

CURRICULUM POLICY

Rationale: At cashmere Early Learning Centre we believe in fostering the holistic development of all tamariki. By creating opportunities for learning that are guided by Te Whāriki (2017), we aim to empower tamaiti to grow as competent and confident learners, communicators, and active participants in their community.

Purpose: The purpose of this policy is to ensure that our curriculum is responsive to the unique needs, interests, and aspirations of each tamaiti and their whānau. We aim to provide both formal and informal opportunities for kaiako to observe, engage, and respond to tamariki learning journeys, while fostering meaningful collaboration with parents and caregivers in shaping their tamaiti development.

Nelps: **Objective: 1 Priorities:** Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.

Procedures:

- **Te Whāriki Framework**

All teaching practices will be grounded in the Principles, Goals, and Strands of Te Whāriki. This ensures that our curriculum is tamaiti-centered, bicultural, and holistic. We have chosen to go with Part A Te Ara Whānui

- **Tamaiti-Led, Play-Based Learning**

Learning experiences will be based on tamariki strengths, interests, and ideas observed during their play. Kaiako will document tamariki voices and areas of interest, using these insights to collaboratively plan with tamariki, parents, and whānau. These plans will be flexible, revisited regularly, and may extend as long as the tamaiti interest continues.

- **Partnership with Parents/Whānau**

Parents and whānau are valued contributors to their tamaiti learning. We will offer authentic opportunities for them to share their aspirations, participate in planning, and contribute feedback to the learning process. All family input will be documented in various formats, such as profile books, displays, and digital platforms.

- **Responsive Interactions**

Relationships are key to learning. Interactions between kaiako and tamariki will always be respectful, warm, and encouraging, fostering a safe environment where tamariki feel heard and supported in their learning.

- **Ongoing Assessment and Documentation**

Kaiako will document tamariki learning through regular observations, learning stories, and visual displays. Each tamaiti will receive a minimum of one learning story per semester, with adjustments made for tamaiti who attend part-time. Online profile books will reflect the tamaiti ongoing development and be available to parents for review and contribution through story park.

- **Cultural Inclusivity and Bicultural Practices**

The curriculum will celebrate the bicultural foundation of Aotearoa, integrating te reo Māori and tikanga into everyday practice. The curriculum will also acknowledge other cultural heritages, ensuring that Tamariki develop an understanding and appreciation of their own and others' cultures.

- **Collaborative Planning and Review**

Monthly team planning meetings will provide opportunities for kaiako to discuss tamariki learning, develop teaching strategies, and reflect on the effectiveness of the curriculum. Parents and whānau will be invited to contribute to the review and ongoing refinement of the curriculum. Parents/whānau aspirations and voices is documented through their tamaiti online profile book, storypark is valued, respected and extended upon.

- **Social Competence and Positive Guidance**

Our curriculum will support the development of tamariki social competence. Kaiako will use open-ended questions, active listening, and positive guidance techniques to encourage complex thinking and build strong relationships with peers.

- **Flexible, Engaging Learning Environments**

The learning environment will offer a balance of indoor and outdoor experiences that encourage exploration, creativity, and collaboration. Planning will be flexible to adapt to tamariki emerging interests and developmental stages.

- **Professional Development and Reflection**

Kaiako will engage in continuous professional development to stay informed of best practices in early childhood education. Regular self-reflection and service review will ensure that our teaching remains dynamic and aligned with Te Whāriki and the needs of our community.

- **Our learning values** These learning values will be imbedded throughout our programme.

Manaakitanga (kindness)

Whanaungatanga (strong relationships)

Ako (reciprocal learning)

Tuakana-Teina (peer support)

Wairuatanga (spiritual well-being)

Rangatiratanga (independence)

Kaitiakitanga (environmental guardianship)

Responsibilities

- **Management**

Management will provide the necessary resources, professional development, and non-contact time to support effective curriculum planning and assessment. Systems will be in place to regularly review teaching practices, ensuring alignment with Te Whāriki and Licensing Criteria C1-C13.

- **Kaiako (Teachers)**

Kaiako will be responsible for developing, implementing, and assessing the local curriculum in line with Te Whāriki. They will form responsive partnerships with tamariki and whānau, ensuring that each tamaiti learning is carefully documented and reflected in their planning.

Date of review: June 2024

Date of next review: June 2027

Signed: