

Report of External Evaluation and Review

Arai Te Uru Kōkiri Centre Charitable
Trust

Confident in educational performance

Not Yet Confident in capability in self-assessment

Date of report: 16 November 2016

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Final Report

Purpose of this Report

The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, learners, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.

Introduction

1. TEO in context

Name of TEO:	Arai Te Uru Kōkiri Centre Charitable Trust (Kōkiri)
Type:	Private training establishment (PTE)
First registered:	2 June 1992
Location:	51 MacAndrew Road, Dunedin
Delivery sites:	51 MacAndrew Road, Dunedin
Courses currently delivered:	Only one NZQA-approved computing programme was delivered in 2015 as part of a Training for Work contract with the Ministry of Social Development. Kōkiri is also a contracted provider of Alternative Education ¹ programmes for secondary school learners who have been alienated from school. This was the only programme delivered at the time of the evaluation. Alternative Education programmes are funded by state secondary schools or consortiums of schools.
Code of Practice signatory:	No
Number of students:	Eight Alternative Education places. At the time of the evaluation there were seven learners. Alternative Education learners are generally aged between 12 and 15 years.

¹ Alternative education is defined as education in an alternative setting and style. Refer <http://alternativeeducation.tki.org.nz/Alternative-Education/What-is-Alternative-Education> for more information.

Number of staff:	Three
Scope of active accreditation	<p>Kōkiri has consent to assess assessment standards on the New Zealand Qualifications Framework (NZQF) across a range of sub-fields and domains including occupational health and safety, service sector skills, business, hospitality, retail, sport and fitness, Māori performance and tikanga Māori, work skills, literacy and numeracy. Refer http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=927956001.</p> <p>Kōkiri has approval to deliver one programme: Computing (Level 3).</p>
Distinctive characteristics:	<p>Kōkiri was established in 1983 to reflect the values of the Mana Whenua ki Arai Te Uru and to provide support, training and education to the local community. In 2009 it became incorporated as a charitable trust.</p> <p>The student body is predominantly Māori living in the area, particularly those with low or no formal qualifications. As the only Māori PTE operating in the region, there is a sense of obligation held by the trustees, staff and community to maintain this unique educational institution.</p>
Recent significant changes:	<p>Since the previous external evaluation and review (EER) in 2012, the provider has had 27 Youth Guarantee learners and has offered five national certificate programmes. In 2016 Kōkiri has no Youth Guarantee learners (only Alternative Education learners) and its accreditation to deliver all but one of its programmes has lapsed. Youth Guarantee funding was not sought in 2015 following significant repayments to the Tertiary Education Commission (TEC) in 2013 and 2014 for not consuming allocated EFTS (funding allowance based on the number of equivalent full-time learners). Teaching staff were reduced from eight to two by mid-2015, including the chief executive officer. A transition coordinator has been in place since late April 2015 assisting the trustees to manage the PTE. Of the eight trustees at that time, four have left and been replaced.</p>

In early June 2015, the Kōkiri premises were severely damaged by flooding; the building has been mostly refurbished and the office annex is due to be fully completed before the end of 2016.

A former staff member is currently before the court for allegedly misappropriating funds from Kōkiri.

Previous quality assurance history:

At the EER in 2012, NZQA was: Confident in the educational performance and Confident in the capability in self-assessment.

The PTE has met external moderation requirements for all but one² NZQA-managed unit standard since 2012. In 2015, Kōkiri was exempt from submitting samples for moderation.

2. Scope of external evaluation and review

Focus areas and rationale for selection		
1.	Governance, management and strategy	This focus area is mandatory in all EERs. It has importance for the quality of the educational experience for learners, matching the needs of key stakeholders, the employment experiences of staff, and the legal, ethical and compliance context for operating as a registered PTE.
2.	Alternative Education programme	<p>This focus area is the only programme being offered by the PTE in 2016. Kōkiri currently has places for eight learners under 16 years of age who have disengaged from the school system. At the time of the EER, there were seven learners on the programme, six of whom were Māori.</p> <p>Alternative Education providers have contracted targets which relate to engagement (attendance) and outcomes (that is, whether the learners have returned to school or gone to employment or further training).</p> <p>Kōkiri is contracted and funded by the Dunedin Secondary Schools Network which holds the Alternative Education funds on behalf of Dunedin secondary schools.</p>

² Kōkiri did not meet moderation requirements for the unit standard 26627 *Use measurement to solve problems*.

3. Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eeer/introduction>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

The evaluation team comprised one lead evaluator and one team evaluator. The team visited Kōkiri for one day at its Dunedin site. The evaluators interviewed:

- Three trustees (one was appointed in 2012 and was the previous Chair; one was appointed in 2014 and the other in 2015)
- The transition co-ordinator and the two tutors
- Six of the seven learners enrolled in the Alternative Education programme
- External stakeholders of the PTE, including parents (two), Alternative Education contract manager (one), Otago Youth Wellness case workers (two), and Te Wānanga o Aotearoa (two).

Documentation considered as part of the evaluation included financial reports to the Board; draft strategic plan; policies and procedures; individual learning plans and individual education plans; student achievement data; and moderation results. The evaluators were also shown the facilities.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Arai Te Uru Kōkiri Centre Charitable Trust**.

Kōkiri is the only kaupapa Māori PTE in the Dunedin/Otago region, and therefore is meeting a need in the community to engage and support rangatahi Māori. Key stakeholders and learners affirmed the value of Kōkiri to the community.

The Alternative Education programme has provided a much-needed service for the past 10 years and has continued to meet funder expectations. The Alternative Education tutors are responsive to learners, and adapt and innovate the learning programme to meet student needs. They monitor and celebrate student success, and support learners to grow and develop a positive identity as Māori and as young adults. The tutors set clear expectations of behaviour and consequences which learners have grown to respect. Attendance of all learners is high; parents talked positively about the changes they have seen in their children (in regard to attendance, motivation to learn, and self-management). Resources and facilities adequately support the learning.

Investment and attention has continued with the Alternative Education programme. In fact, extra investment of resource has been made in the last year, including transport to and from the programme and breakfast for learners. Tutors have a budget for resources and two tutors support eight learners.

While governance and management processes and decisions in the past have weakened overall organisational performance (resulting in loss of funding, staff, learners and lapsing of programmes) the trustees have sought advice from professionals and community stakeholders to guide their future direction. The membership of the board now reflects a mix of skills, in particular experience and knowledge of education; they now have a strategic plan and clear direction for 2017. There are plans to develop new programmes to meet the needs of the community, and to employ a new manager with the right mix of skills and experience to guide the organisation forward.

As noted in the summary of self-assessment, more work is required to rebuild the overall performance of the PTE.

Statement of confidence on capability in self-assessment

NZQA is **Not Yet Confident** in the capability in self-assessment of **Arai Te Uru Kōkiri Centre Charitable Trust**.

Organisation-wide self-assessment since the last EER has been solely focused on strategically reviewing its future as a PTE given a deliberate governance decision to pause the delivery of programmes. However, the PTE is now at risk of its registration lapsing if a new programme is not approved and delivered by 2017. Other areas that need to be strengthened going forward include:

- Systematically reviewing and reporting learner achievement and outcomes to governance (currently done verbally)
- Systematically reviewing and auditing organisational policies including compliance requirements to ensure they are understood and being adhered to by management and staff
- Systematically gathering and documenting parent, whānau and community feedback. This information would provide Kōkiri with clear evidence of how well it is contributing to valued outcomes.

While improvements are required at an organisational level, NZQA acknowledges that self-assessment at a programme level is effective and supports learners to achieve as evidenced by:

- Tutors who support each other and regular reflect on and improve their teaching practice
- The programme design which is structured but flexible to accommodate individual learner interests.
- Learners who attend class regularly and achieve a wide range of personal and academic successes that support them to continue their education.

Findings³

1.1 How well do learners achieve?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Success for Alternative Education learners is measured in many ways including regular attendance, credit achievement, personal growth, and transition back to school or into further training. The evaluation team heard (from learners, parents and other key stakeholders) and reviewed some evidence that showed learners were making gains across some if not all of these areas. Examples of achievements for learners include:

- Regular attendance
- Respectful behaviour towards tutor, peers and family
- Growth in their identity as Māori (including taking an active interest in te reo Māori and their own whakapapa)
- Growth in motivation and interest in learning
- Improved self-management – learners are up and ready in the morning, waiting for the van to pick them up; and eager to attend (as reported by parents)
- Improved demeanour – learners ‘are learning to like themselves’
- Achievement of at least three credits and a goal towards achieving a minimum of at least 10 credits in literacy and/or numeracy during their time on the programme.

This is significant given the learners referred to Alternative Education are in the programme because they are regularly truant from school; are sometimes disruptive in their homes and communities; have disengaged from learning and formal education and have few or no credits (some of these learners, however, would only be year 9 or 10 if they were still in school). Six of the seven current learners identify as Māori.

