



Curriculum Planning & Assessment

RATIONALE

To ensure appropriate programme planning systems are in place, which meet the individual learning and developmental needs of the tamariki.

PROCEDURE

Sallywaggs Sproouts follows the New Zealand Early Childhood Curriculum, Te Whāriki, for programme planning.

While tamariki are receiving home based childcare with Sallywaggs Sproouts Management will ensure that Educators:

(a) plan, implement, and evaluate a curriculum that is designed to enhance tamariki's learning and development through the provision of learning experiences and that is consistent with any curriculum framework prescribed by the Minister that applies to the service; and that—

(i) responds to the learning interests, strengths, and capabilities of enrolled tamariki; and

(ii) provides a positive learning environment for those tamariki; and

(iii) reflects an understanding of learning and development that is consistent with current research, theory, and practices in early tamarikihood education; and

(iv) encourages tamariki to be confident in their own culture and develop an understanding, and respect for, other cultures; and

(v) acknowledges and reflects the unique place of Māori as tangata whenua; and

(vi) respects and acknowledges the aspirations of parents, family, and whānau; and

(vii) provides a range of experiences and opportunities to enhance and extend tamariki's learning and development – both indoors and outdoors, individually, and in groups; and

(b) make all reasonable efforts to ensure that the service provider collaborates with the parents and, where appropriate, the family or whānau of the enrolled tamariki in relation to the learning and development of, and decision making about, those tamariki; 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 enrolled tamariki; and

(ii) work effectively with parents and, where appropriate, family or whānau. Parents are recognised as the people who know their tamaiti best and therefore individual programme planning is seen as a collaborative partnership between Educators and parents. Parents are encouraged to become involved with their tamaiti's learning and development, passing information and ideas onto the Educators through both verbal and written word.

The Co-ordinator visits Educators every month to support and help them with their programme planning and evaluation. And to ensure Educators engage in meaningful, positive interactions to enhance tamariki's learning and nurture reciprocal relationships.

Parents will be regularly (every 3 months at a minimum) contacted by the Co-ordinator to ensure they are happy with the service they are receiving and that they are involved in decision making about their tamaiti's learning.

The tamariki's learning and development is recorded in a profile book which is given to the tamaiti when they leave the programme. Profile books are available for the parent to read, participate in and make comment on or add to at any time.

Information and guidance is sought when necessary from agencies/services to enable educators and coordinators to work effectively with tamariki and their parents.

If Educators and parents have a particular educational or behavioural issue they need support with, Co-ordinators will seek out and inform each party of courses of interest and relevance.

If further support is required, Co-ordinators, Educators and Parents will collaboratively decide if professional outside agencies are required and sought, if desired.

Regular contact will be made between the outside agency, Co-ordinator, Educator and Parents to ensure all parties are fully informed to best support the tamaiti involved.

All steps and actions will be documented.

REFERENCE

Education (Early Childhood Services) Regulations 2008 (Reg43/C1-C13)