

EDUC6775 | Topic 1A  
**Understanding Curriculum**  
*The Three Curricula all Schools Teach*

Associate Professor  
Robert Parkes

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### Origins of *curriculum*?

**Etymology**  
*Course of the Circus Maximus, Race Track, Running Race*





Kleibard, H. M. (1975). Metaphorical roots of curriculum design. In W. Pinar (Ed.), Curriculum theorizing: The reconceptualists (pp. 84-85). Berkeley, CA: McCutchan Publishing Corporation.

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**Post-Modern Re-Tooling of the Metaphor**  
*Circus, Road Trip, Map, Rhizome, or Lines of Flight?*



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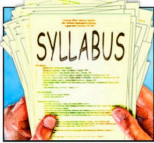
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The Syllabus as a set of educational prescriptions  
( Usually a set of official Aims, Knowledge, Skills, & Values )

## What is *curriculum*?

- All of the learning planned and directed by the school to attain its educational goals.<sup>1</sup>
- Refers to the learning experience of students, as expressed or anticipated in goals and objectives, plans and designs, and their implementation.<sup>2</sup>

1. Tyler, R. W. (1949). *Basic principles of curriculum and instruction*. Chicago: The University of Chicago Press. Or see: Tyler, R. W. (2004). *Basic principles of curriculum and instruction*. In G. J. Hebert & J. L. Thornton (Eds.), *The curriculum studies reader* (pp. 15-63). New York: Routledge.

2. Skilbeck, M. (1984). *School based curriculum development*. London: Harper & Row Ltd.

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**Curriculum as Cartography?**

Example: The International Baccalaureate Curriculum Map

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So what *is* the curriculum?

The Explicit, Planned, or Official Curriculum

- the collection of all **school subjects**?
- the **Syllabus** for a specific school subject or Key Learning Area?
- a **Scope and sequence** that maps how the syllabus prescriptions will be met in an individual school?
- a **Unit of Work** that outlines the teaching and learning strategies and goals for a specific set of syllabus topics?
- **Lesson Plans** for individual lessons that work towards the achievement of unit goals?

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ACARA • Australian Curriculum

Written Text  
May Not Be Written

The Official Curriculum in New South Wales, Australia

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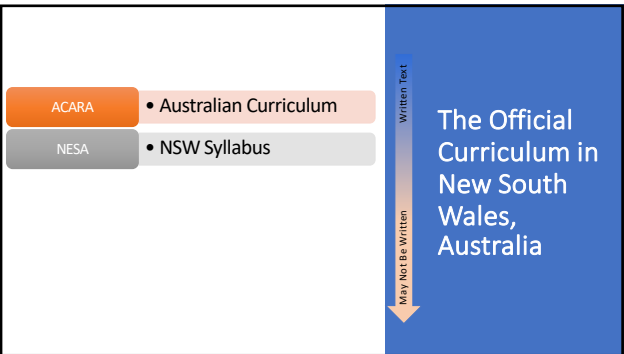
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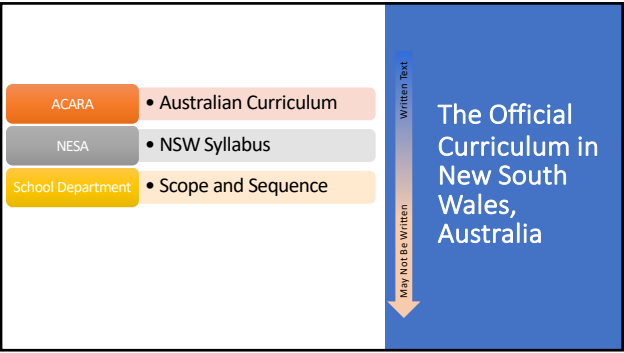
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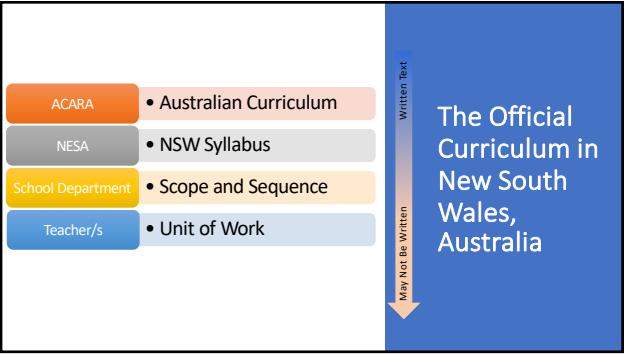
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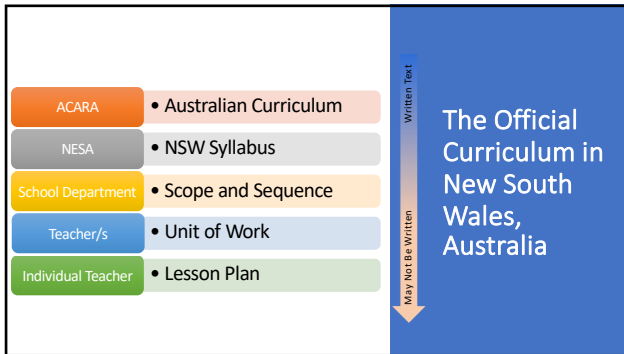
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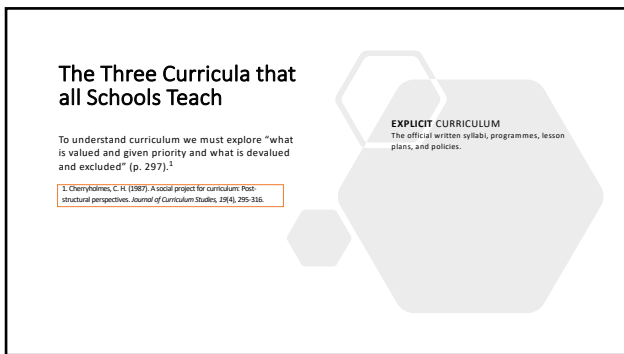
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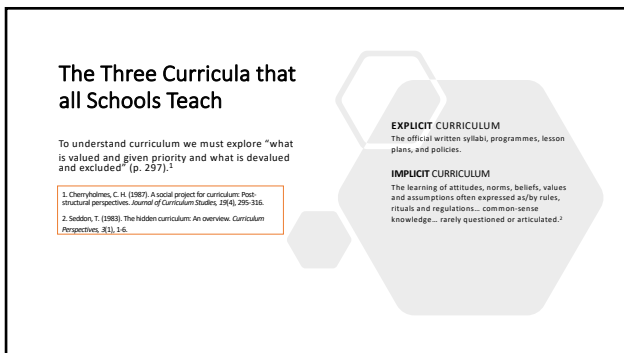
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# The Three Curricula that all Schools Teach

