



# ***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 09/01/2023*

*Next Review Due*

## **1.1 Curriculum framework**

National curriculum Te Whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa Early childhood curriculum 2017 (Te Whāriki) is used as the foundation for education programme at City Heights. All children will have the same opportunity to benefit from quality early childhood education and care implemented by our Centre's individual culture, theoretical perspective, vision, and philosophy, all pursuing evident and positive outcomes for children in alignment with the Principles and Strands of Te Whāriki.

## **1.2 Local Curriculum**

Honouring the bicultural heritage of Aotearoa/NZ in our daily practice is the foregrounded strand in our curriculum. Everything we do at CH comes from our mana both personal and collective, our strength, our pride and identity.

Our children are guided and encouraged to make purposeful independent choices from a rich curriculum spanning from practical life, sensorial, language and maths both indoors and outdoors. At our whare, tamariki are provided with real implements and given real responsibilities in the care of the environment, themselves, and others.

Our curriculum depends upon a prepared environment that is aesthetically pleasing, clean, simple, and real, where each element exists for a reason.

The day is structured in different routines that children know and follow with ease. Our programme contains a morning work cycle where children are encouraged to do their chosen work without interruptions, fostering the development of sustained concentration.

The "Contribution" strand is paramount to our local curriculum as it aims to affirm children as individuals and instil independence, a love of learning and "can do" attitude that will accompany them for life.

Social and emotional learning experiences are valued alongside explorative and academic. Peace and kindness, Te Reo Māori and Tikanga, working theories, gross and fine motor experiences are areas of great relevance at City Heights. Of the academic experiences, language and maths are prioritised in response to aspirations of both kaiako and whānau.

Developing a sense of belonging to, and knowledge of our natural world is a significant part of our curriculum and comprises regular visits to our local forest.

### **1.3 Curriculum Delivery Process**

Our curriculum is informed by continuous observation, planning, and evaluation. Teachers will prove their knowledge of Te Whāriki and will demonstrate an understanding of children’s learning, their interests, whanau, culture, and life context and leave evidence of it in their daily practise.

Children will be allocated to a profile teacher who will be responsible for their learning journey at City Heights. This will be documented in the child’s EDUCA profile.

At City Heights, our planning is based on continuous observation. For our teachers, observing a child begins by noting how each child behaves, learns, reacts to new situations, and interacts with others and their environment. This information will help us create the plan to promote growth on skills and be able to document the success later.

We also use the data analysis functionality in Educa to ensure tamariki are well developed in all areas of Te Whāriki and Montessori Curriculum.

Our individual planning is done monthly 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 month (Te Whāriki), planned learning experience ( linked to the learning outcomes pursued). When the month is finished, we completed the planning adding any spontaneous learning that has occurred, evidence of goals and learning outcomes achieved (assessment of learning) and where to from here where we will describe how we are gong to extend on their learning during the next month.

How do we measure our job? Children learning is documented through learning stories that clearly outline what and how our tamariki are learning. Skills, abilities, and dispositions are assessed to respond and extend their learning, creating new opportunities to promote continuous growth.



Data collected in Educa will be analysed by different criteria to make sure tamariki are well developed in all areas of Te Whāriki and Montessori Curriculum.

#### **1.4 Culture and Identity Policy**

This Centre recognises, acknowledges, and reflects the unique place of Maori 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**

**C11-C13**

*Last Reviewed* 09/01/2023.

*Next Review* DUE

Parents will be involved at every opportunity in the planning and review of their children's learning programme and care needs at the centre, both by informal conversations with teachers on a daily basis and more formally through parent/teacher interviews, centre newsletters, and notices and directly and privately by email.

Wider whanau is welcomed to the centre at all times. Refer to Open doors policy.