

## Procedures

### CURRICULUM IMPLEMENTATION AND DESIGN

With the release of the revised New Zealand Curriculum in 2007 and until its full implementation in 2010, Mimi staff are able to plan using either document. During 2009 emphasis will be given to use of the revised document in order to prepare for its full implementation in 2010.

The new Maori Curriculum guidelines for Teaching and Learning TE Reo Maori in English Medium Schools will also be explored for implementation in 2010.

#### Timetabling

Timetables are to be displayed in classrooms and discussed with children so they are aware of daily routines. In preparing classroom timetables, teaching staff need to ensure that they are balanced in their designs and place emphasis on the Core Learning Areas of literacy and numeracy. These core areas are to receive priority in time allocation within prime learning time at the start of the day and immediately following breaks. As a rough guide, the following will be evident in the weekly timetable;

<b>Language: Reading, Writing, Speaking</b>	<b>10 hours per week</b>
<b>Mathematics and Statistics</b>	<b>5 hours per week</b>
<b>Physical Education and Activity</b>	<b>2 hours per week</b>

While recognising that a connected, contextual curriculum will see overlapping and blurred lines within curriculum areas, the remainder of the 25 hours of class time per week will be shared among the Rich Contextual Learning Areas of learning

#### te reo Maori me nga ao Maori

Science

The Arts

Social Sciences

Techology

Health

#### Targeting Maori Success

The Mimi School curriculum will place its focus on expanding on the successes of Maori in an effort to follow the '**Maori Potential Approach**'\* to improve educational engagement and outcomes for Maori as Maori. In doing so, we will follow three key principles:

**Maori Potential:** all Maori learners have unlimited potential

**Cultural Advantage:** all Maori have a rich cultural heritage that is an asset to be valued, shared, and celebrated.

**Inherent Capability:** all Maori are inherently capable of achieving success.

*\*Ka Hikitia Strategy 2008-2012*

#### Planning

Sound planning promotes effective learning and teaching. Assessment of current student competency, knowledge, and interest is an integral part of planning for learning.

- Planning must be an effective tool
- Planning must be clear and concise
- The needs of individual children and groups of children must be reflected in planning
- Planning procedures will be reviewed on an ongoing basis and in light of best practise for student learning

## Planning will take the following forms;

- **Overviews** (Long Term Plans) will be prepared each term
- **Unit planning** will be done prior to the start of units and assessed and evaluated during and at the end of the unit of learning
- Unit planning in Rich Contextual Learning Areas is to be done using template designed to encourage development of Key Competencies and our Vision '**Think, Ask, Do, Discover**'
- **Weekly/daily planning** in diary form to assist with day to day teaching and continuity between teachers
- Numeracy and Literacy planning is to include links with long term plans with reference to **specific learning intentions** and **learning experiences**

## Assessment

All student achievement is to be measured to provide teachers, students, and their families with quality information on individual student achievement and progress, as well as aid in the identification of next learning steps.

Assessment will be carried out **FOR** learning, **OF** learning, and **AS** learning, recognising the importance of involving the student at the centre of the learning process and recognising that assessment techniques can be used for all three purposes.

Both summative and formative assessment is to be used in order to measure achievement and progress toward 'norms' as well as informing the teaching and learning programme.

Each year an '**Assessment Schedule**' will be designed to ensure that all areas are assessed during the year and to allow the principal to make timely reports on achievement to the BoT, with emphasis on Core Learning Areas of literacy, numeracy, and target areas.

## Individual Cumulative Files

Each child will have a '**Cumulative File**' established upon entry to the school. This file is kept electronically on the school server as well as a hard copy for tracking through the year. The cumulative file will also contain;

- Enrolment form
- Annotated samples of written language work and Exemplar
- Written School reports and records of parent interviews
- Spelling record from Year 2
- Numeracy Diagnostic Results
- Copies of Running Records, STAR, ASSTLE, PAT, from current year

## Special Needs

Students identified as having special educational needs through assessment will have their needs discussed with other staff before contacting specialist educators for assistance.

Support for students with special educational needs will acknowledge that all students are capable of learning within the right environment and support. Specialised programmes and assistance may take the following forms.

**Contact with parents** to discuss needs in specific areas and strategies for supporting students that build on the home and school partnership.

**Individual Education Plans** developed between the teacher, student, and caregivers which identify current student ability, learning goals, identification of next learning steps, and tasks that people will undertake to meet goals.

**Special programmes** utilising opportunities for one-to-one teaching with the teacher, teacher aide.

**Learning support** involving teacher aides, parent helpers in class.

**Involvement of specialist education services** when available such as the RTLB/RTLit service, GSE, Speech Language Therapy, Reading Recovery, Public Health Nurse, etc.

**Access to equipment and programmes** as resourced by the BoT and specialist education services, ie Curiosity Kits, Rainbow Readers, etc

## **EOTC**

Education outside the classroom is an integral part of the 'whole child' approach to learning and teaching at Mimi School. All EOTC programmes will follow Health and Safety policy and EOTC procedures of Mimi School.

## **Homework**

Homework is a valuable means of enhancing the home and school partnership and empowering parents to support their child's learning.

