What is administrative model of curriculum?

Designing the **curriculum**—an **administrative** approach. ... Having collected and analysed essential data and identified goals and objectives, **curriculum** planners create or select a general pattern—a **curriculum** design—for the learning opportunities to be provided to students.

This Model is a model of curriculum development in the oldest and most widely used. Curriculum development ideas come from the administrators of education and using administrative procedures. Furthermore, administrators formed Task Team consisting of education experts, curriculum experts, discipline experts from universities, and senior teachers, which irresponsible for formulating the actual curriculum that is more operational concepts and outlines the basic policies established by the steering team, such formulating goals more operations, select the sequence of materials, selecting and evaluating learning strategies, and formulates guidelines for the implementation of curriculum for teachers. Since the advent of the above, then this model is also called model Top - Dow n. In doing so, the required monitoring, supervision and guidance. After walking for a while need to be evaluated.

The **Tyler Model**, developed by Ralph **Tyler** in the 1940's, is the quintessential prototype of **curriculum** development in the scientific approach. ... Originally, he wrote down his ideas in a book *Basic Principles of Curriculum and Instruction* for his students to give them an idea about principles for to making **curriculum**.

Curriculum Development: The Tyler Model

The Tyler Model, developed by Ralph Tyler in the 1940's, is the quintessential prototype of curriculum development in the scientific approach. One could almost dare to say that every certified teacher in America and maybe beyond has developed curriculum either directly or indirectly using this model or one of the many variations.

Tyler did not intend for his contribution to curriculum to be a lockstep model for development. Originally, he wrote down his ideas in a book *Basic Principles of Curriculum and Instruction* for his students to give them an idea about principles for to making curriculum. The brilliance of Tyler's model is that it was one of the first models and it was and still is a highly simple model consisting of four steps.

1. Determine the school's purposes (aka objectives)
2. Identify educational experiences related to purpose
3. Organize the experiences
4. Evaluate the purposes

Basic Principles of Curriculum and Instruction

Step one is determining the objectives of the school or class. In other words, what do the students need to do in order to be successful? Each subject has natural objectives that are indicators of mastery. All objectives need to be consistent with the philosophy of the school and this is often neglected in curriculum development. For example, a school that is developing an English curriculum may create an objective that students will write essays. This would be one of many objectives within the curriculum.

Step two is developing learning experiences that help the students to achieve step one. For example, if students need to meet the objective of writing an essay. The learning experience might be a demonstration by the teacher of writing an essay. The students than might practice writing essays. The experience (essay demonstration and writing) is consistent with the objective (Student will write an essay).

Step three is organizing the experiences. Should the teacher demonstrate first or should the students learn by writing immediately? Either way could work and preference is determined by the philosophy of the teacher and the needs of the students. The point is that the teacher needs to determine a logical order of experiences for the students.

Lastly, step four is evaluation of the objectives. Now the teacher assesses the students' ability to write an essay. There are many ways to do this. For example, the teacher could have the students write an essay without assistance. If they can do this, it is evidence that the students have achieved the objective of the lesson.

There are variations on this model. However, the Tyler model is still considered by many to be the strongest model for curriculum development.
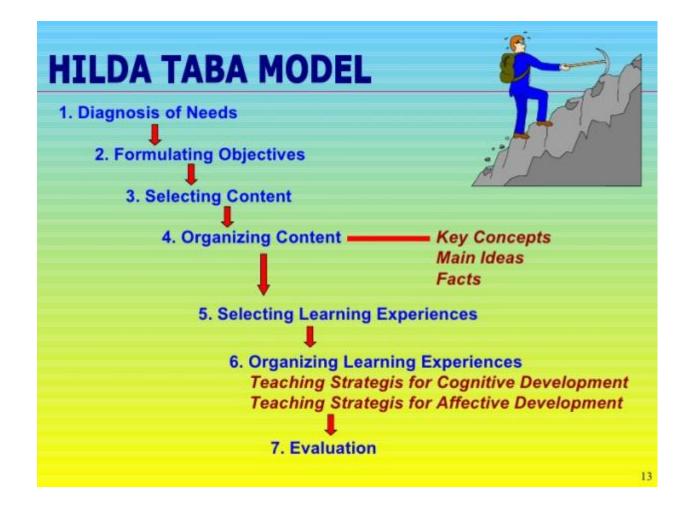
2. The Grass Root Models:

