



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: A'oga Fa'a Samoa Incorporated

Profile Number: 20197

Location: Ponsonby, Auckland

1 ERO's judgement of A'oga Fa'a Samoa Incorporated 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

A'oga Fa'a Samoa Incorporated is a total immersion Samoan language speaking early learning service, located on the grounds of Richmond Rd Primary School. The aoga philosophy promotes the values of the Pou Tu model, of alofa (love), tautua (service) and fa'aaloalo (respect). A governance board which includes parents, oversees the governance of the centre. The staff reflect the Samoan community they serve. The newly appointed centre manager also holds the role of service provider. She oversees the centre's daily operations and leads a team of 14 staff, including nine registered teachers. All children enrolled are of Samoan heritage.

## 4 Progress since the previous ERO report

A'oga Fa'a Samoa's 2022 ERO Akanuku | Assurance Review report, identified two areas of non-compliance with licensing criteria. These related to the absence of a current annual Building Warrant of Fitness for the premises and a current Fire Evacuation Scheme approved by Fire and Emergency New Zealand. The service has adequately addressed the areas of non-compliance and has established systems to monitor and maintain regulatory standards. The aoga has a strong history of positive ERO reporting, particularly in relation to the promotion of Samoan cultural values and language.

## 5 Learning Conditions

### The learner and their learning | He Whāriki Motuhake

Leaders and faiaoga (teachers) implement a culturally responsive curriculum that reflects Samoan language, values and knowledge, fostering children's cultural identity and holistic development.

- Gagana Samoa and fa'asamoa practices promote children's oral language development. Children confidently communicate in the Samoan language, demonstrating their strong sense of identity and connection to Samoan cultural values.
- Te ao Māori is meaningfully integrated throughout the learning environment and curriculum to enhance children's learning.
- Faiaoga gather relevant information about children's learning through assessment that includes culturally valued knowledge. There is variability in documenting how evaluation is used effectively to identify impact of intentional teaching.

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

Leaders and faiaoga collaborate to increase their knowledge and practice to design and implement a responsive curriculum.

- Faiaoga work in partnership with aiga to celebrate Samoan culture, recognising and respecting the knowledge and contribution aiga bring to the service.
- The professional growth cycle for faiaoga is in the early stages of development. Faiaoga have been involved in the exploration and development of a process that suits their way of working.
- Children's learning is enhanced through leaders and faiaoga sharing their culturally relevant knowledge and expertise. They do this within the team and seek opportunities to share this with the wider professional community.

## **6 Organisational conditions**

### **Leadership fosters collaboration and improvement | Kaihautū**

Leaders collaboratively enact the service's philosophy and learning priorities, supporting positive outcomes for children's learning and development.

- Leaders set clear expectations, role model practice, and actively promote the integration of the Pou Tu values. They monitor and evaluate the impact of implementing these values in relation to children's learning outcomes.
- Leaders are increasing shared understanding of evaluative practices across the team to consider the progress of individuals and groups of children. Their ongoing engagement in self-review and evaluation processes is resulting in positive shifts in practice.
- Leaders actively consult with aiga valuing their perspectives and cultural expertise to inform the development of the service's philosophy, vision, goals and priorities for learning.

### **Stewardship through effective governance and management | Te Whakaruruhau**

Children's learning and wellbeing through gagana Samoa and fa'asamoa is well-supported through strategic resourcing aligned to the aoga cultural vision.

- Strategic recruitment and retention of teachers ensure that children's learning through immersion in the Samoan language and culture is well-supported.
- Governance and management implement policies and practices that affirm Samoan children's identity and are clearly aligned to the Pou Tu model.
- The service's philosophy, strategic priorities and decision making are well aligned.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of A’oga Fa’a Samoa Incorporated 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?

A’oga Fa’a Samoa Incorporated will include the following actions in its quality improvement planning:

- Ensure that an evaluative lens is applied to the newly implemented professional growth cycle to consistently show how changes to teaching practice are influencing children’s learning.
- Reinforce shared understand of evaluation to more consistently document the effectiveness of teaching. This includes identifying what has worked, what hasn’t, and for which individuals and groups of children.

#### 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.\*](#)



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2 May 2025

## 9 Information About the Service

Service Type	Education and care service
Number licenced for	50 children, including up to 16 aged under 2
Percentage of qualified teachers	50-79%
Ethnic composition <i>Using rounded percentages</i>	Samoan 100%
Service roll	43
Review team on site	October 2024
Date of this report	2 May 2025
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Akanuku   Assurance Review, October 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)*.

	<b>Above the threshold for quality</b>
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.
	<b>Below the threshold for quality</b>
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.