# STATUS AND ROLE OF OFFICIAL AND OPERATIONAL CURRICULUM IDEOLOGY IN CURRICULUM IMPLEMENTATION APPROACHES

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Abstract. The faithful implementation approach that teacher enforcement, the official ideology of both starting point and the destination point and the intended curriculum as well as a slightly colored in the curriculum operating is dominant. The adaptive approach, the official and operational ideology at all stages of reforms and implementation of the curriculum from starting point to the end point in both curriculum intended and curriculum operational are present. The enactment approach, according to the role of educational practice factors such as teachers and students involved in the process of curriculum changes, operational ideology strong role in all the processes of implementing changes from the starting point to the end point as well as in curriculum intended and operational.

Keywords: curriculum ideology, official ideology, operational ideology, curriculum implementation approaches.

## 1 Introduction

The ideology of Greek origin and is composed of two words, ideas and logy, meaning science ideas are used (Sather, 2003). Ideology word was first coined in the eighteenth-century French philosopher Destutt de, tracy. He applied ideology in the sense of science ideas. It then served in the tradition of Marxism, Marx and Engels and their supporters in the twentieth century Gramsci and Althusser's theory of ideology. As well as some sociologists and philosophers began to conceptualize ideology that they are the most famous Emile Durkheim and Karl Mannheim noted (Van Dijk, 998). Eisner (1994) mentions the network and matrix values as ideology. Meighan (1981) for educational ideology, a vast collection, but related, ideas and beliefs about the world which by a group of people both in behavior and in their speech becomes apparent with other people, has defined (Shkedi & Horenczyk, 1995). Eisner (1994) curriculum ideology as a system of beliefs about what schools should teach, what is their purpose and what they use as a source, has defined. Eisner (1994) ideologies curriculum is divided into two categories: operational and formal. The official ideology of the state, in fact, consistent with the educational philosophy and as the educational system is predominant approaches by policy-makers and decision-makers curriculum is predetermined. But the ideology of operations related to the context and situation of educational practice and daily classroom activities. According to Eisner operating ideology has both hidden and obvious. Some of the values, beliefs and attitudes are explicit and the implicit and hidden some of the values and beliefs and in their individual behavior does not show clear and not easily understood (Eisner, 1994).

Curriculum implementation, means the process of making a change in practice. Classification of various kinds of curriculum implementation approaches has taken place. Chu (1998), approaches to the implementation of the curriculum is divided into three categories: 1. faithfully apply the approach that this linear approach is a technical process. 2. Adaptive approach (adaptation), this approach to the complexity of the context and situation where change takes place, insists. 3. Enactment approach that the participation and involvement of teachers and students in the process of change. Ideology plays an important role in the structure of the curriculum. Ideology as an umbrella,

covering the entire curriculum development process (Littledyke, 1996). Ideologies have a major role in the curriculum (Alexander, 2005) and one of the key concepts in the field of curriculum studies are (Musgrove, 1978) as well as ideologies determine what should be taught in schools (Musgrave, 1972). So the curriculum as a project of cultural, social and political, ideological and military on the basis of beliefs, values and attitudes shaped a social group (Ferreira et al., 2008) and cannot be value-free or value-neutral act against the system (Littledyke, 1996). Changes in education in any country is absolute and necessary, and no one denies it. Fundamental change requires deep involvement with the ideologies of Curriculum (Leonardo, 2003). Given the importance of ideology, which was mentioned in the curriculum, the role of ideology in the structure of the curriculum, especially in the process of curriculum implementation is very important. The main players in practice and curriculum will be implemented in the practice environment and should be accurate and comprehensive execution environment and value system of the execution environment exist. As mentioned, there are different approaches to the implementation of the curriculum and the value system prevailing in each of the approaches of curriculum implementation role of the different forms. So the fact that, according to Giroux (1983) an urgent and immediate needs of the educational system, the ideologies and value systems (Bartolome, 2007) and there have been few studies on this topic in this study the role of ideology in a variety of approaches to curriculum implementation will be discussed. The important implications of this study may help to reduce the gap between official ideology and operational at different levels of implementation of the curriculum and the role and importance of their role in a variety of approaches to curriculum implementation. Thus, according to the ideology of the curriculum, the official ideology and the ideology of operation, the implementation of the curriculum is effective, in this study, to analyze and evaluate the various curriculum implementation approaches and clarify the role and status of official ideology and operational in each of these approaches will be discussed.

