



Napier Kindergartens
Induction and Mentoring
Teacher Registration Kit
2015



The Purpose Of The Kit

To ensure the Napier Kindergarten Association continues to be committed to providing advice, support, professional development for all registering teachers, mentors and teachers who are re registering.



What is Teacher Registration?

Teacher registration is a system that ensures all registered teachers hold a qualification and have met the all the criteria within our Professional Standards and the Registered Teacher Criteria (RTC).

<http://www.teacherscouncil.govt.nz/registering-as-a-teacher>



Why Should Teachers Become Registered?

- It certifies they have met all the requirements to be a teacher
- It ensures teachers continue to meet the standard set by the New Zealand Teachers Council
- Napier Kindergarten Association is committed to employing 100% registered qualified teachers



Three Categories of Registration

Provisional Registration

- Teachers who have never been registered before
- Teachers can be provisionally registered for a maximum of six years
- Need to be employed in a teaching position that meets the requirements of the teachers council of 0.5 full time equivalent
- Teach in a continuous position no less than six weeks
- Teachers complete a two year induction and mentoring programme
- Experienced teachers from overseas may be registered with either a provisional or a subject to confirmation status on first application to the Teachers Council

Registration Subject to Confirmation

- Category for experienced teachers who do not meet the criteria for full registration
- A previously fully registered teacher returning to the profession after a period of leave
- An experienced teacher within NZ or overseas who can provide written evidence of supervision and ongoing appraisal process

Full Registration

- Professionally registered and taught for a minimum of two years in the past five years
- Full registration subject to annual appraisal against the RTC and Professional Standards
- Completed an induction and mentoring programme and assessed against the registered teacher criteria



The Registration Flow Chart

Registering teacher

Provisional Registered Teachers and teachers Subject to Confirmation working through an induction programme



Mentor Teacher

This is a fully registered teacher who is providing ongoing supervision with documented feedback. The mentor teacher is generally the head teacher but may vary in negotiation with an Education Manger



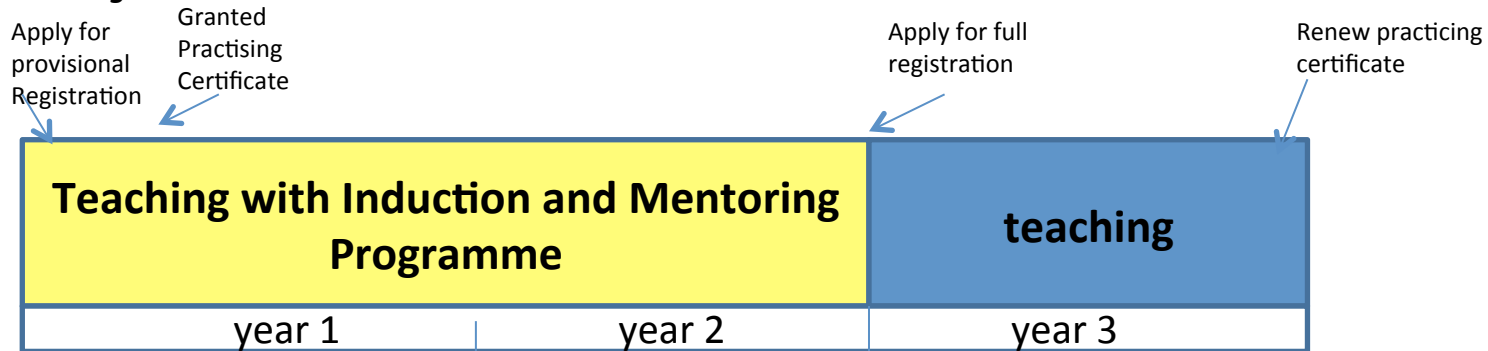
Education Manager

The Education Manager will facilitate the process of registration ensuring all registering teachers have the information, documentation and support they need. They provide professional development opportunities to network with other registering teachers and their mentor. An Education Manager reviews and keep tracks of their portfolio along with termly visits. They will endorse the application and sign it off accordingly.

