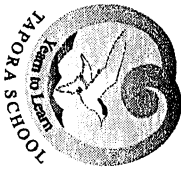


Tapora Primary School

N.Z. Draft Curriculum Discussion

Mission Statement: To equip children to be informed, confident, life long learners.



Tapora Primary School: NZ Draft Curriculum BOT and Staff Discussion

Preamble: Staff discussion was held on This was followed by a whole BOT discussion on A community discussion was planned to take place immediately following staff and BOT discussions. Also to be included in the discussion process was student input. However, due to the time line placed by MOE, the implications of the NZ Draft Curriculum Document on Tapora School and the organization involved with the planned celebrations of Tapora School's 50th Jubilee (November 10th – 12th), it was decided that student and community consultation would be held early 2007. However, over a period of one month, all parents and the community were sent copies of NZ Draft Curriculum's vision, values, principles and key competencies. Critical thinking was encouraged of Tapora Community, with key questions. Included with this information was the MOE website in which parents and/or members of the community could access the NZ Draft Curriculum.

The Principal and BOT followed the suggested guidelines in the 'A Framework for Discussion'. Much discussion was held as to whether the NZ Draft Curriculum was realistic and whether or not it aligned with Tapora School Vision, Charter, Strategic Plan and more significantly, the identified Learning Needs of our Students and the desires of our parents and community. Listed below are the key discussion points raised from both the staff and BOT meetings.

NZ Draft Curriculum: Key Points:

Vision: Agreed with 'Confident' and 'Lifelong Learners'. Felt that 'Actively Involved' should be more focused on, 'Learning to be actively involved in our/their communities'. Also needed to include 'Respect, integrity Promoting/Relating well to others and to have engaged community/parents, 'Connected' needed to include ICT component

Values: Concerned that the school will be held accountable for the teaching and promotion of values. Student involvement, community involvement, parents/questionnaires etc. Values needs to be promoted and supported in the homes. Tapora School also promotes Excellence. Staff and BOT supports 'Values' section but discussion raised a few issues. Will revisit this next year.

Principles: Based on the principle of excellence, Tapora School values: We want our students to Respect, both themselves and others, take Responsibility for their own learning and their actions and have the Willingness and Confidence to pursue their dreams with Integrity and a Generosity of Spirit.

We want our students to gain a passion and enthusiasm for learning and hope that they can feel Pride in themselves and the place where they have come from and wherever they may be in the future.

We want our students to Strive to do their Best and show Loyalty and Friendship to others.

How do these key principles(NZ DRAFT) sit with us?

Agree with NZ Draft principles but cultural heritage not along track with bicultural

Connections: lifestyle/home life/values sometimes detracts from essential home support.

Coherence: in most instances doesn't happen because of transition to secondary

Equity: learning needs of different cultures are not catered for.

Managing Self is about...: Agreed with this section. Some points for staff and BOT to consider in relation to Learning and

Teaching:

Set goals

Staff interviews, Set Criteria based on the needs of ... ownership of learning

Open and approachable etc.

Teaching Programs to begin with "Student Needs" focus and curriculum areas to align with identified focus.

Participating and Contributing is about...: Agreed with this section. This generated much discussion. Outcome - that

The BOT will support the following programmes: Kiwi/Elections/Trees for survival/enviro schools

PEEP

Sports(manship) community sports, group work/activities/unit plan

Information research skills

Peer Mediation???? Cool Schools/Volcano in my tummy

by strong robust budget... Strategic Planning

Thinking is about...: Using Language, Symbols and Text is about...: In relation to Tapora School, discussion

centred on ways in which the BOT and Staff could apply this i.e. through Promoting critical thinking, De Bonos' hats, staff to bring to the BOT different multiple intelligence models for BOT to consider:

Assessment results as per Reporting to the BOT schedule,

Assessment Schedule

Providing necessary/physical resources

Sustainability – funding an issue due to minimal MOE Operation Funding. There is the need to become more innovative with resources, especially human resources.

STAFF FEEDBACK: KEY COMPETENCIES: Felt that there were many areas which were missing diversity, innovation, equity and participation. Staff also rephrased the following question, “What opportunities do the key competencies offer our students” to, ‘School to define/identify social context for developing social competencies’.

Further to discussion was the commitment of the BOT to:

- Ensuring that the curriculum is delivered
- Delivered within the guidelines of the NZ curriculum
- Staff deliver the results but Board must have a complete understanding of the assessment information in order to make informed decisions
- Educating the community BOT or Staff????
- Contact learning media -
- Ensure that our mission statement/charter strongly reflects our Tapora School Curriculum
- Support the professional judgement of the staff
- Setting the vision/
- Roles of the Staff.....
- *Make informed recommendations*

Community Consultation plan

- Invite parents/community to community meeting
- Display poster along the corridor
- E.g. vision, post box
- Show community the slide show

- Newsletters
- Letter to MOE outlining consultation process to date.
- Letter to Community
- Board to effectively communicate with the community after each meeting (BOT bulletin)
- Community meeting will be decided at the next BOT meeting - last week in Wednesday 29th November 5:30 pm sharp

IN CONCLUSION: BOT and Staff view the NZ Draft Curriculum with much excitement. However, there were still areas which needed more time for thorough discussion. Teaching Staff discussion is still on-going re: Key Competencies and the Learning Areas. And many areas are still to be discussed in depth. If the purpose of the Framework for Discussion was to generate discussion, then this purpose was achieved. However, in generating more discussion, this also generated more questions. Discussion also lead to applying Critical thinking in many areas of Governance and Management. More specifically, how do they impact on our childrens' learning and are they/we making a difference to our children?