

Report of External Evaluation and Review

Te Wānanga Takiura O Ngā Kura
Kaupapa Māori O Aotearoa
Incorporated

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 2 December 2011

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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, students, 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

Location:	13-15 Margot Street, Epsom, Auckland
Type:	Private training establishment (PTE)
First registered:	1997
Number of students:	Domestic: 134 equivalent full-time students <ul style="list-style-type: none">• Bachelor of Teaching (87 students)• Rumaki Reo (47 students)
Number of staff:	Ten full-time and three part-time equivalents
Scope of active accreditation:	<p>Te Wānanga Takiura O Ngā Kura Kaupapa Māori O Aotearoa Incorporated (the Wānanga) delivers two programmes.</p> <p>The Rumaki Reo is a year-long, total immersion te reo Māori language acquisition programme. Rumaki Reo uses the Te Ataarangi language methodology, a nationally acknowledged methodology for te reo Māori language acquisition.</p> <p>The second programme is a three-year teacher education degree programme, Bachelor of Teaching Kura Kaupapa Māori: Te Tohu Paetahi Ako Kura Kaupapa Māori. The medium of delivery for both programmes is te reo Māori.</p>
Sites:	As above
Distinctive characteristics:	The Wānanga provides a learning environment underpinned by the philosophical base of Te Aho Matua, the guiding principles by which kura

kaupapa Māori identify themselves. Te Aho Matua is acknowledged by the Ministry of Education.

Recent significant changes: The Wānanga has moved twice in the last two years, the initial move to temporary accommodation while the current site was being refurbished. The institute has been at this site for less than a year.

Previous quality assurance history: The Wānanga was last quality assured by NZQA by audit in 2008 and met all requirements.

As a provider of teacher education, the Wānanga must meet the annual external monitoring and moderation requirements of NZQA and the New Zealand Teachers Council. The 2011 NZQA/New Zealand Teachers Council moderator's report was tabled at the EER. The 2011 monitor's visit has been completed but the report has not yet been received.

Other: The Wānanga was previously part of Auckland College of Education before registering as an independent PTE in 1997.

2. Scope of external evaluation and review

The focus area selected for this EER was:

- Bachelor of Teaching Kura Kaupapa Māori: Te Paetahi Ako Kura Kaupapa Māori.

The majority of learners are enrolled in this programme. It is a three-year, degree-level programme monitored jointly by NZQA and the New Zealand Teachers Council. The medium of delivery is te reo Māori.

- Rumaki Reo

Students enrol on this year-long programme to advance their ability in te reo Māori. The methodology is Te Ataarangi, a nationally recognised methodology for Māori language acquisition.

The other focus area is the mandatory focus area:

- Governance, management, and strategy.

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-eer/introduction/>

The EER team comprised two lead evaluators. The team visited the Margot Street site over two days and met with the kaitiaki huhua (chief executive), representatives of the Council, the kāhui tautoko, the academic board, senior management team, tutors, students, graduates, and other stakeholders.

A range of documentation was viewed before and during the visit and included kaitiaki huhua reports to the kāhui tautoko, strategic reports, meeting minutes, two independent surveys, and findings of self-assessment reviews.

Te Wānanga Takiura O Ngā Kura Kaupapa Māori O Aotearoa Incorporated has had an opportunity to comment on the accuracy of this report, and any submissions received have been fully considered by NZQA before finalising the report.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Te Wānanga Takiura O Ngā Kura Kaupapa Māori O Aotearoa Incorporated**.

The Wānanga achieves very good course and qualification completion results and benchmarks comparably with the median achievement statistics of the institutes of technology and polytechnics and wānanga sectors that offer like programmes. Results have improved continuously over the last three cohorts for the degree programme, that is, over nine years. In addition to this data, the Wānanga calculates student progress by cohort, whereby the numbers of students who enrol on the degree programme correspond with the number from that cohort who graduate. The Wānanga set and met its target of 80 per cent for the last cohort. These are excellent results as the majority of students are those who are returning to study and require additional guidance and support to achieve. The Wānanga qualification completion statistics differ from those held by the Tertiary Education Commission (TEC) which uses different formulae to calculate qualification completions.

