



TIRIMOANA SCHOOL

EQUITY POLICY

RATIONALE:

This school has a commitment to achieve equitable outcomes for all students, regardless of their differences and irrespective of their ability or disability, gender, religion, ethnicity and cultural, social, family or class backgrounds.

Equity acknowledges that some students have disadvantages or barriers that impact on their success in schooling and may therefore require additional support to meet their potential.

PURPOSES:

1. To provide positive role models which emphasise equity between males and females.
2. To provide equal opportunity for children to have adequate provision of resources and access to all school facilities, programmes, and activities.
3. To implement teaching and learning programmes which emphasise gender equity and which break down gender stereotyping.
4. To enable Māori learners to learn and achieve as Māori.
5. To provide for the needs of children from other non-European, minority ethnic groups in a way which recognises their rights as individuals who are different from the majority culture and which places value on different cultural perspectives.
6. To provide learning opportunities for all children to enable them to best meet their potential.
7. To provide a non-discriminatory, culturally sensitive, and non-gender specific learning environment for all children.
8. To recognise that to achieve equity of opportunity and outcomes, some students will require extra resourcing and support to overcome any disadvantage or barrier to success.

GUIDELINES:

1. All staff must, in their interaction with each other, with children and with visitors to the school, behave in a non-discriminatory manner in both action and speech in relation to gender, ethnic, religious, cultural, economic, or family differences and in terms of ability or disability.
2. All literature, resources and materials within the school must reflect non-discriminatory practices.
3. All teachers will, in their planning and classroom organisation, provide equitable access to resources, materials, programmes and activities for all children regardless of differences.
4. All teachers will understand and accept that to achieve equitable outcomes, planning will reflect differentiation to meet individual learning or personal needs that overcomes barriers to success.
5. Appropriate intervention will take place wherever non-equitable practices or outcomes are perceived following a complaint or issue raised with the teacher.
6. The staff EEO officer shall have responsibility to ensure staff are aware of this policy and of its intentions and will liaise with the principal to ensure appropriate intervention takes place to achieve equitable outcomes.
7. The school accepts its responsibilities under the TeTitiri o Waitangi to implement policies and practices which reflect Aotearoa-New Zealand's dual cultural heritage.
8. The school will provide appropriate learning provision for neuro-diverse learners, English second language learners, learners with disabilities and gifted and talented learners to enable them to best meet their potential. This may include resources, materials, teaching programmes and staffing allocation.

CONCLUSION:

All children have a right to equal access and to achieve equitable outcomes to best meet their learning potential.

NELP Objective 1: Priorities 1 & 2. Objective 2: Priorities 3 & 4

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