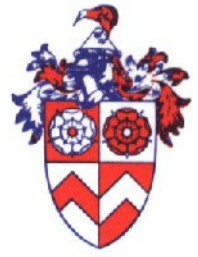


**Rosehill College**



# **HOD Manual**

**2009**

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**School Mission Statement is:**

**Together we provide an  
environment for personal  
excellence**

**School Vision is:**

**The Rosehill community will inspire  
students and staff to:**

- 1. be enterprising and powerful lifelong learners**
- 2. foster manaakitanga and good citizenship**
- 3. be creative thinkers and able users of knowledge**

# Introduction

The role of HOD is one of the most challenging and important roles in the school. It is also a very rewarding position, in my experience, because as HODs you are the leaders in the school who will have the most direct impact on quality of our curriculum delivery and students' learning at Rosehill College. You are fundamental to our ability to translate our strategic and annual planning goals into reality inside classrooms. You also play a key role in recruiting and retaining top teachers. The reputation you have beyond the school and the networks you develop through subject associations and the like will influence our ability to recruit great teachers. Of course that responsibility doesn't sit with you alone, but you are key players in that area. Given Generation Y's propensity to not stay in any one position for long, and given the national and regional competition to get great teachers, developing your capacity to attract staff to the college is one I'd like you to work on.

Michael Fullan (*The New Meaning of Educational Change*, 3<sup>rd</sup> ed., 2001, p. 150) notes six guidelines for school leaders which are worth our attention:

1. Steer clear of false certainty (there are no ready-made answers to how we should achieve the results we want to).
  2. Promote risk-taking, but provide safety nets of supportive relationships.
  3. Respect those you would like to silence! Learn from principled dissenters.
  4. Seek alliances and co-operation from beyond the school.
  5. We should bring emotional intelligence and well as rationality to our leadership.
- 
1. Fight for the causes you believe in, even if they seem like lost causes. Be hopeful against the odds.

In his latest book, *The Six Secrets of Change* (2008, pp. 132-133) Fullan quotes a compelling leadership story about two famous leaders/explorers, Scott and Shackleton. Both were determined to lead their teams to the South Pole in the early 1900s. Both failed, but the otherwise the outcomes were very different! Scott was 'dour, bullying and controlling... and secretive and untrusting.' By contrast, Shackleton 'was warm, humorous and egalitarian... and he gave his men responsibility and a measure of independence... Shackleton talked openly and frankly ...about all aspects of the work and he valued his men's lives above all else.' All his men survived; all Scott's men died! Not only did Shackleton's men survive in good health but the manner of their survival was extraordinary, including being isolated for almost two years on an Antarctic ice flow.

Fullan's 'six secrets', by the way, are love your employees, connect peers with purpose, capacity building prevails, learning is the work, transparency rules and systems learn.

Coleman, D Boyatzis, R. and McKee, A (2002) *The New Leaders* – London: Time Warner have produced a very useful summary of some key qualities I think all our leaders at Rosehill College should aspire to have.

## Emotional Intelligence

### Leadership Competencies

#### SELF-AWARENESS

- *Emotional self-awareness.* Leaders high in emotional self-awareness are attuned to their inner signals, recognizing how their feelings affect them and their job performance. They are attuned to their guiding values and can often intuit the best course of action, seeing the big picture in a complex situation. Emotionally self-aware leaders can be candid and authentic, able to speak openly about their emotions or with conviction about their guiding vision.
- *Accurate self-assessment.* Leaders with high self-awareness typically know their limitations and strengths, and exhibit a sense of humour about themselves. They exhibit a gracefulness in learning where they need to improve, and welcome constructive criticism and feedback. Accurate self-assessment lets a leader know when to ask for help and where to focus in cultivating new leadership strengths.
- *Self-confidence.* Knowing their abilities with accuracy allows leaders to play to their strengths. Self-confident leaders can welcome a difficult assignment. Such leaders often have a sense of presence, a self-assurance that lets them stand out in a group.

#### SELF-MANAGEMENT

- *Self-control.* Leaders with emotional self-control find ways to manage their disturbing emotions and impulses, and even to channel them in useful ways. A hallmark of self-control is the leader who stays calm and clear-headed under high stress or during a crisis- or who remains unflappable even when confronted by a trying situation.
- *Transparency.* Leaders who are transparent live their values. Transparency-an authentic openness to others about one's feelings, beliefs, and actions-allows integrity. Such leaders openly admit mistakes or faults, and confront unethical behaviour in others rather than turn a blind eye.
- *Adaptability.* Leaders who are adaptable can juggle multiple demands without losing their focus or energy, and are comfortable with the inevitable ambiguities of organizational life. Such leaders can be flexible in adapting to new challenges, nimble in adjusting to fluid change, and limber in their thinking in the face of new data or realities.
- *Achievement.* Leaders with strength in achievement have high personal standards that drive them to constantly seek performance improvements-both for themselves and those they lead. They are pragmatic, setting measurable but challenging goals, and are able to calculate risk so that their goals are worthy but attainable. A hallmark of achievement is in continually learning and teaching-ways to do better.
- *Initiative.* Leaders who have a sense of efficacy-that they have what it takes to control their own destiny-excel in initiative. They seize opportunities-or create them-rather than simply waiting. Such a leader does not hesitate to cut through red tape, or even bend the rules, when necessary to create better possibilities for the future.

- *Optimism.* A leader who is optimistic can roll with the punches, seeing an opportunity rather than a threat in a setback. Such leaders see others positively, expecting the best of them. And their “glass half-full” outlook leads them to expect that changes in the future will be for the better.

## SOCIAL AWARENESS

- *Empathy.* Leaders with empathy are able to attune to a wide range of emotional signals, letting them sense the felt, but unspoken, emotions in a person or group. Such leaders listen attentively and can grasp the other person’s perspective. Empathy makes a leader able to get along well with people of diverse backgrounds or from other cultures.
- *Organizational awareness.* A leader with a keen social awareness can be politically astute, able to detect crucial social networks and read key power relationships. Such leaders can understand the political forces at work in an organization, as well as the guiding values and unspoken rules that operate among people there.
- *Service.* Leaders high in the service competence foster an emotional climate so that people directly in touch with the customer or client will keep the relationship on the right track. Such leaders monitor customer or client satisfaction carefully to ensure they are getting what they need. They also make themselves available as needed.

## RELATIONSHIP MANAGEMENT

- *Inspiration.* Leaders who inspire both create resonance and move people with a compelling vision or shared mission. Such leaders embody what they ask of others, and are able to articulate a shared mission in a way that inspires others to follow. They offer a sense of common purpose beyond the day-to-day tasks, making work exciting.
- *Influence.* Indicators of a leader’s powers of influence range from finding just the right appeal for a given listener to knowing how to build buy in from key people and a network of support for an initiative. Leaders adept in influence are persuasive and engaging when they address a group.
- *Developing others.* Leaders who are adept at cultivating people’s abilities show a genuine interest in those they are helping along, understanding their goals, strengths, and weaknesses. Such leaders can give timely and constructive feedback and are natural mentors or coaches.
- *Change catalyst.* Leaders who can catalyze change are able to recognize the need for the change, challenge the status quo, and champion the new order. They can be strong advocates for the change even in the face of opposition, making the argument for it compellingly. They also find practical ways to overcome barriers to change.
- *Conflict management.* Leaders who manage conflicts best are able to draw out all parties, understand the differing perspectives, and then find a common ideal that everyone can endorse. They surface the conflict, acknowledge the feelings and views of all sides, and then redirect the energy toward a shared ideal.
- *Teamwork and collaboration.* Leaders who are able team players generate an atmosphere of friendly collegiality and are themselves models of respect, helpfulness, and cooperation. They draw others into active, enthusiastic commitment to the collective effort, and build spirit and identity. They spend time forging and cementing close relationships beyond mere work obligations.

## Timeline for HOD Teaching and Learning Tasks

<b>End of January</b>	Report to BOT on Junior Achievement in previous year.
<b>February</b>	Check that all NZQA standards are the latest version and within our accreditation.
<b>Ongoing</b>	Check that teachers are entering finalised, moderated grades into KAMAR markbooks
<b>February</b>	Provide details for subject markbooks to Steph Loveday.
<b>Progress Reports</b>	Check that teachers know what is required and that deadlines are met
<b>End of Term 1</b>	Check for students who are misplaced in junior classes and notify HOH and BK for class changes for Term 2.
<b>Term 2 Week 2</b>	Formative comment banks are updated and loaded into KAMAR markbooks.
<b>End of May</b>	Present requests for any new courses for the following year to BOS.
<b>End of May</b>	Report to BOT on Senior Achievement in previous year.
<b>Early June</b>	Update Course Information booklets.
<b>Term 2 Reports</b>	Check that teachers follow the school's requirements for the reports as per the instructions. This may be particularly important in the case of teachers who have joined Rosehill from other schools and may tend to complete reports in the manner of the previous school.
<b>End Term 2</b>	Counsel students considering entering scholarship and provide sample papers where appropriate.
<b>Early Term 3</b>	Check and double check NZQA entries – should any individual students be withdrawn from or added to standards? Should any class groups withdrawn from or added to standards?
<b>End of August</b>	NZQA entries are finalised – no withdrawals from standards are accepted after this.
<b>End of August</b>	Summarise comment banks are updated and loaded into KAMAR mark books.
<b>Mid November</b>	All internal assessment grades to be entered.
<b>Mid November</b>	Teacher allocation lists for timetable to be given to GO.
<b>End of November</b>	All lists for advanced classes at Years 11 and 12 to be submitted to BK and the timetable.
<b>End of November</b>	Check for students who are misplaced in junior classes and notify HOH and BK for class changes for following year.

