

“Love in every work. Respect in every action. Confidence in every heart.”

MISSION STATEMENT

Working together, students, teachers, and parents will, in a Christ-like spirit, encourage the search for knowledge and an appreciation of each person’s capabilities and differences in a caring environment.

GOALS

1. To live as Jesus taught us – pray together, help others, speak kindly, forgive, find the good, be peacemakers.
2. To promote a caring school climate in which students maximize their capabilities.
3. To encourage each person to believe in his/herself and to do his/her best in life.
4. To see and appreciate the likeness of God in others.
5. To foster an effective communication network which builds positive relationships.
6. To be aware of the challenges and choices our students face.

PHILOSOPHY

We, the faculty of Our Lady Queen of Peace School, a Catholic community, believe that:

Children are a gift of God, Given to us temporarily to love and to teach. They are intrinsically good, eager to learn and have unique talents.

Children need and have the right to love, acceptance, understanding, support and guidance in order to discover and develop their own gifts and talents, so that they may become more Christ-like and responsible members of our world community.

School, as an extension of the home, provides positive experiences, which stimulate and motivate each child to achieve his or her full potential in an atmosphere of security, faith development, academic excitement and social interaction.

Queen of Peace School has the responsibility to be a community of faith where members teach and model the message of Jesus and inspire each other to service.

MISSION STATEMENT

Planning
Assumptions

SCHOOLWIDE GOALS

Direction
Statements

Departmental Purpose Statements

Departmental Goals

Departmental Purpose Statements reflect the Mission of the School.

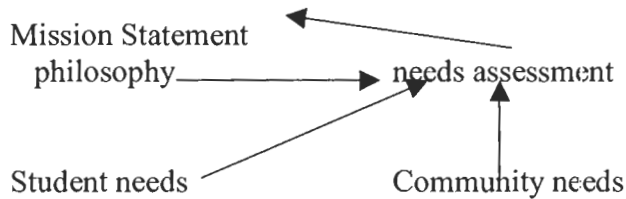
Departmental Goals address how the department intends to accomplish the various goals of the school and department.

CURRICULUM:	A set of courses designed to teach certain skills, concepts, attitudes and behaviors. Included in a curriculum, from the most general to the most specific are the following components:
GOALS	Those generalizations that we aim to accomplish through curriculum, i.e. “Ability to communicate thoughts and feelings in both an oral and a written form” would be one goal.
OBJECTIVES	Those specific, and preferably measurable, skills and concepts that we aim to accomplish through a curriculum. Another term for this would be LEARNER OUTCOMES. An example would be “The student will be able to outline the five major points of a chapter in the history text.”
COURSE OUTLINE	Gives the outline of content as well as skills, concepts, and attitudes to be learned. The important factor to be considered is that there must be a scope and sequence between course outlines with a clear relevance and interrelatedness to other knowledge.
EVALUATION	The question of evaluation presupposes the teacher has determined the specific skill and level of proficiency expected of the student. The question to be answered in writing each objective is: How will you know when the student has learned the concept or acquired the skill?
STRATEGY	The focus in our curriculum should be on the design of the whole educative process. If there is no plan, the learning will be , at best, haphazard and lacking integration. A strategy is a planned process of learning wherein the student is taken from one concept or skill to the next, always building , always deepening the level of learning and degree of competency.

I. CURRICULAR DESIGN CRITERIA

1. Quality of Needs assessment

- identifies specific “gaps” between student performance and desired or required student performance.



2. Quality of Format

- should fit work context
- provides a “connectedness” required within a school to be responsive to its environment.

Mission Statement + Schoolwide Goals + objectives = Departmental goals and objectives

3. Quality of Specification

- determined by nature of work and outcomes desired
- if complex, highly cumulative – high degree of specifics required.
- must never be context free
- behavioral objectives are not statements about work to be done but statements of the ways the work, once done, will be assessed.

(free of measurement)

4. Quality to fit organization

- format of Curriculum to mold itself to existing mission statement and philosophy
- and schedule

II. CURRICULUM DELIVERY CRITERIA

1. Quality of skills

- Assess existing ranges of skills among teaching staff

2. Quality of implementation

- Dependent on teacher understanding of a rapport with students, their interest, motivations, problems and skills.
- Contextually grounded curriculum accepts the fact that different outcomes demand different means to elicit them. The propriety of instructional approach within any curriculum must be defined by the context, not in the abstract.

