

Swings Roundabouts

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Summer 2013

**WORKING
TOGETHER**

CHRISTIANITY IN ECE

SAFER JOURNEYS

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**Early Childhood
Council**

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- Regional social networks of centre managers
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For further information, Call us on 0800 742 742; or e-mail information@ecc.org.nz or go to www.ecc.org.nz to complete an application form.

FROM THE EDITOR

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FROM THE Editor

This is the 'party season' and working in ECE during this time can be a lot of fun, particularly if the children in your ECE centre celebrate the magic of Christmas.

But it can also be a time when many ECE centres question whether they should celebrate the festive season, particularly if some of their young learners and their families, for whatever reason, don't celebrate Christmas. In this issue we have an article from an ECE centre that is Christian-based. Read how this ECE centre embraces their beliefs and celebrates the festive season, a very heart warming article. Also we have an article about whether ECE centres should use templates, which is tempting this time of the year when making Christmas decorations for the centre and home. Plus we have some fun Christmas decorations to make.

One inspiring article is about a cluster of five very different ECE centres in Ōtaki who celebrated Matariki as a large group, opening their children to new and empowering experiences such as a story Lab presentation, storytelling and taiaha. Stories like this remind you of the possibilities that ECE can offer, particularly when we open our doors to others in the community.

Another article that addresses the potential of involving your local community is an article by Carol Duncan, 'Early childhood education as a place for children or as a place for whānau and community?' This article reframes how we think about ourselves in ECE and shares a research project that studied the impact adult participation made to children's learning. It challenges

us to rethink our everyday pedagogy and to work innovatively with parents, whānau and the community. What are you doing or could be doing differently?

Also over the winter months the ECC receives many calls from ECE owners/centre managers asking how they can help relieve staff stress and build a stronger team. Before the winter blues set in, now is the time to begin planning and building up your staff's resilience. An article that will inspire you and give you ideas is *Toddling Our Way Towards Well-being*, an article from a teacher, who with support from centre management and staff started up a programme to keep away winter ills and at the same time built up staff morale.

Thank you to all article contributors, your effort makes a difference. If you have a story to share on the below themes or any other topic that you think will be relevant to readers, email me at info@ecc.org.nz.

Some themes in 2014 include:

- Mentoring
- Magda Gerber/Emmi Pikler
- Self-reviews
- Outdoor landscapes
- Working with and in nature

ECE is an exciting area to work in. Keep learning and developing our amazing sector.

Enjoy your time with family and friends over this holiday period. Keep safe and be merry!

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CEO's Message

By Peter Reynolds



Time for a new view in the debate on ECE accountability?

What is the purpose of early childhood education? Is the purpose of early childhood education to develop character, the basics of problem-solving skills, and to set the foundations for social and emotional resilience? Or is it to develop the basic academic skills and knowledge that will lead to success in the child's journey through the rest of the schooling system, and contribute to a healthier national economy?

Like many, I continually remind those involved in setting policy of the scientific and other research evidence that supports a child's involvement in quality ECE:

- Children gain, on average, is about a third of a year of additional learning across language, literacy and numeracy as a result of participating in ECE
- Participation in quality ECE can return \$US18 for every dollar invested (or translated to \$NZ11 for every \$NZ1 invested)
- The use of Te Whāriki as the basis for interactions between teacher and child provides a substantial boost to the child's socio-emotional as well as cognitive learning.

And there's heaps more evidence where that came from.

More recently the debate around accountability has re-emerged, with government stressing that investment of significant public funds requires demonstrated value. With the current system focussed so strongly on inputs (numbers of teachers, hours worked, etc), it is not always clear what we are producing in terms of results even though some measures do exist, such as those above.

The ECE Taskforce recognised this and recommended a move toward

outputs and eventually outcomes ("the introduction of more standardised performance and outcome reporting on early childhood education expenditure, to enable significantly better analysis of value in the future.")

This is where the debate begins about how one can measure the performance of a child participating in ECE. Is it about reading and writing? Do we use some form of check-list assessment?

The problem I have with one side of this debate is that it assumes children are participating in ECE to achieve something akin to NCEA at secondary school. Both ECE and primary education systems in New Zealand, however, are not set up for achievement of this sort. They are set up for "progression". Children are entitled (in fact required) to start primary school because they turn five or six years of age – not because of some arbitrary achievement point like NCEA. Similarly, children in primary school are entitled to start intermediate school because they complete their primary years, largely irrespective of educational attainment. It's about how the child is progressing, not about achievement.

So, let's focus on designing a progression perspective on ECE – how the child is progressing, not what they have and haven't achieved. Such learning has been explored for some time through schema learning methodologies and discussed by various academics. This work needs to continue and be considered in light of the growing interest in accountability.

May we live in interesting times – New Zealand Teachers Council to Education Council of Aotearoa New Zealand

Education Minister Hekia Parata recently announced appointments to a Board that will oversee the transition from the existing New Zealand Teachers Council to the proposed Education Council of

Aotearoa New Zealand (ECVCANZ). As the ECC signalled in its submission on the proposed changes, we welcome this move and the introduction of a new Education Council as a professional body for teachers. We also acknowledge the strong educational credentials of those appointed to the transition board. We acknowledge the significance of early childhood education in the mix.

We wish the transition board every success as it manages the transformation of what was the New Zealand Teachers Council, into a modern professional body more representative of the views of the teaching profession and more in tune with those views and the views of the public at large. We express a hope that the new organisation does not repeat the mistakes of the past by, for example:

- Creating, and doggedly adhering to, non-sensical bureaucratic rules regarding teachers who are also centre owners and managers and who wish to re-register;
- Blocking the registration of highly-qualified immigrants;
- Registering individuals as teachers when they clearly did not have the qualifications; and
- Maintaining the registration of criminals and people who have admitted to breaking the law and the significant trust that exists between teacher and parent.

We remain concerned that there is no representation from ECE employers, and I hope that this does not lead to the sort of acrimony that existed between many ECE centres and the old NZTC.

And Merry Christmas from him...

With less than a month to go before Christmas, I would like to wish you and your teams all the very best. 2014 is an election year. Let's hope that new policies deliver something of value to children in ECE centres.

So you know



Welcome

The following early childhood centres joined the Early Childhood Council recently;

- Young & Amazing, Onehunga
- Cashmere Early Learning Centre, Christchurch
- Waikanae Montessori Preschool, Waikanae
- Marks Church School, Wellington
- Sunbeams Private Kindergarten, Blockhouse Bay (Provisional)

Early Childhood Education Relicensing Update

The Ministry of Education is currently re-licensing Early Childhood Education (ECE) services from the 1998 Regulations to the 2008 Regulations. We need to complete this by the 30th of November 2014, but aim to complete this before the 30th of June 2014 to give services plenty of time to meet the final deadline. At the end of September 2013, about 89% of all licensed services had moved on to the 2008 Regulations.

The Ministry will visit each service to carry out the relicensing process. To prepare for your re-licensing visit, look at the Ministry's ECE Lead website: www.lead.ece.govt.nz.

We suggest you:

- Read the Licensing Criteria for your service type, which outlines the documentation we need to see on the day of the re-licensing visit
- Read the guidance in the Licensing Criteria section, which provides examples of how to meet licensing criteria
- Contact your local Ministry of Education office if you have any questions. Search 'local office contact' in the search bar to find Ministry contact details

ERO's approach to reviewing early childhood services

All services should now have received a copy of He Pou Tātaki, the final version of ERO's review methodology for early childhood services.

The substance of the new book, 'He Pou Tātaki – How ERO reviews early childhood services', is essentially the same as the draft book. ERO have added criteria, four judgements and corresponding return times, and cluster reviews.

The revised methodology has meant some changes to how ERO review reports are presented. You can view the new reports for services on their website (www.ero.govt.nz/Early-Childhood-School-Reports). ERO have received many positive comments about the new methodology and the positioning of the overall judgement upfront in the final report.

Please contact us, (info@ero.govt.nz) if you didn't receive your copy of 'He Pou Tātaki' and would like one. The publication and supporting review documentation are also available on their website.

Upcoming ERO national reports

ERO recently released two reports about equity funding in early childhood services, including one specifically about the use of equity funding in Pacific services. These reports will be available through their website: www.ero.govt.nz

In addition, later this year we will be sending you a good practice report about priorities for children's learning. This report presents examples of good practice from five early childhood services, focusing on priorities for children's learning. The services were part of a national evaluation that ERO undertook in 2012 and were subsequently chosen to feature in this good practice report.

Previous ERO national reports

All early childhood services were sent copies of each of the following three new national reports a couple of months ago:

- Priorities for Children's Learning in Early Childhood Services (May 2013)
- Working with Te Whāriki (May 2013)
- Stories of Innovation and Resilience in Schools and Early Childhood Services: Canterbury Earthquakes 2010-2012 (May 2013)

The reports are available on their website – www.ero.govt.nz/National-Reports. If you would like additional printed copies please contact, info@ero.govt.nz.

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Annual Conference 2014 Celebrating Resilience!

Resilience is about keeping going in hard times, springing back when knocked down, and meeting change and challenges with determination. It is a matter of character – ours and that of the children we teach and care for – and about being prepared. Resilience develops as people grow and gain self-management skills and knowledge. Celebrating resilience is the focus of this conference – sharing practical, immediately-useful knowledge and skills that increase the resilience of both centre managers and teachers.

A conference to remember! Prepare to be challenged! Prepare to Challenge!

6th to 8th June 2014

(weekend AFTER Queen's Birthday)

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Celebrating Resilience!



Manawaroa!

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ECC Conference 2014 - Key notes that will inspire resilience

The ECC office has been a buzz of activity with the planning and co-ordinating of next year's ECC Annual Conference being held at SkyCity Auckland from 6th - 8th of June, 2014.

The theme for this conference is "Celebrating Resilience."

We are very excited to have such first-rate key note speakers who are perfect for informing and inspiring delegates on resilience. Canadian educator **Barbara Kaiser** is an expert on challenging behaviour, has co-authored the book, *'Challenging Behaviour in Young Children'*, and presents workshops and key notes throughout Canada and the United States. Barbara's perspective is practical, realistic, and compassionate, stemming from decades of working with actual children, families, and teachers in real situations.

Another key note is **Judge Andrew Becroft**, Principal Youth Court Judge of New Zealand and a strong advocate of youth issues. In an article in the Ministry of Social Development's *'Rise'*, Judge Becroft said 'he was critical of custodial sentences which offer little support, and that we need to be more focused and more committed as a country and as a community to try and identify early and positively work with those high-risk groups in a way that's not stigmatising, or labelling or patronising'. What can we do to prevent our young learners from heading down that track? Judge Becroft will not have all the answers, but it will be a talk worth listening to and

which may encourage you to question your own teaching and education in general.

Professor **Richie Poulton**, Director from 2000, of the Dunedin Multidisciplinary Health and Development Research Unit at the University of Otago is also speaking. His unit conducts the Dunedin Longitudinal Study, one of the most detailed studies of human health and development ever undertaken. Professor Poulton was a member of the Minister of Education's ECE Taskforce and has even addressed a TEDx conference, on the topic: 'Looking through the lens of 1000 lives'.

Lisa Tamati has run 222km across the Niger desert while suffering dysentery. She has hiked across the Sahara in borrowed boots (a size too small), run across Death Valley in 47C heat with damaged stomach lining while hallucinating about giant penguins, and finished a tramp across Libya with one kidney swollen to double the size of the other. Running has become an important part of her life, her philosophy, her way to inspire and help others, her passion and she admits it is an obsession. Lisa believes that there is so much more to explore, to learn; more limits to push and more people to inspire. You will be inspired and possibly exhausted after listening to Lisa speak.

The ECC Conference doesn't only inform and inspire you on best practices, fresh ideas and management issues, but it also encourages you to be more aware of the wider issues in education, the issues that could affect your business, funding for your ECE centre, your ECE qualifications and much more. This year being election

year we have a political panel hosted by the highly-respected multi-award-winning journalist and lawyer **Linda Clark**, during which you will hear from the main political party representatives who will answer your questions ahead of the General Election and you will have a chance to vote! You won't want to miss it! Also the Minister of Education, **Hon Hekia Parata** will be addressing delegates on her plans for the ECE sector for the remainder of this year and into the General Election.

Workshops on offer include:

- The 5 to 7 minute Marketing Plan
- Responding to Children's Learning Dispositions
- What you Need to Know About Restructuring & Employment Law Changes
- Building well-rounded Kids Through Music
- Self-Review Made Easy
- Promoting Resilient & School-Ready Children
- The Role of Professional Leaders in Appraisal
- Maori Performing Arts as a Tool for Supporting Maori Culture in ECE
- Plus so much more!

To find out more about the ECC Conference 2014 and the programme, go to www.ecc.org.nz and go to Events clicking on ECC Conference 2014.



The introduction of the Early Learning Information system (ELI) in 2014

The Ministry of Education is introducing a new information system for early childhood education in 2014.

The Early Learning Information system (ELI) will collect and store information on enrolment and participation in ECE for approximately 180,000 children throughout New Zealand.

Information will be collected for the purposes of educational monitoring, reporting to Government and research, and for policy development. Information will be collected on a regular basis from around 4,300 licensed ECE services, including kindergartens, home-based services, playcentres, and education and care centres.