Learners interviewed described their achievement at the Wānanga as holistic transformation. In addition to the qualification, they gain access to and attain employment; they describe the journey of learning as transformational, intellectually, culturally, and emotionally. They develop a sense of identity through language, indigenous knowledge, and culture, maximising academic achievement, cultural security, and economic independence. This increase in reo Māori speakers is an excellent outcome to the learner, to their marae, and to Māori society as the graduates maintain and sustain language, customs, and traditions.

The Wānanga has documented the destination of graduates for a number of years and to date has graduated 273 teachers, who have gone on to practise as principals, deputy principals, teachers, and education advisors. Ninety-five per cent of the student demographic is Māori and their achievements are an excellent result as these graduates influence, and role model success to, the pupils they teach.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Te Wānanga Takiura O Ngā Kura Kaupapa Māori O Aotearoa Incorporated**.

Self-assessment at the Wānanga is purposeful and genuine and findings are used to make useful improvements. These include responding to feedback from learners through staff discussion and implementing intervention strategies. An example of a successful strategy arising from self-assessment was the use of senior staff to mentor and co-lecture, providing advice and alternative teaching strategies which led to improved practice and increased learner progress. In addition to learner

feedback, the Wānanga collates and analyses feedback from a number of stakeholders, including from school principals and associate teachers who provide and report on the practicum work experiences of degree students, and from the employers of Rumaki Reo students who access the programme for professional development.

A number of self-assessment activities have been introduced, to include feedback information which over time will provide rich data for analysis and comparison to inform ongoing teaching and learner achievement. These activities include the independent surveys of learners and schools which provide practicum experiences for the degree students.

Through self-assessment, the Wānanga has identified activities that will provide stability and further inform the programmes and learner achievement. They include: planning for governance and management stability and succession; increased programme provision for economic stability; the implementation of Moodle (online supported learning system) to provide additional support for learners outside of class time and to alleviate lecturer workloads; and the extension of independent surveys to include employers of graduates over time to gauge the full value of its training and areas for improvement.

The current and proposed self-assessment activity of the Wānanga gives confidence that it is reflective and is using its quality assurance processes to inform ongoing performance. Successful implementation of and responsiveness to the proposed strategies should enable a highly confident rating in future.

TEO response

Te Wananga Takiura O Nga Kura Kaupapa Maori O Aotearoa Incorporated has confirmed factual accuracy of this report.

Findings¹

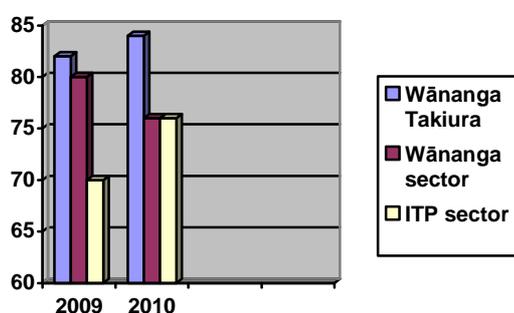
1.1 How well do learners achieve?

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

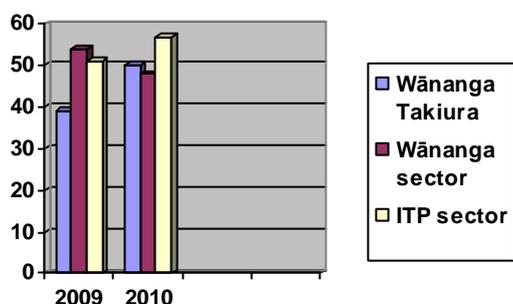
The rating for capability in self-assessment for this key evaluation question is **Good**.

The Wānanga achieves very good course and qualification completion results comparable with the achievement statistics of the institutes of technology and polytechnics (ITPs) and wānanga sectors that offer like programmes.

