Models that develop interlinked explanatory factors
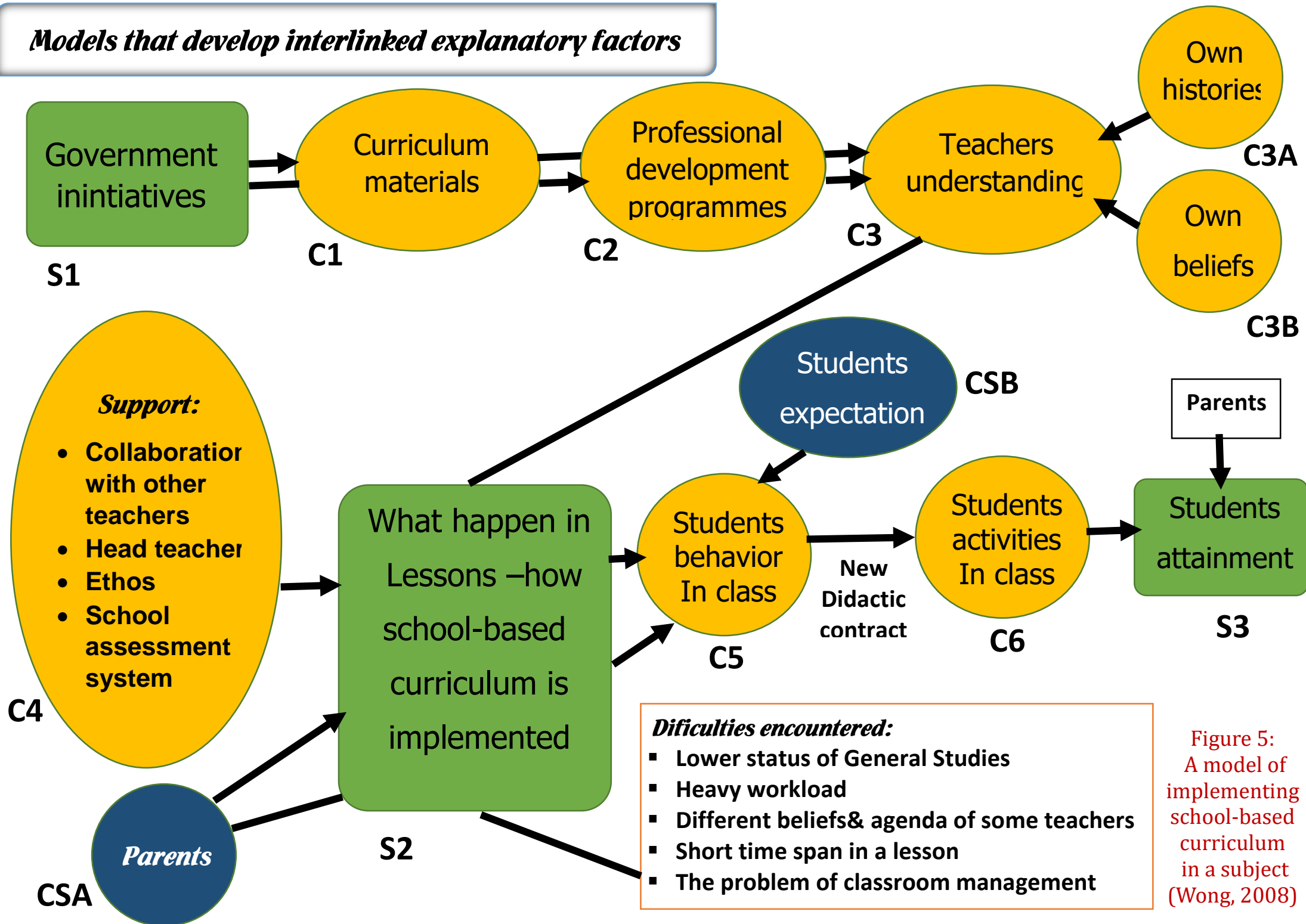
Government inintiatives
S1

Curriculum materials
C1

Professional development programmes
C2

Teachers understanding
C3

Own histories
C3A

Own beliefs
C3B

Support:
- **Collaboration with other teachers**
- **Head teacher**
- **Ethos**
- **School assessment system**

C4

Students expectation
CSB

What happen in Lessons –how school-based curriculum is implemented
S2

Students behavior In class
C5

New Didactic contract

Students activities In class
C6

Parents

Students attainment
S3

Parents
CSA

Dificulties encountered:
- **Lower status of General Studies**
- **Heavy workload**
- **Different beliefs& agenda of some teachers**
- **Short time span in a lesson**
- **The problem of classroom management**

