

# 1. Curriculum Delivery Policy

## Purpose

To ensure the curriculum is delivered using a student centred approach in accordance with the National Education Guidelines.

To ensure that every student at the school is able to attain his or her highest possible standard in educational achievement.

To develop a culture of Success for All.

## References

The National Education Guidelines.

MVHS Charter

National Administration Guidelines.

The NZ Curriculum

The School Curriculum

National Education Priorities

## Guidelines

1. The school will develop a holistic curriculum that provides each and every student the opportunity to reach and achieve their full academic potential.
2. The MVHS Charter will identify strategic curriculum goals, annual aims and student achievement targets.
3. The school Curriculum Plan will outline the implementation of the National Curriculum Statements which define the learning philosophies, principles, aims, attitudes and achievement objectives together with the Key Competencies.
4. A variety of learning and teaching styles and strategies will be employed as appropriate to the needs of students.
5. Student progress will be monitored and recorded against the National Achievement Objectives and School Objectives using a range of planned assessment procedures. These procedures are to be integrated into the teaching and learning programmes.
6. The school will identify students who are at risk of not achieving or actually not achieving and will seek to implement appropriate strategies to meet their needs.
7. Equal educational opportunities will be provided to all groups of learners and for individuals to ensure equity.
8. The school will recognise the need to consider the implications of the Treaty of Waitangi and to foster the requirements set out in the Treaty.
9. Programmes will draw upon the significant features of New Zealand's diverse ethnic and cultural heritage.
10. Curriculum Delivery for all Learning Areas of the NZ Curriculum will reflect the special nature of our community.
11. A self review programme will maintain the requirements laid out in this policy and the requirements of the Learning Areas.
12. A range of assessment practices will be developed and utilised to ensure that all students are able to demonstrate the progress they have made.
13. Assessment data is used for informing parents and the school community and for planning effective teaching and learning programmes.
14. Staff Professional Development will be prioritised, planned and provided within the confines of available resourcing to support this policy and in accordance with the MVHS Charter priorities.
15. Every two years the school consults on the delivery of the health curriculum.
16. The school will provide an integrated careers programme that ensures all students receive careers and subject choice advice that is cohesive, sequential and effectively co-ordinated.
17. NZQA achievement data will be tracked for individual students and groups of students and will be provided to the Board of Trustees by Heads of Learning via the Principal annually in the form of statistical evidence supported by analysis.

## **Principal Responsibilities**

*Delivery of the curriculum shall foster student progress and achievement and meet all board expectations and legislative requirements. Therefore the principal must ensure:*

- 1. Progress is made to ensure achievement of the Charter aims and targets*
- 2. Compliance with the National Administration Guidelines*
- 3. There is a focus on the national priority groups of Maori, Pasifika and students with special learning needs in school planning and reporting*
- 4. That board approval is sought before changes to the school curriculum requiring increased expenditure or significant changes to programmes or staffing are made*

***See also Timetable Policy***

*Reviewed 9<sup>th</sup> June 2016*

*For Review June 2019*

*Signed* \_\_\_\_\_

## TIMETABLE POLICY

### **Purpose:**

To provide a framework that ensures that Mountainview High School provides a balanced curriculum in accordance with the New Zealand Curriculum Framework and related documents.

To ensure timetabling decisions are made with due regard to equity and fairness for staff and students.

To ensure that good employer and EEO principles are taken into account

To ensure that the requirements of the STCA are applied to teaching staff and that resources are used efficiently.

### **Guidelines:**

This policy is in three parts:

Part 1: Guidelines

Part 2: Collective Agreement Provisions

Part 3: "Genuine Reason" Clarification

### PART 1: Guidelines

#### *Curriculum*

All students will have the opportunity to study a broad and balanced curriculum, consistent with the spirit of the New Zealand Curriculum Framework.

The timetable will allow, as far as possible, for students to study with their peers and at an appropriate level.

Student choice will be the first stage of the timetable process.

Teacher preference will be a consideration when constructing the timetable.

The timetable will be constructed in such a way that resources such as specialist rooms and teachers are used effectively.

