



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Harakeke

Profile Number: 45329

Location: Upper Moutere

1 ERO's judgement of Harakeke 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.

Tamariki'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

Harakeke is a nature-based service located in rural Motueka, with a philosophy that values regular excursions to nearby reserves and the adjacent bush. Over the past year, the owner who has a dual role as centre manager, has been gradually stepping back from the service. Leadership changes are being managed informally, and the small teaching team is a mix of experienced, long-serving teachers and recently appointed staff including a teacher in training.

4 Progress since the previous ERO report

The 2020 ERO report identified two areas for improvement, one of which related to how teachers consistently and intentionally plan appropriate teaching strategies to support children's learning. Good progress has been made in this area, with teachers engaging in relevant professional learning to strengthen their understanding and implementation of intentional teaching through the enacted curriculum and planning. However, further work is needed to ensure these strategies are reflected in individual children's assessments, showing progress over time in relation to parent aspirations and *Te Whāriki*, the early childhood curriculum, learning outcomes.

Limited progress has been made in evaluating how effectively the principles of Te Tiriti o Waitangi are integrated into daily practices and key documentations. While the service has developed a Māori as Tangata Whenua policy, undertaken professional learning, and incorporated aspects of te ao Māori, te reo Māori, and tikanga Māori into the curriculum, a meaningful evaluation of these practices is yet to occur.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children experience a rich curriculum that builds confidence, and enables challenge, exploration, and social learning.

- Teachers, supported by community expertise, intentionally use strategies that promote children's critical thinking, curiosity, and creativity. The well-resourced, purposefully designed learning environment supports children to follow their interests and lead their own learning.
- Teachers meaningfully weave the service values of manaaki mai (receive and offer care/respect), manaaki tāngata (care for people) and manaaki papatūānuku (care for the earth) throughout the daily programme. They intentionally support children to develop social and emotional competence, enabling them to engage positively with and alongside others.
- Well-considered, regular excursions into the nearby ngahere (bush) and wider region, provide valuable opportunities for children to deepen their understanding of the natural environment and engage in appropriate risk-taking.

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

Collaborative and relevant professional learning opportunities are effectively building teachers' capability.

- The teaching team access purposeful external professional learning that is clearly aligned with the service's vision, values and priorities for children's learning.
- Teachers are well supported to apply their shared understanding of intentional teaching practices throughout the daily programme.
- Teachers are not yet consistently applying learning from te reo Māori and tikanga Māori professional development, which limits opportunities to extend children's learning.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Relational trust and a strong culture of collaboration support collective responsibility for children's learning and wellbeing.

- Leaders clearly focus on developing a culture of collaboration. This enables the teaching team to take shared responsibility for the learning and wellbeing of all children.
- Collaborative internal evaluation shows some understanding of aspects of the sense-making process. However, a clear, shared approach to evaluating the impact of actions on outcomes for learners is not yet evident.
- The teaching team is well supported to work effectively and remain responsive to the learning community. This support enables teachers to adapt their practice and build strong relationships with whānau.

While governance fosters collaboration and improvement, it has yet to develop and implement a succession plan to ensure continuity of leadership and management systems and processes.

- The absence of a succession plan limits continuity of governance and management and impacts the service's ability to consistently maintain regulatory standards.
- Parents, children, and the wider community have meaningful opportunities to contribute to the service's strategic direction and resourcing, which clearly align with its vision, values, and priorities for learning.
- Governance, with support from the wider community, actively seeks ways to enrich the curriculum. Community expertise is regularly used to build teachers' capability, which enhances the quality of teaching and broadens learning experiences for children, particularly through music and gardening.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Harakeke 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 Areas of Concern

ERO found an area of concern in the service relating to:

- having a current Fire Evacuation Scheme approved by Fire and Emergency New Zealand.

Licensing Criteria for Early Childhood Education and Care Centres 2008, HS4.

9 Where to next for improvement?

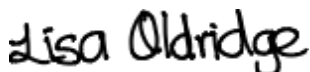
Harakeke will include the following actions in its quality improvement planning:

- Teachers to consistently integrate te reo Māori and tikanga Māori throughout the daily programme to strengthen cultural responsiveness and support children's identity, language, and culture.
- Consistently show intentional teaching strategies in assessment documentation and strengthen internal evaluation practices to clearly demonstrate children's progress in relation to parent aspirations and the impact of teaching, aligned with *Te Whāriki* learning outcomes.
- Develop and implement a succession plan to ensure continuity of governance and management.

Activities undertaken by the evaluation team

- Pre-visit contact with the service provider/manager.
- Reading documentation and records of tamariki'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.*](#)



Lisa Oldridge
Director of Early Childhood Education (Acting)

8 May 2025

10 Information About the Service

Service Type	Education and care service
Number licenced for	25 tamariki, aged over 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 16%; NZ European/Pākehā 86%; other ethnicities 8%
Service roll	24
Review team on site	February 2025
Date of this report	8 May 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Education Review, December 2020; Education Review, December 2013

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 tamariki.
Embedded	The service has embedded its learning and organisational conditions to support ongoing improvement to the quality of education and care for tamariki.
	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 tamariki.
Improvement required	The service has not yet developed the learning and organisational conditions to support quality education and care for tamariki.