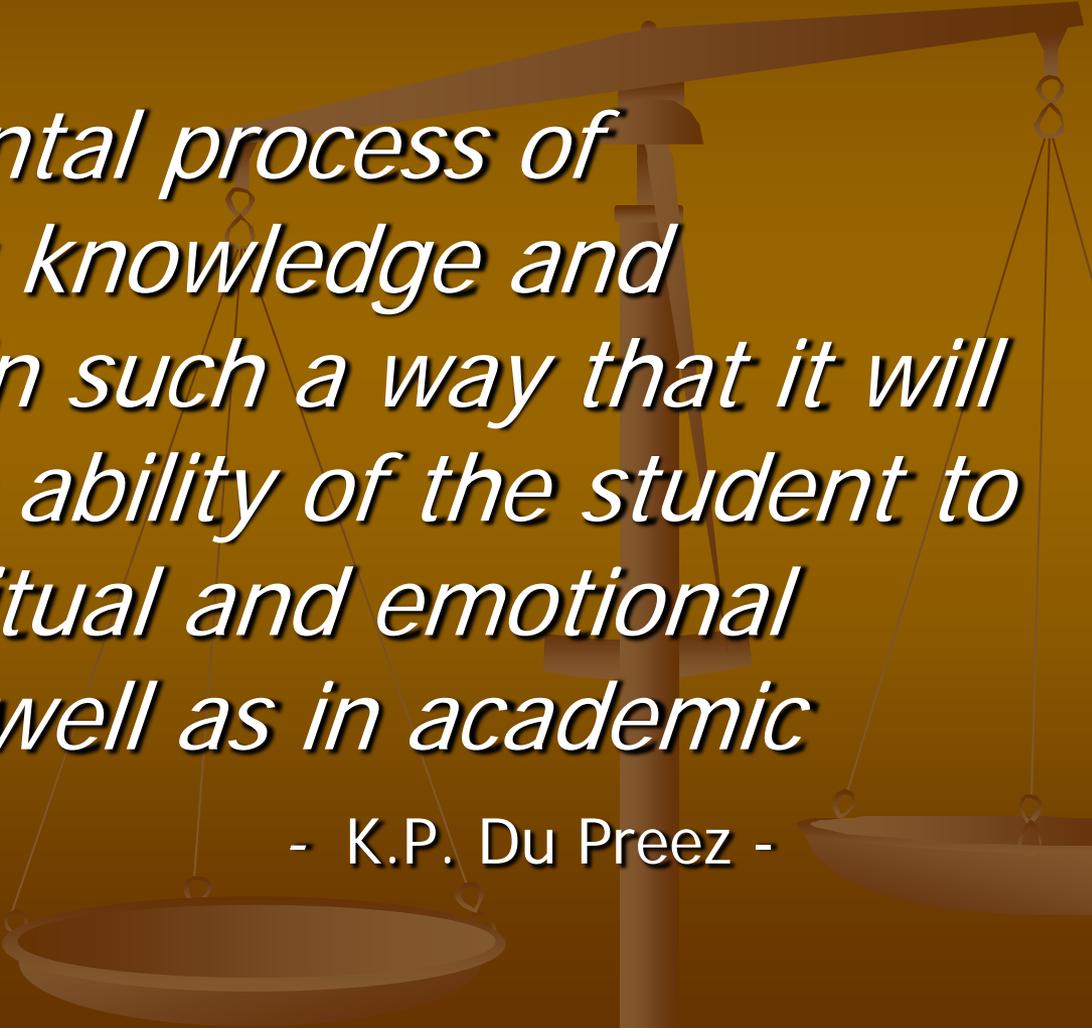# CURRICULUM DEVELOPMENT

AN INTRODUCTION

DEFINITION OF CURRICULUM

The developmental process of constructing knowledge and experience in such a way that it will increase the ability of the student to grow in spiritual and emotional maturity as well as in academic excellence. - K.P. Du Preez -

Characteristics of Curriculum Development (CD)

- It is a process

- It is an orderly, logical, cohesive constructing of knowledge and experience

- The ultimate aim of CD should be emotional and spiritual maturity of students and academic excellence
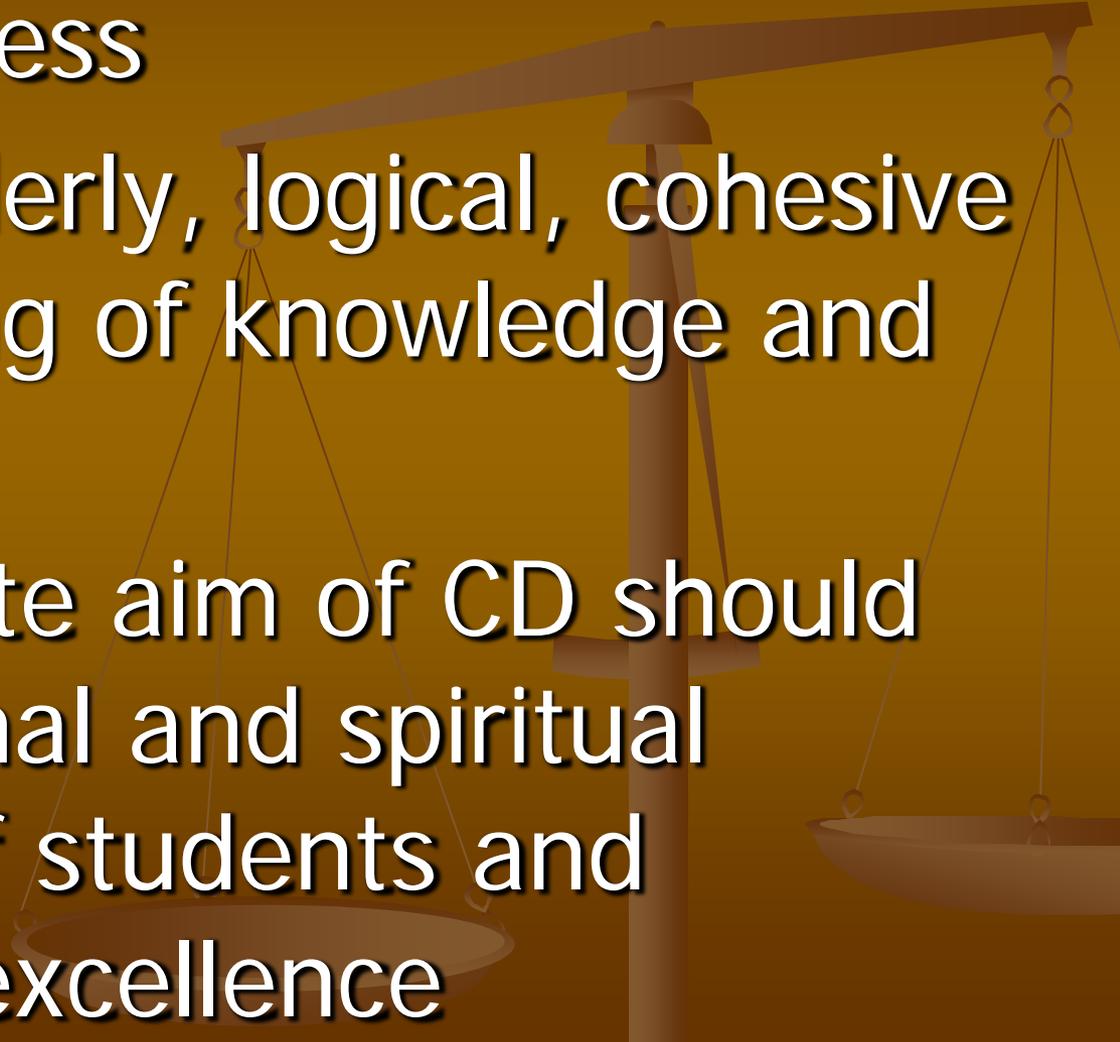
CURRICULUM: AN ALL EMBRACING TERM