Providing more support for vulnerable children and highlighting the value of ECE

The Ministry is working to a goal of 98% of children participating in quality ECE before starting school in 2016, with a particular focus on supporting vulnerable children into ECE.

ELI will help the Ministry to achieve this goal by improving the understanding of participation patterns in New Zealand, and will provide more insight

into cases where children do not attend ECE at all. This is part of an increasing focus on children making a stronger start in their early learning.

From 2014, the ELI system will collect information on the enrolment and participation of individual children in ECE. ELI will improve the quality of data on all children participating in ECE, deliver more accurate and timely information and enhance the Ministry's ability to monitor and forecast ECE expenditure.

National Student Numbers for children in ECE

During 2013, ECE services have been preparing for ELI by collecting information about each child from their birth certificate or other official documentation. This will allow a National Student Number (NSN) to be allocated to children already enrolled at their service and also for new enrolments. The ELI system will use the NSN as a unique identifier for recording information about the child's participation in ECE. So far, just under 135,000 children have been given an NSN.

ECE is a critical first step in building the foundation for a child's learning and development. Using an NSN for a child when they enrol in ECE enables a focus on the needs of individual children in

education, particularly those children who require additional support to participate regularly in ECE. Over time, as children go on to school and tertiary education, the information collected in ELI using the child's NSN is expected to demonstrate the benefits of ECE.

Bringing information management practices up to date

From 2014, ELI will progressively replace the current paper-based ECE census (known as the RS61), which provides an annual snapshot of participation activity at each ECE service.

It will also improve the ability of both the ECE sector and the Ministry to access and exchange information electronically.

ELI will be online and easy to use

ELI has been built and is being tested now. ELI will be available to all ECE services progressively from February 2014. Services will be able to use the ELI system through their Student Management System (SMS), or online via the secure ELI website.

80% of ECE services use an SMS. These services will be able to access the ELI system, send data to the Ministry and allocate NSNs through their existing SMS.

Most information required by the ELI system is already captured in each SMS.

This means that there will be little change for ECE services using an SMS.

The Ministry is working closely with SMS providers such as APT, FirstBase and Infocare on the NSN allocation phase of the project in preparation for the introduction of the ELI system in 2014.

20% of ECE services do not use an SMS. These services will access the secure ELI website directly online. ECE services using the secure ELI website will enter enrolment details and attendance information for each child at their service.

While some changes to business processes are expected, services using the secure ELI website will benefit from a number of time saving functions within the system, such as being able to print off sign in sheets and to check attendance or bookings at a glance.

ELI training will be available for all ECE services from early 2014. It will be tailored for services that use an SMS, and for those without an SMS that will use the secure ELI website to submit data to the Ministry.

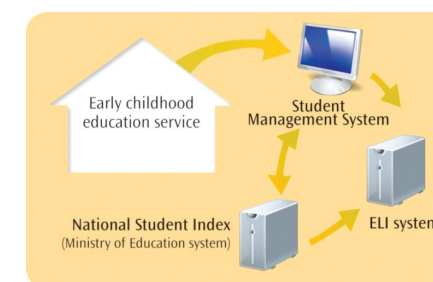
When and how will my service access the ELI system?

ECE services using an SMS

Most commercial SMS providers have already started work with the Ministry on building the link to the ELI system. In addition, planning has started on how and how often enrolment and attendance

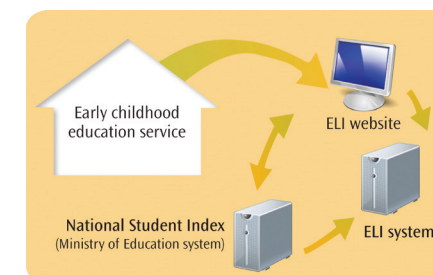
information will be sent automatically to the Ministry's ELI system from those SMS.

You will be contacted about the changes to your SMS before the link to ELI is put in place.



ECE services that do not use an SMS

You will be able to access the secure ELI website online progressively from March 2014.



Minimum requirements for information to be submitted to the Ministry

The frequency of information submitted to the Ministry will be dependent on existing business processes at your service.

For services using an SMS this will be an automatic process.

The minimum requirement for information to be submitted is monthly.

ELI information sessions and support available for ECE services

ELI information sessions were held throughout the country in November and December to provide more information to services about ELI and to give them an opportunity to ask questions.

The Ministry will contact you about ELI training and support in early 2014. Before your service is required to submit information to the Ministry via ELI there will also be:

- Training for services not using an SMS on how to use the secure ELI website.
- Supporting material about any changes for services using a SMS.

Targeting further improvements in future years

While ELI will simply collect information about ECE in its first phase, the system is intended to form the foundation of a new funding system for ECE in future years.

The Ministry is working towards designing a new funding system for ECE using the ELI system. Once ELI is in place, both the ECE sector and the Ministry will benefit from a more seamless information exchange.

ELI key facts

- ELI is a new information system for early childhood education. It will collect basic information about ECE services and enrolled children.
- ELI will replace the paper-based ECE census (known as the RS61).
- The system is intended to form the foundation of a new funding system for ECE in future years.
- Early childhood education services will be able to send information to ELI in two ways:
 - o either automatically to the ELI system from within their SMS such as APT, FirstBase or Infocare, or
 - o online, using the secure ELI website for services that do not use an SMS.
- The link to the ELI system will be made available to services using an SMS progressively from February 2014. Services not using an SMS will also be able to use the secure ELI website from February 2014.
- ELI will improve the ability of both the ECE sector and the Ministry of Education to access and exchange information electronically.

IT design & build Jan - Sept '13

NSN allocation March - Nov '13

ELI system test & pilot Sept - Dec '13

Introductory training Feb - May '14

Roll out to ECE sector Feb - Sept '14

**early learning
informationsystem**

More information and regular ELI project updates

Further information about the ELI project can be found at: www.lead.ece.govt.nz, Key words Early Learning Information project.

Raising participation in ECE SMART Bus

A brand new approach to bring Pasifika children and their families on board with early learning is already showing signs of success.

The Social Mobile Academic Resources and Technology, or 'SMART' Bus, is an early learning mobile outreach service that travels around Auckland to raise awareness of early learning and quality early childhood education (ECE).

The service is especially focused on getting more Pasifika children in to quality ECE. As at October the SMART Bus had prompted 74 more Pasifika enrolments, meaning those children are now off to a strong start in their learning, development and education.

Up and running since March this year, the SMART Bus is operated by a community organisation, Fountain of Knowledge Trust. The Bus offers a different way of engaging with communities by going to where the people are - from festivals and sporting events, to malls and markets. As at October it had reached families through 16 events, in nine different communities, with many more to come.

The SMART Bus is loaded with early learning resources and ECE information, and staffed by fully-trained personnel who help families to identify, discuss and overcome the barriers that stop them from accessing quality ECE. Families and their children also have the chance to experience early learning for themselves by trying out activities and games provided by staff.



Bi-lingual information on where to find ECE services, Pasifika language services, or Kōhanga Reo in the area is made available and staff also talk with parents about how to access financial and special education support. SMART Bus staff have also introduced a Welcome Back programme which reaches out to families that have stopped attending ECE. Through the programme, the staff work with local ECE services to strengthen the way they help children and families to settle in to their service and enjoy ECE.

Evidence shows that regular participation in quality ECE significantly increases a child's chance of future educational success, particularly for children from vulnerable families. For this reason the Government has set a Better Public Service Target that in

2016, 98 per cent of new entrants will have participated in quality ECE. Currently 89.1 per cent of Pacific children attend an ECE service. To get the numbers up, there is a lot of work happening on the ground to attract, find, engage, retain, and tailor solutions to ensure children and their families are enjoying the benefits of ongoing, quality ECE.

The SMART Bus is a collaboration between the Ministries of Education and Pacific Island Affairs, who are sharing knowledge, experience and community contacts to make this a successful initiative and to benefit the community. This is an opportunity to work directly with the community and find solutions that work for families.



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Early childhood education as a place for children or as a place for whānau and community?

Reframing how we think about ourselves in ECE

We investigated what impact adult participation in ECE made to children's lives, their parents' experiences, and wellbeing of the wider community (Duncan et al., 2013).

We are four early childhood centre teaching teams, parent facilitators at the 303 Parenting Resource Centre, and the management of the Whanganui Central Baptist Kindergartens and Early Learning Centres (hereafter referred to as CBK), with Judith Duncan (University of Canterbury) and Sarah Te One (Victoria University of Wellington). Funded for two years by the Teaching and Learning Research Initiative (see www.tlri.org.nz) we questioned the traditional view of early childhood and its place and role in the community.

Why?

New Zealand and international research has demonstrated that ECE services can and do help families develop supportive relationships/networks and in doing



so influence the amount and quality of coping strategies and resources available to families in times of crisis. Whether or not a family is resilient may depend, not only on their having access to strategies that will enable them to cope, recover and protect themselves, but also on their ability to appraise the needs of a situation/crisis, match appropriate strategies with particular problems, and their ability to implement strategies effectively. Our families in New Zealand should have access to personal, family and community developmental programmes and support services of high quality. Our quality ECE centres can help families gain access to these forms of informal and formal support, and in doing so assisting families to build the networks and strategies they need to be resilient.

While many teachers, and the parents in their services, think of the early childhood service as a child-centred place, where the focus is on the child's development and/or freeing the parent from parental duties for the time-being, this is only ONE role that services play, and while we only focus on this role the potential for supporting the whole family and the community is missed. Ongoing negative media (e.g. 'Horror' tales at preschools, NZ Herald, 10 Oct) about centre-based care emphasises the division between home and ECE and builds on the fear that we are doing harm to the children when they are apart from their families. These discussions are unhelpful and undermine an even more important point that early childhood services can be, and should be, a parenting and community resource,

supporting families parenting, and growing strong communities for the children to live in. Over more than a decade the CBK have been looking at ways that they can support their parents, the children, and their communities through every-day pedagogy and activities, where they all intentionally see the child as the child embedded in their family, and embedded in their community. This is a shift from the usual discussion about teachers partnering with parents or services working with parents or whānau.

How?

Hayden and MacDonald (2001) argue that early childhood centres are well situated to adopt a new role, which moves beyond a child-centred programme focus. They argue that it is time to transcend the traditional discourses that view early childhood centres as support for working parents, as compensatory programmes for children with additional needs (disadvantaged children) and as programmes for developing school readiness. By changing attitudes and policies early childhood services can be reformulated to assume the critical task of developing and facilitating social relationships, networks and interagency collaborations - and take a central role in building communities and civil society. Hayden and MacDonald argue that early childhood centres should be seen as offering a service to the community and that a new approach needs to be developed that incorporates a community-oriented approach to ECE services. This approach would recognise that many ECE services help build community



By Judith Duncan



connectedness by being a vehicle whereby links, relationships, and opportunities for networking develop - both on a micro, personal level between families and early childhood centres, and on a community level between agencies and organisations, ECE centres and families/whānau.

What did we DO?

CBK looked for daily opportunities to expand and extend their connections and conversations with the parents, and were rewarded with increased interest and participation by the parents. They had previously held occasional events for the families and whānau but, in response to the feedback from parents, and the increased opportunity to connect with families, these events increased in frequency and expanded into wider community events. A new position was created with a Parent to Parent Facilitator joining the teaching teams to intentionally and deliberately connect parents as a daily routine at drop off and pick up times. The provisions of the Parenting Resource Centre (For example, coffee mornings, activity groups and sessions (generated by the facilitators or the parents present), Supporting Parents Alongside Children's Education (SPACE) sessions, counselling support, food and clothing available, assistance with government and health services, and parent education sessions, both formally and informally) became an integral aspect of the CBK experience for all whānau. Services and supports offered by parent facilitators, teachers and support staff of CBK, ensured that whānau felt safe in their participation at CBK, and more confident about their children at the ECE centres.

A turning point for the teachers in understanding their role in the lives of

parents, whānau and community building was the result of what we have fondly called our 'light bulb moment'. We asked: "What does a community partnership approach to teaching and learning look like?", "How do we support community wellness?", and "How can we involve our centres in the community?" instead of the more usual question of "How can we involve the community in our centres?" This conceptual shift in approach was a cornerstone to the increased community participation that occurred over the two years of the project. When the teachers changed the questions from asking "how could we include the community in 'our centres'?" to "How could we involve our centres in the community?", this reframing of the role and place of the EC service within the community enabled new discussions about teachers' partnerships, connections, and goals for children, their parents and whānau. They shifted from a child-centred approach to teaching and learning and began to explore a community partnership approach to teaching and learning. See our YOUTUBE video for the teachers' words on this (see <https://www.youtube.com/watch?v=cLDDFedc0zM>)

Conclusion

Reconceptualising everyday pedagogy to work innovatively with parents, families, whānau and community necessitates a conceptual shift, challenging Aotearoa New Zealand's understanding of early childhood education as child-centred services to one that positioned itself as a community and parenting resource, alongside a learning environment for children. Intentionally focusing ECE pedagogy on the 'child-embedded-in-their-community' enables all members of the wider community



to build meaningful relationships, enhance child learning and parenting experiences. The question we need to be asking is not "why should we do this?" but rather 'why are we not doing this?'.

