



He Whānau Manaaki o Tararua  
Free Kindergarten Association Incorporated

## Te Rautakina

Strategic Plan  
2018 - 2022





# Introduction

This is our Strategic Plan for 2018-2022.

It encompasses a statement of our most deeply held values which guide our practices relating to the education of babies and young children, our five most important strategic intentions to be focused on during the five year period, and our vision for the future of He Whānau Manaaki o Tararua as an organisation.

We hope to help our parents and whānau, staff and partners understand what drives us, so you can share in our commitment to delivering the highest quality early childhood education and to contributing to the best possible start in life for each child.



## Whakakitenga - Our Vision

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



Early childhood is “...a period of momentous significance for all people growing up in (our) culture... By the time this period is over, children will have formed conceptions of themselves as social beings, as thinkers and language users and they will have reached certain important decisions about their own abilities and their own worth”.

Donaldson, Grieve & Pratt, 1983

Our vision for He Whānau Manaaki o Tararua is firstly derived from our belief in the importance of quality early childhood education for the children themselves, their whānau, their community and for Aotearoa New Zealand.

It also stems from the knowledge that many children and whānau do not have access to the quality education services they deserve.

Therefore, we seek to be a leader in the provision of high quality early childhood education, and by demonstrating what can be achieved, be seen as advocates for children and whānau and help to improve quality early childhood education throughout Aotearoa New Zealand.

## He Whānau Manaaki o Tararua

The Free Kindergarten Movement was founded on the work of 19th Century German educationalist Frederich Froebel.

**Froebel believed young children learnt best through play and exploration – hence the name “kindergarten”, meaning child’s garden.**

Early advocates of the Free Kindergarten movement in New Zealand had studied under Froebel. Mary Richmond was pivotal in establishing the first kindergarten in Wellington in 1905. She believed that all young children should have access to environments that nurtured their thirst for learning. The philanthropic underpinnings of the movement formed the basis on which Free Kindergartens grew in New Zealand and on which He Whānau Manaaki Kindergartens operates today.

The name was gifted to the new association by Sir Tamati and Lady Tilly Reedy – highly respected educationalists and key writers of New Zealand’s ground-breaking national early childhood education curriculum, Te Whāriki. They, along with their daughter Riripeti, worked with us to determine a name that reflected Kindergarten in 21st Century New Zealand. The full new name of the new organisation is He Whānau Manaaki o Tararua Free Kindergarten Association Incorporated. It is envisaged that the term He Whānau Manaaki Kindergarten Association or Kindergartens may be used on a day to day basis.

The name “He Whānau Manaaki o Tararua” simply translated means “the caring family of Tararua”.

Tararua acknowledges the mountain range that identifies the two original kindergarten associations, one running the seaboard north from Wellington and the other, the landbase of Wairarapa.

Tararua has a variety of meanings reflecting different Māori tribal traditions – the one of greatest relevance is that of the mountain ranges referring to Whatonga remembering his wives Hotuwaipara and Reretua. The metaphor is of the feminine element of creation and nurturing.

The concept of the caring family encapsulates the underlying philosophy of Kindergarten and the intention of the new association.

The national early childhood education curriculum, Te Whāriki, is a bicultural document, founded on the principles of Te Tiriti o Waitangi, recognising Māori as the tangata whenua of Aotearoa New Zealand. It underpins all that we do.

Our document Te Manawa sets out criteria for weaving and implementing the curriculum in our services. It encapsulates key concepts that make us unique and ensure consistency across our organisation.

Our commitment to innovation and professional development ensures continuous improvement in our teaching and learning practices and in our responsiveness to the needs and aspirations of children, their parents and whānau.

*Children are like  
tiny flowers; they  
are varied and  
need care,  
but each is  
beautiful alone  
and glorious  
when seen in  
the community  
of peers.*

**Frederich Froebel**



## Ngā Uara - Our Values

In recent years we have often discussed and thought long and hard about what the true core values of He Whānau Manaaki are. This is our second strategic plan as He Whānau Manaaki and with each iteration we have slightly modified what we hold to be the most important guides for our practice. This has led to our focus on four core values:



## 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 Tahi - 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.

CORE VALUE: **Partnership**

Focus on progress, regular updates and interaction.

