

Reinventing the Curriculum

New Trends in Curriculum
Policy and Practice

Edited by
Mark Priestley and Gert Biesta

B L O O M S B U R Y

Reinventing The Curriculum New Trends In Curriculum Policy And Practice

Wang, Viktor



Reinventing The Curriculum New Trends In Curriculum Policy And Practice:

Reinventing the Curriculum Mark Priestley, Gert Biesta, 2013-06-20 Scotland's Curriculum for Excellence offers an example of a different approach to national curriculum development. It combines what are claimed to be the best features of top down and bottom up approaches to curriculum development and provides an indication of the broad qualities that school education should promote rather than a detailed description of curriculum content. Advocates of the approach argue that it provides central guidance for schools and maintains national standards whilst at the same time allowing schools and teachers the flexibility to take account of local needs when designing programmes of education. *Reinventing the Curriculum* uses Scotland's Curriculum for Excellence as a rich case study analysing the strengths and weaknesses of this approach to curriculum design and development and exploring the implications for curriculum planning and development around the world.

Flip the System Jelmer Evers, René Kneyber, 2015-06-26 Education is threatened on a global scale by forces of neoliberalism through high stakes accountability, privatization and a destructive language of learning. In all respects a GERM Global Education Reform Movement has erupted from international benchmark rankings such as PISA, TIMSS and PIRL causing inequity, narrowing of the curriculum and teacher deprofessionalization on a truly global scale. In this book teachers from around the world and other educational experts such as Andy Hargreaves, Ann Lieberman, Stephen Ball, Gert Biesta, Tom Bennett and many more make the case to move away from this uneducational economic approach to instead embrace a more humane, more democratic approach to education. This approach is called flipping the system, a move that places teachers exactly where they need to be at the steering wheel of educational systems worldwide. This book will appeal to teachers and other education professionals around the world.

The Routledge Companion to the Professions and Professionalism Mike Dent, Ivy Lynn Bourgeault, Jean-Louis Denis, 2016-07-01 *The Routledge Companion to the Professions and Professionalism* is a state of the art reference work which maps out the current developments and debates around the sociology of the professions and how they relate to management and organizations. Supported by an international contributor team specializing in the disciplines of organizational studies and sociology, the collection provides extensive coverage of this field of research. It brings together the core concepts and issues and has chapters on all the key aspects of professions in both the public and private sectors including issues of governance and regulation. The volume closes with a set of international case studies which provide valuable practical insights into the subject. This Companion will be an indispensable reference source for students, scholars and educators within the social sciences, especially within management, organizational studies and sociology. It will also be highly relevant for those working and studying in the area of professional education.

Competing Frameworks Anatoli Rapoport, 2018-11-01 For citizenship education in the 21st century, globalization increasingly presents a new challenge and a new opportunity. Since the time when nationalism played a critical role in unifying new nations, nationality and citizenship have been virtually synonymous terms. As a result, the constructed symbiosis

of citizenship and national identity has influenced state supported citizenship education in the most profound way School curricula particularly in public schools produced and reinforced the dominant version of citizenship which is national citizenship Schools were expected to prepare future loyal citizens who would identify themselves with the nation Due to the changing nature and scope of human interactions the traditional model of citizenship education however appears increasingly outdated and deficient to address many contemporary challenges Thus schools have become a locus of a potential conflict of two citizenship discourses the discourse of national citizenship that for a long time has served as the ultimate purpose of public education and the discourse of global citizenship that is forcefully and continuously seeking for a proper place in school curricula despite the lack of curricular heritage The need for an education for citizenship that has a global scope and is guided by critical and emancipatory approaches becomes more evident At the same time the pressure to globalize and internationalize curriculum actively challenges such concepts as patriotism national identity loyalty to the state or national uniqueness of government and democratic development that have been fundamental for citizenship and civic education for decades In this book a group of international scholars present their research about the dynamic development interplay and interconnectedness of two major discourses in citizenship education namely national and global Case studies and ethnographies from China Cyprus Egypt Hong Kong and Singapore Lebanon Liberia the Netherlands Russia and the United States display a multifaceted but yet comprehensive picture of educators attempts to promote social justice global awareness and multiple loyalties The volume will appeal to several constituencies it will be interesting to teachers and teacher educators whose focus of instruction is citizenship education social studies education and global education it will also be interesting to scholars who conduct research in citizenship and global education