For more information see:

<http://www.centralbaptistkindergarten.org.nz/> (See *Innovations*)

<https://www.tlri.org.nz/tlri-research/research-progress/ece-sector/active-adult-participation-ece-enhancing-learning-and> (summary report)

http://www.education.canterbury.ac.nz/research_labs/eye/index.shtml (see Keynote address)

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Partnering with Parents Update

By Laree Taula

Partnering with Parents is led by the Early Childhood Council (ECC) in partnership the Ministry of Social Development's (MSD) Strategies with Kids, Information for Parents (S.K.I.P) and Plunket.

Its aim is to bring parents and early childhood (ECE) centre staff together, with health professionals and family support workers to answer the question, 'How can we best work together to support the children we all care for?' We know that the more closely adults work together, and the more consistency between them, the more chance children have of succeeding in life.

This pilot has already been rolled out in 13 centres. The ECE centres that have been involved have reported some exciting results.

- "The process is stunning"
- "It should be offered to every ECE"
- "It gets a shift in consciousness in a very short space of time"

The ECC will be conducting on-going evaluation of the effectiveness of this initiative with a long term vision that it will

be incorporated into business as usual for all licensed ECE centres in New Zealand.

Three 1.5 hour workshops

A fully facilitated Partnering with Parents programme is made up of three 1.5 hour workshops that involve;

- The identification of parental issues,
- Opportunity for professionals listening to parents, and vice versa
- The formation, by health, education and other professionals, of responses to parental issues,
- The development of plans to strengthen and maintain the relationships between all parties,
- Parenting education and support as needed.

ECE centres are to provide a venue, food and to work with an independent facilitator to offer a tailored programme.

Sessions will usually commence with a 10-15 minute education spot chosen in consultation between facilitators and centres. For example, if toilet training, dietary advice, positive discipline or brain development is an issue or topic of interest, that will form the starting topic and centres will advertise the sessions accordingly to attract parental

attendance. All facilitators carry out a process that required participants to 'walk in each other's shoes' and use an attitude questionnaire to help/support staff identify their strengths and weaknesses/areas for further development in relating to parents.

Upon completion of all three sessions, the facilitator will assist in the development of a plan for centres to strengthen and maintain the relationships between all parties and link parents up with further parenting education and support as needed.

Latest research highlights the importance of parents in ECE and school success

Partnering with Parents is backed up by research about the importance of a joined up approach that includes parents, ECE teachers and other professionals working together. In the 'Final Report: Solutions to Child Poverty, Children's Commissioner and paediatrician, Dr Russell Wills says:

"Reducing child abuse and rheumatic fever, and improving the proportion of children receiving immunisations, attending early childhood education and achieving NCEA are all objectives we should get behind, however until we address the underlying social and economic determinants of these issues,

we will continue to see poor outcomes for children and the adults they become."

The Children's Commissioner's working paper, 'Parents', Families' and Whanau Contributions to Educational Success' describes parenting behaviours and attitudes that have major impacts on a child's development and educational outcomes, and that parenting behaviour can mitigate some of the effects of poverty and disadvantage on education success.

The paper recommends a good approach is to start early in a child's life, be strengths-based, and recognise the expertise of parents and whānau. These are all supported by the Partnering with Parents approach.

There is a growing body of literature that is being taken up by many non-governmental agencies that work with children and families to base their practice frameworks on variants of the strengths perspective. One of these is found in Sanders, J., Munford, R., (2010), *Working with Families – Strengths-based approaches*, Dunmore Publishing Ltd, Wellington.

The contribution that a quality early childhood education experience has to make, alongside an environment where parents can perform to their optimum ability, towards life-long positive outcomes for children, cannot be underestimated.

Interested in hosting a Partnering with Parents programme?

Partnering with Parents is available to any licensed ECE centre that wants to build stronger relationships with parents of children in their centre and connect with other parents in their community.

If your centre is interested in hosting a Partnering with Parents programme, contact policy@ecc.org.nz

Centres that express interest will be asked to fill out a self review questionnaire. This will help match your centre with a suitable facilitator in your region, and will ensure a Partnering with Parents programme is tailored to the needs of your centre.

There are limited places available in 2014, however the ECC, Plunket and MSD will make all attempts to link centres in with resources that will assist them in their relationship building with parents. This will include the option of self-facilitation.

Inquiry into engaging parents in the education of their children

Every Child Counts has announced an Inquiry into engaging parents in the education of their children. Every Child Counts advocates for the policies, practice and attitudes that enable children to thrive.

They are a coalition of organisations and individuals working to increase the status and wellbeing of New Zealand children, led by Barnardos, Plunket, UNICEF, Save the Children, and Mana Ririki.

The terms of reference for the inquiry are to investigate the elements of an effective strategy for engaging parents, families, whānau, aiga, and communities in education; to identify the best practice examples of approaches, locally and internationally, that support parents and communities to encourage their children's learning; and to identify ways to leverage the strength of communities to lift the educational achievement of children and young people in their community.

The closing date for submissions is the 14th of December 2013 however updates about the Inquiry can be found on the following web links:

www.everychildcounts.org.nz

www.facebook.com/pages/Every-Child-Counts/102667329775560

Relevant Weblinks

- Video clip and Information about Partnering with Parents on the Early Childhood Council website:

http://www.ecc.org.nz/Category?Action=View&Category_id=385

- *Parents', Families' and Whanau Contributions to Educational Success* summary sheet and full report

http://www.occ.org.nz/_data/assets/pdf_file/0009/10512/130703_FINAL_WP_Parents_family_and_whānau_contributions_summary.pdf

http://www.occ.org.nz/_data/assets/pdf_file/0008/10511/130703_FINAL_WP_Parents_family_and_whānau_contributions.pdf

- Other important readings that highlight the importance of infancy and early childhood social and emotional development to the transition to adolescence and from there to adulthood include:

A report compiled by the Prime Minister's Chief Science Advisor, Sir Peter Gluckman, 2011, 'Improving the Transition, Reducing Social and Psychological Morbidity During Adolescence, Chapter 2: Social and emotional competence: intervening in infancy. Pages 35-48.

<http://www.pmsa.org.nz/wp-content/uploads/2011/06/Improving-the-Transition-report.pdf>

An Agenda For Amazing Children – Final Report to the ECE Taskforce, 2011.

<http://www.pmsa.org.nz/wp-content/uploads/2011/06/Improving-the-Transition-report.pdf>

The importance of the first three years of a child's life, brochure from the Brainwave Trust.

<http://www.brainwave.org.nz/wp-content/uploads/2012/07/PamphletDLE09-Web.pdf>

www.skip.org.nz

www.facebook.com/skipcommunity

<http://www.plunket.org.nz/>

<http://www.ero.govt.nz/Review-Process/For-Early-Childhood-Services-and-Nga-Kohanga-Reo/ERO-Reviews-of-Early-Childhood-Services>

<http://www.ero.govt.nz/Review-Process>

Parent, Family and Community Engagement Simulation

http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/center/pfce_simulation

- Ministry of Education's Positive Behaviour for Learning (PB4L) provides programmes and initiatives for schools, teachers and parents across the country to turn around problem behaviour in children and young people and to encourage pro-social behaviour

<http://www.minedu.govt.nz/NZEducation/EducationPolicies/SpecialEducation/OurWorkProgramme/PositiveBehaviourForLearning.aspx>

Plunket

S.K.I.P
Strategies with Kids | Information for Parents



Early Childhood Council

Matariki Celebration

By Lorna Tawhiti

Professional Development Facilitator at New Zealand Childcare Association, Jackie Solomon established an Ōtaki Cluster of ECE professionals in 2012.

Jackie spent time working alongside three centres under the MOE funded programme 'Language Culture and Identity' before coming together as a cluster. With two hui under their belts, each hosted by a different ECE centre and on the cusp of Matariki, a hui was held at He Iti Nā Mōtai.

"Matariki is the cluster of stars that herald the Māori New Year. It is a time for Harvesting, Remembrance and Planting new crops."

This is how Kelly (centre manager of He Iti Nā Mōtai) headlined her initiative to a group of teachers from three different Early Childhood services in Ōtaki. He Iti Nā Mōtai (HINM), a kaupapa Māori early childhood centre governed by Te Wānanga o Raukawa; Ōtaki Early Learning Centre (OELC), an all-day early childhood centre and Ōtaki Montessori Pre-School Inc. (OMP), a sessional/ all-day early childhood centre based on Montessori philosophy. This is the story of that journey.



With the seed planted, Kelly put forward the idea of centres celebrating Matariki as one with the inclusion of 5 other centres in our local community, three Te Kohanga Reo, Ōtaki Kindergarten and Ōtaki Play-centre. Our minds were instantly drawn to the idea of kōtahitanga –the bringing together of the Ōtaki community of Early Childhood Education to celebrate Matariki. A little to the 'left' of this whakaaro we knew that our cluster would grow and strengthen with the involvement of all Ōtaki centres.

Now to our knowledge, this style of event had not been done before involving all ECE Centres in this area and nor had it been done on this scale. The wero/ challenge was set at this point and with a newly learnt Matariki karakia (Tirama Ana Mai) on repeat in our heads (taught to us by kaiako of He Iti Nā Mōtai) we went back to our own centres on a mission to bring life to the kaupapa.

Over time Te Wheke's tentacles spread through Ōtaki and reached as far as Levin. "Nau mai, haere mai, tautoko mai i te Kaupapa: Whakanui te Tau-Hou-Matariki" Come and celebrate Matariki with the Early Childhood and Kōhanga Community of Ōtaki."

Opportunities for Manaakitanga (sharing of resources, skills and ideas), kōtahitanga (unity and being one), whānaungatanga (whānau/ family, extended family, ECE centres coming together) and pukengatanga (the diverseness and skills of the ECE sector to embrace this opportunity) to come forth and become significant features during this special event were emerging. We could see them happening in different ways

and sense their value and influence as the day of the event approached.

Ngā tamariki were busily learning the Matariki karakia in each of the centres. Ngā kaiako planned and prepared for the celebration. Behind the scenes, Kelly (HINM) organised her team of supporters, Whaea Treeza (OELC) and Lorna (OMP) preparing and supporting their teams, ngā tamariki and whānau for the day's events as well, gathering resources and support.

An outline of the day:

- Pōwhiri
- Kai paramanawa (morning tea)
- Whaikorero
- Mihimihi
- karakia
- Rolling activities: hākinakina, Star Lab presentation, story telling with Libby Hakaraia, planting a seed, waiata/ kani kani/kapahaka/taiaha, mahi toi, parachute play
- Karakia mutunga, ngā tamariki taking away with them a packed healthy lunch.

Local support was very important. Pipi Reka, Te Wānanga o Raukawa, Sunmaid Raisins, Taiao Raukawa Environmental Research Unit, Nga Purapura and Ōtaki Community Board were only too happy to help in various ways.

And so the day came. Our children all anticipating something different and a chance to showcase and share "Matariki". With approximately 180 tamariki and 80-100 adult supporters on the day, made for a very busy and plentiful event.

Powerful and moving was the pōwhiri and ngā tamariki o He Iti Nā Mōtai who welcomed everybody with haka pōwhiri. Manuhiri, eyes big, filled with pride and fully alert as we moved into the beautiful venue which is Ngā Purapura, the children comforted in its embrace.

Each kōhanga/ECE Centre shared greetings with tangata whenua and hosts before having morning tea and moving in our kōhanga/ECE centre groups from one activity to the next. Making the most of opportunities to sing, korero Māori, hongi, dance, move, learn about star constellations, plant, share kai, create, listen to stories about Matariki and experience being 'together'.

Time went fast. There was a lot of movement and beautiful buzzing sounds of busy young children in the gymnasium and in the foyer area.

With the Star Lab, children crawled into a dark inflated dome that projected images of star constellations. Makaira Jenkins, Te Papa Educator brought the images to life with his korero.

Mahi toi, set in a quiet area of the foyer gave children chance to express and reflect through creativity and design, their ideas about Matariki with their kaiako and whānau.

Hākinakina making our hearts beat faster with excitement and physical movement giving the chance for our hinengaro and muscles to grow stronger with the physical challenges through co-ordination, speed and agility.

Our wairua nurtured with waiata and kani kani at the Waiata circle with Whaea Maru and Whaea Puiwahine.

Ngā tamariki were able to experience concepts of maara kai, sustainability and

life cycles in the form of planting a seed in a little pot of soil to take home and nurture.

Bringing the event to a close, everyone gathered once more where we had begun. Kelly gave thanks to each and every kohanga and ECE centre with a parting taonga which lead us into our Matariki karakia, 'Tirama Ana Mai' – sealing our 'togetherness' on this day. Beautifully prepared, healthy kai for each and every child to take away was appreciated by all.

With the event a success and tucked away for the time being, reflection and relationships have come to the forefront. Ōtaki Kindergarten visited HINM, OELC and OMP with koha of appreciation for the celebration and recognition of what it takes to plan an event such as this. Their gift of a flowering plant reminds us of our togetherness and the importance of sustaining it. Kelly, Whaea Treeza and Lorna have shared korero and collated our thinking.

Ngā tamariki remember everything...the people, the place, the things that they did, the nurturing of wairua, and the kai that they shared. For some centres this Matariki celebration has enhanced curriculum, for others it has been given new life and light. For each centre, it has had its desired effect and offered good learning opportunities.

