

## **RATIONALE:**

Teaching and learning for all students in New Zealand schools, including those with special education needs, takes place within the New Zealand Curriculum and Te Marautanga o Aotearoa. These curricula are the basis of the IEP process and the criteria for judging the quality of all teaching and learning. The New Zealand Curriculum: applies to all English-medium ... students ... irrespective of their gender, sexuality, ethnicity, belief, ability or disability, social or cultural background, or geographical location.

- The New Zealand Curriculum, 2007, page 6

## **PURPOSES:**

1. Sir Keith Park School will comply with the requirements of National Administration Guidelines 1 & 2.
2. Sir Keith Park School will comply with the requirements of National Education Goals and the Curriculum vision, principles, and values as stated in the NZ Curriculum 2007.
3. Ensure effective learning for all students
4. Ensure learning across all NZC Learning Areas is available to all students
5. Ensure provision of effective, relevant, and functional programmes for senior students
6. Support and facilitate student learning through provision of specialist services in accordance with the goals, policies, and objectives of Sir Keith Park School

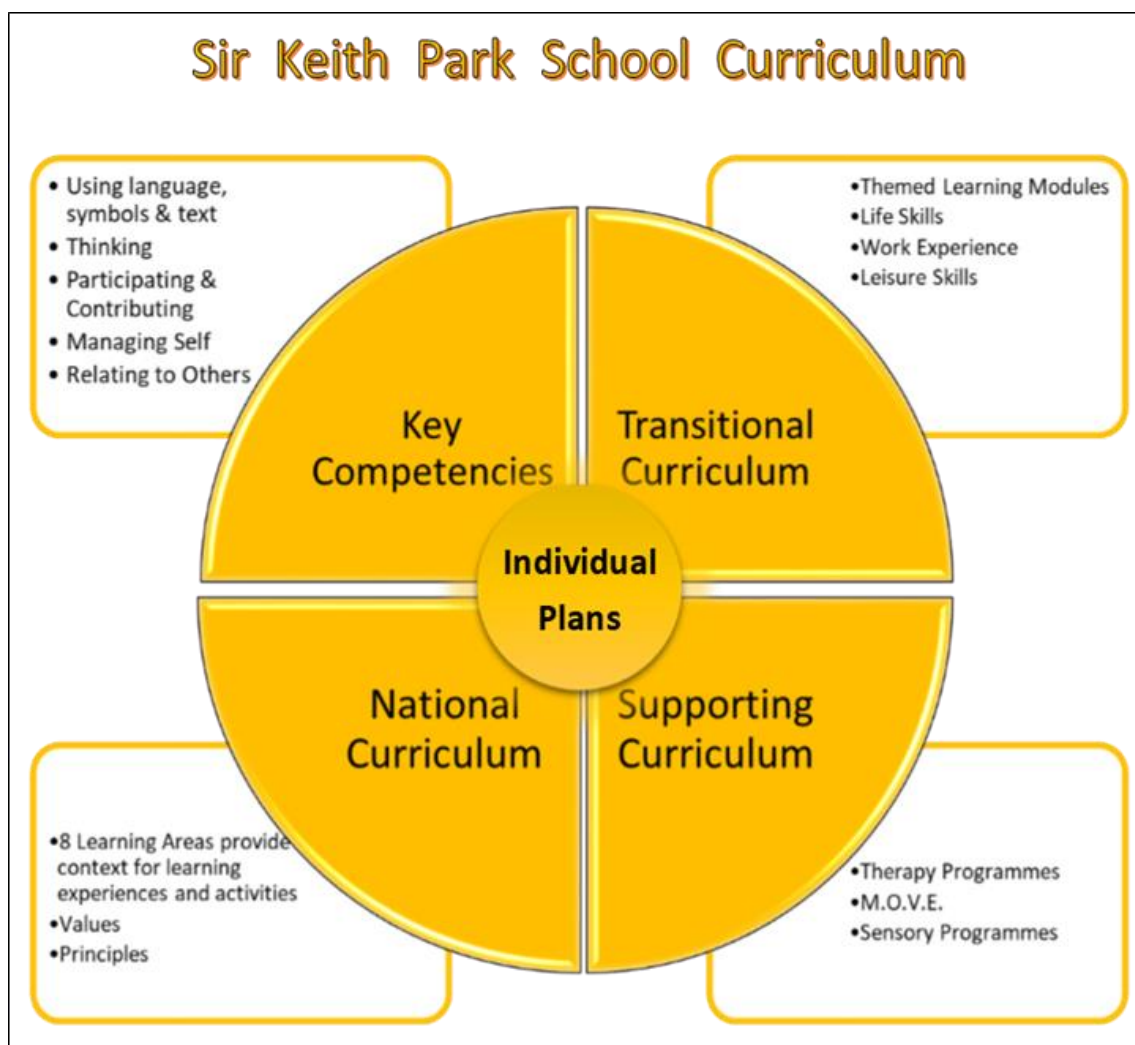
## **GUIDELINES:**

1. Develop and implement learning programmes that are underpinned by the principles and values, and support the development of key competencies as mandated in the New Zealand Curriculum 2007.
2. Prioritise student achievement in functional English and Mathematics through Individual Education Plan goals and school-wide overviews of teaching and learning.
3. Prioritise regular quality physical activity that develops movement skills for all students.
4. The Board will, at least once in every 2 years, and after consultation with the school community, adopt a statement on the delivery of the health curriculum.
5. Programmes of learning will meet the individual needs, abilities and interests of the students.
6. Students' learning will be monitored and assessed regularly. Student achievement data will be collated, interrogated to identify progress, achievement and obstacles to learning. Programmes will be modified to ensure learning progresses coherently.
7. Vocational and leisure skills programmes will be available as part of the transition process for senior students
8. Programmes of learning will be developed from the annual overview, term overviews, unit plans and should incorporate, where appropriate, individual education goals. Providing they conform to the school's minimum requirements, the style and format of weekly planning is the responsibility of each teacher.
9. Programmes will be supported / developed / monitored / delivered / assessed through a transdisciplinary approach to ensure optimal learning takes place.
10. The teaching programme will be student centred and delivered in a manner sensitive to cultural difference and learning styles, and differentiated to suit a range of abilities.
11. Assess student achievement, maintain individual records and report on student progress to parents / care-givers twice per year.

12. School schemes will outline expectations for curriculum delivery.
13. The Principal, in collaboration with staff, will report regularly to the Board of Trustees on:
  - Curriculum development;
  - Student IEP / ITP achievement
  - Possible steps being taken to address identified obstacles to learning, and
  - Future directions in curriculum development and delivery.
14. Provision will be made annually in the school budget for professional development and the purchasing and maintenance of suitable resources.

**Board Statement:**

The delivery of teaching and learning programmes is the core business of Sir Keith Park School. We will provide educational programmes which will challenge students to develop their understandings, skills, attitudes and values in ways which are meaningful to them and relate to their everyday lives. Programmes of work will be based upon the National Curriculum, Sir Keith Park School’s Curriculum Schemes, and Supporting Curricula which reflect the special needs of the students. Our belief is that all students can achieve.



Ratified by the Board 2014: ..... Signed for B.O.T.  
 Reviewed: 2017  
 Reviewed: 2019