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Chapter 1 : Finnish National Agency for Education - Current issues

TEACHING MEDIA IN the English Curriculum Andrew Hart/ Alun Hicks - \$ Title: Teaching Media in the English Curriculum Author: Andrew Hart/ Alun Hicks Publisher:Trentham Books Ltd Publication Date:Dec Pages Binding:Paperback Dimensions (inches) (W) x (H) x (D) ISBN Subject:Education / Curricula Brand.

Last week the states agreed to the implementation of changes to the national school curriculum brought about by the National Curriculum Review undertaken last year. Of the 30 recommendations, the government ultimately followed through on only four: Reduce curriculum crowding Address the needs of students with intellectual disabilities Increase phonics in the curriculum So what does this mean for what our kids are learning in schools? They made 30 recommendations for changes to the curriculum - including more emphasis on a Judaeo-Christian heritage and more phonics , of which four were implemented and agreed by the states. A year on, where are we? For a start, we have a new education minister in Simon Birmingham - a young minister who backed Malcolm Turnbull in the Liberal leadership coup and was rewarded with the ministry. Nonetheless, in what turned out to be his final act as minister, Christopher Pyne did manage to get aspects of his sponsored curriculum review ratified by the state education ministers last week. So not much innovation there, just a bit of smoke and mirrors. Phonics ensures kids know the sounds, but do they know what the words mean? Adapting the curriculum for students with intellectual disabilities is a worthy but challenging task, which is going to take another year or two to materialise. And that leaves us with phonics - there will be even more phonics in the English curriculum. We can be assured Australian children will most definitely know their sounds. Whether they will learn to read with comprehension is an entirely different matter. So, all in all, the curriculum review was much ado about nothing much - just an exercise where a newly incumbent government sprays a policy from a previous government so that it smells more like them. I suspect they might have wanted things that never feature in any curriculum - relevance, purpose, excitement, humour. Of course, these are not curriculum content descriptors; they are not knowledge to be learned. However, they would make worthy cross-curriculum priorities - threads that run through all the subject areas. Now that would be an innovative curriculum reform. The great achievement is that the curriculum matter has been settled: This is important, because it provides a common structure for resource development. Textbook publishers can focus on a larger national market, rather than one segmented by state and territory borders. And teacher-made materials and units of work can be shared nationally, building the quality of resources available and reducing workload for people teaching similar groups of children in different locations. In schools, a settled Australian curriculum is just the start. Schools still need the things that matter most: Glenn Savage, Senior Lecturer in Education Policy, Melbourne Graduate School of Education, University of Melbourne The design of the Australian Curriculum has emerged out of complex debates about the kinds of knowledge and skills young people need in an increasingly globalising and changing world. In an attempt to reconcile competing arguments about curriculum design, the curriculum seeks to blend three distinct dimensions, each reflecting a different way of understanding curriculum: There are strong arguments for maintaining disciplines at the heart of a curriculum. What actually happens in schools is the most important bit. When curriculum ideas and priorities get translated into practice, the curriculum often manifests in diverse and sometimes unexpected ways, sometimes producing outcomes quite different from those the curriculum writers set out to achieve. Instead, our federal system of governance has ensured multiple interpretations and enactments of the curriculum have emerged across states and territories. The emergence of state and territory hybrids means there are now multiple versions of the Australian Curriculum operating across the nation, rather than one homogenous version. Nevertheless, ongoing debates about the content of schooling are not only inevitable, but are an essential condition of a healthy schooling system and democracy. As the recent federal review suggests: There is little as controversial in education as determining what it is that young people should be able to know, understand and be able to do following their time at school.

