



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: He Manu Hou Trust

Profile Number: 47508

Location: Timaru

1 ERO's judgement of He Manu Hou Trust 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

He Manu Hou Trust is a bilingual early learning centre operating on the site of Te Aitarakihi Marae-a-iwi. The kaiārahi has responsibility for day-to-day operations and reporting to board members. Kaiako and kaiāwhina work collectively to implement the daily curriculum within a mixed-aged group setting. An external kaiwhakahaere provides professional leadership and guidance for kaiako.

A board of trustees and interested parties undertake governance. A whānau committee provides a voice for mātua and whānau to board members. The board undertook a service reset in 2023 to ensure the sustainability of delivering a kaupapa Māori based early learning service in the South Canterbury region. The rapunga whakaaro (philosophy) acknowledges the service's commitment to implementing a culturally responsive approach to learning that supports tamariki to maintain a strong sense of their language, culture, and identity.

4 Progress since the previous ERO report

An Akanuku | Assurance Review was confirmed in April 2021. Two areas of non-compliance were addressed while ERO was onsite. The service is maintaining compliance with regulatory requirements at the time of this evaluation. The 2021 report did not include any key next steps for the service.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Tamariki benefit from a responsive curriculum consistent with the Te Ara Māori pathway of *Te Whāriki*, the early childhood curriculum.

- Tamariki experience a range of teacher-led activities that reflect the dual heritages of Aotearoa including te ao Māori pūrākau, te reo Māori and waiata. They participate in tikanga Māori practices throughout the programme.
- Mātua and whānau contribute through the whānau committee, are consulted on curriculum design, and have opportunities to share their goals for their tamaiti. The use of parent and whānau voice to inform individual planning and assessment for learning is inconsistent.
- Kaiako foster the social and emotional competence of all age groups through ako, role modelling, and respectful interactions. Tamariki with additional learning needs are well supported to engage in the curriculum.

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

Kaiako and kaihautū are taking steps to build deeper understandings of how to implement Te Ara Māori and design a rich curriculum for all tamariki.

- Kaiako with expertise in te ao Māori, te reo Māori use, and tikanga Māori practices provide support and guidance to colleagues, mātua, and whānau. Some kaiako continue to develop te reo Māori competency and build understanding of te ao Māori.
- Kaiako engage in professional learning. An appraisal system of self-reflection measures professional practice however, they are yet to evaluate the impact on outcomes for learners.
- A new assessment for learning procedure shows evidence of ngā whāinga me ngā hua ako of Te Ara Māori (goals and learning outcomes) being used to plan for individual learners. Assessment practices are yet to be consistently implemented and show progress of learning overtime.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Kaihautū work collaboratively to enact the service's vision, plans and priorities for improvement.

- There has been positive change in the collective approach to understanding Māori ways, of knowing, being, and doing.
- Early interventions for those tamariki requiring additional support are responsive to, and inclusive of, identified needs. This includes sourcing cultural support through a kaitakawaenga (facilitator/advisor).
- Ngā kaihautū and ngā kaiako are improvement focused. The use of evaluation, with a focus on the difference changes to practice and intentional teaching are making to the outcomes of tamariki, is in the early stages within different aspects of the service.

Stewardship through effective governance and management | Te Whakaruruhau

Relational trust between governance, leaders, and the wider community supports progress towards the service's strategic priorities.

- Strategic implementation of goals includes the strengthening and enactment of the service's values and vision within a te ao Māori framework.
- Governance and the whānau committee support initiatives that reduce barriers to participation.
- Resourcing to ensure the programme reflects te ao Māori perspectives, including improvements to the learning environments and curriculum resources, is actively pursued.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of He Manu Hou Trust 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?

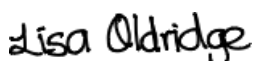
He Manu Hou Trust will include the following actions in its quality improvement planning:

- Fully embed planning and assessment practices to grow consistency of practice and show tamaiti progress overtime.
- Build kaihautū and kaiako capability to do and use effective internal evaluation for improvement to identify the impact of changes to teaching on outcomes for 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.](#)



Lisa Oldridge
Director of Early Childhood Education (Acting)

28 May 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	30 children, including up to 10 aged under 2
Percentage of qualified teachers	100%
Ethnic composition <i>Using rounded percentages</i>	Māori 60%, NZ European/Pākehā 34%, Samoan 3%, Cook Island Māori 3%
Service roll	32
Review team on site	January 2025
Date of this report	28 May 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, April 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.