To understand curriculum we must explore "what is valued and given priority and what is devalued and excluded" (p. 297).<sup>1</sup>

- 1. Chernpholmes, C. H. (1987). A social project for curriculum: Post-structural perspectives. *Journal of Curriculum Studies*, 19(4), 295-316.
- 2. Seddon, T. (1988). The hidden curriculum: An overview. *Curriculum Perspectives*, 8(1), 1-6.
- 3. Eisner, E. W. (1979). *The educational imagination: on the design and evaluation of school programs*. New York: Macmillan Publishing Co., Inc.

## EXPLICIT CURRICULUM

The official written syllabi, programmes, lesson plans, and policies.

## IMPLICIT CURRICULUM

The learning of attitudes, norms, beliefs, values and assumptions often expressed as/by rules, rituals and regulations... common-sense knowledge... rarely questioned or articulated.<sup>2</sup>

## NULL CURRICULUM

What is not included in the curriculum and consequently those ideas and skills that are withheld from students that they might otherwise have used.<sup>3</sup>

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# Curriculum as the lived experience of education?

- What the teacher *actually does to enact the lesson plan* during a specific class or period?
- What *students actually experience* in the classroom during a specific lesson... or even over the course of their entire schooling?

Image from Paramount Picture's *School of Rock*

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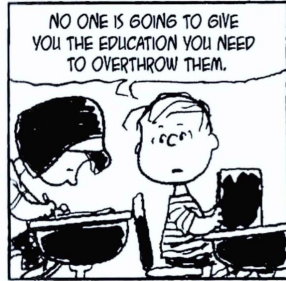
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The Null Curriculum



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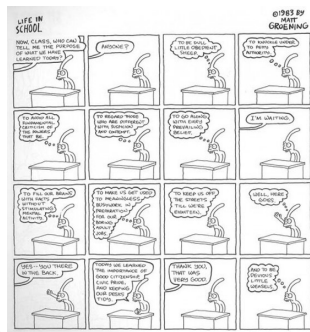
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The Hidden Curriculum



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The Hidden Curriculum



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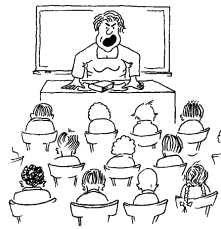
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## The Hidden Curriculum



OK, WE'VE WEED OUT THE GIFTED, TALENTED, HYPER-ACTIVE, CULTURALLY-DEPRIVED, BLUE-BIRDS, YELLOW-BIRDS, AND THE SOCIALLY DISCIPLINED. HE WILL BE CALLED "CLASS 3-B" . . . NOW GET OUT YOUR GODDAM GEOGRAPHY BOOKS. /

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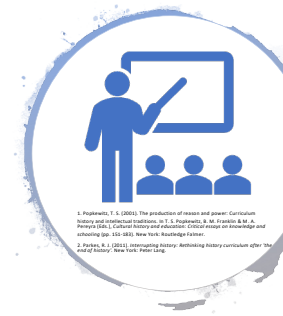
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## Curriculum constitutes particular rationalities at the expense of others

- "Curricula are historically formed within systems of ideas that inscribe styles of reasoning, standards, and conceptual distinctions in school practices" (p. 151). [Offering] "an ensemble of methods and strategies that inscribe principles for action" (p. 163). . . . [and particular] "styles of reasoning" (p. 151). Curriculum must therefore be understood as "a practice of governing and an effect of power" (p. 151).<sup>1</sup>
- Curriculum forms our ways of reasoning about the self and the world, and the rationalities that emerge from this process are constituted not only by what it includes, but by what it implies and neglects.<sup>2</sup>



1. Popkewitz, T. S. (2005). The production of reason and power: Curriculum history and intellectual traditions. In T. S. Popkewitz, R. M. Irwin, & M. A. Peters (Eds.), *Cultural history and education: Critical issues in knowledge and learning* (pp. 151-163). New York: Routledge.

2. Popkewitz, T. S. (2005). *Interpreting history: Rethinking history curriculum after the end of history*. New York: Peter Lang.

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