

ADMINISTRATION AND OVERVIEW

CONTENTS

Association Year Planner	Summary of events for the current year.
Overview of Responsibilities	<p>A guide to the administrative and other tasks carried out in kindergartens throughout the year. Procedures are divided into sections:</p> <ul style="list-style-type: none"> • When action is to be completed • Where to keep related documentation • References or links to these procedures <p>Tasks are tabled daily, weekly, monthly, termly, yearly and two yearly. Please refer to the references and links suggested if further clarification is required.</p>
Kindergarten Administration Checklist	This is a guide for teaching teams to complete their administration requirements and is used as a base for the Annual Administration check.
Administration Hints	Some handy hints to help you manage tasks efficiently and effectively.
Documents to keep	A list of documents that you must keep for at least 7 years.
When to Contact the Association	This table summarises when teaching teams and/or committees are required to contact the Association based on requirements in the Policy and Procedures Guide and Facilities Manual.
Contacts for Kindergartens	A helpful list of regularly used numbers.
Sample Yearly Planner Guide	A template to plan your kindergarten's Calendar of Events for the year (includes some suggestions on what you may like to include on your plan)
Templates for Meetings	Templates to guide with planning and reporting of Staff/Team Meetings, Teaching Team Monthly Report to the Committee and Teaching Team Report to the AGM.

REFERENCES USED IN THIS SECTION

- Association Facilities Manual
- Association Policy and Procedure Guidelines
- Cleaners' Contract
- Computer Guidelines January 2005
- Introduction to Computing
- Early Childhood Regulations (1998)
- Fire and Evacuation Handbook
- Funding Manual (Ministry of Education)
- Kindergarten Management and Implementation Plan
- Registration Package
- Relievers' list
- Team Self Review Guidelines
- Information Handbook for Committees
- Information Handbook for Treasurers
- KOMS Instruction Manual Aug 07
- Handbook on Free Hours and Invoicing

RESOURCES ON WELLINGTON KINDERGARTENS WEBSITE

- Administration Checklist - word
- Contact Phone Numbers - pdf
- Management Plan – pdf (instructions and guidelines + word templates)
- Individual Appraisal - word
- Registration Kit – pdf + templates in word
- Team Self Review - word
- Leave Forms - word
- Petty Cash Template (in Excel)
- Template for Staff/Team Meetings - word
- Template for Teachers' Report to Committee - word
- Template for Teaching Team's AGM Report - word

OVERVIEW OF RESPONSIBILITIES

❖ Please note: *Additional* requirements *just* for All Day Licence Kindergartens are identified by different bullet and font.

What do We need to notify the Assn about urgently?	REFERENCE/LINKS
<ul style="list-style-type: none"> • Children not collected 90 minutes after the end of session • Any custody issues • Any incidences of extreme behaviour where children or Teachers are at risk or injured. • Suspected child abuse or neglect • Injuries to children or Teachers requiring medical treatment • Any emergency staffing situations. • Any serious incidents with visitors/parents/whānau/caregivers • Any missing children • Any Internet Safety incident 	<p>Policies and Procedure Guide:</p> <ul style="list-style-type: none"> • Collection of Children/Missing Children • Legal Access • Child Protection • Injury Prevention and Treatment • Facilities Manual (section 2) • Child Accident/Incident Investigation Report • Kindergarten Teacher Accident, Injury and Discomfort Report • Use of Computers

Daily		
ACTION	WHERE TO KEEP IT	REFERENCE/LINKS
<p>STAFF HOUR COUNT:</p> <p><i>All Day Licence Kindergartens only:</i></p> <ul style="list-style-type: none"> ❖ <i>Staff hour count records (SHC1) must be maintained for all hours of each day when children are attending</i> <p>Relievers in All Day Licence Kindergartens</p> <ul style="list-style-type: none"> ❖ <i>When relievers are required to meet required ratios, they must be registered – please contact the duty senior teacher if you cannot find a registered reliever.</i> ❖ <i>Changes to teaching staff in contact with children must be recorded for each day on the 'Staff Hour Count Record' (SHC1)</i> ❖ <i>If there is an un-registered teacher required to meet the ratio, please use the 'Unregistered Staff Count' form (SHC3) to track how many hours have been used in the funding period</i> ❖ Relievers in all day licence kindergartens must sign the 'staff record verification' form (SHC2) for each week that they relieve. <p>ALL RELIEVERS:</p> <ul style="list-style-type: none"> • Day-to-day relievers are generally found by the Reliever Coordinator by ringing or texting her cell phone as soon as you know a reliever is needed, unless other arrangements are made within the Teaching Team. • If on any day, there will be no Fully Registered teacher in the kindergarten, please contact the Assn. • If no reliever is available the Reliever Coordinator will contact the Duty ST who will talk with the team about possible solutions • For all pre-planned leave, please try booking one of the itinerant relievers first 	<ul style="list-style-type: none"> ❖ <i>All Staff Hour Count records (Daily SHC1 and weekly SHC2) must be kept for seven years – preferably in a clearfile</i> <ul style="list-style-type: none"> • Each team member needs to have the cell phone number for the Reliever Coordinator • The Reliever List is updated and sent out each term to kindergartens. • Please record reason for leave on the 'pink' 	<ul style="list-style-type: none"> ❖ <i>Staff Hour Count Instructions (2007-09)</i> ❖ <i>MOE Funding Handbook section 3-B-1</i> <ul style="list-style-type: none"> • Relievers List • Policies and Procedure Guide (Section 5) - Relievers • Human Resources section of this manual
<p>Hazards</p> <ul style="list-style-type: none"> • Ensure Visual Hazard check has been completed at beginning of each day. • Report any identified hazards that cannot be eliminated within 2 days to the Assn. 	<ul style="list-style-type: none"> • No documentation for daily check unless hazard identified. • Hazard Record sheet needs to be displayed until hazard is eliminated. 	<ul style="list-style-type: none"> • Facilities Manual (section 2) <ul style="list-style-type: none"> - Hazard Check -OSH/1 - Hazard Identification – OSH/3
<ul style="list-style-type: none"> • Update daily information for parents/whānau/caregivers. 	<ul style="list-style-type: none"> • On noticeboard/ white board 	
<ul style="list-style-type: none"> ❖ <i>Print out daily sign in/out sheets for Parents/caregivers to sign in all day licence kindergartens (teachers can also use this to mark roll or can use the weekly roll from koms)</i> 	<ul style="list-style-type: none"> • On a clipboard near an exit (for easy access in an emergency) 	<ul style="list-style-type: none"> • KOMS Manual/Instructions

Daily		
ACTION	WHERE TO KEEP IT	REFERENCE/LINKS
<ul style="list-style-type: none"> • Mark roll on paper rolls (printed weekly from KOMS). • These need to be marked within the first hour of each session or twice daily for all day kindergartens 		
<ul style="list-style-type: none"> • Record the names of any children who have been changed/toileted/sleeping/sick (Teaching teams need to decide on a system to ensure parents/whānau/caregivers are informed as necessary) 	<ul style="list-style-type: none"> • In a notebook or duplicate copy book. 	<ul style="list-style-type: none"> • Policies and Procedure Guide (Section 10): <ul style="list-style-type: none"> - Changing/Toileting and Bathing Children, - Sleeping Children - Sick Children • Your Kindergarten's Procedures
<ul style="list-style-type: none"> • Record any accidents/first aid treatment administered to children, teachers or visitors • Inform parents/caregivers of children's accidents. 	<ul style="list-style-type: none"> • In a notebook or duplicate copy book remember to include date, name of child, name of teacher who administered treatment and the nature of the injury (duplicate copy can be placed in child's pocket to ensure parents are informed) 	<ul style="list-style-type: none"> • Facilities Manual (Section 2) <ul style="list-style-type: none"> - Child Accident/Incident - Investigation Report; - Kindergarten Teacher Accident, Injury and Discomfort Report • Policies and Procedure Guide (Section 4): <ul style="list-style-type: none"> - First Aid <ul style="list-style-type: none"> - Injury and Prevention Treatment
<ul style="list-style-type: none"> • Record any medical treatment administered 	<ul style="list-style-type: none"> • On individual child's Medical Information form. Remember to inform parents that this has occurred 	<ul style="list-style-type: none"> • Policies and Procedure Guide (Section 4): Administration of Medicine
<ul style="list-style-type: none"> • Record daily changes to who is collecting children 	<ul style="list-style-type: none"> • On whiteboard/ notebook 	<ul style="list-style-type: none"> • Policies and Procedure Guide (Section 4): - Collection of Children/Missing Children
<ul style="list-style-type: none"> • Send copies of any new "Protection orders" or "day-to-day care arrangements" documentation to your Senior Teacher 	<ul style="list-style-type: none"> • Copy also to be kept with child's enrolment forms 	<ul style="list-style-type: none"> • Policies and Procedure Guide (Section 2): - Legal Access (Section 4): - Collection of Children/Missing Children
<ul style="list-style-type: none"> • Record all food given to children in Food diary 	<ul style="list-style-type: none"> • Keep for three months 	<ul style="list-style-type: none"> • Policies and Procedure Guide (section 10)- Food And Drink
<ul style="list-style-type: none"> • Record team concerns about children or any incidents that are concerning 	<ul style="list-style-type: none"> • In a separate book 	<ul style="list-style-type: none"> •

Weekly		
ACTION	WHERE TO KEEP IT	REFERENCE/LINKS
<ul style="list-style-type: none"> • Ensure that any new or changed attestation hours and enrolment information has been entered on KOMS, including updates for children turning three. 	<ul style="list-style-type: none"> • enrolment forms with attestation information should be kept for 7 years 	<ul style="list-style-type: none"> • Free Hours information from MOE • Handbook on Free hours and Invoicing (WRFKA)
<ul style="list-style-type: none"> • Enter all Fees/ Contributions/ Fundraising data into KOMS (all money received at the kindergarten must go through KOMS). • Print off Income Summary sheet (to be signed by Teacher and treasurer as record of money received by teaching team and passed on to Treasurer). 	<ul style="list-style-type: none"> • Suggested that a copy of all invoices sent to parents are kept • Data stored in KOMS – Signed Income Summary to be kept in a clear file and a copy sent to the Association 	<ul style="list-style-type: none"> • Handbook on Free Hours and Invoicing • KOMS Manual /Instruction Sheets • Information for Treasurers booklet • Policies and Procedure Guide: (section 2) – Fees
<ul style="list-style-type: none"> • Ensure that attendance for week has been entered on KOMS 	<ul style="list-style-type: none"> • Suggest that you keep paper rolls for the current RS7 period (Feb – May, June – Sept, Oct – Jan) ❖ <i>Sign in sheets must be kept for seven years</i> 	<ul style="list-style-type: none"> • KOMS Manual/Instruction Sheets
<ul style="list-style-type: none"> • Print rolls off KOMS for the following week. 	<ul style="list-style-type: none"> • The current week's rolls need to be kept near an emergency exit, preferably with your emergency backpack 	<ul style="list-style-type: none"> • KOMS Manual/Instruction Sheets

Weekly		
ACTION	WHERE TO KEEP IT	REFERENCE/LINKS
<ul style="list-style-type: none"> ❖ Ensure that all Staff Hour Count Forms have been accurately completed (SHC1 and SHC2)) (All Day Licence Kindergartens) 	<ul style="list-style-type: none"> ❖ Preferably in a clearfile, must be kept for seven years 	<ul style="list-style-type: none"> ❖ Staff Hour Count Instructions (2007-9) ❖ MOE Funding Handbook section 3-B-1
<ul style="list-style-type: none"> • Fax or email 'Head Teacher Weekly Return' (Pink) to Assn. (This needs to be sent every week, even when there have been no changes in staff or leave taken) 	<ul style="list-style-type: none"> • These dated forms are sent to you at the beginning of each year for use in the appropriate week. 	<ul style="list-style-type: none"> • Policies and Procedure Guide (Section 5): Relievers
<ul style="list-style-type: none"> • Ensure any 'Relieving Teacher Weekly Time Sheets' (yellow) are completed by the reliever and signed by a teacher. (It is the reliever's responsibility to send these to the Assn). • Ensure new reliever has been given an IR330 and knows to send in bank account details. 	<ul style="list-style-type: none"> • Extra copies of all forms are available from the Assn or from the website. 	<ul style="list-style-type: none"> • Policies and Procedure Guide (Section 5): Relievers
<ul style="list-style-type: none"> • Email any excursion applications to your Senior Teacher (at least 10 days in advance of planned excursion). • A note about the trip and a consent form needs to be given to each parent and collected in before each excursion. This must include details of the adult to child ratio. 	<ul style="list-style-type: none"> • File a copy for your records 	<ul style="list-style-type: none"> • Policies and Procedure Guide (Section 10): Excursions and Travel Arrangements • MOE Regulations
<ul style="list-style-type: none"> • Enter new enrolments and admissions into KOMS (Copies of enrolment / admission forms are available on request to the Assn.) 	<ul style="list-style-type: none"> • All enrolment and admission forms need to be filed in either a waiting list folder or admissions folder/s. 	<ul style="list-style-type: none"> • KOMS Manual • Policies and Procedure Guide (section 2): Enrolment and Admission
<ul style="list-style-type: none"> • Ensure that Treasurer sends in all account information to Assn each week (bills for payment and banking and cheque schedules). 	<ul style="list-style-type: none"> • Treasurer 	<ul style="list-style-type: none"> • Information for Treasurers booklet
<ul style="list-style-type: none"> • Check that your virus definitions are up-to-date on all computers connected to the internet 	<ul style="list-style-type: none"> • On computer 	<ul style="list-style-type: none"> • Computer Guidelines Jan 2005
<ul style="list-style-type: none"> • Computers: Windows updates are set to run automatically – if you get a pop- up saying updates are available please follow instructions to install updates. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Computer Guidelines Jan 2005
<ul style="list-style-type: none"> • If you wish to apply for leave complete and send to Assn a leave application form. • This must be sent in advance of leave being taken. • You will be notified as to whether or not your application has been approved. 	<ul style="list-style-type: none"> • An online application form is available on the website. 	<ul style="list-style-type: none"> • Policies and Procedure Guide (Section 5): Special Purpose Leave

Monthly		
ACTION	WHERE TO KEEP IT	REFERENCE/LINKS
<ul style="list-style-type: none"> • Hold a staff/team meeting at least monthly, ideally these occur more frequently 	<ul style="list-style-type: none"> • File minutes 	<ul style="list-style-type: none"> • See template later in this section. • See section on teams in Human Resources section of this manual.
<ul style="list-style-type: none"> • Print off 'Family Contact and Emergency Contact' lists from KOMS 	<ul style="list-style-type: none"> • In emergency back pack by exit 	<ul style="list-style-type: none"> • KOMS Manual • Facilities Manual (Section 3). • Policies and Procedure Guide (Section 4): Emergency Procedures in Kindergarten
<ul style="list-style-type: none"> • Balance Petty Cash record (before Committee meeting) 	<ul style="list-style-type: none"> • Petty cash book/computer 	<ul style="list-style-type: none"> • Finance Section of this manual • Excel template on website
<ul style="list-style-type: none"> • Write Teaching Team Report (this task is often shared around the team) • share this report with the kindergarten community • Send a copy to Assn (along with minutes of Committee Meeting and Treasurers report) 	<ul style="list-style-type: none"> • Copy to be filed either electronically or in filing cabinet 	<ul style="list-style-type: none"> • Information for Committee • See attached template
<ul style="list-style-type: none"> • Head Teachers, and ideally Teachers, attend 		<ul style="list-style-type: none"> • Relationship and Strategic

