



leaders in education since 1908:  
**moving with the times**

100 years of the Auckland Kindergarten Association

*Dr Judith Duncan*





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Produced by Auckland Kindergarten Association, 2008

[www.aka.org.nz](http://www.aka.org.nz)

Designed by Gibson Rusden Graphic Design



# ACKNOWLEDGEMENTS

This booklet celebrates 100 years of the Auckland Kindergarten Association “AKA” and shares selected highlights over this century. It illustrates the significant role the AKA has played for children and families in both Auckland and its wider communities and also as part of the national scene of Kindergarten Associations around Aotearoa New Zealand.

Many thanks to the current members and ex-members of the AKA who have contributed to this publication, including the teachers and children of the 107 kindergartens. Without the memories, the experiences of teachers and children shared both orally and in writing, and the tremendous work in gathering archives and related material that individuals within the AKA have engaged in over 2008, this publication would not have been possible. Particular thanks to Liz Soma for her skills in finding and collating material for this publication. Brian Marshall’s 1983 publication for the 75th Jubilee of the AKA was also of invaluable assistance for the very early years of the Association.

*Judith Duncan, Associate Professor of Education, University of Canterbury.*

One hundred years ago the AKA was established as a Charitable Trust by a group of people with vision: a selfless vision to make a positive change to the quality of life of young Aucklanders.

With this book we honour and thank those from the past and also the present: our founders, staff, councillors, committees, parents and volunteers. We celebrate their journey through our history. They have continued the tradition of nurturing and growing the Association responsibly, for the benefit of future generations.

We look forward now to the future, to welcoming new families to the kindergarten community, and continuing to live the dream of providing quality early childhood education to thousands of children in greater Auckland.

*Jeremy Drummond, President, Auckland Kindergarten Association*



**“I like kindergarten because it has all my friends”**

Ben, age four

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“I like kindergarten because I can do the carpentry”

Jo, age four

# CHAPTER 1

## NEW ZEALAND KINDERGARTENS AND THE AUCKLAND KINDERGARTEN ASSOCIATION

From its humble beginnings in 1908 the Auckland Kindergarten Association (AKA) now oversees 107 kindergartens, with over 14,000 children attending each year, and employing over 600 permanent and relieving kindergarten teachers, head office and support staff. The AKA is the largest educational institution in New Zealand, outside the tertiary sector. It has continued to develop and expand from being responsible only for the “free kindergartens” of Auckland, to owning and operating both kindergartens and three full-day early learning centres under a subsidiary company, Kindergarten NZ Ltd, known as KiNZ.

Over the last decade other pre-schools, who without the support of a governing body have been struggling to maintain their service, have joined the AKA, thus expanding the Association’s services and enabling the continued presence of quality early childhood education (ECE) in as many areas of Auckland as possible.

## WHAT IS A KINDERGARTEN?

*"Kindergarten means 'Child's Garden' and as such it is intended that the children shall be placed in bright, happy surroundings. Furthermore, the work is of an essentially civic nature, in that it aims at moulding good citizens."*  
(Mrs Leo Myers, 1909)

The kindergarten "philosophy" is based on acknowledging the strengths and interests of a child and providing the appropriate teaching assistance to enhance the child's knowledge and encourage them to be life-long learners.

While the term "free" has long been associated with public kindergartens, there has always been the need for, and expectation that parents would contribute financially towards the cost of keeping the kindergartens operational, and it has only been since 1947 that the Government has contributed towards the cost of teacher salaries. The term "free" indicated that the kindergartens were available to all children and families on a non-discriminatory basis. No child would be excluded on the basis of income, gender, race, culture, religion, or politics.

Beginning from a philanthropic desire to save the "poor" and to build a stronger emerging nation (begun in 1889), kindergarten, over the following decades, came to be perceived as a benefit for all children, and those who missed out attending were seen to be the "poorer for it" (May, 1997).

The Ministry of Education describes kindergarten as "An early childhood institution that provides sessional programmes for mainly three and four year old children" (Ministry of Education, 2007). Sessional kindergarten must employ 100% qualified and registered teachers.

Historically, the older children (four year-olds) have attended in the mornings and the younger children (three year-olds) in the afternoons. However, kindergartens today are changing their hours of operation both in response to, and reaction towards, changing family and community needs and requirements. The increase in working parents, parenting alone families, family mobility and parental choice in early childhood education, as well as falling demographics, has led many sessional early childhood programmes to increase their sessions for longer periods and introduce younger children.

Until the late 1980s the kindergarten service was the main provider of sessional early childhood education. In 1986, nearly 100 years after the first "free kindergarten" was established, kindergarten had the largest number of children attending, with 67% of the market. However, kindergarten is now poised in a new "market". It is no longer the leading provider of education for the 3-4 year olds in New Zealand. Kindergarten attendance is now approximately 23% as show in the table below:

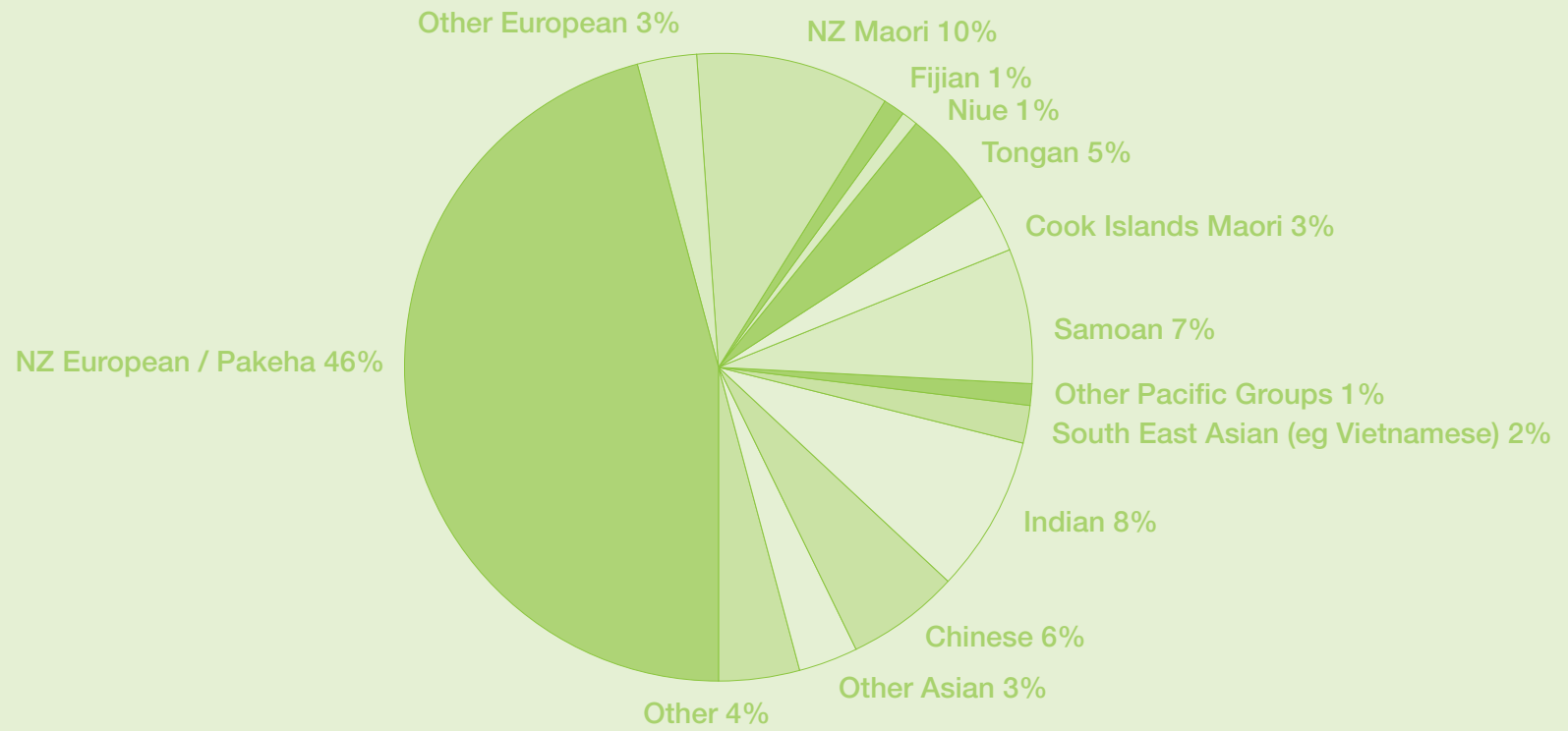
Percentage of children attending early childhood education		
	1986	2008
Kindergarten	67	23
Playcentre	24	8
Education and Care	6	48

(Ministry of Education)

In Auckland the changing ethnicity at kindergarten has reflected the changes in the social and cultural diversity of Auckland City. In the mid 1990's the Association was at the forefront in supporting the unique needs of immigrant and refugee families arriving into New Zealand. It was a time of significant change with an increase in children with English as an Additional Language, and a wider range of ethnic diversity than in the past.



Ethnicity of Children at Kindergarten as at July 2007



AKA RS61s, July 2007



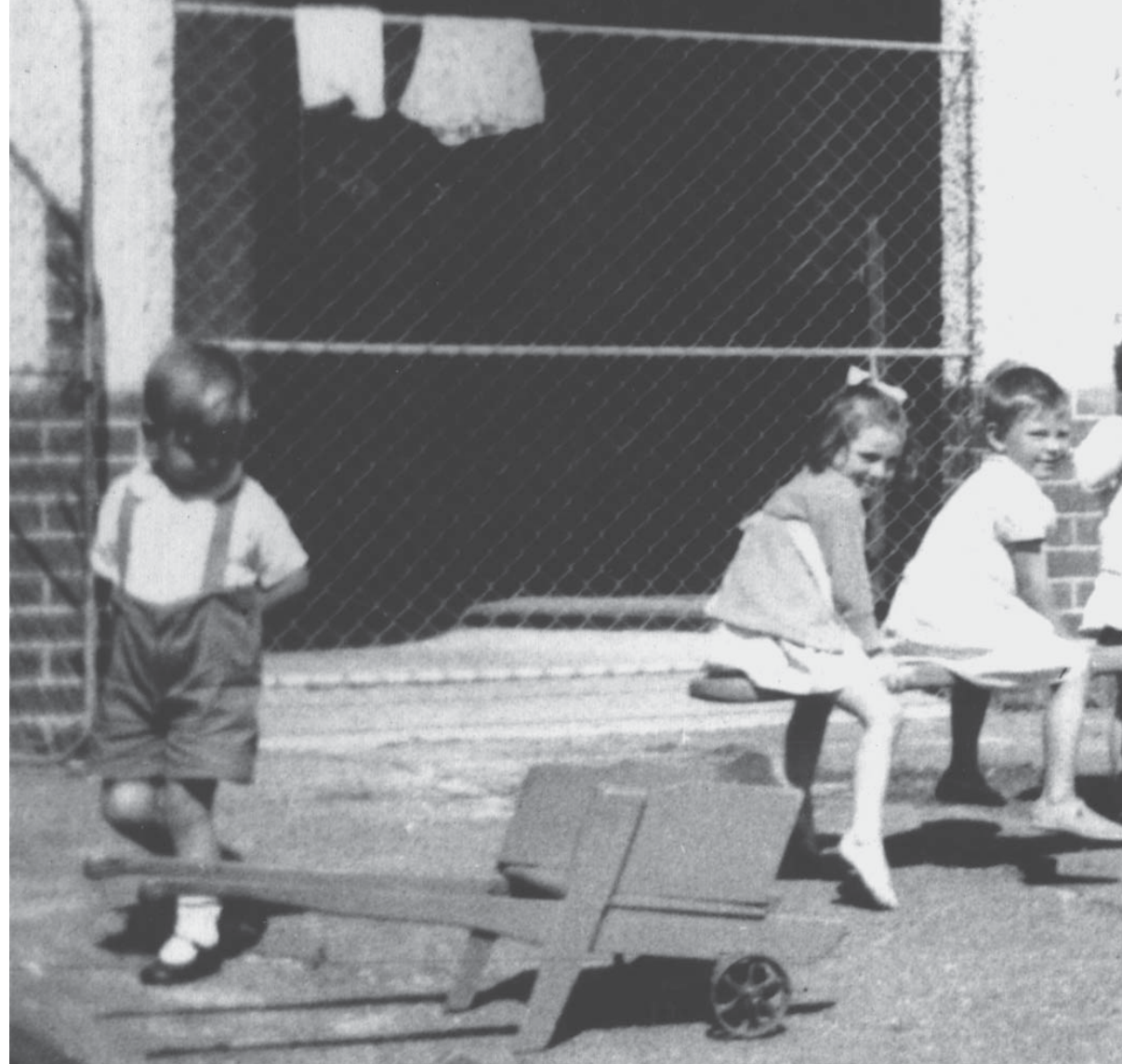
## WHAT IS A KINDERGARTEN ASSOCIATION?

Currently in New Zealand there are 32 kindergarten associations which establish, manage and oversee the kindergartens operating under their umbrella, “in accordance with their philosophies and Government requirements”. (Education Review Office, 1997, p. 11)

The Associations ensure that the kindergartens under their care meet the prescribed New Zealand legislation, policy guidelines, regulations, national and local bylaws; they promote the kindergarten movement; watch over Government bills and legislation; and oversee the financial transactions of the association as a body, and of the individual kindergartens.

In 2006 an Education and Review Office (ERO) report commended the Auckland Association for its “responsive[ness] to political and societal changes and ... priority to continuing to meet the needs of kindergarten communities and to remaining viable in the early childhood sector”.

The Auckland Kindergarten Association motto in the 1990s referred to their kindergartens as “A Step in Education” – “Tetahi hikoi i te akoranga”, an apt motto which signalled the change in the awareness of the place that kindergartens play in providing early childhood education for Auckland’s children, community networks for families and whānau, and building strong healthy communities.



