

# BERHAMPORE KINDERGARTEN, WELLINGTON



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Conservation Plan

# Berhampore Kindergarten, Wellington

## CONSERVATION PLAN

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*for the course*

MHST 522 Historic Heritage Conservation

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Cover: Berhampore Kindergarten, Stanley Street, Wellington, 6 October 2015, Natalie Marshall

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# 1.0 Introduction

## 1.1 Purpose

This Conservation Plan has been produced to guide the future conservation of Berhampore Kindergarten, Wellington, a building of heritage significance but not yet formally recognised as such. This plan describes the heritage values of the building and offers policies and recommendations to help protect those values.

The plan fulfils part of the assessment for the postgraduate course MHST 522 Historic Heritage Conservation at Victoria University of Wellington, 2015.

## 1.2 Executive summary

Berhampore Kindergarten, Stanley Street, Wellington, was the first purpose-built kindergarten in the Wellington Region, and has been in continual use for over 85 years. Constructed by the Wellington Free Kindergarten Association from 1927 to 1929, the building reflects the beliefs of German educationalist Friedrich Froebel, which informed the work of the free kindergarten movement in New Zealand.

The building was designed by prominent Wellington architect William Gray Young, who went on to design a further three kindergartens for the Wellington Free Kindergarten Association. The kindergarten's design emphasised light, airy rooms, good ventilation, and a strong connection with its grounds. The building is situated at the northern cul-de-sac end of Stanley Street in Berhampore. It is a quiet setting with established trees and the building benefits from its proximity to Macalister Park.

The timber-framed and clad building has been maintained throughout its history. It has undergone a number of major modifications, in particular, the northwest and southeast corners have both been extended and an enclosed verandah has been added to the northern elevation. It is a building of historic, architectural and social significance, and it has a prominent role in its community.

The building is in good condition but it would benefit from a small amount of remedial work, most notably to address subsidence in the northwest corner. It is also recommended that any future changes to the building take particular care of the original fabric and design of the building so that its heritage values are enhanced and any further loss is minimised.

## 1.3 Acknowledgements

The author wishes to acknowledge with thanks the assistance of Margaret Jamieson, Head Teacher at Berhampore Kindergarten, for obtaining permission for the kindergarten to be used as the subject of this plan, allowing access to the building, and providing information about the current use of the building. Thanks also to teacher Morag Moloney for sharing her knowledge of the history of the kindergarten building.

## 1.4 Ownership and legal status

Berhampore Kindergarten's address is 3-5 Stanley Street, Berhampore, Wellington. The kindergarten and its associated land parcel of 797m<sup>2</sup> is owned and managed by He Whanau Manaaki O Tararua Free Kindergarten Association Incorporated. It has the legal description Pt Sec 101 Town of Wellington.

Berhampore Kindergarten is not protected by the Wellington City Council under the Wellington City District Plan, nor has the kindergarten been listed by Heritage New Zealand Pouhere Taonga under the Heritage New Zealand Pouhere Taonga Act 2014.

This report establishes the historic significance of the building, and it is recommended its status be recognised by its inclusion as an historic building in the Wellington City District Plan.



Figure 1: Aerial view of 3-5 Stanley Street, Berhampore, Wellington, showing Berhampore Kindergarten and the extent of its land parcel (Image courtesy of Wellington City Council's rates website).

## 1.5 Location

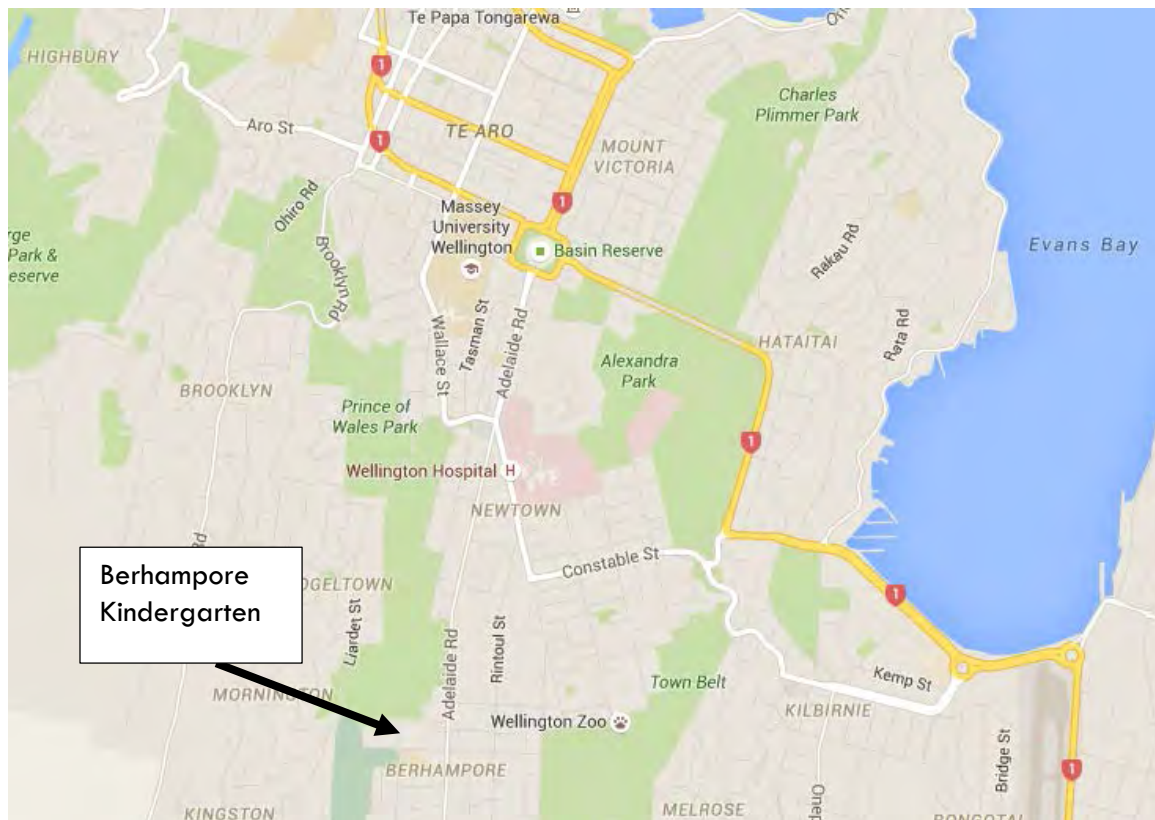


Figure 2: Location of Berhampore Kindergarten, 3-5 Stanley Street, Berhampore, within Wellington City (Image courtesy of Google Maps).

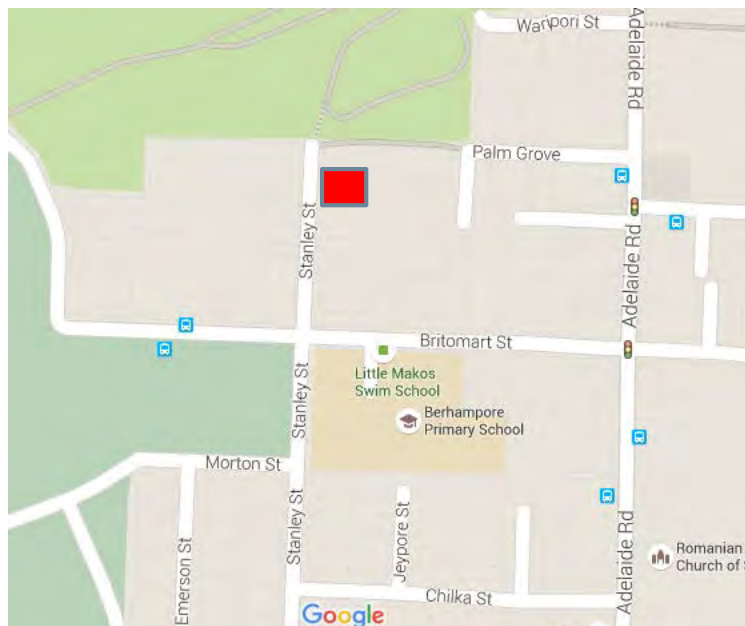


Figure 3: Location of Berhampore Kindergarten, marked by red rectangle, within the suburb of Berhampore, Wellington (Image courtesy of Google Maps).

## 1.6 Review of this plan

This plan and its recommendations should be reassessed every ten years in light of any maintenance and repair work being carried out subsequent to the plan, or significant damage or change to its structure, to ensure that it remains relevant to the requirements of the place and up to date with good conservation practice.



## 2.0 Description

### 2.1 History

#### 2.1.1 The Free Kindergarten Movement in New Zealand

The Free Kindergarten movement began in New Zealand in 1889, with the formation of the Dunedin Free Kindergarten Association and the opening of its first kindergarten in the Walker Street Mission Hall, Dunedin.<sup>1</sup> The founders of the Association adopted the ideas of German educationalist Friedrich Froebel, which were becoming internationally known at the time of the establishment of the Association.<sup>2</sup> Froebel believed that the best way to develop children's potential was through play and the early kindergartens emphasised both playing in natural surroundings and helping children develop an understanding of the world around them.<sup>3</sup>

The first kindergartens in New Zealand were opened in the poorer parts of the country's main cities where often the only place for children to play was on the streets in the front of their houses.<sup>4</sup> The first kindergartens in Christchurch were opened in 1904, and in 1911 the Christchurch Free Kindergarten Association was established.<sup>5</sup> The kindergarten movement in Wellington began in 1905, with its first kindergarten opening the following year.<sup>6</sup> The Auckland Free Kindergarten Association was formed in 1908<sup>7</sup> and the national body, the New Zealand Free Kindergarten Union, was formed in 1926.<sup>8</sup> These early kindergartens set standards that still apply today. The kindergartens strove to operate in light and airy buildings with gardens, and they were to be run by trained early childhood teachers.<sup>9</sup> The kindergartens focused on developing 'orderly habits' and improving the children's health.<sup>10</sup>

The buildings that housed kindergartens from the late 1880s to the first half of the twentieth century, however, usually failed to meet the standard set by the Associations. Due to limited funds, the kindergartens were mostly run in rented halls that were often difficult to keep heated and had no outside space.<sup>11</sup> In addition, the halls were shared with other organisations, consequently equipment usually had to be set up and then put away after each session.<sup>12</sup> The Associations believed it was through purpose-built kindergartens in appropriate environments that they would be able to provide children with the pleasant natural surroundings specified by Froebel.<sup>13</sup> The country's first purpose-built kindergarten was Campbell Free Kindergarten in Auckland, which opened in 1910.<sup>14</sup> The Rachel Reynolds Kindergarten,

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<sup>1</sup> Beryl Hughes. *Flags and Buildings Blocks, Formality and Fun* (Wellington: New Zealand Free Kindergarten Union Inc., 1989), 9.

<sup>2</sup> Ibid, 11.

<sup>3</sup> Ibid, 12.

<sup>4</sup> Ibid, 13.

<sup>5</sup> Ibid, 12.

<sup>6</sup> Patricia M. Lockhart, ed. *Kindergartens in New Zealand 1889-1975* (Dunedin: New Zealand Free Kindergarten Union, 1975), 95.

<sup>7</sup> Hughes, 13.

<sup>8</sup> Ibid, 33.

<sup>9</sup> Lockhart, 20.

<sup>10</sup> Hughes, 24.

<sup>11</sup> Ibid, 11.

<sup>12</sup> Ibid, 14.

<sup>13</sup> Ibid, 12.

<sup>14</sup> Lockhart, 9.

Dunedin, opened in 1914<sup>15</sup> and Myers Kindergarten, Auckland, opened in 1916. By 1961, 95% of kindergartens in New Zealand were operating in purpose-built structures, following a 1958 Department of Education requirement that kindergartens be established 'only in specially designed permanent buildings'.<sup>16</sup>

Purpose-built kindergartens generally meant there was both adequate storage for equipment and appropriate outside play areas.<sup>17</sup> Inside, the rooms of the early purpose-built kindergartens reflected the practice of dividing the children into groups according to their age, each group having its own teacher.<sup>18</sup> The children not only undertook activities within the grounds of the kindergartens; outings were an important part of the programme.

A number of the early kindergarten buildings were also used to train teachers. From the beginning of the kindergarten movement in Dunedin, it was believed that teachers needed to be trained in order for the work of kindergartens to continue.<sup>19</sup> Therefore, with the opening of kindergartens in the country's four main centres, teacher training also began in these cities.<sup>20</sup> As the number of kindergartens and, consequently, the number of teachers grew, larger premises and dedicated spaces were required. In 1975, training became part of the role of teachers' colleges.<sup>21</sup>

From its earliest years, New Zealand's kindergarten movement relied upon the work of influential people. Many were the wives or daughters of affluent men but professionals, such as doctors, accountants, lawyers and architects, also gave their services for free.<sup>22</sup> Some of the people who assisted with the work of kindergartens were parents, but their children did not attend free kindergartens and even the Director of Education stated in 1926 that children were best looked after in their own homes.<sup>23</sup> By the 1950s, however, kindergartens had become a normal part of life for New Zealand children and were a source of community pride.<sup>24</sup> Mothers were no longer seen to be 'shirking their duty' by sending their children to kindergarten and preschool education became valued for its role in the health and happiness of children.

