

Assignment 2: Completion of Curriculum Management in your workplace 142

302 Curriculum Management

Faculty of Education, St Teresa International University, TRSU

Student's name Anamika Pal

Code 234521007

Direction: The purpose of this assignment is to ensure that you are familiar with the Curriculum Management and to ground junior Curriculum manager in appreciation of Curriculum Management principles and conduct Curriculum Management from the start of your project.

Marks: 5 marks, Length: 3- 5 typed, double spaced pages

Assignment 2: Completion of Curriculum Management in your work place

Curriculum management is the most important part of an academic institution. It involves a systematic approach to designing, implementing, evaluating, and improving learning experiences. As a junior curriculum manager, I am responsible for creating a lesson plan for my classes and developing a design which can cover all the information required by the students as per their level of study. There are certain levels of curriculum development as given below:

Curriculum Planning

The initial phase involved immersing myself in the organization's culture, structure, and goals. I conducted thorough analyses of existing curricula, identified key stakeholders, and assessed the learning needs of the target audience. This comprehensive understanding provided a solid foundation for subsequent curriculum development efforts.

Identifying the specific learning needs of the target audience was paramount. Through surveys, interviews, and focus groups, I gathered valuable insights into the knowledge, skills, and competencies required for success. These findings informed the development of learning objectives, which served as the backbone of the curriculum.

Curriculum Designing

I focused on learning outcomes for my learners and designed their assignments such that it maps with the content they cover in the classroom. Then assessments are designed to measure the achievement of the students. This approach ensured that learning activities and content were aligned with the ultimate goals. The curriculum was structured to be engaging and relevant, incorporating a blend of theoretical knowledge and practical application.

Implementation and Delivery of Curriculum

The above phase took care of planning and designing of the curriculum. In this phase the implementation of curriculum across the year level is taken care of. I collaborated closely with my colleagues teaching the same subject to develop engaging learning materials and delivery methods. This included a mix of traditional classroom instruction, online modules, and hands-on activities. To enhance learner engagement, I incorporated various instructional strategies such as case studies, simulations, and role-playing. Additionally, I leveraged technology to facilitate collaborative learning and provide opportunities for self-paced learning.

Evaluation and Improvement

Continuous evaluation was essential to the success of the curriculum. I included a variety of assessment methods, including pre- and post-tests, surveys, and performance evaluations. This data provided valuable insights into the effectiveness of the curriculum and areas for improvement.

By analyzing learner feedback and performance data, I was able to identify gaps and make necessary adjustments to the curriculum. This ensured that the curriculum remained aligned with the evolving needs of the institution.

Challenges and Opportunities

Curriculum management has lots of challenges. Balancing priorities, securing adequate resources, and gaining trust of stakeholders could be demanding. However, these challenges also present opportunities for growth and innovation.

By building strong relationships with stakeholders, being flexible with continuous improvement, and staying at par with industry trends, curriculum managers can overcome obstacles and create impactful learning experiences.

Technology Integration

The effective use of technology can enhance the learning experience and improve curriculum delivery. Therefore, the importance of technology needs to be demonstrated to all educators and learners. So technology needs to be the integral part of the curriculum and should be used by all the subject experts to make learning fun and engaging.

Accessibility

Ensuring that the curriculum is accessible to all learners, regardless of their abilities or backgrounds. Curriculum is meant for all learners and should be distributed and discussed in detail with all the learners, so that it can foster inclusivity in the society.

Successfully completing a curriculum management project is a rewarding experience. It requires a combination of strategic planning, effective communication, and a deep understanding of adult learning principles. With the ever-changing world and new technologies coming in the market, the role of curriculum management will become increasingly important. By staying ahead of emerging trends and technologies, curriculum managers can ensure that their organizations are equipped with the talent and skills needed to thrive in the future.

Being a computer science teacher, here is a sample of my lesson plan for year 9 students for my Computer Science Subject.