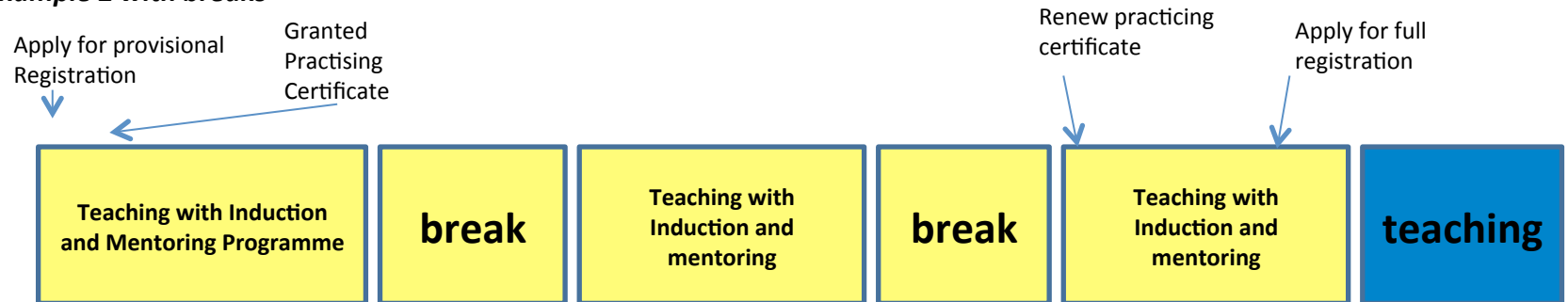
The Timeline

Provisional Registration

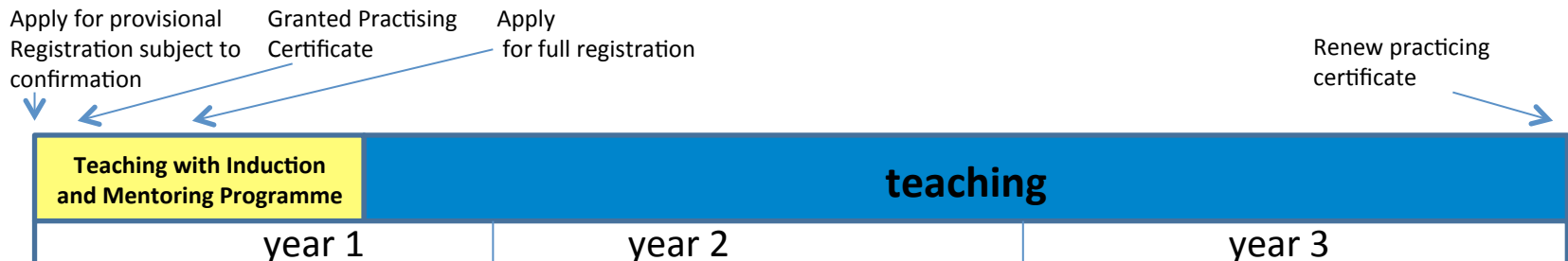
Example 1 – Continuous teaching



Example 2 with breaks



Subject to Confirmation





The Induction and Mentoring Programme

The Mentor and Registering Teachers First Steps

Both to do

- Inform an Education Manager who will be the mentor and discuss progress during their visit
- Develop a group contract
- Set a time for regular meetings
- Identify professional development goals
- Inform other teacher colleagues within the team about goals and progress

Registering teacher to do

- Begin a folder in alliance with RTC and Professional standards
- Start collecting evidence
- Set goals and discuss with Education Manager and Mentor
- Keep a reflective journal
- Document regular meetings with mentor and have a topic plan around the discussions



The Role of Education Manager

- Overview the registration process
- Termly visits with the registering teacher
- Full report written about teaching practice following the visit
- One to one discussion with the registering teacher that includes goals and progress
- Discussions with mentor
- Ongoing support and guidance
- Facilitate professional development with registering teachers



Rights of the Registering Teacher

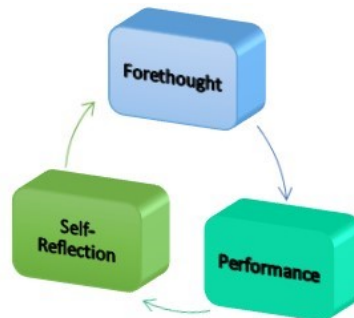
- Be treated as a valued member of the Kindergarten team
- Can ask for support and guidance from mentor and Education Manager and able to act on sound advice
- Be encouraged and supported when trying new teaching and learning strategies
- Feedback should be constructive on all aspects of teaching practice



Self Reflection and Evaluation

Self reflection is integral to the ongoing development of a teacher and it is the heart of the induction and mentoring programme.

