

# Report of External Evaluation and Review

Te Wānanga Takiura o nga Kura  
Kaupapa Māori o Aotearoa  
Incorporated

Kua eke ki te taumata **He Pounamu Kahurangi** mō te  
hāpai i te mātauranga

Kua eke ki te taumata **He Pounamu Kahurangi** mō te  
kaha ki te arotake whaiaro

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 15 March 2016

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# Te Hono o Te Kahurangi

## **Mātauranga Māori Evaluative Quality Assurance**

A distinct combination of principles and concepts from Te Ao Māori realised in the form of Te Hono o Te Kahurangi sits at the heart of Mātauranga Māori Evaluative Quality Assurance (MM EQA). MM EQA is about the valued outcomes for the learner, their ability to contribute back to their community, and the TEO's contribution to Mātauranga Māori itself.

MM EQA is an evaluative methodology founded on clear expressions of kaupapa, designed to reflect the integrity, quality and value of Mātauranga Māori qualifications, programmes of study, and tertiary education providers, on their merits. MM EQA recognises a range of valued outcomes including fostering whānaungatanga, manaakitanga, pūkengatanga, kaitiakitanga, rangatiratanga, tūrangawaewae, te reo Māori, and ngā tikanga Māori.<sup>1</sup> MM EQA is explained in full at <http://www.nzqa.govt.nz/Māori/mm-ega/>

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<sup>1</sup> Appendix 1: Kaupapa principles explained

# Introduction

## 1. TEO in context

Name of TEO:	Te Wānanga Takiura o Nga Kura Kaupapa Māori o Aotearoa Incorporated
Type:	Private training establishment
Location:	Floor 3, 711 Mt Albert Road, Royal Oak, Auckland
Delivery sites:	Floor 3, 711 Mt Albert Road, Royal Oak, Auckland
First registered:	24 July 1997
Courses currently delivered:	<ul style="list-style-type: none"><li>• Bachelor of Teaching Kura Kaupapa Māori: Te Tohu Paetahi Ako Kura Kaupapa Māori (Level 7)</li><li>• Rūmaki Reo (Level 4)</li></ul>
Code of Practice signatory:	Not applicable
Number of students:	99 equivalent full-time students (EFTS) (96 Māori, two Pākeha, one Chinese)
Number of staff:	12 full-time and three part-time staff
Scope of active accreditation:	The two qualifications listed above are the only two qualifications offered by Te Wānanga Takiura.
Distinctive characteristics:	<p>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.</p> <p>Both programmes offered by Te Wānanga Takiura are delivered through the medium of Māori.</p> <p>Graduates from the Bachelor of Teaching programmes seek employment in Māori-medium schools in the first instance and more widely in English-medium schools.</p> <p>The Rūmaki Reo graduates continue Māori language journeys, seek employment or, in the case of many of the students, are employees who have been released from employment to undertake this qualification for a year.</p>

Recent significant changes:	Since the last external evaluation and review (EER), Te Wānanga Takiura has relocated to its current premises in Royal Oak.
Previous quality assurance history:	<p>NZQA conducted an EER of Te Wānanga Takiura in 2011. NZQA was Highly Confident in the organisation's educational performance and Highly Confident in its capability in self-assessment.</p> <p>As a provider of teacher education, the Wānanga must meet the annual external monitoring and moderation requirements of NZQA and the Education Council. The 2014 NZQA/Education Council monitor's visit has been completed but the report has not yet been received.</p>
Other:	Te Wānanga Takiura receives SAC (Student Achievement Component) funding from the Tertiary Education Commission. Students of the Bachelor of Teaching programmes are eligible for teacher education scholarships.

## 2. Scope of external evaluation and review

The EER was conducted using the MM EQA framework. The scope of the EER covered the following areas:

- Bachelor of Teaching Kura Kaupapa Māori: Te Tohu Paetahi Ako Kura Kaupapa Māori (Level 7)

This programme prepares students to teach in primary schools, including total immersion environments. It is one of two programmes offered and is the highest-level programme offered by Te Wānanga Takiura at level 7. The programme is delivered over three years through the medium of Māori. Forty-two students are currently enrolled in the programme.

- Rūmaki Reo (Level 4)

This is a one-year programme advancing students' Māori language acquisition and practice. Some Rūmaki Reo graduates progress to the degree programme, but generally the programme is taken for personal te reo Māori language acquisition or for employment purposes. Fifty-seven students are currently enrolled in the programme.

The focus areas also included governance, management and strategy which is a mandatory focus area.

