



# CURRICULUM 625©

*Faculty of Education  
Graduate Studies*

## *the* COURSE'S GUIDEBOOK

*Prepared for  
University of Prince Edward Island  
(2010 Fort McMurray Cohort)*

Prepared & Delivered by  
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## I. PRE-CLASS *Individual* REQUIREMENTS...

1. Obtain & read Rich Vivone's *Ralph Could Have Been a Superstar — Tales of the Klein Era* (2009), Kingston: Patricia Publishing.&/or Ken Dryden's *In School — Our Kids, Our Teachers, Our Classrooms* prior to July 1<sup>st</sup>. [copies can be obtained directly from the professor for twenty-five (\$25.00); however sufficient copies are being acquired by the Professor that **loaners** will be available for those who do not wish to purchase these two books] (Sharing is encouraged)
2. Retain for reference purposes the Reference Book of Readings, prepared by the Professor along with both the Syllabus and the Workbook for the Course. The Reference Book contains articles &/or chapter selected by the professor from:
  - the professional educators' journal *Phi Delta Kappan*.
  - Robert Everhart's *Reading, writing and resistance — Adolescence and labour in a junior high school*. Routledge & Kehan-Paul, 1983
  - James Gress (ed.) *Curriculum — An Introduction to the Field* McCutchan Publishing 1978
  - J. Galen Saylor & William M. Alexander's *Curriculum Planning for Modern Schools*. Holt, Rinehart & Winston 1966

### NOTE #1:

**The professor will also provide as an additional reference to each team (in the Option I grouping), a packet of presentations prepared by undergraduates in a course he taught this winter that used as a text, Rich Vivone's book. These address various student perspectives on the issue of Ralph Klein and the political milieu they saw in Alberta. Their challenge was to try to determine *why we do what we do* which may shed some light on what we need to do as educators to get people to become more fully engaged in our democratic heritage.**

### NOTE #2:

**The professor will make available, on a loan basis for the week of the course, his own (as a student) reference text — J. Galen Saylor & William M. Alexander's *Curriculum Planning for Modern Schools*. Holt, Rinehart & Winston 1966. The professor will also have on hand, for short-term usage a second (as a professional curriculum designer) reference text — James Gress (ed.) *Curriculum — An Introduction to the Field* McCutchan Publishing 1978**

3. Retrieve as many as you can of your academic writings done within your Masters of Education program, particularly those dealing with leadership-related educational issues.
  
4. **Prepare a three (3) page (maximum) précis** that highlights (from the documents recovered in #3 above) the following<sup>1</sup>:
  - the relationship between what we as educators do and the development of *good citizenship*
  - references that demonstrate contradictory perspectives on best practices in educational curriculum leadership
  - in conclusion *outline two (2) questions that arise from reading Vivone's book about curriculum that you would like clarified during the course*OR  
pick one person (*of the people [Rich] met*) who would likely be a champion of an educational reform you would like to see & explain why + one who would not!!  
OR  
Develop two (2) questions you would pose to *Hon. Ken Dryden if he were to appear in class* — and, explain why these questions are pressing.
  
5. Come to class on July 2<sup>nd</sup> prepared for another unique step in your *learning journey*.

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<sup>1</sup> this document may be shared with your peers and should be e-mailed to the professor by June 21<sup>st</sup> (Monday): [gws@e-sinclair.com](mailto:gws@e-sinclair.com)

## **E-sinc**

### II INTRODUCTION to the SEMINAR

#### **Curriculum<sup>2</sup>**

**a fixed series of studies required, as in a college for graduation, qualification in a major field of study, etc.; all of the courses, collectively, offered in a school, college, etc., or in a particular subject [lit. a running, course, race, career]**

#### **Curriculum<sup>3</sup>**

**the courses offered by an educational institution; a set of courses constituting an area of specialization**

#### **Educate<sup>4</sup>**

**1. To train or develop the knowledge, skill, mind, or character of, esp. by formal schooling or study; teach; instruct / 2. To form and develop (one's taste, etc.) 3. To pay for the schooling of (a person) SYN see teach: educate stresses the development of latent faculties and powers by formal, systematic teaching. Esp. in institutions of higher learning**

