

Curriculum Policy

Designation: Curriculum

Rationale:

Te Rāwhiti is committed to the provision of a quality early childhood care and education programme which upholds a clear philosophy statement to guide all aspects of services operation by providing a framework through which governance, management and programme delivery occurs.

Te Whāriki:

Tamariki will experience a curriculum that empowers them for their journey. Te Whāriki interprets the notion of curriculum broadly, taking it to include all the experiences, activities and events, both direct and indirect, that occur within the ECE setting. It provides a framework that foregrounds the mana of the tamaiti and the importance of respectful, reciprocal and responsive relationships.

Procedures:

1. Our programme and philosophy is grounded in New Zealand's Early Childhood Curriculum Te Whāriki, the special character of our setting as a Steiner/Waldorf kindergarten and Te Tiriti o Waitangi.
2. Our Philosophy Statement and Priorities for Children's Learning Statement acts as guiding documents within our service and are reviewed in consultation with the Kāpiti Waldorf Trust, kindergarten staff and parents/whānau. They are included as part of our key documentation in enrolment material and are displayed on parent noticeboards.
3. When designing or reviewing policies, and evaluating programme effectiveness, we ensure alignment with our philosophy.
4. Te Rāwhiti will provide a welcoming, safe and inclusive environment for tamariki, staff and parents/whānau. Staff providing education and care engage in meaningful, positive interactions to enhance the learning of tamariki, including social competence, and nurture positive and reciprocal relationships.
5. The curriculum is informed by assessment, planning and evaluation (documented and undocumented) that demonstrates an understanding of the learning, interests, whānau, culture, life contexts and parent aspirations of tamariki.
6. Learning occurs through self-directed play, imitation, secure relationships and rhythms of the day, week, seasons and festivals. This includes termly celebrations of festivals undertaken by each kaiako.
7. Kaiako are allocated 2 hours 45 minutes of non-contact time per day for the purposes of planning, assessing, evaluating the programme, curriculum preparation and meetings, including whānau meetings as required.
8. Planning responds to the individual needs, interests and strengths of tamariki in order to enhance learning and enable continual development.
9. Kaiako are responsible for undertaking accurate and complete termly planning and documentation which demonstrates an understanding of learning and development, and knowledge of relevant theories and practices in early childhood education. This includes:
 - a) One termly plan, to be completed prior to the start of each new term.

- b) Weekly observations.
 - c) One termly individual assessment for each tamaiti in their room.
 - d) One termly group assessment.
10. Other documentation responsibilities of kaiako include:
- a) Individual Plans for tamariki with diverse needs.
 - b) One termly kindergarten room panui, completed within term time.
 - c) 'Getting to Know your Child' documentation for newly enrolled whānau.
 - d) Individual kaiako/whānau hui records.
 - e) Parent evening and festival reflections.
 - f) Accurate and complete records of operational and administrative documentation, including sign-in sheets, emergency drills, excursions records and health and safety checks.
11. The kindergarten kaiārahi is responsible for overseeing the completion of planning, assessment and documentation and the implementation of a quality programme within each room.
12. If held on a usual day of employment, kaiako will attend pedagogical meetings, including weekly kindergarten hui, weekly faculty hui, site hui and Professional Growth Cycle hui.
13. Unless annual leave has been approved, kaiako will utilise term breaks to ensure the completion of planning and assessment, prepare for the term ahead, and attend relevant meetings or Professional Learning and Development.
14. Parents and whānau are informed of tamariki learning and development and are encouraged to be involved in assessment, documentation and decisions concerning the learning of their tamaiti.
15. Our play materials support the holistic way that tamariki learn and are open-ended and natural, where possible, to nourish their imagination, senses and creativity.
16. Our learning environment and curriculum provide tamariki with a range of experiences and opportunities to enhance their learning and development, both indoors and outdoors, individually and as a group.

Links To:

- Ministry of Education Licensing Criteria: C1-4, C6-12, GMA5

Authorised:	Shelley Wrigley
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Consultation Undertaken:	Yes

Te Rawhiti Kindergarten Philosophy

“Receive the child in reverence, Educate the child in love, and send him forth in freedom”
Rudolf Steiner

- We provide an education based on the understanding of human development and education, as given by Rudolf Steiner.
- Our programme planning and delivery reflect the principles of Steiner/ Waldorf education (see Steiner Essentials document), Te Whāriki and the New Zealand Curriculum.
- We are committed to honouring te Tiriti o Whaitangi. We work to foster te reo Māori and tikanga in the kindergarten.
- We offer a programme focused on self-directed play using natural, open-ended materials and equipment. The emphasis is on encouraging the child to meet the world through their senses, their imagination and through physical activity.
- The children are immersed in a home-like environment. Here the task of a household, such as cooking, gardening, and caring for the environment are carried out by the adults. The children are welcome to help or to be playing alongside the teacher. In this way the children learn through imitation, rather than through formal instructions.
- Trained Waldorf teachers work to provide a holistic education, meeting, and honouring, all aspects of the child (tinana/physical, hinengaro/mental, wairua/spiritual and whatumanawa/emotional). Teachers are committed to personal and professional development. Teachers strive to be worthy of imitation by the children.
- Child study, observations and assessment are an important part of the teacher’s role.
- Teachers work with the daily, weekly and seasonal rhythms, and throughout their time in the kindergarten the children come to know these rhythms. Music, movement and storytelling are an integral part of the programme.
- We foster the healthy development of the child by providing guidance, in a warm, loving and consistent manner. This enables the child to feel safe and protected.
- We work closely with parents/caregivers and wider whānau of the children to create strong connections between home and the kindergarten. In this way we aim to create a supportive and caring kindergarten community.