

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

- Fully qualified and registered teachers.
- A Ministry of Education Curriculum
- 60+ years experience in Early Childhood Education.

# The first choice for learning...



**Waimate Kindergartens**  
where children come first

### Mobile Kindergarten

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**Haere Mai Welcome to  
The Mobile Kindergarten**



**Waimate Kindergartens**  
where children come first

# About us

We offer spaces to children from 0 years to 6 years. We run four morning sessions per week. Parents or caregivers must remain on site with their child/ren during Session.

Waimate Kindergarten Association operates the last remaining Mobile Kindergarten in New Zealand.

## Session Times:

Tuesday: Hakataramea 9am - 12pm

Wednesday: Waituna Creek 9.00 to 1.00pm

Thursday: Glenavy 9am - 12pm

Friday: Waihao Downs 9.00 to 1.00pm

## Our Vision:

To provide quality early education to our rural communities.



## Our Team

We have fully qualified and registered teachers. The Team is also supported by a Teacher Aide.

Our programme follows the New Zealand National Early Childhood Curriculum, Te Whāriki and prepares children to become lifelong learners.

## Philosophy:

- We encourage and empower children to become, confident, socially competent, risk takers.
- We extend children's learning through careful assessment, planning and evaluation. This means that experiences for extending children's learning are planned and provided for every week.
- Mobile Kindergarten works in strong partnership with our families/whānau. Through the Mobile service, they have the opportunity to share in their children's early learning experiences in a teacher led session.
- Whanaungatanga is central to our service. We value and respect the contributions of our whānau and welcome their place in our Kindergarten.
- We acknowledge the cultural identities of our children as reflected in Te Tiriti O Waitangi and offer an inclusive environment that reflects the multicultural heritage of our community.

## What others say about Mobile Kindergarten

### Parents

- The teachers have helped me get him into a routine and ready for school. Every week brings a new activity and learning experiences.
- This unique service is invaluable to our community. Two teachers and a van load of fun and exciting resources arriving on the backdoor step of our rural location is amazing. The children learn through play and are guided by our wonderful teachers. It is also a great networking support for young parents either new to parenting or new to the community.
- The teachers at the kindergarten are very supportive of our family's culture, community and our children's individual interests.
- Our boys adore kindergarten and the freedom to explore, play, be creative and learn new skills.

### Education Review Office

The service provides a range of experiences for children. A feature of the service visited is the way the beliefs of the teachers for learning could be seen in what they do with and for children. Whanaungatanga (relationships and community connections) and Manaakitanga (caring for one another) are particularly strong. It was evident that parents and children greatly value the service. They settle quickly with high levels of engagement in the session.

Other positive features include:

- children benefiting from supportive relationships and the affirming, respectful interactions that occur between and with the adults present
- children supporting one another and interacting positively and caringly
- children having access to a wide range of experiences and good quality resources and equipment that encourage and support all forms of learning
- parents and teachers working together to set up the session, ensure the session goes well and supporting children's wellbeing and safety
- the way the teacher's planning reflects the changing needs of the community and the individual children attending.

Teachers have effective learning conversations with children. They intentionally plan to help children learn social skills. They use their knowledge of children and their families as a starting point and gather parents' wishes for their children's learning to strengthen this process.

Children, parents and teachers take collective responsibility for younger children. Children consistently play well with and alongside each other in small group activities.

Teachers have good systems for managing, tracking and monitoring children's learning. The children's profile books show clearly what learning is valued by the community.

