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THIS CRITICAL ANALYSIS LOCATES IRISH CURRICULUM POLICY AND PRACTICE IN THEIR BROADER SOCIO CULTURAL AND POLICY CONTEXTS SUCH AN ANALYSIS IS PARTICULARLY NECESSARY AT A TIME WHEN IRISH SCHOOLS ARE EXPERIENCING UNPRECEDENTED WAVES OF CURRICULUM REFORM IN A CONTEXT WHERE SUBSTANTIVE CURRICULUM DEBATES RARELY OCCUR THE BOOK EXPLORES THE IMPLICATIONS OF THESE CONTEXTUAL FACTORS FOR OFFICIAL UNDERSTANDINGS OF AND ATTITUDES TOWARDS CURRICULUM WITH PARTICULAR REFERENCE TO THE EXPERIENCES OF THE CURRICULUM DEVELOPMENT AGENCIES RECENT CURRICULUM REFORMS AND THE NATURE OF IRISH CURRICULUM CONTESTATION AND DISCOURSE EDUCATION AND CURRICULUM POLICY MAKING ARE CONSIDERED FROM THE PERSPECTIVES OF ECONOMIC GROWTH SOCIAL INCLUSION POLICY FRAGMENTATION AND THE PREVAILING REPRESENTATIONAL MODEL OF PARTNERSHIP THE STUDY IDENTIFIES THE TENSIONS THAT INEVITABLY ARISE IN ATTEMPTING TO ACHIEVE BOTH QUALITY AND EQUALITY IN EDUCATION AND OFFERS SOME ALTERNATIVES TO THE PREVAILING CONTRACTUAL MODEL OF 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SECONDARY SCHOOLING IN WESTERN AUSTRALIA FROM 1917 TO 1997 IN DOING SO THIS BOOK CONTRIBUTES TO THE EXISTING CORPUS OF INTERNATIONAL RESEARCH ON THE HISTORY OF CURRICULUM AND PARTICULARLY THE HISTORY OF GEOGRAPHY AS A SENIOR SECONDARY SCHOOL SUBJECT MUCH OF IT IS BASED ON PRIMARY SOURCES INCLUDING THE TEXTBOOKS AND ATLASES USED ALONG WITH SYLLABUS MANUALS AND GEOGRAPHY EXAMINATION PAPERS IT ALSO PROVIDES A FRAMEWORK FOR INVESTIGATING THE CONSTRUCTION OF SENIOR SECONDARY SCHOOL GEOGRAPHY CURRICULA IN OTHER CONSTITUENCIES AND COULD ACT AS A MODEL FOR ENGAGING IN FURTHER RESEARCH IN CURRICULUM HISTORY FOR OTHER SCHOOL SUBJECTS STATE WIDE NATIONALLY AND INTERNATIONALLY THE BOOK ALSO MAKES AN IMPORTANT CONTRIBUTION TO THE FIELDS OF CURRICULUM DESIGN CURRICULUM DEVELOPMENT AND CURRICULUM INNOVATION IT WILL BE OF GREAT INTEREST TO HISTORIANS OF EDUCATION COMPARATIVE EDUCATIONISTS EDUCATION LEADERS POLICY MAKERS AND LIBRARIANS THIS BOOK EXPLORES HOW CURRICULUM REFORM IS INTERCONNECTED WITH 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JUNIOR CERTIFICATE EXAM PAPERS ENGLISH ORDINARY LEVEL 2000-07-01 THIS CRITICAL ANALYSIS LOCATES IRISH CURRICULUM POLICY AND PRACTICE IN THEIR BROADER SOCIO CULTURAL AND POLICY CONTEXTS SUCH AN ANALYSIS IS PARTICULARLY NECESSARY AT A TIME WHEN IRISH SCHOOLS ARE EXPERIENCING UNPRECEDENTED WAVES OF CURRICULUM REFORM IN A CONTEXT WHERE SUBSTANTIVE CURRICULUM DEBATES RARELY OCCUR THE BOOK EXPLORES THE IMPLICATIONS OF THESE CONTEXTUAL FACTORS FOR OFFICIAL UNDERSTANDINGS OF AND ATTITUDES TOWARDS CURRICULUM WITH PARTICULAR REFERENCE TO THE EXPERIENCES OF THE CURRICULUM DEVELOPMENT AGENCIES RECENT CURRICULUM REFORMS AND THE NATURE OF IRISH CURRICULUM CONTESTATION AND DISCOURSE EDUCATION AND CURRICULUM POLICY MAKING ARE CONSIDERED FROM THE PERSPECTIVES OF ECONOMIC GROWTH SOCIAL INCLUSION POLICY FRAGMENTATION AND THE PREVAILING REPRESENTATIONAL MODEL OF PARTNERSHIP THE STUDY IDENTIFIES THE TENSIONS THAT INEVITABLY ARISE IN ATTEMPTING TO ACHIEVE BOTH QUALITY AND EQUALITY IN EDUCATION AND OFFERS SOME ALTERNATIVES TO THE PREVAILING CONTRACTUAL MODEL OF ACCOUNTABILITY THE AUTHOR DRAWS ON HIS OWN LONG EXPERIENCE OF CURRICULUM DEVELOPMENT AND EVALUATION AND ON INTERVIEWS WITH KEY PLAYERS IN IRISH CURRICULUM DECISION MAKING

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AN ANALYSIS OF THE LESOTHO JUNIOR CERTIFICATE MATHEMATICS EXAMINATION AND ITS IMPACT ON INSTRUCTION 1991 NO WORK HAS EVER BEEN PRODUCED PREVIOUSLY THAT SHOWS HOW HISTORICALLY GEOGRAPHY HAS BEEN CONSTRUCTED AS A SUBJECT FOR THE SENIOR YEARS OF SECONDARY SCHOOLING IN WESTERN AUSTRALIA FROM 1917 TO 1997 IN DOING SO THIS BOOK CONTRIBUTES TO THE EXISTING CORPUS OF INTERNATIONAL RESEARCH ON THE HISTORY OF CURRICULUM AND PARTICULARLY THE HISTORY OF GEOGRAPHY AS A SENIOR SECONDARY SCHOOL SUBJECT MUCH OF IT IS BASED ON PRIMARY SOURCES INCLUDING THE TEXTBOOKS AND ATLASES USED ALONG WITH SYLLABUS MANUALS AND GEOGRAPHY EXAMINATION PAPERS IT ALSO PROVIDES A FRAMEWORK FOR INVESTIGATING THE CONSTRUCTION OF SENIOR SECONDARY SCHOOL GEOGRAPHY CURRICULA IN OTHER CONSTITUENCIES AND COULD ACT AS A MODEL FOR ENGAGING IN FURTHER RESEARCH IN CURRICULUM HISTORY FOR OTHER SCHOOL SUBJECTS STATE WIDE NATIONALLY AND INTERNATIONALLY THE BOOK ALSO MAKES AN IMPORTANT CONTRIBUTION TO THE FIELDS OF CURRICULUM DESIGN CURRICULUM DEVELOPMENT AND CURRICULUM INNOVATION IT WILL BE OF GREAT INTEREST TO HISTORIANS OF EDUCATION COMPARATIVE EDUCATIONISTS EDUCATION LEADERS POLICY MAKERS AND LIBRARIANS

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