

The Right Angle: Report from Alberta Education

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The Process of Curriculum Revision

Alberta Education uses a six-phase cycle for curriculum review, development and implementation. Although the details of this cycle vary between programs, all programs follow the general phases. The next installment of *The Right Angle* will examine the development and implementation of the mathematics program of studies. For now, we'll look at the general phases in the curriculum review, development and implementation cycle.



The key questions that must be addressed in each phase of the cycle are provided below. The answers to these questions determine whether a program will move from one phase of the cycle to the next and when.

- 1. Review:** Gather and review information
What is working well?
Are there issues or concerns to be addressed?
Should a needs assessment be conducted?
What research and background information are needed?

- 2. Initiate:** Develop initial proposal
What will the changes be?
What strategies should be used?
What are the implications for students, teachers and school authorities?
How will the changes be communicated?
- 3. Plan:** Develop project plan
Who will be our partners and provide support?
What are the timelines?
What processes will be used for consultation?
What learning and teaching resources will support the program change?
- 4. Develop:** Prepare programs of study
What are the philosophy and rationale for the program?
What are the program outcomes?
How is feedback from consultations on the program gathered and included in the revisions?
- 5. Implement:** Authorize program and resources, support implementation
Has there been a final quality check to ensure that all components are in place for implementation?
Do clients, partners and stakeholders have the information needed for implementation?
Are teachers, administrators and school authorities knowledgeable about the program and implementation requirements?
Have teachers received support for implementation?
- 6. Maintain:** Support and sustain
Do teachers have access to ongoing guidance and support?
Is feedback from the field regarding curriculum implementation and maintenance being monitored and collated?

Each Alberta Education program of study can be placed somewhere in this cycle, and often parts of a program can be split between phases. This emphasizes the continuous nature of curriculum development and implementation.