

CURRICULUM**POLICY STATEMENT**

The college's curriculum provides quality educational opportunities that challenge individuals to make positive choices enabling them to achieve success and become life-long learners. The task is to offer a broad education for all and, as well, to provide courses to meet the diverse needs of all students.

RATIONALE

1. To challenge all students to recognise and to achieve at the maximum of their abilities.
2. To ensure local curriculum reflects the mission statement of the college Charter.
3. To increase students' awareness of and respect for cultural diversity.
4. To provide courses in which students can succeed and which recognise the range of abilities and learning styles.
5. To promote enjoyment of college by providing a supportive and caring learning environment.
6. To provide courses that promote awareness of vocational opportunity in the wider community.
7. To provide courses that enhance feelings of self-worth, a concern for others and the desire to continue learning.
8. To ensure that teaching staff skills are used to the best advantage of all students.
9. To ensure that all college facilities are used to the best advantage of students.

GUIDELINES

1. The Faculty Committee will meet regularly to evaluate and promote the development of the curriculum.
2. The college's curriculum will offer junior college students the widest possible education and it will offer senior college students the widest possible – and open – choice.
3. The curriculum will cater, as far as possible, for the learning needs of each student.
4. The college's curriculum will promote the Maori perspective in the learning processes.
5. The curriculum will also meet the requirements of the college's Equity policy.
6. The college will ensure that guidance in all curriculum matters is provided by staff.
7. The college will work to make the transition from college to post-college life as continuous a process as possible.

CONCLUSION

This policy should be viewed as one aspect of the Curriculum and should be considered in close association with all other policies related either directly or indirectly to the teaching and learning experiences in the college

WAIRARAPA COLLEGE

ASSESSMENT

POLICY STATEMENT

Wairarapa College's assessment procedures ensure that assessment is fair, valid and consistent.

RATIONALE

1. To ensure that staff at the college assess for better learning and are encouraged to explore strategies to enable the recognition of a student's best achievement.
2. To develop assessment procedures in individual departments that are fair valid and consistent and lead to better learning.
3. To monitor all assessment that takes place in the College.
4. To establish procedures to ensure students are advised of assessment dates
5. To establish procedures for reassessment
6. To establish an appeals procedure
7. To develop procedures that ensure all assessments are recorded centrally.
8. To develop assessment procedures that ensure students are appropriately placed in extension or mainstream classes according to their needs.
9. To establish procedures to validate the authenticity of work presented by students for assessment.
10. To develop procedures to ensure the security of marks.

GUIDELINES

1. Each department is responsible for developing and monitoring its own assessment procedures in keeping with best practice teaching and learning and the schools MNA report.
2. At the beginning of each year Year 11,12 and 13 students and parents are required to guarantee the authenticity of individual student's work. Department protocols could include:
 - varying assessment tasks year to year
 - requiring students to present background material to assignments - rough drafts, notes etc.
 - careful invigilation of class tests
3. Interclass moderation and, where suitable and practical, external moderation will be used to ensure assessment is fair, valid and consistent.
4. Students will be fully informed of the assessment requirements before beginning any unit of learning.
5. The Faculty committee, as outlined in the Staff Manual, will monitor assessment statements and procedures through the review process.
6. Assessment calendars will be published at regular intervals by Year 11,12 &13 Deans/AP/DP.
7. All summative assessment grades will be collected by departments and then recorded on a centrally located computer programme, Classroom Manager.
8. Grades entered onto the Classroom Manager will be printed out and given to HOD's for checking.
9. Computer files are backed up daily and back-up disks lodged in the safe.
10. Assessments will be used, as directed by HOD's, to review class placements in extension or mixed ability classes, and alternative courses.
11. The Network Administrator is responsible for distributing passwords. The administrator will change these passwords regularly for security reasons.
12. All passwords must be kept in a secure place in case the network administrator departs suddenly.
13. If anyone suspects that their password and/or telephone number is known they should let the administrator know as soon as possible.
14. Where practicable & manageable, one further assessment opportunity will be given to students who do not achieve the standard in NCEA assessments.
15. Appeals of grades will follow the procedure as detailed on the NCEA student guide.

