Strategies to Effective Implementation

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Abstract

Someone will have effective role in implementing the results and will directly take initiative in this regard. To play a strong role in developing a positive attitude about the success of related students. Observers will identify observers as trainers. The role of observers in the field of growth can be either single or group. Another teammate will work as a co-observer to make the same result. Observers must increase the enthusiasm to provide results.

Keywords: Observers; Trainers; Suggestion; Implementation.

1. Introduction

Implementation takes place as the learner acquires the planned or intended experiences, knowledge, skills, ideas and attitudes that are aimed at enabling the same learner to function effectively in a society. Viewed from this perspective, curriculum implementation also refers to the stage when the curriculum itself, as an educational programme, is put into effect. Putting the curriculum into operation requires an implementing agent. Sten House identifies the teacher as the agent in the curriculum implementation process. Curriculum implementation entails putting into practice the officially prescribed courses of study, syllabuses and subjects. The process involves helping the learner acquire knowledge or experience. It is important to note that curriculum implementation cannot take place without the learner. The learner is therefore the central figure in the curriculum implementation process. Implementation takes place as the learner acquires the planned or intended experiences, knowledge, skills, ideas and attitudes that are aimed at enabling the same learner to function effectively in a society.

2. Curriculum Implementation

This term refers to the act of working out the plans and suggestions that have been made by curriculum specialists and subject experts in a classroom or school setting. Teachers are the main curriculum implementers, while at the same time students, parents, school administrators can be directly or indirectly involved in the implementation process. The curriculum implementation process can be divided into four phases: Planning, Content and Methods, Implementation, and Evaluation and Reporting. Curriculum implementation entails putting into practice the officially prescribed courses of study, syllabuses and subjects. The process involves helping the learner acquire knowledge or experience. It is important to note that curriculum implementation cannot take place without the learner. The learner is therefore the central figure in the curriculum implementation process. There are various factors that influence Curriculum Implementation like the learners, resource materials and facilities, the teacher, the school environment, culture and ideology, instructional supervision and assessment. Do remember that in educational practice, these factors interact with each other and generate influences that cannot be attributed to one factor or another. You should view them as a whole. The process involves helping the learner acquire knowledge or experience. It is important to note that curriculum implementation cannot take place without the learner. The learner is therefore the central figure in the curriculum implementation process.

3. Factors

There are many factors. I am explaining in below:

4. Learner

The learner is therefore the central figure in the curriculum implementation process. There are various factors that influence Curriculum Implementation like the learners, resource materials and facilities, the teacher, the school environment, culture and ideology, instructional supervision and assessment. Learners are also a critical element in curriculum implementation. While teachers are the arbiters of the classroom practice, the learners hold the key to what is actually transmitted and adopted from the official curriculum. The official curriculum can be quite different from the curriculum that is actually implemented. The learner factor influences teachers in their selection of learning experiences, hence the need to consider the diverse characteristics of learners in curriculum implementation.

5. The School Environment

One other factor that influences curriculum implementation concerns the particular circumstances of each school. Schools located in rich socio-economic environments and those that have adequate human and material resources can implement the curriculum to an extent that would be difficult or impossible for schools in poor economic environments.

6. Culture and Ideology

Cultural and ideological differences within a society or country can also influence curriculum implementation. Some communities may resist a domineering culture or government ideology and hence affect the implementation of the centrally planned curriculum.

7. Assessment

Assessment in the form of examinations influences curriculum implementation tremendously. Due to the great value given to public examination certificates by communities and schools, teachers have tended to concentrate on subjects that promote academic excellence and little else. This action by the teacher obviously can affect the achievement of the broad goals and objectives of the curriculum.

8. Barriers

The barriers to effective implementation of the university curriculum in Nigeria are identified and discussed. They include under-funding, population explosion, quantity and quality of the teaching staff, the quality of new entrants (students) into the university system and time usage.

