

WHAT is in a school curriculum; HOW can it be realised in practice?

Designing the school curriculum

Reviewing the school curriculum
No need for separate charter?

Community engagement – families and whanau, students, staff to agree on our ideal school leaver (consistent with the NZC)

School’s learning community explore and understand the principles and uses them to review current practice in the school environment

Process of integrating school curriculum and charter – the aspirations of the school for and with their students

WHAT

Our school curriculum

Our aspirations for our ideal school leaver, a commitment to both the social and the academic outcomes required by a young person leaving our school “ready, willing and able” to progress and fulfil her or his potential

HOW

Appraisal goals
Professional learning

Our learning environment

Our commitment to providing a learning environment consistent with the NZC principles and the values, in which our students can learn and grow

Our commitments: the school’s professional community will:

Eg Pedagogy that is consistent with NZC/BES?
Eg Ensuring all learning experiences (eg sports/arts) support the delivery of the school curriculum

Reporting to families and whanau

Based on current strategic planning and review cycle but applied to the school curriculum

Annual reviews focus on HOW commitments, looking at practice; occasional 3-5 year reviews look again at the school curriculum itself – the what?

Review of selected aspects of the school curriculum (environment, commitments) through engagement with the school learning community e.g. surveys, discussion groups, focus groups, student participation in process

Process of reviewing the school curriculum in practice, through analysis of evidence the effectiveness with which each commitment has been fulfilled - consequent goal-setting