

# National Administration Guideline 1 [NAG 1]

## Curriculum

Reviewed 29 Sept 2011

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; 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.

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## KURANUI COLLEGE

### N.A.G.1

#### 1.0 GENERAL POLICY ON CURRICULUM

##### RATIONALE

Kuranui College will foster student achievement by providing a curriculum that puts students at the centre of teaching and learning, engages and challenges them, is forward-looking and inclusive, and affirms New Zealand's unique identity.

##### PURPOSE

- To ensure that Kuranui College provides programmes that meet students' learning needs and that they are consistent with the New Zealand Curriculum.

##### GUIDELINES

1. The Board of Trustees, through the Principal and staff, will ensure that the curriculum of Kuranui College is consistent with the following principles:
  - a) The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.
  - b) The curriculum acknowledges the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga.
  - c) The curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all its people.
  - d) The curriculum will not contain material that is sexist, racist or discriminatory; it will ensure that students' identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed. The selection and presentation of curriculum material will be sensitive to students of differing religious, ethnic, cultural and family backgrounds.
  - e) The curriculum encourages all students to reflect on their own learning processes and to learn how to learn.
  - f) The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whānau, and communities.
  - g) The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.
  - h) The curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation.
2. Students and staff of Kuranui College will be encouraged to adopt and model the following values:
  - **Respect**, for all members of Kuranui College, for the learning opportunities at Kuranui College and for themselves.
  - **Responsibility**, for their own learning, for their actions, for the welfare of other students and staff, for their extracurricular teams or groups and for the college environment.

- **Excellence**, by aiming high to do their personal best and by persevering in the face of difficulties.
  - **Success**, by learning to acknowledge and celebrate their own success and that of others and thereby gaining confidence and pride in their own abilities.
  - **Innovation / Creativity**, by being encouraged to think and learn independently, being given opportunities to develop and apply creative thinking skills and to pursue personal learning pathways.
  - **Integrity**, in all interpersonal relationships within the college community and in their own lives.
3. The curriculum of Kuranui College will promote key competencies by encouraging students to develop:

#### Thinking

- Creative and critical thinking skills and intellectual curiosity that will assist them in making sense of information, experiences and ideas, asking questions and challenging the basis of assumptions and perceptions, and in developing ideas of their own.

#### Using Language, Symbols and Texts

- Skills in the use of different kinds of languages and symbols that allow them to use words, numbers, images, movement, metaphor, and technologies in a range of contexts and to use ICT to provide information and to communicate with others.

#### Managing Self

- Self-motivation and personal management skills that will allow them to establish personal goals that set high standards, meet challenges, and develop leadership skills independence.

#### Relating to Others

- The skills to interact with a diverse range of people in a variety of contexts including the ability to listen, recognise different points of view, negotiate, share ideas, and an awareness of how their words and actions affect others.

#### Participating and Contributing

- A capacity and enthusiasm for active involvement in the community inside and outside Kuranui College, and an understanding of the importance of these contributions for the health of our society as a whole.

**1.1 CURRICULUM DELIVERY**

**RATIONALE**

Delivery of the curriculum to provide every student with the best possible learning opportunities requires the co-ordination of a range of different resources including timetabling, staffing and funding.

**PURPOSE**

- To provide a policy framework for timetabling and the allocation of teaching resources that reflects the needs of the students, the college Charter, the requirements of the New Zealand Curriculum, and the terms of the Collective Contract.

**GUIDELINES**

1. The Board delegates Curriculum Delivery to the Principal, who will report at least annually to the Board of Trustees on the processes that he / she has developed for the development of a college timetable, for the allocation of teaching resources, for students and their parents to be advised of the curriculum options available to them at Kuranui College.

Links: Refer to Policy 3.9 for the construction and review of timetabling structures and schedules.

2. The Principal will report at least quarterly on progress towards achievement and annual goals at least quarterly.

## **N.A.G. 1**

### **1.2 HOMEWORK**

#### **RATIONALE**

The Prospectus of the college states that students will be expected to study at home because the educational achievement of the students is enhanced by the setting and completion of homework and in accepting enrolment of a student at the college, parents accept an obligation to assist the staff of the college monitor the completion of homework.

#### **PURPOSES**

- To ensure that the setting, completion and marking of homework is understood, accepted and practised by staff and students and is supported and encouraged by parents/caregivers.
- To provide assistance for students in their progress toward self-directed learning.