WAIRARAPA COLLEGE

POLICY ON DOCUMENTATION and SELF REVIEW

POLICY STATEMENT

The Board of Trustees is required to maintain an ongoing programme of self review.

RATIONALE

1. To update the Charter on a regular basis.
2. To prepare and present to the Board of Trustees annual and monthly reports.
3. To consult the community.
4. To establish a long-term, as well as an annual self review programme.
5. To carry out curriculum reviews.
6. To document the minutes and outcomes of completed reviews.

GUIDELINES

1. School wide review by means of survey, questionnaires, community consultation is carried out every three years.
2. As a result of the school wide review, the Charter is updated.
3. Using the school wide review and the Charter, objectives will be set forming the Strategic Plan. This is a long term plan whose objectives will take 3 - 5 years to achieve.
4. From the Strategic Plan an operational plan will be set containing goals which will be achieved within one year.
5. Annually actual outcomes from the operational plan will be documented. Recommendations will be made and the Strategic Plan will be updated accordingly.
6. The Board of Trustees will carry out a 3 year plan of self review (refer to schedule, correlating to the triennial Board of Trustee election).

From this self review future actions will be identified and will lead into the strategic planning and operational planning accordingly.

WAIRARAPA COLLEGE

CONSULTATION AND COMMUNICATION WITH THE COMMUNITY

POLICY STATEMENT

Regular community consultation by the Board of Trustees will encourage workable channels of communication and a collaborative relationship between the Board of Trustees and the community

RATIONALE

1. To enhance learning by establishing a responsive and effective Board partnership with the community.
2. To inform and seek involvement of the school's community in activities and practices within the school.
3. To encourage community and staff commitment by building on existing networks and structures, and/or establish new groups or networks.
4. To inform the parents of the immediate and longer term priorities the Board of Trustees have for the school.
5. To inform parents of the manner in which money has been spent on equipment, materials, maintenance and development.
6. To provide parents with prior knowledge of venues, times and dates of Board of Trustees meetings.
7. To involve the community as fully as possible in the writing of the Charter, the policies that support the Charter, and in their future revision. Appropriate consultation will occur as these are developed or reviewed

GUIDELINES

1. Opportunities to encourage parents to visit and communicate with the Board will be fostered.
2. Consultation will be an on-going part of Board life rather than a series of unrelated additional tasks.
3. Efficient processes for gathering, collating, analysing and reporting information and opinions will be a prerequisite of effective consultation.
4. Consideration will be given to using culturally appropriate styles and venues in the local community to meet with parents.
5. The Board will be responsive to changing methods of communication.
6. The Board will seek to have as a member a Maori community representative where possible.
7. Meetings of the Board of Trustees should be advertised in the school newsletters and when relevant, in the local newspapers.
8. Full minutes of the meetings should be available through the office of the Board.
9. The involvement of the community in the writing of the Charter and in any subsequent revisions should be encouraged through public meetings, informal meetings, and by making drafts freely available for comment.
10. The Board of Trustees will report annually to the community giving details of the previous year's financial audit, and of financial objectives, school development and budgeting for the current year

CONCLUSION

Consultation is a continuous, long term process which aims to establish a genuine level of communication between the Board and the community, and a mutual sharing of view points on a two-way basis. Parents and the wider community will be advised of significant decisions and will be consulted on issues deemed by the Board of Trustees to require school community consensus.

WAIRARAPA COLLEGE

PROFESSIONAL DEVELOPMENT

POLICY STATEMENT

Professional development provides a means for putting into action policies and priorities of the college to resource the learning environment and improve the quality of learning for students. It includes all aspects of on-going teacher education and support staff training.

