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Titolo	Rethinking Schooling : Twenty-Five Years of the Journal of Curriculum Studies // edited by Ian Westbury, Geoff Milburn
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Nota di contenuto	Rethinking Schooling: Twenty-Five Years of the Journal of Curriculum Studies -- Part 1: Thinking about Schools and Classrooms -- 1. Strange Curricula: Origins and Development of the Institutional Categories of Schooling -- 2. Adam Smith and the Moral Economy of the Classroom System -- 3. The Lesson as a Pedagogic Text: A Case Study of Lesson Designs -- Part 2: Thinking about Pedagogy -- 4. Reflectivity and the Pedagogical Moment: The Practical-Ethical Nature of Pedagogical Thinking and Acting -- 5. Didaktik Analysis as the Core of the Preparation of Instruction -- 6. Effect of Questions in Education and Other Enterprises -- Part 3: Thinking about Curriculum Work and Curriculum Change -- 7. 'There's Always Another Agenda': Marshalling Resources for Mathematics Reform -- 8. Towards a Theory of Leadership Practice: A Distributed Perspective Part 4: Thinking about Futures -- 9. Designing Diversity: Globalization, Textbooks, and the Story of Nations -- 10. Meta-Scientific Criticisms, Curriculum Innovation and the Propagation of Scientific Culture -- 11. A Curriculum for the Study of Human Affairs: The Contribution of Lawrence Stenhouse -- 12. Learning for Anything Everyday -- 13. Curriculum Forms: On the Assumed Shapes of Knowing and Knowledge.
Sommario/riassunto	Taking a collection of seminal articles from the Journal of Curriculum Studies, this book offers readers a vantage point for thinking about the worlds of schools and curricula, focusing in particular on the concept of seeing schools, curricula and teaching in new ways. Each of the

chapters sheds fresh light on the ways of thinking the aforementioned. Themes include: classrooms and teaching pedagogy science and history education school and curriculum development students' lives in schools. Written by an international group of distinguished scholars from Britain, North America, Sweden and Germany, the chapters draw on the perspectives offered by curriculum and pedagogical theory, history, ethnography, sociology, psychology and organisational studies and experiences in curriculum-making. Together they invite many questions about why teaching and curricula must be as they are. Rethinking Schooling provides new futures for education and alternative ways of seeing them.
