



Policies

Practices & Procedures



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1. Curriculum Delivery Policy

Education (ECS) Regs 2008 reg 43
Licensing Criteria C1-10
Te Whariki
Kei Tua o te Pae
Last Reviewed 16/09/2024
Next Review Due

1.1 Curriculum framework

Te Whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa Early childhood curriculum (Te Whāriki) is Aotearoa New Zealand's bicultural national curriculum document for ECE services.

The prescribed curriculum framework for the Early Learning Sector has two pathways:

- Te Ara Whānui: the principles | ngā kaupapa whakahaere, strands, goals and learning outcomes | ngā taumata whakahirahira of Te Whāriki.
- Te Ara Māori: a Te Ao Māori interpretation of the principles | ngā kaupapa whakahaere, strands, goals and learning outcomes | ngā taumata whakahirahira of Te Whāriki.

At City Heights we implement Te Ara Whānui, guiding our local curriculum and learning priorities.

1.2 Local Curriculum

At City Heights our promise is that all tamariki will have the same opportunity to benefit from quality early childhood education and care. Our purpose is to honour the bicultural heritage of Aotearoa while pursuing tangible and positive outcomes for children in alignment with the Principles and Strands of Te Ara Whānui.

We believe in and follow the Montessori approach to early childhood education, aiming to support children to unfold their own potential by giving them the freedom to explore an environment that is designed to meet their developmental and individual learning needs. Children are helped to develop their self-esteem, self-awareness and self-control in order to become socially responsible and active citizens.

Respect for the child and their uniqueness is at the core of everything we do. Respect is shown by not interrupting children's concentration during their activities and by giving children the freedom to make choices, to do things for themselves and to learn in their way and at their pace. Montessori learning is hands on, individually paced, and customised to the needs, strengths, and interest of each individual child.

We believe the first step for a positive and expansive learning journey is establishing positive and meaningful relationships with tamariki, whānau and community in order to set a solid foundation for a holistic learning journey where all parties cooperate and benefit. At City Heights children are guided and empowered to learn and become independent learners, capable to adapt in a world of continuous change, and succeed in all areas of their life with confidence, courage, and respect for themselves, others, and their environment.

Our curriculum depends upon a prepared environment that is clean, simple, and real, where each element exists to cover the needs of the group and foster their independence, motor development and language acquisition.

Building the self-esteem of our tamariki, self-confidence and concentration is the definitive goal, aligning with whānau aspirations. This is achieved through repeated victories with the activities in the classroom. Freedom is crucial in our programme; however, it is always tempered by two important limits that will be beneficial for a lifetime, respect for others and respect for their environment.

Our kaiako manage classroom behaviours by modelling continuing respect for tamariki and their work, by observing interests and abilities to plan for new learning experiences and by diverting problem behaviour to meaningful tasks.

Our children are guided and encouraged to make purposeful independent choices from a rich curriculum spanning from practical life, cultural, sensorial, language and maths both indoors and outdoors.

Practical Life. Incorporates activities that children observe in daily life. These activities develop children's independence, concentration, and fine motor skills.

Sensorial. Through sensorial materials, children learn about similarity and difference, dimensions, colours, and shapes, and distinguish between smells, taste, and sound. Sensorial work also prepares children for mathematics, language, and geometry by teaching children how to classify and sort.

Mathematics. This area teaches children to understand abstract mathematical concepts and relationships through hands-on learning experiences.

Language. This area provides children with the knowledge and skills to build their vocabulary and understanding of language. Oral language skills are also developed through daily social interactions, group time experiences, and lessons in grace and courtesy.

Through the exploration of culture, children develop an understanding of their community, their world, and their social responsibilities. This is supported within the Māori principle of mōhiotanga that we believe in. We respect and celebrate that everyone comes together bringing their own kete of knowledge, experiences and values, conforming a rich and vibrant community.

Each child's family, community and culture will be affirmed and place at the centre of their individual learning journey and we will provide an environment where parents, whānau and tamariki are welcomed and treated with respect, encouragement, warmth, and acceptance (Te Whariki, 2017).