#### **GUIDELINES**

1. The Prospectus will state the expectations relating to homework at each year level.
2. Staff will set homework in accordance with the statement in the Prospectus and sufficient for each class day.
3. Homework may be spread over some days, with a deadline for completion. Non-completion by due time will result in an appropriate penalty.
4. Students who have conflicting deadlines should consult the subject teacher, the Team Leader of that Learning area or, if the conflict is unresolved, the Deputy Principal with responsibility for curriculum and assessment.
5. If the homework set is completed in less than the time stated for the year level in the Prospectus, quiet reading and revision is expected and should be encouraged. The completion of homework during the college day (such as lunch hour) is to allow for an increase in revision time, not for avoiding homework at home.
6. Teachers should provide homework which enhances the students' learning and facilitates progress toward developing effective self-study habits.

## **N.A.G. 1**

### **1.3 LIBRARY**

#### **RATIONALE**

The Library is the college's principle resource to support the development of self-initiated learning, the collection of information and the development of independent research skills.

#### **PURPOSE**

- To identify and maximise the Library's role in fostering inquiry and self-initiated learning among the college community.

#### **GUIDELINES**

1. The Library is central to the teaching and learning programme of the college. It will provide students and staff with access to a wide range of curricular and recreational learning materials. The librarians will offer guidance in the development of self-learning and informational skills and resource-based learning.
2. Teachers will be provided with a selection of information resources which are integral to and supplement the college curriculum and which assist in the development of a range of learning strategies. The Library will also offer the staff of the college resources for their professional development.
3. The Library's resources will reflect the biculturalism of New Zealand and be sympathetic to and accepting of other cultures and gender equity.
4. Students will be offered the opportunity to acquire skills and responsibilities as student librarians.
5. The Library will provide an appropriate venue for visiting speakers as well as extracurricular activities such as debating.
6. The Library will maintain contact with other learning resource centres to maximise the range of resources available to staff and students.

## **N.A.G. 1**

### **1.4 ACCESS TO RESOURCES**

#### **RATIONALE**

The Board of Trustees will provide all students enrolled at this college with equal access to learning programmes and physical resources, and will implement policies and procedures designed to achieve equitable outcomes for all groups of students within the college.

#### **PURPOSES**

- To ensure that no student of the college is unable to participate in a learning programme within the college's curriculum.
- To ensure access by all students of the college to the physical resources of the college.
- To develop strategies which will aim to achieve equitable outcomes for any group of students identified as experiencing outcomes materially different from those of the college as a whole.

#### **GUIDELINES**

1. No student enrolled at the college will be prevented from participating in a programme of learning within the curriculum because of financial hardship.
2. All students enrolled at the college will have equal access to all learning programmes provided that they meet the academic entry qualifications.
3. Acceptance of enrolment of a student will be conditional upon adequate resources being funded in the Operations Grant from the Ministry of Education for the college to provide for the specialist needs of the student. This requirement shall in no way limit enrolment on the grounds of family financial resources.
4. All students enrolled at the college will have equal access to the physical resources of the college.
5. Wherever it is possible to do so without requiring an impractical or unreasonable reduction in the resources available to the general body of students, Kuranui College will:
  - a) Provide assistance for any individual or group of students identified as not experiencing successful outcomes.
  - b) Allocate staffing to meet the needs of students who are not experiencing successful outcomes at college.
  - c) Provide opportunities for success in all areas of service, aesthetic, cultural, social, academic and sporting activities.
  - d) Consult contributing schools to identify those students who will need attention to ensure that they experience equitable opportunities when they commence education at the college.
  - e) Encourage liaison between staff, parents/caregivers and the students.
  - f) The college will allocate staffing and provide resource assistance to gifted and talented students.

## **N.A.G. 1**

### **1.5 TREATY OF WAITANGI**

#### **RATIONALE**

The college will fulfil its obligations under the Treaty of Waitangi recognising that Māori are the Tangata Whenua of Aotearoa and that their language and culture are a living part of New Zealand society.

#### **PURPOSES**

- To ensure the curriculum reflects Māori perspectives.
- To make equitable provision in the curriculum and the programmes of the college for the instructional and general educational needs of Māori students.
- To provide opportunities for the local Māori community, students who wish to learn Te Reo Māori and Tikanga Māori.
- To recognise Māori values in the provision of resources and facilities in the college.
- To make staffing and financial provisions to enable the college to meet the requirements as noted in the points above.