Since the establishment of the country's first kindergarten over 115 years ago, preschool education has grown to encompass kindergartens, play centres, play groups, Kohanga Reo, and in-home professional child care. Kindergartens operate across the country and where once working class mothers were not expected to be involved in the work of kindergartens, parents are now encouraged and expect to be included.<sup>25</sup> In addition, different ethnic backgrounds are better catered for.<sup>26</sup>

### 2.1.2 Wellington Free Kindergarten Association

Wellington's kindergarten movement was started in 1905 by Mary Richmond (1853-1949), who had undertaken kindergarten training at the Froebel Institute in London and was President of the Froebel

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<sup>15</sup> Ibid, 28. Rachel Reynolds was instrumental in the establishment of New Zealand's first kindergarten in Dunedin in 1889.

<sup>16</sup> Hughes, 15.

<sup>17</sup> Ibid, 22.

<sup>18</sup> Ibid, 49.

<sup>19</sup> Ibid, 42.

<sup>20</sup> Ibid, 43.

<sup>21</sup> Ibid, 18.

<sup>22</sup> Ibid, 32.

<sup>23</sup> Ibid, 39, 31.

<sup>24</sup> Ibid, 32.

<sup>25</sup> Ibid, 40, 10.

<sup>26</sup> Ibid, 11.

Society in Wellington.<sup>27</sup> Miss Richmond spoke at many afternoon teas to raise support and enough money was raised to start an experimental kindergarten in the Tory Street Mission Hall in 1906. In 1909, a second kindergarten was opened in Constable Street, and the original kindergarten moved to larger premises. The number of kindergartens had grown to four by 1915 (Taranaki Street, Constable Street, Maranui, and Brooklyn) and collectively they were named after their founder.<sup>28</sup> The Richmond Kindergarten Association changed its name to the Wellington Free Kindergarten Association in 1917 because the original name was 'found to be a drawback'.<sup>29</sup>



Figure 4 (left): Mary Richmond teaching her class at Fitzherbert Terrace School, Wellington, ca 1893. Photographer unidentified (ATL PAColl-6417-02, Richmond family collection)

Figure 5 (right): Portrait of Mary Richmond, 1933. Photographer unidentified (ATL PAColl-6317-66, Richmond family collection)

Finding rented premises inadequate and failing to provide the desired 'home spirit', the Association purchased land in Taranaki Street with the hope of building a purpose-built kindergarten. This was not possible, however, due to the cost of materials and in 1918 a number of buildings were purchased, one of which was converted into a Kindergarten Training Centre with a kindergarten downstairs.<sup>30</sup> Over the course of the following 25 years though, the Association was successful in opening purpose-built kindergartens in Berhampore (1929), Petone (1931), Wellington South (1936), and Newtown (1943), all four buildings having been designed by prominent Wellington architect William Gray Young. The Newtown Kindergarten has a particularly notable history in that it was built in 1939 as a model kindergarten for display at the Centennial Exhibition. At the close of the exhibition, a portion of the

<sup>27</sup> Frances Porter. 'Richmond, Mary Elizabeth', from the Dictionary of New Zealand Biography. *Te Ara - the Encyclopedia of New Zealand*, updated 15-Jan-2014. URL: <http://www.TeAra.govt.nz/en/biographies/3r19/richmond-mary-elizabeth>

<sup>28</sup> Lockhart, 95.

<sup>29</sup> Ibid, 96.

<sup>30</sup> Lockhart, 95-96, and Hughes, 43.

grounds of Government House was donated by the Governor-General, Viscount Galway, and the kindergarten was opened in 1943 by the Prime Minister, Peter Fraser.<sup>31</sup>

As with the free kindergarten movement in general, the Wellington Free Kindergarten Association attracted the support of a number of prominent and influential women, including its patronesses Lady Alice Fergusson and Lady Bledisloe.<sup>32</sup> Katherine Mansfield's mother, Annie Beauchamp, was a 'not very active supporter' of the early years of the Wellington movement.<sup>33</sup>

In 1984, the Wellington Free Kindergarten Association amalgamated with the Mana, Kapiti and Horowhenua Kindergarten Associations, to form the Wellington Region Free Kindergarten Association. The Association changed its name to Wellington Kindergartens in 2004 then, after merging with Rimutaka Kindergarten Association in 2014, became known as He Whānau Manaaki o Tararua Free Kindergarten Association Incorporated (Whānau Manaaki Kindergartens). Pre-schooling is provided for over 4,600 children at 63 kindergartens and early childhood facilities from Levin to Wellington.<sup>34</sup>

### 2.1.3 Berhampore Kindergarten

Berhampore Kindergarten opened on 5 March 1917 in the Masonic Hall in Chilka Street, Berhampore, Wellington, with 40 children on the roll. In 1922 the kindergarten moved to St Cuthbert's in Palm Grove, where it was reported the conditions were better than the previous premises because the building received more sun. In general, however, the Wellington Free Kindergarten Association found their accommodation in churches to be inadequate so they started to accumulate funds to build their own buildings.<sup>35</sup> The Secretary for the Berhampore Branch of the Wellington Free Kindergarten Association, A. G. Heron, wrote to the City Council in 1922 to ask for a piece of land off Palm Grove in the Town Belt for the purpose of building a new kindergarten building, but it was not granted.<sup>36</sup> A sunny section was eventually purchased in Stanley Street, Berhampore, in 1924 for £429. The Association then raised money by holding various events, including jumble sales and euchre parties, to pay off the mortgage.<sup>37</sup>

Plans for the new building were drawn up by Gray Young, Morton & Young, and H. G. Field's tender of £1497 for constructing the building was accepted in 1927.<sup>38</sup> The Department of Education granted £900 towards costs and the local committee raised additional money. Building work, however, was delayed because Wellington City Council wanted to use the land for an extension to the tramway system.<sup>39</sup> The foundation stone was eventually laid on 28 September 1928 by Lady Alice Fergusson, an event attended by kindergarten workers, friends of the movement, the Minister of Education the Hon. R. A. Wright, and Mary Richmond.<sup>40</sup>

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<sup>31</sup> Lockhart, 97.

<sup>32</sup> Ibid, 96.

<sup>33</sup> Hughes, 13.

<sup>34</sup> Wellington Kindergartens, [www.wn-kindergarten.org.nz](http://www.wn-kindergarten.org.nz), accessed 27 September 2015 & 7 October 2015.

<sup>35</sup> ATL MS-Papers-4105-10.

<sup>36</sup> WCA 00233:429:1922/1744.pp

<sup>37</sup> ATL MS-Papers-4105-10.

<sup>38</sup> *Berhampore Kindergarten: History of Building since 1917* (ATL 88-215-1). H. G. Field's tender was the lowest of four received.

<sup>39</sup> *Berhampore Kindergarten: History of Building since 1917* (ATL 88-215-1).

<sup>40</sup> 'Foundation Laid: Berhampore Kindergarten', *Evening Post*, 29 September 1928.



Figure 6: The laying of the foundation stone at Berhampore Kindergarten, 28 September 1928. Photographer unidentified (ATL MSY-1921)

Opening on 27 February 1929, Berhampore Kindergarten was the first purpose-built kindergarten constructed in Wellington.<sup>41</sup> The building had a frontage of 23.8 metres by a depth of 34.1 metres, a floor area of 166 square metres, and was a timber framing (rimu) on concrete and brick foundations.<sup>42</sup> The exterior featured an unpainted corrugated iron roof, a chimney finished in cement stucco and decorated with shingle tiles, and redwood weatherboards on all exterior walls down to a brick base. The casement windows were of totara with sashes of redwood and the exterior doors were of redwood. The verandah on the north-east corner featured tongue and groove lining, and small mould finishing on the ceiling.<sup>43</sup>

<sup>41</sup> 'Foundation Laid: Berhampore Kindergarten', *Evening Post*, 29 September 1928; 'Bright and Cheery New Kindergarten: Berhampore's Asset', *Evening Post*, 27 February 1928.

<sup>42</sup> WCA 00056:60:B57777.

<sup>43</sup> *Ibid.*





Figure 7: Lady Alice Fergusson laying the foundation stone of Berhampore Kindergarten, 28 September 1928. Photographer unidentified (ATL MSY-1921).

Inside, the kindergarten featured a main room with a high beamed ceiling, casement windows along the northern elevation, and a large brick fireplace that was pointed in white cement, decorated with shingle tiles, and had a cement hearth with nine inch fender walls. The tongue and groove floorboards were matai, some interior walls featured tongue and groove lining, and the interior doors were of rimu. The bathroom was painted but elsewhere woodwork was oiled and stained. Two panelled doors with glazed upper panels opened into the kindergarten from the hall. There was a service hatch between the kitchenette and main room, and other built-in features included a folding table in the kitchenette and window seats with storage underneath.<sup>44</sup> The building was praised for its light, airy spaces, and cross ventilation at the time of its opening, but the playground was not to be completed until sometime later.<sup>45</sup> The room to be used for the youngest group, the Babies' Room, was built by legacies left by Miss Anne Greenwood and Miss Sylvia Stowe. Other donations included furniture, a cuckoo clock, and a tea urn.<sup>46</sup>

<sup>44</sup> WCA 00056:60:B57777; 'Bright and Cheery New Kindergarten: Berhampore's Asset', Evening Post, 27 February 1928.

<sup>45</sup> 'Bright and Cheery New Kindergarten: Berhampore's Asset', Evening Post, 27 February 1928.

<sup>46</sup> ATL MS-Papers-4105-10.



Figure 8: Berhampore Kindergarten in the year it opened, 1929. Photographer unidentified. Source: Wellington Free Kindergarten Association's *Report for the Year Ended 31<sup>st</sup> March 1929* (ATL MS-Papers-4105-10).



Figure 9: The interior of Berhampore Kindergarten, 1929. Photographer unidentified. Source: Wellington Free Kindergarten Association, *Report for the Year Ended 31<sup>st</sup> March 1929* (ATL MS-Papers-4105-10).



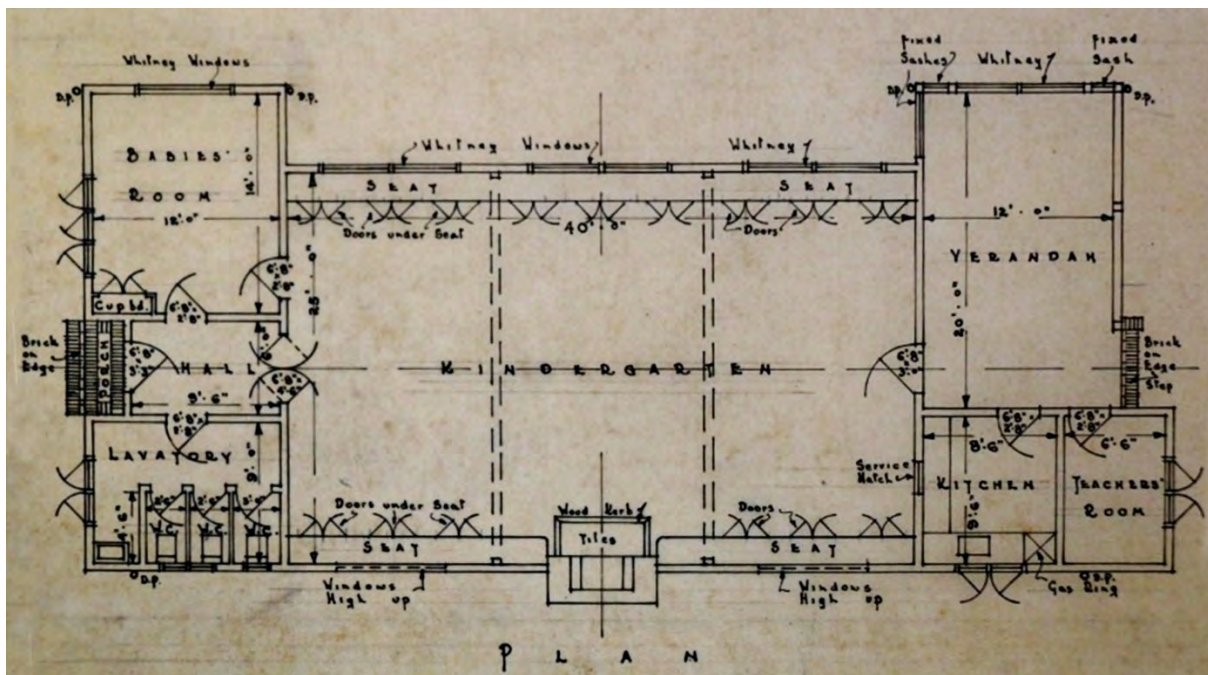


Figure 10: Original plan for Berhampore Kindergarten, 1927. Source: Gray Young Collection, Alexander Turnbull Library.

In 1928, the Kindergarten celebrated its 21<sup>st</sup> birthday with a birthday party, during which a sun porch was officially opened by Mr D. C. Peacock. The porch had been glassed in earlier that year using funds raised by the Local Committee and the Mothers' Club to commemorate the occasion.<sup>47</sup> This was the first of a number of modifications made to the building, some of which were made to coincide with key dates in the history of the kindergarten, such as anniversaries.



Figure 11: The opening of Berhampore Kindergarten's sun porch, 1938. Source: *Evening Post*, 29 March 1938 (ATL MSY-1922)

<sup>47</sup> Wellington Free Kindergarten Association. *Report for the Year Ended, 31<sup>st</sup> March 1938* (ATL MS-Papers-4105-10).



