



# Strategic Plan 2023-2026

  
**KIDS**  
RESERVE  
TAONGA TAMARIKI

---

This strategic plan has been informed by the values and input of our learning community in consultation with our tamariki, whānau, and kaiako. This plan builds upon the strategic plan of 2020-2022 created by previous management. This strategic plan aligns with our focus and mahi in our annual plan.

## Our Vision

"A nurturing learning community committed to high quality care and education, where tamariki are recognised as taonga."

## Our Philosophy

"I am at the centre of my learning. My learning is built upon the foundations of my culture. My learning is supported by the walls of my family and teachers. My learning is protected by the roof of Te Tiriti o Waitangi and our Centre Philosophy."

# Voice of our ākonga:

We asked our Tūi tamariki:

What is special about Kids Reserve - Taonga Tamariki?

The tamariki spoke about their teachers and their favourite things to play with.

What is Kids Reserve Taonga Tamariki?

'A house, a play house, a school, a people room.'

How does Kids Reserve Taonga Tamariki make you feel?

'Happy.'

The theme of Kids Reserve - Taonga Tamariki being a house or a home emerged throughout the kōrero of our ākonga in the Tūi room. We want to capture this idea in our strategic planning. Kids reserve - Taonga Tamariki is a house. The following whakatauki has been chosen to reflect this theme and guide our mahi.

As a community of learners, we build our whare (both physically and conceptually) our space, our curriculum our values, and our culture are what make up this whare. In turn, the whare builds us as learners and helps nurture who we are and who we become.

## Guiding Whakatauki

Ko te whare e hanga te tangata,  
ko te tangata e hangaia e te whare.

The whare builds the people and  
the people build the whare



Our Tūi tamariki 'consulting' on our Strategic Plan, 9/3/23

# Our Goals

---

Te ao Māori	<p>Te ao Māori is strongly reflected in our teaching and pedagogy and is visible throughout the centre to ensure our bicultural practice is informed by whānau Māori and community voice.</p> <p>Te ao Māori is naturally embedded within our ways of being and doing.</p>
Aromatawai	<p>Our assessment and planning represent our partnerships; meaningfully capturing children's learning and whānau aspirations within kaiako supported planning and assessment</p> <p>The voices of our tamariki and whānau are visible in our assesment.</p>
Hauora	<p>Our tamariki, whānau and kaiako are supported in their wellness - health, happiness, wellbeing and social emotional competencies are supported for tamariki.</p> <p>Our tamariki are supported to express and nurture themselves.</p>
Tuakiri	<p>Our tamariki, whānau and kaiako feel their cultural identities are represented and celebrated within their learning environment</p> <p>Our tamariki see their culture represented here.</p>
Tautoko	<p>Our kaiako feel supported in their roles, feel guided to enhance their practice and inspired to strive to provide exceptional curriculum.</p> <p>Our kaiako feel secure, supported and valued and this shines through in their daily mahi.</p>
Kāinga	<p>Our physical environment is inspiring, comfortable, and inviting to whānau, kaiako and tamariki alike.</p> <p>We feel we have a home that we are proud to learn and grow within.</p>

# Goal - Te ao Māori

Link to NELP: Objective 3, priority 5. Meaningfully incorporate te reo Māori and tikanga Māori into everyday life of the place of learning.

Link to ngā akatoro: 1.4, te reo Māori and tikanga Māori are valued and an integral part of teaching and learning, and 1.5, Children's learning and development if supported through intentional and culturally responsive pedagogy.