The Wānanga course completions for 2009 and 2010



The Wānanga qualification completions for 2009 and 2010



Results have improved continuously over the last three cohorts for the degree programme, which is a three-year programme, that is, over nine years. In addition to this data, the Wānanga calculates student progress by cohort so that the number of students who enrol on the degree programme corresponds with the number from that cohort who graduate. The Wānanga set and met its target of 80 per cent for the last cohort. These are excellent results as the majority of students require additional guidance and support to achieve. The Wānanga qualification completion statistics differ from those of the Tertiary Education Commission (TEC) which uses

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

different formulae to calculate qualification completions. During the evaluation, the Wānanga presented a paper it had independently commissioned on the impact of the different formulae and further explored the issues underpinning these differences. It is in the process of seeking a discussion with the TEC on these issues.

Learners interviewed described their achievement at the Wānanga as holistic transformation. In addition to the qualification, they attain and gain access to employment; they describe the journey of learning as transformational, intellectually, culturally, and emotionally. They develop a sense of identity through language, indigenous knowledge, and culture, maximising academic achievement, cultural security, and economic independence. Reo Rumaki learners are proud of their achievement and ability in te reo Māori. Most students start with limited or no understanding of the language and graduate at the end of the year with reasonable competence and confidence. This increase in reo Māori speakers is an excellent outcome personally for the learner, their marae, and for Māori society as the graduates maintain and sustain language, customs, and traditions.

The Wānanga has documented the destination of graduates over a number of years and to date has graduated 273 teachers, who have gone on to practise as principals, deputy principals, teachers, and education advisors. Ninety-five per cent of the student demographic is Māori and their achievements are an excellent result as these graduates influence, and role model success to, the pupils they teach.

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 **Excellent**.

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

The Wānanga programmes offer valued outcomes to stakeholders. The programmes are delivered through the medium of te reo Māori and, in addition to achieving skills, qualifications, and employment opportunities, learners increase their language capability. Of immediate value to the whānau of students are the examples and role models of achievement in both academia and Māori language and customs.

The value to schools is the acquisition of Māori-speaking graduates qualified to teach in both Māori-medium and mainstream schools. Destination data over time shows graduates occupying leadership and related roles and positions of responsibility in the primary, secondary, and tertiary education sectors. Additionally, the Wānanga students provide schools with mentors and tutors of te reo Māori for Manu Kōrero regional and national speech competitions and kapa haka groups at primary and secondary regional and national competitions.

The value to iwi Māori includes maintaining, promoting, and enabling the survival of te reo Māori, traditions, and customs. This growth in reo Māori speakers will alleviate the shortage of elders/exponents in te reo Māori and customs.

A number of stakeholders utilise the Wānanga for professional staff development opportunities. The Rumaki Reo programme enrolments include staff from government departments, NZ Police, NZ Fire Service, the navy, Māori Television, and te kōhanga reo kaiako, all attesting to the value of the reo Māori teaching expertise offered by the Wānanga. Members of the judiciary are learners through Rumaki Reo, supporting their work in family and youth court proceedings on marae.

The Wānanga seeks feedback from its learners through evaluations and learner representatives, and from schools through reports from the practicum work experience opportunities and graduates who are now employed in these schools. In 2010, the Wānanga extended these feedback mechanisms to an independent survey of student satisfaction, and in 2011 for schools' satisfaction. These surveys are providing useful information to inform ongoing programme delivery and the value of the training to ensure a balance between teacher education skills and reo Māori ability, the realities of teaching in kura kaupapa Māori, and areas to improve graduate preparedness. Extending the survey specifically to graduates and to schools that have employed graduates will provide additional information about the value of the training.

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 **Adequate**.

The Wānanga identifies and matches the needs of its stakeholders. Rumaki Reo learners enrol with little or no reo Māori capability and are interviewed and ability-tested for entry into one of two classes; progress is monitored weekly. The independent survey reported 91 per cent satisfaction with the programme and 92 per cent satisfaction with teaching effectiveness.

