

# AOGA AMATA AAPICA CENTRE



**A O G A A M A T A**  
**A A P I C A C E N T R E**

*POLICIES & PROCEDURES*

<h2 style="text-align: center; color: blue;">TABLE OF CONTENTS</h2>
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<b>Personnel Policy</b>	<b>4</b>
<b>Settling and Transition Policy</b>	<b>15</b>
<b>Health and Safety Policy</b>	<b>17</b>
<b>COVID-19 VACCINATION POLICY</b>	<b>17</b>
<b>Injury and Accident Policy</b>	<b>21</b>
<b>First Aid Policy</b>	<b>29</b>
<b>Sun Safety Procedures</b>	<b>30</b>
<b>Excursions Risk Assessment Guidelines Policy</b>	<b>35</b>
<b>Nappy Changing Procedures</b>	<b>38</b>
<b>Linen Cleaning Policy</b>	<b>45</b>
<b>Smoke Free, Alcohol, Drugs and Threatening Behaviour Policy</b>	<b>47</b>
<b>FIRE/Earthquake/REVERSE EVACUATION Drill/Evacuation Procedure</b>	<b>50</b>
<b>Occupational Safety and Hazard Management Procedures</b>	<b>60</b>
<b>Food Preparation, Hygiene and Consumption Procedures</b>	<b>62</b>
<b>Curriculum Assessment and Planning Policy</b>	<b>67</b>
<b>Child Protection Policy</b>	<b>71</b>
<b>Financial Management Policy</b>	<b>77</b>
<b>Communication Policy</b>	<b>79</b>
<b>Information and social media technology policy</b>	<b>82</b>
<b>Collection of Children Policy</b>	<b>84</b>

	3
<b>Privacy Policy</b>	<b>85</b>
<b>Positive Guidance Policy</b>	<b>88</b>
<b>Complaints Policy and Procedures</b>	<b>90</b>
<b>Fees Policy</b>	<b>92</b>
<b>Teaching Curriculum</b>	<b>94</b>

## PERSONNEL POLICY

### **Rationale:**

The Board and Management of Aoga Amata AAPICA CENTRE value our teachers and ensure they are safe and good with the children. The teachers are the most valuable resource we have in our Centre. They deserve to be nurtured and rewarded in order for them to reach their full potential. To have a strong team of teachers and educators who embrace the vision and philosophy of AAPICA, who are qualified, competent and passionate about the educational success of our children.

### **Procedures**

- AAPICA use external support in employment matters to ensure that correct processes are followed.
- In accordance with The Vulnerable Children's Act 2014, seven point safety checks, including a full police VET are performed on all prospective, certificated and non-certificated, AAPICA employees and every three years thereafter.
- AAPICA ensures adequate resources are available to all teachers.
- While employed at AAPICA, teachers are given encouragement and financial assistance to further their experiences and qualifications in early childhood.
- AAPICA is committed to being a good and fair employer.
- We have an operations manual. At least one copy is kept on site at all times. This manual covers job descriptions, philosophy, and our policies / procedures.
- All teachers at AAPICA are working under individual employment agreements.
- AAPICA respects the right of all employees to membership of an employee's choice of organisation or Union.
- Any personal grievance should be in writing addressed to the Manager. If the grievance is still unresolved outside mediation will be sought.
- The Manager is the Privacy Officer for AAPICA. All confidential personnel files are kept locked in the AAPICA Office.

## Equal Employment Opportunities (EEO)

**Rationale:** AAPICA Centre is committed to upholding its responsibilities as an Equal Opportunities Employer and creating a workplace that respects and values diverse.

### **Procedures:**

AAPICA Centre will:

- Provide equal opportunities for recruitment, appointment, development, and promotion for all current and prospective employees, regardless of gender, marital status, religious beliefs, colour, race, ethnicity, and age.
- Develop and maintain a workplace culture that values and supports all individuals.
- Ensure that it provides a safe and healthy environment for all employees that are conducive to quality teaching and learning.
- Identify and eliminate all aspects of policies and procedures or any barriers that may cause or perpetuate inequality of any form.
- Will attempt to ensure that there are no internal barriers that will prevent delegation, advancement, development of any staff member which is based on any individual differences.
- Will monitor, review and evaluate progress towards achieving equal employment opportunities.
- Commit to working towards a workplace that is free of sexual and racial harassment and actively promotes the use of non-sexist and non-racist language.
- Ensure that any staff member may refer a complaint to the employer on any matter related to their employment or staff relations. The complaints procedure policy will be adhered to during this process.
- Ensure all personnel policies and practices will be developed or reviewed to ensure that they include EEO principles. Personnel policies and practices include the

areas of recruitment and selection, development and training, promotion and career development and conditions of service.

## **Recruitment and Hiring of Staff**

**Rationale:** AAPICA Centre is committed to the process and ensures that the recruitment and selection of employees and staff will be fair, safe, open and transparent and comply with all relevant regulations.

Staff Recruitment: New employees

1. Identity Check (as per Vulnerable Children Act procedures).
  2. Interview with applicant by the centre manager and at least one other person.
  3. Work history covering the applicant's preceding five years of employment.
  4. Verbal contact with at least one referee that is not related to or part of the applicant's extended family.
  5. Seeking information from any relevant professional organisations,
  6. A New Zealand Police vet (unless at least three-yearly New Zealand Police vetting is already a condition of the applicant's holding professional registration or a practicing certificate, and the specified organisation has confirmed that that registration or certificate is current).
  7. Volunteers and any other person in regular contact with the children will undergo a thorough checking of their credentials, as per the guidelines in the Vulnerable Children's Act 2014
- Information gained from the above credentials checks will be used to assess the risk the potential applicant would pose to the safety of children if employed.
  - Applicants are carefully considered ensuring they have the appropriate skills and attributes which will not compromise the safety and well-being of the children. This applies to all staff and volunteers.

(Refer to Child Protection Policy)

### **Procedures**

**Job Description:** Once a vacancy occurs or is created a job description is prepared before the position is advertised and is available to all applicants. The job description includes – Job title; location of the position; who the employee will report to, nature of the job, key area of work, details of specific duties and responsibilities, hours of work and remuneration.

**Person Specification:** A person specification is prepared. This includes – knowledge, skills, qualifications, experience, passion for the children and other attributes required to carry out the job satisfactorily.

**Advertising:** The position is firstly advertised in the Church and Community and then publicly. This will state that AAPICA is an equal opportunities employer and will include the following – Name of organization (AAPICA), Job title, Brief description of the job, Location of position, Qualifications and Experience which are essential and desirable, Full or part time, How to apply, How to get further information.

**The Application:** All persons who lodge a response and/or interest are sent the job description and person specification. They will lodge an application together with their CV/Resume. All applicants are required to complete a Police Vetting Request Form.

**Selection Panel:** A selection panel of three is set up to facilitate the process.

The panel will consist of the Manager, a representative of the AAPICA Board, the parent representative on the Board and an external qualified professional. Assessment of applications is based only on information provided by the applicant. The panel conducts the interviews and makes a recommendation to the Board who confirms the offer to the successful applicant. All interviews will be formal and have a written record of the applicant's questions and answers.

The successful candidate is officially notified in writing having first been contacted by telephone. Letters of regret are sent to all unsuccessful candidates once the post has been accepted and within one week of the interviews being held.

### Induction:

**Rationale:** AAPICA ensures that an induction period of one week is provided for the new employee. This helps the new staff/employee settle in quickly and made to feel welcomed as part of the team and the Aoga Amata and the AAPICA community.

### **Procedures:**

- The Manager will provide the new employee with their job description, information on the history and the role of the Centre; terms and conditions of employment; a full health and safety briefing including emergency and evacuation plan; fill in an IRD and kiwisaver form; set up a personal file on the Info-care System which will have a holiday and leave record and wage and salary records.
- The new employee is to familiarize themselves with the Policies and Procedures of the AAPICA Service and giving prior attention to the *Child Protection Policy*.
- Explain any hazards or risks that might occur when performing their role and what to do if those risks occur.
- Employees must have a current First Aid Certificate.
- The Manager is to introduce the new employee to all staff and parents of the Centre.

- The Manager will assign the new staff to their position and request the senior staff in that section to give guidance and support as part of her induction.
- If the new employee is on provisional registration, she will be mentored in by the Head Teacher (HT) or a senior registered staff if HT is on leave or absent.
- The Manager to check with the new employee at the end of the week and the month to see if they have any questions and how they are getting on.

### Training:

**Rationale:** AAPICA Centre ensures that the new employee receives all necessary information for in-house training and professional development training during the induction period so they know what they are supposed to do and how their ongoing learning mindset affects the Centre as a whole and the impact on the lives of the children.

### **Procedures:**

- AAPICA keeps a record of any training employees have received and attended.
- AAPICA encourages ongoing training to ensure their knowledge and skill sets are updated for quality purposes.

### Performance: Professional Growth Cycle (PGC)

**Rationale:** Professional Growth Cycle (PGC) is a process for review of current work and achievements undertaken by teachers, and the Management. Every employee of AAPICA will have an annual performance professional growth cycle. This is to ensure that each employee is aware of the level of performance expected of them in their role, as well as any individual objective they need to achieve in order to maintain the aims of AAPICA Centre. The aim of the process is to identify professional growth, achievement and responsibility for each team member and reward them accordingly.

### **Procedures:**

- The Head teacher will conduct the professional growth cycle process for all the employees on a yearly basis from the date they began their employment.
- The professional growth cycles are to ensure that the requirements of the position are filled.
- Give feedback on employee's performance.
- Support staff in their role by identifying any areas which needs training for their own personal development.
- Provide staff with an opportunity to discuss their ideas and concerns.



- Plan objectives for the year ahead.
- The head teacher and employee shall formulate and agree on a plan of training and development for the employee to participate in.
- The job description may be reviewed here and by agreement of both parties may be updated and/or modified.
- The remuneration for each employee may be reviewed at this time and by agreement of both parties may be updated and/or modified.
- Head teacher and employee to sign the agreements and the record of the appraisal meetings.
- All professional growth cycle records are treated as confidential documents and records kept in the office.
- Professional Growth Cycle for the Centre Manager will be conducted by an external Consultant.

### **Professional Development:**

#### **Rationale:**

AAPICA supports capability development through performance and development processes that will enhance the performance of the staff, the learning of the children and fulfilling the goals and aspirations of the AAPICA Centre.

#### **Procedures:**

- AAPICA is committed to having administration and personnel systems operate efficiently to support the work of staff, employees, children and parents.
- AAPICA strives towards encouraging and supporting the Professional.
- Development of staff and employees so that they continue to grow in skill sets and expertise to perform their duties and delivery of quality education.
- Professional development is linked to the professional growth cycle through providing the funds and support for employees to improve and further develop their teaching knowledge and skills in order to become better teachers.
- Funds are made accessible on individual application and will be approved on a basis of linking to individual and/or current goals/inquiry.
- Professional development opportunities are available to all employees and will be displayed in the staffroom or brought to a meeting.
- Records of professional development are kept in the employee's details folder under each individual employee's details.
- Employees will share information with other staff at weekly meetings of professional development they have attended.
- Staff will attend at least two professional workshops per year

- AAPICA strives towards encouraging and supporting Personal Development for staff and employees so that they continue to grow in awareness, understanding and identity in order to enhance quality of life.

### Employee Sickness

- Employees will contact a head teacher as soon as possible to ensure that their shift can be covered.
- Contact is to be made through a physical phone call.
- If between the hours of 10pm and 6am a text or email is suitable however this must be followed up with a phone call at 6am.
- You may be required to assist in finding cover for your shift. A medical certificate may be required, as per your contract.

### Discipline and Dismissal:

**Rationale:** Establishing and maintaining good faith relationships is the basis of the employment relations system in New Zealand. Good faith is a Christian value and it means dealing with each other (employer – employee) honestly, openly and with mutual respect.

**Procedures:** This policy is to ensure that disciplinary actions including dismissals are justified and are carried out in a manner that is in good faith, procedurally fair and legally correct.

### Grounds for Disciplinary Action:

**Rationale:** Establishing clarity on areas of interests.

#### **Incompetence or Poor performance**

- There is an implied warranty of competency for the position and of performance to an acceptable standard. If there is a consistent failure to reach and/or maintain this standard, then there are grounds for disciplinary action.

#### **Impaired performance through health related reasons**

- An employee, whose performance deteriorates for health related reasons, is to be counselled to seek appropriate professional help.

## **Misconduct**

- Unacceptable or irresponsible actions which regarded in isolation do not warrant severe disciplinary action. Such actions must be assessed in context.

## **Serious Misconduct**

- Behaviour which undermines the trust and good faith inherent in the employment relationship.
- Behaviour which seriously threatens the safety and well-being of children, staff, parents and the operations of AAPICA.

## **Criminal Charges**

- If an employee is convicted and imprisoned on criminal charges, the employment contract is deemed terminated.

## **Procedures:**

### **Competency**

- Where there are matters of competency, which are causing concern in respect of any employee, AAPICA shall put in place appropriate assistance and personal guidance to help that employee.
- When this assistance and guidance has not remedied the situation, the following provisions should govern the action taken:

### **The employee must be advised in writing of the:**

- Specific matter(s) causing concern.
- The corrective actions(s) required to address the matter(s).
- The timeframe within which this action(s) must be undertaken and linked to the competency matter(s); and
- Their right to seek representation at any stage.
- The timeframe in sub clause (c) above should be determined by the preschool, or delegated person, and be relevant to the matter(s) causing concern. In setting this timeframe preschool may take into account previous opportunities given to the employee to address the competency matter(s) causing concern.
- The process and results of any evaluation are to be recorded in writing and sighted by the employee.
- A copy of any written report provided to AAPICA or to the Teachers Council (where appropriate) made by any person or persons undertaking the evaluation shall be given to the employee.

- No action shall be taken on a report until the employee has had a reasonable time to comment (in writing or orally or both).
- When an incident occurs or a report/complaint being lodged an investigation shall be made. The Manager to initiate investigation shall include collecting and recording witness accounts, verifications of facts and seeking advice from a qualified professional when it is relevant to the matter being investigated.
- Person under investigation be given warning as to the matter and be invited to be interviewed so they can tell their story.
- If confirmed disciplinary action is to be taken, a verbal warning is given.
- If offense or similar is repeated, a written warning is given.
- If offense is repeated and there is no change from the original matter then the employee is dismissed.
- A record of all interviews, meetings and decisions must be kept and is accessible to the persons concerned.

### **Serious Misconduct**

Employers are required to report if they have reason to believe a teacher has engaged in serious misconduct. Under the Education Act, employers must make a mandatory report to the Education Council in certain circumstances. Failing to make a report is an offence, which carries a fine of up to \$25,000 unless there is reasonable justification.

### **When to make a Mandatory Report**

Employers must **IMMEDIATELY** report to the Council when:

- A teacher is dismissed for any reason.
- A teacher resigns from a teaching position, if within the 12 months preceding the resignation the employer advised the teacher it was dissatisfied with, or intended to investigate, any aspect of the teacher's conduct or competence, or on the expiry of the teacher's fixed-term contract.
- A teacher ceases to be employed by the employer, and within the following 12 months the employer receives a complaint about the teacher's conduct or competence while he or she was an employee.
- The employer has reason to believe the teacher has engaged in serious misconduct.
- The employer is satisfied that, despite completing competence procedures with the teacher, the teacher has not reached the required competence level.

## How to make a Mandatory Report

Use the mandatory report form to make your report. You may either post or email the completed form to the Council. You are encouraged to provide as much detail as possible. Please remember to include the following:

- For a dismissal, the reason for dismissal.
- For a resignation, a description of the conduct or competence issues you have concerns about and any action taken.
- For a complaint received about a former employee, the nature of the complaint and any other relevant information.
- For a report of possible serious misconduct, the description of the conduct and the action taken.
- For failing to reach the required level of competence, a description of the competence issues and actions taken.

The following documentation may be relevant to your report. Please include where applicable:

- Statements of complainants, identity of witnesses and anyone else related to the matter.
- Letters of complaint received about the teacher (including from staff, parents, and students).
- Letters between you or the professional leader and the teacher concerning the complaint or matter of concern.

Any statement, responses, or records of these received from the teacher or their advocate:

- The teacher's letter of resignation.
- Minutes of Board of Trustees meetings at which the matter was discussed.
- The teacher's recent performance appraisals.
- Relevant classroom observations.
- Examples of the teacher's planning, assessment and Evaluation
- independent investigators reports.
- Any other relevant information provided by other people or by the police.

## Exit Interviews

### **Rationale:**

Conducting exit interviews is essential to building better teams and boosting the culture for AAPICA, which ultimately play a huge role in the overall success of Aoga Amata AAPICA Centre. Having a strong exit interview program in place helps improve teaching development practices, strengthen our culture, and uncover other key issues that may be affecting our ability to retain staff.

### **Procedures**

The Manager to conduct the exit interviews with the following reasons in mind.

#### 1. Pinpoint Opportunities for Employee Development

Job title stagnation hurts employee retention. And it's particularly important for Millennials. Exit interviews can give you valuable information to help prevent more of these motivated employees from leaving.

#### 2. Get Insight Into Management Issues

Sometimes problems with management can be hard to spot, because relationships between managers and staff are so individualized.

#### 3. Stay Up to Date with Compensation and Benefits

Exit interviews will help you find out if that's really the case, and then decide if the problem is significant enough for you to revisit your compensation strategy.

#### 4. Strengthen our Aoga Amata Brand

The act of asking departing employees for constructive feedback shows employees that you value the insight they've gathered in their time with the Centre and demonstrates AAPICA's interest in improving. It also allows you to gather information about branding efforts that might have fallen short, or where actions are out of alignment with stated values. You can use information about the factors they appreciated to strengthen your communication to candidates, and share with other team members as you celebrate AAPICA culture.

## SETTLING AND TRANSITION POLICY

### Rationale:

- To foster a sense of belonging and a positive start through an intentional settling and transitioning strategy.
- To meet the Ministry of Education Regulations 2008 (C4, C9 & GMA2) in regards to offering children age appropriate learning experiences.
- To ensure that parents are given information about the routines and expectations of the Centre. To receive information and knowledge on an ongoing basis from the parents about their children.

### Procedures:

#### **Settling:**

- All proposed parents/enquiries are welcomed into the Centre.
- An enrolment form which has all the information needed for the enrolment process plus an Information pamphlet including the philosophy statement, fees and routines will be given.
- The Manager/Head Teacher will welcome them and initial information and an overview of the Centre is given.
- Parents will be asked to talk to their child about coming to the Centre and that it would be good for them.
- Before a child starts, the parents/ whānau will be encouraged to visit with their child prior to the start date. During these visits Parents must stay on site.
- Employees will discuss with parents/whānau about any needs or interests their child may have.
- We endeavor to ensure our sleep rooms are positive and peaceful spaces. They are not silent spaces, however, and for ease of this transition, it is suggested parents should ensure their children are used to sleeping at home with some background noises.
- Parents/caregivers/whānau should allow time for themselves and their children to settle into the new environment. Each child and parent/caregiver settles at their own pace. Remember, there will be good days and bad days in an early childhood setting, just like you have at home.
- If a child remains unsettled for several sessions and continues to be distressed, the parents/caregivers/whānau will be contacted and consultation will take place in regards to how the settling process could be made easier on the child.

- The staff will attend to the child to settle them in and head teacher will ensure that parents are given every assistance needed for the settling process.
- The staffs that are particularly gifted with settling new children are assigned to attend to their needs until they settle.

### Transitioning:

- AAPICA programmes operates in two areas of the Centre: Under 2years and Over 2 years.
- Less than 2 years have one side of the building where they are separated by a low wall.
- When they turn 2 years they will go over and be in the toddler's class (2–3years) which will be in the over 2 years side.
- All the children come together in the first session of the day. The national anthems of Aotearoa and Samoa are sung on alternative days, then their lotu starting with reciting scriptural verses and singing *Faafetai le Atua*.
- The programme seasonal theme is introduced and/or reminded and any necessary instructions or notices are given. The under two years will sing a song and depart to their side. The over 2 will conclude the session with a song and go wash their hands in anticipation of morning tea.
- Parents are asked to talk to their children regarding their progress and moving to the next level in their educational quest.
- Each section's program caters for the well-being and learning as well as the development of the children.

