



**Education Review Office**  
Te Tari Arotake Mātauranga

**Te Waka Huru Hurumanu ki Ōtautahi Early Learning Centre  
Christchurch**

**Kua Whakamanahia**

**Te Pūrongo Arotake Mātauranga**

# He Ratonga Mātauranga Kōhungahunga Reo Rua

## Te Pūrongo Arotake Mātauranga

### Wāhanga 3, Wāhanga 4 rānei

Te ingoa o te ratonga mātauranga kōhungahunga rumaki reo Māori	Te Waka Huruhurumanu ki Ōtautahi Early Learning Centre
Te tau a Te Tāhuhu o te Mātauranga	65143
Te tūwāhi	Kei Ōtautahi

## 1 Te Aromātai i Te Whare Kōhungahunga o Te Waka Huruhurumanu ki Ōtautahi

He pēhea te tūnga o Te Whare Kōhungahunga o Te Waka Huruhurumanu ki Ōtautahi ki te whakatairanga i te pai o ngā putanga ako mō ngā tamariki?

Kāhore i te pai te tūnga	Me whakawhanake ake	He pai te tūnga	He tino pai te tūnga
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He pēhea rawa ngā tamariki e whakaatu i tō rātou tūmāia?

Kei te tino tūmāia ngā tamariki, puta noa i te whānuitanga o ngā tūmomo horopaki.

Ko ngā kitenga a Te Tari Arotake Mātauranga e whai pānga ana ki tēnei whakataunga i whakarāpopotohia ai ki raro iho nei.

### He Whakamārama

Ko Te Waka Huruhurumanu ki Ōtautahi tētahi whare mātauranga kōhungahunga ā-whānau e tū ana ki ngā papa o Ara, te kuratini i Ōtautahi. He manawa whakahī tō te whānau mō tā rātou whakarato i te kounga kairangi o te atawhai me te mātauranga reo rua, e ahu mai ana i ngā ariā Māori, ngā uara Māori, me ngā whakapono Māori. Kua whakatūngia e te whānau tētahi poari e āta kāwana ana i te whare kōhungahunga. He pakari te kaiwhakahaere me te rōpū ārahitanga matua ki te kōkiri i ngā whakahaeretanga o ia rā. Kua rehitatia ngā kaiako katoa, ā, kei a rātou hoki ngā tohu mātauranga whakaako e tika ana. Kua raihanatia te whare kōhungahunga mō ngā tamariki 50, ā, kia 12 o rātou i raro i te rua o ngā tau. E 61 ngā tamariki ki te rārangi ingoa, he tiriwā te whai wāhi atu a ētahi. Kua whakaritea ngā tamariki kia rua ngā rōpū whakaako – tētahi rōpū o ngā pēpi, me tētahi rōpū o ngā tuākana. Ka whakapuaki te whānau i tētahi marautanga e tino kapo atu ana i te ngākau nuitanga o ngā tamariki ki te ako, e mau ana hoki i ngā wheako tūturu mō ngā tamariki katoa me ngā whānau katoa, ā, e poipoi ana hoki i ngā matea ako me te whakawhanaketanga torowhānui o ia tamaiti.

### Ngā Whakaaturanga o te Arotake

#### Aroha (Pou Whakahaere)

Ko ngā tamariki kei te pūtaka o ngā whakataunga katoa. E whai hua ana ngā pūnaha i āta whakawhanakehia ai hei kāwana, hei whakahaere i te whare kōhungahunga i runga anō i te pakari o ngā māramatanga e pā ana ki ō rātou tūranga me ā rātou kawenga mahi. He whānui ngā tūmomo pūkenga me ngā tūmomo mōhiotanga o te poari e hāpai atu ana i te whai huatanga o ngā mahi kāwana. Ka whai wāhi atu ngā aromātai o roto i te whakawhanaketanga a te poari i ngā kaupapa rautaki matua e hāpai atu ana i ngā whakataunga mō te whakawhanaketanga tonu ā meāke nei. He

tino aronga pū ki te whakapai tonutanga me te rōnakitanga o ngā tino painga mō ngā tamariki. Ko te toro atu ki ngā ratonga o waho e whakapakari ake ana anō i ngā tukanga me ngā whakataunga. E noho matua ana ko te waiora o ngā tamariki, ngā kaiārahi, ngā kaiako, me te whānau. E whai hua ana ngā pūnaha e whakahaere ai i te āhua o ngā mahi. E āta whakatutukihia ana ngā matea o ngā tamariki me ngā whānau.

