



EDUCATION REVIEW OFFICE
Te Tari Arotake Mātauranga



Exploring Ngā Ara Whai Hua: Quality Framework for Evaluation and Improvement

22 May 2021 for ELP mini-symposium

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**This meeting
will focus
on:**

1. Ngā Ara Whai Hua – Quality Framework for Evaluation and Improvement:
 - Akanuku | Assurance Reviews in Home Based Education and Care Services and Centre Based Services
 - Akarangī | Quality Evaluations in Centre Based Services.
2. Te Ara Poutama – indicators of quality for early childhood education: what matters most.
3. Our shared resources (sector/ERO).
4. Implementation of Akarangī | Quality Evaluation's in stand-alone Early Childhood Services.
5. Ngā Aronga Whai Hua – Evaluation for Improvement.

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Who we are and what we do



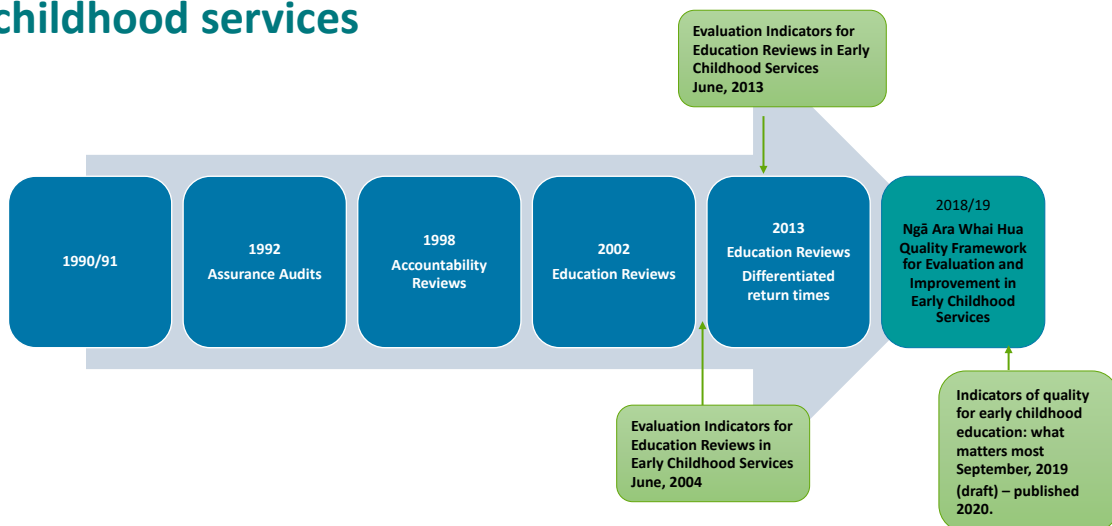
- We are a government department established in 1989
- We evaluate the quality and performance of schools and early learning services for their learners
- We report our findings publicly
- We focus on **improvement**, learner success for **equity** and **excellence**, and **accountability**.



