



## **Lollipops Bell Block**

### **Philosophy**

**“Poipoia te kakano kia puawai”**

**Nurture the seed and it will blossom**

The below indicators have been developed using He Pou Tātaki and Te Whāriki. We know and believe that if we meet these indicators throughout our centre and use our philosophy as our guide, then we will be able to meet and reflect the values, beliefs and aspirations of our whānau, kaiako, tamariki and the wider community.

#### **Intended Outcomes and Quality Indicators**

##### **Social Competence**

**Children will develop skills for interacting with all people in a respectful manner and for initiating and maintaining relationships.**

- Leaders and kaiako know that the social and emotional climate created by a responsive curriculum supports children’s engagement and learning
- Leaders and kaiako are sensitive and responsive to differences in children’s social and cultural backgrounds
- Leaders and kaiako are supportive when children are developing social skills that enable them to establish and maintain friendships and participate reciprocally in whanaungatanga relationships.

##### **Respect**

**Children will develop an understanding of and the ability to be respectful to themselves, to others and to the environment.**

- Kaiako will support children to be inclusive and treat others fairly as well as including them in play
- Kaiako will respect children’s rights to express a point of view and be involved in decisions that affect them
- Leaders and kaiako will acknowledge that strong, responsive, reciprocal and respectful relationships are formed with each family, supporting children’s sense of belonging.

## **Culture language and identity**

**All children, with a focus on those with Maori and Pacifica heritage, will develop skills and strategies for standing tall and being recognised as confident, high achieving learners within the context of their own language, identity and culture.**

- Leaders and kaiako establish a culture in which children are first and foremost valued, celebrated and affirmed for who they are and what they bring to their learning
- Kaiako recognise the diversity within children of Pacific heritage (i.e. they are not a homogeneous group) and understand that language and culture are key to Pacific children's identity and a positive, confident sense of self and seek ways to maintain the children's connections to and fluency in their first language
- Kaiako take personal responsibility for learning: te reo Māori, using correct pronunciation and integrating this te reo meaningfully into the programme about the languages, cultures and identities of all children attending.

## **Positive environment**

**Children will laugh with and alongside others and be playful as they find joy and humour in their learning each day.**

- Kaiako and children have fun as part of the learning process
- Kaiako provide resources and environments that encourage exploration that is meaningful and enjoyable for children
- Leaders and Kaiako will promote the importance of play as a vehicle for learning which is respected and valued.

## **Independence**

**Children will learn strategies and self-help skills for managing their emotions, their behaviours, their bodies, their belongings and their environments as developmentally appropriate.**

- Leaders and kaiako acknowledge whakapapa as integral to the development of a sense of self, belonging and connectedness
- Leaders and Kaiako ensure an environment where children's emotional wellbeing is nurtured, they are managing themselves and expressing their feelings and needs
- Kaiako will support children with confidence, independence, and a positive attitude towards self-help and self-care skills relating to food preparation, healthy eating and drinking, hygiene, toileting, resting, sleeping, washing and dressing.

## **Communication**

**Children will develop verbal and non-verbal communication skills and use these in the appropriate context daily.**

- Kaiako: - know the narrative style (language development) of the children they care for and the level of communication and language used by each child
- Kaiako interpret and respond to the subtle cues offered by infants and toddlers including body language, for example gaze, pointing
- Children's talk is encouraged, accepted and respected.

## **Curiosity**

**Children will consistently use their innate sense of curiosity as they freely explore and find wonderment and learning in the world around them.**

- Kaiako are attuned to the variety of ways children express and explore their working theories, and they use a range of strategies to encourage the development of these theories
- The physical environment is safe, while offering challenges and interest that invite children to explore and become fully involved in a wide variety of activities
- Children have opportunities to explore how things move and how they can be moved by, for example, blowing, throwing, pushing, pulling, rolling, swinging and sinking. Children have access to technology that enables them to explore movement, for example, wheels, pulleys, magnets and swings.

## **School Readiness**

**Children will have a love of learning as they develop early literacy and numeracy skills alongside dispositions such as concentration and resilience, through experiences that are developmentally appropriate and meaningful to them. These skills and dispositions will support them through transitions to school and beyond.**

- Children's repertoire of physical skills is extended by having access to big, open spaces and equipment such as skipping ropes, balls, racquets, bats, and balance boards, as well as through a focus on physical literacy
- Children use mathematics in everyday life, they use open-ended resources for mathematical exploration and engage in games in which, children can vary the level of challenge.
- Kaiako provide meaningful learning contexts for children to develop print awareness and alphabet knowledge
- Children's sense of belonging is nurtured during and after transitions into and within the service, and when moving to school.