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# Report of External Evaluation and Review

Arai Te Uru Kōkiri Centre Charitable  
Trust

**He Pounamu Whakairo** in organisational performance

**He Pounamu Whakairo** in capability in self-reflective  
practice

Date of report: 7 September 2018

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*Final*

# He Whakataki

## 1. Te take o tēnei pūrongo

The purpose of this report is to provide a public statement about the organisational performance and self-reflective practice of Arai Te Uru Kōkiri Centre. The report forms part of the accountability process required by Government to inform the public, students, prospective students, communities, employers, investors and other interested parties. The tertiary education organisation (TEO) can also use the report for quality improvement purposes.

## 2. Te Hono o Te Kahurangi

NZQA applies a whare ako framework called Te Hono o Te Kahurangi.<sup>1</sup> This evaluative framework determines how well and to what extent TEOs are performing in educational delivery and self-reflective practice. The evaluation includes consideration via the following six kaupapa of Te Hono o Te Kahurangi:

- Rangatiratanga
- Whanaungatanga
- Manaakitanga
- Kaitiakitanga
- Pūkengatanga
- Te Reo Māori

### **What is organisational performance?**

Organisational performance includes outcomes associated with tīkanga Māori, āhukatanga Māori, mātauranga Māori inclusive of educational performance indicators such as employment, progression to further study, personal development, skills for learning, and contribution to community.

### **What is self-reflective practice?**

Self-reflective practice focuses on the extent to which the TEO demonstrates ako and continuous learning and improvement within its delivery, in accordance with tīkanga Māori, āhukatanga Māori, mātauranga Māori to improve organisational performance.

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<sup>1</sup> [Te Hono o Te Kahurangi quality assurance](#)

### 3. Arai Te Uru Kōkiri Centre

|                               |  |
|-------------------------------|--|
| Name of TEO:                  | Arai Te Uru Kōkiri Centre Charitable Trust   |
| Type:                         | Private training establishment (PTE)   |
| First registered:             | 2 June 1992  |
| Location:                     | 51 MacAndrew Road, Dunedin   |
| Delivery sites:               | 51 MacAndrew Road, Dunedin   |
| Courses currently delivered:  | <ul style="list-style-type: none"><li>• Ara Hau Pūkenga (Training Scheme)</li><li>• Ara Mārama (New Zealand Certificate in Foundation Skills Level 1)</li></ul>  |
| Code of Practice signatory:   | No   |
| Number of students:           | Twenty-six including eight Alternative Education students.   |
| Number of staff:              | Three  |
| Scope of active accreditation | <p>Arai Te Uru has consent to assess assessment standards on the New Zealand Qualifications Framework (NZQF) across a range of sub-fields and domains including occupational health and safety, service sector skills, business, hospitality, retail, sport and fitness, Māori performance and tikanga Māori, work skills, literacy and numeracy. Refer: <a href="https://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=927956001">https://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=927956001</a>.</p> <p>Arai Te Uru has accreditation to provide the following approved programmes:</p> <ul style="list-style-type: none"><li>• Ara Mārama (leads to New Zealand Certificate in Foundation Skills, Level 1)</li><li>• Kaitiakitanga Pū Taiao (leads to New Zealand Certificate in Māori Heritage and Wāhi Tapu, Level 4)</li><li>• Rangatiratanga Pū Taiao (leads to New Zealand Certificate in Māori Environment Practices, Level 4)</li><li>• Te Whakamahi Whenua (leads to New Zealand Certificate in Māori Traditional Food Production, Harvesting and Management, Level 3)</li></ul> |

- Whānau Ora Level 3 (leads to New Zealand Certificate in Whānau Ora, Level 3)

It also has approval for the following training scheme:

- Ara Hau Pūkenga (Training Scheme) (level 2)

**Distinctive characteristics:** Arai Te Uru was established in 1983 to reflect the values of the Mana Whenua ki Arai Te Uru and to provide support, training and education to the local community. In 2009 it became incorporated as a charitable trust.

