

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Motueka Steiner Kindergarten

Profile Number: 65416

Location: Motueka

1 ERO's Judgements

[Akarangi | Quality Evaluation](#) evaluates the extent to which this early childhood service has the learning and organisational conditions to support equitable and excellent outcomes for all learners. [Te Ara Poutama- indicators of quality for early childhood education: what matters most \(PDF 3.01MB\)](#) are the basis for making judgements about the effectiveness of the service in achieving equity and excellence for all learners. [The Akarangi Quality Evaluation Judgement Rubric \(PDF 91.30KB\)](#) derived from the indicators, is used to inform the ERO's judgements about this service's performance in promoting equity and excellence.

ERO's judgements for Motueka Steiner Kindergarten are as follows:

Outcome Indicators	ERO's judgement
What the service knows about outcomes for learners	Whāngai Establishing
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	Whakatō Emerging
Kaihautū Leaders foster collaboration and improvement	Whakatō Emerging
Te Whakaruruhau Stewardship through effective governance and management	Whakatō Emerging

2 Context of the Service

Motueka Rudolf Steiner Kindergarten provides education and care for children aged from three-to-six years. A charitable trust oversees the governance of the kindergarten. Almost all teachers are qualified and have training and/or qualifications in Rudolf Steiner education. Since the 2018 ERO review there has been significant change of teachers and manager.

3 Summary of findings

Children are independent learners and demonstrate a strong sense of ownership and confidence to lead their own learning. Teachers view children as competent and use a range of intentional teaching strategies to facilitate their learning. Children's social and emotional competence is nurtured through the caring and respectful relationships with teachers and each other. The calm and settled play-based environment supports children to develop a sense of belonging and a high level of well-being.

Children make sense of their world through self-initiated imaginative play supported by a range of open-ended and natural resources. Meaningful learning experiences are encouraged through familiar rhythms and rituals. The Rudolf Steiner philosophy and principles are effectively integrated with *Te Whāriki*, the New Zealand early childhood curriculum, to provide children with rich learning experiences. Parents are well informed about the curriculum and have multiple opportunities to contribute to their own children's learning as well as the wider curriculum. This enables children to experience a learning programme that is responsive to their needs and interests.

Leaders and teachers increasingly provide authentic learning opportunities for children to develop their understanding and knowledge of the cultural heritage of tangata whenua. Teachers increasingly integrate te reo Māori and tikanga Māori into their everyday learning experiences. Children's first languages are well supported through intentional teaching strategies.

The documented assessment process does not yet clearly show how the learning outcomes in *Te Whāriki* are used to support and identify children's learning and progress over time.

Internal evaluation has previously been identified by ERO as an area that requires development and is now a priority area for improvement. While leaders and teachers are highly reflective in their practice, they are yet to introduce a useful framework to guide internal evaluation for improvement. Strengthening capability at all levels of the organisation to use evaluation to understand what is working well or not and make appropriate changes is required.

4 Improvement actions

Motueka Steiner Kindergarten will include the following actions in its Quality Improvement Planning. These include to:

- explore and interpret the learning outcomes from *Te Whāriki*, the early childhood curriculum with children, families, whānau and teachers to identify the learning priorities for children in this community
- use the learning outcomes from *Te Whāriki* to assess and design a bespoke curriculum for all children
- develop a shared understanding at all levels of the organisation of how internal evaluation contributes to improved outcomes for learners.

5 Management Assurance on Legal Requirements

Before the review, the staff and management of Motueka Steiner 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.



Dr Lesley Patterson
Director Review and Improvement Services (Southern)
Southern Region | Te Tai Tini

8 April 2022

6 About the Early Childhood Service

Service type	Education and care service
Number licensed for	40 children, including up to 0 aged under 2
Percentage of qualified teachers	80-99%
Service roll	32
Ethnic composition	NZ European/Pākehā 17, Other ethnicities 15
Review team on site	December 2021
Date of this report	8 April 2022
Most recent ERO report(s) These are available at www.ero.govt.nz	Education Review, February 2018; Education Review, January 2015.