

Bream Bay Kindergarten Staff Community

High quality learning delivered - Learning outcomes for children; The learning environment both inside and out; professional learning undertaken; purchases, plans for change, Te Ao Maori

Baby Watching

Baby watching continued this term. Because of these weekly interactions, teachers have noticed an increase in children's understanding and knowledge of how learning happens; both in terms of their own learning and that of baby Cleveland. Children's questions have also progressed; teachers noticing deeper, more thought provoking ideas emerging as children understand the difference between a question and an observational statement.

Yoga

We reintroduced Yoga this term as this linked with our intention for increased Hauora, health and well-being. Yoga offers tamariki opportunities to enhance strength, flexibility, coordination and concentration. The physical challenge of yoga with peers offered tamariki the opportunity to develop both body awareness and self-esteem and as such, we saw this as having ongoing benefit for children and offered a variety of ways for children to participate and revisit. Consequently, teachers intend to offer this in next year's programme and look at ways to enhance this learning opportunity.

Car Seat Safety

We welcomed Lorna from Plunket to support and talk with our whanau regarding car seats. Lorna welcomed whanau to kindergarten and checked seats in cars to ensure children's safety. As a result, of the car seats checks, numerous seats were properly secured and refastened. One seat was given away and several bolts to fix car seats and to ensure the safety and welfare of our tamariki as they travel. As a result of these experiences and conversations our tamariki knowledge of keeping themselves and their loved ones safe increases.

Guy Claxton - Professional Learning

Sandy and Tania attended a Guy Claxton seminar facilitated by the Learning Network in Auckland on The Learning Power Approach: Teaching Learners to Teach themselves. Guy provided an insight and understanding of the learning power approach and examined ways that teachers may apply it to their practice and daily interactions with tamariki. Following this course, there has been ongoing professional discussion relating to assessment and how the Learning Power Approach can relate to our current scholarship research into assessment. Consequently, we have begun a strategic review of our philosophy beginning with discussion alongside parents and whanau around their vision and ideas around 'what kinds of young minds are we hoping to nurture'. Ideas and discussion generated will inform where to next in terms of our philosophy and programme.

Nathan Wallis – Professional Learning

As a team, we attended the recent Nathan Wallis presentation “Love grows Brains”. Our intention to include parents in the learning process was realized when 10 of our parents, both Mums and Dads attended alongside teachers. There was a focus on building and growing positive language and positive relationships to nurture and grow children. Nathan touched on Perry’s neuro-sequential model of the brain, the different elements of the brain and the importance of ensuring that children have the opportunity for healthy active play opportunities to ensure optimal learning and development. Because of this, we have clearer understanding of brain development and for this reason, a clearer understanding of what strategies and elements need to be included in our kindergarten programme and at home to best support children.

Last day letters

This term teachers’ trialled a new format for our last day letters. Our letters continue to spotlight, scaffold and praise progress of children’s learning during their time at kindergarten. However, we have created a new matrix, which aligns with Te Whariki. This new matrix creates connections with learning outcomes inherent in Te Whariki and spotlights children’s trajectories of learning.

Kanohi ki te kanohi

At the request of parents, Tania held a number of kanohi ki te kanohi sessions with whanau this term. The opportunity to share teaching strategies and approaches resulted in greater understanding between kindergarten and home. This continuity between kindergarten and home allowed teachers and whanau to work together to support tamariki learning using the same effective strategies. Following these conversations, positive learning plans were formulated, for implementation at kindergarten and home.

Kindness Curriculum

We introduced our kindness stamp this term to embrace acts of kindness within the kindergarten. Tamariki have enthusiastically responded to the kindness stamp and the rituals around it. There is anticipation and excitement to see it awarded and to nominate peers for their acts of kindness. It has also further empowered the kindness curriculum as we see tamariki supporting and nurturing others in times of need. Tamariki are seeking opportunities to be good friends, to help others and to make good choices that have positive effects for others. In honour of Eli we have gifted an identical Purple Heart stamp to Parihaka Kindergarten as a gift from us to them.

Our ‘Share your Heart’ campaign featured on #JusticeforEli facebook page. An interview video highlighted our ongoing kaupapa around kindness. It included some of the ‘how and why’ we believe this journey is an important part of our tamariki learning journey here at Bream Bay Kindergarten. Newshub also visited to film children as they played, at mat time and to conduct an interview regarding our kindness curriculum. As an outcome of this experience we were able to share our journey with a wider audience and our whanau took great pride and joy in the experience.

We have further extended our kindness campaign to include the ‘Glow box’. This is a new initiative which allows one child to be the recipient of the glow box while all the other tamariki contribute kind words and pictures for the child. This has a double intention of uplifting and growing the mana of the child receiving the glow box. While tamariki creating kindness cards for the recipient of the glow box further develop an understanding of the importance of kind words and actions towards others. We have seen massive excitement around the Glow box with children nominating friends to

be the recipient, and we have also seen the capabilities of children's work grow as they develop their knowledge and understandings around kindness and artworks.

