Curriculum Making in Europe

Policy and Practice Within and Across Diverse Contexts

Edited by
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CURRICULUM MAKING IN EUROPE
PRAISE FOR CURRICULUM MAKING IN EUROPE

‘Europe is a rich site for comparative analysis of curriculum making, and this book provides a new perspective and a wealth of studies on different actors and influences. It is a prime resource for students of curriculum.’

Lyn Yates, Redmond Barry Distinguished Professor Emerita of Curriculum, Melbourne Graduate School of Education, Australia

‘This is one of the most interesting and important books on curriculum for a very long time. The study of the curriculum has been in the shadows for several decades but this book puts it under the spotlight again - deservedly so. The contexts and history of the case studies produced are diverse, yet each case study enables comparison by being framed using a common conceptual heuristic based on sites of activity, reflecting global, national, local, school and classroom ideologies, policies and practices. The dynamic processes between the layers of systems are thus revealed. The powerful central argument is for more, and better, sense-making from actors within and across all sites. This book provides a rationale, an incentive, and evidence (negative and positive) for doing things better. It should be read by actors at all levels in education systems.’

Mary James, University of Cambridge, UK

‘With its implications for policy and practice that go beyond traditional rigid educational policy texts, this book is essential reading for higher education students pursuing educational doctorates. The chapters offer a powerful corrective that empowers teacher and schools alike with making curriculum relevant to the experiences of students, and point our attention to translational and transactive processes that are otherwise ignored not only in educational policy literature, but in educator discourse. This book does a great service in (re)inscribing curriculum as a truly dynamic process in accessible language. As a curricularist who engages with education policy, I believe this work provides valuable theoretical and research material detail. For those who are interested in thinking the curriculum anew, I suggest that Curriculum Making in Europe be placed at the top of the reading list.’

Todd Alan Price, National Louis University, USA
CONTENTS

List of Tables and Figures vii
Contributor Biographies xi

Introduction
Curriculum Making: A Conceptual Framing 1
Mark Priestley, Stavroula Philippou, Daniel Alvunger and Tiina Soini

Chapters
1. National Curriculum Making as More or Less Expressions of and Responses to Globalization 29
Bob Lingard

2. ‘Sites’ of Curriculum Making in Cyprus: Tracing the Emergence and Transformation of Expert Teacher-Subjects 53
Stavroula Kontovourki, Eleni Theodorou and Stavroula Philippou

3. The Ongoing Curriculum Reform in Portugal: Highlighting Trends, Challenges and Possibilities 77
Ana Mouraz and Ariana Cosme

4. Post-socialist Curricular Reform in Czechia: Multiple Actors and Their Blame Games 99
Dominik Dvořák
5. Integral Curriculum Review in the Netherlands: In Need of Dovetail Joints 125
   Nienke Nieveen and Wilmad Kuiper

   Gemma Parker and David Leat

7. Curriculum Reform in Scottish Education: Discourse, Narrative and Enactment 175
   Walter Humes and Mark Priestley

8. The Craft of Curriculum Making in Lower Secondary Education in Ireland 199
   Majella Dempsey, Audrey Doyle and Anne Looney

   Daniel Alvunger and Ninni Wahlström

10. Shared Sense-making as Key for Large Scale Curriculum Reform in Finland 247
    Tiina Soini, Kirsi Pyhältö and Janne Pietarinen

Conclusions: Patterns and Trends in Curriculum Making in Europe 273
   Daniel Alvunger, Tiina Soini, Stavroula Philippou and Mark Priestley

Index 295
LIST OF TABLES AND FIGURES

INTRODUCTION

Table 1. Curriculum Levels and Curriculum Products (Thijs & van den Akker, 2009, p. 9). 10
Table 2. Sites of Curriculum Making. 13

CHAPTER 1 (INTERNATIONAL TRENDS)

No tables or figures

CHAPTER 2 (CYPRUS)

No tables or figures

CHAPTER 3 (PORTUGAL)

Fig. 1. Timeline of Different Portuguese Policy Phases Concerning Curriculum Changes and Their Connections with Curriculum-making Layers. 80
Fig. 2. The Four Strategic Axes in the PAFC Reform Plan. 83

CHAPTER 4 (CZECHIA)

Table 1. Curriculum-making Levels in the Czech Case. 117
CHAPTER 5 (NETHERLANDS)

Fig. 1. Curriculum System Web (Nieveen et al., 2014, p. 170). 127
Fig. 2. Input and Output Regulation (Leat et al., 2013, p. 230). 127
Fig. 3. Balanced Mix of Bottom-up, Top-down and from Aside (Kuiper, 2009). 142

CHAPTER 6 (ENGLAND)

Table 1. Most and Least ‘Effective’ Interventions in the EEF Toolkit. 157

CHAPTER 7 (SCOTLAND)

No tables or figures

CHAPTER 8 (IRELAND)

Table 1. Actors Interviewed. 205

CHAPTER 9 (SWEDEN)

Fig. 1. A Modified Figure (from Table to Figure) of the Interaction of Accountability and Alignment from Coburn et al. (2016, p. 247). 229

CHAPTER 10 (FINLAND)

Table 1. The Educational Stakeholders Perceived Capacity to Activate the Shared Sense-making and Intentions to Increase the School Impact of the Curriculum Making at Different Layers of the Educational System. 260
List of Tables and Figures

Fig. 1. The Objects and Dynamics of the Shared Sense-making in the Macro-, Meso- and Micro-layers. 262

CONCLUSION

Fig. 1. Sites, Actors and Activities. 275
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