



Kaitiaki Kindergartens

Operational Policies

6.04 Curriculum Design Policy

Classification: Teaching and learning
Applies to: All Employees
Approved by: General Manager

Date: June 2023
Review Date: June 2025

Purpose:

- The Association's expectations and responsibilities are to ensure consistent high-quality curriculum design throughout all services.

References:

- Education (Early Childhood Services) Regulations 2008
- Licensing Criteria for Early Childhood Education and Care Centres 2008
- Te Whāriki, He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa. Early Childhood Curriculum, 2017
- Kei Tua o te Pae. Assessment for learning: Early childhood exemplars, 2005
- Our Code, Our Standards - Teaching Council of Aotearoa, New Zealand 2017

National Education and Learning Priorities – NELPs considered:

- All **Objectives and Priorities** will be considered as part of effective curriculum design and delivery

Definition:

- Kaitiaki Kindergartens – is referred to as 'The Association'
- Head Teachers and Centre Managers- are referred to as Service Leaders
- Professional Practice Leaders – PPL
- Kindergartens and Early Learning Centres - are referred to as services
- Portfolio – refers to the collated documentation of an individual child's learning journey and can be either in hard copy, paper based or an e-portfolio

Policy

The Association undertakes to ensure that the curriculum design at its services, is underpinned by the principles, strands and goals of Te Whāriki and is effective in supporting the learning journeys of all children.



Procedure

Curriculum Design

The teaching team will work in consultation with their PPL to ensure that they design a curriculum that reflects:

- the principles, strands and goals of Te Whāriki;
- current pedagogical approaches to effective teaching and learning;
- the requirements of the Education (Early Childhood Services) Regulations 2008;
- the Association's commitment to Te Tiriti o Waitangi; and
- the policies, procedures and expectations of the Association.

The PPLs will ensure that these expectations are maintained through regular visits, reports and support for the team to self-evaluate the effectiveness and quality of the curriculum design.

Guidelines

1. The curriculum will empower all children to learn and will reflect the holistic way in which children learn.
2. The curriculum will involve parents and families/whānau.
3. The curriculum will be responsive and respectful of the parents and families/whānau's aspirations for their child.
4. The curriculum will reflect responsive and reciprocal relationships between children, adults and the learning environment.
5. The curriculum will acknowledge and reflect the unique place of Māori as tangata whenua.
6. The learning outcomes will be based on the strands of Te Whāriki: He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa (the early childhood curriculum).

It will:

- Promote and nurture the health and emotional wellbeing of children. They are kept safe from harm.
- Affirm and extend children's connecting links with their family and the wider world. Children know that they have a place, and feel comfortable with routines, customs and regular events.
- Provide equitable opportunities for learning for each child, irrespective of gender, ability, age, ethnicity or background. Children will be affirmed as individuals, and are encouraged to work with and alongside others.
- Encourage children to develop verbal and non-verbal communication skills for a range of purposes. Children have opportunities to experience the stories and symbols of their own and other cultures, and develop different ways to be creative and expressive.
- Value children's play as meaningful learning, and recognise the importance of spontaneous play. Children have opportunities to gain confidence in and control of their bodies and learn strategies for active exploration, thinking and reasoning. Children have opportunities to develop working theories for making sense of the natural, social, physical and material worlds.



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7. All teachers are required to have an in-depth working knowledge of the curriculum and to access professional development opportunities to enable them to demonstrate understanding of current theory and principles of learning and development.
8. All teachers will demonstrate knowledge and understanding of the learning and development of each child, along with learning goals for each child. This information will form the basis for designing and evaluating the programme of teaching and learning.
9. Service Leaders will lead the teaching team in the design, implementation and evaluation of the curriculum for children to meet the undertakings and obligations contained within the Licensing Criteria for Early Childhood Education and Care Centres and the Early Childhood Education Curriculum Framework.
10. Observations of children, identification of their strengths and interests and assessment of their learning and development must reflect the learning outcomes contained within the curriculum.
11. All children will be provided with an individual assessment portfolio, containing frequent observations, learning stories and other documentation of their participation in the programme, including the outcomes relating to their individual goals.
12. Curriculum design, evaluation and assessment information will be available to parents and current interests, learning goals, and other relevant documentation will be displayed in a format that enables parents to make sense of the programme.
13. It is essential that families are supported in their involvement in all areas of the programme. Though involvement is voluntary families/whānau will be regularly invited to take part in all aspects of the programme, made to feel welcome and appreciated for the contribution they make.
14. Teachers are expected to take part in all aspects of the service programme. Events held outside regular working hours will be negotiated within teams with the Service leader taking a leadership role.

Assessment

Assessment for learning practices ensure that the learning, development, and experiences provided for children are connected.

Assessment practices within a socio-cultural context will make learning visible and give useful information about children's learning and development to the teachers and other adults providing the programme and to children and their families.

Assessment of children's learning and development involves intelligent observation of the children by experienced and knowledgeable adults for the purpose of implementing a quality programme.

Guidelines

1. Upon admission all children will be provided with an assessment portfolio. This will be kept at the kindergarten, but will be readily available to the child and their family. It will contain regular documentation which indicates the child's learning journey.
2. They will also be presented with the opportunity to participate in the online e-portfolio facility of Storypark.



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3. All assessment will be credit-based, ensuring children and their families feel positive about their child as a competent, capable learner. Assessment will not focus on identified needs but may take account of areas for development within the child's strengths and interests.
4. Assessment may occur minute by minute or they can be observed and/or documented over a period of time as teachers listen, watch, and interact with an individual child or with groups of children.
5. Assessment can only occur with an in-depth knowledge of the child and within a trusting relationship with him/her.
6. Parents play an integral part in informing teachers' knowledge of the child. Their "voice" and context are crucial if assessment is to be meaningful.
7. Assessment can include:
 - Photographs of the learning opportunity;
 - Learning stories;
 - The children's voice;
 - The teachers' perspective on the event/experience/learning;
 - Celebration of an achievement;
 - Social connections;
 - Interactions between children, children and adults;
 - Family stories
 - The capturing of a special moment
 - Children's treasures
 - Evidence of the child "taking an interest", "being involved", "persevering", "expressing a feeling/idea", and "taking responsibility" i.e. the developing dispositions of the child.
 - A special story that shows who they are, celebrating their individuality.
8. Assessment must be shared between teachers. Observations, either documented or verbal will inform teachers of possibilities and opportunities. This information will enable teachers to resource and provide extension opportunities within the programme.

Signed:

General Manager

Date: 28/9/23

Endorsed by

Signed:

President of the Board

Date:

28/9/23