



Pūrongo Aromatawai me te Arotakenga ā Waho

Te Pū Wānanga o Anamata

He pounamu whakairo in educational performance

He pounamu whakairo in self-assessment

Date of report: 12 June 2013

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He Mihi

E āku nui, e āku whakatamarahi o Te Pū Wānanga o Anamata nei rā te mihi atu ki a koutou katoa. Arā te kōrero, he rau ringa rawa e oti pai ai ngā mahi, kāore he painga i a koutou nā koutou mātou i tauawhi e whai wāhi mai nei ki roto i te hanganga o tēnei mea Te Hono o Te Kahurangi. He oti anō, e kore rā e mutu te mihi ki a koutou tahi.

Te Hono o Te Kahurangi/ Mātauranga Māori Evaluative Quality Assurance

NZQA recognises the importance of Mātauranga Māori and the broader expectation that acknowledging and advancing Māori language, culture, and identity is important in providing a basis for Māori success in all forms of education.

This has meant developing a quality assurance better able to understand and recognise the value of what is genuinely important to qualification developers and tertiary education organisations that base their qualifications, programmes, or broader operations on Mātauranga Māori.

A unique combination of principles and concepts from Te Ao Māori sits at the heart of Mātauranga Māori Evaluative Quality Assurance (MM EQA). The weblink (<http://www.nzqa.govt.nz/maori/mm-ega/>) connects to the policy documents, methodology, and accompanying explanation for MM EQA.

MM EQA is designed to be a rigorous and systematic evaluation methodology, with the ability to recognise the integrity, validity, and quality of Mātauranga Māori qualifications, programmes of study, and tertiary education providers, on their merits. This report is a product of the MM EQA approach.

Ko te whāinga o tēnei pūrongo/ Purpose of this Report

Ko te whāinga o tēnei rīpoata aromatawai ā waho me te rīpoata arotake he tuku i tētahi whakamāhuki tūmatanui e hāngai ana ki ngā kura mātauranga amorangi - Tertiary Education Organisation's (TEO). E whai wāhi ana tēnei arotakenga ki ngā haepapa a te Kāwanatanga hei whakamāhuki ake i ngā kaipenapena pūtea, te hāpori, ngā ākonga, ngā kaituku mahi me te hunga e whaipānga ana ki tēnei horopaki. Ā ko te whakapae mā tēnei arotakenga e taunaki, e whakawhanake hoki i ngā pūnaha kounga a TEO.

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

Whakamōhiotanga/Introduction

1. Anamata in context

Name of TEO:	Te Pū Wānanga o Anamata (Anamata)
Type:	Private training establishment (PTE)
Location:	19 Louvain Street, Whakatane
First registered	1 June 1993
Number of learners:	Domestic: 115 equivalent full-time students (EFTS) in 2011. Actual student numbers, 115. 93 per cent of students are Māori
Number of staff:	10 academic staff Five administration staff
Sites:	Anamata delivers programmes in Whakatane and at its primary delivery site in Tāneatua, as well as at sites in Gisborne and Rotorua.
Scope of active accreditation:	Anamata has NZQA approval and accreditation to deliver the following qualifications:

- National Certificate in Te Reo Māori (Level 4)
- National Certificate in Social Service Work in Suicide Intervention (Level 6)
- Diploma in Applied Māori Health - Coexisting Disorders (Level 6)
- Diploma in Social Work (Level 6)
- National Diploma in Counselling
- Tohu Ako Paetahi Mā Te Reo - Bachelor of Teaching: Māori Medium (Level 7)
- Te Tohu ō Te Reo Māori - Bachelor of Te Reo Māori (Level 7)

Distinctive characteristics: Anamata is a small to medium-sized tertiary education provider located in the Eastern Bay of Plenty, governed by the Anamata Charitable Trust. It provides courses in response to requests for its unique kaupapa Māori approach of education provision by iwi, for iwi, about iwi. These courses include:

- A Māori-medium teacher training education degree for teaching in kura kaupapa Māori schools, bilingual units, and total immersion units
- Māori language learning programme for beginner and intermediate speakers
- Specialist degree that explores all aspects of te reo Māori
- Qualifications in social work and counselling underpinned by Te Ao Māori and tikanga Māori that reflect the call for different processes and different principles when working with Māori
- A short course for Māori and iwi practitioners who work with whānau at risk of suicide
- An intensive one-year programme for people wanting to work in the addictions sectors, specialising in coexisting

disorders.

