

# Report of External Evaluation and Review

Huria Trust

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 1 October 2015

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*Final Report*

# Purpose of this Report

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

## Introduction

### 1. TEO in context

Name of TEO:	Huria Trust (Huria)
Type:	Private training establishment (PTE)
First registered:	1 July 1993
Location:	4 Te Kāponga St, Tauranga
Delivery sites:	As above
Courses currently delivered:	<ul style="list-style-type: none"><li>• Diploma in Te Reo Māori (Level 5)<sup>1</sup></li><li>• National Certificate in Te Reo Māori (He Whanake i Te Reo Māori (Te Akiaki Mana Tangata) (Levels 1-4))<sup>2</sup></li></ul>
Code of Practice signatory:	Not applicable
Number of students:	Domestic: <ul style="list-style-type: none"><li>• Diploma in Te Reo Māori – 24 students (21 EFTS (equivalent full-time students))</li><li>• National Certificate in Te Reo Māori – seven students</li></ul> International: nil
Number of staff:	One full-time equivalent tutor; 0.5 full-time equivalent administration

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<sup>1</sup> This qualification is offered through Waiariki Institute of Technology.

<sup>2</sup> This qualification is only offered to Huria Trust staff as part of their professional development training.

Scope of active accreditation:	The full accreditation for Huria is available at: <a href="http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=929680001">http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=929680001</a>
Distinctive characteristics:	Huria is a marae-based, kaupapa Māori organisation. It was established as a legal entity in 1986 with a directive from tribal elders to rebuild the Ngai Tamarāwaho iwi ancestral house, Tamatea Pokaiwhēnua. In addition to its operations as a fully functional marae providing a forum for various formal and informal Māori hui, Huria also delivers a range of health, education and social service activities for its primarily Māori clientele. The values and principles that drive Huria are based on the tikanga of Ngai Tamarāwaho. As a privately owned marae, Huria is able to take advantage of the collective assets, both tangible and intangible, of its iwi. These include access to Tamatea Pokaiwhēnua and other marae facilities, koroua and kuia <sup>3</sup> , iwi, hapū and whānau genealogy, historical information, karakia and various forms of waiata.
Recent significant changes:	In 2012, NZQA imposed on Huria a condition prohibiting the PTE from enrolling learners after receiving a category 4 rating following its external evaluation and review (EER) that year. NZQA revoked the condition in 2014.
Previous quality assurance history:	Huria was most recently quality assured by an NZQA EER in October 2013, where it received statements of Not Yet Confident in educational performance and Not Yet Confident in capability in self-assessment. The focus area of governance, management and strategy was rated Adequate for educational performance and Adequate for capability in self-assessment. The other focus area of the Diploma in Te Reo Māori was rated as Good for educational performance and Good for capability in self-assessment.  Following the 2013 EER, Huria was rated a category 3 provider, and sought a sub-contracting arrangement with Waiariki Institute of Technology.

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<sup>3</sup> Respective male and female elders.

Huria is yet to be involved in the institute's moderation cycle.

Other:

Huria has been an integral part of the revitalisation and development of the iwi Ngai Tamarāwaho. The current strategic direction of the organisation further reinforces its central role moving forward. This is demonstrated in the development of programmes like te reo Māori with the intent of building capability in the declining areas of language competency and tribal leadership. The use of the proverb: 'Ka ngaro te reo rangatira, kiki e manu! (When one loses their chiefly (primary) language, all you will hear are birds!') provides Huria with the determination to ensure te reo Māori is the prominent language on the marae.

## 2. Scope of external evaluation and review

The scope of the EER included two focus areas. These were:

- Governance, management and strategy (mandatory)
- All the te reo Māori programmes offered by Huria.

Huria delivers the Diploma in Te Reo Māori under a sub-contracting arrangement with Waiariki Institute of Technology (Waiariki). This EER focused on the ability of Huria to effectively administer its programmes, as this was a highly criticised area noted in the last EER. The National Certificate in Te Reo Māori programme is offered only to Huria staff as part of the PTE's commitment to fostering staff te reo Māori capability as well as providing opportunities to offer staff professional development. The focus of this programme for the EER was the depth of value gained by Huria, particularly the impact on hauora (health) clients.