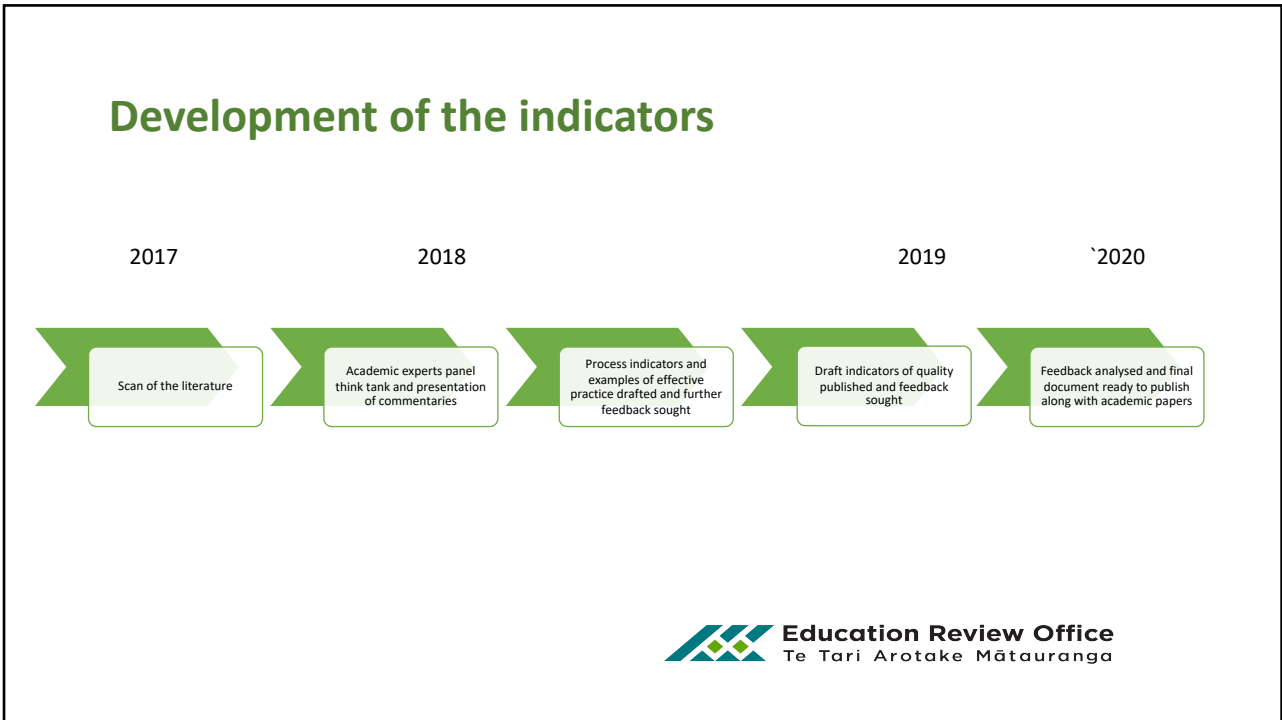
Ko te Tamaiti te Pūtake o te Kaupapa
The Child – the Heart of the Matter

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Looking back – ERO’s evaluation approach in early childhood services



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Background papers

- Paper: [A commentary on Ngā Pou Here, ERO's framework for reviewing early childhood services](#)
- Dr Lesley Rameka

- Paper: [A review of ECE evaluation indicators: A leadership focus](#)
- Dr Kate Thornton

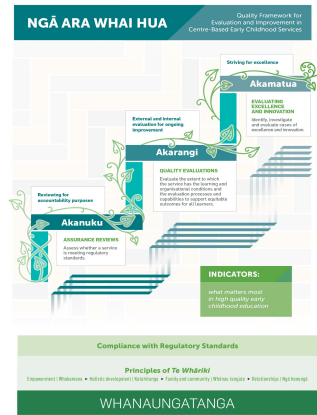
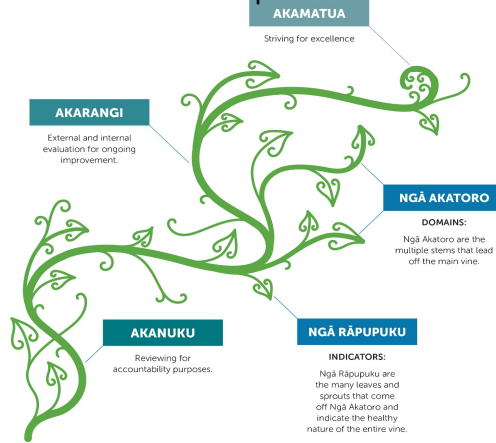
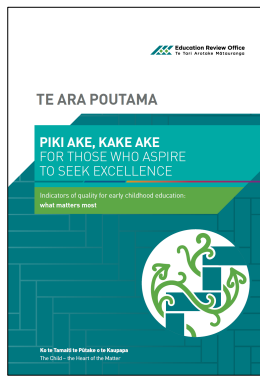
- Paper: [Commentary on ERO's evaluation indicators for early childhood services with a focus on infants and toddlers](#)
- Dr Maria Cooper

