

Policy on Teaching and Learning

Aim:

The Village Childcare is a Learning Community where teachers recognise and respond to all opportunities to engage in and extend children's thinking and learning.

Guidelines:

1. Teachers are intentional in their approach. They are purposeful and deliberate in their teaching at all times, having an active part in the learning process making intentional decisions to implement the best teaching strategies at all times to extend children's learning.
2. Teachers know the children they work with as individuals. They know their needs, strengths and interests.
3. Teachers work alongside children to co-construct learning through investigation and exploration.
4. Teachers seek to build on children's strengths and interest, revisiting prior experiences to extend and progress learning.
5. Teachers recognise environment as a key component of teaching and learning. They select equipment and materials that provide opportunities for exploration, inquiry, problem-solving and extension.
6. Teachers acknowledge the importance of care times in the curriculum for Infants and Toddlers and see these nurturing times as meaningful learning opportunities. Teachers value care as a curriculum that provides the opportunity to develop independence, persistence and competence in self-help and self-care skills.
7. Teachers recognise that each child learns in his or her own way. We recognise that there can be variation in the rate and timing of children's growth and development.
8. Teachers view children's growth as holistic and aim to provide a programme that is inclusive and culturally sensitive, celebrating who children are and where they come from.
9. Teachers recognise that infants, toddlers and young children have distinctive and different needs and characteristics which will determine the focus of the programme in each area.
10. Teachers value and nurture children's curiosity in the natural world, fostering an understanding of the interconnectedness of all living things and instilling a sense of care and responsibility for the wellbeing of their communities and planet Earth.
11. Teachers work within Te Whariki, The Early Childhood Curriculum to provide a range of experiences to enhance and extend on children's learning and development.
12. Teachers recognise parents and whanau as valuable contributors to the teaching and learning programme at The Village and seek to understand parents aspirations for their child.
13. Teachers gather evidence of thinking and learning and present their findings through learning stories which incorporate teachers, child and the parents voice in a positive and affirming way.
14. Children's Portfolios are used to provide a record of the child's time at The Village, celebrating their on-going learning, milestones and traditions.
15. Teachers incorporate the use of ICT as a teaching tool to extend thinking and learning through research and inquiry.
16. Teachers incorporate Te Whatu Pokeka in documentation and assessment to affirm Maori learning values.

17. Teachers work within MOE guidelines incorporating Te Whariki and the New Zealand Early Childhood Curriculum.
18. Teachers regularly evaluate the programme and review its effectiveness in appropriately responding to the developing strengths and interests of both individuals and groups.
19. Teachers engage in centre self-review and professional development to build the strength of the teaching team, share knowledge and mentor others.
20. Teachers work collaboratively with each other, They engage in professional discussion and debate relating to current theory and practice, and regularly on their teaching practice and initiating self-directed on-going learning to develop their teaching practice.

Reference and Key Text:

Early Childhood Regulation 43 Curriculum standard; General

Licensing Criteria 2008, Curriculum, Professional Practice and documentation required:

Documentation that provides evidence of the service's compliance with the following criteria. This documentation may take a variety of forms to suit the service's operation (such as portfolio's, wall displays, policies and procedures).

Professional Practice:

- **C1:** The service curriculum is consistent with any prescribed curriculum framework that applies to the service.
- **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 interactions 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.

Culture and identity

- **C5:** The service curriculum acknowledges and reflects 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.

Children as learners

- **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 – both indoors and outdoors, individually and in groups.
- **C10:** The service curriculum supports children's developing social competence and understanding of appropriate behaviour.