

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

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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?

Building Relationship



New Teachers Training



Secret Angel



Celebration of Birthday, Christmas party



My favorite book



Teacher Assembly with encouragement, appreciation



How to implement in my school?

Care & Hospitality

 <p>We say "Hi" and start every day with a smile</p>	 <p>We live up to our commitment</p>	 <p>We speak our minds in a respectful way</p>
 <p>We approach everything and everybody with an open mind</p>	 <p>We accept things don't always go as smoothly as we wish</p>	 <p>We admit our mistakes and don't punish others for their honesty</p>
 <p>You get the respect that you give</p>	 <p>We are creative and have fun, we keep our inner child alive and in check</p>	 <p>We imagine walking in someone else's shoes</p>
 <p>We trust it will be okay</p>	 <p>May the passion always be with you</p>	

Participatory Spontaneity: Key Words

collegiality

relational contributing engaging question interdependence cooperative involving discourse including

Word Cloud by Helen Teague



How to implement in my school?

Power with Relationships



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

Elements of good workplace relationships

- Trust
- Appreciation
- Collaboration
- Mutual Respect
- Transperancy
- Communication
- Reciprocation
- Positive Attitude

保良局莊敬經幼稚園 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	張小燕主任 盧巧麗校長	張小燕主任 姚倩輝老師 馬敬漢老師 林沛銘書記	學校整體運作、危機小組、校長秘書任務、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 資產小組	馬敬漢老師	黃寶倫老師 林慧慧老師 林沛銘書記	處理採購程序及採購文件、監督學校內向集資活動、學生用品、書本習作、文具、固定資產、設備、教具教材等資料存儲、維護、保養及更新、建立及管理這些資料借用情況、並定期盤存紀錄、有需要時，可向校長至信建議增添所需資源。
總務組	林沛銘書記	丁、叔叔、華、儀、茹	校舍整潔衛生及小修、安排工友預備茶點、午膳、午睡、文件傳遞、印務、照顧學生辦法、購買學校所需用品、小花園清潔施肥等。
聯誼小組	Connie	NIKI(社工)	<ul style="list-style-type: none"> 收取年費 每月一次舉辦團隊活動 教職員生日會 聯誼活動 心思分享表、社團大使行動
比賽小組	張小燕主任	陳慧欣老師(英) 張海英老師(粵) 簡佩元老師(ART) 蔣嘉穎老師(童軍) 姚倩輝老師(其他)	統籌比賽名單、小童軍優良組、學校週年獎勵計劃、舞蹈比賽、棋藝比賽、英文/普通話朗誦比賽、唱歌比賽、下午全日班興趣班表演。
校園/ 機構/ 文化	簡佩元老師	潘凱盈老師 區美欣老師 蔣嘉穎老師 陳慧欣老師	<ul style="list-style-type: none"> 申請地盤宣傳展板設計、新日市錦比賽、地下大堂教職員壁畫板、門外POSTER/CERT、樓梯活動相片/作品DISPLAY 統籌各組老師分工設計及完成地下大堂BOARD/走廊/門外BOARD
PTA 家長合作及 兒童支援	張結媛	張小燕主任 馬敬漢老師 洪思如老師	<ul style="list-style-type: none"> 家長教師會聯/財務/會議 學校通訊(簡報) 推行家長活動、講座、家長義工隊、家長生日會、家訪、親子活動...等。

- 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.

