



Operational Policies

6.06 Learning Environment Policy

Classification: Teaching and learning
Applies to: All Employees
Approved by: General Manager

Date: April 2022
Review Date: April 2025

Purpose:

- To ensure that teaching and learning is supported and promoted by a physical and relational environment which meets high quality educational and safety standards.

References:

- Education (Early Childhood Services) Regulations 2008
- Licensing Criteria for Early Childhood Education and Care Centres 2008
- Te Whāriki, He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa. Early Childhood Curriculum, 2017
- Supervised Early Childhood Facilities – Playground Equipment and Surfacing Handbook (SNZ HB 5828.2.2006)

Definition:

- Kaitiaki Kindergartens – is referred to as ‘The Association’
- Head Teachers and Centre Managers- are referred to as Service Leaders
- Professional Practice Leaders – PPL
- Kindergartens and Early Learning Centres - are referred to as services
- Portfolio – refers to the collated documentation of an individual child’s learning journey and can be either in hard copy, paper based or an e-portfolio

Policy

The Association recognises the influence that the learning environment has on the learning and wellbeing of the children and employees. It undertakes to provide environments that support the spiritual, physical, emotional and educational journeys of all those who spend time in them.

Learning environments should reflect the Associations commitment to Te Tiriti o Waitangi and to affirming the identities, languages and cultures of all children, whānau, kaiako, and communities from a strong bicultural foundation.

Delivery of a quality curriculum is highly influenced by the layout and set-up of the learning environment. Placement of activities, integration and separation of learning areas must be undertaken with children’s wellbeing and learning outcomes to the forefront of decision making. The learning environment will assist children in their quest for making sense of, and finding out about their world.



When setting up the environment, the relevant standards and health and safety requirements must be complied with at all times.

Procedure

Principles

1. The physical environment, both indoors and outdoors, must create an atmosphere of learning and discovery that is attractive and inviting for exploration and interaction.
2. The layout of the service will support the provision of different types of indoor and outdoor experiences. There will be quiet spaces, areas for physically active play, and space for a range of individual and group learning experiences appropriate to the number, ages and development of children attending.
3. All teachers are responsible for creating a welcoming environment, for greeting and welcoming all children and adults, in a manner that values them as individuals.
4. The environment should reflect the cultural diversity within the community.
5. The design and layout throughout the service will support effective supervision so that children's access to all areas is not unnecessarily limited.
6. Furniture, equipment and materials will be provided to enhance all areas of learning and wellbeing, appropriate for the learning and development of the children.
7. All equipment, resources and surfaces must comply with applicable New Zealand Safety standards.
8. Floor surfaces must be durable, safe and suitable for the activities to be carried out (including wet and messy play), and be easily kept clean.
9. There are indoor and outdoor spaces for the safe storage of equipment and materials.
10. The design and location for the storage space enables adults and children to exercise some agency about the type of equipment that is in use each day.
11. There is a safe and hygienic place for children attending to sit when eating.
12. There is space for teachers and other adults to withdraw from children to meet privately with parents and colleagues, to have planned breaks, to store materials and to undertake administration and curriculum design tasks.
13. There is space where a sick child can be temporarily isolated from other children, can lie down comfortably and be supervised.

Signed:

Date:

17/8/22

General Manager

Endorsed by

Signed:

Date:

17/8/22

President of the Board
