



NEW ZEALAND **QUALIFICATIONS** AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

External Evaluation and Review Report

Te Wānanga Takiura o ngā Kura
Kaupapa ō Aotearoa

Date of report: 21 February 2020

Te Wānanga Takiura o ngā Kura Kaupapa ō Aotearoa

Te Wānanga Takiura o ngā Kura Kaupapa ō Aotearoa (Te Wānanga Takiura) is a Māori organisation with a singular focus on Te Reo Māori and teaching within a Māori context. Te Wānanga Takiura achieves this through a strong commitment to its vision, kia angitu te Māori, by providing opportunities for learning in a kaupapa and tikanga Māori-oriented environment, with well-visionsed and defined cultural and employment pathways, and strong relationships to the wider community.

Te momo:	Private training establishment (PTE)
Ngā Wāhi:	Floor 3, 711 Mt Albert Road, Royal Oak, Auckland
Code of Practice signatory:	No
Ākonga:	117 ākonga enrolled in 2019 academic year
Ngā Kaimahi:	Eight full-time equivalent teaching staff, one part-time teaching staff, three full-time administration staff, one full-time equivalent librarian
Ngā āhuatanga o te whare ako:	Te Wānanga Takiura operates based on kaupapa Māori and tikanga Māori principles. These principles guide the organisation and learners. All programmes delivered by Te Wānanga Takiura are in Te Reo Māori.
Ngā hua i mua:	Pounamu Kahurangi – Ngā hua o te whare ako Pounamu Kahurangi – Ngā whakairinga kōrero
Ngā Wā Arotahi:	The scope of this evaluation comprised the following focus areas: <ul style="list-style-type: none">• Rumaki Reo• Bachelor of Teaching Kura Kaupapa Reo Māori: Te Tohu Paetahi Ako Kura Kaupapa Māori
Tau MoE:	8425
Tohu NZQA:	C36745
Te rā i tae atu ai te EER:	21-23 October 2019

Summary of Results

Te Wānanga Takiura's organisational ethos and practices are firmly embedded in kaupapa Māori and tikanga Māori, which have an active role in contributing to positive outcomes for its ākonga and the wider community. Self-reflective practice is based on kaupapa Māori and tikanga Māori and occurs at all levels of the organisation. Any gaps are not significant and are actively managed by Te Wānanga Takiura.

Pounamu Kahurangi – Ngā Hua o Te Whare Ako

- Te Wānanga Takiura has a singular commitment to te reo Māori me ōna tikanga. These values and this vision is embedded and shared throughout the organisation, from the leadership, to academic and administration staff, to ākonga and with external stakeholders.
- The organisation rigorously accounts for its activities. Feedback and reflection routinely occurs at all levels of the organisation and is stringently recorded. Shared communication and responsibility further support a collective understanding of PTE oversight for Te Kāhui Tautoko and the academic board.

Pounamu Kahurangi – Ngā Whakairinga Kōrero

- There is a strong sense of community, kinship and participation at Te Wānanga Takiura. Whakawhanaungatanga is maintained and greatly benefits ākonga in their course of study.
- Learning is well planned and well executed by pouako proficient in delivering their respective programmes of study. Assessment and moderation is effective and valued by staff. These are good expressions of manaakitanga.
- Ākonga gain skills and knowledge that are highly valued within their respective communities, places of employment and whānau. Graduates of Te Wānanga Takiura, with their respective pūkenga, are highly sought after.
- Te Wānanga Takiura is valued for the significant contribution it makes to the community. This is demonstrated in the long-standing connections and support from the wider Tāmaki community. These contributions are considered significant and of value, not only to the community of Tāmaki but to te ao Māori whānui.
- Te Wānanga Takiura consistently achieves high

employment outcomes for its ākonga by producing distinguished graduates.

