



Planning and Assessment Policy 2021

Enquiries to:	Centre Manager
Applies to:	Kaiako, children Whānau and governance
Date developed:	May 2021
Review Date:	May 2021
Date Approved:	
Next Review Date:	June 2022

Reference: Te Whāriki 2017, Kei Tua o te Pae, Ka hikitia (MOE Resource) , MOE 2008 Regulations 2,3,36 Licensing Criteria for ECE Centres, C1 to C13, ERO- TE ARA POUTAMA, Indicators of quality for early childhood education, , Te whatu pōkeka, Te wheke, Inclusive Education, Transition to School Policy, Teaching Council – code of standards and code of professional responsibility .

Mā te ahurei o te tamaiti e ārahi i ā tātou mahi. Let the uniqueness of the child guide our work. Te Whāriki, page 63

Assessment makes valued learning visible. Kaiako use assessment to find out about what children know and can do, what interests them, how they are progressing, what new learning opportunities are presented and where additional support may be required. Te Whāriki, page 63

Te Whāriki describes the curriculum as, “the sum total of the experiences activities, and events, whether direct or indirect, which occur within an environment designed to foster children’s learning and development”. The curriculum seeks to encompass and celebrate this diversity as well as to define common principle, strands and goals for children’s learning and development. (Reference; ERO, working with Te Whāriki, May 2013).

Reference; Ministry of Education (2004), Kei Tua O te Pae. He Whakamohiotanga ki Kei o te Pae. Book one.

‘Assessment means the process of noticing children’s learning, recognising its significance, and responding in ways that foster further learning. It includes documenting some, but not necessary all, of what and how children are learning in order to inform teaching and make learning visible’ Licensing Criteria for ECE and care Centres 2008 and ECE curriculum Framework.

Position statement

Our curriculum framework policy reflects our team approach to the way we:

- Interpret Te Whāriki on our context
- Express Te Whāriki by designing, implementing and evaluating the learning outcomes of each child 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 learning’s from the implementation of our local curriculum programme and feed this back into a continuous improvement cycle
- Demonstrate “what matters here?”

Lower Hutt City Childcare and Education Centre is committed to robust observation, assessment and planning processes that promote meaningful and authentic learning opportunities and experiences for tamariki. To reflect the Philosophy, strategic plan its principles, Te Whāriki 20 learning outcomes and priorities for children’s learning.

Kaiako responsibilities

Make certain observation, assessment and planning processes are aligned with the principles, strands and goals of Te Whāriki 2017 (The National Early Childhood Curriculum).

Kaiako are knowledgeable and use a variety of theoretical knowledge to assess and understand children's /tamariki learning and development.

Relationships are the key to providing a culturally responsive learning environment for children/tamariki.

Regular informal communication with parents about their child's/tamaiti's learning and development will ensure that their aspirations for their child are considered in all aspects of curriculum planning.

Use assessment as a vital aspect of Early Childhood Education in that it is about articulating kaupapa, (to support children's identity and self esteem and confidence for life and to enable children to learn, understand, and implement their Tikanga and to take risks) and mātauranga, (a time of growth when the child is learning new ideas), that under pin practice. (Reference – Te whatu pōkeka – MOE).

Teaching and learning incorporate learning programmes including Te reo Maori concepts, knowledge skills, customs, beliefs, and values.

Kaiako will respond to the children/tamariki learning interests by accessing resources and further information to extend their understanding of their interest.

Engage on reflective practice.

Plan, assess and evaluate learning for all children/tamariki that is inclusive of all. Unpack and identify future learning pathways to support children's/tamariki ongoing learning and development.

Participate in professional learning and development for ongoing learning and professional growth.

Form responsive and reciprocal learning partnerships with children, families and Whānau

Comply with the Teaching Council NZ code of professional standards and responsibility for the teaching profession.

Planning and assessment will be based on principles of;

-te reo Māori me ngā Tikanga – culturally responsive where reciprocal relationships with tangata whenua are formed to promote tikanga Māori

-manaakitanga/aroha - manaakitanga is about values of integrity, trust, sincerity and equity through manaakitanga, the teacher and children recognise and affirm the identity of each child in open and trusting relationships.

-Individual and unique needs and interests of ngā tamariki

-socio-cultural approach (Te Whāriki)

-whānau and community (inclusion & whanaungatanga)

-narrative, formative assessment.

-co-constructive approach (ako)

-social and emotional competence

-identifying quality learning outcomes for children

-learning outcomes – Te Whāriki 2017

Learning story documentation includes, but not limited to;

- Links to previous assessments
- Links to current theory and practice and other learning
- Things we say, things we value, within our Philosophy, should be evident in the learning story
- Revisiting a story reflects the questions asked to deepen the child's thinking
- Inclusion of parent/whānau/aiga input/voice
- Multiple perspectives/lenses
- Links to prior learning to promote continuity of learning
- Identifies individual interests, strengths, cultures and languages of tamariki
- Child's voice, aspirations and whānau voice

Notice, recognise, respond, record and revisit is the reflective cycle for capturing children's interests when documenting children's learning.

Notice – What is the child/tamaiti doing? What do they like doing? (observations are used to capture and identify children's interests and strengths)

Recognise – What is the learning in what they are doing? Thinking about learning lenses, i.e. dispositions, working theories, links to learning, Te Whāriki, key competencies etc.

Respond – What are you going to do to support and progress the learning? Teaching strategies and techniques, not just activities and resources.

Record – Is the learning visible in the learning programme, i.e. learning stories, planning and assessment and evaluation?

Revisit – What is happening now for children, what has changed?

We will endeavour to include whānau in the assessment, evaluation and planning by;

- having regular whānau hui
- sharing information with whānau
- contributing and asking for their input into the portfolios via story park
- sharing information in newsletters and programme update letters
- informal discussions
- involving them in curriculum decisions
- making learning visible - displaying learning and teaching on walls, noticeboards etc
- induction processes outlining the learning and curriculum
- parent aspirations sought
- ko tenei ahau distributed upon confirmed enrolment
- cultural awareness /responsive to the individuals needs of our whānau/aiga

Management will;

- Provide teacher release time/ Non-contact for kaiako to complete required documentation
- Incorporate professional development leave in the annual budget
- Support teachers in training as well as up skilling.
- Support the requirements to maintaining the Teaching Council certification process.
- Have supporting policies and procedures in place to guide best practice and exhibit a good employer model.
- Appraisal undertaken to support practice and set goals/inquiries moving forward, reflecting Te whāriki and the professional standards.
- Ensure job descriptions are clear and outline the expectations of kaiako's role they play to support children's ongoing learning
- Provide resources and relevant information in relation to keeping knowledge current
- Arrange teacher only days for group PLD, gaining shared understanding and learning
- Set regular hui time to allow for planning, assessment and evaluation as well as having professional discussions.
- Hold planning meetings to provide opportunities for teachers to engage in collegial dialogue in relation to what they are noticing about individual children's learning. Also discussed will be possible lines of direction for the environment and specific teaching strategies to add value to children's learning. Meetings also provide opportunities to evaluate planning and teaching and identify learning outcomes for children
- Support a positive team culture!

Board of Trustees consulted

Yes/No

Kaiako consulted

Yes/No

Parents consulted

Yes/No

Approved by: _____

Designation: _____

Date: _____