# Subject Mark book and NCEA Details

Early in the year HODs will receive a request from Stephanie Loveday for the following information. This information is required for setting up the mark books for the department’s teachers and it is essential that this is returned to Step by the due date.

## Subject Mark book and NCEA Details 200?

**Subject and Year Level:** .....

- Achievement and Unit Standards** – Used for entering students for qualifications and sending in the final results

Level	Number	Version Number	Internal or External	Full Official Title	Credit Value

- Achievement Objectives** – Used for recording and reporting student achievement to parents/caregivers

Code	Title for Reports – Term 2

## Page 2 of Subject Mark book and NCEA Details 200?

**Subject and Year Level:**

- Achievement Objectives** – Used for recording and reporting student achievement to parents/ caregivers

Code	Title for Reports – Term 4

- Attitudes** – Used on all reports

1.	Attitude in class
2.	Punctuality
3.	Homework (optional for junior PE only)
4.	Equipment
5.	Periods Absent

## NZQA Entries

Check that all standards offered within department are the latest versions and that Rosehill College is accredited to offer these standards.

Ensure that work is moderated in a timely manner and that further assessment opportunities are offered as appropriate and according to department procedures that are published to students.

Ensure that teachers enter moderated and finalised grades into the legal columns of KAMAR as soon as grades have been given to the students. This should occur at the earliest opportunity following the moderation process.

Check that NZQA entries are accurate for your department. This includes notifying the SMT member in charge of Curriculum and Assessment of any standards to be added or withdrawn for classes and/or individual students. All entries must be finalised before NZQA's cut off date. This may vary from year to year but has been 1<sup>st</sup> September in 2008.

Ensure that all requirements of the internal moderation processes are followed and that correct records and samples of student work are kept. The check sheet for internally assessed standards can be found at

<http://www.nzqa.govt.nz/ncea/acrp/secondary/docs/internal-mod-cover-model.doc>

Samples of student work for external moderation are to be retained. The DP Curriculum and Assessment will provide the names of the students whose work is to be retained. The HOD is to inform the DP Curriculum and Assessment if more than one task has been used in assessing a particular standard. The students will be selected according to the NZQA method of selection of starting at the first surname that begins with H and taking every third name thereafter. Eight samples of work are required for achievement standard and four samples for a unit standard. The cover sheet for the submission of standards for external moderation can be found at

<http://www.nzqa.govt.nz/ncea/acrp/secondary/docs/sec-mod-cvrsheet-random.doc>

It is the responsibility of the HOD to make any adjustments to assessments as indicated by the external moderator's report.

# Report to BOT on Junior Achievement

Due at the end of January of the following year.

## Include:

Department staffing  
Significant issues  
Achievements of note

Repeat target for current year – stated in report prepared at end of last year.  
Comment on whether the target has been achieved or not, and what contributed to that, i.e. comment on the strategies that you gave.

Comment on the use of school initiatives in your department e.g. Habits of Mind, Key Competencies

Include graphs and or table of grades for two Achievement Objectives for each of Years 9 & 10.

Comment on Progress and Achievement in the current year for each Achievement Objectives.

Set targets for the following year and list strategies to be implemented to achieve these.

The statistics will be produced for you using KAMAR.

Select and **EMAIL to BK** two achievement objectives as they appear in KAMAR and if the exam grades are indicative, report on these as well. Report on different courses within a subject separately e.g. ENA, ENG and ENV.

Add comments on programmes; what has been reported on and why, and comment on the grades. Include the expected curriculum level for your subject (different for languages and technology). Compare this year's percentages to last year's, and comment as to whether targets have been met. Comment on what has been changed in the course or the way it is taught that has led to changes in achievement. Be factual and avoid expressing opinion.

Setting targets for 2009 - quantify a target in the selected objectives e.g. 80% of students gain a grade of 5P or better (if curriculum level 5 is the appropriate one) so that valid comparisons can be made. Setting targets for a year group from a previous year group's performance can be problematic, but we do have data for incoming students that can be used.

Hard copy of your stats, for you to write the commentary, will be in your pigeonhole the following school day. The commentary each of the AOs on which you are reporting must begin with the clear title of the AO as it appears in KAMAR. Once you have completed the commentary, EMAIL it to BK and the graphs will be inserted for you. This is because the graphs cannot be exported, or copied into another document, only printed as hard copy. Noeline will be scanning them and giving the graphs the correct course title.

If you wish to keep graphs of AOs other than those on which you are reporting, you can do so from the markbook page for the AO, and the "Stats" white tab at the bottom of the page. You can show all marks in the subject using the "Options" white tab at the bottom of the page.

Any problems, please see BK.

## Report to BOT on Senior Achievement Including report on External Moderation round

This is due to be submitted in electronic form to BK by the end of May of the following year.

Go to <http://www.nzqa.govt.nz/login.html> , the Schools Provider Login.

Provider code        102  
Password            5639  
Statistics  
Results distribution by learning area – select your learning area

### **Results distribution by Learning Area**

Select Decile 6 for all reports – NB Comparisons to be made against **Decile 6**

Standard Type shows:     All standards  
                                      Unit Standards  
                                      Achievement Standards  
                                      Externally Assessed Achievement Standards

As NZQA are now reporting all Not Achieved grades for internally assessed standards, the data needed for this report should all be available from the NZQA website.

Use the following blank tables to provide uniformity in the reports.

#### **Standard No and Title**

(use NZQA site for this table)

<b>200?</b>	<b>No. of Results</b>	<b>Not Achieved %</b>	<b>Achieved %</b>	<b>Merit %</b>	<b>Excellence %</b>
<b>Rosehill</b>					
<b>Decile 6</b>					

For subjects that have multiple courses at one level, these courses will need to be reported on separately. For standards, the Decile 6 information will be taken from the QA website, but where the same standard is offered as part of more than one course, KAMAR data will need to be used to report the grades gained.

#### **Comments on achievement**

For all standards a comment is to be made if the Rosehill percentage of N grades is higher than the Decile 6 percentage of N grades. The comment should include reasons to account for this (eg in Level 1 Maths, the percentage of N grades for probability is higher than that for Decile 6. This topic has been taught at the end of the year in years 9 & 10, when students often feel they are approaching holiday mode. It has now been placed earlier in the scheme of work.) This is what you will have already considered in department meetings when looking at performance across standards.

For achievement standards, provide a comment if the percentage of higher grades is less than that of Decile 6.

An example (with mock data) follows:

### MUSIC DEPARTMENT LEVEL 1

**90015** Aurally identify, describe and transcribe music elements from simple music

20068	No. of Results	Not Achieved %	Achieved %	Merit %	Excellence %
Rosehill	21	38.1	38.1	19	4.8
Decile 6	366	56.0	31.4	10.1	2.5

**90016** Identify and describe fundamental materials of music

2008	No. of Results	Not Achieved %	Achieved %	Merit %	Excellence %
Rosehill	25	28	36	28	8
Decile 6	386	36.5	38.3	20.22	4.9

**90014** Compose pieces of music

2008	No. of Results	Not Achieved %	Achieved %	Merit %	Excellence %
Rosehill	21	33	38	10	19
Decile 6	386	27	36.2	21.8	15

A third of the students did not achieve this standard, (provide a reason) but of those who did a very pleasing percentage gained excellence.

**90017** Demonstrate knowledge of music works

2008	No. of Results	Not Achieved %	Achieved %	Merit %	Excellence %
Rosehill	21	27.4	36.4	31.8	4.4
Decile 6	386	16.1	35.5	33.4	15

The percentages gaining not achieved and excellence were disappointing. Give a reason and strategy to improve the results.

### Report on External Moderation Round

At the end of your report, please include a brief summary of the results of the external moderation round for 2007, and the actions taken to ensure that reasons for M and X have been rectified.

e.g.

Subject	Standard	Level	Materials	Verification of Assessed work
Floor washing	90123	1	M	6/8
	90789	2	A	8/8
	12345	3	X	1/4

90123 – the version number was missing. This has been included in current documentation.  
12345 – the questions should have been designed specifically for the activity being examined, ie washing a tiled floor, as opposed to any floor. The evidence statements should be supported by judgement statements identifying the quality of work required. This standard will no longer be used in this course.

An explanation of the codes and table headings will be given in the preface of the report to the BOT.

# Department Manuals

Departmental manuals should be provided for all members of your staff and the Principal. Manuals should be divided into the following:

## **Section A General**

1. Goals/Aims of the department in relationship to the Annual Plan for this year
2. Aims of the subject – school and national
3. Staff responsibilities and delegations
4. A statement about good collegial practice especially relevant to your subject.  
For example, in some learning areas/subjects some of you need to share specialist rooms more than in others. Spelling out some clear expectations that go with that would be very useful in a department manual.

