

ECE Governing Organisations – Improvement framework (teacher led services)



Outcomes for children

The organisation has **not yet** developed systems and processes for knowing about and reporting on the priorities for children's learning in each of their services, in relation to the learning outcomes in *Te Whāriki*.

The service is **beginning** to explore the learning outcomes in *Te Whāriki* **but is not yet** using them to:

- identify priorities for children's learning
- inform curriculum planning, evaluation and assessment of children's progress.

The service has **limited information** about children's increasing capabilities in relation to the learning outcomes in *Te Whāriki*.

The organisation is **developing** systems and processes for knowing about and reporting on the priorities for children's learning in each of their services, in relation to the learning outcomes in *Te Whāriki*.

The service is **beginning to use** the learning outcomes in *Te Whāriki* to:

- identify priorities for children's learning
- inform curriculum planning, evaluation and assessment of children's progress.

The service has **some evidence** about children's increasing capabilities in relation to these outcomes for **some children**.

The organisation has **well-developed systems and processes** for knowing about and reporting on the priorities for children's learning in each of their services, in relation to the learning outcomes in *Te Whāriki*.

Leaders know about and report on:

- aspects of curriculum, teaching and learning outcomes for **some groups** of children
- each service's identified priorities for children's learning and how these priorities inform curriculum planning, teaching, evaluation and assessment for learning
- impacts of initiatives and innovations on children's learning.

The service is **intentionally** using the learning outcomes in *Te Whāriki*. It has a broader range of information about children's increasing capabilities in relation to these outcomes. This information shows aspects of children's progress in relation to the some learning outcomes.

The service is **using assessment information** to identify barriers to children's learning and progress.

The organisation has **robust systems and processes** for knowing about and reporting on the priorities for children's learning in each of their services, in relation to the learning outcomes in *Te Whāriki*.

Leaders know about and report on:

- the extent to which each service's curriculum is responsive to its identified priorities for children's learning
- how these priorities inform curriculum planning, teaching, evaluation and assessment for learning
- the impact of curriculum, teaching and learning on outcomes for all groups of children.

The service has **multiple sources of information** that show the breadth, depth and complexity of children's increasing capabilities in relation to the learning outcomes in *Te Whāriki*. This information shows children's progress in relation to the identified priorities/learning outcomes over time.

The service is **using assessment information** to **reliably identify and reduce barriers** to children's learning.

Foundation for Improvement

Continuous improvement

Te Tiriti O Waitangi

The organisation/service **does not** have a sound knowledge of, or an understanding of Te Tiriti o Waitangi to inform its plans, policies, and practices.

The organisation/service is **not yet** supporting Māori children to achieve success as Māori.

The organisation/service is at an **early stage** of building relationships with whānau Māori.

The organisation/service is **taking steps** to enact Te Tiriti o Waitangi to inform its plans, policies, and practices.

The organisation/service is **aware** of the need to support Māori children to achieve success as Māori and are at an early stage in their thinking in this area.

The organisation/service is **taking steps** to build relationships with whānau Māori.

The organisation/service is **beginning to embed** Te Tiriti o Waitangi through partnerships, policies, plans and practices.

The organisation/service is **becoming more intentional** in supporting Māori children to achieve success with a strong secure sense of their cultural identity.

The organisation/service is **continuing to build** relationships with whānau Māori and to involve them in decision making. It is beginning to seek advice from Māori about how to include te reo Māori into the daily curriculum and tikanga Māori into the organisation's/service culture (NELP).

There are **high levels** of knowledge and understanding of the Articles of Te Tiriti o Waitangi reflected in policies and enacted in practice. Honouring the intent of Te Tiriti o Waitangi underpins the ethos of the organisation/service.

The organisation/service **has sound evidence** that shows it is achieving equitable outcomes for Māori and that Māori learners are well supported to learn in an environment that affirms their language, culture and identity.

The organisation/service **has purposeful relationships** with Māori, involves them in decision making, and partners with them to support rangatiratanga and Māori educational success as Māori. (NELP)

Māori are recognised as tangata whenua. The organisation/service **regularly seeks advice** from Māori about how to meaningfully incorporate te reo Māori into the daily curriculum, and tikanga Māori values and practices into the organisation's/service's culture (NELP).

