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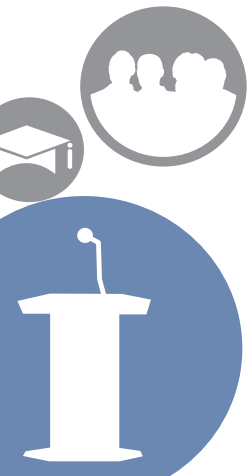
The radical case for a subject-based curriculum

Presented by Michael Young, Emeritus Professor of Education at the Institute of Education, University of London

**Wednesday 11 August
6pm-7pm**

Prince Philip Theatre, Architecture, Building and Planning Building (Building 133)

**Register your attendance online by visiting:
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DEAN'S LECTURE SERIES 2010

Professor Michael Young Lecture

The radical case for a subject-based curriculum

In this lecture Professor Young will make a radical case for a subject-based curriculum. He will use the 2008 reforms of the National Curriculum in England as an example and argue for a new approach to the curriculum – seeing it not as an instrument for achieving economic goals or for motivating disaffected learners but as intrinsic to why we have schools at all. He will question if subjects are the most reliable way of stipulating knowledge.

The second part of this lecture shifts focus from the curriculum to schools and suggests how subjects might be re-conceptualised as involving the work of teachers and students. Professor Young will also attempt to refute two of the strongest arguments made against a subject-based curriculum: that, even in a re-conceptualised subject-based curriculum, a significant and possibly larger proportion of disadvantaged and particularly working class pupils will continue to achieve little in school; and that a re-emphasis on subject boundaries is at odds with the global trend to weaken boundaries of all kinds.

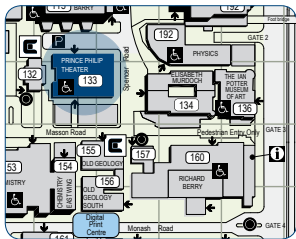
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Free public lecture - all welcome. Refreshments provided

For further information contact Lauren Graham:

T: + 61 3 8344 8640

E: education-events@unimelb.edu.au



Prince Philip Theatre,
Architecture, Building
and Planning Building
(Building 133)

The University of Melbourne,
Parkville Campus.



Professor
Michael Young



Michael Young is Emeritus Professor of Education at the Institute of Education, University of London and a Visiting Professor at the Universities of Bath (UK), Witwatersrand and Pretoria (South Africa) and Capital Normal University (Beijing). He began his professional career as a chemistry teacher, studying sociology part time before joining the Institute of Education as a lecturer in sociology of education. His most important books are *Knowledge and Control* (1971), *The Curriculum of the Future* (1998) and *Bringing Knowledge Back In* (2008). His research interests include the role of knowledge in the curriculum, with a particular focus on vocational and professional curriculum. He is currently leading a project funded by the British Academy on educational futures which focuses specifically on the issue of knowledge in professional education in the UK and South Africa.