- It is a term that embraces more than just academic material

- Curriculum comes from the Latin word "correr" that means a race. In the race to emocional and spiritual maturity and academic excellence the quality of one's material content, administration, library, buildings, staff, etc should also come under the loop.
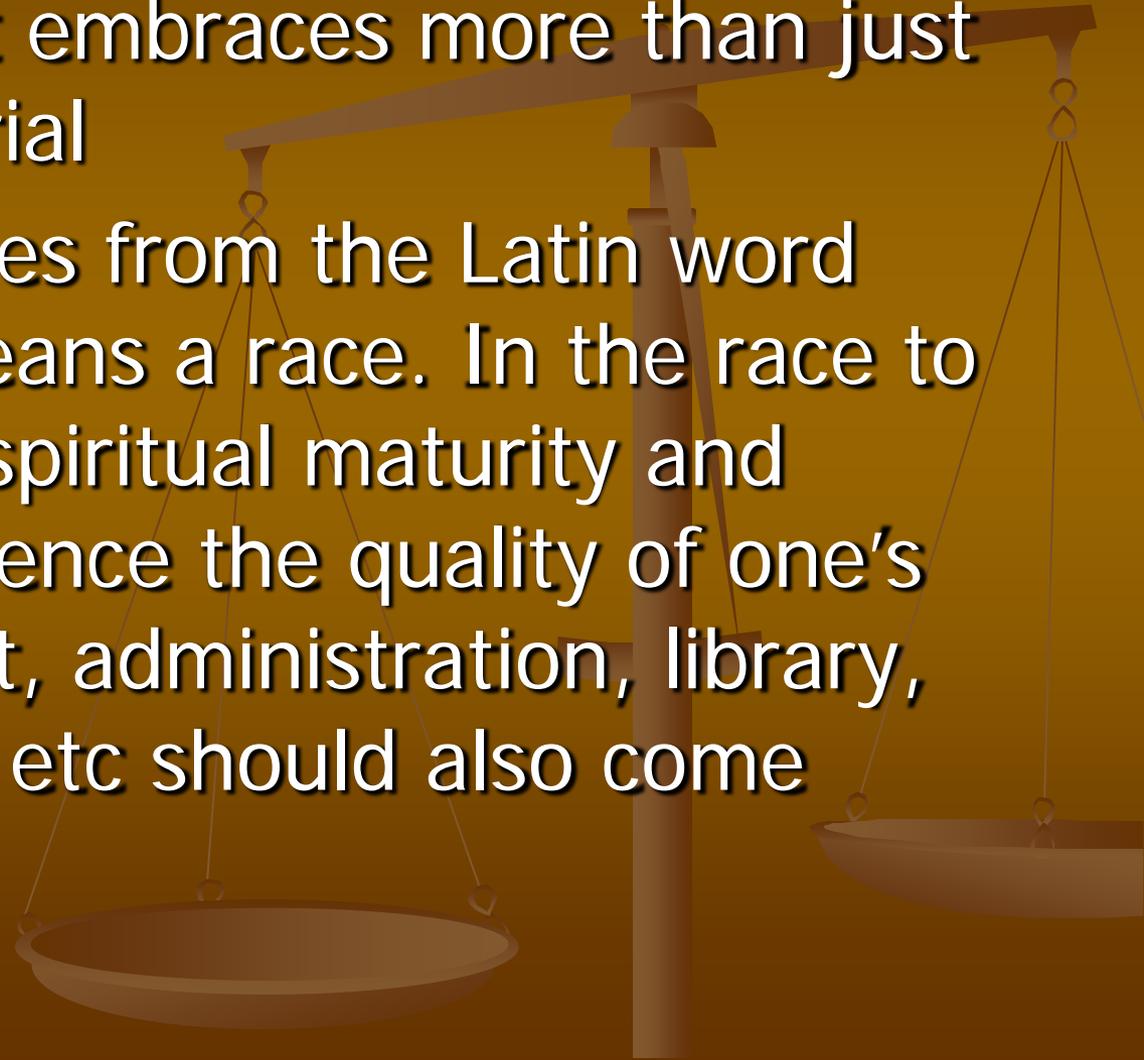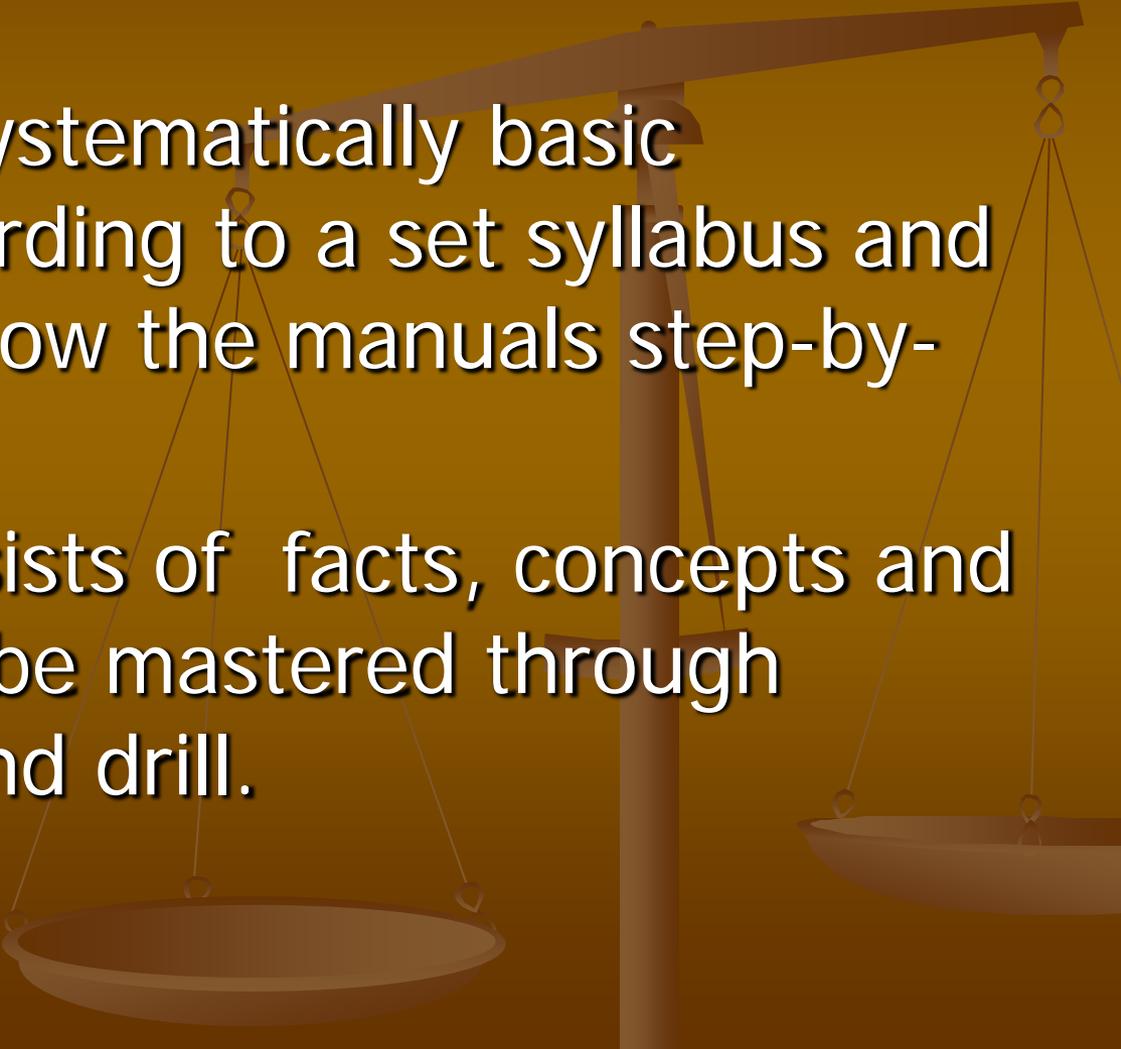
# DIFFERENT SCHOOLS OF APPROACH IN CD