**“I like kindergarten because I like to do everything and have fun with my friends and be a superhero”**

**Adam, age four**





**“I like kindergarten because I like to build volcanoes and climbing on the playground” Egbert, age four**





“I like kindergarten because it’s so fun.  
I like the sandpit. I like the monkey bars” EJ, age three

# CHAPTER 2

## AUCKLAND KINDERGARTEN ASSOCIATION BEGINNINGS OCTOBER 8, 1908

The driving force behind the establishment of the Auckland Kindergarten Association was Martha Washington Myers (commonly known as Mrs Leo Myers, as was the custom of the day):

*Martha Washington Myers was a woman of culture and ability, endowed with a keen sense of humour. American by birth, she had seen in her homeland the benefit to children of early kindergarten teaching, and its value in developing citizenship. (Marshall, 1983, p.9)*

This focus on citizenship and developing healthy citizens for the future had formed the debate across New Zealand as kindergartens were established (Duncan, 2001). The more “civilised” members of society watched with concern at the plight of many young children who were experiencing deep levels of poverty and less

than ideal living conditions. “Kindergarten” was seen as a means to compensate for and moderate the environment of the children who would one day grow to be useful members of Aotearoa New Zealand.

Thus, a combination of benevolence and a fervent belief in the good work that a “child’s garden” (kindergarten) could achieve was used to position the kindergarten movement and immediately won appeal with other benefactors and Government officials alike. At the outset the Association had 25 members, with Mr L.J. Bagnall (who was also the Mayor of Auckland), as the first President.

In the AKA’s third annual report its purpose was further explained to all members:

*The work of a kindergarten is twofold. First of all there is the work among*



*the children who come from homes where their busy mothers have many household duties to perform, and must entrust part of the care of their children to strangers; and then there is the training of future teachers and mothers; and it is hard to say which branch of work is most important.*

Over 100 years the AKA has built its position within Auckland as a key provider of kindergartens and as a leader within the wider provisions of early childhood education in Auckland.



Leaders in education since 1908 adds a sense of history, reflecting the foundations that have been laid and strengthened. AKA Annual Report, 2005



The key objectives and aspirations of the Association as published in the Annual Reports were:

### 1909

- To educate a number of girls for the positions of teachers in kindergartens
- To assist in the establishment of kindergartens in the suburbs of Auckland for children whose parents can pay for their teaching
- To establish Free Kindergartens for the children of the poor in the city

### 1911

- To become a centre of co-operative action for arranging for the opening of Kindergartens in Auckland
- To provide the necessary organisation for the training of students as teachers
- To grant diplomas of efficiency to teachers
- To prepare the way for the establishment of Free Kindergartens

### 2007

#### Mission Statement

- To provide leadership in education

#### Strategies

- Be innovative and responsive leaders in the ECE sector
- Continuously improve the quality of teaching and learning
- Encourage sustainable participation by being responsive to the needs of the community
- Foster collaborative relationships with service providers and volunteers

#### Values Statement

- Act with integrity to educate, empower and ensure excellence.  
Enjoy what you do!

By 2007 the core objectives of the Association had expanded, reflecting a wider sense of responsibility and vision which positioned the AKA as a leader in the early childhood sector in Auckland and New Zealand.















little bo peep has lost her  
sheep, and can't tell where  
to find them, leave them  
alone, and they'll come  
home, wagging their tails  
behind them

Chapter 3

## GROWTH OF THE CHILD'S GARDEN IN AUCKLAND

### **In the child's garden, free kindergarten work, little ones at work and play**

The popular fallacy that the kindergarten is a place where the children come merely to play and enjoy themselves for a few hours each day must be explored. Enjoy themselves they do; for they enter whole-heartedly into the duties set them each morning, and apply themselves with zest to their little games. But the amount of learning that each childish mind absorbs from the teachers cannot be overestimated. The little people come to the kindergarten at their most impressionable time; to the free kindergartens come many children whose parents are unable to give them the amount of love and attention they require, and who, owing to this, would probably be little better than street urchins, playing in the gutters and on the roadway. In the child's garden they find happiness and sunshine, healthy and beautiful surroundings, and come into possession of the love and interest in their small personalities that should be the heritage of every little child.

Extract: New Zealand Herald, December 1913

“I like kindergarten 'cause we have playdough.  
I like playing with the kids, we are friends. I like playing  
with the dolls. I like playing with the stuff”

Destiny, age four







OWAIRAKA KINDERGARTEN



## FREEMANS BAY KINDERGARTEN (FORMERLY CAMPBELL KINDERGARTEN)

While the AKA itself began in 1908, the first kindergarten in Auckland was not opened until 1910 in the cricket pavilion at Victoria Park. Campbell Kindergarten, which was named after its benefactor Sir John Logan Campbell, was built and opened in Freemans Bay. Freemans Bay, at this time, was deemed to be an area where there was a shortage of places for children and social needs were high. While there was some debate whether the first kindergarten should be positioned in central Auckland, the decision appears to be based on the “obviously greater needs of Freemans Bay, [and] the possibility of being granted a good site at no cost” (Marshall, 1983, p. 12). The generosity of Sir John in covering the full costs has been well recorded:



### Free Kindergarten, Sir J.L. Campbell's Gift, the Official Opening

The Campbell Free Kindergarten was formally opened yesterday afternoon by His Worship the Mayor of Auckland (Mr L J Bagnall). Prominent in the larger gathering of representative citizens present was the venerable figure of Sir John Logan Campbell, the generous donor of the funds required for the building and its equipment. As he entered the circle room where the opening took place, Sir John was greeted with a round of applause.

The Mayor, in his opening speech, gave a brief history of the Auckland Kindergarten Association. He said the movement originated in 1908 with a few ladies interested in kindergarten work, among them Mrs Kealy, Mrs Brooke-Smith, and Mrs Leo Myers took the lead. In August 1909, Miss Gibson was appointed trainer and took charge of the free kindergarten and lectures to students in the first term of 1910.

In January 1910 Sir John Campbell wrote to the Association offering to cover the costs of a kindergarten, to be built on recently acquired land by the Association from the Auckland Harbour Board – adjacent to Victoria Park. He set out a condition however:

“The only condition I make is that your Association shall undertake to maintain and keep open the building as a free kindergarten. Believe me, Lady Campbell and I will find a fitting reward in the knowledge that many children of the poor will, in this school, amid happy, healthy, and bright surroundings, be given a chance to become good citizens of the land of their birth.” *(Applause)*

Extract: New Zealand Herald, October 20, 1910

In 1938 improvements were made to the building, and in “1945 additional land was added to the site to enlarge the playground which had become inadequate for the number of children attending” (Marshall, 1983, p. 90). By 1957 the kindergarten committee began to consider moving to a new location at Freemans Bay (close to the Harbour Bridge) rather than repairing and renovating the original building.

Moving was chosen and in 1960 the kindergarten relocated to Tahuna Street, Freemans Bay, as the motorway viaduct approach to the Harbour Bridge was built across the park.

*The Auckland Star* (June 29, 1960) reported the move with the headline: “Pupils don’t want to play outside”.

*On Monday they moved from the old Logan Campbell Kindergarten at Victoria Park to a beautiful new building in Tahuna Street. There they found a doll’s house, big enough for them to play in, with a fireplace in the “lounge” and a staircase leading to a bedroom.... The children while away many hours playing house.... And the boys have just as much fun playing in it as the little girls.... No other kindergarten in Auckland has such an innovation.*

This dolls’ house – named the Winifred Upton Cottage – was built in memory of Mrs Winifred Upton who was for many years on the committee of the kindergarten and who had bequeathed to the kindergarten in her will.

In 2005 the kindergarten was renamed *Freemans Bay Kindergarten* to emphasise its location. A memorial garden has been created at this location to recognise the Campbells and was officially opened on February 21, 2005.



## WHAT BECAME OF THE KINDERGARTEN BUILDING IN VICTORIA PARK?

When vacated by the kindergarten in 1960 the first lease of the building was granted to the Grafton and Districts Cricket Club and the Ponsonby Association Football Club. However, years of neglect left the building with substantial damage. In April 2006 the Auckland City Council called for expressions of interest in renovating and tenating the building on a commercial basis. Calls for the building to return to the wishes of Sir Campbell to “assist in the formation of the character of Auckland’s future citizens” are unlikely to be fulfilled with the building so near the motorway viaduct. Currently, in 2008, it is still a deserted building.



*Sir John Logan Campbell*



*Lady Campbell*

## KINZ MYERS PARK EARLY LEARNING CENTRE (FORMERLY MYERS PARK KINDERGARTEN)

Another kindergarten built in these early years of the AKA is worthy of mention as it has been referred to as the “*flagship kindergarten of the AKA*”: Myers Kindergarten, situated in Myers Park in Queen Street was opened in November 1916 (and now holds the AKA offices and operates as KiNZ Myers Park, a full-day early learning centre). Similarly, the generosity of a benefactor made this kindergarten possible without any need for additional funds to be raised by the Association. This kindergarten was the gift of Arthur M. Myers, MP, who had also presented Myers Park to Auckland. The kindergarten was positioned close to the centre of town and the notorious Karangahape Road, and was officially opened in November 1916 by the Governor-General of New Zealand (Marshall, 1983). In 2001 this historic kindergarten was converted into a full-day early learning centre in response to falling attendance at the kindergarten. Edwina Myers (the granddaughter of Martha Myers) was reported to be enthusiastic about the change of direction of the kindergarten, and as a passionate supporter of kindergartens was quoted as saying that “the changes allow Myers Kindergarten to continue serving children and secure its financial future” (Slade, 2000).

While Campbell, Te Atatu Village Kindergarten (funded from a bequest left to the Association by Miss Jessie Neill) and Myers Kindergartens had all been “gifted” to the AKA, the building of kindergartens has been the financial responsibility of the Association since 1908 and continues to be 100 years later.

## FUNDRAISING AND GRANT APPLICATIONS

Fundraising and support for the free kindergartens, which grew out of the benevolent fundraising of the more affluent members of society, shifted over time to the mothers and communities of the local kindergartens. Communities increased their share and even instigated responsibility for the fundraising of their individual kindergartens (Dempster, 1986; McDonald, 1993). Indeed, the expansion of kindergartens was funded independently by communities, religious groups and through patronage right up until 1905, when the Government made





its first grant (Dempster, 1986). Despite Kindergarten Associations having received increased Government support to assist them over the last 100 years, they have continued to need ongoing financial support from their communities and charity organisations to maintain their high quality of early childhood education.

Many changes have occurred over the past 100 years in fundraising events and activities within kindergartens of the AKA. The humble cake stall at the local market has been replaced with more elaborate fundraising events organised by the Head Office as shown below:

- Street Day Appeal – raised £1, 279 (1946)
- Fancy Dress Balls – raised £110 (1919), over £2000 (1923)
- Community Chests – raised \$50,000 (1957 - 1977)
- Nestle Round the Bays sponsored run – raised \$67,000 (1997 - 1998)
- “The Wiggles” concerts – raised over \$30,000 (1998 - 1999)
- Carter and Partners (Solicitors) Golf Tournaments - raised \$65,000 (1999 - 2005)

Proceeds from these main fundraisers were used as a contribution towards building new kindergartens or purchasing resources for low decile kindergartens.

Children and their families are directly involved with events that have included trike-a-thons, the ever popular disco, calendars showing individual children’s artwork, raffles, wine and cheese evenings and a variety of other activities. Many kindergartens have theme days or shared cultural lunches, and this is a chance for all families to come together and share their different foods and cultural dress.

The AKA also has involved itself in annual events including *the Parent and Child Show*, *Storylines Festival*, *Teddy Bears Picnic*, *Toddlers Day Out* and *Kindergarten Awareness Month* to strengthen the understanding, and increase the awareness, of the importance of early childhood education.



## “That’s the Funniest Cow I Ever Did See”

Around 1971, one of the Birkenhead Kindergarten dads, Colin Nicholson, had the idea of approaching prominent New Zealand artists to donate a cartoon to be sold to raise funds for the kindy.

He sent out a letter asking if they were prepared to spend “3 minutes of their time” completing a cartoon entitled “That’s the Funniest Cow I Ever Did See”. Enclosed with each letter was a sheet of art paper with a “squiggle” on each sheet.

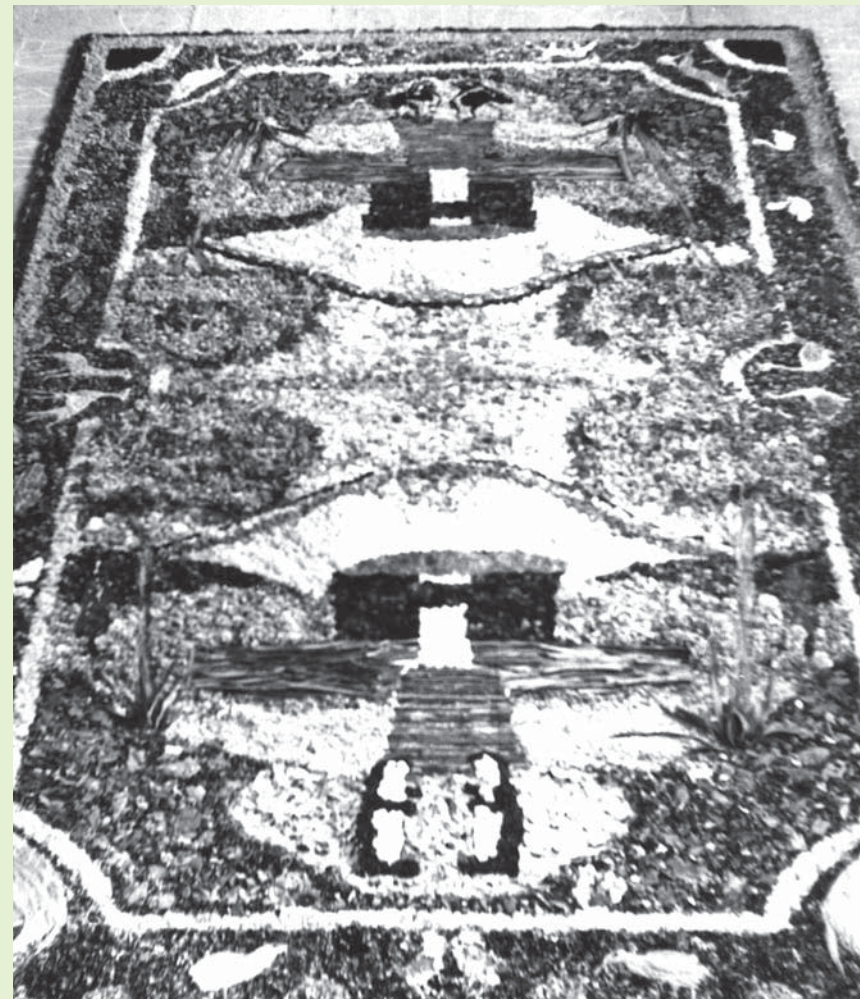
A dozen prominent artists volunteered their cartoons. Among there were Pat Hanly, Louise Henderson, Paul Beadle, Toss Woolaston, and *The Herald* cartoonist of the time, Minhinnick.

