

Curriculum Making in Europe

Policy and Practice
Within and Across
Diverse Contexts

Edited by

Mark Priestley
Daniel Alvunger
Stavroula Philippou
Tiina Soini



CURRICULUM MAKING IN EUROPE

PRAISE FOR CURRICULUM MAKING IN EUROPE

‘Europe is a rich site for comparative analysis of curriculum making, and this book provides a new perspective and a wealth of studies on different actors and influences. It is a prime resource for students of curriculum.’

Lyn Yates, Redmond Barry Distinguished Professor Emerita of Curriculum, Melbourne Graduate School of Education, Australia

‘This is one of the most interesting and important books on curriculum for a very long time. The study of the curriculum has been in the shadows for several decades but this book puts it under the spotlight again - deservedly so. The contexts and history of the case studies produced are diverse, yet each case study enables comparison by being framed using a common conceptual heuristic based on sites of activity, reflecting global, national, local, school and classroom ideologies, policies and practices. The dynamic processes between the layers of systems are thus revealed. The powerful central argument is for more, and better, sense-making from actors within and across all sites. This book provides a rationale, an incentive, and evidence (negative and positive) for doing things better. It should be read by actors at all levels in education systems.’

Mary James, University of Cambridge, UK

‘With its implications for policy and practice that go beyond traditional rigid educational policy texts, this book is essential reading for higher education students pursuing educational doctorates. The chapters offer a powerful corrective that empowers teacher and schools alike with making curriculum relevant to the experiences of students, and point our attention to translational and transactive processes that are otherwise ignored not only in educational policy literature, but in educator discourse. This book does a great service in (re)inscribing curriculum as a truly dynamic process in accessible language. As a curricularist who engages with education policy, I believe this work provides valuable theoretical and research material detail. For those who are interested in thinking the curriculum anew, I suggest that *Curriculum Making in Europe* be placed at the top of the reading list.’

Todd Alan Price, National Louis University, USA

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Across Diverse Contexts

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INVESTOR IN PEOPLE

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