# Board of Trustees Policy: Curriculum (NAG 1)

## Blind & Low Vision Education Network NZ

## Statement of Intent:

The Board of Trustees of the Blind & Low Vision Education Network NZ (BLENNZ) will, through the Principal and staff, develop and implement a curriculum for ākonga in years 1-13 who are enrolled in the Homai Campus School or satellite classes, or who access The NZ Curriculum 2007 or BLENNZ Curriculum through Residential and Immersion programmes.

Teaching and learning programmes will incorporate The National Curriculum as expressed in The NZ Curriculum 2007 or Te Marautanga o Aotearoa, Te Whaariki and the BLENNZ Curriculum. Te Whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa Early childhood curriculum (Te Whāriki) sets out the curriculum to be used in New Zealand early childhood education (ECE) settings and provides guidance for its implementation. Programmes will be underpinned by and consistent with the respective curriculum principles. Values will be encouraged and modelled, and explored by ākonga.

Appropriate support and teaching will be provided by Resource Teachers Vision to BLENNZ ākonga attending their local educational placements from birth to the end of schooling, through the use of all available curricula.

In order to fulfil the policy the Principal is delegated the task of developing, implementing and regularly reviewing the Ministry of Education’s procedural and administrative guidelines associated with the curriculum.

## Policy Requirements:

### National Administration Guideline 1

The Board, through the Principal and staff, will:

1. Develop and implement teaching and learning programmes:
2. To provide all ākonga in years 1-10 with opportunities to progress and achieve for success in all areas of The National Curriculum;
3. Giving priority to ākonga progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau, especially in years 1-8;
4. Giving priority to regular quality physical activity that develops movement skills for all ākonga, especially in years 1-6
5. Through the analysis of good quality assessment information\* evaluate the progress and achievement of ākonga, giving priority to:
6. Ākonga progress and achievement in literacy and numeracy and/or te re matatini and pāngarau, especially in years 1-8; and then to
7. Breadth and depth of learning related to the needs, abilities and interests of ākonga, the nature of the curriculum, and the scope of The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa
8. Through the analysis of good quality assessment information\* identify ākonga and groups of ākonga:
9. Who are not progressing and/or achieving;
10. Who are at risk of not progressing and/or achieving; and
11. Who have special needs (including gifted and talented ākonga); and
12. Aspects of the curriculum which require particular attention
13. Develop and implement teaching and learning strategies to address the needs of ākonga and aspects of the curriculum identified in 3(c) above;
14. In consultation with the BLENNZ Māori community, develop and make known to the BLENNZ community policies, plans and targets for improving the progress and achievement of Māori ākonga; and
15. Provide appropriate career education and guidance for all ākonga in year 7 and above, with a particular emphasis on specific career guidance for those ākonga who have been identified by BLENNZ as being at risk of leaving school unprepared for the transition to the workplace or further education/training.
16. The curriculum will be implemented in accordance with the priorities as set out in the National Education Goals and the National Administration Guidelines. These requirements will be confirmed by notice in The New Zealand Gazette.

### National Administration Guideline 2

The Board, through the Principal and staff, will:

1. Report to ākonga and their parents/guardians on progress and achievement of individual ākonga:
2. In plain language, in writing, and at least twice a year; and
3. Across the National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa, including in mathematics and literacy, and/or te rea matatini and pāngarau;
4. On the basis of good quality assessment information\*, report to the BLENNZ community on the progress and achievement of ākonga as a whole and of groups (identified through NAG 1 including the progress of Māori ākonga against the plans and targets referred to in NAG 1).

\* Good quality assessment information draws on a range of evidence to evaluate the progress and achievement of ākonga and build a comprehensive picture of ākonga learning across the curriculum.

## Supporting Documents:

[Link to MOE Website: The NZ Curriculum](http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum#collapsible13)

[Link to: Te Marautanga o Aotearoa](http://tmoa.tki.org.nz/)

[Link to MOE Website: Archived Implementation Pack for BOT Implementation of the NZ Curriculum](http://nzcurriculum.tki.org.nz/Archives/Implementation-packs/BoT-and-implementing-the-NZC)

[Link to MOE Website: National Education Goals](http://education.govt.nz/ministry-of-education/legislation/negs/)

[Link to MOE Website: National Administration Guidelines](http://education.govt.nz/ministry-of-education/legislation/nags/)

[Link to BLENNZ Curriculum](http://www.blennz.school.nz/curriculum/blennz-curriculum/)

[Link to The NZ Gazette](https://gazette.govt.nz/)

Approved: 

(Chairperson)

Date: 28 May 2021

Next Review: May 2024