

	<b>Policy</b>
	<b>Policy Category: CURRICULUM</b>
	<b>Date Created: June 2019</b>
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	<b>Policy Name: Curriculum Framework Policy</b>

The purpose of this operational policy is to outline how our curriculum programme connects and is drawn from the Early Childhood Education National Curriculum, Te Whāriki; and in doing so how we comply with the Curriculum requirements of the Ministry of Education’s Licencing Criteria for childcare centres; Curriculum standards C1 – C13

### Position Statement

Our curriculum *Te Whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa Early childhood curriculum 2017 (Te Whāriki)* is used as the basis for our education and care programme. All children will have the opportunity to benefit from quality early childhood education and care delivered at this centre. Within the framework of our Centre’s individual culture, theoretical perspective, vision and philosophy are curriculum practices that provide evident and positive outcomes for children in alignment with the Principles and Strands of Te Whāriki.

### Issue Outline

Early childhood education and care centres vary from one setting to another depending on culture, philosophy, vision, theoretical perspective and religious beliefs. There is a broadly shared expectation that early childhood education and care practice will contribute to positive learning outcomes for children. An early childhood education and care centre that nurtures and promotes an individual child’s growing competence to communicate, participate and learn about the world, is likely to support such progression. As a way of monitoring this, each early childhood education and care centre needs to reflect on what they know about how well children are achieving those outcomes.

### Detail

### Goals

This policy:

- Shows the commitment of centre management and teachers to implementing a high quality curriculum
- Explains how Te Whāriki is interpreted for this centre’s context and how it is implemented
- Explains the evidence-based approach of progress towards the Learning Outcomes

- Provides a framework for our centre to weave our own philosophy and beliefs with our curriculum Te Whāriki
- Shows how the centre complies with Licensing Criteria C1 to C13.

## Responsibilities

### Management:

- Job descriptions reference the curriculum, The Standards for the Teaching Profession and The Code of Professional Responsibility
- Commitment to provide any Professional Development as required to implement the curriculum, the Standards for the Teaching Profession and Code of Professional Responsibility
- Provide any supporting resources as required
- Ensure the centre's strategic plan aligns with Te Whāriki
- Management and teachers to construct and share with parents/Whānau our centre philosophy and curriculum programme, ensuring that this is responsive to our own unique context
- Provide sufficient non-contact time for teachers to plan, assess and evaluate
- Have the appropriate systems in place to support both group learning and individual learning
- Have a system of regular service-review in place that allows for reflection and evaluation of teaching practice and learning outcomes, amongst other service performance elements
- Ensure staff have the relevant qualifications, knowledge and skills to support infants, toddlers and young children to experience positive outcomes
- Appraisals include discussion on how each teacher's practice reflects Te Whāriki in this centre's context.

### Teachers:

- Responsible for developing a programme with which they implement Te Whāriki, the Early Childhood Curriculum
- Knowledgeable about children's learning and development alongside theoretical knowledge
- Participating in Professional Development for ongoing learning
- Plan, assess and evaluate learning for children that is inclusive of all
- Assessment for all children will be consistent with the Principles of Te Whāriki and support curriculum planning
- Form responsive and reciprocal learning partnerships with children, families and whānau
- Comply with the Education Council NZ Code of Professional Responsibility and Standards for the Teaching Profession
- Have an awareness of how Te Whāriki connects with the New Zealand Curriculum, including integrating domain knowledge. Work together with new entrant teachers, parents and whānau to support transition to school
- Engage in reflective practice.

## WEAVING TE WHARIKI

### CUSTOMER PROMISE

**“Children are at the heart of everything we do”**

#### Our Purpose

Providing the highest professional standards to educate, nurture and grow thriving children.

Nurturing children for bright futures.

#### Our Vision

To be the preferred childcare centre in Rotorua known for our dedicated staff, high quality care, play based learning and sustainable practices.

The customer promise, our purpose, our vision and core values of our centre are reflected in our strategic plan.

#### Our Core Values

**Healthy:** The physical and emotional wellbeing of our staff and children are paramount in everything we do.

**Inclusiveness:** We embrace everyone’s differences. We make sure all children are included in all activities and their families are involved in how we run the centre.

**Accountability or responsibility:** We take ownership of our actions and the result. We put the children’s safety first.

**Respect or trust:** We value relationships with our staff, the children and their families. All our relationships are built on a foundation of trust.

**Honesty:** We are open and sincere in all our interactions.

**Growth:** We seize the opportunity for staff and children to learn and grow each day.

When we see the opportunity. We take the initiative.

### **OUR CURRICULUM FRAMEWORK**

**Rotorua Childcare Centres customer promise, our purpose, vision and core values are woven within the Te Whāriki curriculum framework. We use strategies and processes specific to our programme and pay particular attention to diversity and active participation of children, as well as identity, language and culture.**

**The curriculum programme is developed in a learning partnership with parents. The curriculum programme describes our centre’s evidence-based approach to developing, implementing, and assessing systems and practices. (Appendix A)**

**Evidence-based practices are monitored for their effectiveness and progress towards Learning Outcomes (Appendix B).**

**Our centre’s Compliance Framework is attached to this policy (Appendix C)**

**Our centre’s Indicators for monitoring Learning Outcomes are attached to this policy (Appendix D)**

## Relevant Background (including Legislation/Regulation/Licensing references)

Licensing Criteria 2008, Curriculum, Criteria to Assess Curriculum Standard;

- **C1:** the service curriculum is consistent with any prescribed curriculum framework that applies to the service (such as Te Whāriki);
- **C2:** the service curriculum is informed by assessment, planning, and evaluation (documented and undocumented) that demonstrates an understanding of children's learning, their interests, whānau, 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;
- **C5:** The service curriculum acknowledges and respects the unique place of Māori as tangata whenua. Children are given the opportunity to develop knowledge and an understanding of the cultural heritages of both parties to Te Tiriti O Waitangi.
- **C6:** The service curriculum respects and supports the right of each child to be confident in their own culture and encourages children to understand and respect other cultures.
- **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.
- **C10:** The service curriculum supports children's developing social competence and understanding of appropriate behaviour.

Education (Early Childhood Services) Regulations 2008

Te Whāriki He whāriki mātauranga mō ngā mokopuna o Aotearoa Early childhood curriculum – Ministry of Education 2017

Te Tiriti o Waitangi – 1840

Education Act 1989

The Education Legislation Amendment Act 2016

## Impacts of Policy on Staff, Parents, Children

Sound understanding and implementation of New Zealand's early childhood curriculum *Te Whāriki* by educators will contribute to quality practice that reflects each child's individual context and community. Having a curriculum framework that is flexible around different settings contexts and philosophies makes the curriculum more meaningful to teachers, staff and families. Providing a quality curriculum will benefit all children at our centre.

## Alignment with the Centre Philosophy

This framework provides a basis for Rotorua Childcare to weave a local curriculum programme that reflects our own distinctive and diverse character, philosophy and values. The Principles, Strands and Goals set out in *Te Whāriki* have been incorporated in our Centre's unique priorities of learning.

## Implications and/or Risks

Our national curriculum, *Te Whāriki*, is the basis of our own curriculum programme. Following this policy significantly enhances the opportunity for our Centre to implement high quality learning and practice. We deliver a curriculum programme that empowers young children to be confident and competent learners.

## Implementation

Relevant curriculum policies and practices are developed within this framework. A system of regular review of practice will contribute to ongoing improvements for the benefit of the children at the service.

## Review

Review annually or when there is a significant change in the area of the policy topic.

