

Tēnā koutou katoa,

Term 4 begins the lead up to the end of the year! And details for our end of year celebration will be shared with you soon; we are planning on hosting you on Thursday December 9th from 13:30 until 14:45, where there will be Santa, facepainting and Christmas themed activities. New Zealand's situation with Covid-19 is unpredictable so we won't be able to confirm anything until closer to the time but please keep this date pencilled in 😊

Term 4 also brings our sunsmart procedures back in - this means that to play outside tamariki and Kaiako will be expected to be wearing sunhats. As, on occasion, we have had headlice present, it is best to provide your tamariki with their own named sunhat. We have individual pockets for hats set up outside that they can use when not wearing them (if you forget, we do have some spares). We also ask that you apply sunscreen on your tamariki before you arrive or before you leave from drop off;

we provide spf 50 sungard sunscreen which we will have available for you and we will support all tamariki to reapply this throughout the day. If you wish to use your own sunscreen, you will need to supply a named bottle please. Nga tamariki enjoy their messy and water play particularly on warmer days, so to support us we need you to provide a wet bag and a named change of clothing daily please.

➤ Please ensure children have named spare clothes as we often engage in sensory and messy play. As we support children to be responsible for their belongings it is easier if these items are named. We also have items found and unclaimed on our rack that is just outside the entrance. This is cleared at the beginning of each term and donated to charity so if you could please double check for your items – especially socks!!

➤ Our Session Times – These are 8.45am-2.45pm. We have many other administration jobs and meetings outside of these times, so it is important these are respected. If you leave your child early or pick them up late, we are breaking our licencing agreement with the Ministry of Education. If your child is sick or recovering from being sick it is important you keep them at home. This stops the spread of bugs throughout the kindergarten. Often children need more than a day to rest and recover, remember kindergarten is a busy place and very tiring when you are still not feeling the best. As per the level 2 agreement you have signed, you have agreed that you and your tamariki with you do not have any of the symptoms associated with this virus.

****These symptoms include: Runny nose, Fever, Cough, Sore throat, Respiratory illness or Difficulty breathing****

If you feel like your tamariki are experiencing persistent symptoms particularly a cough or runny nose please see your GP and if they are given the all clear come and korero with us.

- Let us know if your child is going to be away, we have children seeking spaces and extra days. Our contact numbers are: 4349105, 021 190 3290 a text message is all we would need – thanks
- Georgia is our Speech and Language Therapist from the Ministry of Education; she will be visiting at least once a term to support Kaiako and individual children and whānau. If you have any wonderings about your child's language or communication development and would like Georgia to engage with you or your child, please korero with Kaiako.





Our amazing fundraising team have been working very hard behind the scenes, currently we have some new carpentry tables being constructed and some new tools to go along with them – very exciting, we are also looking toward having some shade sails erected and some new monkey bars to keep our tamariki challenged!

Our calendar orders are off and will be back in the next couple of weeks.

Here is the next exciting fundraising opportunity for this month: Need to update those family photos but never got around to it? Stuck for Christmas ideas for loved family members? Want to help out a community kindergarten? Hope you answered yes to the above because we have the perfect solution for you! The Glen Warren Kindergarten Fundraising Committee are proud to partner with Sari from Sari Renee Photography to

bring you the opportunity to update those family photos. **10 Minutes \$50 4 Digital Photos** Oamaru Gardens, Wednesday 27th October, 4pm – 6pm, Thursday 28th October, 3.30pm – 6.30pm **Please contact Shannon on 027 931 7929 to book your mini session. Only a couple spots available so don't delay!!**

As we are unable to host our Halloween disco this year, we will have a dressup day for those attending Kindergarten on Friday 29th October; for those children that want to, feel free to come dressed up. We will also have an upcoming raffle which we will have more details for soon.

Thank you to all who took the time to contribute toward our updating of curriculum priorities. Curriculum priorities or local curriculum; what is currently important for us, our whānau and our tamariki have been updated to the following:

Mahi tahi/Working together

Tamariki experience a place where they feel valued and have responsive and reciprocal relationships with all.

We should see, feel, and hear collaboration, sharing of ideas & resources, recognising & appreciating their own ability to learn, feeling heard, active listening, a sense of calm, korero, Māori ways of being and doing.

Manaakitanga/Faka'apa'apa/Respect

Tamariki grow as confident & competent learners, experience a place where they show respect for Kaupapa, rules and rights of others.