### **Whakaute (Pou Ārahi)**

E whai hua ana ngā tamariki nā te pai o te ārahitanga. He tino mātau ia kaiārahi o te whare kōhungahunga, ā, ka whakatōpū rawatia e rātou aua pūkenga. E whai wāhi matua ana rātou ki te papai o te whakahaeretanga o te whare kōhungahunga me te waiora o ngā tamariki me te whānau. Ka tino whakawhirinaki atu tētahi ki tētahi, ā, ka rere pai tā rātou mahi ngātahi. Ka hāngai pū te rōpū ki ngā pūmanawa o ia tangata, ā, ka whai wāhi nui tēnei ki te whakapakari ake i ngā āheinga me te whai huaatanga. He mātātoa te aro atu a ngā kaiārahi ki ngā wawata o te whānau me ā rātou mahi e whai wāhi atu ai ki te kaupapa. Ka whai pānga anō hoki aua mahi ki ngā whakataunga. Kua whakatōngia te aromātai o roto, puta noa i ngā whakahaeretanga katoa, ā, ka āta tāutu ngā kaimahi me te whānau i ngā āhuatanga pakari me ngā wāhanga anō hoki hei whakawhanake tonu. Ka whai pānga anō hoki taua aronga ki te whakapakaritanga ake o ngā mōhiotanga ngaio me ngā āheinga o te rōpū whakaako. Ka toro atu ngā kaiārahi ki ngā tohutohu o waho, hei hāpai i te waiora o ngā tamariki me te whānau. Ko tētahi āhuatanga pakari, ko te pai me te auau o ngā huarahi whakawhitihiti kōrero ki te whānau. E āta whakatutukihia ana te waiora o ngā tamariki.

### **Te reo Māori me ōna tikanga (Mātauranga)**

E ako ana ngā tamariki ki tētahi taiao e poipoi ana i te reo Māori. Ka tuitui ngā kaiako i te reo Māori ki ngā wāhanga katoa o te hōtaka akoranga i whakamaheretia ai, ā, ki ngā whakawhitihiti kōrero anō hoki ki ngā tamariki. Ka rongo ngā tamariki i te reo o Ngāi Tahu, ā, ka whai wāhi atu hoki ki ngā tikanga me ngā reo ā-iwi o ngā iwi maha o Aotearoa. Ka āta whakapakari ngā kaiako i ngā hononga o ngā tamariki ki ō rātou whakapapa me ō rātou marae mā ngā whakaritenga o ia rā, tae atu hoki ki tā rātou whakapuaki mai i ō rātou pepeha. Kei te māia haere ngā tamariki ki te tū pakari me te whakaputa mai i ā rātou mihi mā te kaha tautoko mai o ngā kaiako me te whānau. E pou here ana ngā tikanga i ngā akoranga katoa i te whare kōhungahunga, ā, ka tāutuhia taua tūāhuatanga e ngā kaiako ki ngā aromatawai e pā ana ki ngā tamariki. Ko ngā kitenga e pā ana ki ngā tamariki te tūāpapa o ngā paki ako i ngā pūketē, ā, ka whakapuakihia ki ngā mātua. Ka ngākau nui ngā whānau ki te pānui i ngā kitenga a ngā kaiako, ā, ki te āhua o ngā mōhiotanga e whakapuakihia ana mā rātou mō te ako a ā rātou tamariki. Kei te tūmāia ngā tamariki ki te waiata me te whakamahi i ngā kīanga, ngā kupu hoki e whai pūtake ana ki ā rātou tākaro. E whanake ana ngā tamariki ki te kōrero i ngā reo e rua.