Throughout the rest of its history, Berhampore Kindergarten has undergone a number of other major modifications. In 1943 the Kindergarten planned a 13 square metre addition to the Babies' Room and the £250 cost was jointly paid for by the Department of Education and Wellington Free Kindergarten Association.<sup>48</sup> The work was undertaken by King & Chadwick and comprised increasing the length of the front (western) elevation. The extension was designed to match the existing building's style and quality, including the brick foundations and windows on the end wall matching those in the closed-in porch at the north-east corner. Rimu was used for plates, studs, match lining and rafters; the weatherboards were matai.<sup>49</sup> Double doors were fixed in the foundation wall to storage access.

The children's toilet facilities were extended in 1958 at an estimated cost of £500, subsidised by the Department of Education.<sup>50</sup> The designs were prepared by architects Roberts and Mercer and the alterations, made by builder Mr Casey, comprised a new porch and steps, alterations to the bathroom (three toilets were replaced and the hand-washing trough was replaced with five hand basins), and the moving of the main entrance from the western elevation to the northern elevation. The porch and bathroom had concrete floors and the internal joinery work and finishing was in rimu. An existing large window was removed and part re-used in the new porch.<sup>51</sup>

In 1983, Berhampore Kindergarten applied for a permit to erect an equipment storeroom of approximately 16 square metres.<sup>52</sup> The estimated value of this work was \$3100 and it was completed by Island Bay Masonry, having been designed by K. R. Huntington in 1982. The store was built 1.5 metres from the eastern elevation of the kindergarten building. It was constructed of reinforced concrete block walls, corrugated iron roof, and a roller door.<sup>53</sup>

The kindergarten celebrated its 60<sup>th</sup> jubilee from 26 to 30 September 1988 with an open week and a picnic day during which a commemorative plaque was unveiled.<sup>54</sup> In 1990 the kindergarten reinstated the main entrance in the west elevation and installed a ramp for disabled access. The new front door were made to match the original front door.<sup>55</sup> In 1994, a 9 square metre addition was designed by Moira Smith of Tawa so that the bathroom could be re-situated to the southeast corner of building from the southwest corner, at a cost of \$24,000. The addition was built of corrugated mild steel long run roofing and pinus radiata framing, particle board flooring, trims, and weatherboards. Two windows at the western end of the south elevation were removed and the existing bathroom was turned into an office.<sup>56</sup> Relocating the toilets away from the main entrance meant that they were situated in a more appropriate place in terms of safety and also cultural reasons. The move also enabled easier access to the space from the outside area. Moving the office to be near the front door increased supervision and provided space for private consultations with parents. Improvements to the kitchen were regarded as necessary because there had been only one sink for washing paint pots, for example, and washing dishes.

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<sup>48</sup> Wellington Free Kindergarten Association. *Report for the Year Ending 31<sup>st</sup> March 1944* ATL MS-Papers-4105-10); *Berhampore Kindergarten: History of Building since 1917* (ATL 88-215-1).

<sup>49</sup> Building Application Form, 1 November 1943, WCA 00056:289:B23136.

<sup>50</sup> *Berhampore Kindergarten: History of Building since 1917* (ATL 88-215-1).

<sup>51</sup> WCA 00058:47:C2367.

<sup>52</sup> WCA 00009:1719:45/162.

<sup>53</sup> 00058:0:C61472; Berhampore Kindergarten file 'Kindergarten structural plan and designs'.

<sup>54</sup> 'Celebration', *Contact*, 16 September 1988. The plaque was removed on an unspecified date, perhaps in 2000 when the verandah was being constructed.

<sup>55</sup> WCA 00009:1719:45/162.

<sup>56</sup> 00061:64:11957.



Figure 12: Commemorative plaque is unveiled by Prue Blythe, Administration Officer, Wellington Region Free Kindergarten Association, during Berhampore Kindergarten's 60<sup>th</sup> jubilee celebrations, 28 September 1988. Photographer unidentified. Source: History of Berhampore booklet, Berhampore Kindergarten Collection.

At an unknown date after 1984, the building was reroofed and the chimney shaft was brought down below the roofline after the Canterbury earthquakes of 2010 and 2011.<sup>57</sup> In 2000, a 32 square metre covered verandah was designed by Studio of Pacific Architecture Ltd for the kindergarten's northern elevation, with a view to providing a better link to the outside play area than the existing deck on the eastern elevation, to provide an undercover play area, and to maximise both sun and visibility. Promax Builders Ltd's tender of \$29,600 excluding GST was accepted<sup>58</sup> and the verandah was constructed of pine decking and balustrade, and corrugated reinforced acrylic roofing. Access was provided by two bi-folding matching doors with four windows above. It was 3.2 metres wide and steps were built on the eastern elevation. An existing deck on the eastern elevation was removed and replaced with a landing and steps down to the garage. That same year, Pynenburg & Collins designed interior alterations,

<sup>57</sup> Pers. comm., Margaret Jamieson and Morag Moroney, 2015.

<sup>58</sup> Letter from Studio of Pacific Architecture to Paul Maxim of Promax Builders Ltd, 20 July 2000 (Berhampore Kindergarten file 'Kindergarten structural plan and designs').

leading to the removal of one of the kitchen walls so a new kitchen would extend into the main room of the kindergarten. The bathroom was extended to occupy part of the former kitchen, making way for an additional children's toilet. The staff toilet was also redesigned and a shower was installed.<sup>59</sup> In ca 2006, modifications were made to the block room at the southwest corner of the building was removed; a new cloakroom was constructed with sliding door and two viewing windows, shelving and coat hooks; and a pantry-style storage area was constructed off a computer station area, backing on to the former main entrance in the porch area. Over the years, the building has been maintained and the exterior has been painted numerous times.

Smaller modifications have been made to the interior. Approval was given in late 1962 for a gas heater to be installed in the fireplace<sup>60</sup>; the staffroom was re-lined, and new cupboards, two desks and a window seat were built in<sup>61</sup>; new toilets and cupboards were installed 1969 or 1970;<sup>62</sup> in 2011 Autex was added to interior walls, a new kitchen was built in the main room, the bathroom was redeveloped, and new cupboards were built in the art area.<sup>63</sup> Soundproofing ceiling tiles were installed ca 2011-2012, using money raised by the kindergarten's annual garage sale in 2012.<sup>64</sup>

In January-February 2004, the kindergarten's grounds were redeveloped to incorporate a new sandpit. New paths were laid and a new swing area was constructed. This work was paid for with sponsorship money from The Southern Trust (\$5250), the Lion Foundation (\$5000) and the New Zealand Community Trust (\$5250), and the work was undertaken by DEC Deck, Equipment & Contracting Limited for \$21,712.50.<sup>65</sup>

Although the building is primarily used as a kindergarten, it is also currently used by the Autism Trust for their annual holiday programme.

## 2.2 Architect

Berhampore Kindergarten was designed in 1927 by prominent Wellington architect William Gray Young (1885-1962). After designing his first building in 1902, a house for his parents, Gray Young went on to design over 500 buildings by the time of his death in 1962<sup>66</sup> and was described as 'one of the most significant architects of his era' by Michael Fowler.<sup>67</sup> Many of Gray Young's designs were for Wellington residences, although he did undertake work further afield including Whanganui, the Wairarapa, Christchurch, and Dunedin.

Gray Young established the practice Gray Young, Morton & Young about 1923. This partnership was responsible for the designs of some of the buildings for which Gray Young is best remembered, including

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<sup>59</sup> Berhampore Kindergarten alteration plans, September 2010 (Berhampore Kindergarten file 'Kindergarten structural plan and designs').

<sup>60</sup> *Berhampore Kindergarten: History of Building since 1917* (ATL 88-215-1).

<sup>61</sup> Minutes of the 749<sup>th</sup> Meeting of the Council of the Wellington Free Kindergarten Association Inc., 4 March 1968 (ATL 88-215-1).

<sup>62</sup> Report of the Local Committee to be presented at the Annual General Meeting of Parents, 23 March 1970 (ATL 88-215-1).

<sup>63</sup> Pers. comm., Margaret Jamieson and Morag Moroney, 2015.

<sup>64</sup> 'Berhampore's Moment in Time', *The Wellingtonian*, 11 June 2012.

<sup>65</sup> *The Making of Our New Sandpit, January-February 2004* (Berhampore Kindergarten, 2004).

<sup>66</sup> Robert L. J. Vorstermans. *William Gray Young, Architect, 1885-1962*. Bachelor of Architecture, Final year research report, Victoria University of Wellington, 1982, 97-113.

<sup>67</sup> Michael Fowler. 'Young, William Gray', from the Dictionary of New Zealand Biography. *Te Ara – the Encyclopedia of New Zealand*, updated 30-Oct-2012 URL: <http://www.TeAra.govt.nz/en/biographies/4y3/young-william-gray>

the Wellesley Club, which won the NZIA Gold Medal in 1932, and the Wellington Railway Station, which opened in 1937.<sup>68</sup>

Gray Young designed four kindergartens for the Wellington Free Kindergarten Association in the late 1920s to late 1930s: Berhampore, Petone, Wellington South, and Newtown.<sup>69</sup> Newtown Kindergarten had been originally designed as a model kindergarten for the Centennial Exhibition. Gray Young's kindergarten designs were all for single storey timber structures with light and airy main rooms, smaller rooms for younger children, kitchens, sunrooms, and verandahs. He was named honorary architect of Wellington Free Kindergarten Association in their 1930 annual report<sup>70</sup> but no biographical source discusses this aspect of his architecture career.

## 2.3 Physical description

Berhampore Kindergarten is a single storey timber-framed building on a brick base with concrete foundations. The exterior features bevel back weatherboards, timber window and door joinery, and a low pitched roof with eaves. The original roof was corrugated iron but the current roof is black pressed metal. Many of the windows are original casement windows.

The U-shaped building is painted cream with a blue trim and has two gable ends on the northern elevation, facing Macalister Park. An enclosed verandah with timber balustrade and recent glazing is abutted by the two wings. There is a small covered porch at the main entrance on the Stanley Street side of the building. The sole original chimney has been cut down to eave height but still features its original shingle tiles.

A concrete block structure adjoins the kindergarten to the east and a timber fence forms the boundary, along with two metal gates and a neighbouring concrete garage.

The interior is divided into a number of rooms with the main kindergarten room and kitchen at the centre. At the western end of the building there is an office, which includes a meeting area and a computer area; a cloakroom; the main entrance; and the block room. The eastern end features an art area and bathroom. The ceiling has been lowered in the main room but some original features have been retained, most notably the fireplace and a number of timber windows with original latches.

## 2.4 Setting

Berhampore Kindergarten is situated at the northern end of Stanley Street, which is a cul-de-sac. Due to there being no through traffic, the location is quiet and safe for children. The length of the building and its main verandah face north, looking out to the green of Macalister Park and capturing the light. The section is fully fenced and gated, as befits a building frequented by young children. It features a small number of mature trees as well as a well-maintained vegetable garden and an outdoor play area, including a sandpit. It is a pleasant and gentling sloping section that is structured so that it connects well with the kindergarten building.

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<sup>68</sup> Geoff Mew and Adrian Humphris. *Raupo to Deco: Wellington Styles and Architects 1840-1940* (Wellington: Steele Roberts Aotearoa, 2014), 213.

<sup>69</sup> Vorstermans, 104, 106.

<sup>70</sup> Wellington Free Kindergarten Association. *Report for the Year Ended 31<sup>st</sup> March 1930* (ATL MS-Papers-4105-10).

The wider setting for the kindergarten is the Wellington suburb of Berhampore, which is an ethnically diverse suburb to the south of the city centre.<sup>71</sup>

## 2.5 Chronology of events, including modifications

The following sequence of dates includes key events in the history of the Free Kindergarten Association and the construction of Berhampore Kindergarten:

1889	Dunedin Free Kindergarten Association is formed. First kindergarten is opened in Dunedin.
1904	First kindergartens opened in Christchurch.
1905	Kindergarten movement started in Wellington by Mary Richmond.
1906	Wellington's first kindergarten is opened in Tory Street Mission Hall.
1908	Auckland Free Kindergarten Association is formed.
1910	New Zealand's first purpose built kindergarten, Campbell Free Kindergarten, is opened in Auckland by the Auckland Free Kindergarten Association.
1911	Christchurch Free Kindergarten Association is established.
1914	Rachael Reynolds Kindergarten is opened in Dunedin.
1916	Myers Kindergarten is opened in Auckland.
<b>1917</b>	<b>Berhampore Kindergarten is opened in the Masonic Hall in Chilka Street.</b> Richmond Kindergarten Association's name is changed to Wellington Free Kindergarten Association.
1918	Wellington Free Kindergarten Association purchases buildings in Newtown for a kindergarten and training centre.
<b>1922</b>	<b>Berhampore Kindergarten moves to St Cuthbert's, Palm Grove.</b>
<b>1924</b>	<b>Land is purchased in Stanley Street, Berhampore for a new kindergarten to be built.</b>
1926	The national body New Zealand Free Kindergarten Union is formed.
<b>1927</b>	<b>Wellington architect Gray Young draws plans for Berhampore Kindergarten.</b>
<b>1928</b>	<b>The foundation stone of Berhampore Kindergarten is laid by Lady Alice Fergusson.</b>
<b>1929</b>	<b>Berhampore Kindergarten, Wellington's first purpose kindergarten, is opened by Mrs D. C. Peacock.</b>
1931	Petone Kindergarten, designed by Gray Young, is opened.
1936	Wellington South Kindergarten, designed by Gray Young, is opened in Newtown.

