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Nota di contenuto	PART I. Perspectives on junior cycle reform -- Chapter 1. Reforming curriculum: policy optimism meets practice; Damian Murchan and Keith Johnston -- Chapter 2. Teachers' and parents' perspectives on curriculum reform; Melanie NíDhuinn, Mark Prendergast, Chris Byrne -- Chapter 3. Student voice in curriculum reform; Paula Flynn, Nóirín Hayes -- Chapter 4. Media/ting educational reform: Junior cycle reform in the media; Ann Devitt -- PART II. Reforming curriculum and pedagogy -- Chapter 5. Key-skills in the context of 21st century teaching and learning; Keith Johnston -- Chapter 6. Opportunities and challenges in the reform of junior cycle language curricula; Ann Devitt, Noel Ó Murchadha -- Chapter 7. Reforming the junior cycle: Lessons from Project Maths; Chris Byrne, Mark Prendergast, Elizabeth Oldham -- Chapter 8. Putting the A into STEAM: Junior cycle reform in music; Marita Kerin, Susan McCormick -- Chapter 9. Bearding the lion: reforming assessment in junior cycle; Damian Murchan -- PART III. Planning and implementing change -- Chapter 10. The politics of educational reform; Clive Byrne -- Chapter 11. The Junior Cycle reform from a comparative perspective: assessment as curriculum practice according to Irish, Finnish and Swedish teachers; Maija Salokangas, Gerry Harvey, Wieland Wermke -- Chapter 12. Leading organisational change to support junior cycle reform; Eileen O'Connor, Damian

Sommario/riassunto

This book explores how curriculum reform is interconnected with policy, practice and society. Curriculum reform is increasingly associated with efforts to better the lives of citizens and provide a competitive edge to national prosperity. Educational policy and practice have been the subject of unprecedented convergence worldwide in the quest for so-called 21st century skills. This book offers a case study of curriculum reform within the Republic of Ireland, focusing on antecedents, processes and outcomes of government efforts to evoke fundamental curriculum realignment at lower secondary level. Set against a backdrop of fluctuating economic fortunes and concerns about academic standards and educational equity, this volume has wider relevance beyond Ireland for any system undertaking education reform at scale. Damian Murchan is Associate Professor and Head of the School of Education, Trinity College Dublin, Ireland. His research interests include educational reform, assessment policy and practice, technology-enhanced learning and assessment, 21st century skills and teacher professional development. Keith Johnston is Assistant Professor in the area of ICTs in education at the School of Education, Trinity College Dublin, Ireland. His main research interests are the development and implementation of ICT policy in primary and post-primary education, and in the use of ICTs to support teaching and learning at these levels.
