

# GERALDINE PRESCHOOL CURRICULUM POLICY

## **RATIONAL**

All children will be given the opportunity to develop knowledge, skills and attitudes to enable them to grow up as competent and confident learners and communicators

## **PURPOSE:**

To ensure formal and informal opportunities are provided for teachers to notice, recognise and respond to individual and groups of children and parents/caregivers have authentic and meaningful opportunities to contribute to this process.

## **PROCEDURES**

- Teachers will actively use Te Whāriki, the Early Childhood Curriculum recognising dispositions and Tātaiako, Cultural Competencies for Teachers of Māori Learners to guide their teaching and planning practices.
- On enrolment all parents/caregivers will be encouraged to be partners in their child's learning as a way of building a relationship between the home and the centre.
- During the initial stages following enrolment, staff will focus on settling children into the programme, and building relationships of trust and confidence with both parents and children. In the Pihinga each child will have a key teacher that will be responsible for all their daily needs and feedback to parents/caregivers. Once a child's sense of well-being and belonging to the new centre are developing, staff will then begin to document learning noticed and plan for this learning to build the basis for further planned experiences as well as inform their teaching.
- Teachers, parents and children will contribute to assessment data and teachers will use this in planning for the children's learning.
- Educa profiles will reflect examples of documented assessments of the child's learning and how teachers plan to further support this learning. These examples are also reflective of the philosophy of the centre, our commitment to bi/multi-culturalism and enviroschool principles where appropriate.
- All teachers take responsibility for gathering assessments of children's learning through their regular day-to-day work with the children. Teachers may provide anecdotal 'snapshots' of a child's experience, but the majority of examples gathered are 'Learning Stories' (narrative assessment). These are holistic examples which illustrate learning within context and highlight potential future learning pathways. These Learning Stories may be specific to an individual child, reflective of that child's role/place within a group learning situation or be about a small or large group of children. Learning Stories are reflective of children's

emergent interests, progress or other significant aspects of learning that is valued at the centre. Other examples include photos and artwork that support stories. Artwork is displayed in the context of learning.

- Documentation systems will ensure that all children are assessed and planned for on a regular basis.
- Regular informal communication with parents about their child's learning and development will ensure that their aspirations for their child are taken into account in all aspects of curriculum planning
- Formal whānau/kaiako meetings will be held 2 times per year for all parents/caregivers of over 2 children.

### **Planning Meetings**

- Teachers bring observation data to each team meeting for discussion with the teaching team. These could be stories about individual children or groups they have noticed, or may have been stories shared by parents/caregivers and children. The purpose of sharing stories is to ensure all teachers are familiar with and can contribute to the assessments and planning decisions made. These meetings are also a time for evaluating the plans implemented for individual children and groups of children.
- Discussion and planning decisions, including evaluation, are documented in the team meeting minutes by a teacher. Discussion and planning often lead to additions to documented Learning Stories, shared with parents/caregivers and/or the child/ren concerned. These are revisited at following staff meeting and further evaluative discussion and decisions recorded.

### **Sharing Information**

- Parents/caregivers will sign a form giving approval to allow children/whānau to access Educa profiles.
- Selected Learning Stories can be displayed on the wall of the centre for children, parents/caregivers, and teachers to view.
- Regular opportunities for both formal and informal communications with parents ensure that they are actively involved in decision making concerning their child's learning.
- Parents/caregivers of children involved in transition to school are encouraged to share their profile with the new entrant teacher to support the transition process.

### **Confidentiality and Ethics**

All practices related to assessment, planning and evaluation are conducted confidentially and ethically and support the philosophy of the centre and current theory and practices accepted within the early childhood community.

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**SIGNED:** \_\_\_\_\_ **NAME:** \_\_\_\_\_

**POSITION:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**REVIEWED:**

**NEXT REVIEW:**