Monthly		
ACTION	WHERE TO KEEP IT	REFERENCE/LINKS
Monthly Committee Meeting.		Management section of this Manual
<ul style="list-style-type: none"> At the end of the month, print off 'Monthly Attendance Register' from KOMS. <i>(NB. All day licence Kindergartens don't need to have parents sign monthly rolls)</i> Arrange for all parents/ whānau/caregivers to sign rolls Record reasons for children's absences in KOMS Print relevant reconfirmation of enrolment agreements from KOMS and ensure that these are signed by parents (For children that have a funding rule infringement for more than two months in a row) 	<ul style="list-style-type: none"> File and keep for 7 years File with enrolment forms and keep for seven years 	<ul style="list-style-type: none"> KOMS Manual/Instruction sheets MOE Funding Handbook
<ul style="list-style-type: none"> At the end of the month, confirm Monthly Attendance data (roll return) 	<ul style="list-style-type: none"> KOMS 	<ul style="list-style-type: none"> KOMS Manual/Instructions MOE Funding Handbook
❖ <i>At the end of the month All Day Licence Kindergartens need to send the completed Monthly Staff Hour Count (SHC4) to the Association</i>	❖ <i>Print off form from computer or email</i>	❖ <i>Staff Hour Count Instructions</i>
<ul style="list-style-type: none"> Carry out Fire and Emergency Evacuation Drills. 	<ul style="list-style-type: none"> Notebook, 	<ul style="list-style-type: none"> Facilities Manual (Section 3). Policies and Procedure Guide (Section 4): Emergency Procedures in Kindergarten
<ul style="list-style-type: none"> If you have a wired in fire alarm (and a Building Warrant of Fitness) complete 'Monthly Inspection and Maintenance Record' form: EM2 	<ul style="list-style-type: none"> Keep in Facilities Manual, to be collected by an Independent Qualified Person (IQP), organised by the Facilities Manager 	<ul style="list-style-type: none"> Facilities Manual (section 3)
<ul style="list-style-type: none"> If you have registering Teachers, the tutor teacher will need to meet with them to discuss progress and give feedback at times to be agreed in the registration contract. It is suggested that this will be at least monthly. 	<ul style="list-style-type: none"> Notes of meetings kept in Registering Teacher's Professional Development Folder Tutor teacher to keep brief log of meetings including date, and further actions/goals 	<ul style="list-style-type: none"> WRFKA Registration Kit Policy and Procedure Guide: (section 10) - Registration policy
<ul style="list-style-type: none"> Computer: Check whether Recycle Bin needs emptying. 		<ul style="list-style-type: none"> Computer Guidelines Jan 2005
<ul style="list-style-type: none"> If your computer is slowing down it may need defragmenting 		<ul style="list-style-type: none"> Computer Guidelines Jan 2005
<ul style="list-style-type: none"> Ensure that current Team Self Review is on track and all documentation for this is up to date Have any new areas for team self review been identified? Please send a copy of the front page of all your reviews to your Senior Teacher 	<ul style="list-style-type: none"> In a Folder 	<ul style="list-style-type: none"> Team Self Review Kit Nga Arohaehae Whai Hua (Self Review Guidelines)

Termly		
ACTION	WHERE TO KEEP IT	REFERENCE/LINKS
<ul style="list-style-type: none"> Carry out 'Term Hazard Checklist', (this is usually undertaken with a committee member). Send copy to the Assn. 	<ul style="list-style-type: none"> Filing cabinet 	<ul style="list-style-type: none"> Facilities Manual (Section 2): OSH2
<ul style="list-style-type: none"> Write Newsletter to parents/whānau/ caregivers. (Ideally more frequent than termly) 	<ul style="list-style-type: none"> Filing cabinet or electronically 	<ul style="list-style-type: none"> Refer Relationships and Strategic Management Section
<ul style="list-style-type: none"> If 'Gates Cleaning Company' is your cleaner, decide on whether or not you are going to have a term clean and notify the Assn two weeks before end of term. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Cleaners Contract in Facilities Manual
<ul style="list-style-type: none"> Back up the files on computers onto CD or disk. 	<ul style="list-style-type: none"> Store CD or disk off site or in a 	<ul style="list-style-type: none"> Computer Guidelines January 2005

Termly		
ACTION	WHERE TO KEEP IT	REFERENCE/LINKS
This needs to be done more frequently if you have created important documentation that you wouldn't want to lose.	metal container	
<ul style="list-style-type: none"> Organise redirection/stopping of mail for term break. 		<ul style="list-style-type: none"> NZ Post
<ul style="list-style-type: none"> Complete review of procedures and routines as per your year planner 	<ul style="list-style-type: none"> Management and Implementation Plan 	<ul style="list-style-type: none"> Year Planner
<ul style="list-style-type: none"> Remind parents/caregivers about sighting immunisation certificate (Perhaps in a newsletter) 	<ul style="list-style-type: none"> On KOMS 	<ul style="list-style-type: none"> Ministry of Health KOMS manual

Six Monthly		
ACTION	WHERE TO KEEP IT	REFERENCE/LINKS
<ul style="list-style-type: none"> Undertake Six Monthly Evacuation Drill Evacuations –Instructions have been given to all teams 	<ul style="list-style-type: none"> File the completed Six Monthly Evacuation Drill Fax Form in your Facilities Manual and Fax a copy to the Fire Service Communication Centre and to the Association 	<ul style="list-style-type: none"> Facilities Manual (Section 3) Policies and Procedure Guide: (Section 3) Emergency Procedures in Kindergartens

Yearly		
ACTION	WHERE TO KEEP IT	REFERENCE/LINKS
<ul style="list-style-type: none"> Check to see if Evacuation Scheme for kindergarten is current. Update this scheme whenever changes are made to the building or to your fire drills and send new scheme to the Assn and to the Fire Service. 	<ul style="list-style-type: none"> Display copies by all fire exits. 	<ul style="list-style-type: none"> Facilities Manual (Section 3) Fire and Evacuation Handbook. Policies and Procedure Guide (section 4): Emergency Procedures in Kindergarten
<ul style="list-style-type: none"> Update Civil Defence supplies. Stored water needs to be replaced at least every 6 months 	<ul style="list-style-type: none"> Somewhere easily accessible. 	<ul style="list-style-type: none"> Facilities Manual (Section 3)
<ul style="list-style-type: none"> Arrange storage for all documents that need to be kept for 7 years. These documents are identified in the 'Documents to Keep' list later in this section. Usually completed in December or January 	<ul style="list-style-type: none"> Suggest you set up 7 file boxes labelled for each year. Once a year take out contents of the oldest box and destroy. Replace with the contents of the latest year. 	<ul style="list-style-type: none"> Early Childhood Regulations (1998) 'Documents to Keep' list (later in this section)
<ul style="list-style-type: none"> Prepare Teaching Team's AGM report for AGM in July. Send copy to Assn. 	<ul style="list-style-type: none"> Filing cabinet or electronically 	<ul style="list-style-type: none"> Refer Relationships and Strategic Management Section Report Template on Website
<ul style="list-style-type: none"> Update 'Kindergarten Management Plan and Implementation Plan'. Could be done in Term 1, or Term 3 to fit with new financial year. 	<ul style="list-style-type: none"> Needs to be available in the kindergarten for parents/whānau/ caregivers to access 	<ul style="list-style-type: none"> Management Plan /Implementation Plan Instructions and Templates kit. Templates are on the Website
<ul style="list-style-type: none"> Carry out Individual Appraisal, Send a copy of each teacher's Personal Learning & Development Plan and the Attestation Form to your Senior Teacher. Have regular catch ups re appraisal – we suggest that you meet at least every term. – one of these should be a more formal meeting to complete the mid way reflection. Teachers meet with Head Teachers and Head Teachers meet with Senior Teachers. Once meetings are complete, send a copy of each teacher's Mid Year Reflection/ Evaluation to your Senior Teacher. 	<ul style="list-style-type: none"> Keep all appraisal documentation in Teachers' Individual Professional Development Folders - these must be kept at the kindergarten 	<ul style="list-style-type: none"> Individual Appraisal Kit in Professional Development Folders A copy is on the website
<ul style="list-style-type: none"> Identify one area for Team Self Review at the 	<ul style="list-style-type: none"> Keep Team Self Review in a 	<ul style="list-style-type: none"> Team Self Review

Yearly		
ACTION	WHERE TO KEEP IT	REFERENCE/LINKS
<p>beginning of the year. One area needs to be identified by the end of February, if there is not an ongoing one. Others will probably be identified throughout the year</p> <ul style="list-style-type: none"> • Send copy of front page of each Team Self Review to your Senior Teacher. • At the end of each review ensure that all documentation has been completed and DOPS practice statements have been updated as necessary 	<p>separate folder</p>	<ul style="list-style-type: none"> • Nga Arohaehae Whai Hua (Self Review Guidelines)
<ul style="list-style-type: none"> • Update children's records e.g. Medical Information Forms, Children's Addresses and Emergency Contacts in KOMS 	<ul style="list-style-type: none"> • KOMS and on children's enrolment forms 	<ul style="list-style-type: none"> • See 'Admin Hints' later in this section
<ul style="list-style-type: none"> • Complete RS61 - statistical information required by MOE • To be completed in late June 	<ul style="list-style-type: none"> • Assn keeps copies 	<ul style="list-style-type: none"> • KOMS Manual • MOE RS61 Instructions
<ul style="list-style-type: none"> • Complete admin checklist with Senior Teacher to ensure all your admin processes are up to date and that you have all the resources that you need to work with. 	<ul style="list-style-type: none"> • Copy for Senior Teacher 	<ul style="list-style-type: none"> • Admin checklist 2006, • Admin Hints
<ul style="list-style-type: none"> • Send in 'Staff Details Update' form (this is sent to all Teachers at the beginning of the year). • It is important to advise Assn of any changes to name, address or telephone number as they occur 		
Two Yearly		
ACTION	WHERE TO KEEP IT	REFERENCE/LINKS
<ul style="list-style-type: none"> • Review Team Philosophy if this hasn't been done within the last two years 	<ul style="list-style-type: none"> • Displayed on wall in Kindergarten. 	<ul style="list-style-type: none"> • Philosophy Kit
<ul style="list-style-type: none"> • Review, in consultation with the community, all kindergarten procedures according to their review dates. • Significant changes to procedures will require more frequent reviews 	<ul style="list-style-type: none"> • In Management and Implementation Plan 	<ul style="list-style-type: none"> • Management Plan and Implementation Plan Instructions and Templates kit • Refer to website for templates

KINDERGARTEN ADMINISTRATION CHECKLIST 2009

Kindergarten _____ Date _____

ADMIN TASKS/RECORDS	GOT IT!	HOW DO WE DO THIS?
✓ Registration/Enrolment Forms and Attestation Form		
<ul style="list-style-type: none"> ▪ All sections of forms completed 		Waiting list: Yellow forms – keep in a folder. Keep Attestation Forms with Yellow form – from this year only need one form for enrolment agreement and attestation
<ul style="list-style-type: none"> ▪ Parent/Whānau signature 		Check for Five signatures
<ul style="list-style-type: none"> ▪ Enrolment Agreement AM & PM 		Needs to be signed by parent/ caregiver and resigned if there are any changes to the child’s enrolment, such as moving to AM sessions. Attestation and Enrolment now on one form –
<ul style="list-style-type: none"> ▪ Attestation forms 		Check that dates match start dates. Needs to be resigned if child’s hours of enrolment or attestation change. Only need to use enrolment agreement now (check using new form)
<ul style="list-style-type: none"> ▪ Custody forms (if necessary) ▪ Copy sent to Association 		Do you have copies of custody orders for children if this section of the enrolment form has been filed in by parent?
Waiting list book/chart		Do you know about the printable form on KOMS for this?
✓ Attendance/Funding		
<ul style="list-style-type: none"> ▪ Children's attendance recorded daily 		On weekly roll printed from KOMS within the first hour and marked on the computer have discussion re marking rolls especially in all day license kindergartens
<ul style="list-style-type: none"> ▪ Whānau monthly signing of Registers 		For Sessional Kindergartens, the printed monthly register from KOMs needs to be signed by each parent/caregiver and kept for seven years.
<ul style="list-style-type: none"> ▪ Records of reasons for children’s absences on KOMs 		This can be kept on KOMS - see manual
<ul style="list-style-type: none"> ▪ Accurate monthly confirmation of rolls 		Are there any question marks on your monthly registers? Do you understand the (2007) funding rules? Are infringements dealt with correctly? – look at Lynette’s audit of kindergartens prior to visit
<ul style="list-style-type: none"> ▪ Staff hour count record (All Day Kindergartens) 		<ul style="list-style-type: none"> • Requirement for all day license kindergartens - must be kept for seven years (SHC1, SHC2, SHC4) • all relievers must be recorded on the SHC1 and SHC2 – see Staff Hour Count Instructions. • Check SHC3 for unregistered hours in funding period
<ul style="list-style-type: none"> ▪ Daily sign in sheets (All Day Kindergartens) 		Requirement for All Day License Kindergartens – must be kept for seven years
✓ Finances		
<ul style="list-style-type: none"> ▪ Record of parent fees, donations and receipts 		All fees, donation and fundraising money received at the kindergarten needs to be entered on KOMS .
<ul style="list-style-type: none"> ▪ Record of money handled and given to treasurer on koms (including all fundraising and other money) 		Print out Income summary from KOMs and needs to be signed by teacher and treasurer – suggest you keep in a clear file for easy reference and for the auditor.
<ul style="list-style-type: none"> ▪ Up-to-date record of petty cash (including all receipts) 		Can be in petty cash book or on excel spread sheet
<ul style="list-style-type: none"> ▪ Spending of Equity funding documented 		Do you know about coding for this?
✓ Health and Safety		
<ul style="list-style-type: none"> ▪ Record of children changed, toileted and/or bathed 		Book for recording this – must be kept up to date and signed by teacher responsible for changing
<ul style="list-style-type: none"> ▪ Sleeping records(All Day Kindergartens) 		All day license kindergartens need to record details about who slept, start and finish time of sleep and who was the teacher responsible.

▪ Food records		Records of all food provided by the kindergarten for children
▪ Completed medical information sheets		Teachers all need to sign these – often teachers keep a copy near the first aid kit.
▪ Record of medicine administered (on reverse of Medical sheets)		Teacher administering medicine needs to complete this each time.
▪ Minor accident/first aid records		In book-details of incident including date, where it happened, first aid treatment and teacher providing treatment – often parents are asked to sign too
▪ Completed injury report forms (copy to Association)		Where do you file these?
▪ Immunization register complete		All children’s immunization data entered on KOMS.
▪ Record of monthly emergency drills.		Suggest notebook to record fire and earthquake drills –have you a plan for sleeping children – especially if you have lots? ... have you thought about what would happen if someone violent came into the kindergarten?
▪ Record of six monthly trial evacuations sent to local fire service		This needs to be done every six months - see updated form from whole staff meeting 2008
▪ Record daily changes to who is collecting children		Teaching team need to develop system so this information is easily shared - perhaps on a whiteboard or notebook.
▪ Kindergarten to have a phone that operates with out electricity		This is for use in emergencies during a power cut
✓ Hazards		
▪ Completed daily hazard checklist		Is now just a visual check, not a form – sample check is in Facilities Manual – should be part of daily teacher duties.
▪ Completed term hazard checklist (copy to Association)		Form is in the Facilities Manual.
▪ Completed hazard record sheets (copy to Association)		See Facilities Manual.
Reports/Newsletters		
▪ Teacher's report to the committee (copy to your ST)		See Template in this Administration and Overview section.
▪ Committee/Whānau group minutes (copy to your ST)		It is suggested that this is written under the strategic plan headings: a template is included on the CD and at the end of this Administration section.
▪ Kindergarten newsletters		Copies of all information sent to parents, by teachers and committee.
▪ Association newsletters		Could be filed on computer.
▪ Senior Teacher Records (keep for 2 years)		Could be filed on computer.
The Team		
▪ Team routines/contract (part of Kua hīkoi o ngā Tikanga me tangata mauri mo tātou kaiako – Philosophy kit)		When did you last review these?
▪ Team philosophy		When did you last review this? Needs to be done whenever there is a new permanent team member.
✓ Brief minutes of team/staff meetings		See suggested template in Te Pukapuka Ako
✓ Record of whānau contact, team concerns about children and incidents that might cause concern		Including follow up action when there are serious concerns. Teams also need to document incidents that cause them concern or that might be questioned
Quality Improvement Processes		
▪ DOPs practice statements		These need to be updated as a result of working on your Team Self Review processes.
✓ Team Self Review documentation		See Team Self Review Guidelines - have you sent in the cover page to your ST

<ul style="list-style-type: none"> Professional Development Folder with Individual Teachers' Appraisal and Professional Development records 		Each teacher needs to keep their folder at the kindergarten and use it to maintain an up-to-date record of their professional development.
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Assessment, Planning and Evaluation

<ul style="list-style-type: none"> Documented assessment of Individual children's learning and development (portfolios/profiles) 		See Association Assessment, Planning and Evaluation Policy and attached Guidelines.
<ul style="list-style-type: none"> Programme planning and implementation – linked to assessment 		See Association Assessment, Planning and Evaluation Policy and attached Guidelines
<ul style="list-style-type: none"> Programme evaluation 		See Association Assessment, Planning and Evaluation Policy and attached Guidelines
<ul style="list-style-type: none"> Individual programmes (I.P.'s) 		GSE does put out a book on IP's, if you would like further information.

