

# Innovative Leadership in Early Childhood Education :

## Learning from New Zealand's Holistic Practices



Principal Mok  
Principal Zoe  
Principal Kit  
Principal Josephine  
Principal Azalea  
Ms. Ho

December 1, 2025

Presented by Group 1

# Introduction



We will focus on the following areas to analyze and share our inspiration:

1. Leadership Style
2. Teacher Training
3. Teacher Arrangement
4. Curriculum
5. Evaluation
6. Multi-Culture



# Māori Leadership VS Servant Leadership

**Congeniality**



**Collegiality**

**Relational Trust**

**Whanaungatanga**  
**(Māori: building relationships)**

**Manaakitanga**  
**(Māori: care and hospitality)**

**Power-with  
relationships**

*Empathy  
Listening  
Conceptual*

*Healing  
Self awareness  
Persuasion*

*Foresight  
Commitment to Growth  
Stewardship  
Building Community*

# How to implement in my school?



New Teachers Training



Secret Angel



My favorite book



Teacher Assembly with encouragement, appreciation

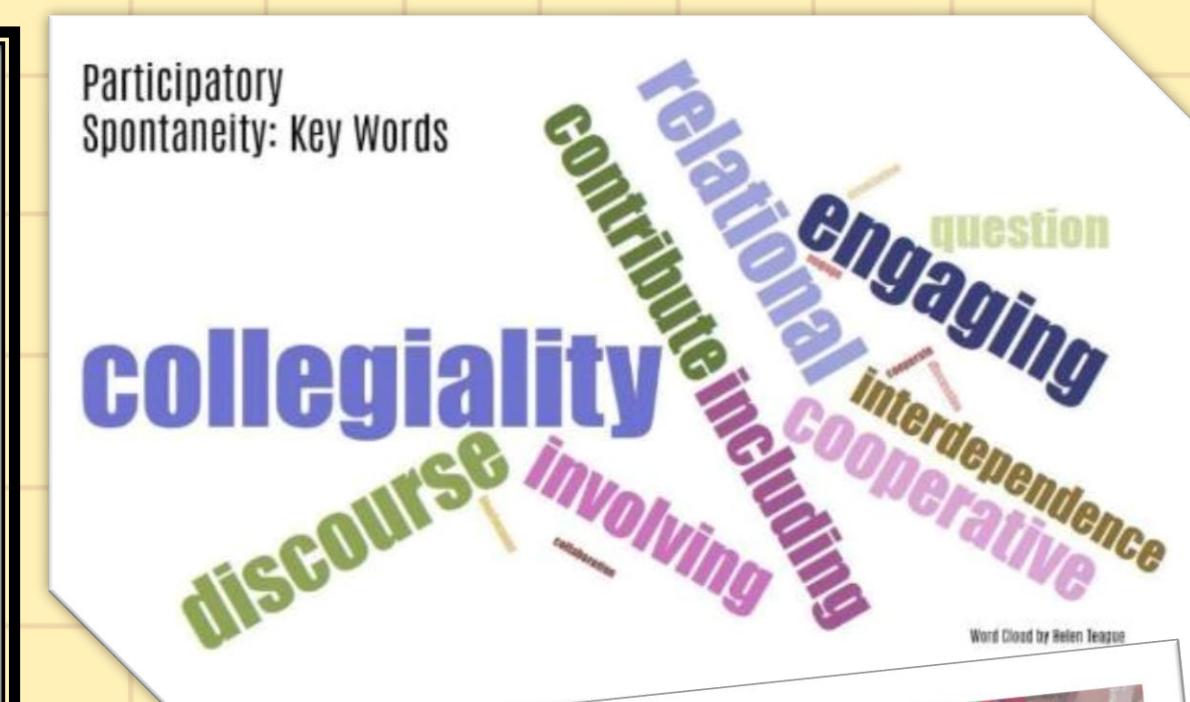


# Building Relationship

Celebration of Birthday, Christmas party



# How to implement in my school?



# Care & Hospitality



# How to implement in my school?

# Power with Relationships

Leadership today is based on relationships built with trust, hope, love and encouragement.

~Billy Cox



## 5 Steps to Building Trust in Your Team

- 1 Lead by Example
- 2 Promote Open Communication
- 3 Empower Team Members
- 4 Consistency and Fairness in Decision-Making
- 5 Create a Supportive Environment

### Did you know?

Employees in high-trust work environments experience **74% less stress** compared to those in low-trust environments

保良局莊啟程幼稚園 幼兒園			
2025-2026 年度功能小組分工表			
組別	統籌	協助	工作範疇
行政小組	盧巧藍 校長	張小燕主任 姚倩輝老師 馬啟漢老師 林沛芸書記	學校整體運作、危機小組、校長辦公室任務、監督各功能小組運作、全校教職員工作情況、招生事務
採購教材小組	黃慶漢 老師	黃寶倫老師 林懿懿老師 林沛芸書記	<ul style="list-style-type: none"> <li>處理採購程序及採購文件</li> <li>監督學校內商業買賣活動</li> <li>學生用品、書本製作、文具、圖定資產、設備、教具教材等資料存放、註冊、保養及更新、建立及管理該些資料借出情況，並定期點存記錄</li> <li>有需要時，可向校長主任建議增添所需資源</li> </ul>
總務組	林沛芸 書記	丁、叔叔、華、儀、英	校舍整潔衛生及小修、安排工友預備茶點、午膳、半瞓、文件傳遞、印務、照顧學生進班、購買學校所需用品、小花園清潔施肥地等。
群教小組	Connie	NIKI(社工)	<ul style="list-style-type: none"> <li>收取年費</li> <li>每月一次舉辦團隊活動</li> <li>教師生日會</li> <li>節慶活動</li> <li>心思鬼分學表、秘密天使行動</li> </ul>
比賽小組	張小燕 主任	張慈欣老師(英) 張孝雲老師(音) 周佩元老師(ART) 蔣嘉穎老師(臺英) 姚倩輝老師(其他)	統籌比賽名單: 小童單項運動團、學校超卓獎勵計劃、舞蹈比賽、填色比賽、英文/普通話朗讀比賽、唱歌比賽、下午全日班興趣班表演。
校園/機構文化	環境佈置小組	湯凱盈老師 藍美欣老師 蔣嘉穎老師 陳慈欣老師	<ul style="list-style-type: none"> <li>申請地盤重置及報批註、节日布景比賽、地下大堂教職員壁畫板、門外 POSTER/CERT/樓梯活動相片/作品 DISPLAY</li> <li>統籌各級老師分工設計及完成地下大堂 BOARD/走廊/門外 BOARD</li> </ul>
PTA	張始娘	張小燕主任 馬啟漢老師 洪恩如老師	<ul style="list-style-type: none"> <li>家長教師會務/財務/會議</li> <li>喜歡運動(藉前)</li> <li>推行家長活動、擴座、家長義工隊、家長生日會、家訪、親子活動…等。</li> </ul>

