

# LIDLAW COLLEGE

*Te Wananga Amorangi*

## BACHELOR OF TEACHING (PRIMARY)

### **872.715 Curriculum Development Course Assessment and Delivery Outline**

Campus: Henderson  
Lecturer: D Scouller

Semester 2, 2015  
NQF Level: 7, 15 credits

#### **CONTENT OVERVIEW**

- a. History of New Zealand education
  - Christian education
  - Special character curriculum
  - Maori education
  - Education reforms
  - Development of New Zealand curriculum
- b. What is curriculum?
- c. Curriculum philosophies
- d. Analysis of a variety of international curricular models
- e. Approaches to curriculum design
- f. Designing a curriculum unit
- g. E-pedagogies

#### **ASSESSMENT TASKS AND DUE DATES**

##### **ASSIGNMENT ONE**

Write a 2,000 word essay, informed by current literature, on one of the topics below or another negotiated topic, identifying and discussing the most important educational issues and ideas while critiquing their educational importance.

Essay topics (**choose one**)

- Public schooling from early settlers until late 20th century
- Public schooling from 1990's to present and inclusion of future education initiatives
- Development of schooling for Maori - from Native schools to late 20<sup>th</sup> century
- Maori developments in education through the late 20th century and aspirations for future
- Religious instruction in schools and development of Christian Schools
- Integration of special character schools
- Curriculum development from 1800's until 1990's
- Curriculum development from 1990 to present

##### **Assignment One Criteria**

- ability to identify and clearly explain issues under discussion;
- ability to critique and discern issues of importance;
- depth of understanding of the development of curriculum in New Zealand schools
- advanced writing and referencing skills.

% Final Grade	50%
Learning Outcomes	a, b
Due Date:	Monday 17 August 2015

## ASSIGNMENT TWO

With reference to current relevant literature take the exemplar unit of learning based on the *New Zealand Curriculum (2007)* (Outcomes Based Education) and redesign the unit in accordance with a different curriculum model. Provide a summary of points of comparison and contrast between OBE and the other model. Justify a personal preference between the models based on personal philosophy of teaching.

### Assignment Two Criteria

- ability to apply theories and worldview perspectives of different curriculum models to unit design;
- ability to identify current orientations to curriculum theory and development;
- ability to recognise points of interface between different curriculum models.

% Final Grade	50%
Learning Outcomes	b, c, d, e
Due Date:	Monday 14 September 2015

### EXPECTED ALLOCATION OF LEARNING HOURS

Lectures	36 hours
Self-directed learning	44 hours
Assessment	70 hours
<b>TOTAL</b>	<b>150 hours</b>

### RECOMMENDED TEXTBOOK

Van Brummelen, H. (2002). *Steppingstones to curriculum (2<sup>nd</sup> ed.)*. Colorado Springs: Purposeful Design Publications.

### BIBLIOGRAPHY (Library ref added)

Au, W. (2012). *Critical curriculum studies: education, consciousness, and the politics of knowing*. New York: Routledge. [LB1570AU]

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Ewing, J.L. (1970). *Development of the New Zealand primary school curriculum 1877-1970*. Wellington: New Zealand Council for Educational Research. [LB1582.N45 EWE]

Graves, D. (2000). Bringing life to learning. *Educational Leadership*, 57(8), May, 19-22.

Greene, Albert E. (1998). *Reclaiming the future of Christian education: A transforming vision*. Colorado Springs: Association of Christian Schools International. 370.11GRE

Jacobs, H.H. (Ed.) (2010). *Curriculum 21: essential education for a changing world*. Alexandria, VA: ACSD. LB2806.15CUR

Mc Culloch, G. (1992). *The school curriculum in New Zealand*. Palmerston North: Dunmore Press. LB1570

MacCullough, M. E. (1999). *How to develop a teaching model for worldview integration*. Langhorne, PA: Philadelphia Biblical University. Short term loan desk

Ministry of Education. (2007). *The New Zealand curriculum*. Wellington: Learning Media.

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Openshaw, R. , Lee, G. & Lee, H. (1993). *Challenging the myths. Rethinking New Zealand's educational history*. Palmerston north : Dunmore Press. LA2121OPE

Paraskeva, J.M. (2011). *Conflicts in curriculum theory: challenging hegemonic epistemologies*.  
New York: Palgrave Macmillan. LB1570PAR

Perkins, D.N. (2014). *Future wise: education our children for a changing world*. San Francisco:  
Jossey-Bass. LB41.5PER

Rennie, L.J., Venville, G.J. & Wallace, J. (2012). *Knowledge that counts in a global community: exploring the contribution of integrated curriculum*. Abingdon; New York: Routledge. LB2361REN

Todd, R.J. (2010). *Curriculum integration*. Camberwell, VIC: Australian Council for Educational  
Research. LB2806.15TOD