

Session 8

How Can Teachers Plan the Scope and Sequence of Better Teaching and Learning?



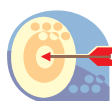
Introduction

Teaching and Learning is a complex activity. Schools have a curriculum they need to deliver and teachers have objectives which they need to meet. Schools and teachers have to achieve this in a fixed amount of time. Ensuring the curriculum is covered in the given time and all students reach their individual optimal potential requires careful planning and preparation.

Teachers are used to planning and the better teachers begin their planning months before meeting their students for the first time. However, daily lesson plans are only a small part of a much larger scheme, which is designed to accomplish the semester goals, which in turn are designed to connect with the school mission and mesh with the goals of the national education system as a whole.

With decentralization and the recent changes in education policy and regulations in Indonesia, planning the curriculum has now become much central to district and school and therefore, teachers practice. The National Government has developed the overall framework but it is the responsibility of the school to convert this framework into an operational plan (referred to as an *educational unit level curriculum*) following a set of principles for curriculum development.

Teachers will be assessed on their ability to develop a curriculum for their subject (core pedagogic competency 3). This is a challenging and often overwhelming task even for the most experienced and qualified teachers but it is achievable if teachers develop and use a format for planning and follow some simple steps for curriculum development. This session will help you understand how to make a start in doing this.



Objectives and Learning Outcomes

The purpose of this session is to support participants to further develop teacher's core pedagogic competency three "*Develop a curriculum related to the subject matter*" as relates to indicators 3.1 to 3.5. During the session participants will review some of the key changes to the curriculum in Indonesia in recent years and consider the implications of these changes for

schools and teachers. Participants will explore the what, why and how of curriculum development planning and some key principles of syllabus development. Participants will examine a format for a syllabus and try to bring together a lot of the learning from previous sessions to draft the outline of a syllabus. By the end of the session, participants will be able to:

- Define the common terminology used in the curriculum
- Describe the major requirements of the national curriculum (contents)
- Explain the current responsibilities of schools and teachers for educational unit curriculum development and planning
- List the different levels of curriculum planning and explain the purpose of each
- Explain the main principles of curriculum development in Indonesia
- Employ the principles of curriculum development to draft outline of a educational unit level curriculum (syllabus)



Key Questions

- What are the requirements of the national curriculum in Indonesia?
- What are the current responsibilities of the school and teachers for curriculum development?
- What is planning for learning and why is it important?
- What are the different levels of curriculum development and planning?
- What are some of the key principles of curriculum development?
- What components do teachers need to include in medium term (syllabus development)



Notes for the Facilitator

- The most important outcome of this session is that participants know and understand the requirements of the general curriculum, the need for school level curriculum development and the key principles for curriculum development. This understanding is necessary for them to move onto the learning in later modules when they will have to chance to apply this learning and start to create a syllabus. As some participants will not attend later training during this session participants will consider the components and format of a syllabus and will have the opportunity to start to develop one during the application activity.
- To an experienced teacher none of the things in this session will come as a surprise, However, it is likely that you have teachers with a range of experience in your group and therefore, it is necessary to review some of the more basic concepts as these need to be

understood and mastered in order for teachers to follow later training. Ask the more experienced participants to support the less experienced.

- The connection section in this session is longer than in other sessions in order to make time to review the requirements of the standards
- You are required to give a presentation during the Connection section. The information you need for the presentation is included in the Facilitators notes. You will need to use these notes to prepare the presentation prior to the session. You may present the presentation using any method you choose, but the presentation should last no more than 10 minutes



Resources

- Handout 8.1 and 8.2
- Standards for Content BSNP 2006
- Flipchart paper, pens and tape



