Curriculum Theory Schiro

"Educational philosopher Nel Noddings draws on John Dewey's foundational work to reimagine education's aims and curriculum for the 21st century. Noddings looks at education as a multi-aim enterprise in which schools must address needs in all three domains of life: home and family, occupational, and civic. She raises critical questions about the current enthusiasm for standardization, the search for 'one-best-way' solutions, and the practice of maintaining a sharp separation between the disciplines. Comprehensive in its scope, chapters examine the liberal arts curriculum, vocational education, restructuring secondary school, extracurricular activities, national and global citizenship, critical thinking, and moral education."--Back cover.

Developing an understanding of professional practice is essential for anyone training to teach in the further education and skills sector. This go-to guide will give you a clear understanding of the major topics covered in the mandatory Wider Professional Practice and Development unit of the Level 5 Diploma in Education and Training, and more broadly explores the value of professionalism to all aspects of further education. Key coverage includes:
- Understanding learners and attitudes to learning
- How to do action research
- Professional observation and development
- Making sense of education policy
- Teacher expectations
- Challenges to equality and diversity
- The inclusive curriculum

These topics are discussed within a wider political and socio-economic context, and are supported by insightful case studies and activities. This is essential for anyone studying the Diploma in Education and Training, and recommended reading for related courses in the further education and skills sector.

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.

This book describes instructional models and why they are important for the successful operation of a school or school district.

The Second Edition of Curriculum Theory: Conflicting Visions and Enduring Concerns by Michael Stephen Schiro presents a clear, unbiased, and rigorous description of the major curriculum philosophies that have influenced educators and schooling over the last century. The author analyzes four educational visions—Scholar Academic, Social Efficiency, Learner Centered, and Social Reconstruction—to enable readers to reflect on their own educational beliefs and more productively interact with educators who might hold different beliefs.

Building on the foundation set in Volume I—a landmark synthesis of research in the field—Volume II is a comprehensive, state-of-the-art new volume highlighting new and emerging research perspectives. The contributors, all experts in their research areas, represent the international and gender diversity in the science education research community. The volume is
organized around six themes: theory and methods of science education research; science learning; culture, gender, and society and science learning; science teaching; curriculum and assessment in science; science teacher education. Each chapter presents an integrative review of the research on the topic it addresses—pulling together the existing research, working to understand the historical trends and patterns in that body of scholarship, describing how the issue is conceptualized within the literature, how methods and theories have shaped the outcomes of the research, and where the strengths, weaknesses, and gaps are in the literature. Providing guidance to science education faculty and graduate students and leading to new insights and directions for future research, the Handbook of Research on Science Education, Volume II is an essential resource for the entire science education community.

The revised fourth edition provides a broad perspective on the basic curriculum questions educators face regarding the purposes, content, design, and structure of educational programs. The authors deal with fundamental contemporary issues of curriculum theory and instructional practice.

Encourage second-grade students to build their reading comprehension and word study skills using daily practice activities. Great for after school, intervention, or homework, teachers and parents can help students gain regular practice through these quick, diagnostic-based activities that are correlated to College and Career Readiness and other state standards. Both fiction and nonfiction reading passages are provided as well as data-driven assessment tips and digital versions of the assessment analysis tools and activities. With these easy-to-use activities, second graders will boost their reading skills in a hurry!

This highly anticipated second edition of The Curriculum Studies Reader retains key features of the successful first edition while incorporating an updated introduction and new, timely essays. Grounded in historical essays, the volume provides context for the growing field of curriculum studies, reflects upon the trends that have dominated the field, and samples the best of current scholarship. This thoughtful combination of essays provides a survey of the field coupled with concrete examples of innovative curriculum, and an examination of contemporary topics like HIV/AIDS education and multicultural education.

