



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Aiga Paia A'oga Amata

Profile Number: 60338

Location: Porirua

1 ERO's judgement of Aiga Paia A'oga 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

Aiga Paia A'oga Amata is located on the grounds of the Holy Family School in Porirua. It is governed by a management committee. Gagana and aganu'u Samoa and the Catholic faith underpin the centre's philosophy. The recently appointed centre manager, oversees daily operations and leads a team of seven staff, including four registered teachers.

4 Progress since the previous ERO report

The November 2022 Akanuku | Assurance report identified areas of non-compliance relating to Health and Safety, Premises and Facilities and Governance, Management and Administration. With support from the Ministry of Education, these non-compliances have since been addressed.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The service curriculum is yet to fully reflect the learning community's philosophy and learning priorities.

- Tamaiti benefit from a curriculum where their home languages are integrated into the daily programme by culturally competent faia'oga who are responsive to aiga aspirations.
- Documented learning story assessments are beginning to show continuity of tamaiti learning and progress over time, in relation to the learning outcomes of *Te Whāriki*, the early childhood curriculum.
- While there is a clear focus on supporting tamaiti to develop social and emotional skills, the learning environment, resourcing and teaching practices are not yet sufficiently aligned to promote positive outcomes for their learning and wellbeing.

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

Governance is establishing conditions for leaders and faia'oga to build relevant professional knowledge to design and implement a responsive curriculum.

- External and internal professional learning and development provides meaningful opportunities for leaders and faia'oga to build their collective understanding of a curriculum aligned to *Te Whāriki*, the philosophy and identified learning priorities.
- Building leadership capability in internal evaluation and faia'oga understanding of planning and assessment for learning has been a key focus.
- Leaders and faia'oga are yet to identify the impact of the professional learning and development on shifts in teachers practice and impacts on outcomes for learners.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

Leadership is establishing supportive organisational conditions with external support.

- Leadership is building relational trust with faia'oga and aiga.
- External support is being provided to teachers to enact aspects of the service's philosophy, plans and priorities for improvement.
- A purposeful collaborative curriculum review, guided by aiga feedback has been used to inform priorities for children's learning.

Stewardship through effective governance and management | Te Whakaruruhau

Governance and management monitor and report how well they are meeting regulatory requirements in relation to health and safety, premises, human resources, finance and administration.

- An improvement focused strategic plan sets a clear direction aligned to the service's priorities.
- Governance is well-informed and takes appropriate steps to maintain the regulatory standards.
- However, they have yet to identify progress in relation to curriculum priorities for tamaiti learning to inform decision-making and strengthen engagement with aiga.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Aiga Paia A'oga 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 Where to next for improvement?

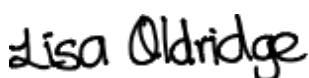
Aiga Paia A'oga Amata will include the following actions in its quality improvement planning:

- Continue to build teachers capability to implement a responsive curriculum including resourcing that supports tamaiti developing social and emotional skills.
- Evaluate the impact of intentional teaching strategies to identify the shifts in teacher practice and outcome on tamaiti learning and wellbeing.
- Leaders to regularly report to governance about progress in relation to the curriculum priorities to better inform decision making.

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)

23 April 2025

9 Information About the Service

Service Type	Education and care service
Number licenced for	23 children, including up to 7 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 18%; Samoan 54%; Tokelauan 18%; Other Pacific heritages 7%; Other ethnicities 3%
Service roll	28
Review team on site	November 2024
Date of this report	23 April 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, November 2022; Education Review, November 2017

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)*.

	Above the threshold for quality
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.
	Below the threshold for quality
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.