



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Te Mata Kindergarten

Profile Number: 5299

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 Te Mata Kindergarten are as follows:

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

## 2 Context of the Service

Te Mata Kindergarten is one of 16 Kindergartens governed and managed by Heretaunga Kindergarten Association. A small number of children attending are of Māori heritage. The philosophy is based on each child's learning journey, where sharing and caring together in partnership with whanau and the community are valued.

### 3 Summary of findings

Children's learning is fostered in an inclusive learning environment. Intentional strategies support children's developing social and emotional competencies. Teachers encourage children to express themselves and lead their own learning. Their sense of belonging is prioritised.

Learning-focused partnerships are well established. Parents share their knowledge and skills and express their goals for children's learning. These are progressed by teachers through the redeveloped individual planning cycle.

Teachers have prioritised strengthening a Te Tiriti based curriculum. Te ao Māori is increasingly reflected through the environment and curriculum. This is a self-identified area for continued growth to promote tamariki Māori success as Māori.

Learning priorities are highly evident within the curriculum. The teaching team work collaboratively to build their teaching knowledge and practice. Internal and external expertise supports their knowledge and understanding of the curriculum.

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

Te Mata Kindergarten will include the following actions in its Quality Improvement Planning:

- Work alongside whānau Māori to build understanding of how their child's culture, language and identity can underpin their learning.
- Provide a greater range of opportunities for children to hear and use te reo Māori in meaningful ways throughout the day.

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 Te Mata 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)

3 November 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	100%
Service roll	40
Review team on site	August 2023
Date of this report	3 November 2023
Most recent ERO report(s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Education Review, May 2018; Education Review, April 2014