RATIONALE

1. To stimulate ongoing enthusiasm of all staff.
2. To apply and consolidate effective teaching and learning practice in our classrooms
3. To provide opportunities for updating skills and knowledge.
4. To provide expertise for identified needs.
5. To prepare staff for further responsibility.
6. To increase efficiency and job satisfaction.

GUIDELINES

1. The Professional Development Committee, a sub-committee of the Faculty Committee, will determine needs and priorities based on the school's strategic and annual plan.
2. In-school support and external agencies will be used to assist with staff continuing education.
3. Priorities will be set for Professional Development according to needs identified from the Professional Development sub-committee of Faculty, after staff consultation.
4. Programmes will be monitored to ensure equity and staff will report back to their faculties, the learning strategies and resources gathered from Professional Development.
5. Funding arrangements and reimbursement of costs will be clearly explained to all staff.
6. All teaching staff must maintain a current teacher registration.

CONCLUSION

All staff deserve equal opportunity to reach their potential.

WAIRARAPA COLLEGE

PERSONAL GRIEVANCE POLICY

POLICY STATEMENT

In the event of a personal grievance action, the Board of Trustees will follow appropriate procedures and attempt to resolve the situation quickly and satisfactorily.

RATIONALE

1. Most matters can be resolved by frank and open discussion between employees and a representative of the Board of Trustees.
2. However, if formal grievance procedures prove necessary, an employee's future employment and conditions of employment will not be adversely affected by their recourse to the personal grievance procedures.
3. All parties will act in good faith and according to the principles of natural justice. If an employee feels the Board of Trustees is not acting in good faith, he/she may seek the assistance of the Employment Tribunal.
4. The Board of Trustees, while carefully following the appropriate procedures, will act in as informal and non-threatening manner as possible in the circumstances. It will ensure that information about the procedure is easily accessible by all staff.
5. The procedures followed in a particular instance will be based on the requirements of the Employment Relations Act and any specific requirements found in the employee's collective agreement, if applicable. In the absence of any overriding requirements in a collective agreement, the following procedures, which are adapted from the Employment Relations Act, will be followed.

DEFINITIONS

A "personal grievance" means any grievance that an employee may have against the College Board of Trustees because of a claim:

- a) that the employee has been unjustifiably dismissed, or
- b) that the employee's employment or conditions of employment are affected to the employee's disadvantage by an unjustifiable action of the Board of Trustees; or
- c) that the employee has been discriminated against in his/her employment; or
- d) that the employee has been sexually harassed; or
- e) that the employee has been subject to duress in his/her employment because of association with an employee group or bargaining agent. (Note: A comprehensive definition of "duress" is found in the Secondary Teachers' Collective Award Agreement).

Note: Personal grievances are distinct from disputes about the interpretation, application or operation of an employment contract. Procedures for disputes resolution are detailed in Schedule 2 of the Employment Contracts Act.

In discussions over personal grievance matters, the Board of Trustees will be represented by either the

Chairperson or his/her appointee; or
Chief Executive (Principal)

