

A Continuing Journey to Cultural Sustainable Practice



**Presenters: Isabel Boyd
Robyn Mockett
Liz Lee**

Our Pepeha

Ko Rangituhi te Maunga



Ko Kenepuru te Awa



Ko Tainui te waka



Ko Ngati Toa ngā Mana Whenua

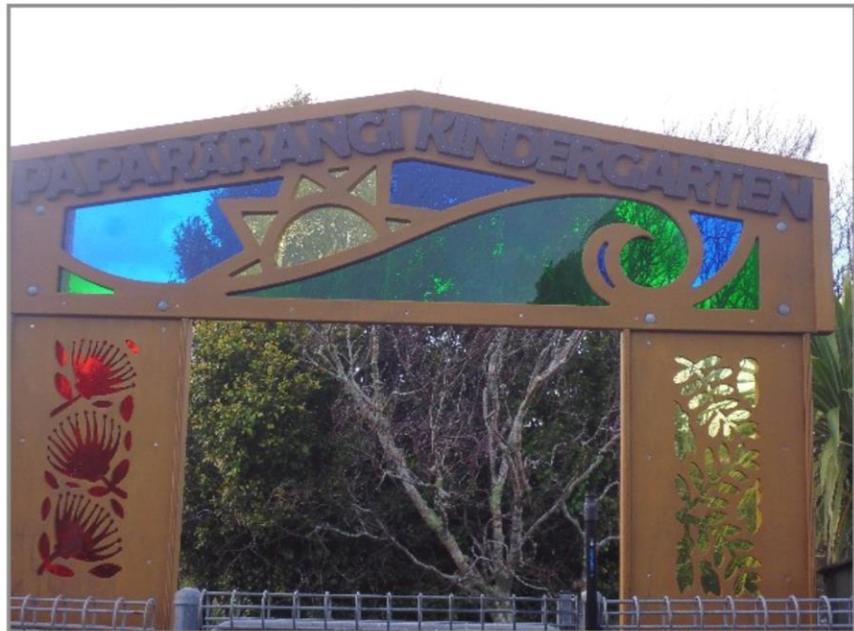
Ko te whanau a Paparāangi te Hapu



Ko te Mara tamariki te papa kainga

Tena koutou, tena koutou, tena koutou katoa
This is the Pepeha we all share at our kindergarten

Paparāangi

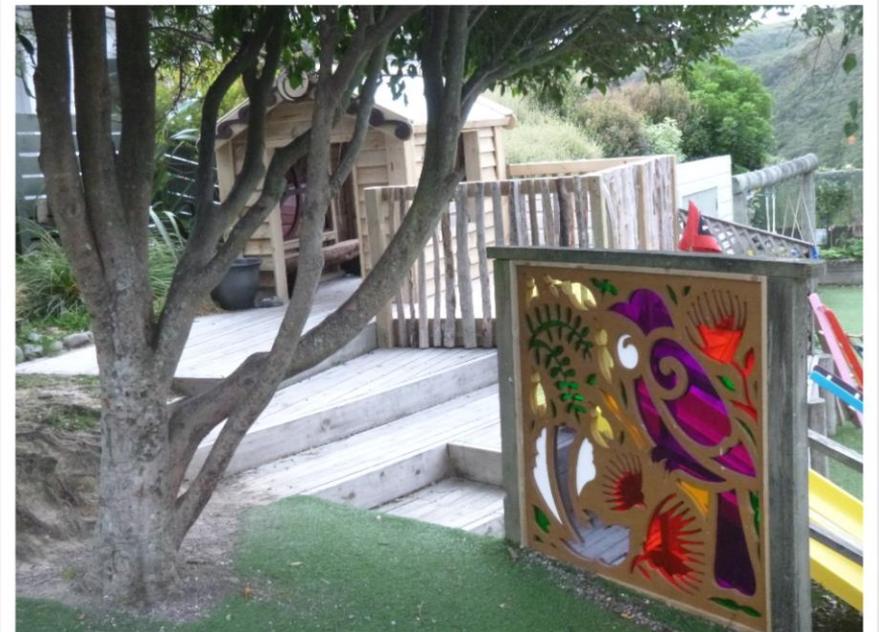


Part of Whanau Manaaki
Kindergartens

Situated in the Northern
suburbs of Wellington

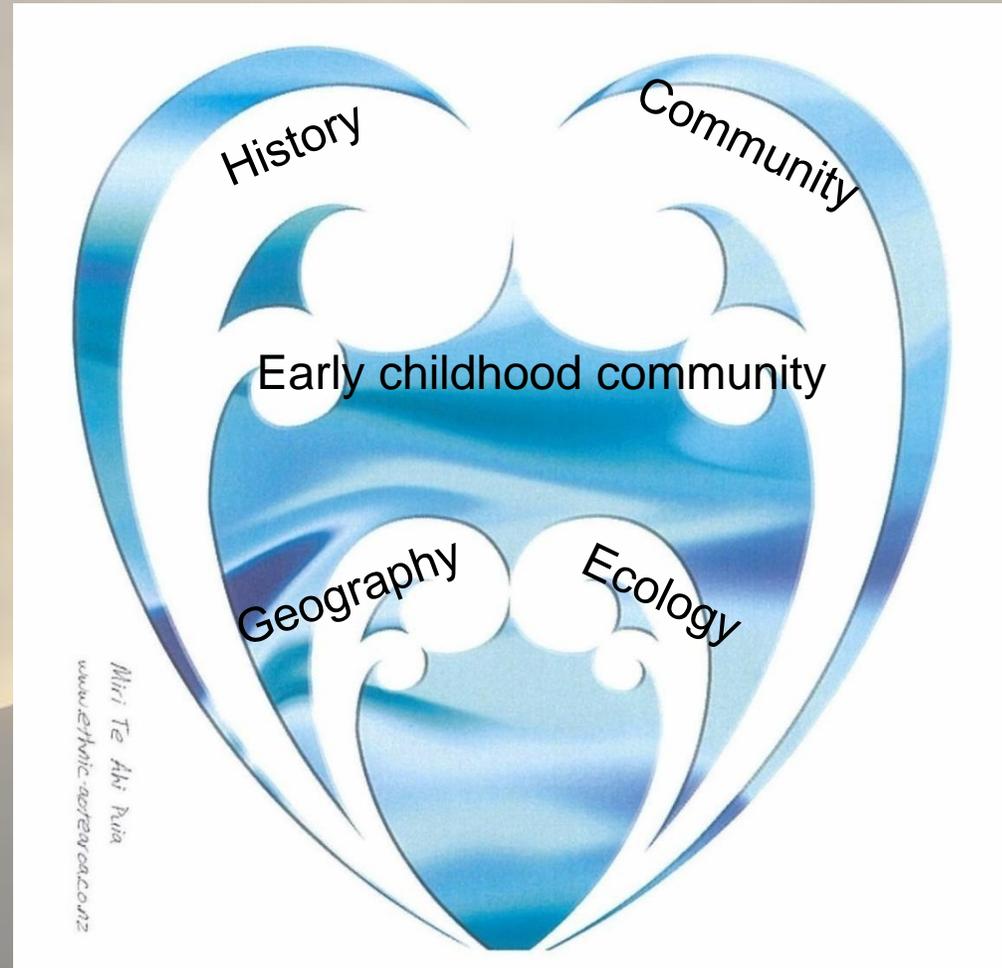
Sessional 40/40

Teaching team of
five teachers and one
administrator

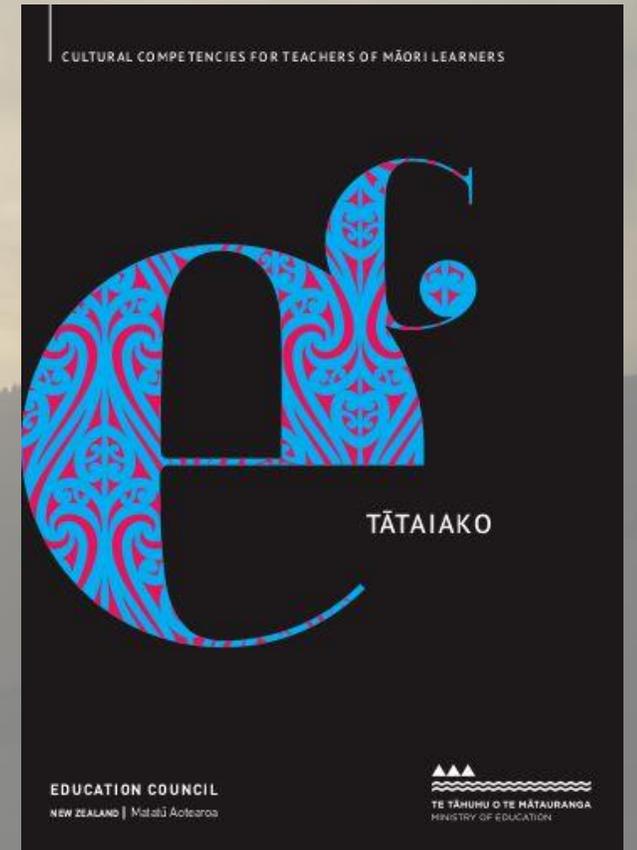


Te Pataka Matauranga

Who Am
I?



