CELEBRATION BOOK 2015

TE WHĀRIKI EARLY CHILDHOOD CURRICULUM

RELATIONSHIPS NGĀ HONONGA
PEOPLE, PLACES AND THINGS

AUCKLAND KINDERGARTEN ASSOCIATION

KiNZ
care and early learning
Te Tiaki, Te Ako Kōhungahunga

PLAYGROUP
playing and learning together
ka tākaro tahi, ka ako tahi

igniting minds
Hei Whakahihiko Hinengaro

Te Whāriki

He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa
The New Zealand Early Childhood Curriculum

Te Whāriki is New Zealand's early childhood curriculum.

The Māori word whāriki means "woven mat". This refers to the way the principles and strands of the curriculum weave together to create the whole learning experience for the child.

Our kindergartens, KiNZ centres and playgroups are situated across the length and breadth of Tāmaki Makaurau (Auckland) from Mangawhai in the North to Otara in the South, Taupaki in the West to Maratai Beachlands in the East. The holistic and flexible nature of Te Whāriki enables us to be responsive to the diversity of the learning communities we serve.

"Our curriculum Te Whāriki is provided by the people, places and things in the child's environment; the adults, the other children, the physical environment and the resources". (Te Whāriki, p.11)

In this edition of AKA's annual celebration book, we focus on the many and varied ways that our talented people bring to life the Te Whāriki principle of Relationships/ Whanaungatanga. This principle is at the heart of everything we do, in partnership with children and their whānau.

Tanya Harvey
CEO

This year, the celebration book highlights how our kindergartens, KiNZ centres and playgroups encourage children to learn through responsive and reciprocal relationships with people, places and things.

He aha te mea nui o te ao?
He tangata, he tangata, he tangata!

What is the most important thing in the world?
It is people, it is people, it is people!

NORTH

Bayview 8
Beach Haven 9
Belmont Bayswater 10
Birkenhead 11
Chelsea 12
Devonport 13
Glenfield 14
Greenhithe 15
Kauri Park 16
Mangawhai 17
Marlborough 18
Milford 19
Northcote 20
Northcote Central 21
Snells Beach 22
Sunnynook 23
Takapuna 24
Wellsford 25
Westlake Forrest Hill 26

CENTRAL

Epsom North 28
Epsom South 29
Ferndale 30
Freemans Bay 31
Grey Lynn 32
Hay Park Playgroup 33
KiNZ Myers Park 34
KiNZ Sandringham 35
Morningside 36
Mt Albert 37
Mt Eden 38
Mt Roskill 39
Owairaka 40
Parnell 41
Ponsonby 42
Point Chevalier 43
Remuera 44
Sandringham 45
Waiheke 46
Waterview 47
Wesley 48
Westmere 49

SOUTH

Aorere 52
Bairds 53
Favona 54
Flat Bush 55
Kingsdene 56
KiNZ East Tamaki 57
KiNZ Mission Heights 58
Kotiri 59
Mangere Bridge 60
Mangere West 61
Mayfield 62
McNaughton 63
Murdoch Park 64
Omana 65
Otahuhu 66
Otahuhu Central 67
Panama Road Playgroup 68
Papatoetoe 69
Yendarra 70

WEST

Avondale 72
Birdwood 73
Blockhouse Bay 74
Colwill 75
Don Buck 76
Glen Eden 77
Glen Eden West 78
Green Bay 79
Henderson 80
Hillsborough 81
Hobsonville 82
Kelston Girls College Playgroup 83
Laingholm 84
Lincoln Heights Playgroup 85
Lincoln North 86
Lynfield 87
Massey 88
New Lynn 89
Oratia 90
Ranui 91
Roskill South 92
Sturges Road 93

WEST CONT. <

Summerland	94
Sunnyvale	95
Taupaki	96
Te Atatu Peninsula	97
Te Atatu South	98
Te Atatu Village	99
Titirangi	100
Waitakere	101
Whenuapai	102

EAST >

Anchorage Park	104
Botany Downs	105
Bucklands Beach	106
Cascades	107
Dannemora	108
Ellerslie	109
Farm Cove	110
Glen Innes	111
Glendowie	112
Highland Park	113
Howick	114
Maraetai Beachlands	115
Meadowbank	116
Mission Bay	117
Onehunga	118
Orakei	119
Oranga	120
Pakuranga	121
Pigeon Mountain	122
Pt England	123
Somerville	124
St Heliers	125
St Johns	126
Sylvia Park	127

HEAD OFFICE	4
2015 TO 2025 STRATEGY	5

HEAD OFFICE

SERVING OUR COMMUNITY OF LEARNERS

Celebrating our part in the Auckland Kindergarten Association.

The Head Offices' purpose is to lead and support our services in order to provide exemplary Early Childhood Education that engages with children, whānau and communities.

This year the Auckland Kindergarten Association (AKA) has launched a 10 year strategy with four key pillars; Educational Excellence, Family and Community Engagement, Strengthen the Core, and Future Focused.

This strategy and the pillars that underpin it help guide the way; ensuring decisions, actions and any change always connects with our purpose. This year we've made the following key achievements:

Education Excellence

- Establishment of Enviroschools Co-ordinator position
- Introduction of the Whakamanawa programme
- Development of a Quality Improvement Process across all kindergartens and KiNZ
- Annual AKA Conference with a focus on Te Whāriki: People, Places, and Things

Family and Community Engagement

- Adding a Facilitator role for support to the Playgroups
- Creation of a Child and Family Advocate role

Strengthen the Core

- Enhancement of Kaiarataki Māori and Kaihāpai Māori & Pasifika roles
- Treaty of Waitangi workshops for head office employees
- Head Office re-shuffle to provide more focused support to services
- Creation of an Early Language Specialist role

Future Focused

- Opened four playgroups
- Technology used as a tool for learning and for connecting with communities

We look forward to our continued focus on ensuring we are a leading and influential provider of Early Childhood Education and being an integral part of the Auckland communities we serve.

2015 TO 2025 STRATEGY

AUCKLAND KINDERGARTEN ASSOCIATION

WHAKATAUKI

Whāngaia ka tupu, ka puāwai That which is nurtured, grows and blossoms

PURPOSE

As a leading and influential early childhood education provider, our purpose is to provide exemplary services that engage children, whānau and communities in relevant, responsive and innovative early childhood education

BEHAVIOURS

Commitment to Purpose: Manawanui-to show commitment and dedication

Collaboration: Kotahitanga-oneness or unity; working collaboratively towards the same goal

Respect: Manaakitanga-caring and respecting each other

Trust: Ngākau Pono-to act in a way which shows your trust in others and engenders trust in you

Positive Outlook: Ngākau Pai-to act with positivity

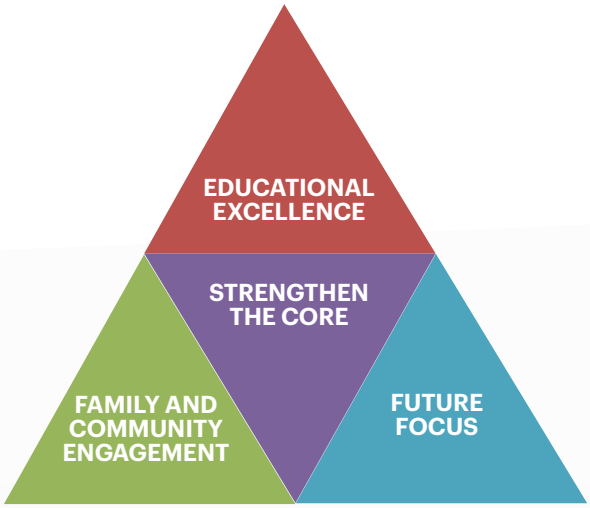
STRATEGY PILLARS

EDUCATIONAL EXCELLENCE
Cutting edge pedagogy

FAMILY AND COMMUNITY ENGAGEMENT
Communities of learning

STRENGTHEN THE CORE
High performing employees and effective systems and processes

FUTURE FOCUS
Innovative and responsive organisation



OBJECTIVES

EDUCATIONAL EXCELLENCE

1. Define and deliver on expectations of Educational Excellence

FAMILY AND COMMUNITY ENGAGEMENT

2. Increase the participation and engagement of priority learners and their families

STRENGTHEN THE CORE

3. Embed the principles and practices of Health and Safety throughout the AKA
4. Honour and uphold the principles of Te Tiriti O Waitangi
5. Identify, review and improve existing priority processes

FUTURE FOCUS

6. Implement evidence based continuous improvement models

OUTCOMES

1. Children have strong foundations for ongoing learning
2. Families and communities engage with children's education
3. Employees performing to their full potential
4. Forward focused organisation

NORTH

KINDERGARTEN IS A **MAGICAL PLACE** FOR **YOUNG MINDS**. BRISTLING WITH EXCITEMENT, FULL OF **IMAGINATION AND POSSIBILITY**.

MANAAKITANGA AT BAYVIEW KINDERGARTEN.

Capacity to care, show kindness, treat people with respect and be hospitable.

Bayview Kindergarten learning community is on the journey of learning about Tikanga Māori concepts. One of the first concepts we explored was Manaakitanga.

Manaakitanga became a part of our everyday routines and was recognised and noticed by children, teachers and whānau.

When a teacher was away having an operation on her foot, the children were asking about her health. Through the use of ICT, the children were given an opportunity to virtually "visit" her through the use of FaceTime. Children could see her and ask questions, showing how much they care about her and learning how we can all look after each other, especially in a time of need.

Manaakitanga is now a part of our everyday life here. We all encourage it, praise and practice it, both here at kindergarten and at home. We are very proud of all members of our learning community – we care, we show kindness, we respect.

Beach Haven Kindergarten

CREATING AN ENRICHING ENVIRONMENT.

The more possibilities we offer to children, the richer their learning and experiences will be.

At Beach Haven Kindergarten children's ideas about who they are and how they feel about themselves are influenced by the people and the environment around them.

Children are offered interesting and open ended materials which encourages a sense of wonder, fuels their imagination and deepens their learning.

The greater use of natural resources and a closer relationship to the environment has enhanced the sense of belonging of children and whānau. Today we have a more homely environment with comfortable beautiful spaces where children can interact and explore on their own terms.

Children actively engage with nature and are aware of ways they can help and look after our world. We believe that the changes to our environment have empowered our children to take a more active role in leading their own learning and in forming strong reciprocal relationships with the people, places, and the environment around them.

Belmont Bayswater Kindergarten

RESPONDING TO A CHANGING WORLD.

After 57 years of being a sessional kindergarten we changed to the Kindergarten Day Model.

To reflect the changing needs of our community, we changed to the Kindergarten Day Model (KDM). As teachers we have seen the positive impact this has had on our tamariki and whānau. Children have more time to play, explore and revisit their work and ideas.

The longer session gives the children an opportunity to develop new friendships on different days and to learn and play alongside a range of different aged children.

The teachers have observed many examples of Tuakana Teina in action, where children are supporting and caring for each other. Gaining another full-time teacher has further supported and strengthened our philosophy that 'children learn through play' as we notice, recognise and respond to children's learning.

Families in our community have embraced this change and are grateful their local kindergarten has responded to their needs, whilst maintaining the essence of our culture and high quality education for all children.

Birkenhead Kindergarten

POI MAKING AT BIRKENHEAD KINDERGARTEN.

For our Matariki celebrations we wondered if whānau could help us to make some poi.

It was great to have our parents and wider whānau support us with making poi for Matariki, with Whaea Jane and Whaea Diddy taking a lead role.

It was a happy day, a hive of activity, with lots of aroha between the generations, and our tamariki felt supported by their whānau, and proud of their work.

The next day some of our tamariki decided to make some more poi independently, remembering what they had been shown.

Many tamariki also painted pictures of themselves dancing with their poi.

At our Matariki celebration, whānau enjoyed our cultural performance of waiata. Tamariki used their poi to great effect. Teachers and whānau shared their mihi and cultural stories.

The focussed, proud and happy faces of our tamariki remind us of the importance of giving them the opportunity to work with 'people, places and things' that are special to them.

Chelsea Kindergarten

COMMUNITY AND OUR ENVIRONMENT ARE INTEGRAL TO OUR PHILOSOPHY.

Children's sense of wonder promotes engagement in learning.

We are part of the Enviroschools programme and have achieved Silver status. Our environment is attractive and welcoming. Sustainable practice is embedded in the programme at Chelsea Kindergarten.

Tuakana teina is part of our practice, which ensures ongoing teaching and learning amongst our tamariki.

There is a sense of awe and wonder amongst the children as they make new discoveries, which they share with their peers and teachers. The discovery of creatures encourages tamariki to respect living things and care for them in our environment.

ICT is called upon to answer our questions and new resources are sourced to support the children's interests in nature and the surrounding environment.

Partnerships with community and whānau are valued and contribute to children's learning.

Devonport Kindergarten

HE AHA TE MEA NUI O TE AO? HE TANGATA, HE TANGATA, HE TANGATA.

Responsive and reciprocal relationships.

Below are some of this years opportunities for children, parents, whānau and the community to experience an environment where relationships are both encouraged and valued.

Most recently the children (and teachers) have loved having Coco the lamb visit our kindergarten.

We acknowledged the important role of servicemen and women in our community by displaying 100 poppies for the Anzac Day Centenary.

Our annual Sponsored Walk held at Mt Cambria invites the wider kindergarten community to come together for a fun family evening.

Dads Night at kindergarten is a much anticipated annual event, for both dads and children alike.

We enjoyed participating in a kindergarten swap with Oranga Kindergarten for a morning.

Each year we invite the Year 1 and 2 school children to return to kindergarten for an afternoon. It's always a delight to catch up with old friends and whānau.

Glenfield Kindergarten

TOWARDS PARTNERSHIP BY EXPLORING OUR LOCAL COMMUNITY.

Taking a 'virtual walk'.

