



Nayland Kindergarten

Connecting community through whakawhanaungatanga

Nayland Kindergarten



The Team



The teachers
involved in the
Enviroschools
Carving Project
2014.

Margie Meleisea Lynne Paul Mary Faulkner Lynette Cain Tanya Swan

"Linking into our journey"



What was our plan?

<p>What's happening?</p> <p>Over the last 2 years the kaiako, whanau and <u>tamariki</u> have been gathering ideas, symbols and drawings of "what <u>symbolises</u> the values and beliefs of the community at Nayland Kindergarten".</p> <p>We have embraced the <u>Enviroschools</u> Guiding Principles as our lens to guide our carving project.</p> <p>We have also embraced Te <u>Whaariki</u> through Whanau <u>Tangata</u>/Family and Community and <u>Nga Hononga</u>/Relationships to guide our journey.</p>	<p>Review question:</p> <p>How can we sustain community through the creation of carved panels to <u>symbolise</u> whanau and the <u>whakapapa</u> of this place?</p> <p>Nayland Kindergarten Planning Story 2012/2014</p>	<p>Teachers will:</p> <ul style="list-style-type: none"> • Continue to add information to the noticeboards, newsletters and the kindergarten blog to ensure that families/whanau know about our project and progress. • Will continue to connect the links between te <u>ao</u> Maori and the natural environment to support children, families and whanau to add their <u>mauri</u> to the environment. • Links into our enviro schools programme. • Source a carver to get quotes and get our plans into Nelson Kindergarten Association and <u>Enviroschools</u>.
<p>Parent/Community Input</p> <p>Family/whanau are encouraged to play an active role at kindergarten:</p> <ul style="list-style-type: none"> • Inviting all present and past families to contribute their ideas • We have taken a <u>holisitc</u> approach by engaging children, family, teachers and the wider community. • The Nayland Kindergarten blog shares these events and the programme with families.- http://naylandkindy.blogspot.co.nz 	<p>Te <u>Whaariki</u>:</p> <p>Belonging - Goal 1 Children experience an environment where connecting links with family and the wider world are affirmed and extended.</p> <p>Contribution: Goal 2 Children experience an environment where they are affirmed as individuals.</p> <p>Communication: Goal 3 Children experience an environment where they experience... other cultures.</p>	<p>Action Plan for 2014</p> <ul style="list-style-type: none"> • Apply for Enviro grant for carving project. • Find a carver to work with as a team. • Install the carved panels and <u>organise</u> the blessing. • Invite families/whanau to be part of the blessing. • Ask for feedback from children, families and the kaiako about the process and the completed panels.

What did we say?

How does your action project contribute to: - minimising negative impacts on the environment or, - protecting and enhancing environmental assets or, - building resilient, efficient and sustainable communities.	<p>Building sustainable communities - Teaching children to be the kaitiaki of this place. This strengthens tamariki and whanau connections to the land and their community.</p> <p>Protecting and enhancing environmental assets - Engaging whanau in decision making and enhancing the environment. Highlighting the impact of whanau/tamariki values and beliefs on the environment.</p> <p>Minimising the negative impacts on the environment - If possible we will use recycled/reused timber for the carved panels.</p>
How does your action project relate to one or more of the EnviroSchools Guiding Principles?	<p>Empowering tamariki/whanau/communities- Children will have an opportunity to be involved in the designing and making of the carved panel. They have shared ideas about what they would like to see on the panels, and they will see photos of the carving as it happens. There will be an official blessing held in the kindergarten with children and whanau, with children learning the tikanga of powhiri.</p> <p>Sustainable communities- tamariki and whanau involved by focusing them on this place and their contribution to it, along with sustainable practices. With a sense of continuity, past, present, future.</p> <p>Learning for sustainability- working with natural materials, and creating a sense of working together.</p> <p>Māori Perspectives- Manaakitanga -(building up mana of each member each family being offered input) we want voices to be heard and whanau represented.</p> <p>Whanaungatanga- working together on the panels will be a way of celebrating the diversity and voices of our community, the thoughts, feelings and values of many.</p> <p>Respect for diversity of people and cultures- giving kaiako, tamariki and whanau a voice, being represented on the panel in some way. Respect for the diversity of our community and their cultures is key to sustaining a sense of community.</p>
How will students will be involved in the decision making, planning and implementation of the project?	<p>Children sharing their ideas about the designs on the panels through discussion, drawings, the arts and storytelling.</p> <p>A visit to the museum to learn about the panels on the marae, to further understand the meaning of whakapapa and the people of the land.</p> <p>Revisiting the creation story so that children develop a greater understanding of themselves as kaitiaki.</p>