Where
Am I ?



The whakapapa of our community

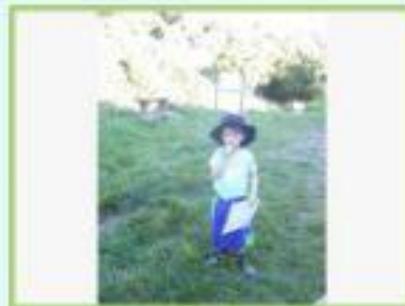


TE WAS A TONGE

Kia ora Andrew. Today you joined us on a bush walk around Seton Hospital Park. You were very keen to get out into nature and explore our local environment. I loved watching you confidently connecting with nature as you explored the local plants, animals and history.



On the walk we had a toonga treasure hunt, encouraging us to look for interesting things on the way. One of the first cool things we found was a stone pillar that held up the old train viaduct. You were actively involved in the search for toonga, confidently communicating with tamariki and kaiako about what you could see.



We stopped regularly to investigate the environment around us. We looked closely at plants and insects, and listened for tuis and piwakawaka in the trees. You explored the stream, using the fishing net to see what you could find. You also contributed to building the dam, using stones to change the flow of the water.



On the walk we found kawakawa leaves growing over the stream. These leaves can be used to make a tea. You paddled through the stream to the far bank to pick some to take back to kindergarten. When we got back we made kawakawa tea from the leaves, honey and hot water. Did you like the taste of the tea Andrew?



Andrew, by taking part in the bush walks, you were able to develop working theories and scientific knowledge associated with our natural environment, and develop a love and sense of responsibility for nature (kaitiakitanga). It was great to see you confidently explore the outdoors, strengthen your love of nature and making great connections with people, places and things that are significant to our local community (whānauwhakataunga). All

Aotearoa



Te Pataka Matauranga
Te Pūkaki
Te Kaitiaki Take Kōwhiri
Te Kaitiaki Take Kōwhiri
Te Kaitiaki Take Kōwhiri

Te Kaitiaki Take Kōwhiri
Te Kaitiaki Take Kōwhiri
Te Kaitiaki Take Kōwhiri



Te Kaitiaki Take Kōwhiri
Te Kaitiaki Take Kōwhiri
Te Kaitiaki Take Kōwhiri

Te Kaitiaki Take Kōwhiri
Te Kaitiaki Take Kōwhiri
Te Kaitiaki Take Kōwhiri





Waiwera Viaduct - The original viaduct was constructed in kauri in 1885. Several concrete
pillars plus the narrower foundations of the 1903 steel replacement remain today.
Alexander Turnbull Library Photograph Collection. Ref No F66673-172



Paparangi food



Helston Road Park



Johnsonville Library



Te Papa Tongarewa Museum

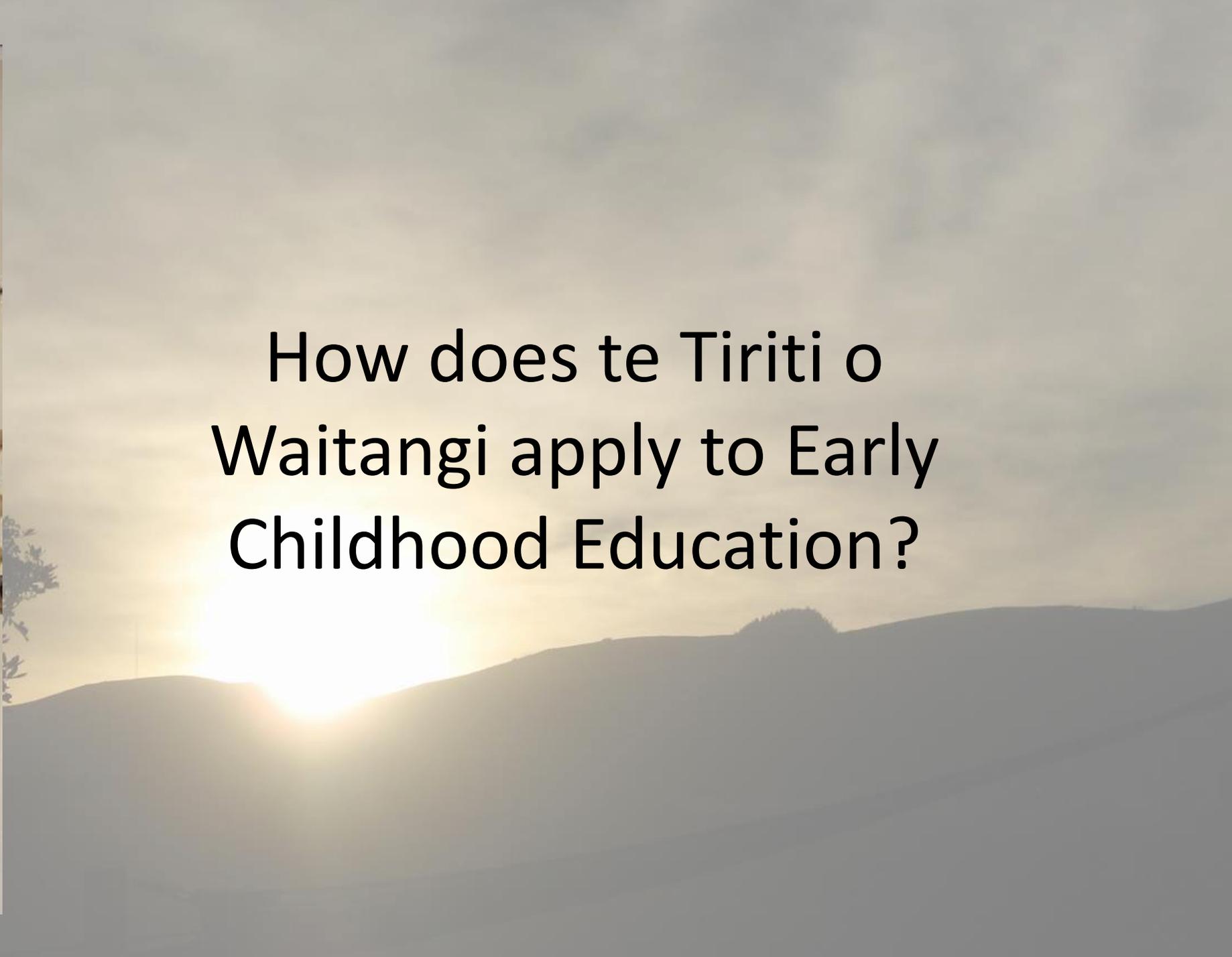


NGĀ HAU E WHĀ O PAPARĀRANGI





How does te Tiriti o
Waitangi apply to Early
Childhood Education?



Article 1 Te Tiriti o Waitangi

Definition - The chiefs of the Confederation and all the chiefs who have not joined that Confederation give absolutely to the Queen of England for ever the complete government over their land.

There are two parts: firstly Governance within the Kindergarten; secondly self-determination for tamariki and whānau.

Governance

HEALTH AND SAFETY	
Policy and Procedure Guide	
Subject: Child Protection	Date Effective: March 2014
	Review Date: By end December 2015
Responsible to:	General Manager
Applies to:	All teachers
Purpose:	<p>WRFKA is committed to the protection and wellbeing of children. Teachers play an important role in the prevention, detection and reporting of suspected child abuse. The provision of well-defined procedures, practices and reporting will reduce the incidences, and increase the detection, of abuse.</p> <ol style="list-style-type: none"> To ensure that children are safe from harm at kindergarten. To ensure that all suspected abuse is acted upon. To ensure that teachers are protected from unsubstantiated allegations of abuse.
Definition:	<ul style="list-style-type: none"> "Child Abuse" means the harming (whether physically, emotionally or sexually), ill-treatment, abuse, neglect or deprivation of any child or young person. (Children, Young Persons and Their Families Act 1989)
References:	<ul style="list-style-type: none"> WRFKA Complaints Policy Collection of Children Procedures Changing, Toileting and Bathing Children Policy

POLICY

- WRFKA shall include, as a regular part of its professional development timetable, courses that address issues relating to child abuse and protection. Teachers shall be required to attend this professional development at least every three years.
- Teachers shall ensure that the curriculum provides opportunities for children to gain an understanding about personal safety and a positive self-esteem.
- Before making any notification to authorities that have the statutory responsibility to act, the teacher will discuss the matter with their Senior Teacher and/or General Manager. No referral will be made without the General Manager having been involved in discussion about the matter.
- If a teacher suspects abuse of any kind they will take action according to the procedures below.

 Page 1 of 4

Kawa Treaty of Respect For Paparangi Kindergarten

Manaakitanga:
Respect and hospitality
No hurting (of any kind including hands, feet and words)

Rangatiratanga:
Leadership through communication
Good Listening (to teachers, parents and each other)

Katahitanga:
Unity of purpose/working together
You can't say you can't play

Kaitiakitanga:
Guardianship of the environment
Care for our environment –tidy up when finished
Working, care of the Natural world.



