

## CURRICULUM POLICY

### Policy Statement

### NAGS 1

#### 1. RATIONALE

Totara College of Accelerated Learning (Totara College), and in particular the Board of Trustees (the "Board"), is committed to providing a balanced and comprehensive educational programme of the highest standard in accordance with the National Curriculum Framework, the Special Character of the college and Biblical principles.

This is achieved by compliance with this Curriculum policy, the College Curriculum Manual, Procedures Manual and other college policies.

#### 2. BIBLICAL BASIS

"You shall love the Lord your God with all your heart, with all your soul, and with all your might. And these words which I command you today shall be in your heart; you shall teach them diligently to your children...." - *Deuteronomy 6 v 5 - 7*

"Study to show yourself approved unto God, a workman that needeth not to be ashamed, rightly dividing the word of truth." - *II Timothy 2 v 15 (KJ)*

"All Scripture is inspired by God and profitable for teaching, for reproof, for correction, for training in righteousness; that the man of God may be adequately equipped for every good work." - *II Timothy 3 v 16 & 17 (NASV)*

As a Christian college all learning is based upon the fundamental belief that God is the Creator of all things and the "author and finisher of our faith" (Heb 12 v 2 NASB) and that the Bible is the primary medium through which God has chosen to instruct and inform his creation in how to live.

The Bible makes it clear that parents have a responsibility to educate their children and to prepare them for life and in particular a life of service and obedience to the will of God.

The curriculum, while meeting all responsibilities to the National Curriculum Framework, is delivered from a Biblical perspective, embodying the values and truths that are essential for preparing the next generation of New Zealand citizens and leaders.

#### 3. STATEMENT OF SPECIAL CHARACTER

The special Character of the college is an integral part of the whole curriculum policy.

Parents wishing to enrol their children in the college must have an understanding and willingness to support the special character of the college.

#### This is defined as:

1. Totara College of Accelerated Learning is a Christian school established by and for parents choosing a God-centred education for their children.

The mission statement of the school is:

Totara College provides Biblically-based, Christian education to assist parents in their God-given task to bring up their children in the "training and instruction of the Lord" so that they may, "love and serve the Lord their God with all their heart, soul, mind and strength."

*Deut 6:5*

*Ephesians 6:4*

2. The special Character of the School is determined by the faith systems made of the Christian beliefs, values and lifestyles of the Dannevirke Christian Fellowship as determined from time to time by the Trustees of the Dannevirke Christian Fellowship Charitable Trust.

Namely:

- (a) God is Creator of heaven and earth, of all things visible and invisible, sustaining and ruling over creation, including man.
  - (b) God is the source of all wisdom and knowledge.
  - (c) God the Father, Jesus His Son and the Holy Spirit are relevant to every area of study and endeavour in the college.
3. The college reflects this by:
  - (a) Using the Bible as the basis for exploring God's world and as a standard against which to compare and interpret all curriculum materials.
  - (b) Teaching Christian values and behaviour through the process of acknowledgement of sin, repentance, and acceptance of Jesus' gift of grace.
  - (c) Using prayer as a key tool in learning, inviting the Holy Spirit into every learning situation.
  - (d) Encouraging each student to give their best because God creates and equips each person for their unique role in His service, and acknowledging achievement in accordance with the student's effort.
  - (e) Inextricably integrating knowledge and understanding with Christian beliefs through a balanced, comprehensive range of learning strategies, based upon appropriate Christian curriculum and proven educational programmes.
  - (f) Acting as a continuum and extension of the teaching provided in the Christian home.
  - (g) Providing an environment where children, parents and teachers can experience Godly relationships, showing the character of Christ in love, discipline, respect, honour and trust, and witness an exemplary demonstration of Biblical truths in the lives of others.
  - (h) Providing staff who are suitable role models of the qualities it seeks to engender in the students.

## 4. LEGISLATION

The current legislation that relates to the Curriculum policy and practices are as follows:

- (a) Education Act 1989 and Amendments
- (b) Area School Teachers Collective Employment Contract

- (c) Private Schools Conditional Integration Act 1975
  - i. Membership of Appointment Committee (S63)
  - ii. Consultation with Proprietor on acceptability of applicants (S68)

## 5. NAG 1: CURRICULUM STATEMENT

NAG 1 states the following:

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 (including gifted and talented students)
  - 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.

Totara College has attempted to meet the requirements of the guidelines through the implementation of the Policies, Procedures and Supporting Documents contained in its College Curriculum, Procedures manual, and SCEE Administration manual.

## 6. NATIONAL EDUCATION GOALS

Education is at the core of our nation's effort to achieve economic and social progress. In recognition of the fundamental importance of education, the Government sets the following goals for the education system of New Zealand.