## 2 Curriculum implementation approaches and models

The curriculum changes in practice is be said curriculum implementation. Approaches and different views on the implementation of the curriculum has been propose here are the approaches to the implementation of the curriculum in terms of Chu (1998) because of the comprehensiveness and attention to all levels of curriculum implementation were discussed. Most of the assortment that has taken a variety of approaches to curriculum implementation is often ambivalent and the involvement of non-involvement change elements in the implementation of curriculum are considered, but in the classification Chu (1998) approaches curriculum implementation, attention has been paid to various aspects of curriculum implementation and in each of these approaches has pointed to a different model for curriculum implementation. Chu (1998) approaches to the implementation of the curriculum is divided into three categories:

Faithfully approach: In this approach change is linear and a technical process. The idea of this approach, implementing faithfully and without any change curriculum that is intended by program planners. Participants are changes in the approach to decision-makers and planners. The process of change in this approach is a top-down process and new initiatives and changes have been made up by decision-makers and planners to low levels and the regions, districts, teachers and classroom are sent. In this approach the only system of beliefs and values of decision makers and planners in the design and implementation of changes are effective and system of beliefs and values of individuals involved educational action such as teacher and student is ignored. Chu (1998) points that each of these approaches has its own curriculum implementation models.

Models faithfully implementing or planning approach designed for two purposes, first to increase the effectiveness of the delivery system innovation, second to explain and predict the progress of the issues that the anticipated steps used by the user.

Adaptive perspective: Consistent with the notion of the adaptive perspective is the sensitivity of post positivism that emphasizes the complexity of the context in which a change takes place. Opposed to the over specification and rigidity of implementation goals and objectives, this perspective stresses a process that permits implementation .policy to be modified and revised according to the unfolding interaction of the policy with its institutional setting. Accordingly, most educational concerns are to fit a proposed innovation to the institutional setting that encourages reducing the gap between an ideal implementation goal and given local contexts. In short, the success of a new curriculum results from the consequence of trade-offs within a local context in which multiple values are embedded. Curriculum implementation in adaptive approach are two models, one model of mutual adaptation which the teacher cannot help the change process but can be that change and innovation fit with the position and texture of its own. Implementation of adaptive thinkers have accepted the assumption that a predetermined curriculum framework must be properly interpreted by users within their location. The second type of adaptive implementation models, models that would assume responsibility for the tasks change, the change facilitator models are called. According to this model, users can engage the process of change and development programs are implemented. In these models, a cooperative relationships between managers, planners, researchers, educators, teachers, parents and administrators all there. The features of this model change, cooperation between schools, professional development of teachers, the students and the community to meet the needs, gather information systematically and monitor and amend true. In these models, facilitators are trying to implement the curriculum social distance between the target and the image they give of a person trained decrease (Beirami pour et al., 2010). Teachers in these models at different levels are active because their knowledge and skills in different levels is different.

The enactment perspective: Argued by Snyder et al. (1992), the enactment perspective refers to intra contextually in creating meaningful educational experiences "shaped by the evolving constructs of teachers and students"(p. 404). What makes this an alternative perspective, compared to the previous two perspectives, is the way it defines the concept of "curriculum." In this perspective, different priorities for "successful" implementation can be made WHILE the teacher and students enact the curriculum. In this respect, "curriculum" is not necessarily the taken for granted notion of "a document." Nor is it captured by the a priori instrument by which researchers are able to measure the enactment of the curriculum in light of predetermined goals and objectives. The enactment perspective points out the misnomer of the term implementation due to an unnecessary application of top-down bureaucracy.