- The traditionalist orientation

- The progressive orientation

TRADITIONAL ORIENTATION

- Schools teach systematically basic knowledge according to a set syllabus and the teachers follow the manuals step-by-step.

- Knowledge consists of facts, concepts and skills that must be mastered through memorization and drill.
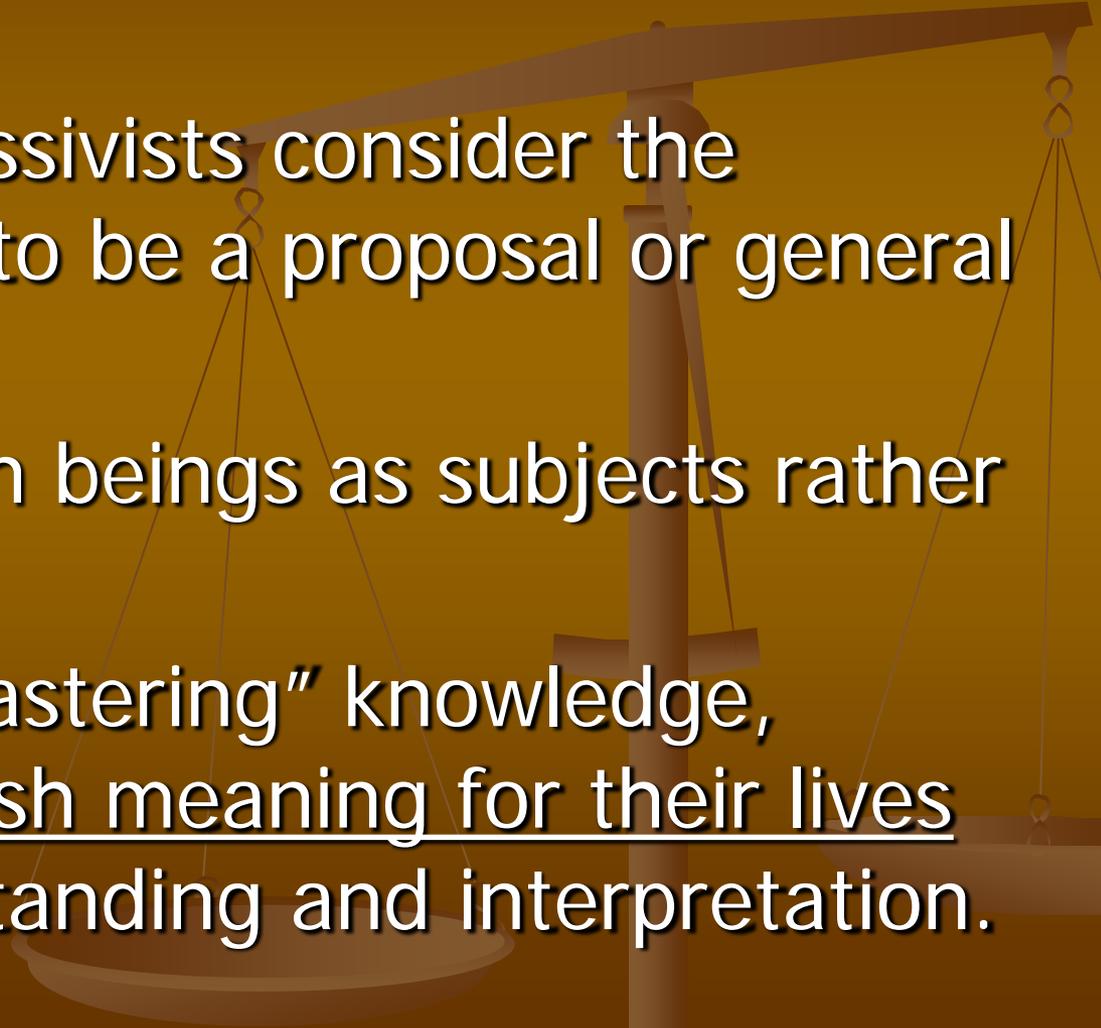
THE PROGRESSIVE ORIENTATION

- Emphasis on *relevant* curriculum content.

