

**Evaluation indicators for ECE reviews: ERO's conceptual framework: Ngā Pou Here
(Dr Ali Glasgow)**

In this paper Glasgow brings a Pacific voice to the debate about how the indicators should be revised. She argues that the care and education of young children has become infused with western, middle-class values and ideologies, institutionalised, normative, and separated from relationships and contexts. Following widespread consultation there was an expectation that *Te Whāriki* (1996) would directly speak to the needs of Pacific peoples, but this did not happen. Nor did it in *Te Whāriki* (2017).

In Pacific nation homelands, as in New Zealand, western values, ideology and theory have come to dominate, and they have been privileged by Pacific peoples themselves, with the result that the survival of societies and cultures is at stake. Education is seen as vital for their sustainability and transformation, leading to calls for Pacific peoples to create their own pedagogy, rooted in Pacific values, beliefs, assumptions, knowledge, processes and practices.

Addressing te pou Mātauranga and te pou Tikanga Whakaako, the author argues for curriculum that is responsive to Pacific values, ways and practices, which are often deeply Christian. Her argument is reinforced by an ERO (2013) finding that only one fifth of ECE services had thought about how their curriculum might support Pacific children to achieve success. Furthermore, a research project found that teacher training was not adequately preparing trainees to work in culturally responsive ways.

Glasgow finds that the Ngā Pou Here is a culturally sound metaphor but she recommends that the indicators be revised to embed the expectation that ECE services will be responsive to and supportive of Pacific languages, knowledge, values, and ways of being. Amongst other recommendations, she calls for services to form strong links to Pacific communities, involve fanau and seek their cultural expertise, foreground authentic practice, build language support into programmes, and strengthen the cultural identities of Pacific children.