

Study on Bernstein Invisible Pedagogy's Meaning in Childhood Education Curriculum and Teaching

Bernstein (1975) argues that the social principles of regulation knowledge classification and framing in education system may decide the form of educational knowledge codes, as well as the major guidelines to establish curriculum, teaching, and evaluation. The study focus on Bernstein's concepts of classification and framing, explores the integrated codes and collection codes in his theory, and extends the codes to develop visible pedagogy and invisible pedagogy. Most parts in childhood education curriculum are invisible courses of weak classification and weak framing. Therefore, analyzing the meaning of power relationship and hierarchy assumption in childhood education curriculum (taking the example of 'project curriculum' model) based on the theory of invisible teaching. Compared to the direct teaching model, teachers' powers in the project curriculum model are greater. Kindergarten should rationalize the hierarchical culture of different families if child's daily life needs to be fully presented in the classroom. That the invisible teaching vanishes the symbolic continuity (or extension) between labor-class family and the kindergarten is analyzed. It finds that the child thus becomes a low-efficiency member, and parents and child become child teacher's students except parents conduct some alternations. However, parents will be fully under the control of the complicated child development theory if they want to catch the theory of invisible teaching. No matter taking which choice, parents at labor class are powerless to child teachers. In a contrast, parents of middle class own capabilities of understanding invisible teaching even not totally accepting values and practices of it. Parent's efforts and economic capitals may help to construct private teaching system, and the power relationship between parents and child teachers inclines to balance.

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