3. Quality of Monitoring

- Not to monitor curriculum, but to ensure curriculum is known and utilized by teachers as they shape daily and weekly lesson plans.
- Assess teachers in reference to curriculum and style.

4. Quality of Assessment (feedback)

- Indicates how much teaching has achieved this learning objective embodied in the curriculum.
- Tell teachers and administration what has actually happened in the classroom

Connections must be made between the feedback, the curriculum and the actions of the teachers.

5. Quality of Utilization/Application

- Curriculum work plan must exist that fosters coordinated action; the will must be present to apply the plan, and to use feedback to improve performance over time.

Curriculum

connects the pieces and parts of a school

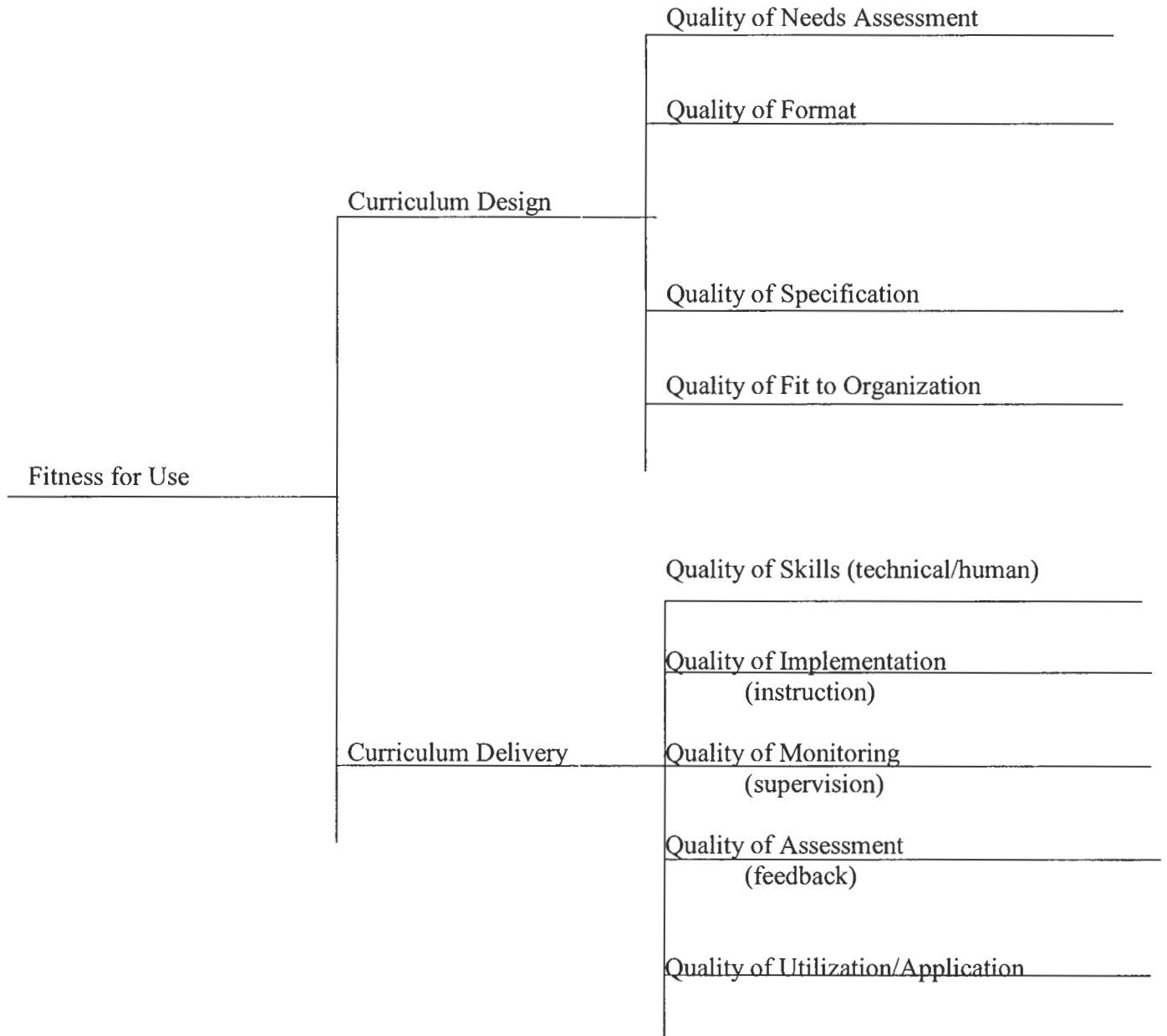
Provides focus for the many tasks

Organizes the tasks into meaningful activity
characterized by

- a) consistency
- b) continuity
- c) flexibility

FIGURE 1

QUALITY CONTROL IN SCHOOLS



(EVALUATION)

CONTENT

1. Is the content in line with the Mission Statement and Curriculum Guide?
2. Are key concepts, generalizations and discriminations essential to that content being taught, or are students being prepared for “trivial pursuits”?
3. Are students demonstrating by their achievement (with effort) that the level of difficulty is appropriate? Is the content “over their heads” or “under their feet”? Is a step essential for their achievement being omitted?
4. Is the sequence of content moving toward a perceivable objective, or are the time and energy of both teacher and students being deflected or consumed by extraneous matters that appear to be related?

LEARNING BEHAVIOR

1. Are students' learning activities appropriate to what is supposed to be learned? (Are the students working together to learn how to cooperate or are they only memorizing rules about cooperation).
2. Would a multimodality approach be appropriate to or interfere with the content objective and learner? Is the teacher obtaining perceivable evidence that validates students' learning? Is the teacher modifying instruction on the basis of that evidence when change of input or output behaviors are indicated?

TEACHER BEHAVIOR

1. Are students putting forth effort to learn? If not, is the teacher employing principles of motivation to stimulate that effort? Or is the teacher wasting time “motivating” already motivated students?
2. Which principles is the teacher employing appropriately to increase the rate and degree of learning?
