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children as far as they can now go; Individual differences; The balance between personal need and community membership
THE REQUIREMENTS AND CONSTRAINTS OF SOCIETY
SOME REFLECTIONS; NOTE; REFERENCES; Chapter 3 Knowledge for the masses; BACKGROUND; HYPOTHESES; DATA; DATA FRAME AND COVERAGE; RESULTS; SUMMARY AND DISCUSSION; NOTES; REFERENCES; Chapter 4 Education, Majorism and 'the curriculum of the dead'; RESTORATIONISM AND POLICY INFLUENCE IN THE UK; The curriculum; Music; Geography; History; Assessment; Pedagogy; COMMON SENSE AND VICTORIANISM; REFERENCES; GLOSSARY; Actors; Agencies; Chapter 5 The problem of good primary practice; THE QUEST: PRACTITIONER VIEWS; THE QUEST: THE APPEAL TO AUTHORITY
THE INVISIBLE CRITERION PROBLEM
THE NOTION OF GOOD PRACTICE: WHAT DO WE MEAN BY 'GOOD'?; THE NOTION OF 'GOOD PRACTICE': WHAT DO WE MEAN BY 'PRACTICE'?; A FRAMEWORK FOR CONCEPTUALIZING PRACTICE; WHERE IS GOOD PRACTICE TO BE FOUND?; GOOD PRACTICE: THE PRIMACY OF VALUES AND EVIDENCE; NOTE; REFERENCES; Part II English: literacy practices in the primary classroom; Chapter 6 Introduction; REFERENCES; Chapter 7 The schooling of literacy; LITERACY WITHOUT SCHOOLING; LITERACY IN THE COMMUNITY AND IN THE SCHOOL; PROCESSES OF PEDAGOGIZATION; OBJECTIFYING LANGUAGE; SPACE LABELLING; PROCEDURES HOMOGENIZATION OR VARIATION?
CONCLUSION; REFERENCES; Chapter 8 What counts as reading in this class? Children's views; SHARED READING: MODELLING OR MYSTIFICATION?; CHILDREN'S EXPECTATIONS AND INTERPRETATIONS; REFERENCES; Chapter 9 Disciplining English: the construction of a national subject; KINGMAN AND THE QUESTION OF GRAMMAR; KINGMAN AND THE QUESTION OF ENGLISH; CITIZENSHIP AND NATIONHOOD (1): ENGLISH AND MINORITY LANGUAGES; CITIZENSHIP AND NATIONHOOD (2): STANDARD ENGLISH; KINGMAN, ENGLISH AND EDUCATION; THE COMMON CULTURE; REFERENCES Chapter 10 Young children's writing: from spoken to written genre
GENRE DEFINED; A WRITING NEGOTIATION GENRE; THE RELATIONSHIP OF THE WRITTEN GENRES TO THE CURRICULUM GENRE; REFERENCES; Chapter 11 Planning for writing across the curriculum; PLANNING THE CONTEXT; THE FIELD; THE MODE; THE TENOR; PUTTING IT INTO PRACTICE; LANGUAGE ACCOMPANYING ACTION; RECOUNT; CLASSIFICATION ACTIVITY; EXPERIMENTING; Hammering test; TEXT TALK; THE BIG BOOK; Part III Science: views of the domain and learning; Chapter 12 Introduction; Chapter 13 Constructivism and quality in science education; EXPLAINING THE TITLE
THE EMERGENCE OF PERSONAL CONSTRUCTIVISM

Sommario/riassunto

The emphasis on subject knowledge in primary curricula is a world-wide phenomenon and has become increasingly the focus of attention in England, with the introduction of the National Curriculum and the appointment of subject co-ordinators in schools. Yet what exactly constitutes a subject and its practice remains controversial. The book is organised into five parts. Part one examines the general aims of primary education, in order to give a background for a more detailed exploration of UK curriculum development. Parts two, three and four examine the core subjects of English, science and ma