Computer

<ul style="list-style-type: none"> Backed up at least termly – CD stored off site or in metal filing cabinet 		See computer guidelines Jan 2005 or can use Roxio CD creator
<ul style="list-style-type: none"> Virus definitions updated monthly 		Click on shield then on live update to check for file corruption - Do all computers have up to date virus protection?
<ul style="list-style-type: none"> Firewall enabled 		Start menu, Control panel, security centre
<ul style="list-style-type: none"> Windows automatic update enabled 		Start menu, Control panel, security centre

✓ MANAGEMENT PLAN AND IMPLEMENTATION PLAN	YEAR UPDATED	COMMENT
• Cover Page		Refer to E1 (Guide to management plan) of Kindergarten management plan and implementation plan kit for instructions
• Kindergarten contact details		
• Contents page		
• Term dates 2009 -10		
WRFKA		
▪ Contact details		
▪ 5 year Strategic Plan – A summary		
Financial		
▪ Kindergarten five year building and environment plans		
▪ Kindergarten Annual budget		
▪ Kindergarten Fundraising plan		
▪ Kindergarten Promotional Plan (Template sent out earlier this year)		
Teaching and Learning		
▪ WRFKA Statement of Values		Refer to E2 (guide to Implementation plan) in Kindergarten management plan and implementation plan kit
▪ Teaching Team philosophy		
▪ Teaching Team Self Review Focus		
▪ Desirable Objectives and Practices		
▪ DOPS Teaching Practice Statements		
Kindergarten Procedures - Refer to the management plan and implementation plan kit,		
▪ Assessment, planning and evaluation		Has this been updated to meet new Association Policy and Guidelines?
▪ Celebrations		
▪ Changing, toileting and bathing children		Refer to section 2 and 3 in Kindergarten management plan and implementation plan kit
▪ Collection of children		
▪ Daily routines and supervision plan		
▪ Emergency procedures		
▪ Food and drink		
▪ Positive guidance		
▪ Safety in the sun		
▪ Sick or sleeping children		will be separate procedures for Kindergartens with all day license –
▪ Teachers use of non-contact time		
▪ Transition to school		
▪ Animals and living creatures in kindergarten (if applicable)		

DOCUMENTS THAT NEED TO BE DISPLAYED IN KINDERGARTEN (The asterisked documents need to be displayed on a noticeboard, the others need to be available at all times eg in Parent Library)	GOT IT!	COMMENT
Policies and/or Procedures		
* Your kindergarten's Emergency Procedures		
* Evacuation Plan		
Visitors Guidelines (WRFKA's)		Make sure have updated version (2005)
* WRFKA's Positive Guidance policy and procedure		
* Kindergarten's Positive Guidance procedure		
* Complaints Policy (WRFKA's)		
* Smoking Policy(WRFKA's)		
* Child Protection Policy and procedure (WRFKA's)		
▪ WRFKA Policy and Procedure Guide		
▪ WRFKA Facilities Manual		

Documents		
▪ All Teachers' Practicing Certificates (Registration) are current and renewed as necessary		It is currently taking about ten weeks to renew a practicing certificate
* All teachers' current first aid certificates		
* Documentation of assessment, planning, and evaluation		
* Epidemics and notifiable diseases chart		
* Kindergarten license (purple) (displayed next to document below)		
* Teachers' names and qualifications (purple)		Check up to date with current team members
* Team Philosophy		
▪ Hazard Register (must be easily visible to visitors)		
▪ Kindergarten Management Plan and Implementation plan		
▪ Education Review Office (ERO) Reports		
▪ WRFKA Charter		
Sign		
20 Hours Free Sign		This is an attachment for your Kindergarten sign which will be distributed at the HT Mtg 25.7.07

HANDBOOKS/REFERENCES	GOT IT!	COMMENT
MOE		
▪ Early Childhood Funding handbook		Make sure you have the 2007 one (any one over four member team is entitled to 2 copies)
▪ Education (Early Childhood Centre) Regulations 1998		Look out for new regs soon
▪ ERO Indicators (green)		

▪ Food and Nutrition for Healthy Confident Kids: Early Childhood Education Guidelines and Toolkit		
▪ Foundations for Discovery (ICT)		
▪ Including Everyone: Te Reo Tātaki (booklet, folder and videos)		
▪ Kei Tua o Te Pae: Assessment for Learning: Early childhood exemplars 1- 21		
▪ Managing and Governing an Early Childhood Centre		
▪ Much More than Words		
▪ Nga Arohaehae – self review guidelines		
▪ NZ Curriculum Framework (Primary) update		
▪ Pathways to the Future: Ngā Huarahi Arataki		
▪ Professional Standards for Kindergarten Teachers		
▪ Providing Positive Guidance		
▪ Quality in Action: Te Mahi Whai Hua		
▪ Te Whāriki – Early Childhood Curriculum: He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa		
▪ Te Whāriki Videos (four)		
▪ The Quality Journey: He Haerenga Whai Hua		
▪ Towards Full Registration		
Wellington Region Free Kindergarten Association		
▪ Assessment Planning and Evaluation guidelines		Talk about what to do with old folder
▪ Computer Guidelines Jan 2005		
▪ Information Booklet for Committees (Ensure it is latest copy 2007)		Available on Web site now
▪ Information Booklet for Treasurers (Ensure it is latest copy 2007)		Available on web site now
▪ KOMS 2 Manual aug 2007		
▪ Kua Hikoi ngā Tikanga me Tangata Mauri mo Tātou Kaiako: Our teaching practices, values and beliefs		
▪ NZ kindergarten Association Introduction to Computing (reference Manual) (Barbara Smith)		
▪ Professional Development Calendar 2009		
▪ Te Pukapuka Ako		
▪ WRFKA Facilities Manual		
▪ WRFKA Policy and Procedure Guide		
NZEI		
▪ Early Childhood Code of Ethics		
▪ Employment Agreement		
▪ Re-organisation Booklet		
Other		
▪ Thinking together (centres with registering teachers)		
▪ On Reflection (centres with registering teachers)		
▪ Ngā Kupu Oranga (MOH)		

▪ NZ Standard for Playground safety (ECE Supervised playground)		
▪ Code of Ethics (Teachers Council)		
▪ Lets stop child abuse together 2001 (CYF)		
Blank Forms (Many of these are available electronically from Association Office)		
▪ Enrolment, Registration and Enrolment Agreement		Available from Assn Office.
▪ Excursion application		To be sent to Senior Teacher for approval 10 days prior to excursion
▪ Hazard record sheets		To document any hazards that can't be eliminated in 2 days
▪ Injury report (child)		For any child requiring medical treatment other than first aid.
▪ Leave application		
▪ Medical information/approval for medication		Details of children's medical requirements including medicines to be administered.
▪ Reliever timesheets (yellow)		Reliever to send to Association
▪ Relievers' Packs		For anyone interested in going on relievers' list.
▪ Special Education referrals (excluding Wellington area)		
▪ Tax forms IR330		Send to the Association for each new reliever.
▪ Teacher Absence (Head Teacher Weekly Return)		Send to Association every week by fax to 232 3096 or scan and email
▪ Teacher accident report		For recording teachers accidents that occur at work.
▪ Term hazard checklist		Complete each term and send to Facilities Manager.
▪ Transfer with change of address		
▪ Transfer without change of address		
▪ Travel claim		Need to be sent in at the end of each term.

ADMINISTRATION HINTS

Below are some tips which may save you some time and help you juggle your administration workload. These are not compulsory but are suggestions which you may choose to take up.

ENROLMENT AND ADMISSION	HAVE YOU THOUGHT ABOUT...
Enrolment/Admission Forms	<ul style="list-style-type: none"> ▪ filing these forms in alphabetical order by children’s first names. As we are more likely to be familiar with first names, it makes it easier and quicker to locate individual children’s information ▪ using the actual enrolment forms as the Waiting List. If you keep these in a file by age order it saves you duplicating the information in a separate book. There is also a printable list on KOMS in age order of the waiting list, PM and AM sessions
Emergency Contacts	<ul style="list-style-type: none"> ▪ printing off the Emergency Contact list on KOMS It is suggested that you print an up-to-date one off each month and keep it with your emergency Backpack <p><i>Or....</i></p> <ul style="list-style-type: none"> ▪ having a separate sheet for emergency contact information for each child, which can be kept in a folder near the exit door. Ask whānau to fill this sheet out when they are admitted, explaining the purpose. This means that you have this information in the event of an emergency but don’t have to copy it out yourselves. (Whether you use this suggestion or not may depend on the levels of literacy or English fluency in your community.) (Example in Health and Safety Section of this Manual.) ▪ creating a system or cycle whereby you ask whānau to update their emergency contact information each year. Choose a certain time each year, AGM time for example, when you will remember to do this. You may choose to send a form home with each child and ask whānau to fill out a new one, ensuring each child’s information is updated.

Petty Cash	<ul style="list-style-type: none"> ▪ ‘sorting’ the petty cash on the same day as you do the other money related tasks. Doing all the finance work at the same time will hopefully remind you to keep up with this. ▪ Keeping your petty cash information on the computer – There is a template on the website
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HAZARDS	HAVE YOU THOUGHT ABOUT...
Completed daily hazard checklist	<ul style="list-style-type: none"> ▪ keeping your daily hazard checklist with your rolls or with your tap key. Keeping it with something you use every day may help remind you to do it.
Hazard register	<ul style="list-style-type: none"> ▪ keeping your “Hazard Record Sheets” in a folder which can double as your Hazard Register. (Obviously, it will then need to be “displayed’ for whanau and isitors.)

WHĀNAU CONTACT	HAVE YOU THOUGHT ABOUT...
Recording Contact	<ul style="list-style-type: none"> ▪ adding a column or heading in your team or planning meetings – “whānau contact.” This facilitates recall, noting and discussion of significant conversations, relating the learning and development of children. <p><i>Or...</i></p> <ul style="list-style-type: none"> ▪ keeping a folder with a sheet for each child where you record date and main points of interactions with whānau. You will probably still need to develop a process which reminds each teacher to record this and to discuss it with the team. (Example in Human Resources Section of this Manual.)
Profiles	<ul style="list-style-type: none"> ▪ including a page or a sheet in the children’s profiles asking whānau to sign when they have viewed the profile and inviting questions or comments.

TEAM STUFF	HAVE YOU THOUGHT ABOUT...
Record of team/staff meetings	<ul style="list-style-type: none"> ▪ including a column or section in your regular staff planning meeting – “Team Issues.” This provides regular opportunity for you to raise and discuss team issues, without having to schedule a separate staff meeting. ▪ including a section – “Improvements/ Developments” – to record the ‘smaller’ improvements that you make. This means that you are documenting all that reviews and improvements that you make as a team (rather than the ones that you have identified as part of Your team Self Review.) For example, adjusting routines, changing the layout of the kindergarten. You also need to record the effectiveness of these changes.

CHILDREN'S HEALTH AND SAFETY	HAVE YOU THOUGHT ABOUT...
Record of children changed and Minor accident/first aid records	<ul style="list-style-type: none"> ▪ recording these in a duplicate book. You can then tear out one copy and put it in the child’s pocket for the whānau. This provides a back-up if you ‘miss’ talking with the whānau immediately that day.
Fire and Earthquake drills	<ul style="list-style-type: none"> ▪ having one day each week which is ‘drill day.’ While you are only required to practice these drills once a month, having the same day each week helps you remember to do it. You can alternate each week between fire and earthquake.

FILING, ORGANISING AND STORAGE	HAVE YOU THOUGHT ABOUT...
Filing Cabinet	<ul style="list-style-type: none"> ▪ arranging your filing cabinet (and perhaps your bookshelf, if you’re keen!) in alphabetical order <p><i>Or...</i></p> <ul style="list-style-type: none"> ▪ arranging them using the Action Plan titles from the Association Strategic Plan? ▪ putting a list on the outside of each drawer with the ‘title’ of each file. Each of these strategies should make it easier for you, or others, to find what you’re looking for.

<p>Documentation</p>	<ul style="list-style-type: none"> ▪ using the Administration Checklist as a guide, recording next to each item where they can be found in the office or in the kindergarten, eg “filing cabinet, top drawer.” This is very useful for new team members, or visitors (such as Senior Teachers carrying out the checklist!) helping them find their way around the admin without needing too much assistance.
<p>Seven-year Storage</p>	<ul style="list-style-type: none"> ▪ having seven large boxes, labelled for each year. Write the year on a piece of paper which can be attached and removed. At the beginning of each year take out the contents of the ‘oldest’ box and replace it with the ‘newest’ year. In this way you ensure you don’t keep more than you are required to. (The list of what you need to keep is attached.)
<p>Computer Filing</p>	<ul style="list-style-type: none"> ▪ Organising your folders and files on your computer under the same headings as your filing cabinet This makes it easier for all staff to find information.

DOCUMENTS TO KEEP

The following documents/Information needs to be kept for seven years

(see the Education (Early Childhood Centres) Regulations 1998 page 15 for further details)

Enrolment Forms	<ul style="list-style-type: none"> ▪ including child's name and address, address and contact details of at least one person who has custody, contact details for at least one emergency contact, details of who has authority to have access to the child and those, if any, who are forbidden to have access to the child.
Attestation Forms	<ul style="list-style-type: none"> ▪ Including all changes over the time the child attended.
Attendance Records	<ul style="list-style-type: none"> ▪ including rolls, notes on any changes in enrolment agreements, details of absences, parent or guardian signature to confirm the attendance record, reconfirmed enrolment agreements when there have been infringement patterns. ❖ <i>Daily sign in/out sheets for all day licence Kindergartens.</i>
Staff Hour Count Forms	<ul style="list-style-type: none"> ❖ <i>SHC1 and SHC2 forms plus details of registered and unregistered relievers who are not on the relievers list.</i>
Accident and Illness	<ul style="list-style-type: none"> ▪ Particulars of every accident and illness occurring to the child while at the centre, and of any action taken.
Medical Details	<ul style="list-style-type: none"> ▪ Details of any chronic illness from which the child suffers and of any medication the child has to take.
Medicines	<ul style="list-style-type: none"> ▪ Details of all medicine (whether prescription or non-prescription) given to the child while at the centre, the occasions on which it was administered, who administered it, and by whose authority
Child Information	<ul style="list-style-type: none"> ▪ Any other information you have collected on the child, such as suspicion of child abuse.
Financial Information	<ul style="list-style-type: none"> ▪ Full details of parent contributions and petty cash.

Such other records as may be needed to monitor the services performance e.g.

- ERO Reports
- Team Appraisal and Quality Improvement documentation – Now Team Self Review

The following documents/information needs to be kept for three years (these may be needed for audit purposes - if it's easier to just keep it for seven years in the appropriate box, that's fine too!)

- Termly Hazard Checklists
- Hazard Identification sheets
- Particulars of every incident/accident involving a teacher, visitor or contractor.

WHEN TO CONTACT THE ASSOCIATION

INFORMATION REQUIRED FROM THE FACILITIES MANUAL

Section 1	Property Management	Action Required
1.1	Emergencies or urgent maintenance	<ul style="list-style-type: none"> • Phone Facilities Manager and describe problem.
	Theft or vandalism	<ul style="list-style-type: none"> • Phone the Police to report the incident. • Inform Association. • Fill out insurance form if loss is greater than excess of \$250. • Copy the form in section 1.6. • Attach the police incident report and post to Association.
1.2	Committees undertaking general maintenance	<ul style="list-style-type: none"> • Contact the Association if unsure of who is responsible for costs or if you wish to negotiate costs.
	Employment of trades people or PD workers	<ul style="list-style-type: none"> • Where it is not possible for maintenance and development to happen outside child contact hours, firstly contact the Senior Teacher who will discuss safety arrangements with those concerned.
	Painting	<ul style="list-style-type: none"> • Contact the Association to test for lead paint if you are unsure of the paint safety.
1.3	All building and grounds proposed works	<ul style="list-style-type: none"> • Committees must use 'Building and grounds: Proposed Works Application' form in the Facilities Manual. • Kindergartens to run quotes past Association before commencing work if only one quote can be obtained.
	Playground development	<ul style="list-style-type: none"> • Committees can seek support for grant applications from the Human Resources Officer.
1.4	Cleaning the kindergarten	<ul style="list-style-type: none"> • If Committees choose to employ a cleaner from the local community, a contract with the Assn is required. • If any problems are not able to be resolved please contact the Assn.
	Any changes to alarm codes	<ul style="list-style-type: none"> • Please contact Association immediately.
1.5	Insurance claims	<ul style="list-style-type: none"> • If you need to make a claim on insurance phone the Association and complete 'Notice of claim' forms and return to Association. • If Police have been notified, attach a copy of the Police report to the claim form together with copies of quotes for replacement equipment.
	Keys	<ul style="list-style-type: none"> • Any changes to locks, new key must be sent to Association.

