

CAPELLA CURRICULUM POLICY STATEMENTS

INTRODUCTION TO THE STATEMENTS

There are 3 focus areas which make up our curriculum at Capella House.

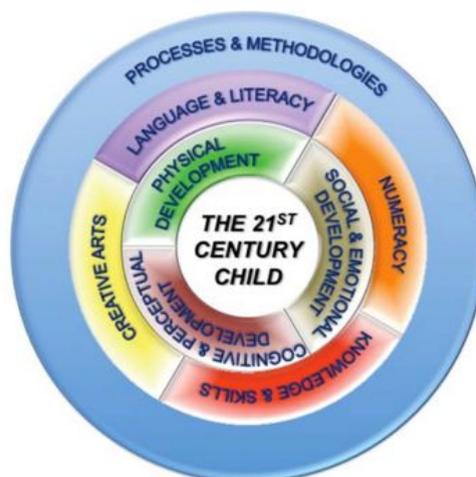
1. We focus on the personal development of the child, with emotional and social areas having priority together with life skills. We know that children who are in tune with their emotions will be more relaxed and happy to learn at school.
2. The Emergent Curriculum is guided by the children’s interests. We will be using a project approach, with content and knowledge being taught through a theme selected by the teachers and children together.
3. The ISASA guidelines for the Foundation Phase Curriculum, which teaches to the 21st century child, together with the CAPS content from Gr R-7.

CURRICULUM: DYNAMIC SHIFT

Capella House has a different approach to the National Curriculum from most traditional schools. Although we look at what content needs to be covered, our starting point is with the interest of the child - what we call ‘the emergent curriculum approach’.

Research confirms that CAPS has many gaps and anomalies for progression in each learning area. We revisit our curriculum guidelines on a continuous basis, and research to see what other approaches are being used to make sure that we stay current and in line with best practices.

As a result, we choose not to follow the structure and progression of CAPS. We work with the ISASA (Independent Schools Association for Southern Africa) guidelines for the ECD/Intermediate Phase. These guidelines are in line with what we also believe in and are already doing.



*Fig. 1: The approach taken towards our curriculum
Taken from the ISASA ECD Curriculum Guidelines document*

At the centre of the ISASA ECD Curriculum guidelines, lies the 21st century child. Our purpose as educators and schools is to provide what is necessary to nurture the development of children who will be able to flourish in the modern world.

The core developmental areas include social and emotional development, cognitive and perceptual development and physical development. These areas are viewed as critical and are the building blocks for all future learning.

The auxiliary learning areas include content that has been the centre of traditional curricula and which covers language and literacy, numeracy, knowledge and skills, as well as the creative arts.

Encompassing the content of the curriculum are the processes and methodologies used by schools and educators within Southern Africa. ISASA has drawn these processes and methodologies from best practices and current trends within education both locally and internationally.

The ISASA ECD Curriculum Development Model suggests that, while maintaining a focus on traditional academics (literacy, numeracy and life skills), this model includes additional knowledge and skills to prepare children for the future. This includes thinking skills, the use of technology and interpersonal skills, such as collaboration, conflict resolution and problem solving.

Our emergent curriculum is termly based and driven by the children's interests using a themed approach. We also use some aspects of the Reggio Emiliano approach to creativity, interactive and project base learning for supporting the acquisition of learning skills and knowledge.

Coming from another school, where will you/your child notice the shift?

- Using project- and problem-based learning within the school's teaching and learning time. Most projects are done at school.
- A shift away from traditional homework. When necessary, your child will get support work to do at home.
- Working in problem-solving and co-operative learning groups.
- Researched-based learning, using library and technology.
- Interactive and explorative learning with collaboration and activities to consolidate and support learning.
- Concepts that are taught in Home, First and Second Additional Language teaching will be relevant to the development of the child.

- Teaching to the children's differences and more work on areas of diversity to support the children's intergration and management of the world they live in. This is largely integrated through story-based and child-centred learning.
- Use of IEB Gr 6 assessment standards as an international benchmark of the curriculum in Intermediate Phase.
- Your child will cover the content prescribed by the National Curriculum by the end of their gr 7 year. However, this may not happen in the same grade/term as set out in CAPS.