

EXAMPLES OF THE HIDDEN CURRICULUM

1. GENDER

- ❖ The education system reinforces traditional cultural messages regarding gender, that boys and girls are different - with different interests, abilities, and potential. (Basow, 2004)
- ❖ Teachers provide ‘dressing-up’ and ‘construction’ areas in classrooms, they ask children to line up in rows of boys and girls to go to ‘separate toilets’. Books commonly use stereo-typical examples such as male Doctors and female Nurses. (Biglar, 2013)
- ❖ Many teachers in Primary schools are female, reinforcing the message that women are better suited to looking after and teaching small children, whilst in secondary schools men are more over-represented than women in the higher teaching scales. (Biglar, 2013)
- ❖ Women also make up the majority of positions such as school cleaners and dinner ‘ladies’! (Haggar, 2013).
- ❖ Boys are encouraged to do Maths and Sciences – Girls are encouraged to do Arts, Humanities and Domestic Science. (Haggar, 2013)

(Gender Image, 2018)

2. SOCIAL SYSTEMS

- ❖ Authority – The voice of authority is to be trusted more than independent judgement. (Postman & Weingartner, 1969)
- ❖ School Uniform: Education is about conformity. (Robinson, 2010)
- ❖ Benefits of working hard – rewards - get qualifications - get job! (Best, 1995)
- ❖ Punctuality – Learn when to learn, when to eat, when to play! (Jackson, 1968)
- ❖ Learning is unpleasant – not joyful (James, 1968)
- ❖ Sit and Listen: learn to raise hands to speak, learn how to move about a school, learn to have good manners. (Woods, 1983)
- ❖ Not speaking while others speak. (Jackson,1968)
- ❖ Grading by ability – success and failure. (Cohen, 1977)
- ❖ School Assemblies teach mass conformity and respect for authority. (Thompson, 2008)

3. SUBJECTS

- ❖ Schools value the importance of some subjects over others. For example; Maths, English and Science are considered to be the most important subjects – and therefore are compulsory subjects. More time is given to these subjects in a school than any others.
- ❖ Other subjects are deemed less important such as Arts and Humanities and in some cases subjects such as Music or P.E. are ‘squeezed’ out of the curriculum entirely and relegated to after school clubs. (W.A.G., 2018)
- ❖ Pupils are given the message that they must do well in the ‘core’ subjects, even at the expense of their own abilities or interests in other subjects. (W.A.G., 2018)
- ❖ Pupils are led to believe that if they do not do well in Maths or English they have failed! (Raikes, 2017)

Open Book Image, 2018

When you take the free will out of education – it turns into schooling!

(Gatto, 1992)

THE CORRESPONDENCE PRINCIPLE.

- ❖ It helps produce a subservient workforce of uncritical, passive and docile workers.
 - ❖ Encourages an acceptance of hierarchy & authority.
 - ❖ Motivation by external rewards, rather than the ‘joy of learning/working’.
 - ❖ Fragmentation of subjects at school – taught in short slots and divided up into subjects.
 - ❖ The education system does this through the hidden curriculum.
- (Bowles & Gintis, 1988)
- ❖ Outdated Theory – relates to 1970’s when there were more factory jobs but the rituals and routines still prevail in schools today! (Revise Sociology, 2015)

The Hidden Curriculum

- ❖ “Those unstated norms, values and beliefs’ transmitted to students through the underlying structure of schooling”. (Giroux, 1978)
- ❖ “The Hidden Curriculum teaches pupil’s ‘the way life is’ and that education is something that is done to them – rather than something they do!” (Whitty & Young, 1976)

Magnifying Glass Image, 2018)

THEORIES

Phillip Jackson

- ❖ Used the term ‘hidden curriculum’ to describe the unofficial 3R’s – Rules, Routines & Regulations.
- ❖ 3R’s had to be learned by students to survive comfortably in the classrooms. Students develop classroom coping strategies to accommodate delay, denial & interruption.
- ❖ Learning is affected by the classroom and organisational culture and the Hidden Curriculum was a valid method of developing autonomy & responsibility.
- ❖ Discipline problems may occur for students who have difficulty following and internalising classroom rules and daily routines. (Jackson, 1968)

Vygotsky

- ❖ Believes that young children are curious and actively involved in their own learning and the discovery and development of new understandings.
- ❖ Vygotsky’s theories feed into the current interest in collaborative learning, suggesting that group members should have different levels of ability so more advanced peers can help less advanced members operate within their ‘Zone of Proximal Development.
- ❖ Believes that children construct knowledge actively and need to be submerged in different experiences. (Vygotsky, 1978)

(Cogs Image, 2018)

Marxists

- Marxists argue that the Hidden Curriculum is key to preparing the different classes for the capitalist society and reproducing the existing class inequality by teaching:
- ❖ Boys and girls to accept different roles within society.
 - ❖ Punctuality – That time belongs to school and then your workplace.
 - ❖ Rules, Detentions & Rewards – teach children to conform to society.
 - ❖ To follow instructions without question.
 - ❖ Class inequality is reproduced – children from wealthier backgrounds get better education (private schools etc.) and go on to get middle-class jobs. Working-class children will have poorer education and end up in working-class jobs.

