

Chapter 3:

Curriculum Theory

Curriculum Theory

Curriculum theory is usually esteemed by scholars in the field as an important component of curriculum studies; it still seems to be held in low regard by most practitioners, who often dismiss it as completely unrelated to their day-to-day work.

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Eve Bearne, David Reedy



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Education for Spiritual, Moral, Social and Cultural Development Ron Best, 2000-06-01 Drawing on successful practice and relating such practice to theoretical insights this comprehensive treatment of the challenge of educating children spiritually morally socially and culturally offers enlightenment for individual teachers classroom practice as well as for whole school approaches

Curriculum and Teaching Dialogue David J. Flinders, Christy M. Moroye, 2016-09-01 Curriculum and Teaching Dialogue CTD is a publication of the American Association of Teaching and Curriculum AATC a national learned society for the scholarly field of teaching and curriculum The field includes those working on the theory design and evaluation of educational programs at large At the university level faculty members identified with this field are typically affiliated with the departments of curriculum and instruction teacher education educational foundations elementary education secondary education and higher education CTD promotes all analytical and interpretive approaches that are appropriate for the scholarly study of teaching and curriculum In fulfillment of this mission CTD addresses a range of issues across the broad fields of educational research and policy for all grade levels and types of educational programs

Language and Discourse in Special Education Iris Manor-Binyamini, 2014-07-18 This book examines the words and discourse as well as their meaning and impact on the everyday culture of a multidisciplinary team at a school for students with mental disabilities The book examines the organizational social professional and emotional experiences of team members from such disciplines as child and school psychology special education therapy e g occupational speech social work and pediatric medicine within a special education school It explores the ways in which team members describe and interpret the day to day requirements of working effectively in a special education school using their own language and discourse from a subjective point of view In addition the book analyzes and interprets the influence of language and discourse on the outlook behavior patterns and the coping of team members working in the school with the students among themselves as a team and with the difficulties and dilemmas that concern them as well the solutions that they themselves introduce for all these issues This book with its focus on the unique and complex work environment of the multidisciplinary special education team is essential reading for researchers professionals and graduate students in child and school psychology therapeutic disciplines e g occupational speech social work pediatric medicine and allied mental health and medical fields

Understanding Curriculum Scott Webster, Ann Ryan, 2019-01-17 Understanding Curriculum is a critical introduction to contemporary curriculum theory and practice Substantially revised the second edition includes more detailed consideration of the ideological underpinnings of curriculum development features new chapters on assessment and reporting and updated vignettes and extracts These features combined with all the elements of the previous edition encourages readers to reflect on how curriculum theory can inform and enhance classroom practice

Becoming a Teacher: Knowledge, Skills and Issues Maggie Clarke, Sharon Pittaway, 2014-04-23 Marsh s Becoming a Teacher 6e continues to offer pre service teachers a

practical and user friendly guide to learning to teach that students find invaluable throughout their entire degree Marsh covers a comprehensive introduction to teaching methodology preparing pre service teachers for the challenges they face in a 21st century classroom All chapters in this new edition have been updated with new approaches and current references by the two new authors Maggie Clarke and Sharon Pittaway The approach in this 6th edition is more reflective and gives readers an even greater opportunity to interact with issues raised in the text

Qualitative Research and Transformative Results Jessy Jaison, 2018-04-19 An immensely valuable resource for those who seek to do qualitative research in theological education Jessy Jaison's *Qualitative Research and Transformative Results* calls for the holistic transformation of the church and society by helping researchers and their mentors develop capacities that will be up to the task This masterful work informs and inspires researchers to explore the qualitative domain in theological research as a vital link between the academy and the world Bringing a fresh perspective to theological study in human socio cultural environments through eight comprehensive chapters it offers theoretical and practical guidance on every aspect of qualitative inquiry

Resources in Education, 2001-04 Teacher Beliefs and Classroom Performance James Rath, Amy C. McAninch, 2003-12-01 This volume of *Advances in Teacher Education* is about beliefs held by teachers and addresses the important topic of teacher beliefs from a variety of disciplinary perspectives Most of the authors who have contributed to this collection of essays assume that beliefs are propositions that are felt to be true by the person embracing them but that do not necessarily rest on the kind of evidence that justifies the use of the term knowledge Teacher beliefs are an important topic because it is hypothesized that teachers and teacher candidates use them to shape the information they receive from formal teacher preparation and to direct subsequent decision making in the classroom