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<sup>71</sup> The 2013 census found that Berhampore West had a lower percentage of Europeans, compared with Wellington City, and a higher percentage of Maori, people of Pacific descent and those identifying themselves as Middle Eastern, Latin American or African.

<b>1938</b>	<b>Berhampore Kindergarten celebrated its 21<sup>st</sup> birthday; its verandah was glassed in and the sun porch was officially opened.</b>
1939-40	A model kindergarten, designed by Gray Young, is included in the Centennial Exhibition.
1943	The model kindergarten is opened as Newtown Kindergarten on a section of land that was formerly part of the grounds of Government House.
<b>1944</b>	<b>Extension made to the Babies' room at Berhampore Kindergarten.</b>
<b>1958</b>	<b>Children's toilet facilities extended and a new porch constructed at Berhampore Kindergarten.</b> The Department of Education requires all kindergartens to be established in specially designed permanent buildings.
<b>1962</b>	<b>Gas heater installed in fireplace in main room of Berhampore Kindergarten.</b>
<b>1968</b>	<b>Berhampore Kindergarten's staffroom is re-lined and cupboards, two desks, and a window seat are built, the room is painted and varnished, and new curtains are fitted.</b>
<b>1983</b>	<b>Equipment store erected at Berhampore Kindergarten.</b>
1984	Wellington Free Kindergarten Association is amalgamated with the Mana, Kapiti and Horowhenua Kindergarten Associations to form the Wellington Region Free Kindergarten Association.
<b>1988</b>	<b>Berhampore Kindergarten celebrates its 60<sup>th</sup> Jubilee.</b>
<b>1990</b>	<b>Main entrance re-instated at Berhampore Kindergarten.</b>
<b>1995</b>	<b>Addition made at Berhampore Kindergarten; bathroom and office relocated.</b>
<b>2000</b>	<b>Verandah added to northern elevation of Berhampore Kindergarten.</b>
2004	Wellington Region Free Kindergarten Association changed its name to Wellington Kindergartens.
<b>Ca 2006</b>	<b>Block room at Berhampore Kindergarten is redesigned, new cloakroom built, office redesigned.</b>
<b>2011-2012</b>	<b>Exterior and interior work undertaken at Berhampore Kindergarten including the installation of soundproofing ceiling tiles, Autex around the interior walls, building of a new kitchen in the main room, redevelopment of the bathroom, cupboards in the art area, and topping the chimney.</b>
2014	Wellington Kindergartens merged with Rimutaka Kindergarten Association to become known as He Whānau Manaaki o Tararua Free Kindergarten Association Incorporated (Whānau Manaaki Kindergartens).

## 3.0 Significance Assessment

This section summarises the heritage values of Berhampore Kindergarten. The assessment criteria are those set out in section 66(1) of the Heritage New Zealand Pouhere Taonga Act 2014 and each applicable criterion includes an introductory explanation from Heritage New Zealand's *Significance Assessment Guidelines*.<sup>72</sup>

### 3.1 Principal statement

Berhampore Kindergarten, Wellington, has heritage significance for its historic, architectural and social values. It is notable for being the first purpose-built kindergarten in Wellington and for its association with the international kindergarten movement, which has played a significant role in the lives of many New Zealanders. The building has been in continual use as a kindergarten for over 85 years.

### 3.2 Historical significance

*The place contributes towards the understanding of a significant aspect of New Zealand's history and has characteristics that make it particularly useful in enhancing understanding of this aspect of history, especially when compared to other, similar places.*<sup>73</sup>

Berhampore Kindergarten has high historical significance as the earliest purpose-built kindergarten in Wellington. It is also one of the earliest kindergartens in New Zealand still being used for its original purpose. The kindergarten is related to the free kindergarten movement in New Zealand, which has played a significant role in the education and health of the country's pre-schoolers for over 115 years. It is also associated with New Zealand's free kindergarten movement's adoption of the ideas of German educator Friedrich Froebel.<sup>74</sup> The movement is also linked to changing views towards poverty and employment opportunities for women. In particular, the building is strongly linked to the early years of the movement's construction of purpose-built kindergartens, which greatly contributed to the free kindergarten associations' ability to fulfil their aims.

The place is also of strong regional significance as the first building constructed for the Wellington Free Kindergarten Association, an important organisation in the Wellington Region that is still operating. The Association has used the building for its entire history. The building marks a key point in the Association's history and the achievement of this purpose-built kindergarten would have acted as a catalyst for the construction of subsequent purpose-built kindergartens, which went on to become the norm.

Berhampore Kindergarten not only contributes towards the understanding of a significant aspect of New Zealand's history, it also has an association with significant people including Mary Richmond, Lady Fergusson, Lady Bledisloe, and William Gray Young. The latter had a specific and lingering influence on Wellington kindergartens, having designed the city's first four purpose-built kindergartens.

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<sup>72</sup> Rebecca O'Brien. *Significance Assessment Guidelines* (Wellington: Heritage New Zealand Pouhere Taonga, 2015).

<sup>73</sup> O'Brien, 28.

<sup>74</sup> O'Brien, 61-62.

### 3.3 Architectural significance

*The place reflects identifiable methods of construction or architectural styles and has characteristics that, when compared with other, similar examples or in the view of experts or professionals in the field, reflect a significant development in New Zealand's architecture or make the place an important or representative example of architecture associated with a particular region or the wider New Zealand landscape.<sup>75</sup>*

The Berhampore Kindergarten building has architectural significance as Wellington's first purpose-built kindergarten. Its architectural style reflects the philosophy of the free kindergarten movement and displays characteristics of what would become a building type in New Zealand history. The kindergarten building is arguably an influential example of kindergarten architecture and it contains aspects of the style believed to be of importance to the education of pre-schoolers. Furthermore, it is associated with noted Wellington-based architect William Gray Young.

### 3.4 Social

*The place is associated with a community that developed because of the specific characteristics of that place. The community has demonstrated that it values the place to a significant degree because it brings people of the community together and that community might be expected to feel a collective sense of loss if its members were no longer able to use, see, experience or interact with the place.<sup>76</sup>*

Berhampore Kindergarten has social significance for having played an important role in Berhampore's community as a place of education and child care, for over 85 years. The continued use and maintenance of the building indicates that Berhampore Kindergarten continues to fulfil a social purpose and that there is strong community regard for it.

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<sup>75</sup> O'Brien, 19.

<sup>76</sup> O'Brien, 36.



## 4.0 Heritage Inventory

### 4.1 Degrees of significance

For the purposes of this plan, three degrees of significance are used to delineate the fabric and site of the kindergarten. These are as follows:

#### *2 Significant*

The element is original material or has been repaired in an appropriately careful fashion. It has importance to the heritage value of the building.

#### *1 Some significance*

The element is a later addition or original material that has been altered, which has modest importance to the heritage value of the building.

#### *0 No or negative significance*

The element is a later addition of little or no heritage value, or detracts from the significance of the place.

The following inventory pages identify the relative significance of each element and its related fabric. Overall the kindergarten has a value of 2 – Significant.

## 4.2 Inventory

### Roof

Overall rank – 2

Element	Fabric	Rank
Cladding	Pressed metal roof tiles	0
Framing	Timber trusses and purlins	2



## West elevation

Overall rank – 2

Element	Fabric	Rank
Cladding	Bevel back timber weatherboards, corner boards, bargeboards	2
Spouting	PVC gutters and downpipes	0
Deck	Timber decking and balustrade	0
Foundation stone	Marble	2
Foundation wall	Brick and mortar	2
Porch roof	Timber including corbels	2
Doors	Timber, each with nine lights	0
Windows	Timber casement windows with nine lights; fanlights with two lights; timber sills and scribes	2



## North elevation

Overall rank – 2

Element	Fabric	Rank
Cladding	Bevel back timber weatherboards, corner boards, bargeboards	2
Spouting	PVC gutters and downpipes	0
Verandah	Timber balustrade, steps and decking; corrugated acrylic; PVC	0
Foundation wall	Brick and mortar	2
Door	Timber with eight lights; brass letterbox	2
Doors	Timber bi-fold with eight lights	0
Doors	Tongue and groove timber doors in foundation wall	1
Windows	Mullioned windows with four lights (not original)	0
Windows	Timber casement windows with three or nine lights; fanlights with one or two lights; original mullioned windows with four lights; timber sills and scribes	2





## East elevation

Overall rank – 2

Element	Fabric	Rank
Cladding	Bevel back timber weatherboards, corner boards, bargeboards	2
Spouting	PVC gutters and downpipes	0
Foundation wall	Brick wall and mortar	2
Foundations	Timber, wire netting	0
Steps	Timber balustrade, steps and decking	0
Door	Timber sliding door with twelve lights	2
Windows	Timber casement windows with nine lights; fanlights with two lights; mullioned window with four lights; timber sills and scribes	2



## South Elevation

Overall rank – 2

Element	Fabric	Rank
Cladding	Bevel back timber weatherboards, corner boards	2
Spouting	Gutters and downpipes (PVC)	0
Spouting	Downpipes (metal)	2
Foundation wall	Brick and mortar	2
Chimney	Plastered with shingle tiles, metal trim	1
Windows	Timber casement with one or four lights; timber sills and scribes	2





## Sub-floor and foundations

Overall rank – 2

Element	Fabric	Rank
Piles	Concrete, timber	2
Foundation wall	Brick and mortar	2
Bearers	Timber	2
Floor joists	Timber	2
Retaining wall	Timber	0



## Site

Overall rank – 1

Element	Fabric	Rank
Fence and gates	Timber, wire, metal	0
Paths	Concrete, wood chip	0
Plantings	Young trees, raised vegetable beds	0
Plantings	Established trees	1
Equipment	Metal, plastic, sand, timber	0
Equipment store	Concrete block, metal roller door, plaque	1
Whare	Timber	0





## Hall

Overall rank – 1

Element	Fabric	Rank
Ceiling	Panelled with timber battens	2
Walls	Plasterboard (not original)	0
Walls	Timber panelling, original plasterboard	2
Flooring	Original timber	2
Flooring	Vinyl	0
Cupboard	Timber doors and architraves, metal hinges and latches	1
Skirting	Timber	0
Door	Timber architraves (See <i>West Elevation</i> )	0



## Block room

Overall rank – 2

Element	Fabric	Rank
Ceiling	Timber panelling, manhole cover and framing	2
Walls	Timber panelling, picture rail	2
Walls	Plasterboard	0
Flooring	Carpet on original timber	1
Skirting	Timber	0
Light fitting	Fluorescent batten	0
Window	Timber architrave, metal latches ( <i>See also West Elevation</i> )	2



## Cloakroom

Overall rank – 2

Element	Fabric	Rank
Ceiling	Panelled with timber battens	2
Walls	Timber panelling	2
Flooring	Vinyl on original timber	1
Skirting	Timber	0
Light fitting	Fluorescent batten	0
Viewing windows	Glass, timber architraves	0
Window	Timber architrave, metal latches (See also West Elevation)	2





## Office

Overall rank – 2

Element	Fabric	Rank
Ceiling	Panelled with timber battens	2
Walls	Plasterboard	0
Walls	Timber panelling	2
Flooring	Carpet on original timber	1
Skirting	Timber	0
Light fittings	Fluorescent batten	0
Door	Timber slider and architrave	0
Windows	Timber architraves, metal latches (See also West & North Elevations)	2

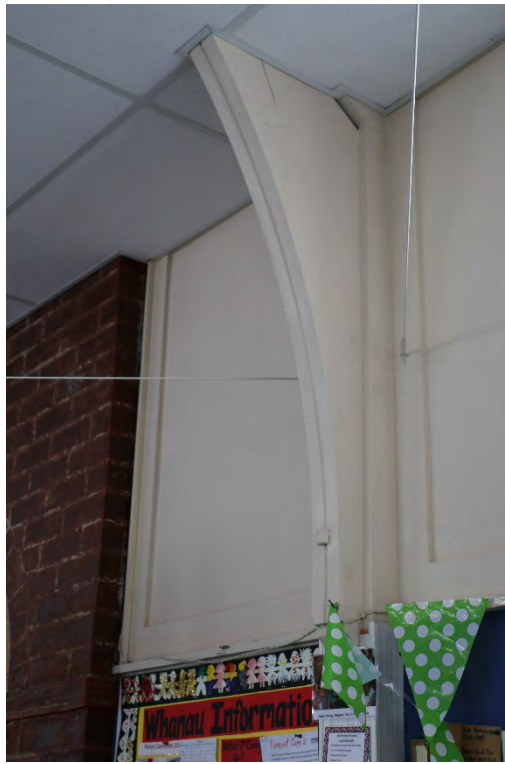


## Main room

Overall rank – 2

Element	Fabric	Rank
Ceiling	Soundproof tiles in lowered ceiling	0
Ceiling	Original panelling with timber battens and arches	2
Walls	Plasterboard, Autex	0
Walls	Plasterboard; timber battens and picture rail	2
Flooring	Vinyl on original timber	1
Skirting	Timber	0
Light fittings	Fluorescent batten	0
Fireplace	Timber, plaster, brick and mortar, tiles	2
Doors	Timber architraves, metal latches ( <i>See also North Elevations</i> )	0
Windows	Timber architraves, metal latches ( <i>See also South &amp; North Elevations</i> )	2
Window seat	Timber panelling and board	2
Kitchen	Timber, metal fittings and fixtures, laminated benchtops	0







## Art area

Overall rank – 1

Element	Fabric	Rank
Ceiling	Soundproof tiles in lowered ceiling	0
Ceiling	Original ceiling	2
Walls	Bevel back timber weatherboards	2
Walls	Plasterboard	0
Flooring	Vinyl on original timber	1
Skirting	Timber	0
Light fittings	Fluorescent batten	0
Cupboards	Timber; metal handles	0
Windows	Timber architrave, metal latches ( <i>See also East &amp; North Elevations</i> )	2
Door	Metal runner ( <i>See also East Elevation</i> )	1



## Bathroom

Overall rank – 0

Element	Fabric	Rank
Ceiling	Plasterboard	0
Walls	Gib, wet wall linings	0
Flooring	Vinyl over timber floorboards (not original)	1
Fittings and fixtures	Ceramic toilets and hand basin, metal trough, laminate panels	0
Light fittings	Fluorescent batten	0
Door	Timber, timber architraves	0
Windows	Timber architraves, metal latches ( <i>See also South &amp; North Elevations</i> )	2





## Chattels

Overall rank – 2

Element	Fabric	Rank
Commemorative stone	Marble	2



## 5.0 Influences on conservation policy

Various factors influence how Berhampore Kindergarten will be conserved and managed. These include the interests of stakeholders, legislative requirements that must be taken into account, conservation standards, and the particular risks the building faces. These factors are outlined below.