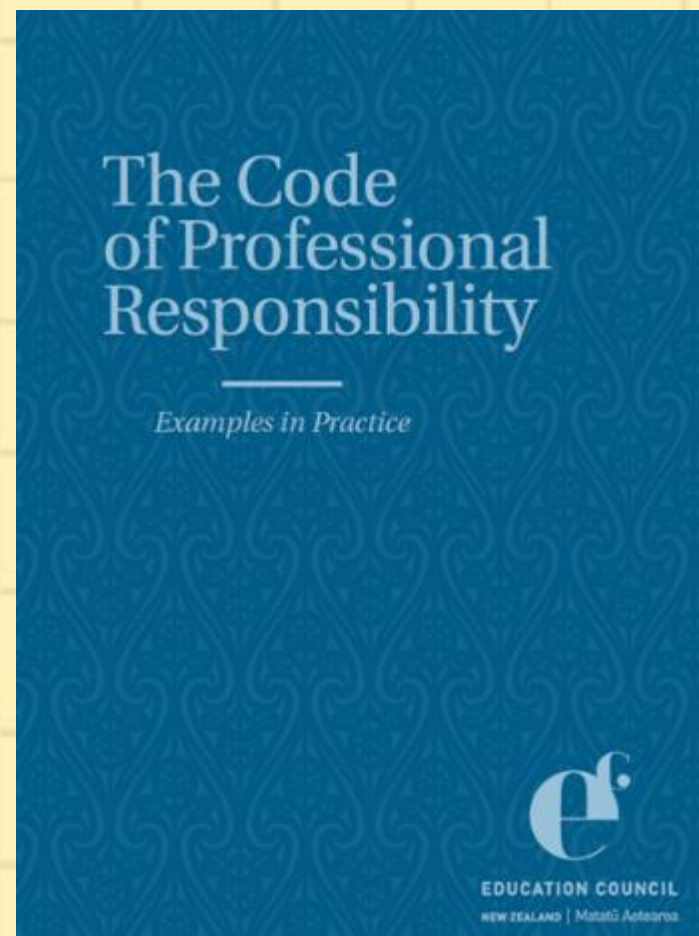
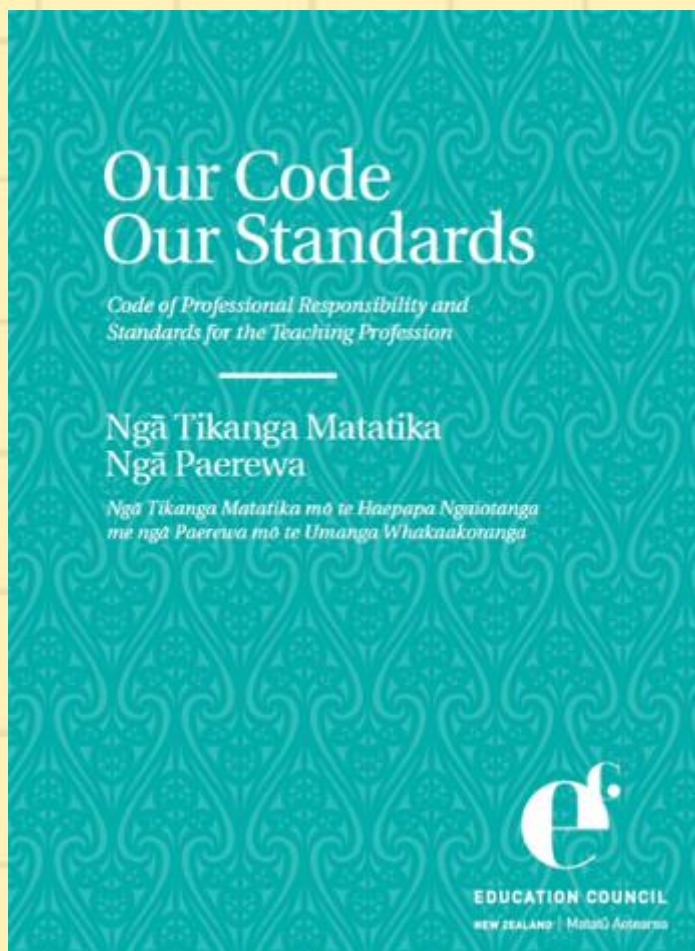


Teacher Training

Registration and Licensing Requirements

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

Our Code, Our Standards



As a “Network”

