

**Provision for Māori
Children in Early
Childhood Services**

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**EDUCATION REVIEW OFFICE
TE TARI AROTAKE MATAURANGA**

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Executive summary

This Education Review Office (ERO) report is based on the findings of a study involving 16 early childhood services and one umbrella organisation undertaken as part of each service's regular education review during Term 4, 2007.

The purpose of this evaluation was to investigate the extent to which early childhood services enabled Māori children to develop as competent and capable learners and the extent to which services recognised and responded to the aspirations and expectations of Māori children and their whānau. The evaluation also investigated the factors that influence Māori parent and whānau in the choice of an early childhood service for their child.

The evaluation questions and key findings provide a useful frame of reference for self review in early childhood services.

Overview of key findings

In this evaluation ERO found that:

- in just over half of the services Māori children had opportunities to develop as confident and competent learners through programmes that included aspects of te reo and tikanga Māori;
- in many services teachers and managers said that they treated all children the same, and that they did not have aspirations for Māori children that differed from those held for all children;
- most of the services included reference to Māori perspectives in documentation such as their philosophy statement and policies, although such intentions were not always reflected in day-to-day practice, programmes and routines;
- most services lacked a systematic approach to finding out about the aspirations of the parent and whānau of Māori children; and
- most services had not established adequate self-review processes to evaluate the effectiveness of provision for Māori children.

Other relevant findings

The most common factors influencing parents and whānau in their choice of early childhood service related to the quality of the programme, standard of care, location to home or work, the size of the group, fees charged, adult-child ratio, and availability of places. Other factors included a service's provision for Māori children, its reputation, and recommendations from other parents.

Most of the parents identified learning and social development as priorities for their children's early childhood education. They wanted their children to enjoy learning and to experience success and achievement. Many parents recognised the importance of early childhood experiences in preparing their child for school.

Although most parents and whānau said that they had opportunities for involvement in their children's learning and in the running of the service, some said that they would like greater involvement. Sharing of children's work and activities through face-to-face contact and documented stories were the primary means of involving

parents and whānau in their children's learning. Positive relationships were also important in strengthening parent involvement.

ERO found that some teachers lacked the confidence and competence to integrate te reo and tikanga Māori into their practice. This is an area for service managers to address through professional learning and development.

Most teachers and managers indicated that they had not yet developed ways of finding out about the hopes and expectations of parents and whānau of Māori children. This could be a useful first step in forming a partnership to promote positive learning outcomes for Māori children.

Recommendations

ERO recommends that early childhood services:

- take a more proactive approach to working with parents and whānau of Māori children to identify the aspirations and expectations they have for their children;
- develop targeted strategies to improve learning outcomes for Māori children;
- use a variety of ways to engage parents and whānau and involve them in their children's learning;
- provide support, encouragement and professional development for managers and teachers to build their capability in implementing policies and practices that include knowledge of Māori culture, te reo and tikanga; and
- strengthen self review to enable robust evaluation of the impact of learning programmes for Māori children.

Introduction

The purpose of this study was to evaluate the extent to which early childhood services enabled Māori children to develop as competent and capable learners, and the extent to which services recognised and responded to the aspirations and expectations of Māori children and their whānau. The evaluation also focused on the factors that influenced Māori parents' choice of an early childhood service for their child.

Improving the educational outcomes for Māori children is a key priority for all in the education sector. Several education strategies include a focus on improving the way the Māori learners are supported to realise their potential. Early childhood education has a key role in building strong learning foundations. High quality early childhood education enables young children to develop as competent and capable learners.

Requirements of early childhood services

The requirements under which licensed and chartered early childhood services operate are set out in the Education (Early Childhood Services) Regulations (1998), and in charters that include the *Revised Statement of Desirable Objectives and Practices*, 1996 (DOPs).¹ The DOPs include two guiding principles which services are required to implement in ways that reflect the unique place of Māori as Treaty of Waitangi partners, and the Government's commitment to Māori education. The guiding principles require early childhood services to:

- work in partnership with parents/whānau to promote and extend the learning and development of each child who attends or receives the service; and
- develop and implement a curriculum that assists all children to be:
 - competent and confident learners and communicators;
 - healthy in mind, body and spirit;
 - secure in their sense of belonging; and
 - secure in the knowledge that they make a valued contribution to society.