Section 2	Occupational Health and Safety	Action Required
2.3	Environmental Hazards	<ul style="list-style-type: none"> • Report to Assn and adhere to the procedures outlined in the Assn's Facilities Manual ,Health and Safety Section.
	Hazards	<ul style="list-style-type: none"> • When the hazard is part of the licensing requirements for the kindergarten the Head teacher shall notify the General Manager.
2.5	Kindergarten Term Safety and Maintenance Checklist completed once a term OSH/2	<ul style="list-style-type: none"> • Send to the Facilities Manager.

2.6	Hazards that can not be eliminated within two days	<ul style="list-style-type: none"> Use 'Hazard Record Sheet' OSH /3 and send to the Facilities Manager.
	Teacher Accident/ Discomfort Report	<ul style="list-style-type: none"> Fill out 'Kindergarten Teacher Accident, Injury and Discomfort report OSH/5 and send to Association.
	Child accident/Incident Investigation Report	<ul style="list-style-type: none"> Fill out Child Injury report OSH /4 and send to the Facilities Manager.

Section 3	Emergency Management	Action Required
	Civil Defence Emergencies	<ul style="list-style-type: none"> You are not required to obtain prior approval from the Association when Civil Defence has required you to close. Report as soon as possible if this occurs.
	Kindergarten Evacuation	<ul style="list-style-type: none"> If the kindergarten has been involved in any emergency evacuation the Association should be notified.
	Fire Evacuation Practices	<ul style="list-style-type: none"> If a fire alarm is installed, notify the Association if there is a problem with the alarm. Monthly inspection and maintenance records should be completed after each trial evacuation using the wired in alarm see (E M2).

WHEN TO CONTACT THE ASSOCIATION

INFORMATION REQUIRED FROM THE POLICY AND PROCEDURE GUIDE

Policy	Action Required
Administration	
Combining Sessions	<ul style="list-style-type: none"> Teachers must first apply to their Senior Teacher.
Intellectual Property	<ul style="list-style-type: none"> Works of employees or commissioned works are required to be negotiated for ownership; clarification can be sort by the General Manager.
Legal Access	<ul style="list-style-type: none"> If difficulties arise when a non custodial parent approaches the kindergarten and seeks access to a child, please contact your Senior Teacher.
Use of Kindergartens for Advertising	<ul style="list-style-type: none"> If the kindergarten wants to use advertising billboards in return for sponsorship please contact the Assn for permission.
Use of Kindergarten outside Session Time	<ul style="list-style-type: none"> If the kindergarten is going to be used for activities not related to the operations of the kindergarten, the 'Hire of Kindergarten Outside Kindergarten hours Contract Terms and Conditions' form should be filled in and returned to the Association.
Visitors to the Kindergarten	<ul style="list-style-type: none"> All visitors, other than those invited by the Head Teacher for a specific purpose relating to the programme, must obtain permission from the Kindergarten's Senior Teacher to visit.
Finance	
Asset Register	<ul style="list-style-type: none"> At the end of the year the Kindergarten committee must complete and return to the Association the inventory form recording any item purchased for the kindergarten during the year with a purchase price \$500 and over.
Equity Funding	<ul style="list-style-type: none"> When sending invoices for payment to the Association for items to be paid out of equity funding, please ensure correct department code 50 is used.
Financial Contributions	<ul style="list-style-type: none"> Banking Schedule (Ban 1) must be forwarded to the Association after any banking is done, together with a Income Summary sheet from KOMS. If it is not possible for bills to be paid by Central Billing the Schedule of Cheques Issued (Schedule 2) must be forwarded to the Association. Treasurers financial report should accompany the Committee minutes and be forwarded to Association after each meeting. Budget to be submitted by 31 August each year. Prior approval of any large unbudgeted items or before entering into any lease arrangements should be requested to the Association.
Health and Safety	
Administration of Medicine	<ul style="list-style-type: none"> Teachers to contact their Senior Teacher for further advice when an issue of attendance of children with specific medical needs arises and/or the administration of medication is of concern.
Child Protection	<ul style="list-style-type: none"> A copy of all 'Day-to-Day Care' arrangements and protection orders must be sent to the Association. Teachers shall consult a Senior Teacher to discuss concerns regarding any suspected child abuse case. If teachers are concerned about a child's immediate safety they must notify the General Manager immediately.
Collection of Children/Missing Children	<ul style="list-style-type: none"> If a child has not been collected from kindergarten within 90 minutes of the end of the session, or by the time staff need to leave the kindergarten, and all reasonable attempts have been made to contact parents, caregivers or emergency contacts, staff shall contact the Senior Teacher or General Manager. Contact the Senior Teacher and or the General Manager immediately if a child is missing.

Emergency Procedures in Kindergarten	<ul style="list-style-type: none"> Changes made to Existing Fire Evacuation schemes require the approval of the NZ Fire Service. Please contact The Facilities Manager or your ST for support with this. A copy of any new Fire Evacuation scheme must be sent to the Association In the event of an evacuation due to a real emergency the Assn should be notified as soon as practicable.
Employees Responsibilities in Civil Defence Emergencies	<ul style="list-style-type: none"> Notify the Assn of recommendations from Civil Defence to close the kindergarten as soon as practicable.
Injury Prevention and Treatment	<ul style="list-style-type: none"> All accidents which require medical attention at the time or subsequently shall be recorded on the 'Accident Form' and a copy sent to the Association.
Occupational Safety and Health	<ul style="list-style-type: none"> Report Environmental Hazards to the Association. Head Teacher to complete with committee a termly maintenance checklist then forward it to the Association. Trades people are not permitted to work during session time without prior approval.
Smoke free	<ul style="list-style-type: none"> Any complaints in relation to this Policy shall be made in accordance with the Smoke Free Environment Act 1990 and directed to the General Manager.
Human Resources	
Above Regulated Staffing	<ul style="list-style-type: none"> Applications for above regulated staff shall be discussed with Senior Teacher.
Complaints	<ul style="list-style-type: none"> Concerning teachers - addressed to Senior Teacher. Concerning Association Staff - addressed to General Manager. Concerning General Manager or Association Board member - addressed to Board Chairperson. Concerning Board Chairperson - addressed to Deputy Chairperson.
Jury Service	<ul style="list-style-type: none"> Staff will apply for leave to General Manager on WRFKA leave form. Staff may have work-related reasons for exemption in which case the Association will provide a letter of support at the request of the teacher.
Relievers	<ul style="list-style-type: none"> Everyone, other than parent relievers at the kindergarten, is required to fill in a relievers application form. Police Vet forms are also required to be completed. When a reliever has not been able to be arranged the Duty Senior Teacher shall be contacted. Whenever a reliever has been used, the Relievers time sheet shall be completed and sent to the Association within 5 working days.
Sexual Harassment	<ul style="list-style-type: none"> If a person believes they have been sexually harassed, these concerns need to be raised with a Senior Teacher or the General Manager.
Special Purpose leave	<ul style="list-style-type: none"> All applications for leave must be submitted on the WRFKA Leave application form(leave 1).
Students/Workers in Kindergarten	<ul style="list-style-type: none"> Institutions wanting to place students in a kindergarten must obtain Association approval in the first instance. Applications for Centre based students should be made to the Assn in writing.
Study Grant Assistance	<ul style="list-style-type: none"> All applications for study grants should be made on "Study Grant Application" form and sent to the Association by the end of February each year.
Teacher Exchange Days	<ul style="list-style-type: none"> After mutual agreement of the two teachers concerned and consultation with your Senior Teacher.
Teacher Release(for Professional Development and Registration)	<ul style="list-style-type: none"> Applications must be made in writing to the Assn in the first week of the term on the 'Teacher Release for Professional Development' form. Teachers are also requested to complete a Professional Development Evaluation form and a copy sent to their Senior Teacher after the completion of courses attended.
Travel and Meal allowance Expenses.	<ul style="list-style-type: none"> Claims under this policy can be made to the Assn at the end of each term.
Travel Expenses for Day to Day and Short term Relieving teachers	<ul style="list-style-type: none"> Relieving teachers can make travel claims on the 'Claim for Refund of Teachers' Travel Expenditure form . A maximum of 20 days can be claimed for per year.
Information Systems	
Use of Telephones in	<ul style="list-style-type: none"> Answer phones are not permitted to be used while children are in attendance at the

Kindergartens	kindergarten unless another phone system for getting emergency messages through is available and approved by the Association.
Marketing and Communications	
Media Policy	<ul style="list-style-type: none"> Anyone who needs to comment to the Media on behalf of the Association requires prior approval of General Manager, except in the case of a kindergarten activity such as a fundraising event or purchase of new equipment or completion of a project.
Property	
Outdoor Development	<ul style="list-style-type: none"> When staff and committees are developing the outdoor area they should firstly consult their Senior Teacher, then apply for approval from the Assn.
Property Development in Kindergartens	<ul style="list-style-type: none"> Improvements and enhancements are planned in conjunction with Assn (see Property Manual). Talk with your Senior Teacher or Facilities Manager.
Review of Tradespersons	<ul style="list-style-type: none"> Trades people will be required to undergo a conviction disclosure prior to being added to the Assn's list of approved trades people.
Tradespersons in the Kindergarten	<ul style="list-style-type: none"> Where it is not possible for maintenance and development to happen outside child contact hours, firstly contact the Senior Teacher who will then discuss safety arrangements with the Head Teacher and the tradesperson.
Relationships and Strategic Management	
Diversification	<ul style="list-style-type: none"> When a need for diversification arises this requires discussions with the Senior Teacher and General Manager to decide on a course of action.
Teaching and learning	
Attendance for Children over Five Years Old	<ul style="list-style-type: none"> Teaching teams may discuss and seek professional advice from their Senior Teacher.
Celebrations and Cultural Practices	<ul style="list-style-type: none"> If help is required to reach a shared understanding between a kindergarten and a family's beliefs the Assn should be consulted.
Children with Special Learning needs	<ul style="list-style-type: none"> When a special learning need is identified and staff require support to undertake the required process under this policy, their Senior Teacher can be consulted.
Equal Learning opportunities	<ul style="list-style-type: none"> Head Teachers will discuss with the Association any barriers to providing support for children's learning.
Excursions and Travel Arrangements	<ul style="list-style-type: none"> Teachers shall complete an excursion application form prior to the date of the proposed excursion and email this to their Senior Teacher for approval.
Responding to Extreme Behaviour	<ul style="list-style-type: none"> The Senior Teacher must be notified if teachers or children are at risk or are injured. If a teacher is injured and requires medical attention, a teacher's accident form must be completed and sent to the Association.
Transition to school	<ul style="list-style-type: none"> If a Teacher accompanies children on school visits an excursion form still needs to be completed.

REGULARLY USED CONTACTS

Please fill in the appropriate contact numbers for your Kindergarten

Contact	Phone number
Police	
Fire Communications Centre	04-801 0812
Civil Defence	
Ambulance Service	
National Poisons Centre	0800 764766
Committee Contact Person	
Local Medical Centre	
Cleaner	
Cleaner (Gates Cleaning)	388 8844
WRFKA	232 3069 or 0508 564397
Senior Teacher	
CYFS	
Facilities Manager	232 3069 or 029 762 3866
Hearing and Vision Tester	
Plunket	
Local Schools	

Year Planner

	Jan/Feb	March	April	May	June	July	August	September	October	November	December
MANAGEMENT PLAN UPDATE											
PROCEDURES & ROUTINES REVIEW											
ASS'N POLICY REVIEW			<p>This is a sample year planner that some teams have found useful for plotting their work/ events for the year.</p> <p>There is a copy of this on the Website, which you can adapt for your kindergarten so that it reflects the events that you want to plan for. It can also be laminated.</p>								
TEAM SELF REVIEW											
INDIVIDUAL APPRAISAL											
PROF DEVELOPMENT											
ST VISITS											
IP'S											
INDUCTION -PRE-ENTRY											
STAFF MEETINGS											
STAC MEETINGS											
OPEN DAYS											
COMMITTEE MEETINGS											
CLUSTER MEETINGS											
TEAM MEETINGS											

Teaching Teams Report to the Committee



.....Kindergarten

Date.....

<p>Teaching and Learning</p> <p>What has been happening in the programme over the last month</p> <p>What will be the focus in the programme over the next few weeks, any resources required for this.</p> <p>Excursions planned.</p>	
<p>Relationships and Strategic Management</p> <p>Report on any Quality Improvement Processes</p> <p>Other areas of review or improvement not included in previous planning</p> <p>Policy and procedures review</p> <p>Liaison with outside Agencies</p>	
<p>Health and Safety/Property</p> <p>Building or Ground Development</p> <p>Health visitors or relevant information to parents</p>	
<p>Human Resources</p> <p>Thanks to.....</p> <p>Visitors to the Kindergarten.</p> <p>Report back on PD attendance</p> <p>Relievers, Teacher Aide support</p>	
<p>Information Systems</p> <p>How are we managing ICT development (Requirements)</p>	

<p>Finance/Administration</p> <p>Rolls /Waiting lists</p> <p>Any significant purchases</p> <p>Wish lists</p> <p>Petty cash requirements</p> <p>Fundraising support</p>	
<p>Marketing/Communication</p> <p>Communication and Consultation with Parent’s Caregivers and Whānau</p> <p>Parent Information and Social events</p> <p>Promotion Plan</p> <p>Liaison with local Schools, and other Community groups</p>	
<p>General</p> <p>Any other information</p>	

Staff / Team Meetings

Date.....



Present

Action Plan	Topic	Follow up by whom?	Action Taken
<p>Teaching and Learning</p> <p>Summary of Individual and Group Planning and Evaluation (This may be undertaken at a separate planning meeting)</p> <p>New children and families</p> <p>Equity/Inclusion issues .(GSE meetings)</p> <p>Resources required</p> <p>Bi cultural considerations</p> <p>Positive Guidance</p> <p>Excursions</p> <p>Transition to school</p> <p>Emergency Evacuation Procedures</p> <p>Whānau contact (Significant conversations that are important to share with the team)</p>			

<p>Quality Improvement Processes</p> <p>Progress on current team goals</p> <p>Discussions on other areas you wish to review or improve.</p> <p>Update on DOP'S practice statements as a result of Quality Improvement Processes</p> <p>Policy and Procedure updates if required</p>			
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<p>Human Resources</p> <p>Team building: celebrating the good stuff, giving and receiving feedback, Issues, Philosophy Review,</p> <p>Individual Professional Development updates</p> <p>Registration meetings/feedback</p> <p>Staff Culture, Induction of new staff, Routine reviews.</p> <p>Relievers, Teacher Aides</p> <p>Any team issues</p>			
<p>Property/Health and Safety</p> <p>Indoor environment</p> <p>Outdoor environment</p> <p>Hazard checks</p> <p>Other Safety considerations</p>			
<p>Information Systems</p> <p>KOMS</p> <p>Computers and Technology</p>			
<p>Relationship and Strategic Management</p> <p>Teachers and Committee Plan for Improvements and Development updates</p> <p>Liaison with community groups</p> <p>Liaison with committee</p>			

<p>Marketing and Communication.</p> <p>Newsletters and other communications with families and whānau.</p> <p>Parent workshops or information.</p> <p>Promotion Plan</p> <p>Special events (e.g. photos, open days Grandparents day)</p>			
<p>Administration/Finance</p> <p>Update wish list</p> <p>Purchases to be added to the inventory</p> <p>Petty cash</p> <p>Administration requirements for this period from the Administration timeline Hazard checks etc.</p> <p>Fundraising support</p> <p>Who will complete Teaching teams Report to the Committee.</p>			
<p>General</p>			

Teaching Teams Report to the AGM

Date.....