### Transitioning to School:

- School visits remain the responsibility of the parent.
- Transitions to school programmes for 4 year old children are implemented within the day's routine.
- These programs will include numeracy skill development, pre-reading skills, pre-writing skills, self-help skills and self-care skills.
- On their 5<sup>th</sup> birthday the child will be acknowledged and prayed over and AAPICA sing "Happy Birthday"
- On their final day, they are given a school bag, a pencil case, lunch box, their learning portfolio and graduation certificate.
- All children who turn five in the New Year are given graduate status and are acknowledged and confirmed in a graduating ceremony before the Centre closes for the Christmas/New Year period.



## HEALTH AND SAFETY POLICY

### **Rationale:**

The AAPICA Board and Management is committed to ensuring the health and safety of all children, all staff and employees, all visitors and trades people coming into the Centre by complying with relevant health and safety legislation e.g. Health and Safety Act 2015. We will achieve this by adhering to our standard below:

- Making health and safety a key part of our role.
- Working with our staff and employees taking all reasonable steps to promote good health and safety of children enrolled in our Centre.
- We take all reasonable precautions to prevent accidents and the spread of infection among children.
- We investigate incidents, injuries, accidents and near misses and record them in the appropriate place.
- We keep the premises, facility and other equipment in good order and safe and keep them free from hazards.
- We have emergency plans and procedures in place to deal with fires, earthquakes and other emergencies.
- We train and work with all staff and employees so they are well equipped and committed to keeping these Standards

## COVID-19 VACCINATION POLICY

### **Rationale:**

The purpose of this policy is to enable AAPICA to provide a safe work environment for employees and tamariki who have the potential of being exposed to COVID-19.

### **Procedure:**

- From November 15<sup>th</sup> 2021 all kaiako and other staff working in ECE AAPICA centres are required to have had their first Covid-19 vaccination.
- From January 1<sup>st</sup> 2022 all kaiako, other staff and anyone coming onto the premises, with the exception of parents/caregivers/whānau dropping off and picking up tamariki, must be fully Covid-19 vaccinated.

- AAPICA centre has developed a vaccination register for staff and others coming into the AAPICA centre such as cleaners, as required by the Ministry of Education.
- Providing information for the vaccination register is voluntary, however if vaccination status is not provided, it is assumed the staff member or external contractor is unvaccinated and they will no longer be able to perform their role. If this assumption is made, AAPICA centre will communicate this with the employee and inform the employee of the potential outcome if they are not vaccinated or refuse to disclose their vaccination status.
- Any staff member or external contractor that has not had their first covid 19 vaccination before November 15<sup>th</sup> will no longer be allowed on site. They may be able to perform some duties from home.
- Every employee will be given a vaccination status form to fill out.
- The employee vaccination status form includes the following options to select:
  - A candidate applying for a job with AAPICA centre will be asked for their vaccination status upon application.
- The information that AAPICA centre will hold on the vaccination status register is:
  - Employee name
  - Employee position
  - Vaccination status
- The vaccination register will be kept up to date by the AAPICA centre administrator or AAPICA centre manager. The Employee Vaccination Status Form will be held in the employee's file after the information has been recorded on the Vaccination Register. All information is kept confidential.
- AAPICA centre acknowledges that there are reasons whereby an employee is unable to receive any of the COVID-19 vaccinations for health reasons. In these circumstances, employees must apply for an official exemption from the Minister of Education and provide this to AAPICA centre with a formal letter outlining this information. The exemption information will also be held in the employee's file after the information has been recorded on the Vaccination Register.
- Employees who have an exemption will be managed on a case-by-case basis.
- Employees who have any side effects after receiving either vaccination, which affects their ability to work, will be able to take sick leave upon approval. If an employee has no remaining sick leave, this needs to be discussed with the AAPICA centre manager.

- AAPICA centre encourages all employees to make an informed decision regarding vaccination. We are committed to providing guidance and support to all employees if needed. The following links provide further information on COVID-19 vaccinations:
  - <https://covid19.govt.nz/>
  - <https://www.health.govt.nz/our-work/diseases-and-conditions/covid-19-novel-coronavirus/covid-19-vaccines>
- Contractors, including education support workers, cleaners and anyone else coming into the AAPICA centre who intends to work in close proximity to employees and tamariki, are prohibited from accessing the workplace unless they are fully vaccinated against COVID-19.
- While contracting Covid-19 once fully vaccinated is very rare, it can happen in some cases and so AAPICA centre may implement a testing regime to reduce the risk of employees transmitting COVID-19 in the workplace. The testing regime will involve all employees and participation will be voluntary or compulsory, contingent on the circumstances.
- If any employee or contractor after random testing, returns a positive test result for COVID-19, AAPICA centre may require you to:
  - Obtain an additional test from your GP. The type of test may be at the discretion of AAPICA centre.
  - Not enter the workplace until you have fully recovered from COVID-19 and provide evidence of a negative test result.
  - Assist AAPICA centre with identifying and listing other employees, contractors, parents/caregivers you have come into close contact within the AAPICA centre in the last 7 days (or longer if needed).
- If an employee cannot take a COVID-19 test due to medical or any other reasons when required to undertake a COVID-19 test for reasons stated in this policy, AAPICA centre will:
  - Consult with the employee to determine the reason that the employee will not or cannot undertake a COVID-19 test; and
  - Take the employee's explanation into consideration and determine if there are alternative options to receive test results.
- If there are no alternative options for receiving a COVID-19 test, given that the employee is refusing to undertake a test, AAPICA centre will treat the employee as though they have returned a positive test and will implement the steps stated above.

**Regulations That Guide This Policy:**

Reg. 46 ECE 2008

**Licensing Criteria That Guide This Policy:**

HS26

**Other documentation That Guide This Policy:**

Health and Safety at Work Act 2015

Privacy Act 2020

Covid19.govt.nz

Approval Date: October 2021

Review Date: October 2022

**RISK MANAGEMENT POLICY****Rationale**

This policy should be read in conjunction with the Health and Safety at Work Act 2015. A practical guide for AAPICA (Board and Management) which clearly outlines Health and Safety responsibilities.

**Policy and Procedure**

Risk Management is the cornerstone of Health and Safety at Work Act 2015. It allows the board to perform its primary duty of care, as far as reasonably practicable, to its employees, staff and others. The purpose of this policy is to explain how we manage risks effectively in the ECE environment and the activities carried out within it.

**Scope.**

This policy applies to and is to be followed by all board and management members, teachers, staff and employees, student teachers, volunteers and visitors.

The Board will consult, cooperate, coordinate with the Manager on all health and safety duties and apply this policy on any areas of the AAPICA operations where an adequate risk policy does not exist.

AAPICA will keep a risk register and records information from the risk management process. For each identified hazard, the following information will be recorded:

- The harm the hazard could cause.

- The likelihood the harm would occur.
- The level of risk.
- The effectiveness of current controls.
- What further controls are needed.
- How the controls will be implemented – by whom and by when review date.

### How do we manage Health and Safety risks effectively?

Health and Safety is EVERYONE'S responsibility and together we will keep our workspace safe and secure. To do this we will manage health and safety risks effectively. The four steps below describe how we do this:

1. Identifying Hazards: finding out what situations and things could cause death, injury or illness.
2. Assessing Risks: understanding the nature of the risk that could be caused by the hazard, what the consequences could be and the likelihood of it happening.
3. Controlling Risks: Implementing the most effective control measures that are reasonably practicable in the circumstances.
4. Reviewing Control Measures: Ensuring control measures are working as planned.

### Workers

- Take reasonable care of their own health and safety.
- Take reasonable care that their acts (actions, behaviour, attitudes etc.) are not a risk to the health and safety of others.
- Take reasonable steps to eliminate risks when they are first identified Report to the Manager and inform others of any risks identified.

### INJURY AND ACCIDENT POLICY

### Objectives:

This policy is to ensure that appropriate procedures and precautions are being implemented when dealing with children that have been in accidents.

## Procedures and Practice:

### Child Accidents

#### **Minor Accidents**

- All permanent registered teachers will hold a first aid certificate or be in the process of refreshing their first aid certificate at times during employment.
- There will be a well-stocked first aid kit.
- The first aid kit will be available at all times to employees and inaccessible to children.
- The first aid kits will be checked on a monthly basis and restocked as required.
- The child will be comforted by a staff member.
- Appropriate action should be taken in the administration of First Aid, e.g., application of an ice pack or anika cream. If the injury warrants medical attention it should be sought as soon as possible. First Aid will only be administered by a staff member holding a First Aid Certificate.
- Any accidents involving the head the parent must be notified by telephone asap.
- The accident will be recorded in the accident book. Names of other children involved in the accident will not be recorded.
- Accident records will include the child's full name, the date and time of the accident, a description of what happened, the treatment provided, who attended and notification if/when a parent or medical help was called/informed.
- Where there is a serious injury or incident involving a child while at the service that is required to be notified to Worksafe NZ or another agency, the service provider must also notify the Ministry of Education at the same time. All agencies and MoE will be notified within 48 hours of the accident happening.
- When recording the accident, any hazards involved are to be recorded and dealt with either through isolating, eliminating or minimizing.
- The accident entry is to be shown to the parent on arrival and they are asked to sign it. When the book is filled it is placed in the compliance section of the filing space.
- Accident records are reviewed at the staff meeting from time to time.

### **Serious Accidents**

- The child will be comforted by a staff member.
- Appropriate action should be taken in the administration of First Aid if the injury warrants medical attention and should be sought as soon as possible. First Aid will only be administered by a staff member holding a First Aid Certificate.
- Parents should be informed if the injury is serious; this includes bumps on heads as it may cause a delayed concussion.
- If the parent cannot be contacted and the accident is serious, the emergency contact is to be contacted.
- If the child is required to be taken to the Doctor/Hospital, staff will call either an ambulance or the child's emergency contact to transport them. If there will be considerable delay, we will take the advice of the emergency services.
- The accident will be recorded on an accident form. Names of other children involved in the accident will not be recorded.
- Ratios will be adhered to at the Centre at all times, even in the case of a staff member needing to leave to take a child to the doctor or hospital – if this is what has been recommended by the emergency services. As the Aoga Amata AAPICA CENTRE at times works to a higher ratio, at these times. Ministry of Education ratios can be adhered to safely.
- The accident form is to be shown to the parent on arrival and they are asked to sign it.
- The form is then to be filed in the compliance folder
- If the accident is extremely serious, the Head Teacher is to determine whether an ambulance is needed. In this case, she will call for an ambulance and call the parents at the same time asking the parents to meet you at the hospital with the child.

## Staff injury/accident procedures

Please refer to Aoga Amata AAPICA CENTRE's Health and Safety Policy.

Reference: – Health and Safety in Employment Act 1992.

**Note:** If people are seriously injured, this must be reported to Occupational Safety and Health (OSH). For more information, refer to Work Safe [www.worksafe.govt.nz](http://www.worksafe.govt.nz)

ILLNESS PROCEDURES
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### Objectives:

- To meet the Ministry of Education Regulations 2008 (HS26 & HS27)
- To ensure that any child who is infectious or becomes ill at the Centre is cared for appropriately and the Health Regulations 1996, second schedule, which are grounds for exclusion are implemented by the Centre.
- The Centre does not have the facilities or staff to accommodate, manage and care for children who have infections or become ill at the Centre. Infectious diseases, particularly notifiable ones are a threat to the health of the community and place children and adults in the Centre at risk.
- No person (child or adult) in the Centre should be placed at risk of contracting a notifiable or infectious disease.

### Procedures and Practices:

- The Head Teacher or delegated staff member may refuse to accept children for care or staff for work if they appear unwell or have an infectious disease.
- No child/adult may be left or work at the Centre if signs of an infectious disease is present.
- All illnesses will be recorded on the accident/incident record for parents to view.
- A child that falls ill at the centre will wait in an appropriate area away from other children, supported by an employee, until their parent or emergency contact person arrives for collection.
- Children or employees who have been ill with diarrhoea and/or vomiting are required to stay at home for at least 48 hours after the symptoms have stopped.
- Illness records will include the child's full name, the date of the illness, a description of the treatment provided, who attended and notification if/when a parent or medical help was called / informed.



- Thorough hand washing and drying procedures are in place (posters, charts, and stickers, hand washing policy) to prevent the spread of illness.

For any serious illness, the Centre Manager will inform MoE and send them the official notification of the illness.

### **Common Illness:**

#### **Conjunctivitis**

- The child must have had 24 hours after treatment before returning to the Centre and all evident of Conjunctivitis such as fluid in the eyes must be clear before returning.

#### **Scabies and School sores**

- The child must not return to the Centre unless a doctors certificate is produced giving a clear result.

#### **Vomiting and Diarrhoea**

- The child must be 48 hours clear of the last vomit or motion before returning to the Centre or a doctor's certificate must be produced giving a clear result.

#### **Children with a temperature of 38 degrees or higher**

- Will be required to go home immediately and must remain away from the Centre until 24 hours after the fever has gone.
- Staff may however need to administer First Aid to a child with a fever while they await the arrival of the parent by using the following methods:
  - o Cool the child down using a cloth.
  - o Give the child a drink of water or an ice block, tepid bath.
  - o Remove outer clothing.
  - o Staff are also to record the child's temperature every 15 minutes while waiting for the parent to arrive.
  - o These are to be recorded in writing on the accident/incident form and shown to the parent on arrival.

### **Isolation**

- If a child becomes ill they will be isolated from the other children and cared for appropriately until they are taken home.
- In the case where a child needs to be temporarily isolated a staff member must be present at all times (as per supervision policy). An area (sick bay with bed or stretcher and blanket) for sick children should be available in the Centre (this will be in either the front managers office or upstairs staff area pending staff ratios).

- Parent or emergency contact person will be informed as soon as possible to collect the child. Waiting time for collection is within an appropriate time frame depending on the distance of travel.

### Infectious Disease

- Any child or adult suffering from any infectious disease listed in the Second Schedule to the Health Regulations 1996 (Infectious Modifiable Diseases) is excluded from the Centre.
- Parents and staff will be informed through newsletters or a notice in the case of an outbreak or infectious disease being present in the Centre.
- The Health Board will be alerted by either the Head Teacher or the Centre Manager in the case of an infectious disease being present. Their advice will be followed.
- In regards to a pandemic infectious disease, i.e. Influenza A H1N1, Swine Flu, the Pandemic Plan will be followed.
- On enrolment, parents are asked to give details of immunization. This will be recorded on the Centre's information Management System e.g. APT or Info Care, for quick reference in the case of an outbreak of an infectious disease covered under the immunization checklist. Any child not recorded as immunized in the case of an outbreak may be required to leave the Centre in this event.

### Head lice

- Children who are found to have head lice will need to be sent home. They will be required to treat the head lice and then are free to return to the Centre once it has been treated.
- It is advisable that the child's bed linen, towels and pillows are washed to limit the reinfection of head lice.

## IMMUNISATION PROCEDURES

The Immunisation register for Aoga Amata AAPICA CENTRE can be found in the Info Care system.

This system is reviewed every 6 months to ensure that all children are up to date with their immunization.

Should a child not be up to date with immunization, the parents/guardians will be contact via a letter from the Centre and advised to attend this as soon as possible.

## ADMINISTERING MEDICINE PROCEDURES

### **Rationale:**

To meet the requirements of the Ministry of Education Regulations 2008 (HS28 – category 3).

Many medicines are poisonous to children if taken in large quantities, to eliminate the risk of overdose and promote safe handling practices the following guidelines must be adhered to.

### **Procedures and Practices:**

Parents must:

Remove all toxic substances i.e. medications, creams, sun block from children's bags and hand them to a staff member.

#### ***2008 Regulations category (i) medicines***

##### ***Definition:***

A non-prescription preparation (such as arnica cream, antiseptic liquid, insect bite treatment).

On enrolment, the parent will be asked for written authority for these non-prescription preparations to be administered during the time the child attends the Centre.

#### ***2008 Regulations category (ii) medicines***

##### ***Definition:***

A prescription (such as antibiotics, eye/ear drops etc.) medicine.

A written authority from the parent is to be given each day the medicine is administered.

Detail on the medicine chart:

- The date
- Child's name in full
- The medication name and expiry date
- Symptoms indicating need for medication
- Prescribed dosage to be given
- Time of last dose given
- Time to be given ("as required" will not be accepted)
- Parent/caregiver signature
- Symptoms observed for need of medication
- Time and dosage administered
- Staff administering signature
- Witness staff signature
- Parent acknowledgement signature upon pick up of child
- Ensure all medication is current and not expired
- All prescribed medication must have the child's name on it

Medication will be stored in the appropriate place (in the fridge or on top of the fridge) out of the reach of the children. **Before** medication is given the sheet must be checked to make sure the medicine has not already been given.

### **Staff must:**

Check the detail after parent has filled out medication chart:

- ❖ Right child
- ❖ Right date
- ❖ Right time
- ❖ Right medicine
- ❖ Right amount

After administering medicine, staff must sign the medication chart right away.

Trained staff or persons responsible will administer medicines at all times. This is dependent on a planned agreement with the Head Teacher/Head Teacher.

### ***2008 Regulations category (iii) medicines***

#### ***Definition:***

A prescription (such as asthma inhalers, epilepsy medication etc.) or non-prescription (such as antihistamine syrup, lanolin cream) medicine.

On enrolment the parent must fill in consent for administration of ongoing prescribed medication.

Provide a medical plan if there is one.

Make changes to the consent form when any changes occur in the type or frequency of medication.

## FIRST AID POLICY

### **Rationale:**

To meet the Ministry of Education Regulations 2008 (PF28, HS25 & 10).

### **Purpose:**

To ensure that in the case of accidents, the Centre is well prepared to help minimize the risk to the child.

### **Policy:**

#### **First Aiders**

- There is a person present at all times whilst children and staff in the Centre that holds a current, recognized First Aid Certificate.
- In the event of an injury that requires First Aid, any First Aid given is to be administered or supervised by someone currently holds a First Aid Certificate, a Registered Nurse, Medical Practitioner, an Ambulance Officer or Paramedic.

#### **First Aid Kit**

- A First Aid cabinet is to be easily identified in a suitable place within the Centre, preferably near access to water and out of the reach of children.
- The First Aid cabinet is to be locked.
- The First Aid cabinet is to be restocked as supplies are used to ensure it meets the Ministry Regulations 2008 requirements listed in appendix 1 for criterion PF28. The Head Teacher is responsible for ensuring the First Aid cabinet is stocked sufficiently at all times.
- If the Centre needs to be evacuated, First Aid provisions will be taken from the First Aid cabinet and taken to the destination with the Head Teacher or person responsible.

**First Aid Kits should contain the following:**

- Disposable gloves
- Sterile saline solution (or some other means of cleansing wounds)
- Safety pins, bandage clips or tape (so some other means of holding dressings in place)
- Sterile wound dressings, including sticking plasters
- Rolls of stretchable bandage
- Triangular bandage (or some other means of immobilising an upper limb injury)
- Scissors
- Tweezers
- Cold pack
- First Aid manual
- National Poisons Centre phone number – **0800 POISON / 0800 764766**
- Health line phone number – **0800 611116**

***The first aid kit may also contain any Category (i) medicines the service chooses to use, providing the appropriate written authority has been gained from parents (see Criterion HS27).***

**SUN SAFETY PROCEDURES**
**Rationale:**

To meet the requirements of the Ministry of Education Regulations 2008 in regards to providing a safe place for the children and staff who attend the Centre.

This policy aims to protect children and staff from the harsh sun rays which in New Zealand cause a large amount of melanoma for people later in life

**Procedures and Practices:****The Manager, Head Teacher, together with staff will ensure that:**

- When the weather is warm and throughout the summer months, the children will be encouraged and supported to be sun safe.
- Adequate shade is to be provided for the outdoor play area and sunscreen will be made available should the children require.
- Parents will be asked to agree to sunscreen being administered to their child upon enrolling their child.
- Slip, slop, slap, slip on a shirt, slop on the sunscreen and slap on a hat.

