



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

Manaaki Ora Trust

Date of report: 9 November 2023

About Manaaki Ora Trust

Manaaki Ora Trust is located with and driven by Te Arawa. The trust incorporates alcohol and drug services delivered by Te Utuhina Manaakitanga, and health, social service and education delivered by Tipu Ora. Tipu Ora is the education arm of Manaaki Ora Trust and delivers marae-based and wānanga-centric programming around whānau ora.

Type of organisation:	Private training establishment
Location:	16 Houkotuku Street, Ohinemutu, Rotorua
Eligible to enrol intl students:	No
Number of students:	Domestic: 2023 Semester 1, 73 students (90 per cent Māori, 3 per cent Pasifika, 2 per cent other, 5 per cent NZ European) Students with a disability: this data has not been specifically collated
Number of staff:	Four full-time equivalents
TEO profile:	Manaaki Ora Trust
Last EER outcome:	<ul style="list-style-type: none">• Ngā hua o te Whare Ako – He Pounamu Kahurangi• Ngā Whakairinga Kōrero – He Pounamu Kahurangi
Scope of evaluation:	New Zealand Certificate in Whānau Ora (Level 4)
MoE number:	7198
NZQA reference:	C53417
Dates of EER visit:	25 and 26 July 2023

Summary of results

He oranga mai i te whitinga ki te tōnga o te rā sits at the forefront of Manaaki Ora Trust, as the vision that sets the foundation for the organisation. The framework of Kia whai ora, kia tipu ora, kia manaaki ora e provides a robust system of quality assurance and self-reflection for the organisation, that leads to ongoing improvement and review.

- He Pounamu
Kahurangi – Ngā hua
o te Whare Ako**
- Kia whai ora** – ways of working that support self-reflective practice:
- Regular review processes inform governance and management for effective decision-making.
 - Ongoing formal and informal feedback systems collect valuable data that is analysed and reported through dashboards and reports.
 - Communication across the organisation connects staff, employers, graduates and taura, keeping everyone informed, accountable and included in decisions.
- He Pounamu
Kahurangi – Ngā
Whakairinga Kōrero**
- Observation and oversight of teaching practice informs growth and improvement, and acknowledges staff commitment and expertise.
 - Effective committees review information such as the audit and risk committee, to ensure important accountabilities are monitored.
- Kia tipu ora** – ways of working that support growth and wellbeing:
- Effective organisational systems maintain organisational and educational performance.
 - Enduring Kaupapa weave together the strengths of Te Utuhina Manaakitanga and Tipu Ora, under the umbrella of Manaaki Ora Trust, to ensure the aspiration is upheld to help whānau who need support.

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- A strong board and effective management team are clear about their purpose, accountabilities and responsibilities.
 - Skilled, experienced, passionate and reputable kaiako and pūkenga mātauranga are well supported by management to be effective practitioners.
 - Well-planned and designed programmes embed te reo Māori and mātauranga Māori and are effectively overseen and monitored on a regular basis.

Kia manaaki ora – ways of working that nurture and support whānau:

- Purposeful relationships between Manaaki Ora Trust, Tipu Ora, employers and iwi support taura to succeed.
- A cohesive learning environment and relevant programme content and delivery approaches support ahuatanga Māori and taura self-development.
- Passionate kaiako balance te taha wairua, te taha hinengaro, te taha tinana and te taha whānau to enable successful outcomes.

He oranga mai i te whitinga ki te tōnga o te rā:

- Whānau who enter Manaaki Ora Trust through the services offered progress to the Tipu Ora education pathway and graduate with qualifications and skills to support their whānau.
- Taura move to the diploma or advance to other jobs after graduating, and are motivated and inspired to progress further.
- Some graduates gain employment with Manaaki Ora Trust across a number of different services.

He Pātai Arotake¹

1.1 Ka pēhea tā koutou whakapuaki i te Kaupapa, ā, ka pēhea koutou e mōhio ai e whakatutukihia ana?

Ngā hua o te Whare Ako:	He Pounamu Kahurangi
Ngā Whakairinga Kōrero:	He Pounamu Kahurangi
Ngā Kitenga:	<p>The fabric of Manaaki Ora Trust is a legacy weaved together by kuia and kaumatua who saw a need in their community for education around wellness and wellbeing. It is the result of the evolution of sub-organisations that came together to achieve a long-term goal of looking after the people, and training the people to look after each other.</p> <p>Tipu Ora is the primary organisation that aims to fulfil the aspiration of giving whānau the educational tools, and training them to look after each other and build a qualified workforce: '<i>He oranga mai i te whitinga ki te tōnga o te rā</i>'. This aspiration involves taking whānau through the journey of receiving services within Manaaki Ora Trust and then becoming qualified in Tipu Ora. This process prioritises a personal journey that extends beyond education to being physically, spiritually, mentally and socially transformational. The aspiration has remained consistently strong and supported by unwavering leadership in the Manaaki Ora Trust board through to the Tipu Ora leadership team.</p> <p>The ancestrally driven board is future-focussed and holds firmly to the legacy of those who came before. The aspirations of '<i>Kia whai, kia tipu, kia manaaki ora e</i>' are clearly embedded through the organisation's strategic positioning, the mission and the vision. A strong tikanga and value base also sits at the foundation of the organisation, its people and the learners. Innovation is also</p>

