



Tawhero
SCHOOL

NAG 1

CURRICULUM

PROCEDURES



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ASSESSMENT AND EVALUATION PROCEDURE

Mauria te pono

AIM

- To assess children by collecting information to establish their needs and progress.
- Subsequent evaluation will determine what has been learned, how well this achieves the aims and objectives of the teaching programme, and what the new aims and objectives for subsequent teaching will be.

PURPOSES

- To use formative practice to establish what a learner can do and what needs they might have.
- Assessment is used to identify where the learner is at in the learning process and as a starting point to plan further programmes.
- Evaluation is the link between the learning and future planning. Teaching staff should use evaluation to plan next steps, activities and programmes, and to check the effectiveness of these programmes.
- Effective evaluation should lead to improvement in both learning and teaching
- Assessment is for measuring effectiveness (accountability)

GUIDELINES:

- 1) Teachers should collect information through:
 - a) Day to day observations and tasks
 - b) Testing (PAT, NUMPS, GLOSS, Schonell Spelling Test,



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STAR, Burt Test, literacy and numeracy progression)

- . c) Assessment activities for each curriculum area
- . d) Conferencing
- . e) Material in sharing books
- . f) Whānau comments
- . g) Discussion with other staff, Information can be collected and recorded on/in:
- . h) Teacher Diary/Planner book
- . i) Data Collection Sheets
- . j) Portfolios
- . k) Cumulative Profiles
- . l) Electronic files

Information will be clear and relevant to learning. All statements should be able to be substantiated with evidence.

Data on its own has little use - it needs to be analysed and interpreted to assist in determining next learning steps for individuals, groups or class.



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CAREER GUIDANCE PROCEDURE

Mauria te pono

AIM

- To provide career education and guidance for all students in Year 5 & 6.

PURPOSE

- To develop an awareness of employment opportunities and varieties of employment
- To assist students to prepare for transition to the workplace or future education or training.

GUIDELINES

Students will:

- 1) Develop their knowledge of themselves in terms of their strengths, needs and aspirations.
- 2) Be engaged in discussion about the world of education and work.
- 3) Be informed of the definition of career and what this implies.
- 4) Have access to and have opportunities to listen to people who are involved in varied and interesting careers.
- 5) Be able to explore different careers and what is necessary for them to do at this stage of their education to allow them to discuss these careers.
- 6) Be encouraged to understand that accessing curriculum content will enhance their opportunities and choices about employment and their quality of life as community members.



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- 7) Have access to up to date and accurate information about careers and training options.
- . 8) Experience a smooth and informed transition to the secondary school of their choice.



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COMMUNITY PARTNERSHIP AND CONSULTATION PROCEDURE

Mauria te pono

AIM

- To enhance learning by establishing a partnership with the kura community and to be responsive to its educational needs and wishes. Tawhero School will utilise a range of strategies to engage and consult with the community.

PURPOSE

- To be responsive to the community regarding student educational needs and wishes.
- To utilise a range of strategies to engage and consult with the community.

GUIDELINES:

Community Partnership

- 1) Parents and community are encouraged to participate in all school activities.
- 2) Parent / Tumuaki / Teacher interviews are held as required.
- 3) School Reports and Sharing Books report student progress to parents during the year.
- 4) Regular Pānui Kura informs the community of what is happening in Tawhero School



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5) Tawhero School has an open door policy. Whānau are asked to respect the rights of children and teachers in individual classrooms. Parents may arrange suitable times for visits.

6) Regular contact is encouraged with other kura in the area for sporting, cultural and curriculum exchanges.

7) An introductory prospectus, with relevant school information is given to each new child entering Te Kura o Te Wainui-ā-Rua.

8) The kura will encourage involvement of various community organisations in supporting the kura for curriculum programmes or financial support

Community Consultation

1) The Board of Trustees will consult with the kura community concerning:

a) Review of the School Charter including student achievement.

b) Policy development. All policies are available for public scrutiny

At the end of the financial year an annual report, consistent with the Government Annual Reporting Guide lines and a financial statement, duly audited, shall be tabled and made available for public scrutiny at the Tawhero School office or at any other appropriate local places. The monthly meeting of the Board of Trustees shall be open to the public and parents shall be encouraged to attend.



CURRICULUM DELIVERY PROCEDURE

Mauria te pono

AIM:

- To foster the achievement of all students by providing for their individual needs to be met to allow them to develop their potential.