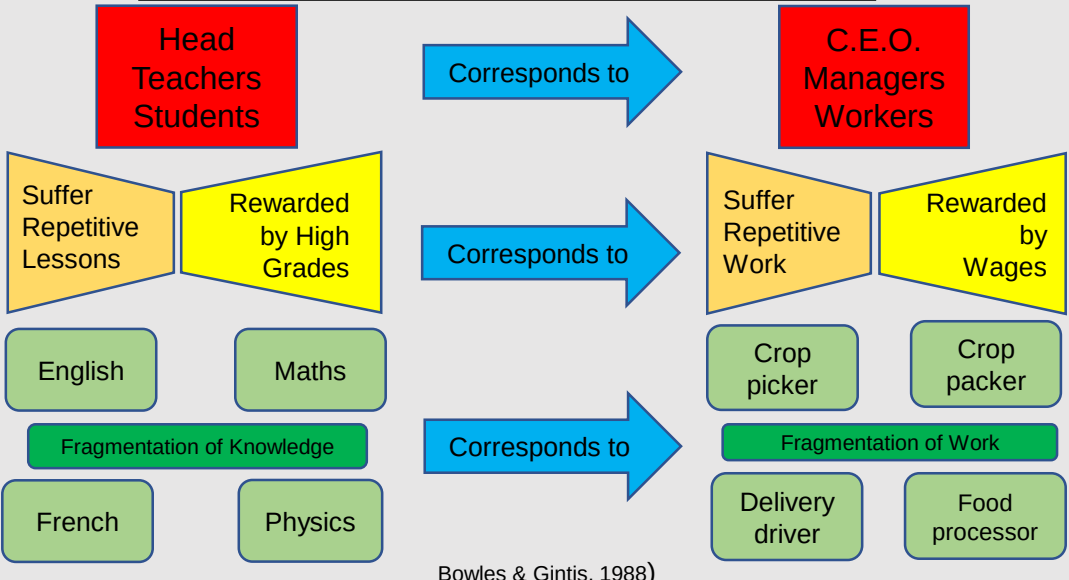
(Bowles & Gintis, 1976)

Functionalists

- Functionalists however appreciate the virtues of the Hidden Curriculum to reinforce society’s norms and values to children by:
- ❖ Looking smart via school uniform.
 - ❖ Being punctual or being disciplined for being late.
 - ❖ Learning how to follow instructions and timetables.
 - ❖ Conduct is assessed against the school rules. Schools operate on meritocratic principles, where everyone has an equal opportunity to achieve.
 - ❖ Emphasis is on organisational aspects of schooling - competition not sharing, superiority not equality.

(James, 1968)

THE CORRESPONDENCE PRINCIPLE



What is the hidden curriculum?

- ❖ The Hidden Curriculum is all that is taught and learned unofficially through the process of schooling. (Bartlett, 2012,)
- ❖ It refers to the unspoken or implicit values, behaviours, procedures and the norms that exist in the educational setting. (Alsubaie, 2015)
- ❖ Some of the things it teaches include, how to look smart, (school uniform) punctuality, authority – following a teachers instructions, a pupil’s worth (being put into a particular set.) (Cohen, 1977)
- ❖ It is learned through overt and covert ‘messaging’ – what is seen to be acceptable behaviour and everyday practice. (Davies, 2006)
- ❖ It is the areas in schools that mould pupil’s perspectives, which include; gender, morals, social-class, stereo-types, cultural expectations, politics and language. (Rogers, 2014)

(Whiteboard Image, 2018)

WHAT MESSAGES ARE SENT TO THE PARENTS AND CHILDREN

Dear Parents and children,

- ❖ Authority: Teachers are always right – children sit and listen and do as they are told! (Dunbar, 2010)
- ❖ Children are grouped by age/ability – pupil’s have a place in school and the powers that be have mechanisms for keeping them in their place! (Bartlett, 2012)
- ❖ Schools determine what is studied – regardless of interests or ability. (Cohen, 1977)
- ❖ Plagiarism is encouraged, learn by ‘rote’, do not be individual. (Moore, 2007)
- ❖ There is only one right answer! (Moore, 2007)
- ❖ Schooling is not a choice – it is compulsory – ‘for children’s own good’. (Neilson, 2018)

(Blank Page Image, 2018)

Looking To The Future.

- ❖ How can we educate children when we can’t predict the future? (Robinson, 2010)
- ❖ Technology has evolved massively in this century yet education has not really changed. (Robinson, 2010)
- ❖ Learning should be fun and interesting – not just learning for assessments or qualifications. (Donaldson, 2018)
- ❖ Digital competence, Literacy and Numeracy are so important to thinking, learning and life that they should be developed and strengthened across the whole curriculum. (Donaldson, 2018)
- ❖ More vocational teaching is needed for ‘real life!’ (Burnett, 2016)
- ❖ Budgets – more money is needed to implement new curriculums and update technology & train & employ staff. (Baker, 2016)
- ❖ Knowledge should not just be countable, measurable & therefore impersonal! (Giroux, 1978)
- ❖ Is an outdated Education system Failing Children? (E.G. Writing/Touch typing) (Lucisano, 2016)

(Crystal Ball Image, 2018)

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