



CURRICULUM FRAMEWORK POLICY

Purpose:

The purpose of this operational policy is to outline how our local curriculum programme aligns with and is drawn from, the Early Childhood Education National Curriculum, Te Whāriki. This operational policy also specifies the processes we have in place to ensure we comply with the Curriculum requirements of the Ministry of Education's Licencing Criteria for childcare centres; Curriculum standards C1 – C13.

Te Whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa Early childhood curriculum 2017 (Te Whāriki) provides the basis for our education and care programme. The Curriculum Framework Policy specifies the individual processes and shows how we plan for, implement and assess our curriculum programme, as well as how we measure how effectively we provide an environment that enables children to make progress towards the Learning Outcomes.

Position Statement:

Our Curriculum Framework Policy reflects our team approach to the way we:

- interpret Te Whāriki: Te Ara Whānui, in our context.
- express Te Whāriki by designing, implementing, and evaluating the learning outcomes of each and every child in our care through the local curriculum programme in our centre.
- capture the voices of parents and children in the development and future refinement of our local curriculum programme;
- take the learnings from the implementation of our local curriculum programme and feed this back into improvement evaluations.

The purpose of this policy is, therefore, to demonstrate "what matters here".

Goals:

This policy:

- ✓ Provides a framework for how we integrate our philosophy, values and curriculum priorities into our local curriculum.
- ✓ Explains how Te Whāriki is interpreted for this centre's context and how it reflects the local community's needs and aspirations.
- ✓ Shows how centre management and teachers implement a high quality curriculum.
- ✓ Explains the centre-specific approach of monitoring of learning and development and how this aligns with the Learning Outcomes.
- ✓ In achieving the above, shows how the centre complies with Licensing Criteria C1 to C13.

Responsibilities:

Management:

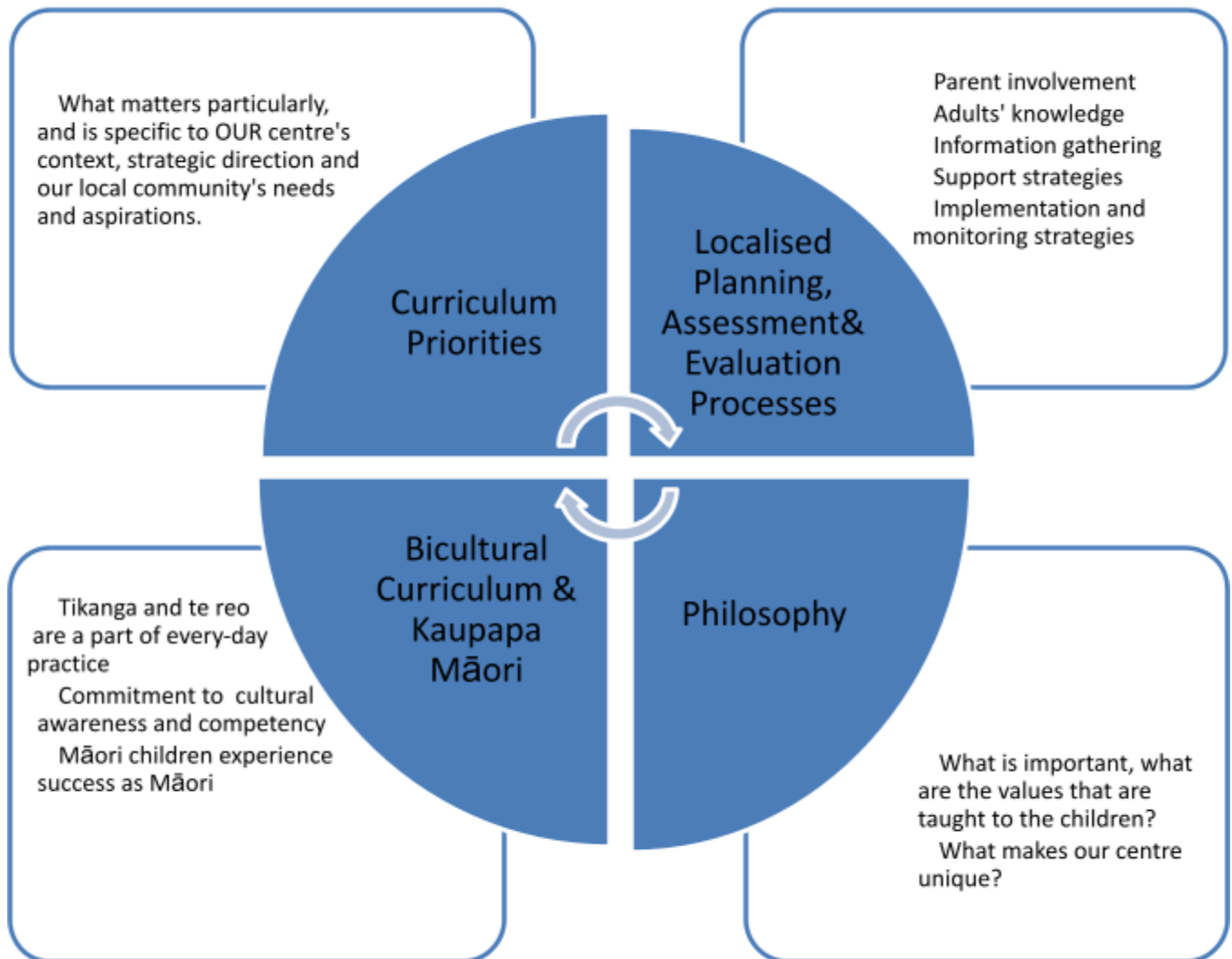
- ✓ Job descriptions for teaching staff reference the curriculum, The Standards for the Teaching Profession and The Code of Professional Responsibility
- ✓ Commitment to provide any Professional Development as required to implement the curriculum, the Standards for the Teaching Profession and Code of Professional Responsibility
- ✓ Ensure staff have the relevant qualifications, knowledge and skills to support young children who require learning support to experience positive outcomes
- ✓ Provide any supporting resources as required
- ✓ 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
- ✓ Appraisals include discussion on how each teacher's practice reflects Te Whāriki in this centre's context.