We are anticipating 'next year'. Where does this lead us? Our Cluster has ideas, but we will invite the other centres and kohanga to join us in making these decisions. Whatever the outcome, we know that along the way we will strengthen our sense of community and tautoko each other. Kia kaha, Ōtaki, as the journey begins and gathers momentum we will be together.

"Tirama ana mai, nga whetu o te ata"
The stars of the morning are shining.

Feedback

Ōtaki Montessori Pre-School Inc:

"Feedback has been plentiful and positive. Comments pay tribute to the amazing facility that is Nga Purapura as well the organisation of the event and number of helpers on the day. The Star Lab was a definite talking point among our 'crew' and Whaea Libby's skillful way of story telling. We have had children asking "Can we go there again?" and refer to looking at "Matariki" stars at night before they go to bed, (they are all Matariki stars according to one child)."

Ōtaki Kindergarten: Thanks sincerely for organising yesterdays celebration. It was a fabulous idea and helped us firmly establish "Matariki" in our curriculum.

Ngā Kohanga Reo o Kotahitanga me Kereru: "Rang and thanked us for organising the event, the manaaki and allowing all our tamariki to go in the starlab! E kore ngā kupu."

Ōtaki Early Years Learning Centre:

It was a great day, our kids loved it. Everything worked out well, all the activities were awesome. We loved the Star lab, learning about the constellations was brilliant. Matariki was an amazing experience that our tamariki and kaiako talked about for ages after, see you guys again in September. Nga mihinui koutou.

Nga mihi,

He Iti Nā Mōtai, Ōtaki Early Learning Centre & Ōtaki Montessori Pre-school Inc.

Lorna Tawhiti is the Head Teacher at Ōtaki Montessori Pre-School.

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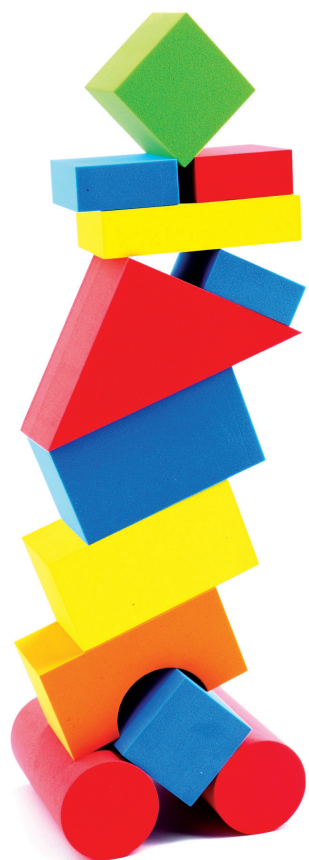
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If I Could Give You Only Five Pieces Of Advice

Supporting Gifted in the Early Years



By Deb Clark

Whether you know who they are or not, gifted children attend our early childhood centres every day and these young children have their own unique learning needs that are rarely met.

Unfortunately, young gifted children, nationally and internationally, are under-identified (Clark, 2013) and a lack of identification leads to an absence of appropriate provision; gifted children do not reach their potential on their own (Moltzen, 2004). These children need teaching and guiding as access to an equitable education should not be a matter of chance. However, for our gifted children it frequently is and the dice gets rolled right from their early years.

In New Zealand our early childhood sector has the unique opportunity to change this pattern by being the first formal educational experience for these children and through the very nature of the holistic, responsive and inclusive philosophy it adheres to. Te Whariki (Ministry of Education, 1996, p.11) states "teachers should provide for children

who require resources alternative or additional to those usually provided within an early childhood education setting". Our young gifted children need alternatives and additions and they need them now. They need their educators to discover, develop and celebrate their gifts and talents right from a young age.

1 You don't need to label to identify

Defining giftedness is a complex issue but one that should not get in the way of identification and provision. It is too easy for educators to put 'gifted' into the too hard basket and another generation of gifted learners fail to have their needs met. So whilst rigorous discussion should be engaged in, early childhood educators need to be aware of whom they are looking out for rather than spending all of their energy trying to agree on a definition. Is it possible to provide a positive intervention programme for a gifted child without formal identification? Bredekamp and Rosegrant (1992) say yes, as long as the learning tasks are age appropriate and individually appropriate. Professional awareness and growth will occur during the process of identification (Allan, 2006) and

an understanding of giftedness will develop as the educator observes and provides for those children needing accelerated, extended and/or enriched activities.

2 Look wide and look often

Curious and often extremely eloquent, these young gifted children are eager to learn and incredibly intense in their involvement. Many are unusually mature in their thinking, learn quickly, have well-developed memories and have a high need to investigate. They thrive on authentic opportunities that stimulate their minds and allow their creativity to flow. They have advanced understanding and/or performance in their areas of talent which require a challenging curriculum and appropriate support. They can be the children that 'stand out' in the learning environment but they can also be hidden, already 'dumbing down' their abilities.

Rating scales and checklists can help with identification (Allan, 1999). These are inexpensive and naturalistic and enable early childhood educators to look for characteristics and behaviours that demonstrate a need for programme

modification. Utilising such tools also has the additional benefits of challenging educators' current understandings and increasing their perceptions of giftedness (Allan, 1999).

While observation and professional instinct will also assist, educators need to remember to look broadly at giftedness across all learning domains and cultures. They need to remember to look at social and emotional needs as well as cognitive support and to look often, as giftedness may manifest at different times according to environment and opportunity. Educators should also keep in mind that a wealth of information can be obtained from parents regarding their young children.

3 Go with your natural instincts

Early childhood environments provide the foundation for future learning. Research (Ministry of Education, 2003) indicates these formative years are critical to future learning and development and quality teaching is the key lever for improving outcomes for diverse learners. Greenman (1988) advocates early childhood environments need to be rich in experience, play, teaching and people, significant to children, and be a place children can call their own. To support young gifted children in these settings, educators need to push a little deeper and a little broader. Alongside targeted opportunities for strengths to grow, educators need to focus on process and not product, offer complexity and richness rather than solutions, honour and actively encourage curiosity, give time to children's investigations, ask questions that provoke, scaffold and facilitate, plus share the power and responsibility.

4 Keep a record and pass it on

Te Whariki states that assessment should be carried out over a period of time (Ministry of Education, 1996). The use of portfolios and learning stories to demonstrate the learning, progress and achievement made by children provides a rich pool of data. These documents also have the added advantage of providing a further source of identification (Margrain and Farquhar, 2012). Radue (2009) noted portfolios and learning stories often present evidence of intense interests, critical thinking, long attention spans,

and innovation. Radue also noted the importance of the "child's voice" which revealed advanced thinking processes as their thoughts and actions were verbalised.

The evidence gathered in these documents is invaluable and needs to not only guide the educator with next learning steps and inform parents of progress and achievement to date, but also to support transition into primary school. Transition for many children can be a difficult time but for gifted children it can be yet another opportunity to disappear and to underachieve (Gallagher, 2005).

5 What you do counts - what you don't do never will ... but take some advice

Margrain and Farquhar (2012) in their research into gifted children in early childhood settings in New Zealand state these children are often an overlooked group of learners. This does not need to be the case. Early childhood centres provide holistic and strength-based learning environments for young children. With purposeful and on-going professional up-skilling in giftedness and gifted education, educators can easily expand their environment to nurture young gifted New Zealanders and also provide an example to other education sectors of how to develop talent in all learners.

To change the status quo early childhood teachers need to extend themselves and their professional obligations to all learners. A rich and stimulating environment is essential to supporting the development of positive patterns for learning and achievement. The challenge for early childhood educators is to ensure this happens for our young gifted learners too and the best way to ensure this happens is to begin a new professional journey. Observe, read, ask questions, undertake some professional learning and development and then give it a go. Quality educators make the biggest difference, and the earlier we start the bigger difference we can make.

Deb Clark is the CEO of Gifted Kids, a charitable trust that offers gifted education services throughout New Zealand. She has played a big part in the development of the Gifted Kids curriculum and the identification process for children involved in the programme.

Deb is a highly experienced teacher of gifted children and has delivered professional development workshops around New Zealand and overseas and is currently on the Early Years Special Interest Group subcommittee for giftEDnz, the Professional Association for Gifted Education. For more information about Gifted Kids and the services they offer, please visit www.giftedkids.co.nz

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You can hear more about giftedness from Deb at her workshop, 'Gifted in the Early Years' at the ECC's 2014 Conference.

Keeping meetings fun

By Phil Sales



Hey, we all run pretty fun meetings, don't we? Not so sure?

Maybe they would be more fun if it wasn't for all of the other people involved?

There is a story that when Roget wrote the first draft of his famous Thesaurus he put down 'meetings' as an antonym for 'fun'.

Ok, so that story probably isn't exactly true but let's not split hairs. On a scale of 1 to 10 (where 10 represents 'fun' and 1 is 'boring') I am sure that we can all recall meetings that probably rated somewhere around -5.

When was the last time that you went home and said 'I really enjoyed that meeting. That was fun!?' At a pinch you might have said 'that meeting was interesting' or 'informative' or even 'helpful'. But 'fun'? Probably never.

And yet, at first glance, meetings seem to promise so much and deliver so little. Inherently, meetings should be fun. A room full of people with different insights and ideas, all pulling together to solve problems and reach a common goal. So where can it all go wrong and what can we do about it?

The stock-standard answer is that if you are well prepared, stick to the agenda and run a tight meeting then everything else will flow naturally. As important as these things are, there is a bit more to all this that we might first think.

Let me show you a simple three-step method for getting the best out of a meeting and then I will share some cool ideas to bring a little fun into your meeting life.

1. Know your meeting

Would you treat a meeting with ERO in the same way that you would treat a meeting to plan the 20th anniversary celebrations of your early childhood centre? Probably not.

The simple fact of the matter is that some meetings are exceedingly

formal and highly regulated while others are far more relaxed. Choosing the right style for the right occasion is something that you will have to judge for yourself.

Remember that you should be aware of what is appropriate and acceptable at your meeting and you should use it to your advantage. At the end of the day, a meeting is a tool to achieve an end and if your meetings are not achieving the things that you need then maybe you need to look at changing the way that the meeting is organised.

Given that meetings come in different shapes and sizes, I am going to assume that we are talking about something straight-forward, such as a regular staff meeting or a management committee meeting.

2. Know yourself

Understanding exactly what you contribute (or even don't contribute!) to a meeting is very important. The person who runs the meeting often sets the tone but don't forget that you can also influence the meeting as a contributor.

Start with a realistic self-analysis of yourself. Are you a friendly person? Do you radiate positivity and participation? Do you encourage others to participate and do you support their ideas? Do you smile and do people smile at you in return?

The best bit of all is that people can be positive, open and fun even when there is serious work to be done and important outcomes to be achieved!

3. Know the others

For some people, the surest sign that meetings shouldn't be fun is the fact that they aren't having fun themselves. I am sure that we can all bring to mind at least one or

two meetings where participants have sat with frowns on their faces, shaking their heads sternly and criticizing suggestions all in the name of 'being serious'.

So can you use your own leadership skills to influence the people around you? Can you get people around you to relax and open up? Can you challenge yourself to get the best out of the person sitting alongside you?

Fun is infectious so don't be afraid to infect those around you!

Ideas for having fun

Let's be clear from the start that 'fun' isn't synonymous with 'just being silly'. Fun is happiness arising from enjoyment and we all know how much better things are when we are having fun. People smile, conversations flow, teams bond and we all feel good about the results. In fact, one of the most interesting by-products of happiness is that people can become highly productive and quality-orientated when they are having fun.

So, what are some fun ideas that might work at your meetings?

Let's start with engagement. Telling simple stories based on real-life experience or personal insight is incredibly important. "We need to buy more plastic dinosaur figures" is a bit ho-hum and doesn't really inspire anyone (least of all whoever controls the budget). Now what if I said to you 'You know, yesterday I was watching the children playing together and I couldn't help noticing how much the kids enjoyed playing with the dinosaur figures. In fact, I think that we could do some really cool stuff around co-operative play if we had a few more dinosaur toys available' [and then go on to explain what you have in mind]?

One way to encourage this sort of engagement is by asking each person to tell a story, based on their own observation or experience. Link the stories to items on the agenda to keep things relevant. Use props that people can see and touch. Encourage people to use all of their

senses. (Very similar to engaging with the little ones at your centre, isn't it?)

Think about how early childhood education principles can be used effectively at your meetings. Make your meetings 'discovery and learning sessions' as much as 'discussion and decision-making sessions'.

Bring food and share it at your meetings (especially if the meeting is held later in the day or in the evening). Apart from the conviviality involved in shared eating this is a good way to release extra energy in the body!

Stimulate the sessions with fun incentives. If you are generating good ideas (e.g. for a fundraiser, activity, etc.) then try bringing along a bag of chocolate fish and hand out one for every good idea generated at the meeting.

Move into 'Top Gear'. Take ordinary solutions and see if you can go one better with your own in-house solutions. For instance, one person starts with a solution to a problem and the next person has to add something better to it. Go around the room until everyone has contributed something. 'We could do a sausage sizzle ... with champagne ... and give fun certificates to our valued parent volunteers ...'

Give everyone a 'set-up portfolio' (i.e. a job that needs to be done pre-meeting such as setting out the seating, drafting the agenda, preparing refreshments, etc.) The only rule here is that the job can't be done the same way as previously. People have to be creative. Rotate the jobs from meeting to meeting.