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But it is a framework rather than a detailed plan. This means that while every school curriculum must be clearly aligned with the intent of this document, schools have considerable flexibility when determining the detail. In doing this, they can draw on a wide range of ideas, resources, and models. In years 1â€”10, schools are required to provide teaching and learning in English, the arts, health and physical education, mathematics and statistics, science, the social sciences, and technology. They embody beliefs about the nature of the educational experience and the entitlement of students; they apply equally to all schools and to every aspect of the curriculum. Schools should be able to clearly demonstrate their commitment to the principles and to articulate how they are given effect in teaching and learning. Schools need to consider how each of these aspects of the curriculum will be promoted and developed in teaching and learning. They can do this in different ways. Schools may, for example, decide to organise their curriculum around one of these three aspects values, key competencies, or learning areas and deliberately weave the other two through their programmes. Alternatively, they may decide to organise their curriculum around central themes, integrating values, key competencies, knowledge, and skills across a number of learning areas. Or they may use another approach or a combination of approaches. The values, competencies, knowledge, and skills that students will need for addressing real-life situations are rarely confined to one part of the curriculum. Wherever possible, schools should aim to design their curriculum so that learning crosses apparent boundaries. Values Every school has a set of values. They are expressed in its philosophy, in the way it is organised, and in interpersonal relationships at every level. Following discussions with their communities, many schools list their values in their charters. These values are to be encouraged and modelled, and they are to be explored by students. Schools need to consider how they can make the values an integral part of their curriculum and how they will monitor the effectiveness of the approach taken. Key competencies The key competencies are both end and means. They are a focus for learning â€” and they enable learning. They are the capabilities that young people need for growing, working, and participating in their communities and society. The school curriculum should challenge students to use and develop the competencies across the range of learning areas and in increasingly complex and unfamiliar situations. Opportunities for doing this can often be integrated into existing programmes of work. Use can also be made of opportunities provided by the ways in which school environments and events are structured. There will be times when students can initiate activities themselves. Such activities provide meaningful contexts for learning and self-assessment. In practice, the key competencies are most often used in combination. When researching an issue of interest, for example, students are likely to need to: When designing and reviewing their curriculum, schools will need to consider how to encourage and monitor the development of the key competencies. They will need to clarify their meaning for their students. They will also need to clarify the conditions that will help or hinder the development of the competencies, the extent to which they are being demonstrated, and how the school will evaluate the effectiveness of approaches intended to strengthen them. With appropriate teacher guidance and feedback, all students should develop strategies for self-monitoring and collaborative evaluation of their performance in relation to suitable criteria. Self-assessments might involve students examining and discussing various kinds of evidence, making judgments about their progress, and setting further goals. Schools are then able to select achievement objectives to fit those programmes. None of the strands in the required learning areas is optional, but in some learning areas, particular strands may be emphasised at different times or in different years. Schools should have a clear rationale for doing this and should ensure that each strand receives due emphasis over the longer term. Links between learning areas should be explored. This can lead, for example, to units of work or broad programmes designed to: Future-focused issues are a rich source of learning opportunities.

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These desirable levels of knowledge, understanding, and skills represent progress towards broader outcomes that ultimately amount to deeper learning. When designing and reviewing their curriculum, schools choose achievement objectives from each area to fit the learning needs of their students. Some achievement objectives relate to skills or understandings that can be mastered within a particular learning level. Others are more complex and are developed with increasing sophistication across a number of learning levels. It is important for both planning and teaching purposes that schools provide clear statements of learning expectations that apply to particular levels or across a number of levels. These expectations should be stated in ways that help teachers, students, and parents to recognise, measure, discuss, and chart progress. Students with special needs are given quality learning experiences that enable them to achieve, and students with special abilities and talents are given opportunities to work beyond formally described objectives the long view is taken: With this in mind, schools need to consider how they will gather, analyse, and use assessment information so that it is effective in meeting this purpose. Assessment for the purpose of improving student learning is best understood as an ongoing process that arises out of the interaction between teaching and learning. It involves the focused and timely gathering, analysis, interpretation, and use of information that can provide evidence of student progress. Analysis and interpretation often take place in the mind of the teacher, who then uses the insights gained to shape their actions as they continue to work with their students. Some characteristics of effective assessment

