

**CURRICULAR THEORIES AND CONCEPTIONS: REFLECTIONS FOR  
CURRICULUM CONSTRUCTION**

**TEORIAS E CONCEPÇÕES CURRICULARES: REFLEXÕES PARA A CONSTRUÇÃO  
DE CURRÍCULO**

**TEORÍAS Y CONCEPCIONES CURRICULARES: REFLEXIONES PARA LA  
CONSTRUCCIÓN DE CURRÍCULO**



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**ABSTRACT:** The text constitutes research on curriculum, whose central objective is to investigate some of the main theories and conceptions on this topic in the literature, with specific objectives to propose a reflection on the theme and provide support for theoretical study and understanding of how curriculum construction occurs, its intersections, especially the intense social influence in its idealization. In order to achieve the proposed objectives, a theoretical study was carried out based on a narrative review, and thus, a theoretical framework on the proposed topic was obtained, which supported the reflections presented. The study revealed that there have been significant advances in curriculum theory, especially in understanding the various contributions to its construction.

**KEYWORDS:** School Curriculum. Curriculum theories. Curriculum authors.

**RESUMO:** O texto constitui-se de uma pesquisa sobre o currículo, cujo objetivo central é investigar algumas das principais teorias e concepções sobre este tema na literatura, tendo como objetivos específicos, propor a reflexão sobre a temática e fornecer subsídios para o estudo teórico e compreensão de como se dá a construção de um currículo, seus atravessamentos, em especial, a intensa influência social na sua idealização. No intuito de alcançar os objetivos propostos, realizou-se um estudo teórico com base em uma revisão narrativa e, dessa forma, pode-se obter um quadro teórico sobre o tema proposto, que fundamentou as reflexões apresentadas. O estudo revelou que houve avanços significativos na teoria do currículo, em especial, no entendimento das diversas contribuições para a construção dele.

**PALAVRAS-CHAVE:** Currículo Escolar. Teorias do currículo. Autores do currículo.

**RESUMEN:** El texto consiste en una investigación sobre el currículo, cuyo objetivo central es indagar en algunas de las principales teorías y concepciones sobre este tema en la literatura, con los objetivos específicos de proponer una reflexión sobre el tema y brindar apoyo para el estudio teórico y la comprensión de cómo se construye un currículo, sus cruces, en particular, la intensa influencia social en su idealización. Para lograr los objetivos propuestos se realizó un estudio teórico basado en una revisión narrativa y de esta manera se pudo obtener un marco teórico sobre el tema propuesto, que sustentó las reflexiones presentadas. El estudio reveló que ha habido avances significativos en la teoría del currículum, en particular, en la comprensión de las diversas contribuciones a su construcción.

**PALABRAS CLAVE:** Currículo Escola. Teorías del currículo. Autores del currículo.

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## **Introduction**

The present text succinctly addresses how curriculum theories have evolved over time, the changes in understanding, implementation, and especially ideological shifts in a diachronic process. Additionally, it highlights the main currents of thought regarding curriculum in the school environment and their most influential authors. In this direction, it is important to study the significance of the term curriculum for the educational context.

According to Silva (1999), in the educational context, the term curriculum first appeared in the mid-1920s in the United States of America. He further concludes that parallel to the process of industrialization, with the intensification and massification of immigration, there was a concern among areas related to school administration to rationalize the process of developing and testing new curricula, obviously with the intention of standardization and metricization of results.

According to Young (2014), the pinnacle of this movement occurred with the ideas of Bobbitt, in his book entitled "The Curriculum" in 1918, in which the author elucidates the conception of a factory process as the basis for schooling. Thus, what matters most is the specification of objectives, procedures, and methods for achieving results, and for the clarity of possible measurement of it.

If we consider the traditional model of curriculum, it is precisely the expression of Bobbitt's ideas, since, for the majority of educational administrators, the school is conceived as a factory and assessment of results. Silva (1999) reinforces that the model proposed by Bobbitt is essentially concerned with what to teach, leaving aside essential questions for curriculum construction, for example, how to teach.

The discussion about which topics are deemed worthy of being taught still prevails in the curriculum imagination. However, another premise, which is of paramount importance, arises from the following question: what kind of human being do we want to shape? What kind of human being is desirable in a society? For this author, the construction of the curriculum involves the question of subjectivity, that is, it is a question of identity.