This Development model is the opposite of the first model. Curriculum development initiatives and efforts, not from above but from below , namely the teachers or the school. The first model of curriculum development, management systems used in education / curriculum is centralized, while grass roots model will evolve in a decentralized education system. Development or improvement can be related to a curriculum component, one or several fields of study or the entire field of study and all components of the curriculum. When conditions have allowed, in terms of the ability of teachers, facilities and materials costs literature, curriculum development model of grass root seems to be better. This w as based on the consideration that the teacher is the planner, executor, and also falsifies the teaching in class. He is best know the needs of his class, therefore he was the most competent curriculum for the class.

TABA -MODEL OF CURRICULUM DEVELOPMENT

The Taba Model was developed by Hilda Taba (1902 – 1967), an architect, a curriculum theorist, a curriculum reformer, and a teacher educator. She was born in the small village of Kooraste, Estonia. Taba believed that there has to be a definite order in creating a curriculum. **Hilda Taba** is the developer of the Taba Model of learning. This model is used to enhance the thinking skills of students. Hilda Taba believed that there must be a process for evalutating student achievement of content after the content standards have been established and implemented. The **main concept** of this approach to curriculum development is that teachers must be involved in the development of the curriculum.

She advocated that teachers take an inductive approach to curriculum development which meant starting with the specifics and building toward a general design, rather than the traditional deductive approach (starts with the general design and work towards the specifics) which was rooted in Tyler's model. Hilda Taba followed the grass-roots approach in developing curriculum. For her, it should be the teachers who should design the curriculum rather than the higher authorities (Oliva, 1992). More specifically stated, the Taba approach believes in allowing the curriculum to be developed and/or authored by the users (teachers). Under the Taba Model teachers are expected to begin each curriculum by creating specific teaching-learning units and building to a general design.

According to Khwaja, Akhtar, & Mirza (n.d.), "the Taba model was an attempt to ensure that decisions about curriculum are made on the basis of valid criteria and not whim or fancy." Her model of developing a curriculum consisted of seven main steps and over the years, these seven steps have formed the basis for Hilda Taba's ...

HILDA TABA MODEL

1. Diagnosis of Needs
2. Formulating Objectives
3. Selecting Content
4. Organizing Content —— Key Concepts / Main Ideas / Facts
5. Selecting Learning Experiences
6. Organizing Learning Experiences
   Teaching Strategis for Cognitive Development
   Teaching Strategis for Affective Development
7. Evaluation

13

Strengths of using the Taba Model in the classroom:

- Gifted students begin thinking of a concept, then dive deeper into that concept
- Focuses on open-ended questions rather than right/wrong questions
- The open-endedness requires more abstract thinking, a benefit to our gifted students
- The questions and answers lend themselves to rich classroom discussion
- Easy to assess student learning

Limitations of using the Taba Model in the classroom:

- Can be difficult for non-gifted students to grasp
- Difficult for heterogeneous classrooms
- Works well for fiction and non-fiction, may be difficult to easily use in all subjects

3. Deductive Model of Curriculum-- Oliva

1. THE OLIVA MODEL • The Oliva Model is a deductive model that offers a faculty a process for the complete development of a school's curriculum. • Oliva recognized the needs of students in particular communities are not always the same as the general needs of students throughout our society.

2. In the Oliva Model a faculty can fashion a plan: • for the curriculum of an area and design ways in which it will be carried out through instruction • to develop school-wide interdisciplinary programs that cut across areas of specialization such as career education, guidance, and class activities. • for a faculty to focus on the curricular components of the model to make programmatic decisions. • to allow a faculty to concentrate on the instructional components.

According to Oliva, a model curriculum should be simple, comprehensive and systematic.

