



## WELCOME TO THE INFANT AND TODDLER CENTRE OF MAGIC GARDEN CARE AND EDUCATION CENTRES

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### Our Philosophy

Magic Garden is a place where relationships matter. We believe in developing reciprocal relationships embracing families and whānau. We value the wealth of knowledge that families and whānau bring and share, and we join them in partnership to enable children to grow and reach their full potential. We are committed to a bicultural approach and the unique place of Māori. We value the multiple cultures in our community and respect and celebrate their cultural heritage and identity.

We value the New Zealand Early Childhood Curriculum, *Te Whāriki*, and it guides and inspires our work with children and adults. We foster sustainable practices as a significant part of our curriculum. We value ongoing learning, so we enrich our thinking and practice with the approaches of Reggio Emilia, RIE and current theory. We are committed and passionate about professional learning and shared team understandings to enhance our practices and uphold a high standard of teaching. We believe children's learning is fostered through a socio-cultural, emergent curriculum. Our *Priorities for Learning* statement shows we value self-initiated investigations, experimentation, social competence, creative expression, and foundation skills for literacy and numeracy.

We recognise the importance of a safe, secure, unhurried, peaceful environment that is respectful and empowering for each child. We believe children enjoy, and learn through, making decisions, working together, problem solving, and leading their own learning. We value making time to listen, supporting children to know themselves and become increasingly independent. We treasure each child's unique gifts, curiosities, passions, and potential. We view children as life-long learners, capable of contributing knowledge and understandings as global citizens.

We value an aesthetically pleasing environment full of natural and cultural resources reflective of our wider community. We value links with our community and are inspired by regularly dialoguing with local and international visitors in our centres. We enjoy sharing innovative ideas and practices.

*He aha te mea nui o te ao?*

*He tangata! He tangata! He tangata!*

*What is the most important thing in the world?*

*It is people! It is people! It is people!*

*Māori Proverb*

### **Statement of Intent**

We welcome each child and family, knowing that every child is unique and special. We provide every child with two key teachers so that there is always someone familiar to whom each family can go to. These key teachers meet the new family, find out about the new child and his or her special interests, routines and ways of doing things, answer any questions, and is the family's support through the transition period from home and joining the Centre. Having key teachers is our way of creating a special bond of trust and understanding so that the new child and family become settled and feel secure. There are no fixed staffing routines. This enables teachers to be available to new children. This support continues throughout the whole time in the Infant and Toddler Centre.

The culture and language of each family is embraced and respected. Attention is given to each family's child rearing practices, and ways of connecting these with Centre practices and teacher ratios.

Children's portfolios are developed by the teachers to gather stories of the child's unique style of learning and growing. Parents are asked to

participate in this special activity by responding to story writing when stories are emailed home to share some particular event or learning.

Teachers spend time with each child during care routines in a calm and interactive manner to build bonds of friendship and trust. Uninterrupted play allows children to initiate their own learning while teachers unobtrusively support them. Teachers encourage small groups of children to play together to develop co-operative skills. Children are encouraged to solve their own conflicts, to develop language to express and make sense of their own feelings and ideas and to begin to understand and develop communication with others be it verbal or non-verbal.

The environment is carefully set up to be homely; for children to discover, explore, experiment and problem solve, and is crafted around children's interests and skills, teachers' provocations, and seasonal conditions.



Early mark making

# AT MAGIC GARDEN WE...

Value respect, trust, and communication.

We hold an image of competent, strong, and imaginative children. Children can represent and explore their ideas innovatively through many kinds of media.

*Appreciate the diversity of our families and each other.*

We create an environment full of natural and cultural resources reflective of our wider community. We respect, demonstrate and use multiple languages to enhance the learning of each child.

Cherish authentic, collaborative relationships.

We believe in developing reciprocal relationships embracing families and whānau.

Celebrate open-mindedness.

Our programme is a positive, supportive, enriched connection between *Te Whāriki*, the early childhood curriculum and the approaches of Reggio Emilia and RIE / Magda Gerber.

Support self-belief and integrity.

Self-initiated investigations, experimentation, social competence, creative expression, and foundation skills for literacy and numeracy.

Rejoice in empowerment.