After achieving Silver status on our enviroschools journey, Glenfield Kindergarten participated in a Department of Conservation and Air New Zealand 'virtual walk' by imagining walking the Rakiura Track on Stewart Island.

During Term 1, children and families really embraced the challenge of participating in a walk a week to complete the target distance by visiting local schools, Fernglen, Cornwall Park, Mt Cambria/ Mt Victoria and Smiths Bush.

Learning was enhanced with all children using pedometers, tracking the distance walked, experiencing the NZ bush for the first time and art.

Along with improving their fitness, children, families and whānau learnt about conservation, how to identify native birds (by sight and/or sound), and native plants, trees and insects. This gave our families a wonderful start of coming together, whanaungatanga, to discover and enjoy our local bush.

Greenhithe Kindergarten

THE ANNUAL GREENHITHE GARDEN TOUR.

The Greenhithe community comes together to raise funds for our Kindergarten.

For the last 21 years the Greenhithe community has helped raise funds for our kindergarten.

Together with a parent committee, a group of local gardeners dedicate their time and gardens for the Greenhithe Garden Tour. The gardens are opened for public to tour.

Local businesses sponsor the event and benefit from the hundreds of visitors that come to Greenhithe for the tour. There are market stalls and a plant stall at the kindergarten. A café is run by parents who provide the baking to be sold.

The proceeds from the tour provide the kindergarten with resources throughout the following year.

The Greenhithe Garden Tour truly reflects the Te Whāriki Curriculum's principle of people (family and community), places and things as the entire village comes together to support the children and the kindergarten.

Kauri Park Kindergarten

FOCUSING ON PEOPLE, PLACES AND THINGS.

Celebrating a community of learners at Kauri Park Kindergarten.

At Kauri Park Kindergarten, we foster a community of learners by working alongside each other and encouraging teamwork. Children, teachers and other adults can learn from one another (ako), building reciprocal relationships as partners in learning.

We welcome, value and appreciate our parent and wider community input. Parents have helped us to create magical and exciting places for the children to explore.

Gardening is an integral part of the children's learning experience and we are very proud to have won the Dalton's Widest Sunflower Head Competition in 2014.

Two exciting new projects have started this year; Growing an edible garden for our pets, and 'The Magnificent Yarn Bombing Project'. This has been attracting a lot of community focus.

Whāngaia ka tupu, ka puāwai

That which is nurtured, grows and blossoms.

Mangawhai Kindergarten

MANGAWHAI KINDERGARTEN SETTING GOALS AND ASPIRATIONS.

Te Whāriki – Family and Community/ Whānau-tangata: The wider world of family and community is an integral part of the early childhood curriculum.

The most significant change over the last year has been to deepen our culture of setting goals and aspirations for our tamariki in partnership with children and their families. Through this process we have gained a deeper understanding of our whānau's aspirations for their tamariki.

The kindergarten goals for all our children is for them to become life long learners. We want to provide them with an inspiring environment that promotes inquiring minds.

When our children are settled into the kindergarten environment and closer to going to school, we work with our whānau to make collective goals for them. We also ask our children what they want to achieve.

By doing this we are encouraging them to make decisions for themselves, challenge their thinking, achieve success and contribute to our programme and their learning journey.

Marlborough Kindergarten

TANEMAHUTA AND TANGAROA WATCH OVER OUR KINDERGARTEN COMMUNITY.

Painting murals and connecting with our bicultural heritage.

Our tamariki have been learning about the atua Māori and have made two amazing murals with the help of whānau and teachers.

Tanemahuta who guards our bush area was painted by a parent and the tamariki carefully painted the detailed birds and insects.

Tangaroa who guards our beach area, was painted by our teacher Cathy and our tamariki sculptured the sealife from clay, then creatively glazed them in a rainbow of colours.

These special murals are so awesome! We celebrated these taonga with a spiritual Māori blessing supported by our whole community.

It is lovely to see the children enjoy our murals, talk about the guardians and have a connection to our bicultural heritage.

The children have a legacy that they have created and can be enjoyed by many children in the future.

Milford Kindergarten

USING OUR NATURAL ENVIRONMENT TO LEARN.

Papatuanuku, our natural environment is very important to us at Milford Kindergarten.

We have created a focus on learning through interaction with the environment, with fantastic results for our children.

The environment provides us with endless resources. By adding a wider variety of natural loose parts such as rocks, driftwood, shells and pumice, we have seen a significant development in the creativity, exploration and engagement of children's open-ended play.

Children have a real connection with the environment and thrive when given the opportunity to interact with it in this way. They support each other and extend themselves with their ideas.

Children have a sense of ownership of what they make, which empowers them to return to their taonga (treasure) and add to them.

They are very proud of what they create and their kaiako/teachers and family/whānau are too.

Northcote Kindergarten

EFFECTIVE INCLUSION AT NORTHCOTE KINDERGARTEN.

Children learn through responsive and reciprocal relationships with people, places and things.

We pride ourselves on our transition to school processes. We join the local schools' junior assemblies and special events, and junior classes also visit us at kindergarten sharing mat times and exploring our environment. Our children feel secure when they start school, as they are already familiar with the surroundings, routines, the teachers and peers in their class.

Also as a part of our inclusion goals, we host a number of whānau events during the year. These can include parent information evenings in collaboration with local schools, special days at kindergarten and family events.

We believe that as a result, our efforts have built strong professional relationships with both the local schools and our kindergarten community. This has contributed to the growth of secure, confident children.

Northcote Central Kindergarten

EMPOWERING CHILDREN WITH OUR TRANSITION TO SCHOOL PROGRAMME.

How the Tui group is helping our children to successfully transition into school.

At Northcote Central Kindergarten, the children in their final term before starting school are invited into the Tui Group, which is our transition to school program.

This empowers our children, building their skills and knowledge and widening their learning environment so they are comfortable within the new school setting.

We envision that the children will develop their fundamental movement, social and independent skills, while building relationships within our local community, including the local school and library.

This has been a successful programme, which encompasses bike riding, library and school visits.

During these times the children can also experience opportunities where they are involved in group literacy and numeracy games, in turn broadening their readiness for school.

This is all made possible with the support of our parents and our local community.

Snells Beach Kindergarten

EXTENDING PARENTAL INVOLVEMENT AT OUR KINDERGARTEN.

Children have really enjoyed having parents spending quality time with them.

As part of a recent focus we wanted to further include parents and whānau into our kindergarten programme. By questioning other teachers, parents and children we came up with some ideas for getting parents more involved.

Children expressed a desire for their parents to come and play with them at kindergarten, so we organised a play date. The children made invites asking parents, whānau or special friends to come and join them for a play and morning tea.

They got ready for this special day by preparing food in advance. Lots of parents came along and enjoyed bead-threading, face painting, playing with slime, play dough, puzzles and lots of other hands-on activities.

Many parents enjoyed painting their child's face and then trusted their child to face paint them too. Parents have also been sharing their talents with cooking, music and sharing special aspects from their cultures.

Sunnynook Kindergarten

ACKNOWLEDGING AND RESPECTING BICULTURALISM.

We provide experiences and resources that encompass Te Ao Māori / The Māori World.

We have been focussing on further developing relationships and family connections (whanaungatanga) within our kindergarten and wider community. Recent visits to the marae and museum have built on our knowledge of protocol and tikanga. We celebrate and welcome our families by displaying their photos on our whānau tree and encourage them to stay. Māori tikanga is implemented by everyone joining in our mihi, thanking our family, friends and food before we eat lunch at our kai tables.

The children are involved in caring for our natural environment (Papatūānuku) through gardening and harvesting crops, these are shared with our community. We recently celebrated Matariki with weaving, singing and dancing, reading Māori myths and legends, baking and a whānau disco. The children have also been inspired by a performance from our local school Kapa Haka group resulting in an interest in the poi and piu piu, waiata and kanikani.

Takapuna Kindergarten

CHILDREN'S LEARNING CONTINUES THROUGH CHANGE.

Takapuna Kindergarten children thrive in a changing environment.

Our strong, reciprocal relationships have sustained us through a time of upheaval and change. At our temporary premises, the children had different experiences and we found new ways to challenge and extend them.

Wheelie Wednesdays provided opportunities for children to learn and ride their bikes. The trees and natural slopes of our local park provided new places to explore and create imaginative play such as hut and bonfire building. We revisited old games like; 'What's the time Mr Wolf?'.

Skipping and hula-hoop skills were developed and amazing constructions from Mobilo and other manipulative sets were achieved. Once back in our rebuilt kindergarten, change continued with the centre introducing the Kindergarten Day Model.

After five months of transition and change, we are loving and enjoying being settled back in our beautiful place again.

This is thanks to the goodwill and support of our entire, amazing community.

Wellsford Kindergarten

LEARNING INDEPENDENTLY AND TOGETHER AT WELLSFORD KINDERGARTEN.

Through nurturing, caring for and supporting one another, relationships develop and grow.

A significant change here at Wellsford Kindergarten since we have begun integrating our younger children into the programme, is to encourage 'taha whānau'.

Taha whānau is the Māori concept of children at differing ages helping each other and learning from one another. This helps to foster leadership skills, role modelling and positive peer relationships.

Observing children helping one another in a variety of ways, even if it is just helping another children do the buttons up on a dress, or push a friend in a trolley is a great example of taha whānau that we see everyday.

Tamariki develop confidence and independence through choosing and following their own interests and challenges.

Children work alongside their peers, teachers and whānau sharing ideas in a fun learning environment.

Westlake Forrest Hill Kindergarten

KAI TIME - SHARING DIFFERENT CULTURAL EXPERIENCES.

Embracing Ako, the concept of reciprocal learning through being a partner in the conversation of learning.

Over the past year Ako has been a focus for our kindergarten. Our activities around kai are a great example of this and our kindergarten community has really supported us with this.

We have invited whānau from our ethnically diverse families to share cooking experiences with us. They bring their culture to us through the making and sharing of food.

We started with pizza, rolled sushi and we made Pupusa tortillas filled with cheese from South America. Our Chinese mums came and taught us how to fold perfect dumplings. Our Grandma from Sri Lanka made delicious rice cakes. So much can be learnt through the preparation and sharing of kai.

Through this project we were able to bring together different cultures sharing favourite foods and special delicacies within our kindergarten community.

This helped to strengthen Manaakitanga (hospitality and goodwill).

CENTRAL

CHILDREN ARE **ENCOURAGED**, INSPIRED AND NURTURED TO ACTIVELY **DISCOVER**, EXPERIENCE AND COME TO **UNDERSTAND THE WORLD AROUND THEM**.

Epsom North Kindergarten

FOSTERING PARENTS' ASPIRATIONS AT EPSOM NORTH KINDERGARTEN.

Deepening interests and knowledge brought from home.

After concentrating on parent aspirations and observing our children in play, we have recognised that attaining solid literacy and numeracy skills is a curriculum area of great importance. It is deeply interwoven through play, conversations, and learning.

We have responded to this increasing area of interest with literacy rich environmental displays and tactics such as photographic name-tags to encourage the emergent writer and daily sign-in sheets for the children.

A new literacy area has been set-up with a variety of media to encourage letter recognition and exploration.

Numeracy and mathematical concepts are deepening as children expand their knowledge of weight, length, and higher counting skills through a variety of investigations.

Epsom South Kindergarten

RESPONSIVE, RECIPROCAL RELATIONSHIPS WITH PEOPLE, PLACES AND THINGS.

Working together as a community of learners aiming for zero waste lunch boxes.

We are an Enviro-kindergarten and we are continually working hard to create and maintain a clean, green and sustainable kindergarten; while also empowering the tamariki and whānau to take responsibility and care for the earth.

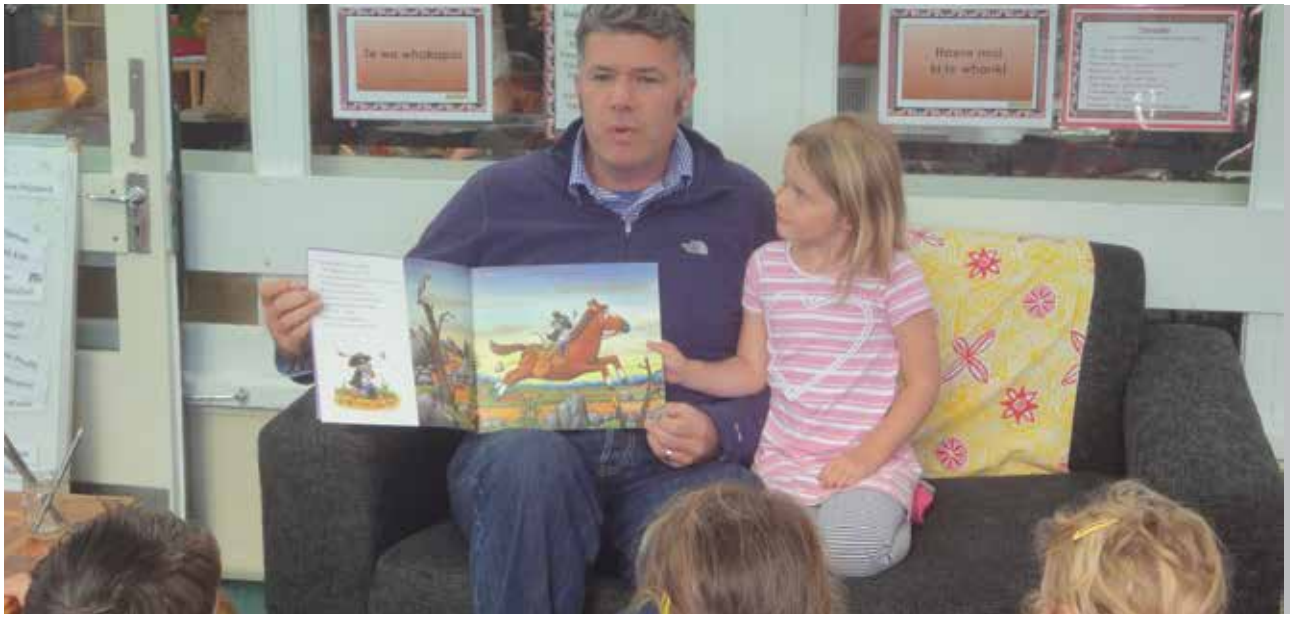
We have a goal for this term to have all lunch boxes rubbish free.

