

# CENTRAL CITY QUALITY EDU-CARE

## PHILOSOPHY-PUKUATUA STREET

Central City Quality Edu-care(Pukuatua street), provides an environment where children can enjoy learning and developing new skills and interests at their own pace.

We provide a safe, caring and inviting play-based learning programme that reflects the principles of Te Whāriki 2017 (New Zealand Early Childhood curriculum), and is further underpinned by Te Tiriti o Waitangi and acknowledgement of the dual heritage of Aotearoa/ New Zealand. Māori learners are supported and encouraged, as we embrace all the diversities of the members of our learning community.

Our guiding vision is that children are at the centre of the curriculum, supported by experienced kaiako, with extensive research-based knowledge of Te Whāriki and current learning and development theories.

Using five identified curriculum priorities, children and adults collaborate to weave a local curriculum that embraces the rich capital that all members bring with them to the program.

### Our Five Curriculum Priorities are:

1. Play-Based Learning (Exploration/ Mana Aotūroa):
2. Social & Emotional competence (Wellbeing/ Mana Atua):
3. Ā tōna wā (Belonging/ Mana Whenua):
4. Cultural Partnerships and Relationships (Contribution/ Mana Tangata):
5. Children as strong and effective Communicators (Communication/ Mana Reo).

Ministry of Education, (2017). *Te Whāriki. He whāriki mātauranga mō mokopuna o Aotearoa.*

*Early Childhood Curriculum.*

Curriculum Priorities that we feel underpin the distinctive  
character of our local curriculum are:

☑ **Play-Based Learning (Exploration/ Mana Aotūroa):** Sociocultural Theories are underpinned by the idea that learning is a social and cultural process and occurs in relationships with people, places and things. Children leading their learning through play is a foundation on which we build a responsive and collaborative curriculum. A deliberate focus on play-based learning, play is an important means by which children try out new roles and identities as they interact with others. Sociocultural approaches require kaiako to pay keen attention to what the child's interests are and then, in a fine balance between contribution and intervention, determine how best to support and progress their learning.

☑ **Social & Emotional competence (Wellbeing/ Mana Atua):** A complex set of knowledge, skills and attitudes that children will learn to use in social and cultural ways in their everyday situations. The ability for children to regulate emotions contributes to their success in social interactions and their capacity to learn. Self-management and regulation are essential aspects of social competency – a child's growing capacity to effectively interact with others. A play-based environment provides the time and space for children to practice, re-visit and refine these skills with ongoing and intentional guidance from kaiako. *Whānaungatanga* is about collective responsibility for people and the environment.

**Emotional Competence:** Understanding, expressing and regulating emotions, Building resilience and a sense of self-worth and independence, Teachers providing positive guidance during times of heightened emotions. (He Māpuna te Tamaiti: Supporting social and emotional competence in Early Learning, 2019).

**Social Competence:** Fostering peer friendships and interactions, children can care for and empathise with and support others, peer conflict and conflict resolution (He Māpuna te Tamaiti: Supporting social and emotional competence in Early Learning, 2019).

☑ **Ā tōna wā (Belonging/ Mana Whenua):** *In their own time.* Kaiako understand that each child learns in their own way and at their own pace. The curriculum is flexible enough to allow for the fluctuating capabilities of all the children in our mixed-aged setting.

☑ **Cultural Partnerships and Relationships (Contribution/ Mana Tangata):** Children learn through responsive and reciprocal relationships with people places and things. Connections to past, present and future are integral to the Māori perspective of relationships. Children's identity is enhanced when their home languages and cultures are valued and celebrated, and for Māori, this means kaiako not only acknowledge the unique status of Tangata Whenua but also weave the principles of Te Tiriti o Waitangi throughout the programme to create culturally responsive environments that are equal and equitable to all tamariki.

☑ **Children as strong and effective Communicators (Communication/ Mana Reo).** Language is taonga and nurturing children to become competent and confident communicators is a core underpinning of Te Whāriki 2017. One of the major cultural tasks for children in the early years is to develop competence in and understanding of language and languages develop best in meaningful contexts where children have a need to know and a reason to communicate. A Play-based curriculum provides these meaningful contexts as tamariki learn with and alongside their peers and kaiako.

Te Reo Māori is a taonga under article two of Te Tiriti o Waitangi and fostering the learning and use of Te Reo Māori is essential for creating rich and responsive oral language environments. Language encompasses any method of communication children use, including New Zealand Sign Language (NZSL), Communication Assistive Technology or Augmentative Alternative Communication (AAC) to replace or augment their speech (TalkLink).