## What happens within the Kiwi Group......

In our kiwi group programme children are still free to choose their own area of play, however, we do encourage our kiwi children to build on their own individual interests as we believe that child-led learning is extremely important and is key to developing a love for learning.

Interests usually begin with one or two children but as the investigation develops more children are drawn into these learning journeys. Individual children will take from these experiences their own learning aspects and we encourage and value this unique learning.

Throughout any learning journey many aspects of the curriculum will be covered including.......

**Literacy**— as they research new information and translate it into their own understanding—be it through written work, signs, posters or symbols.

Mathematics-Including counting, grouping, shapes, using tools or finding and identifying numbers. Learning journeys provide for children the opportunity to openly discuss their own ideas, knowledge and aspirations.

What we find is through shared interests children develop friendships with their peers, learn to express feelings, make contributions to discussions, take ownership for individual and group learning, take turns, independently problem solve, listen to others and respect one another.

Our role as the teacher is to support this learning, offer help when or where needed. This is achieved by providing materials to enhance and support their journey, or offering suggestions which lead to children problem-solving for themselves. We trust in the individual child to take responsibility for tools and materials provided within this room and each child will be briefed on safety aspects (e.g hot glue guns and scissors).

Our kiwi room is where we base most of our research and will take place whenever the child is ready throughout the day, but further research will take place during our 11.30 group time.

We expect our kiwi children to take care and ownership of belongings and tidy up after themselves before moving away from areas of play.

Lunch time: when children enter the kiwi group they come prepared with the healthy food knowledge that they have learnt from the Tui group. Our meal times are a time to share in positive conversation and bond as a group. We respect that not every child's eating habits are the same and allow them to choose when they are ready to leave, within reason.

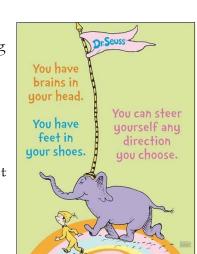
Rest time: The kiwi children have the option to rest if they wish otherwise it's quiet time to read stories, share news and participate in quiet activities (lasting approx. 30 mins)

Our biggest and most important learning agenda is social skills, which is interwoven throughout these learning journeys.

It is our hope that by the time children head off to school they are able to independently enter group play, initiate conversations, stand up for what is right and what they believe in.

Kiwi Group Teachers: Kerryn & Alissa

Reviewed: March 2017



## Our outdoor environment, and our value of risky play....

By the time our three and four year old children have reached the kiwi group they are at that stage of development where they want to take risks and challenge themselves out in the play ground. This type of behaviour not only extends on their play experiences, but it allows the child to take complete ownership of their own ability and safety (within reason), where they learn self confidence, emotional resilience, and the ability to assess risk for themselves.

As kiwi teachers we see so many benefits from this type of play and we totally embrace the independence and empowerment that comes from exposure from such an experience.

We view our role (as teachers) as being the child's support person while they go through the process of risk taking and problem solving which will lead to an understanding of seeing themselves as competent and capable learners. Therefore we will talk with the child as they work and we may pose questions that will get children thinking about safety aspects within their work space.

We will provide for the children the materials that they need to create whatever experience it is that they are wanting to create and then we will stand back and leave them to it, observing from a distance as they work through their process.

Risks and challenges are important for healthy sensory and motor development.

Children are naturally curious and seek out opportunities to make sense of their world. When children are given the freedom to create their own play they learn to recognise and manage risk-taking behaviours, experiment with their surroundings, take on responsibility, make mistakes and then learn from them, expand their thinking and reasoning and take charge of their own learning.

So what type of risky play might you see in the centre?? Climbing trees, riding bikes (in and out of the centre), building with loose parts, (cut down tree branches etc), children creating obstacle courses, using ladders within the playground and many more amazing challenging activities all initiated by the children.







Kiwi Group Teachers: Kerryn & Alissa

Reviewed: March 2017