## Elements of good workplace relationships

- Trust
- Appreciation
- Collaboration
- Mutual Respect
- Transparency
- Communication
- Reciprocity
- Positive Attitude

- Everyone can be a leader
- Build up Middle leadership
- More explanation by leaders
- Accept anyone's comments
- 360 Evaluation
- Respect for all stakeholders
- Bonus, allowance, salary increase, birthday holiday, more holidays
- Happy School, Happy Principal, Happy Teacher, Happy students, Happy families

# Teacher Training

# New Zealand Qualifications Framework (NZQF)

Diplomas	Level 5 / 6
Bachelor's Degree, Graduate Certificates and Diplomas	Level 7
Bachelor Honors Degree, Postgraduate Certificates and Diplomas	Level 8
Master's Degree	Level 9
Doctoral Degree	Level 10



# University / Colleges / Field-based

The training is based on the national early childhood curriculum, *Te Whāriki*, and includes a focus on bicultural practice and the use of *te reo Māori*.

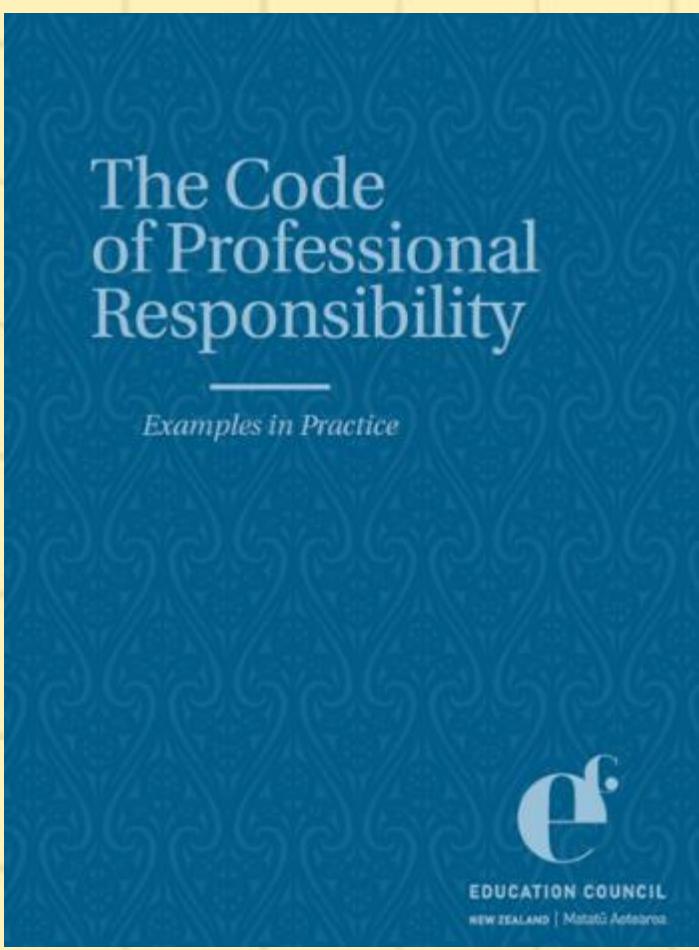
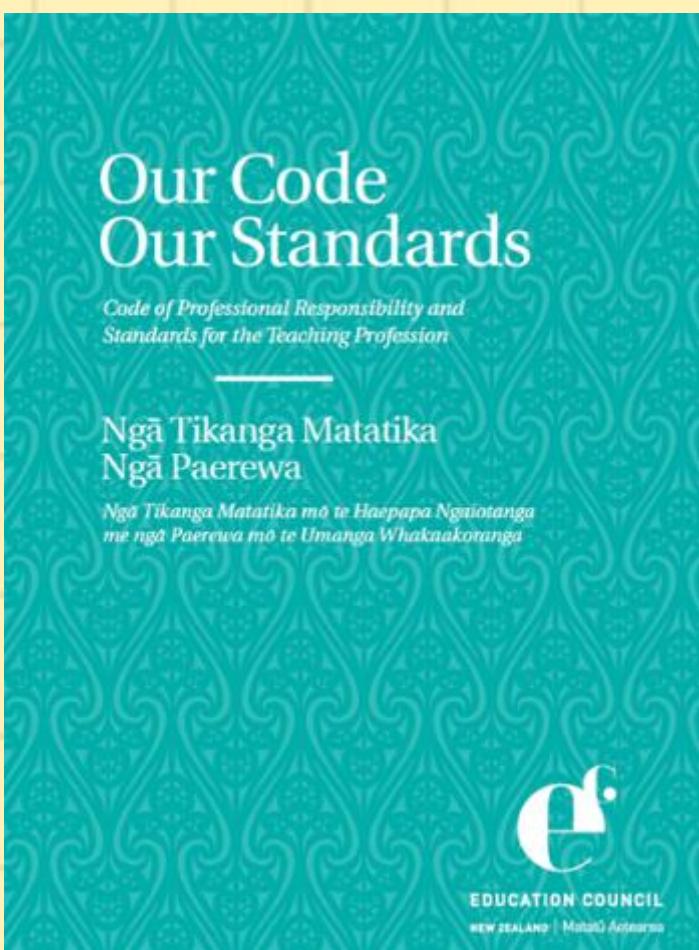
# Teacher Training