Literary Knowing and the Making of English Teachers Larissa McLean Davies, Brenton Doecke, Philip Mead, Wayne Sawyer, Lyn Yates, 2022-09-29 At a time when knowledge is being re valued as central to curriculum concerns subject English is being called to account Literary Knowing and the Making of English Teachers puts long standing debates about knowledge and knowing in English in dialogue with an investigation of how English teachers are made in the 21st century This book explores for the first time the role of literature in shaping English teachers professional knowledge and identities by examining the impacts in particular of their own school teaching in their making The voices of early career English teachers feature throughout the work in a series of vignettes providing reflective accounts of their professional learning The authors bring a range of disciplinary expertise and standpoints to explore the complexity of knowledge and knowing in English They ask How do English teachers negotiate competing curriculum demands How do they understand literary knowledge in a neoliberal context What is core English knowledge for students and what role should literature play in the contemporary curriculum Drawing on a major longitudinal research project they bring to light what English teachers see as central to their work the ways they connect teaching with their disciplinary training and how their understandings of literary practice are contested and reimagined in the classroom

This innovative work is essential reading for scholars and postgraduate students in the fields of teacher education English education literary studies and curriculum studies *Routledge Handbook of Physical Education Pedagogies* Catherine D. Ennis, 2016-08-05 The first fully comprehensive review of theory research and practice in physical education to be published in over a decade this handbook represents an essential evidence based guide for all students researchers and practitioners working in PE Showcasing the latest research and theoretical work it offers important insights into effective curriculum management student learning teaching and teacher development across a variety of learning environments This handbook not only examines the methods influences and contexts of physical education in schools but also discusses the implications for professional practice It includes both the traditional and the transformative spanning physical education pedagogies from the local to the international It also explores key questions and analysis techniques used in PE research illuminating the links between theory and practice Its nine sections cover a wide range of topics including curriculum theory development policy and reform transformative pedagogies and adapted physical activity educating teachers and analysing teaching the role of student and teacher cognition achievement motivation Offering an unprecedented wealth of material the Routledge Handbook of Physical Education Pedagogies is an essential reference for any undergraduate or postgraduate degree programme in physical education or sports coaching and any teacher training course with a physical education element

The Palgrave Handbook of Teacher Education Research Ian Menter, 2023-03-24 This handbook presents a timeless comprehensive and up to date resource covering major issues in the field of teacher education research In a global landscape where migration inequality climate change political upheavals and strife continue to be broadly manifest governments and scholars alike are increasingly considering what role education systems can play in achieving stability and managed sustainable economic development With growing awareness that the quality of education is very closely related to the quality of teachers and teaching teacher education has moved into a key position in international debate and discussion This volume brings together transnational perspectives to provide insight and evidence of current policy and practice in the field covering issues such as teacher supply preservice education continuing professional learning leadership development professionalism and identity comparative and policy studies as well as gender equity and social justice *The Palgrave Handbook of History and Social Studies Education* Christopher W. Berg, Theodore M. Christou, 2020-04-03 This Handbook presents an international collection of essays examining history education past and present Framing recent curriculum reforms in Canada and in the United States in light of a century long debate between the relationship between theory and practice this collection contextualizes the debate by exploring the evolution of history and social studies education within their state or national contexts With contributions ranging from Canada Finland New Zealand Sweden the Netherlands the Republic of South Africa the United Kingdom and the United States chapters illuminate the ways in which curriculum theorists and academic researchers are working with curriculum developers and educators to translate and refine notions of historical

thinking or inquiry as well as pedagogical practice Teacher Evaluation Around the World Jorge Manzi, Yulan Sun, María Rosa García, 2022-10-29 This book presents some of the leading technical professional and political challenges associated with the development and implementation of teacher evaluation systems along with characterizing some of these systems in different countries around the world The book promotes a broader comprehension of the complexities associated with this kind of initiatives which have gained relevance in the last two decades especially in the context of policies aimed at improving the quality of education The first section of the book includes conceptual chapters that will detail some of the central debates around teacher evaluation such as a performance evaluation versus teaching effectiveness b tensions between formative and summative uses of evaluation c relationship between evaluation and teacher professionalization and d political tensions around teacher evaluation In the second section the book addresses specific examples of national or state wide initiatives in the field of teacher evaluation For this section the authors have invited contributions that reflect experiences in North America Asia Europe Oceania and Latin America In each chapter a teacher evaluation system is presented including their main results and validity evidence as well as the main challenges associated with its design and implementation This wide ranging presentation of teacher evaluation systems around the world is a valuable reference to understand the diverse challenges for the implementation of teacher evaluation programs The presence of conceptual chapters with others that illustrate how teacher evaluation has been implemented in different contexts gives the reader a comprehensive view of the complex nature of teacher evaluation considering their technical and political underpinnings It is a valuable source for anyone interested in the design improvement and implementation of teacher evaluation systems