- Progressive educators see knowledge as more than a product that has to be mastered.

- Students, they believe, must interact with the world around them and *interpret* it.
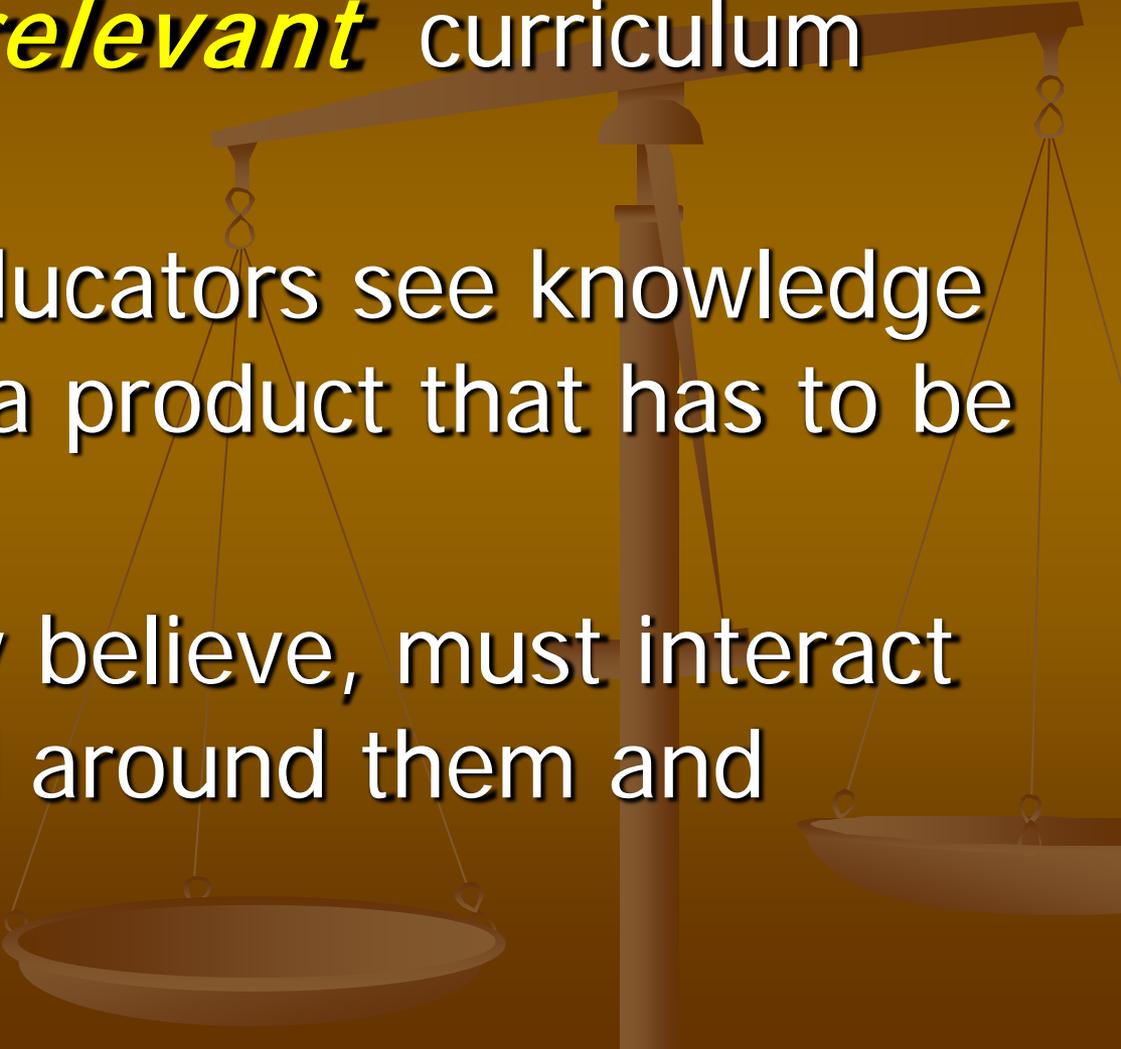
# Curriculum progressivists ask the following questions:

- What should be the overall aims of education?

- How can education help humanity to achieve a just a compassionate society?

- What ought we to do?
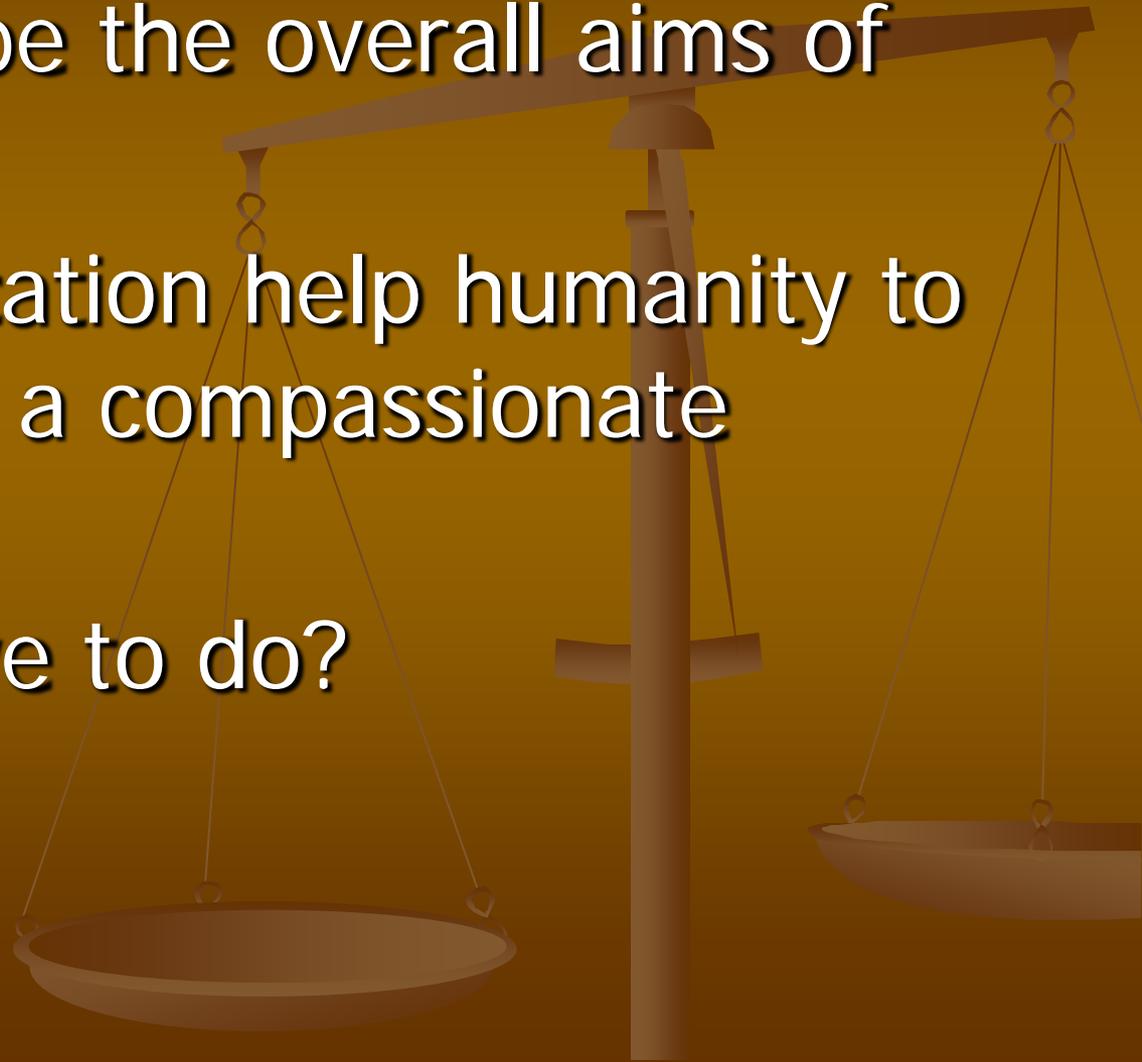
# PROGRESSIVE ORIENTATION: OTHER CHARACTERISTICS

