

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

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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.

An Ecosystem for Research-Engaged Schools David Godfrey, Chris Brown, 2019-03-14 Looking at the potential for research use by educators to improve schools for all young people, An Ecosystem for Research-Engaged Schools presents a range of ground breaking research and fascinating case studies. It carefully explores the elements and dimensions of research engaged schools using an ecosystems perspective to study the layers and interconnections that occur amongst the people and institutions that exist within the ecosystem. Allowing the reader to consider how to ensure independent elements of the ecosystem are maintained to ensure an effective balance, this book brings together contributions from international experts working in a variety of fields such as school leadership, professional development and accountability. Key issues facing the research use ecosystem both theoretically and empirically are covered with examples of innovative practice, new theories and value systems. The book also provides an insight into the exciting possibility of such a system of learning and innovation in our schools where structures, cultures, practices and policies align to promote research informed school improvement. With chapters bringing together issues from different aspects of the system, this book expands the analysis of evidence and research informed practice, considering the wider environment within which it is undertaken, shows the interplay and tensions between aspects of the ecosystem and illustrates how different aspects of the ecosystem affect evidence use. It reconciles all aspects of the ecosystem within an overarching framework which attempts to explain the complex totality of the ecosystem. Designed to both challenge and inspire, An Ecosystem for Research-Engaged Schools truly bridges the gap between theory and practice. It will be an invaluable asset to those currently working in the area, allowing them to think more deeply about their work and the theoretical mechanisms that underpin it. Policy makers, practitioners and teachers will also find this book a fascinating read.

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

The BERA-Sage Handbook of Research-Informed Education Practice and Policy Dominic Wyse,Vivienne Baumfield,Nicole Mockler,Martin Reardon,2025-06-19 One of the most pressing topics worldwide is how we can improve education to enhance people s life chances The BERA Sage Handbook of Research Informed Education Practice and Policy 2 Vol offers an in depth exploration of the ways in which education research intersects with and can lead to improvements in education Through detailed examinations of educational policies practices values and research methodologies the handbook navigates the complexities inherent in educational systems and in so doing presents a unique new picture of education worldwide Volume One of the Handbook set focuses on Understanding Research Informed Education and Volume Two focuses on how to implement it Across six parts and fifty two chapters the authors and editors explore a myriad of critical topics including using research to promote equity within education systems rethinking pedagogy and knowledge mobilisation through practitioner led inquiry New developments in aspects such as systematic approaches to research synthesis are presented by world leading experts Authors of the chapters draw from many different sources to provide a comprehensive understanding of education including perspectives from the arts humanities natural sciences and social sciences This understanding combines cutting edge education research and scholarship to provide insights into how education is enacted in countries and institutions through policy and practice Featuring a truly diverse team of scholars to account for global perspectives the BERA Sage Handbook of Research Informed Education Practice and Policy 2 Vol is an invaluable resource for scholars researchers students and practitioners who are interested in the new frontiers in education research policy and practice Volume One Understanding Research Informed Education Part One Defining and Theorising Research Informed Education Part Two Methodological Debates in the Field Part Three International Comparison and Educational Policy Volume Two Implementing Research Informed Education Part Four Effective policy and practice in national contexts Part Five Curriculum pedagogy and assessment Part Six Practitioners and learners as researchers

Asia Literacy in a Global World Hannah Soong,Nayia Cominos,2018-08-20 This book is particularly timely in light of continuing international efforts to integrate Asia literacy into a national educational system where understanding of Asia its languages cultures histories and beliefs is still at an emergent stage for a nation that is evolving into what George Megalogenis refers as an Eurasian society 2015 The contributors to this collection range from the pioneers who created and developed the Asia literacy research space to those who bring additional new theoretical insights through disciplines such as linguistics and ethnography Their analysis has