ECE Governing Organisations – Improvement framework (teacher led services)



The learner and their learning

The organisation has **yet to provide** guidance and expectations for services to design, develop and implement their curriculum in partnership with parents and whānau.

The service's curriculum **does not reflect** the depth and breadth of *Te Whāriki*. The service has **not yet** identified its priorities for children's learning to inform its curriculum.

The service has **established** relationships with some parents, whānau and families.

The service **provides limited opportunities** for parents, whānau and families to contribute to curriculum design and planning that recognises and responds to their child's languages, cultures and identities.

There is **limited integration** of te reo Māori and tikanga Māori in the service's curriculum.

The service's curriculum and teaching practices are **yet to** reflect Pacific values and knowledge.

Teaching practices:

- focus on the provision of adult-led activities for children
- are largely focused on supervision of children in free play activities
- provide limited opportunities for sustained interactions.

Assessment information **describes** what children are doing rather than what children are learning.

The organisation is **developing** guidance and expectations for services to design, develop and implement their curriculum in partnership with parents and whānau.

The service's curriculum is beginning to reflect the depth and breadth of *Te Whāriki*. The service is **taking steps** to identify its priorities for children's learning and using these to inform its service's curriculum.

The service is **developing** learning-focused partnerships with some of their parents, whānau and families.

The service **provides some opportunities** for some parents, whānau and families to contribute to curriculum design and planning.

The service is **taking steps** to integrate te reo Māori and tikanga Māori into its curriculum.

The service's curriculum and teaching practices are **beginning to** reflect Pacific values and knowledge.

Teaching practices:

- **provide opportunities** for children to experience adult-led and child-initiated play and learning
- are **becoming more intentional** and inclusive for some children/groups of children
- **provide some opportunities** for sustained interactions between kaiako and children
- **are beginning to respond to** children's growing, interests and capabilities, and their languages, cultures and identities.

The organisation **has developed** clear guidance and expectations for services to design, develop and implement their curriculum in partnership with parents and whānau. It has **systems and processes** to monitor and review implementation of these expectations.

The service is **increasingly engaging** in learning-focused partnerships with parents and whānau to:

- support children's developing social competence, emotional wellbeing and cultural connectedness in play-based contexts
- provide some opportunities for them to share their aspirations and priorities for their child's learning
- contribute to the service's curriculum.

Māori children and their whānau have **some opportunities** to contribute to the service's curriculum.

The service's curriculum:

- **is inclusive** and reflects the depth and breadth of *Te Whāriki*
- **integrates** te reo Māori and tikanga Māori
- **supports** children to develop their knowledge, skills, attitudes, dispositions and working theories in relation to mathematical and literacy concepts, oral language and science.

The service's curriculum and teaching practices **reflect** Pacific values and knowledge.

Clear guidance and expectations for services to design, develop and implement their curriculum in partnership with parents, whānau and families **is highly evident**. The organisation has **effective systems and processes** to monitor, review and evaluate implementation of these expectations.

The service engages in **effective learning-focused partnerships** with parents and whānau to:

- support children's developing social competence, emotional wellbeing and cultural connectedness in play-based contexts
- provide meaningful opportunities to share their aspirations
- identify priorities for their child's learning
- contribute to the service's curriculum.

Māori children and their whānau have **authentic and meaningful opportunities** to contribute to a curriculum that reflects Māori ways of knowing, being and doing.

Children have equitable opportunities to learn through a curriculum that:

- **strongly reflects the breadth and depth of Te Whāriki**
- is highly inclusive of all children
- effectively integrates te reo Māori and tikanga Māori
- **gives priority** to supporting children to develop their knowledge, skills, attitudes, dispositions and working theories in relation to mathematical and literacy concepts, oral language, and science – including from a te ao Māori perspective.

The service's curriculum and teaching practices **enact** Pacific values, and knowledge and is enriched by family and/or community contributions.

Intentional teaching practices include:

- co-construction between children, parents and whānau
- cooperative involvement in child and adult-initiated activities

Foundation for Improvement

Continuous improvement

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The learner and their learning

Transitions into, within and out of the service are **mostly routine focused**.

The service has **not yet** developed relationships with local schools/kura that focuses on sharing knowledge of the service's curriculum and children's learning.

Curriculum and assessment information is **beginning** to make children's learning evident.