#### **Educate<sup>5</sup>**

**1. a) to provide schooling for, b) to train by formal instruction and supervised practice esp. in a skill, trade or profession; 2 a) to develop mentally, morally, or aesthetically esp. by instruction, b) to provide with information: inform, 3. To persuade or condition to feel, believe, or act in a desired way**

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<sup>2</sup> according to the New World Dictionary (1980) New York: Simon & Schuster

<sup>3</sup> according to the Merriam-Webster Collegiate Dictionary (1995), Springfield: Merriam-Webster — word first (1<sup>st</sup>) used in 1633

<sup>4</sup> according to the New World Dictionary (1980) New York: Simon & Schuster

<sup>5</sup> according to the Merriam-Webster Collegiate Dictionary (1995), Springfield: Merriam-Webster — word first (1<sup>st</sup>) used in 1633

## **E-sinc**

### **Teach<sup>6</sup>**

**1. To show or help to learn how to do something; give instructions to 2. To give lessons to (a student, pupil, or class); guide the study of; instruct 3. To give lessons in (a subject) 4. To provide with knowledge, insight, etc.; cause to know, understand, etc.**

### **Teach<sup>7</sup>**

**1. a) to cause to know something, b) to cause to know how, c) to accustom to some action or attitude, d) to cause to know the disagreeable consequences of some action; 2. to guide the studies of; 3. to impart the knowledge of; 4. a) to instruct by precept, example or experience, b) to make known and accepted; 5. to conduct instruction regularly in**

### **Facilitate<sup>8</sup>**

**to make easy or easier**

### **Facilitate<sup>9</sup>**

**to make easier: help bring about**

### **Learning<sup>10</sup>**

**1. the acquiring of knowledge or skill; 2. acquired knowledge or skill, espe. Much knowledge in a special field**

### **Learning<sup>11</sup>**

**1. The act or experience of one that learns; 2. Knowledge or skill acquired by instruction or study; 3. Modification of a behavioural tendency by experience (as opposed to conditioning)**

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<sup>6</sup> according to the New World Dictionary (1980)

<sup>7</sup> according to the Merriam-Webster Collegiate Dictionary (1995)

<sup>8</sup> according to the New World Dictionary (1980)

<sup>9</sup> according to the Merriam-Webster Collegiate Dictionary (1995)

<sup>10</sup> according to the New World Dictionary (1980)

<sup>11</sup> according to the Merriam-Webster Collegiate Dictionary (1995)

## *Professorial Overview*

First and foremost education in Canada is a public responsibility (and expectation) — often even ahead of parental responsibility — collectively shared among many stakeholders (both public & private) and a multiplicity of delivery agents. Fundamentally, citizens are prepared to see tax dollars go to education, if they can see a real return — basically the creation of good, productive citizens, willing to carry their share of the communal burden and alleviate others from having to carry any of their own personal burden. There are two (2) individuals in the province of Alberta that are accountable to the citizens for the performance of formal education and training.

The Minister of Education has as his mandate<sup>12</sup>, *to promote strong and vibrant communities and reduce crime so Albertans feel safe...*

*Lead the following initiative — continue to develop a long-term vision for education that ensures students have the knowledge, skills and abilities to be successful in the 21<sup>st</sup> century. And work with ministry partners to — continue to implement the Safe Communities initiative — under this initiative (the role is) to continue to improve broad-based supports and early intervention initiatives for at-risk children to improve their learning outcomes.*

The Minister of Advanced Education has as his mandate<sup>13</sup>, *to enhance value-added activity, increase innovation and build a skilled workforce to improve the long-run competitiveness and sustainability of Alberta's economy...*

*Work with ministry partners to promote innovation and value-added economic development to create highly skilled and sustainable jobs for Albertans, encourage economic diversification and strengthen the province's fiscal resiliency — under this initiative (the role is) to enhance economic diversification and build a knowledge-driven future by identifying focussed priority sectors and further opportunities to encourage commercialization where Alberta can secure and maintain a competitive advantage.*

The Minister of Education among his official duties has been given an additional mandate<sup>14</sup> *to develop a policy framework founded on the values of opportunity, fairness, citizenship, choice and diversity to guide implementation of a long-term vision for Kindergarten to Grade 12 education...*

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<sup>12</sup> Recorded in his mandate letter from the Premier, February 2010.