Pick an annoying buzz word (one that everyone hates!) for the meeting. Anyone who uses the buzz word during the meeting needs to pay a forfeit (maybe putting their hands on their head or saying 'I'm a little teapot' every time that they say the buzz word).

Try some business games to get people thinking laterally. Put an item on the agenda item to describe your ideal customer and then split into small teams to discuss the task. Bring everyone back together and open the discussion up to see what ideas people have come up with. (By the way, this is an excellent way to understand your existing client base, to scan for new ideas and to open up a discussion on marketing.)

Roster people to 'bring a surprise' to the meeting and to talk briefly about how it is relevant to your childcare centre. It might be a special cuddly toy from their

own childhood, a good children's story, a new game, a fun activity or possibly something completely different. Use the opportunity to stimulate discussion, think laterally, brainstorm further ideas, reflect on current practice or just laugh out loud!

A final word ...

Remember that some things will work for your meeting and some won't. If you think that you might be facing an uphill battle then try introducing the changes slowly and see what happens. Don't be afraid to share the credit with others ... the best change of all happens when other people think that it was their idea in the first place!

Phil Sales heads up Business Development and Entrepreneurship for the Faculty of Business and Information Technology at Whitireia New Zealand (www.whitireia.ac.nz). Whitireia are the ECC preferred suppliers for the ECC centre manager workshops (go to www.ecc.org.nz to find what workshops are being offered for centre managers.) Phil can be contacted at: phil.sales@whitireia.ac.nz or 027 331 9658



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What do other ECE centres do to keep meetings fun?

Toddlers Turf Childcare Centre

Let's face it- no matter how enthusiastic we are about our job of being early childhood teachers, after eight busy fun filled hours it's often hard to summon up those creative juices for a staff meeting.

Here at Toddlers Turf in Manukau we were also suffering from 'Given All I've Got, syndrome. It was time for us to look at our staff meetings to see what could be done to improve participation and make them not quite so painful.

At the beginning of most meetings we have either a short quiz, a word search or an ice breaker. Quizzes are short, 10 questions at the most. Some questions are about early childhood but the quiz or word search is also laced with a liberal dose of celebrity gossip and a dollop of general knowledge. There is always a prize, perhaps a movie voucher, a gift voucher, a box of chocolates or the temptation of finishing work early or coming in late.

We have a Social Secretary who organised a balloon game for our last staff meeting. We had so much fun and were soon leaping around the place screaming with laughter. The winning team kept the balloon in the air the longest and won our rotating Team Trophy. Simple but effective. We use this trophy for any team challenge or game, it has become extremely coveted. You'll be surprised at how a bit of healthy competition gets the adrenaline pumping and gives everyone a pick-me-up for the remainder of the meeting. We thoroughly recommend it. To paraphrase Jamie Oliver, 'if you think you can't have fun at staff meetings then think again!!'

Blue Frog Early Childhood Centre

A warm up for staff meetings that we sometimes use is - Box of chocolates!

Get everyone to select a chocolate from the box that represents their day and get them to share with the group - this gets some great conversation and laughs going and at the end you get to eat your chocolate - always a great way to start meetings.

For example - I chose a cherry ripe because I had a bit of a rough patch, like the coconut with xxx today when they didn't understand my instructions but then I changed tack and everything was cherry good.

You can change your question too - chose a chocolate that best describes you, a chocolate that describes the centre, a chocolate that describes your favourite holiday...

Glenpark Childcare Centre

Wine (not too much!) and nibbles provided are good for meetings of general housekeeping (nothing too serious to be discussed). This also provides a time for staff relationships to bond.

Each staff member has a turn at providing an icebreaker type activity to begin each meeting. Plus the centre manager gives small gifts to staff member of the month and staff member funny moment of the month.

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Toddling Our Way Towards Well-being

By Arden Thomas



Spring time buzz:

Spring had arrived and Toddlers Turf Childcare Centre may easily have been mistaken for a beehive, based on the amount of activity related to our newly established well-being programme. All at the Turf welcomed the atmosphere of excitement, camaraderie and enthusiasm that surrounded the place. It was encouraging to look back over the previous few months and see how a simple idea had grown into a significant, fully supported well-being programme!

Why the need for well-being?

The idea for a well-being programme originally stemmed from my apprehension regarding my level of immunity to coughs and sniffles over the forthcoming winter months. These chilling concerns, as well as how I could build my immunity, led me to have a discussion with my Centre Operations Manager who wholeheartedly supported my idea and gave me carte blanche to drive the programme that hopefully would benefit all staff members.

A moment of reflection:

A timely article in the Education Gazette by Fiona Humphries, which was shared by my 'provisional registered teacher' mentor,



further fuelled my desire to enhance my personal well-being as well as that of others. The article highlighted that the well-being of teachers was important to the well-being of young children in their care. The article also encouraged teachers to take responsibility for their own well-being. Pertinent questions were posed to prompt us to question our awareness of signs of mental and physical fatigue. Topics such as sleep and nutrition as well as symptoms of stress were discussed to assist us in asking reflective questions to find individual solutions for our well-being.

The process:

My colleague Sheena and I headed the programme by joining forces and forming the Social Well-being Committee. In order to start the programme for the team, we needed to establish whether there was an interest in the programme or not. The intention of the project was to involve everyone so that they could participate and be in control of their own well-being with the support of team members for positive outcomes. One of the 'useful starting points' in the Education Gazette article led us to question: what activities could we develop and participate in as a team to assist us in our personal as well as collective well-being goals?

A notice was placed in the staff room to invite anyone who was keen to participate. We had an overwhelmingly positive response. Therefore, we decided to put out a survey so that we could find out how everyone had rated themselves on a well-being scale. The survey included questions such as: what is your goal; how do you de-stress; would you like to improve your eating habits; and what is your ideal form of exercise? Once we had the data we were then able to design and facilitate events as well as set up relevant activities to improve overall health and well-being based on the feedback.



Goals that topped the list based on the survey feedback, included losing weight and working towards a healthy lifestyle. Exercise routines ranged across the board from not exercising to daily exercise routines. However lack of exercise rated higher. An interest was shown in all the proposed forms of exercise and the survey revealed the various ways that people chose to relax so this would be considered for future social activities.

A notice board was put up in the staff room so that everyone could share topics of interest regarding health and well-being. This information could include anything from information on healthy lifestyle to inspirational quotes. Basically anything that could motivate staff to achieve their goals. A suggestion box was also provided so that everyone had an opportunity to give feedback and suggestions on the programme to keep it relevant.

Winter - not so daunting after all!

Over the winter months we were able to arrange a Zumba session every Wednesday evening with a good turnout. A Walking Warriors schedule was established where we would buddy up at lunchtime to take walks. The schedule gave an indication of who was available to go for a walk on the day. Staff members participated in



group detox and healthy eating plans that resulted in significant weight loss and a rise in energy levels. Even though the focus remained constant on healthy eating we occasionally had treats such as hot chocolate and marshmallows on cold winter days. Our social events have included tenpin bowling and dinner as a team. A special fun training session was arranged with a personal trainer who not only showed us that exercise could be fun but also shared valuable women's health tips with us. A light-hearted seasonal newsletter has been developed as a way of documenting and celebrating achievements of all staff. This newsletter also serves as a way to keep staff motivated.

Summer - we predict a harvest of well-being rewards:

We survived our first winter. So as we look forward to summer and wind down to the holiday season, the Turf will continue to buzz with exciting activities related to our holistic well-being, as we have much planned for the future. Some of these activities that we look forward to include:

- Boxing - A team building experience that has been custom designed for the team by one of our parents
- The Salad Club - An opportunity where staff may contribute and share salad ingredients as well as recipes to promote healthy eating
- Round the Bays - Participate as a team
- A Chick Flick movie night
- End of year dinner function to celebrate the hard work and achievements of everyone over the past year
- It's The Thought That Counts - based on a monthly rotation, staff are able to choose a colleague's name out of a hat in order to exchange silly or considerate gifts and treats.

We are currently in the final week of our month long pedometer challenge and everyone can't wait to see who the winning team will be! Our efforts have not gone unnoticed. As a result of the success of our Well-being Programme, thus far, we have been asked to provide the venue for a workshop hosted by the Heart Foundation (Healthy Start for a Healthy Heart!). At this workshop our facilitator will be sharing our well-being programme with attendees. Everyone at Toddlers Turf Childcare Centre feels honoured to be a part of such a worthwhile programme. We have shown commitment as a team. Remain committed to staying strong in order to reap the rewards of overall health and well-being and continue to lead by example through our programme.

About the Author

Arden graduated from the Open Polytechnic of New Zealand in May this year, achieving a Bachelor of Teaching, ECE and has been teaching at Toddlers Turf Childcare Centre Inc. for the past 15 months working with infants and toddlers.



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Christianity in ECE: Thoughts on spirituality, love and the Christmas spirit

By Rick Fourie

Many of us, whether we were raised as church kids or not, would have some faint (or not so faint!) memory of Sunday school or Christian education growing up.

Perhaps we encountered it during church on a Sunday, Bible in Schools, or like one of our teachers; at an after school programme where they sang Christian songs after being given a biscuit (one only!) and watered down juice for afternoon tea. Wondering then about how Christianity is incorporated within the context of Early Childhood Education in Aotearoa, can easily leave you questioning whether it is simply Sunday school on repeat for weekdays.

What I have discovered during my wonderings around New Zealand, visiting and speaking to Christian educators and centre owners, is a heartwarming reality that is quite different. Since the introduction of Te Whariki many Christian services have evaluated, reflected on,

and adapted their practise to truly be places where children can "grow up as competent and confident learners and communicators, healthy in mind, body and spirit, secure in their sense of belonging and in knowledge that they make a valued contribution to society." (Te Whariki, pg 9)

Attending the annual CECEAA (Christian Early Childhood Education Association of Aotearoa) conference in 2012, one of the session was dedicated to exploring what it means to be a Christian centre. It was a dynamic session with the audience creating much of the content. The overwhelming feedback given by the teachers attending from many different Christian and mainstream services from around the country, was that Christian education meant having a holistic view of education, within the context of strong loving relationships and community.

I recently read a fascinating research paper by Jane Bone entitled 'Everyday Spirituality,' done through Massey University, in which she investigates the

meaning of spirituality within various ECE contexts in New Zealand. She frames the research by defining spirituality "as a force that connects people to each other, to all living things, to nature and the universe. Spirituality is a way of appreciating the wonder and mystery of everyday life. It alerts me to the possibility for love, happiness, goodness, peace and compassion in the world." (Bone, 2007)

As I left the conference session that day, I couldn't help but notice that the people within the room seemed to have a deeply grounded spirituality. It served as the source for their cultural identity, and made them keenly aware of the possibilities referred to by Bone (2007). They considered teaching more than just a profession, but rather they considered it a calling. Something which they were born to do. They seemed to be aware that they were part of something much bigger than themselves. That as a collective body they were here to make a difference for the children and families they were serving.



The image of the child

When we founded Creators Christian Childcare Centre four years ago there was a central thought, call it a gut feeling, that became the statement of our believe about the children we cared for. It was the believe that every child has a unique gift, talent or ability that reflects God's image. And our role as Educators is to discover and nurture this in order to help the child to reach their full potential.

I remember being at a staff retreat last year where I gifted each staff member a post card with this quote on it from the famous Spanish composer, Pablo Picasso: *"And what do we teach our children? We teach them that two and two make four, and that Paris is the capital of France. When will we also teach them what they are? We should say to each of them: Do you know what you are? You are a marvel. You are unique. In all the years that have passed, there has never been another child like you."*

The quote gave us a language for a deep sense of purpose we felt as a group. I remember my eyes, and the eyes of my team members, filling with tears as we read those words together. They weren't tears of sadness, but rather of purpose, as we started to grasp all over again the potential of each child. That each one is indeed a marvel, uniquely created in the image of God, full of gifts, full of creativity and capable of making a difference in this world.

The outworking of love

I am often asked 'How do you implement Christianity in the daily life of the centre?' I often point back to the first statement in

our philosophy which states that 'Love is all you need'. We have a core belief that we are unable to love unless we ourselves experience love. Therefore the most important thing we can do for every child is to love them unconditionally. As a team there is nothing that unites us more than to simply provide the children with the same unconditional love we have received from our spiritual connection with our Creator.

We also believe that each child is created connected with their Creator, as well as His creation. This gives our community a sense of oneness and connectivity with each other, bringing us together as a connected whole, instead of merely separated individuals from different families and backgrounds.

When you nurture the spiritual atmosphere of the centre, through recognising connectivity, and making love the highest value, you create an atmosphere where families from all different walks of life can feel like they belong.

There are of course other, more tangible ways you will find our Christian world-view expressed in our learning community. You will find the centre filled with song and dance at our morning meeting times, karakia at the start of the day and before meal times, and stories integrated into our inquiry-based learning. We encourage our staff to think about the questions the children are asking, and present to them a provocation using the framework of the seven days of Creation. So for example, if the children are doing an inquiry into the growth cycle of vegetation, we might link it to day three in the creation story. During learning inquiries, our language will always attribute awe to God's marvelous plans for his creation and we might ask the children how the particular learning experience reveals to them an aspect of God's love for the world.