The service's local curriculum is **yet to show** any connections with the key competencies, values and learning areas of *The New Zealand Curriculum* and *Te Marautanga o Aotearoa* for those children who are transitioning to school/kura.

Transitions into, within and from the service to school/kura are at **an early stage** of supporting and responding to each child, their parents and whānau.

The service is **beginning** to develop relationships with local schools/kura that focuses on sharing knowledge of the service's curriculum and children's learning.

Teaching practices include:

- opportunities for children to engage in learning that reflects their interests
- shared involvement in child and adult-initiated experiences
- kaiako involvement in children's self-initiated play
- interpreting and extending the verbal/non-verbal language and communication of toddlers
- responding to children's growing, interests and capabilities, and their languages, cultures and identities.

→ interactions that support children's thinking and developing working theories.

Assessment practices are **beginning** to:

- make children's learning evident
- build each child's cultural identity, sense of belonging and learner identity
- identify children's capabilities and requirements for additional support.

The service's local curriculum shows **some connections** with the key competencies, values and learning areas of *The New Zealand Curriculum* and *Te Marautanga o Aotearoa* for those children who are transitioning to school/kura.

Transitions into, within and from the service to school/kura **support continuity of learning and respond** to each child, their parents and whānau.

The service is becoming **increasingly intentional** in its relationships with local schools/kura through a focus on sharing knowledge of the service's curriculum and children's learning.

- kaiako involvement in children's self-initiated play
- sustained interactions that extend children's thinking and value their contributions to a learning experience
- interpreting and extending the verbal/non-verbal language and communication of infants and toddlers
- responding to children's growing, interests and capabilities, and their languages, cultures and identities
- providing children with feedback that acknowledges their learning and recognises their efforts, challenges and successes.

Learning environments for children are **equitable, affirming and encourage critical thought, wondering, creativity and a sense of security**.

Assessment practices:

- make children's learning evident
- identify progress and continuity of learning over time
- identify children's capabilities and requirements for additional support
- enhance children's mana and their learner identities.

The service **builds** reciprocal relationships with local schools/kura that **facilitates** continuity of learning for children between early childhood and school/kura.

The service's local curriculum **clearly shows** relevant connections with the key competencies, values and learning areas of *The New Zealand Curriculum* and *Te Marautanga o Aotearoa* for those children who are transitioning to school/kura.

Transitions into, within and from the service to school/kura **effectively support continuity of learning and respond** to each child, their parents and whānau.

Foundation for Improvement

Continuous improvement

ECE Governing Organisations - Improvement framework (teacher led services)



Professional knowledge and capability

The organisation has **not yet established** the conditions to support leaders and kaiako to build their professional knowledge, expertise and cultural competence to design and implement the service's curriculum.

Leaders and kaiako have **limited opportunities** to develop professional knowledge, expertise and cultural competence.

Leaders and kaiako are at an **early stage** of building their knowledge and understanding of *Te Whāriki* and its underpinning theories.

The organisation is **establishing** the conditions to support leaders and kaiako to build their professional knowledge, expertise and cultural competence to design and implement the service's curriculum. They are **yet to evaluate** the impact of professional learning on improvement to teaching practice and outcomes for learners.

Leaders and kaiako have **some opportunities** to develop professional knowledge, expertise and cultural competence to enable them to design their curriculum.

Leaders and kaiako are **taking steps** to improve their professional knowledge of curriculum, pedagogy and assessment for learning. This is **yet to be informed** by relevant theories that underpin *Te Whāriki*.

Leaders and kaiako are **developing their proficiency** in the use of te reo Māori and integration of tikanga Māori into the curriculum.

Leaders and kaiako are **beginning to develop** shared understandings of Pacific cultures and values.

Leaders and kaiako are **beginning** to inquire into aspects of their practice.

The organisational conditions **increasingly support and enable** leaders and kaiako to build their professional knowledge, expertise and cultural competence to design and implement a rich curriculum. The organisation is beginning to monitor and evaluate the impact of professional learning on improvement to teaching practice and outcomes for learners.

Leaders and kaiako are **continuing to build** their professional knowledge, expertise and cultural competence to design and implement a curriculum that is **responsive** to most children.