- A reflective approach asks teachers to look at the reasons behind what they do
 - Reflection provides a base for a teacher to work through a dilemma
 - What do I do in this situation?
 - Why do I do it that way?
 - Could I do it differently for an enhanced outcome for children and families?
- (Registered Teacher Criteria)
- Documenting self reflection, evaluations and conclusions will indicate the areas in which professional development is required and discussion with mentor and Education Manager





Professional Discussion

Part of this process is regular professional discussions

This will be a combination of informal and formal dialogues.

Formal meetings should:

- Have an agreed format
- Decide on a time limit and discussions
- Meetings should be signed off by both parties
- Links to goals and Registered Teacher Criteria and Professional Standards



Observation and Feedback

- Formal observation provides opportunities for collection of data and feedback allows for reflection and constructive dialogues
- Observations of the registering teacher should be carried out with a purpose in mind
- Describe teaching in action
- What next steps
- Observations shared with the registering teacher



What Happens When...

My mentor appears to be busy and doesn't have time to meet..

- Raise this with your mentor and discuss the contract that was set together or both agree changing to a time that may be more suitable
- If this is unsolvable discuss with the Education Manager

If I lose my mentor part way through

- It isn't a requirement that you have the same mentor for the entire time.
- The Education Manager can be your mentor if circumstances change



Where can I go for help?

Kindergarten
Association

Mentor

Pou
Whakarewa
Matauranga

Education
Manager

Teaching
colleagues

Professional
development

Teachers
council



Appraisals

The appraisal should be....

- Set against the Kindergarten Teachers Professional Standards and the Registered Teacher Criteria
- These should form the basis of the appraisal process

- Made at a set time and date to allow the appraisee to prepare for this meeting. These meetings should be a private discussion with no distractions



Appraisal Process

- First of all evaluate and document how well the previous year's goals were met.
- The appraiser will review and comment on the level of achievement. If for some reason goals have not been achieved they may continue onto the next cycle.
- Reflect upon and discuss with your appraiser, your work during the year.



Ways the Evidence May Be Gathered

- Examples of readings
- Examples of administration tasks you have undertaken eg. policies, newsletters, excursions
- Examples of resources you have created
- Ways you have contributed to the daily running of the Kindergarten
- Evidence of te reo and tikanga Māori
- How Te Whāriki or other relevant links is incorporated into your teaching practice



Self Evaluation

Self evaluate before the appraisal meeting

This year's work:

- Reflect on what you feel you have achieved this year
- Which aspects of your work have given you the greatest satisfaction?
- What factors are helping you do your job well?

Problems and difficulties

- Were there any particular problems hindering your work in the last year?



Final Stage

The appraiser and management finalise the completed copy of the appraisal process.

