



Curriculum Review and Development Policy

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Scholastic year 2020-2021

1 Purpose

Critical reflection encourages educational and organizational growth; therefore, curricula are revisited, reviewed, and developed regularly to ensure optimal institutional learning, to maintain quality service, and to enhance the nature of student support.

2 Policy Statement

The review process comprises the evaluation, development, and implementation of courses or curricula. The first phase requires gathering qualitative and quantitative data about the curriculum/course(s) under review. Development begins when goals and purposes are defined or redefined, content created or recreated, and initially assessed. Upon application of the new curriculum/course, proper support and guidance is made available to all, with continual reflection taking place throughout the implementation phase.

2.1 Policy details

2.1.1 **Responsible Office/ Contact**

The Academic Director

2.1.2 **The policy applies to**

The Academic Director, Program Coordinators, Subject Coordinators, Subject Leaders, Area Leaders, Pedagogical Leadership Team.

3 Definitions

For the purpose of this policy, the following terms are defined:

3.1 Program Coordinator (PC)

assigned by the school as a requirement of the IBO or awarding body and is a member of the Pedagogical Leadership team. The PC is responsible for overseeing the running and monitoring of the program and its implementation.

The PC is responsible for all the aspects of the program and for informing all school parties of any developments and/or changes to the program.

The PC is the liaison between the school and the Regional Office or awarding body.

3.2 Subject Coordinator (SC)

an authority on the subject appointed by the school and mainly responsible for curriculum development in a subject group (including all subjects in the same group). The SC provides a strong vision and leads department teachers in the development of the curriculum.

3.3 Subject Leader (SL)

a specialized leader of a certain discipline in a subject group that comprises more than one discipline like the sciences or humanities. SLs are also responsible for curriculum development in a specific subject.

3.4 Area Leader (AL)

appointed to assist the PC and ensure successful implementation of the program. These areas may include ATL, Service, Personal Project or Extended Essay, and IDU.

3.5 Pedagogical Leadership Team (PLT)

the people who are responsible for ensuring the enhancement of teaching and learning in order to address the overarching mission of the school. The PLT may include: Academic Head, Heads of Divisions, PCs, SLs or SCs, and ALs.

3.6 Learning Community (LC)

is comprised of Leaders, Coordinators, Teachers, and Students who come together to design and implement learning experiences.

3.7 Curriculum

the curriculum of the academic subject at its three levels: written, taught, and assessed.

4 Responsibilities

Participants in the curriculum review and development process

- I. The Academic Head at the school manages and oversees the overall process.
- II. A committee of SLs and SCs from all divisions are responsible for the vertical articulation of the curriculum.
- III. SLs and SCs in each division are responsible for the horizontal articulation of the curriculum.
- IV. PCs oversee all aspects of the IB programs and ensure continuity across the programs.

5 Procedures

5.1 Curriculum Review and Development Process

The process for review is spread across three phases.



5.1.1 Planning Phase

5.1.1.1 Horizontal Planning

- i. SLs/SCs, teachers, and students are responsible for creating student learning experiences of the highest quality possible.
- ii. Teachers plan and facilitate inquiry-based teaching strategies and learning engagements.
- iii. Teachers plan and facilitate learning experiences through which students can develop their own conceptual understandings.
- iv. The PCs liaise between SCs and SLs of subjects that may teach similar topics in order to avoid repetition or ensure synchronization. In this regard, the PC can ask for meetings between the Heads of Science and Math, Languages, and IS (examples only).
- v. The PCs or the ALs have the responsibility to discuss the work with the SCs either individually or collectively.
- vi. SCs and teachers have sufficient time at the end of the year to prepare all the planners, lesson plans, and overviews for the following year. At the beginning of the new scholastic year, detailed planning of the first unit is undertaken.
- vii. Emanating from the school's mission to strongly root students in their Arab identity and cultural heritage, a set of curricular and co-curricular activities that aim to raise awareness of Arab social and historical issues is integrated in the horizontal planning.
- viii. Plan an induction program that considers both students' and teachers' needs for each grade level, division, and for the whole school.

5.1.1.2 Vertical Planning

- i. Representatives of each subject are responsible for the vertical articulation of the written curriculum.
- ii. Committee representatives are responsible for having annual meetings to reflect the departments' vision from K-12 and prepare or review the department's scope and sequence document.
- iii. ALs from all divisions ensure alignment of the department's vision and practices with the school's vision and values. Moreover, the scope and sequence document establishes the knowledge, concepts, and skills to cover based on the requirements of the previous/following program.
- iv. Each subject's scope and sequence document is published as an internal Share Point document in order to allow for the planning mentioned above. The SCs from all divisions are responsible for the update of this document, which will contain the scope and sequence for the whole school experience (K-12).
- v. The PCs have regular meetings to make sure that policies and procedures support students and their families' transition across the IB programs in terms of academic, social, and emotional needs.
- vi. SCs in all programs have two meetings during the year; one at the end of each term, to communicate any changes that occurred during the year, any challenges faced, or any requirements from one level to another.
- vii. As soon as a DP subject undergoes review, the new guide is carefully analyzed, and the relevant department undertakes a process of backward design to amend its planners and outcomes.
- viii. IB continuum standards and practices are taken into consideration in the vertical planning.

5.1.2 Implementation Phase

- I. The Academic Head arranges for the annual whole school curriculum articulation and review sessions.

- II. Curriculum implementation is according to IB recommended approaches to teaching models.
- III. The school articulates its curriculum horizontally and vertically and publishes it to the school community.
- IV. Teachers' and students' feedback is gathered through tools (surveys, focus groups, world café, etc.)
- V. Professional Development sessions are designed according to the needs of the whole school and the feedback from students and teachers.

5.1.3 Reflection Phase

- I. Continuum committees are responsible for including the school community in the reflection phase. Reflection provides opportunities for teachers' and students' voices to be represented in the school.
- II. Changes should also include information gathered from teachers and students through information gathering tools (surveys, focus groups, world café, etc.)
- III. Continuous reflection on the curriculum is essential to ensure that it serves the school's mission and vision.
- IV. The reflection phase is undergone on different levels:
 - i. Reflection on lesson plans.
 - ii. Reflection at the end of each unit.
 - iii. Reflection through and at the end of each semester.
 - iv. Reflection at the end of the academic year on vertical and horizontal planning.

6 Resources

No special references are attached to this document.