

Hagley Community Preschool

Curriculum Statement



Our responsibility as early childhood kaiako is to provide a curriculum that reflects the holistic way children learn and grow. We closely follow the guidelines set down by the Ministry of Education in Te Whāriki. This is the first bicultural curriculum statement developed in New Zealand. The principles of Te Whāriki see the early childhood curriculum as integrated learning – “children’s development is not an acquisition of separate skills but rather a model of learning which weaves together intricate patterns of linked experiences”.

Te Whāriki means “woven mat” in English and it is our responsibility to ensure that the five main curriculum goals taken from Te Whāriki are woven into every aspect of the child’s learning experiences.

Well Being

We provide an environment that is physically safe, emotionally accepting and non-threatening, where each child’s sense of security is recognised and valued.

Belonging

The environment provides for all children to be enriched in their understanding and knowledge of the cultural heritage of our land, and where each child has a sense of belonging, their own cultural values, customs and traditions are nurtured and preserved.

Contribution

We believe “play with no particular object, apart from fun and creativity it engenders, is considered a valid approach to learning”. This allows children to create and act on their own ideas, to experience and make an increasing number of their own decisions.

Communication

We provide opportunities for children to realise ways in which experience is represented in language, drawing, music, stories and dramatic play which will enhance their communication skills.

Exploration

We provide an environment that is developmentally appropriate and challenging for each child to give them the experience which will stimulate curiosity, creativity, wonder, enthusiasm and discovery.

Hagley Community preschool upholds the statement in Te Whariki, “that all children are competent and confident learners and communicators, healthy in mind, body and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society” (Te Whāriki 2017).

The preschool curriculum is influenced by:

- The preschool’s culturally diverse community of families and tamariki.
- Being members of and contributors to the wider Hagley community
- Belonging to the central city of Christchurch as it is our ‘back yard’

The College timetable impacts on our day as many whānau attend as adult learners. Children attend by the hour not the session as in other preschools. Routines are flexible and take into

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account the individual child's preferences and needs. The wide age grouping (ie. 0-2 and 2-5) provides opportunities for 'peer support' as children can role model and learn from each other.

Our open door policy encourages parents to spend time in the preschool with their children. We support parents and also students from Hagley College in their learning and, in turn, we use the resources and facilities of the College where appropriate. Families attending Hagley are from a diverse range of backgrounds and cultures; many are from non-English speaking backgrounds. We value the knowledge gained through the sharing of information and resources with our families.

Parents at Hagley Preschool will:

- Experience a partnership between staff, children and themselves
- Be valued as unique individuals
- Be welcome to spend time with their child in our centre
- Experience a warm, caring non-judgemental environment

In the Hagley preschool learning environment, kaiako work alongside the children building a warm relationship with them by:

- Supporting and developing their play
- Suggesting ideas when the child is at a standstill
- Paving the way for new discoveries
- Stimulating new learning
- Stepping in when needed to avoid disruption
- Being positive in interactions and role modelling

Kaiako at Hagley Preschool:

- Are enthusiastic, genuinely respectful and value children
- Recognise the importance of learning through play
- Are intentional in their teaching by being thoughtful, deliberate and intellectually challenging
- Are valued for their diverse experiences and individual strengths
- Value the diverse perspectives and aspirations of parents and whānau