This can be achieved through responsive, reciprocal relationships between the whole kindergarten community, so we can have a sense of unity together to work towards the same goal.

Through these relationships we can empower each other. This enables our children, parents and caregivers to be a community of learners, and to feel a sense of belonging and in the knowledge that they all make a valued contribution to society.

Ferndale Kindergarten

FOSTERING A SENSE OF MANA WHENUA / BELONGING AT FERNDALE KINDERGARTEN.



Tamariki and their whānau feel a sense of belonging.

'One of the greatest gifts adults can give - to their offspring and to their society - is to read to children'. Carl Sagan.

Over the past twelve months, the teaching team have been exploring ways of engaging the men in our kindergarten. One of the ways that we have sought to achieve this aspiration has been to invite fathers, grandfathers and male whānau to come in and read a story with groups of children.

We have had an amazing response from the men in our community and shared reading continues to be a valued aspect of our curriculum.

This work links to Te Whāriki 'to foster a sense of mana whenua (belonging) so that children and their families feel a sense of belonging'. This also links to our strategic plan 2013 - 2015 'to ensure that kindergarten is inspiring and supports children to be capable, competent learners'.

Freemans Bay Kindergarten

WAIATARAU FREEMANS BAY KINDERGARTEN AWARDED SILVER ENVIROSCHOOLS STATUS.

Towards a sustainable environment.

We're very excited and proud to have a new sign that acknowledges 'Silver Enviroschools' status.

Our journey has been a 'work in process' as we continue towards a sustainable environment with our goals built into our kindergarten programme.

One of our goals is to grow our own food. Much of our produce was placed on our tēpu koha/trading table in return for other produce or a koha/donation. The tamariki have consumed produce through juicing the fruit and vegetables, and recently made our own pasta sauce. Tamariki care for our māra/garden by weeding, watering and observing plant growth and they have enjoyed sharing this experience with their whānau.

Another goal was to reduce waste, especially around 'wrap-free lunch boxes'. This resulted in wax lunch wrap being made. Tamariki have also been making a 'Honu bag/turtle bag' to encourage the use of reusable bags upon learning that turtles die in the wild from eating plastic bags.

We look forward to our continuing journey towards Green/Gold Enviroschool status and extending our links within the community.

Grey Lynn Kindergarten

LEARNING AND A SUSTAINABLE COMMUNITY THROUGH KAI.

Project Two - Teas for Healing.

From June 2014-June 2015 we were part of the Teas For Healing Enviroschools project. This involved children in tasks such as growing, harvesting, dehydrating and assembling.

Our main idea was 'looking at what we already grow and how can we better utilise this as food.'

Covering all strands of Te Whāriki, we focused on:

- Caring for our bodies with food we have grown;
- Collaboration between home/kindergarten;
- Empowering children by actively involving them in all aspects of planning;
- Children trialled their sleep pouches and teas with siblings;
- Kindergarten children leading the way at home sharing learning;
- Inquiry learning for all of us; having an idea. The what? How? Why? What do we need to know?;
- Sequence, predicting, resources, outcomes, changing theories when results/new information is learnt;
- Changing families ideas of what is possible and the health benefits.

Hay Park
PLAYGROUP

CELEBRATING THE BEGINNING OF HAY PARK PLAYGROUP.

Creating a new whānau and building relationships.

Hay Park is a new playgroup that is situated in the beautiful grounds of Hay Park Primary School.

We have recently been joined by Siale, a new coordinator, and we are focused on encouraging new whānau to join us too.

We provide a fun and friendly atmosphere where children and their families can learn and play alongside others. A place where whānau can make friends, support each other and be involved in the running of the playgroup.

At Hay Park there is a celebration of cultures and ethnicity that enhances and nurtures the teaching, sharing and learning that takes place with the tamariki.

There is a growing connection between Hillsborough Kindergarten, Hay Park Primary School and our Playgroup and we look forward to continuing this relationship to support our tamariki in their learning journey.

CELEBRATING OUR FAMILY AT KINZ MYERS PARK.

Waiho i te toipoto, kaua i te toiroa — let us keep close together, not wide apart.

We celebrate who we are, where we come from and what we have done. Celebrating the traditions, cultures and achievements of those in our community, we find out about and get to know each other better. Many of our families are new migrants, so celebrations are opportunities for them to meet others, and to find out about some of New Zealand's traditions. Our celebrations usually involve delicious food and treats, and the children love to be involved in the preparations. They are filled with excitement, a sense of contribution and an appreciation of others.

There is ritual to some of our celebrations, for example birthdays and farewells. Highlights celebrated this year include a Wedding, Easter, Mothers Day High Tea, Cultural Family Dinner, morning tea for children who have recently gone to Primary School and ANZAC day baking and poppy planting. To celebrate our rebranding, we had a Winter Festival with snow!

Celebrations bring people together and create a sense of belonging, it builds community. We love being able to connect with our families in this way.

EXPERIENCING AKO / LEARNING FROM EACH OTHER AT KINZ SANDRINGHAM.

A two-way teaching and learning process.

Ako is a reciprocal teaching and learning relationship where the teacher is also learning from the child. We work alongside children to encourage learning experiences that develop their knowledge of how to care for their community. Throughout each day, teachers support children to make decisions and plan for their own learning. We are aware that each child has their own special and unique way of learning, and as a team we are mindful to give our children time and space to share their interests and aspirations with us.

We enjoy working together with our children to find exciting ways to celebrate and build on what they are interested in learning about. Listening to what each child has to teach us, and ensuring we include their voice in learning stories and our programme planning.

We also welcome and value parent feedback in our planning processes. We have created a calm, inviting space that has a strong sense of well-being and belonging. This has initiated open communication and feedback between teachers, children and their families.

Morningside Kindergarten

CREATING CONNECTIONS AND A SENSE OF BELONGING.

Provoking wonder, curiosity and a love of learning at Morningside Kindergarten.

A new building, and a new teaching team together with whānau has been an inspiration for empowering children to make plans for designing their learning spaces.

This process has encouraged collaborative relationships and a sense of belonging. The children have been excited and eager to bring their ideas, and knowledge to build a meaningful environment together.

We have listened to children's ideas and views and we are beginning to turn their ideas and suggestions into reality.

Families and whānau have supported the process by providing resources, skills and honest feedback which is building a community of learners.

Our vision is for our environment to continue to evolve and to support the interests and ideas of our tamariki, teachers and whānau.

Whāngaia ka tupu ka puāwai.

That which is nurtured blossoms and grows.

Mt Albert Kindergarten

WORKING AND LEARNING ALONGSIDE EACH OTHER.

Children are engaged in spontaneous play and planned activities that encourages them to develop their own working theories.

Mana Whenua/Belonging: The children had an opportunity to learn and practice a cultural dance both at kindergarten and at home. We were able to engage parents in this project through StoryPark.

Mana Atua/Well-Being: The introduction of yoga cards and practice to our regular mat times has assisted children in developing tools for stress management, to enhance body awareness and to develop increased flexibility and strength.

Mana Tangata/Contribution: A self-review of children's block construction has led to a separate, enclosed area being established. This has enabled children to engage in uninterrupted and sustained play.

Ako/Teaching and Learning: With the advent of a greater number of younger children attending our kindergarten, the teachers have supported and encouraged positive peer tutoring between older and younger children.

Mt Eden Kindergarten

NOURISHING AND SUPPORTING CREATIVE THINKING.

Children's creations - how children find out about their world and explore their ideas.

There is a rich diversity of 'creating' that happens at our kindergarten. With these activitives the children have the opportunity to problem solve, use their imagination, interact with and explore a variety of materials.

They use loose parts like boxes, corks, wood, tubes, fabric and hammers with cutting and gluing skills to make their masterpieces.

What's important about children creating?

Through their 'making', children are using their imagination to explore, make connections, play, be creative and inventive.

The "making stations" are available at all times for children so they can revisit projects and interests and practice their skills.

Some children become experts and help and show others what to do with the tools and materials.

There is a creative environment of experimentation. and exploration. Through being curious children learn about their world.

Mt Roskill Kindergarten

OUR CHILDREN'S INTEREST IN PEOPLE, PLACES AND THINGS.

Mauria te pono – Believe in yourself. When children believe in themselves the world is their oyster. Anything is possible.

At Mount Roskill Kindergarten, we value our children as great explorers and researchers. We fostered our tamariki's interest in people from our community through visits from the police, doctors, nurses and firefighters.

Whānau wanted to get involved and it was a great opportunity for them to be engaged in our learning programme. These visits inspired great dramatic play where the children got involved in making their own props to extend their interest.

The children have explored their own ideas and discussed the experiences they had with the people in our community. The children made use of these opportunities to develop their working theories about the world around them.

Working alongside our children and whānau during this process has been such a privilege and has resulted in our tamariki being actively involved in their own learning.

Owairaka Kindergarten

INTRODUCING FRIDAY SHARED LUNCH TO OUR KINDERGARTEN.

Cooking and eating together strengthens and builds responsive and reciprocal relationships within our kindergarten.

Introducing a shared lunch this year has created real positive change for our kindergarten community. On a practical level whānau contribute time, ingredients and skills whilst tamariki play an integral role in creating and eating our kai.

However, what has been of most value for us all, has been the strengthening of our relationships and sense of belonging.

By cooking and eating together we are building on and extending links with whānau and the wider world. Our tamariki know that this is their place.

Our shared lunch reflects the cultural and dietary requirements of our tamariki and their whānau.

Shared lunch is a wonderful opportunity for talking and sharing what has been happening in our day. It has also created a safe environment where tamariki are trying new and different foods.

Parnell Kindergarten

AN INSPIRING ENVIRONMENT DEFINING AREAS OF PLAY.

"The presentation of equipment and resources should say 'come and get me', inspiring feelings of excitement, intrigue and the desire to explore."
(Crook and Farmer 1996.)

The most significant feature of our kindergarten is our aesthetically pleasing and calm indoor/outdoor environment. The team recognise the importance of defining areas of activity for children and believe strongly in the environment being the third teacher.

We endeavour to make the environment a reflection of the child's home, which promotes a sense of belonging. The teachers, in consultation with the family/whānau, have focused on the learning environment in order to provide richness of the learning and overall engagement of the children.

Our kindergarten environment speaks to the children and promotes an understanding of what they can do, how and where they can do it and how they can work together. Children know where they can find things in order to set their own goals, so they can decide what they are interested in and how they will manipulate the materials to explore those interests.

Ponsonby Kindergarten

FRIENDSHIPS AT PONSONBY KINDERGARTEN.

Children creating and fostering relationships.

A parents' common aspiration for their child's time at Ponsonby Kindergarten is to establish and develop friendships.

This is an important aspiration for our kindergarten community as for many children it is their first time socialising within a large group of children independently. Learning to share, take turns, communicate confidently and work collaboratively are all skills, which develop at kindergarten and enable our children to make good friendships.

These links are continued outside of kindergarten where children meet on play dates and families are able to make connections. This reinforces the community feel of our kindergarten.

Our children have a huge amount of fun with their friends here and many go on to school retaining these friendships and also the skill to create new friendships.

Pt Chevalier Kindergarten

OUR PHILOSOPHY AND WORKING ALONGSIDE OUR COMMUNITY.

Our local community and its links to our kindergarten philosophy.

The integral links we share with our community manifest in our everyday world, whether it be preparing morning tea, supporting the children with their creations, celebrating events, or organising a gift. All of these acts involve aroha and respect for our shared existence.

Our kindergarten community is ever guided by the statement in our philosophy which states, "We aim to incorporate an ethic of care, which includes a deep respect and acceptance of the worth of others - people and nature alike".

Our place, our whenua offers inspiration and tempts curiosity from our tamariki, the very heart of our community of learners.

Working together we promote and launch a love of lifelong learning with which to inspire all to embrace the gifts of Papatūānuku, to use our knowledge to celebrate her and employ sustainable thinking for her protection.

These values we hold close, steering us positively into whatever the future holds.

Remuera Kindergarten

KO TĀU ROUROU KO TĀKU ROUROU KA ORA AI NGĀ TAMARIKI.

With your contribution and my contribution our children will prosper.

We celebrate the principle of Ngā Hononga – Relationships in Te Whāriki. Children learn through responsive and reciprocal relationships with people, places and things. We value our relationships with our families whānau and our local community. Some of our families have their fourth child attending our kindergarten.

Sheryl has been volunteering at our kindergarten for the past 18 years. Sheryl shares her great sense of humour with the children and talks with them about living with challenges. Children make connections and revisit kindergarten experiences through our photo board which displays yearly photos. They enjoy finding family and friends from previous years. We have regular visits from local schools, a Kapa Haka group, and our local libriarians who share their love of books and stories with the children.

Our teaching assistants, teacher aide, and administrator are all past parents who have been involved in the kindergarten and want to continue to be part of our kindergarten community.

Sandringham Kindergarten

FOSTERING INDEPENDENCE AND SELF-REGULATION.

Introducing rolling kai time at our kindergarten.

At kindergarten, we believe in fostering the children's view of themselves as capable and competent learners. Part of this is to provide a food / kai routine. We do this by having a rolling kai time, where food / kai is available throughout the session for the children to eat when they are hungry.

Having a rolling kai time fosters the children's social development as they sit, chat, share ideas and have lots of fun together all at their own choosing.

We have noticed that the children challenge themselves to try new foods when they are with their friends. They try foods that they may not necessarily eat at home like our freshly grown vegetables and foods from other cultures.