As a “Network”

## Registration and Licensing Requirements

- ❖ Professional Qualification (Bicultural Education)
- ❖ Character and Fitness
- ❖ Experience
- ❖ Continuous Professional Development

## Our Code, Our Standards



- ❖ Qualified teachers are supervised by head teacher(mentor) who have at least 5 years exp.
- ❖ school need to employ a mentor to monitor the head teacher
- ❖ At least 1 appraisal within a year
- ❖ Provisionally Registered Teacher
- ❖ need to renew the license every 3 years

# Teacher Training

## Reflections

Empower  
the  
teacher

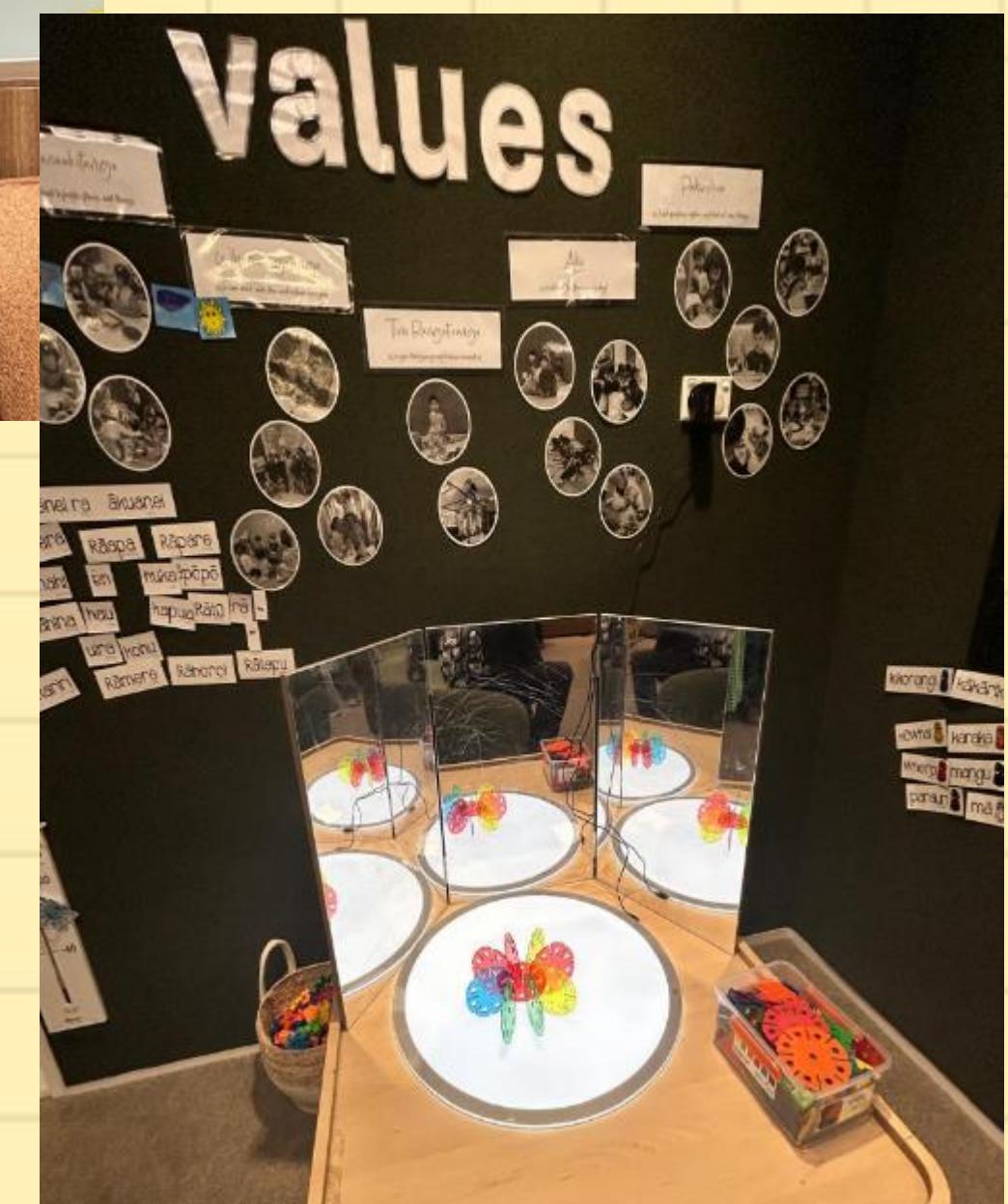
trust

Share  
values

Collective leadership

relation  
ships

Teacher's  
wellbeing



# Teacher Arrangement

## Teacher Ratio

### Education & Care Centre (Whole-Day)

0-2 years old 1:5

2-5 years old 1:10

### Kindergarten

2-5 years old 1:10

(Providing a better staffing ratio depends on the school's own operational considerations)