Our Kawa



Using the Kawa at Home

He aha te kawa?

Here the kawa is a picture of our version of the five values in Te Reo Māori. I found myself referring to these five principles a lot, and really love how well they provide a framework for the values. I want to see appearing within our family. Each example of Rangitiratanga, Kotahitanga, Manaakitanga and Kaitiakitanga values. Lauis and Uirua are sitting in the bottom row. It is hard to let go of making this together with the semantic writing, their own names and working together to be giving + seeing their five kaitiakitanga values!

Thank you so much for including these kawa in our family and providing me with a framework to model good behaviour.

Goals

Uirua Lauis and Uirua this is so wonderful and we are all very proud of you and how you have taken this kawa and developed it at home. We believe these are great kawa that will guide and support you throughout your life.

Te ngākau āwhiri ā te wāhi, te kōwhiri ā te māori, te kōwhiri ā te māori.

A person who is taught at home, will stand tall as an adult (standing their ground).

A child raised with home values will be able to stand strong against the world.

General notes: Rangitiratanga, Uirua, Lauis, Uirua and Polly
March 2020

Self Determination



Ko wai au? Who am I?

Welcome to Paparāangi Kindergarten

Kia Ora. These pages are an opportunity for you to tell us about your child. The pages will be put in the your child's profile after we have read them. Thank you.

My name is: Constantine
My birthday is: 02/02/2015
I live with: mom: Marine
dad: Vasily
sister: Milla

What I like about my child:
Everything. His personality. How unique he is. Now smart and funny he is. The way he learn something new everyday.
Our favourite things to do are: Play outside, ball games, reading books, watching cartoons, playing with his cars, shopping.

My family languages are
Russian
English

My family values, customs and beliefs are: Respect and courtesy, standing up for others, freedom, opportunity, education and knowledge, tolerance, honesty, gratitude, fun, positive attitude, quality time together.
Events and celebrations that are important to my whānau: Birthdays of the family members, Mothers and Father's day, New Year celebration, Christmas.

What is the story behind how I got my name
There isn't a reason why we chose name Constantine. His just beautiful Latin name. (Even name in some European language such as Russian and German).

My hopes and dreams for my child are: I want him to be healthy, successful, well-educated. I'd like him to have more confidence in communication with other people. I want him to be passionate about life, and respectful and loving towards others.

At kindergarten I would like my child to develop confidence in:
Interact and get along socially with others. Be happy with school, ideas and new friends. Develop self-control. Cope with stressful situations. Develop appropriate language, math, reading, science skills. Develop physical skills.

Whanau Aspirations..

this is what your family wishes for you...

Confidence in..

For Pukee to know where he is from, that he is Maori and what that means and develop an understanding of his whakapapa and the importance of wharau. To continue to develop an understanding of letters and numbers.

Hopes and Dreams..

For Pukee to know who he is and where he fits in the world and be proud to be Maori. To be caring and humble.



17th February 2014

Pukee today I got to meet with your Mum and she shared with me some of the things you like doing home such as any thing sporty - playing with a ball or bat, riding your scooter and most recently riding Kobi's 2 wheeler bike.
Mum also told me that she has been teaching you Te Reo Maori at home and that you do the haka 'Ka Mate' very fiercely and pronounce each word, as well as sing waiata together. She has also been teaching you your mihī and I would love it if you shared it with me too. Above are some of the things she told me she would like for you here at Kindergarten and their hopes and dreams for your future. We are looking forward to working with you as you work towards achieving them and documenting your process.

Isabel



Sharing knowledge...



February 2016 Lis

Kia Ora Oreo! Over the last few weeks we have been talking about Waitangi Day and what it means to us, living in Aotearoa and how we can celebrate it at kindergarten. I remembered that you had just come back from a holiday in the Bay of Islands so I asked Mum if she could share some photos from your visit to Waitangi. Mum sent them through to us and I asked whether you would like to share them with the rest of our tamariki at that time. Sure enough at that time today Robyn found a book about the Treaty of Waitangi and once she had read that she asked you to come up and show everyone your photos. You talked about the waka, and the flagpole and the special whare. It was great to have those places brought to life for everyone and to hear you talk about them - it certainly made the ideas we had been talking about more real.



These are some of the things you told us about your experiences at Waitangi!

"We saw the carvings and we were not allowed a hoes" (Wharenui)

"We needed a sticker tag"

"We standing at the waka - it was made out of wood"



Oreo - Thank-you for sharing your knowledge with us. I was so impressed that you were confident to stand up in front of everyone and talk about your holiday. Mum and Dad mentioned at your Aspirations meeting that they value you building up confidence to share your knowledge with others and being in front of groups and this was a perfect example of how you are gaining great skills in this way. We will continue to ensure you have many more opportunities to share your knowledge and ideas with us.

Learning:
Sharing knowledge

Confidence

Perception of self as capable and confident

Making a contribution to the group

Verbal communication skills – to communicate ideas and information

Links between home and kindergarten

PBE – Te Tiriti o Waitangi

Linked to whānau aspirations of gaining confidence to share knowledge and leadership

story update

Leading Kapa Haka!

12 April 2016

Just the other week I wrote about your growing confidence in taking on leadership roles with the whole group of tamariki, Gracie. Today at Kapa haka Liz asked for a tamaiti to support her to sing the waiata Rangi Papa and you put up your hand and came forward when she asked you to help. You then confidently help Liz lead the waiata demonstrating all the actions and singing along.

We have seen amazing growth in your confidence this term Gracie. I look forward to supporting you to continue to grow in confidence next term.

He tino pai to mahi

Robyn



story update

29 August 2016

Over the last year we have documented your journey on developing your confidence in speaking to groups, Gracie, and I have seen you grow from someone who was reluctant to speak up at mat times to someone who confidently puts forward her ideas and is very happy to get up and talk in front of the group.

Today you came pull circle when it was Ainsley's time to present her information about her fish at home and she was very nervous. So she asked you to stand up with her for support and you quickly agreed to do so. I like to think this is because you know how scary it can be for the first time and gladly offered your support.

Ainsley did not need you to say anything but she felt confident to stand up, with you by her side, to talk to us all.

We are all so proud of how far you have come Gracie and I know your whānau will be too.

As you head off to school at the beginning of next term I know this confidence and ability to support others will enable you to be part of your class and contribute to their learning and discussions as well.

Katahi na te tamaiti mohio, ko koe!

Robyn





Look no hands!

25 February 2022

Today I was talking with Ryan over by the parallel bars and he was showing me something new he had learnt to do when you joined us, Ashina. You noticed I was photographing what Ryan was doing as he wanted to document for his profile. You told me you had learnt something new too and You thought it would great to document this for your profile as well. You then proceeded to get onto the parallel bars and cross your ankles and then take your hands off the bars. You then placed your hands on the ground to steady yourself. You then reversed your movements and placed your hands back on the bar and then let yourself down carefully. Ryan and Ashina were watching you and decided to give it a go so a you showed them again the steps. It is great to see you to share your expertise, Ashina.

It is great to see you valuing your own learning and wanting to document it.

25 February - today you told me to me and told me about how you had got right across the monkey bars, Ashina. I saw from your profile how Ashina had written all out you doing this for the first time last year but after knowing how you had wanted your use of the parallel bars document I asked if you also wanted some photos of you going across the bars and you gave me a big grin and nodded your head. You quickly climbed back onto the blue bar and showed me how fast you could now do it you can do. When I asked you how you had learnt to do this fast and I wondered if they had a set of bars at your brother and sisters school. You told me you had been practicing here at kindergarten. It is great to see the excitement you have in your own achievements, Ashina and how you could articulate how you learnt these things. It is interesting to hear your understanding of how you sometimes need to be persistent and practice to achieve your goals.

Maria Ashina

Ryan

Learning:
Self assessment
and wanting
documentation.
Sharing expertise
Leadership
Communication
Value as learner
Communication
of ideas
Perseverance

Example of self
determination.