Tutors assess every student on entry to the programme. Individualised learning plans are developed and learning goals are monitored at agreed intervals (determined by how long the student is on the programme). Evidence is kept on

³ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation’s activities.

student success but is not analysed or reported formally⁴ to management or governance.

1.2 What is the value of the outcomes for key stakeholders, including learners?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Learners, parents and stakeholders spoken to highly value the programme. Kōkiri has been an Alternative Education provider since 2000 and is the only Alternative Education provider in Dunedin bringing a unique kaupapa Māori approach to supporting youth at risk of not succeeding.

Trustees are committed to seeing youth gain the skills and education they need to be employable and succeed well in life. As part of their strategy going forward, trustees have reaffirmed their commitment to deliver Alternative Education based on community need and community feedback. Outcomes for learners (that is, whether they are still in Alternative Education or have transitioned back to school or further training) are reported to their contract holder monthly. Kōkiri outcomes are generally positive and on a par with other Alternative Education providers in the region. However, student outcomes data is not analysed or reported to governance regularly.

Trustees receive feedback from their communities and stakeholders, although mostly informally. Parents are engaged at the initial interview process and are encouraged to co-construct outcomes for their child. Te Wānanga o Aotearoa is co-located on their premises – positive relationships, collaboration and support for teaching and learning is evident. Other than the formal community hui held early in 2015, there was limited evidence to show that Kōkiri formally invites feedback from its key stakeholders, or analyses and, where appropriate, acts on the feedback to make worthwhile improvements to the programme, or to the organisation more broadly.

⁴ Tutors have in recent months reported outcomes from the Alternative Education programme to trustees verbally.

1.3 How well do programmes and activities match the needs of learners and other stakeholders?

The rating for performance in relation to this key evaluation question is **Excellent**

The rating for capability in self-assessment for this key evaluation question is **Good**

The learning programme is well matched to the needs of Alternative Education learners. Activities are relevant and contextualised to meet the different interests of the learners. Tutors are responsive and attuned to the learners' learning needs and make content changes on a daily basis to engage the learners. Resources are adequate and the tutor has a weekly budget he can use or accumulate to support learning resources, activities and outings for learners. Kōkiri attracts mainly Māori learners, but its philosophy is that the programme is open to all learners who want to be nurtured within a kaupapa Māori approach. Te reo Māori, tikanga Māori (including karakia), and kaupapa Māori (e.g. Matariki) are infused in the programme. Referrals to the programme are largely received by their contract holder, although they can and have received referrals directly from whānau.

Learners have formal and informal opportunities to provide feedback, and their feedback is used to alter/improve the programme each week.

The programme enables learners to improve their communication skills, their basic te reo Māori skills and their basic computer literacy skills. Kōkiri could consider whether and how it can provide learners with the opportunity to gain more credits relating to a range of unit standards they have consent to assess. This is an opportunity that would lift student pride and success further that Kōkiri has not yet considered integrating into the Alternative Education programme.

1.4 How effective is the teaching?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Planning has improved this year, with yearly, monthly and daily plans in place, providing the tutors and learners with a clear structure of what they will be doing and learning. Breaks are incorporated when and as needed, responding to student engagement. Local walks to landmarks, participating in local events, and cooking kai for everyone in the building is integrated into the programme to keep the learning hands-on, fun and interesting as well as culturally relevant.

The current tutor started at the end of 2015 and has the skills and demeanour to work well with rangatahi Māori. He has effectively established routines, boundaries and expectations for all the learners, which they have grown to accept and respect. His professional development is supported by the organisation and includes enrolment on and time to attend to the National Certificate in Adult Education and

Training and also support to complete unit standard 4098 *Use standards to assess candidate performance*. He is also informally guided and supported by the other Kōkiri tutor and Te Wānanga o Aotearoa Youth Guarantee tutor who is co-located in the building. Reciprocal teaching occurs where the Alternative Education and wānanga tutors teach each other's learners on specific content. The tutors celebrate and reward success in a range of ways.

Internal moderation has been effective for many years and has led to external moderation consistently meeting the requirements for most national standards (refer to TEO in context).

Teaching staff have been formally reviewed and professional development support provided. Informal support to improve teaching practice is also provided by the wānanga tutor as needed.

