

# Te Manu Hou ♦ Kindergarten Matters

Quarterly Newsletter of New Zealand Kindergartens Inc  
 No 5 ♦ June 2001

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## Early Childhood Learning And Assessment Exemplar Project 2001-2002

Wendy Lee

*In association with the National Exemplar Development Programme in schools, the Ministry of Education is developing a two-year pilot early childhood project to document exemplars of learning that reflect Te Whāriki. This project will include resource development and case studies.*

*The exemplars will be developed under the direction of Margaret Carr (University of Waikato) and Wendy Lee (Educational Leadership Project). The Ministry of Education has contracted Dr Jenny Poskitt from Massey University to lead a research project to accompany the development of the exemplars and help shape the project.*

Wendy has provided Te Manu Hou with the following article

### AIMS OF THE PROJECT

From a number of early childhood settings and a number of case study children in selected sites in Aotearoa-New Zealand implementing Te Whāriki, exemplars will develop frameworks for and illustrate:

- 1.1 what 'being a learner' means for infants, toddlers and young children, within the context of Te Whāriki early childhood curriculum,
- 1.2 what 'progress in learning' means for infants, toddlers and young children, within the context of Te Whāriki early childhood curriculum,
- 1.3 what progress in literacy and mathematics/numeracy learning means for infants, toddlers and young children, within the context of Te Whāriki early childhood curriculum,
- 1.4 what 'being a learner' and what 'progress in learning' and what progress in literacy and mathematics/numeracy means for Māori infants, toddlers and young children in English medium early childhood settings, and their whānau, within the context of Te Whāriki early childhood curriculum,
- 1.5 how documentation can be used as formative assessment within the context of Te Whāriki early childhood curriculum.

It is anticipated that the participants in this project will take a narrative approach to assessment as developed in an earlier Ministry of Education research project (Carr, 1998, Assessing Children's Experiences in Early Childhood, Ministry of Education Research Division). A focus will be on the combinations of skills, knowledge and attitudes that combine in 'learning dispositions': being ready (inclined to learn), willing (responsive to a particular learning environment) and able (skilled and able to call on funds of knowledge), and on assessment as Learning Stories (Carr, 2001, Assessment in Early Childhood Settings: Learning Stories, London, Paul Chapman). Practitioners and coordinators will develop their own mini-research topics associated with these aims. The literacy focus question may also cover other learning areas, using a wider definition of the word 'literacy' to mean 'literate with respect to some area of knowledge'. For instance: art, music, science, technology,

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as well as mathematics and language or the printed word. This is consistent with the learning outcomes in the communication strand of Te Whāriki.

## DESIGN OF THE PROJECT

### *Coordinators*

A number of coordinators will facilitate the Early Childhood Learning and Assessment Project. The two directors will coordinate as well. None will be full-time, and coordination will range from .1 to .4 of a full-time position. Coordinators will have had extensive experience as early childhood practitioners and/or in professional development associated with Te Whāriki, or they will join the project with special expertise. The project will work in Auckland, the Waikato, Wellington and Christchurch, so there will be coordinators in each of those places.

### *Practitioners and early childhood settings*

The project will initially work with practitioners in 40 early childhood settings. Settings will be selected to represent a range in terms of type of setting, geography, income of families, diversity of first language, proportion of Māori families, and age group of children. Settings in which well-developed assessment procedures have been developed will be given priority. Project coordinators will invite centres/settings to be involved, and an advertisement in the Education Gazette on March 19 provides an opportunity for a range of practitioners and centres to take part.

### *Exemplars/Learning Stories*

The design is practitioner research, assisted and coordinated by coordinators. Within each setting, permission will be asked from families to allow their children's assessments to be used as part of the project. Exemplars of learning in the following domains will be collected. These will not all come from any one setting; it is anticipated that settings will take a particular interest in one or more of these.