He Pātai Arotake

<p>Ka pēhea tā koutou whakapuaki i te kaupapa, ā, ka pēhea koutou e mōhio ai e whakatutukihia ana?</p>	
<p>Ngā hua o te whare ako:</p>	<p>Pounamu Kahurangi</p>
<p>Ngā whakairinga kōrero</p>	<p>Pounamu Kahurangi</p>
<p>Ngā Kitenga:</p>	<p>Te Wānanga Takiura is a kaupapa Māori organisation with a clear vision: kia angitu te Māori. This vision provides a strong sense of purpose and direction that is shared at all levels of the organisation, as well as by its respective stakeholders in the community.</p> <p>There is strong evidence of kaupapa Māori and tikanga Māori occurring in practice within the organisation, contributing to positive outcomes for ākonga:</p> <ul style="list-style-type: none"> • through strong leadership and rangatiratanga offered by staff and pouako in the exercise of embedded Māori customary practices • through manaakitanga with wraparound support to ākonga offered by pouako and staff • through a strong sense of belonging and participation in learning activities at Te Wānanga Takiura. This sense of whanaungatanga greatly benefits learners during their course of study. • through open dialogue and responsiveness of pouako and administration staff to the needs of ākonga • through the knowledge and skills gained during their learning which provides them with pathways toward higher-level study, cultural actualisation and employment. <p>Te Wānanga Takiura is highly regarded by its communities. It has long-standing relationships with local kura auraki, kura kaupapa Māori, their staff and principals, with police and customs. All stakeholders acknowledge the high calibre of graduates produced by Te Wānanga Takiura.</p> <p>Organisational management takes place on a kaupapa Māori and tikanga Māori basis, ā-kanohi, and ā-waha. Records of these</p>

interactions are thoroughly maintained to ensure effective oversight, reflection, feedback and support can take place.

Accountability and transparency across the organisation are actively maintained. This is done through regular hui, reporting and monitoring of outcomes. The quality management system used by Te Wānanga Takiura ensures that these accountabilities are met.

Currently, the kaitiaki huhua (principal) has been critical to ensuring these aspects of the organisation are being met. This is both at an operational and a strategic level. Management has recognised this, and succession planning has been initiated and implemented by Te Wānanga Takiura.

To further strengthen this, a plan for broadening oversight and responsibility for both governance and management has been incorporated into the succession plan. In due course, this will both lessen the burden for the kaitiaki huhua while ensuring the organisation is able to remain responsive in relation to matters of compliance.

Te Wānanga Takiura has systems and processes in place to collect and assess feedback from within and outside the organisation. This information is readily considered and used to inform practice in the learning environment.

The skills and expertise of pouako are used in their roles, and clear expectations of staff performance ensure teaching, learning and assessment are rigorous and of quality. Pouako are supported in their roles through opportunities for professional development, appraisal and systematic moderation.

Self-reflection is a routine practice within the organisation which is done both formally and informally. Te Wānanga Takiura takes care to review and make improvements where necessary.

Focus Areas

1. Te Wā Arotahi: Te Tohu Paetahi Ako Kura Kaupapa Māori (Kaupae 7)

Ngā Hua o Te Whare Ako:	Pounamu Kahurangi
Te Whakairinga Kōrero:	Pounamu Kahurangi
Whakamārama	Te Tohu Paetahi Ako Kura Kaupapa Māori (Te Tohu Paetahi) is the highest-level programme offered by Te Wānanga Takiura. This programme is a 360-credit, level 7 Bachelor of Teaching, delivered over three years through the medium of te reo Māori. Graduates of this programme go on to teach in primary schools and in Māori immersion environments.
Ngā Kitenga:	<p>Te Wānanga Takiura provides ākonga with a learning experience:</p> <ul style="list-style-type: none"> • that is uniquely based in tikanga Māori and mātauranga Māori • that provides the knowledge and skills in teaching desired by employers in their field • in an environment that is nurturing and transformational. <p>Te Wānanga Takiura sets clear expectations for Te Tohu Paetahi. Ākonga who enrol are subject to an interview process by the kaitiaki huhua to ensure eligibility as well as capability. Ākonga are clear about their commitments to the programme.</p> <p>The values of the organisation are what lead pouako, administration staff and ākonga in their daily interactions. A culture of manaakitanga is evident in the ongoing support offered to ākonga and their peers by pouako, as well as administration staff.</p> <p>Ākonga feel secure and actively use these opportunities of pastoral care and academic support. The types of interactions that take place range from direct contact with pouako, associate teachers and administration staff, to peer-to-peer interactions and tuakana-teina relationships. Whanaungatanga of this nature is a natural practice among staff and ākonga alike.</p> <p>Ākonga genuinely value their learning and regard the teachings of their pouako with reverence. A common theme from discussions with associate teachers and principals was that ākonga and graduates from Te Wānanga Takiura were often their most preferred candidates for employment. This was often attributed to</p>

ākonga who came with a strong grasp of te reo, tikanga and pedagogical approaches conducive to Māori learners.

