



CHRISTIAN HERITAGE COLLEGE

ED646

CURRICULUM IN ACTION

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

Unit code	ED646
Unit name	Curriculum in Action
Associated higher education awards	Graduate Certificate in Christian Education Master of Education
Duration	One semester
Level	Postgraduate
Unit Coordinator	Dr Robert Herschell
Core/Elective	Elective
Weighting	Unit credit points: 10
	Total course credit points: Graduate Certificate in Christian Education - 40 Master of Education - 80
Student workload	Directed study hours: 90 Personal study hours: 60 Total workload hours: 150
	Students requiring additional English language support are expected to undertake an additional 1 hour(s) per week.
Delivery mode	External
Pre-/Corequisites	Prerequisite or corequisite: ED601 Applying Worldview Studies to Christian Education OR ED602 Philosophical Perspectives on Education
Rationale	<p>Curriculum development is a well-established sub-discipline within education. Over recent years, however, many of the established paradigms within curriculum development have been undergoing change. Rational-empirical approaches to curriculum change have given way to more 'critical' but national approaches. Educational practitioners, at all levels, need epistemological, philosophical and theological knowledge, as well as practical skills, which engage with and enhance school-based curriculum enterprises.</p> <p>Distinctions are made between curriculum theory and curriculum development theory. This unit focuses on the latter and aims to equip educationalists in the design, development, implementation and evaluation of curriculum, especially those related to particular educational contexts such as the marginalised, the disadvantaged and subgroups in school settings (for example, middle school boys, Year 9 girls, gifted and talented). Such a task requires an understanding of past practices and current innovations. To this end, a range of curriculum development models and methods will be studied and some innovations will be trialled.</p> <p>As many of the students engaging in this unit are employed within Christian schools, approaches to curriculum development will need to be relevant in such settings.</p>

Learning outcomes	<p>On completion of this unit, students will have provided evidence that they have:</p> <ol style="list-style-type: none"> 1. reviewed different philosophical and theoretical approaches to the study of curriculum development; 2. examined and evaluated the interaction between curriculum innovation, school organisation and teacher professionalism/ministry; 3. implemented and evaluated procedures and strategies of curriculum development for an innovation in a particular context; 4. designed and tested school-based services required to support curriculum development in educational settings; 5. evaluated curricula and applied an appropriate approach to the innovation context; 6. designed, implemented and reviewed strategies for curriculum innovation and change relevant to specific learning setting; and 7. communicated at an appropriate tertiary standard, with special attention to design elements, grammars, usage, logical relations, style and presentation.
Content	<p>The changing nature of educational understandings of curriculum, development and change.</p> <p>The role of the teacher and the nature of school organisations.</p> <p>Models of curriculum development and change.</p> <p>Human resources as instruments of change: involving the extended school community in the change process.</p> <p>Curriculum development procedures and strategies.</p> <p>Curriculum evaluation: priorities and approaches</p> <p>Matching strategies for change and curriculum development with individual settings.</p>
Assessment tasks	<p>Task 1: Analytical paper</p> <p>Word length/Duration: 3000 words</p> <p>Weighting: 50%</p> <p>Learning outcomes: 1-4, 7</p> <p>Assessed: Y - 2015, S - 2, W - 7</p> <p>Task 2: Investigative report</p> <p>Word length/Duration: 3000 words</p> <p>Weighting: 50%</p> <p>Learning outcomes: 2-7</p> <p>Assessed: Y - 2015, S - 2, W - 15</p>
Specialist resource requirements	Nil
Prescribed text(s)	Nil
Recommended readings	<p>Brady, L., & Kennedy, K. (2007). <i>Curriculum construction</i>. (3rd ed.). Sydney: Prentice-Hall.</p> <p>Chiarelott, L. (2005). <i>Curriculum context: Designing curriculum and instruction for teaching and learning in context</i>. Florence, KY: Wadsworth.</p> <p>Donnelly, K. (2005). <i>Benchmarking Australian primary school curricula</i>. Canberra: Department of Education, Science and Training.</p>

<p>Recommended readings (continued)</p>	<p>Hall, G., & Hord, S. (2010). <i>Implementing change: Patterns, principles, and potholes</i>. Sydney: Prentice Hall.</p> <p>Lattuca, L. (2009). <i>Shaping the college curriculum: Academic plans in context</i>. San Francisco, CA: Jossey-Bass.</p> <p>Lovat, T., & Smith, D. (2003). <i>Curriculum: The holistic curriculum, action on reflection</i>. (4th ed.). Tuggerah, NSW: Social Science Press.</p> <p>Marsh, C. (2009). <i>Key concepts for understanding curriculum</i>. (4th ed.). New York, NY: Routledge Farmer.</p> <p>Milan, J. (2008). <i>Understanding curriculum context</i>. Texas: PhD Thesis, A&M University.</p> <p>Miller, J. (2007). <i>The holistic curriculum</i>. Toronto, CAN: University of Toronto Press.</p> <p>Van Brummelen, H. (2002). <i>Steppingstones to curriculum: A biblical pathway</i>. (2nd ed.). Colorado Springs, CO: Purposeful Design.</p> <p>Journals and Periodicals</p> <p>Australian Journal of Teacher Education</p> <p>Curriculum Inquiry</p> <p>Journal of Curriculum Studies</p> <p>Websites</p> <p>http://www.australiancurriculum.edu.au</p> <p>http://cnx.org/</p> <p>http://ca-btsainduction.org/fact/modules/context</p> <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as the <i>New International Version (NIV)</i> or the <i>New King James Version (NKJV)</i>.</p> <p>These and other translations may be accessed free on-line at http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<p>Unit summary</p>	<p>Through an analysis of curriculum theory and curriculum development theory, this unit establishes frameworks for the examination and critique of past and current innovations. These frameworks provide bases for the design, development, implementation and review of an educational innovation that will be trialed and reviewed in a selected setting.</p>