專論

The Decision-making of the Chinese Language Curriculum Reform at Junior Secondary Schools: Who Decides

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The current study examined the curriculum decision-making of the Chinese Language curriculum reform at junior secondary schools at the system level. Adopting a descriptive approach, the study aimed to analyze who has made the decision in this curriculum reform by interviewing the members of related parties. The findings revealed that decision-making of this curriculum reform was in the grasp of principal officials of the government. The government "took control of the curriculum decision making through power and knowledge". Though the government has considered and adopted the participants' points of view, it was still the ultimate decision maker at the end. This article interpreted the Chinese Language curriculum decision through the concept of "politics of control". "Politics of control" is characterized with three features: "inclusion and exclusion techniques", "political interactions between power and knowledge" and "agency struggling through curriculum decision making process". The Chinese Language curriculum decision was conformable to those three features. It could be stated that the decision-making of the Chinese language curriculum reform, dominated by the powerful government, was inseparable from politics of control.

Keywords: curriculum decision, Chinese language curriculum, decision-maker, systemic level

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