Curriculum implementation models in the enactment perspective have key differences whit two models of previous approach. One is that personal and moral growth of teachers are so important that one of the specific results of their efforts curriculum, Second, planning, acceptance and approval of curriculum are ongoing activity at the same time, Third, the active participation of students in the syllabus of the most successful methods to fully guarantee. To improve the curriculum reform process, researchers from the central role of teachers in curriculum reform and the need for teachers to have a sense of ownership and engagement in the reform of the change to favored. In the late 1980s, the emergence of new approaches to curriculum reform, including school-based curriculum development and research, practice, a new path towards putting schools and teachers in the curriculum reform efforts began. In this model, teachers and curriculum development control these models were in fact a kind of attention to democracy in the curricula. This type of model is based on the strong belief that teachers and

students are the ones who can create results that have both social acceptance and self-acceptance. Absolute authority of teachers and students in the planning and implementation of the curriculum is at the heart of these models.

## 3 Operational and official ideology

Eisner (1994) mentions the network and matrix values as ideology. Eisner (1994) curriculum ideology as a system of beliefs about what schools should teach, what is their purpose and what they use as a source, has defined. The concept of curriculum ideology in the literature and by experts in the field under different titles used. Mehrmohammadi and Aminkhandaghi (2009), ideology of curriculum normative theories were applied curriculum which are known as macro theory and philosophical training to be remembered. Miller (1983), the curriculum ideologies mentioned as curriculum orientation and Schiro (2008) and Kliebard (1986) are cited as the theory of curriculum.

Eisner (1994) ideologies curriculum is divided into two categories: operational and formal. The official ideology of the state, in fact, consistent with the educational philosophy and as the educational system is predominant approaches by policy-makers and decision-makers curriculum is predetermined. But the ideology of operations related to the context and situation of educational practice and daily classroom activities. According to Eisner operating ideology has both hidden and obvious. Some of the values, beliefs and attitudes are explicit and the implicit and hidden some of the values and beliefs and in their individual behavior does not show clear and not easily understood (Eisner, 1994). Operational ideology and daily classroom curriculum that refers to educational activities, in fact, the system of beliefs, values and attitudes of teachers, students and other people involved in educational practice that can at the success or failure of every decision and action training to be effective. The official ideology from the outside and operational ideology or lived within the curriculum and the educational system is derived from and operational ideology is in fact influenced by the official ideology, but it is possible, comply or do not conform to the official ideology and the compliance and non-compliance can have a degree.

## 4 Status and role of official and operational ideology at the curriculum implementation approaches

As was mentioned, changes in the curriculum is said curriculum implementation that there are different approaches to implement changes in the curriculum. In this study three approaches faithful implementation, adoption and ratification is examined. The successful implementation of the curriculum changes with different approaches need attention to the official and operational ideology of the curriculum. In this study the role of official and operational ideology at the curriculum implementation approaches, each approach separately role and status of operational and official ideology is examined.

Status and role of official and operational ideology at the faithfully approach: As was mentioned, in this approach change is linear and a technical process. The idea of this approach, implementing faithfully and without any change curriculum that is intended by program planners. So based on this approach, objectives, content and curriculum evaluation and also designs and new ideas advance by program planners and decision-makers determined and communicated to the teacher and the classroom and the teacher's role is simply implementing those changes and reforms. If the official ideology to recognize as system of beliefs and values of the curricula and the educational system and operational ideology know as belief systems that dominant at the classroom and people involved educational practice, can be said that the official ideology at the faithful implementation approach, starting point and start of in curriculum and the point of destination at the end of planning and curriculum intended as well as a little more color in the implemented curriculum is dominated. As Figure 1 shows only

implemented curriculum, and it is at the end of ideology operational can be seen. That all changes to the officially by politicians and decision-makers and program planners intended to dictate curriculum and run and the system of beliefs and values their dominated and people involved administrative and operational curriculum such as teacher and student do not have any role in curriculum planning, but at the beginning and end of the curriculum implementation subconscious beliefs and values

of the people involved in educational practice are effective, and although objectives, textbooks and curriculum guides, lesson planning and decision-making by the central organization and planning are identified curriculum but in the classroom by the teachers, managers and students are implemented and behaviors that after Implementation of the curriculum in the student takes shape only arising from the curriculum intended will not be by decision-makers.
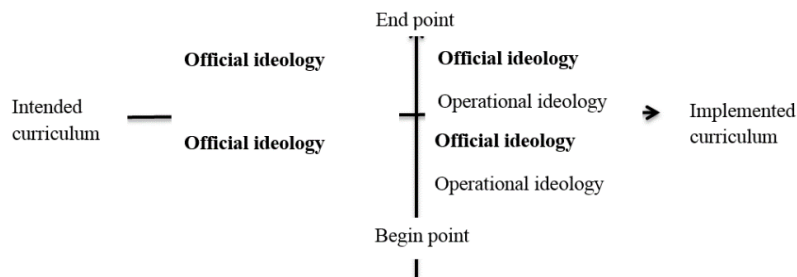


