



## Licensed Kōhanga Whānau Assurance Statement and Self-Audit Checklists

For Services Licensed under 2008 Regulatory Framework

June 2021

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## Ko te Tamaiti te Pūtake o te Kaupapa

## The Child – The Heart of the Matter

### Introduction

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**Early childhood education and care centre** means premises used regularly for the education and care of 3 or more children (not being children of the persons providing the education or care, or children enrolled at a school being provided with education or care before or after school) under the age of 6 –

- (a) by the day or part of a day; but
- (b) not for any continuous period of more than 7 days.<sup>1</sup>

**Licensed early childhood education and care centre (“licensed kōhanga or kōhanga”** for the purposes of this document) means an early childhood education care centre in respect of which the service provider holds a current licence issued under the Education (Early Childhood Services) Regulations 2008.

Te Kōhanga Reo is a total immersion te reo Māori whānau programme for mokopuna from birth to six years of age to be raised within its whānau Māori, where the language of communication will be Māori. Early childhood education in licensed kōhanga aims to promote young children’s learning and development. The operation and decision making of each kōhanga is the responsibility of the whole whānau within the guidelines set down by Te Kōhanga Reo National Trust Board. Some key mechanisms are used to ensure that licensed kōhanga provide a minimum standard of care, and to encourage provision of high quality care and education. These mechanisms include:

- *The Education (Early Childhood Services) Regulations 2008*<sup>2</sup> that set minimum standards, primarily on curriculum, ratios, service-size, premises and facilities, health and safety practices, management and administration. The purpose of the minimum standards is to ensure the health, comfort, care, education, and safety of children attending licensed kōhanga and therefore establish the level of quality standards that one would expect to find in a licensed kōhanga;
- Licensing, that is intended to provide public assurance that a kōhanga is able to meet the standards established in the regulations, and guards against the entry of services below the minimum standard into the early childhood centre education market;
- The *Licensing Criteria for Kōhanga Reo affiliated with Te Kōhanga Reo National Trust 2008* which are deemed regulations prescribed by the Minister of Education, and used by the Secretary of Education to assess compliance with regulated standards of education and care;
- Compliance with Part C of the *Early Childhood Education Curriculum Framework* as prescribed in *New Zealand Gazette*<sup>3</sup> based on Te Whariki, which is New Zealand’s curriculum for early childhood education and provides guidelines for consistent and high-quality early childhood programmes; and

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<sup>1</sup> Section 10 - [Education and Training Act 2020](#)

<sup>2</sup> Note: this Regulations continue to apply under clause 4, [Schedule 1 Transitional, savings, and related provisions](#). Also note, [Schedule 26 Consequential amendments and revocations](#) to the Regulations

<sup>3</sup> *New Zealand Gazette*, 4 September 2008, No 136 at page 3617.

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- The involvement of whānau who may actively seek information about the licensed kōhanga and its work with children, take part in management and decision-making or participate in and monitor programmes.

Another key mechanism used to ensure that licensed kōhanga meet the minimum regulated standards of education and care, is external evaluation by the Education Review Office (ERO). Review reports prepared by ERO are used by staff, management, whānau and government officials to inform their understanding of the quality of care and education in licensed centres and the sector as a whole.

The legal framework described above provides a baseline for all service providers (*the body, agency, or person who or that operates the licensed centre*). ERO wants to know that the licensed service provider (for the purposes of this document - *the holder of a licence; and in relation to a licensed kōhanga means the holder of a licence in relation to the kōhanga reo affiliated with Te Kōhanga Reo National Trust*) is taking all reasonable steps to meet the minimum standards with which it must comply in order to ensure the health, comfort, care, education, and safety of children attending licensed kōhanga.

[Read more about the changes relating to early childhood education \(ECE\), including ngā kōhanga reo](#)

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## High quality evaluation contributing to high quality education

### Licensing and Compliance Issues

Kōhanga must meet licensing criteria as well as other regulatory requirements contained in the regulations in order to gain and maintain a licence and receive Government funding.

The *Education (Early Childhood Services) Regulations 2008*, should therefore be read in conjunction with the *Licensing Criteria for Kōhanga Reo affiliated with Te Kōhanga Reo National Trust 2008* and the *Early Childhood Education Curriculum Framework*.

Compliance with regulatory requirements is clearly an integral part of the provision of high quality care and education. In all licensed kōhanga, compliance with regulatory requirements is one strand of the review.

ERO places significant reliance on the information given by licensed service providers as to whether or not they are taking all reasonable steps to meet their legal obligations. Where service providers can provide evidence that they are complying with legal requirements, then compliance is not the major focus of the review. Instead ERO is able to focus on the quality of the programme, the quality of adult/child interactions and the learning environment and the impact of these on outcomes for children attending the centre.

Licensed service providers and whānau management are asked to provide assurance to ERO about legal compliance. Where there are areas of non-compliance, service providers will be asked to advise what action they are taking to achieve compliance.

In order to help with this process, ERO has developed these *Guidelines for Licensed Kōhanga Whānau Assurance Statement* and *Self-Audit Checklists* that contain:

- a brief outline of the regulatory requirements with which licensed kōhanga service providers must comply that are of key interest to ERO;
- checklists to be filled out by service providers and whānau management as part of a self-review process to assist ERO in determining whether the service provider is complying with regulatory requirements; and
- an assurance statement to be signed by the service provider and the appropriate person on behalf of whānau management that provides evidence of its compliance (or not) with regulatory requirements.

The completed checklists and assurance statement are used by ERO to help the scoping and planning stages of the review.

**Note:** The *Guidelines for Licensed Kōhanga Whānau Assurance Statement and the Self-Audit Checklists* are not intended to be exhaustive of all relevant legislation and requirements (such as those provided in Ministry of Education Circulars and other documents). Information in the *Guidelines* may not represent the official version of Acts, Regulations and other legal requirements. Where appropriate, the *Guidelines* refer to *good practice guidance* from the Ministry of Education, Early Childhood Education website – <https://www.education.govt.nz>, and service providers should refer to this website for further guidance.

## Section One - Curriculum Standard Guide

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### Key Legislation

- Education and Training Act 2020
- Education (Early Childhood Services) Regulations 2008

### Key Documents

- Licensing Criteria for Kōhanga Reo affiliated with Te Kōhanga Reo National Trust 2008<sup>4</sup>
- Early Childhood Education Curriculum Framework.

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### Introduction

#### Education and Training Act 2020

#### **Statement of National Education and Learning Priorities [NELPS]**

The Statement of National Education and Learning Priorities (NELP) sets out the Government's priorities for education that will ensure the success and wellbeing of all learners. They are statutory documents issued under the Education and Training Act 2020 that direct government and education sector activities towards the actions that will make the biggest difference, and ensuring that we are able to strengthen the education system to deliver successful outcomes for all learners/ākonga.

The NELP priorities will help create education environments that are learner-centred, and where more of our learners, and especially more of our Māori and Pacific learners, are successful. Therefore, they encourage all places of learning to focus on:

- ensuring that they are safe and inclusive and free from racism, discrimination, and bullying
- strengthening the quality of teaching our learners receive to giving our learners the skills they need to succeed in education, work and life
- collaborating more with whānau, employers, industry and communities
- taking account of learners' needs, identities, languages and cultures in their practice, and
- incorporating te reo Māori and tikanga Māori into everyday activities.

[Download the Statement of National Education and Learning Priorities \(NELP\) 2020](#)[PDF, 217 KB]

[Download the summary of NELP and TES 2020](#)[PDF, 75 KB]

[Download the NELP and TES 2020 resource pack](#)[PDF, 1.3 MB]

[Download the NELP and TES 2020 resource pack in te reo Māori](#)[PDF, 1.3 MB]

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<sup>4</sup> [Licensing criteria for kōhanga reo affiliated with Te Kōhanga Reo National Trust](#) (updated April 2021)

## Early Childhood Education Curriculum Framework

The Early Childhood Curriculum Framework (Curriculum Framework) for licensed centres is based on *Te Whāriki: He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa*, which is New Zealand's curriculum for early childhood education. *Te Whāriki* sets out the learning experience goals for children from birth up to school age. It identifies what a child needs to know and use later in life. It is envisioned as a mat with four principles interwoven with five strands.<sup>5</sup>

The four Principles are about:

- **Empowerment / Whakamana** - giving the child the power to learn and grow
- **Holistic Development / Kotahitanga** - learning as a whole rather than in separate subjects
- **Family and Community / Whānau Tangata** - linking with the child's family and community
- **Relationships / Ngā Hononga** - learning by responding and doing things alongside others.

The five Strands are about:

- **Well-being / Mana Atua** - having a safe and healthy environment in which to grow and learn
- **Belonging / Mana Whenua** - feeling like they belong
- **Contribution / Mana Tangata** - feeling valued and encouraged to take responsibility
- **Communication / Mana Reo** - learning to express themselves with others in a variety of ways
- **Exploration / Mana Aotūroa** - learning by doing.

The purpose of the Curriculum Framework is to provide the basis and context for specific curriculum regulatory requirements in the *Education (Early Childhood Services) Regulations 2008* relating to the standards of education and care and to the associated curriculum criteria. The Curriculum Framework is made up of the English and te reo Māori versions of the Principles and Strands from *Te Whāriki*.

Each licensed kōhanga will develop its own programmes to implement *Te Whāriki*. The *Licensing Criteria for Early Childhood Education and Care Centres* outlines how service providers must comply with the standards.

The licensed service provider must *implement* the Principles and Strands set out in the Part C of the *Education Early Childhood Curriculum Framework* as gazetted in the *New Zealand Gazette* No 136 dated 4 September 2008 at page 3617 [refer to the MOE – Early Childhood Education website – [www.education.govt.nz](http://www.education.govt.nz)], or the Department of Internal Affairs' web-site [www.dia.govt.nz](http://www.dia.govt.nz) and search under *New Zealand Gazette On-line*.

The service provider is also required to meet the curriculum standard under regulation 43 of the *Education (Early Childhood Services) Regulations 2008*, and produce specific documentation to

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<sup>5</sup> [Te Whāriki a te Kōhanga Reo](#)

demonstrate compliance with the *Licensing Criteria for Early Childhood Education and Care Centres 2008* consistent with the prescribed curriculum framework to assess the curriculum standard.

The curriculum standard in regulation 43 of the *Education (Early Childhood Services) Regulations 2008* is set out below, followed by a summary of the criteria against which compliance will be assessed.

#### **Regulation 43 - Curriculum standard: general**

- (1) The curriculum standard: general is the standard that requires every licensed service provider to whom this regulation applies to—
  - (a) plan, implement, and evaluate a curriculum that is designed to enhance children's learning and development through the provision of learning experiences and that is consistent with any curriculum framework prescribed by the Minister that applies to the service; and that—
    - (i) responds to the learning interests, strengths, and capabilities of enrolled children; and
    - (ii) provides a positive learning environment for those children; and
    - (iii) reflects an understanding of learning and development that is consistent with current research, theory, and practices in early childhood education; and
    - (iv) encourages children to be confident in their own culture and develop an understanding, and respect for, other cultures; and
    - (v) acknowledges and reflects the unique place of Maori as tangata whenua; and
    - (vi) respects and acknowledges the aspirations of parents, family, and whanau; and
  - (b) make all reasonable efforts to ensure that the service provider collaborates with the parents and, where appropriate, the family or whanau of the enrolled children in relation to the learning and development of, and decision making about, those children; and
  - (c) obtain information and guidance from agencies with expertise in early childhood learning and development, to the extent necessary, to—
    - (i) support the learning and development of enrolled children; and
    - (ii) work effectively with parents and, where appropriate, family or whanau.
- (2) Each licensed service provider to whom this regulation applies must comply with the curriculum standard: general.

