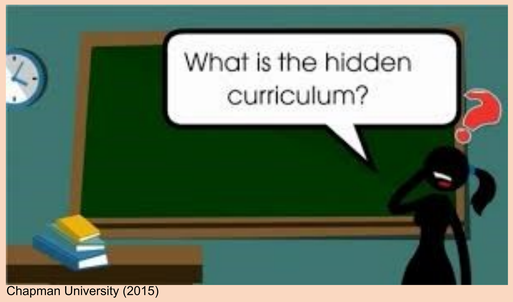
Exploring the Hidden Curriculum

'The Hidden Curriculum refers to the unwritten rules, values and normative patterns of behaviour which students are expected to conform to and learn while in school. Examples of things taught through the 'hidden curriculum include:
respecting authority
respect for other pupils' opinions
punctuality
aspiring to achieve
having a 'work ethic"
Revise Sociology (2017)

Definitions

'The Hidden Curriculum refers to the unspoken or implicit clause, behaviours, and norms that exist in the educational setting'.
Alsubaie (2015)



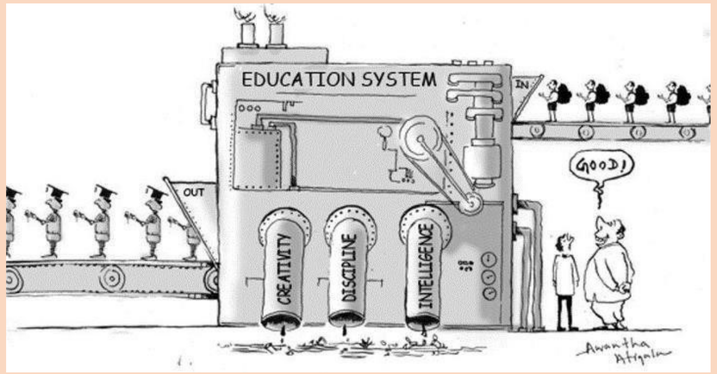
Chapman University (2015)

Examples of the Hidden Curriculum

Raising your hand to speak.
Waiting in line.
Working with others.
Male/Female toilets.
Wearing the same uniform.
Not speaking when a teacher speaks.
Children put into ability/intellectual groups.
Entering and sitting in a classroom in a set way.
Showing authority respect by saying 'miss' and 'sir'.
No running.
Walking on the left of the corridors.
Set structure in text books; date on the right, Welsh date underneath, title in centre. All underlined.
Children made to sit at a table/desk in the classroom to be taught.
Must have technology.
Cool lunch box.
Free time activities.

Hidden Curriculum = Conformity

The educational system is based on an 'industrial paradigm of education', where the education is both standardised and all about conformity. With the focus being on passing tests and achieving set standards. Children are not encouraged to have divergent thinking or given the opportunity to learn in a different way to the norm, and at a pace and level that is best for them. (Revise Sociology, 2017)



Revise Sociology (2017)

Benefits and Negatives of the Hidden Curriculum

Teachers can use the hidden curriculum to teach children skills that they do not have the time to teach during the normal school year. These skills can be language, and how to talk to each other, also manners and respect for others can be taught by the child observing, and also the expectations that the teachers and staff put onto the children.. Resilience can also be taught through the children observing how teachers and staff respond to each other and how they deal with situations (Alsubaie, 2015).

On the other hand, a negative view by Lempp and Seale (2004) describes the hidden curriculum as a way of neutralizing emotions and creating identical people, who do not have individuality or a personal identity. The hidden curriculum will also create people who will accept, and not challenge hierarchy or become free thinkers with new and innovative ideas. This is negative view point is also shared by Ken Robinson (Revise Sociology, 2017) who describes the hidden curriculum as creating the children into a 'factory model' of children are churned out to be identical, with no room for creativeness, the arts or an ability to challenge authority and to have a strong and independent mind set.

Margolis (2001) also argued that in higher education, the sorting of learners into achievers and non-achievers gives the appearance that the system is fair, and gives them impression that hard work is rewarded, but in actual fact it is far from being fair as the non-academic work, and ability of the learner is not being recognised. For example, to enter into higher education a set amount of GCSEs are required. The learners are made to think that they either did well enough if they achieved a place, or that they failed, if they could not obtain a place in their chosen university or college. The vision of equality is misguided and misleading to the learners, as they believe that achieving a set goal is the value of their worth, and will give them a higher social class. In contrast to the learners that do not achieve set goals, they believe that their personal worth doesn't count and they not recognised and therefore of a lower social class.

Opposite Approaches to Education

The Reggio Emilia Approach to Learning

The Reggio Emilia approach has been implemented in an unique school where the children's ability and curiosities influence how they are taught. Their developmental progress is studied and focus is made to enhance their academic and social potentials. The teachers in the school are aware of the child's curiosity and potential, as well as their knowledge and how they connect to the world around them. (Grand Rapids Child Discovery Centres k-5 public school, 2018).