1.3 Curriculum Delivery procedure

Our curriculum is informed by continuous observation, planning, and evaluation.

Teachers will prove their knowledge of children's development and learning, the national curriculum and the chosen pathway (Te Ara Whānui) and will demonstrate an understanding of children's interests, whānau, culture, and life context leaving evidence of it in their daily practise.

Evey child will be allocated to a key teacher who will be responsible for their learning journey. At our centre, we use the "noticing, recognising, and responding "model to assess and plan for our tamariki development. This will be documented in the child's EDUCA profile.

Our planning is based on continuous observation. For us, observing a child begins by noting how they behave, learn, respond to new situations/routines and interact with others and their environment. After this information is gathered, we ask to parents and/or caregivers about what is happening at home, what their child is interested in or learning about. We also formally gather aspirations for their child's and more detail about the family cultural context and what matter the most for them. With all this information we are able to conform our learning plan for the child always seeking growth on their skills.

We use data analysis to ensure tamariki are well developed in all areas of Te Ara Whānui, Montessori curriculum and City Heights learning priorities.

Each child's individual plan is done termly and is open to all our Kaiako to share and contribute. In our planning we describe our observations of the child (what learning has been happening), whanau's voice (parents' aspirations and /or what has been happening at home), learning goals for the period (Te Ara Whānui) and planned learning experience linked to the learning outcomes pursued. When the term is finished, we complete the planning adding any spontaneous learning that has occurred, evidence of goals and learning outcomes achieved (assessment of learning). We will then determine where to go from here, describing how we are going to extend on their learning during the next period.

Children learning is documented through learning notes, stories and learning assessment that clearly outline what and how the child is learning. Skills, abilities, and dispositions are assessed to respond and extend their learning, creating new opportunities to promote continuous growth.

1.4 Culture and Identity Policy

This Centre recognises, acknowledges, and reflects the unique place of Māori as tangata whenua (original inhabitants of the land). At our school, all children are given the opportunity to learn, understand and practise the cultural heritage of every party to the Tiriti o Waitangi.

The '*principle of partnership*' is interpreted to mean that each of the signatory parties and their descendants and subsequent immigrants to New Zealand are subject to the same responsibility and entitled to the same benefit under law as each other and that each citizen is entitled to be respected as an equal partner in this society.

Our centre supports and celebrates cultural diversity and encourage to all children and whānau to do the same.

1.5 Parent Involvement, Information and Communication Policy

Last Reviewed 05/08/2024

Next Review DUE

At City Heights we believe that parent/caregiver's involvement in the early childhood education of their children helps not only extend their children's learning outcomes outside the classroom but creates a more positive experience for our tamariki showing better results in all aspects of their lives.

At our centre, parents and caregivers will have the opportunity to be involved in the planning and review of their children's learning at all times, both by informal and more formal channels.

Your child's kaiako will always be open and available for a chat about your child's learning or care needs at drop off and/or pick up times. If parents prefer to have a more lengthy and private conversation, our centre manager is always available for a conversation on the phone, by email or face to face.

At City Heights we offer different channels for parents/caregivers to participate in their child's learning and influence in our centre curriculum.

- **Educa.** Educa is an online platform where parents will be invited to share their aspirations for their children's learning and updates of what they are learning at home. We will periodically share our learning goals for them, their learning journey with us, learning assessment and achievements. Educa is a bidirectional channel where parents and educators can be in constant communication.
- **Whānau Voices Form.** These forms are sent out twice per year (February and July) with an assessment of your child's learning at our centre and to request new aspirations to conjointly set new learning goals for your child.

- Parent's/teachers' interviews. At any time, parents and caregivers can request a more in depth and formal discussion with their child's kaiako or team leader.

To communicate to our parents or caregivers we will use all our channel depending on the subject at hand to assure the communication is the most effective.

At reception you can find our latest ERO report, centre policies and procedures, our complaints procedure, current review we are working on and person responsible for the day. If you wish to collaborate in any of the development and review of our service's operational documents, we encourage you to contact us so we can guide you in how to make your contribution.

Our whanau is welcome to our centre at all times (open door policy) and their feedback, opinions and inputs are much appreciated.