Article 2

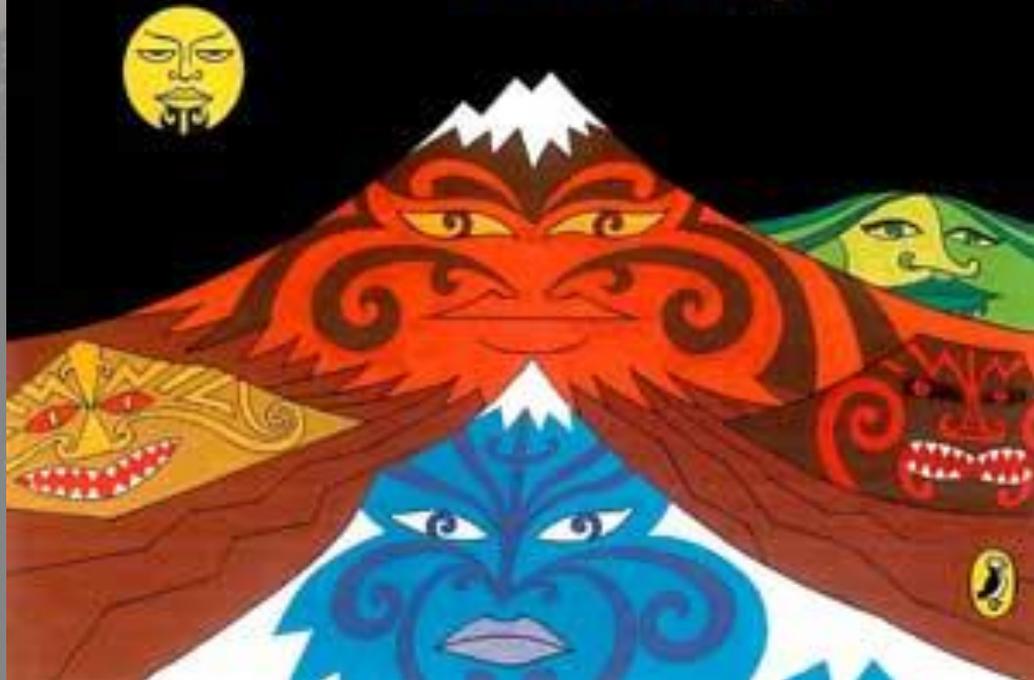
Definition - The Queen of England agrees to protect the chiefs, the subtribes and all the people of New Zealand in the unqualified exercise of their chieftainship over their lands, villages and all their treasures. But on the other hand the chiefs of the Confederation and all the chiefs will sell land to the Queen at a price agreed to by the person owning it and by the person buying it (the latter being) appointed by the Queen as her purchase agent.



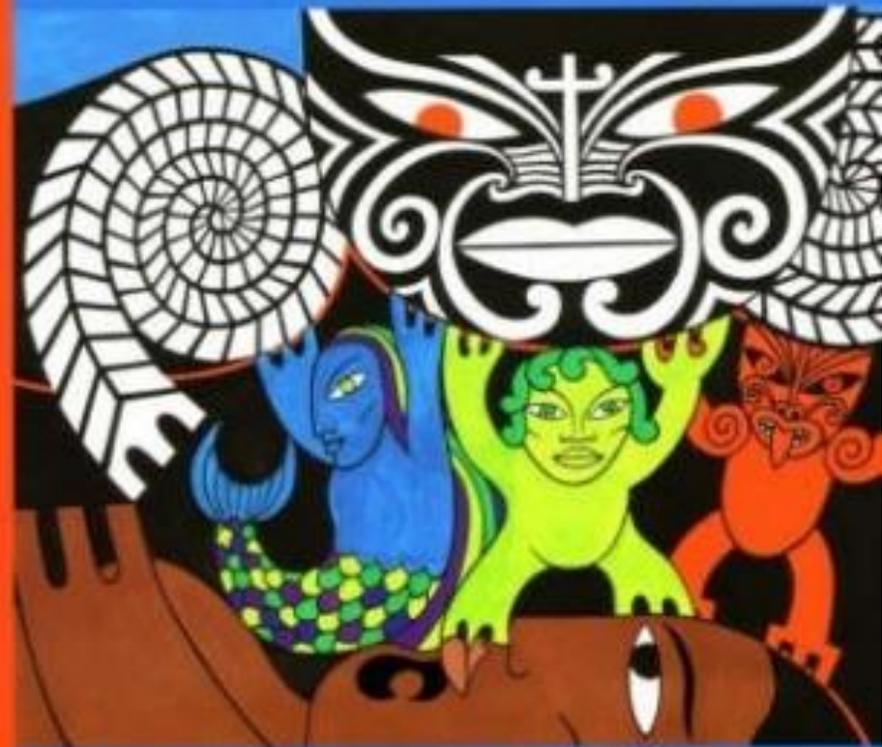
Ko Rangituhi te Maunga
Ko Kenepuru te Awa
Ko tainui te Waka
Ko Ngati toa te Iwi
Ko te whanau a Paparangi te Hapu
Ko te Māra tamariki te papa Kainga
Tena koutou, tena koutou, tena koutou katoa

Battle of the Mountains

Peter Gossage



In the Beginning



Retold and illustrated by Peter Gossage

SCHOLASTIC

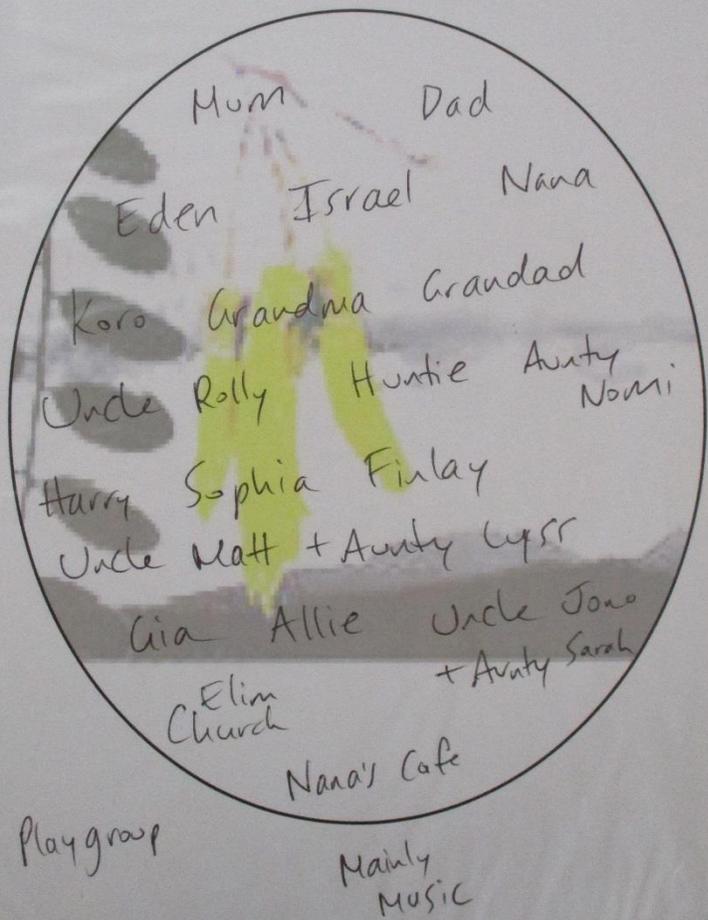




Article 3

Definition - For this agreed arrangement therefore concerning the government of the Queen, the Queen of England will protect all the ordinary people of New Zealand and will give them the same rights and duties of citizenship as the people of England.

My Whakapapa: Important people and places in my life



My Pepeha

Ko Maungaroa te maunga



Ko Kerereu te awa

Ko Kaiaio te marae



Ko Te Whanau A Kaiao te hapu

Ko Te-Whanau-A-Apanui te iwi



Ko Piripi Herewini taku ingoa

Ngā Hau e Whā o Papatārangī



22nd October 2015

Today was the trip to Ngā Hau e Whā o Papatārangī that we had been preparing for over the last few weeks. We had visited the Papatārangī and had taken photos of a whakatao so we know what to do when it was our turn and we had also been revisiting the story of Nga Taniwha o Te Whanganui-a-Tara, practising our waiata and learning about greeting people by sharing a hongi. When we arrived we gathered outside and waited to be welcomed with a haka powhiri by the Kapahaka group from Newlands Intermediate, we walked in and sat down and listened as they performed more waiata, and the whakoroa was said. We then replied with our waiata tauteko 'Te Aroha'. Once this was done we finished the whakatao by sharing a hongi with the tamaki from Newlands Intermediate.

We then shared some kai and learned about the Papatārangī and how it supports the community and is a special place for everyone to come and feel welcome. The name Ngā Hau e Whā o Papatārangī means 'The four winds of Papatārangī' as it is a meeting place for people from everywhere and doesn't link to one particular iwi. Papatārangī is the proper name for this area and was only changed by early settlers. We also introduced ourselves to our hosts and other guests and sang 'Kangi Papa'.

Whaea Amanda then told us the story of Nga Taniwha o Te Whanganui-a-Tara which we were able to help her with. We then split into groups and some of us went outside and planted some trees such as kawhia and nira that we can visit over the years to watch them grow. Inside we planted sunflower seeds in to little pots that will be planted in Nga Mare Tamaki once they have grown a bit. After this we gathered together for our kai and had a chance to explore the Papatārangī. Then it was back on the bus to head back to kindergarten.

