

WHĀNAU MANAAKI

2018/19 Annual Report



Living our values

This year's Annual Report takes our strategic goals and shows how they relate to our values and how both are borne out in practice in our kindergartens and other services.

He Whānau Manaaki o Tararua doesn't just want to pay lip service to these ideas but sees it as intrinsic to day-to-day operation, informing everything that is done and attracting people who share these priorities and want to make a real difference in the lives of tamariki.

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NGĀ UARA – OUR VALUES

Nuturing the mana of the child

Quality

Partnership

Integrity

WHAKAKITENGA - OUR VISION



To be a respected leader in early childhood education and a strong advocate for children and whānau.



Nurturing the mana of the child

The aspiration statement in Te Whāriki, the national early childhood education curriculum, states:

(for all children) ... to grow up as competent and confident learners and communicators, healthy in mind, body, and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society. (Ministry of Education, 2017)

This statement is underpinned by the concept of Mana – that the child is empowered in many ways and which are represented in five domains of mana:

Mana Atua/Well-being

Mana Whenua/Belonging

Mana Tangata/Contribution

Mana Reo/Communication

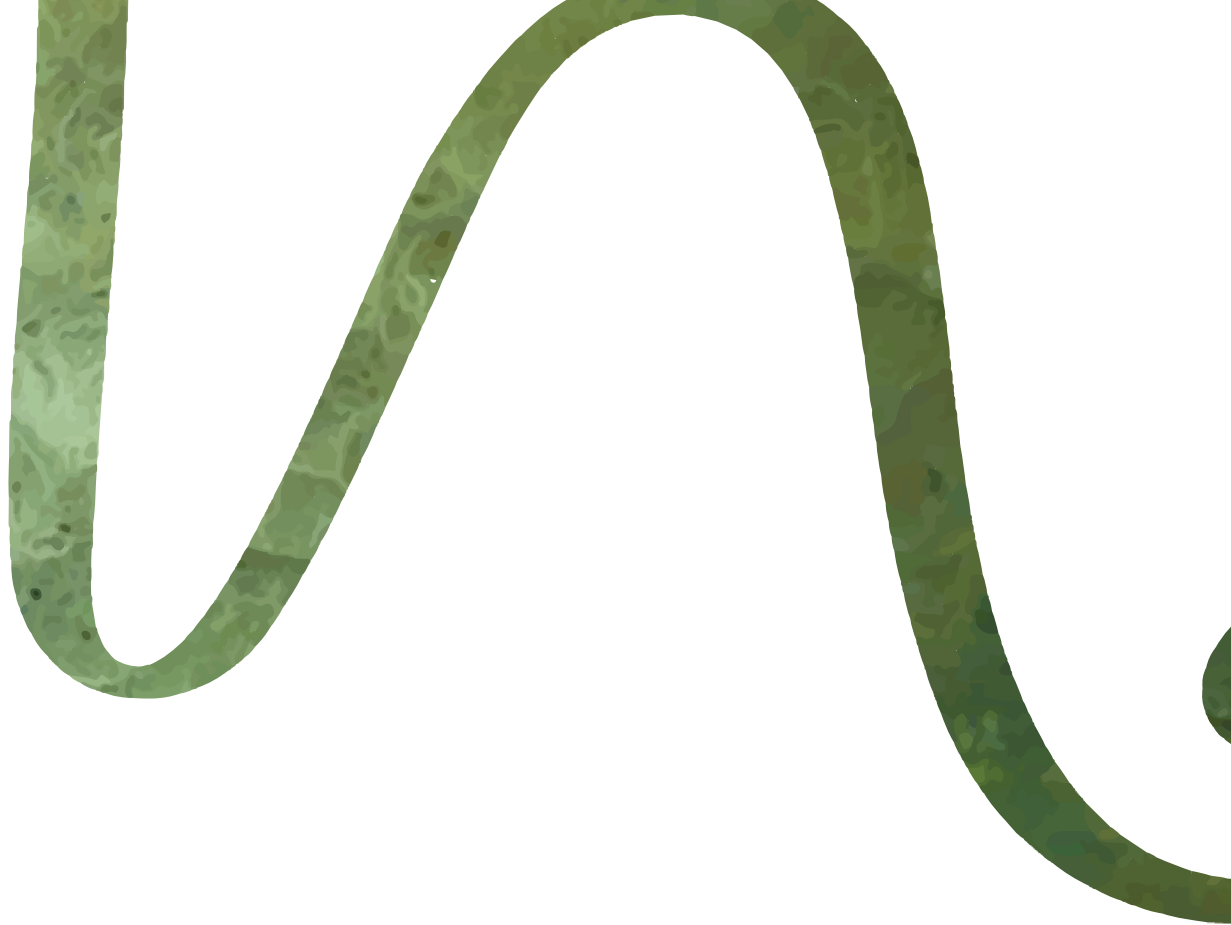
Mana Aoturoa/Exploration.

Therefore, the mana of the child underpins the values that He Whānau Manaaki uses to guide our decisions and to govern how we work with others.

Kounga - Quality

International research and the depth and breadth of our own teaching and learning experiences over the last 100 years have confirmed that 'quality' in early childhood education makes a critical difference to the long-term outcomes for children.

There is nothing more important than us continuing to demonstrate the truth of this and exemplify how it is best delivered.



Mahi Tahī - Partnership

We are not alone in desiring and contributing to what is best for children. It is important that we act inclusively with others who are motivated like us to achieve the best outcomes.

We will seek to develop strong partnerships with parents and whānau, schools, other government agencies, community groups and all who are positively concerned with nurturing the mana of the child.

Pono - Integrity

Our effectiveness in nurturing the mana of children, in convincing others of the critical importance of quality, and in building strong partnerships ultimately depends on our credibility.

We must maintain integrity in all we do and say, so that our voice is listened to when we advocate for what is best for the developing child.



Introduction from the Chair:

Tēnā koutou,

During my tenure on the board I have seen considerable change and growth within our organisation and within the early childhood education sector. The persistent pressure of funding cuts has been ever present but our determination to do better and our commitment to children, whānau and community has seen us succeed and our organisation grow.

This year has seen us grow in many dimensions, but the most obvious has been our size. We have welcomed to our family Shannon Kindergarten and the kindergartens that were previously part of the Whanganui Kindergarten Association. At times our growth has stretched us, but it has also afforded us opportunities to expand our mahi and assert our position as a respected leader in the sector.

