

CURRICULUM DEVELOPMENT

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ABSTRACT

Curriculum planning is an ever-changing process and this paper attempts to examine the way in which the new developments in education relate to previous approaches in the teaching of pupils and to suggest ways in which implementation of national Curriculum can make a positive contribution to the on-going processes of curriculum development.

INTRODUCTION:

Education is considered to be a social force and one of the chief means by which a society prepares its people to become members of that society. Education must therefore reflect the dominant elements of the society in which it exists and should be geared to meet the needs of all individuals.

The introduction of the National Curriculum has presented many challenges for all those concerned with the education of children and young people.

Orukotan, (1993) noted that curriculum was derived from Latin word "Currere" which means "a running course". In other words, it is a course to be learned before the attainment of goal. Bobbit in (1916) and (1924) translated curriculum from Latin to mean a race course or race itself a place of deed or series of deeds. As applied to education therefore, he said that curriculum should be a series of things which children and youths must do and experience by way of developing abilities to do things well that make up the affairs of adult life and to be in all respects what adults should be.

From Bobbit's definition, curriculum objectives are derived from skills and knowledge needed by adults. The intended outcome is to produce a complete individual. That is what an adult should be. To attain this outcome, the input consists of the learners and the learning experience. The experience could be from within or outside the school, could be formal, informal or non-formal.

Tyler (1949) said curriculum is all the learning of students which is planned and directed by the school to attain its educational goals. He emphasised intended outcome of the educational system i.e. objectives. Any curriculum must start with the identification of curriculum objectives which is also the most important aspect. The objectives will guide the determination of other components of the curriculum viz: content, method and evaluation. According to him, curriculum should answer four fundamental questions: 1. What educational purpose should the school seek to attain? 2. What educational experience can be provided that are likely to attain these purposes?

3. How can these educational experiences be effectively organised?
4. How can we determine whether these purposes are being attained?

Tyler's definition seems good, but critics frown at the fact that too much emphasis is placed on educational purpose i.e. educational objectives. Some people opined that the four components of the curriculum should have equal importance.

The major question has been how to guarantee access to the National Curriculum for individual needs of learners. This paper **seeks to** illustrate how this is possible in the case of regular learners and those with sensory impairment. **LITERATURE REVIEW**

The future of every country development depends on the type of educational programme it had because it is the interpretation on and reconstruction of experience by learners which makes them intelligent individuals.

NEED OF THE NATION

According to the National Policy on Education Revised edition (1981) it is the desire that Nigerian should be a free, just and democratic society, a land full of opportunities for all its citizens, able to generate a great and dynamic economic and growing into a united, strong and self-reliant nation cannot be overemphasised. In order to realise fully the potentials of the contributors of education to the achievement of the objectives, all other agencies will operate in concert with education to that end Furthermore, to foster the much needed unity of Nigeria, imbalances in inter-state and intra-state development have to be corrected. Not only education the greatest force that can be used to bring about redress, it is also the greatest investment that the Nation can make for the quick development of its economic, political, sociological and human resources.

ONE WAY FORWARD:

A curriculum is written for regular pupils, the physical, sensory impaired and the intellectual needs of the group need to be considered. All aspects of the National curriculum need to be considered for every pupil.

The staff in any school are the major resource and the characteristics is enthusiasm, care and understanding, ability to self evaluate, planning and recording skills, teamwork and motivation. The school itself has characteristics worthy of consideration and learning should be:

- pupil centered and relevant;
- experiential not passive;
- positive and success based;
- enjoyable yet challenging;
- preparing for the next stage in life;
- broad, balances and differentiated;
- easily accessed (Halliday, 1988).

PLANNING K>R BALANCE IN THE CURRICULUM

The curriculum should balance the needs of individual pupils shares with his or her peers within the community and the special education needs. The work of pupils is continually evaluated, this evaluation itself reflects on the success, relevance and balance of the curriculum offered.

There can be no final answer to curriculum development in any school. The national curriculum itself, now and area and vital importance, is likely to be amended for time to time.

Curriculum developments goes on but, perhaps, it is now no longer only in the hands of the school but the society. A Pring(1989) points out, "the principles of curriculum development are: breadth, differentiation, continuity - and agreement on essential areas of knowledge, understanding and skills". Only time and evaluation will enable us to understand how much the whole school curriculum has been influenced by the National Curriculum. If schools are to ensure their existing good practice is not lost by staff being unduly influenced by all the change, curriculum planning is essential within the school and in consultation with colleagues locally and nationally.

PARTICIPANTS IN CURRICULUM DEVELOPMENT:

Orukotan (1993) said the people who should participate in any curriculum development include learners, teachers, education administration, publishers and curriculum planners/evaluators.