Figure 5: A model of implementing school-based curriculum in a subject (Wong, 2008)

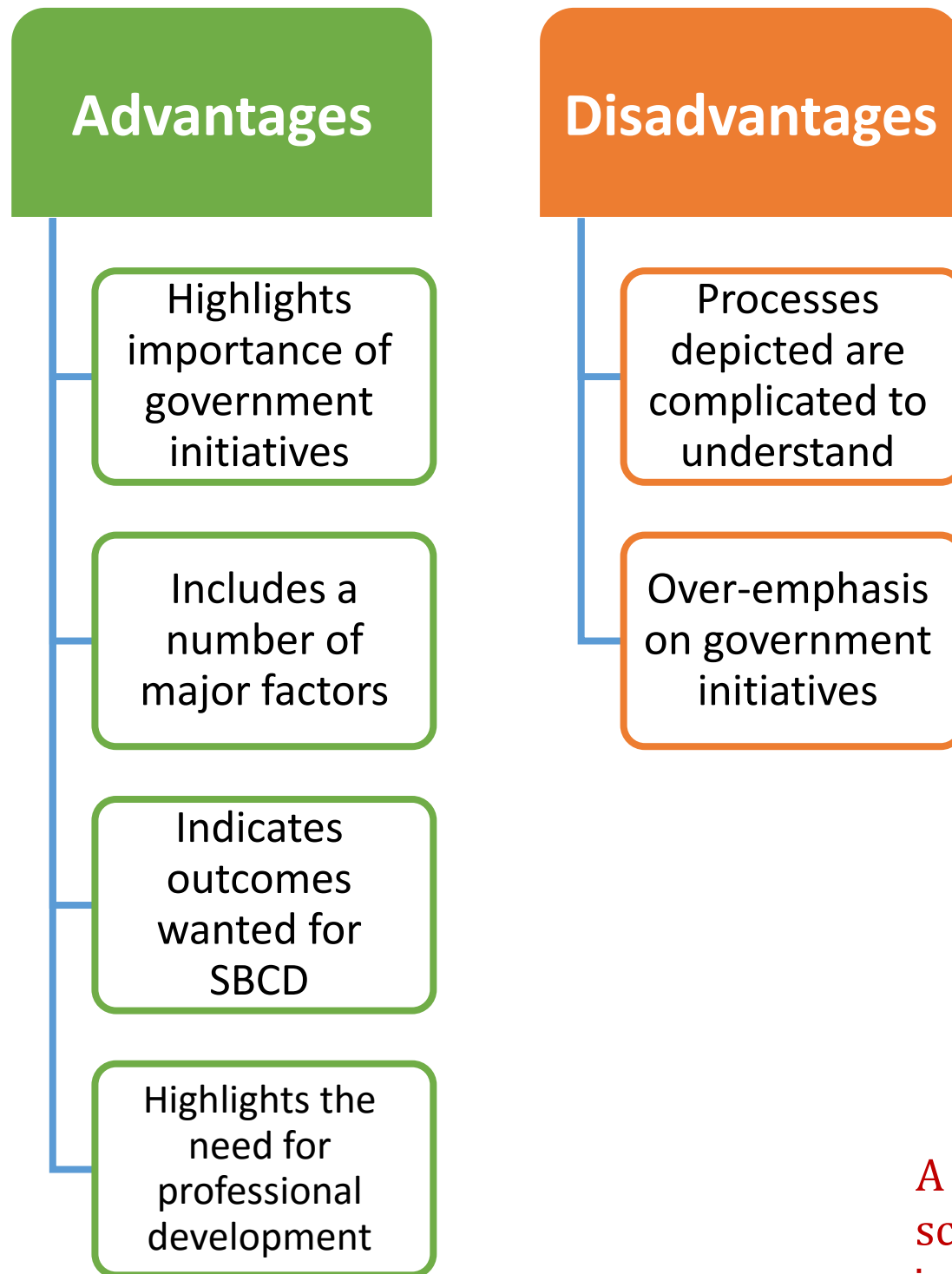| Advantages	Disadvantages
Highlights importance of government initiatives	Processes depicted are complicated to understand
Includes a number of major factors	Over-emphasis on government initiatives
Indicates outcomes wanted for SBCD	
Highlights the need for professional development	

Figure 5:
A model of implementing school-based curriculum in a subject (Wong, 2008)