This includes goal setting and professional development for the forthcoming year



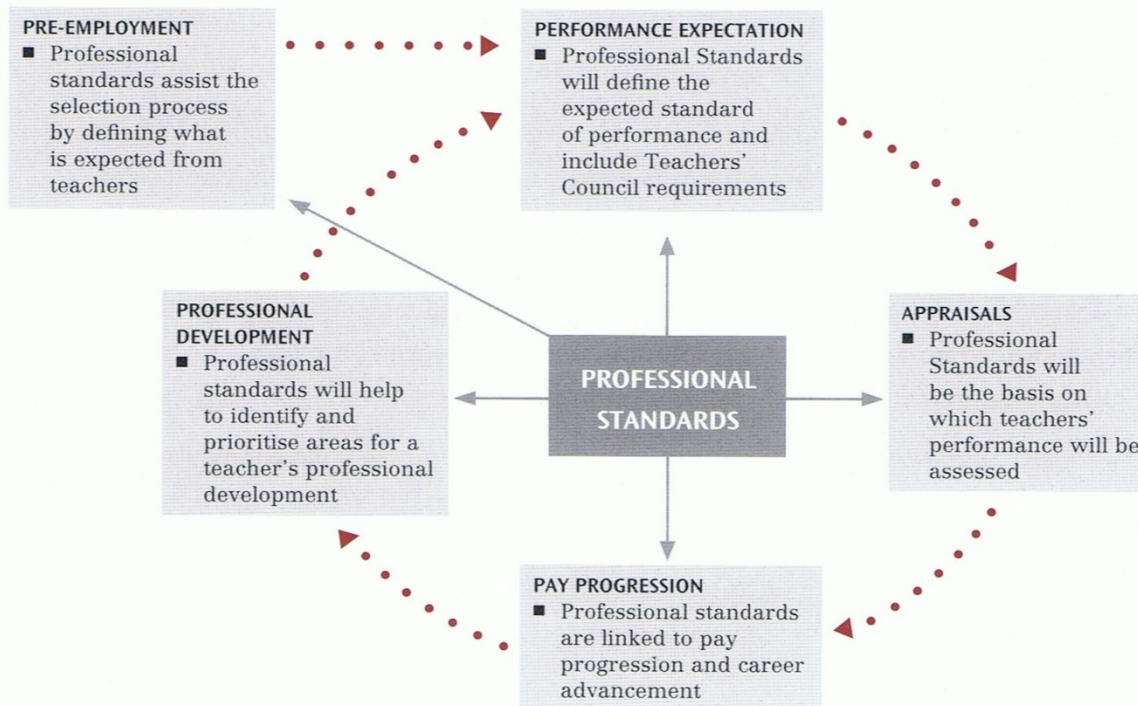
Teachers Voice Video

[View this video online](#)



Resources

2.2 **DIAGRAM 2** INTEGRATING PROFESSIONAL STANDARDS INTO PERFORMANCE MANAGEMENT SYSTEMS





Napier Kindergarten Association

**THE REGISTERED TEACHER CRITERIA
ALIGNED WITH
PROFESSIONAL STANDARDS
2015**

REGISTERED TEACHER CRITERIA		PROFESSIONAL STANDARDS
PROFESSIONAL RELATIONSHIPS AND PROFESSIONAL VALUES <i>Fully registered teachers engage in appropriate professional relationships and demonstrate commitment to professional values.</i>		Key Performance Area 2 – Learning Environment Engaging Children <ul style="list-style-type: none"> ▪ Develop effective practices in engagement of children's learning. ▪ Has a developing knowledge of a range of teaching approaches and strategies and their use to engage children in learning. ▪ Facilitates opportunities for children to be active participants in the learning process and demonstrates enthusiasm and enjoyment in learning. Key Performance Area 3 – Communication Children, Colleagues, Whanau <ul style="list-style-type: none"> ▪ Demonstrate skills for effective communication. ▪ Uses a range of communication strategies. ▪ Maintains confidentiality, respect and trust. ▪ Demonstrates skills in active listening. ▪ Uses positive reinforcement to encourage appropriate behaviours. ▪ Seeks assistance from colleagues when unsure or misunderstands a situation. ▪ Display ethical and responsible behaviour. ▪ Becoming familiar with ECE code of ethics and promotes its use.
Criteria	Key Indicators	
1. Establish and maintain effective professional relationships focused on the learning and well-being of ākongā	i. engage in ethical, respectful, positive and collaborative professional relationships with: <ul style="list-style-type: none"> ▪ ākongā ▪ teaching colleagues, support staff and other professionals ▪ whānau and other carers of ākongā ▪ agencies, groups and individuals in the community 	
1. Demonstrate commitment to promoting the well-being of all ākongā.	i. Take all reasonable steps to provide and maintain a teaching and learning environment that is physically, socially, culturally and emotionally safe. ii. Acknowledge and respect the languages, heritages and cultures of all ākongā. iii. Comply with relevant regulatory and statutory requirements.	Key Performance Area 2 – Learning Environment Positive Guidance <ul style="list-style-type: none"> ▪ Demonstrate an understanding of positive guidance strategies. ▪ Gives positive feedback to children which encourages their self-esteem and engagement in further learning. ▪ Understands and clearly communicates appropriate positive guidance strategies. ▪ Involves children establishing the limits and expectations for behaviour and supporting their peers. ▪ Implements strategies that encourage children to play cooperatively and collaboratively. ▪ With assistance, supports children to negotiate with each other and resolve their own conflict in appropriate ways. Learning Environment <ul style="list-style-type: none"> ▪ Create and maintain a safe environment that is conducive to learning. ▪ Creates a positive environment where children have the confidence to take risks with their learning. ▪ Assesses risks to children's safety and take appropriate action where possible. Respect and Understanding <ul style="list-style-type: none"> ▪ Establish positive relationships with children that respect their individuality, culture and place in the community. ▪ Respects the rights of children, family/whanau to have their own belief and values. ▪ Expresses a positive attitude towards people. ▪ Listens to and respects point of view of others. Key Performance Area 6 – Kindergarten Administration <ul style="list-style-type: none"> ▪ Develop sound knowledge and skills in relation to Association administrative requirements. ▪ Is familiar with and follows the policies and procedures of the Kindergarten Association.

