



Jimmy and his
magic beans



NEWSLETTER
JULY 2018

“What happens
in Kindergarten
matters for a
lifetime”

SPOTLIGHT ON SUCCESS

- Casa Nova - NZSL Award
- Edna McCulloch – Tonga Trip
- Maheno Kindergarten Enviroschools
- Oamaru Kindergarten – Early Intervention Role
- Education Review Office (ERO) – Reports

BOARD PRESIDENT PROFILE – ROSALIE HYSLOP

OKA – WHO ARE WE?

MEMORABILIA WANTED



“Kia ora and welcome to the first Association newsletter.”

“Twice a year, our Newsletter will provide you with information and stories from the Association and Kindergartens.”

“We hope you enjoy reading this as much as we have enjoyed sharing our stories with you.”



Julie Craig
General Manager, Oamaru
Kindergarten

SPOTLIGHT ON SUCCESS

Casa Nova honoured at the 2018 New Zealand Sign Language Awards

Casa Nova Kindergarten has been honoured at the recent New Zealand Sign Language (NZSL) Awards.

Head Teacher Sarah Newlands said it was a big surprise to be nominated for the NZSL Sign Language in Early Childhood Award and an even bigger one to hear they were first equal.

"Our other agency supports Deb Kelly from the MOE and Michelle Sinclair from First Signs had recognised our efforts and wrote two incredible supporting letters to support their nomination.

"Our thinking around this was that it was education-based and a few other schools and ECE centres may be involved.



Sophie, Piper, Ellie and Charlie identifying animals as part of their farm play.

"Arriving at the awards we were blown away to find out that these awards were across many employment sectors within New Zealand," Sarah said.

"It was an eye opener to be involved and see the amazing support the deaf community receives (as they so should), here in New Zealand.

"An award celebration, like nothing we had been to before, those hearing were the minority, it was incredible just to watch and to be a part of, knowing we are critical to strong foundations as our deaf learners grow into adults," Sarah said.

According to Sarah, having a deaf child enrolled made huge changes to the way they teach.

"To consider that child for every moment of the day, communicating instructions; ensuring they are safe; extending their language; supporting them to collaborate with others and develop relationships, are just some of the many things that are done just a little bit differently," she said.

"To be fully inclusive signing and talking is the key."



NZSL is used throughout the programme in conversations and learning experiences. Kaiako modeling provokes ng tamariki to use in games as these. Jai, Eden, Lilly, Ede and Jessie signing the shopping list game.

"All learners have the opportunity to hear and/or see what is being said and can help each other as a result. The more sign we learnt (from sign classes; self-directed learning; other agency representatives and NZSL app) the more we used and the more we used the more we modeled which in turn saw some pretty effective three and four year-old signers within our programme.

"We are super proud to have our hard work recognised and feel we have become far more effective in this form of communication. Our goal was to send our little girl off to school as a competent and confident learner and communicator with lots of friends who had the skills and desire to communicate with her too. We did it and we are all better teachers and learners as a result. Now the challenge is to keep New Zealand Sign alive in our programme.



Casa Nova team with their NZSL award. Left to right: Jan, Jo, Sarah and Suvana. Absent: Kelly

"A deaf child is not the only one who benefits."

SPOTLIGHT ON SUCCESS

Our Tongan experience - Edna McCulloch

Ehara taku toa I te toa tahitaki engari he toa takitini.

"I come not with my own strengths but bring with me the gifts, talents and strengths of my family, tribe and ancestors".

Learning identity is enhanced when children's home language and cultures are valued in educational settings and when faikava are responsive to their cultural ways of knowing and being. (Te Whāriki, 2017, p12)

On April 21, 2018, three of our teachers embarked on our journey to Tonga with thanks to The Joyce Burns Travel Trust Grant. We have a growing number of Tongan children in our kindergarten and in the Oamaru community. The Tongan community add a beautiful and rich culture to Oamaru's diverse environment. Tongan is the

second most spoken language in Oamaru after English. Over the last two years, our teaching team have recognised the increasing number of priority learners on our rolls (particularly of Tongan descent) and have undertaken as much professional development as possible.