<sup>13</sup> Recorded in his mandate letter from the Premier, February 2010

<sup>14</sup> 2009 Annual Report of the Minister of Education (Alberta)

How well have they done? What is the state of support that Alberta's citizenry gives to education? Given the results of the last provincial election, who really is responsible for the political non-involvement? To what extent has this political milieu led to the reduction in financial and other support for education and educators? In other words, what needs to be done from a curriculum leadership perspective to get Albertans involved & supportive of education in a significant way?

Perhaps this all is moot. If Ken Dryden is correct in his assessment, one could surmise that the current state of education is actually beyond the power or even purview of the front-line educator to change. Furthermore, upon reviewing key textbooks assigned to students studying leadership in curriculum reform from three (3) decades in the last century, has anything really changed? Or do we simply go in circles because there is insufficient time to properly assess whether a new idea is good or even valid, before some one in authority or in academia believes something else should be tried?

Perhaps what is really the challenge, is to give each educator who wishes to be a leader in her/his own milieu, the strength of confidence and the breadth of vision to simply try to be as good and as engaged as possible, grounded in the commitment that s/he will inspire as many students as possible to rise above mediocrity and take citizenship seriously and thus by implication will strive to learn as much as feasible in order to contribute to the world around them.

Perhaps what curriculum leadership really requires is some solid skills at conversation about learning — discussing, debating and occasionally even defining that which needs to be put in front of the student in order to seed the hope of a better tomorrow, while surviving today, if not building upon yesterday.

The course intends to accomplish **three (3) objectives** (and an optional fourth (4<sup>th</sup>):

- answer the question: *Is curriculum to teach or facilitate learning?*
- establish who actually determines curriculum
- examine the critical relationship of curriculum to the creation of good citizens
- demonstrate an ability to articulate realistic curriculum frameworks that will instill knowledge, expand passion for learning and captivate the spirit

## *Parameters of Evaluation*

The participants in the course will be **assessed in three (3) ways**

- **by the professor** through assessment of the **pre-course assignment**<sup>15</sup> [10%], the degree of **constructive participation**<sup>16</sup> [10%], the **major project**<sup>17</sup> consisting of a demonstration [35%] of a concept that could foment a significant curriculum shift leading to better citizenship in our students and in a **follow-up critical essay** [15%]
- **by our peers** through the extent of participation in small groups and full class activities and in the major project [10%]
- **by individual reflection and assessment** based on the degree and nature of learning acquired during this entire experience [at the beginning of Day #2. each student will turn in a statement outlining the goals to be pursued and learning to be attained during the course — this will form the basis of the reflective assessment!] [20%]

**The major project shall be to debate the central questions of the course, using both official texts as well as other materials including the *Curriculum Studies Reader* (Flinders & Thornton) and the *Reference Book* (assembled by the professor):**

- ***WHY DO WE NEED TO EDUCATE OUR STUDENTS TO BE GOOD CITIZENS?***

*And,*

- ***HOW DO WE DESIGN OUR CURRICULUM ACCORDINGLY?***

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<sup>15</sup> The requirements for this have been noted earlier in this document: Pre-Class Requirements, Item #4.

<sup>16</sup> Attendance will be expected throughout each of the five (5) days, plus participants will be expected to contribute to the large group discussions in a thoughtful and appropriate fashion.

<sup>17</sup> This project will be done in teams of five (5). Two (2) members will take the **affirmative** perspective and two (2) will take the **counter-point** and one (1) will serve as **conciliator/melder**. On Day Five (5) each group will present their findings in an innovative way, taking no more than fifteen (15) minutes (including any time for conversation with the entire class). The presentation shall be designed as if it is being presented to the Deputy Minister of Education &/or Advanced Education. Brevity is to be expected, yet the moment must be memorable. Following the course, the team members will each contribute to the follow-up paper which will focus on their presentation on the first (1<sup>st</sup>) objective. It will be approximately twenty (20) pages (including references, etc.). While each participant will identify what part of the paper is theirs, the mark will be on the whole paper. {consideration may be given to a virtual paper — utilizing another curricular medium — if approved in advance}



Within this assignment, participants must address the validity of these two statements:

- *Ralph Klein's approach to government as evidenced in Vivone's book has impacted education such that major curriculum reform is necessary in order to get younger Albertans involved in the democratic process...*
- *Ken Dryden would seem to argue that major curriculum reform is impossible because schools are not designed (and thus not funded) for a learning/teaching experience but rather for managing our youth until they move forward to work or career preparation...*

Furthermore, there should be some recommendation(s) as to how the Ministers' **mandate letters** should be altered to reflect the final position(s) of the team.