- AAPICA will respect the right of any parents/caregivers/ whānau who do not wish their child to use sunblock. These children will be encouraged to play in shaded areas and a written letter provided by the parents/caregivers/whānau is required.
- Shady areas will be used for setting up activities in the summer months to encourage children to be sun safe.
- Employees will encourage children to wear their hats during outside play times.
- Drinking water will be available for children and employees at all times and they will be reminded and encouraged to hydrate themselves throughout the day.
- Water play may be provided to keep children cool throughout the day.
- Staff will not be expected to work outdoor all day in the summer months.
- Staff will ensure that sun safety is regularly discussed and that children learn to take care of themselves in the sun.

## SLEEP AND REST TIME PROCEDURES

### **Rationale:**

To meet the requirements of the Ministry of Education Regulations 2008 (PF29–31, PF33–34, PF37–38).

To promote peaceful rest period times for the children that needs sleep.

### **Procedures and Practices:**

Adequate sleeping arrangements include:

- Individual mattresses and bedding appropriate for the age of each child.
- Under 2s sleeping area (7 cots, 5 mattresses for the old toddler if needing to rest/sleep).
- Bed spaced and arranged to ensure hygiene, safety and access.
- No child has access to fluid while in bed, or any other sleeping or resting place.
- All infants will be put into their cots on their back.
- There is to be an adult present in the sleep area for both under 2s and over 2s areas according to teacher – child accepted Ministry of Education ratios.
- Staff will ensure that an adequate system for checking sleeping children is in place. Children will be physically checked every 5 minutes maximum for the warmth, breathing and general wellbeing of each child. For over two the sleeping children will be checked every 10 minutes and signed in the chart.



- All children are provided with their own individual sleeping space and bed linen which is stored individually whether in bags or being laundered.
- Children's bed linen is washed at least once a week or more often if soiled. Sleep spaces are positive and peaceful to ensure undisturbed rest.
- Beds will be arranged to allow sufficient supervision and to ensure enough space for emergency evacuation.
- Employees are guided by children's individual rhythms and routines.
- All sleep times and monitoring times will be documented on the Aoga's sleepchart and sleep monitoring chart.
- Student teachers and relievers are to be excluded from sole sleep room supervision.
- Parents are encouraged to bring any sleeping cuddlies/toys their child may have at sleep time.
- For reasons of cultural sensitivity, when laying their mattresses, children are whenever possible – placed head to head rather than head to feet.

Aoga Amata AAPICA Centre will:

- Provide separate bed linen for each child.
- Store each child's sheets/blankets separately.
- Wash linen every week and every time it is wet or soiled.

ANY CHILD NOT SLEEPING MAY DO SOME QUIET ACTIVITIES, COLOUR, READ A BOOK ETC UNDER TEACHER SUPERVISION

### EXCURSION PROCEDURES

#### **Rationale:**

To meet the Ministry of Education Regulations 2008 (HS17 & HS18) and ensure the health and safety of children and adults who attend experiences and activities outside the Centre grounds.

To provide children with awareness of their community, there will be a need to take the children on outings from the Centre from time to time. Their safety is paramount as well as providing positive learning outcomes from these events.

### Procedures and Practices:

At the time of enrolment parents are asked to sign an agreement for their child to be taken on local short walks excursions. This covers the parental authority and means that walks can be planned at short notice.

**Short walk or local excursion** – an excursion where a small group of children are taken for a local walk within close proximity to the Centre.

Prior to any short walk with children, the enrolment forms need to be checked and only children whose parents have given consent can leave the Centre with staff members.

**Planned excursion** – an excursion which normally includes use of vehicles including vans, cars or buses which is more than 1 hour in duration.

Before the Excursion, an excursion consent form needs to be signed by each child's parent and will include the following information:

- Date and Times of the Excursion  
and destination
- Parents availability to assist
- Adult child ratios – 1:2 near water, 1:3 for 0–2-year-olds, 1:4 for 2-5-year-olds.
- Mode of transport and safety constraints to be used.

Public transport will be used as a preferred mode of transport. However, if cars or vans are being used, all children will be restrained in safety approved over the shoulder child restraints (Traffic Regulation 1976). The ratio will not exceed 1:3. All cars will meet the requirements under the Land Transport Act including warrant of fitness, registration and fully licensed drivers. There will be at least two adults in any motor vehicle carrying more than 3 children.

Any excursion intended needs to be age appropriate in regards, to activity, length of walk, intent of walk etc.

For each and every excursion, the attached Risk Assessment Guidelines will be used to assess the risk factors associated with the excursion away from the Centre. A Risk Assessment Form will be completed and attached to the parental permission form.

Prior to any excursion, the following needs to be recorded:

- A completed Risk Assessment Report is to be filed in.
- Date of Walk/Excursion.
- Person's Responsible including names of all staff, parents attending.

- Location of Walk/Excursion, address and phone numbers.
- Purpose
- Departure Time
- Expected Return Time
- Full names of all children

On the walk/excursion, the following needs to be adhered to:

- No excursions or short walks will take place with less than two adults, one of these being a "Person Responsible".
- The children's wellbeing will be protected at all times during the excursions
- Ratios will not exceed 1:2 near water, (although it is preferable to have a 1:1 ratio on or near water) 1:3 for 0–2-year-olds, 1:4 for 2–5-year-olds. The Person Responsible will ensure these ratios are met. If the ratios cannot be met the
- Walk/excursion will be cancelled. Children or toddlers not on the roll accompanied by a parent helper are included in the child ratio and should be recorded in the register and on the roll.
- A list of all children attending the walk/excursion must be accessible to teachers on the walk and the children need to be accounted for at all times during the trip.
- Information about the trip will be completed on arrival back to the Centre and placed where parents can read it. E.g. In the diary, whiteboard or day sheet.
- A First Aid Kit, drinking water, appropriate clothing and any required medication must be available on the walk.
- Smoking will not be permitted on walks/excursions at any time.
- A Person Responsible must be a qualified staff member with a current First Aid Certificate as detailed in the definition above.

If a parent does not want their child to attend a whole Centre excursion then adequate staff will remain behind at the Centre to ensure their care. This needs to include at least one Person's Responsible with no less than two staff, sticking to standard ratios of 1:4 and 1:8. Should a planned excursion need to be cancelled all parents will be notified as soon as possible.

#### EXCURSIONS RISK ASSESSMENT GUIDELINES POLICY

#### Purpose of Excursion:

Children's learning stories and assessment will identify the purpose of the excursion. Ratios of Adult to Children will be considered in relation to the degree of risk involved in the excursion:

**For example:**

Near Water: 1:2 or less depending on the children's age. Cars: 1:3, Walking: 1:4. One registered staff must remain at the Centre if any children remain behind and one registered teacher must attend the excursion. If there are not enough adults, the trip will be postponed or cancelled or younger children will be left at the Centre where the ratio is higher and the regulations are met.

**Mode of Transport:****Cars:**

- 1 adult per 3 children in a vehicle.
- Children will be seated in the back before front seats are used.
- Children will not be placed in seats with airbags.
- All passengers must wear approved seatbelts and all children must be in age/weight appropriate car seats.
- All drivers must have a full driver license.
- All cars must have a current registration and warrant of fitness.
- Children must be placed in and removed from the vehicle via curb side where this is available.
- When vacating the vehicle in a carpark, adults will be aware of the risk from other vehicles and monitor the children closely.
- Where possible the children will be allocated to cars with teachers/adults and children they feel comfortable with.

**Walking:**

- Roads, Footpaths, Driveways, Crossing – Holding Hands and walking together as a group.
- Education on road rules before the excursion. Safety on walkways, hills etc.

**Other, Bus, Boat:**

- Seatbelts in buses.
- Lifejackets on the water.

**Sun:**

Sunhats, sunscreen, suitable shade, water food where appropriate hand washing facilities, toilet facilities.

**Needed:**

First Aid Kit

Cell Phone

## Child and Adult List

Frequent head counts particularly before leaving the Centre and before leaving the area visited.

<b>RISK ANALYSIS FORM FOR EXCURSIONs</b>
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### AAPICA CENTRE

**Date of Excursion**
**Date of Analysis:** \_\_\_\_\_

Destination and any planned stops or breaks on the journey	
Intended departure time from the Centre	
Intended arrival time at destination	
Intended departure time from destination	
Intended arrival time at Centre	
If travelling by vehicle, does it adhere to guidelines details in the Excursion Policy?	
Adult: Child ratio for Excursion	
Has a scout in g trip occurred to identify and minimize hazards?	
If yes, what hazards were identified: (take into account environmental hazards such as water, traffic volume, the need to crossroads, animals etc.)	
If hazards were identified, what	

strategies are required to manage these hazards?	
Are Parents required to assist?	
Is there a recognised Person Responsible accompany the children	
Is there a staff member with a current First Aid Certificate?	
Number of Adults/Parent help required	
Age of the children going on the outing:	
Other factors that may impact on the Excursion	

**Signature of staff** \_\_\_\_\_ **Date** \_\_\_\_\_

### NAPPY CHANGING PROCEDURES

#### **Rationale:**

To meet the Ministry of Education Regulations 2008 (PF18–PF26).

To ensure that children are respected and feel safe and secure during nappy changing and toileting, as well as ensuring the highest possible cleanliness and hygiene.

#### **Procedures and Practices:**

##### **Nappy Changing**

The nappy change procedure must be displayed in the nappy change area.

Nappies are to be checked regularly throughout the day, with no more than four hours between changes.

No child will be left unattended on the changing mat.

Creams and lotions will not be left in children's bags. They will be stored out of reach of children.

Disposable gloves will be worn by staff when:

- Changing soiled nappies
- Child has a fungal infection
- When applying creams
- If the staff member has a cut or abrasion on hands
- When appropriate

Nappy changes will be recorded on the nappy chart.

These records will be filed once complete.

### **Guidelines for Nappy Changing**

1. Check to make sure that the supplies are ready.
2. Ensure change mat is clean.
3. Wash hands and wear disposable gloves.
4. Lift child onto change table.
5. Remove nappy.
6. Put soiled disposable nappies in the lined nappy bin.
7. Put soiled clothes in a plastic bag to be taken home.
8. Clean the child's bottom with baby wipes – put the wipe in the bin.
9. Apply any creams provided and documented with consent from parent.
10. Remove gloves and put them in the bin.
11. Wash your hands.
12. Place a clean nappy on and dress the child.
13. Wash the child's hands and return him or her to the play area.
14. Clean and disinfect the changing mat and turn any creams to the shelf.
15. Wash your hands prior to collecting the next child.

### **Toileting**

Children's emotional, physical and cognitive development will be respected, during the toilet learning process and appropriate strategies will be employed to support this learning.

Employees will talk with children about the toilet learning process, using language that promotes body awareness and how to take care of themselves. This includes offering children appropriate advice and hygiene support.

Parents are asked to bring 3-4 changes of clothes for their child if appropriate.

The bathroom must be checked by staff at regular intervals, to ensure that it is kept clean and tidy.

A staff member will help child if needed to remove necessary clothing and/or to sit on the toilet.

Staff will help the child to wipe themselves as required and will encourage the child to flush toilet after use.

Staff will show and encourage the child to wash and dry hands thoroughly.

Staff will wash hands thoroughly before and after helping a child with toileting.

### CLEANING PROCEDURES

#### **Rationale:**

To meet the Ministry of Education Regulations 2008 (HS1)

Te Whariki: Strand 1: Well-being – Mana Atua. (Ministry of Education, 1996, p. 15).  
The health and well-being of the child are protected and nurtured.

#### **Goals: 1 & 2**

Children experience an environment where:

1. *Their health is promoted*
2. *They are kept safe from harm*

#### **Procedures and Practices:**

The AAPICA Centre Management and staff are accountable to protect and nurture children's health and well-being so that:

##### **1. Their health is promoted – Strategies for keeping the Premises**

The Centre's premises are kept in good repair, and conform to bylaws of the local authority and the Build Act 2004 by:

- a. Keeping records of maintenance of the build, furniture, furnishings, fittings, equipment and materials. The Head Teacher will be responsible for keeping a checklist of this record which shall be kept in the office cabinet at the end of each term.
- b. Checking that all furniture, furnishing, fittings, equipment and materials are kept safe, hygienic and maintained in good condition. The Head Teacher and staff



are responsible and must carry this task as scheduled, unless necessary action is required.

- c. The management will provide appropriate furniture, furnishings, fittings, equipment and materials that are needed to meet the ability, age and level of children's development who attends the service.

## **2. They are kept safe from harm**

The AAPICA (teachers, staff and parents) must ensure that the children are kept safe from harm by adhering to the following:

- a. Staff must always wear gloves and use disinfectant (germex) and paper towels when cleaning up blood or other bodily fluids.
- b. Dispose of the items, gloves and paper towels used to wipe up the fluid by putting them in a plastic bag and sealing it, then disposing it directly in the industrial bin (provided by the service).
- c. Apply new gloves and ensure the individual/area is appropriately cleaned up and there is no more risk of bleeding. Also place these gloves into a plastic bag and seal it before putting into the industrial bin. (Ministry of Health).

### **Steps to be taken:**

- Fluid removed.
- Area cleaning using soapy water.
- Disinfectant/bleach solution wiped over and left to stand for 10 minutesDry wipe if required.

### **To make cleaning as thorough as possible:**

- Use hot water and change it often.
- Use a clean colour coded cloth and change at the end of each day. Wash cloths with detergent in hot water or soaked in a disinfectant and thoroughly dried each day.
- Do not use tea towels for cleaning or use cleaning cloths in the floor.
- Use different cloths for different cleaning jobs – follow colour code cloths for separate clean areas where raw food is prepared, where cooked food is served or eaten and for the bathrooms and the floor.

### **Disinfectant:**

Use different strengths of bleach in different situation, depending on the amount of risk.

High risks areas are those where there have been spills of blood or vomit, or where there are likely to be faeces or body waste.

The strengths of bleach will be on the label – read and follow instructions.

Visible contamination – clean the surface by spraying with disinfectant (1:10 strength bleach then wipe it off with a paper towel).

Use bleach carefully. It cannot be mixed with other chemicals or cleaners, do not use it on metal or carpet.

Leave the bleach on the surface for 30 minutes, if this cannot be done, wear gloves and wipe up the spill using a coded cloth soaked in bleach solution made for high risk situation, then throw away the cloth.

Wipe over the area again using another cloth soaked in the bleach solution, and then clean the area with water and detergent (Ministry of Health).

Tables and non-toilet surfaces are to be cleaned frequently (daily after use or required) and use disinfectant that will kill micro-organisms.

Toys are to be cleaned and washed weekly with disinfectant to kill bacteria and viruses.

Toys should not be used in the bathroom, toilet or kitchen for safety and hygiene reasons. It is better to use bright mobiles or decor if there is a need to distract children in bathroom areas.

### **Play dough**

Although children play with dough it should be treated as a food because no matter how it is made, some children will try to eat it. It is recommended that dough is not used for more than a day. While people may believe that the large amount of salt contained in the dough mixture will keep it safe, the salt will not stop bacteria growing in the dough if it becomes dirty.

Make enough dough for several days and keep it in the fridge, taking out only what is needed each day. This means that the dough is clean and safe for playing or eating.

### **Sandpits**

Sandpits can gather rubbish, sharp objects and animal dropping as well as other twigs, soil and dead leaves. To keep the sandpit clean:

- Make sure the bottom of the sandpit allows water to drain through it, but stops soil from mixing with the sand
- Cover the sandpit when it is not in use. Rake it every morning to remove rubbish and other unsafe matter before it is used.
- Clean the sandpit by washing water through the sand. A good fall of rain or a hose will do this. Disinfectant will not clean the sandpit. The sand and soil will neutralize the disinfectant before it can work.

- Dig out the sand and replace it if it has mixed with a large amount of soil (depending on how many children play in it).
- Make sure the sandpit is properly drained. Make sure that the sand does not become damp and stagnant.
- Teachers are obligated to maintain and keep children from harm by following the Cleaning Programme.

*The list of items and areas covered in the cleaning system should be maintained and hygienically clean – there are as followed:*

- The kitchen, including the floor, benches, cupboards, doors, walls, ceiling and lights.
- Kitchen equipment such as the oven, stove, refrigerator, dishwasher and freezer.
- Other floor and carpet – must be vacuumed and mopped daily or when it is required after learning activities, meals and before sleeping for over two's area.
- General surfaces such as tables and shelves – as directed below.
- Loose furniture covers – wash weekly or when it is necessary (if dirty from activities or wet etc.)
- Store bleach away from children in a secure, locked cupboard. Buy bleach in containers with child resistant caps. If the bleach is to be transferred to another container, transfer information on the label.
- Do not allow children to play with empty bleach containers.

### **To wash dishes by hand:**

Teachers, staff and parents must follow these procedures:

- Thoroughly wash the dishes in hot water that is at least 43 degrees Celsius. Use adequate soap or detergent.
- Rinse and disinfect the dishes in hot water by placing in cleaning boiling water for 30 seconds, or in clean hot water that is at least 77 degrees Celsius for two minutes.
- Make sure children are kept out of the area until the water has drained away. Keep the dishes separate from each other while they are rinsed.
- Remove dishes immediately and let them air dry. Never use a tea towel or cloth to dry or polish the dishes after they have been cleaned. (Ministry of Health)

### **Play equipment and toys:**

- This is particularly important for toys that children are likely to place in their mouths, chew or suck.

- Play dough equipment and toys that are placed in the mouth\, chewed or sucked should be washed daily.
- Toys that are handled frequently, such as books need to be wiped clean regularly whenever they are soiled.
- Head Teacher to check weekly and clean any toy if necessary.

### **Hard toys, some waterproof soft toys, plastic books:**

Wash in hot water and detergent then rinse in hot water. A dishwasher can be used, but this may damage plastics and the dishwasher powder contains bleach which may affect the colour of some toys.

### **Soft absorbent toys (teddy bears, fabric books):**

These should be machine washed in hot or warm water; however, some fillings particularly those used in home-made toys are not washable. These toys must be completely dry before they are stored or used again.

### **Large waterproof toys (ride-on toys):**

- Wash with a clean sponge or cloth using warm water and detergent.
- Comfort toys that children sleep with are likely to be chewed and sucked.
- They should not be shared with other children unless they are washed between uses.
- It is recommended that parents provide their children with their own comfort toy which is not shared and is kept with their bedding.
- Wash and clean often and when necessary.
- Play equipment – including dress-up clothes and water play baths – as directed above on equipment.
- Bathroom and toilets – daily cleaning with disinfectant when it is necessary if it is urinated or faeces and daily cleaners at the end of the working day.
- Bedding and other linens follow the above procedure for linen.
- All cleaning products will be stored inaccessible to children.
- All cleaning products will be clearly labelled for ease of access and safety of all.

**References:** Regulation 2008. Clause 46 (1) (i&ii) of standard Te Whariki, Strand: Well-being: Goal 1&3 (MoE. 1996p. 15). Ministry of Health: Nga Kupu Oranga Healthy Messages. 1997.

### **Aoga Amata AAPICA CENTRE Staff will:**

1. Support and assist the Head Teacher to maintain a safe and clean environment.

2. Provide general cleaning services and maintain an attractive sanitary and safe facility for children, staff and the public.
3. Ensure that the school complex is clean and tidy in relation to Health and Safety and Council by-laws.
4. Follow key areas of responsibility provided by the Employer: Aoga Amata AAPICA CENTRE.

<b>LINEN CLEANING POLICY</b>
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### **Rationale:**

To meet the Ministry of Education Regulations 2008 (HS2).

The Children are offered a safe, hygienic environment in which to play and rest.

### **Procedures and Practices:**

Suitable laundry facilities are provided with adequate storage. Children will not have any access to the laundry facilities without adult supervision.

### **Under 2's Children Linen Policy:**

*The Centre and staff will ensure they will:*

- Provide separate linen for each child.
- Cots that are used by more than one child although at different time periods will be wiped down (the cot mattress) and linen for that cot will be changed before the next child's use. (The previous linen will be taken away for laundry).
- Store linen in separate named bags to protect from cross contamination.
- Wash linen weekly and every time the linen is wet or soiled.
- All bed linen is to be washed and laundered separately to any kitchen cloths for hygienic and cultural purposes.

