



Education Review Office
Te Tari Arotake Mātauranga

Selwyn Park Kindergarten
Dargaville, Northland

Confirmed

Education Review Report

Selwyn Park Kindergarten

Dargaville, Northland

13 October 2016

1 Evaluation of Selwyn Park Kindergarten

How well placed is Selwyn Park Kindergarten to promote positive learning outcomes for children?

| | | | |
|-----------------|------------------------------|-------------|-------------------------|
| Not well placed | Requires further development | Well placed | Very well placed |
|-----------------|------------------------------|-------------|-------------------------|

ERO's findings that support this overall judgement are summarised below.

Background

Selwyn Park Kindergarten in Dargaville is part of the Northland Kindergarten Association (NKA), which provides a governance and management framework to support its operation.

The kindergarten is licensed for 30 children over the age of two years. The children come from a wide area, some travelling significant distances to get to the kindergarten. The majority of the children attending the kindergarten are Māori. There is also a small number of Tongan children.

The kindergarten provides six hour sessions for children, with some attending just a few days in the week. The permanent staff of three qualified teachers are supported by an additional part-time teacher who covers lunch breaks.

Teachers have a shared philosophy statement that shows their commitment to establishing close relationships with children and whānau. The philosophy acknowledges Te Tiriti o Waitangi and notes that children's emerging interests are the trigger for te reo Māori programme developments.

ERO's 2012 report identified that children were competent, independent learners who facilitated their own play. The report noted that positive, respectful relationships with whānau were a feature. In addition, the centre's welcoming and inclusive atmosphere was affirmed, and children's understanding and use of te reo Māori was seen as a real strength. The report recommended strengthening planning processes, improving support for children's transition to school and adding complexity to children's learning. All of these areas have been addressed.

This review was part of a cluster of eight kindergarten reviews in the Northland Kindergarten Association.

The Review Findings

Teachers' interaction with children are supportive, sensitive and respectful. A welcoming and inclusive start to the day enables children to settle quickly and gain confidence as participants in the programme. The curriculum is carefully planned for the strengths, interests and needs of children. Teachers continue to offer good opportunities for children to lead their own learning.

Teachers consistently work to establish and maintain positive relationships and close partnerships with whānau. This encourages a sense of wellbeing and belonging for all. Whānau are confident to talk with teachers and contribute to programmes.

Teachers have established a secure environment for children and whānau where they can use their home languages and share aspects of their cultural backgrounds. Teachers continue to seek ways for children to retain and strengthen their sense of cultural identity. They recognise whakapapa as important to the development of a sense of belonging and connectedness. Children confidently share their obvious familiarity with te reo Māori and also Tongan.

Children have many opportunities to take leadership roles and share their ideas and thinking. Changes to the environment have been discussed with, and sometimes planned by children to meet their own needs. Teachers follow a 'loose parts' philosophy in the high quality environments. This means that there are many items that children are able to use flexibly as they create their play. This way of working encourages children to design challenges and engage in vigorous 'safe' risks as they play.

Children are learning to communicate for a variety of purposes. Teachers support children's oral language development well and prompt children to solve problems independently. They also encourage and support children's interest in literacy, mathematical concepts and science.

Children are very well supported to start school. Successful approaches include a 'buddy' system established by a local school. This 'buddy' relationship starts at kindergarten and continues once the child starts school.

Children each have a portfolio that records their time in the kindergarten and contains learning stories about their interests, strengths and progress. The stories include children's and teachers' contributions. They also demonstrate the ways that teachers recognise and act on information about children shared by their whānau. This assessment information is used to plan the programme so that children's interests guide teachers' practices.

Teachers have established good processes for internal evaluation that leads to improvement. These processes help them to monitor progress towards strategic goals. The Association's governance practices are effective. Its long-term direction continues to focus on continually improving learning outcomes for children. Positive strategies include:

- very good support and guidance by Association personnel, especially in the development of culturally responsive practices and the integration of te ao Māori in ways that are meaningful for children
- new teacher appraisal systems, and professional learning that focus more closely on improving team skills, knowledge and practice and more distributed leadership practices
- regular head teacher meetings that provide opportunities for collegial discussion and support.

Key Next Steps

Managers and teachers agree that the next step in the kindergarten are to:

- increase the visibility in programme records of the principles, goals and strands of *Te Whāriki*, the early childhood curriculum
- include more about their approaches to cultural responsiveness in their philosophy statement
- more regularly include the parents' comments in children's portfolios.

