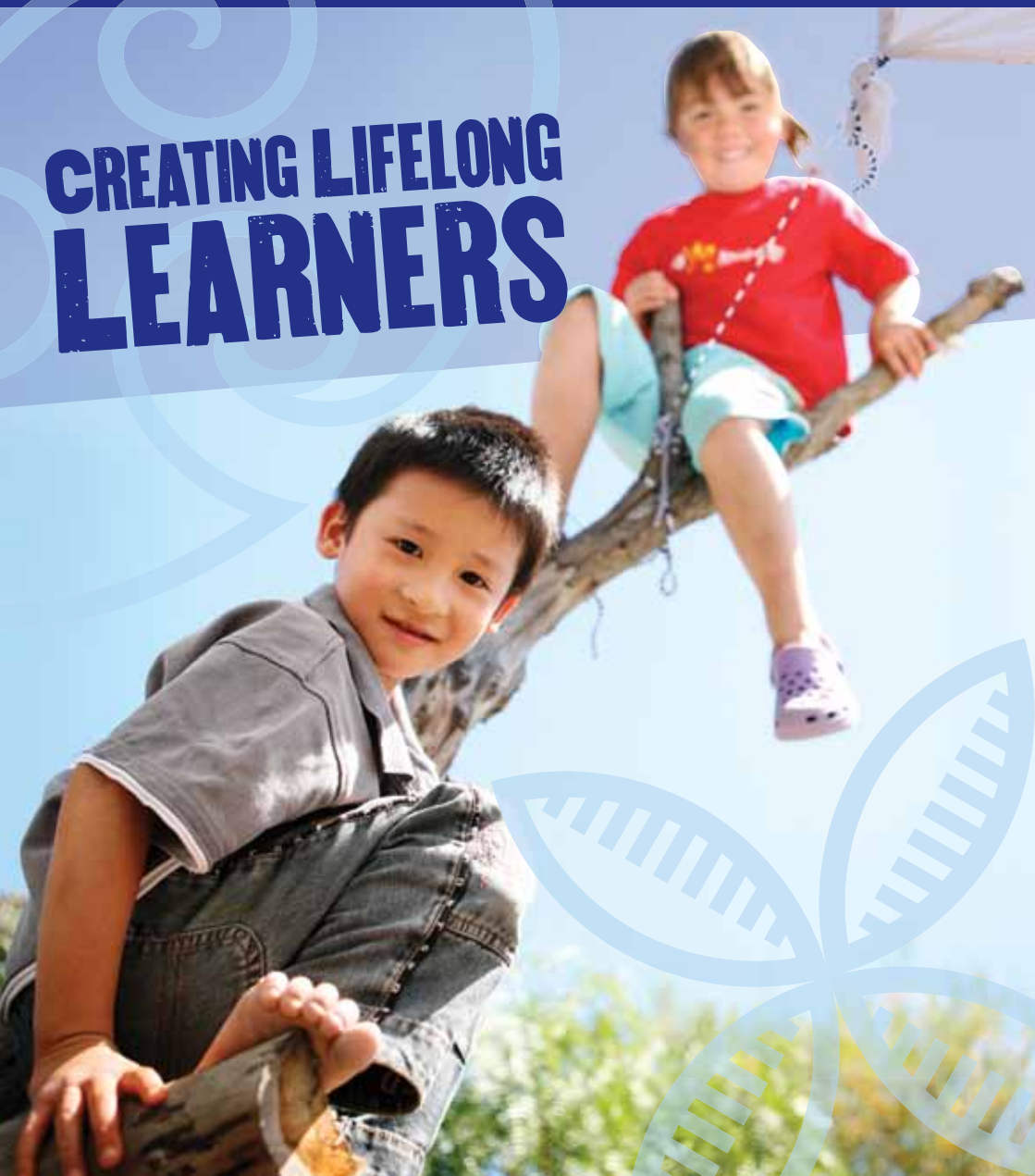


A CONFIDENT START

wellington
Kindergartens

Ngā Māra Tamariki o te Ūpoko o te Ika

**CREATING LIFELONG
LEARNERS**





Wellington Kindergartens

CREATING LIFELONG LEARNERS



- » *100% qualified teachers and a quality learning programme*
- » *'20 Hours Free' education and care for children over AND under 3 years*
- » *Meeting the changing needs of families*
- » *Supporting transition to school*

Wellington Kindergartens

Wellington Kindergartens is governed by an elected board of parents, whānau and staff representatives, and is responsible for over 60 kindergartens in the Wellington region from Levin through to Seatoun, Petone and Eastbourne. Being a Not for Profit organisation, we are able to focus solely on creating the best environment, programme and opportunities for our children.

Our main priorities are:

Quality – To provide and maintain high quality early childhood education (ECE) we employ ECE degree and diploma qualified teachers in our kindergartens.

Affordability – To ensure all children have access to quality ECE we extend '20 Hours Free' to children over and under 3 years.

Accessibility – To ensure families have access to community based ECE, we strive to provide kindergarten services in most communities across the Wellington region.

