



Education Review Office
Te Tari Arotake Mātauranga

**Edna McCulloch Kindergarten
Oamaru**

Confirmed

Education Review Report

Edna McCulloch Kindergarten

Oamaru

15 June 2018

1 Evaluation of Edna McCulloch Kindergarten

How well placed is Edna McCulloch Kindergarten to promote positive learning outcomes for children?

Not well placed	Requires further development	Well placed	Very well placed
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ERO's findings that support this overall judgement are summarised below.

Background

Edna McCulloch Kindergarten is located in Oamaru. It is one of five kindergartens in the Oamaru Kindergarten Association (OKA). In response to growing demand in the community, the kindergarten has extended its license number and now caters for up to 40 children. The children and whānau come from a range of diverse ethnicities, particularly Tongan and Māori.

Since the 2015 review, there has been a change in head teacher and some of the teaching team. The head teacher is funded by the OKA to work alongside the Ministry of Education as an early intervention teacher across other kindergartens. She provides support to children and families with additional learning needs. Two teachers shared the role of acting head teacher during this time.

An external Education Services Manager (ESM) supports professional practice in the team. The OKA oversees the governance and management of the kindergarten. Since the 2015 ERO report, the head teacher and teachers have made good progress on the areas identified for further development.

This review was part of a cluster of five reviews in the OKA.

The Review Findings

Teachers intentionally focus on building respectful and reciprocal relationships with children and their whānau. They authentically integrate aspects of children's language, culture and identity into the programme, environment and teaching practice, especially for those with Māori and Tongan heritage. This supports children and whānau to develop a sense of belonging to the kindergarten. These factors are promoting positive outcomes for all children.

Teachers have clearly identified curriculum priorities in collaboration with whānau. These are promoted and valued in the programme, and include:

- respect
- relationships
- self-belief
- diversity.

Children benefit from a broad range of curriculum opportunities to extend their play and learning. With the head teacher's expertise and the support of external agencies, children with additional needs are well catered for. Teachers usefully share assessment information with local schools to promote a positive transition to school for children. This supports the school to know children's strengths and what strategies have been most effective in supporting their learning.

Leaders and teachers regularly make good use of internal evaluation to improve practices and systems. Teachers make effective use of professional learning to critically reflect on and improve practices. They are committed to building culturally responsive practice.

Teachers have a useful system to plan for individual children. Children's language, identity and culture are highly valued. Teachers clearly identify the learning they are trying to support. They respond to children's interests and goals through planned experiences and strategies. Teachers are supporting children to increase their sense of agency, through better knowing about their own learning and contributing to their learning goal. Teachers are increasingly seeking and responding to parents' aspirations for their children's learning.

Teachers are embedding a new system for group assessment, planning and evaluation. They need to ensure that the intended learning outcomes and the strategies teachers use to achieve these are clearly stated, and later evaluated.

The OKA effectively supports the kindergarten. It provides a useful strategic and operational framework for the kindergarten's management. There is strong alignment from the OKA strategic priorities to the kindergarten's priorities and plans. The OKA is committed to equity for all children, providing targeted resources to enable participation and inclusion of all children and their whānau. The OKA board is well informed about how well each kindergarten is progressing and contributing to the strategic direction.

The OKA strongly supports ongoing improvement across its kindergartens. It has effective evaluation and assurance practices that inform change and development. The OKA also supports its kindergartens to have constructive partnerships with other agencies and providers. Teacher capability across the OKA is being strengthened through an improved appraisal system.

Key Next Steps

The key next steps are for leaders and teachers to:

- continue to refine processes for assessment, planning and evaluation for groups of children.

Management Assurance on Legal Requirements

Before the review, the staff and management of Edna McCulloch Kindergarten completed an *ERO Centre 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 systems for managing the following areas that have a potentially high impact on children's wellbeing:

- emotional safety (including positive guidance and child protection)
- physical safety (including supervision; sleep procedures; accidents; medication; hygiene; excursion policies and procedures)
- suitable staffing (including qualification levels; police vetting; teacher registration; ratios)
- evacuation procedures and practices for fire and earthquake.

All early childhood services are required to promote children's health and safety and to regularly review their compliance with legal requirements.

Next ERO Review

When is ERO likely to review the service again?

The next ERO review of Edna McCulloch Kindergarten will be in four years.



Dr Lesley Patterson
Deputy Chief Review Officer Southern
Te Waipounamu - Southern Region

15 June 2018

The Purpose of ERO Reports

The Education Review Office (ERO) is the government department that, as part of its work, reviews early childhood services throughout Aotearoa New Zealand. ERO's reports provide information for parents and communities about each service's strengths and next steps for development. ERO's bicultural evaluation framework Ngā Pou Here is described in [SECTION 3](#) of this report. Early childhood services are partners in the review process and are expected to make use of the review findings to enhance children's wellbeing and learning.

2 Information about the Early Childhood Service

Location	Oamaru	
Ministry of Education profile number	5485	
Licence type	Free Kindergarten	
Licensed under	Education (Early Childhood Services) Regulations 2008	
Number licensed for	40 children aged over 2 years	
Service roll	57	
Gender composition	Girls: 32 Boys: 25	
Ethnic composition	Māori Pākehā Pacific Other	10 29 10 8
Percentage of qualified teachers 0-49% 50-79% 80%+ <i>Based on funding rates</i>	80% +	
Reported ratios of staff to children Over 2	1:10	Meets minimum requirements
Review team on site	May 2018	
Date of this report	15 June 2018	
Most recent ERO reports These are available at www.ero.govt.nz	Education Review	January 2015
	Education Review	May 2010

3 General Information about Early Childhood Reviews

ERO's Evaluation Framework

ERO's overarching question for an early childhood education review is 'How well placed is this service to promote positive learning outcomes for children?' ERO focuses on the following factors as described in the bicultural framework [Ngā Pou Here](#):

Pou Whakahaere – how the service determines its vision, philosophy and direction to ensure positive outcomes for children

Pou Ārahi – how leadership is enacted to enhance positive outcomes for children

Mātauranga – whose knowledge is valued and how the curriculum is designed to achieve positive outcomes for children

Tikanga whakaako – how approaches to teaching and learning respond to diversity and support positive outcomes for children.

Within these areas ERO considers the effectiveness of *arotake* – self review and of *whanaungatanga* – partnerships with parents and whānau.

ERO evaluates how well placed a service is to sustain good practice and make ongoing improvements for the benefit of all children at the service.

A focus for the government is that all children, especially priority learners, have an opportunity to benefit from quality early childhood education. ERO will report on how well each service promotes positive outcomes for all children, with a focus on children who are Māori, Pacific, have diverse needs, and are up to the age of two.

For more information about the framework and Ngā Pou Here refer to [ERO's Approach to Review in Early Childhood Services](#).

ERO's Overall Judgement and Next Review

The overall judgement that ERO makes and the timing of the next review will depend on how well placed a service is to promote positive learning outcomes for children. The categories are:

- Very well placed – The next ERO review in four years
- Well placed – The next ERO review in three years
- Requires further development – The next ERO review within two years
- Not well placed - The next ERO review in consultation with the Ministry of Education

ERO has developed criteria for each category. These are available on [ERO's website](#).

Review Coverage

ERO reviews are tailored to each service's context and performance, within the overarching review framework. The aim is to provide information on aspects that are central to positive outcomes for children and useful to the service.