### 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 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 was made up of two evaluators, an observer and the Māori version report writer, and a Kaitakawaenga appointed by NZQA. During the EER visit the evaluation team met with:

- Students from both focus area programmes
- Representatives of governance and management of the organisation
- Teaching staff of the organisation
- External stakeholders including principals, associate teachers and graduates

A range of information sighted during the visit included the TEC investment plan, business plan, achievement data, Board reports and meeting minutes, academic board reports and minutes, student evaluations and analyses, Kaitiaki Huhua (chief executive) and management reports, and teaching staff self-assessment reports using the eight key evaluation questions.

# Summary of Results

## Statement of confidence on educational performance

NZQA considers the educational performance of **Te Wānanga Takiura** to be **He Pounamu Kahurangi (Highly Confident)**.

The key reasons for this conclusion include:

- Te Wānanga Takiura has demonstrated consistently high achievement over the last three years. This is an excellent achievement for this student body, 99 per cent of whom are Māori (a priority target group). In addition, this demonstrates that the Wānanga is addressing Tertiary Education Commission and Tertiary Education Strategy priorities to increase Māori participation and achievement in tertiary education. The qualifications delivered are at levels 4-7.
- The growth of interpersonal skills, confidence in te reo Māori abilities and mātauranga Māori knowledge enables learners to participate in whānau, hapū and iwi forums. There is high student satisfaction with the teaching and learning delivered by lecturers skilled and qualified in teacher education and te reo Māori delivery, and knowledgeable in mātauranga Māori.
- Te Wānanga Takiura produces very positive outcomes for its students and external stakeholders. The teacher education programme has achieved consistently high employment outcomes of around 80 per cent. The Rūmaki Reo Māori graduates include students released from their employment for a year to complete this programme. The students' employers have consistently accessed this training for their employees over a number of years. Graduates make meaningful contributions to whānau, hapū, iwi and hāpori.
- The Kaitiaki Huhua works closely with governance and management to ensure that strategic planning and activities support learners, pouako, educational success and the needs of the community. Strategic relationships include those with tangata whenua and schools to enable learners to support community initiatives and access teaching practicum opportunities.
- Whānau, hapū, iwi and hāpori benefit from the growth of individuals with te reo capabilities and teaching knowledge with a Māori-medium focus. Graduates enter the teaching field work-ready and knowledgeable. Whānau, hapū and iwi gain potential kaikōrero and kaikaranga, and individuals become more connected with their historic places of origin, affirming their identity. Overall, Te Wānanga Takiura is meeting the most important needs of its learners and creating valued outcomes for its learners, stakeholders and the community at large.
- Strong leadership guides the strategic direction and aspirations of Te Wānanga Takiura, and is effectively supported by Te Kāhui Tautoko, the management and staff of the organisation. Governance is appropriately representative of the

community, mana whenua, students and industry. Reporting is transparent and robust, and external relationships are effectively maintained.

- Te Wānanga Takiura contributes meaningfully to the growth and survival of te reo, tikanga Māori and Māori knowledge, through the creation of scholarships, embedding of principles, and dissemination of knowledge to and by students, staff and the organisation as a whole. Te reo is at the forefront of the organisation, and is systematically embedded in all activities across the provider's operations, from governance to the presentation of assessments.

## Statement of confidence on capability in self-assessment

NZQA considers the capability in self-assessment of **Te Wānanga Takiura** to be **He Pounamu Kahurangi (Highly Confident)**.

The key reasons for this conclusion include:

- The strong ethic of self-assessment across the Wānanga, effectively led by the Kaitiaki Huhua and the management team, and underpinned by a robust system for data gathering, analysis, reporting and monitoring, supports a culture of continuous quality improvement and reflection.
- Multiple feedback links exist, are in operation, and are effective in supporting Te Wānanga Takiura to identify and respond to learner and stakeholder needs.
- There is a robust appraisal system in place that encourages continuous reflection on practice and supports ongoing pouako development to drive improvements in achievement.
- The commitment of the Wānanga to the preservation and advancement of te reo Māori is a key driver for reflective practice and action. The ongoing educational achievement, valued outcomes and high learner satisfaction attest to the effectiveness of the self-assessment practices of the Wānanga.
- Strategic relationships and appointments, as well as local events, allow frequent conversations centred around the self-assessment of student learning outcomes, and the effectiveness and usage of courses in the wider community.
- Membership of the governance and management teams is continually reviewed to align with the strategic direction, aspirations and student needs. The appropriateness of, and opportunities for, external relationships are frequently assessed and monitored.
- Research is regularly reflected on and effectively embedded into the organisation and its teaching and learning practice. New knowledge is gathered, implemented and disseminated appropriately through teaching practice. Opportunities for self-development and information sharing are afforded and awarded.



