

Newsletter

POHUTUKAWA KINDERGARTEN GLENDOWIE

Term 3 2024

Welcome to Term Three! We are well into the winter term and are enjoying those sunshine days that allow us some easy outside play and help dry up the mud! After a fantastic inquiry into why Turtles move so slow at the end of last term, we are now fully exploring the Olympics and the wide variety of learning this interest can offer.

The children are sharing their knowledge and we are all learning so much about other countries, their flags, different sports, training, racing, winning and losing!



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TUAKANA—TEINA

An integral part of early childhood years is tamariki understanding who they are as individuals, how their actions and reactions affect others, how to work alongside their peers and deepen those associations to become friendships. We are social beings who can learn from our kaiako, from our environment and from each other. One of the beautiful ako (learning) that kaiako facilitate at our kindy is the **tuakana—teina** relationships, usually where an older or more knowledgeable child supports the learning of a younger or less knowledgeable child. We ensure that tamariki have opportunities to manaaki and take responsibility for others.

We see examples of this all day long but some examples from recent documentation include a piece on how Navy is developing social relationships and we notice a very strong nurturing instinct within her, “you are a very kind and attentive friend who intuitively seems to know what your friends might need and are very proactive at helping them if you are able to, putting on their shoes, showing them where their lunch box goes and allowing them to help you solve those tricky puzzles”.

Rose was also captured sharing her knowledge... “When you came in the next day, you immediately took notice of the wall display and started to point and share all your prior and growing knowledge with Georgia, who hadn’t been a part of our learning in the afternoon - showing your tuakana-teina skills and leadership by teaching another”

One of the highlights of being a teacher is watching the tamariki, support, guide, nurture and care for each other!

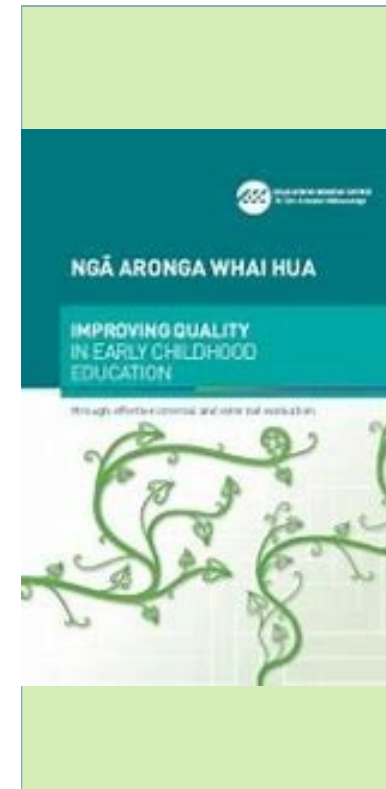
INTERNAL EVALUATION

How can individual planning improve the quality of learning outcomes. How can this planning be reflected in our documentation compared to previous styles?’

We met last term with the kaiako from other local kindergartens and they too were interested in the focus the Education Review office has on ‘how we can ensure we are planning for individual children ‘o meet relevant and planned learning outcomes.

Unfortunately there was no easy answer or even examples that we could explore. We have been researching further and have designed some templates that we can use to document the Notice Recognise Respond and Revisit process.

We look forward to exploring how we can best plan for individual, small groups and the wider rooms groups. We begin by sharing all that we ‘notice’ and combining this with our knowledge and parent aspirations to set relevant learning outcomes.



“Internal evaluation is a systematic process used to evaluate what is and is not working, and for whom, and then to develop our practices and make improvements as a result of evaluation” p15 Ngā Aronga Whai Hua

PUĀWAI AFTERNOON PROGRAMME

This term we are going to focus on literacy with an emphasis on phonics for our older tamariki programme. We will be using Yolanda Soryl Phonics as part of our lesson plans and Casey Caterpillar for handwriting language.

We will be learning about each letter over two days .

Monday & Tuesday – Kate will lead.

Wednesday, Thursday & Friday – Tash will lead.

PUĀWAI ROOM

We re-introduced our new and improved inquiry rakau/tree to our Puāwai tamariki. This special tree is where we put any thoughts, questions, or wonders from our tamariki on leaves and stick it to our tree. Every now and again we’ll pick one down to investigate together. The kaiako are there to not provide the answers, but to guide the thought and research process; **‘Making sense of their worlds by generating and refining working theories | te rangahau me te mātauranga’ (Te Whāriki: Exploration/Mana aotūroa).**



We looked through a couple of old research inquiries, then asked if anyone had anything they’d like to know more about. We have done an investigation on our first question provided by Rose: ‘Why are turtles so slow?’ after a few weeks of research, investigation, discussion and creating, we found the answer... do you know?

