

CURRICULUM IMPLEMENTATION

Effective Pedagogy at St Joseph's School

Teacher actions promoting student learning

While there is no formula that will guarantee learning for every student in every context, there is extensive, well-documented evidence about the kinds of teaching approaches that consistently have a positive impact on student learning. This evidence tells us that students learn best when teachers:

- *create a supportive learning environment*
 - *encourage reflective thought and action*
 - *enhance the relevance of new learning*
 - *facilitate shared learning*
 - *make connections to prior learning and experience*
 - *provide sufficient opportunities to learn*
 - *inquire into the teaching-learning relationship.*
- New Zealand Curriculum p34*

At St Joseph's School, all students, teachers and ancillary staff are valued as involved members of our Catholic school community. Relationships are built on the commandment to love one another, and a positive, caring, Christian environment prevails. This relationship is seen as having the greatest impact on student learning within the classroom, and on the playground, and in our wider community.

To God our Best and Greatest

Students are encouraged to be reflective learners and be involved in setting their learning goals within classrooms as part of concept pathways, and as groups and/or individuals within specific learning areas. Using specific exemplars and learning intentions and success criteria indicators, our students are encouraged to think about their learning and strive for excellence. Teachers encourage students to think critically and set "next learning steps".

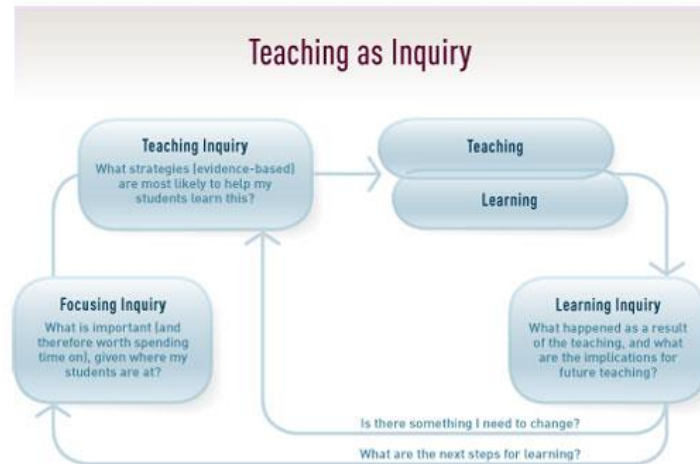
By making learning relevant, our students are fully involved and challenged as they look at information and ideas in new ways, and relate them to their lives now and for the future. Through our Integrated Learning Concept and the use of inquiry learning, students are involved with the direction their learning takes, giving them greater ownership of the learning process.

Students, teachers, and parents at St Joseph's School work in partnership as active members of a learning community.

Assessment for Learning (AFL) strategies are used in all classrooms. Through AFL, teachers at St Joseph's School are more aware on how effective their

teaching is. Teaching programmes are based on best practice and teachers are able to modify learning programmes that best fit their students' learning needs, identified through appropriate assessments and feedback/feed-forward opportunities. Teachers and students look at evidence through Teaching Inquiry and Learning Inquiry when deciding on next steps for learning.

(See *Teaching as Inquiry* diagram New Zealand Curriculum p35)



Effective pedagogical practices are encouraged and nurtured throughout the school. Lead Teachers for Learning Areas and other school initiatives are available to support teachers in their teaching programmes.

E-learning has a priority at St Joseph's School as Information and Communication Technology (ICT) tools dominate our student's lives now and will continue to do so in their future. All classrooms are equipped with interactive boards and networked computers. An ICT suite is available for whole class use, alongside a well-resourced library. E-learning tools such as ipads and digital & flip cameras are being used within the classroom programme.

Students and teachers are making connections through digital learning environments, and going beyond the classroom and sharing their learning via the world wide web. Teachers are exploring the web for tools and shortcuts that enhance learning opportunities in the classroom. Students are building on their e-learning capabilities in a supportive environment, and have equitable access to our e-learning tools.

Learning Needs of Our Students

"Putting the Student at the Centre of Our Learning"

Our curriculum design takes into account how to best address the needs, interests, and circumstances of our students and community.

To do this we look at the availability of local resources and our connections nationally and globally.

In doing this we are mindful of:

- The expectations of our local community.
- Priorities for student learning.
- Interests and talents of our students and the need for them to be involved in developing their learning pathway.
- The requirements of the National Curriculum.
- The need for staff to be able to interpret curriculum in order to respond to individual needs of students.
- The need for students to experience a rich and balanced education.
- The inclusive nature of the special Catholic education we provide.

Our school's six *Principles* of Leadership, Foundation, Faith, Trinity, Environment and Education embrace the intent of education at St Joseph's School.