REGISTERED TEACHER CRITERIA		PROFESSIONAL STANDARDS
1. Demonstrate commitment to promoting the well-being of all ākonga.	<p>i. Take all reasonable steps to provide and maintain a teaching and learning environment that is physically, socially, culturally and emotionally safe.</p> <p>ii. Acknowledge and respect the languages, heritages and cultures of all ākonga.</p> <p>iii. Comply with relevant regulatory and statutory requirements.</p>	<p>Key Performance Area 2 – Learning Environment Positive Guidance</p> <ul style="list-style-type: none"> ▪ Demonstrate an understanding of positive guidance strategies. ▪ Gives positive feedback to children which encourages their self-esteem and engagement in further learning. ▪ Understands and clearly communicates appropriate positive guidance strategies. ▪ Involves children establishing the limits and expectations for behaviour and supporting their peers. ▪ Implements strategies that encourage children to play cooperatively and collaboratively. ▪ With assistance, supports children to negotiate with each other and resolve their own conflict in appropriate ways. <p>Learning Environment</p> <ul style="list-style-type: none"> ▪ Create and maintain a safe environment that is conducive to learning. ▪ Creates a positive environment where children have the confidence to take risks with their learning. ▪ Assesses risks to children's safety and take appropriate action where possible. <p>Respect and Understanding Establish positive relationships with children that respect their individuality, culture and place in the community. Respects the rights of children, family/whanau to have their own belief and values. Expresses a positive attitude towards people. Listens to and respects point of view of others.</p> <p>Key Performance Area 6 – Kindergarten Administration</p> <ul style="list-style-type: none"> ▪ Develop sound knowledge and skills in relation to Association administrative requirements. ▪ Is familiar with and follows the policies and procedures of the Kindergarten Association.
3. demonstrate commitment to bicultural partnership in Aotearoa New Zealand	Demonstrate respect for the heritages, languages and cultures of both partners to the Treaty of Waitangi.	<p>Key Performance Area 1 – Learning and Teaching Treaty of Waitangi</p> <ul style="list-style-type: none"> ▪ Demonstrate understanding of the Treaty of Waitangi. ▪ Incorporates elements of te reo and tikanga Maori into the program with some guidance. <p>Implementing Te Whariki Support children to take an increasing role in their own learning and care. Acknowledges the particular knowledge and experiences of Maori children and incorporates these into the program.</p>
3. Demonstrate commitment to on-going professional learning and development of personal professional practice.	<p>Identify professional learning goals in consultation with colleagues.</p> <p>Participate responsively in professional learning opportunities within the learning community.</p> <p>Initiate learning opportunities to advance personal professional knowledge and skills.</p>	<p>Key Performance Area 4 – Support for and co-operations with colleagues</p> <ul style="list-style-type: none"> ▪ Co-operate and seek support from colleagues. ▪ Identifies own professional development opportunities and communicates to appraiser when establishing expectations for improving practice. ▪ Engages in personal and whole centre professional development, including those held outside the Kindergarten day.
3. Show leadership that contributes to effective teaching and learning.	<p>i. Actively contribute to the professional learning community.</p> <p>ii. Undertake areas of responsibility effectively.</p>	<p>Key Performance Area 2 – Learning Environment Respect and Understanding Establish positive relationships with children that respect their individuality, culture and place in the Community. Listens to and respects point of view of others.</p> <p>Key Performance Area 5 – Contribution to the wider kindergarten Operations Be involved in activities that contribute to the life of the kindergarten. Willingly participates in activities which benefit colleagues or the Kindergarten as a whole. Comments on proposed modifications to and development of the kindergartens policies and programs. Engages in self review processes within the kindergarten.</p> <p>Key Performance Area 6 – Kindergarten Administration</p> <ul style="list-style-type: none"> ▪ Develop sound knowledge and skills in relation to Association administrative requirements. ▪ Has a developing understanding of the roles of each position within the Association and how these relate to each other.