### 5.1 Stakeholders' objectives

Staff of Berhampore Kindergarten enjoy working in the building and are conscious of the kindergarten's history and significance. They are currently gathering information in preparation for the centenary in 2017, which is a significant milestone for the kindergarten. There is also awareness amongst staff of the significance of the building, due to it being the first purpose-built kindergarten in Wellington Region, and that changes to the building have altered its architectural qualities.

Over the last fifteen years a number of current staff members have witnessed and/or instigated a number of changes to the building and its grounds, as well as general maintenance of the property. There is an awareness, however, that further maintenance is required, in particular that subsidence on the northwest corner of the building needs to be addressed and that the building is due to be repainted.

While this conservation plan has not been commissioned by the owner or other stakeholders, it should inform future maintenance decisions as well as preparations for the centenary.

### 5.2 Statutory requirements

#### Building Act 2004

The Building Act 2004 controls all matters relating to building construction. The following matters are of particular relevance when considering repairs, maintenance and alterations to existing and historic buildings; some of these do not apply in the case of Berhampore Kindergarten, which is not a recognised historic place as yet, but are included for completeness.

#### *Repair and Maintenance (Schedule 1 Exempt Building Work)*

A building consent is not required for 'any lawful repair and maintenance using comparable materials'. Some building work (such as the alteration of windows and doors) are also exempt in certain circumstances (these generally relate to not reducing the level of compliance of the building); for details, check the latest revision of Schedule 1. However, all work is required to comply with the Building Code. This means compliance with durability requirements (clause B2): for structural elements, not less than a 50 year life; for secondary elements which are difficult to replace, 15 years; and for linings and other elements that are easily accessible, 5 years. In dealing with heritage buildings, it is usually appropriate to aim for at least a 50-year minimum life for all elements. This clause is relevant to both carrying out necessary repairs to put the building into sound condition, and the ongoing future maintenance of the building.

#### *Principles to be Applied (Section 4)*

Assessment of a consent application for building work subject to the Act is required to take into account, amongst others things, 'the importance of recognising any special traditional and cultural aspects of the intended use of a building', and 'the need to facilitate the preservation of buildings of significant cultural,

historical or heritage value' (sub-sections d and l); also 'the need to facilitate the efficient and sustainable use in buildings of materials and material conservation' (sub-section n).

#### *Historic Places (Section 39)*

When a territorial authority receives an application for a project information memorandum or a building consent for a registered historic place, historic area or wahi tapu, it must inform the New Zealand Historic Places Trust.

#### *Building Consents (Section 40 - 41)*

It is an offence to carry out building work not in accordance with a building consent, except for exempted buildings and work as set out in Schedule 1 of the Act. (These include certain signs, walls, tanks etc., as well as repairs and maintenance.) Section 41(c) allows for certain urgent work, such as emergency repairs, to be carried out without a consent, but such work is required to obtain a Certificate of Acceptance directly after completion.

#### *Compliance Schedule and Warrant of Fitness (Sections 100 – 111)*

A compliance schedule is required for a building that has specified systems relating to means of escape from fire, safety barriers, means of access and facilities for use by people with disabilities, firefighting equipment and signage. Such systems must be regularly inspected and maintained, and an annual building warrant of fitness supplied to the territorial authority. The purpose of the warrant of fitness is to ensure that the systems are performing as set out in the relevant building consent. A copy of the warrant of fitness must be on public display in the building.

#### *Alterations to Existing Buildings (Section 112)*

Alterations to existing buildings require a building consent, which will be issued by the consent authority if they are satisfied that after the alteration the modified building will 'comply, as nearly as is reasonably practicable and to the same extent as if it were a new building, with the provisions of the building code that relate to:

- (i) means of escape from fire; and
- (ii) access and facilities for persons with disabilities, and continue to comply with the other provisions of the building code to at least the same extent as before the alteration'.

Alterations that do not comply with full requirements of the building code may be allowed by the territorial authority if they are satisfied that:

- '(a) if the alteration were required to comply ... the alteration would not take place; and
- (b) the alteration will result in improvements to attributes of the building that relate to (i) means of escape from fire; or (ii) access and facilities for persons with disabilities; and
- (c) the improvements referred to in paragraph (b) outweigh any detriment that is likely to arise as a result of the building not complying with the relevant provisions of the building code.'

In reference to Section 112 (i) above, building code requirements for means of escape from fire can be met by following Clause C2 of the Building Code.

#### *Change of Use (Section 115)*

This section of the Act deals with buildings being put to new uses, and sets high building performance standards for any new use – as if for a new building. Upgrading requirements made under this section of the Act can have major implications for heritage buildings – the extent of change required to achieve

compliance can sometimes be incompatible with the protection of heritage values, or at least come in to conflict with the protection heritage values.

While the provisions of section 112 can sometimes be called upon to help balance heritage values and upgrading requirements, careful design of upgrading and adaptive work is required to minimise adverse effects on heritage values.

The Act states that an owner of a building must not change the use of a building –

‘(b) ...unless the territorial authority gives the owner written notice that the territorial authority is satisfied, on reasonable grounds, that the building, in its new use, will –

(i) comply, as nearly as is reasonably practicable and to the same extent as if it were a new building, with the provisions of the building code that relate to –

(A) means of escape from fire, protection of other property, sanitary facilities, structural performance, and fire-rating performance; and

(B) access and facilities for persons with disabilities (if this is a requirement under section 118); and

(ii) continue to comply with the other provisions of the building code to at least the same extent as before the change of use.’

Written notice is usually in the form of an approved building consent.

#### *Access (Sections 117 – 120)*

In carrying out alterations to any building ‘to which members of the public are to be admitted ... reasonable and adequate provision by way of access, parking provisions and sanitary facilities must be made for persons with disabilities’.

In reference to Section 112 (ii), Section 115, and Sections 117 - 120 above, building code requirements for access and facilities for persons with disabilities can be met by following **NZS 4121: 2001 Design for Access and Mobility – Buildings and Associated Facilities**. This has sections on the dimensions and design of ramps, entrances, doors, toilet facilities etc.

#### *Dangerous, Earthquake-prone and Insanitary Buildings (Sections 121 – 132)*

A dangerous building is one likely to cause injury or death, whether through collapse or fire. An earthquake-prone building is one that will have its ultimate capacity exceeded in a moderate earthquake and would be likely to cause injury or death. An insanitary building is offensive or likely to be injurious to health because of its condition or lack of appropriate facilities. A territorial authority can, if it judges a building to be dangerous, earthquake prone or insanitary, require work to be done to reduce or remove the danger or to render it sanitary.

The structural capacity of Berhampore Kindergarten has not been assessed and its present level of seismic resistance is not known. While it is a single storey timber buildings in reasonably sound condition and is likely to have reasonably good seismic resistance, its overall strength should be checked by a suitably experienced structural engineer. The building is not insanitary and is not likely to become so.

## 5.3 Statutory provisions

Despite the fact that the building is not listed by the Wellington City Council or Heritage New Zealand Pouhere Taonga, it is clearly of heritage value. However, because it is unlisted, there are no restrictions arising from the Council's District Plan or from Heritage New Zealand.

## 5.4 Conservation standards

### ICOMOS New Zealand Charter

All work carried out at Berhampore Kindergarten should meet accepted conservation standards. The most appropriate conservation standards for use in New Zealand are those set out in the *ICOMOS New Zealand Charter for the Conservation of Places of Cultural Heritage Value*.<sup>77</sup> The charter has been formally adopted by the Ministry for Cultural and Heritage, the Department of Conservation, Heritage New Zealand, and a number of territorial authorities.

The core principles contained in the charter are explained below and it is recommended that all relevant requirements of the charter be followed. The full version of the charter is included in this plan as Appendix I. This section sets the stage for the conservation policies outlined in section 6 of this plan.

#### *Carry Out Regular Maintenance*

Regular maintenance is essential to the long life of heritage buildings. If maintenance is not carried out on a planned basis, decay can become established, repairs become progressively more difficult and expensive, and fabric of heritage value can be lost, thus diminishing the significance of the building. A well maintained building will survive the effects of earthquakes, storms and other natural disasters better than one that is poorly maintained.

#### *Mitigate Risk*

As far as possible, work should be carried out to mitigate the risk to the survival of heritage buildings, whether from natural disasters such as storms or earthquakes, or from man-made threats such as those posed by neglectful owners or district plan requirements.

#### *Repair Rather than Replace*

When repairs are necessary, cut out and replace only decayed material in order to minimise the loss of original fabric. It is better to have fabric that is worn and carefully patched than modern replica material, however faithfully copied.

#### *Repair in Compatible Materials*

In carrying out repairs, materials matching the original should generally be used if they are available. Work to a higher technical standard is good practice in some circumstances, and may be necessary to meet the requirements of the Building Code.

#### *Restore with Care*

Restoration of lost features should be carried out only if there is clear evidence of the original form and detail. Such evidence could come from original drawings, early photographs or elements relocated to

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<sup>77</sup> ICOMOS stands for the International Council on Monuments and Sites.

other parts of the building. Detailed examination of the fabric of the building can often reveal information that is not available from other sources.

#### *Keep Change to the Minimum*

Where alterations are carried out, change should be the minimum necessary to suit the new functional requirements. There should be the least possible loss of building fabric of heritage value, so that the authenticity and integrity of the building is maintained.

#### *Use*

Ideally, the original use of a heritage building should be continued; where this is no longer appropriate, a compatible use should be found, one that requires minimum change.

#### *Make New Work Reversible*

Where possible, new work should be reversible, so that change back to the present form or an earlier form remains a possibility should this be required in the future and is not precluded by irreversible change. This can sometimes be difficult, particularly with major work such as earthquake strengthening. Recycle or store early fabric that has to be removed, and make new junctions with the old fabric as lightly as possible.

#### *Respect Alterations*

Additions and alterations to heritage buildings can have historic or aesthetic significance in their own right. Returning a building to its original form is recommended only when the significance of the original structure is outstanding and later alterations have compromised its integrity.

#### *Document Changes*

Changes should be fully documented in drawings and photographs, with the latter taken before, during and after conservation work. New materials should be identified by date stamping.

#### *Respect the Patina of Age*

Patina, the visible evidence of age, is something to protect carefully. Buildings should look old as they mature, as age is one of the qualities we value them for.

#### *Respect the Contents and Setting*

The contents and setting of a heritage building can often have heritage value in their own right and both should be regarded as integral with the building.

## **5.5 Threats**

While the kindergarten building has survived largely intact and without much attention having been paid to its heritage value or status, there remain a number of potential threats to be considered.

The principal categories of threat to the building are summarised below. The management of threats to the building are addressed through policies in section 6 of this plan.

### **5.5.1 Natural processes**

The principal natural processes that are affecting the building are weathering and subsidence, which are a threat to the integrity of the building. These threats can be managed with ongoing maintenance and monitoring.

The general effects of moisture on timber can lead to decay, which can significantly reduce the structural integrity of the building over time. Similarly, the growth of vegetation too close to the building (although currently not an issue) can reduce ventilation and light, and give rise to damp and deterioration, and can cause trouble with roof drainage and the like. The best way to manage these risks is to adopt a cyclical preventative maintenance programme to keep the building in good order.

The timber on the building appears to be in fairly good condition currently and the building is not in a sea spray zone. It does, however, need to be repainted.

Subsidence has been caused by deterioration in the ground. The solution would need engineering input and is likely to include repair to the foundation wall and some form of ground stabilisation, for instance, piling or concrete foundations.

### 5.5.2 Disasters

The two main disasters that pose a threat to the building are earthquake and fire. The building is not in a flooding hazard area or a tsunami evacuation zone.<sup>78</sup> Nor is the building at risk from erosion, sea level rise predictions, storm surges, and slope failure.

#### *Earthquake*

The building is situated in Wellington, which is a seismically active area, but the building's low aspect and the fact that it is not situated in a high ground shaking zone<sup>79</sup> means that it would be less susceptible to damage than many other buildings in Wellington. Furthermore, the building is not listed on Wellington City Council's *List of Earthquake Prone Buildings as at 14/08/2015*.

#### *Fire*

The building is constructed of timber and is therefore at risk of damage by fire. This treat is best managed by a fire warning and firefighting systems. Due to the scale of the building, it is recommended that a fire alarm system that is linked to the brigade is installed. Enhancing the level of fire protection should be a priority.

