**How do we effectively resource Country Kidz to ensure we are providing an environment that aligns with our vision -** *Country Kidz embraces a natural, rural environment nurturing kaitiaki through wider whānau connections to create life-long learners*

**INTERNAL REVIEW – EVALUATION**

Date: 2024

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| **Reason for Review (overview of the trigger)**  Resourcing for a charity early childhood education centre can be consuming and can lack a holistic, well thought out approach. Country Kidz has been open over ten years and has accumulated, used, renewed, and over-used a significant number and variety of resources during this period. The resources have been purchased, gifted, donated, and granted to Country Kidz often with the intent that a charity can use all resources regardless of quality, vision, values, or usability. This review will enable us to see which resources are working well and where we could better resource our learning environment. From this we will be able to make better, more holistic decisions about what to do to improve and benefit tamariki learning and development outcomes and ensure decision-making aligns with our Country Kidz vision, philosophy, and strategic direction.  Resourcing over the years at Country Kidz has been reactive and, as a result, ad hoc allowing for a number of deficiencies in the way Country Kidz has undertaken this area. Given that resources have also been donated and gifted there has been a lack of cohesiveness to the resources provided to tamariki and, therefore, not resourced to be provocative to tamariki and the current learning journeys we are seeing – that is the golden thread and linking of learning to the environment is tenuous at best.  *E mau ō ringa ki ngā akaaka a Tāwhaki kia tārewa tū ki te rangi*  *May your hands grasp the vines of Tāwhaki, which lead to the sky above*  **Goals**   1. Identify effective and deficient resources. 2. Ensure resources align with Country Kidz’s vision and values. 3. Enhance tamariki learning and development outcomes. 4. Create a cohesive and provocative learning environment |
| **What is our review focus and what area(s) of practice contributing to functionality and quality of our curriculum will we be assessing for improvement:**   * Learning and Teaching Practice – what we do to foster children’s learning, our ako * Governance and Management – the responsibilities for operating our service to support tamariki learning, how well do aspects of our governance and management support our tamariki in learning |
| **Who will be involved:**   |  |  |  | | --- | --- | --- | | **Who** | **What** | **By When** | | Hayley Luff | Lead the Review | Early 2024 | | Kaiako | Developing the question | March 2023 | | Teaching Team – Teacher Inquiries for Quality Improvements that add into | Reflections and ideas/Teacher Inquiry  Hayley – How does a strong teach dynamic look like at Country Kidz  Wendy – How can we use books as a resource to develop tamariki communication competencies that relate to their dispositional interests  Briar – How can we create accessible and empowering storage solutions for all tamariki at Country Kidz which supports child-led learning  Avis - How do loose parts support children’s learning  Cara – How can we best increase the knowledge of Country Kidz policies and procedures with all kaiako to strengthen the learning environment of our tamariki  Georgina – How can we better manage the maintenance of our outside environment anMayd its resources | March-December 2023 | | Kirsty | Administration and collative duties | Ongoing | | Kaiako | Planning and preparing – documentation TOD | March-April 2023 | | Kaiako | Gathering information, survey monkey, seeking feedback | April-August 2023 | | Kaiako | Making Sense – analysing what the data in a way that is usable – SWOT analysis | September-October 2023 | | Kaiako | Deciding and Implementing | October onwards | | Kaiako | Evaluating | April 2024 | | Committee | Funding TOD | Each term | |
| **What Information Have We Collected**  We have collated a range of information from a wide variety of sources to ensure that we have a complete database from which to make judgments about our practice. During the gathering phase of this review we made sure to have evidence that is a fair representation of this internal review. This will mean that we have confidence in the information providing evidence to inform our decisions. Information gathered through teacher inquiries and represented here as an umbrella review includes:   * Previous child individual plans * Assessments and reflections * Child voice * Learning Stories * Magic Moments * Whānau feedback through both formal and informal processes * Te Whāriki – the foundation of our * Te Ara Poutama as indicators of what best practice looks and feels like * NELP Indicators * Country Kidz Vision and Strategic Plan * Country Kidz Policies * Quality Practice Templates from which we used to springboard our goals and decision making models * Monthly Newsletters * PLD readings and webinars consistent with the goals above * Kaiako hui notes * Kaiako reflections * Mana whenua knowledge * Jot form to seek community feedback * Te Whāriki and evaluative assessment criteria for child learning across curriculum strands * Current Programme Planning Documents * Relevant research on appropriate ECE Individual Planning concepts that align with Ministry standards and ERO’s best practice |
| **What indicators did we use (what does success look like)** |