With training owned and operated 'by Tūhoe for Tūhoe', Anamata is at the forefront of developments in iwitanga – initiatives distinctive to an individual iwi. Tūhoe language, dialect, culture, and identity are a core focus of all learning activities, and individuals are encouraged to be seen to be participating at iwi levels to demonstrate concepts being promoted and to contribute back to their people.

The models and approaches that Anamata develops and researches are also useful, practical, and conceptually accommodating to other iwi ways of 'being and knowing', as well as to Tūhoe.

Previous quality assurance history:

In October 2008, Anamata met all quality assurance requirements applicable at the time.

In October 2011, a monitoring report for the Tohu Ako Paetahi Mā Te Reo - Bachelor of Teaching: Māori Medium was published. Five recommendations were included. These stated that:

1. The new programme leader establish an advisory group of staff, Tūhoe teachers, and other stakeholders to examine the qualification to ensure it shows qualitative differences to the diploma, while at the same time meeting the needs of Tūhoe schools.
2. The readings for the courses be revised to ensure they are relevant, recent, and meet the students' needs.
3. Each staff member draw up a plan for professional development for 2012, and that Anamata provide some support for staff both financially and in the workload to carry out professional development.
4. The organisation develop a moderation process and plan for 2012 to include internal moderation, and external moderation with another Māori-medium

provider.

5. Monitoring visits continue in 2012 along with the organisation's self-review.

The evaluation team was satisfied that the issues identified had been addressed or were currently being addressed.

2. Te korahi o te aromatawai me te arotakenga ā waho/Scope of external evaluation and review

Prior to the external evaluation and review (EER), discussions were held between the chief executive officer, academic coordinator, and NZQA lead evaluator. The following focus areas were selected for inclusion in the EER scope. These encompass two levels of provision, from foundation certificate to degree, and include one programme offered in local kura through practicum delivery.

- Tohu Ako Paetahi Mā Te Reo/Bachelor of Teaching: Māori Medium (Level 7)

This focus area was selected because it is a pathway for Anamata graduates to gain work in Māori-medium teacher education for kura kaupapa Māori schools, bilingual units, and total immersion units.

- National Certificate in Te Reo Māori (Level 4)

This focus area was selected as an example of a certificate programme. This programme is a pathway for Anamata graduates to higher study at Bachelor's level (Te Reo Māori or Tohu Ako Paetahi: Mā Te Reo). It is a foundation course with an emphasis on spoken te reo using Tūhoe dialect.

Anamata's governance, management, and strategy were also included in the EER scope as a mandatory focus area, in accordance with NZQA policy for all tertiary education organisations.

3. Te whakahaere o te aromatawai me te arotakenga ā waho/Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The overall methodology used is described fully in the web resource 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 methodology used for this EER is Te Hono o Te Kahurangi, the Mātauranga Māori Evaluative Quality Assurance (Supplement to NZQA External Evaluation and Review Guidelines): <http://www.nzqa.govt.nz/maori/mm-eqa/te-hono-o-te-kahurangi/>.

Anamata has an opportunity to comment on the accuracy of this report. Any submissions received are fully considered by NZQA before finalising the report.

The EER of Anamata was conducted at its Whakatane and Tāneatua sites by a team of two evaluators over a two-day period.

Interviews were held with representatives of the Anamata Charitable Trust, including the chair of the board and three trustee members, the chief executive officer, the academic coordinator, 10 academic staff, 18 learners, and four administration staff. The external stakeholder group interviewed included: a kura principal, four members of the Tūhoe Education Authority, four kaumātua, and three academic advisory members. Telephone interviews were also conducted with graduates and members of the academic board.

Documents, including a self-assessment report, profile information, and organisational structure and programme-specific documents were also reviewed on site to support evaluative conversations.

