



### Related Policies

Indigenous Education Policy  
School Review and Development Program

### Purpose

This policy outlines policy, principles and procedures relating to curriculum in Archdiocesan system schools.

### Policy

The Catholic Education Office requires each system school in the Archdiocese of Canberra and Goulburn to have a curriculum that is founded on the Archdiocesan Religious Education Curriculum Core Document, *Treasures New and Old* and complies with the commitments and requirements of:

- The Adelaide Declaration on National Goals for Schooling in the Twenty-First Century (MCEETYA, 1999); and
- Australian Government Funding Agreement (2005-2008) for provision of funding under the School Assistance (*Learning Together – Achievement Through Choice and Opportunity*) Act 2004.

In addition:

- System schools in ACT need to comply with the ACT Education Act (2004) as outlined in *Every Chance to Learn Curriculum for ACT Schools P-10: Principles and Framework* (2005).
- System schools in NSW need to comply with the NSW Education Act 1990 (amended 2004) as outlined in the NSW BOS Registration Systems and Member Non-government Schools (NSW) Manual, 2006.

Minimum ACT and NSW curriculum requirements and processes of curriculum review are indicated in the *Archdiocesan School Review and Development Manual* (2006 edition).

### Definition

*The curriculum is all learning planned, guided and implemented by schools. The purpose of curriculum is to develop each student intellectually, physically, socially, emotionally, morally and spiritually - as a person, as a community member, as a contributor to society, and as a learner.*<sup>1</sup>

### Principles

1. Curriculum in Catholic system schools of the Archdiocese of Canberra and Goulburn is founded in principles outlined in the Archdiocesan Religious Education Curriculum Core Document, *Treasures New and Old* (2000, p22), requiring that:

- 1.1 *The Catholic school responds to its mission by offering a particular cultural experience that is grounded in '...a Christian view of the world, of culture, and of history'. (Catholic Schools on the Threshold of the Third Millennium, 1997, n.14).*
- 1.2 *This translates into a Christ-centred orientation ...[which] permeates all aspects of school life including relationships, structures, celebrations and routines, as well as the formal curriculum.....*

In summary, the Catholic school provides a curriculum, indeed a total cultural experience, within which students have opportunities to hear the Good News and to respond to the person and message of Jesus.<sup>2</sup>

2. Every curriculum area ... has a religious dimension, a capacity to assist students to examine the world of human culture and the world of religion, providing knowledge and skills, and fostering attitudes and values that are life giving and that assist young people to search for meaning and truth.

Individual curriculum areas contribute to the religious aims of the Catholic school when they foster:

- 2.1 skills such as reflection, critical thinking, problem solving, analysis and discernment – all of which promote the search for truth and meaning;
- 2.2 a moral sensitivity and a heightened capacity to distinguish between what is life-giving and what is dehumanising;
- 2.3 the gospel values of love, compassion, reconciliation, transformation, justice and hope;
- 2.4 a generosity of spirit that calls forth a commitment to the service of others and of creation generally;
- 2.5 the capacity to shine the light of faith on the surrounding culture – to reflect, to judge and to choose.<sup>3</sup>

3. Within the Catholic school cultural context, the curriculum should be:

- 3.1 based on the belief that every student can learn;
- 3.2 equitable and inclusive where learning is available to all and takes into account the knowledge and experience of each individual student;
- 3.3 dynamic and responsive to the needs of students, reputable educational research findings, the expectations and responsibilities of parents, changing community and societal imperatives, and government policies; and
- 3.4 coherent and aligned, where there are clear connections between needs, content, teaching approaches, assessment and reporting within and among various years and stages of schooling.<sup>4</sup>

4. Within the Catholic school's cultural context, the curriculum should enable students to:
- 4.1 develop their understanding of themselves, their relationships with others, and their knowledge of God's love for them and their response to the love of God;
  - 4.2 acquire the knowledge, understanding, skills, values and attitudes essential to succeed in and beyond their schooling;
  - 4.3 act with empathy and integrity;
  - 4.4 know how to learn, to enjoy learning, and to be self-motivated, reflective and competent learners;
  - 4.5 develop positive self-concepts and their capacity to establish and maintain safe, healthy and rewarding lives;
  - 4.6 be literate and numerate (including knowledge and skills in information processing and technology);
  - 4.7 be aware of the history and diversity in human society and demonstrate intercultural understanding;
  - 4.8 understand nature and have respect for the earth;
  - 4.9 value and communicate through the arts; and
  - 4.10 appreciate what it means to be an Australian citizen, and to be effective and responsible participants in their society, taking account of moral, ethical and spiritual considerations.<sup>5</sup>

### Procedures

Procedures for Curriculum Policy, Development and Review are outlined in Sections 4-7 of the School Review and Development Manual.

### References

ACTDET (2005) *Every Chance to Learn Principles and Framework*.  
Archdiocese of Canberra and Goulburn (2006). *School Review and Development Manual*.  
Archdiocese of Canberra and Goulburn (2000). *Treasures New and Old: Core Document*.  
NSW BOS. (2002) *K-10 Curriculum Framework*.  
NSW BOS Registration Systems and Member Non-Government Schools (NSW) Manual, 2006

- 1 ACTDET(2005). *Every Chance to Learn Principles and Framework*, piii
- 2 Archdiocese of Canberra and Goulburn (2000) *Treasures New and Old: Core Document*, p. 23
- 3 Archdiocese of Canberra and Goulburn (2000) *Treasures New and Old: Core Document*, p. 24
- 4 ACTDET (2005) *Every Chance to Learn Principles and Framework*, p16
- 5 NSW BOS (2002) *K-10 Curriculum Framework*, p3-4

Outcomes listed in Principle 4 are taken from the Archdiocese of Canberra and Goulburn (2000) *Treasures New & Old: Core Document*; ACTDET (2005) *Every Chance to Learn Principles and Framework*, p16 and NSW BOS (2002) *K-10 Curriculum Framework*, p3-4.

### Forms

Nil

<b>Approved by:</b>	Catholic Education Commission (C&G)
<b>Issuing Group:</b>	Education Services Division
<b>Implementation Date:</b>	October 2006
<b>Supersedes Policy Dated:</b>	July 2005
<b>Revision Date:</b>	2010
<b>CEO Contact Officer:</b>	Head, Education Services Division