REGISTERED TEACHER CRITERIA	PROFESSIONAL STANDARDS
<p>i. Actively contribute to the professional learning community.</p> <p>ii. Undertake areas of responsibility effectively.</p>	<p>Key Performance Area 2 – Learning Environment <i>Respect and Understanding</i></p> <ul style="list-style-type: none"> ▪ Establish positive relationships with children that respect their individuality, culture and place in the Community. ▪ Listens to and respects point of view of others. <p>Key Performance Area 5 – Contribution to the wider kindergarten Operations</p> <ul style="list-style-type: none"> ▪ Be involved in activities that contribute to the life of the kindergarten. ▪ Willingly participates in activities which benefit colleagues or the Kindergarten as a whole. ▪ Comments on proposed modifications to and development of the kindergartens policies and programs. ▪ Engages in self review processes within the kindergarten. <p>Key Performance Area 6 – Kindergarten Administration</p> <ul style="list-style-type: none"> ▪ Develop sound knowledge and skills in relation to Association administrative requirements. ▪ Has a developing understanding of the roles of each position within the Association and how these relate to each other.

REGISTERED TEACHER CRITERIA		PROFESSIONAL STANDARDS
<p>PROFESSIONAL KNOWLEDGE IN PRACTICE</p> <p>Fully registered teachers make use of their professional knowledge and understanding to build a stimulating, challenging and supportive learning environment that promotes learning and success for all ākongā.</p>		<p>Key Performance Area 1 – Learning and Teaching</p> <p>Planning, Assessment and Evaluation</p> <ul style="list-style-type: none"> ▪ Plan, assess and evaluate programs based on children's strengths and interests with reflections on teaching and learning. ▪ Participates in all aspects of planning, assessment and evaluation processes within the team. ▪ Is developing an ability to identify appropriate learning goals for individuals and groups of children. ▪ Reflects on own teaching approaches and strategies and seeks advice to improve. ▪ Has developing knowledge of different forms of assessment and their use to plan for children's learning and development. ▪ Gathers assessment information that is a valid indicator of children's interests, strengths and achievements, with some guidance. ▪ Maintains accurate documentation that enables children's learning and development to be presented in a clear and understandable way for those involved.
Criteria	Key Indicators	
<p>6. Conceptualise, plan and implement an appropriate learning programme.</p>	<p>i. Articulate clearly the aims of their teaching, give sound professional reasons for adopting these aims, and implement them in their practice.</p> <p>ii. Through their planning and teaching, demonstrate their knowledge and understanding of relevant content, disciplines and curriculum documents.</p>	
<p>7. Promote a collaborative, inclusive and supportive learning environment.</p>	<p>i. Demonstrate effective management of the learning setting which incorporates successful strategies to engage and motivate ākongā.</p> <p>ii. Foster trust, respect and cooperation with and among ākongā.</p>	<p>Key Performance Area 2 – Learning Environment</p> <p>Expectations</p> <ul style="list-style-type: none"> ▪ Demonstrate expectations that value and promote learning. ▪ Actively supports children's developing identity as a learner. ▪ Implements strategies that encourage children to play cooperatively and collaboratively. ▪ With the team, establishes clear kindergarten routines, involving children where appropriate. ▪ Is developing the ability to adapt the physical environment to enhance learning opportunities while maintaining effective routines. ▪ Acknowledges and values children's learning through displaying their work. ▪ Encourages children to value and appreciate each other.
<p>8. Demonstrate in practice their knowledge and understanding of how ākongā learn.</p>	<p>i. Enable ākongā to make connections between their prior experiences and learning and their current learning activities.</p> <p>ii. Provide opportunities and support for ākongā to engage with, practise and apply new learning to different contexts.</p> <p>iii. Encourage ākongā to take responsibility for their own learning and behaviour.</p> <p>iv. Assist ākongā to think critically about information and ideas and to reflect on their learning.</p>	<p>Key Performance Area 1 – Learning and Teaching</p> <p>Teaching and Learning Strategies</p> <p>Provide encouragement, warmth and acceptance along with challenges for creative and complex thinking.</p> <p>Demonstrates a developing ability to cater to different learning styles and interests. As learning occurs, provides feedback to children which is authentic, meaningful, specific.</p> <p>Key Performance Area 2 – Learning Environment</p> <p>Learning Environment</p> <ul style="list-style-type: none"> ▪ Create and maintain a safe environment that is conducive to learning. ▪ Establishes a physical environment which promotes children's engagement in learning. <p>Respect and Understanding</p> <ul style="list-style-type: none"> ▪ Establish positive relationships with children that respect their individuality, culture and place in the community. ▪ Encourages children to take responsibility for their own learning. ▪ Implements strategies that enable children to learn to take responsibility for their own behaviour. ▪ Implements strategies that encourage children to play cooperatively and collaboratively.

