

## ***Ruawai Kindergarten Staff Community Report Term 4 2018***

***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.

This year has totally gone so fast, and this term has been no exception at the beginning of the term we had our annual pet day which turned out to be a very eventful experience with the (Tāwhirimātea) gusty wind and showers that came through the Kindergarten on this day, this didn't stop our tamariki enjoying a vast range of animals and enjoyed 'Amber' Aria's pony for pony rides. This term we have seen the roll become steady with children's attendance, which has resulted in children forming stronger relationships with others. This is reflective through our Kindergarten Philosophy – 'At Ruawai Kindergarten we believe that children develop best in a natural home like environment. We actively support children's transitions, where holistic development is underpinned by the early childhood curriculum, Te Whāriki'. – This is reflective throughout the learning environment here at Kindergarten. We have had a number of new entrant teachers and principals come and visit our learning environment, whanau visiting, our whanau whakawhanaungatanga & our presentation of our Silver award for EnviroSchools.

The result of Lisa and Chanelle attending the EnviroSchools conference, has seen a greater influence of the use of natural resources, tamariki connecting with Papatūānuku and Ranginui. Tāwhirimātea has been a strong presence within our environment, tamariki explored many different ways in which they could interact. This gives children more sound knowledge and understanding of the learning environment and through hands on experiences embedded the new learning to enjoy and revisit over and over.

This term has seen a number of new tamariki start and with this we have had to ensure that we are clear and concise with instructions, introducing new rituals, and reminding others. This term our incentive is to be kind and gentle, and if your friend doesn't want to play its ok. Our tamariki are 'a tōna wā' in their own time becoming familiar with the new learning environment and forming relationships with kaiako and other tamariki. Children have a sense to trust, to be trusting (disposition), building confidence to join in experiences, routines &

group times. This is all valuable learning that sets skills and strategies for a life time of learning.

The outdoor area continues to grow and develop, our orchard is flourishing, and our hei hei have doubled in number with the new arrival of baby chicks, which was produced by our very own roster and hens. We have 10 new chickens added to our hei hei whanau. During the course of these new beings, we witnessed some of the baby chicks passing, which resulted in a number of great opportunities for learning. The tamariki are developing respect for and appreciation of all forms of nature, have understanding of the relationships between habitats and humans, learn facts that can be used for thinking and reasoning skills, becoming observers for the environment, to use the senses to learn about the environment. To ask questions, to explore, to discover and to have fun, and to appreciate the beauty found in nature.

Our literacy wall has changed to incorporate large photos of tamariki playing and learning in the environment – this has opened up lots of discussions with the children as they reflect, revisit past learning that has occurred, interacting with peers, talking with each other, developing communication skills, extending language. Language is a vital part of communication. In early childhood, one of the major cultural tasks for children is to develop competence in and understanding of language. Language does not consist only of words, sentences and stories: it includes the language of images, art, dance, drama, mathematics movement, rhythm and music. Our children are learning to communicate their experience in many ways and they are also learning to interpret the ways in which others communicate and represent experience. They are developing increasing competence in symbolic, abstract, imaginative contexts when children have had a need to know and a reason to communicate. Kaiako at Ruawai Kindergarten understand and encourage both verbal and non-verbal communications styles

***Relationships – Strong sustained relationships and partnerships –***

Community Engagement; Pumanawatanga, transition to school visits, trips, visitors into the kindergarten, special events etc.

Whanau whakawhanaungata – 7<sup>th</sup> November, this was a great celebration of welcoming our families into our Kindergarten, with a great selection of kai and meeting extended family members – Whakawhanaungtanga – extends beyond the family sphere to the wider community. No matter who children come into contact with, whether they're at home, in the playground, or taking part in sport, they are constantly developing. When children are nurtured in a loving and caring environment, their personalities will reflect the nurturing that has been bestowed on them.

Our transition to school programme is now so embedded into our practice that it has become an integral part of our learning environment. The older tamariki that come over from the School have a sound understanding of the rituals and routines of the Kindergarten, and ensure that relationships are formed so that the time at school becomes less anxious.