- ❖ 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

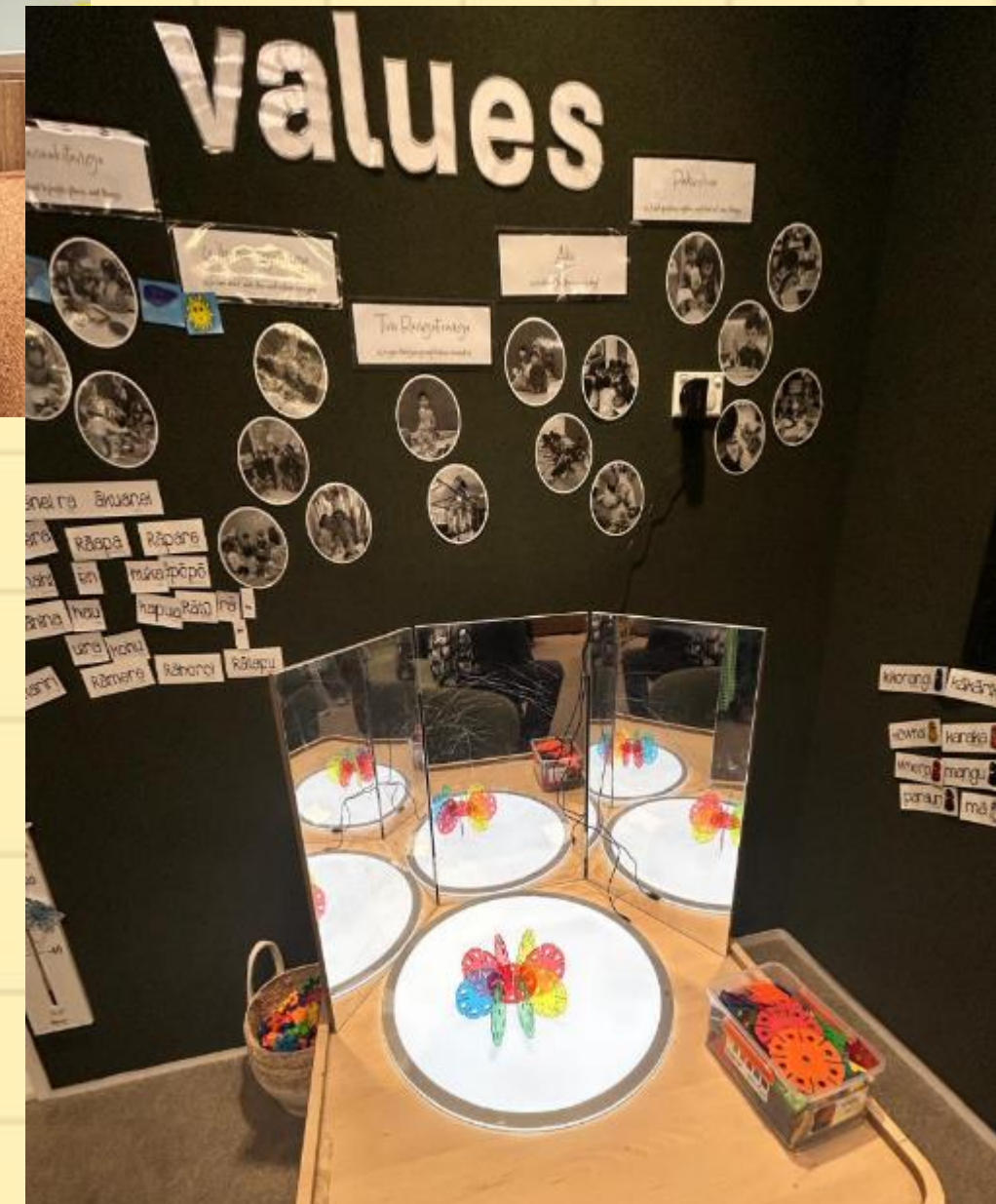
trust

Share
values

Collective leadership

relation
ships

Teacher's
welling
being



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

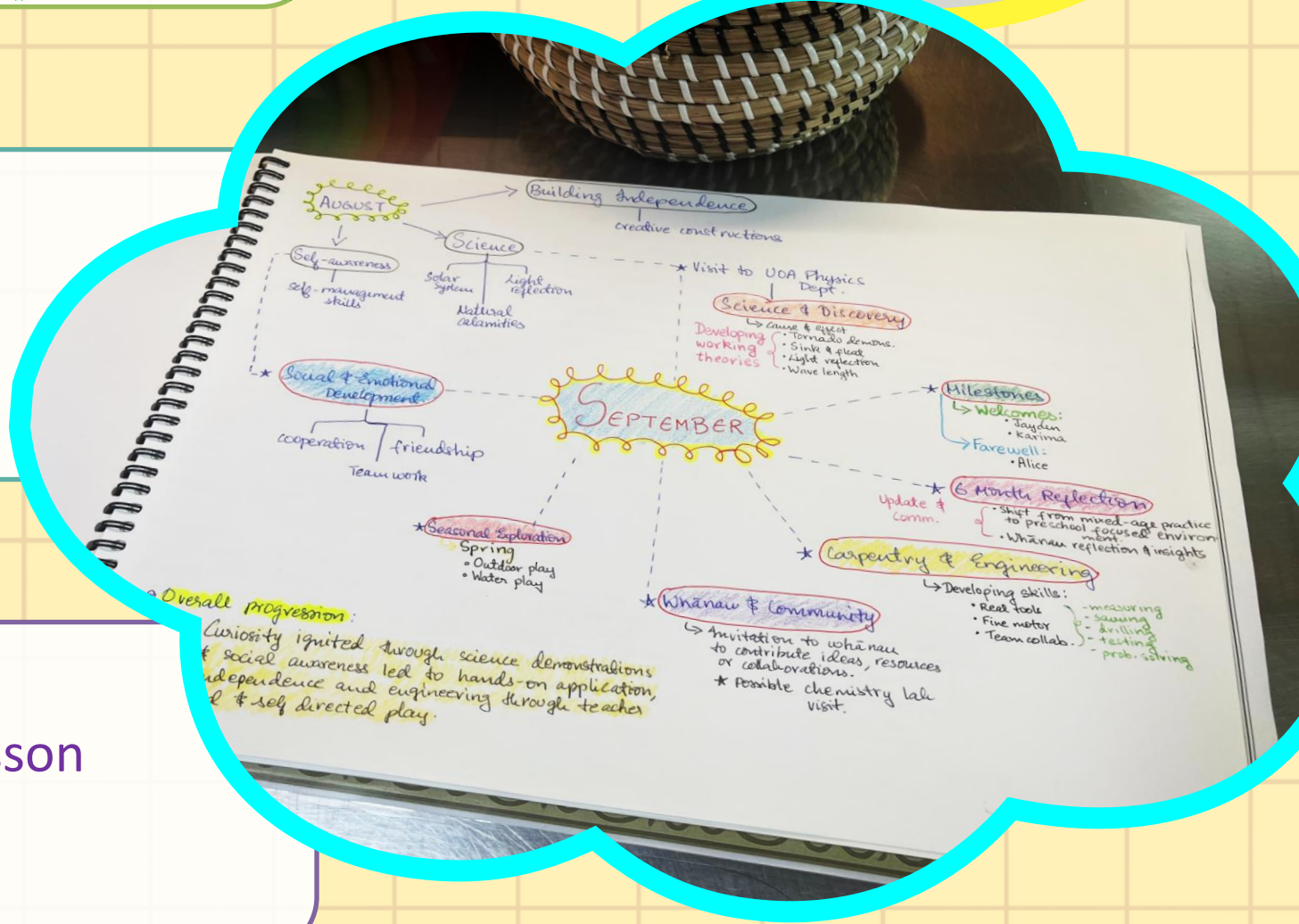
- Early childhood education related qualifications are not required (generally with a degree or higher)
- Plan, organize, and coordinate all school affairs, including personnel, financial, and administrative management
- Ensure that schools follow the National Early Education Curriculum 《Te Whāriki》

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

Teacher's Checklist for Routines		
Inside Teacher Duties	Outside Teacher Duties	Floating Teacher Duties
<ul style="list-style-type: none">Does Mat Time with children, puts on the "tidy up and sit on the mat" song before Mat time.Sets up/reset the table after morning tea and supervises children inside with inside activities .Greet and takes children from parents upon arrivalKeep everything tidy, organize and manage tidy up time before lunch and time.	<ul style="list-style-type: none">Check all hazards outside before setting up anything and assess risk as well as wipe wet surfacesCheck weather if suitable for outdoor activities (Sandpit, water play, paint, bikes, obstacle course and more)Set up waterproof outside activities depending on the weatherSupervise all children outsideSweeps sand or leaves, keeping outside relatively tidy and manageable (including sweeping sand back to sandpit if in case there's any)Ensures everyone is inside safely after tidying up all toys outsideMakes sure that outside toys were tidied up and placed back on the shed or little house before closing doors.Takes children outside and supervise them (After transition to big school program, after morning and afternoon tea)	<ul style="list-style-type: none">Checks Laundry (if something needs to be washed or dried)Supports inside and outside teacherCovers breaks, toilet breaks for all teachersTakes photos for all children in the morning for any different activity both inside and outside activities.Upload Daily photos and events on Educa at the end of the daySupervise all children inside and outsideHelp takes bed out and put on tidy up song, closes window, pulls blind down and puts on children's Place mat for lunch time.Afternoon duty: Checks all windows and doors are closed properly including toilet windows, laundry, staff room, kitchen and more before closing time.Checks laundry and dishwasher at the end of the day (if there is any to be put away)
1:00 – 1:30 Pm Transition to Big School Program activities takes place 1:35 pm Outside teacher brings the children outside Update March		

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)

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.