# Teacher Arrangement

## Staff structure

Centre Manager

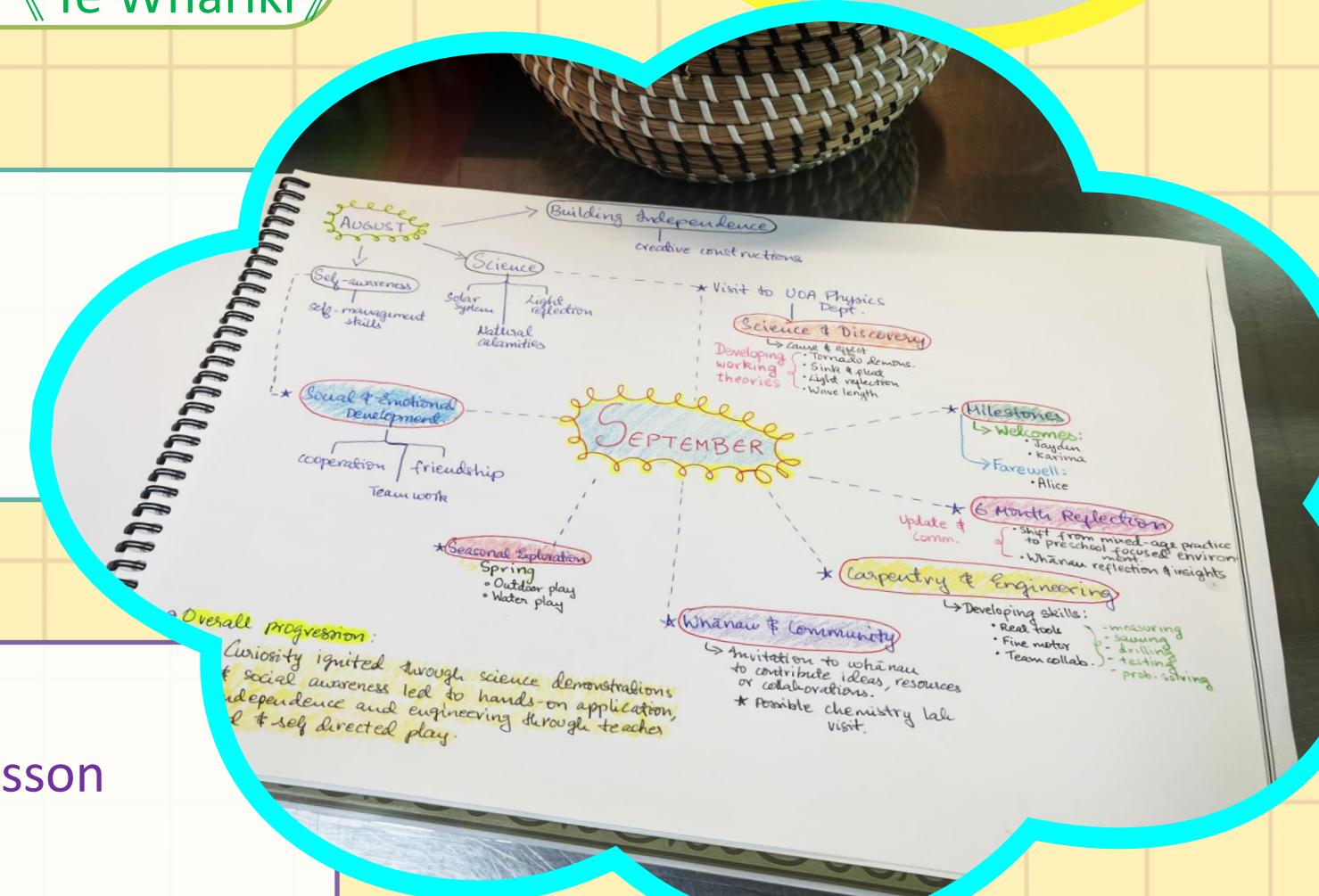
- Early childhood education related qualifications are not required (generally with a degree or higher)
- Plan, organize, and coordinate all school affairs, including personnel, financial, and administrative management
- Ensure that schools follow the National Early Education Curriculum 《Te Whāriki》

Qualified Teacher

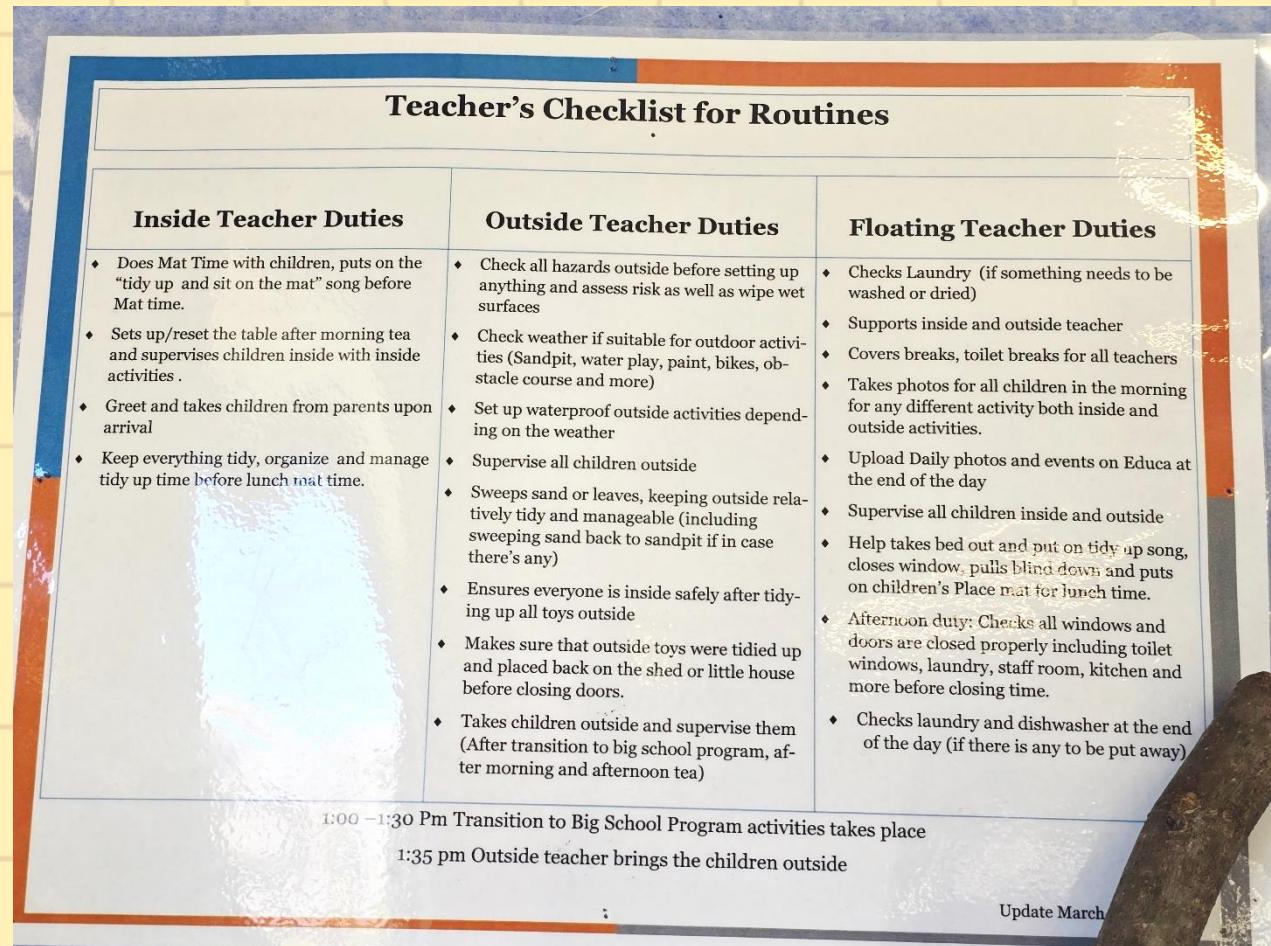
- Develop the teaching plan
- Organize and implement activities
- Write children's observation and learning records (**Learning Story**)
- Parent communication