- Dispose of any heavily soiled linen into appropriate rubbish bags to avoid cross contamination onto other cleanable linen.

**Cleaning Systems Table:**

<i><b>What</b></i>	<i><b>When</b></i>	<i><b>Who</b></i>	<i><b>How</b></i>	<i><b>Check</b></i>
<b>Work benches</b>	End of each day  Start of day and after use	Teacher  Person who uses them	Wipe with a cloth and detergent to remove dirt and soil  Disinfect with bleach, following instructions on label	Teacher
<b>Basin and sinks</b>	End of each day	Teacher/ Cleaner	Following instructions on the bottle of cleaner, wash down and wipe sink, wall surround and bench top	Teacher/ Cleaner
<b>Floors</b>	As needed and at end of each day	Teacher/ Cleaner	Wet mop floors, wipe up spills  Mop using hot water, detergent and disinfectant  Rinse with clean hot water and mop dry	Teacher/ Cleaner
<b>Rubbish</b>	As needed  End of each day	Teacher  Teacher/ Cleaner	Remove bins/bags from inside area as soon as they are full, to storage or skip  Remove all rubbish bags/bins from inside to storage or skip	Teacher  Cleaner
<b>Toilets</b>	End of each day	Cleaner	Clean toilets and wipe around outside of the bowls, the seats and flushing mechanisms with disinfectant	Cleaner

*Ministry of Health: Nga Kupu Oranga Healthy Messages: 1997. p. 81*

Ensure any linen not identified as being clean or dirty is immediately deemed unclean and should undergo standard laundry routine and process.

**SMOKE FREE, ALCOHOL, DRUGS AND THREATENING BEHAVIOUR POLICY**
**Rationale:**

To meet the requirements of the Ministry of Education Regulations 2008 (HS33) in regards to child safety

To ensure that no person is on the property around children or staff who pose a risk to them

**Practices:**

- AAPICA will not hire anyone who is known to currently abuse substances.
- AAPICA will educate and inform its employees about the health consequences of drug and alcohol abuse.
- Employees must report to work in a fit condition to perform their duties in a safe and efficient manner.
- Any employee on AAPICA business, or on AAPICA premises, is prohibited from purchasing, transferring, using or possessing illicit drugs or using alcohol or prescription drugs in any way that is illegal.
- If an employee advises the AAPICA of a substance abuse issue, AAPICA will endeavor to support the employee in rehabilitation.
- Employees on prescribed medication must notify their team leader if there's likelihood that such medication could affect job performance and safety.
- Where available evidence warrants, the AAPICA will bring matters of illegal drug or alcohol use to the attention of the Police.
- No person at or visiting the Centre during operating hours may use or be affected by alcohol, or any other substance that may have a detrimental effect on that person's behaviour or ability to function appropriately. If in the opinion of a person's responsible, someone is behaving in a way that concerns them and gives them reason to believe that they may have used a substance as mentioned above, and will also be disruption and/or be unsafe, then that person is to be excluded from the Centre.
- If this person is a staff member, then disciplinary action will be carried out as per the contract under serious misconduct.

- If the person concerned is a parent or someone picking up a child from the Centre, then the teacher or staff member can suggest or ask that alternative arrangements are to be made in regards to the child being transported from the Centre.
- At no times is the staff member to put themselves in harm or to physically force someone from the Centre. If the person refuses to leave or takes a child once asked not to, then the person's responsible teacher/staff member) is to make contact with the police as well as their Manager.
- Smoking or vaping is not permitted at all in the Centre or on the Centre grounds.
- Alcohol is prohibited on the premises entirely and smokers must wash their hands and freshen their breath after smoking – before attending to any child.
- Both the inside and outside areas are to be smoke free 24hours/7days.
- Smoke free includes both tobacco and vaping.
- No smoking/vaping signs will be displayed at the entrance to the premises and inside/outside the building.
- Any person entering the premises with a lit cigarette, pipe or vaping device will be required to extinguish the cigarette/pipe etc. immediately, return the vaping device to their car/bag. Or they are to be asked to leave the premises.
- Staffs who currently smoke will be encouraged to break the habit.
- A copy of this policy is displayed in a prominent position on the Centre's notice board at all times.
- Any complaints regarding this policy should be directed to the Centre Manager
- This policy will comply with the Smoke Free Environments Act, 1990 and will be reviewed bi-annually.

<b>ANIMAL CARE PROCEDURES</b>
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**Rationale:**

To meet the Ministry of Educations Regulations 2008 (HS 16).



To ensure pets and animals are kept safe from harm whilst offering a caring, nurturing activity for children who will increase their capacity for empathy.

### Procedures and Practices:

When having animals and fish at the AAPICA Centre, it is the Head Teacher and Staff Member's responsibility at all times:

- To ensure that the animals/fish are kept safe from harm.
- To ensure that any handling of the animal(s) is supervised at all times and that children are encouraged to be gentle and respectful to the animal.
- To ensure that the animal is kept in a suitably sized and secure enclosure.
- That the animal(s) and fish etc. are given a safe, healthy environment in which to grow and live, through regular cleaning, monitoring of health, sufficient and suitable feeding and monitoring.
- All animal faecal matter is to be cleaned and disposed of in a hygienic prompt way (**NOT** to be disposed of in rubbish bins in main children occupied areas).

It is important when purchasing an animal for a Centre, that research is done in regards to choosing an animal that will be comfortable in an environment which is busy, noisy and where there will be some handling by children.

Thought also needs to go into companionship for the animal. Some animals feel safe and secure alone yet other animals much prefer the company of other animals. This needs to be taken into account.

The above procedures relate to animals kept at the Centre as well as animals visiting the Centre.

Kaiko and tamariki are required to wash their hands after handling/caring for animals.

**Children are not to be left in any area unsupervised in the company of an animal.**

### EMERGENCY PROCEDURES

### Purpose:

For children and staff needing to be evacuated from the Centre in an event such as a civil emergency. To ensure that the Centre has evacuation procedures in place regarding civil emergencies such as a fire, earthquake and gas emission as agreed upon in the signing of the Property Occupancy Document (POD).

**FIRE/EARTHQUAKE/REVERSE EVACUATION DRILL/EVACUATION PROCEDURE**
**Rationale:**

To meet the Ministry of Education Regulations 2008 (HS4).

AAPICA aims to uphold the safety of children by ensuring that the premises have an adequate plan for evacuation children in the event of a fire or other such as tsunami.

Well-being; “children experience an environment where they are kept safe from harm” (Ministry of Education, 1996, p. 52).

**Objective:**

The New Zealand Fire Service provides advice on legislation and development of a fire evacuation scheme. The Ministry of Civil Defence and Emergency Management provides information and advice for teachers.

AAPICA aims to follow New Zealand Fire Service advice on legislation development of a fire evacuation scheme. The Ministry of Civil Defence and Emergency Management provide information and advice which teachers/staff must follow.

**Procedures and Practices:**

All emergency drills will be practiced at least once every three months.

**All teachers/staff must follow these actions in case of:**
**Fire**

- A designated warden must be trained and qualified to be responsible when a fire drill is rehearsed at the Centre.
- All staff must follow the same procedure and instruction for fire drill and emergencies.
- Fire Drills must be explained and use activities such as singing and actions, also use charts, pictures and stories so the children are familiar with the consequences and the danger of fire. Also create rules with the children so they understand and learn how to prevent fire and are able to save themselves from harm and danger. (Integrate this in the curriculum programme).
- Before drilling, inform the appropriate authority by phone (Fire Department) about the drill and follow the procedure.
- Fire drill procedures must be explained, demonstrated to the children step by step from the beginning to the end of the drill.

- Remember to tell them the phone number for Fire and Emergency: dial 111 and ask for Fire, Ambulance or Emergency etc.
- Make sure that the children fully understand the meaning of the drill.
- Use charts, pictures and pamphlets to support the demonstration and explanation.
- Show the children exit doors, gates and safe area when fire/emergencies occur in different areas. Show them the sign at the door and that the word "Fire Exit" is the only way out.
- Make sure that the children fully understand the loud bell (alarm) when it is on. Make sure they are not frightened, cry or run when this alarm/siren is on.
- Follow the Head Teacher/teachers to the exit door by walking not running (explain why) at the assembly area.
- Designated Fire Warden or Manager will allow the staff, teachers and children to return to the building when the drill is completed.
- Fire Chief will inform warden and Head Teacher of the outcomes of the drill and what is required to improve in the next drill.
- All staff, teachers and children now can return to the building and continue with the programme as per usual.
- If there is any concern, it can be recorded and discussed with the Fire Chief or Fire Department staff for appropriate drills in the future.
- Fire Procedure will be displayed next to the fire alarm, notice boards, office etc. so everyone can read the information when a fire drill occurred.
- Also leave a (crowbar) in the pocket of the warden's jacket in case of emergency.
- First Aid Kit, water and emergency food will be carried out for the children and staff (Head Teacher and a designated staff will be responsible for this, taken from the storage room for emergency).

## **Earthquake**

- Head Teacher and teachers must follow earthquake instructions from New Zealand Civil Defence.
- Explain and demonstrate to the children what an earthquake is, what they can do to save themselves from danger and also advise and discuss with them not to be frightened or afraid but be brave and save themselves.
- Show and model how to protect themselves. Crawl under a table and hold their head down.

- Prepare and take water, safety kit, blankets and linen for the children to keep them warm and hydrated during this time.
- Activities to do with the children to learn when an earthquake may occur (teachers).
- “Turtle story” singing and actions (see video).
- Demonstrate how to be in a “tucked” position. This position has their body tucked up with their knees and forehead on the floor and their hands covering the back of their neck. This position provides maximum protection for the face, internal organs and most importantly the spinal column. Serious Earthquake: Teachers must call out “Turtle” (see below).
- Children will be taught to listen and respond to “Turtle” so it will help them stay calm as learnt in the earthquake activities.
- Do not run or panic. Try to be calm and keep reminding them “Turtle” Keep them away from electricity or sharp objects.
- Wait until help/aid arrives.
- Head Teacher to monitor that drills are practiced once every term.
- Record the drill dates, time and number involved (either indoor or outdoor).

### **Reverse Evacuation/Shelter in place**

#### **Reasons for ‘Shelter in place’**

- Severe weather/storms.
  - Extreme smoke from fire.
  - Chemical or hazardous substance spill.
  - Gas leak/atmospheric hazardous substance.
  - Dangerous animal/insects.
  - Unidentified external substance.
- 
- Any staff member can trigger a ‘shelter in place’ procedure if they determine a hazard as mentioned above.
  - Shelter in place is to protect all children, staff and other building occupants from a potential hazard surrounding our environment at the time. These hazards are viewed as unsafe but not an immediate threat.
  - Shelter in place means we can still operate as normal and go about our daily routine without going outside.
  - Children and staff still have full access to the classroom facilities during this time.

### **Shelter in place procedure**

- Advise all staff and management of the potential hazard as soon as possible.

- Ensure all children, staff and other building occupants are inside, and then close the doors and windows.
- Ensure all people are accounted for using Discover attendance, Rosters and visitor sign in.
- Stay indoors until the hazard has subsided and given the ALL CLEAR to return to the outdoor environment.
- All families will be communicated about the event via bulk communications on Discover/Storypark.

### **Reasons for 'Lockdown'**

- Potentially dangerous intruder/unwanted or uninvited visitor.
  - Potentially violent/dangerous person nearby.
  - Instructed by MoE or Police of nearby threat.
- 
- A lockdown would be used anytime a threat is present that requires the children and any other persons at the service to be contained and protected inside or in a safe location away from the service.
  - Lockdown means that all windows and external doors are closed and locked and where possible internal doors are locked once all children and other persons have moved to a safe space/position.
  - A safe space needs to have no visible access from outside, have enough room for children to engage in quiet activities, access to appropriate heating or cooling and preferably still have access to toilet facilities or a covered portable toilet with some privacy where possible.
  - The person responsible or other designated person must be nominated to manage the lockdown procedure.
  - Communication channels such as social media, text, email, Storypark and radio must be predetermined so as to update families and be informed of the situation.
  - As the lockdown may go on for several hours, access to (or taking with you) the Civil Defence Kit, especially first aid kit, water and food is vital.
  - Another emergency kit (or checklist so as to remember) including other items needed such as device chargers, nappies, wipes, bottles, medication and bedding should be easily accessible also.
  - Depending on the location of the threat, children may need to be taken to a safe place outside of the building. Ensure all teachers and other staff knows of potential safe places to hide.
  - The Manager / Service Provider are to ensure Lockdown/ Reverse Evacuation drills are to occur termly and a record made and filled in the office. These should take place with all staff during staff meetings. In the best interest of the children, we will only place them in lockdown when directed to avoid undue stress.

## Lockdown Procedure: (To be practised with staff ONLY)

- Sound the alarm (shout LOCKDOWN X 3, do not use the fire alarm) and quickly and calmly remove children and all other people from the outdoor play spaces/ hallways and toilets and bring them to the designated lockdown spaces.
- The office manager or anyone in the office at the time will press the lockdown button to close and lock the front door.
- Close and lock windows and external doors.
- Close curtains/blinds.
- Turn off lights/music/anything making sound.
- Lock internal doors or barricade with furniture.
- Ensure everyone remains low to the ground and away from any windows.
- Ensure everyone remains as quiet as possible.
- Using the roll, ensure everyone is present and accounted for.
- Once lockdown has been determined, no one is to enter or exit the premises until the all clear has been given.
- No one is to answer the door under any circumstance until the all clear is given.
- Once everyone is safely in the designated safe spaces, if centre/service has declared lockdown, police must be informed of the situation - **Call 111**
- Identify yourself and centre/service, including address
  - Details of situation.
  - Details of any casualties.
  - Description of weapons, number of shots etc.
  - Description and location and identity of offender if known.
- Identify the 'target' of aggression if known.
- Everyone must remain in the safe location until the ALL CLEAR is given.
- Inform parents of lockdown and keep them informed of proceedings as best as you can.
- Once police arrive, liaise with them over the phone to secure the scene/environment.

### Following the Incident:

- The aftermath of a lockdown situation will require careful management as even in the 'best case' scenario of no one being injured there may be traumatised staff and children, concerned parents, disruption to centre/service and media interest.
- The Trauma Incident Teams will provide support.
- Manager or SPC to liaise with the media if necessary. Employees are not to communicate with media.
- Manager and/or SPC will decide whether to temporarily close, or continue operating. (The Trauma Incident Teams will provide guidance on suitable responses)
- Teachers, parents/caregivers are encouraged to talk away from children so as not to project their fear, worry etc., onto children.
- Ensure the continued monitoring of the wellbeing of all children, their families and teachers, providing appropriate support.

- All teachers and other staff offered leave, counselling and support.
- For further information on helping children through trauma:

[www.education.govt.nz/school/student-support/emergencies](http://www.education.govt.nz/school/student-support/emergencies)

**ASSEMBLY AREA FOR EVACUATION PURPOSES**
**Rationale:**

To meet the Ministry of Education Regulations 2008 (HS5)

AAPICA has a designated assembly area for evacuation purposes which is safe and protects children from risk, harm or danger.

**Procedures and Practices:**

- AAPICA aims to keep and protect children and staff safe when evacuation occurs in a designated assembly area in the car park (back of church).
- This area will be vacant and be usable for the staff and children to assemble until they return to the Centre's building or learning environment.
- This must be followed with a sign of safety and free from risk and danger from the Civil Defence officers or authority.
- Head Teacher and staff are to check and make sure that the classroom environment or building is safe for the children to return to.
- Check/roll calls the children at the assembly area.
- Head Teacher and staff will contact and inform parents if there is a need or change for the Centre's programme when this has occurred.
- Check the Civil Defence Procedure for appropriate strategies for the Centre.

**SECURING HAZARDOUS OBJECTS**
**Rationale:**

To meet the Ministry of Education Regulations 2008 (HS6)

AAPICA aims to uphold the safety of the children in the service.

**Procedure and Practices:**

In an earthquake, most hazardous objects such as bookshelves, cabinets etc., must be secured by fastening to the structure of the building. Connections that are easy to unclip and re-clip will allow you to move furniture when needed. Fasten points at several places around the walls (if required).

***Guidelines to follow:***

- All heavy furniture, fixtures and equipment must.
- Always fasten to the structure of the building (if required).



- Studs are fine but wallboards may be too weak.
- Make sure that the fastening you use are strong enough to hold the weight of the heavy object.
- If it gets bounced up/down, make sure to check that this is fastening tightlymake sure that you fasten at the top rather than at the bottom.
- If fastening at the bottom, this must be very strong.
- Check for safety before allowing the children to use the environment that these heavy furniture and other hazardous objects are displayed.
- Make sure that they are secure and safe at all times.
- This has to be checked by Head Teacher and manager every term.

<b>EMERGENCY SUPPLIES</b>
---------------------------

### **Rationale:**

To meet the Ministry of Education Regulations 2008 (HS7)

AAPICA will supply emergency tools and food with a written procedure to make sure that this will provide support and a First Aid Kit for the children, staff, teachers and parents who are involved in this emergency situation.

### **Procedures and Practices:**

Aoga Amata AAPICA CENTRE will make sure that they provide supplies for emergencies. These must be in store, prepared and packed by the Head Teacher and the manager to make sure that these supplies are ready for use.

Also, will encourage parents to provide individual packs for their children which are then stored away. This will automatically take care of special age or diet related food needs.

Ideal food items for Civil Defence stores are those that do not require cooking and are relatively non messy, e.g. Muesli bars or tinned fruit (No dehydrated foods).

Drill activities with children, parents and teachers will be practiced as to familiarise with the actions when earthquake or similar occasion occurs.

### ***List of supplies:***

- First Aid Kit
- Water (enough for number of children/adults)
- Blankets
- Torches, batteries

- Radio
- Food cans: fruits/biscuits
- A box of matches
- Candles
- Rolling mats/folded
- Tent
- Notebook/pen

These must be kept in a safe storage container (plastic) and can be easily accessed when earthquake or any emergency occurs (depending on nature). These are to be checked every term (check expiry dates – water/food) by Head Teacher/manager. Require a record book for this action.

### EMERGENCY EDUCATION

#### **Rationale:**

To meet the Ministry of Education Regulations 2008 (HS8)

AAPICA staff and teachers provide education and care and are familiar with relevant emergency drills and regularly carry these out with the children.

AAPICA staff/teachers will provide and prepare programmes that will educate and enhance children to understand, learn and be aware of any emergencies to enable them to follow emergency drills and familiarise with the procedures:

#### **Procedures and Practices:**

- AAPICA teachers will plan and create learning activities that will be appropriate for the children to understand and be aware of any emergency occurring during operation hours.
- Teachers will demonstrate and model actions with clear instruction so the children can understand and will be able to follow.
- Consistent practice of these activities would be the best way to teach and educate children about these emergency drills.
- Encourage parents and all staff to be involved in the programme as have a common understanding and practice of the emergency drills at the Centre and their homes.
- Display procedures, pictures, brochures and charts so everyone can read and access.
- Dramatise indoor and outdoor activities of fire and earthquakes with the children.

- Plan and set rules with the children so they can be involved in creating their own rules.
- Teach them emergency phone number, 111 for reporting emergencies.  
Teach them the Centre's address, phone number and person responsible. Involve parents in planning for this education programme for emergencies.
- Recording book must record all drill details, date, time, number of children (roll call registration, teacher, adults) report and reflection from the Fire Department.

## **FIRE ALARM**

Continuous ringing of the Fire Alarm System

***Staff member – designated Fire Warden to alert Fire Service – Dial 111 (Ask for Fire Service)***

<b>FIRE EVACUATION PROCEDURE</b>
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### **Procedure:**

1. Evacuate all rooms immediately, closing doors and window if possible.
2. Designated teacher must check all side rooms/toilets/washrooms/sleeping areas thoroughly.
3. Assigned teacher(s) with each group (both Under 2s and Over 2s) make their way to the Assembly area – using Exit A and Exit b. (Assembly area around back of AAPICA Centre – church back car park.)
4. Teachers take roll call of all children.
5. Teachers must ensure an account of all children and report any children who are not confirmed on roll call.
6. Second teacher to report if any other children or staffs are still in other areas. e.g. special needs and advise.
7. Other staff and children remain in Assembly area.

