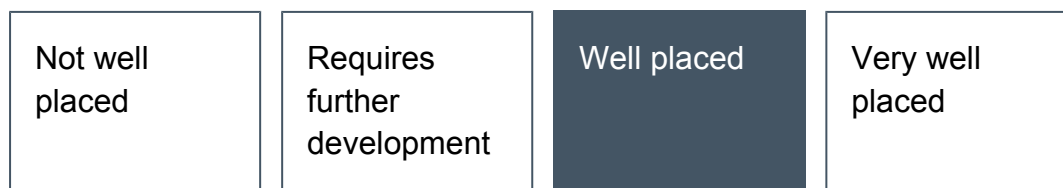


# Te Tirahou Education Review

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## Evaluation of Te Tirahou

How well placed is Te Tirahou to promote positive learning outcomes for children?



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

### Background

Te Tirahou is located in Hastings and provides all day education and care for 45 children, including 15 aged up to 2. The centre is under the management of Te Taiwhenua o Heretaunga whose kaupapa 'Mauri ora ki te mana Māori o Heretaunga' is focused on encouraging healthy vibrant whānau who have access to choice and opportunity. The day to day leadership of Te Tirahou is the responsibility of the centre manager. The level of qualified staff meets requirements.

The service's philosophy of tamariki as taonga is evident in practices with children and whānau. Te ao Māori is integral to children's daily experiences. The centre is kaupapa Māori-based and follows the kawa of Ngati Kahungunu.

Teachers and management have responded to the August 2010 ERO report by accessing external advice to improve qualified staff levels and assessment, planning and evaluation so they can continue to improve outcomes for children. Since the previous ERO report, the service has had a decline in its roll.

### The Review Findings

Children actively and enthusiastically engage in learning experiences through collaborative play and conversations that challenge and extend them. Their sense of belonging with the centre, as 'their place', is highly evident. Teachers work with children to build their understanding of te reo me ngā tikanga Māori. They know children well and actively support

them and provide timely care. Children regularly participate in literacy and numeracy experiences. There is a calm, unhurried tone in the centre environment.

The child-led programme is based on the principles and strands of Te Whāriki, the early childhood curriculum. These guide relationships, interactions and children's experiences. There is a significant focus on Māori knowledge and ways of doing things. The introduction of Te Whatu Pōkeka, Kaupapa Māori Assessment for Learning: Early Childhood Exemplars, as part of assessment and curriculum design is giving value and respect to whānau participation in their children's learning. Whānau wishes for their children and contributions are sought through newsletters, events and feedback.

Children's portfolios show their participation in a varied range of planned and spontaneous learning. Progress in the quality of assessment in learning stories is evident, particularly in the Teina room. Teachers should continue to grow consistency of planning and assessment practices in the centre.

The caring and supportive environment for children up to two years allows for active participation in play. Teachers are in tune with each child's needs. Routines between home and the centre are supported through the use of daily diaries. Teachers' education and care for these children incorporates all areas of learning.

Effective, flexible transition processes are in place as children move from the Teina area to the Mataamua room. Leaders are aware of the need for continuity of good quality experiences as children change rooms. Children with diverse needs have individual plans that involve whānau and help from relevant external agencies.

There is a well organised approach to governance. The centre's service plan has a clear focus on the provision of high quality education and care, supporting the needs of each child and their whānau. It is linked to Te Taiwhenua o Heretaunga strategic goals. Children's emotional and physical wellbeing are promoted through sound health and safety practices. The team leader works closely with the manager responsible for the centre's governance. Together they ensure policies are inclusive and culturally appropriate.

Considerable work has been done to redesign the Te Taiwhenua o Heretaunga organisation's staff performance management systems. Te Tirahou's appraisal process is linked to this system. Centre managers agree with ERO, that they need to strengthen appraisal to include a stronger focus on building consistency in effective teaching practices.

Self review is a planned process of inquiry. Whānau and children are valued contributors to reviews. ERO, managers and teachers agree self review is an area for further development, particularly evaluating the effectiveness of teaching and learning and outcomes for children.

## Key Next Steps

- Collective governance, management and staff understanding and use of self review is developing. Ongoing professional support is needed in this area, to continue to improve teaching and learning.

## Management Assurance on Legal Requirements

Before the review, the staff and management of Te Tirahou 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 Te Tirahou will be in three years.

Joyce Gebbie  
National Manager Review Services  
Central Region (Acting)

23 August 2013

## 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.

### Disclaimer

Individual ERO school and early childhood centre reports are public information and may be copied or sent electronically. However, the Education Review Office can guarantee only the authenticity of original documents which have been obtained in hard copy directly from either the local ERO office or ERO National Office in Wellington. Please consult your telephone book, or see the ERO web page, contact us, for ERO office addresses.

## 2 Information about the Early Childhood Service

Location	Hastings		
Ministry of Education profile number	55449		
Licence type	Education and Care Service		
Licensed under	Education (Early Childhood Services) Regulations 2008		
Number licensed for	45 children, including 15 aged up to 2		
Service roll	42		
Gender composition	Boys 21, Girls 21		
Ethnic composition	Māori	38	
	Cook Island Māori	2	
	NZ European/Pākehā	1	
	Samoan	1	
Percentage of qualified staff	50-79%		
	0-49% 50-79% 80%+		
Based on funding rates			
Reported ratios of staff to children	Under 2	1:4	Better than minimum requirements
	Over 2	1:6	Better than minimum requirements
Review team on site	July 2013		
Date of this report	23 August 2013		
Most recent ERO report(s)	Education Review	August 2010	

Education Review

October 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.