#### **Key Requirements**

Licensing Criteria for Kōhanga Reo affiliated with Te Kōhanga Reo National Trust 2008

**Clause 4 Interpretation** – for the purpose of these criteria, unless the context indicates otherwise:  
(Note: applies to all sections of this compliance guide and the attached self-audit checklists)



- (a) **adults providing education and care** means kaiako, teachers, supervisors, parent helpers, kaiawhina, or other adults who have a designated role of providing education and care to children at a service and are included in required adult:child ratios;
- (b) **assessment** means the process of noticing children’s learning, recognising its significance, and responding in ways that foster further learning. It includes documenting some, but not necessarily all, of what and how children are learning in order to inform teaching, and make learning visible;
- (c) **culture** means the understandings, patterns of behaviour, practices, and values shared by a group of people;
- (d) Delete
- (e) **medicine** means any substance used for a therapeutic purpose and includes prescription and non prescription preparations having the meaning assigned to these under Appendix 3;
- (f) **Non-porous material** means a material which does not allow water to pass;
- (g) **excursion** means –
  - i. being outside the licensed premises whilst receiving education and care from the service; but
  - ii. does not include an outing for the purposes of emergency evacuations, drills or the receipt of urgent medical attention.
  - iii. **regular excursion** means – excursions that parents have agreed to at the time of their child’s enrolment, that are part of an ongoing planned and consistent routine of education and care.
  - iv. **special excursion** means – outings or excursions that parents have agreed to prior to the excursion or outing taking place, that are not a regular excursion.
- (h) **parent** means –
  - i. the person (or people) responsible for having the role of providing day to day care for the child; and
  - ii. may include a biological or adoptive parent, step parent, partner of a parent of a child, legal guardian or member of the child’s family, whānau or other culturally recognised family group.
- (i) **philosophy** means a statement that –
  - i. outlines the fundamental beliefs, values, and ideals that are important to the people involved in the service – management, adults providing education and care, parents, families/whānau, and perhaps the wider community;
  - ii. identifies what is special about the service; and
  - iii. is intended to be the basis for decisions about the way the service is managed and about its direction in the future;

- (j) **policy** means a statement intended to influence and determine decisions, actions, and other matters;
- (k) **premises** means the land and buildings (or parts of buildings) intended for the exclusive use as a licensed early childhood education and care centre during hours of operation;
- (l) **procedure** means a particular and established way of doing something;
- (m) **process** means a goal-directed, interrelated series of actions, events, procedures, or steps;
- (n) **records** means information or data on a particular subject collected and preserved;
- (o) **regulation** means a regulation under the Education (Early Childhood Services) Regulations 2008;
- (p) **required adult:child ratio** means the adult:child ratio with which the service provider is required to comply under regulation 44(1)(b) or any direction by the Secretary under regulation 54(2);
- (q) **service** means a kōhanga reo affiliated with Te Kōhanga Reo National Trust;
- (r) **service curriculum** means all of the experiences, interactions, activities and events – both direct and indirect, planned and spontaneous – that happen at the service. Teaching practices including planning, assessment, and evaluation form part of the service curriculum; and
- (s) **service provider** means the body, agency, or person who or that operates the early childhood education and care centre.
- (t) **specified agency** means any government agency or statutory body that an early childhood education and care service is required to notify if there is a serious (or as defined) injury, illness, incident or allegation. This may include but is not limited to the NZ Police, Ministry of Health, Oranga Tamariki, Worksafe NZ and the Teaching Council.

#### Clause 5 - Purpose of criteria

1. The criteria are to be used by the Secretary of Education to assess compliance with the minimum standards set out under regulations 43 and 45 to 47 of the Education (Early Childhood Services) Regulations 2008.
2. Regulations 43 and 45 to 47 impose minimum standards that each licensed service provider is required to comply with, and are set out in these criteria so that readers can see how the regulations and criteria fit together.

#### Clause 6 - Criteria to assess Curriculum standard

In this section

- [Professional practice](#) - criteria C1-C4

- [Culture and identity](#) - criteria C5-C6
- [Children as learners](#) - criteria C7-C10
- [Working with others](#) - criteria C11-C13
- See the [documentation required](#) for all the above criteria

## Section Two - Premises and Facilities Standard Guide

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### Key Legislation

- Education and Training Act 2020.
- Education (Early Childhood Services) Regulations 2008.
- NZ Building Act 2004.
- Fire and Emergency New Zealand Act 2017
- Fire Safety, Evacuation Procedures, and Evacuation Schemes Regulations 2018
- Health and Safety at Work 2015
- Regulations made under the Health and Safety at Work Act 2015
- Resource Management Act 1991.
- Smokefree Environments and Regulated Products Act 1990.

### Key Documents

- Licensing Criteria for Kōhanga Reo affiliated with Te Kōhanga Reo National Trust 2008
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### Introduction

The licensed service provider is required to meet the premises and facilities standard: general under regulation 45 of the *Education (Early Childhood Services) Regulations 2008*. In addition, the service provider must produce supporting documentation to demonstrate compliance with criteria in the *Licensing Criteria for Kōhanga Reo affiliated with Te Kōhanga Reo National Trust 2008 - Premises and facilities standard.*

The minimum premises and facilities standard: general in regulation 45 of the *Education (Early Childhood Services) Regulations 2008* is set out below, followed by a summary of the criteria against which compliance will be assessed.

#### **Regulation 45 Premises and facilities standard: general**

- (1) The premises and facilities standard: general is the standard that requires every licensed service provider to whom this regulation applies—
  - (a) to use premises and facilities that, having regard to the number and age range of the children attending the premises, provide sufficient and suitable space for a range of activities, facilities for food preparation, eating, sleeping, storage, toileting, and washing, and sufficient and suitable heating, lighting, noise control, ventilation, and equipment to support—
    - (i) appropriate curriculum implementation by the service provider; and
    - (ii) safe and healthy practices by the service provider; and
  - (b) to comply with the requirements of Schedule 4 (which relates to activity spaces).

- (2) Each licensed service provider to whom this regulation applies must comply with the premises and facilities standard: general.

## Key Requirements

Licensing Criteria for Kōhanga Reo affiliated with Te Kōhanga Reo National Trust 2008

### Clause 7 - Criteria to assess Premises and facilities standard

In this section

- [General - Criteria](#) PF1-PF14
- [Food preparation and eating](#) - Criteria PF15-PF17
- [Toilet and handwashing facilities](#) - Criteria PF18-PF23
- [Other sanitary facilities](#) - Criteria PF24-PF28
- [Sleep](#) - Criteria PF29-PF38

### Building Act 2004

The Building Act establishes a series of minimum safety standards (building regulations), which must be complied with. The purpose of these regulations is to ensure all new buildings and alterations are constructed to a standard that ensures the safety of the occupants.

The purposes of the Building Act 2004 (Section 3) are to provide for the regulation of building work, the establishment of a licensing regime for building practitioners, and the setting of performance standards for buildings, to ensure that-

- (a) people who use buildings can do so safely and without endangering their health; and
- (b) buildings have attributes that contribute appropriately to the health, physical independence, and well-being of the people who use them; and
- (c) people who use a building can escape from the building if it is on fire; and
- (d) buildings are designed, constructed, and able to be used in ways that promote sustainable development.

Sections 118 to 120 of the Building Act require building owners to ensure access, facilities and signage are in place to cater for the needs of disabled staff, children and visitors when constructing a new building or altering any building.

**Criterion PF3** requires licensed kōhanga to conform to any relevant bylaws of the local authority and the Building Act 2004.

Licensed kōhanga are also required to have the following documentation:

1. Code Compliance Certificate issued under section 95 of the Building Act 2004 for any building work undertaken, or alternatively any other documentation that shows evidence of compliance.
2. Current Annual Building Warrant of Fitness (if the premises require a compliance schedule under section 100 of the Building Act 2004).

## **Resource Management Act 1991**

This Act may require compliance before the premises are used as a licensed kōhanga and before its buildings are altered or extended. This is the responsibility of the owner of the proposed premises.

### Useful Resources

(<http://www.education.govt.nz/early-childhood/running-an-ece-service/the-regulatory-framework-for-ece/licensing-criteria/centre-based-ece-services/>).- refer under *Centre based ECE Services, - Premises and facilities*.

*New Zealand Standard (NZS) EN 5828: 2004: Playground Equipment and Surfacing*  
(<https://shop.standards.govt.nz/catalog/5828%3A2015%28NZS%29/view>)

*New Zealand Standard (NZS) 4121:2001: Design for access and Mobility: Buildings and Associated Facilities*  
(<https://shop.standards.govt.nz/catalog/4121%3A2001%28NZS%29/view>)

## Section Three - Health and Safety Practices Standard Guide

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### Key Legislation

- Education and Training Act 2020.
- Education (Early Childhood Services) Regulations 2008.
- Building Act 2004.
- Fire and Emergency New Zealand Act 2017
- Fire Safety, Evacuation Procedures and Evacuation Schemes Regulations 2018
- Health and Safety at Work Act 2015
- Health (Immunisation) Regulations 1995.
- Human Rights Act 1993.
- Smokefree Environments and Regulated Act 1990.
- Children's Act 2014
- Children's (Requirements for Safety Checks of Children's Workers) Regulations 2015
- Food Act 2014 and Food Regulations 2015

### Key Documents

- Licensing Criteria for Kōhanga Reo affiliated with Te Kōhanga Reo National Trust 2008
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### Introduction

The licensed service provider is required to meet the health and safety practices standard under Regulation 46 of the *Education (Early Childhood Services) Regulations 2008*. In addition, the service provider must comply with the certification criteria and produce supporting documentation as set out in the *Licensing Criteria for Kōhanga Reo affiliated with Te Kōhanga Reo National Trust 2008 – Health and safety practices standard*.

The minimum health and safety practices standard: general in regulation 46 of the *Education (Early Childhood Services) Regulations 2008* is set out below, followed by a summary of the criteria against which compliance will be assessed.

## Regulation 46 Health and safety practices standard: general

- (1) The health and safety practices standard: general is the standard that requires every licensed service provider to whom this regulation applies to—
  - (a) take all reasonable steps to promote the good health and safety of children enrolled in the service; and
  - (b) take all reasonable precautions to prevent accidents and the spread of infection among children enrolled in the service; and
  - (c) take all reasonable steps to ensure that the premises, facilities, and other equipment on those premises are—
    - (i) kept in good repair; and
    - (ii) maintained regularly; and
    - (iii) used safely and kept free from hazards; and
  - (d) take all reasonable steps to ensure that appropriate procedures are in place to deal with fires, earthquakes, and other emergencies.
- (2) Each licensed service provider to whom this regulation applies must comply with the health and safety practices standard: general.

### Key Requirements

Licensing Criteria for Kōhanga Reo affiliated with Te Kōhanga Reo National Trust 2008

## Clause 8 - Criteria to assess Health and safety practices standard

In this section:

- [Hygiene](#) - Criteria and guidance for HS1-HS3
- [Emergencies](#) - Criteria and guidance for HS4-HS8
- [Sleep](#) - Criteria and guidance for HS9-HS11
- [Hazards and outings](#) - Criteria and guidance for HS12-HS18
- [Food and drink](#) - Criteria and guidance for HS19-HS23
- [Child health and wellbeing](#) - Criteria and guidance for HS24-HS30
- [Child protection](#) - Criteria and guidance for HS31-HS33
- [Notification](#) - Criteria for HS34

## Children's Act 2014 – Child Protection Policy

The Children's Act 2014 requires state sector agencies who work with children, and the organizations they fund, to have child protection policies. As ECE services are funded by the Ministry of Education, service providers will need to work towards meeting these requirements. The policy needs to contain provisions on the *identification and reporting of child abuse* and neglect. New guidelines have been launched to help service providers.<sup>6</sup> The guidelines include a

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<sup>6</sup> *Safer Organisations, Safer Children* from Children's Action Plan website – [www.childrensactionplan.govt.nz](http://www.childrensactionplan.govt.nz) ; [Children's \(Requirements for Safety Checks of Children's Workers Regulations\)](#)



review tool to help identify gaps in current policies, information about what to include in a new policy, and example policies.

#### **Food Act 2014**

ECE services that provide meals to children will need to meet the requirements of National Programme 2 under the Food Act. Services that only carry out minimal food handling (example cutting fruit and providing crackers and spreads) or where children bring lunchboxes are exempt from the Food Act.<sup>7</sup>

#### **Health and Safety at Work Act 2015<sup>8</sup>**

Under this Act, the ECE service as the person conducting a business or undertaking (PCBU) holds the primary duty of care for, and manages risks to, the health and safety of workers and others arising from the work of the school. The ECE service will exercise its primary duty of care by ensuring the health and safety of:

- its workers (e.g. teachers, managers, administrators, volunteer workers etc.) while at service and on excursions and outside the ECE premises
- other workers who are influenced or directed by the ECE service
- others (e.g. students/children, parents, members of the public, and visitors to the premises), by ensuring they are not put at risk from work carried out by the ECE service.

Officers are individual members of the ECE service occupying a position that allows them to *exercise significant influence* over the management of the service. It will depend on the size and structure of the individual service, and whether the individual exercises *significant influence* over the management of the ECE service. Their role is to exercise due diligence, which means that they must take reasonable steps to ensure that the ECE service (as the PCBU) meets its health and safety obligations.

There are a number of things your ECE service can do to comply:

- familiarise yourself with the key requirements of the legislation
- review your health and safety policies and practices
- identify health and safety risks in your workplace (a workplace includes any place where a worker goes, or is likely to be, while at work) and take all practicable steps to prevent these from causing harm
- make health and safety part of your workplace culture
- visit the MOE's dedicated health and safety webpage:  
<https://www.education.govt.nz/school/health-safety-and-wellbeing/health-and-safety/> for guidance and updates.

*Criterion HS12* requires that equipment, premises, and facilities are regularly checked for hazards to children. Documentation of a risk management system consistent with the requirements of the health and safety legislation.