- Strands and outcomes from Te Whāriki
- Strands and outcomes from Te Whāriki in which the learning and the assessment makes connections with the lives and interests of Māori families.
- Children's development/learning in one area of interest over a short period
- A number of children's learning over one particular project
- Families' and children's voices
- Literacy and numeracy
- Other 'literacies': science, technology, information technology, music
- Inclusion of children with disabilities

### *Case studies*

Within each setting, permission will be sought from families for longitudinal case studies of the progress/development over 18 months of approximately 100 children. These case studies will include the exemplars/learning stories outlined above, but in this case the 'unit of integrity' (Dyson, 1997 p.168) will be a person, and will go across topics. In some cases this may include tracking the children into new settings e.g. school, in which case there will be negotiations with the school and the new entrant teacher. It is anticipated that these case studies will include interviews with families (with exemplars as the focus for the interview) and an analysis of what development/progress means for this child.

### *Clusters*

Each project setting will belong to a cluster of 4-6 settings. Each of these clusters will have a coordinator. On the whole the clusters will be geographical, but it is anticipated that they may also (or instead) be topic-based. In Christchurch, for instance, emphasis for the cluster will probably be one particular age group: infants and toddlers. One cluster in the Waikato will focus on making connections with the lives and interests of Māori families. In Wellington a number of settings in the cluster will be rural. However, other settings will include these aspects as well; they will not be the province only of one cluster.

### *Case studies outside a project cluster*

We anticipate that, for this pilot project, a number of case studies of children with disabilities in mainstream settings and at home will be included.

## HOW WILL EXEMPLARS BE OF VALUE TO EARLY CHILDHOOD PRACTITIONERS?

Early childhood exemplars will be examples of Te Whāriki in action. It is hoped that early childhood practitioners will find exemplars helpful for:

- clarification and focus of children's learning in early childhood programmes
- illustrations of the children's perspectives and of self-evaluation
- examples of participation by parents/whanau in assessment and curriculum
- reflection on teaching/pedagogy and informal feedback to children
- discussions about the integration of assessment with planning and evaluation processes
- developing their own documentation

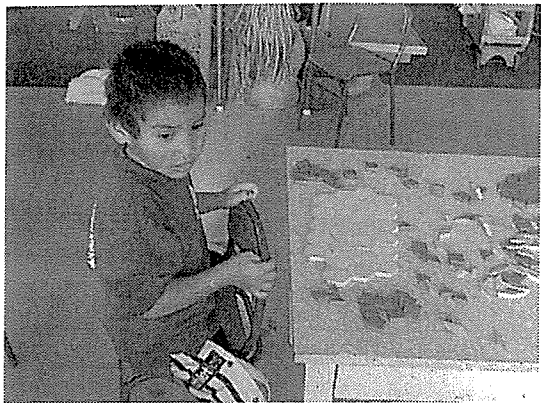
## The Delivery Of Literacy And Numeracy Skills In Kindergartens

By Janet Walke and Sandy Blackburn

Janet Walke and Sandy Blackburn are both kindergarten teachers in the Ruahine Kindergarten Association. Janet is the Head Teacher at Linton Kindergarten, based in the Linton Army Camp community, and Sandy is a teacher at Milverton Kindergarten, a suburban kindergarten in Palmerston North.

During 2000, Janet and Sandy undertook a research project investigating issues relating to the delivery of literacy and numeracy skills in kindergartens. The research was prompted by a desire to learn about how literacy and numeracy skills have developed in children in early childhood settings, and as a result of the Task Force Report, March 1999. The Education Review Office has indicated that literacy and numeracy are areas that will be reviewed in the next review cycle of kindergartens.

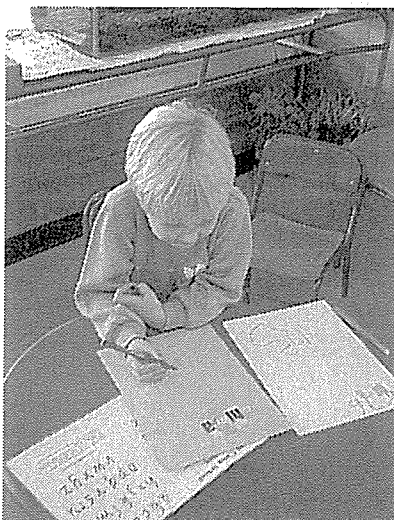
The study looks at the ways in which literacy and numeracy skills are being implemented, how this implementation is being reviewed, and what methods are in use to educate parents/whānau of these processes. The planned outcome is the formation of an education resource/kit that can be used by kindergarten teachers to aid these processes. Currently the kit is in draft form. Janet and Sandy plan to progress publication later this year.