- Paper: [Evaluation indicators for ECE Reviews: ERO's conceptual framework Ngā Pou Here](#)
- Dr Ali Glasgow

- Paper: [Review of Ngā Pou Here Te Pou Mātauranga me te Pou Tikanga Whakaako](#)
- Dr Alex Gunn

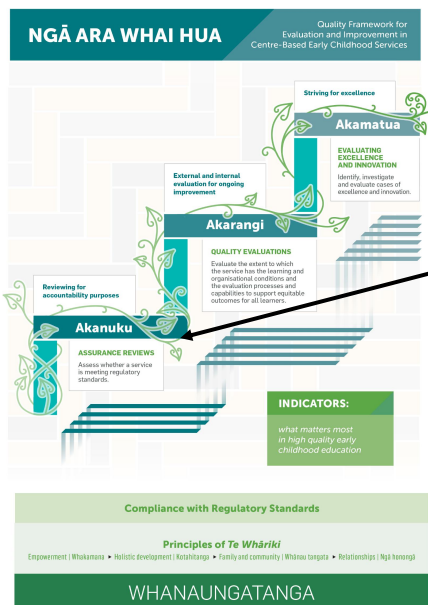
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Ngā Ara Whai Hua: Quality Framework for evaluation and improvement



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

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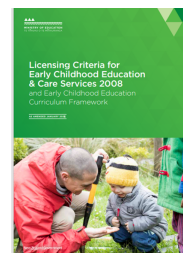


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Akanuku/Assurance Review

Assess if a service is meeting regulatory requirements providing 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.



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NGĀ ARA WHAI HUA Quality Framework for Evaluation and Improvement in Centre-Based Early Childhood Services

Akanuku
 RECEIVING FOR ACCOUNTABILITY PURPOSES
 ASSURANCE REVIEWS
 Assess whether a service is meeting regulatory standards.

Akarangi
 External and Internal evaluation for ongoing improvement
 QUALITY EVALUATIONS
 Evaluate the extent to which the service has the learning and organisational conditions and the evaluation processes and capabilities to support equitable outcomes for all learners.

Akamataua
 Striving for excellence
 EVALUATING EXCELLENCE AND INNOVATION
 Identify, investigate and evaluate cases of excellence and innovation.

INDICATORS:
 What matters most in high quality early childhood education

Compliance with Regulatory Standards

Principles of Te Whāriki
 Empowerment | Whakamana • Holistic development | Kaitiakiwhiriaki • Family and community | Whānau tangata • Relationships | Ngā hononga

WHANAUNGATANGA

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Akarangi/Quality Evaluation
 Evaluates the extent to which the service has the learning and organisational conditions to support equitable outcomes for all learners.

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Our onsite evaluation approach:

- Begins with an initial discussion between your service (key personnel) and the ERO team.
- Provide information about the evaluation process.

The discussion is an opportunity for the ERO team to:

- hear the story of your service and your thoughts about the questions in the notification letter
- share and discuss the proposed evaluation design
- clarify the proposed involvement of people in your service in the evaluation process and undertake compliance checking.
- Our ERO team gathers information in a range of ways.
- Review officers meet with key people, observe practice including some aspects of your curriculum in action and read some documents.
- At the end of the onsite phase the ERO team will meet with nominated service personnel to share and clarify emerging findings of the evaluation.

