Curriculum can be variously defined. Kerr defines it as, “All the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school.”[[1]](#footnote-1) Another definition proposed by Lawrence Stenhouse is: ‘..an attempt to communicate the essential principles and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice.’[[2]](#footnote-2) If we unpack this latter definition it can be simply reduced to three levels, each of which has well defined goals.

1. In planning:
2. Principles for the selection of content- what is to be learned and taught
3. Principles for developing teaching strategy-how it is to be learned and taught
4. Principles for decisions about sequence
5. Principles to diagnose strengths and weaknesses of individual students.
6. In empirical study:
7. Principles to evaluate the progress of students
8. Principles to evaluate progress of teachers
9. Guidance regarding the feasibility of implementing the curriculum in varying school contexts, pupil contexts, environments etc.
10. Data about variability of effects in differing contexts and causes of variation
11. In relation to justification:

 Aims of the curriculum

1. Kelly 1983: 10 [↑](#footnote-ref-1)
2. Stenhouse, Lawrence . An Introduction to Curriculum Research and Development; (1975) [↑](#footnote-ref-2)