"Tamasi'i who have a strong sense of cultural identity and understanding within their education, are shown to achieve at a higher level throughout their education." (Raising Pasifika children's achievement and literacy skills: assumptions and risks. Tuafuti, P. Pua, V., Schajjik, Svan).

Our initial plan was to have the opportunity to fully immerse ourselves within a Tongan family for a whole week which would give us first-



Cedric's famili read all about his learning at kindergarten.

hand knowledge on the Tongan way. We aimed to learn many aspects of their culture and develop a deeper understanding of what they valued and what was important for them and their families and their struggles they face when they come to New Zealand with a different culture. This would also enable us to challenge our own existing beliefs and attitudes towards the culture and reflect on how those attitudes and beliefs might positively or negatively impact on our effectiveness as a teacher and ultimately improve learning outcomes for all our tamasi'i.

The kingdom of Tonga is a country made up of 170 islands and lies in the South Pacific Ocean. Only 36 islands are inhabited by people. The islands have beaches, volcanic mountains and coral reefs. People grow crops, such as bananas, taro, coconut and papayas. The main island, Tongatapu, is protected by lagoons and

limestone cliffs. It's home to the capital of Nuku'alofa, which is the economic hub of Tonga. As of January 1, 2017, the population of Tonga was estimated to be 106,776 people, of which 70% live in Tongatapu.

We left Oamaru and everything went smoothly until an hour out of Tonga when the aircraft was turned back due to bad weather. After an overnight stay in Auckland, we left the next day and landed without a problem.

In all, the Edna McCulloch team spent nine days in Tonga with visits to the Ocean of Light International School, (Ba'aha faith, children 2 ½ years to 18 years); the Liahona High School; GPS'Atele 1st School, (a government primary school); and, (the) Upper Room Kindergarten School, (granted status as a Primary School in 2014, seven years after being established as a kindergarten).

"Our stay was packed with highlights including visits to markets; the landing site of Abel Tasman (Mapu a Vaea or "Whistle of the Nation"); the landing site of James Cook and the traditional ancient burial site (Talea) at the old capital of Tonga (Mu'a); a kava party (Faikava); and a visit to Pangai Island.

A very special highlight for the group was Anzac Day, April 25.



Wearing the Pule Taha's made by the Sila/Kavatoe family as we receive a special tapa cloth made for our kindergarten by the Prescott/Latu famili

SPOTLIGHT ON SUCCESS

"We were up at 3.30am to get ready, wearing our Team T-shirts from Dristan's family and black skirts and Kiekie from Api. The Pangai Lahi Cenotaph is next to the palace in Nuku'alofa," Sarah said.

"This was an emotional time for us all, particularly Sue, whose grandfather came to Tonga to train the soldiers before heading to the Solomon Islands. This was an amazing morning; the site was set up in a U-shape facing the monument with the band behind it. Having Api with us was unreal as she negotiated in Tongan for us to sit behind the Prime Minister as honoured guests. The King (King Tupou V1) arrived and we all stood. Master of ceremonies was a Fijian lady who spoke in Te Reo English and Tongan!

"For Gillian and I, this was our first Dawn Parade, but Sue explained that for her this parade was exceptional from ones she had celebrated in New Zealand because all speakers explained the history of their part in this historical event, which she hadn't heard in such depth or emotion before in New Zealand and we were seated during the whole time. The celebration acknowledged all nations and the national representatives laid wreaths from New Zealand, Australia, Tonga, Japan, India, Chinese, Denmark, Sweden and Netherlands. It was amazing that countries that we fought against all came together and acknowledged their losses and showed the forgiveness and acknowledgment of each other's losses.

"The king was the first to lay a wreath on the monument and each dignitary afterwards bowed to him before heading up to place theirs. The ode of remembrance was recited in Tongan, Te Reo and English".