**Farryn patterning with blocks**

As expected, the research results illustrated the vast range of activities occurring within the kindergarten environment that deliver literacy and numeracy skills. When further broken down, the identification of details of literacy and numeracy development that can be linked to the Essential Skills within The New Zealand Curriculum Framework was evident. Section D of

Te Whāriki demonstrates the close links that the early childhood education curriculum has with the Primary curriculum, a useful tool when reviewing and also as a base for parent/whānau education.



**Chiara writing and gaining alphabet knowledge**

These essential skills include learning about fractions, computation and number, word identification, writing and reading skills, using oral language, book knowledge and listening skills, and story telling. Activities supporting literacy and numeracy have always featured in the kindergarten programme, although the need to assess and review their delivery is a more recent aspect of the kindergarten teaching profession, and some teachers are feeling unsure about their role in this process. The fear that ERO will have the expectation that a more formalised type of teaching process may be required to

deliver literacy and numeracy skills seems to have teachers defending a lack of action, as if they were being personally attacked, where in reality kindergartens have proven philosophies and practices that include the scope to provide literacy and numeracy education opportunities within their existing programmes. The resource/kit covers guidelines for creating a centre vision statement for both literacy and numeracy development.

The research also identified the ways that parents/whānau are informed of their child's literacy and numeracy development, and as a result of this a format for a parent education workshop has been included in the resource/kit. Models to aid in the review process are included in the resource/kit, covering self-reflection of teaching practices, team reviews, curriculum/resource management and child profile assessment. These review models are meant for teaching teams to individualise to meet the needs of their particular settings, and link to their own vision statements.

The resource/kit is expected to be released from draft by the end of July, and made available to early childhood education centres after that.

### TE MANU HOU ✦ ADVERTISING RATES

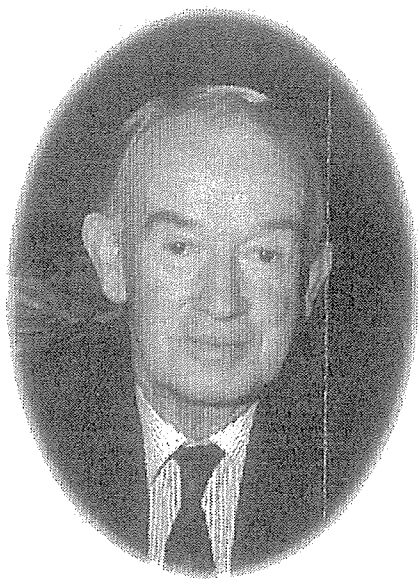
Full page	\$150.00
Half page	\$75.00
Quarter page	\$40.00
Less than quarter page	\$30.00

Advertising deadline September issue-1 August 2001

## Obituary

### A tribute to Selwyn Peter Bussell 1/4/1926 - 5/2/2001

*Patrica M Lockhart Q.S.M*  
*Honorary Life Member*



**Selwyn Peter Bussell**  
**1 April 1926—5 February 2001**

The Evening Post of March 8 2001 described Selwyn Peter Bussell as a "Visionary who modernised region's schools". That same visionary also played a huge role in the New Zealand Free Kindergarten movement over a period of thirty years.

Peter's involvement began at Berhampore Kindergarten, Wellington, as a committee member, a working bee volunteer and a representative for the council of the Wellington Free Kindergarten Association. From Association administration it was natural that he would progress to National level and he joined the New Zealand Free Kindergarten Union Executive in 1970 giving six years of service. Peter was made an Honorary Life Member in 1975.

As the chief architect for the Wellington Education Board Peter was appointed the Union's spokesperson on buildings and maintenance. His dealings with the (then) Department of Education were of considerable benefit to the kindergarten movement. Peter's reports to the Union Annual Meetings were always meticulous in their detail.

Attention to detail was one of Peter's many attributes which I spoke of at his funeral service in February. Those who knew him remember him as a man of meticulous detail in dress, manner and business dealings. I'm told that as a councillor of Wellington College of Education representing Wellington Kindergarten Association that attention to detail on some occasions became "a cross to bear" for other councillors. There will be others who will sympathise with those sentiments but I personally believe that schools and kindergartens were fortunate to have a person of Peter's ability and integrity as their mentor.

