



# Riverside

## EDUCARE

## Statement of Educational Programme

*"In Te Whāriki children are positioned as confident and competent learners from birth. They learn by engaging in meaningful interactions with people, places and things – a process that continues throughout their lifetimes" (Te Whāriki, 2017, p.g 12).*

Each child is a unique individual who learns through play, alongside their peers in a planned environment which supports and encourages their interests, urges, dispositions and developmental needs. Whānau are encouraged to share aspirations they have for their tamariki and contribute to the daily programme. Kaiako work with whānau to establish learning priorities that reflect these aspirations. Kaiako support ākonga to establish a strong sense of belonging while providing a curriculum that reflects the unique place of Māori as tangata whenua. Through establishing this sense of belonging, kaiako support ākonga in their understanding of cultural heritages from both parties of the Treaty of Waitangi.

In keeping with current literature and research, we focus on supporting all children developing social and emotional intelligence. Through fostering and maintaining positive relationships, kaiako support all ākonga to identify their emotions and how to express them in appropriate ways. Primary caregiving will underpin how the curriculum is delivered for both infants and toddlers, because as kaiako we value the importance of a dyadic relationship within the first 1000 days.

Kaiako at Riverside Educare draw on a range of teaching strategies to cater for all learning styles. Through a balance of both child-led and teacher-initiated experiences, kaiako work with whānau to support all ākonga in their learning journey. Through a play-based approach, kaiako notice, recognise and respond to children's interests then provide a programme to extend learning and encourage positive learning outcomes for all ākonga.

Through the strands of Te Whariki, our daily educational program supports all tamariki to develop their:

**Mana Atua:** having respectful relationships between kaiako, akonga and whānau; whilst encouraging and supporting independence with akonga. Each room has well organised and predictable rituals to help akonga feel secure throughout the day. Ākonga have opportunities to make choices throughout their day. Through fostering and maintaining positive relationships, kaiako support all ākonga to identify their emotions and how to express them in appropriate ways.

**Mana whenua:** Kaiako communicate openly and freely with whānau about changing interests and needs kaiako include family in discussions around learning aspirations. Classroom resources include natural, locally sourced items to make connections to our

local environment. Excursions into our community continue to support children's sense of belonging at Riverside Educare and our wider community.

**Mana Tangata:** Kaiako facilitate a range of small and large group activities to support children's social skills and ability to play alongside or with each other. Kaiako talk with akonga and their whānau about their learning, strengths and interests. Kaiako spend time observing akonga in their play noting new interests, developing friendships or refining skills, this is used to modify the programme to continue to meet the needs of akonga.

**Mana Reo:** Kaiako provide a range of learning experiences that encourage and support language and communication skills. Te reo is integrated naturally into our daily conversation. Kaiako read, sing, tell stories, count, converse and encourage child to child conversation. Kaiako also listen to ākonga. Kaiako encourage ākonga to be creative in their communication using a variety of resources as well as verbal communication

**Mana Aotūroa:** All children's cognitive development is supported and encouraged. Ākonga are given the space and time to explore our environment. Kaiako provide experiences to extend knowledge and ability in all traditional learning areas. Learning experiences include building and construction, creating and imaginative play, sorting and categorising, questioning and experimenting, memory and recognition will all feature in our programme.

Gross and fine motor skills are also valued and encouraged in our daily programme. We have a large outside area where children are encouraged to run, kick and throw. The playground is equipped with non-static equipment to allow the playground to be changed to suit current needs and interests. Fine motor skills are encouraged through a range of experiences such as beading, drawing, colouring, puzzles, building blocks, train sets.

The centre has been set up with a variety of technology equipment which both the children and teachers will be able to benefit from, e.g. digital cameras, laptops for both children and teachers to use, internet access for the children and teachers to find answers and research matters of interest together.

**Date Reviewed:** Feb 2023