

Our Strategic Plan 2019 - 2022



The Tree House

Middlemore Hospital
Staff Childcare Centre Inc

Our Vision

We provide a nurturing and positive haven for tamariki where they are guided to explore, play and learn through meaningful relationships and experiences. Aroha is at the heart of The Tree House, empowering us as whaanau, kaiako and community to grow together.

Our Values

Ngaakau pai | Positive Whanaungatanga | Relationships Aroha | Love Tupu | Grow

Our Philosophy

We believe tamariki learn and develop best in an early childhood environment where kaiako view and respect tamariki as competent and capable individuals. The kaiako role is a co-researcher and co-constructor in the learning process which allows tamariki to explore, question, reflect, problem solve, theorise and encourages their self-expression.

We acknowledge that tamariki contribute to their own learning through the relationships they form and the experiences they have. We value the collaborative relationships that we have with parents and whaanau and welcome their participation in the learning process. Kaiako document the work of tamariki in a positive way, enabling tamariki to revisit their learning with their whaanau.

We incorporate the Principles, Strands and Goals of Te Whaariki – He Whaariki Matauranga mo nga Mokopuna o Aotearoa – The Early Childhood Curriculum, which reflects these holistic ways tamariki learn and grow.

Our aim is for tamariki to develop into confident learners and communicators, healthy in mind, body and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society

Our Mission

To deliver inclusive, high quality early childhood education that is accessible, responsive and inspiring.

Our Centre Will Provide

- A service that is connected and responsive to our community needs, preferences and resources
- A strong and effective teaching team of caring, qualified and experienced kaiako
- Secure, consistent relationships between kaiako and tamariki
- Inclusive and innovative learning and teaching practices
- A culture that celebrates diversity and promotes the principles of Te Tiriti o Waitangi and bicultural learning
- A quiet, warm, well-organised indoor environment and natural, spacious outdoor setting
- Nourishing kai and active play that supports healthy development
- Inspired and committed leadership and governance

How are we doing?

We have a well-functioning fully recruited governance committee that has a strong relationship with the Centre Director. There is periodic turnover of committee members due to their tamariki moving into their school years which means recruitment of new members is a regular activity.

Our management structure has clear lines of responsibility and accountability with a competent leadership team of Centre Director, Curriculum Lead and Room Coordinators. There are fully documented policies and processes covering governance, operations, health and safety and curriculum that are annually reviewed. We have technology and resources in place for improving the efficiency of our operations.

The Centre has dedicated resource devoted to curriculum development. Our team, like our tamariki, are culturally diverse and we celebrate this regularly through events and learning activities. Te reo Maori and tikanga are incorporated into everyday routines and programming. Our curriculum is further supported by an excellent outdoor learning environment and high quality, newly renovated premises.

While there is currently a stable teaching and support staff team, we experience ongoing challenges with attracting qualified staff to comply with the qualified kaiako to student ratios set by the Ministry of Education. The Centre manages these staffing challenges effectively, retaining a reliable pool of relievers and incentivising appropriate staff development to qualification.

Our main income comes from government funding, topped up by parent fees that are purposefully kept low, which adds further importance to maintaining our ratios. We are a community-run organisation and registered charity with not-for-profit status. Our finance is managed by the Centre Director, Treasurer and an external early childhood specialist accountant and is audited annually. Our financial management is very good and we have a well-resourced centre with monthly resource budgets allocated.

Although we are operating in a stable economic environment with no change to the government funding structure in recent years, the early childhood education (ECE) sector is under review and in the political spotlight nationally, contributing to a level of uncertainty. With the Ministry of Education's suggested moves to require more fully qualified kaiako and to reduce ratios, this could add to the existing staffing pressures in the Auckland region with its rapid population growth and high cost of living, particularly for our centre which is located in an area of high deprivation.

Our local area has many early childhood education providers, and most nearby ECE centres offer highly government subsidised care. We accept tamariki from our local community but our centre is primarily filled by tamariki of parents who work for Counties Manukau Health (CM Health) at present.