1. The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.
2. Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.
3. Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.
4. A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.
5. A broad education through a balanced curriculum covering essential learning areas with high levels of competence in the basic literacy and numeracy, science and technology and physical activity.
6. Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual needs.
7. Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.
8. Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand.
9. Increased participation and success by Maori through the advancement of Maori education initiatives, including education in Te Reo Maori, consistent with the principles of the Treaty of Waitangi.
10. Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgement of the unique place of Maori, and New Zealand's role in the Pacific and as a member of the international community of nations.

## 7. NEW ZEALAND CURRICULUM AND DOCUMENTS

The Board accepts its responsibility to the New Zealand Curriculum and Documents and will implement curriculum programmes that meet its criteria and reflect its aims and intentions. It does not limit itself however to these documents but will also incorporate principles, essential learning areas, key competencies and attitudes and values of other reputable curriculum.

## **DIRECTIONS FOR LEARNING**

### **VISION**

Young people who will be confident, connected, actively involved, lifelong learners

### **PRINCIPLES**

High expectations Treaty of Waitangi Cultural diversity Inclusion Learning to learn  
Community engagement Coherence Future Focus

### **LEARNING AREAS**

English      Science      Social Sciences Mathematics and Statistics  
Learning Languages      Technology The Arts Health & Physical Education

### **KEY COMPETENCIES**

Thinking  
Using languages, symbols and texts  
Managing self  
Relating to others  
Participating and contributing  
Integrity

### **VALUES**

Excellence  
Innovation, inquiry, curiosity  
Diversity  
Equity  
Communication and participation  
Respect  
Ecological sustainability

## **8. CURRICULUM STATEMENT**

It is the aim of this college to provide an educational programme of the highest standard which will equip all its students for success, both now and in the future, and meet its obligations to the National Administration and Education Guidelines.

- 8.1. To enable each student to acquire the skills, attitudes and knowledge they will need to become complete and fully mature individuals: spiritually, mentally, socially and physically.
  - (a) By providing a comprehensive and balanced educational programme
- 8.2. To recognise each student as an individual and to cater for their individual needs and interests.
  - (a) By providing a variety of educational learning experiences
  - (b) By providing a programme which enables each student to progress at their own rate and at a level at which they can succeed
  - (c) By being sensitive to each student in all learning situations
- 8.3. To ensure that each student attains levels of excellence in all aspects of learning.
  - (a) By regularly and consistently measuring each student's progress against specific objectives
  - (b) By providing a programme that will enable each student to attain certificates of academic achievement recognised both nationally and internationally.

- 8.4. To enable each student to assume responsibility for their own learning and to become independent learners.
  - (a) By teaching each student the skills of goal setting and time management
  - (b) By providing incentives and rewards that teach each student the benefits of diligence in their work
  - (c) By teaching each student positive and creative work habits
  - (d) By making each student accountable for their learning
  - (e) By training each student in research and information gathering skills
- 8.5. To enable each student to apply what they have learned in a practical and effective manner so that others may benefit.
  - (a) By providing a programme and environment that will teach each student corporate responsibility
  - (b) By teaching each student self discipline and consideration for others
  - (c) By teaching each student the skills needed to effectively communicate in a variety of situations
- 8.6. To enable each student to assimilate, use and experience the benefits of what is learned and to see their relevance to every day life.
  - (a) By providing practical learning opportunities whenever possible
  - (b) By equipping each student for their future vocations, calling and role in life.

## 9. CURRICULUM STRATEGIES

The Board recognises the need to use a diversity of learning strategies to cater for each student's particular learning styles and to most effectively deliver the curriculum objectives.

It is important that, while a student may respond more readily to one type of strategy than another, they be exposed to and involved in, as many different types of learning strategies as possible.

The curriculum strategies are based upon the premise that "*students [are] at the centre of teaching and learning.*" (The New Zealand Curriculum Page 9).

### 9.1. Student Centred Learning

The primary objective of the curriculum delivery is to ensure that quality learning takes place. This is based upon providing students with appropriate resources and the skills, knowledge and attitudes that they need to be independent learners. To accomplish this all programmes and study units are planned so that they can be completed by a student independently wherever possible.

The individual needs of students will be met by self instructional and multi level teaching strategies which ensure that every student works at their appropriate level of ability and at a rate at which they can succeed.

### 9.2. Mastery Learning

Mastery learning requires the students to master the learning objectives at one level before proceeding onto more complex and advanced levels of learning. This

is to minimise learning gaps and to ensure that all students build a solid foundation to meet the demands of future learning objectives. It is important that students demonstrate sufficient levels of mastery to ensure success in their future learning.

An important part of the curriculum programme is to build in students the skills and knowledge essential for success in all aspects of their learning. That means acquiring, developing and maintaining essential knowledge and skills in all subject areas. Without these skills and knowledge, students are not equipped to cope with more diverse and varied learning opportunities provided by the curriculum programmes.