Teachers:

- ✓ Responsible for developing a local curriculum programme with which they implement Te Whāriki
- ✓ 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 and Strands 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
- ✓ Engage in reflective practice.

Key components of our local curriculum:

These components are developed and reviewed in consultation with our centre's whanau and the wider community.



Weaving our local curriculum:

C:1 Our centre practices are based on our philosophy and values. (See Philosophy Statement and Values Statement)

C:2 Our centre practices include specific curriculum priorities, which are updated and/or changed to reflect the community's needs and aspirations. (See Appendix A: Local Curriculum Statement)

C:11 Our philosophy, our values, as well as our curriculum priorities are developed and reviewed in consultation with our parent community and local community. (See Consultation Policy)

C:5 We are committed to Te Tiriti o Waitangi and the bicultural heritage of Aotearoa New Zealand. At our centre we aim to provide a bicultural, local curriculum that aligns with the national curriculum, Te Whāriki. (Cultural Responsiveness Policy)

C:6 Our local curriculum programme is developed in a learning partnership with parents and describes what matters in our local context. (see Appendix A: Local Curriculum Statement)

C:4 Our centre's teachers base their practices on sound planning processes, based on knowledge of relevant theories and practices in early childhood education and relevant specialist discipline knowledge. (See Appendix B: Programme Planning Processes)

C:11 Our centre provides for regular opportunities for parents'/whanau involvement and to share their aspirations and goals for their child/ren. (see Parental Involvement policy)

C:10 Our centre curriculum supports children's developing social competence. (See Supporting Children's Social Competence Policy)

C:13 Our centre works closely with specialist staff and seeks information and guidance when necessary from agencies / services.

Relevant Background, including legislation/ regulation/licencing 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.
- **C11:** The service curriculum specifies the steps taken to respect and acknowledge the aspirations held by parents and whanau for their children
- **C12:** The service curriculum specifies regular opportunities provided for parents to communicate with adults providing education and care and to be involved in decision-making concerning their child's learning
- **C13:** The centre is knowledgeable about and has processes for seeking information and guidance from agencies / services if required.

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

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:

Every 3 years, or when there is a significant change in the area of the policy topic.

Appendix A

LOCAL CURRICULUM STATEMENT

Mā te ahurei o te tamaiti e ārahi i ā tātou mahi.

Let the uniqueness of the child guide our work.

Our local curriculum is the way that we bring Te Whariki: Te Ara Whanui's Principles, Strands, Goals and Learning Outcomes to life at our centre.

It is:

- Aligned with our centre philosophy and vision.
- Reflective of our distinctive character and unique priorities as an early intervention service.
- Committed to inclusive education and providing specialist support for children who have a disability and/or developmental or learning delay, that significantly affects their ability to participate and learn at home, in their community, or in an early childhood education setting.
- Responsive to the needs, identity, language, culture, interests, strengths and aspirations of children and their families.
- Developed in partnership with parents, kaiako and specialist staff.

Our local curriculum acknowledges and respects Te Tiriti o Waitangi and the unique place of Māori as tangata whenua. It also acknowledges that we are located within the Ngaati Wairere boundaries who are mana whenua of Te Pae Here Kaahui Ako. Therefore we endeavour to deliver a local curriculum that is inclusive of the narratives and values of Ngaati Wairere.

Curriculum Priorities

- Physical skills (gross and fine motor)
- Cognitive skills (thinking, concentrating, learning, solving problems)
- Communication skills (verbal and non-verbal, listening, understanding others)
- Self-help or adaptive skills (eating, dressing, toileting)
- Social emotional skills (regulation, playing, interacting with others)

Our local curriculum can evolve as our community changes and will be regularly evaluated to ensure it reflects our communities priorities.

Appendix B

PROGRAMME PLANNING PROCESSES

Programme planning processes are guided by our centre's local curriculum and the Principles, Strands and Learning Outcomes of Te Whāriki which are unpacked to identify how these are implemented at our centre. A multidisciplinary team consisting of Early Childhood Educators, Early Intervention Teachers, Occupational Therapists, Speech language therapists, Physiotherapists and Conductor Practitioners work together to deliver the programme.

At the heart of planning is intentional pedagogy which refers to “teachers’ planful, thoughtful, and purposeful use of knowledge, judgment, and expertise to organise learning experiences for children” in everyday play activities, routines and transitions (McLaughlin & Cherrington, 2018, p. 35).