- Teacher-progressivists consider the curriculum just to be a proposal or general guide.

- They see human beings as subjects rather than objects.

- Rather than "mastering" knowledge, students establish meaning for their lives through understanding and interpretation.

PROGRESSIVE ORIENTATION - Continue

- Curriculum involves *interaction* between teachers and learners, between learners and learners, between learners and curriculum content.

- The focus of teaching is more the making of *meaning* through learning than the transmission of facts, concepts and skills.
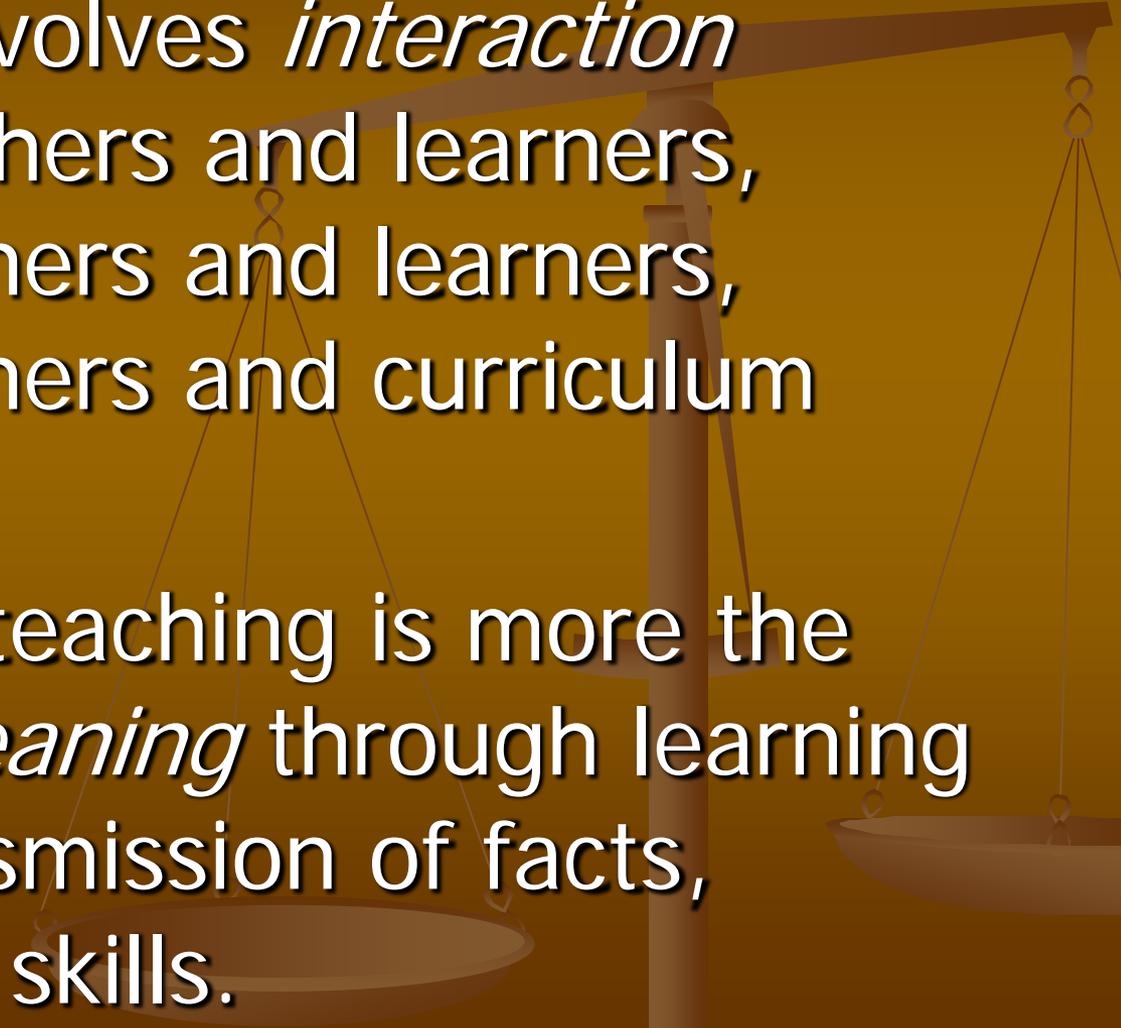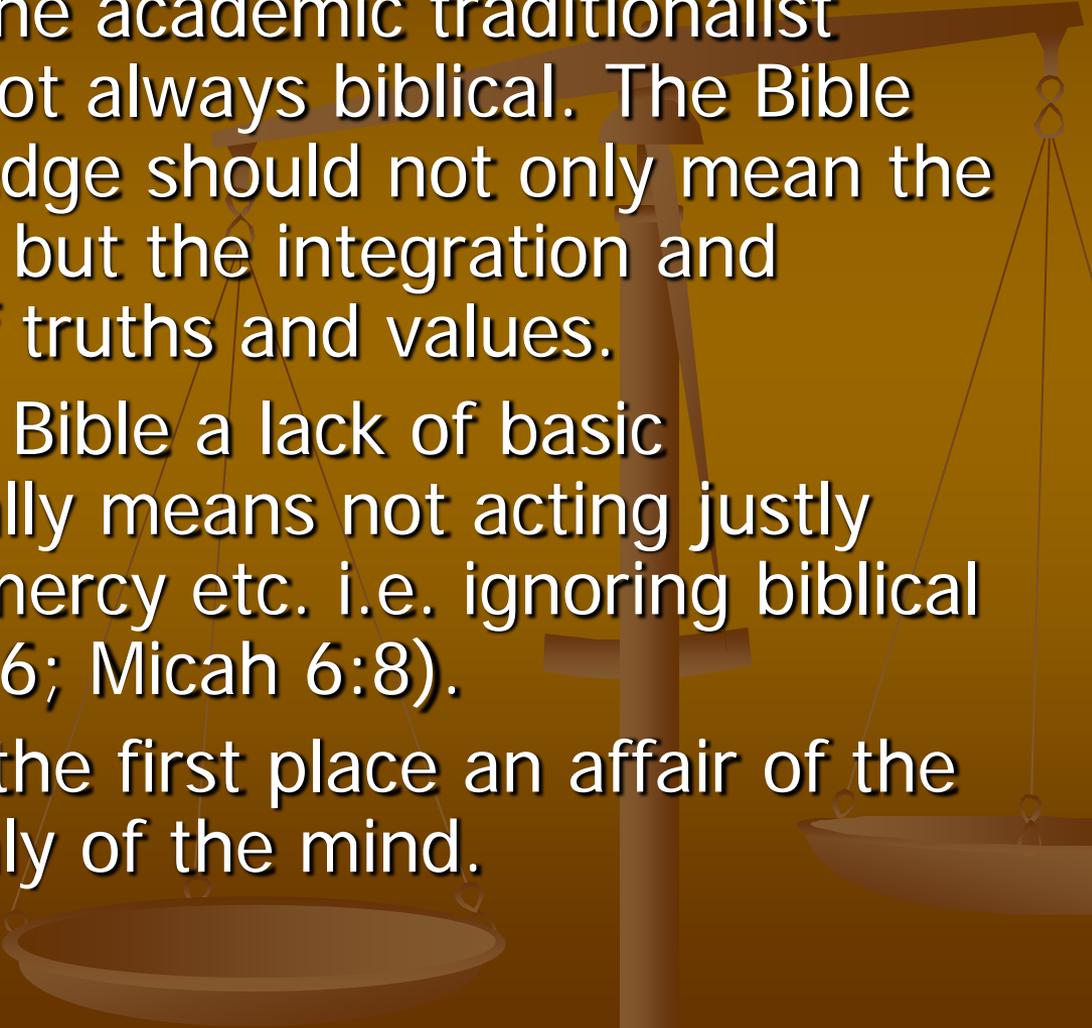
PROGRESSIVE ORIENTATION vs. "Banking education."