## 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.*

Two evaluators conducted the EER over one and a half days by visiting Huria in Tauranga. The evaluation involved engagement with:

- Three Huria Trust Board members including the Trust chair<sup>4</sup>
- The chief executive officer
- The te reo Māori kaiako (tutor) and the PTE kaiawhina (administration staff member)
- Six Huria staff members<sup>5</sup>
- Two Waiariki staff members who liaise with Huria as part of the sub-contracting arrangement with Huria for the Diploma in Te Reo Māori
- Seven current Diploma in Te Reo Māori learners<sup>6</sup>
- Six stakeholders<sup>7</sup> – the stakeholder group consisted of kaumātua, Tauranga City Council staff, employers and staff from the local iwi organisation
- Six individual stakeholders, comprising representatives from iwi kaumātua, whānau, Tauranga City Council staff, Diploma in Te Reo Māori graduates, local employers, and staff from Te Rūnanga o Ngāti Ranginui
- NZQA sector relationship manager<sup>8</sup>
- NZQA principal risk case analyst

In addition to the documents provided for the EER scoping, the EER team sighted and was provided with: Huria management and operational policies, quality management documents, Diploma in Te Reo Māori graduate destination data, moderation review results, self-assessment documents, and monitoring and programme review data (including results data<sup>9</sup>, student achievement analysis, and stakeholder and learner feedback).

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<sup>4</sup> One of the trustees interviewed was also a member of staff.

<sup>5</sup> This grouping included administration and hauora staff members who are currently enrolled in the Diploma in Te Reo Māori or the National Certificate in Te Reo Māori or are graduates of the programmes.

<sup>6</sup> This group did not include any Huria staff.

<sup>7</sup> Three stakeholders were interviewed by telephone and the remaining three were interviewed on site.

<sup>8</sup> The sector relationship manager and risk analyst were provided with contextual information about Huria during the scope, relative to their respective roles.

<sup>9</sup> Results data was supplied by Huria and Waiariki.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Huria Trust**.

Key reasons include the following:

- Clear purpose and direction of the governance group of Huria. The continued support and resourcing approved by the group to the PTE demonstrates the commitment of governance to supporting educational achievement.
- The positive relationship between governance, management and teaching staff further reinforces the confidence in sustained learner success.
- Consistently high qualification completion rates since 2012, exceeding the benchmark expectation of Waiariki Institute of Technology, the contracting institution. Waiariki commented that Huria is one of their best performing sub-contracted providers.
- The services of a fluent te reo Māori kaiako who is a qualified secondary school teacher. The kaiako has qualifications in adult teaching and is also a graduate of the nationally recognised Māori language programme, Te Panikeretanga. Te Panikeretanga is a te reo Māori programme for learners with a high degree of Māori language proficiency.
- Using fluent te reo Māori speakers as advisors, mentors and moderators to provide support for the kaiako and comment on oratory competence for learners. In addition, the kaiako receives feedback from Huria marae kaumātua about the performance of learners chosen to undertake official roles in marae hui. These include karanga (calling, for women), whakōrero (speech-making, for men) waiata (singing, for the whole group).
- Access to iwi assets that enhance learner progression. These include:
  - Use of the marae and participation in marae hui that allows for practical application of te reo Māori
  - Access to iwi history, genealogy and elders who are first language speakers
- Strong relationships established with other neighbouring iwi, key education stakeholders, local employers and extended whānau that provide Huria with in-depth information on stakeholder needs, tertiary sector matters, programme support and other potential opportunities for development and partnerships.

## Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Huria Trust**.