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	<ul style="list-style-type: none"> • contexts. • Encourage ākongā to take responsibility for their own learning and behaviour. <p>Assist ākongā to think critically about information and ideas and to reflect on their learning.</p>	<ul style="list-style-type: none"> • specific. <p>Key Performance Area 2 – Learning Environment Learning Environment</p> <ul style="list-style-type: none"> • Create and maintain a safe environment that is conducive to learning. • Establishes a physical environment which promotes children's engagement in learning. <p>Respect and Understanding</p> <ul style="list-style-type: none"> • Establish positive relationships with children that respect their individuality, culture and place in the community. • Encourages children to take responsibility for their own learning. • Implements strategies that enable children to learn to take responsibility for their own behaviour. <p>Implements strategies that encourage children to play cooperatively and collaboratively.</p>
8. Respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākongā.	<p>i. Demonstrate knowledge and understanding of social and cultural influences on learning, by working effectively in the bi-cultural and multicultural contexts of learning in Aotearoa New Zealand.</p> <p>ii. Select teaching approaches, resources, technologies and learning and assessment activities that are inclusive and effective for diverse ākongā.</p> <p>iii. Modify teaching approaches to address the needs of individuals and groups of ākongā.</p>	<p>Key Performance Area 1 –and experiences of children from diverse backgrounds and has an increa Learning and Teaching Teaching and Learning Strategies</p> <ul style="list-style-type: none"> ▪ Demonstrate flexibility and responsiveness. ▪ Developing own teaching approaches and strategies to support children's learning. ▪ Demonstrates a developing ability to cater to different learning styles and interests. ▪ Acknowledges the particular knowledge sing ability to reflect this in the kindergarten program. ▪ Access and organizes required resources and technology in a timely manner. ▪ Uses a variety of resources and technologies for teaching and learning. ▪ Uses resources and technologies that are appropriate to the learning styles and interests of children.
10. Work effectively within the bicultural context of Aotearoa New Zealand.	<p>i. Practise and develop the relevant use of te reo Maori me nga tikanga-a-iwi in context.</p> <p>ii. Specifically and effectively address the educational aspirations of ākongā Maori, displaying high expectations for their learning.</p>	<p>Key Performance Area 1 – Learning and Teaching Treaty of Waitangi</p> <ul style="list-style-type: none"> ▪ Demonstrate understanding of the implications of the Treaty of Waitangi, te reo and tikanga Maori. ▪ Makes every attempt to pronounce and use Maori names and words correctly. ▪ Incorporates elements of te reo and tikanga Maori into the program with some guidance. ▪ Develops resources which incorporate elements of te reo and tikanga Maori with some guidance.