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<sup>7</sup> New ECE services must meet the requirements from 1/3/2016. Existing services must have applied to their local Territorial Authority for registration by 31/3/2017. Refer - [Food safety for ECE services \(Food Act requirements\)](#)

<sup>8</sup> For further information refer to: [Health and safety system](#)  
[Implementing the Health and Safety at Work Act – a guide for early learning services](#)  
Licensed Kōhanga Whānau Assurance Statement and Self-Audit Checklist  
[For Services Licensed under 2008 Regulatory Framework]  
Education Review Office January 2021

## **Health Immunisation records**

Kōhanga whānau management are required to keep immunisation registers to record for children aged 15 months and over attending the centre, matters relating to the Health (Immunisation) Regulations 1995.

*Refer -*[Immunisation Guidelines for Early Childhood Services and Primary Schools – te reo Māori version](#)

## **Fire and Emergency New Zealand Act 2017/Fire and Emergency NZ (Fire Safety, Evacuation Procedures and Evacuation Schemes) Regulations 2018**

The Fire and Emergency NZ (Fire Safety, Evacuation Procedures, and Evacuation Schemes) Regulations 2018 came into force on 1 July 2018 and are made under the Fire and Emergency NZ Act 2017 (the Act). The regulations require each kōhanga to provide an evacuation procedure for the safe, expeditious and efficient evacuation of the occupants of a kōhanga in the event of a fire, and staff to be trained to assist others to evacuate in accordance with the approved evacuation procedure for the kōhanga.

Service providers must also ensure that there exists for the kōhanga an operative evacuation scheme for public safety that meets the requirements of the Act.

The kōhanga premises must have a current Fire Evacuation Scheme documentation approved by Fire and Emergency New Zealand [FENZ] (*Criterion HS4 of the Health and Safety practices standard*).

Trial evacuations are required at intervals of not more than 6 months [*Regulation 29(1)(a)*] and at any other additional time as required by FENZ, and notices are required to be posted in buildings showing how to get out of the building and the evacuation procedure. FENZ must be notified of the result of all trial evacuations (*Regulation 32*).

Evacuation Scheme application forms are available from the local Area Fire Safety Department of Fire and Emergency New Zealand.

## **Building (Pools) Amendment Act 2016**

The above Act came into effect on 1 January 2017 and repealed the Fencing of Swimming Pools Act 1987 and included new pool safety provisions in the Building Act 2004.

The following information is from MOE website:

You must have fences and signage that meet the legal requirements and design standards set out in:

- [Health and Safety at Work Act 2015](#) (Legislation website)
- [Building Act 2004](#) (Legislation website)
- [Building Code \(including the new Clause F9 for pool fencing\)](#) (Building Performance website)
- [NZS 8500:2006 'Safety barriers and fences around swimming pools'](#) (Standards NZ website)

## **Smokefree Environments and Regulated Products Act 1990**

The above Act requires kōhanga to have smoke-free and vaping buildings and grounds at all times. The total smoking and vaping ban includes kōhanga grounds during weekend sports games, fundraising activities, community days or evening classes, as well as when the grounds or buildings are rented out by other groups. Kōhanga management should also display smoke-free and vaping notices at every entry gate or building entrance, and that they take all reasonably practicable steps to ensure there is no smoking and vaping on their premises.

### **No vaping notices**

As of **11 May**, all schools, early childhood education facilities and care centres must display a notice stating that smoking and vaping within the premises is forbidden at all times.

Make sure that the surface is clean and prominently display the stickers on windows or doors at or immediately inside:

- every entrance to the premises
- every entrance to every building or enclosed area on the premises, excluding buildings and areas not usually in use.

These locations are the same as previously required for Smokefree notices under the Smoke-free Environments Act. The 'no vaping' notices are intended to be displayed along with existing 'no smoking' notices.

### **Civil Defence**

Kōhanga management should document a written procedure, and basic supplies for dealing with emergencies that are consistent with National or Regional Civil Defence guidelines (see *Criterion HS7 of the Health and safety practices standard*) to provide a safe environment for children and parents who are present. The building you meet in should have a civil defence emergency kit.

Adults providing education and care must be familiar with relevant emergency drills and regularly carry these out with the children. The centre should have documentation of a record of emergency drills carried out with children (*Criterion HS8 of the Health and Safety practices standard*).

Also refer [Early Childhood Education Services Emergency Planning Guidance](#) (external link)

## Useful Resources

[\*Children's Act 2014 - a practical guide\*](#) [PDF, 5.2 MB]

Smokefree Environments and Regulated Products (Vaping) Amendment Act - [Download the key timeline flowchart \(PDF, 257 KB\)](#)

Ministry of Health

<https://www.health.govt.nz>

Health and Safety in Employment Act Website

<http://legislation.govt.nz/act/public/1992/0096/latest/DLM278829.html>

Human Rights Commission

[www.hrc.co.nz](http://www.hrc.co.nz) and go to 'Resources'

*Influenza Pandemic Planning*

<https://www.education.govt.nz/school/health-safety-and-wellbeing/emergencies-and-traumatic-incidents/pandemic-planning-guide/>

Let's Stop Child Abuse Together: An Interagency Guide to Breaking the Cycle  
Child Youth and Family Services, 2001

<https://nzfvc.org.nz/sites/nzfvc.org.nz/files/lets-stop-child-abuse-together.pdf>

*Netsafe Kit for Schools*

Internet Safety Group, 2003

<https://www.netsafe.org.nz/the-kit/>

*The New Zealand Disability Strategy*, Office of Disability Issues, 2001

[www.odi.govt.nz](http://www.odi.govt.nz) for strategy and FAQs about the Office of Disability Issues

*New Zealand Fire Service*: including information on Evacuation Procedures

<https://www.fireandemergency.nz/>

New Zealand Standard (NZS) 4121: 2001: Design for Access and Mobility: Buildings and Associated Facilities

<https://www.standards.govt.nz/>

*New Zealand Standard (NZS) EN 5828:2004: Playground Equipment and Surfacing*

<https://www.standards.govt.nz/>

*Sun Safety*

<http://sunsmartschools.co.nz/>

*Treaty of Waitangi Resources for Schools*

Waitangi Tribunal

<https://waitangitribunal.govt.nz/publications-and-resources/school-resources/>

*What's the Plan Stan?*

Licensed Kōhanga Whānau Assurance Statement and Self-Audit Checklist

[For Services Licensed under 2008 Regulatory Framework]

Education Review Office January 2021

Ministry of Civil Defence and Emergency Management, 2006  
<https://getready.govt.nz/prepared/school/whats-the-plan-stan>

## Section Four - Governance, Management and Administration Standard Guide

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### Key Legislation

- The Education and Training Act 2020
- Education (Early Childhood Services) Regulations 2008.
- Privacy Act 2020.
- Children’s Act 2014
- Children’s (Requirements for Safety Checks of Children’s Workers) Regulations 2015

### Key Documents

- Licensing Criteria Kōhanga Reo affiliated with Te Kōhanga Reo National Trust 2008
- 

### Introduction

The service provider of a licensed kōhanga is required to meet the governance, management and administration standard under regulation 47 of the *Education (Early Childhood Services) Regulations 2008*. In addition, the service provider must comply with the certification criteria and produce certain documentation as set out in the *Licensing Criteria for Kōhanga Reo affiliated with Te Kōhanga Reo National Trust 2008 - Governance, management and administration standard*.

The minimum governance, management and administration standard in regulation 47 of the *Education (Early Childhood Services) Regulations 2008* is set out below, followed by a summary of the criteria against which compliance will be assessed.

### **Regulation 47 – Governance, management and administration standard: general**

- (1) The governance, management, and administration standard: general is the standard that requires every licensed service provider to whom this regulation applies to ensure that—
  - (a) the service is effectively governed and is managed in accordance with good management practices; and
  - (b) the service provider regularly collaborates with—
    - (i) parents and family or whānau of children enrolled in the service; and
    - (ii) the adults responsible for providing education and care as part of the service; and
  - (c) appropriate documentation and records are—
    - (i) developed, maintained, and regularly reviewed; and
    - (ii) made available where appropriate—
      - (A) at any reasonable time on request by a parent of a child enrolled in the service; and

- (B) at any time on request by any person exercising powers or carrying out functions under Part 26 of the Act; and
- (d) adequate information is made available to parents of enrolled children and, where appropriate, to the families or whānau of those children about the operation of the service; and
- (e) all reasonable steps are taken to provide staff employed or engaged in the service with adequate professional support, professional development opportunities, and resources.
- (2) Each licensed service provider to whom this regulation applies must comply with the governance, management, and administration standard: general.

### Key Requirements

Licensing Criteria for Kōhanga Reo affiliated with Te Kōhanga Reo National Trust 2008

### Clause 9 - Criteria to assess Governance, management and administration standard.

#### In this section

- [Parent involvement and information](#) - Criteria and guidance for GMA1-GMA4
- [Professional practices](#) - Criteria and guidance for GMA5-GMA7A
- [Planning and documentation](#) - Criteria and guidance for GMA8-GMA12

### Section 27– Parent's right of entry<sup>9</sup>

*The parent of a child has a right to enter the premises of a licensed early childhood education and care centre or a licensed home-based education and care service when the child is there unless the parent—*

*(a) is required to comply with—*

*(i) a court order that prohibits access to, or contact with, the child (either generally or when attending the centre or service); or*

*(ii) a warning under section 4 of the Trespass Act 1980 to stay off the premises; or*

*(b) is suffering from a contagious or infectious disease likely to have a detrimental effect on the children if passed on to them; or*

*(c) is, in the opinion of a person responsible for the operation of the centre or service,—*

*(i) under the influence of alcohol or any other substance that has a detrimental effect on the functioning or behaviour of the person; or*

*(ii) exhibiting behaviour that is, or is likely to be, disruptive to the effective operation of the centre or service*

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<sup>9</sup> Education and Training Act 2020

Licensed Kōhanga Whānau Assurance Statement and Self-Audit Checklist

[For Services Licensed under 2008 Regulatory Framework]

Education Review Office January 2021

## Children's worker – Safety Checks<sup>10</sup>

Children's worker safety checks became law in the Children's Act 2014 (the CA), and applies to new workers in core children's workforce roles.

Briefly, the following checks must have been completed where the service provider is seeking to employ or engage a new children's worker<sup>11</sup> (including as a contractor) for core children's workforce roles, and for non-core children's workforce roles:

- Identity verification - proof people are who they say they are, including previous identities
- Information requirement – reliable information about history and behaviour, which may include reference checks, interviews, and Police vetting
- Risk assessment – considered judgement based on the information collected
- Periodic re-checking – information to be updated and reassessed every three years.

The CA prohibits people with certain child abuse, sexual offending, or violence convictions from working in core worker roles. These are specified in the Act. Anyone convicted of the offences listed in the Act will not be able to work in core worker roles unless they are granted an exemption. The Ministry of Social Development manages applications for exemptions.

The following resources will help you meet your safety checking requirements:

- [New and existing employees](#)
- [Students on practicum](#)
- [Relievers](#)
- [Adult checks](#)

Police Vetting of Non-teaching and Unregistered Employees/Contractors

[Schedule 4](#)

[Police vetting](#)

[25 Police vetting in respect of early childhood services](#) of Education and Training Act 2020

### **1 Police vetting of non-teaching and unregistered employees at licensed early childhood services**

The service provider of a licensed early childhood service must obtain a Police vet of every person—

(a) whom the service provider appoints, or intends to appoint, to a position at the early childhood service; and

(b) who is to work at the service during normal opening hours; and

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<sup>10</sup> Also refer to **GMA7A**

<sup>11</sup> Example: teachers, person responsible, teacher aides, support staff who have regular contact with children. [Children's Act 2014 - a practical guide](#) ; [Children's \(Requirements for Safety Checks of Children's Workers Regulations\)](#)



(c) who is not a registered teacher or holder of a limited authority to teach.

## **2 Police vetting of contractors and their employees who work at licensed early childhood services**

(1) The service provider of a licensed early childhood service must obtain a Police vet of every contractor, or employee of a contractor, who has, or is likely to have, unsupervised access to children at the service during normal opening hours.

(2) In this clause, **contractor** means a person who works at a licensed early childhood service under a contract for services.

## **3 Police vet must be obtained before person has unsupervised access to children**

(1) A Police vet required under clause 1 or 2 must be obtained before the person has, or is likely to have, unsupervised access to children at the service during normal opening hours.

(2) The service provider of a licensed early childhood service that is required under clause 1 to obtain a Police vet of a person must apply for the vet no later than 2 weeks after the person begins work at the service.

## **4 Procedures relating to Police vets under clause 1 or 2**

The service provider of a licensed early childhood service that applies for a Police vet of a person under clause 1 or 2—

(a) must ensure that strict confidentiality is observed for Police vets; and

(b) may not take adverse action in relation to the person who is the subject of a Police vet until—

(i) the person has validated the information contained in the vet; or

(ii) the person has been given a reasonable opportunity to validate the information, but has failed to do so within a reasonable period.

## **5 Police vetting of adult members of household where licensed home-based education and care service provided**

(1) The service provider of a licensed home-based education and care service must obtain a Police vet of every adult who lives in a home—

(a) where the service is being provided; and

(b) where at least 1 child to whom the service is being provided does not live in the home.

