

ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Akoteu Kenani

Profile Number: 10269

Location: Otahuhu, Auckland

1 ERO's judgement of Akoteu Kenani 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 Kenani is a Tongan immersion early childhood service situated within the church ground of Fuakava Ta'engata 'o Kenani Otahuhu Tongan Methodist Church. The centre is governed by a board consisting of the Faifekau (Minister), individuals chosen by the church, parent representatives, and a service provider, which operates under the Auckland Manukau Methodist Church. The philosophy of the centre has a commitment to promoting Christian faith alongside the Tongan language and culture. There have been a number of staff changes since the last review, including a new acting manager.

4 Progress since the previous ERO report

The 2022 Akanuku ERO report identified several areas of non-compliance. The service was able to meet all regulatory requirements since the onsite visit. There was no key next step in this report, however the focus remained on ensuring that leaders and kau faiako (teachers) adhered to the regulatory requirements in the licensing criteria. There has been limited progress made in relation to the 2019 and 2022 ERO reports. This evaluation identified a number of areas of concern. Leaders and teachers are yet to build shared understanding of how to implement and maintain regulatory requirements.

5 Learning Conditions

The learner and their learning | He Whāriki Motuhake

The service curriculum reflects the identities, languages, and cultures of children and their whānau.

- Children are confident and competent in speaking, singing, reading their bible verses, and lotu (praying) in the Tongan language, supported and encouraged by the kau faiako (teachers). Teaching practices reflect Tongan cultural values that are responsive to their context.
- Children's learning is well documented in their individual portfolios. However, in most assessment documentation it is not clear how kau faiako plan to facilitate children's learning or how parent feedback has informed curriculum planning.
- Teachers are yet to consistently implement identified strategies to effectively support the learning and development for children with additional learning needs. Many experiences are teacher-led or directed, particularly for younger children.

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

Leaders and kau faiako have limited opportunities to build their professional knowledge and expertise that contributes to ongoing and effective improvements in practices.

- Kau faiako are yet to implement a professional growth cycle to support their practice, set meaningful goals, and demonstrate continuous improvement in meeting the teaching standards. While there is a regular appraisal system in place it is not evident how qualified and unqualified kau faiako are being supported and mentored.
- Targeted professional learning opportunities have not been sought to enable kau faiako to build their professional knowledge and capability to provide an inclusive curriculum.
- There is not yet a collective understanding of the regulatory requirements and licensing criteria.

6 Organisational conditions

Leadership fosters collaboration and improvement | Kaihautū

The organisation is yet to provide conditions that develop leadership capability to enable effective management and quality teaching.

- Internal evaluation is at the early stages of development. Leaders and kau faiako are yet to build a shared understanding of how to implement a full evaluation cycle that focuses on ongoing and sustain improvement.
- Changes in leadership have impacted management and the ability to keep up with the operations of the centre.
- There are positive working vā (relationships) between the leader and kau faiako. These are based on Tongan values of faka'apa'apa (respect), and fefalala'aki (reciprocal trust).

Stewardship through effective governance and management | Te Whakaruruhau

The service is yet to promote effective systems and processes that is meeting regulatory and professional requirements relating to curriculum, health and safety, premises, human resources, finance and administration.

- Currently there is lack of clarity about the roles and responsibilities for the board, governance, and management which is limiting effective oversight of decision making and accountability. Governance is yet to develop a strategic plan in consultation with parents to guide their goals and priorities for children's learning and well-being.
- Leaders and kau faiako are yet to develop a shared understanding of the centre's policies to ensure they are current, coherent, fit for purpose and consistently guide practice.
- Children's learning and wellbeing are considered in resourcing and decision making.

7 Management Assurance on Legal Requirements

Before the review, the staff and management of Akoteu Kenani 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 a current Fire Evacuation Scheme approved by Fire and Emergency New Zealand
- a written emergency plan and supplies to ensure the care and safety of children and adults at the service
- having a record of relevant emergency drills carried out on at least three-monthly basis
- accident and incident records being analysed to identify hazards and ensuring appropriate action is taken
- ensuring written permission of a parent of the child is obtained before the travel begins (unless the child is travelling with their parent)
- having a written child protection policy that meets the requirements of the Children's Act 2014. The policy needs to contain guidelines on how to respond to disclosures made by children, and ongoing commitment to appropriate training for leaders and staff
- 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 operation
- ensuring every children's worker is safety checked every three years; this includes obtaining current police vets
- there is an annual plan identifying the 'who' 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: HS4, HS7, HS8, HS12, HS18, HS31, GMA6, GMA7A, GMA8.

9 Where to next for improvement?

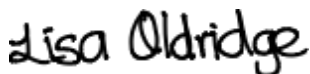
Akoteu Kenani will include the following actions in its quality improvement planning:

- Leaders and kau faiako to develop shared understanding and implementation of intentional teaching strategies when responding to children with additional learning needs.
- Build leaders and kau faiako capability in evaluation.
- Implement a professional growth cycle which aligns to the expectations of the Teaching Standards. This includes leaders and kau faiako accessing targeted professional learning and development opportunities that contribute to ongoing and sustained improvements.

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	38 Children, including up to 10 children aged under 2
Percentage of qualified teachers	50-79%
Ethnic composition <i>Using rounded percentages</i>	Māori 3%; NZ European/Pākehā 3%, Tongan 70%, Samoan 18%, Cook Island 3%, Cambodian3%
Service roll	27
Review team on site	December 2024
Date of this report	23 April 2025
Most recent ERO report (s) These are available at www.ero.govt.nz	Akanuku Assurance Review, December 2021; Education Review, June 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)*.

	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.