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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	PROCESS INDICATORS	ORGANISATIONAL CONDITIONS			
<p>WHAT is so?</p> <p>WHAT is happening for children in this service?</p>	<p>HE WHĀRIKI MOTUHAKE</p> <p>THE LEARNER AND THEIR LEARNING</p> <ol style="list-style-type: none"> 1.1 Children's learning and development in play-based contexts is supported through caring, learning-focused partnerships. 1.2 Children, parents and whānau contribute to a curriculum that recognises their identities, languages and cultures. 1.3 Children have equitable opportunities to learn through a responsive curriculum that is consistent with Te Whāriki. 1.4 Te reo Māori and tikanga Māori are valued and an integral part of teaching and learning. 1.5 Children's learning and development is supported through intentional and culturally responsive pedagogy. 1.6 Assessment practices enhance children's mana and their learner identities. 	<p>WHAKANGUNGU NGAIO</p> <p>COLLABORATIVE PROFESSIONAL LEARNING AND DEVELOPMENT BUILDS KNOWLEDGE AND CAPABILITY</p> <ol style="list-style-type: none"> 2.1 Children's learning and development is supported by leaders and kaiako, and others with culturally relevant knowledge and expertise. 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. 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. 2.4 Children's learning is enhanced through leaders and kaiako working as a professional learning community. 	<p>NGĀ ARONGA WHAI HUA</p> <p>EVALUATION FOR IMPROVEMENT</p> <ol style="list-style-type: none"> 3.1 Coherent organisational conditions enable managers, leaders and kaiako to do and use evaluation for improvement and innovation. 3.2 Capability and collective capacity to do and use evaluation, inquiry and knowledge building sustains improvement and innovation. 3.3 Engagement in deliberate, systematic internal evaluation processes and reasoning promotes valued outcomes for all children. 	<p>KAIHAUTŪ</p> <p>LEADERSHIP FOSTERS COLLABORATION AND IMPROVEMENT</p> <ol style="list-style-type: none"> 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. 4.2 Relational trust enables collaboration and sustained improvement. 4.3 Leaders ensure access to professional learning and development that builds capability. 4.4 Effective planning, coordination and evaluation of curriculum, teaching and learning promote equitable outcomes for all children. 4.5 Leaders develop, implement and evaluate systems, processes and practices that promote ongoing improvement. 	<p>TE WHAKARURUHAU</p> <p>STEWARDSHIP THROUGH EFFECTIVE GOVERNANCE AND MANAGEMENT</p> <ol style="list-style-type: none"> 5.1 The learning and well-being of children are the primary considerations in decision making. 5.2 Children's learning and development is supported through responsive partnerships, including networked relationships between services, agencies and the wider community. 5.3 Outcomes for children and their whānau are promoted by effective systems, processes and internal evaluation. 	<p>WHY is it so?</p> <p>WHAT enables or hinders learning?</p>
	SO WHAT?		WHAT NEXT?			

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Ngā Akatoro | Domains

He Whāriki Motuhake | The learner and their learning

Whāriki are pieces of weaving that hold stories related to specific people, places and times. *Motuhake* means 'unique'.

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

Whakangungu means 'to invoke (thinking), prepare and guide'. *Ngaio* is a metaphor used for people who belong to specific professions: like the ngaio tree they are robust and enduring.

Ngā Aronga Whai Hua | Evaluation for improvement

Aronga means 'to be focused, attentive, interested, considerate'. *Whai hua* references the idea of seeking the seed or source of a phenomenon.

Kaihautū | Leadership fosters collaboration and improvement

Kai gives expression to the human element; *hautū* is the action of one who provides guidance and direction.

Te Whakaruruhau | Stewardship through effective governance and management

Whaka means 'to cause something to happen'; *uruahu* is that which provides shelter and protection.

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Ngā Rāpupuku | Indicators



What is an indicator?
 Why do we use them?
 How do we use them?
 When are they useful?

Ngā Rāpupuku | Indicators

Outcome indicators

The *outcome* indicators are the learning outcomes from *Te Whāriki*.

The expectation is that leaders and kaiako will work with community to unpack the learning outcomes associated with each of the curriculum strands in terms of their community values, and family/whānau aspirations for their children.

Process indicators

The *process* indicators describe the conditions (systems, processes and practices) that contribute to high quality early childhood education.

They are organised in five key domains – Ngā Akatoro that work together to support equitable and excellent outcomes for all.