	<p>Sharing the progress of the panel/maihi as they are carved.</p> <p>Celebration – when the panel is put up, inviting children, whanau and wider community to be part of the blessing. (whakamānawa)</p>
How will the outcomes or benefits from the project will be measured and communicated?	<p>Feedback from whanau/tamariki to gather the impact. The action learning cycle will clearly show impact and progress.</p> <p>The carving will be incorporated into our newsletters, wall displays, photos, learning stories and children's profile books.</p> <p>There will be anecdotal examples of the discussions that come from children and whanau in response to the carving of the panel and the placement of it in the kindergarten.</p>
Please explain how, if at all, your project might benefit future environmental action at school.	<p>Engaging whanau and tamariki in becoming kaitiaki of this place. Developing a sense of whanaungatanga and whakapapa.</p> <p>The carving is a welcoming gateway to the kindergarten whare, which offers daily and ongoing opportunities for the community to talk about the significance of the designs and the stories that come with it e.g. the landscapes, native birds and history of Nelson and NZ.</p>
<p><u>Extra Funding.</u></p> <p>If the funding is going to be topped up from any other source, please explain how.</p>	<p>Our Whanau Liaison group have put aside \$400 to support the project.</p> <p>Kaiako have put aside \$100, from having students in the centre.</p>

(Nelson EnviroSchool Action Project Funding application 2014)

Action Learning Cycle



We used this action cycle to guide our planning.

Identifying current situation

Identify the Current Situation

1. Where have we come from

- We have been thinking about enhancing our verandah area for 3 years now, so that it is welcoming for all whanau and tamariki.
- We have been talking with whanau and tamariki about their values and beliefs, and the things that they love about Nelson and NZ, with an intention of including their ideas in carved panels.
- We then explored creating our own wharehau outside with panels created by kaiako and tamariki to depict kowhaiwhai patterns.
- Tamariki drew their own ideas about what they thought we could put on the panels and these were put up for whanau to see too.
- We then created panels with the tamariki to stand under the verandah to create a welcoming entrance to the kindergarten.
- After a period of time we decided to make the panels in more permanent materials. Each whanau was given a sheet to share their ideas and an explanation from nga kaiako - "Our verandah area is a place of meeting for tamariki/whanau and wider community. We want to redesign the panels to welcome all iwi/whanau/ cultures to our place".

2. And what do we know?

- Children and families feel a sense of belonging when they experience an environment where there are connecting links to the family and the wider world, where they know they have a place. (Te Whaariki, Belonging, Pg 54).
- When young children are involved in making decisions that affect their lives, including those decisions regarding sustainability and the natural environment, they are capable in contributing to the decision making that leads them to purposeful action. (Environmental Education Research, Vol 18, No. 4, August 2012)

3. What can we observe

- Children discussing and thinking about the possibilities with kaiako and whanau.
- Kaiako discussing the possibilities on a more regular basis at meetings, sourcing people outside the kindergarten to talk about carvers, and funding the project.
- Whanau freely sharing their values, beliefs and ideas with the kaiako before the project and after its completion.

4. What can we learn

- More about our kindergarten community, their cultural beliefs, values, ideas.
- More about the significance of others cultural beliefs and how to portray these.

5. How did it get to be this way

- The kaiako had been working with Emma Haruru, Matua Madsen and also been on a marae visit as part of their bicultural journey.

6. What different cultural perspectives are there.

- Inviting our whole kindergarten community to contribute to the panels would ensure a multicultural view to embrace different cultural perspectives.

7. What do others think and feel

- Enviroschools Nayland Kindergarten Water Project grant completion inspired teachers to embrace the carving project.
- Our visits to marae increased teachers knowledge.
- Te Papa Marae contemporary designs and explanations supported us.
- Family feedback
- Enviroschools readings

8. How can we influence things.

- Apply for funding
- Gather whanau, nga tamariki and nga kaiako ideas together.
- Set the wheels in motion by finding a carver to symbolically represent the many ideas that were shared

9. What could we measure, what could we change if we could.

- We could ask the community for feedback during and after completion.