REGISTERED TEACHER CRITERIA	PROFESSIONAL STANDARDS
<p>10. Work effectively within the bicultural context of Aotearoa New Zealand.</p>	<p>i. Practise and develop the relevant use of te reo Maori me nga tikanga-a-iwi in context.</p> <p>ii. Specifically and effectively address the educational aspirations of ākongā Maori, displaying high expectations for their learning.</p> <p>Key Performance Area 1 – Learning and Teaching Treaty of Waitangi</p> <ul style="list-style-type: none"> ▪ Demonstrate understanding of the implications of the Treaty of Waitangi, te reo and tikanga Maori. ▪ Makes every attempt to pronounce and use Maori names and words correctly. ▪ Incorporates elements of te reo and tikanga Maori into the program with some guidance. ▪ Develops resources which incorporate elements of te reo and tikanga Maori with some guidance.
<p>11. Analyse and appropriately use assessment information, which has been gathered formally and informally.</p>	<p>i. Analyse assessment information to identify progress and on-going learning needs of ākongā.</p> <p>ii. Use assessment information to give regular and on-going feedback to guide and support further learning.</p> <p>iii. Analyse assessment information to reflect on and evaluate the effectiveness of the teaching.</p> <p>iv. Communicate assessment and achievement information to relevant members of the learning community.</p> <p>v. Foster involvement of whānau in the collection and use of information about the learning of ākongā.</p> <p>Key Performance Area 1 – Learning and Teaching Understanding Te Whariki</p> <p>Have a sound knowledge of Te Whariki and current learning, teaching and assessment theories. Can discuss Te Whariki as it relates to everyday practice. Reflects current curriculum theory in contribution to the program. Contributes to the development and review of assessment systems and methods. Understands and implements the cycle of teaching, learning and assessment.</p> <p>Teaching and Learning Strategies</p> <ul style="list-style-type: none"> ▪ Demonstrate flexibility and responsiveness. ▪ Provides appropriate feedback to family/whānau in ways that are meaningful and encourages their involvement in their child's learning. <p>Implementing Te Whariki</p> <ul style="list-style-type: none"> ▪ Support children to take an increasing role in their own learning and care. ▪ Developing the ability to involve children in assessment of, and planning for, their own learning. ▪ Maintains accurate documentation that enables children's learning and development to be presented in a clear and understandable way for those involved. <p>Key Performance Area 3 – Communication Children, Colleagues, Whānau</p> <p>Demonstrate skills for effective communication. Adapts and selects appropriate strategies for communicating effectively with a diverse range of people. Recognises and values the input of families/whānau to the Kindergarten. Effectively handles, with support, difficult inquiries from family/whānau.</p>
<p>12 Use critical inquiry and problem-solving in their professional practice.</p>	<p>i. Systematically and critically engage with evidence and professional literature to reflect on and refine practice.</p> <p>ii. Respond professionally to feedback from members of the learning community.</p> <p>iii. Critically examine their own beliefs, including cultural belief, and how they impact on their professional practice and the achievement of ākongā.</p> <p>Key Performance Area 4 – Support for and co-operations with colleagues</p> <ul style="list-style-type: none"> ▪ Co-operate and seek support from colleagues. ▪ Shares knowledge of curriculum and teaching approaches to improve practice or support others where appropriate. ▪ Participates in the development of teaching resources, strategies and approaches. <p>Key Performance Area 1 – Learning and Teaching Teaching and learning strategies</p> <ul style="list-style-type: none"> ▪ Demonstrate flexibility and responsiveness. ▪ Consistently seeks out new ways to facilitate learning and development.

REGISTERED TEACHER CRITERIA		PROFESSIONAL STANDARDS
	Critically examine their own beliefs, including cultural belief, and how they impact on their professional practice and the achievement of ākonga.	<ul style="list-style-type: none">•Demonstrate flexibility and responsiveness. Consistently seeks out new ways to facilitate learning and development.



Acknowledgements

- Napier Kindergarten Association
www.napierkindergartens.co.nz
- He Whānau Manaaki o Tararua Free Kindergarten Association Incorporated.
(Wellington Kindergarten Association)
www.wn-kindergarten.org.nz
- NZ Teachers Council
<http://www.teacherscouncil.govt.nz/registering-as-a-teacher>
- Tabatha Pryce, Registered Teacher. (Mary Richmond Kindergarten). Napier Kindergarten Association.