Christmases gone past

Christmas is always a very special time of year for the centre. It is within these special rituals of society that we find time to



remember where we have come from, and what our purpose is as a family. The spirit of Christmas for us has become about reminding ourselves how fortunate we are, and to help those who might not be in the same fortunate position as us. It is also a time of celebrate family, connection and everything that we have enjoyed together.

We have an annual family Christmas event where all our families come together on a Saturday to celebrate. Last year we put on a carnival with all the great activities you would find at a fair - apple bobbing, candy floss, games and lots of good food. The children sang some Christmas carols, and of course, Santa made an appearance!

One of the significant things we also did as a centre was to use money raised from the year-end photos at the centre to compile three big grocery baskets for families in our community who deserved an extra helping hand.

It was such an impacting experience that the staff wanted to involve the children in a deeper and richer way this year, giving the opportunity to experience the same joy we felt from helping our families last year. So leading up to Christmas this year, we decided to introduce a collaborative inquiry to our learning community, including children, teachers and parents, with an overarching provocation of 'Love your neighbour.' The intention is for our entire learning community to take some time and reflect on who our neighbours are in the 21st century? Do we know them? And how can we share our grace and kindness with them? The entire inquiry will be wrapped up at our annual family Christmas event where we will celebrate the children's thought and work during this inquiry. We will also conduct a big mission into our surrounding neighbors to shower them with goodness! You can follow this project on our blog: <http://www.creators.org.nz/blog>

About the Author

Rick Fourie is the founder and director of the Creators Educational Trust. Creators Christian Childcare can be found in Hamilton providing innovative learning through pedagogical research and implementation of the Reggio Emilia Approach.

Templates

– should they come with a health warning?



By Trudi Sutcliffe

Festive seasons such as Christmas and Easter and even when preparing children for school readiness there is the temptation to use templates for sparkly stars and oval shaped Easter Eggs to brighten up our centres.... but is it ok to use templates?

In the late 1980s when I did my ECE training, templates and colouring books were a 'no, no', this was a time when teaching and training were influenced by the likes of Piaget and Gwen Somerset, and the understanding that children's drawing were universal and for teachers to never draw or make for a child. Another strong influence came from the American Developmentally Appropriate Practices (ADAP) where it was deemed inappropriate to use representational products, give colouring in sheets or templates or ask 'what is it'. Teaching when it came to 'art' was definitely 'hands off'.

Towards the end of my training new theories were being embraced such as the socio constructivist views of Vygotsky encouraging teachers to work collaboratively with children together sharing knowledge, skills and abilities, which means teachers actively supporting children's learning, rather than being 'hands off'. Also teachers were beginning to take notice of the Reggio Emilia philosophy, which advocated children's construction of knowledge, encouraged children, teachers, parents and the community to work cooperatively together linking

research, critical thinking and furthering their understanding of art practices such as art history, criticism and aesthetics.

In one of my teaching positions I was quite surprised when I noticed templates were still being used and scissor skills celebrated, it was like we were going back into time to the formalised education of the first kindergartens who influenced by Froebel emphasised fine motor skills, neatness, memorisation rather than creative self-expression.

So what does this all mean? What is the purpose of art and how can we best support the children in our ECE centres? Should we be using templates and if not, what else can we do?

The creation of a drawing says Brook (in her article, What Vygotsky can teach us about young children's drawing, 2009) involves all of the child's past and present experiences as well as imagination, emergent thinking and involves memory, experience, imagination and observation. Terrani (in A history of visual art education and early childhood in NZ: Looking backwards to go forwards, 2010) says teachers need to be actively involved in children's visual art experiences by providing opportunities to 'look at art, talk about art, as well as create art' working closely scaffolding and co-constructing and teaching specific art skills and knowledge.

In Barroqueiro's article, Language & Art in Early Childhood. An examination of form, control & Social Context (2010) she notes that that works copied or to-be-completed (eg tracing, cut and pasting projects) reveal the least about a child's interest in subject matter and

demonstrates only little more than a child's hand-eye coordination and neatness!

Some thoughts

Children study and draw from real flowers and from well-known prints of famous artists, so why not use the same strategies for encouraging Christmas themed art/ decorations. Display Christmas decorations and books as provocations and create opportunities by having similar materials and colours for children to choose from.

Let children share what Christmas means to them and their family, maybe children could share something that is special to their family at mat time and maybe used as a provocation.

Ask children what they like about the Christmas season/summer holidays for art provocations.

Could there be a group art project such as a mural depicting children's Christmas experiences?

Remember you may not have children who celebrate Christmas, how can you include these children and their families? What do they do on Christmas Day, something special or is it just another day? What days, if any, are special for them? How can these children express their experiences during the Christmas season?

And for the last word: Sylvia Chard, author of Engaging Children's Mind: The Project Approach suggests drawing gives children opportunities to share their experiences of their world with others, and that art templates 'should come with a health warning'.

Christmas Art Ideas

Christmas Village

Make their own "village" out of small boxes. Have them paint, or color one building each day.

Bees Wax Candles

This is a great project for little ones who aren't old enough to work with hot wax. Sheets of bees wax can be purchased at most hobby stores, along with a small package of wicking.

Melt Bees wax and dip dried leaves into wax and hang to make a natural air freshener.

Decorations for the tree

Every child brings in a photo of their tree at home to hang on centre tree.

Paper Cup Bells

You you need: Paper Cups, Tinfoil or paint, String, Bead or cork.

Cover paper cup with tinfoil or paper and paint.

Thread string through bead and knot string about 5cm above bead and thread through paper cup.

Glue Ornaments

All you need is a sheet of wax paper, glue, and little beads, ribbon, glitter, or whatever you might want to add. This'll make Christmas decorations that look like glass.

Start by rolling out a sheet of wax paper. Children can draw simple designs on to paper or use glue to make a pattern (may need some practice). Put on any beads, ribbon, glitter, whatever and let it dry for a few days. If you used coloured glue they'll dry in a solid colour.

But if you used white glue they'll dry clear. Once dry carefully peel the design off the wax paper and there you go. If you want to hang them somewhere, let them dry overnight then poke a hole in them the following morning.

Ice Cream Cone Christmas Trees

Using cone shaped sugar cones, some green icing, and holiday coloured sprinkles. Turn the cone upside down, have the child cover it in icing, then decorate with sprinkles.

Make gifts

Children can paint with fabric paint on to tea towels; use real canvases to paint on for gifts; frames made with ice block sticks; make placemats either laminate a special drawing or painting or try cellophane pieces glued onto paper to laminate.

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Design -is it important?

By Phil Smith

Nearly eight years ago, I took my first tentative steps into early childhood architecture.

Newly arrived in New Zealand, a great opportunity to design Living and Learning's first 'family centre' came my way, and I was able to establish my own practice off the back of it. Since then I have designed, refurbished and built more than 20 centres, some winning multiple awards for design and sustainability with 10 more centres currently in various stages of design this year alone. Certainly the last year has seen a huge increase in our practices workload, partly due to our current position in the market but more indicative of the huge increase in people getting into early childhood.

Just recently I got the chance to discuss and reflect on my work in the early childhood sector at an ECE Astute owners retreat. This highlighted a number of common themes in the early childhood work we do which I thought could be useful to share here.

Competition

This is one of the biggest concerns of the centre owners I work with. Auckland especially is seeing saturation in certain localities and operators are fighting over existing market share, leaving little to differentiate between them but price. I have seen a number of centres in recent years become obsolete through this process, which is really sad as some of them have been great centres in the past, but through lack of maintenance, general wear and tear and little reinvestment in their upkeep, resources and staff, they have eroded away their market share to a point where its not recoverable.

In every other industry or service sector I can think of, the value of their 'image' is sacrosanct. Can you imagine sitting in a 'top' restaurant with blue streaky vinyl floors, walls peppered in badly hung images, commercial polystyrene tiled ceilings complete with yellow condensation stains and awful fluorescent lights, with pokey windows looking out at an outdoor courtyard of rectilinear

artificial safety matting and red and yellow boxes? This restaurant might have the best food in the world and employ the best chefs, but I am pretty sure that it would have no customers!

From our experiences working with a variety of different operators throughout the country, the best solution to fighting competition without dropping price is to differentiate your offering through the centre design. Once built the centre is a 'sunk' cost and the difference between an outstanding or average design may be as little as zero to 500k depending on size and complexity of the design. This may sound a lot on a project cost of \$1-1.5M but taken over a twenty year period of the business, it is a very small element when compared to operating expenditure. Remember – it's extremely hard to sell a world leading curriculum to a parent on a first visit, but extremely easy to sell them a world leading centre design. People buy with their eyes – even your average supermarket incorporates psychological design to encourage sales.



With so much to consider when establishing an early childhood business, it's often easy to overlook some of the factors that really matter to parents. I had a really interesting piece of feedback from a parent when we opened the Te Mirumiru centre up in Kawakawa (see picture inset). She was there for the opening ceremony only, being based in Auckland, and was really disappointed that there wasn't anything like it in Auckland. She said that if there was a centre like Te Mirumiru near her in Auckland she wouldn't feel so guilty for leaving her children there everyday.

Design really does matter and more and more research is becoming available as to how the quality of our environment affects the quality of our lives, even our health. This aspect has of course always been important to certain pedagogies – Reggio, Steiner and Montessori, but it should be important to all early childhood operators – children under five attending a daycare centre spend more time there than their parents do at work, and much more time than they do at home. Yet we spend far more attention on making sure our office buildings are 'green' and healthy, and our homes are beautifully designed and furnished.

Green Building

Most first world countries now demand 'green' education buildings, particularly for their younger children in the early childhood and primary school sectors. Green buildings are not just about low energy. A true green building will encompass factors as diverse as internal air quality, amount of natural light, ecology value and pollution, as well as energy and water use. Many of these aspects are health related and are based on well documented research from Europe, Australia and the US.

In all of the centres we have done in NZ, I have yet to be asked for a green early childhood centre by an operator. By default we follow the principles of green building irrespective of it being in our brief, as I believe strongly in these ideals in environments for young children. Our 'greenest building' is currently pending a 6 Green Star (highest possible and world excellence) from the New Zealand Green Building Council, which will make it the first rated green early childhood building in Australia and New Zealand.

There is good information available from many sources on the benefits of green buildings, but good starting points are NZGBC (<http://www.nzgbc.org.nz/>), USGBC (<http://www.usgbc.org/>) and GBCA



(<http://www.gbca.org.au/>) - these are the green building councils for NZ, USA and Australia. I could write a whole book on the benefits of green building relating to early childhood (in fact I have started) but as way of example – check out the studies in the US on the affects of natural daylight on children in full time education. The results are quite staggering with tangible differences in bone density, tooth growth and learning. All our designs therefore incorporate natural light to the highest levels possible. This is of course only one aspect, there are hundreds more.

World Leading

Last year I got the opportunity to attend the World Forum on Design for Early Childhood in San Francisco where I presented a paper on the work we have done in NZ. This conference really opened my eyes to the quality of early childhood services that we have in NZ, compared to other first world countries such as the US and UK. From the Te Whariki curriculum to our (minimum) MoE centre standards, they are all far in advance of what other

advanced nations are doing and they all look to NZ for best practice. When I left England in 2005, I had never designed an early childhood building. 8 years on, UK early childhood providers are contacting us to design their buildings due to the standard of work we are doing in NZ, which is all due to the amazing early childhood sector here in NZ – anyone working in this field in NZ should be really proud of it.

About the Author

Phil Smith has specialised in designing world class education architecture for over 13 years, both in NZ and the UK and his designs have won many awards. In 2012, Phil was awarded Lexus Young Designer of the Year for his achievements in sustainable early childhood architecture in NZ.

Phil has an office in NZ and the UK and can be contacted in NZ on 021716893 or phil@philsmith.co.nz Website: www.casa-uk.com

Safer journeys for child passengers

New child restraint laws came in to force on 1 November to improve the safety of children travelling on our roads.

The mandatory use of child restraints in vehicles has now been extended by two years. This means that all children are required to be correctly secured in an 'approved' restraint until their seventh birthday – previously it was until their fifth. Parents and caregivers must also continue to secure any children aged seven in an approved child restraint if one is available in the vehicle, and if not, in any child restraint or safety belt that is available. This particular rule used to apply for children aged five, six and seven.

These changes have been made by the government to help reduce preventable deaths and serious injuries to child passengers travelling in vehicles on our roads. Seats and safety belts installed in vehicles are designed and manufactured to most effectively protect an average sized adult in the event of a crash. Children, because they are smaller and have a different body shape to adults, need additional seating equipment to keep them as safe as adults in a car.

When children's calves and thighs are too short for the depth of the adult car seat they intuitively slide their hips forward for greater comfort. This causes the lap portion of safety belt to ride up over the soft tissues of their

abdomen, rather than being positioned over the rigid pelvic bones, as they are designed to do for adults. This can cause serious abdominal injuries in a crash.

The shoulder portion of the safety belt can also cut across a child's neck and face and can cause severe upper neck and spinal trauma in the event of a crash. Because it can be uncomfortable a child may place the shoulder portion of the safety belt under their arm or behind their back rather than off their shoulder as it's intended to be worn.

When a child is large enough to sit in a booster seat, parents and caregivers need to ensure they're seated at the correct height for the safety belt to protect them in a crash.

What is an 'approved' restraint?