I am very proud of what has been achieved over the last year. When I hear other organisations and our partners praise He Whānau Manaaki's endeavours I know that it is the culmination of many individual efforts. I have seen the deliberate practice and skill of our teachers. I recognise the integrity and the partnership required to recognise a child's context and unify that child's needs, their whānau's aspirations and the community's hopes all within a kindergarten setting. I have also seen the tireless efforts of those people that make up the support structures around our kindergartens. Without those efforts the depth, breadth and agility of He Whānau Manaaki would be a fraction of what we have come to expect.

As much as we would sometimes like to, we cannot insulate ourselves from the outside world. We need to understand what is happening in our sector as well as the wider education landscape. We need to be cognisant of the pressures our communities experience and find ways to support whānau so everyone can benefit from the experiences good education can afford us. And we need to respond with integrity and passion to the emerging social trends in New Zealand. We have achieved a lot but there is still much to do and I am certain we are well positioned to meet those challenges.



I'd like to thank Chief Executive Amanda Coulston, Deputy Chief Executive Jane Braun and the senior management team for their commitment to excellence, their skill and their dedication to realising our collective aspirations. The Board also deserves praise for another year of dedicated service and their determined effort to ensure that our strategic goals remain front and centre in the face of persistent challenges and the forces of change.

Finally, I'd like to thank all those people who comprise the rich, vibrant and unique communities that reside in and around our kindergartens – your dedication and participation are critical features of Whānau Manaaki's successes and kindergarten's strength.

Nāku iti noa, nā

A handwritten signature in black ink, appearing to read 'Amy Weightman'.

Amy Weightman
Board Chair

From the Chief Executive:

Our success is the result of the vision and support of our governing board, the expertise and dedication of our staff, and the trust and belief of the thousands of children, parents and whānau in the high quality early childhood education provided by our wonderful services.

He Whānau Manaaki o Tararua
Chief Executive
Amanda Coulston



The past year has seen He Whānau Manaaki o Tararua Free Kindergarten Association proudly continue to uphold its core values:

- Nurturing the mana of the child
- Kounga - Quality
- Mahi Tahī - Partnership
- Pono - Integrity

Through the comprehensive professional support provided to all staff of the organisation, to the introduction of full day Staff Induction programmes every term where all new staff are invited to the Porirua Office to learn about the essence of the organisation, to our continued support of children, whānau and communities through our wonderful services and our social support services, we have lived and breathed our values.

An exciting venture in 2019 has been the decision of the Whanganui Kindergarten Association to join He Whānau Manaaki effective from 1st July - the beginning of the new financial year. This report therefore reflects the work of the 2018/19 year and captures the decision to merge however all data contained in the report does not reflect our now merged organisation.

This merger is the result of professional support provided by our Senior Teacher team, Kaitiaki o Kaupapa Māori, and senior managers to the staff of the Whanganui Kindergarten Association (WKA) that then developed into WKA's decision to join He Whānau Manaaki – we are stronger together. And so our collective wisdom and expertise will now enhance the learning and support for some 6000 children and whānau on any given day.

Our new pepeha:

Ko wai mātou Who are we?

Mai te awa o Whanganui, Ohakune me Waiouru Pekepeke atu ki Taihape e Kei te tipu te māra	From the Whanganui River, Ohakune and Waiouru Jump away to Taihape Our Garden is growing
Mai Horowhenua ki Kāpiti piki atu ki Te Upoko o te Ika e Mai Rimutaka heke iho ki te Wairarapa	From Horowhenua to Kapiti Climb up the head of the fish (Wellington) From Rimutaka, descend down to Wairarapa
He Whānau Manaaki o Tararua e.	To the caring family of Tararua.

**Children are not a distraction from more important work.
They are the most important work.**

C.S. Lewis

Encouraging access to kindergarten



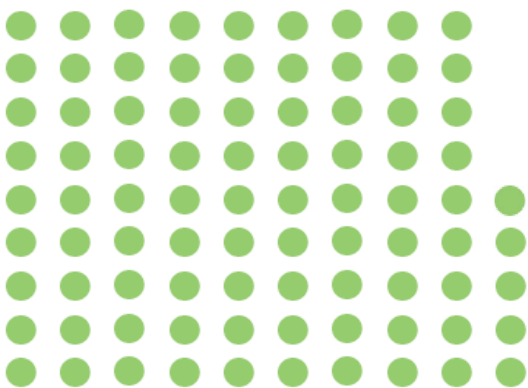
Early childhood education has been shown to be hugely influential in preparing tamariki for a lifetime of learning, helping embed some of those essential skills they'll need as they progress through the years ahead.

At Whānau Manaaki we take our responsibility seriously in fostering these young minds, of making them (and their whānau) feel welcome, respecting them, and of helping to prepare them for the future.



Living the value of

Nuturing the mana of the child



In 2018/19, Whānau Manaaki had 86 kindergartens and one home-based service (Etu Ao) covering area up to Levin and across to Masterton, excluding central Lower Hutt & Wainuiomata.

FREE ECE

We continue to offer 20 hours free to ALL children aged (0-6 years)

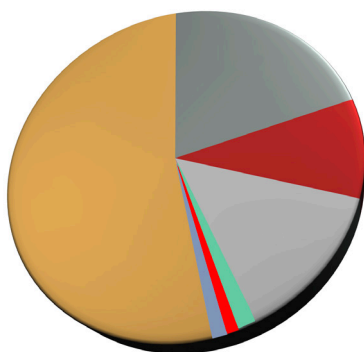
Thousands of interactions with tar



4771

children attend kindergarten at any one time

The tamariki who access He Whānau Manaaki o Taranua's services come from every type of community, from inner city to rural environments, from established neighbourhoods to new migrant populations, across all demographic sectors.



- NZ European/Pākehā
- Māori
- Asian
- Pasifika
- Middle Eastern
- African
- Latin American

Approximate current breakdowns.

Children from a range of ethnic and cultural backgrounds attend a Whānau Manaaki service, as shown here.

The Association respects this rich heritage and welcomes all families into our kindergartens.

mariki and their whānau each day.



Encouraging participation in early childhood education is one of He Whānau Manaaki o Tararua's key objectives. New children are continually being enrolled in our services from a range of backgrounds.



