What is The Curriculum?

The basic school curriculum includes:

- The national curriculum: a set of subjects and standards used by primary and secondary schools covering what subjects are taught and the standards children should reach in each subject.
- Religious education
- Sex education

(Crown, 2018)

(Kingfisher School, 2018)

RIGHTS OF THE CHILD

Article 29 Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment

(UNICEF, 1990)

(The Telegraph 2016)

The 'Hidden' Curriculum

- The hidden agenda which accentuates the explicit curriculum
- Consists of a set of rules and guidelines which assist the organisation and functional operation of everyday functions

(Sharpe and Curwen, 2012)

- How a student should communicate with peers and teachers; how they should view different races, or classes, or what concepts and behaviours are deemed appropriate .

"Without formal documentation of these rules, they become the very heart of the hidden curriculum".
(Sharpe and Curwen, 2012 p.59)

However

Values implied by the school are in the consciousness of the teachers and planners.

Planners = politicians who dictate what students should learn in school.

(Kelly, 2009)

(Clipart Library, 2018)

Rules & Values

Attendance

Punctuality

Turn Taking

"The promotion of certain academic rules of conduct is under the discretion of the professionals responsible for the daily functioning of the school" (Sharpe and Curwen, 2012 p 59).

Conformity

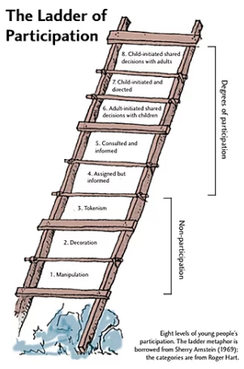
Obedience

Hierarchy

The school culture promotes:

- Recognising the powers that be
- Discouraging children from voicing their thoughts and worries
- Maintaining the status quo is highly important
- Children have little power over their school lives

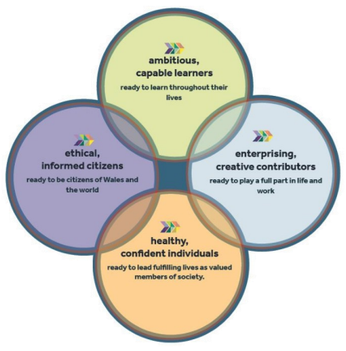
(Gatto, 2002; Castellana, 2004)



(Lewis, 2019)

Purposes of the curriculum

The purposes of the curriculum in Wales should be that children and young people develop as:



(Donaldson, 2015)

(St John's Junior School, 2019)

EDUCATIONAL THEORIES

Skinner: Operant Conditioning

- Praise and rewards
- Punishments
- Documentation: Reports

(Sharpe and Curwen, 2012)

Vygotsky: Social Development

"Learning is a necessary and universal aspect of the process of developing culturally organized, specifically human psychological function".

(Vygotsky, 1978 p.90)

Bruner: Learning Spiral

- Education's purpose is to facilitate a student's thinking and problem-solving skills
- Children are capable of understanding complex information
- Information needs to be structured

(McLeod, 2019)

(Sellars, 2016)

EDUCATIONAL PERSPECTIVES

Functionalism:

- Students learn social norms and values in order to contribute in society
- Independence
- Achievement
- Universalism
- Specificity

(Skelton, 2006)

Marxism:

- Social injustice is replicated through the hidden curriculum

(Kentli, 2009)

- Schools produce submissive, obedient and dismissive individuals

(Lissovoy, 2011)

Postmodern:

- Disciplinary practices reduce students to passivity
- How are these specific values, norms and rules decided as appropriate?
- How are they accepted as legitimate?

(Skelton, 2006)

What messages are being sent to children and their families?

- Lower class → learn to follow the rules
- Middle class → learn to give the 'right' answers
- Upper class → allowed to be creative ad long as they do not question the teachers

(Connelly, 2008)

- Low income families - their curiosity, the way they speak or independence is not valued → made to feel inferior

(Meier, 2014; Crossman, 2019)

- Gender roles - girls should wait their turn and act like 'ladies' whilst boys should speak up and act like leaders

(Drew, 2019)

The hidden curriculum is swiftly developing with the times, making new demands on both teachers and students, shaping the views of themselves and the world around them.