Leaders and kaiako are **increasingly demonstrating** professional knowledge of curriculum, pedagogy and assessment for learning. This is informed by **some understanding** of relevant theories, including those underpinning *Te Whāriki*.

Leaders and kaiako are **becoming increasingly proficient** in their use of te reo Māori and integration of tikanga Māori.

Leaders and kaiako are **increasing** their knowledge and developing shared understandings of Pacific cultures and values to inform curriculum decisions.

Kaiako are **becoming increasingly familiar** with current research to inform their thinking.

Children's learning is **supported** through the participation of leaders' and kaiako in relevant professional learning and development that contributes to ongoing improvement.

Leaders and kaiako **inquire** into aspects of their practice, asking themselves what works and what doesn't, and as a result make improvements to their practice.

The organisational conditions **effectively support and enable** leaders and kaiako to build their professional knowledge, expertise and cultural competence to design and implement a rich curriculum. The organisation regularly monitors and evaluates the impact of professional learning on improvement to teaching practice and outcomes for learners.

Leaders and kaiako work collaboratively to build their professional knowledge, expertise and cultural competence to design and implement a highly responsive and rich curriculum for all children.

Leaders and kaiako **demonstrate professional knowledge** of curriculum, pedagogy and assessment for learning. This is **informed by an in-depth understanding** of relevant theories, including those underpinning *Te Whāriki*.

Leaders and kaiako **consistently use** te reo Māori and integrate tikanga Māori across all aspects of the organisation/service.

Leaders and kaiako **consistently use** their knowledge and shared understandings of Pacific cultures and values in all curriculum decisions.

Kaiako are knowledgeable; they use current research to inform their thinking. They are familiar with, understand and make appropriate links between *Te Whāriki* and *The New Zealand Curriculum* (NZC) and *Te Mārautanga o Aotearoa*. They use this knowledge to provide **meaningful experiences** within the breadth and depth of their local curriculum.

Children's learning **is enhanced** through leaders' and kaiako engagement in professional learning and development that contributes to ongoing sustained improvement.

Leaders and kaiako **individually and collectively** inquire into aspects of their practice, asking themselves what works and why. They make evidence-based changes to practice and evaluate the effectiveness and impact of this change.

Foundation for Improvement

Continuous improvement

ECE Governing Organisations – Improvement framework (teacher led services)

Internal evaluation for improvement	<p>The organisation/service has not yet fully established the conditions to do and use evaluation for improvement. It is beginning to develop an evaluation process.</p> <p>Limited opportunities for professional learning and development impact on building leader and kaiako capability in evaluation.</p>	<p>The organisation/service is establishing the conditions to do and use evaluation for improvement. This includes developing systematic processes and practices for evaluation. This step-by-step process tends to limit the quality of the evaluation.</p> <p>The organisation/service is beginning to build a shared understanding of evaluation for improvement.</p> <p>Most evaluation activities are focused on what kaiako and children are doing rather than how effectively/how well practices are supporting children’s learning. The focus is more about review than internal evaluation which limits opportunities for scrutinising and improving practice.</p>	<p>The organisation/service has some conditions that enable leaders and kaiako to do and use evaluation for improvement and innovation. A systematic process is in place and followed and understanding of evaluation is growing. The organisation/service is continuing to develop tools and methods, resources, trust and communication strategies as well as ways to seek multiple voices and perspectives.</p> <p>The organisation/service has the capability and is involving an increasing range of people in evaluation, inquiry, and knowledge building for improvement. This includes:</p> <ul style="list-style-type: none"> → engaging in professional learning, → access to some expertise to build confidence in using data. <p>Some evaluation activities are in-depth and contribute to improvement and is beginning to identify progress towards achieving equity of inclusion, access, experiences, and outcomes for children.</p>	<p>The organisation/service has coherent conditions that enable it to do and use evaluation for improvement and innovation. These include having the systems, processes, practices, tools, methods, resources, trust, seeking and responding multiple voices and perspectives and using effective communication strategies to share findings and progress.</p> <p>The organisation/service has the capability and involves a wide range of people in evaluation, inquiry and knowledge building that sustains improvement and innovation. This includes:</p> <ul style="list-style-type: none"> → engaging in professional learning, mentoring and coaching → access to relevant expertise to build confidence in using data, posing focused questions, and analysing and interpreting relevant data. <p>The organisation/service engages in deliberate, systematic internal evaluation processes that focus on what matters most. It scrutinises practice, identifies improvement actions and monitors progress towards how well they are achieving equity of inclusion, access, experiences and outcomes that contributes to excellence for children.</p> <p>The organisation/service demonstrates how well it is having regard for the NELP and its priorities for improvement.</p>
	Foundation for Improvement		Continuous improvement	
Review for accountability	<p>The organisation/service is yet to develop a framework for reviewing policies, procedures, and practices.</p>	<p>The organisation/ service is developing and beginning to use a framework for reviewing its policies, procedures, and practices.</p>	<p>The organisation/service has established a useful framework (systems and processes) to monitor and review its policies, procedures, and practices.</p>	<p>The organisation/service has a well-established framework (systems and processes) to monitor and review the implementation of policies, procedures, and practices.</p> <p>The operational framework demonstrates how the organisation is having regard for the NELP.</p> <p>Regular review assures the organisation/service that it is meeting legislative requirements.</p>

