### The Hidden Curriculum

1. **Hierarchy:** The hierarchy in school can be seen to reflect the structure of society and in the workplace.
2. **Competition:** School encourages competition between students e.g. sports, exam results.
3. **Social Control:** Rules, regulations, obedience and respect for authority.
4. **Gender role allocation:** teacher expectations and subject choice
5. **Lack of satisfaction:** Preparing students for boring, meaningless and repetitive jobs is a similar experience to employees at work.

### Arguments for vocational education

- It will lead to a more skilled, better-qualified workforce that will make Britain more competitive
- Functionalists believe it shows the importance the education system has to provide skills and expertise needed by industry & the economy.

### Arguments against vocational education

- The emphasis on skills training disguises the fact that the problem is not that young people lack necessary skills for work it's that there is no work for skilled young people.
- Marxists argue it is viewed as lower status compared to purely academic qualifications.
- Seen as replicating the Tripartite system

### Social Control: Formally

- Discipline, punishment, school rules.

### Social Control: Informally

- Peer-group pressure, learning to live and work with others.

### De-schooling: Illich (1995) argues that schools repress children and promotes passive conformity rather than developing creative individuals. He argues for deschooling. School should be abolished and people should pursue knowledge and skills with like-minded individuals.

### Education knowledge organiser

**Talcott Parsons (Functionalist)**
- Schools prepare children for the same universalistic standards - the opposite of the particularistic standards from home life.
- Schools promote a value consensus: encouraged to achieve high and the rewards encourage them to maximise their potential. Students are also competing on equal terms in the classroom.
- Meritocracy: students achievements are based on their abilities and efforts, not on social class, gender or ethnicity.
- Role allocation: matched to the correct job based on skill/knowledge.

**Marxist**
- More socially effective citizens and creating social cohesion. The hidden curriculum teaches young people the expectations of society.
- There are inequalities in the education system between boys and girls. It plays a role in socialisation of boys and girls. Even thought girls are outperforming boys, education still reinforces patriarchal views.

**Feminist**
- Why are independent schools favoured by some? Why are state schools favoured by others?
  - Lower teacher/student ratio which means smaller classes so students receive more attention
  - Resources/facilities are better
  - Academic culture
  - Parental input, expectations and support tends to be higher
  - Free and not based on ability
  - More socially mixed
  - Upward social mobility
  - Students do not have to travel far on a daily basis

**Education is an important agency of socialisation, it maintains social stability and social cohesion. Prepares young people for working life and adulthood. Teaches specialist skills for work. Education is meritocratic.**
In this classic text, Durkheim discusses how education ability is able to perform the role of socialisation. This involves changing the norms and values of society.

Durkheim argued that, for society to work, there had to be a social consensus. People in society had to agree about what was important and what they thought education should be. This consensus would lead to shared social norms and functions (work) without everything individuals do being monitored all the time. Education is a crucial agent in this process.

Durkheim saw the teaching of History - in particular, as a key part of this socialisation process. He argued that, through the teaching of History, people learned about the past, which was part of a community. This helps to encourage children to understand that society is important - that they should be working with other people, not just themselves.

Alas, outside the classroom, the school encourages children to work together to gain access to the better sort of people - not just people they are related to or are particularly close friends with. With that, teaching history, this helps children learn to be a part of a wider society.

Durkheim was particularly interested in looking at how children interacted in school. This was an important part of teaching values. It is important that there is broad agreement in society about what is right and wrong, and what people should strive for with their lives. Children learning what was important in society, before the time children leave school, must have learned self-discipline, and not need to be controlled. They should also have learned that misbehaviour has negative consequences, both for themselves and for society.

Critics of Durkheim would suggest that, whilst his ideas were widely accepted by society and by many, his ideas were not beneficial to the working class who benefited, and feminists would suggest it was men who benefited.

A classic Marxist analysis of education which describes how school prepares workers for a life of submission in the capitalist system. Unlike functionalists like Parsons, Bowles & Gintis dismiss the idea that the education system is meritocratic, instead describing a system that reproduces social class inequality.

A key aspect of Bowles & Gintis’ famous study was the introduction of streaming. This was not something that was deliberately made to be similar to work. Like in the workplace, schools were divided into working-class and middle-class streams. These streams were not comparable to streaming by ability, and different from the ability grouping system in schools.

People work for extrinsic rewards (e.g. pay for workers in the capitalist system, grades and house points, etc. in education) rather than getting satisfaction from doing the work itself.

