

Strategic Plan of Iranian Curriculum Studies Association

Preface

Based on the approval of the Association's board of directors, the strategic plan of Iran's curriculum studies association is to be prepared for a 10-year period consisting of two 5-year programs which will be executed after gaining the board of directors' approval. In order to prepare the strategic plan, the formation of a committee of the association's strategic plan was approved by the board of directors of the association. The framework of the association's strategic plan was approved by the board of directors on 30/Nov/2005 after being discussed in the related committee. After the approval of strategic plan's framework, the members of the planning committee prepared the draft of the strategic plan during several meetings.

In every phase of the strategic plan's preparation, the related sources and documents were taken into consideration[1] and after expert discussions in the committee of strategic planning; the prepared items were presented to the association's board of directors and after discussing, considering, and approving in the meetings of the board of directors the next phases started. The final edition of the strategic plan of Iran's Curriculum Studies Association is reviewed by the board of directors and after approval is to be executed.

Introduction

Curriculum is one of the specialized domains of the education knowledge which addresses the theoretical and functional dimensions of designing, preparing, executing, and evaluating the occurrences that have central and key roles in the realization of learning ideals and goals of the educational systems in all dimensions. Iran's Curriculum Studies Association presents and prepares the strategic plan of the association in a 10-year period consisting of two 5-year programs in order to organize all future activities based on the determined outlook and goals, possibility of operational planning to realize the association's goals, organizing members of the association and utilizing their scientific and expert capacities based on the plan, providing the possibility of expecting and optimum utilization of resources and facilities, and the possibility of evaluating the realization of goals and achievements of the association.

The process of preparing the strategic plan of ICSA

- Approving the strategic plans of the association in the board of directors

- Forming the planning committee
- Attributive and library studies
- preparing the outlook
- Breaking down and analyzing the internal and external factors affecting the plan
- Preparing the goals
- Preparing the strategies

Outlook

Iran's Curriculum Studies Association is a national, nongovernmental, and nonprofit organization in the domain of specialized curriculum, consisting of curriculum experts and graduates who work on all formal and also informal education levels through cooperation and interaction with national, regional, and international groups and organizations and utilizing the last scientific and research results in order to develop the curriculum knowledge and its localization, improving the quality of policy making and educational process.

Objectives

General Objectives

- 1- Producing, localizing, and promoting the curriculum knowledge
- 2- Improving the qualitative setting and learning process in Iran's educational system
- 3- Building the culture for production and application of curriculum based on FAVA in Iran's educational system

Specific Objectives

- 1- Developing the organizational interaction and cooperation on the national and international level
- 2- Developing the quality of the specialized human resources
- 3- Developing the specialized and scientific researches
- 4- Developing the specialized and scientific trainings
- 5- Producing specialized and scientific resources
- 6- Cooperating in policy making and critiquing the process of educational system from curriculum viewpoint

Breaking down and analyzing the internal and external Setting of ICOSA

A) Analysis of the Association's Internal Setting

1- Strengths

- Actual and potential specialized and scientific capabilities of the members
- Existence of required motive among the members to improve the scientific level of the association
- Close interaction and relation to scientific and educational centers
- Enjoying appropriate organizations
- Plan orientation
- Tendency to implement a wide range of activities in the curriculum area

2- Weaknesses

- No enjoyment of scientific and professional capacities of the members all around the country
- Lack of professional interaction with the adherent scientific and professional associations
- No allocation of sufficient time to the activities of the association by members and elected authorities
- No effort for active intervention in the scientific and executive policy makings of country's curriculum
- Lack of constant financial and materialistic resources
- No use of efficient methods to interact with members

B) Analysis of the Association's External Setting

1- Opportunities

- Scientific associations' enjoyment of the legal position in country
- Readiness of the background of relation and interaction with the scientific and research centers on national and international level
- Beginning the decentralization from the curriculum system in the country's educational system
- Readiness of appropriate cultural and social backgrounds for scientific associations' action

2- Threats

- Govern mentality and centralization of Iran's curriculum system
- Inappropriateness of university education with the requirements in the curriculum area
- Insufficient attention to scientific associations in the country's system of scientific policy making
- Lack of sufficient support from nongovernmental scientific associations in supplying the resources and facilities
- Lack of support from the Ministry of Sciences and Technology from faculty members' participation in activities of the scientific associations

- Insufficient belief in research-orientees of decision making in the process of country's educational system

Strategies

- 1- Facilitating and developing the participation of curriculum scholars and experts and groups and related organizations
- 2- Developing scientific cooperation on region and world level
- 3- Conducting the scientific publication area in the curriculum domain and supervising it
- 4- Participating in policy making in the curriculum area and supervising it
- 5- Producing and distributing the knowledge of curriculum in the country
- 6- Stabilizing financial and supporting resources
- 7- Supervising the operation of scientific and educational institutions
- 8- Improving the scientific and legal position of the scientific organizations
- 9- Developing the interactions and activities based on FAVA (ICT)
- 10- Participating in research policy making in the curriculum area and supervising it