**Staff to keep all children together, await further instructions from Fire Service – Fire Warden before proceeding back into the building**

# FIRE ACTION

## IF YOU DISCOVER A FIRE:

WARN OTHER BUILDING OCCUPANTS  
OPERATE FIRE ALARM AND PHONE THE FIRE SERVICE

DIAL 111

*(FROM A SAFE PHONE)*

## WHEN WARNED OF A FIRE IN THIS BUILDING:

GATHER ALL THE CHILDREN AND LEAVE THE BUILDING IMMEDIATELY  
USING THE NEAREST EXIT WHICH IS:

Exit Doors in Over 2s area (Exit A)  
and Under 2s area (Exit B)

ASSEMBLE AT THE BACK OF THE CHURCH CARPARK THROUGH  
OUTDOOR PLAY AREA

YOUR ALTERNATIVE EXIT IS AT:  
THE FRONT ENTRANCE/EXIT DOOR TO THE AAPICA CENTRE

ASSEMBLE AT:

THE ROADSIDE OUTSIDE THE FRONT OF THE AAPICA CENTRE CAR  
PARK AREA

ONCE OUT, STAY OUT

WALK – DO NOT RUN

STAY AT THE ASSEMBLY POINT UNTIL THE “ALL CLEAR” IS GIVEN  
DO NOT ATTEMPT TO EXTINGUISH THE FIRE UNLESS IT IS SAFE TO DO SO

OCCUPATIONAL SAFETY AND HAZARD MANAGEMENT PROCEDURES

## Rationale:

To meet the Ministry of Education Regulations 2008 (HS1 & HS12)

The premises, furniture, furnishings, fittings, equipment and materials in the Centre to which the children attending have access are kept safe and hygienic.

### Procedures and OSH Practices:

- Daily OSH checks will be completed and documented to ensure a safe environment for the children and staff. This will include ensuring emergency exits are clear, checking gates and external barriers and scanning area for any hazards.
- Any maintenance needs or non-compliance will be recorded and referred to the Aoga Amata AAPICA CENTRE Management team. Any costly maintenance needs prior approval by the AAPICA Board.
- Any broken equipment will be removed from child play space immediately.
- Sandpits will be covered after each play session and any foreign objects will be removed.
- A thorough maintenance checklist will be completed on a six monthly basis.
- Again any non-compliance or maintenance needs will be recorded and sent on to the Aoga Amata AAPICA CENTRE Board.
- The AAPICA Board will complete a six monthly audit and will provide feedback and timelines for rectifying any issues.
- Fire, earthquake and shelter in place drills will be carried out termly (3–4 monthly) and recorded.
- All resources coming into contact with the children will be cleaned as per the Centre's cleaning rosters.
- All sleep and nappy charts will be kept and filed for reference as well as menus.
- All accident/incident charts and medication charts will be kept and filed for reference as well as menus.
- Any time that a staff member notices or is concerned of a non-compliance issue, they are to inform the Head Teacher who will rectify the issue as promptly as possible.
- The Centre will keep an up to date hazard register and will remedy hazards as best they can; isolating, eliminating, minimising. This register will be displayed with other compliance documentation.
- Any poisonous plants found on site will be dealt with promptly.
- Pests and vermin control shall be engaged in the event of an infestation – any products used must be approved and the contractor must abide by Codes of Practice.
- Refuse is to be disposed of quickly and efficiently.
- Nappy bags to be taken out to rubbish area twice daily and indoor bins are to be emptied each day as per Aoga Amata AAPICA CENTRE Management Policy.

**FOOD PREPARATION, HYGIENE AND CONSUMPTION PROCEDURES**
**Rationale:**

To meet the Ministry of Education Regulations 2008 (PF16, HS19–HS23)

We are committed to providing the children with a safe and healthy environment including food. We promote healthy lifestyle choices for the children and healthy safe practices around food. Records will be kept for 3 months.

**Nutrition:**

- Healthy food choices will be offered.
- Fruit juices, fizzy drinks and cordial will not be provided. Milk will be provided with some lunches.
- Lollies etc., will only be consumed at the Centre with prior arrangement from the Head Teacher.
- Healthy food choices will be encouraged and promoted through newsletters, displays and talking with children and whanau.
- A set menu will be planned and recorded. If changes are made, these changes will be recorded in a notebook in the kitchen.
- Water will be provided for children at all times during the day and this water will be changed regularly to ensure it is fresh.

**Food allergies and food choices:**

- Some children may not be able to consume some types of foods. This could be for health reasons or religious reasons. Staff will ensure these children's food needs are supported.
- All special dietary requirements will be recorded and adhered to. The cook is primarily responsible for providing the food however all staff are to take responsibility for the serving of the food.

**Eating:**

- All children will sit whilst eating for cultural and safety reasons.
- Staff will be expected to sit with children whilst they eat.

## **Food Safety:**

### **Maintaining equipment and facilities:**

- A note of any kitchen equipment repairs, or new items purchased will be recorded daily in the Kitchen - Weekly Records. If repairs or maintenance *are* required these will be documented.
- All kitchen equipment will be serviced as set out in Maintenance and Servicing Records.
- All maintenance compounds, cleaning products and chemicals are.
- Fully labelled, stored, sealed and only used following the manufacturer's instructions stored and transported in containers that can't be mistaken for food containers securely kept out of reach of children.
- Thermometers must be checked at least every 12 weeks to make sure that they are providing accurate temperature readings, or whenever there is reason to think the thermometer is not working correctly. Thermometers will be calibrated according to the directions on the thermometer or following the steps in the Thermometer Calibration Records.

### **Sourcing, receiving and tracing food:**

- AAPICA will have a list of all suppliers who provide food to the centre and include their contact details.
- The temperature of chilled food and record this in the Kitchen – Weekly Records. If it is above 5 °C, the 2hour/4hour rule (as documented within the safe storage and display section of this policy) will be applied.
  - Frozen food is frozen.
  - Packaging is not damage or dirty.
  - Food is not past its use-by date.
- Food will always put away in the following order – chilled food away first, then frozen food, and then food that can be stored at room temperature.
- A tracing system will be created by keeping a list of suppliers and their contact details.



### **Safe storage and display:**

- The temperature of the fridge must be 4 °C or less and the temperature of the freezer must be minus 18°C or less. The chef will check daily that chilled food is being kept at 4 °C or lower by:
  - Using a calibrated probe thermometer to check the temperature of food or other substance (e.g. a container of water), or;
  - Using a calibrated infrared thermometer to measure the surface temperature of the food, or;
  - Using a calibrated automated system to monitor the internal temperature or surface temperature of your food.

- The chef will check daily the food in the freezer is still frozen (the temperature of the frozen food does not need to be measured).
- The chef will follow the 2-hour/4-hour rule, as shown in the diagram below:
  - All food is stored in covered containers. A label or sticker is to be used to inform the expiry date of the product going in to the container.
  - Cooked food will not be stored in the refrigerator for more than two days. A label or sticker will be used to inform the date and time it was refrigerated.
  - Cooked foods are stored above uncooked meats in the refrigerator.
  - Any recalled food identified will be disposed of and recorded in the Kitchen - Weekly Records, and dispose of any food affected by the recall.

### Preparation:

- Staff will follow the Handwashing Policy and thoroughly wash their hands using soap and warm running water, before and during the preparation of any food and dry them using paper towels. Hands are to be washed in the designated hand wash basin.
- Staff will use colour coded chopping boards for appropriate foods to avoid cross contamination between foods.
- All fresh fruit and vegetables are washed in clean fresh water before preparation and eating.
- Staff will follow any directions for use and storage on labels or advised by suppliers.
- Non-shelf stable foods will be kept out of the temperature danger zone (5°C - 60°C).
- Cold foods will be kept below 5°C.
- All frozen food will be defrosted in the fridge on the bottom shelf.
- All raw food will be thawed in a container so that it cannot contaminate cooked food or food that will not receive further cooking.
- Re freezing of food is not permitted.

0 hours	Less than 2 hours	Up to 4 hours	4+ hours
<ul style="list-style-type: none"> <li>▪ food is taken out of the fridge. Food is 5°C or below</li> </ul> 	<ul style="list-style-type: none"> <li>▪ serve ready to eat food, or</li> <li>▪ cook food to 75°C, or</li> <li>▪ put food back in fridge and chill to 5°C or less</li> </ul>	<ul style="list-style-type: none"> <li>▪ serve ready to eat food, or</li> <li>▪ cook food to 75°C, or</li> </ul>	<ul style="list-style-type: none"> <li>▪ cook food to 75°C</li> </ul> 



### **Preparation:**

- Food will only be reheated once.
- When cooking poultry, or ground/minced meat one of the following temperature/time combinations must be achieved.
- Records will be kept in the Kitchen Weekly Record of the temperature/time combination each time poultry (e.g. chicken) or ground/minced meat (e.g. beef mince) are cooked.
- Food will be heated evenly so all parts of it reach the temperature/time combination.
- The chef will ensure the food doesn't become decontaminated with bugs after it has been cooked.

### **Serving:**

- All food will be served in a hygienic manner.
- All food will be prepared in line with the Ministry of Health Guidelines for Healthy Eating including any listed choking hazardous foods. These hazardous foods need to be finely grated, or cooked until soft for children under 3 years of age.
- All children will be sat with while eating to ensure no child chokes outlined by the Ministry of Health Healthy Guidelines for Children.

### **Small hard foods:**

These are foods which are difficult for children to bite through and break down enough to swallow safely – pieces can become stuck in children's airways.

Examples of these are:

- Nuts
- Large seeds (e.g., pumpkin and sunflower seeds)
- Hard dried fruit
- Pieces of raw carrot, celery or apple
- Foods that break into hard sharp pieces (e.g., crisps, corn chips, rice crackers)
- Unpopped popcorn husks.

### **To reduce the risk of choking:**

- Avoid giving whole nuts, large seeds or hard dried fruit to children under the age of five.
- Use **thinly spread** smooth peanut butter instead of whole or chopped nuts.
- Carrot, apple and celery can either be cooked until soft or finely grated.

### **Small round or oval foods:**

Foods like this can lodge in children's airways. Examples are:

- Grapes, berries and cherry tomatoes
- Raisins and sultanas
- Fruit with stones and large seeds or pips (e.g., watermelon, small stone fruits)
- Peas
- Lollies/sweets.

### **To reduce the risk of choking:**

- Grapes, berries and cherry tomatoes can be quartered or chopped smaller.
- Soak raisins and sultanas to soften, and cut in half if large
- Remove stones from fruits
- Peas can be squashed with a fork.

Young children don't have the ability to chew small round hard, chewy or sticky lollies/sweets. These shouldn't be given to children under the age of three.

**Approved**

**Date**

**Reviewed**

**Date**

## CURRICULUM ASSESSMENT AND PLANNING POLICY

### **Rationale:**

To meet the Ministry Education Regulations 2008 (C1–4)

A rich and vibrant learning environment is created where adults and children learn alongside one another using assessment to guide our programme. We are working towards a community of learning that reflects a socio-cultural setting.

### **Procedures and Practices:**

- The Centre must enhance children's learning and development through planning, providing and evaluation of a range of appropriate activities that cater for the learning and developmental needs of the children (including children with special needs) fostering their cognitive, creative, cultural, emotional, physical, and social development, including both individual and group experiences, indoors and outdoors.
- Teachers will be provided with sufficient time to complete assessment work as setout in The AAPICA's Professional Time Policy.
- Educators will be guided by the principles of the Licensing Criteria 2008, Te Whariki and Kei Tua O Te Pai Exemplars when assessing children's learning and development.
- Programming is based on observations of what children can do, their interests and their development utilising the Noticing-Recognising and responding motif.
- Educators will implement a system of information gathering to ensure that individual and group needs are reflected, and programmes are planned to extend or consolidate children's learning and development.
- Each child enrolled at the Centre will have a portfolio where teachers are to document children's learning and development on a regular basis.
- The process of assessment, planning and evaluation will be part of the everyday practices within the Centre and the process will be regularly evaluated so that it remains purposeful and holistic.
- Teachers will endeavour to closely monitor the processes of learning stories in the portfolios and make clear links to the guidelines provided by the New Zealand Curriculum Framework.
- Children's learning and development will be documented through group planning which include the noticing of children's learning, the recognizing of interest and developmental levels and the responding to each child's interest, strengths and needs.

- Evaluation of the programme will be undertaken to ensure that there is in place formal reflection on practice.
- The assessment, planning and evaluation of group needs are another area that will be constantly implemented in partnership with parents and caregivers.
- Children will be involved in the planning process (where applicable).
- Staff will have the opportunity at staff meetings to discuss the current interests and needs of the children. Through discussion in these forums, staff will be able to gain a shared understanding of the children within the Centre. These understandings will inform and form the planning decision. Staff meetings will or will not be paid based on the individuals, employment agreement.

- Teachers are encouraged to have open lines of communication during the day to allow spontaneous learning to be recognized. Children will have access to their portfolios as this will allow children to revisit their learning.
- Displays will depict current learning from the children.
- Children's voice will be evident to show that they are given a say and are valued as capable and competent learners.

AAPICA Management will conduct a six monthly, audit on the Centre and assessment, planning and evaluation processes will be audited.

## Bi-CULTURAL PROCEDURE POLICY

### **Rationale:**

We are committed to our Treaty of Waitangi obligations. To meet Ministry of Education Regulations 2008 (43(1)(v) CS).

To acknowledge and reflect on the uniqueness of the place of Maori as tangata whenua, we acknowledge that every child attending the Centre has the right to understand and be confident in their own culture, to learn and understand Te Reo, customs, values and practices and to develop the ability to be sensitive and knowledgeable about the cultures of others.

- Employees will discuss and inform others of appropriate practice with regard to Tikanga Māori to increase awareness of the partnership inherent with Te Tiriti O Waitangi.
- Staff at the AAPICA Centre has a commitment to incorporating bi-cultural perspectives and practices into the curriculum. This will be done in many ways including using Maori resources such as puzzles, poi, rakau, flax mats, woven baskets etc.
- As part of regular day to day interactions with children, staff will predominately use Fa'asamoa with some Te Reo through greetings and simple directions and praise. Te Reo will also be incorporated into stories and waiata.
- Staff will endeavour to use the correct pronunciation of Te Reo, paying particular attention to children's names.
- Tikanga Maori will be understood by staff and this knowledge will be passed on to parents in a positive manner. We encourage children to affirm these practices with their parent/caregiver. We will observe the practice of not sitting on tables, not using food in play, cleaning activity tables before and after food and keeping clothing items separate from food areas.

- Children in the Infants area will be encouraged to take part in a karakia/tatalobefore kai/mea'ai is offered.
- Ongoing professional development on bi-cultural awareness will be sought to continually increase knowledge and confidence.
- Families are encouraged to record their ethnicity and Iwi on the enrolment form. This is a means of addressing equity issues in order to achieve genuine opportunities for participation by Maori and quality outcomes for Maori children.

We recognise the core values of Māori, such as kotahitanga, kaitiakitanga, mauritanga, wairuatanga, oranga, manaakitanga, whanaungatanga, mātauranga, rangatiratanga, akonga, tuakana/teina relationship, mahi tahi, and reflect these in our daily practice.

**Approved**

**Date**

**Reviewed**

**Date**

## CHILD PROTECTION POLICY

### Rationale:

1. To ensure that AAPICA has a written child protection policy containing
  - Provisions for identification and reporting of child abuse and neglect.
  - Provisions about the practices the AAPICA employs to keep children safe from abuse and neglect and,
  - Provisions about how the service will respond to suspected child abuse and neglect.
2. A procedure that sets out how AAPICA will identify and respond to suspected child abuse and/or neglect as required by Reg 46/HS31 and HS32- ECE regulations 2008 updated April 2021 and the Vulnerable Children's Act 2014.

### Key Issues

- 1) We make the safety and wellbeing of the children our main primary concern, with the child at the centre of all decision-making when responding to suspected abuse and/or neglect.
- 2) AAPICA does not accept child abuse and neglect and promote a culture where staff feels confident to challenge poor practice and raise issues of concern.
- 3) We recognise the importance of family/aiga and their right to participate in decision-making about their children, unless this would result in an increase risk to the child.

### Definitions

**Child Abuse** is defined in the Children Young Persons and their Families Act 1989 as "the harming (whether physically, emotionally, or sexually), ill-treatment, abuse, neglect or deprivation of any child or young person".

Child Abuse can be:

- Physical Abuse
- Emotional Abuse
- Verbal Abuse
- Sexual Abuse
- Neglect

**Neglect** "is a pattern of behaviour which occurs over a period of time and results in impaired functioning or development of a child. It is the failure to provide for a child's basic needs.

Neglect maybe:

- Physical – failure to provide necessary basic needs of food, shelter or warmth

- Medical – failure to seek, obtain or follow through with medical care for the child or young person.
- Abandonment – leaving a child or young person in any situation without arranging necessary care for them and with no intention of returning.
- Neglectful supervision – failure to provide developmentally appropriate or legally required supervision.
- Refusal to assume parental responsibility – unwillingness or inability to provide appropriate care for a child or young person.

(From Child Matters Website: [www.childmatters.org.nz](http://www.childmatters.org.nz))

### **Signs of Abuse and Neglect**

The following physical and behavioural signs, symptoms and history **may** indicate abuse or neglect. In certain situations, contexts and combinations they may indicate other concerns. All signs must be examined in the total context of the child or young person's situation.

<b>The Child</b>				
Consider physical, emotional, and sexual abuse and neglect				
Recognise disclosure as a sign of abuse				
Recognise Physical Signs	Record Parent Caregiver or Family Signs	Observe Behavioural Signs	Child /Family Vulnerabilities	Identity Development Signs
Bruises and Welts  Cuts and Abrasions  Scalds and Burns  Fractures  Head injuries  Failure to thrive and Malnutrition	- Exposure to family violence  - Unrealistic expectations  - Terrorising  - Corrupting  - Isolating  - Humiliating  - Dependency  - Closure	- Aggression  - Withdrawal  - Anxiety, Fear & Regression  - Sadness  - Obsessions  -Overly responsible	- Addictions  - Mental health  - CYF history  - Age of parents  - Attachment  - Disability	- Development delay  - Specific delays  # Attachment  # Speech and Language  # Social cognitive  # Vision & Hearing



## **Procedures**

### **Staff Training**

- AAPICA is committed to ensuring that staff are familiar with this policy and are aware of how to recognise, prevent and respond to abuse.
- All staff will be required to understand the key issues of the policy, the definition of “abuse” and ‘neglect’.
- As part of the induction process, all new staff will be required to read and understand this policy.
- All staff will be required to complete an annual Child Protection Workshop and/or attend an in-house training /review of the Child Protection Policy.
- All staff will be required to maintain familiarity with the laws and regulations which protect children from child abuse.

### **Professional Agencies**

- The Management and Staff will be aware of the professional agencies to contact in case of suspected child abuse. These are:-
  - Oranga Tamariki (MVCOT), the Ministry of Education, NZ Police.
- Staff should not assume responsibility beyond their level of expertise. In consultation with the Centre Manager could contact a professional agency for support when necessary.

### **Procedures of Responding to Suspected Child Abuse**

- The following measures will be taken by all teachers regarding suspected abuse.
- Assume the position of believing what you notice and what the child tells you. Inform the Head Teacher and the Centre Manager immediately.
- The Centre Manager will take action to ensure the immediate safety of the child. This may mean contacting professional agencies like Oranga Tamariki or the Police.
- Write your concerns or communication with the child, which caused your suspicions.
- Write your observations and keep any relevant evidence (photos, artwork, video etc.,) from the child if you think this may help.
- Talk to the Centre Manager. If there is no short-term risk, take time to consult thoroughly in order to make a well-informed decision.
- If you are certain that the suspected child abuse has occurred outside the family or by a person not closely known to the family, speak to the Head Teacher. She will raise it with the appropriate authorities.

