**Influence of Vygotsky’s Theory on Te Whāriki**

1. **Sociocultural Context**  
   Vygotsky emphasized that learning occurs through social interaction within a cultural context.  
   🔸 *Te Whāriki* also views children as active participants in their learning, shaped by their **relationships, culture, and environment**. It recognises the importance of **whānau (family)**, community, and cultural identity in children's development.
2. **Zone of Proximal Development (ZPD)**  
   Vygotsky introduced the concept of the ZPD—the difference between what a child can do alone and what they can do with support.  
   🔸 *Te Whāriki* supports this through **intentional teaching** and **scaffolding**, encouraging educators to guide children just beyond their current abilities with the help of more knowledgeable peers or adults.
3. **Language and Thought**  
   Vygotsky saw language as a crucial tool for thinking and learning.  
   🔸 *Te Whāriki* values **oral language development** and encourages **dialogue, storytelling, and communication** in multiple languages, including te reo Māori, to support children's thinking and identity.
4. **Learning Through Interaction**  
   Vygotsky believed that children learn through **meaningful interactions** with others.  
   🔸 *Te Whāriki* promotes **responsive, reciprocal relationships** between teachers, children, and families, fostering a strong sense of belonging and collaboration.