DRAFT in design and development process

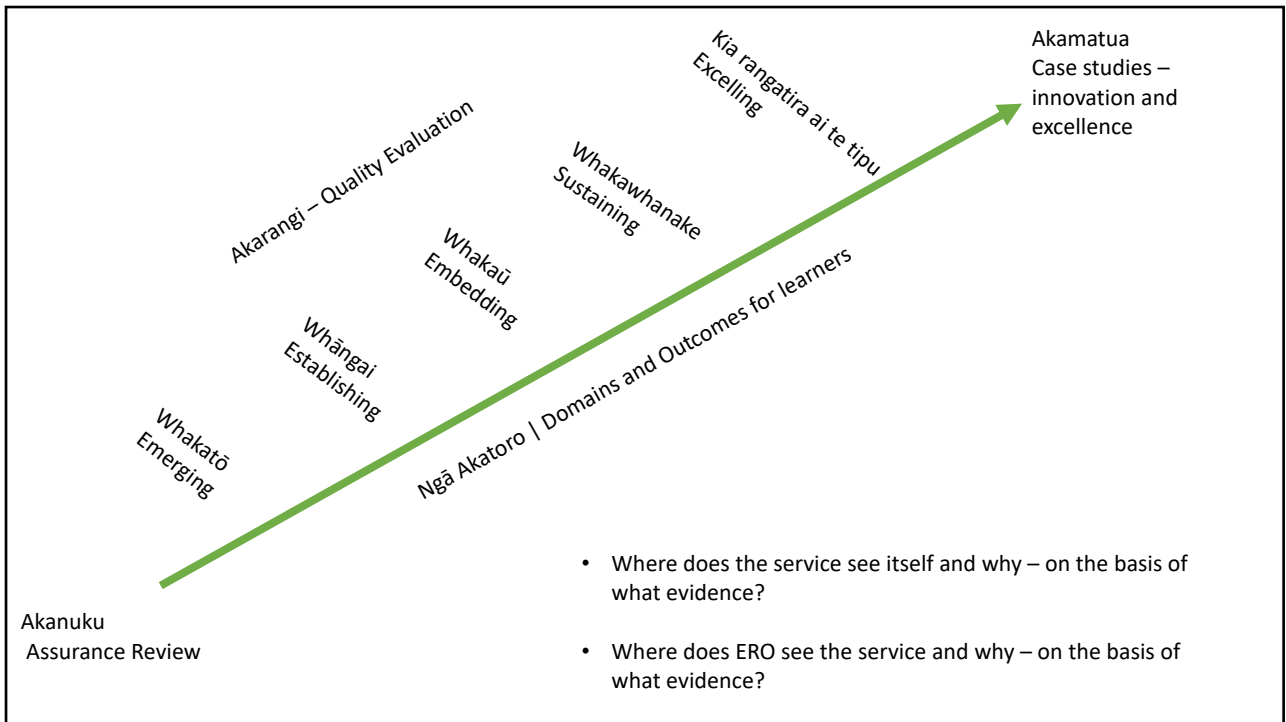
AKARANGI QUALITY EVALUATION JUDGEMENT RUBRIC

This rubric supports ERO and early childhood services to make judgements about quality and improvement in the context of external and internal evaluation.

Judgements are determined about the extent to which the service has the learning and organisational conditions (as set out in Te Kōwhiri – indicators of quality for early childhood education services) that matters most to promote and achieve equity and excellence.