resulted in recommendations to develop a deeper understanding of working and living in diverse communities The book also brings together theoretical perspectives on the current Australian socio cultural and political context and how that can impact on pedagogical advancement in Asia literacy The book argues for a broadening focus on what the outcomes Asia literacy in a global world can be for all Australians and offers counter narratives to the myth of a homogenous White Australian culture to provide new ways of engaging with curriculum and pedagogy that transcend superficial awareness of multiculturalism to embrace realistic and reflective principles of global education *Exploring Education and Childhood* Dominic Wyse,Rosemary Davis,Phil Jones,Sue Rogers,2015-06-05 Education has become dominated by testing standards interventions strategies and political policy Yet while elements such as these are important Exploring Education and Childhood contends it is childhood including its sociology and psychology that is the vital holistic context for teaching and learning Written by a team of specialists who bring both experience of classroom teaching teacher training and of rigorous research and scholarship each chapter examines a topic that is of vital importance to teaching and the work of teachers The book explores examples of educational practice that illuminate contemporary problems and future possibilities for education develops educational theory to better understand practice and policy and critically evaluates education policy in the international context With an emphasis on reflection and deep thinking something that all the best teachers are able to do key issues in the book include the voice of the child metacognitive strategies agency pedagogy and curriculum performativity standards and school readiness educational settings and new technology teacher expertise and agency diversity and child agency families society and school choice Illustrated with powerful examples of practice together with key questions for reflection and further reading Exploring Education and Childhood challenges education professionals policy makers and all people with an interest in education to envision a new future It will be essential reading for all student teachers and teachers and is particular appropriate for Masters level research professional studies Education Studies Contemporary Issues in Primary Education Mark Brundrett,Gary Beauchamp,Paul Latham,Malini Mistry,Michelle Murray,Becky Taylor,Peter Wood,2022-10-03 This book was developed as part of the celebrations for the 50th anniversary of the founding of the journal Education 3 13 which has always had primary education as its main focus The journal has been published by Routledge since 2007 and is the most important academic publication in the field internationally This book has been edited by a team of academics and senior practitioners all of whom are members of the Board of the journal or the Association for the Study of Primary Education which is the owning body of the journal It will serve as an excellent resource to researchers and students of primary education Topics include major contemporary issues such as key challenges in the field learning and teaching wellbeing teachers work and professionalism and outdoor learning The chapters in this book comprise articles published in Education 3 13 in the last ten years **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

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

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

Philosophical Perspectives on Teacher Education Ruth Heilbronn, Lorraine Foreman-Peck, 2015-04-27 Philosophical Perspectives on Teacher Education presents a series of well argued essays about the ethical considerations that should be addressed in teacher training and educational policies and practices Brings together philosophical essays on an underserved yet urgent aspect of teacher education Explores the kinds of ethical considerations that should enter into discussions of a teacher's professional education Illuminates the knowledge and understanding that teachers need to sustain their careers and long term sense of well being Represents an important resource to stimulate contemporary debates about what the future of teacher education should be

Knowing History in Schools Arthur Chapman, 2021-01-07 The knowledge turn in curriculum studies has drawn attention to the central role that knowledge of the disciplines plays in education and to the need for new thinking about how we understand knowledge and knowledge building *Knowing History in Schools* explores these issues in the context of teaching and learning history through a dialogue between the eminent sociologist of curriculum Michael Young and leading figures in history education research and practice from a range of traditions and contexts With a focus on Young's powerful knowledge theorisation of the curriculum and on his more recent articulations of the powers of knowledge this dialogue explores the many complexities posed for history education by the challenge of building children's historical knowledge and understanding The book builds towards a clarification of how we can best conceptualise knowledge building in history education Crucially it aims to help history education students history teachers teacher educators and history curriculum designers navigate the challenges that knowledge building processes pose for learning history in schools

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

Edinburgh History of Education in Scotland Robert Anderson, 2015-05-19 This book investigates the origins and evolution of the main institutions of Scottish education bringing together a range of scholars each an expert on his or her own period and with interests including but also ranging beyond the history of education