Homework takes many forms but will, in the most part consist of:

Reading through daily readers while students are reading at levels EM-20. From Level 20, children will be encouraged to make use of the school library in an effort to introduce them to the world of literature and form their own tastes in genre and authors.

Spelling through taking home spelling words at an appropriate level.

Maths through focus on the development of basic fact and follow up work related to the classroom programme.

In addition to the above aspects, homework will be supplemented with a variety of rich tasks that enhance the school programme and strengthen the home-school partnership.

## **Classroom / School Displays**

Classroom and school displays should reflect current studies or showcase recent completed work. All displays should also reflect our core learning areas of literacy and numeracy.

## **Exercise Books**

Children will always be encouraged to do their best and presentation in exercise books should be a reflection of this expectation. However, Draft, Reading, Personal Writing, and Language books are working documents with the major focus being on content and process. Handwriting, Topic, and Current Events books also have a heavy focus on presentation. Mathematics is a learning area that is concerned with logic and reasoning and for this reason, Maths books will reflect attention to orderly and methodical layout.

In exercise books, students will be encouraged to write in blue pen, edit/mark work in red pen, and highlight success in yellow to clearly show student self assessment. Teacher editing/marking will be in green pen.

All exercise books will be marked and commented on if appropriate with the understanding that the best place for marking a child's work is with the child concerned sitting right next to the teacher. For this reason, teachers are not encouraged to take books home to be marked, instead building strategies for marking children's work into the learning programme and involving them in the marking process as **assessment as learning**.

## **Parent Involvement**

Parents and whanau have an integral part to play in the balanced education of a 'whole child'. For this reason, parents are encouraged to be involved in their child's education at Mimi School in many ways. When involved in the classroom as a helper, parents will be made aware of their obligations and the purpose of the classroom involvement and should not be left unsupervised with students other than their own.

## **Communication with parents and whanau**

**Weekly school newsletters** are sent home every Thursday. They contain news of coming events, general notices, BoT information, Home and School information, but most importantly highlight success and celebrations from the school. Teachers are able to offer forward stories of success to the newsletter.

**Individual Class newsletters** are able to be sent out from time to time as the need arises. Any individual class newsletter or notices should be approved by the principal to ensure consistency of message with weekly newsletter and other individual class notices.

**Studio Mimi** is a news programme produced by the students and principal of Mimi School. Put out in Term 2 and 4, the DVD highlights school events and successes of the previous two terms.

Teachers are encouraged to make time to discuss any concerns, celebrations, and pastoral and health care issues with parents as the opportunity arises as part of a close home-school partnership. Teachers are reminded that **informal reporting** to parents should always involve a number of positive aspects of a child's learning.

If conflict is likely to arise from any parent meeting, teachers should discuss issues with the principal before the meeting takes place and consider involving the principal in the meeting.

### **Reporting to parents**

Reporting to parents and whanau is done in two forms, reports on school wide events, and reports on individual student achievement and progress in the following formats:

#### **Formal Interviews.**

These will take place in Term 1 or 2 after staff had had opportunity to carry out a number of assessment tasks to establish the learning needs of individual students. These interviews will be focused on outlining a student's current capabilities, areas of strength and progress, before highlighting next learning steps and discussing parent involvement. Whenever a child's literacy and numeracy achievement is being reported, reference will be made to norm-referenced and national standards as and when appropriate.

#### **Written Reports**

These will be sent home during Term Four and will be concerned with documenting student strength, and progress made in the current year. Achievement will be highlighted and in areas of literacy and numeracy, references will be made to norm-referenced material and national standards as and when appropriate.

#### **Portfolios**

These currently take two forms with work samples in Years 1-3 being contained in an exercise book to be taken home twice each year, ideally in terms 1 and 3. In Years 4-6, work samples are stored and presented using digital technologies to allow students to reflect on their own achievement and progress. Use of video, photos, documents, and voice recording allow the students to be put at the centre of identifying next learning steps and sharing them directly with their families. Digitales should also be shared with families twice each year.

Both Home Sample Books and Digitales are available to be viewed by families at any time between being taken home.

Portfolios are a record of a student's current capability, as both a snapshot of learning and means of demonstrating progress. While demonstrating appropriate levels of pride in their work and high levels of expectation, they should not be concerned with looking 'pretty' at the cost of substance. Priority needs to be placed on student identification and ownership of next learning steps as evidenced through their comments on their own work, as well as resourcing parents with specific information on how they can support their children's learning.

### **Communication and Consultation with the Community**

If and when necessary public meetings will be held to discuss major or out-of-the-ordinary issues. Our learning community is encouraged to attend BoT meetings as a meeting held in public.

A **Community Newsletter** is published by the school at the end of each term to be distributed through the Rural Delivery system to families in the Mimi Zone. Copies are also available at the Urenui 4 Square for ex families to have ongoing access to them.

The Mimi Learning Community is encouraged to attend **shared lunches** to be held on the final day of each term. At these shared lunches, Studio Mimi will be screened in Terms 2 and 4,

while certificates, child speeches, and special achievements, and engagement are features of Term 1 and 3 shared lunches.

**Surveys** are conducted every two years to gather community feedback on the Health and Physical Education programme.

### **Conclusion**

Planning and assessment is a crucial part of implementing a sound curriculum at Mimi School.