**TE MANU E KAI TE MIRO NŌNA
TE NGAHERE. TE TAMAITI E KAI
TE MĀTAURANGA NŌNA TE AO**

*The bird who feeds on the miro has the forest.
The child who feeds on education has the world.*

Kindergartens – meeting community need

The traditional kindergarten model continues to evolve. We want to retain our close links with communities by meeting the changing needs of families. **Wellington Kindergartens** offers a diverse range of models, with varying ages (0 to 6 years), hours (part and full day options) and cultural focuses (we have two Pasifika kindergartens in Porirua).

More and more of our kindergartens are developing community support initiatives to create additional and unique opportunities for children and their families. Some have playgroups attached which are teacher and parent led. Others have been developed as an extension of the local school to create a holistic education experience for children. Many of our newer or renovated kindergartens have whānau or community spaces available for local groups to meet. We want to add to or help create a sense of community.



Opening of Toru Fetū Pasifika Kindergarten in Cannons Creek 2010

The kindergarten programme

CREATING LIFELONG LEARNERS



The kindergarten programme

Creating lifelong learners

Our teaching programme is based on the New Zealand Early Childhood Education Curriculum – *Te Whāriki*. The strands and principles of *Te Whāriki* seek to encourage children to be active or motivated learners and lay the foundation for successful future learning. At kindergarten, children learn how to learn, not what to learn.

Using *Te Whāriki* as the backbone of our programme, we encourage children to develop the dispositions which will support their future learning as they move through the primary, secondary and tertiary education system. For example:

Te Whāriki strands:	Teachers' role:	Dispositions developing:	Alignment with The New Zealand Curriculum (Years 1-13) 'competencies':
Mana Atua – Wellbeing	Support child to 'self-care' to be able to manage eating, drinking, sleeping, dressing, toileting	<ul style="list-style-type: none"> › Take responsibility › Confidence › Consider and question › Self-awareness 	'Managing self'
Mana Whenua – Belonging	To create an environment at kindergarten which supports the whānau or community children come from	<ul style="list-style-type: none"> › Explore › Involve themselves › Discover › Take risks 	'Participating and contributing'
Mana Tangata – Contribution	To encourage or facilitate children to learn with and along-side others	<ul style="list-style-type: none"> › Conflict resolution › Respect › Consider others 	'Relating to others'
Mana Reo – Communication	To encourage children to develop verbal and non-verbal communication skills (through use of images, art, dance, drama, maths, movement, rhythm and music)	<ul style="list-style-type: none"> › Express themselves › Interact positively with others 	'Using language, symbols and texts'
Mana Aotūroa – Exploration	Encourage and provide challenges to extend children's learning	<ul style="list-style-type: none"> › Choose › Plan › Resolve › Try › Question 	'Thinking' – have an inquiring mind and a desire to know and understand

Teachers

CREATING LIFELONG LEARNERS



Teachers

Creating lifelong learners

Brain development and the capacity for learning is at its greatest during early childhood, so it's very important for children to have lots of opportunities to learn through:

- * exposure to language
- * engaging and forming relationships with other children
- * having interactions and trust in adults, aside from their parents
- * engaging in interesting and challenging activities.

Although these opportunities provide knowledge and skills-based learning, it is the learning that evolves out of the social context where play is happening which is most valuable. These socio-cultural skills will support children's learning as they progress through the education system and life in general.

For example – During sandplay, children are developing:

knowledge and skills around...	and key social skills such as...
Scientific/mathematical ideas and refining their fine motor skills	› Conflict resolution
	› Problem solving
	› Co-operation
	› Being creative and imaginative
	› Extending their use of language

Qualified teachers will plan a programme or provide opportunities around the interests of each child. They are able to identify, steer and motivate learning in these 'play' situations to help children develop knowledge and social skills. Most importantly, each child is nurtured in a way which acknowledges their cultural and ethnic identities. The combination of these factors leads to a strong and trusting relationship between each child and their teachers. Happy, secure children will make the most of their kindergarten play. These children will have the most rewarding learning experiences.

Parents and whānau

CREATING LIFELONG LEARNERS



Parents and whānau

Creating lifelong learners

“Children’s learning and development are fostered... if there is a strong connection and consistency among all aspects of the child’s world.” (*Te Whāriki* Early Childhood Curriculum, p. 42). Kindergartens have a proud history of fostering strong relationships with families. Teachers work closely with whānau to ensure their child’s learning is supported by a sense of connectedness between their home and kindergarten environment. In this way each child will quickly and confidently adjust to kindergarten life. We also want to create a sense of trust and confidence for parents that their child is valued and nurtured while at kindergarten.

**KINDERGARTENS HAVE
A PROUD HISTORY OF
FOSTERING STRONG RELATION-
SHIPS WITH FAMILIES.**



The kindergarten environment

CREATING LIFELONG LEARNERS



The kindergarten environment

Creating lifelong learners

The kindergarten movement was founded on the work of 19th century German educationalist Friedrich Froebel. Froebel believed young children learned best through play and exploration – kindergarten literally means child’s garden! Staying true to these founding characteristics and more recently to *Te Whāriki*, kindergartens focus on providing a challenging and engaging environment to encourage children to explore, investigate and extend their learning.