- If you suspect that the abuse may have been perpetrated by a family member or someone close to the family, speak to the Centre Manager who will raise it with the family.
- If you suspect that the child abuse has been perpetuated by a staff member or any other person assisting at the centre report the matter promptly to management and/or the Chairman of the Board. They will report it to the appropriate statutory authorities such as the Ministry of Education or Police.
- Staff members under suspicion will be suspended while the matter is investigated, and they will be fully informed of their rights.
- Act on your concerns. Don't leave it to someone else or hope it won't happen again. Always speak to the Head Teacher and the Centre Manager. If you want you may speak to the Chairman of the Board.
- The situation can be stressful. Seek support for yourself, by informing management. Management can obtain support from agencies and organisations that specialise in abuse situations.
- All records must be stored confidentially in the centres filing system and made available only to people dealing with the abuse.
- Any person disclosing information in good faith regarding suspected abuse will be assured the protection afforded by law.

### **Staff Selection**

The management will employ staff using a 7 point safety checking process (in conjunction with the Personnel Policy)

1. Verification of Identity: Proof of identity essential.
2. Conduct an Interview : Include appropriate questions from "Vulnerable Children's Act" resource
3. Work history : Check on the applicants work history
4. Referees: Contact a referee.
5. Information from professional organisations or registration body
6. New Zealand Police vet: A response of NO RESULT is deemed appropriate for hiring.
7. Risk assessment: An evaluation of all information collected to assess if there is any risk to the children's safety:
  - These references will be done with the applicants consent. They will be made aware that a contract might not be offered without appropriate references.
  - The managements' prime consideration when choosing staff is to ensure that they have the skills and attributes which ensures the children's safety.

- Steps one, five, six and seven will be carried out on all staff every three years.

### **Staff supervision**

- Children are supervised at all times. Staff ratios are maintained for supervising children at all times.
- Careful consideration has to be taken in the deployment of staff to ensure children are supervised at all times and staffs are visible at all times to other staff.
- When staff are changing children's nappies, or bathing them other staff should be made aware that they are carrying out these duties.
- Except in an emergency, children are not to be taken from the centre without parental consent or approval in writing.
- Every centre trip (except spontaneous local walks- permission for these is provided on enrolment) will require written permission from parents.
- When children go on an outing or a field trip the adult to child ratio will be upheld with adults (parents who are able to join).

### **Rules about touching children**

- The care of children involves physical contact; this is normal, natural and desirable.
- It is natural to touch them to show affection, to comfort, to reassure them and to give them praise as well as taking care of their physical needs.
- It is not acceptable to force unwanted affection or touching on a child.
- Physical contact with children during changing or cleansing must be for the purpose of that task only and be no more than necessary.
- Only staff carries out this task. No one else is permitted.

### **Exposure to Inappropriate Material – HS32**

All practical steps will be taken to ensure children are not exposed to inappropriate/explicit material.

### **Professionalism**

The Management will encourage staff to keep their personal and professional lives separate.

Staff will be discouraged from having personal relationships with the children and families outside the work environment.

This includes after hours babysitting. Confidentiality is to be maintained at all times.

At least once per year at a staff meeting the child abuse prevention policy will be discussed and the performance standards outlined will be evaluated.

### **Parent Relationships**

We encourage parents/extended family/aiga to visit the Centre and to be involved in our Parents Teachers Meetings (PTM) and attend our events celebrations whenever possible.

If parents have concerns about their child they are encouraged to speak or make this known to the Head Teacher and/or Centre Manager.

We also have a process outlined in our complaints and procedure policy.

### **Preventative Education**

Education of children and parents/whanau is important in the prevention of child abuse.

AAPICA will conduct in house training on Child Protection Policy.

We encourage parents to make use of education programmes organised by agencies and Community organisations to self-educate themselves.

### **Exposure to people under the influence – HS33**

No person on the premises uses, or is under the influence of, alcohol or any other substance that has a detrimental effect on their functioning or behaviour during the services hours of operation.

If such a person intrudes and enters the Centre without a legitimate reason he will be asked to leave and/or removed by Police.

**Approved**

**Date**

**Reviewed**

**Date**

## FINANCIAL MANAGEMENT POLICY

### **Objectives:**

To ensure there is sufficient income and control over expenditure to ensure the continued viability of the AAPICA Centre.

Income will be maximized, and expenditure controlled or minimized in a manner that will ensure that the Centre's objects are met.

### **Procedures:**

The AAPICA Board will develop an Annual Budget Statement (prior to the beginning of the financial year)

This budget will set out expected income and expenditure.

The AAPICA Board will use a budget development process that income and expenditure expectations allow continued viability of the service.

The AAPICA Board will use the annual budget statement to provide:

- A guide to those responsible for expenditure decision as to the planned limits.
- Evidence that this type of planning has taken place.

### **A benchmark against which actual income and expenditure can be compared:**

- The AAPICA Board will ensure that there are systems in place that provide suitable information on the past and expected financial transactions that enables them to compare actual expenditure to the planned expenditure in the budget statement.
- The AAPICA Board will undertake sufficient analysis of the financial information (actual and budget).
- If there are significant changes to projected income or expenditure. The Board will ensure that those changes are reflected in a revised budget statement.
- The fees rates and payment terms will be included in the children's enrolment form.
- Final accounts are completed by Accounts and are audited. These statements show government funding as well as other income.

- The Centre will within 90 days of the end of the financial year, display on the parents notice board and audited financial statement for each year ended.
- The AAPICA Board reserves the right to change the fee rates and policies and those rates and policies will apply to parents/children already or previous quoted from the date of notice.
- When any changes are made, parents and staff will be notified in advance  
New notices and policies will be sent out to parents and made available.
- All pay roll run per week must be raised and authorised by two different signatories.
- All invoices will be paid via online banking using the internet banking feature, the signatories will be the treasurer, the manager and the head teacher.
- Any cash that is received will be registered in the cash accounts, with receipts given.

**Approved**

**Date**

**Reviewed**

**Date**

## COMMUNICATION POLICY

### Rationale:

To meet the ministry of Education Regulations 2008 (C12, GMA1–4, GMA6)

To ensure that parents are well informed about Centre operations and expectations.

To ensure that parents have authentic opportunities to contribute to decision making about their child's care and education.

To ensure that parents are well informed about their child's day.

To ensure there is a parent representative on the Board / Management committee.

### Procedures:

- The parents, caregiver, whānau and child are introduced to all employees with a special emphasis on the teachers working with their child.
- Parents, caregivers and whānau receive a copy of the whanau induction handbook and have a chance to read our policies.
- We endeavour to have clear and honest communication between Centre and families to ensure all feel involved and informed.
- The Centre staff recognizes that parents and families are the lifelong educators and teachers of values for their children. It is the role of staff to work in Partnership with them at all times.
- The Centre will provide opportunities for parents and families to communicate the needs and aspirations they have for their children and consider this information when making decisions on their children's care and education.
- The decision-making process will reflect the sensitivity to different cultural customs of the families attending the Centre.
- At the time of enrolment, parents will receive written information about the service and be asked to provide information about their own child's specific interests, strengths and needs.

- Centre staff will maintain parent notice boards displaying information relation to (but not confined to) curriculum planning, licensing requirements, staff names and qualifications, complaints procedures, community notices, parenting articles and upcoming Centre events. The Centre Policies and Procedures and ERO reports will all be readily available to parents.
- All staff will be involved with communication with parents. If a staff member is not able to answer a query or deal with a concern, they will pass it on to the Head Teacher who will discuss with you directly.
- If a parent wishes to make an appointment to see the Head Teacher, they are welcome to do so.
- Staff will aim to provide parents/caregivers/whānau with day to day feedback on their child/children. Staff will also make a time to discuss completed observations and evaluations of that child's learning outcomes and have parents contribute to this.
- Staff will endeavour to welcome every parent and other family members into the Centre and to share information about their child's day. Parents will be encouraged to spend time in the Centre and to contribute to the programme.
- Parents will have access to children's individual profiles on request and staff will encourage parents to contribute to the development of children's portfolio records. Staff will provide formal opportunities for parents to share in the development of individual goals and planned learning strategies for their child.
- An annual survey will be provided for parents to give formal feedback on the Centre operations.
- Regular newsletters and displays on notice boards will ensure that parents are well informed about topical issues and programme developments. The Centre will endeavour to provide Parent Evenings that meet the needs of parents and will be sensitive to the cultural needs of all family groups.
- Staff will fully consult with parents about any difficulties that their child experiences (social, emotional, developmental and learning skills) and will ensure that parents are kept well informed about their child's progress. Management and staff will seek information and guidance from specialist services where appropriate and in consultation with parents to enable the Centre to effectively meet individual children's needs.
- The Centre will ensure that parents have the opportunity to contribute to the reviewed of Policies and Procedures. Any policies etc., being reviewed will be displayed by the sign in table for you to have the opportunity to comment.
- We have spaces for private discussions should there be a need.
- To ensure all Government funding that is received from the Ministry of Education and Work and Income NZ is audited yearly and made available for viewing.



Information that should be attached to Parent notice boards include:

Audited Annual Financial Statement  
Building Warrant of Fitness  
Centre license  
Education Regulations 2008 (ECE)  
Complaints Procedures regarding Non Compliance Procedures  
Child Management Policy  
Earthquake/Fire Procedures  
Newsletters  
List of Person Responsible  
Philosophy Statement  
Staff Qualifications \*\*\* First Aid Certificates  
Annual Management Plans \*\*\* Centre Programme Plans

## Information and social media technology policy

### **Rationale:**

AAPICA is committed to a 21st century education for our children. This policy covers the use of multimedia, cyber safety, social media and other information and image-sharing devices. It covers use of email, websites, personal blogs, other blogs, Facebook, Pinterest, Twitter, and other social networking sites, video cameras, soundrecorders and other technologies.

### **Procedures:**

- AAPICA uses a range of online tools to support children's learning.
- AAPICA uses a range of online tools to ensure excellent communication between home and centre.
- AAPICA uses online tools to promote employee development and healthy staff interactions.
- Employees must be professional in their use of online media, whether their usage is directly to do with their employment or not.
- Employees who participate in online communication deemed not to be in the best interest of the centre, its staff, employers, children or family/whānau, regardless of whether this occurs inside or outside of working hours, will be subject to disciplinary action. This online communication can include but is not limited to:
  - Posts that damage the reputation of the centre.
  - Posts that breach confidentiality.
  - Posts that are detrimental to an employee or employer's reputation.
  - Posts that claim personal ownership of team work.
  - Posts that reflect negative personal issues regarding the centre, its employees or employers, families or whānau and children.

### **Specific Details for AAPICA:**

- Employees may not use the centre's internet for personal social media use.
- AAPICA will use appropriate online barriers and will monitor all child usage of online tools to ensure children are not exposed to any online material that is inappropriate for them.

- Employees must verify the contact details of recipients before sending confidential and/or sensitive information.
- All email originating from the centre's ICT equipment may be perceived as representing the opinion of the centre. All personal opinions expressed must be clearly identified as such.
- Users may not download, install or connect software or hardware onto the centre's ICT equipment/devices without prior authorisation.
- Employees will only use the centre's logo if Management approves such usage.
- Employees will not use the logo photos or work that represents the intellectual property of employees, children and the physical environment of AAPICA.
- Permission for use of childrens photos is granted or declined on enrollment of child.

## **LEGAL REQUIREMENTS**

- Employees will respect copyrights and the Privacy Act 2020 at all times.
- Employees will respect other employees, children, families and whānau confidentiality in all online and multimedia communications.
- Employees are strictly prohibited from illegally downloading any copyrighted content such as (but not limited to) movies, music or software on the centre's computers. Neither must they initiate access to save, copy, show or print inappropriate, objectionable and/or illegal material.
- ICT must not be used to deliberately facilitate any illegal or inappropriate workplace behaviour. This includes electronic communication that could cause offence to others, harass or harm them, or put employees at potential risk.
- Employees will seek written permission from families and whānau before using images of children or their families/whānau for any purposes.
- Disciplinary action can include termination or other intervention deemed appropriate by Management, including reimbursement for compensation and costs from employees who infringe copyright.

### **Regulations That Guide This Policy:**

REG.47 ECE 2008

### **Licensing Criteria That Guide This Policy:**

GMA1

### **Additional Documents That Guide This Policy:**

The Privacy Act 1993

Approval Date: April 2019

Review Date: April 2020

## COLLECTION OF CHILDREN POLICY

**Rationale:**

To meet the Ministry of Education Regulations 2008 (GMA 10)

To ensure the safe collection of children at the end of the day.

**Procedures and Practices:**

Children will only be release to people listed on the enrolment form as authorized to collect that child. A child will only be withheld from a parent if the Centre has a copy of a court order restricting access to that parent or if in the opinion of the Person's Responsible, the person collecting the child is under the influence of alcohol or any other substance.

If persons other than those listed on the enrolment form are to collect the child, the Centre **MUST** be notified by the parent prior to that person collecting the child. In the event that no prior notification has been given, the parent(s) will be notified by phone prior to the child being released to any other person's.

**If a child has not been collected by their booked time end:**

- Check the answer phone.
- Check for changes of times.
- Assume at this point that the parent is late.

**If the child has not been collected after 5 minutes:**

- Contact both parents by phone.
- If you are unable to get hold of either parent, call the emergency contacts and ask them to collect the child.

**If you are still unable to make contact and the Centre has closed:**

- Ensure two members of staff stay with the child.
- Repeat efforts to make contact with both parents and emergency contacts. After one hour make contact with the AAPICA Board or support services for advice and information. This would be the Police or Child Youth and Family.

**Approved**

**Date**

**Reviewed**

**Date**

## PRIVACY POLICY

### **Rationale:**

AAPICA respects the privacy of all staff, employees, children and their families. We endeavour to oblige by all privacy laws with regards to the gathering of information for the successful running of the Centre.

### **Objectives:**

**Refer Privacy Act 2020**

### **Procedure:**

#### **Adults**

##### ***AAPICA ensures that:***

- Information about the person is collected directly from that person. (Must only contact people whom the applicant has put down as a referee.)
- Explanations about what the information is going to be used for and whom else you will tell are given.
- Information is only used for a lawful purpose.
- Only information relevant to the position is collected.
- Information is stored with proper safeguards against loss or wrongful disclosure.
- Only people whose jobs directly relate to the information have access to it. Information is returned to applicants.

#### **Children**

##### ***AAPICA ensures that:***

AAPICA stores a wealth of information in regards, to the children in our care. As a Centre we collect information in many forms such as oral, written, and visual and this information gathering is a continuous and on-going process. No matter what form the information comes in, or how it is collected, AAPICA has a clear understanding of how it will protect the information under the principles outlined in the Privacy Act 2020.

Information that we gather on the Enrolment and Attendance records are required to be kept for 7 years. See Education (Early Childhood Services) Regulations 2008 Regulation 47, GMA10 and GMA11.

It is important to consider how these are stored to ensure that they are safe, E.g. Water and fire safe and with adequate security.

### **AAPICA ensures that:**

Information collected is to be only used for the purpose that it was obtained for.

Parents/guardians will be advised about what information is collected, how it will be stored, who will have access and what the information will be used for. We will be utilizing the enrolment forms as consent and ensure we have added a clause to state this.

### ***Guidelines for privacy of information regarding children***

Information will be stored with proper safeguards and against loss or wrongful disclosure. This information will only be available to individuals whose job directly relates to the information should they need access to it.

Information provided when a child is enrolled at the Centre is only shared with others who need it to effectively carry out their duties related to the child. Consent will need to be confirmed that it was granted on the enrolment form for the sharing of such information.

If the parent/guardian does not consent to the disclosure of any or all of the information, this needs to be clearly highlighted on the child's record to protect that child's information from accidental disclosure.

If consent has been obtained – information should be delivered in a way that unnecessary personal information belonging to the child or other is not accidentally disclosed.

At times, AAPICA may receive a request for some information concerning a child attending the Centre. Children's personal information can be given only to the child, the child's legal guardians and to the people granted consent on the enrolment form.

If you are at all uncertain, it is best to contact a legal guardian of the child and to ask if the information requested can be given to the person/agency asking for it, or if they would like to contact the person/agency directly. If one is still concerned or unsure seek clarification from the Privacy Commissioner.

Consider how you will handle information when the child's parents do not live together.

In our day-to-day workings with children, for the good of these children, these consent issues may seem obvious. But privacy is a concept that covers a vast area

and means a variety of things to different people. We must be careful that we do not make assumptions, regarding the children in our care, that they may offend, humiliate, embarrass or even danger the child or their family.

### **Privacy officers**

It is important that a person employed by the service has the responsibility of ensuring that the children's guardian(s) enrolling the child have a clear understanding of why the clauses are there, and that they understand what they are giving their consent to.

**Under the Privacy Act 2020, all early childhood services must display the following:**

The privacy officer of this service is:

**HENGA AMOSA**

It is his/her responsibility to:

Use information collected for the purpose it was collected for.

Ensure personal information is securely stored.

Ensure information collected is accurate.

Make available to a person information held about them.

**Approved**

**Date**

**Reviewed**

**Date**

## POSITIVE GUIDANCE POLICY

### Rationale:

The principle of respect and caring for others are the heart of this policy. Every child will feel safe, secure and valued in the warm and caring environment of AAPICA Centre. We understand that children deserve the opportunity to solve their own conflicts at times, and that adults need to model the strategies language and skills for them to do so.

Education (ECE) Regulations 2008, Part 2, 43 Curriculum standard (1)(c), 56  
 Ill-treatment of children (1)&(2). Licensing Criteria for Centre Based ECE Services:  
 C10 The Vulnerable Children Act 2014; The Children, Young Persons, and Their  
 Families Act 1989.

To ensure the children at AAPICA Centre are treated with respect, care, and consistent practice in positive guidance situations whilst developing their social competence.

### Procedures:

- Children are provided with enough resources to promote choices for challenge, revisiting, wider community experiences, exploration, and solitary and group play.
- Children will be encouraged to see themselves as people with rights, and to have a sense of responsibility for the rights of others.
- Children are respected and care for at all times
- Every child is given positive guidance directed towards promoting appropriate behaviour, having regards to the child's stage of development.
- Children are shown appropriate behaviour through caregivers who model positive ways of resolving conflict.
- When redirecting children's behaviour staff will always give children a reason as to why such behaviour is inappropriate.
- All reasoning is at a level that each individual child can understand at their development level.
- Every child is given positive guidance using praise and encouraging words and gestures, avoiding blame, harsh language, belittling or degrading responses.
- Children are spoken to in a positive manner, are encouraged to do all things and are praised verbally for their success or near success.
- Children are offered alternative forms of behaving when guidance is necessary.
- Children are never spoken to harshly, criticized, belittled or shout at.



- Every child's achievements no matter how small are important and recognised.
- Any child receiving guidance and control is not subject to any form of physical ill treatment, corporate punishment, solitary confinement, immobilization, deprivation or force feeding in any way.
- Positive behaviour will receive praise and encouragement, whereas negative behaviour will receive no reward and little or no attention. Teachers will be mindful of children's self-regulation.
- Teachers will be positive role models, respecting and listening to each individual child, and treating all children in a fair and equitable manner. All voices will be heard.
- Adults will role-model appropriate behaviour with one-another, and with children.
- Teachers will try to anticipate any problems or problematic situations and redirect or use other appropriate strategies to deflect or modify children's challenging behaviour.
- Teachers will not use corporal punishment or any other frightening or abusive disciplinary actions.
- Teachers will focus on the positive aspects of children's behaviour and development, nurturing their self-esteem and, increasingly, their independence.
- Where a child's inappropriate behaviour persists, parents/guardians will be informed and involved in developing an individual positive guidance plan that should be applied at home and in the Centre.
- It is acknowledged that consistency between home and Centre is effective to help children learn limits and boundaries.
- If the plan does not appear to be effective, it would be reviewed after a fortnight.
- In serious circumstances, the teachers may deem the behavior un-manageable in the Centre environment. This usually happens when the behaviour is regularly harmful to the child, to others or to the environment.
- If the child's behaviour continues to be un-manageable by the adults around him/her, the parents/caregivers will be asked to give permission for a referral to Special Education Services who can provide strategies and support to the child, teachers and the family.