Additional documentation, including the 2011 and 2012 programme annual reports and the investment plan agreed with the Tertiary Education Commission (TEC) 2011-12, was provided prior to the visit.

Summary of Results

Te whakamārama whakamanawatanga i ngā ratonga whakahaere/Statement of confidence on educational performance

Ka āhei a Te Mana Tohu Mātauranga o Aotearoa i ngā ratonga whakahaere o **Anamata: He pounamu whakairo.**

NZQA is **Confident** in the educational performance of **Anamata**.

Anamata is a capable and effective tertiary education provider in a highly specialised field, delivering relevant and valued qualifications with a strong emphasis on Tūhoe language, culture, and identity.

There is reliable evidence that Anamata performs well to enable learners to complete formal qualifications. Achievement statistics record good course and programme completions, as well as good retention and qualification achievement. These are all at least equivalent to, or above, sector median achievement rates. TEC data for 2010 indicates that 100 per cent of learners completed their qualification, a result well above the sector median of 75 per cent. Likewise, the rate for courses completed – at 82 per cent – sits above the national median of 77 per cent. These results, along with the qualitative data referred to below, reflect that Anamata is effectively meeting its students' and stakeholders' needs for suitably trained teachers.

Anamata is also meeting the aspirations of iwi for graduates to be familiar with and fluent in Tūhoetanga. Graduates and learners refer to their academic learning pathway as transformational, intellectually stimulating, and culturally empowering. This is achieved through an increase in and development of the learners' sense of their unique identity as Māori through te reo Māori, Māori culture, models of Mātauranga Māori, and getting the most out of their academic achievement. This often leads to increased participation on marae, in iwi research projects, and on trustee boards. For example, many graduates are employed in their own whāruarua (hapū environment), proving to be very effective in role-modelling success, which in turn leads to a generational flow-on to academic study.

Anamata has useful records of graduate destinations. Since the first (all-Māori) cohort graduated in 2010, all 19 graduates have gone on to practise as teachers and education support advisors. Their achievement represents a highly valuable outcome as the graduates inspire and role-model success in and beyond the kura where they teach.

The organisation provides a supportive and inclusive environment – Māori in shape and form – which results in positive cultural and learning experiences for the student. Students benefit from a good level of individual attention, provided both within and outside the learning environment by well-qualified and experienced academic and

administrative staff, to support them to achieve their goals and employment aspirations.

Learners and graduates describe their achievement at Anamata as mana-enhancing and life-changing. In addition to gaining the teaching qualification, they acquire entry to a professional vocation and relevant and influential employment.

For the reasons outlined above, NZQA is confident in Anamata's educational performance. Further review and continued improvements to data collection and analysis should also help to strengthen and sustain future educational performance.

Te whakamārama whakamanawatanga i ngā pūnaha kiri-aromatawai/Statement of confidence on capability in self-assessment

Ka āhei a Te Mana Tohu Mātauranga o Aotearoa i ngā pūnaha aromatawai ā roto o **Anamata: He pounamu whakairo.**

NZQA is **Confident** in the capability in self-assessment of **Anamata**.

There is good evidence of a strong culture of ongoing self-assessment. The organisation employs an effective self-assessment regime which is carried out meaningfully and purposefully. Anamata collects good quality information and data to:

- Develop collaborative strategic plans to contribute towards meeting iwi needs
- Create relevant programmes and quality teaching resources
- Track and monitor its own performance.

The chief executive officer reports directly to the board, as do the academic coordinator and finance administrator. The data reported is insightful and informed by a range of sources, including annual programme reports, external assessment moderation reports, and degree monitors' reports.

Anamata is highly aware of its contribution to the wider community and to the iwi as its key stakeholder. Community hui to validate and report on the purpose of Anamata occur on a regular basis. In relation to teaching practicums, several innovations have been introduced into the organisation's academic delivery scheme: teaching observations, formal learner feedback, and peer reviews.

Anamata responds to feedback from learners through staff discussion and implementing strategies to reflect the issues identified. An example is the student evaluation in the first term that identified inconsistencies in assignment due dates across courses. This was rectified through the production of a physical calendar circulated to all students from term 2 onward in 2012. The monitoring of the effectiveness of this change will provide important information for minimising barriers to learner achievement in the future.

