



Version 1 | Mahi Tuatahi

Effective Date | Whakamana tahito : October 2024 | Oketopa 2024

Next Review | ā houanga arotake: October | 2026 | Oketopa 2026

Policy Owner | Rangatira Kaupapa Māhere: Chief Executive Officer

Key Accountabilities | Ngā Takonga Tuatahi: Chief Operating Officer, Senior Teachers, Etu Ao Visting Teacher Lead

### Introduction | Tīmatanga Kōrero

The purpose of this policy is to:

To ensure that teaching and learning within a whānau based setting:

- is consistent with current pedagogical theory and practice,
- highlights relationships that are characterised by sensitive responsiveness,
- respects all children as competent and confident learners and communicators,
- is flexible and responsive to individual infants, toddlers and children as they grow and learn and;
- shows consistency of approach across Whānau Manaaki.

### Background:

This policy is to clearly define our approach and practices in relation to infant and toddlers as part of our whānau based approach. A whānau based approach ensures that ākonga are encouraged to learn together without artificial age barriers (e.g. the under two's space/over two's space, or sessions for younger tamariki and sessions for older tamariki) in an environment that deeply embraces kaupapa Māori concepts such as ako, manaakitanga, and whanaungatanga. It is the creation of spaces that invite ākonga to explore and develop with kaiako in ways that encapsulate the concepts of mana, and the Principles contained in Te Whāriki. A whānau-based approach is socioculturally framed rather than developmentally framed.

### Definitions:

- Infants - from birth to around 18 months;
- Toddlers - aged from around 18 months to around 3 years;
- Children- 3 years to 5 years, and;
- Whānau based settings - includes small and sometimes larger groups of young children from around 6 months to 5 years. This allows for younger and older ākonga to spend time together at different times of the day yet always ensures high quality ratios are met and relationships are sustained.



### Applies To | Ko Wai Whakahāngaitia

This policy applies to all People, Teachers, Visiting Teachers, Drivers, Drivers Assistants and TONI Educators employed or contracted by He Whānau Manaaki o Tararua Free Kindergarten Association (Whānau Manaaki).

### General Principles | Mātāpono Whānui

Whānau based kindergartens and home-based services will:

1. Implement practices that highlight the particular importance of relationships and secure attachments when working with infants, toddlers and young children
2. Promote opportunities for whanaungatanga and tuakana-teina learning experiences;
3. Be responsive to and respectful of infants, toddlers and young children by demonstrating flexibility through caregiving rituals such as kai times, changing and sleep;
4. Understand and respect care routines such as kai times, nappy changing and sleep as valuable aspects of the curriculum and learning opportunities
5. Work in partnership with whānau, encouraging involvement with and sharing knowledge and understanding about their ākonga at kindergarten or home based services;
6. Have access to and apply current pedagogy knowledge in their practice and interactions (intentional teaching);
7. Support infants and toddlers to understand, express and regulate their emotions, promoting agency and choice
8. Use their pedagogical skills and knowledge to ensure the physical environment and resources are appropriate for all ākonga in whānau based settings;
9. Support ākonga in their active and curious exploration of the world around them.

### Guidelines:

When considering the practices and procedures below, Teaching teams and TONI educators will ensure they refer to the above principles of this policy (teams don't need to have a separate procedure)

- Settling and induction;
- Daily rhythms of care rituals as part of the education of infants, toddlers and young children;
- Te Manawa - procedures will contain direct references to the curriculum implementation for a whānau based approach learning environment;
- Nappy changing and toileting, sleep and rest, food and drink, social and emotional competency;
- Opportunities for whānau to be engaged in all aspects of care and learning, and;
- Planning whānau based learning environments which ensure there are not artificial age barriers.



## Relevant Legislation and Regulations | **Whaitake Ture me Waeture**

- Licensing Criteria for Early Childhood Education and Care Centres, 2008.
- Te Whāriki, 2017.
- Te Manawa: Criteria for Weaving and Implementing the Curriculum.
- Kei Tua o Te Pae; Assessment for learning: Early Childhood Exemplars.
- Whānau Manaaki Kindergartens Association Strategic Plan 2023
- He Māpuna te Tamaiti: Supporting Social and Emotional Competence in Early Learning

## Related Procedures or Processes and Documents | **Pākanga Tukanga me Pukapuka**

- Te Manawa
- Social and Emotional Competency criteria.
- Enrolment and Admission Policy
- Food and Drink Policy
- Changing, Toileting and Bathing Policy
- Sleep or Rest Policy
- Inclusive Education Policy

## Policy Review Cycle | **Kaupapa Arotake Hurihanga**

This policy is to be reviewed every two years. Whānau Manaaki may amend or cancel this policy or introduce a new policy, as it considers it necessary within the current cycle of the policy. Any amendments will be considered by the policy Working Group and will need to be approved by the Senior Leadership Team and the Board. The policy will continue on the same review cycle.