## **Section B This should reflect the 10 Key Tasks of the job description and this HOD Manual**

1. Schemes of work for advanced, mixed and development groups including courses offered by the department and a course map, including course outlines for students to take home. Schemes of work must be sufficiently detailed to offer clear guidance to all your teachers and especially teachers new to the school or to the department. Where possible there will be explicit links between your schemes and the New Zealand Curriculum.
2. A statement and information about classroom management discipline and referral systems including discipline policy, withdrawal rooms and homework policies.
3. A statement about assessment which includes:  
  
Information about
  - good assessment
  - formative/summative assessment
  - moderation
  - tracking sheets
  - collection of and storage of summative assessment information
  - reports to parents
  - assessment information sheet for students
4. A statement about how the department is led including delegations and responsibilities (if not included elsewhere in the Manual)
  - how department members will be consulted
  - how staff are allocated to classes
  - the role of meetings

5. A statement about staff performance which includes information about
  - appraisal
  - professional development
6. A statement about department budget and resources which includes information about
  - the Department Budget
  - access to resources
  - making requests for resources
  - maintaining the department inventory through a booking system
7. A statement about inducting new staff into your faculty/department
8. A statement about administrative requirements which might include the need to
  - meet deadlines
  - maintain mark book and attendance records
9. A statement about the need to contribute the greater life of the college. This might include reference to
  - maintaining good working relationships
  - being involved in extra-curricular activities
10. Maori dimension. This section could contain information for staff about how best to meet the needs of Maori in your subject. Specific examples are expected. These could include examples from your staff who have been trained in the Te Kotahitanga programme.

**The manual is organised as follows:**

**Section A    Accountability Material**

This includes        National Administration Guidelines  
                                 Our Strategic Plan  
                                 Our Annual Plan

**Section B    Doing the Job**

This includes HOD Job Description  
                                 Key Tasks of the HODs  
                                 A checklist for each key task

(See GM if you want examples that demonstrate how HODs have met key tasks in the past.)

## The National Administration Guidelines (NAGs)

The National Administration Guidelines for school administration set out statements of desirable principles of conduct or administration for specified personnel or bodies. Recent amendments include the planning and reporting requirements, the footnote to I(iii)c relating to gifted and talented learners (with effect from Term 1 2005), and clause I(i)c regarding "regular quality physical activity" (with effect from Term 1 2006).

### The National Administration Guidelines (NAGs)

In December 2003 a notice in the New Zealand Gazette advised that NAG I(iii)c had been amended with a footnote that states: "including gifted and talented students".

From Term 1, 2005 it will be mandatory for all state and state-integrated schools to demonstrate how they are meeting the needs of their gifted and talented learners, as they are currently required to do for students who are not achieving, who are at risk of not achieving, and who have special needs.

A range of professional support is in place to assist schools with implementing this NAG change. This includes:

- in-depth professional development through School Support Services advisors;
- the handbook *Gifted and Talented Students: Meeting their Needs in New Zealand Schools*;
- a range of online and hard copy materials, including resources on Te Kete Ipurangi/The Online Learning Centre [www.tki.org.nz/e/communitv/gifted/](http://www.tki.org.nz/e/communitv/gifted/) and the Ministry of Education website [www.minedu.govt.nz](http://www.minedu.govt.nz); and
- the recently released research into effective approaches to meeting the needs of gifted and talented learners [www.minedu.govt.nz/goto/gifted](http://www.minedu.govt.nz/goto/gifted)

In December 2004 a notice in the New Zealand Gazette advised that an additional clause had been added. The addition, NAG I (i) (c), requires the development and implementation of programmes that "give priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6". This requirement takes effect from Term 1 2006.

In May 2007 a notice in the New Zealand Gazette advised that two new clauses had been added to NAG 5. From 1 June 2008 the additions require boards of trustees to:

- promote healthy food and nutrition for all students; and
- where food and beverages are sold on school premises, make only healthy options available.

The Ministry of Education's Food and Nutrition for Healthy, Confident Kids: Guidelines to Support Healthy Eating Environments in New Zealand Early Childhood Education Services and Schools (March 2007) provides a framework to help schools and their communities develop environments that support healthy eating. The Ministry of Health's Food and Beverage Classification System (July 2007) is a tool for schools to use to assess healthy food and beverages. It identifies food and beverages to be offered everyday, sometimes and occasionally.

The National Administration Guidelines are available in te reo at the bottom of this page.

### NAG 1

Each Board of Trustees is required to foster student achievement by providing teaching and learning programmes which incorporate the New Zealand Curriculum (essential learning areas, essential skills and attitudes and values) as expressed in National Curriculum Statements.

Each Board, through the principal and staff, is required to:

(i) develop and implement teaching and learning programmes:

- (a) to provide all students in years 1-10 with opportunities to achieve for success in all the essential learning and skill areas of the New Zealand curriculum;
- (b) giving priority to student achievement in literacy and numeracy, especially in years 1-4;
- (c) giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6;

(ii) through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:

- (a) student achievement in literacy and numeracy, especially in years 1-4;
- and then to:

- (b) breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of the New Zealand curriculum (as expressed in the National Curriculum Statements);
- (iii) on the basis of good quality assessment information, identify students and groups of students;
  - (a) who are not achieving;
  - (b) who are at risk of not achieving;
  - (c) who have special needs <sup>1</sup>

and

- (d) aspects of the curriculum which require particular attention;
- (iv) develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (iii) above;
- (v) in consultation with the school's Maori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Maori students;
- (vi) provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

## **NAG 2**

Each Board of Trustees, with the principal and teaching staff, is required to:

- (i) develop a strategic plan which documents how they are giving *effect* to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, assessment and staff professional development;
- (ii) maintain an on-going programme of self review in relation to the above policies, plans and programmes, including evaluation of information on student achievement;
- (iii) report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified through I(iii) above) including the achievement of Maori students against the plans and targets referred to in I(v) above.

## **NAG 3**

According to the legislation on employment and personnel matters, each Board of Trustees is required in particular to:

- (i) develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students;
- (ii) be a good employer as defined in the State Sector Act] 988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff

## **NAG 4**

According to legislation on financial and property matters, each Board of Trustees is also required in particular to:

- (i) allocate funds to reflect the school's priorities as stated in the charter;
- (ii) monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act ] 989 and the Education Act] 989;
- (iii) comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

## **NAG 5**

Each Board of Trustees is also required to:

- (i) provide a safe physical and emotional environment for students;
- (ii) promote healthy food and nutrition for all students;
- (iii) where food and beverages are sold on school premises, make 011]y healthy options available; and
- (iv) comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

## **NAG 6**

Each Board of Trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

<sup>1</sup> including gifted and talented students

# Strategic Plan 2009 – 2011

## VISION STATEMENT

The Rosehill community will inspire students and staff to:

1. be enterprising and powerful lifelong learners
2. foster manaakitanga and good citizenship
3. be creative thinkers and able users of knowledge

### Teaching and Learning

*This goal includes student achievement, teaching and learning programmes, professional development opportunities for staff, pedagogy and Te Kotahitanga, and student behaviour management.*

- Inspire all students to aim for personal excellence and to have high expectations of their ability to be successful.
- Implement the New Zealand Curriculum successfully, noting the need to create a school curriculum and being mindful of statements about Vision, Principles, Values, Key Competencies, Effective Pedagogy and Learning Areas contained within the curriculum.
- Achieve NCEA results comparable with schools similar to Rosehill College.
- Align our curriculum and careers guidance for senior students with the principles of Schools Plus.
- Provide explicit student behaviour management processes based on restorative practices following consultation with families/whanau and students.
- Lift Maori and Pasifika students' achievement so their results are comparable with other students at Rosehill College.
- Ensure that all classes receive quality teaching.
- Enhance the value of parent/student and teacher interviews.
- Improve our communication with parents regarding the performance of their students.

### Valuing People in our Community

*This goal includes valuing students, staff, school families/whanau, our partner schools, and ensuring we have effective staff recruitment and retention processes and effective induction of new students to Rosehill College. One aim is to ensure that the College is well regarded in our community.*

- Recruit and retain quality staff.
- Ensure that students are consulted about and participate effectively in school activities.
- Have effective links with partner schools.
- Embed the College's values.
- Liaise with stakeholders in our community so we can address community issues affecting the school as effectively as possible.

**Physical Environment**

*This goal includes providing the best possible classrooms and other buildings and amenities around the school, maintaining our grounds in excellent order, and expanding the finances available to the College.*

- Locate additional income streams for the school.
- Improve classroom environments by improving their décor and by providing modern teaching technologies
- Improve student amenities around the College including toilets, shade, shelter, seating.
- Improve the quality of our grounds.
- Expand the footprint of the College where that is possible and desirable.

# Annual Plan 2009

## Introduction

In this plan we will continue to have a very tight focus on teaching and learning and creating an orderly and positive environment inside and outside classrooms.

There will be other initiatives in 2009 that are not included in the plan. These include reorganising our Learner Support Department, having another cohort of teachers being trained in Te Kotahitanga, expanding our use of Gateway, creating opportunities for leadership among junior students, and promoting further use of restorative practices.

As noted last year, an emphasis in this plan is to cut through all the possible changes we could make – and there are always plenty in education – to focus on what we judge to be the most important in terms of teaching and learning, in terms of student outcomes in other words, and to align our human and financial resources to our goals as effectively as we can.

Our professional development plan for 2009 will focus on the main elements in this plan especially. Staff will have options within the design of the professional development programme to cater for differing needs, strengths and interests.

The SMT will report to the staff and board on progress towards achieving the goals below at the start of Terms two, three and four.

