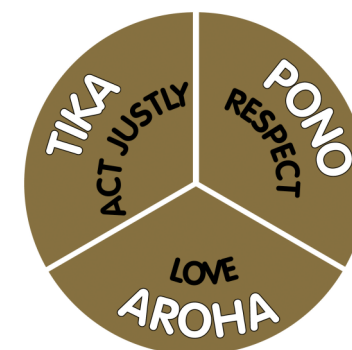
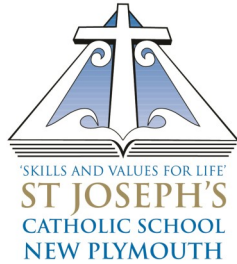


# The Curriculum of St Joseph's Catholic School, New Plymouth.

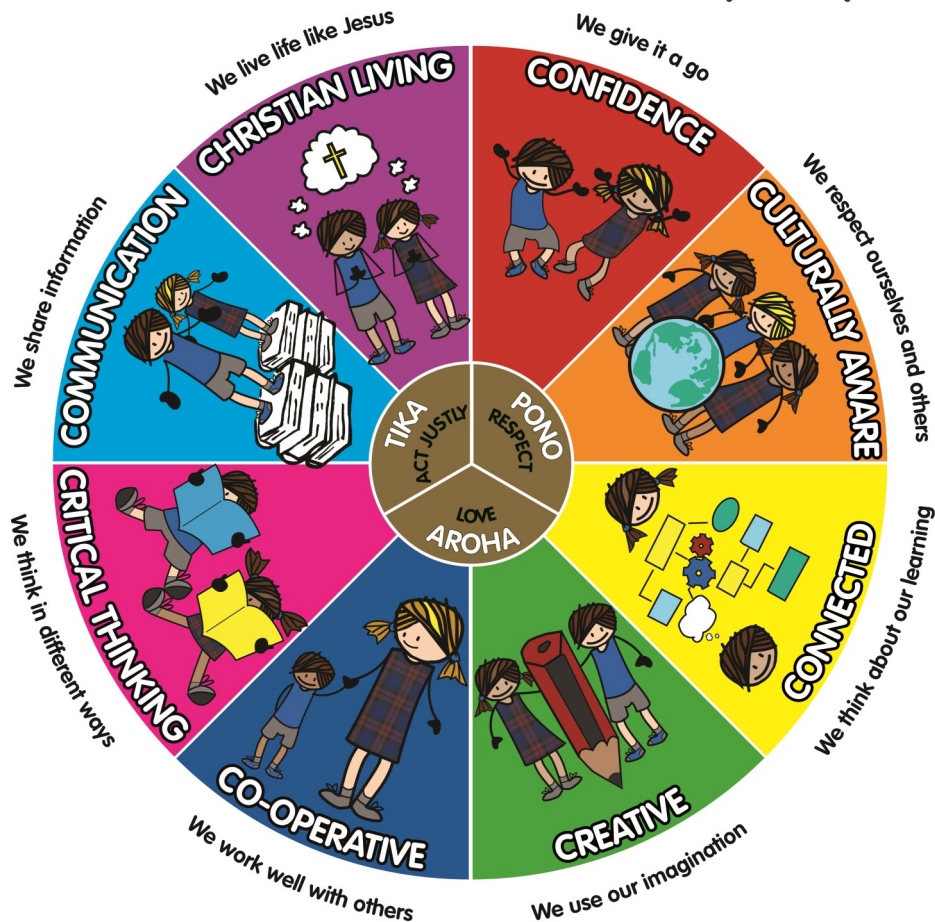
Our School, with Christ as the foundation, aims for excellence in education and the total formation of the individual, working in partnership with the community, and based on the principles of the Catholic Church.



## The St Joseph's Vision



### THE EIGHT COMPETENCIES (8 C's)



Micah 6:8 To act justly, to love tenderly and to walk humbly with your God.

The St Joseph's Curriculum embodies the intent of the New Zealand Curriculum, 2007. The Vision, Principles, Values and Key Competencies are witnessed within the Eight Competencies (8 C's) and Gospel Values of St Joseph's School. (see appendix 1)

The St Joseph's Vision - The 8 C's and Gospel Values underpin all that we do at St Joseph's. They form the basis for the character we are developing in ourselves, our students and our community. They are the foundation for how and what we teach.