After being displayed at a fundraising evening, the cartoons were auctioned and those that were not individually purchased were subsequently bought by the Birkenhead Lions Club and donated to the Birkenhead Public Library, where they were on display for some time.

*(Thanks for this story from Birkenhead Kindergarten, 2008)*

## Floral Carpets

The AKA organised five years of floral carpets which were “spectacular fund-raising efforts” and provided valuable visibility for the association. The carpets were exhibited in 1945 (raising £2,381), 1947 (£2,593), 1951 (£2,686), 1955 (£2,167) and 1964 (£2,219). The design for each carpet was the work of architect, Horace L Massey, with flowers donated from city parks and private gardens and each year was a new design (Marshall, 1983). The carpets were laid out in the Auckland Town Hall and were combined with additional fundraising events such as fair ground-style stalls (1945), and a gala and barn dance (1951).



**The Spectacle of a Lifetime!**

Imagine it . . . Millions of living flowers of every conceivable hue, grouped and arranged in fantastic patterns—a galaxy of colour and masterly design covering the greater part of the huge floor of the Auckland Town Hall in a gigantic.

**MODEL KINDERGARTEN**  
on display.

**STALLS** for Work, Produce, Flowers, Cakes, Sweets, etc.

**MYSTERY ENVELOPES**  
Every prize to value of at least 1/- . . . Many special prizes up to £5 value.

**LIGHT REFRESHMENTS**  
served by Members of the Mothers' Clubs.

**ALL HOT! ALL FRESH!** Cakes and Scones fresh from the oven, served throughout the Show. Continuous baking by members of the Happiness Club.

**ORGAN RECITALS**  
by Auckland's leading Organists.

**FLORAL CARPET**

That is the unique breath-taking spectacle that will be presented at the

**AUCKLAND TOWN HALL**  
**THURSDAY AND FRIDAY**  
**APRIL 12th & 13th, 1945**

This living carpet of flowers has been designed by MR. HORACE MASSEY, and will be fashioned from the choicest blooms of the City's parks and gardens. Never before has Auckland been privileged to witness such a brilliant combination of natural beauty and intricate design.

**UNIQUE!  
INCOMPARABLE!  
UNFORGETTABLE!**

The Floral Carpet is the centre-piece of the attractions at the two-day drive to assist the funds of the Auckland Free Kindergartens. Proceedings will be opened on Thursday, April 12th, at 11 a.m. by the

**HON. H. G. R. MASON,**  
Minister of Education.

**THE DATES: THURS. & FRI., APRIL 12, 13,**  
**THE TIMES: 11 a.m. to 10 p.m. each day.**

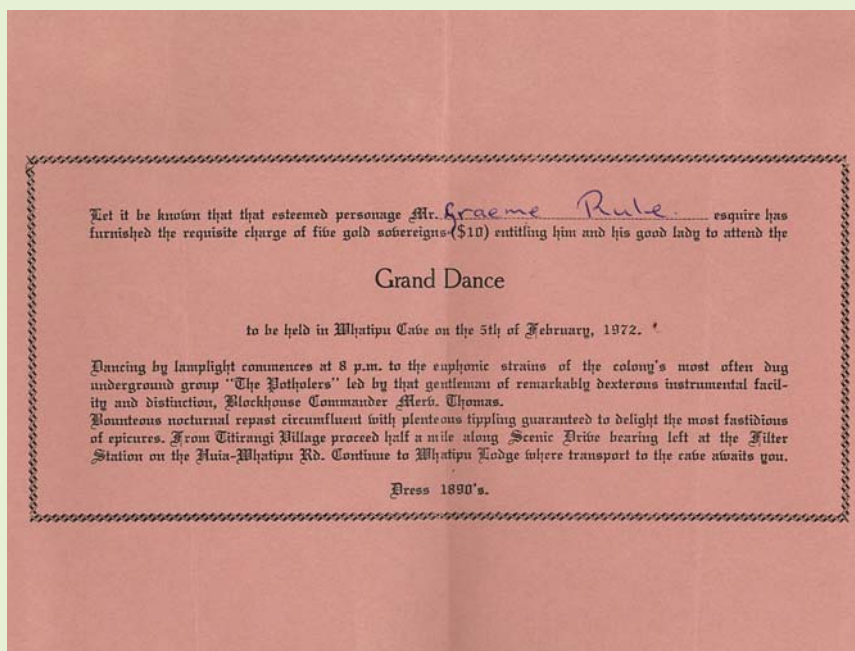
**THE CAUSE:** Our 20 Free Kindergartens. The total proceeds will be devoted to the funds of the Auckland Free Kindergartens.

**ADMISSION: ONE SHILLING. CHILDREN, SIXPENCE.**



## Grand Dance

The establishment committee of the Titirangi Kindergarten in 1972 held a truly innovative dance to raise money for the kindergarten. On February 5, 500 people dressed in 1890s costumes gathered in the candle-lit Whatipu Cave, at the north head of the Manukau Harbour for a ball, replicating dances held by settlers in the 1800s in the same location. "What a fun night, dressed in ball regalia, mine was green velvet with silver lace, and a handsome escort, off we went down the long, very dark, winding and rough road to Whatipu. Four-wheel drive club members met us at the car park and gave a hair-raising ride over the sand dunes to the cave. It was a glorious night, millions of stars, but the cave was just magical with hundreds of candles, a really good dance floor and a great band. We certainly danced the night away" (Paddy Rule, April 18, 2008). The 900 sq ft dance floor was also transported to the caves.



## BUILDING KINDERGARTENS

Over the last century, there has been an ongoing struggle for the AKA to fund and meet the increasing demand for new centres across Auckland. Communities all over greater Auckland, not just in areas of high social need, wanted kindergartens built. This demand is reflected in the locations of the kindergartens listed later in this chapter.

From as early as 1911 the AKA had been campaigning both to increase the funds to build new kindergartens and also to contest regional and national Government policies which often worked against locating and building kindergartens in key areas to meet community requests and long waiting lists. The lengthy time lag between raising the necessary funds and getting central and local Government approval to build often meant that the very parents who raised the money no longer had kindergarten-aged children when the kindergarten was actually built.

Building new kindergartens has been further frustrated by two more recent Ministry of Education policy changes. In 2000, it was announced that any new school planned must designate land for an early childhood centre on site; not necessarily a kindergarten. This, coupled with the change in 2003 to the discretionary grants criteria for building new centres (giving preference to full-day services), has been seen to disadvantage establishing new sessional kindergartens.

It is interesting to note that the cost to build Campbell Free Kindergarten in 1910 was £6,400; whilst the cost to build KiNZ Sandringham, a purpose designed early learning centre, in 2007 was close to \$1 million.

### How does a kindergarten grow?

These are fairly typical stories of how a community gets a kindergarten up and running.

**Greenhithe Kindergarten** – In July 1978 an establishment committee was formed: their first task was to do a survey and determine pre-school children numbers, facilities and whether they would use a kindergarten.

Creative fundraising over eight years included home brew contests, local garden tours, thousands of chocolate bar sales, countless sausage sizzles and more





which raised the \$250,000 needed to build a kindergarten. The AKA granted \$16,000 from its then building fund – a fund created from annual levies from existing kindergartens to grow new ones.

A local architect did an innovative design for \$1,000. Local people did the draughting of plans, building, electricity and so on. Most charged nominally. All suppliers enjoyed putting something back into their community even though very few still had kindergarten-age children. Working bees meant most parents assisted in “lay” areas.

In May 1995, Greenhithe Kindergarten opened with 30 children each session and already it has a substantial waiting list. Extract: AKA annual report, 1995

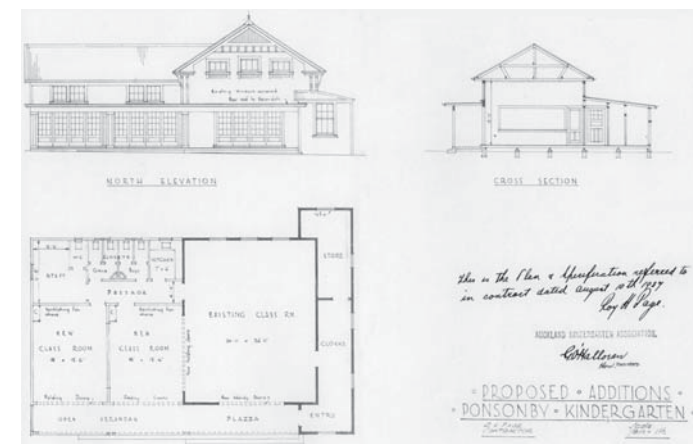
**Ponsonby Kindergarten** was opened in 1926 at the All Saints Schoolroom. The kindergarten was originally established with donations amounting to the sum of £150. They moved to their present premises in Ponsonby Terrace in 1937 and later additions to the kindergarten were undertaken. A one-page drawing was completed showing the additions and a five-page specification was put together for the contractor R.H. Page Ltd. The alterations included a large additional classroom, a storage area and cloakrooms at a cost of £534. The work was completed in 12 weeks and the extra area constructed was 80m<sup>2</sup>.

In 2007 the AKA added a resource room to reflect better the working needs of





a modern early childhood centre. The process involved producing a master plan for the building in consultation with the teachers, community and management team. An architect was commissioned to complete working drawings (10 pages) and specifications, including an engineers report (120 pages). At the same time, building and resource consents were actioned which also required a number of neighbours' approval. Following the approvals, the works were tendered and the project was professionally managed to its completion. The whole process took approximately 18 months and was only achievable in this timeframe because funding was provided by the Association.







“I like kindergarten because I like playing with the hula hoops” Ririana, age four

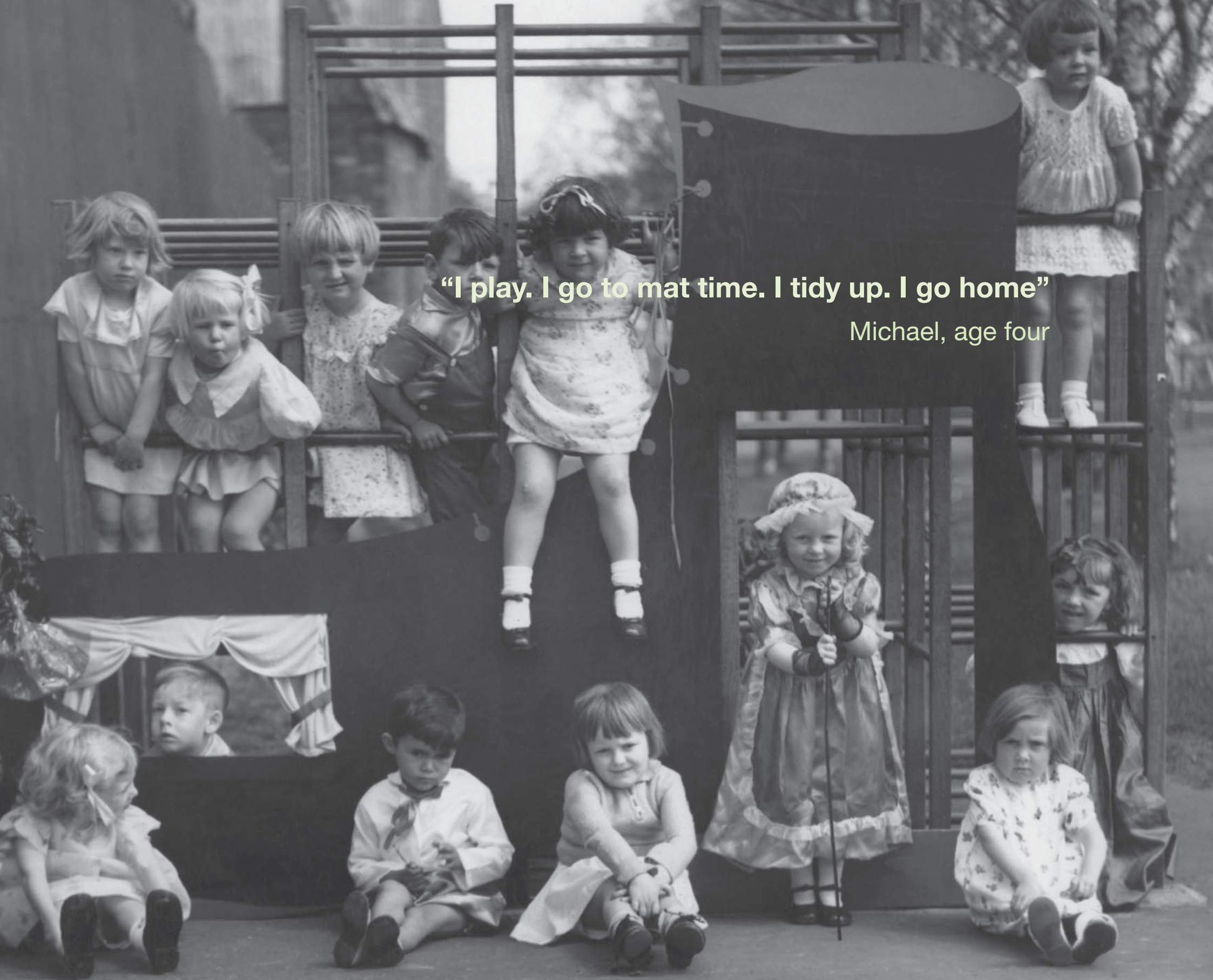




**“I like kindergarten because I like the hose,  
the hammering and the saw”**

Nicholas, age four





“I play. I go to mat time. I tidy up. I go home”