Anamata has collected and analysed a useful range of good quality information and data. There is evidence that all staff reflect on data and information and are hands-on in setting up tasks to collect evidence as a foundation for informed decision-making, which in turn contributes to improvements in the organisation's performance. An example is the new data management system to improve the consistency of reporting student data between academic and administration staff, thus increasing the timeliness, flow, and accuracy of reporting student achievement.

There has been good commitment to collecting required data to distinguish between improvements and mere change, and to upgrade improvements to make them more effective. There are some areas, such as the student management system, where the improvement intended to meet students' needs is yet to be fully realised – thus not yet warranting a judgement of highly confident/kahurangi.

Findings¹

1.1 Ka pēwhea te hāngai o te hōtaka me ngā akoranga ki ngā hiahia o te ākonga, o te whānau, o te hapū, o te iwi, tae atu ki te hapori me ētahi atu?

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

The rating for performance in relation to this key evaluation question is He **Pounamu Whakairo**.

The rating for capability in self-assessment for this key evaluation question is He **Pounamu Whakairo**.

Anamata has, in 2011 and 2012, improved its enrolment and interview process to ensure learners are suitably matched to their programme and that it is a good fit for their needs. This involves:

- Conducting an initial interview and language test to determine whether the learner's level of te reo competency is sufficient and to make the programme relevant to their learning needs
- Identifying abilities relevant to tertiary-level study
- Ascertaining levels of enthusiasm and iwi commitment
- Identifying any strengths and weaknesses that need to be considered.

This enables the kaiwhakaako to shape programme activities and teaching to the individual learner needs on entry into the programme.

The programmes and activities are carefully matched to the educational aspirations and strategies of the local iwi, Tūhoe. There is good evidence of learner, whānau, hapū, iwi, and hapori agreement with, and support for, the programmes. Anamata achieves this by aligning its educational planning to that of Tūhoe iwi.

Anamata maintains direct relationships with many Tūhoe organisations – Tūhoe Hauora, the Tūhoe executive committees, the Tūhoe Education Authority, Ngā kura o Tūhoe – all who influence Anamata's thinking for future planning purposes. Formal agreements, using memoranda of understanding and practicum placements, are examples of this. Revisions are made in response to identified learner needs, and to learner feedback and levels of engagement with the programmes.

For example, the te reo Māori certificate kaiwhakaako has incorporated changes to seek improved outcomes for both learners and stakeholders. These changes include

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

the extension of the assessor pool for the whakaputa kōrero (spoken) aspect to include external iwi assessors. This was done after identifying this need while on a field trip where te reo use by the learners is unsolicited and occurs naturally. Learners interviewed confirmed the relevance of the iwi assessors and the positive difference this has made to their motivation and continued progression.

An education advisory board, including key stakeholder groups, reports and monitors educational activity across the programmes. The minutes from monthly meetings show a wide range of issues and opportunities identified. These include aspects of course content and openings arising from online teaching technologies which will strengthen distance learning practices to meet the needs of students living outside the Tūhoe region.

Currently, relationships with this advisory board are being strengthened by an increase in board membership to include representation from local schools. The full implementation of this change is yet to be realised and will ensure that the customisation of the programmes meets the specific needs of local schools.

These examples give expression to how the whainga of whakapapa, whanaungatanga, and rangatiratanga are fostered, reinforced, and conveyed to ensure programmes/activities match as many of the important needs of students and other key stakeholders as possible.

1.2 Ka pēwhea te manaaki a te whare ako nei i te ākonga e whai ana i te mātauranga?

How well does the organisation support learner achievement?

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

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

Staff look for and engage in a range of opportunities to improve the learners' academic achievements. The whakataukī (proverb), 'mā te huruhuru te manu ka rere' ('it is feathers that enable the bird to fly')² accurately reflects the extent to which Anamata provides an iwi-focussed framework³ to tautoko (support) its learners.

Wide-ranging study information is easily accessible through the student handbook and the Anamata website, complete with video clips of inspiring graduate testimonials, and posts of scholarship information, along with published, informative brochures for

² The whakataukī describes the importance of the positioning of the feathers to enable a bird to fly. In this context, it is likened to the level of student support provided by Anamata.

