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## NAG 1

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### NAG 1 CURRICULUM

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## CURRICULUM

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### 1.1 Curriculum

#### *Procedures*

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1. Separate 'Curriculum Development Plans' are developed for each of the following areas:
  - Te Reo Matatini
  - Pāngarau
  - Pūtaiao
  - Hangarau
  - Tikanga-ā-Iwi
  - Ngā Toi
  - Hauora Hākinakina
  - Te Reo Ingarihi (Tau 6 – Tau 8)
2. A Staff hui is held at the beginning of each year, prior to the start of Kura, to develop the curriculum in accordance with the curriculum statements and curriculum development plans. Te Marautanga o Aotearoa and annual Tirohanga Whānui.
3. An Information Communication & Technology (ICT) programme is intergrated into the curriculum.
4. Monitoring and assessment of tauira progress is an integral part of planning and teaching.
5. Te Kura Kaupapa Māori o Manawatū shall enter teams into sports leagues with other teams/ Kura, with the focus on increasing physical skills, participation, teamwork and learning the activity being taught.
6. Curriculum areas are self reviewed on a cyclical basis.

#### *Responsibilities*

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1. Pouako are responsible for the development of the curriculum and curriculum development plans.

#### *Documentation*

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- Marau
- National Administration Goal 1
- Te Aho Matua
- Minutes of planning hui
- Marau a kura
- Tirohanga Whānui
- Self Review Programme



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## CURRICULUM DELIVERY

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### 1.2 Curriculum Delivery

#### *Procedures*

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1. Pouako are to plan programmes around the curriculum, which addresses the individual needs of each taura within their akomanga.
2. Sound learning and teaching practices will be employed to improve the quality of learning for all taura.
3. Individual learning styles are to be determined and catered for as appropriate, or as determined by the availability of resources.
4. Teaching and learning programmes cover all the essential learning and skill areas of the curriculum / marau.
5. Taura are to be encouraged to take greater responsibility for their own learning.

#### *Responsibilities*

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1. Each Pouako is responsible for the effective delivery of the curriculum within his/her own akomanga.
2. In the role of educational leader, the tumuaki is responsible for overseeing all facets of curriculum delivery. This is overseen by the Pouako Matua who are responsible for the observations of the delivery of the curriculum and sighting the curriculum planning.

#### *Documentation*

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- National Education Goals 1-10
- Te Marautanga o Aotearoa
- National Administration Guidelines
- Te Aho Matua
- Relevant programme documentation
- Tirohanga Whānui
- Timetable



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## Te Aromatawai

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### 1.3 TE AROMATAWAI

#### *Procedures*

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1. Taura progress is not to be compared to the progress of any other taura.
2. Taura progress is aligned to Ngā Whanaketanga Rumaki.
3. Each assessment task undertaken must be clear and promote taura learning.
4. Diagnostic, formative and summative assessment procedures including OTJ's are to be devised by a team of pouako using the following guidelines:
  - Clear guidelines and objectives are to be set when planning assessment.
  - Assessment is to be against the set objectives.
  - Success and endeavour is focused on and celebrated.
  - Students are not to be compared to each other.
  - Statements are to be based on what each Taura can do, not what he/she cannot do.
  - Assessment activities are to be planned which are appropriate to the needs of the taura, accounting for individual, as well as group needs.
  - Activity based assessment activities are to be implemented where possible.
  - Relevant assessment activities are to be provided in a non threatening environment.
  - Accurate and on-going records are to be kept.
  - Positive, constructive feedback to the student is to be provided at all times during the assessment process.
  - Taura are to be involved in their own peer and group assessment activities.
5. Taura will be encouraged to judge their own progress and performance in accordance with guidelines set by the pouako.
6. Pouako access to suitable professional development programmes is to be allowed to ensure pouako have enhanced knowledge of assessment procedures.
7. No information will be disclosed to any other agency (except when transferring records with a taura), unless mātua/ kaitiaki are in an agreement. Mātua/kaitiaki are able to view any assessment paperwork that may be currently in use.

