



CURRICULUM POLICY

Licensing Criteria: PF4, PF5, PF7, C1, C2, C3, C4, C5, C6, C7, C8, C9, C10, C11, C12

Rationale: 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 educators and coordinators to notice, recognise and respond to individuals and groups of children, and for parents/caregivers/whānau to have authentic and meaningful opportunities to contribute to this process.

PROCEDURES

- Educators will work alongside the coordinator and be guided by the coordinator where necessary to actively use the Principles, Goals, and Strands of Te Whāriki (the Early Childhood Curriculum) to guide their teaching and planning practices.
- Relationships are key to providing a responsive learning environment for children. Interactions between Educators and children will be encouraging, warm and respectful.
- 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 Service.
- Children's preferences will be valued, and the programme is structured to give opportunities for free choice of activities and who they will play/work with.
- Educators will use language that supports and extends children's learning.
- Educators will be engaged alongside children, listening and using open questions to encourage complex learning.
- Educators will be available to guide and support children, by being engaged alongside them and in close physical proximity. Providing verbal encouragement when appropriate.
- The routines are developed so that children can play together for sustained periods in groups of their own choosing.

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DATE ADOPTED: August 2017

REVIEW: Annually

DATE FOR NEXT REVIEW: August 2018

- Educators will focus on settling children into the home setting. Once a child's sense of well-being and belonging is established, Educators will then begin the formal assessment process.
- Educators will encourage parents and children to contribute to assessment data and will use this in planning and documenting children's ongoing learning.
- Documentation will take a variety of forms including portfolios, artwork, and photos.
- 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.
- Planning meetings will be held monthly between the educator and coordinator. Planning meetings provide opportunities for educators to engage in collegial dialogue in relation to what they are noticing about individual children's learning. Also discussed will be possible lines of direction for the environment and specific teaching strategies to add value to children's learning. Meetings also provide opportunities to evaluate planning and teaching and identify learning outcomes for children.
- Clear documentation will ensure that links are visible between assessment, planning, and evaluation.
- Profile books are stored in the home for easy access. Educators will also provide regular opportunities for the children to access these during the day, and children will be encouraged to ask the educator for these.
- Regular opportunities for both formal and informal communication with parents will ensure that they are actively involved in decision-making concerning their child's learning.
- All practices related to assessment, planning and evaluation are conducted confidentially and ethically.
- On-going professional learning and development will ensure teachers have an understanding of relevant theories and practice in early childhood education and that they apply these in practice.
- The environment will be set up by educators at the beginning of each day, based on their knowledge of the learning interests of the children attending and to ensure opportunities are provided for children to access further resources to meet their learning preferences.
- Educators will respond to the children learning interests by accessing resources, from Family Tree Homebased Toy Library, community libraries, as well as, any other further

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information to extend their understanding of the children's interest. The coordinator will monitor that all children's learning interests are being met and extended appropriately.

- As language is a key to children's learning, educators will support language development through positive interactions with children. The Homebased setting will emphasise the importance of educators working alongside children interacting with them to enhance and extend their learning through language.
- A print rich environment will be provided to introduce children to written words and printed language.
- A wide range of resources will be provided to challenge and extend children's thinking. Resources will include activities for individuals and those that require collaboration and co-operation with others to complete. Group activities will support children's language development as they negotiate and strategies with others to achieve goals.
- The environment will enable a free flow between indoor and outdoor learning experiences.
- The outdoor environment will provide resources that are flexible and able to be manipulated by children to be more or less challenging for them.
- The learning programme will value and respect the culture and background of the children attending. When children's culture is valued, their sense of well-being and belonging is enhanced.
- Families will be encouraged to share their culture so that children and families gain a positive awareness of their own and other cultures.
- Family Tree homebased curriculum will acknowledge and reflect the unique place of Māori as Tangata Whenua. There will opportunities for children to develop knowledge and an understanding of the cultural heritages of both parties to Te Tiriti o Waitangi.