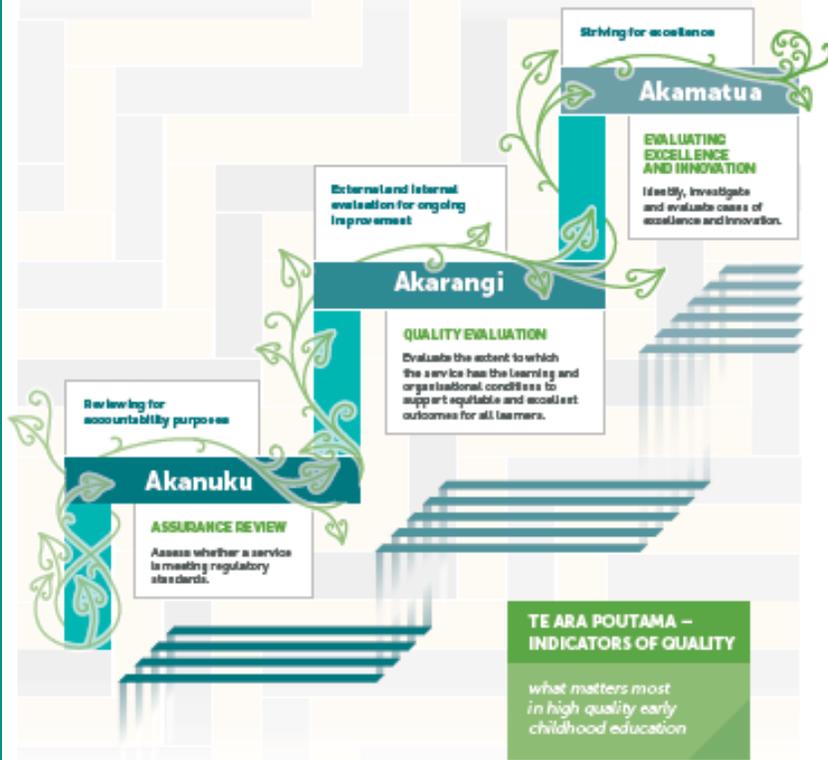




NGĀ ARA WHAI HUA

Quality Framework for  
Evaluation and Improvement  
in Early Childhood Services



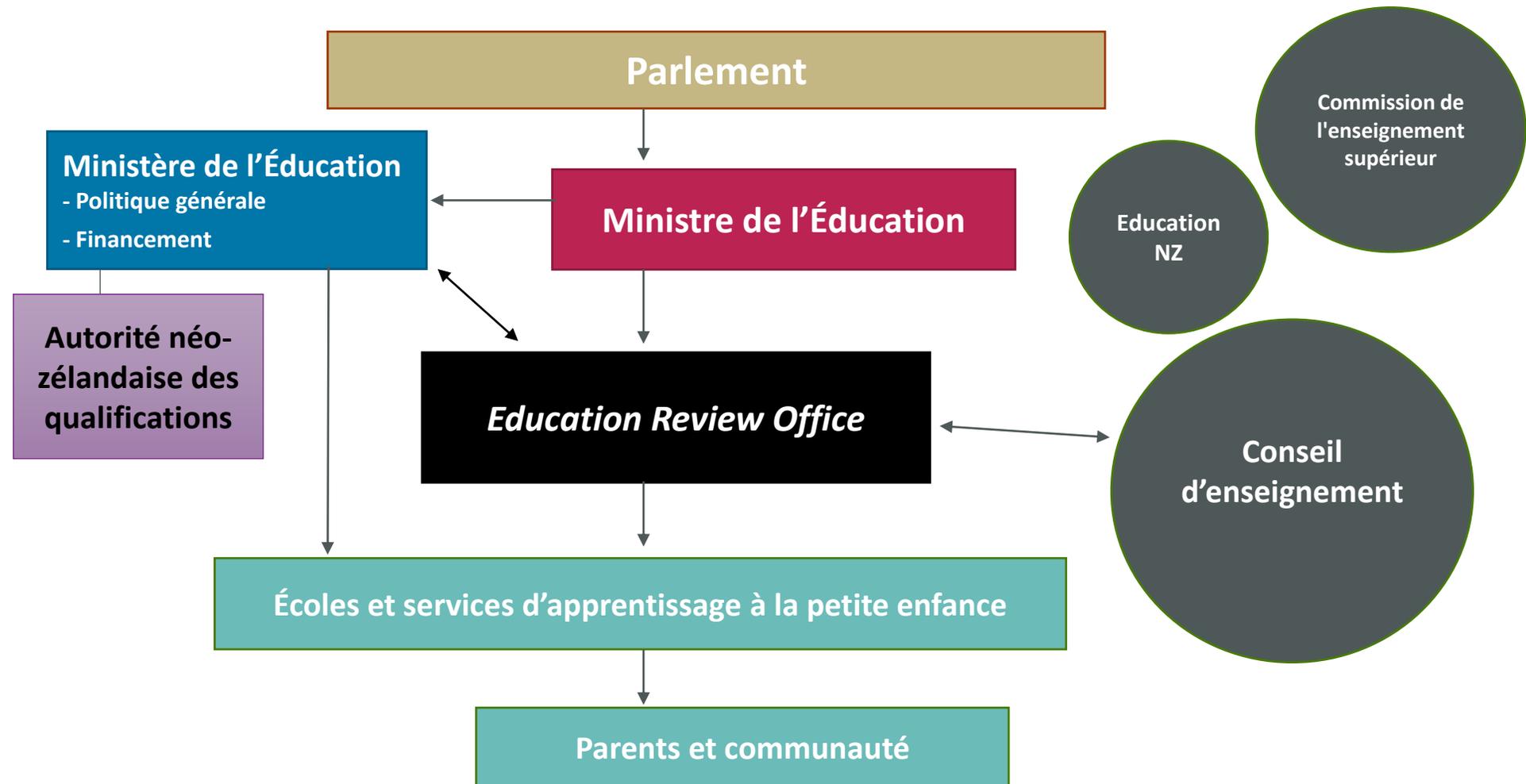
# Ngā Ara Whai Hua et Te Ara Poutama Webinaire pour ECE Narratives Avril 2021