(2) In this clause, **adult** means a person who is aged 17 years or over.

## **6 When Police vet under clause 5 must be obtained**

(1) A Police vet required under clause 5 must be obtained,—

(a) in the case of a home that is to be used as a licensed home-based education and care service, before the home is used as a licensed home-based education and care service; and

(b) in the case of a home that is being used as a licensed home-based education and care service, before the adult begins to live in the home.

(2) The Police vet must be obtained even if the person is unlikely to be present when the licensed home-based education and care service is provided.

### **7 Procedures relating to Police vets under clause 5**

The service provider of a licensed home-based education and care service that applies for a Police vet of a person under clause 5—

- (a) must ensure that strict confidentiality is observed for Police vets; and
- (b) may not take adverse action in relation to the person who is the subject of a Police vet until—
  - (i) the person has validated the information contained in the vet; or
  - (ii) the person has been given a reasonable opportunity to validate the information, but has failed to do so within a reasonable period.

### **8 Further Police vets to be obtained every 3 years**

(1) The service provider of a licensed early childhood service must obtain a further Police vet of every person—

- (a) on whom a Police vet has already been obtained under this schedule by that service provider; and
- (b) who still works at the service or lives in the home.

(2) A further Police vet required under subclause (1) must be obtained on or about every third anniversary of any Police vet that has been previously conducted on the person.

(3) The requirement for a further Police vet under this clause does not apply to a person on whom a Police vet under clause 1 or 2 would not be required if the person were about to be appointed to a position at the licensed early childhood service or to work at the service at the time that the further Police vet would otherwise be required.

### **Mandatory Reporting**

The person or body who appoints staff at the centre/service as the 'employer' must immediately report to the Teaching Council when (among other things) the employer dismisses a person responsible (who is registered) for any reason, or has reason to believe that the person responsible has engaged in serious misconduct or has not reached the required level of competence. Service providers should refer to :

#### *Mandatory reporting*

[489 Mandatory reporting of dismissals and resignations](#)

[490 Mandatory reporting of complaints received about former employees](#)

[491 Mandatory reporting of possible serious misconduct](#)

[492 Mandatory reporting of failure to reach required level of competence](#)

[493 Mandatory reporting of convictions](#)

### **Fit and Proper Persons**

Regulation 8 of the *Education (Early Childhood Services) Regulations 2008* requires the Secretary for Education to consider whether the service provider is a *fit and proper* person, based on matters which are identical to those set out in the statutory declaration made by the service provider at the time of application for licence under Regulation 7.

Under Regulation 35, the service provider who has applied for a licence or is the holder of a current licence must advise the Secretary for Education, as soon as practicable, of any change of their circumstances of the kind referred to in Regulation 7 and made in the statutory declaration, which among other things, includes any previous conviction for any offence involving harm to children, violence, or fraud.

### **Human Rights Act 1993**

The Human Rights Act is designed to help ensure that people are treated fairly. It prohibits certain discriminatory practices in relation to the employment and treatment of employees. The grounds of discrimination in section 21 of the Act include religious belief, ethical belief, colour, race, ethnic or national origins, disability, age, political opinion, sex, employment status, family status, sexual orientation and marital status.

Discrimination can be direct or indirect. Direct discrimination occurs when a person is treated unfairly or less favourably than another person in the same or similar circumstances. Indirect discrimination occurs when an action or policy that appears to treat everyone in the same way, actually has a discriminatory effect on a person or group.

Kōhanga Whānau management have obligations to ensure staff are not subjected to sexual harassment. Under the Human Rights Act, employers can be liable for sexual harassment committed by their employees. Kōhanga Whānau management can work towards providing a safe physical and emotional learning environment for all by developing prevention of sexual harassment policies and procedures for children and employees.

The Act uses an expanded definition of 'employment'. It applies to employees, voluntary workers, people seeking work, and contract workers. This means the Act applies to a number of people who are not covered by other employment legislation, such as the Employment Relations Act 2000, which only applies to employees. The Act covers advertisements, job applicants, employment opportunities and conditions for employees and how employees leave their employment.

Section 102 of the Employment Relations Act 2000 provides for personal grievances under that Act. Under section 103 a personal grievance can be made because of sexual harassment by an employer or a representative of an employer.

### **Employment Relations Act 2000**

The object of the Employment Relations Act 2000 is to build employment relationships through the promotion of good faith in all aspects of the employment environment and of the employment relationship.

## **Privacy Act 2020**

Service providers must ensure that they are familiar with the principles of the Privacy Act 2020, including mandatory notification of privacy breaches when it applies from 1 December 2020, and that there are policies and procedures in place to ensure personal information is collected, stored, used and disclosed in accordance with those principles.

### Useful Resources

[Children's Act 2014](#)

[Children's Act 2014 - a practical guide](#)

[Safer organisations, Safer children \[PDF; 1.06MB\]](#)

[Police vetting for early learning services](#)

[Emergencies and traumatic incidents in ECE](#)



## Licensed Kōhanga Whānau Assurance Statement and Self-Audit Checklists

For Services Licensed under 2008 Regulatory Framework

June 2021

## How to fill out the Self-Audit Checklists and Licensed Kōhanga Whānau Assurance Statement

As part of the review process, the Education Review Office (ERO) asks the management of each licensed kōhanga to complete a **Self-Audit Checklist** and a **Licensed Kōhanga Whānau Assurance Statement (KWAS)**. The information in each of these documents assists ERO in the scoping and planning of the review.

The accuracy and validity of the information you give in the checklists and the KWAS is important for the focus of the review.

Completing the checklists and the KWAS will be a useful process for your own self review. Please read the Licensed Kōhanga Whānau Assurance Guidelines before completing these forms.

### How to fill in the Checklists

The checklists cover requirements of key interest to ERO in the following standards:

- Curriculum
- Premises and Facilities
- Health and Safety Practices
- Governance, Management and Administration

Please complete each sheet and add any further comments or explanations on the sheet of paper provided. Use extra paper if you need to. Attach any explanations or matters you are unsure about to the relevant sheet.

### How to fill in the Licensed Kōhanga Whānau Assurance Statement

After you have completed all the checklist sheets please complete and sign the KWAS. The second page of the KWAS is for your management to note areas where you are aware that you are not meeting legal requirements. There is space for you to outline the circumstances and the action you are taking on each issue. This information will be very useful for you as well as for the review.

**Please remember to attach your checklists to your Licensed Kōhanga Whānau Assurance Statement.**

## Licensed Kōhanga Whānau Assurance Statement

**To:** The Chief Review Officer  
Education Review Office

**From:** The Licensed Kōhanga Whānau Service Provider

(Name of Kōhanga)

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### Compliance Certification

Has the Kōhanga Whānau management taken all reasonable steps to meet its legal requirements including those detailed in Ministry of Education Circulars and other documents related to:

Compliance Area	Yes	No	Unsure
1 Curriculum standard			
2 Premises and facilities standard			
3 Health and safety practices standard			
4 Governance, management and administration standard			

**Areas of self-identified non-compliance and actions to be taken: see next page.**

### Attestation:

The Kōhanga Whānau management has taken all reasonable steps to meet their legal requirements including those detailed in Ministry of Education Circulars and other documents. Where non-compliance has been identified, measures are being taken to remedy this.

### *Licensed Service Provider*

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**Name**

**Signature**

**Date**

### *Kaiako/Contact Person*

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**Name**

**Signature**

**Date**





## Self-Audit Checklist - Section 1 – Curriculum standard

### What does ERO want to know?

ERO wants to know that the service provider meets the curriculum standard and the certification criteria in terms of the regulatory requirements and implements the *Early Childhood Education Curriculum Framework* as gazetted for Kōhanga reo, affiliated with Te Kōhanga Reo National Trust and has the required documentation to demonstrate compliance with the relevant criterion. *Please tick all questions including bullet points.*

### Criteria to assess curriculum standard

Please tick all questions including bullet points.		Yes	No	Unsure
<b>1</b>	<b>Professional Practice</b>			
	<i>Criterion C1: Curriculum consistent</i> Is the Kōhanga curriculum consistent with the prescribed curriculum framework that applies to Kōhanga reo?			
	<i>Criterion C2: Assessment</i> Is the Kōhanga reo curriculum informed by planning, implementation, and evaluation that demonstrates an understanding of mokopuna learning, their interests, whānau, and life contexts (documented and undocumented)?			
	<i>Criterion C3: Interactions</i> Do whānau responsible for providing learning opportunities and care enhance mokopuna learning and nurture reciprocal relationships through meaningful and positive interactions?			
	<i>Criterion C4: Adult's knowledge</i> Do the practices of whānau providing learning opportunities and care demonstrate an understanding of mokopuna learning and development, and knowledge of tikanga and good practice in Kōhanga reo?			
<b>2</b>	<b>Culture and identity</b>			
	<i>Criterion C5: Acknowledgement of tangata whenua</i> Does the Kōhanga reo curriculum acknowledge and reflect the unique place of Māori as mana whenua?			
	<i>Criterion C6: Culture</i> Does the Kōhanga reo curriculum respect and support the right of mokopuna to be confident in their own culture and respect other cultures?			
<b>3</b>	<b>Children as learners</b>			
	<i>Criterion C7: Curriculum responsive</i> Is the Kōhanga reo curriculum inclusive and responsive to mokopuna and their whānau, empowering whānau participation in mokopuna learning?			

## Criteria to assess curriculum standard

Please tick all questions including bullet points.		Yes	No	Unsure
	<p><i>Criterion C8: Language-rich environment</i> Does the Kōhanga reo curriculum ensure an environment rich in te reo and tikanga Māori?</p>			
	<p><i>Criterion C9: Range of experiences</i> Does the Kōhanga reo curriculum provide a range of indoor and outdoor experiences and opportunities in te reo to enhance and extend the whole development of mokopuna?</p>			
	<p><i>Criterion C10: Behaviour management</i> Does the Kōhanga reo curriculum support mokopuna developing social competence within their whānau context?</p>			
<b>4</b>	<p><b>Working with others</b></p> <p><i>Criterion C11: Whānau aspirations</i> Are positive steps taken to respect and acknowledge the aspirations held by whānau for their children?</p>			
	<p><i>Criterion C12: Opportunities for parents</i> Are regular opportunities (formal and informal) provided for whānau to:</p> <ul style="list-style-type: none"> <li>• communicate about mokopuna with whānau responsible for providing learning opportunities and care, sharing information of mokopuna learning; and</li> </ul>			
	<ul style="list-style-type: none"> <li>• be involved in decision-making concerning mokopuna learning?</li> </ul>			
	<p><i>Criterion C13: Seeking information</i> Is information and guidance sought when necessary from appropriate agencies as required to enable whānau responsible for providing learning opportunities and care to work effectively with mokopuna and their whānau?</p> <p>Where the service provider is not Te Kōhanga Reo National Trust, the service provider will seek information and guidance from TKRNT</p>			
<b>5</b>	<p><b>Curriculum criteria Documentation</b></p> <p>Is there documentation that provides evidence of the Kōhanga reo compliance with criteria C1 to C13?</p>			
	<p><i>Note: Documentation may take a variety of forms to suit the Kōhanga reo operation but must include:</i></p> <ol style="list-style-type: none"> <li>1. A process for providing social competence of mokopuna within their whānau context (C10);</li> </ol>			
	<ol style="list-style-type: none"> <li>2. A process for providing regular opportunities (formal and informal) for whānau to: <ul style="list-style-type: none"> <li>• communicate about mokopuna with whānau responsible for providing learning opportunities and care, and sharing information of mokopuna learning; and</li> </ul> </li> </ol>			

### Criteria to assess curriculum standard

Please tick all questions including bullet points.	Yes	No	Unsure
<ul style="list-style-type: none"> <li>• be involved in decision-making concerning mokopuna learning (C12); and</li> </ul>			
<p>3. A record of information and guidance sought from agencies and/or Te Kōhanga Reo National Trust (C13).</p>			



## Self-Audit Checklist - Section 2 – Premises and facilities standard

### What does ERO want to know?

ERO wants to know that the kōhanga meets the minimum premises and facilities standard and the licensing criteria in terms of the regulatory requirements and the service provider has the required documentation to demonstrate compliance with the relevant criterion including other relevant legislative requirements. *Please tick all questions including bullet points.*

### Criteria to assess premises and facilities standard.

Please tick all questions including bullet points.		Yes	No	Unsure
1	<i>Criterion PF1: Design and layout of premises</i> Does the design and layout of the premises:			
	<ul style="list-style-type: none"> <li>Support the provision of different types of indoor and outdoor experiences; and</li> <li>Include quiet spaces, areas for physically active play, and space for a range of individual and group learning experiences appropriate to the number, ages, and abilities of children attending?</li> </ul>			
	<i>Criterion PF2: Premises support effective supervision</i> Does the design and layout of the premises support effective adult supervision so that children's access to the licensed space (indoor and outdoor) is not unnecessarily limited?			
2	<b>General</b>			
	<i>Criterion PF3: Building Act compliance</i> Do the premises conform to any relevant bylaws of the local authority and the Building Act 2004?			
	<i>Documentation:</i> 1. Code Compliance Certificate issued under section 95 of the Building Act 2004 for any building work undertaken, or alternatively any other documentation that shows evidence of compliance.			
	2. Current Annual Building Warrant of Fitness (if the premises require a compliance schedule under section 100 of the Building Act 2004).			
	<i>Criterion PF4: Variety of equipment</i> Are sufficient quantity and variety of (indoor and outdoor) furniture, equipment, and materials provided that are appropriate for the learning and abilities of the children attending?			
<i>Criterion PF5: Safe furniture and equipment</i> Are all indoor and outdoor items and surfaces, furniture, equipment and materials safe and suitable for their intended use?				

