

CURRICULUM DELIVERY

Date Adopted	February 2001
Policy Type	Nag 1
Last Review	2011
Next Review	May 2014

RATIONALE

The child is at the heart of all educational planning. The Arthur Miller Board of Trustees will foster student achievement by the provision of learning programmes which are consistent with the vision, values, knowledge and key competencies of the principles of the New Zealand Curriculum.

PURPOSES

To ensure that the Board's obligations as specified in National Administration Guideline 1 are addressed.

GUIDELINES

1. The school's curriculum will be accessible to every child, regardless of race, gender, or background.
2. A positive and supportive classroom climate, in which individuals are valued, should underpin all learning programmes.
3. Programmes will be designed to address the demands of NAG 1, acknowledge an emphasis on literacy and numeracy and local values identified in the school's charter.
4. Individual needs should determine teaching techniques and approaches.
5. Where appropriate, curricula will be integrated so that students experience meaningful contexts for learning and opportunities to apply their learning in real- life situations.
6. Learning programmes should include opportunities for children to develop the key competencies necessary for life-long learning.
7. Students should be empowered to take increasing responsibility for their own learning: in making choices, in setting goals with their teachers and in evaluating their own achievements.
8. On the basis of good quality assessment information the school will identify students and groups of students:
 - a) who are not achieving
 - b) who are at risk of not achieving
 - c) who have special education needs (including gifted and talented students)
9. The assessment and evaluation of student learning should be integral to all programmes. Parents should be well-informed about their child's achievements through a range of reporting opportunities.
10. An active partnership between parents and school is necessary to maximise learning opportunities for students.
11. Teachers should be supported in their ongoing understanding of the learning process by high quality professional development.
12. The principal and staff will provide the board with regular achievement information so that trustees are kept sufficiently well-informed about trends and patterns of achievement amongst groups of students to enable them to make informed resourcing decisions.

CONCLUSION

Through the implementation of this policy the students at Arthur Miller should demonstrate a good standard of literacy and numeracy, develop key competencies and have opportunities to experience success in other essential learning areas in readiness for the next stage of their education.