Achievement at Te Wānanga Takiura per academic year ranges from 70-90 per cent. This is measured across each ahurewa component of study offered within Te Tohu Paetahi. These successes are due to the quality of the programme, the efforts of pouako to manaaki ākonga through their teaching and support, an environment that fosters whanaungatanga, and the commitment of ākonga to their learning.

Table 1. Te Tohu Paetahi – Ahurewa completions 2016-2018

Course/year	2016	2017	2018
Ahurewa 100	14/20 (70%)	16/18 (89%)	13/17 (76%)
Ahurewa 200	8/8 (100%)	10/13 (77%)	13/17 (76%)
Ahurewa 300	10/10 (100%)	8/10 (80%)	4/7 (57%)
Overall	90%	82%	70%

Successful completion of the qualification can be seen in completions of the Ahuewa 300 level component. These have ranged from 57-100 per cent since 2016. The most recent completions for 2018 are considered an outlier. The organisation acknowledged that the majority of these learners needed to return to employment to retain their well-being rather than finish study.

Te Wānanga Takiura understands its ākonga as well as their reasons for non-completion. The organisation is proactive with this information and takes steps to mitigate any barriers to achievement where possible. This takes the form of offering financial assistance and directing prospective students to scholarship opportunities.

The benefit of early discussions with stakeholders is supported by Te Wananga Takiura destination data. More than 90 per cent of graduates from 2016-2018 who were awarded the qualification gained permanent employment.

Table 2. Te Tohu Paetahi employment destination data 2016-2018

Course/year	2016	2017	2018
Te Tohu Paetahi	9/10 (90%)	8/8 (100%)	4/4 (100%)

Self-reflection is practised both formally and informally throughout the organisation. It takes place before, during and after a programme has been completed. Ākonga provide an aromatawai (feedback form) at the conclusion of each component of study and are consistently invited to provide feedback at any time during the

	<p>programme. Pouako and staff use this information to improve their practice and/or resolve queries from ākonga related to their study.</p> <p>A system for assessment and moderation is in place to ensure assessment is robust. Pouako are moderated internally by their peers and seniors. This occurs for every component of study on a regular and routine basis. Pouako receive feedback from the moderator and any changes are implemented and monitored as required. An external moderator would provide added perspective to further strengthen the assessment process.</p> <p>Te Wānanga Takiura has also appointed a new degree monitor who will provide the organisation with an external perspective to inform the quality of delivery of Te Tohu Paetahi.</p> <p>Further to this, Te Wānanga Takiura is currently engaging various stakeholders from the community (principals, schools, Teaching Council, the Ministry of Education) to provide a more expedient pathway to a permanent teaching position for individuals with a Limited Authority to Teach. Te Wānanga Takura realises the difficulties ākonga face when choosing a career pathway to become a registered teacher. This is also in part a response to the stakeholders and wider community who have an immediate demand for graduates.</p>
--	---

2. Te Wā Arotahi: Rumaki Reo (Kaupae 5)

Ngā Hua o Te Whare Ako:	Pounamu Kahurangi
Te Whakairinga Kōrero:	Pounamu Kahurangi
Whakamārama	This programme is a level 5, 120-credit diploma programme delivered over one year through the medium of te reo Māori. This programme provides ākonga with proficiency in te reo Māori me ōna tikanga.
Ngā Kitenga:	<p>Similar to Te Tohu Paetahi, Te Wānanga Takiura provides ākonga with a learning experience:</p> <ul style="list-style-type: none"> • that is uniquely based in tikanga Māori and mātauranga Māori • that provides quality outcomes in te reo Māori and tikanga Māori, for ākonga, their whānau, the wider community and their employers • in an environment that is both nurturing and transformational.