Sandra Collins  
Education Review Office – Nouvelle-Zélande

# Dans cette présentation :

- *Education Review Office* (ERO) dans le contexte de la Nouvelle-Zélande
  - Contexte du *Ngā Ara Whai Hua*
  - Décortiquer les trois métaphores qui sous-tendent *Ngā Ara Whai Hua*
  - *Te Ara Poutama* - indicateurs de qualité
  - Évaluation interne et externe – planifier l'amélioration
- 

# ERO dans le système d'éducation de la Nouvelle-Zélande



# Le mandat de l'ERO

- Un département gouvernemental indépendant créé en 1989
- Statutory Powers of the Chief Review Officer (s325-328 Education Act, 1989)
- Droit d'entrer dans les écoles et les services à la petite enfance
- Évaluer le rendement des écoles et des services d'apprentissage des jeunes enfants et rendre compte publiquement de nos conclusions
- Les agents d'examen désignés recueillent des renseignements authentiques et triangulés dans les écoles et les services et vérifient la mise en œuvre et la qualité des politiques.

# Pourquoi mettons-nous à jour notre méthodologie pour l'éducation à la petite enfance (EPE)?



- Dans le cadre de l'examen régulier de la méthodologie par l'ERO
- Nouvelles données probantes en matière de recherche et d'évaluation
- *Te Whāriki* (2017)
- Changements dans le secteur de la EPE - croissance, structure de propriété, roulement du personnel, participation
- Données de l'ERO - identification de la non-conformité
- Nouveaux services – certains ne maintiennent pas les exigences en matière de licences
- Problèmes et préoccupations des médias dans le secteur – incidents, problèmes de licences, plaintes
- Nécessité pour l'ERO de renforcer son rôle en matière de reddition de comptes
- L'objectif d'ERO est que tous les services soient sur la voie d'une amélioration continue.

# Ngā Aka

## AKAMATUA

Quête d'excellence.

# Ngā Ara

## AKARANGI

Évaluation externe et interne pour une amélioration continue.

## NGĀ AKATORO

Domaines:  
*Ngā Akatoro* sont les multiples tiges qui mènent à la vigne principale.