The St Joseph's Curriculum defines Competencies and Values which 'are critical to sustained learning and effective participation in society and that underline the emphasis on life long learning". (Karen Sewell, NZ Curriculum 2007)

## Effective Pedagogy at St Joseph's NP

Pedagogy is the art (and science) of teaching. Effective teachers use an array of teaching strategies because there is no single, universal approach that suits all situations. Different strategies used in different combinations with different groupings of students will improve learning outcomes. Effective pedagogy, incorporating an array of teaching strategies that support achievement progress, connectedness to the wider world, supportive classroom environments, and recognition of difference, are implemented across all key learning and subject areas at St Joseph's.

Effective Pedagogy at St Joseph's is underpinned by the our school vision—The 8 C's and our Gospel Values.

The following statements and descriptors of effective pedagogy reflect the intent of the NZ Curriculum (2007) Pg 34-35.

### Creating a supportive learning environment that facilitates shared learning:

- Nurtures respectful relationships for all.
- Responsive to the cultures and backgrounds of our unique mix of students.
- An attitude of success and high expectations are held for all students.
- 8 C's and Gospel Values are promoted and witnessed in the classroom.
- Classroom is organised and conducive to learning.
- Behaviour management is consistent with School Behaviour Management Plan.
- Creates opportunities for students to set and be aware of own learning goals.

### Enhance the relevance of new learning by encouraging reflective thought and action:

- Learning intentions are explicit and shared with students.
- Teacher monitors work and shares feedback with students and whanau.
- Endeavours to create rich experiences for students.
- Student voice is used to inform teaching.
- A variety of approaches and strategies are used to enhance teaching and learning.

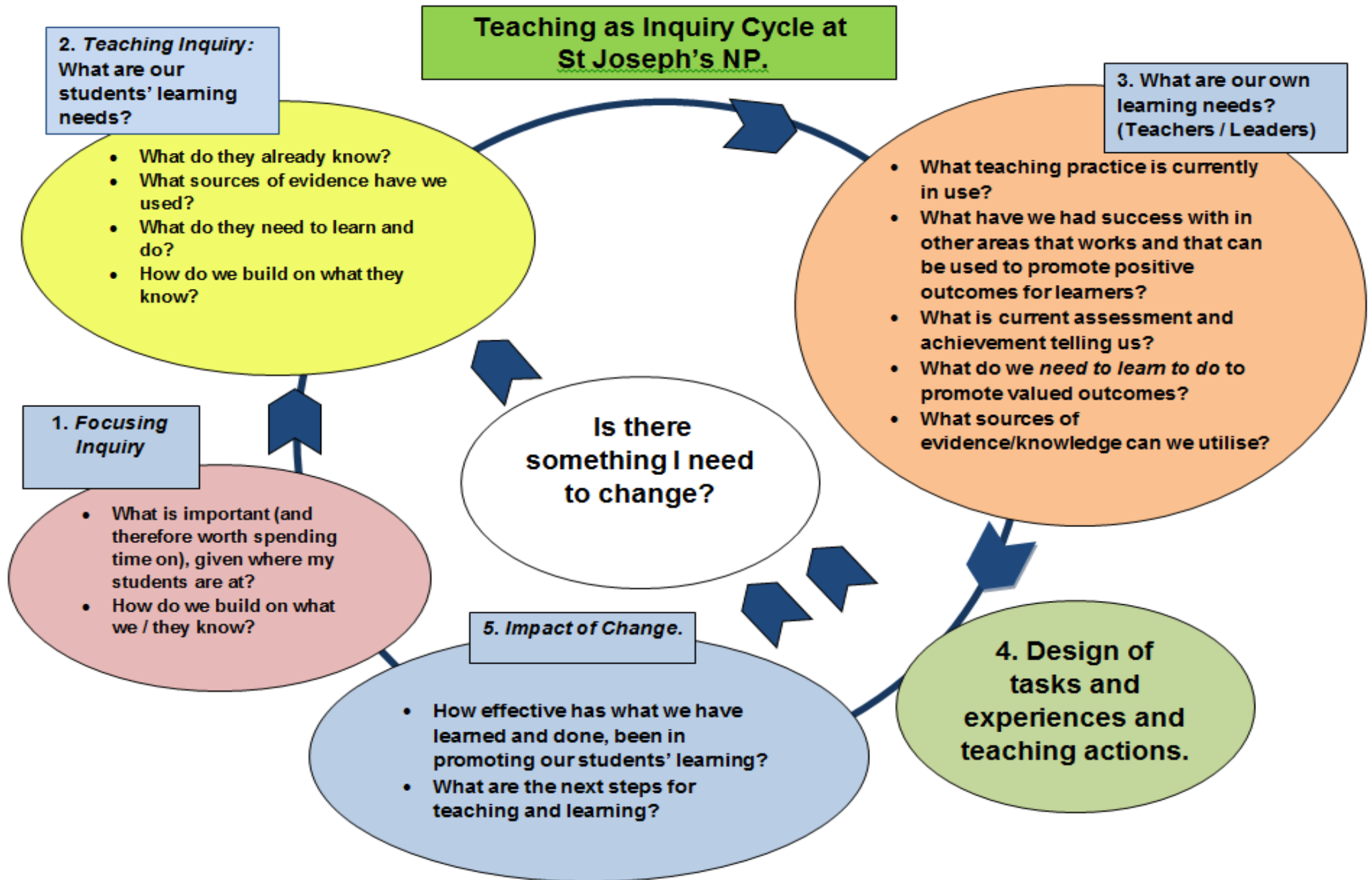
### Provide sufficient opportunities for learning where connections are made to prior learning and experience:

