

Saber-tooth curriculum



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On measuring student performance . OBOE contrasts with traditional coeducation, which firstly focuses on the resources that are available to the student, which are called inputs. While OBOE implementations often have a host of many progressive pedagogical models and ideas, such as reform mathematics, block scheduling, project-based learning and whole language reading, OBOE in itself does not specify or require any particular style of teaching or learning.

Instead, it requires that students demonstrate that they have learned the required skills and content. However in practice, OBOE generally promotes curriculum and assessment based on constructivist methods and discourages traditional education approaches based on direct instruction of facts and straight forward methods. Under OBOE, teachers can use any objective grading system they choose, including letter grades. In fact, many schools adopt OBOE methods and use the same grading systems that they have always used.

However, for the purposes of graduation, advancement, and retention, a fully developed OBOE system generally tracks and reports not just a single overall grade for a subject, but also give information about several specific outcomes within that subject. For example, rather than just getting a passing grade for mathematics, a student might be assessed as level 4 for number sense, level 5 for algebraic concepts, level 3 for measurement skills, etc. This approach is valuable to schools and parents by specifically identifying a student's strengths and weaknesses.

The NCSC are based on a clear description of the kind of knowledge, skills, values and attitudes the South African learner needs to get. Some of the principles of the National Curriculum Statements are Outcomes Based Education, a high level of knowledge and skills for all, social transformation, progression and quality and efficiency. The NCSC has three key features: critical and developmental outcomes), Learning Outcomes and Assessment. The NCSC also states a specific number of subjects for each year of learning. The new CAPS (Curriculum and Assessment Policy Statement) replace the NCSC.

It is a simplified curriculum and gives a week by week planning for teachers to follow. CAPS stands for Curriculum Assessment Policy Statements. It is a revision of the current National Curriculum Statement (NCSC). With the introduction of CAPS, every subject in each grade will have a single, comprehensive and concise policy document that will provide details on what teachers need to teach and assess on a grade-by- grade and subject-by-subject basis. This curriculum review has the aim of lessening the administrative load on teachers, and ensuring that there is clear guidance and consistency for teachers when teaching.

Based on recommendations from all advisers the DB proposed the CAPS. The aim of the CAPS will be to improve the quality of teaching and learning. The focus will be on the content per term and the required assessment tasks for each term. The advantage of the CAPS is that every subject in each grade will have a single, comprehensive and concise document. The DB emphasizes that the CAPS is not a new curriculum. The renewal of the national catalogue will vary. In some subjects there will be more curriculum

changes than in toners. No matter what effect the curriculum has on a student, it will always be political.

There is always going to be people that approves or disapproves a curriculum and a teacher should teach her content so well that the teaching of a curriculum. As seen above each curriculum has its own ideologies and all have a link to the saber-tooth curriculum. Gouger's theories included situation analysis in the classroom. The OBOE curriculum includes this theory because culture, gender, race and the background situation of learners are considered. He also used educational purposes and experiences. This was an outcome which was used as an assessment to evaluate whether or not the earners have achieved any understanding and knowledge.

These ideologies are linked to the OBOE (outcomes based education) curriculum. Ralph Tyler (1902- 1994) believed that one of the most important aspects to keep in mind when designing a curriculum, is that effective learning should take place. He also assumed that the purpose of going to school was to learn and that a curriculum should be made so that effective learning could take place. Tyler wanted structure in teaching and learning. He argued that there should be clarity of focus on what you ant to teach, how you want to teach and how you want to assess.

Teller's curriculum plan consisted of four main objectives. These objectives were: educational purpose, educational experience, organization management and lastly evaluation. For example if a school goes on excursion this would be for an educational purpose. If the learner chooses to go for the excursion this would be an educational experience. Bus rides to

the venue, lunch etc. Would be organization and management. To assess the learners to see if they have learned something educational on the excursion would be an valuation.

From the example above we can take note that this theory of Ralph Tyler is linked to the OBOE curriculum. Lawrence Statehouse believed that what must be taught and learnt, objectives for complex knowledge can't be specified in advance, plans change constantly, especially when it comes to implementing a specific curriculum. Statehouse (1926-1982) felt that Teller's theory was too simple. He believed curriculums should be descriptive rather than prescriptive. His ideas were planned with the intention of capturing a learner's attention also developing a questioning approach.

His ideas summed up to changing the curriculum if it had to rather than being prescribed. In my view it is prescriptive but there is also room for descriptive teaching because learners are given the opportunity to do group work as well as participation in class which than engages them into more learning. This ideology is both linked to OBOE and NCSC curriculums because both are descriptive. An example of Storehouse's theory in today's curriculum will be explained on the hand of teaching Shakespeare in the English Literate Curriculum.

One of the key concepts of Outcomes Based Education n today's curriculum that were inspired and influenced by Storehouse's theory, is the designing down, delivering up principle. Palo Freely Delved Tanat a curriculum can never De neutral. It NAS ten addle TTY to nave either a positive or negative effect on different students. He believed that education should be from a

political perspective. He argued that as curriculum designers we should look at hidden curriculums and recognize that a curriculum has the power to oppress or liberate a learner. His theory links directly to that of the South African curriculum.

Bantu education oppressed learners because they were forced to learn in Afrikaans. The radical transformation of the education system between 1989 and 1994 can be part of the ‘hidden’ curriculum because this addressed the wrongs of apartheid, liberated learners and also united the people. From the above information given about each theorist’s ideologies, we can take note that each one is linked closely to the NCSC and OBOE curriculum.

Understanding the views of Tyler, Kruger, Statehouse and Fire will clarify on how to implement the curriculum to an outcomes-based approach.