Figure 1: Status of official and operational ideology at the faithfully approach

Status and role of official and operational ideology at the adaptive approach: Consistent with the notion of the adaptive perspective is the sensitivity of post positivism that emphasizes the complexity of the context in which a change takes place. Unlike previous approaches to educational goals and objectives for dry runs were predetermined, in this approach is the emphasis on the process of change and a policy that can be changed based on interactions policies with educational contexts reviewed. In this approach change to adapt with the conditions and characteristics of the local situation and individuals opinion involved action and national policy planners and decision-makers begin and the individuals involved educational practice and decision-makers and program planners involved in the change process. In this approach, the individuals involved educational practice and program planners and decision makers there is an interaction. So the relationship between the official and operational ideology at this approach as in Figure 2 is shown, official and operational ideology at all stages of reforms and implementation of the curriculum the starting point to the

end point and the intended curriculum and implemented curriculum at present. The intended curriculum is designed from the beginning that the people involved in educational practice and curriculum implementation and the decision-makers and program planners are involved. And the participation in change and implementation of curriculum intended and curriculum implemented is likely to continue until the end. And the participation in various forms within the different levels of decision-making can occur, that can be delegated to provinces, and schools in designing and producing textbooks, curriculum guides or in school curricula filling happen. In this approach the system of beliefs and values of individuals involved educational practice or the operating ideology and system of beliefs and values of decision makers and planners of educational system or official ideology involved and based on this approach the Central Authority sole responsibility of deciding on the goals of the curriculum, textbooks and other curriculum components do not have.
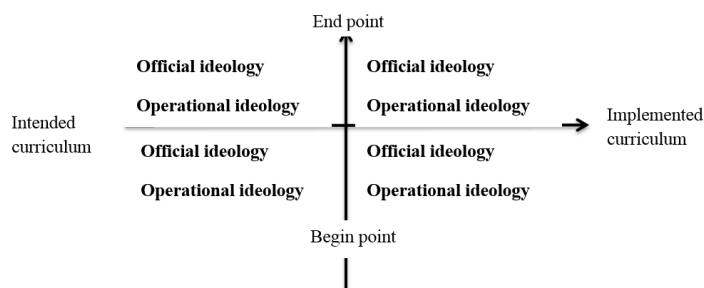


Figure 2: Status of official and operational ideology at the adaptive approach

Status of official and operational ideology at the enactment approach: This approach, an approach in a position to create meaningful educational experiences, and engage with the participation of teachers and students has been formed. This approach is based on the successful implementation of the curriculum can happen with the participation of teachers and students. The curriculum in this approach is essentially a document preset. This top-down bureaucratic approach to the implementation of the curriculum appropriateness and relevance, but the opposite is bottom-up. The relationship between the official ideology and operational approach as in Figure 3 is shown, in this case, is due the role of involved individuals in educational practice such as teachers and students in the process of curriculum changes, the operational ideology a strong role in all the processes of implementing changes from the starting point to the end point and as well as the intended curriculum and

implemented curriculum. That changed completely endogenous and the people involved in the action happens Education and Classroom, and start designing curriculum planning and implementation of the curriculum in both administrative and operational actions by the people involved such as teacher and student takes the responsibility to formulate guidelines for the curriculum and textbooks and learning resources from headquarters and taken decision makers and local districts, schools, teachers, parents and students are given and decision-makers and program planners have not a strong role here, of course, since the attitudes, beliefs and values of the people involved in educational practice and philosophy of education influenced the educational system of the country will be the dominant approach, official educational philosophy educational system either faint or official ideology can be involved in this approach.
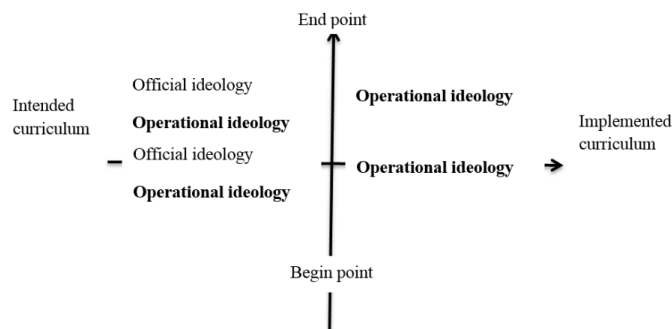
Figure 3: Status of official and operational ideology at the enactment approach