CURRICULUM PLANNER/EVALUATORS:

These people carry out research looking at various learning activities and instructional strategies that exist. They also investigate the adequacy of the environment under which these learning activities and instructional strategies operate. Their activity and findings will help to decide on which learning activities, instructional strategies and environmental criteria should be retained, modified or discarded.

ADMINISTRATORS:

This set of people have the final say i.e they give the go ahead before implementing what has been produced by curriculum planners. The administrators are the educational decision makers, and they are responsible for the funding

of curriculum planning, implementation, and evaluation, therefore they need to be involved.

TEACHERS:

Teachers are the arbitrators, interpreters and operators who will transform theory into practice. They are the spot where curriculum will actually be implemented, therefore they must know students and all environmental criteria available for curriculum implementation.

LEARNERS:

The main purpose of any curriculum development is to change learners behaviour, The learners developmental stage, their characteristic problems, needs, interest are essential ingredients for developing a good curriculum, therefore they have to be actively involved in the process of developing a curriculum.

EXAMINATION BODIES:

In Nigeria, the different examination bodies include; West African Examination Council (WAEC), The National Teachers Institute (NTs Joint Admission/Matriculation Board (JAMB) and other national examination bodies needs to be involved in the process.

GENERAL PUBLIC/SOCIETY.

The learner that will use the curriculum will ultimately be received by their society, therefore societal values, needs and aspirations should be considered while developing curriculum. The different professionals should participate and offer relevant suggestions as various stages of curriculum development.

PUBLISHERS:

Textbooks is synonymous with curriculum in most schools, it will be the same as its curriculum Since published educational materials have such a persuasive effect on the curriculum, publishers of such materials should be involved in curriculum development.

ACCREDITATION BODIES:

These bodies play vital role in the accreditation of courses and setting of minimum standards. With numerous polytechnics, Universities and Colleges of education, the Government had to introduce standards and accreditation procedures. The accreditation bodies needs to be involved in curriculum development. CHARACTERISTICS OF A GOOD CURRICULUM

Inspite of divergent views expressed, a good curriculum should have the following characteristic;

1. It must have goals and objectives which should reflect values needs and aspirations of the larger society in which it will be used.
2. To some extent it should have a national outlook, however it must not fail to accommodate local values - interest of people in the immediate environment of the school. Wherever possible, it should be adapted to suit the available facilities in our schools.
3. The goals should be clearly stated as to be understood by all. They should be comprehensive and realistic. A good curriculum should cater for cognitive affective and psychomotor development of our learners.
4. A good curriculum should have continuous evaluative strategy which can provide feedback for its necessary modification at intervals. (Orukotan (1993).
5. The curriculum must be planned, organised and implemented so as to integrate individual learners into their immediate environment and the larger society. It should equip them with skills that CLUI make them survive and also gainfully employed,

PLANNING FOR BALANCE IN THE CURRICULUM.

There can be no final answer to curriculum development in any school. The curriculum should balance the needs the individual pupil share with their peers within the community and the special education needs.

EQUALITY OF OPPORTUNITY AT SCHOOL.

Equality of opportunity at our school means that it matters that pupils can have a rich, varied and thoughtful curriculum where their personal self image grows and feels good and positive, where they can feel proud to be "me" and happy to have us as friends. Equality of opportunity is integrity, respect, humanity and much more should be fundamental to all that we do.

PLANNING A SENSORY CURRICULUM.

All pupils are entitled to the national curriculum, including special children. Through a sensory approach, the science curriculum validates all the work undertaken in the curriculum. As this scientific links develops, there will be more access to other national curriculum subjects-through a sensory approach.

SENSORY CURRICULUM.

The sensory science curriculum should be planned and developed in coordination with all other areas of the combined school and National curriculum. It is an extension of the sensory curriculum not a replacement. It should form part of a well balanced, overall curriculum whose main aim is to stretch every pupils to reach their maximum potential.

A carefully planned sensory science curriculum, threaded through the main sensory curriculum offers the special children the opportunity for:

- A broader base for sensory learning.
- Equality of curriculum opportunity.
- Access to a wider range of resources.
- Enriched teaching through new sensory media.

SUMMARY

Education is considered to be a social force and one of the chief means by which a society prepares its people to become members of the society. It is the primary task of educational leaders in every country is to keep abreast of the changes in society which affect them. The persistence in following old ways may be inadequate for present and future needs.

The curriculum must aim to meet the needs of all learners regardless of physical, intellectual, emotional behavioural difficulties, gender, Social and cultural background, religious or ethnic origin.

A full curriculum evaluation should seek to examine what is good, discard that which is not and move forward to develop new areas.

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