**Strategic Discussion: Communication: We can articulate our practice, who we are and what we stand for**

**Summary Statement:** We are, first and foremost, ‘Kindergarten’; an iconic New Zealand institution that is community based, education focussed and values driven. We have a clear sense of our identity, ideals and purpose. We believe the best educational outcomes for children are delivered by trained and registered teachers who share our vision and values. We are knowledgeable about learning processes and child development. We need to be articulate about what we do and how we do it in order to inspire confidence, set ourselves apart in the ECE sector and define our ‘brand’. We educate through play; noticing, recognising and responding to the interests of children. We work alongside parents to understand their aspirations for their children and to work in harmony with their cultural, social and community identity (Whānau tangata). Parents are interested in knowing how their child learns and in particular, what we have noticed about their child. We are able to describe in a manner they can understand, the knowledge, processes, resources and strategies we use to support their child’s acquisition of cognitive skills, social skills, motor skills and language. The ability to articulate our teaching practices enables parents to deepen their own knowledge and awareness of their child’s learning processes and developmental milestones, encourages them to support their child’s journey, and be just as amazed as we are with their child’s achievements. Our teachers are able to share their rich knowledge and experience in their daily interactions with parents; outlining a child’s accomplishments, providing a listening ear, or discussing how to approach parenting challenges. Our teachers may be amongst the first to identify when additional evaluation or support for a child is desirable – conversations which require sensitivity and an ability to articulate observations or concerns. In their work with children with high or special needs, teachers should also be able to articulate their observations and plan support strategies with other qualified professionals.

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| **Area** | **Ensure:** | **Further Initiatives to be explored** |
| Board | * All Board Members have a clear set of messages about the kindergarten offer that can be shared in any setting * Develop Strategic plans, directions and goals, share these with our employees * Clearly describe the Association’s ideals, values and culture * Board supports commitment to te Tiriti O Waitangi, evidenced in the delivery of our Te Whāriki curriculum and growth, appreciation and understanding of the Māori culture * Undertake regular meetings with kindergarten communities, conduct surveys and develop communication plans to support delivery of messages, and measure success |  |
| Managers, leaders | * We are consistent with our messaging * We are delivering our messaging in a variety of forums * Education managers in particular are able to support teachers with articulating their teaching practice |  |
| Staff | * All employees are able to articulate what it is about kindergarten and our teaching that sets us apart from other services * Match our words with our actions, keeping the kindergarten promise * Employees are aware of the Board’s vision and actively work towards the goals described therein * Commit to meeting the Board’s ideals and values, work towards creating the culture described by the Board * Holistic development (Kotahitanga) of the child is important * Tangatawhenuatanga, Manaakitanga, Rangitiratanga, Whakawhanaungatanga and Ako are important teaching and learning concepts that we share confidently with whnau & are evident in our curriculum delivery * We are respected professionally for our knowledge & expertise and our teachers are able to confidently communicate their practice in a wide range of forums, including with other teachers across the education sector * Our teachers are able to mentor other teachers, supporting growth and knowledge within their teams * Create environments that welcome & nurture cultural identity |  |