



MICHAEL PARK KINDERGARTEN CURRICULUM POLICY

Michael Park Kindergarten 'is based on 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 Kindergarten 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." (Te Whāriki)

Purpose:

With reference to the indicators for education from Steiner/Waldorf early childhood education, 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 whānau*
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.*

Procedures

Te Tiriti o Waitangi

- Michael Park Kindergarten recognises the unique position of Māori as tangata whenua.
- Michael Park kindergarten will provide opportunities for tamariki to learn about and practise Te reo Māori me ona tikanga (Māori language and culture)
- Michael Park Kindergarten will actively encourage and promote Māori participation and leadership.
- Michael Park Kindergarten is committed to achieving equitable outcomes for Māori tamariki. (C5)

Enabling Quality Curriculum

- The Rudolf Steiner Schools Trust will with reference to our special character and the integration agreement develop and maintain a vision that enables the provision of quality Rudolf Steiner early childhood.
- The vision will guide the strategic plan and activities of the Rudolf Steiner School Trust which will be enacted on a model of continuous improvement, that leads to positive outcomes for all children.
- The learning and wellbeing of children in the context of whānau will be a central factor in decision guiding curriculum provision.

Philosophy

- The kindergarten team will in consultation, develop and maintain a written philosophy statement expressing the vision, beliefs, values and attitudes about the provision of quality Rudolf Steiner education at Michael Park. (GMA5)
- The philosophy will be aligned with the Essentials for Aotearoa developed by Waekura, the New Zealand Rudolf Steiner early childhood network, published by SEANZ (Steiner Education Aotearoa New Zealand).

Essential Element 1. The spiritual core of each child is seen as inviolable, unique and individual irrespective of abilities, family values, gender or personality.

Essential Element 2. Approaches to learning are based on the understanding that children have the essential capacity and desire for both education and self-education. In Steiner education, children are viewed as active learners with agency, particularly in their self-selected, free, and imaginative play.

Essential Element 3. An unhurried curriculum is viewed as a matter of empowerment. Children have the right to an unhurried childhood.

Essential Element 4. All environments created in Steiner settings are intended to cultivate a strong sense of belonging and well-being for children.

Essential Element 5. Protection and nourishment of the senses is considered essential in all aspects of the environment and curriculum.

Essential Element 6. Rhythm is essential to the health of all children.

Essential Element 7. Creative and artistic experiences are part of a holistic curriculum.

Essential Element 8. The child's imagination is fostered.

Essential Element 9. Developing meaningful relationships with whānau and fostering positive human values within the community forms a crucial part of the work of teachers.

Essential Element 10. Teachers work actively to inspire a disposition of wonder, reverence, and gratitude.

Essential Element 11. The emphasis in Steiner early childhood settings is on hands-on learning and on meaningful interactions with real people.

Essential Element 12 Young children learn through imitation.

Priorities for Learning

- The kindergarten team will in consultation develop Priorities for learning drawing on the Michael Park Kindergarten vision and philosophy, the aspiration and expectations of parents and whanau, and an understanding of children's, life context, interests, strengths, and capabilities. (C2)
- The Priorities for Learning will give the kindergarten its emphasises and guide curriculum design.

Curriculum Design

- Curriculum will be consistent with the prescribed curriculum framework, specifically the Principles/Ngā Kaupapa Whakahaere and Strands/Ngā Taumata Whakahirahira of Te Whāriki. (C1)
- Curriculum will be delivered in accordance with our special character and integration agreement with the Crown. At all times the special character is to be fostered.
- Curriculum design will be characterised by collaboration, inquiry, deliberate decision making and opportunities to learn across all 5 strands of the curriculum.
- Michael Park Kindergarten recognises play of as a childhood right. Childrens free self-directed play will be a core component of curriculum. Children's preferences will be respected, and they will be involved in decisions about their learning experiences. (C7)
- Teachers engage in meaningful and positive interactions with children to enhance learning and nurture reciprocal relationships. (C3) Relationships are characterised by warmth, care, acceptance, trust and security.
- Secure rhythms and transitions will support a balanced curriculum, providing children with a range of experiences and opportunities to enhance and extend their learning and development – both indoors and outdoors, individually and in groups. (C9)
- Experiences will include creative and artistic activities, the celebration of birthdays, Christian, other cultural festivals including seasonal festivals, and purposeful work, adjusted appropriately for children. Storytelling, puppetry, movement circles and singing will be feature of a language-rich environment that supports learning. (C8)
- The environment will be designed to protect and nourish children's senses. Michael Park Kindergarten use quality natural materials and furnishings and open-ended resources. Sustainable and organic practices will be incorporated.

Assessment Planning and Evaluation

- 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)

- 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. (C4)
- The growth of learning dispositions and children’s working theories will be prioritised.

Transition

- Transitions between kindergarten and school will be planned to enhance coherence and continuity.
- 6-Year-old assessments will be discussed with parents and shared with Michael Park School

Inclusive Practice

- Michael Park Kindergarten curriculum will be inclusive, and responsive to children as confident and competent learners.
- 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)
- Michael Park Kindergarten will encourage children to be confident in their own culture and develop an understanding and respect other cultures. (C6)
- Curriculum will be designed to meet the needs of diverse learners including those with additional needs.
- Where needed, Michael Park Kindergarten will obtain information and guidance from appropriate agencies to support the learning and development of children and work effectively with parents. Consultation and consent will be required from parents to involve outside agencies and/or services with children. (C13)
- A record of information and guidance sought from agencies and/or services will be maintained.

Working with Whanau

- Opportunities to learn about Steiner education and contribution to community will be encouraged.
- Michael Park Kindergarten will promote screen and digital free learning.
- Regular opportunities (formal and informal) will be provided for parents to communicate with adults providing education and care about their child and share specific evidence of the child's learning; and be involved in decision-making concerning their child’s learning. (C12) Parents will be expected to contribute to planning, assessment and evaluation of their children’s learning.
- Michael Park Kindergarten will ensure positive steps are taken to respect and acknowledge the aspirations held by parents and whānau for their children. (C11)

Regulations that Guide this Policy:

Reg. 43 ECE 2008

NELP Priorities That Guide This Policy:

Objective 1, Priority 1 and 2

Objective 2, Priority 3 and 4
Objective 3, Priority 5 and 6

Additional Document That Guide This Policy:

Te Whāriki: Early Childhood Curriculum
The Essentials for Aotearoa
Michael Park Kindergarten Philosophy statement
Assessment Planning and Evaluation Procedure
Extra Needs Procedure
Transition Procedure
Positive Guidance Policy

Ratified by the Rudolf Steiner Schools Trust

30th May 2023

Date

Darren Rawlins (Chair)

Name of Trustee



Signature of Trustee