We view children as life-long learners, capable of contributing knowledge and understandings as global citizens. We support teachers to expand their vision and quality of teaching.

**Honour self-efficacy.**

We believe children enjoy, and learn through, making decisions, working together, problem solving, and leading their own learning.

*Cultivate awareness, patience and creativity.*

We actively explore and commit to the richness of possibilities of ideas and creativity.

Admire and question innovative ideas.

We are inspired by regularly dialoguing with local and international visitors in our centres.

***Endeavour to be courageous dreamers, empathetic and approachable.***

We enjoy sharing innovative ideas and practices. We value links with our community. We make time to listen. We cultivate parent/whānau partnerships, rich in cultural variety.

Dare to be different, strong and resilient.

We nurture each child's unique gifts, curiosities, passions and potential.

*Show passion, compassion and generosity.*

We employ teachers that have a passion for early childhood, are reflective practitioners and who value working together as a team. We operate with high adult:child ratios.

Acknowledge that we are role models.

We are conscious of the influence of interactions between people in the environment.

***Promote positivity and humour.***

We laugh together and delight in fantasy and the ridiculous.

*Are intentionally motivated and questioning.*

We pursue learning in relationship with open-minded others and visionary, research-based and reflective thinking between colleagues.

*Encourage confidence, self-regulation and social justice.*

By creating a safe, secure, unhurried, peaceful environment that is respectful and empowering for each child.

# ...ARE WHĀNAU.

## **Children's Learning**

We believe children search for the meaning in life in their explorations and play. Our environment is set out so that children have access to a wide variety of open-ended natural materials and household objects inviting children to play and explore with purpose and concentration, individually or alongside others. We encourage play that is not interrupted by routines or teachers, knowing children will discover the world in their own unique way. We will not expect her or him to do what he cannot do. We respect their process of learning.

## **Parent Involvement and Participation**

Parents and whanau, you understand and know your child better than anyone. We encourage you to share any information with our teachers so that we can support your child's learning. We value our relationships with parents and ask you to be involved in our programme in the following ways.

- Before your child begins at Magic Garden we share our values and ways of beginning at our centre and settling your child while you share your values and practice with us.
- The Magda Gerber influences in our centre carry expectations about some patterns of caring that we value openly – we don't carry children to get them to sleep, we don't use high chairs or prop children who can't do this by themselves, we place children to explore on the floor, and we encourage children to learn to feed themselves. If you have developed different patterns at home, we will work together to find ways in common at Magic Garden that can be supported by our teacher to child ratio which is close to 1:3.
- We give parents information sheets about our Magda Gerber and Reggio Emilia practices to enable understanding of our approach of respectful care.

We encourage you to:

- Contribute entries about your family's celebrations, events, and holidays in your child's individual portfolio.
- Read weekly emails with centre news and programme happenings.
- Respond to centre surveys and questionnaires.
- Contribute 'beautiful' recycled materials for our centre programmes.
- Attend special functions or social occasions.
- We want you to spend time in the centre and become part of the family that cares for your child.

# Centre Operation

## Hours of Operation and Enrolment Times

Magic Garden's hours of operation are 7.30am to 5.30pm.

Children can attend either:

an eight-hour day: 8.30am – 4:30pm,  
or  
a full day: 7:30am – 5:30pm.

We require attendance for a minimum of 6 hours a day to match the Ministry of Education daily funding, for a minimum of three days per week.

## What Magic Garden Provides

- Individual bed linen and bibs.
- Morning and afternoon tea, lunch and snacks including water to drink, but not infant milk formula.
- Quality individual portfolios.
- Sun block.
- Baby wipes but not nappies.

## Enrolment Agreement and Deposit

Parents will be asked to complete an enrolment agreement, provide background information about your child, confirm when your child will start, and pay a deposit of one week's fees to secure your child's place. You will need to keep the enrolment information current for your whole time at Magic Garden.

## Starting your Child

If you have booked a place for your child, you will be notified when a space is available and when pre-visits can occur.

## Transition from Home

The supervisor will be preparing for your child's entry by organising your visiting programme and selecting two key teachers who will work with you to help your child settle. Your active involvement will be expected, making your child's transition as smooth as possible for you and your infant or toddler and ensuring a peaceful secure beginning.

