



Kia kori tahi

Physical wellbeing in early learning

Provocations for developing practice
Mā te wānanga e whanake haere ai

These cards are designed for kaiako to use in professional discussions about **oranga tinana**, the **physical wellbeing**, of tamariki.

Each card uses a strand of *Te Whāriki*, a related goal and learning outcome, and a child's question¹ to focus kaiako discussion.

We suggest you read the cards and choose questions that resonate with your service. Use these questions as provocations for developing practice.

¹Podmore, V., May, H. and Carr, M. (2001) The "child's questions" Programme evaluation with Te Whāriki using "Teaching Stories" Early Childhood Folio 5

Aihe, dolphin, adults play with their young to encourage their **cognitive, physical, emotional and social** development.

The aihe, dolphin, is used in the *Kia kori tahi* resources to symbolise the importance of adult playfulness to developing tamariki wellbeing.

Playfulness is an attitude, a state of mind where we think flexibly, take risks with ideas and allow creative thoughts to emerge.



Oranga tinana | Physical wellbeing

Physical wellbeing describes a balanced state of body, mind, and spirit, where the child is a physically active and healthy learner.

From te ao Māori and Pacific perspectives physical wellbeing cannot be separated from strong connections to tūpuna, spirituality, and the environment. These connections are interwoven with the collective elements of reciprocity, respect, and belonging to protect and strengthen the wellbeing of families and individuals.

Active movement and nutrition are essential to oranga tinana. Both contribute to the balance of mauri and a holistic view of wellbeing.



There is a range of Māori and Pacific models of wellbeing. They present a holistic view that links to cultural concepts, knowledge, values, and practices. Examples are:

Te Whare Tapa Whā (Durie, 1994)

Te Wheke (Pere, 1997)

Fonofale (Pulotu-Endemann, 2001)

Fonua (Stone Tuʻitahi, 2009)

Consider

How are you integrating Māori and Pacific models in teaching and learning about physical wellbeing?

How do you embrace the cultures of your community to support active movement and nutrition of tamariki?

How do your teaching strategies for oranga tinana acknowledge and respond to different cultural values and norms of your community?



Wellbeing | Mana atua

Can I trust you?
Ka tiakina rānei ahau e koe?

- Goal:** Children experience an environment where their health is promoted.
- Learning outcome:** Keeping themselves healthy and caring for themselves | Te orange nui.

The physical wellbeing of tamariki is enhanced when they are empowered to understand how their body works and how they can care for it.

The unique nature of each child is sustained through healthy eating and physical activities that are holistic and in harmony with their age, ability, disposition, culture, and preferences.

Developing genuine and sincere relationships with whānau, community elders and mana whenua will guide kaiako in culturally responsive practices that align with whānau aspirations.



Do you meet my daily needs with care and consideration?

Kaiako are role models in the learning environment. They intentionally and unintentionally influence tamariki attitudes to food and physical activity.

Q3 In what ways do you role model practices that support your own physical wellbeing and that of others?

Whānau events, outings and celebrations provide opportunities to role model and discuss whānau perspectives on physical wellbeing.

Q2 How do celebrations at your service promote healthy choices?

Talking with tamariki and whānau about healthy eating and active movement develops a common understanding of physical wellbeing.

Q1 In what ways do you support tamariki to develop positive attitudes toward physical wellbeing?

Belonging | Mana whenua

Do you know me?
Kei te mōhio rānei koe ki ahau?

- Goal:** Children experience an environment where they know they have a place.
- Learning outcome:** Taking part in caring for this place | te manaaki i te taiao.

Tamariki knowledge of where they belong is enhanced through repeated experiences with the wider community. Kaiako play an important role in facilitating these experiences.

When tamariki feel they belong, they are more confident to try new experiences. The interconnectedness of people, places, time and things is a vital key to the physical wellbeing of tamariki.



Do you appreciate and understand my interests and abilities and those of my family?

Place-based learning values the understanding tamariki have of their environment over time. Kaiako connections with the people and places enables whānau and kaumātua to share their perspectives and knowledge.

03 How do kaiako develop their own knowledge of the place where they teach?

Using loose parts, for example, boxes, tyres, ladders, and planks, motivates children to be physically active. It also encourages their understanding of mathematical concepts, decision making, and critical thinking.

02 To what extent are tamariki able to design and redesign their outdoor environment?

Engaging in sustainable environmental practices nurtures an understanding of the importance of healthy food and develops attitudes, knowledge and skills to be kaitiaki for the future.

01 In what ways are tamariki able to experience sustainable environmental practices?

Contribution | Mana tangata

Goal: Children experience an environment where they are encouraged to learn with and alongside others.

Learning outcome: Using a range of strategies and skills to play and learn with others | te ngākau aroha.

The physical wellbeing of tamariki develops when they are able to take part in equitable collaborative experiences. Nurturing a spirit of sharing, togetherness and reciprocity enables children to share their differing strengths and abilities.

Tamariki are all unique, each developing at their own pace, in their own way. Through shared assessment, evaluation and planning with whānau, kaiako are able to know what tamariki are learning and ensure the intentional teaching strategies they use are compatible with each and every individual child.



Is this place fair for us?
He wāhi matatika rānei tēnei mō mātou?

Do you encourage and facilitate my endeavours to be part of the wider group?

The ability of tamariki to interact supports their lifelong learning. Collaboration, empathy and tolerance enable tamariki to interact with others in a respectful way. A consistent approach to supporting tamariki in challenging situations is the cornerstone to developing peaceful environments.

03 How do kaiako respond when tamariki are excluded from playing with and alongside others?

Many whānau are engaged in team sport or games. Kaiako can create opportunities for tamariki to use their knowledge of games played in other contexts.

