WELCOME TO THE OVER THREE CENTRE OF

MAGIC GARDEN CARE AND EDUCATION CENTRES

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Browns Bay, Auckland
Phone: 479-1240, Ext 2

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Website: www.magicgarden.co.nz
Facebook www.facebook.com/magicgardenchildcare

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.

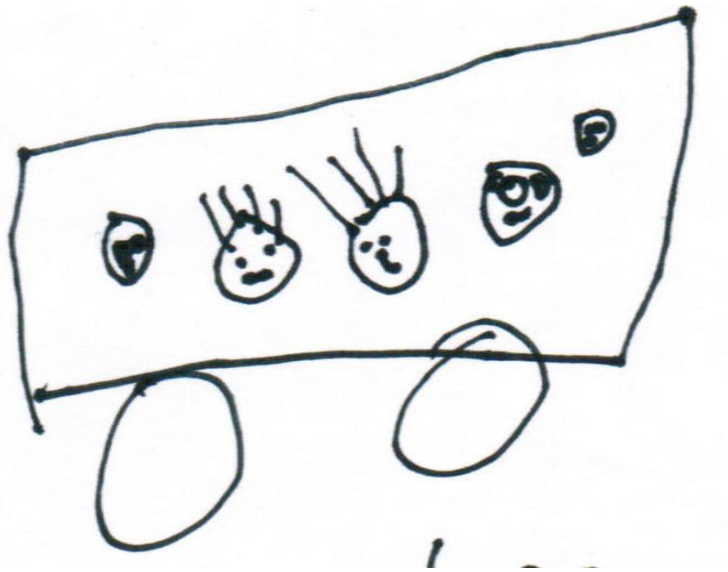
We value the New Zealand Early Childhood Curriculum, *Te Whāriki*, and it guides and inspires our work with children and adults. We foster sustainable practices as a significant part of our curriculum. We value ongoing learning, so we enrich our thinking and practice with the approaches of Reggio Emilia, 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



Our Values

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 significance in life in their explorations and play. Meaningful, purposeful learning experiences are planned and implemented responding to children's interests, teacher's passions and interests, current events and seasonal influences. Discussions allow explorations of children's theories and enable these explorations to go to a deeper level. Teacher observation underpins the development of projects.

Our environment is carefully organised and aesthetically set up to be the 'third teacher' for play to have purpose, whether individually or in small groups.
The programme is embedded with literacy, numeracy, arts and active movement. We understand that formal teaching begins at school.

Teachers encourage children to reflect and re-visit their thinking. Carlina Rinaldi, the Head Pedagogista of Reggio Children says:

> *"We do not hurry to give them (children) the answers, instead we invite them to think about where the answers might be. The challenge is to listen. It is not the answers that are important. It is the process by which you and the child search together".*

Parent Involvement and Participation

Parents, whānau, you understand and know your child better than anyone. We encourage you to share this information with our teachers and together support your child's learning. Before your child begins at Magic Garden we will discuss ways of you getting to know our centre and being involved in settling your child.

Ways for parents to be involved:

- 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.
- Keep your child's records up to date.
- Contribute 'beautiful' recycled materials for our centre programmes.
- We use documentation on our walls to capture your child's learning and ask you to read and talk with us about what is happening in the centre.
- Participate in centre excursions, sharing your 'specialist' skills, hobbies or culture, or as a parent helper in the centre.
- Attend workshops, special functions and social occasions.

- Talk with us, spend time in the centre and become part of the large 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 six hours a day to match the Ministry of Education daily funding, for a minimum of three days per week.

What Magic Garden Provides

- Morning tea, lunch, afternoon tea, late snack, all with water.
- Individual bed linen.
- Sun block.
- Specialist music and movement programmes.
- Quality individual portfolios.
- Art portfolios for four-year olds.

Enrolment Agreement and Deposit

Parents will be asked to complete an enrolment agreement, provide background information about your child, confirm when your child starts, 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

You may be beginning at Magic Garden, or on the waiting list, or transitioning your child from the Over Two Centre. These are different entry pathways.

If English is not your home language, additional support and arrangements may be required.

New Entry to Magic Garden

An initial meeting will be arranged with the supervisor to share information about the centre 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: sign in/out forms, medicine and accident forms, payment procedures, absence procedures, centre meetings and routines, lost property, meal and rest procedures and email and contact systems. Your child's key teacher will be introduced. They will support your child and family.

Usually new children will visit for at least two weeks before they begin in the centre and these arrangements will be confirmed by your supervisor.

Talk with your key teacher about how your child's entry will be a comfortable one, giving time for responding to changes and having a calm and secure beginning.

