

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Akoteu Lotofale'ia

Profile Number: 10242

Location: Mangere, Auckland

1 ERO's judgement of Akoteu Lotofale'ia 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 Lotofale'ia is one of two Tongan immersion services governed by the Lotofale'ia Mangere Tongan Methodist Parish Church. The centre provides a curriculum that supports Tongan language and culture. The philosophy of the centre is grounded in the Tongan Christian faith with the value; "Koe 'Otua mo Tonga ko hoku tofi'a "(God and Tonga are my heritage). The centre 's vision supports the integration of faith, culture, and language in all aspects of daily practice and curriculum. A management team has responsibility for governance of the service. A centre manager oversees daily operations and works closely with a supervisor. Most of the children attending are of Tongan heritage.

4 Progress since the previous ERO report

The 2021 Akanuku ERO report identified several areas of non-compliance. Since the onsite stage of that review the service met its regulatory requirements. There were no key next steps in the report. However, a focus remained on ensuring that the service adhere to the regulatory requirements in the licensing criteria. Despite this focus, limited progress has been made as this evaluation identified further areas of concern.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The curriculum for the fānau(children) and the kau faiako reflects Tongan values and beliefs that contributes to nurturing their sense of identity, language and culture.

- Fānau learn within a curriculum that is responsive to the ulungaanga and anga fakatonga (Tongan ways of being and doing). They are seen as confident and competent learners and have agency to create their play and choose from a wide range of learning experiences.
- Teachers have positive and responsive va (relationships) with children and their kaianga (families). They provide fānau with many opportunities to engage with different pacific languages through singing and chants thereby enhancing their cultural awareness and language exposure.
- The curriculum is inclusive. There are some clear teaching strategies for fānau with additional learning needs.

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

Leaders and kau faiako have some opportunities to attend professional learning and development that contribute to ongoing and sustained improvement.

- A new process for assessment and planning has been established and implemented. Currently assessment documentation mainly captures what children are doing rather than showing continuity of learning and progress in relation to the learning outcomes of *Te Whāriki*, the early childhood curriculum.
- The service is yet to implement a process for a professional growth cycle to provide leaders and teachers with ongoing mentoring and guidance support.
- There have been few opportunities for leaders and the kau faiako to engage in professional learning and development in recent times.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

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

- Leaders align resourcing to the service's philosophy, vision, goals and priorities for children's learning and enact the principles of Te Tiriti o Waitangi. They build relational trust with teachers and parents.
- Leaders are still developing a shared understanding of effective internal evaluation. Currently the focus is more on review than evaluation which limits the opportunities for scrutinising and improving practices.
- Leaders are at an early stage of developing systems to enable monitoring of the quality of curriculum practices.

Stewardship through effective governance and management | Te Whakaruruhau

The governance and management are at an early stage of establishing processes for monitoring and responding to the service's priorities for learning.

- The governance group and board need to be more actively engaged in demonstrating how they are supporting the service.
- The wellbeing of fānau, their kainga and the church community are considered in decision making.
- Leaders and management ensure that communication with kainga is multilingual. They are continuing to encourage parents and kainga to take a more active role in their fānau learning.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Akoteu Lotofale'ia 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:

- carrying out relevant emergency drills with children on an, at least, three monthly basis
- recording outcomes from the review and evaluation process to show how the service has regard for the Statement of National Education and Learning Priorities (NELP) in its operation
- having documentation on suitable human resource management practices in place including a system of regular appraisal
- having documentation on an annual plan identifying 'who', 'what', and 'when' in relation to key tasks the service intends to undertake each year, and how key tasks will have regard to the Statement of National Education and Learning Priorities (NELP).

Licensing Criteria for Early Childhood Education and Care Centres 2008; HS8, GMA6, GMA7, GMA8.

9 Where to next for improvement?

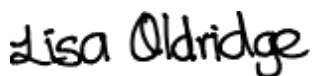
Akoteu Lotofale'ia will include the following actions in its quality improvement planning:

- Continue to build collective capability to implement effective assessment practices. This includes showing fānau learning progress over time in relation to the learning outcomes from *Te Whāriki*.
- Implement an appraisal system which aligns to the expectations of the Teaching Council's professional growth cycle. This includes leaders and kau faiako accessing regular targeted professional learning and development opportunities that contribute to ongoing and sustained improvement.
- Leaders and the kau faiako to develop the collective capability to do and use effective internal evaluation for improvement.

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
Percentage of qualified teachers	50-79%
Ethnic composition <i>Using rounded percentages</i>	Māori 2%; NZ European/Pākehā 2%, Tongan 94%, Samoan 2%
Service roll	48
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 2021; Education Review, October 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.