Models that develop interlinked explanatory factors

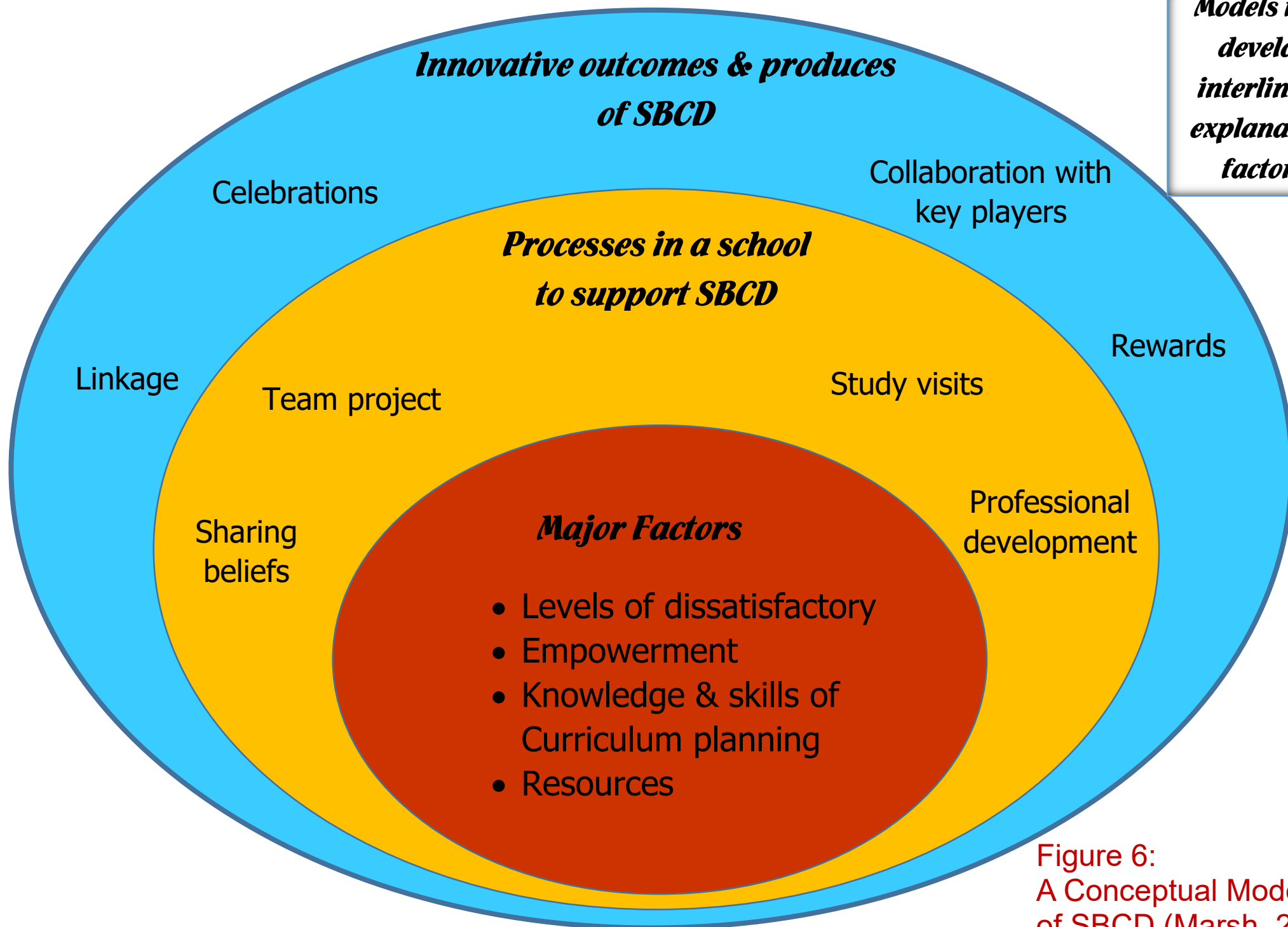Innovative outcomes & produces of SBCD

Celebrations

Collaboration with key players

Processes in a school to support SBCD

Linkage

Rewards

Team project

Study visits

Sharing beliefs

Major Factors

- Levels of dissatisfactory
- Empowerment
- Knowledge & skills of Curriculum planning
- Resources

Professional development

Figure 6:
A Conceptual Model of SBCD (Marsh, 2009)