Our centre's Programme Planning is informed by:

- Children's individual education plans.
- Priorities and developmental needs identified by parents, whānau, kaiako and specialist staff.
- Children's strengths, interests and dispositions.
- Te Whāriki's 'practices that promote the Learning Outcomes' as applicable to our setting.
- Assessment and evaluation (e.g. narratives, learning notes, observations).
- Evidence-informed learning support strategies and practices across the layers of Te Tūāpapa – Te Matua (universal), Te Kāhui (targeted) and Te Arotahi (tailored).
- Information and learning from theories, research, and professional development.
- Our commitment to Te Tiriti o Waitangi and te reo Māori me ngā tikanga.
- Information from National goals and priorities

We use ongoing feedback from parents and integrate what we learn into the planning process through –

- Formal IEP meetings
- Informal meetings, emails and phone calls
- “Ko ahau tenei” page in the child's portfolio
- Parent / whanau contributions to their child's portfolio
- Home visits

Appendix C

ASSESSMENT PROCESSES

Assessment is both informal and formal, is completed in a number of ways, and is continuous and ongoing. Assessment plays an important role in supporting positive outcomes for children and serves multiple purposes, including:

- Finding out what children know, can do and what interests them.
- Identifying areas of learning and development which need additional support.
- Supporting curriculum and individual planning.
- Documenting the learning and development that has occurred.
- Creating accounts of progress and what new learning opportunities might be needed.
- Informing whānau and families, kaiako and external support agencies about children's learning, development and progress over time.
- Evaluating and improving pedagogies, practices, and the programme.

Principles for assessment

Assessment practices align with the Principles of Te Whāriki. This means assessment should:

- Enhance the mana of the child, and the child's sense of him or herself as a capable person and competent learner (Empowerment / Mana Atua principle).
- Take account of the whole child and reflect the holistic way in which children learn, based on the context of children's activities and relationships (Holistic development / Kotahitanga principle).
- Include families and whānau (Family and Community/Whānau Tangata principle).
- Recognise the people, places and things that support children's learning (Relationships/Ngā Hohonga principle).

Types of assessments

Initial assessment.

An assessment is carried out at initial engagement to investigate the child's current level of development and provide a 'baseline' knowledge for our team. This involves gathering information from the family about home and community routines; to

identify the independence, engagement, and social competence of the child; and the concerns and priorities of the family. It also includes an observation of the child's fine and gross motor, social emotional, sensory processing, and cognitive skills.

Individual plan.

IP's utilise the strands and learning outcomes of Te Whāriki to find out what children know, can do, what interests them, how they are progressing, and what goals and strategies may be required to ensure progress. These plans are living documents, and change over time as children's needs change.

Portfolios.

Portfolios provide a record of children's learning journey and progress over time. They may include narrative forms of assessment such as learning stories, learning notes, photographs, and children's art. They provide opportunities for parents and whānau to engage with their child's learning journey and contribute their own observations and suggestions. Children can also revisit items in their portfolios which can invite learning conversations and support self- and peer assessment.

Informal assessment

In sessions, informal assessment occurs in the moment as kaiako listen to, observe, participate with and respond to children who are engaged in experiences. It leads directly to changes in the teaching and learning environment that will help children reach immediate and longer-term goals.

Other assessments.

Assessments may be undertaken by kaiako and specialist staff (such as Early intervention teachers, Speech language therapist, Occupational Therapist, Physiotherapist, Psychologist) for specific reasons.

- AESPi (Assessment, Evaluation, and Programming System for Infants and Children) is completed on a three monthly basis to monitor progress and for reporting purposes.
- Sensory Profile- A standardized tool is utilised to help evaluate a child's sensory processing patterns in the context of home, school, and community-based activities.
- ABC (Antecedent, behaviour, consequence) or PTR (Prevent, Teach, Reinforce)- Functional behaviour assessments are used to help resolve persistent challenging behaviors.
- Carolina Curriculum- Criterion-referenced system that links assessment with intervention.

Appendix C

Evidence-based practices for supporting progress towards Learning Outcomes

STRAND; WELLBEING (MANA ATUA) – Learning Outcomes:

Examples of practices that promote these learning outcomes (as applicable to our setting)

Keeping themselves healthy and caring for themselves | te oranga nui

- Plenty of time is given for children to practise their developing self-help and self-care skills when eating, drinking, toileting, washing and dressing. This is integrated into familiar, calm and positive routines and supported through modelling, practising, visuals, objects of reference, social stories, backward chaining and hand over hand support. Support is graded according to development and children are provided with adaptive equipment when necessary to support individual skill development.
- Parents provide lunch-boxes so children can be supported to get used to eating this type of meal and gain the necessary skills to open their lunch box, packets and containers independently.
- Children's individual nutritional needs or preferences are catered for. In collaboration with speech language therapists and parents, kaiako encourage children to try new foods.

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

- Kaiako understand that all behaviour is communication and that behaviour, especially challenging behaviour, often reflects underlying emotions, needs, or unmet expectations. Instead of focusing solely on the behaviour itself, kaiako seek to understand the message it's trying to convey.
- Kaiako talk with whānau about their child's temperament and preferences, including the kind of supports that work best for them at home.
- Kaiako acknowledge and respond to children's emotional states by using professional judgment to match the level and type of support to the child's needs. They mirror emotions through empathetic reflection (words, face, posture, tone) to show that they understand.
- Kaiako are aware of, and respect, how children prefer to be comforted and offer support through co-regulation.
- Children are provided with access, choice and time to engage with a range of ways, spaces and resources to support their emotional regulation, such as cuddles, objects of comfort, music, retreating to quiet spaces, and space to move.

