

Curriculum Policy for Area School

The Council is required to ensure the curriculum abides by the Integration Agreement that is aligned to our special character definition of Montessori.

The Wā Ora Montessori School Board of Trustees is required to foster ākonga (student) achievement by providing teaching and learning programs, through the Montessori curriculum, which incorporates the New Zealand curriculum as expressed in National Curriculum Statements.

Therefore the principal must ensure that:

- the Montessori philosophy underpins all curricula and its delivery. The delivery of the curriculum is designed to meet the specific needs of the developmental age and stage of ākonga in a particular class taking into account the different planes of development and human tendencies. This includes ensuring the primary and high school environments, through design and utilisation, recognise the needs of the Montessori child in the 6-9, 9-12, 12-15 and 15-18 age groups. Design of these learning environments ensures that ākonga have access to the dual environment through ongoing partnership with the local community
- priority is given to achievement in literacy and numeracy through the Montessori Method
- across the curriculum, all lessons are given in a manner that aligns with the age and stage of ākonga and guided by observation
- the authenticity and effectiveness of the Montessori curriculum throughout the school is regularly reviewed
- current research, which is relevant and augments our Montessori practice, is incorporated into the programme.
- there is regular reporting on progress and achievement of ākonga to whānau (parents), the Board/Council the community and ākonga
- ākonga at risk of not achieving are identified and teaching and learning strategies to address their needs are implemented
- for all Māori ākonga, whānau and kaiako (teachers) work in partnership to share information, set high expectations, monitor achievements and observe in relation to the learning and development of, and decision-making about ākonga. This approach ensures a mutual understanding of ākonga skills, interests, cultural background, and the aspirations whānau have for them

Continued Overleaf

- the school works in partnership with parents and caregivers to support the learning and developmental outcomes of ākonga, including engagement about the Montessori curriculum, at each level
- in partnership with parents, families and communities, kaiako respond to the identities, languages and cultures of each Pasifika group using Tapasa as the guiding document
- where needed, we will obtain information and guidance from appropriate agencies to support the learning and development of ākonga with special needs and work effectively with parents/whānau
- career information and guidance is provided for Year 7 and above

The Principal is delegated the responsibility to ensure the curriculum is covered. The following procedures exist:

- Assessment
- Assessing and Evaluating Student Progress and Achievement
- Career Guidance
- Curriculum Delivery
- Equity
- Gifted and Talented
- Learning Support
- NCEA Assessment

Signature of Chairperson, Wā Ora Montessori School _____

Date _____