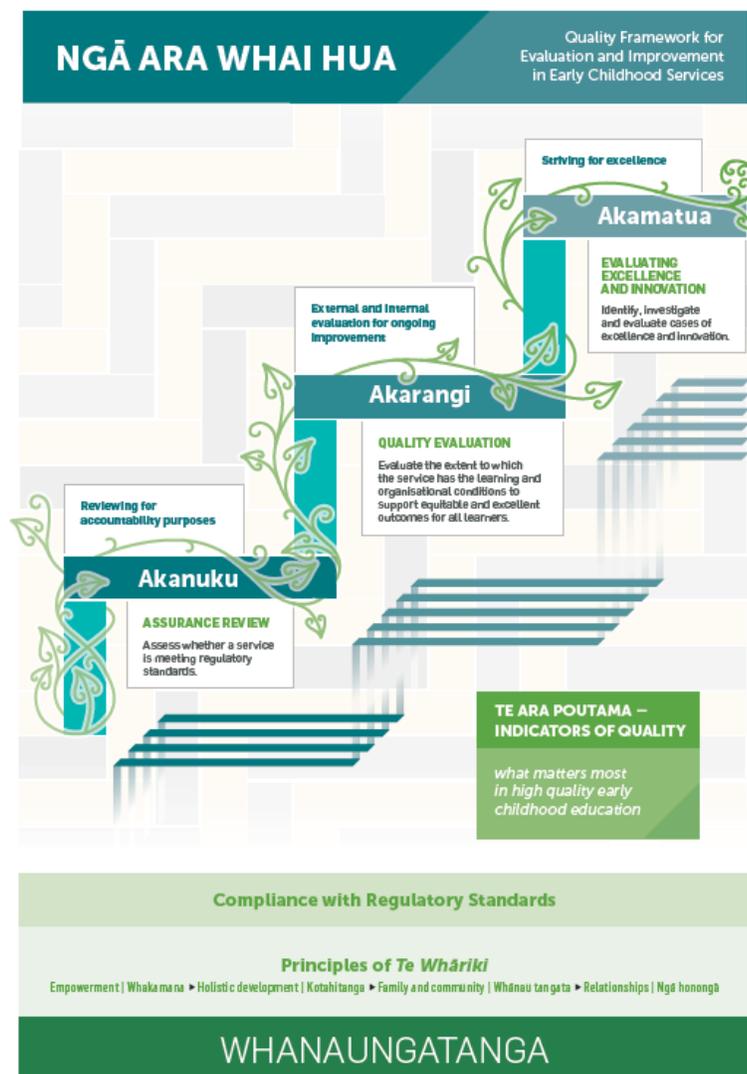
# Poutama

## AKANUKU

Examen à des fins de reddition de comptes.

## NGĀ RĀPUPUKU

Indicateurs:  
*Ngā Rāpupuku* sont les nombreuses feuilles et pousses qui se détachent de *Ngā Akatoro* et indiquent la nature saine de la vigne entière.



*Ngā Ara Whai Hua* sera la base de l'évaluation de la qualité et du rendement des services à la petite enfance et de nouvelles façons de faire le rapport des conclusions d'ERO à divers auditoires.

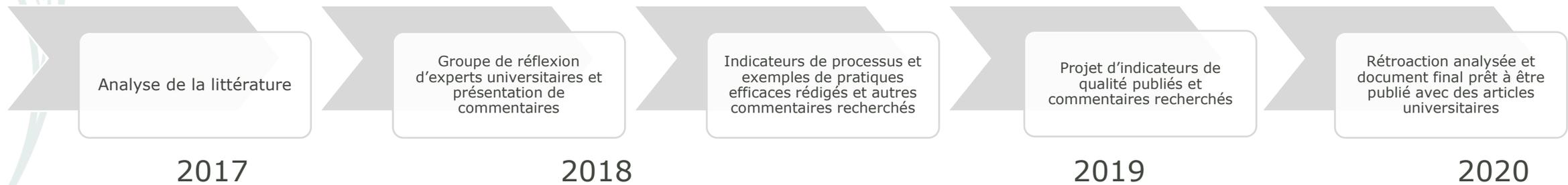
*Ngā Ara Whai Hua* montre comment l'ERO différencie son approche des examens des services à la petite enfance

- *Akanuku* | Examens de l'assurance
- *Akarangi* | Évaluations de la qualité
- *Akamatua* | Étude de cas : Évaluations de l'excellence et de l'innovation

*Akanuku* (Examen de l'assurance) fournit l'assurance que les exigences juridiques sont maintenues, identifie les questions de conformité à traiter *Akarangi* (Évaluation de la qualité) qui est le processus axé sur l'amélioration de l'équité et de l'excellence.

Nous voulons que tous les services soient sur la voie d'une **amélioration soutenue continue**.