Our strategic priorities 2019-2022

1. Workforce Development: Provide an environment and experience that will grow, attract and retain excellent staff.

Our value TUPU

- Foster an environment and culture where staff feel valued and connected to The Tree House
- Strengthen staff engagement in their development and Centre performance
- Support career opportunities through visible leadership pathways
- Proactively manage a pipeline of development

2. Community Connection: Facilitate greater whanaungatanga and whaanau involvement.

Our value WHANAUNGATANGA

- Provide clear, relevant and timely communication with parents and whaanau
- Promote and grow our relationships with CM Health
- Increase our enrolments
- Raise awareness and presence in the local community

3. Sustainability: Maintain a financially and socially responsible Centre that cares for our environment.

Our value AROHA

- Maintain effective financial management
- Encourage healthy, socially aware and value-driven practices
- Integrate environmental sustainability into operations and programme planning
- Enhance Governance Committee retention, succession planning and understanding of the strategic environment
- Uphold high standards and kaitiakitanga of our physical environment

4. Curriculum: Build an engaging programme that meets individual needs, reflects our community and fosters a positive learning experience.

Our value NGAAKAU PAI

- Ensure teaching and learning is aligned with The Tree House strategic plan
- Continue to implement te reo, tikanga and cultural diversity into our learning programme
- Expand age-appropriate teaching and technology utilisation
- Deliver a thriving school readiness programme

1. Workforce Development: Provide an environment and experience that will develop, attract and retain excellent staff

Our kaiako and management are the primary means by which we achieve our vision. It is critical we maintain an environment where teachers are supported with professional development and continuous improvement is fostered. Through this experience we create opportunities to attract, develop and retain excellent kaiako.

Our priorities	Actions	Measures
1. Foster an environment and culture where staff feel valued and connected to The Tree House	<ul style="list-style-type: none"> • Provide regular opportunities for staff to give and receive feedback with management and Governance Committee • Maintain a fit-for-purpose teaching environment where kaiako can use the space to implement their programme planning • Build our Tree House values into all interactions within the Centre including policies, processes, staff meetings, and programme planning 	<ul style="list-style-type: none"> ➤ Education Review Office (ERO) report retains positive findings regarding the relationships and interactions between staff and tamariki ➤ Feedback from staff is positive regarding the Centre environment and culture ➤ All staff will have documented performance appraisals that can evidence discussion of professional development
2. Strengthen staff engagement in their development and Centre performance	<ul style="list-style-type: none"> • Staff will have regular performance appraisals with individual development plans • Staff will be able to access appropriate professional development in line with their appraisal • Standing agenda item for staff meetings giving opportunity for staff to feedback to their colleagues regarding any professional development they have had • Staff are engaged in Teaching as Inquiry self review process which will help evaluate how well it is achieving its vision, goals, philosophy, service and learning outcomes for children 	<ul style="list-style-type: none"> ➤ Where appropriate, recruitment to senior positions can be internal ➤ The Centre is a source of regular positive ECE student placements ➤ At least two staff will have increased their qualifications over the period of this plan ➤ Staff turnover rate is less than 15% per annum over period of this plan ➤ Staff are confident and competent in utilising Teaching as Inquiry
3. Empower our staff to utilise Teaching as Inquiry	<ul style="list-style-type: none"> • Staff will identify inquiry questions • Staff will collect data and information to formulate a plan to support their inquiry focus • Staff will continuously utilise a self-review process to evaluate effectiveness of the inquiry plan • Staff will implement changes based on the evaluation of the plan 	
4. Support career	<ul style="list-style-type: none"> • Maintain a tiered management structure to show staff 	

opportunities through visible leadership pathways	where there are opportunities to grow and career paths within The Tree House.	
5. Proactively manage a pipeline of development	<ul style="list-style-type: none"> • Actively engage tertiary education providers to promote ECE student placements • Provide positive learning experiences for ECE students • Promote The Tree House as a potential employer on graduation, giving ECE students the opportunity to showcase their ability and use their placement as an interview • Continue to provide scholarships for unqualified employees wanting to complete Bachelor of ECE • Provide professional development opportunities for all staff: <ul style="list-style-type: none"> ○ To spark interest in unqualified to complete training ○ To support development of qualified teachers to maintain best practice ○ To support management to advance their skills and maintain best practice in ECE 	