Basically the final project would be an actual course outline/guidebook and spells out the challenges to guide the *making of a curriculum* including the **good, bad & indifferent**.

**The pros & cons on the curriculum package must cover the following:**

- *how would it unfold? & not...?*
- *what would it look like? & not...?*
- *when would certain key things happen? & why?*
- *where (or where not) would the following interests intervene?*
  - *teachers:*
  - *administrators:*
  - *school boards:*
  - *ministry of education:*
  - *sector groups (private, public & not-for-profit):*
  - *the community at-large*
- *why would this be a good curriculum?*

Within class time itself, there are four (4) modules based on the Critical Questions raised by Dr. Kevin MacLeod when he delivered this course in the second (2<sup>nd</sup>) summer session of 2009 in person at UPEI and on-line through moodle, and to a lesser extent those raised by Professor Honsberger's delivery of the same course in winter session 2010 at UPEI. The fifth (5<sup>th</sup>) module is unique to this professor's interpretation of the entire challenge of curriculum.

**Module One (1):      WHAT IS CURRICULUM?      IS IT TO TEACH or FACILITATE LEARNING**

**Principal Aim:**

*To determine why we need parameters when we undertake to study components of education, both as an aspect of teaching and an essence of learning: How does what we are required to do increase our ability to do what we need to do?*

Prof's Reflections: The MEGA-REFLECTIONS...

- *Why does a person think s/he can lead curricular reform?*
- *How does s/he go about undertaking such a challenge?*
- *Where or when is the optimum context for such reform?*
- *What is the connection with this and the theme of Module I?*

As an introductory moment, the prof will provide an overview lecture on his experiences in the world(s) of educational curriculum leadership (both as a product and a producer).

***As a Product***

A review of his experiences being introduced to curricula in a variety of settings including:

- Grade One (1) in Bassano Public (Alberta) — after the first day, the dangers of missing the first (1<sup>st</sup>) month + the tragedies of teachers who run out of lesson plans

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- Grade Four (4) in Alberta then Ontario — the embarrassment of riches & poverty: art & poetry

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- Grade Five (5) in Embro Public (Ontario) — misery

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## E-sinc

- Grade Nine (9) in Woodstock Collegiate Institute — no choice — no typing, no home economics, just shop (at least someone has a table)

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- Grade Ten (10) from WCI to Madoc High — even less choice, no football

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- Grade Twelve (12) at Madoc High — brains don't trump guidance counselling

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- Grade Thirteen (13) & Students' Council Presidency — now there's a reason to quit school

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- U of T — at least some choice

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- U of A — comes control, slowly but at least individually

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- U of Minn — are universities that different?

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- the doctoral trail & thereafter — convocation + travel + *pass/no credit or is it credit/no pass?*

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*As a Producer*

A review of his experiences introducing new curricula in a variety of settings including:

- *Grade One (1)* — Who really set the curriculum & who taught?

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- *The Newspaper Routes* — Where did the learning really take place and at whose command?

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- *High School* — Why try to teach when the learner is already gone & when did it happen?

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- *Grade Twelve (12)* — What does Career Path have to do with Curriculum Development & where should the divide be promoted?

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- *Grade Thirteen (13)* — When do you know you can set the table?