## 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.

*In order to reinforce and further clarify these values we sought contributions from staff, parents and whānau on what these values meant to them.*

*The following pages highlight just some of their responses...*





Ko te manu e kai ana i te  
miro, nōna te ngahere:  
Ko te manu e kai ana i te  
matauranga, nōna te ao.

*The bird that partakes of the  
miro berry reigns in the forest:  
The bird that partakes of  
education reigns in the world.*



# Ngā Whāinga - Strategic Intentions

We selected the following five key strategic intentions to focus on. In so doing, we will use our voice creatively to advocate for children and whānau.

In the period 2018-2022 we aim to:

- Improve access for children, their parents and whānau to increasingly relevant services
- Improve the quality and effectiveness of our relationships with our communities
- Innovate and continuously improve teaching and learning
- Strengthen our financial and market positions
- Strengthen our bicultural capacity

“I would like to see my kids integrate learning into their play so that they see learning as an enjoyable experience”

CORE VALUE:

**Nurturing the Mana of the Child**

**Building their self-confidence and celebrating their achievements**

CORE VALUE: **Quality**

**Bicultural practice**



CORE VALUE: **Integrity**

**Open and honest communications – building trustful relationships**

Ehara taku toa  
i te toa takiahi  
Engari he hoa takitini

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

Strategic Intention:

## Improve access for children, their parents and whānau to increasingly relevant services

This includes:

- Extending contracts and increasing/improving participation of children
- Supporting services which assist participation in ECE
- Extending the number of ECE services we provide and options for whānau in response to need
- Extending our responsiveness to communities (e.g. rural Wairarapa)

The interactions teachers have with children are fundamental to quality of teaching and to extending children's learning.

Te Manawa, 2017



CORE VALUE:

### Nuturing the Mana of the Child

Managing the transition to school – having good relationships with feeder schools. Supporting families to ensure children are enrolled and school visits are in place.

CORE VALUE: Integrity

**Being trusted to follow up  
and do what we said  
we would**

Strategic Intention:

## Improve the quality and effectiveness of our relationships with communities.

This includes:

- Remaining relevant to all our groups and communities
- Developing better and more sustainable processes of engagement with our community, workforce and external agencies
- Actively participating in the Kahui Ako/Communities of Learning initiative in each community

### CORE VALUE: Quality

Authentic belief that family and community are an essential part of children's learning



### CORE VALUE: Partnership

Encouraging communities of mutual respect

It's a real partnership and as a parent trying to work out the best for a child, it's great to be able to discuss thoughts with a team who really understand.

## Strengthening our position in our existing communities.



Ole ala ile pule ole tautua  
*The path to leadership is through service.*

*Samoan proverb*



Strategic Intention:

## Innovation and continuous improvement in teaching and learning

This includes:

- Increasing our capacity in research and development
- Actively supporting and promoting innovations in teaching and learning
- Increasing the diversity of staff and learning environments
- Sharing skills across the region and making it easier for staff to move between services and swap positions
- More experimentation and piloting improvements in service

100% Qualified Teachers

CORE VALUE: Quality

“This is so important to me and the skills and qualifications of the staff have been very obvious to me in my interactions with them. Their understanding of the children and their approach to bringing the best out of each individual child has been so impressive and much more noticeable than I found in the UK”



CORE VALUE: Quality

Excellent ratios for quality interactions  
to forge genuine, respectful relationships



Strategic Intention:

## Strengthening our financial and market position

This includes:

- Increasing our income
- Extending the number of contracts in other sectors as well as our own
- Reinforcing and diversifying our funding streams

CORE VALUE: Integrity

**Our values consistently driving both our individual and our organisational behaviour**



CORE VALUE: Integrity

Making clear plans with all stakeholders involved to ensure that we all know what we said we would do



Strategic Intention:

## Strengthening our bicultural capacity

This includes:

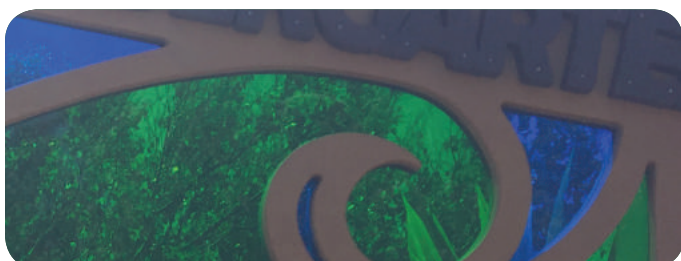
- Increasing the level of Te Reo Māori used by all staff
- Knowing the aspirations of local iwi
- Developing systems, processes, and structures that reflect the bicultural nature of our curriculum
- Increasing the content and visibility of Te Ao Māori in our systems, processes, structures and programmes
- Working to ensure all employees and all children who attend our services will know and enjoy the dual cultural heritage of Te Tiriti o Waitangi along with his/her own cultural heritage

“It is something that is much stronger here than I have come across elsewhere”



### CORE VALUE: Partnership

“I have been impressed how the team have really ‘understood’ who each of my boys are and have given me advice on how to get the best out of them.”



CORE VALUE:

### Nurturing the Mana of the Child

Supporting the child to have a positive sense of themselves - using language that enables children to see themselves as learners

## Using this plan...

One of the primary benefits of having an over-arching strategic plan is the guidance it provides for people within the organisation, who need to set their own goals and plans and want to be sure they are relevant to the organisation as a whole.

Language, culture and identity contribute to children's sense of self, belonging and connectedness and are significant influences in their learning.

Te Manawa, 2017

## Strategic Teaching and Learning Plans

Every year kindergarten teams develop their own teaching and learning plans which aim to meet the needs of the children in their care and the expectations of their whānau.

Those local priorities should be the first driver of these plans but they should also be drawn up in the context of Whānau Manaaki's values and priorities so that a consistency in our approach to ECE is maintained.

It is proposed that each kindergarten team should take the time to reflect on the contents of this organisation-wide plan before embarking on the clarification of their local intentions.



## Annual One Page Operational Plans

Each year the Senior Management Team prepare an annual plan with strong links to the Strategic Plan.

The Annual Plan has three parts...

1

Part one is the Umbrella Strategy, which consists of The Values, The Vision and The Strategic Intentions all drawn directly from the Strategic Plan and provide the context within which specific objectives are defined.

2

The second part comprises six or seven Key Performance Areas with their accompanying-Performance Indicators and Targets for the year. Each is selected because of its importance as an area of focus for the coming year. They form operational objectives, designed to provide a base against which to measure actual progress. These results are reported in a monthly scorecard. Their selection is strongly influenced by the Strategic Intentions in this plan.

3

The third part consists of the identification of four or five strategic projects with accompanying milestone plans. They are concerned with the implementation of the most important changes or novel actions during the following six months. A second set of projects is identified halfway through the year. The choice of all the projects is largely driven by the intentions outlined in the Strategic Plan and identified local priorities.





## Managing Arising Issues



This plan summarises what is most important to us at the present moment and our priority intentions for the next five years. But we know the world doesn't stand still and issues and opportunities may arise from time to time which will materially affect our future which we did not anticipate when drafting this plan.

To address such developments we have adopted a simple process. It involves:

A. Raising the issue or opportunity by anyone in the team who first becomes aware of it.

B. Evaluating its relative importance and urgency, determining if it should take precedence over our strategic intentions outlined in this plan.

C. Delegating the responsibility for addressing those few arising issues to individuals or teams with the experience and skills to resolve them.

Past experience suggests that three or fewer strategically significant issues, warranting inclusion in a revised strategic plan, will arise during the five year planning period. However, their relative importance and potential impact on our future makes it imperative the organisation stays alert and responsive.

Ko e Vagahau Niue ko e Ate-fua a ia he tagata Niue.

The heart of the people is their language.

Niue Proverb



## Evaluation of Te Rautakina - The Strategic Plan

Regular review and evaluation of the operational plans will ensure that our focus and progress remains aligned to our values and our strategic intentions.

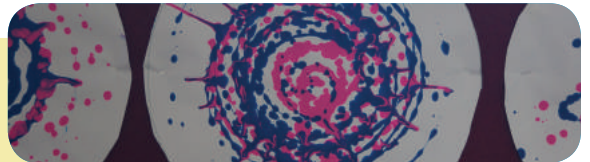
In addition, the Annual Report of the Association will contain narrative describing the actions and the effectiveness of the operation of the organisation in relation to the Plan.







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