



Level 5 Diploma in Teaching

KHDA Dubai Approved | Ofqual UK Regulated



National Academy
Better Education | Better Lives

Pedagogic methodologies and curriculum development in further education

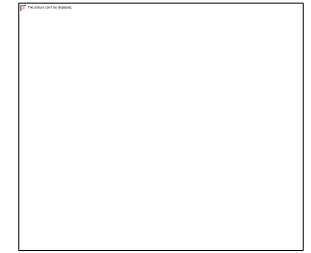
Neelam Deen Litt

BA Hons

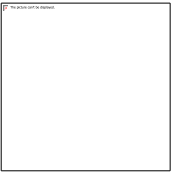
PGCE

MA SEN

Housekeeping



Mute your microphone when not talking.



Please use your full name as the profile/display name when you log in



Keep video on and be attentive. Show your understanding with a nod or hand gesture (thumbs up)

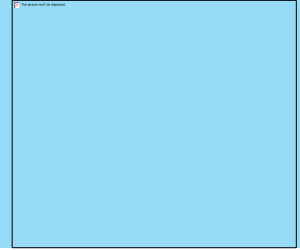


Use the 'raise my hand' feature to ask questions or share ideas or experiences



Be active and take notes

Lesson Objective

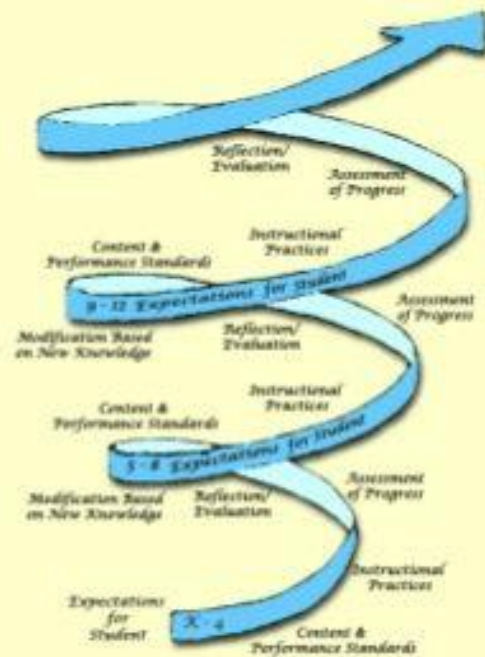


- 3.1 Analyse theories and models of curriculum development in own area of specialism to engage and challenge learners
- 3.2 Explain the fundamental principles of rigorous curriculum design
- 3.3 Analyse the benefits and challenges of adopting a person-centred and inclusive approach in curriculum planning
- 3.4 Evaluate strategies for embedding mathematics and English skills in the curriculum to promote interdisciplinary learning
- 3.5 Compare and contrast different timetabling approaches in the further education and skills sector

Recap - 3.1 Definition of curriculum

- Define/ explain curriculum development.
- A curriculum is a guideline that explains what the students will learn, how they'll learn it, and how they'll show they've grown on an academic and intellectual level.
- A curriculum is designed with specific educational purpose
- Curriculum should improve student learning
- The learning goals should be aligned which work towards progressions (example student studying at Level 1 should be able to progress on to L2 learning)

The Student Learning Spiral



The above graphic is Adapted from Costa, Arthur L. and Kallick, Ben (eds) *Assessment in the Learning Organization, Shifting the Paradigm* (Washington, D.C. ASCD, 1995) page 27

Discovery Learning

Bruner believes that when students discover it by themselves, it increases the responsibility to learn on their own and motivation to learn more.

Spiral Curriculum

Literacy

In literacy, we'll often use the spiral approach to increase our [vocabulary](#), grammar, knowledge of literary topics, and critical thinking.

- Teachers and librarians will often give students books, for example, which will increase in difficulty and length one after the other.
- Students need to follow the sequence in order to build confidence and skill in reading.
- Similarly, a student might first learn about nouns before adjectives and verbs before adverbs.
- This is because knowledge of adjectives requires prior knowledge of nouns and knowledge of adverbs requires prior knowledge of verbs.