Exploring Alternatives

Taking Action

Explore Alternatives

1. How else could it be?

- By creating the verandah and wharenui panels, whanau and tamariki could explore how to represent their ideas.
- The kaiako were thoughtful in not hurrying the process
- Kaiako were open and responsive to ideas.

2. What have others done?

- Tauranga Regional Kindergartens- whole enviro Association.
- Golden Bay had created a Pou to represent their place

3. What are all the actions we could take?

- Continue to listen to children's ideas and give them many opportunities to draw their thinking
- To engage a carver who could weave the aroha of our community into the panels

4. What are our priorities for change?

- Increase children's and families awareness of other cultures and their identity to "this place".

5. How will we decide?

- Availability of funding for major projects
- Availability of expertise and resources
- Children's interest
- Family/whanau input
- Teachers input



Take Action

1. Who else do we need to involve?

- Nelson Tasman Kindergartens and whanau to install panels.
- Family Liaison Group to provide kai after blessing
- Emma Haruru as our representative to welcome Stuart Kere and his whanau.

2. Who will do what and when?

- Lynne to create invoice for Enviro schools and pay carver
- Margie to approach Family Liaison group for further funding
- All teachers to visit the carver during the carving process.
- Lynne - to do the interim report to Nelson City Council.
- Lynne - to organise the blessing.
- Mary - to welcome everyone at blessing.

3. What do we need to do to take action?

- Delegation and timeline of actions.

4. Which designs work best?

- We were guided by Stuart Kere (carvers) interpretations.

5. What actions will bring about the changes that we want?

- Talking to Stuart Kere about the aspirations of our whanau for the carved panels.



Reflect on Change

Reflect on change

1. What did we achieve? How did the project go? What are the benefits of our actions?

- One of the most exciting achievements was to empower our whole community into action, to have discussions about our project, draw pictures of their values and beliefs and feel that they could leave some of their mauri in our place. Each family could have their culture represented here. A great sense of ownership grew out of this.
- The teachers have a great sense of achievement after 3 years of talking, sharing and listening to children and families and to finally have such beautiful panels to enhance Nayland Kindergarten. These panels represent, past, present and future whanau to our place.
- Children and teachers continue to talk about, draw and touch the panels to gain a true sense of their mana, and how we can connect by leaving our mauri on them forever. Kaiako and children have become deeply connected to them.
- The blessing engaged a community, we felt a deep sense of privilege and honour to have Stuart bless them, and he carved them with so much aroa and manaakitanga.
- The carved panels have a sense of welcome and when kaiako, whanau, tamariki and visitors arrive under our verandah, they walk beneath the panels as the entrance to "our place".

2. What would we change or what would we do differently? - NOT A THING!

We took our time, we listened to our whanau and tamariki and carefully planned our project in collaboration with our whole community. We worked with our Family Liaison Group to ensure extra funding could cover the whole cost along with the generous funding from Enviroschools.

The Interim Report

(Sent to EnviroSchools 30/6/2014)

How are we going?

The carver has completed the carving and has invoiced Nayland Kindergarten on its completion.

The teachers visited Stuart Kere, the carver to see the progress of the panels 9 weeks ago and we were very excited about his symbolic representation of the kaiako, whanau and tamariki ideas. The panels have been carved with a lot of aroha and Stuart explained how he had started from the children's voice first and woven the key themes from the teachers and whanau through the panels to make them all embracing.

The panels have been made from recycled totara.

The teachers have been exploring koru designs with children this term.

The creation story has been revisited with the children to talk about the kaitiaki of the trees and the forest.

The teachers have been planning the blessing of the panels for the 21st July 2014, which is the first day back next term. The teachers understanding of the tikanga around such an event has grown as we explore the possibilities with the community. The wider community will be involved in haka, special visitors and possibly media reporting.

The children are learning waiata to sing at the blessing, and we are talking about the kai to be shared afterwards.

Further Actions –

The carved panels will be erected on the 19th July 2014 and covered until they are blessed on the 21st July 2014.