#### **GUIDELINES**

1. A Māori perspective should be provided in all appropriate aspects of the curriculum.
2. The history and the points of view of both parties to the Treaty of Waitangi should be presented whenever appropriate.
3. The support of the teacher of Te Reo and Tikanga Māori shall be a high priority.
4. The Board of Trustees and the Principal will meet, when appropriate, parents of Māori students to discuss relevant matters.
5. There will be equitable allocation of resources and facilities to promote Maori language and culture in the college.

## **N.A.G. 1**

### **1.6 TEACHING MAORI LANGUAGE AND CULTURE**

#### **RATIONALE**

Kuranui College is committed to providing opportunities for students to learn Te Reo Māori and Tikanga Māori.

#### **PURPOSES**

- To acknowledge and value the special place of Te Reo Māori in New Zealand.
- To staff the college with suitably qualified teachers of Te Reo Māori and Tikanga Māori.
- To provide opportunities for parents of Māori students and the parents of Māori language students to be consulted on the best and most appropriate means to promote Te Reo Māori and Tikanga Māori in the college.
- To utilise Māori protocol and language for appropriate ceremonial occasions.
- To ensure that all students recognise the value of learning and understanding Te Reo Māori and Tikanga Māori.

#### **GUIDELINES**

1. Māori students and students of Te Reo Māori should be encouraged to learn and value Māori language and culture.
2. Māori students and students of Te Reo Māori should take an active part in the ceremonial protocol of the college when appropriate.
3. Opportunities should be made available for staff and students to extend their knowledge and experiences of Tikanga Māori.
4. The college should endeavour to strengthen its links with the local Māori community, parents of Māori students and the parents of Māori language students.
5. The college will do all in its power to retain and resource qualified teachers of Te Reo Māori and Tikanga Māori.

## **N.A.G. 1**

### **1.7 MAORI PERSPECTIVES IN THE CURRICULUM**

#### **RATIONALE**

Kuranui College is committed to biculturalism being an integral part of the curriculum.

#### **PURPOSES**

- To ensure that the curriculum reflects Māori perspectives.
- To acknowledge the importance of Māori in the history and development of New Zealand.
- To ensure that the Charter objectives are met with regard to the Board's obligations under the Treaty of Waitangi.
- To provide for adequate consultation on matters affecting the teaching of Māori perspectives in the college curriculum.

#### **GUIDELINES**

1. In the preparation and delivery of the curriculum due regard will be given to Māori perspectives relevant to the subject.
2. Time and funding will be made available within the constraints of the Operations Grant from the state, to ensure that adequate resources are available to teachers to assist them in their understanding of Māori perspectives.
3. Resources shall be made available within the funds provided by the Ministry of Education to ensure a balanced view of the history of New Zealand among both students and staff.

## **N.A.G. 1**

### **1.8 EQUITABLE PROVISION FOR EDUCATIONAL NEEDS OF MAORI STUDENTS**

#### **RATIONALE**

Kuranui College is committed to making equitable provision in the curriculum for the educational needs of Māori students.

#### **PURPOSES**

- To seek equitable opportunities for Māori students.
- To reinforce the Mission Statement that all students shall receive an “education which shall require and enable them to pursue individual and corporate goals of excellence”.

#### **GUIDELINES**

1. The Board and the Principal will consult, when appropriate, with the parents of Māori students on the best means for the college to meet its obligations under the terms of the Treaty of Waitangi and the best means to address the educational needs of Māori students.
2. Programmes will be promoted and encouraged for introduction by suitably qualified staff to meet the needs of Māori students.

This policy should be read in conjunction with Procedures 1.5, 1.6 and 1.7. The college programmes will seek to advance and enhance the learning opportunities of Māori students.

## **N.A.G. 1**

### **1.9 EXTRA-CURRICULAR ACTIVITIES**

#### **RATIONALE**

Extra-curricular activities are those aspects of the college programme which are organised and delivered by teachers and/or members of the community and are normally outside the regular timetable class hours and duties.

#### **PURPOSES**

- To recognise the need and seek to provide resources for students to gain a wider educational experience than that provided solely in the classroom, and to encourage students to complement their academic studies with extra-curricular activities that will enhance their enjoyment of their schooling and enrich their life experience.
- To uphold the traditions and history of the college by continuing its strong commitment to extra-curricular activities.
- To encourage the development of a broad range of activities so that all students will find one or more in which they can participate with enjoyment.

#### **GUIDELINE**

The Board of Trustees will receive regular reports on the extent of staff and student participation in extra-curricular activities, and on ways in which the Board of Trustees can provide the resources needed to support a high quality and broadly-based extra-curricular programme.

