

1 Curriculum Standard
1.1 Curriculum Framework

Rationale: To outline how our local curriculum aligns with Te Whāriki (2017) within an authentic Montessori framework. This rationale demonstrates ‘what matters here’ by highlighting how we capture the voices of children and whānau in the development, implementation, and ongoing assessment of our local curriculum, ensuring that planning, teaching, and evaluation reflect the unique needs, interests, and aspirations of our community.

Objective:

Montessori Blenheim will adhere to the Licencing Criteria for Early Childhood Education & Care Services C1, C2, C4, C5, C6, C7, C8, C9, C10, C11, C12, C13. We will embed key priorities aligned with the curriculum framework, including reducing barriers to education; strengthening sound foundation skills such as language, literacy, and numeracy; and strengthening teaching, leadership, and learner support capability, as outlined in The Statement of National Education and Learning Priorities (NELPs).

Montessori Blenheim integrates the principles of Te Whāriki (2017) into our local curriculum by embedding meaningful learning outcomes throughout daily experiences. Our approach supports holistic development, nurturing children’s social, cognitive and emotional, physical and spiritual growth, while fostering independence, respect, joy, and kaitiakitanga.

Actively involve children and whānau in shaping our local curriculum through observations, conversations and collaborative planning, ensuring their voices directly inform teaching and learning.

Montessori Blenheim, management and kaiārahi are dedicated to delivering a high-quality, inclusive curriculum that honours each child’s identity, culture, and abilities. Through regular evaluation and collaborative review, we ensure the curriculum remains responsive, evidence-based and effective in supporting all children’s learning and development.

We ensure every learner has equitable access to the curriculum by using differentiated teaching and learning approaches that respond to their individual abilities, interests and needs, enabling all children to reach their full potential.

We uphold the Montessori principles of independence and self-directed learning in a mixed-age community and a thoughtfully prepared environment, while aligning our practice with national curriculum expectations.

Procedure:

Management:

- **Strategic Alignment**
Ensure Strategic and Annual Plans reference Te Whāriki principles and Montessori philosophy.
- **Workforce Capability**

Include curriculum implementation, Te Whāriki strands, Montessori principles and Our Code | Our Standards in job descriptions.

Provide ongoing professional development to strengthen knowledge and skills in Montessori pedagogy and culturally responsive practice.

Facilitate mentoring and opportunities for kaiārahi to reflect on their practice.

Ensure kaiārahi qualifications and skills support positive outcomes and enhance children's mana.

- **Resourcing and Environment**

Provide necessary resources, materials and tools to support curriculum delivery.

Provide a prepared environment that promotes independence, self-directed learning, and differentiated, scaffolded learning opportunities for all children.

Ensure learning spaces challenge and extend children's learning and development in both the indoor and outdoor environments.

- **Planning, Assessment and Evaluation**

Provide sufficient non-contact time for kaiārahi to plan, assess and evaluate learning.

- **Whānau and Child Engagement**

Provide opportunities for parents/caregivers to contribute to curriculum decisions and their child's learning journey through kaiārahi/whānau interviews.

Develop Individual Learning Profiles (IEPs) in collaboration with whānau.

Use holistic planning approaches to support children with diverse learning needs and neurodivergent learners.

Share the centre philosophy, Guiding Principles and local curriculum to ensure transparency and responsiveness.

- **Continuous Improvement**

Facilitate a collaborative approach to internal evaluations and reviews to ensure high-quality, evidence-based practices, identify what is and isn't working, drive continuous improvement, implement necessary changes and ensure our strategic goals are achieved.

Maintaining a focus on improved learning outcomes is central to both the Professional Growth Cycle and all teaching practices.

Teachers:

- **Curriculum Development**

Collaboratively design, implement and review our local curriculum integrating Montessori philosophy and Te Whāriki principles.

Ensure learning experiences reflect children's interests, needs, abilities and whānau aspirations.

Maintain a prepared environment that supports children's independence, choice and self-directed learning.

- **Planning, Assessment and Evaluation**

Ensure children's learning outcomes are embedded in daily experiences.

Plan, assess and evaluate learning in ways that are inclusive and responsive, demonstrating a strong understanding of each child's learning by embedding Te Ao Māori perspectives, supporting child agency, honouring whānau aspirations, and building on children's interests, strengths and capabilities.

Regularly review centre-wide planning to reflect the evolving needs of children and whānau.

Use observations of children to provide purposeful and relevant learning experiences and thoughtfully prepare the environment.

- **Cultural Responsiveness**

Encourage children to embrace their own identities and cultures while respecting and valuing the cultures of others.

Engage whānau and local iwi in curriculum planning and learning experiences.

Kaiārahi commit to ongoing learning in te reo Māori and tikanga, consistently integrating their developing knowledge into daily practice.

- **Supporting Learning and Development**

Promote independence, concentration, self-discipline and intrinsic motivation.

Foster Practical Life skills, refinement of the senses, literacy, numeracy and culture through Montessori materials and meaningful interactions.

Develop social and emotional competencies, including self-awareness, empathy, and collaboration.

Ensure equitable access to learning through differentiated support.

Kaiārahi use Grace and Courtesy exercises to equip children with social skills that foster an inclusive and respectful learning community.

- **Whānau and Child Engagement**

Actively involve children and whānau in curriculum development through observations, conversations and collaborative planning.

Use feedback from whānau and children to inform teaching and learning practices to meet individual needs, interests and aspirations.

Involve children in decisions that directly affect them and their learning.

Actively strengthen whānaungatanga and provide opportunities for whānau to share their aspirations, contribute their funds of knowledge and enrich the curriculum.

Encourage regular communication with whānau through informal conversations at drop-off and pick-up times, ensuring kaiārahi are there to greet them.

- **Inclusion and Additional Support**

Ensure equitable access for all learners using differentiated teaching and learning approaches.

Provide appropriate challenges for each child to support holistic growth – social, cognitive and emotional, physical and spiritual.

Regularly review teaching practices to ensure responsiveness for all children, identifying those who require specific learning or behavioural support and working in partnership with whānau and external agencies.

Implement holistic planning strategies and actively contribute to regular reviews to support continuous improvement and strengthen positive learning outcomes for all tamariki.

- **Professional Practice**

Participate in Professional Growth Cycles and ongoing professional development, including Montessori training, teaching as inquiry, and reflective practice, to foster continuous growth and improve outcomes for all learners.

Maintain positive, collaborative relationships with children, whānau, colleagues and external agencies.

Support smooth transitions into Montessori Blenheim and kura by fostering strong, collaborative relationships with new entrant teachers and whānau.

Kaiārahi demonstrate intentional teaching, applying current pedagogical knowledge and evidence-based practices to support children's learning and development.

- **Review and Evaluation**

Engage in regular curriculum evaluation to ensure alignment with Montessori philosophy, Te Whāriki and licensing criteria.

Use reflection, evidence and feedback to continuously improve teaching practice and the learning environment.

Parents / Caregivers and Whānau:

- Actively share insights about their child's interests, strengths, and cultural identity.
- Participate in collaborative planning, observations, and discussions to inform teaching and learning.
- Engage in ongoing curriculum evaluation and provide feedback to support continuous improvement.
- Encourage Montessori principles, including independence, respect and joy in learning in their home environment.
- Contribute to creating an inclusive and culturally responsive learning environment.
- Participate in kaiārahi / whānau interviews, sharing insights about their child to inform next steps, enrich curriculum and support targeted learning interventions.

Last Reviewed on: _____

Signatures:

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