Peter's youngest son Royd who spoke on behalf of the family at the funeral service gave a fascinating insight into his father's strengths as a husband and father and very good friend to his three sons and one daughter. One often forgets that people do have other lives and it was wonderful to hear Royd's address. Peter also excelled as a cricketer, golfer and bowler and of his greatest loves trampolining and travelling. Others spoke of Peter's community service through Rotary, his Church and the University of the Third Age.

A medal presented to Peter from the Bishop of Wellington, his Paul Harris (Rotary) medal, and his life membership badges of both the New Zealand Free Kindergarten Union and the Wellington Free Kindergarten Association was among awards displayed on his casket.

Over the past years I had seen a great deal of Peter when we would rehash the great debates of earlier years in the kindergarten arena. On many occasions we attended special general meetings and I'm sad to say that whilst our interest in the movement never waned we sometimes found ourselves lost in the terminology of the day!

My last meeting with Peter was only days before he died and apart from us saying what we knew were goodbyes he asked me if I'd seen Bernice (Lindgren) and how was Shirley Muir? Peter was a good friend to Bernice, Shirley and me and to numerous others with whom we all worked. Our day to day involvement saw the building of numerous kindergartens, the introduction of three-year teacher training and the closer relationships with other providers of early childhood education to name three achievements only.

For the part played during his thirty year involvement I can say thank you Peter for a wonderful contribution to the well being of thousands of children and their families. Your inspiration, friendship and good humour will be remembered by those privileged to have known and worked with you. May you rest in peace.



## Ed-u-talk

News - views from NZ Kindergarten

Senior Teachers

### SENIOR TEACHER HUI 22 MARCH 2001 EARLY EDUCATION EMPHASISED IN REDUCING INEQUALITIES

*By Anton Wartmann*

*Kindergarten Practice Manager*

*Canterbury Westland Kindergarten Association*

The role of early childhood education in addressing inequalities for children was highlighted in a meeting of senior teachers, researchers and specialists in Wellington.

The hui, held in late March, was organised by the Senior Teachers' group to discuss the issues facing at-risk children.

Keynote speaker, Merepeka Raukawa Tait of the National Collective of Women's Refuges called on third sector organisations such as education providers to speak out on issues affecting the well-being of New Zealand children

Merepeka Raukawa Tait also challenged the group to speak out against violence in New Zealand society, to help families stop hitting their children and find alternative forms of discipline.

"You can grow your economy, but if you can't grow your people, you will not survive", says Merepeka Raukawa Tait.

The hui also heard from Manakau Institute of Technology's Senior Lecturer in Social Sciences, Bill Hagan, on gender issues in education and the challenges facing young boys in particular.

"We need to redefine what we mean by masculine, what it means to be strong, courageous and admired by others", says Senior Teacher spokesperson, Anton Wartmann.

"For example, boys need to know it is 'cool' and manly to read".

Mr Wartmann says the hui gave the group the opportunity to discuss the wide range of issues facing New Zealand children.

"The hui has provided us with a springboard of new ideas", says Anton Wartmann.

"We must continue to develop creative solutions to deal with the many inequalities for at-risk children".

Mr Wartmann says the group also welcomed the opportunity to work with the Ministry of Education on new initiatives discussed at the hui.

"The Ministry reinforced the view that participation in quality early childhood educational services gives children the opportunity to build strong foundations for future success", says Anton Wartmann.

"Senior Teachers across New Zealand will be actively talking with the Ministry to discuss these new proposals".

"The challenge for all of us is to find ways to reach out to children and families who are not accessing early childhood education".

For further information:

Anton Wartmann

Kidsfirst Kindergartens 03 379 5298



## BOOK REVIEW

### BABY SCIENCE: HOW BABIES REALLY WORK

By Ann Douglas  
\$17.95

This labour of love was conceived when Ann Douglas was pregnant with her fourth child and delivered shortly after her baby's birth.

Her three older children then aged five, seven and nine years, understandably needed to adjust to the idea of a newcomer in the house. Ann Douglas however did

more than this in writing the book. Her clear, straightforward text is teamed with bright colourful photos and activities designed to engage the "big kids" and help them understand and welcome this new little package into their lives. "Why do babies sleep so much?" "How do you hold a newborn and why?" "Why do babies suck their toes?" are just a few of the questions that are answered.

