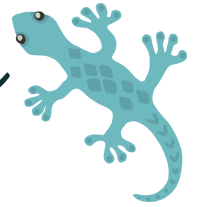




Gecko Room Philosophy



Three main values relate to the ECE curriculum and all that we do each day.

Aroha- showing love to each other, our whanau and our environment

The Gecko Room is a space where awe and wonder is present. "Wow!" is a word that is often heard. The world is full of wonderful things to discover and do, and we love to encourage this sense of wonder at what God has created./

We are a Christian based learning environment where we affirm and model Christian beliefs and values. We include Bible stories, songs, praying, karakia before meals. The life and stories of Jesus are celebrated often, especially during Christmas and Easter

Relationships and communication are key to understanding our tamariki. We view parents as their first teacher and we support them in their role. Each tamaiti is a whole person and their experiences at home, in Children's Ark and out in the community all contribute to their learning. We try to maintain lines of communication and a positive relationship with the important people in their life. We strive to be reflective practitioners who constantly evaluate what we are communicating through our words, actions and even the way that our space is set up.

We endeavour to be culturally sensitive to all our whānau and to reflect our bicultural journey through songs, stories, communication, and providing meaningful learning opportunities to learn about important aspect of the history and culture of Aotearoa, whilst also including Te Reo Māori in our practice.

Much of the learning in the Gecko room is done through schemas so we, as Kaiako, strive to really see the learning each of our tamariki are doing.

Whakamana/ Empowerment

We have very predictable routines. Our clear values inform our expectations (how we behave) a routine (what we do) is how we act on expectations. Routines give tamariki safety and a feeling of belonging. It also helps them to anticipate what is coming up and to prepare themselves for transition times.

Tamariki are given space to have agency over their own learning which allows them to develop their own thinking and interests. A repeated pattern of behaviour is called a schema. In the Gecko Room we support their schematic learning because this 'urge' that an individual feels is a very strong driving force in their own development.

We encourage as much independence as possible, according to the individual needs of the tamariki, communication with whānau is key here for consistency. All our tamariki play an active role in our daily routines and care times, and as they mature they are encouraged to develop their independence.

Tamariki are encouraged to be involved in caring for our inside and outside areas. This includes helping to tidy up and to care for our plants.

Tuākana- teina relationships are encouraged between tamariki in our room where the older tamariki model play and actions to their younger peers.

Tamariki are supported to regulate their own emotions and to develop negotiation skills so they can develop resilience and problem solving skills.

Equipment and invitations to play are provided where our tamariki are challenged to take physical and social risks to develop their abilities and give them a sense of accomplishment.

Peaceful space/ Rangimarie-

We work hard to maintain this peace/ rangimarie through

-having good routines marked by recognisable cues. We use symbols to support receptive language understanding and to demonstrate logical consequences and Gecko room expectations.

We try to have a 'Yes environment' where there are a few key rules which are easy to follow and tamariki have choices. This supports schematic learning too

Kaiako model communication and problem solving techniques

We try to have an uncluttered and tidy environment wherever possible. Adults allow tamariki space to choose their own resources and so we leave some areas clear for tamariki to set out these resources as they wish.

Having access to nature is key to wellbeing so we have access to outside regardless of the weather. Suitable clothing is supplied by parents to support their learning.