



Tū Manawa Active Aotearoa

Guidance for completing the school support document for applications involving ‘in class’ delivery involving an external provider

This document offers guidance to support the completion of the *Support document to accompany school setting applications (that involve the use of an external provider)*. The information below provides an outline of the expected level of collaboration between a school and a provider when developing an application that involves in class delivery. This includes a suggestion of who will be best positioned to answer each question as well as the types of evidence that may demonstrate effective consideration and collaboration has occurred during the development of the application.

School support document question	Who should complete this question?	Suggested evidence
Is there a clear vision for the purpose and outcomes of the project/programme based on student needs?	Both school and provider	The vision is collaboratively designed and articulates a combining of the schools and providers visions. The vision or purpose & outcomes are stated, they are focused on the learning and engagement of students.
Why is external support required?	School	The school should identify why this specific support is required and is not able to be fulfilled within the expertise of the school staff or other community groups. Articulation of the anticipated added value the external support will be provided. Information should be linked to delivery of educational and specifically curriculum outcomes not just/only providing opportunities.
Have you discussed and agreed on goals, learning outcomes, roles and responsibilities with the external provider?	Both school and provider	Listing of the goals and/or learning outcomes that have been collaboratively developed between school and provider to mutually meet outcomes and vision. Examples of each organisations roles and responsibilities around the planning, delivery and evaluation of the support are identified.
Do the values and outcomes of the external provider align with your school/kura community's values?	Both school and provider	Examples demonstrate where values and outcomes of each organisation naturally align. Links between the providers outcomes and that of the school goals and/or strategic plan stated.
Do you believe students and teachers/kaiako will gain more from involving an external provider? (ie over and above what could be achieved by the teacher/kaiako alone)	School	School provides examples of where and how students learning and engagement will be increased through the use of an external provider. School provides examples of where and how teachers curriculum and/or contextual knowledge and practice will be enhanced through the use of an external provider.



<p>How will you ensure the project/programme will enhance the curriculum programme rather than <u>become</u> the curriculum programme?</p>	<p>School</p>	<p>School has identified how and where, within their broader curriculum programme, this provision will add value at a time that suits them. This should include identification of units/topics/inquires it will support rather than being the unit/topic/inquiry itself. <i>Timetables and delivery dates should be driven by the school with regards to what learning focuses there are at a given time, eg the external provision fits around the learning rather than the learning fitting around the external provision.</i> Agreed expectations of the role of the teacher including discussion points of how the teacher will use teachable moments to surface focused and explicit learning are provided. Examples of how the teacher will build upon external provider support in other lessons taught.</p>
<p>How will you ensure any delivery by the external provider is culturally responsive and meets the diverse needs of all students?</p>	<p>Both school and provider</p>	<p>Explanation of providers knowledge and understanding of culturally responsive practice. Explanation of schools approach to supporting the provider with this based on their knowledge of their students and communities. Could provide examples of what this may look like in action.</p>
<p>Will the project/programme build on the students' prior learning and experiences?</p>	<p>School</p>	<p>Identification of what learning will have been undertaken prior to the provider coming in. Identification of how the provider will understand student's prior knowledge before delivering sessions. Description of how this will influence the delivery of the programme/project. Examples of how teachers will support the provider to understand where students are at in the first instance.</p>
<p>How will the learning be developed further? (ie after the project ends)</p>	<p>Both school and provider</p>	<p>Identification of the opportunities for the teacher to continue to build on the learning that will take place through the programme delivery. Identification of the value-add opportunities from the provider or from elsewhere within the community.</p>
<p>How will you review the effectiveness of this project/programme and how it meets students identified learning needs and learning outcomes?</p>	<p>Both school and provider</p>	<p>Explanation of a process to meaningfully understand the effectiveness of the programme. This should include if the identified outcomes have been met to a high standard, not simply if students enjoyed the sessions. This process should include gathering information from students and teachers.</p>
<p>How have you determined how you will make clear links between the aims and intended learning outcomes of this project with the NZ Curriculum/Te Marautanga o Aotearoa?</p>	<p>Both school and provider</p>	<p>Explanation of the process undertaken to discuss with the school the links to curriculum that need to be made throughout the planning and delivery of the programme. Schools should lead this conversation regarding what is important for their</p>



		students learning at the time of the programme delivery. This may include curriculum links to areas other than Health and Physical Education.
How will staff be involved in the development and delivery of the project/programme, session, or learning materials?	Both school and provider	Explanation of how teachers will be involved in the planning and development of sessions/experiences. Explanation of the role of the teacher and how they will be actively involved in the delivery of the session. For example, leading a group, facilitating reflective questioning. Links could be made to health and safety and/or duty of care.
What is the process for ongoing review, feedback and project/programme development, from students, teachers/kaiako, and the external provider?	Both school and provider	Explanation of the process that will be undertaken to gather feedback and reflections from students, teachers and schools on the quality of the programme and how this feedback will inform development of the programme moving forward. Should include feedback gathered both during programme delivery as well as after delivery has completed.
How have you discussed the health and safety roles (hazard identification, supervision, first aid etc) that the school/kura and the external provider is each responsible for?	Both school and provider	Examples provided of particular areas of discussion. Explanation of school and provider processes regarding risk management.
How will you confirm that the project/programme is delivered by external provider staff who meet best practice standards, have been police vetted and have the experience and qualifications to engage with our community?	Provider	Explanation of how relevant information is shared between the provider and the school.
Is there a process to ensure duty of care responsibilities are met by actively supervising all sessions delivered by an external provider, regardless of location or venue?	Both school and provider	Explanation of the process and expectations of teachers to be actively engaged and supervising all sessions. Statement of what process will be engaged with if this does not occur.

For more information please contact:

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