



Bee Room Philosophy



The philosophy for the room is based around Respect and is influenced by the RIE (Resources for Infant Educators) approach which was founded by Magda Gerber who was mentored by Emmi Pikler. "This approach is based around supporting and respecting infants' and toddlers' natural impetus for development which is thought to lead to optimal outcomes and in which infants are offered opportunities to learn, explore and actively participate within the context of secure relationships"

Main features of this approach:

- Trusting relationships with a consistent (primary) caregiver who demonstrates respect for the child and understands his or her needs
- Encouragement of children's capacity for self-initiated activity and active participation in routines
- Respectful relationships and communication between caregivers and the child's parents

"The goal of RIE is to develop an authentic child who feels secure independent and able."

Specifically in the Bee Room we....

- Care for tamariki and their whanau with genuine love and respect.
- Incorporate Christian values into our day, we play some Christian music, share bible stories and songs. Staff pray together at the start of the day.
- Trust our infants and toddlers are capable and competent by offering them opportunities throughout the day to practice their self help skills.
- Respect our tamariki choices eg: on which bib they want, whether or not to join in a mat time etc.
- Promote freedom of movement, by not using body restrictive devices like swings, jolly jumpers, highchairs etc,. We never put a baby into a position he/she cannot get into or out of by her/himself. "While learning during motor development to turn on the belly, to roll, creep, sit, stand and walk, he is not only learning those movements, but also how to learn. He learns to do something on his own, to be interested, to try out, and to experiment. He learns to overcome difficulties. He comes to know the joy and satisfaction which is derived from his success, the result of his patience and persistence" (Pikler,1969).
- There is a whole-team approach to the implementation and practice of primary care giving. For example, team members work together to ensure good quality, uninterrupted one-to one care times are created and maintained. Children have the opportunity to form a strong attachment with one teacher, whilst still feeling safe and secure in the company of other teachers.
- Promote unhurried time, slowing down and being emotionally present with tamariki at all times, especially at caregiving moments such as nappy changes, settling to sleep, bottle times etc, making these care moments valuable learning moments of deep connection.
- This deep connection allows teachers to learn the child's cues and body language, allowing them to meet the needs being expressed by them in every care moment. This is essential with infants as they are obviously still learning verbal communication.
- Role model for our tamariki, respect for our room, by encouraging them to help tidy up and be gentle and respectful with our resources.
- Make our expectations of acceptable behavior clear for our tamariki regarding respecting their Kaiako and respecting their peers.
- Acknowledge that our infants and toddlers are born explorers and spend most of their day discovering and experimenting. Teachers allow children space to do this allowing them to begin to solve their own problems as much as possible.



Every staff member has read the book "RESPECT" by Toni Christie from the Childspace organization in Wellington.

