated with it. These two types of education may be referred to as education for life and education for earning a living.

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## Chapter 2 : Curriculum Development: An Overview

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It also shows the interaction and relationships of the four essential phases of the curriculum development process: It is important to acknowledge that things do not always work exactly as depicted in a model! Each phase has several steps or tasks to complete in logical sequence. These steps are not always separate and distinct, but may overlap and occur concurrently. For example, the curriculum development team is involved in all of the steps. Evaluations should occur in most of the steps to assess progress. Each step logically follows the previous. It would make no sense to design learning activities before learner outcomes and content are described and identified. Similarly, content cannot be determined before learner outcomes are described. In the experience of the author, and confirmed by other curriculum specialists, the following curriculum development steps are frequently omitted or slighted. These steps are essential to successful curriculum development and need to be emphasized. Recruiting and training volunteer facilitators: Evaluating and reporting on the impact of the curriculum: Two types of evaluation are included in the Phases and Steps illustration: Summative evaluation provides evidence for what works, what does not work, and what needs to be improved. In every step of the curriculum development process, the most important task is to keep the learner in this case, youth in mind and involve them in process. The results may prompt decision makers to allocate resources for a curriculum development team to prepare curriculum materials. A brief description of each of the curriculum development steps is described below. After reviewing these descriptions, you should have a very clear idea of how the steps occur in each of the phases and what each step includes. The steps in this phase include: This section explores some of the questions that need to be addressed to define the issue and to develop a statement that will guide the selection of the members of a curriculum development team. The issue statement also serves to broadly identify, the scope what will be included of the curriculum content. Topics covered in this section include: The goal is to obtain expertise for the areas included in the scope of the curriculum content among the team members and develop an effective team. The first is procedures for conducting a needs assessment. A number of techniques are aimed toward learning what is needed and by whom relative to the identified issue. Techniques covered in this section include: Analysis, the second part of this needs assessment step, describes techniques on how to use the data and the results of the information gathered.

## Chapter 3 : Publications | National Curriculum Development Centre

*In an effort to review the education curriculum to match it with the country's needs, National Curriculum Development Centre (NCDC) was set up under a decree of and later revised in by parliament.*

## Chapter 4 : [blog.quintoapp.com](http://blog.quintoapp.com): National Curriculum Development Centre | NCDC

*The Curriculum Development Centre (CDC) of Malaysia became an operating agency in January and became a division of the Malaysia Ministry of Education in May Its establishment was the culmination of over a decade of curriculum development efforts by the Ministry of Education. The CDC was.*

## Chapter 5 : Annual report / Curriculum Development Centre | National Library of Australia

*Report of the Curriculum Development Centre in Hindi. on [blog.quintoapp.com](http://blog.quintoapp.com) \*FREE\* shipping on qualifying offers.*