Links with the N Z Curriculum	Goal	Supporting Actions	Success Indicators
Developing a school curriculum as required by the NZC (Requirements for Boards of Trustees, p. 44).	<p><b>Prepare thoroughly for the implementation of the NZC.</b>            Develop a school curriculum which explores and reflects: the school's values, our approach to the key competencies, our approach to teaching, learning and assessment. Each of our teaching departments will align their schemes to the NZC.</p>	A paper scoping the work to be done will be consulted on and agreed to before the end of the 2008 school year. Working groups involving staff, students and parents will be established early in 2009 to progress the main elements of the goal.	We will have a school curriculum which reflects the requirements and spirit of the NZC. Teaching departments will have their schemes aligned to the NZC.

<p>Effective Pedagogy, including encouraging reflective thought and action and teaching as inquiry.</p>	<p><b>Ensure that our students' academic achievements are comparable with schools of our type.</b></p> <p><b>Ensure that the academic achievements of our Maori and Pasifika students are comparable with similar students in schools of our type.</b></p>	<p><b>Teaching Practice</b>  The College's commitment to the Secondary Numeracy Project, the Papakura Achievement Initiative, Te Kotahitanga and restorative practices will support this goal, as will the publication and implementation of the Rosehill College approach to teaching and learning in our School Curriculum. This approach will include co-operative learning and formative assessment.</p> <p><b>Collecting and Using Data</b>  AsTTle testing will occur as follows:</p> <ul style="list-style-type: none"> <li>• Year 8/9 students: in November while in Year 8, in May/June during senior exams and in November as part of the junior exams</li> <li>• Year 10 students: in May/June during senior exams and in November as part of the junior exams.</li> </ul> <p>NCEA internal assessment data will be collated across each year level at regular intervals through the year. Tutor group teachers will be provided with their students' NCEA data at the end of Term 1 and once a fortnight thereafter so they can monitor their senior students' performance in the NCEA. Tutor group teachers will receive attendance data for their students as percentages from their HOHs every fortnight so they can track and respond to aberrant attendance patterns. All teachers will get comparative asTTle data twice a year for their junior students. All the above data will be shared with students and parents. Teachers will use their students' diagnostic and achievement data to formulate teaching and learning programmes. Aggregated asTTle, NCEA and attendance data will inform decision making by the BOT, SMT and BOS.</p> <p><b>Mentoring</b>  Tutor group teachers will mentor their students using diagnostic or achievement data and attendance data provided. Additional academic mentoring will be provided for Maori and Pasifika students. Tutor teachers will receive training in this role.</p> <p><b>Professional Development</b>  Our 2009 professional development programme will focus on key elements in this strand especially.</p>	<p>Year 9 and 10 students will improve by two asTTle sub levels in literacy and numeracy during the year. Our NCEA results for each level will be comparable with those schools we benchmark ourselves against.</p>
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	<p><b>Recruit and retain quality staff.</b></p>	<p><b>Recruitment</b> Members of the SMT and curriculum leaders will maintain close relationships with teacher education providers. We will encourage teacher trainees to do practicums here wherever practicable. Upgrade our website and the programme used for it so it provides top quality information for teachers and support staff interested in working for the college.</p> <p><b>Induction</b> We will build on recent work on our induction systems by ensuring that all staff are effectively inducted no matter at which point of the year they start working for us. Additional support and induction will be given to teachers from outside New Zealand. Evaluate our induction programmes at the end of the year. Provide clear guidelines to HODs and other supervising staff regarding the part they are to play in induction.</p> <p><b>Retention</b> The SMT and Board will actively celebrate staff successes. Staff will develop productive and positive relationships with students who in response will follow the behavioural expectations of their teachers. The SMT will monitor the tone of individual classes closely from the start of the year. Actions to build and maintain our expectations of students and staff will feature in the Rosehill College approach to teaching and learning in our School Curriculum.</p> <p><b>An Orderly and Transparent Culture</b> An orderly, respectful and positive environment will promote staff retention as will greater opportunities for staff to discuss matters of importance and interest to them.</p>	<p>Every new staff member reports that they have had a successful induction in the College. Staff 'climate' surveys will be conducted during Week 8 of Term One and Week 4 of Term 3.</p>
	<p><b>Improve our physical environment so as to improve the tone of the school.</b> Progressively improve our classroom interiors and student toilets. Extend the quantity of shade and shelter we provide for students. Improve the provision of rubbish bins in our outdoor areas.</p>	<p>Increase the number of classrooms, corridors and stairwells we are redecorating each year. Increase the provision of curtains in classrooms in line with our greater use of ICT in classrooms. Remodel our student toilets so they are more attractive and less prone to vandalism. Reduce access to student toilets in class time. Consult parents and students about reducing our provision of lockers to Year 9 students only. Provide shade and shelter in the C and S block areas from our Five Year Property Agreement. Progressively upgrade our outdoor rubbish bins, beginning in the X Block courtyards. Encourage students to take pride in their school environment as one focus on the College's values. Actively involve the student Environment Committee with the planning for these changes.</p>	<p>80% of students and staff will indicate that we have improved the school's environment.</p>

# The Job Description

## HOD and MU Holder

<b>JOB DESCRIPTION</b>	<b>HEAD OF DEPARTMENT</b>
Name	Position
Responsible to:	
Review Period:	to

### Primary Aim

To teach, to manage a curriculum team and to contribute to the wider life of the school.

<b>KEY TASKS</b>	<b>EXPECTED RESULTS</b>	<b>DELEGATION/NOTES</b>
1. Teach courses consistent with the New Zealand Curriculum and scheme documents appropriate to the learning needs of students, including those with special needs and those with special abilities.	1.1 Curriculum and scheme requirements are implemented 1.2 Learning objectives are appropriate for the culture, age, ability and individual needs of students 1.3 Subject content is effectively imparted through a range of effective teaching methods, learning activities, instructional material, and appropriate technologies and other resources are used 1.4 The expectations for students are clearly expressed, realistic and challenging 1.5 Emphasis is given to assisting students to learn for themselves 1.6 Evaluate and reflect on teaching techniques and strategies with a view to improvement	
2. Apply effective and positive classroom management techniques that are aligned to "Dealing with Classroom Behaviour"	2.1 A classroom code of conduct that ensures acceptable behaviour is clearly stated and consistently applied 2.2. The learning environment is positive and orderly. 2.3 The learning environment encourages respect and understanding and is safe for all students 2.4 Student improvement and effort is acknowledged 2.5 Communication is clear and effective 2.6 Organise a department withdrawal room and support staff with student management issues.	

KEY TASKS	EXPECTED RESULTS	DELEGATION/NOTES
3. Manage assessment and reporting.	3.1 Ensure appropriate assessment, evaluation and moderation procedures are followed to monitor the progress of students 3.2 Report accurately on student performance with the policy guidelines set down by the school 3.3 Results to be retained and filed according to school policy 3.4 Provide quality assurance for confirmation on student reports 3.5 Assessment criteria reviewed annually for each subject and level 3.6 Complete an analysis of annual external examination results	
4. Provide professional leadership and effectively delegate responsibilities within the department	4.1 School-wide policies and goals are understood and annually implemented consistently with department goals. 4.2 Appropriate departmental meetings with an agenda are held at least monthly 4.3 Regular consultation with members of the department about teaching strategies, standards of teaching, curriculum delivery and motivation of students 4.4 Allocate staff to classes in consultation with DP responsible for timetable 4.5 Attend and participate in scheduled appropriate meetings 4.6 Encourage active participation in local and national subject associations by all members of the department 4.7 Procedures for making decisions in the area of responsibility are consistent with national guidelines	
5. Motivate and enhance staff performance and professional development	5.1 Provide feedback about teaching performance 5.2 Provide assistance and support to encourage improvements in teaching performance 5.3 Implement annually the performance appraisal policy and programme 5.4 Advise teachers about professional development objectives and opportunities and administer outcomes 5.5 Attend appropriate professional development courses and share relevant information  An understanding of the Treaty of Waitangi is continued to be developed	

<p>6. Manage the Department/ Subject budget and resources</p>	<p>6.1 Prepare departmental budgets 6.2 Confirm financial statements and approve invoices for payment 6.3 Develop and maintain department resources within the funding parameters 6.4 Administer department resources and services</p>	
<p>7. Induct new staff fully and effectively</p>	<p>7.1 Establish contact with new staff as soon as they have been appointed. 7.2 Maintain contact with them prior to their time to start employment here and respond promptly to any queries they have regarding the department, resources, their programme etc. 7.3 Be available to show them around the department prior to their taking up their position with the College. 7.4 Continue to liaise with new staff, or delegate this explicitly, during the first few months of their work at the College. This will include diaried meetings with them.</p>	
<p>8. Carry out professional administrative and pastoral duties</p>	<p>8.1 Students' attendance procedures are consistently implemented 8.2 Information is disseminated as required 8.3 Attend staff and House meetings 8.4 A sound knowledge of current issues and initiatives in education, including Maori education, is demonstrated</p>	
<p>9. Demonstrate a willingness to contribute to the total functioning of the College</p>	<p>9.1 Maintain effective working relationships with colleagues 9.2 Contribute positively to the life of the school and its community</p>	
<p>10. Te Reo me ona Tikanga</p>	<p>10.1 Have an understanding of and skills in the appropriate usage and accurate pronunciation of Te Reo Maori. 10.2 Demonstrate an understanding of basic Maori protocols when opportunities arise</p>	

### Other responsibilities

# Key Task 1

**Teach courses consistent with the NZ Curriculum and scheme documents appropriate to the learning needs of students. Begin to align schemes of work to the new NZC.**

The *'Rosehill College Curriculum Guidelines and Procedures'* contain important information relating to this Key Task.