The curriculum, in the etymology of the word, means course, or path to be followed. For education, the term describes the set of experiences that the individual undergoes throughout their formation. Young (2014) indicates that, from a post-structuralist perspective, the curriculum has a strong link with power relations, since selection is a potent expression of power. That is, the pursuit of consensus or hegemony over what individuals should be and access. It is precisely the issue of power that differentiates traditional, critical, and post-critical

curriculum theories, with the traditional ones seeking certain neutrality, while the others indicate that neutrality in the conception of a curriculum is impossible.

This is an essential theme for understanding the term curriculum as an object of study in the educational field and certainly for understanding curriculum theories. Given that the concepts of a theory define our way of seeing "reality" (Silva, 1999). The author further emphasizes that the best way to distinguish curriculum theories is to understand how they are described and their intentionality.

The reflections presented in this text stem from a narrative literature review on curriculum. According to Rother (2007), this type of review allows freedom and breadth to describe and discuss a particular subject from a theoretical or conceptual standpoint, and in this direction, the objective is to investigate the historical context regarding the use of curriculum in the school environment, especially traditional and critical theories. In addition, to identify the main characteristics of these theories, their specificities, and ideologies will be addressed in the following sections in order to establish a framework for the curriculum and the ideologies that characterize it.

## **Methodology**

The methodology used for constructing this work was a theoretical study based on a narrative literature review. According to Rother (2007), this type of instrument allows the researcher to analyze and critically interpret the studies indicated in the research, as well as to collaborate in their evaluation and updating.

The studies presented here were collected from scientific databases such as Capes Periodicals, Scholar, Scielo, Eric, among others. Thus, forming the framework of studies that enabled this work. The narrative review provided, for this study, reflections on the curriculum from the perspective of contemporary authors who revisit the classics and broaden the productive dialogue on the subject. In this direction, authors who have reflected on the pioneers of curriculum study were included.

## Historical Context of Curriculum

Certainly, it is essential to reinforce the understanding of the little urgency given to the curriculum theme in the educational environment before the second half of the 19th century. According to Silva (1999), everything changes with the institutionalization of mass education, with the backdrop of immigration movements and industrialization. Until then, there was no need for a robust curriculum organization to handle a training process, in the most classic "assembly line" style, of qualified labor.

From Silva's (1999) ideas, it is understood that curriculum theories are best understood when examined meticulously for their intentionality and the concepts that underpin them. It is worth reinforcing the difference between the philosophical currents of idealism, realism, and pragmatism. Each will be presented below.

### *Idealism*

According to Ornstein (2018), idealism asserts that reality is intimately linked to ideas, thoughts, and the mind, thus less connected with sensory experience. For idealists, reality is soul, thought, and idea, and certainly, the scientific method as the only path to understanding reality is denied. The author emphasizes that for idealists, intuitive thought is as critical as the scientific method. It is highlighted that the teacher gains autonomy, with the responsibility to reveal the knowledge in the students' subconscious. Moreover, for idealists, the teacher should be a moral and cultural model for their students, endowed with knowledge and qualifications. In this direction, the main idealist authors can be highlighted: Plato, Kant, Hegel, Dewey, and Fichte, among others.

### *Realism*

According to Cavalcante (2018), for realistic philosophy, especially Aristotelian realism, people must understand the world through the reality that is seen, revealed in the existence of the world and the whole that composes it. The author emphasizes that for realists, the individual is also part of this whole, primarily of the society in which they are inserted, and the role of education is to train this individual to act harmoniously in society. Providing them with the necessary public education for citizenship and, ultimately, the refinement of their

human nature. The main realistic authors can be considered Aristotle, Aquinas, Locke, Berkeley, and Moore, among others.

### *Pragmatism*

Shook (2002) defines pragmatist philosophy as being based on opposition to speculative theories, having as its foundation the search for overcoming contemplative philosophy through scientific rationality. The aforementioned author reinforces that, for pragmatists, science is the only possibility of understanding the world. In this sense, the teacher is responsible for stimulating and developing the person through active learning, proposing activities that conceive a practical experience capable of supporting the student's development for life in society. Zanatta (2012) acknowledges that for pragmatists, knowledge acquired in books is subordinate to authentic experiences, since knowledge is the result of responses to action (our actions).

Among the main pragmatist authors, we can highlight: Peirce, James, Dewey, Mead, Schiller, among others. Following this brief overview, it is essential to consider the main theories on curriculum, which is the subject of the next topic.

