



PELORUS COMMUNITY PRESCHOOL

Statement of Educational Programme

(refer to Planning, Evaluation & Assessment Policy)

Education [Early Childhood Services] Regulations 2008 (and it's Amendments): Regulation 43

Licensing Criteria for Early Childhood Education and Care Centres 2008: Criterion C1, C2, C3, C4, C13

Pelorus Community Preschool aims to deliver the curriculum and programme in accordance with the Preschool's Vision and Philosophy, to all children (including children with special needs), taking into consideration our unique culture and heritage, as well as developing an understanding of, and respect for, other cultures of Aotearoa/New Zealand.

A holistic approach to the curriculum (Te Whaariki) shall be delivered by qualified and trained/in-training teachers who demonstrate an understanding of children's learning and development encompassing their cognitive, social, emotional, physical and creative development. Through regular staff appraisals and self evaluation, areas of professional development will be identified, so that this can be undertaken to keep up with contemporary research in theory and practice, with regard to the principles of learning and development in early childhood.

Daily activities will reflect an emergent curriculum with a focus for both individual and group experiences. A system for Planning will result from observation, analysis, setting learning objectives and planned experiences, developing and implementing teaching strategies, and evaluation and reflection.

Opportunities for learning experiences will include both the indoor and outdoor environment with a variety of resources and careful supervision from teachers in all areas, ensuring that at all times at least one qualified and registered staff member has overall responsibility, and is operating within Ministry Of Education Teacher/Child Ratios.

Children will be encouraged to become confident in their own culture as well as showing a healthy respect for other cultures.

The Programme in both the Under and Over Two's will be regularly reviewed to ensure that staff remain current in their curriculum content with regard to learning and development in early childhood.

Parents, guardians and whanau are seen to be an integral part of the learning and development of their children/tamariki. Close communication and consultation will be encouraged through a variety of media, for example, verbal, anecdotal, notice boards, newsletters, profile books and meetings.

Licensing Criteria

The service curriculum is consistent with any prescribed curriculum framework that applies to the service (C1).

The service curriculum is informed by assessment, planning and evaluation (documented and undocumented) that demonstrates an understanding of children's learning, their interests, whaanau, and life contexts (C2).

Adults providing education and care engage in meaningful, positive interactions to enhance children's learning and nurture reciprocal relationships (C3).

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 (C4).

Information and guidance is sought when necessary from agencies/services to enable adults providing (C13).

Date: November 2007 (updated November 2010)