

Curriculum Policy

Designation: Curriculum

Rationale:

Te Rāwhiti is committed to the provision of a responsive and inclusive early childhood curriculum, supported by Te Whāriki framework and the steiner essentials, which upholds our philosophy statement and works in collaboration with parents, whānau and community.

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 (Early Childhood Education) setting. It provides a framework that foregrounds the mana of the tamaiti and the importance of respectful, reciprocal, and responsive relationships.

Procedures:

- Our programme and philosophy are grounded in New Zealand's Early Childhood Curriculum Te Whāriki, the special character of our setting as described in the Steiner essentials and Te Tiriti o Waitangi.
- In partnership with whānau, tamariki and community our localised curriculum is informed by
 - Te Tiriti o Waitangi
 - Our philosophies and values
 - Outcomes from internal evaluation
 - Centre learning priorities
 - Learning outcomes from Te Whāriki and the steiner essentials
 - Whānau and community aspirations.
- 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 displayed on parent noticeboards.
- When designing or reviewing policies, and evaluating programme effectiveness, we ensure alignment with our philosophy.
- Staff providing education and care engage in whanaungatanga to have authentic, meaningful, positive interactions to enhance the learning of tamariki, through intentional teaching.
- 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.

- 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.
- Assessment information is available to whānau.
- The curriculum is informed by assessment, planning and evaluation that demonstrates an understanding of the learning, interests, whānau, culture, life contexts and parent aspirations of tamariki.

Assessment Planning and Evaluation for individual tamariki:

Assessment: Noticing and recognising:

- On enrolment, all whānau are invited into a partnership for their tamaiti learning journey. Shared aspirations for learning will be established and revisited regularly.
- The first step is developing a trusting relationship between tamaiti, whānau and the kaiako, that considers identity, language, and culture. Once a sense of belonging is nurtured, the informal and formal assessment process will begin.
- There is opportunity for informal and formal communication with whānau to ensure they are involved in the assessment process.
- The centre's philosophy and local curriculum learning priorities are reflected in the learning that occurs through self-directed play, imitation, secure relationships and rhythms of the day, week, seasons, and festivals. In these moments informal assessment occurs as kaiako observe, engage, and respond to tamariki.
- Formal assessment is undertaken by noticing the connected episodes of valued learning and engaging the dialogue of whānau. This will occur in written form once a term for each child.
- Discussion between whānau and kaiako supports the choice of Te Whāriki learning outcome linked to the local curriculum to develop and realise the aspirations that enhance mana and positive learner identity.

Planning: Responding

- Planning responds to the individual needs, interests, and strengths of tamariki to enhance learning and enable continual development.
- 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:
 - One termly plan, to be completed prior to the start of each new term.

- Weekly observation notes to inform learning priorities for each tamariki.
- Other documentation responsibilities of kaiako include:
 - Individual Plans for tamariki with diverse needs.
 - One termly kindergarten room panui, completed within term time.
 - Storing biography documentation for newly enrolled whānau.
 - Individual kaiako/whānau hui records.
 - Parent evening (term 1) and festival reflections.
 - 6-year-old observations, recorded and shared with faculty and whānau
 - Accurate and complete records of operational and administrative documentation, including sign-in sheets, emergency drills, excursions records and health and safety checks.
- The kindergarten kaiārahi is responsible for overseeing the completion of planning, assessment and documentation and the implementation of a quality programme within each room.
- Kaiako are allocated 1 hour 30 minutes of non-contact time per day and an additional 3 hours per week pro rata per days worked, for the purposes of planning, assessing, evaluating the programme, curriculum preparation and meetings, including whānau meetings as required.
- 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. The collegial dialogue in relation to planning will progress the individual learning pathway for each tamaiti.
- Unless annual leave has been approved, kaiako will utilise term breaks, when not required on site for the holiday sessions to ensure the completion of planning and assessment, prepare for the term ahead, and attend relevant meetings or Professional Learning and Development.

Evaluation:

- Revisiting in relation to how tamariki are progressing in terms of the relevant learning outcome.
 - Kaiako will ensure that whānau receives ongoing feedback on progress and opportunities to collaborate, to inform future learning opportunities.
 - Kaiako will evaluate the effectiveness of the planned learning experiences and intentional teaching strategies in relation to the learning outcome as well as how this has enhanced the tamaiti's mana and learner identity
 - Ongoing reflection in relation to next steps will ensure the learning outcomes are consolidated and complexity is added. [OBJ]

Community/Inquiry Learning

Planning, evaluation, and assessment:

As a team we will use the skills of noticing, recognising, responding, and revisiting in relation to how tamariki are progressing in terms of the 20 learning outcomes.

- As a team we will annually select an inquiry topic, either child initiated or adult initiated, which may come from noticing one of the following:
 - An emerging event, linked to the centre philosophy, local curriculum and/or values, that you wish to explore further e.g., the value of kindness.
 - A small group of children who have the same individual learning priority
 - Community events.
 - Weaving in a cultural interest- Matariki
 - Using a national interest

- Recognising: Collaborative inquiry, include kaiako, tamariki, whānau and community. Use Te Whāriki as a source for ideas that link to strands and learning outcomes.
- Responding: Plan experiences and teaching strategies. Linking people, place, and things. Document with mind maps, wall displays, links to individual tamariki learning journals.
- Revisiting: What did tamariki learn in relation to the learning outcomes. What effect did the learning experiences and environment have on the outcome for learners? What effect did the chosen teaching strategies have on enhancing mana and identity as a successful learner for each tamaiti and support them to enhance mana in others.

Links To:

- Ministry of Education Licensing Criteria for Early childhood Education and care services 2008 (September 2022): C1-4, C6-13
- GMA5
- The statement of National Education and learning priorities (NELP) and the tertiary education strategy (TES). (2021).
- Te Ara Poutama, Piki Ake, Kake Ake, for those who aspire to seek excellence (2020)
- Te Whāriki He Whāriki mātauranga mō ngā mokopuna o Aoteroa. Early Childhood Curriculum. (2017).
- The Steiner/Waldorf Early Childhood Essentials Aotearoa/New Zealand (2022)
- Te Rāwhiti Kindergarten Philosophy

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