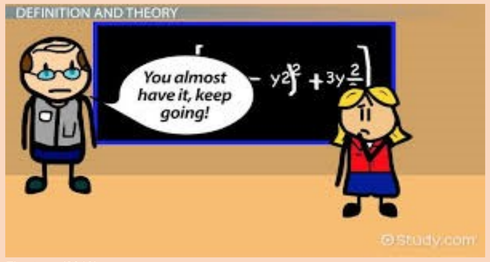
Vs

The Marxist Approach

The Marxist perspective to the hidden curriculum is demonstrated by the middle classes using their material and cultural capital to ensure that their children are placed into the best schools and placed in the top sets within the school. This will better place the children to achieve middle class jobs when they enter into work. At the opposite end, the working class children will experience a poorer standard of education and will end up in a poorer standard of education, more likely to be in the lower sets in school and will end up in working class jobs when they leave school. The Marxist approach is
considered to create obedient children, who will become obedient workers when they are older. This is how the inequality within the classes continues, and becomes difficult to break out from. (ReviseSociology, 2015)

The Scaffolding Approach

Vygotsky (Sarikas, 2018) described the scaffolding approach as a teaching method used by teachers who would work with their pupils and 'scaffold' or model how to solve a problem. He believed that through
demonstration, and the offering of support, the pupil will be better equipped to achieve their academic goals. A better understanding of the subject would also be gained, as well giving the pupil a greater independence and understanding in the learning process.



Firestone (2018)

Vygotsky also warned that the scaffolding effect is only effective if the teachers know how to use it and is properly implemented, only then it will be an effective tool in the pupils learning process. A negative opinion by Hammond (2001) stressed that the pupils are not given the opportunity to learn at their own pace and in a way that lead to better overall educational success and a sense of emotional achievement. Hammond (2001) also argued that scaffolding is a way to ensure that the pupils achieve the goals set by the school and by society as a whole. And whilst it appears that the child's ability and speed of learning is being considered, scaffolding is being used as another way to get the pupils to achieve the required end goal. For example if a school receives a poor Estyn report in regard to the attainment of their pupils, then action such as the use of scaffolding will be used to ensure the pupils gain a better test score and attainment which will look better during the schools nest inspection.

Theorists

Drebeen (1969) (Kentli, 2009) argued that the hidden curriculum is a socialization process of schooling, and that despite each child having different parental influence when they enter school, they will all experience the same norms and expectations that will prepare them for work in the 'modern industrial society'. This is done by giving the children the perceived idea that working together as a single conformity will give them independence and 'universalism'.

In contrast, **Schiro** (2008) believes that schools should be learner centred and each individual pupils needs should be met, and that the curriculum should be determined in response to those needs. He argued that having schools with set norms and expectations is not the most effective way for a child to learn.

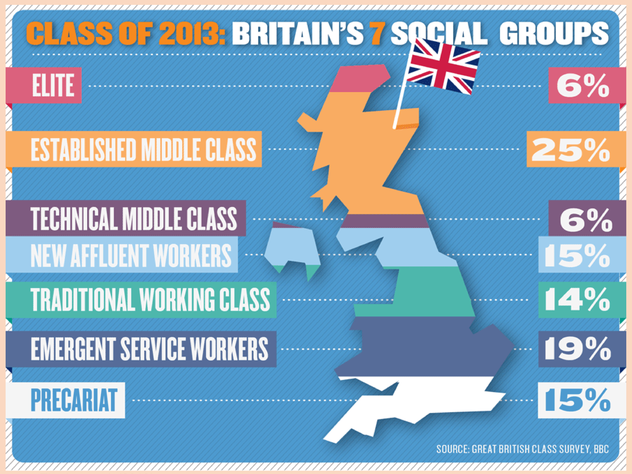
Vygotsky (1978) argued that a child should be encouraged to help and support other people, and to communicate socially with others through words and signs, as he argued that this is best way to communicate effectively. Teaching the children through a caring pedagogy will enable the children to be caring and nurturing and have a sense of moral commitment.