This book offers clear guidance for facilitating curriculum improvement at the building level. It includes real-life scenarios that principals encounter, accompanied by strategies to help schools sustain focus on student learning and continuous organizational development. It is aimed at current and prospective administrators looking to update or refresh their understandings of curriculum leadership fundamentals. Its actionable ideas and useful examples can be applied across multiple school subjects and grade levels. Its practical overviews center on seven questions essential to planning, coordinating, overseeing, and supporting collective improvement efforts: .Which big ideas set the stage for curriculum leadership? .How can leaders help focus the curriculum? .When is curriculum mapping useful? .What are other curriculum support strategies? .Where do more integrated models come in? .What about alternatives to standardized curricula? and .Why do philosophy & political leadership matter? Though principal is used as shorthand, the concepts and tools highlighted are
equally relevant to the work of teacher leaders, instructional coordinators, central office personnel, and others interested in PreK-12 curriculum improvement.” This book combines several perspectives on the steps the Finnish educational system has taken to provide students with the skills and competences needed for living in today’s society and in the future. The ecosystem is used as a metaphor for the educational system. The Finnish system aims to achieve sustainable education by ensuring that the system is simultaneously interconnected and open to transformations. The book describes how a flexible curriculum system is succeeding without the pressures of high-stake testing. It also illustrates how the ongoing curriculum reform of the basic education is working. The book brings together knowledge gained in schools through the cooperation of researchers, teachers, school principals, the public sector, and private companies. The book presents case studies of technology integration aimed at crossing boundaries in formal and informal learning settings, locally and globally. The contributors address 21st-century needs and requirements through learner-driven knowledge creation, collaboration, networking, and digital literacies. It opens new scenarios of how to apply digital storytelling and games connecting fun, motivation, and learning. The strong message is that, through collaboration and networking, we can create an educational ecosystem that supports different learners.

Curriculum and Imagination describes an alternative ‘process’ model for designing developing, implementing and evaluating curriculum, suggesting that curriculum may be designed by specifying an educational process which contains key principles of procedure. This comprehensive and authoritative book: offers a practical and theoretical plan for curriculum-making without objectives shows that a curriculum can be best planned and developed at school level by teachers adopting an action research role complements the spirit and reality of much of the teaching profession today, embracing the fact that there is a degree of intuition and critical judgement in the work of educators presents empirical evidence on teachers’ human values. Curriculum and Imagination provides a rational and logical alternative for all educators who plan curriculum but do not wish to be held captive by a mechanistic ‘ends-means’ notion of educational planning. Anyone studying or teaching curriculum studies, or involved in education or educational planning, will find this important new book fascinating reading.

Hyper-socialised explores the challenges of late capitalist times for education systems, schools and teachers. It looks at how trends of accountability, ‘teaching to the test’, using pupil voice and reliance on network technologies are all connected to powerful social and economic forces, shaping the curriculum as it is taught in classrooms. Such forces threaten to overwhelm teachers but, in the right hands, they can also be harnessed to create, influence and teach a truly powerful curriculum for their students. Presenting a historical view of curriculum change, the book examines how society, curriculum and teachers are linked. Using geography as an illustrative subject, the chapters investigate what
influences teachers, to what extent they are in control of the curriculum, and what else is shaping it. Divided into two parts, it offers an in-depth exploration of the relationship between society, teachers and the curriculum, including what and how to teach remain wide open to debate. Evidence-based research into the significance and implications of 'hyper-socialised' curriculum enactment for teachers and teacher education. Four case study 'portraits' of geography departments and personal curriculum stories of each Head of Department. Insights into the nature of teaching as a profession and how a crisis of teacher recruitment and retention may be addressed. Written in clear and accessible terms, this book is an essential resource for teacher educators, subject teachers, headteachers and educational researchers who want to understand how and why schools and teaching are changing - and what this means for them.

This revised version of a bestseller provides the ready-to-use assessment strategies foundational to differentiating instruction. Includes surveys, checklists, sample assignments, graphic organizers, and rubrics. Perhaps not since Ralph Tyler's (1949) Basic Principles of Curriculum and Instruction has a book communicated the field as completely as Understanding Curriculum. From historical discourses to breaking developments in feminist, poststructuralist, and racial theory, including chapters on political theory, phenomenology, aesthetics, theology, international developments, and a lengthy chapter on institutional concerns, the American curriculum field is here. It will be an indispensable textbook for undergraduate and graduate courses alike.

