

ECLC Under 2s Curriculum Management Policy

Category: Curriculum
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Policy Statement

Children will experience a curriculum that builds on their experiences, knowledge, skills, attitudes, needs, interests and views of the world. Children will be given opportunities to celebrate cultural contexts, and learn and develop to their potential within a bicultural context.

Rationale

- To provide a planned and spontaneous curriculum based on children's progress, interests, abilities and areas for learning, within group situations and individually.
- To provide guidelines for teachers that ensure programme planning, both informal and formal, is evaluated and leads to continual improvements of the programme.
- To encourage all teachers to be reflective practitioners.

Procedures

Individual assessment and planning

1. The process.

- A primary care teacher ensures a connection by settling, attending to and planning for the development needs, interests, and learning dispositions of the child.
- Each child who starts at ECLC Under 2s has an individual learning journal regardless of the number of enrolled hours or length of enrolment.

In each child's journal, the child's learning and development are documented by teachers with photos, language samples, milestone records, anecdotes and learning examples. These are called learning stories and are collected and added to the journal on a regular basis.

- This documentation is interpreted by the child's primary teacher who uses Te Whāriki as a guideline. Current theories and learning dispositions are used in assessments

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/whanau culture.
- Each parent is given an "Introduction to your Child's Learning Journal" sheet to read and sign. 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 look at and to contribute to their child's learning journal at any time by bringing along photos, stories, anecdotes, etc. to their child's primary teacher. This is also an opportunity to discuss the journal with their child.
- The learning journals are considered very precious and therefore will remain at the Centre until the child leaves. Parents/caregivers can borrow their child's journal 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 can take the book home.
- The learning journal is an assessment tool that portrays the children as capable and confident learners.
- The learning journals are stored within the playroom for easy access by parents, children and teachers.
- Informal discussion between all teachers and parents about their child's progress, interests, abilities and areas for development occur regularly.

3. Planning

- Opportunities for informal and, if required, formal discussions occur between the primary teacher and the child's parent/s about the child's progress.
- The primary teacher is responsible for developing learning objectives (using Te Whāriki as a guide). These learning objectives are discussed at staff meetings, where the team collaboratively develops a plan for meeting these learning objectives. Although the primary teacher is responsible for monitoring the progress of the plan (including gathering evidence of learning outcomes), all teachers in the Centre are responsible for its implementation.
- Evaluation of the individual plan is reviewed by the primary teacher in consultation with other team members (including parents) regularly at staff meetings.

4. Confidentiality

- The learning journals are stored in the playrooms however the sheet, “Introduction to your child's learning journal”, seeks permission from parents for this to happen and explains why they are stored here. It clearly states that parents are required to respect the confidentiality of others by not reading other children's journals unless they have permission from that child's parent.
- When the child leaves the Centre, the journal becomes the parents' property. For those children who leave the Centre for another Centre, their parents are encouraged to share the journal with the child's new teacher.
- When children leave the Centre to start school, parents are encouraged to share the journal with the child's new teacher.

5. 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.