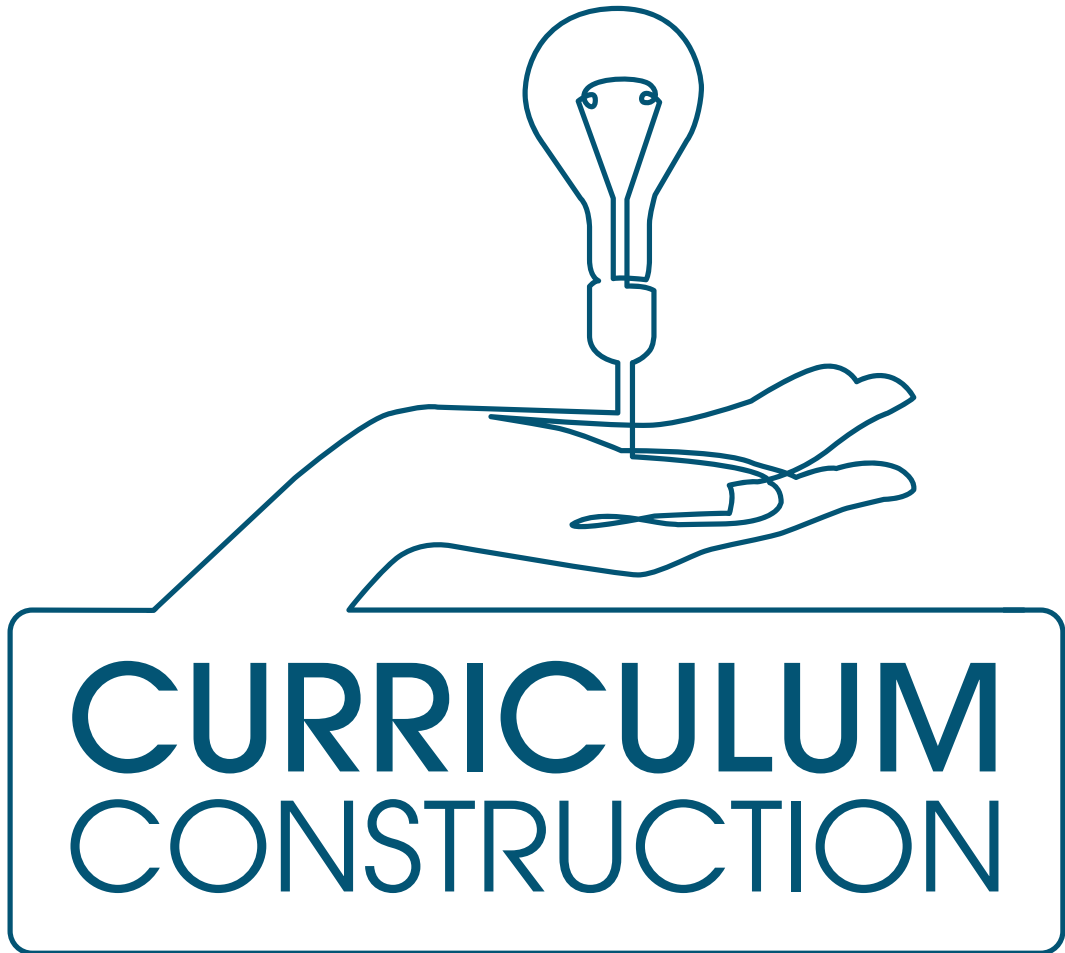


LAURIE BRADY | KERRY KENNEDY



6TH EDITION

CONTENTS

| | |
|---|-----------|
| Preface | xiii |
| Acknowledgements | xv |
| Standards Mapping Grid | xvi |
| PART 1 THE SOCIAL CONTEXTS OF CURRICULUM CONSTRUCTION | 1 |
| 1 The school curriculum and its stakeholders: who owns the curriculum? | 2 |
| The school curriculum: a search for meaning..... | 3 |
| Stakeholders in the curriculum..... | 6 |
| Orientations to the curriculum | 8 |
| A Case | 9 |
| Summary..... | 10 |
| Glossary of terms | 10 |
| References | 11 |
| 2 The Australian Curriculum: past, present and future | 13 |
| The Australian Curriculum: journey of a political dream | 14 |
| The Australian Curriculum: development processes | 17 |
| Implementing the Australian Curriculum | 21 |
| Curriculum and assessment | 24 |
| The future shape of the Australian curriculum: issues for debate | 25 |
| How should the Australian Curriculum be understood? | 26 |
| What will be the future relationship between curriculum and assessment?..... | 26 |
| A Case | 27 |
| Summary..... | 28 |
| Glossary of terms | 29 |
| References | 30 |
| 3 Diversity and the curriculum: equity for all students..... | 32 |
| Diversity and the legal framework for equity | 33 |
| Difference and disadvantage: the relationship and the response | 34 |

| | |
|---|-----------|
| Catering for difference and disadvantage in the curriculum: some exemplars | 36 |
| Students with disability | 37 |
| Indigenous Australians | 39 |
| A Case | 42 |
| Summary | 43 |
| Glossary of terms | 44 |
| References | 44 |
| PART 2 CURRICULUM PRIORITIES AND THEIR SOCIAL CONTEXTS | 47 |
| 4 Twenty-first-century students and the contexts that influence them | 48 |
| Economic contexts for young people | 49 |
| Education and training: essential for all in the 21st century | 49 |
| Social influences: what does the future hold for young people? | 52 |
| Political instability and the rise of an anti-diversity society | 52 |
| Social media and the ‘echo-chamber effect’ | 53 |
| Fundamentalisms: having an answer for everything! | 54 |
| Imagining Australia’s schools for the future | 56 |
| Adaptation and flexibility in the Australian Curriculum | 57 |