Time

This session needs a minimum of 105 minutes to complete



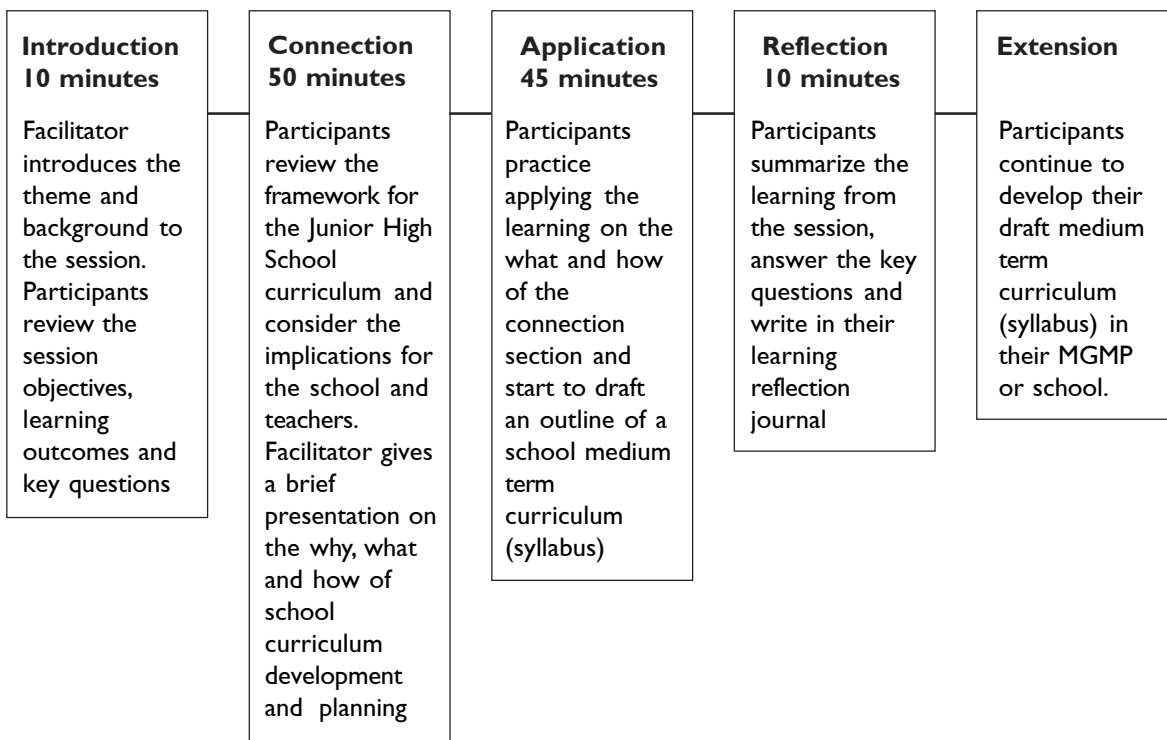
ICT

The use of ICT to support this session is optional and will depend on what equipment you have available and how confident you are in using it. Some possibilities are:

- LCD and Laptop for presentations
- Participants can use computers to develop their syllabus format



Session Summary



Energizer

The following energizer is linked to the theme of the session. This energizer introduces participants to the concept of trying planning to get from one place to another. You can use it at the beginning of the session if feel that the participants need it. It should last no more than 10 minutes.

Tell participants to work in pairs. Give each pair a copy of the maze included in handout 8.1. Tell participants that they must enter the maze at point A and exit the maze at point B. They have to go the quickest route possible but they can go across the black lines. They have to mark the correct path with a pen, but only the accurate path. If they make a mistake and have

used the pen, they are eliminated. As soon they had found their way successfully they must call out, after 7 minutes (or as soon as one pair is successful) stop the activity. **Discuss** with participants: In this activity they had to use a map to plan to get from A to B but they were only allowed to use certain roads and they were only allowed to mark the correct roads. How difficult was this? What would make it easier? **Input:** It is difficult to get from point A to point B when you are not allowed to go directly. You have to achieve the goal in the quickest way and in the given timeframe. You have to plan carefully before you mark the roads and you and may have to go back and try again. It is a bit similar in education sometimes when we have to try to get from point A to point B with the students but need to make sure that we cover many roads in doing this. It takes a lot of planning to make sure that you get to your final destination.