## **N.A.G. 1**

### **1.10 EDITORIAL GUIDELINES FOR STUDENT AND COLLEGE PUBLICATIONS**

#### **RATIONALE**

Official guidelines define the rights, restrictions and responsibilities of Public Relations Managers, student journalists, the teachers of such subjects as media studies and the college administration, including the college Board. Editorial policy is a statement of intent written by the staff with the approval of the Principal and, where appropriate, the Board of Trustees. Editorial policy concerns the entire content of publications produced by or under the auspices of the college. For the protection of all associated with the college and in the pursuit of the aims of the college it is essential that students and staff conform to agreed editorial policy guidelines.

#### **PURPOSES**

- To provide a means for prior review of any publication produced by any student or staff member of the college in any official capacity (including as part of any teaching and learning programme) before issuing the publication for public view.
- To define the rights of and limitations on student journalists within the overall objectives and programmes of the college.

#### **GUIDELINES**

1. No publication prepared or published on college premises by any student or staff member of the college should contain material that may expose the college to possible legal action as a result of libel, obscenity, offence to people on racial, sexual, religious, ethnic, cultural, difference in ability, socioeconomic or any other such grounds.
2. Any publication prepared or published on college premises by any student or staff member of the college must have an editorial policy approved by the Principal and/or the Board of Trustees. The preparation of such an editorial policy will take time and should not be rushed in an attempt to meet an unrealistic deadline.
3. Distribution or sale of any publication on the property of the college, or using any distribution list or distribution mechanism provided by the college, requires the permission of the Principal.

## **N.A.G. 1**

### **1.11 STUDENTS WITH SPECIAL NEEDS**

#### **RATIONALE**

Some students have special needs which are not catered for in the general curriculum. Their needs should be addressed by provision of additional resources of time, material and expertise.

#### **PURPOSE**

- To ensure that students with special needs are provided with assistance and programmes of instruction and learning designed to obtain for them the greatest possible benefit from their school experiences, and that they are catered for in the allocation of teaching time and resources.

#### **GUIDELINES**

1. Students with special needs will be identified.
2. When identified as having a special need, the student will be provided with:
  - a) A support group within the college
  - b) Access to advisory services and information as to additional resources that are available.
  - c) Consideration of the need for an Individual Educational Plan (IEP)
3. Parents of special needs students shall be consulted about and shall have access to planning and programming of the student's courses.
4. All students with special needs will be encouraged and enabled to participate in the wider life of the college no matter what the special need or disability.
5. Students with special needs students will be given every opportunity to succeed and excel in their areas of choice.
6. Other students with special needs will be the responsibility of the special needs staff working in consultation with the Team Leader of Learning Support.

## **N.A.G. 1**

### **1.12 PROVIDING FOR THE INDIVIDUAL NEEDS OF STUDENTS THROUGH APPROPRIATE COMMUNICATION**

#### **RATIONALE**

The Board of Trustees recognises that all parents / caregivers are the foremost educators of their children and must have opportunities to communicate the individual needs of their children and to find out how the college will meet those needs.

#### **PURPOSE**

- To provide the appropriate means for all parents/caregivers to make known the individual needs of their children and be informed of steps taken to meet the individual needs of their children.

#### **GUIDELINES**

1. Through parent-teacher consultations, all parents/caregivers will be enabled to make known the individual needs of their children.
2. At the time of enrolment the parents/caregivers will be invited to explain the particular needs of their children.
3. Heads of college and Form Teachers will make known the processes by which the parents/caregivers may consult with them about the particular needs of their children.
4. The college will endeavour to create an atmosphere in which parents / care-givers feel comfortable about making known the individual needs of their child. The college will encourage such communication.
5. The needs of the mainstreamed, ESOL, and high or low achieving students will be met by the consultation process, the oversight of which will be the responsibility the Learning Centre staff who will work in conjunction with the coordinator of the college's Gifted and Talented programme.
6. Individual Education Programmes will be established for those students with specific needs and monitored and reported on to the parents by the relevant staff assigned to meet the individual student's needs.

**1.13 PRIZEGIVING CEREMONIES**

**RATIONALE**

A main purpose of the college is to advance and enhance the academic achievement of students. The recognition and celebration of achievement in academic learning, in college sport and in cultural activities is necessary in appropriate and dignified ceremonies. The end of the college year is the ultimate occasion for such recognition.

**PURPOSE**

- To provide regulations for the conduct of college prize-giving ceremonies.

