**CURRICULUM CONTENT DOCUMENT**

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| 1. **Course Name**: From interpreting curriculum policy to lesson planning (4.2.2) |
| **Associated core learning area**:General pedagogy (general pedagogical knowledge) and Specialised Subject Pedagogy (specialised pedagogical content knowledge) – included in the latter  How does it link to this learning area?  This course is located at the heart of the Pedagogical Learning component of the Adv Dip TVT as described on p. 10 of the Qualifications Policy (it focuses on engaging with the official curriculum, using this to design “one’s own” curriculum for one’s own context, and planning a coherent series of lessons). Some would say it also has elements of Situational Learning(because it relates to policy); however, its significance in that component is more peripheral.  How does it link to other areas of the programme as a whole? (Don’t labour this and *search* for links – a good course will often present fertile links without requiring effort.)  It links closely to the “reflective practitioner” elements of the programme (especially 1.4.1), and leads directly to the actual teaching practice component, whether in the actual classroom/workshop environment, or in a microteaching situation. |
| **Key questions** (that the course raises, or sets out to answer) / **Key messages**:   1. What are the relevant curriculum policies? 2. How do we interpret curriculum policies? 3. How do we give meaning to the bare mandates in the official policy? How do we balance the requirement to work within the boundaries set by the official curricula on one hand, and taking ownership of the curriculum on the other? 4. What makes good lesson plans good? 5. How do we translate the elements of the curriculum we’ve designed into plans for effective lessons? 6. How will we *know* they are effective? (Relates to reflection on practice (1.4.1) and assessment (4.2.1), where this question will be dealt with more systematically) |
| **Outcomes**:  By the end of this course, you should:   * be able to explain the meaning of the concepts “curriculum” and “policy” * be able to demonstrate an understanding of how curriculum guidance or mandates are conveyed in official policies, enabling you to interpret and distinguish various curriculum policies pertaining to TVET (for example, what is conveyed in different parts of such policies? what is implicit or concealed? which policies are relevant, and what is relevant in such policies to teaching one’s discipline?) * be able to read policy analytically, constructing a version of the official curriculum that is relevant in the context of your students * be able to make appropriate, justifiable day-to-day curriculum decisions regarding content selection, assessment, pace, sequencing and depth * have a sense of ownership and agency as a responsible educator, drawing the best out of the official curriculum, and making professional decisions and choices when the options are many, and not simply a matter of applying clear-cut rules. |
| **Main topics and sub-topics** (dealt with together in this CCD):  **Please note that the points below (and others indicated by the other sections of this CCD, but not mentioned here) need to be “filled out” by knowledgeable content writers, using plain text and diagrams, to enable the materials developers to design materials, resources and activities.**   1. The concepts “curriculum” and “policy”:  * Different ways of understanding “**curriculum**”. * What are the key functions of **policies**, what are their main components, and what needs to accompany them?  1. What policies are relevant to the curriculum you are teaching?  * Curriculum guidelines (NC(V) subject guidelines and assessment guidelines; NATED syllabi, etc.)  1. How do we interpret curriculum policies?  * Analysing official policies, their structure – what do the policies direct us to do? * Contextualising the official curriculum policies – relating them to the context of our college * Taking ownership of the curriculum (agency – enacting the curriculum)  1. Curriculum design in the classroom/workshop (the “enacted curriculum”):  * Professional integrity, ethics and responsibility. A tension – how do we give meaning to the bare mandates in the official policy, in the process balancing working within the boundaries set by the official curricula and formal national summative assessment, and taking ownership of the curriculum (setting our own stamp as lecturers on the programme(s) for which we are responsible? * Topics (content-based teaching) vs learning outcomes and objectives * Timing (pace, sequencing) * Assessment (including assessment standards, different levels of cognitive activity) * Resource needs  1. How do we translate the elements of the curriculum we’ve designed into plans for *effective* lessons, including formative assessment?  * Key imperatives: engage, challenge the learner; engage the learner in different levels of cognitive activity (Bloom); be innovative; be conscious of the learners and their contexts; be accessible, starting from the familiar, or from prior knowledge/experience that can safely be assumed * Various lesson plan formats and their features * Resource-based learning; multi-media; blended learning; flipped classroom * Assessment, especially integrated formative assessment * From individual plans back to the curriculum – planning lessons as part of a *coherent programme of development*, not just “ticking a required box” – the need for lesson evaluation and *reflection* on how particular lessons contribute to the “flow” of learning, and with an eye on the further development of the learner, and such factors as relevance to the actual workplace and employability. |