Detailed Steps for Activities



Introduction (5 minutes)

- (1) Use the notes in the introduction to the session above to provide a brief background to the theme and issues being addressed in this session.
- (2) Introduce the objective and learning outcomes of the session and the key questions. Explain to participants that they will need to be able to answer the key questions at the end of the session.
- (3) Ask participants to look at their copies of teacher's core pedagogic competencies and refer to *core competency 3*. Explain that this session will help them develop some of these competencies



Connection (50 minutes)

- (1) Explain to participants that the whole area of curriculum abounds in terminological confusion being full of words like goals, aims, tasks objectives, learning outcomes, competencies and learning load. Before we start looking at the curriculum we should try to remove some of the confusion by attempting to define some of the words.
- (2) Give participants handout 8.2. Instruct them to match the word in column A with the definition in column B. Give them only 5 minutes to complete the task. They should do this individually.
- (3) Elicit feedback and ensure all participants have the correct definitions. Answers are below in Facilitators Notes 1. Limit feedback to 5 minutes



Facilitators Notes


1 = f , 2 = m, 3 = i, 4 = h, 5 = t, 6 = q, 7 = b, 8 = l, 9 = g, 10 =e 11 = o, 12 = k, 13 = n 14 = j, 15 = p, 16 = u, 17 = s, 18 = a, 19 = r, 20 = d, 21 = v

I Note: All definitions were taken from the Glossary included in the BSNP Standards for Content 2006. Therefore, there do not allow debate about the actual definitions. This will waste time

- (4) Divide participants into groups of 4 or 6 based on the subject they teach. Give each group a piece of flipchart paper and a pen. Ask them to copy the following chart onto their paper

General	2006 Regulations for Content
Subjects	
One Learning Hour	
Effective Learning Week per year	
Face to Face learning hours	
Annual Learning Time	
Time for structured & unstructured assignments	
Learning Hour per subject	
Curriculum development	

- (5) Ask participants to review the national regulations for the general curriculum or contents for Junior High School (not subject contents which are looked at in later modules). Although this is not new for them it is important
- (6) Instruct them to read through the correct pages from 2006 Regulations from BSNP (they should have these with them) and complete the table by writing one or two sentences explaining the regulation. Give participants 10 minutes to complete the table.
- (7) Elicit feedback. One group gives sentence each. The table below provides the correct answers




Facilitators Notes

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General	2006 Regulations for Content
Subjects	Contains 10 subjects (Religious Instruction, Civics, Indonesian, English, Mathematics, Natural Sciences, Social Sciences, Art & Culture, Physical Education and Health, Skills, Local Content and Self Development)
One Learning Hour	Learning hour is equivalent to 40 minutes
Effective Learning Week per year	34 – 38 weeks
Face to Face learning hours	34 Hours per week
Annual Learning Time	1156-1292
Time for structured & unstructured assignment	Maximum is 50% of the time for face to face activities
Learning Hour per subject	Allocated according to the curriculum structure (2 hours for art, skills, PE, Religious Instruction, Civics, local content and self development and 4 hours for all other subjects)
Curriculum development	For Junior High School, this is developed by the school and school committee with reference to the competency standard

(8) After completing the table, discuss with participants what the implications of these contents are for schools and teachers. Use facilitators notes 3 below if needed



Facilitators Notes

The curriculum provided by the National Government is clearly a framework only. It gives general information on

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- What students need to learn (subjects)
- What they need to know and be able to do (competencies)
- How many weeks and hours they are allowed learn (learning hour, learning week)
- How they should learn (face to face, structured assignment, independent assignment)

The responsibility for using this framework to develop a curriculum lies with the school and the school committee. To ensure that all the requirements of this framework are achieved –requires very careful planning on a number of different levels.

- (1) Use facilitator's notes 4 and information from the introduction to give a 10 minute presentation on Curriculum development and planning.



Facilitators Notes

There are different levels of curriculum planning. These are the long term, the medium term and the short term.

