



Education Review Office
Te Tari Arotake Mātauranga

Tuakau Learning Centre
Tuakau, Auckland

Confirmed

Education Review Report

Tuakau Learning Centre

Tuakau, Auckland

11 September 2019

1 Evaluation of Tuakau Learning Centre

How well placed is Tuakau Learning Centre to promote positive learning outcomes for children?

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

Background

Tuakau Learning Centre is a privately-owned service located close to the centre of the township. It provides education and care for children from birth to school age. It is licenced for 118 children, including 30 children up to the age of two years. The current roll of 113 includes 31 Māori, and a number of children from other cultural backgrounds. The philosophy of the centre is underpinned by the concepts of manaakitanga, whānaungatanga, wairua and whakapapa.

The centre has two purpose-built buildings on the one site which cater for three age-based groups. An extensive outdoor area is situated between the two buildings. There are two centre managers who provide professional leadership and guidance to the head teachers and teaching team. One professional development manager has oversight of training and personnel. There are 14 registered teachers, with a head teacher in each room. The majority of teachers are qualified and registered.

Since the last ERO review in 2016, centre ownership and leadership has remained the same. There have been some changes to the teaching team. The centre has responded to the areas identified from the last report.

The Review Findings

Children benefit from a wide range of quality resources and opportunities for meaningful learning experiences. The curriculum responds well to children's interests and needs, and empowers them to exercise choice, take risks and solve problems. The outdoor environment provides varied physical challenges for all ages. The programme is enriched through bicultural contexts for learning, celebrations and excursions. Māori children are affirmed in their culture and identity. Children with additional learning needs are well identified and supported through ongoing individualised planning and external support. Children are encouraged to be confident and independent learners. They are safe and nurtured in a caring whānau like environment.

Positive and affirming relationships are evident between teachers, children and their families. Strong personalised communication with whanau supports children's learning and wellbeing. Teachers deliberately develop children's oral language, confidence and skills for self-management. A new framework is supporting teachers to improve assessment and planning for children's learning.

Leaders acknowledge the need to embed the new assessment and planning framework to support consistency of teacher practice across the centre. Teachers respond well to the needs of the children in a calm and caring environment. Children up to the age of two benefit from respectful and nurturing interactions.

Leadership is highly collaborative and fosters a positive culture for learning. Relationships between leaders and teachers are based on open communication, respect and trust. Effective liaison with whānau and community has strengthened the place of te reo Māori in the centre. Centre managers provide strong leadership through coaching, mentoring and targeted professional learning and development. Leaders recognise the need to strengthen the appraisal process and internal evaluation to align more closely to the centre's strategic direction.

The centre's owners have a clear vision and direction for the service. Bicultural values are embedded in the philosophy. The principles of the Treaty of Waitangi are strongly evident within all centre relationships and practices. Consultation with parents, family and whānau has contributed to the review and development of a shared vision. Strengthening relationships with the local community is an ongoing focus. Policy review is undertaken regularly to support daily operations. Strategic planning is focused on improving outcomes for all children.

Key Next Steps

To continue to improve outcomes for children the centre needs to:

- embed the new assessment and planning framework to develop consistency of practice across the centre, and strengthen individualised planning and outcomes for children
- review and strengthen appraisal processes to align with the centre's strategic direction
- strengthen sustainability of practices and programmes through ongoing strategic internal evaluation.

Management Assurance on Legal Requirements

Before the review, the staff and management of Tuakau Learning Centre 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.



Phil Cowie
Director Review and Improvement Services Central
Central Region

11 September 2019

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	Tuakau, Auckland		
Ministry of Education profile number	46223		
Licence type	Education & Care Service		
Licensed under	Education (Early Childhood Services) Regulations 2008		
Number licensed for	118 children, including up to 30 aged under 2		
Service roll	113		
Gender composition	Female	56%	
	Male	44%	
Ethnic composition	Māori	27%	
	Pākehā	54%	
	Indian	7%	
	Pacific	6%	
	Other	5%	
Percentage of qualified teachers 0-49% 50-79% 80%+ <i>Based on funding rates</i>	80% +		
Reported ratios of staff to children	Under 2	1:4	Better than minimum requirements
	Over 2	1:8	Better than minimum requirements
Review team on site	July 2019		
Date of this report	11 September 2019		
Most recent ERO report(s)	Education Review	January 2016	
These are available at www.ero.govt.nz			

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

The overall judgement that ERO makes will depend on how well the service promotes positive learning outcomes for children. The categories are:

- Very well placed
- Well placed
- Requires further development
- Not well placed

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.