



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Ra-itu Koanga Reo

Profile Number: 30118

Location: Tokoroa

1 ERO's judgement of Ra-itu Koanga Reo is as follows:

Domains: Ngā Akatoro	Below the threshold for quality		Above the threshold for quality	
The learner and their learning He Whāriki Motuhake	Improvement required	Working towards	Embedded	Excelling
Collaborative professional learning and development builds knowledge and capability Whakangungu Ngaio	Improvement required	Working towards	Embedded	Excelling
Leadership fosters collaboration and improvement Kaihautū	Improvement required	Working towards	Embedded	Excelling
Stewardship through effective governance and management Te Whakaruruhau	Improvement required	Working towards	Embedded	Excelling

For an explanation of the judgement terms used and of the evaluation process please refer to the last page of this report. These judgements are based on the evidence provided to ERO during the evaluation.

Children's health and safety

Improvement required

Taking reasonable steps

## 2 ERO's Judgements

[Akarangi | Quality Evaluations](#) evaluate the extent to which early childhood services have the learning and organisational conditions to support equitable and excellent outcomes for all learners. [Te Ara Poutama Indicators of quality for early childhood education: what matters most](#) and [Early Childhood Education \(ECE\) Improvement Framework \(teacher led services\)](#) are the basis for making judgements about the quality of the service in achieving equity and excellence for all learners. Evaluations for improvement | Ngā Aronga Whai Hua is integrated across all of the above domains.

## 3 About the Service

Ra-itu Koanga Reo is a bilingual Kūki 'Āirani early learning service located within the grounds of the Tokoroa Seventh Day Adventist Church. The service is governed by an annually elected board that includes parent representatives. Most of the children enrolled are of Kūki 'Āirani heritage. A newly appointed centre manager works alongside a small team of kaiako. The philosophy reflects the Christian values of love, kindness, and respect.

## 4 Progress since the previous ERO report

In 2021 an Akanuku | Assurance Review was undertaken by ERO. At that time the service took steps to address all identified non-compliances and meet all regulatory requirements. There were no key next steps identified and the service has continued to maintain regulatory standards.

## 5 Learning Conditions

### The learner and their learning | He Whāriki Motuhake

The curriculum is beginning to reflect and respond to aspects of children's learning.

- Curriculum assessment, planning and evaluation practices have a clear focus on enhancing the mana of the child. There is yet to be shared kaiako understandings of how to use the learning outcomes of *Te Whāriki*, the early childhood curriculum, to plan for and show children's progress in learning over time.
- Children demonstrate independence by actively choosing, creating, and leading their own play within the curriculum areas. Kaiako use strategies to promote social and emotional competencies that empower children to express themselves.
- Children's languages and cultures are affirmed through parts of the programme. Kaiako continue to develop their use of te reo Māori in the curriculum.

## Collaborative professional learning and development builds knowledge and capability | Whakangungu Ngaio

The service is developing the conditions to support leaders and kaiako in building the professional knowledge and expertise to design a responsive curriculum for all children.

- Leaders and kaiako have access to professional learning and development opportunities, however there is limited information to show what they have completed. They are yet to evaluate the impact of their new learning on children's outcomes.
- A new professional growth cycle process for kaiako has been developed by leaders with external support. This system aligns to Teaching Council requirements, however it is yet to be implemented.
- A newly established internal evaluation process is in place. Leaders and kaiako are continuing to build their understanding of the purpose and the use of internal evaluation for improvement.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

The service is establishing the conditions to develop leadership capability to support quality teaching.

- Ongoing external support enables the centre manager to improve their professional practice.
- Leaders and kaiako continue to build relational trust through collaboration with teachers, Pacific whānau and the wider community.
- Leaders are developing internal expertise, with the support of an external agency, to ensure regulatory requirements are met. This includes mentoring and coaching of leaders to develop their leadership capabilities.

### Stewardship through effective governance and management | Te Whakaruruhau

The new board is re-establishing the conditions to promote the service's long-term vision to sustain Kūki 'Āirani language and culture, and continued operation of the service.

- Leaders work collaboratively with the board to develop a shared understanding of policies and procedures and ensure early childhood education requirements are met.
- Positive relationships with parents are based on respect and trust. Leaders and kaiako are working towards establishing partnerships with all parents that are focused on children's learning.
- Resources are allocated in ways that clearly align with the philosophy and vision. Progress towards identified goals and priorities is yet to be systematically monitored and evaluated by leaders and the board.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Ra-itu Koanga Reo completed an *ERO 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 system for managing the following areas that have a potentially high impact on children's health and safety:

- emotional safety (including positive guidance and child protection)
- physical safety (including supervision; sleep procedures; accidents; medication; excursion policies and procedures)
- suitable staffing (safety checking of staff, ratios)
- relevant evacuation procedures and practices.

All early childhood services are required to promote children's health and safety and to regularly review their compliance with legal requirements.

## 8 Where to next for improvement?

Ra-itu Koanga Reo will include the following actions in its quality improvement planning:

- Continue to develop a shared understanding between leaders and kaiako of the learning outcomes of *Te Whāriki*, and how these are used within curriculum planning, assessment and evaluation to show children's learning.
- Further develop and implement a system for the professional growth of kaiako, including intentional professional learning and development that supports kaiako to strengthen their practice in identified areas for improvement.
- Undertake evaluation that focuses on the difference that teaching, and changes to teaching practices, are making for children's learning.

### Activities undertaken by the evaluation team

- Pre-visit contact with the service provider/manager.
- Reading documentation and records of children's learning and development.
- Scanning the learning environment and resources.
- Observations of interactions and teaching practice while onsite.
- Meetings and / or conversations with leaders and teachers.
- Sampling of information related to compliance.

[Further information about how ERO evaluates early childhood services is available here.](#)



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## 9 Information About the Service

Service Type	Education and care service
Number licenced for	27 children, including up to 10 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 20%; NZ European/Pākehā 33%, Cook Island Māori 70%; Samoan 27%; Tongan 7%
Service roll	15
Review team on site	21 October 2024
Date of this report	13 December 2024
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Akanuku   Assurance Review, March 2021; Education Review, April 2019

### Description around ERO's judgement terms

ERO's judgements are based on *Te Ara Poutama* and the *Early Childhood Education Improvement Framework (teacher led services)*.

	<b>Above the threshold for quality</b>
Excelling	The service is excelling in the learning and organisational conditions to support high quality education and care for children
Embedded	The service has embedded its learning and organisational conditions to support ongoing improvement to the quality of education and care for children.
	<b>Below the threshold for quality</b>
Working towards	The service is working towards establishing the learning and organisational conditions to support improvements in the quality of education and care for children.
Improvement required	The service has not yet developed the learning and organisational conditions to support quality education and care for children.