

Strategic Discussion: Full Enrolment in NKA Services: Relevant in the community

Statement: The Board recognises that the long term sustainability of our kindergartens is dependent upon our remaining relevant in our communities. By relevant, the Board refers to the degree to which we are meeting parent's and children's needs. This requires that we are flexible, able to meet their expectations in terms of education and preparedness for school as well as providing a safe and stimulating environment. We are accessible in terms of how we operate our services to meet parents' needs, affordability and equitable provision of resources. Our teachers are able to articulate their practices, philosophies and values to parents, use a range of communication strategies that meet parent needs and engage in community events that invite parents and extended whanau to participate. Our kindergartens are visible in and around our communities, interacting with various groups, businesses and organisations that comprise our wider community. We understand the emotional connection that kindergarten evokes for parents and their children and we honour that as part of the kindergarten experience. We are perceived as being a reputable organisation that is well known for the quality of teaching we deliver. We know and understand what our core values are, and how we provide a service that distinguishes us from others. With a history that spans over 65 years we have enduring relationships with our communities, and a great sense of pride in our intergenerational connections with families.

Area	Ensure:	Further Initiatives to be explored
Strategies	<ul style="list-style-type: none"> • Recruit teachers who are able to articulate their practice, are personable and warm • Involvement with CoL's, establish ECE as part of the child's education journey • Regularly check our reputation with kindergarten parents through parent forums, surveys, AGM's, social media comments, testimonials, complaints or concerns raised • Identify parent needs and their interest in future services • Review how well we are meeting demand for diverse expectations • Ensure our resources, environments and facilities cater for all age groups, cultures, children with special needs or disabilities and gifted children • Target support and PD to where it is needed • Monitor child retention rates 	
Board engagement	<ul style="list-style-type: none"> • Regular meetings with kindergarten communities • Opportunities are provided to consult with employees • Be aware of how changes in policy may impact on kindergarten communities • Review ERO reports • Participate in kindergarten AGM's 	
Staff	<ul style="list-style-type: none"> • Are open to being responsive to the needs of their communities • Strong relationships with families are established and nurtured • Use a range of communication channels with their families • Expose children to interactions with local services, businesses and groups in the community (eg fire service, police, rest homes, St Johns) 	
PD	<ul style="list-style-type: none"> • Build leadership, relationship and communication capability • PD is available that supports teachers with practice areas 	
Monitoring	<ul style="list-style-type: none"> • Occurs through a range of mediums such as ERO reports, in house surveys, community meetings, enrolment and retention rates 	