



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Mar Addai Catholic Preschool

Profile Number: 47548

Location: Manukau, Auckland

1 ERO's judgement of Mar Addai Catholic Preschool is as follows:

Domains: Ngā Akatoro	Below the threshold for quality		Above the threshold for quality	
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

Mar Addai Catholic Preschool is one of three not-for-profit services governed by Auckland Catholic Preschool Trust. A qualified centre manager and centre supervisor provide governance and curriculum leadership to the teaching team. There are three separate play spaces for children from infants to school age. Christian values underpin the service's philosophy and practice.

## 4 Progress since the previous ERO report

ERO's previous report in December 2020 identified an improvement action related to improving assessment of children's learning. Good progress has been made to improve the quality of assessment practices. Assessment documentation is now beginning to make aspects of children's interests and learning visible. However, this information is yet to consistently provide clear information to families about children's learning, the deliberate strategies used by teachers to extend children, nor evidence of children's progress over time.

## 5 Learning Conditions

### The learner and their learning | He Whāriki Motuhake

Teachers know children and their families well and are beginning to use this knowledge to inform the curriculum.

- Children demonstrate a sense of belonging supported by close, positive and respectful relationships with teachers. Children's connections to their home languages are maintained by multilingual teachers, and their cultures and identity are affirmed.
- Teachers notice and write about children's interests and make some links with *Te Whāriki*, the early childhood curriculum. There are positive examples of how some teachers are identifying the learning that is happening for children.
- Whilst teachers are beginning to seek parent's goals for their children's learning, this information is yet to be used or responded to for individual children.

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

Leaders and teachers are beginning to improve their professional knowledge of how to develop and implement a responsive curriculum for all children.

- Teachers integrate te reo Māori and aspects of tikanga Māori into daily practice. Improving Te Tiriti based practices of teachers is prioritised in professional mentoring and strategic planning.
- Leaders and teachers individually and collaboratively reflect on professional learning and development attended. They have yet to explore if their learning has resulted in changes to teaching practices or had a positive impact on children's learning.
- A process for mentoring and guidance provides opportunities for leaders and teachers to deepen their understanding of the curriculum. The process does not yet include a focus on monitoring and evaluating any changes made or if changes have made a difference for children.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

Leaders are developing conditions that enable teacher collaboration and a community focus.

- Respectful relationships with parents and the local church community are maintained. Leaders work collaboratively with external agencies to support children's learning and wellbeing.
- Whilst a professional growth cycle is in place, this process does not yet sufficiently demonstrate how teachers contribute to the service achieving its' goals and vision.
- A collaborative process of reflection is established and results in a good level of teacher inquiry into their practice. Leaders are building their understanding of the difference between review and evaluation, and evaluation is not yet used consistently to consider how improvements have made an impact on children's learning.

### Stewardship through effective governance and management | Te Whakaruruhau

Children's learning and wellbeing is prioritised and considered in resourcing and decision-making.

- Trusting relationships between the Board and leaders support a clear vision, goals and priorities that reflect Catholic values. A focus on broader educational and social outcomes for children, parents, families and the local community is evident.
- Human resource systems promote the recruitment, selection and retention of qualified teachers with knowledge of the Catholic faith. This supports a shared vision of leaders and teachers that helps to maintain the special character of the service's philosophy.
- A useful framework of policy review is in place. This is used to guide and monitor the review, update and implementation of policies and practices that consistently maintain regulatory requirements.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Mar Addai Catholic Preschool completed and *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?

Mar Addai Catholic Preschool will include the following actions in its quality improvement planning:

- Improve planning and assessment practices to show individual children's learning progress, in relation to the learning outcomes of *Te Whāriki*, the early childhood curriculum.
- Increase, and make visible, teachers' responses to parents' goals for their children, to inform curriculum decisions and strengthen learning-focused partnerships.
- Develop a shared understanding amongst leaders and teachers of the purpose and use of evaluation for improvement, specifically maintaining a focus on how improvements have positively impacted for children's 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.](#)

A handwritten signature in purple ink that reads "Patricia Davey".

Patricia Davey  
Director of Early Childhood Education (ECE)

20 November 2024

## Information About the Service

Service Type	Education and care service
Number licenced for	50 children, including up to 10 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition Using rounded percentages	Māori 2%, Middle Eastern 44%, Indian 30%, Fijian 7%, Samoan 5%, Cook Islands 5%, other ethnic groups 7%
Service roll	43
Review team on site	July 2024
Date of this report	20 November 2024
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Akanuku   Assurance Review, December 2020.

## 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)*.

	<b>Above the threshold for quality</b>
Excelling	The service is excelling in the learning and organisation 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.
	<b>Below the threshold for quality</b>
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.