Offering the food in this way supports the children to recognise when they need to eat and also when they have had enough to eat. They learn about eating food in moderation. When children develop self-regulation and independence it empowers them to be motivated drivers of their own learning.

Waiheke Kindergarten

FOCUSSING ON OUR CHILDREN'S HERITAGE AND WHĀNAU.

'People, places and things' is at the core of the Te Whāriki curriculum, and enables us to better understand our tamariki.

With this in mind, earlier this year we updated our portfolio introduction page with a new section 'My Heritage'. This was to understand the uniqueness of each child, and give them the best education possible.

We found that it helps if we know a little about their heritage, such as where they were born, where the parents where born, iwi, languages spoken, how long they've lived on Waiheke, any interesting history of their journey so far, and any other interesting facts (e.g. named after an ancestor).

We also ask our new whānau to provide a picture reflective of their life outside of kindergarten.

Ina kei te mōhio koe ko wai koe,
I anga mai koe i hea, kei te mohio koe
Kei te anga atu ki hea.

If you know who you are and where you are from, then you will know where you are going.

Waterview Kindergarten

STRENGTHENING OUR PARTNERSHIP WITH THE LOCAL COMMUNITY

Our relationship with Waterview Primary School.

The teaching team has been working hard to strengthen our partnership with the school, to ensure children and their whānau have a smooth transition. Over the past year we have invited the kapa haka group to perfom, Year 5 and 6 reading buddies every Monday afternoon to read with us and hosted the new entrant class over when the community librarian came. We also communicated regularly with the school staff and handed out Transition to School packs which include information about starting school and what to expect.

Through these actions, we have found that our tamariki and families are better prepared for school and they have a sense of belonging before they start. The friendships that come from buddy reading and visits from the new entrant class will continue, cementing the relationship between the child, school and kindergarten.

Whāngia ka tupu, ka puāwai
That which is nurtured, blossoms and grows

PHYSICAL EDUCATION, EXPLORATION AND WELL-BEING.

We encourage our tamariki to be confident and competent explorers of our environment, creating personal challenges for themselves.

Teachers have been excited to see so many children creating new goals for themselves whilst using their large motor skills at kindergarten. In response to this strong interest, the teachers recognised how the children were able to modify the environment to extend their learning and with support we collaboratively created exciting new environments. We noticed how the children used the same equipment and resources in novel and different ways.

Teachers have also been promoting healthy food in lunch boxes and encouraging cooking ideas from the children. Alongside the promotion of healthy eating, the children have had greater sustained energy for focussing and problem solving. Therefore, the physical play environment has become more meaningful and engaging to the children who create it.

Westmere Kindergarten

LEARNING ABOUT WHĀNAU IN OUR KINDERGARTEN.

Sharing our stories to bring us closer together.

This term we are focussing on families/whānau and communities to strengthen the relationship between our families and our kindergarten.

To encourage the children to share their family experiences with us, we have introduced a "Whānau Kete". Each child has the opportunity to take the Whānau Kete home and collect four items of significance to the family to share with the children at mat time. This enables them to celebrate their family's culture/heritage, and provides us with a better understanding of their life outside kindergarten.

Already we've learnt about Cillian's African/Irish background and the famous acting dynasty that Billy comes from, as well as his grandparents' productive blueberry farm.

This links to the Belonging strand in Te Whāriki: "Children and their families experience an environment where connecting links with the family and the wider world are affirmed and extended."

My Mum

SOUTH

AT KINDERGARTEN CHILDREN LAY THE FOUNDATIONS FOR THE **ESSENTIAL SKILLS OF LIFE**.

Aorere Kindergarten

AORERE KINDERGARTEN AT ITS BEST.

He taonga rongonui te aroha ki te tangata Goodwill towards others is a precious treasure.

At Aorere Kindergarten our tamariki have been emulating many of the Māori legends and myths, especially the ones regarding Maui. Tamariki have been reading and enjoying all of the Peter Gossage stories on a daily basis for the last two terms, and often using the stories in their play promoting leadership skills and tuakana-teina relationships. This supports our Aorere culture, where we work together, play together, respect each other and help each other out.

This thirst for the myths and legends has coincided with the teachers beginning participation in the Whakamanawa progamme run by the Auckland Kindergarten Association.

Through this programme, the teachers have gained a lot of confidence to think, feel and engage in culture and language of Te Ao Māori. Not just through legend and myths via the Emergent Curriculum, but also through the deeper understanding and insight that they have gained.

Bairds Kindergarten

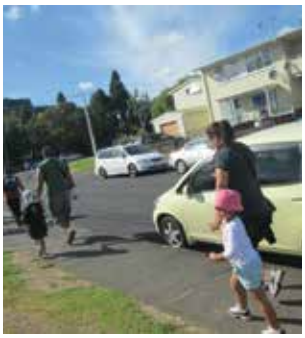
ENGAGING WITH OUR WHĀNAU.

Planning together at Bairds Kindergarten.

Our focus was to work alongside our whānau. We wanted to know their aspirations and expectations for their tamariki, our kindergarten programme and community engagement. Once this was established, we invited all of our kindergarten whānau to attend and contribute to our regular whānau meetings as a means of engagement.

This enabled whānau to share their vision regarding the way in which they wanted the kindergarten to operate in the future as well as the ways in which whānau can contribute towards achieving this. We set about formulating ideas into workable practical plans and at the same time encouraged our whānau to participate in implementing these together.

With our regular whānau and planning meetings we were able to have our whānau as regular contributors and participants in our kindergarten programme. Some examples of the programmes our whānau are actively involved in are: 'Breakfast at Bairds', fundraising events, library and school visits, excursions, 'parents feedback book', kindergarten programme, professional development for parents, policies and procedures, whānau meetings, Storypark, language weeks, community events and 'Discover Your Local Kindergarten' week.



Favona Kindergarten

NGĀ HONONGA / RELATIONSHIPS AT FAVONA KINDERGARTEN.

Our story of kaiako, ākonga and whānau development of their knowledge and practice of Tikanga Māori and Te Reo.

This year we have been visiting Papatuānuku Kōkiri Mārae each term, where Whaea Velarie, Matua Lionel and their whānau have led us on our learning journey, developing our knowledge of mārae protocols.

Reciprocal and responsive relationships with people, places, and things is an intergral part of our curriculum.

This has included caring for and respecting papatūānuku, and the karakia and protocol, from planting to harvesting produce.

It has taught the importance of healthy organic vegetables in respect of our bodies and we have been able to bring this new knowledge and practice back to our own vegetable gardens at kindergarten and at home.

Our ākonga and whānau now have a sense of belonging at the mārae and look forward to the visits and the experiences we have there.

Flat Bush Kindergarten

WELCOME TO OUR WILDERNESS AREA.

Encouraging us to develop appreciation, respect and enjoyment of the natural world.

Our tamariki/children love our new wilderness area where the grass grows long. There is a tire swing on the tree, worm farm, mud/leaf pit, branches, nikau palm fronds and blocks of tree trunks on the ground. The learning opportunities are limited only by our imagination and the time we take to look!

As Dr Rangimārie Rose Pere says "Nature is our greatest teacher, children are our greatest legacy" and our tamariki have embraced our nature area as a place where they can be both learner and teacher.

We have noticed an increase in children sharing their knowledge, working collaboratively, enquiring about the things they find and engaging with nature and the learning opportunities it offers.

Initially some thought the area seemed neglected, but through conversation, observation, time and exploration (visual, auditory and sensory) our community has embraced the changes and developed a deeper understanding of what nature can teach us.

Kingsdene Kindergarten

MĀORI MYTHS AND LEGENDS INSPIRING OUR CHILDREN.

Our tamariki have been fascinated with 'How Māui Slowed the Sun".

Learning the Māori myth 'How Māui Slowed the Sun' coincided with reviewing our centre philosophy and we were able to weave the 'Māui Framework' throughout our philosophy. We are learning that Māui is the product of his whakapapa, he accomplished what he did because of who he was and what his tīpuna, parents, and grandparents had given him.

Our tamariki were inspired by Māui's character using arahina (confidence), māramatanga (developing understanding), and ngā hononga (building relationships).

Tamariki took these experiences home and shared them with their whānau, which brought feedback from parents about connections to their own myths, legends and culture.

Tamariki are learning more about tā moko, waiata, haka and how warriors used taiaha. Māori myths and legends support a holistic view not only of creation but time and people.

SHARING ASPIRATIONS FOR OUR TAMARIKI AT KINZ EAST TAMAKI.

Whānau and teachers collaborating to provide the best care our children.

Over the last six months we have placed an emphasis on asking our parents and whānau to share their aspirations for their children.

We believe that tamariki are a taonga of their families and whānau, and that collaboration between parents and the teaching team at KiNZ East Tamaki is important in achieving positive outcomes for children. We acknowledge that parents are the 'experts' on their own children.

The aspirations are shared with the teachers so all the team are familiar with the goals. The teaching team then respond to the aspirations of the parents and whānau by supporting the child's learning and documenting it by writing learning stories that link to the aspirations. Their aspirations also contribute to the review of our centre philosophy.

We make sure there are lots of opportunities for parents and whānau to have ongoing conversations about their goals for their children and this links in with our transition to school whānau meetings as well.

EMBARKING ON A REDUCE, REUSE, RECYCLE JOURNEY AT KINZ MISSION HEIGHTS.

Developing a culture of recycling to save our world.

The tamariki, their whānau and the teachers at KiNZ Mission Heights, have been working towards changing the practice of putting everything in the rubbish. We accessed the Waste Minimisation and Innovation Grant from the Auckland City Council, to help us to purchase three additional worm farms to redirect our organic waste from landfill.

Tamariki now take food scraps to feed to the worms and are experts in sorting what worms like and don't like. "They don't like oranges!"

We participated in the Auckland City Council Nappy Trial, where we learnt more about other sustainable practices and shared this information with whānau, who acknowledged the savings on disposal nappies. The two waste audits we did as part of the trial also resulted in changing our practice of sending paper towels to landfill. They are now collected weekly by 'We Compost'.

Tamariki also bring in their oral care waste to be recycled as part of the Colgate Oral Health Brigade.

Kotiri Kindergarten

SUPPORTING CHILDREN'S LEARNING - WHANAUNGATANGA.

Our children at Kotiri Kindergarten have strong, effective relationships.

At Kotiri Kindergarten we strongly encourage our value of whanaungatanga, particularly the tuakana teina relationships that our children have with each other. Our children work together, sharing their ideas with their friends and teachers, which fosters a positive learning environment.

They are competent learners who successfully work together to take responsibility for their own learning, are encouraged to take risks in their play and to support each other in their learning.

We have been sharing the learning behind the experiences children have at kindergarten with our families so that shared understandings are in place.

At Kotiri Kindergarten our diverse cultural community work and play together to support each other in their learning. All our children communicate with each other in their first language and in English. We strongly acknowledge where our children come from and support them to their next learning adventure.

Mangere Bridge Kindergarten

CREATING LEARNER-LED PATHWAYS FROM EARLY CHILDHOOD TO SCHOOLING.

Winner 2015 Prime Minister's Education Excellence awards: Takatu prize.

Our kindergarten is leading nationally and globally in practice around transition. Insights are shared widely, transforming practice in early childhood education and primary schools. We are challenging how we value early childhood education and the learning that occurs for young children.

We set out to build relationships that allowed school and kindergarten teachers to share information with the goal of learning more about each other's practices, including school visits and a buddy programme. The kindergarten also developed specific transition portfolios to accompany kindergarten children when they start school, as well as parent information pamphlets.

The result has been positive transitions to schools, continued contact by kindergarten staff with the children and their families, and increased engagement with families. The initiative has had a great effect on the wider community, spreading to other early childhood services in the area.

Mangere West Kindergarten

WHANAUNGATANGA AT MANGERE WEST KINDERGARTEN.

Strengthening families and inclusivity in practice – bridging need, and enriching learning.

At Mangere West Kindergarten, we identified a need to strengthen our relationships with families and seek more whānau involvement in our curriculum.

We were fortunate to be involved in a series of workshops with Special Education, learning about the Appreciative Inquiry Model of review.

As a result we built a strong relationship with our specific Special Education team and other community services we work with around vulnerable children and children who come from families in need.

We have created an environment where children and their families are encouraged to share their stories, through verbal and written communication.

Our partnerships with community agencies, treasured people from the neighbourhood, and whānau is leading us all to a place of better knowledge and understanding of each other and of our community.

Mayfield Kindergarten

MUSIC IS UNIVERSAL AND TRANSCENDS CULTURE, AGE, GENDER AND EXPERIENCE.

A significant development for our tamariki has been the participation in the Puoru Pierere Music Project.

The collaboration of Sistema Aotearoa, Auckland Philharmonia Orchestra and our centre has been and continues to be a wonderful developing experience for our tamariki, in their individual and collective learning journeys.

All our tamariki have an innate appreciation of music and are very responsive to sounds, rhythms, beats and use of body. Having this knowledge as a team, we could identify enhanced learning outcomes for our tamariki. This demonstrates their cultural knowledge and identity through music, different ways to be creative and expressive, and an ability to listen attentively and respond appropriately.

Also an understanding that symbols (music natation) can be read by others and that thoughts, experiences and ideas can be represented through sounds.

Through StoryPark, we have been able to share our experiences with photos and videos, which our whānau whānui have loved.

McNaughton Kindergarten

FOSTERING POSITIVE RELATIONSHIPS THROUGH PLAY.

Social skills and relationships are essential for children's overall wellbeing and positive life course.

At McNaughton Kindergarten, the teachers provide an environment that encourages children to learn with and alongside others. Children are helped to understand other people's feelings through play, conversations, and stories.

Activities are provided in the programme which encourages co-operative play and development of strategies and skills including taking turns, problem solving, negotiating, supporting others and understanding their place and mana.