| Te Whāriki Strand Indicators   * Belonging|Mana atua – The vision of Country Kidz affords our tamariki and their whānau to feel a sense of belonging in our learning community where they are kept safe from harm with an environment that supports this. * Communication|Mana reo – Tamariki experience the stories and symbols of their own and other cultures and can express their feelings and ideas using a wide range of materials and modes that are readily available and independently accessible as interests and curiosity dictate. * Contribution|Mana tangata – Tamariki are encouraged to learn alongside others is a respectful and meaningful way that uses a range of strategies, skills, and resources to play and learn with others. * Exploration|Mana aotūroa – Tamariki play is valued as meaningful learning and the importance of spontaneous play is recognised and where resources encourage a range of strategies for reasoning and problem solving that allows the ability to refine working theories of the natural, social, physical, and material worlds. |
| NELP Indicators   * Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities feel they belong * Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning – seek advice from Māori on how best to include tikanga, Māori values, practices, and organisational culture. Kaiako capabilities match the aforementioned objective. * Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations * Identify and respond to learner/ākonga strengths, progress and needs , and learner/ākonga and whanau aspirations * Build relationships with Māori, involve them in decision making and partner with them to support rangatiratanga, ad Māori educational success as Māori * Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture * Provide opportunities for teachers/kaiako and educators to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori and support them to strengthen their teaching practices to integrate te reo Māori throughout implementation of the curriculum * Expect and support teachers/kaiako to build their understanding of learners’/ākonga contexts, including languages spoken at home, histories, stories, and cultural values to provide culturally responsive teaching. |
| Strategic Direction Indicators   * Tamariki, whānau, and Kaiako contribute to a placed-based curriculum that aligns with mana whenua, Te Whāriki, and supports identity, language, and culture * Learning takes place in a child-led play-based environment that engages with our natural, rural environment, and acknowledges mana whenua * Children’s learning and development is supported through intentional and culturally responsive pedagogy * Kaiako scaffold children’s learning and development that is appropriate to their developmental age and their social and emotional competence * Kaiako engage in deliberate, ongoing processes of evaluation to ensure curriculum and practice enhances learning outcomes for tamariki * Sufficient resources, including administrative assistance, are allocated to ensure changes and improvements are supported * Internal evaluations are achieved in a timely manner to ensure appropriate impact and progress towards improvement goals * Resources are current, meaningful, cared for, and align with the Centre vision, philosophy, and curriculum * Respect is nurtured throughout Country Kidz learning community for the resources we are guardians of currently * Resourcing budgets are available to kaiako so that implementation of planning can be carried out and the environment is appropriately resourced for extending learning and development * Connections are maintained with home language/s and cultural identity * Māori tamariki and whānau are provided opportunities to design and develop a curriculum that supports mana whenua and te ao Māori * Children’s learning and development takes into account tamariki voice * Te reo Māori and tikanga Māori are embraced, and an essential part of our rhythms, routines, learning, and practice * Kaiako scaffold children’s learning and development that is appropriate to their developmental age and their social and emotional competence |
| Te Ara Poutama Indicators   * The learning and wellbeing of tamariki are the primary considerations in decision making * Children, parents, and whānau contribute to a curriculum that recognises their identities, languages, and cultures. * Children have equitable opportunities to learn through a responsive curriculum that is consistent with Te Whāriki * Children’s learning and development is supported through intentional and culturally responsive pedagogy * Children’s learning and development is supported by leaders and kaiako, and others with culturally relevant knowledge and expertise * Coherent organisational conditions enable managers, leaders and kaiako to do and use evaluation for improvement and innovation * Capability and collective capacity to do and se evaluation, inquiry, and knowledge building sustains improvement and innovation * Effective planning, coordination and evaluation of curriculum, teaching and learning promote equitable outcomes for all children |
| Teaching Indicators   * Demonstrating a commitment to tangata whenuatanga and te Tiriti o Waitangi partnership in the learning environment * Practice that complements the planning and assessment of tamariki * Respecting the diversity of the heritage, language, identity, and culture of all learners * Affirming Māori learnings as tangata whenua and supporting their educational aspirations * Respecting the diversity of the heritage, language, identity, and culture of families and whānau * Foster learners to be active participants in community life and engaged in issues important to the wellbeing society |