A final stop was Heilala Lodge for some R&R before heading home. Oamaru has a special connection with the resort; 12 water tanks were funded by Oamaru for the village, with two used by local churches to supply fresh water for everyone.

Special thanks to all the families that supported the team before, during and after their visit.



Meeting the Prime Minister A'kilisi Pohiva on Anzac Day wearing our t-shirts made especially by the 'Ala family

Learning outcomes for our tamasi'i and families

"On reflection, we felt that every principle was well represented in our new learning, especially family, community and relationship. The intended outcomes of this specific professional learning development for our tamariki were to support:

1. A sense of personal worth and cultural identity and the ability to make choices focus attention maintain concentration and be involved.
2. An ability to connect their learning in the early childhood setting with experiences at home and familiar cultural community and sense of themselves as global citizens.
3. A feeling of belonging and they have a right to belong in the early childhood setting
4. Confidence that their family background is viewed positively in the early childhood setting, and,
5. Confidence that their first language is valued and an increasing ability in the use of at least one language.

What we have changed since returning

- Using the Tongan values in the child's story heading
- Focusing on positive aspects of service because the family have such a strong importance on values, and,
- To articulate better to the families how their child is learning literacy and numeracy with the kindy environment.



Teaching at Ocean of light international school

SPOTLIGHT ON SUCCESS

Maheno Kindergarten - Enviroschools

Maheno Kindergarten has joined a nationwide programme supporting over 1000 schools and early childhood centres to adopt a whole-school approach to sustainability.

Euan Scrivener of Maheno Kindergarten comments on how and why the Maheno Kindergarten became an Enviroschool.

"Before being accepted as an Enviroschool, our tamariki had begun a journey of sustainability and looking after our patch of earth," said Euan.

"It was initiated when some of our tamariki wanted to design and make a garden for the bees.

"We put in as an applicant for Enviroschools and we were delighted to be the first ECE to become an Enviroschool centre."

Children at the Maheno Kindergarten have taken to the Enviroschool concept with great enthusiasm and application.

"The tamariki have created bottle cap art using recycled bottle tops, ephemeral art using natural resources, recycling each day, feeding our lunchtime scraps of food to three hens, made pallet vegetable gardens and made a bird feeder for our native birds," he said.

"Currently, we are in the process of making a whare pepeke (insect house) and a nectar feeder for the Tui and Komako (Bellbird), and not forgetting creating flower gardens for our bees.

"We are excited to be involved in Enviroschools and are looking forward to what we can do at Maheno Kindergarten to be Kaitiakitanga of our environment".



Ted creating recycled bottle cap art



Gus filling the bird feeder



Greer watering the sunflower seeds



Lincoln watering the recycled pallet box garden



Charlotte putting up her bird feeder that she had designed and created



Nikau heading with the food scraps to feed the kindergarten hens (heihei)



Sullivan, Jack and Sophia raking up the leaves to add to the compost pile

SPOTLIGHT ON SUCCESS

Oamaru Kindergarten - Early Intervention

This year the Association is trialling, in conjunction with the Ministry of Education, a new early intervention position to provide support for children and our teaching teams across the Association.

This means that all families and children have access to an early intervention teacher one day a week. Sarah will be working with families, children and teaching teams to support the learning outcomes for children.

This is an exciting new role as previously we have had to wait for support from Dunedin. As research shows, the earlier support is put in for children the better the learning outcomes in the future.



Education Review Office (ERO) Reviews

Recently, all five of our kindergartens have undergone a review by the Education Review Office.

This involves a team of four people working in and reviewing the Association and Kindergartens. They spent a total of eight days working with us.

The Association and all the kindergartens have received exceptionally positive reports which is a huge reflection of the hard work and dedication all the teams have made towards providing positive learning outcomes for all tamariki.

Copies of these reports are available on our website www.oamarukindergarten.co.nz as well as the Education Review Office website www.ero.govt.nz.



What's happening at Holmes Kindergarten?



Resilience, Encouragement and Agency



Calculating and counting/Tataihia kautehia



Kaitiaki role models



Inquiry.....collaboration.....

