

Mandatory Review of Te Reo Maori Qualifications

Notes from hui held

Date	28-29 January 2014	Start Time	9am
Location	Brentwood Hotel, Wellington		
Attendees	Facilitator(s)	Keri-Anne Stephens	
	NZQA:	Jody Allen, Josie Pulman, Erina Bean	
	Working Group:	Hine McLetchie (Te Tai Poutini), Hemi Hoskins (CPIT), Hariru Roa (TWoA), Titia Graham (Te Kohanga Reo National Trust).	
Apologies	Professor Wiremu Doherty, Dr Rawinia Higgins (Governance Group), Tutu Kautahi (Te Ataarangi).		
Karakia	Jody Allen, Hemi Hoskins		

1	Karakia, Mihimihi, and Setting the Scene	
	1.1	Acknowledgements made to the tangihanga in Tuhoe. Apologies have been accepted from attendees of this meeting as they are will now be travelling to attend the tangi.
	1.2	Welcome to the working group attendees.
	Action	Nil
2	TROQ, Review Plan, and Working Group Terms of Reference	
	2.1	<i>Targeted Review of Qualifications (TRoQ)</i> The working group were provided with the background of the TRoQ process. Key points to note is that under TRoQ, qualifications and programmes are separated; all qualifications are in the public domain; SSB's and education providers are compulsory stake holders in the qualification development; and that there is a single set of flexible qualification design rules.
	2.2	<i>Review Plan</i> There are 36 Te Reo Maori qualifications in this cluster, ranging from Level 1-Level 6 being delivered by providers across the country. Whilst it is often recommended that qualification development should occur without worrying over funding constraints, consideration of how provider and student funding will be impacted is unavoidable. In developing these qualifications, the end product needs to be usable for providers and for students therefore consideration of funding, EFTS and impact on student loans will be considered.

2.3	<p><i>Working Group Terms of Reference (ToR)</i> The working group discussed the presented Draft ToR, and requested the following changes: Page 1: Change “Developing an overview of current qualifications and future needs” to “Contribute to an overview of the proposed qualifications and future needs.” This was justified because the ‘developing and overview of current qualifications’ has already been completed by the Governance Group and through the needs analysis. Page 1: Delete “Representing, consulting with and gaining feedback from industry peers and networks.” This was justified as the stakeholder meetings, and consultations would have captured this, and it is beyond the scope of the working group to engage in such activities. Page 1: Delete ‘(and/or standards)’ from the sentence “Preparing draft qualifications (and/or standards) for endorsement from Te Rōpū Tātaki and whānau, hapū, iwi consultation.” This change is justified in that the working group will not be required to develop standards for these qualifications within the scope of this project. It is acknowledged that there may be the opportunity for members to be involved in standards review following the qualifications review. Page 2: In relation to the section “Membership Term,” it is confirmed that the Working Group will be required for Stage 1 and Stage 2 of the Mandatory Review process. Page 2: In relation to the section “Absence,” the group decide that should a Working Group member be unable to attend any meeting, they may be able to send a replacement person in their place. It is the responsibility of the absent member to ensure the replacement person is adequately prepared for the meeting. Page 3: In relation to the section “Retirement,” the group decide that this title should be changed to “Change of Membership.” Page 3: In relation to the section “Retirement,” replace “then NZQA will decide on a case by case basis” to “ then the Working Group will decide on a case by case basis.”</p>
	<p>Action NZQA to update Working Group Terms of Reference document.</p>
3	<p>Needs Analysis</p> <p>3.1 The Working Group was presented with the ‘November version’, and the most recently updated ‘January version’ of the Needs Analysis. This document is crucial within the review as it will provide the foundation for the qualification development. Discussion was held around the struggle in defining the ‘Reo Maori Industry,’ as it is a medium of communication foremost. There are various domains within education that could be considered part of the industry such as secondary, workplace reo, reo as a second language, and reo for speakers of the reo. Also discussed was the innate interconnection of the Reo and Tikanga. It is important the elements of each are imbedded within the Reo and Tikanga qualifications.</p>
	<p>Action Nil</p>
4	<p>Landscape and New Shape of Qualifications</p> <p>4.1 The Working Group was presented with the Draft Qualifications Landscape and Draft Qualifications Pathway Map. The Level 1 qualification was described as being targeted towards an absolute beginner. This could be used for a workplace ‘professional’ development style qualification which would give the student the fundamental skills such as pronunciation, basic literacy, greetings etc. The Level 2 qualification was described as being targeted towards the committed beginner. This could be for an entry level student who wishes to pursue learning Te Reo more comprehensively. The Working Group discussed their concern around the disconnect between Levels 4-6, and the entrance to a degree. The suggestion is made to include Level 5 outcomes within the Level 4 profile to ensure that both language and academic proficiencies are met. The Working Group gave consideration towards the split entry level of Reo Maori and Reo</p>