- Kaiako actively learn and recognise a child's early, subtle signs of dysregulation and step in early to help the child to not become overwhelmed.
- Kaiako consider the impact of their own emotional regulation on children (e.g., remaining calm).
- Kaiako use rituals for soothing, calming and distracting such as breathing exercises, mindfulness, Yoga, music, rhythmic movements such as rocking or swinging, blowing bubbles, massage or tactile experiences such as water play or playdough.
- When emotions are not heightened, Kaiako explore with children strategies they could use to calm or regulate their feelings during everyday routines, play and activities. Kaiako support children to use these familiar strategies during moments of heightened emotion.
- Kaiako support children's growing emotional vocabulary by using words (including te reo Māori and home languages), sign language, expressions and resources (such as books, songs, social stories) for a range of emotions.
- Children are supported to express a range of emotions verbally and through cues, gestures, and sign language. This is supported through strategies such as kaiako recognising and naming the emotions observed, social stories, and visuals.
- Kaiako support children to tune into what other people might be feeling to help them be more aware of the emotions and experiences of others. As appropriate, kaiako talk with children about the emotions they feel that they can relate to, including sharing why they feel that way, and how they express and appropriately manage those feelings, such as taking slow breaths to calm down.
- Kaiako support children to understand that other factors can influence the way we feel emotions, for example hunger, tiredness, being too hot or too cold, and big changes.

Keeping themselves and others safe from harm | te noho haumarū

- Kaiako pay attention to the environment, ensuring it is calm, safe and rich in sensory and learning opportunities. Children are well supervised to ensure their safety both inside and outside.
- Kaiako use their knowledge of children to create an environment that includes a balance of low-risk experiences and risks that stretch their comfort zone to create an element of challenge.
- Resources are organised and displayed in ways that make it easy for children to access safely.
- Kaiako ensure that children understand the purpose of rules and how it helps things run smoothly and in a way that is safe, secure and inclusive of everyone. E.g, "We walk around where our friends are playing so that we don't stand on them".
- Kaiako create a safe environment for children while they are eating by ensuring they are supervised and seated while eating. Distractions are minimised, and children are encouraged to focus on eating- taking small bites and chewing.

- Kaiako utilise social stories and visuals to teach children about safety for example while engaging in the centre environment, out in the community etc.
- Kaiako discuss with whānau what risk-taking and safe risk-taking might mean or look like for their child and seek to understand the diverse cultural and personal perspectives that whānau may hold about risk-taking.

Policies, Processes or Procedures that support Wellbeing	Parent input / feedback and involvement	Teacher Collaboration – Internally & with Outside Agencies
<ul style="list-style-type: none"> *Child protection policy *Health and safety induction *Supporting children's social and emotional competence. *Accident and Illness policy. *Daily safety/hazard checks. *Daily roll calls. *First aid certificates/training. *Food policy? 	<ul style="list-style-type: none"> *IEP- Collaborative discussion with parents/ECE about challenges, goals, strategies. *Sensory assessment done in consultation with parents. *Supporting whaanau to ensure their child's safety through providing information (e.g.tracking watches, safety with car seats), disability parking. 	<ul style="list-style-type: none"> *Discussions with key worker and at clinical meetings. *ABC, PTR functional behaviour assessments. *Sensory profile assessment. *Referral to child psychologist. *Referral to Disability Support Link- Explore. *Referral to CDC. *Referral to Ngaa Ringa Awhina. *Referral to social worker. *Referral to Continence service Waikato DHB. *Referral to Cornerstone Therapy for support for picky and fussy eating through the SOS (sequential oral sensory) programme. *Referral to GP and Waikato DHB for testing, dietician.

STRAND; BELONGING (MANA WHENUA) – Learning Outcomes:**Examples of practices that promote these learning outcomes (as applicable to our setting)****Making connections between people, places and things in their world | te waihanga hononga**

- Kaiako understand that children and parents need time to find out about our service and staff. Learning to trust and form attachments takes time and the teacher's role is to remain calm, patient and positive.
- Kaiako ensure all children are supported to develop secure relationships with adults in the setting over time, remembering that it can be easier for a child to build a secure relationship with one adult first and then move on to getting to know the other kaiako.
- Kaiako greet children and parents by name, ensuring a welcoming and supportive environment during drop off and collection times.
- Kaiako make time to learn about the child's world beyond the early learning context, recognising and respecting children's relationships with particular people, places and things. Kaiako utilise the Ko ahau tenei and Pepeha forms to learn about the child.
- Kaiako ensure that whaanau photos are displayed, and at a level that children can access.
- Kaiako, with the support of the child's team, support children and families to be active members of their communities and to carry out their roles as a child, son/daughter, sibling etc.
- Kaiako research and learn about local narratives, histories, waiata and karakia including those focused on places of significance such as the awa or maunga and share these with children.

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

- Kaiako support children to engage respectfully with the learning environment and the resources within it by arranging and organising resources, and modelling proper use.
- Kaiako encourage children to play an active part in the programme, taking on roles of responsibility where possible.
- Skills in caring for the environment, such as watering the garden and putting things away in the right place are encouraged.

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

- Kaiako ensure that the programme provides a balance between experiences that are predictable and dependable and those that provide moderate levels of uncertainty to help build flexibility and resilience.

