

## Curriculum – Policy QO123

### AIM

The vision and principles of Te Whāriki (2017) underpin our local curriculum, bringing together our Priorities for Children's Learning, whānau aspirations, the Kaupapa Ahurea o Ōtātara and children's own curiosities to make meaning in their world.

### PROVISION

Assessment makes the valued learning visible to everyone in our learning community. Planning focuses kaiako on intentional practices to support children to progress through their learning and development over time. Our evaluations enable us to systematically improve our practices, based on what we are discovering about children's progress through learning.

#### **Our approach to curriculum assessment, planning and evaluation will include:**

1. Parent and whānau engagement is central to the success of our assessment, planning and evaluation process, involving them in decision making.
2. The collection of observations of children's engagement in the programme, through photographs, audio & video recordings, examples of the way they use materials, whānau aspirations and children's voice are all examples of ways we gather base line information (noticing).
3. Analysing information collected to identify interests, learning dispositions and capabilities in order to track changes in children's learning over time (recognising).
4. Revisiting priorities for learning and pedagogical content knowledge to inform decision making within the environment, curriculum and pedagogies (recognising).
5. Implementing intentional teaching including seeking out information about what we need to do to support learning and teaching (responding).
6. Observe, be fully present and document, paying attention to the people, places and things that support children's learning, extending knowledge and skills (recording).
7. Make the valued learning visible by documenting children's progress and working theories through formative assessment (recording).
8. Revisit the learning with children and whānau (revisiting and reviewing).
9. Regular team meetings provide opportunities for kaiako to discuss children's learning and bring multiple voices to our analysis.

10. Our appraisal inquiry goals and internal evaluation process provide kaiako with opportunities to research the effectiveness of their teaching individually and collectively, make improvements and change to improve learning outcomes for children.
11. StoryPark is our online platform for sharing children's learning with parents and whānau.

### Ōtātara's Supporting Documents

<ul style="list-style-type: none"> <li>• Philosophy</li> <li>• Priorities for Children's Learning</li> <li>• Kaupapa Ahurea o Ōtātara: Statement of Cultural Intent</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour: Positive Guidance Policy</li> <li>• Keeping Parents Informed Policy</li> </ul>
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