| Development of new community partnerships for schools | 58 |
| Adoption of new forms of school organisation, including new approaches to the teaching profession itself | 59 |
| Development of new pedagogies that recognise active learning as central to student development | 59 |
| A Case | 60 |
| Summary | 60 |
| Glossary of terms | 61 |
| References | 62 |
| 5 General capabilities and curriculum integration | 64 |
| Curriculum integration—theories and contexts | 65 |
| Schools and curriculum integration | 69 |
| The middle years of schooling | 69 |
| Approaches to, and contexts for, curriculum integration | 72 |
| A Case | 76 |
| Summary | 77 |
| Glossary of terms | 78 |
| References | 79 |

| | | |
|---|---|------------|
| 6 | Digital technology and classroom learning | 81 |
| | School systems and digital technology policies | 82 |
| | Digital technologies, teaching and learning | 84 |
| | The digital divide: equity in the provision and use of digital technology | 87 |
| | The reach, quality and spread of networks | 88 |
| | The availability and cost of delivery devices | 89 |
| | Cultural formation | 89 |
| | A Case | 90 |
| | Summary | 92 |
| | Glossary of terms | 93 |
| | References | 93 |
| 7 | Engaging with Asia: deepening global understanding for Australian students | 95 |
| | Interrogating ‘the Asian century’: appreciating Asia’s diversity | 96 |
| | Asia literacy—what does it mean in a diversified Asia? | 99 |
| | Regional values and Australia’s engagement with Asia | 101 |
| | A Case | 104 |
| | Summary | 105 |
| | Glossary of terms | 106 |
| | References | 106 |
| 8 | More than skills: 21st-century values | 108 |
| | Why values education now? | 109 |
| | Searching for values in stressful times: what have policy makers done? | 111 |
| | Addressing values education from the bottom up: what can schools do? | 115 |
| | A Case | 119 |
| | Summary | 119 |
| | Glossary of terms | 120 |
| | References | 120 |
| PART 3 CURRICULUM PLANNING FOR SCHOOLS | | 123 |
| 9 | Curriculum planning models: theory and practice | 124 |
| | Naturalistic models | 125 |
| | Technical models | 126 |
| | The curriculum elements | 128 |

