



Education Review Office
Te Tari Arotake Mātauranga

**Parihaka Kindergarten
Whangarei**

Confirmed

Education Review Report

Parihaka Kindergarten

Whangarei

29 May 2018

1 Evaluation of Parihaka Kindergarten

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

Not well placed	Requires further development	Well placed	Very well placed
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ERO's findings that support this overall judgement are summarised below.

Background

Parihaka Kindergarten is a well-established service that operates under the governance of the Northland Kindergarten Association. It is licensed for 40 children aged over two years. The kindergarten offers six-hour sessions in response to community needs.

The kindergarten is staffed by four qualified teachers and a teacher aide. Most of the teaching team has changed since the 2013 ERO review. With a change in demographics in recent years the teaching team has refocused the centre's vision, promoting inclusion and support of all children. This vision better reflects community diversity. There has been a change in focus towards an emphasis on a personalised approach with more holistic outcomes for children.

Previous ERO reports have identified high quality practices in the kindergarten. These related to curriculum, environments, self review and relationships with whānau and community.

The Association provides a framework of policies, procedures and expectations that guides kindergarten management and curriculum practices. Teachers are supported in their practice by Association personnel. A Pou Whakarewa Tikanga Māori Advisor supports teachers to strengthen their bicultural understanding and practices. An Association Speech Language Therapist and Social Worker also provide valuable support for children, whānau and teachers. A Professional Practice Manager (PPM) visits regularly and provides leadership and curriculum guidance for teachers through professional discussion and written reports.

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

The Review Findings

Children settle quickly and confidently into a secure and nurturing environment. They have an obvious sense of ownership of their kindergarten. Teachers know children and families well. They are respectful and sensitive, and help families feel a sense of belonging.

Children play well together and make choices from a wide variety of easily accessible resources and activities. They have opportunities to engage in sustained uninterrupted play. Children are articulate and readily initiate conversations with peers and adults.

Teachers provide high quality resources to support children's exploration and imaginative, creative play. As facilitators of children's learning, teachers respond to their ideas and allow children to discover new concepts and develop their learning theories at their pace. Social, physical and learning competencies are promoted very well by teachers.

Children make good use of the indoors and spacious outdoor areas to explore their interests. They play in an environment that is influenced and underpinned by a strong language, literacy and mathematics curriculum. Teachers make sense of children's learning by relating it to the principles and strands of *Te Whāriki*, the early childhood curriculum.

Teachers have introduced very effective personalised assessment and planning processes to better identify children's strengths and next steps in learning. Parents comment that teachers know their children deeply and that they are being authentically included in planning for their children's holistic development.

The kindergarten caters very well for children with diverse needs. Teachers take time to get to know each child as they transition into the kindergarten. They work with parents to see each child's needs are identified and that they receive any required support. Leaders work closely with Ministry of Education support teams.

The Association has a strong commitment to bicultural practices and working in partnership with Māori whānau to achieving educational success for Māori children. Teachers are well supported by the Pou Whakawera Tikanga Māori. Bicultural practice is an integral part of the kindergarten. Te reo and tikanga Māori are part of daily routines. Teachers take meaningful opportunities to practise te reo, sing waiata and incorporate karakia. Children are given roles where they are encouraged and supported to participate in practices such as karakia and mihi.

Very good Association support and effective management practices help to sustain quality practices. Leaders continue to adapt personnel systems, including teacher appraisal, in response to changes in legal requirements. The Association is responsive to the changing needs of the community. Effective use of Government Equity Funding contributes to good provision for children with additional learning needs.

The Association has a strong commitment to continuous improvement in educational outcomes for children. Teachers are able to access regular professional development through the Association and are also supported to attend learning opportunities provided by external providers. This support fosters the Association's expectations of high quality, evidence-based teaching practices.

Key Next Steps

Kindergarten leaders have recognised that in order to enhance and sustain current practices, next steps are to:

- refine planning to make teaching strategies more visible, and embed the personalised assessment processes
- continue developing internal evaluation to support quality practices and programmes and the impact they have on children's learning.

Association leaders agree that their next steps are to:

- simplify and align long term and annual plans
- continue to build evaluation capability among the teaching teams.

Management Assurance on Legal Requirements

Before the review, the staff and management of Parihaka 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 Parihaka Kindergarten will be in four years.



Julie Foley
Deputy Chief Review Officer Northern (Acting)
Te Tai Raki - Northern Region

29 May 2018

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

Location	Whangarei	
Ministry of Education profile number	5018	
Licence type	Free Kindergarten	
Licensed under	Education (Early Childhood Services) Regulations 2008	
Number licensed for	40 children, over 2 years of age	
Service roll	59	
Gender composition	Boys 30 Girls 29	
Ethnic composition	Māori Pākehā Cook Islands Māori other	11 41 1 6
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	April 2018	
Date of this report	29 May 2018	
Most recent ERO report(s) These are available at www.ero.govt.nz	Education Review	August 2013
	Education Review	May 2010
	Education Review	February 2007

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.