³ A model of support underpinned by tikanga and kawa.

each course. Learners interviewed confirmed the strong relevance of this material to enable them to make informed decisions when selecting their vocational pathway.

Learners experience an appropriate range of responses to their holistic hauora needs. These include:

- Setting up of a student council each year with class representation to provide a collective student voice
- Availability of a student support person at each marae wānanga
- Assessment of te reo competence through the whakatewha (language competency test) entry process
- Utilisation of community resources such as marae whānau, hauora staff, iwi accountant
- Establishment and review of the administration team led by the chief executive officer, with clear role designations (including financial manager, recruitment officers, learner management system coordinator)
- Ongoing support in brokering job opportunities
- Opting-in to small class sizes
- Provision of a summer school
- Memoranda of understanding with local wānanga to provide access to library resources.

Learners improve their hauora and enhance their abilities and attributes. Support and guidance through a framework of whanaungatanga to some extent occurs through the Tāneatua campus location, being situated within te rohe pōtae o Tūhoe. This means that direct access to social services support and shared resources is able to be incorporated into the learner's learning plan. This is an important practice, described by the staff and kaumātua as contributing to the learner's taha wairua (spiritual state), taha hinengaro (emotional state), and taha tīnana (physical state). These aspects are supported by positive shifts in motivation, improving the likelihood of the learner remaining engaged with education. These are good support processes to reduce learning difficulties and promote achievement.

There is very good self-assessment information in this area. The student evaluation form includes a question on student support, and there is evidence, as listed above, of self-assessment being used to make changes leading to worthwhile improvements. Communication between administration and academic staff has improved considerably, and this facilitates effective student support and guidance.

1.3 He aha ngā tino whāinga kua tutuki i te ākongā?

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 Whakairo**.

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

The high value to kura is the gaining of bi-literate, Māori-speaking graduates qualified to teach in both Māori-medium kura and mainstream school systems.

Employment data over time indicates that many graduates take up teaching positions and related support roles in the local kura kaupapa Māori, primary, and intermediate school sectors. In addition, stakeholders report that graduates are identified within their communities as effective role models. One principal who employs Anamata graduates noted that graduates of the programmes are keenly sought after, which supports the organisation's self-assessment conclusions that outcomes are highly valued. Of immediate value to the graduate are the increased marketability of their skills and the potential for improved employment opportunities.

The valued outcome for the iwi is shared pride in witnessing the accomplishment of their uri (learner). The skills gained by the learner include increased self-confidence, self-esteem, and skills and knowledge in teaching and learning.

Both programmes in the EER scope are delivered through the medium of te reo o Ngai Tūhoe. In addition to achieving qualifications and employment opportunities, learners increase their language capability and gain a good foundation of iwi knowledge. Ngai Tūhoetanga language and local iwi customs are ingrained in the programme.

A number of learners from outside the tribal region participate in the organisation's programmes as a means of strengthening their connections to their own tribe. There is clear evidence that Anamata has developed and maintained stakeholder relationships at all levels, including with Māori community leaders, marae, kōhanga reo, kura kaupapa Māori, and prominent iwi leaders.

Through comprehensive self-assessment activities, Anamata is highly aware of its contribution to broader community interconnection. Community hui and Te Ahurei o Tūhoe (Tūhoe Festival) are used to report on the purpose of Anamata. Taken together with the good TEC completion and qualification rates, it is clear that the programmes are successful and produce valued outcomes for the learners, who in turn contribute substantially to their communities.

1.4 Ka pēwhea te āhua o ngā whakaakoranga e ngāwari ake ai te whai a te ākongā i te mātauranga?

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 Whakairo**.

The rating for capability in self-assessment for this key evaluation question is He **Pounamu Whakairo**.

Anamata performs well in enabling learners to complete formal qualifications. TEC figures show that 100 per cent of learners completed a qualification in 2010 compared with the PTE sector median of 75 per cent. Similarly, the figures for course completions (82 per cent) and retention in study (69 per cent) were also above the PTE sector medians of 77 and 62 per cent respectively.

