

## EXAMPLES OF QUALITY IMPROVEMENT PLANNING

This action resulted from an internal evaluation focused on how well we (our service) were supporting children's oral language learning and development . It was one of two actions from this evaluation.

| What are our improvement actions?<br>How do they align to Ngā Rāpupuku (indicators)  | Why these actions?<br>How do they link to the Akarangi Quality Evaluation Rubric?  | What are we going to do?   | Who will be involved and when?  | What will success look like?  | How will we know if we have improved?  |  |
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| <p>Kaiako (teachers) to be more intentional and equitable in enhancing and extending children's oral language – in particular for 2 year old boys.</p> <p><b>Outcome indicator</b><br/><b>Mana Reo   Communication</b><br/>"Understanding oral language and using it for a range of purposes".</p> <p><b>Process indicators</b></p> <p>1.3 Children have equitable opportunities to learn through a responsive curriculum that is consistent with <i>Te Whāriki</i>.</p> <p>1.5 Children's learning and development is supported through intentional and culturally responsive pedagogy.</p> <p>2.2 Leaders and kaiako work collaboratively to develop the professional knowledge and expertise to design and implement a responsive and rich curriculum for all children.</p> <p>C8 The service curriculum provides a language-rich environment that supports children's learning. (Licensing criteria)</p> | <p>We placed ourselves at Emerging   Whakatō on the continuum (rubric) and want to move to Establishing   Whāngai over the next 4–6 months.</p> <p>We want to establish shared understandings and practices that support children's oral language learning.</p> <p>We want our curriculum to consider and better respond to our 2 year old boys in particular.</p> | <p>PLD (professional learning and development) for all kaiako in relation to children's oral language learning and development. This will be internally led by our curriculum leader (Sue).</p> <p>We will use the resources <i>Talking together, Te kōrero</i> and the <i>Much More than Words</i> resource to help us understand children's learning and development trajectories (stepping stones).</p> <p>We will revisit our priorities for children's learning and discuss implications for our local curriculum.</p> <p>We will also revisit and unpack the learning outcome in Te Whāriki and discuss how we might document children's progress and developing capabilities in relation to the learning outcome/s over time.</p> <p>We will involve parents and whānau in discussions about their child's learning in relation to the specific learning outcome – "Understanding oral language and using it for a range of purposes".</p> <p>We will unpack this outcome with parents and whānau seeking their input into planning for their child and the service's curriculum.</p> | <p>All kaiako will attend PLD led by Sue (curriculum leader).</p> <p>All kaiako will be involved and committed to the agreed actions arising from the PLD.</p> <p>We will involve parents and whānau in discussion about their child's oral language learning and development.</p> <p>Over the next 4 weeks we will engage in PLD in our weekly staff hui and then we will revisit our curriculum priorities (including our oral language priorities for each child), and assessment practices to align with our new learning/understandings.</p> | <p><b>What will we see?</b><br/>Our planning includes deliberate strategies that we will use to support children's oral language learning and draw on our shared understandings of how to best support our younger boys. Assessment documentation that has a focus on oral language learning. It shows what kaiako are noticing, what they are recognising in terms of the child's use of language in different contexts and how they are responding with intentional strategies to extend and enhance language acquisition and use.</p> <p>A wide range of books available for children to read and carry about. Reading books and telling stories are frequent, pleasurable, intimate, and interactive experiences.</p> <p><b>What will we hear?</b><br/>Lots and lots of language—children and kaiako sharing stories, telling stories, sharing poems, myths and legends, waiata and karakia.</p> <p>Children talking with other children, playing verbal games, and encountering a widening range of books, songs, poems, and chants.</p> | <p><b>What will kaiako will be doing?</b><br/>Kaiako will be extending children's oral language by accepting and supporting early words in their first language, modelling new words and phrases, supporting children to initiate conversations, and giving them time to respond and converse.</p> <p>Kaiako will be supporting our two year old boys to express their feelings and ideas and to talk with their friends about what they are doing. Kaiako will be modelling new words and phrases—responding to individual children's interests in play-based contexts.</p> <p>Kaiako will be playful with language.</p> <p><b>What will children be doing?</b><br/>Playing with words, having fun retelling familiar stories, trying new words and phrases. Playing with their peers – engaging in more sustained conversations using an increasing range of words.</p> <p><b>What will parents and whānau be doing?</b><br/>Parents and whānau will be sharing what they are noticing at home and contributing to their child's learning portfolio.</p> | <p>We will seek feedback on the PLD sessions through a short 'survey' of kaiako at the end of each PLD session. We will include this information to evaluate the impact of our PLD on improvement and outcomes for children.</p> <p>We will undertake a further internal evaluation using the same information gathering processes we used last time to identify shifts in practice and what is happening for children through our assessment documentation.</p> <p>We will use the 'Examples of effective practice' for each of the indicators to see how our improvement actions align, and to analyse our information.</p> <p>We will seek parent/whānau 'voice'/ perspectives on the improvements we have made and what they are seeing in relation to their own child's oral language learning and development.</p> |