Waitohi head teacher, Annie Masterton

Building a place of learning and love

Over the years, where and how kindergartens operate and the age groups they serve have changed to meet the needs of tamariki, whānau and communities. Making it possible for as many families as possible to enjoy the benefits of a kindergarten education is key.

Today, Whānau Manaaki kindergartens can be found in settings as diverse as a museum, the bush and a school for teen parents. Many kindergartens operate full days and take tamariki from birth.

We also bring the kindergarten philosophy and its focus on educational excellence into the home. Our Etu Ao Pasifika home based service enables more children to have the benefits of quality, early childhood education, from a younger age.

Getting close to the heart of communities is one of our key strategic intents, so when the

Wellington City Council asked if we would like to be part of a brand new, purpose built community centre planned for Johnsonville, it was a natural fit.

Today, Johnsonville is an ever-changing community, created from a diverse and vibrant cross-section of people.

Whānau Manaaki and the teaching team have been working alongside the Council for the past few years to create the blueprint for a new kind of kindergarten, embedded within community services.

“There are so many benefits, not the least of which is whanaungatanga (community).”

The kindergarten has always been a really strong part of the community. This will add a new dimension. Being onsite with the library, the community centre and the swimming pool will give us opportunities we haven’t had in the past. We’ll walk out the door and we’ll be in the library, and in



a sense, that becomes an extension of the kindergarten,” says Waitohi’s head teacher, Annie Masterton.

“We see it as an extension to the kindergarten. It’s going to be amazing space with amazing resources that will bring real benefits to our programme and advantages to our children.”

While the new physical space offers exciting opportunities, it’s what is at its heart that matters.

“I see it as a place of learning and of love. We’ve told our children it’s an extension of their home, and it’s their place, and we want them to feel comfortable. If you feel love and trust, you feel safe in your learning.”

The Waitohi tamariki, whānau and teaching team moved into their new space in early August 2019.

“I see it as a place of learning and of love. We’ve told our children it’s an extension of their home, and it’s their place, and we want them to feel comfortable. If you feel love and trust, you feel safe in your learning.”

Matariki Kindergarten
head teacher Tiffini Campbell



New location opens doors for more children.

For Matariki kindergarten in Upper Hutt, a move to new, purpose built premises offers the opportunity to put down permanent roots and enable more children to get into kindergarten.

Matariki was established in 2011 on the premises of a former childcare centre.

Matariki is Upper Hutt's only all day kindergarten, and it is so popular that waitlists are long and children are missing out.

The move will mean new indoor and outdoor early learning environments. Whānau Manaaki's philosophy is that it doesn't separate children into specific age groups for learning. This whānau based approach creates an atmosphere that's more like home where older and younger children learn from their interactions with one another.

"We've commissioned a local artist to create some beautiful carvings based around our move and our journey, and we have some beautiful Koru stored away that will move to the new outdoor setting" says head teacher Tiffini Campbell.

Matariki's fresh start also offers the opportunity for the kindergarten to get closer to its now expanded

local community, starting with a blessing of the new site.

"Now that the building is about to get started, we will definitely be planning some community meetings. There's lots of excitement."

The new location - half a kilometre from the existing one - will also offer fresh opportunities.

"Where we are moving to is close to an industrial area, so that will create some cool learning opportunities for the children. The new location is also more visible and easier to get to - right now we are down a long driveway and it's not easy to see that the kindergarten is there or to find it, even if you're looking."

Matariki Kindergarten will open the doors of its new kindergarten in May 2020.



Matariki
KINDERGARTEN



Kindergarten goes bush.

When Frederick Froebel, the founder of kindergarten, formulated his new philosophy in 1837, he named it after the German phrase ‘children’s garden’. More than 180 years later, kindergartens around the world continue to look for ways to strengthen children’s ties to nature and grow their respect for the natural environment.

Using the Māori concept of kaitiaki, which encourages guardianship of the sky, sea and land as a foundation, we learn about the natural world.

Many kindergartens run bush or beach programmes allowing the children to explore the world around them. Plimmerton Kindergarten is one of these with their Bush Sprouts programme.

It takes kindergarten to the bush, enables children to learn about much more than nature through play, exploring and challenging themselves.

Plimmerton teacher Leona Smith, says cognitive and social skills and children’s development all benefit from the less structured approach.

“Once they are out there, they really are free to just do what works for them. They’ve got different things that interest them, and that’s actually their learning, They have different personalities, but they’re having to work out how to make that work,” Ms Smith says.

The discovery of freshwater crayfish (kōura) a dead blackbird, cicada shells and a caged fungus have all provided great learning opportunities for Plimmerton children, who have enjoyed activities like rope climbing, using magnifying glasses, climbing up steep valleys to a hut and walking over a wobbly bridge made of fallen branches.





Shannon joins our whānau...

Every kindergarten that joins Whānau Manaaki adds to the richness and diversity of our Association, so we were delighted when Shannon Kindergarten became part of our whānau. It's a new community for us, but the kindergarten has been long established there, with a great relationship with local tangata whenua. We're delighted to have them join us, with the skills and experience they'll contribute.

The preschool had been operated as a community-run service for children over two in Horowhenua, on the grounds of the Shannon School, the local primary school.

The community was supportive of the idea of transitioning to a kindergarten. The team are excited about joining Whānau Manaaki and what the future will bring.



Additional learning support.



Whānau Manaaki values inclusion and access to quality early childhood education for all tamariki. We want every one of our 6000 children to have the best possible start, so removing any barriers is a key priority.

Sometimes parents, whānau or teachers may notice that a child may need some additional support. The Ministry of Education Learning Support Service provides extra support through specialists such as audiologists and kaitakawenga (Māori cultural advisors), speech therapists and psychologists. In addition to this Whānau Manaaki has also developed some additional help.

“Teachers who are facing a tricky situation with a child can call on the support of specially trained colleagues. This means they can continue to work in their own kindergarten and real life situations can be observed and helped first-hand. And, importantly, the help comes at the right time”, says Soreen Scahill, head teacher at Cottle Kindergarten in Upper Hutt and Co-ordinator of Whānau Manaaki’s Learning Support Programme.

The overall goal of Whānau Manaaki is to build the capability of all teachers, and this year eleven teachers are getting additional specialist training in early intervention for young children.

