

St Elizabeth's School

Curriculum Design Policy

2018

St Elizabeth's is a Child Safe environment where all are engaged in keeping children safe.

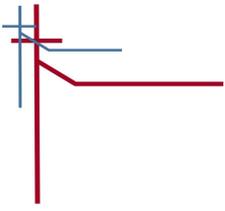
Rationale

St. Elizabeth's Parish School acknowledges that students are individuals each with their own distinctive 'learning style'. Research shows that no two students learn in exactly the same way because people process information differently. Whereas some students learn mainly through experience or hands - on tasks, other students find lessons more meaningful when they are presented in a visual format. While recognizing that some groups of students share particular learning characteristics, at St. Elizabeth's the curriculum is planned carefully to make sure it caters for the diverse needs of different groups of students.

To meet these needs, St. Elizabeth's employs an approach to Learning and Teaching that embraces the natural way human beings learn all things. By taking advantage of students' natural curiosity and framing their learning in meaningful, purposeful and authentic contexts, rigorous inquiries are strategically planned to ensure deep understandings about themselves, others and the world are offered. Our approach to Inquiry Learning embraces the philosophy of 'lifelong learning' and is a process of learning that draws on a range of tools and strategies to develop thinking skills, collaboration, independence, ownership of learning and responsible contribution to the wider and global community.

Design Principles

- We are committed to our Christian centred view of the world, fostering an environment where all are supported on their faith journey, developing and growing to their full potential.
- We are committed to developing expert teachers who collaborate professionally and use data and evidence to ensure all students achieve success on a personalised targeted plan of learning.
- We are committed to using the Victorian curriculum, developing learning programs which meet the needs of our students 100% of the time and achieving student engagement and teacher efficacy.
- We value and are committed to collaborative planning based on current research and continuous professional dialogue with each other, with students and the wider community
- We are committed to maximising the use of technologies to optimise learning for all (students, parents and staff) in a blended learning environment.
- We are committed to a shared ownership of purposeful teaching and learning and we are passionate about creating authentic links to the local and global community, encouraging our students to make a positive difference in the world.



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Implementation

- We design learning around key questions which cover knowledge, understandings and skills in the Victorian Curriculum and Religious Education Framework
- We integrate wherever possible
- We differentiate learning tasks to suit the needs of our students
- We use contemporary tools
- We design learning which is purposeful
- We review our curriculum design on the basis of current research