	WHAKATŌ EMERGING	WHĀNGAI ESTABLISHING	WHAKAŪ EMBEDDING	WHAKAWHANAKE SUSTAINING	KIA RANGATIRA AI TE TIPU EXCELLING
OUTCOMES FOR LEARNERS	Information gathered is about what children are doing rather than their learning. The service has limited information about children's developing capabilities in relation to the learning outcomes in Te Whāriki.	The service is beginning to explore the learning outcomes in Te Whāriki. It has some evidence about children's developing capabilities in relation to these outcomes for some children. The service is beginning to consider this information in terms of equity.	The service is increasingly intentional in using the learning outcomes in Te Whāriki. It has an increasing range of information about children's developing capabilities in relation to these outcomes. The service is recognizing inequities in their assessment information.	The service has multiple sources of information that show children's increasing capabilities in relation to the learning outcomes in Te Whāriki. Information is being used to identify and respond to inequities.	The service has multiple sources of information that show the breadth, depth and complexity (rich picture) of children's increasing capabilities in relation to the learning outcomes in Te Whāriki. Evidence of equitable and excellent outcomes for children.
LEARNING CONDITIONS					
He Whāriki Motuhake The learner and their learning	<p>The service is developing relationships with parents and whānau. It is yet to establish learning-focused partnerships.</p> <p>The service is at an early stage in providing opportunities for parents and whānau to participate in and contribute to curriculum design/planning that recognises and responds to their child's language, culture and identity.</p> <p>The service is at an early stage of developing and implementing a responsive curriculum that:</p> <ul style="list-style-type: none"> provides children with equitable opportunities to learn is consistent with Te Whāriki integrates te reo and tikanga Māori is culturally responsive and intentional enhances children's mana and identity as successful learners 	<p>The service has established relationships with parents and whānau and is building on these to increase the focus on children's progress and learning.</p> <p>There are some opportunities for parents and whānau to participate in and contribute to curriculum design/planning that recognises and responds to their child's language, culture and identity.</p> <p>The service is working towards implementing a responsive curriculum that:</p> <ul style="list-style-type: none"> provides children with equitable opportunities to learn is consistent with Te Whāriki integrates te reo and tikanga Māori is culturally responsive and intentional enhances children's mana and identity as successful learners 	<p>The service has established learning-focused partnerships that include opportunities for sharing information and insights about children's progress and learning.</p> <p>There are regular opportunities for parents and whānau to participate in and contribute to curriculum design/planning that recognises and responds to their child's language, culture and identity.</p> <p>The service is becoming more consistent in its implementation of a responsive curriculum that:</p> <ul style="list-style-type: none"> provides children with equitable opportunities to learn is consistent with Te Whāriki integrates te reo and tikanga Māori is culturally responsive and intentional enhances children's mana and identity as successful learners 	<p>The service works collaboratively to strengthen learning-focused partnerships to promote children's progress and learning.</p> <p>Parents and whānau are increasingly participating in and contributing to curriculum design/planning that recognises and responds to their child's language, culture and identity.</p> <p>The service consistently implements a responsive curriculum that:</p> <ul style="list-style-type: none"> provides children with equitable opportunities to learn is consistent with Te Whāriki integrates te reo and tikanga Māori is culturally responsive and intentional enhances children's mana and identity as successful learners 	<p>Reciprocal learning-focused partnerships enrich and extend children's progress and learning.</p> <p>Curriculum design is enriched by the regular contribution of parents and whānau and the wider community to curriculum design/planning that recognises and responds to their child's language, culture and identity.</p> <p>The service effectively implements a highly responsive curriculum that:</p> <ul style="list-style-type: none"> provides children with equitable opportunities to learn is consistent with Te Whāriki integrates te reo and tikanga Māori is culturally responsive and intentional enhances children's mana and identity as successful learners
Whakawhānau Ngāio Collaborative professional learning builds knowledge and capability	<p>Leaders and kaitiaki have few opportunities to work collaboratively to build professional knowledge and cultural competence to enable them to design and implement a responsive and rich curriculum for all children.</p>	<p>Leaders and kaitiaki are beginning to work collaboratively to build their professional knowledge and cultural competence (shared understandings and practice) to enable them to design and implement a responsive and rich curriculum for all children.</p>	<p>Leaders and kaitiaki are establishing collaborative relationships to build their professional knowledge, expertise and cultural competence necessary to design and implement a responsive and rich curriculum for all children.</p>	<p>Leaders and kaitiaki work collaboratively to build their professional knowledge, expertise and cultural competence. This enables them to design and implement a relevant, responsive and rich curriculum for all children.</p>	<p>Effective collaboration amongst leaders and kaitiaki sustains and builds the professional knowledge, expertise and cultural competence to design and implement a highly responsive and rich curriculum for all children.</p> <p>Engagement in professional learning opportunities contributes to high quality, exemplary, sector-leading practice, sustained ongoing improvement that promotes and achieves equity and excellence.</p>

