

## **Curriculum Delivery Policy Port Ahuriri School**

### **Purpose:**

To ensure that we deliver a programme that meets every child's educational needs and is consistent with our strategic and annual plans, Board of Trustee policy documents, National Achievement Goals, National Education Goals, and the New Zealand Curriculum.

A key focus of our programme will be:

- developing pupil responsibility for learning
- teaching children the 'how to' of learning
- establishing inquiry-based approaches to learning and teaching
- localising our curriculum to reflect the children and community of our school.

### **Guidelines:**

- Our classroom programmes will reflect the intentions of the school strategic and annual plans, policies, target achievement plans, school curriculum implementation plans, Ka Hikitia, Ta Taiako and the New Zealand Curriculum.
- Programmes developed will at all times recognise the individual needs of children.
- Preparation and planning will be carried out by all staff according to school guidelines outlined in the Port Ahuriri School (PAS) curriculum document.

### **Procedures**

- Within the 25 school hours of each week it is expected that each class will experience a balanced curriculum. There is no set time allocation per subject.
- A copy of the current class timetable is to be available in the classroom.
- All staff will have a job description, which reflects the Registered Teacher Criteria
- Classroom programmes will cater for the extension and enrichment of pupils learning.
- It is important that parents, as part of the partnership, be informed and invited to participate fully in all aspects of the school. We promote an "open school" philosophy.
- The Board of Trustees support staff and programmes through approving a budget that reflects:
  - a forward looking and planned teacher development programme
  - continuing professional development
  - support for purchasing materials that enhance teaching and learning
  - the school/national curriculum, strategic and annual plans
- Evaluation is an integral part of curriculum delivery. Teachers will develop assessment systems and processes that reflect the school approach to teaching and learning. The 'assessment' section of the PAS curriculum document is to be followed.
- Cooperative planning and organisation are an integral part of programme development.
- Daily, weekly, long term goals, and target setting will be encouraged for classes and individuals.
- Review procedures will be established to regularly review, monitor and sample programmes across the school and make changes which improve the quality of learning and teaching.
- Regular staff consultation/professional development meetings will be held.

### **Special Needs:**

- Programmes will be provided for those children with special educational needs. Assistance can be sought and applied for through external agencies. At times it may be appropriate to seek support or direct parents to seek help from outside agencies
- Where appropriate Individual Education Plans (IEP's) will be written. These will involve parents, teachers and support agencies in setting individual teaching, learning and programme goals.

### **Reporting**

- The Principal will report regularly on matters pertaining to teaching and learning programmes and student achievement across the school. Reports will be part of the normal reporting to the BOT.
- Curriculum teams will have the delegated responsibility for curriculum priorities and needs and will be based on the current annual plan and the needs of the children. The curriculum team leader will have the responsibility for liaising with staff and Principal before purchasing within agreed spending procedures.

#### Montessori Class

- The Montessori philosophy is a unique approach to education that is acknowledged by the Board of Trustees.
- To meet Ministry of Education requirements, the Montessori class must deliver the national curriculum.
- Evaluation and assessment must follow the school's evaluation and assessment procedures. (6.3 Trust Deed)

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