<b>Authorised:</b>	
<b>Date:</b>	
<b>Review Date:</b>	
<b>Consultation Undertaken:</b>	

**Appendix A**

**CURRICULUM PROGRAMME**

**DEVELOPING**

**At Rotorua Childcare Centre teachers / kaiako develop their own curriculum priorities for infants, toddlers, and / or young children. Our centre's priority learning area for children is for children to learn through play.**

**The Principles of Te Whāriki are applied and expressed by**

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- Empowerment / Whakamana
- Holistic Development / Kotahitanga
- Family and Community / Whanau tangata
- Relationships / Nga Hononga

**The Strands of Te Whāriki are applied through the following:**

**IMPLEMENTING**

Example: Wellbeing / Atua: Centre's priority, e.g. independent self care

- Infants – learn through play as they develop their first time experiences, using their senses of touch, smell, taste, sight and sound as they progress through their developmental milestones.
- Toddlers – learn through play as they develop language, emotional regulation, social and independence skills.
- Young children – learn through their play and repetition of skills in different ways. Tamariki learn skills are best used and through different activities they can make their own choices of activities they would like to participate in. This could be gross or fine motor skills, communication, negotiating, social skills, independence, group work, emotional regulation skills etc.

- Young children (3-5 year olds) learn through play as they explore and make their own choices within the centre's environment.
- Tamariki are encouraged to look after and care for their belongings and centre resources.
- Tamariki are encouraged to care and help (Tuakana Teina) those around them. Sharing skills and showing their peers, supporting them when transitioning in the centre.

- Children with diverse needs are given opportunities to learn through play with support from others (Tuakana Teina) through inclusion and striving to work with family cultural beliefs and values.
- We strive to offer a range of activities which are open to tamariki making choices, using different skills which are age and stage appropriate to tamariki's developmental milestones. This could be from feeding, drinking, dressing, jumping, riding bikes, art activities, cooking, climbing etc.

**We ensure that Learning Outcomes are being achieved by:  
ASSESSING**

Centre Level:	<ul style="list-style-type: none"> <li>▪ We implement service review and Appraisal system strategies that reference teachers' learning through professional development and meeting the Professional Standards for Teachers at regular intervals to assess the quality of the curriculum</li> <li>▪ Appendix B shows how effectively we use evidence-based practices to support children's learning and development, their engagement with the curriculum, and their progress towards the Learning Outcomes</li> <li>▪ We ensure that at every centre meeting we systematically discuss what areas are focussing on in their areas and any behaviours that the whole centre needs to be aware of and how we are working with these.</li> <li>▪ We show the learning on storypark with learning stories, photos, videos and thread Te Whariki through the stories.</li> </ul>
Teacher Level:	<ul style="list-style-type: none"> <li>▪ We thread the strands of Te Whāriki of 'practices that promote the Learning Outcomes' into our everyday activities when working with infants, toddlers and young children</li> <li>▪ We reflect in our learning stories Te Whāriki under each Strand to support our activities and the childrens learning outcomes, whilst planning our next steps.</li> <li>▪ Standards for the Teaching Profession is relected on in appraisals.as well as community and centre aspirations.</li> </ul>



## Appendix B

### Evidence-based practices for supporting progress towards Learning Outcomes

<p style="text-align: center;"><b>STRAND; WELLBEING (MANA ATUA) – Learning Outcomes:</b></p> <p style="text-align: center;">Over time and with guidance and encouragement, children become increasingly capable of:</p>
<p style="text-align: center;"><b>Examples of practices that promote these learning outcomes for infants / toddlers (as applicable to our setting)</b></p>
<p><u>Keeping themselves healthy and caring for themselves   te oranga nui</u></p> <p>Our centre philosophy of providing high quality care and education of children in a secure and stimulating environment, acknowledging individual cultural values, customs and practices. We also have staff who are qualified, dedicated caregivers, that offer parents peace of mind that their children's safety and happiness priority. Children are encouraged to explore and learn at age appropriate and developmental milestones. Kaiako provide a range of activities, equipment, tools, time and choice to allow children choose activities, engage and experience success at their developmental level. Activities can be altered depending on children's developmental level, interest and requirements. The centres' philosophy to provide high quality care and education allowing children to learn through individual choices and experiences. Our centre's vision is to be the preferred childcare centre in Rotorua and known for our dedicated staff, high quality care, play based learning and sustainable practices.</p> <ul style="list-style-type: none"><li>• What is the evidence for teachers' ongoing learning in response to learning about the children's needs and development?</li><li>• How does research and professional development inform daily practices and what is the outcome?</li><li>• How do teachers monitor that children's learning is supported?</li><li>• How is are the learning partnerships with parents reflected?</li></ul>
<p><u>Managing themselves and expressing their feelings and needs   te whakahua whakaaro</u></p> <p>Tamariki have a routine in the nursery and little learners areas of which the tamariki become familiar with. There are regular routines, so the children understand what is going to happen next. Teachers also ask, listen and observe tamariki for signs when support is required. Tamariki are encouraged to use their words and ask for help or to communicate to a teacher or friend for support.</p>
<p><u>Keeping themselves and others safe from harm   te noho haumarū</u></p> <p>Activities are set up at different levels which are age appropriate. Our shared playground we have to be considerate of the under 2 tamariki coming out and joining in so we need resources which are considerate of ages and activities which can be used in different ways depending of ages of children. Tamariki are encouraged to look after themselves, to play in areas where they can get to ( eg climbing the tree), be observant of those around them and help each other.</p> <p>Tamariki are encouraged to look after, put away and find their own hats, jackets, shoes depending on weather when they go outside or inside to play. Tamariki also encouraged to wash their hands after they have been to the wharepuku, before and after eating kai, when hands require cleaning after art or other activities. Tamariki are encouraged to recognise when they need to blow their nose, cough in their elbows to help look after themselves and their friends.</p> <p>Tamariki are encouraged to play with their friends and learn social and emotional regulation skills, how we can look after our friends and to talk about how we are feeling to help encourage children learn to recognise their feelings and what they do can effect how others feel.</p> <p>Animals come to visit us at the centre and this is a great way to encourage gentle hands and looking after others. Also gives children opportunity to have a positive interactions with animals that they may not have outside the centre environment.</p> <p>Our shared playground encourages Tuakana teina and the relationship between older siblings or friends and the younger children. We see evidence of whanau (siblings) checking in on family members and visiting siblings in the nursery.</p>

**Examples of practices that promote these learning outcomes for over twos? (as applicable to our setting)**

Keeping themselves healthy and caring for themselves | te oranga nui

- Tamariki are encouraged through guidance and communication to look after their own belongings, by putting items away, communicate or use hand signals and ask for assistance or if language is a barrier they may take Kaiako by the hand to help communicate visually to staff. Tamariki is encouraged through routines, scaffolding, learning through play, alongside peers to understand their bodies needs (eg toileting, hand washing, putting on hats, clothes and shoes and eating or trying different kai). We use social regulation coaching and games to help support children to learn skills to cope with their emotions. Tamariki are encouraged to show empathy for their peers, teachers, animals and family. Animals come to visit the centre and children are encouraged to take turns, gentle hands, be responsible and to look after the animals. Staff are role models of desired behaviours and empathy towards each other and the tamariki. We have a regular routine at kai times, which includes hand washing, karakia, and sitting and eating with peers at the table.

