

## **Curriculum Delivery Policy**

### **NAG 1 Curriculum**

Each board of trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum as expressed in *The New Zealand Curriculum 2007* or *Te Marautanga o Aotearoa*.

Each board, through the principal and staff, is required to:

(a) develop and implement teaching and learning programmes:

- i. to provide all students in years 1-10 with opportunities to achieve for success in all areas of the National Curriculum;
- ii. giving priority to student achievement in literacy and numeracy, especially in years 1-8;
- iii. giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6.

(b) through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:

- i. student achievement in literacy and numeracy, especially in years 1-8; and then to
- ii. breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum as expressed in *The New Zealand Curriculum* or *Te Marautanga o Aotearoa*;

(c) on the basis of good quality assessment information, identify students and groups of students:

- i. who are not achieving;
- ii. who are at risk of not achieving;
- iii. who have special needs<sup>1</sup>; and
- iv. aspects of the curriculum which require particular attention;

(d) develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;

(e) in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Māori students; and

(f) provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

*Quality Learning for all in a Caring Community*  
**Curriculum Policy** (continued)

**Toko School** Board of Trustees meets its obligations to **NAG 1**, by ensuring that the following documentation is developed, implemented and reviewed as part of the Board's self review process.

**Policy**

1. Curriculum Delivery
2. EOTC
3. School Library Collection

**Key Supporting Documents**

**Toko School Charter, including Strategic and Annual Plans**

**Toko School Curriculum Framework**

School Master Achievement data

**Special Needs Register** (covers: At Risk, Under Achieving, SES, Gifted and Talented) School Master

Staff meeting minutes

School Master Attendance

BOT Assessment Data (Blue Folder, Principals Office)

Assessment Guidelines in Curriculum Framework

Current Budget

Individual Records of Schools Attended

Parent Information Booklet

Toko School new teachers Procedures Manual

Job descriptions for all staff

Long Term Calendar

Ministry Gazette Notices and Circulars

Professional Development Record

Pupil's Reports to Parents

Teachers' Weekly and Daily Planning

Pupil Exercise books as a record of work.

Teachers Curriculum Delegation

Schools visual displays

**Procedures**

Assessment

Expected reading Ages at Toko School

Books

Community Consultation

Equity

Hall of Fame

Homework

Library Collection Development

Parent Helpers

Public Relations

School Administration

Special Needs

Te Reo Me Nga Tikanga Maori

Treaty of Waitangi

This policy is reviewed on a 3 year cycle in line with the Board's document self review plan.

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**Approved: March 2006**

## **Review**

**November 2006**

**Principal Review November 2007**

**November 2009**

**Principal Review April 2010**

## **NAG 1 PROCEDURES**

### **ASSESSMENT**

#### **School Master**

School Master is *the* storage place for major assessments. This includes: PAT STAR AsTTle, and NZCER Spelling. It includes any other standardised testing.

Teachers involved in Reading Recovery, special needs, RTLB, GSE etc should use School Master as the way to integrate the information on a child or group of children.

Teachers must record behavioural information in School Master as well when appropriate.

Teachers do not need to use School Master for their planning of reading, writing, mathematics, spelling, health and PE, Technology, Science and Social Sciences. Traditional and more appropriate methods are currently superior for planning and assessing.

**It may well develop that overall unit planning for major across school units will be recorded and stored in School Master. One per term.**

#### **AsTTle**

AsTTle gives valid reliable and easily understood information which **is most suited to the teachers planning and next steps**, not necessarily information perfectly suited for delivery to parents. There are reports that may be very useful for children's own goal setting. There are reports that give good understanding of broad classroom learning intentions as well!

**Use of AsTTle is an expectation at Toko School after two years of trialling.** In 2010 we are moving to E AsTTle. There are specific tests that must occur, outlined below. However, because of the value the teacher gets back from the reports teachers may well decide to complete further testing in maths and writing and reading. This is up to teacher discretion.

#### **Feedback Sheets**

Teachers at Toko School are involved in using **'feedback sheets'** which are designed to be **summative reports for children *and* parents at the end of significant units, outlining children's progress toward pre determined learning intentions and predetermined success criteria.** In 2010 we are looking at using Feedback Sheets to clarify with children their progress towards developing Key Competencies/Learning Stars. Therefore rather than feedback related to the curriculum objectives, Feedback Sheets are more useful in giving feedback on the development of the life long development of Key Competencies.

