



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Havelock North Central Kindergarten

Profile Number: 5290

Location: Havelock North

1 ERO's Judgements

[Akarangi | Quality Evaluation](#) evaluates the extent to which this early childhood service has the learning and organisational conditions to support equitable and excellent outcomes for all learners. [Te Ara Poutama Indicators of quality for early childhood education: what matters most](#) are the basis for making judgements about the effectiveness of the service in achieving equity and excellence for all learners. Judgements are made in relation to the Outcomes Indicators, Learning and Organisational Conditions. The [Evaluation Judgement Rubric](#) derived from the indicators, is used to inform ERO's judgements about this service's performance in promoting equity and excellence.

ERO's judgements for Havelock North Central Kindergarten are as follows:

Outcome Indicators (What the service knows about outcomes for learners)	Whakaū Embedding
<u>Ngā Akatoro Domains</u>	
Learning Conditions	Whakaū Embedding
Organisational Conditions	Whāngai Establishing

2 Context of the Service

Havelock North Central Kindergarten is one of 16 kindergartens governed and managed by Heretaunga Free Kindergarten Association. A small number of children are identified as Māori. The philosophy aspires to children being successful learners who reach their full potential, and it values manaakitanga and whanaungatanga in the daily curriculum.

3 Summary of findings

Children's learning and development is well supported through learning-focused partnerships. Teachers intentionally collaborate with families and external agencies to include, and respond to, children with diverse learning needs. Families' cultural identities and goals for their child are valued. Concepts from te ao Māori are highly visible and heard in the environment and integrated meaningfully. Children's cultural identity is affirmed.

Children's developing social and emotional competencies are fostered through intentional teaching strategies. Teachers engage with children for sustained periods and promote turn taking, negotiation and engagement with peers. Verbal and non-verbal cues extend children's thinking and grow their awareness of expectations and desired behaviours. Assessment for learning makes visible children's learning over time. Understanding the effectiveness and impact of teaching strategies on individuals and groups of children is a growing area of practice.

Significant change in association leadership has impacted capacity to progress key next steps identified in previous ERO reports. Leaders are enacting an organisation wide shift to further enable collaboration, relational trust and sustained improvement. A range of new initiatives has been developed. Professional learning opportunities are responsive to teacher learning goals. Some information is generated in relation to the quality of teaching and learning. Leaders are developing their evaluation capabilities. However evaluation is not yet used to:

- systematically seek evidence about the effectiveness of professional learning processes to improve teaching practice and children's outcomes,
- understand the impact of improvement actions in relation to how these contribute to strategic priorities and achieve equitable and excellent outcomes for learners.

4 Improvement actions

Havelock North Central Kindergarten will include the following actions in its Quality Improvement Planning:

- Continue to deepen assessment for learning practices to effectively evaluate the impact of teaching strategies and recognise and respond to inequities related to children's outcomes.

Heretaunga Free Kindergarten Association will include the following actions in its Quality Improvement Planning:

- Develop a systematic process that enables leaders to better understand and respond to the teaching and learning needs of each kindergarten.
- Prioritise building internal evaluation capability and leadership at all levels to better monitor and evaluate the impact of improvement actions, including professional learning, on outcomes for individuals and groups of children.

5 Management Assurance on Legal Requirements

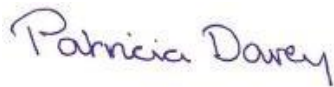
Before the review, the staff and management of Havelock North Central Kindergarten completed an *ERO Assurance Statement and Self-Audit Checklist*. In these documents they attested that they have taken all reasonable steps to meet their legal obligations related to:

- 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; safety checking; teacher registration; ratios)
- relevant evacuation procedures and practices.

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



Patricia Davey
Director of Early Childhood Education (ECE)

14 September 2023

6 About the Early Childhood Service

Service type	Free Kindergarten
Number licensed for	40 children over the age of 2
Percentage of qualified teachers	80-99%
Service roll	50
Review team on site	June 2023
Date of this report	14 September 2023
Most recent ERO report(s) These are available at www.ero.govt.nz	Education Review, December 2017; Education Review, May 2014