# Self Report for Hospital-based Education and Care Services

The Education Review Office (ERO) reviews hospital-based education and care services throughout Aotearoa New Zealand. The purpose of each review is to help bring about improved education and care for children and to provide information to parents, families/whanau, communities, services and the Government about the performance of hospital-based services.

ERO’s evaluation answers the overarching question *‘How well placed is this service to contribute to children’s learning and promote their wellbeing?’* It builds on what managers and hospital play specialists (HPS) know about what is going well and where improvement may be needed in their service.

The purpose of this document is for you to share sufficient information to help ERO understand what you value, what you do and what you know about how effective the practices are in your service.

The information you provide will help ERO to design a review that is responsive to your context.

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| **Service Name** |  |
| **Profile Number** |  |
| **Date** |  |
| **Personnel involved in completing this document***We encourage you to complete the self report as a collaborative exercise* |  |

What is important for ERO to know about your service and its context?

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Please provide a brief description of your service’s philosophy or approach to hospital-based education and care.

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## Developments in your service

Please comment on developments and progress in your service since the previous ERO review.

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What is your internal evaluation currently focussing on?

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How does internal evaluation help you to make improvements for children’s learning and wellbeing?

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## Mātauranga – Your service’s curriculum

Refer to the methodology for [ERO reviews in Hospital-based Education and Care Services June 2017](http://www.ero.govt.nz/publications/he-pou-tataki-methodology-for-ero-reviews-in-hospital-based-education-and-care-services/) for the indicators and a description of *Mātauranga*

What are your service’s curriculum goals?

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How do you know whether your service is providing a curriculum that promotes these goals?

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How do you seek the aspirations and contributions of parents and families/whānau?

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Describe how your assessment, planning and evaluation processes help you to contribute to children’s learning and promote their wellbeing

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What are your service’s next steps in developing *Mātauranga?*

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## Tikanga Whakaako –Teaching and Learning

Refer to the methodology for [ERO reviews in Hospital-based Education and Care Services June 2017](http://www.ero.govt.nz/publications/he-pou-tataki-methodology-for-ero-reviews-in-hospital-based-education-and-care-services/) for the indicators and a description of *Tikanga Whakaako*

What does your service do particularly well to contribute to children’s learning and promote their wellbeing?

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What challenges does your service face in contributing to children’s learning and promoting their wellbeing?

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What do you know about how effective HPS practice is in your service?

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If you have children up to two years of age attending your service please describe the approach taken to support their care, learning and development

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Please describe the ways that you support children and their families to transition into the service and between the home, other early childhood services and the wider community (particularly those children who experience multiple admissions).

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What are your service’s next steps in developing *Tikanga Whakaako*?

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## Responding to diversity

How do you consult with parents and families/whānau about their aspirations and expectations for their children’s learning?

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How do you use this information?

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How effective are the strategies or initiatives you use to promote the language, culture and identity of Māori children?

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What are your service’s next steps to support the language, culture and identity of Māori children?

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How effective are the strategies or initiatives you use to promote the languages, cultures and identities of children with Pacific heritages?

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What are your service’s next steps to support the languages, cultures and identities of children with Pacific heritages?

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How do you respond to children who have diverse needs? This group includes children with special medical and education needs or abilities, children who speak English as an additional language and children of migrants and refugees.

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What are your service’s next steps in responding to individuals and/or groups of children with diverse needs?

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## Pou Ārahi - Leadership

Refer to the methodology for [ERO reviews in Hospital-based Education and Care Services June 2017](http://www.ero.govt.nz/publications/he-pou-tataki-methodology-for-ero-reviews-in-hospital-based-education-and-care-services/) for the indicators and a description of *Pou Ārahi*

What is the leadership structure in your service?

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How do leaders build the capabilities of others to contribute to children’s learning and promote their wellbeing?

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How do you decide your priorities for professional learning and development (PLD)? What impact has recent PLD had on your service’s ability to contribute to children’s learning and promote their wellbeing?

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What are your service’s next steps in developing *Pou Ārahi*?

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## Pou Whakahaere - Governance and Management

Refer to the methodology for [ERO reviews in Hospital-based Education and Care Services June 2017](http://www.ero.govt.nz/publications/he-pou-tataki-methodology-for-ero-reviews-in-hospital-based-education-and-care-services/) for the indicators and a description of *Pou Whakahaere*

What is your governance and management structure?

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How do you decide your service’s plans for long-term development? What are your service’s goals and plans for the future?

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How does self review help you to achieve your goals and plans for ongoing improvement?

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What are your service’s next steps in developing *Pou Whakahaere*?

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Any other comments?

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Thank you for completing this self report.