#### **Marking Books!**

**It is essential to mark children's books!** "Unmarked work" sends a very clear message to children and parents... That the work has no value! Some marking may be rather surface marking. Other marking may be much deeper.

#### **Tracking Sheets**

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### *Quality Learning for all in a Caring Community*

These are charts which **span two years** on which teachers plot the delivery of significant units developed in Science, Social Studies, Physical Education, The Arts, and Technology. These may well hyperlink to work sample, planning or assessments. **All linked documents need to be saved in the same folder!**

#### **Sample Files**

Content for Sample Files was reviewed in 2007. The front page has details about what should be included. **Teachers must “keep on top of” the sample files.**

#### **Special Books**

These are scrap books which are kept at school over the 8 year period the children attend. Samples of work are put in these books. Art, writing, anything special, approx 4 pieces a year. It varies. They are presented to the children at the Year 8 leaving ceremony. These are Special Books! **If the work is dated and commented on by children it is far more valuable.**

#### **Parent Interviews**

##### **Year 4 to 8**

After 3 to four weeks at school **teachers meet parents** to touch base and clarify classroom expectations as well as discuss and be informed by parents about their children. It is a great chance to establish good relationships with parents. These are short 10 minute interviews.

Mid year **three way interviews** for 20 minutes, teacher child, parent. Preparation is needed by children. **With the introduction of National Standards in 2010 teachers need to ensure that they are preparing as before for these interviews, however, in addition they need to have a written comment, in plain English, explaining how the children are tracking toward the National standards appropriate to them. Use the school report template only.**

**Teachers need to meet and discuss and moderate the achievement of children prior to this interview. It is most likely that some children will be harder to “place” than others and it is these children that can have special considerations at staff meetings.**

#### **End of Year Reports**

Use the Toko School model. Read the child’s last report to ascertain the previous teacher’s comments. The end of year report for Year 4, 5, 6, 7 and 8 is the time when teachers must accurately identify where a child is at in regards to the National Standards.

#### **Parent Interviews**

##### **Year 1 2 and 3**

The National Standards refer to children’s achievement at specific points in time:

After one year at school

After two years at school

After three year at school

**At Toko School I am taking this quite literally.**

Therefore children will be assessed as to their progress and achievement against the National Standards within the month of their birthday.

Six months prior to their birth month they will be assessed as to their tracking toward the standard.

Teachers will be well aware of the interview times and be able to prepare within the month.

I believe that this is an effective way of adhering to the new requirements and is a celebration of children’s learning!

#### **The Assessment Routines and Timetable at Toko School.**

**To be of any use assessment information needs reflection and discussion. This is true for both teachers and children.**

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**Here is the formal expectation of type of assessments and evaluations for teachers.**

**Year 1 and 2**

1. If there is clearly a problem with oral language, or any other deficit, discussion with the SENCO is essential early. I think that issues are usually obvious early and early identification is essential.
2. **Running records** are taken to confirm progress toward the next reading level and at more regular intervals with children not progressing at a satisfactory rate with reading progress. To move to a new colour on the wheel a running record is used.
3. A “6 year net” when turning 6 years old. In 2008 developing this information into a form of report for parents is a goal.
4. **Alphabet letter recognition** and letter sounds knowledge tests taken at **term intervals** until teacher is satisfied with competence.
5. **“Numpa”/ “Gloss”** testing for *formative assessment* taken at intervals throughout the year. This information is largely used to inform **further teaching** and **is not** in a useful form for parents. **Have a recent example available for parent teacher interviews at mid year.**
6. **Letter formation** assessment at **6 month intervals** until teacher is confident **all letters are formed correctly.**
7. **SEA** at enrolment. This is vitally important as it gives an early indication of needs and readiness for learning. Very useful at parent interviews as well.
8. **Feedback Sheet** based on each term's significant unit and the associated Learning Star focus.
9. Writing “exempla” taken two times yearly. Fully assessed using “exemplars”.