Key reasons include the following:

- Huria has addressed the concerns raised in the previous two EERs regarding administrative issues such as the recording of learner achievement results. Huria employed an administrator tasked specifically to ensure all learner assessments in the Diploma of Te Reo Māori (Level 5) are collated and sent to Waiariki. The assessments satisfy the requirements set by Waiariki. In the He Whanake i te reo Maori - Te Akiaki Mana Tangata Level 1 to Level 4 programme, once unit standard credits have been assessed they are recorded and sent to NZQA. Sanctions placed on Huria by NZQA as a result of the category 4 and 3 rating respectively resulting from the previous EERs were lifted in 2014. Huria are considering developing their own programmes but have decided to remain with Waiariki for the immediate future because of the positive relationship it has with Waiariki.
- Identifying key stakeholder needs from attendance at various Māori hui and determining how Huria contributes to addressing those needs through the language programmes.
- The use of learner and stakeholder written feedback that is analysed by the kaiako and reported to the chief executive officer and the board. The board uses the report submitted by the chief executive officer to monitor the progress and state of its strategic intent: whānau, hapū and iwi development.
- Attendance at monthly quality assurance meetings with Waiariki, providing Huria with the opportunity to benchmark itself against other, similar providers who also sub-contract with Waiariki as well as keeping the PTE abreast of tertiary sector matters.
- The use of a range of strategies to assess and support the progression of learners throughout the programme. These include the use of a Facebook page by the tutor where only te reo Māori is used.
- The development by the kaiako of a Māori-centric assessment model that enables the kaiako to rate learners against key specific criteria at different times of the programme to gauge their progress against those criteria.



# Findings<sup>10</sup>

## 1.1 How well do learners achieve?

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

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

The primary aim for learners who enrol in programmes delivered by Huria is to learn and speak confidently in te reo Māori and to ensure they understand the tikanga regarding the language. Evidential data provided for the EER shows that learners are achieving high results. Qualification completion results for the Diploma in Te Reo Māori programme, as per Table 1 below, show that between 2012 and 2014 Huria has consistently achieved above the 85 per cent expected benchmark set by Waiariki Institute of Technology, with an 88 per cent average over that period.<sup>11</sup> Waiariki representatives spoke highly of the Huria results, commenting that they considered Huria to be one of the institute's better performing sub-contracting providers. Huria is aware that these results are very good and meet their organisation's strategic intent of developing whānau capability and capacity in te reo Māori. The head kaiako and administrator attend all scheduled faculty quality assurance meetings at Waiariki with the Department of Bi-cultural, Bridging and Foundation Studies which administers the Diploma in Te Reo Māori<sup>12</sup>. At these meetings, they are able to compare results across similar programmes that are sub-contracted out by the department.

**Table 1. Huria Trust Diploma in Te Reo Māori learner achievement data, 2012-2015**

	2012	2013	2014
Enrolled (EFTS)	10.87	16.5	21.75
Successful (EFTS) (qualified)	9.5	15.25	18.87
Total qualification completions as a percentage	87.36%	92.42%	86.78%
Total qualification completions for Maori as a percentage	86.75%	91.94%	85.26%
Total qualification completions for Pasifika as a percentage	83.33%	100% <sup>13</sup>	0

Source: Waiariki Institute of Technology

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<sup>10</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

<sup>11</sup> Huria expects similar results for 2015.

<sup>12</sup> The CE from time to time attends these meetings too.

<sup>13</sup> This result only related to one enrolled person of Pasifika descent.

In the other te reo Māori programme, the National Certificate in Te Reo Māori, delivered internally to Huria staff as part their professional development, Huria also considers these achievement results to be good (see Table 2 below). The te reo training provides staff with opportunities to increase their te reo Māori proficiency, provide a higher learning pathway through to the Diploma in Te Reo Māori, and ensure staff have appropriate te reo Māori oral proficiency to engage with Māori clientele who access Huria’s health and social service units. Staff employed in the health unit commented that having the ability to speak te reo to clients meant they were able to build stronger and lasting relationships with clients, making weekly visits and the provision of support more effective. Client evaluation feedback forms from the health unit confirmed this, with one respondent commenting that they felt more relaxed and receptive to the health worker when their meeting was conducted in te reo Māori.