# Findings<sup>2</sup>

1.1 He pēhea te hāngai o te tohu me ngā mahi ki ngā hiahia o te taurira, o te whānau, o te hapū, o te iwi, tae atu ki te hapori me te hunga whai pānga e hāngai ana?

(How well do programmes/activities match the needs of ākonga, whānau, hapū, iwi, hāpori and other relevant stakeholders?)

The rating for performance in relation to this key evaluation question is **He Pounamu Kahurangi (Excellent)**.

The rating for capability in self-assessment in relation to this key evaluation question is **He Pounamu Kahurangi (Excellent)**.

Te Wānanga Takiura matches the most important needs of the ākonga, whānau, hapū, iwi, hāpori and other relevant stakeholders. Potential students undergo initial one-to-one interviews with the Kaitiaki Huhua to assess suitability for entry to the programme of study. Ability to sustain study and meet the programme requirements and standards of Te Wānanga Takiura are assessed. For the Rūmaki Reo programme, students are assessed for te reo ability and placed in ability-based groups. This initial engagement provides Te Wānanga Takiura with a needs assessment which is reflected on and reviewed during the student's period of study with the Wānanga. As noted for the Rūmaki Reo students, the flexibility to move students within programme levels once they have settled is working effectively, as it raises their confidence as language acquisition students and better ensures success as borne out by the achievement results.

Communication systems between students, pouako and management are robust. At the end of each unit of work, communication circles are facilitated, allowing students to provide direct feedback to pouako. The evaluation team heard examples of where pouako have made changes to programme and delivery approaches as a positive response to student-led feedback. Alongside these processes, elected class representatives meet with the Kaitiaki Huhua fortnightly to discuss feedback or concerns from students. Students receive feedback from the leadership team about corrective actions taken.

In addition, formal student evaluation systems are implemented, data is analysed and appropriate improvements are made. Student evaluations are linked to educational performance, and where student satisfaction falls below 80 per cent, an automatic response is triggered and action is taken to address student concerns. Generally this has led to pouako working with students to address matters but, where required, the senior pouako has provided professional development opportunities. In one case where all support mechanisms were exhausted, the

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<sup>2</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

pouako resigned. This speaks to the seriousness with which the Wānanga seeks, uses and responds to student feedback to better ensure needs are matched.

Stakeholders, including graduates and school principals and teachers working in Māori education, reported that students are work-fit and prepared beyond required standards. This is achieved by more than matching training situations to those required in employment contexts. Teacher education students are regularly in schools on practicums, and tripartite discussions between schools, students and pouako keep the Wānanga abreast of changing needs.

Tangata whenua and other key education community representation is present on the Board (Kahui Tautoko), with ongoing input to and review of these groups' needs contributing to the continuing provision of a quality te reo Māori programme. Te reo provision is matching the needs of hāpori, whānau, hapū and iwi locally and nationally – with learning and self-discovery graduates returning to their hapū, boosting te reo Māori speaker numbers in a mix of forums. It is also matching the needs of employers (New Zealand Police, New Zealand Armed Forces, New Zealand Fire Services, Ministry of Education) who over a number of years are releasing their employees for a year to learn Māori. The acquisition and proficiency of te reo Māori matches Aotearoa New Zealand and global needs for the revitalisation and maintenance of indigenous language, culture and knowledge.

Collectively, this continued and ongoing engagement with positive outcomes attests that Te Wānanga Takiura is effectively matching student and stakeholder needs, demonstrating effective examples of manaakitanga across the organisation.

## 1.2 He pēhea tā te whare ako tautoko i te whakatutukitanga ā-tauira?

(How well does the organisation support learner achievement?)

The rating for performance in relation to this key evaluation question is **He Pounamu Kahurangi (Excellent)**.

The rating for capability in self-assessment in relation to this key evaluation question is **He Pounamu Kahurangi (Excellent)**.

Māori worldview values are at the forefront of lived practice at the Wānanga. Manaakitanga and awahi pervade the practices of governance, management, teaching and administrative staff and student peers. The application of these values drives a collective culture of support, boosting the platform for achievement.