The moemoeā of Arai Te Uru is to provide a kaupapa Māori pathway for the educational success and parity of Māori and second-chance tauira by embracing and nurturing whakapapa, te reo Māori, tikanga and kawa.<sup>2</sup>

The student body is predominantly Māori living in the area, particularly those with low or no formal qualifications. As the only Māori PTE operating in the region, there is a sense of obligation held by the trustees, staff and community to maintain this unique educational institution.

Arai Te Uru is also a contracted provider of Alternative Education<sup>3</sup> programmes for secondary school tauira who have been alienated from school. Alternative Education programmes are funded by state secondary schools or consortiums of schools.

**Recent significant changes:** Since the last external evaluation and review (EER), Arai Te Uru has completed the refurbishment of its building following flooding in 2016; a former trustee has been appointed the general manager; and two new trustees have been appointed to the Board who bring expertise in tertiary education and financial management. Arai Te Uru successfully sought approval for six new programmes from level 1 to level 4 under Te Hono o Te Kahurangi. Arai Te Uru also subsequently transitioned to being evaluated

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<sup>2</sup> Arai Te Uru Kōkiri Strategic Plan 2021

<sup>3</sup> Alternative education is defined as education in an alternative setting and style. Refer [Alternative Education](#) for more information.

under the general EER framework in 2016 to Te Hono o Te Kahurangi in 2018.

Previous quality assurance history:

At the EER in 2016, NZQA was: Confident in the educational performance and Not Yet Confident in the capability in self-assessment of Arai Te Uru.

In 2015, Arai Te Uru was exempt from submitting samples for moderation. In 2016, the moderator agreed with all assessor decisions for the samples submitted for moderation. However, some modification of assessment materials was required in Core Skills 496. In 2017, moderation results for Literacy standard 26624 and Numeracy standard 26626 were unsatisfactory, and the TEO did not submit materials for moderation for Tikanga standard 16165.

## 4. Te Wā Arotahi

Ara Hau Pūkenga (Training Scheme, Level 2) was chosen as the focus area in discussion with Arai Te Uru. The other programme, Ara Mārama, is delivered to the Alternative Education taura and was the focus of the last EER.

## 5. Te whakahaere i te Aromātai me te Arotake Tarāwaho

*All EERs are conducted in accordance with NZQA's published policies and procedures. The methodology used for this evaluation was Te Hono o te Kahurangi accessible at <https://www.nzqa.govt.nz/assets/Maori/Te-Hono-o-te-Kahurangi/guidelines-te-hono-o-te-kahurangi-2017.pdf>*

The evaluation team comprised two evaluators and an NZQA Te Hono o Te Kahurangi observer. The team visited Arai Te Uru for two days at its Dunedin site. The evaluators interviewed:

- Four trustees
- The manager, financial manager (works one day a week), programme administrator and the Ara Hau Pūkenga tutor
- Two current Ara Hau Pūkenga taura
- External stakeholders of the PTE, including a deputy principal from a local secondary school, the Alternative Education contract manager, a former social worker from a local health and social provider, and representatives of Te Wānanga o Aotearoa (two).

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A self-assessment summary was submitted prior to the on-site visit. Additional documentation was also submitted prior to and during the evaluation.

Documentation considered as part of the evaluation included financial reports to the Board; the five-year strategic plan and annual plan for 2018; the quality management system; individual student files including completed assessments and evidence, individual learning plans and individual cultural assessments; student achievement data; Board minutes and manager reports to the Board; staff meeting minutes; Tertiary Education Commission and Ministry of Social Development funding information; compliance information including a health and safety manual for education outside of the classroom (Tikanga Manual).

### *Disclaimer*

*The findings in this report have been reached by means of a standard evaluative process: <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>. 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 fraud<sup>4</sup>*
- *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.*

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<sup>4</sup> NZQA and the Tertiary Education Commission 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.

# Ngā Hua - Summary

Within the Te Hono o Te Kahurangi framework the **organisational performance of Arai Te Uru Kōkiri is Pounamu Whakairo** and **capability in self-reflective practice is Pounamu Whakairo**.

