



International Association for the Advancement of Curriculum Studies

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IAACS NEWSLETTER 1

The IAACS publications committee has the honour of initiating a newsletter for the association.

Countries of the assembly were invited to contribute. The main purpose of the newsletter is to give country's an opportunity to share news of the field on some or all of the following: how is the field organized in their country; key national publications (journals, special issues, books, book series); key national activities (like conferences); and transnational collaborations.

For this edition of the newsletter, the following countries have shared news:

- Cyprus (Stavroula Philippou philippou.stavroula@ucy.ac.cy)
- Estonia (Urve Läänemets urvelaanemets@hotmail.com)
- Scotland (Mark Priestley m.r.priestley@stir.ac.uk)
- South Africa (Petro Du Preez Petro.DuPreez@nwu.ac.za)
- Turkey (Sümer Aktan saktan@gmail.com)

We hope you will find their contributions insightful.

In scholarship,

The Publications Committee:

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Curriculum Studies in the Republic of Cyprus

Stavroula Philippou, Cyprus

Background: Curriculum and Curriculum Studies

Debates around education have often centred around curriculum in Cyprus: an Educational Reform launched in 2004 involved a curriculum review in 2010, a curriculum evaluation in 2014 and a curriculum re-structuring into “success and efficiency indicators” in 2016 across all sectors of formal school education. In higher education, curriculum also attracted attention, since a long-term government strategic goal of turning Cyprus into an international regional centre providing quality higher education qualifications in the area intersected with simultaneous processes of quality assurance and accreditation of all universities, departments and programmes of study, conducted by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education; this has been part of national obligations which derived from Cyprus’s membership to the European Higher Education Area (EHEA).

Curriculum Studies as a field has remained reflexive around these developments whilst extending, and critiquing, the instrumentality and economic rationalism which often characterise them; relevant work has explored and facilitated inquiry discussions around curriculum and teaching, problematizing both as contextu(r)al and contingent, socio-political, historical and cultural, in constant movement and yet recognisable stability across and between spacetimes. The field has also remained active in experimenting with alternative forms and sources of non-formal education for pupils and students or professional development and scholarly experiences for teachers and researchers, inquiring especially into narrated lives. The work of complicating curricular conversations has been conducted by colleagues across public and private universities, including the offering of masters and doctoral programmes in curriculum and teaching as a field. Such work contributes to the advancement of Curriculum Studies as a field of inquiry, whilst simultaneously informing its growth and formation at local, regional and international spaces, thus participating in *and* shaping its internationalisation. Examples of this work are mentioned below.

Cyprus Pedagogical Association, “Curriculum and Teaching” SIG

In the context of the Cyprus Pedagogical Association (CPA), a “Curriculum and Teaching” Special Interest Group (SIG) was founded in November 2013, when all SIGs of the Association were launched. Its founding members and co-coordinators between 2013-2016 were M. Ioannidou-Koutselini, S. Philippou, E. Klerides, L. Neophytou and N. Christodoulou and between 2016-2020 M. Koutselini, S. Philippou and E. Klerides. The 2020 Conference has been postponed due to the Covid-19 pandemic. The SIG has been circulating amongst its members a monthly newsletter with information of national and international events, conferences, seminars, calls for chapters and special issues, job opportunities, member news and publications as a way to communicate and form a community of curriculum scholars in Cyprus. It has also participated with numerous paper sessions and symposia at the Cyprus Pedagogical Association bi-annual conferences and has been co-organising public lectures and events, open not only to its members but to the broader academic community and the public; these have been often co-organised with coordinators of the “Curriculum, Teaching and Comparative Education” Programme of the Department of Education at the University of Cyprus and other bodies. Some of these events were:

Public Lecture by Walter S. Gershon (Associate Professor, Kent State University, USA) on *Resounding Curriculum: Critical Studies of the Sensuous in Educational Theory and Practice*, 10 February 2020, University of Cyprus.

Public Lecture by Theodore Christou (Professor, Queen’s University, Canada) on *‘Hope Has Come on Hard Times These Days’: Why Progressivism Matters in Education*, Diaspora University, 4 December 2019, University of Cyprus.