"Provides readers with a clear, sympathetic and unbiased understanding of the four conflicting visions of curriculum that will enable them to more productively interact with educators who might hold different beliefs. The book stimulates readers to better understand their own beliefs and also to provide them with an understanding of alternate ways of thinking about the fundamental goals of education" - SIRREADALOT.ORG.

This book looks at the value of integrating the arts and sciences in the school curriculum. It argues that this will help students further their understanding of analytical concepts through the use of creativity. The authors illustrate how schools can work towards presenting common practices, concepts, and content. Coverage features case studies and lessons learned from classrooms across the United States. The notion of STEAM (Science, Technology, Engineering, Arts, and Mathematics) is an emerging discipline unique in its desire to provide a well-rounded approach to education. The chapters of this volume examine STEAM in a variety of settings, from kindergarten to higher education. Readers will learn about the practical considerations involved when introducing the arts and creativity into traditionally left brain processes. This includes best practices for creating and sustaining successful STEAM initiatives in any school, college, or university. For instance, one chapter discusses novel approaches to teach writing with the scientific method in order to help students better present their ideas. The authors also detail how the arts can engage more diverse learners, including students who are not traditionally interested in STEM subjects. They provide three concrete examples of classroom-tested inquiries: designing a prosthetic arm for a child, making a paleontology investigation, and taking a closer look at the arts within roller
coaster engineering. This book is an invaluable resource for teachers and teacher trainers, university faculty, researchers, and school administrators. It will also be of interest to science, mathematics, engineering, computer science, information technology, arts and design and technology teachers.

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.

At the tender age of fifteen, groundbreaking lead singer Cherie Currie joined a group of talented girls—Joan Jett and Lita Ford on guitar, Jackie Fox on bass, and Sandy West on drums—who could rock like no one else. Arriving on the Los Angeles music scene in 1975, The Runaways catapulted from playing small clubs to selling out major stadiums—headlining shows with opening acts like the Ramones, Van Halen, Cheap Trick, and Blondie while riding a wave of hit songs and platinum albums, and touring the world. A shocking, funny, and touching re-creation of a bygone era of rock and roll that chronicles the Runaways’ rise to fame and ultimate demise, Neon Angel is also an intensely personal account of Currie’s struggles with drugs, sexual abuse, and violence in a decadent, high-pressure music scene—a world of uncontrolled excess where she and her unsupervised bandmates had to grow up fast and experience things that no teenage girls should.

"The accompanying CD-ROM contains the full text of two epic stories plus additional worksheets, handouts, and art."--Page 4 of cover.

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. The diverse range of critical pedagogues presented in this book comes from a variety of
backgrounds with respect to race, gender, and ethnicity, from various geographic places and eras, and from an array of complex political, historical, religious, theological, social, cultural, and educational circumstances which necessitated their leadership and resistance. How each pedagogue uniquely lives in that tension of dealing with pain and struggle, while concurrently fostering a pedagogy that is humanizing, is deeply influenced by their individual autobiographical lens of reality, the conceptual thought that enlightened them, the circumstances that surrounded them, and the conviction that drove them. To be sure, people of justice, people who resist, are framed by a vision that embraces an inclusive, tolerant, more loving community that passionately calls for a more democratic citizenship. That is just what the 34 critical pedagogues represented in this text heroically do. Through the highlighting of their lives and work, this book is not only an excellent resource to serve as a springboard to engage us in dialogue about pivotal issues and concerns related to justice, equality, and opportunity, but also to prompt us to further explore deeper into the lives and thought of some extraordinary people. A Critical Pedagogy of Resistance: 34 Pedagogues We Need to Know is an ambitious undertaking. Kirylo’s narrative enterprise, which seeks to chronicle the lives of transformative pedagogues, is a project whose time has come. This text is an excellent resource for all those interested in the aesthetic that, as Kierkegaard believed, exercised power for the common good. Luis Mirón

