

HOKOWHITU SCHOOL CURRICULUM DELIVERY POLICY (2024)**PURPOSE**

Hokowhitu School Board will ensure the school curriculum will comply with the New Zealand Curriculum and the National Education and Learning Priorities, and that the child is at the centre of its implementation, so all students are able to develop their knowledge, abilities, self-esteem, confidence, and independence.

GUIDELINES

1. The school curriculum will align with the New Zealand Curriculum.
 - a. The curriculum is outlined in the Teaching and Learning Handbook.
 - b. The curriculum is central to the school's recognition of the Treaty of Waitangi.
 - c. Key competencies will be integrated throughout the school's instructional programmes.
 - d. The school values encompassed in STRIVE, as expressed in the Strategic Plan, will be integrated throughout the school's instructional programmes.
2. All students will be provided with effective instructional programmes of education in accordance with the National Education and Learning Priorities.
 - a. We have high aspirations for every student, and support these by partnering with whānau and our community to design and deliver education that responds to their needs, and sustains their identities, languages, and cultures.
 - b. The needs of all students will be supported, and any barriers to education will be identified and reduced, including for Māori and Pacific learners, disabled learners, and those with learning support needs.
 - c. Every student will gain sound foundation skills, including language, literacy, and numeracy.
 - d. Instruction is scaffolded to ensure student success.
 - e. Students are given opportunities and choices to enable them to develop learner agency.
3. Language, literacy and numeracy are focus areas of the curriculum and are prioritised in classroom learning.
 - a. Annual targets for literacy and/or numeracy are identified in the Annual Implementation Plan, in accordance with the goals outlined in the Strategic Plan.
4. All other curriculum areas are taught on a school or team-wide basis.
 - a. The curriculum will include Te Reo Māori at all levels of the school.
 - b. The curriculum will foster the development of responsible and self-managing students.
 - c. Opportunities are offered to learn in authentic situations across the curriculum areas.
5. Monitoring and evaluation of student progress will be used to guide planning decisions.
 - a. The school-wide assessment programme is given in the school's Assessment Schedule.
 - b. Class-based assessments, including formative assessment, will be used on an ongoing basis by teachers.
 - c. Student self-assessment is encouraged.
 - d. Student progress will be regularly communicated to parents, caregivers, and whānau through learning conversations and written reports.
6. Teachers will be resourced to provide effective instructional programmes.
 - a. Flexible and adaptive working spaces are provided to encourage collaborative teacher practice.
 - b. Appropriate technology will be available in all areas of the school, including a high-quality internet connection (with firewall and filtering protection), hardware, and software.

- c. All teachers will have access to sufficient classroom resources, on a roster or booking system if necessary.
- d. Professional learning and development will be provided based on school data, goals, and targets.

ASSOCIATED POLICIES/PROCEDURES/HANDBOOKS

Legislation

- Education and Training Act 2020
- National Education and Learning Priorities
- New Zealand Curriculum

Guidelines

- Ka Hikitia – Ka Hāpaitia | The Māori Education Strategy
- Action Plan for Pacific Education 2020-2030
- Tau Mai Te Reo | The Māori Language in Education Strategy

School Policies, Procedures, and Other Documents

- Strategic plan and Annual Implementation Plans
- Anti-Discrimination Policy
- Assessment Policy
- Assessment Schedule
- Behaviour Expectations and Management Policy
- Education Outside the Classroom Policy
- Online Safety Policy
- Tiriti o Waitangi/Treaty of Waitangi Policy
- Teaching and Learning Handbook

Ratification date: 19 March 2024

Review date: Term 1 (February-March) 2026

Presiding Member

Principal