A Briefing on the Macro Issues about Curricular Activities

CASIO Skill-up Seminar

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Macro Issues

- Curriculum Types
  - A Classification by John Goodlad
- Evaluation Types
  - For Students
  - For Teachers
- Teachers Promotion System
A Classification of 5 Curriculums

To help us getting organized.
Brief descriptions and stakeholders.

**Ideological Curriculum**
What the curriculum is meant to be
Stakeholder: MOE, educator, curriculum maker

*Issues: the power of curriculum; the order of contents; subjects, courses, and learning hours*

**Formal Curriculum**
Materials approved and adopted
Stakeholder: publisher and teacher

*Issues: the freedom of publishing environment and teaching contents*

**Operational Curriculum**
What teachers actually teach
Stakeholder: exam-composer; teachers; cram school teachers

*Issues: what teachers taught are not always same as what they perceived*

**Perceived Curriculum**
How teachers etc think of the curriculum
Stakeholder: Teacher, parents, school managers

*Issues: Can the “operators” of the curriculum fully understand the concept?*

**Experiential Curriculum**
What students receive and perform
Stakeholder: students

*Issues: Is it same as what curriculum composer expect?*
We Focus Mainly on the Upper 3

However, each aspect is correlated with others. This framework helps with reviewing issues from main stakeholders’ perspectives.

Ideaological Curriculum

Formal Curriculum

Operational Curriculum

Perceived Curriculum

Experiential Curriculum
A Flow Chart of the Implementation of Curriculum

Most countries should have most of the components. Participants are invited to analyze the system in your own location.

Curriculum Flow Chart – Chung-Yi Chang

Source: Teacher Training Seminar held by Department of Curriculum Developing on 2017/06/03
Interview with professors as following: C.Y. Fang, Hui-chuan Chen, Wei-Chang Shann, and My tears and blood
Ideological Curriculum. A Legal Document?


**Ideological Curriculum**

*What the curriculum is meant to be*

Stakeholder: MOE, educator, curriculum maker

**Formal Curriculum**

*Materials approved and adopted*

Stakeholder: publisher and teacher

**Perceived Curriculum**

*How teachers understand the curriculum*

Stakeholder: Teacher, parents, school managers

**Operational Curriculum**

*What teachers actually teach*

Stakeholder: exam-composer; teachers; cram school teachers

**Experiential Curriculum**

*What students receive and perform*

Stakeholder: students
## Ideological Curriculum. Parts and Levels.

<table>
<thead>
<tr>
<th>Power Receiver</th>
<th>None</th>
<th>Loosely Arranged</th>
<th>Public schools only</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow the guideline of exams</td>
<td>Overall goals for 3-4 years</td>
<td>A list of contents • (and/or) a list of description of performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Details Of Content</td>
<td>Type1: General Math</td>
<td>Specify topics shall be covered • Materials and Devices</td>
<td>Specify topics in a sequence (like a table of contents in textbook)</td>
<td>A do’s-and-don’ts list</td>
</tr>
<tr>
<td>Type2: Math In Topics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elaborates</td>
<td>none</td>
<td>Within Curriculum Document</td>
<td>Appendix or Supplements</td>
<td></td>
</tr>
<tr>
<td>Device / Calculator Tool</td>
<td>Ideologically encouraged</td>
<td>Specifically recommended</td>
<td>Required By Topics</td>
<td>Regulated clearly about in-class and in-exam functionality</td>
</tr>
<tr>
<td>Suggestions Only</td>
<td>Partially mandatory</td>
<td>Who provide the budgets?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Electives</td>
<td>none</td>
<td>National Required / Elective Courses • School Required / Elective Courses</td>
<td>Supervised by school • In-school peer-to-peer</td>
<td>Supervised by external authority • Consulted by colleges</td>
</tr>
</tbody>
</table>

| Authority Course Guide Tool | Minimum regulation from MOE | |
|-----------------------------|-------------------------------|  |
|                             | Supervised by school • In-school peer-to-peer |  |

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Formal Curriculum: Materials Approved and Adopted


**Ideological Curriculum**
*What the curriculum is meant to be*
Stakeholder: MOE, educator, curriculum maker

**Formal Curriculum**
*Materials approved and adopted*
Stakeholder: publisher and teacher

**Operational Curriculum**
*What teachers actually teach*
Stakeholder: exam-composer; teachers; cram school teachers

**Perceived Curriculum**
*How teachers understand the curriculum*
Stakeholder: Teacher, parents, school managers

**Supporting Materials**
*Detail / general*
*Widely available / limited availability*

**Experiential Curriculum**
*What students receive and perform*
Stakeholder: students

Approval
Strict/loose

Training And Review

Learning hours and Contents
Formal Curriculum

Regarding Publishers.