Each kindergarten also has its own unique culture, traditions and aspects to their teaching programme based on the wider community it represents. This is reinforced by the physical environment and plays a key role in providing continuity with a child’s life outside kindergarten. If children feel safe and secure they will be more inclined to explore with confidence and courage, leading to the best opportunities for growth and learning.



**KINDERGARTEN
LITERALLY MEANS
CHILD’S GARDEN!**

Explorative play

**CREATING LIFELONG
LEARNERS**



Explorative play

Creating lifelong learners

Structured activities, heavily directed by adults, are not the most effective way for kindergarten age children to develop the foundation skills or dispositions for future learning. Activities in ECE should invite rather than compel participation. This approach helps children to start taking responsibility for their learning and establish for themselves where their individual interests and skills are. Most importantly it makes learning fun and enjoyable because they have chosen the activity for exploration.



**ACTIVITIES SHOULD
INVITE RATHER
THAN COMPEL
PARTICIPATION.**

Continuity between kindergarten and school

The self-care skills developed at kindergarten help children transition confidently in to the school environment – skills such as eating with minimal supervision, acknowledging their need for rest, drinks, food and regular toileting. Children are also getting used to routines such as morning tea, lunch and teacher led activities.

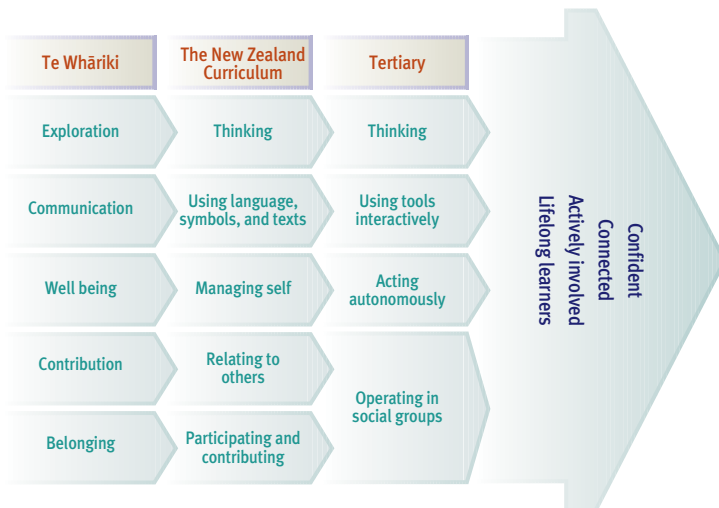
The kindergarten environment encourages children to develop strong relationships with adults from outside their home and the confidence to ask them for help or advice. From a peer perspective, it also encourages children to develop the socialisation skills to play and communicate happily as part of a group.

Transition to school

We want to help our older children move confidently and happily on to school.

- * Through the implementation of *Te Whāriki*, the kindergarten programme actively supports *The New Zealand Curriculum* (Years 1–3) competencies for new entrant children.

THE KEY COMPETENCIES: CROSS-SECTOR ALIGNMENT



- * Many of our kindergartens are in contact with their local schools to ensure a smooth transition for each child. Some kindergarten teachers take children on school visits (depending on proximity to the school) and we encourage new entrant teachers to visit kindergartens to introduce themselves in the non-threatening kindergarten environment.
- * We encourage parents and new entrant teachers to use kindergarten portfolios to assist transition to school. The portfolio illustrates a child's learning progression while at kindergarten, including 'learning' stories prepared by kindergarten teachers, parents and whānau.

(Note – it is parents' responsibility to enrol their child at the school of their choice. Not all schools will have a transition programme with your local kindergarten and many will have separate school visit schedules for parents and children to attend.)

'20 Hours Free'

Wellington Kindergartens offers up to 20 hours of free ECE to all children, regardless of age (the Government's '20 Hours Free' subsidy applies only to 3 and 4 year olds). Many of our kindergartens have children who are under 3 years old so we want to ensure quality ECE is affordable for all of our families. We are also creating a choice for families who want a kindergarten programme for children under 3.

A fee applies where the hours a child is attending kindergarten are greater than the '20 Hours Free' allocation or when families of 3 and 4 year olds use their 'free' hours at other ECE services. (Please see our website for more detailed fee information).

Some families paying fees at our kindergartens may be eligible for a WINZ subsidy. There are several options for different circumstances. For further information, visit www.workandincome.govt.nz

Register your child

We encourage you to visit your local kindergarten and register your child. Generally children are invited to attend kindergarten on age priority (versus what date they were registered), to try to ensure they get the opportunity to attend and benefit from quality ECE prior to school. Please ask the kindergarten for its entry policy. Some will vary depending on family need.

Wellington Kindergartens is committed to ensuring equal access to learning. We welcome and support all children, inclusive of varying abilities, disabilities, needs or requirements.

You can register your child at your local kindergarten or via our website registration form which is directed straight to the kindergarten you nominate. You are welcome to register at more than one kindergarten.

Our website address is www.wn-kindergarten.org.nz





All of the photos used in this publication are our children at play on a typical day at kindergarten.
(Thanks kids for showing everyone what kindergarten is all about!)

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