

Curriculum & Assessment Policy

PURPOSE

It is our obligation to ensure that the development and implementation of our curriculum that fosters the development of our tamariki as confident, competent learners and communicators. We endeavour to ensure our children are all healthy in respects to their sense of belonging and worth in our environment. As well as ensuring that we regularly assess and evaluate to support the learning of each of our children and their development. Through our planning we are providing a source of evaluation and the provision of activities which meet the interests of all our children, including those with special needs.

Our programme reflects the principles, strands, goals and learning outcomes of Te Whāriki. This celebrates the uniqueness of each child and the group as a whole.

Our educators must have a sound understanding of the observation, assessment, planning and evaluation cycle. They will also have a sound knowledge and understanding of the individual children in our service and are able to use this knowledge as a basis for their planning.

Gaining a unique perspective & aspirations that whanau/families have for their children, and use it to assist in their individual planning and is used to develop a more complete 'picture' of each child and their needs. Sharing this knowledge is instrumental in developing an inclusive curriculum.

OBJECTIVES

- 1) Curriculum development is undertaken that ensures individual and group interests are met.
- 2) That our educators notice, recognize and respond to all our tamariki
- 3) We collaborate with whanau/families to ensure we are meeting the needs of all our children.
- 4) Time is allocated to our educators to ensure that we are effectively planning and assess our programme and that the children individual learning and development is being met.

REGULATION 43

Documentation is evidenced via wall displays, children's portfolios, planning folders, policies and procedures.

PROFESSIONAL PRACTICE

- C1 The service curriculum is consistent with any prescribed curriculum framework that applies to the service and that it is reflective of the Centre's philosophy and culture which are all underpinned by Te Whariki
- C2 The service curriculum is informed by assessment, planning and evaluation (documented and undocumented) that demonstrates an understanding of children's learning, their interests, whanau and life contexts
- C3 Adults providing education and care engage in meaningful, positive interaction to enhance children's learning and nurture reciprocal relationships

C4 The practice of adults providing education and care demonstrate an understanding of children's learning and development, and knowledge of relevant theories and practice in early childhood education

CHILDREN AS LEARNERS

C7 The service curriculum is inclusive and responsive to children as confident and capable learners. Children's preferences are respected and they are involved in decisions about their learning experiences

C8 The service curriculum provides a language-rich environment that supports children's learning

C9 The service curriculum provides children with a range of experiences and opportunities to enhance and extend their learning and development – indoors and outdoors, individually and in groups

WORKING WITH OTHERS

C11 Positive steps are taken to respect and acknowledge the aspirations held by parents and whanau for their children

C12 Regular opportunities (formal and informal) are provided for parents to:

- Communicate with adults providing education and care about their child, and share specific evidence of the child's learning
- Be involved in decision-making concerning their child's learning
- Share their aspirations

GUIDELINES

- Assessment and planning is implemented collaboratively by the teachers
- Assessment is based on observations of each child's strengths, interests and their individual development.
- Through planning, teacher can support and challenge each child's learning through assessment and through the implantation of intentional teaching strategies to support this learning. Within the daily curriculum, planning will also support the provision of a rich array of activities and learning experiences which reflect the child's interests.
- Planning has no time limit, reflects the children's interests and can be as short or as long as the interest.
- Appropriate links will be made to Te Whāriki and all other relevant learning theories.
- Teachers plan experiences and learning opportunities that support the learning and interests that have been identified through observations both at home and the centre. When planning the teachers will be mindful of the best outcomes of the children and the teaching strategies they will use to achieve this.
- We use multiple perspectives to enable authentic and rich assessments of children's learning. Our teachers are responsible for supporting and documenting the learning and developmental updates, learning stories, artwork and photos in the children's portfolios.
- All planned teaching and learning will be evaluated.
- Teachers will openly communicate with whanau/families to acknowledge their aspirations for their children.
- We will provide both formal and informal opportunities for our teachers and our whanau/families to communicate about the education and care of our children. The whanau/families will be encouraged to be involved in the decision making around their child's learning.
- All whanau and families will be encouraged to look at and to contribute to their child's portfolio by adding comments or any other written/photographic contributions.

- Centres will make printed material depicting the current learning available to children, so that children and whanau can revisit prior learning i.e. learning stories, group stories, daily dairies or wall displays.
- Staff will be paid to attend staff meetings, during which time assessment, planning and evaluation will take place.

LEARNING SPACES

TOTARA AREA (Infants Area)

- Allows our youngest children the freedom to explore and play in an environment designed especially for them.
- It is safe, nurturing and developmental environment that encourages the individual growth of our children.
- The infants area is designed to protect a prone or crawling children who are in the process of finding their feet, from older children who may accidentally cause them injury.
- This area allows the individual children to grow and develop at their own rate without any expectations on their development in a safe and non-restricted space.
- This infant's area allows our older children to have their own space free from the worries that they will injure and the freedom and opportunity to concentrate on their own work for a sustained period of time.
- Our infant area allows the older children/siblings to enter the space when desired to interact with their younger friends/siblings, but can do so consciously. Encouraging Tuakana Teina practices.
- Infants will remain in this area until they are approximately 18 months old or when it is determined that they are sufficiently able to progress to the toddler's/preschoolers area. This decision will be made in conjunction with the family/whanau.
- The transition process will have not minimum or maximum period and will be based around what is best for the individual child and the whanau wishes.
- The planning and assessment for our infants will be individually based and their learning progress will be documented via a 'Summary of Learning' (appendix i) which follows their learning and development over the time they are in the infant area.
- **Bi-annuals** will be completed 6 monthly and is a recorded of assessment for each individual child's learning over the course of their enrolment at the centre. Refer to the 'Biannual Policy' for more information

KAURI AREA (Toddlers/Preschooler Area)

- This larger area allows the toddlers (over 18 months) and preschoolers to explore and grow in an environment that is explorative, open, physically challenging, supportive and stimulating indoor and outdoor environment.
- Allows our older (over 18 months/2 years) to have the freedom to explore and learning without the fear of injuring someone younger than them.
- Planning an assessment for these older children (toddlers/preschoolers) will be both individual and group.
- We will also encourage Tuakana Teina practices for these children as the age range is still 2 years (possibly 18 months) up to 5 years.
- With a slow and extended transition period of children from the infants area.
- **Bi-annuals** will be completed 6 monthly and is a recorded of assessment for each individual child's learning over the course of their enrolment at the centre. Refer to the 'Biannual Policy' for more information.
- Toddlers/Preschoolers will be encourage to take risks, be challenging physically and mentally, while in an environment that fosters independence, responsibility, respect, confidence and self-esteem.

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