Managing themselves and expressing their feelings and needs | te whakahua whakaaro

- Learning through play allows kaiako to work alongside children encouraging social emotional regulation through coaching, language, role modelling, and giving tamariki choices and strategies to work through situations.
- Kaiako will encourage children with praise when desired behaviours or actions are observed.
- Children are encouraged through learning through play to manage their emotional regulation, social skills, and learn to work with their peers. We have emotional walls to encourage tamariki to recognise and talk about how we are feeling. Area's have worked on class treaties which children have been involved in designing through class discussions and helping to design and display.
- Tamariki have different spaces available depending on how they would like to play and an ability to choose activities they would like to do. Teachers help to provide a range of resources and activities to encourage social skills, self confidence and mana in the tamariki.

Keeping themselves and others safe from harm | te noho haumaruru

- Kaiako have designed class treaties with class and team discussions and tamariki have added their own contribution showing they are part of the class community and we have general guidelines in the playground which help to keep us all safe.
- Learning through play allows for an integrated teaching and learning approach, where tamariki of all ages are encouraged to care and look out for each other. Younger children are shown aroha and maanaki (cherish) and as they grow and learn about keeping themselves safe from harm. The shared playground means teachers from all area's have a role/responsibility for all children out in the playground.

<p><b>STRAND; BELONGING (MANA WHENUA) – Learning Outcomes:</b></p> <p>Over time and with guidance and encouragement, children become increasingly capable of:</p>
<p><b>Examples of practices that promote these learning outcomes for infants / toddlers? (as applicable to our setting)</b></p>
<p>Making connections between people, places and things in their world   te waihangā hononga</p> <p>We share videos and photos on storypark and families overseas. We celebrate special days and talk about customs with families. We try and learn from each other and gain a better understanding of cultures.</p>
<p>Taking part in caring for this place / te manaaki i te taiao</p> <p>Tamariki are encouraged to care for, put away and look after their belongings, centre resources, and our centre. Tamariki are encouraged to help to clean up, rake leaves, plant gardens, fix tables and put resources away.</p> <p>Tamariki are also encourage to show their families around and share their learning.</p>
<p>Understanding how things work here and adapting to change / te mārama ki te āhua o ngā whakahaere me te mōhio ki te panoni</p> <p>We share daily programmes and a wellbeing sheet with nursery families.</p> <p>Children know teachers from all areas as they see them in the playground. Teachers greet and farewell teachers, children and parents and children often join in as well.</p> <p>We have policies which we share and review together.</p> <p>We listen to others views and respect our differences trying to find solutions or better understanding.</p> <p>We share our observations of daily activities at centre and talk about any concerns.</p> <p>We plan for inclusion.</p>
<p>Showing respect for kaupapa, rules and the rights of others   te mahi whakaute</p> <p>We respect our cultural differences and learn from each other eg Matariki, Waitangi Day, Chinese New Year</p> <p>We listen to family concerns, reflect and come up with new plans if required eg behaviour plans, interests shared from home.</p> <p>We share our daily routines for areas and menus.</p>
<p><b>Examples of practices that promote these learning outcomes for over twos? (as applicable to our setting)</b></p>
<p>Making connections between people, places and things in their world   te waihangā hononga</p> <p>Families are invited to share pepeha, holiday photo's, interests from home and to show family around. We as a centre want to show respect, care and mana to whanau values. Whānau are an essential part to the child's development and we as a centre want to work in collaboration with whānau. We want to build relationships based on trust, empathy and shared values. We share with whanau children's successes and many whānau have shared interests and activities from home via storypark,</p>

email, conversations and text.

Taking part in caring for this place / te manaaki i te taiao

Tamariki and Kaiako are encouraged to look after and care for our centre. Everyone works together raking leaves, gardening, looking after friends and tidying up our equipment. Staff role model desired behaviours and work together encouraging tamariki to help care for the environment. Tamariki grow plants and vegetable to share with our kitchen.

Understanding how things work in the centre and adapting to change / te mārama ki te āhua o ngā whakahaere me te mōhio ki te panoni

We share daily programmes and routines.

We share centre happenings and events.

Children know teachers from all areas as they see them in the playground. Teachers greet and farewell teachers, children and parents and children often join in as well.

We have policies which we share and review together.

We practise emergency drills.

We listen to views and respect our differences trying to find solutions or better understanding.

We share our observations of daily activities at centre and talk about any concerns to staff and families.

We plan for inclusion and developmental milestones.

Showing respect for kaupapa, rules and the rights of others | te mahi whakaute

Listen to families and understand values and beliefs of different cultures.

We listen to concerns and respect cultural values.

**STRAND; CONTRIBUTION (MANA TANGATA) – Learning Outcomes:**

Over time and with guidance and encouragement, children become increasingly capable of:

**Examples of practices that promote these learning outcomes for infants / toddlers? (as applicable to our setting)**

Treating others fairly and including them in play | te ngākau makuru

Inclusion of all children

Range of equipment to allow for different developmental stages and inclusion in play

Playground guidelines

Simple class rules with hand signals – gentle hands, walking feet, inside voices, listening ears etc

Recognising and appreciating their own ability to learn | te rangatiratanga

Age appropriate activities to support and encourage children's interests, skills, abilities and developmental milestones.

Using a range of strategies and skills to play and learn with others | te ngākau aroha

Provide a range of activities to encourage and support relationships and developmental milestones. We play games like peek a boo, read books, climb, paint, messy play, music, dance, play dough, sandpit, use equipment to develop next steps of development, encourage children to wait, work together and support everyone so they will have a fair turn. Tuakana teina can be seen in the nursery with older children looking after younger children, children sitting talking to each other (serve and return type conversations), greeting each other, playing games to help settle their friends, getting hats for each other and sharing equipment.

**Examples of practices that promote these learning outcomes for over twos? (as applicable to our setting)**

Treating others fairly and including them in play | te ngākau makuru

Inclusion of all children and activities which can be for range of developmental levels.

Range of equipment to allow for different developmental stages and inclusion in play

Playground guidelines

Simple class treaties often with hand signals – gentle hands, walking feet, inside voices, listening ears etc

Recognising and appreciating their own ability to learn | te rangatiratanga

Age-appropriate activities to support and encourage children's interests, skills, abilities and developmental milestones. Activities create opportunities for engagement, persistence, curiosity, trial theories, language and numeracy, social and emotional regulation, make choices, take ownership, self-help, work together in groups, learn from each other, leadership and develop independence.

Children have resources available to learn at their own pace.

Using a range of strategies and skills to play and learn with others | te ngākau aroha

We are working on the incredible years programme. Many staff have completed courses and we have had Donna Taylor come in and support us with learning behaviour plans. We use many strategies such as distraction, giving children choices, budding children up for support, scaffolding, when and then, support books, leadership, helping jobs and giving children their own space to play or think. Support from Kaiako is available through coaching, giving choices, and if help is needed tamariki are encouraged to ask for support. Tamariki are also encouraged tuakana teina relationships where they support their friends, younger children and help each other.

**STRAND; COMMUNICATION – MANA REO – Learning Outcomes:**

Over time and with guidance and encouragement, children become increasingly capable of:

**Examples of practices that promote these learning outcomes for infants / toddlers? (as applicable to our setting)**

Using gesture and movement to express themselves | he kōrero ā-tinana

Children are encouraged to ask or answer when they would like more kai. We have a karakia kai which involves simple gestures (sign language). Nursery children often join with sign language and aspects of the karakia kai as they are learning communication skills. Teachers know the children and support their needs by being observant and may take the child's hand to support motionally. We also use simple hand gestures eg more, thank you, walking feet, stop, paki paki

Understanding oral language and using it for a range of purposes | he kōrero ā-waha

Listening, understanding directions (eg put your hat and vest on so we can go outside, go to the blue gate), singing, dancing, stories, expressing feelings. Children are encouraged to have conversations and that their language is valued through reciprocal and responsive relationships. This can be often seen as a serve and routine approach to conversations between children and staff. This is a great way to show value and mana with children conversations and that we value their efforts. Role modelling language and body language by teachers and responding to each other is an important way of helping children to learn how to treat each other (eg greeting, farewelling, helping, caring, empathy, cuddles for support, recognising when someone is sad).