DOP 10 (b to d) requires chartered early childhood services “to implement policies, objectives and practices that acknowledge parents/guardians and whānau needs and aspirations for their child; reflect the unique place of Māori as tangata whenua and the principle of partnership inherent in Te Tiriti o Waitangi, and are inclusive, equitable and culturally appropriate.”

Regulation 32 (c) of the Education (Early Childhood Services) Regulations (1998) requires that the licensee of a licensed service must, to the satisfaction of the Secretary for Education, encourage children to become and remain confident in their own culture and to develop an understanding of and respect for other cultures of Aotearoa/New Zealand. This requirement places expectations on early childhood services to support Māori children be culturally confident as Māori.

¹ Ministry of Education, “Revised Statement of Desirable Objectives and Practices for Chartered Early Childhood Services in New Zealand” in *The New Zealand Gazette*, (3 October 1996, No. 6379, page 3349).

Bicultural curriculum

The early childhood curriculum, *Te Whāriki*,² refers to all early childhood services implementing a bicultural curriculum. The principles and strands of *Te Whāriki* set out the framework for services to implement this bicultural curriculum. *Te Whāriki* notes that all children should be given the opportunity to develop knowledge and an understanding of the cultural heritages of both partners to Te Tiriti o Waitangi.

Education strategies

Education strategies, specific to early childhood education and to schools, give priority to improving learning outcomes for children, with a particular focus on Māori children.

*Pathways to the Future: Ngā Huarahi Arataki - a 10-year strategic plan for early childhood education*³ presents a shared vision for the ECE sector. It is based on three goals:

- increase participation in quality ECE services;
- improve the quality of ECE services; and
- promote collaborative relationships.

The plan includes specific strategies for improving the capacity of the ECE sector to be more responsive to the needs of Māori. These include increasing the participation of Māori children and their parents/whānau and improving the appropriateness and effectiveness of ECE for Māori.

The Ministry of Education's Māori Education Strategy *Ka Hikitia – Managing for Success 2008-2012*⁴ outlines a framework of priorities, goals and actions. It focuses on stepping up the performance of the education system to ensure Māori enjoy education success as Māori. It aims to increase the participation of Māori children in high quality early childhood education, facilitate successful transitions to school, and build strong early literacy foundations.

ERO's evaluation indicators

ERO's *Evaluation Indicators for Education Reviews in Early Childhood Services* refer to Mason Durie's goals to advance educational achievement for Māori to:

- live as Māori;
- actively participate as citizens of the world; and
- enjoy good health and a high standard of living.⁵

² Ministry of Education, *Te Whāriki, He Whāriki Mātauranga mö ngā Mokopuna o Aotearoa* (Wellington: Ministry of Education, 1996).

³ Ministry of Education. *Pathways to the Future: Ngā Huarahi Arataki- A 10-year strategic plan for early childhood education* (2002).

⁴ Ministry of Education. *Ka Hikitia – Managing for Success. The Draft Māori Education Strategy 2008-2012*. August 2007. (The final document was published in April 2008).

⁵ Durie, M. *A Framework for Considering Māori Educational Achievement*, www.minedu.govt.nz (2001).

Early childhood services can contribute to these goals by providing an environment and the kind of adult interactions for Māori children that promote their learning and give for a sound start to life and to schooling. Services need to consult with Māori families and endeavour to provide programmes that promote Māori aspirations and support Māori children to achieve to their potential.

Māori children’s participation in early childhood services

Table 1 sets out the percentage of Māori children enrolled at early childhood services as at 1 July 2006.