| | |
|---|------------|
| Objectives/outcomes | 128 |
| Content | 130 |
| Methods (teaching strategies) | 133 |
| Assessment | 134 |
| Situational analysis | 135 |
| A Case | 139 |
| Summary | 140 |
| Glossary of terms | 140 |
| References | 141 |
| 10 Curriculum translation in classrooms: teachers as decision makers | 143 |
| Curriculum and program development | 144 |
| Steps in program development | 144 |
| The scope of teacher decision making | 146 |
| Program formats | 148 |
| A program checklist | 154 |
| A Case | 155 |
| Summary | 156 |
| Glossary of terms | 156 |
| References | 157 |
| PART 4 ASSESSMENT, EVALUATION AND SCHOOL REVIEW | 159 |
| 11 Assessment issues and the school curriculum | 160 |
| Definitions | 161 |
| The purpose of assessment | 162 |
| Principles of assessment | 163 |
| Strategies | 165 |
| Multiple-choice tests | 166 |
| True–false tests | 167 |
| Short-answer tests | 167 |
| Matching tests | 168 |
| Cloze tests | 168 |
| Interpretive tests | 168 |
| Concept maps | 168 |
| Essays/extended writing | 168 |
| Interviews/conferences | 169 |
| Anecdotal records | 169 |

| | |
|---|------------|
| Checklists | 169 |
| Rating scales | 169 |
| Portfolios | 169 |
| Exhibitions | 170 |
| Projects | 171 |
| Self-assessment and peer assessment | 171 |
| Concerns about assessment | 172 |
| External assessment | 173 |
| NAPLAN: the implementation | 173 |
| NAPLAN: the tests | 173 |
| NAPLAN: the response | 174 |
| A Case | 176 |
| Summary | 177 |
| Glossary of terms | 177 |
| References | 178 |
| 12 Reporting student outcomes to parents and community | 181 |
| Parents' information needs | 182 |
| Cyclical needs | 182 |
| Contextual needs | 183 |
| Social information needs | 183 |
| The principles of reporting | 183 |
| Reporting requirements | 185 |
| Reporting strategies | 186 |
| Reports | 186 |
| Interviews | 187 |
| Portfolios | 188 |
| Homework | 188 |
| Written material | 188 |
| Curriculum and policy statements | 188 |
| Open days, speech nights and assemblies | 188 |
| Public displays | 188 |
| Recording and reporting | 189 |
| Effective communication | 190 |
| External reporting | 191 |
| Value of NAPLAN data | 191 |

| | |
|---|------------|
| A Case | 192 |
| Summary | 193 |
| Glossary of terms | 194 |
| References | 194 |
| 13 Curriculum and program evaluation | 196 |
| Concepts of curriculum evaluation | 197 |
| Issues in curriculum evaluation | 198 |
| The problem of definition | 198 |
| The problem of outcomes | 198 |
| The problem of process and product | 198 |
| The problem of value judgments | 199 |
| Approaches and models | 200 |
| Tyler's objectives model | 201 |
| Stake's models | 202 |
| Parlett and Hamilton's illuminative model | 204 |
| Kemmis's surrogate experience model | 204 |
| Common techniques of curriculum evaluation | 206 |
| Questionnaires | 206 |
| Interviews/focus groups | 206 |
| Diaries and logs | 207 |
| Ratings | 207 |
| Systematic classroom observation | 207 |
| Anecdotal records | 208 |
| Pencil-and-paper tests of ability | 208 |
| Unstructured observation | 208 |
| Teacher and student annotation of materials | 208 |
| Analysis of students' work | 208 |
| Discussion | 208 |
| Physical traces | 208 |
| Private records | 209 |
| Action learning/research | 209 |
| Principles and steps of evaluation | 210 |
| Steps in curriculum evaluation | 211 |
| A Case | 213 |
| Summary | 214 |
| Glossary of terms | 215 |
| References | 215 |