| **Summative assessments (detailed assessment grids to be provided):**  **Summative assessment**:  By the end of this module you will be expected to hand in a portfolio containing the following:   * A work scheme for one subject, for a specific month, or quarter * The curriculum policy/policies relevant to the subject and programme in question * 3 completed lesson plans for lessons you have conducted in this subject during the month or quarter * Written peer reviews of these three lessons (from at least two different peers) * Critical reflection and suggestions on the 3 lessons presented * Work done on 3 of the formative assessment activities you have completed for this course * Evidence (videos / photos) on your interpretation of the curriculum in the form of lessons you have taught, with accompanying explanations and comments – not necessarily the same lessons as above.   Technical requirements for portfolio:   * Learning outcomes, content, resources, assessment material, assessment criteria, assessment tasks. |
| **Breadth and Depth**:  This course inherently has the potential to involve the learner in “deep” and active learning, as it embraces all s/he can do before a lesson to ensure its “success”, thus bringing a sense of pride, growing confidence and accomplishment. (It also requires support measures to be available for the student when lessons are less than “successful”.) Note: The lecturer’s inputs in this course need to capitalise on students’ openness to learning in depth in the process of creating curriculum and designing lessons.  The question of the course’s breadth poses more of a challenge. Because of its centrality in the programme, it can be linked to many aspects of the programme, and may easily become over-filled with related content. Thus the curriculum must be sparingly and selectively designed; it must be focused, with the student’s needs and concerns in mind (students may feel “exposed” in the teaching practice situation that this course leads toward). |
| **Suggested weighting within a full programme** (Possible number of credits out of 120)  6 credits (60 notional hours – may need more for this course) |
| **Knowledge and Practice standards**: (Based on the SACE Professional Teaching Standards, 2018: <https://www.sace.org.za/assets/documents/uploads/sace_65860-2017-10-13-SACE%20Professional%20Teaching%20Standards%20LR.%202.pdf>  What all lecturers need to know and be able to do in order to teach the course proficiently, providing learners with knowledge-rich learning opportunities?)  Students, as lecturers, should be able to:   * critically interpret the national curriculum and other relevant curriculum policies, in order to plan systematic sequences of lessons; * develop curricula for their subject from the policies (relating theory, reflection and practice), and to be able to turn an official curriculum into planned lessons that build learning in a coherent way; * use their knowledge of their subject and the curriculum to plan purposeful and coherent lessons; and * connect the concepts they teach to what learners already know, and build a foundation for what they will learn subsequently. |
| **General notes on the course materials** (in no particular order)   1. The Advanced Diploma TVT (Adv Dip TVT) courses should be designed as resource-based. However, the resources should not simply be seen as “add-ons” or “extras”. Two ways in which they can be introduced to students:    * Embed hypertext links to resources (readings, official documents, videos) in passages of text.    * Include self-assessment or reflection tools in the course in which students’ responses to a small number of limited-choice questions activate the presentation of links to particular selections of resources suitable to the individual students’ needs or interests. These selections do not need to be completely different, tailor-made selections, and may overlap to a considerable extent, but where the number of available or easily-produced OERs allows some degree of personalization, this technique should be employed (once or twice in a course). 