



**Education Review Office**  
Te Tari Arotake Mātauranga

**Trinity Kindergarten  
Pakuranga, Auckland**

**Confirmed**

**Education Review Report**

# Trinity Kindergarten

## Pakuranga, Auckland

11 June 2018

### 1 Evaluation of Trinity Kindergarten

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

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

#### Background

Trinity Kindergarten operates in a facility alongside the Trinity Methodist Church in Pakuranga. It is licensed for 40 children over two years of age. The centre offers two morning sessions each week for children aged from two to around three and a half years of age, and three school-day sessions for older children. The roll includes small numbers of Māori and Pacific children, and others from diverse backgrounds.

The centre's philosophy promotes Christian values and learning approaches that cater for the individual strengths, interests and needs of children. It highlights the importance of parent involvement in children's learning. The kindergarten has a spacious indoor environment and two generous outdoor spaces. One of these outdoor areas is newly completed and caters more for the learning and play of older children.

The 2014 ERO report noted many positive aspects of the centre. It identified next steps for the centre that included improving internal evaluation, strategic planning and the teacher appraisal system. The report also recommended that teachers engage in professional learning to further improve planning, assessment and evaluation. All these next steps have been very well addressed.

Since 2014, the kindergarten has a new teaching team comprising experienced and long-serving teachers, and teachers who are new to the centre. The head teacher leads the team and an administrator oversees daily management. The centre is a registered charity and operates as a non-profit organisation. It continues to be governed by a trust board that includes church elders and parent representatives.

#### The Review Findings

Children experience a very calm and settled kindergarten environment. They have open access to learning materials and varied resources that reflect and support their curiosity and interests. Teachers know families and children well. They respond well to the aspirations that parents have for their children and encourage parents' ongoing contributions to enhance children's learning. As a result, children have a strong sense of belonging and security in their kindergarten. They play happily and are kind to each other.

Teachers are gentle and respectful with children and work closely alongside them. They promote children's oral language skills and prompt, guide and support their play and learning. Teachers recognise children's capabilities. They encourage children's independence and support them to take risks in their learning. The outcome of these good practices is that children are confident and highly engaged in the programme.

The environment is designed purposefully to enhance the learning of different age groups of children. High quality resources provoke the interest of younger children. Learning programmes for older children extend their interests through inquiry. Literacy, numeracy and science learning are incorporated naturally into children's play. Teachers support children's awareness of, and respect for, te reo Māori. Displays celebrate children's learning experiences and provide very good information for parents.

Teachers work together as a collaborative team to plan and respond meaningfully to children's individual strengths and dispositions. They identify specific and individualised next steps for each child and highlight the deliberate role of the teacher in extending children's learning. Teachers' participation in professional learning has supported the development of a relevant curriculum that focuses on promoting positive outcomes for children.

Alongside the use of digital learning stories, teachers will evaluate whether it is feasible to hard copy portfolios so that children have opportunities to revisit their learning. Teachers are also in a good position to document a localised curriculum that incorporates their valued priorities for children's learning. These priorities include Christian perspectives, family cultures, community features and aspects of *Te Whāriki*, the early childhood curriculum. This development would build on teachers' responsiveness to children's varied interests and capabilities.

The kindergarten is very well led by a capable head teacher and skilled administrator. Teachers are valued and have very good opportunities for leadership. They appreciate the strong focus placed on professional learning to continually strengthen their teaching practice.

Internal evaluation is well understood and used as a tool to promote ongoing change and improvement to all aspects of the kindergarten. It includes inquiry focused teacher appraisals and regular reporting to the trust board against strategic goals, and health and safety indicators.

Trust board members are dedicated to promoting the quality of early learning for children. They bring varied professional expertise and strong governance acumen. Together they have accessed external training to enhance their understanding of their governance roles and responsibilities. Very good financial management means that the board resources the kindergarten generously. Significantly, board members scrutinise how well the kindergarten continually improves outcomes for children.

## **Key Next Steps**

Key next steps identified by the board, teachers and ERO include:

- redesigning the current strategic planning framework to improve the clarity of the service's long-term vision and goals
- incorporating a bicultural focus in the kindergarten's policy framework, philosophy and professional learning to better reflect current practice and guide ongoing development.

## Management Assurance on Legal Requirements

Before the review, the staff and management of Trinity 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 Trinity Kindergarten will be in four years.



Julie Foley  
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Te Tai Raki - Northern Region

11 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	Pakuranga, Auckland	
Ministry of Education profile number	10177	
Licence type	Education & Care Service	
Licensed under	Education (Early Childhood Services) Regulations 2008	
Number licensed for	40 children over 2 years of age	
Service roll	71	
Gender composition	Girls 38 Boys 33	
Ethnic composition	Māori	4
	Pākehā	46
	Chinese	7
	Indian	4
	Samoan	2
	other European	5
	other Asian	3
Percentage of qualified teachers	80% +	
Reported ratios of staff to children	Over 2 1:7	Better than minimum requirements
Review team on site	May 2018	
Date of this report	11 June 2018	
Most recent ERO report(s)	Education Review	May 2014
These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Education Review	February 2011
	Education Review	January 2008

### 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.