How can we ensure that all students, regardless of cultural background or socioeconomic status, are granted equitable opportunities to succeed in the classroom and beyond? In Keeping It Real and Relevant: Building Authentic Relationships in Your Diverse Classroom, author and veteran educator Ignacio Lopez offers hard-won lessons that educators at all levels can apply to teaching, assessing, counseling, and designing interventions for learners from all walks of life. These insights are all rooted in the same core principle: building deep and meaningful relationships with students is the key driver of their success. In addition to examining the pivotal role of relationship-building among teachers and students in preparing the latter to perform at the highest level, this book offers Real-life examples of challenging classroom situations, each with a detailed breakdown of how they were peacefully and non-punitively resolved; Strategies for designing learning environments suited to the individual needs of students and reflective of their cultural backgrounds; Ideas for scaffolding students as they experience and internalize epiphanies about what works and what doesn’t, both academically and behaviorally; and Activities and reflection questions for use in professional development. Many teachers find balancing the needs of increasingly diverse classrooms made up of learners from increasingly diverse backgrounds to be a difficult and often thankless task—and one that takes precious time away from instructional planning. Here, Lopez outlines simple but ingenious steps for addressing these needs holistically, in a way that takes no extra time yet amply enhances the learning experience for students. Clear, practical, and much-needed, Keeping It Real and Relevant is the ultimate blueprint for creating a harmonious and successful classroom for kids of all colors, creeds, and cultures. This book shows school leaders how to build a thinking culture within the entire learning community. Included are practical classroom strategies and tools for developing students' creativity.
view. The second edition of the book introduces the new national curriculum for basic education that now provides guidelines for school-based curricula. Students' learning with engagement and schools as learning communities are core visions of the reform. The authors also reflect on the PISA 2012 results. The book gives an example on how to use PISA information for national improvements. In Finland, all evaluations are enhancement-led and this also includes PISA measurements. The book illustrates how teaching and learning of different subjects is realized in Finnish schools and describes the essential characteristics and methods of teaching, learning materials and research on these issues. The book provides important insight and reflections to international researchers, teachers, students, journalists and policy makers, who are interested in teaching and learning in Finnish schools. It shows the results of the systematic and persistent work that has been done on education and schooling in Finland. The main features of education in Finland are: Strong equity policy. Teachers as autonomous and reflective academic experts. Flexible educational structures and local responsibility for curriculum development. Evaluation for improvements, not for ranking. No national testing, no inspectorate. Research-based teacher education. Teachers' high competence in content knowledge and pedagogy. Trust in education and teachers."
A collection of articles from Rethinking Schools magazine. This book explores the complexities of curriculum studies by taking into account African perspectives of curriculum theory, curriculum theorising and the theoriser. It provides alternative pathways to the curriculum discourse in Africa by breaking traditions and experimenting on alternative approaches. Reframing the Curriculum is a practical, hands-on guide to weaving the concepts of healthy communities, democratic societies, and social justice into academic disciplines. Developed for future and practicing teachers, this volume is perfect for teacher education courses in instructional design, social foundations, and general education, as well as for study in professional learning communities. The author outlines the philosophies, movements, and narratives shaping the future, both in and out of classrooms, and then challenges readers to consider the larger story and respond with curriculum makeovers that engage students in solving problems in their schools, communities, and the larger world. The book’s proven method for designing units gives educators across grades and disciplines the tools to bring sustainability and social justice into experiential, project-based instructional approaches. Pedagogical features include: Specific examples and templates that offer readers a framework for reworking their units and courses while meeting required standards and incorporating innovative classroom practices. Activities and discussion questions that bring the content to life and establish ties with the curriculum. eResources, including a Facilitator’s Guide, offering examples of fully developed units created with this model and an editable template for redesigning existing units. Designed by experts in education, this best-selling workbook features vivid and full-color illustrations to guide children step-by-step through a variety of engaging and developmentally appropriate activities in phonics, reading, reading comprehension, language arts, writing, and math. Answer keys included. 544 pp. Features: • Easy-to-understand samples and directions • High interest topics • Fun, motivating activities • Review lessons to measure progress • Expanded teaching suggestions
This user-friendly guide helps students get started on—and complete—a successful doctoral dissertation proposal by accessingibly explaining the process and breaking it down into manageable steps. Steven R. Terrell demonstrates how to write each chapter of the proposal, including the problem statement, purpose statement, and research questions and hypotheses; literature review; and detailed plan for data collection and analysis. Of special utility, end-of-chapter exercises serve as building blocks for developing a full draft of an original proposal. Numerous case study examples are drawn from across the social, behavioral, and health
science disciplines. Appendices present an exemplary proposal written three ways to encompass quantitative, qualitative, and mixed-methods designs. User-Friendly Features 
**“Let’s Start Writing” exercises leading up to a complete proposal draft.**
**“Do You Understand?” checklists of key terms plus an end-of-book glossary.**
**End-of-chapter quizzes with answers.**
**Case study examples from education, psychology, health sciences, business, and information systems.**
**Sample proposal with three variants of the methods chapter: quantitative, qualitative, and mixed methods.**

