Simultaneous tight and loose in K-6 curriculum

Definition of simultaneous tight and loose in curriculum:

A concept in which key educational leaders encourage autonomy and creativity (loose) within well-defined parameters and priorities that must be honoured (tight).

In order to ensure quality educational outcomes for students, the following areas are considered tight and these conditions are to be a priority in all Diocesan schools:

1. A clearly articulated statement of learning based on the Contemporary Learning Framework, espoused by all, is reflective of the values underpinning the school's Mission and Vision and aligns with the Diocesan direction.
2. The NSW Syllabi for the Australian Curriculum are the foundation for all curriculum planning.
3. The *Guidelines for developing a Quality School Educational Program* are used to ensure compliance to NESA requirements and quality.
4. The Curriculum Design model, outlined in the Guidelines, is used to plan teaching and learning experiences that empower the learner.
5. A Catholic Worldview is a priority when determining how curriculum relates to the Diocesan Central Faith Statement and the Mission of Catholic Schools.
6. NESA minimum time allocations for Key Learning Areas are adhered to.
7. Professional Learning Teams agrees to the breadth and depth to which curriculum content is dealt with; decides on the form and patterns of assessment and moderates to ensure the quality and consistency of teacher judgement.
8. Year/Stage based scope and sequences are developed for each Key Learning Area and are complete and in place at the start of each year.
9. In the first instance, Program Builder is used to develop new units of work.
10. The CSO English Block and Mathematics Sequence guidelines will determine the organisation of learning for these two Key Learning Areas.
11. Differentiation is planned and evident in the Teaching, Learning and Assessment section of the unit of work.
12. Adjustments for student specific learning needs are determined and then recorded within the unit plan.
13. Assessment *for*, *as* and *of* learning is used throughout the learning cycle to gather reliable and useful information about student learning.
14. Assessment design and delivery is cohort (year) based.
15. Data gained from the Best Start Kindergarten Assessment, Mathematics Assessment Interview and the Learning Plans are fundamental to curriculum planning and pedagogical decisions in K-2.
16. School-based systems are in place to ensure compliance and the quality of teaching and learning programs. Compliance is validated at system level trough the formal process of Diocesan Compliance audits and through Diocesan Registration and Accreditation processes on behalf of NESA.

In order to achieve these "tight" conditions the Catholic Schools Office expects that -

The Principal will:
● with the staff, take responsibility for each student's learning progress.
● have regular scheduled meetings with the Leader of Curriculum to ensure curriculum directions are resourced and supported.
● lead and manage innovation of the Professional Learning Community so that the educational vision and school statement of learning are realised.
● demonstrate leadership for learning in the work of each Professional Learning Team by developing and enacting school policy and procedure statements.
● foster trust and develop leadership in others through teamwork and collaboration.
● as part of the leadership team, review teaching programs each term.

The Leader of Curriculum will:
● with the Principal, build and sustain a culture of mutual accountability.
● lead and manage the flow of curriculum information in the school.
● ensure curriculum learnings are appropriately shared with relevant staff in a timely fashion.
● provide and lead professional learning for staff that is aligned to system curriculum initiatives.
● as part of the leadership team, be involved in the internal accountability processes of the school, reviewing and evaluating teaching and learning programs.