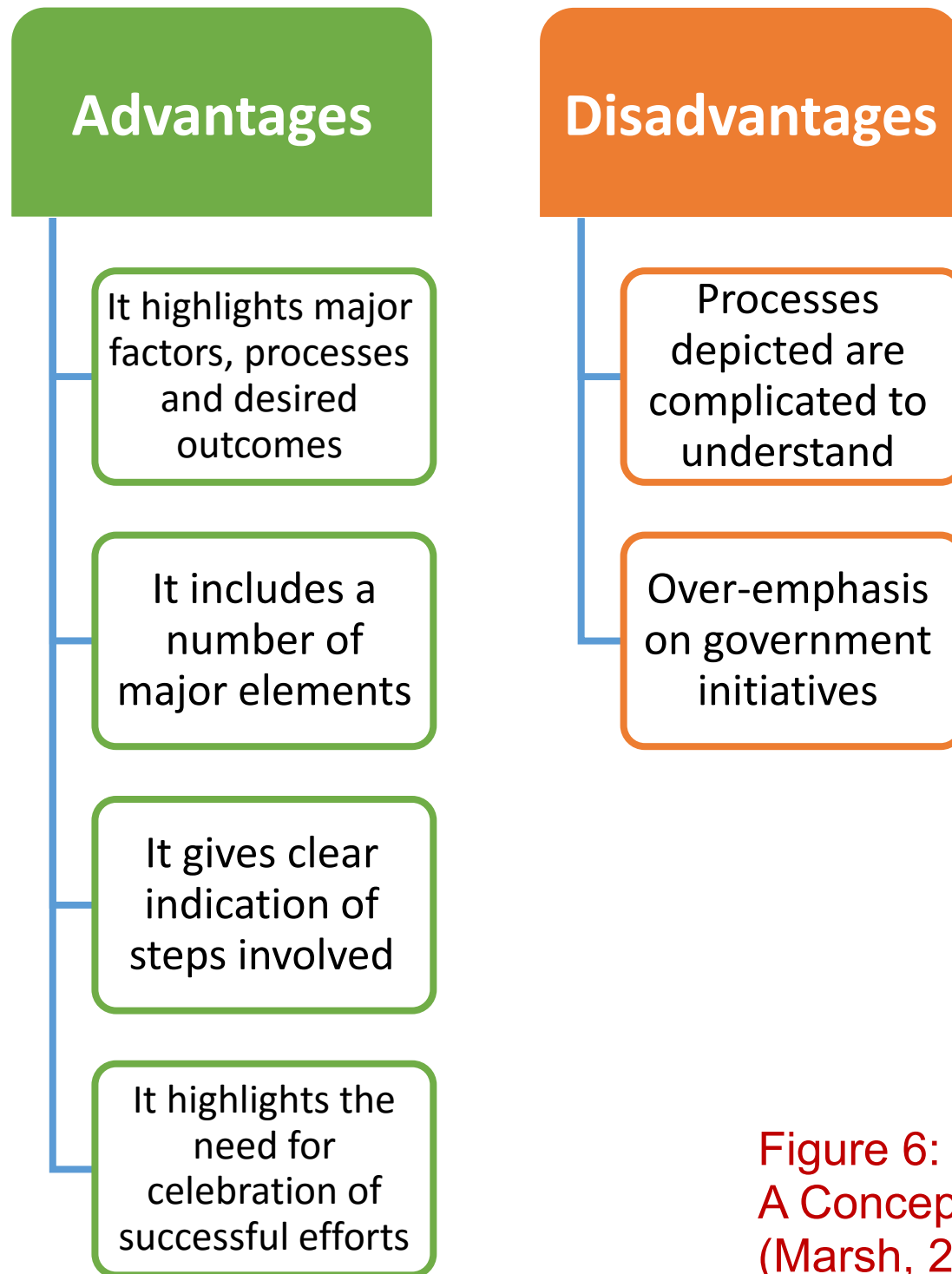| **Advantages**	**Disadvantages**
It highlights major factors, processes and desired outcomes	Processes depicted are complicated to understand
It includes a number of major elements	Over-emphasis on government initiatives
It gives clear indication of steps involved	
It highlights the need for celebration of successful efforts	

Figure 6:
A Conceptual Model of SBCD
(Marsh, 2009)

Making curriculum space available for SBCD is a major issue and it depends upon levels of cooperation between centralised and decentralised forms of curriculum development

Concluding comment

There are a variety of SBCD approaches. The conceptual models outlined here provide just some of the possibilities

Because SBCD is closely related to local needs and priorities it is not possible to come up with one conceptual model which fits all.