**Year 3 and 4**

1. If there is clearly a problem with oral language a Junior Oral Screening Tool may be appropriate.
2. Running records are taken to confirm progress toward the next reading level and at more regular intervals with children not progressing at a satisfactory rate with reading progress.
3. AsTTle testing, in early February for all children Yr 4 and above. The “settings” will be decided at a staff meeting rather than individually by teachers. Teachers are welcome to test groups at other times to gather information to support their teaching.
4. STAR tests from Year 4 taken at **mid year and end of year.**
5. NZCER Spelling test Term 1.
6. NZ Speech Board assessments in Term 3.
7. Writing “exempla” taken two times yearly. Fully assessed using “exemplars” or AsTTle.

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8. “Numpa”/ “Gloss” testing for *formative assessment* taken at intervals throughout the year. This information is largely used to inform **further teaching** and **is not** in a useful form for parents. **Have a recent example available for parent teacher interviews at mid year.**
9. PAT Listening and Mathematics. March.
10. **Feedback Sheet** based on each terms significant unit and the associated Learning Star focus.

### **Year 5 and 6**

1. If there is clearly a problem with oral language a Junior oral Screening Tool may be appropriate
2. Running records are taken with children that are reading **below** their chronological age.
3. Writing “exempla” taken two times yearly. Fully assessed using “exemplars” or AsTTle.
4. STAR tests at mid year and end of year.
5. NCER Spelling test Term 1.
6. NZ Speech Board assessments in Term 3.
7. **Exercise Books become ‘assessment portfolios which are kept and handed over at parent interviews.**
8. “Numpa”/ “Gloss” testing for *formative assessment* taken at intervals throughout the year. This information is largely used to inform **further teaching** and **is not** in a useful form for parents. **Have a recent example available for parent teacher interviews at mid year.**
9. Burt or Holborne as an early screening reading test at teacher discretion.
10. PAT listening and mathematics. March
11. AsTTle testing, in early February for all children Yr 4 and above. The “settings” will be decided at a staff meeting rather than individually by teachers. Teachers are welcome to test groups at other times to gather information to support their teaching.
12. **Feedback Sheet** based on each terms significant unit and the associated Learning Star focus.

### **Year 7 and 8**

1. STAR test at mid year and end of year.
2. NZ Speech Board assessments in Term 3.
3. **Exercise Books become assessment portfolios which are kept and handed over at parent interviews!**
4. “Numpa”/ “Gloss” testing for *formative assessment* taken at intervals. This information is largely used to inform **further teaching** and **is not** in a useful form for parents.

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5. Writing “exempla” taken two times yearly. Fully assessed using “exemplars” or AsTTle.
6. Burt or Holborne as an early screening test by teacher discretion.
7. PAT: Listening and Mathematics. March
8. AsTTle testing, in early February for all children Yr 4 and above. The “settings” will be decided at a staff meeting rather than individually by teachers. AsTTle testing at end of year as well for children below or significantly below their chronological age. Teachers are welcome to test groups at other times to gather information to support their teaching.
9. Feedback Sheet based on the terms significant unit.

### **School Wide Reporting of Achievement to Board**

At the **end of each school** term children in **Year’s 1 to 4** are identified on a “reading chart”. This is provided for the Principal to gauge school wide trends. This clearly identifies children’s reading progress in comparison to the chronological age.

*As of 2010 use the National Standards terminology, a slight variation on our existing procedure.*

In **July and November/ December** every teacher gathers information on achievement of children in spelling, reading, writing, and mathematics.

This information is given to the Principal on a specific school wide template. Children are broadly identified by their classroom teacher following the National Standards.

The placement of a child within a category is a decision made by teachers based on children’s assessments, Standardised tests and overall teacher judgement.

**Children in Year 1 to 8 can be not be below their chronological age to be placed in the “at” category!**

**Above Standard is 6 months or more above.**

**Below standard is 6 months to a year months below standard.**

**Well below standard is over 1 year.**

**This is in preparation for the reporting to parents at interviews *and for* informing the BOT at scheduled times.**

This is completely summative and useful for school wide trends, funding implications, professional development and learning targets for the next year.

*Children below or well below are re-identified and further interventions are put in place.*

**Children scoring a *stanine 4* are at risk, but can be moved forward within a well planned classroom reading program.**

### **Expected Reading Levels of Children at Toko School**

We strive to have all children reading at or above their chronological age.