Effective assessment: When students see that they are making progress, their motivation is sustained and their confidence increases. Important outcomes are emphasised, and the teacher gives feedback that helps the students to reach them. Students know in advance how and why they are to be assessed. These approaches are chosen to suit the nature of the learning being assessed, the varied characteristics and experiences of the students, and the purpose for which the information is to be used. Conclusions are most likely to be valid when the evidence for them comes from more than one assessment. School-wide assessment

Schools need to know what impact their programmes are having on student learning. An important way of getting this information is by collecting and analysing school-wide assessment data. Schools can then use this information as the basis for changes to policies or programmes or changes to teaching practices as well as for reporting to the board of trustees, parents, and the Ministry of Education. These include the National Certificate of Educational Achievement and other national certificates that schools may choose to offer. The New Zealand Curriculum, together with the Qualifications Framework, gives schools the flexibility to design and deliver programmes that will engage all students and offer them appropriate learning pathways. The flexibility of the qualifications system also allows schools to keep assessment to levels that are manageable and reasonable for both students and teachers. Not all aspects of the curriculum need to be formally assessed, and excessive high-stakes assessment in years 11–13 is to be avoided. Learning pathways

As students journey from early childhood through secondary school and, in many cases, on to tertiary training or tertiary education in one of its various forms, they should find that each stage of the journey prepares them for and connects well with the next. Schools can design their curriculum so that students find the transitions positive and have a clear sense of continuity and direction. It is based on four principles: Together, they provide a foundation for lifelong learning. These strands correspond to the key competencies identified in this document.

Learning in years 1–6 The transition from early childhood education to school is supported when the school: Teaching and learning programmes are developed through a wide range of experiences across all learning areas, with a focus on literacy and numeracy along with the development of values and key competencies.

Learning in years 7–10 During these years, students have opportunities to achieve to the best of their abilities across the breadth and depth of the New Zealand Curriculum – values, key competencies, and learning areas – laying a foundation for living and for further learning. A responsive curriculum will recognise that students in these years are undergoing rapid physical development, becoming increasingly socially aware, and encountering increasingly complex curriculum contexts. Particularly important are positive relationships with adults, opportunities for students to be involved in the community, and authentic learning experiences. These continue to require focused teaching.

Learning in years 11–13 The New Zealand

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Curriculum allows for greater choice and specialisation as students approach the end of their school years and as their ideas about future direction become clearer. Schools recognise and provide for the diverse abilities and aspirations of their senior students in ways that enable them to appreciate and keep open a range of options for future study and work. Students can specialise within learning areas or take courses across or outside learning areas, depending on the choices that their schools are able to offer. In these years, students gain credits towards a range of recognised qualifications. Schools can extend this range by making it possible for students to participate in programmes or studies offered by workplaces and tertiary institutions. Credits gained in this way can often be later transferred to tertiary qualifications. The values and key competencies gain increasing significance for senior school students as they appreciate that these are the values and capabilities they will need as adults for successful living and working and for continued learning. Tertiary education and employment Tertiary education in its various forms offers students wide-ranging opportunities to pursue an area or areas of particular interest. Some tertiary education focuses on the highly specific skills and discipline knowledge required, for example, by trades, ICT, and health professions. In other cases, the emphasis is on more broadly applicable skills and theoretical understandings, developed and explored in depth, which provide a foundation for knowledge creation. Tertiary education builds on the values, competencies, discipline knowledge, and qualifications that students have developed or gained during their school years. Recognising the importance of key competencies to success at tertiary level, the sector has identified four as crucial: These correspond closely to the five key competencies defined in this document. In the past, many young people finished all formal learning when they left school. Today, all school leavers, including those who go directly into paid employment, should take every opportunity to continue learning and developing their capabilities. New Zealand needs its young people to be skilled and educated, able to contribute fully to its well-being, and able to meet the changing needs of the workplace and the economy.