ECE Governing Organisations - Improvement framework (teacher led services)

The organisation/service is **yet to provide** conditions that develop leadership capability to enable high quality teaching.

Leaders are **yet to enact** the organisation/service's vision, plans and priorities for improvement.

Leaders have **not yet developed** relational trust to enable collaboration and improvement.

Leaders provide **few opportunities** for whānau Māori to voice their views.

Leadership:

- provides limited support for professional practice
- is not yet aligning resourcing to support curriculum implementation
- is beginning to co-ordinate curriculum planning, teaching practices and children's learning.

Organisation/service leadership is **yet to identify** barriers to children's learning.

The organisation/service is **beginning to establish** the conditions that develop leadership capability to enable high quality teaching.

Leaders are **beginning to enact** some aspects of the organisation's/service's vision, plans and priorities for improvement.

Leaders are **taking steps** to build relational trust to enable collaboration and improvement.

Leaders provide **some opportunities** for whānau Māori to voice their views.

Leaders are **at an early stage** of seeking and including the perspectives of Pacific families and/or communities in decision making.

Leadership:

- provides some support for professional practice
- is taking steps to align resourcing to support curriculum implementation
- is co-ordinating and reviewing curriculum planning, teaching practices and children's learning.

Leadership is **beginning** to identify barriers to learning for all children.

The organisation/service has established and is embedding the conditions to develop leadership capability to enable high quality teaching.

Leaders are **working collaboratively to enact** the organisation's/service's vision, plans and priorities for improvement.

Leaders **continue to build** relational trust to enable collaboration and improvement.

The organisation/service is **taking steps** to identify and foster future leaders to support continuity and succession planning.

Leaders **provide opportunities** for whānau Māori to voice their views, be heard and responded to.

Leaders are **taking steps** to seek and include the perspectives of Pacific families and/or communities in decision making.

Leaders are **increasingly accountable and collectively responsible** for the wellbeing and learning of children at the service.

Leadership:

- supports professional practice
- resources curriculum implementation and improvement priorities
- plans, monitors, and evaluates curriculum, teaching practices and children's learning.

Leadership has **identified and is considering ways** to reduce barriers to learning for all.

The organisation/service has **well-established conditions** to improve leadership capability and sustain high quality teaching.

Leaders collaboratively **enact** the organisation's/service's vision, plans and priorities for improvement. They monitor and report on how well these are enacted, embedded and realised throughout the organisation.

A high level of relational trust enables collaboration, sustained improvement, and collective efficacy and agency for staff, parents, whānau and children.

The organisation/service **identifies and fosters** future leaders to support continuity and succession planning.

Leaders **create authentic opportunities** for whānau Māori to voice their views, be heard and be included in decision making.

Leaders **actively seek and include** the perspectives of Pacific families and/or communities in decision making using culturally responsive approaches.

Leaders **model and expect** professional accountability and collective responsibility for the wellbeing and learning of all children at the service.

Leadership:

- effectively supports professional practice
- strategically resources curriculum implementation and improvement priorities
- effectively plans, monitors, and evaluates curriculum, teaching practices and children's learning
- ensures equitable and excellent outcomes for all children.

Leadership **actively reduces barriers** to learning for all.