The 2011 performance targets agreed with the TEC were met. Qualification completion, course completion, and retention were 86, 72, and 84 per cent respectively (the next monitor's report is still to be scheduled). These are good outcomes considering the low socio-economic profile of, and high unemployment in, the region Anamata serves.

The kaiwhakaako are highly qualified iwi and field experts in their specialised teaching areas, some with extensive published research. Learners interviewed said kaiwhakaako are approachable and reliable in the eyes of the students and are committed to going the extra mile in explaining and answering the numerous student questions and queries.

Staff maintain professional positions on moderation panels at national level and participate in national language development forums. Graduates interviewed said they were 'in awe' of the calibre of kaiwhakaako, which is a major reason for investing their personal resources in the organisation's educational programmes.

Practicum off-site learning integrates theory and practical knowledge. Practicum reports and feedback from placement employers and sector representatives affirm the preparedness and capabilities of learners to undertake work-based learning, as well as the quality and performance of students in practice. These placements are extremely important as they give the learners practical experience in dealing and interacting with pupils, the teaching staff, the school whānau, and school managers. The placements also increase the learners' ability to apply their learning in the school environment.

Assessment moderation, degree monitoring, and practicum reports are understood by all staff as an essential part of their work and contribute to ongoing professional development. The New Zealand Teachers Council and NZQA require Anamata to implement external monitoring and moderation processes to ensure teacher education standards are maintained. The academic coordinator and programme

leader were clearly able to discuss these reports and resulting action plan requirements, and confirm that these had been fully met.

The development of new assessment material and review of standards through in-house and external training have contributed to staff confidence and competence in meeting these regular external quality assurance checks. Revisions include a formal agreement with the local wānanga to use its library resource, and the collection of evidence, as noted in section 1.1. Students interviewed confirmed the effectiveness of the organisation's self-assessment.

Outcomes are reviewed and analysed on an ongoing basis to monitor progress and achievement. Anamata maintains comprehensive and accurate records of learner achievement, and has improved this recently through a review of administrative staff roles and the implementation of a new student management system. Continued development and further use of the system will determine the effectiveness of this change over time.

Ongoing review of student support services has led to additional training sessions for learners in learning software. This attention to collecting quality data enables administrative and academic staff to compare feedback from a range of sources in course cohorts by year, and to make improvements and adjustments.

1.5 He aha ngā painga ka riro i te whānau, hapū, iwi, hāpori me ētehi atu inā tutuki ai ngā whaingā i te ākongā?

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

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

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

Learners acquire useful skills and knowledge and develop their cognitive abilities. A central statement of belief for Anamata is: 'Ehara taku toa i te toa takitahi he toa takitini' – 'My achievements are not mine alone, they are that of my people'.⁴

Management, staff, Tūhoe Charitable Trust members, employers, and learners all refer to this credo to interpret achievement as not only increasing the learner's knowledge and skills, but as transformational for whānau, hapū, and iwi.

These achievements are particularly evident in the 2010 and 2011 graduate destination data, which indicates that of the 19 graduates in the teaching qualification

⁴ The whakataukī describes a collective ownership of the graduate's achievement – one that has benefits for all.

programme, 11 secured either permanent or part-time teaching positions in local kura and eight have found similar positions outside the region.

Similarly, the majority of certificate programme graduates have progressed to higher study. Anamata collects data on trends related to staff retention in local kura to determine future teacher placement and employment options. This is a worthwhile practice and ensures that obstacles to graduates gaining employment are minimised.

Summative achievement of learner success is prominently available on the Anamata website and also displayed on honours boards of achievement posted throughout the organisation.

Anamata holds marae-based graduation ceremonies which enable whānau, hapū, iwi, and friends to celebrate learner achievement. School principals, tertiary education leaders, and education advocates attend these ceremonies, and this helps develop the organisation's position in the tertiary education sector in their region and further afield. Learners are therefore in a good position to be recommended for employment, and this is evidenced in the employment outcomes mentioned earlier in this report.

