

Our Purpose

Providing exceptional kaiako lead educational environments for our tamariki and community for generations to come.
Ma te huruhuru ka rere te manu (Adorn the bird with feathers so it may soar)

Our Strategic Priorities

We are focussed on putting tamariki at the heart of what we do. We strive for equitable access and exceptional teaching & leadership. Our work is underpinned by the four articles of Te Tiriti o Waitangi.

Tamariki at the Heart

Our focus is:

- To provide exceptional learning environments
- To excel in the delivery of child lead learning
- To celebrate diversity and empower tamariki to be rangatira of their learning and aspirations
- To effectively support and advocate for tamariki and whānau

Equitable Access

Our focus is:





- To provide accessible and affordable early childhood education
- To understand and respond to the needs of our diverse communities
- To continue to develop our partnership with local iwi
- To actively seek ways to enhance accessibility to education for whānau and tamariki.

Exceptional Teaching & Leadership

Our focus is:

- Exceptional local governance, organisational and teaching best practice
- To benchmark and measure our performance for sustainability
- To attract, and retain exceptional people
- To provide development and growth opportunities for our people

Our Values

-  **Whakamana** We enable everyone's voice to be heard, we value different opinions, and we work for the mutual benefit of others
-  **Manaakitanga** We demonstrate reciprocity and goodwill
-  **Kotahitanga** We demonstrate collectivism and unity in our work
-  **Whanaungatanga** We demonstrate relationships, aroha and a sense of family connection through shared experiences and working together which provides people with a sense of belonging



Strengths

- Our people & experience
- Large natural environments
- History & community reputation
- Relationships across the sector
- 100% qualified kaiako
- Diversity of local board
- NZK network support
- Community based not for profit

S

Weaknesses

- New board & management
 - Te Tiriti practices
- Current funding model
 - Tamariki attendance
- Disparity to day care offering
- Measuring strategic plan outcomes
 - Kindergarten brand awareness
- Limited funding for property investment

W

Opportunities

- Local Board continuity
- NKII partnership
- Lift Kindergarten profile
- Alignment to community needs
- ECE Student pathway
- External funding opportunities
- Growing the HK network
- Authentic Te tiriti principles
- NZK network expansion & support services

O

T

Threats

- Tamariki learning support needs
- Maintaining a diverse local board
 - Funding model setting changes
 - Competitor activity
 - ECE pay parity
 - Aging workforce
- Low ECE student intake
 - Regularity compliance
- External threats (disasters)





Our ways of working are underpinned by the four TTOW Articles

Article 1:

Māori give to the Queen of England **the right** to have a governor in Aotearoa/New Zealand.

Whānau and hapū have a dedicated and guaranteed place at governance level.

Their voice is expected and informing in discussion, planning and decision making.

Kahungunu learner, whānau, hapū and community voice is sought and is informing when reviewing and evaluating policies, practice and governance.

Article 2:

The Queen agrees and consents that Māori **retain rangatiratanga** over their lands, kāinga and all **taonga - everything that is important to them**. They give the Queen the right to buy land, if they want to sell it.

All things that Kahungunu hapū and whānau value for themselves and their mokopuna (their definitions of taonga) are known, valued and included in the daily Kindergarten learning activities.

Reo, tikanga, stories and history, whenua and sites, environment and natural resources, manaakitanga, whanaungatanga, rangatiratanga, kaitiakitanga, wānanga and ako.

Article 3:

The Queen agrees to protect and give **Māori the same rights as British people**.

Kahungunu mokopuna and their whānau have equitable rights.

This includes the right to equitable support, teaching, curriculum, connection, enjoyment, opportunities and success across their education journey.

Article 4:

The **Governor promised to protect Māori customs** and the different faiths in Aotearoa/New Zealand.

Māori values and belief systems (tikanga, creation stories and atua, rituals) are valued and practiced daily across the Association.