Globalization and the Singapore Curriculum Zongyi Deng, S Gopinathan, Christine Kim-Eng Lee, 2013-11-27 This volume provides a multi faceted and critical analysis of the Singapore curriculum in relation to globalization First it details reform initiatives established by the Singapore government to meet the challenges posed by globalization Next *Globalization and the Singapore Curriculum* presents how these reforms have been translated into programs school subjects and operational frameworks and then examines in turn how well these have been implemented in schools and classrooms across the country Through this examination the book reveals how the initiatives together with their curricular translation and classroom enactment reflect on the one hand global features and tendencies and on the other distinct national traditions concerns and practices It brings to light a set of issues problems and challenges that not only concern policymakers educators and reformers in Singapore but also those in other countries as well Written by curriculum scholars policy analysts researchers and teacher educators *Globalization and the Singapore Curriculum* offers an up to date reference for postgraduate students scholars and researchers in the areas of curriculum and instruction comparative education educational sociology educational policy and leadership in Singapore the Asia Pacific region and beyond It also offers a vital contribution to the story of modern education around the globe providing

international students scholars and researchers valuable insights into curriculum and curriculum reform for the 21st century

Creating the Curriculum Dominic Wyse, 2013 Is there an ideal primary school curriculum Who should decide what the curriculum is Should teachers have autonomy over how they teach The curriculum is the heart of what teachers teach and learners learn effective teaching is only possible with an effective curriculum Yet in spite of its importance there has been a crisis in curriculum that has been caused in large part by governments assuming direct control over the curriculum assessment and increasingly pedagogy *Creating the Curriculum* tackles this thorny issue head on challenging student and practising primary school teachers to think critically about past and present issues and to engage with a new wave of curriculum thinking and development Considering curriculum construction and its impact on teaching and learning in the four countries of the UK key issues considered include who should decide the curriculum its aims and its values the extent to which issues in primary education swing back and forth Subjects versus thematic organisation stages and phases progression breadth and balance prescription versus teacher autonomy the key features of effective classroom practice strategies for assessing the whole curriculum how language in the classroom influences curriculum design understanding curricula in the context of children's social and personal circumstances creativity curriculum and the classroom Illustrated throughout with strategies and case studies from the classroom *Creating the Curriculum* accessibly links the latest research and evidence with concrete examples of good practice It is a timely exploration of what makes an effective and meaningful curriculum and how teachers can bring new relevance motivation and powerful values to what they teach **Leaders in Curriculum**

Studies Leonard J. Waks, Edmund C. Short, 2009-01-01 In the 1950s and 1960s school teaching became a university based profession and scholars and policy leaders looked to the humanities and social sciences in building an appropriate knowledge base By the mid 1960s there was talk about a new philosophy history and sociology of education Curriculum thinkers such as Joseph Schwab Dwayne Heubner and Paul Hirst initiated new intellectual projects to supplement applied work in curriculum By the 1970s the field was in the process of re conceptualization as a new generation of scholars provided deep critical insights into the social political and cultural dynamics of school experience and templates for renewal of curriculum research and practice In this book 18 leading curriculum scholars since 1970 who remain influential today present the fascinating stories of their lives and important new contributions to the field They trace their early experiences in teaching and curriculum development creative directions in their work mature ideas and perceptions of future directions for the field Each chapter contains a list of works chosen by the authors as their personal favorites Developing Professional Practice 14-19

Andrew Armitage, Gina Donovan, Karen Flanagan, Sabrina Poma, 2013-11-04 The *Developing Professional Practice* series provides a thoroughly comprehensive and cutting edge guide to developing the necessary knowledge skills and understanding for teaching within the 0-7, 7-14 or 14-19 age ranges Each of the three titles offers a genuinely accessible and engaging introduction to a wide range of professional practice supporting the education of babies to young adults Discussion

of current developments in theory policy and research is combined with guidance on the practicalities of working with each age group Numerous examples of real practice are included throughout along with a range of additional features to help promote understanding

University English for Academic Purposes in China Xiaofei Rao,2018-07-07 This book uses an in depth phenomenological interview approach to explain the generational characteristics of today s Chinese university youths and the critical dispositions they believe indispensable in acquiring English as an academic language in and outside school settings By presenting the authentic voices of the recruited participants the book clarifies how English for academic purposes EAP as an emerging global phenomenon and a research informed practice enables and empowers them for conscious self transformation and critical awareness development through language study The book also explores issues arising in the fields of general English language teaching as well as traditional and critical EAP and discusses university English language learners learning needs and rights The book further promotes a dynamic and transformative University EAP pedagogy of particularity practicality and possibility moving from the oppression of language education to its liberation and the increasing critical consciousness among the present and future university youths in a time of great social changes

Seven Curricular Landscapes Clifford Mayes,2003 *Seven Curricular Landscapes* offers a holistic presentation and critique of what the author considers to be the seven major types of curricula This book which is suitable for both upper division and graduate education courses differs from previous holistic approaches in that it closely considers the holistic implications of postmodernism adds new categories and terms to the holistic repertoire includes the latest developments in transpersonal theory examines the Existentialist curriculum as a spiritual phenomenon and discusses the curricular implications of both Eastern and Western spirituality

