

Revised Statement of Desirable Objectives and Practices (DOPs) for Chartered Early Childhood Services in New Zealand

Guiding Principles

Ngā Kaupapa Ārahi

- Management and educators of chartered early childhood services, 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

Te Akoranga me te Whakatipuranga

1. Educators should 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 behaviour and promoting this with children;
 - (f) implementing strategies to include all children.
2. Educators should demonstrate understanding of current theory and principles of learning and development and the different characteristics of infants, toddlers and young children.
3. Educators should 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. Educators should implement curriculum and assessment practices which:
 - (a) reflect the holistic way that children learn;
 - (b) reflect the reciprocal relationships between the child, people and the learning environment;
 - (c) involve parents/guardians and, where appropriate, whānau;
 - (d) enhance children's sense of themselves as capable people and competent learners.
5. Educators should 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 encouraged 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 Consultation Te Whakawhitiwhiti Kōrero me te Kōrerorero Whānui

- 6. Management and educators should ensure that communication and consultation with each other and with parents/guardians, whānau, hapū, iwi and local communities acknowledge and respect all parties' values, needs and aspirations.
- 7. Educators should seek information and guidance from specialist services where appropriate, to enable them to work effectively with children and their parents/guardians and whānau.
- 8. Educators should 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, interests, 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 Te Mahinga me te Whakahaerenga

- 9. Management should develop and regularly review a statement of the service's philosophy and the charter, in consultation with educators, parents/guardians and, where appropriate, whānau.
- 10. Management and educators should 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 Māori as tangata whenua 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. Management should 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. Management makes the audited annual financial statement available to educators, parents/guardians, whānau, the local community and government, to account for the use of Ministry of Education funding.