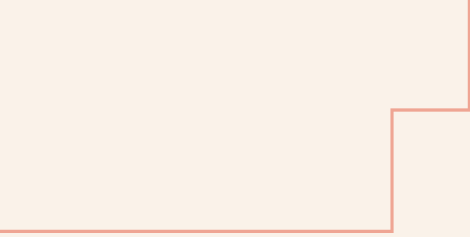


MANUKA & KOWHAI



PHILOSOPHY

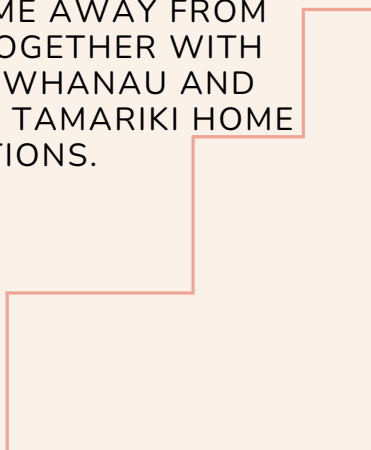


OUR KŌWHAI AND MANUKA NESTS PRIDE THEMSELVES ON CREATING A SAFE AND SUPPORTIVE ENVIRONMENT FOR OUR YOUNGEST TAMARIKI. SHOWCASING RESPECTFUL PRACTICES WITH A NATURE OF PATIENCE; ALLOWING FOR TIME AND SPACE, UNHURRIED DEVELOPMENT, AND ENSURING WE PROMOTE NATURAL MOVEMENT.

OUR KAIAKO TREAT OUR YOUNGEST AS COMPETENT HUMANS, ALLOWING THEM TO GIVE EVERYTHING A GO THEMSELVES BY STEPPING BACK AND FOSTERING INDEPENDENCE AND CAPABILITY. WE ENGAGE WITH OUR TAMARIKI WITH THE SAME RESPECT WE WOULD EXPECT AS ADULTS, RESPECTING OUR TAMARIKI WAIRUA.

OUR KAIAKO BELIEVE IN RECIPROCAL TRUST, WE TRUST ONE ANOTHER AND ENSURE WE ARE ALL HERE FOR THE PROTECTION OF OUR TAMARIKI. OUR ROOMS REMAIN A POSITIVE ENVIRONMENT WITH AGE APPROPRIATE CONVERSATIONS, MUSIC AND DAILY OPERATIONS.

OUR KAIAKO WORK COLLABORATIVELY WITH WHANAU TO BUILD WHANAUNATANGA AND PARTNERSHIP TO PROVIDE A HOME AWAY FROM HOME FOR THEIR LITTLE ONES. TOGETHER WITH ACTIVE ENGAGEMENT BETWEEN WHANAU AND KAIAKO, WE ENSURE TO MEET OUR TAMARIKI HOME ROUTINES AND ASPIRATIONS.



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# RESPECTFUL PRACTICE

Respect is a “fundamental human value that forms the basis of character and personality” (Miller & Pedro). Respectful practice is an approach that has been pioneered by Dr Emmi Pikler who had the world famous nursery (orphanage) ‘The Pikler Institute’, that formed after World War II. This cared for children under 3 years of age, whose parents could not care for them. Emmi Pikler advocated for infants to be given our highest respect. Her peaceful approach urges early childhood educators to consider infants and toddlers as unique individuals being capable, confident and curious.

Providing respectful practice is shown by educators:

Engaging with young children with the same respect they themselves would expect and accepting that these young children have rights and freedoms.

Allowing children to be in control by both verbal and non-verbal cues within their daily routines.

Communicating with them and allowing them the time to understand and respond.

Always coming to the front of the child, asking them before doing  
“Phoebe, can I please wipe your nose?”

Picking children up from the front, never from behind.

Unhurried, unrushed and calming manors.

Picking up on cues, responding, and allowing them the time and space for both response and development.

# FREEDOM OF MOVEMENT

Freedom of Movement comes from the Pikler approach to development and is centered around the idea that infants should be given the opportunity to move completely freely without any intervention from adults. Adults in the child's life trust that they are capable of reaching each motor development milestone by themselves.

We know that children develop an infinite amount of knowledge and skills through being given the opportunity to move freely. By giving them these opportunities that our tamariki are able to discover the full range of body movements they are capable of.

We believe that children who are given the space to develop their physical capabilities are able to experiment and overcome difficulties. They are able to develop resilience that supports them with life long learning.

Free movement enables children to learn balance, problem-solving, concentration, a sense of self and bodily awareness, and judgment, and is thought to lead to greater physical security and confidence, grace, sensory awareness and skill development.