Term 3 2014 – a visit to the museum with the children to further learn more about the marae and carved panels.

Feedback from whanau/tamariki to gather the impact of the panels and blessing.

The action learning cycle will clearly show impact and progress.

The carving will be incorporated into our newsletters, wall displays, photos, learning stories and children's profile books.

There will be anecdotal examples of the discussions that come from children and whanau in response to the carving of the panel and the placement of it in the kindergarten.

“THE JOURNEY”



We were invited to Stuart Kere's home to see the panels as they were being carved. It was a privilege and honour to touch the panels and we were all overwhelmed by their beauty.

Stuart had really connected with “the aroha of our tamariki, whanau and kaiako and wahi”.

"THE BLESSING DAY"



What a wonderful way to share new learning and a new experience with our community.



What a wonderful opportunity to share this experience with the people that made this possible.



"Stuart's words"

Maunga itī, Maunga nui (Up a hill, Down a mountain)

My carvings reflect the spiritual essence of the surrounding environment which in this case is the kindergarten, educators, helps the extensions of home away from home where by the very foundation of education is founded on allowing our children glimpses of what lays ahead for the future.

The two panels at the front of the entrance with the two tongue face (**good orator**) at the centre represent the **children** and the **teachers/educators**.

The depiction of the carved animals is a reflection of us...

The first being the Piwakawaka (Fantail), like our children this native bird has some very interesting skills / learning tools

- Changes direction quickly
 - Hops around upside down among tree ferns and foliage
- Methods of catching insects**
- Hawking , where vegetation is open so they can see long distances
 - Flushing, flies around dense vegetation disturbing insects
 - Feed associates ,everyone/trampers follows people around disturbed
- By animals/humans

Stuart had listened to us and he connected with the spirit of our place. He understood that teachers and children are all teachers and learners here. He also connected with our view of children learning through play in an environment that is closely connected to nature.

"Stuart's koha"

The second being the Mokokoko (Gecko)

- House used for higher learning (Whare wanaga)Lizard buried beneath a post supporting the construction , spiritual protection
- Guardians of the forest / spiritual being

The third being the Kiwi

- In effect they are our older sibling and like a good older brother or sister they are very protective thats partly why they patrol the forest at night

Third panel for the otherside of the room

- Represents , the past the present and the yet to be,new life,cultural diversity,family connections and lastly days of the week.

Stuart also gifted us two further panels to span the entire length of the entranceway.

His generosity left us all speechless.

It was a privilege to have his daughter and grand daughter there with him at the blessing.

He explained that he gifted it for the children as they are our future.

Learning about “mauri”



We know the importance of young children exploring their world through hands on experiences. Being able to talk about, draw and touch the carved panels not only left a sense of ownership but a feeling of connection to “this place”.

Stuart explained to the children and families that it was important they touched the panels.

Children drew their experiences



The children drew the images that connected with them.

We were amazed at the detail and began to see belonging and connection through children's eyes.



What did the children see?

What did the tamariki & whanau tell us?

The whanau told us....

- Really lovely gesture to make such beautiful carvings for the kindy. Great to have the kids and adults all together.
- Great way to include kids, whanau and introduce carvings. Thanks.
- Was awesome! Beautiful carvings, very special.
- Very interesting! Lovely introduction.
- Really special and quite an emotional experience that Stuart would create such a taonga for the children - beautiful.

The tamariki told us....

- The man told us the story of the carvings.
- I know what that is, it is a Maori face.
- I really liked all the talking (blessing).
- We all liked the singing (at the blessing).
- Remember that this kindy is a Maori kindy.
- The babies are in the waves. (far panel- depicts a baby inside its mothers womb)
- I love the fantail and the scary face.

Sharing the mauri with others

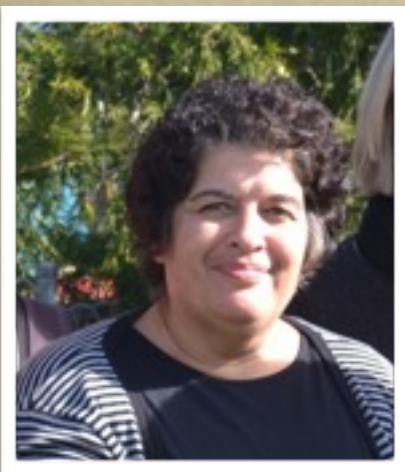


We invited the teachers from the Nayland Primary Junior syndicate to share their mauri too. We have been having professional discussions about being creative through different mediums and children and adults exploring their own creativity.