**Approved**

**Date**

**Reviewed**

**Date**

## COMPLAINTS POLICY AND PROCEDURES

### Rationale:

AAPICA's commitment is to provide a quality service at all times. Our goal is to respond to any complaint within five working days

Aoga Amata AAPICA CENTRE is committed to providing quality services and to continuously improve both policy and practice. To achieve this, it is necessary to receive and act on feedback from clients. Complaints should be dealt with in a manner which:

- Affirms the right of clients to make a complaint.
- Resolves the specific issues satisfactorily and in a timely manner. Improves future performance of the organization.

### Procedures:

#### **If parent has a complaint:**

This policy will be displayed in the entrance to AAPICA.

- If you are unhappy about any aspect of the AAPICA's service or programme, the first person to discuss it with is the staff member with whom you have regular contact (unless that teacher is whom you want to lay a complaint about). In the case of this being so, you should approach the Centre's Head Teacher or Manager.
- You are entitled to have a support person present during any face to face discussions at any time during the complaint investigation.
- You will be invited to complete a Complaints Form which allows you to outline your complaint and the desired outcome.
- If the staff member cannot resolve the complaint to your satisfaction, write to or ring the AAPICA Centre's Head Teacher or Manager.
- If you are still unhappy about how the problem is being dealt with, write to the Aoga Amata AAPICA CENTRE Board of Trustees. In your letter set out what the problem is and the steps you have gone through to resolve it so far.
- AAPICA staff and management team would like the opportunity to resolve your complaint to your satisfaction before you refer it to any other agency for investigation.
- AAPICA will arrange a meeting to reach a joint agreement.
- The complainant may contact the Ministry of Education for further assistance.

The Ministry of Education contact details are:

12-18 Normanby Road  
Mt Eden  
Auckland  
Private Bag 92644  
Symonds Street  
Auckland

Telephone: (09) 6329400  
Fax: (09) 6329401  
Email: [enquiries.auckland@minedu.govt.nz](mailto:enquiries.auckland@minedu.govt.nz)

**Who to contact if you have a complaint:**

	Head Teacher	Manager	Chairman
Name			
Contact Address			
Phone			
Fax			

You can submit your complaint to any other person authorized to receive complaints: including the local office of the Ministry of Education (Early Childhood Services), Children and Young Person's Service (Family Service). If you have a complaint relating to a health and disability issue, the Health and Disability Commissioner will hear complaints and can refer you to advocacy services.

**Approved**

**Date**

**Reviewed**

**Date**

## FEES POLICY

### **Rationale:**

AAPICA offers an affordable and simple fee structure encouraging the child's participation in the Centre a priority.

### **Objectives:**

To make it financially possible for the child to participate.

### **Procedures:**

- We run full day sessions minimum 6 hours per day
- We have a flat rate for fee structure;
  - Under 2 years      \$150 per week
  - Over 2years      \$120 per week
  - 3 Years and over    20 hours ECE (free) plus \$3 an hour over that.
- We encourage payment of fees a week in advance preferring automatic payment to the AAPICA bank account.
- Fees schedule is given to parents on enrolment.
- Fees are still paid if child is absent and when the Centre is closed for public holidays.
- Invoices are given out either monthly or fortnightly.
- Parents are encouraged to apply for WINZ subsidies if entitled.

### **Fee Arrears**

- If parents fall behind paying their fees the Manager will ask them in to discuss and seek an agreement for payment of their fees.
- If fees owing are not paid and debt accumulates AAPICA will activate the following debt recovery policy.
- Outstanding debts within the previous 36 months are subject to this policy.
- The manager to liaise with the Treasurer on the recovery strategy.
- The Treasurer has been approved by the Board to oversee the Debt Collecting portfolio.
- The Treasurer may communicate directly with the families involved in the hope of recovering the full debt.

- If the success rate is less than 75% over 3 months their names maybe, loaded onto Bay Corp Collecting agency.
- The Treasurer may recommend the Board give Bay Corp permission to take legal action.

Approved \_\_\_\_\_ Date \_\_\_\_\_

Reviewed \_\_\_\_\_ Date \_\_\_\_\_

## TEACHING CURRICULUM

### CURRICULUM FRAMEWORK 2010

#### **C1: Professional Practice**

*This service curriculum is consistent with any prescribed curriculum framework that applies to the service:*

*(Related to clause 43(1)(a) of standard)*

#### **Rationale:**

The curriculum is founded on the following aspirations for children:

“To grow up as competent and confident learners and communicators, healthy in mind, body and spirit and secure in their sense of belonging and in the knowledge that they make a valued contribution to society” (Ministry of Education. 1996. p. 9)

AAPICA Curriculum will be based on the Te Whariki Principles, Strands, Goals and Learning Outcomes and Kei Tua O Te Pae as Frameworks and Guidelines for planning, implementing, assessment and evaluating. The designed curriculum will enhance and empower children’s learning and development through the provision of learning experiences and that is consistent with any curriculum framework prescribed by the Ministry of Education that applies to the service.

We will strive to provide “the sum total of the experiences, activities and events whether direct or indirect, which occur within an environment designed to foster children’s learning and development” (p. 10)

We will emphasize the essence of heritage traditional values, beliefs and practices.

#### **Procedures Management strategies:**

Frameworks and guidelines are based on Te Whariki and Kei Tua O Te Pae. For children’s curriculum programmes, these will be designed to incorporate and implement the following:

Teachers are obligated to design, incorporate and implement:

- Everyday assessments from a range of settings in the Centre with a learning environment either indoor or outdoor. This refers to infants, toddlers and young children.
- 15 Books of Exemplars (KTOP) as the framework/guidelines for assessment of children’s learning and development.

## **TE WHARIKI**

### ***Principles:***

Empowerment	Whakamana
Holistic Development	Kotahitanga
Family and	Whanau Tangata
Community Relationships	Nga Hononga

### ***Strands:***

Well-being	Mana Atua
Belonging	Mana Whenua
Contribution	Mana Tangata
Communication	Mana Reo
Exploration	Mana Auturoa

*Teachers are obligated to implement and strive to achieve the 5 Strands as noted above*

## **Goals and Learning Outcomes of Te Whariki:**

### ***Knowledge, Skill and Attitudes***

The Centre will provide a curriculum that fosters the child's own experiences, knowledge, skills, attitudes, needs, interests and views of the world within the Centre's settings.

Teachers will encourage children to have the opportunity to create and act on their own ideas to develop knowledge and skills in areas that interest them.

Encourage children to make an increasing number of their own decisions and judgement.

## **KEI TUA O TE PAE (KTOP)**

### **Objectives:**

AAPICA Curriculum, teachers will design and incorporate the contents of Kei Tua O Te Pae as a guideline and framework for planning, assessment and evaluation children's learning and development.

The four principles of Te Whariki will also be integrated as well as the five Strands and Goals.

"Kei Tua O Te Pae is designed as a professional development resource to enable learning communities to discuss assessment issues in general, both in terms of Te Whariki and in terms of their own" (KTOP, 2004, p.2)

## Form of Assessment:

### Procedures and Practices:

Observation (Noticing): the teacher's obligation is to follow and collect information of children's learning and development by:

- Assessment for learning which is described as "Noticing, Recognising and Responding". These three processes are progressive filters. Teachers notice a great deal as they work with children and they recognise some of what they notice as "learning". They will respond to a selection of what they recognise.
- The ways in which our everyday practice we (children, families, teachers and others) observe children's learning (*noticing*) is by striving to understand the child's learning capacity (*recognising*) and then put our understanding to good use supporting and teaching (*responding*).
- Feedback will be through documentation (such as assessments that families and teachers can read back to children and photographs those children can "read" themselves. Some of it will be verbal, some will be nonverbal through a gesture, a nod, or a smile.
- Teachers will share/discuss learning stories as well as feedback with parents/whanau.
- Feedback will be shared with the learners what outcomes are valued in the learning community and how they are doing. It acknowledges the goals that children set for themselves.
- Teachers, parents/whanau and children will share and discuss children's learning stories at a team meeting, parents evening and one on one with children, comment/contribute their thoughts and decisions as part of children's learning assessment.

*Planning methods: (KTOP) that the teachers will follow and implement: (as explained above)*

#### **Steps to follow:**

Noticing

Recognising

Responding

Possibilities and What Next?

<b>C2:</b>
------------



*The service curriculum is informed by assessment, planning and evaluation (documented and undocumented) that demonstrated an understanding of children's learning, their interest, whanau and life contexts*

### **Rationale:**

AAPICA's Curriculum (Teachers, Children and Parents) will plan its programme to facilitate achievement of the goals based on Te Whariki Principles and Strands.

There are many ways in which teachers, children and parents weave particular patterns that will make the programme different and distinctive such as:

Pasifika perspectives and practices, values and beliefs

Bi-cultural (Maori perspectives, Te Tiriti o Waitangi)

Multi-cultural diversity perspectives

AAPICA's Curriculum will consist of Assessment, Evaluation and Planning of children's Learning and Development in which it will be designed and based on the Principles and Strands of Te Whariki (Curriculum Framework) and Kei Tua O Te Pae for assessment of Learning and Development

### **Procedures and Practices:**

Teachers will incorporate the Te Whariki principles, strands and goals, Kei Tua O Te Pae in assessing, evaluating and planning children's learning and development by:

- Utilising Kei Tua O Te Pae and Te Whariki's books as tools for assessment, evaluation and planning for children's learning and development.
- Observation techniques – anecdotal, time sampling, running records to complete this list.

Teachers will incorporate and ensure that:

- Learning, development and the experiences provided for children are interconnected with the communities and societies: such as family/whanau, church, health and other government ministries and agencies etc.
- Elaboration for different age levels and flexibility for different environment settings either at home, in the community or at the Centre.
- The strands and goals are woven with different content emphases: Christian faith and beliefs, cultural values and practices (Pasifika), bi-cultural (Maori) as well as multi-cultural perspectives and values.
- Teachers Planning will be a continuing process involving careful observation, identification of needs and capabilities, provision of resources, assessment and evaluation.

- Allowing parents/whanau to contribute and discuss programme planning as part of participation process. This is a crucial part of improving it. By ensuring that people think and are able to justify their beliefs and practices as valued members of the community.

### **TE WHARIKI:**

“New Zealand Curriculum Framework outlines essential learning areas, essential skills and attitudes and values, as early childhood curriculum provides a foundation for children to become confident and competent and during the school years to be able to build on their previous learning”. (Ministry of Education, 1996, p.93)

Teachers will incorporate and implement the curriculum framework for assessment children’s learning and development (for all strands).

### **Links with essential skills:**

Communication Skills

Numeracy Skills

Information Skills

Problem-Solving Skills

Self-Management and Competitive Skills

Social and Co-operative Skills

Physical Skills

Work and Study Skills

### **Links with essential learning areas:**

Language and Languages

Mathematics

Science

Technology

Social Sciences

The Arts

Health and Physical well-being

## KEI TUA OF TE PAE:

### Rationale:

Assess children's learning – integrated knowledge and understanding, skills and attitude.

The five strands of Te Whariki: Well-being (Mana Atua), Belonging (Mana Whenua), Contribution (Mana Tangata), Communication (Mana Reo) and Exploration (Mana Aoturoa) are woven into the exemplars as frameworks and guidelines for assessment, evaluation and planning for children's learning and development.

### Procedures and Practices:

Teachers are required and accountable to incorporate Kei Tua O Te Pae Books and utilise for assessment, learning and development for children such as:

- Socio-cultural Assessment – He Aromatawai Ahurere Papori
- Bi-cultural Assessment – He Aromatawai Ahurere – Rua
- Children contributing to their own assessment
- Assessment for learning: Competence – He Aromatawai me te Ako :Kaiaka
- Assessment for Learning: continuity –Te Aromatawai mete Ako:Motukore
- Assessment for Infants and Toddlers – He Aromatawai Kohungahunga Tamariki
- Inclusive Assessment –O Te Kahui Aromatawai
- Book 10: Introduction to Book 10–15
- Belonging – The strands of Te Whariki
- Well-being – The Strands of Te Whariki
- Exploration – The Strands of Te Whariki
- Communication – The Strands of Te Whariki
- Contribution – The Strands of Te Whariki

### **Strategies and techniques**

- Setting clear goals
- Documenting assessment (everyday contexts
- Protecting and enhancing the motivation to learn
- Acknowledging uncertainty
- Listening to children's voices

Collective assessment – children, parents, staff

Keeping a view of learning as complex

**Steps to follow:**

1. Noticing (observation – children's learning interest)
2. Recognising what learning occurred?
3. Responding, providing learning experiences/strategies employed
4. Possibilities/What next? Where to? – assessment/evaluation

*Planning methods (KTOP) that the teachers will follow and implement (as explained above)*

## TE WHARIKI AND KEI TUA O TE PAE

1. **Noticing:** Observation – What is happening here? Collecting Data



2. **Recognising:** Interpretation/set learning objectives/goals.

### Te Whariki/Kei Tua O TePae

Empowerment – Whakamana – Well-being – Mana Atua

Holistic Development – Hotahitanga – Belonging – Mana Whenua. Family and

Community – Whanau Tangata – Contribution – Mana Tangata

Relationships – Nga hononga – Communication – Mana Tangata

Exploration – Mana Aoturoa



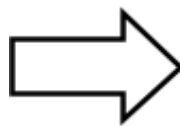
3. **Responding:** Set learning activities/environment/teaching strategies. How this assessment might be used to support learning and development in the relevant area



4. **Possibilities:** What next? Where to? Assessment, Evaluation and Reflection on learning outcomes/development/evidence – Learning Stories



On-going cycle of planning – return to the beginning



The assessment process is part of the pedagogy that occurs in the context of reciprocal and responsive relationships in each setting. Exemplars and documented assessment inform the everyday **noticing**, **recognising** and **responding** that is not documented

**Introduction date:**

**Approved**

**Date**

**Reviewed**

**Date**

**C3:**

*Adults providing education and care engage in meaningful, positive interactions to enhance children's learning and nurture reciprocal relationships*

### **Te Whariki: Contribution 3**

"Children experience an environment where they are encouraged to learn with and alongside others." (Ministry of Education , 1996, p. 70)

### **Rationale:**

AAPICA's Curriculum will foster education and care so that children will experience an environment where they are encouraged to engage in meaningful, positive interaction and enhance reciprocal relationship alongside others.

AAPICA's Curriculum will empower education and care by role modelling positive interactions and develop collaborative relationships with the children, parents and all the staff at the Centre. The purpose is to engender positive attitudes that are meaningful and enhance their skills in all facets of learning.

### **Procedures and Practices:**

### **Continuity (KTOP)**

The first relevant image is about continuity

### **Procedures**

Teachers are accountable:

- To know those young children's horizons will expand and change in ways that cannot be foreseen.
- Designed action required to follow as ongoing procedures.

## Observations

### Noticing new learning

Recognising anything new?

Responding to the learning

These experiences, activities and events may be based on forward planning or may evolve in response to a particular situation

Activities based on subject areas (Te Whariki): Language and Language, Science, Mathematics, Arts, Technology, Social Science and health and Physical well-being, (Literacy and Numeracy).

### **Engaging the mind, body and spirit (KTOP)**

The second image is about growth, development, and learning through the engagement of body, mind and spirit.

### Procedures

Teachers employ their knowledge and understand the holistic view of growth described “the sum total of the experiences, activities and events whether direct or indirect which occur within an environment designed to foster children’s learning and development”. (Ministry of Education, 1996, p. 10)

Teachers will foster and facilitate learning experiences that encourage children’s learning socially, emotionally, physically, intellectually and spiritually.

This holistic view of growth reminds us that development and learning have affected, social, and motivational dimension and that assessment does too.

### Implementation

Set range of learning activities both indoor and outdoor with variety of resources with different textures as to stimulate and motivate their thinking. For example:

Learning activities to facilitate and foster children’s learning to enhance these learning areas:

- ❖ *Language and Language* – language and symbols of children’s own and other cultures are promoted and protected.
- ❖ *Library* – books for reading, matching charts, alphabets, telling stories, puppets, talking.
- ❖ *Papatuanuku/natural materials* – stone, flax, rocks, shells etc.
- ❖ *Written language* – in all children’s heritage language. E.g. Pasifika, Te Reo Maori etc.

- ❖ *Cultural Resources* that reflect the family throughout the environment.
- ❖ *Greeting* each person by using their language, visual displays, music tapes and CD, instruments from other countries such as lali, pate, palau, ukulele, etc.
- ❖ *Fantasy play* – dress up clothes, eating utensils, etc.
- ❖ *Notice boards* for children/parents, learning stories, art work, notices and documents etc.
- ❖ *Resources* from support agencies for families to access.
- ❖ *Opportunities* for emerging literacy, large group session, small group and individual conversation. E.g. cushions, sofas, mat/carpet, cosy area etc.
- ❖ *The child learns through active exploration of the environment.*

The following areas of play should be available to children at all times:

- ❖ *Books* and storytelling props – costumes, wands etc.
- ❖ *Puzzles* and manipulative equipment: numbers, alphabets, colours etc.
- ❖ *Blocks* – shapes, sizes, wooden, plastic, card-board etc.
- ❖ *Materials* that foster creativity.
- ❖ *Dough and clay* – sieve, knife, rollers, cutters etc.
- ❖ *Dramatic player sources* – all kinds, cultural and others.
- ❖ *Sand* – bucket, spades, trowel, digger etc.
- ❖ *Water* – containers, bottles, floats etc.
- ❖ *Nature and Science* – shells, seeds, pods, insects, plants, fish etc.
- ❖ *Carpentry* – hammer, saw, nails, bolts, tape measures etc.
- ❖ *Equipment and resources* that promote active play
- ❖ *Resources that enable large constructions* i.e. huts, boats etc.
- ❖ *Paper, pens, rules etc.*, – paints, felts, brushes etc.
- ❖ *Papatuanuku/natural materials* – stones, bark, shells, flax etc.
- ❖ *ICT equipment* – video, camera, computer, radio, tape, CD, iPod, mobile etc.

It is important that children can interrelate their play between these areas. For example, block play could include:

- ❖ Family play

In an environment that provides opportunities for choices, planning and problem solving, equipment is displayed in such a way that children have access to a variety of tools and resources



It is vital that teachers take opportunities to extend children's thinking and encourage children to have a perception of themselves as explorers – competent, confident learners who ask questions and make discoveries.

*Mathematics* – puzzles, blocks, numbers, games, songs, carts, matching games, natural resources – shells etc., cultural resources

### ***Strategies and techniques for Teachers when working with children***

Encourage

Support

Scaffold

Communicate

Interact

Allow children to explore and experience

Responsive and listen to their voices

### **Reciprocal relationships (KTOP)**

The third image is about the reciprocal relationships between the child and their world.

### **Procedures and Practices**

- Teachers are to communicate, interact and scaffold children's learning
- Embedded in their reciprocal relationships with the world, with people, places and things. The world shapes their learning, and in turn, their learning shapes and changes the world.
- Teachers will enhance children's learning and development through relationships and interactions, which are responsive, reciprocal, positive and encouraging by:
  - Tuning in to children's thinking
  - Active listening
  - Responding sensitively to children's feelings, interests, abilities and cultural backgrounds
  - Using language that assists children's understanding
  - Child-initiated interactions
  - Emphasise the two-way nature of interactions, a balance of power and shared control
  - Reflect shared understandings developed from children's interests

- Involve adults and children working together as partners in learning
- Engender respect between children and between children and educators.
- Positive and encouraging relationships and interactions may involve.
- Using language that empowers children; heritage language, Pasifika, TeReoMaori etc.
- Emphasising what to do rather than what not to do in explanations and instructions.
- Recognising the importance of participating and persevering in the process of learning.