The timetable will be constructed in such a way that courses that are designed to meet the learning needs of specific groups of students are available to those students and that class numbers, to the greatest extent possible, are balanced within subjects.

#### ***Class Sizes***

Class sizes are determined by the room and teacher resources available.

The school will endeavour to limit classes for teachers with more than one class to an average of 26 students per class at all times of the year.

Classes will not usually exceed a ratio of 30 students to one teacher. Consultation with the HOLA is required if this is likely to occur.

The school will endeavour to limit classes in Hard and Soft Materials, and Food Technology to 25 students.

Support for small classes may include multilevel classes, reduced time allowance or dual enrolment at Correspondence School. The school will endeavour to cap multi-level classes to a maximum of 20 students. Decisions related to these options will be made each year by the Principal in consultation with the relevant HOLA.

*Splitting classes between two or more teachers is avoided if possible. Any proposed class splitting requires consultation between the Principal, the relevant HOLA and the affected teachers.*

#### **Length of the timetable cycle and the number of teaching periods per day**

*The timetable cycle consists of 3 x 95 minute teaching periods per day (15 per week)*

Each 95 minute lesson constitutes a teaching period for the purposes of this policy.

#### **Mentoring Time Allowance:**

Student mentoring on a rotational basis is for one period per week, Monday to Thursday. Where this encroaches on a non-contact period in the cycle for the teacher an allowance of 25 minutes per week is included in the teachers four weekly contact time.

**Contact Time:**

The maximum contact time for a full time teacher shall be 1200 minutes (20 hours) including time allowances for management units, pastoral, mentoring time, and/or other duties as negotiated with the Principal. For teacher's over this maximum contact time compensatory time will be individually negotiated as per part 3 of this policy.

**Group time and assembly**

Group time or assembly does not constitute part of the formal timetable cycle.

**Other Duties**

Teachers will have some pastoral responsibility, either as group teachers or Year level Deans, or as negotiated with the Principal.

All full time teachers will be scheduled for up to three active supervision periods per week as required, except as negotiated with the Principal.

Part time teachers will be scheduled for duty on a pro rata basis.

***Reviewed 14 March 2017***

PART 2 Collective Agreement Provisions (these components are minimum requirements)

PART 3 "Genuine Reason" Clarification

Teachers may only be asked to temporarily forgo their minimum entitlement to non-contact hours when:

All reasonable options have been investigated and no alternative to a reduction in entitlement non-contact can be found.

There is a sudden emergency that requires supervision of a class for its ongoing safety. All efforts will be made to find a day reliever.

No day reliever can be found after timely and appropriate efforts have been made.

On a longer term basis, and after all reasonable endeavours have been exhausted, the timetable can only be made to operate if a teacher teaches for a term, semester, or a year, at a higher level of contact than their minimum non-contact indicates.

Teachers holding more than the minimum non-contacts have first been asked to forgo one or more of those additional non-contacts.

Where by virtue of demonstrated timetable or other constraints the allocation identified of non-contact hours or an average 26 students per class limit for any individual teacher cannot be implemented the teacher will be offered the opportunity to review the timetable and suggest changes that would allow the allocation of their non-contact entitlement or average class size entitlement. If it is subsequently agreed that there is genuine reason why it is not possible to provide the non-contact or average class size entitlement within the timetable then the principal and the teacher may mutually agree to compensate the teacher with:

An equivalent increase in the allocation of time for non-contact teaching duties at another point in that school year; or

An equivalent increase in the allocation of time for non-contact teaching duties in the following school year; or

An equivalent reduction in non-teaching or supervisory duties outside the school's timetabled teaching periods; or

Compensatory relief cover for the teacher later in that school year; or

Compensatory relief cover for the teacher later in that school year; or

Some combination of the above.

Where by virtue of genuine and demonstrated temporary constraints the allocation of non-contact hours to which an individual teacher is entitled cannot be met within any week then the principal and the teacher may, on each occasion, mutually agree to compensate the teacher with:

An equivalent temporary allocation of non-contact time at another point in that school year; or

An equivalent temporary reduction in non-teaching or supervisory duties outside the school's timetabled teaching periods; or

Relief cover for the teacher later in that school year; or

Some combination of the above.