PROCEDURES

1. Presentation of grievance to the Board of Trustees:
 - a) any employee who considers that he or she has grounds for a personal grievance shall discuss the grievance with the Chief Executive or the Chairperson of the Board of Trustees or his/her appointee orally in the first instance;
 - b) the grievance will be discussed as soon as practicable after the grievance has arisen and no later than 90 working days except in instances when the grievance committee agreed to waive the time restrictions due to exceptional circumstances, eg. the employee was not aware of a decision affecting him/her within the 90 days' time frame.
2. If the grievance is not settled in a discussion between the employee or employee's agent and the Board of Trustees representative:
 - a) the employee may appoint an agent to pursue resolution of the grievance on his/her behalf;
 - b) the Board of Trustees will appoint an agent to pursue resolution of the grievance on the Board of Trustees behalf;
 - c) the employee/agent shall give to the Board of Trustees, within 20 working days of the collapse of the discussions, a written statement setting out:
 - i) the nature of the grievance; and
 - ii) the facts giving rise to the grievance; and
 - iii) the remedy sought
3. Within 20 working days of receipt of the employee's written statement the Chief Executive or Chairperson, or his/her representative, shall call a meeting of the Board of Trustees / BOT Personnel sub-committee to discuss the grievance. The Personnel sub-committee shall reply in writing setting out:
 - a) the Board of Trustees' view of the facts, and
 - b) the Board of Trustees' decision regarding the remedy sought; and, if applicable,
 - c) the reasons why the Board of Trustees is not prepared to grant the remedy sought.
4. If the employee/agent is not satisfied with the written response, he or she can request that a grievance committee be established to handle the grievance.
 - a) The committee will consist of one nominee of the Board of Trustees and one nominee of the employee and a chairperson.
 - b) The chairperson of the committee will be a person mutually agreed on by the two parties or by a mediator from the Employment Tribunal.
 - c) Any expenses of the committee will be met by the Board of Trustees unless the grievance committee determines otherwise
5. Role of the Committee:
 - a) The Grievance committee shall begin hearing the grievance within 20 working days of the receipt of a request for the establishment of a grievance committee.
 - b) It shall consider:
 - i) the employee's/agent's written statement; and
 - ii) the Board of Trustees' written response; and
 - iii) any oral evidence given to the Committee by each party; and
 - iv) independent expert advice if required
 - c) It shall determine the grievance within 20 working days of completing the hearing.
6. The decision:
 - a) The decision of the majority of the committee members shall be binding;
 - b) The decision shall be made in writing and given to the employee/agent with a copy to be kept on file;
 - c) The written decision shall include:
 - i) the facts of the grievance
 - ii) the issues involved, and
 - iii) the actual decision of the committee.
7. An employee has the right to appeal the decision of the grievance committee to the Employment Tribunal

- and its decision can be appealed to the Labour Court.
8. The remedies available depend on the circumstance, but may include reimbursement of lost wages, reinstatement, compensation for loss of a benefit or for humiliation to the employee.

WAIRARAPA COLLEGE

FINANCE

POLICY STATEMENT

The Board of Trustees will monitor and control all finances to ensure maximum benefit for all students.

RATIONALE

1. To meet those aspects of the Charter relating to financial management.
2. To ensure that all aspects of school expenditure are for the promotion of students' learning, directly or indirectly.
3. To ensure that school expenditure is based on the Charter's objectives for students.
4. To ensure that the many kinds of funds for which the Board is responsible are covered by appropriate procedures for receipting, expenditure and auditing.

GUIDELINES

1. The Board will establish procedures
 - a) for the planning and preparation of the annual budget in accordance with school priorities.
 - b) for monitoring on a monthly basis all school expenditure.
 - c) for the reimbursement of staff work-related expenses.
 - d) for the expenditure of parent and other contributions.
 - e) for the annual review of school donations
2. The Board will ensure that
 - a) money generated for special activities is regulated by a budget, is monitored in expenditure and accounted for in the appropriate way.
 - b) all funding opportunities are investigated
 - c) programmes which generate special governmental funding, such as Transition Education, ACE, Special Education, receive all the funds granted.
 - d) activities which generate extra funds, such as the councils, the canteen, uniform shop, have procedures for the monitoring and banking of those funds.
 - e) all donations from the Parent's Association are correctly accounted for.
 - f) all funds for which it is responsible are correctly audited annually.
 - g) any variations in expenditure, from the priorities of the budget, are first approved by the Board.
 - h) Teachers salaries, support staff salaries meet all contractual and legal requirements
 - i) major expenditure, the figure to be determined, annually, is first approved by the Board.
 - j) an annual financial report is made available to the community.
 - k) Monthly financial reports, monitoring actual to budget, be prepared for the Board.

CONCLUSION

The needs of a school are various. Properly regulated expenditure of limited funds will help to meet those needs and so provide a well resourced, attractive, safe and healthy learning environment.