¹ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

	<p>strategically supported, allowing new ideas and initiatives to be trialled and implemented where successful.</p> <p>Tipu Ora is supported by the board of Manaaki Ora Trust, with shared expectations and a shared understanding of quality education. Effective communication across the organisation keeps everyone informed, accountable and included in key decisions.</p> <p>High trust and constant communication is characteristic of the organisation and its engagements with Te Arawa, partners, stakeholders and whānau, including learners. This keeps Tipu Ora accountable to the community it serves, and contributes to regular reviews and check-ins against the priorities and expectations of Ngaati Whakaeue, Te Arawa, vulnerable communities, iwi whānui and crown stakeholders such as the Tertiary Education Commission and NZQA.</p> <p>Wānanga create an opportunity for the expression of values that are important for Manaaki Ora Trust and Tipu Ora. Building and maintaining relationships between staff and students is key in wānanga which facilitates effective learning and sharing of information. Quality teaching practices aligned to āhuetanga Māori are explored and implemented, which supports a richer understanding of whānau ora concepts, such as te reo Māori and wairuatanga, as being an integral part of the learning, development and success of taura. Taura describe a deep connection with kaiako and pūkenga mātauranga that is beyond what they have experienced in other learning settings.</p> <p>Assessment is fair and valid, and is supported by strong internal and external moderation. Effective collaboration with other organisations also informs assessment practice and judgements, and allows for further sharing of ideas and understanding of activity in the whānau ora sector.</p> <p>The design of wānanga-based delivery enables regular involvement of taura in review and programme improvement. The leadership also has oversight over the programme and observes practice regularly through their own engagement in the programme and wānanga.</p> <p>The success of taura and whānau is evident in the improved outcomes achieved. Where whānau enter</p>
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	<p>Manaaki Ora Trust through Te Utuhina Manaakitanga or other services provided, some move into education pathways delivered by Tipu Ora, and graduate with the diploma. Graduates are supported into employment, and both Tipu Ora and Manaaki Ora Trust employ graduates in their services. Staff of Manaaki Ora Trust, as well as other graduates and tauira, expressed the awahi, tautoko and encouragement they received. This led them to be more grounded and confident to make shifts to align their personal and professional lives with the values and goals that are important to them. These include changing professions or embedding learning in the home with whānau.</p> <p>Kaiako and pūkenga mātauranga are strongly connected to their communities and have extensive knowledge and experience to share. Staff regularly attend the wānanga with strong support from the leadership, who also ensure staff are well looked after. The personal and professional goals of kaimahi are prioritised in the appraisal process, which acknowledges the strengths of and areas for further development for all staff.</p> <p>The wrap-around model of support that the whole organisation embodies is evident also in the pastoral and academic services provided, as well as the teaching methodology and activities that cater to multiple learning needs. Kaimahi are fully supported with work flexibility, resources and development opportunities that give space for whānau wānanga and flexible working days.</p> <p>Finally, the organisational oversight, meaningful relationships, systems that support quality and effective teaching and robust reflective processes contribute to quality outcomes for the tauira, communities and iwi. Tauira and graduates discussed the change in their interactions and engagements with people which have led to more positive and deeper personal and professional relationships. Stakeholders observed the professionalism, empathy and readiness of graduates in the workforce, as well as a growing confidence in the ability of graduates to work well with whānau. Led by a committed board and team, the goals and dreams of this legacy continue to grow and thrive.</p>
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Ngā Aronga

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

2.1 Te Wā Arotahi: New Zealand Certificate Whānau Ora (Level 4)

Ngā hua o te Whare Ako:	He Pounamu Kahurangi
Ngā Whakairinga Kōrero:	He Pounamu Kahurangi

Recommendations

Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.

There are no recommendations arising from the external evaluation and review.

Requirements

Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.

There are no requirements arising from the external evaluation and review.

Appendix

Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. 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.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:

- *Identify organisational fraud²*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

² NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2021, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.

Self-assessment and participation and cooperation in external evaluation and review are requirements for:

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including ITOs but excluding universities, and*
- *maintaining training scheme approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2021, the Consent to Assess Against Standards Rules 2021 and the Training Scheme Rules 2021 respectively.

In addition, the Private Training Establishment Registration Rules 2021 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, training schemes and consents to assess and 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 Quality Assurance (including External Evaluation and Review (EER)) Rules 2021. 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). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.

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