This action was the result of an external evaluation by ERO. The improvement action in this example was an outcome of an Akarangi | Quality Evaluation. It was one of four actions in the report.

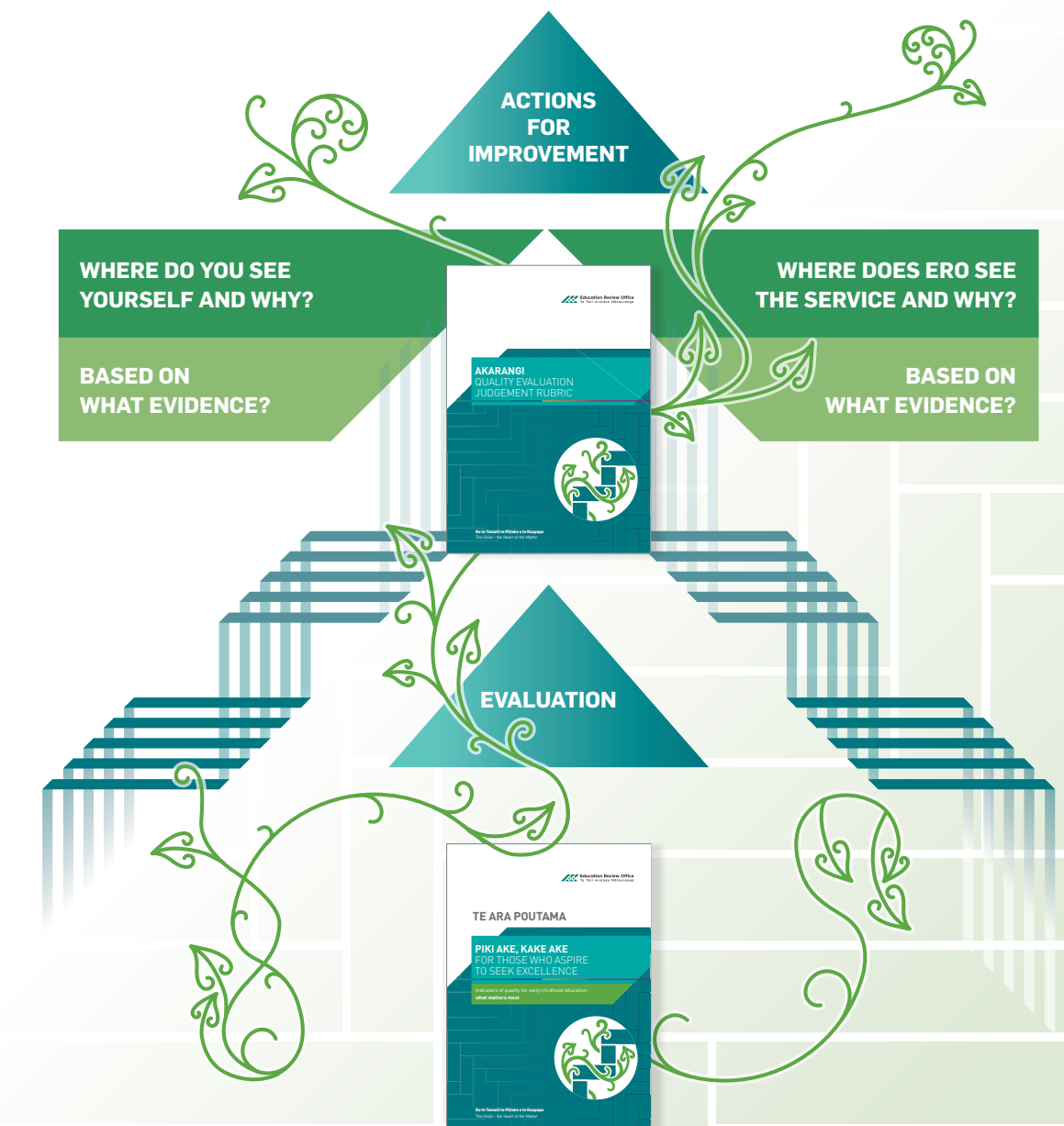
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| <p>Continuing to improve teachers' use of te reo Māori and the integration of tikanga Māori as an integral part of the curriculum.</p> <p><b>Outcome indicator</b><br/>'Showing respect for kaupapa, rules and the rights of others.'</p> <p>'Understanding oral language and using it for a range of purposes.'</p> <p><b>Process indicator</b></p> <p>1.4 Te reo Māori and tikanga Māori are valued and an integral part of teaching and learning.</p> <p>C5 The service curriculum acknowledges and reflects the unique place of Māori as tangata whenua. Children are given the opportunity to develop knowledge and an understanding of the cultural heritages of both parties to Te Tiriti o Waitangi. (Licensing criteria)</p> <p>C8 The service curriculum provides a language-rich environment that supports children's learning. (Licensing criteria)</p> | <p>ERO's judgement placed us at Embedding   Whakaū on the continuum (rubric) and we want to improve the consistency of our practices in this area so we move to Sustaining   Whakawhanake over the next 6–12 months.</p> | <p>We are going to identify our teachers' capability in te reo Māori as a starting point for some further targeted PLD.</p> <p>We will also undertake a stocktake of our resources in relation to how they promote te reo Māori and tikanga Māori.</p> <p>We will revisit what tikanga looks like in our service and work with our Māori whānau, asking them to help us understand the tikanga appropriate to our local area/iwi.</p> <p>We will revisit our local curriculum design/planning and associated priorities for children's learning to identify where we might strengthen use of te reo Māori and include a stronger focus on tikanga. We will include whānau in this to ensure we have their aspirations on our radar.</p> <p>We will use <i>Te Whāriki online</i> as a source of PLD to explore good practice in terms of bicultural practice. We will take turns to introduce a new aspect of practice in our fortnightly hui.</p> <p>We will revisit our assessment documentation to see how we are capturing children's learning in relation to te reo Māori and tikanga.</p> <p>We will explore <i>Tātaiako—Cultural Competencies for Teachers of Māori Learners</i> and identify competencies we want to focus on individually and collectively.</p> | <p>Our centre manager, kaiako and whānau will engage in these improvement activities.