

The Hidden Curriculum and the Teaching Commission

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Abstract: The present work aims at the expression of the term simultaneous curriculum the expression of its types and the conceptualization of each of them, with the main focus of the negotiations and approaches of the hidden curriculum, aiming at understanding its relevance within the entire school community and how it is developed. Thus, it indicates aspects of the construction of the identity and subjectivity of the being as well as the responsibility of the teacher in the daily attitudes that he develops within school institutions, either by the real, formal or — mainly — hidden curriculum. It also seeks to promote an understanding of the seriousness of the attitudes that teachers unconsciously have and what reflexes such attitudes can provide in students, reaching the conclusion that effective learning is far beyond official laws and guidelines. For its realization, the bibliographic research method was used, based on renowned authors who support their research on the theme in question.

Key words: resume, hidden resume, teaching

1. Introduction

The present work presents a brief analysis of the curriculum, explaining in a synthesized way its concept and directly addressing the characterization as well as the distinctions between each of its types, which are: real curriculum, formal curriculum and hidden curriculum. In view of the approaches, the work has as main focus the approaches of the hidden curriculum, being the negotiations of such the main objective and, in view of this approach, it will be explained about the reflexes that this has been causing in the construction of the identity and subjectivity of the students to whom this curriculum are submissive.

For the development of this, we will use examples of imperceptible acts that are experienced daily in the educational context, being selected and expressed referencing their insertion in the pedagogical models already instituted and in the forms of teaching that are currently developed, not requiring a specific context, being present before all school institutions, with no cultural, regional and financial barriers, among other possibilities.

Inserted in this same context will be explained about the responsibility that holds the teacher in the exercise of his profession, as the reflections that can cause the actions developed by him before the training of the students to whom he teaches, highlighting the imprescindibility of relying on the guidelines instituted by law for the elaboration of lesson plans.

As methodology of the work in question, bibliographic and hypertextual research was carried out, using works that deal with the theme “Curriculum” and sites such as SciELO and Google Scholar for the search for

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works that address similar themes and that report aspects of the curriculum (mainly hidden) in view of the educational context. The descriptors “subjectivity”, “curriculum” and “hidden curriculum” were used to affect the research.

Through the method on procedure, the combination of materials that supported all the work was allowed, as well as the idealization of ideas that leads to the understanding that the identity and subjectivity of the students are formed through the teachings directed by the teacher, being in a written or oral form, that is, the student’s learning is beyond the teachings expressed by the real curriculum and the formal curriculum , but its construction is intrinsic to the attitudes that the teacher has, the thoughts he holds and the way in which he behaves in the face of daily situations.

2. Contextualization

The study of the term curriculum can cause different interpretations, which occurs in view of its polysemic conceptualization, varying from the context in which it is inserted and also from the way the term is used. In this sense, Gimeno Sacristán (2013, pp. 9–10) recognizes that “these peculiarities — among others — make the concept of the curriculum refer to a reality difficult to explain through a simple, schematic and enlightening definition, due to the very complexity of the concept”.

Therefore, even in view of the complexity of its conceptualization, the result of numerous negotiations and possibilities, at the bottom of the curriculum theories is, therefore, a question of “identity” or “subjectivity”, a fact that aims at the relevance of the curriculum in the face of the construction of the identity of students, being intrinsic to the way of seeing, interpreting and analyzing the world that surrounds it (Silva, 2003, p. 15).

Its relevance is justified in the requirement of the evidence of curricula in official documents, whether at the national level (in official documents such as laws, national norms and guidelines, textbooks, curricular proposals) or local level, such as teaching plans and lesson plans that are prepared by teachers (Araujo, 2018, p. 30). In view of this context, it is essential to emphasize that, even if it is local correspondence, the preparation of lesson plans should be subject to the laws instituted in a national nature.

Although I express the concept of curriculum and its characterizations as formal, real and hidden, the present work is strictly objective in one aspect: in the school context, what has been learned — on the part of the students — is beyond what the prescribed curriculum exposes, indicating the conception of a hidden curriculum, characterized by Silva (2003, p. 78) as being “constituted by all those aspects of the school environment that , without being part of the official, explicit curriculum, contribute implicitly to relevant social learning”. Thus, it is understood that through this learns values and orientations of society that deal with its functioning and structuring, through the teacher.

The considerations demonstrate the imprescindibility of the analysis and study of the curriculum in dealing with the being being formed, the purpose of the knowledge being transmitted and what is actually being taught - by educators — in school institutions.

For the idealization of the present work, reports expressed in scientific articles were used, as in works that related to the theme. The materials used as a reference were selected, in addition to the theme, by the experience that its author had before the school context and the knowledge about forms of teaching, which give ownership to the approaches then expressed, not being necessary the identification of participants or the region where the teaching work was developed.

3. Methodological Aspects

The present work was developed through bibliographic research and hypertextual research, having as search source the descriptors “subjectivity”, “curriculum” and “hidden curriculum”. For the selection of this, we used works in which its authors have experience and knowledge about the theme addressed.

Bibliographic works were used that had as theme the curriculum in the approach of its characterization as of its aspects. Hypertextual research was objected to academic journals and research sites such as SciELO and Google Scholar.

4. Analysis and Discussion of the Report

Prior to the negotiations of hidden curriculum, it is necessary to exposition the conceptualization of curriculum, as well as the explanation of its types. For Sacristán (1998, p. 46), the curriculum appears as “a set of selected learning objectives that should give way to the creation of appropriate experiences that have evaluable cumulative effects”.

