



TEACHING & LEARNING POLICY

POLICY STATEMENT

Rangiora High will develop and implement teaching and learning strategies to support the individual needs of students so that potential barriers to learning can be addressed and all students can achieve to their potential.

November 2007

<p>Relevant Legislation, Contracts, NEG's and NAG's:</p>	<p>Education Act 1989 Education Amendment Act 1990 Nag 1 (iii): Identify using good quality assessment information students and groups of students:</p> <ul style="list-style-type: none"> a) who are not achieving; b) who are at risk of not achieving; c) who have special needs including gifted and talented students; <p>and</p> <p>Nag1(iv): Develop and implement Teaching and Learning strategies to address the needs of students identified above.</p> <p>Neg 1: The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals,</p> <p>Neg 2: Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.</p> <p>Neg 7: Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.</p>
<p>Responsibility for Policy:</p>	<ul style="list-style-type: none"> ▪ Board of Trustees ▪ Committee Responsible: Teaching & Learning
<p>Current Version:</p>	<p>November 2007</p>
<p>Next review Date:</p>	<p>November 2010</p>

The Teaching and learning Policy covers the following Procedures / Protocols:

- Student Induction
- Special Needs
- Gifted and Talented Education
- Professional Development

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PROCEDURES / PROTOCOLS

Student Induction

PROCEDURES / PROTOCOLS

Special Needs

Rationale

The school has to provide education for pupils who have an intellectual disability. Such pupils may have problems in one or more of the following areas of development:

- moderate/mild intellectual handicap
- expressive/receptive language development
- physical disability
- mathematical concept development
- socialisation skills
- speech impairment
- self care skills
- independent living skills

As there are considerable benefits in students with special needs being included in a regular classroom, the MAINSTREAM RESOURCE TEACHER will prepare and support special needs students and the teachers, in regular classrooms, where appropriate.

Goal

To improve the academic and social competencies of students identified as having significant intellectual disability.

It is acknowledged that some students will require more specialised programmes than can be provided by the regular class teacher. The responsibility for such programmes will be that of the MAINSTREAM RESOURCE UNIT, staffed by the RESOURCE TEACHER, working from an I.E.P

Objectives

1. Students will be identified for inclusion on the roll by:
 - S.E.S
 - teachers
 - parents, guardians
 - disability agencies
 - school guidance team
2. Programmes will be developed to meet the special teaching needs of each student. This will be by:
 - co-operative planning of I.E.P.s
 - inclusion in regular class programmes where appropriate
 - effective monitoring of programmes by regular review of I.E.P.s

Those involved in planning of programmes may be any or all of the following:

- teachers
- S.E.S
- parents, guardians
- professionals e.g. speech therapists
- disability agencies

- the Principal or a representative
 - teacher's aides
 - the student
3. Implementation and Evaluation will be carried out each term by review of I.E.P.s and reports given to the Committee of Management at monthly meetings.

Operation and Management Procedures

The BOT will be accountable to the Ministry for the effective, efficient and equitable operation of the position in accordance with relevant circulars.

The MANAGEMENT COMMITTEE is made up of:

- the Principal or his representative
- the Guidance Counsellor
- HOD Special Needs
- the Special Education teachers
- a representative of S.E.S
- a parent representative
- co-opted representatives as required

The Management Committee will:

- approve enrolment in accordance with current policy as promulgated by the Ministry
- be involved in the appointment of both permanent and relieving staff
- ensure the partnership with parents/caregivers and with tangata whenua/iwi is respected in the process of policy approval
- advise the Principal on programme approval
- ensure that contact is maintained with the appropriate adviser and that specialist resources are available to students as required.

PROCEDURES / PROTOCOLS

Gifted and Talented Education

Rationale

The needs of a range of gifted and talented students will be met by offering opportunities for study and individual development in keeping with the Rangiora High School Achievement Statement.

Objectives

1. To provide a programme which broadens and enhances the learning opportunities of the gifted and talented students in the school.
2. To encourage students to excel in their abilities by providing positive and challenging experiences within the classroom and opportunities outside the classroom.
3. To meet the needs of students with special abilities.
4. To provide a culturally appropriate education programme for gifted and talented Maori students.

Guidelines To meet the policy objectives there are two distinct programmes.

