

## GUIDELINES TO CURRICULUM IN CATHOLIC EDUCATION

### 1. VALUES

The College is committed to the synthesis of culture and faith.

**Partnership** – that all stakeholders in the education process (parents, students and staff) have access to and feedback about the curriculum.

### 2. STATEMENTS

- The curriculum of St Patrick's College ('the College') will offer students a range of subjects and activities that enables them to meet their spiritual, intellectual, cultural, physical and social needs.
- The curriculum in both its content and method will develop a learning environment which values critical analysis, reflection and promotes Christian values.
- The curriculum will equip students for their immediate goals, employment, further education and encourage them to develop a love of learning.
- The curriculum will be broadly focused to cater for the educational needs of students and their respective abilities.
- The curriculum will be flexible enough to cater for students' different rates of development and learning styles.
- The curriculum must follow syllabus and documentation mandated by the Queensland Curriculum and Assessment Authority and the Australian Skills Quality Authority (ASQA) framework.

### 3. IMPLEMENTATION ISSUES

1. The College's capacity to provide adequate resources should be a consideration in decision-making about the breadth and flexibility of the curriculum.
2. The College will continually monitor its subject offerings.
3. The College will continually explore organisational options which provide curriculum flexibility.
4. The College will be committed to the recruitment of suitable staff and the ongoing professional development of existing staff as an essential element in providing quality curriculum.
5. Teachers will be guided by a learning framework which will include -
  - Encouraging staff to continually evaluate the effectiveness of their teaching.
  - Encouraging staff to engage in high impact teaching strategies in order to enhance the effectiveness of their teaching.
  - Provision of quality differentiated teaching to all students.
6. Partnership with parents implies the provision of accurate, clear communication especially about student progress and includes the provision of general information about the curriculum.
7. Partnership with students requires staff to actively seeking feedback on the effectiveness of their teaching.