- Nothing is done "to" a child, rather it is done "with" a child.
- We meet children at the motor development skill that they have mastered. This means that our infants will not be put into positions that they cannot get into themselves.
- We do not restrict movement during play, and do not prop infants up. We support our non-sitting infants who are eating solids to sit by placing them on our laps.
- We peacefully observe children, ready to support when they get into challenging situations, but give them the opportunity to get into those situations in the first place. An example of this is if an infant rolls onto their tummy we allow them to attempt to roll back before intervening.
- We allow children to fall, and get back up again without interference (unless necessary) giving them the opportunity to learn from their experiences and develop resilience in the process.

# RISK TAKING

“Risk taking is a natural and inherent part of play as children seek to experience new sensations and experiment to test their limits” (Little & Wyver, 2008).

We, as kaiako, play a fundamental role in allowing tamariki to engage in acts of risk-taking; by balancing the health and safety of the tamariki in our care with providing challenging and risky play opportunities. It is important to understand the difference between a risk and a hazard in the ECE context—taking a risk is involving a challenging experience, where safety is considered against the challenge and there is no likelihood of serious injury. A hazard, however, refers to a dangerous situation where there is potential for serious injuries.

“Children need ‘managed’ opportunities to explore and engage in risky play as this will enable them to manage future risks independently and to develop an understanding of safety” (Hanrahan, 2018). By exposing our tamariki to a range of opportunities and allowing them to engage in risky play, we are promoting their ability to assess risk and learn how to self-regulate. The development of these skills supports each tamaiti’ growing confidence to assess and manage risks as they mature into adulthood.

We endeavour to give our tamariki the opportunity to learn to calculate risk in a safe and managed environment. By taking risks during play, they will develop the capacity to continually self-assess the level of their physical, emotional, spiritual and cognitive development (Little & Eager, 2010; Stevens, 2013).

Our ultimate goal of allowing our tamariki to participate in risky play is for them to experience an environment where they are free to grow into adults who have competent decision-making and risk assessment skills, and who are able to consider the wellbeing of others while embarking on their own adventures.



# RELATIONSHIPS

“Children learn through responsive and reciprocal relationships with people, places and things” - Te Whāriki

A Journey in early childhood begins with relationships, not just with the children, but with the parents and whanau. The idea of relationship-based learning is at the heart of respect for children’s confidence and competence. In order for us to truly understand the relationship-based potential for education of infants then we need to slow down and pay attention to the child. Being fully attentive and slow enough to notice the individual cues and rhythms is a highly skilled task. “Relationship building cant be hurried and cannot be planned into our daily routine, they take time and patience” - Raewyne Barry. We as teachers need to allow children to take the lead in their learning and watch the development unfold. Without strong reciprocal relationships, teachers cannot recognise each child’s individual quirk or understand why they are doing what they are doing, being able to understand their facial expressions, mannerisms and body language.

There are four key elements that are recommended for the development of trusting relationships between children, teachers and families:

- Being available
- Being tuned in
- Being responsive
- Being consistent

All of these elements have one thing in common, they all need time to be effective.

Unhurried time is pivotal for respectful practice, When engaging in care rituals such as nappy changing, it is important to communicate and involve the child in what is happening step by step.

Having strong reciprocal relationships with parents allows for open, honest communication about their child’s learning journey.

# PEACEFUL OBSERVATIONS

Peaceful observation is kaiako sitting back and observing the capabilities, development and characteristics of the tamariki as they unfold through play. This is demonstrated by kaiako not interrupting their play and allowing them to develop their own ideas without our influence.

We use observation for an objective view of the tamariki. This is when we really see the child, and get to know their abilities, dispositions, urges, schemas, interests and personal characteristics. Through peaceful observation, we get to know each tamariki on a deeper level by observing their authentic exploration, which in turn helps us plan for their individual learning. This also gives us guidance when providing provocations that are developmentally age appropriate for each child.

Through gathering observations, we are able to develop a deeper sense of the child, allowing us to adapt our learning environment to provide meaningful provocations that promote growth and learning. Tamariki are capable of learning and discovering new ideas without our input, which is why it is so imperative that we allow our them to discover their learning journey through play.



# PREDICTABLE RITUALS

“Ritual is richness to all who partake” - Kimberley Crisp

Predictable is described as ‘always behaving or occurring in the way expected.’ Like adults, children feel more confident and secure when their daily activities are predictable and familiar.

In our under-two Nests, we strive to create an environment where routines (or as we like to call them –rituals) are predictable for our tamariki. By having predictable rituals throughout our day, our tamariki feel a strong sense of knowing and security. They know what to expect and can anticipate the happenings throughout the day. Predictable rituals also help our tamariki to feel in control of their environment to feel safe, secure, comfortable and confident and engage in learning in a positive and meaningful way. When rituals are familiar and consistent it not only strengthens relationships but can positively impact children's cognitive, social, and emotional development.

Our predictable rituals that happen every day include:

- A mat time before lunch kai.
- A karakia (blessing) before each meal.
- Seated meals at the same time each day.
  - Nappy changes by trusted kaiako.
  - Consistent bottle times.

TOGETHER, WE CAN DO ANYTHING



If you have any questions or concerns,  
please see your Team Leader