**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
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| * have consistent understandings of learning progressions within learning areas
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| * plan collaboratively across learning areas
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| * 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
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| * find out students’ interests, strengths, and learning needs and use these as the foundation of an engaging programme
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| * identify potential barriers to achievement for new students and put strategies in place to assist them
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| * 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
 |  |  |  |  |