



# Welcome to The Fantail Room

## Our Room

The Fantail Room is so much more than a place that is preparatory for Primary School. While we do offer some teacher led 'school readiness' experiences such as midday mat literacy/numeracy mat and handwriting time, we recognise that direct teaching and learning do not always go together. Our Tamariki are provided with a lot of hands on learning experiences and play based learning.

## Our Approach

Our Approach is to be responsive to the children in the teaching and learning structures that we provide. In the words of Loris Malaguzzi, the founder of the Reggio Emilia approach pedagogy, "Curriculum is found in the children. We study them to see which skills and cognitive schemas are worth bolstering; how to advance words, graphics, logical thought, body language, symbolic language, fantasy, narrative, and argumentation; how to play; how to pretend; how friendships form and dissipate; how individual and group identities develop; and how differences and similarities emerge."

## In the Main

In the Fantail room, we seek to integrate literacies, as being communicative, throughout our teacher supported play-based curriculum; and we place enormous value on narrative curricula: The Children's life stories, their fantasy play stories, their graphic narrations; as well as their various cultural stories and traditional World tales.



## Our Goals

Our goal for the children is to ensure that they are confident and capable learners. We aim to provide all children a safe and secure environment where they are able to be connected to others and their learning as well as competent to lead their own learning opportunities.

During care moments we ensure that the children are active participants and are given the opportunities to learn and grow their knowledge in care and self-help skills.

It is our aim to provide the children with a loving environment that is welcoming and inclusive to all no matter their background.

We aim to support the children to learn consistency by helping them to know their limits .

We also aim to provide the children with opportunities to explore other cultures and develop their knowledge of the bicultural relationship in New Zealand.



## Our Environment

Our aim for the environment is to ensure that it provides the children with many opportunities that they can select and lead their own learning. We setup new and different experiences daily in different parts of the environment provide extensions to the children’s current interests. The experiences are designed for their age group to ensure that it is safe for them. We ensure that the experiences planned challenge the children’s thinking and development so that they can continue to build their skills and knowledge. We also encourage children to self-explore and research through their curiosity and develop more on their skills and knowledge.



## Learning Stories

Over the month each teacher observes their group of children, learning their interests and dispositions that they are currently developing. The teacher will plan activities, experiences and teaching strategies around the children’s individual interests to help them to extend and provoke more thinking and learning. These processes are then documented in a story for you to see on Storypark and in their portfolios. This process allows the teacher and child to build a closer and stronger relationship as they work together to develop the children’s learning strengths.

## Curriculum Areas

We follow the New Zealand Early Childhood Curriculum Te Whariki. All the experiences we provide the children are based around the principles, strands and goals from this document.

### The Principles are;

- Empowerment
- Holistic development
- Family and Community and,
- Relationships

### The Strands are;

- Well-being
  - The health and well-being of the child are protected and nurtured.
- Belonging
  - Children and families have a sense of belonging
- Contribution
  - Opportunities for learning are equitable, and each child’s contribution is valued.
- Communication
  - The languages and symbols of children’s own and other cultures are promoted and protected.
- Exploration
  - The child learns through active exploration of the environment.

As teachers it is our role to support the children and nurture them through their milestones. We ensure the environment is inclusive of all children and they feel a sense of belonging in the room.



## Project

Our Projects typically integrate visual, or other artistic, representation with scientific or technological hypothesis testing. We have found that the wider the range of possibilities and the richer the experiences that we offer to children, the more intense are their motivations. Projects also provide a structure for the children to discover each other through the negotiation of ideas instead of interacting only through feelings and friendships. Together with the main project, we have some mini projects running as well by the teachers and children. These mini project ideas come from children's interest of the month or just their current interest.

## Fantail Room's 'Multi-Media Story Telling'

In late 2018 the Fantail Room began making short stories that the children then illustrated and put onto the library with the other books. This helped children learn to form their ideas and get them excited to share their ideas with their peers. At around that time we were also experimenting with special effects applications on the iPad.

It wasn't until recently that we have been combining the two together to create short films with the children. The early stages of the film's development involved a teacher sitting down with a child and writing down their ideas. The teacher would assist them with clarifying who the characters are, where the story is set, what happens at the beginning, the middle, and the end. The next stage of the pre shooting for the film required children to organise themselves and their fellow actors to make props, bring dress-ups, and talk to the teacher about when the shooting should take place.

After filming the movie, Dan would do the video editing and show the new movie to the others. We have also been turning some of our short films into comic books but taking screenshots of the movie and putting them into an application called 'Comic Life 3'. The children have really been enjoying seeing themselves on the big screen and learning a lot along the way!

## Events taking place in our room

- Play Ball – This happens every Tuesdays and Thursdays with the playball coaches. This really helps children develop confident with their physical and gross motor skills.
- Count down trips- We take some children for a walk to our nearby Countdown to buy our cooking ingredients. (This only happens when there are enough teachers within ratio).
- Excursions and Incursions- These happens alongside projects or children's interest.

## Our Team

Our team is hard working and supportive of all children in amazing ways. There are always lots of experiences and opportunities for the children to learn and develop.

### Neha

Neha is the Acting team leader of the room. She works full time and has a Bachelors in Teaching (Pasifika Primary)

### Dan

Dan works full time and is the leader of the technology and transition. He is also a Primary qualified teacher.

### Sharon

Sharon works full time and has recently graduated with her Bachelors in ECE. She is the Art leader and brings a lot of experience to share.

### Lesley

Lesley works part time Monday to Thursday and is ECE qualified. She is also the Project leader of the room.

### Jess

Jess is the Centre Admin and works two days in the room as a teacher.

Although we are a new team, we are all supportive of each other. We are all growing our knowledge and reflecting each day on our practice and that's what makes the Teaching job so rewarding.