Michael, age four



### Establishment of Auckland Association Kindergartens 1908-2007

KINDERGARTEN NAME	EST. DATE	COST	PREVIOUSLY KNOWN AS
Freemans Bay	1910	£6,400	Logan Campbell, Campbell Kindergarten
St James	1913	£1,200	
KiNZ Myers Park	1916	Gifted to AKA	Myers Park Kindergarten 1916-2001
Onehunga Cuthbert	1925	£7,700	Onehunga, Cuthbert
Ponsonby	1926	£150 (existing building)	
Otahuhu	1928	£6,900	
Northcote	1937	£6,800	Onewa
Pt Chevalier	1938	unknown	
Birkenhead	1941	unknown	
Ferndale	1943	unknown	Mt Albert
Avondale	1944	£4,600	
Lady Cobham	1944	£7,600	Selwyn
Mission Bay	1944	£8,000	
Takapuna	1944	£6,400	
Belmont Bayswater	1945	£5,800	
Devonport	1945	£5,400	Wakatere
Glen Eden	1945	£4,800	
Papatoetoe	1945	£4,400	
Blockhouse Bay	1946	£5,800	
New Lynn	1946	£6,800	
Sandringham	1946	£2,600	Haeta
Oranga	1947	£5,400	
Meadowbank	1949	£6,600	
Milford	1950	£5,300	
Owairaka	1952	£4,800	
Westmere	1952	£6,000	
Akarana Avenue	1953	£9,600	Mt Roskill
Henderson	1954	£6,200	
Orakei	1954	£3,600	
Constance Colegrove	1955	£6,000	Newmarket
St Heliers	1961	£6,600	St Heliers-Glendowie

KINDERGARTEN NAME	EST. DATE	COST	PREVIOUSLY KNOWN AS
Glen Innes	1963	£6,800	Sunbeams
Howick	1963	£6,600	
Birkdale	1966	£7,000	
Kotiri	1966	£8,400	
Westlake Forrest Hill	1966	£6,200	
Glenfield	1967	\$15,000	
Mt Wellington	1967	\$17,000	
Murdoch Park	1969	\$18,000	Puhinui
Wellsford	1969	\$51,000	
Flat Bush	1970	\$19,000	
Pakuranga	1970	\$18,000	
Te Atatu Peninsula	1970	\$19,000	Te Atatu North
Broadlands	1971	\$22,000	
Green Bay	1971	\$20,000	
Kingsdene	1971	\$21,000	
Northbridge	1971	\$21,000	Onepoto
Roskill South	1972	\$26,000	
Yendarra	1972	\$27,000	
Kauri Park	1973	\$30,000	
Te Atatu South	1973	\$26,000	
Titirangi	1973	\$30,000	
Highland Park	1974	\$35,000	
Hobsonville	1974	\$27,000	
Marlborough	1974	\$33,000	
Idlewild	1975	\$36,000	
Lincoln North	1975	\$36,000	Rathgar
Mangere Bridge	1975	\$39,000	
Massey	1975	\$40,000	
Morningside	1975	\$44,000	
Pt England	1975	\$9,000 (existing building)	
Sunnyvale	1975	\$36,000	
Tamaki	1975	\$42,000	St Johns



KINDERGARTEN NAME	EST. DATE	COST	PREVIOUSLY KNOWN AS
Whiteacres	1975	\$41,000	
Buckland's Beach	1976	\$40,000	
Cascades	1976	\$41,000	Cascades Road
Hillsborough	1976	\$42,000	
KiNZ East Tamaki	1976	\$1,334,000	Clydemore Kindergarten 1976–2007
Bairds	1977	\$68,000	
Botany Downs	1977	\$45,000	
Favona	1977	\$40,000	
Lynfield	1977	\$51,000	
McNaughton	1977	\$45,000	
Mt Albert	1977	\$41,000	Mark Road, St Christophers
Anchorage Park	1978	\$52,000	
Bayview	1978	\$51,000	
Oratia	1978	\$53,000	
Ranui	1978	\$10,000	
Sturges Road	1978	\$60,000	
Parnell	1979	\$77,000	
Colwill	1980	\$67,000	
Mt Eden	1980	\$62,000	
Omana	1981	\$114,000	
Ellerslie	1982	\$113,000	Celtic Crescent
Don Buck	1984	\$93,000	
Mayfield	1984	unknown	
Rosier Road	1984	\$110,000	
Hobsonville North	1985	\$127,000	Sunderland
Chelsea	1986	\$140,000	
Laingholm	1986	\$130,000	
Taupaki	1986	\$150,000	
Birdwood	1987	\$202,000	
Waiheke	1987	\$250,000	
Waterview	1987	\$220,000	
Aorere	1990	\$203,000	

KINDERGARTEN NAME	EST. DATE	COST	PREVIOUSLY KNOWN AS
Pigeon Mountain	1991	\$246,000	
Maraetai Beachlands	1992	\$248,000	
Waitakere	1994	\$180,000	
Eden Epsom	1995	\$138,000	
Greenhithe	1995	\$140,000	
Wesley	1995	\$195,000	
Somerville	1997	\$257,000	
Fort Richard Road	1998	\$210,000 (with additional funding from Otahuhu Rotary)	
Te Atatu Village	1999	\$303,000	
Glendowie	2000	\$386,000	
Summerland	2002	\$367,000	
Dannemora	2003	\$537,000	
Snells Beach	2003	\$157,000	Preschool joined AKA
Mangawhai	2005	\$86,000	Preschool joined AKA
KiNZ Sandringham	2007	\$900,000	



## BEQUESTS AND CHARITABLE TRUSTS

In addition to fundraising, the Association has been assisted with bequests and, more recently, grants from Charitable Trusts. These acts of generosity have been provided by many different Beneficiaries and Charitable Trusts and have enabled kindergartens to expand their educational resources and upgrade their buildings or playgrounds. We wish to thank all those who have donated sums large and small over the last 100 years and not only the ones we have been able to identify below. Without this support the many achievements of the AKA would not have been possible.

## ACKNOWLEDGEMENTS

- ASB Charitable Trust
- Auckland Chamber of Commerce
- Auckland International Airport for supporting kindergartens in Mangere
- Auckland, Waitakere, Manukau, North Shore and Rodney Councils
- Carter and Partners
- Counties Manukau Sport
- Duffy Books in Homes Programme
- Fuji Xerox
- Green Acres
- Harbour Sport
- Hillary Commission
- Hesketh Henry
- Lion Foundation
- Local Community Boards
- Local Licensing Trusts
- Local Rotary Clubs
- Nestle Round the Bays
- NZ Community Trust
- NZ Lottery Grants Board
- Otahuhu Rotary (Fort Richard Road Kindergarten)
- Perry Foundation
- Portage Licensing Trust
- Renaissance Education Division
- Scottwood Group
- Sir John Logan Campbell Residuary Estate
- Sky City Community Trust
- Southern Trust
- Sport and Recreation (SPARC)
- Sport Auckland
- Sport Waitakere
- The Picot Trust
- The Variety Club
- Yates New Zealand
- Vodafone













# Chapter 4

## THE AUCKLAND KINDERGARTEN ASSOCIATION COUNCIL

“Kindergarten”, as a provider of education and care for children, is a significant social and education phenomenon in New Zealand. Its history has been shaped by the goals and social ideals of the time, between society and Governments. Over the century, when kindergartens have been compatible with Government goals, then the planning for, and work of, expanding and providing kindergartens by the associations has been supported with Government funding and policy. However, at other times when the goals of the kindergarten have not matched those of Government agendas, then there has been little or no Government support and associations have struggled to keep kindergartens open and “free” to their communities (Cook, 1985; May, 1993, 1997). These swings and

roundabouts of public support have positioned the kindergartens at times as in the forefront of early education – the “flagship of early childhood education” (Davison, 1997) – and at others “freely forgotten” (Duncan, 2007).

These changing levels of support for kindergarten have made it a challenge for the associations, and more particularly, the AKA Council and its employed managers, to ensure that the Association is not only maintaining accessibility to its kindergartens for families and whānau, but also that each kindergarten continues to provide the best quality early childhood education and care possible. This work is undertaken within the AKA today by a Council of up to eight members who are



the Department of Education “managed” the financial and property aspects of the Association. The handbook describes it in this way:

### The Council of a Free Kindergarten Association

This is the governing body of the Association, consisting of those members elected and appointed to it according to the Constitution of the Association. There may be any number of kindergartens within one association. This Council is responsible to the NZFK Union and to the Department for the efficient management of kindergarten or kindergartens in accordance with Government regulations, and for the development of the kindergarten movement within its districts.

The Council of the Association is the medium through which all communications concerning kindergarten in the district are made to the Union, the Department of Education and the Government. The Council appoints and controls the staff of its kindergarten or kindergartens. Council members should sponsor all money-making efforts for kindergarten maintenance and expansion.

Extract: Handbook of the New Zealand Free Kindergarten Union (Inc), 1970

responsible for managing and directing the management of the business affairs of the Association. The day-to-day management role has, since 1984, been delegated to a General Manager and head office staff who provide professional financial, property, personnel and educational knowledge, support and guidance to the Association’s overall strategic plan and the kindergarten staff. The structure of the Council is quite different from its origins and reflects the AKA’s responsiveness to the changed organisational and financial circumstances that Associations have been placed in since the late 1980s.

When the AKA was formed in 1908 the management of the Association was “vested in a Council, consisting of a President, two Vice-Presidents (one male and one female), a Treasurer, two secretaries (again one male and one female), and ten members, their numbers likewise equally divided between the sexes” (Marshall, 1983, p. 10).

The handbook for associations in 1970 described the Council of an Association as one which not only has the responsibility for governing their Association but also is responsible to the New Zealand Free Kindergarten Union (a national body), the Department of Education and the Government. The primary role of a kindergarten association at that time was to provide educational support to the teachers, whilst

Over the 100 years, the AKA has had an intermittent relationship with the national body the New Zealand Free Kindergarten Union (NZFKU). NZFKU had formed very early in the journey of kindergartens in New Zealand. Originally called the Free Kindergarten Union of the Dominion, its objective was to co-ordinate the work of the existing Associations to support the formation of new Associations, and to provide a national training standard for kindergarten teachers.

Between 1944 to 1954 Auckland stood down from the Union over a sense of “unfairness” that smaller Associations had the same voting rights in the Union as larger, and concerns at the increased involvement in local decision-making by Wellington. Auckland rejoined once more when they were assured that they could have direct access to the Department of Education, without having to be channelled through the Union (Hughes, 1989; Marshall, 1983).



Despite differences in opinion amongst Associations, the NZFKU mostly maintained itself as a national group until the early 1990s when the AKA, then several other Associations, withdrew from the NZFKU and formed their own combined NZ Federation of Free Kindergartens (now known as EC Leadership).

The Council of the AKA has faced many difficulties and uncertainties even from its very beginnings. While finances were often a worry, wider national and international issues, such as flu epidemics, world wars, depressions, staffing shortages, and lack of public support have challenged the work of the Councils for over 100 years (see historical timeline).

In the early 1990's the Department of Education became the Ministry of Education and the "management" aspects previously performed by the Department became the responsibility of Kindergarten Associations. The Government also introduced bulk funding and the negotiation of teacher salaries was delegated to Associations. This involved significant changes and the need for a strong infrastructure to ensure the financial viability of the AKA.

Under the Education Act Kindergarten Teachers are part of the State Sector, but Associations are not. This means that the day to day staff management is the responsibility of the Association; however the Teachers Employment Collective Agreement is negotiated by the Ministry of Education and NZEI Te Riu Roa (the teachers' union).

The subsequent introduction of the role of a General Manager and other management positions has now built up a strong AKA head office management and administration team with certain delegated power from Council.

The position of General Manager can be a difficult one in times of change, as the public representative of the Council.

In 1995 the General Manager, Jan Jameson, identified her role as one of "change master". Responding to the difficulties of new funding regimes and new staff employment contracts Jan summed up in the annual report of 1995:

*"The organisation was facing a bleak future and needed some critical changes to be made if it was to survive. Everyone felt their impact, not least our teachers who had to implement many of the changes and get used to a new single employer contract. Today I am pleased to be able to say the tough decisions have been made and implemented and we are now into a process of consolidation."*

In 1997 General Manager Stephen Alexander saw managing the AKA as "pushing boundaries, and challenging what is.... And it is what the people of this Association are about, continually demanding more of themselves and those around them, in the quest for an even better future for our communities' children."

















insy winsy spider *HISTORICAL TIMELINE* climbing

up the spout, down came

the rain and washed the

spider out, out came the

sun and dried up all the

rain, now insy winsy spider

went up the spout again!

DATE	KINDERGARTEN AND AKA	POLITICAL CHANGE
1888	Auckland Education Board granted a use of a building in Howe Street, Auckland for use as a kindergarten	
1889	First officially recorded Free Kindergarten, begun in Dunedin	
1904	Christchurch kindergartens without fees started by the Children's Aid Society	
1906	First free kindergarten opened in Wellington	
1908	Auckland Kindergarten Association established	
1909	Principal of the Training College in Auckland in conjunction with Principals of the kindergartens in Remuera and Epsom prepared the syllabus for teacher training. Courses held at both the Training College and Technical School	Government agreed to recognise kindergartens, and provide a small capitation grant based on child attendance (provided same amount could be matched locally)
1910	Campbell Kindergarten in Auckland opened	
1914	First purpose built kindergarten opened in Dunedin (Rachel Reynolds)	World War I
1926	The New Zealand Free Kindergarten Union was formed	
1931	Hastings Kindergarten closed as result of earthquake	Government cease all capitation grants (economic depression)
1932	Kindergartens under pressure to keep 5 year olds in kindergartens The Carnegie Education Trust offered a scholarship to a kindergarten graduate to study kindergarten methods in the United States for one year	School entry age raised from 5 to 6 years
1934	Responsibility for teacher salaries passed back to individual kindergartens – causes uneven payments and teacher shortages	
1935–1938	Miss Colegrove awarded Carnegie Fellowship	First Labour government elected Compulsory unionism introduced Social Security Act (watershed document)
1935	Experimenting with volunteer helpers in the kindergartens – recorded as a great success	Government restored capitation grant
1937	Whooping cough epidemic reduces numbers of children at kindergarten	Return of 5 year olds to school
1939–1945	A model kindergarten was built in Wellington for the Centennial Exhibition	World War II War with Japan, in the Pacific Mobilisation of women into the workforce
1941	Training grants for kindergarten students made available	
1944	AKA withdraws from the NZFKU	
1946	First supervisor of pre-school services appointed (Miss Gallagher)	
1947	The Bailey Report. Supported expansion of the kindergarten service (the Consultative Committee on Pre-School Educational Services)	