**In the junior school reading age will be tracked by SEA, 6 yr net, running records and end of term reports, tracked on a wedge graph.**



Here are expected reading levels for children:

**After one year of school**

Orange level

**After two years at school**

Gold 1 level

**After three years at school at chronological age and generally reading PART 1 journals.**

Reading age tracked by running record and other useful diagnostic tools e.g. STAR, AsTTle

**AT least by year 4 year level is in fact a slightly better predictor of a scale score than age”**

Reading ability tracked by running record and other useful diagnostic tools e.g. STAR, AsTTle

**In Years 1 to 4 all children’s reading progress should be “check pointed” at the end of each term and this information formally handed to the Principal.**

Children causing concern in Years 5 to 8 are also brought to the Principals attention in a similar manner. That is any child scoring in stanines 1, 2, 3, 4.

**Stanines**

**Years 3 to 8**

Children scoring at or below stanine 3, need a program of intervention, running alongside not replacing the classroom reading program.

**Children scoring stanine 4 are children to be watched carefully and should form a teacher’s target group, and have a very clear expectation of the teacher to be able to lift this child’s achievement up to at least Stanine 5.**

Children in stanine 4 are, in my humble opinion, children that can respond well to direct instruction and can make very positive movements!

Children in stanine 5 or above are doing well.

**Running Records**

Running records are information gathering tools that comment on children’s reading strategies and ability.

Children that are reading in advance of their chronological age **do not need** regular running records. Keep it to a minimum. Teacher time should be better spent using the tools on children that are underachieving and reading below their chronological age.

A child moving up a level of the colour wheel would have a running record to indicate that this was a wise move.

**Interventions Reading Recovery, Toe to Toe Updated April 2010**

**BOOKS**

1. Children’s readers are to be taken home in their reading folder and in a book bag.
2. Library books are to be placed in book bags to protect them from lunches, wet togs and clothing.
3. Children are to be encouraged to correctly handle books to maintain a long book life.
4. Damaged or lost books may need to be paid for by the parent or caregiver concerned, taking into consideration the following factors:
  - Age and condition of book
  - Previous care taken by students/family.

## **COMMUNITY CONSULTATION**

1. The school courier is to be sent to all members of the school community 4 times yearly.
2. The continued development of an open school policy is important where parents are welcomed into the school and valued.
3. Encourage and continue with parent help in various aspects of school life.
4. Keep the community informed via newsletters, open days, couriers, school events on how we are achieving the objectives that we have set in our Charter Annual plans, and Yearly learning targets
5. The B.O.T. have regular meetings Our aim is to keep the community informed on planned projects and progress via the above mentioned methods. Minutes are always available of these meetings.
6. Community members may attend Board meetings and be made to feel welcome.
7. The Community should be consulted on **major** matters pertaining to the school.
8. Parent Information Booklets are handed to parents/caregivers upon enrolment of children.
9. The P.T.A. and Fundraising Committee will have a Staff Rep where an interchange of ideas can take place
10. Surveys will be carried out from time to time by the Board to find out community views on issues arising.

## **EQUITY**

1. Ensure that all learning programmes and resources are non-sexist and non-racist.
2. Raise awareness of any prejudice and its negative effects.
3. Identify any groups who do not experience successful outcomes from the school or who are limited in their participation in school activities.
4. Allocate additional resources or implement programmes where possible to encourage such groups to achieve equitable outcomes.

## **HALL OF FAME**

A photograph will be placed on our corridor wall in recognition of achievement when a pupil:

1. Is in any national team or a national representative.
2. Is a **Taranaki** representative competing against other provinces at the **highest level for their age group**.
3. Is a **winner** in a Taranaki wide event. Some examples include McLeod Shield, Hurlestone Shield, NIE Quiz, Methanex Mathematics Quiz, Cross Country, or such honour. Alternations may be made at Board discretion.

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4. All pictures should appear on the wall the year following the departure of the child.
5. A staff member will be delegated the responsibility for getting the pictures organized.
6. One individual photo, with the events listed underneath to cover all representative events.
7. Costs are to be funded by the Board of Trustees who will also decide on matters such as size, wording, price.