| **What Quantitative indicators did we use**  We gathered quantitatively by counting or measuring number-based information. Processes such as questionnaire scales, multi-choice questions, and duration o event recordings of observations can assist us in gathering information quantitatively.   * Learning Story Reports on Storypark/Playground * Jotform analysis information * Completion of physical projects * Strong Kaiako engagement with a limited turnover in staff to only those who do not fit within our philosophy * Policy reviews that are completed and participated in by kaiako * Teaching Reports on Storypark/Playground * Whānau engagement data on Storypark/Playground * Group Story Reports on Storypark/Playground * Child Individual Plans * Participation Numbers * Community events – numbers attending |
| **What Qualitative indicators did we use**  We gathered qualitatively by discussing and recording ideas or comments. Processes such as open-ended questions, recorded conversations, or narrative recordings of observations, or narrative recordings of observations assisted us in gathering information qualitatively.   * Assessment practices * Child voice * Whānau feedback * Country Kidz Vision and Strategic Plan * Country Kidz Policies * Improvements to our physical spaces that have purpose and are meaningful. * Higher quality of kaiako engagement * Quality Practices * Professional Development * Newsletters * Kaiako Hui notes * Evaluative assessment criteria for child learning across curriculum strands * Programming and planning documents * Kaiako reflections |
| **As a result of our sense making**  To ensure continued growth and improvement, Country Kidz undertook the following strategies:  1. Strategic Resource Allocation and Project Work   * Develop a long-term resourcing plan through health and safety reporting and spontaneous reviews that aligns with the vision, values, and strategic goals. * Allocate resources (animate and inanimate) and projects based on identified needs, gaps, and opportunities for enhancing tamariki learning outcomes as a result of health and safety reporting, child urges, and spontaneous reviews. * Report to the Committee quarterly on projects that need to be completed with defined timeframes, quoting, and case study evidence for the why and how. * Work with the Country Kidz Treasurer to ensure there is budgeting for improvements as well as maintenance going forward. * Ensure Policy work remains a strong focus in Staff Meetings and engagement with community for this is visible and achievable (website, policies printed and added to the front sign-in area, notifications on Playground and in monthly newsletters)   2. Data-Driven Decision Making   * Utilise both qualitative and quantitative data to inform decisions about resource acquisition, allocation, and usage. * Engage with our community through survey’s, informal discussions that are then recorded in the staff communication book, community events that allow for a wide range of opinions, ideas, and thoughts to be gathered. * Regularly review and analyse data to assess the impact of resources on learning and development outcomes through redress termly as part of our review of each foci to ensure that we are now looking not only individually to reflect but also as a group prior to planning the new term (Highlights and Lowlights now begin the teacher only day that is committed to planning and assessment).   3. Collaborative Leadership   * Foster a culture of collaboration and shared leadership among kaiako, whānau, and the governance committee. * Encourage team-based decision-making processes that leverage diverse perspectives and expertise – encourage the understanding that perspective is not truth, it is a way of broadening learning, and growing our base of understanding so that we can be more open-minded to new ways of thinking, possibilities, and, as a result, foundations for learning and development in our tamariki – **PROGRESS NOT OUTCOME DRIVEN, this applies to not only tamariki outcomes but also in the way we undertake internal reviews, evaluations, and growth as a team, community, and a business looking to provide quality and excellence in early childhood education.**   4. Continuous Improvement   * Implement a continuous improvement cycle that includes regular reflection, evaluation, and adaptation of practices and resources. Using the latest panui from education, health, te ao Māori, and create a holistic view of improvement that adds to a journey of growth rather than seeking a destination. * Set clear paths and benchmarks for progress and regularly review them to ensure alignment with Country Kidz vision and strategic direction. The Country Kidz Strategic Plan has driven our journey the last two years and has allowed us to be visionary, committed, adaptable, and alert to the needs of our ECE environment and resources.   5. Advocacy and Networking   * Advocate for Country Kidz needs and vision within the broader ECE community and seek support from relevant stakeholders. Strong attendance at Kahui Ako events, participating in community led initiatives, being part of SELO opportunities from Ministry of Education not just for knowledge growth but also as a way of furthering networking opportunities. * Build and maintain strong networks with other professional organisations, and government agencies to share best practices and resources. * What needs to happen as a result of our findings and assessment – how can we further the learning and development progression of our tamariki at Country Kidz * What do we need to implement and how will we monitor and evaluate these changes – how will we know that what we have put in place is effective and providing positive progress for tamariki * When will we share our review findings and the subsequent evaluation of amendments made – When will we report to our governance committee and our wider community our findings so we can be informative to our learning community. |
