

Carroll, Triona, 2008, *The Implementation of the Science Curriculum 1999 in one Town in Tipperary: Problems and Possible Solutions.*

ABSTRACT OF DISSERTATION

This study aimed to examine the implementation of the Science Curriculum, 1999 in one town in Tipperary. Very little literature and research is available on the topic of science implementation in primary schools in Ireland since the introduction of the Primary School Curriculum, 1999, and so the objective was to look at some of the problems associated with its implementation in a very small number of schools and offer some possible solutions.

At the time of its introduction the 1999 Primary School Curriculum included new content and embraces new approaches and methodologies. It responded to the ever changing times in Ireland and recognised the importance of science and technology and it was these factors that moulded the structure of the Science Curriculum.

Teachers faced huge new challenges with the vast amount of content in the syllabus of 1999, much of which did not feature in the 1971 Curriculum, particularly the area of physical science which was well represented in the strands of Energy and Forces and Materials. This would prove be a great challenge to many teachers.

Taking this into account, the valuable experiences and views of a cross-section of teachers were drawn upon in the research component of this dissertation to look at the problems associated with curriculum content and required knowledge base, methodologies, organisation and planning and following which recommendations were made which may, if adopted, further enhance the implementation of the Primary Science Curriculum.