9. Teacher

Teacher's role in the creation of the curriculum: A teacher can gauge whether an activity will fit into a specified time frame and engage students. When a teacher fails to properly implement a strong curriculum, she risks not covering standards or failing to implement effective practices in the classroom. Role of teacher in curriculum implementation. Curriculum is a systematic and intended packaging of competencies ie knowledge, skills and attitudes they are underpinned by values. Learners should acquire these values through organized learning experiences both in formal and informal settings. Teacher Education provides a platform to student-teachers to acquire the required knowledge, skill and develop positive attitude, values and beliefs. This can be done with the help of the provided curriculum. And the quality of teacher produced in any institution invariably depends on the curriculum offered to them during their training period. After reviewing various researches on the curriculum and significant role of teachers' in framing the curriculum the process of curriculum development was decentralized. The process of curriculum framing and preparation of textbooks be decentralized so as to increase teachers' involvement in these tasks. Decentralization should mean greater autonomy within the state/district. As curriculum is the best mean of overall development of students. And teacher is mediator between curriculum and students. She/he knows various needs of students, educational institutions, industries, parents (stakeholders). The quality of teacher education is maintained by curriculum of Teacher Education. The curriculum development is dynamic process. The paper will dealt with the following objectives such as

a) To explain the curriculum development process.
b) To explain the role of the teacher as curriculum developer.
c) To communicates the best practices in the context of curriculum development.

The present paper will discuss the role of teachers' in curriculum development for teacher education. Keywords: curriculum development, teacher education, curriculum developer. Children learn by imitating other people's behavior. Modelling therefore underlies most of the learning activities. The teacher can either demonstrate the behavior to be learnt or point out the target behavior performed by other children and encourage the children to imitate it. Task analysis is a way to break down target skills into smaller steps according to the children's abilities and learning needs. The teacher can then teach the steps in a planned sequence. Task analysis should be used with flexibility to help the children with further difficulties in learning the planned steps. The technique can also be applied to a blocking step to further break down the planned steps into even smaller steps for easier learning. Once the difficulty is overcome, the original teaching steps can be resumed until the target skill is achieved. When the target skill to be learnt involves choosing the right answer, discrimination learning is a more effective approach. For example, a child is given

several choices (including some distractors) from which to pick out the correct answer. In this approach, it is necessary to control both the characteristics and the number of the distractors used. At the initial stage, the difference between the distractors and the target choice should be as great as possible and the number of distractors used should be as small as possible. That means the strength of the distractors should be low (e.g. a circle and a big square, then a circle and a square, and finally a circle and an eclipse). As the child begins to master the initial step, the number of distractors used can be increased gradually.

10. Importance of Curriculum in Teacher Education

A curriculum guides the instructional lessons that teachers use. A curriculum defines what the learner will learn and can possibly guide when the learner learns the information from the lesson. A curriculum offers teachers the ideas and strategies for assessing student progress. A student must meet certain academic requirements in order to go to the next level. Without the guidance of a curriculum, teachers cannot be certain that they have supplied the necessary knowledge or the opportunity for student success at the next level, whether that the levels involve a high school, college or career. Curriculum can help students to achieve some personal control over their learning, to plan their semester, and to manage their time effectively, and describes Active Learning. Students often conceive of learning as the acquisition of correct information, but they may not know what it means to take an active role in the process, beyond rote memorization and recall, students should be given some idea about what they should already know and what skills they should already have before taking course so they can realistically asses their readiness, sets the course in a Broader Context for Learning, describes Available Learning Resources.

11. Curriculum Development

Curriculum development is the process of creating planned syllabus, teaching, training, and exhibition modes. It is a term used to refer to the process of instituting and putting in place precise guidelines of instruction for the curriculum. It describes ways in which teaching and different training organizations plan and guide learning which can be in groups or as an individual. Curriculum development is a local, regional, or state/provincial level process that student teachers often have difficulty comprehending (Hansen, Fliesser, Froelich, & McClain, 1992). In their eyes, it is something undertaken by authorities (e.g., regional advisory committee members) with years of experience in the teacher education system. The expectation of the teacher candidates, often enough, is that they will learn how to teach and thereby become effective at transmitting the knowledge, skills, and attitudes associated with a particular subject or program. Education practitioners with years in the profession know differently. Successful practice in the classroom is

inextricably linked to curriculum development-the everyday decisions about both what to teach and how to teach.

12. Curriculum Development Process

Curriculum development is dynamic process it changes according to the need of the society and the stakeholders of the education system. The curriculum development process includes several stages such as planning, preparing, designing, developing, implementing, evaluating, revising, and improving.

Traditionally curriculum development has been seen as planning for a sustained process of teaching and learning in a formal institutional setting. Curriculum development is systematic and dynamic process sensitive to time and place in which preparation, development, implementation and evaluation steps are involved.

13. The Challenges in Curriculum Development

There are varieties of challenges facing curriculum development, but in general they are classified into three types, global challenges (external), internal challenges of the education systems, and challenges specific to Region. With regard to the external challenges, curriculum planners should response to eight critical processes: the process of globalization, accelerated pace of scientific and technological progress, radical transformation in the work field, increasing social inequalities, progress of democracy and human rights, multi-culturalism, the feeling of insecurity, and moral decline.