DATE	KINDERGARTEN AND AKA	POLITICAL CHANGE
	National syllabus for kindergarten teaching training drawn up Kindergartens given permission to advertise staff vacancies in the Education Gazette	
1948	Kindergarten teaching became full-time work	Government assumed responsibility for funding kindergarten teachers' salaries
1949		National Government elected
1950	First teaching diplomas granted by the New Zealand Free Kindergarten Union in place of the individual Training Associations	
1952	New Zealand Free Kindergarten Teachers Association (NZFKTA) established "Kindergarten on Air" was established to help parents in the country districts	Department of Education set a quarter of an acre as the section size of a new kindergarten (trees to be kept)
1954	AKA rejoined the NZFKU	
1956	Supervising Head Teacher Scheme introduced (professional support for teachers in kindergartens)	
1957		Second Labour Government elected
1958	Department of Education required that kindergartens be established in specially designed permanent buildings AKA 50th Jubilee	Department of Education requires teachers to have a minimum of 3 years at secondary school
1960	Child Care Centre Regulations introduced	Government Services Equal Pay Act National Government Elected
1964		Kindergarten teachers were included in the Education Act 1964, as members of the education service
1965	School Certificate became the minimum qualification for kindergarten student training	
1971		The Hill Report
1972		Equal Pay Act provided equal pay in 5 steps by 1978 Third Labour Government elected
1973	Childcare Fee Subsidies	Introduction of the Domestic Purposes Benefit
1974	Sessional grants (\$2 per session) given directly to Kindergarten Associations Auckland Kindergarten Teachers' College closed and training relocated to the Auckland Teachers' College	Accident Compensation Scheme introduced
1975	Kindergarten teachers training incorporated into Teachers' Training Colleges	National Government elected Waitangi Tribunal established

DATE	KINDERGARTEN AND AKA	POLITICAL CHANGE
	Auckland Education Board took over the maintenance of kindergartens from the Department of Education Supernumerary kindergarten teachers scheme introduced in Auckland	
1976	First male kindergarten teachers began work	
1977	Early childhood programme of the New Zealand Correspondence School established	
1978	Advisory Committee on Childcare Centres set up	National Government re-elected
1979		International Year of the Child
1981	National Senior Teacher Scheme implemented and funded by Government	National Government re-elected Maternity Leave and Employment Protection Act passed Liable parent contribution scheme required contribution from other parent of child of a domestic purposes beneficiary
1982	Early Childhood Workers Union (ECWU) registered Kohanga Reo began	Twelve month wage, price, and rent freeze imposed
1983	75th Jubilee celebrations of Auckland Kindergarten Association	The Equal Employment Opportunities programme introduced into the public (state) sector
1984		Wage and price freeze lifted Labour party wins snap election
1985	First time kindergarten teachers take industrial stop-work action over matters affecting pay and working conditions Early Childhood Forum held in Wellington. Key recommendations made	
1986	The first blanket coverage of employment award negotiated for childcare workers Administration of childcare services moved into the Department of Education Third teacher positions into two teacher kindergartens begun nationally (improved staffing ratio)	Family Support replaces Family Benefit Guaranteed minimum family income for low earners with children
1987	Bachelor of Education (ECCE) available for kindergarten teacher trainees	Labour Relations Act – led to the amalgamation of small unions
1988	Three year integrated Early Childhood training introduced State Services Commission takes over from the Department of Education as employer of teachers Report from the working party on early childhood education administration and funding released: <i>Education to be More</i>	State Sector Act – rules for employers mirroring private sector



DATE	KINDERGARTEN AND AKA	POLITICAL CHANGE
	New national scheme for Professional Support to Kindergartens implemented	
1989	<p><i>Before Five</i> released (February)</p> <p>Changes to the administration of education in the early childhood sector took place (October 1)</p>	<p>Guaranteed retirement income replaces national superannuation</p> <p>State Sector Amendment Act</p> <p>Sunday trading begins</p>
1990	<p>Amalgamation of New Zealand Free Kindergarten Teachers Association and Early Childhood Workers Union into Combined Early Childhood Union of Aotearoa (January)</p> <p>Education (Early Childhood Centres) Regulations passed</p> <p>Charter writing for kindergartens and schools</p> <p>Licencing and Minimum Standards</p> <p>Review of Early Childhood Education begun</p> <p><i>The Economic and Social Initiative</i>: froze funding and improved staffing levels for EC services</p> <p>Introduction of the <i>Statement of Desirable Objectives and Practices</i> (DOPs)</p> <p>Amalgamation of childcare and kindergarten training in Auckland</p> <p>Establishment of Early Intervention teams within Special Education Service</p>	<p>Unemployment benefit for under 18 year olds abolished</p> <p>Education Act and Education Amendment Act passed</p> <p>The Employment Equity Act passed</p> <p>National Government elected</p> <p>The Employment Equity Act repealed</p> <p><i>The Economic and Social Initiative</i>: welfare and governmental spending cuts (December)</p> <p>Finance Bill (No. 2) removed restrictions for kindergartens to charge fees</p>
1991	<p>Split develops between Kindergarten Associations in NZFKU. They subsequently formed the NZFKA and NZFFK (December)</p> <p>State Sector Amendment Act (delegates employer status to Boards of Trustees and other representative bodies)</p> <p>Budget: reduced funding for under 2's; changed ratios for under 3's; proposed bulk funding of kindergarten teacher salaries; removed compulsory teacher registration; removed equity provisions from charters; introduced contestable in-service training; eased staffing and qualification points</p> <p>Early Childhood Funding Review</p>	<p>Industrial action taken over the Employment Contracts Bill (April)</p> <p>Employment Contracts Act passed (May)</p> <p>Further welfare cuts announced by Minister of Finance (July)</p> <p>Community Services Cards for health subsidies are posted out (November)</p>
1992	<p>Bulk grant funding of the kindergarten service begins (March 1)</p> <p>Day of mourning in New Zealand kindergartens over bulk funding (March 2)</p> <p>AKA leaves the NZFKU and joins the Kindergarten Federation (Wellington, Waikato and Central North Island)</p>	<p>Guaranteed Retirement Income: qualifying age is to be raised from 60 to 65 years, starting April 1</p> <p>User part-charges for health care introduced (February)</p>

DATE	KINDERGARTEN AND AKA	POLITICAL CHANGE
	<p>Devolved employer responsibility for negotiating offered to Kindergarten Associations</p> <p>Parents as First Teachers programme launched (PAFT)</p> <p>End of National Appointment and Review Schemes for kindergartens (August)</p> <p>National Professional Support Scheme disbanded (left up to individual Associations to provide Senior Teacher support for their kindergartens)</p>	<p>Electoral reform referendum sees a vote for change (85% of voters) (September)</p>
1993	<p>Increased roll numbers for some kindergartens of 45/45, while others look to close as no longer “financially viable units”</p> <p>Draft national curriculum (ECE) – <i>Te Whāriki</i> – launched</p> <p>Cuts to childcare subsidies to low income families where parents not in employment or training (June)</p> <p>CECUA vote to amalgamate with NZEI</p> <p>AKA develops a logo</p> <p>Introduction of “Kindergarten Kids” magazine provided free to parents, whanau and care givers in Auckland, Waikato, Wellington and Central North Island kindergartens</p> <p>Hepatits B injections offered to all AKA teachers</p> <p>AKA teacher Terehia Brock, NZ’s first early childhood teacher selected for post-graduate bilingual course at Waikato University</p>	<p>National re-elected, with Labour as Opposition with Alliance and New Zealand First parties</p> <p>Electoral reform voted for in the shape of Mixed Member Proportional Representation</p>
1994	<p>Employment contract negotiations for teachers resume</p> <p>Auckland re-measure all kindergartens to increase roll numbers due to funding shortfall and increase numbers of sessions per week</p> <p>AKA restructured: five Area Managers and Property Manager appointed</p>	
1995	<p>Budget: funding changes, charter requirement changes, expansion of PAFT</p> <p>AKA broke away from the collective employment contract for their kindergarten teachers</p> <p>AKA appointed a Finance Director</p>	
1996	<p>Desirable Objectives and Practices (DOPs) revision begun (enforceable August 1998)</p> <p><i>Te Whāriki</i> (early childhood curriculum) released</p> <p>Budget: changes to funding for early childhood</p>	<p>New Zealand’s first MMP election. A National/New Zealand First Coalition Government is formed October 12)</p> <p>Kindergarten teachers removed from State Sector</p>



DATE	KINDERGARTEN AND AKA	POLITICAL CHANGE
	Another funding package offer for kindergartens (July) Third funding package offer (September)	
1997	AKA Business Plan developed	
1998	90 years celebration of Auckland Kindergarten Association Enrolment information translated into five languages	
1999	AKA introduces performance appraisals, quality assurance systems, strategic planning Kindergarten NZ Limited incorporated	Labour elected
2000	AKA commences property audit system New Constitution adopted	Kindergarten teachers back in State sector
2001	Equity funding for kindergartens now available Computers trialed in 6 kindergartens for administration AKA website launched	
2002	Pathways to the Future: Nga Huarahi Arataki. A 10-year strategic plan for early childhood education – launched KiNZ Myers Park Early Learning Centre opens (March 4) Funding Support Team introduced Introduction of Pay Parity for kindergarten teachers with Primary Teachers	Discretionary Grant Scheme criteria changes
2003	Roskill South Kindergarten selected as Centre of Innovation Bairds Kindergarten involved in Manukau Family Literacy Programme AKA negotiates regional cleaning and security contracts for kindergartens General Manager invited onto working Party for Professional Standards Professional Services Manager seconded to assist implementation of the Standards	
2004	AKA extends session times (2 additional hours per week) AKA joins NZ Federation of Free Kindergartens	
2004	AKA appoints Project Managers to supervise building work AKA awarded secondary Standard in ACC Workplace Safety Management Practices	

DATE	KINDERGARTEN AND AKA	POLITICAL CHANGE
2005	<p>New salary scale introduced for kindergarten teachers with two tertiary qualifications</p> <p>AKA Kindergartens connected to broadband</p> <p>General Manager appointed to 20 Free working party and working party on Hours of Work</p> <p>Operations Manager appointed to working party Mission On (Healthy Eating)</p>	
2006	<p>NZ Federation of Free Kindergartens changed name to EC Leadership (includes AKA)</p> <p>Two AKA kindergartens selected for <i>Centres of Innovation</i>: Mangere Bridge Kindergarten, Botany Downs Kindergarten</p> <p>Six AKA kindergartens accepted onto Ministry of Education ICT project</p> <p>Takapuna Kindergarten receives Education Innovation Award</p> <p>St James Kindergarten receives Enviroschools Bronze Award</p> <p>AKA teacher Doreen Attwood awarded excellence in teaching</p> <p>AKA awarded tertiary standard in ACC workplace safety management practices</p> <p>New logo for AKA and for each kindergarten launched</p> <p>AKA extranet launched</p>	<p>Education Amendment Act: Removed term “kindergarten” from Education legislation, removed requirement for teachers in all day kindergarten to be qualified; only required for sessional services</p>
2007	<p>50% of staff in ECE centres to be trained by December 2007</p> <p>1 July funding package “20 hours free ECE” introduced for teacher-led ECE services</p> <p>Duffy Books in Homes introduced by AKA into 45 kindergartens</p> <p>AKA first Association to train all teachers in ICT net safety</p> <p>St James Kindergarten commended in ARC Sustainable Environments Awards</p> <p>Snells Beach Kindergarten receives Education Innovation Award for Active Movement Programme</p>	
2008	<p>100 years celebration of AKA</p> <p>Redevelopment of AKA website to improve communication and provide ideas for parents to do with their children</p> <p>AKA registers with Charities Commission</p>	



Presidents of the Auckland Kindergarten Association			
YEAR	NAME	YEAR	NAME
1908–1910	L.J. Bagnall	1932–1933	H.G. Cousins (MA)
1911	Dr W.C. McDowell	1934	F.N. Ambler
1912	Rev. W. Beatty (MA)	1935	A.G. Menzies
1913	J.C. Tunks	1936	K.B. Myers
1914	E.K. Mulgan	1937	H.G. Cousins (MA)
1915	L.J. Bagnall	1938–1949	J.A.C. Allum
1916	Rev. W. Beatty (MA)	1950–1957	Sir John Allum (CBE)
1917	H.G. Cousins (MA)	1958–1964	G.E. Myers
1918	E.K. Mulgan (MA)	1965–1967	L.le F. Ensor (OBE)
1919	G.W. Murray	1968–1969	Mrs J.S. Rea (BA)
1920	H.G. Cousins (MA)	1970–1976	K.J. Hayr
1921	Rev. W. Beatty (MA)	1977–1980	Mrs E.M Bethell
1922	H.P. Richmond (BA LLB)	1981–1983	Ian W. Hay JP
1923	A.St Clair Brown (LLB)	1984	Mrs M.J. Fogarty
1924–1925	C.J. Ellerbeck	1985–1987	Mrs D.L. Iversen
1926	H.T. Merritt	1988–1989	Mrs S.E. Woolley
1927	G. Brownlee	1989–1993	Mrs P. Reid
1928	J. Stanton	1993–1995	Mrs W. Sharp
1929	C.J. Tunks	1995–1998	Mr R. Crawford
1930	A.St Clair Brown (LLB)	1998–2002	Mrs V. Carter (LLB)
1931	J.H. Jackson	2002–present	Mrs J. Drummond (LLB)

General Managers of the Auckland Kindergarten Association			
YEAR	NAME	YEAR	NAME
1984–1989	Luton Dawes (Executive Director)	1997	Ron Crawford (Acting General Manager)
1990–1992	Lila Gilfillan	1997–1998	Stephen Alexander
1993	Ewen Stewart	1998–1999	Ron Crawford (Acting General Manager)
1994–1997	Jan Jameson	1999–present	Tanya Harvey

### Life Members of the Auckland Kindergarten Association

YEAR	NAME	YEAR	NAME
1920	Miss E.F. Brooke-Smith, Mrs E. Brooke-Smith	1969	J.H. Rose
1928	Mrs P. Oliphant	1971	Miss J. Neill
1934	T.U. Wells	1973	D.C. O'Halloran
1935	Mrs A.F. Vicary	1975	Mrs B.B. Gascoigne
1943	Mrs C. Maguire	1979	K.J. Hayr, Dr David Barney
1945	Hon. Eliot Davis, W. Goodfellow, A.J. Hutchinson, H.T. Merritt	1981	Mrs E.M. Bethell
1946	G. O'Halloran, Miss M. Slingsby Newman	1984	Mrs E.L. Munro
1948	K. Myers	1985	Mrs M.J. Fogarty
1957	Mrs E.H.B. Milsom, Miss M. Colegrove	1987	Mrs J.M. Ramsey
1958	Mrs H.T. Merritt	1989	Mrs D. Iversen
1962	Mrs I.M. Cuthbert (MBE)	1990	Mrs S.E. Woolley
1968	Mrs H. Batten	1994	Mr H. Harrison