#### *Responsibilities*

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1. Pouako are responsible for:
  - The implementation of the assessment procedures and carrying out the assessment of their taura.
  - Setting self and peer assessment tasks.
  - Seeking and applying to attend suitable professional development programmes to enhance assessment procedures.



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## Te Aromatawai

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2. The Board of Trustees, through the Tumuaki, is responsible for approval of professional development programmes.

### *Documentation*

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- Te Waharoa ararau a Kura
- Written Report Format
- Self and Peer assessment guidelines
- 'Assessment, Policy to Practice' Ministry of Education 1994
- Te Marautanga o Aotearoa
- Privacy Act
- NAG 1



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## PLANNING AND PREPARATION

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### 1.4 Planning and Preparation Procedure

#### *Procedure:*

1. Pouako will set goals and objectives that are achievable, and that enhance the learning of the taura.
2. A planning hui will be scheduled prior to the beginning of each new school year, to set down a school-wide long term plan for the year-coverage of the school schemes and curriculum.
3. Planning hui will also be scheduled prior to the beginning of each new term, to evaluate the progress made in the previous term, as well as to update all set activities for the coming term.
4. Planning books should detail curriculum delivery on a weekly basis, and should also document the requirements as set in the long term plan.
5. Planning and preparation is to be clearly set out so that relievers can follow the schedule if required.

#### *Responsibilities*

1. Each pouako is responsible for the planning and preparation for their own akomanga.
2. The Senior Management Team is responsible for organising and facilitating the planning hui, and for ensuring that coverage of a balanced curriculum is planned.

#### *Documentation*

1. Planning books.
2. Yearly plans/long term plan.
3. School Schemes/Māhere-ā-Kura.
4. Curriculum Development Plans.
5. NAG 1.



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## PROGRESSION OF STUDENTS

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### 1.5 Progression of Students Procedure

#### *Procedure:*

1. The assessment guidelines as laid out in the 'Te Aro Matawai' policy statement are to be used in the first instance to identify taura as being ready for progression.
2. Taura will only progress if and when they are assessed to be ready in all aspects of their development.
3. Recommended progression outside of normal year and peer groups is to be first fully discussed with the Senior Management Team.
4. Parent(s)/guardian(s) are to be consulted about an approved, intended progression, and the input of the taura in question should also be considered.

#### *Responsibilities*

1. Individual pouako are responsible for:
  - Identifying taura ready for progression.
  - Following the correct assessment procedures.
  - Taking recommendations for taura progression to the Senior Management Team.
  - Organising consultation with the parent(s)/guardian(s).
  - The Tumuaki gives final approval for progression of a taura to another akomanga.
2. The Tumuaki is responsible for checking progression documentation, and determining whether the recommendation for progression should actually proceed, and then giving approval.

#### *Documentation*

1. Te Aro Matawai policy.
2. Special Needs Policy.
3. Assessment documentation.
4. NAG 1.



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## SPECIAL NEEDS

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### 1.6 Special Needs Procedure

#### *Procedure:*

1. Pouako will collect and collate data that identifies special needs.
2. An annual consideration of special needs and priorities will result in recommendation for allocation of funds.
3. The progress of taura identified as having special needs will be monitored.
4. The progress of taura receiving additional assistance will be reported at agreed intervals to the Tumuaki and Board of Trustees.
5. A staff member will be designated as Special Education and Needs Co-Ordinator (SENCO).
6. A register of taura with Special Needs will be kept.
7. The needs of pouako and pouāwhina for professional development concerning special needs (including gifted education) will be reviewed annually.
8. I.E.P.'s will be developed as appropriate for taura with special needs.
9. Appropriate extension programmes and activities will be available for gifted students.
10. Outside agencies will be involved as required or appropriate.
11. Wherever additional assistance is suggested for taura, mātua/caregivers will be actively involved in the decision making process.