## 1. Schemes of Work

It is the responsibility of the Head of Department to ensure that a Scheme of Work is developed for each course offered by the department. This means for example, that there will be individual schemes for Year 9 Development Science, Year 9 Science and Year 9 Advanced Science.

The Scheme of Work must be made available to all teachers associated with the course before the start of the year.

Subject teachers are expected to follow the guidelines set out in a scheme.

The Schemes of Work for a course will be supported by an **Assessment and Moderation Scheme** - see *"Assessment and Moderation Guidelines and Procedures"* for details.

A scheme of work will fully address the requirements of the national curriculum statement for the subject, the national syllabus/prescription for the subject and/or any curriculum requirements within the selected Achievement Standards and/or Unit Standards, as applicable.

The Scheme of Work for the course will be gender inclusive and reflect the bicultural intent of the Treaty of Waitangi.

The Scheme of Work must include the following components:

### - **Achievement Objectives and Curriculum Level**

These will be identified from either the national curriculum statement for the subject, the selected Achievement Standards and/or Unit Standards for the subject or the national syllabus/prescription for the subject, as applicable.

### - **Specific Learning Outcomes**

These will be generated from the Achievement Objectives for the course.

### - **Topic/Content Areas**

An overview of the key areas of content and concepts to be covered.

### - **Learning Activities**

A wide variety of suggested learning activities for each Specific Learning Outcome, where the use of ICT is explicit

### - **Resources**

Details of the resources available

### - **Timing**

Details of timing and duration

A good scheme of work should be continually updated. Teachers should use the scheme as their **base document** in terms of **what** to teach and **how** to teach it.

As HOD, your job is to ensure that teachers follow the guidelines in the scheme. Be sure, however, to allow teachers flexibility. Schemes should not be so detailed that they remove professional discretion and initiative.

## **2. Subject Knowledge is Effectively Imparted**

HODs have final responsibility for the quality of teaching that goes on in their department. Teachers should be using a wide variety of teaching approaches and need to be wary of too narrow a range of classroom activities.

## **3. Expectations**

Sometimes teachers can become used to a certain expectation of student effort and achievement. This can, of course, become a self fulfilling prophecy. HODs must constantly ensure that staff have high and realistic expectations of their students.

## **4. Students Learn to Help Themselves**

Students should always be encouraged to take responsibility for their own learning. This is a crucial part of the college's philosophy.

Didactic and spoon feeding approaches, if overemphasised, can detract from good teaching and effective learning. We will be looking for more use of co-operative learning in the college from 2007 onwards.

## **5. Reflective Teaching**

Good teaching should always be evaluated in terms of its effectiveness in improving learning. If necessary teaching approaches need to be modified and be seen to be modified, if students are failing to learn effectively. (see Key Task 4).

# Check List

## KEY TASK 1

		Comment
1	Schemes are produced for each subject and level within the department	
2	Schemes reflect achievement objectives in the National Curriculum Statement where applicable	
3	Learning objectives are set at the appropriate level as stipulated in the NC Statement	
4	A copy of current schemes are with the principal	
5	Staff have access to all schemes	
6	The schemes assist and encourage teachers to use a <b>wide variety</b> of teaching approaches	
7	The schemes provide useful information about assessment activities	
8	Schemes have embedded and useful ICT activities	
9	Schemes reflect Maori values /beliefs/norms as appropriate	
10	Schemes provide separate sections specifically to meet the needs of advanced and developmental students	
11	Teaching approaches are varied in classrooms and teachers demonstrate high expectations	
12	Teachers' approaches to pedagogy are aligned to those endorsed by the College (for e.g. those espoused by Te Kotahitanga) and are not dependent on didactic and spoon feeding approaches	

# Key Task 2

## Apply effective and positive classroom management techniques

(see Classroom Behaviours Procedure Manual)

1. **Rewards System** See Classroom Behaviour Procedure Manual. HODs are asked to encourage all staff to use this system. It works!
2. HODs have a vitally important role in ensuring that all staff in their department are operating in classrooms which are positive and warm learning environments. Together we need to ensure that all staff are confident users of our classroom procedures and that they use the Sheet A and Sheet B processes as they are intended to be used. The HOH is, of course, a key person in ensuring that persistently disruptive students and classrooms are attended to. As HOD you should be alert to significant and persistent problems of classroom discipline with your staff. At first you should attempt to deal with the problem yourself, if you think the issue is related to the teacher and the programme or approach the teacher is adopting. However, involve the HOH earlier rather than later.  
The student behaviour tracking sheet should be used by the teacher when referring a student to a HOH.

***The key rule is this:***

**No student or teacher in the college should be prevented from learning or teaching because of the action of others.**

3. HODs are expected to ensure that the ***Rosehill College Classroom Expectations*** are enforced and used by all teachers. This is reprinted on the following pages. The Monroe Routines also included are really reflective of good teaching practice. Once again, HODs are expected to ensure that all staff use these routines, particularly for junior classes.  
At some stage, it may be that ***competency*** of your staff is under question. For more information on this please refer to the principal. More information about competency is available in the PPTA Collective Agreement.
4. **Referral Systems**  
All HODs are required to make referral systems clear to all their staff.
5. **Withdrawal Rooms**  
All HODs should ensure that a departmental room is available for all staff at all times. A withdrawal room timetable should be published early in the year and kept up to date.
6. There is a HOH on duty every period and students who are being exceptionally disruptive can be sent to this HOH if the teacher thinks the department withdrawal room is not appropriate.
7. All Staff may benefit from further Professional Development and training in matters relating to classroom management. There is a wealth of material in the staff PD library. See Garry Olver for access to more P.D. opportunities.
8. Positive reinforcement of good behaviour works wonders. Teachers should be encouraged to use positive discipline methods. These can be supported by the issuing of reward vouchers, praise postcards and Principal's Awards to students. All teachers have booklets of these vouchers and are to be encouraged to use them with Year 9 and 10 students every period. House Books for core classes in Years 9 and 10 should be used to record good as well as unsatisfactory behaviour.

SEE Classroom Procedures Respect Manual for this info

This information has been transferred to the Classroom Procedures Manual

# SCHOOL- WIDE RULES

These rules should be read in conjunction with the ***Rosehill College Classroom Expectations***. Staff members will add their own rules from time to time in relation to their teaching or any other activity they are in charge of.

## Working in Class

- You are expected to work hard in class & stay on task. By doing this you will be able to attain your true academic potential and make the most of the opportunity for accomplishing personal excellence.
- Sit where directed by the teacher's seating plan and stay in that seat for the lesson.
- Put your bag on the floor and take out the subject book/folder, pencil case, homework diary and the textbook if appropriate.
- You must have the right equipment (calculator, PE uniform, drawing equipment, reading book etc) for each lesson. Don't expect to borrow someone else's gear.
- Get on in silence with the *Do Now Task* that is on the board at the start of each lesson.
- Listen to instructions from staff and do as the teacher asks the first time.
- Cooperate in learning. At times you will be asked to work together with your classmates and you will be required to report back to the whole class on your group's findings or discussion. Get the most out of this cooperative learning experience so that your learning as well as that of your classmates benefits.
- Allow teachers to teach and students to learn with no unnecessary interruptions. Know your class rules as specific to each of your classes.
- Keep a record of your results/achievements in your homework diary.
- Students are not allowed to eat in class.
- You should expect not to be released from classes unless another staff member sends for you. You need a note from the teacher to leave the class and you will not be allowed to visit your locker during class time. Only leave the room at the end of the lesson when the teacher dismisses the class.

## Attendance

- Arrive on time for the start of school and for the start of each lesson, tutor class and assembly. Be in the class before the second bell.
- Bring notes from your parent/caregiver that explain absences, or ask your parent/caregiver to ring the Student Office.

## Respecting Others

- Treat other students and staff members with respect. Raise your hand to speak to the teacher during class and speak in a respectful manner.
- Don't become involved in any bullying or harassment of other students, either verbal or physical.
- Don't defy or abuse staff.
- Never bring offensive weapons to school, or brandish any object as a weapon.
- If you are withdrawn from a class because of your misbehaviour, one of the consequences will be to have a restorative conversation with the teacher before you are allowed to return to the class.

## Respecting Property

- Look after your own property and ensure that you play your part in preserving the school environment and the properties of the school's neighbours.
- Theft or wilful damage to other's property, including property belonging to the school, will not be tolerated.
- Gum is not allowed at school.
- Permanent marker pens (like Vivids) and correcting fluid (Twink) are not allowed at school.

## **Uniform**

- Wear uniform correctly while at school as well as while travelling to and from school.
- Non-uniform items will be confiscated by staff members.
- Year 13s will comply with the dress code.
- The only body piercing allowed is one stud or keeper in each ear.

## **Drugs, alcohol and tobacco**

- Do not use any drugs, alcohol or tobacco at school or in a situation which could be associated with the school such as when you are wearing our uniform or on a school trip.
- If you associate with others while they are using these substances you can expect to be treated the same as them.

## **Hair**

- If artificially coloured, hair must be dyed with natural colours only.
- No extreme hairstyles (like Mohawks; shaved lines running through hair; for example) will be allowed.
- Boys must be clean shaven.