..... Kindergarten

<p>Teaching and learning</p> <p>A summary of the Teaching and Learning at our kindergarten throughout the year</p> <p>Significant excursions, or visitors</p>	
<p>Relationships and Strategic Management</p> <p>Report on any Quality Improvement Processes over the year.</p> <p>Liaison with outside agencies, that have been ongoing</p>	
<p>Health and Safety/Property</p> <p>Building or Ground Development</p> <p>Health and Wellbeing</p> <p>Health visitors or relevant information to parents</p>	
<p>Human Resources</p> <p>Thanks to.....</p> <p>Any Changes in Staff</p> <p>Report back on Professional Development.</p> <p>Relievers, Students, Teacher Aide support etc</p>	

<p>Information Systems</p> <p>How we are managing ICT development.</p>	
<p>Finance/Administration</p> <p>Any significant purchases throughout the year</p>	
<p>Marketing/Communication</p> <p>Communication and Consultation with parents</p> <p>Parent information/Social events</p> <p>Promotion Plan</p> <p>Liaison with local schools, and other community groups</p>	
<p>General</p> <p>Any other information e.g. Special events</p>	

CONTENTS

Fees and Invoicing	
Donations/fundraising	
Petty Cash	
Major Purchases	
Financial Records	
Budget	
Fundraising Plan	
Inventory	
Grants	
Equity Funding	

REFERENCES USED IN THIS SECTION

- KOMS Instruction Manual Aug 2007
- Information Booklet for Treasurers
- Policies and Procedure Guide
- Handbook on Free hours and Invoicing

RESOURCES ON WEB

- Management Plan Template
 - Budget Information
 - Fundraising Plan
- Template for Petty Cash Excel Spreadsheet
- Information Booklet for Treasurers
- Handbook on Free hours and Invoicing
- Budget forms

OVERVIEW OF FINANCIAL RESPONSIBILITIES

Weekly		
Action	Where to keep it	Reference links
<p>Fees and Invoicing</p> <ul style="list-style-type: none"> • Ensure that all attestation and enrolment data is accurately entered each week • Only families who are using their free hours elsewhere or who are attending for more than 20 hours per week will be invoiced by the kindergarten. • Run a Report for Invoicing at the end of each week to ensure no invoices are being generated for families who shouldn't be charged for sessions. • Statements are emailed from the Association to kindergartens on the 5th day of each month and these should be checked before putting in children's pockets. • Notify the Assn if errors are found with the statements before they are given to families. • Enter details of all fees paid to the kindergarten in KOMS. • Families can arrange to pay fees by automatic payment or internet banking. • Families maybe entitled to a subsidy from WINZ. • Families who qualify will complete WINZ Subsidy Application Form entitled Childcare and OSCAR Subsidy Application. <p>Completing this form is the families' responsibility but the teaching team are required to complete Part C.</p>	<ul style="list-style-type: none"> • Keep a copy of invoices sent to families (check booklet) • Keep attestation information with enrolment information 	<ul style="list-style-type: none"> • Fees Policy • Handbook on Free hours and invoicing
<p>Donations/fundraising money</p> <ul style="list-style-type: none"> • All donations, fundraising and other money received at the kindergarten must be entered in KOMS. • Print off income summary sheet - to be signed by teacher and treasurer or by two teachers. • Print off receipts for parents/whānau/caregivers who have paid donations. • Hand over all banking to treasurer. • Treasurer needs to send to Association a banking schedule for each banking (together with a copy of the income summary sheet from KOMS) detailing who fees are from and coding all other monies received. <p>Donations can be requested from whānau for certain kindergarten projects, including building or playground upgrades, specific equipment or towards an excursion, but any documentation needs to highlight the voluntary nature of these donations.</p>	<ul style="list-style-type: none"> • KOMS (on computer) • Signed Income Summary needs to be kept in a clear file folder • Keep in a secure place 	<ul style="list-style-type: none"> • KOMS Contributions Instructions (manual when updated). • Print out income summary sheet. • Information Booklet for Treasurers • Information Systems section of this manual. • 20 Hours free information
Monthly		
Action	Where to keep it	Reference Links
<p>Petty cash</p> <ul style="list-style-type: none"> • At each committee meeting teachers are given a set amount of petty cash (agreed to by committee, usually about \$100 per month) 	<ul style="list-style-type: none"> • In WRFKA petty cash book or on Excel Spreadsheet (Computer) 	<ul style="list-style-type: none"> • Information Booklet for Treasurers • Petty Cash books available from Association • Excel template • Information Systems section of this manual
		<ul style="list-style-type: none"> • Handbook on Free

Ensure that all attestation and enrolment data is entered correctly on KOMS prior to end of month		Hours and Invoicing
Print off and put all statements for fee paying children in their pockets	Emailed from Association each month	<ul style="list-style-type: none"> • Handbook on Free Hours and Invoicing • Emailed Update from Hannah
Any major purchases need to be approved by the committee and the Senior Teacher before being ordered.		<ul style="list-style-type: none"> • Information Booklet for Treasurers
Equity Funding If your Kindergarten receives equity funding, this needs to be coded separately so that what this has been used for is clearly identifiable. There is a list of possible uses for equity funding eg purchasing additional resources and supplies, meet children's nutritional needs, improve learning spaces, subsidise learning experiences outside of the service.	Codes are attached to schedules which are sent to the Association	<ul style="list-style-type: none"> • Information Booklet for Treasurers on website

Yearly		
Action	Where to keep it	Reference links
Financial records <ul style="list-style-type: none"> • Need to be sent in to the Association to be audited. • You and your treasurer will receive notification of this from the Association (middle of the year) 	<ul style="list-style-type: none"> • Keep in a secure place 	<ul style="list-style-type: none"> • Information Booklet for Treasurers
Budget <ul style="list-style-type: none"> • At the beginning of the financial year (1 July) a budget needs to be drafted in consultation with the teaching team and the outgoing committee (The HT often consults with the treasurer). • After the Kindergarten's AGM, the draft budget needs to be confirmed by the committee and must be submitted to the Association by 31 August each year. • All forms and information required to do this will be available on the website 	<ul style="list-style-type: none"> • Copy needs to go into Management Plan 	<ul style="list-style-type: none"> • Forms sent by Association • Information Booklet for Treasurers • Kindergarten Management Plan and Implementation Plan templates and instructions (website)
Fundraising Plan <ul style="list-style-type: none"> • Needs to be developed for each year • This is usually done by the new committee in consultation with the teachers. 		Kindergarten Management Plan and Implementation Plan templates and instructions (website)
Inventory <ul style="list-style-type: none"> • Items that you purchase for the kindergarten that are over \$500.00 need to be put on the inventory. • New inventory forms will be sent out at the beginning of each year. • Please keep copies of these, add any new items and send the form in to the Association each time you make a purchase. 		<ul style="list-style-type: none"> • Policies and Procedure Guide - Finance, Asset Register
Grants <ul style="list-style-type: none"> • Information on accounting for grants is available in the treasurers handbook (information that needs to be sent back to grant providers, codes etc) 		<ul style="list-style-type: none"> • Information for Treasurers

<ul style="list-style-type: none">• Information on applying for grants is provided for committees and teaching teams that are interested at the beginning of each year, in cluster groups.• At this training participants receive information on successful formats for applying for grants and information on who kindergartens can apply to.• If you would like further information or help with this you can contact the Human Resources Officer at the Association.		
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HEALTH & SAFETY AND PROPERTY

The Association's processes are outlined in the Administration and Overview Section of this Manual; refer to the Overview of Responsibilities and When to Contact the Association.

A full explanation of these processes is given in the Facilities Manual.

HEALTH AND SAFETY REPRESENTATIVES

- Five Health and Safety representatives are nominated to be on the Health and Safety Committee each year.
- They meet once a term on the same day as the STAC representatives
- Issues around health and safety are discussed.
- This can be the same person as a STAC representative.

PROPERTY

- The Facilities Manual has details of all processes related to redevelopment of kindergarten buildings and grounds, including permission forms that are required to be sent in for approval before any redevelopment commences.
- There is also information about hazard identification, kindergarten maintenance and associated responsibilities in this manual

EMERGENCY CONTACT INFORMATION

Following is a form that some kindergartens use to record emergency contact information. This is optional, and the alternative is to print this information off KOMS regularly but each kindergarten must have a current emergency contact list in case of civil emergency that can be easily accessed and taken off site in an evacuation situation (the emergency back pack is ideal).

EMERGENCY CONTACT INFORMATION

We need to keep contact numbers and information for your child in case of civil defence emergency (such as a fire or earthquake).

This information is also written on the enrolment and admission form but we need you to write it again because this sheet will be kept in a separate folder near our exit door.

These two emergency contact numbers should be for people other than you or your child's main caregivers (we will always try you first). Please let these people know you have given their names.

CHILD'S NAME:	
ADDRESS WHERE YOUR CHILD LIVES DURING THE WEEK:	

MAIN CAREGIVERS	PHONE NUMBER DURING THE DAY	RELATIONSHIP TO THE CHILD
1.		
2.		

EMERGENCY CONTACTS	PHONE NUMBER DURING THE DAY	RELATIONSHIP TO THE CHILD
1.		
2.		

HUMAN RESOURCES

CONTENTS

General	<ul style="list-style-type: none"> • Job Descriptions – Senior Teacher, Head Teacher and Teacher • Relievers • Team Self Review • Individual Appraisal • Professional Development • Registration • Appointments • E.E.O • Staff List • Code of Ethics • Teacher Aides • Experienced Head Teachers
Head Teacher Responsibilities	<ul style="list-style-type: none"> • Leadership • Team Building • Team Contract and Philosophy • Team Routines • Facilitation of Meetings • Staff/Team Meetings • Induction of New Team Members • Head Teacher Professional Time • Support Staff • Responsibilities of an Outgoing Head teacher • Appendices <ul style="list-style-type: none"> Time Saving Ideas Effective Time Saving Ideas Induction Programme Leadership Characteristics and Management Role Conflict resolution within Teaching Teams Stages of Group Development

References used in this Section

- Professional Standards for Kindergarten Teachers
- Team Self Review Guidelines
- Registration
- Kindergarten Management Plan and Implementation Plan
- Job Descriptions
- Policies and Procedures Guide
- Philosophy Kit, Kua Hikoi o ngā Tikanga me Tangata Mauri mo Tātou Kaiako, Our teaching practices, values and beliefs.
- Support Staff Kit
- Staff Hour Count Instructions 2007

Resources on Web

- Support Staff Kit including Teachers Aide Job Description
- Relievers Pack
- Relieving Teacher Weekly Timesheet
- Individual Appraisal Kit
- Team Self Review
- Professional Development Calendar
- Senior Teacher, Head Teacher and Teacher job descriptions.
- Guidelines for Relievers, Visitors, Volunteers and Contractors in Kindergartens
- Staff List
- Kua Hikoi o nga Tikanga me Tangata Mauri mo Tatou – Philosophy Kit
- Registration Kit and Forms
- Induction Programme

Topic	Procedures	Reference/ Resources
GENERAL		
Job Descriptions	Senior Teacher, Head Teacher and Teacher job descriptions are available on the website.	
Relievers	<p>Relievers List</p> <ul style="list-style-type: none"> • The Association regularly updates the relievers list and emails it through to the kindergartens. • If suitable relievers come to your notice encourage them to contact the Association for a Relievers Pack or print one off for them from the Association Website. • This will provide them with an opportunity to be included on the list. • Also, if you know of relievers on the list who are no longer available or whose details have changed, please contact Human Resources Officer. <p>Relievers Induction</p> <ul style="list-style-type: none"> • On arrival take the reliever through the Guidelines for Relievers, Visitors, Volunteers, and Contractors in Kindergartens (displayed on your wall). • Discuss any children who need extra support. • Ensure the reliever knows to complete the Relieving Teacher Weekly Timesheet (yellow). • The Head Teacher needs to sign this, or a Teacher if the Head Teacher is absent. • Any new reliever must send in an IR330 and a bank deposit slip to the Assn with their completed timesheet. • <i>In All Day License Kindergartens the reliever must sign the SHC2 form either each day or each week if working more than one day.</i> • <i>If an All Day license kindergarten has an untrained reliever, they are required to keep information about trying to get a trained reliever.</i> <p>Long Term Relievers</p> <ul style="list-style-type: none"> • If you need a long term reliever please contact the Association and a relieving teacher will be organised. • A teacher in a long term relieving position needs to be included in the team just as if they held the position. 	<ul style="list-style-type: none"> • Policy and procedure Guide (Section 5) – Relievers and Travel Expenses for Day to Day and Short Term Relieving Teachers. • Relievers List • Guidelines for Relievers, Visitors, Volunteers, and Contractors in Kindergartens (copy on website) • Staff Hour Count Instructions
	<p>Short Term Relieving</p> <ul style="list-style-type: none"> • The responsibility for finding a reliever in most areas is generally the responsibility of the Reliever Coordinator. Currently Levin and Kapiti Kindergartens are still responsible for finding their own relievers and who does this is worked out by the team. • Usually either the teacher who is going to be absent, or the Head Teacher, contact the Relievers Coordinator. She will confirm who the reliever is. If she cannot find a reliever she will contact the Duty ST to discuss possible solutions. • It is a good idea to talk with two or three parents who are interested in being an emergency reliever. • If a reliever cannot be found the Association should be notified asap. 	

Team Self Review	<ul style="list-style-type: none"> • The processes identifying aspects of a teams practice for self review and identifying goals to work on with your Senior Teacher have recently been updated (Nov 2007) . Remember, it is a flexible process so please read the introduction and the explanation of the process so it can be as meaningful as possible for your team. • The front page of each Team Self Review that you undertake should be sent to your Senior Teacher. • Senior Teachers support the process by working with the team on aspects of their practice. The support can be: <ul style="list-style-type: none"> • discussion on how you would like to be supported in the process , including what information you may gather data on as part of the review • helping to provide information and professional development opportunities; • observations; • readings; • critical friend; • Involvement in evaluation that revisits the journey the team has been undertaking. 	<ul style="list-style-type: none"> • Team Self Review Guidelines
Individual Appraisal	<ul style="list-style-type: none"> • The purpose of this process is to enable you to identify specific aspects of your practice, through self appraisal, for in-depth focus and development throughout the year. • The appraisal process links with the Satisfactory Teacher Criteria/Job Description/DOPS/Professional Standards for Kindergarten Teachers. • There are two formal meetings during the year where Teachers and Head Teachers have an opportunity to discuss the Teacher’s individual appraisal goals and their progress towards meeting them. Teachers and Head teachers are expected to touch base about appraisal at least once each term • Similarly Head Teachers meet with their Senior Teacher. • Guidelines for undertaking these meetings are in the kit. 	<ul style="list-style-type: none"> • Individual Appraisal Kit (available on Website)
Professional Development	<ul style="list-style-type: none"> • We believe that professional development, which is linked to appraisal, improves our practice and is essential for the continuing growth and professionalism of Teachers, Head Teachers, Senior Teachers and Management. • We believe that teachers should be committed to a process of ongoing reflection, learning and development, and should be motivated to access professional development opportunities. • We consider that meaningful and relevant professional development should be targeted to meet the needs of the individuals and teaching teams • Ongoing professional development is essential to enable teachers to maintain their Teacher Registration. 	<ul style="list-style-type: none"> • Policy and procedure Guide (Section 5) - • Professional Development for Teachers and Head Teachers. • Study Grant Assistance • Teacher Exchange Days • Teacher Release Days • Professional Development Opportunities for the current year
	<p>Workshops and Courses provided by the Association</p> <ul style="list-style-type: none"> • The goals teachers set for themselves through the Individual Appraisal process are analysed by the Senior Teacher team and used to develop the professional development calendar for the following year. • At the beginning of each year a full Professional Development 	<ul style="list-style-type: none"> • Policy and Procedure guide (Section 1) Borrowing Resources • Refer to Teaching and Learning Section for