We love how our whanau feel comfortable to interact with our tamariki and the learning environment. This gives our tamariki a different perspective and interactions they may never have outside the Kindergarten. We cherish the

involvement from everyone, this ensures that our tamariki are receiving the best that will ensure that they grow into capable confident individuals who have the confidence to set goals and learn to take risks.



Our strong relationship with Ruawai Primary, we get invited to watch the Kapa Haka practice before their performance at the TK Performing Arts Festival.

**Finance – Financial Stability** – Management and administration (roll numbers, variation report explanation, fund raising, grant application etc.

The roll for Ruawai Kindergarten is very steady with numbers on the waiting list – under 2's **7** under 3's **16** under 5's **13 total of 36**. We have had a Christmas raffle which the funds received from this will go towards extending our outdoor area, we wish to further extend the stump area to have an area where children can hang and swing, utilising the barked area in different ways. We will also be applying for grants to be able to achieve this goal as well.

**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.

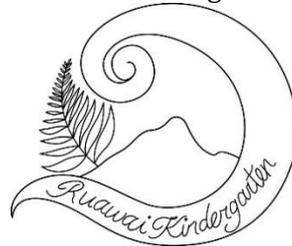
We enjoy having our PPM work with and alongside us over the year, and we will be sad to see Gillian move on to other Kindergartens. We will be welcoming Kim Townsend for the 2019 year and beyond we will welcome Kim into our whare and community with a mihi whakatau – This term we were presented with our silver award for our outstanding effects to achieve this, we celebrated with outstanding kai.

**Projects and participants growing in number, maintaining, increasing range and depth of learning and action, extending, developing connections and integration** – we have a clear, shared vision and we are working together creatively to make it happen. There are obvious signs of all the Guiding Principles? Ngā Mātāpono in our ECE centre, across all the areas of ECE centre life. We have a

*sense of inter-relatedness/ whanaungatanga in terms of our ECE centre, our community and our environment. Our sustainable practices are being kept up and are growing; we are branching into new aspects as well as going deeper with existing ones through child-led enquiry. Children are fully involved in planning and making decisions about actions. We are tracking our progress and can show that more change has happened. Our work has involved lots of people in our centre as well as parents, whanau and other community members.*

A big thank you again to Roimata our Pou Whakarewa Tikanga - advisor - it is always a pleasure to have Roimata in our learning environment and is always refreshing learning new aspects of Te Reo Maori and Tikanga practices which will ensure that our learning environment will benefit our tamariki and strengthen the teams understanding around all of this.

### Ruawai Kindergarten



*At Ruawai Kindergarten we believe that children develop best in a natural home like environment. We actively support children's transitions, where holistic development is underpinned by the early childhood curriculum, Te Whāriki.*

*Ruawai Kindergarten is an Enviroschools, which is guided by five principles, these are; Sustainable Communities, Maori Perspectives, Learning for Sustainability, Respect for Diversity of People and Culture & Empowered Students*

*We promote a culture of respect, independence and responsibility (Manaakitanga). We view tamariki, kaiako, whānau and community as equal partners in the teaching and learning process (Ako).*

*We value our natural rural community and the importance of demonstrating sustainability & respect; which is immersed through the value of nature play and Te Ao Māori – acknowledging our commitment to Te Tiriti o Waitangi.*

*Our natural environment gives children the freedom to explore, (regardless of the weather) interact and experiment socially with loose parts, within a culture of trust; developing competence, interdependence and self-regulation.*

*We believe that childhood is a journey not a race. Froebel explains this by stating "play is the highest expression of human development in childhood for it alone is the free expression of what is in a child's soul"*

*Whaia Te Māramatanga – seek enlightenment.*

*Created by the teaching team and the families of Ruawai Kindergarten  
2018*

General Comments:

Thank you for your continued support throughout the year

Meri Kirihimete ki a ko me te whanau Merry Christmas to you and your family.

We wish everyone a very Merry Christmas and a Happy New Year, have a safe holiday and we will see you all on the 23<sup>rd</sup> January 2019.