Bowles & Gintis argue that the aim of this is to create obedient, docile workers, who will not question things how are arranged and will not work hard to improve their lot. As such, for Bowles & Gintis, the schooling system performs a vital function for capitalism: it prevents the children of working-class parents working class, and ensures the children of bourgeois parents become bourgeois. And it ensures that those working-class children will continue to work hard and put up with low pay and poor conditions (in the workplace) rather than leaving the system. By the way, people in society had to agree about what the goals of society were.

Bowles & Gintis talk about the myth of the meritocratic school system - that schools are meritocratic. This means they teach people that what they are doing is good, and what they are going to learn is important. It is important to remember that Bowles & Gintis were Unitarians; they were critics of capitalism. This is what they thought education was like, not what they thought it should be like.

Critics would argue that school has changed a lot over time, and that streaming by ability does not benefit the working class, and that working-class pupil education and life chances.

This classic case study into secondary education sought to investigate why working-class pupils underperformed at school.

The classic functionalist argument is that the education system is meritocratic; it helps sort people into the most appropriate jobs. And yet statistics show that people from lower-income families consistently underperform compared with those from higher-income families. So how is this possible? Is it possible that the role of the education system is to reproduce social class, and that working-class children have been put in place to try and support children from higher-income families? Halsey and Marston are wrong that schools deliberately fail working-class pupils, but because wrongly believe that working-class children are in the same position as middle-class children. In the middle-class, children who the school viewed positively were the “star” pupils. If you wanted working-class children to succeed, you would need to create a system that was more conducive to within the group for tuitions, bad behaviour and discipline. With working-class pupils, especially those from different racial, social, and homophobia within the group.

Emile Durkheim (Functionalist)

Bowles & Gintis (1976) (Marxist)

Ball, Bowe & Gerwitz (1994) - Parental Choice & Competition

Halsey, Heath & Ridge (1980) - Social Class Inequality

Ball (1981) - Rounding & Teacher expectations

Wills (1977) - Learning to Labour (Marxist)

Paul Wills used a wide range of research methods - including observations and interviews - to really try and see how working-class children were doing in schools. At Parkside, he was interested in how education and why working-class children went on to do work class jobs. But he reached quite different conclusions from Bowles & Gintis. Wills’ study of working-class boys in a Midlands school has shown that working-class and middle-class children form two different groups of working-class boys who were disruptive, misbehaving, and often receiving lower grades in school. The research they had done on working-class children. They found that Wills called on an anti-subcultural. Within this subculture it was “cool” to “mess about” and to fail. It really turned the values of the schools upside down. In between this banding, middle-class children was with their values. In the middle-class, children the school viewed positively were the “star” pupils. Wills found that working-class boys were often confused, and that the school was not producing the productive, docile workers capitalists might ideally like to have working for them.

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Equal chance to develop talents, free state run education. One school for everyone. The ‘self-fulfilling’ prophecy if teachers have low expectations, or see a child as only being capable of reaching a certain level of academic achievement this can make students bring on their own ‘self-fulfilling’ prophecy line with the teachers judgement.

The School: Teachers make judgments and classify students. These judgments can often affect a child’s chances of educational achievement.

The ‘Halo effect’ Judging a student as ‘bright’ while they tend to question the good performance of those children who are less well behaved.

The Hidden Curriculum. It is argued that certain subjects are biased towards white European culture. Some books may present stereotypical images of some societies.

Cultural differences. Cultural norms and values may be different to ‘mainstream’. British norms and values. The language spoken at home may also be an important factor.

1944 Butler Education Act
- Equal chance to develop talents, free state run education.
- Introduction of a meritocratic system in which children received an education based on their academic ability rather than the ability of their parents to pay.

1965: The Comprehensive System
- One school for everyone - abilities and social classes.
- No labelling as a failure, seen as fairer.
- Each school has a specific ‘catchment’ area.

1986 Education Act
- Introduction of the marketisation of education - consumer choice and competition. Focus on parental choice, funding based on student numbers and more freedom for schools.
- The introduction of the National Curriculum - compulsory subjects for ages 5-16.
- Introduction of testing. GCSE examination.

1997 New Labour Educational Policy
- Raising Standards: providing nursery places for 3-4 year olds, reducing class sizes, national literacy & numeracy schemes, ‘special measures’, ‘value-added’ feature on league tables.
- Promoting Diversity & Choice: introduction of specialist and faith schools.

Since 2010 educational policies:
- New style academies
- Free Schools
- Pupil Premium