#### *Responsibilities:*

1. Pouako are responsible for:
  - Identifying taura with special needs (including gifted students).
  - Consultation with SENCO.
  - Implementation of I.E.P.'s and extension programmes and activities.
2. The SENCO is responsible for:
  - Keeping the register of Special Needs taura up to date.
  - Providing special needs professional development opportunities for staff.
  - Supporting pouāwhina in their roles.
  - Liaising with mātua and caregivers.
  - Assisting Tumuaki with budgeting for the special needs area.

#### *Documentation:*

1. Special Education 2000.
  2. Ongoing and Transitional Resourcing Scheme.
  3. Resources Teachers of Learning and Behaviour
- NAG 1.  
NAG 7.





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## EVALUATION

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### 1.7 Evaluation

*Procedures:*

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1. Ensure any data being used or produced is valid, reliable and manageable.
2. Ensure the correct assessment and evaluation procedures are consistently followed for any Kura-wide evaluation programmes.
3. Record evaluation results along with any recommendations for change.
4. Report evaluation results as required, in the correct manner.
5. Implement any changes that may be required to affect improvement.

*Responsibilities:*

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1. Pouako are responsible for carrying out evaluation.
2. The Tumuaki is responsible for ensuring relevant evaluation is carried out by all staff reported to the Tumuaki through team leaders.
3. The Board, through the Tumuaki, is responsible for ensuring that actions are undertaken to address any identified areas.

*Documentation:*

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1. Evaluation results.
2. Reports to the Board.
3. NAG 1.



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## CAREER GUIDANCE

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### 1.9 CAREER GUIDANCE

*Procedures:*

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1. Identify any students that may be at risk of leaving Kura unprepared for the transition into Kura Tuarua, or the workplace.
2. Concentrate resources on preparing identified students for transition into Kura Tuarua.
3. Source a range of current, up to date, appropriate careers information and educational material.
4. Assist at risk students to identify preferred, or suitable career options.
5. Provide specific careers counselling where required.

*Responsibilities:*

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1. The year 7 and 8 Pouako is responsible for developing an appropriate careers guidance programme.

*Documentation:*

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1. Careers information and educational material.
2. Long term plan.
1. Supporting careers programme documentation.
2. Documentation of any careers counselling.
3. NAG 1.

*Outcome:*

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Students are well prepared for the transition into Kura Tuarua, and have an idea about what line of employment they would like to pursue, or study towards.



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## WHARE PUKAPUKA

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### 1.10 Whare Pukapuka Procedure

#### *Procedures:*

1. The resources of the Focus Development Programme are utilised to assist in the establishment of the kura library.
2. Roles and responsibilities for library-based positions are developed.
3. A library budget is submitted to the board on an annual basis, which covers the maintenance, management and development of the physical space as well as the collection.
4. An annual buying plan is submitted to the board for approval.
5. The library environment is maintained in a stimulating, attractive, inviting and comfortable condition, with appropriate furniture, furnishings, shelving, displays and equipment.
6. Access arrangements are determined and published for the students and wider kura community.
7. Appropriate professional development is provided to enable pouako to implement a kura-wide information skills plan to teach information skills at all levels.
8. An appropriate software programme is purchased and installed to enable better cataloguing and location of resources.

#### *Responsibilities*

1. Te Ohu Whare Pukapuka is responsible for all facets of library management and training.
2. The board is responsible for considering and approving budget allocations

#### *Documentation:*

1. Te Aho Matua
2. National Education Goals
3. National Library of New Zealand information
4. Focus Development Programme



## EOTC

### 1.11 EOTC

#### *Procedures:*

1. Planning of trips take into consideration the needs of all tamariki and the financial restrictions of the whānau.
2. A Risk Analysis Plan or Safety Action Plan is developed for each trip in the early planning stages, and presented to the Tumuaki and BoT.
3. The mātua of each tamaiti attending the trip gives their permission by way of a signed permission slip, for each outing.
4. Adequate adult/child ratios are maintained throughout the duration of the trip.  
For EOTC trips around water, the adult/child ratios are as follows:  
Junior Syndicate: 1:5 (1:4 is preferable)  
Middle Syndicate: 1:6  
Senior Syndicate: 1:7
5. All volunteer supervisors must be 18 years of age or over.
6. Kura rules apply in planning and managing the trip, and throughout its duration.
7. The person in charge of the trip has the right to send a student home in exceptional circumstances.