Public Lecture by Giorgos Grollios (Professor, Department of Education, Aristoteleion University of Thessaloniki, Greece) on *Historical trajectories of emancipatory and critical pedagogy to Greece*, 31 March 2017, University of Cyprus.

Public Lecture by Ivor Goodson (Professor, Education Research Centre, University of Brighton, UK) on *Understanding patterns of curriculum change*, 22 September 2015, University of Cyprus.

Public Symposium-Special Issue Launch Event on *Citizenship Education* with Andreas Kazamias (Professor, University of Wisconsin-Madison, USA) as the main speaker and position papers by Panayiotis Persianis (retired Associate Professor, University of Cyprus), Despoina Karakatsani (Associate Professor, University of the Peloponnese, Greece) and Halleli Pinson (Senior Lecturer, Ben Gurion University, Israel), 26 February 2014, University of Cyprus.

One of these events had a somewhat special character as it was organised to honour Mary Ioannidou-Koutselini, Professor of Curriculum Development, Department of Education, University of Cyprus, on her retirement. The event took place on the 15th of June 2018 and included a compilation of reflective comments by all of her PhD students who had graduated up to that point. Professor Koutselini was the first coordinator of the curriculum development postgraduate programme in Cyprus; one of the first co-coordinators of the SIG in 2013 and currently an honorary co-coordinator; and an Emeritus Professor at the University of Cyprus since her retirement. An honorary volume edited by Stavros Photiou, Professor at the Department of Education, includes chapters by colleagues, doctoral students and other collaborators of Professor Koutselini, highlighting some of the key themes that she has been concerned with during her academic career. The volume has been published in Greek, the reference is provided in English: Photiou, S. (Ed.). (2018). *Pedagogue, an Honorary Volume to Professor Mary Ioannidou-Koutselini*. Nicosia: University of Cyprus.

Publications

The directions that the field has been taking in Cyprus is also visible through the publications of the SIG's members and other scholars; indicative publications are listed below:

Books

Priestley, M., Alvunger, D., Philippou, S., & Soini, T. (Eds.) (2021). *Curriculum making in Europe: policy and practice within and across diverse contexts*. UK: Emerald Publishing.

Goodson, I. (2019). *The Politics of Curriculum and Investigating the Teacher's Life and Work* (Edited by Ioannidou-Koutselini, M., Philippou, S. & Klerides, L.). Athens: Gutenberg. [in Greek].

Valiandes, S. & Neophytou, L. (2017). *Differentiated teaching: functional and effective implementation*. Athens: Pedio [in Greek]

Christodoulou, N. (2015). *Understanding curriculum: a field of study and research*. Athens: Gregoris [in Greek]

Ioannidou-Koutselini, M. (2013). *Curricula and teaching*. Athens: Pedio [in Greek]

Journal Special Issues

Priestley, M. & Philippou, S. (Guest Editors) (2018). Special Issue on "Curriculum making as social practice: complex webs of enactment", *The Curriculum Journal*, 29(2).

Book chapters

Kontovourki, S., & Philippou, S. (forthcoming, 2021). Storying the teaching profession 'from below' and amidst change: A study of four cohorts of elementary teachers' life histories in the Republic of Cyprus. In University of Cyprus Research Committee (Ed.), *Honorary edited volume for the 20-year anniversary of the A.G. Leventis Foundation*. Nicosia, Cyprus: University of Cyprus.

Christodoulou, N., Christou, M., & Hadjipavlou, M. (2021). Oral history illustrated by the case of Cyprus. *Oxford Research Encyclopedia of Education*. Published online: 25 March 2021.

<https://doi.org/10.1093/acrefore/9780190264093.013.1172>

Philippou, S. (2020). Tracing disciplinarity in the history classroom: the cases of two elementary school teachers amid curriculum change in the Republic of Cyprus. In C. Berg & T. Christou (Eds.), *Historical thinking in the 21st century: reimagining history education. The Palgrave Handbook of History and Social Studies Education* (pp. 95-114). New York: Palgrave.

Christodoulou, N. (2017). Pedagogical approaches to oral history in schools. In K. R. Llewellyn & N. Ng-A-Fook (Eds.), *Oral History and Education: Theories, Dilemmas and Practices*. New York: Palgrave Macmillan.

