

HOKOWHITU SCHOOL CURRICULUM DELIVERY POLICY

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 Charter, 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. The needs of all students will be supported, and any barriers to education will be identified and reduced.
 - b. High aspirations are held for all learners.
 - c. Māori students will be enabled to succeed as Māori.
 - d. Diversity is celebrated and supported to sustain all learners' identities, languages, and cultures.
 - e. Instruction is scaffolded to ensure student success.
 - f. Teachers will use learning intentions to explain to students what they are learning.
 - g. Students will be 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 School Annual 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.
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

School Policies, Procedures, and Other Documents

- Charter, strategic plan, and annual plan
- Anti-Discrimination Policy
- Assessment Policy
- Assessment Schedule
- Behaviour Management Policy
- Education Outside the Classroom Policy
- Online Safety Policy
- Treaty of Waitangi Policy
- Teaching and Learning Handbook

Ratification date: 22 March 2022

Review date: Term 1 (February-March) 2024

Presiding Member: _____

Principal: _____

HOKOWHITU SCHOOL CURRICULUM DELIVERY POLICY

RATIONALE/PURPOSE

~~At 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. All educational planning and the needs of each child will be acknowledged and catered for. Planning documents and curriculum statements guide delivery of the curriculum. Literacy, numeracy and key competencies are prioritised in classroom teaching and learning.~~

PURPOSES

- ~~• To comply with the Education Act 1989, the requirements of the New Zealand Curriculum, and the National Administration Guidelines (NAGs) including NAG 1 and 2.~~
- ~~• To ensure that school and class programmes reflect the goals and objectives of the Hokowhitu School Charter.~~
- ~~• To help children take increasing responsibility for their own learning.~~
- ~~• To develop the knowledge, abilities, self-esteem, confidence and independence of every child.~~

Formatted: Normal, No bullets or numbering

Formatted: No bullets or numbering, No widow/orphan control, Don't adjust space between Latin and Asian text, Don't adjust space between Asian text and numbers

GUIDELINES

1. The school curriculum will align with the New Zealand Curriculum.
 - a. The school's curriculum is outlined in the Hokowhitu School 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 Charter, 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 that ensure progress is made.
 - a. ~~Provisions are made to support t~~The needs of all students will be supported, and any barriers to education will be identified and reduced.
 - b. High ~~expectations are maintained~~ aspirations are held for all learners.
 - c. Māori students will be enabled to succeed as Māori.
 - d. Diversity is celebrated and supported to sustain all learners' identities, languages, and cultures.
 - e. Instruction is scaffolded to ensure student success.
 - f. Teachers will use learning intentions to explain to students what they are learning.
 - g. Students will be given opportunities and choices to enable them to develop learner agency.
3. Language, Hiteracy and numeracy are focus areas of the curriculum, and are prioritised in classroom learning as stated in current legislation.
 - a. Annual targets for literacy and/or numeracy are identified in the School Annual 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. ~~Well-rounded students are valued so e~~ 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, ~~including the use of formative assessment~~.
 - c. Student self-assessment is encouraged.

6. Teachers will ~~have the be~~ resources to provide effective instructional programmes.
 - a. Flexible and adaptive working spaces are provided, ~~as available~~, to encourage collaborative teacher practice.
 - b. ~~The latest technologies are used to support the curriculum.~~ 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. ~~The school will provide p~~Professional learning and development will be provided based on school data, goals, and targets.

CONCLUSION

~~Curriculum delivery at Hokowhitu School prioritises learning in literacy, numeracy and the key competencies. Effective teaching will be relevant and motivating and will involve the students in making choices and decisions to increase ownership in their learning.~~

ASSOCIATED POLICIES/PROCEDURES/HANDBOOKS

Legislation

- Education and Training Act 2020
- ~~National Administration Guidelines (NAGs)~~ National Education and Learning Priorities
- New Zealand Curriculum

School Policies, Procedures, and Other Documents

- Charter, strategic plan, and annual plan
- Anti-Discrimination Policy
- Assessment Policy
- Assessment Schedule
- Behaviour Management Policy
- Education Outside the Classroom Policy
- Online Safety Policy
- Treaty of Waitangi Policy
- Teaching and Learning Handbook

Ratification date: 22 March 2022

Review date: Term 1 (February-March) 2024

Presiding Member: _____

Principal: _____