Criteria to assess premises and facilities standard.

Please tick all questions including bullet points.	Yes	No	Unsure
<p><i>Criterion PF6: Flooring</i> Are floor surfaces durable, safe, and suitable for the range of activities to be carried out at the service (including wet and messy play), and can easily be kept clean?</p>			
<p><i>Criterion PF7: Safety glass</i> Are any windows or other areas of glass accessible to children either:</p> <ul style="list-style-type: none"> <li>• made of safety glass; or</li> </ul>			
<ul style="list-style-type: none"> <li>• covered by an adhesive film designed to hold the glass in place in the event of it being broken; or</li> </ul>			
<ul style="list-style-type: none"> <li>• effectively guarded by barriers which prevent a child striking or falling against the glass?</li> </ul>			
<p><i>Criterion PF8: Storage</i> Are there sufficient spaces for equipment and material to be stored safely?</p>			
<p>Can stored equipment and materials be easily accessed by adults, and where practicable, by children?</p>			
<p><i>Criterion PF9: Adult work space</i> Is there space for adults working at the service to:</p> <ul style="list-style-type: none"> <li>• use for planned breaks;</li> </ul>			
<ul style="list-style-type: none"> <li>• meet privately with parents and colleagues;</li> </ul>			
<ul style="list-style-type: none"> <li>• store curriculum support materials; and</li> </ul>			
<ul style="list-style-type: none"> <li>• assess, plan, and evaluate?</li> </ul>			
<p><i>Criterion PF10: Art sink</i> Are there facilities (other than those required for PF26) or alternative arrangements available for the preparation and cleaning of paint and other art materials?</p>			
<p><i>Criterion PF11: Telephone</i> Is there a telephone on which calls can be made to and from the kōhanga?</p>			
<p><i>Criterion PF12: Heating, lighting, noise, and ventilation</i> Do parts of the building or buildings used by children have:</p> <ul style="list-style-type: none"> <li>• lighting (natural or artificial) that is appropriate to the activities offered or purpose of each room;</li> </ul>			
<ul style="list-style-type: none"> <li>• ventilation (natural or mechanical) that allows fresh air to circulate (particularly in sanitary and sleep areas);</li> </ul>			
<ul style="list-style-type: none"> <li>• a safe and effective means of maintaining a room temperature of no lower than 16 degrees C; and</li> </ul>			

Criteria to assess premises and facilities standard.

Please tick all questions including bullet points.		Yes	No	Unsure
	<ul style="list-style-type: none"> <li>acoustic absorption materials if necessary to reduce noise levels that may negatively affect children's learning or wellbeing?</li> </ul>			
	<p><i>Criterion PF13: Outdoor activity space</i></p> <p>Is outdoor activity space:</p> <ul style="list-style-type: none"> <li>connected to the indoor activity space and can be easily and safely accessed by children;</li> </ul>			
	<ul style="list-style-type: none"> <li>safe, well-drained, and suitably surfaced for a variety of activities;</li> </ul>			
	<ul style="list-style-type: none"> <li>enclosed by structures and/or fences and gates designed to ensure that children are not able to leave the premises without the knowledge of adults providing education and care;</li> </ul>			
	<ul style="list-style-type: none"> <li>not unduly restricted by Resource Consent conditions with regards to its use by the service to provide for outdoor experiences; and</li> </ul>			
	<ul style="list-style-type: none"> <li>available for the exclusive use of the service during hours of operation?</li> </ul>			
	<p><i>Criterion PF14: Safe space for infants and toddlers</i></p> <p>Are there safe and comfortable (indoor and outdoor) spaces for infants, toddlers or children not walking to lie, roll, creep, crawl, pull themselves up, learn to walk, and to be protected from more mobile children? [Applies only to services licensed for under 2 year olds]</p>			
<b>3</b>	<p><b>Food preparation and eating spaces</b></p>			
	<p><i>Criterion PF15: Eating area</i></p> <p>Is there a safe and hygienic place for children attending to sit when eating?</p>			
	<p><i>Criterion PF16: Kitchen facilities</i></p> <p>Are there facilities for the hygienic preparation, storage and/or serving of food and drink that contain:</p> <ul style="list-style-type: none"> <li>a means of keeping perishable food at a temperature at or below 4 degrees C and protected from vermin and insects;</li> </ul>			
	<ul style="list-style-type: none"> <li>a means of cooking and/or heating food;</li> </ul>			
	<ul style="list-style-type: none"> <li>a means of hygienically washing dishes;</li> </ul>			
	<ul style="list-style-type: none"> <li>a sink connected to a hot water supply;</li> </ul>			
	<ul style="list-style-type: none"> <li>storage; and</li> </ul>			
	<ul style="list-style-type: none"> <li>food preparation surfaces that are impervious to moisture and can be easily maintained in a hygienic condition?</li> </ul>			
	<p><i>Criterion PF17: Kitchen access</i></p> <p>Are kitchen and cooking facilities or appliances designed, located, or fitted with safety devices to ensure that children cannot access them without assistance or supervision?</p>			

Criteria to assess premises and facilities standard.

Please tick all questions including bullet points.		Yes	No	Unsure
4	<b>Toilet and handwashing facilities</b>			
	<i>Criterion PF18: Number of toilets</i> Is there at least 1 toilet for every 1-15 persons? (Persons are defined as children aged two and older and teaching staff that count towards the required adult:child ratio.)			
	<i>Criterion PF19: Hand washing facilities</i> Is there at least 1 tap delivering warm water (over an individuals or shared handbasin) for every 15 persons (or part thereof) at the kōhanga (that is to say, children attending and adults counting towards the required adult:child ratio)?			
	<i>Criterion PF20: Toilet facilities</i> Are toilet and associated handwashing/drying facilities intended for use by children:			
	<ul style="list-style-type: none"> <li>designed and located to allow children capable of independent toileting to access them safely without adult help; and</li> </ul>			
	<ul style="list-style-type: none"> <li>adequately separated from areas of the kōhanga used for play or food preparation to prevent the spread of infection?</li> </ul>			
	<i>Criterion PF21: Hand drying facilities</i> Is there a means of drying hands for children and adults that prevents the spread of infection?			
<i>Criterion PF22: Toilet privacy</i> Is at least one of the toilets for use by children designed to provide them with a sense of privacy?				
<i>Criterion PF23: Adult toilet</i> Is there a toilet suitable for adults to use?				
5	<b>Other sanitary facilities</b>			
	<i>Criterion PF24: Water temperature control</i> Is a tempering valve or other accurate means of limiting hot water temperature installed for the requirements of criterion HS13 to be met?			
	<i>Criterion PF25: Nappy changing facilities</i> Are there safe and stable nappy changing facilities that can be kept hygienically clean?			
	Are these facilities located in a designated area near to handwashing facilities, and adequately separated from areas of the service used for play or food preparation to prevent the spread of infection?			



Criteria to assess premises and facilities standard.

Please tick all questions including bullet points.		Yes	No	Unsure
	Do the design, construction, and location of the facilities ensure that: <ul style="list-style-type: none"> <li>they are safe and appropriate for the age/weight and number of children needing to use them;</li> </ul>			
	<ul style="list-style-type: none"> <li>children's independence can be fostered as appropriate;</li> </ul>			
	<ul style="list-style-type: none"> <li>children's dignity and right to privacy is respected; and</li> </ul>			
	<ul style="list-style-type: none"> <li>some visibility from another area of the service is possible?</li> </ul>			
	<i>Criterion PF26: Bathing facilities</i>			
	<ul style="list-style-type: none"> <li>Are there suitable facilities provided for washing sick or soiled children; and</li> </ul>			
	<ul style="list-style-type: none"> <li>a procedure outlining how hygiene and infection control outcomes will be met when washing sick and soiled children?</li> </ul>			
	<i>Documentation:</i> A procedure outlining how the service will ensure hygiene and infection control outcomes are met when washing sick or soiled children.			
	<i>Criterion PF27: Isolation area</i> Is there space (away from where food is stored, prepared, or eaten) where a sick child can:			
	<ul style="list-style-type: none"> <li>be temporarily kept at a safe distance from other children (to prevent cross-infection);</li> </ul>			
	<ul style="list-style-type: none"> <li>lie down comfortably; and</li> </ul>			
	<ul style="list-style-type: none"> <li>be supervised?</li> </ul>			
	<i>Criterion PF28: First aid kit</i> Is there a first aid kit that:			
<ul style="list-style-type: none"> <li>complies with the requirements of Appendix 1 of the Licensing Criteria for Kōhanga Reo affiliated with Te Kōhanga Reo National Trust 2008; and</li> </ul>				
<ul style="list-style-type: none"> <li>is easily recognisable and readily accessible to adults; and</li> </ul>				
<ul style="list-style-type: none"> <li>is inaccessible to children?</li> </ul>				
<b>6 Sleep</b>				
<i>Criterion PF29: Design of sleep provisions</i> Are furniture and items intended for children to sleep on (such as cots, beds, stretchers, or mattresses) of a size that allows children using them to lie flat, and are of a design to ensure their safety?				

Criteria to assess premises and facilities standard.

Please tick all questions including bullet points.	Yes	No	Unsure
<p><i>Criterion PF30: Mattress coverings</i>            Are furniture and items intended for children to sleep on (such as cots, beds, stretchers, or mattresses) that will be used by more than one child over time securely covered with or made of a non-porous material (that is, a material that does not allow liquid to pass through it) that:</p> <ul style="list-style-type: none"> <li>• protects them becoming soiled;</li> </ul>			
<ul style="list-style-type: none"> <li>• allows for easy cleaning (or is disposable); and</li> </ul>			
<ul style="list-style-type: none"> <li>• does not present a suffocation hazard to children?</li> </ul>			
<p><i>Criterion PF31: Bedding</i>            Are clean individual bedding (such as blankets, sheets, sleeping bags, and pillowslips) provided for sleeping or resting children that is sufficient to keep them warm?</p>			
<p><i>Criterion PF32: Sleeping area for children</i>  <b>SESSIONAL SERVICES ONLY:</b>            Is a safe and comfortable place to sleep (such as a bed, stretcher, mattress, or couch) available for children aged two and older that require sleep or rest during a session?</p>			
<p><i>Criterion PF33: Sleeping area for children</i>  <b>ALL-DAY SERVICES ONLY:</b>            Is space available for children aged two and older to sleep or rest for a reasonable period of time each day?</p>			
<p>If space used for sleeping or resting is part of the activity space, are there alternative spaces for children not sleeping or resting as necessary?</p>			
<p><i>Criterion PF34: Sleeping provisions for children</i>  <b>ALL-DAY SERVICES ONLY:</b>            Are furniture or items intended for children to sleep on (such as cots, beds, stretchers, or mattresses,) available for the sleep or rest of children aged two and older?</p>			
<p><i>Criterion PF35: Sleeping area</i>  <b>SESSIONAL SERVICES ONLY:</b>            Is a designated space available to support the provision of a restful sleep for children under the age of two at any time they are attending?</p>			
<p>Is this space located and designed to:</p> <ul style="list-style-type: none"> <li>• minimise fluctuations in temperature, noise and lighting levels;</li> </ul>			
<ul style="list-style-type: none"> <li>• allow adequate supervision; and</li> </ul>			
<ul style="list-style-type: none"> <li>• accommodate at least the requirements of criterion PF36, when arranged in accordance with criterion HS10</li> </ul>			

Criteria to assess premises and facilities standard.