### **Whanaungatanga (Tikanga Whakaako)**

Ka rongo ngā tamariki i te pai, te aroha, te manaakitanga, me te atawhai anō hoki o te whakawhanaungatanga. He tino tauira ngā kaiako mō ngā tamariki, i roto i te āhua o ā rātou mahi ki waenga i a rātou anō, ā, ki ngā mātua hoki. Ka akiaki rātou i ngā tamariki ki te whakawhanake i tō rātou tūmāia ki te āta taunekeneke ki ō rātou hoa, ā, ki ētahi atu hoki. Ka noho maioha te whānau ki te āhua o te atawhai me te aroha e ūhia ana ā rātou tamariki e ngā kaiako me ngā kaiārahi. He tini ngā whai wāhitanga mō ngā tamariki ki te whai wāhi ki ētahi atu. E hāpaitia ana tō rātou manaaki i ētahi atu, tā rātou tohatoha rauemi, me tā rātou mahi ngātahi ki waenga i a rātou anō. Ka tino aro nui ngā kaiako me ngā kaiārahi ki ngā tamariki. Ko ngākau nuitanga ake, ngā pūmanawa, me ngā matea o ia tamaiti kei te pūtake o ngā hōtaka akoranga i āta whakamaheretia ai. E ākina ana hoki te pupū ake o te ako me te tūhura. He ngākau titikaha ō rātou ki te tīpako, te tākaro, me te whai wāhi atu ki te whānuitanga o ngā tūmomo rauemi o roto, o waho hoki i te whare. E hāpaitia ana te tākaro

takitahi me te tākaro takirōpū. Ka hono atu ngā kaiako, ā, ka whakapuaki i te reo e whakawhānui ana i ngā tirohanga a ngā tamariki ki tō rātou ao. Ka whakapuaki ngā kaiako i ngā wā e wātea ana te tamaiti ki te aro pū ki te tākaro noa mō te wā roa. Ka whai wāhi atu rātou inā ka tonoa e ngā tamariki. Ka taunekeneke ngā kaiako ki ngā pēpi i runga anō i te āhua o ō rātou matea. Ka aro atu ngā kaiako ki ngā tono a ngā tamariki, ā, ka akiaki rātou i ētahi atu tamariki ki te whakaatu me pēhea te whakamahi i ngā taputapu. Kei te tūmāia ngā tamariki hei ākongā.

## **Ngā Whakaritenga Matua ka Whai Ake**

Kāhore anō te whakamahinga o te whare kia whakatūturuhia. Kāhore he kī taurangi ki te taha o Ara. Tērā pea ka hiahia te whare e ngā kaiwhiwhi, ā, me whakawāteahia te whare. E akiaki ana Te Tari Arotake Mātauranga i te poari ki te kōkiri tonu i tētahi kirimini ōkawa ki Ara. Mā tēnā, ka whakatūturuhia te noho o te pokapū nei ki te wāhi nei. E pā tōraro ana tēnei āhuatanga ki te rōnakitanga o te whare kōhungahunga.

## **Te Whakataua a te Whakahaeretanga ki ngā Wāhanga Tautukunga**

I te wā o te arotake, i whakamātauhia e te Tari Arotake Mātauranga ngā pūnaha o te ratonga ki te whakahaere i ngā āhuatanga i raro iho nei e whai pānga nui ana ki te waiora o ngā tamariki:

- te haumarū whatumanawa (tāpiri atu ko te ārahi mauritau, ko te ārai tamariki)
- te haumarū ā-tinana (tāpiri atu ko te mātakitaki tamariki; ko ngā whakaritenga whakamoe; ko ngā aituā; ko te whāngai rongoā; ko ngā whakaritenga akuaku; ko ngā kaupapa here me ngā tikanga haerenga whakawaho)
- te tū tika o ngā kaimahi (tae atu ki ngā taumata tohu mātauranga; te arowhai a ngā pirihimana; ngā rēhitatanga kaiako; me te tatauranga ki waenga i te kaiako me te tamaiti)
- ngā whakaritenga, tikanga hōneatanga e pā ana ki te ahi me te rū whenua.

