



NAG 1

TEACHER PLANNING POLICY

Rationale:

Sound planning and preparation contributes to effective classroom teaching and learning. It also underpins stimulating and supportive environments, which provide opportunities for children to be confident, enthusiastic achievers.

Purpose:

For teachers to conceptualise, plan and implement appropriate learning programmes.

- 1) for teachers to articulate clearly the aims of their teaching, give sound professional reasons for adopting these aims, and implement them in their practice
- 2) through their planning and teaching, teachers can demonstrate their knowledge and understanding of relevant content, disciplines and curriculum documents

For planning to meet the legislative requirements of National Administration Guideline 1

- A. To provide a balanced curriculum for students as implemented against
- B. the national achievement objectives and takes into account key competencies and learning contexts.
- C. To provide all students with the opportunities to achieve for success in all the essential learning areas and key competencies of the New Zealand curriculum by giving priority to student achievement in literacy and numeracy, especially in years 1-4.

For teachers to understand that planning is an integral component of effective curriculum delivery; and successful teaching and learning processes. Therefore teachers undertake long and short term planning that meets and enhances student-learning needs and strengths, and reflects the special features of Paparangi such as enviro-school.

Guidelines:

1. Teachers regularly and systematically undertake long and short term planning for student learning, and often in collaboration with other teachers.
2. Planning is a working document, which is organic and responsive to the needs of the children. Planning templates can be digital or paper-based. Planning templates can be personalised to different classes and teachers but will always include the components of quality planning as agreed to by staff.
3. Planning (the aims, content, celebration and evaluation) will be regularly shared and discussed at syndicate meetings.
4. The process of conceptualising, planning and implementing programmes of learning will be evaluated regularly by the Senior Leadership Team through the appraisal programme.

5. Effective Planning:

1. Through planning teachers demonstrate their knowledge and understanding of how students learn. Planning takes into account student learning needs, student voice and is responsive to cultural needs of students.
2. Contains links to national achievement objectives, key competencies and school values and is comprehensive enough to suggest the content of any learning session.
3. Demonstrates links between key competencies, learning outcomes and learning experiences for students.
4. Indicates how student progress and achievement will be monitored and assessed.
5. Shows evidence of e-learning and integrating learning areas wherever appropriate.

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