

Plan and assess collaboratively | Te whakamahere me te aromatawai

Consider the following:

- Invite cultural knowledge and identity into all planning. Include whānau from the beginning.
- Coordinate planning with other kaiako in each subject area and consider: routines; workload; moving around the school; break times; special interests when planning learning programmes; workplace transition programmes; assessment timetables.
- Collaborate on assessment methods that meet the needs of ākonga across all subject areas. NCEA level unit standards can be accessed and achieved by developing programmes that build on ākonga strengths. There are internal standards and external standards that may require specific modification of conditions for the learner.

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