### **Curriculum theories: traditional and critical processes and stages**

Certainly, ideological conflicts permeate the discussion of the curriculum, especially when considering intentionality. In this sense, it is necessary to deepen the understanding of the impacts of theories of social efficiency and progressivism in education. In this study, we will address the theories for educational curriculum by Bobbitt and Tyler, from the perspective of Silva (1999), aligned with the thought of social efficiency, and Dewey, a theory more aligned with the idea of progressivism.

To do so, it is necessary to understand what differentiates the concepts present in social efficiency from the concepts that underpin progressivism. Killebard (2011) explains that in the ideas of Bobbitt and Tyler, the curriculum issue focuses on organization, being merely a mechanic, a technical issue, which stumbles upon an attempt to establish a scientific view. The aforementioned author emphasizes that for these authors, what matters is efficiency in the

process, the value given to the standard and method, making the school the perfect reflection of any industry, in other words, an efficient production process.

According to Silva (1999), Bobbitt's ideas find the necessary reinforcement in Ralph Tyler's ideas, another thinker especially concerned with organization and development. According to the cited author, there is a very clear pattern for Tyler's curriculum perspectives that can be subdivided into: (1) objective, (2) experience, (3) organization, and (4) measurement. This logic aligns with Bobbitt's ideas and certainly with social efficiency. Silva (1999) reinforces that Tyler has an even excessive concern with defining the objectives of education, something that also permeates the production process, which must be intentional and clear. This is a factor that will prevail in education to this day and imposes a rational adjective on the curriculum.

These ideas compete with the so-called progressive ideas in education, with the main reference being the American John Dewey. Silva (1999) points out that Dewey's ideas directly compete with those of Bobbitt and Tyler in the 20th century, albeit with circumstantial differences. The distinctive feature of Dewey's theory is that he is more concerned with democracy. Thus, his perspective focuses on the social experiences lived by children and young people, as well as the practice of democratic principles. Progressivism, therefore, arises from Dewey's view of the value of social experience for practicing life in a democratic society, not just for occupational performance.

Silva (1999) emphasizes that both theories, "social efficiency and progressive," emerge to confront the humanistic model of education, which is considered unscientific and supposedly useless for life in society. Continuing along this characterization line, the curriculum from the perspective of the New School will be addressed next.

### **The curriculum of the New School**

The New School movement, as described by Lourenço Filho (1974), reformulates the way schools address educational problems in general. The author emphasizes that this movement was made up of groups that actually worked in educational institutions and that they would develop a set of principles for a new school.

According to Lourenço Filho (1974), the New School is a movement that confronts traditional pedagogy. At the beginning of the 20th century, the movement proposed a new



approach to education, adding to the curriculum perspective aspects such as: greater attention to affectivity, and the logical aspect gives way to the psychological aspect. Education ceases to be teacher-centered and becomes focused on the student and their potential needs. Effort gives way to interest, and emphasis on quantity gives way to quality. The science of logic becomes that of experimentation. The teacher becomes a stimulator and guide of studies. Likewise, the school environment ceases to be one of subjection, discipline, and silence, and becomes dynamic and investigative.

According to Nogueira (1986), the New School had several principles that underpin the theory. However, with an impact on the concept of curriculum, learning in a social life situation is the most important. Learning should always occur in social cooperation, that is, in society and social interaction, considering the school as a micro-social universe, reproducing the macro-social universe in its context, and taking into account people's real needs. Also, based on the author, there is a prevailing belief in this movement, as evidenced in Dewey's work, that the traditional school was pre-scientific and that after the New School movement, it became scientific.

Starting from this premise, it is necessary to reinforce the ideals of pragmatism and progressivism to understand the changes impacting the analysis of the educational curriculum.

### *Pragmatism and Progressivism*

Branco (2014) emphasizes that in the 20th century, both currents had a strong influence on educational practice, especially supported by Dewey's ideas. Ideals such as scientific pragmatism, democratic ideals, and community life, among others. The aforementioned author underscores that the impact, particularly of progressivism in curriculum construction, needs to be highlighted as it aims to question the weaknesses of a traditional curriculum centered on basic subjects, which do not allow individuals to develop the knowledge necessary for living in society.

Branco (2014) asserts that the progressivism movement, in particular, cannot be analyzed outside the American social context, as they were going through an unprecedented economic crisis, demanding social and democratic reform. Therefore, the search for new ideas and the recognition of the need for transformation of the status quo is a social premise that supports Dewey's ideas, which believe that only an educational change could trigger a social



reform. Dewey's emphasis on experience is evident; individuals need to live, learn, and grow in a community, thus being free to take intellectual initiative.

