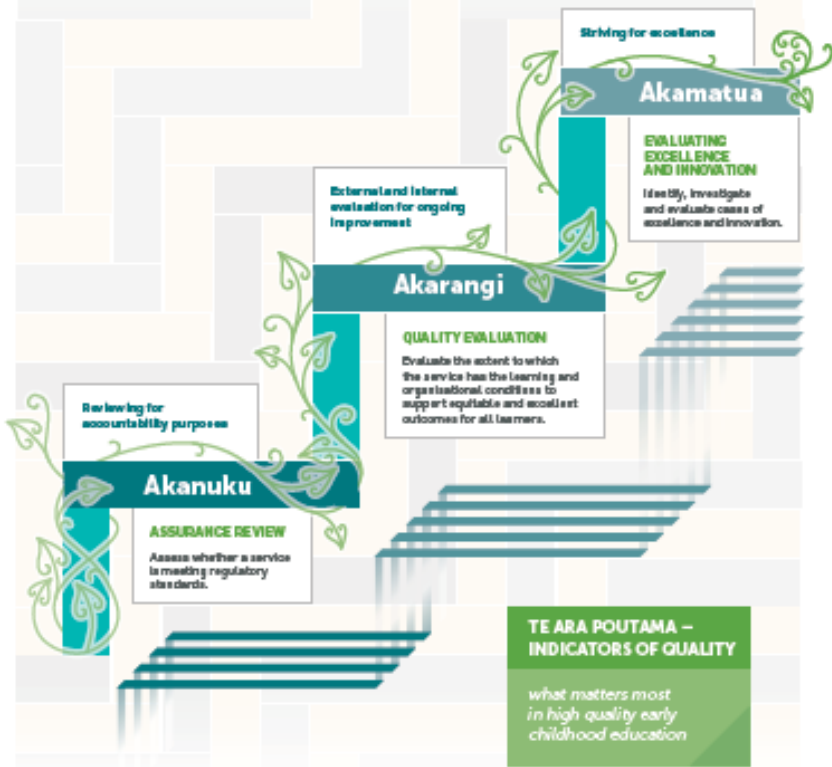




NGĀ ARA WHAI HUA


Quality Framework for
Evaluation and Improvement
in Early Childhood Services



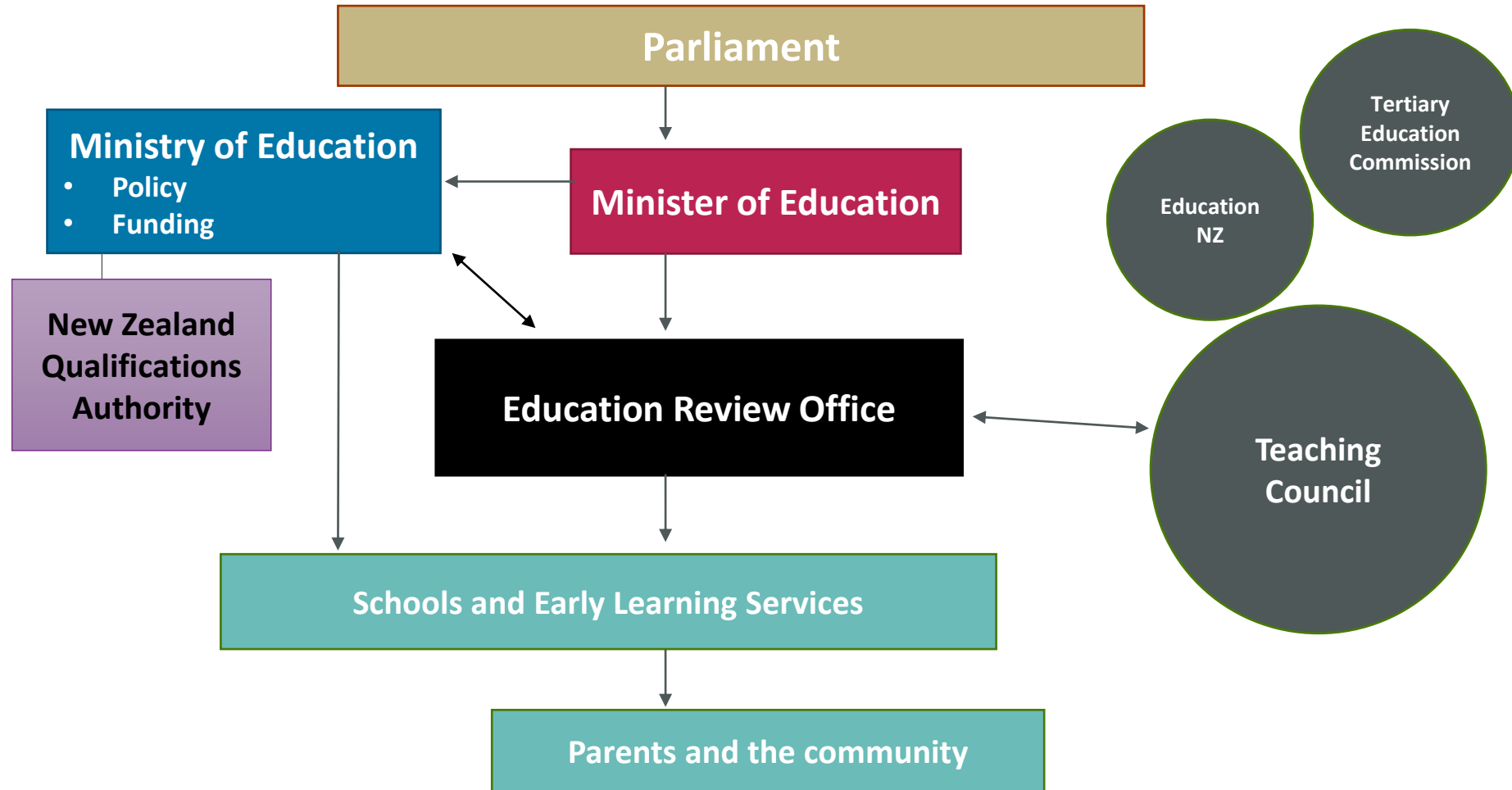
Ngā Ara Whai Hua and Te Ara Poutama ECE Narratives – webinar April 2021

Sandra Collins
Education Review Office – New Zealand

This presentation:

- ERO in the New Zealand context
 - Context for Ngā Ara Whai Hua
 - Unpack the three metaphors underpinning Ngā Ara Whai Hua
 - Te Ara Poutama- indicators of quality
 - Internal and external evaluation – planning for improvement
- 

ERO in the New Zealand Education system



ERO's mandate

- An independent government department established in 1989
- Statutory Powers of the Chief Review Officer (s325-328 Education Act, 1989)
- Right to enter schools and early childhood services
- Evaluate the performance of schools and early learning services and publicly report our findings
- Designated Review Officers collect authentic, triangulated information in schools and services and verify policy implementation and quality

Why are we updating our methodology for ECE?

