

STAGES OF CURRICULUM PLANNING (PROMPTS FOR STUDENT TEACHERS)

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The process of planning involves the complex of issues and contents from the general to specific, from outline areas of study to particular lessons. In essence it can follow a staged sequence:

1. Select the area of study (e.g. a topic or curriculum subject) with reference to the program of study, non-statutory guidelines and attainment targets of the national curriculum.
2. Brainstorm – read around the area, collect relevant resources, investigate the possibilities in the area for study.
3. Note the knowledge, concepts, skills and attitudes that are to be developed overall and in specific lessons.
4. Identify the specific attainment targets and the levels that the program addresses.
5. Plan the sequence (logical and chronological) through the work.
6. Indicate how continuity and progression will be addressed.
7. Indicate how work will be differentiated in terms of tasks, knowledge, skills, abilities, needs and interests. Plan for differentiation of input, process and outcome.
8. Plan for good matching – paying attention to the type of task and the level of demand.
9. Plan appropriate resources – first-hand, second-hand, materials, time, space, display, pupils (whole-class, group, individual) work, problem solving, investigational work, didactic, instructional, experiential, practical/

10. Plan how to introduce, develop and conclude activities and sessions.
11. Plan your evaluations and assessments.

Thus, this list provides a conceptual planning map that can be operationalized straightforwardly, consisting in a wider, all-accepting phase of planning (stages 1, 2) and an organizational phase (stages 3-11).