An initial meeting will be arranged with the supervisor to share information about Magic Garden and information about your child and family. Now is

the time to meet the teachers and the manager and to discuss enrolment arrangements and fees. Centre procedures will be explained: Immunisation and birth certificate records, sign in/out forms, medicine and accident forms, payment procedures, absence procedures, centre meetings and routines, lost property, meal and rest procedures, email and contact systems especially work and emergency phone numbers. There will be time to discuss any questions, queries or concerns you may have.

**There are a number of things that we the teachers and you the parents can do to make this transitioning period easier and happier for you and your child.**

**Before the first day:**

### **With your Child**

- Prepare your child beforehand. Talk to him or her about Magic Garden even if your child is not yet talking.
- You will be introduced to your child's key teachers. They will introduce the new environment and it will be with them you share information about your child and get acquainted about Magic Garden. With your key teachers, go over your child's normal daily routine so we can keep their pattern as close to home as possible (e.g. sleep times). If your child sleeps and has a 'comfort' toy, bring it and show it to your key teacher. Talk with your key teachers about how to establish a new relationship between your child and the key teachers.
- Make many visits to the centre before the actual starting date. Feel free to make a hot drink and sit in the background while the key teachers begin to get to know your child.
- Buy a centre clothes container and include a wet bag (for dirty/wet clothes) and a stack of nappies. Have a collection of named bottles for feeding. Find out what needs to be done with bottles, milk formula and fridge storage.
- Ensure clothing is easy for nappy changing and non-trippable for crawlers.
- Name all clothing, shoes and sun hat. No tiny hair clips please for safety reasons.
- Include a family photo to begin your child's portfolio.
- You will need to have a back up system worked out for when your child gets sick and cannot attend Magic Garden.

### **As a Parent**

- Be realistic on your child's first day – all children miss and love their parents. It may take time before they feel secure and fully comfortable. They are building new relationships. Maybe as a parent the prospect of leaving your child is difficult, this is quite common and understandable.
- Be positive. Children will sense when parents are upset or worried and this reinforces their concerns. The key teachers will phone you to update how your child is managing and you can phone the centre yourself if you have any issues. Talk to us regarding your child.
- If English is not your home language there are cultural differences you can discuss these differences in approach that Magic Garden has with your key teachers or supervisor. Please remember that Magic Garden works with group care and shares its teachers between children and may not be able to change its practices.

### **What Parents Need to Bring**

- Your child's nappies, milk formula and named bottles.
- Three or more changes of clothes that are named.
- Include sun or winter hats.
- Information about your child's previous days or nights, especially if there have been changes to routines or sickness. This information can be given to your child's key teachers or written in your baby's notebook or written in the Parent Communication Book.

### **First Day**

- Connect with your child's key teachers to support your child's settling. Talk to them about what to do with your child and routines.
- Tell your key teachers about your child's sleep the previous night and what she has eaten or drunk before arriving. Give any useful clues about your child's behaviour and patterns.

### **Saying Goodbye**

Say goodbye when you are leaving. Rest assured the key teachers are very understanding to a new child's distress and will respond in the most appropriate way, such as:

- Cuddles and love.
- Let them sit on her lap and watch for a while.
- Give them their special toy/blanket to cuddle.

Should a child become really distressed during the day, the teacher will always phone you and keep you informed. Feel free to phone the centre



during the day to find out how your child is, and the staff will tell you honestly how he/she is coping. They will also tell you if they think your child has 'had enough' for the day and should be collected.

## **Centre Organisation**

### **Please Phone and Advise Us**

- As early as possible in the morning if your child will be absent. This assists us with our lunch preparation and staffing.
- If your child has an infectious disease and will be absent.
- Of any changes of information to update your enrolment agreement.
- If anyone different is collecting your child.

### **Information About Your Child's Day**

When you come to pick up your child, you can also ask your key teachers about the child's day and they will be happy to talk with you. We do ask however, that you keep in mind that the teachers are usually quite busy – particularly in the mornings and evenings, when children and parents are arriving and leaving. If you wish to spend any length of time discussing your child, we ask that you make an appointment to suit everyone. In this way, you and your child will be given the attention that the situation deserves.