# Te Ara Poutama - indicators of quality for early childhood



Documents d'information

<https://ero.govt.nz/publications/te-ara-poutama-indicators-of-quality-for-early-childhood-education-what-matters-most/>

# Ngā Rāpupuku | Les indicateurs

- mettent l'accent sur les résultats d'apprentissage valorisés pour tous les enfants; tel qu'énoncé dans *Te Whāriki*
- mettent au premier plan les relations requises pour mettre en action *Te Tiriti o Waitangi/ the Treaty of Waitangi*
- mettent l'accent sur les conditions les plus susceptibles d'offrir des possibilités équitables d'apprentissage et de promotion de l'apprentissage des enfants
- sont étayés par une théorie de l'amélioration fondée sur la recherche
- reflètent l'interdépendance des conditions requises pour promouvoir et soutenir l'amélioration continue et l'innovation
- décrivent ce qui est observable ou mesurable
- signalent le passage à une orientation d'évaluation qui exige des connaissances professionnelles, de l'expertise et de l'engagement.

# Trousse de ressources initiale

 Education Review Office  
Te Tari Arotake Mātauranga

## TE ARA POUTAMA

### PIKI AKE, KAKE AKE

FOR THOSE WHO ASPIRE  
TO SEEK EXCELLENCE

Indicators of quality for early childhood education:  
what matters most



Ko te Tamaiti te Pūtake o te Kaupapa  
The Child – the Heart of the Matter

 Education Review Office  
Te Tari Arotake Mātauranga

## NGĀ RĀPUPUKU INDICATORS

**OUTCOME INDICATORS**  
LEARNING OUTCOMES FOR EACH STRAND OF TE WHĀRIKI

MANA ATUA WELLBEING    MANA WHENUA BELONGING    MANA TANGATA CONTRIBUTION    MANA REO COMMUNICATION    MANA AOTŪROA EXPLORATION

LEARNING CONDITIONS

HE WHĀRIKI MOTUHAKE	WHAKANGUNGU NGAIO	NGĀ ARONGA WHAI HUA	KAIHAUTŪ
THE LEARNER AND THEIR LEARNING	COLLABORATIVE PROFESSIONAL LEARNING AND DEVELOPMENT BUILDS KNOWLEDGE AND CAPABILITY	EVALUATION FOR IMPROVEMENT	LEADERSHIP FOSTERS COLLABORATION AND IMPROVEMENT

PROCESS INDICATORS

ORGANISATIONAL CONDITIONS

TE WHAKARURUHAU
STEWARDSHIP THROUGH EFFECTIVE GOVERNANCE AND MANAGEMENT

**WHAT is so?**

**WHAT is happening for children in this service?**

<ul style="list-style-type: none"> <li>1.1 Children's learning and development in play-based contexts is supported through learning-focused partnerships.</li> <li>1.2 Children, parents and whānau contribute to a curriculum that recognises their identities, languages and cultures.</li> <li>1.3 Children have equitable opportunities to learn through a responsive curriculum that is consistent with Te Whāriki.</li> <li>1.4 Te reo Māori and tikanga Māori are valued and an integral part of teaching and learning.</li> <li>1.5 Children's learning and development is supported through intentional and culturally responsive pedagogy.</li> <li>1.6 Assessment practices enhance children's mana and their learner identities.</li> </ul>	<ul style="list-style-type: none"> <li>2.1 Children's learning and development is supported by leaders and kaako, and others with culturally relevant knowledge and expertise.</li> <li>2.2 Leaders and kaako work collaboratively to develop the professional knowledge and expertise to design and implement a responsive and rich curriculum for all children.</li> <li>2.3 Children's learning is enhanced through leaders and kaako engaging in professional learning and development opportunities that contribute to ongoing and sustained improvement.</li> <li>2.4 Children's learning is enhanced through leaders and kaako working as a professional learning community.</li> </ul>	<ul style="list-style-type: none"> <li>3.1 Coherent organisational conditions enable managers, leaders and kaako to do and use evaluation for improvement and innovation.</li> <li>3.2 Capability and collective capacity to do and use evaluation, inquiry and knowledge building sustains improvement and innovation.</li> <li>3.3 Engagement in deliberate, systematic internal evaluation processes and reasoning promotes valued outcomes for all children.</li> </ul>	<ul style="list-style-type: none"> <li>4.1 Leaders collaboratively develop and enact the service's philosophy, vision, goals and priorities, recognising te Tiriti o Waitangi / the Treaty of Waitangi as foundational.</li> <li>4.2 Relational trust enables collaboration and sustained improvement.</li> <li>4.3 Leaders ensure access to professional learning and development that builds capability.</li> <li>4.4 Effective planning, coordination and evaluation of curriculum, teaching and learning promote equitable outcomes for all children.</li> <li>4.5 Leaders develop, implement and evaluate systems, processes and practices that promote ongoing improvement.</li> </ul>	<p><b>WHY is it so?</b></p> <p><b>WHAT enables or hinders learning?</b></p>
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SO WHAT?

