



Curriculum Policy

Rationale:

The overall goal of our curriculum is to encourage and support children to grow up as competent and confident learners and communicators, healthy in mind, body and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society.

We recognise children as unique individuals who each learn in their own way. Our curriculum aims to build on the child's current diverse needs, strengths, interests and abilities by allowing children choices and by encouraging them to take responsibility for their learning.

Principles:

Our Centre wholeheartedly embraces the principles, strands and goals of Te Whāriki – The Early Childhood Curriculum.

The curriculum describes the sum total of the experiences, excursions, activities and events whether direct or indirect, which occur within our Centre, which are designed to foster the learning and development of the children who are placed in our care. These experiences will:

- Support diverse needs
- Support children from all cultures and ethnicities
- Empower the children to learn and grow;
- Reflect the holistic way children learn and grow;
- Include the wider world of whānau and community as an integral part of the curriculum, inclusive of aspirations and learning priorities;
- Embody the principle that children learn through responsive, reciprocal relationships with people, places and things.

We recognise the following as essential areas of learning and development:

Wellbeing	The health and wellbeing of the child are protected and nurtured; they are kept safe from harm.
Belonging	Children and their families feel a sense of belonging; children know routines, customs and regular events and know the limits and boundaries of acceptable behavior
Contribution	Opportunities for learning are equitable and children learn alongside others, and each child's contribution is valued and they're affirmed as individuals;

Communication Children are supported in developing non-verbal and verbal communication skills; the languages and symbols of their own and other cultures are promoted and protected; they learn ways to be creative and expressive

Exploration Children learn and develop control and confidence of their body through active exploration of the environment; their play is valued as meaningful and they develop working theories for the natural, social, physical and material world.

We believe children need the opportunity:

- To practice both gross and fine motor skills using both large and small muscles.
- To develop increasing hand/eye co-ordination.
- To do things for themselves and cater for their own needs.
- To remember, to speak and to think.
- To make choices and decisions.
- To be creative and imaginative.
- To solve problems by trial and error.
- To negotiate and discuss and to express their point of view.
- To interact and socialise with others.
- To be on their own if they want to.
- To have time to do these things.
- To have fun within safe physical and emotional boundaries.
- To learn to take safe physical risks.
- To be affirmed and valued as individuals.
- To be connected to the natural world.
- To develop a sense of wonder through self-initiated exploration.
- To develop responsible long term environmental behaviour.
- To develop risk management strategies.

Curriculum Goals:

1. To present the children with many opportunities for success.
2. To present the children with many opportunities to develop self awareness through independence and decision making.
3. To assist children to develop social skills through large group, small group and individual experiences.
4. To challenge the children to examine, explore and investigate.
5. To provide many opportunities for language development.
6. To enrich vocabulary, develop listening and composition skills.
7. To provide opportunities for the development of mathematical skills such as the use of symbols, quantities, spatial awareness, comparison and measurement.
8. To foster an interest in science including sensory exploration, discovery, inquiry and investigation.
9. To provide many opportunities for expression through art, role playing, music and stories.
10. To provide children with opportunities to learn about health, safety and nutritional education.
11. To affirm the bicultural nature of Aotearoa through the use of Te Reo and Tikanga Māori.
12. To also provide opportunities for children to learn, respect and appreciate the cultural diversity within our Centre and community.
13. To provide an inclusive environment representative of all cultures and ethnicities.

14. To provide for and support diverse needs.
15. To provide children with opportunities to develop empathy and the ability to care for the wellbeing of animals and the natural world.
16. To support children in becoming connected with nature and develop an understanding of how to care for Papatūānuku.

Planning, Evaluation and Assessment:

The programmes run at the Centre will continue to be evaluated and developed in order to meet the needs of the children, families and community.

Planning will take place regularly, based on an emergent curriculum. It is a continuing process, which involves observation, the identification of children's interests, needs and capabilities, the provision of resources, assessment and evaluation. Observation and assessment of children's learning and development are the driving force behind our programme. Assessment occurs minute by minute as adults watch, listen and interact with the children. Over a period of time, these observations will form the basis for more in-depth assessment and evaluation, which underpins future programme development, striving to meet the child's needs and extend their interests.

We believe that parents and caregivers can provide a wealth of valuable information and understandings regarding their children. We encourage parents/caregivers to provide feedback on any aspect of our programme or any aspect of their child's care and education.

Assessments of children made at the Centre are considered confidential and will not be used to compare or judge children or their families.

Our Centre aims to meet the needs of all children who attend the service. We believe that every child is a unique and special person with the potential to develop and grow and as such our focus is on implementing our philosophy and developing a culture within our Centre that nurtures and supports every child who attends. We acknowledge that children who need extra support and their families are entitled to have their individual needs catered for, and we will endeavor to meet these needs.