Support Staff

- Teacher Aide : Assist in taking care of children's life, cleaning and lesson preparation



# Teacher Arrangement



Checks laundry and dishwasher at the end of the day (if there is any to be put away)

Help takes bed out and put on tidy up song, closes window, pulls blind down and puts on children's Place mat for lunch time.

Sweeps sand or leaves, keeping outside relatively tidy and manageable (including sweeping sand back to sandpit if in case there's any)

◆ Checks Laundry (if something needs to be washed or dried)

2. Check kitchen dishes
  - Wash or put away any remaining items
3. Check the laundry dryer
  - Ensure the cycle is finished
  - Fold the clean laundry
4. Load dirty washing into the washing machine and start the cycle

1. Start nappy changes

## The Teacher's roster duty Start/finish checklist

### Teacher's Daily Duty Checklist (7:30 AM)

1. Open the exit door
2. Turn on the lights
3. Open all curtains to let in natural light
4. Check room temperature
  - Ensure it is going to rise to 18°C
  - Turn on the air conditioner if needed
5. Set up the table for activities
6. Greet parents and children warmly as they arrive
7. Ensure safety measures are in place (e.g., gates closed, exits accessible)

### Teacher's Daily Duty Checklist (8:00/8:30AM)

1. Open the babies' room
2. Check kitchen dishes
  - Wash or put away any remaining items
3. Check the laundry dryer
  - Ensure the cycle is finished
  - Fold the clean laundry
4. Load dirty washing into the washing machine and start the cycle

### Teacher's Daily Duty Checklist (9:00 AM)

1. Start nappy changes
2. Continue daily routines with children (meals, rest, hygiene, etc.)
3. Implement the planned activities collaboratively with the team
4. Begin room routines:
  - Over 2s room: Follow room-specific routines
  - Under 2s room: Continue age-appropriate care and activities

# Teacher Arrangement

## Teacher Continuous Assessment Mechanism

**Registered Teacher**(教師註冊) :

**Complete teacher training (Bachelor of Education-ECE) , obtain a provisional certificate**(臨時證書)

**Professional Learning Group**(專業學習社群) :

**New teachers will be mentored by experienced staff (not less than two years), exchanging teaching techniques and experience as well as providing assessment of work performance.**

**To obtain a practicing certificate**

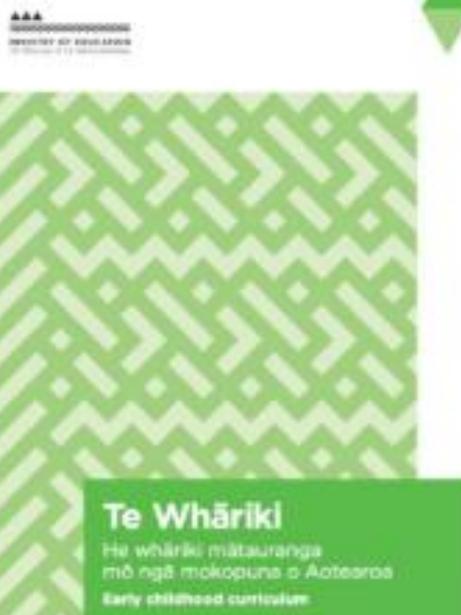
**Renewal Registration**(註冊續期) :

**Submit professional development records and undergo external assessment every three years to maintain registered teacher status**



# Curriculum

Leadership in New Zealand's ECE settings is distinctively reflective of the country's bicultural heritage and the holistic, child-centred philosophy of Te Whāriki. It is not solely a positional role but a collaborative practice focused on fostering conditions for equitable and excellent outcomes for all children.



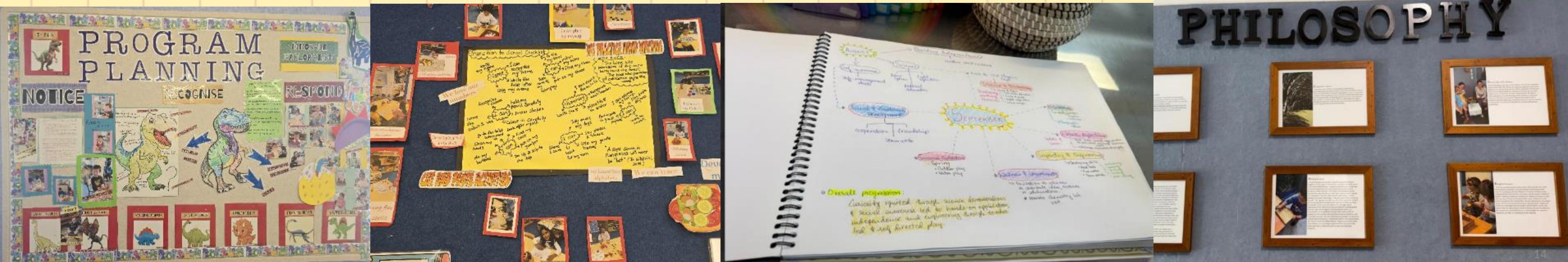
Te Whāriki (Ministry of Education, 2017)

## Pedagogically Focused

➤ The primary responsibility of ECE leaders is the improvement of teaching and learning.