WAIRARAPA COLLEGE

SCHOOL FACILITIES - Grounds, Buildings, Equipment, Furnishings

POLICY STATEMENT

For the college to assist students' learning, it should be as far as possible, well-maintained, clean, safe, attractive and functional. Equipment and other resources should also be up-to-date. The Board shares with the Ministry of Education responsibility for the provision and maintenance of college facilities.

RATIONALE

1. To maintain and develop the grounds, buildings and all other facilities in a safe, tidy, clean, hygienic and workable condition.
2. To ensure that facilities management reflects the college's health and safety policy and procedures.
3. To ensure that in facilities management, consideration is given to equity .
4. To ensure that all individuals or groups have equal opportunity of access to all college facilities.

GUIDELINES

1. The Board will ensure that all legal and other requirements relevant to this policy are met, including the Property Occupancy Agreement and the requirements of all National and Local Regulations and Acts relating to health and safety.
2. The Board will meet all local body requirements relating to the hire and/or use of college facilities by the community.
3. The Board will ensure that there is a ten year plan for the maintenance and/or replacement of all facilities.
4. The Board will maintain an up-to-date Asset Register.

CONCLUSION

The quality of administration, learning and teaching will be enhanced by a well-planned facilities programme.

WAIRARAPA COLLEGE

COMMUNICABLE DISEASES

POLICY STATEMENT

The College is committed to a positive approach concerning any serious communicable disease.

RATIONALE

1. To affirm a commitment to the prevention of communicable diseases through appropriate education at school.
2. To provide a supportive environment for a student or staff member affected by a communicable disease.

GUIDELINES

1. (a) Information will be presented to students over an extended period of time by knowledgeable, empathetic, and trained teachers. Staff involved will have access to specialised courses that educate on recent developments regarding communicable diseases, in particular, flu pandemic, HIV and AIDS
- (b) Procedures on site should follow those recommended, for the restriction and control of infectious diseases.
 - (i) Washing hands to be carried out at all times
 - (ii) Non sharing of drinking containers
 - (iii) Bodily spillages reported to a staff member, cleaned with effective disinfectant and waste placed in yellow 'bio bag' in school clinic.
 - (iv) A first aid kit available in every school block, containing disposable gloves.
 - (v) Disposable gloves or tongs used in the handling of food for public consumption eg. canteen, fund raising, gala.
 - (vi) All soiled napkins, blood products, vomit products, used gloves, soiled dressings, used tissues are to be placed in the yellow 'bio bags' in school clinic. These bags will be available to the college from the Chapel Street Vet in Masterton. When the bag is full it will be taken to the vets for disposal.
 - (vii) Dispose of used gloves, soiled dressings, tissues etc in plastic bags for burning.
 - (viii) Dispose of sanitary towels in appropriate named containers.
 - (ix) Wipe clean and then sterilize all surfaces and instruments contaminated with blood. Use a solution of = 1 part/vol household bleach to 9 parts/vol of cold water
 - (x) Wipe all eating surfaces with the above solution – use Blue chux cloths for this.
 - (xi) All feeders, face cloths, tea towels, dishcloths and hand towels to be soaked prior to washing in the appropriate named buckets in the above solution.
2. The Safety and individual rights of all staff and students will be of paramount concern at all times. This includes
 - (a) the confidentiality of infected staff and/or students. However it is recommended that an infected person inform the Principal, Guidance Counsellor or School nurse as to the nature of his/her illness.
 - (b) the equal right to work and study for all present, or prospective, students and staff.
 - (c) the right of an infected person to be free from harassment and prejudice. such instances will be a matter of serious disciplinary action.

WAIRARAPA COLLEGE

STUDENT GUIDANCE AND SUPPORT SYSTEMS

POLICY STATEMENT

The pastoral care system aims to provide a secure and caring environment to encourage students to realise their unique intellectual and personal potential.

RATIONALE

1. To encourage and assist students to reach their potential.
2. To teach students school routines, expectations, rules and procedures and ensure their implementation.
3. To help individual students to resolve any problems and/or conflicts that impede the student's positive development and make positive choices and decisions.
4. To ensure students are assisted in making the transition from primary to secondary school and from secondary school to further study or work.
5. To recognise that sensitivity to the cultural background of students may require special provision.
6. To help students and caregivers make sound decisions about course selection and careers.

GUIDELINES

1. The following staff, Guidance Counsellor, AP, DP, Pr, Dean, Form Teacher, Kaiawhenua, Careers Adviser have specific responsibility for providing pastoral care to each student.
2. External agencies will be utilised where appropriate.
3. Specific contingency plans shall be in place to deal with any traumatic incident (TIRP), sexual abuse or harassment.
4. Students have access to careers advice and guidance through the Deans and Careers network in the school.

WAIRARAPA COLLEGE

SEXUAL AND OTHER HARASSMENT

POLICY

The Board of Trustees will seek to ensure that all staff, students and visitors (during school time) will be free from sexual or other harassment

RATIONALE

1. To ensure that all staff and pupils are aware of harassment in its many forms.
2. To understand the meaning of harassment ie. when the receiver feels uncomfortable regarding another persons words or actions towards them.
3. To empower the individual with strategies to deal with harassment.
4. To create a climate of trust within the school that encourages the individual to feel comfortable about sharing their concerns with an appropriate person.

GUIDELINES

1. Through the Health Programme students and staff will have
 - a) An awareness of harassment in its many forms
 - b) The development of self esteem
 - c) To empower the individual with strategies designed to recognise and successfully deal with harassment.
2. The ongoing development of a support network across the school encompassing trust and confidentiality, that the students are aware of and have access to.
3. This school recognises and fully supports the harassment policy as laid down in the various staff awards.
4. Develop parental awareness of the school's policy to encourage their active participation and support in dealing with harassment.
5. Ensure the Board of Trustees provides appropriate resources to enable these objectives to be met.
6. Provide appropriate in-service, on-going development of staff awareness, skills and knowledge.

CONCLUSION

Through the active promotion of this policy, the nurturing of a more caring school climate will develop.

WAIRARAPA COLLEGE

SMOKEFREE ENVIRONMENT

POLICY STATEMENT

Wairarapa College ensures that all employees and applicants for future employment are treated according to the law as described in Smokefree Environment Acts 1990.

RATIONALE

1. The college actively discourages smoking in the school.
2. As required by legislation the college and college grounds are smokefree environments at all times
3. As far as possible, students are presented with non-smoking role models at school.

GUIDELINES

1. Smoking is not permitted within the school grounds.
2. The college will ensure that all procedures relevant to the policy are in the staff handbook.
3. Smoking by students is not permitted in school uniform at any time

CONCLUSION

This policy is designed to produce a cleaner and healthier college environment for all staff and for the general public. This policy is to be reviewed annually.

WAIRARAPA COLLEGE

EDUCATION OUTSIDE THE CLASSROOM POLICY

POLICY STATEMENT

Education outside the classroom (EOTC) can make a substantial contribution to student's intellectual, social and emotional development. It provides opportunities for learning not available under normal circumstances in the classroom. Activities should reflect and enrich the curriculum providing further opportunities for individual learning, personal growth and development.

RATIONALE

- Education Outside the Classroom (EOTC) is a generic term to describe curriculum-based learning that extends beyond the four walls of the classroom. This can range from a museum or a marae visit to a sports trip, outdoor education camp, or a rocky shore field trip. The activity could involve one period, half a day, a whole day, overnight or several days.
- EOTC crosses all essential learning areas in the New Zealand Curriculum Framework.
- EOTC provides opportunities for a vast array of positive outcomes in a student's education. Alongside these gains is the potential for loss if programmes are not effectively managed. The degree of risk inherent in many EOTC activities makes effective safety precautions imperative.
- It is a requirement of the Ministry of Education (Education Act, 1989) under NAG 5 that the school:
 1. provide a safe physical and emotional environment for students, and
 2. comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.
- Furthermore schools are required to comply in the following
 1. To meet statutory requirements under the Education Act (1989) and the Health and Safety in Employment Act (1992).
 2. To follow Ministry of Education policies and guidelines for EOTC as outlined in Safety and EOTC – a good practice guide for New Zealand schools (Ministry of Education, 2002).
 3. To ensure that all staff follow similar planning procedures for EOTC activities.

