

Title of Research Project: How is Curriculum Becoming in the Assemblage of Lower Secondary Education in Ireland?

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Relevant key words: Education; Curriculum; Junior Cycle; Rhizome; Complexity Theory

Summary:

This research mapped the initial six years of Junior Cycle reform by exploring the question: How is curriculum becoming in the assemblage of lower secondary education in Ireland? The mapping covered three main areas: The landscape of lower secondary education in Ireland; The purposes for education; The Junior Cycle curriculum - its ideology, framework and pedagogy. The theoretical framework chosen was an interweaving of Complexity Theory and concepts from Deleuze and Guattari's "A Thousand Plateaus" (2003). The methodology was a post-qualitative approach, capturing a holistic understanding of the reform through thirty-one semi-structured interviews and six focus group interviews. Findings: The assemblage is self-organising by arranging and fitting together a more ecological structure and culture; The purpose for education becomes as a multiplicity. It retains its desire for qualification but is expanding to socialization and subjectification. Curriculum is becoming through a new ideology, framework and pedagogy. Two important roles are those of curriculum creator and curriculum maker.

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