The evaluation team found clear expressions of kaupapa and, for this context, clear evidence that understanding, reflection and use of kaupapa was contributing to meaningful outcomes for taura. Arai Te Uru has introduced kaupapa Māori frameworks to support taura engagement and learning including Te Whare Tapa Whā assessment and Paki Whakaaro (refer Ngā Kitenga). Concepts of whanaungatanga, manaakitanga, koha, aroha and te reo Māori are actively promoted and normalised within the organisation. These approaches are re-engaging rangatahi and pakeke Māori in their learning and providing them with the skills and attributes they need to positively contribute to society. Key stakeholders and taura affirmed the value of Arai Te Uru as an organisation that actively supports and nurtures taura to achieve success.

Since the last EER, Arai Te Uru has invested in a new general manager and teaching staff, programme development, strategic planning, business planning, policy review and refinement and financial management. These changes have improved operations and governance oversight of priority activities. Refurbishments to the building are also complete, creating well-equipped and modern learning environments.

Taura continue to achieve success measured through unit standard completion/credit achievement and employment, and also through improved attitudes, behaviours, personal care and presentation monitored through Te Whare Tapa Whā cultural assessments. Achievements and outcomes are regularly reported to funders and to governance by the manager.

Self-reflection at programme level is effective and leading to ongoing improvements that support taura to achieve success, which is clearly documented and reviewed. The learning programmes are structured but flexible to accommodate individual taura goals and aspirations.

Organisation-wide self-reflective practice has improved since the last EER. Achievement and outcome data is systematically reviewed and reported to governance. Tutor and management performance is also regularly reviewed against performance expectations. Feedback from taura, whānau and employers is gathered formally and informally.

Arai Te Uru is a small provider. However, through its own self-reflective practice management has identified a number of opportunities in the future that may lead to growth. NZQA therefore recommends that Arai Te Uru continue to strengthen and embed kaupapa across all levels of the organisation; develop frameworks for decision-making and risk management; improve its internal moderation as a quality

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improvement practice; and systematically review policies, procedures and programmes through a kaupapa Māori lens.

# Ngā Kitenga - Findings

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

The rating for organisational performance in relation to this pātai aromātai is **pounamu whakairo**.

The rating for capability in self-reflective practice for this pātai aromātai is **pounamu whakairo**.

*‘Paki tū, paki rongō, paki toa<sup>5</sup>... Kōkiri!*

## Te Whare Ako

Arai Te Uru Kōkiri has made significant improvements since the last EER to continue to meet the aspirations of rangatahi and second-chance taura in the local community. The appointment of a new general manager has been instrumental in leading change and improvement with support from governance. These changes include:

- Improved reporting to trustees, focused on the taura experience learning including taura achievements and outcomes.
- Clarity of direction and purpose resulting from the PTE’s ratified strategic plan and annual plan.
- Delegation of responsibilities to trustees to ensure strategic oversight and monitoring of key areas.
- Stronger understanding of policies through policy review and governance training.
- Sound oversight and understanding of the trust’s financial position as a result of transparent financial reporting.

The governance and management team collectively bring a depth and breadth of experience in education (secondary and tertiary), law and politics, financial management, social work and iwi/community. These combined skills have provided effective leadership to Arai Te Uru since the last EER and have been instrumental in restoring the mana of the organisation which two years ago was on the brink of closure. As one stakeholder noted, ‘they have restored the mauri to the whare’. Governance members are delegated responsibilities organised into pou, allowing improved oversight of key activities including compliance and risk management.

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<sup>5</sup> Forms part of a tikanga that Arai Te Uru embeds in its teaching called Paki Whakaaro which means to uplift, to listen, to succeed.

Whanaungatanga is key to the success of Arai Te Uru. The general manager has extensive networks in the community and has used these networks to leverage pastoral, educational and employment support for taura as needed. Graduates and whānau members of current and past taura are returning to participate in new programmes. Key stakeholders – including schools, Work and Income, and other tertiary providers – have longstanding and mutually beneficial relationships with Arai Te Uru that have strengthened further under new management. Arai Te Uru also understands the challenges and dynamics of the whānau of the taura they engage with, and provide appropriate support informed by tikanga Māori.