“We’ve put in place specific professional development every term,” say Soreen. “It’s meant a lot to teachers, they’re very grateful for the extra support and guidance that this provides.”

Soreen says the programme is part of Whānau Manaaki’s ongoing commitment to excellence in early childhood education.

“We’re aiming for the best quality early childhood education for our tamariki and this means making sure they’re participating and experiencing quality learning.”



Soreen Scahill
head teacher
Cottle Kindergarten

Building relationships with our communities



Kindergartens have been at the heart of New Zealand communities for over 100 years. Traditionally, they have been the places that children have their first formal educational experiences, and connect with new friends; families meet others in the area and form bonds that can last for years.

Whānau Manaaki supports the 86 kindergartens that make up its network, including quality assurance, innovative programmes, administrative and management support and professional development.

However, it is the local nature of kindergarten that makes the experience special for children and families.

“One of the most distinctive things about kindergartens is that they are nestled in their local communities. It is essential that families see themselves represented through our services,” says Jane Braun, Whānau Manaaki’s Deputy Chief Executive. “Children do not see kindergarten as separate from their whānau, but something that is part of their family.”



Living the value of

Partnership



Etu Ao began as a Pasifika service but has since extended to engaging refugee families and migrant communities. It currently has 125 children enrolled.

125 children enrolled

42 TONI educators

5 playgroups
for Etu Ao homebased children

Senior Manager Lealamanu'a Aiga Caroline Mareko

Nu'ufou Poai
TONI educator



Benefits for educators and tamariki.

Whānau Manaaki's Etu Ao service has been providing home based learning since 2012.

Etu Ao is a Pasifika homebased learning service that enables children to receive early childhood education immersed in their own culture. Many will also attend Toru Fetū and Nuanua – Whānau Manaaki's Pasifika kindergartens.

Caroline Mareko, Senior Manager of Communities and Participation says that “our aim is to ensure that all children under the age of 5 have a chance to participate in early childhood education. We have staff who speak Samoan, Cook Island Māori, Māori, Tokelauan and Niuean so parents and caregivers can communicate with us in their own language to find the best way to provide the start every child deserves”.

There are 42 educators in Porirua East caring for children in their own homes. They follow Te Whāriki, the early childhood curriculum and are visited weekly by Visiting Teachers. The educators are called TONIs (which stands for Teaching, Observing, Nurturing, In-home) – reflecting the way that Etu Ao works.

Parents of Etu Ao children say the service is making a real difference to their children and their own

parenting. It's benefitting the educators themselves too, who undergo training provided by Whānau Manaaki that culminates in New Zealand Certificate in Early Childhood and Care.

“The opportunity is amazing” says homebased educator (TONI) Nu'ufou Poai whose own parenting style has changed since undertaking Etu Ao training, “understanding more about child development has helped me in my own parenting a lot” Pasifika communities have a different world view of child rearing and learning practices.

However, the common thread in the Pasifika world view and Etu Ao training is the importance of relationships.

Nu'ufou finds the ongoing training and mentoring helps, “sometimes I go back to my notes when things get hard, do some reading about it and see what ideas I can come up with to deal with the challenge I've got”.

From this, Nu'ufou now has her heart set on training to be an early childhood teacher. “I love it – the first five years of a child's life is so important, and while I'm doing this for the children I look after, it's for my own children too”.

Nuturing the mana of the child



Prestigious award for Pasifika service

Community is at the heart of all that we do, and the celebration of all cultures.

Whānau Manaaki's Pasifika services foster strong bonds and cultural identity, bringing families and community together.

Encouraging the use of Pasifika languages every day and engaging children in their culture is key to nurturing confident learners who embrace and are proud of their heritage, and will help keep their culture alive as adults.

In 2018, Toru Fetū kindergarten, in Porirua, was the only early childhood education service to receive the Prime Minister's Education Excellence award, recognising the kindergarten's close community ties.

The kindergarten caters for Cook Islands, Niuean and Tuvaluan families. It is also a hub for health services and a place for whānau and friends to connect with, and support each other.

Toru Fetū was established nearly a decade ago, when three playgroups combined.

"In order to be a hub for the community we needed to bring services in that our families needed," says Senior Manager Lealamanu'a Aiga Caroline Mareko. "It was very important for us to get Plunket involved. The children can get B4 School Checks at the kindergarten, along with hearing tests, which is so important to identifying any problems that might interfere with children's learning."

Toru Fetū offers dental checks, too.



“We’ve developed an approach that’s taken the fear away from the children getting their teeth checked. We make sitting in the dental chair fun for the older children, and for the younger ones, we have the knee-to-knee method, where children sit on their carers knee and the dental nurses knee acts as a footrest,” says assistant head teacher, Alana Nootai.

Keeping parents involved is a top priority for the Kindergarten, with social media and newsletters and, most importantly, staff make plenty of time for face-to-face conversations with parents.

Parents love being involved with Toru Fetū and watching their tamariki flourish.

“Our kids have definitely opened up since they’ve been here,” says one dad with pride. “my daughter now speaks three languages.”

There are regular visits to Maraeroa School just up the path from the kindergarten to help children become familiar with their new surroundings, teachers and how things are done.

The numbers of Pasifika children enrolled in early childhood education and care, continues to grow.

“We’d like all Pasifika children to get a better start, as well as being able to grow closer to their own cultures and languages as early as possible. This grounding in their identity gives them confidence that they’ll carry throughout their schooling and entire lives.”

Whānau Manaaki has a programme to train its own students on the job to help develop qualified teachers with Pasifika language skills.

“This place is enriching for all of us,” says Aoga Tama Ikiiki teacher, Georgina Ranfurly.



Reflecting culture in the community



Kindergarten is a New Zealand institution, sitting at the heart of neighbourhoods for more than one hundred years. We are often at the front lines when individuals, whānau and communities face difficult times, providing a safe haven, routine, and a place for tamariki to just be tamariki, no matter what is going on in the world around them.

The horror of the Christchurch Mosque attacks on March 15, 2019, brought immeasurable suffering for the Muslim community and stunned the nation.

Our focus, as always, was on the safety and well-being of the tamariki in our care. Our kindergartens and whānau also wanted to acknowledge the pain and suffering being felt as a result of the attacks and express aroha and support for New Zealand's Muslim community.