What makes 'Baby Science' really special is its emphasis on hands-on activities: Scientific methods of observation and experimentation are encouraged in a small, child-friendly way. Babies are fascinating creatures and this is the perfect book for any child with a new sibling or any adult who's still captivated by the wonder of brand new human beings!



## BoardTalk

News— views from national Board Members

**Averil Stevenson**  
*President*

My time with the kindergarten movement has been some of the most fulfilling and frustrating times of my life.

I joined my local kindergarten committee to help out in 1989. After 12 months I joined the kindergarten association. "The association" it rung fear in our hearts. We didn't know what the association did and why we had to answer to them, even in those days I assumed the government paid the salaries of the teachers and the association was some bureaucratic empire.

My commitment to kindergarten sprung from my despair at not being able to provide what I thought the children needed. Lets be blunt, why don't all the kids in all the kindergartens in New Zealand get to use the same quality art paper? Why don't all kindergartens just ring up and order the paints they need instead of washing out the paint containers to

I was intrigued at the apparent lack of interest in early childhood education. It intrigues me that millions of dollars can be put into the ambulances at the bottom of the cliff but the fences at the top of the cliff are falling over through lack of resources and TLC. I was going to say that kindergarten has been the poor relation to primary education, but that's not quite true.

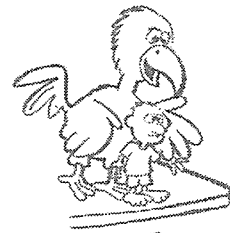
Early childhood education is the poor relation and kindergarten is the political football! We have been kicked back and forwards from one side of the field to the other and the only thing that has remained consistent through it all has been OUR commitment to OUR children and OUR kindergartens!

Whether you are from the kindergarten movement, private provider, community based or Ministry official, do we not all have the same goal? To provide the best possible experiences for the children of New Zealand! Can we not stop building barriers and start working together in an environment of mutual trust and respect?

I don't know what the future will hold, I only know it is up to us to make the best use of what we have for our present children and the children of the future.



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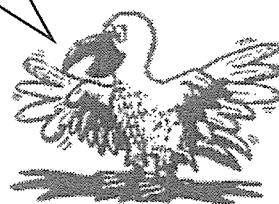
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## Te Manu Hou - The Fledgling Request for articles

*Merren Dobson*

We invite members of parent committees, teachers, Senior Teachers, Presidents and Managers of New Zealand kindergartens to send articles to the national office of NZ Kindergartens Inc. for inclusion in the NZKI newsletter, Te Manu Hou.

This is your opportunity to share with the kindergarten and wider education community your challenges, triumphs and celebrations.

It might be a special project, an education initiative, a conference, a research article or a particularly successful fund-raising or social event. Your kindergarten may have had special circumstances to face such as the arrival of children and families who are new settlers or refugees and in need of particular support. It might be a particularly dynamic professional development seminar that you have provided or participated in. You may also like to suggest topics and/or people to contact for articles.

Step out of the shadows and into the sunlight and display your successes or frustrations thereby challenging and championing the kindergarten movement. This is another opportunity to publicly raise the profile of your kindergartens and your very special children, parents and teachers.

If you send articles could you please supply them in Word format, approximately 500 words in length (500 words is about one A4 page of size 12 font of script). Email to [na@nzkindergarten.org.nz](mailto:na@nzkindergarten.org.nz) or post to New Zealand Kindergartens Inc PO Box 3058 Wellington

A box of chocolates will be sent to the writer of the first article for Te Manu Hou received!

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### Education Services Central and NZKI An Effective Business Relationship

*Michael Meadowcroft,  
Finance Sub-committee NZKI*

New Zealand Kindergartens Inc has contracted with Wayne Costello, General Manager of Education Services Central, We have found that ESC are professional and reliable, and the staff friendly and easy to work with.

ESC had previously provided services to schools around the North Island, for which they had received high praise from education and accountancy organisations. Therefore, working with the kindergarten sector is a logical business development for them.

Education Services Central is a company dedicated to top service, and they would be happy to respond, without obligation, to any enquiry from any Kindergarten Association considering a review of their existing arrangements for financial management and reporting.