Rangatira NCEA students. Often the Reo competency is high (perhaps Level 6), however other academic literacies may be at a lower level.
The Working Group considers the potential for two strands: Reo Rua, and Rūmaki.

Action Nil

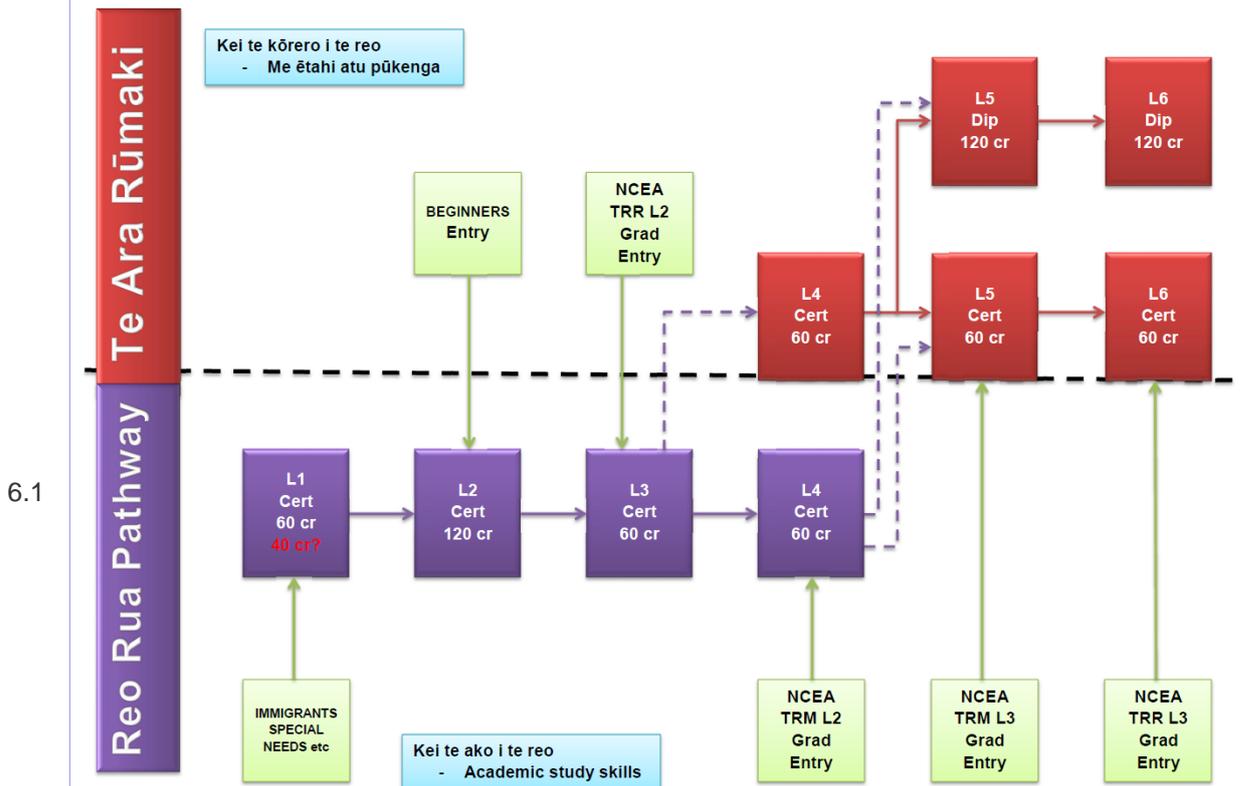
5 Mātauranga Maori Evaluative Quality Assurance (MMEQA) Update