</p> <p>We will involve whānau in our discussions about tikanga and when looking at our curriculum priorities and the integration of te reo and tikanga into our curriculum planning and assessment records.</p> <p>In the next 3–4 weeks we will find and use a survey tool to identify kaiako te reo capability and to develop individual development goals for kaiako.</p> <p>We will have several hui with whānau in the next 3–4 months focusing on local tikanga and stories and their aspirations for their children.</p> <p>Over the next 6–8 weeks we will engage in PLD in our fortnightly staff hui focused on <i>Te Whāriki online</i> and bicultural practice.</p> | <p><b>What will we see?</b><br/>Our curriculum planning will explicitly reflect the aspirations parents and whānau have for the children, especially in relation to te reo Māori and tikanga. Assessment documentation for individual children will capture their learning in relation to te reo and tikanga Māori.</p> <p>Our environment will reflect our commitment to te reo Māori and the tikanga of our local area and iwi.</p> | <p><b>What will we hear?</b><br/>Te reo being used by children, whānau and kaiako in the context of the curriculum in action.</p> <p><b>What will leaders and kaiako be doing?</b><br/>Correctly pronouncing and use te reo Māori. Using te reo Māori in the context of children's learning (not just for instructional interactions). Building on established connections with iwi and hāpu through whānau hui. Focusing on their individual development goals.</p> <p><b>What will children be doing?</b><br/>Using te reo in their interactions with kaiako, their friends and with their parents and whānau. Showing respect for our centre tikanga.</p> <p>Anticipating the use of karakia and waiata as a regular part of our curriculum.</p> <p><b>What will parents and whānau be doing?</b><br/>Engaging in conversations with kaiako and their children using te reo Māori.</p> <p>Engaged in conversations about the curriculum and their child's learning.</p> | <p>We will seek feedback on the PLD sessions through a short 'survey' at the end of each PLD session. We will include this information to evaluate the impact of our PLD on improved outcomes for children.</p> <p>We will undertake an internal evaluation (in 6–8 months time) using Ngā Rāpupuku and our descriptions of success.</p> <p>We will seek parent/whānau 'voice'/ perspectives on the improvements we have made and what they are seeing in relation to their own child's te reo Māori learning and understanding of tikanga. Revisit the kaiako development goals set to improve their te reo capability.</p> |
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# PIKI AKE, KAKE AKE