Journal Articles

Klerides, E. (2021). Comparisons, numbers and nations: Exploring national policy responses to international data via a postfoundational imagining of the policymaker, *Journal of Education Policy*, <https://doi.org/10.1080/02680939.2021.1891293>

Sarakinioti, A. & Philippou, S. (2020). European discourse on Higher Education Quality Assurance and Accreditation: Recontextualisations in Greece and Cyprus at times of 'crisis'. *European Education*, 52(2), 132-145. <https://doi.org/10.1080/10564934.2020.1765390>

Klerides, E. (2018). Democratic and humanistic/humane paideia in the Euro-Cypriot polity - Prospects for reconstruction and modernization: A biographical sociological analysis of a reform initiative in a (de-)globalizing world, *European Education*, 50(2), 416-433. <https://www.tandfonline.com/eprint/Nvi3HfTw7329y2GzSZzx/full>

Kontovourki, S., Philippou, S. & Theodorou, E. (2018). Curriculum making as professionalism-in-context: the cases of two elementary school teachers amidst curriculum change in Cyprus. *The Curriculum Journal*, 29(2), 257-276. <https://www.tandfonline.com/eprint/8zvg7a5m4pnQeu7VP64m/full>

Theodorou, E., Philippou, S., & Kontovourki, S. (2017). Caught between worlds of expertise: Primary teachers amidst official curriculum development processes in Cyprus. *Curriculum Inquiry*, 47(2), 217-240. <http://dx.doi.org/10.1080/03626784.2017.1283591>

Christodoulou, N. (2014). Oral History and Living Memory in Cyprus: Performance and Curricular Considerations. *TCI (Transnational Curriculum Inquiry)*, 11(1), 30-43.

<https://ojs.library.ubc.ca/index.php/tci/article/view/184437>

Finally, some more regional news in which Cyprus has been involved in. The "Curriculum" Network of the European Educational Research Association (EERA) has been organising summer schools for graduate students and young researchers in curriculum studies in 2017 and 2019 with participation from Cyprus, on the occasions of the respective conferences of the European Association for Curriculum Studies (EACS). The EACS has been organising bi-annual conferences since 2013; the 2021 conference, which coincided with the IAACS world tri-annual conference, was to be hosted by colleagues in Portugal, but has been postponed for 2022 due to the Covid-19 pandemic. Stay tuned!

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Curriculum Studies in Estonia

Urve Läänemets, Estonia

Curriculum studies as a field of research has renewed importance globally, regionally and locally, as education is expected to help solve the pressing problems of the 21st century. Knowledge-based societies with an educated population are better equipped to prevent undesirable developments in all environments - natural, political, social and cultural. Curriculum studies create a basis of philosophical, historical, psychological, and sociological basis for informed decision-making and enable a country to formulate its educational policy and ensure the availability of opportunities for learning at each academic level. Curricula must be recognized as intellectual centrepieces of any system of education.

Education, however, is context-based and culturally coloured, which means that countries require a thorough knowledge of their own school history, its traditions and achievements. Any approach that fails to take into account theories of education and a country's educational history precludes the possibility of adequately assess innovation. At present, many European countries are trying to transcend the instrumentality of curriculum and ensure an inclusive human dimension - ethics. This points to the relevance of Bildung-approach to curriculum development, which has the potential to spark a new Human Renaissance, as proposed by the Club of Rome in 2019. The increase in diversity has become unsustainable, as all societies need cohesion, which can be based on shared values, despite different (sub)cultures.

Curriculum development requires a wide-ranging conversation among different social groups, especially vibrant intergenerational dialogues about values and co-creation of potential solutions that can strike a balance between tradition and innovation. Pioneering thinking in the field of curriculum studies implies a greater integration of educational philosophy and values, taxonomies of aims, specified content, organisational forms of learning, supportive learning environments as well as wider sharing of professional knowledge and experiences with regard to curriculum design in different countries. In light of our experience with the pandemic, curricula for various educational institutions have become especially meaningful, providing information of what is being taught and learnt (content) and expected results that allow students to proceed to higher levels.