Objectives	NELP Actions	Strategies	Outcomes
<ul style="list-style-type: none"> <li>Te ao Māori is strongly reflected in our teaching and pedagogy and is visible throughout the centre and ensure our bicultural practice is informed by whānau Māori and community voice.</li> <li>Te ao Māori is naturally embedded within our ways of being and doing.</li> </ul>	<ul style="list-style-type: none"> <li>Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture</li> <li>Provide opportunities for teachers/kaiako and educators to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori, and support them to strengthen their teaching practice to integrate te reo Māori throughout implementation of the curriculum</li> <li>Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement.</li> <li>Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori</li> </ul>	<ul style="list-style-type: none"> <li>Establish a role on MC for Māori voice</li> <li>Have a whānau hui inviting all families to come and wananga on what te ao Māori practice looks like at KR - particular notice to kōrero from whānau Māori</li> <li>Support kaiako to understand intricacies and importance of Te Tiriti o Waitangi (PLD Stacy Bird).</li> <li>Provide kupu Māori and basic sentences to whānau and kaiako - create a resource of simple reo for families to support learning at home</li> <li>Ensure kaiako know their ākonga Māori</li> <li>Survey February, and in November, tātaiako, where are we now?</li> <li>Implement and utilise tātaiako and Māui framework</li> <li>Sarah to introduce one new waiata a term to the entire KR whānau</li> <li>Kaiako to have more opportunity to engage i te ao Māori. eg. mihi wahakatau at TOD</li> <li>End of year visit to marae and Matariki whānau dinner and concert</li> </ul>	<ul style="list-style-type: none"> <li>Our ākonga Māori are supported as Māori</li> <li>Our whānau Māori are actively engaged and consulted</li> <li>Our community is actively engaged within te ao Māori, as a learning community we are all adding to our own knowledge kete and increasing our day to day practices linked to te ao Māori</li> <li>Te reo Māori is heard more and more fluently within teaching and kōrero within the walls of KR</li> <li>Kaiako feel confident to teach within a te ao Māori framework and feel supported in their learning</li> </ul>

[Link to our philosophy:](#)

'My learning is protected by the roof of Te Tiriti o Waitangi'



# Goal - Te ao Māori

## Voice of our ākonga:

### What might te ao Māori learning look like here at Kids Reserve?

'Pukeko, titi, putiputi, waiata, ahakoa he iti pounamu, tahi, rua, toru, whā, the outside where, oh, we could go to Te Papa and see the where there!'

## Voice of our whānau:

- My child whakapapas Māori, it is important to us and our extended whānau that our child experiences te ao Māori in his every day life.
- Understanding Te Tiriti and the partnership expectation that sits alongside this; being able to meaningfully connect and understand NZ's rich Māori culture and the value this brings to us
- Te Ao Maori is the future of New Zealand and its importance is finally getting the attention it deserves. I want my daughter to see it as one of her mother tongues even though we are Pakeha and I'm delighted that it's being integrated into her schooling from such an early age

## Voice of our kaiako:

### How might this look?

- Waitangi day, learn about our treaty and excursions
- more books and excursions
- kupu or phrase of the week
- professional learning opportunities
- more combined mat ties for waiata and pūrākau
- achievable challenges outside our comfort zones



## Learning outcomes for tamariki from Te Whāriki:

- making connections between people, places and things in their world / te waihanga honoga
- showing respect for kaupapa, rules and the rights of others /te mahi whakaute
- understanding oral language and using it for a range of purposes /he kōrero ā-waha
- enjoying hearing stories and retelling and creating them / he kōrero paki

# Goal - Aromatawai

Link to NELP: Objective 2, priority 4. ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.

Link to ngā akatoro: 1.1, children's learning and development in play-based contexts is supported through caring, learning-focused partnerships, 1.2, children parents and whānau contribute to a curriculum that recognises their identities, languages, and cultures, 1.3 children have equitable opportunities to learn through a responsive curriculum that is consistent with Te Whāriki, 1.6, assessment practices enhance childrens mana and their learner identities

Objectives	NELP Actions	Strategies	Outcomes
<ul style="list-style-type: none"><li>• Our assessment and planning represent our partnerships; meaningfully capturing children's learning and whānau aspirations within kaiao supported planning and assessment</li><li>• The voices of our tamariki and whānau are visible in our assesment.</li></ul>	<ul style="list-style-type: none"><li>• Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations.</li><li>• Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations.</li></ul>	<ul style="list-style-type: none"><li>• Ensure whānau aspirations are the start of our assessment - gain voice through storypark, kanohi ki te kanohi, or forms for them to take home and return</li><li>• Engage tamariki in their Storypark stories during their KR hours</li><li>• Move towards learning notes (after a thorough trial and internal evaluation to assess effectiveness for tamariki, whānau and kaiako) to create deeper ongoing learning, planning and assessment and further engage whānau</li><li>• Review planning for tamariki (Sarah and Rita with Lauren)</li><li>• Ensure consistent internal evaluations (strategic, regular and emergent)</li><li>• Whānau evening/afternoon - wananga on Storypark and whānau contribution (alongside launch of learning notes)</li></ul>	<ul style="list-style-type: none"><li>• Tamariki are actively engaged in their assessment, planning and learning</li><li>• Children's learning, assessment and planning is guided by whānau voice</li><li>• Kaiako are engaged in meaningful planning and assessment that captures the learning of tamariki authentically</li><li>• Whānau are supported to be more engaged with Storypark and their child's learning</li></ul>

[Link to our philosophy:](#)

'I am the centre of my learning. My learning is built upon the foundations of my culture. My learning is supported by the walls of my family and teachers. My learning is protected by the roof of Te Tiriti o Waitangi and our Centre Philosophy.'