GUIDELINES:

- 1) All teaching programmes are defined by the National Administration Guidelines, Te Marautanga o Aotearoa, NZC and NEGS
- 2) A variety of learning and teaching styles and strategies will be used as appropriate to the needs of students.
- 3) Student progress will be monitored and recorded using a range of assessment procedures and based on the annual assessment schedule.
- 4) Formative assessment procedures are used to identify and teach to individual student learning needs.
- 5) The kura will identify issues which impact on student learning and seek to implement appropriate strategies to address these.
- 6) Equal opportunities will be provided for all students.
- 7) The kura recognises Te Tiriti o Waitangi and the principles and the implications this has for students and their learning.



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- 8) Programmes will acknowledge New Zealand's diverse physical, cultural, geographic and natural heritage.
- 9) Curriculum programmes will reflect the uniqueness of our local community.
- 10) The kura recognises the partnership between whānau/kāinga and kura in student learning.
- 11) Professional development of staff will provide on going support for teachers and teacher support staff to ensure that staff are delivering the highest quality teaching and learning programmes.



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EQUITY IN LEARNING PROCEDURE

Mauria te pono

AIM

- To ensure all children are given equitable opportunities in delivery of educational opportunities

PURPOSE

- To ensure students are not subject to discrimination on grounds of gender, race, disability
- To ensure the curriculum is presented sensitively to cater for all children.
- To provide for students with special needs or abilities.

GUIDELINES

- 1) The kura will endeavour to provide positive role models in terms of gender, race and disability so that pupils can understand the importance of equity in the behaviour of themselves and others.
- 2) Teachers will ensure they are aware of the background of each student.
- 3) The Tumuaki will ensure that equity goals are being met when monitoring teaching programmes. Therefore Individual Education Plans will be actioned for specific children where appropriate.
- 4) Resources will be unbiased and fair to all the groups in Tawhero School.
- 5) Tawhero School will endeavour to provide a balanced gender and ethnic composition in its staff through our Equal Employment Opportunity procedures.



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- 6) Opportunities will be provided to staff to develop expertise in Te Reo Maori
- 7) Culturally appropriate methods of teaching and assessing will be practiced.
- 8) Student activities and responsibilities will reflect the different students and their needs.



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INFORMATION & COMMUNICATION TECHNOLOGY (ICT) PROCEDURE

Mauria te pono

AIM

- ICT is viewed as a tool to support student engagement and involvement in their own learning and assist students to meet the demands of the knowledge explosion and prepare for their future within a knowledge economy.

PURPOSE

- To assist students to develop information skills and apply these through the use of communication technologies.
- To give students opportunity and experience of using communication technologies
- To provide for the integration of communication technologies throughout Tawhero School.

GUIDELINES

1) ICT will support the aims of Te Marautanga o Aotearoa, Te Marautanga o Tawhero School and the School Charter.

2) ICT will be integrated into classroom and wider school programmes. This includes the use of computers, video cameras, digital cameras, still cameras, scanners, OHP, projectors, class CD's, listening posts, microphones and photocopiers.

3) Development of information, problem solving, independent learning and co-operative skills will be encouraged using a



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range of hardware and software.

4) Planning and assessment will include use of a variety of technologies and these will be evaluated to ensure their effectiveness in the classroom and the wider school environment.

5) Tawhero School will provide opportunities for teacher training and ongoing professional development in the use of computer and related information technologies.

6) Support material will be compiled and be available to teachers.

7) Computer hardware and software, will be regularly upgraded and maintained in line with developing technology, the curriculum and needs of the students.

8) School procedures and user policy will ensure a safe and monitored learning environment for staff and students.

9) Children are not permitted to use any personal ICT device at kura, unless under the supervision of a teacher. In all other circumstances personal ICT devices are to be left at the kura office.



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INTERNET AND EMAIL USE PROCEDURE

Mauria te pono

AIM

To provide use of internet and email to enhance and support curriculum outcomes

PURPOSE

To help staff and students

- be responsible and independent users of communication technologies
- develop skills needed to search for, interpret and discriminate information

GUIDELINES

Staff

- 1) Staff refers to all staff including support staff, fixed term staff, teacher trainees and relief teachers.
- 2) All staff must have a signed "Use Agreement" for use of the internet and email.
- 3) Access to email and internet is for reasonable school related and personal use.

Students

- 1) The "Student Use" Agreement needs to be signed along with Caregiver permission.
- 2) This allows the student access to and use of the internet and e-mail.
- 4) Students need to accept responsibility for following the



terms of the student use agreement

- 5) Teachers should supervise student use and check suitability of internet sites before allowing students access.
- 6) Any child who accesses inappropriate content on the internet must exit the site immediately and report to the classroom teacher.