We should see, feel, and hear respectful relationships, participation, inclusivity, kindness, warmth, affection,

Tuakana Teina

Everyone comes with knowledge and is empowered to share it.

We should see, feel, and hear sharing of ideas, active listening & tamariki supporting each other

Māia/Fekumi/Confidence and Exploration

Tamariki grow as confident & competent learners

We should see, feel, and hear tamariki trying out new ideas, engaged, supported & happy.

Mana /Kau le lau'/Belonging/Identity

Tamariki experience a place which is safe, stable, and responsive, environments support the development of self-worth, identity, confidence, enjoyment, together with emotional regulation & self-control

We should see, feel, and hear cultures represented in our place, tamariki and whānau know they have a place, connections between people, places, and things, empowerment, children managing feelings & needs, sense of responsibility, wellbeing of others, respect for tikanga.

Mākohā/Loto-'ofa/Compassionate/Considerate/Kind-hearted

Tamariki experience a place where they show and are shown compassion, consideration & kindness

We should see, feel, and hear a calm space, effective and meaningful engagement, time, and space to lead learning, inclusiveness, empathy, respecting resources, taking care of, and caring for this place, sense of connection, peaceful routines and rituals including transitions, competent social skills.

As we teach and write learning assessments/learning stories for your tamariki this should be visible; Kaiako are always available to discuss these or individual aspirations you have for your tamariki.



Each year every Kaiako engages in what we call a professional growth cycle, which sees us inquire into our practice, researching and sharing our learning with others; Karen B would like to share some thoughts from her journey this so far this year.

Quiet, Shy, Introverted, Anxious . . . or are these just labels?

Every child is born with their own way of approaching the world, which we call “temperament.” A child’s approach to new situations and unfamiliar people is one very important temperament characteristic. . . Some children are naturally more comfortable in new situations and jump right in, whereas others are more cautious and need time and support from caring adults to feel safe in unfamiliar situations.

Shyness is an attachment instinct –that is meant to preserve the connection between an adult and a child.

When a young child is shy with other children, parents may worry that their child isn’t making friends or fitting in socially. But young children don’t really need attachments with peers in order to grow; they need to firstly develop deep connections with adults. This allows them to feel safe - they need to feel comfortable within themselves and their environment before they can be a good friend to others.

Which is why in a different setting such as beginning kindergarten, children firstly seek out an adult to fill that need. They have to build that ‘secondary attachment’ before they can move onto more social things such as making friends. This can be seen as they choose that adult, their favourite teacher, their first port-of-call, their comfort person that supports them to settle into this new busy place.

Remember—temperament is not destiny. We can support, we can coach, and we can encourage them to learn the skills they need to adjust to new situations and to new people successfully.

We can empower them to grow skills by taking small steps that they are comfortable with, and we need to give them the time that they require to adjust to new things.

The biggest mistake we make is trying to talk to a shy child, when in fact, we need to wait until they are ready to do the talking.

The focus for shy/quiet children should be on knowing their own dreams, desires, needs, and preferences before they are made to focus on other people.

They need to practice social skills and learn to navigate our loud world more easily. Far too often the shy child is glossed over with the more talkative children grabbing adult attention.

We as adults need to have patience to draw out the shy child and listen to them as they report back on the world they see.

Taking the time to notice and attend to the quiet children who also have rich internal worlds helps forward their individuality as separate beings.

Honour their character, emphasize their strengths; the solution is to help them grow rather than belittle their shyness. Rather than “oh she is just shy” say something like, “She’s feeling quiet right now.” This acknowledges how your child feels, and that he/she may not always feel that way. In fact, they might be back to their talkative self once they are home in the safe environment that they know.

By creating an environment of acceptance within your own family, you’ll give your child the freedom to hold on to who they truly are.

It isn’t the shy persons shortcoming that needs to be overcome; it’s simply a type of personality that lends itself to different pursuits.

The problem is not with people who fall into that category, but with the world we live in that seems to reward and most value the loudest voices in the room.

The most important lesson I’ve learned as a shy/quiet person, as a parent and as kaiako (and one I remind myself over and over) - follow a child’s lead is usually the smoothest and happiest way toward growth and development. For me it means learning to stay quiet for a moment, honour their personality/temperament, build on what interests them and let them NOT do the talking.