Enjoying hearing stories and retelling and creating them | he kōrero paki

Children love to hear stories either by retelling, reading books, waiata, singing, nursery rhymes, music dancing, role play, action songs and puppets. Children have the opportunity to help themselves to books, read with staff, sing waiata while waiting for kai, join in with karakia kai, share and express will drawing, dance, sing and play instruments and use phones (play) to talk.

Recognising print symbols and concepts and using them with enjoyment, meaning and purpose | he kōrero tuhituhi

Children have books, puzzles, picture games, photos of themselves, family members, animals and recognising teachers when they are writing their names (eg child asking teacher are you writing my name? or I am writing my name as they draw on paper with a felt).

Recognising mathematical symbols and concepts and using them with enjoyment, meaning and purpose | he kōrero pāngarau

Children have books, puzzles, resources (shape sorters, guttering and balls), sandplay, messy play, painting and drawing with different mediums. Use open ended resources such as boxes, guttering for rolling balls, cars and waterplay for pouring and measuring, messy play for texture, senses, writing, mixing, colours.

Expressing their feelings and ideas using a range of materials and modes | he kōrero auaha

We use books, puppets, messy play, painting, sand play, drawing with different mediums and play games like peek a boo, role modelling and communicating how are friends might be feeling.

**Examples of practices that promote these learning outcomes for over twos? (as applicable to our setting)**

Using gesture and movement to express themselves | he kōrero ā-tinana

Children use waiata, dance, drama, sign language, body language, drawing, puzzles, books, family play, construction using a variety of resources. Allows children to work together and express their ideas and creativity.

Understanding oral language and using it for a range of purposes | he kōrero ā-waha

Children are encouraged to use tuakana teina whilst supporting and guiding their friends and siblings. Children show each other around explaining the way our centre works, supporting and helping each other. Children are encouraged to listen to their friends, and share their opinions, needs or ask for help if required. Children are encouraged to share what they have been doing, draw pictures, paint, dance, show how they are feeling and find ways to understand the world around them.

Enjoying hearing stories and retelling and creating them | he kōrero paki

Children enjoy reading books, listening to stories, retelling stories to their friends, building and explaining what they are creating, dancing and expressing themselves, role play, puppets, waiata the pepeha song.

Books and digital books to help learn about social and emotional regulation, sharing, going to the dental nurse and other everyday activities.

Create books to help us learn new routines and become familiar with new places or people.

Super hero digital books and written books on emotional regulation.

We have our profile books that we can share and read together about activities we have done together at daycare.

Recognising print symbols and concepts and using them with enjoyment, meaning and purpose | he kōrero tuhituhi

Children read books, find minions with their names, write their names, draw pictures, build create shapes, make cards for people and celebrate family successes. Use stories to help learn new routines and become familiar with new environments like transitioning to school. Share activities from home or holidays. We have an emotional regulation book which can be individualized for children to read about and help gain understanding of how they feel. Emotional regulation walls and characters helping to understand our feelings. Rainbows which can be used to trace our favourite colours as reflect.

Recognising mathematical symbols and concepts and using them with enjoyment, meaning and purpose | he kōrero pāngarau

Children have books, puzzles, games, playdough, messy play, blocks, marble runs, building, glue guns, lego, sandpit, waterplay where they can measure, explore, recognise and put together shapes to create. We see the understanding of mathematical concepts as they build, draw and create. Children use logic as they do puzzles, trial ideas, reflect, revisit and come up with new ways of overcoming design challenges.

Expressing their feelings and ideas using a range of materials and modes | he kōrero auaha

Children express their feelings in many different ways this can be through stories, pictures, songs,



family play, play dough, dancing, music, drawing, art, building, body language, fidget items.

**STRAND; EXPLORATION – MANA AOTŪROA – Learning Outcomes:**

Over time and with guidance and encouragement, children become increasingly capable of:

**Examples of practices that promote these learning outcomes for infants / toddlers? (as applicable to our setting)**

Playing, imagining, inventing and experimenting | te whakaaro me te tūhura hura i te pūtaiao

We provide a range of sensory experiences through messy play, painting, different areas of play, music, sounds and waiata, grass, carpet, sand, waterplay, textures, shapes, blocks, animals visiting.

Music is a great way to share experiences together through sounds, listening, dancing and movement, making music with instruments, ukulele, or pots and bowl bands experimenting with sounds.

Moving confidently and challenging themselves physically | te wero ā-tinana

Providing appropriate age resources which allow children to challenge their abilities and gain confidence for their next steps. This can be fine and gross motor skills, emotional regulation skills, language and communication, wellbeing and trust, exploring and independence.

In the under two's we support our children to develop the strength and coordination to take the next steps in their journey to independence through developmental, milestones of mobility. We help with resources to support these stages and provide safe space and time for children to explore and practise new skills. This maybe learning to sit, crawl, standup, walk, communicate with friends, share, eat, drink, drawing, learning about me, seeing themselves in the mirror and learning to ask for help and support and recognising there needs.

Using a range of strategies for reasoning and problem solving | te hīraurau hopanga

Children have books, blocks, tools, puzzles, playdough, instruments, bikes, climbing equipment, messy play, water all which can be used to explore, reason and problem solve with. A wide range of resources allow children to develop a curiosity, trial ideas, use logic while problem solving and working out how to accomplish their desired outcome.

Eg: Learning to walk children can learn from each other through observations, using resources to support their learning, allowing time for children to trial their ideas and having teachers who know the children there to support, celebrate and share their successes with the families.

Making sense of their worlds by generating and refining working theories | te rangahau me te mātauranga

Children learn and make sense of the world through their experiences and engagement. They may see pictures in a book, but once they see the information in another way or experience the effects it brings the learning into reality and enables children a greater understanding of how and why of working theories. In the nursery children learn about the interactions and their effects in the world through the relationships they develop with their parents, families, teachers, friends, animals and activities they engage with. This can be learning not to pull your friends hair, take toys, bite your finger or by seeing insects in natural environment, playing on swings, sea saws, maths through waterplay, coordination and gross motor skills through riding bikes and climbing. Engagement allows

children to learn about empathy, gross and fine motor skills, coordination, cognitive thinking with games, emotional regulation through knowing there is support and we can find another way together.

**Examples of practices that promote these learning outcomes for over twos? (as applicable to our setting)**

Playing, imagining, inventing and experimenting | te whakaaro me te tūhura hura i te pūtaiao

Children learn through play, trialing their ideas, revisiting scene they have seen adults perform out of centre. This can be through family play, making their lunch, drawing, science, building with blocks, woodwork, glue guns mobile, lego, creating art activities or moulding and sculpting. Children may cook in the sandpit, mix water and sand, stir and make a cake, sing happy birthday, blow out the candles and count the candles. Children are encouraged to learn, explore, trial ideas and work together, side by side or through tuakana teina relationships which support children to learn from each other.

Moving confidently and challenging themselves physically | te wero ā-tinana

Children are encouraged to ride bikes, climb trees, build obstacle courses, jump, skip, work as a group through games, dance, sing waiata and action songs. We also take the older children to swimming lessons if the parents would like their children to attend. Here children learn valuable water safety skills to help keep children safe around the water.

Using a range of strategies for reasoning and problem solving | te hīraurau hopanga

Children use a wide range of strategies from language, rhyme, songs, logic, observations, trialing ideas, perseverance, reasoning, expressing themselves, working together, coordination, listening to others whilst working out the best way for them to accomplish the learning outcome.

