



Education Review Office
Te Tari Arotake Mātauranga

**Hagley Community College Pre School
Christchurch**

Confirmed

Education Review Report

Hagley Community College Pre School

Christchurch

27 June 2018

1 Evaluation of Hagley Community College Pre School

How well placed is Hagley Community College Pre School to promote positive learning outcomes for children?

Not well placed	Requires further development	Well placed	Very well placed
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Hagley Community College Pre School is well placed to promote positive learning outcomes for children.

ERO's findings that support this overall judgement are summarised below.

Background

Hagley Community College Pre School is located within the grounds of Hagley Community College. It is a community-based service and is managed by a Trust Board, under the governance of the College Board of Trustees.

The centre is licensed to provide education and care for up to 42 children, 15 of whom can be under two. Infants and toddlers have a dedicated space, with the option of joining the older children at the beginning and end of each day. The centre serves a diverse and multicultural community.

Since the last review there has been significant re-structuring. This has included a new governance structure and the development and appointment of a centre director and administrator. There have also been a number of changes in teaching staff, the majority of whom are qualified early childhood teachers.

The centre has received extensive professional development from a number of external agencies, including the Ministry of Education. The Trust Board, centre director and teachers have made effective use of these opportunities. There has been significant progress made in addressing the findings of the 2015 ERO review. This is particularly in relation to the development of a new management structure, updated health and safety procedures, improved planning and assessment of children's learning and the ways teachers consult with whānau.

The Review Findings

The recently reviewed centre philosophy links closely to the College's values and is clearly evident in practice. It actively promotes positive relationships with families, cultural pride and competency for learners.

Children are well supported to develop independence, with a focus on developing social competencies. They are provided with a broad range of learning experiences, supported by easy access to a variety of resources. Teachers integrate literacy and mathematics naturally into the programme.

Teachers know children and their families well. They are responsive to the individual interests, strengths and learning and cultural needs of children. A child-led programme offers an opportunity for children to follow their interests individually or as part of a group. This is underpinned by Te Whāriki, the early childhood curriculum.

Infants and toddlers are nurtured in an environment that is calm and settled with flexible routines. Relationships are respectful and there are positive and engaging interactions. Teachers work closely with families to reflect and incorporate specific developmental and cultural needs of children.

Parent aspirations for children's learning and development are acknowledged and used to inform teacher practice and planning. Children's home language and cultures are valued and incorporated into documentation (assessments), practices and the environment, ensuring an inclusive environment.

Māori children are well supported to engage with and use te reo and tikanga Māori. The centre makes good use of the College's resources and personnel to enable Māori children to experience a broad range of bicultural opportunities and experiences. Children have regular access to cultural events and performances. Teachers are increasingly using te reo Māori within the programme. A recent review on biculturalism has helped to contribute to teachers' awareness and growth in ensuring bicultural practices are authentic.

Children experience well-considered and well-paced transitions into, within and beyond the centre that are flexible and designed to meet child and parent needs. The centre is building relationships with some local schools in order to further support children's transitions onto school.

Teachers work collaboratively to extend professional practice and promote positive outcomes for children. Regular professional development for teachers is helping to grow their practice and knowledge. There is a clear focus on developing collaborative ways of working and building leadership across the teaching team. External expertise is used effectively to support children's learning and development needs as required.

Strong leadership provides clear expectations, guidance and support for teachers. An improvement-focus is contributing to positive outcomes for children. The values, strategic vision and direction of the centre are closely aligned to the College. Internal evaluation is well managed, follows a clear format and is contributing to teachers' awareness of good practice. Leaders have benefited from a supportive Trust Board and are using a targeted approach to gather community voice. This is contributing to shared understandings and enables the centre to respond appropriately to the community.

Key Next Steps

The leaders have identified and ERO confirms that, the key priorities are to:

- begin the timely redevelopment of a new strategic plan
- continue to develop knowledge and a shared understanding of internal evaluation
- continue to strengthen teachers' knowledge and use of Te Whāriki 2017 curriculum, including the ways they assess children's learning
- extend and grow leadership capacity across the teaching team.

Management Assurance on Legal Requirements

Before the review, the staff and management of Hagley Community College Pre School 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 Hagley Community College Pre School will be in three years.



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

27 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	Christchurch		
Ministry of Education profile number	70363		
Licence type	Education & Care Service		
Licensed under	Education (Early Childhood Services) Regulations 2008		
Number licensed for	42 children, including up to 15 aged under 2		
Service roll	36		
Gender composition	Boys 26 : Girls 10		
Ethnic composition	Māori	5	
	Pākehā	14	
	Samoan	1	
	Asian	3	
	Other ethnicities	13	
Percentage of qualified teachers 0-49% 50-79% 80%+ <i>Based on funding rates</i>	80% +		
Reported ratios of staff to children	Under 2	1:3	Better than minimum requirements
	Over 2	1:8	Better than minimum requirements
Review team on site	May 2018		
Date of this report	27 June 2018		
Most recent ERO reports These are available at www.ero.govt.nz	Education Review	February 2015	
	Education Review	January 2011	
	Education Review	June 2007	

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.