Messages and artwork popped up on the fences of many of our kindergartens, expressing both sorrow and hope. And, as so often in times of tragedy, kai was the focal point for many communities and whānau.

Lyall Bay Kindergarten encapsulated the spirit and strength of kindergarten beautifully when it wrote on its Facebook page 'Our kindergarten doors are open wide to give all the support and love to your beautiful children, extended families, and of course, mums and dads.'

Berhampore Kindergarten held a shared lunch in early April to celebrate its 'wonderful, vibrant and diverse community', asking whānau to bring something culturally inspired or a family favourite.

At Newtown Kindergarten, there was a 'Planting for Peace' in support of the Muslim community, reflecting the kindergarten's kawa (protocols), manaakitanga (caring) and kotahitanga (togetherness).

An olive tree was planted near the entrance for its representation of peace.

Whānau Maanaki continues to promote the importance of tolerance, diversity and choosing aroha over fear and hatred.



Bringing a little burst of sunshine to the lives of older people...

In an age where whānau are living busier lives than ever before and are often far away from extended family, there are fewer opportunities for children to grow a sense of connection to their community, feel a sense of place, and engage with older generations.

Our Wairarapa kindergartens found fun ways, this year to form and strengthen meaningful connections with older people thanks to an intergenerational music project involving tamariki, rest home residents and those living independently.

The children of Lansdowne Kindergarten made the day of Kandahar Rest Home residents when they presented their artwork to them.

“It was really wonderful to see the delight on the faces of the older people when the children sang songs and had a chat with them,” says head teacher, Tanya Emerson.

Greytown Kindergarten has enjoyed being actively involved this year with Joy for Generations, an inter-generational group started by local mum Lucy Adlam to alleviate loneliness in the community.

In May, tamariki from Greytown Kindergarten popped-in on Arbor House rest home. Lucy says the children were “very entertaining and know how to spread joy without even trying”.

Tamariki at Masterton’s Una Williams Kindergarten provided little burst of kindergarten sunshine for older people living independently. Helped by the Wairarapa Care Network, the kindergarten and its new friends have met at venues like the St Matthews church hall. “I could have fun with them all day,” remarked one attendee, emphasising how important these community connections are for older people and tamariki.

Instead of tamariki coming to them, residents from Roseneath Rest Home went to South End Kindergarten in Carterton.

We appreciate the support of the Carterton District Council in providing funding for Music Therapist Jonas Koukl of Connecting Music NZ. Jonas provided instruments, expertise and encouragement for everyone to give it a go at the events, regardless of age.

There are so many benefits for both the children and residents: visits can relieve the sense of isolation many older people feel. Interacting with the children and sharing their wisdom or having an encouraging conversation can help them to feel a sense of accomplishment. Children learn to engage with, and respect the differences between generations. For those without extended whānau, or whose family is far away, it’s an opportunity to spend time with older people. They get the satisfaction of helping others and learn about giving back. And it’s yet another opportunity for children to practise their blossoming social skills.

Whānau Manaaki is in the he

Adventure

18 Longitude Place, Whitby 5024

Arohanui

74 Bartholomew Road, Levin

Ascot Park

175 Conclusion Street, Porirua 5024

Awatea

19 Awatea Street, Porirua 5024

Bellevue

50 Link Road, Newlands 6037

Berhampore

3-5 Stanley Street, Berhampore 6023

Betty Montford

46 York Street, Levin 5510

Birchville

12 Amber Grove, Birchville, Upper Hutt 5018

Brian Webb

28 Victory Crescent, Tawa 5028

Brooklyn

62 Todman Street, Brooklyn 6021

Brown Owl

5 Aniseed Grove, Upper Hutt 5018

Campbell

25 Campbell Street, Karori 6012

Carterton

3 Victoria Street, Carterton, 5713

Churton Park

86 Churton Drive, Churton Park 6037

Cottle

117 Thackeray Street, Upper Hutt, 5018

Discovery

3 Pullen Lane, Whitby 5024

Doris Nicholson

1122 Fergusson Drive, Upper Hutt, 5018

East Harbour

99 Muritai Road, Eastbourne 5013

Fanau Pasifika

76a Cambridge Street, Levin 5510

Greytown

McMaster Street, Greytown, 5314

Hataitai

8 Taurima Street, Hataitai 6021

Heretaunga

9a Ruru Crescent, Heretaunga, Upper Hutt 5018

Irmgard Ritchie

88a McLeod Street, Upper Hutt, 5018

Island Bay

100 Melbourne Road, Island Bay 6023

Johnsonville

6 Wanaka Street, Johnsonville 6037

Johnsonville West

34a Kipling Street, Johnsonville 6037

Kahurangi

11 Surrey Street, Masterton, 5810

Karori

155 Campbell Street, Karori 6021

Katoa

52 Takapuwahia Drive, P.O. Box 50466

Khandallah

24 Everest Street, Khandallah 6035

Lansdowne

30c Totara Street, Lansdowne, Masterton, 5810

Lyll Bay

89 Apu Crescent, Lyall Bay 6022

Manaia

53 South Road, Masterton, 5842

Maraeroa

36 Astrolabe Street, Porirua

Martinborough

Roberts Street, Martinborough, 5711

Masterton West

159 Cole Street Extension, Masterton, 5810

Matairangi Community

112-114 Waipapa Road, Hataitai 6021

Matariki

Jepsen Grove, Upper Hutt, 5018

Meta Riddiford

Daniell Street, Featherston, 5710

Miramar Central

32 Para Street, Miramar 6022

Miramar North

20 Whanganui Street, Miramar 6022

Moira Gallagher

24 Hampshire Street, Porirua 5024

Newlands

13 Horokiwi Road West, Newlands 6037

Newtown

9 Hospital Road, Newtown 6021

Ngahina

Ngahina Street, Paraparaumu 5032

Ngaio

65 Ottawa Road, Ngaio 6035

part of so many communities.