Estonia

Estonia is a small country with considerable experience in national education. The first national curriculum for schools (1917) is older than the Estonian state (1918). Curriculum developments can be divided into three periods: the first is that of Republic of Estonia (1918-1940) during which a national system of education was developed. Curricula for compulsory schools were established in 1919, 1921, 1928 and for secondary schools and gymnasias in 1926, 1930 and 1938. These were modelled on the West-European and Bildung-tradition.

The Soviet period (1945-1991) started with implementation of the system, which was comprised of seven-grade compulsory education and accompanied with the vociferous repetition of ideological slogans; however, this changed after 1953, when Stalin died. From January 1960 until August 1980 Minister Eisen astutely managed to steer Estonian education along its own path. Estonian was the language of instruction at schools, vocational institutions and universities. In December 1959 Eisen established the Institute of Educational Research, which operated until May 1991. The institute was given responsibility for formulating school curricula. It had the double task of adapting pan-Soviet math and science programs and

developing local programs for learning languages, literature, music, arts and sports. The subject of history was strongly ideologically influenced, but since 1970ies textbooks on Estonian history were published.

After the Sputnik shock of 1961, Estonia became a kind of educational laboratory with a network of specialised schools for those interested in in-depth studies, of practically all school subjects. There were language schools, science schools, etc, which all had their own local curricula. Various types of experiments were carried out. There was a system of in-service training, which provided information about new subject programs, corresponding to them study aids, methods of teaching and there was a network of teachers, who undertook educational research and were supervised by university professors.

The period from 1991 to the present has been characterised by rapid changes and the introduction of market-based economy and adoption of (neo)liberal ideologies. Decentralization and freedom are the key concepts. All of the central institutions were closed and educational research was transferred to universities. New curricula for schools were developed in 1996, 2002 and 2012. Since 2014, curriculum development has become a permanent project-based activity. Schools are responsible for developing more specific and integrated learning content. National exams were introduced in 1997 and testing has become a significant issue. Estonian students have performed successfully in PISA tests, especially in 2018, due to the surviving encyclopaedic curricula and the efforts of competent older teachers (average age 48). In addition to traditional supportive learning environments, e-learning (opiq.ee) has been developed, which facilitated recently needed remote web-based learning.

Neither Tallinn nor Tartu University has a department for curriculum research, but there is an active Centre of Engineering Pedagogy (IGIP) at Tallinn University of Technology that develops curricula and offers a course in curriculum theory and practice. There are several curriculum researchers who cooperate with their international colleagues, most often from Finland (e.g. Professor Tero Autio) and people from the IAACS.

Conferences dedicated to the renown Estonian-born curriculum classic Hilda Taba were organised in 1992, 2002 and 2012 with participation of international scholars. Four research papers have been written on the development of the content of subject syllabi (Estonian as mother tongue and literature, history, English and German). Articles have been published in conference collections in Estonia and abroad, there are three monographs on curriculum studies in Estonian by Edgar Krull (2020) and Urve Läänemets (1995 and 2021).

Conclusion: Curriculum studies and curriculum development for all levels of education must be institutionalised in order to formulate Estonian education policy, teacher education, school development and opportunities for teachers to share their knowledge and experience nationally and internationally. Rather than adopting or imitating some transnational one-size-fits-all approach to abstract education and curriculum reform, reforms should significantly be mediated by local historical, cultural, political and economic factors that would create the policy settings for the successful education and school system.

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Curriculum reform and renewal in Scotland

Mark Priestley, Scotland

Scotland's Curriculum for Excellence (CfE) has achieved worldwide acclaim – and a degree of notoriety – as an early example of the now commonplace trend towards what have variously been called 21st Century or 'New' curricula (e.g. see Priestley & Biesta, 2013). These curricula – national frameworks setting out expectations for learning in schools – differ from their predecessors in a number of key respects. These include: the positioning of teachers as active curriculum makers (or 'agents of change') and a focus on local curriculum making; a shift away from specification of detailed content to be taught to a genericism, often interpreted as an emphasis on skills over knowledge; and a heavy emphasis on so-called 'active learning' and personalized provision. CfE, in common with its curricula brethren in other countries, has often been characterized as a student-centred curriculum, although it is perhaps more apt to see it as having a more instrumental social efficiency orientation (Schiro, 2008).