# Goal - Aromatawai

## Voice of our ākonga:

### What do you like about your Storypark stories?

Most of them did not know what Storypark was.  
Two could answer; 'send some stuff to your mum, I send a video, send a waiata.'

## Voice of our whānau:

- The learning experiences feel a bit random. Could you outline the key goals for children in the Penguin room?
- I really love seeing the teacher's personalities and joy while interacting with my child, it helps with the sense of whānau and community we share with each other. The learning frameworks are fantastic but are of secondary importance to me. You have my baby with you all day and I love to see that you enjoy him too, so more of this please !
- We really love the Storypark updates and would always be happy for more but also understand the teachers are busy and spending valuable time with our tamariki so really appreciate what they do provide :)
- I tend to enjoy ad hoc uploads of cute photos more than the longer learning journey stories

## Voice of our kaiako:

### How might this look?

- Internal evaluation is driven by 'what needs to be improved for the wellbeing of our children'
- engagement in whānau hui
- learning notes for assessment and planning



## Learning outcomes for tamariki from Te Whāriki:

- recognising and appreciating their own ability to learn/ te rangatiratanga



# Goal - Hauora

Link to NELP: Objective 1, priority 1 ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

Link to ngā akatoro: 1.5, children learning and development is supported through intentional and culturally responsive pedagogy, 2.1, childrens learning and development is supported by leaders and kaiako, and others with culturally relevant knowledge and expertise

Objectives	NELP Actions	Strategies	Outcomes
<ul style="list-style-type: none"> <li>Our tamariki, whānau and kaiako are supported in their wellness - health, happiness, wellbeing and social emotional competencies are supported for tamariki.</li> <li>Our tamariki are supported to express and nurture themselves.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure disabled learners/ākonga and staff, those with learning support needs, and neurodiverse learners/ākonga are safe and included in their early learning service, and their needs are supported</li> <li>Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong</li> </ul>	<ul style="list-style-type: none"> <li>Whānau voice and aspirations lead the way for our support of tamariki</li> <li>Kaiako have support and training to tautoko diverse learners (he mapuna te tamaiti, Gwen Davit)</li> <li>The Māui framework is introduced to create a celebratory lens for behaviours and ways of being in early years</li> <li>Cultural values are sought from whānau to inform kaiako in how they support tamariki</li> <li>Internal evaluation on positive behaviour guidance completed by all kaiako and management</li> <li>Our centre resources curriculum and planning demonstrate celebrations of diversity where all peoples see themselves reflected</li> <li>Well being through the lens of te whare tapa wha is explored in staff hui</li> </ul>	<ul style="list-style-type: none"> <li>Tamariki, whānau and kaiako are supported to promote positive behaviour</li> <li>Tamariki are supported to understand their emotions and wellbeing</li> <li>Children's behaviours and ways of experiencing the world are understood through a culturally relevant perspective</li> <li>Tamariki feel represented within the resources of KR</li> <li>Diverse representations are normalised for all tamariki</li> </ul>

[Link to our philosophy:](#)

'I am the centre of my learning.'

# Goal - Hauora

## Voice of our ākonga:

### What might make our learning space nice and safe??

'Kindness, be a good friend, listening ears, don't run inside, play safe, don't hit.'

## Voice of our whānau:

- we would love to see diversity celebrated for all tamariki to become advocates for one another
- support so our children know their emotions and how to treat one another with kindness and respect
- As a child growing up in a bicultural nation, it's important to us that her place as tangata whenua is reinforced with her and her peers.
- I would love the kids have the chance to celebrate differences. To celebrate world down syndrome day for example. I definitely want to help, along with all our therapist team, to explore with the kids their ideas about disabilities through play and conversation. If that can be share through the storypark app would be great. That situation can creates opportunities for children and parents to get to know one another in relaxed environment without prejudice

## Voice of our kaiako:

- team hui for planning
- workshops and PLD
- he mapuna te tamaiti



## Learning outcomes for tamariki from Te Whāriki:

- keeping themselves healthy and caring for themselves / te oranga nui
- managing themselves and expressing their feelings and needs / te whakahua whakaaro
- keeping themselves and others safe from harm / te noho haumaruru
- treating others fairly and including them in play / te ngākau makuru
- using a range of strategies and skills to play and learn with others te ngākau aroha

# Goal - Tuakiri

Link to NELP: Objective 1, priority 2. Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains identities, languages, and cultures.