Students of the degree programme enrol at the Wānanga because they want to build their reo Māori capability and learn to teach. The survey reported 86 per cent satisfaction with the programme and 85 per cent satisfaction with teaching effectiveness. Needs are assessed on enrolment and progress is monitored through weekly staff meetings. The Wānanga has robust processes in place to place students initially and to monitor progress.

The Wānanga seeks and responds to feedback through a number of mechanisms including evaluations, the student representative weekly meeting, practicum reports from schools, and learner evaluations of assessing lecturers and associate teachers. When learners' feedback identified specific curriculum areas requiring

improvement, the Wānanga responded and, following discussion at staff meetings, actions were identified and monitored. Subsequent evaluations have noted improvements specifically around improved lecturer planning and effectiveness which have reduced barriers to learning. Ensuring student workloads are manageable continues to challenge lecturers and students.

Schools provide feedback through practicum reports while learners are out on work experience. However, feedback from principals, associate teachers, and graduates interviewed shows that there is still room for improvement, for example ensuring curriculum developments such as Te Poutama Tau are integrated into the programme to prepare students for practicums in schools, and balancing the graduate profile between readiness to teach and reo Māori ability. The kāhui tautoko comprises teachers and ex-teachers who still network strongly in the education community and they raised the need to ensure that feedback from schools is widely discussed and debated to inform the programme and subsequently the ongoing needs of the schools.

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**.

The key resource of the Wānanga is its staff. The senior lecturer is acknowledged nationally for her expertise in teacher education, mātauranga, and te reo Māori. She provides advice through involvement and presentations at national conferences and provides mentoring support to staff. The staff are skilled, qualified, and empathetic towards meeting students' needs. They also play a strong pastoral care role, with each lecturer responsible for a cohort of learners. Most staff have been there since the formation of the Wānanga and are committed to fulfilling its vision of providing quality teachers to kura kaupapa Māori. Providing for the learners beyond the delivery and assessment of their papers is largely due to this commitment and the goodwill of the lecturers. However, management has to consider whether this situation is sustainable over the long term.

Additionally, the Wānanga invites guest speakers to enhance the programme, such as a guest speaker for research mentoring which provided methodology and research ideas and opportunities for both students and staff.

Teacher effectiveness feedback is sought from students through regular evaluations, weekly student representative meetings, and the independent survey. The evaluation team was provided with an example of the Wānanga response and positive resolution to an issue raised by the students concerning a staff member. The results of the independent survey were mentioned earlier in this report. The Wānanga has appropriate processes in place to address student concerns.

All learners are given practicum experiences in schools and kōhanga reo which provide additional observation and practice opportunities for learners. These

practicums are important as they provide experience in interacting with children, the teachers, and the school whānau, and how to work within the school environment. The practicum reports from the schools and kōhanga reo provide the Wānanga with feedback on the students' preparedness and capability.

NZQA and the New Zealand Teachers Council require the Wānanga to implement external monitoring and moderation processes to ensure teacher education standards are maintained. The monitor is from the university sector and is also able to offer advice, as she has established expertise in this field. Likewise the moderator has expertise from both the university and wānanga sectors and can also advise from her acknowledged expertise in research in this field. The moderator has completed her moderation visit for 2011 and concurs that the Wānanga continues to meet the national standard for assessment. The monitor has completed her visit and the Wānanga is awaiting the report. These visits are necessary to provide the Wānanga with assurance that it is meeting the standards of the standard-setting bodies and is comparable with other providers in the teacher education sector.

The feedback monitoring and moderation quality assurance processes provide ample information to inform the programme. The recent relocation of the Wānanga has impacted its smooth running but has also provided opportunities to review practice. Relocation has provided space for additional student numbers and increased income which gives the Wānanga the capacity to review staff workloads and the balance between teaching, pastoral care, professional development, research, and financial recompense.

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**.