WHAT NEXT?



 Education Review Office  
Te Tari Arotake Mātauranga

## AKARANGI

### QUALITY EVALUATION JUDGEMENT RUBRIC



Ko te Tamaiti te Pūtake o te Kaupapa  
The Child – the Heart of the Matter

# NGĀ RĀPUPUKU INDICATORS



## OUTCOME INDICATORS

### LEARNING OUTCOMES FOR EACH STRAND OF TE WHĀRIKI

MANA ATUA WELLBEING    MANA WHENUA BELONGING    MANA TANGATA CONTRIBUTION    MANA REO COMMUNICATION    MANA AOTŪROA EXPLORATION

## PROCESS INDICATORS

### LEARNING CONDITIONS

### ORGANISATIONAL CONDITIONS

HE WHĀRIKI MOTUHAKE	WHAKANGUNGU NGAIO	NGĀ ARONGA WHAI HUA	KAIHAUTŪ	TE WHAKARURUHAU
<b>THE LEARNER AND THEIR LEARNING</b>	<b>COLLABORATIVE PROFESSIONAL LEARNING AND DEVELOPMENT BUILDS KNOWLEDGE AND CAPABILITY</b>	<b>EVALUATION FOR IMPROVEMENT</b>	<b>LEADERSHIP FOSTERS COLLABORATION AND IMPROVEMENT</b>	<b>STEWARDSHIP THROUGH EFFECTIVE GOVERNANCE AND MANAGEMENT</b>
<p>1.1 Children's learning and development in play-based contexts is supported through caring, learning-focused partnerships.</p> <p>1.2 Children, parents and whānau contribute to a curriculum that recognises their identities, languages and cultures.</p> <p>1.3 Children have equitable opportunities to learn through a responsive curriculum that is consistent with <i>Te Whāriki</i>.</p> <p>1.4 Te reo Māori and tikanga Māori are valued and an integral part of teaching and learning.</p> <p>1.5 Children's learning and development is supported through intentional and culturally responsive pedagogy.</p> <p>1.6 Assessment practices enhance children's mana and their learner identities.</p>	<p>2.1 Children's learning and development is supported by leaders and kaiako, and others with culturally relevant knowledge and expertise.</p> <p>2.2 Leaders and kaiako work collaboratively to develop the professional knowledge and expertise to design and implement a responsive and rich curriculum for all children.</p> <p>2.3 Children's learning is enhanced through leaders and kaiako engaging in professional learning and development opportunities that contribute to ongoing and sustained improvement.</p> <p>2.4 Children's learning is enhanced through leaders and kaiako working as a professional learning community.</p>	<p>3.1 Coherent organisational conditions enable managers, leaders and kaiako to do and use evaluation for improvement and innovation.</p> <p>3.2 Capability and collective capacity to do and use evaluation, inquiry and knowledge building sustains improvement and innovation.</p> <p>3.3 Engagement in deliberate, systematic internal evaluation processes and reasoning promotes valued outcomes for all children.</p>	<p>4.1 Leaders collaboratively develop and enact the service's philosophy, vision, goals and priorities, recognising te Tiriti o Waitangi / the Treaty of Waitangi as foundational.</p> <p>4.2 Relational trust enables collaboration and sustained improvement.</p> <p>4.3 Leaders ensure access to professional learning and development that builds capability.</p> <p>4.4 Effective planning, coordination and evaluation of curriculum, teaching and learning promote equitable outcomes for all children.</p> <p>4.5 Leaders develop, implement and evaluate systems, processes and practices that promote ongoing improvement.</p>	<p>5.1 The learning and well-being of children are the primary considerations in decision making.</p> <p>5.2 Children's learning and development is supported through responsive partnerships, including networked relationships between services, agencies and the wider community.</p> <p>5.3 Outcomes for children and their whānau are promoted by effective systems, processes and internal evaluation.</p>