Foundation for Improvement

Continuous improvement

ECE Governing Organisations – Improvement framework (teacher led services)



Stewardship/Governance

<p>The organisation/service's planning and priorities for improvement are not strategically focused.</p> <p>The organisation's/service's vision, plans and priorities have a limited focus on children's learning and wellbeing.</p> <p>The organisation/service is not yet taking steps to include all children in resourcing and decision making.</p> <p>Children's learning and wellbeing are not yet considered in resourcing and decision making.</p> <p>The organisation/service is at an early stage of consulting with parents and whānau about the vision, plans and priorities for improvement.</p> <p>The organisation's/service's human resource policies, procedures and practices are not yet well developed or implemented.</p>	<p>The organisation/service's planning and priorities for improvement are becoming strategically focused.</p> <p>The organisation's/service's vision plans and priorities for improvement are beginning to include a focus on aspects of children's learning and wellbeing.</p> <p>Children's learning and wellbeing is beginning to be considered in resourcing and decision making.</p> <p>The organisation/service is taking steps to include all children in resourcing and decision making.</p> <p>The organisation/service has established processes for consulting with parents, whānau and families about the vision, plans and priorities for improvement.</p> <p>Human resource policies, procedures and practices have been developed and are being implemented.</p>	<p>The organisation/service uses a range of information to develop and refine strategic priorities and make resourcing decisions.</p> <p>Children's learning and wellbeing are considered in some aspects of resourcing and decision making in the organisation/service.</p> <p>The organisation/service is considering ways to achieve equity and social justice through its, vision, plans, and priorities.</p> <p>Parent and whānau/family aspirations are increasingly reflected in the organisation's/service's plans and priorities for children's learning and wellbeing.</p> <p>The organisation/service is working more collaboratively with relevant agencies and community organisations to support broader educational and social outcomes for children and their parents and whānau.</p> <p>The organisation/service is refining and embedding human resource policies, procedures and practices to:</p> <ul style="list-style-type: none"> → promote recruitment, selection and retention of qualified leaders and kaiako → support induction, professional learning and development opportunities, and performance management processes. 	<p>The organisation/service regularly scrutinises data and information by asking "are we doing the right thing here and for whom?" when developing and refining its strategic priorities and make resourcing decisions.</p> <p>Children's learning and wellbeing are primary considerations in resourcing and decision making in the organisation/service.</p> <p>Equity and social justice is achieved through the organisation's/service's vision, plans, and priorities.</p> <p>Parent and whānau aspirations are clearly reflected in the organisation's/service's plans and priorities for children's learning and wellbeing.</p> <p>The organisation/service works collaboratively with relevant agencies and community organisations to support broader educational and social outcomes for children and their parents and whānau.</p> <p>Effective implementation of the organisation's/service's human resource policies, procedures and practices:</p> <ul style="list-style-type: none"> → promotes recruitment, selection and retention of well qualified leaders and kaiako → ensures a systematic approach to induction, professional learning and development opportunities, and robust performance management processes. <p>The organisation/service focuses on continuous improvement to drive innovation and educational excellence in the sector. They have evidence and can demonstrate the impact of this focus.</p>
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Foundation for Improvement

Continuous improvement

Children's health and safety

<p>The organisation/service has limited understanding of:</p> <ul style="list-style-type: none"> → its policies and procedures related to children's health and safety → changes to licensing criteria → its responsibilities to ensure requirements are met. <p>The service is not maintaining compliance with regulatory standards.</p>	<p>The organisation/service is taking steps to develop shared understandings of:</p> <ul style="list-style-type: none"> → its policies and procedures related to children's health and safety → changes to licensing criteria → its responsibilities to ensure requirements are met. <p>The organisation/service is beginning to develop systems for regular monitoring and review of licensing requirements.</p>	<p>The organisation/service is:</p> <ul style="list-style-type: none"> → implementing policies, procedures that assure it that health and safety requirements are being met → regularly monitoring and reviewing procedures and practices to identify any issues/concerns. → responsive to any emerging issues and concerns. 	<p>The organisation/service is assured that it is meeting its legislative/licensing requirements through:</p> <ul style="list-style-type: none"> → shared understanding of health and safety requirements → regularly monitoring and reviewing health and safety practices → responding quickly and addressing identified concerns → proactively keeping updated with changes in requirements
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