An Articulate Country Kay Ferres,Denise Meredyth,2001 For teachers charged with implementing a government sponsored *Discovering Democracy* curriculum this study surveys Australian and North American debates over civics education in a pluralistic society The authors presumably educators discuss Australia s democratic tradition and its agenda for ed

Research Methods for Education, second edition Peter Newby,2014-07-11 *Research Methods for Education Second Edition* takes the student by the hand and guides them through the complex subject of research methods in an engaging witty and clear way The book covers the philosophical approaches and epistemology as well as the practical aspects of research such as designing questionnaires and presenting conclusions Each chapter is split into Context and Practice and both sections are packed with exercises examples and comparative international material from other educational contexts Peter Newby s book is the student friendly text which demystifies the research process with clarity and verve Key features written in a clear and friendly manner to help students feel more confident dealing with the complexities of research and particularly useful for those new to research or less confident with numbers a mixed methods approach which doesn t simply prioritise quantitative or qualitative methods allowing for greatest possible coverage contains guidance on analytic procedures that require more advanced tools such as SPSS and Minitab

many excellent international examples and case studies specifically from education which breaks away from a parochial focus on UK education system Teaching Primary English Eve Bearne, David Reedy, 2023-07-31 Now in its second edition

Teaching Primary English is a bestselling comprehensive evidence informed guide designed to support and inspire teaching and learning in the primary school Written in a clear and accessible way it draws on the very latest research and theory to describe and exemplify a full and rich English curriculum It offers those on teacher training courses as well as qualified teachers who are looking to develop their practice invaluable subject knowledge and guidance for effective enjoyable classroom practice Throughout there is an emphasis on equity and inclusion Advice and ideas are supported by explicit examples of good teaching linked to video clips filmed in real schools reflective activities observational tasks and online resources Each chapter includes suggestions for great children's literature considers assessment throughout and offers support in planning for inclusion and special educational needs New and expanded areas for this edition include Multimodal texts Increased coverage of Early Years Dialogic learning and oracy Comprehensive companion website with revised and additional resources A new section on digital literacies Reading for pleasure Teaching grammar in context Critical literacy With a focus on connecting all modes of English the global and the local and home and school experience this detailed uplifting book includes inspiring case studies throughout and will support you in developing a curious critical approach to teaching and learning English Additional content can be found on the fantastic supporting website Features include Video clips from within the classroom to demonstrate English teaching techniques Audio resources including an interactive quiz to check understanding and provide real life examples and case studies Downloadable resources to support teaching and incorporate into lesson plans Student-Friendly Teaching Approaches Asim Ari, 2022-02-21 Schools which play a

fundamental role in the reconstruction of society have fulfilled their tasks in different ways throughout history In the last century there have been great transformations in schooling and teaching which have led to the emergence of different teaching approaches in different parts of the world This volume introduces the reader to 10 different teaching approaches the Emmi Pikler Approach Montessori Education the Reggio Emilia Approach Sudbury Valley Schools the Jenaplan Education Approach Waldorf Pedagogy Freinet Education the Dalton Plan Approach Schools that Learn and Democratic Schools It will appeal primarily to undergraduate and graduate students studying in the field of education and to researchers working in the field of educational sciences **Curriculum Leadership** Allan A. Glatthorn, Floyd Boschee, Bruce M. Whitehead, 2012

Curriculum Leadership Strategies for Development and Implementation Third Edition is a one of a kind resource written for educational leaders teachers and administrators Responding to the need for globally connected classrooms and innovative leadership this unique text provides a rich and inclusive foundation of curriculum The authors draw upon a wide range of research and experience to provide readers with creative up to date curriculum strategies and ideas In sharing innovative programs learning experiences and new approaches they build a solid connection for curriculum development from theory to

practice helping future leaders in education meet the global challenges of our time **Handbook of Global Education**

Policy Karen Mundy, Andy Green, Bob Lingard, Antoni Verger, 2016-05-02 This innovative new handbook offers a comprehensive overview of the ways in which domestic education policy is framed and influenced by global institutions and actors. Surveys current debates about the role of education in a global polity, highlights key transnational policy actors, accessibly introduces research methodologies and outlines global agendas for education reform. Includes contributions from an international cast of established and emerging scholars at the forefront of the field, thoughtfully edited and organized by a team of world renowned global education policy experts. Each section features a thorough introduction designed to facilitate readers' understanding of the subsequent material and highlight links to interdisciplinary global policy scholarship. Written in an accessible and engaging style that will appeal to domestic and international policy practitioners, social scientists, and education scholars alike.

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