

BHBI SCHOOL	Procedure
Curriculum Delivery	NAG 1

Rationale:

The needs of individual students are at the centre of all teaching, learning and assessing.

Students will be motivated, challenged and provided with creative, quality teaching and learning programs that will equip our students with the skills, tools, knowledge, values and competencies that will enable them to fully participate in a rapidly changing and diverse world.

The balanced, integrated curriculum will enable children to 'learn how to learn', problem solve and become adaptive, independent and reflective thinkers.

Teachers will continually inquire into the teaching-learning relationship to assess the implications for future teaching and learning opportunities.

The curriculum is delivered in accordance with the National Education Guidelines (National Education Goals, National Administration Guidelines and the National Curriculum Statements).

Purpose:

- 1 Implement the National Curriculum Statements, which define the learning philosophies, principles, aims, attitudes and achievement objectives together with the key competencies as embedded within the Curriculum Framework.
- 2 Develop a variety of learning/teaching styles and strategies that are in line with current pedagogical theory and practice and which are appropriate to the needs of students
- 3 Monitor, analyse and record student progress against National Achievement Objectives using a variety of planned assessment procedures including overall teacher judgements, which are integrated into the teaching and learning programmes
- 4 Plan for and provide equal educational opportunities through differentiated teaching practices for all groups of learners.
- 5 Provide evidence of identifying and implementing strategies to address special needs.
- 6 Respect and draw upon the significant features of our diverse ethnic and cultural New Zealand heritages.
- 7 Develop Curriculum Plans for the Essential Learning Areas that reflect the special nature of our community and are maintained through self-review.
- 8 Recognise parents as educators and focus on developing learning communities.
- 9 Provide ongoing teacher professional development as the necessary foundation for successful curriculum delivery.
- 10 Provide ongoing policy review (outside the normal review cycle) to implement appropriate changes in accordance with amendments made to the Education Act, Curriculum Framework and Curriculum Statements.

BHBI SCHOOL
PROCEDURAL GUIDELINES FOR
CURRICULUM DELIVERY

TEACHING AND LEARNING Nag 1 (i)

Curriculum Delivery will provide for:

1. A balanced programme covering the seven essential learning areas including; the key competencies, attitudes and values, process and product (with an emphasis in literacy, numeracy and promoting life long learning).
2. Active participation by students and whanau (agency)
3. An integrated approach to learning and teaching where appropriate
4. Opportunities that match student needs, interests and learning styles
5. A supportive learning environment that encourages enquiry and collaboration
6. Flexible grouping of students - ability, needs based, interest and social
7. A variety of appropriate technologies to support learning - within budgetary constraints

PLANNING FOR LEARNING Nag 1 (i) (iv)

Context for Learning - Term Overview -

Overviews show what will be covered and ensure that a balanced programme is provided and that students have opportunity to experience learning in all curriculum areas with consideration taken to providing culturally appropriate and culturally responsive contexts for learning. Some overviews may include main content and inquiry areas and others include key attitudes, skills and knowledge areas to be emphasised based on previous identified needs.

Information from the following is used to plan term overviews;

- NZ Curriculum Statements
- student needs
- school charter/goals
- special events that will be occurring

Unit Plans :

These will vary in time, depending on the curriculum area. The purpose is to ensure students achieve specific learning outcomes that are based upon identified needs over a series of sequential and meaningful lessons. Outcomes may include attitudes, skills and knowledge.

Teachers need to spend time on the following:

- select appropriate achievement objectives
- decide which learning objectives will be assessed
- develop specific learning outcomes from the assessable objectives
- seeking resources / organising resources
- developing a variety of learning activities to allow students to achieve curriculum objectives
- checking scheme requirements
- organising tasks for groups, individuals or classes as required
- design activities that will focus on assessing student achievement by providing evidence of achievement

Teachers evaluate student achievement as well as programme achievement.

Short Term Plans:

These are teachers' weekly log style plans. These enable teachers to modify the plans, outline daily organisation of groups/individuals as well as resources or materials to be used.

Classroom Assessment Evaluation and Reporting :

Teachers are expected to use a range of formal and informal methods to monitor students' progress against the learning outcomes. Reference page 39/40 in the NZ Curriculum.

Classroom Assessment includes:

- 1 Co- constructed Achievement Rubrics
- 2 AssTle and E AssTle
- 3 Ongoing, continuous assessment which provides immediate feedback, enhancing the learning as it proceeds
- 4 Self-Assessment, which enables students to monitor their own progress against specific objectives and evidence from their own work
- 5 Peer assessment
- 6 Teacher assessment, in which progress and strengths are recognised, difficulties diagnosed, and strategies to overcome them planned.

Methods of Assessment and Evaluation may include:

Record of Oral Language
Progressive Achievement Tests
Running Records
Anecdotal Notes
Individual Education Programme
Conferences
Parent contact
Observation
Checklists
Learning pathways
Peer and Self Assessment
Ongoing School Review – may include one or more curriculum area per year
Classroom tests
Syndicate tests – Individual

ASSISTING ALL STUDENTS TO ACHIEVE Nag 1 (iii) (iv)

- 1 Identify individuals not achieving
- 2 Identify the goals that they are not achieving
- 3 Identify what may be preventing achievement
- 4 Develop a strategy with whanau for improvement (Faces on the data – learning pathways)

- 5 Decide on what will be the measure indicating that the individual has increased his/her achievement of the identified goals
- 6 Put in place the strategy
- 7 Measure the achievement

RECORDING / REPORTING: PARENTS, B.O.T., COMMUNITY Nag 2 (iii)

Reporting on Student Achievement :

- 1 Samples of individual students' work is filed in individual sample books (these samples of work are retained in the school)
- 2 Information about students' learning is recorded in planning and evaluation sheets / eTAP / Annual Curriculum Review
- 3 This information is used as a basis for reporting on:-
 - student achievement to Board of Trustees
 - student progress to parents
 - statements of service performance to Ministry of Education
- 4 Decide on the purpose for the assessment i.e. why the information is being gathered and how it will be used
- 5 Refer to the school's strategic plan of review to identify specific areas for reporting student achievement
- 6 Decide what information is significant evidence of achievement (indicators) and how the data can be gathered (assessment method)
- 7 Establish a realistic timeframe - Refer School Strategic Plan
- 8 Classroom teachers gather the agreed achievement information
- 9 Classroom information is collated and a summary description of school wide achievement written
- 10 Include any future recommendations
- 11 Use the information for the intended purpose.

SCHOOL ORGANISATION

- * Curriculum delegation - Refer School Organisation Booklet
- The Curriculum teams are responsible for purchasing and maintaining resources