



CENTRE PHILOSOPHY

GMA5

Pou Whakahaere

Management believes:

1. That children learn continuously and that learning should, for the most part, be incidental to and generated by, the richness of the activities and social interactions in which the child participates. (“The best outcomes for children aged 3 years & over are achieved in settings where cognitive & social development are seen by teachers to be complimentary” p.17 Best Evidence Synthesis 2003). (Belonging, Wellbeing, Exploration, Communication).
2. That the Educator’s role is to enable the child to do things a certain way. (Exploration, Wellbeing, Belonging).
3. We seek to achieve, in the words of Bruner “... a positive alliance, a non-judgemental approach to a child’s behavior, a co-operative approach to control and a collegial atmosphere among the staff.” (AKO). (Communication, Exploration, Wellbeing).
4. Management is interested in supporting all emergent learners, including gifted pupils and those who may require extra support to move from the 3 dimensional pre school world to the 2 dimensional world of primary school and to this end has a list of agencies and professionals to whom Management may refer pupils following discussion with their parent/s. (Belonging, Wellbeing).
5. While the Busy Books, mat times, Science and Craft all enhance cognitive development, motor planning, impulse control, Small Is Beautiful believes “that all should be subordinated to the child’s emotional security and development.” (Bruner). (Belonging; Contribution. (Exploration, Communication, Wellbeing).
6. A Christian philosophy underlies the operation of the Centre and questions on life and death may be answered from a Christian perspective. We will endeavour to respect other faiths and rely on these families to inform us of issues which could enable staff and Management to sensitively relate to these pupils. (Communication, Contribution).

Management is comfortable with the story of creation and the theory of evolution.

Christian festivals will be celebrated

A Karakia / Grace may be said or sung before meals.

7. We are committed to Partnership, Protection + Participation and to incorporating the bi-culture heritage of Aotearoa/New Zealand.



CENTRE VISION STATEMENT

GMA5

Policy and Recommended Procedure

Pou Whakahaere

- SiB seeks to realise the potential of all pupils, including Māori children.
- We endeavour to include and educate all Ākonga in the bicultural heritage of Aotearoa, New Zealand.
- At all times we will seek to be responsive to the aspirations and expectations of parents and whanau – our open door policy and the free exchange of information facilitates this.
- Our long term planning will be guided by our Vision Statement.

Underpinning our provision of high quality early Childhood education is the knowledge that:

1. “the best outcomes for children aged 3 years and over are achieved in settings where cognitive and social development are seen by teachers to be complementary Focus on children’s social development should not subvert attention from children as emergent learners”. (p. 20). *
2. “Effective teachers use content knowledge (subject & general) confidently to Support & Extend Children’s Learning in Interactive and Play-based Situations”. (P.26). *
3. “Children’s Cognitive outcomes appear to be directly related to the quantity and quality of the teacher planned and initiated focused group work for supporting children’s learning”. (P. 28).
4. We want our pupils to be active problem solvers + seekers after knowledge (p.31)

(“Quality Teaching Early Foundations: Best Evidence synthesis June 2003”. This research work focuses “on evidence related to quality teaching for making a positive difference to children’s learning outcomes” p.17).