



Educational Software & Distributors

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## Teacher Curriculum Planning

### School Comments:

*ERO was absolutely blown away by eTAP. In their verbal feedback to the BOT they said it was 'snazzy' – and the way we were using it, our analysis of results, the information we could produce etc was 'remarkable'. They were full of praise for the 'at risk', special needs etc 'registers' and the targeted planning.*

**Ann Milne    Principal    Clover Park Middle School**

*Planning is simple, quick, accurate and flexible... Planning, recording and report writing is no longer a great chore and leaves a lot more time for teaching.*

**John Sharp    Principal    Matangi School**

*"eTAP encourages teachers to plan, teach and review teaching programmes cooperatively.... Teachers enjoy using the programme. The programme incorporates the latest educational research and supports teachers in using best practise in planning, assessing and reporting student achievement"*

**ERO    Matangi School ERO Report**

*Standard of long term planning, and planning for assessment has improved – Teachers realise that if they get it right at this stage, reporting to parents is a breeze and teachers have become more proficient in developing rubrics. These rubrics provide excellent information to students and reflects the curriculum documents.*

**Jocelyn Uasike    Principal    St Josephs (Pukekohe)**

*What I like about eTAP: The improved teacher planning which has been evident.*

**Amanda Grimsey    Teacher    Cornwall Parl School**

### Teacher Curriculum Planning Features

Curriculum delivery planning is used to interactively choose and create learning outcomes, curriculum plans, term overviews, and pupil targets.

It provides all the tools teachers need to plan their delivery of chosen curriculum to students, based on their professional judgement and school-based requirements, targets, and resources.

When a plan is created, a related unit-based mark book is automatically created.

- Contains pre-loaded school achievement objectives, levels, and strands.
- Includes planning templates that are integrated with curriculum objectives.
- Teachers can create unit plans with minimal effort.
- Plans can be automatically integrated with curriculum objectives, and assessment information based on those plans can easily be derived for reports.
- Both itemised and holistic methods of assessment can be used in any combination.
- Assessment can focus on the most efficient method of collecting data, based on curriculum areas, planned activities, or teacher specialties available in the school.
- Teachers can add specific learning outcomes and choose from a list of different assessment rubrics.
- New plans can be quickly developed, as teachers can copy and modify existing plans.
- All staff can easily see an overview of the curriculum, and also which achievement objectives have or have not been covered by unit plans.

### eTAP Teacher Planning: Example

A teacher wants to create a plan based around knowledge of NZ geography but also to measure progress towards specific targets.

The teacher creates the following plan: (1) a collage one metre square incorporating everything the pupil associates with their favourite place in NZ. (2) an oral presentation to the class explaining the significance of the pieces chosen for the collage (3) a research project to answer 15 questions about New Zealand geography. This last project involves using the library, visiting a number of websites, listening in class and reading passages from a specific book.

The teacher assigns learning objectives to the various parts of the plan. For example, the teacher may decide to assess pupils against the following:

- 2 learning objectives across levels 2 and 3.
- Assessment against specific learning outcomes defined by the school.
- 2 essential skills
- A 15 mark test not directly assigned to any AO or SLO
- A grade for the oral presentation

eTAP automatically generates the mark books for this entire plan. As well as assigning learning objectives and assessing Specific Learning Outcomes against the AO's for this plan, the teacher can assign resources to the plan and record comments against the plan.

The teacher then delivers the plan and assesses the SLO's using the automatically generated mark book(s). The teacher can edit the plan and the mark book(s) at any time.

The teacher can 'publish' the plan, making it available to all teachers at the school. Another teacher can then use the plan as the basis of a new plan. This teacher is able to take a copy of the plan, change it to fit their requirements, including changes to the assessments and then save the revised plan.

eTAP schools create banks of plans with associated mark books. Plans are retained over multiple years.