

**CURRICULUM DELIVERY POLICY****RATIONALE**

The Wesley College board's core business is to foster student achievement. The board delegates to the principal the role to oversee planning, implement learning programmes, deliver the curriculum, and evaluate the effectiveness of learning programmes to achieve equitable outcomes for students that need it. The board has the ultimate responsibility for curriculum delivery.

The board recognises that all teaching and learning programmes incorporate The National Curriculum as expressed in The New Zealand Curriculum 2007 and also recognises the phased approach to the refresh of the New Zealand Curriculum. The principal will lead the implementation of the Aotearoa New Zealand Histories Curriculum to be in effect at the beginning of 2023, and the implementation of the other curriculum by 2027 to provide the foundation for planning the teaching and learning programmes. The board recognises that from 2023 until the beginning of 2027, the New Zealand Curriculum 2007 may be used until the refresh curriculums are completed, with the exception of the histories curriculum.

The board requires the principal and staff to develop and implement equitable teaching and learning programmes to provide all students with opportunities to achieve success. The principal and staff must foster achievement in all areas of the curriculum for years 9-10 and provide a broad and balanced curriculum for years 11-13.

**GUIDELINES****Curriculum Delivery**

1. The curriculum will be delivered as required by the New Zealand Curriculum and the supporting national curriculum statements. These documents aim to improve achievement of all students to realise their full potential as individuals and to develop the values needed to become full members of New Zealand's society
  - (a) Definition: "curriculum" in this policy means all Board funded or controlled teaching intended to enhance student learning, including all national curriculum, local curriculum, and social, pastoral, personal, physical, and cultural programmes.
2. Essential Course or Programme Structure
  - (a) Students in years 9 and 10 will study courses in all the essential learning and skill areas.
  - (b) All Students in year 9 will study Te Reo Maaori and all students will study it in year 10 in Term 1 as part of a rotation and it will be offered as an option to students in all years thereafter.
  - (c) Students in year 11 will study English, Mathematics and Science. Students will be encouraged to study a broad and balanced curriculum.
  - (d) Students in year 12 will study English
  - (e) In Years 12 and 13 students will be encouraged to study a broad and balanced curriculum.
  - (f) Regular quality physical activity that develops movement skills will be encouraged.
3. Departmental Schemes
  - (a) The term "Programme of Learning" refers to a selection of elements common to all programmes. Other aspects of the Programme of Learning relate more to the implementation and delivery of the curriculum in the classroom.
  - (b) Learning Overview: The Learning Overview for all courses will have clearly stated statements of delivery and guidelines for teachers as well as achievement objectives. Key competencies, literacy strategies, specific learning outcomes, suggested learning

experiences, differentiation learning strategies, cross curricula, assessment type, appropriate resources, unit evaluation and future class needs highlighted in the unit.

4. All Programmes of learning will be gender inclusive and will recognise and reflect the principles of Te Tiriti o Waitangi as per Te Mataiaho and incorporate and reflect the values and special character of the school.
5. Course Outlines
  - (a) Course Outlines will be shared with students to enhance their learning by outlining the course aims, course description and course requirements (measures of achievement and assessment) for every course or programme.
6. Classroom Curriculum Delivery Planning
  - (a) Programmes will be continuously responsive to individual student's culture, heritage, identified needs, relevant, built around their prior knowledge, strengths and interests and appropriate to their level of learning.
7. Careers Education
  - (a) The college will provide an integrated careers programme that ensures all students receive subject choice advice and quality career guidance information and where appropriate programme opportunities. This will include specific career guidance for students identified by the college as being at risk of leaving unprepared for the transition to the workplace or further training.
8. The Principal, after consultation with staff will, provide procedures to implement this policy.
  - Careers
  - Classroom curriculum delivery planning
  - Language support / ESOL
  - Homework / Night School
  - Option choices / class sizes
  - Physical education
  - Professional development
  - Programmes of Learning
  - Learning Support
  - Sports
  - Gateway
  - STAR
  - Transition

Relevant legislation that informs this policy

Education and Training Act 2020 sections 127 1 (d), 127 2(a) and 2 (b), 164, 164 (a), 204  
National Education and Learning Priorities (NELPs)

Relevant school documents

[Kairangi Values](#)

[Methodist Ethos](#)

The Wesley College School Board approved this policy at the July meeting 2023.  
This policy will be reviewed on / before the July meeting 2026.

David McGeorge  
**PRESIDING MEMBER**

27 July 2023  
**DATE**