### **HOMEWORK**

1. Homework should be relevant to the individual child's needs. Year 1 and 2 homework is unlikely to go beyond home reading!
2. Teacher directions to the child should be clear, concise and at a level that ensures the child's understanding.
3. Parents are encouraged to acknowledge their child's efforts.
4. Homework could be:
  - Essential learning tasks e.g. **spelling and reading**
  - Completion of unfinished work, especially if sufficient time has been allocated at school.
  - Research. Please consider the availability of resources at home.
  - The gathering of resources and/or data for forthcoming units
  - Discussion of current events
5. Homework should be **regularly marked** and evaluated by teachers and needs to be supported by in class instruction.
6. Teachers should take into consideration other events in the children's lives e.g. calf and lamb preparation, dance competitions etc, swimming etc.
7. Homework should not take **too** long. Individuals differ, but, in general 45 minutes for a year 7 and 8 child would be **maximum**, four nights a week.

### **PARENT HELP**

1. Parents are invited to act as "helpers" for the classroom activities throughout the school. Teachers will assume overall supervision of the parental help programme.
2. Parents are to be thoroughly informed of their obligations and purpose as a helper within the classroom environment and reminded of the need to respect confidentiality at all times. A parent helper information sheet needs to be developed.
3. Outlines of school policies and learning programmes are available and communicated parents.
4. Teachers, after consulting with the Principal, may organise resource personnel from the community who may be suitable in enhancing classroom instructional programmes.

### **PUBLIC RELATIONS:**

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1. The school is to work in co-operation with the professional media. Only the Principal and Board chair may speak to the media in event of a special situation.
2. School newsletters and other publications should be an effective public relations document to
3. The school is to supply articles and photographs to appropriate media outlets when appropriate.
4. School produced newsletters.
5. Incidental opportunities to promote the school and its students are to be used to advantage.

#### **SCHOOL ADMINISTRATION:**

1. Decision-making in the school is to be a shared process between the Principal and Staff and Board of Trustees, within their respective Governance & Management roles. The Principal is delegated the authority to manage the school. That is his role. Sometimes decisions will be made that are not agreeable to all!
2. With respect to administration, the school has staff in the categories of Principal, Deputy Principal, Teachers and Support Staff.
3. Major administrative tasks are performed by the Principal, with appropriate delegation to other Staff, Teachers, and Support Staff
4. The Principal will provide overall leadership and supervision.
5. All Staff have an organisation and curriculum support function within their areas of responsibility.
6. Professional Development assistance will be provided for each staff member at a rate determined by the Principal.
7. Administrative staff provide for secretarial support, financial accounting support, school records, general maintenance and assistance for classroom teachers.
8. A system of regular staff and BOT meetings will be operated to facilitate the administrative activities covered within these procedures and to enable decision making on substantive matters to be a consultative process.

#### **SPECIAL NEEDS**

Defining "Special Education Needs" - a child with special education needs will require extra assistance, adapted programmes and/or learning environments, specialised equipment and/or materials to support them in education settings.

#### *IDENTIFICATION*

- a) At enrolment - information collected on medical, behaviour, social skills, academic and if involved in agencies. Also contact previous school if needed.
- b) Post enrolment – SEA or abbreviated version administered  
Informal prose taken. Consider social skills/behaviour, previous records, hearing/vision records. From this information areas of difficulty or concern will be identified.
- c) Special Needs Records – School Master will have recorded children in need of assistance. The Deputy Principal (SENCO) will be responsible for keeping these records up to date as required.
- d) Parents/caregivers will be informed if their child is being given special help.

#### *ROLE OF SPECIAL EDUCATION NEEDS COORDINATOR*

The Special Education Needs Coordinator (SENCO) will be the Deputy Principal . The Deputy Principal will be responsible for either completing or **delegating**:

- liaising and identifying special needs.
- monitoring the progress of children with special needs.
- maintaining the special needs records.