### 5.5.3 Vandalism

There is no evidence to suggest that the building has been vandalised in the past and the building is an unlikely target. Although the building is generally unoccupied in the evenings and weekends, it is surrounded by houses. In addition, the street, while a cul-de-sac, is used by pedestrians due to its access to both Palm Grove and Macalister Park.

Probably the most likely type of vandalism would be petty, such as tagging or graffiti art, and the building's continued use means that this is likely to be rectified fairly quickly. Prompt cleaning after any incident should help to reduce the likelihood of further acts.

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<sup>78</sup> Wellington City Council's WebMap, accessed 18 October 2015, <http://wellington.govt.nz/webmap/wccmap/html>.

<sup>79</sup> Wellington regional Council. Combined Earthquake Hazard Map Wellington City.

#### 5.5.4 Loss of information

The possible destruction, unintentional or otherwise, of important archival sources such as old documents and photographs, and the loss of unrecorded oral history sources constitute a threat. The kindergarten is an early example of a purpose-built kindergarten and the people who have worked in the building or attended the kindergarten as children, are an important source of information about the history of the building. Their recollections should be recorded and the 2017 centenary presents an opportunity for people who have been associated with the kindergarten to be located.

The centenary could also be used to gather further historical material relating to the kindergarten, such as photographs. The deposit of these items with a collecting institution, such as the Alexander Turnbull Library, should be considered. This would ensure the information is preserved but still accessible to kindergarten staff. Berhampore Kindergarten records have been deposited with the Alexander Turnbull Library in the past, so they are not at risk, but further deposits of material should be scheduled.

#### 5.5.5 Not fit for purpose

Berhampore Kindergarten is not likely to be at risk of change of use, loss of purpose, or loss of sustainable use in the near future. It is possible, however, that it will be deemed necessary for further changes to be made to the building, in order to accommodate changing needs, practices or philosophy.

Any future changes should be kept to a minimum and should take into account the historic values of the building and its heritage fabric. Furthermore, changes should be reversible and fully documented.

#### 5.5.6 Pests

As with all timber structures, the building is potentially threatened by pests such as borer. This threat can be managed with ongoing maintenance and monitoring.

#### 5.5.7 Lack of recognition of heritage values

The kindergarten building is of heritage significance but its heritage values are not yet formally recognised by either Wellington City Council or Heritage New Zealand. The lack of formal recognition poses a threat to the building. If the building's significance is recognised, there will be an increased likelihood it will be protected, therefore the Council should be notified of the building's history and its heritage values.

#### 5.5.8 Wear and tear

The kindergarten is in regular use by five staff and forty children. The impact of this relatively high use should be periodically monitored to ensure that it is not adversely affecting the fabric of the building.



## 6.0 Conservation policy

### 6.1 Principal statement

Berhampore Kindergarten is a place of heritage value. It was the first purpose-built kindergarten to be built in the Wellington Region and has been in continual use since its opening in 1929. The building is in reasonable condition and does not require any major change, only repair, maintenance and minor reinstatement. The policies outlined in this section set out the core requirements for the ongoing management of the building in a way that best protects its heritage values while maintaining its ongoing use.

### 6.2 Extent of physical intervention

Conservation requires a cautious approach of doing as much work as necessary but as little as possible. The recommended approach to allowable changes to the building is that the level of change be determined by the degrees of significance given to the various spaces, elements and fabric of the building in the Heritage Inventory, Section 4 of this plan. The appropriate conservation processes, following those set out in the *ICOMOS New Zealand Charter*, for the various assigned heritage values are given below.

#### *2 Significant*

These elements and spaces are of importance to the heritage value of the building. All original fabric should be retained, disturbed as little as possible, and conserved if possible. Modifications should be carried out only for the most pressing functional reasons, for the purpose of safeguarding the place, or to meet statutory requirements. Any such modification should be made only if no other reasonable option is available; it should be as discreet as possible, involve the minimum necessary change and should be carried out to the highest possible standards.

Allowable processes of change include preservation – consisting of maintenance, stabilisation or repair - and restoration. The changes must be done in such a way as not to diminish those qualities of the space that have caused it to be recognised, or if no reasonable functional use can be made of the space.

#### *1 Some significance*

These elements and spaces are of modest importance to the heritage value of the building. They should be altered if they are difficult to reuse in their present form. Original fabric should remain undisturbed if possible, and salvaged for reuse if removal is required.

#### *0 No or negative significance*

These elements and spaces are of no significance to the heritage value of the building. The adaptation of the spaces and modification of the fabric may be carried out to effect any improvement that may be necessary for the ongoing use of the place. Work should never be carried out in a way that adversely affects adjacent fabric of higher heritage value.

Allowable processes of change include restoration, reconstruction or adaptation. However, wherever work is undertaken in these spaces, consideration should be given to reinstating original finishes or other fabric

where these are known and where appropriate. They should be altered as required to best suit present day functional requirements. Any original fabric that they contain that is reusable should be left in place or salvaged.

Those elements that detract from the significance of the building should be modified, removed, or removed and replaced in such a way as to positively contribute to the quality of the building. Where it is proposed that additions of no significance are to be removed, they should first be recorded.

#### 6.2.1 Stabilisation

This is the arrest or slowing of the processes of decay, and is the most favoured conservation option because it involves no removal of existing material. This is appropriate where deterioration is not substantially advanced and where the conditions giving rise to the deterioration can be minimised or halted.

The main part of the building requiring stabilisation is the foundation wall on the northwest corner, which shows evidence of subsidence.

#### 6.2.2 Repair

This is the making good of decayed or damaged fabric using identical, closely similar, or otherwise appropriate material. This process will be used where stabilisation is not possible. In general, a policy of repair of original fabric, rather than replacement, should be adopted. Repair of material should be with original or similar materials and to the same standards as original. A technically higher standard of repair may be justified where the life expectancy of the material is increased, the new material is compatible with the old, and the cultural heritage value is not diminished. The repair work should replicate original finishes as closely as possible. New material should be identifiable and repair work should be recorded.

The repair works required at Berhampore Kindergarten include the repair of the marble commemorative plaque, which has been broken into two pieces, and the repair of any decayed or damaged weatherboards.

#### 6.2.3 Maintenance

Maintenance is the regular and on-going protective care of a place to prevent deterioration. Planned maintenance will be sufficient to minimise future deterioration of significant heritage fabric and to conserve the values of the building. This work should be funded in annual business plans. Conducting regular maintenance should ensure that further substantial remedial work is not required after the remedial work identified in this plan has been carried out.

Repainting is the most notable form of maintenance required at this stage.

#### 6.2.4 Restoration

Restoration means returning a place as nearly as possible to a known earlier state and/or removing elements that detract from its value. This should only be undertaken when there is sufficient physical and other evidence to accurately replicate that earlier state and where it does not detrimentally affect the significance of a place. Restoration of spaces is appropriate where this enhances the significance of the

space; it must be preceded by research that establishes the original form beyond doubt, and the work must be fully recorded.

The restoration of the original front door, which is currently situated in an unused position on the northern elevation, and the reinstatement of a corrugated iron roof when the building is next re-roofed qualify as restoration work. The possibility of restoring the original ceiling and some of the original form of the building should also be investigated.

#### 6.2.5 Adaptation

Adaptation means modifying a place to suit proposed compatible uses. Adaptation processes include alteration and addition, and are only acceptable where the modifications are essential to continued use. Any modification should not detract from the significant qualities of the place, it should be reversible, and the disturbance of significant material should be kept to a minimum. The more important the space or element, the more certain must be the functional reason for change, and the greater the care that must be exercised in effecting the change.

In this case alterations and additions are only acceptable where they are essential to continued use. There is no present need for adaptation at the kindergarten.

#### 6.2.6 Compatible use

Compatible use means a use which involves no change to the culturally significant fabric, or changes which are substantially reversible, or changes which require a minimal impact.

The long-standing and on-going use of this building means that there is no necessity for intervention based on a change of use.

#### 6.2.7 Reinstatement

Reinstatement means to put material components back in position.

The most notable need for reinstatement at Berhampore Kindergarten relates to the marble commemorative plaque, which was removed from the foundation wall on the northern elevation, presumably when the covered verandah was built. Since the verandah hides the plaque's original position, it is not currently possible to reinstate this item but its history should be documented.

### **6.3 Disaster provisions**

The kindergarten building has not yet faced a major disaster; however, a number of potential hazards and secondary effects should be considered, as outlined below.

The building is not in a tsunami risk zone, flood zone, liquefaction zone, or slip prone area. It is a single storey, timber building that is most at risk from a seismic event or fire, but with a good maintenance plan that is followed, the risk of the building being damaged or destroyed by either of these hazards is low. Therefore, it is not recommended that a disaster risk management plan is prepared but that the recommendations in section 7 of this report be actioned. It is also recommended that disaster risk management be an integral part of the building's site management plan and that an emergency response plan be prepared.

### 6.3.1 Earthquake

Since the building was constructed prior to 1976, it is recommended that an Initial Evaluation Procedure (IEP) is undertaken to assess the building's percentage score of the new building standard, if this has not already been done. An IEP will highlight any possible seismic risk and an evaluation could then be made on any seismic strengthening requirements.

The kindergarten building should be strengthened to stabilise it against earthquake, with particular attention given to the foundation wall at the northwest corner, which shows evidence of subsidence.

### 6.3.2 Fire

Given how flammable the building fabric and contents are, it would take little time before fire destroyed it. While the installation of an automatic fire sprinkler system would provide the best protection for the fabric of the building in the event of a fire, it is probably not justified in the present circumstances because the cost would be too high and it would cause disruption to the fabric of the building.

In terms of providing a fire system that would ensure rapid reaction to any fire in the building, it is recommended that a brigade link is installed, if it has not been already, rather than relying on a manual call system. An electrical fault is one of the most likely sources of fire for this building, therefore it is recommended that there are regular checks of the electrical wiring system and appliances.

### 6.3.3 Emergency response plan

An appropriate emergency response plan should be put in place to ensure the building can be quickly safeguarded in the event of a disaster, such as fire, severe weather or earthquake, to minimise the extent of loss or damage.

### 6.3.4 Evacuation

The kindergarten currently has monthly earthquake and fire drills. It is recommended that professional advice is sought to ensure the current procedures are appropriate.

Any disasters that the building faces will also be faced by chattels and other important items, including photographs and records. It is recommended that the evacuation plan consider the evacuation of items of significance as well as people, and that the building is secured in the event of disaster to avoid vandalism and theft.

### 6.3.5 Impact on heritage value

Any building strengthening, or the installation of a fire detection system, will need to be very carefully designed to ensure minimal effects on the appearance, fabric and authenticity of the building.

## **6.4 Recording work**

All repair and maintenance work should be recorded, including the date of work, materials used, personnel involved, cost of work and a photographic record made. These records should be kept on the asset file. Copies of work records should also be kept offsite, in case those onsite are destroyed.

## 6.5 Interpretation

There is no interpretation provided for the kindergarten at present. The foundation stone, which provides a small amount of historical information about the building on its front elevation, is currently obscured by a chicken house, netting and a boundary fence.

Options for interpretation include:

- Onsite interpretation panels displayed along the kindergarten's fence on Stanley Street and/or inside the kindergarten building
- Information on the history section of Wellington Kindergarten's website or on Berhampore Kindergarten's page of this website
- Events, activities and publications associated with Berhampore Kindergarten's centenary, which is planned for 8 April 2017
- An entry on Wellington City Council's Heritage Inventory, should the building be listed by the Council

## 6.6 Setting

The setting of a heritage structure can have heritage values in its own right and should normally be regarded as integral to the structure.

The immediate setting is the kindergarten's spacious grounds, owned and managed by He Whanau Manaaki O Tararua Free Kindergarten Association Incorporated. It is a landscaped area that was redeveloped in early 2004 in order to incorporate a new sandpit, swing area and paths.<sup>80</sup> The well maintained yard also includes raised vegetable beds, outdoor play equipment, chickens and a chicken house, and established trees. The grounds are designed to play an important and integral part in the functioning of the kindergarten.

The building and its grounds are situated near the end of the northern end of Stanley Street, which is a cul-de-sac. The nearby Berhampore School, which celebrated its centenary in October 2015, has an important historical connection with the kindergarten because the majority of children (50-60%) who attend Berhampore Kindergarten go on to attend Berhampore School.<sup>81</sup>

The kindergarten looks out to the southern end of Macalister Park and there are steps at the end of the street that provide access to this recreation ground. The park prevents the area from becoming further developed and provides a peaceful backdrop to the kindergarten.

## 6.7 Legal status

No change is expected to the present legal status of the site.

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<sup>80</sup> *The Making of Our New Sandpit, January-February 2004* (Berhampore Kindergarten, 2004).

<sup>81</sup> Pers. comm., Margaret Jamieson, 21 October 2015.



## 6.8 Future developments

No proposal involving restoration or adaptation of any feature of the building or its grounds has been suggested to the author of this plan.

## 6.9 Public involvement

An upcoming opportunity for community involvement is the kindergarten's centenary in 2017. This presents the kindergarten with the chance to involve the public in celebrations, recording information about the history of the kindergarten and its building, and developing interpretation. This may lead to stronger support for future developments, increased fundraising, and increased recognition of the building's heritage values. The public, particularly those people who a strong association with the kindergarten, should be consulted about future developments.