Anamata ensures its activities are centred on wider iwi development, and matters of interest to the community are proposed through initiatives of the organisation. This occurs through direct links with the Tūhoe iwi at every level of Anamata's tertiary education delivery. Graduates and learners interviewed said involvement in Tūhoe iwi events (Te Ahurei, researching Tūhoe history, and presenting at Waitangi Tribunal claims) assist in informing and educating the community on a range of developments in the region.

An example is the extensive work conducted by one graduate in recording, reporting, and translating local hapū histories and language nuances. This makes use of the knowledge, skills, and resources of Anamata and is effective and beneficial in enhancing whānau, hapū, and iwi developments.

1.6 Ka pēwhea te āwhina i te ākongā i roto i ngā whakahaere Māori a te whare ako nei?

How effective are governance and management in supporting educational achievement?

The rating for performance in relation to this key evaluation question is He **Pounamu Whakairo**.

The rating for capability in self-assessment for this key evaluation question is He **Pounamu Whakairo**.

Governance and management (Anamata board members and management team) anticipate and respond to change effectively.

The organisation is well focussed on an enduring mission, 'ki te ako, ki te ārahi, ki te āwheo' ('to learn, to lead, to inspire'), underscored by the philosophical foundation of

Te Whare Maire o Tūhoe – the guiding vision and principles of taking ownership and responsibility to develop a lifelong learning strategy.

This undertaking is realised and reinforced through strategic revisions implemented by the chief executive officer in conjunction with the board of trustees and reflected at all levels of operation.

The current board includes high-profile members of the local iwi, who bring with them extensive skills and knowledge, particularly in the areas of Māori culture and language as well as from the education sector.

As a group, the board has a wide range of networks locally and nationally, effectively utilised to ensure that Anamata's strategic direction and cultural integrity are maintained, along with the viability of the organisation. A significant example is demonstrated by the response to the impending conflict of interest for some trustees due to their high involvement in post-Treaty settlement claims. This has resulted in the development and implementation of an exit and succession plan to reduce the impact of any changes in personnel and to ensure capability is maintained. This is a current concern for Anamata but is being closely monitored by the board to minimise any potentially negative impact.

Academic and administration staff meet regularly with senior members of the organisation to ensure it is functioning effectively and that the annual programme reports are accurate and up to date. Programme leaders are likewise kept well informed.

Maintaining a clear purpose and direction encourages critical thinking and rigorous discussion and enhances the decision-making process. There is clear evidence of good teamwork at all levels, with regular informal contact between the chief executive officer and staff as well as formal fortnightly hui, which are recorded and inform priorities for action.

Staff have a good understanding of resourcing decisions and constraints, and they and the learners are confident that well-substantiated needs are met in a timely fashion.

Staff have time allocated for professional development and research. The evaluation team noted, through interviews and documentation sighted, that professional development actions are linked firmly to a number of outputs, for example enabling staff to upgrade their qualifications and engage in higher-level study, attendance at conference, or enrolment at national kura reo wānanga. These actions are consistent with a needs-driven approach to professional development that adds value for students and stakeholders with more specific high-value outcomes.

1.7 Ka pēwhea te whakaahua a te whare ako nei i tētehi whare pūkenga o te mātauranga Māori?

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 Whakairo**.

The rating for capability in self-assessment for this key evaluation question is He **Pounamu Whakairo**.

Anamata is geographically located at the northern gateway to Te Urewera. It sets out to embrace the essence and meet the needs of its people, Ngai Tūhoe.

Anamata data indicates that 85 per cent of the total students enrolled in 2011 were affiliated to Ngai Tūhoe. Learners confirm that they are exposed to and immersed in Ngaitūhoetanga – its language, its view of Mātauranga Māori, its political interchange, and its academic philosophies of wānanga.

Whānau, hapū, and iwi benefit from the advancement and creation of Mātauranga Māori at Anamata. The comprehensive research undertaken during the Tūhoe Waitangi Tribunal claims process forms a valuable basis for teaching and learning programmes across the organisation. Graduates confirm the contribution of individual research items that have captured unique and valid history.

Staff also confirm that all research proposals involving Mātauranga Māori are approved by the organisation's ethics committee. This body of knowledge is used in the organisation's programme delivery and review; an example is the work being undertaken to develop and align a Tūhoe-specific curriculum to Te Marautanga o Aotearoa.