CfE has some strengths, especially in its future-focused vision of the attributes that might be required for active citizenship, for example, and its rejection of heavy-duty external prescription of content, but it has been also subject – quite rightly in my view – to critique. Criticisms include its tendency to downgrade knowledge (Priestley & Sinnema, 2014), a lack of a strategic approach to implementation, poor conceptualization of key ideas, confusing and over-complex policy documentation, and inadequate support for curriculum making in schools (Humes & Priestley, 2021; OECD, 2015; 2021).

These critiques have been given extra impetus in June 2021 by the publication, by the OECD, of a review of CfE. Of course, the OECD is not a totally impartial observer of Scottish education; CfE is closely aligned with the OECD ideology for curriculum, which is affirmed in the report. The Review comes at a pivotal time for the Scottish school system, following the disruption caused by the COVID-19 pandemic, which has served to interrupt thinking about education in many ways. The OECD Review offers a fairly balanced critique of the implementation of the Scottish curriculum, as well as some practical advice for dealing with the issues it raises.

The OECD's recommendations go beyond the simple reform of a curriculum framework into the realm of governance. For example, they see many of the issues with CfE as lying in the administrative structures of the Scottish system – national agencies such as Education Scotland that lack specialist expertise in curriculum and which have even been seen as bureaucratic brakes on curriculum making in schools. Thus, the OECD Review advocates the establishment of a specialist curriculum agency, to oversee curriculum and assessment policy, and conduct periodic reviews. It suggests reform of existing functions such as school inspections.

The OECD suggest a major refresh of the curriculum framework, condensing the current plethora of documentation into a single curriculum framework document, as is the norm in many countries. This refresh needs to go beyond a retailoring of the message, as was the case with previous tinkering with CfE; the OECD has emphasized that the Scottish curriculum needs to place a more explicit emphasis on so-called '21st century knowledge' – the systematic development of concepts required for living in a modern complex world. This may require a reworking of the technical form of the curriculum, jettisoning the current structure of outcomes/benchmarks arrayed in multiple levels, in favour of the sort of a Big Ideas conceptual framework utilized in British Columbia¹.

Qualifications reform is a likely outcome of the OECD Review. The OECD draws attention to a 'misalignment between qualifications and curriculum, leading to significant backwash in the

¹ <http://nvsd44curriculumhub.ca/big-ideas-list/>

secondary school curriculum. The development of CfE in secondary schools has been primarily seen as a qualifications issue, and other curricular questions have been largely neglected until recently. Such reform will most likely involve reducing the tyranny of the exam as the dominant form of assessment, moving to a mixed economy of different assessment approaches, including continuous assessment. There will be a need to question the current three-tier approach – the ladder of qualifications across three years of the secondary senior phase – with its so-called ‘two-term dashes’ to the next set of exams.

Of course, curriculum making involves much more than the production of coherent policy. There is also a need to create the conditions to facilitate the successful enactment of these frameworks into meaningful practice in schools and colleges. This requires the development of effective networks which are embedded in the work of local curriculum makers, rather than top-down approaches which tell practitioners what to do. The Regional Improvement Collaboratives (RICs), established in 2017 following a previous OECD review, offer some promise as meso-level support for curriculum making in schools (Priestley et al, 2021) but, as noted by the OECD, have not developed this potential. In my view, this will require a repurposing of the RICs, so that their function is predominantly about supporting and connecting practitioners, including those who are not teachers. It will require additional resources, particularly for freeing up the time that is needed (Scottish teachers have comparatively limited non-contact time), and a recognition that curriculum making, if it is to be effective, requires time outside of the classroom to collaborate, plan, develop and evaluate practice.

The OECD Review signals a time of change in Scottish education, but it comes with significant challenges. These are partly structural questions, which can be addressed through designing new systems, roles and agencies. But they are also cultural, as they go to the heart of long-held assumptions about how to regulate education in Scotland, and these issues are more difficult to address. Recent evidence (e.g. Priestley et al, 2020) suggests that the system is ready for this challenge. Time will tell whether system leadership is also up to the task.

