

Type of curriculum	Description
Legitimate / Official	<p>“The official curriculum, or written curriculum, gives the basic lesson plan to be followed, including objectives, sequence, and materials. This provides the basis for accountability.” http://www.hzmre.com/dotty/spintro.htm / (Posner, p.10-12)</p> <p>“It serves as a documented map of theories, beliefs, and intentions about schooling, teaching, learning, and knowledge - evidence in the development of teacher proof curriculum.”</p> <p>http://coefaculty.valdosta.edu/stgrubbs/Definitions%20of%20Curriculum.htm</p> <ul style="list-style-type: none"> ❖ “An official curriculum can be defined as what the school or institution has allowed to be taught to students in order to impact knowledge and skills to students. ❖ Examples ..subject contents,materials to be used,assessements to be coducted.
Actual / Operational	<p>“The operational curriculum is what is taught by the teacher, and how it is communicated. This includes what the teacher teaches in class and the learning outcomes for the student.” http://www.hzmre.com/dotty/spintro.htm / (Posner, p.10-12)</p> <ul style="list-style-type: none"> ❖ Actual curriculum is a well designed , planned and organised type of curriculum that offers planned learning experiences and opportunities to students. ❖ Examples :knowledge ,skill ,and the attitude students shuold embrace both in class and clinical areas.
Illegitimate	<p>“Is known and actively taught by faculty yet not evaluated because descriptors of the behaviors are lacking. Such behaviors include caring, compassion, power and its use.” http://www.scribd.com/doc/47305704/curriculum-curriculum-development</p> <ul style="list-style-type: none"> ❖ An Illegitimate curriculum is a type of curriculum which is taught by the faculty but it is not acknowledged or official because it does not have behavioral descriptors. ❖ Examples: it values and teaches among other things like caring, power and compassion.
Hidden	<p>“Hidden curriculum is a concept that describes the often unarticulated and unacknowledged things that students are taught in school and is an important issue in the sociological</p>

study of how schools generate social inequality. For example, female students, students in lower-class families, or those belonging to subordinate racial categories, are often treated in ways that create or reinforce inferior self-images. They are also often granted little trust, independence, or autonomy and are thus willing to submit to authority for the rest of their lives. On the other hand, students who belong to dominant social groups tend to be treated in ways that enhance their self-esteem, independence, and autonomy and are therefore more likely to be successful.”
http://sociology.about.com/od/H_Index/g/Hidden-Curriculum.htm

Pelletier points out that “‘hidden lessons’ are given to students through school rules, grading policies, teacher attitudes, class sizes and instructional practices.” Also when students are taught the formal curriculum there are unintentional positive and negative learning outcomes which are also included in the hidden curriculum. <http://www.facetofaceintercultural.com.au/the-null-curriculum/>

- The **Hidden Curriculum** (1970) by Benson R. Snyder... Read it if you dare!

- The hidden curriculum @ <http://www.youtube.com/watch?v=eY2hpAOJTRQ> ✓

- ❖ Hidden curriculum is also called unofficial curriculum ,because it is not planned by the institution as an official curriculum.
- ❖ Examples ,behavior, personal relationships, competitions etc.

Null curriculum

“Null curriculum refers to what is not taught but actually should be taught in school according to the needs of society. In fact, null curriculum is a kind of vacant phenomenon between the ideal of curriculum value and the actual The null curriculum consists of what is not taught. Consideration must be given to the reasons behind why things are not included in the official or operational curriculum.” <http://www.hzmre.com/dotty/spintro.htm> / (Posner, p.10-12)

“That which we do not teach, thus giving students the message that these

elements are not important in their educational experiences or in our society.”

<http://coefaculty.valdosta.edu/stgrubbs/Definitions%20of%20Curriculum.htm>

Leaving out this information can have very interesting and in some cases detrimental implications, especially when dealing with [race](#) and [gender](#) issues. Sometimes what is NOT said is just as important, if not more so, than what is said.

<http://ministryeducationcalling.wordpress.com/2009/11/30/the-null-curriculum-say-what/>

- ❖ A Null curriculum is a program of study which is left out by the school when developing a curriculum, but which should have been taught.
- ❖ Example; values, students might not be taught about Evolution (may be due to implications it might have on the society).

development of curriculum.”

<http://ci5003summer09.wikispaces.com/share/view/13181441>

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