All about Education and the Good Life: Beyond the National Curriculum (The London education series) by John White. LibraryThing is a cataloging and social networking site for booklovers. An investigation of what we should be aiming at in education, and what concepts of the human being and the good society should lie behind our aims. The author compares the general aims of education for which he argues, with those which can be perceived to underlie the National Curriculum. (retrieved from Amazon Thu, 12 Mar 2015 18:22:35 -0400). Â–¾Library descriptions. An effective National Curriculum therefore gives teachers, pupils, parents, employers and their wider community a clear and shared understanding of the skills and knowledge that young people will gain at school. It allows schools to meet the individual learning needs of pupils and to develop a distinctive character and ethos rooted in their local communities. And it provides a framework within which all partners in education can support young people on the road to further learning. Â Values and purposes underpinning the school curriculum Aims for the school curriculum The national framework and the purposes of the National Curriculum. The school curriculum and the National Curriculum: about key stages 1 and 2. Beyond 2000: Science education for the future The report of a seminar series funded by the Nuffield Foundation. EDITORS OF THIS REPORT Robin Millar Jonathan Osborne. CONTRIBUTORS Attendees at seminars. Â The National Curriculum separates science and technology. Research, however, suggests that many young people perceive the purpose of the scientific endeavour substantially in terms of its technological products. Â end-in-itself, which must provide both a good basis for lifelong learning and a preparation for life in a modern democracy. Its content and structure must be justified in these terms, The science curriculum from 5 to 16 should be seen primarily as a course to enhance general Â€œscientific literacyÂ€™.
Zusammenfassung. I give a fuller account of personal autonomy as a central aim of education in Education and the Good Life: Beyond the National Curriculum (forthcoming).

Third, if there is a National Curriculum beyond the present one, what could be the vision for an updated PSE? The first sense will not be addressed here, since a historical account is already available (Watkins, 1995). Personal-social education Since the 1988 Act defined the National Curriculum in terms of subjects with attainment targets, programmes of study and assessment arrangements, it was soon clear that it was not about a broad entitlement. The subject folders followed and the ensuing circulars focused on the testing arrangements.

Satisfaction is gained from doing better than others or succeeding with little effort, and there is an emphasis on interpersonal competition, normative standards, public evaluation.