Email

- 1) E-mail is provided for educational purposes.
- 2) Information sent via e-mail shall be constructive, informative or inquiring in the interest of both the sender and receiver.

Inappropriate Use of Internet or Email

The following uses are unacceptable

- 1) Inappropriate language, illegal activity or activity for personal gain
- 2) No private information is to be distributed to other parties at any time. This includes reposting of information sent by another party.
- 3) No deliberate attempts to gain access to inappropriate websites containing material of pornographic, racist, illegal or other offensive material
- 4) All material must be scanned for viruses and any deliberate attempt to spread viruses will involve disciplinary or criminal follow up
- 5) Breach of copyright, privacy and international laws are not permitted.
 - No use of other people's email accounts
 - No orders for goods or services over the internet using the school name, title or funds



PLANNING PROCEDURE

Mauria te pono

AIM

- To establish effective teaching and learning in the classroom through adequate teacher planning and preparation.

PURPOSE

- To ensure consistency of planning practice throughout the school
- To follow formative practice
- To set appropriate and relevant goals and objectives for student learning
- To establish high, achievable expectations that enhance student learning.
- To make effective use of class time.
- To complete the cycle of plan – teach – evaluate – plan.

GUIDELINES

Planning and Preparation needs:

- 1) To take into account both long term and short term planning
- 2) To cater for individual, group and class needs
- 3) To reflect school policies and programmes
- 4) To suit the individual's teaching style
- 5) To be balanced and allowing some flexibility



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6) To be ongoing.

7) To be based on a current organisational timetable.

8) To ensure resources, materials, equipment etc are organised prior to being needed.

To ensure the class will be able to operate effectively in the teacher's absence by having relevant reliever folders available.

Planning and preparation will be based on:

- Te Marautanga o Aotearoa, NZC
- The needs of children.

Planning will:

- Be viewed by senior management at the beginning and end of each term and feedback/feedforward given.



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PUBLICATION OF STUDENT AND STAFF IMAGES AND WORK PROCEDURE

Mauria te pono

AIM

- To protect the intellectual property, safety and privacy of our staff and students.

PURPOSE

- To enhance learning opportunities for students through various publishing media including online, newspapers and newsletters
- To acknowledge staff and student rights to privacy and copyright.

GUIDELINES

1) The kura may participate in and publish student material for four main purposes:

- a) To educate the student in accordance with Te Marautanga o Aotearoa, NZC including the role and use of technology in society
- b) To encourage the student to be part of and participate in the kura community
- c) To share the results of learning within the kura community
- d) To promote the school in the wider community

The kura will only publish material in our own newsletter or website, local news media or educational publications or



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websites. Online learning may include scanned, digital or video images of children or their work in school or class activities. Children may also participate in online classroom or video and audio conferences.

All work published must meet educational and standards criteria. Material will not be published which may defame anyone or their work, be objectionable from a human rights point of view, be obscene or infringe copyright of a third party. Work will be edited for correct spelling and grammar.

Written permission is required to publish any child's image or work to safeguard their rights of privacy and copyright. If requested by the child or legal guardian, all material will be removed from the website. All work or images are to be removed once a child leaves the school permanently. On the internet students may only be identified by their first name and year at school. No other personal information will be given.

Original student work is protected by copyright. Any third party wishing to use a child's work must have the permission of the child or their legal guardian. As access by others to any media publication is beyond the school's control the school takes every step to safeguard students and their work. This includes limited information about the child.

The tumuaki is available to answer any queries related to the school's procedures for publication of student images and work.



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SEXUALITY EDUCATION PROCEDURE

Mauria te pono

AIM

- To help students understand that sexuality is an integral part of everyday life and that the perception young people have about themselves as sexual beings affects their expectations, aspirations, social roles, living, and learning.

PURPOSE

- To acknowledge that sexuality has social, mental, emotional and spiritual dimensions as well as physical dimensions.
- To give opportunities for students to consider how the physical, social, mental, emotional and spiritual dimensions of sexuality influence their well-being.
- To assist students to gain accurate and honest information about sexuality
- To encourage students to clarify their own values, and understand the values of their family and community.
- To provide whānau and staff with a clear understanding of the school's approach to sexuality education

GUIDELINES

- 1) Sexuality education is an integral part of the school Hauora programme.
- 2) The sexuality education programme will encourage students to develop set skills and attitudes of self-worth, decision-making, and of relating to and respecting the rights of others.