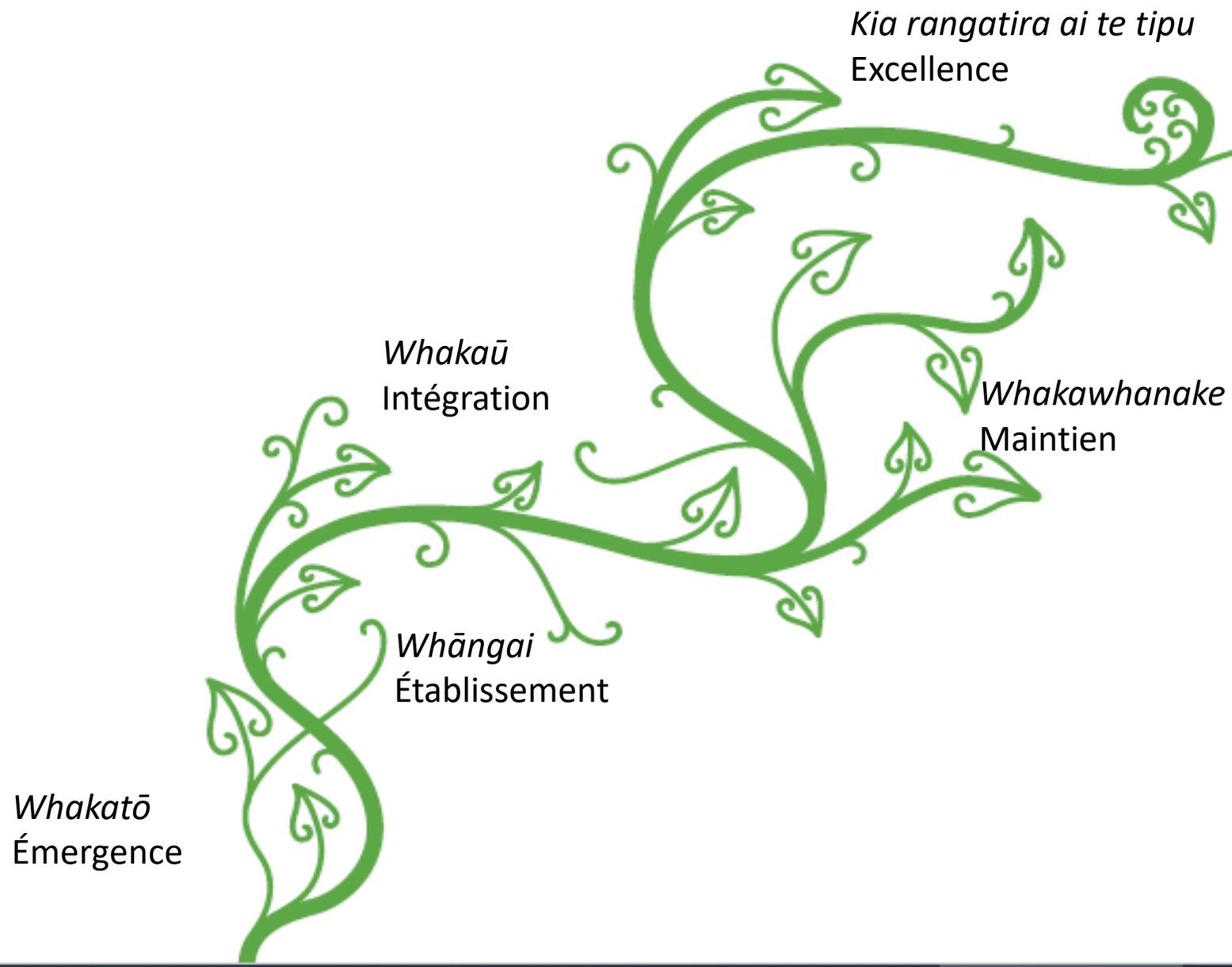
WHAT is so?  
WHAT is happening for children in this service?

WHY is it so?  
WHAT enables or hinders learning?

SO WHAT?

WHAT NEXT?





- Où le service se voit-il et pourquoi – sur la base de quelles preuves?
- Où l'ERO voit-il le service et pourquoi – sur la base de quelles preuves?