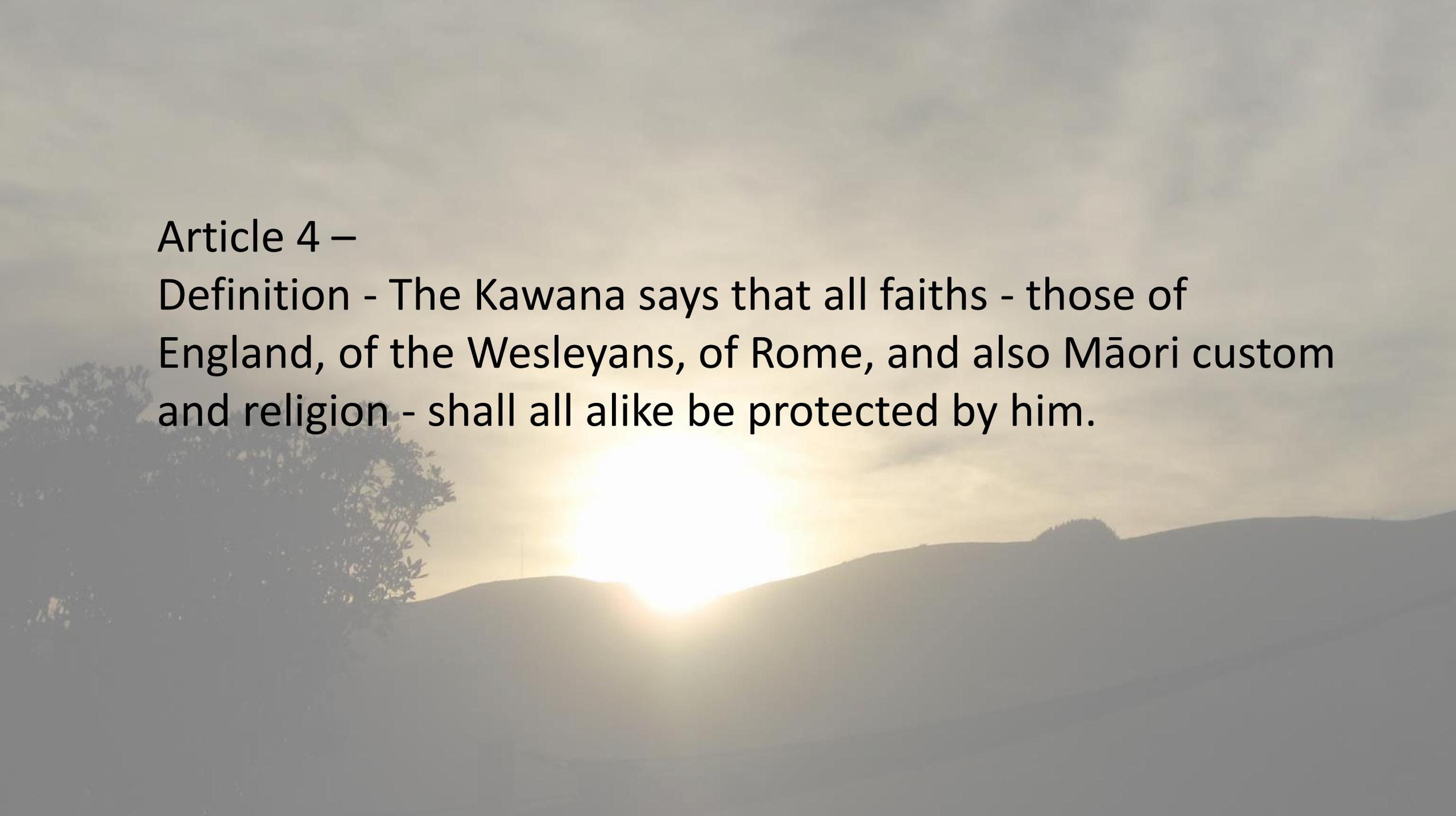
What was your favourite part of the visit to Ngā Hau e Whā o Papatārangī? And we wonder what you tell your whānau about the day?

Our visit to Ngā Hau e Whā o Papatārangī was a special opportunity to make connections with our local tangata whenua (whānau ngātanga) and take part in a traditional whakatao with waiata and whakoroa as part of the process of coming together and being made welcome (mānaki tangata) important aspects of te Ao Māori. We also acted as kaiaki by planting some trees in the garden of the Papatārangī (kaiaki tangata).

Whiria te tangata

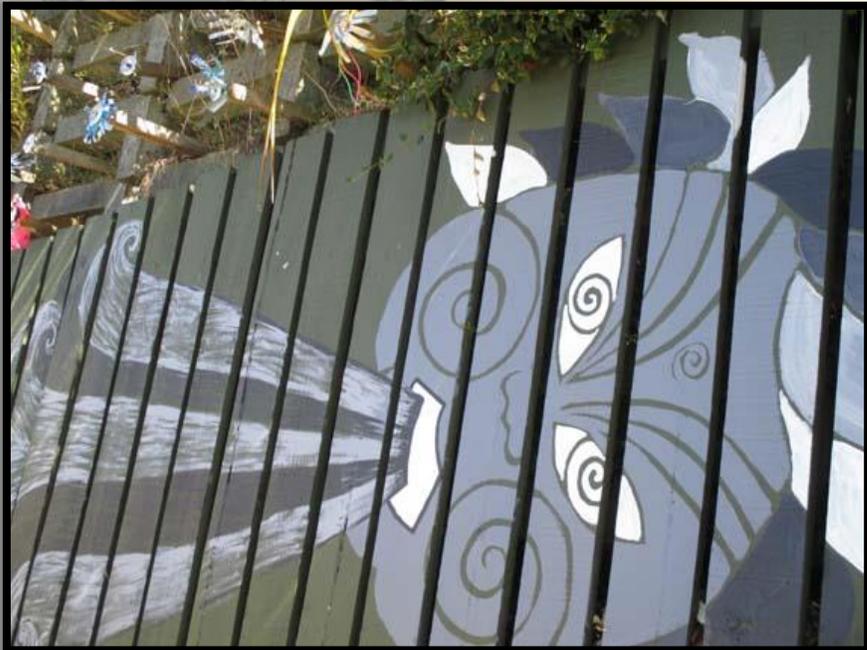
Weave the people together





Article 4 –

Definition - The Kawana says that all faiths - those of England, of the Wesleyans, of Rome, and also Māori custom and religion - shall all alike be protected by him.



He Karakia Kai

Na ngā atua e homai ngā kai,

Rongomatane

Tane Mahuta

Haumietiketike

Tangaroa

Kia ora, kia ora

Whakamaua kia tina (tina)

Haumie, hie e...Taiki e!





Waharoa Blessing 26th January 2017



**Renaming of the Kindergarten
Matariki 23rd June 2017**



5 Guiding Principle....

Empowered Students- supporting tamariki to participate in a genuine way and being involved in decision-making and action

Learning for Sustainability – action focused approach that links to the physical, social, cultural and political aspects of our local and global environment.

Māori perspectives – ensuring that Māori knowledge and perspectives enrich the learning process and honour tangata whenua.

Respect for diversity of peoples and cultures – supporting a fair, peaceful and co-operative society that makes the most of our rich cultural traditions

Sustainable communities – to act in ways that nurture people now and in the future.

Enviroschools Vision



Together we will empower our community to protect, respect and sustain our people, environment and taonga

Enviroschools Vision

Together we will empower our community to protect, respect and sustain our people, environment and taonga

Papararangi's Care Code

How we care for each other and our environment through Enviroschools and our Kawa.



Whanaungatanga

Manaakitanga
Respect for Diversity of People and Cultures
"We will care for the people, places and things in our community"

Sustainable Communities

Kaitiakitanga
Learning for Sustainability
"We will be empowered to be kaitiaki/guardians of our environment"

Kotahitanga
Maori Perspectives
"We will work together (tamariki, kaiako, and hanaau) to embrace Te Ao Māori and Matauranga"

Rangatiratanga
Empowered Students
"We will share ideas and listen to each other to make a positive change in the world"

Te Whāriki

Tiriti o Waitangi

Whakaheke
Reduce

Para
Rubbish

Whakamahī anō
Reuse (Use again)

Hangarua
Recycling

Empowered Students



Matariki celebrations



27 June 2017

Isabel, Robyn, Liz, Sue, Janette and Emma

Matariki is the celebration of the New Year and is represented by the reappearance of the seven Matariki stars. Over the last few weeks we have been talking to our tamariki about what this means and how we could celebrate this special time. Tamariki along with kaiako planned in detail and decided to have a fire in the sandpit and cook marshmallows on long bamboo sticks. Kaiako discussed with the tamariki about how to keep safe around the fire and they had some fantastic ideas – staying sitting down along the edge of the sandpit, standing around the rock circle when it was our turn to toast our marshmallows, using long sticks to cook the marshmallows on and listening to the teachers. In the morning Isabel set up the fire pit and built the fire in the sandpit. When the tamariki had arrived at kindergarten some of them came and sat around the edge of the sandpit and watched how Isabel lit the fire. While we waited for the fire to die down enough to cook our marshmallows we sang songs and told scary stories. When the fire had died down a bit everyone was able to take turns cooking their marshmallow—some got a bit burnt but still tasted great and Liz made and bought out some fresh bread and we all got to try this as well. After this we had a special visitor, Whaea Amanda from the Enviro-school initiative and she presented us with our official Enviro-schools sign. We also made a Manu Tukutuku (a Maori kite) and wrote on a star the special things that we value that our whānau do for us as Matariki is also a time for acknowledging the special 'gifts' that our whānau share.

What an awesome and very special celebration it turned out to be! All the hard work by the tamariki gave them opportunities to work together (kotahitanga), plan ahead step-by-step, think of ways to keep themselves safe, follow through with the plan and reflect on their thoughts at mat time after the Matariki fire. All very useful skills to help tamariki work with others throughout their lives, tackle their future plans and achieve their goals. Ka mau te wehi!