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- coordinating I.E.P.s and liaising with parents/caregivers.
- collecting of data for review purposes.
- overseeing policy implementation.
- coordinating the special needs committee.
- Reporting to Principal

#### *INDIVIDUAL EDUCATION PLANS*

- \* An I.E.P. will be used when the needs of the child cannot be met through the normal classroom programme in more than one curriculum area. The I.E.P. will be reviewed at least twice yearly or at such time when necessary as the need arises. If a behaviour plan has been put in place then this plan will be reviewed frequently.
- \* Attendance at an I.E.P could include the following - Principal, class teacher, RTLB, teacher aide, parent/caregiver, child, and any person with a vested interest in the child.
- \* The venue will be at school or a venue of the parent/caregiver choice.
- \* The teacher and SENCO will organise, prepare and have information available at the I.E.P meeting.
- \* After the meeting the I.E.P. will be typed up and sent out to all interested parties.
- \* The classroom teacher is responsible for developing the programme from the I.E.P. (This can be delegated to the teacher aide provided specific instructions have been given.)

#### *REPORTING PROCESS*

- \* Any child receiving additional assistance and support will have their progress closely monitored and reported on.
- \* The Special Education Grant will be spent on identified needs of the school.

#### *PARENT/CAREGIVER CONTACT*

- \* When a teacher has a concern then the parent/caregiver will be informed phone call and an interview requested. The concern will then be discussed. If the need meets the school criteria then that child may be placed on a special needs programme.
- \* Teacher to keep parent/caregiver informed through phone calls, and notes.
- \* Some children will need monitoring and reporting on more than others.

#### *OUTSIDE AGENCIES*

1. Resource Teacher of Learning and Behaviour;
  - Teacher establishes need.
  - Refer to principal who approves/not approves assistance.
  - Referral discussed with parent/caregiver re concern. Data collected and referral form sent to RTLB.
2. Children and Young Families;
  - Teacher establishes need/concern to Principal who will discuss with RTLB and put on the roll, then ring CYF if needed.
3. Ongoing Resource Scheme;
  - Teacher establishes need and completes application booklet with Principal's approval.
  - SENCO/RTLB informed of need.
  - Initial contact with outside agencies must be made through the Principal. After initial contact is made the teacher can then liaise with the agency concerned. The principal will be informed of all such contacts.
4. Public Health Nurse;
  - Referrals for health concerns in consultation with Principal.
5. Resource Teacher of Literacy
  - Teacher establishes need/discusses with principal.
  - Referral form sent to Resource Teacher at Stratford Primary School.

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### **PROFESSIONAL DEVELOPMENT**

- \* Professional development will relate to the professional development needs of staff and children in the school.
- \* Recognition will be given to unexpected needs for professional development.
- \* A budget will be put in place accordingly.
- \* Principal is responsible for all Professional Development decisions that impact on school funding.

### **EXTRA PROGRAMMES IN OPERATION**

1. Reading Recovery
  - Child chosen on the results of Six Year Net/Assessment survey.  
Principal and DP to select children to go on programme, after data collection.
  - Teachers will have the opportunity to train as reading recovery teacher if within budget.
  - Reports of programme will be given to the Principal.
  - Clear information given of reading level and behaviours given to classroom teacher.
2. Teacher aides
  - Available to work with special needs children as required within special needs programme. **Currently we have :**  
[Explode the Code](#),  
[Rainbow Reading](#)  
[Curiosity Kits](#).
3. Correspondence School
  - Work is sent in when completed. Classroom teacher oversees the programme.

### **TE REO ME NGA TIKANGA MAORI:**

1. It is essential that consultation between the school, its community and Maori takes place.
2. It is essential that Tikanga Maori be included in all curriculum areas.
3. Resources are to be made available to learn the basics of Te Reo Maori.
4. A budget will be prepared yearly for the purpose of resources.
5. Maori students in the school will be identified and their needs, achievement and progress will be monitored.

### **TREATY OF WAITANGI**

We intend to fulfil the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage.

1. To ensure the language of the Tangata Whenua is retained.
2. To enable our children to understand, respect and show sensitivity for Tikanga Maori, i.e. values, attitudes and behaviour.
3. Accepting that the knowledge of the Maori language will raise self esteem of pupils.
4. Providing experiences where pupils can display their talents through Maori craft and cultural experiences.
5. To recognise our obligation to the Treaty of Waitangi.

We will consult with Maori resource people within our community when needed, to assist with school programmes.

### **Notes for Review**

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