**Coherence checklist**

The coherence checklist helps schools to consider how the coherence principle is enacted in their curriculum. There are three sections to the checklist: connections, transitions, and pathways. The checklist can be used in a range of ways: by school leaders to inform strategic planning; with teachers to generate discussion and classroom actions; by the entire school community, including students, parents, families, whānau, and iwi to identify areas of strength and possible next steps.

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| **CONNECTIONS** | | | | |
| *At our school we:* | **Strongly disagree** | **Disagree** | **Agree** | **Strongly agree** |
| * help students to make connections across learning areas |  |  |  |  |
| * develop a common language of learning that is shared by teachers, students, parents, families, whānau, and communities |  |  |  |  |
| * have consistent understandings of learning progressions within learning areas |  |  |  |  |
| * plan collaboratively across learning areas |  |  |  |  |
| * align and moderate assessment practices and teacher judgments |  |  |  |  |

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| **TRANSITIONS** | | | | |
| *At our school we:* | **Strongly disagree** | **Disagree** | **Agree** | **Strongly agree** |
| * exchange relevant information with students and families |  |  |  |  |
| * make connections to students’ experiences and cultures |  |  |  |  |
| * ensure that the identities, cultures, and languages of Māori and Pasifika learners are valued and affirmed |  |  |  |  |
| * find out students’ interests, strengths, and learning needs and use these as the foundation of an engaging programme |  |  |  |  |
| * identify potential barriers to achievement for new students and put strategies in place to assist them |  |  |  |  |
| * identify likely strengths of students to be used to amplify success in other areas |  |  |  |  |
| * have conversations with schools our students are going to or coming from, to compare educational expectations, curriculum alignment, and school culture and practices |  |  |  |  |
| * use welcoming and farewelling customs to support and celebrate students’ journeys through education |  |  |  |  |

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| **PATHWAYS** | | | | |
| *At our school we:* | **Strongly disagree** | **Disagree** | **Agree** | **Strongly agree** |
| * identify and respond to the aspirations, strengths, cultures, and needs of every student |  |  |  |  |
| * build an accurate and clear understanding of what each student can do, needs to learn next, and how this new learning will be achieved |  |  |  |  |
| * support all learners to make well-informed choices of school subjects and about future education and career pathways |  |  |  |  |
| * involve parents, families, whānau, iwi, and communities in planning learning pathways for students |  |  |  |  |
| * offer a range of courses that reflect students’ interests and local employment opportunities |  |  |  |  |