

The first choice for your child's future...

- 100% fully qualified and registered teachers
- A Ministry of Education Curriculum
- Up to 30 hours Free Teaching for 3-4 year olds per week
- 1:10 teacher to child ratio
- School day hours 8.45 - 2.45pm
- 60+ years experience and history of successful Early Childhood Education in Waimate

The first choice for learning...



John Street Kindergarten
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www.waimatekindergarten.co.nz



**NOW GIFTING 30 FREE HOURS
TO ALL CHILDREN OVER 2**

**Haere Mai Welcome to
John Street Kindergarten**



About us

We offer spaces to children from 2 years to 6 years and have half day or school day places available. John Street has up to 30 hours free for 3 and 4 year olds.

Session Times:

Monday - Friday 8.45am - 2.45pm

Our Vision:

Leaders in and strong advocates for quality early childhood education for every child.

Our Moemoeā:

Partnership, protection, participation and excellence.



Curriculum Priorities

Te reo me ōna tikanga Māori

Te reo, tikanga Māori, waiata and karakia are integrated throughout our daily routines and learning activities in authentic ways. Kaiako are committed to Te Tiriti o Waitangi and pursue opportunities to grow and develop their practice to benefit learners.

Whanaungatanga (Building Relationships)

Partnership with whānau, belonging and being active participants at Kindergarten is essential to the success of our kindergarten. We value the contribution of our parents/whānau and the skills and funds of knowledge/mōhiotanga that come to kindergarten from home.

Whakamana Agency (Empower)

Tamariki are respected as capable leaders of their own learning and encouraged to take responsibility, in routines, relationships and learning experiences. Kaiako ensure choice in the daily routines and learning experiences. Tamariki voice is valued in the decisions we make at kindergarten regarding our programme and environment.

Mātauranga Working Theories

Within our setting we seek to support our tamariki to develop their understandings to be lifelong learners. We enhance these skills through the development of working theories that encompass all areas of the curriculum in a holistic manner. Mathematical concepts, literacy, science, the arts and technology are woven through our programme.

Ko te ahurei o te tamaiti arahia o tatou mahi
Let the uniqueness of the child guide our work.

What others say about John Street Kindergarten

Parent comments

- "I love that it just isn't about the child but the whole family"
- "We feel happy and loved"
- "Love big and small children being together"
- "We have a fantastic teaching and learning team"
- "Positive Vibes and Friendly"

Education Review Office

- Children attending John Street Kindergarten benefit from the strong relationships teachers have with the community. The positive, respectful relationships the head teacher, general manager and teaching team have with families helps support children to gain a sense of belonging and to feel at home at the centre.
- The teachers effectively model inclusive behaviour through thoughtful, sensitive practices. This in turn is demonstrated by the children. Children are encouraged to be independent thinkers who can make decisions about what they want to learn. The teachers know the children well and extend their learning in a seamless way as the children work and play.
- Teachers provide a wide range of activities and experiences within the centre environment that give children the opportunity for exploration and free choice. The centre is well resourced and children have access to culturally-relevant puzzles and books.
- Children are well supported in their learning. Teachers value children's views and preferences and encourage them to investigate solutions to problems. Interactions also strongly support other literacy learning. Children have many opportunities to engage in literacy related activities across curriculum areas.
- Positive relationships between teachers and parents are being strengthened by regular discussion about children's learning. The information teachers gather forms part of the teachers' planning for groups of children and individuals.
- The governing body, manager and senior teacher work collaboratively to provide effective support to the service and ensure systems are cohesive and well aligned. There are practices in place to support ongoing improvements and manage health and safety.