Thus, starting from the premise that philosophical and pedagogical theories are not always associated solely with an author, usually they are the result of movements that lead to certain outcomes, we delve into the thought on realism, which is strongly influenced by various ideas that merge in the 19th century, including those of social efficiency and traditional educational methods, a topic that will be addressed in the following section.

### *Realism and Social Efficiency*

Regarding realism, we start with Ralph Winfred Tyler's ideas, which, among other authors, merge with the realism movement. According to Alves and Saraiva (2013), Tyler presents a rigid curriculum model based on four fundamental questions: educational objectives, educational experiences, organization for achieving the intended results, and evaluation of these results. The authors above indicate that Tyler reinforces the ideals of traditional teaching methods and, obviously, the social efficiency that prevailed at the time.

Like Dewey, Tyler sees experiences as a means of developing individual capacities. By following previously established criteria in educational objectives and implementing them, it is expected that, during evaluation, the individual's progress will be demonstrated.

The radicalism of realism is again evident in the criticism of the lack of intentionality and the inefficiency of humanistic methods. According to Castanõn (2007), what matters for realism is the real existence of knowledge objectives, which have characteristics that are independent of our theories and our will, thus being essentially a technical matter. For realism, therefore, knowledge objectives are essential for developing individuals' capacities, and these must be taught regardless of their desires and will. From the perspective of realism, it is important to reflect on the curriculum in the context of Bobbitt's social efficiency, which will be discussed in the next section.

### **Curriculum and Bobbitt's Social Efficiency**

It is known that Bobbitt was one of the most influential authors in the 20th century on the subject of educational curriculum. Therefore, it is pertinent to reinforce some of the author's main ideas in the development of the curriculum for social efficiency. According to Silva

(1999), for Bobbitt, the path to constructing the skills to be taught to students was already laid out, meaning they were given by adult life. Bobbitt believed that all that needed to be done was to map out the skills required for each occupation, not allowing for the possibility of abstractions.

In this direction, the role of the specialist in curriculum development is questioned, which, according to Young (2014), presents Bobbitt with the premise that the specialist should indicate the skills to be developed by individuals and how they should be evaluated, through instruments constructed by him.

Silva (1999) points out how essential Bobbitt's ideas were for developing educational curricula in the 20th century, with him and Tyler being references worldwide on this subject. However, it is essential to understand the specific context in which these theories originated. The theories emerged amidst the American industrialization process, which generated an unprecedented wave of immigration, as well as the need for mass skilled labor formation.

It is currently possible to understand the flaws and gaps left by the traditional curriculum model, especially considering that people played a secondary role in this construction. The emphasis on technical and productive activities again overshadowed human values, a reality that persisted for many years in the school environment.

### Contributions to the Formation of School Curricula

After the release of his book titled "*Princípios Básicos do Currículo e Ensino*"<sup>5</sup>, published in 1949, Tyler established the curriculum that would prevail in the United States and other countries, including Brazil. Tyler's model became the main reference for curriculum for four decades.

Silva (1999) indicates that Tyler's curriculum is exclusively concerned with organization and development. The author emphasizes that, for Tyler, the curriculum should address the following questions regarding the school's function: what objectives to achieve, what experiences to offer and how they should be offered, and how to verify the achievement of objectives. These inquiries by Tyler pertain to the traditional structure of teaching: curriculum development, teaching strategies, focus on instruction, and emphasis on assessment.

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<sup>5</sup> Basic Principles of Curriculum and Instruction.

According to Silva (1999), the technocratic models of Bobbitt and Tyler differed from the progressive model because, although it was considered child-centered, it distanced itself from the experiences of children and youth. Its perspective was centralized in curriculum organization and development. However, Tyler suggested that learners should be integrated into adult occupational life and encouraged input from experts in various fields, such as philosophy and educational psychology.

Below are other dominant theories on the curriculum in the school environment, featuring various relevant authors such as Apple, Bourdieu, Baker, Popham, Perrenoud, Cool, Kilpatrick, Decroly, Bernstein, and Beane. These curriculum thinkers for schools have theories that influence the construction of the curriculum structure to this day. The following topics will explore the contributions of each of these educators.

#### *Curriculum for Apple and Bourdieu*

Gandin and Lima (2016) assert that Michael Apple was affiliated with Neo-Marxist thought, where the central points of the curriculum revolve around class domination in capitalist society and the control of material resources. This way of thinking ends up affecting what happens in other social spheres, namely education and culture.