Approved child restraints are ones that meets approved standards so parents and caregivers can be sure their design and construction is laboratory tested under crash conditions.

Approved child restraints include:

- Infant restraints for young babies (often called baby capsules)

- Restraints for older babies, toddlers and preschool children (often called car seats)
- Booster seats for preschool and school-aged children. These position children in the seat so they can safely use the adult safety belt
- Child safety harnesses (used with or without a booster seat) for preschool and school-aged children.

How do I know what child restraint is right for my child?

The most suitable type of child restraint required to keep a child safe will vary depending on the child's size. If parents and caregivers transport multiple children in child restraints, it's important to find out the best combination for the children and their vehicle. So it's important to seek expert advice and ideally have the restraints fitted to your vehicle.

More information about approved standards for child restraints and a list of certified Child Restraint Technicians who can provide expert advice can be found at www.nzta.govt.nz/childrestraints

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Fuelled4life

Fuelled4life – Taking the hard work out of what foods, drinks, snacks or meals to serve at your early childhood education service.

Why is healthy food important for young children?

Early childhood is a time when lifelong eating habits are being formed. Early childhood education (ECE) services can play an important role in creating a culture of healthy eating and in helping children to develop the healthy food behaviours that will support them to grow into healthy adults.

“Nurturing health during the early years is more important than at any other stage in life” (Belli, Bustreo, & Precker, 2005).

“Children learn about food and when, what and how much to eat within the first five years of life” (Savage, Orlet-Fisher and Birch, 2007).

You may be thinking, how can our ECE service take charge of this?

Creating healthier eating habits and food environments now, will have, immediate positive effects both now and long term. The Heart Foundation’s fuelled4life’s key goal is to address this.

Fuelled4life is based on the Ministry of Health’s Food and Beverage Classification System (FBCS). **For people involved in selecting foods and drinks, fuelled4life is a practical tool that can be used to identify and offer healthier food choices to children.**

Fuelled4life is a collaborative initiative involving the education, health and food industry sectors working together to make it easier to have, a larger variety of healthier foods and drinks in ECE services.

Fuelled4life simplifies the choice of foods and drinks into two categories; **everyday** and **sometimes** options. Fuelled4life has specific nutrient criteria that foods and drinks that must meet to fit into these categories.

Who is fuelled4life for?

For all people involved in the planning, selection, preparation and service of food provided to children in ECE services.

This may include:

- Managers
- Teachers
- Supervisors
- Cooks
- Parents
- Helpers

And, covers ECE and parent-led services such as:

- Education and Care centres- church, workplace and childcare centres
- Kindergartens
- Home-based ECE services
- Play centres
- Nga Kohanga Reo

- Playgroups
- Nga Puna Kohungahunga
- Pacific Island early childhood groups

Why should your ECE service join fuelled4life?

City Kids Wellington ECE Manager Rachel Foster has found the fuelled4life recipes fantastic; “The Buyers’ Guide and website is great. They outline healthy options to buy if you are trying out new things on the menu as well”.

City Impact Church ECE Services Manager Shaun Vining says,

“Our chef is now aware of **everyday** and **sometimes** options, we’ve made changes to our snacks and we’ve evolved to having more variety, our Chef is passionate and fuelled4life has helped to make a positive difference in so many ways”.

Since babies, toddlers and young children can only eat what they are given, the responsibility lies with all carers, including those at the ECE service. Many children spend the majority of their day at a centre, so it is really important that the food and drink provided is nutritionally adequate.

Join **fuelled4life** and your ECE service will receive the free 2013 Buyers’ Guide.

Join now and other benefits will also include:

- resources to support a nutritious and delicious ECE service menu
- workshops to attend
- regular fuelled4life newsletters – to keep you up-to-date with the latest healthy products
- competitions and promotions to jump on board with
- nutritious and delicious recipe ideas

How to be part of fuelled4life:

Sign up today - jump on www.fuelled4life.org.nz

Contact Sally Hughes
sallyh@heartfoundation.org.nz or
09 526 8425 to get more information about fuelled4life.

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Food & Beverage Classification System

Fuelled4life makes it easier to provide healthier food at your early childhood education service by giving you support and resources to make the right choices.

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Rediscovering Messy Play

Messy Play is one of the great joys of early childhood.

The freedom to play, experiment and explore is a simple treasure we can offer young children. Messy Play gives children an opportunity to express their feelings in a creative way.

Messy Play is a wonderful opportunity for learning...

- As a sensory learning experience Messy Play offers a chance to enjoy and explore texture without restriction.
- Messy Play builds literacy skills, both in developing oral language and the motor skills required for literacy, and in drawing and writing as you play.
- Messy Play also helps to develop numeracy skills – dividing up quantities, creating and noticing patterns and shapes.
- There are so many opportunities for scientific exploration through Messy Play. How do different substances interact? How are different different colours, textures and smells created?
- Messy Play is fantastic for building confidence and self-esteem – there's no right or wrong. The results are always original and different with no preset ideas.
- Messy Play offers lots of opportunities for building responsive and reciprocal relationships – joining in, sharing resources and ideas, laughing, chatting and making friends.

The value of Messy Play is in the doing, not in producing an end product...

Fingerpaint, gloop and foam are just the beginning... Paint makes wonderful Messy Play - try taking away the easels and using sponges, rollers, marbles and string. Put paper on the floor and encourage children to use their hands and feet. Try throwing paint

sponges onto an outside wall/fence. Water also provides lots of opportunity for Messy Play, by adding bubbles, colour, or extending play in the sandpit. Add baking soda and vinegar into the mix and you have instant frothing fun. Try adding different scents like eucalyptus and lavender for amazing smells.

Setting up and Playing...

Children need:

- Clothing that they can relax and get mucky in
- Buckets of warm water and towels for washing hands and feet
- Enough space and enough medium to work with time
- Low tables/troughs
- An adult working alongside them
- Music is also highly recommended – either singing, or CDs. Classical music is great!

Teachers should allow time and space to play, encouraging discussion, experimentation and exploring working theories through Messy Play. Relax and make clean up part of the activity and try not to rush – squirting the hose, a tub of warm water water for washing containers together – good clean fun! Give this recipe a try:

Pavement Paint

Ingredients:

- 1/2 cup Cornflour
- 1/2 tsp Powdered dye
- 1/2 cup Water

Method:

Combine all ingredients and stir until you have a smooth consistency. Make different colours and invite children to paint it onto

concrete. The mixture goes on wet like paint and dries like chalk with vibrant colour.

Thanks to Kyla Rigby, Kumeu Village Kindergarten

From 'Recipes for Messy Play – 40 Fun Sensory Experiences for Young Learners'

About the Author

Cathy Sheppard is a former secondary school teacher who discovered the joys of Messy Play through taking her four boys to Playcentre. She completed the Graduate Diploma of Teaching (ECE) at Victoria University, and the Playcentre Diploma of Early Childhood and Adult Education.

Cathy is the author of 'Recipes for Messy Play – 40 fun sensory experiences for young learners' a practical book designed for ECE teachers and parents of young children. The book includes creative recipes for Messy Play submitted by early childhood centres throughout New Zealand. Published by www.akobooks.co.nz.

Join up with our community and be in to win...

Go to www.akobooks.co.nz and click on the 'sign up now' button under 'Join Our Community' at the bottom of the homepage – make sure you tick the ECE Centre box and you'll automatically go in the draw to win a copy of 'Recipes for Messy Play - 40 Fun Sensory Experiences for Young Learners' (3 copies to giveaway).

Winners will be drawn on Monday 27 January and notified by email.

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Can you imagine maths in story time?

By Margi Leech

'There were ten in a bed and the little one said, "Roll over!"' Now that's a song about subtraction!

Music plays an important part in learning maths. The mind connects the two to make an association with the tune and rhyme of the words as well as the concept of what the song is illustrating. Music solidifies the information for all children. So how can we use these fun songs to teach children about numbers? Draw attention to each verse having something special to say. Is it the concept of addition, (increasing in numbers), or is it about subtraction (decreasing in numbers). Is the increase or decrease regular and consistent? Predict what the next number will be. Add one more. Takeaway one more. These activities are building a foundation to build confidence. Sequence is a very important aspect of maths. Interdisciplinary learning is what we do well at early childhood level. Add some art activities, action and drama to the songs.

<http://nzmaths.co.nz/songs-and-rhymes-exploring-number> has a number of activities for using counting rhymes and songs in te Reo Maori and English. Listen to some great counting songs with graphics on this website: <http://www.topmarks.co.uk/interactive.aspx?cat=139>

There are many other websites, books and programmes that also have great counting activities.

You will notice in the counting songs that the patterns are the same. Maths is all about patterns. Counting up and counting back is a life skill that children love to practice, but knowing that maths is about patterns will lead them better and quicker into the world of mathematics.

Enjoy this activity that links counting and patterning together helping the children make even stronger connections in their maths understanding. It is suitable for a whole centre, group or individual activity and can be applied in any part of your centre. You will find some examples further in the article.

Download and print off ten flowers (or use other pictures, toys, articles from your centre) pictures and make a large grid with numbers so that the boxes are large enough for one flower. Give one 'flower' to

10 Ten Te Kau	9 Nine Iwa
8 Eight Waru	7 Seven Whitu
6 Six Ono	5 Five Rima
4 Four Wha	3 Three Toru
2 Two Rua	1 One Tahi

ten children. Ask each child to place their flowers on the grid in the order shown, one at a time. Each Time, you can point out the numbers and the words, but emphasise the pattern the children are making. Now take them away 'as the wind blows them off' one at a time. Variation: Appearing and 'dying' in pairs. See how to use these counting and patterning activities in other ways too.

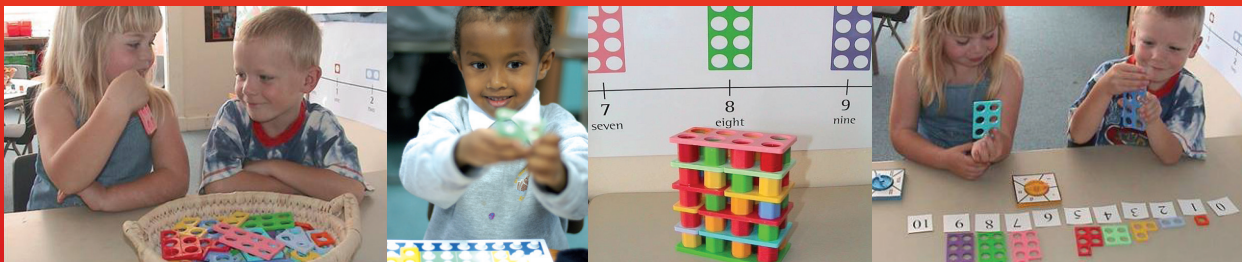
Develop pattern activities and draw attention to patterns around you and in your actions. You can even plant vegetables in patterns! Make bread dough numbers and patterns. Yummy snacks. Create inside games with mats set out in the patterns to run to, sit on and dance on. Create number stories together about the patterns.

Explore your centre to find more opportunities to use the patterns. How many lunch boxes are in our bin? Lay them out in the pattern. Now it's easy to see how many! We have made a seven pattern. There must be seven lunch boxes in our bin. Let's find out how many lunch boxes are in the next bin. This leads to conversations about comparing, more and less, the most, the least and ordering! What fun!

There are over a hundred great ideas on the website www.numicon.co.nz, under the Free and Sharing menus including the pictures of the shapes you can see in the photos above.

Margi Leech is an experienced teacher, but now works for Numicon, a math programme designed for early childhood through to Year 4.

Discovering the world of numbers through play and purposeful activities



"We all love talking about maths!"

"Teachers love this too!"

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Resource Reviews



The Boring Book

By Vasanti Unka

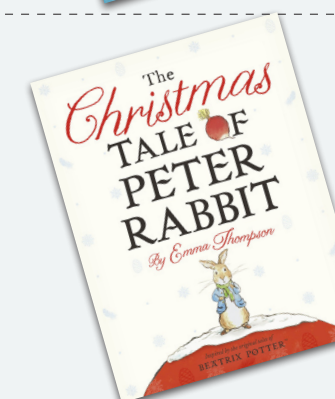
Illustrated by Fraser Williamson

Puffin

When the words in a tedious tome decide that life is just too dull, they escape. The world will never be the same again. The words jump into street signs, they leap onto

shop signs, they decorate pathways and roadways and ponds. But one day they go too far . . .

Award-winning illustrator Vasanti Unka has created a picture book complete with lift-the-flap inserts which is as ingenious as it is delightful. The Boring Book explores the importance of books and words in a fun and imaginative way. Children and adults alike will love it.



The Christmas Tale of Peter Rabbit

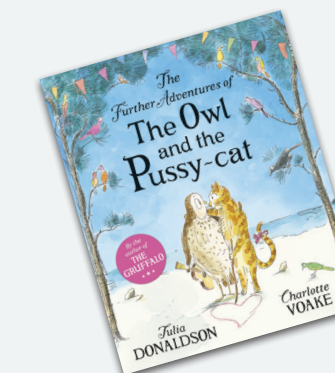
By Emma Thompson

Illustrated by Eleanor Taylor

Puffin

It's the perfect Christmas tale, heart-warming, funny and exciting. In this story, Peter and his cousin Benjamin are on a mission to help a special friend

from becoming Mr and Mrs McGregor's Christmas dinner. Will Peter and Benjamin be able to save him? Emma Thompson is an Oscar-winning screenwriter and actress who lives in London and Argyll. Her previous Further Tale of Peter Rabbit was published in 2012 and featured in the New York Times Bestseller list twice. If you loved the originals you will love these as well. Perfect stories for one to one or small intimate groups.