	Description
<b>Whakatō</b> <b>Émergence</b>	<p style="text-align: center;"><b><i>La graine est semée, un lieu de potentiel</i></b></p> <p>L'émergence signifie que le service est à un stade précoce du développement des conditions d'apprentissage et d'organisation (pratiques et processus) afin d'améliorer la qualité et d'obtenir des résultats équitables pour les enfants.</p>
<b>Whāngai</b> <b>Établissement</b>	<p style="text-align: center;"><b><i>La réflexion est alimentée</i></b></p> <p>L'établissement signifie que le service établit les conditions d'apprentissage et d'organisation (pratiques et processus) et qu'il établit des compréhensions communes pour améliorer la qualité vers la réalisation de résultats équitables pour les enfants.</p>
<b>Whakaū</b> <b>Intégration</b>	<p style="text-align: center;"><b><i>La consolidation de tous les éléments s'est produite</i></b></p> <p>L'intégration signifie que le service a établi et intègre des conditions d'apprentissage et d'organisation cohérentes (pratiques et processus) et qu'il met constamment en œuvre des pratiques et des processus permettant d'améliorer la qualité en vue d'obtenir des résultats équitables pour les enfants.</p>
<b>Whakawhanake</b> <b>Maintien</b>	<p style="text-align: center;"><b><i>Des conditions appropriées fournissent un soutien étroit et continu</i></b></p> <p>Soutenir signifie que le service a la preuve de sa capacité et de sa capacité à soutenir l'amélioration continue des conditions d'apprentissage et d'organisation (pratiques et processus) et l'impact de cette amélioration dans la réalisation de résultats équitables pour les enfants.</p>
<b>Kia rangatira ai te tipu</b> <b>Excellence</b>	<p style="text-align: center;"><b><i>La combinaison de conditions favorables et d'un environnement nourrissant produit une qualité continue des résultats</i></b></p> <p>L'excellence signifie que le service est un chef de file du secteur et qu'il démontre une pratique exemplaire qui se traduit par des résultats équitables pour les enfants.</p>

**WHAKATŌ  
EMERGING**

**WHĀNGAI  
ESTABLISHING**

**WHAKAŌ  
EMBEDDING**

**WHAKAWHANAKE  
SUSTAINING**

**KIA RANGATIRA AI TE TIPU  
EXCELLING**

**ORGANISATIONAL CONDITIONS**

<p><b>Ngā Aronga Whai Hua:</b> Evaluation for improvement</p>	<p>The service is at an early stage of developing the conditions (systems, processes, practices, tools and methods, voices, trust, resources and communication strategies), capabilities and collective capacity to do and use evaluation for improvement.</p>	<p>The service is establishing the conditions (systems, processes, practices, tools and methods, voices, trust, resources and some communication strategies) capabilities and collective capacity to do and use evaluation for improvement.</p>	<p>The service has established and is working to embed the conditions (systems, processes, practices, tools and methods, voices, trust, resources and communication strategies) to increase the capability and collective capacity to do and use evaluation for improvement. Some evidence of improvement.</p>	<p>The service is strengthening the conditions (systems, processes, practices, tools and methods, voices, trust, resources and communication strategies) and the capability and collective capacity to evaluate for sustained improvement. Evidence of improvement over time.</p>	<p>The service has coherent conditions (systems, processes, practices, tools and methods, voices, trust, resources and communication strategies) and evidence of a high level of evaluation capability and capacity. Effective evaluation results in/ contributes to ongoing improvement and innovation for equity and innovation.</p>
<p><b>Kaihautū:</b> Leaders foster collaboration and improvement</p>	<p>Leaders are beginning to develop the conditions that enable collaboration for improvement.</p>	<p>Leaders are establishing the conditions that enable collaboration for improvement.</p>	<p>Leaders have established and are embedding the conditions that enable collaboration for improvement.</p>	<p>Leaders foster collaboration and are sustaining the conditions that promote continuous improvement.</p>	<p>Leaders foster high levels of collaboration and coherent conditions that promote equity and innovation.</p>
<p><b>Te Whakarurahu:</b> Stewardship through effective governance and management</p>	<p>The service is at an early stage in developing the systems, processes, and practices to promote equitable outcomes for children.</p>	<p>The service has developed systems, processes and practices that when fully implemented will support decision making and an increased focus on what is happening for children and their learning.</p>	<p>The service has established sound systems, processes and practices that support decision making and strengthen the focus on what is happening for children and their learning.</p>	<p>The service effectively implements systems, processes and practices that lead to improvement toward equity and excellence.</p>	<p>Highly effective governance and management is underpinned by robust systems, processes and practices that contribute to and promote equity, excellence and innovation.</p>



