

Contents

Acknowledgements

Foreword

Chapter 1	Curriculum Planning	1
	What is the curriculum?	3
	Rational curriculum planning	8
	Other pressures on curriculum planning	11
	Curriculum development and the teacher	17
	Summary and conclusions	19
Chapter 2	Curriculum Objectives	23
	What is a curriculum objective?	25
	Some criticisms of Bloom's taxonomy	29
	Curriculum planning without prespecified objectives	33
	Alternative models of curriculum objectives	39
	Sources of procedural principles	46
	Summary and conclusions	48
Chapter 3	Curriculum Content	49
	Culture and the curriculum	51
	Knowledge and the curriculum	55
	Child-centred education	61
	Needs	62
	Growth	64
	Interests	66
	Values and the curriculum	71
	Summary and conclusions	75

Chapter 4	Curriculum Integration	79
	Forms of knowledge	80
	The integration of knowledge	81
	Reasons and purposes	83
	Other theories of knowledge	86
	Social and political implications	89
	Practical problems	95
	Summary and conclusions	99
Chapter 5	Curriculum Evaluation	103
	Types of evaluation	106
	Evaluation and the prespecification of objectives	108
	Evaluation without prespecified objectives	112
	The evaluator	117
	Summary and conclusions	126
Chapter 6	The Social Context of Curriculum Development	127
	Public examinations and curriculum development	129
	Influences and constraints	138
	The dissemination of innovation	147
	School-based curriculum development	150
	Summary and conclusions	157

Chapter 7	A Common Curriculum	161
	The background	162
	The case for a common core to the curriculum	164
	Problems and difficulties	168
	The implications of a centralized curriculum for curriculum development	173
	Evaluation and the centralized curriculum	176
	Accountability	179
	Common principles and processes	182
	Summary and conclusions	185
	Bibliography	187
	Index of Names	195
	Index of Subjects	199