

Dec 2018 Term 4
Tikipunga Kindergarten Staff Community Report

Term 4 commenced on Monday 15th, 2018 and lasted 10 weeks with the final day being Thursday, 20th December.

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*

Welcome to Gillian Armitt, our relieving Head Teacher for the first two weeks of term. Gillian is our Professional Practice Manager who supports the teaching team throughout the year. We welcomed back Heidi Harrison in week 3 with a shared morning tea with the whanau . Heidi has been on maternity leave.

Wheel play has been a sustained interest for a large number of children this term. Wheel play offers a child new ways to challenge his body while building power (strength and stamina), balance, intuition, and control. Mastering a machine as big as or bigger than himself gives him a sense of independence, power and excitement he's never had before – plus one more thing: speed!

The uncertainty of just how far to push himself actually increases the child's need for focus and concentration.

That is, the more a child pushes himself toward being out of control, the more control he needs to employ – physically, cognitively, and emotionally. For instance, steering takes tiny, precise, and subtle movements, all while going at speeds he's never felt before.

He will learn to move muscles with an appropriate amount of force and energy for a length of time.

He will gain the coordination to move muscles in different ways simultaneously to achieve complex movement patterns and the control to refine and adapt movements with precision for accuracy.

Knowing their own strength is one of the first physical experiences children have with cause and effect, estimation, and prediction. "If I push this hard, X will happen. If I push that hard, Y will happen." Moving Child is a Learning Child –Gill Connell and Cheryl McCarthy (2014)

All the children who attend our kindergarten are all unique and special. They have different learning styles, interests, abilities and strengths. We also have some children who have additional learning, social and behavioural needs. They require extra support from teachers and specialist professionals.

We are fortunate to have an education support worker - Melissa, who works with children at our kindergarten under the guidance of Early Intervention teachers and speech therapists from the Ministry of Education.

We currently receive fortnightly visits from the Northland Kindergarten Association's speech language therapist Gay Easterbrook; she works with a number of children with speech and language delays. The kindergarten also employs an extra support teacher for 10 hour a week to work with the children to support the permanent teachers. This position has been filled by Helen and Carolyn, both trained and experienced teachers.

As with all children, our children with additional needs are on a learning journey and require our understanding, respect and patience as they play, learn and interact with others.

Children with additional needs benefit greatly from being with other children and from

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receiving extra support from caring and supportive adults. Typically developing children benefit from having a classmate with additional needs as they learn respect for children who are different from themselves, as well as how to respond appropriately and to help the other child. Children with additional needs may need more time and resources/equipment to learn and practice certain skills. They may need more praise and encouragement to gain the skills typical for their age group.

As we have quite a larger number of younger children our kindergarten we have been supporting their belonging and well-being through tuakana/teina relationships and by thoughtful care routines that take into consideration their differing needs as toddlers. Helping children to become capable and confident learners means allowing them to take risks, be challenged and set and solve their own problems. We do this by carefully observing children and finding the right time to offer support. We observe first and give the children time to problem solve before offering our help as the ability to persist when problems arise is an important disposition we want to recognise and support, allowing children to gain valuable skills for life.

The kindergarten's vegetable garden has been maintained with the addition of silver beet, broccoli and lettuce. This has been an opportunity for the children to gather the ingredients needed for their meal for the day

Purchases made this term include.... Knitted fruit for family corner, small jug, train set, buckets, spades, rakes and brooms, large ball run, bubble mix, art materials, coloured scarves and stand, picnic set.

This term we celebrated several children's 5th birthdays with our korowai ritual, where the tamariki proudly wore our korowai and the Purerehua waiata was sung. Whanau are invited to be involved in this celebration and the child helps to prepare a special birthday tray for themselves for morning tea.

Procedures which have been updated or reviewed to keep compliant with NKA policies are Earthquake, Hygiene and Internal review.

Our programme continues to promote children's independence and self-help skills and this is reflected in the food and the way we offer this to children. The children enthusiastically prepare their own sandwiches twice a week and have been having baked beans and cheesy toast, tuna rice bowl and chickpea curry the other days. This also gives them the opportunity to make healthy food choices for themselves. This term our food has been provided by KidsCan.