Learning support is appropriate, effective, and valued by students. Following a robust student recruitment process, students undertake an induction into the kaupapa of Te Wānanga Takiura and its supporting tikanga. Student information to support their studies and subsequent success is captured in student guides and handbooks. Students are able to access additional support by way of one-to-one sessions, after class, evenings, mornings before class, and holiday sessions with lecturing staff. Effective communication between teaching staff and support

services ensures that resources are matched to student needs at the appropriate times, e.g. library needs are matched to curriculum delivery in advance so that resources that support learning are readily available to students. Students can access TeachNZ scholarships to reduce barriers to access and support students financially so they can concentrate on achieving. Additional financial support can be accessed on a case-by-case basis. For example, in some cases students are supported financially to attend national Kura Reo which provide additional opportunities to learn and use their reo. Students have free access to internet and a student cafeteria on site, amenities appreciated by the students.

Student attendance is monitored for each class during the day, and students will be contacted by phone, text and email if they have an unexplained absence as part of Te Wānanga Takiura's view that attendance is linked to success. Students use an 0800 freephone to report an absence. This monitoring ensures that staff are kept informed of any matters that might have an impact on student achievement, and they can work with students to mitigate them.

Contact with graduates is maintained through hui Māori and ongoing in-school relationships as teachers/associate teachers. Graduate students explained that even after graduating they can and do return to access personal support and advice and to hone skills. This form of whanaungatanga provides ongoing support, networking and monitoring of success for graduates and staff.

The Wānanga affirmed that once a student has enrolled, all staff collectively support the student to graduate, and therefore these varied support mechanisms reduce barriers to learning and enable the successes shown to date. The needs and aspirations of students are clearly responded to, demonstrating manaakitanga and rangatiratanga for the student.

### 1.3 He pēhea te whānui o tā te tauira whakatutuki i ngā putanga e whai uara ana i te mātauranga, i te whai mahi, i te hapori, i te ahurea anō hoki?

(To what extent have learners achieved valued educational, employment, community and/or cultural outcomes?)

The rating for performance in relation to this key evaluation question is **He Pounamu Kahurangi (Excellent)**.

The rating for capability in self-assessment in relation to this key evaluation question is **He Pounamu Kahurangi (Excellent)**.

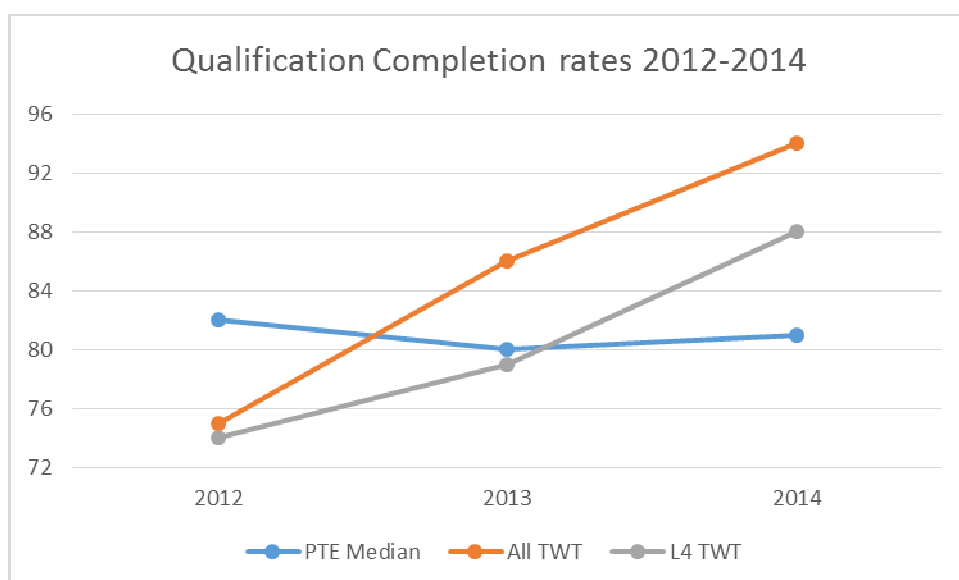
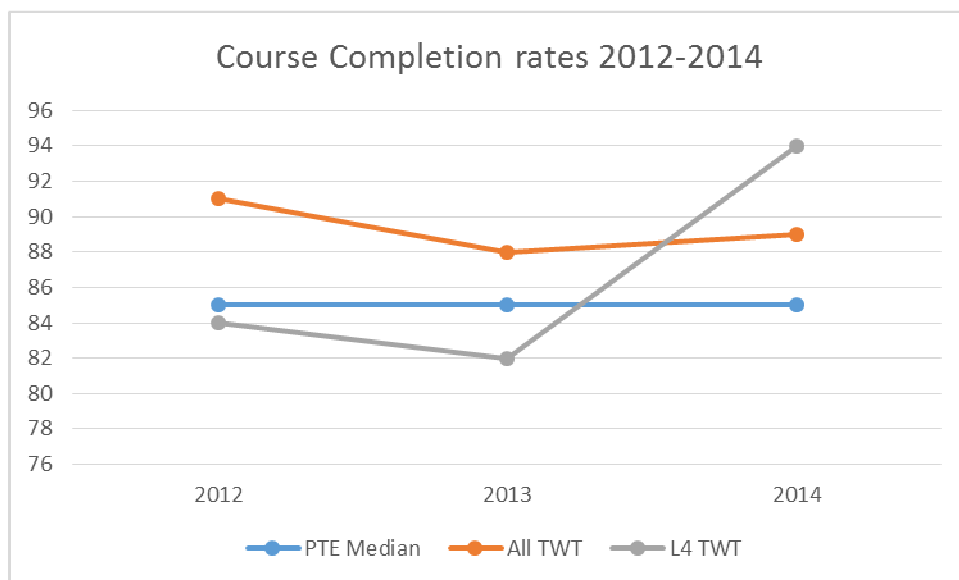
Te Wānanga Takiura has performed very well, achieving consistently high course and qualification completions for all learners. For the last three years, the Wānanga has averaged 89 per cent for course completions and 86 per cent for qualification completions. These are excellent results for this student body, 99 per cent of whom are Māori (a priority learner group). With these excellent results, the Wānanga is exceeding Tertiary Education Commission targets to raise Māori