- a) Individuals who are gifted in a specific area are offered opportunities to extend their talent.
 - b) At Years 9 and 10 levels students of high intellectual abilities are placed in GATE classes, one at each level. The GATE programmes will allow for variety, challenge, choice, differing interests, learning styles, pace and complexity, removing barriers to learning to enable each student to reach his/her potential.
1. **Student selection** is based on a broad range of identification methods including:
 - entrance tests including Midyis
 - individual subject teacher recommendations
 - recommendations from the Deans at each level
 - recommendations from contributing schools
 - self nomination
 - peer nomination
 - parent nomination.
 - whanau and/or kaumatua nomination
 2. **A Culturally Appropriate** education programme for gifted and talented Maori students includes:
 - learning built on a strong foundation of cultural knowledge and pride
 - a learning environment which is warm, friendly and flexible
 - close cooperation between home and school to ensure that there is a combined effort in nurturing the students
 - exposure to good Maori role models
 3. **An Enhancement co-ordinator** is to be appointed to co-ordinate both parts of the programme.
 4. **Professional Development** will include the following elements:
 - funds are allocated for professional development

- well planned professional development opportunities will be offered to those involved in education so that these will increase interest in and commitment to the education of the gifted and talented.
 - training for teachers in Maori matters and teaching methods which are particularly appropriate to Maori students.
5. **Programme Evaluation** will include the following elements:
- normal teacher appraisal procedures for the Enhancement co-ordinator
 - the annual departmental report from the Enhancement co-ordinator to the Rangiora High School Board of Trustees
 - student evaluations within classroom programmes
 - teacher evaluations within classroom programmes
 - annual Student evaluation of the GATE programme
 - annual teacher evaluation of the GATE programme.
 - annual whanau and/or kaumatua evaluation of any Maori GATE programme

Subsequent programmes will reflect the findings from the previous years' evaluations.

PROCEDURES / PROTOCOLS

Professional Development

Rationale

- The school's staff represent the most effective resource that a school has in meeting the objectives of the Charter.
- Staff members are expected to undertake professional development to keep up to date with the latest developments in education in general and in their own areas of involvement in particular.

Goal

To ensure that a professional development programme is devised and delivered that gives the opportunity to all members of staff, including part-time teachers, relieving teachers and non-teaching staff to fulfil their function at Rangiora High School more effectively.

The Professional Development Programme

- The Personnel Committee has the responsibility of administering the Professional Development programme. The Committee shall:
 - decide upon any policy issues relating to the professional development of staff
 - monitor the spending on professional development
 - receive reports on professional development activities completed
- The training and development needs of staff will be determined annually in accordance with the school's planning process.
- The Convenor of the Personnel Committee will administer the professional development programme in accordance with the policies established by the Committee.
- An induction programme and ongoing support will be provided for:
 - staff members new to Rangiora High School
 - Year 1 and Year 2 teachers
 - staff members taking on a new responsibility within the school
- A programme for teachers in training will be administered.

Finance

- Each year the Personnel Committee will make application to the Resources Committee for the funds it believes will be necessary to finance the following year's professional development programme.
- At its first meeting of each year, the Personnel Committee shall make a provisional allocation of funds for the year. This draft budget for Professional Development may have to be altered slightly towards the end of Term 1 once the March 1 return and subsequently the overall school budget is finalised.

- It is the intention that the professional development programme will be administered in as equitable a way as possible within budgetary constraints.
- Heads of Department have the responsibility of determining an equitable distribution of their departmental allocation following consultation with members of their department. In determining which in-house or external courses/conferences should be attended and by whom, Heads of Department must take into account:
 - the school-wide goals for the year
 - the Departmental goals for the year
 - the goals set by each staff member
 - the relevance of the training being offered to teaching programmes
 - the requirements of the Charter and the National Administration Guidelines
 - how long it is since each member of their department was last on a course
 - whether the training being offered represents value for money
 - the possibility of one staff member attending a course and reporting back
- The Convenor of the Personnel Committee shall keep a ledger of each department's expenditure.
- For approved courses/conferences expenses will be met to cover:
 - costs of employing relief teachers
 - registration fees
 - travel costs for courses/conferences being held in Canterbury provided a minimum of 20 km has been travelled. The rate of payment will be the rate determined by the current Secondary Teachers' Collective Employment Contract. (The most economical form of transport will be paid for any activity held elsewhere in N.Z.)
 - Accommodation expenses on presentation of receipts provided accommodation used has been approved in advance by the Convenor.
 - Meal expenses where the course involves the teacher living away from home or prevents the teacher returning home for the evening meal.
- Expenses which will not be met by the professional development budget include release time for the development of teaching resources or the updating of schemes of work and the costs of photocopying resources.
- Applications must be lodged in advance of the professional development activity itself. No retrospective applications for funding support will be considered.
- A proportion in the vicinity of 10-15% of the total professional development budget shall be set aside each year for allocation at the discretion of the Committee.
- In deciding priorities for the expenditure of the discretionary portion, the Committee shall take into account the following factors:
 - i) The need for the development programme. Priority will be given to:
 - areas identified by Education Review Office or by the Board of Trustees
 - extra training required for the implementation of a new course.
 - extra training to enable staff to keep abreast of curriculum changes.
 - teachers who have been identified as having particular difficulties which the training envisaged should help minimise.
 - ii) The cost of the development programme applied for