| **Evaluative Outcomes – May 2024**  To ensure continued growth and improvement, Country Kidz undertook the following strategies and as a result of this we found the following progression in the resources we have available to Country Kidz and the learning growth of our tamariki and kaiako alike:  1. Strategic Resource Allocation and Project Work   * Resourcing plans through health and safety reporting and spontaneous reviews that aligns with the vision, values, and strategic goals are provided to the Committee on a quarterly basis. The current Committee is extremely cognisant of the fact our tamariki are learning now and extremely proactive in achieving the undertakings presented with regards to resources and also the budget to achieve these. Examples that have directly impacted our tamariki with regards to their learning, health, and safety include redesign and functioning of the bag area, refit of the kai area, and a designated space that is only for kai times with adequate furniture to achieve this, repositioning of quiet and/or under two zones that can be used at any stage of the learning day, redevelopment of the outside spaces to allow for great flow, observation and increased safety with a huge dedicated soft fall zone, the purchase and fundraising of quality outside climbing equipment has seen wonderful growth in confidence, agility, and gross motor development. Learning stories, whānau feedback, pure joy for kaiako, growing self-direction, and the ability for our tamariki to be seen and realise their own capabilities has been extraordinary! We have loved every minute of this internal review as it has been systematic and appropriate for the tamariki of Country Kidz and it has also been of brilliant quality and increased the pride in our kaiako and the tamariki as we see genuine manaakitanga and kaitiakitanga towards our resources as a result. This is an unquestioned progression towards providing the best environment and resources we are capable of establishing. * Allocate resources (animate and inanimate) and projects based on identified needs, gaps, and opportunities for enhancing tamariki learning outcomes as a result of health and safety reporting, child urges, and spontaneous reviews. One Teacher Inquiry was into the understanding of loose parts and the valuable role they play in early childhood development. This allowed understanding through our full teaching team about the quality and appropriateness of loose parts and how this could look with regards to meaningful loose parts that enhanced exploration and learning and was engaging to the tamariki at Country Kidz while also aligning with our philosophy and vision. It enabled as to dive deep and nail down what was important in our play spaces and what was unnecessary and created undue overstimulation. Certainly building blocks and the increase in our capacity to house these in meaningful ways has paid dividends to the ability of tamariki to use their wider-world knowledge to then assimilate and build working theories of the experiences they have enjoyed. We see that see-through containers are far more engaging to our tamariki and loose parts accessibility has widened the use of loose parts for play and experimentation. * Report to the Committee quarterly on projects that need to be completed with defined timeframes, quoting, and case study evidence for the why and how not happens as a part of normal proceedings. The Committee continues to be heavily invested in the growth and progression of Country Kidz in meaningful ways and is extremely reactive to requests and growth in their own knowledge of early childhood education. * Language rich environment is hugely important to early childhood education whether as a integral part of communication or as a means of cultural transmission. Tamariki come as competence communicators whether that is through non-verbal or verbal cues and it is up to us to further this competence so they are able to enjoy relationships with others, playing alongside, and to be successful learners. It was wonderful to have a Teacher Inquiry into the pukapuka and the relevance these resources have on increasing our wish to increase the richness of language in our environment. Resource allocation in this area has significantly increased as has the time we treasure with pukapuka and our tamariki. Celebration days around this and other events have also ensure the language we are using is appropriate for a growth mindset in this area for interests and urges that are meaningful to Country Kidz and our vision and philosophy. Resources with regards to language need to be thoughtful, dependant on the make-up of tamariki and whānau that attend, and the community that we are deeply part of. We have seen a massive increase over the last year in comprehensive and storytelling from our tamariki – this is evidenced in the number of learning stories and summative assessments around early literacy and in the cumulative assessments of our tamariki heading on to Primary