

The Hidden Curriculum

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Article 29 of the **UNCRC** states that “Every child has the right to education. To develop their abilities, talents and personalities to the maximum. (Unicef.org.uk, 2018).



(curriculumforwales.gov.wales, 2019)

The Hidden Curriculum is an approach that defines the generally innominate and silent concepts that young people learn which may lead to a negative impact for them. These lessons are not in conjunction with the National Curriculum. Sociologists consider the Hidden Curriculum to be a vital component and cause of social inequalities. (Crossman, 2019)



(pinterest.co.uk, no date)

Sociological Perspectives

Functionalists – hold the view that the primary purpose of education is to instruct the citizens for economic life. They hold the position that school is designed to prepare people for life in the wider society and culture by means of instructing them in the values, ethics and cultural norms of their social system.(Browne, K, 2005; Griffiths & Hope, 2000; Haralambus & Holburn, 2008).

Jackson (1968) sees the concept of “ Hidden Curriculum” as all the unspoken norms, values and beliefs ingrained and conveyed to children directed by school rules, daily routines and relationships with peers throughout their school lives (Giroux, 2001). Jackson acknowledges that the Hidden Curriculum exerts control over pupils by continuing to have agency over them through differing institutions in place. Pupils have to continually evaluate their personal experiences within the dominant structures of the educational system that constructs the oral opponents of the hidden curriculum (Rao, 2021)

Parsons (1946) believes that school transmits society's customs through which the next generation receive their ethics traditions of their society. This moulds people together into a unitary system by giving them shared norms by means of the Hidden Curriculum (Agnihotri, sociologyarticles.co.uk/, 2017).

Marxists – believe that the school system in non- Marxist societies are structured to keep the working classes in their lowly conditions for the purposes of exploitation and to indoctrinate the working classes to except the overlordship of the middle and upper classes. They believe that working class children lack the cultural education and infusement of ideas which will condition them not to except their low position as a fixed state. (Browne, K, 2005; Griffiths & Hope, 2000; Haralambus & Holburn, 2008).

Their book “Schooling in Capitalist America” written in 1976 by Bowles & Gintis states the primary function of education is to train an efficient and obedient labor- force from the lower classes of society. A capitalistic system requires an indoctrinated workforce who will work long hours for low pay in poor conditions. Marxists hold the view that societal inequalities are primarily caused by the indoctrination in educational establishments in a Capitalist system (Bowles &Gintis ,1976.)



NORMS

- Saying prayers
- Be punctual
- Listen to teachers
- Sit at desks



(capelmanor.enfield.sch.uk, 2020)

VALUES

- Value each other
- Growth mindset
- Reflect
- Responsibility



(chapters.indigo.ca, 2020)

PROCEDURES

- School policies
- School rules
- Break times
- Timetables



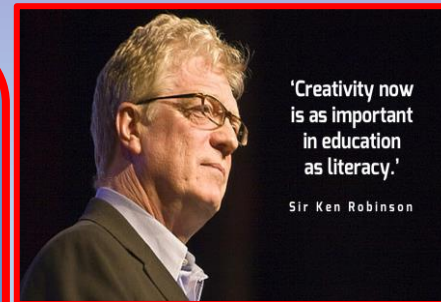
(capelmanor.enfield.sch.uk, 2020)

Educational Theorists

In 1960's Bruner promoted a theory of **cognitive growth** which studied the effect of environmental and exploratory elements towards a child's education, and which demonstrated that each child's intellectual capability develops changes in stages through in how the mind is used (Sheldon Clark, 2010). **Bruner** believes that children should be educated through a 'spiralling' effect meaning that they should refer back to what they have already learnt in order to progress their learning (First Discoverers, 2020).

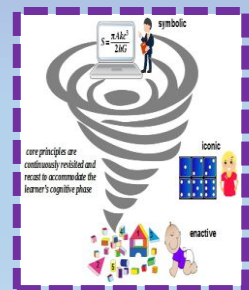
B.F.Skinner uses the term “Positive reinforcement” for his theory “operant conditioning. With positive reinforcement a response or behaviour is established by rewards, leading to the reproduction of desired behaviour. The reward is a reinforcing agent. Positive reinforcement is more effective at changing and establishing behaviour than punishment. The main thing people learn from being punished is how to avoid punishment. Skinner is also an advocate of behavioral engineering. People learn best by being rewarded for ‘right responses’ or by responses that show evidence of having the potential eventually to lead to right responses.

(shutterstock.com, 2021)



(Beatgoeson,2017)

Sir Ken Robinson argues that “ our current educational systems are still based on a industrial paradigm of education” (Revisescociology, 2017)



(firstdiscoverers.co.uk, 2020)

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