While your child is an infant the teachers will record in small notebooks how your child's day has been. They will hope you read these notes each night and add comments of your own. As your child gets older portfolio books will be used to record your child's experiences and learning's.

### **Sleep Time / Rest Time**

Children will have individual sleep patterns at home and this will depend of what age they are when they start at Magic Garden. They will start sleeping in cots, and then they will have their own stretcher bed to use. They will have their own linen, which is supplied and washed by the centre. They will have a regular sleeping place.

All children who are sleeping are supervised and will be checked every four minutes with the use of a timer. The children's length of sleep is recorded for parents to see each day.

### **Meals**

Infant formula bottles are brought from home. Once your child is ready to begin solids you can discuss this process with your key teachers. At about a year of age your child will be ready to participate in the full menu. All meals are prepared daily with careful attention to providing balanced nutrition with minimal salt, in a diet your child will enjoy. The menu follows a four-weekly rotation. A variety of fruit is provided throughout the day. Drinking water is available and is served at meal times and throughout the day if and when needed. The menu is displayed in the entrance. Children will be encouraged to feed themselves. If your child has any special dietary needs, please discuss these with your key teacher or supervisor.

### **Lost Property**

Please ensure that your child's clothes are clearly named. Unlabeled clothing can be found in a "Lost Property Box". We periodically sort unclaimed items and donate anything suitable to charity. We will advise parents by a notice when we are about to clear unnamed items.

### **Children's Birthdays**

Children's birthdays will be acknowledged unless you request otherwise. Parents may provide a birthday cake for their child to celebrate with the other children. We suggest a light sponge cake or cup cakes with minimal icing as suitable for children. The cake will be shared at morning tea time. If you are providing a cake, please specify its ingredients so we can plan for children with allergies.

### **Pick Up Time**

Please ensure that you are on time to pick up your child, as he/she will have had a very busy day and be looking forward to seeing you. If you are going to be late, please ring the centre and notify them, as soon as possible, so they can prepare your child accordingly.

# Magic Garden Policies

A complete copy of centre policies is located at the entrance of the centre and is available for reading.

The following is an outline of some of these policies and we welcome you to read these policies and discuss them with the centre supervisor for further understanding or queries.

## Illness and Exclusion Policy

The centre is required by law to exclude a child until well. Your family's emergency contact numbers on the enrolment form must be kept **up to date at all times**.

Any child at the centre who is considered to be unwell by the supervisor and teachers is to be sent home. The child's parents/guardians will be telephoned, the conditions discussed, and the child will be put into a quiet area under supervision to await their parent's/guardian's arrival. You will be expected to collect your child **without delay**, as children's health can deteriorate quickly, to minimise the spread of illness and to protect other children and teachers from infection.

Illnesses that warrant a child being sent home are:

- Diarrhoea and/or vomiting
- Fever, temperature or severe colds
- Coloured discharge from the child's nose – which is related to a high temperature or other unwell symptoms (and are not linked to allergies)
- Symptoms of infectious diseases
- Conjunctivitis or coloured discharge from the eyes or ears
- Impetigo (school sores)
- Ear ache
- Spots and/or open sores
- Head lice. This needs treatment at home before bringing the child into the centre. Contact your doctor or pharmacy for advice.

In general, if children experience vomiting and/or diarrhoea they should not attend the centre until **48 hours after all symptoms have disappeared**.

For other illnesses, your child can return to the centre when symptoms have disappeared, the contagious period has expired, or when they have been away for the recommended number of days. Please phone if your child is not going to attend the centre and advise us of details of the illness. Alternatively, if you are in any doubt about your child's condition, phone before arriving at Magic Garden.

If the illness is serious and very contagious (e.g. measles or chickenpox) a notice for parents is displayed to inform of a reported or suspected case in the centre. The child will not be identified.

Our teachers are very vigilant about centre and toy cleanliness to minimise cross infection. Our teachers have current First Aid Certificates.

We do not hold paracetamol at the centre for children's use, as advised by the Ministry of Health.

### **Medication Policy**

Any child who is on any form of medication while attending the centre must have this written up clearly, by the parent, in the centre medicine register. We need to know what the medication is for. If the medication is paracetamol, and for a fever, the child should not be at the centre.

