INTEGRATED CURRICULUM

GENERAL STATEMENT
Concord School uses, where appropriate, an integrated approach to curriculum in order to maximise learning outcomes for students. This approach to curriculum planning and implementation is based on the following beliefs about student learning:

- the experience of the individual student is the starting point for all other learning.
- students learn best when they are actively involved in the learning process.
- the integrated curriculum approach merges areas of the curriculum together in a purposeful and relevant way.
- the integrated curriculum approach provides another vehicle for the development of skills, knowledge and values.
- integrated units of work should be age appropriate but should be planned to cater for the range of abilities and the individual needs of all students.

RATIONALE
The integrated curriculum enables students to:

- access learning experiences which deliver the AusVELS and Thinking Curriculum in an interesting and enjoyable way.
- become aware of the society in which they live and the rules and conventions that govern it.
- develop ideas and knowledge about the world in a meaningful and relevant manner.
- participate effectively in society and become more aware of the impact their lifestyle has on the environment.
- develop an understanding of the rights of others.
- develop positive attitudes and behaviours that promote personal and community health and well being.
- develop skills and knowledge in the area of information technology.

BROAD GUIDELINES
English and Mathematics
Whilst the domains of English and Mathematics will be taught within the integrated unit of work, the core curriculum will be delivered independently. Concord School has implemented the Early Years Literacy and Numeracy programs, Middle Years Literacy program, Direct Instruction Literacy program and Thinking Curriculum.

Planning
Staff within each section will:

- plan units of work that are responsive to the students’ current knowledge, learning needs and interests.
- provide activities and experiences that will have learning outcomes directly related to the designated key ideas and skills of each unit of work.
- ensure that the learning needs of all students are catered for in all the curriculum areas.
- plan a range of appropriate assessment strategies as part of the unit of work.
IMPLEMENTATION

1. Topic Selection
   During term 4 of each year sections will select topics for the integrated units of work for the next school year. Consideration should be given to specific topics or investigations that the students have studied previously, availability of resources and the students’ interest in a particular area. Sections will work collaboratively to create a scope and sequence for integrated unit topics to avoid overlap and promote curriculum cohesion.

2. Planning
   Section teams will plan and develop units of work which will extend and challenge the students. The units will include opportunities for students to be actively engaged in their learning. The units will be appropriate to the needs, interests and experiences of the students and will aim to extend their present experience and understanding.

3. Other Curriculum Areas
   English and Mathematics will be taught independently but links to these domains will be shown in integrated unit planning.

4. Assessment and Evaluation
   - Individual learning targets will be established and these will be assessed at the completion of the unit.
   - Evaluation should be seen as an ongoing process and should be an integral part of the unit.
   - Individual records of each student’s learning about the topic will be kept by the classroom teacher.
   - Each unit of work will be evaluated by the section team to determine the effectiveness and appropriateness of the topic.
   - Consideration of all assessment and evaluation will provide information relevant to the planning of future topics.

5. Planning for the Integrated Curriculum
   **Whole School Level**
   The integrated curriculum program operates across all sections of Concord School. The program reflects an overall approach to curriculum. Topics are selected, planned and implemented in response to the integrated curriculum scope and sequence overview and should reflect an awareness of the topics and learning outcomes covered in previous years. In the Secondary Section the integrated units are called ‘Thinking Curriculum’ and in the Pathways Section the integrated units are called ‘The Encounter Program.’

   **Section Level**
   Section teams plan and develop units of work that reflect the intentions of the integrated curriculum program. These units are responsive to the current level of knowledge, skill development and interest of the students. The plans will detail all the necessary information and will follow a format agreed to by each team.

   **Classroom Level**
   Each classroom teacher has the responsibility of implementing the units of work within her/his classroom. It is expected that the plan will be developed at section meetings but that specific learning in the classroom will be responsive to the students’ prior knowledge and their learning needs. These needs are reflected in each student’s learning plan targets.

RESOURCES
DEECD Student Learning website
AusVELS

EVALUATION
This policy will be reviewed as part of the school’s three-year review cycle.