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Way, Jennifer; Bobis, Janette; Lamb, Janeen; Higgins, Joanna

Researching curriculum, policy and leadership in mathematics education.

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Summary: This chapter reviews research regarding the official mathematics curriculum and its enactment, the educational leadership to support this enactment, and the associated influential policy, such as national testing. It explores the interrelationships between inherent issues such as the potential influence of textbooks, curriculum equity, and the complexities of implementing numeracy across disciplines. Substantial research has led to the development of robust theoretical models to inform both future research and practical developments across a range of aspects of curriculum, policy and leadership. However, the seemingly diverse research perspectives are all drawn towards the teacher in the classroom as the critical context for further research.

Classification: D20 B70 D30

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