Judgement terms and descriptors

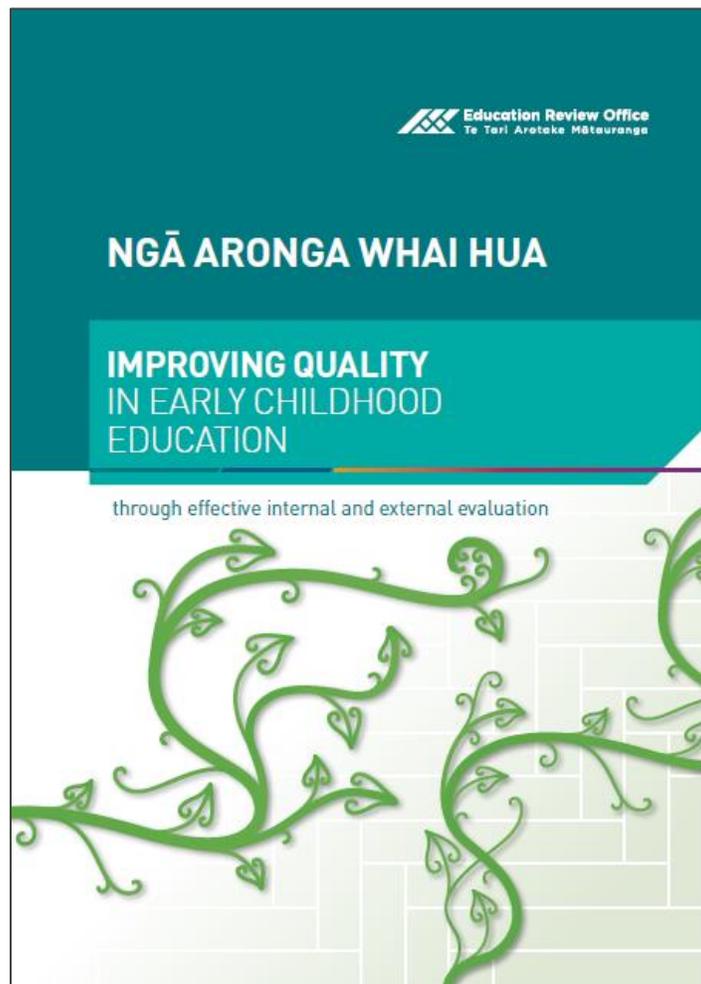
JUDGEMENT	DESCRIPTION
<p><b>Whakatō</b> Emerging</p>	<p><b>The seed is sown, a place of potential</b> Emerging means that the service is at an early stage of developing the learning and organisational conditions (systems, processes and practices) to improve quality and realise equitable outcomes for children.</p>
<p><b>Whāngai</b> Establishing</p>	<p><b>Nourishment is provided</b> Establishing means that the service is establishing the learning and organisational conditions (systems, processes and practices) and is building shared understandings to improve quality towards realising equitable outcomes for children.</p>
<p><b>WhakaŌ</b> Embedding</p>	<p><b>Consolidation of all elements has occurred</b> Embedding means that the service has established and is embedding coherent learning and organisational conditions (systems, processes and practices) and is consistently implementing practices and processes to enable improvement in quality towards realising equitable outcomes for children.</p>
<p><b>Whakawhanake</b> Sustaining</p>	<p><b>Appropriate conditions provide strong and ongoing support</b> Sustaining means that the service has evidence of its capability and capacity to sustain ongoing improvement to the learning and organisational conditions (systems, processes and practices) and the impact of this improvement in realising equitable outcomes for children.</p>
<p><b>Kia rangatira ai te tipu</b> Excelling</p>	<p><b>A combination of favourable conditions and a nourishing environment produces ongoing quality of results</b> Excelling means that the service is sector leading and demonstrates exemplary practice resulting in equitable outcomes for children.</p>

**AKARANGI**  
QUALITY EVALUATION  
JUDGEMENT RUBRIC



**Ko te Tamaiti te Pūtake o te Kaupapa**  
The Child – the Heart of the Matter

# Évaluation interne et externe pour l'amélioration



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**EDUCATION REVIEW OFFICE**  
Te Tari Arotake Mātauranga