

School environment and curriculum development

[Profession](#), [Teacher](#)



According to the text there are many gray areas with Curriculum. Many of the current models used are outdated and do not reflect the changes in society. Also, due to an increase in federal standards the curriculum development process is funded and headed by outsiders. These factors trickle down into the heart of the school environment, beginning with curriculum leadership. As a teacher I have become very aware of my educational surroundings. I am saddened by the techniques implemented within schools which do not recognize the entire teacher and student population. Many of the models are either outdated or theoretically based models, which consequently are geared to a certain student population. Any educator realizes that students, teachers and each individual school have unique characteristics. A "one size fits all" approach to education is misleading and is an ill advised approach to instruction and lifelong learning. In my work place, educators are forced to instruct using a "specific" strategy (Sebring, 2000). If they fail to do so, their evaluation will signify this error. This current management style of "teach this, say that, or else," is creating many unhappy educators. Most educators enjoy showing their personality through their teaching. It is what makes them unique and it is also what encourages the students learn in the classroom (English, 2000) Students enjoy the teacher-student relationship. They want to see an energetic and positive instructor who allows them to be themselves while also learning. The lack of enthusiasm seen among many education professionals is a reflection of the current flaws in the education system. The decision makers are avoiding the truth and instead of making a stand for the good of the students and teachers they are bowing out and accepting the system at face

value. I feel one of the most influential contributing factors to the down fall in education is the current top- down supervisory style. It isn't uncommon for those at the top to have a misguided and ill understood perspective of life in the classroom. Many of the executives, board members, administrators and even principals have not been in the classroom in a very long time. Some of these professionals have never even been a school employee (Anderson, 2006). Therefore they do not have any knowledge what works and what does not work within the classroom. Also many of these so called decision makers are in office for personal interest. By incorporating a new and successful curriculum development, they will gain personal success (Fullan, 2007). The idea that changes such as bigger class sizes, advanced classes and inclusive education are all beneficial for the students is total manipulation. Many schools only incorporate " so called" advanced classes to gain more money for funding; it looks good for the school board and the principal. Also, including student s with various disabilities such as severe LD or Autism into a general education classroom is highly risky and can cause the student significant trauma (I am speaking from experience). A top down approach to education is a biased method which causes many educational professionals and students to question the public school system. Leaders should help the school become a better place by supplying each school with its own unique needs and resources. Treating each school as an individual and tailoring the curriculum and the school environment to reflect the school body and community will enhance learning and allow teachers to see more success in the classroom. The nexus of curriculum leadership should be built around the individual school body and community (English, 2000). Again, in education

there is not a one size fits all method that will work for every student and school. After the board of education supplies the state with the curriculum guide, meaning the material that will be taught in each grade level the individual school system should build the methods, strategies, and resources around each school's need. Then, each school will evaluate the material and make it functional for their student population and teachers. Therefore, I feel the curriculum leadership web should be a shared partnership. Everyone has a say but everyone is afforded the ability to do what they do best. If you are a teacher, then you will have the freedom to teach and instruct using your own style as long as the instruction is based on the grade level curriculum material. The web would include the school body, administration, and school system. The leadership team would welcome thought and ideas from teachers and community members. We would work on finding solutions together and before incorporating a method which would affect every teacher and student the school board and school administration would discuss factors and ideas from their staff. An open and inviting leadership team will have a positive effect on each member of the community. Sharing ideas and local goals and objectives to better meet the needs of the individual student and staff population will go over and beyond satisfying the needs of the school. Current stresses on the administration, teachers, students and parents will slowly diminish and finally schools will get back to the basics. Students will learn, teachers will instruct, administrators will manage and the school environment will be a positive and fun place to be.

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