## STRIVING FOR EQUITY AND EXCELLENCE

Guide to quality improvement planning for early childhood services

### QUALITY IMPROVEMENT PLANNING



## Why this resource?

*Piki Ake, Kake Ake, Striving for equity and excellence— Guide to quality improvement planning for early childhood services* has been developed to support early childhood services respond to the findings of internal and external evaluation and plan for improvement. This resource complements *Ngā Aronga Whai Hua – improving quality in early childhood education through effective internal and external evaluation* and supports the use of the *Akarangi Quality Evaluation Rubric* and *Te Ara Poutama – indicators of quality for early childhood education: what matters most*.

## What is it about?

Quality improvement planning is key to making improvements that will best support ongoing improvement in your service. It is aligned to your strategic direction and is informed by your internal evaluation findings and ERO's external evaluation findings.

Using these internal and external evaluation insights helps your service to plan for improvement focused on clear and measurable improvement actions. Planning for improvement involves deciding what you need to do, who will be responsible for tasks, what resources are required, and agreeing on timeframes.

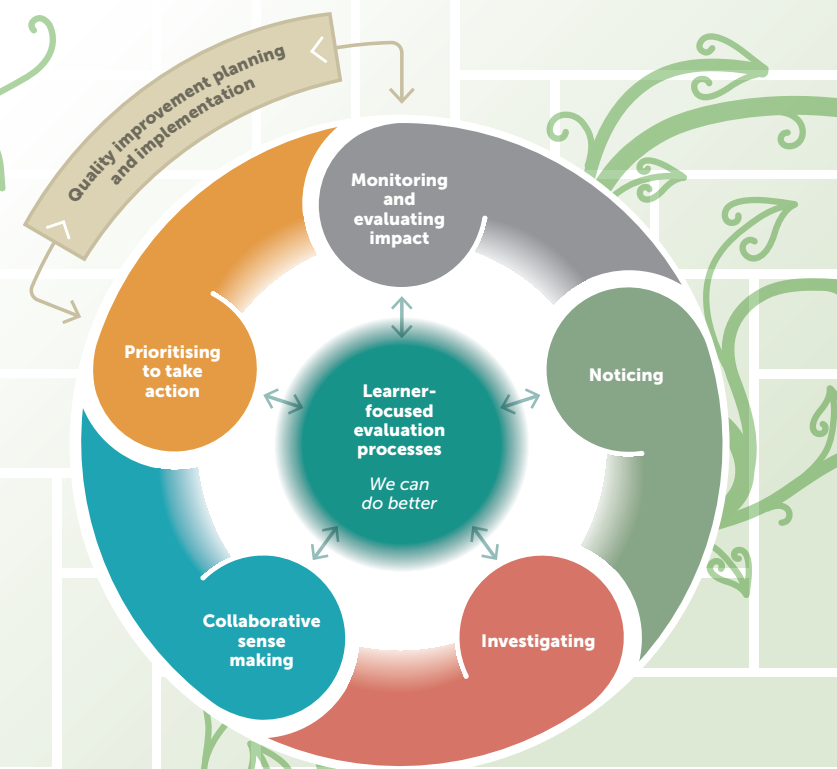
Actions are prioritised and everyone involved has a clear and shared understanding of what improvement and success will look like as a result of the actions taken.

## Why does it matter?

Planning for improvement ensures you focus your efforts on the things that will make the most difference for the children at your service. Having a plan means you can consider what it's going to take to make the improvements and ensure you have the resources and expertise to support you to achieve success. Without a plan you might lose your focus or become distracted by other things going on in your service. A plan for improvement enables you to be deliberate and intentional with your actions. You can set timeframes, identify who's going to be involved and be clear about what success will look like. Planning keeps you focused.

You may be familiar with these evaluation processes and the associated reasoning questions taken from ERO's publication *Effective Evaluation for Improvement* (2016). The inclusion of quality improvement planning as part of these processes highlights the importance of evaluation for improvement. Formally planning for improvement based on the findings of an evaluation is often overlooked by those responsible for making improvements.