	<p>Calendar of workshops and courses provided by the Association is sent out to each kindergarten.</p> <ul style="list-style-type: none"> • Each year a Teachers Conference is held in the July Term Break • You are also able to apply for any other courses if there are places available. • These courses are usually held in the term breaks. • At the end of each year the Association sends out certificates for the courses and workshops you have attended through the Association. • It is important to keep these as evidence for maintaining ongoing teacher registration. <p>First Aid Courses</p> <ul style="list-style-type: none"> • The Association provides First Aid courses which you are automatically booked on to ensure your certificate is current. These courses are held in the term breaks, as they now need to be a full day course. If you want to organise to attend one at a more suitable time, the association will pay the cost up to the level of what the Association is currently paying per teacher <p>Other Support for Professional Development Provided by the Association</p> <ul style="list-style-type: none"> • Along with Senior Teacher support, the Association provides study assistance, teacher release days, teacher exchange days, readings from professional journals and a small library. <p>Other Sources of Professional Development</p> <ul style="list-style-type: none"> • The Association encourages you to also access professional development offered by other providers e.g. Whole Centre Professional Development, TRCC , Qualification Upgrades. • You may apply for study grant assistance for some courses – please see the policy for more details. <p>Teachers Professional Development Folder</p> <ul style="list-style-type: none"> • During induction each teacher receives a folder to keep records of all Professional Development they undertake and their individual appraisal packages. • This folder needs to be kept at the kindergarten. 	<p>further information.</p>
<p>Registration</p>	<p>Provisional and Subject to Confirmation Registration</p> <ul style="list-style-type: none"> • Before a teacher can be confirmed in a permanent position they must have a current practising certificate. When a new teacher joins the team who is not fully registered they need to apply for Provisional Registration or Registration Subject to Confirmation They are known as “Registrants”. • Their Tutor Teacher will meet with them to develop a registration contract that will outline the roles for those involved. This is carried out in consultation with their Senior Teacher. • The Teacher then is responsible for driving the process. • The Association pays the cost of moving from Provisional to Full Registration, while the Teacher is responsible for paying all other costs such as renewing their practising certificates . <p>Re-registration</p> <ul style="list-style-type: none"> • All Teachers are required to renew their practicing certificate every 3 years. We suggest you write a reminder in your diary for six weeks in advance of the renewal date. • The expiry date is on your practising certificate. 	<ul style="list-style-type: none"> • Refer to the WRFKA registration Kit

	<ul style="list-style-type: none"> • The Teachers Council will send you a reminder letter. • You will need to either download the form (TC 3) from the website or contact the Teachers' Council to send out the forms. • Your Senior Teacher needs to sign your form and before doing this they need to sight your record of all the professional development, through the Association and outside, that you have undertaken during the last 3 years. • Copies of your appraisal also need to be available. • All of this documentation needs to be kept in your Professional Development Folder. 	
Appointments	<p>Applying for a Vacancy</p> <ul style="list-style-type: none"> • All vacancies that are for a year or more are advertised in the NZ Education Gazette. • Application forms can be requested from the Human Resources Officer. • The Gazette will tell you the closing date for applications. • Short listing for jobs is generally done the week after applications close and you will be contacted to come in for an interview if shortlisted. • Once interviews are completed, referential follow up is done and then the job is offered to the successful applicant. • Unsuccessful interviewees are contacted personally • Unsuccessful applicants who are not shortlisted are notified by the Human Resources Officer. • Written acceptance by the successful candidate needs to be sent in to the Association asap. • If you are applying for a Head Teachers job the appointments interview panel is made up of the Senior teacher for the kindergarten, an experienced head teacher and usually the General Manager. If you have applied for a Teachers job the interview panel is made up of the Senior teacher and Head teacher for the kindergarten and either the General Manager or another Senior Teacher. <p>If You Have a Vacancy at Your Kindergarten.</p> <ul style="list-style-type: none"> • The teacher who is resigning needs to send in a written resignation letter to the Human Resources Officer. (email is fine) • The job description is sent to the Head Teacher and the committee to look at and update if necessary • The Human Resources Officer places the job in the Education Gazette. • Once all applications are sent in The Human Resources officer sends out the applicants CV's to the interview panel. If the job is for a teacher then the applications will be sent to the Head Teacher. • Applicants will be short-listed by those on the interview panel and then interview appointments are made by the Human Resources Officer. • Interviews are held and the successful candidate is notified by the Human Resources Officer and offered the position. • The teaching team and committee are informed of who the successful applicant is and their expected start date • Please see below for a suggested programme for induction of new staff members. 	<ul style="list-style-type: none"> • Policy and Procedure Guide (Section 5) – Appointments • NZ Education Gazette
Equal Employment Opportunities	<ul style="list-style-type: none"> • The Association has a current EEO policy which ensures that all employees and applicants are treated according to their skills, qualifications and abilities. 	<ul style="list-style-type: none"> • Policy and Procedure Guide

Staff List	<ul style="list-style-type: none"> An updated staff list of all teachers within the Association and which kindergarten they teach at is made available to kindergartens at least once a year. 	<ul style="list-style-type: none"> The current staff list is emailed out periodically to all kindergartens.
Code Of Ethics	<ul style="list-style-type: none"> Guidance for discussing ethical dilemmas and making decisions can be found in the two references given . 	<ul style="list-style-type: none"> Early Childhood Education Code of Ethics for Aotearoa/New Zealand (An NZEI publication) Code of Ethics for Registered Teachers (NZ Teachers Council publication) This can also be found on the NZ teachers Council website.
Support Staff	<ul style="list-style-type: none"> The Association has a policy of employing support staff in every kindergarten for a certain number of hours each week (8 hours for 2009) Please see the Support Staff Kit for suggestions of how to appoint Support Staff and contract documents. The Head Teacher is responsible for developing a job description and managing the work of support staff. Suggestions for this can be found in the support staff kit. A committee and Teaching Team may decide to employ support staff for more hours if the cost is covered by their operating allocation. Any variations in hours or days worked over the term need to be noted on the Head Teacher Weekly Return, (Pinks). When a support staff resigns the Association must receive two weeks' notice of the resignation. Support Staff Kit Support Staff Manual 	

Head Teacher Responsibilities		
Leadership	<ul style="list-style-type: none"> Included in this section of the Manual is information on leadership. 	
Team Building	<ul style="list-style-type: none"> The process for developing team routines and a shared Teaching Philosophy can be found in the Philosophy Kit, Kua Hikoi o ngā Tikanga me Tangata Mauri mo Tātou Further information about team building and the stages of team development is included in this section. Induction for new head teachers is provided in regular network meetings. Mentoring and leadership courses are offered each year by the Association 	<ul style="list-style-type: none"> Philosophy Kit, Kua Hikoi o ngā Tikanga me Tangata Mauri mo Tātou
Facilitation of Meetings	<p>The main meetings you will have to facilitate as a Head Teacher are:</p> <ul style="list-style-type: none"> Staff/team meetings IP meetings Meetings with parents, whānau/caregivers Appraisal meetings with your teaching team Pre-entry/induction to kindergarten meetings Other meetings you will have a significant involvement in are committee meetings. Although you have no voting rights on decisions that are made, you are often facilitating and supporting the meeting process to ensure that parents and whānau are involved positively in the decision making process. You will also be expected to meet regularly with any Teacher on your team who is undergoing registration at your kindergarten. 	
Staff/Team Meetings	<ul style="list-style-type: none"> Regular staff/team meetings should be held at least every two or three weeks. Prepare an agenda and make sure that all teachers have an opportunity to add to the agenda. Make the agenda available prior to the meeting so that everyone has had time to think about the issues that might come forward. Minutes need to be recorded for each meeting. Refer to the template for this in the Administration and Overview section of this Manual and on the Website. The tasks of facilitation and minute taking should be shared by all teachers, but the Head Teacher should establish the procedures and take responsibility for the over-all process. 	
Induction of New Team Members	<ul style="list-style-type: none"> Included in this section of the Manual is a suggested Induction Programme for Head Teachers to use with a new staff member. An induction meeting is held each term for teachers new to the Association. 	
Head Teacher Professional Release time	<ul style="list-style-type: none"> All Head Teachers are entitled to eight hours release per term 	<ul style="list-style-type: none"> Employment Agreement WRFKA policy (draft)
Time Saving Ideas	A list of timesaving ideas is included.	

RESPONSIBILITIES OF AN OUTGOING HEAD TEACHER

Team	<p>Leave details on the following</p> <ul style="list-style-type: none"> • A copy of the current support staff job description and contact details • A list of relievers the kindergarten uses • Staff Hour Count information 	
Buildings and Grounds	<p>Leave details on the following:</p> <ul style="list-style-type: none"> • Alarm/security systems, firm etc. • a list of current key holders • plans for the handing over of your key to the new Head Teacher • labelling and location of keys to shed/animal cages/gates etc • heating and ventilation systems – how they work, any regular maintenance required • animal and food routines, minders for weekends • rubbish disposal arrangements • cleaner’s contract, name and contact details • names of people employed for tasks such as mowing lawns, 	
Committee	<p>Leave details on the following:</p> <ul style="list-style-type: none"> • a list of current committee members, positions, current tasks, contact numbers and any other helpful information • committee meeting times • current responsibilities or projects that the committee is working on. • any information that must go into the next committee report • committee meetings minutes, orderly and up to date. 	
Curriculum	<p>Leave details on the following:</p> <ul style="list-style-type: none"> • Planning and evaluation processes • Assessment procedures and child portfolio/profile information 	
Children	<p>Leave details on the following:</p> <ul style="list-style-type: none"> • Specific health/medical needs of children • Children with special needs, IDP plans, ESW contacts, agency contacts • Custody cases, child protection orders • Children for whom there are specific concerns – abuse, behaviour. • Documentation of concerns about whānau or specific incidents 	
Administration	<p>Leave instructions for the location of the following:</p> <ul style="list-style-type: none"> • Filing cabinet key • Supervision Rosters • Daily Routines • Policy File • Communication Systems eg mail • Contacts for suppliers if appropriate e.g. art supplies 	
Recent Information File	<ul style="list-style-type: none"> • Ensure the attendance registers are up to date • List children who have been given a date to start and their start dates • Leave your most recent newsletter • List any planned events e.g. excursions, celebrations, visitors, school visits • Information on the child collection record if a daily system operates • Information on current teacher trainees • Parent help roster information 	

INDUCTION PROGRAMME

For Head Teacher to use with new teachers (this is currently being reviewed)

Suggested Timeline	Induction Programme	Completed
Before New Teacher Starts	<ul style="list-style-type: none"> • Letter of Appointment received by Head teacher and committee. • Information to team advising the new team member's name and broad responsibilities. • Names and phone numbers of other team members provided to new team member along with any other relevant information. • The Association Powhiri for new staff is held at the Whole staff meeting at the beginning of each year and induction meetings are held each term. 	
Week One	<ul style="list-style-type: none"> • Welcome new staff member and introduce to team. • Show new team member Te Pukapuka Ako and WRFKA Policy and Procedure Guide on website. • Ensure new team member has completed any required forms eg IRD forms and pay information. • Inform teacher about keys, alarms, mail, contacts eg Association, Senior Teacher. • Introduce them to routines, location of important documentation, procedures for money, pets, any children with special needs, introduction to ESW, custody issues, existing potential hazards. • Ensure new team member can successfully access computer and email, including introducing them to KOMS (ensure they have passwords for KOMS and Teachers section of Association Website) • Ensure comfortable work environment, such as a place to put personal items. • Introduce to committee. • Visit by Senior Teacher who will provide Professional Development folder. Senior Teacher to go over main points in this Manual and answer any questions. 	
Week Two	<ul style="list-style-type: none"> • Team meeting to discuss any issues arising. • Begin to work through team routines section of Philosophy Kit , including discussing a process for raising any questions, raising concerns and discussing issues as you work towards developing a reflexive culture 	
Week Three	<ul style="list-style-type: none"> • Introduce new teacher to registration/individual appraisal and familiarise them with team self review process and goals. • Suggest that you introduce new teacher to other teams working nearby. 	
Week Four	<ul style="list-style-type: none"> • Visit to Association office. 	
Over next two to four months	<ul style="list-style-type: none"> • begin working on developing Team Philosophy 	

LEADERSHIP CHARACTERISTICS AND MANAGEMENT ROLE

Leadership and management roles have distinctive characteristics and as a Head Teacher you will need to display both in your daily work. Kindergarten management is about running the kindergarten smoothly and efficiently, making sure the teaching team is functioning well, resources are available, administration systems are in place, routines are appropriate for children and the needs of parents and families are met.

Leadership goes beyond the basics of management. It requires you to have a vision for the kindergarten, the teaching team, children and families, a clear philosophy, values, and goals. As a leader you are required to be a motivator, creator of ideas, planner, supporter, researcher and educator. Sound leadership demands personal and professional qualities of a high standard and requires the leader to bring a human touch to the job. Management is about the basic organisation, functioning and daily efficiency of the kindergarten and the team.

Some tips on good leadership attributes came from a teacher refresher course.

- be able to relate well and comfortably with all members of the team
- see yourself as a part of the team, and be involved in team effort
- demonstrate an openness in considering other points of view, and acknowledge that others may have better ideas
- actively seek ongoing education
- be enthusiastic about having meetings to motivate the team and deal with issues which arise; also keep enthusiasm high
- share the vision of the organisation and pass it on to team members, and have regular measurement procedures in place
- make sure that goals are clearly defined; also ensure that team members know and understand them
- be willing to listen to and get alongside individual team members in a positive way, and encourage them to do the same with each other
- be prepared to comfort in a positive way when appropriate and necessary
- if things are going wrong within the team, bring it out in the open and deal with it as soon as possible
- be capable of pouring oil on troubled waters when necessary, but always be objective
- be the anchorperson, and be prepared to take responsibility when necessary
- analyse the needs of the team collectively and individually
- learn how to best meet these needs
- develop superb listening skills
- find the incentives which motivate the individuals within the team – and the team itself

The following reading is from an unknown source:

LEADERSHIP STYLES

The functions of the manager/leader may be achieved by using different leadership styles. Generally three types of leadership are distinguished: laissez-faire, democratic and authoritarian. Each type actually designates a class of leadership within which there is considerable variation; these leadership styles exist on a continuum, yet there is enough difference among the styles – at least in their pure forms – to warrant our considering them as different approaches to leadership. In the real world these three styles inevitably appear in varied forms.

LAISSEZ-FAIRE

The laissez-faire leader allows the group to develop and progress on its own and even allows it to make its own mistakes. This leader gives up or denies any real leadership authority. This type may well be called a non-leadership style rather than a leadership style. The laissez-faire “leader” does answer questions or provide relevant information, when specifically asked. This leader gives little if any support to the group members; at the same time this leader does not punish and so is non-threatening. No initiative is taken in directing or suggesting alternative courses of action.

DEMOCRATIC LEADER

The democratic leader provides direction but allows the group to develop and progress the way the members wish. The group members are encouraged to determine group goals and group procedures. The democratic leader stimulates self direction of the group members. Unlike the laissez-faire leader, the democratic leader does give the members support and does contribute suggestions for direction and alternative courses of action. Always, however, this leader allows the group to make its own decisions. This style of leadership encourages adult to adult relationships.

AUTHORITARIAN LEADERSHIP

This leader determines the group policies or makes decisions without consulting or securing agreement from the group members. This leader is impersonal, and communication goes to the leader and from the leader but rarely from member to member. This leader attempts to minimise intragroup communication. In this way the leader’s role becomes even more important.

This authoritarian leader assumes most responsibility for the progress of the group and wants no interference from group members. This person is concerned with getting the group to accept his or her decisions. It should be noted that this leader often satisfies the group’s psychological needs; she or he rewards and punishes the group like any parent does. Like a parent, the leader concentrates responsibility on himself or herself.

CONFLICT RESOLUTION WITHIN TEACHING TEAMS

The Teaching Team spends many hours every day in close contact with one another. The job of teaching brings with it daily stresses associated with children, parents and tasks of teaching. Good team relationships are a priority.

The Head Teacher must take responsibility for ensuring contentious issues and conflict are dealt with. Ignoring rather than diffusing contention only increases the conflict. Open and honest discussion of issues is necessary in order to achieve positive resolution amongst team members.

Factors that may impact negatively on the working environment and promote conflict include:

- Unreasonable job pressure
- Poorly defined tasks
- Unclear expectations about the job
- Prior history of conflict
- Favouritism to one teacher
- Threatening style of management
- With-holding of information
- Lack of recognition for tasks well done
- Confusion/secretcy about changes in the environment

STEPS TO TAKE TO RESOLVE CONFLICT

1. Identify the problem with the teacher/team – what’s going on here? Why?
2. Identify the goal with the teacher/team – what do we want? Where do we want to be?
3. Identify the process for reaching the goal and the factors that may impede the process – what’s the best route to get there? How shall we get there? Who needs to do what?

WORK WITH TEAM MEMBERS THROUGH ISSUES OF:

- Philosophy
- Values and personal beliefs
- Individual needs
- Communication channels and styles

The head teacher must be assertive when dealing with team conflict. Some tips to remember when ‘being assertive’ are:

- Decide what you want
- Be clear and specific
- Support what you say by how you say it
- Don’t be manipulated or sidetracked
- Listen
- Aim for ‘win-win’

REMEMBER TO CALL IN YOUR SENIOR TEACHER IF ATTEMPTS AT CONFLICT RESOLUTION ARE NOT SUCCESSFUL

STAGES OF GROUP DEVELOPMENT

Groups are not static. They change and grow even though the membership may stay the same. Relationships between group members will alter over time, and the tasks which the group faces will provide different challenges and demand different behaviour. Many theorists and observers of groups have commented on the stages of such development, and the implications of such changes for those responsible for guiding the group's efforts.

