



Michael Park Kindergarten
Cherishing Childhood

Matapopore Tamarikitanga

MICHAEL PARK KINDERGARTEN CURRICULUM POLICY - (2019)

“Our Kindergarten is inspired by the indicators for education from Rudolf Steiner, relevant for Aotearoa. At its heart is a spiritual and human-centred world view based on an understanding of the human individuality, as a being of body, soul and spirit.”

(Michael Park Philosophy statement)

Rationale:

Quality curriculum enables children to grow as competent and confident learners and communicators, healthy in mind, body and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society (Te Whāriki Vision Statement p. 5).

Definition:

Curriculum is “all the experiences, activities and events, both direct and indirect, that occurs within the early childhood education setting”

Purpose:

With reference to the indicators for education from Rudolf Steiner, relevant for Aotearoa, to give effect to the curriculum standard (43) outlined in the early childhood regulations 2008, specifically to:

1. plan, implement, and evaluate a curriculum that is designed to enhance children’s learning and development through the provision of learning experiences, and that is consistent with the curriculum framework prescribed by the Minister that applies to the service; and that
 - i. responds to the learning interests, strengths, and capabilities of enrolled children
 - ii. provides a positive learning environment for those children
 - iii. reflects an understanding of learning and development that is consistent with current research, theory, and practices in early childhood education
 - iv. encourages children to be confident in their own culture and develop an understanding, and respect for, other cultures
 - v. acknowledges and reflects the unique place of Māori as tangata whenua
 - vi. respects and acknowledges the aspirations of parents, family, and whanau

2. make all reasonable efforts to ensure that the service provider collaborates with the parents and, where appropriate, the family or whānau of the enrolled children in relation to the learning and development of, and decision making about, those children
3. obtain information and guidance from agencies with expertise in early childhood learning and development, to the extent necessary, to
 - i. support the learning and development of enrolled children; and
 - ii. work effectively with parents and, where appropriate, family or whānau.

Guidelines:

Enabling Quality Curriculum

- a) With reference to the indicators for education from Rudolf Steiner, relevant for Aotearoa, and in consultation, a vision and strategic plan that enables the provision of quality curriculum will be developed and maintained
- b) Strategic priorities will be responsive to the aspirations of parents and whanau for their children
- c) The strategic plan will be enacted based on a model of continuous improvement, identifying goals that lead to positive outcomes for children
- d) The learning and wellbeing of children in the context of whānau will be a central factor in decision making.

Guiding Philosophy

- e) With reference to SEANZ (Steiner Education Aotearoa New Zealand) Essentials for Aotearoa, a philosophy statement expressing the service's fundamental beliefs, values and attitudes will guide the kindergarten (GMA5)
- f) The philosophy statement will reflect the unique place of Maori as tangata whenua (C5)
- g) The philosophy statement will reflect local context, aspirations of parents and whanau for their children and inform priorities for learning
- h) The philosophy statement and priorities for learning will guide the design and delivery of curriculum
- i) The philosophy statement will be reviewed annually in consultation (GMA6) with community and Rudolf Steiner Schools Trust, who have a kaitiaki relationship for the indicators for education from Rudolf Steiner, relevant for Aotearoa,
- j) The philosophy statement will be easily available to whanau on the website, in the foyer of each kindergarten, as part of enrolment information, in the policy manual and elaborated through other communication
- k) The philosophy statement will be used as reference for strategic and annual planning, policy and procedures, and to inform internal evaluation (GMA4)

- l) Establishing and maintaining a strong connection to the philosophy will be a condition of enrolment