## **Cell Phones, MP3 Players and Similar Electronic Devices**

- Do not use cell phones at all during school hours. If they are seen by staff in school hours they will be confiscated. Similarly, do not use MP3 players and iPods at school. They, too, will be confiscated if seen during school hours.

## Monroe Routines

**The beginning of lessons:** some basic routines that everyone *regardless of class or subject can expect, and which will be enforced*. These beginning of lesson routines start the lesson off in a controlled and purposeful way. They might include the following:

**Seating routines:** students agree to sit in the same place each lesson; this place may be based on student or teacher choice.

**Welcoming the class into your classroom with a settling down activity.** The teacher establishes “control” of the class. This activity may be 3 - 4 minutes long, it may be a pen and paper exercise, it may review work from the last lesson, or it may preview the work for the current lesson. Whatever it is, it should be focussed and **quickly** established. It must be straight forward enough so students do not need assistance.

**Signposting the lesson - using an advance organiser.** This must be written down on the board or the OHT so it can be referred to. It will include the main objectives of the lesson, links to previous work and special vocabulary.

**Setting homework.** This may not happen every lesson, but when homework is set, it is set with reference to the Homework Diary.

Expectations during the lesson: **Many of these expectations will vary according to the teacher and the content of the lesson. However there are still some key and basic expectations in the conduct which might be made more specific:**

**Hands up / students nominated to speak by the teacher.** This is a simple and obvious element of teacher expectations and prevents people talking across each other and the teacher. It clearly implies that when the teacher is talking, others should not be.

**Group work** Where group work or pairs work is being used the routine might be based around the same idea of only one person talking at the same time.

**Movement around the room** This is acceptable only with teacher permission and in cases where it is required as part of the lesson plan, in which case teacher instructions to this effect are given.

**End of lesson routines:** The end of the lesson is a time at which the teacher needs to release his/her students in a controlled and positive way so that they may proceed to their next lesson, or a break. The teacher needs to ensure that the lesson has been completed and reviewed.

**Summarising key points of the lesson** – teacher exposition or teacher questioning of students or a written activity.

**Students are asked to wait for a teacher instruction before they start packing up**

**Students are asked to wait for teacher instruction before leaving their seats to leave the room.**

# Check List

## KEY TASK 2

		Comment
1	All your staff understand and implement the “ <b>Rosehill College Classroom Expectations</b> ”	
2	All staff implement the Lorraine Monroe routine – especially with juniors	
3	All staff use the behaviour tracking sheet	
4	The department has a discipline policy consistent with the college policy	
5	All staff understand and use the college referral system	
6	A withdrawal facility is available to all staff at all times	
7	All staff implement the department homework policy	
8	The Head of Department visits classrooms	
9	Professional Development in classroom management is provided in department meetings	
10	Students in the department are treated with respect and dignity	
11	All staff regularly use the rewards system	

# Key Task 3

## Manage Assessment and Reporting

### Accessing School Policy and Procedures

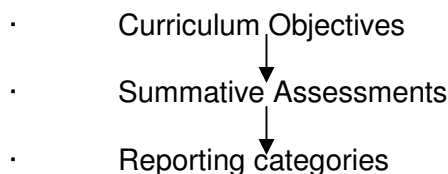
Important procedures and guidelines for this key task are contained in the following Rosehill College documents; which can be accessed on **Rosnet** under **Staff**.

- Assessment and Quality Assurance Guidelines and Procedures
- Procedures for Recording and Storing Assessment Data
- Reporting Guidelines and Procedures
- Guidelines and Procedures for Assessment and Moderation Review
- Quality Assurance Group Procedures

### Assessment and Moderation Schemes

HODs are responsible for developing an Assessment and Moderation Scheme for all courses. The requirements are set out in the Assessment and Moderation Guidelines.

Assessment and reporting should be directly linked to curriculum objectives.



### Formative Assessment/Assessment for Learning

Formative assessment is essential because it provides the evidence on which to base feedback and feedforward to enhance learning and progress. Under NAG 1, we are required to identify those not achieving, at risk of not achieving and those with special needs. Good formative assessment helps us do this. Formative assessment however should not be “high stakes” assessment using grades. It is about where students are in their learning, where they need to go and how best to get there.

### Summative Assessment

Summative assessment is used to evaluate a student’s final performance against particular achievement objectives for the purposes of reporting and qualifications.

### Storing Summative Assessment

All summative assessment grades should be stored in KAMAR so they can be accessed and analysed, as per school procedures.

### Notifying Parents/Caregivers about Assessments

There are a variety of letters available which can be sent to parents when students fail to complete assessments. Copies of the procedures and letters are included in this section. However, I am keen for teachers, HODs and HOHs to make more personal contact with parents before resorting to letters.

### Rosehill College Assessment Statements and Course Assessment Statements

All senior and junior students are issued with a Rosehill College Assessment Statement at the start of each year. Copies can be located in the Assessment and Moderation Guidelines and Procedures. In addition, students should be issued with a Course Assessment statement at the start of each course. The requirements are stated in the Assessment and Moderation Guidelines and Procedures.

**Assessment and Moderation Review Group**

Assessment practice will be checked on a regular basis by the Assessment and Moderation Review Group headed by Sue Blakely. This check will require you to produce evidence of assessment practice which confirms that your department is following policy and good practice.

**External Exam Results**

HODs are required to carry out an analysis of external results as set out in the Reporting Guidelines. This analysis will form part of the department report to the Board of Trustees.

# Assessment and Quality Assurance Guidelines and Procedures

## Procedures for Parental Notification about Assessments

### Types of Letters

There are five types of letters which staff can use:

#### Type 1

This letter informs parents that a student has failed to complete the work for a final NCEA internal assessment and has been awarded *Not Achieved*.

#### Type 2

This letter informs parents that a student has failed to complete the work for the first opportunity to achieve an NCEA internal assessment grade and that an improved effort is needed to ensure that the work for the next assessment opportunity is done.

#### Type 3

This letter advises parents of both juniors and seniors of concerns about the quality and quantity of a student's work and the likely consequences on final grades if there is no improvement in effort and commitment.

#### Type 4

This letter advises parents of both juniors and seniors of concerns about the quality of a student's work and the likely consequences on final grades if there is no improvement in effort and commitment.

#### Type 5

This letter informs parents that a student either failed to attempt an examination or provided poor quality answers through lack of effort.

## Check List

### KEY TASK 3

		Comment
1	All staff have a copy of the school and department Assessment Scheme	
2	All summative assessments are moderated and the method of moderation is documented	
3	A clear link can be established between curriculum objectives, assessment and reporting	
4	A centralised system for recording of all summative assessments that count toward final grade is maintained within the department	
5	Formative assessment is regularly used by teachers to identify learning and teaching problems	
6	Information gathered from formative assessment is used to inform teaching strategies and practice	
7	Students receive regular and useful feedback from teachers regarding their progress in achieving and learning objectives	
8	External exam results are analysed and appropriate action taken if necessary	

# Key Task 4

## Provide professional leadership and effectively delegate responsibilities within the department

It is essential that as HOF/HOD you exert leadership. There is a huge quantity of material about leadership in educational and other settings. The most useful Leadership resource in 2009 is likely to be the Educational Leadership Best Evidence Synthesis.

### The challenge of leadership (see also pages 5 - 7)

As part of a study of perceptions of good leadership by Danish, English, and Scottish teachers, John Macbeath and his colleagues Leif Moos, Pat Mahony, and Jenny Reeves (1998) have identified five “definitions” of school leadership:

1. Leadership means having a clear personal vision of what you want to achieve.
2. Good leaders are in the thick of things, working alongside their colleagues.
3. Leadership means respecting teachers’ autonomy, protecting them from extraneous demands.
4. Good leaders look ahead, anticipate change and prepare people for it so that it doesn’t surprise or disempower them.
5. Good leaders are pragmatic. They are able to grasp the realities of the political and economic context and they are able to negotiate and compromise.

(Moos, Mahony, and Reeves in Macbeath 1998:63)

From Sergiovanni, T. (2001) *Leadership: What’s in it for schools?* (pp 121 - 122)

HODs are required to be both leaders and managers. The real dangers involved in the HOD role is that you may become so busy that the issues of managing almost always displace the more important issues of leading. For example, leading may involve asking questions such as:

- Do teachers understand and support the aims of the HOD for the department?
- Am I, as the HOD, focussed on instructional leadership (teaching and learning issues)?
- Are teachers clear about what they are attempting to teach and why?
- What kinds of assessment are my teachers carrying out and why?

### Managing your department may involve asking questions such as:

- Do all teachers have schemes and assessment statements?
- Are marks being entered in the computer/record book?
- Are classrooms running effectively?
- Do teachers meet deadlines for .....
- Are resources available?
- Is the budget being controlled?
- Does everyone understand who is in charge of what?
- Are delegations monitored?
- Is the appraisal cycle being completed?