School as the next step in their education journey. We have had an interesting and broadening mix of first languages at Country Kidz over the last 12 months and we have wholly gone with the wishes of whanau with regards to how much of their language we use with their tamariki. We acknowledge and go to great lengths to help new migrants to Aotearoa with our language and theirs. For some of our families there is no want (in fact often the opposite) for us to use first languages but rather foster a growth in English so their tamariki have no barriers when it comes to furthering education in Aotearoa. * Working with the Country Kidz Treasurer to ensure there is budgeting for improvements as well as maintenance has been vital to the resourcing of Country Kidz in all aspects. The current Treasurer is hugely cognisant of needing to provide for the tamariki that are learning now and for those in the future so there is an appropriate mix of expenditure that enables Country Kidz to prosper now with regards to resources but is also ensuring that resourcing for the future is wholly viable. We see this in the outstanding financial position of Country Kidz when two years ago this was not the case.   2. Data-Driven Decision Making   * Utilisation of both qualitative and quantitative data to inform decisions about resource acquisition, allocation, and usage has been at the forefront of our decision making models as we used an evidence-based approach for all our decisions in sense making and putting ideas, urges, requirements into action with the appropriate resources to back up any initiatives. It was important this was the case so we did frivolously spend charity money on unnecessary things, people, or places that didn’t help the overarching reasons for why we do what we do. Examples of this working well, was the investment in quality all weather mats to ensure transitional access between indoor and outdoor environment was safe; the investment in redesigning and refurbishing our bag area to allow for child-led opportunities, investment in pukapuka that enabled quality literacy that was relevant and pertinent to tamariki interests and urges; attestation to full pay parity to ensure kaiako were being paid at the top end of what teachers can earn – this investment in personnel continues to pay off and will do so for the future we are certain. * Regularly review and analyse data to assess the impact of resources on learning and development outcomes. Policy knowledge through exposure and consistent debate and willingness to increase knowledge has undoubtedly led to furthering understanding of all aspects of health, safety, legislation, and licensing criteria of all staff. This has been a fantastic observation and we see the teaching team questioning, analysing, and examining the environment and tamariki in new and holistic ways which has been wonderful for growth and professionalism of all our kaiako across the board.   3. Collaborative Leadership   * Cultivated a collaborative culture through promoting an environment where kaiako, whānau, and the governance worked together harmoniously with the vision to appropriately resource Country Kidz for now and into the future. Committee minutes and staff meeting minutes narrate this extensively. This was encouraged through mutual respect and open communication to enhance collaborative efforts and shared leadership within the community. * Facilitation of team-based decision-making was implemented through formal and informal processes that involved the entire team, drawing on the diverse perspectives and expertise of all members. This insured that each voice was heard and valued, fostering an inclusive approach to problem-solving and strategy development. We saw kaiako take ownership of a multitude of resources through the last 12 months with the aim for everyone to give something back to eh learning environment whether that be the stakeholders, kaiako, tamariki, or the physical environment itself. So much confidence and change has occurred within our teaching team and through our Committee – the commitment to open doors and seek further opportunities to grow through resourcing has been quite exceptional as has the physical, emotional, and mental development. WE ARE PROUD of the place we call work and the progression we have seen in our abilities which have undoubtably helped our tamariki progress as a result.   4. Continuous Improvement   * Implemented a continuous improvement cycle through regular reviews, spontaneous reviews, and consistent strategic reviews. At Country Kidz, we successfully established a continuous improvement cycle that included regular reflection, evaluation, and adaptation of practices and resources. This cycle involved ongoing assessments and feedback loops that allowed us to identify areas for growth and make necessary adjustments. By integrating reflective practices into our daily routines, we ensured that our approaches remained dynamic and responsive to the evolving needs of our tamariki (children). This commitment to continuous improvement fostered an environment of constant learning and development, benefiting both our educators and the children under our care. * Set clear goals and benchmarks with what we set out to improve, whether it was heating and cooling to make the moi room more welcoming and restful or increased observation abilities in the outside environment to allow for less observational teaching and more intentional moments. We set clear goals and benchmarks for progress and regularly reviewed them to ensure alignment