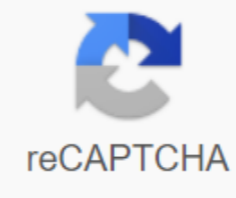I'm not robot

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Curriculum pedagogy and assessment pdf

Main features of the curriculum, pedagogy and their links I created the image below to show my beliefs regarding pedagogy. When implementing the curriculum, it is important to use a number of learning strategies and I believe that there is room for all these strategies, a balanced approach should be taken, taking into account the learners in my classroom. Wilms (1992, as stated in Marzano, 2007, p. 4) stated that no amount of research would provide educators with a model that would apply to all schools in all communities at all times. A perfect example of this is the way local students learn. The effective implementation of these strategies will also depend on the use of effective strategies for curriculum development and classroom management. When planning, I use Wiggins and McTighe's (2005) three-step back design approach. This method shows how curriculum, pedagogy and evaluation are interrelated. When I use backward design, I start with the curriculum to determine the desired results. As a result, appropriate formative and aggregated assessments are developed and they shall inform the pedagogical instructions necessary for learners to achieve the desired results. The image above outlines the types and examples of assessment I have seen in schools. Evaluation as defined by Cohen and Spencer (1994, as stated in Losardo &amp; Norari Syverson, 2011, p. 1. (14) is a process of monitoring, collecting and/or recording information. I believe that all these forms have a place in our education system and, like pedagogy, I think a balanced approach is needed. Formative assessments allow me to assess the level of understanding in the classroom and therefore this will inform my future planning so that the needs of my students are met. Similarly, summary assessments will allow me to understand and determine which areas that some students may still have difficulty following a work unit. I am a strong believer in authentic assessment as it allows the learner to apply their knowledge and skills to tasks in the real world, leading students to perceive their learning as more relevant, meaningful and engaging (Brady & Kennedy, 2012). Moreover, it is suitable for a number of learning styles and abilities. I have seen some examples of this in the schools I have attended, but through my experience with my own children, it seems to be more prevalent in high schools. As a future teacher, my goal is to ensure that my learners are given authentic assessment tasks. Standardized testing has its advantages, especially tests such as informal prose inventory (IPI) and progressive achievement test (PAT). If the data are analysed and used correctly, these allow monitoring of students' progress in mathematics, understanding, vocabulary and These estimates are relatively low as there are no political influences in the preparation and conduct of such tests. NAPLAN, on the other hand, is a standardized high-stakes test that serves to inform policymakers about their future decision-making within the education system (ACARA, 2011). In our ongoing audit society, governments expect schools and teachers to demonstrate that they meet the desired standards and improve student outcomes, and this is measured by NAPLAN data (Morris, 2011). As a future teacher, I believe I can distinguish by: addressing the curriculum through a number of learning strategies that engage students in a higher order, unconscious thinking, and developing authentic and differentiated assessment tasks to allow all students to show what they have learned and therefore have the opportunity to cope with success. Educational and pedagogical training, pedagogy and evaluation are the three messaging systems through which valuable knowledge is transmitted in the education systems. The knowledge that every society or community considers educationally valuable is shaped by power, control, time and place. To this is added the very nature of knowledge. There is a close link between curriculum, pedagogy and assessment. Every teacher working at some level of education has a curriculum, pedagogical and evaluation perspective, which is based on personal and cultural (practical and theoretical) knowledge and extensive experience (Griffith University, 2015). Curriculum: Since the beginning of this course, I have been repeatedly exposed to the national curriculum; Australian Curriculum, Assessment and Reporting Authority (ACARA) to inform students about learning I am convinced that during the 3 years of EPL practice they have sought to teach an expansive curriculum to an overcrowded school with a wide range of different abilities, while facing increasingly restrictive time frames within which to implement curricula and meet the expected objectives and outcomes of the profession. In the Journal of East Formpe and EastHorp (2000, p. 43), they write that the learning situation requires more work, more students and less time. How is your educational philosophy illustrated by dilemmas and possible strategies? What do you think is a big dilemma in applying your professional knowledge? Dilemmas in schools are complex as there are often no right or wrong answers, but different solutions bring their costs and benefits. In dealing with these complex dilemmas, teachers use their professional knowledge of what makes good practice. In the classroom, why is this dilemma so significant to you? What are some possible strategies you could use to In my educational philosophy, I would base my decisions on theory and reasonable judgment. According to Wills"quot;Sandholtz" (2009, p. 1068) are essentially formal and informal checks on students' understanding and misunderstandings. What do the dilemma and strategies for applying professional knowledge show in a specific context? Pedagogy My vision of strategies used in teaching the curriculum Evaluation My thoughts on regularly testing students' benefits and weaknesses. In my experience, schools are very strongly resistant to any changes that are about fundamentally changing the way they work (Yates and the University of Melbourne, 2011). What is the most effective and fair way to organise these message systems? Knowledge - Acquisition and storage of information. Learning is carried out socially, created by each student. Influence factors include an existing scheme and eavesdropping in previous experiences. The role of memory is to encode, store, and retrieve information. Who are the winners and losers of such messaging systems and what do you think your professional role is in relation to these three educational components? Students and teachers In order to successfully prepare teachers in classrooms, teachers need to understand the ways in which the different knowledge they study fits together and has an impact on the students they teach. In order to be given a clinical teaching model, it must allow students to combine practical with theoretical, content with policy and learning needs with the student. In the 1970s Bernstein (1971) talked about the three communication systems of pedagogical, curricula and evaluation. Bernstein tried to understand both the connections and the interruptions between these three components. Historically, educators have often divided the different components of knowledge as a way of dealing with all three components. While this may allow preschoolers to access each component, it can mean they never see the bigger picture. Aspects of the different fields are added iteratively and are not considered complete. However, teachers who are not in the training system do not have the luxury of considering these three components separately. The immediate nature of classroom teaching means that all aspects are considered at once, as they all form part of the learning needs of students in their classrooms. Traditionally, teacher training is not emulated by this holistic integration process for preschool teachers. In order to address the problems of the relationship between participants and the lack of conceptual coherence, further attention must be paid to the integrated approach to the curriculum, pedagogy and engagement. Linda-Darling Hammond says: ... effective teacher teacher Programs... include close consistency and integration between courses and between school and clinical work, extensive and intensive clinical work integrated with learning activities that are integrated with theory and practice pedagogy and closer, proactive relationships with schools that effectively serve different learners and develop a model of good teaching. (Darling Hammond, 2006, p. 300) Integrating the curriculum, pedagogy and evaluation can lead to a number of benefits for pre-school teaching, including consistency of ideas (Hammerness, 2006), a stronger impact of theory on pre-school teacher work, conceptual coherence (Darling-Hammond, 2006) and alignment of ideas in the institution of teacher training. There are also opportunities for intervention if misconceptions are formed. Evidence base and references to Bernstein, B. (1971). The classification and framing of educational knowledge. 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