5.1 Tui Marsh from the Quality Assurance division at NZQA presents the MMEQA tool to the Working Group. She outlines that MMEQA is a tool used to evaluate programmes, qualifications and providers based on kaupapa Māori principles. She advises that applications should comprehensively answer the Ngā Whāinga, Ngā Pātai Tuākana, and Ngā Pātai Tēina. This information should be supported with evidence from the Needs Analysis.

Action Nil

6 Qualifications Development (Afternoon Day 1 and All Day 2)_

Day One: Following a significant period of discussion the Working Group developed a 'living' Draft Qualifications Pathway Map.



This image captures the conversations had throughout the afternoon. Various discussion points included giving consideration to the outcomes of NCEA Reo Maori and Reo Rangatira graduates and recognising the 'level' of students in relation to the qualifications. The 'level' of these qualifications also needs to be in line with Bachelor qualifications, so to ensure a smooth transition for students if required.

In terms of qualification design, it is noted that there are no set standards of requirements in these qualifications. Therefore there needs to be clarity and flexibility in the wording of the qualification so that a provider can easily design a programme for these qualifications.

	6.2	<p>Day 2: Further discussions were held looking at the Qualifications Pathway Map, and what the best format would be for students and providers.</p> <p>The major decision made was to have a Level 3 and Level 4 Qualification with an endorsement in Rūmaki or Reo Rua. This would indicate the context of a student's programme of learning while reaching the same qualification outcomes. From Level 5 onwards, the qualifications will be in a Rūmaki setting.</p> <p>The documents attached to these notes have been prepared as a summary of the discussions. Also discussed and recorded were the beginnings of a graduate profile at Levels 3 and 4, as outlined in the "Qualification Planning chart." This was an initial discussion as to what would be expected at these Levels. Further feedback and discussion can be held regarding these.</p>
	Action	NZQA to amend charts and send to Working Group for approval before being sent to Governance Group.
7	Conclusion	<p>In conclusion the following items were outlined as things to do moving forward.</p> <p>Questions for Governance Group:</p> <ol style="list-style-type: none"> 1. How are the Nga Matapono intended to be implemented throughout the qualifications? 2. How should the Nga Matapono be reflected in the qualification statement? Could it be reflected in the specifications? Or should it be left to the provider? <p>MQS To Do By Monday 3rd 2014:</p> <ol style="list-style-type: none"> 1. Amend the Proposed Landscape 2. Amend Qualifications Pathways Map 3. Organise a teleconference with WG and representatives from GG <p>Timeline Moving Forward:</p> <ol style="list-style-type: none"> 1. MQS deliver updated materials to WG by Monday 3rd 2014 2. WG respond with feedback by Friday 7th 2014 3. MQS deliver material to GG on Monday 10th 2014 4. Teleconference with GG to discuss material 12-14th February 2014 5. Teleconference with GG-WG to discuss Nga Matapono week of 17th February 2014 6. Material out for consultation week of the 24th February for 2 weeks 7. Analysis of feedback from consultation week of the 10th March 2014 8. WG Hui Week of the 17th March 2014 develop and write qualifications.
	Action	Nil
8	Karakia whakamutunga	Hemi Hoskins