I hope your whānau like the Matariki candle you made. We have one more Matariki event left and that is our disco on Friday night so hopefully you and your whānau will be able to join us for this.

*Ka pūta Matariki ka rere Whānau.
Ko te tohu tēna o te tau e!*



'Save the kiwi'

By Sharnahea Wilson

At just four years old, a local girl is making a big difference by donating her time to help save New Zealand's beloved kiwi.
Alexia Kalohnais, 4, of Paparangi Kindergarten first saw kiwi at Wellington Zoo two years ago and has had a passion for them ever since.
Continued on page 2.

Alexia Kalohnais, 4, of Paparangi Kindergarten is raising money to help kiwi. PHOTO: Sharnahea Wilson

Four-year-old raises funds for Kiwi

Continued from page 1.

Her mum Sarah Ellis said when they were out on a walk recently, it ruffled Alexia's feathers when she discovered that kiwi were endangered and she wished there was something she could do to help.

"She first saw kiwi when she was two, and she's had a fascination with them ever since," Sarah explained.

Alexia then suggested that she and her mum raise some money to help the native birds.

Sarah and Alexia made Popsicle sticks with kiwis on them, put together a raffle and even made a "guess how many" gummy worms are in the jar.

Paparangi Kindergarten teacher Elizabeth Lee said she was blown away when she heard about what Alexia wanted to do to help the kiwi.

"Part of the programme here is supporting children's understanding about the place where they live.

"We talk about their role in guarding and looking after the creatures in our environment."

Elizabeth said part of that learning included endangered species and what New Zealanders can do to help them.



The teacher said she was amazed to see that a four-year-old could have such heart-felt initiative.

"It shows even at four you

can make a positive difference in the community."

Alexia has a goal of raising \$100 for the kiwi which she would then donate to Kiwis for Kiwi – an organisation that

Sarah said was overwhelmed when they heard of Alexia's passion for the birds.

■ For more information on Kiwis for Kiwi visit <https://www.kiwisforkiwi.org/>

Māori Perspectives

In the Beginning...

23rd January 2018 Liz

Kia Ora Fletcher - it is great to see you back at kindergarten after the Christmas break. This morning we had a whakatau (welcome) for our new friends who have started kindergarten and as part of this process we read the story of 'In the Beginning' which is the Maori creation story of Rangī and Papa and their sons who are the guardians of many aspects of the environment. We all know this story well and throughout kindergarten are pictures and sculptures that represent them.

After the whakatau this morning you came back out to the veranda and noticed the magnetic copy of the story we have on the whiteboard out there. You quickly began to look carefully at the pictures and notice the small details on each one. You pointed out all the familiar animals and birds to me and if you weren't sure of what something was you would show me and ask "What's that?"



As we chatted about the pictures your friend Myka noticed what you were doing and came over to join us. Soon the two of you were comparing the pictures and asking who the different atua (guardians) were and the parts of the environment they help look after. It was great to see you taking an interest in what was around you and making links to your interest and knowledge about animals and the natural world. Reading meaning and ideas from pictures is an important early literacy skill and it's great to see you continuing to enjoy books and pictures that link to your interest and knowledge and building upon this. I had written another story of you working with the another magnetic story so it was great to see you revisiting this and including others in your work.



Sharing ideas with others, listening and communicating are important strategies for building and maintaining friendships and it was great to see you and Myka doing this today through using the magnetic story. I look forward to seeing you continuing to share your ideas with us all here Fletcher and to use your developing communication skills to support your social relationships.

Learning tags:

Communication Goal 1: Children experience an environment where they develop non-verbal communication skills for a range of purposes

Communication Goal 2: Children experience an environment where they develop verbal communication skills for a range of purposes

Communication Goal 3: Children experience an environment where they experience the stories and symbols of their own and other cultures

[Kolahianga](#)

[Linked to Prior Learning](#)

[Te Tiriti o Waitangi Article 4 - Whānau Tanga and Maurianga](#)

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Learning for sustainability

Our Enviro Day celebrations



20th September 2017

Kia Ora Nga Pohutukawa whanau - over the last two terms we have been working hard at being kaitiaki of our environment and celebrating being an EnviroSchool. Back in March we read a book about Charlie and Lola working together to care for the environment and each time they did something to care for the planet they could put a leaf on their display tree and when it was full they got to plant a real tree. At that time we decided to do the same thing so we discussed different ways of caring for the environment and created our own tree, leaves and chart to show our progress. We had to collect 100 leaves and our whanau supported us by sending in photos and stories of all the hard work we were doing at home or out in the community. At kindergarten we also worked together to clean up, look after the resources, recycle and care for our birds and worms. Each day tamariki would add a leaf if we had done something from our list and we would cross off a number...finally after all those months we crossed off 100.



To celebrate we had an Enviro Day today with a shared lunch, presentation of certificates, watching The Lorax movie and after saying a karakia and a mini we planted our very own Apple tree in our garden. What a fantastic way to celebrate all the hard work that everyone has done to be kaitiaki of our environment. Nga mihi nui!

Manaaki whenua, Manaaki tangata, Haere whakamua.

Care for the land, Care for the people, Go forward.

Enviro Day!



26th March 2018 Liz

Kia Ora Andrew - today was Papanangi's School termly Enviro Day and now that we are also an EnviroSchool we were invited to join them with some of our tamariki. As you are one of the 5 oldest children going to Papanangi School you were chosen to join the group of 5 children. We gathered up our tools and buckets and headed down to the school.



We were buddied up with both some of our friends in the New Entrant class and some of the children from the senior school and began to work. Our first job was to help empty the sandpit and carry it down to the long jump pit. Once this was completed we met up with Ms Daniel and helped to weed one of the gardens. When we got back to kindergarten we shared our experiences with the rest of Nga Pohutukawa and explained what we did and how we worked together with our community to look after Papatuanuku and the school.

White Sunday 2017

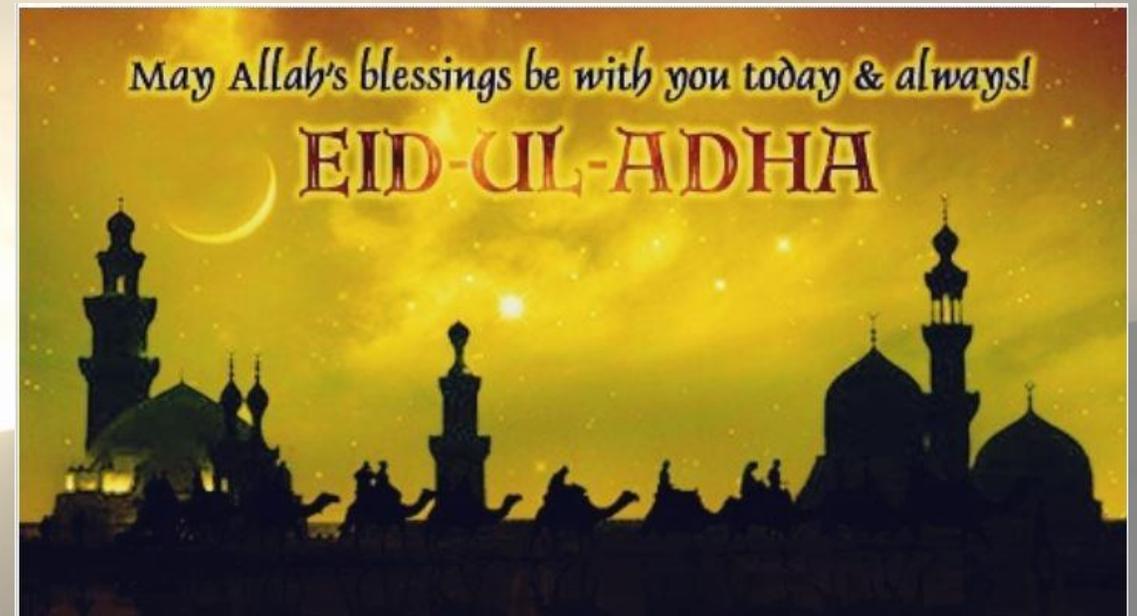
White Sunday is celebrated in both Samoa and Tonga. In Tonga it is celebrated in May along with Mother's and Father's Day. White Sunday is a day all about the children. Ladies and kids dresses in white and go to church. The children lead the church service on that day. There would be a feast afterwards and the children would be given lots of gifts and rewards. Born and growing up in Tonga, Semisi, Nia and Jades Daddy celebrated White Sunday each year in May.

In Samoan "Lotu Tamaiti" means "Children's Service" or "Prayer for Children"



This year in October Nia and Jade participated in a 'Lotu Tamaiti' Celebration and Holiday Programme - An exciting celebration of the value of children that originated in the Pacific Islands but now is a celebration in honour of all kids! The children practiced and prepared to perform in a church service - Polynesian and Maori songs, dances and dramas.

