

Exploring a Process of High School Curriculum Reform Policy and Practice: The 95 Tentative Edition of High School Curriculum Guidelines As An Example

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After the nine-year integrated curriculum is reformed in elementary and junior high schools, the Ministry of Education is taking a further step to initiate curriculum reform in the senior high level of education. Such a new wave of high school curriculum reform denotes an urge of repositioning senior high education in the educational system and redesigning high school curriculum framework. And at the same time it reflects the complexity of curriculum policy in the process of formation and implementation. Reform cannot be practiced in a vacuum. It is the cultural and educational milieu in which the original reform ideas are embedded as well as to be constrained, especially by the entrance exam competition fanatic. There is always a gap between the ideal and the practice. By analyzing the context of how the reform policy is called for and put into practice, this article is to illustrate predicaments of the reform policy from top down to bottom up. Data collection includes: documents about the reform policy, journals and articles about the reform policy, and focus group interviews of high school teachers and administrators. From shifting discourse of the reform policy to the formation of comprised Curriculum Guidelines, it is proved that the process of curriculum policy formation is non-systematic and irrational. Furthermore, due to facing a contradiction between the new curriculum policy and the entrance exam competition fanatic, school practitioners are forced to modify the curriculum policy in order to fit their curriculum conception and make their workloads manageable.

Keywords: High school curriculum, Curriculum reform, Curriculum policy

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