- Kaiako develop and maintain a sense of pattern of ritual and routine in which practices such as karakia are embedded and become familiar.
- Kaiako recognise that changes in routine can be unsettling for some children and proactively support children to prepare for and navigate these changes and transitions.
- Kaiako utilise social stories, visuals, music, counting down (3-2-1), and other cues to prompt children to follow routines.
- Kaiako adapt teaching approaches that value children's unique preferences and ways of being and interacting in the social world.

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

- Kaiako regularly discuss and review the expected limits and boundaries for behaviour in the setting. Kaiako set consistent and manageable expectations and boundaries, based on shared values.
- Kaiako recognise that children's capacity to meet the expected limits and boundaries may vary from day to day and within a day. Kaiako take into consideration the various factors that might be affecting a child's behaviour (e.g., hunger, illness, home events, etc.) and respond with support and sensitivity and adjustment of expectations when necessary. .
- Kaiako use a range of approaches, such as social stories, storytelling, puppets, counting down (3-2-1), and other play equipment to support children to explore ideas about limits and boundaries.
- Kaiako describe and explain what children are expected to do rather than what they should not do (e.g., "remember to walk when you're inside" rather than "don't run").
- Kaiako notice and provide positive feedback when children meet expectations or are working towards them.
- Kaiako encourage tuakana to show leadership by modelling expectations and by helping other children to adhere to them.

Policies, Processes or Procedures that support Belonging	Parent input / feedback and involvement	Teacher Collaboration – Internally & with Outside Agencies
*Cultural responsiveness *Treaty of Waitangi *Supporting children's social and emotional competence.	*IEP- Collaborative discussion with parents/ECE about challenges, goals, strategies. *Engagement and partnership with parents is sought to ensure agreement and	*Discussions with key worker and at clinical meetings *Occupational Therapist input. *Te Pae Here Kahui Ako *Ngaati Wairere *Early Intervention Teacher support to advocate for inclusion at ECE and schools. *Referral to Social Worker

	continuity.	
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STRAND; CONTRIBUTION (MANA TANGATA) – Learning Outcomes:

Examples of practices that promote these learning outcomes (as applicable to our setting)

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

- Kaiako discuss social expectations and social problem-solving strategies, and frame peer conflicts as a learning and teaching opportunity.
- Kaiako provide and use resources such as social stories that highlight different aspects of being a friend or showing manaakitanga.
- Kaiako provide opportunities and encouragement for children to care for others and welcome support from others, for example encouraging older children to help their younger peers during a routine. Kaiako help children to notice others' cues that may indicate they may need help or support (these cues may be verbal or non-verbal and may include expressions of frustration or distress).
- Kaiako empathise and provide support when children find it challenging to be flexible (e.g., when another child has alternative ideas for play).
- Books and toys are included in the environment that depict genders, abilities and ethnicities in a variety of roles.

Recognising and appreciating their own ability to learn | te rangatiratanga

- Kaiako provide children with opportunities to engage with a deep, broad curriculum and adapt the choices offered to individual children to match their growing capacity to manage complexity and decision making.
- The programme includes activities for children to develop their strengths, interests and abilities, such as music, movement, language, construction, art, sorting and organising and doing things with others.
- Kaiako listen to children's ideas and questions and encourage them to feel positive about themselves.
- Kaiako use intentional systems and processes to notice, recognise and respond to children's learning, interests and engagement across the curriculum. They express genuine interest and enthusiasm for children's pursuits and acknowledge children's positive dispositions for learning; celebrating children's strengthening dispositions.
- Children are given access to their own assessment documentation so they can revisit interests with kaiako and other children, and to celebrate their learning and growing identity as a learner.

- Kaiako communicate with children in ways that are strengths-based and enhances their mana and positions them as capable and competent. This includes identifying children's strengths and interests and commenting on these throughout the day with specific descriptive feedback to foster positive identities within the group.
- Kaiako celebrate effort and the process of learning in ways that foster a growth mindset. This includes talking about the process of trying, making mistakes, trying again, adjusting plans and ideas, and believing in themselves.

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

- Kaiako create opportunities for children to play with and alongside others as well as by themselves. They set up spaces and play areas to encourage different kinds of collaboration, focus and creativity and adapt their level of support and facilitation as appropriate.
- Kaiako organize small group activities or partner play where children work together in specific tasks or towards a common goal (e.g., building a tower, completing a puzzle) to encourage negotiation, problem-solving, teamwork and communication.
- Kaiako model positive behaviours and demonstrate social skills such as sharing, turn-taking, and using kind words in everyday interactions. They engage in role-play with toys or through stories to help children practice social scenarios, such as asking to join a game or resolving a conflict.
- Kaiako model short phrases that children can use to enter and exit play, e.g. "You can ask him - 'Can I play too?'" , "You can tell her - 'I don't want to play any more'"
- Kaiako sensitively interpret the non-spoken communications between children, e.g. "Eli wants to share with you. Thank you for sharing, Eli" to encourage interaction.
- Books and social stories about friendship, kindness and social skills such as sharing and turn taking are utilised to help children understand and relate to their peers.
- Kaiako encourage joint attention through intentional and meaningful interactions by observing, waiting, and listening (OWL), then joining in with the child's rhythm, ideas, interests and activities. Kaiako model their own focused attention to help grow the child's attention span for purposeful and meaningful play
- Kaiako follow the child's gaze to help determine their interest or intentions, allowing them to follow their lead.
- Kaiako try and maximise the time that children spend facing them to encourage interaction and joint attention (without placing stress on them or making them feel uncomfortable). For example, sitting facing the child at a table or on the floor, holding toys and desired objects near their face or facing the child when pushing them on a swing.
- Kaiako use facial expressions, vocal gestures, nonverbal cues, pauses, anticipation and exaggerated expressiveness to help children notice and engage. Strategies such as "Attention Autism- Bucket Time" are used to encourage attention and focus.

