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higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

Pearson

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GROWING IN GRACE CHRISTIAN PRIMARY

Policy Title: Design and Development of Learning Programs

1. Introduction:
Growing in Grace Christian Primary School is committed to providing a high-quality education that nurtures the holistic development of each student. Central to achieving this goal is the design and development of effective learning programs that cater to the diverse needs of our students while aligning with our school's mission, values, and educational objectives.

2. Purpose:
This policy outlines the principles, procedures, and responsibilities governing the design and development of learning programs at Growing in Grace Christian Primary School. It aims to ensure consistency, coherence, and excellence in educational practices while fostering innovation and continuous improvement.

3. Principles:
a. Student-Centered Approach: Learning programs will be designed with the individual needs, interests, and abilities of students at the forefront, promoting personalized learning experiences that empower students to reach their full potential.

b. Alignment with Curriculum Standards: All learning programs will align with relevant national and state curriculum standards, ensuring that students acquire the necessary knowledge, skills, and competencies outlined in the curriculum framework.

c. Differentiated Instruction: Learning programs will incorporate differentiated instruction strategies to accommodate the diverse learning styles, strengths, and challenges of students, facilitating equitable access to learning opportunities for all.

d. Integration of Faith and Values: Learning programs will integrate Christian principles, values, and teachings into the curriculum, fostering spiritual growth, character development, and a sense of moral responsibility among students.

e. Collaboration and Professional Development: The design and development of learning programs will involve collaboration among educators, administrators, and relevant stakeholders, supported by ongoing professional development to enhance pedagogical practices and instructional effectiveness.

f. Continuous Evaluation and Improvement: Learning programs will be subject to regular evaluation and review processes to assess their effectiveness, identify areas for improvement, and incorporate feedback from stakeholders, ensuring continuous enhancement and optimization of teaching and learning experiences.

4. Procedures:
a. Needs Assessment: Prior to designing learning programs, a comprehensive needs assessment will be conducted to identify the learning needs, interests, and aspirations of students, as well as any existing challenges or gaps in achievement.

b. Curriculum Design: Learning programs will be designed based on the findings of the needs assessment, guided by curriculum standards, educational research, and best practices in pedagogy, curriculum design, and assessment.

c. Differentiation and Individualization: Learning programs will incorporate strategies for differentiation and individualization to accommodate diverse learners, including but not limited to tiered assignments, flexible

grouping, and scaffolding techniques.

d. Resource Allocation: Adequate resources, including instructional materials, technology, and support services, will be allocated to support the implementation of learning programs and facilitate student learning outcomes.

e. Monitoring and Evaluation: Learning programs will be monitored and evaluated through formative and summative assessment measures, including student performance data, classroom observations, and stakeholder feedback, to gauge their effectiveness and inform future iterations.

f. Review and Revision: Learning programs will undergo regular review and revision cycles to ensure alignment with evolving educational standards, emerging research, and changing student needs, with adjustments made as necessary to enhance program quality and relevance.

5. Responsibilities:
a. School Leadership: The school leadership team will provide oversight, guidance, and support for the design and development of learning programs, ensuring alignment with school policies, priorities, and strategic goals.

b. Educators: Classroom teachers and subject specialists will be responsible for implementing learning programs effectively, adapting instructional strategies to meet the needs of their students, and providing ongoing feedback for program improvement.

c. Curriculum Coordinators: Curriculum coordinators will collaborate with educators to design, develop, and evaluate learning programs within their respective subject areas, offering expertise and support in curriculum alignment, differentiation, and instructional design.

d. Students and Parents: Students and parents will actively participate in the learning process, providing input, feedback, and support for the development and implementation of learning programs, and advocating for their educational needs and interests.

6. Review and Revision:
This policy will be reviewed annually by the school leadership team in consultation with relevant stakeholders to ensure its continued relevance, effectiveness, and alignment with the school's mission and goals. Any necessary revisions will be made in accordance with established review procedures.

7. Implementation:
This policy will be communicated to all stakeholders, including but not limited to school staff, students, parents, and governing bodies, through appropriate channels, such as staff meetings, parent newsletters, and the school website. Training and support will be provided to ensure understanding and compliance with the policy requirements.

8. Compliance:
All staff members are expected to adhere to this policy and fulfill their responsibilities in accordance with its provisions. Non-compliance may result in disciplinary action, as outlined in the school's staff code of conduct and employment policies.

9. Enquiries:
Enquiries regarding this policy should be directed to the school leadership team or designated curriculum coordinators for clarification, guidance, or further information.

10. Approval:
This policy has been approved by the school leadership team and will take effect immediately upon dissemination to all stakeholders.