



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Conductive Education Canterbury Inc

Profile Number: 70350

Location: Addington, Christchurch

1 ERO’s judgement of Conductive Education Canterbury Inc is as follows:

Domains: Ngā Akatoro	Below the threshold for quality		Above the threshold for quality	
	Improvement required	Working towards	Embedded	Excelling
The learner and their learning He Whāriki Motuhake	Improvement required	Working towards	Embedded	Excelling
Collaborative professional learning and development builds knowledge and capability Whakangungu Ngaio	Improvement required	Working towards	Embedded	Excelling
Leadership fosters collaboration and improvement Kaihautū	Improvement required	Working towards	Embedded	Excelling
Stewardship through effective governance and management Te Whakaruruhau	Improvement required	Working towards	Embedded	Excelling

For an explanation of the judgement terms used and of the evaluation process please refer to the last page of this report. These judgements are based on the evidence provided to ERO during the evaluation.

Children’s health and safety

Improvement required

Taking reasonable steps

2 ERO's Judgements

[Akarangi | Quality Evaluations](#) evaluate the extent to which early childhood services have the learning and organisational conditions to support equitable and excellent outcomes for all learners. [Te Ara Poutama Indicators of quality for early childhood education: what matters most](#) and [Early Childhood Education \(ECE\) Improvement Framework \(teacher led services\)](#) are the basis for making judgements about the quality of the service in achieving equity and excellence for all learners. Evaluations for improvement | Ngā Aronga Whai Hua is integrated across all of the above domains.

3 About the Service

Conductive Education Canterbury is governed by a board of parents and whānau. The service offers all-day care and education to infants, toddlers and young children to school age. An operations manager, and a recently appointed general manager, are responsible for the day-to-day operations of the centre. They are supported by a family support coordinator, a teaching team made up of certificated early childhood teachers, early intervention teachers and support staff along with a speech language therapist, and a conductor. The service describes itself as an early intervention centre for children with additional learning needs offering Conductive Education. It serves a culturally diverse community.

4 Progress since the previous ERO report

The 2020 ERO report identified a broad key next step to foster the centre's well-defined direction for future development. Leaders, teachers and staff have made good progress with significant work related to *Te Whāriki*, the early childhood curriculum, and other education and health frameworks. They prioritise this work as part of their focus on continuous improvement and meeting the needs and aspirations of the children and whānau attending.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The service has very clear and useful guidance and expectations for working in partnership with parents, whānau and families.

- Leaders and teachers engage in very effective learning-focused partnerships with parents and whānau to identify priorities for their children's development and learning, and to support children's developing capabilities and emotional wellbeing.
- Robust assessment information is reliably used to identify and reduce barriers to children's learning. Assessment practices make children's learning and development highly visible, identify progress and acknowledge and support each child's sense of belonging and learner identity.
- Leaders have identified that a priority is to continue increasing the use of te reo Māori in teaching. They also acknowledge that using the learning dispositions and outcomes from *Te Whāriki* more deliberately in assessment, planning and evaluation documentation is a key next step.

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

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

- Children’s learning and development are enriched through leaders’ and teachers’ engagement in professional learning and development that contributes to ongoing sustained improvement.
- Leaders, teachers and staff take a deliberate approach to understanding what matters most in this service and for whom, by engaging in systematic, meaningful internal evaluation processes and practices.
- They make very good use of current theory and frameworks to inform their professional discussions and practices.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders collaboratively enact the service’s vision, plans and priorities for improvement.

- The distributed leadership model in this service is fostered by senior leaders who are knowledgeable and thoughtful. They role model high levels of relational trust that enables collective responsibility for teachers, staff, parents, whānau and children.
- Leaders provide coherent opportunities for staff to build knowledge and understanding of relevant frameworks including, *Te Whāriki*, *Te Whare Tapa Whā*, *F-Words for Child Development*, *Tapasā: cultural competency framework for teachers of Pacific learners* and *Enabling Good Lives Principles*.
- Leaders foster effective professional practices through coaching, mentoring, and role modelling strategies.

Stewardship through effective governance and management | Te Whakaruruhau

The parent-led governing board provides strong support for the operation and ongoing sustainability of the service.

- The wellbeing of children and whānau, and children’s learning and development, are primary considerations in resourcing and decision making in the service.
- Governance and management implement policies, procedures, and practices that prioritise inclusiveness, are fit for purpose and promote low staff turnover.
- Governance and management work effectively and collaboratively with relevant agencies and community organisations to support broader educational and social outcomes for children, their parents and whānau.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Conductive Education Canterbury Inc completed an *ERO Assurance Statement and Self-Audit Checklist*. In these documents they attested that they have taken all reasonable steps to meet their legal obligations related to:

- curriculum
- premises and facilities
- health and safety practices
- governance, management and administration.

During the review, ERO looked at the service's system for managing the following areas that have a potentially high impact on children's health and safety:

- emotional safety (including positive guidance and child protection)
- physical safety (including supervision; sleep procedures; accidents; medication; excursion policies and procedures)
- suitable staffing (safety checking of staff, ratios)
- relevant evacuation procedures and practices.

All early childhood services are required to promote children's health and safety and to regularly review their compliance with legal requirements.

8 Where to next for improvement?

Conductive Education Canterbury Inc will include the following actions in its quality improvement planning by continuing to:

- increase the prominence and use of te reo Māori in daily practice and children's learning documentation
- make the learning dispositions and learning outcomes from *Te Whāriki* more visible at the forefront of assessment documentation and planning for learning, to show children's intended learning.

Activities undertaken by the evaluation team

- Pre-visit contact with the service provider/manager.
- Reading documentation and records of children’s learning and development.
- Scanning the learning environment and resources.
- Observations of interactions and teaching practice while onsite.
- Meetings and / or conversations with leaders and teachers.
- Sampling of information related to compliance.

[Further information about how ERO evaluates early childhood services is available here.](#)



Patricia Davey
Director of Early Childhood Education (ECE)

11 November 2024

9 Information About the Service

Service Type	Education and care service
Number licenced for	16 children, including up to 6 aged under 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 22%; NZ European/Pākehā 51%; Samoan 8%; other ethnic groups 19%
Service roll	37
Review team on site	July 2024
Date of this report	11 November 2024
Most recent ERO report (s) These are available at www.ero.govt.nz	Education Review, February 2020; Education Review, October 2016

Description around ERO's judgement terms

ERO's judgements are based on *Te Ara Poutama* and the *Early Childhood Education Improvement Framework (teacher led services)*.

	Above the threshold for quality
Excelling	The service is excelling in the learning and organisational conditions to support high quality education and care for children
Embedded	The service has embedded its learning and organisational conditions to support ongoing improvement to the quality of education and care for children.
	Below the threshold for quality
Working towards	The service is working towards establishing the learning and organisational conditions to support improvements in the quality of education and care for children.
Improvement required	The service has not yet developed the learning and organisational conditions to support quality education and care for children.