

**Taikura Rudolf Steiner Kindergarten
Hastings**

Confirmed

Education Review Report

Taikura Rudolf Steiner Kindergarten Hastings 12 April 2019

1 Evaluation of Taikura Rudolf Steiner Kindergarten

How well placed is Taikura Rudolf Steiner Kindergarten 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

Taikura Rudolf Steiner Kindergarten is one of two kindergartens in Hawke's Bay, affiliated to Taikura Rudolf Steiner School, Hastings. The kindergarten has 40 children from the ages of three to six years. Of the 39 children currently enrolled, 12 identify as Māori.

Rudolf Steiner philosophy underpins the programme and learning environment.

Four qualified teachers implement the curriculum. They are all certificated in Steiner-based teaching. The senior teacher has operational oversight of the kindergarten, with the head teacher responsible for the day-to-day running of the service.

Since the ERO August 2016 report, the governance and management structure has been reviewed and is currently being implemented. A memorandum of understanding with the board of trustees has been developed to guide developments.

The Review Findings

Teachers are dedicated to Steiner Waldorf education theory. They thoughtfully implement a programme where Rudolf Steiner principles, te ao Māori and *Te Whāriki*, the early childhood curriculum, are effectively woven through and highly visible in practice.

Children learn in a positive, caring environment. Teachers sustain a calm tone throughout the day. A sense of belonging for children, families and whānau is fostered through respectful and responsive relationships.

Children lead their own learning and engage in sustained self-initiated play. They confidently explore the environment, accessing a wide range of open-ended natural resources that foster their curiosity and imagination. Opportunities to be physically active and to develop social competencies and self-help skills are promoted. Children show independence, care and concern for one another. Tuakana teina is highly evident.

Teachers notice, recognise and respond to children's strengths and emerging interests. Observations provide a valuable record of children's participation in a wide range of learning areas, social interactions and relationships. Teachers record children's learning and use this information to create a holistic picture of what each child knows, understands and can do, over time. Individual photograph albums are a valuable record of learning that children share with their parents and whānau.

Leaders and teachers acknowledge that review of the documented curriculum is timely. The implementation of the *Steiner/Waldorf Early Childhood Essentials for Aotearoa* and *Te Whāriki*, the early childhood curriculum, is providing an opportunity to evaluate current curriculum provision and document a shared understanding of curriculum practices. Clearly documenting the localised curriculum and valued outcomes for children's learning should provide the basis for ongoing evaluation.

There has been a strategic focus on strengthening teachers' understanding and use of te reo me ngā tikanga Māori. Teachers have engaged in professional learning and development to strengthen their understanding. Many teachers are continuing to strengthen their practice through their own study.

Effective transition practice promotes the positive inclusion of children, parents and whānau. Appropriate information is gathered to reflect parent aspirations and inform individual goals. Transition to school is well considered. An extra support teacher, based at the school, works in partnership with kindergarten staff and parents to enable seamless transition.

Recent review has made clear roles and responsibilities for leaders, teachers and trustees. This ensures that kindergarten priorities and operational management appropriately support the ongoing development of the kindergarten. Specific strategies being implemented are lifting the profile and importance of early childhood education within the Taikura Rudolf Steiner learning community.

A shared understanding of internal evaluation processes and practices is developing and contributing to decision making for improvement. Strategic planning articulates the school and kindergarten mission and valued outcomes. Shared goals are focused on future development. Strengthening annual planning by developing more specific goals that reflect priorities of the kindergarten and clearly defined actions, should enable the service to better monitor progress and evaluate the impact on outcomes for children.

Key Next Steps

Trustees, leaders and ERO agree that the kindergarten's next steps are to:

- review curriculum documentation to reflect current practice
- strengthen annual planning by determining actions to progress Kindergarten priorities
- continue to strengthen understanding and use of internal evaluation.

Management Assurance on Legal Requirements

Before the review, the staff and management of Taikura Rudolf 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.



Phil Cowie
Director Review and Improvement Services
Central Region

12 April 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	Hastings	
Ministry of Education profile number	55043	
Licence type	Education & Care Service	
Licensed under	Education (Early Childhood Services) Regulations 2008	
Number licensed for	40 children aged over 2	
Service roll	39	
Gender composition	Boys 22, Girls 17	
Ethnic composition	Māori	12
	Pākehā	25
	Other ethnic groups	2
Percentage of qualified teachers 0-49% 50-79% 80%+ <i>Based on funding rates</i>	80% +	
Reported ratios of staff to children	1:10	Meets minimum requirements
Review team on site	March 2019	
Date of this report	12 April 2019	
Most recent ERO report(s)	Education Review	August 2016
These are available at www.ero.govt.nz	Education Review	April 2013
	Education Review	April 2010

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.