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- *Freshman Orientation Seminars (F.O.S.) at the University of Alberta in the sixties (60's)* — no question it was solidly *beyond the envelope*

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## E-sinc

- after the Okanagan Basin Study, new opportunities including: *Salmonids in the Classroom* for the British Columbia & federal governments in the seventies (70's) — no question it was *outside the box*

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- Doctoral Dissertation: *To Enhance the Ethical Reasoning of Educational Administrators*, University of Alberta 1978 — no question it broke new ground in format, let alone required special mentoring

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- *Aboriginal Independent Schools* in the eighties (80's) & nineties (90's): — stand by for fundamental change in federal policy

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- *strategic planning/visioning* in any sector — the inverted management pyramid + the three (3) steps to get the organization going...

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- as an *Adjunct Professor* in the current millennium — why? and who? (should rein him in?)

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*A ROUNDTABLE...are the initial four (4) questions answered??*

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# E-sinc

## INAUGURAL DEBATES:

In groups of four (4) students will search out from the texts &/or the reading resource packet, the points necessary to present their measured opinions on the questions, both *pro* and *con*...the topic: ***Curriculum Development is Unknowable Change while Teaching is Steadfast Conversation...***

Team A  
Cynthia  
Pat  
Teresina  
Susan

Team B  
Tifanie  
Krista  
Andrew  
Stefania

Team C  
Raymond  
Tracy  
Brendan  
Sheldon

Team D  
Annalee  
Jody  
Lisa H  
Joel

Team E  
Jennifer  
Diane  
Nadine  
Lisa P

Team F  
Laura D  
Jade  
Laura R  
Joanne

### FIRST (1<sup>st</sup>) DEBATE...

*In the Affirmative* — Team \_\_\_\_\_

*On counterpoint* — Team \_\_\_\_\_

Strong Points...

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Less Effective Arguments

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Overall Score [the better team scores five (5) / the other between two (2) & four (4)]

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## SECOND (2<sup>nd</sup>) DEBATE...

*In the Affirmative* — Team \_\_\_\_\_

*On counterpoint* — Team \_\_\_\_\_

Strong Points...

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Less Effective Arguments

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Overall Score [the better team scores five (5) / the other between two (2) & four (4)]

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## THIRD (3<sup>rd</sup>) DEBATE...

*In the Affirmative* — Team \_\_\_\_\_

*On counterpoint* — Team \_\_\_\_\_

Strong Points...

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Less Effective Arguments

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Overall Score [the better team scores five (5) / the other between two (2) & four (4)]

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- Key References:
- What is the Meaning of Curriculum?* Albert I. Oliver in James R. Gress (ed) Curriculum – An Introduction to the Field [Sec. 1]
- Curriculum Theory* James B. Macdonald (Ibid) [Sec. 1.4]
- Chapter One (1)* in Galen Saylor & William Alexander's Curriculum Planning for Modern Schools
- My Pedagogic Creed* John Dewey, Chapter Three (3) in The Curriculum Studies Reader
- A Critical Consideration of the New Pedagogy in its Relation to Modern Science* Maria Montessori, Chapter Two (2) in The Reader...
- Making Connections Between Research and Practice*, Andrew Porter & Jennifer McMaken in Phi Delta Kappan September 2009, pg. 61
- Was Bloom's Taxonomy Pointed in the Wrong Direction*, Sam Wineburg & Jack Schneider in Phi Delta Kappan December 2009 / January 2010, pg. 56
- Professional Learning 101: A Syllabus of Seven Protocols*, Robin Fogarty & Brian Pete in Phi Delta Kappan December 2009 / January 2010, pg. 32
- Tying Together the Common Core of Standards, Instruction & Assessments*, Vicki Phillips & Carine Wong in Phi Delta Kappan February 2010, pg. 37
- Washington Commentary: Educating More Americans Requires Boarder View of Learning*, Anne C. Lewis in Phi Delta Kappan May 2009, pg. 619

**NOTE: Final Teams shall use any *non-directed times* for meetings, research or consultation with the professor and the challenges of their final project.**

# E-sinc

## Module Two (2): WHAT ARE MY BELIEFS & VALUES ABOUT CURRICULUM?

### Principal Aim:

*To determine where it is essential to deploy common standards and where it may be necessary to replace official dictates with less orthodox patterns and processes in order to achieve the fundamental goal(s) & expectation(s). When is it most appropriate to **go outside the box** (or at least, **on the edge of the envelope**)...*

### Prof's Reflections:

An audio-visual lecture... *The Emperor's Club*<sup>18</sup>

#### Group EC-1

Stefania

Diane

Jade

Raymond

Annalee

#### Group EC-2

Laura R

Brendan

Lisa P

Pat

Jennifer

#### Group EC-3

Tifanie

Cynthia

Jody

Sheldon

Nadine

#### Group EC-4

Andrew

Laura D

Joel

Tracy

Teresina

#### Group EC-5

Susan

Joanne

Lisa H

Krista

Some specific questions for the *small groups* to contemplate...