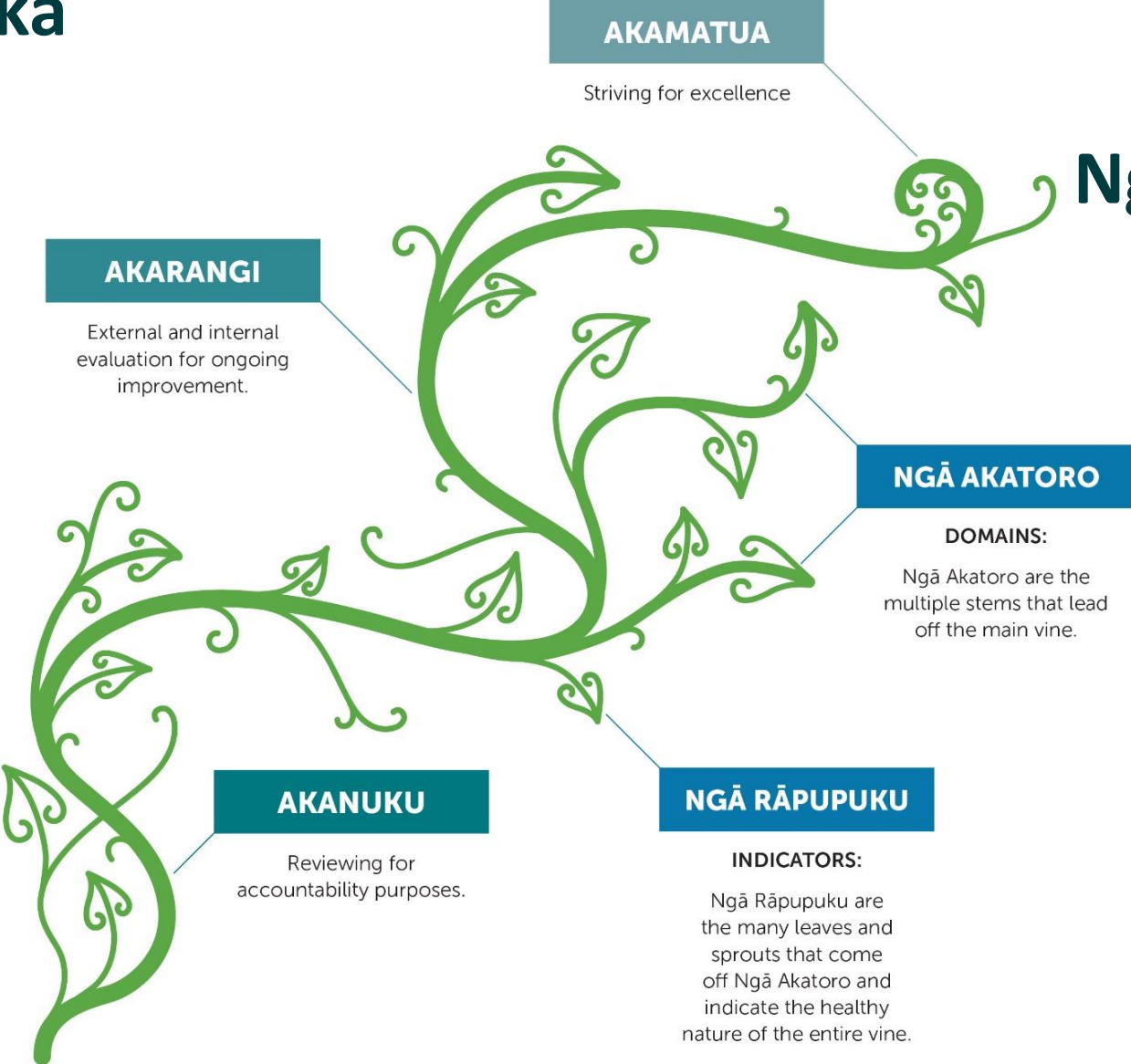


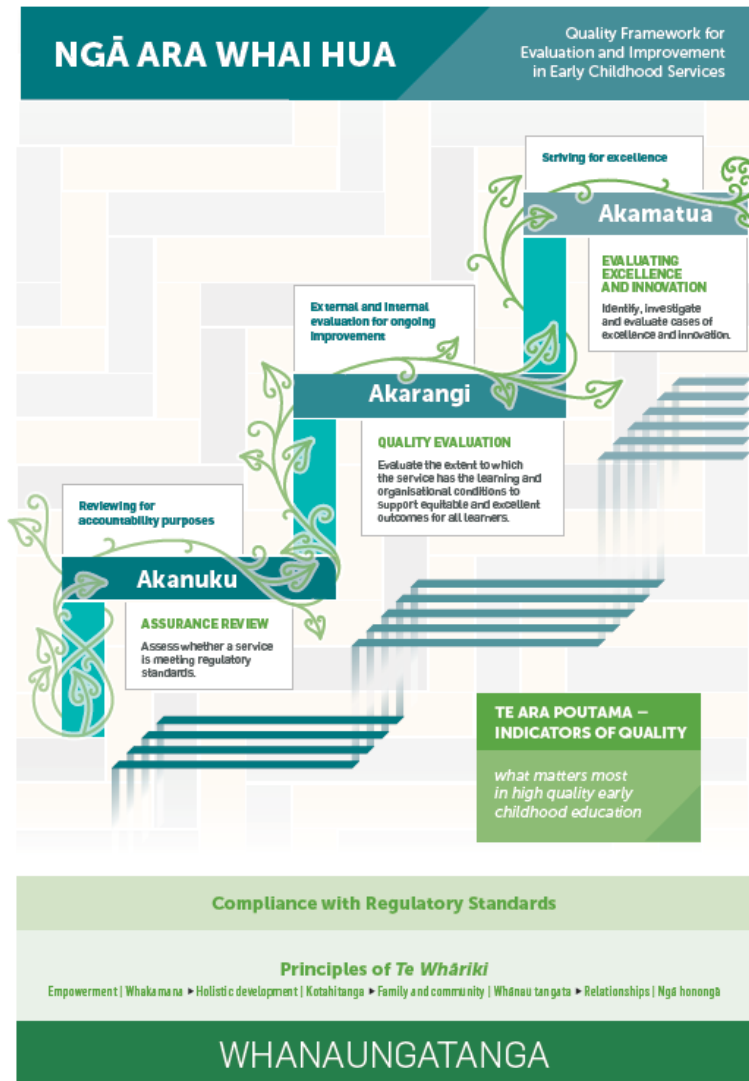
- Part of ERO's regular review of methodology
- New research and evaluation evidence
- *Te Whāriki* (2017)
- Changes in the ECE sector- growth, ownership, turnover, participation
- ERO's data – identifying non-compliance
- New services – some not maintaining licensing requirements
- Media reporting issues and concerns in the sector – incidents, licensing issues, complaints
- Need for ERO to strengthen its role in terms of accountability
- ERO's aim is for all services to be on a pathway of ongoing improvement.

Ngā Aka

Ngā Ara

Poutama





Ngā Ara Whai Hua will be the basis for evaluating quality and performance in early childhood services and for new ways of reporting ERO’s findings to various audiences.

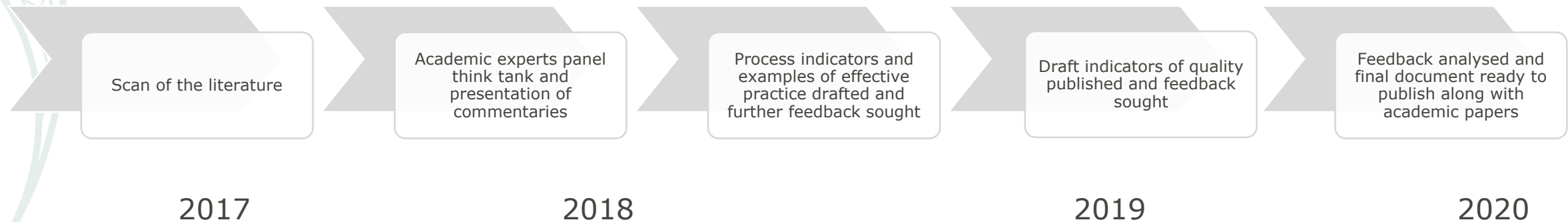
Ngā Ara Whai Hua shows how ERO is differentiating its approach to reviews in early childhood services

- Akanuku | Assurance Reviews
- Akarangi | Quality Evaluations
- Akamatua | Case Study Evaluations of excellence and innovation

Akanuku (Assurance Review) process provides assurance that legal requirements being maintained, identifies compliance matters to be addressed and scaffolds services into Akarangi (Quality Evaluation) process that focuses on improvement for equity and excellence.

We want all services to be on a **pathway of ongoing sustained improvement.**

Te Ara Poutama - indicators of quality for early childhood



Background papers

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

Ngā Rāpupuku | The indicators

- focus on valued learning outcomes for all children as articulated in *Te Whāriki*
- foreground the relationships required to enact the Te Tiriti o Waitangi/ the Treaty of Waitangi
- focus on the conditions that are most likely to provide equitable opportunities to learn and promote children's learning
- are underpinned by a research-based theory of improvement
- reflect the interconnectedness of the conditions required to promote and sustain continuous improvement and innovation
- describe what is observable or measurable
- signal the shift to an evaluation orientation that requires professional knowledge, expertise and engagement.