3. Which principles of learning is the teacher appropriately using to make retention of what is being learned more probable?
4. Is the teacher appropriately using principles of transfer to accelerate learning and increase the probability that the learning will transfer accurately to new situations requiring problem solving, creativity, and responsible decision making?

STEPS IN CURRICULUM PLANNING

1. Determine essential GOAL cuts across all departments/ levels/ courses
2. Determine a CORE OF COMMON LEARNING for all students, sequentially developed across levels within departments.
3. Determine the LEARNING OUTCOMES to be mastered.

Concepts

Skills

Attitudes

4. Determine the EVALUATION STRATEGY including level of proficiency, level of competency, qualitative conditions, mode of measurement and level of learning.
5. Determine the TEACHING/LEARNING STRATEGY.
6. Determine the RESOURCES NEEDED.

QUESTIONS TO ASK AS YOU PLAN:

What is to be learned?

Why is it important?

Where does it fit into the whole body of learning?

To what degree of proficiency? To what level of learning?

How will I evaluate the learning? (Under what conditions, standards etc.)

How is this concept (or skill, or attitude) related to the next?

What teaching modes would be most effective?

What resources will I need to do the best job?

CURRICULUM PLANNING WORKSHEET

COMMON GOAL _____ LEARNER OUTCOME _____
 DISCIPLINE _____ COURSE _____ LEVEL _____

Content Skill	Learner Outcome	Evaluation strategies	Teaching-learning strategies	Teaching-learning resources
What is to be Learned? -scope -relevancy -criticality -relatedness -rigor to be sought	Level of proficiency? Level of competency? Qualitative as well as quantitative levels expected How will you know when the student has learned the concept or acquired the skill?	Process measurement or Product indicator Evaluation technique: test-- oral written test-- objective subjective performance Project How will behavior demonstrate the learning? What level of learning is expected? What measure is being used and why?	Essential to tie in the level of learning that is expected..... know comprehend apply analyze synthesize evaluate Essential that a plan, a strategy, be devised that directs the learning activities to the end learning outcome that has been decided. --focus of discussion --level of questioning --type of assignment --presentation of material --climate of class	What materials will help the process? books tapes computer software film/filmstrips videotapes maps worksheets reference books resource people external experiences in community games texts