Further Adventures of the Owl & the Pussy-cat

By Julia Donaldson

Illustrated by Charlotte Voake

Puffin

Gruffalo author, Julia Donaldson, revisits Edward Lear's favourite rhyme in this wonderful new story set in a nonsensical

land full of adventure. When their beautiful golden ring is stolen, the Owl and the Pussy-cat must travel far from the safety of the Bong-tree glade as their search for the thief leads them across the Sea, to the Chankly Bore and beyond.

Full of enchanting lyricism this new rhyme, beautifully illustrated by Charlotte Voake, promises to be as important and successful as the original.



The Great House Hunt

By David Cali

Illustrated by Marc Boutavant

Gecko Press

Two spotted bugs, Polka and Dot, are assisted in their house-hunting by real estate agent extraordinaire Mr. Weevil. The story is told through conversations between

Mr. Weevil, the bugs, and the creatures they meet. This bright, large-size book is suited for older children or to be read by an adult, due to big words, complicated concepts like poison, and the unusual flow of text. The illustrations provide plenty of opportunity for discussion.

Reviewed by Sean Martin



There Is A Monster Under My Bed Who Farts

By Tim Miller

Illustrated by Matt Stanton

ABC Books

A little boy is followed everywhere by a fart green monster, and he learns that

farts are not always funny. The cartoon-like illustrations are absolutely delightful, and the simple text will appeal to children and parents alike. A solid five out of five on the fart scale.

Reviewed by Sean Martin



In the Garden

By Gillian Candler

Illustrated by Ned Barraud

Craig Potton Publishing

This attractive non-fiction book is from the author and illustration team who gave us the award winning book, 'At the Beach', (winners of the Elsie Locke Medal for non-fiction in the 2013 LIANZA Children's Book Award and finalists in the 2013 NZ Post Children's Book Award).

This informative book is even more valuable than it's predecessor, as

there are few books on this topic in New Zealand for young children.

This book describes the relationships that living creatures have with one another and included interesting and intriguing facts such as birds don't have teeth (I never knew this!) and the fact that both geckos and skinks can drop off their tails if grabbed by a predator with the ability to grow another tail in it's place.

The illustrations are detailed and will make it easy for all young explorers to match the insect or bird spotted in the garden to the illustration in this book. Creatures and birds have both their Māori and English title. A book for all NZ ECE centres.



Amazing Animals

By Kelvin Roy

Martian Music

New Zealand musician Kelvin Roy's new CD, 'Amazing Animals' will entertain and inform young learners. Like Kelvin's other CD's, the music is fun, has simple directions and a jazz groove that is easy

on the ears. This CD gives children the opportunity to dance and move as various animals from giraffes, wetas to dinosaurs - where children can stomp, jump and roar (which I think will be a favourite).

To find out more about this CD go to www.kidsounz.com, where you can download the CD and listen to Kelvin's other CDs.



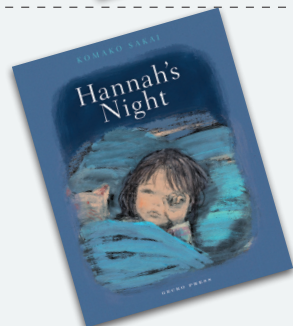
100 People

By Maysayuki Sebe

Gecko Press

This book is written and illustrated in the 'Where's Wally' tradition of activity books with dozens of small stories to discover within the illustrations.

The illustrations are enduring, fun, quirky, and deceptively simple, I say 'deceptively' because when you take a closer look at the characters you notice the many different expressions on the faces of these characters from fear to amusement to puzzlement. This is a perfect book for a child to gaze at by themselves, or in a small group with or without a teacher.



Hannah's Night

By Komako Sakai

Gecko Press

This is a simple but delightful book about a young girl, Hannah, who wakes up in the middle of the night and with nobody awake to tell her off does as she pleases. The reader goes on a

journey with Hannah as she explores her world in the uncharted darkness.

The illustrations give the impression of night time with their limited pallet; reminiscent of books from my own childhood. A book to be shared one to one or a group situation and perfect before nap time as it's a calming and peaceful read.



Dashing Dog

By Margaret Mahy

Illustrated by Donovan Pixley

HarperCollins

This is a story where the illustrations are as much fun as the words in this story of a poncy looking dog with a mischievous attitude. This pampered dog is walking along the beach getting into mischief

while his family become more and more exasperated when baby Betty falls off the jetty and its up to the brave 'dashing dog' to save the day....

The story plays on words with lots of rhyming and guaranteed to tongue twist those reading out loud! The new hardback edition includes a CD of the story read by Margaret Mahy. 3+



Watch Out, Snail!

By Gay Hay

Illustrated by Margeret Tolland

Page Break

This story introduces children to the native Powelliphanta snail on its night time hunt. A little known New Zealand creature, the Powelliphanta is not your average garden snail, it is carnivorous

and huge and as the book describes: "it's shell as big as your fist".

This story is written simply with few words but with bright colourful pictures that depicts a night time in the bush. Young listeners will be captivated with the hunt for food, from the snail's predators to the snail eating a worm! This story will be enjoyed from toddlers up in a group or one to one setting. Also available in te reo Māori, 'Kia Mataara, e Ngata!'



A PUFFIN PRIZE PACK!

Puffin has kindly donated **THREE** prize packs for Swings and Roundabouts readers, each pack containing **FIVE** Books!

To win a free pack of Puffin books answer this question:

What is Peter Rabbit's cousin's name?

Puffin Competition Winners

Congratulations to the following winners who have just won a Puffin Prize Pack:

- **Lyn Kennedy**
- **Gillian Noble**, Cherry's on Maryhill
- **Mary Lemon**, Alexandra Child Care

Email your contact details and the answer to the above question to info@ecc.org.nz by Monday 27th January 2014 and be in to win.



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LAST LAUGH

Reasons why the English language is so hard to learn!

- The bandage was wound around the wound.
- The farm was used to produce produce.
- The dump was so full that it had to refuse more refuse.
- We must polish the Polish furniture.
- He could lead if he would get the lead out.
- The soldier decided to desert his dessert in the desert.
- Since there is no time like the present, he thought it was time to present the present.
- A bass was painted on the head of the bass drum.
- When shot at, the dove dove into the bushes.
- I did not object to the object.

Christmas Riddles!

- Q. What do you get if you cross mistletoe and a duck?**
A. A Christmas Quacker.

- Q. What did the ghost say to Santa Claus?**
A. "I'll have a boo Christmas without you."

- Q. Why are Christmas trees such bad knitters?**
A. They are always dropping their needles.

- Q. Why do mummies like Christmas so much?**
A. Because of all the wrapping!

- Q. What goes in a chimney red and comes out of it black?**
A. Santa Claus.

- Q. What's white and red and goes up and down and up and down?**
A. Santa Claus in an elevator!

- Q. How do you scare a snowman?**
A. You get a hairdryer!

- Q. How much did Santa pay for his sleigh?**
A. Nothing, it was on the house!

- Q. Who says "Oh, Oh, Oh!"?**
A. Santa walking backwards!

- Q. What did the Gingerbread Man put on his bed?**
A. A cookie sheet!

- Q. Why was Santa's helper depressed?**
A. He had low ELF-esteem.

- Q. What Christmas carol is a favourite of parents?**
A. Silent Night.

Paddy's racing snail is not winning races anymore. So he decided to take its shell off to reduce its weight and make him more aerodynamic. It didn't work, if anything it made him more sluggish.

Paddy finds a sandwich with two wires stickin' out of it. He phones the police and says: "I've just found a sandwich 'dat looks like a bomb." The operator asks, "Is it tickin'?" Paddy replies, "No, I tink it's beef."

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This gazebo is an Outdoor Retreat in a preschool playground.



This portfolio shelf made in solid timber has 12 divisions and easily holds 36 portfolios. This shelf doubles as an attractive table.



This infant climber has four sides each with different climbing and tactile experience with a platform at the top.



Purpose built change table with pull out stairs. The stairs enable the children to climb up to the change table on their own and it will help to prevent back injuries for the staff.

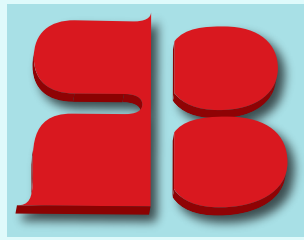


This display panel has a removable perspex cover which makes it particularly suitable for infant and toddler classrooms.

We specialise in
Early Childhood Centres

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FirstBase



Administration Software for NZ Early Childhood

FirstBase keeps the administration tasks simple, so you can spend more time with children in your charge.

- >>> Easy to use
- >>> Keep comprehensive child records
- >>> Store staff records & MoE staff funding data
- >>> Create rolls, sign in lists & general reports easily
- >>> Control invoicing, receipts & debtors
- >>> Produce ministry returns (RS7, RS61, WINZ forms)
- >>> Auto-activation of future enrolment agreements
- >>> Keep medical & vaccination records
- >>> Staffing ratio optimisation

JANUARY 2011										Service No. 666	
Subsidy Funded Child Hours					20-ECE Funded Child Hours					Staff Hour Count	
		Under 2	Over 2				20ECE Hours	Plus 10 Hours		ECE Qualified and Registered	
										Yes No	
Sat 1					Sat 1					Sat 1	
Sun 2					Sun 2					Sun 2	
Mon 3					Mon 3					Mon 3	
Tue 4					Tue 4					Tue 4	
Wed 5			54		Wed 5		234	30		Wed 5	24
Thu 6			48		Thu 6		228	30		Thu 6	24
Fri 7			54		Fri 7		168	72		Fri 7	26
Sat 8					Sat 8					Sat 8	
Sun 9					Sun 9					Sun 9	
Mon 10			48		Mon 10		158	94		Mon 10	32
Tue 11					Tue 11					Tue 11	
Wed 12			60		Wed 12		228	12		Wed 12	30
Thu 13			48		Thu 13		234	18		Thu 13	25
Fri 14			48		Fri 14		160	74		Fri 14	31
Sat 15					Sat 15					Sat 15	
Sun 16					Sun 16					Sun 16	
Mon 17			48		Mon 17		158	94		Mon 17	40
Tue 18			72		Tue 18		228			Tue 18	38
Wed 19			66		Wed 19		234	12		Wed 19	38
Thu 20			54		Thu 20		234	12		Thu 20	33
Fri 21			54		Fri 21		172	74		Fri 21	36
Sat 22					Sat 22					Sat 22	
Sun 23					Sun 23					Sun 23	
Mon 24			42		Mon 24		184	94		Mon 24	28
Tue 25			60		Tue 25		234	6		Tue 25	39
Wed 26			60		Wed 26		270			Wed 26	38
Thu 27			48		Thu 27		246	6		Thu 27	38
Fri 28			42		Fri 28		180	78		Fri 28	38
Sat 29					Sat 29					Sat 29	
Sun 30					Sun 30					Sun 30	
Mon 31					Mon 31					Mon 31	
		906					3830	706		968	18

Teacher Registration Targets: Numbers of Teaching Staff			
This question refers to all teaching staff usually employed in your service to deliver education and care programmes during the week Monday, 6th December - Friday, 10th December 2010. This question is used for statistical purposes only and does not impact upon funding. You should count part-time and full-time teachers, and you should include the Person(s) Responsible. You should not count day-to-day relievers, nor any staff not directly involved with teaching children.			
How many teaching staff (as a number) are:	ECE Qualified	Non ECE Qualified	Total
Registered Teachers? (that is, holders of current Practising Certificates)	6		6
Unregistered Teachers? (that is, are not holders of current Practising Certificates)		2	2
Total	6	2	

Number of Children				
How many children claimed in your service during the week of Mon 6 December 2010 to Fri 10 December 2010. Only count each child once during this week				
Subsidy Funding		20 Hours ECE		
Under 2	2 & Over Nor receiving 20 ECE	3 Years	4 Years	5 Years
	14	34	24	2

Printed from FirstBase on 14 Feb 2011

Personal Details For Hilbo Baggins

EducatorToddlers

Child

Home

Admin

Finance

Medical

Options

List

Menu

First Name

Middle

Family Name

Enrolment No.

Centre No.

Name

Preferred

Gender

Date of Birth

Verified

Age on

Street

Suburb

Town

Tel.

Email

Family Code

Baggins-54

Quick Search

ba

Hilbo Baggins

River Bank

Demographic Information

Ethnicity

NZ European /Pakeha

Citizenship

New Zealand

Language

English

English Index

0

Religion

Iwi

Comments

Cat died last month

Incident Log

Future Attendees

First Name

Family Name

Gender

Date of Birth

Advance Enrols

Enrol Now

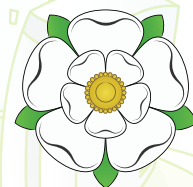
Freddo

Baggins

M

1 Feb 00

The software is fully networkable & is available for **Windows & Mac** users. FirstBase is already in use in hundreds of centres and kindergartens. It maximises your funding, and handles even most taxing setups.



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