- Special character of the School is evidenced in the classroom and planning.
- Makes learning relevant/authentic and 'real life'.
- Uses a range of assessment tools to make qualitative judgements about student learning.
- Uses assessment information for both formative and summative purposes.
- Differentiated planning for core curriculum areas is evidenced in weekly planning.
- Long term planning reflects school curriculum delivery plans.

### Teaching as Inquiry: (See Pg 4 for Inquiry Cycle)

- Actively participates in professional development.
- Up to date and effective use of RT Portfolio.
- Collegial sharing of teaching practice and strategies.
- Identify/implement/monitor a specific target group of students in own class.
- Effective involvement in observation and coaching process.

## Teaching as Inquiry at St Joseph's NP.





## Teaching and Learning at St Joseph's, NP will be defined by:

**Teaching and learning at St Joseph's involves a variety of teaching approaches through a differentiated programme that is responsive to the needs of all learners.**

### **Learning Focus**

Tasks /activities and success criteria are co-constructed where possible and explicitly shared and explained through a clear purpose, goal and success criteria.

### **Success**

Students will experience success through stage appropriate lessons and learning tasks. Differentiated teaching caters for all students including those learners requiring individualised programs.

### **Scaffolding and Modelling**

Students are supported by clearly explained processes/models/ steps/examples to be able to complete tasks with growing independence.

### **Assessment and Evaluation**

Teachers will provide constructive summative and formative oral and written feedback, guiding future learning. "Next" learning steps will be collaboratively identified with students.

### **Role Models**

Respectful and inclusive relationships are fostered and maintained, people are valued, open communication is encouraged, enthusiasm is modeled. We live our Catholic special character.

### **Personalised Learning**

Opportunities exist for students to take increasing responsibility for personalising their learning – as individuals and groups.

### **Problem Solving**

Opportunities exist for students to apply their acquired skills to solve authentic and contextual problems that have relevance to their lives.

### **Creativity**

Teachers provide an environment in which students' creativity, skills and talents can be developed, expressed and celebrated.

### **Rich Experiences**

Experts, enthusiasts and visits to places are to be encouraged. Providing experiences, enhances learning and is the catalyst for enthusiasm.

## E-Learning at St Joseph's NP

Information and communication technology (ICT) has a major impact on the world in which young people live. Similarly, e-learning (that is, learning supported by or facilitated by ICT) has considerable potential to support the teaching approaches outlined in the effective pedagogy section of our curriculum

