

# UNIT OUTLINE FOR EDM131.9 Leadership of Curriculum Design and Implementation

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<b>Name of Unit 1 (Unit Code 1)</b>
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Leadership of Curriculum Design and Implementation (EDM131.9)
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## SECTION 1 – GENERAL INFORMATION

### Administrative details

Associated higher education awards	Duration	Level	Unit Coordinator
Master of Education	One semester	Advanced	Dr Francis Ben

### Core or elective unit

Indicate if the unit is a

- core unit  
 elective unit  
 other (please specify below):

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### Unit weighting

Using the table below, indicate the credit point weighting of this unit and the credit point total for the course of study (for example, 10 credit points for the unit and 320 credit points for the course of study).

Unit credit points	Total course credit points
12 credit points	96 credit points

### Student workload

Using the table below, indicate the expected student workload per week for this unit.

No. timetabled hours per week	No. personal study hours per week	Total workload hours per week
3	15	18

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support:   0   hours per week

### Pre-requisites and co-requisites

Are students required have undertaken a prerequisite or co-requisite unit for this unit?

- Yes     No

**SECTION 2 – ACADEMIC DETAILS****Brief description of the content of the unit**

This unit offers the opportunity to understand the historical, national and global contexts of Curricula as well as opportunity to evaluate and design Curricula changes to implement in local (and various) contexts. It also includes as foundational documents for this unit, the Melbourne Declaration on Educational Goals for Young Australians, and the Alice Springs (Mparntwe) Education Declaration, as they underpin the Australian National Curriculum. Various models of Curricula are discussed with opportunity to apply a particular model in a chosen educational setting – either Christian-/faith-based or secular. The unit is designed to suit those in prospective leadership and those in varied education settings. Opportunity for collaborative learning through online discussions is also provided.

**Learning outcomes for the unit**

1. Identify and discuss the components of curriculum, historical origins of curriculum, and how they work within a school setting (or other educational setting);
2. Critically analyse a range of curriculum evaluation models to improve curriculum design;
3. Evaluate and compare local and international curriculum frameworks, identify strengths and weaknesses and propose pedagogical implications;
4. Investigate various relevant issues in current and future curriculum implementation; plan strategies for the implementation of these into a school (or an educational setting).

**Assessment tasks**

Type	Learning Outcome/s assessed	When assessed – year, session and week	Weighting
Comparative analysis (5000 words) Prepare a comparative analysis of Australian Curriculum with alternative or International Frameworks. Explore the link between philosophies, political and social assumptions and implementation and practice. Include strengths, weaknesses and implications for pedagogy.	1, 3	Week 8	50%
PD for Curriculum Design and Implementation (5000 words) Design PD for staff to assist their understanding of an aspect of curriculum innovation, process and design. This can be linked to units, year groups or transitions.	2, 4	Week 14	50%

## 2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the unit.

### Prescribed reading:

### Recommended reading:

- Boyle, B. & Charles, M. (2016). *Curriculum development: A guide for educators*. SAGE.
- Brady, L., & Kennedy, K. (2014). *Curriculum construction* (5<sup>th</sup> ed.). Australia: Pearson.
- Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2<sup>nd</sup> ed.). VA, USA: ASCD.
- Glatthorn, A., Boschee, F., Whitehead, B., & Boschee, B. F. (2015) *Curriculum leadership: Strategies for development and implementation* (4<sup>th</sup> ed.). UK: Sage Publications Inc.
- Lingard, R. (2010). Policy borrowing, policy learning: testing times in Australian schooling. *Critical Studies in Education*, 51: 2, 129-147.
- Education Council (2019). *Alice Springs (Mparntwe) education declaration*. Author.
- Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA). (2008). *Melbourne Declaration on Educational Goals for Young Australians*. Curriculum Corporation.
- Parkay, F., Hass, G., & Anctil, E. (2009). *Curriculum leadership: Readings for developing quality educational programs*. (9<sup>th</sup> ed.). Australia: Pearson.
- Print, M. (2020). *Curriculum development and design*. Taylor & Francis.
- Tomlinson, C.A., Kaplan, S.N., Renzull, J.S., Purcell, J., Leppien, J., & Burns, D. (2009). *The parallel curriculum: A design to develop high potential and challenge high-ability learners* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Corwin Press Inc.
- Tomlinson, C., & McTighe, J. (2005). *Integrating differentiated instruction and understanding by design: Connecting content and kids*. Heinle ELT.
- Wiles, J. (2008). *Leading curriculum development*. USA: Corwin Press Inc.
- Yates, L., & Collins, C. (2010). The absence of knowledge in Australian curriculum reforms. *European Journal of Education*, 45: 1, 1.