Making sense of their worlds by generating and refining working theories | te rangahau me te mātauranga

Children learn and make sense of the world through their experiences and engagement. They may see pictures in a book or digitally, but once children see the information other ways or experience it for themselves, they can reflect and apply the learning and apply to other situations. This enables children a greater understanding of the how and why as they learn about working theories. In the over 2's children initially learn through a song, stories, waiata, digital devices, activities may be explored through their play by storytelling, role play, dancing, creating, drawing or building. This may later move to the stage of recognizing the learning or behaviour in other places such as the community and recognizing numbers or words on signs or behaviours of how people treat each other. Children may use these skills to negotiate with friends to take turns or share items (eg 2 for you and 2 for me, 15 swings on the swing then swap). Sometimes our behaviours make us or our friends sad and it is important to understand how and why and to have empathy to communicate our emotions in a productive way.

Appendix C	Centre Compliance Framework		
Supporting Policies with links to the corresponding Licencing Criteria	Mandatory Processes under the Licencing Criteria	Supporting Documents	Our Centre's Culture, Values and Priorities of Learning
<ul style="list-style-type: none"> <li>▪ Culture and Identity Policy; C5-C6</li> <li>▪ Curriculum and Assessment Policy; C1-C4</li> <li>▪ Parental Involvement Policy; C1-C2</li> <li>▪ Parent Needs and Aspirations (All about Me); C1-C2</li> <li>▪ Philosophy and Self Review Policy; C1-C2</li> <li>▪ Positive Guidance Policy; C10</li> <li>▪ Special Needs and Challenging Behaviour Policy C7</li> <li>▪ Human Resources Policy; (job descriptions, appraisals, commitment to professional development)</li> <li>▪ Curriculum Framework Policy C1 – C10</li> </ul>	<p>A process for providing positive guidance to encourage social competence in children (C10)</p> <p>A process for providing formal and informal opportunities for parents to:</p> <p>Communicate with adults providing education and care about their child and share specific evidence of the child's learning (C12); and</p> <p>Be involved in decision-making concerning their child's learning (C12); and</p> <p>A record of information and guidance sought from agencies and/or services (C13)</p>	<ul style="list-style-type: none"> <li>▪ Te Whāriki 2017</li> <li>▪ Te Whāriki a te Kōhanga Reo</li> <li>▪ Education Council NZ – Code of Professional Responsibility and Standards for the Teaching Profession</li> <li>▪ Centres Strategic Plan</li> <li>▪ Appraisal Documents</li> <li>▪ Job Descriptions</li> <li>▪ Ka Hikitia, Managing for Success</li> <li>▪ Tataiako Cultural Competencies</li> <li>▪ Kei Tua o te Pae/Assessment for Learning: Early Childhood Exemplars</li> <li>▪ Ngā Taonga Whakaako: Bicultural competence in early childhood education</li> <li>▪ The New Zealand Curriculum</li> <li>▪ The Pathway to a Community of Learning</li> <li>▪ He Pou Tātaki</li> <li>▪ Annual Plan</li> <li>▪ Brainstorms</li> <li>▪ Staff meeting minutes</li> <li>▪ Team meeting minutes</li> <li>▪ Team leader meeting minutes</li> </ul>	<p>Customer Promise: Children are at the heart of everything we do.</p> <p>Our purpose: Providing the highest professional standards to educate, nurture and grow thriving children. Nurturing children for bright futures.</p> <p>Our Vision: To be the preferred childcare centre in Rotorua known for our dedicated staff, high quality care, play based learning and sustainable practices.</p> <p>Our Core Values:</p> <p>Healthy: The physical and emotional wellbeing of our staff and children are paramount in everything we do.</p> <p>Inclusiveness: We embrace everyone's differences. We make sure all children are included in all activities and their families are involved in how we run the centre.</p> <p>Accountability or responsibility: We take ownership of our actions and the result. We put the children's needs and safety first.</p> <p>Respect or trust: We value relationships with our staff, children and their families. All our relationships are built on a foundation of trust.</p> <p>Honesty: We are open and sincere in all our interactions.</p> <p>Growth: We seize the opportunity for staff and children to learn and grow each day.</p> <p>When we see the opportunity. We take the initiative.</p>

**Appendix D**

**STRAND 1 – WELLBEING / MANA ATUA**

**Indicators for monitoring outcomes – EXAMPLE SHEET**

GOALS	LEARNING OUTCOMES	EVIDENCE – HOW ARE WE GOING TO ACHIEVE THIS					
Children experience as environment where;	Over time and with guidance and encouragement, children become increasingly capable of;	Policy, Process or Procedure to support this;	Routines and Curriculum Activities/ Events to support this; Domains of Learning	Professional Development to support this;	Parent input / feedback and involvement	Self-Reviews that support meeting the learning outcomes	Teacher Collaboration – Internally & with Outside Agencies
Their health is promoted	Keeping themselves healthy and caring for themselves	Healthy Eating Policy  Food Policy	Shared Fruit Healthy cooking Dance & Movement Gardening Olympics Day Kapa Haka Physical Education	Regional Public Health Early Years Programme  Healthy Heart Certificate	Parents encouraged to provide healthy choices in lunch boxes  Sharing garden produce with parents	Review of Centre Healthy Eating Policy Sustainability Review	Discuss self-reviews, policies & procedures regularly at centre meetings – Keep minutes of meetings
Their emotional wellbeing is nurtured	Managing themselves and expressing their feelings and needs	Positive Guidance Policy  Centre Rules  Toileting Policy	Giving choices Enabling self-care and self-help Care around transition times in daily routine Bible Time Nappy changing procedure	Workshops on children's behaviour and development	Collaborative discussion with parents about children's issues goals & achievements.  Rewards charts	Reviewing Policy on behaviour guidance	Discussing & documenting individual child behaviour at meetings or with outside agencies. Writing individual learning or behaviour plans
They are kept safe from harm	Keeping themselves and others safe from harm	Child Abuse Policy  Accident & illness policy  Daily Safety Check	Road Safety Week Turtle Safe Mat time discussions with the children, or children helping a teacher do the safety checks	First Aid Certificate  Health and Safety the Vulnerable Children's Act	Accident forms signed Parent input into Health & Safety Policies Parents involved in road safety week	Self-review on playground equipment & resources	Review of policies at meetings  Evaluation & reflection after an incident

**STRAND 1 – WELLBEING / MANA ATUA**

**Indicators for monitoring outcomes**

GOALS	LEARNING OUTCOMES	EVIDENCE – HOW ARE WE GOING TO ACHIEVE THIS					
Children experience as environment where;	Over time and with guidance and encouragement, children become increasingly capable of:	Policy, Process or Procedure to support this;	Routines and Curriculum Activities/ Events to support this; Domains of Learning	Professional Development to support this;	Parent input / feedback and involvement	Self-Reviews that support meeting the learning outcomes	Teacher Collaboration – Internally & with Outside Agencies
<b>Their health is promoted</b>	<b>Keeping themselves healthy and caring for themselves</b>	Food Policy Child Health Policy Accident and Illness Policy	Fruit with morning and afternoon kai Healthy vegetable sticks for late snack twice a week. Dancing & movement Gardening Music – ukulele Home made meals	Heart Foundation help and support with menus  Ukelele session for 6 weeks at 1 hour per week.	Food Policy review	Food Policy Menu reviews with Cook	Teachers also review menu's and are asked for feedback.
<b>Their emotional wellbeing is nurtured</b>	<b>Managing themselves and expressing their feelings and needs</b>	Positive Guidance Policy	Giving choice When, then Distraction Building relationships Children trusting teachers will support them while parents are at work – relationships with children and parents.	Donna Taylor MOE Behaviour plans IY Individual plans Engage – emotional regulation workshops x1 (May 2024)	Resources from engage and Donna on behaviour shared with families  Celebrate successes Face to face conversations	Positive Guidance Policy shared and reviewed with parents	Positive Guidance review  Behaviour Plans  Individual plans  Engage programme  Early intervention team MOE