2. Community Connection: Facilitate greater whanaungatanga and whaanau involvement.

Our Tree House whaanau of parents, kaiako and tamariki have respectful reciprocal relationships which are strengthened through effective communication. The community of CM Health is integral in our existence as a centre and the foundation of our relationship with CM Health is with our parent whaanau. We are committed in our aim to re-build our connection with CM Health first, and then expand to connect with our local Mangere/Papatoetoe community.

Our Priorities	Actions	Measures
Provide clear, relevant and timely communication with parents and whaanau	<ul style="list-style-type: none"> • Whaanau will receive regular centre updates via newsletters on Educa • Learning stories will be communicated to parents via Educa in a timely manner • Face-to-face engagement between staff and whaanau is expected 	<ul style="list-style-type: none"> ➤ 90% of parents and whaanau regularly use Educa ➤ All children have been the subject of at least 12 online learning stories per year ➤ ERO report has positive findings for the Centre's relationships with whaanau
Promote and grow our relationships with CM Health	<ul style="list-style-type: none"> • The Governance Committee will utilise networks within CM Health to promote The Tree House. • The Governance Committee and Centre Director will 	<ul style="list-style-type: none"> ➤ Centre events are well attended by whaanau and generate positive feedback ➤ Tamariki are involved in at least three

	<p>build and maintain relationships with Communications team to ensure involvement in DHB events and celebrations</p> <ul style="list-style-type: none"> Utilise opportunities such as alterations celebration and advertising through Paanui to promote The Tree House to CM Health community. 	<p>celebrations/events per year with CM Health</p> <ul style="list-style-type: none"> ➤ Enrolments are maintained at 80 children minimum ➤ Community enrolments remain stable in percentage
Increase our enrolments	<ul style="list-style-type: none"> Promote benefits of The Tree House within CM Health to gain enrolments. Utilise CM Health staff stories to advertise Advertise locally in Mangere and Papatoetoe highlighting not-for-profit status and affordability Identify barriers to enrolment and strategies to overcome them 	
Raise awareness and presence in the local community	<ul style="list-style-type: none"> Utilise local community advertising sources such as Facebook pages, community centres and local papers Become more visible in local community with day trips for pre-schoolers 	

3. Sustainability: Maintain a financially and socially responsible centre that cares for our environment.

The Tree House is committed to providing high quality early childhood education whilst maintaining our not-for-profit status. The Governance Committee and management work in partnership, ensuring we have a financially sustainable centre that promotes social and environmental responsibility in our ways of working, learning and being.

Our priorities	Actions	Measures
Maintain effective financial management	<ul style="list-style-type: none"> Maximum government funding received by maintaining 80% qualified kaiako ratio Monthly reporting by Centre Director to Governance Committee on budget variances Annual auditing maintained and reported on to Charities Commission Whaanau debts will be managed proactively by Centre administration and Centre Director Budgets will be maintained and reviewed on an annual 	<ul style="list-style-type: none"> ➤ ERO report gives 'very well placed' rating and positive qualitative findings ➤ Maximum funding maintained based on teacher: child ratios ➤ Annual budget maintained ➤ Staff receive competitive salaries ➤ The Tree House values are widely integrated into all aspects of the Centre ➤ Advanced administrator role established