2. The text-based and graphic resources should be downloadable and in a printable format. However, the resources should not be in pdf format, as this would not allow for re-mixing or any form of adaptation; in other words, they will automatically be equivalent to a “No derivatives” licence. Where audio or video resources are really crucial to completion of the course, consider, respectively, summarised transcripts or simplified comic-like representations of the video using screen-grabs and subtitles or captions. 3. Videos should not be either simply “talking heads + monologue”, or video representations of what is essentially a powerpoint presentation. Videos should focus on subjects such as processes, real-life situations, in-location interviews or focus groups. 4. Standardised signposting is to be used throughout courses, so that the look and feel of Adv Dip TVT materials will all be instantly recognizable. 5. The DHET and EU logos should appear on the lower left and right corners respectively of the opening screen of all videos and animations created for the project. 6. Chat rooms (synchronous) and discussion forums (asynchronous) play an important role in the Adv Dip TVT courses, especially as many of the students *are themselves lecturers with a lot of experience*, even if they have lacked professional qualifications as TVET lecturers. 7. The learning outcomes, and possibly the key questions, need to be introduced in a way that locates them as central to the course. All learning activities and assessments, as well as the resources, need to be visibly linked/aligned to the LOs. |

**DRAFT MATERIALS DEVELOPMENT GUIUDELINES:**

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| 1. **Course Name**: **From interpreting curriculum policy to lesson planning** |
| **Learning activities**: There is less need in this course for engaging learning activities (in the sense of micro-activities). The activity of developing one’s own lesson plans is itself a compelling challenge.  However, in the larger sense, the learning tasks need to be carefully scaffolded, in the instructions and guidance, to provide the necessary security and sureness which the student will need with regard to the key requirements. |
| **Readings / texts**: (State whether already available as OER, or public domain, and source / possible sources; or whether they may need to be written)  Selected passages from “classic” texts on curriculum.  Examples of curriculum policy statements.  Links to the full array of official curricula.  Go to the DHET website (www.dhet.gov.za) and find the following policy documents relevant to TVET in South Africa:   * NC(V) Policy * NC(V) Subject Guidelines * NC(V) Assessment Guidelines * Internal Continuous Assessment (ICASS) Guidelines for the NC(V) Qualification in TVET College * Integrated Summative Assessment Task (ISAT). * Report 191 part two National Education Policy Formal Technical College Instructional Programmes N4-6 * Internal Continuous Assessment (ICASS) Guidelines for report 191 programmes.   Some useful resources (links – these are published books, but are not published under open licences:  Connelly, F. M. & Connelly, G. 2010. Curriculum policy. In Kridel, C. (ed.) *Encyclopedia of Curriculum Studies*. Singapore: Sage (pp 224-227).  Raval, D. K. 2013. *Lesson plan: the blueprint of teaching*. International Journal for Research in Education, 2(2): 155-157.  Reevy, J. & Chakroun, B. 2015. *Level-setting and recognition of learning outcomes: the use of level descriptors in the twenty-first century.* France: United Nations Educational Scientific Cultural Organisation. |
| **Visual resources**: (Photographs, maps, infographics, cartoons, etc.)  Selection of templates representing a diversity of teaching approaches or lesson types, e.g. whole-class teaching, group work-based lessons, or lessons involving one-on-one lecturer/student “scaffolding”, and small-scale challenging assignments such as problem-solving, research assignments, design and execution challenges, teaching a group of related concepts, teaching a particular skill plus opportunities to practice, etc. |
| **Videos/weblinks**:  2 Video clips, one on curriculum policy interpretation and one on lesson planning – select OERs from the web, or make new videos. Approximately 3 minutes each.  Look at the following for possible models/ideas (not OER):  <http://www.edutopia.org/blog/new-teacher-lesson-planning-lisa-dabbs>  <https://www.youtube.com/watch?v=6zkZm5Vazkw>  <https://www.youtube.com/watch?v=aldMBgT6u-4>  <http://edglossary.org/curriculum/> |
| **Games / gamification**:  Probably not suitable. |
| **Other resources:**  Rubric for assessing the portfolio, with clear assessment criteria and allocation of marks. |
| **Opportunities for tutor / peer support or contact**:  Some form of this is essential, as this component, together with Teaching Practice, will be crucial and central in shaping the TVET educator. Materials writers will need to provide guidance for alternative forms of support to cover the different possible modalities of delivery (e.g. synchronous, face-to-face, telephonic or skype) as well as asynchronous (student “chat room”, written feedback from lecturer or tutor, etc. |