To achieve mastery and competency in this area learning strategies are used which require students to become fluent in basic skills and knowledge and to demonstrate their ability to recall both short and long term information and techniques.

### 9.3. Learning Based Inquiry

While fluency in basic skills and knowledge is an essential part of the students learning process, it is important that students be able to apply and see the relevance of this to every day life.

The opportunity for students to look for problems as well as solve them, to create and produce rather than reproduce is important if a student is to succeed in life. A balanced programme includes concept learning, developing and maintaining skills and knowledge, and learning to tackle applications.

Learning strategies will be used to develop in each student critical thinking and problem-solving techniques which include both convergent and divergent approaches. These will include the systematic collection of data or evidence, experimentation (trial and error followed by improvement), flexibility and creativity, and reflection.

Our goal is to produce students who can take initiative, accept responsibility, be self-reliant, contribute to society, produce results, and make a difference; students who can accept a challenge, take a risk, and who have the confidence to deal with any problem or difficulty that they may be faced with.

### 9.4. Teacher Directed Learning

The teacher is one of the most important resources in the delivery of the curriculum. While their primary role is to ensure quality learning, their involvement with student learning is an essential component of the curriculum programme. It is important that students develop the ability to listen attentively, follow instructions, ask questions and interact effectively with the teacher.

The teacher will be actively involved with student learning through conferencing, instructing, explaining, tutoring, motivating, disciplining, modelling, guiding, inquiring, demonstrating etc.



#### 9.5. Interactive Learning

Students can learn with and from other students provided the learning activities are well prepared, planned and executed. Students need to work co-operatively with others to take full advantage of all learning opportunities but also to become contributing members of society.

#### 9.6. Learning Skills

For students to be independent learners and to maximise every learning opportunity they need to be involved in the following learning activities: research, investigation, information gathering, processing information, reasoning, experimentation, problem solving, planning, recording, reporting, and presentation.

Curriculum strategies are used to ensure that these important skills are developed through appropriate learning activities and programmes.

#### 9.7. Learning Styles

The Board recognises that students have different learning styles. Learning activities will be provided that accommodate the three main learning styles of auditory, visual and tactile learning.

#### 9.8. Learning Processes

Curriculum programmes are designed to accommodate the six levels of cognitive processes as defined in Bloom's Taxonomy of Education. These six levels being: knowledge, comprehension, application, analysis, synthesis and evaluation.

As the curriculum programmes seek to meet the individual needs of all students it is recognised that not all students will be able to operate at each or all of the levels and the expectations placed on students will be adjusted accordingly.

Programmes prescribed for students will reflect their learning styles and abilities.

#### 9.9. Learning Environment

The learning environment must facilitate all learning activities and cater for the diversity of curriculum learning strategies and programmes. It needs to provide a positive, creative, and harmonious working environment for its students.

Student offices ensure students are able to complete learning tasks without the distraction of other students. They also provide an opportunity for students to accept responsibility for organising their work and managing their time effectively.

Removing partitions, group tables and the use of the multi purpose learning centres, provide for interaction and group work.



#### 9.10. Information Technology in Learning

The Board is committed to utilising the full range of technology in order to most effectively deliver the college curriculum.

Technology is seen as a means and an essential tool to enhance, develop and optimise student learning. With the constant changes in the development of technology the Board will continually review and upgrade the technology being used to ensure its relevance to the curriculum programme.

#### 9.11. Learning Resources and Equipment

The Board is committed to providing resources and equipment that will enable students to utilise a variety of learning tools.

Resources and equipment will be chosen for all essential learning areas and will be effective, modern and sufficient. Resources and equipment will be selected to support and enrich the curriculum programmes so that all students can maximise their learning potential and achievement.

### 10. CURRICULUM ASSESSMENT AND EVALUATION

Monitoring and evaluation are necessary to assess a student's learning status and to help teachers plan programmes that will meet the specific learning needs of each student. It is an important part of the process of reviewing the effectiveness of the curriculum programmes being used.

Assessments will involve multiple techniques including written, oral and demonstration formats. Self, peer, group and team activities will also be assessed.

Assessment will be an integral part of the students' learning programmes designed to continually monitor progress and achievement and to address any problems or issues facing student learning.

Teachers must report to students and their parents on the student's progress and achievement in relation to National Standards. They are to report to parents in writing twice a year in easy to understand language, and at parent interviews in July.

The Principal must report school-level data in the Analysis of Variance report on National Standards under three headings:

- i school strengths and identified areas for improvement;
- ii the basis for identifying areas for improvement;
- iii planned actions for lifting achievement.