Ko te tikanga, ka whakatairanga ngā ratonga mātauranga kōhungahunga katoa i te hauora me te haumarū o ngā tamariki, me te arotake anō hoki i ia te wā i tā rātou whakatutukitanga i ngā herenga ā-ture.



Gloria Takura  
Toka ā-nuku Whakakapi

09 Mahuru, 2019

## 2 Ngā kōrero e pā ana ki te Ratonga Mātauranga Kōhungahunga

Te tūwāhi	Kei Ōtautahi		
Te tau a Te Tāhuhu o te Mātauranga	65143		
Te tūmomo raihana	He Ratonga Mātauranga me te Atawhai		
Te ture raihana	Ture Mātauranga (Kōhungahunga) 2008		
Te tokomaha mō te raihana	50 ngā tamariki, kia 12 ki raro i te rua o ngā tau		
Te tokomaha kei te rārangi ingoa	61		
Te ira tangata	Kōtiro 34 Tama 27		
Ngā hononga ā-iwi	Māori	47	
	Pākehā	9	
	Tonga	3	
	Tauīwi	2	
Ōrau o ngā kaiako e mau ana i ngā tohu mātauranga	80% +		
Te tatauranga i pūrongo ai, ki waenga i ngā kaimahi me ngā tamariki	Ki raro i te rua tau	1:4	He pai kē atu i ngā herenga tikanga moroiti
	Ki runga ake i te rua tau	1:8	He pai kē atu i ngā herenga tikanga moroiti
Te wā i te whare kōhungahunga te rōpū arotake	23-24 Hōngongoi 2019		
Te wā o tēnei pūrongo	09 Mahuru, 2019		
Ngā pūrongo o mua ā Te Tari Arotake Mātauranga	Arotake Mātauranga	Pipiri 2016	
	Arotake Mātauranga	Pipiri 2013	
	Arotake Mātauranga	Hui-tanguru 2010	

# 1 Evaluation of Te Waka Huruherumanu ki Ōtautahi Early Learning Centre

*How well placed is Te Waka Huruherumanu ki Ōtautahi Early Learning Centre to promote positive learning outcomes for children?*

Not well placed	Requires further development	Well placed	Very well placed
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*How effectively do children demonstrate confidence?*

Children are highly confident across a wide range of contexts.

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

## Background

Te Waka Huruherumanu ki Ōtautahi is a whānau based early learning centre located on the campus of the Institute of Technology in Christchurch. The whānau pride themselves on the provision of a bilingual, high quality care and education based on Māori concepts, values and beliefs. Whānau have an elected board that effectively govern the centre. A manager and senior leadership team successfully oversee day to day operations. All teachers are registered with the necessary teaching qualifications. The centre is licensed for 50 children including up to 12 under the age of 2 years. There are 61 children on the roll, some of whom attend only part time. The children are organised into two teaching groups- a baby group and tuākana group. Whānau deliver a highly engaging curriculum that provides genuine experiences for all tamariki and whānau, embracing individual needs and holistic development.

## The Review Findings

### Aroha (Pou Whakahaere)

Children are at the centre of all decision making. There are well developed effective systems in place to govern and manage the centre with a sound understanding about their individual and collective roles and responsibilities. The board have a broad range of skills and expertise that support effective governance practices. Internal evaluation informs the board to develop strategic priorities to make decisions that support future developments. There is a deliberate focus on continual improvement and sustainability of positive outcomes for children. Collaboration with external agencies adds rigour to processes and decision making. The wellbeing of children, leaders, kaiako and whānau are prioritised. Performance management systems are effective. Children and whānau needs are well-served.