Lesson Study and Schools as Learning Communities Atsushi Tsukui, Masatsugu Murase, 2018-09-21 School as Learning Community SLC or Lesson Study for Learning Community LSLC represents an approach to lesson study that emerged in Japan in the 1990s and which has been studied intensively by educators and researchers worldwide to establish democratic learning communities for teachers and students in schools The model which involves all teachers in a school observing and sharing a lesson together creates a listening pedagogy to embrace and develop diversity of learning in each teacher and student a practice that is as yet not commonly researched in Asian countries outside of Japan The book's theoretical foundation reviews existing literature on SLC and LSLC in the Japanese contexts of educational theories and practices The chapters discuss patterns of learning practices and the challenges of conducting LSLC in Japan Taiwan Korea

Indonesia and Vietnam Recommendations for research and practice involving SLC LSLC are also provided in the book with a key focus on the impact of lesson study on school reform policies

The Routledge Companion to the Professions and Professionalism Mike Dent, Swetha S. Ballakrishnen, Jean-Louis Denis, Tracey Adams, 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

Innovation and Accountability in Teacher Education Claire Wyatt-Smith, Lenore Adie, 2018-10-24 This is the foundational book for the new series Teacher Education Learning Innovation and Accountability The book canvasses research practice and policy perspectives in teacher education across diverse geographic social and political contexts It explores the lifespan of teacher development from initial preparation through to graduate classroom practice as it occurs in an intensifying culture of standards and regulation The characterization of initial teacher education ITE in a crucible of change permeates throughout the book The chapters open up new ways of thinking about innovation and accountability in ITE and the professionalization of teaching exploring fundamental questions such as Who are the actors in teacher preparation and how do they interact How can we learn about the quality of teacher education Where can we hear the voices of teacher educators and preservice teachers as well as school based teacher educators What are the new and emerging roles of others in teacher education who have not been involved previously including employing authorities p 22 While the book provides responses to these and other provocative questions it also offers new insights into innovative teacher education from a wide range of policy and practice contexts

Artificial Intelligence and K-12 Education Joseph Mintz, Wayne Holmes, Leping Liu, Maria Perez-Ortiz, 2024-11-25 This book problematizes and explores appropriate ways of using AI technology that can augment educational practice especially in K 12 teaching and learning Since the launch of OpenAI ChatGPT in November 2022 people have been debating to chat or to cheat while more and more educators have started to explore to add or to integrate it into teaching and learning A list of questions has been on the way What can ChatGPT produce How accurate can the contents produced by the GPT be What are the considerations that an instructor should have when using AI technology for student learning To what extent can ChatGPT compete with humans in terms of learning ChatGPT is just a technology tool but it drops a huge bomb in the field of education and even changes the way many

think about education The contributors of this book as well as probing the ethical conundrums presented by generative AI and other new technologies in AI ED summarize an overview of practice provided first hand experiences and suggested strategies and methods that are workable in the field This cutting edge volume will be of interest to researchers scholars and practitioners of education education technology sociology ethics and artificial intelligence It was originally published as a special issue of Computers in the Schools 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 *Teacher Education and the Development of Democratic Citizenship in Europe* Andrea Raiker, Matti Rautiainen, Blerim Saqipi, 2019-11-21 This book uses international collaboration between nine European countries to explore how teacher education systems across Europe perceive and act upon devolving democracy and democratic citizenship Understanding these countries cultural approaches to individual and national priorities in education is essential in perceiving similarities and differences in the meaning of democracy The book offers debate on the prospects for teacher education and the development of democratic citizenship in Europe based on historical political economic and cultural contexts and the Council of Europe's CoE competences for democratic citizenship With critical analysis and evaluation around the common theme of teacher education and its role in developing democratic citizenship the book provides awareness and understanding of how teacher education responds to the Council of Europe's CoE conceptual model of competences for democratic culture 20 competences categorized as Values Attitudes Skills and Knowledge and Critical Understanding are defined so they can be taught to enable learners to practice them in their daily lives as democratic citizens This book will be of key interest to academics researchers and post graduate students in the fields of teacher education educational policy and politics and citizenship education

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