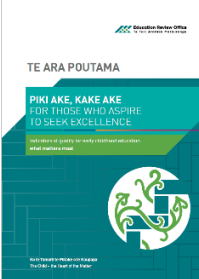







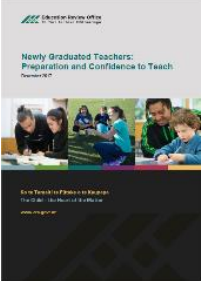

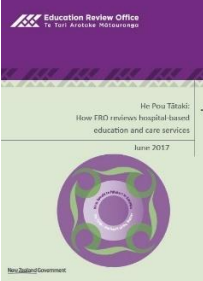







Recent ERO National Evaluation Reports and Publications for ELS

	<p>Te Ara Poutama: Piki Ake, Kake Ake – for those who aspire to seek excellence</p> <p>This document revises and updates the indicators in He Pou Tātaki: How ERO reviews early childhood services (2013). The revised indicators draw on recent New Zealand and international research and evaluation evidence relating to practice that promotes valued learning outcomes for children from birth to the start of school (0–6 years). They are designed to focus on the things that matter most in contributing to children developing knowledge, skills, attitudes, dispositions and working theories that support lifelong learning.</p> <p>https://ero.govt.nz/publications/te-ara-poutama-indicators-of-quality-for-early-childhood-education-what-matters-most/</p>	<p>April 2020</p>
	<p>Te Whāriki (2017): Awareness towards implementation</p> <p>ERO’s final report in the Te Whāriki series summarises the findings of previous reports and includes the last two focus areas for the curriculum – how services decide ‘what learning matters here’ and how well they were developing learning-focused partnerships with parents and whānau. The main findings of the evaluation are that in half of the services surveyed, leaders and kaiako were not yet focused on deciding ‘what learning matters here’ and in most of the services, leaders and kaiako had positive relationships with parents and whānau, but these were not always learning-focused partnerships.</p> <p>https://ero.govt.nz/publications/te-whariki-2017-awareness-towards-implementation/</p>	<p>December 2019</p>
	<p>Preparedness to implement Te Whāriki (2017)</p> <p>This forms part of a series of evaluations on the implementation of <i>Te Whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa</i>. This report examines how prepared services are to implement Te Whāriki, including their engagement with professional learning and development, and determining 'what matters here' and next steps. ERO found that over half of the services were not prepared to implement <i>Te Whāriki</i> and most services were not well prepared to review and design a local curriculum based on priorities for children’s learning.</p> <p>https://ero.govt.nz/publications/preparedness-to-implement-te-whariki-2017/</p>	<p>June 2019</p>
	<p>Collaboration in practice: Insights into implementation</p> <p>This case study report features experiences of three Kāhui Ako and includes the strategies and approaches used to create, build, and strengthen collaboration between schools and early learning services to improve outcomes for learners.</p> <p>https://ero.govt.nz/publications/collaboration-in-practice-insights-into-implementation/</p>	<p>April 2019</p>

	<p>Pacific Strategy 2019-2022</p> <p>This outlines ERO's five goals and aligned strategies to deliver success for Pacific learners in early learning and school settings. It describes how it will support improvement to the education system in Aotearoa and the contribution ERO can make to strengthen the education systems of our Pacific regional neighbours.</p> <p>https://ero.govt.nz/publications/pacific-strategy/</p>	<p>March 2019</p>
	<p>Engaging with Te Whāriki (2017)</p> <p>This forms part of a series of evaluations on the implementation of <i>Te Whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa</i>. ERO gathered information from 167 early learning services and six governing organisations. Findings gave an early indication of some of the challenges for leaders and kaiako in engaging with <i>Te Whāriki</i>. They highlight the need for more in-depth engagement with <i>Te Whāriki</i> to increase understanding of the expectation to 'weave' a local curriculum based on 'what really matters' in their service for their children.</p> <p>https://ero.govt.nz/publications/engaging-with-te-whariki-2017/</p>	<p>November 2018</p>
	<p>Awareness and confidence to work with Te Whāriki (2017)</p> <p>In this evaluation, ERO wanted to find out how aware and confident leaders and kaiako in early learning services were as they began to work with the updated curriculum, <i>Te Whāriki</i> (2017). Leaders and kaiako reported a high degree of awareness of, and growing confidence to begin to work with, <i>Te Whāriki</i>. Uptake of PLD was high. Confidence to work with <i>Te Whāriki</i> to support Māori children to enjoy educational success as Māori was not high.</p> <p>https://ero.govt.nz/publications/awareness-and-confidence-to-work-with-te-whariki-2017/</p>	<p>July 2018</p>
	<p>Responding to language diversity in Auckland</p> <p>This evaluation focused on culturally and linguistically diverse learners who speak one or more languages other than English, and are learning the English language. ERO found that there is an overall need for early learning services and schools to improve their response to these learners, and to support their acquisition of the English language. Key features of responsiveness were identified.</p> <p>https://ero.govt.nz/publications/responding-to-language-diversity-in-auckland/</p>	<p>April 2018</p>