### Whakaute (Pou Arahi)

Children benefit from effective leadership. Collectively and individually, the centre leaders have vast experience. They are critical to the effective management of the centre and the wellbeing of children and whānau. They have a high trust model where they work seamlessly together. A strengths-based approach across the team supports building capability and effectiveness. Leaders actively respond to whānau aspirations and contributions. These inform decision making processes. Internal evaluation is embedded across all operations where staff and whānau rigorously identify strengths and areas that require further development. This includes building professional knowledge and capability in the teaching team. Leaders seek external advice to support children and whānau

wellbeing. Effective and regular communication with whānau is a strength. Children's overall wellbeing is well served.

### **Te Reo Māori me ōna tikanga (Mātauranga)**

Children learn in an environment that nurtures te reo Māori. Kaiako weave te reo Māori through the planned learning programme and into conversations with children. Children hear te reo o Ngai Tahu and are exposed to cultural practices and dialect from tribes throughout Aotearoa. Kaiako ensure children's links to their whakapapa and marae through daily practice including the sharing of their pepeha. Children are gaining confidence to stand tall and deliver their mihi with close support from Kaiako and whānau. Tikanga underpins all learning in the centre and Kaiako identify these through children's assessments. Observations of children are the foundation for learning stories in profile folders that are shared with parents. Whānau enjoy reading kaiako observations and are highly satisfied with the information that they receive about their children's learning. Children confidently sing and use phrases and words that have meaning in their play. Children are developing as bilingual speakers.

### **Whanaungatanga (Tikanga Whakaako)**

Children experience positive, loving, caring and nurturing relationships. Kaiako are effective role models for children in the ways they work with each other and with parents. They encourage children to develop confidence to interact positively with their peers and others. Whānau appreciate the way kaiako and leaders nurture and love their children. Children have multiple opportunities to engage with others. They are supported to care for others, share resources and work cooperatively with each other. Kaiako and leaders are highly responsive to the children. Children's individual interests, strengths and needs are the focus of planned learning programmes. Spontaneity and exploration are encouraged. They confidently select, play and interact with a broad range of resources inside and out. Independent and group play is encouraged. Kaiako join in and provide language to extend children's views of their world. Kaiako enable sustained periods of play without interruption. They engage with children upon invitation from them. Kaiako interact with babies on a needs-basis. Kaiako respond to requests from children and encourage other children to demonstrate how to use equipment. Children are confident learners.

### **Key Next Steps**

The centre use of the premises cannot be assured. There is no memorandum of understanding with the Institute of Technology. There is a possibility that the premises could be required by the owners necessitating the exit from the present site. ERO encourages the Board to continue to seek a formal agreement with the Institute of Technology. This will ensure the long-term future of the centre where it is presently located. The future of the centre is currently compromised.

## Management Assurance on Legal Requirements

During the evaluation, 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.

A handwritten signature in blue ink, appearing to read 'G. Takura', is enclosed in a light grey rectangular box.

Gloria Takura  
Acting Toka ā-nuku

9 September 2019



## 2 Information about the Early Childhood Service

Location	Christchurch		
Ministry of Education profile number	65143		
Licence type	Education & Care Service		
Licensed under	Education (Early Childhood Services) Regulations 2008		
Number licensed for	50 children, including up to 12 aged under 2		
Service roll	61		
Gender composition	Girls 34 Boys 27		
Ethnic composition	Māori		47
	NZ European/Pākehā		9
	Tongan		3
	Other European		2
Percentage of qualified teachers	80% +		
Reported ratios of staff to children	Under 2	1:4	Better than minimum requirements
	Over 2	1:8	Better than minimum requirements
Review team on site	23 - 24 July 2019		
Date of this report	9 September 2019		
Most recent ERO report(s)	Education Review		June 2016
	Education Review		June 2013
	Education Review		Feb 2010

### 3 General Information about Immersion Early Childhood Reviews

#### ERO's Evaluation Framework

ERO's overarching question for an immersion 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 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.