Through role modeling the teachers facilitate children's learning, a sense of responsibility and respect for the needs and wellbeing of others in the kindergarten.

Inclusive practice results in children learning to value all their peers, and knowing they belong at McNaughton Kindergarten.

Murdoch Park Kindergarten

CELEBRATING OUR CULTURAL DIVERSITY IN A BIG WAY.

For many years Murdoch Park Kindergarten has celebrated its cultural diversity in different ways, but this year it was celebrated in a big way.

Our International Day enabled our whole learning community to come together in our kindergarten to celebrate its unique cultural diversity. Our tamariki and whānau wore their cultural dress and brought a plate of food to share. It allowed us to learn about all the different cultures that make up our community and to experience the food, dance, language and songs of other cultures.

The event gave us all a sense of pride and belonging and it was a day full of aroha and awhi. Due to the huge success of our International Day, the teachers and whānau have decided this event will be celebrated annually on our kindergarten calendar.

Our philosophy and curriculum at Murdoch Park Kindergarten supports the cultural identities of all children with or without disabilities. It affirms and celebrates cultural differences and helps children gain positive awareness of their own and other cultures.

Omana Kindergarten

CARING FOR OUR ENVIRONMENT - PAPATŪĀNUKU.

We view the children as kaitiaki, guardians of our kindergarten environment.

We foster such practices as recycling our lunchbox rubbish and gardening. To support the children's developing awareness and understanding about recycling, we visited the Auckland City Refuse Transfer Station. There the children learnt about the concept of reuse, renew and recycle. They were able to inspect worms gathered from the worm farm with sticks and look closely with magnifying glasses.

Parent helpers who came along shared with us positive feedback about our visit. A parent wrote that their son "had a better understanding of where rubbish went. It was pleasing that he now tries to make rubbish smaller by separating and recycling. We are even in the process of purchasing a compost bin for food scraps."

Recently, we have purchased a worm farm for the kindergarten, which we will establish and maintain, helping us to be sustainable, while cutting down on rubbish in the landfill.

Otahuhu Kindergarten

FAMILY AND COMMUNITY, WHĀNAU TANGATA.

Kia ora, Talofa, Malo e lelei, Fakaalofa lahi atu, Bula, Kia Orana, Namaste, Salaam, Sat sri akal, Xin chao, Kumusta, and warm greetings to you all.

At Otahuhu Kindergarten, we value people, places and things through our involvement and partnership with our local and wider communities.

Over the past year we have had more whānau involvement and support with our cultural celebrations like Matariki, Pasifika language weeks, Diwali and more.

We've enjoyed an ongoing relationship with our local library which has now joined with the Otahuhu pools and recreation centre.

Also we are an EnviroSchool kindergarten and we aspire to practice sustainable living through recycling things like plastic bags and food scraps, for a healthier environment.

We are lucky to be amongst a community that offers our whānau and tamariki places to enjoy, share with others and treasure as a whānau.

He Tangata, He Whenua, He Taonga.

Otahuhu Central Kindergarten

BREAKFAST CLUB AT OTAHUHU CENTRAL KINDERGARTEN.

Incorporating our community.

We at Otahuhu Central Kindergarten have introduced a Breakfast Club and have been enjoying its benefits since April this year. It is a great way of getting our community to be part of our kindergarten, and share responsive and reciprocal relationships with our children and families.

Tamariki and their whānau join staff for breakfast and the tamariki have been excited to come and have breakfast at the kindergarten. They have been arriving early in the morning, even bringing breakfast for their friends.

Breakfast Club offers a great platform to have social interactions with families and children. It is also acting as a great settling-in routine.

We are grateful to all the families who have been contributing towards this effort. We thank them for the tasty panikeke, the yummy homemade pikelets, delicious homemade muffins and also for bringing in healthy fruits, cereal and toast.

It wouldn't have been possible without all the community support.

Panama Road
PLAYGROUP

EXPLORING OUR WORLD – PEOPLE, PLACES AND THINGS.

At Panama Road Playgroup we enjoy making new discoveries, meeting new friends and learning new skills.

Our playgroup started as a joint initiative between the Auckland Kindergarten Association, Panama Road School and the Otahuhu branch of Rotary. Our community open day in November 2014 was a huge success with many local families coming along and getting involved in activities. From that positive start, we have been building our playgroup community and establishing a strong sense of who we are, why we are here, and how we want to be. For many, this is their first experience of Early Childhood Education.

Each term we have a whānau meeting to share ideas about the running of the Playgroup and how parents can support their child's learning. Our whānau spend time playing with our tamariki and the resources that Playgroup offers. We continue to have great support from our host Primary School and have contacts with HIPPY (Home Interaction Programme for Parents and Youngsters), Triple P (Positive Parenting Program) and had visits from the Dental truck and the local Police Constable.

Papatoetoe Kindergarten

FRIENDSHIP IS THE UNIVERSAL LANGUAGE OF THE HEART.

Ko taku reo taku ohooho,
ko taku reo taku mapihi mauria.

My language is my awakening,
my language is the window to my soul.

At Papatoetoe Kindergarten most of our children start with English as their second language.

We are privileged to observe and take an active part in their learning journey and celebrate the diverse language and culture that each child and their family bring.

We cherish the magic moments when our tamariki/ children are able to confidently express themselves in both their native language and in English.

We ensure that building relationships with people, places and things is a core focus in our kindergarten community.

Relationships between the children blossom and they build strong friendships where language is not a barrier.

Yendarra Kindergarten

OUR SIGNIFICANT CHANGES AT YENDARRA KINDERGARTEN.

A farewell, a welcome, celebrating languages and updating our environment.

Late in 2014 we bode farewell to our much-loved teacher Nina Vaireka Pasene. During her nine years teaching at Yendarra Kindergarten, Nina gave her all to the tamariki, whānau and community of Otara, leaving a great legacy of aroha (love) behind. With joy we welcomed Aloema Fa'asoa to our teaching team as a permanent teacher early this year.

Celebrating our heritage, our cultures and languages at Yendarra Kindergarten has always been a strong focus, but this year we have had greater involvement from our whānau/families. Matariki (Maori New Year), Maori, Samoan and Cook Islands Language Week's have been celebrated in style. Family members have contributed by teaching poi, waiata a ringa (Maori action songs), weaving with harakeke (flax) and cooking beautiful traditional foods.

Lastly, we have created a fresh new look to our indoor environment, helped by new equipment and a lovely paint job. It's calm and creative.

WEST

AT KINDERGARTEN
AS A COMMUNITY,
INDIVIDUALS TWINKLE
LIKE STARS – YOUNG
MINDS IGNITED AND
EQUIPPED TO REALISE
THEIR **FULL POTENTIAL**.

Avondale Kindergarten

WE CELEBRATE LEARNING THROUGH EXPLORATION.

Ko te Whakapapa o Avondale
Ko Owairaka te maunga
Ko Kaipara te moana
Ko Ōrākei te marae
Ko Ngātiwhātua te iwi

There are many cultures represented here at Avondale Kindergarten and we are joined as one whānau by our whakapapa.

Diversity of culture and language is celebrated through family involvement and the sharing of their time and skills.

As we walk this path of learning together, children, whānau and their kindergarten family, grow together in confidence, competence and self-esteem.

Nāu te raurau	With your basket
Nāku te raurau	and my basket
Ka kī te kete	the kete will be full
Hui e	gather together
Taiki e	as one

CELEBRATING BICULTURAL DEVELOPMENT AND MATARIKI CELEBRATIONS.

Whānau Tangata / Family and Community.

He waka eke noa
A canoe, which we are all in with no exception

New Zealand is the home of Māori language and culture and at Birdwood Kindergarten we strongly promote te reo and ngā tikanga Māori, making them visible and affirming their value for children from all cultural backgrounds.

The recent Matariki and Te Reo Māori week were opportunities to celebrate and shine at biculturalism. Our annual Matariki Breakfast was enjoyed by our tamariki, we took part in Birdwood School's Matariki Day, we had an amazing puppet show, manu autē (kites) were made from natural materials, paper weaving produced a beautiful sculpture, waiata were sung and legends and tales listened to. Whānau were also able to test their knowledge through Māori word activities. Traditional dishes made by our tamariki were sampled by all with a boil up to end the festivities.

Blockhouse Bay
Kindergarten

VISITING OUR CHILDREN'S WORLD AT BLOCKHOUSE BAY KINDERGARTEN.

Explore kindergarten with our tamariki, be inspired and say hello to our friendly taniwha.

At Blockhouse Bay Kindergarten, we have been looking at ways of making our tamariki feel inspired to explore and learn at kindergarten as soon as they enter through the gates.

We have our taniwha greet our tamariki and their whānau on arrival, which they really enjoy.

Our tamariki have periods of uninterrupted play where they eagerly explore the kindergarten environment.

The children have made their own korowai for kindergarten and have been busy exploring all the interesting areas we have created, both inside and out with confidence.

We are currently focussing on enhancing our relationships with family/whānau and others within the local community. This includes working closely with our five local schools where our kindergarten families go to after their kindergarten journey.

Colwill Kindergarten

BUSH KINDERGARTEN HAS BEGUN AT COLWILL.

Every Friday morning we have kindergarten in the bush area next door.

We fence off an area then spend the morning enjoying and exploring the natural environment. By only taking a few resources we encourage the children to use their imagination and develop their resourcefulness as they utilise things found in nature. A picnic morning tea completes a great experience.

This experience has been very empowering for everyone. We are amazed at how different children have responded and the positive effect it is had on their general wellbeing and learning. Our teachers have noticed children are developing stronger connections with one another as they work together in the bush. Children, who in the past have relied on resources to stimulate their learning, are becoming more independent, more resourceful, more inquisitive and more creative in their thinking.

Bush Kindergarten has become very popular with our children and their families. It is great to see our community coming together through this shared taonga.

Don Buck Kindergarten

EMOTIONAL ENGAGEMENT LEADS TO OPTIMUM LEARNING.

He oranga ngākau, he pikinga waiora 'Positive feelings in your heart will enhance your sense of self-worth'.

Here at Don Buck Kindergarten we are proud of our very multicultural learning community. Lots of children come to kindergarten with English as an additional language. These children are able to smoothly transition using their non-verbal communication skills and find ways to engage themselves in the learning environment.

We notice how the children display emotional engagement. They feel happy in our environment and therefore are able to explore the various learning experiences and make meaningful choices for themselves. Play is not bound by words, but by caring and friendly actions.

Children here are quick to notice new children who have begun their journey here with us. Many are eager to take an interest in the new child and take pride in being a responsible and caring friend. It is amazing to see the children's friendships blossom.

Glen Eden
Kindergarten

EXPERIENCING PEOPLE, PLACES AND THINGS.

We believe that Ngā Hononga/ relationships and whānau tangata/family and community are fundamental to children's learning.

We build responsive, reciprocal and respectful relationships within our kindergarten and in the wider community, in order to promote better learning outcomes for our tamariki.

Our breakfast and shared morning tea initative supports busy parents and ensures tamariki are well nourished, thus better equipped to learn.

Our transition to school visits for 4.5 year olds and working relationships with primary school teachers assists planning for school linked literacy and maths activities.

Regular excursions provide new meaningful experiences for tamariki and their whānau. Community professionals; librarian, dental nurse, firefighters etc, routinely visit to share their knowledge and skills with our children.

We love to come together with our whānau, celebrating bi-cultural and multi-cultural events.

Glen Eden West Kindergarten

PROMOTING RESPONSIVE AND RECIPROCAL RELATIONSHIPS WITHIN OUR COMMUNITY.

At Glen Eden West Kindergarten we have developed a great relationship with our neighbouring school, Prospect Primary.

At Glen Eden West Kindergarten we have developed a great relationship with our neighbouring school.

Our transition to school programme has created a mutual relationship between the school and ourselves. This encourages and promotes children's wellbeing through ongoing familiarisation with the school environment.

Children and their families are frequently invited to the school for special events and celebrations, such as the Anzac Day Ceremony, Powhiri, Matariki and, Samoan Independence Day. Once a week a group of primary school children participate in our Buddy Reading Programme.

A Teacher from the school has also started a Samoan Reading Group with our children. This familiarity means the children's transition to school is supported and nurtured as the school becomes part of our every day curriculum.

Green Bay Kindergarten

MAKING CONNECTIONS WITH THE WIDER WORLD.

Relationships within our community.

Reciprocal relationships within the kindergarten and the wider community are central to our philosophy. We establish and foster an environment that encourages and supports tamariki to be capable and competent learners. Exploring in a place where the concept of ako - both to teach and to learn, is given great importance.

We acknowledge and respect our families' cultural heritage and the richness this brings to the curriculum and our inclusive learning environment.

Through strong links between kindergarten and home and the acknowledgement of individual values and beliefs, our relationships are deepened. This philosophy supports our tamariki to reach their full potential within our learning community.

We appreciate the contributions that our parents/whānau and wider community, such as local schools, libraries, and La Rosa Gardens, bring to our kindergarten. Through these rich connections our tamariki gain a deeper understanding of their place in the wider world.

Henderson Kindergarten

RECIPROCAL RELATIONSHIPS WITH WHĀNAU.

We respect, value and foster strong open relationships with our whānau.

The most significant change this year has been the growth of our whānau involvement. Whānau have been actively engaged in our daily programme by contributing their time, energy, resources and skills. This helps the teachers and parents/whānau form relationships with each other and share ideas to support and extend children's learning.

We have also actively supported whānau to form relationships amongst themselves, fostering a greater sense of community within and beyond the kindergarten environment. Our children quickly settle and actively participate in the daily programme. Examples of how whānau get involved include gardening, cooking, the disco and strawberry picking. The use of equity funding enables all whānau to participate on excursions.

Whānau actively contributed to our recent review on communication and their contribution enabled us to reflect on and adapt our teaching practice accordingly. Storypark is becoming a valuable tool; as parents share events from home, we are able to build on these together.