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- 3) Children will critically examine the social and cultural influences that shape the ways people learn about, and express, their sexuality (e.g., gender roles, body image, discrimination, equity, the media, culturally based values and beliefs and the law).
- 4) Where appropriate boys and girls may be taught together or separately to meet their different needs.
- 5) Teaching staff will be available to discuss the context and content of sexuality education courses with parents/ caregivers.
- 6) Children will attend programmes for the prevention of sexual abuse separately from other sexuality programmes to prevent mixed messages confusing the intention of the sexuality programme.
- 7) Teachers of sexuality education will be appropriately trained, and the tumuaki will be informed of topics to be covered by any visiting speakers.
- 8) Teachers will be allowed to decline to teach the sex education component of the programme if they feel uncomfortable in that situation. The Tumuaki will be responsible for finding a suitable teacher for any class in that situation.
- 9) Each year, before any specific sex education component of the sexuality education programme is taught, parents/ caregivers will be sent information about the programme, invited to discuss any issues or concerns, and reminded of their right to withdraw their students according to section 25AA of the Education Act 1989.



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SPECIAL NEEDS AND ABILITIES SUPPORT PROCEDURE

Mauria te pono

AIM

- To acknowledge and cater for individual student learning and behavioural needs of our students.

PURPOSE:

- To identify students who have special needs or abilities.
- To assist teachers to understand the special needs/abilities procedures within our kura.
- To nurture concepts of Maori giftedness, which reflect tikanga Maori.
- To provide appropriate support for classroom teachers.
- To develop an in-school rōpū responsible for special needs/abilities.
- To develop, monitor and evaluate programmes for special needs/abilities children.
- To develop and maintain a special needs/abilities register.

GUIDELINES:

- Identification will be ongoing and throughout the year by teachers.
- We will use peer nomination, whānau nomination, teacher observation, teacher nomination, and assessment data



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i.e.: running records, Asttle, as ways of identifying our gifted and talented.

- All parents will be notified prior to children entering programmes.
- Special needs/abilities rōpū meets regularly, formally and informally to discuss progress and action.
- Meetings are held with relevant people as appropriate (Whānau, RTLB, Speech Language Therapist, SWIS, SE Advisers, and Public Health Nurse).
- Regularly screen which children should be referred to support agencies.
- Monitoring and requests for further data from teachers and/or others is followed up where necessary.
- Feedback is provided as required to students, class teacher and whānau.
- Budget provision will be made, as necessary, for resources, programmes, staffing and professional development.



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STUDENT ACHIEVEMENT PROCEDURE

Mauri te pono

At Tawhero School a comprehensive programme ensures that all students have access to high quality teaching and learning. We will do this by ensuring:

Success for All

All students will be given opportunities to gain the knowledge, skills, attitudes, and values identified in the Marautanga Maori

A Safe Learning Environment

Tawhero School provides a safe, physical and emotional environment for all students.

Improving Literacy and Numeracy

Tawhero School places priority on improving student achievement in Reo Mātatini/Literacy and Pāngarau/Numeracy, especially in Tau 1-6. Special emphasis is placed on students whose further education or training may be at risk through under achievement in Reo Matatini and or Pāngarau.

Better Use of Student Achievement Information

Tawhero School gathers sufficiently comprehensive assessment evidence to evaluate the progress and achievement of students and to implement future teaching and learning priorities.

Improving Outcomes for Students

Drawing on dependable assessment evidence, Tawhero School will improve outcomes for students who are not achieving, who are at risk of not achieving, or who have special learning needs.



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Improving Maori Outcomes

Tawhero School works with our Maori community to plan and set targets that achieve better outcomes for Māori students.

Providing Career Guidance

Tawhero School provides career guidance in Tau 5 & 6.

Reporting

TAWHERO SCHOOL POLICIES AND PROCEDURES

Tawhero School reports to students and their parents on the achievement of individual students and to the school's community on the achievement of students as a whole. Tawhero School also reports on the progress of groups identified in the National Education Priorities.

Reviewing

Tawhero School maintains an on-going programme of self-review in relation to procedures, programmes and planning for curriculum and student achievement.

Additional Support Systems Include:

- An assessment and evaluation programme
- A reporting to parents programme
- An Education Outside the Classroom programme – EOTC
- A Special Needs programme
- An on-going programme of curriculum review and reporting to the BOT Through regular reporting at the Board of Trustee level, the Board of Trustees will be assured that the curriculum at Tawhero School has the infrastructure to allow for successful delivery and student achievement.