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

Before the first day:

With your Child:

- Prepare your child beforehand. Talk about Magic Garden and the key teacher so this new teacher becomes familiar.
- Feel free to arrange visits with your child at a time arranged with the supervisor. Make several visits to the centre before the actual starting date.
- Remind your child how to wash and dry their hands before and after eating and toileting. Remind them how and when to blow their nose and to cough into their sleeves. These are strategies we use to minimise infection in the centre.
- Children's clothes should be those that don't matter if they get dirty with paint etc, and they should be easy for children to get off for toileting and for children to dress themselves. Name all clothing and shoes. We encourage shoes that children can manage themselves. Have a named sun/winter hat.
- Have a roomy back pack clearly named. Let your child help pack the bag with a complete change of clothes, more underwear and trousers

if your child is still being toilet trained and a wet bag (for dirty/wet clothes).
- Provide us with a family photo to bring with your child as he/she begins at Magic Garden, which will be displayed on our family shelves.

As a Parent:
- Be realistic on your child's first day – all children love their parents and miss them when they leave. It may take time before your child feels secure and fully comfortable with the new relationships they are building. This is quite common and understandable. Please tell your key teacher how you are feeling.
- Be positive. Children sense when parents are upset or worried and this reinforces their anxiety. Feel free to talk about how you are feeling with your key teacher. Show your child how to look forward to their day. You can phone the centre if you want to know how your child is managing.
- Be honest with your child and tell them that you are leaving, where you are going and when you will be back.
- If English is not your home language or culture, discuss with your key teacher differences your child might encounter between home and Magic Garden. Be prepared to help the settling process.
- Have a back up system worked out for when your child gets sick at Magic Garden.

First Day:
- Let your child walk into the centre beside you.
- If your child sleeps during the day and has a 'comfort' toy, bring it and show it to your key teacher.
- Let your child venture forward at her/his own pace, let them stand and watch. They may not be ready to join in an activity straight away.
- Connect with your child's key teacher to support your child's settling.
- With your key teacher, go over your child's normal daily routine so we can keep their pattern as close to home as possible (e.g. sleep times).
- Saying goodbye: We have found it is easier for a child to settle if the leaving/goodbye process is fairly quick. Our advice is that when you feel comfortable (10 – 15 minutes) give your child a big hug and kiss and tell him/her you have to go now and that you will be back to collect them – then go. Tell a teacher when you are leaving. The same practice every day works well.

Rest assured the teachers are very sympathetic to a new child's distress and will respond in the most appropriate way, such as:

- cuddles and love,
- distraction,
- sitting on a teachers' lap and watching for a while,
- giving them their special toy/blanket to cuddle,
- involve them in an activity.

Feel free to phone the centre during the day to find out how your child is doing. Should your child become really distressed your key teacher will phone you and tell you honestly how your child is coping. They will also tell you if they think your child has 'had enough' for the day and should be collected.

Transitions from the Over Two Centre

Children transitioning from the Over Two Centre most often move with a small group of friends as soon as spaces allow. They will visit their new centre; meet their key teacher and teaching team over several weeks before changing centres. Teachers from both centres prepare for this event by organising visits and adding entries in your child's portfolio.

Plan with your current supervisor about how and when to visit your child's new centre and be introduced to your child's new key teacher, supervisor and teaching team. This is the time to ask questions, share your stories about your child and family and be involved as much as possible. You will also be expected to fill in a new Enrolment Agreement, hand in a Parent Questionnaire and complete paper work.
Paper work will include:

- Changing reference on A/P to O3 Centre,
- Finding out about new fees,
- Deposit being transferred from the previous centre,
- Updating any payments from previous centre.

Many of the systems are similar between the centres however there are differences. The obvious differences stem from the different age groups of children in each centre. There are different ratios of teachers to children, different roll numbers, different layouts to the environment, different resources, and differences in documentation for children's portfolios.

Familiarity with the new centre will make the change smoother. Plan to find out where to put belongings and sign in and out. Find out about the next level of teacher expectations for social competence.

Centre Organisation

Daily Centre Meetings

As our educational programme connects strongly with the teacher's and children's involvement in their morning group meeting, we ask that the children arrive at the centre by 9:00am. This allows time for the children to settle at Magic Garden before this group meeting starts.

Please Phone and Advise us

- As early as possible in the morning if your child will be absent, as this assists us with our lunch quantities,
- If your child has an infectious disease and will be absent,
- Any changes of information to update your enrolment agreement,
- If someone different is collecting your child.

Information About Your Child's Day

When you come to pick up your child, you will find the teachers are happy to chat about your child's day if you come earlier. We do ask however, that you keep in mind teachers are usually quite busy at this time so if you would like an in-depth discussion about 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.

Lost Property

Please ensure that your child's clothes are clearly named. Unlabelled 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.

Sleep Time / Rest Time

Children have a daily rest time after lunch. For children who require a sleep, they will have their own stretcher bed to use. They will have their own linen which is washed regularly. The children are supervised and sleeping times are recorded. Rest time allows children to slow down and re-energise.

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 other children. We suggest a light sponge cake or cup cakes as suitable food. The cake will be shared at afternoon tea time. If you are providing a cake, please specify its ingredients so we can allow our 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.

Meals

All meals are prepared daily with careful attention to providing balanced nutrition in a diet your child will enjoy. The menu follows a four-weekly rotation and can be viewed on the entrance notice board. A variety of fruit is provided at each meal. Drinking water is available from a drinking fountain and is served at meal times. Forks are used by the children at lunchtime and they select and serve their own food.