Learning is individualised to meet the needs of the taura. Kaiako and management work hard to ensure Arai Te Uru is a safe place for disengaged and excluded taura to re-engage in their learning. Few taura achieve a qualification during their short time at Arai Te Uru. Therefore a more comprehensive and diverse range of successes is documented such as unit standard completion/credit achievement (for some taura this is their first experience of achieving educational success). Softer outcomes relating to personal growth are documented against the components of Te Whare Tapa Whā, being taha tinana, hinengaro, whānau and wairua. The model is a structured self-reflection approach to identify and remove any barriers affecting taura success.

Manaakitanga and aroha are embedded processes and practices within Arai Te Uru that directly impact on taura and the quality of their learning experience. An example is the use of Paki Whakaaro, a Māori belief and values framework. 'Paki tū (to uplift), paki rongo (to listen), paki toa (to succeed)' is the organisational mantra recited every day to uplift, inspire and encourage the taura to succeed in everything they do. Arai Te Uru also provides transport, kai, advocacy support, access to social services and health providers as part of their commitment to ensuring taura success. There is good support provided (given the context of being a small provider) to the general manager and teaching staff through clear performance expectations, regular review and professional development and supervision.

The use of te reo Māori is privileged, promoted and applied through the use of karakia, mihimihi, kupu Māori. An aspiration of Arai Te Uru is to rewrite its quality management system into te reo Māori and through a tikanga Māori lens.

While Arai Te Uru has strengthened quality, sustainability and self-reflective practice over the past year, there is room to grow and embed its kaupapa across all levels of the organisation. As noted in the recommendations, there are also other areas of development Arai Te Uru should continue to strengthen as it looks to grow its provision in the future.

## Ara Hau Pūkenga (Training Scheme, Level 2)

Ara Hau Pūkenga is designed to motivate and support high-need and at-risk individuals to gain the skills required for employment and further training. In 2017, 19 taura participated in Ara Hau Pūkenga, all of whom were beneficiaries referred to the programme from Work and Income. The majority identified as Māori. Of the 19 taura, 12 went on to employment and further training. Not all taura complete the programme as the priority for stakeholders (including the funder and the taura) is finding sustainable employment. As a result of the programme, taura improved their core skills including communication, self-care, time management, literacy and numeracy as well as gaining specific skills relating to healthy living, including food preparation and cooking food for their whānau on a budget.

The teaching and learning model is strength-based, which means learning is individualised and focused on taura aspirations and positive outcomes. These plans are monitored and regularly reviewed to ensure the taura are on track to achieve their goals, or amendments are made. Ako-ako or taura observing practical activities and providing feedback to peers is a valued part of the teaching and learning process. Kaiako feedback is specific and helpful to the taura; assessment is fair and valid and supported by moderation activities.

Self-reflective practice is ongoing at a taura, kaiako and programme level. Learnings from the 2017 delivery of the programme has resulted in programme changes (subsequently approved by NZQA) to better meet the needs of taura in 2018.

# Te Wā Arotahi - Focus Areas

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

## 2.1 Ara Hau Pūkenga

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

The rating for capability in self-reflective practice for this focus area is **Whakairo**.

# Ngā Whakahau - Recommendations

NZQA commends Arai Te Uru Kōkiri for the progress made in terms of addressing the last EER recommendations to reinforce the foundations of Arai Te Uru for future generations.

NZQA acknowledges that the current operations of Arai Te Uru are small, but with the potential for positive growth within the next four years. Therefore NZQA recommends that Arai Te Uru Kōkiri Centre:

- Develop a comprehensive risk management framework and plan to identify and maintain oversight of potential risks affecting educational quality and organisational viability.
- Develop a priority matrix to guide decision-making and investment given the range of opportunities available to Arai Te Uru at present.
- Strengthen moderation as a quality improvement practice that informs assessment practice and effective teaching.
- Review and develop policies and procedures within the quality management system using a kaupapa Māori lens.
- Systematically review its programmes to capture, analyse and report on expressions of kaupapa and the extent to which these expressions have contributed to programme outcomes.

# He Apitihanga - 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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