**GUIDELINES**

1. The four end-of-year final college assemblies shall be primarily for the purpose of recognising excellence in attainment.
2. Separate ceremonies for presentation of the academic prizes and awards will be held for Years 9 and 10, and for Years 11, 12 and 13, so that each group may have adequate time for recognition of the achievements of its student cohort. Sufficient seating for family and friends will also be assured by providing separate occasions.
3. At the senior prizegiving staff and Board members should wear appropriate academic gowns. Jackets and ties for men and formal day wear for women are expected as appropriate for the formality of the occasions.
4. The Chairperson of the Board of Trustees and the Principal should each give a short address and report on the state of the college.
5. The senior prizegiving ceremony will recognize excellence in academic achievement and also provide an opportunity to farewell the Year 13 cohort.
6. The junior college prizegiving will recognise academic excellence and celebrate the graduation of junior students.
7. There will be separate Sport and Cultural prizegiving ceremonies.

## **N.A.G. 1**

### **1.14 GIFTED AND TALENTED STUDENTS**

#### **RATIONALE**

Kuranui College recognises that students who exhibit characteristics of giftedness or have other learning needs that are significantly different from those of other children require special learning opportunities and may need emotional and social support to realise their potential.

#### **PURPOSE**

- To ensure that gifted and talented students are identified at an early stage.
- To ensure that gifted and talented students will be offered a curriculum that has been expanded in breadth, depth and pace to match their learning needs.
- To ensure that gifted and talented students will be monitored throughout their time at Kuranui College.

#### **GUIDELINES**

1. A specific enrichment programme for small groups of year 9 and 10 students identified as gifted and talented will be provided.
2. Students who have been identified as gifted in individual learning areas will be offered extra tuition and possible advancement of their learning levels.
3. At the end of Year 9, students will be identified who will be given the opportunity of undertaking NCEA Level 1 in Year 10.
4. Similar acceleration will occur in subsequent years. For example, very able students will have studied seven or eight subjects at NCEA Level 3 by the time they have completed Year 13 and may be studying for scholarships instead of Level 3.
5. Gifted and talented students will be encouraged to participate in both national and international competitions.
6. Gifted and talented students will also be encouraged to enter for Scholarship (Level 4) examinations. This will normally be in Year 13 but in some instances, students will be encouraged to enter in Year 12 when they have studied a subject at NCEA Level 3.
7. A staff member will be appointed to co ordinate strategies for identifying, extending and monitoring academically gifted students within Kuranui College.
8. Gifted and talented students in sporting and cultural activities will be given opportunities to develop their abilities through extra-curricular programmes overseen by the Sports and Arts Coordinators.

## **N.A.G. 1**

### **1.15 ASSESSMENT**

#### **RATIONALE**

It is crucial that there are common practices throughout the college to ensure that assessment is fair, valid, reliable and consistent. NCEA at Levels 1, 2 and 3 a standards based methodology of assessment is central to assessment practices at each year level. This policy is an overarching statement but should be read in conjunction with the detailed information contained in the Curriculum, Assessment and Reporting policy documentation.

#### **PURPOSE**

Kuranui College will utilise both formative and summative assessment opportunities to improve students' learning outcomes. The primary form of assessment at all levels will be standards-based. The key aspects of assessment include the following:

- The identification by teachers and learners of learning goals, intentions or outcomes and criteria for achieving them.
- The provision of effective, timely feedback to enable students to advance their learning.
- The active involvement of students in their own learning.
- Teachers responding to identified learning needs and strengths by modifying their teaching approach(es)
- Appropriate feedback to parents on students' progress and achievement.

#### **GUIDELINES**

1. Teachers must actively manage the partnership with students and parents, finding ways of involving students and parents in learning and achievement.
2. Teachers must also engage their own peers in discussion about effective assessment and teaching strategies. There should be a focus on improving student and staff learning.
3. Teachers need to be clear about school-wide goals, the curriculum, learning intentions and standards.
4. Teachers should be knowledgeable in a range of assessment practices, which may include the ability to:
  - a) Gather dependable information about the status of a student's (or group of students') learning;
  - b) Gather, interpret and evaluate information for individuals and groups of students to enhance the further development of learning;
  - c) Know how to teach students self and peer assessment strategies;
  - d) Contribute evidence to partnerships of learning (parents, colleagues, Boards).
5. In the junior school (Years 9 and 10), each learning team will determine the standards against which students will be assessed. Where appropriate, these standards will be based on the NZ Curriculum statements. Team Leaders will ensure that assessment in Years 9 and 10 will follow a standards-based model.
6. Assessment should be according to clearly specified criteria and should make it clear to students and parents whether a student is performing below, at, or above the level appropriate for his year group.
7. Assessment will be according to NZQA Guidelines and in accordance with the Kuranui College Assessment Procedures. These procedures will be reviewed in November of each year.

