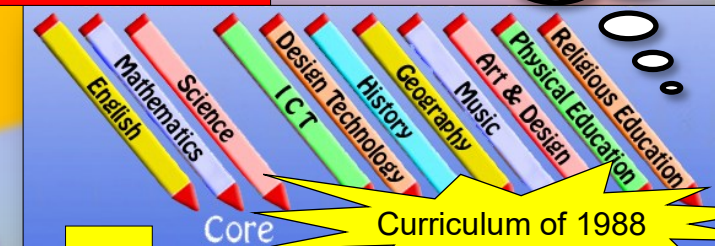


THE HIDDEN CURRICULUM

Convergent Thinking

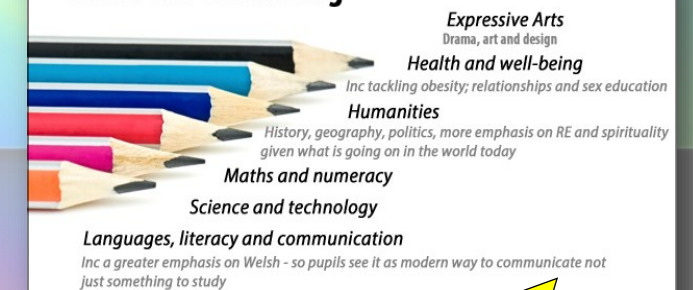
From this....



Curriculum of 1988

... to this.

Six areas of learning

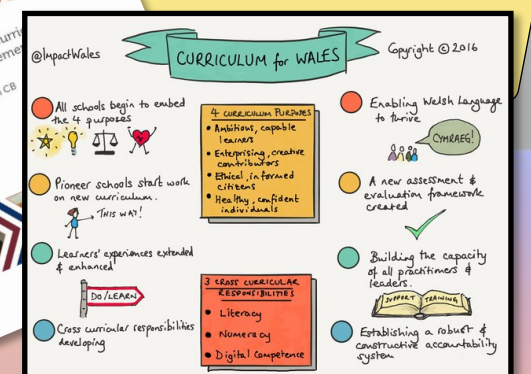


Divergent Thinking?

Curriculum for 2020

Successful Futures

DONALDSON



The hidden curriculum is anything taught in an educational establishment that has unintended outcomes. The outcomes are life skills and values unintentionally learnt which are not included in the current National Curriculum.

PERSPECTIVES OF EDUCATION

Marxist

Social Class

Education divides society into distinct social-classes the ruling (bosses) and working class (workers)

Hidden Curriculum

Argue the hidden curriculum is tool of the ruling class, and teaches children to accept their position in an unequal and exploitive society.

Functional

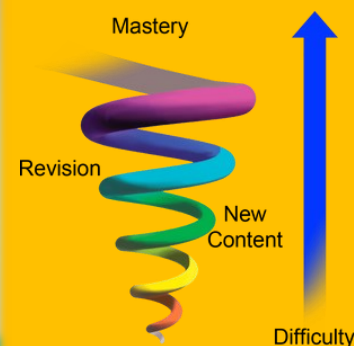
Meritocracy

If you make the effort you will be rewarded. Functionalists believe everyone has the opportunity to get qualifications, but if you fail to achieve at school it is nobody's fault but your own!

Hidden curriculum

The hidden curriculum helps to integrate future generations into society's by 'teaching' and reinforcing them with society's norms and values in order to establish a understanding, and respect for others values as well as their own.

EDUCATIONAL THEORY



J. Bruners Learning Spiral

- Active Learning Process
- Learners construct new ideas and concepts based on existing knowledge
- Curriculum should be organised so learner can build on what they have already learnt

Skinner

Operant Conditioning

"humans repeat acts that that lead to favourable outcomes and suppress those that lead to negative results."

- Rewards and Sanctions

ARNSTIENS LADDER OF PARTICIPATION

- Visual guide to measure power
- How much power do our pupils have?



PUPIL VOICE



- Rights Respecting School

- School Council
- Sixth Form 'World of Work' Curriculum
- Extra Curricula activities
- Residential Trips
- Local Community Links
- Class Rules
- Events
- School Self-evaluation

Article 12

I have the right to be listened to, and taken seriously.



'LADDER' OF PARTICIPATION

Type of participation	Type of involvement	Level of engagement
Learner control	Learners initiate agendas and are given responsibility and power for management of issues and to bring about change. Power is delegated to learners and they are active in designing their education	Learner empowerment
Delegated power	Staff still inform agenda for action but learners are given responsibility for managing aspects or all of any initiatives or programmes that result. Decisions are shared with staff	Learner empowerment
Partnership	Learners are consulted and informed in decision making processes. Outcomes are the result of negotiations between staff and learners	Tokenism
Placation	Learners are consulted and informed. Learners' views are listened to in order to inform the decision making process but this does not guarantee any changes learners may have wanted	Tokenism
Consultation	Learners are kept fully informed and encouraged to express their opinions but have little or no impact on outcomes	Tokenism
Informing	Learners are merely informed of action and changes but their views are not actively sought	Non participation
Decoration	Learners may be indirectly involved in decisions or 'campaigns' but they are not fully aware of their rights, their possible involvement or how decisions might affect them	Non participation
Manipulation	Learners are directed by staff and tend not to be informed of the issues. Learners may be asked to 'rubberstamp' decisions already taken by staff	Non participation

CRITICAL THINKING

CREATIVITY AND INNOVATION

Wider skills

PERSONAL EFFECTIVENESS

PROBLEM SOLVING

PLANNING AND ORGANISING

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