- 4**
- Long term planning is the overall framework which details what subjects students must study, what they should know and what they should be able to do. This is often called a curriculum. It is often developed nationally
 - Medium term planning are the programs of learning for each class and semester. They often set out the numbers of lessons, topics to be covered etc. Medium term plans are often given the name syllabus”.
 - Short term plans are those which individual teachers set out. They show what teachers will be teaching on a say to day basis. Short terms plans are called lesson plans.

The Government of Indonesia has already developed the long term plan or the curriculum. It is given the term national standards for content there is a general one and one for each subject. These standards provide the overall plan for the subjects students must learn (content) what they should know in each subject (topic or aspect) what they should be able to do in each subject (competencies).

The government does not provide any more plan than this and it is now the responsibility to schools and teachers to develop medium term and short plans which meet the requirements and goals of this overall plan. There are a number of key principles that teachers need to understand before they can develop the school curriculum. According to the Government, these are:

Based on the needs, interests of the students and its environment

The curriculum needs to allow for differentiation taking into account that students all have different needs and interests. Learning in subjects and across the curriculum needs to be balanced to ensure all students are challenged and interested and can achieve their own potential.

Diverse and integrated: Curriculum should be broad including a wide range of subjects and content in each subject. There should be connections in the curriculum. Connections should be vertical (as students progress up the level of education in a subject) and lateral (connection in learning across subjects)

Responsive to developments in science, technology and art: Science, technology and art are critical areas in the fast paced globalised world. The curriculum

should ensure that students follow and utilize science, technology and art.

Relevant to life: The curriculum needs to serve the present and future needs of the students as adults and workers. It should give them life skills

Thorough and Continuous: The curriculum should be comprehensive or covering a wide range of learning in the sense. Not only in terms of subjects studied and the topics and competencies within the subjects, but also the methods used and learning experiences provided. Continuous meaning that there is a progression in the learning, there is a logical sequence to what students learn. That one learning experience builds on a previous experience

Life Long Learning: Give students the skills they need to continue to learn all their life. The curriculum should focus on how students learn (e.g. trial and error, experiential) and by doing so give the competencies (e.g. an enquiring attitude) to continue to learn

Show a balance between regional and national interest: The curriculum must be developed by the school by referring to the general framework from the national government. The school needs to take into account the interests of the community and region also. National and regional interest must support each other

One of the central role of the teacher is to develop the medium term plan (syllabus). The primary function of the medium term plan is to be a map of the learning of one class for one semester. The syllabus shows the key details of what a student in a grade will do during a period of time (the whole semester and in each lesson). The plan will:

- Provide an outline of the subject matter and content, organizational matters, evaluation procedures and ancillary aids
- Show continuity in learning and progression of experience by showing how the learning is sequenced across lessons and objectives (e.g. later competencies and lessons will depend largely on students having mastered the earlier lessons)

Therefore, the medium term plan (syllabus) should include the following:

- The learning objective (what competencies the students will learn)
- Number and duration of lessons (amount of time in the overall plan and for each topic)
- The main content to be covered (knowledge, skills, attitudes, behaviors)
- Organizational factors (learning experience how students will learn)
- Means of evaluation (how students will be assessed)
- Equipment (resources available and required)

There is a saying that the best way to eat an elephant is to eat a little bit at a time. The same principle applies to. Although the lists of things teachers need to consider for curriculum development seems overwhelming do not panic, it can be manageable by careful staging. Look at the following planning sequence.

1	Select the area of study (e.g. competencies and aspect) from the curriculum contents for your subject and class you want to focus on for that semester
2	Develop assessment indicators to show knowledge, skills, attitudes and behaviors you want students to master
3	Brainstorm, read around the area. Investigate different topics, ways you can teach the aspect and the competencies
4	Match the assessment indicators and topics according to which most logically fit together
5	Plan the sequence (logical and chronological) through the work
6	Estimate how much time (lessons) you need for each part of the sequence
7	Think about how you will organize the learning for each part of the sequence (e.g. group work, pair work). This does not have to be too specific
8	Think about what materials/resources are needed for students to complete the learning
9	Think about how you will assess the students learning (e.g. observation, tests)