#### SPECIAL NEEDS:

8. Each special needs tamaiti is assured of a caregiver whilst on off-site trips, as well as on-site overnight stays.
9. Over and above designated special needs tamariki, children whom the Kura deems to have extra needs requiring supervision and care in excess of that which would otherwise be reasonably provided on a trip, are also accompanied by a caregiver.
10. If a caregiver is not available, then the matua must or delegated caregiver must attend.
11. A 'Needs Chart' is completed for each of these tamariki, clearly outlining their specific needs.
12. In the case of tamariki with behavioural needs, clear management strategies are in place prior to the trip, and all adults participating in the outing (ensuring that the privacy rights of the tamaiti involved are not infringed upon) are made aware of the strategies to maintain consistency.

#### *Responsibilities*

1. It is the responsibility of the pouako/team in charge of the trip to cover all aspects of the planning, resourcing, organising and management stages of the trip, which includes fully informing attending mātua of their responsibilities whilst on the trip.
2. The Kura whānau is responsible for approving major Kura trips (overseas trips) via Pā Harakeke. However, for all day excursions, or should there be time constraints or special circumstances, the Tumuaki is able to give approval.
3. The pouako of each special needs tamaiti is to work in close consultation with the mātua of that tamaiti, to appoint a caregiver for each trip as it eventuates.
4. It is the responsibility of the mātua of each special needs tamaiti to ensure that the caregiver knows of, and can deal with the needs of that tamaiti.



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## EOTC

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5. It is the responsibility of the caregiver to keep the special needs tamaiti/tamariki in their care, safe and properly looked after at all times whilst away.
6. It is the responsibility of each adult on the trip that has been assigned a roopū to take care of, to ensure that each tamaiti in that roopū is safe and properly looked after at all times whilst away.
7. It is the responsibility of each matua to ensure that:
  - ☐ their tamaiti/tamariki has appropriate clothing, bedding and any other equipment that may be required, available for each trip as is necessary;
  - ☐ the pouako of their tamaiti/tamariki is informed of any medical, physical or emotional conditions which may affect the participation of that tamaiti in any of the trips planned activities.

### *Documentation*

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1. Trip planning documentation
2. Risk Analysis Plan or Safety Action Plan
3. Needs charts for special needs tamariki
4. Permission Slips
5. National Administration Guideline 1
6. Te Aho Matua

28 October 2012

## TKKM o Manawatu Cybersafety Policy

### Important terms used in this document:

- (a) The abbreviation 'ICT' in this document refers to the term 'Information and Communication Technologies.
- (b) 'Cybersafety' refers to the safe and responsible use of the Internet and ICT equipment/devices, including mobile phones
- (c) 'School ICT' refers to the school's computer network, Internet access facilities, computers, and other school ICT equipment/devices as outlined in (d) below
- (d) The term 'ICT equipment/devices' used in this document, includes but is not limited to, computers (such as desktops, laptops, PDAs), storage devices (such as USB and flash memory devices, CDs, DVDs, floppy disks, iPods, MP3 players), cameras (such as video, digital, webcams), all types of mobile phones, video and audio players/receivers (such as portable CD and DVD players), Gaming Consoles, and any other, similar, technologies as they come into use.

## TKKM o Manawatu Cybersafety Policy

### Rationale

TKKM o Manawatu has a statutory obligation to maintain a safe physical and emotional environment, and a responsibility to consult with the community. In addition TKKM o Manawatu Board of Trustees has a responsibility to be a good employer.