**Table 2. Learner achievement data for Huria staff enrolled in the National Certificate in Te reo Māori (Levels 1-4) (Te Mana Akiaki Tangata), 2012-2015**

	2012-2013	2014		2015		
	Level 1 only	Level 1	Level 2	Level 2	Level 3	Level 4
Enrolled	9	2	7	7	5	2
Withdrawals <sup>14</sup>	4	0	2	0	0	0
Course completions	5	2	5	7	Not yet completed	
Total qualification completions as a percentage <sup>15</sup>	56%	100%	71%	100%		

Source: Huria Trust

At a personal level, learners commented that their capability and capacity in speaking te reo Māori had increased markedly. One learner said that he was now actively assuming leadership and speaking roles on his marae and felt a growing sense of pride and self-responsibility in being able to fulfil his marae obligations. People from his marae spoken to as part of the stakeholder feedback said that he was acquitting himself well and that they were pleased that their marae now had fluent te reo Māori speakers. Another learner currently enrolled on the Diploma in Te Reo Māori said she was now able to better support her children’s language development as they were attending Kura Kaupapa (total immersion Māori language school). A manager of a recent graduate said they were now seeing a higher standard of customer service engagement and greater confidence in the use of te reo Māori from the graduate. The manager was a fluent speaker of te reo

<sup>14</sup> Withdrawals from these programmes were due to staff leaving Huria/passing away.

<sup>15</sup> Given the small numbers enrolled, percentage results are not considered significant for drawing conclusions.

Māori and was able to assess the standard of the graduate's te reo Māori proficiency.

Since the previous EER, Huria has been determined to rectify deficiencies in its self-assessment regime identified in that report. The revocation of conditions imposed by the NZQA Risk team last year indicates that Huria no longer has compliance issues and has fully addressed those matters. With regard to reviews of learner progression and achievement, the strategies used by Huria focus on individual development and address learner needs. They are delivered in a culturally appropriate manner which, according to learners, shows their deficiencies but also motivates them to improve.

One strategy used by the kaiako is to provide continual corrective support throughout the programme. With the aim of developing confident speakers of te reo Māori, the kaiako provides opportunities for learners to interact using te reo and, if required, correct language modelling is implemented with the speaker, which then allows them to continue. Examples of this occur in the morning greetings where learners are required to recite their pepeha (familial connections) and any mistakes are corrected. This activity occurs at the beginning of every session of that programme.

Progress can be assessed by the advancement of learners' language capabilities and their ability to expand their vocabulary and subject matter. In addition, kaumātua who are fluent in te reo are often used by the kaiako to provide comment and advice to the kaiako and the learner as to specific nuances of the language, and in particular dialectal subtleties. The significance of these strategies is that the learner is able to gauge their level of language acquisition in a way that is meaningful to them and within a kaupapa Māori environment that encourages speaking te reo Māori.

Additionally, the sub-contracting arrangement with Waiariki provides Huria with an opportunity to benchmark its Diploma in Te Reo Māori programme with other, similar providers that sub-contract to Waiariki. Feedback from Waiariki shows that Huria is exceeding its own benchmark in terms of learner progression.

## 1.2 What is the value of the outcomes for key stakeholders, including learners?

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

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

Evidential data collected by way of key informant interviews and learner and stakeholder written evaluation feedback shows that stakeholders derive considerable value from the outcomes achieved. Current learners and graduates said their command of te reo Māori has grown immensely and that they have a greater level of contentment and personal achievement in the knowledge that they

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can actively contribute towards whānau, hapū and iwi sustainability. They are able to assume leadership roles within their iwi and have the confidence to undertake those roles effectively. One learner said that he was now accepted as a whaikorero speaker on his marae by other more accomplished speakers. Feedback from whanau, particularly elders, complemented the comments made by graduates. They expressed much relief and admiration that whānau members who can speak te reo Māori are emerging as future leaders for the iwi. Some employers commented that sponsoring their employee in the programme had provided their organisation with a resource to ensure they were able to engage meaningfully with their Māori customers.