Link to ngā akatoro: 1.2, children, parents and whānau contribute to a curriculum that recognizes their identities, languages, and cultures. , 1.5, Children's learning and development if supported through intentional and culturally responsive pedagogy

Objectives	NELP Actions	Strategies	Outcomes
<ul style="list-style-type: none"><li>• Our tamariki, whānau and kaiako feel their cultural identities are presented and celebrated within their learning environment</li><li>• Our tamariki see their culture represented here.</li></ul>	<ul style="list-style-type: none"><li>• build on language learning, literacy and numeracy practices learners/ākonga experience in their own home or community, including dual or multi-lingual households, and value the cultural knowledge each child bring to literacy education</li><li>• expect and support teachers/kaiako to build their understanding of learners/ākonga contexts, including languages spoken at home, histories, stories, and cultural values, to provide culturally responsive teaching</li><li>• create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong</li></ul>	<ul style="list-style-type: none"><li>• Tamariki, whānau and kaiako are represented in their individual cultures here at KR in pukapuka, curriculum, language, cultural days and language weeks</li><li>• Aspirations from whānau lead planning and assessment (whānau voice = home culture)</li><li>• Names - all members of the KR whānau know how to uphold the mana of the names gifted to us, everyone can pronounce names correctly</li></ul>	<ul style="list-style-type: none"><li>• Tamariki, whānau and kaiako feel represented and seen within the environment and whānau here at KR</li><li>• Tamariki, whānau and kaiako are all culturally safe within the KR environment and whānau</li><li>• Tamariki, whānau and kaiako all feel celebrated in their individuality</li><li>• Whānau voice drives our planning for tamariki - whānau are celebrated as the experts on their children's learning</li></ul>

[Link to our philosophy:](#)

'My learning is built upon the foundations of my culture.'

# Goal - Tuakiri

## Voice of our ākonga:

What special cultures or languages do you have in your homes? How can we have peoples culture from home here at KR??

'My mum speaks French, te ao Māori, if some people come from India they might not speak English so we can help and be their friend, I did Chinese New Year at Gung gungs house, we don't say toilet words even in other languages.'

## Voice of our whānau:

- Although it important for my child to learn te ao Maori because she is a New Zealander, it is more important for her to learn her own culture/language first.
- we would love to find ways for our our children to be celebrated in their culture and be proud of who they are and where they come from
- visuals and stories so children can learn about each others cultures
- greetings in other languages

## Voice of our kaiako:

How might this look?



## Learning outcomes for tamariki from Te Whāriki:

- making connection between people, places and things in their world / te waihanga hononga

# Goal - Tautoko

Link to NELP: Objective 3, quality teaching and leadership, objective, priority 6, develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Link to ngā akatoro: 2.2, leaders and kaiako work collaboratively to develop the professional knowledge and expertise to design and implement a responsive and rich curriculum for all children, children's learning is enhanced through leaders and kaiako engaging in professional learning and development opportunities that contribute to ongoing and sustained improvement, 2.4, children's learning is enhanced through leaders and kaiako working professional learning community, 3.2 capability and collective capacity to do and use evaluation, inquiry and knowledge building sustains improvement and innovation, 3.3, engagement in deliberate, systematic internal evaluation processes and reasoning promotes value outcomes for children, 4.4, effective planning, coordination, and evaluation of curriculum, teaching and learning promote equitable outcomes for all children.

Objectives	NELP Actions	Strategies	Outcomes
<ul style="list-style-type: none"> <li>Our kaiako feel supported in their roles, feel guided to enhance their practice and inspired to strive to provide exceptional curriculum.</li> <li>Our kaiako feel secure, supported and valued and this shines through in their daily mahi.</li> </ul>	<ul style="list-style-type: none"> <li>From NELP actions:</li> <li>identify gaps in teaching capability and invest in opportunities for teachers/kaiako, educators and staff to strengthen teaching, leadership and learning support</li> <li>develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches</li> <li>provide consistency of teachers/kaiako, educators and caregiver, so young learners/ākonga can develop attachment and positive relationships to support learning and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Support teachers to become familiar with he mapuna te tamaiti (PLD with Gwen Davit)</li> <li>Ensure consistency of staffing - support kaiako to stay long term with competitive salaries, PLD opportunities and mentoring</li> <li>Engage in thorough internal evaluation to identify gaps in knowledge and practice</li> <li>Support the wellbeing of our staff, ensure they feel valued, staff events, teacher only days, staff dinners, celebrations</li> <li>Support for kaiako with professional growth cycle templates and ongoing mentoring</li> <li>Professional development opportunities are offered and encouraged for all kaiako</li> </ul>	<ul style="list-style-type: none"> <li>Kaiako are supported to engage in ongoing professional learning</li> <li>Kaiako have ownership over the professional growth and feel supported to thrive</li> <li>Kaiako feel valued as an integral part of the Kids Reserve community</li> </ul>