The Hidden Curriculum in College Settings

Within the Directed Studies unit, and in the college in general, learners are expected to behave in a certain way; enter and leave the room quietly, show respect to the staff and to the computers and equipment that they use. They also have to sit in their subject groups, and whilst this makes it easier for the staff to take registers of who has attended, it
prevents the learners from discussing new ideas, sharing their subject and socializing with other groups.
The toilets have separate male and female toilets, with the disabled toilets being available to be used by all-gender/transgender learners as well as those with a disability. The hidden message in this is quite a powerful one, that transgender learners have a disability of some sort, and learners with disabilities have raised this issue as being 'deeply offensive'. Whilst transgender have rightly requested their own toilets, the idea of being forced to use the same toilets has been frowned upon by both disabled, and transgender learners, as neither the transgender learners want to been as having a disability, and learners with a disability don't want to seen as being transgender. As always the matter comes down to funding and the resources available to accommodate the needs of the learners separately and create gender neutral toilets within the campus.
Other hidden aspects that have been learnt by the learners, whilst they still in secondary school include the expectation to complete work within set deadlines, being punctual, to turn up at lessons and to try their best. It is argued by Morgolis (2001) that these learnt aspects will provide the foundation for each learners future, and their journey into adulthood and their entrance into employment or self-employment. Morgolis (2001) also rationalised that having a significant degree of homogeneity within education will prepare the learner for the collective demands that will be made on them during their lives.

Peck (2016)

Britain's 7 Social Groups



Theday.co.uk (2013)

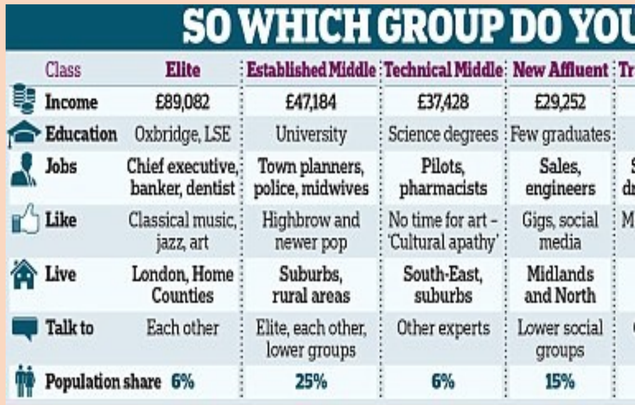
The Effects of Tests in Education

The impact of testing within schools has been described by Simpson (2016) as being a harrowing experience for the pupils and creates untold emotional and mental damage. Whether the pupil is in primary school or sitting exams to enter higher education, the high levels of stress and pressure will be the same throughout. The hidden curriculum has given the pupils the understanding that to gain good grades is to achieve success, and if they see their peers and friends go off to university, but they can't because of not achieving the grades required, they will experience a feeling of worthlessness and isolation.
These feelings begin in primary school when the children are put into ability sets, despite what the sets may be called, the children quickly notice which peers are in their group and judge themselves against others. The feelings of superiority, or substandard begins at such a young age, and in such a way that they often do not notice. It is only later in life when the feelings of success or inadequacy come to the surface. Especially when they exit the security of primary and secondary schools.

So

Modern Britain now has 7 social classes, as
polarisation in British society and class fragm
new model of social classes that shows econ
The 7 social classes are;

Elite - this is the most privileged class.
Established Middle Class - This class mak
distinguished by their social isolation and a c
New Affluent Workers - Young people who
Traditional Working Class - This class mal
low
capital they are not deprived. This class also
66 years.
Emergent Service Workers - Young and po
Precariat or Precarious Proletariat - This c
on social and cultural capital.


SO WHICH GROUP DO YOU

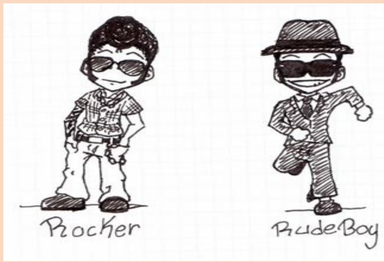
Class	Elite	Established Middle	Technical Middle	New Affluent	Tr
Income	£89,082	£47,184	£37,428	£29,252	
Education	Oxbridge, LSE	University	Science degrees	Few graduates	
Jobs	Chief executive, banker, dentist	Town planners, police, midwives	Pilots, pharmacists	Sales, engineers	
Like	Classical music, jazz, art	Highbrow and newer pop	No time for art – 'Cultural apathy'	Gigs, social media	M
Live	London, Home Counties	Suburbs, rural areas	South-East, suburbs	Midlands and North	
Talk to	Each other	Elite, each other, lower groups	Other experts	Lower social groups	
Population share	6%	25%	6%	15%	

Daily Mail (2018)

Subc

Albert Cohen (Thompson, 2013) has describe
existing because the lower classes have bee
class, they experience a feeling of personal f
values and perceptions.
Cohen argued against Merton's Strain Theor
non-utilitarian, and if there is a dominant mid
cultures, these then became described as su

Modern day sub-cultural groups include;
Working Class - Miners, physical workers.
Under Class - Unemployed, asylum seeker
Peer group - This subculture group has bee
Bikers, Mods, and Vampire Culture. A compl
subcultures are a live sociological phenome
and mainstream culture (subcultures, 2018)
Radical - Feminist, and terrorist organisations
ist organisations and 14 organisations in North



Subcultures (2018)

Elizabet

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