<p>Proportion matrix of Strategies with Analysis of Internal and External Setting (SWOT)</p>	<p>Strengths-S 1-Actual and potential specialized and scientific capabilities of the members 2-Existence of required motive among the members to improve the scientific level of the association 3-Close interaction and relation to scientific and educational centers 4-Enjoying appropriate organizations 5- Plan orientation 6- Tendency to implement a wide range of activities in the curriculum area</p>	<p>Weaknesses-W 1- No enjoyment of scientific and professional capacities of the members all around the country 2-Lack of professional interaction with the adherent scientific and professional associations 3-No allocation of sufficient time to the activities of the association by members and elected authorities 4-No effort for active intervention in the scientific and executive policy makings of country's curriculum 5- Lack of constant financial and materialistic resources 6- Utilizing inefficient methods to interact with members</p>
<p>Opportunities-O 1- the scientific associations enjoying a legal position in the country 2-Availibility of relation and interaction to scientific and research centers on national and international level 3-Starting the process of decentralization from curriculum system in country's educational system 4-Availibility of appropriate cultural and social background for scientific associations' activities</p>	<p>SO Strategies 1-Developing scientific cooperation on regional and world level 2-Producing and distributing the knowledge of curriculum in the country 3- Conducting the scientific publication area in the curriculum domain and supervising it 4- Producing and distributing knowledge of curriculum in country</p>	<p>WO Strategies 1- Facilitating and developing the participation of curriculum scholars and thinkers 2- Supervising the operation of scientific and educational institutions 3- Stabilizing financial and supporting resources</p>

<p>Threats-T</p> <p>1-Governmentality and centralization of Iran's curriculum system</p> <p>2-Inappropriateness of university educations with requirements in the curriculum area</p> <p>3-Inattention to scientific associations in the policy making system</p> <p>4- Lack of sufficient support from nongovernmental scientific associations in supplying the resources and facilities</p> <p>5- insufficient support from the Ministry of Sciences and Technology from faculty members' participation in activities of the scientific associations</p> <p>6-Lack of research-orientees of decision making in the process of country's educational system</p>	<p>ST Strategies</p> <p>1- Improving the scientific and legal position of the scientific organizations</p> <p>2- Developing the interactions and activities based on FAVA (ICT)</p>	<p>WT Strategies</p> <p>1-Supervising and participating in policy making in the curriculum area</p> <p>2- Supervising the operation of scientific and educational institutions</p> <p>3-Participating in research policy making in the curriculum area</p>
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Strategies and Solutions

order	Strategies	solutions
1	Facilitating and developing the participation of curriculum scholars and experts and groups and related organizations	<ul style="list-style-type: none"> -Developing provincial units -Developing study groups with special interests -Developing interaction with scientific and educational associations of teachers education
2	Developing scientific cooperation on region and world level	<ul style="list-style-type: none"> -Cooperating with research-scientific organizations and institutions on region and world level -holding joint educational meetings and workshops with regional and international institutions and organizations -Supporting members of the association to attend in scientific and international societies -Supporting the foundation of curriculum studies associations union on regional level -Publishing joint scientific journal on regional and international level

3	Conducting the scientific publication area in the curriculum domain and supervising it	<ul style="list-style-type: none"> -critiquing and evaluating published scientific works in country -setting publication priorities -finding and executing solutions of effective scientific intervention in process of approving and publishing scientific works (before conclusion of the contract)
4	Participating in policy making in the curriculum area and supervising it	<ul style="list-style-type: none"> -Active supporting the policy of decentralization in curriculum -Criticizing and evaluating the policies -Presenting expert and advisory opinions to policy making authorities -Active participation in studies and supervising plans on decentralization -Distributing the culture of decentralization
5	Producing and distributing the knowledge of curriculum in the country	<ul style="list-style-type: none"> -preparing curriculum encyclopedia -producing and publishing valid scientific sources in curriculum area proportionate to requirements of scientific society and educational system -Publishing scientific and specialized journals (independent and jointly) -Publishing scientific works in a utilizable language to unspecialized addressees (directors, teachers, ...) -Establishing scientific meetings and conferences -Participating in compilation and updating academic university courses in curriculum major -material and intellectual supporting of authors of distinguished works in curriculum area -Participating in foundation and activity of curriculum scientific pivots
6	Stabilizing financial and supporting resources	<ul style="list-style-type: none"> -Identifying new sources and making varieties in financial sources of the association -Providing independent physical space
7	Supervising the operation of scientific and educational institutions	<ul style="list-style-type: none"> -Criticizing and evaluating curriculums of higher education -Criticizing and evaluating curriculums of educational courses in education system -Evaluating competencies of curriculum graduates -Criticizing and evaluating curriculum solutions in scientific and educational institutions of the country

8	Improving the scientific and legal position of the scientific organizations	<ul style="list-style-type: none"> -Consolidating interaction with adherent scientific associations -Effective interacting with scientific associations' council and other related legal institutions -Developing interaction with media -making an effort to consolidate the conception of directors and influential components in connection with scientific associations and confronting existing scientific misunderstandings in this field
9	Developing the interactions and activities based on FAVA (ICT)	<ul style="list-style-type: none"> -Developing inter-organizational interactions and relations using the network -Producing curriculums and digital learning (consisted) sources -Participating in the formation of required data banks in curriculum area -Making database of educational and scientific sources in curriculum area
10	Participating in research policy making in the curriculum area and supervising it	<ul style="list-style-type: none"> -setting research priorities -Evaluating researches, educational dissertations and theses in curriculum major -Participating in researcher training -Adopting required measures of applying scientific and research findings -Designing, organizing, and directing experimental schools

[1]- The used sources and documents: The Outlook Document of Islamic Republic of Iran, The constitution of Iran's Curriculum Studies Association, The Fourth Development Plan Law, The Five Years Plan of Education Ministry, Rules of Sciences and Higher Education Ministry about Scientific Associations, Plan of other inside and outside Scientific Associations.