		<p>Playground Guidelines</p> <p>Class Treaties</p> <p>Toileting Policy</p> <p>Sleeping Policy</p>	<p>Consistence Care around transition times and daily routines Simple expectations "Clear is kind"</p> <p>Nappy Procedure Well-being chart</p> <p>Sleep chart</p>		<p>Share rules with whanau</p> <p>Share treaties with whanau</p> <p>Policies reviewed and put out for parents for consultation</p>		
<p><b>They are kept safe from harm</b></p>	<p><b>Keeping themselves and others safe from harm</b></p>	<p>Child Abuse Policy Child Protection Policy Accident and Illness Policy Sun protection policy Biting Policy 1<sup>st</sup> Aid Check Daily Hazard Check Room Temperature checks</p>	<p>Walking to swimming sessions Swimming lessons Driving in van and being in child safety seats Road safety sessions Road safety in their play – bike</p>	<p>First Aid certificates</p> <p>Health and Safety courses</p> <p>Child protection courses</p>	<p>Accident forms signed</p>	<p>Self review on playground</p>	<p>Schools health and safety inspection</p> <p>Playground inspection</p> <p>Risk management plans for outings, excursions,</p>

			<p>track and mat times</p> <p>Turtle safe stories</p> <p>Earthquake drills</p> <p>Fire drills</p> <p>Police/Fire visiting centre – parents in uniforms and reading books.</p>		<p>Parents in fire and police uniforms invited to visit centre. Some came and read stories to children.</p>		<p>swimming</p> <p>BOW Fire assurance monthly inspection</p> <p>Review of policies at meetings</p> <p>Staff and Board</p> <p>Evaluation and reflection after incidents</p>
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## STRAND 2 – BELONGING / MANA WHENUA

## Indicators for monitoring outcomes

GOALS	LEARNING OUTCOMES	EVIDENCE – HOW ARE WE GOING TO ACHIEVE THIS					
Children experience as environment where;	Over time and with guidance and encouragement, children become increasingly capable of;	Policy, Process or Procedure to support this;	Routines and Curriculum Activities/ Events to support this; Domains of Learning	Professional Development to support this;	Parent input / feedback and involvement	Self-Reviews that support meeting the learning outcomes	Teacher Collaboration – Internally & with Outside Agencies
<b>Connecting links with the family and the wider world are affirmed and extended</b>	<b>Making connections between people, places and things in their world</b>	Curriculum Policy  Outings and Excursions policy  Safety checking	Newsletters Learning stories Photos/videos Storypark Face to face conversations Christmas Party Parent nights Matariki Waitangi Day Familiar staff, people, areas, routines.  Familiar equipment (children starting may bring teddy or blanket)		Surveys Exit, enrolment and annual  Storypark  Policy reviews	Curriculum Reviews  Team leader review of curriculum	Outside agencies come into centre  Water safety – Penguin from Aquatic centre  Early Intervention MOE  Hearing and Vision  Dental Nurse
<b>They know that they have a place</b>	<b>Taking part in caring for this place</b>	Centre Routines 10 year plan	Daily Hazard Checks – noticing if something is		Board members and familys help with centre		

		<p>Annial Plan Budget</p>	<p>broken Helping to fix fences, toys Helping with caring for the centre Gardening Tidying up Making their own lunches Lunch bag days Raking leaves Taking messages to people Collecting fruit Getting resources out and putting away Helping friends Tuakana teina Looking after younger children, new enrolments or helping their peers, teachers, animals, or their families</p>		<p>repairing, fixing items</p> <p>Children are meeting outside of centre introducing families to each other – sense of belonging to the centre</p>		
<p><b>They feel comfortable with the routines, customs and regular events</b></p>	<p><b>Understanding how things work here and adapting to change</b></p>	<p>Sleeping Policy Toileting Policy Class programmes Teacher Duties</p>	<p>Showing friends around the centre and helping each other with routines.</p> <p>Looking after belongings and</p>	<p>Staff meetings Team meetings Teamleader meetings</p>	<p>Share class timetables</p> <p>Menu's</p> <p>Policy reviews</p>	<p>Positive Guidance Policy Review Positive Guidance Self review Brainstorms on Behaviour strategies</p>	

			<p>putting personal items away in bag, hat rack, shoe box, wearing vest outside U2's.</p> <p>Washing hands and Karakia before kai</p> <p>Going to the toilet before bed when beginning to transition to no nappies for bed.</p> <p>When children get up they go wharepuku, wash hands and get dressed.</p> <p>Transition plans Transition Visits School visits</p>		<p>Transition letters Transition Books</p>	<p>Reflect at team leader and staff meetings</p>	<p>Early Intervention Team – to plan transitions when required to school</p>
<p><b>They know the limits and boundaries of acceptable behaviour</b></p>	<p><b>Showing respect for kaupapa, rules and the rights of others</b></p>	<p>Positive Guidance Policy</p> <p>Playground Guidelines</p> <p>Class treaty</p>	<p>Positive interactions and buddying children up with teachers to support</p> <p>Nursery children where high vis jackets to allow all</p>	<p>Incredible Years</p> <p>Engage</p>	<p>Policies for review</p>	<p>Self review on high vis jackets</p>	

			<p>staff to keep an eye on the extra needs</p> <p>Look after equipment and repair what we can.</p> <p>Supporting children with English as a second language</p> <p>Encourage respect for our teachers, children and resources.</p> <p>Tuakana teina relationships in the playground. Allowing children time, space, resources to learn from and guide each other.</p>		<p>Surveys Storypark</p>	<p>and U2 safety in playground</p>	<p>Multi-cultural staff Open communication to parents</p>
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## STRAND 3 – CONTRIBUTION / MANA TANGATA

## Indicators for monitoring outcomes

GOALS	LEARNING OUTCOMES	EVIDENCE – HOW ARE WE GOING TO ACHIEVE THIS					
Children experience as environment where;	Over time and with guidance and encouragement, children become increasingly capable of:	Policy, Process or Procedure to support this;	Routines and Curriculum Activities/ Events to support this; Domains of Learning	Professional Development to support this;	Parent input / feedback and involvement	Self-Reviews that support meeting the learning outcomes	Teacher Collaboration – Internally & with Outside Agencies
There are equitable opportunities for learning, irrespective of gender, ability, age, ethnicity or background	Treating others fairly and including them in play	Parental Involvement Policy Class treaty Area Routines Playground Guidelines Positive Guidance Policy Behaviour plans	Celebrate important days for our centre Chinese New year Waitangi Day Matariki Christmas Party Ukulele Sessions Pepeha waiata Karakia Sign language Tuakana Teina relationships encouraged in the centre with older children helping the younger or each other.  Activities set up with a range of resources or equipment allowing children	Ukulele Sessions for children, staff  Behaviour sessions – Donna Taylor  Engage Programme  Behaviour staff discussions – team meetings	Christmas party with whanau  Share behaviour plans with whanau Discussions about behaviours Share resources Share through storypark – learning stories, videos, photos, notices, newsletters	Team leader curriculum review 2021 “what we do”  Curriculum Review 2024	Early Intervention Team MOE  Behaviour plans  Team Meetings  Staff meetings  Team leader Meetings