Handbook of Research on Program Development and Assessment Methodologies in K-20 Education Wang, Viktor, 2017-11-30 As the educational system continues to evolve it is essential that educators of today devise innovative and strategic approaches to program development and assessment The Handbook of Research on Program Development and Assessment Methodologies in K 20 Education is an essential reference source for the latest terminology and concepts related to program development Featuring extensive coverage on a broad range of topics such as cognitive diagnostic assessments self directed learning and digital education this publication is ideally designed for educators students program designers and librarians seeking current research on inventive strategies and practices to enhance education in the 21st century

Teacher Agency Mark Priestley, Gert Biesta, Sarah Robinson, 2015-10-22 Recent worldwide education policy has reinvented teachers as agents of change and professional developers of the school curriculum Academic literature has analyzed changes in how teacher professionalism is conceived in policy and in practice but Teacher Agency provides a fresh perspective on this issue drawing upon an ecological theory of agency Using this model for understanding agency Mark Priestley Gert Biesta and Sarah Robinson explore empirical findings from the Teacher Agency and Curriculum Change project funded by the UK based Economic and Social Research Council ESRC Drawing together this research with the

authors international experiences and perspectives Teacher Agency addresses theoretical and practical issues of international significance The authors illustrate how teacher agency should be understood not only in terms of individual capacity of teachers but also in respect of the cultures and structures of schooling

Handbook of Early Language Education Mila Schwartz, 2022-03-30 This is the first international and interdisciplinary handbook to offer a comprehensive and an in depth overview of findings from contemporary research theory and practice in early childhood language education in various parts of the world and with different populations The contributions by leading scholars and practitioners are structured to give a survey of the topic highlight its importance and provide a critical stance The book covers preschool ages and looks at children belonging to diverse ethno linguistic groups and experiencing different histories and pathways of their socio linguistic and socio cultural development and early education The languages under the scope of this handbook are identified by the contributors as immigrant languages indigenous endangered heritage regional minority majority and marginalized as well as foreign and second languages all of which are discussed in relation to early language education as the key concept of the handbook In this volume early language education will refer to any kind of setting both formal and informal e g nursery kindergarten early childhood education centers complementary early schooling etc in which language learning within a context of children s sociolinguistic diversity takes place before elementary school

Beyond CLIL Do Coyle, Oliver Meyer, 2021-07-15 Offers an innovative holistic and evidence based pedagogic approach to deeper learning for all subjects of schooling

Rethinking Youth Wellbeing Katie Wright, Julie McLeod, 2014-11-01 This volume offers a critical rethinking of the construct of youth wellbeing stepping back from taken for granted and psychologically inflected understandings Wellbeing has become a catchphrase in educational health and social care policies internationally informing a range of school programs and social interventions and increasingly shaping everyday understandings of young people Drawing on research by established and emerging scholars in Australia Singapore and the UK the book critically examines the myriad effects of dominant discourses of wellbeing on the one hand and the social and cultural dimensions of wellbeing on the other From diverse methodological and theoretical perspectives it explores how notions of wellbeing have been mobilized across time and space in and out of school contexts and the different inflections and effects of wellbeing discourses are having in education transnationally and comparatively The book offers researchers as well as practitioners new perspectives on current approaches to student wellbeing in schools and novel ways of thinking about the wellbeing of young people beyond educational settings

Design-Based Research in Education Zoi A. Philippakos, Emily Howell, Anthony Pellegrino, 2021-10-15 Effective research in educational settings requires collaboration between researchers and school based practitioners to codesign instruction and assessment analyze findings to inform subsequent iterations and make thoughtful revisions This innovative reference and course text examines the theory and practice of design based research DBR an important methodology for conducting studies in authentic educational contexts Leading experts provide specific

examples of high quality DBR addressing different research foci grade levels and subject areas literacy English language arts math and science Applications are presented for curriculum development intervention assessment and digital contexts as well as teaching second language learners Also addressed is DBR s role in educator preparation professional development dissertation research and technical education

Handbook of Geography Education Sarah Witham Bednarz, Jerry T. Mitchell, 2025-01-27 This handbook presents a broad and comprehensive overview of research and practices in geography education at primary and secondary levels from birth to about age 18 It summarizes the current state of knowledge in this sub discipline of geography Including authors representative of many geography education traditions the book pays equal attention to learning and teaching and to respect student voices and includes rich in case studies evidence based research and specific examples It also emphasizes ways that geography education can contribute to global concerns about social justice diversity equity and inclusion as well as ways it can help to prepare the next generation of informed critical and reflective members of societies The book is divided into five sections Purposes of geography education Why is it taught Perspectives on geography education What is taught Practices of geography education How is it organized and taught Preparation of geography educators How are geography educators prepared Possibilities for geography education What is the future of geography education By providing broad perspectives and lively and accessible writing this handbook is a useful tool for novice geography educators teacher educators educational policy makers support staff such as librarians and media resource specialists curriculum developers and assessment experts in many world regions

