

The Hidden Curriculum

What is the Curriculum?

- Morris and Adamson (2010) define the curriculum as lessons which are planned and must have a formal outcome
- According to Santos (2016, p. 4) “the formal curriculum consists of academic lessons which the learner is expected to learn, these formal lessons require the learner to meet objectives, assessments and to evaluate their learning”
- The current curriculum for Wales (2016b) is made up of 8 different elements which include:
 - The Foundation Phase
 - The National Curriculum
 - The Literacy and Numeracy Framework
 - Personal and Social Education
 - Careers and the world of work
 - Religious Education
 - Digital Competence Framework
- Welsh Government (2017a) reformed the new curriculum and will be a staged implementation throughout Wales by 2022

The Hidden Curriculum

- Lynch (1989, p. 1) identified it was Jackson (1968) who implemented the phrase the Hidden Curriculum, he referred to it as the “unwritten lessons where the learners learn the social requirements of the learning situation”. Jackson identified these as:
 - Values
 - Perspective in school
 - Rules
 - Routines
 - Regulation
- Pollard and Tann (1994) and Pollard (2002) as cited in Hughes (2010, p. 82) “distinguished the formal curriculum and the hidden curriculum as part of the child’s learning experiences and can deeply influence the effectiveness of the learning outcomes”.
- Ridden (2011) suggests skills which are not taught formally contribute to the success of personal qualities and values as suggested by Jackson (1968).
- Sahan (2014, p. 1292) questions Hughes (2010) as he suggests “the hidden curriculum varies greatly within school settings however, the formal curriculum remains the same”.
- Whereas the formal curriculum has a purpose to aspire learners to learn the academic lessons to succeed within society. It does not promote the values and norms required for society

What is the Hidden Curriculum?

- Asbubaie (2015, p. 25) suggests “the hidden curriculum refers to the unspoken of implicit values, behaviors, procedures and norms that exist in the educational setting”.
- Snyder (1979) defines the Hidden Curriculum as the curriculum that learners experience.
- The Glossary of Education Reform (2015, p. 1) agrees with Snyder (1979) to a point however they define the Hidden Curriculum as the “unwritten, unofficial and unintended lessons, values and perspectives that students learn in school”. It is described as hidden as there are no formal tests or assessments or formal learning objectives.
- Course Hero (2018, p. 1) defines the hidden curriculum as it teaches learners “the way life is, and that education is something that is something that is done to them rather than something they do”.
- It guides children to follow rules, instructions and the implied respect for authority
- The wearing of a uniform imprints and school day timekeeping prepares children for norms and values of the adult society

Importance of the Hidden Curriculum?

- Bartlett (2012) suggests it prepares and teaches the learners the social skills and life skills needed to progress through life.
- Santos (2016) agrees with both Alsubaie (2015) and Bartlett et al (2012) the hidden curriculum enables learners to transfer the knowledge and skills they have learnt in a more positive way.
- Bowles & Gintis (1976) disagree highlighting the hidden curriculum prepare individuals to become obedient and compliant.
- Bourdieu and Passeron (1977) share the opinion of Bowles and Gintis (1976) outlining it groups individuals to maintain their place from generation to generation.

Aspects of The Hidden Curriculum

Kentli (2009, p. 86) outlines the aspects of the Hidden Curriculum which include “norms, values, behaviour, beliefs within the classroom and social environment”, It allows children to form opinions.

Behaviour as outlined by Skinner’s (1938) theory of praise and reward involves positive reinforcement for the desired behaviours displayed

Wellbeing and Respect prepare learners to follow instructions and respect authority. Implementing Maslow’s (1943) theory of The Hierarchy of Needs (1943), where children have to be motivated to learn, for this to happen they must feel safe, secure and have a positive relationship with the adults. These elements enable children to engage in social interaction, team building and friendships.



Respect

Behaviorism

- Skinner’s (1938) Theory of Operant Conditioning, as cited in Mc Leon (2018, p. 1) “Operant Conditioning is a method of learning that occurs through rewards and punishment for behavior”.
 - Rewards
 - Sanctions
 - Rules
 - Praise
 - Environment
 - Classroom Management



Well Being

- Nurture
- Relationship based play
- Peer Mentors
- Prefects
- P4C
- Circle Time
- Achievement Certificate
- Team Building



- Rights of the Child
- Manners
- Language
- Honesty
- Belonging
- Communication

The evolving Hidden Curriculum

The Hidden Curriculum influences future attitudes, behaviors and beliefs. It provides opportunities for learners to engage by developing new skills, experiences and knowledge. It aims to equip children with the skills necessary for life long learning.



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