**An HOD who consistently focuses only on management will possibly lead an effective department, but is unlikely to achieve real success in building a motivated hard working and successful team.**

# Check List

## KEY TASK 4

<b>Examples and Evidence of Good Management</b>	<b><i>Comment</i></b>
<ul style="list-style-type: none"><li>• Staff have relevant documents for teaching e.g. schemes of work</li></ul>	
<ul style="list-style-type: none"><li>• All summative marks are entered into a data base and analysed</li></ul>	
<ul style="list-style-type: none"><li>• Classrooms are well disciplined</li></ul>	
<ul style="list-style-type: none"><li>• Staff understand and use referral systems</li></ul>	
<ul style="list-style-type: none"><li>• The budget is under control and monitored</li></ul>	
<ul style="list-style-type: none"><li>• Delegations are clearly understood by all staff</li></ul>	
<ul style="list-style-type: none"><li>• The appraisal cycle is completed and implemented</li></ul>	
<ul style="list-style-type: none"><li>• Regular department meetings are held with an agenda and minutes and material put on line as appropriate</li></ul>	

Examples of Good Leadership	Comment
<ul style="list-style-type: none"> <li>All staff understand and support department and school aims</li> </ul>	
<ul style="list-style-type: none"> <li>As HOD you are focussed on instructional leadership and the <b><u>quality</u></b> of teaching</li> </ul>	
<ul style="list-style-type: none"> <li>Assessment is used to improve learning</li> </ul>	
<ul style="list-style-type: none"> <li>Staff use a range of teaching approaches</li> </ul>	
<ul style="list-style-type: none"> <li>You visit classrooms frequently</li> </ul>	
<ul style="list-style-type: none"> <li>Students <b><u>enjoy</u></b> lessons in the classroom</li> </ul>	
<ul style="list-style-type: none"> <li>Staff are up to date with their professional reading</li> </ul>	
<ul style="list-style-type: none"> <li>Staff are encouraged to <b><u>reflect</u></b> on their practice</li> </ul>	
<ul style="list-style-type: none"> <li>Emphasis is always placed on review and evaluation of courses</li> </ul>	
<ul style="list-style-type: none"> <li>Staff feel involved in department decision making</li> </ul>	
<ul style="list-style-type: none"> <li>Appraisal focuses on improving the quality of teaching</li> </ul>	

# Key Task 5

## Motivate and enhance staff performance and Professional development

The HOD has a vital role in ensuring that the quality of what goes on in the classroom is first rate.

### Appraisal

We have a formal appraisal process in the college to ensure that we meet legal requirements and, more important, to provide a mechanism for discussing and developing good teaching practice.

HOD's should be familiar with the contents of the Appraisal Folder which has been issued to all staff.

<b>GM</b>	<b>BK</b>	<b>CK</b>	<b>GO</b>	<b>?</b>	<b>HB</b>	<b>SS</b>	<b>SK</b>	<b>EM</b>	<b>HW</b>	<b>MR</b>	<b>SP</b>	<b>NK</b>	<b>WA</b>	<b>JG</b>
BK	EM	WA	JG	AK	MI	DP	BT	IB	LS	MF	GP	FM	ND	BY
CK	HW	BL	SK	MR	HOHs	NH	DF	TE	VC			MD		CM
GO	KM	SB	ST	GE		PL	KH		NB			OF		RR
HB	RM	NK	WT	RS										
FYe	SS	JM		SP										
??														

### Issues of Poor Performance

On rare occasions as an HOD you may feel the need to address poor performance by one of your teachers. You are likely to be aware of poor performance quickly either directly by your own observations, by communication from students, other staff, parents or senior staff.

You will need to make professional judgments about how you handle these issues. A possible hierarchy of responses might look like this over a period of time:

- A friendly chat(s) pointing out the problems and suggesting remedial action
- A formal meeting(s) and as above
- Referred to the SMT of the department
- Sometimes a complaint or concern may be expressed directly to a member of the SMT. SMT action will be dependent on the nature of the problem and its seriousness. It is likely that you will be asked to provide some formal support for the teacher concerned. P.D. opportunities will be provided as well as the opportunity to observe others.
- At some point the SMT person may formally interview the teacher concerned to explain the situation and initially to provide further support.
- Finally, the matter may be referred to the principal for possibly competency procedures. Details of these procedures are in the PPTA Collective Agreement. As HOD you will be guided through this process, if you are directly involved.

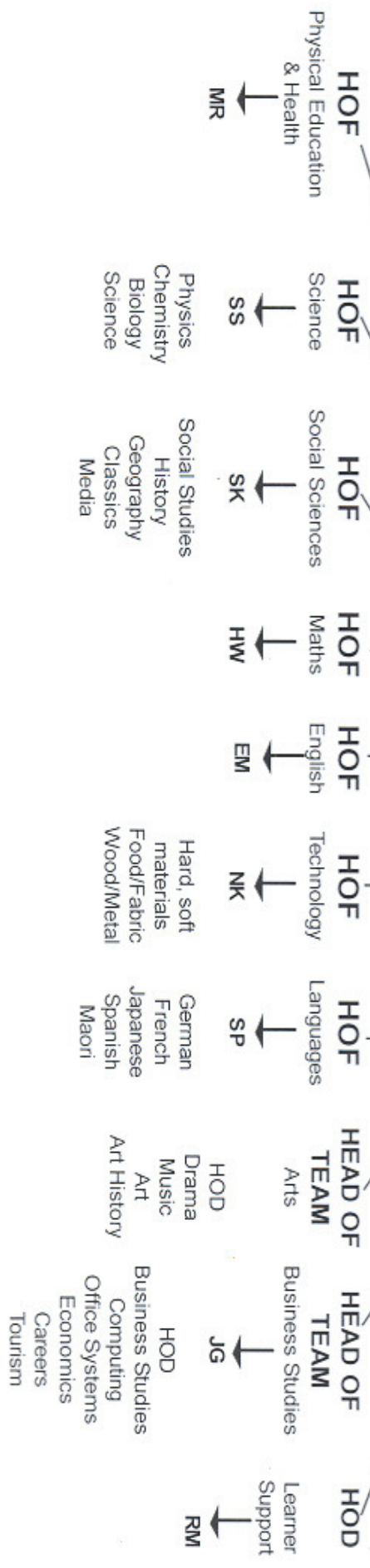
### Treaty of Waitangi

Staff are required to have an understanding of the treaty. See section Key Task 10

Board of Trustees

SMT

The Board of Studies



## Check List

# KEY TASK 5

		<b>Comment</b>
1	All staff have an agreed performance based job description	
2	All staff have been appraised as per school policies documented in the appraisal folder  a. Goals set b. Goals reviewed c. Professional Development identified d. Classroom visits completed	
3	HOD has completed appraisal interviews (X2) with SMT	
4	All staff are trialling new strategies – ICT	
5	Issue of poor performance of staff is addressed in a reasonable time period according to school policy and procedures	
6	Methods of applying for PD are understood and used by all staff	

# Key Task 6

## Manage the department/subject budget and resources

### Budget

Each year (around October), HODs will be asked to make budget requests for the following year.

We are in a cycle of reduced income relative to what we had coming in a few years ago, because we have had fewer international students. We also ran deficit budget in 2008 and will do so again in 2009. We could afford to do this because of the size of our reserves. Come 2010 we will have to live within our means again!

Please note:

1. ICT requests are all given to the ICT Committee to prioritise
2. EOTC requests are given to BK to prioritise
3. PD requests go to the PD Committee to prioritise
4. Support staff requests are financed outside your budget
5. Classroom environment requests are funded outside your budget
6. Capital IT item requests (software and hardware) are charged to your department but purchased through the IT Manager. This ensures compatibility with all our systems.

An example of the budget approval advice you receive is attached.

You will receive a monthly print out of your spending and income. By their very nature they will not be absolutely up to date. The Finance Manager can show you how to keep track of your budget.

# Budget Requests for 2010 – HODs

## Notes re completion of Budget Request Spreadsheet

1. Student Numbers: These will be sent to you as soon as possible.
2. Be realistic and request what you need. Use priority listing to indicate your preferences. **(N.B. This is important as it helps when decision making when cuts are required.)**
3. Please show clearly if a proposed supplier is in any way 'connected' to you. You need to disclose any conflict of interest you may have regarding any supplier.
4. After filling in Department Code and name in the summary section, go to Classroom Materials – the Summary section will fill automatically.
5. Please read each section carefully to identify whether GST is involved or not. e.g. Staffing and vehicle expense reimbursement costs do not include GST. If your supplier is not registered for GST then these costs need to indicate that they do not involve GST.
6. **STAR Funded expenditure** should be requested through KM, separately from this form.
7. **Information Technology Requests** will, as usual, be channelled to the IT Committee for consideration, from this form. They will not be included in your budget summary.
8. **EOTC requests** will be channelled to the SMT person overseeing EOTC for consideration, from this form. They will not be included in your budget summary.
9. ***It is critical*** that the completed request form be renamed (e.g. 51-ART – 2010 Budget Request) before e-mailing to Accounts Manager.

## Check List

# KEY TASK 6

		<b>Comment</b>
1	A budget is prepared and submitted by October each year	
2	The approved budget is monitored	
3	Requests to vary budgets are submitted to SMT	
4	An inventory of department assets exists and is updated on a regular basis	
5	Staff have easy access to department resources and comply with systems for use and return	

# Key Task 7

## Induct new staff fully and effectively

HOFs, HODs and Assistant HODs play a crucial role in the induction of new teachers into the school, in conjunction with the Deputy Principal responsible for Human Resources.

