

Early Childhood Education (ECE) – Improvement framework (teacher led services)



The learner and their learning | He Whāriki Motuhake

Improvement required (Below the quality threshold)	Working towards (Below the quality threshold)	Embedded (Above the quality threshold)	Excelling (Above the quality threshold)
<p>The organisation/service has yet to provide guidance and expectations for curriculum design and implementation in partnership with parents and whānau.</p> <p>The service's curriculum does not reflect the depth and breadth of <i>Te Whāriki</i>. The service has not yet identified its priorities for children's learning to inform its curriculum.</p> <p>The governing 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 <i>Te Whāriki</i>.</p> <p>The service is beginning to explore the learning outcomes in <i>Te Whāriki</i> but is not yet using them to:</p> <ul style="list-style-type: none">→ identify priorities for children's learning→ inform curriculum planning, evaluation and assessment of children's progress. <p>The service has established relationships with parents, whānau and families however these are predominantly focused on children's routines and wellbeing.</p> <p>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.</p> <p>There is limited integration of te reo Māori and tikanga Māori in the service's curriculum.</p> <p>The service's curriculum and teaching practices are yet to reflect Pacific values and knowledge.</p>	<p>The organisation/service is developing guidance and expectations for curriculum design and implementation in partnership with parents and whānau.</p> <p>The service's curriculum is beginning to reflect aspects of <i>Te Whāriki</i>. The service is taking steps to identify its priorities for children's learning and is at an early stage of using these to inform its curriculum.</p> <p>The governing organisation is establishing systems and processes for knowing about the priorities for children's learning in some of their services, in relation to the learning outcomes in <i>Te Whāriki</i>. It is yet to establish monitoring and reporting processes.</p> <p>The service is using the learning outcomes in <i>Te Whāriki</i> in limited ways, for example:</p> <ul style="list-style-type: none">→ as multiple tags in a in assessment information→ to track coverage rather than depth and breadth of learning. <p>The service is establishing learning-focused partnerships with some of their parents, whānau and families.</p> <p>The service provides opportunities for parents, whānau and families to contribute to curriculum design and planning. There is some recognition of children's languages, cultures and identities.</p> <p>The service is integrating aspects of te reo Māori and tikanga Māori into its curriculum.</p> <p>The service's curriculum and teaching practices are beginning to reflect some aspects of Pacific values and knowledge.</p>	<p>The organisation/service has embedded guidance and expectations for curriculum design and implementation in partnership with parents and whānau. It has systems and processes to regularly monitor and review implementation of these expectations.</p> <p>The governing 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 <i>Te Whāriki</i>.</p> <p>Leaders know about and report on:</p> <ul style="list-style-type: none">→ aspects of curriculum, teaching and learning outcomes for groups of children→ 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. <p>The service is engaged in learning-focused partnerships with parents and whānau to:</p> <ul style="list-style-type: none">→ support children's developing social competence, emotional wellbeing and cultural connectedness in play-based contexts→ provide opportunities for them to share their aspirations and priorities for their child's learning→ contribute to the service's curriculum. <p>Māori children and their whānau have opportunities to contribute to the service's curriculum.</p>	<p>The organisation/service has very clear and useful guidance and expectations for curriculum design and implementation in partnership with parents, whānau and families. The organisation/service implements effective systems and processes to monitor, review and evaluate implementation of these expectations.</p> <p>The governing organisation implements 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 <i>Te Whāriki</i>.</p> <p>Leaders are very knowledgeable about and regularly report on:</p> <ul style="list-style-type: none">→ the extent to which the 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. <p>The service engages in effective learning-focused partnerships with parents and whānau to:</p> <ul style="list-style-type: none">→ support children's developing social competence, emotional wellbeing and cultural connectedness in play-based contexts→ provide opportunities to share their aspirations and for these to be used to inform curriculum decisions for their child→ identify priorities for their child's learning→ enable contributions to the service's curriculum. <p>Māori children and their whānau have meaningful opportunities to contribute to a curriculum that reflects Māori ways of knowing, being and doing.</p> <p>Children have equitable opportunities to learn through a curriculum that:</p> <ul style="list-style-type: none">→ strongly reflects the breadth and depth of <i>Te Whāriki</i>→ 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.