CIS Year 9 Computer Science Annual Unit Map 2024 - 2025			
Week	Topics	Unit & Standards	Resources
Unit 1 – Algorithms & Sound and Storage [Total Lessons: 20]			
1	Sorting and Searching Algorithms Week1 – Baseline Test Week3 – CW1 Week4 – GT1	PS9.1A Be able to code an algorithm in both a visual and textual language. PS9.1B Understand how bubble sort and linear search algorithms work. PS9.1C Understand how abstraction can be used effectively to model aspects of the real world. PS9.2A Be able to design computational abstractions that model the state and behaviour of real-world problems and physical systems. PS9.2B Be able to program abstractions of real-world examples.	
2		PS9.2C Be able to describe/demonstrate a search algorithm and program it.	
3		PS9.2D Be able to describe/demonstrate a sort algorithm and program it.	
4		PS9.2E Be able to evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems. PD9.2A Understand and use subprograms that implement global and local variables. PD9.2B Understand and use subprograms that implement parameters and return values.	Python
5		PD9.3A Be able to locate and fix syntax and logic errors in a program	
6	Programming Week 6 – CW2 Week 7 – GT2 Week 8 – PT Week 10-UT	6.1.1 be able to use decomposition and abstraction to analyse, understand and solve problems	
7		6.1.2 be able to read, write, analyse and refine programs written in a high-level programming language	
8		6.1.3 be able to convert algorithms (flowcharts, pseudocode*) into programs 6.1.4 be able to use techniques (layout, indentation, comments, meaningful identifiers, white space) to make programs easier to read, understand and maintain	Python
9		6.1.5 be able to identify, locate and correct program errors(logic, syntax, runtime) 6.2.2 be able to write programs that make appropriate use of sequencing, selection, repetition	
10	Integrated Project Work (Computer with Maths) Students will be using mathematical formulas in MS-Excel and try to make a automated page where when data is entered, it will give the result.		MS-Excel
11	Remedial/Extension Week/Review for Tests		
Test	Unit 1 Assessments - Progression Test		
Unit 2 – Applications of IT & Programming [Total Lessons: 20]			

1	Sound and Storage Week 6 – CW2 Week 7 – GT2 Week 9 – PT Week 11-UT	DR9.1A Understand how sound, an analogue signal, is represented in binary	IGCSE Videos, graph paper
2		DR9.1B Be able to draw a graphical representation of a sound	
3		CO9.1D Be able to differentiate between storage devices and the media used to store data	
4		CO9.1E Be able to select the appropriate storage device for a particular task and justify the choice	
5	Activity Week		
6	Input, Process, Output Week 3 – CW1 Week 4 – GT1	CO9.1A Understand the function of the hardware components of a computer system and how they work together PD9.1A Understand what is meant by high-level and low-level programming languages	Videos
8		CN9.1B Understand why computers are connected in a network (including the Internet) and the opportunities they offer for communication and collaboration CN9.1A Understand the different types of networks	
9		CO9.2A Know about software licensing types SR9.1A Understand the ethical impact of using technology	
10		Remedial/Extension Week/Review for Tests	
Unit 2 Assessments -Progression Test			
Unit 3 – Databases & Web Authoring [Total Lessons: 20]			
1	Databases Week 3 – CW1 Week 4 – GT1 Week 6– CW2	IT9.1B Be able to collect data SS9.1A Understand, be able to identify and use data types	MS-Access/Libre Office
2		SS9.1B Understand and be able to explain the structure of a given database	
3		SS9.1C Understand and be able to use search/query	
4			
5		SS9.1D Be able to produce outputs	
6		IT9.1A Be able to select and use multiple applications IT9.1C Be able to meet the needs of known users IT9.1D Be able to reuse digital artefacts for a given audience IT9.1E Be able to bring together and organise different types of information to achieve a purpose IT9.1F Be able to work accurately and proofread, using software facilities where appropriate for the task	
7	Half Term Test		
8	Web Authoring Week 8 – GT2 Week 9 – PT Week 11 - UT	SS9.2A Use HTML, including hyperlinks, bookmarks and anchors, inserting images/animations/sound, font enhancements, text (including title, body, paragraph), lists (including simple, bulleted), head (including meta data), comments to create Webpages.	Notepad/Sublime text, Google sites, wix.com
9			
10	Project Week		
11	Remedial/Extension Week/Review for Exams		
Exam	Exams		

Term 1	Assessments	Naming	Term 2	Assessments	Naming	Term 3	Assessments	Naming
Baseline Test	1	BT						
Growth Task (Not counted)	2	U1GT1 +GT2	Growth Task (Not counted)	2	U2GT1 +GT2	Growth Task (Not counted)	2	U3GT1 +U3GT2
CW Feed Back in notebook	2	U1CW1, 2	CW Feed Back in notebook	2	U2CW1, 2	CW Feed Back in notebook	2	U3CW1, 2
PT/Project	1	U1PT	PT/Project	1	U2PT	PT/Project	1	U3PT
UT	1	U1UT	UT	1	U2UT	Mid Term Test	1	U3MT
						Exam	1	Exam 1
Total	7		Total	6		Total	7	

All resources required and assessments are planned week wise and teachers follow the same with some minute changes if required.