Moreira (2000, p. 11), in the same context on the concept of curriculum, mentions that this

It is a significant instrument used by different societies both to develop the processes of conservation, transformation and renewal of historically accumulated knowledge and to socialize children and young people according to values considered desirable.

Going beyond the simple conceptualization and referencing the dealings of its type, according to Silva (2003), in the curriculum there is the categorization of three levels, which classify them as being formal, real and/or hidden.

In the characterization of the formal curriculum, we have one that is established by government guidelines and structured by prescribed regulations, which aims to offer a common basis to education at the national level. It is guaranteed by law 9,394 of 1996. It also presents another mandatory basis that is based on the formation of complementary contents following the local and regional context of each school.

On this type of curriculum, Libâneo (2001, p. 99) quotes:

It refers to the curriculum established by the education systems or educational institution. It is the legal curriculum expressed in curriculum guidelines, objectives and contents of the areas or disciplines of study. The formal or official curriculum is that set of institutionally prescribed normative guidelines, such as the National Curriculum Parameters published by the Ministry of Education, the curricular proposals of the States and Municipalities.

The real curriculum, on the other hand, is the treatment of what is effectively being taught to the students by the teacher, that is, the practical part of the formal curriculum. On this, Libâneo (2001, p. 99) explains that

It is the execution of a plan, it is the realization of what was planned, even if in this way of planning and executing changes happen, intervention of the teachers’ own experience, arising from their values, beliefs, meanings. It is the curriculum that comes out of the practice of teachers, the perception and use that teachers make of the formal curriculum as well as what is left in the students’ perception.

In the evidence of the hidden curriculum, there is a characterization that it is formed from aspects of the school environment that are not explained in the formal curriculum, contributing to learning. The hidden curriculum represents everything that students learn through spontaneous coexistence in the midst of various

practices, attitudes, behaviors, gestures, perceptions, which prevail in the social and school environment (Libâneo, 2001, p. 100).

Given the context, it is remarkable the characterization (as resulting from a hidden curriculum) the learning of values and behaviors, which will underpin the attitudes of the student towards the society in which he is inserted, through the structuring of his subjective learning.

In expressing the relationship of curriculum as a question of identity or subjectivity, Silva (2003, pp. 15–16) bases his position by expressing that,

In everyday discussions, when we think of curriculum we think only of knowledge, forgetting that the knowledge that constitutes the curriculum is inextricably, centrally, vitally, involved in what we are, what we become: in our identity, in our subjectivity. Perhaps we can say that, in addition to a matter of knowledge, the curriculum is also a matter of identity.

Analyzing the theory of focus, it refers to the process of domination that permeates society in several of its segments (such as social classes, race, gender and ethnicity), which is instituted in the form of what is common, entering societies subjectively, leading to the proper understanding of being as a social product that is completely inserted in education. Teachers, in their labeling of students, is a practical critical example of the normalization of the domination process that refers to the hidden curriculum.

The representation of the students - on the part of the educators — which will bring — in a beneficial or malefic way — the school development of the student takes place in two different ways, being the objective and the subjective. Araújo (2018, p. 35) exemplify them in practice as follows

Objectively this is observed through the evaluation, grades, concepts and classifications of students, objective instruments that are part of the organizational structure of the school. Subjectively these judgments are present in the comments, mimes of displeasure, irritation, intolerance, contempt, etc.

Silva (1996, p. 3), referencing the consequences of the hidden curriculum, stands by saying that “the hidden curriculum has as an ideological function, through the criterion of ‘personal effort’, to prepare students either to be dominated or to be dominant in this type of society in which we live”.

It is based, at the same time, that the existing values in a hidden curriculum have a connection with the society whose is inserted, therefore it also discusses that

a competitive society like ours, the school is also competitive, because in it only the “best”, and it is in this type of school that the children of the privileged class discover, very early, their “superiority” and the other, their “inferiority” (Silva, 1996, p. 3).

In this, this is the indispensability of the teachers attention to the learning context, where, in turn, they employ ideologies by incorporating strategies and methods before teaching, as well as the selection of content and their evaluations. In the absence of this malicious look, school institutions have omitted their responsibility in the social function in the transmission of skills and values such as honesty, the pride of racial heritage and openness to the intellectual being (Araújo, 2018, p. 37).

5. Final Considerations

The school curriculum is formed by all the learnings that are carried out within the school environment, therefore, it is not possible to categorize it as neutral, and it should be characterized as ideological because it is

loaded with political, economic and cultural interests (Araújo, 2018, p. 38).

Therefore, it is up to the teacher to teach what is or is not in the curriculum prescribed through the development of his activities as an educator, because they will reflect directly on the education of the student to whom he is teaching daily through the ways he or she behaves in the face of situations as well as the perspectives of vision he has in relation to the facts of a society.

In the same line of reasoning and following some post-critical theories, there is an indication that the hidden curriculum is a cultural construction, because it signals ideologies and imposes them on certain groups. Consequently, its discussion is necessary because it is present in all school institutions, regardless of the culture it has and the context of its insertion.

Thus, it is understood that the formation of the students are, to a large part, the result of the hidden curriculum, that is, everything that is taught to them implicitly contributes to the formation of their identity and their subjectivity, through the creation of their representations of values and thoughts.

Since the values, skills, orientations and attitudes, belonging to the curriculum — prescribed or hidden — transmitted by the teacher, the responsibility for the formation of the identity and subjectivity of the student is in the hands of the educator himself, and must understand his responsibility and develop his activities consciously, aiming to succeed in his primordial activity that is to educate.

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