Figure 4, the overall operational status of official ideology and faithfully apply the three approaches, adaptive implementation and enforcement of the adopted curriculum. As was explained and Figure 4 show the faithful implementation approach, the official ideology and the role of the Central Authority bold Curriculum unlike the enactment implementation approach which operational ideology and the role of individuals involved in educational practice such as teachers, parents and students more pronounced. The adaptive approach to implementation of the partnership between decision-makers and central organizations and individual's involved Educational practice such as teachers and students is very important.

**5 Conclusion**

As explained, the official ideology, in fact, consistent with the educational philosophy of the educational system and the educational system are also predominant approaches by curriculum specialists and decision-makers have already been determined. But the ideology of operations related to the context and situation of educational practice and daily activities are classroom. Approaches and models of curriculum implementation, including faithfully approach that are prescription and technical models, adaptive approach to participatory approach models on the one hand due attention to policy makers and program planners and on the other hand, because according to teachers and students and other individuals involved action can be implemented in practice and is successful. And enactment approach models that have full power to teachers and students in curriculum implementation is high. The official and operational ideology role in the implementation of the curriculum models is an important factor in the success or failure of the implementation of the curriculum is considered.

Official ideology at the faithful implementation approach, starting point and start of in curriculum and the point of destination at the end of planning and curriculum intended as well as a little more color in the implemented curriculum is dominated. In the adaptive approach, official and operational ideology at all stages of reforms and implementation of the curriculum the starting point to the end point and the intended curriculum and implemented curriculum at present. In the enactment approach the operational ideology a strong role in all the processes of implementing changes from the starting point to the end point and as well as the intended curriculum and implemented curriculum. So we can say that the approach and the approach to curriculum implementation models tend to be adaptive and collaborative models and the participation of all individuals are entitled, the gap between official ideology and the operating time will be reduced and the official and operational ideology will be considered and how these approaches and models run contrary to the faithfully approach and enactment approach, the distance between official ideology and operational also increases, and one of these ideologies is neglected. Hence it is recommended that the design, development and implementation of curricula, both politicians and decision-makers and program planners, and others involved both teachers and students involved in educational practice, has not neglected the official ideology and operational ideology and distance between official ideology and operational ideology reduced and curriculum implementation accompanied with greater success. So the results of this study may help to reduce the gap between the central organization Curriculum and schools and educational context for the development and designing curricula and learning resource and also attract the attention of politicians, decision makers and headquarters to the context and environment in the implementation of the curriculum changes noted.
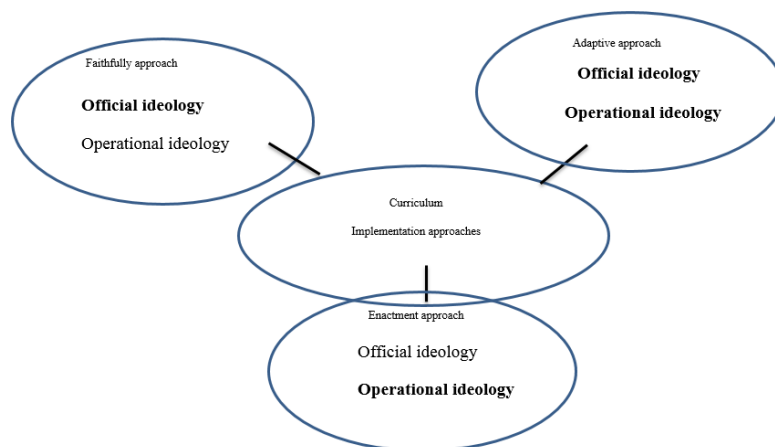
Figure 4: Status of official and operational ideology at the approaches of curriculum implementation

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