

***South Otago Kindergartens***

**Curriculum Implementation Policy**

SECTION ONE (TEACHERS)

**References:**

* **Ministry of Education. (2017). Te Whāriki. He whāriki mātauranga mō ngā mokopuna o Aotearoa: Early childhood curriculum. Wellington, NZ: Ministry of Education**
* **Ministry of Education. (2008). Licensing criteria for early childhood education and care centres 2008. Wellington.**
* **Ministry of Education. (2009). Te whatu pōkeka: Kaupapa Māori assessment for learning: Early childhood exemplars. Wellington.**
* **Ministry of Education (2011). Tātaiako: Cultural Competencies for Teachers of Māori Learners. Ministry of Education. Wellington.**
* **Education (Early Childhood Centres) Regulations 2008: Reg 47 GMA 5,**

 **Reg 43 C 1, 2, 3, 4, 11, and 12.**

* **Kei Tua o te Pae, Assessment for Learning: Early Childhood Exemplars**

## Purpose

To implement curriculum that is consistent with Te Whāriki and to ensure that processes for assessment, planning and evaluation of children's learning are:

* consistent with current theory and practice;
* respect children as competent and confident learners and communicators.

**Profile books** refers to the collated documentation of an individual child’s learning journey.

## Policy

* Each kindergarten will review their philosophy statement at the beginning of each year and forward it through to the Senior Teacher. This statement will convey the kindergarten community’s beliefs, values and attitudes about what they provide for their children in their kindergartens.
* Teaching teams will develop a social cultural approach for assessment, planning and evaluation which is underpinned by the principles, strands and goals of Te Whāriki.
* Each teaching team will formulate a planning process that reflects their community of learners, curriculum priorities, their philosophy and values.
* Teaching teams will develop a procedure that outlines how they plan, implement, evaluate and document the curriculum that is designed to enhance children’s learning and development through provision of learning experiences that are consistent with Te Whāriki for both individuals and groups of children, and that:

a. (i) respond to the learning interests, strengths and capabilities of all children;

 (ii) provide a positive learning environment for children;

 (iii) reflect an understanding of learning and development that is consistent with current research, theory, and practice in early childhood education, including through intentional and culturally responsive pedagogy;.

 (iv) acknowledge and reflect the unique place of Māori as tangata whenua;

 (v) encourage children to be confident in their own culture, language and identity and develop an understanding and respect for other cultures;

 (vi) There are equitable opportunities for learning, irrespective of gender, ability, age, ethnicity or background

 (viii) respect and acknowledges the aspirations of parents, family, and whānau,

(b) make all reasonable efforts to ensure that the kindergarten collaborates and build partnerships with the parents and where appropriate, the family or whānau of the children in relation to the learning and development of, and decision making about, those children; and

(c) obtain information and guidance from agencies with expertise in early childhood learning and development, to the extent necessary to:

 (i) support the learning and development of children; and

 (ii) work effectively with parents and, where appropriate, family and whānau.

* The planning, assessment and evaluation procedure for groups and individuals will be consistent with the *South Otago Kindergartens Planning Cycle* and principles of planning, assessment and evaluation in *Te Whariki (2017) p63-65.*
* Teachers will display and share the learning that is happening within the kindergarten. This documentation needs to be clearly communicated, relevant and meaningful.
* Each child has a portfolio which contains documentation of their learning. Portfolios will be stored and displayed in such a way that enables children and their families/whānau to easily access them and revisit the children’s learning.

**Monitoring and Support**

**Head Teachers**  are responsible for ensuring that:

* The planning process meets requirements as outlined in this policy.
* Regular time is set aside for all teachers to plan and evaluate for assessment and programme implementation.

**Head Teachers alongside the Senior Teacher** will:

* Support teaching teams to implement holistic, responsive and effective planning.
* Monitor the planning, assessment, evaluation and documentation in kindergartens and centres.
* Provide professional development to ensure teachers are kept up to date with current theory and research relating to pedagogy, planning, and assessment for learning.

#### Procedures relating to this policy

* Diversity
* Philosophy Statement - individual kindergartens
* Planning, implementation and evaluation procedure - individual kindergartens
* Positive guidance procedure

**Adopted: Term 1 2021**

**Review Date: Term 1 2022**