Anamata anticipates and responds to change. Staff interviewed said their involvement in the review of TeachNZ scholarships led to the raising of the entry standard for te reo scholarship applications. Students confirm that the impact of this change was immediate, with five year 1 learners receiving the TeachNZ Career Changer scholarship, while one year 2 and eight year 3 learners maintained their scholarships. Continued availability of this level of study support is important to ensure learners are able to access affordable tertiary education.

Anamata participates in and conducts research and nurtures Tūhoe people to create information, strategies, priorities, and obligations that are determined by Tūhoe. Research undertaken is in response to internal iwi needs – local solutions to local issues. An example is Anamata receiving Performance Based Research Fund support three times in the last 10 years as a result of maintaining a good standard of research publication. This is an excellent result considering the size of the organisation.

1.8 Ka pēwhea te whakatairanga ake i te reo Māori me ngā tikanga Māori i roto i ngā mahi?

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**.

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

‘Mā tōu reo koe, ka mōhioia’ (‘through your language you develop knowledge’) reflects the importance of the promotion, preservation, and advancement of Tūhoe reo and Tūhoetanga.

Anamata uses mātauranga Tūhoe, Tūhoe reo, Tūhoe tikanga, and Tūhoe tangata to guide, support, and establish an appropriate learning context as highlighted in the above whakataukī. Anamata contributes to the strengthening of this adage through programme design and delivery. Teaching of te reo Māori for both programmes begins with the te reo o te kāuta (everyday language), progresses on to te reo o te marae (marae-based language), then on to te reo o te tohunga (specialised language). School principal and employer feedback confirms that te reo competency of graduates is excellent. Graduates are highly sought after by kura.

Anamata has a strong focus on meeting the needs of the local iwi, as reflected in its vision statement, ‘Te mana motuhake o Tūhoe’. This objective is upheld with a strategy of iwi growth that is providing learners with the skills and knowledge needed to become increasingly fluent speakers of te reo o Tūhoe me ōna tikanga. Graduates and learners interviewed said the effectiveness of the compulsory study of the Tūhoe iwi education strategy as part of the degree programme made the learning real in gaining familiarity with the wider iwi strategic educational direction within which the learners were planning to gain employment. Through the practicum component of the degree, learners are also able to maintain relationships with kura kaupapa Māori immersion units and test their language knowledge and skills in a classroom setting.

Learners in the foundation certificate programme enrol with minimal or no te reo capability and are interviewed and assessed at entry. Growth and progression is monitored at regular intervals. The programme has a deliberate and measured application on spoken te reo using the Tūhoe dialect, with emphasis placed on increasing the learner’s ability to read, write, and comprehend basic te reo Māori and to apply the ‘matemate-ā-one’ aspect of being Tūhoe.

Anamata has a robust process to place students initially and to monitor progress on a weekly basis. Bachelor’s students are required to sit a language competency test at entry to determine whether they are at the required standard to meet the requirements of the Bachelor’s programme. Anamata holds wānanga on marae which provide opportunities to establish and maintain contact with local language dialect and nuance.

Ngā Wā Arotahi/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 He **Pounamu Whakairo**.

The rating for capability in self-assessment for this focus area is He **Pounamu Whakairo**.

2.2 Focus area: Tohu Ako Paetahi Mā Te Reo/Bachelor of Teaching: Māori Medium (Level 7)

The rating in this focus area for educational performance is He **Pounamu Whakairo**.

The rating for capability in self-assessment for this focus area is He **Pounamu Whakairo**.

2.3 Focus area: National Certificate in Te Reo Māori (Level 4)

The rating in this focus area for educational performance is He **Pounamu Whakairo**.

The rating for capability in self-assessment for this focus area is He **Pounamu Whakairo**.

Recommendations

NZQA recommends that Anamata continue to develop the student management system to enhance external and internal feedback to better inform programme development and improvement.

Appendix

Regulatory basis for external evaluation and review

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

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

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

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

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

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

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

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

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

NZQA

Ph 0800 697 296

E eeradmin@nzqa.govt.nz

www.nzqa.govt.nz