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participation and achievement in tertiary studies, including higher levels of study with programmes ranging from levels 4-7. High internal targets for the learners and ongoing monitoring reveal that learners are currently tracking positively and should continue this success trend for 2015.

Te Wānanga Takiura uses educational performance indicator data for benchmarking and has benchmarked itself against wānanga, institutes of technology and university sectors, where it performs extremely well. Apart from qualification completions in 2012, Te Wānanga Takiura has exceeded completion rates against PTE sector medians as presented in the graphs below.

**Figures 1 and 2: Te Wānanga Takiura o Nga Kura Kaupapa Māori (TWT) educational performance indicator data**



Course completion rates across the provider have been consistently above the PTE median since 2012. Additionally, 99 per cent of the students are Māori and so these statistics affirm excellent Māori student achievement. Qualification

completion rates have progressively improved since 2012, exceeding the PTE median since 2013.

As students experience this educational success, their self-esteem and self-confidence lifts, enabling them to use their newly acquired skills and knowledge which are transferable nationally – first to provide staff to Māori-medium schools and more widely to all primary schools. As affirmed by associate teachers and principals, Māori-speaking graduates are sought after and graduates' destination data notes enviable outcomes, averaging 85 per cent employment over the last three years.

As te reo Māori speakers and teachers, students and graduates contribute positively to whānau/hapū/iwi/hāpori development in a number of ways. Examples can be seen in Findings 1.5.

Rigorous self-assessment of educational performance is evidenced by the reporting mechanisms to Te Kāhui Tautoko. The frequency and content of staff and academic board hui suit the reporting and communication needs of the organisation. Reporting of organisational performance to staff and students is transparent, and monitoring of individual student attendance is also reported.

The team heard that graduates are of high quality and are extremely well prepared for employment. Te Wānanga Takiura nurtures and develops the soft skills of its students, including self-esteem, time management, self-belief and self-confidence. The focus on te reo Māori and Māori knowledge skills is providing a valuable resource of capable people to support the needs of marae, hapū and community groups and is contributing to the survival of Māori language and identity.

#### 1.4 He pēhea te whaihua o te kawenga o ngā mahi whakaako me ngā hōtaka, e piki ake ai te whakatutukitanga ā-tauira?

(How effective are teaching and programme delivery in maximising learner achievement?)

The rating for performance in relation to this key evaluation question is **He Pounamu Kahurangi (Excellent)**.

The rating for capability in self-assessment for this key evaluation question is **He Pounamu Kahurangi (Excellent)**.

The positive educational achievement and valued outcomes are testament to effective teaching practices. Management consists of leaders who are highly regarded nationally in Māori and education – the Kaitiaki Huhua was recently acknowledged for his contribution by being awarded the ONZM (Officer of the Order of Merit). Management is well supported by experienced and qualified teaching staff who relate well to the students.

