

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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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

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

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

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

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.

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.

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.

Applying Cross-Curricular Approaches Creatively Jonathan Barnes, 2018-05-11 *Applying Cross Curricular Approaches Creatively* explores the relevance and effectiveness of cross disciplinary and project based teaching. With a focus on personal reflection and discussion it offers educators inspiration guidance and resources to deliver a truly integrated curriculum creatively. Exploring how we can make connections in the classroom through our own lives and those of our children it supports teachers in becoming more personally involved in decisions about the style of teaching and substance of curriculum in

schools Applying Cross Curricular Approaches Creatively examines key topics such as Educationalists with an interest in cross curricular and creative approaches Planning for and provoking creativity Choosing cross curricular themes Mind full approaches to teaching and learning Assessing creative and integrated learning Teachers as researchers in the classroom Applying Cross Curricular Approaches Creatively is an essential text for those wishing to plan a coherent curriculum with cross curricular elements It places the basics of knowledge genuine motivation engagement and participation at the core of its arguments for meaningful learning for all children Filled with autobiographical accounts and case studies and with ready to use ideas for creative lessons this uplifting book challenges us to return to curriculum breadth and balance and away from a one size fits all approach *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 **Leadership in Diverse**

Learning Contexts Greer Johnson, Neil Dempster, 2016-04-29 This book presents the outcomes of research and practical endeavour in some of the diverse contexts in which learning takes place classrooms schools professional development settings community projects and service sector agencies It invites the reader to engage with two related questions of contemporary concern in the leadership field What can we learn about the important influence of different contexts on leadership practice and how are people brought together as collective human agents in different patterns of distributive leadership In doing so this collection emphasises three of the critical concepts at play when leadership is viewed not as position but as activity The three concepts are purpose context and human agency When this view of leadership is understood it is always about achieving shared goals with people power no matter the circumstances in which they are gathered together **Resources in Education**, 2001-04 **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

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

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

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

Secondary Education and the Raising of the School-Leaving Age T. Woodin, G. McCulloch, S. Cowan, 2013-10-09 The progressive raising of the school leaving age has had momentous repercussions for our understanding of childhood and youth for secondary education and for social and educational inequality This book assesses secondary education and the raising of the school leaving age in the UK and places issues and debates in an international context

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 education

International Handbook of Research on Environmental Education Robert B. Stevenson, Michael Brody, Justin Dillon, Arjen E.J. Wals, 2013-05-02 The environment and contested notions of sustainability are increasingly topics of public interest political debate and legislation across the world Environmental education journals now publish research from a wide variety of methodological traditions that show linkages between the environment health development and education The growth in scholarship makes this an opportune time to review and synthesize the knowledge base of the environmental education EE field The purpose of this 51 chapter handbook is not only to illuminate the most important concepts findings and theories that have been developed by EE research but also to critically examine the historical progression of the field its current debates and controversies what is still missing from the EE research agenda and where that agenda might be headed Published for the American Educational Research Association AERA

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

Debates in Physical Education Susan Capel, Richard Blair, 2019-12-06 This new and updated second edition of Debates in Physical Education explores issues physical education teachers encounter in their daily lives By engaging with both established and contemporary debates this volume challenges readers to think about and reflect on the relative validity of positions presented in order to develop their own reasoned and personal view in relation to the topics explored Divided into four accessible sections this book investigates and offers fresh insight into topics of central importance in physical education Chapters include for example Physical education as a means or as an end in itself Knowledge for physical education The physical education curriculum Assessment in physical education Technology pedagogy and physical education Physical education beyond schools and teachers Designed to stimulate discussion and support readers in their own research writing and practice Debates in Physical Education will be a valuable resource for any student or practising teacher engaged in initial teacher education continuing professional development or Master's level study

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