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<p>Teaching practices:</p> <ul style="list-style-type: none"> → focus on the provision of adult-led activities for children → are predominately focused on supervision of children in free play activities. <p>Children have access to limited resources.</p> <p>Children have limited opportunities for sustained interactions with kaiako and other children.</p> <p>Assessment information describes what children are doing rather than what children are learning.</p> <p>Transitions into, within and out of the service are mostly routine focused.</p> <p>The service has not yet developed relationships with local schools/kura to share information about its curriculum and children's learning.</p>	<p>Teaching practices:</p> <ul style="list-style-type: none"> → 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. <p>Learning environments are adequately resourced to support children's growing, interests and capabilities</p> <p>Children have some opportunities for sustained interactions with kaiako and other children.</p> <p>The service has limited information about children's increasing capabilities in relation to the learning outcomes in <i>Te Whāriki</i>. The service is starting to document capabilities in relation to these outcomes for some children.</p> <p>Curriculum and assessment information is beginning to make aspects of children's learning evident.</p> <p>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.</p> <p>The service is establishing relationships with local schools/kura to share information about its curriculum and children's learning.</p>	<p>The service's curriculum:</p> <ul style="list-style-type: none"> → is inclusive and reflects the depth and breadth of <i>Te Whāriki</i> → 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. <p>The service's curriculum and teaching practices reflect Pacific values and knowledge.</p> <p>Teaching practices include:</p> <ul style="list-style-type: none"> → 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 → providing learning environments that encourage exploration and creativity → strategies that support children's learning and development including dispositions and working theories. <p>Children experience sustained interactions with kaiako and other children.</p> <p>The service has unpacked and is using the learning outcomes in <i>Te Whāriki</i>. It has a 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 learning outcomes.</p> <p>Assessment information is used well to identify barriers to children's learning and progress.</p>	<p>The service's curriculum and teaching practices enact Pacific values, and knowledge and is enriched by family contributions.</p> <p>Intentional teaching practices include:</p> <ul style="list-style-type: none"> → co-construction between children, parents and whānau → cooperative involvement in child and adult-initiated activities → 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 learning environments that encourage critical thought, wondering and creativity → strategies that extend children's learning and development including their dispositions and working theories → providing children with feedback that acknowledges their learning and recognises their efforts, challenges and successes. <p>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 <i>Te Whāriki</i>. This information shows children's progress in relation to the identified priorities/ learning outcomes over time.</p> <p>High quality assessment information is reliably used to identify and reduce barriers to children's learning.</p> <p>Robust assessment practices:</p> <ul style="list-style-type: none"> → make children's learning visible → identify progress and continuity of learning over time → acknowledge and support each child's cultural identity, sense of belonging and learner identity → identify children's capabilities and additional support needed → enhance children's mana and their learner identities. <p>Well managed and responsive transitions into, within and from the service to school/kura effectively support continuity of learning and respond to each child, their parents and whānau.</p>

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(continued)

Improvement required (Below the quality threshold)	Working towards (Below the quality threshold)	Embedded (Above the quality threshold)	Excelling (Above the quality threshold)
		<p>Assessment practices:</p> <ul style="list-style-type: none"> → make children’s learning visible → support each child’s cultural identity, sense of belonging and learner identity → identify children’s capabilities and additional support needed. <p>Transitions into, within and from the service to school/kura support continuity of learning and respond to each child, their parents and whānau.</p> <p>The service is increasingly intentional in its relationships with local schools/kura, sharing information about the service’s curriculum and children’s learning.</p>	<p>The service is highly intentional in its relationships with local schools/kura, regularly sharing information about the service’s curriculum and priorities for children’s learning.</p>

Improvement required (Below the quality threshold)	Working towards (Below the quality threshold)	Embedded (Above the quality threshold)	Excelling (Above the quality threshold)
<p>The organisation/service 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.</p> <p>Leaders and kaiako have limited opportunities to develop professional knowledge, expertise and cultural competence.</p> <p>Leaders and kaiako are at an early stage of building their knowledge and understanding of <i>Te Whāriki</i>.</p>	<p>The organisation/service 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. It is yet to evaluate the impact of professional learning on improvement to teaching practice and outcomes for learners.</p> <p>Leaders and kaiako have opportunities to develop professional knowledge, expertise and cultural competence to enable them to begin to design their curriculum.</p> <p>Leaders and kaiako are taking steps to improve their professional knowledge of curriculum, pedagogy and assessment for learning.</p> <p>Leaders and kaiako are taking steps to develop their proficiency in the use of te reo Māori and integration of tikanga Māori into the curriculum.</p>	<p>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/service is monitoring and evaluating the impact of professional learning on improvements to teaching practice and outcomes for learners.</p> <p>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.</p> <p>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 <i>Te Whāriki</i>.</p> <p>Leaders and kaiako are increasing their knowledge and developing shared understandings of Pacific cultures and values to inform curriculum decisions.</p>	<p>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/service regularly monitors and evaluates the impact of professional learning on improvement to teaching practice and outcomes for learners.</p> <p>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.</p> <p>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 <i>Te Whāriki</i>.</p> <p>Leaders and kaiako consistently use te reo Māori and integrate tikanga Māori across all aspects of the organisation/service.</p> <p>Leaders and kaiako consistently use their knowledge and shared understandings of Pacific cultures and values in all curriculum decisions.</p> <p>Kaiako make good use of current research to inform their thinking and professional practice.</p>

