



ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Akoteu Lotofaleia Under 2s

Profile Number: 45204

Location: Mangere, Auckland

1 ERO's judgement of Akoteu Lotofaleia Under 2s 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 Lotofaleia Under 2s 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 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. This service provides all-day education and care for infants and toddlers up to two years of age. Most of the children attending are of Tongan heritage.

4 Progress since the previous ERO report

The key next steps from the November 2021 ERO report included implementing an appraisal system aligned to the expectations of the Teaching Council's professional growth cycle, evaluating teaching approaches to support children's learning, and seeking external guidance to undertake internal evaluation for improvement with an ongoing inquiry into the effectiveness of teaching practices and governance policies and processes. No progress has been made in these areas. The improvement actions have not been considered in any professional learning and development opportunities. A professional growth cycle has not been implemented. As a result, no changes to practice are evident.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

Infants and toddlers experience a curriculum that integrates Tongan values and beliefs and is responsive to their interests.

- Infants' and toddlers' oral language, independence and agency are fostered through responsive Kau faiako (teacher) interactions. Their languages and cultural identities are celebrated, acknowledged and highly visible in the daily curriculum, contributing to their sense of belonging.
- Kau faiako have respectful relationships with children and their families. They provide some formal and informal opportunities for parents to contribute to the daily curriculum.
- Infants and toddlers learn in a calm slow-paced environment that supports their sense of belonging. They have access to a good range of resources and experiences both indoors and outdoors.

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

Leaders and kau faiako have some opportunities to engage in professional learning and development that contributes 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.
- Leaders and kau faiako do not currently reflect on professional development attended. Documentation does not capture the impact of new knowledge on teacher practices or children's learning outcomes.

6 Organisational Conditions

Leadership fosters collaboration and improvement | Kaihautū

Leaders are continuing to create the conditions to build and develop their leadership capabilities.

- Leaders are aligning resourcing to the service's philosophy, vision, goals and priorities for children's learning and enact the principles of Te Tiriti o Waitangi. They are enacting the vision and values and have built relational trust with kau faiako and parents.
- Leaders are at an early stage of developing systems to enable monitoring of the quality of curriculum practices.
- 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.

Stewardship through effective governance and management | Te Whakaruruhau

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 Lotofaleia Under 2s 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?

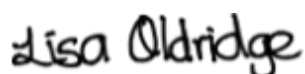
Akoteu Lotofaleia Under 2s will include the following actions in its quality improvement planning:

- Continue to build collective capability to implement effective assessment practices. This includes showing children's 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 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 | 25 children, including up to 25 aged under 2 |
| Percentage of qualified teachers | 50-79% |
| Ethnic composition <i>Using rounded percentages</i> | NZ European/Pākehā 5%, Tongan 90%, Samoan 5%. |
| Service roll | 19 |
| 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, November 2021; Education Review, May 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. |