

Intended Versus Enacted Curriculum: Teacher Knowledge and Curriculum Change at the Senior Secondary Level

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Shulman (1987) identified curriculum knowledge as part of the knowledge base for teaching. With considerable curriculum changes in mathematics education in Australia in recent years, including the review of the F-10 syllabus and implementation by several states of the new senior secondary subjects, it is vital that teachers are cognisant of any change. It is also important to understand how these changes influence a teacher's practice.

A two-year longitudinal study on student, teacher, and lecturer perspectives on the transition from secondary to tertiary mathematics was conducted across Queensland. Participants included 1000 Year 12 students, 49 teachers and 16 university academics. Part of the study involved students completing two sets of mathematics questions, with teachers and lecturers asked for their perspectives on how students would answer the questions and how difficult the students would find them.

In general, the teachers were overly optimistic and the lecturers pessimistic about the chances of students answering the questions successfully. There were, however, some unexpected findings that highlighted the importance of teachers' knowledge of mathematics curricula. These findings have implications for the enacted curriculum, which Remillard and Heck (2014) assert is the piece of the curriculum framework that impacts student outcomes the most.

At this round table we will use several teacher and lecturer quotes from the two-year study as a starting point for a discussion on teacher knowledge and the intended versus enacted curriculum.

References

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- Shulman, L. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1), 1–23. <https://doi.org/10.17763/haer.57.1.j463w79r56455411>