### All Groups:

- When a teacher says *a day started with rowing is better than a day not...*, what does it say about her/his approach to curriculum?

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- The philosophy of a school says a great deal about its approach to curriculum. At St. Benedict's it is ***Not For Oneself*** and the motto is ***The End Depends Upon the Beginning***. What does this say to you?

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<sup>18</sup> A Universal Pictures film, directed by Michael Hoffman, 1988.

## **E-sinc**

- What is Mr. Hundert's perspective on curriculum?

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### **EC-1**

- A man's character is *his fate*..., how does this impact curriculum development?

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### *EC-2*

- *I am a teacher — one day I quit*: what does this say to you about curriculum leadership?

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### *EC-3*

- *Light's out in fifteen minutes*...how does this impact curriculum development?

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### **EC-4**

- The welcome of young Sedgewick Bell & his *treasure trove* in his room tell you what about the approach necessary to get him into the *learning mode*?

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### *EC-5*

- *Stupid lasts forever* — the response to Sedgewick being a jackass — good curriculum or a teacher losing control?

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## E-sinc

EC-6

- The Senator's question: *what's the good?...*, and his comment *don't mold just teach* seem to come from what perspective on curriculum?

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EC-1

- Comment on the relationship between *You will NOT mold my son, I will mold him!* and those who believe teaching should be to inspire thinking and not to follow *the book...*

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EC-2

- How do you fit a person like Sedgewick into your curriculum — he is left-handed and he *could be at the top of the class, if he wanted to be?*

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EC-3

- What has the baseball game got to do with good curriculum development?

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EC-4

- The *Mr Julius Caesar...* contest presents many moments of critical choice — focussing on the decision to alter the marking slightly, is it an ethical dilemma or good curriculum?

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## E-sinc

EC-5

- Considering the aftermath of *Mr. Julius Caesar* contest, is Martin Blyth a *victim* or a *learner*? Or, *something other* \_\_\_\_\_?

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EC-6

- Mr. Hundert perhaps has suffered through a number of losses in his life, including a disconnect with his father, the failure in his early life in his relationship with Elizabeth, not gaining the Headmaster position, etc.. — how many losses before your *curriculum vitae* needs re-thinking (i.e. was he right in resigning)?

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EC-1

- What does the re-union have to do with curriculum? And how does this relate to what the Board saw in James Ellerby as a great new Headmaster?

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EC-2

- When Sedgewick decides to host a re-make of their *Mr Julius Caesar* competition, he and Hundert have an interesting exchange concluding with the words, *show them mercy, once they are conquered* — how does this fit with the fact that all at the re-union became leaders, they did succeed and yet Handert feels he did not succeed — *I failed you as a teacher*?

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EC-3

- *What do you have to show for yourself...I live in the real world* — to what extent is a statement commenting on the product of good curriculum development?

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# E-sinc

## EC-4

- What is the significance of the young son's response after coming out of the cubicle in the washroom? Does this validate Handert's *last lecture*?

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## EC-5

- Comment on the proceedings after the washroom — the confession, the aftermath (including the *non-breakfast* and the plaque) — as a way to better understand Handert's philosophy towards curriculum?

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## EC-6

- Throughout, Handert never seems to lose hope nor does he quit promoting it — is this why he returned to the classroom? Explain in curricular terms...

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## All Groups

- To be a good purveyor of curriculum (let alone leader) does forgiveness need to be part of the overall scenario? And explain the final scene(s) with Martin Blythe, his son & Handert...

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- As a *side-bar*, considering the various students, who most seems like you? And who might the prof be?

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## E-sinc

The conversation following the lecture, in addition to discussing the specific questions noted above, shall look at:

- What does it really mean to serve the public interest (and why do we even talk about *public service* when the conversation ought to be about *kids in classrooms*?)