02 In what ways do kaiako draw on the experiences tamariki have with whānau in the wider community?

Equitable learning opportunities take into account the unique nature of each child. Physical development, language capability, and mastery of skills all influence tamariki experiences of success in the group.

01 How equitably does the outdoor environment support all tamariki to move and develop physically?

Do you hear me?
Ka rongo rānei koe i ahau?

Goal: Children experience an environment where they develop non-verbal communication skills for a range of purposes.

Learning outcome: Using gesture and movement to express themselves | he kōrero ā-tinana.

Tamariki are born rhythmic, attuned to the heart beating, the breath moving, the music of their whānau – rhythmical communication that transcends the spoken word in a way that is inclusive of all.

Tamariki learn to express themselves as communication and movement become entwined. When kaiako intentionally role model drama and musical expression, they support tamariki to engage in and enjoy moving.



Do you invite me to communicate and respond to my own particular efforts?

When kaiako enthusiastically participate alongside tamariki, it increases everyone's enjoyment and engagement. It reinforces the idea that participation is more important than the outcome.

Q3 In what ways do kaiako role model self expression through dance and drama?

Musical expression is valued in Aotearoa New Zealand. Developing a knowledge of and engaging in the music valued by the child, their whānau, and cultural community enables kaiako to support the cultural identity of tamariki.

Q2 How is diversity and inclusion promoted through rhythmic experiences?

Hearing and creating rhythmic patterns of sound is the basis of musical expression. Creating chants, dancing to music and waiata, and exploring through sound, highlight the everyday nature of musical rhythms.

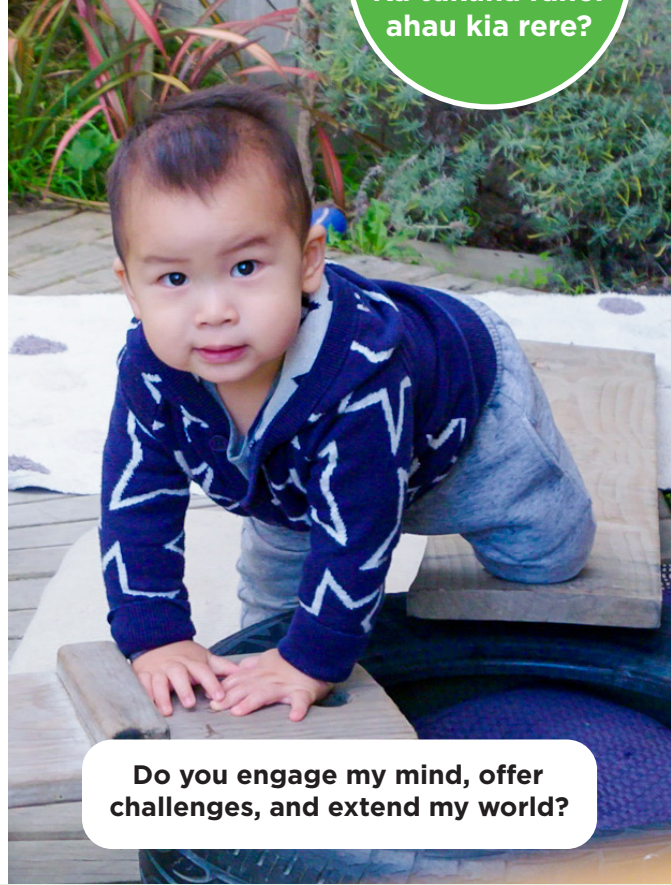
Q1 How often and in what ways are tamariki offered opportunities to engage in musical experiences?

Do you let me fly?
Ka tukuna rānei ahau kia rere?

- Goal:** Children experience an environment where they gain confidence in and control of their bodies.
- Learning outcome:** Moving confidently and challenging themselves physically | Te wero ā-tinana.

Physical activity enables tamariki to build confidence in using and controlling their bodies. When challenging their physical limits with height, speed, tests of strength, and the use of real tools, tamariki also begin to challenge themselves cognitively.

As tamariki engage in physical play they begin to form attitudes and expectations that will continue to influence their learning throughout life.



Do you engage my mind, offer challenges, and extend my world?

Kaikako knowledge of fundamental movement skills together with their knowledge of tamariki, come together in specific plans to progress their physical capabilities.

Q3 How do kaikako plan to support the development of the fundamental movement skills of tamariki?

As tamariki challenge themselves, they build an image of themselves as courageous, confident and successful. Kaikako attitudes and reactions support the child's capacity to assess and self-regulate their own risk taking.

Q2 How are young children, toddlers, or infants enabled to take risks and challenge themselves physically.

Infants and toddlers communicate physically. This communication enhances their physical development, ability to interact, and self expression.

Q1 How could you foster opportunities for infants and toddlers to explore and extend their physical capabilities?

Put your ideas into action

As kaiako discuss the provocations on these cards, they may identify issues and questions that need further investigation.

These investigations can contribute to internal evaluations designed to enhance learning outcomes for tamariki.

Internal evaluations may lead kaiako to explore changes to their curriculum. Kaiako can use the curriculum design process on Te Whāriki Online to plan and implement curriculum.

Design your curriculum – Te Whariki Online
tewhariki.tki.org.nz/en/design-your-curriculum/



Hoahoatia tō marau **Design your local curriculum**

Resources to support designing your local curriculum, planning, and evaluation.



Play or exercise?
A child's body doesn't know
the difference, but their
mind tells them when they
are having fun.

*Where there is a playful kaiako,
there are children learning*



TE TĀHURU O TE MĀTĀURANGA
MINISTRY OF EDUCATION

Kia kori tahi!
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