Students spoke highly of the teaching staff and their skills, together with their compassion and the standards they set that positively challenge students to

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succeed. Whanaungatanga is embedded in the organisation, and the evaluation team heard and saw examples of creative pedagogies such as whakaaro pūrākau and whakaako pūrākau, providing Māori context, interest and excitement, and contributing to learner success.

Students related also to learning experiences outside the classroom, contributing to the development of practical and real-world skills, e.g. Koroneihana and local marae engagements where students can contribute as both observers and participants.

Students appreciated receiving high-quality feedback which contributed to their improvement. Staff have developed study guides and tips aimed at areas where the students struggle, to help support greater learner success. An example is APA referencing for essay writing, and the bane of all te reo Māori language learners, the 'a' and 'o' categories. These practices have been very effective – many of the students are attempting tertiary education for the first time and require study guidance and support.

The team saw evidence of a rigorous and robust staff teaching observation system in place, underpinned by strong moderation practices that support the personal educational practice of the lecturers. The moderation discussions and outcomes provide an opportunity to affirm consistency of assessments and also as an indicator of where staff could improve assessment and teaching practice. Staff are able and encouraged to access professional development opportunities related to their areas of teaching. Many attend Kura Reo along with their students, albeit at different levels, acting as role models to show that learning is ongoing. Another staff member is completing Master's-level study, and a further number are in PhD study.

As mentioned, many of the students are new to tertiary study. Some enter without the usual pre-entry tertiary qualifications and so the combination of effective teaching and support is vital to achievement. The successes shared to date reflect the staff commitment to adapt, adjust and vary their teaching practices to respond to the different learning styles of their students.

1.5 He pēhea te whānui o te uara o ngā hua ka puta ki te tauira, e ai ki te hapū, ki te iwi, ki te hapori me ētahi atu hunga whai pānga e hāngai ana?

(To what extent do outcomes for learners represent value to whānau, hapū, iwi, hāpori and other relevant stakeholders?)

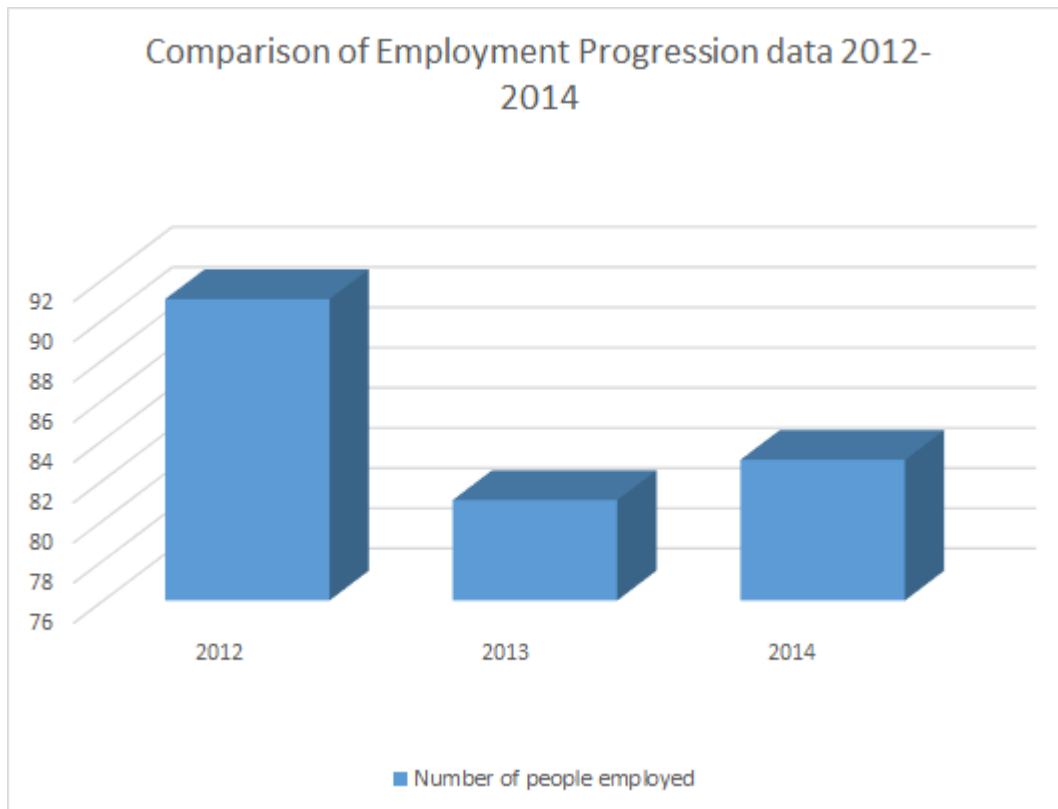
The rating for performance in relation to this key evaluation question is **He Pounamu Kahurangi (Excellent)**.