The parent must list the following details:

- Date
- Name of child
- Time and amount of medication to be given
- Type of medication
- Time of last dose
- Parent's signature of consent
- Parent's signature on collection of medication at end of day.

This form is kept on the fridge while medicine is stored in the fridge. The medication needs to have a label on from the pharmacy for the child in question. Teachers are to be told about this, by the parent, and the form filled in. Once the medication has been administered, the teacher who has done this will sign the medication form. Parents sign the form upon collection of the medication.

### **Accident Policy**

### **Minor accident**

A teacher will treat anything that involves a minor injury, such as a scratch, grazed knee, cut or bruise at the centre. The injured child will be approached calmly and reassured. Teachers will wear gloves to treat injuries with broken skin and bleeding.

The accident register will be completed by the teacher who witnessed the accident, and/or was involved with the treatment of the injury and let the parents know when they come to the centre. All accidents will be recorded at the teacher's discretion and copies of accidents are given to parents.

### **Major accident**

Any accident that requires a teacher to get a second opinion, or to consult with a doctor, will be dealt with accordingly.

- The child will not be moved but kept warm.
- The child will be reassured in a positive way that everything is all right.
- The child will be supervised at all times.
- The parents will be phoned.
- An ambulance will be phoned, if necessary or a visit to the local emergency centre organised.
- Approval from the parents is necessary before any treatment can be given, unless it is life threatening.
- The accident, treatment, time and place will be written up in the accident register and signed by the staff member concerned.
- All centre staff hold first aid certificates to ensure they all have up-to-date knowledge and understanding in this area.

### **Immunisation Policy**

Parents can choose whether to immunize their child or not, but the Health Regulations state, that all parents must provide documented evidence of their child's immunisation status on their enrolment agreement of the centre.

In the event of a breakout of a vaccine preventable disease, in the centre, children who are not immunised will be required to remain at home for the duration of the outbreak.

### **Child Images on Digital and Social Media Policy**

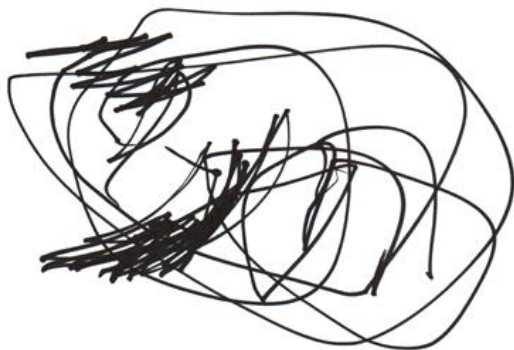
We obtain permission from parents/guardians to have photos and videos taken of their child for the purpose of assessment, planning and evaluation; for teachers in training; for visiting educational professionals; for programme documentation, websites, Facebook and for e-mail messages. We do not allow any person, other than centre teachers or

professional photographers (with prior written approval from parents/guardians), to take photos or videos of children on the centre premises. This includes parents/guardians taking images of their own child.

## **Positive Behaviour for Learning: Fostering Social Competence Policy**

We promote social and emotional competence as it is essential for children's everyday well being as well as for management and learning in the centre. We identify strategies for providing considered and consistent responses to challenging behaviour to enable children to feel safe, well cared for and confident.

We recommend reading the Positive Behaviour for Learning Policy as it has many ideas that could be beneficial for parents to use at home. It is available on the Magic Garden website.



## **Other Organisational Practices**

### **Parking**

Please drive slowly when entering or leaving Magic Garden car park, as there may be other parents and children walking to the door. The front park of the double length car parks are for short term parking only. There is limited parking on Deverell Place.

### **Essential Oils**

At Magic Garden we occasionally burn essential oils in areas that children occupy. We only use very small quantities of high-quality oils and we

always ensure that the burners are positioned well out of the reach of children. We use essential oils to disguise unpleasant odours in our bathroom areas and eucalyptus in sleep areas when children have blocked noses. We choose to use essential oils because we believe they are more natural and less toxic than alternative methods for dealing with unpleasant odours. We do not use essential oils for other purposes, such as calming or mood setting because we believe that positive guidance is a healthier way of managing behaviour. We are aware that in rare cases essential oils may result in an allergic reaction. Please come and speak to us if you have any concerns about the use of essential oils at the centre.