Professional learning opportunities took place in the term break with Fran, Keren and Becky attending the kindergarten on two days to work on their inquiry questions.

In December, Heidi attended the NKA Head Teachers hui facilitated by NKA.

Supporting Early Learning Opportunities – Infants & Toddlers with Tanya Valentin. This will be an ongoing internal review opportunity for the whole team over the next 6 months.

Fran, Becky and Keren attended an introductory hui with Tanya on 27th November and the

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whole team met with Tanya on the 6th Dec to further discuss what is currently happening here around kai times and our vision for what we would like it to be. We are working on developing an Internal Evaluation question to guide our journey.

Visiting days with Gillian to Hikurangi, Forest View and TTOM for each teacher. This was to offer teachers an insight into what other kindergarten do around kai times and to provide different ways of thinking about rituals and routines

Keren Webinar – Toni Christie – Respecting People Places and Things.

Heidi met with Keren, Fran and Becky for their pre-appraisal meetings. Heidi met with Gillian our Professional Practice Manager for her pre-appraisal meeting.

Chloe attend the Support Staff Hui on 17th Oct

31st Oct – Fran attended the Learning Support hui at Tikipunga High school – this was in regard to setting up community hubs where whanau can access support directly without having to be referred by school, centre, Dr etc.

Heidi and Becky attended a workshop - Love Grows Brain by Nathan Wallis – 22nd November

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

Our kindergarten has been accepted into the KidsCan's first Early Childhood pilot programme, there are 25 centres involved across Northland, Auckland and Hawkes Bay. KidsCan visited the kindergarten to introduce the programme to the teachers and then we had several hui with them and the University of Waikato, who are researching the impact of the programme on ECE services. The programme began part way through the term with new shoes and jackets for each child attending the kindergarten. KidsCan also began providing (from 5th November), all the food for Sarah (our cook) to prepare; this is a big savings for the kindergarten. The meals have been created by the KidsCan Food Programme Ambassador and have been endorsed by the Heart Foundation. The University of Waikato put out surveys for our whanau to complete, as part of the baseline information for their research. We had 15 surveys completed and sent in and the whanau received goodie bags for their participation.

The children continue to enjoy a monthly visit from the Mobile Library Bus. Small groups of children had the opportunity to walk down the kindergarten driveway to the parked bus and during these half hour excursions the tamariki get to choose books to borrow for the kindergarten. We also request particular books to extend on current interests.

Whaea Coral is welcomed with enthusiasm on her weekly Wednesday visits. The children are engaged at her mat times with a particular interest in the waiata she shares with them and the ukulele sessions. Whaea Coral has been present at some of our korowai celebrations for the children who are leaving kindergarten to attend school. She supports the teaching team with te reo and waiata.

Andy Wonder the Magician visited us on the 29th of December as a part of our End of Year Celebration. This was held during the session and whanau were invited to bring a plate of

healthy finger food to share after the show. Andy is a former student of the kindergarten in 1978-79 and was very interested in having a look around and remembering his time here. He remembers seeing a magic show here as a child and being inspired by it to pursue magic. Our children were very excited to be involved in the show and have been talking about the different elements that they remember and we wonder how he did those fabulous tricks!

We had an earthquake drill on 6th Dec and the children are learning how to keep themselves safe if an earthquake was to occur. Other emergency drills which took place this term were fire and a lockdown drill.

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

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

Our rolls have been full this term and our waitlist has been building.

The teaching team have farewelled5..... children as they leave to attend school and we were able to welcome5..... new children and their whanau.

Our enrolled child numbers currently are:

Under 3 - 8

Under 5 - 48

Over 5 – 1

Waitlist: 22

Under 2: 1

Under 3: 18

Under 5: 3

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,

Jenny and Gundi from Learning Support (MOE) have been visiting the kindergarten to support several of our whanau and their tamariki. Individual Development Plans are written to identify goals for the children that everyone is supporting them to achieve.

