

Within the present context and development in which stringent demands are made on teachers, and change in the educational arena has not yet stabilised, it is imperative that there should be dialogue about what is expected of teachers when it is suggested that they should be "more involved in curriculum development" or rather that their "voice" must be accommodated. In this paper a theoretical underpinning is provided for the concept teacher involvement in curriculum development. The theoretical underpinning will be based on the most recent literature regarding the role and function of the teacher in curriculum development.

It is however necessary to investigate to what extent this phenomenon of teacher involvement are actually accommodated in actual practice. In the second section of the paper the focus will be on data generated during a recent research project in a South African context regarding teacher involvement in current curriculum changes. This data will highlight teachers' perceptions and the nature of their involvement. In the final instance it provides evidence on the actual involvement and to what extent teachers' "voices" are indeed accommodated and included when curriculum decisions are made.

It can only be concluded that what one finds in the literature and what happens in the curriculum practice, are often worlds apart and that the "voice" of the teacher is to a large extent ignored or not heard. And this will have a major impact on the effectiveness of learning!

(30 minute Paper Presentation)

*Prof Arend Carl: 52 years old, married and has two children (23 and 26. I stay in Durbanville, a suburb 25 km north of Cape Town. PhD in Curriculum Studies in 1986 My research focus is teacher involvement in curriculum development and on how to optimise the "voice" of the teacher. My other research interests are Social Studies and Peace Education, as well as professional development of teachers. I have published several articles in this field, as well as one book "Teacher empowerment through curriculum development Theory into Practice" (2002, 2nd edition. I have presented a number of papers at both national and international conferences and have made seven overseas study visits. I am currently involved in teacher training at both graduate and post-graduate level.*



**Prof. Carmen Lopez**, Profesora Titular, Departamento de Didáctica y Organización Escolar, Universidad de Granada, Spain

**María José León Guerrero**, Profesora Titular, Departamento de Didáctica y Organización Escolar, Universidad de Granada, Spain

### **Practical Training in the Pedagogical Degree: Improvement Proposals**

The Practicum is not only a rather significant and relevant core subject for the Pedagogy Degree students, but also a perfect opportunity to establish a contact with the labour world, to fulfil a professional activity in real contexts, to contribute to the development of their own knowledge and to increase professionalism. Therefore, it holds a great formative potential which is not always known or explored enough. In spite of the efforts achieved lately in order to increase the Practicum quality, shortcomings which hinder its exploitation are being observed. Thus, a necessity to study this issue in depth is suggested, together with the opening of debate forums where the people involved could participate and look for new ways of improving this practical training.

The paper we are presenting, which belongs to a much broader investigation financed by the Ministry of Education, Culture and Sports, is aimed to contribute directly to the achievement of this objective and that is why it is supported by the compared study of different Practicum programs from several Spanish Universities and also by the information provided by some of the people involved in the debate groups.