understanding against the previous ones is controversial. Within this framework, a multi-dimensional analysis of the renewed primary school curricula could contribute to the discussions concerning this issue. This study aims to assess the primary school curricula which were renewed by the Ministry of National Education in 2004 and which are still in practice in the context of the opposite curriculum.

Aiming to assess the renewed primary school curricula in the context of the opposite curriculum, this study has a qualitative character. The study has been carried out based on the analysis of documents. The data sources for the analysis include the academic literature and the relevant scientific writings, researches, reports, interviews and the news covered by the media. In the study, the data mentioned have been analyzed and interpreted in the context of "the opposite curriculum" theme, and based on these interpretations, various inferences have been made.

When the history of Turkish education is examined in terms of educational curricula, it can be observed that the year 2004 actually signifies a very significant change and a turning point. The primary school curricula which had in fact been organized based on the progressive philosophy at the very beginning of the republic period were implemented as essentialist in practice. The scientific paradigm of these curricula, which actually had a positivist and modernist character based on Newton, the idea that with all these characteristics the primary school curricula before 2004 were far from addressing the expectations of the individual and the society received wide acceptance. And as a consequence of this, a need to renew the primary school curricula which will be responsible for educating the next generations in the face of the changing global and regional conditions arose. Due to the fact that the students got very bad results from such international educational exams as PISA and from the central examinations in our country, and because of the escalating violence at schools in those years, the questioning of then available curricula was brought to agenda. Considering all these reasons and needs, the Ministry of National Education headed for the reconstruction of the primary school curricula in 2004. In this reconstruction, described as a reform, such external dynamics as the global trends and the European Union, and such various internal demands as the quality and entrepreneurship in education were also effective.

Taking a closer look at the primary school curricula renewed in 2004, it can be said that these curricula are at the opposite side of the previous curricula in terms of the main philosophy on which these new curricula are based, and in terms of the approaches on which these curricula focus. Dependent on the progressive philosophy and the constructivist approach, these curricula centralize on the individual rather than the society and the subject. Thus, the individual, contrary to the previous curriculum understandings, is regarded as an active subject instead of being an object on which adjustments can be made. It can be added that the 2004 primary school curricula took all its aforementioned characteristics from the progressivism, the constructivism, the theory of Multiple Intelligences and the quantum and postmodern paradigms. And taking all these features into consideration, it can be suggested that the 2004 primary school curricula are standing closer to the post-positivism by trying to get free of the positivism. In addition, it can further be suggested that these curricula take post-modernism as a reference against the modernist understanding, and the quantum paradigm against the Newton paradigm.

In conclusion, the primary school curricula, which had undergone changes for several times since the foundation of the Republic, underwent a reform or a reconstruction that can be described as an opposite point in 2004. However, this reconstruction can not necessarily be seen as an intention and an effort of destructing the previous ones and putting an "opposite" in place of them. Correspondingly as the opposite curriculum points out a side which backs up the very opposite of the far and near aims of the state, the primary school curricula renewed by the Ministry of National Education in 2004 and still in effect can not be assessed as "opposite curricula". Whereas, by looking at the aims of the primary school curricula renewed in 2004, it can be observed that they show parallelism with the medium-term and long-term aims (e.g. the Vision 2023) of the state. Therefore this reconstruction operation of 2004 can at the most be assessed as adapting the previous curricula to the societal dynamics and demands and the realities of the contemporary age. The claim that there are various internal and external interventions and manipulations in this process can be attributed to the increasing strategic importance of education in determining the fate of societies.

Key Words: Opposite curriculum, 2004 primary school curricula, Assessment of the renewed primary school curricula.

THE DIAGNOSTIC EVALUATION AS CONDITION TO CONTEXTUALIZE THE CURRICULUM

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Abstract

In Portugal, the political discourses about the curriculum, in the path of the scholarly discourses, have pointed towards the curricular reconceptualization (Bernstein, 1980) of the curriculum prescribed at national level. Traditionally, the Portuguese Educational System has been characterized by a strong centralization which attributed teachers the role of mere "transmission belts" of the knowledge, the objectives and the strategies defined by the Ministry of Education. In the last two decades, this centralization has been object of certain dissolution (Pomorsinho, 2005, Fernandes, 2002). In this context, teachers are endowed new mandates (Dale, 1989) that imply, in what concerns the curriculum, the need to take into account the local situations (Leite, 2005) and student specificities (Leite, 2002a) in the procedures of curriculum organization and development. In this process we defined the following question as the departing problem for this paper: does diagnostic evaluation constitute a condition towards the enactment of the curricular contextualization?

Therefore, first we will clarify the conceptual arguments which shape the theoretical referent for the comprehension of the problem. Secondly, we will account for the way the problematic of diagnostic evaluation is addressed in the curricular politics in Portugal and understand the ways in which it is enacted by teachers.

In this point of view, the research follows a line of an eminently qualitative/comprehensive nature, which is guided by the intention to gather the meanings that cross the field of the curriculum in the basic school in Portugal. These meanings are established in the relationship between the narrative axis of the curricular politics and of the diagnostic evaluation and curriculum contextualization enactment processes.