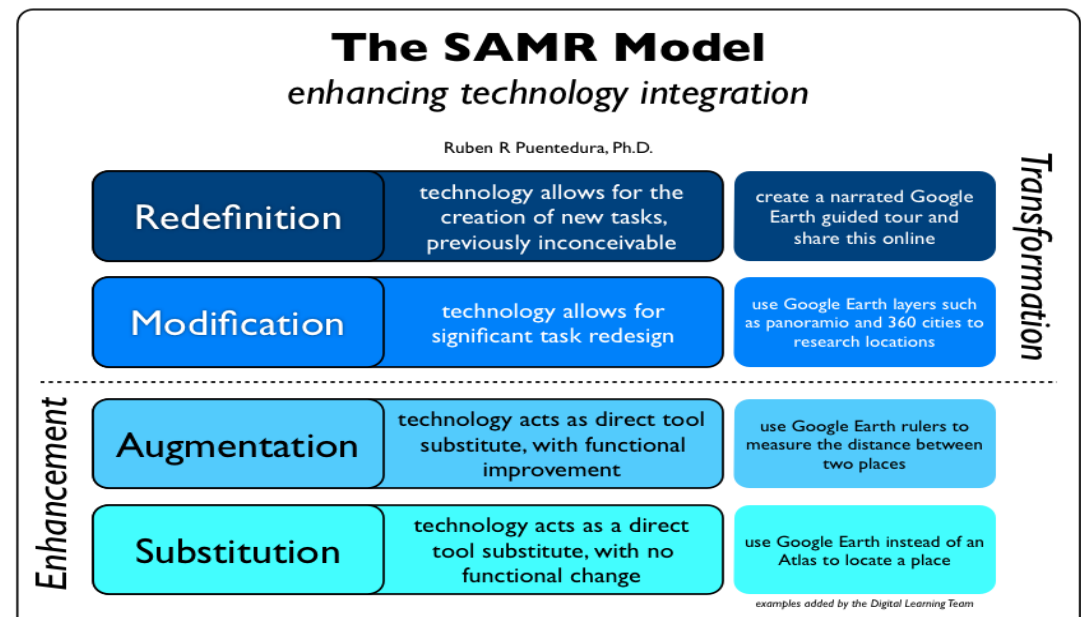
For instance, the NZ Curriculum (2007) states: e-learning may:

- assist the making of *connections* by enabling students to enter and explore new learning environments, overcoming barriers of distance and time
- facilitate *shared learning* by enabling students to join or create communities of learners that extend well beyond the classroom
- assist in the creation of *supportive learning environments* by offering resources that take account of individual, cultural, or developmental differences
- enhance *opportunities to learn* by offering students virtual experiences and tools that save them time, allowing them to take their learning further.

At St Joseph's we are exploring not only how ICT can supplement traditional ways of teaching but also how it can open up new and different ways of learning.

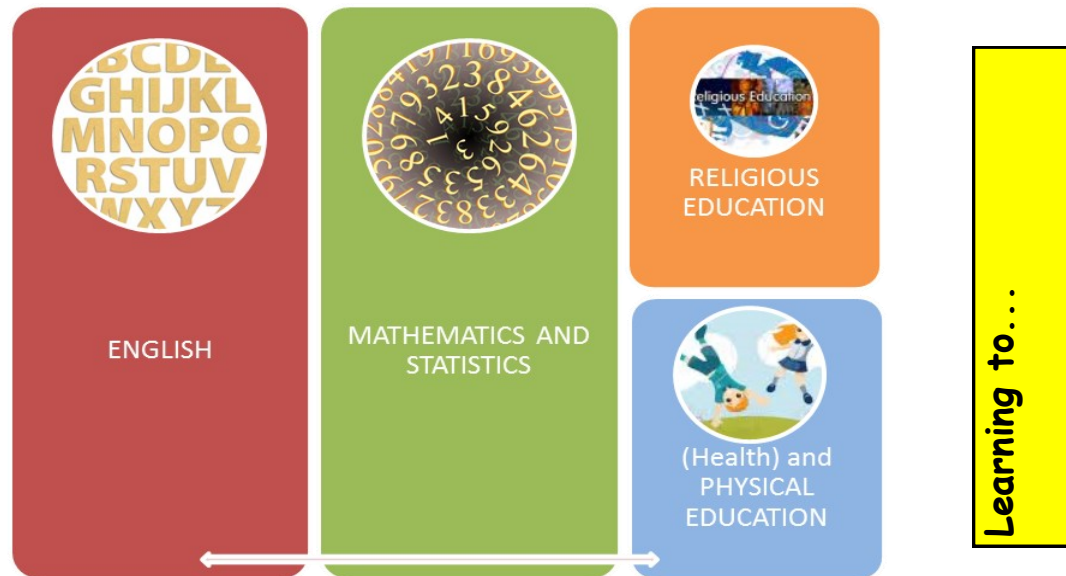
When integrating and using digital technologies in the classroom we are reflecting on Puentedura's SAMR model. Our goal is to move from 'Enhancement' use of ICT's through to the 'Transformational' use of ICT's.

Current ICT devices include the use of iPads and PC Laptop devices.