### Patrons of the Auckland Kindergarten Association

YEAR	NAME	YEAR	NAME
1911–1912	Her Excellency Lady Islington	1937–1940	Lady Davis
1913–1920	Her Excellency Lady Liverpool	1941–1949	Mrs J.A.C. Allum
1921–1924	Her Excellency Lady Jellicoe	1950–1957	Lady Allum (MBE)
1925–1929	Her Excellency Lady Fergusson	1958–1972	Sir John Allum (CBE) & Lady Allum (MBE)
1930–1934	Her Excellency Lady Bledisloe	1973–1975	Lady Allum (MBE)
1935	Her Excellency Viscountess Galway	1976–1982	D.C. O'Halloran
1936	Mrs M.M. Davis		





**“I like kindergarten because I like all the books”**

Opeti, age four





**“I like kindergarten because I like doing the doing the monkey bars and puzzles and playing with my friends”**

Ella, age four





IF YOU THINK  
I'm Cute  
YOU SHOULD SEE  
Mrs  
CENTY









# CHAPTER 5

## THE TEACHING PROFESSION – THE CHILD GARDENERS

What makes a girl want to be a Kindergarten teacher? The question is often asked of applicants for training, “Why do you wish to do this work?” First of all, there must be a love of little children, and a desire to be with them, and no girl will make a success of the work who does not fulfil this essential requirement. The work is often tiring, sometimes discouraging, but it is never monotonous, because human personalities are unpredictable, and no two days are ever the same. It provides lots of fun, and it is extremely satisfying, because it calls for the giving of oneself, and therein lies its reward. (Colegrove, 1947, p. 2)

# The New Zealand Free Kindergarten Union



This is to certify that

Jeanette Lynn Mitchell

having pursued the prescribed course of study in Kindergarten Theory and Practice and completed the requisite examinations in 1973 has been duly awarded

## The Diploma

of the Free Kindergarten Union

Dated this 6<sup>th</sup> day of December 1973

*M. G. Ingram, M.B.E. J.P.*  
President

*L. J. Robertson*  
Principal  
Auckland Centre

*J. Elliott*  
Secretary

From their beginnings each Association was required to train its own kindergarteners (teachers) – Dunedin, Christchurch, Wellington and Auckland initially developed their own programmes.

In 1926 a national affiliation of training centres formed into a Free Kindergarten Union to set national standards for training and award a “kindergarten” qualification. Early discussions between the Board of Education and the Kindergarten Associations had emphasised the need to follow the workings of a theorist called Froebel and for a uniform system of education to be carried out at the Associations’ Training Colleges. However, it took 66 years (1975) for this to become a reality. A national syllabus was eventually drawn up in 1947. Auckland continued to grant its own teaching diploma until 1950 when this was taken over by the New Zealand Free Kindergarten Union.

In 1964 proposals were made to extend the training to a three-year course integrated with the Universities. Finally in 1988, the three-year Diploma of Early Childhood Education came into being, combining the existing one-year Early Childhood Education Certificate and the two-year Kindergarten Teacher Training Course.

As of 2008 a three-year Diploma in Teaching (ECE) is the official minimum qualification, recognised by the Ministry of Education, for teaching in early childhood centres (including kindergartens).

### TRAINING IN AUCKLAND

In 1909 Margaret Gibson was employed to begin teaching in 1910. Miss Gibson was “described in the *New Zealand Herald* as ‘a lady with excellent experience’, [and] was the holder of the higher certificate of the National Froebel Union of Great Britain” (Marshall, 1983, p. 57).

Kindergarten teaching was promoted as an occupation for those young women whose family could afford to support them through training as well as through the early years of teaching while there were no salary payments. (There was no qualification needed to enter the two-year diploma of kindergarten training until



the 1960's when School Certificate became the minimum entry qualification. (Lockhart, 1975, p. 109). It was not until 1941 that the Department of Education made student allowances available for kindergarten trainees in the same manner as for primary teacher trainees, which was subsequently replaced by student fees and student loans, along with all other tertiary students, in the 1990s.

The training to be a kindergarten teacher was seen as the essence of women's work and would support their womanly development (that is, home-making).

*It trains young women towards home-life – not away from it. It is a profession full of depth and dignity, far better and far more developing to their womanhood than an office, shop or tearoom. It is the very heart and soul of woman's work. In making the profession of a kindergarten teacher possible to the young women of this Dominion ... you are setting the keystone of a higher social and civic life. (Myers, submission 1912 cited in May, 1997, p. 76)*

In the period 1889–1939 the typical kindergartener had evolved “from being a wealthy young lady assisting a worthwhile if quaint charity whilst waiting for marriage to being a professionally trained teacher independently earning her own salary” (Dempster, 1986, p. 143).

*Trained teachers can be obtained from the Training College, Sydney, but the only way to secure a supply of Junior Teachers is to induce parents to look upon the [kindergarten system] as an opening for their daughters. Many of whom possess the love of children, and to whom the employment will be far more congenial than stenography, typewriting, shop or factory work, and who may look forward to undertaking the charge of schools of their own after finishing their training. (Auckland Kindergarten Association General Annual Meeting Minute Book, 15/09/1908)*

## AUCKLAND KINDERGARTEN TEACHERS' TRAINING CENTRE/ TEACHERS' COLLEGE

The first location for an Auckland Training College was in the cricket pavillion at Victoria Park, transferring at the end of 1910 to the newly built Logan Campbell Kindergarten building. From there in 1916 it moved to Myers Park Kindergarten, eventually to the upper floor of the same building in 1944 as the numbers of

students grew. However, by the 1950s further space become increasing required as rooms became overcrowded and toilet facilities became inadequate (Marshall, 1983). In 1958 with the Minister of Education's approval the College moved to a converted house in Arney Road, Remuera. Its opening was a grand affair with first and second year kindergarten students forming a guard of honour for Lord and Lady Cobham as they arrived. Lord Cobham, in his opening speech is reported to have said:

*“A school is only as good as its teachers,” he said “and this training centre is fulfilling a great purpose in supplying the latest in techniques and methods of teaching. But the students' love of their subject is vital, too.” (The Herald, 1958)*

In 1974 all training transferred to the Auckland Teachers' College and the Arney Road Centre was closed. The AKA, along with all the other Associations no longer had responsibility for training kindergarten teachers.

## TEACHER QUALIFICATIONS

AKA Diplomas were granted to the students at the end of two years dependent on the student's character, scholarship and practical ability (AKA Annual Report, 1911). The Diplomas were conferred by the Council of the AKA and could be awarded on two grades:



Second Grade upon each student who has fulfilled the following conditions:

- Whose work has reached a satisfactory average throughout the whole course of training.
- Who has passed examinations in theoretical work at the end of her junior and senior years.
- Who has shown her practical ability by taking charge of a Kindergarten for a short period under the inspection and to the satisfaction of the Principal of the training classes.

First Grade:

- Who has shown distinct ability in taking charge of a Kindergarten as above.
- Who has done excellent work in her examination papers and who has gained an average of not less than 76%.

The initial two-year diploma course with the Auckland Kindergarten Association consisted of:

- Methods of Teaching
- Psychology and Child Study
- Theory of the Use of Froebel's Building Gifts
- History of Education

- Nature Study
- Froebels "Mother Play"
- Froebel's "Education of Man"
- Programme Making (for School Work)
- Handiwork – modelling, weaving, paper folding and cutting etc
- Music – vocal and theoretical
- Drawing – model, freehand and blackboard
- Class Singing was added in 1911

The study included daily practice work in a kindergarten under the tuition of a Trained Kindergarten Director (often the only trained teacher in the kindergarten), complemented by lectures and classes at the Kindergarten College.

In contrast, currently students training for the three-year Degree of Diploma of Teaching (Early Childhood Education) attend daily lectures at their University or Tertiary Provider and then have a minimum of 20 weeks Practicum in a range of in early childhood education centres. On Practicum, the student gains practical teaching experience, observes expert teaching, practises skills, discusses issues and is supported by Faculty lecturers.





**“I like kindergarten because I can play on the swings.  
I like the new goalpost. I can play football” Ronan, age four**



Courses at the Auckland University Faculty of Education 2008 cover a range of academic and applied areas. For example:

**Programme structure: Bachelor of Education (Teaching) – Early Childhood Education Specialisation**

*Programme structure – Taken directly from Auckland University website: <http://www.education.auckland.ac.nz>*

YEAR ONE	YEAR TWO	YEAR THREE
Experiencing Technology	Music in the Early Years	Hauora: Early Years Movement
Science in the Early Years	Infants/Toddlers Pedagogies	Play and Pedagogy
Visual Arts in the Early Years	Languages and Literature	Enabling Achievement Early Childhood
The Professional Teacher Early Childhood 1	Mathematics in the Early Years	The Professional Teacher Early Childhood 3
Hapai Akonga	Practicum Early Childhood 2	Macro Influences on Education
Hauora: Early Years Wellbeing	The Professional Teacher Early Childhood 2	Social Sciences Education
Education in Aotearoa New Zealand	Teaching Learning and Assessment Early Childhood	Dance/Drama in the Early Years
Diversity and Learning		





## TEACHER SALARY

In 1947 the Education Department began to cover the full costs of the salaries of kindergarten teachers, replacing a system of capitation (sum of money per child attending the kindergarten) and supplementary salary grants.

“The Minister said kindergarten committees would still be required to find additional funds necessary to carry on their work. Kindergarten staff would be called upon to serve a minimum week of 24 hours instead of 15 as at present. The new scale was as follows: Principals, £425 to £475; directors, £235 to £275; assistants, £200 to £230. Increments would be at the rate of £10 a year.” (*Herald*, May 21, 1947).

In 2008 the Kindergarten Teachers Collective Agreement salary scales show \$68,354 for Head Teachers and Teachers range from \$32,610 to \$66,327 depending on the qualification and years of experience held. The kindergarten teachers have achieved full pay parity with the primary school sector.

## TEACHING MEMORIES IN THE AKA

Extracts from: *Kindergarten Training 1951–1952 – Myers Park, Phillipa Harington*

The Training College had a lovely park setting, the actual kindergarten situated



downstairs from the lecturer rooms.... For the first six weeks of each term we had lectures daily on various subjects: human relations, child psychology, human development, health, art and music to name just a few. Along with the class lectures we also had to build up a personal collection of songs and music, a number of folders holding picture collections and write up a book of favourite stories and poems, preferably illustrated. These we would need when out in the kindergartens...Fridays were different – [we attended] a session called “Carpentry”. This took place in a small storeroom area and the toilet block. The latter was not used for its proposed purposes but was fitted out with a bench, skill saw and many shelves to hold paint pots and tools etc. The outcome of these afternoons with Miss Rothbury were a wide variety of toys, interlocking trains, hammering boards, colour cones and of course a big selection of puzzles of our own choice. I still have a much worn puzzle of Little Black Sambo (later banned) made during these sessions: the teeth marks and work paint show how much it was used.

*(In 1991 Phillipa retired after 40 years of kindergarten service)*

## Memories: 50th Reunion of Kindergarten Trainees

A reunion held to celebrate 50 years since beginning training was held in April 2008 by the final intake of trainee kindergarten teachers to be taught at the Myers Park training centre, in Queen Street, Auckland.





The intake of (originally) 32 students began their training in January 1958, the final year the training centre operated from Myers Park in Central Auckland and the following year all were transferred to Arney Road, Remuera, to the former Nathan Homestead with its spacious house and grounds.

In 1958, and for some years previously, the three permanent teachers attached to the college (all single ladies, their names always respectfully prefixed with Miss) were Miss Cawkwell, who lectured on Principles and Practices and was Principal of the college, Miss Burt – General Kindergarten Practice and English, Miss Rothbury – Nature and General Upkeep.

There were also several non resident auxiliary teachers who lectured in their specific fields, Dr Barney – Child Psychology, Ms Bellwood – Exercise, Joan Brockett – Literature, Mrs McRobie – Speech, Mrs Flynn – Child Development, and others who took music, exercise and other subjects necessary for the turning out of well rounded kindergarten teachers!

Originally Miss Jessie Neill, from her office in the Myers Park Centre, was responsible for all office work and pay cheques, the latter being paid to students on the last day of every month. These monthly cheques of £18, provided students with an (often unwanted) extra lesson in strict pecuniary management.

Most students from out of Auckland either boarded privately, stayed at the YWCA on the border of Myers Park, or later at the Anglican Hostel near Arney Road.

During this time, all trainees were either “in” or “out” of the training college on six week sections for practical training at kindergartens in the Auckland area.