- Kaiako prioritise shared states of joy to deepen the warmth and pleasure in the relationship.
- Children are acknowledged and praised when they engage in positive interactions with others to provide reinforcement. Feedback will be specific e.g, "I love how you helped your friend clean up" or "Great job taking turns!"

Policies, Processes or Procedures that support Contribution	Parent input / feedback and involvement	Teacher Collaboration – Internally & with Outside Agencies
<p>*Supporting children's social and emotional competence.</p> <p>*Programme planning and Assessment processes.</p>	<p>*IEP- Collaborative discussion with parents/ECE about challenges, goals, strategies.</p> <p>*Portfolio's regularly sent home with parents and feedback sought.</p>	<p>*Discussions with key worker and at clinical meetings</p> <p>*Occupational Therapy input.</p> <p>*ABC assessment.</p> <p>*SLT input.</p> <p>*Referral to Psychologist.</p>

STRAND; COMMUNICATION – MANA REO – Learning Outcomes:**Examples of practices that promote these learning outcomes (as applicable to our setting)****Using gesture and movement to express themselves | he kōrero ā-tinana**

- Kaiako understand, tune into, and respond to children's non-verbal communication, while sharing with the wider team the unique and often subtle ways each child communicates to deepen their understanding of what the children are expressing.
- Kaiako model the use of non-spoken communication such as the use of facial expression, gestures, sign language, and body language to provide a foundation for children's understanding of how language works and what it can achieve.
- Children's non-spoken communication is interpreted as if it were spoken and responded with words and simple sentences.
- Kaiako play with rhythm and movement using voice, body (e.g. dance, pakipaki/clapping, takahia/stomping feet), instruments (e.g. polynesian drum) and other resources (e.g. piupiu, poi, tī rākau).

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

(The term 'oral language' refers to any method of communication a child uses as a first language or languages; this includes spoken languages including te reo Māori and home languages, New Zealand Sign Language, and the use of alternative and augmentative communication (AAC)).

- Kaiako support children's growing oral language through responsive interactions within a play-based learning environment.
- Kaiako value each child's first language by connecting with parents to learn key words and phrases (including non-verbal cues) in the children's home languages and use them meaningfully in daily interactions, such as during care routines.
- Te reo Māori and tikanga is meaningfully incorporated into everyday routines, play and experiences using a range of phrases and words to build vocabulary and sentences, e.g. karakia, waiata, core words/phrases used in routines.
- Kaiako observe children's engagement, focus and interests and engage in conversations that make connections to these by modelling rich language, describing or commenting on what they are doing and experiencing.
- Kaiako encourage children to make connections between words and their meaning. Use specific words and descriptions, rather than general terms, e.g. "Pass me the ball" rather than "Pass it to me;" "You've used red, blue, and green" rather than "That's very colourful."
- Kaiako use recasting and rephrasing to model new vocabulary, pronunciation and grammar as part of conversations with children, e.g. if they point at a car and say "tar," the kaiako may respond, "Yes, it is a car. It's a blue car."

- Kaiako draw attention to sounds, words, phrases and the rhythm of language in stories, waiata, chants, and rhymes. They intentionally support children's growing vocabulary by integrating new words and their meanings as opportunities arise.
- Kaiako model the back-and-forth, 'serve-and-return' patterns of social communication. This involves tuning in to what children are focussed on, using more comments than questions, and pausing to give children time to think about what has been said, consider their response, and then reply (this is important for neurodiverse children who need extra time to understand and respond).
- Kaiako limit the use of questions, using more comments, sentence stems and narration (A sentence stem is the beginning part of a sentence that provides a structure or prompt for the rest of the sentence- e.g. "when we go inside let's play...").
- Kaiako craft questions carefully and use open-ended or multiple choice questions to encourage thought and make responding easier. Kaiako remember that "What, where, when and who" questions are easier to respond to than "how and why" questions.
- AAC systems are utilised to support children's communication. Large display and small core boards are easily accessible to all children and adults, inside and outside. Kaiako are familiar with the location of specific vocabulary on each system and model key words as they speak, by pointing to specific symbols on the core board/ AAC system.
- NZSL and/or Makaton is meaningfully incorporated into the programme during routines and learning experiences. Kaiako seek information from parents about children's specific signs used at home and incorporate them into their interactions.

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

- A range of books (fiction and nonfiction) that reflect the changing interests and lived experiences of children, as well as some that offer new topics and ways of seeing the world are made available. This includes pūrākau (ancient legends, stories), pakiwaitara (fiction, fable), familiar favourites as well as invented, co-constructed stories.
- Books and resources that incorporate rhythm (syllables), rhyming words, sounds within words (alliteration, assonance), repeated sounds and letter sounds are included in the learning environment and shared with children.
- Sensory stories that incorporate visuals, sounds, movement, drama and tactile resources/props, to support children's engagement and interest are utilised.
- Kaiako utilise repetition- the same book multiple times to build predictability, and create opportunities for children to tell part of it with signs / actions / vocalizations / words.
- Kaiako invite families to share familiar favourite stories with kaiako, in the languages found in children's home community, including in te reo Māori.