In addition, the third type of challenges may be summarized as: universal literacy, shortage of highly skilled human resources, reconciling traditional orientation of education with the aspiration for modernity, privatization of schools, diversification of the economy, the need to invest more in education research.

14. Role of teacher in curriculum development

Teachers know the needs of all stakeholders of teacher education. Teachers can understand the psychology of the learner. Teachers are aware about the teaching methods and teaching strategies. Teachers also play the role as evaluator for the assessment of learning outcomes. So teachers must possess some qualities such as planner, designer, manager, evaluator, researcher, decision maker and administrator. Teachers play the respective role for the each step of curriculum development process. Curriculum planning involves analysis of philosophy, social forces, needs, goals and Objectives, treatment of knowledge, human development, learning process & instruction, and decision. Curriculum preparation involves systematic data, content, selection, collection, assessment, organization. Design factors includes school (levels, types, Structures), educational technology, systemic vocational, social reconstruction, Curriculum design, analysis of social

needs, translating the needs into Course/general/learning/terminal objectives, splitting the objectives into specific objectives, grouping the specific objectives into subjects, deriving the subjects from the above classification, specifying enabling objectives, unitizing each subject matter, specification of required time, and syllabus formulation. Curriculum development phases consist of Instructional development, Materials & media development, Methods of teaching & testing. Implementation of the Curriculum involves Instructional scheme of each subject to be completed in the semester, Planning the lessons as per the timetable, Using the transactional strategies, Using the appropriate media, Providing the learning resources, Promoting classroom learning experiences, Progressive testing Curriculum evaluation involves, Intra-curricular evaluation, Teacher evaluation of students, Student evaluation of teachers, Materials evaluation, Verification of methods, Evaluation of tests and examinations, Checking the learning outcomes while on the field, Curriculum review/ improvement/ change/ modification, System revision. After evaluating the prepared curriculum it is observed that the curriculum is not satisfactory then developer turns for revising and improving phase.

15. Suggestion

a) Taking feedback of stakeholders is one of curriculum development strategy,

b) Use of technology for fulfillment of demands of stakeholders,

c) Revision of curriculum is done for each five years, etc.

d) The seminars, panel discussions, orientation programmes and workshops must be Planning and teaching effectively

e) Making decision concerning resources, teaching strategies and discipline

f) Organizing routine matters and pupils? learning activities

g) Evaluating the pupils/their work

h) Coordinating learning in the classroom with learning from other sources

i) arranged for involvement of teacher as curriculum developer

j) Curriculum developers must follow some of the principles of curriculum

k) development such as conservative principle, forward looking principle, creation

l) principle, activity principle, child centered principle, flexibility principle, leisure

m) Principle, character building principle, and dignity of labor principle. Also the

n) principles of maturity, preparation for real life, linking with life, individual

o) difference, loyalties, core or common subjects, all round development of body,

p) Mind and spirit, democracy, secularism, socialism etc.

16. Qualities of a good trainer

Some of these are-

a) A Deep Knowledge of the Business.

b) The Ability to Measure and Assess Staff Training Needs.

c) Strong Communication and Interpersonal skills.

d) A Passion for Continuous Learning.

e) Innovative Thinking.

f) Embrace Efficiency.

A deep and thorough understanding of the business or organization you are part of is among the greatest assets that you as a training manager can possess. A good rule of thumb is whether you can articulate both what your company does and how it does it in a few simple, concise sentences. The aim of most corporate training is to maximize company resources and build an efficient and productive workforce. This is only possible when you are aware of the skillsets that your workforce requires. Detailed knowledge of your business or operation is, therefore, necessary when designing and evaluating training activities that will help your direct reports achieve your organization's strategic goals. Awareness of how the training needs of your employees is critical to developing your team. Professional trainers are expected to conduct a thorough training needs analysis before undertaking a training assignment, and as a manager, you'll need to as well. This process will help you determine two things – what needs to be learned by your team, and how to prioritize the learning. Don't get fixated on the process though! What truly sets a good training manager apart is her ability to read between the lines and zero in on the essence of a problem.

For example, you may find that you've been told employees in a certain division are failing to meet their goals. The recommendation comes to you that they need to be sent back to basic training to learn how to do their basic job functions all over again. A good manager will understand that faltering productivity is just a symptom. The real problem could be anything — an inability to focus, a distracting environment, confusing directions form the team manager, technological challenges, or something else.