An improvement plan is developed based on the findings of the evaluation and the priorities for action identified from the findings.



## QUALITY IMPROVEMENT PLANNING

### When planning for improvement:

we are intentional in aligning our strategic and improvement planning

we are clear about what we are wanting to improve and why

we consider how we will know that our improvement actions are having the impact we want

we identify what expertise, time and resources we need to achieve the planned improvements.

### We ask ourselves:

What is/are our priority/priorities for improvement?

Why this/these area(s)?

What improvement actions have we planned to take?

Why these actions?

Which indicators of quality are we focused on?

What is the timeframe?  
(When do we expect to see evidence of improvement?)

Who is involved?

What resources do we need?

How will we monitor our progress?

What shifts in practice (and thinking) do we expect to see?

What will success look like?

## Quality improvement planning

### Quality improvement planning involves:

responding to the findings of internal and external evaluation

documenting our quality improvement plan so it can be shared with others

thinking carefully about what actions will support the improvements we need to make

being strategic and purposeful – we can't improve everything at once

keeping our focus on equity.

### Using ngā Akatoro me ngā Rāpupuku

we can reflect on our personal strengths and on areas that we need to work on

we can gain a clearer picture of what 'good' looks like

we can explore the relationship between what we *do* (process indicators) and what our *impact* is (outcome indicators)

we can maintain our focus on the areas of practice that make the greatest difference for children.

### Using the Akarangi Quality Evaluation Judgement Rubric

we can determine our 'next steps' as we strive to move along the quality pathway.

## How do you do it? What's involved?

Having a format or template for an improvement plan is helpful, especially if this is something you haven't done before. You may have a strategic or annual plan, but neither of these approaches to planning will necessarily include some of the important components that need to be in an improvement plan.

For example you need to consider:

- ▶ what actions you need to take to improve
- ▶ how these actions link to Ngā Akatoro and/or Ngā Rāpupuku (in *Te Ara Poutama – indicators of quality for early childhood education: what matters most*)
- ▶ why these actions are important
- ▶ what you are going to do, who is going to be involved and when
- ▶ what success will look like
- ▶ how you will know if you have improved.

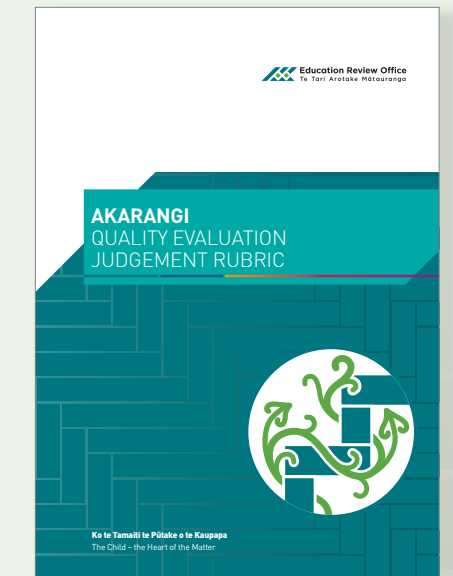
## USING

### *Akarangi Quality Evaluation Judgement Rubric* and *Te Ara Poutama – indicators of quality for early childhood education: what matters most*

The *Akarangi Quality Evaluation Judgement Rubric* helps your service to see where you are in your improvement journey and to plan for that journey.

The rubric defines, at a high level, Ngā Ara – the pathway you are on. It gives momentum to your improvement planning, helping you to think about the shifts you are making – 'from – to'. The 5 points on the continuum act as markers for your improvement.

By including reference to where you are (Whakatō |Emerging to Kia rangatira ai te tipu |Excelling) helps you to identify what you need to do to move along this continuum.



*Te Ara Poutama* includes Ngā Akatoro me Ngā Rāpupuku as well as examples of effective practice to illustrate the indicators in action.

When planning for improvement Ngā Akatoro are the domains that have the most influence on quality. These domains broadly set out the learning and organisational conditions (systems, processes and practices) that research and evaluation evidence indicates is important in high quality early childhood education. Ngā Akatoro help you to focus your efforts on improving the conditions to support equitable and excellent outcomes for all children.

Ngā Rāpupuku (the process indicators) help you to focus your improvement planning and to be really clear about what you need to do. The effective practice statements help to focus your improvement actions and identify what success will look like. The statements of valued learning and outcome indicators guide you to consider your improvement actions and the impact on children's learning, and their developing capabilities, in relation to these indicators over time.