with Country Kidz's vision and strategic direction. By establishing specific, measurable objectives, we were able to track our progress systematically and make informed decisions about our programs and initiatives. Regular reviews and evaluations were conducted to assess our achievements and identify areas for further improvement. This systematic approach ensured that our goals were always in harmony with our overarching mission and strategic priorities. The clarity and structure provided by these benchmarks enabled us to maintain a focused and cohesive direction, ultimately leading to significant progress in our tamariki development. * Through these efforts, we saw remarkable progress in our tamariki as a result of our commitment to continuous improvement and goal setting. The structured yet flexible framework, particularly with our commitment to te ao Māori we established allowed us to adapt to new challenges and opportunities, ensuring that we could through our termly foci provided the best possible learning environment for our children, whilst also encouraging holistic growth and development. The achievements at Country Kidz recently stand as a testament to the effectiveness of these strategies in fostering growth and development within our learning community.   5. Advocacy and Networking   * We actively promoted our needs and vision within the broader ECE community, seeking support from relevant stakeholders. We participated in various community-led initiatives and Kahui Ako events, showcasing our commitment to collaboration and shared learning. Additionally, we took advantage of SELO opportunities provided by the Ministry of Education, not just for professional growth, but also to enhance our networking capabilities. While timeliness of some offerings meant we could not take up every opportunity, our efforts led to significant growth in networking and forming strong connections, which we will continue to build upon. * We established and maintained strong networks with other professional organisations and government agencies, facilitating the exchange of best practices and resources. These connections have been instrumental in enriching our educational practices and ensuring we stay abreast of the latest developments in early childhood education. Our dedication to building these relationships has positioned us well within the professional community, allowing us to share our successes and learn from others. * Our findings and assessments highlight the need to further the learning and development progression of our tamariki. To achieve this, we plan to implement targeted strategies that address specific areas of growth identified through our resource evaluations. These strategies will be designed to enhance the educational experiences and outcomes for our children, ensuring they receive the best possible support in their learning journeys. * We implemented the necessary changes and established robust monitoring and evaluation mechanisms to assess their effectiveness. By setting clear benchmarks and regularly reviewing our progress, we were able to determine the impact of our initiatives and make adjustments as needed. This systematic approach helped us ensure that our efforts are yielding positive results and contributing to the overall development of our tamariki. * We committed to transparency and will share our review findings and subsequent evaluations with our governance committee and the wider community. Regular reporting will ensure that all stakeholders are informed about our progress and can provide input to further refine our strategies. By continually maintaining open lines of communication, we will foster a collaborative environment where continuous improvement is supported and celebrated.   Over the past decade, Country Kidz has navigated the complexities of resourcing a charity early childhood education center. Our approach has often been reactive and ad hoc, resulting in a mix of purchased, gifted, donated, and granted resources, limited attention to personnel, inadequate maintenance, and a poorly executed strategic vision. This review enabled us to critically evaluate our resources, identifying which are effective and which are deficient. Through this process, we have taken significant steps toward aligning our resources with our vision and values, thereby enhancing the learning and development progression for our tamariki.  By addressing the previously fragmented approach to resourcing, we have created a more cohesive and provocative learning environment that better supports the ongoing learning journeys of our tamariki. This alignment has not only improved the quality of education and care we provide but has also strengthened our connection with tamariki, whānau, each other, governance, our wider learning community, and the Early Childhood Education (ECE) community in general. While we recognise there is always room for improvement, the progress we have achieved, thus far, provides a solid foundation for continued growth and development. We remain dedicated to advocating for Country Kidz and ensuring that our tamariki receive the highest quality education and care.  We couldn’t be prouder of the outcomes and progression we have made as an early childhood provider. Driven to do better has allowed us to journey further when delivering quality and meaningful learning and development opportunities for our tamariki.  *E mau ō ringa ki ngā akaaka a Tāwhaki kia tārewa tū ki te rangi*  *May your hands grasp the vines of Tāwhaki, which lead to the sky above.* |