Real life is always more complicated, and part of your challenge as a manager focused on the true training needs of your team will mean you'll need to peel away layers of confusion to get to the heart of the problem. Don't settle for surface solutions – doing so will just demoralize your team and prevent discovery and diagnosis of the true problem.

Assessment of training needs is going to require a lot of interaction and input with a department or employees direct management as well – don't forget to incorporate them into the process. Developing and publishing your training assessment process is really key as well so everyone can understand how it works,

and in some cases even self-assess. Understanding problems, conveying ideas, conducting training – all of this is carried through words. If you have trouble communicating, it's unlikely you'll be able to get your staff properly motivated, or effectively describe the reasons behind the need for the training you're recommending to your employees.

But again, while a way with words is a great asset, it is nothing if it's not tempered with empathy, rooted in the understanding of how people learn, and backed by good interpersonal skills. Effective managers should develop their people skills and actually enjoy relating to people.

17. Enthusiasm of Students

Show your enthusiasm for the work. Of foremost importance is for the instructor to communicate her own enthusiasm. This does not necessarily mean, as many seem to think, jumping around like a cheerleader and saying "Isn't this fun?" It's my experience that such "enthusiasm" often is meant to serve as a cover for lack of skill, a fact students quickly pick up on. Rather, what is meant by "enthusiasm" here is real passion from deeply connecting with one's work: I've watched students' eyes light up, for example, when I discuss the satisfaction of having readers immediately "get" what I had meant in a story. They had either experienced this themselves, or wanted to, and this created a desire to learn the course content. People in general, and students in particular, long for some kind of connection. Historically and even today, education in the U.S. is often a solitary pursuit, taking place alone in libraries, coffee shops, or at one's seat in a classroom. However, learning really should be a social endeavor. More ideas are generated and processed more deeply with a peer or peers. Therefore, setting up some kind of group or partner work each class session helps students learn better. If the groups are changed each session, students will get to know each other better as well. Little seems to contribute to student enthusiasm more than the students' ability to choose their own topics or projects. When I tell students they are encouraged to choose their own topics for their research papers, there are responses from sighs of relief to broad grins. I tell them I do, however, have one requirement: it must be a topic they are truly interested in, preferably have a passion for. Students rise to the occasion by turning in very credible papers on topics like the history of hip-hop, cited with interviews with leaders in hip-hop—entirely legitimate or even impressive papers that students would not have considered writing before because they thought topic was not appropriate for school. Finally, allowing students to use their growing competence helps. Allowing them to take the lead on a final project like a debate or a presentation feeds this enthusiasm as they have been developing their competence all semester long. Allow students to set up groups, choose topics, assign roles, and so forth, with little intervention. When asking preservice teachers which characteristics comprise an effective teacher, "enthusiasm for teaching" comes up as the second most important factor, surpassed only by "being student-oriented". Preservice teachers describe

enthusiasm as the possession of an unwavering love of the subject and of teaching and demonstrating commitment to the job. This view of the importance of enthusiasm is shared by many researchers, and consequently, enthusiasm is listed as a key determinant of effective teaching in major reviews of related research. In university settings, where student ratings are used for evaluation of instructors, enthusiasm is not only a common aspect of multifaceted teacher evaluation instruments but even more so a desirable and defining characteristic of good teachers. Usually, teacher enthusiasm is considered to be a special mode of delivering information to students. A teacher is perceived as being enthusiastic when he or she succeeds in communicating excitement about the subject to students. Notions of enthusiasm can vary considerably: most of them consider only the "delivery" aspect and adopt a behavioral approach that relates enthusiasm mainly to a teacher's expressiveness. Other notions define enthusiasm as a component of a teacher's personal characteristics or even an aspect of professional competence and view expressive behaviors only as the manifestation of an underlying quality or characteristic of enthusiasm. Teacher enthusiasm is considered to be an important component of classroom life, not merely because teachers, researchers, and students all believe that it is, but more tangibly because it has the power to positively influence student outcomes.

18. Conclusion

Curriculum development is intellectual and research activity. It needs the skillful programmers for planning, developing, designing, implementing, evaluation and improving phase. Teachers know the needs of all stakeholders of teacher education. Teachers can understand the psychology of the learner. Teachers are aware about the teaching methods and teaching strategies. Teachers also play the role as evaluator for the assessment of learning outcomes. Teacher can be worked as planner, designer, manager, programmer, implementer, coordinator, decision maker, evaluator, researcher etc. so teachers can play important role in the process of curriculum development for teacher education.

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