

## **Assignment 1: Essay: Autobiographical Situating**

**142 302 Curriculum Management**

**Faculty of Education, St Teresa International University, TRSU**

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**Direction:** The purpose of this assignment is to prepare an autobiographical account which casts light on Curriculum Management in your workplace. You are asked to reflect on how your social biography (e.g., cultural heritage, educational and work experience, age, race, gender, class, etc.,)

has or may influence the topic of interest for your Curriculum Management project.

We appreciate that students in this class will be at different stages of clarity regarding the focus of their Curriculum Management. It is hoped that this assignment will encourage you to interrogate some of the biases that serve to frame perceptions and beliefs.

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

**Due Date:** June 23, 2024

### **Assignment 1: Essay: Autobiographical Situating**

My name is Anamika Pal, and I serve as a Head of Computer Department at Crescent International School in Bangkok, Thailand. With extensive experience in education and a keen interest in leveraging technology to enhance learning, I have taken on the responsibility of managing the curriculum of Computer in our school to ensure it meets the evolving needs of our students. Since technology is ever changing and every day some new technology is available on the market. Creating a curriculum for leveraging students with latest technology information and use of AI in other subjects too becomes mandatory. This account reflects on how my social biography influences my approach to curriculum management and the potential biases that may shape my perceptions and beliefs.

## **Cultural Heritage and Background**

I grew up in a culturally diverse environment, which has instilled in me a deep appreciation for different perspectives and educational philosophies. My cultural heritage, being basically from India which is well known because of its diverse culture, allows me to understand and integrate various educational practices. India is well known for imparting excellent educational resources and methods to its students and being one of its kind in the field of technology. This background is pivotal in my curriculum management approach, where I strive to balance traditional educational values with innovative methodologies.

## **Education and Work Experience**

My journey in education began with a strong academic foundation, followed by a career that spans teaching, administrative roles, and curriculum development. As a teacher, I have always been passionate about student-centered learning, which aligns with my current project on using learning technology to measure its effectiveness. My work at Crescent International School in Sathorn, Bangkok, specifically with grade 10 students, has provided me with valuable insights into the challenges and opportunities in implementing such approaches.

## **Age and Professional Growth**

Being in my early 40s, I have witnessed significant changes in the educational landscape, particularly the integration of technology in classrooms. This experience has shaped my belief in the importance of staying current with educational trends and continuously adapting the curriculum to meet modern demands. My age and professional growth have equipped me with a balanced perspective, combining experience with a willingness to embrace new ideas.

## **Race, Gender, and Class**

Being an Indian female and working in a school where cultural and religious factors plays an important role, I am acutely aware of the cultural sensitivities and the need to be inclusive in my curriculum decisions. My position of privilege necessitates a conscious effort to ensure that the curriculum is equitable and accessible to all students, regardless of their background. This awareness helps mitigate biases and promotes a more inclusive educational environment. Technology is being used not only for computing but also for other subjects, so providing a curriculum, which is inevitable for the needs of the learners is my foremost responsibility.

## **Influence on Curriculum Management**

My social biography significantly influences my curriculum management approach in several ways:

1. **Diverse Perspectives:** My multicultural background enables me to incorporate diverse perspectives into the curriculum, fostering a global outlook among students.
2. **Technological Integration:** My educational and work experience drive my focus on integrating technology to enhance learning outcomes, particularly through projects like the one I am conducting at Crescent International School.
3. **Inclusivity and Equity:** Awareness of my race, gender, and class prompts me to ensure that the curriculum is inclusive, catering to the diverse student population at CIS.

## **Interrogating Biases**

While my social biography provides a rich foundation for curriculum management, it also comes with inherent biases that I must continually interrogate:

1. **Cultural Bias:** Since our school follows a UK based curriculum, my educational background may sometimes overshadow educational values required for teaching British curriculum. I address this by actively seeking input from international school educators and stakeholders.
2. **Technological Bias:** My strong belief in technology's role in education might lead to overemphasis on digital tools, potentially overlooking traditional and effective teaching methods. Balancing technology with traditional pedagogies is essential.
3. **Privilege:** Recognizing my privileged position, I strive to ensure that the curriculum addresses the needs of all students, particularly those from underprivileged backgrounds. This involves creating opportunities for all students to succeed, regardless of their socio-economic status.

## **Conclusion**

My social biography, shaped by diverse cultural influences, extensive educational and work experience, age, race, gender, and class, plays a crucial role in my approach to curriculum management. By acknowledging and interrogating the biases that come with my background, I aim to create a curriculum that is inclusive, balanced, and responsive to the needs of all students.