## A Child's Plea

*Author unknown*

Today I did my maths and science,  
I cut up a piece of bread,  
I halved and quartered, counted, measured,  
I added and subtracted on the way,  
I used my eyes and ears and head.  
I learnt about a rainbow and how to weigh,  
I used the magnet, blocks, and memory tray.  
So please don't say, "Anything in your bag today?"

You see, I'm co-operating as I play.  
I learn to listen and speak clearly when I talk,  
To wait my turn and when inside to walk,  
To put my thoughts into a phrase,  
To guide a crayon through a maze,  
To find my name and write it down,  
To do it with a smile and not a frown,  
To put my pasting brush away,  
So please don't say, "What? Nothing in your bag today?"

I've learnt about a dog and a worm,  
Remembered how to take my turn,  
Helped a friend when he was stuck,  
Learnt that water runs off a duck,  
Looked at words from left to right,  
Agreed to differ, not to fight,  
So please don't say, "Did you only play today?"

Yes, I played the whole day though,  
I played to learn the things I do.  
I seek an answer, find a clue,  
And work out for myself just what to do.  
My teachers set the scene and stay nearby,  
To help me when I really try.  
They are there to pose the problems,  
And to help me think.  
I hope they will keep me floating and never let me sink.  
All this is in my head, not in my bag.

It makes me sad to hear you say,  
"Haven't you done anything today?"  
When you attend your meetings and do your work today,  
I will remember not to say to you,  
"What? Nothing in your bag? What did you do today?"

### EDITORIAL POLICY STATEMENT

The views expressed in this publication are those of its contributors. They do not necessarily represent the opinion of the Board of New Zealand Kindergartens Inc. (...likewise the grammar)

### HIH Insurance Update

Those who attended the Presidents' and Managers' March meeting may recall that I attended, together with Gary Brown of HIH Insurance who made a presentation outlining the then current situation with HIH Insurance in NZ. Gary has provided us with the following update:

For the past seven years the insurer for all contracts has been HIH Casualty and General Insurance (N.Z.) Ltd. The Wellington manager of this company provided an update at the Wellington conference, following public releases about the financial problems of the parent company, HIH Australia. The situation in New Zealand has now been resolved with QBE Insurance (International) Ltd. having purchased the assets and business of HIH in New Zealand. The signatures to the Master Agreement have been secured as has the approval of the Supreme Court of Australia.

Effectively, the insurer to the Insurance Scheme is now QBE Insurance (Intl) Limited. The two companies are moving quickly to amalgamate the operations of the two organisations and meantime are committed to maintaining the service and support that clients have received in the past.

### Sums Insured

As the renewal date for the Kindergarten Scheme is approaching it is an opportune time to talk about sums insured. Having the correct sum insured is important. You don't want to be over-insured and be paying unnecessary premium. However nor do you want to find you are underinsured, and that having suffered a loss are unable to rebuild or replace all of your contents.

A recent large loss suffered by a client reinforced the necessity of ensuring the adequacy of your sums insured. They did not have their property insured for its full replacement value, and found that the insurance monies ran out well before rebuilding was completed.

Your sums insured should represent

- **Buildings** - the full cost to rebuild to the same standard with modern building material, including demolition costs, architects fees, cost of compliance with building and local authority regulations, inflation provision, foundations, electrical and plumbing services etc.
- **Contents** - the cost to replace all of the contents (play equipment, office furniture, kitchen equipment etc), with new items. Not the second hand or book value of the contents. Allowance should be made for stationary, printing and the like.

We appreciate that a professional valuation will cost the kindergarten money, however we do recommend that you obtain professional advice in respect of the value of your buildings in particular.

When you receive your renewal notices, please take the time to check that your sums insured are realistic. We want to make sure that you have peace of mind that should there be a loss, you will be able to re-build and re-fit your kindergarten to the same standard as it is now.



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**Cindy Elrick [cindy@wibco.co.nz](mailto:cindy@wibco.co.nz) or Julie Shanley [julie@wibco.co.nz](mailto:julie@wibco.co.nz)**

If you are pleased with the service we provide for your Kindergarten, please call us, as we would be more than happy to look after your own Personal or Commercial Insurance needs.