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

- Kaiako draw children's attention to print, signs, visuals and labels in the environment. They point out letters and words, along with related visual elements, being sure to discuss their meaning and purpose.
- Kaiako ensure there are opportunities and resources to see their name and explore the alphabet. This may include name tags, wall displays, keyboards, alphabet cards.
- A range of media to explore mark making including tools such as crayons, pens, brushes, and surfaces to make marks on such as paper is offered, including possibilities across all areas (indoors and outdoors) such as water on concrete, sticks with sand, kitchen utensils with clay/playdough.
- Kaiako provide books suitable for children to explore both independently and with adults, and position books so that children can see and access these easily. Kaiako change the books on display regularly to encourage interest, while retaining favourites and make comfortable spaces for reading both inside and outside.
- When using an AAC system such as a core board, kaiako model key words and respond to children's non-spoken communication by pointing to specific symbols and saying the word. They ensure children who use AAC systems to communicate have access to them all the time.
- Braille books and resources are sought and used when appropriate.

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

- Kaiako are attuned and responsive to the ways children express their interest in number or counting, e.g. with gesture, language, imitation of movements, sorting, lining up objects.
- Kaiako identify and build on number-related interests and experiences in the centre, such as: action songs, books, sand, and water play; including counting as part of everyday tasks like preparing paints (how many containers?), setting places at the kai table, and cooking/measuring ingredients.
- Kaiako plan ways to incorporate number and number patterns within waiata, chants, sāsā, haka, dance, and movement, e.g. counting the beat, clapping rhythms or counting-in 'tahi, rua, toru, whā' to start waiata.
- Kaiako provide materials to help children expand their exploration and knowledge of numbers such as manipulatives (buttons, colourful counters, small toys), natural materials (shells, pebbles, acorns) to help children understand one-to-one correspondence and begin to group and count objects.
- Kaiako incorporate descriptive language or gesture to identify and model spatial features and positional language, e.g. big, small, under, over, near, long way, away, next to. They highlight spatial situations within stories, songs, games or daily routines and encourage children to notice different perspectives of movement and location, e.g. "She's underneath, I wonder what she can see from there?"

- Kaiako provide opportunities for children to experience and explore shape within the setting, e.g. through books, games, songs, puzzles, art, blocks, family play, and natural materials.
- Kaiako encourage children's understanding of measurement- length, weight, and volume through play experiences such as filling up containers or comparing sizes in sand or water. Kaiako intentionally use descriptive language related to measurement such as big, small, long, short, heavy, light- highlighting these within everyday experiences.
- Children are encouraged to experiment with a range of resources for pattern making, matching, sequencing and grouping, e.g. nested containers, sorting manipulatives/resources, collage materials, geometric puzzles, blocks.
- Kaiako foster working theories about sameness and difference, and model language and ways to recognise these concepts through pointing out colour, size, shape, texture.

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

- Kaiako provide a calm, unhurried environment where children have time, space and opportunities to explore and express themselves as they engage with a range of materials.
- Kaiako understand that children express feelings and ideas in many ways including language, vocalisations, gestures, movement, and images, and respect and value their preferred means of expression.
- Kaiako connect language to sensory experiences by describing elements such as touch, sound, sight, smell, emotions, body movements.
- Kaiako utilise waiata, karakia, poems and stories that reflect or contribute to children's differing moods or feelings.
- Music, dance, drama and pretend play are included in the programme and are valued by kaiako as a way for children to express their ideas and feelings.

Policy, Process or Procedure to support Communication.	Parent input / feedback and involvement	Teacher Collaboration – Internally & with Outside Agencies
Programme planning and Assessment processes.	IEP- Collaborative discussion with parents/ECE/SLT about challenges, goals, strategies. Kaiako seek information from parents about children's	*Discussions with key worker and at clinical meetings *Referral to SLT *SLT support with strategies, use of AAC, Coreboards, NZSL and Makaton. *Support from BLENZ for braille resources.

	<p>understanding and use of home languages.</p> <p>Collaboration with whānau, hapū and iwi for incorporating te reo Māori</p>	<p>*Support from available translation services (such as Decypher) as needed.</p> <p>*Referral to ? for hearing tests?</p> <p>*Music therapy sessions</p>
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STRAND; EXPLORATION – MANA AOTŪROA – Learning Outcomes:

Examples of practices that promote these learning outcomes (as applicable to our setting)

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

- Kaiako provide a diverse range of materials and opportunities, including those that reflect children's home and community experiences.
- Kaiako make thoughtful, informed decisions about which resources and materials will support and extend children's play, learning and interests. This includes what is available every day and what is available sometimes.
- Kaiako create opportunities for active and noisy play, cooperative play, sensory play, quiet play, dramatic play, outdoor and indoor play.
- Children are supported in their efforts to engage with things that are of interest to them. Kaiako notice and advance what the child is trying to accomplish, focusing on what the child is trying to accomplish and adapting things if they are not safe.
- Kaiako narrate and comment on what they see happening in a child's play to communicate their interest in the child's thoughts and ideas- at times putting the child's possible thoughts into words.
- Kaiako invite children to revisit their previous learning experiences through spending time with them looking at their portfolios.