Concerning the problematic at stake in this paper, we are aware that the proposal of curriculum contextualization is not new. Though, it has gained greater centrality in the discourses about the curricular politics in Portugal, especially since the end of the 1990s, when there
was a shift from a very centralized orientation towards a decentralizing logic that attributes greater protagonism to local educational agents in curricular decision making and contextualization.

Within the frame of this measure, among other aspects there is the aim to create conditions that take into account the multicultural character of the students that are present in schooling areas while promoting learning. It is within this curricular challenge that we locate the diagnostic evaluation, which is seen at the service of the improvement of the learning-teaching processes. This view, as the term itself indicates, implies the permanent resource to procedures that allow to identifying departing points towards the configuration and the development of the curriculum. Among other features, it is important to be aware of the characteristics of the context where the curriculum is going to be lived, the resources of the community, the knowledge(s) that students already have and the skills they have developed.

We reinforce that this diagnose must be enacted each time a new curricular topic is stated and that the learning-teaching procedures should be structured on the basis of such diagnose. To say it differently, and as we said elsewhere (Leite, 2002b, p.47), this diagnostic evaluation is the basis of the structuring of "the strategies of pedagogic differentiation and for the selection of the tools for its development" (Leite & Fernando, 2002). Also, the diagnostic evaluation justifies itself as a training device.

In conclusion with Apple & Beane (2000), we consider that learning and the integration of knowledge(s) has more chances to occur, and to have an increasing quality, when we take the features that are close and familiar to students as the starting point. Similarly, we think that "the resource to diagnostic evaluation is shared between teachers and students, may contribute towards the identification of the 'nerds' towards new learning as well as the departing points for diverse levels of development" (Leite, 2002b, p.47) of personal and social skills of the students with whom the teachers work and at whom the curriculum is. To this reference, we add as an important idea towards the configuration of processes of student responsible involvement, the establishment of didactic contracts (Leite & Fernando, 2002) that clearly clarify the role of the teachers and of the students in the enactment of the curriculum. It is obvious that these didactic contracts imply the existence of rules that value the specificities of each student - boy or girl - in the construction of learning" (ibidem, pp. 58-59). It implies the awareness that students work at different paces sec have different learning stiles, different capacities and interests as well as different cultural capitons.

In what concerns the curriculum, the assumption of procedures which build on the perspectives referred above constitutes a means to contextualize the curriculum and to involve the students in processes of monitoring and regulation of their own training pathways. In other words, it assures that the diagnosis is not merely enacted by the teachers but also by students as well as it follows all the curriculum development process in order to (re)contextualize it continuously.

In synthesis, taking into account the problem that was formulated, the methodological procedures that were followed and the theoretical referential that was ensued, and the expect outcomes envisage the establishment of proximities or and distances between the conceptions about diagnostic evaluation, expressed in the legal diplomas and teacher discourses. We also tried to understand the level of relation the practices of diagnostic evaluation and the process of curricular contextualization.

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Key words: curriculum, diagnostic evaluation, curricular contextualization

YAPILANDIRMACI ÖĞRETMİ ÖRGİTRİMLERİ VE SINIF YÖNETİMİ ARASINDAKİ İLİŞKİYE DAIR ÖĞRETMİ GÖRÜŞLERİ
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Özet:
Öğrenici odaklı bir paradigma anlayışı dikkat çekici bir biçimde, gelişmiş ve gelişmekte olan ülkelerin eğitimi sistemlerinde yer alınya başarılamadır. Öğrenici odaklı bir eğitimin anlayışında öğrenci merkezi bir eğitimi sisteminde doğru yoldan yürütülmektedir. Arak eğitimin hikayesi ve disiplini alında ders ileme olarak algılanan sınıf öyküsü ile, yeni eğitimi odaklı bir biçimde etkili ve verimli ders ileme anlayışına bakımsız durumdur.

Eğitim inç temel öğesi öğrenci, öğreten ve eğitim-öğretim programları. Öğretim programında öğrenciye kazandırılan özerke belirlemesinin değerli itibaren özelliklerinin özellikle beceri ve tatvamı kazandırılmasının, ancak sağlıklı ve etkili bir sınıf yönetimine gerekli bir birinin alınması gerekli bir etkili ve verimli bir sınıf yönetimi, öğrencinin close-up öğrenme sürecinin öncesinde belirlenmesini alan öğretim yöntemlerinin ve anlatıların etkisiyle öğrenim verici öğretenin öğrencinin ders ilemeleri hedefleyen bir öğrencinin kuramlarının kabul edilmektedir. Yapilandırmacının kuramı öğrenmenin kendini bilgisine kendi çevresine etkileşimini somucu olarak yapilandırımı varsayar. Yapilandırmacı yaklaşımını birlikte, eğitimin programını merkezinde öğrenciyen yer alınya, öğrencinin ders ileme düzeyi ve üst düzey öğrenciyen yönelliği olmayan yaşamlar. Yapilandırmacı anlatı öğretenin rolü genelde nişancı öğrencinin rolinden daha fazladır. Öğretenlerin sınıf düzeninin daha fazla önemlenmesi, sınıf içi eğitimin öğrencileri değerlemeye yönelik olmaları ve öğrencileri ile etkileşimi izlemek için daha dikkatli olmak durumdur.