

## POLICY 28 CURRICULUM AND LEARNING

*The daily life of the college will be permeated with the values of Jesus Christ and the teachings of the Catholic Church. Special links will be maintained with the Sisters of our Lady of the Missions as the College Founders and their special charism reinforced in the College.*

### 1.0 Rationale

The Board of Trustees has a special responsibility that the curriculum meets the National Education Guidelines. The curriculum should be seen in its widest sense as the entire planned learning experience. This includes formal lessons as well as events, routines and learning that take place outside the classroom. The **Curriculum and Learning Policy** should be seen within the Catholic Character, Mission Charism and overall strategic direction of the School, as articulated in the Special Character and Treaty of Waitangi policies, which are at the core of its objectives: *'the promotion of the human person is the goal of the Catholic School'* (St Pope John Paul II)

The curriculum at Sacred Heart Girls' College recognises that the young women we come to know, grow and encourage have immense potential for learning. Our curriculum reflects the community's beliefs about learning, its commitment to our students' learning, their wellness and their stories of Hope and aspiration. It reflects our understanding of the challenges that an ever-changing world of complexity and ambiguity presents. We believe that a Faith-based, innovative and effective curriculum is our means to create new practices in our school that best uphold our vision, virtues and beliefs about learning.

### 2.0 Purpose and Scope:

We aim to create a curriculum that inspires inquisitive, independent thinkers with a passion for learning. We understand that the curriculum, both within taught lessons and beyond them, should create an environment where questioning, academic risk-taking, divergent thinking and the freedom to learn from mistakes are all encouraged.

Within the framework of a broad and balanced Catholic Education for each student, we intend for our curriculum to allow for a high level of personalisation so that each student can grow in their Faith, play to their strengths and develop specialisms, progress existing and/or new interests and achieve their personal best in all that they do.

### 3.0 Guidelines:

#### 3.1 Curriculum promotes a sense of cultural identity.

Students are encouraged to be proud of their heritage and own individual culture. Curriculum should recognise Māori as Tangata Whenua and acknowledge the principles and intentions of Te Tiriti o Waitangi. The curriculum should develop multi-cultural respect, understanding and be non-racist.

### ***3.2 Curriculum is learner-centred***

Students should be encouraged to be actively engaged and to enjoy learning and be successful in the process. Learning should be seen as a process of continuity and cohesion that builds on previous learning and encourages responsibility for own learning, through social interactions that are cooperative and collaborative.

### ***3.3 Curriculum promotes justice and equity***

Students should be encouraged to be involved in as many areas of the school curriculum, with background and circumstances not being prohibitive factors. Curriculum should challenge gender stereotypes, be attentive to emotion(s) and motivation(s) and should encourage sensitivity and the consideration of diversity.

### ***3.4 Curriculum is broad and balanced***

Students should encounter a range of quality learning practices and pedagogies that support life-long learning and personal wellbeing for all. Religious Education and all learning areas of the New Zealand Curriculum contribute to the holistic learning experience and formation.

### ***3.5 Curriculum provides opportunities for enrichment***

Students should experience enriched opportunities for learning that are driven by passion and inquiry, and that the curriculum is consistent with our vision and values. Faith development, service and cultural experiences underpin opportunities for enrichment.

### ***3.6 Curriculum provides accountability***

Students should receive the best teaching practices and a curriculum of the highest quality. In collaboration with colleagues, pedagogy, assessment and design of curriculum should be reviewed and revised regularly to ensure that high performance of teaching and learning is reached and maintained. As far as possible and within reason, the curriculum should be responsive and adapted to the needs of our Community.

## **4.0 Monitoring**

Leaders of Learning Areas are responsible, in the first instance, for the monitoring of the mahi in their respective curriculum and learning areas and they should report on a regular basis to their assigned Senior Leader Companion and the Principal's Nominee (NCEA), who will, in turn, report to the Principal.

The Board receives reports from the Principal, or by calling for a curriculum learning area presentation before a Board Committee, should it be deemed necessary, and report back to the full Board of Trustees.

## **5.0 Associated Documents and Legislation:**

- New Zealand Curriculum
- The Code of Professional Responsibility (Our Code Our Standards)
- The Catholic Education of School-Age Children
- Te Tiriti o Waitangi
- STA Handbook for Board of Trustees of New Zealand Catholic Integrated Schools 2016

**Me aro koe ki te hā o Hineahuone**  
*'Take heed the power and dignity of women'*

Approved by the Board of Trustees at the meeting held on 24/05/2021 2021



CHAIRPERSON