In their book, *Lifeskills Teaching*, Barrie Hopson and Mike Scally identify four stages in student groups: their observation applies with equal validity to the development of teacher groups, or any other groups of adults come to that. Some of these stages are actually quite uncomfortable to the members and the leader. Knowing that such discomfort can be expected is a great help, reassuring that the group can get through the difficult time and emerge stronger on the other side. Without such reassurance some groups retreat, never achieving the positive outcomes which could result by just keeping going.

Hopson and Scally describe these four stages as –

“forming.....storming.....norming.....performing”

Forming: group members may

- Try to define the nature and boundaries of their task or role
- Grumble about aspects of the task or the setting
- Intellectualise or talk about irrelevancies
- Appear suspicious of the task or each other
- Be dependent on the leader
- Attempt to organise each other
- Participate hesitantly

Storming: group members may

- Begin to question the value of what they're doing
- Challenge the group leader, its work and methods
- Begin to display irritation, frustration, and even hostility
- Resist self-disclosure and appear defensive
- Display rivalry, opposition and argument
- Become either very active or passive

Norming: group members may

- Begin to be more open with each other
- Begin to express feelings constructively
- Begin to re-define the task helpfully
- Ask and give opinions and decide the value of contributions to the achievement of the task
- Start feeling like a group or team, and clarifying how they want to work
- Develop closer relationships
- Become concerned about unity and consensus
- Cooperate more and cease to challenge.

Performing: group members may

- Really pursue the task and work for its accomplishment
- Contribute and invite each other to do so
- Show greater understanding of the task
- Show less concern for interpersonal issues as these have mostly been resolved

- Challenge each other when appropriate in the interests of achieving the agreed outcome
- Feel confident about 'where they are' and where they are going
- Work very effectively and achieve a great deal.

Hopson and Scally then add:

"A group leader aware of these stages will be able to monitor the development of groups s/he is working with, and help them to work through the difficult formative stages.

It will be important to build in the possibility of success and achievement to assist the group's development, as experiencing these will weld the members more closely together, more quickly. The leader should ensure that within each session/meeting groups can recognise some accomplishment, and some progress towards the task. In recognising the stages, the leader is less likely to become discouraged if, at times, little progress appears to be made. Patience and persistence are needed at those times, encouragement and support rather than frustration or blame."

In *The One Minute Manager Builds High Performing Teams*, Kenneth Blanchard and his colleagues describe a similar phenomenon of group development in slightly different terms. They speak of –

"orientation.....dissatisfaction.....resolution.....production"

and the description of these stages is almost identical to the Hopson and Scally model. Here again it is emphasised that these stages are to be both expected and welcomed as signs that the group is actually developing.

"Effective team leaders adjust their style to provide what the group can't provide for itself.

The most important function of a team leader is to help the group move through the stages of development."

This concept of the group or team leader's role is described as:

SITUATIONAL TEAM LEADERSHIP

EFFECTIVE TIME SAVING IDEAS

(Adapted from Davidson, J. 'Effective Time Management')

1. Write down ideas. Do not trust them to memory.
2. Set your priorities first thing in the morning before any work gets underway.
3. If you work with a group have a priority setting meeting early in the day.
4. Use your high productive hours for your more demanding tasks.
5. Do not over schedule. Leave some time free from appointments.
6. Tackle time consuming projects in stages.
7. Delegate to others tasks they are capable of doing. Accept that others may do the job as effectively (or better!) than you.
8. Teach team members how to perform tasks, so you can delegate in the future.
9. Concentrate on one task at a time.
10. When a day's work is taxing, try and get out, even briefly at lunchtime.
11. Use your low productivity hours for easy-to-do tasks.
12. Plan non-contact time effectively.
13. Have a place for everything.
14. Keep your desk/office free of papers/resources that you do not currently need.
15. Set reasonable deadlines for yourself and others.
16. Don't delay decision making unnecessarily. If further information is not likely to change the decision, don't wait any longer to decide.
17. Keep paper work up to date.
18. If not clear, ask – don't assume. You might save a lot of time!
19. Use staff meetings to exchange time saving ideas.
20. Use an agenda for staff meetings.
21. Keep meetings to the specified times.
22. Allocate tasks as appropriate.

INFORMATION SYSTEMS

CONTENTS

ICT in Kindergartens	
Kindergarten Online Management System (KOMS)	
Email / Internet	

REFERENCES USED IN THIS SECTION

- Policies and procedures guide:
 - Information Technology Usage
 - Use of telephones in Kindergartens
 - KOMS2 Manual August 2007
- Kindergarten Computer Guidelines Jan 2005
- Introduction to Computing (reference manual)
- Handbook on free hours and invoicing July 2008

Item	Reference/Resource
<p>ICT</p> <ul style="list-style-type: none"> • Kindergartens are using an increasing amount of computer and digital equipment both in their work with children and in administration, including PC's, printers and digital still cameras, with many kindergartens also having laptops and digital video equipment. • The WRFKA policy on 'Information Technology Usage' specifies the expectations for use of Association computers. • The Admin Section of Te Pukapuka Ako contains information on how to ensure that your computer systems are operating safely and efficiently. • The Association Office Team can offer advice on the purchase of further equipment and software. (we have access to volume licensing pricing for all Microsoft programmes and also antivirus software) • The Association recommends that kindergartens use David Cahill for ICT support • Please ensure that you check with the Association office before making any large ICT purchases, such as laptops, PC's, or printers photocopiers as we do have access to bulk pricing and can ensure that purchases will meet your requirements • The Association has access to bulk purchasing discounts for Microsoft Office software, including publisher and also for Symantec Antivirus software. • Our Professional Development calendar provides details of all upcoming ICT courses (and usually includes basic and intermediate level word processing, file management, email and internet and use of digital cameras, as well as KOMS courses). Teachers can also request particular courses to suit their requirements or interests. 	<ul style="list-style-type: none"> • Policies and Procedures Guide (Information Technology Usage) • Kindergarten Computer Guidelines Jan 2005 • Admin section of Te Pukapuka Ako <p>David Cahill sales@service.co.nz Phone: 021 257 2382</p> <p>Please contact Lynette to organise this</p>
<p>KOMS</p> <ul style="list-style-type: none"> • The Kindergarten Online Management System (KOMS) has been developed as an internet based administration package. This means that the information is automatically backed up on line when new data is entered. It also allows updates to be incorporated easily and allows Teaching Teams to access and update the data off site. • This system incorporates children's identity, enrolment, attendance, contribution and funding data. • The identity module stores children's personal information (such as contact details, health and ethnicity). • The reports module allows teachers to search for and print off or export, an increasing amount of data, including the Kindergarten's monthly roll return, RS7 and RS61. • The enrolment module supports teachers in managing the kindergarten waiting list and session enrolment, as well as attestation information for Free Hours. • The attendance section enables teachers to track children's attendance and adherence to MOE funding rules, as well as complete a monthly roll return. • The funding module includes a section where teachers record all money received in the kindergarten. • For more detailed instructions, please refer to the KOMS manuals or instructions from the Association. Training courses are regularly run as part of the Professional Development provided by the Association. 	<ul style="list-style-type: none"> • KOMS2 Manual August 2007 • Handbook on Free hours and Invoicing • Reconfirming monthly rolls instructions April 2008 • A number of people are able to support teachers, including the Help Desk at EYEDE 04 9398764
<p>Email / Internet</p> <ul style="list-style-type: none"> • Email is an important avenue for communication both within the Association and outside. • It is important to develop a process in your team that ensures that all teachers have access to relevant emailed information. • If you have trouble connecting to the internet, you may have to reset your 	<ul style="list-style-type: none"> • Policies and Procedures guide: Information Technology Usage

modem. Sometimes after power fluctuations you may find you are unable to connect to either your emails or KOMs. Please refer to the Modem Instructions.

Telephones

- The Association and all our kindergartens are contracted to Telstraclear as their telephone and internet provider.
- To report any faults on your telephone lines please phone Telstra faults on 0508 555500.
- All Kindergartens must have a telephone that operates without electricity

- Policies and Procedures guide:
Use of telephones

MARKETING AND COMMUNICATION

Contents

Communication within the Association	
Communication with the Community	

REFERENCES USED IN THIS SECTION

- Promoting Kindergartens –A Practical Guide to Developing a Promotional Plan for a Kindergarten.
- Kindergarten Management and Implementation Plan.
- Policies and Procedures Guide.

RESOURCES ON WEBSITE

- Contact Information: Association Staff
Kindergartens
- Kindergarten Session Times
- Promoting Kindergartens – A Practical Guide to Developing a Promotional Plan for a Kindergarten.

	<ul style="list-style-type: none"> • At these meetings information is shared between the Association and teachers and amongst kindergartens. • The cluster staff meetings are compulsory. 	
Senior Teacher Visits	<ul style="list-style-type: none"> • Senior Teachers visit each kindergarten at least once a term. • These visits provide an opportunity for teachers to clarify information with their Senior Teacher. • The discussions at these visits are recorded, at least a couple of times each year. 	<ul style="list-style-type: none"> • For more information refer to the Relationship and Strategic Management Section of this manual
Senior Teacher Advisory Committee (STAC)	<ul style="list-style-type: none"> • For a full outline of the work of this committee please refer to the Relationship and Strategic Management Section of this manual. • Each staff meeting cluster group elects a representative to STAC. • The representative contacts each of the kindergartens they represent to see if there are any agenda items for the committee. The committee meets once a term usually in the fifth week of term. • The discussions at these meetings are minuted and distributed to kindergartens. 	
Communication with the Community		
Website	<p>The Association website contains information on:</p> <ul style="list-style-type: none"> • The Association • Description of what happens in kindergartens • Contact information for all kindergartens • News and Events • Frequently Asked Questions • The website is currently being redesigned to make it more user friendly and easier to update. • Teachers are encouraged to promote the website with parents/whānau/ and caregivers. 	www.wn-kindergarten.org.nz
Community Newsletter	<ul style="list-style-type: none"> • A newsletter is prepared, by the Board of the Association, to the community twice a year. • This is distributed through the kindergartens. 	
Kindergarten Newsletters	<ul style="list-style-type: none"> • Kindergarten teams are encouraged to prepare newsletters for their parents/whānau/caregivers regularly throughout the year. • This provides a good opportunity to highlight what has been happening in the kindergarten programme and to help build on the partnerships with parents/whānau/caregivers. • In some kindergartens the committee will also prepare a newsletter. 	
Whānau News	<ul style="list-style-type: none"> • Is published approximately four times a year and includes brief articles from all kindergartens in each of the three local associations, including Wellington Kindergartens. It is distributed to kindergartens and to many community services such as Plunket, local doctors, libraries etc. 	

Media	<ul style="list-style-type: none"> Teachers are encouraged to have contact with the media to inform the wider community about a fundraising event, completion of a project or the purchase of new equipment and aspects of the curriculum. Contact with the media about everything else must go through the Association. 	Policies and Procedure Guide: Media Policy
Marketing		
Whānau Introductory Folders	<ul style="list-style-type: none"> From the beginning of 2006 families starting kindergarten receive a folder on admission with information to help with their induction. Some of the topics in this folder need to be adapted with the details for your kindergarten. The list of the topics is given below. Those sheets that need adapting to include your kindergarten details, marked with an * <ul style="list-style-type: none"> Welcome Sheet* On Your First Day How we are Funded* Fees Attendance Term Dates Transfers Helping Children Settle into Kindergarten Health and Wellbeing Toilet training Immunisation Sickness Child Protection Policy Parents and Whānau at Kindergarten Communicating with Parents and Whānau Parent Helping at Kindergarten Celebrations The Kindergarten Committee Committee Fundraising How Young Children Learn How We Support Children’s Learning How You Can Support Your Child’s Learning Your Child’s Portfolio/Profile Positive Guidance at Kindergarten Playing as a Good Friend Health and Safety Civil Defence Emergencies Transition to School Enquires, Concerns, Complaints Wellington Kindergarten Association <p>You need to add a copy of your Food and Drink Procedure from your Kindergarten Management Plan.</p>	
Promotion of Kindergartens –	<ul style="list-style-type: none"> In 2004 the Association undertook a re- branding exercise and the new logo for Wellington Kindergartens 	Policies and Procedure Guide: Promotions

Association's Role	<p>– A Confident Start was introduced.</p> <ul style="list-style-type: none"> • The Association is involved in at least one major promotion each year, e.g. Parent and Child Show, Kindergarten Awareness Week (usually in October). Throughout the year the Association supports kindergartens to promote themselves in their local communities, for example by taking advantage of promotional opportunities in local newspapers. • The following general pamphlets are available for kindergartens to distribute: <ul style="list-style-type: none"> <i>Wellington Kindergartens – The confident start... for over 100 years</i> Contains information on: the Association, kindergartens, teachers, programmes, parent and family involvement, facilities, funding and contacts. <i>About Kindergarten: About Children</i> Contains information about: What makes kindergarten so good What do children learn at kindergarten FAQ about children's learning Contacts <i>Why Teach at a Wellington Kindergarten</i> Contains employment information for prospective employees. 	
Promotion of Individual Kindergartens – Association Support	<ul style="list-style-type: none"> • Signs, business cards and fridge magnets using the new logo and designed for individual kindergartens can be ordered through the Association. • For information about the cost of these please contact the Association office. • Letterhead: Each kindergarten has been supplied with letterhead on CD, with the Association logo for their individual use. • The Association also provides assistance with designing signage, pamphlets, posters, flyers, and organising letter box drops. 	
Promotion of kindergartens – Kindergarten's role	<ul style="list-style-type: none"> • Teachers are responsible for promoting their kindergarten in the wider kindergarten community. • To support teachers to do this the Association offers the practical support mentioned above. • Support is also offered through a kit called Promoting Kindergartens – A Guide to Developing a Promotional Plan for a Kindergarten. 	<ul style="list-style-type: none"> • Promoting Kindergartens – A Guide to Developing a Promotional Plan for a Kindergarten. A copy of this kit is included on the enclosed CD.