	<p>basis</p> <ul style="list-style-type: none"> • Treasurer, Centre Director and Accountant maintain close working relationships with open communication • Creation of advanced administration role with accounting responsibilities to improve separation of duties • Parent fees reviewed annually and maintained at affordable rates as informed by our budget 	<ul style="list-style-type: none"> ➤ Gold Healthy Heart Award achieved ➤ The Centre maintains active working relationship with CM Health Sustainability Officer ➤ Sign up with Enviroschools ➤ Asset Management Plan in place
Encourage healthy, socially aware and value-driven practices	<ul style="list-style-type: none"> • Build our Tree House values into all activities and programme planning – Positive, Relationships, Love, Grow • Achieve Gold level in NZ Healthy Heart Award • Follow Ministry of Health Active Play Guidelines for Under Fives (three hours of active play day throughout the day) • Ensure staff are all paid minimum of living wage, aiming for competitive teacher salaries • Support social and charitable causes that make a difference in our community 	
Integrate environmental sustainability into operations and programme planning	<ul style="list-style-type: none"> • Build environmental responsibility into curriculum and programme planning • Ensure the Centre utilises all opportunities to reduce waste where possible • Liaise with Sustainability Officer for CM Health to investigate further options for sustainability and maintain continuous improvement • Investigate Enviroschools and whether there is potential for The Tree House to engage 	
Enhance Governance Committee retention, succession planning and understanding of the strategic environment	<ul style="list-style-type: none"> • Maintain fully recruited Governance Committee • Utilise a robust orientation to the Governance Committee to ensure engagement and understanding and buy-in • Be active in succession planning for Governance Committee members, particularly in relation to offices held (i.e. Chair, Treasurer and Secretary) to future proof 	

	<p>good quality governance and mitigate loss of institutional knowledge</p> <ul style="list-style-type: none"> • Maintain Strategic Gossip as a standing agenda item in Governance Committee meetings to promote knowledge and discussion regarding risks/benefits in ECE sector • Review progress against this plan annually 	
Uphold high standards and kaitiakitanga of our physical environment	<ul style="list-style-type: none"> • Develop Asset Management Plan to identify and prioritise capital spend over the next 5-10 years • Monthly feedback from Centre Director to GC regarding any physical areas that need attention • Maintain accurate Health and Safety policies and procedures including Risk Register • Utilise CM Health facilities in timely manner for any external building issues/repairs required • Implement regular cleaning and maintenance plan to maintain newly renovated areas 	

4. Curriculum: Build an engaging programme that meets individual needs, reflects our community and fosters a positive learning experience.

Our curriculum is based on Te Whaariki (the Ministry of Education’s early childhood curriculum policy statement). Our learning programme aims to reflect our community by integrating te reo Maaori routinely and celebrating cultural diversity. We respond to individual tamariki strengths and interests, enabling a positive learning environment. We strive to ensure all tamariki are empowered in readiness for school.

Our priorities	Actions	Measures
Ensure teaching and learning is aligned with The Tree House strategic plan	<ul style="list-style-type: none"> • Staff will utilise Teaching as Inquiry to align teaching and learning to the strategic plan • Staff will respond to tamariki strengths and interests to create authentic learning experiences • Staff will incorporate our values into teaching and learning 	<ul style="list-style-type: none"> ➤ Maintain a positive ERO report ➤ Learning programme is culturally diverse ➤ Parent feedback regarding pre-schoolers is positive
Continue to implement Te Reo, tikanga and cultural diversity into our learning programme	<ul style="list-style-type: none"> • Maintain integration of te reo throughout the curriculum and learning programme • Celebrate our diverse cultural community by utilising our parent and whaanau support to help guide the 	

	<p>learning programme</p> <ul style="list-style-type: none"> • Learning programme to reflect our local community in areas such as language, activities and food • Staff will plan events in accordance with the Ministry of Education calendar 	
Expand age appropriate teaching and technology use	<ul style="list-style-type: none"> • Physical environment is tailored to meet individual and age group needs • Technology is appropriately utilised as per policy for age group and/or developmental level • Tamariki are provided opportunities appropriate to their learning level as assessed by a qualified teacher 	
Deliver a thriving school readiness programme	<ul style="list-style-type: none"> • Tamariki in the pre-school group will be actively encouraged to develop school readiness skills such as managing a lunch box, dressing self, toileting independently, holding pencils and crayons • Kaiako will actively engage parents and whaanau to ensure expectations for school readiness are understood and accepted • Parents and whaanau will be provided with opportunities to meet with the Room Coordinator to discuss their child's readiness for school 	