

Role of Teacher as Curriculum Maker

Suman Rani

Assistant Professor in Education

JG College of Education

Sirsa, Haryana

Abstract

Teacher Education provides a platform to student-teachers to acquire the required knowledge, skill and develop positive attitude, values and beliefs. This can be done with the help of the provided curriculum. And the quality of teacher produced in any institution invariably depends on the curriculum offered to them during their training period.

Keywords: Process of Curriculum Development , Importance of Teachers Involvement in Curriculum Development, Challenges Teachers Face in the Curriculum Development, Preparation for Teacher Involvement in Curriculum Development , Role of Teachers in the Curriculum Process .

I. Introduction

The goal of a successful educational program and thus effective curriculum development should be to meet the needs and current demands of the culture, the society, and the expectations of the population being served. Therefore curriculum development and the educational reform process continually undergo review, revision, and constant change (Johnson, 2001). Curriculum development can be challenging, therefore the Education Reimagined involvement of all stakeholders, especially individuals who are directly involved in student instruction, are a vital piece in successful curriculum development and revision (Johnson, 2001).

While curriculum specialists, administrators and outside educational companies spend countless hours developing curriculum, it is the teachers who know best what the curriculum should look like. After all, they work directly with the students meant to benefit from the curriculum. In order to create a strong curriculum, teachers must play an integral role in every step of the process.

II. Meaning of Curriculum

Curriculum plays an important role in the field of teacher education. Curriculum is the planned interaction of pupils with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives. Curriculum is used in several meanings. There are also a number of definitions of the term, curriculum.

The word curriculum is derived from the Latin word 'currere' which means 'run' and it signifies a 'run-away' or a course which one runs to reach a goal.

Carl (1995:40) defines curriculum development as "... an umbrella and continuous process in which structure and systematic planning methods figure strongly from design to evaluation. "For the purposes of this study, this definition is accepted as it includes all aspects from design, dissemination, and implementation to evaluation.

According to Taylor (1966) curriculum means all the learning which is planned or guided by the school, whether it is carried in groups or individually, inside or outside the school.

III. Process of Curriculum Development

Curriculum development is the process of creating planned syllabus, teaching, training, and exhibition modes. It is a term used to refer to the process of instituting and putting in place precise guidelines of instruction for the curriculum. It describes ways in which teaching and different training organizations plan and guide learning which can be in groups or as an individual. Curriculum development is a local, regional, or state/ provincial level process that student teachers often have difficulty comprehending (Hansen, Fliesser, Froelich, & McClain, 1992). In their eyes, it is something undertaken by authorities (e.g., regional advisory committee members) with years of experience in the teacher education system. The expectation of the teacher candidates, often enough, is that they will learn how to teach and thereby become effective at transmitting the knowledge, skills, and attitudes associated with a particular subject or program.

Education practitioners with years in the profession know differently. Successful practice in the classroom is inextricably linked to curriculum development-the everyday decisions about both what to teach and how to teach.

Curriculum development is dynamic process it changes according to the need of the society and the stakeholders of the education system. The curriculum development process includes several stages such as planning, preparing, designing, developing, implementing, evaluating, revising, and improving.

Traditionally curriculum development has been seen as planning for a sustained process of teaching and learning in a formal institutional setting. Curriculum development is systematic and dynamic process sensitive to time and place in which preparation, development, implementation and evaluation steps are involved.

IV. The Importance of Teachers Involvement in Curriculum Development

Without doubt, the most important person in the curriculum implementation process is the teacher. With their knowledge, experiences and competencies, teachers are central to any curriculum development effort. Better teachers support better learning because they are most knowledgeable about the practice of teaching and are responsible for introducing the curriculum in the classroom. If another party has already developed the curriculum, the teachers have to make an effort to know and understand it. So, teachers should be involved in curriculum development. For example, teacher's opinions and ideas should be incorporated into the curriculum for development. On the other hand, the curriculum development team has to consider the teacher as part of the environment that affects curriculum (Carl, 2009). Hence, teacher involvement is important for successful and meaningful curriculum development. Teachers being the implementers are part of the last stage of the curriculum development process.

V. The Challenges Teachers Face in the Curriculum Development

The teachers' involvement in the curriculum development process is essential in meeting the needs of society. The process of curriculum development requires teachers to act and reflect on society's needs in each stage of the development process. Nevertheless, sometimes this process which teachers are requested to follow is unclear. For example, in South Africa most teachers are not qualified and lack the necessary skills to participate in curriculum development. Their approach of participation in the process is not well defined and very difficult on teachers, so they face many challenges regarding their involvement in curriculum development (Ramparsad, 2000). As a result, I think that there should be major advances in teacher development in order for teachers to actively reflect on society's needs in each stage of the curriculum development process. On the other hand, in any curriculum implementation process not all

teachers will have the chance to be involved in these processes. Professional development of teachers is an important factor contributing to the success of curriculum development and implementation (Handler, 2010). So, we should think about what extent teacher education programs are needed for prospective teachers to study curriculum development.