PROFILE - ROSALIE HYSLOP

Profile: President - Rosalie Hyslop

How long have you been a Board Member for the Oamaru Kindergarten Association (OKA)?

Since May 2014.

What attracted you to the job?

I had been part of committees with both Playcentre and Kindy so it seemed like a natural progression, little did I know at the time I was nominated how very different the roles were.

How are they different?

Being on a committee at Playcentre was very much about management, the day-to-day things that needed to be fund raised and paid for. The Kindy committee had a fundraising focus also. The OKA Board is very much a governance board with a real future-based focus, it is exciting, significant outcomes we deal with.

So who manages the OKA?

We are extremely lucky to have a fantastic general manager, Julie Craig, who has been with us for 10 years. Julie takes care of the day-to-day running of the five kindergartens allowing the Board to focus on the 'big picture' stuff like opening new kindergartens and working through strategic plans that give us new passion moving forward. We are consistently ensuring we are the best in our field, that being, growing happy children with a passion to learn.

What are you most proud of?

Absolutely number one is our 100% registered teacher's status. Current government guidelines mean 80% or less is acceptable to make this claim but, here at OKA, when we say 100% registered teachers teaching children, that is what you get. That is exceptionally rare and we are adamant of the positive effects that this must have on our Tamariki.

Tell us what you like best about being a Board Member?

I like being part of a professional team who turn up each month prepared for robust discussion with children at the focus of everything we do. As a board, we have been committed to honouring the Treaty of Waitangi and made biculturalism a real focus. I am so proud of the journey we have been on and the confidence this has given me personally. There is ongoing professional development that helps me in my role on the board but every time I find aspects that help me run my own business and in my study personally.

Who does the OKA serve?

Children first and foremost. We have more than 200 families from our community involved in kindy. We are one of the few areas where kindergarten is still thriving. We have healthy waiting lists and receive positive feedback from new entrance teachers. Being an ex-Edna McCulloch girl myself, it feels good to be ensuring kindergarten continues to thrive as I know the benefits it has for our children to attend an outstanding early childhood education facility.



PROFILE - ROSALIE HYSLOP

How many hours each month would you spend on board business?

Meetings are usually about two-to-three hours in length once a month and are held on a Wednesday at 5pm. Apart from that, there is the occasional PD days, Hui in Wellington and meeting prep can take an hour. On average, I would say five-to-10 hours per month.

Any advice for someone who may be considering joining the Board?

Come along and sit in on a meeting or two and see if it is for you! I remember being really terrified and had no idea what to expect at my first meeting post-election. I had no board experience and felt like a duck out-of-water for a few months. The scariest things in life are usually the most rewarding though and the board is no different, but we are a welcoming bunch and will help you transition in to board life as smoothly as possible. We would love to see some new faces, especially those with children actually at kindergarten as we are very thin in that area and we need your voice! Feel free to get in contact and ask me any questions you might have.



What's happening at Glen Warren Kindergarten?



McKenna leading us in waiata outdoors as she strums the guitar, music and singing is a large part of our culture at Glen Warren Te Ana a Raki.



Place based learning at Glen Warren reserve supports risk as the tamariki explore tree climbing – "is this a strong one".



Mel supporting our tamariki to prepare the morning kai.



Family, whānau, and friends gathered together to share in kai and waiata as we celebrated Matariki together.

OKA - WHO ARE WE?

The Oamaru Kindergarten Association (OKA) is the umbrella organisation for Casa Nova, Edna McCulloch, Glen Warren, Holmes and Maheno Kindergartens.

It is responsible for governance, management, support and administration of the Kindergartens in accordance with the Education (Early Childhood Centres) Regulations 2008 and Oamaru Kindergarten Incorporation's Constitution.

We are a not-for-profit kindergarten association committed to providing quality education and a caring approach.

When you choose Oamaru Kindergartens, you have the reassurance of knowing your kindergarten is committed to the highest quality standards. Our approach is to ensure that your child receives the education and care that is right for them and at a pace that works best for them, so they can make the most of every growth and learning opportunity.