Curriculum Evaluation Models

- There are various models used to evaluate a curriculum.
- These include the
 - Tyler Model,
 - Taba Model
 - Stake's Model
 - CIPP Model.
- Small group task
- To research a model, provide overview of this model and how it is used to evaluate a curriculum



Tyler Model Group -1

- ❑ **Ralph Tyler who developed it in the 1940s,**
- ❑ **The Tyler model involves a step-by-step process of curriculum development that begins with defining the objectives of the curriculum, identifying appropriate learning experiences, organizing these experiences into a logical sequence, and assessing the effectiveness of the curriculum in achieving its objectives.**
- ❑ **based on four fundamental questions:**
- ❑ **What educational purposes should the school seek to attain? - Defining clear objectives.**
- ❑ **What educational experiences can be provided that are likely to attain these purposes? - Designing instructional strategies and activities.**
- ❑ **How can these educational experiences be effectively**

HILDA TABA MODEL



1. Diagnosis of Needs

2. Formulating Objectives

3. Selecting Content

4. Organizing Content

*Key Concepts
Main Ideas
Facts*

5. Selecting Learning Experiences

6. Organizing Learning Experiences
*Teaching Strategies for Cognitive Development
Teaching Strategies for Affective Development*

7. Evaluation

Taba Model

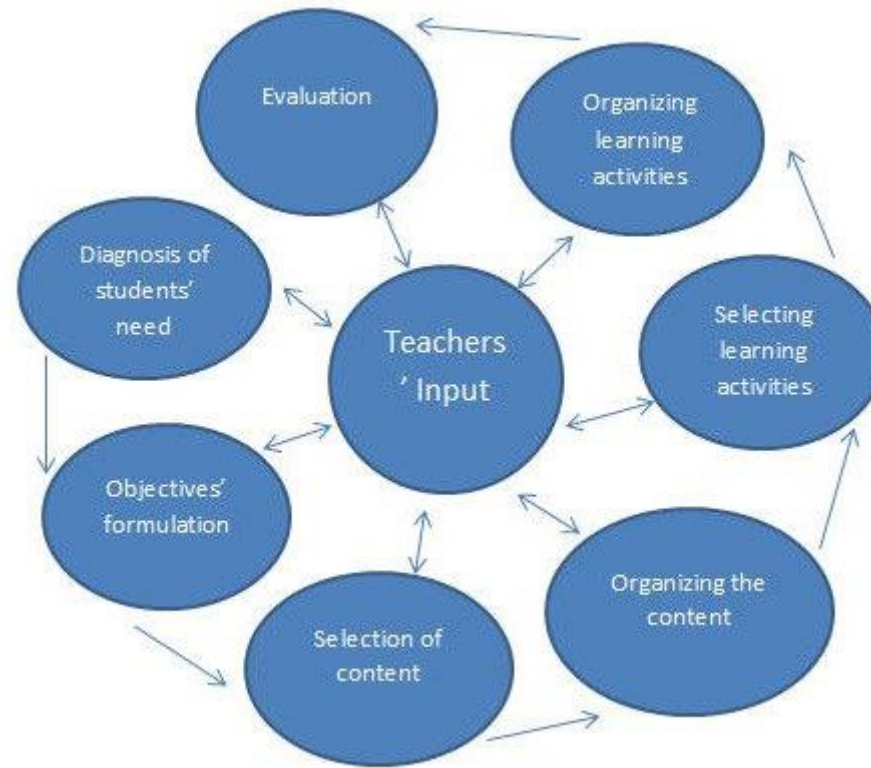


1. The Taba Model for curriculum development, created by Hilda Taba, is a “bottom-up” model that emphasizes teacher involvement in designing the curriculum. Unlike top-down models, Taba believed that teachers, being directly engaged with students, should develop, test, and refine the curriculum.

Key Steps in the Taba Model:

- Diagnosing Needs – Identify what students need to learn.
2. Formulating Objectives – Define clear learning goals.
3. Selecting Content – Choose relevant topics and information.
4. Organizing Content – Arrange content in a logical sequence.
5. Selecting Learning Experiences – Plan engaging and effective activities.
6. Organizing Learning Experiences – Structure activities to build understanding.
7. Evaluating and Assessing – Measure student progress and curriculum effectiveness.

Taba Model



Stakes. Model



- The Stakes. Model of curriculum evaluation, was developed by Robert E. Stake. In which it assesses educational programs focusing on three key areas;
- Antecedents(Before Implementation,
- Transaction (during implementation
- Outcomes(after implementation).
- This model is used to improve curriculum design, enhance student learning and guide decision making by providing formative and summative evaluation insights

3. STAKE's MODEL (1969)

Antecedent is any condition existing prior to teaching and learning which may relate to outcome.

Transactions are the countless encounters of students with teacher, student with student, author with reader, parent with counsellor

Outcome include measurements of the impact of instruction on learners and others

Explain the fundamental principles of rigorous curriculum design

- In order to achieve education goals, various principles of curriculum design have to be put in place. These include the principle of personalization, breadth, relevance, challenge and enjoyment.



