

Pineapples Early Learning Centre

LEARNING EXPERIENCE POLICY

RATIONALE

As kaiako, it is crucial that we regularly assess and evaluate our programme and curriculum to support each child's learning and development. Our programme/curriculum reflects the principles, strands, goals and learning outcomes of *Te Whāriki* (NZ's Early Childhood Curriculum). This document, as well as our philosophy, celebrates the uniqueness of each child and the learning environment that supports a child's learning. Children are encouraged to plan and participate in learning experiences that are specific to their interests.

LEGISLATION

Licensing criteria 2008 – Regulation 43: Curriculum (General, C2 & C10)
Te Whāriki (2017) – NZ Early Childhood Curriculum

TE WHĀRIKI

Contribution – Goal 2: Children experience an environment where they are affirmed as individuals

Contribution – Goal 3: Children experience an environment where they are encouraged to learn with and alongside others.

PROCEDURES

- 1) Planning & learning experiences are implemented co-operatively by the Kaiako involved with each area of the centre (Under 2's & Over 2's)
- 2) Planning is based on children's individual interests as well as group interests. The planning cycle (notice, recognise & respond) ensures children's strengths and interests are being supported individually as well as within a group.
- 3) Planning should be based on observations of what child **can** do, their interests and their development and how a Kaiako can facilitate how to build or extend on these interests. Kaiako aim to support and challenge each child's learning by providing a rich array of learning experiences that reflect these interests.
- 4) Planning has no time limit, it reflects the children's interests and can be as short or as long as their interest remains.
- 5) Kaiako plan learning experiences that support interests which have been identified through observations shared with each other, with whānau and at Pineapples. Learning experiences can be based on any different area that is identified as a interest but can be influenced by home, care, routines, community, relationships, language and communication etc.

CURRICULUM

Whilst we have a 'Curriculum & Assessment' document that is based around the core Early Childhood Curriculum and is maintained by each Kaiako taking responsibility for assessing and evaluating an area each month/termly. This is to be discussed and evaluated as a team and in staff meetings.

PORTFOLIO/PROFILE BOOKS

Children's portfolios/profile books are available for parents/whānau and children to view or take home. However we do encourage families & children to return these to Pineapples as we continue to update and add stories, art & photos until the portfolio is finished or the child leaves.

Key Kaiako are responsible for their 'key learner's' portfolios being up to date and should include:

1. Initial **PORTFOLIO SET UP** for newly enrolled children, as well as the whānau completed 'All about me' forms.
2. The **INDIVIDUAL PLANNING SHEET** to be completed each term by the 'Key Kaiako', who will use the child's interests & the learning dispositions to complete a plan for the term.
3. A **least** one **LEARNING STORY** per month that is focused solely on that child. There can be several group stories added by any Kaiako monthly as well, this is independent of the monthly requirements. The language of *Te whāriki* will be integrated into their learning stories.
4. A **least** one **PIECE OF ART** per month, that either links to the current planning or an example of their artist expression that they have made that month. This may include the date and a short blurb of the activity that contributed to this art piece.
5. Children's **BIANNUAL PROGRESS**, this process is started the month after the child begins at Pineapples and is there after completed every 6 months (biannually). Please refer to the *Biannual Policy/procedure* for the process.
6. Parents will be encouraged to contribute their **PARENTS VOICE** either through a 'Parents Voice' page or by writing directly into the portfolio itself.

LINKS TO:

- Curriculum & Assessment Policy
- Individual Planning Policy
- Individual Planning Sheets (Termly)
- Biannual Policy/Procedure

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