

Curriculum, planning and assessment

Education early childhood services regulations 2008

43 1a Curriculum standard: general

Curriculum criterion 2 The service curriculum is informed by assessment, planning, and evaluation (documented and undocumented) that demonstrates an understanding of children's learning, their interests, whānau, and life contexts

Ehara taku toa i te toa takitahi engari he toa takitini.

I come not with my own strengths but bring with me the gifts, talents and strengths of my family, tribe and ancestors.

Rationale: As a team we plan, implement, and evaluate a curriculum that is designed to enhance children's learning and development through the provision of learning experiences and that is consistent with any curriculum framework, including but not limited to Te Whāriki,

Objectives: To ensure that parents/caregivers/whānau, tamariki and kaiako understand that we will ensure the best outcomes are achieved for the children in our centre by formal and informal observations. The recording of such observations and interpreting them so the reader can digress through photos and a story or other such means what exactly was happening at that moment in time for that child/ren. Whether that is learning taking place, dispositions, schemas a learning style or social skills. We will seek to gather information from parents/whānau as they are the best source for information regarding their child/ren.

- We utilise the New Zealand early childhood curriculum Te Whariki 2017. We refer to the principles, strands, goals and outcomes to plan and assess the children's learning in our centre.
- Te Whāriki is the Ministry of **Education's early childhood curriculum policy** statement. It is a framework **for** supporting children's **early learning** within a sociocultural context. Te Whāriki emphasises the **learning** partnership between teachers, children, parents and whānau.

- Planning will be primarily focused on child-directed learning; developing activities to encourage exploration in children's areas of interest.
- children will be planned for through observations of strengths, interests both individually and in a group inquiry context.
- The planning of inquiry projects (group projects) requires kaiako to observe learning interests that tamariki develop. Where there is significant interest, an inquiry is begun using the project approach. Learning stories and provocations that evolve from these projects are to be added to tamariki learning journey if the tamaiti has played a role in the learning.
- Parents/caregivers/whānau aspirations, will be sought to understand how their child learns best and their values and beliefs, this will be part of the enrolment process as an informal conversation and an invitation to access our online platform.
- When enrolling, whānau are given information about assessment and the value and importance.
- Whānau are encouraged to look at, contribute to and discuss their child's learning at any time.
- Kaiako look for opportunities to talk with whānau about the learning they have noticed that involved their child. Kaiako provide ideas on how this learning may be extended in the home.
- we will use a learning story model to notice, recognise and respond to children's learning also incorporating the Te Whatu Pōkeka model that children bring their own knowledge. **Assessment** is about children's learning within a **Māori** learning context. ... **Assessment** is based on our ways of seeing and knowing the world and on our ways of being and interacting in the world. **Assessment** involves making visible learning that is valued within te ao **Māori**.
- The primary caregiver/key teacher is responsible for developing learning objectives (using Te Whāriki as a guide). These learning objectives are discussed at the regular staff programme planning meeting.
- Discussions will be held between kaiako whether at staff meetings or informal discussions on how to progress tamariki learning experiences through provocations to scaffold their learning as necessary.

- children’s individual learning styles, dispositions and schemas will be taken into account.
- For reasons of privacy, the learning records are stored on our private cloud-based system and access cannot be authorised without a password.
- Internal Evaluations are carried out annually by kaiako on aspects of programming are one way that the core programme is evaluated and modified to ensure the core programme remains rich and interesting for tamariki.
- Core curriculum areas will be reviewed in relation to the tamariki current interests in order to provide further opportunities to assist kaiako in extending tamariki learning.
- Core curriculum areas will be developed further as required where kaiako believe we are not meeting tamaiti, centre or MOE requirements.
- Kaiako will consult with parents/whānau/guardians on a regular basis in relation to their tamariki learning and development and the daily programme.
- Kaiako will be given regular non-child contact hours to carry out assessment for learning and to allow for planning time.
- Kaiako will be granted professional development leave and funds on an application basis. The application for professional development is granted on the basis that it will meet learning outcomes for either the employee or centre goals.

“The child is viewed as immensely powerful, rich and complete; an important living connection to the family past, present and future; a living embodiment of ancestors; and a link in descent lines stretching from the beginning of time into the future... The child is extremely rich, inherently competent, capable and gifted no matter what age or ability” Rameka, L. (2012)

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