Sandwich Day

We have continued to support tamariki wellbeing and hauora with our sandwich day. Our kaupapa continues to support and focus on ensuring tamariki develop understanding around healthy kai for under 5's. Offering opportunities for tamariki to make for themselves and observe others making healthy choices. Supporting this kaupapa with positive korero has encouraged and bolstered tamariki to make healthy choices and see positive gains within themselves, both physically and confidently.

A key part of learning about and adopting healthy lifestyles involves children seeing these modelled positively and enthusiastically by the important people in their lives, including their peers, families, communities and early childhood educators. Learning about healthy lifestyles often occurs most effectively when educators identify and use the learning opportunities in everyday experiences...(Angela Owens, 2012)

Relationships – Strong sustained relationships and partnerships: Community Engagement: Pumanawatanga, transition to school visits, trips, visitors into the kindergarten, special events, etc

New children and Whānau

This term we welcomed a number of new children to kindergarten with our mihi whakatau ritual. There has been an increase in the siblings here at kindergarten as we work on supporting our tamariki and take a Te Ao Maori lens on our practice, supporting our tamariki to practice Tuakana Teina.

Beach Night

A change in format for our whanau Beach night proved a huge success this year. With the intention of increasing participation to this event, we applied for and received funding to offer Pizza to our whanau. Located in a rural setting, this was a real treat for our community. We played games, dug sandcastles, sack races, some brave souls swam!! Followed by karakia and pizza. The evening was rounded off with a beach dig for chocolates before everyone headed home. Our beach night allows teachers and whanau an opportunity to build and grow relationships without the pressure or rushed pick up or drop off at kindergarten. This results in greater supports and shared knowledge between whanau and kindergarten.

Kauri Scholarship

We have spent many days individually and as a team working on the Kauri Scholarship. We have worked through a large amount of literature and appreciated the opportunity to use our professional development funds to allow each of the teacher's additional time to read through the assessment literature. We welcomed Brent Mawson back to kindergarten at the end of the term to share our progress and to seek advice on aspects of our investigation. We find these meetings with Brent to be both supportive and uplifting as we work through our scholarship journey. We are finding the journey both challenging and rewarding.

Sunsmart

This term we reintroduced our Sunsmart programme, revisiting strategies to grow children's awareness of how they can protect themselves from the harshness of the summer sun.

Orrs Pharmacy visited, presenting sun smart packs to all attending children. Because of this, children have personal sun protection products including their own pair of sunglasses and consequently agency in their own health and well-being.

Promotion – Lifting the profile of the kindergarten within the community: newspaper stories and photos, open days, kindergarten out in the community, promotional flyers sent out, etc

Kahui Ako

As an Early Childhood Representative, Tania attended numerous Kahui Ako meetings this term alongside Iwi, Primary, and Secondary colleagues. Consultation and collective work undertaken within this stewardship group resulted in completion of our 'Achievement challenge' documentation. Subsequently, this is before the Ministry of Education for approval. We envisage that collective work on achieving our set goals across our learning community will begin early next year.

Promotion

We applied for and received approval to purchase kindergarten tee shirts out of Equity Funding. Our intention to reduce barriers to participation, advertise and promote both early childhood education and Bream Bay kindergarten achieved.

Finance – Financial Stability: Management and administration (roll numbers, variation report explanation, fund raising, grant applications etc

Upcoming attendance spaces available in term 1 were allocated to children on our waiting list to ensure full rolls and thereby ensuring ongoing financial viability.

2019 proposed Budget complete and sent in for approval.

Services – Services delivered that are relevant to the communities they serve: Ensure our services meet our communities' needs. Working alongside of NKA: PPM, speech and Language therapist, Pou Whakarewa Tikanga Maori visits. Environmental sustainability,

We welcomed

- Roimata on 24th October
- Gay visited 7th November and 6th December
- Jan Dalley, Ministry of Education
- Alexandra Crosbie, Hearing House
- Alison Tucker, Speech and Language Therapist
- Gillian visited
 - 13th November - Tania pre-appraisal, teacher inquiry discussion
 - 12th December –
- We welcomed Chrissie Browne, our Whānau Support Worker for the NKA

Resources purchased this term included:

- Sustainable practice
 - Wet bags
 - Hand towels
- Clothes line for tamariki to hang out handtowels
- Mirrors
- Magnifying glasses
- Canvas
- Timers to support problem solving within the kindergarten
- Art supplies
- Wooden trucks
- Kindness stamp
- Garden supplies

Colleague Support

- Portland Kindergarten/Bream Bay Head Teacher visit to share ideas and resources.
- We welcomed Bronwyn to kindergarten on the 6th December with a group from a SELO contract. Mary, Michelle and Carrie visited with us from Kaipara Kids. We welcomed them with a Mihi Whakatau before they explored our space, observing our routines, rituals and practice.

General Comments:

New air conditioning units were fitted to the kindergarten this term.