# Curriculum Coverage at St Joseph's NP

## CORE LEARNING CURRICULUM AT ST JOSEPH'S

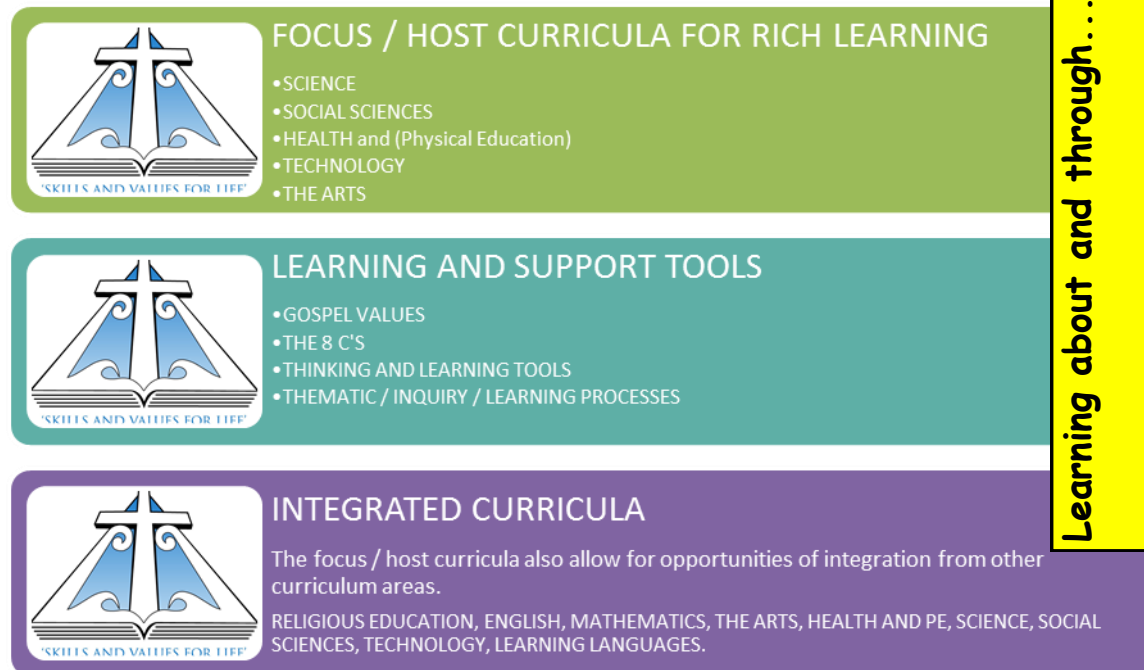


## CORE LEARNING (Learning to...)

Students at St Joseph's receive a broad education through a curriculum covering essential learning areas where priority is given to the development of high levels of competency in English and Mathematics.

English, Mathematics, Religious Education and the Physical Component of the Health and Physical Education Curriculum are taught as stand alone / core subjects. Each of the Core Learning Areas has a stand alone **Curriculum Delivery Plan**.

## RICH LEARNING CURRICULUM AT ST JOSEPH'S



## RICH LEARNING (Learning about and through)









Rich learning themes are taught to ensure coverage of the learning areas, (outside of the core learning areas) from the New Zealand Curriculum.

The school chooses a theme of interest which becomes the school wide focus. Host curricula are identified and key strands from the host curriculum are selected for coverage during the unit.

At the start of each unit a school wide 'big question' is created. From the big question, classes create other questions to focus on during their learning journey. Students are made aware of what curriculum the current unit is derived from.

Rich Learning Themes (see over page) ensure curriculum and strand coverage occurs. This ensures 'that each learning area receives due emphasis over the longer term' (NZ Curriculum 2007 pg 38).

## St Joseph's, NP - RICH LEARNING THEMES

	<b>BEING SCIENTIFIC</b>	Investigating, understanding and explaining
	<b>LIVING LIFE</b>	The story of being human
	<b>CULTURE AND IDENTITY</b>	Celebrating myself and others
	<b>ENTERPRISE, INNOVATION AND CURIOSITY</b>	Having and testing ideas
	<b>LOOKING BACK TO LOOK FORWARD</b>	The influences that have shaped our past
	<b>ENVIRONMENT AND SUSTAINABILITY</b>	Relationships with the environment
	<b>OUR PLACE</b>	Where we belong
	<b>LET US ENTERTAIN YOU</b>	Appreciating, creating and performing