Respect for Diversity



Sustainable Communities



"Tabby's Christmas Wish"

12 December 2015

A few weeks ago Tabby your Mum came and told me about an idea you had. When you had been thinking about what you wanted for Christmas you realised you did not have room for any more toys, so after some thought you told your Mum it would be a great idea to collect toys for children who did not have any. When your Mum told me of your idea I was amazed at how caring you are and what an exciting idea you had. I talked with Jacob, Liz, Sue, Philly and Anna and we all agreed we would help you in your wish to collect toys for those in need. We sent out emails, talked about your idea on our facebook page and with all your friends at Kindergarten. We set up a box in the play area for children to place their good toys in and they started to come in. It was amazing how much we collected.

Today we had 2 ladies from Kevi Community Assistance come to visit and collect all the toys your initiative resulted in. They were also so impressed by your wonderful idea. A man from the local newspaper "The Independent Herald" also came and took your photo with some of the toys collected to put in his newspaper. He was also impressed by your amazing idea.

I love how caring and thoughtful you are, Tabby, and how you always look after new children or those who seem to want someone to play with and this is an example of you taking the one bigger code. I know as you get older you will continue to look at ways to help others. I bet Mum, Dad and I am very proud of you too!

To Mum



What is citizenship?

Is fundamentally about engagement and participation
Is increasingly framed in the context of lifelong and life-wide learning
Not just knowledge and understanding, but skills development and behaviours picked up through experience of participation in a range of contexts
(Nelson & Kerr, 2006)

What is Global Citizenship?

A **global citizen** is someone who is aware of and understands the wider world - and their place in it. They take an active role in their community, and work with others to make our planet equal, fair and sustainable.
(Oxfam)



Māori View on Citizenship

.....linked to ideas of identity, and culture, and is premised on the fact that Māori, in New Zealand walk in two worlds. Citizenship as Māori New Zealanders is the intersection between the two worlds (Matthews, 2016)

Maori conceptions of citizenship include forms of life that flow from hapū and iwi, and from more generalised Maori social preferences and practices. Any social consensus or rationality arrived at, for example, 'Kaupapa Maori', 'Te Tiriti' or the 'nation-state' should not be understood as foundational in the sense of representing an unquestionable aprioristic ground. (Hoskins, 2012)

Social justice

Justice in terms of the distribution of wealth, opportunities, and privileges within a society.
(Oxford Dictionary – on line)



Sustainable Communities (Enviroschools)

act in ways that nurture people and nature, now and in the future, to maintain the health and viability of our environment, society, culture and economy.

Global Citizenship in Te Whāriki (2017)

As global citizens in a rapidly changing and increasingly connected world, children need to be adaptive, creative and resilient. They need to 'learn how to learn' so that they can engage with new contexts, opportunities and challenges with optimism and resourcefulness. (introduction)

An ability to connect their learning in the ECE setting with experiences at home and in familiar cultural communities and a sense of themselves as global citizens. (Belonging strand)

They recognise children as citizens and preserve their dignity while building their mana and supporting them to build the mana of others.
(Underpinning theories and perspectives)

What is critical thinking and why is this skill important for tamariki?

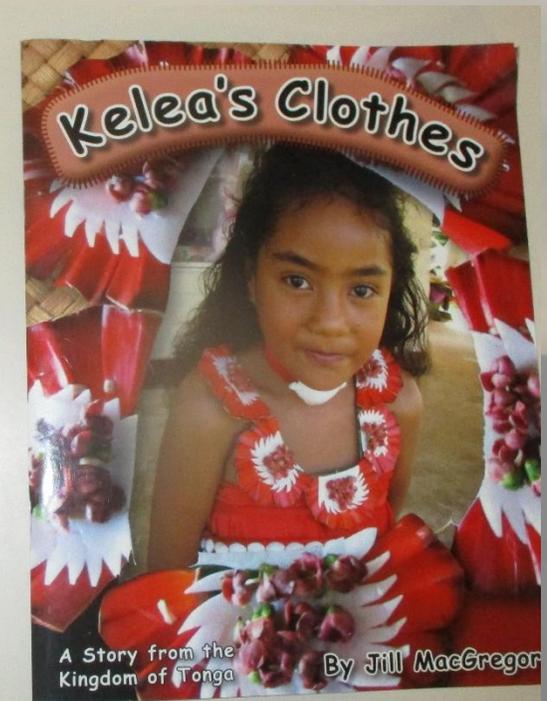
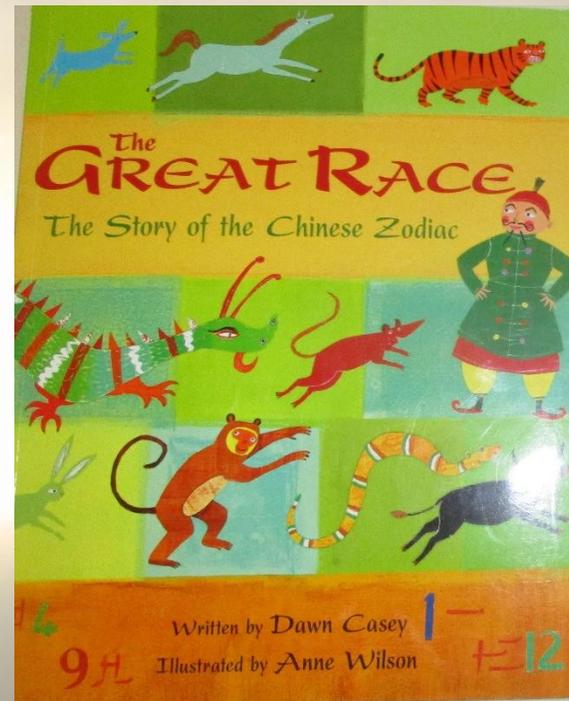


What does a critical thinker look like?

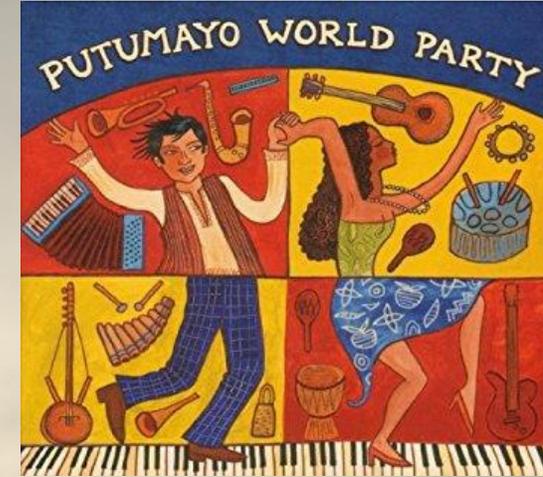
(The Foundation for Critical thinking, <http://www.criticalthinking.org>)

What types of Issues are there to work with children about?

What learning dispositions do tamariki need to enable their further development as global citizens?



Methods and resources to educate tamariki about being a Global Citizen





<https://wellington.govt.nz/services/environment-and-waste/rubbish-and-recycling/recycling/where-recycling-goes>



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Today we had 2 ladies from Kiwi Community Resource come to visit and collect all the toys your initiative resulted in. They were also so impressed by your wonderful idea. A man from the local newspaper "The Independent Herald" also came and took your photo with some of the toys collected to put in his newspaper. He was also impressed by your amazing idea.

I love how caring and thoughtful you are, Tabby, and how you always look after new children or those who seem to want someone to play with and this is an example of you taking this on a bigger scale. I know as you get older you will continue to look at ways to help others. I bet Mum, Dad and Leo are very proud of you too!

Kaitiaki



Bubbles Day!

18 August 2016

Way back times I met with you and your Mum for your Aspirations meeting. Stella, we talked about how your family was involved in supporting Cystic Fibrosis NZ. Your Mum told me how her major national fundraising task was this task in August. As part of developing our learners' understanding of being good global citizens each year we fund raise for our Charity. So this year we decided to raise money for Cystic Fibrosis NZ. You Mum told us the theme for this year was bubbles so the teachers planned a day of bubble fun. We had bubble soap painting, balloon painting and bubble soap games for painting with inside. In the outside we had bubble blowing through straws and outside we had bubble snake blowing, large bubble wands, large bubble blowing, bubble flow and our normal bubble blowing. Your Mum also lent us your bubble blowing machines. We also offered bubble blowing packs to everyone for a good cause donation. We are going to report these activities with Ngā Kōwhiri session tomorrow.

It was great to see you enjoying the activities with your friends Stella. Many of the learners told me after lunchtime, when we were getting ready to have whānau groups how much fun they had had.

Exploring bubbles was an interesting way for everyone to be creative, develop understandings around changes of substances (e.g. liquid to bubble), see the effect of their moving the bubbles and learn about fun taking.

18 August - We were excited to have raised over \$125 for Cystic Fibrosis NZ.

Kaitiaki





WATER CONSERVATION..



19th February 2015 Lx

Working with the hot dry weather we have been having we have had to find ways of looking after the water we use at kindergarten - we have all talked about how not to waste the water we have available today we put some small troughs in the sandpit and had a lot of water in the tubs. At first you were pouring the water on the sand and watching as it disappeared but you soon realised that there was no water to use in the trough so you carefully made a hole connected to the see pump to fill the water trough. Once it was full you found I've added the boats. Together you worked with the group around you to explore how the boats floated and moved in the water.