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- Can we really take *the Emperor's Club* seriously when it is dealing with private school educator? Thus, can we talk about *public service* in such a context? Besides, who sends their kids to private schools, anyway?

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- Why should we be forced to experience different pedagogies in the name of curriculum leadership instead of a common standard (e.g. why a film, especially about a private school and not another lecture, and why watch it together and not assign for homework)?

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# E-sinc

## FURTHER DEBATES

In groups of four (4) students search out the points necessary to present their measured opinions, both *pro* and *con*, on the topic: ***I believe that writers like Ken Dryden reinforce the attitudes of the Ralph Kleins and so education is neither respected nor supported!***

Team Z  
Nadine  
Jody  
Jade  
Brendan

Team Y  
Joel  
Andrew  
Teresina  
Raymond

Team X  
Diane  
Tracy  
Pat  
Lisa H

Team W  
Krista  
Jennifer  
Laura R  
Cynthia

Team V  
Lisa P  
Stefania  
Laura D  
Annalee

Team U  
Sheldon  
Susan  
Joanne  
Tifanie

## FIRST (1<sup>st</sup>) DEBATE...

*In the Affirmative* — Team \_\_\_\_\_

*On counterpoint* — Team \_\_\_\_\_

Strong Points...

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Less Effective Arguments

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Overall Score [the better team scores five (5) / the other between two (2) & four (4)]

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# E-sinc

## SECOND (2<sup>nd</sup>) DEBATE...

*In the Affirmative* — Team \_\_\_\_\_

*On counterpoint* — Team \_\_\_\_\_

Strong Points...

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Less Effective Arguments

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Overall Score [the better team scores five (5) / the other between two (2) & four (4)]

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## THIRD (3<sup>rd</sup>) DEBATE...

*In the Affirmative* — Team \_\_\_\_\_

*On counterpoint* — Team \_\_\_\_\_

Strong Points...

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Less Effective Arguments

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Overall Score [the better team scores five (5) / the other between two (2) & four (4)]

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**Module Three (3): WHAT IS MY ROLE AS A LEADER OF CURRICULUM CHANGE?**

**Principal Aim:**

*To determine who is best able to assess the potential success(es) within the classroom and who is best able to therefore lay out the curricular processes to ensure such successes. Why should parents, students, specialists (whether curricular or psychological), administrators, politicians have any say in what happens within any classroom?*

**Prof's Reflections:**

***When to get out of the way... Perhaps an insight into a great idea that worked because leadership was returned to the front lines...***

- The *inverted pyramid* — what is it such a good thing? And why did it lead to one C.E.O. getting fired?

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- Should we have less or more tenure in our educational systems, in order to ensure more leadership in curricular reform?

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- Where ought we to go for our most consistent source(s) of inspiration? And when should we go?

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- How would you ensure quality instruction in any curriculum course?

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- Who should be the final arbiter of the selection process for those who teach you?

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## E-sinc

Sharing *Individual Précis*': Hearing the prof's highlights + other insights...

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*Final Teams*' Conversations: Getting to the final task(s) — what are we trying to say?

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Drafting the Project: What do we want to say? Who takes which side(s)? How to we feel we can most effectively get our perspectives recognized and appreciated?

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— no journal moment today —

References:

*Specific Approaches to Curriculum Development*, Ralph W. Tyler  
in James R. Gress (ed) Curriculum – An Introduction to the Field  
[Sec. 4] — see also Chapter Seven (7) in the Reader...

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Curriculum Planning for Modern Schools

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*Leading Teams of Leaders: What Helps Team Member Learning?*, M Higgins, L. Young, J Weiner & S. Wlodarczyk in Phi Delta Kappan December 2009 / January 2010, pg. 41

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**Module Four (4):      WHAT KINDS OF PERSPECTIVES & APPROACHES WITHIN CURRICULUM TEND TO FOSTER LEARNERS' ACHIEVEMENT & WELL-BEING?**

**Principal Aim:**

*To determine what would constitute a learning moment in this educational journey and how that can be best transmitted to those who think they need to know. Within the concept of academic freedom, who really should have the final say in what happens within the classroom and how does one most convincingly prove that?*