Rather than simply outlining the classical and modern theories of learning, this widely adopted text brings the material to life through case studies that engage students in debates about what really happens in classrooms. Students are encouraged to test the strengths and weaknesses of each theory so that, ultimately, they will learn to formulate their own philosophies of teaching and learning. The new Fifth Edition of Perspectives on Learning features: A discussion of common sense and learning theories. A new chapter on Transfer of Learning. Consideration of recent developments in brain science. A thoroughly updated list of Recommendations for Further Reading. Perspectives on Learning is one of the five books in the highly regarded Teachers College Press Thinking About Education Series, now in its Fifth Edition. All of the books in this series are designed to help pre- and in-service teachers bridge the gap between theory and practice. D. C. Phillips Professor of Education and Philosophy Emeritus, School of Education at Stanford University. Jonas F. Soltis William Heard Kilpatrick Professor Emeritus of Philosophy and Education at Teachers College, Columbia University. “A great little book packed with conceptual contrasts and rich classroom vignettes. The best resource I’ve found for teaching about theories of learning in a liberal arts college.” —Jack Dougherty, Trinity College, Hartford, CT “A well-written and readable book. Phillips and Soltis should be commended for bringing together these various perspectives on learning that can be used by both pre-service and in-service teachers. The case studies presented help illustrate the theories and should facilitate active class discussions.” —The Professional Educator

As with most dynamic activities that are based on social and cultural contexts and rely on interactions, education is a complex and often ambiguous endeavor. Despite this complexity, scholars and educators are often required to find ways of defining and explaining what "good" teaching is and to incorporate these conclusions into teacher education. This book contains eight scholarly articles from various countries around the world and offers unique and up-to-date perspectives on relevant practices and pedagogies for teachers' professional education and development. In this international book, it is argued that there is a significant inspiration and enrichment to be gained by investigating the policies and practices of teacher education systems from all over the world.

Within critical discussions of school reform, researchers and activists are often of two camps. Some focus their analyses on neoliberal economic agendas, while others center on racial inequality. These analyses often happen in isolation, continuing to divide those concerned with educational justice into It's race vs. It's class camps. &lt;I&gt;What's Race Got To Do With It? brings together these frameworks to investigate the role that race plays in hallmark policies of neoliberal school reforms such as school closings, high-stakes testing, and charter school proliferation. The group of scholar activist authors in this volume were selected because of their cutting-edge racial economic analysis, understanding of corporate reform, and involvement in grassroots
social movements. Each author applies a racial economic framework to inform and complicate our analysis of how market-based reforms collectively increase wealth inequality and maintain White supremacy. In accessible language, contributors trace the historical context of a single reform, examine how that reform maintains and expands racial and economic inequality, and share grassroots stories of resistance to these reforms. By analyzing current reforms through this dual lens, those concerned with social justice are better equipped to struggle against this constellation of reforms in ways that unite rather than divide.

This book crosses the divide between theoreticians and practitioners by demonstrating how curriculum theories and models are applied in classrooms today. It ties together broad educational theories such as progressivism, essentialism, perennialism, etc.; curriculum models, characterized as learner-centered, society-centered or knowledge-centered; and exemplars of curriculum theories and models, such as Reggio Emilia, Core Knowledge, the International Baccalaureate, etc.

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