These three responsibilities are increasingly being linked to the use of the Internet and Information Communication Technologies (ICT), and a number of related cybersafety issues. The Internet and ICT devices/equipment bring great benefits to the teaching and learning programmes, and to the effective operation of the school.

The Board of TKKM o Manawatu places a high priority on providing the school with Internet facilities and ICT devices / equipment which will benefit student learning outcomes, and the effective operation of the school.

However, the Board recognises that the presence in the learning environment of these technologies (some provided partly or wholly by the school and some privately owned by staff, students and other members of the school community), can also facilitate anti-social, inappropriate, and even illegal, material and activities. The school has the dual responsibility to maximise the benefits of these technologies, while at the same time to minimise and manage the risks.

The Board thus acknowledges the need to have in place rigorous and effective school cybersafety practices which are directed and guided by this cybersafety policy.

### Policy

TKKM o Manawatu will develop and maintain rigorous and effective cybersafety practices which aim to maximise the benefits of the Internet and ICT devices/equipment to student learning and to the effective operation of the school, while minimising and managing any risks.

These cybersafety practices will aim to not only maintain a cybersafe school environment, but also aim to address the need of students and other members of the school community to receive education about the safe and responsible use of present and developing information and communication technologies.

### Policy guidelines

Associated issues the school will address include: the need for on-going funding for cybersafety practices through inclusion in the annual budget, the review of the school's annual and strategic plan, the deployment of staff, professional development and training, implications for the design and delivery of the curriculum, the need for relevant education about cybersafety for the school community, disciplinary responses appropriate to breaches of cybersafety, the availability of appropriate pastoral support, and potential employment issues.

To develop a cybersafe school environment, the board will delegate to the principal the responsibility to achieve this goal by developing and implementing the appropriate management procedures, practices, electronic systems, and educational programmes. These will be based on the latest version of the NetSafe® programme for schools, endorsed by the New Zealand Ministry of Education. *The NetSafe® Kit for Schools*, including its templates for policies and use agreements, will play a central role in this process.

A process for reporting back to the board by the principal will be agreed upon and established. Frequency and content of reporting will be included.

In recognition of its guardianship and governance role in the cybersafety of the school, the board will also develop a policy relating to board trustee use of ICT devices / equipment. This will cover all use of school-owned/leased and privately owned/leased ICT devices/equipment containing school data/information on or off the school site.

**Guidelines for TKKM o Manawatu cybersafety practices**

1. The school's cybersafety practices are to be based on information contained in the latest version of the *NetSafe® Kit for Schools*, which is endorsed by the New Zealand Ministry of Education as best practice for New Zealand schools.
2. No individual may use the school Internet facilities and school-owned/leased ICT devices/equipment in any circumstances unless the appropriate use agreement has been signed and returned to the school. Use agreements also apply to the use of privately-owned/leased ICT devices/equipment on the school site, or at/for any school-related activity, regardless of its location. This includes off-site access to the school network from school or privately-owned/leased equipment.
3. TKKM o Manawatu user agreements will cover all board employees, all students (including adult and community), and any other individuals authorised to make use of the school Internet facilities and ICT devices/equipment, such as teacher trainees, external tutors and providers, contractors, and other special visitors to the school.
4. The use agreements are also an educative tool and should be used as a resource for the professional development of staff.
5. Use of the Internet and the ICT devices/equipment by staff, students and other approved users at TKKM o Manawatu is to be limited to educational, professional development, and personal usage appropriate in the school environment, as defined in individual use agreements.
6. Signed use agreements will be filed in a secure place, and an appropriate system devised which facilitates confirmation that particular individuals are authorised to make use of the Internet and ICT devices/equipment.
7. The school has the right to monitor, access and review all use. This includes personal emails sent and received on the schools computer/s and/or network facilities at all times.
8. The school has the right to audit at anytime any material on equipment that is owned or leased by the school. The school may also request permission to audit privately owned ICT devices/equipment used on the school site or at any school related activity.
9. Issues relating to confidentiality, such as sighting student or staff information, reasons for collecting data and the secure storage of personal details and information (including images) will be subject to the provisions of the Privacy Act 1993.
10. The safety of children is of paramount concern. Any apparent breach of cybersafety will be taken seriously. The response to individual incidents will follow the procedures developed as part of the school's cybersafety practices. In serious incidents, advice will be sought from an appropriate source, such NetSafe, the New Zealand School Trustees Association and/or a lawyer with specialist knowledge in this area. There will be special attention paid to the need for specific procedures regarding the gathering of evidence in potentially serious cases. If illegal material or activities are suspected, the matter may need to be reported to the relevant law enforcement agency.