- They oppose "banking education" and "narration sickness" by which teachers just deposit information into the passive minds of their pupils.

- Learners should not only be active participants, but in doing so should develop a critical mind.
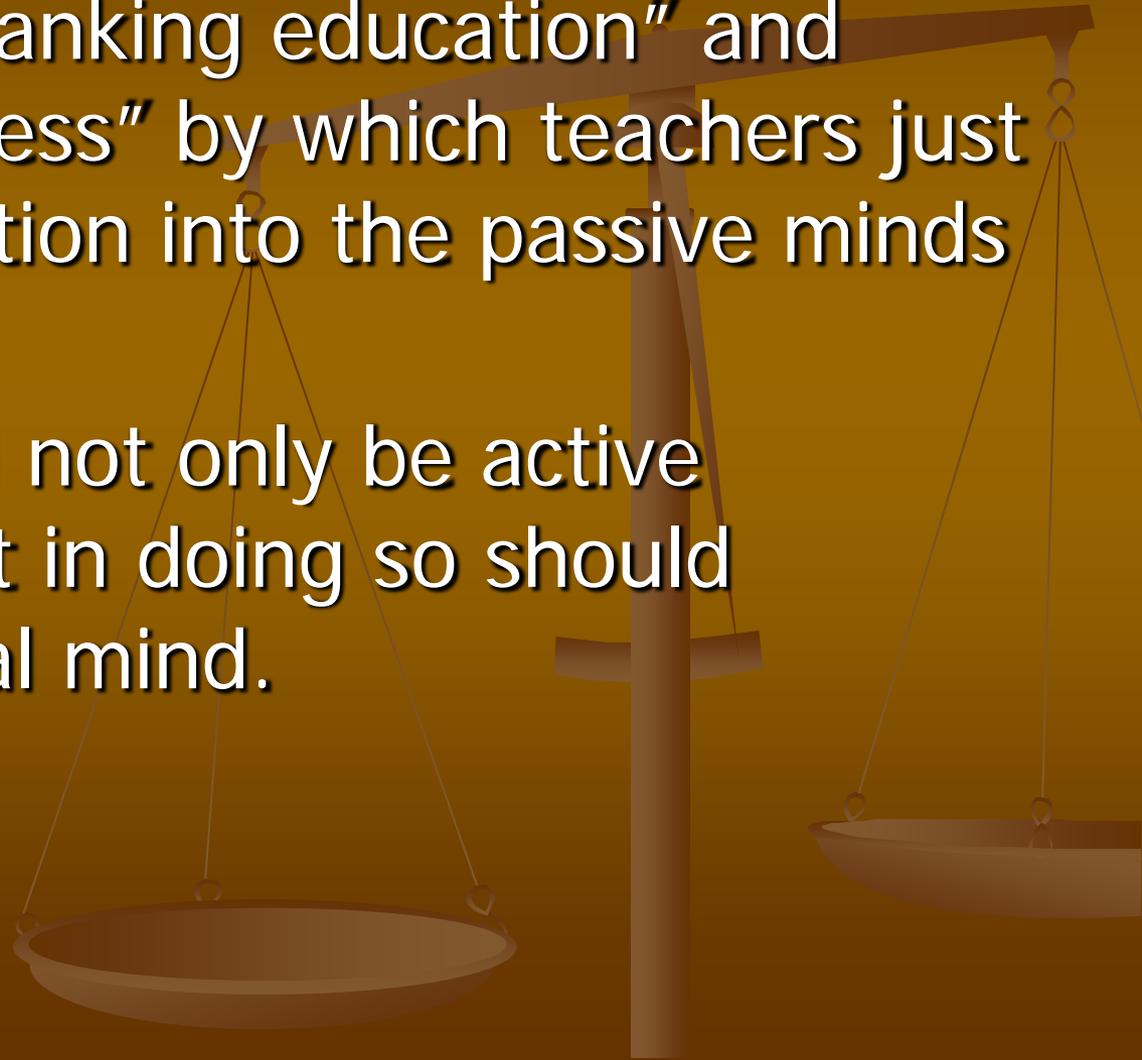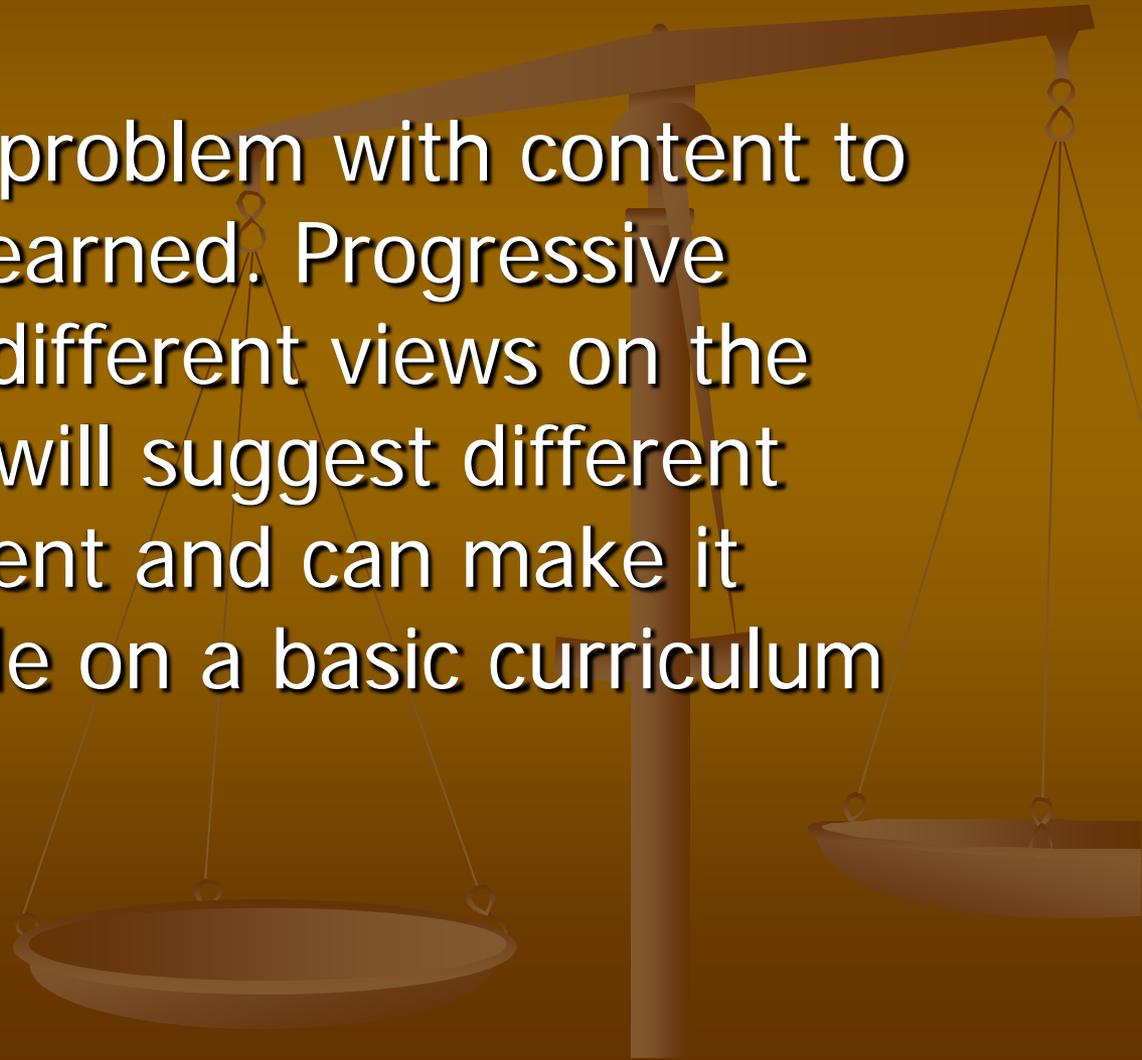
EVALUATION:
Traditional orientation

- The "basics" of the academic traditionalist orientation are not always biblical. The Bible says that knowledge should not only mean the knowing of facts but the integration and internalization of truths and values.

- According to the Bible a lack of basic knowledge actually means not acting justly and not having mercy etc. i.e. ignoring biblical norms (Hosea 4:6; Micah 6:8).

- Knowledge is in the first place an affair of the heart and not only of the mind.

EVALUATION:
Progressive orientation

■ There can be a problem with content to be taught and learned. Progressive educators with different views on the meaning of life will suggest different curriculum content and can make it difficult to decide on a basic curriculum