The rating for capability in self-assessment for this key evaluation question is **He Pounamu Kahurangi (Excellent)**.

Te Wānanga Takiura contributes positively to the development and dissemination of te reo Māori, tikanga Māori and Māori knowledge. Graduates are skilled, knowledgeable, disciplined, work-ready and with a good work ethic. Evidence shows the high quality of te reo that graduates of the Bachelor of Teaching are taking into schools and communities. Graduates have experienced increased self-worth and positive changes in attitudes and presentation as a result of the expectations of the provider.

As part of supporting communities and providing value, Te Wānanga Takiura graduates are highly likely to be employed. The evaluators saw documentary evidence of graduate destination data which highlighted that a high number of graduates gain employment following study (Figure 3).

**Figure 3. Te Wānanga Takiura o Nga Kura Kaupapa Māori employment data**



Stakeholders explained that the graduates are highly sought after and highly capable. Graduates contribute to the social fabric of Māori and New Zealand life, contributing deep knowledge and skills in te reo and tikanga Māori as well as being highly competent people. Marae, hapū and iwi receive increased cultural wealth via the programme graduates, and the survival of te reo Māori is made stronger through the provision of education by Te Wānanga Takiura.

Learners develop skills and knowledge in te reo and tikanga, and graduates contribute positively to whānau, hapū, iwi and marae on a personal, cultural and academic level. Students spoke of returning to marae and being asked to be kaikōrero or kaikaranga. The students themselves identified Te Wānanga Takiura as a second home that nurtures and sustains them, develops them as people – ‘kia rangatira te tu, kia kouna te tu, to stand with dignity and pride’. Students were empowered by activities that affirmed their holistic identity – te tuakiritanga, te tūrangawaewae – and students spoke about feeling encouraged to return home to learn about themselves, their marae, hapū and iwi.

#### 1.6 He pēhea te tautoko a te mana whakarite me te mana whakahaere i te whakatutukitanga ā-mātauranga?

(How effective are governance and management in supporting educational achievement?)

The rating for performance in relation to this key evaluation question is **He Pounamu Kahurangi (Excellent)**.

The rating for capability in self-assessment for this key evaluation question is **He Pounamu Kahurangi (Excellent)**.

Effective leadership is provided by the Kaitiaki Huhua, who manages and drives the strategic direction and aspirations of the organisation. The leadership is highly respected and appreciated by lecturing staff and students alike. Governance effectively represents Mana Whenua and the community, and Māori and the education industry. Membership of Te Kahui Tautoko is strategic and effectively provides a link to key community groups and organisations. Membership is regularly reviewed and maintained to align with the strategic direction and needs, such as representation by students and Mana Whenua.

Te Kahui Tautoko is consistently engaged and proactive in decisions pertaining to the sustainability of Te Wānanga Takiura, as the organisation frequently discusses future potentials, including the provision of higher-level qualifications, potential future location options and sustainability as part of future thinking.

Management reports robust and timely data analysis to inform governance decisions. This information – including achievement, risk management and improvement reports – is meticulously interrogated by Te Kāhui Tautoko and the academic board for rigour and validity. Te Kahui Tautoko felt that there was high-quality leadership in the form of the Tumu Whakarae (leadership) and that they

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were well informed of the provider's activities. They felt there existed space to challenge and be challenged for the benefit of success and improvement.

External relationships reflect the intentions of Te Wānanga Takiura to grow and develop te reo Māori, tikanga Māori and Māori knowledge. Governance, management and staff engage regularly with stakeholders, including other providers, the industry and community, through education and community events.

### 1.7 He pēhea te whānui o te kitea o te whakapuakitanga o te iho mātauranga Māori me ngā mahi auaha e tāpua ana?

(To what extent are mātauranga Māori expressions of scholarship and significant creative activity evident?)

The rating for performance in relation to this key evaluation question is **He Pounamu Kahurangi (Excellent)**.

The rating for capability in self-assessment for this key evaluation question is **He Pounamu Kahurangi (Excellent)**.

Te Wānanga Takiura is appropriately involved in activities to advance Mātauranga Māori, education and te reo in the academic and non-academic communities. As te reo Māori is the primary expression of knowledge for the provider, original pieces of research in the form of written and 'material' literature help build repositories of knowledge. The evaluators heard and saw strong evidence of original endeavour, including the development of original resources, sought after by schools. Examples of pūkengatanga are clearly demonstrated by staff and students of Te Wānanga Takiura.