Hillsborough Kindergarten

EXPLORING PEOPLE, PLACES AND THINGS AT HILLSBOROUGH KINDERGARTEN.

How our children have been going to space and beyond.

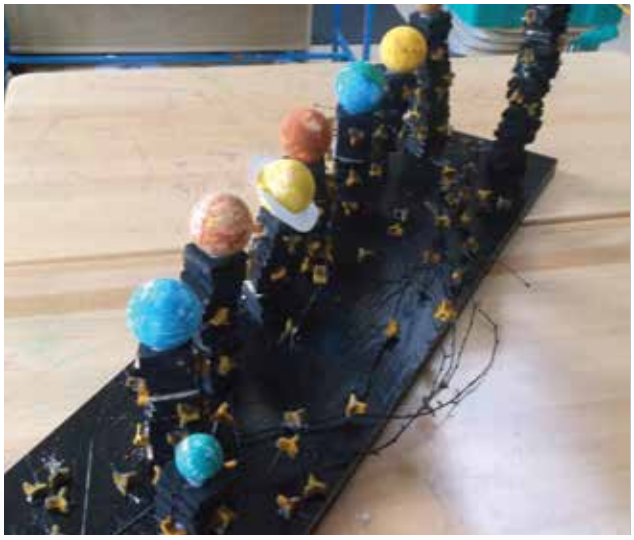
In celebrating Matariki, the children have been enjoying a focus on space and beyond. This focus is something that has really caught the imagination of the children, teachers and whānau. We have had lots of conversations on the difference between stars and planets, rockets and boosters.

The children have shared their thoughts and ideas about the International Space Station, different satellites orbiting the earth and space exploration.

They have been fascinated by the SpaceX and NASA videos we have been watching and are intrigued by planetary travel and correlations between going to the moon and other planets.

The children have been inspired to explore different aspects of this topic through drawing, singing and rocket making.

The staff have also been learning alongside the children, sharing theories and ideas as the children lead the way to further explore this topic.



Hobsonville Kindergarten

LEADING OUR OWN LEARNING AT HOBSONVILLE KINDERGARTEN.

How we are empowering children to take charge of the learning process.

Over the last year, children at Hobsonville Kindergarten have demonstrated a strong desire to engage in the creative process.

By refining their skills and sharing their knowledge and ideas amongst their friends, children are taking on the role of teacher in the teacher/learner relationship (Tuakana/Teina).

To support this, teachers have been co-constructing with the children before taking a step back to enable children to support each other and pass on their new knowledge and skills.

Through this, children are becoming aware of their learning process (how they learn) and are taking control of their learning content (what they are learning).

Our children are using these experiences as a basis for formulating and articulating their own learning goals, therefore being active co-constructors in the teaching and learning process.

Kelston Girls College PLAYGROUP

CELEBRATING WHĀNAU AT KELSTON PLAYGROUP.

Creating special friendships in our community.

Kelston Girls College Playgroup have a strong sense of community. We are a keen group of regular whānau who have become friends at playgroup and enjoy spending time together, both in playgroup and out in the community.

There is a richness with whānau sharing parenting tips and offering support among families.

Parents are involved in the daily programme, playing with and alongside their own children as well as the children of others, creating a unique learning environment.

Cultural backgrounds are celebrated, creating a special place where the multi-cultural diversity of Kelston is reflected.

Kelston Playgroup is supported by our extended community whānau, sharing toys, clothes, food, parent courses and more at the Kelston Hub.

Laingholm Kindergarten

MAKING CONNECTIONS AT LAINGHOLM KINDERGARTEN.

Deepening our knowledge of all things Te Ao Māori.

During our 'Book Week' we invited local author and illustrator Stephanie Thatcher to visit and share how she created her book 'Little Hoiho'. She explained to the children that she made a penguin in uku (clay) to use as reference when she drew the illustrations for her book.

She returned to work alongside the children, in making their very own 'Hoiho'. This involved a process of forming the penguins out of uku, letting them dry and then revisiting the project to paint them.

Our interest in uku led us to organise a visit to local art gallery Te Uru. Here we created uku whetu (stars) to celebrate Matariki and recognize Māori as Tangata Whenua. We investigated Matariki further with kanikani (dance), taught to us by Gaby Thomas, a local Māori choreographer and dancer. This journey has embedded our connections with culture, community, people and things.

Lincoln Heights
PLAYGROUP

CELEBRATING PEOPLE, PLACES AND THINGS AT LINCOLN HEIGHTS PLAYGROUP.

Bringing the community together.

Lincoln Heights Playgroup was established as a partnership between the Auckland Kindergarten Association and Lincoln Heights School, in September 2014. The aim was to provide a welcoming environment where children and whānau could come to together to 'stay and play'.

We have a committed group of families who regularly come to playgroup, and have strong links with many community organisations. Our warm and inviting place celebrates children as well as their family, including a much appreciated Pamper Morning for the adults where we gave each other hand and back massages, painted nails and shared small gifts.

We celebrate our community with successful morning teas, bringing together playgroup families and representatives from local kindergartens, early childhood centres, the community hub and friends of Lincoln Heights Playgroup. We have visits from Wiggle and Rhyme, Lincoln Heights Hub, Mutukaroa and the Massey Library which contribute alongside our parents to the wonderful learning experiences for our tamariki.

Lincoln North
Kindergarten

LINCOLN NORTH'S VISION TAPA.

Our whānau's aspirations for their tamariki are beautifully displayed on a tapa cloth.

The tamariki/children had a wonderful time in creating and making their own designs on the tapa, using and extending their working knowledge of Māori culture, supported by kaiako/teachers.

To support our children's future dispositional learnings, we invited our whānau/family to contribute their aspirations for their tamariki/children.

To make this possible, whānau had the opportunity to share and contribute their thoughts and ideas (aspirations) with the kaiako at the shared luncheon, which celebrated Matariki at the end of the term.

The Vision Tapa also presented the opportunity for kaiako to think and contribute their own personal touch thereby making it a holistic partnership between children, whānau, and kaiako.

Our whānau's continuous involvement in their tamariki/children's individual learning programme, contributes to our philosophy and ensures the learning journey of the Lincoln North kindergarten community.

Lynfield Kindergarten

IMPLEMENTING STORYPARK AT LYNFIELD KINDERGARTEN.

Deepening and strengthing our partnerships with whānau.

At Lynfield Kindergarten we have been working with an e-portfolio system called Storypark.

Storypark has given us the ability to post regular information and learning stories that are immediately available to whānau.

This has revolutionised the way we communicate with each other. We have deepened our knowledge of our families, their interests and aspirations for their tamariki.

Our tamariki have developed skills with ICT and now know that their stories are published on Storypark to be shared with their family at home.

This is especially powerful in our community where there are many families that have relatives overseas who can now be part of a child's learning journey.

Through Storypark we are better informed about a family's context and priorities for their child's learning at kindergarten.

Massey Kindergarten

MEETING THE EVER CHANGING NEEDS OF OUR DIVERSE COMMUNITY.

At Massey Kindergarten, our philosophy and programme reflects the following Whakatauki.

He aha te mea nui o te ao? He tangata, he tangata, he tangata!

What is the most important thing in the world? It is people, it is people, it is people.

On the 27th July 2015, our learning community became a 40/40 kindergarten. For us, this means ten more amazing tamariki on the roll, and lots more beautiful whānau to cherish and empower.

We also employed a fourth, fully qualified and passionate early childhood educator to complement the teaching team.

For our learning community, this means more manaaki (kindness, compassion and respect), more kata (laughter) and more opportunities for learning about and through aroha (love).

We invite you to join us for an engaged and empowered journey.

New Lynn Kindergarten

GROWING GARDENS AND GARDENERS AT OUR KINDERGARTEN.

From the garden to the table.

New Lynn Kindergarten is an EnviroSchools kindergarten, which supports tamariki and whānau to build respectful relationships with people, places and things.

Recently we received a grant from Keep Waitakere Beautiful, a community trust that generously provides resources and support/awhi, which has allowed us to extend our tamariki/children's involvement in gardening and understanding the concept of 'garden to table'.

Every step of the process has seen the tamariki contributing ideas and exploring, as well as discovering their passions and interests. We found some children were builders as they constructed the gardens, some were gardeners and harvesters, while others were our cooks and chefs. Some of our parents have volunteered their time and helped us weed, dig and plant.

Our future plans are to continue building relationships through collaborating and working together, leading us to a strong sense of shared guardianship in our kindergarten community.

Oratia Kindergarten

A WELCOMING COMMUNITY AT ORATIA KINDERGARTEN.

Building strong and long lasting family relationships within our kindergarten community.

The Oratia Kindergarten is a community that has very strong connections with families who have been in the area for a number of generations.

This is reflected in the number of children that attend our kindergarten from such families.

Both returning and new parents/whānau are encouraged to share their wishes and aspirations for their children's learning at kindergarten.

This ensures we foster positive and successful learning outcomes for everyone.

The main learning focus identified by our parents/whānau is building children's confidence, socialisation skills and being a part of our strong transition to school programme.

We welcome and encourage parents/whānau to visit and stay to be a part of our daily programme.

Ranui Kindergarten

NAU MAI HAERE MAI, WELCOME TO ALL OUR NEW WHĀNAU THIS YEAR.

Building and Strengthening Ngā Hononga/Relationships at Ranui Kindergarten.

We have had an amazing year in 2015.

In January we welcomed around 30 new tamariki and their whānau to Ranui Kindergarten. With such a high number of new whānau to meet, it was important for teachers to focus on getting to know each of them and make them feel at home.

One of the ways that worked well was to enrol small whānau groups together so that they could meet other new parents, tamariki and whānau before starting kindergarten.

Kaiako, tamariki and whānau also joined in with saying their pepeha at our first mat time. From this everyone got to know each other's names and were able to make connections.

By making sure to build strong relationships from the start, our tamariki have developed the confidence to try things out in a place where we all learn from and support each other.

Roskill South Kindergarten

LUNCHTIME AT KINDERGARTEN.

"The early childhood centre education setting should be like a caring home."

Te Whāriki Curriculum Pg 54

This is just one example of how Te Whāriki has influenced our curriculum. Lunchtime at kindergarten is a social occasion, where children have the opportunity to be involved in making their own lunch or work together to create recipes.

Just like a home, our kitchen at kindergarten is a hive of activity and children work alongside an adult to prepare and cook the menu for the day.

Some of the items on our menu include making our own sandwiches, vegetable frittatas, pizzas, pumpkin and kumara soup, cheese muffins, chicken and potato balls, tuna pasta, apple crumble, custard and pancakes!

Research tells us that children who are involved in preparing and cooking meals are more likely to make healthier food choices, and eat more vegetables.

This is certainly something to be fostered and encouraged for all children and this routine has become embedded into our curriculum.

Sturges Road Kindergarten

THE PEOPLE! THE PLACES! THE THINGS!

And our brand spanking new playground.

This year we watched the demolition of our playground and the creation of the new playground unfold. We celebrated this wonderful event with a blessing and opening with our kindergarten community.

We believe that children learn through real life experiences and by re-enacting what they see and hear. This is how they make sense of their world through the people, places and things

These are the voices of our tamariki:

"I liked them chopping down the poles because I have been chopping down trees in my garden with my dad", said Jack.

"We stood in the big rubbish bin. That's where rubbish goes you know", said Ella.

"I sat in the yellow digger. Diggers dig up some dirt because they needed to make the sandpit", said Aeris.

"One of them was called Shaun", said Timo.

"We saw the people that were making it. They worked hard a lot", said Samuel.

"We got to driving the digger eh", said Judah.

Summerland Kindergarten

OUR SUMMERLAND COMMUNITY, WHERE LEARNING TOGETHER IS FUN.

At Summerland Kindergarten children learn new skills through collaborative play with their peers and environment.

As teachers at Summerland kindergarten we encourage children to play an active part in their programme to become life long learners. We support tamariki by providing opportunities that foster a sense of well-being and belonging.

We have a wonderful outdoor environment and well resourced kindergarten which provides opportunities for exploration where reciprocal relationships are formed.

We are a very multicultural centre that understands the importance of inclusive practice. Families are proud to share their culture with the Summerland community and children learn about the world around them through these experiences.

This type of calm, inclusive environment enables children to settle quickly into the programme so that learning becomes easier and fun.

Sunnyvale Kindergarten

OUT AND ABOUT LEARNING WITHIN OUR COMMUNITY.

Trip to Dialled Westgate indoor trampoline park.

At Sunnyvale kindergarten we have a large outdoor area where tamariki are encouraged to take risks, be challenged and keep physically fit. Through building trusting and reciprocal relationships with our tamariki and their whānau we are able to make use of facilities within our community to support our culture of being physically active.

Our recent trip to Dialled Westgate indoor trampoline park, was welcomed and well supported by our whānau. The tamariki showed us all how confident they are when experiencing a new environment. Whānau attending the trip praised the way the tamariki have developed their confidence and physical ability. After the trip there were many discussions between teachers, tamariki and whānau about the fun and enjoyment that was had by all.

We've found that with each trip we undertake, more whānau are volunteering to support the tamariki as they realise the benefits of trips. This is creating a culture of shared learning.

Taupaki Kindergarten

STRENGTHENING LINKS WITHIN OUR COMMUNITY.

Taupaki Kindergarten's transition to school programme.

Over the past four years we have pursued, strengthened and continued to maintain a close working relationship with school management and staff at our local Primary School.

This includes regular meetings to ease the transition between services for our children; arranging timetables each term so that our ten eldest tamariki experience the school environment and liaising with the Junior School so that reciprocal visits and activities are arranged.

We enjoy being included in matinees for school shows, gymnastics, classroom visits, pet days, art shows, the Life Education caravan as well as being able to regularly use the school facilities; playground, library and hall.