Qualifications gained by students while at college will use a combination of continual assessment and external exam formats. It is recognised that students may not perform in the artificial environment of an external exam but may well have been diligent, conscientious and have demonstrated mastery during their course of study.

All assessments will be related to the students' prescribed programme of learning and will be relevant to both the appropriateness of the level of work and the expectation that the student can achieve.

## **11. CURRICULUM REPORTING**

The Board recognises the rights of parents to be honestly and adequately informed of their children's progress and achievement.

Parents are always welcome to contact the teacher and discuss any aspect of their child's programme. Reporting to parents should therefore be honest, accurate and current. A teacher must be able to demonstrate through documentation, what level a student is at, what programmes are being used and what progress has been made during a specific period of time.

Formal Students Progress Reports for Secondary & Portfolios for Primary Students are sent to parents at the end of each semester.

Reports on student achievement in the Curriculum areas, particularly Pace, Literacy and Numeracy are given to the Board twice yearly.

The Principal must report the National Standards in the board's annual report on:

- i. the numbers and proportions of students at, above, below or well below the standards, including by Māori, Pasifika and by gender (where this does not breach an individual's privacy);
- ii. how students are progressing against the standards as well as how they are achieving.

## **12. CURRICULUM DELIVERY**

The Procedures Manual explains the why, what, when and how the curriculum is delivered and covers the philosophy, the aims and objectives, the scope and sequence, the evaluation and assessment strategies and the resources and equipment required. This comprehensive document provides direction and the specifics for teachers to implement a dynamic and effective programme in each of the essential learning areas. This manual is a living document and will be constantly reviewed and adapted to meet the changing needs of all students. It will reflect current teaching trends and strategies and will accommodate the most recent teaching programmes and resources available.

## **13. CURRICULUM PROCEDURES**

In order to meet the changing needs of the college, its teachers and students, the procedures and practices utilised in the delivery of the curriculum will change and develop accordingly.

To accommodate this, a separate Procedures Manual has been written detailing the procedures used to implement and deliver the college curriculum policy.

## **14. CURRICULUM REVIEW**

To maintain levels of excellence in curriculum delivery all curriculum areas will be reviewed on an ongoing basis. The Curriculum review is a part of the Self Review Programme of NAGS 2.

## 15. EQUAL OPPORTUNITIES

All students shall have equal opportunity to participate and succeed in the full range of college activities provided for at each age level. Curriculum strategies are designed to accommodate all students and will provide specialist help and assistance whenever appropriate.

## 16. STAFF PROFESSIONAL DEVELOPMENT AND APPRAISAL

The Board recognises that its greatest resource is its staff and is committed to serving and equipping all personnel with suitable professional development and appraisal programmes.

## 17. SPECIALIST AND ADVISORY SERVICES

The Board will utilise and take advantage of all specialist and advisory services necessary to meet the learning needs of its students.

## 18. ERO

The Board acknowledges the role and responsibilities of the Education Review Office and will co-operate fully with their representatives.

## 19. QUALIFICATIONS

When students reach a level of competence in their chosen course of study, a number of qualification options become available and each student is encouraged to work toward achieving the level of excellence required to gain that certification.

The secondary curriculum programme is structured so that students can gain any or all of the qualification options available.

### 19.1. A.C.E. Certificates

These are a nationally and internationally recognised series of qualifications and equate to New Zealand Years 11, 12 and 13 levels of study.

The criteria are based upon students successfully completing appropriate and approved courses of study with a minimum assessment score of 80%. Students accumulate credits towards the certificate which are made up of mandatory core subjects at each level in a prescribed manner, plus a number of discretionary electives.

Students may graduate from Totara College with one of the following certificates:

#### Achievement Certificate:

NZ ACE Certificate of Achievement (Any number of credits)

#### Academic Certificates:

NZ ACE Certificate Level 1 (17 credits)

NZ ACE Certificate Level 2 (23 credits)

NZ ACE Certificate Level 3 (29 credits)

NZ ACE Certificate Level 3 with Honours (29 credits)

### 19.2. N.Z.Q.A.

All students will be given the opportunity to acquire N.Z.Q.A. approved unit standards.

19.3. NCEA Level 1 at Year 11

Students will also be given the opportunity to complete Level 1 NCEA at Year 11. They need to gain 80 NCEA credits including a compulsory 10 credits in literature and 10 credits in numeracy. Work experience and Outdoor Experience programme will also contribute credits toward this Level 1 certificate.

*Supplementary Documents:*  
*Maori Achievement Policy*  
*STAR Policy*  
*Gateway Policy*  
*Special Education Policy*

**RATIFIED BY:**

Chairperson/ \_\_\_\_\_ Date \_\_\_\_\_  
Trustee

Principal \_\_\_\_\_ Date \_\_\_\_\_

*To be reviewed, August 2016*