Table 1: Percentage of Māori children enrolled in early childhood services⁶

Type of service	% of Māori children
Kindergarten	22.5
Playcentre	5.3
Education and Care services	35.1
Homebased Network	4.1
Te Kōhanga Reo	27.1
Correspondence School	0.2
All Licence-Exempt Playgroups	5.7

In this study, the percentage of children on each of the services’ rolls who identified as Māori ranged from seven percent to 96 percent, with an average of 37 percent.

Methodology

The evaluation was undertaken in ERO’s Area 3⁷ in Term 4 2007 and formed part of the education reviews of six kindergartens, one umbrella association and 10 education and care services. This study did not include Casual Education and Care services, Playcentres, Home-based services, Kōhanga reo or the Correspondence School.

Findings were included in each service’s report under the heading *Area of National Interest*.

Evaluative questions

The evaluation focused on two key aspects of early childhood services’ provision for Māori children as expressed in the following questions:

- To what extent do early childhood services enable Māori children to develop as competent and capable learners?
- To what extent do early childhood services recognise and respond to the aspirations and expectations of Māori children and their whānau?
- The following questions were used to guide the investigation:

⁶ Ministry of Education. *Education service statistics of New Zealand for 2006*. Data Management and Analysis Division, (2006).

⁷ Area 3 includes Taranaki, Wanganui, Manawatu, Northern Horowhenua, Gisborne and Hawkes Bay.

- How does the service's philosophy recognise and acknowledge the values, beliefs and aspirations of parents and whānau of Māori children?
- How does the service's vision/strategic intent reflect parents'/whānau hopes and aspirations for their children?
- To what extent have teachers and managers developed responsive and reciprocal relationships with parents/whānau?
- In what ways does teaching practice, including assessment, planning and evaluation processes, recognise and respond to parents' and whānau aspirations and expectations?
- How inclusive are the service's communication and consultation processes?
- How does self review of the service's policies, objectives and practices contribute to improved outcomes for Māori children and their parents and whānau?

Sources of evidence

ERO gathered evidence from the following sources:

- whānau of Māori children attending the early childhood service, through hui, informal discussions or questionnaires;
- teachers at the service;
- the manager(s) of the service;
- observations of interactions between Māori whānau and teachers, and teachers and Māori children; and
- documentation related to the operation of the service and to the learning of individuals and groups of Māori children.

Findings

This section of the report draws on information ERO gathered from parents and whānau of Māori children, from teachers and from managers of early childhood services. It presents ERO's findings about the factors that influence parents' choices of an early childhood service for their child; the hopes and aspirations parents hold for their children; the expectations they have of the service their children attend; and the opportunities they have to be involved in the service. This section also includes ERO's findings, based on the perspectives of teachers and managers on provision for Māori children.

Parent and whānau perspectives

Choosing an early childhood service

ERO found that many different factors influenced parents' choice of an early childhood service for their child. For some parents it was important that the service was welcoming and inclusive of them and their child. First impressions were often crucial in determining whether parents wanted to have their child attend the service.

The staff were very warm and friendly. They made you feel welcome and always said hello.

When I first went and had a look I was welcomed and shown around. I had a good vibe about the service. The fee charged per hour was very reasonable. I could see other children happily playing together, and I thought the service was well resourced.

When I arrived I felt comfortable. The staff were welcoming and gave me the time of day. They listened to me.

Some parents said they chose a particular service because of what it offered their children. They commented on the quality of the teachers, the interactions, the environment and the resources available. The availability of a variety of age-appropriate, stimulating equipment was important for some parents. Many parents said their choice was influenced by the quality of the programme, and gave examples that included:

- the way the service supported their child's social development;
- the 'tuakana-teina' approach, where older children worked with younger children;
- the opportunities for parents to be involved; and
- the quality of information they were given about their child's learning and development.

[I liked] how all the areas of play were inviting at all times, and were clean and tidy. There were plenty of activities, [staff were] very creative.

The service was kept clean and tidy and I lived close by at the time I enrolled my son. When I met the staff they were friendly and I felt really comfortable being around them. There was ample outdoor space and resources.

We visited three daycare services and enjoyed the atmosphere [here]. The children appeared happy, with lots of activities for them to choose to do. [It was] nice to see lots of children playing outside.

The diversity of culture, ethnicity and 'class'. My older daughter attended the centre and I was impressed with the standard of teaching staff and parent participation and involvement.

The extent to which the programme acknowledged their children's cultural heritage influenced the choice of service for some parents. Parents noted the way some services embraced and respected Māori culture. In one service, for example, a parent talked about the way the service promoted bicultural perspectives and encouraged language acquisition in both English and Māori.

They used Māori words for things, eg "put on your potae". I found this good as I do it at home.

There was a teacher who was fluent in Māori and this had a great influence.

Many parents said that they chose the early childhood service on the basis of its reputation, or on the recommendation of other parents. Some had also had an older child attend the service and were satisfied with the quality of the provision.

On the recommendation of several friends who have had their children attend this centre over the last eight to ten years. General word of mouth told us that the teachers at this centre were lovely with the children, and that children loved attending.

I knew the teachers, [it is] close to home, I heard good remarks.

I had always heard good things about the centre. My nephew and niece attended this centre and they enjoyed it a lot.

Other factors that influenced parents' choice of early childhood service included being close to their home and/or workplace, the hours it was open, the number of children in the group, the fees charged, the adult-child ratio and availability of places.

I was impressed by the teacher-child ratio. I also didn't want my son to be one of many children, so I was attracted by the "family" size and feel of the daycare.

We live in the area – it's a five-minute walk from home. I've known this centre since my nephew attended it years ago. This is my third child who attends now.

It's close to home and work. The people there are all friendly. I love the profiles they do for each child.

It was the only place that was acceptable with spaces available.

Hopes and aspirations

Most of the parents identified learning and social development as priorities for their children's early childhood education. They wanted their children to enjoy learning and to experience success and achievement. Many parents indicated the importance of early childhood experiences in preparing their children for school.

I want my child to reach all the goals as she grows, and be at the right level of learning for her age. I always want her to be able to do the best she can do and enjoy herself while trying.

I would like my daughter to be able to recognise letters and numbers, also colours and shapes.

To stretch outside his comfort zone, to grown in confidence. I want him to have good self-esteem, and to be caring of others also.

To start to learn about routines and set activities to help her for when she starts school.

Many parents wanted their children to experience positive social interactions and opportunities for participation in group activities. They hoped that their children would become socially confident and secure by building relationships with other children and staff, and that they would learn to be respectful of others.

I want them to have a caring and sharing attitude towards other children.

Be kind, be fair and do their best.

I want him to learn how to interact with other children in a social way, to share, take turns, and to have fun.

The aspirations of some parents focused on their child having his or her culture recognised and celebrated. These parents felt it was important for their child to understand their own culture and to have opportunities to learn those of others. They wanted their children to be able to stand tall in their world and in the world of others. A few of the parents expressed their hopes that their child would have opportunities to learn te reo Māori.

I want my child to have more recognition of who she is as a Māori and to be proud to be Māori.

I want my daughter to learn about different cultures.

Some parents hoped their children would develop strong foundations for future learning. Parents in one service said that there should be a focus on literacy development, with rich learning experiences. They wanted their children to develop as enthusiastic learners who could take risks and feel alright about making mistakes.

I want my child to learn lots of songs to sing at home and to learn to listen to stories and sit and join in discussions about the story.

I want him to be given opportunities to explore his interests, to feel safe in taking risks and making mistakes.

Some parents held aspirations that were focused on the kind of person they wanted their child to be.

The whānau would like them to learn to be helpful and useful in our community. We would like our tamariki to be confident, happy and courageous individuals.

This centre has the 'goods' to set them on this path.

I want my son to grow up to be an amazing person. I love who he is now and can't wait to see all the rest to come.

Expectations of early childhood services

Most parents and whānau expected the early childhood service to support their child's learning by building on their strengths and interests. They wanted their child to be happy and safe, and expected an excellent standard of care.

I expect the service to help bring out my child's strengths and help her in areas where she needs encouragement.

Parents also expected the service to use routines that were familiar to their child and that supported his or her sense of belonging. They wanted detailed, sound assessment information that reflected current theory and good practice. Parents also told ERO they expected the service to celebrate and plan for individual differences and uniqueness, and to challenge and extend their child's learning.

I expected that my child would be in an environment where his talents and skills would be nurtured and developed.

Parents and whānau believed services should develop good relationships with them, keep them well informed, and provide opportunities for them to express their views. A few parents indicated that they expected the service to offer a bicultural perspective in the programme, including the use of te reo Māori and opportunities to learn tikanga.

Inclusion of bicultural practices and Māori perspectives

The extent to which services implemented bicultural practices and included Māori perspectives in the programme varied, as did the expectations of parents that services would offer te reo and tikanga Māori.

Some parents said that services paid limited attention to their cultural backgrounds, values and beliefs, and that they were not consulted about appropriate practices and programmes.

Other parents were positive about what services were doing to implement bicultural practices. They believed that teachers had good intent and did the best they could in using te reo Māori and incorporating tikanga in the programme.

It is a bonus for children to be involved in a centre that values biculturalism. It is a choice for me to have my child here.

Some parents told ERO they would like greater inclusion of a bicultural perspective in the programme. They noted that teaching practices were often hindered by teachers' limited knowledge, confidence and capability in te reo and tikanga Māori. Although some services provided resources that reflected aspects of te reo and tikanga, such as books, puzzles and display materials, they could do more to include Māori language and culture as part of the programme.

Opportunities for involvement

Most of the parents and whānau said they had regular opportunities to contribute to their children's learning and to be involved in the service. They said that teachers talked with them daily about their child or the programme, and kept them well informed through newsletters and wall displays. Meetings, committee activities, fundraising and social events were other avenues for parent involvement.

Upon enrolment I stated clearly what her interests, strengths and experiences were, our values and beliefs, and any other information that would help staff to get to know her better and be more responsive to her needs. Parent interviews were a great opportunity to discuss our daughter's development and how we could extend her learning in everyday experiences.

We were kept well informed by regular newsletters, emails, notices on the board and through contact with staff when dropping off or collecting our child. So if the children were going to be doing, learning, or experiencing something that I had a helpful resource for or could contribute to in any way, the opportunity was there. The staff were very accommodating and took the time to listen to any input we may have had.

Services used a variety of ways of sharing information about their child's learning. Face-to-face contact and documented stories enabled parents to find out about their child's day and what they were learning. Some parents commented on the value of more formal meetings to discuss their child's learning. Helping in the programme or with special activities and events also gave parents an opportunity to be involved.

The children had profiles that we could view, and the staff let me know when there were new additions to it. Sometimes the staff would tell me about how my child was getting along and new things he may have done. Recently they had a slide show running on a laptop of all the different activities undertaken during previous sessions and this was an excellent idea as a lot of busy parents got to catch up on how their child was getting along.

Initially he had a notebook, which was a small diary of each day's activities, words, games etc. This was excellent as it made me feel as though I wasn't dumping him onto carers, but giving him something I couldn't do myself. Now I can access his portfolio easily and see what else he has been up to.

A few parents expressed a desire to have greater involvement in their child's education. Some parents said that they did not know what they could reasonably

expect. ERO found that some services were not informing parents and whānau about how they could be involved.

Being a busy parent I don't spend a lot of time at the service. I would like more opportunities to find out about his learning and development, and ways we could help him.

Teachers' perspectives

In many of the early childhood services in this study, teachers said that they treated all children the same, and that they did not have different aspirations for Māori children. Teaching practices were seen as being appropriate for all children and there was no need to differentiate for Māori children.

ERO found that half the early childhood services were supporting teachers in implementing a bicultural curriculum through focused leadership and professional development. Some teachers were given regular, useful guidance and support to help them to embed bicultural practices. Teachers' appraisal processes reflected the priority given to the inclusion of a bicultural perspective.

