

# Curriculum and Assessment Policy.

## BACKGROUND INFORMATION

### Reference and Key Text

Licensing Criteria 2008, Curriculum, Professional Practice documentation required:

Documentation that provides evidence of the service's compliance with the following criteria. This documentation may take a variety of forms to suit the service's operation (such as portfolio's, wall displays, policies and procedures).

- **C1:** the service curriculum is consistent with any prescribed curriculum framework that applies to the service (such as Te Whariki);
- **C2:** the service curriculum is informed by assessment, planning, and evaluation (documented and undocumented) that demonstrates an understanding of children's learning, their interests, whanau, and life contexts;
- **C3:** adults providing education and care engage in meaningful, positive interaction to enhance children's learning and nurture reciprocal relationships;
- **C4:** the practices of adults providing education and care demonstrate an understanding of children's learning and development, and knowledge of relevant theories and practice in early childhood education;

Children as Learners:

- **C7:** the service curriculum is inclusive, and responsive to children as confident and competent learners. Children's preferences are respected, and they are involved in decisions about their learning experiences;
  - **C8:** the service curriculum provides a language-rich environment that supports children's learning;
  - **C9:** the service curriculum provides children with a range of experiences and opportunities to enhance and extend their learning and development – indoors and outdoors, individually and in groups.
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- At Queenstown Preschool and Nursery we value an emergent curriculum based on Te Wháriki. The curriculum is based on assessment, planning and evaluation of individual and group interests and needs.
  - Teachers provide positive interactions that focus on children's learning and nurture reciprocal relationships.
  - Teaching practices are based on current and relevant developmental theories and pedagogy.
  - All children are included and take part in their own learning and are seen as confident and competent learners.
  - Children have an individual profile book that contains their record of learning that has been observed by Teachers.

- The child's voice is also included in learning stories.
- The form of documentation is through Learning Stories, these can then be linked to prior learning and extended further. (Learning stories record observations either as individual or group learning).
- Parents and Whánau are also able to contribute to their child's book.
- On a daily basis, teachers inform parents of children's learning through anecdotal, informal conversations. Parents are able to request a meeting with the Team Leader to discuss their child's individual learning further.
- Parent Evening will be held regularly to inform parents of current learning, practices and curriculum.
- Our programme consists of a range of structured group times and child directed play both in the inside and outside environments.
- Within this programme we plan to extend on children's interests.
- This plan is documented and displayed within each room and is specific to the age group involved.
- Parents and Whánau are welcomed to contribute to this planning as we value their voice.
- The environment is also planned to include a range of resources and experiences for children to be able to direct their own learning.
- Team Leaders are responsible for ensuring that the curriculum and assessment planning is being implemented by all Teachers.
- Management budget enables paid team meetings to be held regularly and are used to discuss and collaborate the current planning areas.
- Each teacher has non-contact time weekly to document and plan and evaluate for individual and small group interests and reflecting on personal practice.
- All Teachers are given the opportunity to attend Professional Development regularly to keep up-to-date with current practices.

Review date: January 2011

Next review: January 2012