- Free to publish
- Only those Pass the Inspection can Publish
- Only Authorized Organizations are Allowed
  - Price Regulations
  - Number of page
  - Folio size
  - font size, color
- Selected by each instructor
- By school
- By district
- One copy in whole nation

- Responsibility of parents
- Responsibility of schools
  - Can textbook publishers provide them without extra charge?
- Regulated by National Curriculum

- Anyone can publish guides
- Only those Pass the Inspection can Publish
- Only Authorized Organizations are Allowed
  - Price Regulations
  - Number of page
  - Folio size
  - font size, color
- Available in the retail channels (parents can get it)
- Free “gift” to teachers
  - Optionally Acquired by Parents
  - Required by Teacher/School
- Extra purchase made by schools
Formal Curriculum

Regarding Teachers.

**Regulation imposed**
- Strict

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Syllabus</th>
<th>Lesson Plan</th>
<th>Notes</th>
<th>Video</th>
<th>Teaching Hours</th>
<th>Remedial Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>No special Request</td>
<td>• By each teacher</td>
<td>• Organized by school</td>
<td>• Aligned by the whole district</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Is it a common practice?</td>
<td>• Voluntarily by individual teachers</td>
<td>• Voluntarily by groups of teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Encouraged/discouraged</td>
<td>• Individual work/Group work</td>
<td>• By district administrator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Inspected</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Any training available to the teaching preparation?</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>• Knowledge about teaching methods? (ie. Step-by-step plan including triggering questions with expectation to the anticipated reactions by students)</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No special Request</td>
<td>• Encouraged/discouraged</td>
<td>• Individual work/Group work</td>
<td>• Any credits?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Open/limited right</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers have right to lower/increase the learning hours</td>
<td>• Certain rules applicable to increase the class hours</td>
<td>• Can teachers get extra pay?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can teachers get extra pay?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Paid by whom?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ceiling?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remedial Teaching</td>
<td></td>
<td>• Will it have impacts on students’ evaluation?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Same teaching contents or not?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Teaching Preparation. Syllabus and Lesson Plan.

Syllabus: course plan for a semester/term.
- Required or not.
- Provided by each teacher or Organized by school.
- Aligned in the whole district (concerned parents and cram schools).

Lesson Plan: teaching plan for a period (for instance 50 minutes).
- Required or not.
- Voluntarily prepared by teachers or by groups of teachers.
- Is it a common practice at all?
- Are teachers trained for this?
- Come with different details:
  - a step-by-step lecture/activity plan,
  - a minute-by-minute plan,
  - a triggering question or inquiry with students’ anticipated reactions and the teacher’s responses,
  - come with an analysis of prerequisites and initial conditions,
  - come with a list of lesson goals with an intention to achieve it,
  - designed with assessments to evaluate the achievements (UbyD: Understanding by Design)?
Perceived Curriculum. Teachers, parents, administrators

Materials and Activities to Help Teachers fully Understand the Philosophy, Mission, and Techniques of the Curriculum, such as On-job Training and Teachers Guides.

Supporting Materials

- Ideological Curriculum: What the curriculum is meant to be
  - Stakeholder: MOE, educator, curriculum maker
  - Regular/called-by-mission: Re-training

Formal Curriculum: Materials approved and adopted
  - Stakeholder: publisher and teacher

Operational Curriculum: What teachers actually teach
  - Stakeholder: exam-composer; teachers; cram school teachers

Experiential Curriculum: What students receive and perform
  - Stakeholder: students
Perceived Curriculum.

Teachers Guide. Workshops and Short-Courses. Lesson-Study Groups.

