

## Summary

# The relationship between the curriculum and the teaching plan and programme

Tonča Jukić  
Faculty of Humanities and Social Sciences, University of Split, Croatia  
Department of Pedagogy

As a pedagogical term, curriculum has evolved over time and its designations have expanded and changed accordingly. Although the co-existence of different conceptions of curriculum is a positive mark in terms of critically considering its complexity and significance, with respect to equating it with the concept of the teaching plan and programme on the one side and indicating its broader meaning on the other, this paper compares different theories of curriculum and teaching plan and programme, while their relationship is considered through yet another approach according to which the curriculum and the teaching plan represent two different traditions determined by culture. According to this view, the concept of teaching plan and programme (*germ. Lehrplan*) is determined by the German didactics, and the notion of curriculum (*eng. Curriculum*) by the American curriculum theory. Both traditions address the same questions, such as the centralisation of school management, aims, contents and methods of teaching, as well as the role of teachers and pupils in the educational process, but differ in the way in which they pose and consider these questions. The paper distinguishes and gives reasons for the said differences and emphasizes a necessity of a dialogue between these two traditions for the purpose of achieving a better understanding of the relationship between the curriculum and the teaching plan and programme, and thus advancing pedagogic theories and practice.

**Keywords:** curriculum, teaching plan and programme, German didactics, American curriculum theory.