

ECLC Over 2s Curriculum Management Policy

Category: Curriculum

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Policy Statement

Children will experience a planned and emergent curriculum that builds on their interests, experiences, knowledge and skills. Children will be supported, encouraged and provided with opportunities to learn and develop to their full potential.

Rationale

- To provide a planned and emergent curriculum based on children's interests and areas for development, within group situations and individually.
- To provide guidelines for teachers that ensure programme planning is evaluated and leads to continual improvement of the programme.
- To encourage all teachers to become reflective practitioners.

Procedures

Individual assessment and planning

1. The process.
 - Each child who starts at ECLC has an individual learning journal. A key teacher is assigned to each child.
 - In each child's journal, a range of data is collected for assessment purposes. This includes learning stories and photos. Special Centre events and Centre celebrations, such as birthdays and Centre excursions, may also be recorded in your child's learning journal.
 - Children's learning is observed and documented regularly in the form of learning stories. Learning stories include an interpretation of learning based on Te Whāriki, New Zealand's Early Childhood curriculum.

2. Parent and child contribution and consultation

- Enrolling parents are given information about learning journals.
- Each parent is encouraged to decorate the cover of their child's learning journal to reflect their own family/whānau and culture.
- Each parent is given an 'Introduction to your Child's Learning Journal' sheet to read. This sheet then becomes the first page of the child's journal.
- Parents are given an 'About Me' sheet to complete which helps to make links between home and the Centre.
- Parents are encouraged to read and to contribute to their child's learning journal at any time by bringing along photos, stories or anecdotes to their child's key teacher. This is also an opportunity for parents to discuss the journal with their child. Teachers may include a 'parent voice' sheet or space at the end of a learning story to invite parent contribution to learning.
- The learning journals are the formal records of the child's learning and will remain at the ECLC until the child leaves the Centre. Parents/caregivers may take their child's learning journal home overnight or over a weekend. When one journal is full it will stay at the Centre until teachers are satisfied they will not need to refer back to it. At that stage the child may take the book home.
- The learning journals are one assessment tool that portrays the children as capable and confident learners, therefore where appropriate we encourage them to contribute and make decisions about what is recorded in their journals.
- The learning journals are stored within the playroom for ease of access not only for parents but also for children and teachers.
- Informal discussion between teachers and parents about their child's progress, interests, abilities and areas for development occur regularly, and these may be included in the child's learning stories to reflect parent voice.
- Parents / Whānau are also able to make appointments with their child's key teacher or the team leader to discuss the child's learning, development and parents' aspirations for their child. Here, the contents of the journal and any other relevant document, may be discussed along with any issues parents / whānau may have. This discussion forms the basis for goal setting for the child.

3. Confidentiality

- The learning journals do not contain any sensitive information.
- When the child leaves the Centre, the journal will be given to him / her. For those children who leave the Centre for school their parents are encouraged to share the journal with the child's school teacher.

4. Overall Programme Planning and Evaluation

- The programme, routines and events are displayed in the Centre.
- Internal Evaluation is regularly carried out by the Centre to ensure the programme remains rich, stimulating and appropriate for children. Parents may be invited to participate in such evaluation through surveys or feedback.