Resources

- Free gift coming together with the textbook
- Solutions to exercise problems
- Low (i.e. copy-paste information)
- Selling respectively from textbook as an optional tool
- Footnotes including stories and essays related to the topics
- Extra practices
- As a compulsory tool for teacher and taking extra inspects by authorities
- Instruction to help teachers understand the curriculum
- High

Supportive

- By teacher
- By School
- 3rd party Facilities (Like publishers, makers)
- By administrator (MOE)
- By supporting center (Teacher Association)
- Regularly
- Availability of Post-training mutual supporting groups by peers?

Materials

- Teachers Guide

Credibility

- Not available

Content

- Not available

How teacher evaluate and why? Does it really help teachers to understand the curriculum?

Activities

- Teacher Workshops
  - Call-by-mission
  - School- or District-Wide Class-Free Hours

- Re-training
  - By School
  - 3rd party Facilities (Like publishers, makers)
  - By administrator (MOE)
  - By supporting center (Teacher Association)
  - Regularly
  - Availability of Post-training mutual supporting groups by peers?

Peer Works

- Lesson Study Groups
  - Not available

- A system to prepare, experiment, mutually evaluate lesson plans >> providing another perspectives

- A platform to publish and exchange idea

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Evaluation Types – For Students

Tests taken in school.

• Quizzes.
  • Supposed to be the formative assessments which help teachers to diagnose the learning obstacles. But in reality they are seldom so.
  • Usually the authority of individual teachers, but sometimes given by segments or by cohorts.
  • Textbook publishers may provide the quiz questions.
  • May or may not contribute to final grades.
  • Mandatory to allow calculators or not.

• Comprehensive Exams.
  • Usually 2—4 times for a term/semester.
  • Usually summary assessments to determine the final grades and to rank the students.
  • The school/class rank may or may not be consulted by colleges for admission.
  • Textbook publishers may provide the exam items.
  • Mandatory to allow calculators or not.
Evaluation Types – For Students

Assessments taken outside of school (conceptually).

• National Statistical Evaluations.
  • For the policy making and checking purposes, should not be relevant to students’ grades. For instance Taiwan Assessment of Student Achievement (TASA) given to 5th, 8th, and 11th graders every three years.
  • Sort of an evaluation of the Experiential Curriculum.
  • Students’ performance may or may not affect teachers or administrative staffs on schools, districts, or provinces.
  • Calculators allowed or not.
Evaluation Types – For Students

Assessments taken outside of school (conceptually).

- High-School Leaving Exams vs College Entrance Exams, and/or Advanced Disciplinary Exams
  - Obey the curriculum or not.
  - Required or Optional.
  - Given by a board or by individual (or allied) colleges.
  - One common sheet of items or several available choices.
  - Made from a standardized item bank or composed by a committee.
  - Norm-referenced (ranking students by grades) or criterion-referenced (labelling students by levels).
  - Distributed by a third-party agency or admitted by individual colleges.
  - Mandatory to allow calculators (on all or certain sheets) or not.
Evaluation Types – For Teachers

Before job.
• Normal university or university/college with teacher training majors/programs.
• Educational vs disciplinary courses.
• Mandatory courses for current or up-coming issues.
• Internship or prentice: for how long and who are the mentors.
• Degree and/or certificate oriented.
• The process of job-matching.

In-job.
• A certificate that is life-long or subject to expire after a given period of time.
• A tenured position or a fixed-term contract.
• Participation of lectures, workshops, re-training camps: mandatory or collecting points.
• Any kind of honorary/disgrace or award/punishment.
• An observation or investigation of the Operational Curriculum.
Teachers Promotion System

- Is there a hierarchy of the positions (like assistant, associate, and full professors)?
- Is salary determined by performance or seniority?
- How can a teacher lose the job?
- How can a teacher change schools?
- Are school teachers allowed to be a private tutor or to have part-time jobs (specifically for cram schools)?
- Are there school- or district- or nation-wide awards for distinguished teachers, and how they matter?
- Are administrative posts separated from or concurrent with the teachers?
- Are administrative works considered privileges or burdens?
- Are there forms of promotion other than the salary, for instance the right to select teaching hours or students?
End of Briefing

Questions and Comments?

Please participate the discussion and practice.