Prof's Reflections:      a conversation with each of the *final teams* to determine what additional resources might be helpful or where pathways need to be made clearer...plus any requested response(s) to the *Précis'*

- *RED TEAM*

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- *GREEN TEAM*

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- *BLUE TEAM*

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- *MAROON TEAM*

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- *WHITE TEAM*

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References:

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*Tension Between Students and Teachers in Urban High Schools*, Rebecca Cheung in Phi Delta Kappan November 2009, pg. 53

*Immigrant Students and the Obstacles to Achievement*, Tamiko Stratton, V.O. Pang, M. Madueno, C.D. Park, M Atlas, C. Page & J. Olinger in Phi Delta Kappan November 2009, pg. 44

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*Language Immersion Programs for Young Children? Yes...But Proceed with Caution*, Anne K. Soderman in Phi Delta Kappan May 2010, pg. 54

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**Module Five (5): IF WE ARE SO SMART, WHY AREN'T WE RICH? OR, MAYBE WE ARE!!**

**Principal Aim:**

*To determine what happened during this course that actually related to the three initial objectives and the various principal aims and whether or not it was helpful to the participant. What did I learn and where does it most help me and why did I have to take this course to find it and who would I recommend the experience to, in the future? And can I definitely say whether curriculum is to teach or facilitate learning?*

**Prof's Reflections:**

A conversation containing the elements of a good *roundtable* as well as an energetic *cross-fire* that focuses on **what has been observed during the learning journey** —

- what has been helpful?  
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\_\_\_\_\_  
\_\_\_\_\_
  
- what seems to be too *inside the box*?  
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\_\_\_\_\_  
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- why has it seemed interesting and informative?  
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\_\_\_\_\_  
\_\_\_\_\_
  
- And, in the end, which book was most helpful and why?  
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\_\_\_\_\_  
\_\_\_\_\_
  
- And did the prof learn anything (knowing what he now knows, would he have done anything different in past projects, particularly those wherein he got fired; plus, will he do anything different in his future teaching as an *Adjunct Prof*)??  
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\_\_\_\_\_

*Final Teams' Conversations:* Getting *all the ducks in a row* and feeling like we have something to say (as well as something to be heard)!

***Final Teams' Presentations:*** [order to be determined by *drawing lots*]

**Here is the new Curriculum for all to see — including the downside risks, the upside potentials and the short & long range implications for our teaching (and thus our curriculum leadership).**

- *TEAM* \_\_\_\_\_

*The Up-Side*

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*The Down-Side*

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*The Uncertain*

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*The Recommendation(s)*

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*Overall Reflection/Reaction/Response*

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- *TEAM* \_\_\_\_\_

*The Up-side*

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*The Down-Side*

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*The Uncertain*

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*The Recommendation(s)*

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*Overall Reflection/Reaction/Response*

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- *TEAM* \_\_\_\_\_

*The Up-side*

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*The Down-Side*

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*The Uncertain*

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*The Recommendation(s)*

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*Overall Reflection/Reaction/Response*

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## **E-sinc**

- *TEAM* \_\_\_\_\_

### *The Up-side*

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### *The Down-Side*

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### *The Uncertain*

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### *The Recommendation(s)*

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### *Overall Reflection/Reaction/Response*

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## **Evaluating the experience...our peers...ourselves....our prof...**

### ***Did we?***

- answer the question: *Is curriculum to teach or facilitate learning?*
- establish who actually determines curriculum
- examine the critical relationship of curriculum to the creation of good citizens
- let alone,  
demonstrate an ability to articulate realistic curriculum frameworks that will instill knowledge, expand passion for learning and captivate the spirit

**Collective Journal Moments: *The Final Written Word...***

After hearing the feedback from peers and professor, each team will submit a collective paper summarizing the experience and articulating their final position(s) on the issues raised. This document may differ from the arguments made during the presentation. The document shall not exceed twenty (20) pages, including bibliography. It will entail a final reflection, upon completing the various assessments and evaluations, that draws together all the previous journal moments, the work in various *small groups* and within the *final team* such that it neatly critiques the experience so as to give light to the future both of the course and of the professor.

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