

# The Ole Schoolhouse Early Childhood Centre

15 Toko Street, Victoria, Rotorua 3010

Phone: 07 348 1475

E-Mail: [admin@oleschoolhouse.co.nz](mailto:admin@oleschoolhouse.co.nz) Web: [www.oleschoolhouse.co.nz](http://www.oleschoolhouse.co.nz)

*In Te Whāriki, the term “curriculum” is used to describe 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. These experiences, activities, and events may be based on forward planning or may evolve in response to a particular situation.*

## Principles:

- **Empowerment** – Whakamana – the curriculum empowers the child to learn and grow
- **Holistic development** – Kotahitanga – the curriculum reflects the holistic way children learn and grow
- **Family and Community** – Whānau Tangata -the wider world of family and community is an integral part of the early childhood curriculum
- **Relationships** – Ngā Hononga – children learn through responsive and reciprocal relationships

# PLANNING

June 2013

## Programme Planning Cycle

# Programme Planning cycle

## Overview

**Principle:** Holistic development – Kotahitanga – the curriculum reflects the holistic way children learn and grow.

Teachers focus on and support the dispositions or emerging dispositions that we have recognised using the children's current fascinations as an intermediary.

We also capture developmental stages as they happen for the children, as these are important and need to be recognised through documentation and to facilitate future planning.

### 1. Observe

Through observation we identify and gain knowledge of the children, their fascinations, developmental milestones and how each individual child is disposed to learn:

- Often these observations are recorded by way of a 'learning story'. Staff record what they have noticed about children's fascination/developmental milestone putting learning dispositions at the forefront.
- Staff work as a cohesive team, sharing and furthering their knowledge through informal discussions, not only with each other but also with parent/whānau and the children themselves.

### 3. Review

Through formal discussions we review our practice:

- We discuss teaching strategies that we could use, change or adapt to support children. What is our role as teachers? E.g. the language that we will use and actions that will support children to further develop the disposition identified.
- How will we extend dialogue with families, invite their reflections and insights?
- How we can invite the children to use other 'language' to extend or shift their thinking?
- How we can incorporate socio-cultural literacy?
- How we can embrace each child's culture and beliefs?
- How we might use our documentation and photos to help the children revisit their ideas and tell their own stories?
- We discuss and document any changes that we may need to make to the environment looking for opportunities for provocation and for children to experience success using a planning map form.
- We identify any other community environments or resources that can be used to support the child's/children learning.

### 2. Recognise

We recognise the learning that may be happening for the children within their fascinations/developmental milestones:

- We recognise by identifying the learning and the learning disposition that we see valuable to both ourselves and the child/ren and these are documented within our 'learning stories'.
- We use Te Whāriki and relevant current theory to analyse and understand the learning. Using language from Te Whāriki to write our stories we connect with the curriculum.

### 4. Reflect

As part of the planning process we regularly evaluate and reflect through both planned and spontaneous review.

- We continuously ask questions surrounding our teaching practice, the physical environment, socio-cultural connections, child fascinations/developmental milestones and inclusion. These reflections help us to identify gaps in our practices, resources, programme planning and also help in identifying areas of strength and weakness, thus ensuring that we nurture positive change to both teaching practice, relationships and the centre environment.
- During formal discussions/planning meetings (3)
- Through the completion of review forms we also formally identify specific areas for improvement.

## Projects

Projects emerge frequently for children working in groups:

- Planning for group interests etc., follows the same process as for individual planning. Group stories are placed into profiles, made visible through wall displays and recorded in projects book for regular reference.
- Experiences will be displayed on a planning board for parents to see.