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Chapter 3 : The Polish Curriculum in Primary and Secondary Schools –“ TIMSS Encyclopedia

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Aug 28, Share The new Finnish national core curriculum from pre-education to the ninth grade will be used nationwide, beginning in the school year –” The core curriculum work, involving the expertise of educational professionals, teachers, and different societal organizations, was completed in the end At the moment, local curriculum work based on national core curriculum has already launched in municipalities and in schools. Along the way, the process has drawn international attention see articles in The Washington Post and International Education News. The most essential aspect in the curriculum reform is the shift from focusing on learning objectives related to single subjects to an emphasis on broader competencies crossing all learning in schools. The seven competence areas are as follows: Thinking and learning to learn Cultural competence, interaction, and self-expression Taking care of oneself and others; managing daily life Multiliteracies Working life competence and entrepreneurship Competence in information and communication technology ICT Participation, involvement, and building a sustainable future In one way or another, digital literacies are embedded into all competence areas, but most explicitly into the areas of multiliteracies and ICT. By producing different kinds of printed and digital texts, learners are able to express themselves by using their strengths. Teachers are expected to use meaningful and authentic texts so that students learn not only literacy skills but also the enjoyment of reading and writing. Further, ICT skills are an essential part of multiliteracies and other wide-ranging competencies. ICT should be embedded into all teaching so that students learn to use digital technologies to cocreate and share new knowledge as well as to interact within and across communities. Of course, the extent to which Finnish schools will be able to realize this potential is dependent upon local curriculum work, the culture of each school, and engagement of individual teachers. The local curriculum created by teachers and other educational professionals will play a key role in specifying and localizing the broader aims of national curriculum. In this curriculum process, the aims are also transformed into concrete teaching and learning practices. However, one concern is that digital literacies may receive too little attention in this transformation. School culture greatly affects the level of innovation with which digital technologies are used in schools. At its best, the school culture encourages teacher collaboration and collaborative teaching. This collaboration is essential to integrate ideas and practices across different disciplines within and across schools. In Finland, teachers have a lot of autonomy to realize the aims of the curriculum, which introduces possibilities as well as responsibilities. Teachers can actualize the curriculum according to their own pedagogical views and their strengths as teachers. Thus, this might result in varying levels of attention to digital literacies. In spite of some critical viewpoints, we, like most Finnish people, believe that in the long run, our teachers and schools will do well. You might also enjoy this slideshow presentation about the reform , prepared by Jorma Kauppinen, the director of the Finnish National Board of Education.

Chapter 4 : Education in the media

The national curriculum sets out the programmes of study and attainment targets for all subjects at all 4 key stages. All local-authority-maintained schools in England must teach these programmes.

Chapter 5 : National curriculum | Education | The Guardian

An introduction to study of the media for teachers of Key Stage English. The text encompasses an explanation of key terms - language, producers, audiences, representation - as well as guidelines on department and curricular planning.

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Chapter 6 : TEACHING MEDIA IN the English Curriculum Andrew Hart/ Alun Hicks - \$ | PicClick AU

Bill Loudon, Emeritus Professor of Education, University of Western Australia. Australia's national curriculum has now been endorsed in eight learning areas by the Ministerial Education Council.

Chapter 7 : What will changes to the national curriculum mean for schools? Experts respond

The 'basic' school curriculum includes the 'national curriculum', as well as religious education and sex education. The national curriculum is a set of subjects and standards used by.

Chapter 8 : National Curriculum Statements Grade R - 12

The Media Literacy Education specialization provides an opportunity for graduate students to investigate the processes of using popular media culture and Internet texts to support literacy growth. Students earning a degree in Curriculum and Instruction can add a hour Media Literacy Specialization.

Chapter 9 : National curriculum constrains teachers and pupils | Education | The Guardian

[tabs] English with Media Education This area provides opportunities for young people to develop effective communication skills in relevant contexts. It gives pupils opportunities to appreciate and use language for a range of functional and creative purposes.