



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Te Puna o Tarawa ECE

Profile Number: 34111

Location: Opotiki

1 ERO's judgement of Te Puna o Tarawa ECE 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

This centre is an iwi-led early childhood service, governed by a newly established trust board Te Tāwharau o te Whakatohea, formerly known as Whakatohea Māori Trust Board. The Trust oversees all Whakatohea iwi-based social, educational and health services. The early childhood service reflects the vision of Whakatohea to be culturally empowered and fully conversant in te reo me ngā tikanga o Whakatohea. There are seven staff members, six of whom are registered teachers including the centre manager who is responsible for overseeing operations and administration. Tamariki engage in learning across three separate spaces.

4 Progress since the previous ERO report

ERO's Akanuku | Assurance Review in 2022 identified three improvement actions. Two of these relate to integrating the learning outcomes of *Te Whāriki*, the early childhood curriculum into assessment and improving planning processes to consistently show the learning and development of all tamariki over time. ERO also identified that enhancing the knowledge of kaiako to develop and implement a rich and relevant curriculum for tamariki. A third key next step was to increase opportunities within the curriculum to promote and support the languages and cultures of all tamariki enrolled.

Some progress has been made regarding the areas of improvement that have been identified. Use of the *Te Whāriki* curriculum, including the associated learning outcomes remains a significant area for further development.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Tamariki experience a kaupapa Māori curriculum that strongly reflects Whakatohea iwi values and Māori dispositions.

- Whakatohea tikanga and te reo Māori are integrated through mihi whakatau, waiata, karakia, whakapapa and pepeha, including strong connections with the hāpori and whenua. Values of manaakitanga, whanaungatanga, matawhānau, rangatiratanga and kaitiakitanga are inherent for tamariki, kaiako and whānau.
- The play-based learning environment offers opportunities for children with additional learning needs to engage in both individual and group learning, while promoting tuakana | teina approaches. However, the learning environment does not adequately provide a variety of accessible open-ended resources and play areas, which are essential to enhance learning opportunities and the complexity of play of tamariki.
- Younger learners experience a calm and unhurried learning environment that nurtures their wairua and toiora. However, their learning is being hindered by limited access to a well-equipped environment.

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

Kaiako are yet to collaborate and develop a shared understanding of the planning processes to fully capture the learning and development of all tamariki over time.

- There is variability of knowledge and understating of *Te Whāriki* across the teaching team. This is hindering effective documented planning, assessing and evaluation of the learning of tamariki.
- An appraisal process is in place that includes annual summary hui. However, growth in teaching practices and improved outcomes for tamariki are yet to be evidenced within a professional growth cycle.
- Leaders and kaiako have identified the need to seek external professional learning to deepen their understanding and expertise of the depth and breadth of *Te Whāriki*. In particular, leaders and kaiako do not yet have a collective understanding of the learning outcomes or how to incorporate these into assessment and planning documentation.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Centre leaders are establishing the conditions that build leadership capability and support improved teaching practices.

- The centre leader effectively role model the values of Whakatohea through leadership and teaching practices. They have cultural expertise supporting the service, whilst helping other broader educational services and the local community in ways that foster collaboration and knowledge sharing among these diverse groups.
- The centre leader has identified a need to develop robust systems and processes, such as professional growth cycles and an internal evaluation system, to help design a responsive curriculum that serves all tamariki effectively.
- Ongoing, regular effective communication between leaders and governance needs to be established to address the goals and aspirations of the centre, as well as to enhance the operations that promote inclusion and learning for all akonga.

Stewardship through effective governance and management | Te Whakaruruhau

Children's learning and wellbeing are sometimes considered in resourcing and decision making.

- Governance have been responsive in eliminating some barriers for tamariki and their whanau to attend and participate in the curriculum. However, the Trust is yet to work with service leaders to allocate equity funding to promote inclusion and equitable outcomes for all tamariki.
- There is not yet a trusting relationship between the Trust and the centre that focuses on improving equitable outcomes for all tamariki.
- The Trust is not yet engaging with staff to identify and respond to the professional development needs of leaders and kaiako, in addition to upgrading the equipment and resources for tamariki.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Te Puna o Tarawa ECE 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?

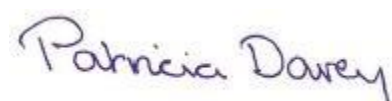
Te Puna o Tarawa ECE will include the following actions in its quality improvement planning:

- Leaders and kaiako to continue to deepen their understanding of *Te Whāriki* and its connection to learning outcomes for tamariki. This includes reflecting this in the curriculum in action as well as assessment and planning records.
- Leaders and kaiako to develop and implement professional growth cycles and an internal evaluation system that shows growth of kaiako practices over time, outcomes for tamariki and sustained improvement across the centre.
- Those responsible for governance to establish reciprocal relationships with centre leaders and kaiako that ensure:
 - leaders and kaiako are consulted in the decision-making processes related to service operations and curriculum delivery including policy review.
 - there is a clear pathway for leaders and kaiako to access adequate funding for resources and relevant professional development, in order to design and implement a rich curriculum for all tamariki.

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)

23 December 2024

9 Information About the Service

Service Type	Education and care service
Number licenced for	65 children, including up to 20 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 68%; NZ European/Pākehā 32%; Indian 11%; other ethnic groups 3%
Service roll	37
Review team on site	October 2024
Date of this report	23 December 2024
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, October 2022; Akanuku Assurance Review, June 2021

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.