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Curriculum Studies in South Africa

Petro Du Preez, South Africa

Curriculum as one of the central components of the education system, both of school education and higher education, has often been integrated into the general discourse of Education in South Africa, while globally, the advancement of Curriculum as a field of inquiry has grown exponentially. The discourses on Curriculum in South Africa has largely been related to the context of educational transformation, responsive and progressive education and policy terrain, yet globally the Curriculum Inquiry has transcended the instrumentality of curriculum. The opportunity to go beyond this instrumentality of curriculum in South Africa will open up spaces to imagine possibilities for our context. Hence, the Curriculum Studies Special Interest Group (SIG) of the South African Education Research Association (SAERA) is a home to advance curriculum thinking. The intention, therefore, is to advance Curriculum Inquiry in South Africa, taking on an African philosophical approach, to advance the philosophy, theory and praxis associated with the field of Curriculum Inquiry.

Pursuant to this intention, the Curriculum Studies SIG of SAERA (<https://www.saera.co.za/sigs/curriculum/>), endeavours to harness scholarship in Curriculum Studies, to recognise and promote advancement in inquiry, thinking and theorising in the discipline through research, collaborative engagements, seminars, conferences and publications, and to build a formidable group of Curriculum scholars within South Africa.

Symposia at SAERA

Each year the Curriculum Studies SIG facilitates a two hour symposium at SAERA's annual conference. Topics that have been address are:

- Scoping the curriculum scholarship in South Africa over the last 25 years (2019)
- Stuck in the rhetoric of decolonisation: Curriculum Studies in South Africa through the lens of Pinar's complicated conversations (2019)
- Curriculum capture of educational reforms: Accountability to whom and for whom in re-situating the complicated conversations in South Africa (2019)
- Celebrating 50 years of Paulo Freire's Pedagogy of the Oppressed (2018)
- Decolonising Curriculum in formal education – what, why, how and for whom? (2017)
- Intellectual integrity, rigour and critical illumination: re-imagining Curriculum Studies scholarship (2016)
- Curriculum in/and/for policy: venturing beyond instrumentality (2015)

Webinars/regional workshops

The intention of the regional workshops and webinars is to organise opportunities for scholars to meet outside of the annual SAERA conference to engage with scholarly discussions and debates on issues related to Curriculum Studies. The focus of these regional workshops and webinars are to explore the range of discourses and debates that are informing the work of Curriculum Studies scholars within South Africa. The outcome of these regional workshops and webinars are to establish a project on scoping the field of Curriculum Studies within South Africa to illuminate the interest in and future directions of Curriculum Studies within South Africa. This baseline scoping will then create opportunities to harness interests in and direct future engagement to build a formidable Curriculum Studies scholarship within South Africa. The following topics have been addressed in these regional workshops and webinars:

- *Ubuntu-currere*: Rethinking curriculum in South Africa's decolonial moment (Lesley le Grange, Mlamuli Hlatshwayo & Lester Shawa, 2020)
- Neoliberalist curriculum in the context of crisis (Suriamurthee Maistry & Zayd Waghid, 2020)
- Work-integrated learning for student teachers: A research-led approach during Covid-19 and beyond (Maureen Robinson, Lee Rusznyak & Carol Bertram, 2020)
- (Re)configuring curriculum theorising: Some posthumanist musings (Petro du Preez & Shan Simmonds, 2020)
- Curriculum Studies and its commitment to activist intellectualism: The case of the decolonial project in South Africa (Suriamurthee Maistry, 2019)
- Decolonisation in Universities: The Politics of Curriculum (Jonathan Jansen, 2018)

- Learning to Teach in Post-apartheid South Africa - Student Teacher' Encounters with Initial Teacher Encounters (Yusuf Sayed, 2018)

