

## 1 STATEMENT: OUR EDUCATIONAL PROGRAMME

### Aim

To establish and define the learning, principles and philosophy of Montessori Children's House Wanaka and to ensure the quality of education and our philosophy are maintained.

### 1.1 Our Philosophy

To help each individual child develop to his or her full potential, encouraging a love of learning, independence and a respect for their environment and others which will stay with them for the rest of their lives.

### 1.2 Structure of Classes

Our centre caters for children from 1 year to 6 years of age. The Bambini community caters for children from 1 year to approximately 2.8 years. The Casa community caters for children from approximately 2.8 up to 6 years of age. The age at which children move from one class to another is flexible and takes into account each individual child's needs and their stage of development.

### 1.3 The Montessori Environment

The prepared environment is an active community where the tamariki have the ability to direct their own learning.

The environment helps provide freedom within order so the tamariki learn and develop through purposeful activity thus gaining independence. It is through the explorations of the activities within the prepared environment the child forms his intelligence. The materials allow for repetition, self-perfection, interest and freedom of movement and interrelationships.

Everything in the environment including the outdoors is accessible and available to the child.

### 1.4 The Montessori Kaiako

The Montessori kaiako acts as an observer, recorder and guide helping the children perfect their natural skills for ako / learning. The kaiako demonstrates equipment to individual children appropriate to their level of development.

### 1.5 Teaching & Learning Goals

- 1.5.1 To follow the child, extending them through developing language and vocabulary, learning priorities, listening to their ideas and allowing them enough time. We believe our ratio enables quality interactions between teachers and children and supports the practice of tuakana-teina (when an older, more capable child helps a younger child learn new skills).
- 1.5.2 We observe children to ensure that planning is appropriate to their needs. We notice, recognise and respond with a learning priority based on knowledge gained from teachers, observations and parents. We then revisit and evaluate their learning journey.
- 1.5.3 To provide equal opportunities for all children. The purpose and mana of Tiriti o Waitangi will be respected, as will the multi-cultural identity of the immediate community.

- 1.5.4 To give children access to an entire range of learning activities. Care is taken to provide physical, intellectual, emotional and social development to enable children to develop confidence in themselves and their abilities.
- 1.5.5 To create an open atmosphere where all feel welcome. The children's family, whānau and community are an important part of our early childhood curriculum.
- 1.5.6 To provide an environment where children's health is promoted, their emotional well-being is nurtured and they are kept safe from harm. Children are able to participate in a wide range of social settings and are empowered to take responsibility for others and their environment.
- 1.5.7 To allow children to develop their own interests and reach their full potential. Children have the freedom within the classroom to develop and learn at their own pace helping them to experience the excitement of discovery so that they develop a lifelong love of learning.
- 1.5.8 To provide an environment where children are respected and in return value this concept towards others. Children have their own individual space when working. Self-esteem and caring for each other is nurtured and exercises in grace and courtesy form part of our programme.
- 1.5.9 To provide a mixed age setting to promote tukana-teina / peer tutoring. This allows the younger children to learn from (Tuateina) older children and older children to gain self-esteem from having passed on their knowledge.
- 1.5.10 To provide an attractive environment that is stimulating and dynamic allowing children to learn through experiencing, absorbing and repetition.
- 1.5.11 To be committed to the Montessori method and implementing Te Whāriki. An holistic education is provided through incorporating Te Whāriki and the Montessori principles, encompassing indoor and outdoor opportunities with integrated creative, mental and physical activities.