

Curriculum – Policy Q0123

1. PURPOSE

The purpose of this policy is to set out how the vision and principles of Te Whāriki (2017) underpin our local curriculum, bringing together our Priorities for Children's Learning, whānau aspirations and children's own curiosities to make meaning in their world.

2. POLICY STATEMENTS

Assessment makes 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 includes:

1. Parent and whānau engagement as 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 and 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 Professional Growth Cycle goals and self-review processes 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.

Supporting Documents

• Philosophy • Priorities for Children's Learning	• Behaviour: Positive Guidance Policy • Keeping Parents Informed Policy
---	---

Document information – Office use only	
Document Name	Curriculum
Document Number	QO123
Executive	Executive Director, Student and Academic Services
Owner	Executive Director, Student and Academic Services
Developer	Supervisor Children Centre
Review Frequency	24
Last Review	19/07/2026
Next Review	19/07/2028
Related Items	
Version history	New format July 2020 Migrated format March 2023 Reviewed for EIT as independent entity April 2026