HOFs/HODs will be involved in the appointment of teachers. Once appointments are made it is vital that HOFs/HODs liaise with the appointees so that they are well informed about their classes, schemes, units of work, resources and any other matters of relevance to them before they begin working for us. Even the most experienced of teachers who are new to Rosehill will experience some anxiety about coming to a new school, and all teachers new to Rosehill will have many questions they will want answered, ideally before they are due to begin teaching here. Their questions and their need for information will not cease on their arrival, of course. Their needs are best met by your being available to provide information in ways in which it can be readily assimilated. Induction is an ongoing process for several months after a new staff member takes up a position here. Separate and important processes are put in place for beginning teachers to ensure that our school-wide induction programme for them meets their needs well. You have a crucial role in their developing confidence in their professional skills from day one!

## Check List

### KEY TASK 7

	Comment
Contact established with new staff members immediately after their appointment and maintained thereafter	
New staff members invited to visit the school following their appointment and prior to their taking up their position	
New staff members' classes visited on a regular basis to evaluate how they are going and to offer support where needed	
Beginning teachers in your faculty/department are offered the advice and guidance they require	
Special care is taken to be welcoming to teachers new to your department who work in more than one learning area/subject and thus who are not full time in your area. Straddling more than one subject is particularly challenging for someone new to the College.	

# Key Task 8

## Carry out professional, administrative and pastoral duties

### Students need to attend class or they will not learn

- All staff are required to mark attendance for each lesson
- Staff need to meet deadlines for reports and other administration tasks
- Staff must attend department, House and staff meetings
- Staff must understand and support initiatives in Maori education at the college

**Note:** More detailed information on all these tasks can be found in the staff and tutor manuals.

## Check List

# KEY TASK 8

		<b>Comment</b>
1	Teachers complete attendance data each day	
2	Teachers meet deadlines for reports, typing and copying	
3	Teacher attend department meetings regularly	
4	Teachers support departmental initiatives in Maori education	

# Key Task 9

## Demonstrate a willingness to contribute to the total functioning of the college

- All staff are required by the Principal to make some extra contribution to the college over and above their normal departmental and pastoral work.
- In addition, the staff must act professionally and maintain good working relationships with each other. This includes refraining from any form of harassment.
- Sometimes HOD's need to intervene to deal with conflicts and disagreements within the department, amongst department personnel. HOD's are welcome to seek help from the SMT in these cases. Continued conflict within a department can be extremely serious and needs to be addressed early and thoroughly.

### Check List

## KEY TASK 9

		Comment
1	Staff act professionally towards each other in the department	
2	Harassment is dealt with according to school policy and not allowed to continue	
3	The HOD needs advice and assistance in cases of significant conflict and disagreement within the department, amongst department members	

# Key Task 10

## Te Reo me ona Tikanga

- The college is committed to meeting its obligations under the Treaty of Waitangi and under NAG I. A copy of the main articles of the Treaty is attached in this section.
- The college is committed to
  - Tracking and improving Maori Students' achievement and attendance
  - Support for Maori Students via tutor teachers and Heads of Houses as well as via Maori Assemblies and mentoring

HODs need to ensure that they

- Include a Maori dimension in all curriculum documents
- Ensure that teaching approaches use Maori context/content where and if Appropriate
- Encourage their staff to support Maori students in particular
- Encourage current pronunciation of Maori student names/places

## Check List

# KEY TASK 10

		<b>Comment</b>
1	All curriculum documents include Maori dimensions in terms of context and content	
2	All staff understand and are aware of the importance of the Treaty of Waitangi	
3	All staff take care in pronouncing Maori names/places correctly	
4	Data about the achievement of Maori students is available for teachers in the department and is discussed	
5	The department encourages changes to teaching approaches, if appropriate, to most effectively meet the needs of Maori students	

# Treaty of Waitangi

## Māori Version

KO WIKITORIA te Kuini o Ingarani i tana mahara atawai ki nga Rangatira me nga Hapu o Nu Tirani i tana hiahia hoki kia tohungia ki a ratou o ratou rangatiratanga me to ratou wenua, a kia mau tonu hoki te Rongo ki a ratou me te Atanoho hoki kua wakaaro ia he mea tika kia tukua mai tetahi Rangatira – hei kai wakarite ki nga Tangata maori o Nu Tirani – kia wakaaetia e nga Rangatira Maori te Kawanatanga o te Kuini ki nga wahikatoa o te wenua nei me nga motu – na te mea hoki he tokomaha ke nga tangata o tona Iwi Kua noho ki tenei wenua, a e haere mai nei.

Na ko te Kuini e hiahia ana kia wakaritea te Kawanatanga kia kua ai nga kino e puta mai ki te tangata Maori ki te Pakeha e noho ture kore ana.

Na kua pai te Kuini kia tukua a hau a Wiremu Hopihona he Kapitana i te Roiara Nawi hei Kawana mo nga wahi katoa o Nu Tirani e tukua aiane amua atu ki te Kuini, e mea atu ana ia ki nga Rangatira o te wakaminenga o nga hapu o Nu Tirani me era Rangatira atu enei ture ka korerotia nei.

## Ko te tuatahi

Ko nga Rangatira o te wakaminenga me nga Rangatira katoa hoki ki hai i uru ki taua wakaminenga ka tuku rawa atu ki te Kuini o Ingarani ake tonu atu – te Kawanatanga katoa o o ratou wenua.

## Ko te tuarua

Ko te Kuini o Ingarani ka wakarite ka wakaae ki nga Rangitira ki nga hapu – ki nga tangata katoa o Nu Tirani te tino rangatiratanga o o ratou wenua o ratou kainga me o ratou taonga katoa. Otiia ko nga Rangatira o te wakaminenga me nga Rangatira katoa atu ka tuku ki te Kuini te hokonga o era wahi wenua e pai ai te tangata nona te Wenua – ki te ritenga o te utu e wakaritea ai e ratou ko te kai hoko e meatia nei e te Kuini hei kai hoko mona.

## Ko te tuatoro

Hei wakaritenga mai hoki tenei mo te wakaaetanga ki te Kawanatanga o te Kuini – Ka tiakina e te Kuini o Ingarani nga tangata maori katoa o Nu Tirani ka tukua ki a ratou nga tikanga katoa rite tahi ki ana mea ki nga tangata o Ingarani.

(signed) William Hobson, Consul and Lieutenant-Governor.

Na ko matou ko nga Rangatira o te Wakaminenga o nga hapu o Nu Tirani ka huihui nei ki Waitangi ko matou hoki ko nga Rangatira o Nu Tirani ka kite nei i te ritenga o enei kupu, ka tangohia ka wakaaetia katoatia e matou, koia ka tohungia ai o matou ingoa o matou tohu.

Ka meatia tenei ki Waitangi i te ono o nga ra o Pepueri i te tau kotahi mano, e waru rau e wa te kau o to tatou Ariki.

## English Version

HER MAJESTY VICTORIA Queen of the United Kingdom of Great Britain and Ireland regarding with Her Royal Favour the Native Chiefs and Tribes of New Zealand and anxious to protect their just Rights and Property and to secure to them the enjoyment of Peace and Good Order has deemed it necessary in consequence of the great number of Her Majesty's Subjects who have already settled in New Zealand and the rapid extension of Emigration both from Europe and Australia which is still in progress to constitute and appoint a functionary properly authorised to treat with the Aborigines of New Zealand for the recognition of Her Majesty's Sovereign authority over the whole or any part of those islands – Her Majesty therefore being desirous to establish a settled form of Civil Government with a view to avert the evil consequences which must result from the absence of the necessary Laws and Institutions alike to the native population and to Her subjects has been graciously pleased to empower and to authorise me William Hobson a Captain in Her Majesty's Royal Navy Consul and Lieutenant-Governor of such parts of New Zealand as may be or hereafter shall be ceded to her Majesty to invite the confederated and independent Chiefs of New Zealand to concur in the following Articles and Conditions

## Article the first

The chiefs of the Confederation of the United Tribes of New Zealand and independent Chiefs who have not become members of the Confederation cede to Her Majesty the Queen of England absolutely and without reservation all the rights and powers of Sovereignty which the said Confederation or individual

Chiefs respectively exercise or possess, or may be supposed to exercise or to possess over their respective Territories as the sole sovereigns thereof.

### **Article the second**

Her Majesty the Queen of England confirms and guarantees to the Chiefs and Tribes of New Zealand and to the respective families and individuals thereof the full exclusive and undisturbed possession of their Lands and Estates Forests Fisheries and other properties which they may collectively or individually possess so long as it is their wish and desire to retain the same in their possession; but the Chiefs of the United Tribes and the individual Chiefs yield to Her Majesty the exclusive right of Pre-emption over such lands as the proprietors thereof may be disposed to alienate at such prices as may be agreed upon between the respective Proprietors and persons appointed by Her Majesty to treat with them in that behalf.

### **Article the third**

In consideration of Her Majesty the Queen of England extends to the Natives of New Zealand Her royal protection and imparts to them all the rights and privileges of British Subjects.

## **What did the Treaty Guarantee**

### **Article 1**

#### ***Maori Version***

Maori agreed to give the Queen the rights of governing only.

#### ***English Version***

Maori gave all rights of Sovereignty over their land to the Queen.

### **Article 2**

#### ***Maori Version***

Maori are guaranteed unqualified Chieftainship over land, villages and all their treasures.

#### ***English Version***

Maori are guaranteed exclusive and undisturbed possession of their lands, forests, fisheries and other properties.

### **Article 3**

#### ***Maori and English Versions***

Gave Maori rights of citizenship.