Northland

22 Albemarle Road, Northland 6012

Nuanua

5A Warspite Avenue, P.O. Box 50276, Porirua

Onslow

1a Delhi Crescent, Khandallah 6035

Otaki

68 Waerenga Road, Otaki 5512

Owhiro Bay

96 Happy Valley Road, Owhiro Bay

Papakowhai

5 Yarrow Place, Papakowhai 5024

Papararangi

10 Mark Avenue, Paparangi 6037

Paraparaumu

27 Donovan Road, Paraparaumu 5032

Paremata

51 Paremata Road, Paremata 5024

Parsons Avenue

20 Parsons Avenue, Levin 5370

Petone

10a Tennyson Street, Petone 5012

Petone Beach

20 King Street, Petone 5012

Pikopiko Clyde Quay

Cnr Elizabeth & Brougham Streets,
Mt Victoria 6011

Plimmerton

8a Beach Road, Plimmerton 5026

Pukerua Bay

1 Wairaka Road, Pukerua Bay 5026

Pukerua Bay Pre-School

8a Wairaka Road, Pukerua Bay 5026

Raumati Beach

32 Raumati Road, P.O. Box 2064

Raumati South

45 Tiromoana Road, Raumati South P.O. Box 457

Seatoun

14 Gore Street, Seatoun 6022

Shannon

Grey Street, Shannon , 4821

Silverstream

51 - 53 Kiln Street, Silverstream,
Upper Hutt, 5019

South End

High Street South, Carterton, 5713

Strathmore Park

50a Strathmore Avenue, Strathmore 6022

Sunshine

21a Sunshine Avenue, Karori 6012

Tai Tamariki (Te Papa)

P.O. Box 467, 55 Cable Street, Wellington

Tairangi

1 Omapere Street, Porirua 5024

Taitoko

36 Kinross Street, Levin 5510

Tawa Central

21 Oxford Street, Tawa 5028

Te Timatanga Hou

19 Wilton Street, Levin

Titahi Bay

48 Herewini Street, Titahi Bay 5022

Toru Fetū

36a Astrolabe Street, Cannons Creek, Porirua

Totara Park

7a Denver Grove, Totara Park, Upper Hutt 5018

Trentham

19a Tawai Street, Trentham, 5018

Tui Park

12b Mexted Terrace, Linden 5028

Una Williams

12 Macara Street, Masterton, 5810

Upper Hutt

14a McParland Street, Upper Hutt 5018

Wadestown

45 Oban Street, Wadestown 6012

Waikanae

Russell Reserve,
Ngaio Road 5036

Waitangirua

4 Kalingo Street, Porirua 5024

Wellington South

103 Owen Street, Newtown 6021

York Street

2 York Street, Masterton, 5810



He Whānau Manaaki o Tararua
Free Kindergarten Association Incorporated

Our kindergartens are wo



ven into our communities.



“Children’s learning and development are fostered if the wellbeing of their family and community is supported; if their family, culture, knowledge and community are respected; and if there is a strong connection and consistency among all the aspects of the child’s world.”

TE WHĀRIKI

Many of our kindergartens run playgroups and offer community services



Quality and Innovation in teaching



For Whānau Manaaki, quality remains the primary driver.

Our kindergarten tradition, with its not-for-profit ethos and commitment to qualified and registered teachers, is driven by what is best for tamariki, whānau and the communities they are nestled within.

**628 teachers
and support
staff employed**

This commitment extends to our home based arm, Etu Ao, which has 125 children enrolled with 42 educators overseen by visiting teachers. Quality means staying true to the principles and ideals we were founded on, but also continually innovating to ensure today's learners are equipped to deal with tomorrow's world.

Whānau Manaaki Board Chair, Amy Weightman says, "If you don't innovate, if you can't be dynamic and agile in the thinking and processes that you use and the way you engage with families, you miss the bus."

"At organisation-wide events I make a point of telling all our staff, but especially teachers: I know Whānau Manaaki's successes are not accidental. They are deliberate and considered and the result of expertise and experience and dedication and determination. It's recognised by the Board, and it's applauded. It's a significant part of who we are and how we roll."



Living the value of

Quality

“Having professional teachers gives a sense of trust and belonging. People can feel really connected to a particular kindergarten, knowing that the teachers have their best interests at heart.”



Senior Teacher Tania Jack



Professional Development drives learning

Whānau Manaaki’s Senior Teacher team supports and guides kindergartens to ensure quality teaching and learning for tamariki, whānau and communities.

All Whānau Manaaki teachers are 100% qualified, so they enter the organisation with strong professional teaching practices. However, learning doesn’t stop at graduation!

We’re immensely proud of the commitment our teachers have to high quality education and excellent outcomes for all children. Teachers are responsive to the learning needs of all children and sustain positive partnerships with parents, caregivers, whānau and the communities they work with.

Senior Teachers play a key role in supporting kindergarten teams with their teaching and learning programmes to ensure quality, through regular visits and a great range of professional development. As well as providing external expertise, Senior Teachers deliver focused professional learning development based on their own areas of knowledge and passion.

As part of the professional development programme teachers can engage in ‘sharing good practice days’ sharing their own learning experiences, eg. bush programmes, strategies for supporting diversity. Senior Teacher Tania Jack says these good practice days are beneficial for teams to exchange ideas and celebrate success - “they can discover what initiatives and learning other kindergartens are involved in, and then take these back to their own kindergarten”.



A lifetime of learning

Whānau Manaaki kindergartens are proud to have some of the longest-serving staff in the sector. Most of our teachers retire having given decades of service. They've spent years continuing to learn and grow as teachers, with the support of our professional development programme and their own ongoing learning.

Our teaching teams bring the best of both worlds to tamariki and whānau: experience and wisdom, and the latest evidenced based thinking.

We're excited to see so much young talent coming up behind them, but it's always sad to say goodbye to old friends.

This year we farewelled a number of retiring teachers. Retiring after a 40 year career at York Street kindergarten, Jenny Braaksma was one of the longer-serving.

"I've really enjoyed myself as a teacher in this community" she says. Jenny reflects that being open to new ideas as a teacher is important. "You're always learning. You're learning from the community around you. It's good to always be finding new things to know about, it's stimulating as a teacher."

Jenny is a great believer in keeping up to date with teaching innovations - theory and practice. "It's so important to have the training, it provides the base for your relationship with children and how you work with them."

We wish Jenny a long and very happy retirement.



