

STATEMENT OF DESIRABLE OBJECTIVES AND PRACTICES (DOPs) for Chartered Early Childhood Services in NZ

GUIDING PRINCIPLES

Management and educators of this chartered early childhood service, in partnership with parents/guardians and whānau, will promote and extend the learning and development of each child attending or receiving the service, through the provision of quality early childhood education and care.

Educators will develop and implement curriculum which assists all children to grow up as 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.

LEARNING AND DEVELOPMENT

1. The educators will enhance children's learning and development through:
 - a) relationships and interactions which are responsive, reciprocal, positive and encouraging
 - b) extending children's thinking and actions through sensitive and informed guidance, interventions and support
 - c) respecting children's preferences and involving children in decisions about their participation in activities
 - d) planning and evaluating the physical environment and providing resources to support the needs of each child and to facilitate quality curriculum and interactions
 - e) modelling non-discriminatory behaviours and promoting this with children
 - f) implementing strategies to include all children
2. The educators will demonstrate understanding of current theory and principals of learning and development and of the different characteristics of infants, toddlers and young children.
3. The educators will demonstrate knowledge and understanding of the learning and development of each child, identify learning goals for individual children, and use this information as a basis for planning, evaluating and improving curriculum programmes.

4. The educators will implement curriculum and assessment practice which:
 - a) reflect the holistic way that children learn
 - b) reflect the reciprocal relationship between the child, people and the learning environment
 - c) involve parents/guardians and, where appropriate,
 - d) enhance children's sense of themselves as capable people and competent learners

5. The educators will plan, implement and evaluate curriculum for children in which:
 - a) their health is promoted and emotional well-being nurtured; and they are kept safe from harm
 - b) connecting links with the family and the wider world are affirmed and extended; children know they have a place and feel comfortable with routines, customs and regular events; and children know the limits and boundaries of acceptable behaviour
 - c) there are equitable opportunities for learning for each child, irrespective of gender, ability, age, ethnicity or background; children are affirmed as individuals; and children are encourage to work with and alongside others
 - d) children develop verbal and non-verbal communication skills for a range of purposes; children experience the stories and symbols of their own and other cultures; and children discover and develop different ways to be creative and expressive
 - e) children's play is valued as meaningful learning and the importance of spontaneous play is recognised; children gain confidence in and control of their bodies: children learn strategies for active exploration, thinking and reasoning, and children develop working theories for making sense of the natural, social, physical and material worlds

COMMUNICATION AND ADMINISTRATION

6. The management and educators will ensure that communication and consultation with each other and with parents/guardians, whānau, hapu, iwi and local communities acknowledges and respects all parties values, needs and aspirations.

7. The educators will seek information and guidance from specialist services where appropriate, to enable them to work effectively with children and their parents/guardians and whānau.

8. The educators will provide opportunities for parents/guardians and, where appropriate, whānau to:
 - a) Feel welcome to spend time at the service, discuss concerns and participate in decision-making concerning their child
 - b) Discuss both informally and formally their child's progress interest, abilities, and areas for development on a regular basis, sharing specific observation-based evidence
 - c) Have access to information concerning their child, the operation of the service and Education Review Office reports regarding the service

OPERATION AND ADMINISTRATION

9. The management will develop and regularly review a statement of the service's philosophy and the charter, in consultation with educators, parents/guardians and, where appropriate,
10. The management and educators will implement policies, objectives and practices which:
 - a) reflect the service's philosophy, quality curriculum, current theories of learning and development, the requirements of the DOPs and legislation
 - b) acknowledge parents/guardians and whānau needs and aspirations for their child
 - c) reflect the unique place of Maori as tangata whānau and the principle of partnership inherent in Te Tiriti o Waitangi
 - d) are inclusive, equitable and culturally appropriate
 - e) are regularly evaluated and modified by an on-going recorded process of internal review
11. The management will implement:
 - a) personnel policies which promote quality practices including appointment of competent staff, staff appraisal and professional development for both management and educators
 - b) employment policies which incorporate the principles of being a good employer, including equal employment opportunities
 - c) financial management policies which include budgeting to ensure that policies and objectives are met
12. The management will make the audited financial statement available to educators, parents/guardians, whānau, the local community and government, to account for the use of Ministry of Education funding.