### **Children's Development and Portfolios**

We welcome discussions about your child's development and progress. Individual portfolios using learning stories, capture your child's developing schemas, working theories, learning experiences, growth of gross and fine motor skills, interests, strengths, relationships, and friendships while at Magic Garden. These learning stories are linked and combined with stories and photos of home events; what you've seen your child learning or in response to our stories. All the voices of the parents, the child and the teacher are important. We encourage parents to take your child's portfolio home, while advising the teachers when you want to borrow it.

The teachers use portfolios, together with colleagues, to analyse the reasons and factors behind events and behaviours and interpret the events. Teachers meet regularly to consider how the steps, the discoveries, the relationships, the resources and the environment can be extended and deepened.

### **Documentation**

Our documentation acknowledges children's on-going learning, values children's work, and encourages parent participation. Children's creative thinking and problem solving opens avenues for exploration and investigation.

We ask parents to be aware of documentation of children's learning on the walls, to read it and talk to the teachers about it. Each child has a portfolio that moves with the child into the next centre, and later can be taken home for permanent keeping.

### **Professional Development**

Every two weeks the teachers meet together to reflect on and plan the centre programme. They may also study an issue that is a challenge to their team. The discussions will be based on observations gathered of

the children's learning processes. They also plan for parent events or other programme related issues.

Teachers attend regular in-house whole team training on the further development of the Reggio Emilia and Magda Gerber approaches. During non-contact professional development time is given to strengthen various aspects of centre practice. Magic Garden supports teachers' ongoing training through updating First Aid Certificates, expecting completion of early childhood training certificates and teacher registration, and attending outside courses and conferences.

## Fees and Payments

Bookings will be accepted for a minimum of three days in the Infant and Toddler and Over Two Centres, and two days in the Over Three Centre.

### Enrolment

One week of fees as a deposit is payable upon confirmation and acceptance of a position to secure your child's place at Magic Garden. Your week's deposit will be deducted from your final account if the correct notification procedure has been followed. If you subsequently choose not to accept your child's position your enrolment deposit is non-refundable.

- Fees are paid weekly, fortnightly or monthly in advance. We email statements of account weekly.
- Fees are to be paid by automatic payment or direct credit to ASB account number 12-3059-0424717-00 on Mondays. Please ensure you use your child's name and centre name (i.e. I+T, O2, O3) as a reference so that it is clear who the payment is for. We do not accept cheques or cash.
- **Absences, holiday leave, statutory holidays, sicknesses:** It is necessary to notify the supervisor if your child is going to be absent other than when the Centre closes for the Christmas/New Year period. Over the Christmas/New Year period the Centre closes for approximately two weeks. No fees are charged for the days when the Centres are closed. Parents are notified about the dates of this closure well in advance. Full fees are charged for statutory holidays, sick days, other holidays or absences. If you choose to take time away from Magic Garden, your child's place will be held for up to three continuous weeks as long as fees are paid in advance for the duration of the absence and in full. Any absence after three weeks will be



considered cancellation of enrolment and your child's place will not be held. Families who wish to return to Magic Garden will need to re-enrol and be placed on the waiting list until a vacancy becomes available.

- A late payment of fees may incur a 10% penalty if fees are overdue and this late payment will be added to the overdue amount. If no agreement can be reached regarding repayment, termination of care will follow. Magic Garden reserves the right to follow usual methods of debt recovery. All debt collection charges will be passed on.
- Childcare subsidies from WINZ can be arranged through the Centre. These depend upon the level of your family income. You can talk to your supervisor about this. Full fees will be charged until the centre receives the WINZ subsidy.
- **Changes of hours/days** need to be negotiated with your supervisor and appropriate forms are to be filled in. We require one month's notice for a reduction of days. All requests will be actioned upon availability.
- If you are planning to withdraw your child from Magic Garden you must give **one month's** written notification to your supervisor.
- Fees are subject to change at the discretion of the centre.
- **Late fees:** Children who are collected after the end of your booked times will incur a late fee penalty. This is \$2.00 for every minute to cover the costs of staffing. Please phone, as a courtesy, if you know you will be late. If it appears you are beginning to have difficulty keeping to your contracted times, it is suggested you discuss this matter with the supervisor to amend your child's hours.