Cited from:

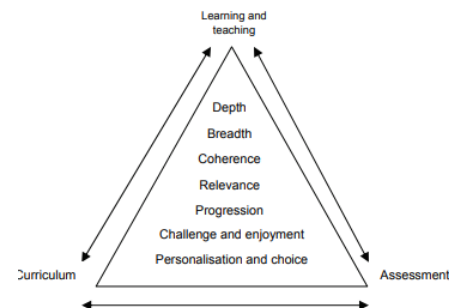
<https://blogs.glowscotland.org.uk/an/public/AngusParentCouncilGroup/uploads/sites/16/2011/06/7-Principles-of-Curriculum-Design-Leaflet.pdf>

Principles for Curriculum Design

Learning should be designed on the basis of the following principle:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Coherence
- Relevance
- Personalisation and choice.

The principles must be taken into account for all children and young people. The principles will help teachers and schools in their practice and as a basis for reviewing, evaluating and improving the learning and teaching. Although all should apply at any one stage, the principles will have different emphases as a child or young person learns and develops.



What do the principles mean for children and young people?

Challenge and enjoyment

Children and young people should find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambitions for all. At every stage, children and young people should experience an appropriate level of challenge, to enable each individual to achieve his or her potential. They should be active in their learning and have opportunities to develop and demonstrate their creativity. There should be support to enable children and young people to sustain their efforts.

Breadth

All children and young people should have the opportunities for a broad range of experiences. Their learning should be planned and organised so that they will learn and develop through a variety of contexts within both the classroom and other aspects of school life.

Progression

Children and young people should experience continuous progression in their learning from 3 to 18 years. Each stage should build upon earlier knowledge and achievements. Children and young people should be able to progress at a rate which meets their individual needs and aptitudes.

Depth

There should be opportunities for children and young people to develop their full capacity for different types of thinking and learning, exploring and achieving more advanced levels of understanding.

Coherence

Children and young people's learning activities should combine to form a coherent experience. There should be clear links between different aspects of learning. Such links should be discussed with children and young people in order to bring different strands of learning together.

Relevance

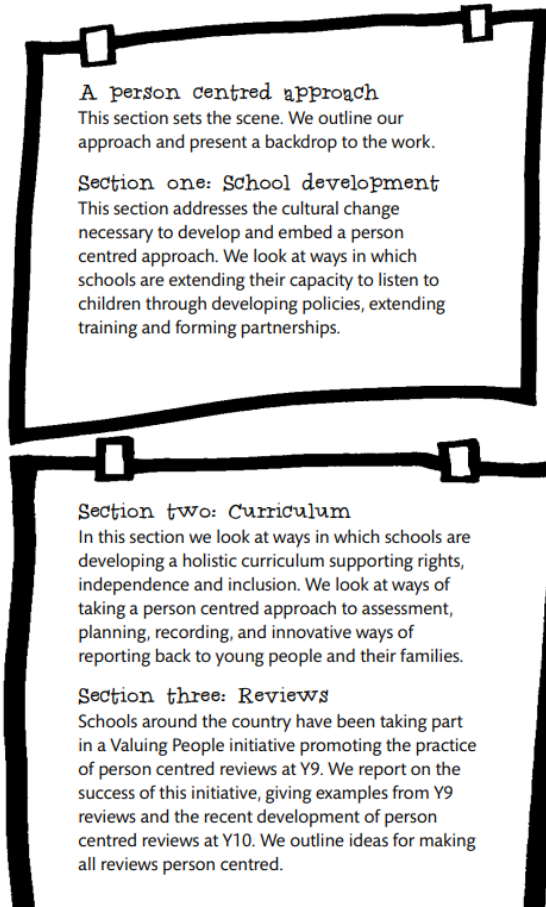
Children and young people should understand the purpose of their learning and related activities. They should see the value of what they are learning and its relevance to their lives, present and future.

Personalisation and choice

The learning planned for children and young people should respond to their individual needs and support particular aptitudes and talents. It should provide opportunities for exercising responsible personal choice. Once children and young people have achieved suitable levels of attainment across a wide range of areas of learning, the choice should become as open as possible.