			<p>to work together, make choices, and learn together.</p> <p>Staff sharing culture, helping with language barriers.</p> <p>Student teachers, discussions, activities, and learning from each other</p>		Surveys		
<b>They are affirmed as individuals</b>	<b>Recognising and appreciating their own ability to learn</b>	<p>Positive Guidance Policy</p> <p>Behaviour plans</p> <p>Learning Stories</p>	<p>Learning stories, video's, photos which capture children's interests.</p> <p>Building Day</p> <p>Water Day</p> <p>Ukulele sessions</p> <p>Wheels Day</p> <p>Teddy Bears Picnic</p> <p>Matariki</p> <p>Waitangi</p> <p>Pink shirt day</p> <p>Giraffe Day</p> <p>Engage group activities</p> <p>Leadership and responsibility</p>	<p>Incredible Years Course – parents and some staff</p> <p>Incredible Years Autism Course</p> <p>Engage</p> <p>Behaviour discussions</p> <p>Individual plans</p>	<p>Parent communications</p> <p>Phone calls</p> <p>Storypark</p> <p>Texts</p> <p>Face to Face</p>	<p>Learning Stories</p> <p>Team meetings</p> <p>Monthly reflection Newsletters</p> <p>Wall displays</p> <p>Individual Plans</p>	<p>Planning for whanau times, getting ready for school class at Pukeko</p> <p>.</p> <p>Little Learners learning through play as children learn language, independence and an ability to understand their bodies.</p>

			<p>roles</p> <p>Sharing of items from home – Belt, sharing bag, book bag (on hold presently with covid).</p> <p>Playground with Tuakana Teina relationships allow tamariki to work together and learn from each other.</p>				
<b>They are encouraged to learn with and alongside others</b>	<b>Using a range of strategies and skills to play and learn with others</b>	<p>Positive Guidance Policy</p> <p>Strategic Plan</p>	<p>Tuakana Teina relationships allow tamariki to work together and learn from each other.</p> <p>Scaffolding</p> <p>Sign language</p> <p>Visual cues</p> <p>Making books</p> <p>Coaching</p> <p>Budding children up with their peers to go bathroom, leadership roles, English as a second language.</p> <p>Examples are collecting fruit, photocopying from office, taking messages to</p>	<p>Incredible Years Course – parents and some staff</p> <p>Incredible Years Autism Course</p> <p>Engage</p> <p>Behaviour discussions</p> <p>ECE Qualifications</p> <p>Individual Plans</p> <p>Learning stories, videos, photos</p>	<p>Share strategies with parents</p> <p>Share books</p> <p>Share activities and interests from home and centre</p> <p>Work with each other – eg helping getting children to the car.</p> <p>Storypark</p> <p>Emails</p> <p>Text/Phone calls</p> <p>Face to Face discussions</p>		<p>Early Intervention Team</p> <p>Speech Therapy</p> <p>Child psychologists</p> <p>Pediatrician</p> <p>Aquatic Centre</p> <p>Fire</p> <p>Police</p>

			<p>someone, getting towels, setting tables, looking after resources, looking after their belongings, helping a friend with an activity (puzzle, books, blocks).</p> <p>Encourage social coaching where teachers may work beside children encouraging ways of negotiating or working with peers or small groups.</p> <p>Availability of Resources.</p> <p>Resources can be accessed by tamariki or asked for.</p> <p>Make books to help with Transitions to school, other areas.</p> <p>Reading books about Santa before he comes to ease anxiety.</p> <p>Transitions children visit and spend time in other areas.</p>				
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			<p>Children and staff greet and farewell each other.</p> <p>Talk about everyday happenings for families and make cards to help celebrate important family events.</p> <p>Learning through play allows children to work at their ability, trial ideas, develop strategies and learn from each other.</p> <p>Time and opportunities in different contexts are important – allowing children time and opportunity to practise new learning in different ways while they develop a deeper understanding of their working theories.</p> <p>Learning through play, age-appropriate resources, age appropriate</p>				
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			<p>support for developmental milestones. Which allow children to develop and learn at their own rate</p> <p>Special visitors Santa Fire and police officers Kori Penguin Hearing and Vision Dental Nurse People reading in uniforms – ambulance, police Whanau doing readings of books they have written</p> <p>Whanau sharing resources. Example: Uncle band on spotify Reading books Healthy food websites Activities in the community General from home.</p>				
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## STRAND 4 – COMMUNICATION / MANA REO

## Indicators for monitoring outcomes

GOALS	LEARNING OUTCOMES	EVIDENCE – HOW ARE WE GOING TO ACHIEVE THIS					
Children experience as environment where;	Over time and with guidance and encouragement, children become increasingly capable of;	Policy, Process or Procedure to support this;	Routines and Curriculum Activities/ Events to support this; Domains of Learning	Professional Development to support this;	Parent input / feedback and involvement	Self-Reviews that support meeting the learning outcomes	Teacher Collaboration – Internally & with Outside Agencies
They develop non-verbal communication skills for a range of purposes	Using gesture and movement to express themselves	Positive Guidance Policy  Curriculum Framework Policy	Sign language Daily Routines Freedom to make choices Resources available at the children's level Hand gestures with general rules Example Walking feet Listening ears Gentle hands Safe spaces for different activities Safe spaces for different abilities Puppets – encourage language, participation, engagement, and storytelling with friends Magnetic stories/books to		Discussions with whanau to discuss progress, strategies and daily happenings  Learning stories  Wellbeing daily sheet for U2's. Note book for U2's to share routines and information between whanau and staff.		

GOALS	LEARNING OUTCOMES	EVIDENCE – HOW ARE WE GOING TO ACHIEVE THIS					
Children experience as environment where;	Over time and with guidance and encouragement, children become increasingly capable of;	Policy, Process or Procedure to support this;	Routines and Curriculum Activities/ Events to support this; Domains of Learning	Professional Development to support this;	Parent input / feedback and involvement	Self-Reviews that support meeting the learning outcomes	Teacher Collaboration – Internally & with Outside Agencies
			share stories and language. Videos to learn new kapa haka, dance and songs together Budding up Scaffolding Coaching Tuakana Teina Relationships				
They develop verbal communication skills for a range of purposes	Understanding oral language and using it for a range of purposes		Learning about stages of language Respecting children’s abilities and stages Noticing and recognising signs non verbal communication Providing coaching to support developmental		Learning stories Parent daily communications Sharing information	Curriculum Review	Staff meetings Team meetings Team leader meetings Speech and language therapists

GOALS	LEARNING OUTCOMES	EVIDENCE – HOW ARE WE GOING TO ACHIEVE THIS					
Children experience as environment where;	Over time and with guidance and encouragement, children become increasingly capable of;	Policy, Process or Procedure to support this;	Routines and Curriculum Activities/ Events to support this; Domains of Learning	Professional Development to support this;	Parent input / feedback and involvement	Self-Reviews that support meeting the learning outcomes	Teacher Collaboration – Internally & with Outside Agencies
			milestones and stages Sign language and visuals to help develop understanding Books and resources to help develop understanding and encourage success and learning in their play. Eg Family play, dinosaurs or any interest or family event (new sibling), places				
They experience the stories and symbols of their own and other cultures	Enjoying hearing stories and retelling and creating them		Sharing books, belt, Gingerbread man and sharing bag items from home. Whanau coming and reading books with us Retelling stories with friends Sharing stories		Children and parents shared stories and activities they do at home.  Parents came in to share books and		