York Street Kindergarten's
Jenny Braaksma



Our bicultural responsibility

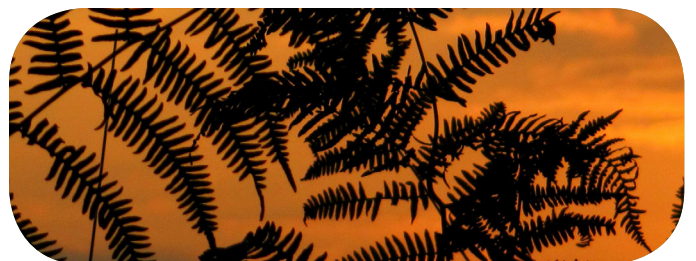


A bicultural curriculum is essential to the kindergarten programme and community because it supports the identity and wellbeing of all children, and these are the foundations from which children learn and thrive.

For Māori children, pride in Māori identity, supported in kindergarten, offers deep benefit – but for all tamariki, knowledge of Māori language and culture is essential. A bicultural curriculum supports children to understand their own language, culture, and identity, and

those of others, while recognising the unique place of Māori in Aotearoa New Zealand.

Biculturalism brings parents, whānau, and children together, with a new generation of young Kiwis taking their understanding home and engaging the interest of the adults in their lives.





Living the value of

Integrity

One of the wonderful murals at Newtown Kindergarten.



The integration of kaupapa Māori concepts (Māori values and philosophy and te reo Māori (Māori language) supports cultural, linguistic, social, and environmental diversity and enables all peoples of Aotearoa New Zealand to weave their perspectives, values, cultures, and languages into the early learning setting.

Te Whāriki

Tūmanako: Hope in a treaty context.



Hui participant Jo Young

Whānau Manaaki’s commitment to developing its responsibilities as a Tiriti-based organisation took another step forward this year with the development of a Te Tiriti o Waitangi position paper for the organisation.

Titled Tūmanako, which means ‘hope’, the document outlines the rationale for and position of the organisation in relation to Te Tiriti o Waitangi.

“Tūmanako is critical to our development as an organisation in Aotearoa New Zealand. It provides all staff, whānau, communities and the wider public with a clear expression of where we stand in relation to Te Tiriti o Waitangi, and from that, what action we will take to operationalise our position – it’s really important to have a clear position, and then it’s really important that gets put into action.”

Part of the process of consultation in developing Tūmanako included inviting all Māori staff to hui together and describe their hopes and dreams for He Whānau Manaaki, and to also provide feedback on the content of the draft Tūmanako document.

Jo Young is one of the staff members who has been actively involved in the series of hui.

“Part of the Tiriti is encompassing the Māori concept of knowing who they are and where they’re from. My biggest whakaaro (ideas/thinking) and my biggest kōrero (talk) around this is ko wai au – who am I? This formed the basis of how I contributed to the kaupapa (principles/approach) of the hui.”

Jo and her colleagues looked to their own cultural identities when providing input into the paper.

“The process - as I saw it - was like a Marae. In my marae, we have a hui and we kōrero. What I really enjoyed is that we broke into iwi. I thought it was a great way that we all encompassed the same overarching kaupapa, however each of us in different iwi had a different korero around that kaupapa. That was a really great process.”

University of Waikato Assistant Dean (Academic) for the Faculty of Māori and Indigenous Studies, Associate Professor Sandy Morrison and Victoria



ABOVE: Victoria University's School of Education, Associate Professor Jennie Ritchie. TOP: A Marae visit. RIGHT: The beautiful Korowai Cloak with the hands of children who have left to go to school from Newtown kindergarten. BELOW: One of Newtown's stunning murals.

University's School of Education, Associate Professor Jennie Ritchie facilitated the hui and have provided valuable guidance in the development of the paper. He Whānau Manaaki is honoured to have continued support of the kaupapa moving forward.



Living the value of

Partnership

Strengthening our financial position



Helping kindergarten thrive.

Ongoing financial sustainability and being able to continue to innovate, for the good of whānau, tamariki and communities, is key for Whānau Manaaki.

As one of New Zealand's larger kindergarten organisations, we are fortunate to have economies of scale that make it easier for us to generate sufficient surplus to be able to reinvest in kindergartens, the services that support them, and staff development.

For smaller associations, though, it can be a struggle even to stay viable.

This year, along with a number of kindergarten Associations, we explored the idea of creating a

single umbrella organisation to provide combined administrative, professional development and support services, negating the need for each association to have its own resources.

While the decision, this time, was to retain the independence of each Association, we are open to these discussions: keeping kindergarten alive and thriving for future generations is vital. We believe



Whanganui Kindergarten Association General Manager, Trish Taylor-Pope.

in the things that kindergarten stands for, and we want all tamariki and whānau who would benefit from kindergarten to have access.

Whānau Manaaki remains open to supporting smaller associations who are finding it difficult to remain viable. In 2014 we merged with the Rimutaka Kindergarten Association, and this year we were pleased to reach agreement with the Whanganui Kindergarten Association.

“We had already been providing professional support and through that we got to know one another well. There was always the possibility of a closer relationship and that turned out to be discussion about the Whanganui association joining Whānau Manaaki,” says Amy.

“The funding environment in recent years has put a lot of pressure on Kindergarten Associations. There are only so many things you can do under sustained pressure. By virtue of our size, the way we operate and our core strengths, we are somewhat more resilient.”

“When we’re approached, we have a bit more room to look at a long term, sustainable solution.”

General Manager of the Whanganui Kindergarten Association, Trish Taylor-Pope says the conclusion of the ‘one organisation’ discussions were a catalyst for the move.

“After that proposal did not go ahead, we were keen to explore the idea of coming together with another, larger Association. We knew we had to make some changes.”

The two Associations had already been working together successfully.

“Whānau Manaaki had already been providing professional development to our teachers, and it was working really well. That experience was one of the ways that we knew they would be a good fit for us.

Funding was a key driver.

“There’s a lot of pressure on kindergartens - costs have increased, but we’re not being given any more money. It’s just too difficult to provide the things that tamariki need, and offer teachers the conditions they deserve - we can’t cut back all the time without it impacting teaching and learning.”

Discussions between management got underway, and a proposal for amalgamation was put to each board in March. The proposal got the green light at governance level, and was then put to each Association’s members for consideration. The amalgamation brings new possibilities for Whanganui.

“Our teachers have access to more Professional Development than they have in recent years. The amalgamation will allow us to grow and develop what we are currently whānau and children, whether it’s extending the models or increasing the support that’s available in kindergartens around teaching and learning.”

