

1. Record Nr.	UNINA9910962858803321
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Titolo	The politics of the school curriculum / / Denis Lawton
Pubbl/distr/stampa	Abingdon, Oxon, : Routledge, 2012
ISBN	1-136-71008-6 1-280-67644-2 9786613653376 1-136-71009-4 0-203-81485-1
Edizione	[1st ed.]
Descrizione fisica	1 online resource (169 p.)
Collana	Routledge library editions: education ; ; 22
Disciplina	375.0010941 375.00941 375/.00941
Soggetti	Education and state - Great Britain Education - Curricula - Great Britain
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Originally published: London : Routledge & Kegan Paul, 1980.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	THE POLITICS OF THE SCHOOL CURRICULUM; Copyright; The Politics of the school curriculum; Original Copyright; Contents; Preface; Acknowledgments; Chapter 1The meaning of politics; Chapter 2Teachers and the control of the curriculum; Chapter 3The growing power of the mandarins and the secret service; Chapter 4The Assessment of Performance Unit; Chapter 5The Schools Council; Chapter 6The control of the examination system; Chapter 7The politics of curriculum evaluation; Chapter 8'The end of the secret garden?'; Notes; Bibliography; Index
Sommario/riassunto	If the curriculum can be defined as a 'selection from the culture of society', the central question then becomes 'who selects'. This volume answers this question, reviewing various aspects of the curriculum and its planning. For many years the control of the curriculum was uncontroversial. In the 1970s this situation changed: teachers were increasingly criticised for having too much power; the Department of Education was suspected of wanting more control and local education

authorities felt they should be more involved in curriculum planning. In reviewing some of the reasons for these confl