[Link to our philosophy:](#)

'My learning is supported by the walls of my family and teachers.'



# Goal - Tautoko

## Voice of our ākonga:

### What makes happy teachers?

'Being happy, tidy up and be good, be nice, doing good things.'

## Voice of our whānau:

- We loves our teachers
- Is great seeing the teachers loving their learning and enjoying teaching our children
- We want our teachers to feel valued in their hard work

## Voice of our kaiako:

### How might this look?

- amazing ratios are maintained
- team hui for planning
- positive affirmations to one another
- positive feedback from our community and whānau
- more sick leave
- non-contact hours are consistent
- ongoing professional learning opportunities



## Learning outcomes for tamariki from Te Whāriki:

- na?

# Goal - Kāinga

Ko te whare e hanga te tangata, ko te tangata e hangaia e te whare. The whare (whare tangata) builds the people and the people build the whare.

Ensuring we are providing a safe, inspiring, nurturing and homely environment for teaching and learning.  
Ensuring our physical environment complies with premises and facilities standard within the licensing criteria.

Objectives	NELP Actions	Strategies	Outcomes
<ul style="list-style-type: none"><li>• Our physical environment is inspiring, comfortable, and inviting to whānau, kaiako and tamariki alike.</li><li>• We feel we have a home that we are proud to learn and grow within.</li></ul>	<ul style="list-style-type: none"><li>• na</li></ul>	<ul style="list-style-type: none"><li>• Our indoor environment is overhauled, spaces made to look more homely and inviting</li><li>• Our outdoor environment is spruced up, with murals and more living plant-life</li><li>• We have a successful maintenance support crew and are able to stay atop to-do lists</li><li>• We have a plan for our longer term lease and site</li></ul>	<ul style="list-style-type: none"><li>• Our tamariki, whānau and kaiako have an inspiring space to come to each day that supports learning, peaceful spaces and exciting curriculum</li><li>• We are all proud of our physical environment</li><li>• We have a space we feel secure to call 'home'</li></ul>

[Link to our philosophy:](#)

'I am the centre of my learning. My learning is built upon the foundations of my culture. My learning is supported by the walls of my family and teachers. My learning is protected by the roof of Te Tiriti o Waitangi and our Centre Philosophy.'

# Goal - Kāinga

---

## Voice of our ākonga:

### What would make our classrooms beautiful and nice to be in?

'Bells, painting the walls pink, a track to the moon, flowers, decorations.  
Good friends tidy the room.'

## Voice of our whānau:

- We want KR to reflect the energetic and inviting place that it is
- we love seeing the small changes like plants and things that make the space feel homely
- refreshed outdoor spaces, keeping things rejuvenated

## Voice of our kaiako:

### How might this look?

- refresh of our outdoor spaces, more plantlife, murals or painted panels
- support our tamariki to learn to be respectful of plants and the environment
- engage in fundraisers to save towards goals or special things we want here at KR for our tamariki



## Learning outcomes for tamariki from Te Whāriki:

- taking part in caring for this place / te manaaki i te taiao

---

## Kupu Māori

Here is a glossary of the kupu Māori used within this Strategic Plan

- kanohi ki te kanohi = face to face
- mahi = work
- whānau = family
- kaiako = teacher
- tamariki = children (tamaiti = child)
- te ao Māori = the Māori world
- pukapuka - book
- mihi mihi = greeting/personal introduction
- nau mai haere mai = welcome
- hui = meeting
- te reo Māori = the Māori language
- tikanga = protocols
- wahine = women (wahine = woman)
- mihi whakatau = official welcome
- aroha mai = sorry
- ākonga = student
- whakatauki = proverb
- whare = house
- kōrero - speak
- waiata song
- pukeko - a bird
- titi - a bird
- ahakoa he iti pounamu - whakatauki (even though it is small, it is precious)
- tahi, rua, toru, whā = one, two, three, four