

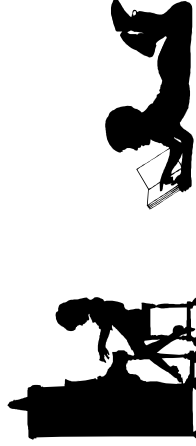
Tamariki School

Tamariki School is different in many ways from other schools and we hope to explain a little of these differences in this leaflet. You are very welcome to visit the school, meet with the Principal and linger to observe how the school operates.



Learning by Experiencing

At the heart of the school is the fundamental premise that play is the essence of living and learning. Children don't learn it, they live it; first comes the experience and then the understanding. The Tamariki experience is not about 'formal learning' as such, it is about education in its broadest sense; and it is through this process of self-understanding, awareness and trust that the students' real development takes place.



Children taking Responsibility

The school has been set up to create a community where children are encouraged to take personal responsibility for their own education. Learning is achieved through self-directed play and involvement in activities, outings and lessons. The fundamental ethos is that individual freedom is essential to the development of personal responsibility.

Our Aims and Special Character

The aims of Tamariki are:

- To equip each child, according to its nature and talents, to lead a personally satisfying life, and to be an effective and contributing member of a democratic society.
- To be a supportive community which nurtures its members.

The ways used to achieve these aims are different in emphasis from mainstream New Zealand schooling and are what gives the school their Special Character.

There are eight main areas of emphasis:

1. Emotional and social growth are regarded as the base for cognitive development, and strategies which support these growths have priorities over all other activities. The school operates in many ways more like an extended family, offering support and encouragement to all its members. It seeks homeliness and limits its numbers so that all members may know everyone else. Children mix freely irrespective of their age or gender.
2. The school values and works to achieve close relationships between teachers and children, children and children, and parents and teachers. These are based on trust, and we accept that children may need to test the reliability of teachers before learning takes place. Teachers are expected to be emotionally nurturing of the children, willing to cuddle them, and accepting as natural a child's need for physical contact. Teachers are also expected to physically restrain and hold a child when appropriate.

3. The children are deeply involved in creating and maintaining the social structures by which the school functions. This involves rule-making, and dispute resolution through the mechanism of whole school and small meetings, which, when called, take priority over all other activities. The school rejects punishments as a source of control or a response to inappropriate behaviour.

4. The child's learning is to a very great extent under its own control. In this way it can genuinely advance at its own pace in response to its unique developmental sequence. Attendance at classes is generally voluntary, and exceptions must be justified. Such justification would normally be that the child is afraid of taking the risk of failing, and compulsion would be applied for a limited period mutually agreed, to carry the child over the risk

period. Mistakes are regarded as important learning information and grading is never done. The child's learning belongs to itself, and it is responsible to itself, not its teacher for this learning. No adult has the right to demand to see the child's work and such access is always under the child's control. There are no class stratifications until the child enters Form Two. A child always works at its individual level of competence.

5. We reject norm-referenced tests and examinations as incompatible with our emphasis on the individual. Competition is not regarded as a desirable learning activity. The children are encouraged at all times in all areas to compare their work and skills with their own previous achievements and their own goals. Self-examination is constantly fostered, and the capacity to use a skill and to generalise from it is taken as demonstrating its possession. The focus of teaching strategies is to acknowledge and support what children do well, and use these strengths in areas of weakness.

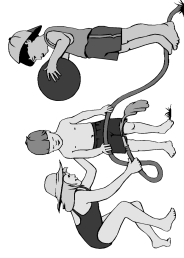
6. Play is regarded as children's work. By playing with ideas and objects they develop functioning cognitions about their world. The children may and do use all the materials in the school for their own purposes. We require an environment in which unstructured play freely occurs, with access to trees, sand, water, mud and junk materials. We also respect the child's need at times to be passive and inactive.

7. The children have a very large measure of control over the environment, which the adults in the school recognise as a most important resource for the children's development in all areas. Accordingly, they will defer their need for an orderly and tidy environment to the child's need to experience cause and effect; to experience why order and tidiness are desirable. The school values and fosters a child's full and committed engagement in any activity, and this engagement can be inhibited by a concern about mess, so we accept that.

8. Parents are welcome in the school, have unrestricted all-day access, and are not required to fill any particular role. In keeping with the school's function as an extension of the family, preschool siblings are welcome, and enjoyed by the children.

Self-Motivation

Tamariki children fill their days with activities that are interesting and meaningful to them. Whether it is learning to skateboard, chairing a meeting, making a mud ball circuit, setting up shop, attending formal academic lessons, or being alone, students constantly take on tasks that challenge them and face these with intense concentration and purpose. They book formal lesson time with the teacher when they wish to. They work with passion; they learn to try and try again. They become self-learners.



The Outcomes of a Tamariki Education?

We believe that by the time children move on to a secondary school they will ...

- Have developed important social skills through understanding of themselves and others.
- Be able to communicate well with others.
- Know that their behaviour impacts on others.
- Know that they are responsible for their own lives and that they are free to choose to act.
- Have developed problem-solving skills.
- Be excited and motivated about learning.
- Have been valued for their uniqueness.



Tamariki School

In 1967 a group of parents founded a Society to set up Tamariki School. Originally in an old villa in Rutherford St, the school now operates on a four-acre site at 86 St Johns St, Woolston. The roll is currently limited to sixty children to preserve the special character of the school.

Tamariki School is an integrated state primary school with a Special Character. Dues & Donations are requested to cover the costs of maintaining the buildings and providing additional staff.

Contact details for Tamariki School are:

By Phone: 03-384 9014
In person: 86 St Johns St, Woolston.
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*Have you been...
looking for a primary
school*

that is different?

A school where...

- ❑ *Children are free to have a childhood.*
- ❑ *Play is valued as children's work.*
- ❑ *Children can learn what they're interested in.*
- ❑ *Children of different ages are able to interact.*
- ❑ *Parent involvement is welcomed.*
- ❑ *Children can be physically active when they want to be.*
- ❑ *The school community operates as an extended family.*
- ❑ *The adult to child ratio is low (less than 1 to 15).*
- ❑ *Conflict resolution methods are part of the school culture.*
- ❑ *Social and emotional well-being is important.*