Guidance and support is a strength of the Wānanga and necessary to guide the particular demographic of students to successful achievement. This support is provided by all staff and student peers. Each lecturer is responsible for a cohort of students. Students use the Māori concept of tuakana-teina², which supports

² Tuakana/teina refers to the relationship between an older (tuakana) person and a younger (teina) person and is specific to teaching and learning in the Māori context. Within teaching and learning contexts, this can take a variety of forms:

- Peer to peer – teina teaches teina, tuakana teaches tuakana.
- Younger to older – the teina has some skills in an area that the tuakana does not and is able to teach the tuakana.
- Older to younger – the tuakana has the knowledge and content to pass on to the teina.
- Able to less able – the learner may not be as able in an area, and someone more skilled can teach what is required.

mentoring and peer support. These strong support processes reduce learning barriers and promote achievement.

Staff identified through self-assessment a correlation between successful achievement and attendance. Attendance monitoring was strengthened by Wānanga staff contacting students through text calling, mobile phones, Facebook, and email. The Wānanga has set 80 per cent as the attendance target and increases monitoring for any student who falls below this target. Achievement statistics have risen and the staff concur that the collective processes of student support and attendance monitoring support the teaching to achieve these gains.

Opportunities to make up attendance time and assessment re-sits, assignment extensions, and one-to-one support are provided through pre- and post-lecture time and recess periods. The opportunity for one additional practicum opportunity can be taken in the Wānanga recess periods when schools are still in term.

Relocation has resulted in additional student numbers which has impacted lecturer workloads. Relocation has also provided increased income and the Wānanga will benefit from a review of current support practice to determine the ongoing sustainability of support.

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

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 Wānanga has shared vision and values of “quality outcomes for learners and meeting their needs”, underpinned by the philosophical base of Te Aho Matua, the guiding principles by which kura kaupapa Māori identify themselves. There was evidence of planning, review, and action to improve as seen in the very good and continuously improving achievement statistics.

The Wānanga is meeting TEC expectations for the Tertiary Education Strategy by:

- increasing numbers of under 25-year-olds achieving level 4 qualifications
- improving literacy, language and numeracy skill outcomes from levels 1-3
- improving education and financial performance
- increased numbers of Māori success at higher levels.

The Wānanga has recently relocated and the relocation has provided the opportunity through increased student numbers and income to plan additional

programmes. The Wānanga has reviewed the membership of the kāhui tautoko and the academic board and their respective terms of reference to manage this increased growth and strategic planning. Both committees are keen to provide more strategic and academic support and to ensure all decision-making is transparent and reflective of all members. They are keen to affirm that student and schools' feedback is acted on to ensure achievement is maintained or improved. This is good reflective practice so that growth does not impact detrimentally on Wānanga services, and is also timely as the relocation has caused its own pressures. As a result of the relocation, increased student numbers have had an impact on services, including staff workloads and resources.

Resources have been identified by the Wānanga as an area for ongoing review, including the appropriateness of the site to accommodate current and expected growth. Staff are the key resource for ongoing success, and the reliance on the goodwill and commitment of staff to the Wānanga vision needs to be reviewed for sustainability. The Wānanga is currently recruiting additional staff and investigating the implementation of Moodle software (a supported learning system), which could provide additional support for students off base and assist with reducing teaching workloads to enable staff to better balance teaching, support, professional development, and research responsibilities.

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 **Excellent**.

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

2.2 Focus area: Bachelor of Teaching Kura Kaupapa Māori

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

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

2.3 Focus area: Rumaki Reo

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

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

Recommendations

There are no recommendations arising from the external evaluation and review, other than those expressed or implied within the report.

Appendix

Regulatory basis for external evaluation and review

Self-assessment and external evaluation and review are requirements of course approval and accreditation (under sections 258 and 259 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the course approval and accreditation criteria and policies established by NZQA under section 253(1)(d) and (e) of the Act.

In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual courses they own or provide. These criteria and policies are set by NZQA under section 253(1)(ca) of the Act.

NZQA is responsible for ensuring non-university TEOs continue to comply with the policies and criteria after the initial granting of approval and accreditation of courses 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 policies and criteria approved by the NZQA Board.

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).

*Information relevant to the external evaluation and review process, including the publication *Policy and Guidelines for the Conduct of External Evaluation and Review*, is available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eeer/introduction/>*

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