



CURRICULUM POLICY

RATIONALE

- Every learner is provided with equitable learning opportunities that are supported with excellence in teaching and with whānau involvement.

OBJECTIVES

- To ensure the centre curriculum is consistent with the framework in *Te Whāriki*.
- To ensure Pebbles is compliant with all aspects of the Curriculum as outlined in our Licensing Criteria Curriculum C1-13

PROCEDURES

Professional Practice

- In partnership with whānau, tamariki and community our local curriculum is informed by:
 - Ti Tiriti o Waitangi
 - Pebbles Philosophy and Values
 - Pebbles Learning Priorities
 - 20 Learning Outcomes in practice
 - Outcomes from Internal Evaluation
 - Whānau Aspirations
 - Our Quality Practice Template (Our Code, Our Standards)
- Mana is enhanced by valuing the unique culture, language and identity of all tamariki and whānau. This underpins all aspects of assessment, planning and evaluation.
- Whanaungatanga is key to learning focused partnerships and kaiako will engage in authentic, meaningful positive interactions to support intentional teaching.
- Formal documentation of tamariki learning will include: making valued learning visible in the learning environment, artwork, photo weekly news, Planning Books, Educa.
- Assessment information is made readily available to both tamariki and whānau.
- Whānau are encouraged to contribute to the curriculum, to ensure we are building learning focused partnerships around shared aspirations.

ASSESSMENT, PLANNING AND EVALUATION FOR INDIVIDUAL TAMARIKI

Assessment: Noticing and Recognising

- On enrolment, all whānau will be invited to be partners in their tamaiti learning journey as a way of building a learning focused partnership. Shared aspirations for learning will be established and revisited regularly or when transitioning to a new area in the centre.
- The first priority in the assessment process is developing a reciprocal relationship with tamaiti and whānau identity, language and culture. Once trusting relationships have been established and a sense of belonging nurtured, kaiako will then begin an informal and formal assessment process.

- Regular opportunities for both informal and formal communication with whānau will ensure that they are actively involved in the assessment process and participants in decision-making concerning their tamaiti learning.
- Informal assessment occurs in the moment as kaiako listen to, observe, engage with and respond to tamariki who are involved in everyday learning experiences and events that link to the centre's philosophy and local curriculum learning priorities.
- Formal assessment will be undertaken by noticing connected episodes of valued learning, engaging in dialogue with tamariki, kaiako and whānau to include multiple voices.
- In consultation with tamaiti, whānau and kaiako, we will decide on the most relevant Te Whāriki learning outcome and learning priority, this will be called the Learning Pathway.

Planning: Responding

- Planning will be a collaborative process between kaiako, tamariki and whānau.
- Everyday teaching, as well as monthly planning meetings, provide opportunities for kaiako to engage in collegial dialogue in relation to planning to progress a tamaiti individual Learning Pathway.
- The 20 learning outcomes of *Te Whāriki* will guide these discussions and planning will include the learning experience and intentional teaching strategies that will progress the learning.
- Planning implementation will be supported through designing a rich curriculum that is well resourced and reflects our local curriculum and Learning Priorities.
- All planning will ensure sound foundation skills of language, literacy and numeracy are reflected across all dimensions of the curriculum.
- Careful consideration will be given to eliminate barriers that could limit the achievement of success for learners and partnerships with whānau.

Evaluation: Revisiting in relation to how tamariki are progressing in terms of the 20 Learning Outcomes

- Kaiako will evaluate the effectiveness of the planned learning experiences and intentional teaching strategies, to identify the learning outcomes that have occurred for each tamaiti.
- Ongoing reflection in relation to next steps will ensure the learning outcomes are consolidated and complexity is added.
- Kaiako will ensure tamariki and whānau will receive ongoing feedback on progress, to inform future learning possibilities. Feedback will be both informal and formal.

GROUP FOCUS/INQUIRY LEARNING

Planning, evaluation and assessment: Noticing, Recognising, Responding and Revisiting in relation to how tamariki are progressing in terms of the 20 Learning Outcomes

- As a team we will choose a Focus/inquiry topic, either adult-initiated or child-initiated, which may come from one of the following:
 - responding to an emerging event, linked to the centre philosophy or values, that we wish to explore further
 - noticing a small group of children who have the same individual Learning Pathway – Keeping ourselves healthy
 - a community event – local art exhibition, beach week
 - weaving in a cultural interest – Matariki.
 - using a national interest – a sports event.

- Brainstorm possible planning ideas of inquiring into this area together – include colleagues, tamariki and whānau.
- Identify possibilities linked to (people, places and things), for inquiring into this area of interest and plan experiences as well as teaching strategies.
- Use Te Whāriki as a possible source of ideas for experiences – linking to the relevant strand, goals and learning outcomes.
- Documentation may include: mind maps/, wall displays, books or linking back to individual tamariki learning journals.

Licensing Criteria C 1 – C 13 and NELPs Reference:

A focus on learning that matters: C1 – 4 (Refer Te Whāriki Page 65)

NELPs Objective 3: Quality Teaching and Learning – Priority 6

Affirmation of identity, language and culture: C 5 & 6 (Refer Te Whāriki Page 12)

NELPs Objective 2: Barrier Free Access – Priority 3, Objective 1: Learners at the centre -Priority 2

A rich curriculum for every child: C7 – 10 (Refer Te Whāriki Pages 12 – 15; 19)

NELPs Objective 1: Learners at the Centre – Priority 1 and 2

Parents and whānau engaged in their child’s learning: C 11 & 12 (Refer Te Whāriki Pages 20 & 21)

NELPs Objective 3: Quality Teaching and Learning – Priority 5

Personalised pathways to School and Kura: C 13 (Refer Te Whāriki Pages 51 - 58)

NELPs Objective 2: Barrier Free Access – Priority 4