Curriculum development model is composed of 12 components, namely:

a. Component 1: Philosophical formulation, target, mission and vision of the institution.

b.Component 2: Analysis of the needs of the community w here the school is located.

c.Components 3 and 4: General purpose and special purpose curriculum

d.Component 5: Organizing the design and implement curriculum

e.Component 6and 7: Describe the curriculum in the form of the formulation of general

objectives and specific learning

f.Component 8 :Define the learning strategy.

g.Component 9 :Preliminary studies on possible strategies or assessment techniques to be

used.

h.Component 10 :Implement the learning strategy

i.Components 11 and 12: Evaluation of learning and curriculum evaluation

Teaching And Learning Resources (Curriculum Support Materials)

They include anything a teacher uses to enhance the teaching- learning process. The common types include:

- Print materials
- Audio programmes
- Visual materials
- Audio-visual materials
- Slides, photographs and other still pictures
- Laboratory chemicals, apparatus and equipment
- Digital content
- Models, puppets and toys.

Learning Resources Required to Deliver the Curriculum

• Teachers, Technical and Administrative staff - there should be sufficient staff to deliver and

support the delivery and assessment of the course. Staff should be appropriately skilled (in

pedagogical as w ell as technical areas) and qualified and should be aw are not only of their

own areas of the course but also of the course as a whole in order that they can contextualise the learners' learning experiences.

• Equipment including IT and AV equipment, models and simulators, laboratory and clinical

equipment, white boards, flip charts.

• Finances - the course will require adequate funding to sustain its activities .

• Books, Journals and Multimedia Resources - lists of core textbooks for each part of the

course and other resources including reference texts should be identified by teachers and

purchased for use by learners. These should be supported by other resources such as journals (printed and online) and multimedia packages. The library will be the main support structure for these resources but additional resources may also be delivered through an Intranet or via departmental 'libraries'.

• Teaching rooms, office space, social and study space - there should be adequate provision to accommodate learners at all stages of the course as well as social and study space for students to spend time outside the classroom. There should also be sufficient space for teachers to prepare teaching and meet with students.

• Requirements for supervision and delivery of clinical teaching/placements - in courses for health professionals, these areas of the course usually comprise a large part of the curriculum. Clinical teaching is often delivered by health professionals working in practice rather than linked to the educational institution and it is important to ensure that such staff are supported and trained to deliver the course. Other requirements which need to be considered include travel and accommodation arrangements for learners and teachers.

Implementing the Curriculum

There is no real clear dividing line between curriculum development and implementation. Once the curriculum has been developed and tested, and revised as necessary, the curriculum is ready for implementation. It is important that those involved with implementing the course (usually teachers and examiners) as well as students, interpret the curriculum correctly, because the written word is not always interpreted in the same way by different people. Ideally, the processes of development and implementation should be seamless and involve many of the same teachers and other staff as well as student representatives. This will help to ensure ownership of the new course and more effective implementation.

Pre Testing and Piloting

Before starting to fully implement the curriculum it is preferable to try to Pre-Test or Pilot

some or the w hole of the curriculum that has been developed. The main objective of pre testing and piloting is to try out the draft curriculum in a small number of training situations and in the context in w hich the curriculum w ill be used.

This helps to highlight to the curriculum developers w hether the curriculum is understandable and relevant to the users and whether it works in practice. Based on these findings, the curriculum can be modified as appropriate to meet the needs of the potential students. Sometimes there is the opportunity to Field Test the developed course to a larger number of users under real 'field' conditions.

Pre testing and piloting can help to create the most appropriate course as often the paper curriculum does not w ork as expected in practice because of unforeseen situations or responses by students or teachers. For example, if introducing new teaching or learning methods or new topics into a curricula, it is easy to underestimate the amount of preparation and sometimes additional training w hich might be required of teachers. Tools and mechanisms must be developed to ensure a systematic evaluation of the testing or piloting process.

Monitoring and Evaluating the Curriculum

Monitoring can be defined as a continuous or periodic check and overseeing by those responsible for the course at every level. It should focus attention on processes and performance w ith the objective of draw ing attention to particular features that may require corrective action. It includes putting activities in place to ensure that input deliveries, w ork plans, expected output and other actions are proceeding according to plans. Monitoring should enable curriculum planners to detect serious setbacks or bottlenecks of the implementation process that may cause the programme not to achieve expected learning outcomes.