



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Akoteu Falemaama Pre-School

Profile Number: 25088

Location: Ranui, Auckland

1 ERO's judgement of Akoteu Falemaama Pre-School 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

Akoteu Falemaama Pre-School is a part of the Vai 'o e Mo'ui Church in Henderson, West Auckland and operates under the national synod of the Methodist Church of New Zealand, Vahefonua Tonga O Aotearoa. A management team has responsibility for governance of the service. The service provides all-day education and care for children up to 5 years of age. Most children attending are Tongan with a very small number of other ethnicities. The philosophy of the centre has a strong focus and commitment to promoting Christian values alongside the Tongan language and culture. These guiding principles shape and influence the centre's approach, ensuring Christian teaching and Tongan traditions are woven into every learning experience. There have been a number of staff changes since the last review.

4 Progress since the previous ERO report

The 2020 ERO report identified four improvement actions: increasing support for infants and toddlers to develop self-managing skills, improving teachers' knowledge and understanding of effective assessment practices including teaching strategies, dispositional learning, learning outcomes and evaluation of curriculum experiences. There also needed to be planned opportunities for Kau faiako (teachers) to build shared understandings about effective teaching approaches. Overall limited progress has been made. The improvement actions have been considered in some internal professional learning and development. Assessment documentation is now beginning to include learning dispositions. Some changes to teaching practice are evident. Teachers are yet to reflect on how these changes have made an impact on learner outcomes.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Children learn in an environment that is responsive to their interests, languages, cultures and identities.

- Children experience a print rich learning environment that fosters oral language and creates opportunities for them to build their independence and agency. They experience a range of child and teacher led experiences that are underpinned by *Te Whāriki*, the early childhood curriculum, Christian faith and Tongan values.
- Kau faiako form responsive and respectful *vā* (relationships) with children and their whānau. Families have formal and informal opportunities to provide feedback on their child's learning and development, which now need to be strengthened into learning-focused partnerships.
- Assessment and planning processes reflect the interests, skills and dispositions of children. However, kau faiako are not yet consistently integrating the *Te Whāriki* learning outcomes in ways that show they are effectively planning, assessing and evaluating the learning progress of all children over time.

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

The service is at an early stage of establishing conditions to support leaders and teachers to build their professional knowledge to design and implement a responsive curriculum.

- The professional growth cycle is in the early stages of development and does not yet include a clear process for mentoring to support unregistered and registered teachers. The service is in the early stages of accessing external support to strengthen this process.
- There are limited opportunities for leaders and teachers to attend professional learning and development to grow practice.
- Leaders and teachers are yet to inquire into aspects of their teaching practice to understand what is working, what isn't and for which learners.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

The leader is at an early stage of implementing processes and practices to promote ongoing improvement that align with the centre's vision and plans.

- Leaders align resourcing to the service's philosophy and priorities for children's learning and enact the principles of Te Tiriti o Waitangi.
- Leaders have positive *vā* (relationships) with teachers, whānau and the board that builds relational trust which enables collaboration for improvement.
- The service is in the early stages of understanding evaluation for improvement. While there is a system for internal evaluation in place, it is yet to demonstrate the difference made to learners and professional practice.

The wellbeing and learning of children are reflected in the service's strategic vision, goals and priorities.

- A strategic plan guides the learning priorities of the service. The service is establishing processes to consult with parents and the kāinga (whānau) about its vision, plans, and priorities.
- The service promotes positive social outcomes for all learners and provides a working environment that facilitates low teacher turnover.
- The governance and board need to more actively engage in demonstrating how they are supporting the service in meeting the professional requirements relating to curriculum and performance management processes.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Akoteu Falemaama Pre-School 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 an area of concern in the service relating to:

- carrying out relevant emergency drills with children on an, at least, three monthly basis.

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

9 Where to next for improvement?

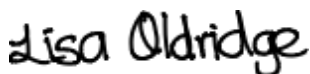
Akoteu Falemaama Pre-School will include the following actions in its quality improvement planning:

- Leaders and kau faiako to develop a shared understanding of using the learning outcomes from *Te Whāriki* in children's assessment documentation to better show children's learning progress over time.
- Grow the collective capability of the team to do and use evaluation to know what is working well or not and for whom.
- Leaders and teachers to consistently implement a professional growth cycle that aligns with the Teaching Standards. This includes establishing a mentoring process for registered teachers to demonstrate how teachers are being supported.

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

10 Information About the Service

Service Type	Education and care service
Number licenced for	50 children, including up to 15 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 10%; NZ European/Pākehā 3%; Tongan 86%; Samoan 38%; Niuean 10%; Rotuman 7%; Cook Island 4%; Fijian 4%; Tuvalu 4%; Thai/Chinese 3%
Service roll	29
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	Education Review, January 2020; Education Review, April 2016

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.