Special Issues of the Curriculum Studies SIG: Publications

In 2018 the SIG sent a call for papers for a **special edition in the Journal of Education**. It was edited by Labby Ramrathan, Petro du Preez and Lesley le Grange. The theme was “**Internationalising, indigenising, decolonising and Africanising Curriculum Studies**”. In this special edition the editors invited papers that advance the discipline of Curriculum Studies, taking cognisance of the current discourses and debates relating to binaries, contestations, illuminations and possibilities. Internationalisation, indigenisation, decolonisation and Africanisation are shaping debates informing the global and local Education landscape. Contributions complexified, demystified and disrupted discourses such as internationalisation, indigenisation, decolonisation, Africanisation and other related concepts as it relates to Curriculum Studies. Philosophical and empirical works employing a variety of methodological traditions were considered in the focal areas of higher education, technical and vocational education and training, teacher education and schooling. To download the issue for free, visit the following site:

<https://journals.ukzn.ac.za/index.php/joe/issue/view/48>

In 2020 the SIG again sent out a call for papers for a **special issue in *Alternation*** (Editors: Petro du Preez, Labby Ramrathan & Shan Simmonds). The theme was “**On Curriculum Philosophy, Thinking, and Theorising in South African Higher Education Transformation**”. The special issue’s intent was to engage critically with various dimensions of curriculum transformation. This important, appropriate, and timely scholarly undertaking with its philosophical and theoretical musings, was framed by the questions: Why is curriculum philosophy, thinking, and theorising in South African higher education transformation pivotal right now? How has curriculum transformation unfolded in diverse higher education institutions? These questions are central to curriculum specialists and their continued commitment to advance the field in South Africa. Articles providing philosophical engagement with higher education curriculum transformation opened this special issue and these were followed by articles that contribute to the thinking and theorising thereof. To download the issue for free, visit the following site:

<http://alternation.ukzn.ac.za/pages/volume-27-2020/alternation-special-edition-31.aspx> &

The core members of the SAERA Curriculum Studies SIG also contributed to a book published by ***Alternation*** in 2020. It was titled: “**RE-thinking the Humanities Curriculum in the Time of COVID-19**”. COVID-19 has become a threat to the health and wellbeing of the world population. Its global pandemic nature has the potential to destabilise systems and processes that have defined human existence, epistemology and knowledge up to now. New ways of thinking, new responses to systems and processes and new boundaries are being formed as a result of this rapidly spreading disease. In responding to the disruption to higher education, the volume sought to address the key question of: how have institutions responded to the institutional closures and the protection of integrity of what is being taught, learnt and assessed across programmes in the Humanities? In response to this key question, a compilation of ten chapters formed the volume addressing initial insights, problematisations, opportunities and actions taken by institutions on the Humanities curriculum within the context of COVID-19. To download the issue for free, visit the following site:

<http://alternation.ukzn.ac.za/Files/books/series-01/01/12-AASBS-01-Full-Volume.pdf>

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Curriculum Studies in Turkey

Sümer Aktan, Turkey

The curriculum in Turkey is at the center of the central education system. In this context, all schools in Turkey, whether public or private, are obliged to implement the curriculum determined by the state. In this respect, the curriculum constitutes the focal point of the entire education system. The Ministry of National Education is the main factor in the preparation and implementation of the curriculum of all schools in the country. Curriculum is also an academic field that is studied both in teacher education and specialization programs at the higher education level in Turkey as a scientific field of study. Academic studies are carried out on different dimensions of curriculum through master and doctoral programs at the higher education level, and curriculum is given a separate place in scientific meetings.

The institutional identity of the curriculum in Turkey has a very old history. In parallel with the increasing number and diversification of schools since the reign of Abdülhamit the second (1876-1909), commissions were established that formed the curricula and these commissions produced a rich accumulation by working on a constant change in the curricula and the determination of the textbooks. In this period and in the following years, an important intellectual accumulation regarding the European pedagogy was provided by the educators who received education abroad or made observations abroad.

With the proclamation of the republic in 1923, it is seen that a more systematic effort was made in terms of the preparation and implementation of curriculum. The report given by John Dewey in 1924 on Turkish education and the primary school curriculum written in 1926 with a progressivist tendency can be seen as important attempts to develop curriculum in the first years of the republic. Although the perspective on curriculum and teaching in Turkey in the period between 1923-1945 was generally influenced by Continental Europe, in the years following 1945, as a result of the rapprochement with the United States, it is seen that the American curriculum thought and understanding of educational science began to dominate. American style, with the contribution of experts who have returned to the country with a doctorate degree from abroad - the United States - especially since the 1960s, technical-scientific program thought and Tyler Rationale established themselves. Therefore, it can be said that the dominant paradigm in curriculum studies in Turkey has developed in the context of Tyler's Rationale, since the Second World War.

