

Module 2

Part I: Understanding Curriculum as a Historical Text

Introduction

Objectives

By the end of this module students will be able to:

- Identify various historical educational movements here in Canada;
- Deconstruct the history of curriculum policy; and
- Curriculum theorize what has historically (ideologies, gender, race, sexuality, environment, etc.) included and/or excluded from the curriculum here in Canada; and
- Express an introductory understanding of Curriculum Studies.

Activities

1) Watch on of the following videos:

If we have time, we will watch part of the *First Measured Century* in class.



2) Read

Read the required readings for this module. If you have time, read the optional reading.

Required Readings:

O'Sullivan, Brian. (Summer, 1999). [Global Change and Educational Reform in Ontario and Canada](#). *Canadian Journal of Education*, 24 (3), pp. 311-325.

Tomkins, G. (1981). [Stability and Change in The Canadian Curriculum](#). In Donald Wilson's (1981) *Canadian Education in the 1980s*, pp. 135-158. Alberta: Detselig Enterprises Limited.

Smits, H. (2008). [Is a Canadian Curriculum Studies Possible? \(What are the conditions of possibility?\): Some preliminary notes for further inquiry](#). *Journal of the Canadian Association for Curriculum Studies*, 6 (2), pp. 97-112.

Optional Readings:

Earl, L. M. (1995). [Assessment and Accountability in Education in Ontario](#). *Canadian Journal of Education*, 20 (1), pp. 45-55.

3) Explore the Ontario Ministry Education or another provincial Ministry of Education website for their current curriculum polices:

After you complete the required and optional readings take some time as part of this module to browse one of the provincial Ministry of Education websites here in Canada.

Draw upon to readings to critically analyze the mission statements found on the website or within one of its curriculum policy documents.

The Ontario Ministry of Education website includes a vast quantity of valuable information for teachers. You will find curriculum and evaluation policies and resources, access to Ministry publications and a wide array of materials intended to support teachers. Here is a link to this web site: [Ontario Ministry of Education Web site](#). Feel free to share what you learned by browsing through these websites in relation to the readings when responding to your peers reader responses posted on the discussion board for this module or when we meet up in class. Consider the following questions:

How might the readings or videos (Sir Ken Robinson for example) in module 1 help you to analyze the types of discourse put forth on the website or in one of the documents? Do you notice any trends in either? Is there anything that is more prevalent or absent? How do some of the authors take up such presence or absence in their articles?

What is the role of the Curriculum Council in Ontario for example? What has it published? How might you critically deconstruct one of those publications in relation to what is put forth about the history of Canadian curriculum policy and/or educational movements in the articles.

Is there something that caught you eye that might make a good artifact to analyze for your second assignment?