Application (45 minutes)

- (1) Explain that one of the core pedagogic competencies for teachers is that they are able to develop a curriculum for their subject (competency #3) which applies the principles of curriculum development (#3.1) and includes the learning objective (#3.2) learning experience (# 3.3) topics, logical sequence (#3.5) and assessment indicators and instruments (#3.6). The next task will give them the opportunity to start this.
- (2) Divide participants into groups of 4-6 based on the subject they teach. Their task is to create a format for a syllabus including all the key components. If they use a format provided by their district, they need to make sure that all the correct components are

included and amend it as necessary. After they have created their format they need to start to draft the outline of a medium term plan (syllabus) following the steps for curriculum development and applying the principles for curriculum development. They should use all of the learning from the module so far (e.g. how to develop indicator). Give participants 30 minutes to start to develop the outlines of their syllabus. It is unlikely that they will get very far during this time. The purpose of the activity is for them to start to practice applying some of the principles of curriculum development. They will have more opportunity during later training.

- (3) Ask some groups to feedback. Comment on their plans. Focus on areas of the curriculum that relate to the pedagogic competency (objectives, indicators) and ask how they applied some of the principles of curriculum development

Reflection (10 minutes)

- (1) Look again at the overarching questions introduced at the beginning of the session. Ask the questions one by one and ask the participants to give some answers to the questions using what they learned during the session. Ask if there is anything else that they learned.
- (2) Ask participants to explain what they consider to be the key message of the session. Write some of their ideas on flipchart/power point or board then provide the key message (see below). Give participants some time to write the key messages in their learning reflection journal.
- (3) Ensure that participants know how the learning in this session will be followed up. For Civics, English and Mathematics teachers, they will have more opportunity to apply all they have learned in this session about curriculum planning during the second workshop of the Life Skills training program when they start to develop syllabi for their subject. Civics, English and Mathematics teachers can start to prepare for this module by completing the extension activity below. Teachers of other subjects can start to apply what they have learned through completing the extension activity. Give participants the extension activity below.



Key Message

Curriculum development and planning is now the responsibility of the school. Teachers need to plan and develop a school curriculum which refers to the national competency standards for each subject, the national standards for content and applies the principles of curriculum development. The school curriculum should be broad and balanced and show continuity and progression in learning and allow for individuals to fulfill their potential. This may seem an overwhelming task but it can be achieved by teams of teachers working together in MGMP or schools by developing and utilizing a format and following the steps of curriculum development.



Extension

Portfolio Activity: Participants should continue to work on the drafts of their syllabi. They can do this in their school or MGMP. Civics, English and Mathematics teachers should make a start on their syllabus and keep it in their portfolios so they can develop them further in the second workshop. This syllabus can be included in the professional portfolio category 7 Professional Development (learning instruments and tools)



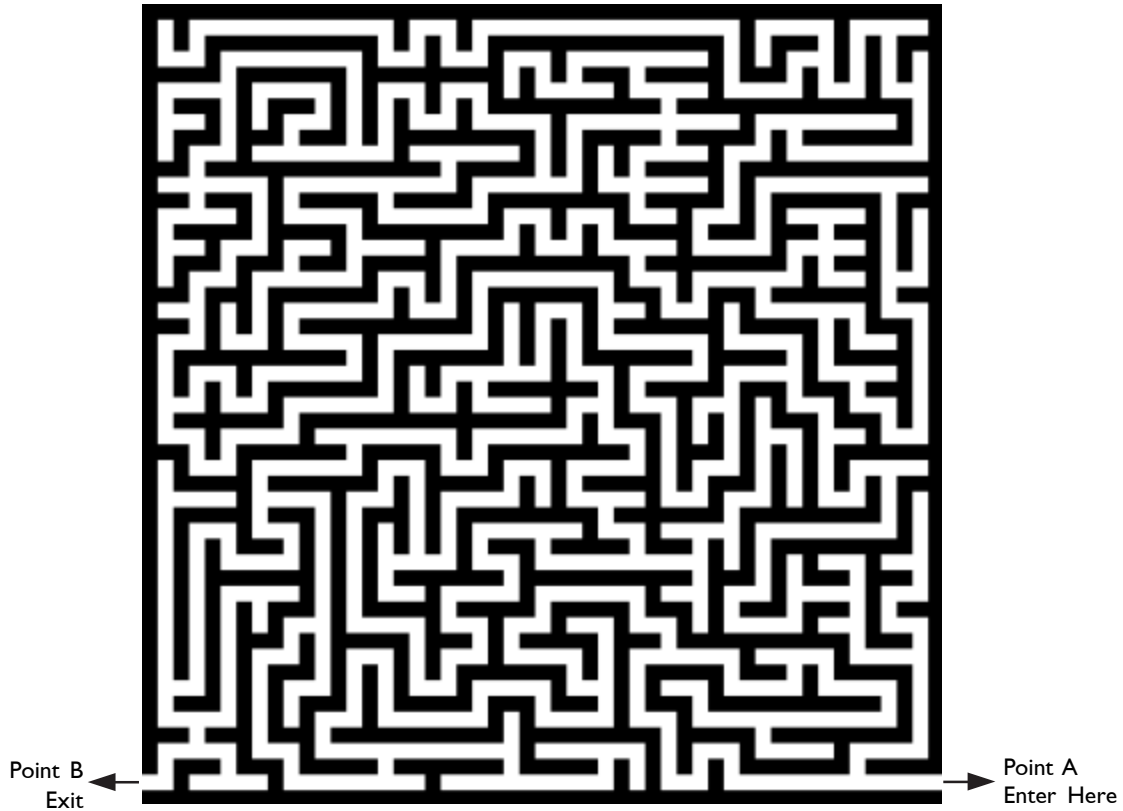
Additional Reading

- BSNP (2006) Standards for Content



Handout for Participants 8.1

From A to B





Handout for Participants 8.2

Terminology

Column A	Column B
1. Curriculum	a. Minimum competency of a student expected to be achieved at every level/ semester as a standard to be achieved nationwide
2. Syllabus	b. A sign that we look for to assess whether we have achieved our outcome and how well we have achieved it.
3. Learning Outcomes	d. The total amount of learning time for the school year/week for all subjects
4. Competency	e. Learning activities in the form of direct interaction between the teacher and the student (e.g. lessons)
5. Topics/Theme	f. The overall framework which details what subjects students must study, what they must know and be able to do
6. Assessment	g. Total amount of time students spend in learning, which includes all types of learning
7. Assessment Indicator	h. An attitude, skill, knowledge or behavior developed as a result of the learning process
8. Lesson Plans	i. What a student will know and be able to do at the end of a particular piece of learning
9. Learning Load	j. A specific expression on intent e.g. students will be able to describe some of the causes of heat
10. Face to Face Instruction	k. A learning activity designed by the teacher to achieve a competency the completion time decided by the student
11. Structured Assignment	l. A short term plan for activities in individual lessons
12. Unstructured Independent Assignment	m. Medium programs of study which detail the scope and sequence of learning for one class for one semester
13. Aims	n. A general statement of intent e.g. to introduce the class to the concept of heat.
14. Objectives	o. A learning activity designed by the teacher to achieve a competency. The completion time is specified by the teacher
15. Subject Group Competency Standard	p. Attitude, skill, knowledge or behavior expected to be achieved at the end of level/semester for a subject
16. Graduate competency standard	q. The process of finding out what a students knows and can do as a result of instruction
17. Educational Unit Level Curriculum	r. A number of competencies to be achieved by a student in a certain level/ subject to illustrate the standard competency
18. Standard competency	s. A operational plan (e.g. syllabus) based on the curriculum developed, planned and implemented by each school
19. Base Competency	t. A theme within a subject
20. Effective Learning Time/ Week	u. Attitude, skill, knowledge or behavior students need to demonstrate in order to graduate from the educational level
21. Learning Hour	v. Amount of time given for one lesson of face to face instruction. It is not always equal to an hour