*Moya Kirkham (nee Kirby)*



## Miss Colegrove Retiring From Kindergarten Work



*The New Zealand Herald, Saturday, December 3, 1949*

*With the name of the Auckland Kindergarten Association has long been associated that of Miss C.M. Colegrove, its principal. Miss Colegrove, who has announced her retirement, to take effect at the end of the present kindergarten year, has "grown up" with the movement in Auckland and has given to it a selfless and wholehearted service which is almost without parallel.*

*She has been connected with the movement for 35 years. Receiving her training in Auckland, she was then appointed assistant, subsequently promoted to director and, after ten years, was appointed principal of the Auckland Kindergarten Association. Her work has not just been a "job" to Miss Colegrove. Apart from her qualities as an administrator and teacher, she has brought to her position a breadth of vision, wisdom and an understanding of the young mind, of which student teachers, parents and the members of the association alike have been fully appreciative.*

*When Miss Colegrove became principal of the Auckland Kindergarten Association 25 years ago, there were four free kindergartens operating in Auckland. Today there are 24. The number of student teachers has risen from a small group in 1925 to 50 today. This alone is an indication of the essential nature of the work of the kindergartens in training the pre-school child. If further indication were needed there is the fact that when during the depression it was thought that all kindergartens would have to close because of the withdrawal of Government grants, the faith and courage of some members of the Association kept them open.*

*The maintenance of any organisation which is dependent partly on public support is often fraught with many difficulties. These Miss Colegrove has met and surmounted and in doing so established for herself a place high in the public esteem. Four years ago an assistant principal was appointed to help her in the increasing volume of work falling upon her, and last year a third member of training staff was employed. In 1946 the whole of the upper floor of Myers Kindergarten building was made available for student training.*

*Miss Colegrove holds what must be a unique record for attendance at her work. In her 35 years service with the association she has never once been absent through serious illness. She has twice had leave of absence for trips abroad, as she is a firm believer in the necessity for "brushing up one's knowledge" and keeping up to date with the latest trends overseas. In 1928 she went to England for a trip, not primarily a professional one, but in the course of it she visited kindergartens and nursery schools in England and Australia.*

*A Carnegie Fellowship was awarded her in 1935-36. On this occasion she went to the United States to study at Columbia University, New York, and travelled extensively throughout the country visiting pre-school and other institutions. From there she went to England for further study and visits of inspection. On her return she put into practice in Auckland many of the new ideas she found operating overseas.*

*In her years as principal of the Association many student teachers have passed through Miss Colegrove's hands. She has watched the careers of some with interest, although she admits that marriage has been the biggest "mortality rate" among them.... Miss Colegrove's duties have been connected with the professional side of kindergarten work and included supervision of the kindergartens, which she has visited regularly, and the training of the student teachers. Until four years ago she did all the lecturing and organising herself. She has always kept closely in touch with the mothers' clubs, which are an integral part of the kindergarten movement.*

*On her retirement Miss Colegrove has two further ambitions for the kindergarten movement. One is to see established a hostel which will provide board for student teachers. The other is to see a greatly enlarged and improved library.*

Miss Colegrove passed away on March 14, 1953



**“I like kindergarten because I like playing games and stuff and I like playing hide and seek” Tobi, age four**





REHABIL MC 1-3 06/08/28 27







ring a ring a roses, a  
pocket full of posies,  
ashes! ashes! we all  
fall down

hopper, G

### AT WORK AND AT PLAY: THE KINDERGARTEN DAY

It is easier for children...to be good when surroundings are pleasant and attractive. Kindergarten is a place of “sweetness and light”. Where the little ones enjoy a higher ideal of beauty and comfort than their shabby (and too often, dirty) homes afford. Small wonder, then, the child develops like a plant placed in proper soil, expanding in sunshine, lifting up its face to the Creator, becoming a complete and happy human being. That is what a Free Kindergarten stands for, what its name symbolizes. A Child-Garden, where “the little human weeds” by the God-saving grace of wisdom, kindness and care are developed into useful, sturdy plants expanding to higher human heights. (Mrs Leo Myers, 1911, *The Weekly Graphic and New Zealand Mail*, November 22)

Over the past 100 years of kindergarten in Auckland the experiences of children at kindergartens have changed – reflecting the combination of educational philosophies, social and political contexts and economic constraints of New Zealand and the goals and missions of the Associations over time.

From views of kindergarten as the place to “save children” from their home and surroundings, to kindergartens as a community hub for children and their families (Duncan, 2008) kindergartens have been a place that has benefited both their children and their families and whanau.

## THE KINDERGARTEN DAY

Kindergarten sessions in the earlier years of the century ran to tight timetables, and included key activities that were deemed to be educationally sound and important for the “correction” of children who were needing support to grow into worthwhile New Zealand citizens. The following timetable from a kindergarten in 1921 demonstrates this pattern:

Timetable 1921	
TIME	ACTIVITY
0900	Assembly
0930 - 0940	Personal hygiene
0940 - 0945	Quick music
0945 - 0955	Greetings and songs
0955 - 1005	Morning talks
1015 - 1035	Free period
1035 - 1045	Putting away
1045 - 1055	Recess
1055 - 1100	Assembly point and quiet music
1100 - 1120	Free period
1120 - 1130	Putting away
1130 - 1150	Games
1150 - 1200	Goodbyes

Olive de Malmanche (nee Gaudin) described these routines and activities as she had experienced them in the kindergarten programmes of the early 1930s:

*We had to be at kindergarten by 9.00 am and the children arrived at the same time. They had the same hours as a state school and we started at 9.00 and then we would all march around the room and sing “Good morning” to each other. It was always “Good morning, Good morning to everybody, Good morning to you” and then we would sit on the ring and cross our legs and have perhaps a little story about what to do today. Then they’d get up and dance around and then they’d skip and they’d dance and skip and then walk slowly and then walk quickly and then they would march into the various rooms. The [children] were divided into classrooms in different age groups and the two classes were separate....*

*[After the good morning] you’d go into the room where you’d have painting, plasticine, trains, anything. They could do as they liked. I used to love seeing what they drew, some of them were quite clever. Have a little break at 10.00 am. The children would go out, of course we would have to go out with them and be in the playground all of the time. At Myers they provided bread and butter in those days and sometimes even a bit of jam....Then when they had finished their half hour in the grounds they’d come back and the senior ones would have phonetics and they thoroughly enjoyed it. The kids loved it!*

*When it was 12.00 pm we would gather up our children that we were taking home.*

Taking a child home, or collecting the children on the way to the kindergarten in the morning, is recorded as common practice in these years (reminiscent of the beginnings of kindergarten in Dunedin where the teachers wandered the streets collecting children to attend!). Beryl Carr (nee Winstone) described her “gathering” of children:

*[In the morning] I would catch the ferry and the tram out to Mt Smart corner and I’d have my rope with all the little knotted loops on it and would pick up about 20 or more children as we walked down Queen Street, right down to the bottom of it, nearly to the waterfront there. Each child held onto a knotted loop on the rope. Those little children used to be so happy walking down there. All the years I did escorts in various parts of Auckland, I didn’t ever hear of one child knocked or hurt or damaged by traffic.*



Elizabeth Tunks has similar memories of the “rope”:

*The rope had loops along its length, one for each child to hold, with a teacher in front and sometimes one behind. It was of course a “crime” to let go your loop. The rope was also used for escort duties when we took the children part of the way home after the session.*

Providing food for the children was also standard practice, with bread and fruit as the usual offerings. Beryl Carr remembered the strategies used to ensure there was food for the children:

*A lot of the Directors at the kindergartens would get friendly with the bakers in their district. On Fridays we’d go round to the bake houses and we’d each go home with a loaf of bread and we would cut it up and spread it with Vegemite and bake it in the old wooden coal range. Then we’d each take a big tin of rusks for our classes’ morning tea back to kindergarten...we’d stop at orchards where we would just say who we were and where we taught and they would give us bags of apples and things like that and we would take them back each week to whatever kindergarten we were at. During apple season the children would have their rusks and their apples. Then later the Government gave free milk to all kindergartens as well as the primary schools and we would have a bottle of free milk for the children. If they didn’t get breakfast or lunch at home, they did have sustenance during the day...[The food] had to be well locked up after kindergarten because breaking in was very common in those days.*



The topics that the children “studied” at kindergarten mirrored the aims of the kindergarten – the making of a good citizen. See the outline from a kindergarten programme plan in 1921:

<b>Subject for Year 1921: The Making of a Good Citizen</b>	
<i>Term One: Those who help to make our town a good place to live in and how we can help</i>	
Week One	Holiday talks
Week Two	The streets
Week Three	The parks
Week Four	Our home gardens
Week Five	The dustman
Week Six	The policeman
Week Seven	The fireman
Week Eight	The postman
Week Nine	Song week
Week Ten	Trains
Week Eleven	Boats
Week Twelve	Our mothers and fathers work
Week Thirteen	Story week
Week Fourteen	Revision





The transition from structured planning and programming to current practices (a mixture of planned and spontaneous activities, free play and routines) has occurred over the 100 years, both as the result of key educational thinkers and influences in early childhood education (Moira Gallagher, Supervisor of Preschool Services in the Department of Education 1946-1965) and leadership in Auckland (David Barney, University of Auckland) and in the AKA itself (Joy Ramsey, Supervising Head Teacher/Senior Teacher). In the 1983 Annual Report of the AKA (p. 6) the Senior Teacher report sets out the shift to expanding children's experiences, all the while maintaining the routine and predictability of the programme that supports young children learning. The emphasis had moved from "saving children" to "creating the best opportunities for early learning for later success":

*A kindergarten programme provides a balance between self-selection and teacher directed activities all planned with definite objectives in mind. There is stability and regularity combined with flexibility. Young children need to know what is likely to happen during the day as this adds to their security. One of the best avenues of learning for children is through the use of their senses. It flows that the curriculum must be based on real and participatory experiences. However, with all of this it is crucial that there be ample time in the programme for self-initiated play. This is the medium which clarifies concepts, provides emotional relief and facilitates social development.*

In the 1995 Annual Report the AKA emphasised the model of kindergarten teaching and learning with later school success (p. 9):

*The Auckland Kindergarten Association was founded to provide high quality learning opportunities for young children. Our role in the education of children is to provide the solid base on which to build throughout life. The Kindergarten Curriculum and Programme is focussed to develop each child's ability, awareness and skills to their potential in a holistic manner:*

- Each kindergarten is responsive to the cultural diversity of its community.
- The Auckland Kindergarten Association's commitment to the Treaty of Waitangi and the recognition of the cultural identity of each child and family is reflected in the kindergarten programme.

*The foundation for understanding and developing the concepts of reading, writing, mathematics and science are fundamental to the programme, as are each child's social, emotional and physical skills. Each child's development is monitored on an ongoing basis to ensure that they gain maximum benefit from their attendance at kindergarten.*

*Children learn through play.*

*Children experience mathematics and science in all areas of the kindergarten learning environment especially through games, sand, water and block play. Children's interactions with their peers, teachers and other adults help them develop social, emotional and physical skills that will enable them to question, experiment, co-operate, accept responsibility and resolve conflict peacefully.*

*Children's language skills are extended through providing opportunities to enjoy books, songs, drama and conversation. The discovery of words naturally leads to the excitement of relating the spoken word to the written word.*

*At kindergarten, children build on these concepts on their journey to being able to read and write.*

*Children's creativity is nurtured and extended in an environment that gives them choice to experiment with a wide range of materials and mediums.*

*As the kindergarten philosophy is based on community co-operation and partnership it is critical that there is parent and whanau involvement.*



*The role of families in kindergartens is pivotal for both children's learning and for the kindergartens which make up the Auckland Kindergarten Association Charitable Trust.*

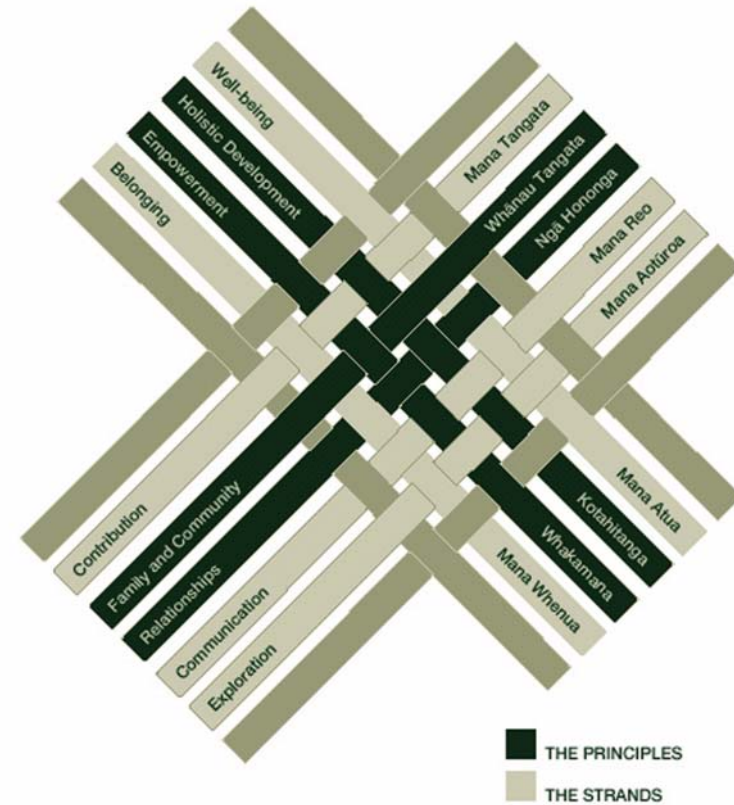
While kindergartens still include the ideas of “themes” or topics in their programmes, such week-by-week or term-by-term planning has been replaced with the national early childhood curriculum: Te Whāriki: He Whāriki Matauranga mo nga Mokopuna o Aotearoa. The aspirations for children within early childhood education are now shaped by this statement:

To grow up as competent and 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.

*Ministry of Education, 1996, p. 9*

To achieve this kindergartens now plan and assess their activities and learning experiences around the tenets of the Curriculum – Children's Well-being, Holistic Development, Empowerment and Belonging; Mana Atua, Kotahitanga, Whakamana, Mana Whenua; Family and Community/Whanau Tangata,

Relationships/Nga Hononga, Contribution/Mana Tangata, Communication/Mana Reo and their Exploration/Mana Aoturoa, as demonstrated in the following diagram:



# KINDERGARTEN MEMORIES

## Teacher Memory

At Myers we had two goldfish – Tiddlywinks and Tiddlywol. Veal, who was musical, wrote a song and put it to music:

Tiddlywinks and Tiddlywol, Were two little fishes that lived in a bowl

They looked so alike that everyone thinks, that Tiddlywol is Tiddlywinks!

There came a time when we decided to use carbolic soap for impetigo. We came in one morning and went into the main room and Tiddlywinks and Tiddlywol had turned up their toes. We saw a little piece of carbolic soap in their bowl. We rushed into Veal Middleton. What to do? We rushed down Queen Street with the goldfish bowl to the pet shop. We were his first customers for that morning. We chose two goldfish and rushed back up and nary a child missed Tiddlywinks and Tiddlywol! *(Beryl Carr)*

## Child Memory

In 1969 when man landed on the moon, kindy got a large metal space ship for the outside playground. The spaceship was the best and most exciting thing to play in. It was big enough for six of us to climb up into, shut the door and pretend we were going to the moon. I remember it being hot when the door was closed and full of sand and stones. There were the big wood reels from the Power Board that had planks of wood joining them together that we used to run over. No safety matting to worry about in those days.