## Collaborative and Distributed

➤ Leadership is viewed as a collective responsibility, shared among kaiako (teachers), children, parents, and whānau.



# Curriculum

## Improvement-Oriented and Evaluative

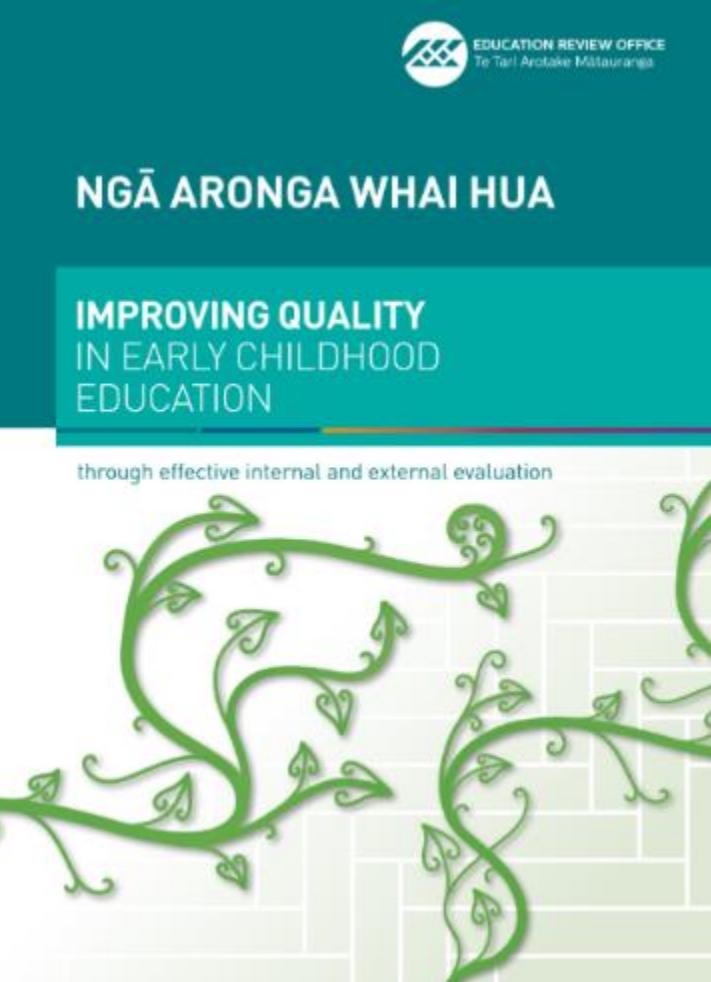
- Leaders champion internal evaluation as the engine for continuous improvement.

## Culturally Responsive and Committed to Equity

- Leaders are committed to achieving equitable outcomes, particularly for Māori learners, children of Pacific heritage, and those with additional learning needs.

## Focused on Building Professional Capability

- Leaders are stewards of their team's professional growth, creating a professional learning community.



# Curriculum

## Visionary and Strategic Stewards

- Leaders act as stewards, ensuring the service's operations and resources are aligned with its core educational philosophy and vision.

## Advocates and Connectors

- Leaders build strong, responsive partnerships within and beyond the service.



 **Preparation for starting school**

Before starting at Willowbank School it is important that your child is able to do tasks independently. This includes:

- Going to the bathroom
- Getting dressed
- Eating. We are a 'litterless lunch' school, so if you child does bring packaged food, ensure they can open these and the packaging will come back home.
- Listening to others
- Sharing and taking turns
- Carrying their school bag
- Taking on and off jumpers and hats
- Exposure to pencils, pens, scissors, books
- Doing their own shoelaces up or choose velcro if they have yet to learn
- Identify and attempt to write their name.



DISCOVER DEVELOP NURTURE

**Notice**  
Harper's interests for learning include drawing, sand play, and construction toys. She enjoys using drawing as a way to express her creativity and ideas, while sand play offers her opportunities to explore textures and develop fine motor skills. Her love for construction toys allows her to engage in problem-solving, spatial awareness, and imaginative play as she builds and creates different structures. These interests provide Harper with a rich variety of experiences that support her cognitive, creative, and social-emotional development.

**Recognize**  
The learning dispositions for Harper's interests include:

1. Creativity and Imagination: Harper's love for drawing and construction toys allows her to express herself creatively, whether it's through visual art or building imaginative structures. She demonstrates the ability to think outside the box and invent new ideas.
2. Curiosity and Exploration: Her interest in sand play shows her curiosity about textures, materials, and cause-and-effect relationships, as she explores how the sand feels and behaves in different forms.

**Respond**  
To respond to Harper's interests in drawing, sand play, and construction toys, you can create a learning environment that nurtures and extends these areas:

1. Encourage Exploration and Creative Expression:
  - Provide a variety of drawing materials, such as colored pencils, markers, chalk, and paper in different sizes. Set up a creative space where Harper can freely explore her artistic expression.
2. Create sensory-rich sand play opportunities by adding different tools (shovels, rakes, molds) and natural materials like shells or stones. This will allow Harper to explore texture, cause and effect, and spatial awareness as she builds and shapes the sand.
3. Collaborative Play:
  - Join Harper in play to model and guide her as she explores questions that promote critical thinking and problem-solving. For example, "What do you think would happen if we added more pieces here?"