RELATIONSHIPS AND STRATEGIC MANAGEMENT

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REFERENCES USED IN THIS SECTION

- Information booklet for committees
- Information booklet for Treasurers
- Whānau Folder
- Board Manual
- Policy and Procedure Guide
- Promoting Kindergartens Kit
- Reorganisation Kit

RESOURCES ON Website

- Budget information
- Long term development template
- Management plan information
- Senior Teacher, Head Teacher and Teacher job descriptions
- Excursion Application Form
- Generic letter to parents re Excursions.
- Information Booklet for Committees

RELATIONSHIPS AND STRATEGIC MANAGEMENT

TOPIC		REFERENCE /LINKS
Working with Committees	<p>There are two booklets of information relating to committee roles and responsibilities that are available. One copy of each of these is kept in the kindergarten and extra copies are available for committee members. For further information the management and office personnel can answer your queries.</p>	<ul style="list-style-type: none"> ● Information Booklet for Committees, on Association Website ● Information Booklet for Treasurers, on CD
	<p>Timeline</p> <ul style="list-style-type: none"> ● At a committee meeting, in term 2, organise a date for the Kindergarten AGM in term 3. ● Before the AGM the Treasurer and the Head Teacher need to draft a budget for the next year ● The Head Teacher needs to write an AGM report to be presented at the meeting. A copy of this report needs to be sent in to the Association. This can be emailed. ● At the AGM the draft budget needs to be confirmed. ● All forms and information required for this will be available on the website. ● Teachers, along with the committee, also need to develop a Five Year Building and Environment Plan which will include any redevelopment of the indoor or outdoor environment and major equipment they would like to purchase related to this. ● A fundraising plan for the year needs to be developed. This is sometimes done by the committee or sometimes in consultation with committee and teachers. ● A Promotion Plan for the year also needs to be developed, this is usually done by the teachers in consultation with the Committee ● A committee meeting is then held each month. Teachers can take turns to write the teaching Teams report to Committee. Head Teachers and ideally teachers should attend each meeting ● A copy of the Teaching Team’s report, along with minutes of the meeting and a treasurer’s report (if there is one) need to be sent into the Association each month. These can be emailed. 	<ul style="list-style-type: none"> ● Management and Implementation Plan ● AGM Report Template is on the Association website <p>All of these templates are available in the Management Plan and Implementation Plan</p> <ul style="list-style-type: none"> ● Teaching Teams Report to Committee Template is on the website
Kindergarten Management and Implementation Plans	<ul style="list-style-type: none"> ● Every kindergarten must review its Kindergarten Management and Implementation Plan annually. ● Some sections require committee input; others are completed by the teaching team. ● The Instructions and templates for the Management and Implementation Plan are all found on the Website and all changes can be made using these templates 	<ul style="list-style-type: none"> ● Management Plan and Implementation Plan Instructions and Templates kit
Policies and Procedures	<ul style="list-style-type: none"> ● Each teaching team maintains a set of procedures which details how processes are carried out in their kindergarten ● There is detailed information about required procedures and what needs to be included in them in the Management Plan and Implementation Plan Instructions and Templates kit ● Kindergarten Procedures are reviewed at least every 2 years or when any significant changes are made. 	<ul style="list-style-type: none"> ● Policies and Procedure Guide

	<ul style="list-style-type: none"> • All Association Policies are in the Policies and Procedure Guide. • Make sure you are familiar with current Association policy and the kindergarten procedures for events such as celebrations and collection of children. • In particular be fully conversant with the Child Protection Policy and the Positive Guidance Policy. • WRFKA policies are reviewed regularly, and input is encouraged from teaching teams. 	
Senior Teacher Role	<ul style="list-style-type: none"> • Each kindergarten has a Senior Teacher. • The Senior Teacher is the person responsible for providing professional support, advice and guidance to Teachers. • There are a team of 6 Senior Teachers based at the Association office. • Kindergartens are generally grouped on a geographical basis and Senior Teachers work with kindergartens within clusters. • Your Senior Teacher can also direct you to a more appropriate person if necessary: <p>Senior Teachers are available to give advice and guidance to new Teachers and you should not hesitate to contact them about any concerns or issues you have.</p>	<ul style="list-style-type: none"> • Senior Teacher Job Description
	<p>*Senior teacher Visits</p> <ul style="list-style-type: none"> • There is flexibility in the way Senior Teacher’s provide support for kindergartens. • They aim to spend time in each kindergarten each term. This provides an opportunity for focused professional discussion and an opportunity for Senior Teachers to know more about the environment in which you are teaching. • At the beginning of term date/s will be arranged for Senior Teachers to visit your kindergarten. Prior to the visit it is helpful for the team to reflect on topics they would like to discuss. • At least a twice a year Senior Teachers will complete a record of these discussions using a template entitled ‘Record of Senior Teacher Visit’ 	
	<p>Senior Teacher Team as at June 2009 Jenny Varney (K4 leader of the ST Team), Lynette Wray, Margaret Bleasdale Paula Hunt Claire Jongepier and Anne Masterton</p>	
Association Staff	<ul style="list-style-type: none"> • Information about the roles of the Association Staff is available as part of the Induction of new staff 	<ul style="list-style-type: none"> • Refer to the Induction pack for New Staff
Role of Board	<ul style="list-style-type: none"> • A Board made up of parent, community and staff representatives governs the Association. Further information about the role of the Board is available on our website 	<ul style="list-style-type: none"> • Refer to Policies and Procedure Guide (Section 9) Relationship and Strategic Management • Criteria for Membership of WRFKA
Relationship with other Agencies	<p>Other agencies that you will need to liaise with on a regular basis include:</p> <ul style="list-style-type: none"> • Local Schools • GSE • CYFS • Tertiary Providers e.g. VUWCOE, Whitirea 	<ul style="list-style-type: none"> • Promoting Kindergartens Kit

	<ul style="list-style-type: none"> Local Health Authorities. Hearing and Vision Testers Promoting Participation Coordinators Dental therapists. These network contacts can be used to raise the profile of the kindergarten within the local community. Plunket 	
Reorganisation	Due to the Government Policy on 20 Free Hours, a number of kindergartens have already reorganised their operating hours to improve teacher/child ratios and better meet community need. Further information can be found in the Reorganisation kit and the Policies and Procedure Guide or through talking with your Senior Teacher.	<ul style="list-style-type: none"> Policies and Procedure Guide (Section 9) Relationship/ Strategic Management Promoting Kindergartens Kit Reorganisation Kit
Partnership with Parents	<ul style="list-style-type: none"> Building up relationships with parents/ whānau/ caregivers takes time and is one of the most important things that you need to do. Please look through the Promoting Kindergartens Kit at the reflective questions when reviewing how you provide a warm welcoming environment for parents/ whānau/caregivers. It is advisable that the teaching team has decided on a procedure for Enrolments and Admissions. You also have a Transition to School procedure that needs to be updated regularly. Each family receives a copy of the Whānau Folder when their child starts kindergarten. This gives them all the basic information that they require when they start. There are some pages at the beginning that each kindergarten fills in themselves. Extra copies can be obtained from the Association. The Association Board sends out a regular newsletter to all parents telling them about what the Association has been working on or involved in. Usually the kindergarten committee will send out a termly newsletter to families telling them about fundraising events for that term. The teaching team needs to send out regular newsletters to their families informing them about what has been happening in the programme, telling them of dates to note for events that will be taking place, reminding them of fundraising events and keeping parents informed about other kindergarten activities. 	<ul style="list-style-type: none"> Whānau Folder Promoting Kindergartens kit.
Excursions	<ul style="list-style-type: none"> An application form needs to be sent in to your Senior Teacher at least 10 days prior to any excursions that the kindergarten goes on. A note needs to be sent out to all families explaining where you are going, how you are getting there, the ratio of adults to children and how much it will cost. A permission form needs to be added to this form. (Example attached to policy in Policies and Procedure Guide. 	<ul style="list-style-type: none"> Excursion Application form on website Policies and Procedure Guide (Section 10) Teaching and Learning - Excursions and Travel Arrangements
Whānau Contact Book	<ul style="list-style-type: none"> A book needs to be kept with a record of any significant conversations that you have with parents or any concerns about children or whānau that you may have. This is confidential information and needs to be kept in a safe place. There is a sample form enclosed at the end of this section. 	
Complaints	<ul style="list-style-type: none"> Parents are encouraged to talk to the teachers in the first instance. 	<ul style="list-style-type: none"> Complaints Policy

	<ul style="list-style-type: none"> • If they are not happy after talking with the teachers they can ring the Association on (04)232 3069 or phone the ST for the Kindergarten directly. • The Association will always be seeking a low-level resolution to any concern, and are always happy to talk with parents and whānau. Any official complaints are always investigated by the Association. 	(Displayed on the wall at the kindergarten)
Assessment	<ul style="list-style-type: none"> • Each child will have a portfolio. Information about a child's learning journey is collected by the teachers, by the child and information from family/whānau is encouraged. • This information is about children's interests and strengths and should show children's progress. • Please see APE guidelines for further information. 	<ul style="list-style-type: none"> • WRFKA Assessment, Planning and Evaluation Policy and Assessment Planning and Evaluation guidelines.
History of the Association	<ul style="list-style-type: none"> • Information about the history of the Wellington Kindergartens is available on our website 	
Senior Teacher Advisory Committee/Health and Safety	<ul style="list-style-type: none"> • The primary function of the Senior Teacher Advisory Committee is to provide a forum in which teachers' professional issues can be raised and discussed with Senior Teachers. • Senior Teachers also use this forum to raise and discuss issues and ideas with teachers. • Matters discussed at STAC are of a generic nature and do not include individual professional matters that are dealt with by individual Senior Teachers. • Management and employment issues are outside the boundaries of this committee's function. • The STAC representative's role is to liaise with the teachers in the regional staff meeting group which they represent and to raise any professional issues and ideas for discussion at the STAC meeting. • STAC meets once a term, usually the fifth Wednesday of the term from 2pm to 4pm at the Association. 	<ul style="list-style-type: none"> • STAC Minutes sent out to each kindergarten by email after each meeting
Health and Safety Committee	<ul style="list-style-type: none"> • Health & Safety committee meets once a term. • Five representatives are elected annually. • Issues around health and safety are discussed. 	
Staff Representatives on the Board of the Association	<ul style="list-style-type: none"> • Two Staff Representatives are nominated by and voted for by teachers each year. • The role of the Staff Representatives is to represent the staff perspective at Board meetings. • Staff Representatives have the same rights and responsibilities as all Board Members. 	<ul style="list-style-type: none"> • Board Manual
Roles of Experienced Head Teachers	<p>Mentoring Programme</p> <ul style="list-style-type: none"> • A group of experienced Head Teachers are available to mentor new Head Teachers. • If you would like to have a mentor please ask your Senior Teacher. • There is ongoing training for Head Teachers who want to train as mentors. • There are two experienced Head Teachers who take turns to be on the Appointments Committee when new Head Teachers are appointed. • Each year Head Teachers are asked to express their interest in undertaking this role. 	

Family/Whanau

Thank you for taking the time to read your child's profile. If you would like to talk more about your child's learning and development please let one of the teachers know so we can arrange a suitable time.

To help us plan for your child's learning we ask you to give us some information and thoughts. Please sign this form when you have read this profile and use the following questions as a guide for what you want to tell us:

- What do you really enjoy about your child at the moment?
- What is your child interest in at home?
- Are there any issues you are concerned or worried about at present?
- Are there any learning stories that you would like to tell us about, or write for us?
- What would you like your child to be learning at the moment?

DATE	SIGNED	QUESTIONS OR COMMENTS

SUPPORT FOR TEACHING AND LEARNING

CONTENTS

WRFKA processes and resources specifically to support teaching and learning

Team Self Review – A process for quality improvement	<ul style="list-style-type: none"> • Team Self Review Guidelines • DOPs Practice Statements • Assessment Planning and Evaluation Guidelines • Encouraging Social Competence in Young Children, Playing as a Good Friend
Strategies for Teachers Dealing with Parenting Orders	Please note, due to legislative changes, this section is being modified and will be distributed to kindergartens separately once completed
Professional Journals	The Association subscribes to a number of journals. The contents pages are emailed to teams regularly and articles are sent out to teams on request.
Association Resources and Kits	See below for further information

REFERENCES USED IN THIS SECTION

- Team Self review Guidelines
- WRFKA Assessment, Planning and Evaluation Guidelines

MOE Early Childhood Documents

- Te Whāriki, He Whāriki Mātauranga mō ngā Mokapuna o Aotearoa, Early Childhood Curriculum
- Quality in Action, Te Mahi Whai Hua
- Kei Tua o te Pae, Assessment for Learning: Early Childhood Exemplars (two folders)
- The Quality Journey, He Haerenga Whai Hua
- Pathways to the Future: Ngā Huarahi Arataki
- Professional Standards for Kindergarten Teachers
- Providing Positive Guidance
- Much More than Words
- Including Everyone: Te Reo Tātaki
- Useful Resources, Te Au Kite Pu’apinga
- Foundations for Discovery
- Nga Arohaehae Whai Hua
- Care of Children Act 2004
- www.courts.govt.nz/family/publications

Other Government

- An Interagency Guide to Breaking the cycle, Let’s stop child abuse together.
- The Discipline and Guidance of Children: A Summary of Research.

Other Resources

The Association is purchasing the following books for all kindergartens as they have a registering teacher to support teaching and learning:

- On Reflection
- Thinking Together

WRFKA Resources and Kits

- Each ST has an APE resource file with current articles to share with teams
- Encouraging Social Competence in Young Children, Playing as a Good Friend

RESOURCES ON Website

- WRFKA Assessment, Planning and Evaluation policy and Guidelines
- Philosophy Kit, Kua Hikoi o ngā Tikanga me Tangata Mauri mo Tātou Kaiako, Our teaching practices, values and beliefs
- Team Self Review – A process for quality improvement
- Strategies for Teachers Dealing with Parenting Orders (available soon)
- Senior Teacher Library books (The Senior Team has a Library of books/Journals which teachers can request readings/ info from)
- Individual Appraisal

Team Self Review – A process for quality improvement –

The Senior teacher team reviewed our process of *Te Timata O te Hiko*i to see where it aligned with *Nga Arohaehae Whai Hua* the new MOE self review guidelines. In this review we realized *Te Timata o te Hiko*i was strong in the area of deciding on the area or focus of self review. *Te Timata o te Hiko*i literally translated is the beginning of the journey.

This new process '*Team self review – A process for quality improvement*' uses the resource *Nga Arohaehae Whai Hua* (2006) and the WRFKA resource *Te Timata o Te Hiko*i' to bring together the elements of self review – preparing, gathering, making sense and deciding, with the reflective questions and preparing process described in *Te Hiko*i o *Te Timata*. It will also be influenced by the professional development goals that individual teachers arrived at during appraisal, the requirements to support WRFKA Strategic plan and the need to systematically review the provision of early childhood education in each kindergarten.

We suggest teams begin with one 'planned' focus for their team self review and then document other 'spontaneous' or 'planned' reviews throughout the year. Please send in a copy of the first sheet of the template. This will enable your Senior Teacher to support your *team self review*. Please also send in this first page for other reviews you work on throughout the year.

See the website for a full copy of Team Self Review – A process for quality improvement.

DOPS PRACTICE STATEMENTS

Each team has developed a set of DOPS practice statements outlining how they meet each DOP in their practice. These are useful for sharing with new team members and relievers as a way of explaining how you carry out DOPS in your practice. Their existence takes away the need for further detailed documentation of planned practices on a regular programme plan, for example, documentation on how you are planning to support new children in a session. Through the Team Self Review process all these practices are reviewed. At the end of the work on the quality improvement plan for the year the relevant DOPS Practice Statement/s need to be revisited to see if they need updating. This process ensures that the DOPS practice statements remain up to date. Where there is a new teaching team in a kindergarten the DOPS practice statements will need to be reviewed in depth. This can be timetabled over several months.

With the introduction of new Early Childhood Regulations and Licensing Criteria in Dec 2008, the DOPS will be phased out. At this stage Teams are expected to keep their DOPS practice statements up –to –date and we will let teams know how we will be documenting these in the future.

ASSESSMENT PLANNING AND EVALUATION GUIDELINES

Relevant Policy:

- Assessment, Planning and Evaluation, Section 10, Policies and Procedure Guide

Resources:

- Each ST has an APE resource file with current articles to share with teams
- Planning stories powerpoint

ENCOURAGING SOCIAL COMPETENCE IN YOUNG CHILDREN: PLAYING AS A GOOD FRIEND STRATEGIES

Over the years the terminology has changed from Behavioural Management, through Providing Positive Guidance to Supporting Children to Learn Social Competence. With the change in terminology has come a change in the way we support children to learn appropriate behaviour. The Senior Teacher Team developed these strategies to support teaching teams to introduce a whole centre approach to learning social competence. The Association offers courses on adopting these strategies regularly. Please contact your Senior Teacher for more information.

Relevant Policies:

- Positive Guidance
- Responding to Extreme Behaviour, Section 10, Policies and Procedure Guide

PROFESSIONAL JOURNALS

The Association subscribes to a number of professional journals, listed below. The contents pages of these journals are sent out with the weekly 'Whakaaro'. You can indicate which articles you would like copied to you.

- Australian Journal of Early Childhood
- Childcare Information Exchange
- Children, Newsletter from the Office of the Children's Commissioner
- Childrenz Issues, Journal of the Children's Issues Centre, Otago University
- Early Education, Massey University
- Every Child
- International Journal of Early Years Education
- Kairaranga, New Zealand Journal of Educational Practice
- New Zealand Journal of Educational Studies
- New Zealand Journal of Educational Leadership
- Parent and School, New Zealand Parent Teacher Association
- Playcentre Journal
- SET, Research Information for Teachers, NZCER
- Early childhood Folio, Research Information for Teachers, NZCER
- Young Children (NAEYC)

LIBRARY BOOKS AND RESOURCES

The Association keeps a limited Senior Teacher library. This is now a reference library that teachers can access through their Senior Teacher.

There are also a limited number of kits/resources to support areas of your programme. Again these can be accessed through your Senior Teacher. The list includes:

Body Kit
Incubator
Disco Ball
Electricity Kit
Indian Prop Kit
Maori piupiu
Supporting Grief Kit
Dealing with Abuse
Amazing Me programme kit

Relevant Policy:

- Borrowing Resources

OTHER SUPPORT

Laminating

The Association can laminate large sheets of paper etc for kindergartens for \$3.00 per metre. The width is 64cm.

Please ensure you mark your kindergarten name on the back of what you want laminated so we know who to return it to.

Donated Resources

Resources donated to the Association are advertised in the weekly 'Whakaaro' and are stored at the bottom of the back stairs at the Association office. Kindergartens are welcome to take what they need from anything stored here. Please check with the office staff first.