	<p>Newly graduated teachers: Preparation and confidence to teach</p> <p>In this evaluation, ERO met with newly graduated teachers and leaders in early learning services and schools to find out how confident and prepared they were as a result of their Initial Teacher Education programme.</p> <p>https://ero.govt.nz/publications/newly-graduated-teachers-preparation-and-confidence-to-teach/</p>	<p>December 2017</p>
	<p>Hauhaketia ngā taonga tuku iho kia puāwai ai: Unearth our ancestral treasures so that we may prosper</p> <p>Evaluation insights by ERO, alongside contributions from the Te Kōhanga Reo National Trust and kōhanga reo whānau inform the findings of this report. It highlights effective practice in kōhanga reo, specifically the support children need to grow and thrive through a quality immersion pathway.</p> <p>https://ero.govt.nz/publications/unearth-our-ancestral-treasures-so-that-we-may-prosper-2018/</p>	<p>November 2017</p>
	<p>He Pou Tātaki: How ERO reviews hospital-based education and care services</p> <p>This document is the result of a collaborative effort between ERO and representatives from hospital-based education and care services. It is to support improved service performance and accountability, and focuses on how well placed hospital-based services are to contribute to children’s learning, and promote their wellbeing.</p> <p>https://ero.govt.nz/publications/he-pou-tataki-methodology-for-ero-reviews-in-hospital-based-education-and-care-services/</p>	<p>June 2017</p>
	<p>Food, nutrition and physical activity in NZ schools and early learning services</p> <p>ERO visited 202 early learning services, 46 primary schools and 29 secondary schools and to evaluate how well positive attitudes to physical activity, food and nutrition were being promoted. ERO found that most schools and services were doing a good job of equipping young people with the knowledge, skills and attitudes to make healthy choices around food, nutrition and physical activity.</p> <p>https://ero.govt.nz/publications/food-nutrition-and-physical-activity-in-nz-schools-and-early-learning-services/</p>	<p>April 2017</p>

 <p>EXTENDING THEIR LANGUAGE - EXPANDING THEIR WORLD</p> <p>February 2017</p>	<p>Extending their language - expanding their world: Children's oral language (birth-8 years)</p> <p>This evaluation investigated how effectively young children's oral language learning and development were supported in their early years of education. ERO asked early learning services and schools what they are doing in response to children's oral language learning and development, including concerns about and needs of particular children. The findings are based on the analysis of data gathered from 167 early learning services and 104 schools.</p> <p>https://ero.govt.nz/publications/extending-their-language-expanding-their-world/</p>	<p>February 2017</p>
 <p>COMMUNITIES OF LEARNING KĀHUI AKO IN ACTION</p> <p>January 2017</p>	<p>Communities of Learning Kāhui Ako in action</p> <p>An additional resource to <i>Communities of Learning Kāhui Ako: Collaboration to Improve Learner Outcomes</i>. This resource is designed to support CoL Kāhui Ako as they work towards effective collaborative practice. It is framed around key questions in each of the seven effective practice areas and is able to be used both as evidence-based progressions and as a useful internal evaluation tool.</p> <p>https://ero.govt.nz/publications/communities-of-learning-kahui-ako-in-action/</p>	<p>January 2017</p>
 <p>COMMUNITIES OF LEARNING KĀHUI AKO COLLABORATION TO IMPROVE LEARNER OUTCOMES</p> <p>January 2017</p>	<p>Communities of Learning Kāhui Ako: Collaboration to improve learner outcomes</p> <p>This publication is designed to support Communities of Learning Kāhui Ako by bringing together research findings about effective collaboration in education communities. It is supported by the publication <i>Communities of Learning Kāhui Ako: working towards collaborative practice</i>.</p> <p>https://ero.govt.nz/publications/communities-of-learning-kahui-ako-collaboration-to-improve-learner-outcomes/</p>	<p>January 2017</p>
 <p>COMMUNITIES OF LEARNING KĀHUI AKO</p> <p>January 2017</p>	<p>Communities of Learning Kāhui Ako: Working towards collaborative practice</p> <p>This is the first of a series of iterative reports which draw together what ERO knows about CoL Kāhui Ako, as they move from establishment to implementation. This report is based on information collected from schools in CoL Kāhui Ako during their regular ERO evaluations; information gained from workshops with CoL Kāhui Ako and from in-depth work ERO undertook alongside one CoL Kāhui Ako.</p> <p>https://ero.govt.nz/publications/communities-of-learning-kahui-ako-working-towards-collaborative-practice/</p>	<p>January 2017</p>