



AORAKI COMMUNITY EDUCATION TRUST BOARD

CURRICULUM POLICY

Rationale: All children will be given the opportunity to develop knowledge, skills and attitudes to enable them to grow up as competent and confident learners and communicators.

Purpose: To ensure formal and informal opportunities are provided for teachers to notice, recognise and respond to individuals and groups of children, and for parents/caregivers/whānau to have authentic and meaningful opportunities to contribute to this process.

PROCEDURES and ACTIONS.

- Teachers will actively use the Principles, Goals, and Strands of Te Whāriki (the Early Childhood Curriculum) to guide their teaching and planning practices.
- Relationships are key to providing a responsive learning environment for children. Interactions between teachers and children will be encouraging, warm and respectful.
- On enrolment, all parents/caregivers/whānau will be encouraged to be partners in their child's learning as a way of building a relationship between the home and the Centre.
- Children's preferences will be valued, and the programme is structured to give opportunities for free choice of activities and who they will play/work with.
- Teachers will use language that supports and extends children's learning.
- Teachers will be engaged alongside children, listening and using open questions to encourage complex learning.
- Teachers will be available to guide and support children, through being engaged alongside them, being in close physical proximity, and providing verbal encouragement when appropriate.
- The routines are developed so that children can play together for sustained periods in groups of their own choosing.
- Teachers will focus on settling children into the programme. Once a child is settled teachers will then begin the formal assessment process.
- Teachers will encourage parents/caregivers/whānau and children to contribute to assessment data and will use this in planning and documenting children's ongoing learning.
- Documentation will take a variety of forms including Learning Journals, wall displays, artwork, photos, etc.
- Documentation systems will ensure that all children are assessed and planned for on a regular basis.

- Regular informal communication with parents/caregivers/whānau about their child's learning and development will ensure that their aspirations for their child are taken into account in all aspects of curriculum planning.
- Planning meetings provide opportunities for teachers to engage in collegial dialogue in relation to what they are noticing about individual children's learning. Also discussed will be possible lines of direction for the environment and specific teaching strategies to add value to children's learning. Meetings also provide opportunities to evaluate planning and teaching and identify learning outcomes for children.
- Each child's Learning Journal will have clear documentation that will ensure links are visible between assessment, planning, and evaluation.
- Learning Journals are stored in the Koru and Fern Rooms for easy access, with parents/caregivers/whānau signed approval. Teachers will also provide regular opportunities for the children to access these during the day, and children will be encouraged to ask a teacher for these.
- Regular opportunities for both formal and informal communication with parents/caregivers/whānau will ensure that they are actively involved in decision-making concerning their child's learning.
- All practices related to assessment, planning and evaluation are conducted confidentially and ethically.
- On-going professional learning and development will ensure teachers have an understanding of relevant theories and practice in early childhood education and that they apply these in practice.
- The environment will be set up by teachers at the beginning of each day, based on their knowledge of the learning interests of the children attending and to ensure opportunities are provided for children to access further resources to meet their learning preferences.
- Teachers will respond to the children learning interests by accessing resources and further information to extend their understanding of their interest.
- As language is a key to children's learning, teachers will support language development through positive interactions with children. The Centre programme will emphasise the importance of teachers working alongside children interacting with them to enhance and extend their learning through language.
- A print rich environment will be provided to introduce children to written words and printed language.
- A wide range of resources will be provided to challenge and extend children's thinking. Resources will include activities for individuals and those that require collaboration and co-operation with others to complete. Group activities will support children's language development as they negotiate and strategies with others to achieve goals.
- The environment will enable a free flow between indoor and outdoor learning experiences.
- The outdoor environment will provide resources that are flexible and able to be manipulated by children to be more or less challenging for them.

- The teaching and learning programme will value and respect the culture and background of the children attending. When children's culture is valued, their sense of well-being and belonging is enhanced.
- Adapting to change is an important part of early learning. At North Haven we support transitions in, through and out of the Centre.
- We are committed to providing a responsive bi-cultural curriculum.
- Families will be encouraged to share their culture so that children and families gain a positive awareness of their own and other cultures.
- Where possible and if required, translations of key documents in the first language of the family will be provided.

Licensing Criteria C1-4, C6-12.

Implemented: January 2016
Reviewed: June 2018

Review Due: May 2020