School staff are very willing to assist with our requests to support the kindergarten curriculum programme. We are very proud of our community and highly value the links that make Taupaki Kindergarten a very special learning environment.

Te Atatu Peninsula Kindergarten

BICULTURAL DEVELOPMENT IN ACTION AT OUR KINDERGARTEN.

Māori concepts encouraging respect for all have been introduced.

As kaiako/teachers we constantly reflect on our practice to ensure the programme we are providing supports our commitment to Te Tiriti ō Waitangi. Over the past year we have introduced a new Māori concept into our programme each term. These concepts are: Manaakitanga (kindness, generosity, hospitality and showing respect and care for others), Kaitiakitanga (looking after the environment and all living things), Tuakana/Teina (supporting younger or less capable friends) and Aroha (empathy, love, compassion). These concepts have always been part of the teaching and learning culture here, but we wanted to acknowledge this from a bicultural point of view.

Introducing these concepts has provided opportunities for whānau, tamariki and kaiako to celebrate biculturalism here at our kindergarten. It has given greater meaning to respecting each other and our environment. "Me tiaki, he taonga" (we should care for it because it is precious), are words we often hear around kindergarten these days.

Te Atatu South Kindergarten

VALUING OUR EXPERIENCES.

Experiences our tamariki bring to support their learning journey.

We recognise what tamariki know, enjoy, want to learn, their strengths, culture and whānau. We do this through developing relationships, being responsive teachers, enhancing independence, fostering creativity and extending learning dispositions. We focus on processes of 'doing' to engage self-motivation and long-term learning.

Our tamariki develop their skills through being empowered to know their ideas are great. They create what they put their minds to then use the creations in their play. On any day, self-chosen projects take place such as character mask making, helicopters, robots, princess crowns, own challenge courses and more.

We engage our community, making ongoing connections to deepen learning. We have had numerous trips, visits to our local school, emergency services visits and whānau sharing their jobs. As extra fun we hold fitness sessions for our tamariki and whānau, developing fundamental skills, exercising our bodies and minds. This Matariki we prepared a play, making props and learning waiata. Our finale was an evening performance all our whānau attended, sharing a feast of kai afterwards.

Te Atatu Village Kindergarten

TE ATATU VILLAGE KINDERGARTEN IS OUR SPECIAL PLACE.

The Village People's Poem.

It takes the Village to raise a child, It takes a child to show the way. It takes the family to be involved, it takes a team of teachers to listen, nurture and help them to grow as we all weave together to learn and play!

The child is at the heart of the village, the child is curious and unique. The child brings a thirst for knowledge, the child is full of wonder and joy. It takes the Village to raise a child.

The family is where it all begins, the family is welcome through open doors. The family share their hopes and dreams, the family entrust their precious taonga. It takes the Village to raise a child.

The community supports one another, the community is woven from cultures near and far. The community celebrates diversity, the community is rich with aroha. It takes the Village to raise a child.

Te Atatu Village Kindergarten, a place for everyone, a place of unity.

Our Special Place!

Titirangi Kindergarten

FOUR NATIVE MANU AT TITIRANGI KINDERGARTEN.

Special additions to our whānau.

Once upon a time there were four lonely native manu living on the fringes of the Waitakere Ranges that surround Titirangi Kindergarten. Talulah the Tūī, Kingston the Kereru, Molly the Morepork and Pauly the Pūkeko spent their time watching the children playing, exploring and enjoying their days with their friends. At the end of each day when all the tamariki, whānau and teachers had gone; Talulah, Kingston, Molly and Pauly were left feeling lonely once again, so together they came up with a plan.

They decided that they would talk to the teachers and see if there was room for them to become part of our kindergarten whānau. The teachers enthusiastically embraced the idea and our manu quickly became very popular within our kindergarten community. Talulah, Kingston, Molly and Pauly now spend their time visiting our children's homes and have many amazing adventures. These special times are recorded in their very own portfolios which we all love looking back on.

Waitakere Kindergarten

LEARNING TOGETHER THROUGH PLAY.

Through encourangment our children are gaining confidence and achieving great things.

Over the past year we have been encouraging the children to take calculated risks, problem solve and work together as a team.

To support this we have provided the children with a variety of equipment, experiences and ideas to encourage the children to step outside their comfort zones. Teachers discuss with the children about taking risks or trying something different.

The outdoor playground is changed weekly. This gives the children a week to face and conquer challenges and fears and gives them a sense of achievement.

The children are encouraged to work as a team and when this is done they can achieve much more, such as digging a huge deep pit that they needed ladders to climb in and out of.

We provide a range of equipment and tools to encourage the children's creativity. They love to create their own play resources, such as shadow puppets and 'wings'.

Whenuapai Kindergarten

MANA ATUA / WELL-BEING OF THE CHILD IS TO BE PROTECTED AND NUTURED.

Whatumanawa - emotional understanding is the key to a resilient disposition and becoming an independent learner.

We began our journey strengthening our knowledge of te ao Māori in 2012, and this year we participated in the Whakamanawa programme. This supported us in deepening our understanding of Māori tikanga and ways of being. The tamariki have embraced learning new waiata, Ehara i te mea was our first waiata. Ka rawe!

We also sing our own waiata written by kaiako Carol, this tells the story of a local Taniwha legend. Children act out the story to music and singing, while wearing the taniwha costumes. Learning the stories and history of the area influence the child's self-esteem and sense of belonging. We created a whatumanawa rākau with children's handprints, displaying how tamariki see their emotional wellbeing.

We will 'breathe fire' into their learning!

EAST

YOUNG CHILDREN
LEARN THROUGH PLAY.
WE MUST ALLOW THEM
TO BE CHILDREN –
THEY WILL NEVER PASS
THIS WAY AGAIN.

Anchorage Park Kindergarten

DEVELOPING OUR PERCEPTUAL MOTOR PROGRAMME.

Embracing change at Anchorage Park Kindergarten.

One aspect in developing our transition to school programme has been the collaboration in understanding the needs of our tamariki at kindergarten and at school. This resulted with the kaiako training together in learning how to deliver the Perceptual Motor Programme (PMP).

This year, every Thursday our tamariki and whānau go to the hall together after their kai to develop their perceptions and motor reactions so the brain is free for higher thinking tasks to be prepared for learning.

"PMP helps switch young brains on and overcome some learning difficulties in a fun way". (Gill Connell)

This programme is supporting our tamariki to develop their perception of themselves in relation to their world, through movement and motor experiences. The tamariki are engaging in varying physical and sensory experiences to support them in learning how to react to their environment, to others and to new ideas.

Botany Downs Kindergarten

TO OUR BELOVED TREE, THANK YOU FOR THE MEMORIES.

Through loss the children became planners.

In January 2015 came the news that our magnificent fifty-year-old tree at kindergarten had Dutch Elm disease and would need to be completely removed. Long considered the soul of the kindergarten we knew it would be missed and alter our feeling of belonging.

In William's words, "I saw the tree was cut off. My Nana said that it's just cut off now. I liked the tree when it was normal."

In Travis' words, "The tree, it was cut down because it had bugs in it that were making it sick. I liked to play on it. I climbed high and higher up to the top. You should find another tree that is different but looks the same."

In Mikayla's words, "The tree, it was chopped down because it died. I liked to walk over the tree. I did big steps. We might need to put an umbrella over it."

New plans, new beginnings

Bucklands Beach Kindergarten

HEALTHY HEARTS, MINDS AND BODIES AT BUCKLANDS BEACH KINDERGARTEN.

Starting our Healthy Heart Award campaign last October has led us on a journey beyond our initial expectations.

Healthy eating practices and regular physical activity, including our aerobics sessions, are now embedded in the culture of our kindergarten.

Not only do our tamariki bring healthy lunchboxes everyday, they also monitor each other's choices, and have been coaching their own families/whānau.

As well as becoming fitter, our children are more confident, challenging themselves further and showing greater control of their bodies. There is lots of healthy competition with tamariki setting personal goals and peer mentoring.

There is a real sense of partnership between children, teachers and families/whānau.

We believe this will ensure that our commitment to this journey towards healthy hearts, minds and bodies continues and we can not wait to see what will happen next.

Cascades Kindergarten

LEARNING TOGETHER FOR SUSTAINABILITY.

A story about influencing change in the Hohaia family.

At Cascades Kindergarten our learning environment continues to foster and inspire individuals and the wider community towards making positive choices for a sustainable future.

"From our very first visit we were welcomed into an environment that is warm and instantly fitting the expectations we have for our children. Our children have enjoyed the concept of the walking bus, it gives them an opportunity to notice and experience their surroundings. This made me change my outlook and now we even join the regular walking bus to primary school.

Joining the 'naked lunch movement' to minimise rubbish was a slow start for me; however with some gentle encouragement from the teachers we have improved. The vegetable patches at kindergarten inspired us to start our own at home. We are making a retaining wall from recycled milk bottles donated by kindergarten families. Inspiration from the teachers at kindergarten has contributed to all our learning, for a lovely future in self suffiancy or at least making our carbon foot print smaller."

Genevieve Hohaia

Dannemora Kindergarten

OUR WĀHI TAONGA.

Celebrating our special place at Dannemora Kindergarten... our new front garden.

Our tamariki have helped to design an area that is welcoming, interactive, and functional. They can explore together in the new garden, kōrero, talk, mahitahi, work together on the deck, and challenge themselves on the balance beams.

This is a space that embraces whanaungatanga, offering our families and whānau a relaxed and quiet place to be when they are here at kindergarten.

Our māra hōu, new garden, has given the kindergarten a more visible scope to our hapori, our community, thanks to the newly fenced and landscaped outdoor area.

It provides a safe place for the children to whakatewhatewha, explore, whakapātari, challenge themselves, to eke paihikara, ride bikes, practice balancing skills, to oma, run, piki, climb and takaoriori, roll down the grassed area.

Ko te ahurei o te tamaiti arahia o tātou mahi.

Let the uniqueness of the child guide our work.

Ellerslie Kindergarten

MANAAKITANGA - TE WHĀRIKI IN ACTION AT ELLERSLIE KINDERGARTEN.

Children learning about caring and respect.

The children at Ellerslie Kindergarten are developing a sense of Manaakitanga; caring for each other, animals and the environment.

Children have been bringing their pets to kindergarten for a visit and watching how eggs hatch into chicks, all supporting children's understanding of how to care for and to respect animals.

This resulted in discussions about caring for each other, respecting and helping each other. We have noticed how caring, kind and helpful the older children (tuakana) have been to our younger children (teina).

We have been encouraging the children to foster interaction through modelling and the tuakana teina concept is being reinforced by the teaching team.

Farm Cove Kindergarten

STRENGTHENING LINKS WITHIN OUR COMMUNITY.

'Connecting links with the family and wider world are affirmed and extended.'

At Farm Cove Kindergarten we encourage whānau to become involved with their children's life at the centre.

E-portfolios have given families a huge opportunity to strengthen their links with us and share events from home, celebrate learning and share aspirations for their children's lives.

Events within the kindergarten community such as our Wheelathon and Discos cement ties with families.

The links with our neighbouring school have become more evident as we visit for celebrations such as Matariki and Book Week. Transitions are made easier for many children as they are familiar and confident around the school.

Visitors from the community have enriched our tamariki's knowledge about our wider world and enhanced their sense of belonging to the community. Whānau are invited to share their rich experiences and heritage throughout the year.

Glen Innes Kindergarten

NEW BEGINNINGS.

At Glen Innes Kindergarten we provide meaningful relationships and experiences.

We have farewelled our old playground and are excited about the development of our new one. We have taken this opportunity to explore all that is involved in such a project.

The site plan has guided our conversations and documentation with a sense of wonder into the possibilities of what our new playground will bring - "will the newly created hole be a sandpit, or will it be a pool?"

Our kindergarten community have been excited to watch the project unfold before their very eyes. Our whānau have enjoyed taking the time to stop, notice and discuss the plan, photos displayed and progress made.

Throughout the project we have developed relationships with interesting people and places. The contractors and our local playground have provided us with interactive learning opportunities, enhancing the experience further.

We are leaving our unique imprint with these creations, however still allowing possibilities for future whānau.

Glendowie Kindergarten

MATARIKI HĀKARI - A CELEBRATION AT GLENDOWIE KINDERGARTEN

Cultural experiences in our kindergarten community.

Te reo and ngā tikanga Māori are an important part of our early childhood curriculum, Te Whāriki. At Glendowie Kindergarten, our tamariki and whānau have deepened their knowledge of te reo, waiata, and Māori myths in the last year. Tikanga Maori is visible through the use of the concepts of manaakitanga (caring), whanaungatanga (sense of belonging) and kaitiakitanga (caring for the environment).

On 18 June, 2015 the children shared their knowledge of te reo with their whānau by participating in a Matariki concert and hākari (feast). The tamariki sang a number of waiata, performed a play based on the Māori legend of "Rata and the Totara Tree". After the performance, vegetable soup that was harvested from our garden was shared with their whānau.

This cultural experience has strengthened our relationships within the kindergarten community.

Highland Park Kindergarten

HĀKARI - CREATING FEASTS AND CELEBRATING CULTURES.

Bringing whānau together, preparing and appreciating good food and good company.

"I love coming to my son and daughter's kindergarten and showing their friends how to cook and bake, it teaches the children something different, it's a way of introducing a new favourite hobby or a story for the children to tell their parents when they go to sleep at night. Feed the mind!" - Susan (Logan and Cassidy's mum)

The children at Highland Park Kindergarten are passionate about cooking and baking. It is collaborative and has extended into links with whānau and beyond. The children's own planning of cooking and baking is complex and creative, drawing on prior knowledge and inspiration from other sources.

"Cooking with kids is not just about ingredients, recipes, and cooking. It's about harnessing imagination, empowerment, and creativity."
Guy Fieri

Howick Kindergarten

IGNITING THE MINDS OF BOYS AT HOWICK KINDERGARTEN.

