

The Classroom Curriculum

The classroom curriculum is the teaching and learning that takes place at school – in the classroom, the school environment and when in the community.

Our teachers use the Johnsonville School Curriculum in conjunction with The New Zealand Curriculum to design learning programmes in response to the particular needs, interests and talents of individual students and groups of students in their classes.

Effective Pedagogy/Quality Teaching

Our teachers are committed to using approaches that have been shown to consistently have a positive impact on student learning.

The teachers at Johnsonville School:

Use the Teaching as Inquiry Approach

The classroom curriculum is driven by the teaching as inquiry approach and helps ensure responsive and targeted teaching and learning. At the heart of the classroom curriculum are our teachers' decisions based on evidence about student learning.

As a continual, cyclic process that goes on moment by moment, day by day, and over the longer term, our teachers ask:

- What is important (and therefore worth spending time on), given where my students are at?
- What strategies (evidence based) are most likely to help my students learn this?
- What happened as a result of the teaching, and what are the implications for future teaching?

Create a supportive learning environment

- Caring collaborative learning communities are developed that are inclusive of diverse learners
- Teachers are responsive to all students' learning, identities, and wellbeing
- Students enjoy positive relationships with their teacher and fellow students

Encourage reflective thought and action

- Teachers focus on valued student outcomes
- Thoughtful learning strategies, thoughtful discourse, and student self-regulation is promoted
- Learning tasks and opportunities are designed to encourage students to develop their creativity, their ability to think critically about information and ideas and to think about their own thinking

Enhance the relevance of new learning

- Teachers ensure that students understand what they are learning, why they are learning it, and how they will use their new learning

Facilitate shared learning

- Teachers scaffold learning and provide appropriate feed forward and feedback on learning
- Assessment is used for learning

Make connections to prior learning and experience

- Teachers activate connections to learners' knowledge, experiences, identities, families, whānau and communities

Provide sufficient opportunities to learn

- Teachers ensure that students have effective, sufficient and equitable opportunities to learn
- Ample time and opportunity for students to engage with, practise, and transfer new learning is provided