**Ara Mātua — Parenting Pathway Te Māhuri 1 3–4 years**

**What we want to work on:**

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**Te aroha me te mahana — Love and warmth**

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| Giving our tamaiti limited choices when we can, so they can practise making decisions |  |
| Spending time every day playing and being with our tamaiti |  |
| Giving our tamaiti cuddles and kisses every day |  |
| Repairing any rupture between us — remembering to ‘kiss and make up’ |  |

**Te kōrero me te whakarongo — Talking and listening**

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| Reading lots of books with our tamaiti |  |
| Taking time to talk with them after any trouble so they know they’re still loved and what they’re supposed to do next time |  |
| Talking about daily activities and special events with our tamaiti |  |
| Answering our child’s questions |  |
| Talking about things that are the same and things that are different |  |
| Talking about colours, shapes and sizes with our tamaiti |  |

**Te ārahi me te māramatanga — Guidance and understanding**

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| Knowing when our tamaiti is likely to have a tantrum and doing something to prevent it |  |
| Helping our tamaiti to do more things for themselves |  |
| Supporting and encouraging our child to learn to use a potty or toilet |  |
| Supporting our child when they have toileting accidents |  |
| Giving our tamaiti time to play with other tamariki |  |
| Helping our tamaiti to learn about sharing |  |

**Te tūāpapa mō te tika me te hē — Limits and boundaries**

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| Making sure our home and garden are safe for our tamaiti |  |
| Having 3 to 5 family rules/limits that all the grownups agree with, support and follow through on |  |
| Modelling the sort of behaviour we want to see and hear from our child |  |
| Helping our child learn to undress and to put on some clothes |  |
| Help our tamaiti learn the rules about walking on the footpath with us |  |

**Te mahi pono — ngā hua me ngā hapa — Consistency and consequences**

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| Following through quickly with our child when they’ve broken a family rule by gently restraining, removing or distracting them |  |
| Choosing our ‘battles’ carefully and not sweating the small stuff |  |
| Having consequences that are reasonable, related and respectful |  |
| Helping our tamaiti to help clean up after they make messes |  |

**Te hanga ao tōtika, ao haumaru — Structured and secure world**

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| Making sure there’s lots of time and opportunity for big-muscle play |  |
| Giving our tamaiti quiet times and activities like drawing, building, sharing stories |  |
| Using calm and reason when dealing with their behaviour |  |
| Helping our tamaiti to learn about looking after themselves |  |
| Making sure we keep appointments for their vision and hearing checks |  |