Please tick all questions including bullet points.		Yes	No	Unsure
	<p><i>Criterion PF36: Child-to-cot ratios</i>  <b>SESSIONAL SERVICES ONLY:</b>                      Are furniture or items intended for children to sleep on (such as cots, stretchers, or mattresses) provided at a ratio of at least one to every 5 children under the age of two?</p>			
	<p><i>Criterion PF37: Sleeping area</i>  <b>ALL-DAY SERVICES ONLY:</b>                      Is a designated space available to support the provision of restful sleep for children under the age of two at any time they are attending?</p>			
	<p>Is this space located and designed to:</p> <ul style="list-style-type: none"> <li>• minimise fluctuations in temperature, noise and lighting levels;</li> </ul>			
	<ul style="list-style-type: none"> <li>• allow adequate supervision; and</li> </ul>			
	<ul style="list-style-type: none"> <li>• accommodate at least the requirements of Criterion PF38, when arranged in accordance with Criterion HS10?</li> </ul>			
	<p><i>Criterion PF38: Child-to-cot ratios</i>  <b>ALL-DAY SERVICES ONLY:</b>                      Are furniture and items intended for children to sleep on (such as cots, beds, stretchers, or mattresses) provided at a ratio of at least one to every 2 children under the age of two?</p>			
7	<p>Are there access and facilities for persons with disabilities to and within the kōhanga building? [<i>This is the building owner's responsibility</i>].</p>			
8	<p>Checked that the swimming pool meets the requirements set out in the MOE's <a href="#">Safety at the pool</a> ; <a href="#">Building Code (including the new Clause F9 for pool fencing)</a> (external link); <a href="#">NZS 8500:2006 'Safety barriers and fences around swimming pools'</a></p> <p><i>[Write N/A if not applicable]</i></p>			



## Self-Audit Checklist - Section 3 – Health and safety practices standard

### What does ERO want to know?

ERO wants to know that the service provider meets the minimum health and safety practices standard and the licensing criteria in terms of the regulatory requirements and has the required documentation to demonstrate compliance with the relevant criterion including other relevant legislative requirements. *Please tick all questions including bullet points.*

### Criteria to assess Health and safety practices standard

Please tick all questions including bullet points.		Yes	No	Unsure
<b>1</b>	<b>Hygiene</b>			
	<i>Criterion HS1: Premises maintained and hygienic</i> Are the premises, furniture, fittings, equipment, and materials kept safe, hygienic and maintained in good condition?			
	<i>Criterion HS2: Linen</i> Is linen used by children or adults hygienically laundered?			
	<i>Documentation:</i> A procedure for the hygienic laundering (off-site or on-site) of linen used by the children or adults.			
	<i>Criterion HS3: Nappy changing procedure</i> Is there a procedure for the changing (and disposal, if appropriate) of nappies displayed near the nappy changing facilities and consistently implemented?			
	<i>Documentation:</i> A procedure for the changing (and disposal, if appropriate) of nappies. The procedure aims to ensure: <ul style="list-style-type: none"> <li>• safe and hygienic practices; and</li> <li>• that children are treated with dignity and respect.</li> </ul>			
<b>2</b>	<b>Emergencies</b>			
	<i>Criterion HS4: Fire evacuation scheme</i> Do the premises have a current Fire Evacuation Scheme approved by the New Zealand Fire and Emergency NZ?			
	<i>Documentation:</i> A current Fire Evacuation Scheme approved by the New Zealand Fire and Emergency NZ.			
	<i>Criterion HS5: Safe assembling areas</i> Has the service provider ensured that designated assembly areas for evacuation purposes do not unnecessarily place children at further risk?			

## Criteria to assess Health and safety practices standard

Please tick all questions including bullet points.		Yes	No	Unsure
	<p><i>Criterion HS6: Securing furniture</i></p> <p>Are heavy furniture, fixtures, and equipment that could fall or topple and cause serious injury or damage secured?</p>			
	<p><i>Criterion HS 7: Emergency supplies</i></p> <p>Is there a written emergency plan and supplies to ensure the care and safety of children attending the service?</p>			
	<p>Does the plan include evacuation procedures for the service's premises, which apply in a variety of emergency situations consistent with the Fire Evacuation Scheme for the building?</p>			
	<p><i>Documentation:</i></p> <p>A written emergency plan that includes at least:</p> <ul style="list-style-type: none"> <li>An evacuation procedure for the premises.</li> </ul>			
	<ul style="list-style-type: none"> <li>a list of safety emergency supplies/resources sufficient for the age and number of children/adults at the service and details of how these will be maintained/accessed in an emergency</li> </ul>			
	<ul style="list-style-type: none"> <li>details of the roles/responsibilities that will apply during an emergency situation</li> </ul>			
	<ul style="list-style-type: none"> <li>a communication plan for families and support services</li> </ul>			
	<ul style="list-style-type: none"> <li>evidence of review of the plan on an, at least annual basis and implementation of improved practices as required.</li> </ul>			
	<p><i>Criterion HS8: Emergency drills</i></p> <p>Are adults providing education and care familiar with relevant emergency drills and carry these out with the children on an at least three-monthly basis</p>			
	<p><i>Documentation:</i></p> <p>A record of emergency drills carried out and evidence of how evaluation of the drills has informed the annual review of the service's emergency plan.</p>			
<b>3</b>	<p><b>Sleep</b></p> <p><i>Criterion HS9: Sleep monitoring</i></p> <p>Is a procedure for monitoring children's sleep displayed and implemented and a record of children's sleep times kept?</p>			
	<p><i>Documentation:</i></p> <p>1. A procedure for monitoring children's sleep. The procedure ensures that children:</p> <ul style="list-style-type: none"> <li>do not have access to food or liquids while in bed; and</li> </ul>			
	<ul style="list-style-type: none"> <li>are checked for warmth, breathing, and general well-being at least every 5 – 10 minutes, or more frequently according to individual needs?</li> </ul>			

## Criteria to assess Health and safety practices standard

Please tick all questions including bullet points.		Yes	No	Unsure
	2. A record of the time each child left in the care of the service sleeps, and checks made by adults during that time?			
	<i>Criterion HS10: Cot spacing</i> Are furniture or items intended for children to sleep on (such as cots, beds, stretchers, or mattresses) arranged and spaced when in use so that: <ul style="list-style-type: none"> <li>adults have clear access to at least one side (meaning the length, not the width);</li> </ul>			
	<ul style="list-style-type: none"> <li>the area surrounding each child allows air movement to minimise the risk of spreading illness; and</li> </ul>			
	<ul style="list-style-type: none"> <li>children able to sit or stand can do so safely as they wake?</li> </ul>			
	<i>Criterion HS11: Storage and sleeping provisions</i> If not permanently set up, is furniture or items intended for children to sleep on (such as cots, beds, stretchers, or mattresses) and bedding hygienically stored when not in use?			
<b>4</b>	<b>Hazards and excursions</b>			
	<i>Criterion HS12: Hazard management</i> Are equipment, premises and facilities regularly checked for hazards to children?			
	Are accident/incident records analysed to identify hazards and appropriate action taken?			
	Are all practicable steps taken to eliminate, isolate, or minimise hazards to the safety of children?			
	Does consideration of hazards include: <ul style="list-style-type: none"> <li>cleaning agents, medicines, poisons, and other hazardous materials;</li> </ul>			
	<ul style="list-style-type: none"> <li>electrical sockets and appliances (particularly heaters);</li> </ul>			
	<ul style="list-style-type: none"> <li>hazards present in kitchen or laundry facilities;</li> </ul>			
	<ul style="list-style-type: none"> <li>vandalism, dangerous objects, and foreign materials (e.g. broken glass, animal droppings);</li> </ul>			
	<ul style="list-style-type: none"> <li>the condition and placement of learning, play and other equipment;</li> </ul>			
	<ul style="list-style-type: none"> <li>windows and other areas of glass;</li> </ul>			
	<ul style="list-style-type: none"> <li>poisonous plants; and</li> </ul>			
	<ul style="list-style-type: none"> <li>bodies of water?</li> </ul>			

## Criteria to assess Health and safety practices standard

Please tick all questions including bullet points.	Yes	No	Unsure
<p><i>Documentation:</i> A documented risk management system.</p>			
<p><i>Criterion HS13: Hot water taps</i> Is the temperature of warm water delivered from taps that are accessible to children no higher than 40 degrees C, and comfortable for children at the kōhanga to use?</p>			
<p><i>Criterion HS14: Hot water temperature</i> Is water stored in any hot water cylinder kept at a temperature of as least 60 degrees C?</p>			
<p><i>Criterion HS15: Noise levels</i> Are all practicable steps taken to ensure that noise levels do not unduly interfere with normal speech and/or communication, or cause any child attending distress or harm?</p>			
<p><i>Criterion HS16: Animals</i> Are safe and hygienic handling practices implemented with regard to any animals at the kōhanga?</p>			
<p>Are all animals able to be restrained?</p>			
<p><i>Criterion HS17: Excursions</i> Whenever children leave the premises on an outing or excursion:</p> <ul style="list-style-type: none"> <li>• Is assessment and management of risk undertaken, and are adult:child ratios determined accordingly?</li> </ul>			
<ul style="list-style-type: none"> <li>• Ratios are not less than the required adult:child ratio?</li> </ul>			
<ul style="list-style-type: none"> <li>• Are the first aid requirements in <i>critierion HS25</i> met in relation to those children and any children remaining at the premises?;</li> </ul>			
<ul style="list-style-type: none"> <li>• Have parents given prior written approval of their child’s participation and of the proposed ratio for:               <ol style="list-style-type: none"> <li>i. regular excursions at the time of enrolment; and</li> </ol> </li> </ul>			
<ol style="list-style-type: none"> <li>ii. special outings or excursions prior to the outing or excursion taking place; and</li> </ol>			
<ul style="list-style-type: none"> <li>• Are there communication systems in place so that people know where the children are, and adults can communicate with others as necessary?</li> </ul>			
<p>When children leave the premises on a regular or special outing or excursion is the outing or excursion approved by the Person Responsible (<i>i.e the person primarily responsible for the education, care, comfort, and health and safety of mokopuna</i>)?</p>			



## Criteria to assess Health and safety practices standard

Please tick all questions including bullet points.		Yes	No	Unsure
	Documentation A record of outings or excursions. Records include:			
	<ul style="list-style-type: none"> <li>the names of adults and children involved;</li> </ul>			
	<ul style="list-style-type: none"> <li>the time and date of the outing;</li> </ul>			
	<ul style="list-style-type: none"> <li>the location and method of travel;</li> </ul>			
	<ul style="list-style-type: none"> <li>assessment and management of risk;</li> </ul>			
	<ul style="list-style-type: none"> <li>adult:child ratios;</li> </ul>			
	<ul style="list-style-type: none"> <li>evidence of parental permission and approval of adult:child ratios for regular outings or excursions;</li> </ul>			
	<ul style="list-style-type: none"> <li>evidence of parental permission and approval of adult:child ratios for special outings or excursions; and</li> </ul>			
	<ul style="list-style-type: none"> <li>the signature of the Person Responsible giving approval for the excursion to take place.</li> </ul>			
	<i>Criterion HS18: Travelling in vehicles</i>			
	If children travel in a motor vehicle while in the care of the Kōhanga:			
	<ul style="list-style-type: none"> <li>is each child restrained as required by Land Transport legislation?</li> </ul>			
	<ul style="list-style-type: none"> <li>are the required adult:child ratios maintained, and</li> </ul>			
	<ul style="list-style-type: none"> <li>is the written permission of a parent of the child obtained before the travel begins (unless the child is travelling with their parent)?</li> </ul>			
	<p><i>Documentation:</i> Evidence of parental permission for any travel by motor vehicle. In most cases, this requirement will be met by the excursion records required for <i>criterion HS17</i>. Kōhanga that provide transport for mokopuna to and /or from the Kōhanga must also gain written permission from a parent upon enrolment.</p>			
<b>5</b>	<b>Food and drink</b>			
	<p><i>Criterion HS19: Food and nutrition</i> Is food served at appropriate times to meet nutritional needs of each child while they are attending?</p>			
	Where food is provided by the Kōhanga, is it of sufficient variety, quantity, and quality to meet the nutritional and developmental needs of each child?			
	When food is provided by parents, does the kōhanga encourage and promote healthy eating guidelines?			