GOALS	LEARNING OUTCOMES	EVIDENCE – HOW ARE WE GOING TO ACHIEVE THIS					
Children experience as environment where;	Over time and with guidance and encouragement, children become increasingly capable of;	Policy, Process or Procedure to support this;	Routines and Curriculum Activities/ Events to support this; Domains of Learning	Professional Development to support this;	Parent input / feedback and involvement	Self-Reviews that support meeting the learning outcomes	Teacher Collaboration – Internally & with Outside Agencies
			from home, holidays, school visits Sharing stories about creative or design projects Sharing books to help with adjusting to new environments Sharing books or resources to help with social emotional regulation	Engage Early Intervention team	read with children – some came in uniforms also creating a familiarity with community.  Parent session on behaviours and readings/resources on social emotional regulation (Engage)		
	Recognising print symbols and concepts and using them with enjoyment, meaning and purpose		Puzzles Building blocks Wood work Messy play Drawing Crafts Family play Stories Dancing Waiata				

GOALS	LEARNING OUTCOMES	EVIDENCE – HOW ARE WE GOING TO ACHIEVE THIS					
Children experience as environment where;	Over time and with guidance and encouragement, children become increasingly capable of;	Policy, Process or Procedure to support this;	Routines and Curriculum Activities/ Events to support this; Domains of Learning	Professional Development to support this;	Parent input / feedback and involvement	Self-Reviews that support meeting the learning outcomes	Teacher Collaboration – Internally & with Outside Agencies
			Books Pictures Name labels with pictures by their bags Minion with their names Whanau walls Pepeha song My Pepeha Birthdays Graduations				
	<b>Recognising mathematical symbols and concepts and using them with enjoyment, meaning and purpose</b>		In the playground Turn taking Recognising in the community Mailboxes at home Stop, Go Measuring Drawing Puzzles & Blocks		Learning Stories  Parent communications verbally		



GOALS	LEARNING OUTCOMES	EVIDENCE – HOW ARE WE GOING TO ACHIEVE THIS					
Children experience as environment where;	Over time and with guidance and encouragement, children become increasingly capable of;	Policy, Process or Procedure to support this;	Routines and Curriculum Activities/ Events to support this; Domains of Learning	Professional Development to support this;	Parent input / feedback and involvement	Self-Reviews that support meeting the learning outcomes	Teacher Collaboration – Internally & with Outside Agencies
			<p>Help observation, recognizing, using logic to problem solve, persistence and resilience to keep trying while experimenting with shapes, colours</p> <p>Waterplay help coordination, colours, measuring and working together</p>				
They discover different ways to be creative and expressive	Expressing their feelings and ideas using a range of materials and modes		<p>Storys</p> <p>Books</p> <p>Puppets</p> <p>Waiata</p> <p>Musical Books</p> <p>Crafts/Building</p> <p>Dances</p> <p>Videos</p> <p>Emotion faces/walls</p> <p>Messy play</p> <p>Tactile fidget resources</p>	<p>Engage</p> <p>Ukulele Sessions</p> <p>Songs, waiata, dance</p>	<p>Learning stories</p> <p>Video's and photo's</p> <p>Sharing Resources</p> <p>Making books</p> <p>Daily communication with whanau</p>		Donna Taylor

GOALS	LEARNING OUTCOMES	EVIDENCE – HOW ARE WE GOING TO ACHIEVE THIS					
Children experience as environment where;	Over time and with guidance and encouragement, children become increasingly capable of;	Policy, Process or Procedure to support this;	Routines and Curriculum Activities/ Events to support this; Domains of Learning	Professional Development to support this;	Parent input / feedback and involvement	Self-Reviews that support meeting the learning outcomes	Teacher Collaboration – Internally & with Outside Agencies
			Caring for a friend Helping someone Looking after animals Tuakana Teina relationships Leadership roles Greeting and farewelling each other				

## STRAND 5 – EXPLORATION / MANA AOTŪROA

## Indicators for monitoring outcomes

GOALS	LEARNING OUTCOMES	EVIDENCE – HOW ARE WE GOING TO ACHIEVE THIS					
Children experience as environment where;	Over time and with guidance and encouragement, children become increasingly capable of;	Policy, Process or Procedure to support this;	Routines and Curriculum Activities/ Events to support this; Domains of Learning	Professional Development to support this;	Parent input / feedback and involvement	Self-Reviews that support meeting the learning outcomes	Teacher Collaboration – Internally & with Outside Agencies
Their play is valued as meaningful learning and the importance of spontaneous play is recognised	Playing, imagining, inventing and experimenting		Science Crafts and range of resources Family play Dance Building Engagement in activities and trialling ideas, developing skills, sharing skills and scenarios they have seen in the home or community. Building days Wheel days Teddy bears picnic Giraffe Day Sand Day Under the sea Day		Learning stories Video's Photo's Daily communication with whanau on centre happenings		
They gain confidence in and control of their bodies	Moving confidently and challenging themselves physically		Music Dance Space to run, jump and play Resources to use and		Learning stories Video's Photo's Daily communication		Resource reviews for areas  Team meetings

			<p>develop skills</p> <p>Interest based resources</p> <p>Resources to challenge and develop skills, coordination</p> <p>Range of play spaces which encourage children to achieve new milestones.</p> <p>Climbing equipment</p> <p>Climbing trees</p> <p>Balancing equipment</p> <p>Skipping</p> <p>Balls</p> <p>Hoops</p> <p>Sports equipment</p> <p>Swings</p> <p>See saw</p> <p>Riding Bikes</p> <p>Push chairs</p> <p>Athletics Days</p> <p>Pink shirt catwalk</p> <p>Pepeha Song</p>		with whanau on centre happenings		<p>Staff meetings</p> <p>Team leader meetings</p> <p>Behaviour plans</p>
<b>They learn strategies for active exploration, thinking and reasoning</b>	<b>Using a range of strategies for reasoning and problem solving</b>		<p>Waiata</p> <p>Songs</p> <p>Science</p> <p>Games</p> <p>Puzzles</p> <p>Building</p> <p>Arts and Crafts</p> <p>Messy play</p> <p>Water play</p> <p>Sandpit</p>		<p>Learning stories</p> <p>Video's</p> <p>Photo's</p> <p>Daily communication with whanau on centre happenings</p>		

			<p>Family play</p> <p>Allow children to use a range of skills to problem solve, create, design and share ideas whilst learning and gaining better understanding of working theories.</p>			
<p><b>They develop working theories for making sense of the natural, social, physical and material worlds</b></p>	<p><b>Making sense of their worlds by generating and refining working theories</b></p>		<p>Community experiences</p> <p>Swimming lessons</p> <p>Engaging in activities</p> <p>Senses exploration</p> <p>Natural resource</p> <p>Learning about the world – stories, holidays, special celebrations (matariki, Waitangi, Chinese New Year) sharing food and activities together.</p> <p>Seasons and seeing/feeling/experiencing the changes and fun activities that they offer.</p> <p>Animals visiting</p> <p>Growing plants and sharing with the kitchen.</p> <p>Bringing in vegetables and making soup for matariki or hangi to celebrate Waitangi</p> <p>Interactions with each other</p> <p>Caring for friends, teachers, family and animals</p> <p>Mailboxes and seeing what numbers we have on ours</p>		<p>Learning stories</p> <p>Video's</p> <p>Photo's</p> <p>Daily communication with whanau on centre happenings</p> <p>Notices</p>	<p>Team meetings</p> <p>Staff discussions</p> <p>Early Intervention team</p>

			<p>at home. Recycling Art with leaves etc Building and creating with recycled resource .</p> <p>Seeing activities in different ways – through books and stories, songs, activities (doing), sharing skills with friends and recognizing in the community or applying skills in different ways.</p>				
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