Grounded in the kindergarten tradition, each Oamaru kindergarten is unique, reflecting families and communities. We remain firmly committed to the things that make the kindergarten philosophy so effective: qualified staff, strong educational leadership, a focus on preparation for school, allowing children to learn at their own pace, and encouraging family participation.

(The) Oamaru Kindergarten Association is governed by a Board who collectively work together with the five Kindergartens and their communities to deliver an educational service that they are proud of. The Board oversees the strategic direction and purpose of the association with teaching and learning as the core business, with the ultimate outcome for children.

The Oamaru Kindergarten Association has a constitution which defines how it operates and is the employing body of all the staff. The Board has a maximum of eight elected members including the elected teacher representative. The current President is Rosalie Hyslop (Rosalie's profile is on page 8). The Board meets once a month and minutes from these meetings are displayed at each kindergarten.

The Association employs a General Manager who is delegated responsibility for the day-to-day management of the Association. A Senior Teacher is contracted from another Association and the Senior Teacher's role is to support the resourcing and professional learning of the teaching staff.

Each kindergarten has a head teacher and teachers (this can vary from three to four) depending on group size and the license the kindergarten operates under, whose responsibility is to ensure that they deliver teaching and learning that reflect the principles and strands of the curriculum document – Te Whāriki.

Who are our members?

The Constitution also defines the Membership of the Association. These people play a very important role in the Association.

- Any parent or legal guardian of a child on the roll or waiting list of a kindergarten operated by the Association and who is not an employee of the Association, automatically becomes a member of the Association during that period
- Any other person over the age of 18 may become a member by making a written application to the Association
- All persons upon whom the Association has conferred life membership.

Who are not our members?

Employees of the Association are ineligible to become members of the Association.

What does this mean?

At all AGM's or Special General Meetings of the Association, every eligible voting member, provided that member is present at the meeting, will have one vote. Each family membership is entitled to one vote per child enrolled at an Association Kindergarten

MEMORABILIA WANTED

Our past - our future – Memorabilia wanted!

We are looking for any stories, photos or history about the kindergartens and the Association.

We want to understand our past to help shape our future. We are looking to record the history of the kindergartens and the Association. If you have anything you wish to share, please contact the office. Compiling this information honours the past and looks forward to our future. Material can be copied/scanned/photographed if you want to retain ownership. All material will be acknowledged to the source.

Many thanks – we look forward to hearing from you.



COMING UP IN THE NEXT ISSUE

Communication made easier – we are making the way you contact the kindergarten easier – a report in the next issue

Speech and Language pilot with the Ministry of Education. What will it offer?





OAMARU KINDERGARTEN ASSOCIATION
138 THAMES STREET
P O BOX 71
OAMARU 9444

PHONE: 03 434 2422
EMAIL: gm@oamarukindergarten.co.nz
WEB: www.oamarukindergarten.co.nz



CASA NOVA KINDERGARTEN
2 RAGLAN STREET
OAMARU

PHONE: (03) 437 0250 OR 0274 754266
E-MAIL: casan@oamarukindergarten.co.nz



EDNA MCCULLOCH KINDERGARTEN
12 ARUN STREET
OAMARU

PHONE: (03) 434 8343 OR 021 429400
E-MAIL: casan@oamarukindergarten.co.nz



GLEN WARREN KINDERGARTEN
38 TORRIDGE STREET
OAMARU

PHONE: (03) 434 9105 OR 021 1903290
E-MAIL: casan@oamarukindergarten.co.nz



MAHENO KINDERGARTEN
13 GIFFORD STREET
MAHENO

PHONE: (03) 426 0608 OR 021 192 9002
E-MAIL: casan@oamarukindergarten.co.nz



HOLMES KINDERGARTEN
34A STUART STREET
OAMARU

PHONE: (03) 434 6437 OR 021 429408
E-MAIL: casan@oamarukindergarten.co.nz