Management Assurance on Legal Requirements

Before the review, the staff and management of Selwyn Park Kindergarten completed an *ERO Centre Assurance Statement and Self-Audit Checklist*. In these documents they attested that they have taken all reasonable steps to meet their legal obligations related to:

- curriculum
- premises and facilities
- health and safety practices
- governance, management and administration.

During the review, ERO looked at the service's systems for managing the following areas that have a potentially high impact on children's wellbeing:

- emotional safety (including positive guidance and child protection)
- physical safety (including supervision; sleep procedures; accidents; medication; hygiene; excursion policies and procedures)
- suitable staffing (including qualification levels; police vetting; teacher registration; ratios)
- evacuation procedures and practices for fire and earthquake.

All early childhood services are required to promote children's health and safety and to regularly review their compliance with legal requirements.

Next ERO Review

When is ERO likely to review the service again?

The next ERO review of Selwyn Park Kindergarten will be in four years.



Graham Randell
Deputy Chief Review Officer Northern

13 October 2016

The Purpose of ERO Reports

The Education Review Office (ERO) is the government department that, as part of its work, reviews early childhood services throughout Aotearoa New Zealand. ERO's reports provide information for parents and communities about each service's strengths and next steps for development. ERO's bicultural evaluation framework Ngā Pou Here is described in [SECTION 3](#) of this report. Early childhood services are partners in the review process and are expected to make use of the review findings to enhance children's wellbeing and learning.

2 Information about the Early Childhood Service

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|---|---|----------------------------|
| Location | Dargaville, Northland | |
| Ministry of Education profile number | 5009 | |
| Licence type | Free Kindergarten | |
| Licensed under | Education (Early Childhood Services) Regulations 2008 | |
| Number licensed for | 30 children, including up to 0 aged under 2 | |
| Service roll | 32 | |
| Gender composition | Boys 21 Girls 11 | |
| Ethnic composition | Māori Pākehā Tongan Fijian | 24 3 4 1 |
| Percentage of qualified teachers 0-49% 50-79% 80%+ <i>Based on funding rates</i> | 80% + | |
| Reported ratios of staff to children Over 2 | 1:10 | Meets minimum requirements |
| Review team on site | August 2016 | |
| Date of this report | 13 October 2016 | |
| Most recent ERO report(s) These are available at www.ero.govt.nz | Education Review | June 2012 |
| | Education Review | April 2009 |
| | Education Review | February 2006 |

3 General Information about Early Childhood Reviews

ERO's Evaluation Framework

ERO's overarching question for an early childhood education review is 'How well placed is this service to promote positive learning outcomes for children?' ERO focuses on the following factors as described in the bicultural framework [Ngā Pou Here](#):

Pou Whakahaere – how the service determines its vision, philosophy and direction to ensure positive outcomes for children

Pou Ārahi – how leadership is enacted to enhance positive outcomes for children

Mātauranga – whose knowledge is valued and how the curriculum is designed to achieve positive outcomes for children

Tikanga whakaako – how approaches to teaching and learning respond to diversity and support positive outcomes for children.

Within these areas ERO considers the effectiveness of *arotake* – self review and of *whanaungatanga* – partnerships with parents and whānau.

ERO evaluates how well placed a service is to sustain good practice and make ongoing improvements for the benefit of all children at the service.

A focus for the government is that all children, especially priority learners, have an opportunity to benefit from quality early childhood education. ERO will report on how well each service promotes positive outcomes for all children, with a focus on children who are Māori, Pacific, have diverse needs, and are up to the age of two.

For more information about the framework and Ngā Pou Here refer to [ERO's Approach to Review in Early Childhood Services](#).

ERO's Overall Judgement and Next Review

The overall judgement that ERO makes and the timing of the next review will depend on how well placed a service is to promote positive learning outcomes for children. The categories are:

- Very well placed – The next ERO review in four years
- Well placed – The next ERO review in three years
- Requires further development – The next ERO review within two years
- Not well placed - The next ERO review in consultation with the Ministry of Education

ERO has developed criteria for each category. These are available on [ERO's website](#).

Review Coverage

ERO reviews are tailored to each service's context and performance, within the overarching review framework. The aim is to provide information on aspects that are central to positive outcomes for children and useful to the service.