In other services teachers were not given support to develop partnerships with parents and whānau, or to support Māori children in becoming capable and competent learners. Some teachers said that this was not a priority in their service, and that there were few opportunities for them to improve their knowledge and confidence in this area.

Teachers who worked on developing partnerships with parents of Māori children described the strategies they used. Portfolios and learning stories were an important mechanism for engaging parents and whānau. Several teachers acknowledged that their own knowledge of, and respect for Māori language and culture were keys to successful learning partnerships with parents.

Teachers in some services shared parents' views on the gap between the intent of philosophy statements and policies and the reality of what happened in practice. Management often developed plans and policies with little or no input from teachers or parents and whānau. Where parents' aspirations were included in long term plans and philosophy statements, services often did not have processes to evaluate the extent to which these were realised.

Teachers in three services said they were not doing anything to develop partnerships with the parents and whānau of Māori children, and that teaching practices to support Māori children in becoming capable and competent learners were limited.

Management perspectives

DOP 10 (c to e) requires managers and educators to implement policies, objectives and practices which (c) 'reflect the unique place of Māori as tangata whenua and the principle of partnership inherent in Te Tiriti o Waitangi'; (d) are 'inclusive, equitable and culturally appropriate'; and (e) are regularly evaluated and modified by an 'ongoing, recorded process of internal review.'

ERO asked managers what aspirations they held for Māori children. Some said they had the same aspirations for all their children. In two services, ERO found there were no vision or goals for children's learning, while in two other services, managers expressed aspirations in terms of general learning outcomes, such as children becoming successful, competent learners.

Most of the services lacked a systematic approach to finding out about the aspirations of the parent and whānau of Māori children. Some sought information about aspirations and expectations as part of the enrolment process, and some used questionnaires. In most services, processes to seek such information were largely informal or non-existent.

Managers were asked how their service recognised and responded to the aspirations of Māori parents and whānau. As most had not identified aspirations, there were few formal strategies for responding to what parents and whānau wanted for their children and no forum for discussing appropriate actions.

Although some managers believed that they were implementing DOP 10 effectively, ERO identified this as an area for further development. Self review was not robust in the area of bicultural perspectives and practice.

Discussion

Improving education outcomes for Māori is a key government priority, and early childhood services are responsible for implementing programmes that meet the requirements of the DOPs and regulations. The guiding principles in these documents are intended to ensure that early childhood services reflect the unique place of Māori as Treaty partners by working with parents and whānau and implementing a bicultural curriculum.

This evaluation found that at least half the early childhood services had not yet developed processes focused specifically on enabling Māori children to become competent and capable learners. While most services included reference to children's learning in their philosophy and policies, they did not have specific strategies to improve learning outcomes for Māori children.

Partnerships for learning

Parents and whānau of Māori children enrolled them in early childhood services for a variety of reasons. For some parents, the inclusion of a bicultural perspective in the learning programme was not a priority. Some parents were surprised to find that they could expect to have their aspirations included, and that services had obligations through the DOPs to acknowledge their aspirations for their children and to work in partnership with them.

Most teachers and managers indicated that they had not yet developed ways of finding out about the hopes and expectations of parents and whānau of Māori children. This could be a useful first step in forming a partnership to promote positive learning outcomes for Māori children. When services know and understand what is important for parents and whānau, they are able to respond appropriately and work together to achieve shared goals.

Opportunities for parents and whānau to be involved in their children's early childhood service were sometimes limited to fundraising, working bees, or helping out on trips. Such activities help teachers and parents get to know each other better and provide informal opportunities for talking about children's progress. However, some parents wanted greater involvement, and either there were few opportunities, or they did not know what they could expect or how to make their expectations known. Services can strengthen partnerships for learning by actively encouraging parents' involvement, not just as helpers, but as key players in their children's learning.

Support for teachers

ERO found that some services had not yet embedded their philosophy, vision and policy statements in practice. Although in many services documentation included reference to provision for Māori children and their whānau, day-to-day practice, programmes and activities often failed to reflect this intent.