Initial resource package

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

PROCESS INDICATORS


LEARNING CONDITIONS	WHAKANGUNGU NGAIO	NGĀ ARONGA WHAI HUA	KAIHAUTŪ	TE WHAKARURUHAU
HE WHĀRIKI MOTUHAKA	WHAKANGUNGU NGAIO	NGĀ ARONGA WHAI HUA	KAIHAUTŪ	TE WHAKARURUHAU
THE LEARNER AND THEIR LEARNING	COLLABORATIVE PROFESSIONAL LEARNING AND DEVELOPMENT BUILDS KNOWLEDGE AND CAPABILITY	EVALUATION FOR IMPROVEMENT	LEADERSHIP FOSTERS COLLABORATION AND IMPROVEMENT	STEWARDSHIP THROUGH EFFECTIVE GOVERNANCE AND MANAGEMENT
WHAT is it so?	<ol style="list-style-type: none"> Children's learning and development in play-based contexts is supported through caring, learning-focused partnerships. Children, parents and whānau contribute to a curriculum that recognises their identities, languages and cultures. Children have equitable opportunities to learn through a responsive curriculum that is consistent with Te Whāriki. Te reo Māori and tikanga Māori are valued and an integral part of teaching and learning. Children's learning and development is supported through intentional and culturally responsive pedagogy. Assessment practices enhance children's mana and their learner identities. 	<ol style="list-style-type: none"> Coherent organisational conditions enable managers, leaders and kaako to do and use evaluation for improvement and innovation. Capability and collective capacity to do and use evaluation, inquiry and knowledge building sustains improvement and innovation. Engagement in deliberate, systematic internal evaluation processes and reasoning promotes valued outcomes for all children. 	<ol style="list-style-type: none"> Leaders collaboratively develop and enact the service's philosophy, vision, goals and priorities, recognising te Tiriti o Waitangi / the Treaty of Waitangi as foundational. Relational trust enables collaboration and sustained improvement. Leaders ensure access to professional learning and development that builds capability and innovation. Effective planning, coordination and evaluation of curriculum, teaching and learning promote equitable outcomes for all children. Leaders develop, implement and evaluate systems, processes and practices that promote ongoing improvement. 	WHY is it so?
WHAT is happening for children in this service?				WHAT enables or hinders learning?

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
THE LEARNER AND THEIR LEARNING	COLLABORATIVE PROFESSIONAL LEARNING AND DEVELOPMENT BUILDS KNOWLEDGE AND CAPABILITY	EVALUATION FOR IMPROVEMENT	LEADERSHIP FOSTERS COLLABORATION AND IMPROVEMENT	STEWARDSHIP THROUGH EFFECTIVE GOVERNANCE AND MANAGEMENT
<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>

