

Children As Learners

At Learning Curves Childcare Centre the following statements reflect our attitudes to children as learner.

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.

1. Children participate in decisions that affect them, choosing their own challenges and learning opportunities from a range of experiences and resources;
2. Children have free access to resources;
3. A wide range of learning experiences are offered, from which children can choose familiar activities or try new challenges;
4. Teachers demonstrate in practice that they regard each child as competent and assist children to make choices by giving them the information they need to make informed decisions;
5. Children with special health and/or educational needs are fully engaged in the programme;
6. Children are encouraged to celebrate being the same and being different regardless of age, background, gender, abilities and/or ethnic background;
7. Adults’ decisions and discussions are actively encouraged in front of the children so that they may see the decision-making process in action.

C8 The service curriculum provides a language-rich environment that supports children’s learning.

1. The curriculum has a focus on print encouraging print awareness in children’s activities with material visible throughout the Centre, at children’s level, or just above and to have a wide range of readily-accessible books;
2. The first language of each child is represented in the environment – seen and heard – particularly the key-words and phrases that the child relies on for communication;
3. Children and teachers use their first language and extend their vocabularies in both te reo Māori and English;
4. Children use a variety of ways to communicate, including non-verbal communication through art, movement and music, story-telling;
5. Teachers actively listen to and respond to all forms of communication from children;
6. Teachers promote stories, songs, dance and music from a variety of cultures.
7. Teachers use their own non-verbal communication skills to support all children.

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, individual and in groups.

1. Teachers are familiar with individual children's interests and strengths and provide appropriate experiences to extend them;
2. Children have appropriate access to varied environments that they can explore and investigate;
3. Equipment can be used in a variety of ways;
4. Children are actively engaged in investigation and sustained exploration;
5. Our curriculum reflects the holistic way that children learn;
6. Teachers frequently join in children's activities offering material, resources, information or encouragement to facilitate play and learning around an emergent interest.