*(Sally Compain (nee Page McFadyen) 1969–1970, Birkenhead Kindergarten).*

## Teacher Memory

One of the things we always did on a Tuesday afternoon was to visit the children who were due to come from the waiting list into the kindergarten. We would go to their home and visit them. Depending on the welcome from the parents, sometimes you were greeted at the front door other times you were invited in. The purpose was to meet the child in the child's own environment. If necessary we would go back to that home two, three times, four times prior to the child starting kindergarten. If the child was very timid and shy we felt "let's just delay this enrolment until the next vacancy and see if we can get alongside this child and its mother". *(Eileen Bethell, (nee Beechey) 1950's)*

## Teacher Memory

I had been there for about a year, I suppose, when I met the man who eventually became my husband. He had a motor scooter and he said that he'd come out and have lunch with me one day and help me (it was a Friday) move all heavy stuff and put it away at the end of the morning because on Friday we didn't have children in the afternoon. This was a long time ago and he had not long come back from England. He had a very, very red beard. People in those days didn't have beards. It was long before the norm. While I was reading a story at mat time someone came and wanted to do an enrolment. Tony was there so I said to him, "Would you mind finishing the story?" So he sat down and finished reading the story while I attended to the enrolment. On Monday, one of the mothers came to me and said, "Did you have a man at kindergarten on Friday?" I thought "Oh my God, this is it." I said, "Yes, we did. Why?" "Well", she said, "Jenny came home and said 'Jesus came to kindergarten today'." I said to her, "How do you know?" She said, "He had long hair on his chin and he sat down and told a story!" I thought that was lovely. *(Jo Grennhough)*





**“I like kindergarten because I like drawing with the pencils. I like the puzzles” Tony, age three**



**“I don’t like kindergarten, I like primary school”**

Clinton, almost five



# AUCKLAND KINDERGARTEN TEACHERS VOICES 2008

## One thing I enjoy about teaching/kindergarten is....

... the opportunities available to keep up to date through the professional development offered by the AKA. *(Christine)*

... the sessional environment and the opportunity it gives teachers to provide age appropriate challenges and learning opportunities for children within a community driven context. *(Meggan)*

... being with the children – special characters they are: Tamariki, whanau, Kaiako Whanaungatanga, ki te Kotahitanga *(Jacqui)*

... I like the community spirit that exists in kindergartens when families are actively involved in the life of the kindergarten. *(Joanne)*

... the children and their clear disposition to want to learn. ... I believe I am part of a group of important people in every child's life – who work to build a better future for both the children – parents/caregivers/whanau, the community and eventually the society we will all live in. *(Alosina)*

... the people. The children amaze me with what they can achieve. Parents who contribute and who also grow from being at the kindergarten. The community and how people come together. The teachers I have worked with and learnt from and other workers, primary teachers and students. *(Sheryl)*

... that we have the opportunity to see and be part of young children's learning and development which sees them gain confidence and independence but mostly I love their enthusiasm and zest for life. *(Valerie)*

... the opportunities we have to respond to children's spontaneous interests and ideas. *(Jenny)*

... being an integral part of our community. Seeing the children grow up and become community members in their own right. *(Lisa)*

... I feel my language and culture is valued and appreciated by the teachers, children and their families at the kindergarten. *(Anu)*

... seeing children grow to become confident capable learners, who are aware that they can influence our kindergarten community. We also influence our kindergarten community. We also have fun and laugh a lot! *(Sheena)*

... working in a team and being able to share and support each other. *(Chris)*

... being part of children's learning and feeling like you make a difference in their lives. *(Andrea)*

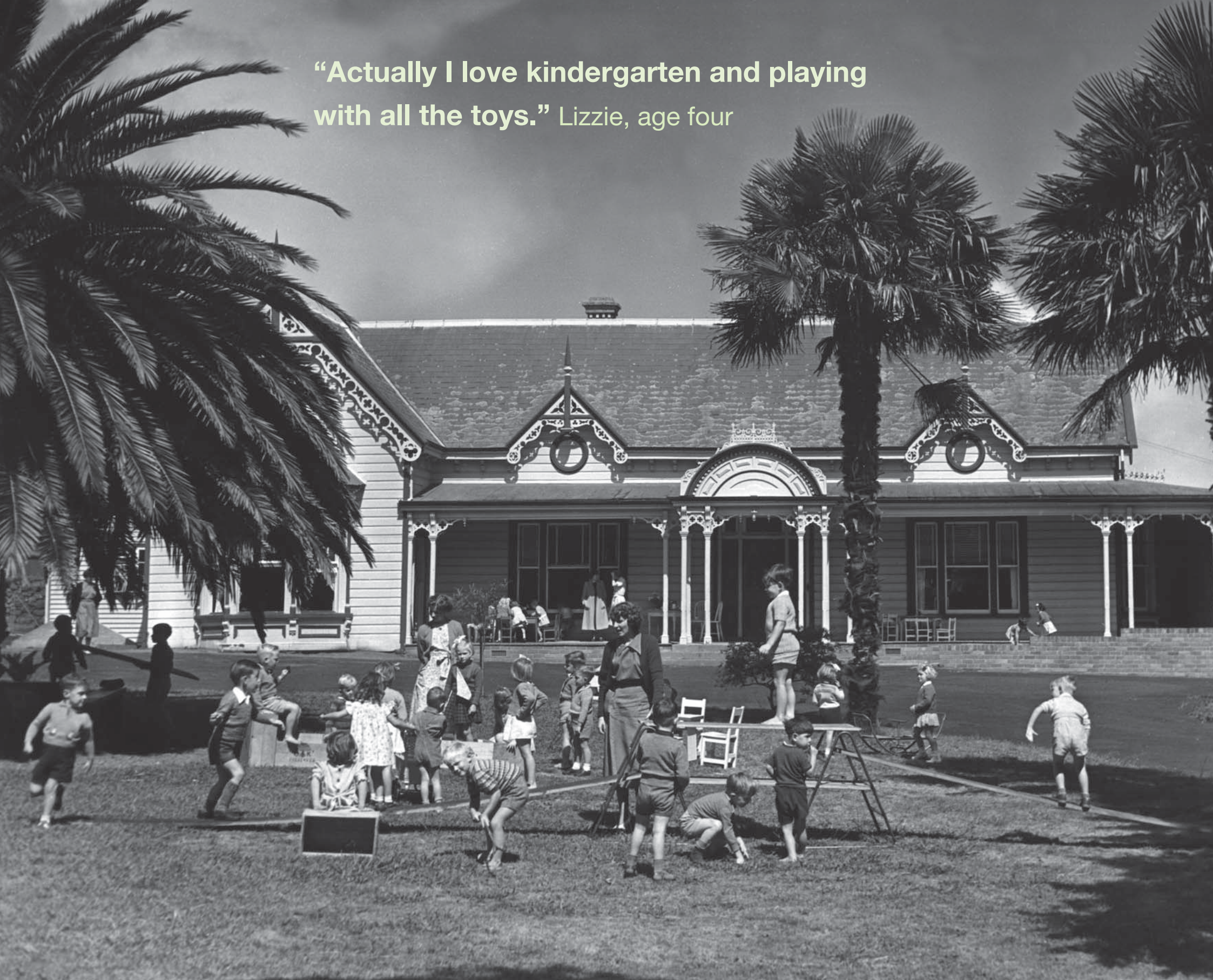
... seeing the excitement on children's faces when they discover something for the first time. *(Bern)*

... getting to know children and really listening to what they say. *(Leonie)*

... working with children who are similar in age. *(Ruth)*



**“Actually I love kindergarten and playing  
with all the toys.”** Lizzie, age four





Transmittal Worksheet - follow instructions carefully  
- follow guidelines  
- Safety first

Please don't collect all at once or in one go  
Please don't collect a lot of items with one person

- 1. Keep all the items in the bag until you are ready to take them home.
- 2. Don't touch anything that you don't want to take home.
- 3. Don't touch anything that you don't want to take home.
- 4. Don't touch anything that you don't want to take home.
- 5. Don't touch anything that you don't want to take home.







# CHAPTER 7

## 100 YEARS OF THE AUCKLAND KINDERGARTEN ASSOCIATION

*The importance of pre-school education is now recognised. The preschool world, which once meant only kindergarten, has from 1940 grown to include playcentre and playgroups; including Te Kohanga Reo and the rapidly growing childcare movement. However, the kindergarten movement is so well-established and plays such a large part in the life of the community that there is no danger it will lose its identity. Without abandoning its principles or its structures, kindergarten by being alert to the challenges ahead can adapt successfully to the next 100 years. It can contribute to New Zealand in that period as much as it has undoubtedly contributed in the years 1889 to 1989. (Hughes, 1989, p. 56)*

When Beryl Hughes wrote this quote she was reflecting on “100 Years of Free Kindergarten in New Zealand”, but her quote also captures the experience of

100 years of the Auckland Kindergarten Association. Over the century the AKA has worked to maintain the high standards of early childhood education in and around the numerous national and local policy changes, regulation standards and funding regimes that have impacted on kindergartens over this time. Throughout these changes the AKA has strived to maintain access to early childhood education for families across Auckland, and to ensure that the “kindergarten” has survived as an experience for children and their families.

The next 100 years for the AKA will inevitably continue to be influenced by the political, social and economic positions of New Zealand and the position that the early childhood sector holds within this. As this booklet has summarised, the AKA and its kindergartens have continued to respond and change to meet the needs

of Auckland, its families and its children for over 100 years. Concerns at the pace and intensity of change has been addressed by the AKA over the century:

*Progress in recent years has been rapid, but is it really progress? In the race to provide kindergarten education for more children, have we lost some sense of purpose and direction? Are we sufficiently concerned about the quality of the provision, about the needs of children, parents and the communities in which they live? In the name of change are we losing a share of our own destiny and if so what are we doing about it? This is the challenge ahead of the Kindergarten organisation and I as your President am confident that here in Auckland we are ready to meet that challenge and build our own strong foundations established early in the century.” (Eileen M Bethell President, 1977 AKA Annual Report, p. 8)*

This faith in Auckland kindergartens has ensured that while the Association has moved with the times quality early childhood experiences, in the form of kindergarten and other models, continues to be provided by the AKA with support from the local communities. At the celebration of 100 years of kindergarten in New Zealand in 1989 Robin Sigley reflected on the future of kindergartens and acknowledged their past:

*1989 was one of history for the kindergarten movement, celebrating one hundred years of offering quality early childhood education to children and families – the first kindergarten having opened in Dunedin in 1889. While acknowledging the need for flexibility and responding to the changing needs of communities – to adapt with the changing times and not to become the “dinosaur” of the early childhood sector, it is important to recognise and be proud of the fine tradition and the service provided by committed women – parents and teachers over these 100 years; trail blazers who have had a major impact on the growth and development of early childhood education in New Zealand in the past 100 years. (Robin Sigley, Senior Teacher, 1989)*

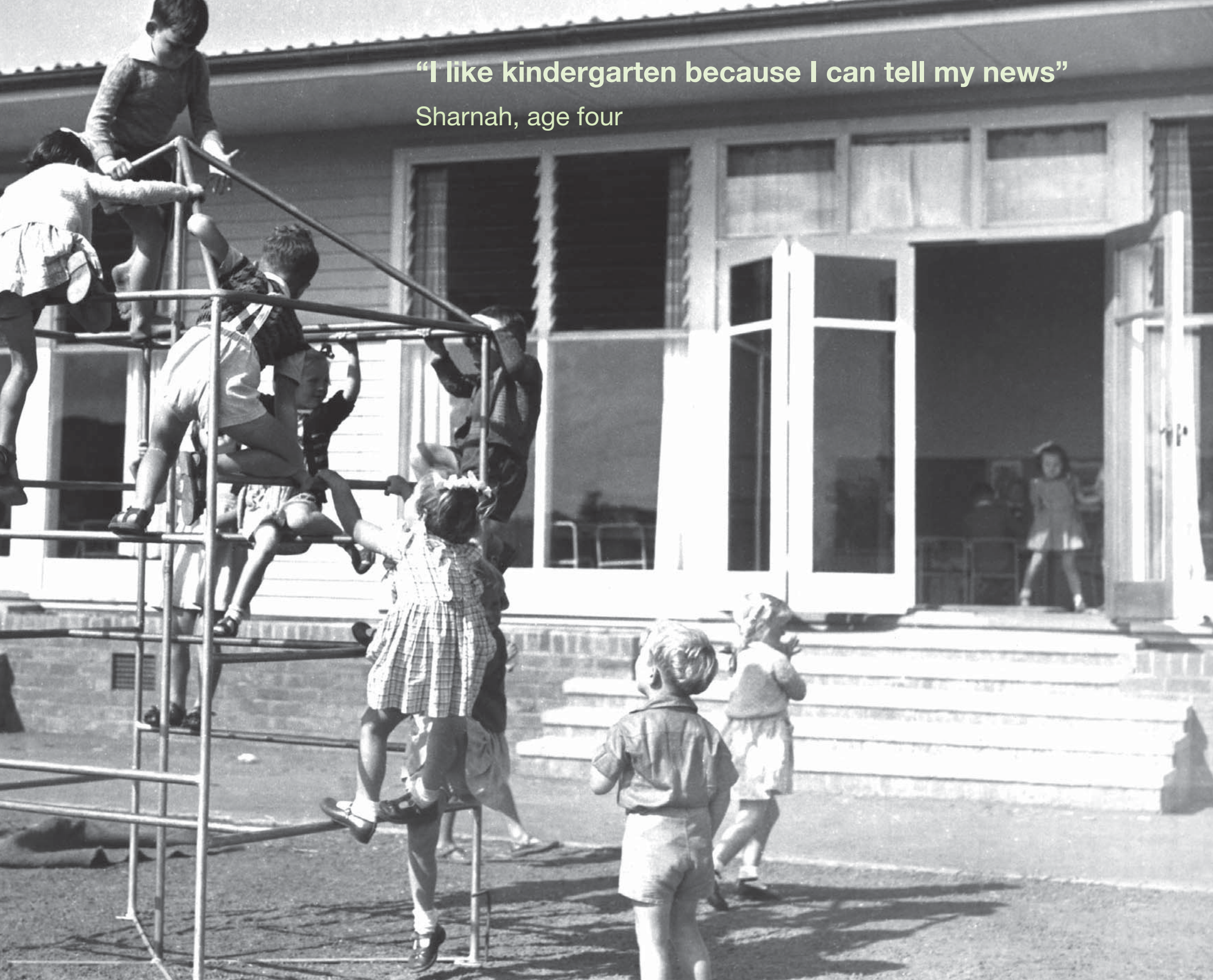
This booklet has acknowledged the last 100 years of the Auckland Kindergarten Association – both those named and the many unnamed in this publication – for all that has come before. Without the advocacy, dedication and hard work of all those involved in the kindergarten service in Auckland this story would have been a very different one.





**"I like kindergarten because I can tell my news"**

Sharnah, age four





“I like kindergarten because I can play on the monkey bars and use the computer” Katana, age four





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CELEBRATING  
**100 YEARS**



**AUCKLAND KINDERGARTEN**  
ASSOCIATION