



## Briefing Note: Visit to three Early Learning Services in Wellington

To:	Jo Luxton MP, Parliamentary Under-Secretary		
Cc:	Hon Jan Tinetti, Minister of Education		
Date:	20 March 2022	Priority:	Medium
Security Level:	In Confidence	METIS No:	1306943
Drafter:	Sharee Ormond	DDI:	04 439 4683
Key Contact:	Kate Aldworth	DDI:	9(2)(a)
Messaging seen by Communications team:	No	Round Robin:	No

### Proactive Release

1. **agree** that the Ministry of Education release this briefing in full once it has been considered by you.

Agree / Disagree.

Nancy Bell  
Hautu | Deputy Secretary  
Te Mahau | Te Tai Runga (South)

20/03/2023

Jo Luxton MP  
Parliamentary Under-Secretary

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## Purpose of Briefing Note

2. This briefing supports your visit to Aro Valley Community Preschool, A'oga Amata EFKS (Newtown) and Te Punanaga O Te Reo Kuki Airani in Wellington on Wednesday 22 March 2023.
3. A run sheet for your visits is still being confirmed with each of the services and will be included as Annex 1.

## Core Early Learning Service Information

### Aro Valley Community Preschool (60246)

Contact Name: Helen Baxter  
(At institution) 04 3845156

Address: 9(2)(a)

## Key People

Service Provider: Helen Baxter  
04 384 5156

Ministry Official: Kate Aldworth, Director of Education  
9(2)(a)

## Profile Information

Authority	Incorporated Society
Institution Type	Education & Care Service
Licence Class	All Day
Provision Type	Teacher Led
Te Mahau   Region	Te Tai Runga   Wellington

## Early Learning Service Context

4. You are meeting with Aro Valley Community Preschool from 10:00am to 11:00am.
5. Aro Valley Community Preschool is a not-for-profit community-based all day, teacher led centre, licenced for 25 children over 2 years of age. The service has had trouble recruiting qualified staff late last year.

## Education Review Office

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6. The early learning service was last visited by the Education Review Office (ERO) in February 2022 where ERO recommended actions to 'embed and establish practices' across all domains including:
- Te Tiriti-based practice including creating a localised curriculum that is inclusive of tangata whenua
  - the teams' approach to planning the programme which recognises and makes visible the learning outcomes from Te Whāriki
  - teachers' capability and collective capacity to understand and use internal evaluation.
7. The report speaks favourably about the services environment and curriculum which celebrates the various cultures in the local community, and provides complex, open-ended creative play opportunities.

## Core Early Learning Service Information

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### A'oga Amata EFKS Newtown (60228)

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Contact Name: Saddie Fiti  
(At institution) 04 3892037

Address: 9(2)(a)

## Key People

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Service Provider Contact: Saddie Fiti  
04 3892037

Ministry Official: Kate Aldworth, Director of Education  
9(2)(a)

## Profile Information

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Authority	Statutory Trust
Institution Type	Education & Care Service
Licence Class	All Day
Provision Type	Teacher Led
Te Mahau   Region	Te Tai Runga   Wellington

## Early Learning Service Context

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8. You are meeting with A'oga Amata EFKS Newtown from 1:00pm to 2:00pm. The centre operates in partnership and under the guidance and support from the EFKS Newtown, Wellington.
9. A'oga Amata EFKS Newtown is the first fully immersed Samoan Language nest in the Wellington region that was established in 1985 by Reverend Risatisone and Fereni Ete.
10. The centre provides education in the Samoan language and has increased participation of Samoan children in Early Childhood Education along with encouraging Samoan women to undertake training as early childhood educators.
11. The service is licenced for 40 children over 2 years and 11 children under 2.
12. The service received \$27,500 in Tranche 3 of the 2022-2023 Pacific Education Innovation and Bilingual/Immersion Funds to implement an online app called Story Park that helps and assist teachers, parents and families to work together to record, share and extend children's learning.
13. Kids Reserve (another early learning service in Wellington) is supporting the service to implement the app. There have been three workshops for (Board/Church, Staff and Parents/Caregivers) to introduce it as a new approach to evidence, artefacts and live teaching and learning via online

## Education Review Office

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14. The early learning service was last visited by the Education Review Office (ERO) in October 2018 where ERO recommended:
  - improving teachers' planning, assessment and evaluation practices to promote challenge and creativity in the programme
  - ensuring quality assurance processes promote assessment practices that capture children's significant learning and their next steps for further development
  - rationalising the strategic plan to better support effective implementation
  - strengthening internal evaluation processes by including indicators of effective practice and identifying findings and next steps for improvement.

## Core Early Learning Service Information

### Te Punanga O Te Reo Kuki Airani (60285)

Contact Name: Bridget Kauraka  
(At institution) 04 3892127

Address: 9(2)(a)

## Key People

Centre Manager Bridget Kauraka  
04 3892127

Ministry Official: Kate Aldworth, Director of Education  
9(2)(a)

## Profile Information

Authority	Incorporated Society
Institution Type	Education & Care Service
Licence Class	All Day
Provision Type	Teacher Led
Te Mahau   Region	Te Tai Runga   Wellington

## Early Learning Service Context

15. You are meeting with Te Punanga O Te Reo Kuki Airani from 2:30pm to 3:30pm.
16. Te Punanga O Te Reo Kuki Airani is a Teacher led service licensed for 40 children including 12 under two's
17. The organisation's founder, Mere "Tepaeru" Tereora, was working for Maori affairs in the early 1980's and was active in the Kohanga Reo Movement when she realised that her own Cook Islands language and culture were deteriorating. At the time, parents couldn't afford childcare for their rapidly expanding families. Mere founded Te Punanga o te reo Kuki Airani in 1983 from her garage on Dawson Street in Berhampore with the support and encouragement of her Māori co-workers.
18. Te Punanga O Te Reo Kuki Airani is the first pacific island early childhood education service to have been founded in Aotearoa.
19. The service first encouraged Cook Island families to enter their children into early childhood education along with creating a community for Cook Island families so they

had support in New Zealand. It also welcomes all children and their families regardless of background to learn the Cook Islands language and Culture.

20. With the help of their community and families, the service fundraised and worked hard to purchase their premises in 1989 and are still thriving.
21. All of the teachers are qualified and registered and the service strives to grow and maintain more Cook Islands teachers in Aotearoa. This makes their staff highly sought after by other providers. Their 'Mama's' are also coming close to retirement age putting more pressure on provision of Kuki Airani-speaking teachers.
22. The service has raised the below topics for discussion:
  - Pacific language nests are disappearing. The services would like to see a framework to support Pacific language nests and their native-speaking instructors.
  - The service has had to manage lengthy waiting list for the past 10 years and are unable to expand their premises due to cost barriers.
  - Whānau are highly invested in the kaupapa and work to ensure that their tamariki are exposed to the Pacific language and culture from an early age.
  - To conserve and promote the Cook Islands language and culture, the service is planning and developing a Cook Islands language app with funding from the 2022-2023 Pacific Education Innovation Bilingual Funds for 2022–2023.

#### Education Review Office

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23. The service was last visited by the Education Review Office (ERO) in November 2022 where ERO recommended the following actions in its Quality Improvement Planning:
  - Build teachers' responses to whānau aspirations so the curriculum is informed by their contributions.
  - Continue to grow shared knowledge about internal evaluation by developing an evaluative focus and documenting the impact of the curriculum and teaching practices on improved learning outcomes for children.