- 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

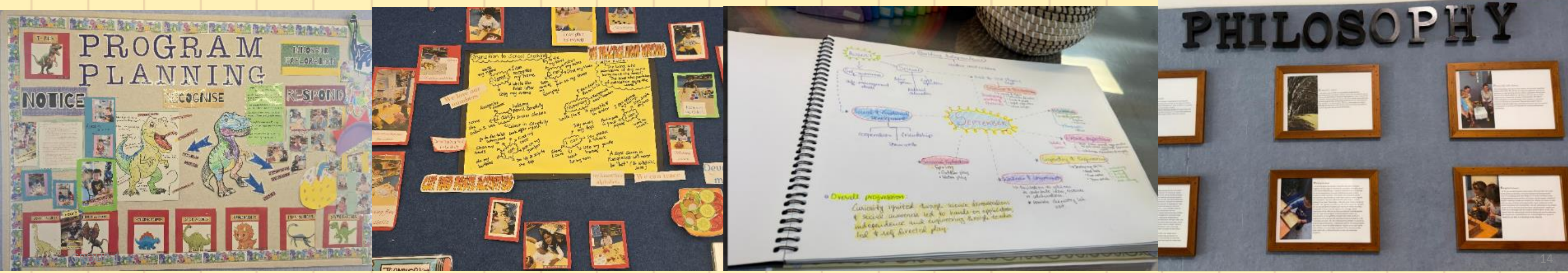
Leadership in New Zealand's ECE settings is distinctively reflective of the country's bicultural heritage and the holistic, child-centred philosophy of Te Whāriki. It is not solely a positional role but a collaborative practice focused on fostering conditions for equitable and excellent outcomes for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

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.



Notice	Recognize	Respond
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.	The learning disposition 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.	To respond to Harper's interests in drawing, sand play, and construction toys, you can create a learning environment that nurtures and rewards 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 Construction Play: • Join Harper in building a model and guiding her to ask questions that prompt critical thinking and problem-solving. For example, "What do you think would happen if we added more pieces here?"



