

Curriculum Delivery

RATIONALE:

The New Zealand Curriculum is the statement of official policy relating to teaching and learning at Kamo Primary School. The New Zealand Curriculum with reference to the school's Strategic Plan and local curriculum goals and objectives, will form the basis of teaching and learning programmes.

PURPOSE:

The following principles, as detailed in The New Zealand Curriculum will underpin and guide the design, practice and evaluation of curriculum at every stage:

- High Expectations: The KPS curriculum will support and empower all students to learn and achieve personal excellence, regardless of their individual circumstances.
- Treaty of Waitangi: The KPS curriculum will support and practice the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand.
- Cultural diversity: The KPS curriculum will reflect the country's cultural diversity and value the histories and traditions of all its people.
- Inclusion: The KPS curriculum will be non-sexist, non-racist, and non-discriminatory; it will ensure that students' identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed.
- Learning to learn: The KPS curriculum will encourage all students to reflect on their own learning processes and to learn how to learn.
- Community engagement: The KPS curriculum will have meaning for students, connect with their wider lives, and engage the support of families, whanau, and the wider community.
- Coherence: The KPS curriculum will offer all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.
- Future focus: The KPS curriculum will encourage students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation.

GUIDELINES:

Every decision relating to curriculum and every interaction that takes place will reflect the values identified as important in both the New Zealand Curriculum and as identified by our school community.

The specific ways in which these values find expression at KPS will be guided by dialogue between the school and its community.

Teaching approaches that consistently have a positive impact on student learning, as detailed in research will be promoted. Evidence tells us that students learn best when teachers:

- create a supportive learning environment
- encourage reflective thought and action
- enhance the relevance of new learning
- facilitate shared learning
- make connections to prior learning and experience
- provide sufficient opportunities to learn
- inquire into the teaching–learning relationship

- provide a problem solving approach to learning
- provide mixed ability grouping across the curriculum
- respect that learning does not just take place in the classroom
- all cultural needs are considered and planned for
- ensure the use of a Planning system to keep planning transparent and collaborative for succinct curriculum delivery

The values, key competencies, and learning areas will provide the basis for teaching and learning across the school. The school curriculum will be dynamic, regularly built on and reviewed. It will reflect and be responsive to:

- on-going priorities as outlined in the National Administration Guidelines, as well as the school charter
- current priorities identified through self-review
- classroom evidence based needs and...
- the teachable moment.

Related Documents:

- The New Zealand Curriculum (for English-medium teaching and learning in years 1-13)
- National Administration Guidelines
- KPS Curriculum

Reviewed: Term 2 2017

.....Chairperson, BOT

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