



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Samoa Taumafai Aoga Amata

Profile Number: 30175

Location: Tokoroa

1 ERO's judgement of Samoa Taumafai Aoga Amata 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

Samoa Taumafai Aoga Amata is a Samoan bilingual service located on the grounds of the Samoa Community Welfare building. A new manager and recently appointed administrator lead a team of qualified and unqualified teachers. Most tamaiti attending are of Samoan, Kūki Āirani or Māori descent. The philosophy values Samoan culture and language being passed on to tamaiti and their families.

## 4 Progress since the previous ERO report

There were no key next steps identified in ERO's previous Akanuku | Assurance review in 2023, due to the service needing to address non-compliances. The new manager has prioritised addressing non-compliances identified and whilst compliance has largely been maintained, areas of concern with health and safety requirements remain.

## 5 Learning Conditions

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

Tamaiti experience an environment where Samoan culture and language is clearly reflected in the curriculum.

- Tamaiti (children) experience a curriculum where they learn Samoan language through lotu (prayers), fa'afeiloa'iga (welcoming), gafa (genealogy) and throughout the curriculum, with tamaiti sharing their learning within the wider Tokoroa community. Te Titiri o Waitangi is integrated into the curriculum well through use of te reo Māori, waiata, tikanga Māori and pepeha.
- The learning and development of tamaiti in a play-based context is supported through caring, reciprocal relationships with faiaoga (teachers). Assessment of learning is a mana-enhancing process for tamaiti, parents, and whānau, promoting learning.
- Faiaoga who work with infants and toddlers ensure their approaches to care are culturally responsive while maintaining a calm, slow pace that gives younger tamaiti the space and time to explore. Tamaiti with additional learning needs play alongside their peers in an inclusive learning environment.

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

Leaders and teachers are establishing the conditions to build professional knowledge that supports the learning of tamaiti.

- Leaders and faiaoga are at an early stage of building their professional knowledge and shared understanding of the learning outcomes of *Te Whāriki*, the early childhood curriculum. They do not yet use teaching practices that consistently support the social and emotional competency of tamaiti or that extend the complexity of their learning.
- Leaders and faiaoga take responsibility for their own professional learning. Continuing to engage in relevant professional learning that helps them show positive shifts in teaching practices and impacts on outcomes for tamaiti is required.
- Assessment and planning practices show some learning over time for some tamaiti. Leaders have acknowledged variability in teaching approaches and assessment practices requires improvement to ensure the learning of all tamaiti is clearly documented.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

A newly appointed leader is establishing the conditions to develop leadership capability and support quality teaching.

- A self-review system is in place that shows regular review of policies and processes. However, the service is yet to use internal evaluation processes to show the growth of faiaoga practice or improved outcomes for tamaiti.
- Leaders continue to build relational trust with faiaoga to enable collaboration and improvement. They prioritise addressing matters relating to maintaining compliance with regulatory standards.
- The service leader works in collaboration with faiaoga to enact the service's philosophy, mission and vision as reflected in the learning records for tamaiti. The principles of Te Tiriti o Waitangi are reflected through the philosophy and policies and enacted within the curriculum.

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

Those responsible for governance are in the early stages of re-establishing the conditions and priorities that support progress and improvement.

- The parent committee has prioritised re-building relational trust with the teaching team following significant personnel changes. They have identified the review of the current strategic plan as a priority.
- The new leader and the committee are at an early stage of establishing systems and processes that support the overall operation of the service. They have continued to prioritise addressing non-compliances identified in the previous ERO report.
- Some equity measures have been temporarily ceased while governance and management re-prioritise finances to ensure the continued viability and operation of the service.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Samoa Taumafai Aoga Amata 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 Areas of Concern

ERO found areas of concern in the service relating to:

- having evidence of the review of the emergency management plan on an, at least, annual basis and implementation of improved practices as required
- ensuring adults providing education and care are familiar with relevant emergency drills and carry out each type of drill with children (as appropriate) on an, at least, three-monthly basis.

Licensing Criteria for Early Childhood Education and Care Centres 2008; HS7, HS8.

## 9 Where to next for improvement?

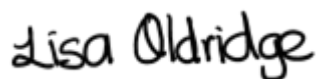
Samoa Taumafai Aoga Amata will include the following actions in its quality improvement planning:

- Build a shared understanding amongst faiaoga of how to use the learning outcomes in *Te Whāriki* to show learning and progress over time for tamaiti in assessment information.
- Provide meaningful curriculum opportunities to extend the complexity of learning for tamaiti.
- Improve the professional growth cycle process by:
  - providing relevant professional learning that helps faiaoga to improve their teaching practices and,
  - supporting faiaoga to identify how their new learning has positively impacted on 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.\*](#)



Lisa Oldridge  
Director of Early Childhood Education (Acting)

13 March 2025

## 10 Information About the Service

Service Type	Education and care service
Number licenced for	34 children, including up to 12 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 25%, NZ European/Pākehā 28%, Samoan 20%, Cook Island 13%, other Pacific 4%, other ethnicities 12%
Service roll	31
Review team on site	October 2024
Date of this report	13 March 2025
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Akanuku   Assurance Review, July 2023; Education Review, February 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.