## 7.0 Recommendations

Given the heritage significance of Berhampore Kindergarten, it is recommended:

### 7.1 Stabilisation

THAT the subsidence on the northwest corner of the building is addressed.

### 7.2 Repair

THAT all repair work to the building is carried out in accordance with the recommendations of this plan.

THAT where possible fabric is repaired with compatible materials rather than replaced.

THAT a record of all repairs is kept.

THAT the marble commemorative plaque is repaired and fixed to a suitable place so that it is visible.

THAT any decayed or damaged timber is repaired.

### 7.3 Maintenance

THAT the building is regularly inspected for deterioration or damage.

THAT the building is regularly repainted.

THAT the building is kept clear of vegetation.

THAT a regular maintenance plan be prepared, adopted and implemented to keep the building in good condition for the future.

THAT a record of all maintenance work is kept.

### 7.4 Restoration

THAT corrugated iron is used when the building is next re-roofed.

THAT the front door is returned to its original position on the western elevation.

### 7.5 Statutory requirements

THAT any repair or maintenance or other building work undertaken on the building complies with the Building Act 2004 and all other relevant statutory requirements.

### 7.6 Risk mitigation

THAT the building is actively managed and its condition monitored so that threats are not allowed to develop.

THAT the building is proposed for listing as an historic place on the Wellington City Council District Plan.

THAT a fire alarm system linked to the brigade is installed, if it has not already be done.

THAT the building is regularly monitored for evidence of pests and wear and tear.

THAT disaster risk management is made an integral part of the building's site management plan.

THAT an emergency response plan is prepared.

THAT the building is secured in the event of a disaster to avoid vandalism and theft.

THAT an Initial Evaluation Procedure is undertaken, if not already done.

THAT the building is strengthened to stabilise it against earthquakes and that any strengthening work is designed to ensure there are minimal effects on heritage values.

THAT there are regular checks of the electrical wiring system and appliances.

THAT the evacuation plan includes provisions for the evacuation of items of significance as well as people.

THAT any known history of the building is recorded in all possible forms, in particular taking advantage of the heightened interest in the building around the time of the kindergarten's centenary.

THAT records, including material created and collected around the time of the centenary, are deposited with a suitable repository so they can be preserved in perpetuity.

THAT all future modifications take into account the heritage values of the building so that any further loss of original fabric is minimised.

THAT fire safety and fire equipment inspections are completed by approved authorities.

THAT remedial and regular maintenance be undertaken to ensure that threats from natural processes are not allowed to develop.

THAT adequate funding for the ongoing care and maintenance of the huts is provided for.

THAT remedial repairs and regular maintenance are carried out as needed to make good existing faults and to ensure that threats from natural processes are not allowed to develop.

THAT appropriate provisions are made for responding to damage caused by disaster, including access to an emergency fund for urgent repairs.

## 7.7 Interpretation

THAT appropriate interpretation is provided for the structure to make the history of the building available.

## 7.8 Setting

THAT the immediate setting of the building is protected from inappropriate change that might affect its heritage values.

## 7.9 Public involvement

THAT public consultation is undertaken if major changes are envisaged to the building.

THAT opportunities for public involvement are considered in relation to the centenary.

## 7.10 Review

THAT this plan is reviewed at 10-yearly intervals (or shorter intervals if appropriate), with the input of all affected parties.

## 8.0 Sources

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## Appendix I – ICOMOS New Zealand Charter

# ICOMOS New Zealand Charter

### for the Conservation of Places of Cultural Heritage Value

Revised 2010

#### Preamble

New Zealand retains a unique assemblage of **places of cultural heritage value** relating to its indigenous and more recent peoples. These areas, **cultural landscapes** and features, buildings and **structures**, gardens, archaeological sites, traditional sites, monuments, and sacred **places** are treasures of distinctive value that have accrued meanings over time. New Zealand shares a general responsibility with the rest of humanity to safeguard its cultural heritage **places** for present and future generations. More specifically, the people of New Zealand have particular ways of perceiving, relating to, and conserving their cultural heritage **places**.

Following the spirit of the International Charter for the Conservation and Restoration of Monuments and Sites (the Venice Charter - 1964), this charter sets out principles to guide the **conservation of places of cultural heritage value** in New Zealand. It is a statement of professional principles for members of ICOMOS New Zealand.

This charter is also intended to guide all those involved in the various aspects of **conservation** work, including owners, guardians, managers, developers, planners, architects, engineers, craftspeople and those in the construction trades, heritage practitioners and advisors, and local and central government authorities. It offers guidance for communities, organisations, and individuals involved with the **conservation** and management of cultural heritage **places**.

This charter should be made an integral part of statutory or regulatory heritage management policies or plans, and should provide support for decision makers in statutory or regulatory processes.

Each article of this charter must be read in the light of all the others. Words in bold in the text are defined in the definitions section of this charter.

This revised charter was adopted by the New Zealand National Committee of the International Council on Monuments and Sites at its meeting on 4 September 2010.

#### Purpose of conservation

##### 1. The purpose of conservation

The purpose of **conservation** is to care for **places of cultural heritage value**.

In general, such **places**:

- (i) have lasting values and can be appreciated in their own right;

- (ii) inform us about the past and the cultures of those who came before us;
- (iii) provide tangible evidence of the continuity between past, present, and future;
- (iv) underpin and reinforce community identity and relationships to ancestors and the land; and
- (v) provide a measure against which the achievements of the present can be compared.

It is the purpose of **conservation** to retain and reveal such values, and to support the ongoing meanings and functions of **places** of **cultural heritage value**, in the interests of present and future generations.

## Conservation principles

### 2. Understanding cultural heritage value

**Conservation** of a **place** should be based on an understanding and appreciation of all aspects of its **cultural heritage value**, both **tangible** and **intangible**. All available forms of knowledge and evidence provide the means of understanding a **place** and its **cultural heritage value** and **cultural heritage significance**. **Cultural heritage value** should be understood through consultation with **connected people**, systematic documentary and oral research, physical investigation and **recording** of the **place**, and other relevant methods.

All relevant **cultural heritage values** should be recognised, respected, and, where appropriate, revealed, including values which differ, conflict, or compete.

The policy for managing all aspects of a **place**, including its **conservation** and its **use**, and the implementation of the policy, must be based on an understanding of its **cultural heritage value**.

### 3. Indigenous cultural heritage

The indigenous cultural heritage of **tangata whenua** relates to **whanau**, **hapu**, and **iwi** groups. It shapes identity and enhances well-being, and it has particular cultural meanings and values for the present, and associations with those who have gone before. Indigenous cultural heritage brings with it responsibilities of guardianship and the practical application and passing on of associated knowledge, traditional skills, and practices.

The Treaty of Waitangi is the founding document of our nation. Article 2 of the Treaty recognises and guarantees the protection of **fino rangatiratanga**, and so empowers **kaitiakitanga** as customary trusteeship to be exercised by **tangata whenua**. This customary trusteeship is exercised over their **taonga**, such as sacred and traditional **places**, built heritage, traditional practices, and other cultural heritage resources. This obligation extends beyond current legal ownership wherever such cultural heritage exists.

Particular **matauranga**, or knowledge of cultural heritage meaning, value, and practice, is associated with **places**. **Matauranga** is sustained and transmitted through oral, written, and physical forms determined by **tangata whenua**. The **conservation** of such **places** is therefore conditional on decisions made in associated **tangata whenua** communities, and should proceed only in this context. In particular, protocols of access, authority, ritual, and practice are determined at a local level and should be respected.

#### 4. Planning for conservation

**Conservation** should be subject to prior documented assessment and planning.

All **conservation** work should be based on a **conservation plan** which identifies the **cultural heritage value** and **cultural heritage significance** of the **place**, the **conservation** policies, and the extent of the recommended works.

The **conservation plan** should give the highest priority to the **authenticity** and **integrity** of the **place**.

Other guiding documents such as, but not limited to, management plans, cyclical **maintenance** plans, specifications for **conservation** work, interpretation plans, risk mitigation plans, or emergency plans should be guided by a **conservation plan**.

#### 5. Respect for surviving evidence and knowledge

**Conservation** maintains and reveals the **authenticity** and **integrity** of a **place**, and involves the least possible loss of **fabric** or evidence of **cultural heritage value**. Respect for all forms of knowledge and existing evidence, of both **tangible** and **intangible values**, is essential to the **authenticity** and **integrity** of the **place**.

**Conservation** recognises the evidence of time and the contributions of all periods. The **conservation** of a **place** should identify and respect all aspects of its **cultural heritage value** without unwarranted emphasis on any one value at the expense of others.

The removal or obscuring of any physical evidence of any period or activity should be minimised, and should be explicitly justified where it does occur. The **fabric** of a particular period or activity may be obscured or removed if assessment shows that its removal would not diminish the **cultural heritage value** of the **place**.

In **conservation**, evidence of the functions and intangible meanings of **places** of **cultural heritage value** should be respected.

#### 6. Minimum intervention

Work undertaken at a **place** of **cultural heritage value** should involve the least degree of **intervention** consistent with **conservation** and the principles of this charter.

**Intervention** should be the minimum necessary to ensure the retention of **tangible** and **intangible values** and the continuation of **uses** integral to those values. The removal of **fabric** or the alteration of features and spaces that have **cultural heritage value** should be avoided.

#### 7. Physical investigation

Physical investigation of a **place** provides primary evidence that cannot be gained from any other source. Physical investigation should be carried out according to currently accepted professional standards, and should be documented through systematic **recording**.

Invasive investigation of **fabric** of any period should be carried out only where knowledge may be significantly extended, or where it is necessary to establish the existence of **fabric** of **cultural heritage value**, or where it is necessary for **conservation** work, or where such **fabric** is about to be damaged or destroyed or made inaccessible. The extent of invasive investigation should minimise the disturbance of significant **fabric**.

## 8. Use

The **conservation** of a **place** of **cultural heritage value** is usually facilitated by the **place** serving a useful purpose.

Where the **use** of a **place** is integral to its **cultural heritage value**, that **use** should be retained.

Where a change of **use** is proposed, the new **use** should be compatible with the **cultural heritage value** of the **place**, and should have little or no adverse effect on the **cultural heritage value**.

## 9. Setting

Where the **setting** of a **place** is integral to its **cultural heritage value**, that **setting** should be conserved with the **place** itself. If the **setting** no longer contributes to the **cultural heritage value** of the **place**, and if **reconstruction** of the **setting** can be justified, any **reconstruction** of the **setting** should be based on an understanding of all aspects of the **cultural heritage value** of the **place**.

## 10. Relocation

The on-going association of a **structure** or feature of **cultural heritage value** with its location, site, curtilage, and **setting** is essential to its **authenticity** and **integrity**. Therefore, a **structure** or feature of **cultural heritage value** should remain on its original site.

Relocation of a **structure** or feature of **cultural heritage value**, where its removal is required in order to clear its site for a different purpose or construction, or where its removal is required to enable its **use** on a different site, is not a desirable outcome and is not a **conservation** process.

In exceptional circumstances, a **structure** of **cultural heritage value** may be relocated if its current site is in imminent danger, and if all other means of retaining the **structure** in its current location have been exhausted. In this event, the new location should provide a **setting** compatible with the **cultural heritage value** of the **structure**.

## 11. Documentation and archiving

The **cultural heritage value** and **cultural heritage significance** of a **place**, and all aspects of its **conservation**, should be fully documented to ensure that this information is available to present and future generations.

**Documentation** includes information about all changes to the **place** and any decisions made during the **conservation** process.

**Documentation** should be carried out to archival standards to maximise the longevity of the record, and should be placed in an appropriate archival repository.

**Documentation** should be made available to **connected people** and other interested parties. Where reasons for confidentiality exist, such as security, privacy, or cultural appropriateness, some information may not always be publicly accessible.

## 12. Recording

Evidence provided by the **fabric** of a **place** should be identified and understood through systematic research, **recording**, and analysis.

**Recording** is an essential part of the physical investigation of a **place**. It informs and guides the **conservation** process and its planning. Systematic **recording** should occur prior to, during, and following any **intervention**. It should include the **recording** of new evidence revealed, and any **fabric** obscured or removed.

**Recording** of the changes to a **place** should continue throughout its life.

## 13. Fixtures, fittings, and contents

Fixtures, fittings, and **contents** that are integral to the **cultural heritage value** of a **place** should be retained and conserved with the **place**. Such fixtures, fittings, and **contents** may include carving, painting, weaving, stained glass, wallpaper, surface decoration, works of art, equipment and machinery, furniture, and personal belongings.

**Conservation** of any such material should involve specialist **conservation** expertise appropriate to the material. Where it is necessary to remove any such material, it should be recorded, retained, and protected, until such time as it can be reinstated.

## Conservation processes and practice

### 14. Conservation plans

A **conservation plan**, based on the principles of this charter, should:

- (i) be based on a comprehensive understanding of the **cultural heritage value** of the **place** and assessment of its **cultural heritage significance**;
- (ii) include an assessment of the **fabric** of the **place**, and its condition;
- (iii) give the highest priority to the **authenticity** and **integrity** of the **place**;
- (iv) include the entirety of the **place**, including the **setting**;
- (v) be prepared by objective professionals in appropriate disciplines;
- (vi) consider the needs, abilities, and resources of **connected people**;
- (vii) not be influenced by prior expectations of change or development;
- (viii) specify **conservation** policies to guide decision making and to guide any work to be undertaken;
- (ix) make recommendations for the **conservation** of the **place**; and

(x) be regularly revised and kept up to date.