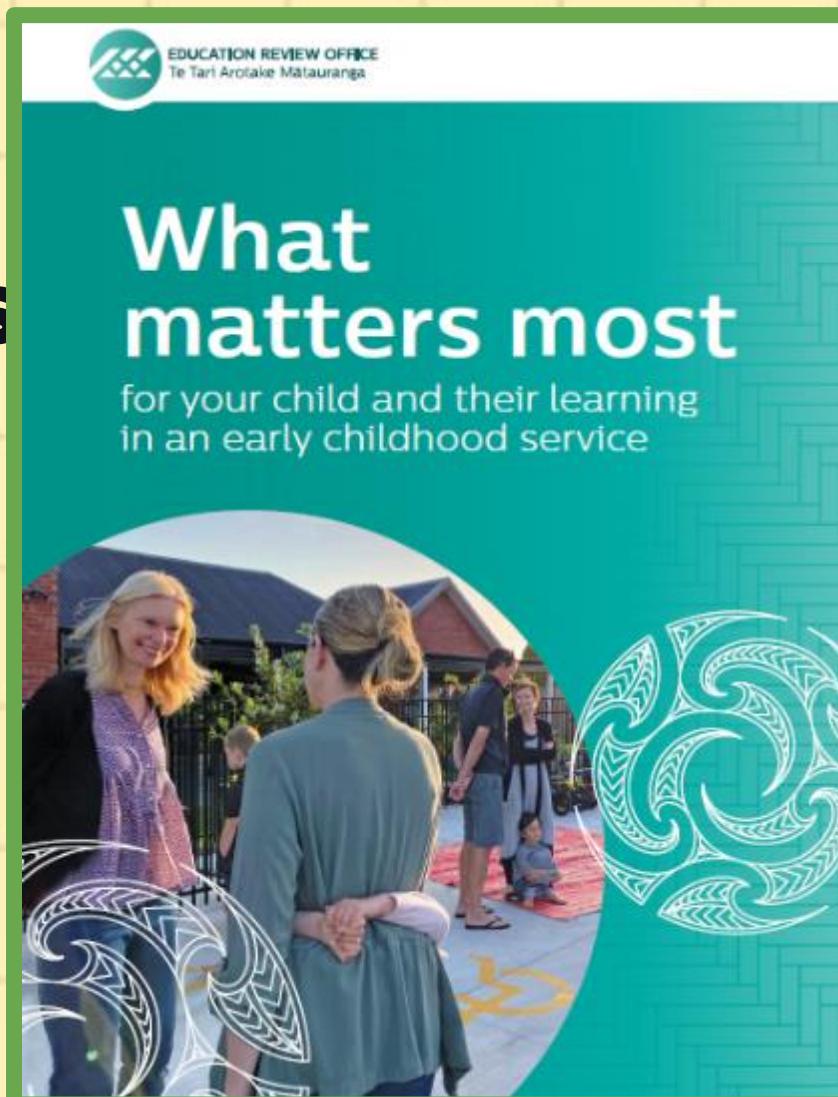


# Evaluation and Quality

**The Education Review Office (ERO)**  
The ERO of New Zealand plays a crucial role in the oversight of early childhood (EC) education and care.

## **Efforts ensure a high standard of EC education and care:**

- **Evaluating and Reporting**
- **Developing Evaluation Indicators**
- **Quality Evaluation**
- **Encouraging Self-Evaluation**



## **About the Education Review Office (ERO)**

The Education Review Office | Te Tari Arotake Mātauranga (ERO) is the government department that evaluates and reports on the education and care of children and young people in early childhood services and schools. We are guided by our whakatauki:

*Ko te tamaiti te pūtake o te kaupapa  
The child – the heart of the matter*

We want more for our children than the minimum standards. Along with kaiako/teachers, leaders and others, we strive for the best for all children in New Zealand.

# Evaluation and Quality Assurance

## Comparison of Evaluation and Quality Assurance

### Approaches in New Zealand

- Self-Review and Reflective Practices
- External Evaluations
- Focus on Outcomes



### Approaches in Hong Kong

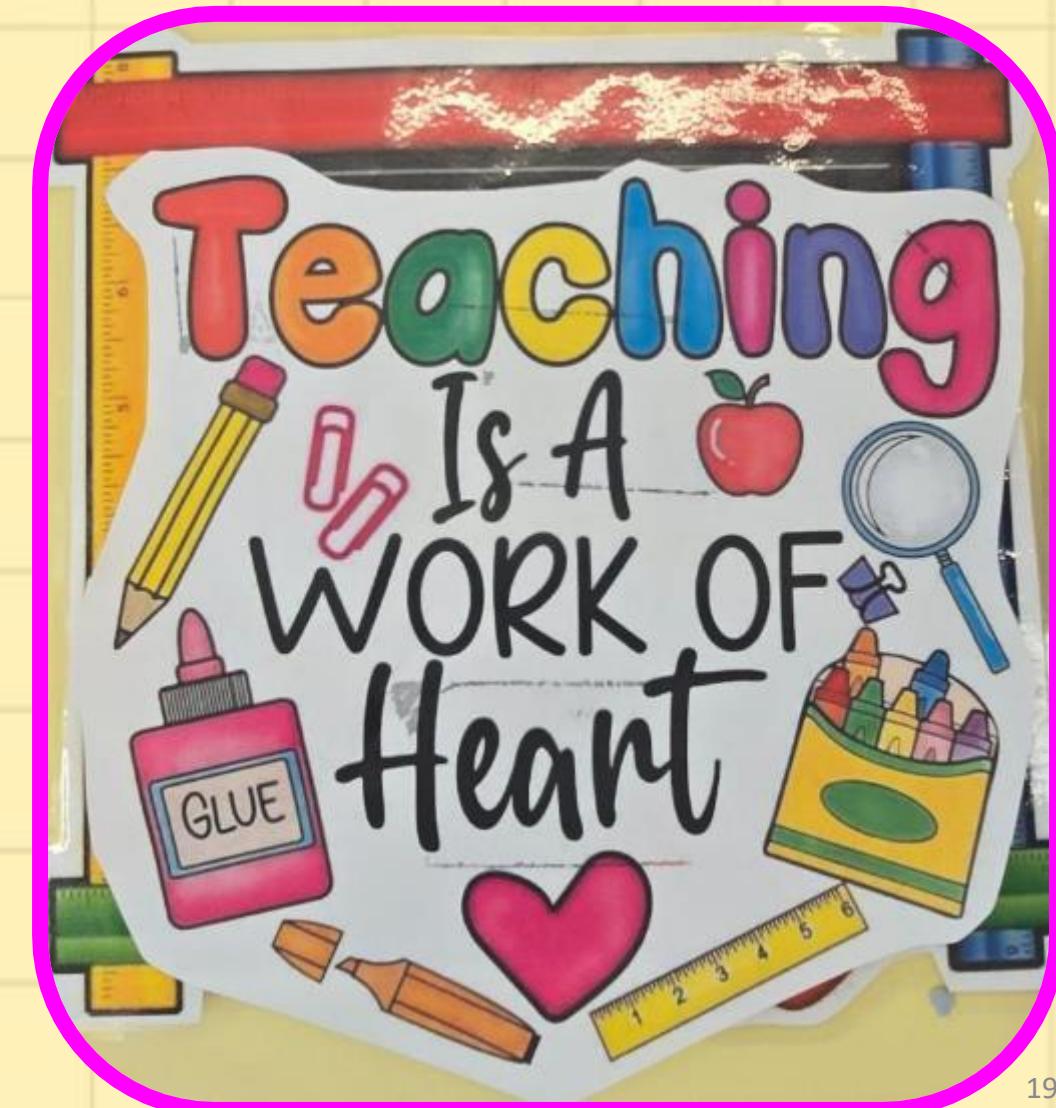
- Standardized Assessment Frameworks
- Quality Assurance Schemes
- Limited Family Engagement



