

ROLES OF STAKEHOLDERS IN CURRICULUM DEVELOPMENT

1. Definition:

- Stake + Holder:
 - Stake: a stick pointed at one end or the post to which a person is bound to be burnt alive or at risk
 - Holder: as occupant or a possessor
 - Stakeholder: a person who has charge of a stake (risk/responsible) until it is known who has won it.
- Definition of stakeholder
 - All persons, agencies and organization with an investment or 'stake' in the health of the community and the local public health system. This broad definition includes persons and organization that benefit from and/or participate in the delivery of services that promote the public's health and overall well-being.
(www.map.naccho.org/MAPP_Glossary.asp)
 - Stakeholders are any individual internal or external to an organization that has a "stake" in the success of the institution (i.e. students, faculty (teacher), staff, system administrator, college council, etc)
(www.cobleskill.edu/StrategicPlan/02.html)
 - Are those who have an interest in a particular decision, either an individual or the representative of group. This includes people who influence a decision or can influence it, as well as those affected by it.
 - Stakeholders are defined as individuals or organization who stand to gain or lose the success or failure of a system or program

2. Stakeholder in education

- People in education are especially resistant to change
- They often go through four stages when faced with a new program or curriculum
 - Unrelated concerns
 - The person does not believe the new program will affect them
 - Personal concerns
 - How will it affect the person as an individual?
 - Task-related concern
 - Specific concern over how to teach or implement the new curriculum, what strategies and learning experiences to use, what equipment will be necessary, what material may be needed, and more
 - Impact-related concerns
 - How the new program or curriculum will affect others within the school and the community

3. Stakeholders analysis

- Stakeholder may be the users, the providers and the recipients
- These who have an impact on or impacted by any program or system
- Stake holders may have positive and negative views regarding a educational program
- Steps in stakeholders analysis
 - Identifying the stakeholders
 - Priorities the stakeholder
 - Understand stakeholder perspectives
 - Incorporate stakeholder perspectives into the program

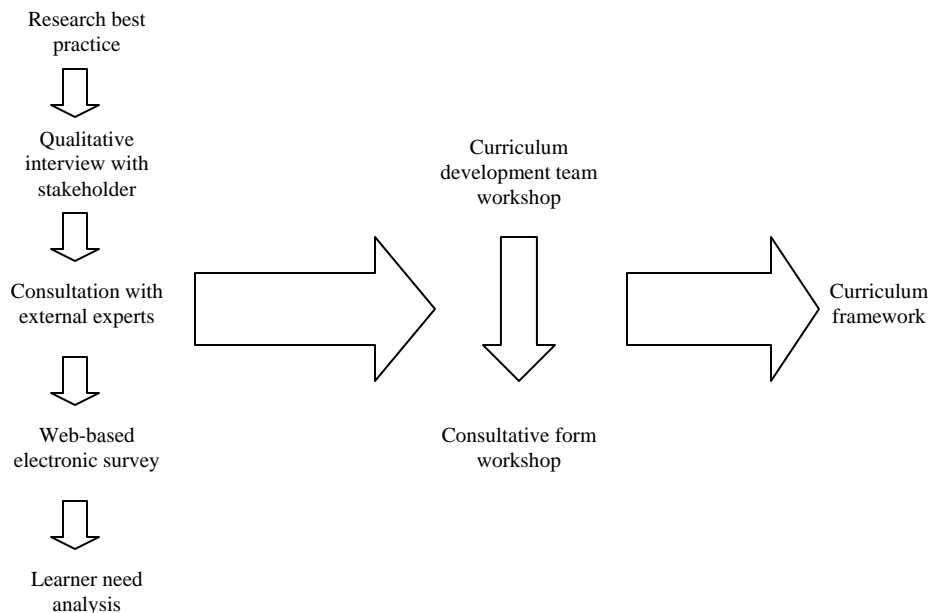
4. Stakeholders in a curriculum

- Direct stakeholder

- The faculty (teacher)
 - The student
 - The parents
 - Administrators
 - School staffs
 - Indirect stakeholder
 - Government
 - Community leaders
 - Political leaders
 - Society
5. Four key questions to be addressed by all stakeholders
- How do I define curriculum?
 - What is my single biggest concern when the curriculum committee is choosing a new curriculum?
 - How can I communicate my concerns to the curriculum committee?
 - What kind of process would I like to see the curriculum committee follow as it evaluate different program?
6. Ten stages in participatory curriculum development process (PCD)
- Awareness-raising workshop for key stakeholders
 - Follow-up workshop with wider group of stakeholder
 - Training need assessment
 - Development of curriculum frameworks
 - Develop details curricula
 - Learner-centred teaching methods training
 - Learning material development training
 - Testing a new/revised curricula
 - Refine PCD evaluation system
 - Maintain process of PCD
7. Target group analysis in PCD

- Name of program
- Overall population of the community
- Number of persons for whom the program is useful
- Number of persons who are likely to participate in the 1st year
- Number of persons who have time and money for participation
- Number of years in which the program can be offered
- Skills and knowledge needed for entering the program
- Actual level of education of the target group
- Homogeneity of the target group
- Possible motivation for participation
- Methods and instruments for contacting and addressing the target group (publicity)

8. PCD approach overview – the team has been actively collecting data and consulting stakeholder on learner skills and business needs



9. Parents and other stakeholders involvement in PCD

- Parents should have access to the curriculum framework

- Opportunities for input occur at regularly scheduled meetings. The school system should continue to solicit input from the general public on all parts of the curriculum revision
- Parents can be informed about the curriculum framework through the leadership training classes, cluster meetings, through the newsletter
- Parents and general people is solicited for input over a particular period
- Students are involved in the review of curriculum framework and are represented on the council
- To set consistent, rigorous expectation for all students, teachers are to hold them. Parents need to be informed about what it means for a student to demonstrate mastery of any particular indicator
- All teachers will be required to see on-going assessment as a regular part of instruction. The reports to parents should be sent home at specific intervals and will indicate if the student is on, below, or above grade level

Stakeholders should be able to participate meaningfully in decision making

Stakeholders should play their part in delivering sustainable curriculum development