Collaborative professional learning and development builds knowledge and capability | Whakangungu Ngaio

Early Childhood Education (ECE) – Improvement framework (teacher led services)



(continued)

Improvement required (Below the quality threshold)	Working towards (Below the quality threshold)	Embedded (Above the quality threshold)	Excelling (Above the quality threshold)
	<p>Leaders and kaiako are building shared understandings of Pacific cultures and values.</p> <p>Leaders and kaiako are beginning to inquire into aspects of their practice.</p>	<p>Kaiako increasingly familiar with current research to inform their thinking and practice.</p> <p>Children’s learning is supported through the participation of leaders’ and kaiako in relevant professional learning and development that contributes to ongoing improvement.</p> <p>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.</p>	<p>Children’s learning is enhanced through leaders’ and kaiako engagement in professional learning and development that contributes to ongoing sustained improvement.</p> <p>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.</p>

Review and evaluation for improvement |
Ngā Aronga Whai Hua

Improvement required (Below the quality threshold)	Working towards (Below the quality threshold)	Embedded (Above the quality threshold)	Excelling (Above the quality threshold)
<p>The organisation/service has not yet 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 yet to develop a framework for reviewing policies, procedures, and practices.</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 building a shared understanding of evaluation for improvement.</p> <p>Most evaluation activities are focused on what kaiako and children are doing rather than how well/how effectively 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 developed and is at an early stage of using a framework for reviewing its policies, procedures, and practices.</p>	<p>The organisation/service has embedded the conditions that enable leaders and kaiako to do and use evaluation for improvement. A systematic process is in place and followed and an 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>Some evaluation activities are in-depth and contribute to improvement.</p> <p>The governing organisation gathers and analyses some information from across its organisation/ services to evaluate the quality of education and care and used to inform ongoing planning for improvement.</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>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 governing organisation is regularly gathering and analysing information from across its organisation/services to evaluate the quality of education and care and used to inform ongoing planning for improvement.</p> <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 equity and excellence.</p> <p>The organisation/service has a high level of capability and capacity to engage in robust evaluation activities. It 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 demonstrates how well it is having regard for the NELP and its priorities for improvement.</p>

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(continued)