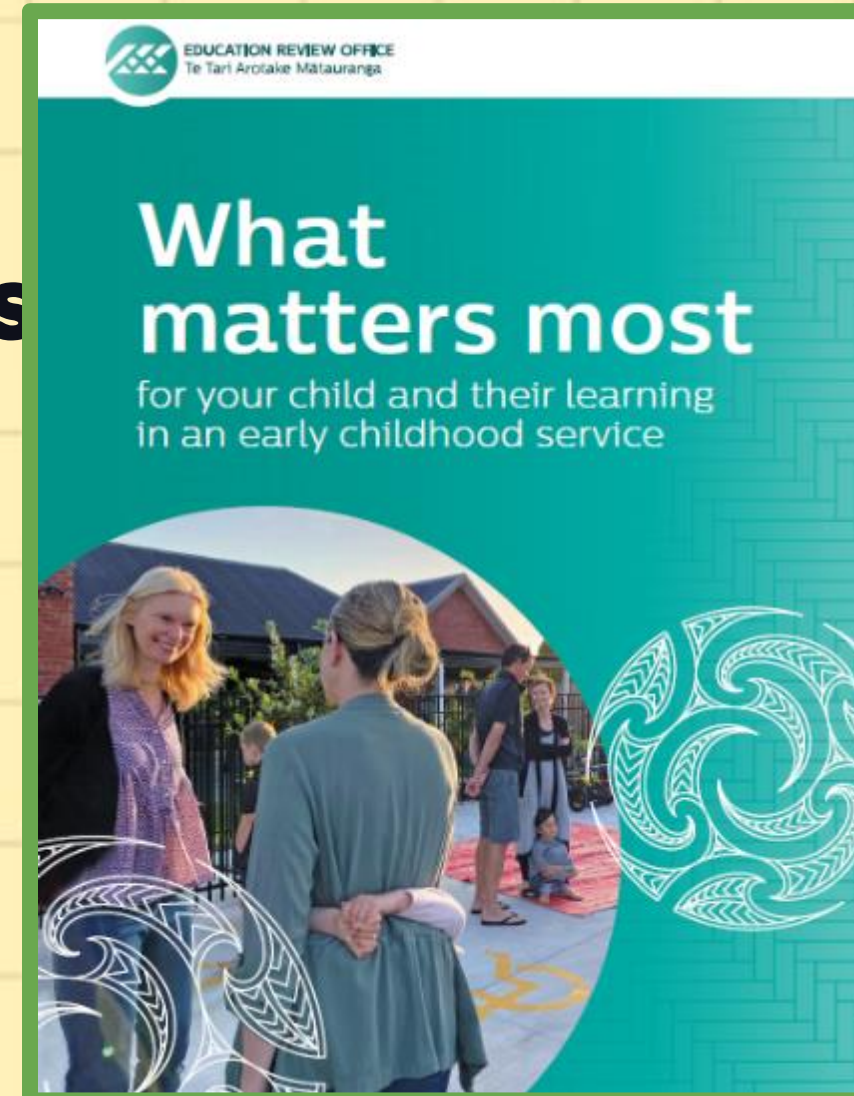
Evaluation and Quality

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

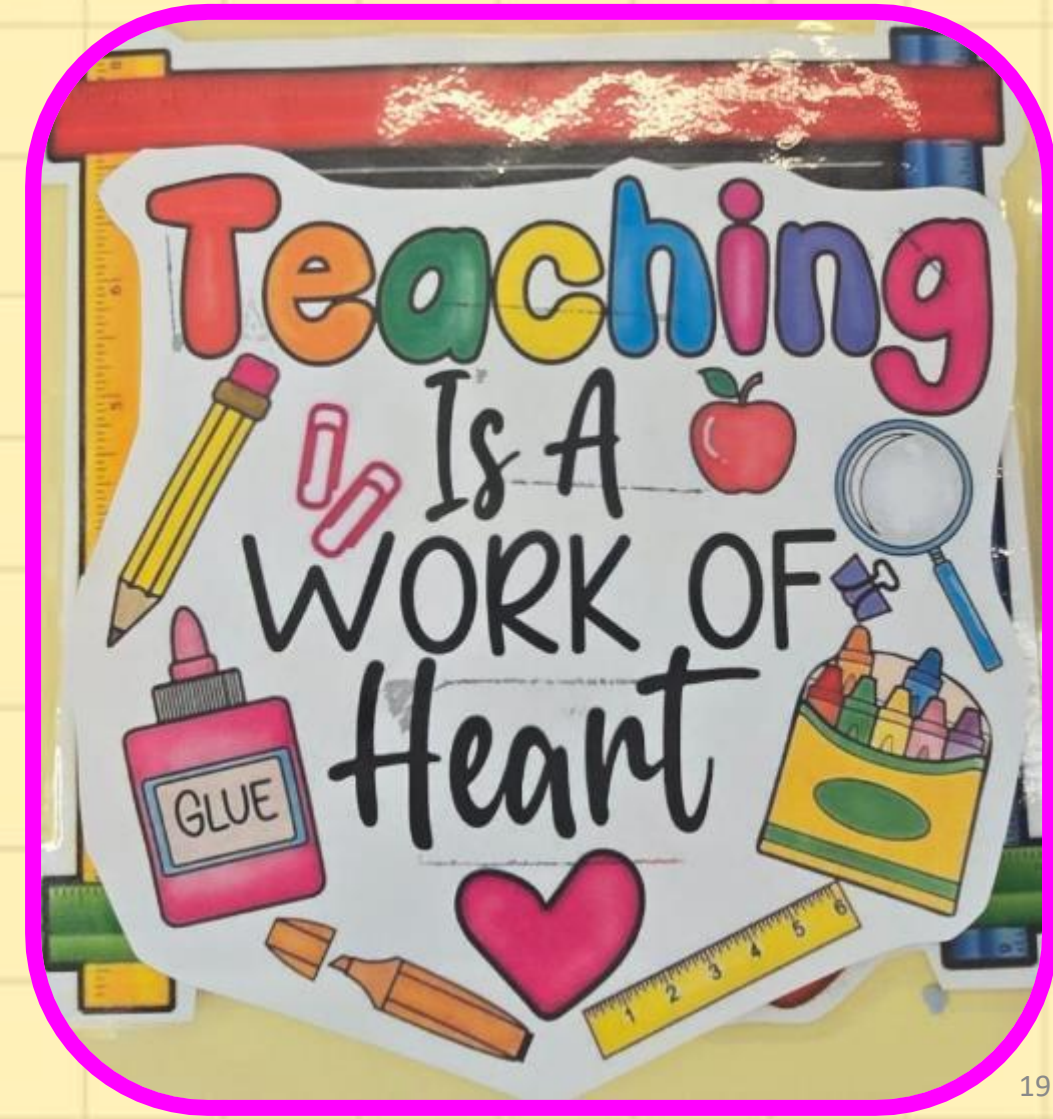
- Standardized Assessment Frameworks
- Quality Assurance Schemes
- Limited Family Engagement



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

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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