



Miller Avenue School

“Creating brighter futures together”

Miller Avenue School curriculum design guidelines 2020

BACKGROUND

“Because education’s purpose is to prepare people for the world they will live in, it must be future focused.” (Jane Gilbert, 2005)

More than ever education is taking place in a time of rapid social, cultural, economic, technological and global change. New Zealand is facing many challenges as we respond to a diverse range of needs and aspirations, and address issues of social equity and justice.

We are increasingly aware that our learners will have multiple changes of career in their lifetime. We also know that there is increasing amounts of information accessible for many people in all parts of the world and that in some areas, knowledge becomes superseded or obsolete very quickly (e.g. medical field). Technology continues to transform communication, learning and our ability to connect anywhere, anyplace, anytime.

These changes influence the school curriculum. What and how we teach needs to provide students with the knowledge, skills, attitudes, values and sense of identity they need to give them the best chances in the next stage of their education and life. The school curriculum should be future focused, developing flexible, creative, students who are critical thinkers, competent in a range of ICT skills, and able to work interdependently. Students need to learn how to learn, acquiring the skills necessary for them to continue learning throughout their lives, manage themselves and achieve goals.

New Zealand’s national curriculum takes a broad view of student outcomes from schooling. It emphasises that outcomes for students include what they know (knowledge), what they can do (skills), and who they are in relation to themselves and others (values and attitudes), including a strong sense of personal and cultural identity.

We want each student in our school to be well equipped with the knowledge, skills, attitudes, values and sense of identity they need to give them the best chances in the next stage of their education and life.

INTRODUCTION

This curriculum delivery guide provides an overview of what, and how, the school curriculum will be delivered. There are many decisions that we make at a local level about how to deliver the curriculum in order to meet the needs of our students and fulfil the aims and goals as detailed in our strategic plan. There are however some key over-riding documents that provide national guidance – these include the National Education Guidelines, and in particular the National Administration Guidelines.

We want students to:

- be engaged, motivated, and eager to learn.
- be informed and active participants in their own learning.
- develop a strong personal and cultural identity and healthy self-esteem, supported by home and school.

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- feel safe physically, emotionally and culturally.
- have affirming learning relationships with teachers and be part of a supportive, healthy peer culture.
- develop positive ways of responding to learning and social challenges, be respectful of differences, and learn to resolve conflict constructively.
- be capable of learning and experience learning as challenging, relevant, meaningful, useful and stimulating.
- take charge of their own learning and become independent learners.
- have opportunities to experience and celebrate achievement and feel safe about risking and experiencing failure as part of the ongoing process of learning.
- be able to share what they have learned and demonstrate a social conscience.

DIMENSIONS OF CURRICULUM DESIGN

We consider there are five aspects or dimensions to curriculum design at RSS:

1. On-going School Based Priorities as identified in the school charter (which also reflect the NAGs/NEGs). This is where the Board of Trustees identifies 'What matters most' as a result of considering government goals and focus areas, while engaging staff, students and the community. These include the 'future skills' we consider students need over and above the 'foundation skills' of literacy and numeracy.
 1. Presently these are...
 1. Literacy and Numeracy;
 1. eLearning;
 2. Inquiry Learning;
 3. Formative Practice
2. 2017 School Wide Priorities (which may reflect Government priorities or an area of the curriculum requiring attention)
 - a. Achievement Targets based on evidence
 - b. Maths (also see PLD Plan for 2020)
3. Annual Plans for:
 - a. Tikanga Maori
 - b. eLearning
 - c. New Zealand Curriculum/National Standards
4. Classroom Evidence Based Priorities (Teacher Inquiry)
 - a. Teachers must focus on the learning needs of their students. Each class and indeed each student has different learning needs. These needs may become known through historical information, from own classroom observations or as a result of an event (eg: trauma)
 - b. This involves teachers routinely investigating the nature and impact of their practice
5. The Teachable Moment
 - a. We acknowledge that some of the most powerful learning opportunities are those that result from a 'current event' (particularly in the local community) and will take advantage of these.

Teams of teachers will develop a 'Statement of Intent' each term indicating how the above areas will be planned for. The extent to which these have been met will be identified through the following mechanisms:

- End of term/end of year professional discussion about what was achieved, reflecting on unit evaluations and consideration to progress made towards achieving school wide goals or priorities.
- Teacher Inquiry/appraisal portfolio and any processes supporting this; Quality Control Checks, Classroom Observations, whereby (in most cases) the leadership team will gauge what is being taught and how effectively by observing or discussing with teachers.
- Curriculum Reviews - a schoolwide stocktake of our practice in a particular area and addressing balance in delivering curriculum areas. Sometimes these are formal, requiring detailed information. At other times aspects of the curriculum are revised or updated as a result of events such as changes in staffing.

Related Documents:

- 1.4 Curriculum Design Policy
- RSS Assessment Guide
- The New Zealand Curriculum (for English –medium teaching and learning in years 1-13)
- Health Consultation Statement and Programme
- National Administration Guidelines

Ratified: November 2020

Review: November 2022