Knowledge and skills in education and te reo are frequently sought, and staff are regularly invited to present in external fora such as university conferences. Staff possess leadership attributes and are specialists in particular fields within te ao Māori, such as kapa haka, waiata composition and performing arts. Additionally, the majority of staff are appropriately qualified, possessing in most cases a postgraduate qualification.

A number of staff have received national recognition for their innovation and creativity, as well as contributions to Māori education. Pūkengatanga, demonstrated through innovative ways of linking curriculum to research and scholarship, is continually assessed through teaching and learning. Research is effectively reflected on and embedded in teaching practice. Staff and students alike are composers and presenters of original works, and new knowledge is gathered, implemented and disseminated through teaching practice.

The pedagogical delivery styles link teaching and learning to research. Students engage in research pertinent to themselves, thereby growing the cohort of Māori researchers. Assessment activities encourage students to develop their research skills in contexts relevant to themselves, including marae, hapū and whānau

environments. Students spoke of research projects contributing to the maintenance and advancement of the Mātauranga Māori continuum for their whānau and marae. As such, mātauranga-ā-marae, ā-hapū, ā-iwi is advanced as part of teaching and learning practice. Kaitiakitanga is effectively maintained as the learning contributes positively to the maintenance of cultural knowledge.

1.8 He pēhea te pakari o ngā hononga i waenga i te hāpaitanga o te mātauranga me te whai wāhitanga ki te whakarauoranga, ki te whakarewanga, ki te ahū whakamuatanga hoki o te reo me ngā tikanga Māori?

(To what extent are explicit links made between educational performance and the contribution towards the preservation, promotion and advancement of te reo Māori and tikanga Māori?)

The rating for performance in relation to this key evaluation question is **He Pounamu Kahurangi (Excellent)**.

The rating for capability in self-assessment for this key evaluation question is **He Pounamu Kahurangi (Excellent)**.

The primary focus of Te Wānanga Takiura – to advance te reo – is encapsulated in the mission statement, embedded in the daily practices of the organisation, promoted and exercised by staff, and reflected in the students' work. The provider promotes and encourages 'the permanent survival and the ongoing growth of Māori language, Māori tikanga, Māori knowledge and Māori identity through the quality, development and training of total immersion, kaupapa Māori students capable of teaching without peer in all forms of Māori medium schools and mainstream schools if required'. Interviews with students, graduates and stakeholders and supporting documentation affirmed the expression of the mission statement in all aspects of the Wānanga operations.

The operations, presentation and functions of Te Wānanga Takiura align with the organisational intention to empower the growth and development of te reo, which is pertinent to each individual, hāpori, hapū, and iwi. All classes are conducted entirely in te reo, using learning methods appropriate to the transmission of tikanga Māori and kaupapa Māori knowledge. Evaluators heard examples of 'whakaari, and whakatauirā' as successful teaching methods to explore concepts.

Te Wānanga Takiura provides opportunities to students to enable te reo to be fostered in multiple environments such as home, online platforms, among peers, marae, in community fora and the workplace. The provider continually seeks out ways to provide rich language experiences that support student success and contribute to the survival of te reo Māori. Evaluators heard from students who were supported by Te Wānanga Takiura to attend Kura Reo, and the positive contribution this has made to their studies, and use of te reo outside of study.

The advancement of te reo Māori is an explicit and implicit reflective practice at Te Wānanga Takiura, and self-assessment of the quality of te reo occurs as a naturally occurring activity in everyday practice. Tutor observations include an assessment of the quality of te reo, and evidence shows that improvements were made to the usage of language to make it appropriate to the students and the organisation.

# Focus Areas

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

## 2.1 Focus area: Governance and management

The rating in this focus area for educational performance is **He Pounamu Kahurangi (Excellent)**

The rating for capability in self-assessment for this focus area is **He Pounamu Kahurangi (Excellent)**

## 2.2 Focus area: Bachelor of Teaching Kura Kaupapa Māori (Level 7)

The rating in this focus area for educational performance is **He Pounamu Kahurangi (Excellent)**

The rating for capability in self-assessment for this focus area is **He Pounamu Kahurangi (Excellent)**

## 2.3 Focus area: Rūmaki Reo (Level 4)

The rating in this focus area for educational performance is **He Pounamu Kahurangi (Excellent)**

The rating for capability in self-assessment for this focus area is **He Pounamu Kahurangi (Excellent)**

# Recommendations

There are no recommendations.

# 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](http://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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