1.5 How well are learners guided and supported?

The rating for performance in relation to this key evaluation question is **Excellent**

The rating for capability in self-assessment for this key evaluation question is **Good**

Kōkiri provides individual support and guidance that effectively meets the needs of learners. Improvements that have contributed to regular attendance and engagement include transporting learners to the programme and home again every day. This was valued by parents who feel reassured knowing their child arrives at the programme and is there all day and safely returned home. It also gives tutors the opportunity to connect with the parents or caregivers. Breakfast every day was introduced to ensure all learners receive kai to sustain them through the day.

Learners and whānau are interviewed prior to enrolling. Tutors do all the interviews as it allows them an opportunity to connect with and understand the student and their family context. The tutor's impression was that at enrolment most learners of Māori descent did not strongly connect to their culture. Nurturing learners to develop a positive engagement with their own identity is a key strength of the programme and tutor. Learners are encouraged to complete individual learning plans (strengths and goals) with support from the tutor. The plans are used by the tutors to inform individual education plans and ultimately programme activities. The individual learning plans are also used as tools for the tutor and the student to monitor progress and encourage reflection.

Each student has an assigned case worker⁵ from Otago Youth Wellness. The case worker is actively involved with the learners and their families. They help them to transition in and out of Alternative Education programmes and are the first point of

⁵ This is a requirement funded by the Dunedin Secondary Schools Collective.

call for tutors should learners not attend class. There is regular collaboration and discussion between case workers and the tutor. The evaluation team also heard that various social services meet with the learners as part of the programme, including the public health nurse, the smoke-free promoter, and drug and alcohol services.

Literacy and numeracy is integrated into the programme and approach. Learners are encouraged to do a literacy and numeracy assessment using the online literacy and numeracy assessment tool. The tutors use the results of the individual assessments to tailor the learning programme to meet the needs of all learners.

1.6 How effective are governance and management in supporting educational achievement?

The rating for performance in relation to this key evaluation question is **Adequate**.

The rating for capability in self-assessment for this key evaluation question is **Adequate**.

Since the last review Kōkiri has undergone significant changes (refer TEO in context section). Following a series of significant events including TEC repayments; flooding; and funds allegedly misappropriated by a staff member, enrolling of new students and the delivery of programmes were paused in 2015 as the Board considered its future options in consultation with its local community and key stakeholders.

To mitigate and address ongoing risks, a transition coordinator has been in place since April 2015. This person brings a wealth of business expertise and financial management experience to the organisation. During his tenure, a strategic plan has been drafted, and a full audit of processes has been completed with an action plan in place that is monitored at each trustee meeting. The organisation continues to work to a budget, and financial reporting to the board by management is clear and transparent. It is intended that the transition manager will be replaced by a full-time manager who has a strong background in education, kaupapa Māori and management.

Furthermore, over the past year the governance membership has been refreshed. Four new members have come on to the board and a new Chair has been appointed who brings a range of experience and skills working in education and with youth in particular. The governance body now reflects a broader mix of skills and experience (financial, legal, political, educational, community), with the confidence to question and interrogate information presented to it. The current premises, which the PTE owns freehold, has also been refurbished (following flood damage in 2015).

While Kōkiri is financially viable, more work is required to rebuild the PTE to its former status, including putting in place the developments planned that will bring about the improvements and outcomes that Kōkiri aspires to achieve. These actions include:

- Employing a new manager with the skills and expertise to perform the role
- Reviewing priority policies to ensure they are relevant and understood by all trustees and staff
- Developing new programmes for NZQA approval this year (for delivery in 2017) to remain current and also maintain registration as a PTE
- Initiating training for trustees to support them to fulfil their roles as governors of an education/training organisation.

As noted in the recommendations NZQA supports these actions being completed as a priority.

Focus Areas

This section reports significant findings in each focus area, not already covered in Part 1.

2.1 Focus area: Governance, management and strategy

The rating in this focus area for educational performance is **Adequate**.

The rating for capability in self-assessment for this focus area is **Adequate**.

2.2 Focus area: Alternative Education

The rating in this focus area for educational performance is **Good**.

The rating for capability in self-assessment for this focus area is **Good**.

Recommendations

NZQA recommends that Arai Te Uru Kōkiri Centre:

- Aggregate and analyse student achievement and outcomes data (this includes but is not limited to the Alternative Education learners), and report this information regularly to trustees.
- Review the Alternative Education programme to incorporate the assessment and awarding of a wider range of unit standards where appropriate.
- Review priority policies, including financial management policies, to ensure they are relevant and understood by all trustees and staff.
- Initiate training for trustees to support them to fulfil their roles as governance members of an education/training organisation.

Appendix

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes and/or registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013.

The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz).

The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.

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