



Briefing report

Education Review Office (ERO): report: Preparedness to implement *Te Whāriki* (2017) June 2019

Date	10 June 2019
Security Level	N/A
ERO Priority	Medium
ERO Reference	M19-17
Date requested	ERO initiated
Date due	ERO initiated
Proactive release	Recommended

Addressee	Action sought	Deadline
Minister of Education	<p>It is recommended that you:</p> <ul style="list-style-type: none"> a) note the attached ERO national evaluation report: <i>Preparedness to implement Te Whāriki (2017)</i> b) note that ERO intends to release this report on its website in June 2019 c) note ERO is continuing to evaluate the implementation of <i>Te Whāriki</i> through a series of national evaluations. A further evaluation report will be published in 2019 on the findings of the next phase of this evaluation. 	



Attachments:

**Education Review Office (ERO)
report: Preparedness to implement
Te Whāriki (2017) June 2019**



Comments:

Minister's Office to complete	
Noted	<input checked="" type="checkbox"/>
Seen	<input type="checkbox"/>
Approved	<input type="checkbox"/>
Referred to:	
Date signed by Minister:	19.6.19



Education Review Office

Te Tari Arotake Mātauranga

Our Ref: M19-17

10 June 2019

Hon Chris Hipkins
Minister of Education

Education Review Office (ERO) report: Preparedness to implement *Te Whāriki (2017)* June 2019

Purpose

1. This is to inform you about ERO's evaluation of how well prepared leaders and kaiako in early learning services are to implement *Te Whāriki (2017)*. The report and a two page summary are attached.

Background

2. ERO is undertaking a series of evaluations focused on the implementation of *Te Whāriki (2017)*. Evaluations that have been completed are [Awareness and confidence to work with Te Whāriki \(2017\)](#) and [Engaging with Te Whāriki \(2017\)](#).
3. This series of evaluations has an increasing focus from awareness and engagement with the updated curriculum to preparedness to implement and implementation of *Te Whāriki (2017)*. The evaluations include a focus on the following areas the Ministry of Education has identified as needing strengthening:
 - services' focus on the learning that matters here
 - parents and whānau engagement in their child's learning
 - affirmation of children's identity, language and culture.
4. This third evaluation report focuses more specifically on leaders' and kaiako engagement with professional learning and development (PLD), and how PLD is supporting leaders and kaiako to engage more deeply with *Te Whāriki (2017)*. It also evaluated the steps leaders and kaiako were taking to review their philosophy, review and design their local curriculum and identify their next steps for implementation in relation to *Te Whāriki (2017)*.



ERO's evaluation

5. ERO undertook this evaluation in 362 early learning services reviewed in Terms 2 and 3, 2018.
6. The evaluation focused on:
 - any PLD leaders and kaiako had accessed to support them to implement *Te Whāriki*
 - the impact of PLD on leaders and kaiako preparedness to implement *Te Whāriki*
 - the use of appraisal to support leaders and kaiako preparedness to implement *Te Whāriki*
 - steps being taken to review the service's philosophy to align it to *Te Whāriki*
 - steps being taken to review and design a local curriculum
 - steps being taken to identify the service's next steps for implementation in relation to *Te Whāriki*.

Key findings

7. Over half (51 percent) of the services were not prepared to implement *Te Whāriki*. Leaders and kaiako in these services had not yet taken steps to engage deeply with *Te Whāriki*. Thirty-six percent of services had preparation underway and 13 percent of services were well prepared.
8. Leaders and/or kaiako in 88 percent of services had been involved in some form of PLD (internal and/or external) to support their preparedness to implement *Te Whāriki*. For half of these services, this PLD was limited and lacking the depth of engagement needed to make the shifts required in understanding and practice to effectively implement the updated curriculum.
9. Most services were not well prepared to review and design a local curriculum based on priorities for children's learning. While almost one-third of services leaders and kaiako had taken steps to review and design their local curriculum, the outcome of this process varied widely. ERO continues to find variability in the extent to which leaders and kaiako understand the concept of reviewing and designing (weaving) their local curriculum.
10. Half of the services had determined their priorities for children's learning. However the approaches to identifying these and the nature of these priorities varied considerably. Few were considering the learning outcomes in *Te Whāriki* when deciding their priorities.
11. Most services identified a need for further and more focused PLD. This included emphasis on:
 - developing shared understandings about *Te Whāriki* among leaders and kaiako within services
 - support in determining priorities for children's learning and working with the learning outcomes.
12. Our findings are concerning and indicate that given the nature of the early childhood education sector, that an additional range of policy levers are required to effect change. Consideration needs to be given to strengthening the requirements on services to

effectively implement the updated curriculum. While there is a moral imperative to provide high quality learning, without stronger incentives or sanctions it is unlikely that we will see the shifts in practice expected in *Te Whāriki*.

13. The resources provided by the Ministry of Education are professional and comprehensive. However unless services are aware of these, are motivated to engage and have the capability and capacity to change practice then we do not believe that the requisite improvement will occur across the sector.
14. Our findings have been discussed with the Ministry of Education.

ERO's recommendations

15. ERO recommended leaders and kaiako in early learning services use the findings of this report as a catalyst to:
 - engage more deeply with *Te Whāriki* to build a shared understanding of expectations for reviewing and designing their local curriculum
 - undertake more considered review and alignment of their philosophy with *Te Whāriki*
 - unpack and discuss the learning outcomes in *Te Whāriki* and consider their impact on curriculum design, assessment, planning and evaluation processes
 - evaluate their preparedness in implementing *Te Whāriki* and identify next steps and priorities
 - engage in more collaborative internal and external PLD to strengthen understanding, practice, and pedagogy in implementing *Te Whāriki*.
16. ERO also recommended that external PLD needs to focus on working with learning outcomes and supporting leaders and kaiako to review and design their local curriculum.

Next steps

17. ERO is continuing to evaluate the implementation of *Te Whāriki (2017)*. The next phase focuses on implementing *Te Whāriki (2017)*. A further evaluation report will be published in 2019 on the findings of the next phase of this evaluation.
18. Early analysis from this next phase indicates that our findings from Terms 2 and 3 2018 do not materially change.



Recommendations

19. It is recommended that you:

- a) **note** ERO's evaluation report *Preparedness to Implement Te Whāriki (2017) June 2019* (attached) **noted**
- b) **note** that ERO intends to release this report on its website in June 2019 **noted**
- c) **note** ERO is continuing to evaluate the implementation of *Te Whāriki* through a series of national evaluations. A further evaluation report will be published in 2019 on the findings of the next phase of this evaluation. **noted**



Nicholas Pole
Chief Review Officer

NOTED / APPROVED



Hon Chris Hipkins
Minister of Education

19 / 6 / 19