Curriculum Design

- m) The local curriculum will be woven in accordance with our philosophy/special character and integration agreement with the Crown.
- n) Kaiako will demonstrate an understanding of children's learning and development, drawing from Steiner and other compatible pedagogical sources, relevant theories and practice in early childhood education
- o) Curriculum will be consistent with the gazetted curriculum framework prescribed, specifically the principles and strands of Te Whariki. (C1)
- p) Self directed play will be a core component of curriculum. Children's preferences are respected, and they are involved in decisions about their learning experiences (C7)
- q) Curriculum will be equitable, inclusive, and responsive to children as confident and competent learners. (C7)
- r) Curriculum acknowledges and reflects the unique place of Maori as tangata whenua. Children will be given the opportunity to develop knowledge and an understanding of the cultural heritages of both parties to Te Tiriti o Waitangi. (C5)
- s) 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.
- t) Curriculum will be designed to meet the needs of diverse learners including those with extra needs
- u) Curriculum will support children's developing social competence and understanding of appropriate behaviour (C10).
- v) Curriculum design will consider the alignment between Michael Park Kindergarten and Michael Park School.

Learning Focussed Assessment

- w) Curriculum will be informed by assessment, planning, and evaluation (documented and undocumented) that demonstrates an understanding of children's learning, their interests, whanau, and life contexts (C2)
- x) Kaiako will draw on a range of approaches appropriate to the child/ren to assess learning
- y) Kaiako will use a notice, recognise and respond framework for documenting assessment and write a learning summary commenting on progress over time at least once per term
- z) The growth of learning dispositions will be prioritised in assessment
- aa) Kaiako will provide regular opportunities (formal and informal) for parents and whanau where appropriate to communicate and be involved in decision-making concerning their child's learning (C12)
- bb) Parents will be expected to contribute to planning, assessment and evaluation and share their aspirations for their children with Kaiako (C11)

- cc) The parent handbook will outline how to access information about their child (GMA2) and will summarise key policy and operational information
- dd) Any information and guidance from agencies with expertise in early childhood learning and development will be maintained in a locked filing cabinet
- ee) The analysis of the kindergarten to Class One assessments for 6-year olds will be discussed with parents and reported annually to the Board and RSST and will be used to inform school curriculum

Planning for Teaching

- ff) Assessment will be used to review and improve/adapt teaching to benefit children and progress learning
- gg) Kaiako will engage in meaningful, positive interaction to enhance children's learning and nurture reciprocal responsive relationships. (C3) Learning and wellbeing will be at the centre of relationships between, Kaiako, children and whanau
- hh) Priority learners: Maori and Pacific children, children with barriers to learning, children with extra needs and children with English as a second language will be identified in planning and provision made to meet their learning needs
- ii) Mātauranga (Māori knowledge and understanding), tikanga and te reo will be included in everyday experiences
- jj) Consultation and collaboration with whanau hui and te reo kaiako will inform culturally responsive practice
- kk) A range of experiences and opportunities to enhance and extend learning and development – indoors and outdoors, individually and in groups will be offered to children (C9)
- ll) Kaiako will provide a language-rich environment that supports children's learning. This will include storytelling, puppetry, morning circle, as well as the use of gesture and conversation. (C8)
- mm) Kaiako will draw on the expertise of families and whanau to support the language, culture and identity of children.
- nn) Effective transition into the kindergarten, between groups and from kindergarten to school will be a feature of curriculum.

Evaluation for Continuous Improvement

- oo) Inquiry, collaborative problem solving, and professional learning will be used to improve the capability of kaiako and the quality of curriculum
- pp) Evaluation will draw on assessment (formal and informal), child and parent feedback, kaiako reflection and contemplation to evaluate the effectiveness of teaching strategies in progressing children's learning
- qq) Parents are expected to be responsive to requests for feedback, reflections, evaluation, reviews and consultation

- rr) Regular review of practice will contribute to ongoing improvements for the benefit of the children in the kindergarten. (GMA6)
- ss) Planned reviews and internal evaluation time lines and priorities will be make visible in the annual plan (GMA4) and elaborated through other communication
- tt) The results of review will inform the next steps in the annual plan

Associated Policy and Procedures

Positive Guidance Policy
Transition Procedures
Extra Needs Procedures
Planning and Assessment Procedures

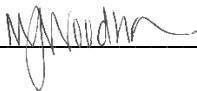
Ratified by the Rudolf Steiner Schools Trust

24/09/2019 _____

Date

Melanie Woodham _____

Name of Trustee

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Signature of Trustee



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