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

- Kaiako understand the importance of physical activity, how it primes the brain for learning and forms the foundations for cognitive, physical, and emotional learning.
- Kaiako provide a supportive environment where children can try new or challenging physical activities. They encourage by offering praise and gentle guidance; celebrating their persistence and effort, not just their success.
- Kaiako provide whole-body active play activities that develop children's coordination, balance, and strength and offer varying degrees of physical challenge and reasonable risk. This includes activities such as balancing, climbing,

hopping, crawling, running, jumping, scootering, navigating through obstacles and different terrains and ball games.

- Children are challenged with varying difficulty levels. Opportunities are provided for children to take safe risks, such as climbing slightly higher or balancing on a beam that's a little narrower to build confidence and resilience.
- Kaiako use action songs and dances to inspire movement. Songs like "Head, Shoulders, Knees, and Toes" or "Hokey Pokey" encourage children to move their bodies in different ways while enhancing gross motor skills.
- Kaiako provide opportunities for vestibular system stimulation- spinning, rolling, rocking, hanging upside down, swinging, tumbling, music and dance.
- Kaiako provide support for children's proprioceptive development through activities and experiences that stimulate the child's sense of where one's body is in space such as heavy work activities (pushing, pulling, carrying objects), movement games, obstacle courses.
- Kaiako provide opportunities for children to practice crossing the midline through action songs, games, and activities that encourage cross-lateral movements such as touching the opposite knee or foot.
- Kaiako encourage fine motor skills- hand-eye coordination, hand/finger muscles, dexterity and strength, through manipulatives (threading beads, building blocks), playdough or clay (squeezing, rolling, shaping), art and craft activities (cutting with scissors, drawing, colouring, painting), sensory play (finger painting, sand/water play, messy play) and interactive songs like "Itsy Bitsy Spider" or "Twinkle Twinkle".
- Kaiako utilise everyday tasks such as buttoning clothes, zipping jackets, or tasks that involve lifting or carrying objects to help children practice fine motor skills and promote motor control and coordination.
- Kaiako utilise Yoga to encourage basic body control (balance, coordination, flexibility, strength) and mindfulness.
- Kaiako adapt movement activities to be inclusive of children's physical abilities and provide support for movement through manual handling and equipment.

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

- Kaiako allow time and space for children to select, adapt, predict and test out their ideas when exploring, investigating or constructing.
- Kaiako foster language of curiosity, puzzling, problem posing and prediction in a variety of ways, e.g. speaking, gesture, movement, artwork. For instance, wonder how something could be built differently or made stronger using alternative materials.
- Children are supported in their efforts to persist with their plans, even when things get difficult.
- Kaiako support children to pose their own spoken or non-spoken questions, e.g. a child's actions may provide clues about their wonderings. Kaiako model uncertainty and thinking-in-action through commentary during interactions with

children. For example by using tentative language (e.g., “Perhaps...”, “Maybe ...”) and possibility thinking (“I wonder what would happen if ...”) to open-up opportunities that invite children to offer their perspectives.

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

- Kaiako notice and encourage the language of creativity and working theories, e.g. “I noticed you were trying new and different ways to put those smaller blocks together and you kept trying until you found what you wanted.”
- Kaiako pose questions and wonderings to help children developing working theories, e.g. “I wonder which plant had the bigger seed?”
- Kaiako have conversations with children about connections between their food and the natural world. Where possible, they acknowledge the gifts of food from Papatūānuku and celebrate food grown in the centre’s garden.
- Kaiako make themselves aware of the different perspectives of spirituality across the range of cultures and languages represented at the centre, recognising spirituality means different things to different people.
- Kaiako collaborate with parents and the wider community to acknowledge important celebrations and events such as Matariki, Lunar New Year, Diwali, Christmas.
- Kaiako integrate regular excursions into the programme such as visiting the local school’s library, nature area and playground.

Policy, Process or Procedure to support Exploration	Parent input / feedback and involvement	Teacher Collaboration – Internally & with Outside Agencies
*Regular excursion policy. *Manual handling procedure/policy	*IEP- Collaborative discussion with parents/ECE about challenges, goals, strategies.	*Discussions with key worker and at clinical meetings *Referral to Physiotherapist. *Occupational Therapy input. *Conductor led programme for physical goals. *Equipment (wheelchairs, seating etc.) referral to Enable. *Referral to Orthotics.

Appendix D

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"> Cultural Responsiveness Policy C5-C6 Curriculum Framework Policy; C1-C4 Parental Involvement Policy; C1-C2 Te Titiri o Waitangi Policy; C5 Philosophy Self Review Policy; C1-C2 Internal Evaluation and Review policy Supporting Children's Social Competence Policy; C10 Human Resources Policies; (job descriptions, appraisals, commitment to professional development) Professional Growth Cycle policy 	<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"> Te Whāriki: Te Ara Whanui Education Council NZ – Code of Professional Responsibility and Standards for the Teaching Profession Strategic Plan Appraisal Documents Job Descriptions NELP Ka Hikitia, Managing for Success Tataiako Cultural Competencies 	<p>Early Intervention</p> <p>Conductive Education</p> <p>Te Pae Here Kahui Ako. Values:</p> <ul style="list-style-type: none"> Inclusiveness Respect Trust Relationships Integrity Manaakitanga Whaanaungatanga Openness to Learning Being Future Focussed <p>Relationship with Ngaati Wairere.</p>

REVIEW DATE: February 2025

REVIEW DATE CYCLE: February 2028

Centre Manager: _____