

**Table 1** A comparison of curriculum ideologies (Schiro, 2008)

Curriculum features		Scholar academic ideology	Social efficiency ideology	Student-centred ideology	Social reconstruction ideology
Aim of the subject	Purpose for knowledge	Understanding	Doing / action	Actualizing oneself	Interpret and reconstruct society
Content knowledge	Nature of knowledge	Didactic statements	Capabilities for action	Personal meanings	Intelligence and a moral stance
	Source of knowledge	Objective reality as interpreted by academic disciplines	Normative objective reality as socially interpreted	Individuals' personal creative response to experience	Individuals' interpretation of society's past, present and future
Instructional process	Learning viewed from	Transmitter	Transmitter	Receiver	Transmitter
	Primary function of learning	Social transmission	Social transmission	Growth	Social transmission
	Result of learning	Changed mindset	Changed behaviour	Changed mindset	Changed behaviour
	Primary actor during learning	Agent	Agent/student	Student	Agent/student
	Student readiness	Simplification of difficult topics	Providing prerequisite behavioural capabilities	Stages of growth	Gestalt of prior experience
The student	Role during learning	Passive	Active	Active	Active
	Teacher focuses on	Child's mind	Child's behaviour	Child's mind	Child's behaviour
	Teachers concerned with children	As they ought to be	As they ought to be	As they are	As they ought to be
	Viewing children	In relation to standardized norms	In relation to standardized norms	As individuals	In relation to standardized norms
Teaching	Role of teacher	Transmitter	Supervisor	Facilitator	Colleague
	Standards used to measure teacher effectiveness	Accurate presentation of discipline	Efficiency of student learning	Facilitation of growth	Effective transference of the vision
	Teachers stimulate	Uniformity	Uniformity	Diversity	Uniformity
	Teachers	Directly implement curriculum	Directly implement curriculum	Adapt curriculum (according to children's needs)	Adapt curriculum (according to social concerns)
	Media used during learning	Didactic discourse	Programmed instruction	Child-environment interaction	Group dynamics
Assessment	Intent of teaching	To advance students in a discipline	To prepare students to perform skills	To stimulate child growth	To acculturate students into educators' vision
	Purpose of evaluation to the evaluator	Rank students for a future in the discipline	Certify that students have the skills	Diagnose students' abilities to facilitate growth	Measure student progress with respect to ability
	Nature of assessment tools	Norm reinforced	Criterion reinforced	Informal subjective diagnosis	Informal subjective diagnosis
	Assessments are	Objective	Objective	Subjective	Subjective
	Point of assessment	After instruction	After instruction	During instruction	During instruction