

Science Update - Board Report May 2018

[Board self-review science 2017](#) - no review is needed from this report as this is an interim report.

Actions from previous board review

The main action was to develop science rubrics so the children and teachers know where they are going next.

This is factored into the 2018 Annual Plan. Leadership units and extra resource has been put into with the [STEAM](#) team development.

The principal has had numerous in-depth conversations with Paul Olsen of St Kevin's and after reaching our agreement on science curriculum this has now been opened to the rest of our Kahui Ako. We should have a science curriculum rubric by the end of term 2 2018 and this will be shared in due course through the principal's report.

Guiding goals for the proposed development

First full Kahui Ako scoping meeting to be held in week 3 term 2 and these are the guiding principles:

SCIENCE CURRICULUM DEVELOPMENT

GOAL:

- From the start of year 1 through to year 13 students are systematically taught the skills needed to develop science capabilities (the competencies of science)
- That these processes and skills build systematically through their school journey.
- Students have the processes and strategies to achieve excellence in high school science and beyond and make a positive difference to the world.

THE BACKGROUND:

St Kevin's and St Joseph's are independently working on their science progressions at the moment and have agreed there is enough commonality to work together to achieve a seamless curriculum. This is opened to Whitestone Kahui Ako.

INTENDED OUTCOME FROM THIS PROCESS:

Teaching guidelines/rubric focusing on:

- The Nature of Science (these are readily available online) - with an emphasis on science capabilities and what these will look like at each stage of the school journey
- Explicit teaching in thinking processes

- A continuous journey with similar language and processes from year 1 to 13

Within this context schools will determine their own curriculum specifics for the science strands based on their environment, resources, student interests, external curriculum / assessment demands and a balance of strand teaching to be determined within schools.