ERO found that some teachers lacked the confidence and competence to integrate te reo and tikanga Māori into their day-to-day practice. This is an area for service managers to address through professional learning and development. Teachers need encouragement and support to increase their bicultural awareness and knowledge.

Where appraisal processes took account of teachers' practice in helping Māori children to realise their potential, services were in a better position to build teacher capability through targeted support.

Self review

ERO found that the early childhood services in this study did not have processes in place to evaluate the effectiveness of their provision for Māori children. Services need to strengthen self review to include regular, systematic feedback from parents, whānau, children and teachers and to produce reliable evidence about the impact of the learning programme for Māori children. Improved self review should enable services to evaluate the extent to which they are enabling Māori children to become competent and capable learners.

The final section of this report includes questions early childhood services can use to review how well their service is responding to the aspirations and expectations of Māori children and their whānau and the ways in which Māori children are developing as competent and capable learners. This section also includes a set of questions that services can use to find out the views of parents and whānau of Māori children.

Recommendations

ERO recommends that early childhood services:

- take a more proactive approach to working with parents and whānau of Māori children to identify the aspirations and expectations they have for their children;
- develop targeted strategies to improve learning outcomes for Māori children;
- use a variety of ways to engage parents and whānau and involve them in their children's learning;
- provide support, encouragement and professional development for managers and teachers to build their capability in implementing policies and practices that include knowledge of Māori culture, te reo and tikanga; and
- strengthen self review to enable robust evaluation of the impact of learning programmes for Māori children.

Looking forward: improving practice through self review

This study was undertaken using the *Statement of Desirable Objectives and Practices, 1996* (DOPs), in particular DOP 10 (e), as a basis for evaluating how well services are meeting requirements. The Education (Early Childhood Services) Regulations 2008, integrate the DOPs and the Education (Early Childhood Centre) Regulations 1998 into one single set of regulations for all licensed services. See the Ministry of Education website for details of the new regulatory system.⁸

Regardless of the licensing system under which an early childhood service is operating, services need to consider their provision for Māori children and their parents and whānau.

Questions for early childhood services to use as a basis for self review

The following questions can be used by services to evaluate, as part of their ongoing process of self review, how well their service is responding to the aspirations and expectations of Māori children and their whānau and the ways in which Māori children are developing as competent and capable learners.

- What aspirations (vision and goals) does your service hold for the Māori children who attend?
- How does management find out about and what do they know about the aspirations and expectations of the parents and whānau of Māori children?
- What expectations does management have for how the service will recognise and respond to the aspirations and expectations of parents and whānau of Māori children?
- What support has management provided for teachers to build their capability to work in partnerships with parents and whānau of Māori children?
- How are your service's aspirations for Māori children realised in practice?
- How well are teachers supported to develop meaningful and respectful partnerships for learning with the parents and whānau of Māori children?
- How do teachers develop partnerships for learning with the parents and whānau of Māori children?
- In what ways do teaching practices support Māori children in becoming capable and competent learners?

⁸ <http://www.lead.ece.govt.nz/RegulatorySystem2008/default.htm>

Questions for parents and whānau of Māori children attending an early childhood service

The following questions can be used by an early childhood service to seek the views of the parents and whānau of Māori children as part of their self review. Parents and whānau might also find these questions useful for discussing their views with management or teachers at their child's early childhood service.

- What are some of the things that influenced you in choosing this early childhood service for your child/children?
- What do you want for your child/children as a result of their involvement in early childhood education? What do you want them to learn or be able to do? What kind of person you want them to be?
- What do you expect of this early childhood service in terms of your child's learning and development? What is the service doing that meets your expectations? What works well for you and your child/children?
- How do you find out about your child's learning and development? Is this information useful? In what ways? What does the information tell you about your child's learning?
- What opportunities do you have to contribute to or be involved in your child's learning?
- What opportunities do you have to contribute to or be involved in what happens at this service?