

## POLICY: 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.*

*The purpose of the **Curriculum and Learning Policy** should be interpreted within the Catholic Character, Mission Charism and overall strategic direction of the College, as articulated in the Catholic 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 College' (St Pope John Paul II).*

### 1.0 Rationale

The Board of Trustees has a special responsibility that the curriculum meets the National Education and Learning Priorities (NELP). 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 at Sacred Heart Girls' College recognises that the young people 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.

### 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, and to have opportunities to share, their heritage and own individual culture. Curriculum should recognise Māori as Tangata Whenua and uphold 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-centered

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 equality**

Students should be encouraged to be involved in as many areas of the College curriculum, with background and circumstances not being prohibitive factors. Curriculum should challenge 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.

## **4.0 Curriculum Review:**

To ensure that students receive the best teaching practices and a curriculum of the highest quality, curriculum should be regularly reviewed. 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 students and our community, reflecting a modern, faith-based, learning environment.

## **5.0 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 at each meeting. In addition, the Board can request a curriculum learning area presentation to the Board, should it be deemed necessary.

## REFERENCES:

- New Zealand Curriculum
- The Code of Professional Responsibility (Our Code Our Standards)
- The Catholic Education of College-Age Children
- Te Tiriti o Waitangi
- STA Handbook for Board of Trustees of New Zealand Catholic Integrated Colleges 2021
- The education and Training Act 2020
- The Statement of National Education and Learning Priorities (NELP)

## Review

This policy will be reviewed by the Board of Trustees

Review schedule: May Annually

Review due next: May 2026

Approved by the Board of Trustees at the meeting held on: **21 October 2024**



**Presiding Member**