Education in Singapore Yew-Jin Lee, 2022-04-06 This edited book is a comprehensive resource for understanding the history as well as the current status of educational practices in Singapore It is a one stop reference guide to education and educational issues concerns here There are three sections Part 1 provides a sectorial overview of how education has been organized in this country such as preschool special needs primary and secondary and adult education divisions In Part 2 contributors critically delve into issues and policies that are pertinent to understanding education here such as underachievement leadership language education assessment and meritocracy to question what Part 1 might have taken for granted Part 3 contains the largest number of contributors because it offers a scholarly examination into specific subject histories This section stands out because of the comparative rarity of its subject matter history of Physical Education Art Music Geography Education etc in Singapore

Debates in Music Teaching Chris Philpott, Gary Spruce, 2025-08-01 Debates in Music Teaching encourages both graduate and postgraduate students and practising teachers to engage with contemporary issues and developments in music education It introduces a critical approach to the central concepts and practices that have influenced major interventions and initiatives in music teaching and supports the development of new ways of looking at ideas around teaching and learning in music Bringing together leading international experts the chapters consider key issues in music education alongside reflective questions to help shape research and writing This second edition has been fully updated to reflect the

latest debates in the field including the justification for music in the school curriculum music education and cognitive psychology the nature of musical knowledge addressing decolonisation partnerships in music education the nature of musical development social justice and music education the place of diverse musical genres and traditions in the music curriculum pedagogies of composing environmentally sustainable practices for teaching music with technology the professional journeys and identity of music teachers Written to help readers to form their own personal philosophy of music education and stimulate critical and creative thinking *Debates in Music Teaching* is essential reading for all student and practising music teachers *Teacher Agency and Policy Response in English Language Teaching* Patrick C. L. Ng, Esther F.

Boucher-Yip, 2016-08-05 The role of English in the global arena has prompted official language in education policy makers to adopt language education policies to enable its citizens to be proficient in English and to access knowledge Local educational contexts in different countries have implemented English education in their own ways with different pedagogical goals motivations features and pedagogies While much of the research cited in English language planning policy has focused on macro level language policy and planning there is an increasing interest in micro planning in particular teacher agency in policy response Individual teacher agency is a multifaceted amalgam not only of teachers individual histories professional training personal values and instructional beliefs but also of how these interact with local interpretations and appropriations of policy *Teacher Agency and Policy Response in English Language Teaching* examines the agency of the teacher in negotiating educational reforms and policy changes at the local and national levels Chapters in the book include English language teaching in China teacher agency in response to curricular innovations Incorporating academic skills into EFL curriculum teacher agency in response to global mobility challenge Teacher agency the native nonnative dichotomy and English Classes in English in Japanese high Schools Teacher designed high stakes English language testing washback and impact This book will appeal to researcher across all sectors of education in particular key stakeholders in curriculum and language planning Those interested in the latest development of English language teaching will also find this book a valuable resource **Engaging Curriculum** Bill Green, 2017-09-18 Explicitly linking curriculum inquiry to English education via recurring themes of representation democracy and knowledge this book is a call for both researchers and practitioners to engage with curriculum explicitly and deliberatively as both a concept and a question The approach is broadly conceptual and constitutes an exercise in theoretical and philosophical inquiry While deeply informed by North American debates and developments this book offers a distinctive counterpoint and a strategically ex centric perspective being equally informed by the curriculum scene in Australia as well as the UK and elsewhere Divided into two sections this book first addresses matters of general curriculum inquiry while the second turns more specifically to English teaching and to associated questions of language literacy and literature in L1 education Green brings the two together through a critical examination of the Australian national curriculum especially in its implications and challenges for English teaching and with due regard for the

project of transnational curriculum inquiry

Decoding **Reinventing The Curriculum New Trends In Curriculum Policy And Practice**: Revealing the Captivating Potential of Verbal Expression

In a period characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its power to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Reinventing The Curriculum New Trends In Curriculum Policy And Practice**," a mesmerizing literary creation penned with a celebrated wordsmith, readers set about an enlightening odyssey, unraveling the intricate significance of language and its enduring effect on our lives. In this appraisal, we shall explore the book's central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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