Leadership fosters collaboration and improvement | Kaihautū

Improvement required (Below the quality threshold)	Working towards (Below the quality threshold)	Embedded (Above the quality threshold)	Excelling (Above the quality threshold)
		The organisation/service implements a framework (systems and processes) to monitor and review its policies, procedures, and practices.	<p>The organisation/service effectively implements a 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>
Improvement required (Below the quality threshold)	Working towards (Below the quality threshold)	Embedded (Above the quality threshold)	Excelling (Above the quality threshold)
<p>The organisation/service is yet to provide conditions that develop leadership capability to enable quality teaching.</p> <p>Leaders are yet to enact the organisation/service’s vision, plans and priorities for improvement.</p> <p>Leaders have not yet developed relational trust to enable collaboration and improvement.</p> <p>Leaders provide few opportunities for whānau Māori to voice their views.</p> <p>Leadership:</p> <ul style="list-style-type: none"> → 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. <p>Organisation/service leadership is yet to identify barriers to children’s learning.</p>	<p>The organisation/service is establishing the conditions to develop leadership capability to support quality teaching.</p> <p>Leaders are at an early stage of enacting some aspects of the organisation’s/service’s vision, plans and priorities for improvement.</p> <p>Leaders are taking steps to build relational trust to enable collaboration and improvement.</p> <p>Leaders provide some opportunities for whānau Māori to voice their views.</p> <p>Leaders are at an early stage of seeking and including the perspectives of Pacific families in decision making.</p> <p>Leadership:</p> <ul style="list-style-type: none"> → 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. <p>Leadership is beginning to identify barriers to learning for some children.</p>	<p>The organisation/service has embedded the conditions to develop leadership capability to enable high quality teaching.</p> <p>Leaders work collaboratively to enact the organisation’s/service’s vision, plans and priorities for improvement.</p> <p>Leaders continue to build relational trust to enable collaboration and improvement.</p> <p>The organisation/service identifies and fosters future leaders to support continuity and succession planning.</p> <p>Leaders provide opportunities for whānau Māori to voice their views, and be heard.</p> <p>Leaders seek and include the perspectives of Pacific families in decision making.</p> <p>Leaders are increasingly accountable and collectively responsible for the wellbeing and learning of children at the service.</p> <p>Leadership:</p> <ul style="list-style-type: none"> → supports professional practice → resources curriculum implementation and improvement priorities → plans, monitors, and evaluates curriculum, teaching practices and children’s learning. <p>Leadership has identified and is considering ways to reduce barriers to learning for all.</p>	<p>The organisation/service sustains the conditions to improve leadership capability and sustain high quality teaching.</p> <p>Leaders collaboratively enact the organisation’s/service’s vision, plans and priorities for improvement. They regularly monitor and report on how well these are enacted, achieved and the impact on improving quality education and care for all children.</p> <p>A high level of relational trust enables collaboration, sustained improvement, and collective efficacy and agency for staff, parents, whānau and children.</p> <p>The organisation/service identifies and fosters future leaders to support continuity and succession planning.</p> <p>Leaders provide a range of opportunities for whānau Māori to voice their views, be heard and be included in decision making.</p> <p>Leaders actively seek and include the perspectives of Pacific families in decision making.</p> <p>Leaders model and expect professional accountability and collective responsibility for the wellbeing and learning of all children at the service.</p> <p>Leadership:</p> <ul style="list-style-type: none"> → effectively supports professional practice → strategically resources curriculum implementation and improvement priorities → effectively plans, monitors, and evaluates curriculum, teaching practices and children’s learning → promotes equitable and excellent outcomes for all children. <p>Leadership actively reduces barriers to learning for all.</p>

Early Childhood Education (ECE) – Improvement framework (teacher led services)



Stewardship through effective governance and management | Te Whakaruruhau

Improvement required (Below the quality threshold)	Working towards (Below the quality threshold)	Embedded (Above the quality threshold)	Excelling (Above the quality threshold)
<p>The organisation/service’s planning and priorities for improvement are not yet established.</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 being developed.</p> <p>The organisation’s/service’s vision plans and priorities for improvement are yet to include a focus on aspects of children’s learning and wellbeing.</p> <p>Children’s learning and wellbeing are sometimes considered in resourcing and decision making.</p> <p>The organisation/service is establishing processes for consulting with parents, whānau and families about the vision, plans and priorities for improvement.</p> <p>Human resource policies, procedures and practices are being developed.</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 resourcing and decision making in the organisation/service.</p> <p>Parent and whānau/family aspirations are 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>The organisation/service has refined and embedded 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>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 effectively and 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.

Te Tiriti o Waitangi

Improvement required (Below the quality threshold)	Working towards (Below the quality threshold)	Embedded (Above the quality threshold)	Excelling (Above the quality threshold)
<p>The organisation/service plans, policies and practices do not reflect its obligation to Te Tiriti o Waitangi.</p> <p>The organisation/service is at an early stage of building relationships with whānau Māori to determine priorities for Māori learners.</p>	<p>The organisation/service reflects some aspects of the intent of the Articles of Te Tiriti o Waitangi in its plans, policies and practices.</p> <p>The organisation/service is taking steps to build relationships with whānau Māori to identify learning priorities for Māori learners.</p>	<p>The organisation/service has embedded the intent of the Articles of Te Tiriti o Waitangi in it’s plans, policies and practices.</p> <p>The organisation/service is intentional in supporting Māori children to maintain a strong secure sense of their cultural identity.</p> <p>The organisation/service has developed relationships with whānau Māori involving them in decisions about priorities for Māori learners.</p> <p>The organisation/service seeks advice from whānau Māori about how to Include te reo Māori into the daily curriculum and tikanga Māori into the organisation’s/service’s culture (NELP).</p>	<p>The organisation/service enacts the intent of the Articles of Te Tiriti o Waitangi through its plans, policies and practice.</p> <p>The organisation/service has evidence that shows Māori learners are well supported to learn in an environment that affirms their language, culture and identity.</p> <p>The organisation/service has purposeful partnerships with whānau Māori, involving them in decisions about priorities for Māori learners. (NELP)</p> <p>The organisation/service regularly seeks advice from whānau 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).</p>

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Children’s health and safety

Improvement required (Below the quality threshold)	Working towards (Below the quality threshold)	Embedded (Above the quality threshold)	Excelling (Above the quality threshold)
<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 developing 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.