The centre provides morning and afternoon teas and snacks. Please do not send food to Magic Garden with your child without telling a teacher about it

If your child has any special dietary needs, please discuss these with the supervisor.

Lunch box Friday is on the last Friday of the month and a sign reminding of this event is displayed on the front door. This involves bringing a named lunch box full of healthy food – fruit, yoghurt, sandwiches, and crackers.

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 in the dining room area and medicine is to be stored in the fridge. The medication needs to have a label 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 form. Parents sign the form upon collection of the medication.

Accident Policy

Minor accident

A staff member will treat anything that involves a minor injury, such as a scratch, grazed knee, cut or bruise at the centre. The child will be calmed in a positive way and reassured. Gloves will be worn if there is blood or the skin has been broken. The teacher who was involved with the treatment, will fill in the accident register and let the parents know when they come to the centre that same day, the treatment, time and place of the accident. All accidents are written up at the teacher's discretion.

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 will be 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 telephoned.
- An ambulance will be called, 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 are to be involved in first aid training so as 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 form 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.
Parents are asked to provide up-to-date photocopies of their child's immunisation status for the centre files.

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 strongly recommend the centre policy as it has many ideas that are beneficial for parents to use at home.

Other Organisational Practices

Toys from Home

Personal toys are easily lost or damaged and we do not accept responsibility for them. However, if you and your child decide to bring a special toy from home to help them feel settled, we understand. They will need to be responsible for them.

Parking

Please drive slowly when entering or leaving Magic Garden car park, as there may be other parents and children walking to and from the door. We ask that you walk holding your child's hand in the car park. The front parks 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.

Music and Movement Sessions

Weekly sessions expose children to music elements, creativity, brain development and fun. The sessions help children to develop the fundamental skills required for formal literacy and numeracy learning.

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. It is available on the Magic Garden website.

Documentation and Investigations

Our documentation acknowledges children's on-going learning, values children's work, encourages parent participation, and indicates the next possibilities in a learning investigation.

Investigations evolve from a chance event, a suggestion from an adult, an idea from a group meeting, a problem posed. This interest or uncertainty provokes the children's creative thinking and problem solving, therefore opening avenues for exploration and investigation.

We urge parents to be aware of this documentation, to read it and talk to the teachers about the learning occurring.

Types of documentation:

- Wall documentation – with photos, children's work and texts.
- Project books – recording investigations. These can be taken home and shared with your family.
- Portfolios – each child has a portfolio that becomes the child's own when it is completed and can be shared with the child's school upon leaving the centre.
- Programme development books that trace daily inside and outside focuses and emergent interests are located in the centre entrance.

Professional Development

Every three weeks the teachers meet together to reflect on and plan their teams programme. They may also study an issue that is a challenge to their team. The discussions will be based on observations gathered throughout the fortnight 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 including the further development of the Reggio Emilia and Magda Gerber approaches. Each month additional in-service professional development time is given to strengthen various aspects of early childhood education.
Magic Garden supports teachers' on-going 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.

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-enroll 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.
- **20 Hours ECE** is available for up to six hours per child per day, and up to a maximum of 20 hours per child per week, once a child turns three years of age. Families, whose children receive 20 Hours ECE, may also receive the childcare subsidy that **is not** covered by 20 Hours ECE. Fees will be charged for the days and hours when the 20 Hours ECE are not available. An attestation form for the Ministry of Education must be completed and kept up to date.
- **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

If you want to discuss any matter, big or small, we are happy to talk with you. You may wish to speak with your key teacher, a centre teacher, your centre's assistant supervisor or your supervisor. In addition, Suzie, Magic Garden's manager is open to being approached for discussion or appointment. There is a Complaints Procedure displayed in your centre entrance. We hold an open-door approach and appreciate our relations with parents.

We want the time your child stays with us to be a happy experience.

Centre Leadership

CENTRE OWNER
JENNI JONES
Diploma of Teaching Early Childhood
B A (Soc Sc)
NZ National Playcentre Supervisors Certificate
Trained and qualified primary teacher
RIE I Fundamentals: Theory and Observation Certificate
First Aid Certificate

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

NIKKI REIVE (Supervisor)

Diploma of Teaching Early Childhood
Early Childhood Teacher Registration
Full Practising Certificate
Professional Childcare Certificate
First Aid Certificate

ADRIENNE HOOKEY (Assistant Supervisor)

Diploma of Teaching Early Childhood
B A
Early Childhood Teacher Registration
Full Practising Certificate
First Aid Certificate

MELINDA DUNN

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

BRIE BU-SWEETINGHAM

Graduate Diploma in Teaching (Early Childhood Education)
Early Childhood Teacher Registration
Full Practising Certificate
First Aid Certificate
Speaks Mandarin

ANA SCHULTZ
Bachelor of Education (Brazil)
Early Childhood Teacher Registration
Full Practising Certificate
First Aid Certificate
Speaks Portuguese and some Spanish

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