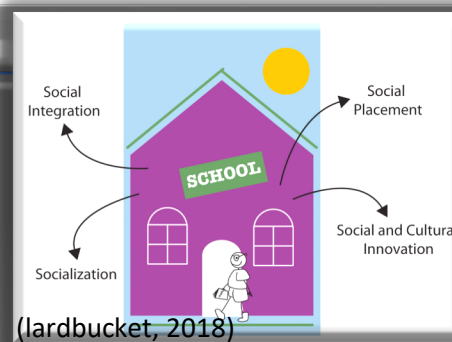




(Industry Tap, 2016)

The History

- The Hidden Curriculum refers to the unspoken or implicit values, behaviours and norms that exist in the educational setting (Alsubaie, 2015).
- When I was at school we learnt by rote, given pages out of text books to copy and memorise then tested to see if we had absorbed the knowledge.
- Inquisitiveness and curiosity was not encouraged our role was to answer the questions posed by the teacher.
- No classroom rules on the wall, the rules were unwritten, children just knew.
- The teachers were the authority and had control over what and how lessons were delivered.
- Pupil voice or children's rights was definitely not promoted.



(Iarlbucket, 2018)

Functionalism Theory

- The **Functionalists** appreciate the virtues of the hidden curriculum as:
- being good at helping students to follow the rules and become model citizens. Looking smart, wearing the school uniform. Encouraging punctuality. Enjoy the benefits of rewards and recognition through working hard and doing additional work at home (Thompson, 2008).
 - Philip Jackson (1968) is the first person to use the term 'Hidden Curriculum' in his book "Life in Classrooms". According to his study, there were values, dispositions, social and behavioural expectations that brought rewards in school and that learning was simply expected as a feature.
 - Learning to wait, exercising restraint, trying, completing work, keeping busy, cooperating, showing allegiance, being neat and punctual, and conducting oneself courteously (Jackson, 1990).
 - Robert Dreeben (1967) Focused on the social structure of the classroom and argued that classroom structure teaches children about authority. His main contention was that the social experiences pupils faced in school laid the foundations for children to learn the expected characteristics of adult life (Kentli, 2009).



(kritische studenten, 2012)

Marxist Theory

- The **Marxists** theory suggest that subordination and control were the original and explicitly stated functions of schooling but they have become hidden in recent years behind an official educational ideology of equal opportunity and meritocracy (IB, 2013).
- Bowles and Gintis (1976) argue that the hidden curriculum is just a tool to prepare children for the workplace. They see the hidden curriculum as: school rules, detentions and rewards that teach people to conform to society. School assemblies teach respect for dominant ideas. Children are expected to follow teachers' instructions without question. To be punctual the child's time belongs to the teacher/school replicating the way a future boss owns your time and so you're being prepared for the world of work! (People Are Great, 2015)

Exploring the Hidden Curriculum



(Ysgol Cradoc School, 2018)

Successful Futures

In March 2014 the Welsh Government asked Professor Graham Donaldson to review the curriculum and assessment arrangements in schools in Wales.

The new curriculum is being developed by teachers with the intention of creating students who are

- ambitious, capable learners, ready to learn throughout their lives
 - enterprising, creative contributors, ready to play a full part in life and work
 - ethical, informed citizens of Wales and the world
 - healthy, confident individuals, ready to lead fulfilling lives as valued members of society.
- (Donaldson, 2015)



(Wykeham Primary School, n.d.)

Value-based education

- Teachers in values-based schools report that teaching about values has a positive effect on what they term, the inner world of pupils. They think that by talking about their feelings, pupils learn to express themselves more clearly, control their behaviour, and empathise with others.
- Repetition and reinforcement of the value words, across the curriculum, is important for reinforcing their meaning.
- Pupils appear more aware of their behaviour in the playground and out of school. This contributes to the establishment of a positive climate for teaching and learning.
- Values-based Education is far more than a process of instilling values in pupils.
- With this view of the role and purpose of education, schools that adopt a values-based approach can positively influence the development of positive values, which sustain a civil, caring and compassionate society (Hawkes, 2009).

All the world's a stage, And all the men
and women merely players. They have
their exits and their entrances, And
one man in his time plays many parts.
—Shakespeare, As You Like It (II, vii,
139–43)

(Graphics Fuel, 2010)

Classroom as a microcosm

If, as Shakespeare said, the world is a stage, then a classroom is a microcosm of that world, with all its diversity, strife, and joy. The school is society, in tiny replica (Battalio, 2005)

- Problems identified in the school are the same problems that are existent in the wider community.
- social class diversity and the exclusions and pomposity that exist between classes (Fuller, 2015)
- It is the role of the teacher to provide a value based education based on valuing self, others and the environment through the consideration of ethical values and principles that guide behaviour.

Adults model values and give time for reflective practices that aim to empower individuals to be effective learners and good citizens

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