## **N.A.G. 1**

### **1.16 CAREERS EDUCATION**

#### **RATIONALE**

Students require career information throughout their time at Kuranui College so that they can give a context and purpose to their learning.

#### **PURPOSE**

- To provide appropriate careers education to all students.

#### **GUIDELINES**

1. The college will appoint a Careers Advisor who will receive a time allowance and financial remuneration for this role [refer 3.9 Timetable Policy].
4. The Careers Advisor will develop and deliver careers education programmes for all students appropriate to their age and curriculum level.
5. The Careers Advisor will liaise with and engage the services of careers advisory agencies, tertiary training organisations and other vocational recruitment agents as required.
6. The Careers Advisor will receive and make available career and further training information for students.
7. The Careers Advisor will make him / herself available in his / her allocated non-contact time to give students career counselling.
8. The Careers Advisor will be responsible to the team leader of Futures who will present a careers report to the Board of Trustees as part of the Futures Annual report.

## **N.A.G. 1**

### **1.17 INTERNATIONAL STUDENTS**

#### **RATIONALE**

Kuranui College values the presence of international students. They broaden what is largely the bicultural demographics of the college and expose Kuranui College students to a diverse range of cultures and languages.

#### **PURPOSE**

- To ensure that the educational and pastoral needs of the international students are adequately cared for.
- To ensure that the college has in place systems and structures to support international students.
- To ensure that Kuranui College is seen as a desirable learning institution by international students.

#### **GUIDELINES**

1. The college will be a signatory to and abide by the Code of Practice for the Pastoral Care of International Students.
2. A Dean of International Students will be appointed to organise the enrolment learning programmes and pastoral care including accommodation if required of international students.
3. All international students will be provided with ESOL tuition [if required].
4. The income and expenditure for fee paying international students will be reported on monthly.
5. Specific needs of international students will be funded from fees paid by those students.
6. If the enrolment of fee paying students significantly increases the roll above that for which the college is staffed additional staff may be employed. This staffing is to be paid for from the fees paid by international students.
7. If numbers of fee paying students warrant it a homestay coordinator will be employed.
8. International students have the same rights and responsibilities as New Zealand resident students. Behaviours of exchange students causing concern will be referred initially to the host exchange organisation. Misbehaviour of fee paying student will be dealt with by the Dean of International Students.
9. For details of the tuition agreement refund procedures, fees, homestay guidelines, insurance details, student guide and travel requests refer to the International Student Handbook [shared teacher International Students].
10. International fees will be paid into the college's accounts and accounted for separately.
11. International student fees will be available for approved refunds resulting from withdrawal from Kuranui College or in the event of the college not being able to provide tuition.

## **N.A.G. 1**

### **1.18 USE OF ELECTRONIC LEARNING DEVICES**

#### **RATIONALE**

Kuranui College recognizes that electronic devices and electronic media are integral to our everyday lives and as such it follows that they should be used to support and enhance all areas of learning.

Students need to be taught the appropriate use of eLearning.

#### **PURPOSE**

- To ensure that all students have adequate access to electronic learning (eLearning) opportunities.
- To ensure that no student is denied access to eLearning because of an inability to pay.

#### **GUIDELINES**

1. The college will issue netbooks to all Junior College students and subsidise the cost to each family.
2. The college will not deny any student access to a netbook if his/her family is financially constrained.
3. Students may only take netbooks home when their parents have made arrangements to pay all relevant costs and they have purchased a charging unit for the netbook to be used at home.
4. All students must sign that they have read the college's cyber safety procedures.
5. The college will instruct students in aspects of cyber safety, the appropriate and safe use of the internet and relevant copyright regulations.
6. Students may bring and use their own eLearning devices but they must be checked and if necessary reconfigured by the college's IT support staff.
7. Parents will be informed that students' personal devices are not covered by the college's insurance.
8. The college will provide safe storage of students' eLearning devices. It will not be responsible for the damage to or loss of these devices if students do not use this storage.
9. The college reserves the right to bar students for a specified time period from using the college's eLearning network and/or facilities if, after being warned, they continue to use them inappropriately.