(Sharpe and Curwen, 2012)

References

Alsubaie, M. (2015). *Hidden Curriculum as One of Current Issue of Curriculum*. 'Journal of Education and practice'. 6(33) pp. 125-128.

Castellana, E. (2004) *Prophylactic peace education: How the hidden curriculum in public school prevents rather than promotes building capacities for peace.* Available at: https://www.gse.harvard.edu/. Accessed on: 29.12.2019.

Clipart Library. (2019). *Collection of Rules Clipart*. Available at: http://clipart-library.com/rules-cliparts.html. Accessed on: 29.12.2019.

Connelly, F. (2008). *The SAGE Handbook of Curriculum and Instruction*. California: SAGE Publications.

Crossman. A. (2019). *What is Hidden Curriculum?* Available at: https://www.thoughtco.com/hidden-curriculum-3026346. Accessed on: 01.01.2020.

Crown. (2018). *The National Curriculum*. Available at: https://www.gov.uk/national-curriculum. Accessed on: 15:12:2019.

Donaldson, G. (2015). *Successful Futures*. Available at: http://pantyrhedyn.weebly.com/adroddiad-donaldsondonaldson-report.html. Accessed on: 30.12.2019.

Drew. C. (2019). *What is the Hidden Curriculum?* Available at: https://helpfulprofessor.com/hidden-curriculum-in-schools-definition-examples-advantages-2019/. Accessed on: 01.01.2020.

Gatto, J. T. (1992) *Dumbing us Down: The Hidden Curriculum of Compulsory Schooling*. British Columbia: New Society Publishing.

Kelly, A. (2009). *The Curriculum: Theory and Practice*. 6th edn. London: SAGE Publications Limited.

Kentli, F. (2009). *Comparison of Hidden Curriculum Theories*. 'European Journal of Educational Studies'. 1(2) pp. 83-88.

Kingfisher School. (2018). Primary Curriculum. *Available at: http://www.kingfisherschool.co.uk/primarycurric.html. Accessed on: 17.12.2019.*

Lewis, S. (2019). *Meaningful Participation of Children and Young People in Decisions about their Care*. Available at: http://www.exchangewales.org/single-post/2019/05/28/Meaningful-participation-of-children-and-young-people-in-decisions-about-their-care. Accessed on: 30.12.2019.

Lissovoy. N. (2011). *Education and violation: Conceptualising power, domination and agency in the hidden curriculum*. 'Race, Ethnicity and Education'. 15(4) pp. 463-484.

McLeod. S. (2019). *Bruner: Learning Theory in Education*. Available at: https://www.simplypsychology.org/bruner.html. Accessed on: 31.12.2019.

Meier. D. (2014). *The Hidden Curriculum*. Available at: http://blogs.edweek.org/edweek/Bridging-Differences/2014/01/the_hidden_curriculum.html. Accessed on: 01.01.2020.

Sellars. M. (2016). *What is the meaning of "spiraling curriculum"?* Available at: https://www.quora.com/What-is-the-meaning-of-spiraling-curriculum. Accessed on: 31.12.2019.

Sharpe. G, and Curwen, T. (2012). 'The hidden curriculum in elementary education – Beyond the straight line: A theoretical, critical and reflective analysis of the hidden curriculum in elementary school education in Ontario, Canada'. *Review of Higher Education and Self-Learning*. 5(15) pp. 57-68.

Skelton. A. (2006). *Studying hidden curricula: Developing a perspective in the light of postmodern insights*. 'Curriculum Studies'. 5(2) pp. 177-193.

St John's Junior School. (2019). *Pupil Voice*. Available at: http://www.deepcar-st-johns.sheffield.sch.uk/pupil-voice. Accessed on: 30.12.2019.

The Telegraph. (2016). *Revealed: Where top UK politicians will (probably) be going on holiday this summer*. Available at: https://www.telegraph.co.uk/travel/comment/top-uk-politicians-reveal-their-summer-holiday-plans/. Accessed on: 17.12.2019.

UNICEF UK. (1990). *United Nations Convention on the Rights of the Child*. London: UNICEF UK.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge: Harvard University Press.