Chrissy - the NKA whanau support worker, visited to give feedback on how she is supporting some of our whanau and tamariki.

Gay Easterbrook - speech therapist, is utilised by our kindergarten to support a number of children at our kindergarten, she works in our whanau room and in the play area promoting

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oral language. Gay is available to support children and their whanau at her NKA clinic by request.

Roimata MacFarlane– NKA’s Pou Whakarewa Tikanga Maori had a pop in visit Nov 7th she was able to support the teaching team to reflect on our Te Ao Maori practice.

Gillian Armitt, our Professional Practice Manager visited Tikipunga Kindergarten throughout the term and provided the teaching team with ongoing support and a written termly report. Gillian gave feedback at the end of the session to the teaching team. Gillian also met with Heidi for her termly pre-appraisal meeting.

While Gillian was here at the beginning of the term she invited all whanau to contribute to an NKA survey regarding whanau experiences with the kindergarten and if they would like more hours if they were available. The feedback from whanau was very positive and also indicated that they would like more hours, so from the 23rd of January the kindergarten will be moving to have an extra 10 children attending the afternoon sessions and our teacher Becky Hay has agreed to moved from .8 to a full time position.

Photos were taken by Leigh Prisk from Images Naturally on 21st November. Whanau were able to order family, individual and class photos.

Kindergarten name: Tikipunga

Health and Safety	Term1	Term2	Term 3	Term 4
Daily playground checks have been completed all term				√
Termly playground checks have been completed				√
Daily Hazard Checklists have been completed for this term and a copy of any new Hazard Record Sheets and Action Plan (Form E) have been forwarded to the Association and placed in the Kindergarten Hazard Register				√
The Term Hazard Checks (Forms M and N) have been completed and a copy of any new Hazard Record Sheets and Action Plan (Form E) have been forwarded to the Association and placed in the Hazard Register for everyone to view				√
The Earthquake Procedure has been carried out and has been noted on the correct form				√
The Trial Evacuation Procedure have been carried out and the Trial Evacuation Report (Form Q) has been completed and emailed to the Association for this term				√
<u>Child and Adult Health and Safety</u> There have been accidents/incidents reported to the Association this term				Yes
The following forms and procedures have been completed as necessary:				

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· Site Safety Induction Checklist (Form C)				N/A
· Contractors Acknowledgement (Form I)				N/A
· Volunteer Health and Safety Acknowledgement (Form H)				N/A
• The Health and Safety Induction Register (Form B) has been updated				N/A
Trial Fire Evacuation procedures have taken place				√
Trial Earthquake drills have taken place				√
Trial Lockdown drill has taken place				√
1- Aid Kit updated				√
Personnel Management				
All pre appraisal meetings have taken place: Keren, Heidi, Becky, Chloe				√
Any Appraisals completed : please name and date:				n/a
<p>Any professional learning undertaken: (Please list and name attendee)</p> <p>Professional learning opportunities took place in the term break with Fran, Keren and Becky attending the kindergarten on two days to work on their inquiry questions.</p> <p>In December, Heidi attended the NKA Head Teachers hui facilitated by NKA.</p> <p>Supporting Early Learning Opportunities – Infants & Toddlers with Tanya Valentin. Fran, Becky and Keren attended an introductory hui with Tanya on 27th November and the whole team met with Tanya on the 6th Dec</p> <p>Visiting days with Gillian to Hikurangi, Forest View and TTOM for each teacher.</p> <p>Keren & Heidi -Webinar – Toni Christie – Respecting People Places and Things.</p> <p>Heidi met with Keren, Fran, Becky and Chloe for their pre-appraisal meetings. Heidi met with Gillian our Professional Practice Manager for her pre-appraisal meeting.</p> <p>Chloe attend the Support Staff Hui on 17th Oct</p> <p>31st Oct – Fran attended the Learning Support hui at Tikipunga High school</p> <p>Heidi and Becky attended a workshop - Love Grows Brain by Nathan Wallis – 22nd November</p>				