

1. Record Nr.	UNINA9910465420603321
Autore	Luke Allan
Titolo	Curriculum, Syllabus Design and Equity [[electronic resource] ] : A Primer and Model
Pubbl/distr/stampa	Hoboken, : Taylor and Francis, 2012
ISBN	1-283-59003-4 9786613902481 0-203-83345-7 1-136-84344-2
Descrizione fisica	1 online resource (181 p.)
Altri autori (Persone)	WoodsAnnette WeirKatie
Disciplina	375.001
Soggetti	Curriculum planning -- Methodology Educational equalization Social justice -- Study and teaching Curriculum planning - Methodology Educational equalization - Study and teaching Social justice Education Social Sciences Theory & Practice of Education Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di contenuto	Cover; Title Page; Copyright Page; Contents; Preface; Acknowledgments; 1 Introduction: The Practical Problem of Curriculum Making; 2 Curriculum Design, Equity and the Technical Form of the Curriculum; 3 School Subjects and Academic Disciplines: The Differences; 4 Curriculum Policy Guidelines: Context, Structures and Functions; 5 The Technological Solution to Reading Education: A Century of Frustration; 6 Sustaining Teacher Professionalism in the Context of Standards Referenced Assessment Reform; 7 Social Justice Visions and Curriculum Realities in the Early Years of Education

8 Curricular Conversations: Literacy Teaching and Learning in the Middle Years9 Improving Secondary Schools; 10 Generalizing Across Borders: Policy and the Limits of Educational Science; List of Contributors; Index

---

## Sommario/riassunto

Curriculum scholars and teachers working for social justice and equity have been caught up in acrimonious and polarizing political debates over content, ideology, and disciplinary knowledge. At the forefront in cutting through these debates and addressing the practical questions involved, this book is distinctive in looking to the technical form of the curriculum rather than its content for solutions. The editors and contributors, all leading international scholars, advance a unified, principled approach to the design of curriculum and syllabus documents that aims for high quality/high equi

---