## Problems and Queries

We have an open-door approach and value our relationships with parents. If you want to discuss any matter, big or small, we are happy to talk with you. You may wish to speak with your supervisor, your key teachers, a centre teacher, or an assistant supervisor. In addition, you may wish to approach Suzie the manager. A Complaints Procedure is in your centre entrance for further support.

If, for any reason, there is a review of care, we follow a process of consultation involving all parties. Then time is given for remedial action. If the situation remains unresolved, care may need to be discontinued. This decision will not be treated lightly but with respect and dignity for all concerned.

We want the time your child and family is with us to be a happy experience.

## Centre Leadership

### **CENTRE OWNER**

#### **JENNI JONES**

Diploma of Teaching Early Childhood

B A (Soc Sc)

Trained and qualified primary teacher

First Aid Certificate

RIE I Fundamentals: Theory and Observation Course

NZ National Playcentre Supervisors Certificate

### **CENTRE MANAGER**

#### **SUZIE GAILER**

Bachelor of Education (Teaching)

Early Childhood Teacher Registration

Full Practising Certificate

First Aid Certificate

### **ASSISTANT CENTRE MANAGER**

#### **SHARON ANDREWS**

B. Teaching. (ECE)

Early Childhood Teacher Registration

Full Practising Certificate

First Aid Certificate

### **TEACHING TEAM**

#### **NICKY WORDSWORTH (Supervisor)**

B Ed (Teaching ECE)

Nursery Nurse (2 Year English EC Qualification)

Early Childhood Teacher Registration

Full Practising Certificate

RIE I Fundamentals: Theory and Observation Course

First Aid Certificate

**TONI ATKINSON (Assistant Supervisor)**

B Ed (Teaching ECE)  
Early Childhood Teacher Registration  
Full Practising Certificate  
First Aid Certificate

**TAMMY YEE MENG LAI**

Diploma of Teaching (ECE)  
Early Childhood Teacher Registration  
Full Practising Certificate  
RIE I Fundamentals: Theory and Observation Course  
First Aid Certificate  
Speaks Cantonese, Malaysian & Mandarin

**DIANA NEUPERT**

B Ed  
Early Childhood Teacher Registration  
Full Practising Certificate  
First Aid Certificate

**NAK LEE**

Bachelor of Education (Teaching) Early Childhood  
Early Childhood Teacher Registration  
Provisional Practising Certificate  
First Aid Certificate  
Speaks Korean

**ERIKA LANZ-WETLI**

Bachelor of Education (Early Childhood Teaching)  
Early Childhood Teacher Registration  
Full Practising Certificate  
First Aid Certificate  
Speaks Swiss-German, German

**SHARON HEWETT**

Bachelor of Teaching (ECE)  
Early Childhood Teacher Registration  
Full Practising Certificate  
First Aid Certificate

**HELEN ZHANG** (on Parental Leave)  
Bachelor of Education (Teaching)  
Post Grad. Dip. Education  
Early Childhood Teacher Registration  
Full Practising Certificate  
Speaks Mandarin

**JESSIE CHAN**  
Bachelor of Education (Teaching)  
Early Childhood Teacher Registration  
Full Practising Certificate  
Speaks Mandarin and Cantonese

**CHLOE BOSWORTH**  
Graduate Diploma in Teaching (Early Childhood Education)  
Early Childhood Teacher Registration  
Provisional Practising Certificate  
First Aid Certificate

**HYANG PARK**  
B Ed (Teaching ECE)  
Speaks Korean and Japanese

## **RELIEVERS**

**PRIYA PARMAR**  
Postgraduate Diploma in Education (ECE)

## **OTHER POSITIONS OF RESPONSIBILITY**

Building Manager	Allan Jones
Office Assistant	Leeann Davies
Cook	Paulina Fitzpatrick
Cook's Assistant	Rowena Waterworth
Handy Person	Caleb Dorman
Cleaner	Harrison Reive