GUIDELINES

1. All EOTC activities should be appropriate to meet the educational needs of students and be based on sound teaching and learning practices.
2. When arranging trips the organiser needs to consider the equity implications and impact of any financial costs charged to students
2. The Principal has the responsibility to appoint an EOTC coordinator.
3. The Risk Analysis and Management System forms that the school uses will be presented to the Board of Trustees, and the Board will be notified of any changes to the forms.
4. School procedures in planning, obtaining appropriate approvals and conducting the programme must be followed. RAMS forms must be completed when necessary. Teachers planning an EOTC activity must see the EOTC co-ordinator and follow the guidelines for procedures and documentation. Detailed Itinerary for all trips – including day trips – including goals and outcomes are required.

Timelines – all out of class activities one terms notice
Documentation – Risk Level 1, 2 and 3 – two weeks
Risk Level 4 and 5 – five weeks (For BOT approval)

6. These will include the need to have the DP's approval for trips, the board's approval for overnight trips, the completion of Risk Analysis and Management Systems forms (as sighted and signed by EOTC Coordinator for Level 3 and 4), and parental/caregiver consent.
7. All significant untoward incidents that occur in the context of any EOTC activities are to be reported to the Board of Trustees. The organisers of all overnight EOTC activities are required to submit a review of the trip. This review is to be submitted within five (5) school days of the trip's return. In that review the organiser /writer is required to
 - Assess the success of the trip against the goals and intended outcomes as outlined in original application
 - Identify any breaches of school rules, drugs and alcohol issues,
 - Identify any incidents, accidents,
 - Student evaluations (summaries of) are required.

WAIARAPA COLLEGE

THE TREATY OF WAITANGI

POLICY STATEMENT

The Maori are the Tangata whenua of Aotearoa and their language and culture are a living part of New Zealand society. All New Zealanders should therefore recognise and understand the dual cultural heritage of New Zealand.

Purpose

1. To ensure the curriculum reflects Maori perspective.
2. To make equitable provision for the needs of Maori.
3. To provide opportunities for students who wish to learn Maori language and culture.
4. To provide for those wishing to be educated through the Maori Language.
5. To recognise Maori values in resourcing the school.

Guidelines

1. Curriculum planning will ensure Maori perspective are embodied in the content, methodology and assessment.
2. Teaching strategies will utilise Maori examples.
3. Opportunities will be provided for all students to learn tikanga Maori.
4. Pastoral care is provided through culturally appropriate ways.
5. Maori values and customs will be, as far as practicable, incorporated into school life.
6. The school will actively seek to implement the Maori dimension through the school leadership.
7. Budgeting will reflect the need to implement the Treaty.

CONCLUSION

The School will recognise the duality of the New Zealand culture.

WAIRARAPA COLLEGE

POLICY ON MANAGEMENT UNITS

POLICY STATEMENT

These units will be awarded within the school according to the guidelines in the PPTA Secondary Teachers' Collective Employment Contract Section 4.3.

PURPOSE

- a. To ensure that eligible staff have the opportunity to be awarded permanent and fixed-term units to recognise responsibility.
- b. To ensure that school-wide goals maybe achieved by means of allocation of fixed-term units to specific tasks arising out of those goals.

GUIDELINES

1. The Secondary Teachers Employment Contract guidelines shall apply.
2. All staff shall be given the opportunity to apply for fixed-term and/or permanent management units each year.
3. Where the number of applications exceeds available units, the Principal shall consult with staff as to prioritising unit allocation.
4. School-wide goals should be reflected in unit allocation.
5. The management of unit allocations is delegated to the Principal by the Board of Trustees.