## Appendix 1: The 8 C's Mapped Against the NZ Curriculum.

	CHRISTIAN LIVING Actively living the Gospel values	CONFIDENT In their own abilities and willing to face challenge	COMMUNICATORS Competent in using language, symbols and text to make sense of their world	CRITICAL THINKERS Able to use effective thinking, reflection and problem solving skills
<b>VISION:</b> Young people who are <i>confident, connected, actively involved, lifelong learners</i>	Life Long Learners Actively Involved Connected	Confident Actively Involved Connected	Confident Connected Life Long Learners	Connected Lifelong Learners Actively Involved
<b>VALUES:</b> Excellence, Innovation, Inquiry and curiosity, Diversity, Community and Participation, Ecological Sustainability, Integrity, Respect	Diversity Respect Integrity Inquiry and Curiosity Community and Participation	Excellence Innovation Curiosity	Innovation Excellence Diversity	Innovation Inquiry and Curiosity Excellence
<b>KEY COMPETENCIES:</b> Thinking, Using language symbols and texts, Managing Self, Relating to others, Participating and contributing	Thinking, Using language, symbols and texts Managing Self Relating to others Participating and contributing	Managing Self Relating to others Participating and contributing	Thinking, Using language, symbols and texts Managing Self Relating to others Participating and contributing	Thinking Managing Self
<b>PRINCIPLES:</b> High Expectations, Treaty of Waitangi, Cultural Diversity, Inclusion, Learning to Learn, Community Engagement, Coherence, Future Focus	High Expectations Treaty of Waitangi Cultural Diversity Inclusion Learning to Learn Community Engagement Coherence, Future Focus	High Expectations Learning to Learn Community Engagement Future Focus	High Expectations Coherence Future Focus	Learning to learn Future Focus Coherence High Expectations
<b>LEARNING AREAS:</b> RE, English, The Arts, Health & PE, Learning Languages, Mathematics and Stats, Science, Social Science, Technology	Religious Education English, The Arts Health & PE Learning Languages Mathematics and Statistics Science Social Science, Technology	Religious Education English, The Arts Health & PE Learning Languages Mathematics and Statistics Science Social Science, Technology	Religious Education English, The Arts Health & PE Learning Languages Mathematics and Statistics Science Social Science, Technology	Religious Education English, The Arts Health & PE Learning Languages Mathematics and Statistics Science Social Science, Technology

	CREATIVE And innovative in their thinking	CO-OPERATIVE Active participants who relate well to others	CONNECTED Able to make connections both in their learning and in their world	CULTURALLY AWARE Valuing traditions, beliefs and heritage.
<b>VISION:</b> Young people who are <i>confident, connected, actively involved, lifelong learners</i>	Actively Involved Connected Confident	Confident Actively Involved	Connected Lifelong Learner	Connected Lifelong Learners Actively Involved
<b>VALUES:</b> Excellence, Innovation, Inquiry and curiosity, Diversity, Community and Participation, Ecological Sustainability, Integrity, Respect	Inquiry and curiosity Innovation Excellence	Participation Integrity Equity Ecological Sustainability Diversity	Ecological Sustainability Innovation Inquiry and curiosity Excellence Managing Self	Respect, Integrity Innovation Inquiry and Curiosity Diversity Community and Participation Ecological Participation
<b>KEY COMPETENCIES:</b> Thinking, Using language symbols and texts, Managing Self, Relating to others, Participating and contributing	Using Language, Symbols and Texts Thinking Managing Self	Managing Self Relating to others Participating and Contributing	Participating and Contributing Thinking Using language, Symbols and Texts Managing Self	Relating to others Thinking Participating and Contributing Using language, Symbols and texts
<b>PRINCIPLES:</b> High Expectations, Treaty of Waitangi, Cultural Diversity, Inclusion, Learning to Learn, Community Engagement, Coherence, Future Focus	Future Focus High Expectations Learning to learn	Community Engagement Inclusion Treaty of Waitangi Cultural Diversity	Learning to Learn High Expectations Future Focus Curriculum Engagement Treaty of Waitangi Cultural Diversity Inclusion	Treaty of Waitangi Cultural Diversity Community Engagement Inclusion Future Focus
<b>LEARNING AREAS:</b> English, The Arts, Health & PE, Learning Languages, Mathematics and Stats, Science, Social Science, Technology	Religious Education English, The Arts Health & PE Learning Languages Mathematics and Statistics Science Social Science, Technology	Religious Education English, The Arts Health & PE Learning Languages Mathematics and Statistics Science Social Science, Technology	Religious Education English, The Arts Health & PE Learning Languages Mathematics and Statistics Science Social Science, Technology	Religious Education English, The Arts Health & PE Learning Languages Mathematics and Statistics Science Social Science, Technology