*Through their interactions with children, teachers have a key role in extending children's learning and development. They create opportunities for children to expand their thinking and learning within the context of friendly, nurturing relationships.*

#### **C4:**

*The practices of adults providing education and care demonstrate an understanding of children's learning and development and knowledge of relevant theories and practice in early childhood education.*

#### **Te Whariki: Contribution 1:**

“Children experience an environment where there are equitable opportunities for learning, irrespective of gender, ability, age, ethnicity or background.” (Ministry of Education, 1996, p. 66)

#### **Rationale:**

AAPICA's Curriculum – staff aim to provide education and care and demonstrate an understanding of children's learning and development by providing equitable opportunities for learning for the individual child. This is achieved by utilizing relevant theories and practices that represents individual learning and development that are appropriate for the individual's background.

#### **Objectives:**

AAPICA's Curriculum will provide education and care that foster and demonstrate an understanding of children's learning and development and by utilizing knowledge of relevant theories and practices to enhance children's learning capacity and interest in their education.

## Procedures and Practices:

Teachers are accountable to integrate and implement

### Levels of Learning

(Ministry of Education, 1996, p. 19)

AAPICA's Curriculum will ensure to provide education and care that demonstrate knowledge and understanding of children's learning and development that relevantly link to theories and practice in the service.

**Level One: Teachers facilitate and foster the learner engaged with the learning environment by:**

- Learning to respond to challenge and change
- Gaining knowledge of language and cultural tools
- Having individual needs and rights met and developing associate responsibilities
- Responsive and reciprocal relationships

**Level Two: The teachers acknowledge and facilitate, foster and utilize the immediate learning environments and relationships between them:**

- Home and Family
- Early childhood education settings and the people in them

**Level Three: The teacher's collaborative role empowers the adult's environment as it influences their capacity to care and educate:**

- Professionalism of all adults
- Professional support
- Collegial development and opportunities for further learning
- Kinship network
- Friendship networks

**Level Four: The far reaching influence of the teacher**

**The nation's beliefs and values about children and early childhood care and education is nurtured by the teacher.**

Teachers should enhance children's learning and development through strategies to facilitate children's learning and development by:

- **Watching and listening** to children to follow their lead and gauge when to become involved.
- **Talking with children**, using a range of techniques and strategies such as the “teachable/irretrievable moment”, scaffolding, mediation and modelling.
- **Engaging in conversations** with children about people, places, events, and things that are meaningful to them.
- **Providing challenging play experiences** to encourage problem solving, reasoning, planning, predicting, creativity and curiosity.
- **Providing opportunities for children** to continue with projects from one day to the next.
- **Promoting experiences** that will extend children’s understanding of concepts and processes in such areas as mathematics, technology, the arts and science.
- **Planning and providing opportunities for children to develop understanding** and emergent skills in reading, mathematics, music and language.
- **Encouraging children to use** resources in a variety of ways.
- **Using** a broad general knowledge to answer questions and extend the children’s diverse interests.
- **Collaborating with children to find information** and facilitate shared discoveries.
- **Assisting children to develop their understanding** of the cultures of all children and families using the service i.e. Independence Day, haircutting ceremony, White Sunday etc.
- **Providing opportunities to learn and use Te Reo and tikanga Maori and Te Ao Maori**

### Teacher’s responsibilities

- Encourage and practice Positive Guidance to manage and support children’s learning and development (Appendix Positive Guidance).
- Acknowledge and utilize sources of Theories e.g. Bronfenbrenner (Ecological Systems of Human Development). Vygotsky’s Social Cultural Theoretical.
- Perspectives that promote children’s learning and development.
- Demonstrate the appropriate cultural values and practices that are.
- incorporated in the Centre which facilitate children’s learning and development.

### **C5: Culture and Identity**

*The service curriculum acknowledges and reflects the unique place of Maori as Tangata Whenua. Children are given the opportunity to develop knowledge and an understanding of the cultural heritages of both parties to Te Tiriti o Waitangi*

## Te Whariki: Contribution 1:

“Children experience an environment where there are equitable opportunities for learning irrespective of gender, ability, age, ethnicity or background.” (Ministry of Education, 1996, p. 66)

### Rationale:

AAPICA's Curriculum (Teachers, Children and Parents) will plan its programme to facilitate and demonstrate understanding, knowledge, skills and attitudes that foster culture and identity of individual in respect of gender, ethnicity or religion. There are many ways in which teachers, children and parents weave particular a pattern that makes the programme different and distinctive such as: Cook Island, Samoan, Niue, Tongan perspectives and practices, values and beliefs, bi-cultural, Maori and Tiriti o Waitangi as well as multi-cultural perspectives.

AAPICA's Curriculum will integrate bi-cultural practices in the programme and facilitate children's learning Te Reo Maori, Te Ao Maori, Tikanga Maori and Whanaungatanga in respect of gender, ethnicity or religion. The Centre acknowledges the Treaty of Waitangi as to enhance partnership and protect the right of the Tangata Whenua and Whanau in participation in the Centre's programme.

### Procedures and Practices:

Teachers to provide opportunities for children, parents and communities/society so that:

- Learning, development and the experiences provided for children are interconnected with the communities and societies.
- Elaboration for different age levels and flexibility for different environment settings in either home, in the community and the society and the Centre.
- The strands and goals are woven with different content emphases: Christian Faith and Beliefs, cultural values and practices (Pasifika), bi-cultural (Maori) as well as multi-cultural perspectives and values.
- Teachers planning will be a continuing process, involving careful observation identification of needs and capabilities, provision of resources, assessment and evaluation.
- Discussion and debate about planning programmes are a crucial part of the process of improving it by ensuring that people think about and are able to justify their beliefs practices.
- Involve whanau and parents in assessing their children's learning and allow them to participate in programme planning such as culture activities, excursions, festivals and celebration such as Tiriti o Waitangi and integrate in the Centre's curriculum planning.

- Incorporate Kei Tua O Pae Books, that focuses on assessment and learning for children focuses on cultural values and identity.
  - Belonging – The Strands of Te Whariki
  - Well-being – The Strands of Te Whariki
  - Exploration – The Strands of Te Whariki
  - Communication – The Strands of Te Whariki
  - Contribution – The Strands of Te Whariki
- Adopt a whanau structure and dynamics to develop close relationships with the children in the service.
- Understand how whanau values affect behaviour and influence the ability of children and adults to engage in meaningful, purposeful relationships.
- Extend children's thinking and introduce other world views by integrating Tikanga Maori into the curriculum.
- Use Te Reo Maori where appropriate and gain an understanding of Maori pedagogy in order to facilitate young children's learning: e.g. greetings, colour, numbers, letters etc.
- AAPICA will foster and respect individual child's culture and identity. Also ensure that programmes and resources are sensitive and responsive to the different cultures and heritages among the families of the children.
- AAPICA Curriculum will acknowledge and empower Te Reo Maori and Tikanga Maori in daily practices.

**C6:**

*The service curriculum respects and supports the right of each child to be confident in their own culture and encourages children to understand and respect other cultures*

**Te Whariki: Contribution 1:**

"Children experience an environment where there are equitable opportunities for learning irrespective of gender, ability, age, ethnicity or backgrounds." (Ministry of Education, 1996, p. 66.)

**Rationale:**

AAPICA Curriculum will provide a curriculum that empowers and respects the right of each child and enhance their own individual culture and encourages children to understand and respect other cultures too.

AAPICA's Curriculum will demonstrate respects and supports and the right of each child to be confident in their own culture and encourages children to understand and respect other cultures.

### Procedures and Practices:

Teachers are accountable to demonstrate respect and support the right of each child's culture and practices:

- Encourage and provide opportunity for each child to express and develop confidence in practicing their own culture values and beliefs by greeting them in their own language.
- Encourage children to understand and respect each other's cultures, values and practices: such as food, festivals, behaviour, beliefs and values. Displays and access to their own cultural resources such as woven mats, tapa/siapo/masi, shells, stones, flax, pictures and books etc.
- Design and incorporate programme with range of activities that empower and enhances children's cultures and are aware of the individual protocols. Cultural festivals, family day etc.
- Provide and display different cultural resources that identify different cultures Acknowledge and celebrate different cultures beliefs and festivals.
- Invite and provide opportunities to parents and communities to demonstrate their knowledge and understanding of different cultures in the Centre such as food, clothing, faith and religious practices etc.

#### **C7:**

*The service curriculum is inclusive and responsive to children as confident and competent learners. Children's preferences are respect and they involved in decision about their learning experiences*

### **Te Whariki: Exploration 3:**

"Children experience an environment where they learn strategies for active exploration, thinking and reasoning" (Ministry of Education, 1996, p. 88)

### Rationale:

1. AAPICA's Curriculum empowers children to explore an experience an environment where they are developed as confident and competent learners. The service will provide an environment that encourage independence and respect the individual learning interest. Children will be encouraged to choose their own learning and be involved in making decisions for their own learning.

2. AAPICA services will design a curriculum that 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.

### Procedures and Practices:

Teachers are accountable to:

- Foster a curriculum that is inclusive, responsive and appropriate to children as confident and competent learners; noticing children's learning interests.
- Design an appropriate programme that facilitate learning and development(individual Development Plan); individual planning.
- Support and respect children's preferences for learning that are relevant and appropriate.
- Provide opportunities to explore and experience different resources and activities that appropriately foster their learning and development.
- Head Teacher and interact with their learning at all times.
- Encourage parents participation in assessing and planning for their children's learning and development; share learning stories from home, Sunday School, community etc.
- Follow Centre's inclusive policy and procedure.

#### **C8:**

*The Service Curriculum provides a language rich environment that supports children's learning*

"Children's growing awareness of their own and other languages enriches social, cultural and intellectual life." (Ministry of Education, 1996, p.96)

### Rationale:

1. AAPICA.s Curriculum aims to foster heritage language and any language that belongs to the individual child. TeReo Maori and other ethnic languages will be incorporated as to foster bi-cultural practices as well as other Pasifika languages. The service aims to sustain and nurture heritage language daily.

2. AAPICA's Curriculum will design a curriculum that provides a language rich environment that supports children's learning.

Children are helped to convey and receive ideas, feelings and information in different cultural and social contexts" (Ministry of Education, 1996, p. 96)



## Procedures and Practices:

Teachers are accountable to:

- Design a curriculum that provides a language rich environment that supports children's learning such as reading, math time, visit to the local library, invite whanau/parents to read, join the mobile library programme.
- Design and promote Pasifika Languages and the essence of heritage orally and traditionally in the daily curriculum programme; pray, greetings, special occasion etc.
- Incorporate other languages through arts and music and other subject areas as to foster and facilitate language development in the Centre such as charts, cards, CD, video tapes, computer, television, radio, newspaper etc.
- Provide variety of resources that encourages literacy programme in the Centre; books, puzzles, cards, charts, waiata, songs etc.
- Design an appropriate programme that foster children's learning and development abilities (refer to curriculum framework plan for groups and individual plan).
- Employ different strategies that encourage language development such as communication and interaction using open ended questions as to encourage conversation and communication. For e.g. Reading aloud, repetition, singing and action, poems, rhymes etc.
- Encourage parents and whanau to participate and involve in developing language programme in the Centre.
- Design and set up programmes to visit local library, mobile library and reading sessions to foster children's language development.

### **C9:**

*The service curriculum provides children with a range of experiences and opportunities to enhance and extend their learning and development – indoors and outdoors, individually and in a group.*

## **Te Whariki: Exploration 1**

“Children experience an environment when their play is valued as meaningful learning and the important of spontaneous place is recognized.” (Ministry of Education, 1996, p. 82)

## **Rationale:**

1. AAPICA's Curriculum aims to provide children with a range of experiences and opportunities by setting range of resources for learning activities that motivates and

enhances children's learning interest both indoor and outdoor areas. Specified areas will focus on enhancing fine motors skills and gross motor skills with appropriate resources, equipment and furniture either indoors or outdoors to encourage social, physical, emotional, cognitive and spiritual development of the children whether individually, or in a small or large group.

2. AAPICA's Curriculum will provide a curriculum that facilitate children with a range of experiences and opportunities to enhance and extend their learning and development – both indoors and outdoors, individually and in a group.

### Procedures and Practices:

Teachers are accountable to follow weekly roster and to:

- Provide a curriculum programme that facilitates children with a range of experiences either indoors or outdoors, individually or in groups.
- Design a programme that foster a range of learning activities and facilitate children's learning either indoors or outdoors, individually or in groups.
- Provide and set up learning environments with variety of different learning resources that enhances and motivates children's learning interests and are appropriate and safe.
- Allow children to explore and experience different textures so as to develop curiosity and making sense of the world that surround them; natural resources, cultural, science, arts, music technology etc.
- Supervise and support children's learning without intervening.

#### **C10:**

*AAPICA's Curriculum will ensure to provide a curriculum that supports children's developing social competence and understanding of appropriate behaviour.*

### **Te Whariki: Contribution**

"Children experience an environment where:

They are equitable opportunities for learning, irrespective of gender, ability, age, ethnicity or background.

They are affirmed as individuals.

They are encouraged to learn with and alongside others"

(Ministry of Education, 1996, p.64)

### Rationale:

1. AAPICA's Curriculum aims to provide a curriculum that supports developing children's social competence and understanding of appropriate behaviour. The Centre will ensure that positive behaviour management and relevant child guidance

will be implemented and demonstrated in an appropriate manner as to encourage and empower children to understand and employ in the Centre daily.

2. AAPICA's Curriculum will encompass and support children's developing social competence and understanding of appropriate behaviour by role modelling, demonstrating positive behaviour. All teachers/staff will follow and implement these strategies to support positive behaviour in the Centre.

### **Procedures and Practices:**

Teachers are accountable and ensure to follow positive management and

- Design a programme that facilitates and supports children's developing social competence and understanding of appropriate behaviour.
- Provide positive management behaviour that encourage and enable to support children's social behaviour and encourages competence and understanding of practice appropriate behaviour.
- Follow Positive Behaviour management Policy.
- Demonstrate and encourage children to understand the procedure and behaviour management.
- Discuss and encourage parent and whanau to understand and practice the same management employed by the service.
- Invite specialist and promote educational programme on positive behaviour management for all the staff and parents/whanau.
- Display Positive Behaviour Management Policy in the Centre

### **Educators can achieve this by ensuring that the services' curriculum:**

- Develops children's ability to recognize and challenge discriminatory practices and behaviour.
- Establishes the basis for understanding fairness, justice and diversity.
- Encourages positive perceptions of gender, ethnicity and family background. Builds children's understanding of their rights and those of to others.
- Develops children's sense of personal integrity and self-worth. Provides a climate that discourages hostility and aggression.
- Develops children's skills in forming and maintain positive relationships with other

### ***C11: Working with others***

*Positive steps are taken to respect and acknowledge the aspirations held by parents and whanau for their children*

## **Te Whariki: Family and Community**

“The wider work of family and community is an integral part of the early childhood curriculum”

The well-being of children is interdependent with the well-being and culture of:

Adults in the early childhood education setting

Whanau/Families

Local communities and neighbourhood

### **Rationale:**

1. AAPICA's Curriculum aims to provide an environment where parents are welcomed and feel free to participate and involve in planning learning activities that would enhance and motivates their children's learning and development. To achieve this, the Centre provide a whanau room where they can relax and meet with other parents, teachers and staff and have a cup of tea or kai.

2. AAPICA's Curriculum will take positive steps and ensure that they respect and acknowledge the aspirations held by parents and whanau for their children; parents day, parents interview – child's assessment, transition to school/home to Centre etc.

### **Procedures and Practices:**

Teachers are accountable for:

- Recognising the knowledge and understanding that parents/whanau have about their children.
- Consulting children's parents/whanau and valuing their contribution.
- Acknowledging that assessment is a two-way process that contributes to the development of partnerships with parents/whanau.
- Making assessment information an integral part of communication with families/whanau.
- Offering parents/whanau easy access to assessment information ensuring that assessment process is culturally appropriate.
- Sharing and celebrating information about children's learning progress.
- Provide opportunity for parents to share and discuss their aspiration for their children's learning.
- Involve parents and whanau in curriculum planning.
- Encourage parents/whanau to report on children's learning and development and have regular meetings about their children's development.

**C12:**

*Regular opportunities (formal and informal) are provided for parents to:*

Communicate with adults providing education and care about their child and share specific evidence of the child's learning

Be involved in decision making concerning their child's learning

**Rationale:**

1. AAPICA's curriculum welcome parents to become involved and participate in planning learning experiences that would enhance and encourage their children's learning in the Centre or at home/community. Also encourage parents to participate and be involved in making decision for their children's learning at the Centre.

2. AAPICA's Curriculum will encourage regular opportunities (formal and informal) for parents to communicate with adults providing education and care about their child and share specific evidence of the child's learning and be involved in decision making concerning their child's learning.

**Procedures and Practices:**

Teachers will implement curriculum which involves parents/guardians and where appropriate teachers will ensure that the curriculum incorporate whanau/parents aspiration for their children's learning by:

- Consulting with parents/whanau about the curriculum.
- Developing a curriculum that respects a diversity of values and beliefs.  
Discussing with parents/whanau how the curriculum related to children's learning.
- Making programme plans available to parents/whanau.
- Developing with parents/whanau by sharing understandings of learning objectives for children.
- Providing opportunities for parents/whanau to be appropriately involved in the service.
- Using the language and cultural protocols of children and parents/whanau in greetings and farewells.
- Learning about the values, cultures and interest of parents/whanau.

Teachers will provide opportunities for parents/guardians and where appropriate whanau to have monthly meeting as to discuss and share children's learning and development.

Parents and Teachers will incorporate children's learning interest both at home and in the Centre.

Head Teacher and teachers will provide such opportunities by:

- Maintaining ongoing observation based records and other relevant material for each child; learning stories, teacher's assessment records, portfolios of child's learning and development, development charts etc.
- Follow policies on sharing this information in a professional and confidential manner.
- Accepting parents/whanau as partners in observing and evaluating their children's learning and development.
- Ensuring that information shared is objective and makes a positive contribution to children's ongoing learning and development.
- Consulting with parents/whanau to ensure that information about their children is shared in culturally appropriate ways.

**C13:**

*Information and guidance is sought when necessary from agencies/services to enable adults providing education and care to work effectively with children and their parents*

**Rationale:**

1. AAPICA's curriculum will provide information guidance from specialist services where appropriate to enable them to work effectively with children and their parents/guardian and whanau. Professional Development – Positive Guidance for Behaviour Management. Plunket and health Agencies, WINZ etc.

2. AAPICA's Curriculum aims to provide information and guidance to support parents/whanau and children and protect them from harm, physically, emotionally, spiritually, socially and spiritually.

**Procedures and Practices:**

Teachers are to prepare and provide this information by collecting data and evidence of children's learning records/learning stories etc.

- **Information:** portfolios, wall displays, policies and procedures will be provided and displayed for parents to access and receive guidance and support.
- **Positive guidance policy:** all staff/teachers are obliged to follow and implement the strategies in this policy as to support and encourage children to learn positive behaviour in the Centre.

Teachers will follow designed schedules as to foster and support children with professional guidance where appropriate and enable them to work effectively with children and their parents/guardian and whanau.

Their culture and social background influence the well-being of children and families. Before teachers approach a specialist service, it is important to consult with parents/whanau to ensure that the process is culturally appropriate.

There is a range of situations where outside guidance can enhance the well-being, learning and development of children. Support and assistance may be focused on an individual child and family/whanau or on the wider group of children, management and teachers

Teachers will follow the procedure with careful respect and confidentiality will apply.

***An individual child may require specialist support when he or she:***

- Experience separation from a friend or parent is in transition from another setting.
- Have special needs or abilities.
- Has a chronic illness such as asthma.

***For the wide group specialist information and guidance may be sought for a range of purposes and could include:***

Assistance to benefit all children such as sight and hearing checks or nutrition advice .

Support for curriculum development and programme planning.

Professional development for management and educators will be monitored by the Head Teacher, when, where and the project theme.s

Assistance to improve communication with a particular group or culture.

***Teachers will ensure that they best meet the needs of children and parents/whanau educator's observation should be able to:***

- Know and quickly recognize the factors that suggest the specialist information and guidance is required.
- Further discussion with other teacher/Head Teacher if required, consult with parents/whanau before seeking assistance.
- Review policies and procedures for seeking outside assistance if required and maintain an up-to-date register of appropriate services and contacts.
- Establish and maintain working relationships with relevant services, Head Teacher are to monitor this practice.