- iii) When the teacher and Department concerned last had a call on the budget.
- iv) The number of staff members applying for the same course.
- v) The impact (e.g. timing, personnel) on the school's programmes.

Evaluation

- All staff who undertake professional development will be expected to complete an evaluation sheet outlining the value of the programme.
- These evaluation sheets will be filed and tabled at the next Committee meeting.
- Student teachers will complete an evaluation sheet at the end of their section.
- The Committee will keep the effectiveness of the professional development programme constantly under review and report annually to the Board of Trustees.

PROCEDURES / PROTOCOLS

Enhancement

Rationale

To meet the needs of a range of able students by offering opportunities for study and individual development outside regular classroom programmes in keeping with the Rangiora High School Achievement Statement.

Objectives

1. To provide a programme which broadens the learning opportunities of the able students in the school.
2. To encourage students to excel in their intellectual abilities by providing positive and challenging experiences and outside opportunities.
3. To meet the needs of students with special abilities at the top academic level.
4. To enhance the learning potential of each student.

Guidelines

1. **Student selection** is based on one or more of:
 - Entrance tests including Tosca
 - Individual subject teacher recommendations
 - School reports
 - Recommendations from Dean at each level
 - Recommendations from contributing schoolsParents / caregivers will be notified of their child's selection and asked to endorse this. We will respect a student's right to choose to withdraw from the programme, but will undertake to inform parents when this happens.
2. **The programme** offered will focus on extending the pupil by offering the opportunity to be involved in one or more of the following:
 - Future Problem Solving – timetabled for two periods per week
 - Investigations and Problem Solving in Mathematics
 - Personal projects, with appointed mentor whom students meet with the log progress
 - Career investigation: visits / talks to discover what being a '...' entails and where can it lead – personal choice
 - Cultural experience – exposure to various places locally and in Christchurch (eg Art Gallery, ASDA)
 - Workshops as needs arise (ie on time management, brain gym)
3. **Students**
 - Classroom performance and behaviour will be monitored, and concerns will be registered through the Dean of each level.
 - Will be expected to make up any time or work missed during time out of normal classes.
 - With particular creative interests, not necessarily nurtured in the regular timetable may be offered the opportunity to develop these.
4. **Timetable** set periods will be programmed one term in advance to allow forward planning by class teachers.

House allocated:

- 5 hours Term 1
- 9 hours Terms 2-4
- These hours are from entitlement staffing.
- This indicates that this programme has a place in our normal timetable.
- The timetabling of these hours is at the discretion of the Co-ordinator in consultation with the HOD Mainstream Support Unit. They will be those most suitable to the students.

Number of students involved

This is determined according to pupil need. Hours provided assume a client group of 15 – 20 (10 in Term 1).

Level: Year 9 and Year 10 (approximately 10 from each).

Budget

\$1,000. Allocated from the Curriculum budget to purchase Enhancement Resources (eg Court Thinking Programmes, Problem Solving Texts, etc., Photocopying and small gratuities).

Travel

User pays as per school policy for mini buses or private car. Additional costs for teachers' travel claimed from teacher reimbursement.

Evaluation

1. Yearly interview with HOD Mainstream Support Unit.
2. Report on opportunities to be furnished at end of each term. This to include:
 - a. Student evaluations, by questionnaire
 - b. Staff assessment of student developmentAchievement statement to be used as basis for questionnaires
3. Student report to go to parents with level reports after Term 2.
4. Enhancement Co-ordinator will be available at mid-year Parent Teacher meeting.
5. Review of activities for subsequent year's programme will be based on all of the above information.