What do the teachers see?

Teachers Reflections



Margie - The carved panels for me represent a journey that has been governed by a greater force that has seen panels developed that represent our community but more so grounded in tikanga, korero, spirituality and tangata whenua. There have been many discussions with many people to form the soul of the panels, the essence of the stories to be told, remembered and treasured. I believe everything has its time and things culturally especially will develop when the appropriate ground work has been done, when the land is ready to receive the gift because it has been dawned with the respect and dedication it needs to survive. Our bicultural journey as a team and community was/is at the place where it is embedded, personal and committed to and therefore I believe all the forces worked together to bring the carving to its fruition. As all things spiritual and cultural it is cyclical and though the panels were in one way a project completed they are very much a beginning of the next story, a story to be developed, recorded, retold and treasured for all those who come within its presence. Just as the panels represent the past the present and the nurturing of the future. The panels for me strengthen this place, its presence and they stand as guardians of this place and their strength demands us to continue our journey of learning and embracing all those who walk into this place. The blessing was a celebration of the past journey and watching the children, whanau and community embrace this experience gave the journey a deeper degree of authenticity and gave way for the new journey. Their continued revisiting of the panels through discussions and drawings continues to intrigue me as to what they see, the things that speak to them. New eyes gleaming new views of our world. It just belongs!



Lynne- I feel a true sense of belonging from the whole process of talking about the carving project, to applying for the grant, celebrating getting it and then sourcing Stuart Kere and organising the blessing, it has been very empowering for me personally and professionally. Talking with children and families has reinforced the value of developing "a sense of belonging" that embraces whanau from the past, present and future and the importance of manaakitanga, whanaungatanga and kotahitanga. Words that immediately come to mind when I think about the carved panels now are respect, Interconnectedness, interrelated, whakapapa, tikanga. Everytime I walk under the verandah I feel welcomed by the carved panels and there is a sense of the whole journey being that welcome. Having my son's lasered panels supporting the carving have deep meaning that makes me feel very proud and connected to this place as I have both my children represented in this place as well as my husbands input as he helped to install both panels. Our whanau has deep connections to this place, it begins to deepen my understanding of whanaungatanga and kotahitanga. It also acknowledges my Maori heritage in some way, although I am still to unpack that further. In the true sense of the word, the carved panels did embrace and empower our community to work together to make this happen, and it engaged many others from outside the community. Being able to complete the final presentation and final report to the Nelson City Council has also created the big picture view for me to fully embrace the Carved Panel project from start to finish with a deeply embedded sense of manaakitanga.

Teachers Reflections



Mary - The Blessing was the culmination of many years of dreaming, and much korero between kaiako, whanau and tamariki. It was overwhelming to stand there on the day under our new carving and not get a sense of the immense wealth and the taonga in our midst. So overwhelming my well rehearsed and much planned korero was lost. Many conversations (particularly with tamariki) since then have occurred, children talk about the characters noticeable in the carving and some of the ones they imagine to be there. I think the carving makes our entrance visible, welcoming and reflects the bicultural nature of our kindergarten and our wahi



Lynette- The blessing was a celebration of the long journey to create our beautiful carving. It was a journey I joint part way through the process, and I feel proud and excited to have seen it come to fruition. How fitting to have members from across our kindergarten community, and Stuarts family there to join with kaiako and tamariki in the celebrations. Having everyone together for the blessing, highlighted for me what is so special about our kindergarten; the commitment of our community to work together to provide such a special environment where everyone feels welcome.



Bodhi- I only joined the team after the carving was in place but what an amazing welcome to the centre to see this taonga in place, hear the stories and feel the energy from it. For me personally it was a lovely introduction and also to be invited to share my mauri with the carving when I arrived supported my sense of belonging in the centre. This has obviously been the culmination of a lot of whakaaro and mahi and a great sense of pride for nga kaiako and nga whanau. The conversations I have had with the tamariki also reflect their sense of pride in the carving and their place. Recently, while sharing a child's scrapbook we saw a photo of a similar carving at the entrance to the Riwaka Resurgence that the child and his family had visited. We were able to relate this to our own carving at the kindergarten.