Syposia at TACI

In 2009, the Turkish Association of Curriculum and Instruction [TACI] was established, aiming to gather academicians and experts working in the field of curriculum around a professional union in Turkey. The main purpose of the TACI is to develop the field of curriculum and instruction and the scientific, professional and cultural development of people, institutions and organizations working in this field; It has been determined as contributing to the modernization of curricula at all levels of education by collaborating with national and international educational institutions.

Since its establishment, the association has organized national and international symposiums and workshops in order to bring together those working in the field of curriculum and teaching, to increase professional solidarity, and to ensure national and international cooperation. The effective operation of the association in Turkey has also been a force that has increased the professional solidarity among academicians, teachers and higher education students working in the field of curriculum and instruction. The series of symposiums, first organized by TACI in 2010, are repeated every year and in this way, professional solidarity is prioritized. The series of meetings, which were held with a general perspective without a specific theme in the symposiums until 2015, started to be organized under

certain themes as of 2015. Thus, the studies focused on the solution proposals for the different educational levels of the curriculum or the different dimensions in the field of education.

- I. National Congress of Curriculum and Instruction (EPOK 2010)/ University of Balıkesir Necatibey Faculty of Education/ 13-15 May 2010, Ayvalık-Balıkesir -Turkey
- I. International Congress of Curriculum and Instruction (ICCI-EPOK 2011)/ Anadolu University Faculty of Education/ 5-8 October 2011, Eskişehir-Turkey
- II. National Congress of Curriculum and Instruction (EPOK 2012)/ Abant İzzet Baysal University, Faculty of Education/ 27-29 September 2012, Bolu-Turkey
- International Europe Curriculum Studies Conference/ Portugal-University of Braga Minho / 18-19 October 2013, Braga-Portugal
- III. National Congress of Curriculum and Instruction (EPOK 2014)/ Gaziantep University Faculty of Education/ 7-9 May 2014, Gaziantep-Turkey
- III. International Congress of Curriculum and Instruction (ICCI-EPOK 2015)/ Çukurova University Faculty of Education / 22-24 October 2015, Adana-Turkey “Curriculum Studies in Higher Education”
- IV. International Congress of Curriculum and Instruction (ICCI-EPOK 2016)/ Dicle University Ziya Gökalp Faculty of Education / 27-30 October 2016, Antalya-Turkey “Curriculum Studies in Teacher Education”
- V. International Congress of Curriculum and Instruction (ICCI-EPOK 2017)/ Muğla Sıtkı Koçman University Faculty of Education/ 26-28 October 2017, Muğla-Turkey “Curriculum Studies in Elementary Education”
- VI. International Congress of Curriculum and Instruction (ICCI-EPOK 2018)/ Kafkas University Faculty of Education/ 11-13 October 2018, Kars-Turkey “Curriculum Studies in Secondary Education”
- VII. International Congress of Curriculum and Instruction (ICCI-EPOK 2019)/ Ankara University Faculty of Educational Sciences/ 9-12 October 2019, Ankara. “Redesigning the Future in the Light of Curriculum Studies”
- VIII. International Congress of Curriculum and Instruction (ICCI-EPOK 2021)/ Burdur Mehmet Akif Ersoy University Faculty of Education/ 25-27 March, 2021 Online. “Curriculum Studies in Lifelong Education”

Workshops

Three important workshops have been organized by TACI so far. These workshops are respectively Accreditation of Postgraduate Education, Ethics in Research, Similarity of Terms.

International Journal of Curriculum and Instructional Studies

IJOCIS is an international refereed journal that includes academic studies in the field of curriculum and instruction, which was started to be published by TACI in 2011 as the first journal in Turkey with the name of education programs and teaching. Distinguished academics from both Turkey and different universities around the world serve on the editorial board of the journal. The journal has been published twice a year since 2011.

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