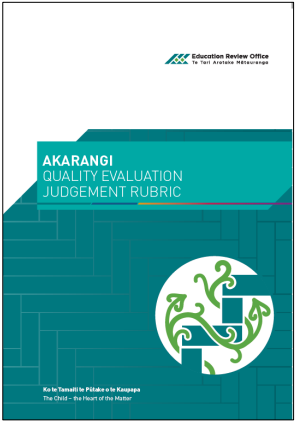
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Judgement	Description
Whakatō Emerging	<i>The seed is sown, a place of potential</i> Emerging means that the service is at an early stage of developing the learning and organisational conditions (practices and processes) to improve quality and realise equitable outcomes for children.
Whāngai Establishing	<i>Nourishment is provided</i> 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.
Whakaū Embedding	<i>Consolidation of all elements has occurred</i> 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.
Whakawhanake Sustaining	<i>Appropriate conditions provide strong and ongoing support</i> 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.
Kia rangatira ai te tipu Excelling	<i>A combination of favourable conditions and a nourishing environment produces ongoing quality of results</i> Excelling means that the service is sector leading and demonstrates exemplary practice resulting in equitable outcomes for children.

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When and how might you use the Akarangi Quality Evaluation Judgement Rubric?

-working in small groups of 3-5 people



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ERO is developing a resource to replace *He Pou Tātaki*

This resource:

- provides an overview of *Ngā Ara Whai Hua – Quality Framework for Evaluation and Improvement in Early Childhood Services*
- explores **Quality Improvement** in the context of the range of activities that can contribute to and support improvement in early childhood services
- describes **review and evaluation**
- explores **internal evaluation** in depth, particularly in relation to what it is, why we do it, what it looks like when it's done well and how to do it
- includes information to support services to engage in focused **planning for improvement** as part of an ongoing process of monitoring and evaluation
- highlights the value and benefits of **integrating internal and external evaluation**
- describes ERO's approach to evaluating quality through **Akarangi | Quality Evaluations**.

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How good is our internal evaluation?

- How would you know?
- What does good look like?

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ERO's judgements for are as follows:

Outcome Indicators	ERO's judgement
What the service knows about outcomes for learners	Whakaū Embedding

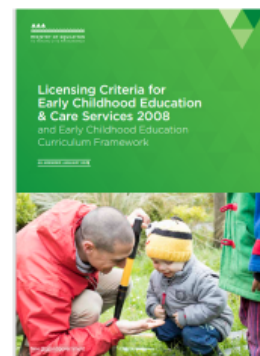
Ngā Akatoro Domains	ERO's judgement
He Whāriki Motuhake The learner and their learning	Whāngai Establishing
Whakangungu Ngaio Collaborative professional learning builds knowledge and capability	Whāngai Establishing
Ngā Aronga Whai Hua Evaluation for improvement	Whakaū Embedding
Kaihautū Leaders foster collaboration and improvement	Whāngai Establishing
Te Whakaruruhau Stewardship through effective governance and management	Whakaū Embedding

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Common non-compliances

Types and frequency of Compliances (most prevalent)

- Hazard related matters incl. 9 securing heavy items plus identification/checks/various one-off hazards
- Self-review, appraisal, annual plans, consultation with whānau, personnel matters including safety checking.
- Parental acknowledgment of administration of medication/and systems for medication
- Three monthly emergency drills
- Fire Evacuation scheme
- Curriculum consistent with Te Whāriki /supporting culture
- Excursion risk management matters



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Going forward in 2021

We will continue with Education Reviews in Hospital-based education and care services

We are implementing Akarangi | Quality Evaluation's in centre-based, stand-alone services and Home-based Education and Care services starting soon.

We have developed Akanuku | Assurance Reviews for all centre-based services and Home-based Education and Care Services.

We will progress our approach to working with governing organisations aligned to Ngā Ara Whai Hua.

We will develop and 'test' Akamatua | Case study evaluations of excellence and innovation.



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Reflect on:

- ❖ What have I heard that has resonated with me?
- ❖ What has challenged my thinking?
- ❖ What am I taking away with me to share with others?

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