EVALUATION:
Progressive orientation - Continue

- If a curriculum team however shares common beliefs and values, a progressive orientation yields a more thoughtful, holistic and relevant approach to curriculum planning than the traditional orientation.
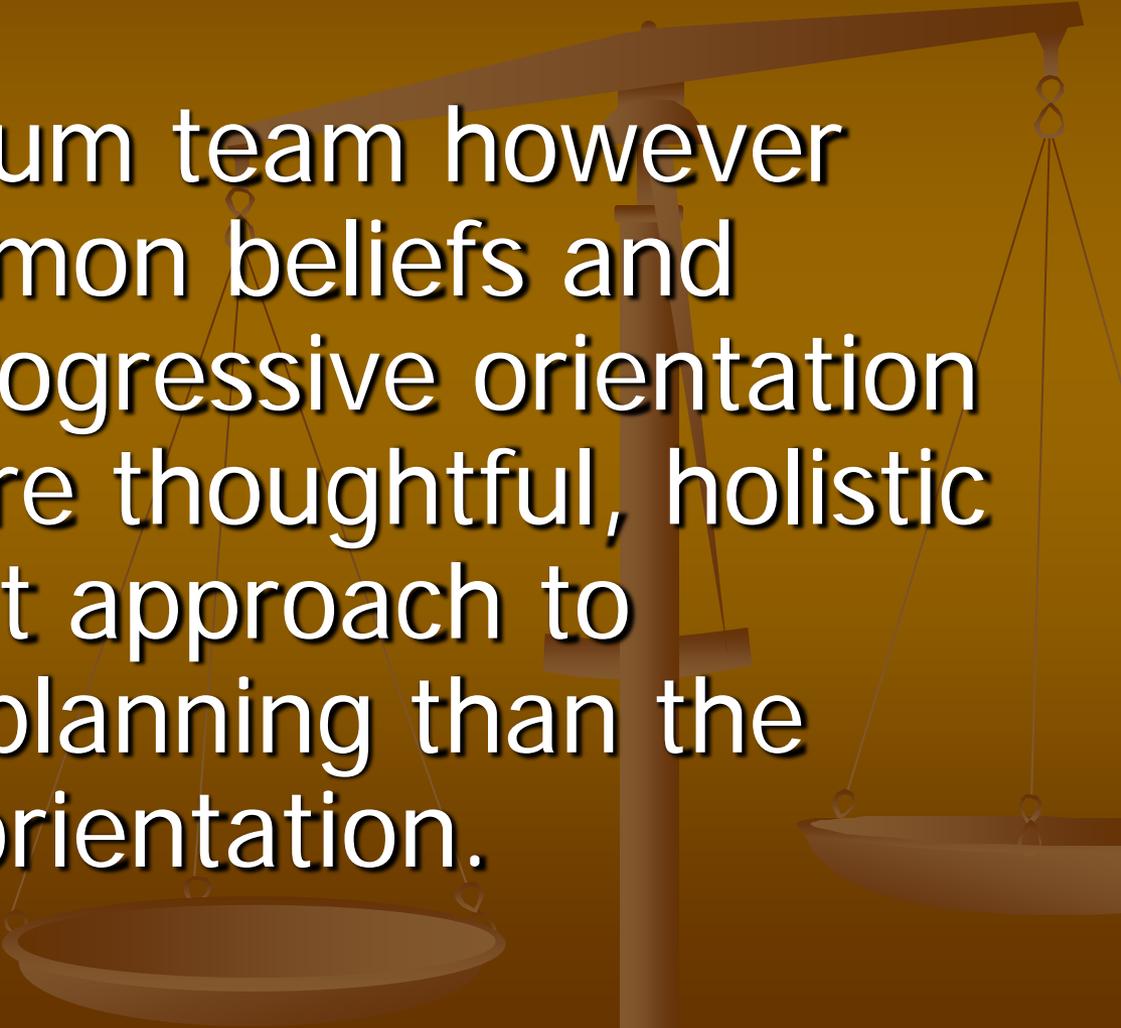
QUESTIONS IN GROUPS

- What kind of curriculum orientation represents your Theological Institution?

- What kind of curriculum orientation do you think your Theological Institution should follow?
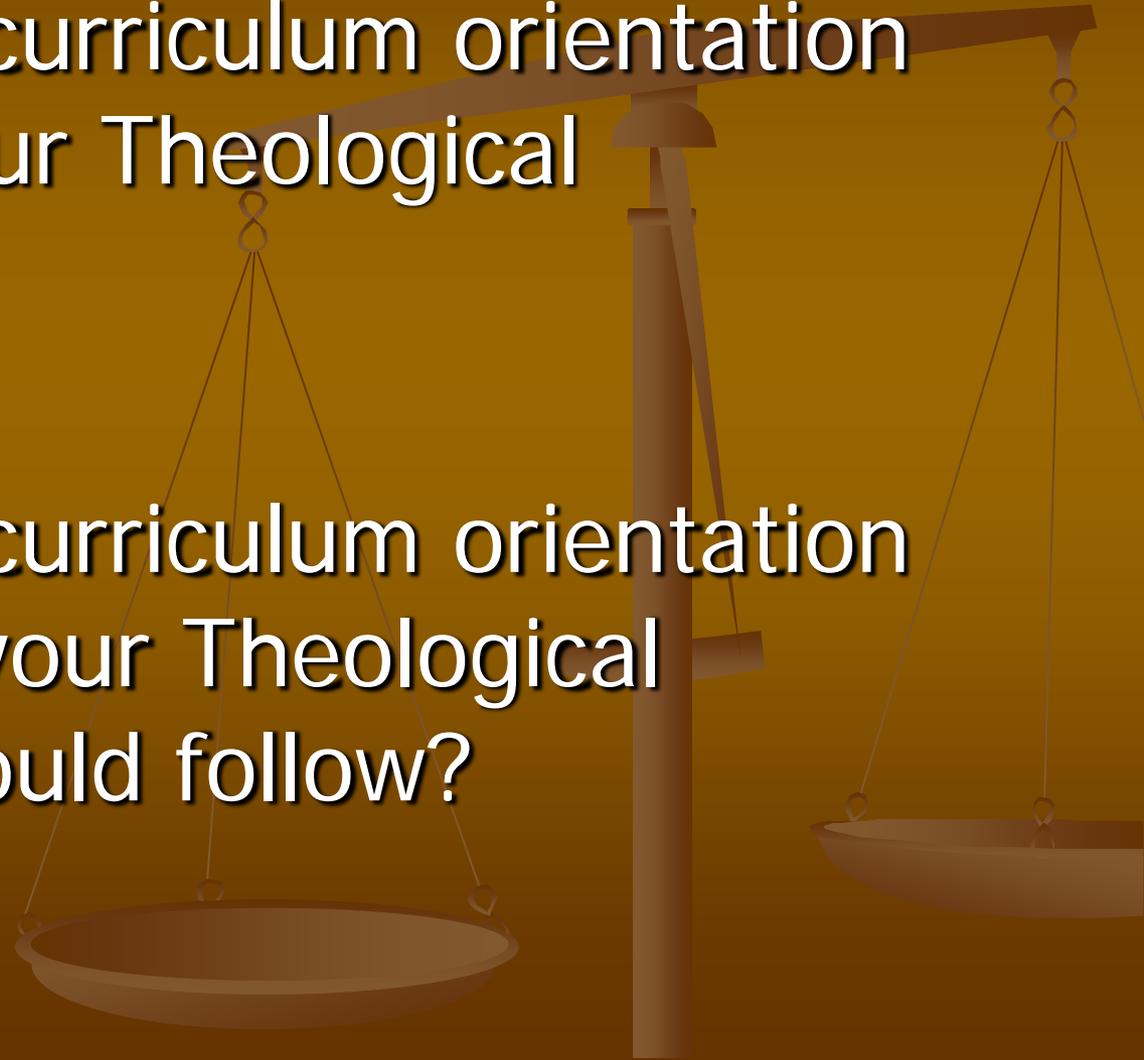
FEEDBACK

- FEEDBACK FROM GROUPS

- SUMMARY AND REFLECTION ON FEEDBACK

- CONSENSUS ON WAY AHEAD?