Sammy—It was great to see you finding different ways to work with the water—knowing that it is a precious resource we have to look after. You also used different containers for tipping water in and out of rather than just on to the sand. As Anna wrote recently—you're a real explorer finding a variety of ways to work through your ideas and building upon previous knowledge. You seem to enjoy working with the group around you—all happy to be exploring your own individual ideas using the same resources. Our discussions about the weather and the lack of rain to fill our water tanks has also supported your growing sense of having a relationship with and care of the natural environment—the cause and effect idea of more rain and therefore little water has become something very real for us at kindergarten hasn't it Sammy. I wonder what else you will discover about the world's rain and how to care for it.



RECYCLING



WATER!



20 February 2015

We have not had rain for some time now and the teachers have been talking about how to recycle the water which flows down the sluice. We thought maybe a couple of containers which sat, alternately, in the grate could be used to collect the water and thus enable it to be reused. So today I thought I would give this a go.

I went and got 2 large tubs and put one in the grate. When you saw what I was doing, Luca you came over to have a look. You seemed to be fascinated by how the water ran from the sluice and down into the tub. We talked about how the water was so dirty by the time it reached the tub and you felt this was because of the sand in the river. What great thinking Luca!

You decided to use the collected water to pour it down the river again. Initially you filled another container and took it further up the sluice and poured it in, then you decided to use the tub to pour the water and this is where the second tub came in handy.

You continued to collect and repour the water for some time, experimenting with how it flowed and its speed.

It is interesting to see you develop your working theories, Luca, around movement of water. Having an idea, developing a plan to test your idea and then carrying out the plan are the basis of developing scientific investigation. I look forward to seeing what you want to investigate next and working with you to develop further working theories.

Robyn

How rubbish harms Ngā Pāpahu

30 April 2018

Robyn



Over the last part of term one and the first week of term two we have been discussing as a whānau group how rubbish which ends up in the sea can harm Ngā Pāpahu who live in the ocean. We have also looked at how Ngā Pāpahu can get caught in fishing nets and die.

Last term we coloured in pictures of various items of rubbish including plastic bottles, plastic bags, glass bottles and tin cans. We also coloured some pictures of sea creatures. This term we looked at some photo's of sea creatures which became tangled in rubbish in the ocean and then glued the items onto a large piece of blue paper and then added some real plastic bags and netting material to represent fishing nets on to it. What amazing Kotahitanga to produce our poster.

After this we discussed what we could remember about what we had been learning. We used rangatiratanga (listening and sharing of ideas) during our discussion.

I was interested to see and hear all the discussions in the group as they came to the understanding of how we effect our ocean environment. There was considerable concern over how this impacted on Ngā Pāpahu and other sea creatures.

Rex you were able to talk about how you were worried about the dolphins getting caught in a net. It is exciting to see you expressing your understanding of this large problem we have with rubbish in our oceans. Maybe you can discuss at home ways you can stop this from happening.

This shows your growing awareness of issues beyond your immediate everyday life, Rex. You are also learning about being a global citizen and kaitiaki. I wonder if you have shared any of our discussion with your whānau?

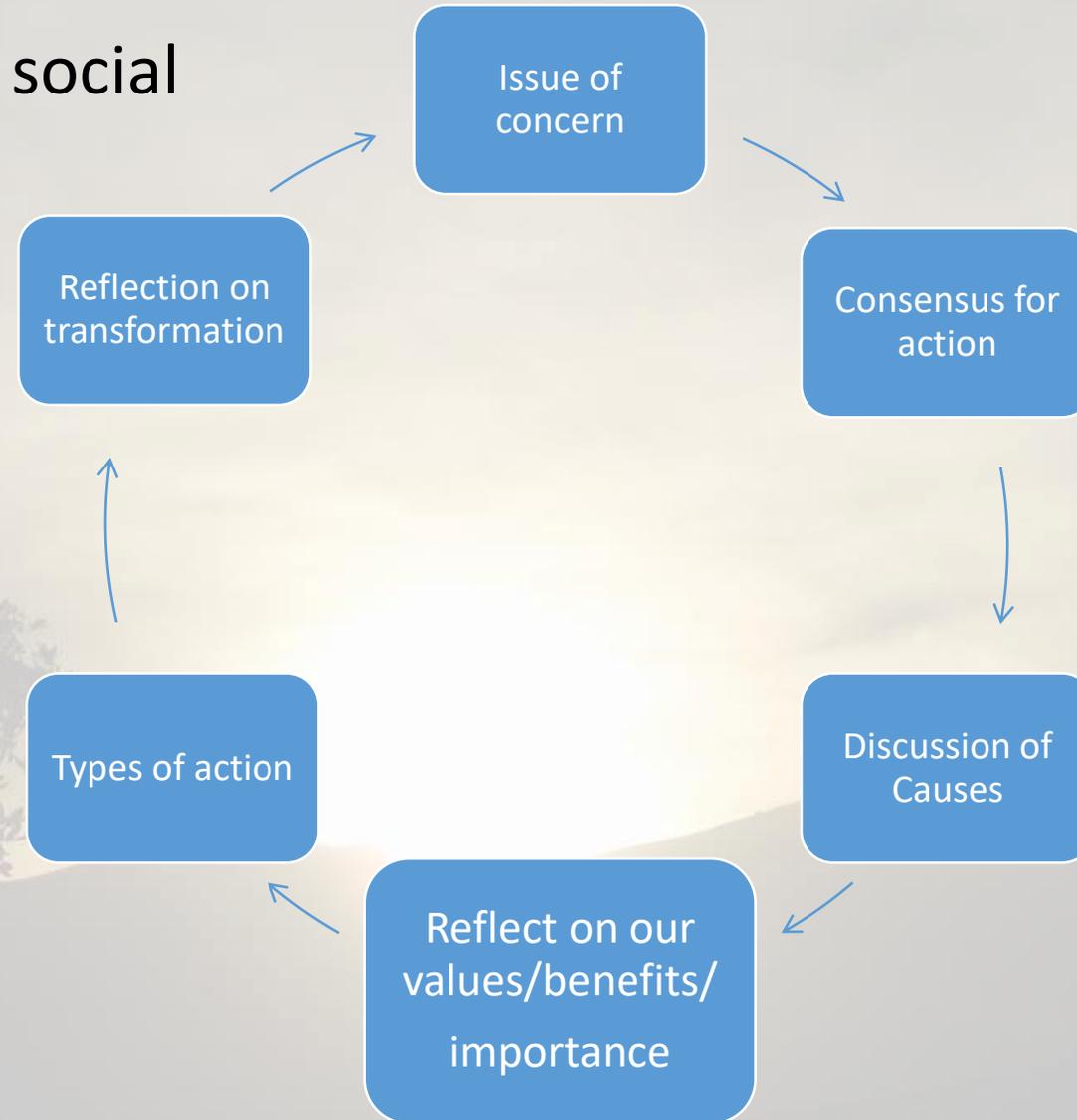
Parent Feedback:

A little while ago Levi, Benny, Grandma & me we're on the East by West ferry crossing the harbour and we were lucky enough to see a Papahu. I'm glad to hear Levi is developing a strong sense of how we must look after our environment. I have witnessed Levi picking up random pieces of rubbish and putting them in the bin when we've been out and about. It's great to know he's learning how to help protect our environment from a young age. Thanks

We talked about this and Curtis said he would use sticky tape to collect all the rubbish in the ocean, but he might need some help. I asked him why it was important to put all our rubbish in the bin and recycle and he said, so that it doesn't get all the Nga Papahu and then there would be none left.

What a great lesson! We feel strongly in keeping our environment clean and do our best to compost and recycle. We also spent a lot of time near water in our holiday so now we can keep those lessons fresh in Curtis' mind.

Enquiry cycle when considering social Justice issues



Questions to reflect on as a team

Our own Global Citizenship

What are the power relationships within your interactions (verbal and non-verbal) with colleagues, tamariki, whānau, management?

How can we reduce the impacts of these power relationships?

How do we create a safe environment for multiple perspectives from colleagues, tamariki and whānau ?

How do we ensure these multiple perspectives are included in our practice?

Questions for reflection.

When working with Tamariki

What current ways do we support tamariki to understand the issues of social justice?

What process and programmes do we currently have around social justice issues?

How do we develop tamariki learning dispositions so they can use critical thinking and reflection?

How can we collect information about issues which are important to our tamariki, whanau and community? What are the reasons behind these issues?

Once we understand these issues fully how can we work with tamariki to create transformation?

Global Citizenship and where to next for us:

- Analyse the UN Convention on the rights of the child and how it applies to our daily practice
- Take our draft annual planning cycle for tamariki and give it some robust outcomes including those around global citizenship
- Work through a year cycle and evaluate as we go how global citizenship is working within our annual planning cycle
- Find and adapt resources to enable us to work with tamariki to develop critical thinking dispositions
- Trial and evaluate these resources (make our own?)
- Be able to provide support for others using this acquired knowledge and resource.