5 Guiding Principles

Empowered Students - the tamariki were able to participate in a meaningful way in the discussions, creation and blessing of the carved panels at Nayland Kindergarten. Their ideas were valued and reflected in the images represented on the carved panels. They were encouraged to talk about their ideas and they actively drew their images and designs. They were involved in the blessing of the panels with their whanau as a way of building up their understanding of the meaning of the designs on the carved panels for them as a community .

Learning for Sustainability- the tamariki were given opportunities to make decisions, think about, discuss and visually create the images they thought were important. By empowering them to develop a connection to the panels also encouraged them to take responsibility for looking after their environment and to create a sense of belonging. Our goal at Nayland Kindergarten is to "teach children to fall in love with their environment", so that they will care for it now and in the future.

Māori Perspectives- the kaiako showed respect for te ao Maori by engaging the community in a learning experience to understand the blessing of the carved panels and to honour the status of tangata whenua in this land and the value of indigenous knowledge in enriching and guiding learning and action.

Respect for the Diversity of People and Cultures- the kaiako acknowledged the unique gifts, contributions and perspectives of the kindergarten community by engaging them over a 2 year period so that their ideas, values and beliefs could be represented on the carved panels as taonga.

Sustainable Communities- The carving project brought the community together in a way that developed a sense of belonging to nurture people and nature, now and in the future, to maintain the health and viability of our environment, society, culture and economy.

Nayland Kindergarten



The panels represent who we are.

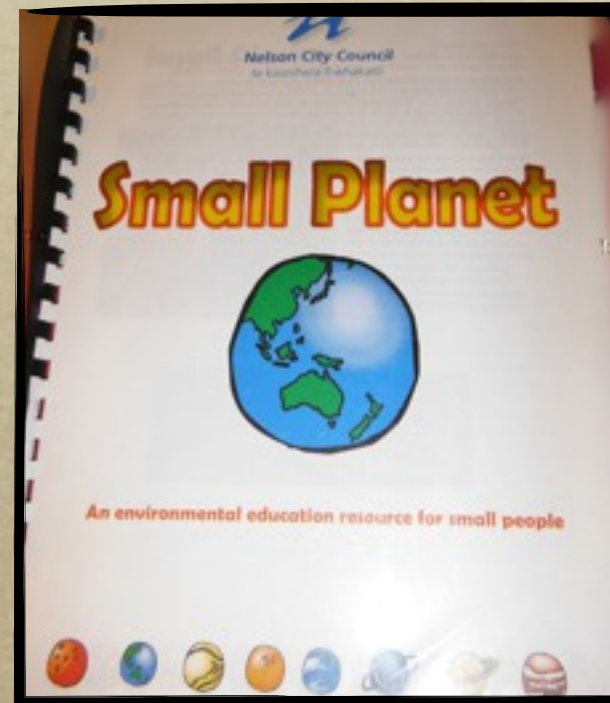
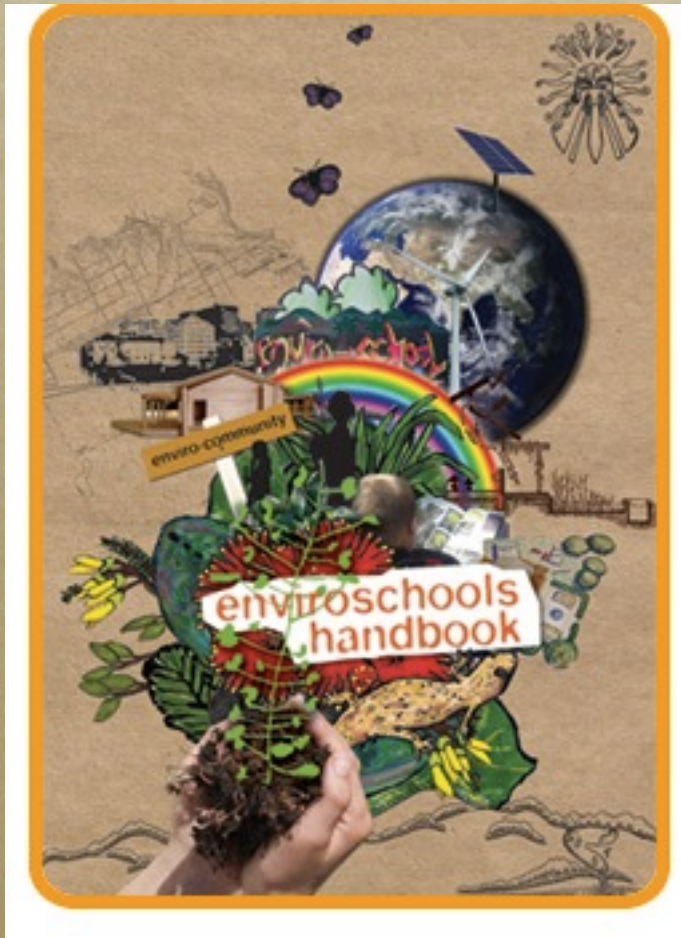
The carved panels are now used as our headers on