# Evaluation and Quality Assurance

## Key Insights for Hong Kong

- 1. Adopt a Holistic Evaluation Framework**
- 2. Enhance Family Involvement**
- 3. Implement Reflective Practices**
- 4. Cultural Responsiveness**



# Multi-Culture



## Embracing Cultural Diversity

- New Zealand ECE reflects **a multicultural society**.
- Children **learn to respect** and celebrate different cultures, languages, and traditions.
- Teachers **integrate diverse cultural perspectives in daily activities**.

200+ ethnicities  
170+ spoken languages  
160+ religions  
17.3% Asian  
28.8% Overseas Born

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NZ Census 2023

## Bi-Cultural Foundation

- **Strong integration** of Māori language and customs.
- **(family) engagement** is encouraged in learning experiences.
- Children develop **understanding and respect** for New Zealand's indigenous culture.



## Multi-Cultural Inclusion

- Children **explore** various ethnicities, religions, and languages.
- **Celebrations** of festivals from different cultures
- Classrooms include books, music, toys, and **visual displays** representing diverse cultures.



# Multi-Culture

## Teachers' Role in Cultural Diversity

- Model respect and inclusivity in daily interactions.
- Incorporate culturally responsive teaching practices.
- Collaborate with families to ensure children's cultural identities are valued and celebrated.



# Innovative Leadership of Multicultural

## **Establish Multi-cultural Value**

- Through greater understanding and cultural awareness our children .
- Reflects the unique position of Multi-culture.
- We aim to provide a curriculum where children experience the stories and symbols of their own culture and other cultures.
- To ensure children are given the opportunity to develop knowledge and understanding of the cultural heritages of many cultures.

## **Set Clear Development Goals**

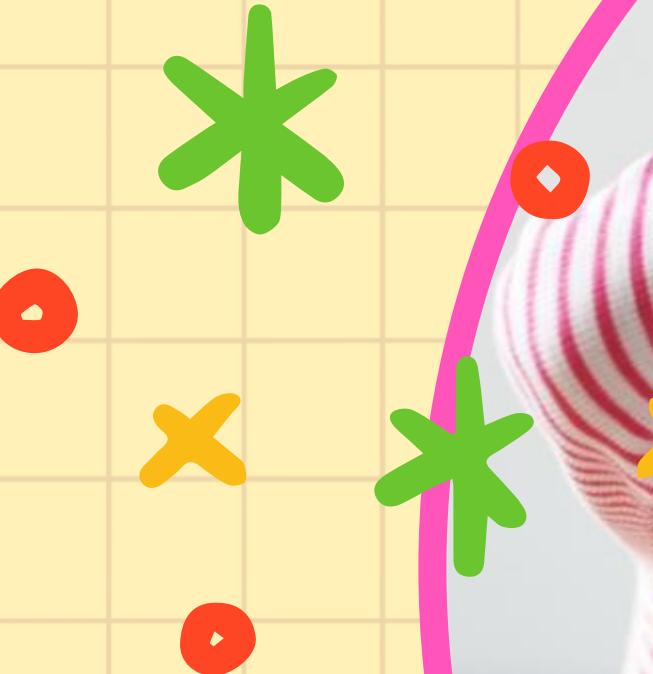
- To provide opportunities for children to understand and respect Multicultural values, perspectives and customs.
- To develop an understanding of, and respect for, cultural differences in Hong Kong.
- To develop and incorporate Multicultural perspectives within the curriculum.
- To enhance the self-esteem of Multicultural children in the school.

## **Formulate Implementation Strategies**

- A culturally-responsive curriculum will be developed and regularly reviewed throughout the centre which will endeavor to meet the needs of all Multicultural .
- All staff will be encouraged to attend in-service training in developing and implementing culturally-responsive professional practice as part of their ongoing professional development.
- Funds will be available in the annual resource budget to develop a culturally responsive curriculum..
- Teachers will use inclusive communication strategies to engage families to contribute cultural material to enrich the cultural education of all children.
- Parents will be made to feel welcome in the Centre and their views and perspectives valued at all times.
- Policies and procedures will endeavor to reflect a multicultural approach to teaching and learning.



# Thank you



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