

PUKEKO ROOM

Our Philosophy

We follow a play based philosophy that is based on research which shows young children's social, emotional, intellectual, physical and spiritual development.

Some play is teacher led or teachers join in as co-player, but the richest forms of play are usually those that have the child in control, either by playing alone, by exploring the real world or their imaginary world, or by role playing socially with friends.

Math and Language

We weave math and language development through everything that we do in the Pukeko Room. The children do it naturally as they intuitively calculate distance and speed when moving, or 'read' the picture books, or change their tone of voice when they portray a character. Teachers foster children's understandings by providing extended vocabulary.

Our mat times teach children the alphabet and phonological awareness through stories, songs and rhymes. We also focus on cardinal counting (e.g. 1, 2, 3) up to 20.

The children's name cards focus on letter formation in writing the child's name.



Projects

Our projects revolve around children's interests. Generally we have a visual arts project as well as a sensory based project.

Sensory—children explore different sensory based substances (water beads, ice, playdough, coloured salt). Sensory play heightens the senses particularly touch, and develops children's mathematical awareness. *"All our knowledge begins with the senses, proceeds to the understanding, and ends with reason. There is nothing higher than reason"*—Immanuel Kant.

We often base our visual arts on cultural or significant events around that time. Recently, we celebrated Matariki with the children reading stories as well as creating our own stars and kites to celebrate Māori New Year. *"Art has the power to transform, to illuminate, to educate, inspire and motivate"*—Unknown



Pukeko Projects allow children to participate as individuals in a group. This prepares them for the Fantail Room projects where they learn to become a collaborative group of individuals.

LEARNING STORIES

We have a new approach to writing learning stories. Each month we do approximately 3-4 observations of each child's learning by the teacher assigned to them. That teacher plans for activities or teaching strategies that will extend the identified learning or which will provoke new learning. This creates an observation, planning, observation cycle which is reported on the following month (e.g. July observations are written in August). The teacher will stay with your child throughout their time in the Pukeko Room,

The Great Outdoors

Our Nature themed room and garden have been taking shape.

We have lots of different loose part play areas in the outdoors. We have lots of balancing experiences for children to develop proprioceptive brain building risky play; that also builds the brain's capacity for emotional processing, and risk awareness. Loose parts play builds capacity for socio-dramatic play and encourages children to create mythic based games that develop empathy and ethical identity. It's cool fun too!



O U R T E A M

Kate: Acting Team Leader. Kate has a degree in Primary teaching and in Early Childhood Education.

Jess: Transition Leader. Jess has a degree in Early Childhood Education. She brings her expertise in Te Reo Māori & music to the room.

Jasmine: Visual Arts Extraordinaire. Jasmine has a degree in Early Childhood Education and she is the creative brain behind our art projects.

Margaret: Reliver. Margaret has a certificate in Early Childhood Education (level 5). She has a primary responsibility for enabling children to build great self-help skills.