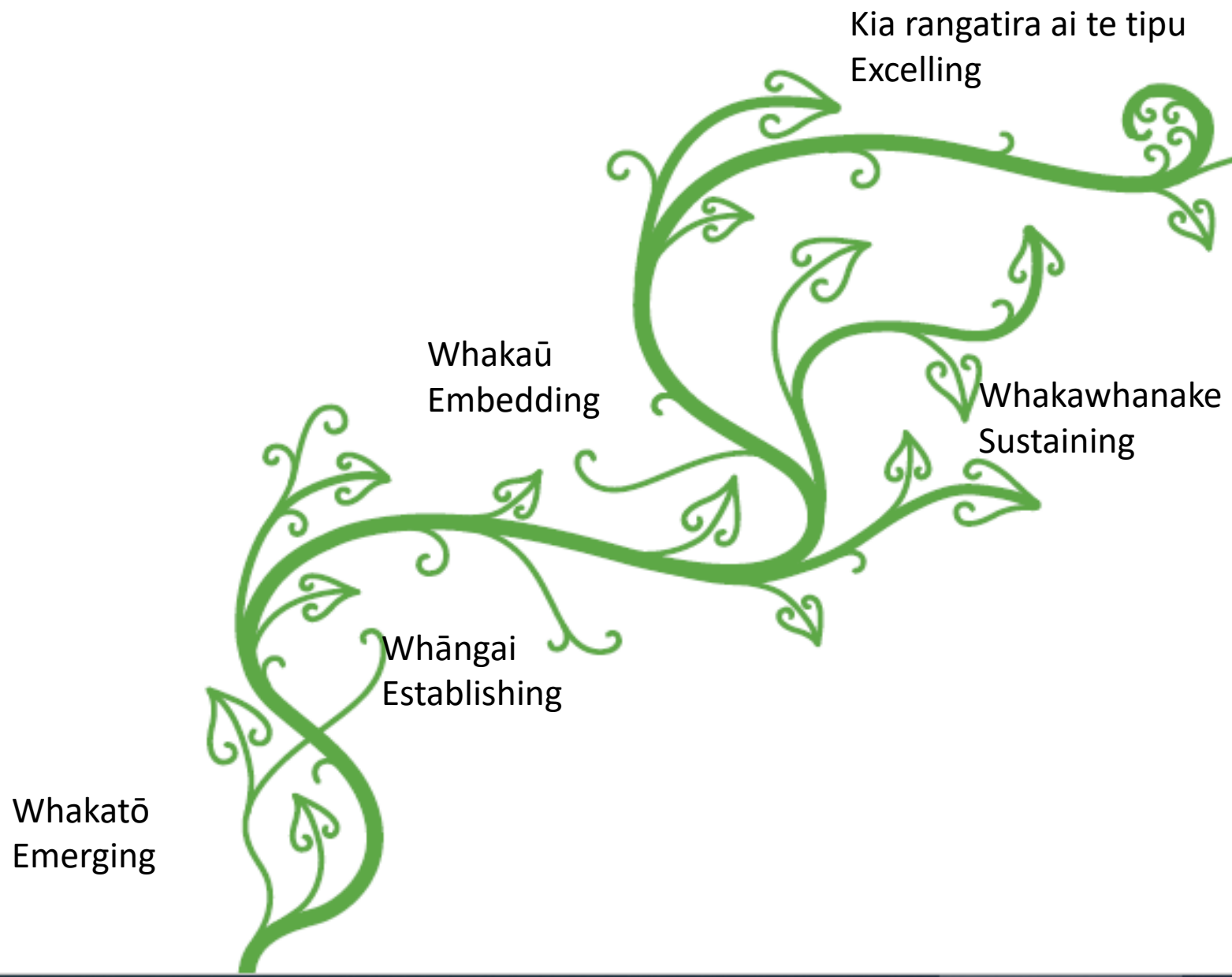
WHAT is so?
WHAT is happening for children in this service?

WHY is it so?
WHAT enables or hinders learning?

SO WHAT?

WHAT NEXT?





- Where does the service see itself and why – on the basis of what evidence?
- Where does ERO see the service and why – on the basis of what evidence?

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

**WHAKATŌ
EMERGING**

**WHĀNGAI
ESTABLISHING**

**WHAKAŌ
EMBEDDING**

**WHAKAWHANAKE
SUSTAINING**

**KIA RANGATIRA AI TE TIPU
EXCELLING**

ORGANISATIONAL CONDITIONS

<p>Ngā Aronga Whai Hua: 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>Kaihautū: 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>Te Whakarurhau: 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	DESCRIPTION
<p>Whakatō Emerging</p>	<p>The seed is sown, a place of potential 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>Whāngai Establishing</p>	<p>Nourishment is provided 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>WhakaŌ Embedding</p>	<p>Consolidation of all elements has occurred 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>Whakawhanake Sustaining</p>	<p>Appropriate conditions provide strong and ongoing support 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>Kia rangatira ai te tipu Excelling</p>	<p>A combination of favourable conditions and a nourishing environment produces ongoing quality of results 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

Internal and external evaluation for improvement



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EDUCATION REVIEW OFFICE
Te Tari Arotake Mātauranga