



Education Review Office
Te Tari Arotake Mātauranga

**Te Rapa Early Education Centre
Hamilton**

Confirmed

Education Review Report

Te Rapa Early Education Centre

Hamilton

25 February 2019

1 Evaluation of Te Rapa Early Education Centre

How well placed is Te Rapa Early Education Centre 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

Te Rapa Early Education Centre is located in the north west of Hamilton City. It provides full-day education and care for up to 61 children from three months to school age, in three separate age-based settings. The roll of 54 includes children from a range of ethnicities, including Māori.

Through the philosophy relationships that develop a sense of belonging are promoted. This aims to encourage tamariki to participate, make choices, develop independence and manage their developing social competencies. The philosophy of aroha and respectful partnerships are underpinned by Treaty of Waitangi principles.

The last ERO report in 2015 identified the need to review systems and practices to strengthen curriculum design and implementation, and contribute to continuity of learning for children up to three years. Centre leaders and teachers have effectively addressed this need.

There have been a number of staff changes since the last ERO review, including the appointment of an acting manager in March 2018. This position has been extended until June 2019. The centre operates under the umbrella of Waikato Kindergarten Association. It is one of seven education and care centres which are part of the Early Education Waikato Trust.

The Review Findings

Children benefit from warm and respectful practices and relationships that guide curriculum design and implementation. Reciprocal relationships are formed with each child and their family. The key teacher strategy for babies is pivotal to building trusting relationships and secure attachments for these children. Leaders and teachers work in close partnership with parents and external agencies to support participation and learning for children with additional needs. Key strengths for the Te Rapa Early Education curriculum are:

- fostering children's social competence, where all teachers demonstrate skill in developing children's empathy, awareness of themselves and others
- well-considered responsive and individualised transitions that foster children's wellbeing and confidence

- the Resources for Infant Educators (RIE) approach, where there is trust in babies and toddlers to be initiators, explorers and self learners
- opportunities for children of all ages to learn about and care for the natural environment.

Assessment planning and evaluation has been re-developed over the past year. There is a centre-wide approach to planning for individual children. This method is increasingly guiding intentional teaching strategies designed to extend children's interests and learning. The centre is now well placed to extend teachers knowledge to further enhance the quality and consistency of assessment, planning and evaluation.

Children confidently engage in self-led play. Teachers allow them uninterrupted time and space to follow interests, make choices and exercise their preferences about relationships, activities and routines. They engage in meaningful conversations, encouraging children's talk, making connections to family members and interests. Teachers genuinely listen to children and effectively foster their oral language development.

Teachers' use of reo and tikanga Māori is developing. Some teachers confidently use te reo Māori in meaningful contexts with children. Current centre internal review acknowledges the need for leaders to continue to challenge and grow teacher's capability to inquire into the effectiveness of the bicultural curriculum and treaty based practices. This development should further validate te ao Māori for Māori children and others.

Leadership is effective in achieving positive changes to teaching practice and curriculum implementation. A well-considered approach to change management has contributed to teachers capability to consistently promote positive outcomes for all children. There is clear alignment between strategic and annual plans, internal evaluation, professional learning and staff appraisal and inquiry. The professional learning culture among staff is based on relational trust, reflective practice, an openness to new learning and has resulted in improved systems, practice and outcomes for children.

A clear vision, philosophy and effective centre operations promote positive learning outcomes for children. Sound policies, procedures and guidelines underpin day-to-day operations. The recently reviewed strategic direction provides a clear vision for each child to reach their potential. Governance demonstrates a strong commitment to providing quality education and care. This is evident in consistent resourcing that supports quality ratios for babies and toddlers, and the recent and significant upgrades to buildings and grounds.

Key Next Steps

Centre leaders acknowledge the need to:

- review and refine curriculum design and implementation in response to the refreshed *Te Whāriki*, the early childhood curriculum. In developing the local curriculum it will be important for leaders, teachers, parents and whānau to build a shared understanding of what constitutes their local curriculum
- strengthen practices, resources and opportunities to extend and empower older children to take greater leadership of their learning.

Management Assurance on Legal Requirements

Before the review, the staff and management of Te Rapa Early Education Centre 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 Rapa Early Education Centre will be in three years.



Phil Cowie
Director Review and Improvement Services Central
Central Region

25 February 2019

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	Hamilton		
Ministry of Education profile number	34038		
Licence type	Education & Care Service		
Licensed under	Education (Early Childhood Services) Regulations 2008		
Number licensed for	61 children, including up to 25 aged under 2		
Service roll	54		
Gender composition	Boys	29	
	Girls	25	
Ethnic composition	Māori	2	
	Pākehā	41	
	Chinese	9	
	Indian	2	
Percentage of qualified teachers 0-49% 50-79% 80%+ <i>Based on funding rates</i>	80% +		
Reported ratios of staff to children	Under 2	1:4	Better than minimum requirements
	Over 2	1:10	Meets minimum requirements
Review team on site	January 2019		
Date of this report	25 February 2019		
Most recent ERO report(s) These are available at www.ero.govt.nz	Education Review	June 2015	
	Education Review	February 2012	

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.