## Criteria to assess Health and safety practices standard

Please tick all questions including bullet points.		Yes	No	Unsure
	<p><i>Documentation:</i> A record of all food served during the kōhanga hours of operation (other than that provided by parents for their own children). Records show the type of food provided, and are available for inspection for 3 months after the food is served.</p>			
	<p><i>Criterion HS20: Food Hygiene</i> Is food prepared, served, and stored hygienically?</p>			
	<p><i>Criterion HS21: Water supply</i> Is an ample supply of water that is fit to drink available for children at all times, and are older children able to access this water independently?</p>			
	<p><i>Criterion HS22: Supervision while eating</i> Are children supervised and seated while eating?</p>			
	<p>Where food is provided by the service, foods that pose a high choking risk are not to be served unless prepared in accordance with best practice as set out in <a href="#">Ministry of Health: Reducing food-related choking for babies and young children at early learning services</a></p>			
	<p>Where food is provided by parents, the service promotes best practices as set out in <a href="#">Ministry of Health: Reducing food-related choking for babies and young children at early learning services</a> and Must provide to all parents at the time of enrolment a copy of Ministry of Health: Reducing food-related choking for babies and young children at early learning services.</p>			
	<p><i>Criterion HS23: Feeding infants</i> <b>APPLIES ONLY TO SERVICES LICENSED FOR UNDER 2 YEAR OLDS:</b> Are infants under the age of 6 months and other children unable to drink independently held semi-upright when being fed?</p>			
	<p>Is any infant food given to a child under the age of 12 months of a type approved by the child's parent?</p>			
<b>6</b>	<p><b>Child health and wellbeing</b></p>			
	<p><i>Criterion HS24: Room temperature</i> Are rooms used by children kept at a comfortable temperature no lower than 16 degrees C (at 500mm above the floor) while children are attending?</p>			
	<p><i>Criterion HS25: First aid qualifications</i> Is an adult present at all times for every 25* children attending (or part thereof) who:</p> <ul style="list-style-type: none"> <li>• holds a current First Aid qualification gained from a New Zealand Qualifications Authority accredited first aid training provider; or</li> </ul>			
	<ul style="list-style-type: none"> <li>• is a registered medical practitioner or nurse with a current practising certificate? or</li> </ul>			

## Criteria to assess Health and safety practices standard

Please tick all questions including bullet points.	Yes	No	Unsure
<ul style="list-style-type: none"> <li>is a qualified ambulance officer or paramedic?</li> </ul> <p><i>*(Note: applies from 8 April 2021)</i></p>			
<p>If a child is injured, is any required first aid administered or supervised by an adult meeting these requirements?</p>			
<p><i>Documentation:</i></p> <p>1. A record of all injuries that occur at the service that include:</p> <ul style="list-style-type: none"> <li>the child's name;</li> </ul>			
<ul style="list-style-type: none"> <li>the date, time, and description of the incident;</li> </ul>			
<ul style="list-style-type: none"> <li>actions taken and by whom; and</li> </ul>			
<ul style="list-style-type: none"> <li>evidence of parental knowledge of the incident.</li> </ul>			
<p>2. Copies of current first aid (or medical practising) certificates for adults counting towards this requirement.</p>			
<p><i>Criterion HS26: Controlling infection</i></p> <p>Are all practicable steps taken to ensure that children do not come into contact with any person (adult or child) on the premises who is suffering from a disease or condition likely to be passed on to children and likely to have a detrimental effect on them?</p>			
<p><i>Specifically:</i></p> <ul style="list-style-type: none"> <li>Is the action specified in Appendix 2 of the <i>Licensing Criteria for Kōhanga Reo affiliated with Te Kōhanga Reo National Trust 2008</i> taken for any person (adult or child) suffering from particular infectious diseases? and</li> </ul>			
<ul style="list-style-type: none"> <li>Are children who become unwell while attending the service kept at a safe distance from other children (to minimise the spread of infection) and returned to the care of a parent or other person authorised to collect the child without delay?</li> </ul>			
<p><i>Criterion HS27: Medical assistance</i></p> <p>Are all practicable steps taken to get immediate medical assistance for a child who is seriously injured or becomes seriously ill, and to notify a parent or caregiver of what has happened?</p>			
<p><i>Documentation:</i></p> <p>A record of serious illnesses and incidents that occur at the kōhanga (see HS25 for the requirement to record injuries).</p>			
<p>Records include:</p> <ul style="list-style-type: none"> <li>the child's name;</li> </ul>			
<ul style="list-style-type: none"> <li>the date, time, and description of the incident;</li> </ul>			
<ul style="list-style-type: none"> <li>actions taken and by whom; and</li> </ul>			

## Criteria to assess Health and safety practices standard

Please tick all questions including bullet points.	Yes	No	Unsure
<ul style="list-style-type: none"> <li>evidence of parental knowledge of the incident.</li> </ul>			
<p>A procedure outlining the service's response to injury, illness and incident, including the review and implementation of practice as required.</p>			
<p><i>Criterion HS28: Medicine administration</i> Has the service provider ensured that medicine (prescription and non-prescription) is not given to a child unless it is given:</p> <ul style="list-style-type: none"> <li>by a doctor or ambulance personnel in an emergency; or</li> </ul>			
<ul style="list-style-type: none"> <li>by the parent of the child; or</li> </ul>			
<ul style="list-style-type: none"> <li>with the written authority (appropriate to the category of medicine) of a parent.</li> </ul>			
<p>Are medicines stored safely and appropriately, and disposed of, or sent home with a parent (if supplied in relation to a specific child) after the specified time?</p>			
<p><i>Documentation:</i> 1. A record of the written authority from parents for the administration of medicine in accordance with the requirement for the Category of medicine outlined in Appendix 3 of the <i>Licensing Criteria for Kōhanga Reo affiliated with Te Kōhanga Reo National Trust 2008</i>.</p>			
<p>2. A record of all medicine (prescription and non-prescription) given to children attending the kōhanga. Records include:</p>			
<ul style="list-style-type: none"> <li>name of the child;</li> </ul>			
<ul style="list-style-type: none"> <li>name and amount of medicine given;</li> </ul>			
<ul style="list-style-type: none"> <li>date and time medicine was administered and by whom; and</li> </ul>			
<ul style="list-style-type: none"> <li>evidence of parental acknowledgement.</li> </ul>			
<p><i>Criterion HS29: Administering medicines training</i> Are adults who administer medicine to children (other than their own) provided with information and/or training relevant to the task?</p>			
<p><i>Documentation:</i> A record of training and/or information provided to adults who administer medicine to children (other than their own) while at the kōhanga.</p>			
<p><i>Criterion HS30: Washing children</i> Are children washed when they are soiled or pose a health risk to themselves or others?</p>			

## Criteria to assess Health and safety practices standard

Please tick all questions including bullet points.		Yes	No	Unsure
7	<b>Child protection</b>			
	<i>Criterion HS31: Child protection</i> Is a process for the prevention of child abuse implemented, and is a procedure for responding to suspected child abuse followed when required?			
	<i>Documentation:</i> 1. The written child protection policy contains:			
	<ul style="list-style-type: none"> <li>provisions for the service's identification and reporting of child abuse and neglect;</li> </ul>			
	<ul style="list-style-type: none"> <li>information about the practices the service employs to keep children safe from abuse and neglect; and</li> </ul>			
	<ul style="list-style-type: none"> <li>information about how the service will respond to suspected child abuse and neglect.</li> </ul>			
	<ul style="list-style-type: none"> <li>The policy is reviewed every 3 years?</li> </ul>			
	2. A procedure that sets out how the service will identify and respond to suspected child abuse and/or neglect.			
	<i>Criterion HS32: Inappropriate material</i> Are all practicable steps taken to protect children from exposure to inappropriate material (for example, of an explicitly sexual or violent nature)?			
<i>Criterion HS33: Alcohol</i> Has the service provider ensured that no person on the premises uses, or is under the influence of alcohol, or any other substance that has a detrimental effect on their functioning or behaviour during the service's hours of operation?				
<i>Criterion HS34: Incident notification to Te Kōhanga Reo National Trust</i> Where there is serious injury or illness or incident involving a child while at the services that is required to be notified to a specified agency, the service provider must also notify Te Kōhanga Reo National Trust who will advise the MOE at the same time.				
Documentation: A copy of the notification sent to the specified agency.				
8	<b>Children's Act 2014</b> <b>Child Protection Policy* Checklist</b> <i>Introduction and principles</i> (a) Does the written policy contain -			
	<ul style="list-style-type: none"> <li>(i) an overview and summary, including the purpose, intended audience and scope?</li> <li>(ii) a purpose statement that outlines why it is needed and what outcomes the policy is intended to achieve?</li> </ul>			

## Criteria to assess Health and safety practices standard

Please tick all questions including bullet points.	Yes	No	Unsure
(b) Is it clear who the policy applies to and reviewed every 3 years?			
(c) Are the principles for making and acting on decisions concerning child protection clearly stated in the policy?			
(d) Are key terms and concepts defined?			
<i>Guidance and protocols</i> (e) Is detailed guidance on identifying possible abuse or neglect included?			
(f) Are specific instructions on how to respond to suspected abuse or neglect included (including escalation, reporting and documenting)?			
(g) Are there clear guidelines on how to respond to disclosures by children?			
(h) Is it clear what happens if a concern is raised or an allegation made that involves a staff member?			
<i>Additional guidance</i> (i) Does the policy - (i) provide clear guidance for staff about confidentiality and information sharing?			
(ii) confirm the services ongoing commitment to appropriate training, development and supervision in child protection?			
(iii) include information on related documentation and commitments to regularly review the policy?			
<p><b>Note:</b> *All kōhanga reo need to put a child protection policy in place that meets the requirements of the CA. The above policy checklist is based on the Children's Action Plan, chapter 3, Safer Organisations, Safer Children Guidelines, website – <a href="http://www.childrensactionplan.govt.nz">www.childrensactionplan.govt.nz</a>.</p> <p>Please refer to chapter 4 of the Guidelines for assistance with each element of the checklist.</p> <p>Further reference: <a href="#">Children's Act 2014 - a practical guide</a></p>			



## Self-Audit Checklist - Section 4 – Governance, Management and Administration Standards

### What does ERO want to know?

ERO wants to know that the service provider meets the governance, management and administration standard and the licensing criteria in terms of the regulatory requirements and has the required documentation to demonstrate compliance with the relevant criterion including other relevant legislative requirements. *Please tick all questions including bullet points.*

### Criteria to assess Governance, Management and Administration Standard

Please tick all questions including bullet points.		Yes	No	Unsure
1	<b>Parent involvement and information</b>			
	<i>Criterion GMA1: Display of information</i> Are the following prominently displayed at the service for parents and visitors:			
	<ul style="list-style-type: none"> <li>the <i>Education (Early Childhood Services) Regulations 2008</i>, and the <i>Licensing Criteria for Kōhanga Reo affiliated with Te Kōhanga National Trust 2008</i>;</li> </ul>			
	<ul style="list-style-type: none"> <li>the full names and qualifications of each person counting towards regulated qualification requirements [<i>N/A if not applicable</i>];</li> </ul>			
	<ul style="list-style-type: none"> <li>the kōhanga current licence certificate; and</li> </ul>			
	<ul style="list-style-type: none"> <li>a procedure people should follow if they wish to complain about non-compliance with the Regulations or criteria?</li> </ul>			
	<i>Documentation</i> A procedure people should follow if they wish to complain about non-compliance with Regulations or criteria. The procedure includes the option to contact the local Ministry of Education office and provides contact details.			
	<i>Criterion GMA2: Parent access to information</i> Are parents advised how to access:			
	<ul style="list-style-type: none"> <li>information concerning their child?</li> </ul>			
	<ul style="list-style-type: none"> <li>the kōhanga operational documents; and</li> </ul>			
	<ul style="list-style-type: none"> <li>the most recent Education Review Office report regarding the kōhanga?</li> </ul>			
	<i>Documentation</i> Written information letting parents know how to access:			
<ul style="list-style-type: none"> <li>information concerning their child;</li> </ul>				
<ul style="list-style-type: none"> <li>the service's operational documents; and</li> </ul>				
<ul style="list-style-type: none"> <li>the most recent ERO report regarding the kōhanga.</li> </ul>				



## Criteria to assess Governance, Management and Administration Standard

Please tick all questions including bullet points.		Yes	No	Unsure
	<p><i>Criterion GMA3: Information provided to parents</i></p> <p>Is information provided to parents about:</p> <ul style="list-style-type: none"> <li>• how they can be involved in the kōhanga;</li> </ul>			
	<ul style="list-style-type: none"> <li>• any fees charged by the kōhanga; [N/A if not applicable]</li> </ul>			
	<ul style="list-style-type: none"> <li>• the amount and details of the expenditure of any Ministry of Education funding received by the kōhanga; and</li> </ul>			
	<ul style="list-style-type: none"> <li>• any planned reviews and consultation?</li> </ul>			
	<p><i>Documentation:</i></p> <p>Written information letting parents know:</p>			
	<ul style="list-style-type: none"> <li>• how they can be involved in the kōhanga;</li> </ul>			
	<ul style="list-style-type: none"> <li>• any fees charged by the kōhanga;</li> </ul>			
	<ul style="list-style-type: none"> <li>• the amount and details of the expenditure of any Ministry of Education funding received by the kōhanga; and</li> </ul>			
	<ul style="list-style-type: none"> <li>• about any planned reviews and consultation.</li> </ul>			
	<p><i>Criterion GMA4: Parent involvement</i></p> <p>Are parents of children attending the kōhanga and adults providing education and care provided with opportunities to contribute to the development and review of the kōhanga operational documents (such as philosophy, policies, and procedures any other documents that set out how day to day operations will be conducted)?</p>			
<p><i>Documentation:</i></p> <p>Evidence of opportunities provided for parents and adults providing education and care to contribute to the development and review of the service's operational documents.</p>				
<b>2</b>	<p><b>Professional practices</b></p> <p><i>Criterion GMA5: Philosophy statement</i></p> <p>Is there a philosophy statement that guides the kōhanga's operation?</p>			
	<p><i>Documentation:</i></p> <p>A written statement expressing the kōhanga's beliefs, values, and attitudes about the provision of early childhood education and care.</p>			
	<p><i>Criterion GMA6: Self-review</i></p> <p>Is there an ongoing process of self-review to help the kōhanga maintain and improve the quality of its education and care.</p>			
	<p><i>Documentation:</i></p> <ul style="list-style-type: none"> <li>• A process of reviewing and evaluating the kōhanga operation (for example, learning and teaching practices, philosophy, policies, and procedures) by the people involved in the service. The process is consistent with <i>criterion GMA4</i>, and includes a schedule showing timelines for planned review of different areas of operation.</li> </ul>			