| | | |
|--|---|------------|
| 14 | School review processes and continuous improvement | 217 |
| | Characteristics of effective schools | 218 |
| | Imperatives for school improvement | 220 |
| | Leadership: changing the school culture | 223 |
| | What the teachers can do | 224 |
| | Professional learning | 226 |
| | A Case | 228 |
| | Summary | 229 |
| | Glossary of terms | 229 |
| | References | 230 |
| PART 5 CHANGING THE SCHOOL CURRICULUM | | 233 |
| 15 | Curriculum issues in promoting teaching and learning | 234 |
| | Intellectual quality | 235 |
| | Rich tasks | 239 |
| | Learning communities | 240 |
| | School as community | 241 |
| | School with community | 242 |
| | Issues | 243 |
| | Literacy | 244 |
| | A Case | 246 |
| | Summary | 247 |
| | Glossary of terms | 247 |
| | References | 248 |
| 16 | Teachers leading curriculum change | 250 |
| | The 'curriculum' context | 251 |
| | Leadership types and theories | 251 |
| | The imperative of distributed leadership | 254 |
| | Leadership for curriculum change | 255 |
| | Leadership roles | 257 |
| | Requisites for leadership | 258 |
| | A Case | 259 |
| | Summary | 261 |
| | Glossary of terms | 261 |
| | References | 261 |
| | Index | 263 |

PREFACE



WHY CURRICULUM CONSTRUCTION? Doesn't that make curriculum development sound too mechanical, too pedestrian?

We have chosen this title because it conveys two meanings. One is a sense of action: the curriculum must be designed, implemented, experienced and evaluated. One only has to be part of a curriculum team to experience the sense of challenge there is in such processes. Yet they are not carried out in a vacuum: many of the social meanings that are built into the curriculum are constructed for us by ideology, by tradition, by unquestioned values and by implicit assumptions. This is the tension curriculum workers have to face. It is a very real tension. On the one hand, curriculum teams set about the task of actively constructing a curriculum to meet certain objectives or ends. Yet, as part of that task, the team is constructed by social and political realities in such a way that freedom of action is constrained by the contexts in which it takes place. Thus the curriculum is constructed in two senses: it is constructed by human agency and by social and political constraints and realities. Welcome to the real world of the curriculum worker!

We have sought in this book to bring together two important strands of curriculum work: the theoretical and the practical. We have done this because we believe that curriculum work requires both thought and action. In the day-to-day work of curriculum construction, thought and action are often blended in such a way that the two are indistinguishable. Nevertheless, what we think, believe and value guides what we do.

In recent times there has been a good deal of public discussion and debate about the school curriculum—especially the new 'Australian Curriculum'. Teachers often seem to be a long way from these debates. We strongly believe that teachers should be a central part of any discussion about the new curriculum. It is teachers, after all, who have the day-to-day responsibility for ensuring that young people gain access to valued knowledge and skills. They have a strong sense of professional responsibility and they have much to contribute to any public discussion of curriculum issues. We hope this book will help to support them in this important task.

The school curriculum, of course, is not the exclusive preserve of teachers. Parents, students, the community and governments all will want to make a contribution to shaping the curriculum. What has been included here should help them as well. In particular, it may help them to see that there are many voices that wish to be heard, but that the outcome should always be something that will benefit students and their development as citizens.

This sixth edition retains the same five parts as the fifth edition. The first part deals with the broad social and political contexts that influence curriculum. The second part provides an examination of the global contexts for the school curriculum, a more comprehensive analysis of current national curriculum initiatives and a focus on curricula for the future. The remaining three parts provide the knowledge and skills that will help teachers in particular, but also other members of the school community, to engage in the actual task of curriculum construction. This new edition provides new material that expresses contemporary issues and understandings,

current program samples and new cases. We hope that the first two parts of the book, which are more theoretical in nature, will help to inform curriculum practice. Many questions that seem merely practical often have important theoretical dimensions. We also hope that theory and practice will come together in this book and provide a rich resource for curriculum workers wherever the task of curriculum construction is undertaken.

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Kerry Kennedy
March 2018

EDUCATOR RESOURCE—DIGITAL IMAGE POWERPOINT SLIDES

All the diagrams and tables from the course content are available for lecturer use.