

Understanding Curriculum

The Australian context

What is curriculum, and what makes a curriculum successful? What sort of people should learners become? What sort of society are we working towards, and how is this reflected in the classroom? *Understanding Curriculum: The Australian Context* encourages readers to consider these questions and reflect on how curriculum theory can enhance classroom practice.

This book provides a critical introduction to contemporary curriculum theory and practice, outlining both traditional and progressive approaches in order to reconceptualise curriculum. Drawing on a range of perspectives, including behaviourism, constructivism and critical theory, it considers questions of curriculum ownership and culture. It explores technology, gender, equity and diversity, and Indigenous issues in depth. Key principles and debates are brought to life in each chapter through reflective questions and vignettes.

Every day, teachers make countless judgements and decisions about the best learning experiences for their students. The authors show how understanding curriculum through different lenses can uncover habits and prejudices that may inhibit good teaching, and can enhance the value of the learning experiences offered to students.

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About the authors

Authors

Dr Scott Webster (Deakin University) and Dr Ann Ryan (Monash University) between them have 33 years of teaching experience in school classrooms and 21 years' working in teacher education. They have worked together in teaching and research, sharing a common intellectual interest in the works of John Dewey. This interest has led them to enact their curriculum work based on the understanding that an educative curriculum involves both *currere* (verb) and *curro* (noun). Scott and Ann have a particular research focus on the theories and philosophies of education. Their research activities include: graduate–student supervision; conference papers; journal articles; book chapters; an academic research book; and two school textbook series. This book represents their current thinking on what is involved in educational practice and the teacher as curriculum worker.

Contributing authors

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