Date policy adopted by the Board:.....

Chairperson: .....

Date for review: .....

Additional information can be found on the website [http://www.netsafe.org.nz/kits/kits\\_default.aspx](http://www.netsafe.org.nz/kits/kits_default.aspx)



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## Tauira With Special Abilities Policy

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### 1.15 TAUIRA WITH SPECIAL ABILITIES POLICY

#### *Procedures:*

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In addressing the recognised learning needs of tauira who are gifted or talented will:

1. promote a board-front approach in and outside the akomanga so that identification is accurate and as early as possible;
2. give clear direction in terms of identification, monitoring, teaching methods, resources programming and evaluation;
3. provide suitable professional learning development and resources for all teachers and especially for teachers with special responsibility in this area; and
4. establish management systems needed to support these programmes including quality of documentation which ensures accurate tracking and continuous evaluation of individual needs.

#### *Responsibilities:*

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1. The Pouako will develop a credible, manageable and flexible structure to achieve the ends referred to above.
2. The Pouako designated as in overall charge of this programme will consult with the Senior Management Team and be directly responsible to the Tumuaki.
3. The basis of the programming will be appropriate training of and in akomanga support for Pouako to be able to meet the ongoing needs of such tauira.
4. Both withdrawal and in-akomanga programmes will be used to develop the potential of those tauira and self motivation using available staff strengths and those from the wider community.
5. Our provision must be wide ranging and include all aspects of tauira developments (i.e. physical, academic, aesthetic, social, leadership etc).
6. Each year's budget round will take account of Pouako training needs and provision of resources.
7. The Tumuaki will report to the Board annually on programmes implemented and their effectiveness.





## RECORD KEEPING AND REPORTING

### 2.3 Record Keeping and Reporting

#### *Procedures:*

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1. A written report focusing on tamaiti progress and achievement is to be completed at least twice a year.
  - The report is to reflect the information recorded during the year on Assembly student management system, Te waharoa ararau a kura, student data files pouako and any other acceptable source.
2. Parent teacher interview is to be scheduled at least once a year.
  - This is a get together between pouako and whānau of individual tamaiti.
  - The interview will inform the whānau of the progress of the tamaiti during the year.
  - A second opportunity should be made for this type of exchange following the written report if a parent/guardian requires it.
  - Parent(s)/guardian(s) may request an oral report on the progress of their tamaiti at any time during the year should they so wish. However, prior notice to the pouako is a courtesy.
3. Any referral forms or extra information required by outside agencies is to be discussed with the whānau of the tamaiti/tamariki prior to the release of any such information.
4. Pouako access to suitable professional development programmes is to be allowed to ensure pouako have enhanced knowledge of recording and reporting procedures.
5. Any records/reports should be kept for at least seven (7) years. After that time, they can be disposed of.

#### *Responsibilities:*

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1. The Pouako Matua is responsible for ensuring records are kept up-to-date, are appropriate and are an accurate measure of progress.
2. Each pouako is responsible for keeping their own records of achievement and entering onto Te waharoa ararau a kura.
3. Pouako are responsible for investigating and applying to attend suitable professional development programmes.

#### *Documentation:*

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1. Te waharoa ararau a kura
2. Written report format.
3. Assembly
4. 'Assessment, Policy to Practice' Ministry of education 1994.
5. Student files
6. National Administration Guideline 2.