	<p>This programme is designed to immerse ākonga in te ao Māori through the medium of te reo. Ākonga who enter this programme of study have a desire to acquire the language as well as gain experience in a te ao Māori context.</p> <p>Pouako and staff have a firm commitment to the success of ākonga. This commitment is derived from the organisation's vision: kia angitu te Māori. This commitment is also adopted by ākonga in their learning journey.</p> <p>Ākonga and pouako hold the two kaitiaki huhua in high esteem and consider their example an outcome to strive towards. This is an example of rangatiratanga, where ākonga are inspired to advance their own knowledge and skills.</p> <p>Discussions with ākonga consistently conveyed a strong sense of manaakitanga and whanaungatanga offered by pouako, staff and their peers. This atmosphere generates an environment that is culturally safe and benefits ākonga in their learning.</p> <p>Ākonga are constantly challenged to use te reo Māori during their study, as well as in their own time. Practice and participation in tikanga Māori, karakia, kōrero and waiata provide ākonga with multiple opportunities to apply their learning.</p> <p>This programme is intended for full-time ākonga. The types of ākonga vary, from high school leavers to those in employment with sabbatical leave. Discussions with stakeholders representing schools, the New Zealand Police and New Zealand Customs all affirm that the outcomes of the programme are of a significant and high quality.</p> <p>This programme is used by employers to raise the level of Māori competency of their staff, both linguistically and culturally. The Rumaki Reo programme was identified by these stakeholders as integral to advancing this agenda within their respective workplaces. The New Zealand Police annually uses this programme for professional development so that āpiha can more readily connect with Māori in their community.</p> <p>Ākonga achievement for Rumaki Reo ranges from 80-83 per cent and is demonstrated through the organisation's achievement data. This is a consistent rate of achievement. Ākonga also describe their success as being able to communicate in te reo Māori with their wider whānau, fostering a desire in others to learn te reo, regaining and affirming their cultural identity, and the normalisation of te reo Māori and tikanga Māori in everyday practice.</p>
--	---

Table 3. Rumaki Reo qualification completions 2016-2018

Course/year	2016	2017	2018
Rumaki Reo	49/59	51/64	48/60
Overall	83%	80%	80%

As with Te Tohu Paetahi, self-reflection occurs both formally and informally. Ākonga are encouraged to provide feedback, and pouako and staff are responsive and supportive in addressing the needs or concerns of ākonga. Feedback about the programme is readily considered and used to inform improvements in programme delivery. At the end of each component of study, ākonga provide an aromatawai, assessing the teaching and learning that has taken place. This information is reviewed by pouako and staff and used to inform ongoing practice.

A system for assessment and moderation is used by Te Wānanga Takiura to assure the quality of assessment for this programme. Moderation regularly occurs for every component of study within Rūmaki Reo. Pouako are moderated by their seniors or peers and are provided with feedback about judgments, tasks and the resources used. Any subsequent changes are implemented and monitored. To further strengthen this process, an external moderator may provide the organisation with a valuable added perspective to further inform robust assessment.

Recommendations

NZQA recommends that Te Wānanga Takiura consider:

1. Developing a plan and system to ensure a shared understanding and responsibility by governance and management of the PTE's activities, to guide discussions and decisions for the PTE.
2. Engaging an assessment expert to regularly moderate assessment for Te Wānanga Takiura, to further strengthen the system for moderation.

Requirements

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 fraud¹*
- *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.*

¹ 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 according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

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. The requirements are set through the Programme Approval and Accreditation Rules 2018, 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 Quality Assurance (including External Evaluation and Review (EER)) Rules 2016 require registered private training establishments to undertake self-assessment and participate in external evaluation and review 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 Quality Assurance (including External Evaluation and Review (EER)) Rules 2016. 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 Quality Assurance (including External Evaluation and Review (EER)) Rules 2016 are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/ga-rules/external-evaluation-rules-2016/1/>, 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/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

W www.nzqa.govt.nz