

Curriculum Management Policy (C1-4, 7-9)

Rationale

Tamariki will experience a planned curriculum (Te Whaariki 2017) that builds on their experiences, knowledge, skills, attitudes, needs, interests, and views of the world. Tamariki will be given opportunities to learn and develop to their full potential.

Purpose

- To ensure a play-based curriculum based on each child's individual needs, strengths and interests which enables them to develop their sense of self and confidence in their abilities and relationships.
- To build a sense of team and togetherness which links tamariki, educators/nannies, visiting teachers, home, and the community, while still respecting and encouraging the uniqueness every individual brings to the service.
- To encourage all educators/nannies and visiting teachers to become reflective in their practice to ensure they are providing the best possible learning opportunities and experiences for the tamariki in their care.

Guidelines

Individual Learning and Assessment - The Process

- Educators/nannies use the wait, watch, and wonder approach while listening to the tamariki in their play in their homes and within the community. They NOTICE strengths, urges, interests, and significant happenings.
- Educators/nannies RECOGNISE the learning that is taking place and RESPOND accordingly.
- Visiting teachers will support educators/nannies in this process to the level every individual requires.
- Educators/Nannies/Visiting teachers develop a plan for each child that will provide opportunities and experiences to extend and foster the tamariki learning relating to interests, urges, needs and strengths while always following and respecting the child and supporting them to contribute to the planning.
- The educators/nannies/Visiting teachers will record the child's learning to build a picture of who that child is, recording any significant development and learning over time in their learning journey, or record on EDUCA, or document on closed Facebook/Wechat page, including photos and a variety of media including written and digital.
- Tamariki will be given regular opportunities to REVISIT their learning.
- The educators/nannies/visiting teachers will evaluate the plan for each child regularly, considering the strategies used and how effective they were, what they

have noticed about the child's learning and include what has changed or developed over time.

- Information and guidance is sought when required from agencies/services to enable educators/nannies and Visiting Teachers to work effectively with tamariki and their whānau.
- The role of the Visiting Teacher is to support, scaffold and monitor all educators to ensure all children's learning is documented. The role of the Visiting Teacher is to have a lens on every child.

Group learning and Assessment –The Process

- Hapori (Playgroup) will provide the opportunity for the tamariki, educators/nannies, visiting teachers and whānau to strengthen their relationships with each other.
- Educators/nannies and Visiting Teacher's will NOTICE significant interactions and happenings. Educators/nannies and Visiting Teacher's will RECOGNIZE the learning and RESPOND to the tamariki accordingly.
- Visiting teachers and educators/nannies will provide opportunities and experiences to extend and foster the child's learning. The tamariki will be supported to be the leaders, to be curious, to question and reason.
- Visiting teachers will role-model appropriate practices and support the educators/nannies to develop their insight, understanding and confidence in their abilities. This will enable the educators to develop their understanding of the tamariki learning and assessment.
- Hapori follows a structure as indicated in the attached appendix.

Parent/whānau and Child Contribution and Consultation

- The tamariki are the leaders in their learning journey, their ideas and contributions are valued and respected and reflected in their learning.
- Family/whānau can access their child's record of learning at any time.
- Family/whānau contribution to their child's record of learning is encouraged, valued, and strengthens connecting links between their home and the educator's home. They can do this on EDUCA, in the closed Facebook whānau groups and through day-to-day discussion with the educator or visiting teacher.
- Family/whānau aspirations guide/inform their child's plan.
- Family/whānau are welcome to come to Hapori.
- Educators/nannies maintain informal contact on an ongoing basis with family/whānau in relation to their child's learning and development. Family/whānau are consulted and encouraged to contribute to their child's learning.

Date Reviewed: March 2022

NELPS objectives 1-3, priorities 1-6