THE CARPARK

Please park behind the teachers cars facing the hedge. The space behind Sarah’s van needs to be kept clear so cars can safely turn and then head back out into the street forwards. Thank you

LEMON CAKE

INGREDIENTS

120g butter, softened
1 cup flour (150g)
3 tsp baking powder
2/3 white sugar (150g)
2 large eggs
1/4 milk (60 mls)
Grated rind and juice of 1 lemon

TOPPING

Juice of 1 lemon
1/2 cup white sugar
3-4 tbs boiling water to dissolve sugar

METHOD

Preheat oven to 180C bake.
Grease and line an 18cm square baking tin.

Place all cake ingredients together in food processor in the above order and process for 15 secs.

Pour mixture into prepared tin and bake for 20-25 mins.

Mix lemon juice, sugar. And boiling water together to form a runny syrup. Spoon onto cake while hot. Leave to cool in tin.

HUERO AKOMANGA

We are a room full of curious and colourful characters here in the Huero Akomanga, and we absolutely love books especially the Cranky Bear!

We speak a lot in our room about the messages in the story, about how the four friends wanted a dry place to play but encountered the cranky bear who was not too interested in sharing his space. These are relevant concepts for our children who sometimes find it challenging to share both space and things. What is wonderful is that through the stories characters using their ideas for cheering the bear up they found that it was the quietest member of the team, the sheep came up with the unique solution of offering her wool as a gift to the bear.

Sometimes it really is the smallest of us that truly understand the importance of kindness in all that they do and have the sweetest ways of expressing it.

WE loved using this story to explore creatively many art activities and discussions.

Kaiako Stacey and Kaiako Phillipa

TE WHARIKI— OUR CURRICULUM

PRINCIPLES - KAUPAPA WHAKAHAERE

Empowerment | Whakamana

Early childhood curriculum empowers the child to learn and grow. Mā te whāriki e whakatō te kaha ki roto i te mokopuna, ki te ako, kia pakari ai tana tipu.

Tū mai e moko. Te whakaata o ō mātua. Te moko o ō tipuna.

Stand strong, O moko. The reflection of your parents. The blueprint of your ancestors.

REVIEWS AND TESTIMONIALS

Our new website is up and running!

We would love you to have a look and give us any feedback.

We are looking to increase our presence on **Google** searches and ask that you take 3 minutes of your day to jump on Google and give us a review, even if its just to click the stars.

If you have time we would love some updated testimonials.

Please remember to comment on Facebook especially the community pages looking for ECE recommendations.

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IMPORTANT DATES

- Wacky Wednesday – **14th August**
- Topsy Turvey Thursday – **15th August**
- Photo Day – **2nd September**
- Mums Night – **20th September 7.00**
- End of term - **27th September**

We have plenty of space in our Play-ball sessions here at kindy—Thursday 2.30-3.25

REMINDERS

Please ensure your child has enough spare clothing and a wet bag for any wet items (as we do continue to provide outside play all year).

Please include gumboots for your child—even better leave a named pair at kindy!

It is the season where colds and bugs love to be shared around. **Please be mindful of other tamariki in our care and our Kaiako.** If your child is unwell, keep them home so that they can rest and recover well.

Special things from home: We understand that sometimes children need their special cuddly. However, we'd really appreciate that other toys are left at home for safe keeping. It is not the Kaiako responsibility to be searching at the end of the day if these items get lost.

FAMILY BOOST

The Government has announced that it intends to introduce a Family Boost payment as part of Budget 2024. The proposed Family Boost will be a new childcare payment made to families with young children to help with the rising costs of early childhood education (ECE). The Family Boost payment will be equal to 25% of ECE fees already paid by households, maximum of \$975 every 3 months, have a household income of less than \$180 000 a year, effective 1st July.

Families can claim this every 3 months by applying through IRD. I have been informed the centres license number must be included in the invoice and have adjusted invoice template going forward from Term 4. If you need me to reissue Term 3's invoice to include this please just ask.

You will also need an IRD# for the child you are claiming for so I suggest you start this process as soon as possible as come September there will be a large queue of parents applying. You will then login through your own IR login to process this. You may want to get this set-up ahead of time too!

ENROLMENT CHANGES

If you wish to change your enrolment days or your child is turning 3 please ensure you have signed these changes on the enrolment form **on or before** that date of change.

