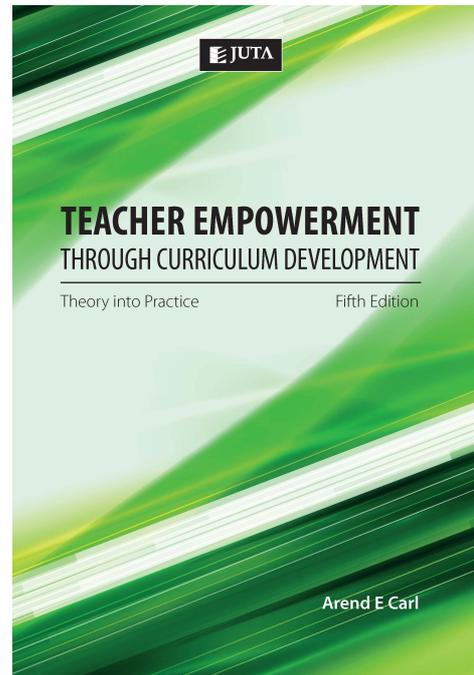


# Teacher Empowerment Through Curriculum Development

<b>Edition:</b>	<b>5th Edition</b>
<b>Publication date:</b>	<b>2017</b>
<b>Author/Editors:</b>	<b>Carl, A</b>
<b>ISBN:</b>	<b>9781485125242</b>
<b>Format:</b>	<b>Soft Cover</b>
<b>Number of Pages:</b>	<b>256</b>
<b>Retail price:</b>	<b>R466.00 (incl. VAT, excl. delivery.)</b>
<b>Website Link:</b>	<b><a href="http://juta.co.za/pdf/24783/">juta.co.za/pdf/24783/</a></b>



## About this Publication:

South African education faces major challenges, of which curriculum changes are at the core. Education is confronted with continual curriculum changes at all levels, from school to higher education. Teachers play an important role as key agents of curriculum change, and can contribute to the successful and dynamic development of curriculum if they are empowered with the appropriate skills and knowledge. Their positive disposition towards curriculum can be a motivating factor that adds value to the process of relevant curriculum development.

The key focus of Teacher Empowerment through Curriculum Development: Theory into Practice is the empowerment and involvement of teachers in the curriculum development process.

## Key Features

- a sound theoretical foundation for Curriculum Studies as a field of study and for the process of curriculum development
- a comprehensive description and discussion of the nature and key components of curriculum design
- examples of how this theory may be implemented in practice
- a comprehensive overview of the curriculum functions and roles of the teacher as an empowered curriculum agent.

## **Contents Include:**

### Chapter 1: The Issue of Empowerment of the Teacher as Curriculum

#### Agent: Some Perspectives

- 1.1 Introduction
- 1.2 A notional and concept statement
- 1.3 Manifestations of empowerment
- 1.4 Conditions and supporting factors
- 1.5 The role of leadership in the empowerment process
- 1.6 The empowered teacher: A synthesis

### Chapter 2: Curriculum Studies as a Field of Study

- 2.1 The necessity of relevant curriculum development for a developing South Africa
- 2.2 Curriculum studies as a field of study
- 2.3 Summary

### Chapter 3: The Process of Curriculum Development

- 3.1 Introduction: Possible interpretations
- 3.2 Approaches and paradigms to curriculum development and inquiry
- 3.3 Orientations in respect of curriculum development
- 3.4 Manifestations and functioning of curricula
- 3.5 Principles of curriculum development
- 3.6 Summary

### Chapter 4: Effective Curriculum Design for Dynamic Curriculum Development

- 4.1 Introduction
- 4.2 Clarification of the concept: The interdisciplinary nature of curriculum design
- 4.3 Levels on which curriculum design may take place
- 4.4 The process of curriculum design
- 4.5 Components of curriculum design for micro-curriculum development
- 4.6 Summary

### Chapter 5: Curriculum Dissemination as a Critical Phase within Dynamic Curriculum Development

- 5.1 Introduction: Curriculum dissemination as a phase
- 5.2 Dissemination and the involvement of those interested in the curriculum
- 5.3 Curriculum dissemination as social structure
- 5.4 Aims
- 5.5 Strategies for curriculum dissemination
- 5.6 Procedures for curriculum dissemination
- 5.7 Models for curriculum dissemination
- 5.8 Logistical aspects
- 5.9 Communication within curriculum dissemination
- 5.10 Summary

### Chapter 6: Successful Curriculum Implementation

- 6.1 Introduction
- 6.2 Determinative factors for successful implementation
- 6.3 Levels of implementation
- 6.4 Implementation strategies
- 6.5 Summary

### Chapter 7: Comprehensive Curriculum Evaluation within Dynamic Curriculum Development

- 7.1 Introduction
- 7.2 Evaluation of the curriculum: A field description
- 7.3 Models for curriculum evaluation
- 7.4 Forms of curriculum evaluation
- 7.5 Methods of evaluation
- 7.6 The evaluation of a curriculum with the aid of a checklist
- 7.7 Summary

### Chapter 8: The Operationalisation of the Curriculum

- 8.1 Introduction
- 8.2 Situation analysis of the community
- 8.3 Situation analysis of a school

8.4 Vision and mission formulation for a school

8.5 Educational, teaching and school goals

8.6 Subject curriculum development

8.7 More comprehensive subject curriculum development

8.8 Summary

Chapter 9: The Responsibility of the Empowered Teacher with regard to Curriculum Development

9.1 Introductory orientation: Perspectives on teacher involvement in curriculum development

9.2 The teacher's curriculum functions in the respective curriculum fields/sectors

9.3 The role of training and other factors in the process of empowerment

9.4 Summary

**Of Interest and Benefit to:**

This updated fifth edition is a must for every teacher and student teacher who acknowledges the need for empowerment and wishes to contribute to the process of dynamic and relevant curriculum development in a changing South Africa