- weekly newsletters
- presentations at conferences
- children's learning story profile books

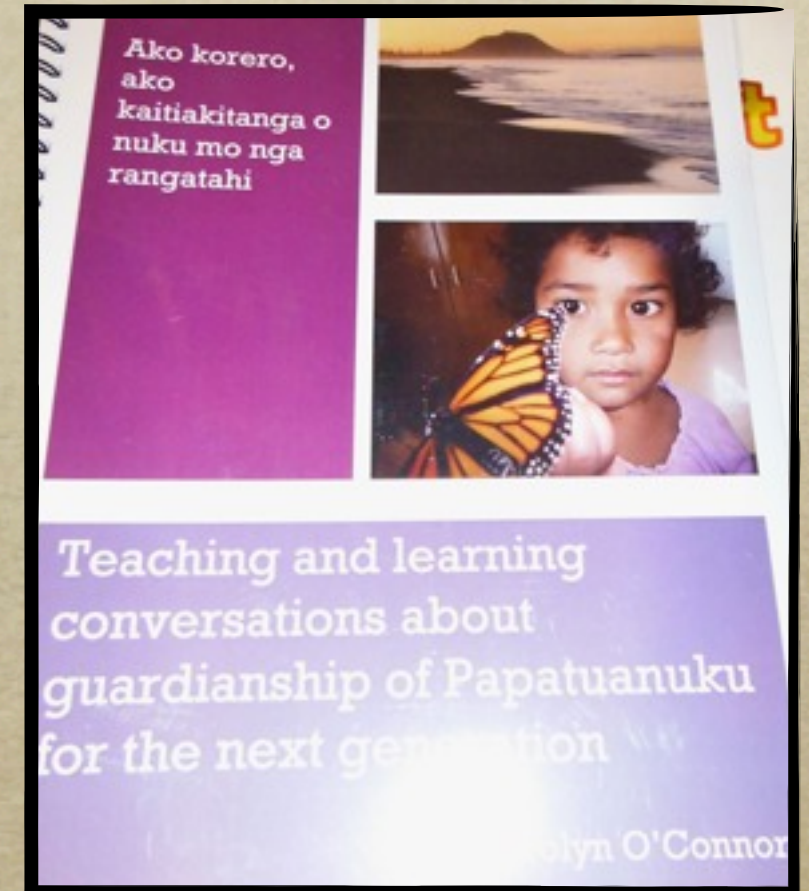
The Enviroschools carved panel project celebration has been shared in the Nelson Leader, it has been sent off to Ecobuzz and is on the kindergarten blog.



What influenced our thinking?




Nelson City Council-
environmental resource for
small people



Tauranga Region Kindergartens
This is an inspirational
document that demonstrates a
whole Association and an Enviro
School

Reading- "To know, to decide, to act" the young child's right to participate in the action for the environment". Environmental Education Research. Vol. 18, No. 4, August 2012.

Where to next?



Titiro ki te
ataahua i roto
*Looking at the
beauty within*

The carving project has inspired us to write a whakatoki that links the carved panels to our outdoor wall mural which was painted by a parent 5 years ago. The teachers at Nayland Kindergarten see the beauty within each child and each family in this place.

Our next project will be to take the knowledge, skills and inspiration from our carved panel journey and talk to our community about how we could enhance our outdoor gateway entrance.