According to the authors, Bourdieu had already established the foundations of a critique of liberal education, but he did not focus on the curriculum and school knowledge. The author considered a connection between social and cultural reproduction, the way the economy functions, and how the curriculum is organized. Gardin and Lima (2016) report that, for Apple, this relationship is not simple and direct, as they are mediated by processes that occur in the field of education, based on human mediation. Therefore, he resorted to the concept of hegemony by Antonio Gramsci and developed by Raymond Williams, which indicates that it is only possible to understand the curriculum with the proper connections between it and the power relations embedded in society.

#### *Curriculum for Baker and Popham*

Souza (2012) asserts that curriculum studies are strengthened by the perspectives of Popham and Baker in 1978, who, in 1970, published five manuals emphasizing teaching planning and assessment. However, the author understands that these manuals start from the

premise of the need to define behavioral objectives, yet they still excessively focus on planning and assessment.

This fact contributed to the advancement of assessment technology, making tests and other measurement techniques overvalued. However, the adopted model favored criticism, as it overlooked behaviorism and humanism.

Criticism, according to Souza (2012), was spearheaded by Eva Baker and James Popham, who advocated for the reorganization of curriculum objectives and the improvement of human conditions, being against the idea of atomizing objectives and overvaluing assessment. For Souza (2012), Baker and Popham present a new way of understanding the curriculum, that is, they add the notion of competence, already studied by Bloom *et al.* (1973), in their work entitled "Taxonomy of Educational Objectives," which helps in specifying objectives, facilitating "planning and preparation of assessment programs" (Bloom *et al.*, 1973, p. 2, our translation).

Souza (2012) emphasizes that Baker and Popham proposed broad competencies based on a wide range of behaviors, which they referred to as fundamental skills. For them, curriculum development should aim for competence, but for it to be achieved, it is essential to transform it into fundamental skills, which, when combined, yield results.

According to the author, the main difference between Tyler's theory and that of Baker and Popham is that for Tyler, each skill is overemphasized and evaluated, whereas, for the latter authors, they are merely a path towards essential competence.

### *Curriculum for Perrenoud*

Philippe Perrenoud coined the terms Competencies and Skills. He is a Professor at the Faculty of Psychology and Education Sciences at the University of Geneva. He is considered one of the world's leading authorities on social inequalities and school dropout, in addition to his dedication to the study of pedagogical practices and curriculum.

According to Mendonça (2023), in his book *Dez novas competências para se ensinar*<sup>6</sup>, Perrenoud (1999) indicates new essential competencies for the new educational system, including organizing and managing learning situations, working in teams, involving parents, facing ethical dilemmas, among others. Thus fostering reflection on the current curriculum model.

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<sup>6</sup> Ten New Competences for Teaching.

Mendonça (2023) further reports that for Perrenoud, goal-based pedagogy is mechanized, and for the emergence of new competencies, we must create innovative forms of learning. For the author, learning is not merely an act of memorization; on the contrary, it is a way of understanding the world.

### *Curriculum for Coll*

According to Moreira (1997), for the Spanish psychologist César Coll, the main foundation of education is to promote the growth of human beings. In this perspective, psychological processes occur in interaction with the environment. Thus, relationships occur through culture, family, school, and interaction with adults.

The author proposes that education for Coll is a set of activities that ensure that individuals acquire socially accumulated and culturally organized experience. To this end, some aspects are essential, such as language, ideology, customs, values, and beliefs, among others.

### *Curriculum for Decroly*

Santos and Rossi (2020) report that in Brazil, the project-based curriculum method emerged concurrently with the New School movement, which opposed the principles of traditional schooling. This movement was led by European educators such as Maria Montessori, Ovídio Decroly, Edouard Claparède, and others.

At the turn of the 19th to the 20th century, as reported by Santos and Rossi (2020), these thinkers challenged the school model and proposed a new conception of education. The Belgian Ovide Decroly (1871-1932) was probably the most outspoken. The authors explain that Decroly dedicated himself to experimenting with a school that placed central emphasis on the student, rather than the teacher, and that should prepare individuals to live in society rather than focusing on preparation for professional life. Decroly also focused on the issue of language, believing that expression also occurred through the body, drawing, art, and construction, among other means.

Santos and Rossi (2020) further elaborate that Decroly wanted to break with the idea that intelligence was linked to the ability to master formal language and instead emphasized the value of other forms of language, such as manual work, sports, and drawing. He envisioned an

education model where students would have autonomy in guiding their learning and development.