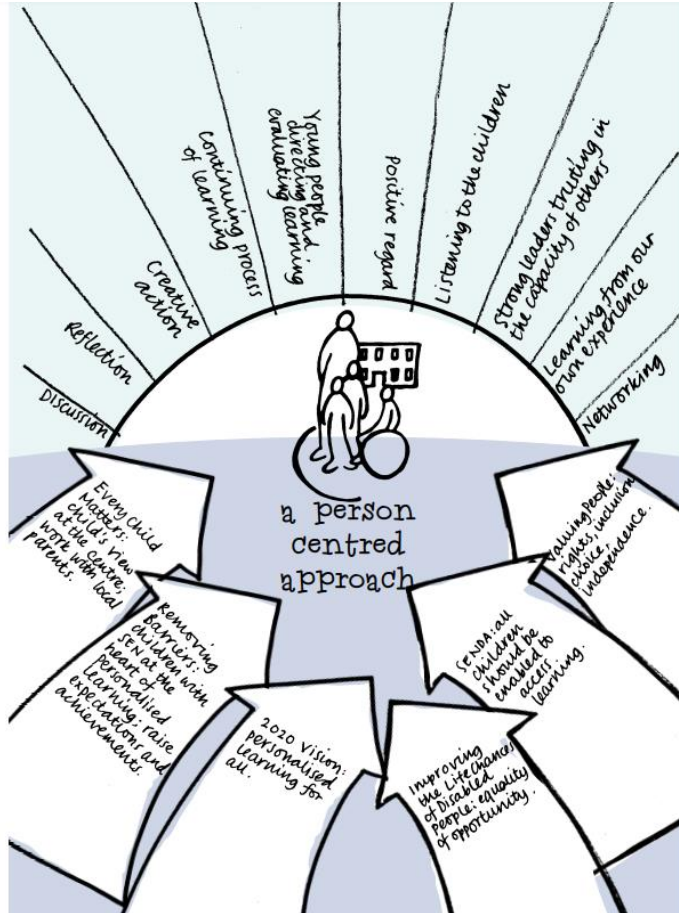


3.3 Analyse the benefits and challenges of adopting a person-centred and inclusive approach in curriculum planning



- <https://new.sthelens.gov.uk/media/8869/developing-person-centered-approaches-in-schools.pdf>
- <https://www.skillsforhealth.org.uk/images/pdf/Person-Centred-Approaches-Framework.pdf>

Advantages and disadvantages of person centred approach:



improved mutual interaction in relationships

Improved cost-effectiveness and improved work environment,

The disadvantages can involve increased personal and financial costs, exclusion of certain groups

3.4 Evaluate strategies for embedding mathematics and English skills in the curriculum to promote interdisciplinary learning

- Maths

- English

Group 1

- **Strategies for embedding mathematics and English skills in the curriculum to promote interdisciplinary learning -**
 - **Project-Based Learning (PBL)**
 - ☐ **Design real-world projects requiring both math and English skills.**
 - ☐ **Eg math in science: using algebra to analyze data in experiments**
 - **use statistics, percentages, and charts**
 - **Educational games, Digital tools etc**
 - ☐ **Online quizzes, Mathellitics etc**
 - **Creative writings With Numbers.**
 - ☐ **Diary of a number, Math Mystery, Letter from a number to another, etc**
 - **In geometry, student write a justification for why a particular theorem applies to given problem**

Group 2

In economics we provide a schedule to the students so that they can draw a graph

- Utilize supply and demand curves, production possibility frontiers (PPFs), and cost-revenue diagrams to teach slopes, equations of lines, and area calculations. Example: Explain price elasticity of demand using percentage changes in price and quantity
- Each basic algebra to solve economic equations, such as cost, revenue, and profit functions.
- Example: Break-even analysis using the equation: $\text{Total Revenue} = \text{Total Cost}$
Revenue=Total Cost- English: Writing clear, structured reports, using persuasive arguments, and explaining data in a meaningful way.
- Example: Write a news article analyzing inflation trends using real-world data.
- Argumentative essays related to economic issues.
- In the end of PE lesson we ask students to draw bar diagram based on the preference of how many of them likes to play football, basket ball or play cricket out of total number of students in classroom or a particular grade

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Shape Hunt and Drawing (Math + English through Visuals)

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Goal: Learn geometric shapes and improve vocabulary.

Go on a "shape hunt" around the classroom or outdoors. After finding different shapes, have students describe them and draw them on paper.

Example: Ask the children to find a circle, square, triangle, and rectangle. Once they find them, have them draw pictures of those shapes.

Activity: Use phrases like, "Can you find something shaped like a circle?" or "What does a triangle look like?"

English Focus: Vocabulary (shape names), descriptive language (big, small, round, straight).

Math Focus: Shape recognition, geometric properties.

Childcare Lesson



- Plan school trip
- Include child staff ratio
- Cost of trip
- Risk assessments
- Letters to parents

3.5 Compare and contrast different timetabling approaches in the further education and skills sector

- Different colleges may have difference in how they structure their timetables. Timetabling approaches may include traditional fixed timetables- these may consist of 9-5 lessons.
- Sixth forms may have different times such as 9-4pm
- Online and blended learning delivery models
- Some FE sectors may have a blended approach
- Flexible scheduling options such as block scheduling or modular timetables
- These may include block placements

Your experiences – ready for next week



- What topic do you deliver?

What could be the difficulties with the delivery?

What strategies can you apply to overcome this ?

Any Questions

