



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: St Johns Montessori

Profile Number: 45281

Location: St Johns, Auckland

1 ERO's judgement of St Johns Montessori 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

St Johns Montessori is a purpose-built centre, located within the parklands and sports grounds of Colin Maiden Park. The service is owned and managed by two directors with early childhood education qualifications. They support a registered centre manager to lead a team of qualified and unqualified teachers, and support staff. The service's philosophy reflects the Montessori approach that emphasises hands-on learning, development of real-world skills and supporting children's interests. A small number of children attending are of Māori heritage.

4 Progress since the previous ERO report

The service addressed two areas of concern relating to health and safety and governance and management following ERO's previous review in 2021. Monitoring of regulatory requirements are met and maintained.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Leaders and teachers enact expectations for curriculum design and implementation in partnership with parents, that reflect the Montessori approach. There are embedded systems in place to monitor and review the implementation of these expectations.

- Assessment information consistently demonstrates that teachers identify children's progress and mastery of skills and dispositions. Leaders continue to support teachers to show through assessment, children's progress in relation to the learning outcomes of *Te Whāriki*, the early childhood curriculum.
- Leaders and teachers utilise a wide range of strategies that enable parents to provide feedback and contribute to curriculum decisions that support children's learning. As a result, children have developed a strong sense of belonging and experience close, positive relationships with teachers.
- Teachers and leaders enact a curriculum that values children's connections to their cultures, including some teachers who use their home languages to effectively support children's learning.

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

Continued positive progress has been made relating to how well teachers' use their professional knowledge to design and implement a responsive curriculum that reflects both *Te Whāriki* and a Montessori approach.

- Leaders have established a useful process to support the growth of teacher's professional practice, including ongoing mentoring that contributes to growing the leadership capability of staff. The sharing of new ideas from professional learning related to the Montessori approach supports teachers to consistently implement a responsive curriculum for children.
- The professional learning undertaken by teachers and leaders contributes to ongoing improvement that results in positive changes and decisions that contribute to children's learning.
- Teachers reflect on what is working well and what could be improved within the curriculum provided. They have yet to evaluate the impact of changes made on improved outcomes for children.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

The service has embedded conditions that develop leadership capability and support improved teaching practices.

- Leaders and teachers have positive, trusting relationships that support collaboration and teamwork. Appointments to teaching and leadership positions in the past year have contributed to shared understandings about the service's overall strategic direction and have supported developing leadership capability well.
- A systematic and collaborative process of internal evaluation is focused on improvement and used to inform governance decisions. Leaders are taking steps to make explicit the impact of improvement actions on outcomes for children.

Stewardship through effective governance and management | Te Whakaruruhau

The service implements governance processes that support ongoing improvement.

- Leaders and teachers maintain respectful relationships with parents and whanau. There are regular opportunities for parents to contribute to recently implemented long-term improvement priorities. Service leaders are yet to evaluate progress towards achieving the service's improvement goals.
- Leaders confidently articulate their vision, values and philosophy which are enacted in governance and curriculum practices. They work collaboratively to build the capability of teachers across other services.
- A useful framework of policy review is established. Leaders use this framework well to monitor and guide the effective implementation of policies, procedures and practices.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of St Johns Montessori 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?

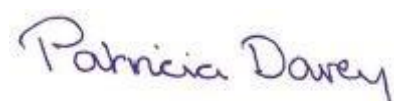
St Johns Montessori will include the following actions in its quality improvement planning:

- Develop a deeper understanding of the learning outcomes in *Te Whāriki* to guide teachers in how they plan for, assess and evaluate children's learning and progress over time.
- Continue to improve evaluation practices that make visible the impact and/or effectiveness of improvement actions on outcomes for children/groups of children.

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)

18 February 2025

Information About the Service

Service Type	Education and care service
Number licenced for	75 children, including up to 25 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 8%; NZ European/Pākehā 34%; Chinese 29%; Indian 10%, Korean 8%, other Asian 5%, other ethnic groups 6%
Service roll	59
Review team on site	September 2024
Date of this report	18 February 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, November 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.