Amy says each new organisation that comes into the fold brings a lot to Whānau Manaaki, too. “There is enormous depth to Whānau Manaaki, and every time we go through this exercise we add to its diversity, we add skill sets and experiences, and a raft of things you don’t find in urban/greater Wellington. Those things make us a stronger organisation, too.”

The amalgamation took place on July 1 2019.

An amazing resource of support.

Whānau Manaaki provides administrative, management and property management support to kindergartens, and educational leadership and professional development for up to 700 teaching staff and home based educators.

An ongoing focus on innovation and educational excellence enables our teachers and educators to provide for the needs of children and families, reducing their administrative load.

The organisation also co-ordinates local committees and provides training and support to parents/whānau.





He Whānau Manaaki o Taranaki is a widespread Association that owes much of its success to the hard-working and skilled support staff, whether they're in the field or at Head Office, and celebrates the diversity of our people.



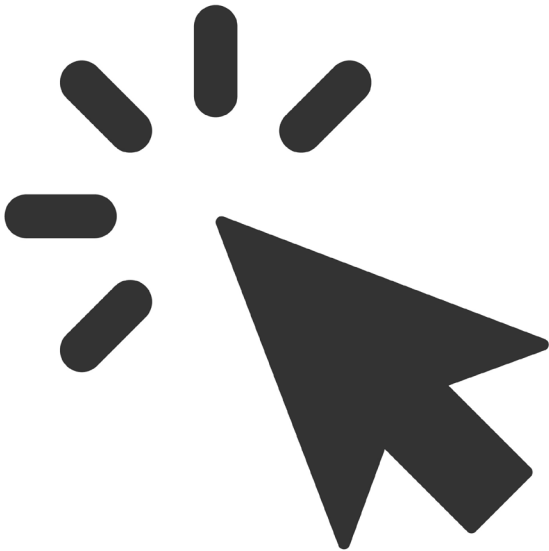
Strengthening our connections

Whānau Manaaki's efforts to increase connection with our local communities and keep the kindergarten tradition thriving continued in 2019, with the creation of individual logos for each kindergarten and new signage for Head Office.

As well as expressing the unique nature of each of our services, our logos help to tie the network together under a consistent visual umbrella.

Each logo was developed in conjunction with the individual kindergartens so that they reflect their unique character while still clearly belonging to the Whānau Manaaki family.





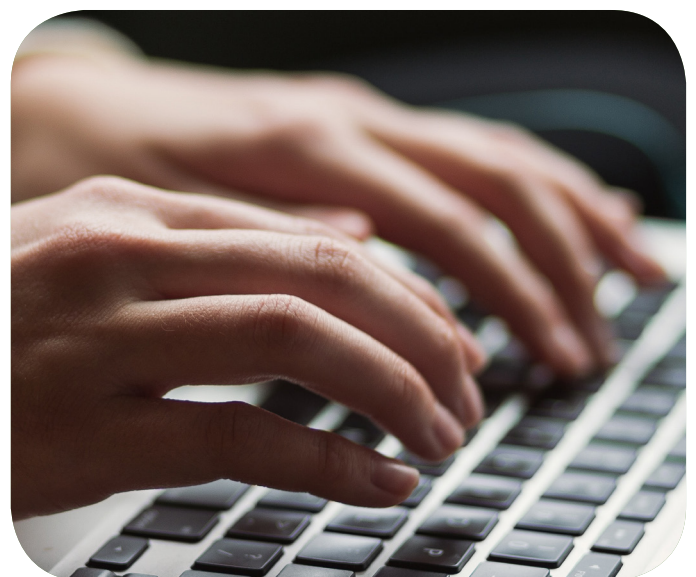
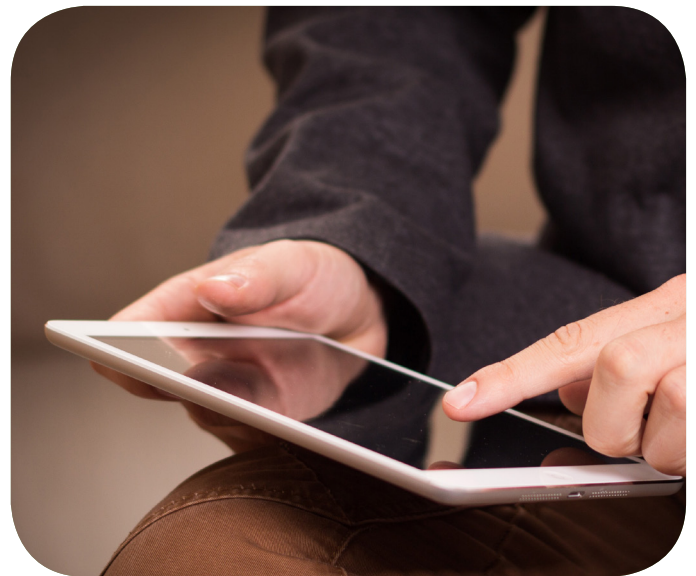
Online voting

Our board elections joined the Whānau Manaaki annual report in taking a leap forward this year, with the transition to a digital platform.

In the past, votes were cast by paper ballot and had to be hand counted at the AGM, creating a lot of paper and a flurry of work on the night. The participation rate wasn't as good as we would have wanted, either.

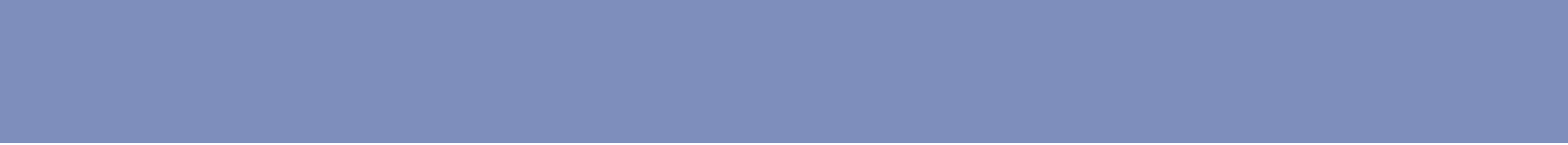
Moving to a cloud based system enabled us to save trees, make it easier for us to communicate with families and for them to vote, as well as generate faster results on the night.

Best of all, we increased the participation rate: Double the number of members voted this year than the year before!



Living the value of

Partnership





He Whānau Manaaki o Tararua
Free Kindergarten Association Incorporated