VI. Preparation for Teacher Involvement in Curriculum Development

Because teachers have to be involved in curriculum development, the teacher should be provided with appropriate knowledge and skills that help them to effectively contribute in curriculum development operation. As a result, teachers need training and workshops, which are geared toward professional development to be able to contribute to curriculum development. On the other hand, there is an important point to make efficient in involvement teacher in curriculum development that is teachers have to be empowered in the process of curriculum development (Carl, 2009). This means teachers should have improvement and increasing in many points of them, such as experience and autonomy. Thus, teachers play an integral part in the process of developing the curriculum; then students' outcomes.

VII. Role of Teachers in the Curriculum Process

7.1 Planning - Teachers know their students' needs better than others involved in the curriculum process. While state or federal standards often dictate the skills covered by the curriculum, a teacher can provide insight into the types of materials, activities and specific skills that need to be included. Teachers from multiple grade-levels may collaborate to identify skills students need at each level and ensure that the curriculum adequately prepares students to advance to the next grade-level and to meet the standards.

7.2 Creation - Because teachers must use the curriculum, they should have input in its creation. A teacher can gauge whether an activity will fit into a specified time frame and whether it will engage students. If multiple teachers will use the curriculum, allow as many of them as possible to provide input during the creation stage. As teachers provide input, they will gain ownership in the final product and feel more confident that the curriculum was created with their concerns and the needs of their particular students in mind.

7.3 Implementation - Teachers must implement the curriculum in their own classrooms, sticking to the plan that has taken so much time, careful planning and effort to create. When a teacher fails to properly implement a strong curriculum, she risks not covering standards or failing to implement effective practices in the classroom. That does not mean a teacher cannot make minor changes. In fact, a strong curriculum is designed to allow a teacher to be flexible and to insert a few personalized components or choose from among a selection of activities.

7.4 Reflection - Reflecting on a curriculum allows teachers and others involved in the process to find any weaknesses in the curriculum and attempt to make it better. Teachers reflect on curriculum in multiple ways, such as keeping a journal as they implement the curriculum, giving students surveys and reviewing the results or analyzing assessment data and individual student performance. Not only can reflection serve to improve a specific curriculum, it may guide the creation of new curriculum.

VIII. Suggestions

The curriculum development process can be improved by following ways:

- Need based analysis of curriculum, What is the requirement of institutions? Which types of skills are incorporated in the student? How can be bridge the gaps between the theory and real life situation?
- Taking feedback of stakeholders is one of curriculum development strategy,
- Use of technology for fulfillment of demands of stakeholders,
- Revision of curriculum is done for each five years, etc.
- The seminars, panel discussions, orientation programmes and workshops must be arranged for involvement of teacher as curriculum developer
- Curriculum developers must follow some of the principles of curriculum development such as conservative principle, forward looking principle, creation principle, activity principle, child centered principle, flexibility principle, leisure principle, character building principle, and dignity of labour principle. Also the principles of maturity, preparation for real life, linking with life, individual difference, loyalties, core or common subjects, all round development of body, mind and spirit, democracy, secularism, socialism etc.

IX. Conclusion

In short, No curriculum will be perfect, a finished product cast in stone, or free from criticism, but to be effective it must be accepted by teachers and must be deemed educationally valid by parents and the community at large Curriculum development should be viewed as a process by which meeting student needs leads to improvement of student learning. In addition, it cannot be stagnant. Curriculum must be a living document that is in constant flux. It must be adaptable to changes in the educational community and in society in general. Only then will it be able to be an effective change agent in the educational process. Teachers and supervisors gather and collect data, Education Reimagined reflect with dialogue, and make informed decisions together. Problems need to be embraced so that the organization can come up with a reasonable solution or solutions. Finally, for schools to be successful with change and development, they must believe that creating a culture of continuous improvement is the way to adapt to changing needs and conditions. Schools need to continuously assess themselves and have the goal toward self-actualizing. Thus, schools are never perfect or self-actualized.

X. References

- [1] Blasé, Joseph (August, 1999) Principals' Instructional Leadership and Teacher Development: Teachers' Perspectives. Educational Administration Quarterly, Vol. 35, p. 349-378.
- [2] Carl, A. (2009). Teacher empowerment through curriculum development theory into practice. Juta&Company Ltd.
- [3] Education, Inc. Bureau of Curriculum and Instruction Connecticut State Department of Education. (2006, November 3). Guide to Curriculum Development: Purposes, practices, Procedures. In Connecticut State Department of Education.
- [4] Fullan, M. (1991). The meaning of educational change. New York: Teacher College Press.
- [5] Glickman, C. D., Gordon Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2013). The basic guide to supervision and instructional leadership (3rd ed., pp. 250-262). Boston: Pearson.

- [6] Handler, B. (2010). Teacher as curriculum leader: A consideration of the appropriateness of that role assignment to classroom-based practitioners. *International Journal of Teacher Leadership*. Volume 3. ISSN: 19349726.
- [7] Johnson, J. A. (2001, August 28). Curriculum revision that works. In *principles of effective change*. Retrieved March 10, 2014
- [8] Ramparsed, R. (2000). A strategy for teacher involvement in curriculum development. *South African Journal of Education*.