## Criteria to assess Governance, Management and Administration Standard

Please tick all questions including bullet points.		Yes	No	Unsure
	<ul style="list-style-type: none"> <li>Recorded outcomes from the review process.</li> </ul>			
	<p><i>Criterion GMA7: Human resource management</i></p> <p>Are suitable human resource management practices implemented?</p>			
	<p><i>Documentation:</i></p> <p>Processes for human resource management; including:</p>			
	<ul style="list-style-type: none"> <li>selection and appointment procedures;</li> </ul>			
	<ul style="list-style-type: none"> <li>job/role descriptions;</li> </ul>			
	<ul style="list-style-type: none"> <li>induction procedures into the service;</li> </ul>			
	<ul style="list-style-type: none"> <li>a system of regular appraisal;</li> </ul>			
	<ul style="list-style-type: none"> <li>provision for professional development;</li> </ul>			
	<ul style="list-style-type: none"> <li>a definition of serious misconduct; and</li> </ul>			
	<ul style="list-style-type: none"> <li>discipline/dismissal procedures.</li> </ul>			
	<p><i>Criterion GMA7A: Safety checks</i></p> <ul style="list-style-type: none"> <li>Are all children's workers who have access to children safety checked in accordance with the Children's Act 2014?</li> </ul>			
	<ul style="list-style-type: none"> <li>Are the safety checks undertaken and the results obtained before the worker has access to children?</li> </ul>			
	<ul style="list-style-type: none"> <li>Are the results of the safety checks recorded and the record kept as long as the person is employed at the service?</li> </ul>			
	<ul style="list-style-type: none"> <li>Is every children's worker safety checked every three years?</li> </ul>			
	<ul style="list-style-type: none"> <li>Are safety checks carried out by the employer or an organisation acting on their behalf?</li> </ul>			
	<p><i>Documentation</i></p> <ul style="list-style-type: none"> <li>A written procedure for safety checking of all children's workers before they have access to children that meets the safety checking requirements of the Children's Act 2014; and</li> </ul>			
	<ul style="list-style-type: none"> <li>A record of all safety checks and the results.</li> </ul> <p>[Refer also to question 9 below]</p>			

## Criteria to assess Governance, Management and Administration Standard

Please tick all questions including bullet points.		Yes	No	Unsure
3	<b>Planning and documentation</b> <i>Criterion GMA8: Annual plan</i> Is there an annual plan to guide the kōhanga's operation?			
	<i>Documentation:</i> An annual plan identifying 'who', 'what', and, 'when' in relation to key tasks undertaken each year.			
	<i>Criterion GMA9: Annual budget</i> Is there an annual budget to guide financial expenditure?			
	<i>Documentation:</i> An annual budget setting out the kohanga's estimated revenue and expenses for the year. The budget includes at least:			
	<ul style="list-style-type: none"> <li>staffing costs, including leave entitlements;</li> </ul>			
	<ul style="list-style-type: none"> <li>professional development costs;</li> </ul>			
	<ul style="list-style-type: none"> <li>equipment and material costs for the ongoing purchase of new equipment and consumable materials; and</li> </ul>			
	<ul style="list-style-type: none"> <li>provision for operational costs (such as electricity, telephone, food purchases, and other day to day items) and maintenance of the premises as appropriate.</li> </ul>			
	<i>Criterion GMA10: Enrolment records</i> Are enrolment records maintained for each child attending?			
	Are records kept for at least 7 years?			
	<i>Documentation:</i> Enrolment records for each child currently attending and for those who have attended in the previous 7 years. Records meet the requirements of the Early Childhood Education Funding Handbook and include at least:			
	<ul style="list-style-type: none"> <li>the child's full name, date of birth, and address;</li> </ul>			
	<ul style="list-style-type: none"> <li>the name and address of at least 1 parent;</li> </ul>			
<ul style="list-style-type: none"> <li>details of how at least 1 parent (or someone nominated by them) can be contacted while the child attends the service;</li> </ul>				
<ul style="list-style-type: none"> <li>the name of the medical practitioner (or medical centre) who should, if practicable, be consulted if the child is ill or injured;</li> </ul>				
<ul style="list-style-type: none"> <li>details of any chronic illness/condition that the child has, and of any implications or actions to be followed in relation to that illness/condition;</li> </ul>				

## Criteria to assess Governance, Management and Administration Standard

Please tick all questions including bullet points.		Yes	No	Unsure
	<ul style="list-style-type: none"> <li>the names of the people authorised by the parent to collect the child; and</li> </ul>			
	<ul style="list-style-type: none"> <li>any court orders affecting day to day care of, or contact with, the child.</li> </ul>			
	<p><i>Criterion GMA11: Attendance records</i> Is an attendance record maintained that shows the times and dates of every child's attendance at the kohanga? Are records kept for at least 7 years?</p>			
	<p>Documentation: An attendance record that meets the requirements outlined in the <i>MOE - Early Childhood Education Funding Handbook</i> for children currently attending, and children who have attended in the previous 7 years?</p>			
	<p>Criterion GMA12: Documentation available Is required documentation made available as appropriate to parents and Government officials having right of entry to the service under sections 27 and 622 of the <i>Education and Training Act 2020</i>? [Note: refer to <a href="http://www.legislation.govt.nz">http://www.legislation.govt.nz</a> for free access to the <i>Education and Training Act 2020</i>]</p>			
<b>4</b>	<p><b>Health Immunisation</b> Are there policies or procedures in place to ensure the requirements of the Health (Immunisation) Regulations 1995 are met? Refer -<a href="#">Immunisation Guidelines for Early Childhood Services and ...</a></p>			
<b>5</b>	<p><b>Privacy Act 2020</b> Are there policies and procedures in place to ensure the requirements of the Privacy Act 2020* are met in relation to information about children and the parents/caregivers of those children who attend the service; and</p>			
	<p>Are these policies/procedures regularly reviewed and implemented appropriately?  *[Note; this Act applies from 1 December 2020]</p>			
<b>6</b>	<p><b>Human Rights</b> Are all policies/procedures regularly reviewed, and implemented to ensure compliance with the Human Rights Act 1993?</p>			
<b>7</b>	<p><b>Police vetting</b> Has the service provider obtained a Police vet for every person:  (a) whom the service provider appoints or intends to appoint to a position at the early childhood service; and</p>			
	<p>(b) who is to work at the service during normal opening hours; and</p>			

## Criteria to assess Governance, Management and Administration Standard

Please tick all questions including bullet points.		Yes	No	Unsure
	c) who is not a registered teacher or holder of a limited authority to teach [LAT]?			
	Has the service provider obtained a Police vet of every contractor, or employee of a contractor who has, or is likely to have unsupervised access to children at the service during normal opening hours?			
	Has the service provider ensured that the Police vet is obtained before every person/contractor or their employee noted above has, or is likely to have unsupervised access to students at the service during normal opening hours?			
	Has the service provider obtained a Police vet every three years of every person /contractor or their employee noted above who still works at the service?			
	<p><i>References: s 25 E&amp;T Act 2020, Clauses 1,2,3, and 8 Schedule 4 Education and Training Act 2020.</i></p> <p><b>Note:</b> Nothing in the provisions above limits or affects Part 3 of the Children’s Act 2014 in relation to the safety checking of children’s workers [refer clause 14 of Schedule 4 E&amp;T Act 2020].</p> <p><a href="#">25 Police vetting in respect of early childhood services</a></p> <p><a href="#">Schedule 4</a></p> <p><a href="#">Police vetting</a></p>			
<b>8</b>	<p><b>Fit and Proper Persons</b></p> <p>Has the kōhanga whānau management advised the Secretary for Education of any change of his/her circumstances of the kind referred to in the statutory declaration made under Regulation 7?</p> <p>[Ref: <i>Regulation 7 and 35 of the Education (Early Childhood Services) Regulations 2008</i>]</p> <p><a href="#">7 Applicant must make statutory declaration</a></p> <p><a href="#">35 Continuing duty to advise of change of circumstances</a></p> <p>[Note: Write N/A if not applicable. Refer to <a href="http://www.legislation.govt.nz">http://www.legislation.govt.nz</a> for free access to the <i>Education (Early Childhood Services) Regulations 2008</i>]</p>			

## Criteria to assess Governance, Management and Administration Standard

Please tick all questions including bullet points.		Yes	No	Unsure
9	<b>Safety Checking of Workforce</b>			
	For <i>persons</i> that the management <i>proposes</i> to employ or engage as a paid <i>children's worker*</i> , the following checks have been undertaken:			
	<i>Identity Confirmation, either by:</i>			
	(a) using an electronic identity credential to check that the identity is not claimed by someone else; or			
	b) checking an original primary identity document (eg NZ passport); and			
	c) a secondary identity document (eg NZ driver licence); [Note: if there are no photos of the person in the documents in (b), the board must require an <i>identity referee</i> to authenticate/verify identity of the staff. If the person's name is different on a document in (b) the board must require a supporting name change document from the person];			
	d) searching the board's personnel records to check that the identity has not been claimed by someone else after the board has sighted the documents in (a) or (b) including the matters under 'Note' above.			
	<i>Criminal Convictions</i>			
	e) obtaining and considering information from NZ Police vet [Note: no need for Police vet if the person already had one in the last three years or person is a registered teacher]			
	<i>Other Information</i>			
	f) obtaining and considering a chronological summary of work history for preceding five years from the person; and			
g) whether person is registered with the Teaching Council, and if so, board has confirmed this with the Education Council;				
h) obtaining and considering information from at least one referee (not related to the person or part of the extended family) and				
i) any other information the board considers relevant for risk assessment;				
j) interviewed the person, in person or by telephone or other communication technology; [Note: the requirements in (e), (g),(h) and (i) do not apply if the person is currently employed or engaged by the board in another role – write N/A in this case]				
<i>Risk Assessment</i>				
k) evaluation of all the information above to assess the risk the potential children's worker would pose to the safety of children if employed or engaged, taking into account whether the role is a core children's worker or non-core children's worker.				

## Criteria to assess Governance, Management and Administration Standard

Please tick all questions including bullet points.	Yes	No	Unsure
<p>Note:</p> <p>(i) *Children’s workers who are <i>core workers</i> work alone with or have primary responsibility or authority over children, eg teachers, person responsible or support staff. Also applies to persons undertaking unpaid children’s work as part of educational or vocational training course.</p> <p>(ii) The above checks now apply to <i>core workers</i>, and <i>non-core workers</i>.</p> <p>(iii) For details the service provider should refer to the relevant provisions of the <i>Children’s Act 2014</i>, and regulations 5 – 8 of the <i>Children’s (Requirements for Safety Checks of Children’s Workers) Regulations 2015</i> – <a href="http://www.legislation.govt.nz">http://www.legislation.govt.nz</a>.</p> <p>(iv) For more information visit: <a href="http://www.childrensactionplan.govt.nz">www.childrensactionplan.govt.nz</a> and <a href="#">Children’s worker safety checking under the Children’s Act 2014 [PDF, 1.2 MB]</a></p> <p>(v) Seek independent advice if you are uncertain.</p> <p>(vi) Keep accurate records about each aspect of the safety checking process</p>			
<p><b>10</b></p> <p><b>Reporting to Teaching Council</b></p> <p>In the following situations, has the kōhanga whānau management, as the employer, reported to the Teaching Council in compliance with the mandatory requirements under the Education and Training Act 2020: [<i>Write N/A if not applicable</i>]</p> <p>(i) When a teacher has been dismissed for any reason (section 489 )?</p> <p><a href="#">489 Mandatory reporting of dismissals and resignations</a></p>			
<p>(ii) If, within 12 months before a teacher’s resignation or expiry of the teacher’s fixed-term contract, the employer has advised the teacher that it was dissatisfied with, or intended to investigate, any aspect of the conduct of the teacher or the teacher’s competence (section 489)?</p> <p><a href="#">489 Mandatory reporting of dismissals and resignations</a></p>			
<p>(iii) If, within 12 months after a teacher has left, the employer has received a complaint about the teacher’s conduct or competence while he/she was an employee (section 490)?</p> <p><a href="#">490 Mandatory reporting of complaints received about former employees</a></p>			
<p>(iv) If the employer has reason to believe that a teacher has engaged in serious misconduct (section 491)?</p> <p><a href="#">Mandatory reporting of possible serious misconduct</a></p>			
<p>(v) If the employer is satisfied that, despite undertaking competency procedures with a teacher, the teacher has not reached the required level of competence (section 492)?</p> <p><a href="#">492 Mandatory reporting of failure to reach required level of competence</a></p>			





