

Part 2: Domain C (The curriculum)

Introduction

Domain C addresses the school's design of the planned curriculum and programmes. Domain C and Domain D are different from the other domains in that they assess standards and criteria for each curricular section of the school as the school identifies and organizes them (e.g. early childhood, primary/elementary, middle school, upper/high school), rather than for the entire school.

Evaluators assigned to Domain C should identify how the planned curriculum is horizontally and vertically articulated and provides breadth, depth, balance, coherence, and progression of learning. It will be necessary to identify how the planned curriculum incorporates and promotes the four drivers of accreditation:

- supporting and aligning with the school's purpose and direction,
- promoting high-quality student learning,
- advancing student well-being, and
- developing global citizenship.

Evaluators responsible for the upper/high school curriculum should meet with upper/high school students, and likewise for middle school. Those responsible for the primary/elementary or early childhood levels of curriculum should consult the school about what is comfortable and appropriate for young students.

It is unlikely that students or parents will have specific knowledge of the findings of the self-study report, and teachers may not know specifics regarding offerings in learning areas other than their own.

Use the attached document to help you take notes during your meeting with various stakeholder groups.

Self-Study committee responsible for Domain C

1. Has the school's curriculum changed in any significant ways since the self-study report was submitted?
2. Describe the process used to assure that the curriculum, from design to assessment and review, reflects the school's guiding statements.
3. How effectively does the school's curriculum meet the full range of student needs and abilities? How do you determine that?
4. How do you establish vertical curriculum articulation?
5. What is the process used to make changes in the curriculum?
6. What professional development opportunities are available to you to help with designing and presenting the curriculum?
7. To what extent are expected learning outcomes identified in the planned curriculum?
8. How are expected skills, knowledge, and dispositions identified in the planned curriculum at any particular level, division, or grouping within the school?
9. How are global citizenship and intercultural learning incorporated in the planned curriculum?
10. How does the planned curriculum promote transdisciplinary learning?

11. How is the sequential development of digital citizenship identified across the planned curriculum?
12. Does child protection education and online/virtual safety form part of the written curriculum?
13. Does the school use offsite or blended learning opportunities as part of the planned curriculum?
14. How does the school provide additional learning opportunities and activities to complement the planned curriculum?

The Board

1. How does the Board assure itself that the school's curriculum meets the school's mission and reflects the school's guiding statements?
2. How effectively does the school's curriculum meet the full range of students' needs and abilities? How do you determine that?
3. How does the Board determine the allocation of financial resources to the school's programmes? How does the Board determine if a programme is adequately supported?
4. What steps could the school take for future development?

The Head of School

1. Describe the process used to achieve an articulated curriculum within grade-level divisions and academic disciplines. How effective is that process? Who is responsible for overseeing the implementation?
2. How do school finances support the curriculum?
3. What steps could the school take for future development?

Curriculum leadership team

1. How well is the curriculum articulated among subjects and coordinated with other school levels?
2. How effectively does the school's curriculum meet the full range of students' needs and abilities? How do you determine that?
3. How does the school define its commitment to global citizenship and interculturalism?
4. What steps could the school take for future development?

Teachers

1. How adequate is the curriculum for the range of students' needs and abilities in your classes?
2. How do you connect your curriculum/programme with other grades/disciplines? How effective is that process?
3. What steps could the school take for future development?

Special needs teachers, guidance counsellors, language support staff

1. Describe the instructional resources and written curricula provided to meet the needs of students receiving special education and English language support.
2. What processes provide students with modifications to the regular education curriculum?
3. How is the progress of students receiving specialised programmes reported to parents?
4. What steps could the school take for future development?

Students

1. How would you describe this school to a friend who may be considering enrolling here?
2. How challenging is the schoolwork here?
3. Do you have all of the learning materials and equipment you need in all of your classes/courses? If there are shortages, where are they?
4. To what extent are you aware of the curricular progression and the future learning pathways?
5. To what extent do teachers promote digital literacy within the curriculum?
6. Does the curriculum provide you with understandable information on child protection and safety?
7. To what extent do you engage in co-curricular and additional learning activities.
8. What steps could the school take for future development?

Parents

1. What information do you receive from the school about the curriculum? How useful is that information to you in planning for your child?
2. Does your child have the necessary learning materials (texts, equipment, supplemental materials) for a good academic experience?
3. How have teachers explained what your child should learn? Do you understand the school's grading standards?
4. How well is the school meeting your child's educational needs?
5. What steps could the school take for future development?