Some of the author's thoughts are used in contemporary times and align with the so-called global literacy method and centers of interest. According to Santos and Rossi (2020), Decroly's principle of globalization is based on the idea that children grasp the world based on a global view, which is later organized into smaller parts.

### *Integrated Curriculum*

The integrated curriculum envisages the organization of knowledge in its entirety, or rather, all the competencies intended to be learned. According to Santomé (1998), the integrated curriculum is used to achieve a broad understanding of knowledge and mitigate the fragmentation proposed by the traditional curriculum. Thus, this curriculum model aims to integrate various spheres of life, knowledge, student interests, and practical, cultural, and social life.

### *Integrated Curriculum for Bernstein and Beane*

According to Santos (2003), Bernstein views the curriculum not as an objective condition but as a relation to the social body, linking three processes: the school process, knowledge, and social inequality.

As per the author, the aim is to establish connections between societal, institutional, and interactional aspects and the intrapsychic levels of sociological analysis. Curriculum indicators include social concepts such as work, family, and social class, especially considering social inequalities as a predominant factor in the formalization of the school curriculum.

Santos (2003) indicates that, meanwhile, for Beane, the curriculum should encompass the reality and experiences of students, addressing fundamental themes related to daily life and the local reality. This approach enhances personal and social integration, as well as maximizing the capacity for curricular integration.

### *Project-Based and Problem-Based Curriculum*

Keller-Franco (2018) points out that project-based work is not something new in education; it is a pedagogical practice that has gained recognition at different educational moments. Its origins trace back to the second half of the 18th century with two American educators: John Dewey, one of the main proponents, and his student William Kilpatrick. According to the authors, project-based work is a method highly valued by pragmatists and used in higher education.

The theory of project-based curriculum advocates epistemological principles regarding the roles of both the student and the teacher, methodology, and curriculum, very close to the pragmatic stance. Silva (1999) reports that William Kilpatrick is one of the main references in applying progressive educational theory and is considered one of the pioneers of the project method. For him, the project should be the curriculum itself, not the disciplinary content, which would be essential for composing the projects.

Mendonça (2023) states that a project-based curriculum proposes to be more practical and less content-oriented. This curriculum organization is advocated by progressive theorists, among them the Americans John Dewey and William Kilpatrick. According to the author, they advocate for an idea of democratic education and activities guided by central themes that integrate different disciplines.

Moallem, Hung, and Dabbagh (2019) assert that Problem-Based Learning was introduced in education around 1960 at McMaster University in Hamilton, Canada. This student-centered learning method focuses on the problem as a motivational element for study. The teacher serves as a facilitator, allowing the student autonomy in the classroom, almost as a process of emancipation within the curriculum. It is an educational strategy where the problem is the basis for learning relevant knowledge and skills.

In light of the various authors presented, it becomes evident the importance of understanding the historical trajectory and its developments in the process of evolution of theories and conceptions regarding the curriculum and the implications of its concept and utilization in contemporary times.



## **Final considerations**

Certainly, it is of paramount importance for managers, teachers, and other stakeholders in the educational community to have knowledge about curriculum theories, as these have influenced and continue to influence the conception of individual formation for society. Understanding the historical, social, educational, and economic contexts in which these curriculum conceptions developed helps those interested in the subject to understand the thoughts that still permeate contemporary education, especially the ideologies that characterize each theory.

This study allowed for the examination of concerns regarding students' needs, consideration of teachers' perceptions, inclusion of the local school community, and differentials in the development of the school curriculum. Other conclusions are possible; for example, the theoretical advancement towards an integrated curriculum that allows or at least suggests the complete formation of the individual, not limited to traditional education centered on the economy and labor. However, it was observed that curriculum theories generally reflect the social and temporal context in which they are constructed and the ideological bias that permeates their conception. This indicates that new theories and conceptions about the curriculum will continue to emerge, which is crucial for the dialogue about the importance of the curriculum and its impact on the formation of the "ideal" individual.

Finally, attention must be paid to educators, who must continually deepen their understanding of the interests and ideals contained in each ideological conception of curriculum in the school environment, as well as its impacts.

Surely, it is essential, when studying the school curriculum, to understand how this construction is conceived in the school, the influences that still prevail, the interests, and especially the reflection on what to teach, why, and how. Furthermore, it is essential to be able to recognize the interrelationships between the school curriculum and its implications in society, as this permeates the school and becomes relevant for curriculum construction. It is fundamental for the foundation of knowledge, action, and desire of each individual, making the curriculum structuring comprehensive enough to incorporate the constructs underpinning didactic-pedagogical stances and teaching practice.

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