## 15. Conservation projects

**Conservation** projects should include the following:

- (i) consultation with interested parties and **connected people**, continuing throughout the project;
- (ii) opportunities for interested parties and **connected people** to contribute to and participate in the project;
- (iii) research into documentary and oral history, using all relevant sources and repositories of knowledge;
- (iv) physical investigation of the **place** as appropriate;
- (v) use of all appropriate methods of **recording**, such as written, drawn, and photographic;
- (vi) the preparation of a **conservation plan** which meets the principles of this charter;
- (vii) guidance on appropriate **use** of the **place**;
- (viii) the implementation of any planned **conservation** work;
- (ix) the **documentation** of the **conservation** work as it proceeds; and
- (x) where appropriate, the deposit of all records in an archival repository.

A **conservation** project must not be commenced until any required statutory authorisation has been granted.

## 16. Professional, trade, and craft skills

All aspects of **conservation** work should be planned, directed, supervised, and undertaken by people with appropriate **conservation** training and experience directly relevant to the project.

All **conservation** disciplines, arts, crafts, trades, and traditional skills and practices that are relevant to the project should be applied and promoted.

## 17. Degrees of intervention for conservation purposes

Following research, **recording**, assessment, and planning, **intervention** for **conservation** purposes may include, in increasing degrees of **intervention**:

- (i) **preservation**, through **stabilisation**, **maintenance**, or **repair**;
- (ii) **restoration**, through **reassembly**, **reinstatement**, or removal;
- (iii) **reconstruction**; and
- (iv) **adaptation**.

In many **conservation** projects a range of processes may be utilised. Where appropriate, **conservation** processes may be applied to individual parts or components of a **place** of **cultural heritage value**.

The extent of any **intervention** for **conservation** purposes should be guided by the **cultural heritage value** of a **place** and the policies for its management as identified in a **conservation plan**. Any **intervention** which would reduce or compromise **cultural heritage value** is undesirable and should not occur.

Preference should be given to the least degree of **intervention**, consistent with this charter.



Re-creation, meaning the conjectural **reconstruction** of a **structure** or **place**; replication, meaning to make a copy of an existing or former **structure** or **place**; or the construction of generalised representations of typical features or **structures**, are not **conservation** processes and are outside the scope of this charter.

## 18. Preservation

**Preservation** of a **place** involves as little **intervention** as possible, to ensure its long-term survival and the continuation of its **cultural heritage value**.

**Preservation** processes should not obscure or remove the patina of age, particularly where it contributes to the **authenticity** and **integrity** of the **place**, or where it contributes to the structural stability of materials.

### i. Stabilisation

Processes of decay should be slowed by providing treatment or support.

### ii. Maintenance

A **place** of **cultural heritage value** should be maintained regularly. **Maintenance** should be carried out according to a plan or work programme.

### iii. Repair

**Repair** of a **place** of **cultural heritage value** should utilise matching or similar materials. Where it is necessary to employ new materials, they should be distinguishable by experts, and should be documented.

Traditional methods and materials should be given preference in **conservation** work.

**Repair** of a technically higher standard than that achieved with the existing materials or construction practices may be justified only where the stability or life expectancy of the site or material is increased, where the new material is compatible with the old, and where the **cultural heritage value** is not diminished.

## 19. Restoration

The process of **restoration** typically involves **reassembly** and **reinstatement**, and may involve the removal of accretions that detract from the **cultural heritage value** of a **place**.

**Restoration** is based on respect for existing **fabric**, and on the identification and analysis of all available evidence, so that the **cultural heritage value** of a **place** is recovered or revealed. **Restoration** should be carried out only if the **cultural heritage value** of the **place** is recovered or revealed by the process.

**Restoration** does not involve conjecture.

### i. Reassembly and reinstatement

**Reassembly** uses existing material and, through the process of **reinstatement**, returns it to its former position. **Reassembly** is more likely to involve work on part of a **place** rather than the whole **place**.

## ii. Removal

Occasionally, existing **fabric** may need to be permanently removed from a **place**. This may be for reasons of advanced decay, or loss of structural **integrity**, or because particular **fabric** has been identified in a **conservation plan** as detracting from the **cultural heritage value** of the **place**.

The **fabric** removed should be systematically **recorded** before and during its removal. In some cases it may be appropriate to store, on a long-term basis, material of evidential value that has been removed.

## 20. Reconstruction

**Reconstruction** is distinguished from **restoration** by the introduction of new material to replace material that has been lost.

**Reconstruction** is appropriate if it is essential to the function, **integrity**, **intangible value**, or understanding of a **place**, if sufficient physical and documentary evidence exists to minimise conjecture, and if surviving **cultural heritage value** is preserved.

Reconstructed elements should not usually constitute the majority of a **place** or **structure**.

## 21. Adaptation

The **conservation** of a **place** of **cultural heritage value** is usually facilitated by the **place** serving a useful purpose. Proposals for **adaptation** of a **place** may arise from maintaining its continuing **use**, or from a proposed change of **use**.

Alterations and additions may be acceptable where they are necessary for a **compatible use** of the **place**. Any change should be the minimum necessary, should be substantially reversible, and should have little or no adverse effect on the **cultural heritage value** of the **place**.

Any alterations or additions should be compatible with the original form and **fabric** of the **place**, and should avoid inappropriate or incompatible contrasts of form, scale, mass, colour, and material.

**Adaptation** should not dominate or substantially obscure the original form and **fabric**, and should not adversely affect the **setting** of a **place** of **cultural heritage value**. New work should complement the original form and **fabric**.

## 22. Non-intervention

In some circumstances, assessment of the **cultural heritage value** of a **place** may show that it is not desirable to undertake any **conservation intervention** at that time. This approach may be appropriate where undisturbed constancy of **intangible values**, such as the spiritual associations of a sacred **place**, may be more important than its physical attributes.

## 23. Interpretation

Interpretation actively enhances public understanding of all aspects of **places of cultural heritage value** and their **conservation**. Relevant cultural protocols are integral to that understanding, and should be identified and observed.

Where appropriate, interpretation should assist the understanding of **tangible** and **intangible values** of a **place** which may not be readily perceived, such as the sequence of construction and change, and the meanings and associations of the **place** for **connected people**.

Any interpretation should respect the **cultural heritage value** of a **place**. Interpretation methods should be appropriate to the **place**. Physical **interventions** for interpretation purposes should not detract from the experience of the **place**, and should not have an adverse effect on its **tangible** or **intangible values**.

## 24. Risk mitigation

**Places of cultural heritage value** may be vulnerable to natural disasters such as flood, storm, or earthquake; or to humanly induced threats and risks such as those arising from earthworks, subdivision and development, buildings works, or wilful damage or neglect. In order to safeguard **cultural heritage value**, planning for risk mitigation and emergency management is necessary.

Potential risks to any **place of cultural heritage value** should be assessed. Where appropriate, a risk mitigation plan, an emergency plan, and/or a protection plan should be prepared, and implemented as far as possible, with reference to a conservation plan.

## Definitions

For the purposes of this charter:

**Adaptation** means the process(es) of modifying a **place** for a **compatible use** while retaining its **cultural heritage value**. **Adaptation** processes include alteration and addition.

**Authenticity** means the credibility or truthfulness of the surviving evidence and knowledge of the **cultural heritage value** of a **place**. Relevant evidence includes form and design, substance and **fabric**, technology and craftsmanship, location and surroundings, context and **setting**, **use** and function, traditions, spiritual essence, and sense of place, and includes **tangible** and **intangible values**. Assessment of **authenticity** is based on identification and analysis of relevant evidence and knowledge, and respect for its cultural context.

**Compatible use** means a **use** which is consistent with the **cultural heritage value** of a **place**, and which has little or no adverse impact on its **authenticity** and **integrity**.

**Connected people** means any groups, organisations, or individuals having a sense of association with or responsibility for a **place of cultural heritage value**.

**Conservation** means all the processes of understanding and caring for a **place** so as to safeguard its **cultural heritage value**. **Conservation** is based on respect for the existing **fabric**, associations, meanings, and **use** of the **place**. It requires a cautious approach of doing as much work as necessary but as little as

possible, and retaining **authenticity** and **integrity**, to ensure that the **place** and its values are passed on to future generations.

**Conservation plan** means an objective report which documents the history, **fabric**, and **cultural heritage value** of a **place**, assesses its **cultural heritage significance**, describes the condition of the **place**, outlines **conservation** policies for managing the **place**, and makes recommendations for the **conservation** of the **place**.

**Contents** means moveable objects, collections, chattels, documents, works of art, and ephemera that are not fixed or fitted to a **place**, and which have been assessed as being integral to its **cultural heritage value**.

**Cultural heritage significance** means the **cultural heritage value** of a **place** relative to other similar or comparable **places**, recognising the particular cultural context of the **place**.

**Cultural heritage value/s** means possessing aesthetic, archaeological, architectural, commemorative, functional, historical, landscape, monumental, scientific, social, spiritual, symbolic, technological, traditional, or other **tangible** or **intangible values**, associated with human activity.

**Cultural landscapes** means an area possessing **cultural heritage value** arising from the relationships between people and the environment. **Cultural landscapes** may have been designed, such as gardens, or may have evolved from human settlement and land use over time, resulting in a diversity of distinctive landscapes in different areas. Associative **cultural landscapes**, such as sacred mountains, may lack **tangible** cultural elements but may have strong **intangible** cultural or spiritual associations.

**Documentation** means collecting, **recording**, keeping, and managing information about a **place** and its **cultural heritage value**, including information about its history, **fabric**, and meaning; information about decisions taken; and information about physical changes and **interventions** made to the **place**.

**Fabric** means all the physical material of a **place**, including subsurface material, **structures**, and interior and exterior surfaces including the patina of age; and including fixtures and fittings, and gardens and plantings.

**Hapu** means a section of a large tribe of the **tangata whenua**.

**Intangible value** means the abstract **cultural heritage value** of the meanings or associations of a **place**, including commemorative, historical, social, spiritual, symbolic, or traditional values.

**Integrity** means the wholeness or intactness of a **place**, including its meaning and sense of **place**, and all the **tangible** and **intangible** attributes and elements necessary to express its **cultural heritage value**.

**Intervention** means any activity that causes disturbance of or alteration to a **place** or its **fabric**. **Intervention** includes archaeological excavation, invasive investigation of built **structures**, and any **intervention** for **conservation** purposes.

**Iwi** means a tribe of the **tangata whenua**.

**Kaitiakitanga** means the duty of customary trusteeship, stewardship, guardianship, and protection of land, resources, or **taonga**.

**Maintenance** means regular and on-going protective care of a **place** to prevent deterioration and to retain its **cultural heritage value**.

**Matauranga** means traditional or cultural knowledge of the **tangata whenua**.

**Non-intervention** means to choose not to undertake any activity that causes disturbance of or alteration to a **place** or its **fabric**.

**Place** means any land having **cultural heritage value** in New Zealand, including areas; **cultural landscapes**; buildings, **structures**, and monuments; groups of buildings, **structures**, or monuments; gardens and plantings; archaeological sites and features; traditional sites; sacred **places**; townscapes and streetscapes; and settlements. **Place** may also include land covered by water, and any body of water. **Place** includes the **setting** of any such **place**.

**Preservation** means to maintain a **place** with as little change as possible.

**Reassembly** means to put existing but disarticulated parts of a **structure** back together.

**Reconstruction** means to build again as closely as possible to a documented earlier form, using new materials.

**Recording** means the process of capturing information and creating an archival record of the **fabric** and **setting** of a **place**, including its configuration, condition, **use**, and change over time.

**Reinstatement** means to put material components of a **place**, including the products of **reassembly**, back in position.

**Repair** means to make good decayed or damaged **fabric** using identical, closely similar, or otherwise appropriate material.

**Restoration** means to return a **place** to a known earlier form, by **reassembly** and **reinstatement**, and/or by removal of elements that detract from its **cultural heritage value**.

**Setting** means the area around and/or adjacent to a **place** of **cultural heritage value** that is integral to its function, meaning, and relationships. **Setting** includes the **structures**, outbuildings, features, gardens, curtilage, airspace, and accessways forming the spatial context of the **place** or used in association with the **place**. **Setting** also includes **cultural landscapes**, townscapes, and streetscapes; perspectives, views, and viewshafts to and from a **place**; and relationships with other **places** which contribute to the **cultural heritage value** of the **place**. **Setting** may extend beyond the area defined by legal title, and may include a buffer zone necessary for the long-term protection of the **cultural heritage value** of the **place**.

**Stabilisation** means the arrest or slowing of the processes of decay.

**Structure** means any building, standing remains, equipment, device, or other facility made by people and which is fixed to the land.

**Tangata whenua** means generally the original indigenous inhabitants of the land; and means specifically the people exercising **kaitiakitanga** over particular land, resources, or **taonga**.

**Tangible value** means the physically observable **cultural heritage value** of a **place**, including

archaeological, architectural, landscape, monumental, scientific, or technological values.

**Taonga** means anything highly prized for its cultural, economic, historical, spiritual, or traditional value, including land and natural and cultural resources.

**Tino rangatiratanga** means the exercise of full chieftainship, authority, and responsibility.

**Use** means the functions of a **place**, and the activities and practices that may occur at the **place**. The functions, activities and practices may in themselves be of **cultural heritage value**.

**Whanau** means an extended family which is part of a **hapu** or **iwi**.

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