Our reseach on supporting boys.

Through our research on 'Igniting the Minds of Boys', we have focused our programme on challenging boys and supporting them to engage in self-directed learning.

We recognise their need to expel energy and take risks, therefore we provide physical games to participate in such as Duck Duck Goose, Musical Chairs, What's the Time Mr Wolf, Fire in the Mountain, sack races, running races, obstacle courses, ball games and target practice.

These physical activities support the development of self-regulation, self-discipline, spatial awareness, turn taking, ability to follow instructions and many more skills. We recognise the importance of supporting and promoting superhero role-play and have been altering the environment to encourage this.

Building and construction is an ongoing interest, therefore we have altered our block and science area, re-organised the construction toys and purchased new equipment. This has provided new challenges and interesting objects for the children to explore and discover.

Maraetai Beachlands Kindergarten

ANZAC DAY COMMEMORATION, LEST WE FORGET.

Connecting links with the family and the wider world.

An immense sense of belonging and connection for children and parents came about during our commemoration of Anzac Day. Everyone was involved through the making of poppies and medals, baking Anzac biscuits, making flags and reading and sharing stories.

Children and families proudly shared their war stories with information, memorabilia and photos, which were displayed on the wall. For some parents it was the first time that they had known about their family history.

We were overwhelmed by their feedback, which included - "A fabulous insight into our history and a special way for children to learn about war and the impact it had on Kindergarten families' loved ones. Well Done."
"Lovely to see a connection and understanding of Anzac Day for our next generation."
"Awesome! So cool to involve the kids at such a young age and cherish family members."
"What a great display."

Meadowbank Kindergarten

FOSTERING RESPECTFUL AND RECIPROCAL RELATIONSHIPS

He aha te mea nui o te ao?
What is the most important thing in the world?
He tangata he tangata he tangata
It is the people, the people, the people.

Relationships between teachers, children, families and the wider community are very important to our kindergarten. Fostering a sense of belonging and community is key to our philosophy.

This concept of whakawhanaungatanga, which underpins our approach to teaching, has been particularly important over the past 18 months whilst undergoing significant changes to the teaching team, kindergarten hours of operation and building upgrades.

Celebrating special events, like our kindergarten opening day on Saturday 21st March 2015 (returning to our newly renovated building), Mother's Day High Tea and Matariki Family Night, are just some of the ways we engage with our tamariki and their whānau. Meadowbank School's Kapa Haka group are regular visitors to our kindergarten and we love reconnecting with our old tamariki.

Mission Bay Kindergarten

OUR FANTASTIC NEW PLAYGROUND OPENED IN MARCH 2015.

Mā whero mā pango ka oti ai te mahi.
When everybody pulls together and collaborates, the work is completed.

Our outside environment has been designed and landscaped to provide a stimulating and exciting place for our tamariki to explore, and to enjoy making relationships with others.

The Mission Bay Community had been fundraising for several years towards the renovation of our playground, and we had our official opening on the 18th of March 2015.

Nick Hawke from Ngāti Whātua officiated at the ceremony, and blessed the playground with a special karakia. The ribbon was cut by one of our children, with his mother who had also attended here, and Mrs Joan Hunter who helped to set up the original kindergarten in 1955.

A big thank you to the Auckland Kindergarten Association who organised the project, and to all those families who helped to raise funds.

Onehunga Kindergarten

MAKING THEIR OWN POSITIVE LEARNING CHOICES.

How children at Onehunga Kindergarten gain confidence.

Children at Onehunga Kindergarten know they are free to make their own positive learning choices. This means there is lots of spontaneous play, because that is what children love to do best! However, teachers here are always offering playful experiences that encourage curiosity, experimentation and confidence to take some learning steps a little beyond their comfort zone.

Our children are encouraged to take learning risks, setting themselves realistic challenges they feel proud of achieving. Technologies are integrated into the programme but children are also actively encouraged to explore the natural world and present their discoveries through story, drama and the visual arts. Their work is valued by their peers and by adults. Here is one of our confident learners, independently creating a sculpture from natural and recycled materials. Also, a happy group of children and adults travelled by rail to Auckland's Britomart precinct to sketch the amazing shapes, designs and structures of the inner city.

Orakei Kindergarten

EXPLORATION AND BUILDING RELATIONSHIPS WITH OTHERS.

The natural, social and physical world.

Our kindergarten is a safe environment where children are trusted to take responsibility for their own learning. Kindergarten is a great place to learn social competency and see relationships as the foundation for learning. We believe in developing reciprocal interactions between the teachers, children and whānau. Because of this, all teachers have completed 'The Incredible Years' workshop that changed the way we taught children to value their emotions, resolve conflict and care for themselves and others.

Teachers learnt that talking to children in a calm, positive and respectful manner enables children to trust them and feel a sense of belonging, therefore children reciprocate this way of communication between themselves and the teachers. We have found this approach means we hardly have to use consequences at all! This has really 'raised the praise' at Orakei and fits well within our curriculum, by providing children with a rich social world with opportunities to experiment their theories whilst building relationships alongside others.

Oranga Kindergarten

COMMUNITY UNITY FROM ORANGA KINDERGARTEN.

Catching up with old friends.

We had been thinking about our friends who had moved onto school. It was time to catch up with them again. We decided to invite the new entrant classes from our closest schools to kindergarten for morning tea.

Finally the day arrived and our guests were here. It only took a minute from their arrival for shy smiles to disappear and reconnections to be made. It was great fun but that was not all we had arranged for our friends.

We were also lucky enough to have the Te Papapa Primary School Cultural Group perform for us too. What a powerful performance they gave!
The finesse of their dancing and singing was too much for some in the audience and soon they were joining in.

It is important to us that our community connections extend beyond kindergarten and this was a perfect example of how we work together to support our wider relationships.

Pakuranga Kindergarten

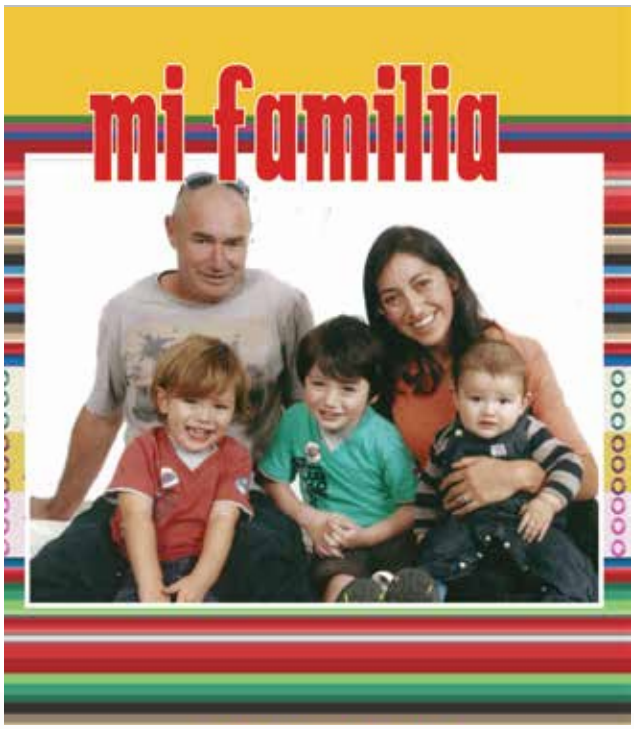
‘GETTING TO KNOW ME’ BOOKS AT PAKURANGA KINDERGARTEN.

We celebrate the diverse cultures represented within our community.

One of the most significant changes for children and their families has been the individual ‘Getting to Know Me’ books. This has strengthened our relationships and given us a better understanding and appreciation of what is important for our families. It’s been a great tool for having meaningful conversations and getting to know individual children.

Because our families provide all the information, it has empowered the families to feel they have communicated their aspirations for their children and a place within the kindergarten. It has strengthened our relationships with them.

Parent’s have said: “I think the books are great. The boys enjoy and show all visitors in the house and are very, very proud.” and “Every time Ethan is really excited to share, because he is shy. With a book he can show everyone. We showed his grandparents on Skype.”



Pigeon Mountain Kindergarten

MAKING CONNECTIONS BETWEEN COMMUNITY, HOME AND WHĀNAU.

Ripper Rugby at Pigeon Mountain Kindergarten.

Our kindergarten has an environment that fosters a keen sense of belonging. Children and whānau have developed an understanding that learning happens in the community, at home and at kindergarten.

Ripper Rugby was an interest that started when a group of children joined the local rugby club at the beginning of Term 2. The children arrived at kindergarten after their first game wanting to share their experience. So the rugby balls came out and play began as the children used their working theories to test their new knowledge about the game. Children also brought their player of the day trophies to show at mat time allowing us to celebrate their success.

Families support the keen interest in rugby with one of our dads offering to come in and coach our children on some ball skills and game techniques. Thank you Simon for all you have contributed to the programme. This has been valuable in extending the children's knowledge further. Through Ripper Rugby, children have understood their sense of belonging.

Pt England Kindergarten

CREATING OUR BUG HOTEL.

Our tamariki have shown an interest in insects.

Throughout Term 2, our tamariki have highlighted their interest by bringing the teachers different insects they found in our garden and having discussions as they observed the life cycle of the monarch butterflies on our swan plants.

Together with the tamariki we researched examples of Bug Hotels on the Internet and looking in books, which initiated discussions about what insects eat and where they like to live. We came up with ideas together at mat times for our 'Bug Hotel Project'.

Steve helped us to find and recycle materials from our environment to create a whare iti for the insects. We had whānau contributing to our bug hotel by bringing insects from home creating a Pt England community project.

In line with Te Whāriki, this project has created opportunities for every child to feel a sense of belonging, as their ideas and contribution are valued. This project continues to create opportunities for open-ended investigation, discussion and exploration, as children work alongside peers, teachers and whānau, observing the changes over time.

Somerville Kindergarten

MUD, GLORIOUS MUD.

Playing with mud connects you with nature.

This year we had a mud pit developed in our playground after extensive fundraising by our kindergarten families and community.

Once the mud pit was ready the children were excited, with no hesitation at getting involved and exploring this new sensory experience with their entire bodies.

Messy play supports children's development in gaining confidence and control of their bodies, including active exploration with all their senses.

The open-ended nature of the activity also supports and stimulates children's emotional well-being.

The children's involvement brought about a new challenge for our families. Initially parents shared their children's enthusiasm until they saw the washing!

Our role was to advocate for children's right to be involved in these types of important sensory rich experiences.

Through discussions with parents, information in newsletters and role modelling positive attitudes, we have influenced parent's perceptions and given them an understanding of the importance of children being able to freely explore and get messy.

St Heliers Kindergarten

CREATING AN ENVIRONMENT FOR THE LOVE OF PLAY.

Welcome, to where play is valued as a meaningful experience.

Over the past year, we have developed a highly effective self-review process, validating a play based curriculum that fully encompasses the elements of Te Whāriki.

Through the emerging interests, knowledge and skills that the children bring from past experiences, we develop dispositions of learning and working theories that build relationships with people, places and things.

Our newly landscaped outdoor environment provides space for long periods of uninterrupted play. The children move freely from child initiated experiences, balanced with teacher led activities that extend and ignite fun and learning.

The significant change with our outdoor space, coupled with the embedded emergent play based curriculum, set our happy, enthused children in good stead for a lifetime of learning. This has been supported by a four year 'Very Well Placed', ERO Report.

St Johns Kindergarten

BEING CREATIVE AND EXPRESSIVE THROUGH ART.

Art spreading into literacy is empowering our children and boosting confidence at St Johns Kindergarten.

Our children have been learning about drama and role-playing over the last year.

We started by reading some favourite stories to children, and then children acted out the stories, taking on roles and some have narrated too.

A flow on effect from the initial interest in drama has now encouraged and developed children's confidence to explore story telling, retelling of stories and more recently creating their own story books.

Having the opportunity to perform in front of people, children have gained confidence in expressing their thoughts, feelings and views.

Their language, responsive and reciprocal relationships with one another, independence, confidence, imagination, participation, taking responsibility and contributing in their own programme have increased immensely.

Sylvia Park Kindergarten

AT SYLVIA PARK KINDERGARTEN OUR TAMARIKI STAND TALL.

We have undergone a magical transformation.

Our 'place' now provides endless opportunities for tamariki to be curious and explore in small spaces. Our 'people' are settled and have a good sense of belonging and well-being. Our 'things' are reflective of interests and culture, sharing who we are.

We have been on an exciting journey inspired by our aspiration to engage all tamariki through interesting provocations. We have been guided on this journey by a number of different educational approaches and have been paying particular attention to ensuring we have a foundation of respect and our practice is underpinned by manaakitanga.

Children have been able to deepen their learning through developing a sense of ako (shared learning). We have seen more moments of tamariki actively engaging in mahi a rongo (peaceful pursuits). Through empowering a feeling of tūrangawaewae we know that tamariki are capable, competent and resilient; they are able to take their strengths, mana and sense of self, and stand tall in all their uniqueness.

‘KINDERGARTEN’ MEANS THE CHILDREN’S GARDEN

A MAGICAL PLACE, BRISTLING WITH EXCITEMENT – FULL OF IMAGINATION AND POSSIBILITY.

AT KINDERGARTEN, CHILDREN ARE ENCOURAGED, INSPIRED AND NURTURED TO ACTIVELY DISCOVER, EXPERIENCE AND COME TO UNDERSTAND THE WORLD AROUND THEM. AND IT'S HERE, IN THE GARDEN, WHERE THEY WILL BEGIN TO LAY THE FOUNDATIONS FOR THE ESSENTIAL SKILLS OF LIFE, AND WHERE, AS A COMMUNITY, INDIVIDUALS TWINKLE LIKE STARS – MINDS IGNITED AND EQUIPPED TO REALISE THEIR FULL POTENTIAL.

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