Self-assessment in relation to this question is ongoing and happens in almost every facet of the operations of Huria. Huria is aware of the state of te reo Māori within the iwi and the impact of this on marae sustainability. They are also acutely aware that this situation is not limited to Ngai Tamarāwaho. Through attendance at many Māori formal and informal forums like tangihanga (funerals), whānau celebrations and Treaty of Waitangi hui, Huria is able to see first-hand the needs of stakeholders. More importantly, Huria can see how it can contribute to addressing those needs at an iwi level through the language programmes. All staff of Huria, including the governance board, frequently attend community and iwi hui locally and nationally. Through these hui they bring back formal feedback that in most cases reinforces what the te reo programmes are teaching and achieving.

### 1.3 How well do programmes and activities match the needs of learners and other stakeholders?

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

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

In relation to te reo Māori language acquisition needs within its community, Huria continues to serve its key Māori and wider community stakeholders very well in meeting those needs. In the mid-1980s, elders of Huria marae put in place a strategy to rebuild their ancestral meeting house. The rebuilding of the house was not only a structural activity but was also a response to the decreasing numbers of tribal members competent in te reo Māori and ready to assume iwi leadership roles. Certain individuals within the tribe were identified by the elders to give effect to the strategy. The current chief executive officer of Huria was one of those identified. The establishment of education programmes, specifically te reo Māori, were intended to address the language capability and capacity issues identified by the iwi.

Huria has extended its operations to include health and social service activities. The current governance board of Huria has extended that strategy to include the development of Ngai Tamarāwaho as Ngai Tamarāwaho. The intent of the strategy is to further develop the iwi so that members are actively participating in iwi matters

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locally, regionally and nationally. The advent of post-Treaty of Waitangi settlements has meant Huria as part of Ngai Tamarāwaho will have a significant part to play in iwi development. Learner achievement data provided for the EER, and external stakeholder feedback not only from tribal members but also local employers and agency staff, shows that the language programmes delivered by Huria are contributing effectively to the needs of learners and those identified by Huria as key stakeholders. At an operational level and as part of its commitment to ensuring accessibility to its programmes, Huria offers classes at night for those learners who work. Learners interviewed during the EER said they would not be able to attend the classes if not for the night sessions. One of the interviewees said having the confidence to speak in te reo Māori has seen them become more active on their marae and be seen as a potential kaitiaki (caregiver) of some of the marae leadership roles.

The Huria governance group and operations staff are all active members in the community through attending national conferences, iwi hui and, for most, their respective marae. It is at these forums that Huria formally and informally gathers information relevant to the state of te reo Māori and can best gauge the type and level of programmes that would best match their stakeholders' needs. For example, the delivery of level 1-4 te reo Māori programmes is an understanding by Huria of the need to provide programmes that will cater for learners with very limited te reo Māori.

The opportunity to pathway towards a higher qualification is available for learners through the Diploma in Te Reo Māori. Huria has a number of its staff currently engaged in national certificates at levels 3-4 who have completed the Diploma in Te Reo Māori. In addition, the chief executive officer, kaiako and members of the governance board also attend meetings with other education providers including wānanga, institutes of technology and polytechnics, universities, Kura Kaupapa, Whare Kura and Kōhanga Reo. It is at these forums that Huria is able to benchmark and gauge how important its programmes are for stakeholders. On one occasion, an initial discussion with Waikato University personnel took place with Huria to promote fostering a relationship with the university for Huria graduates to pathway towards a degree-level programme. The confidence of other institutions in the outcomes produced by Huria gives the PTE the assurance that their programmes cater for learner and stakeholder needs.

## 1.4 How effective is the teaching?

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

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

The effectiveness of teaching at Huria is high. Much of this can be attributed to the kaiako, the proximity to Huria marae, and the access to te reo Māori first language speakers. The kaiako is highly qualified. She is a fluent te reo Māori speaker and is a qualified teacher with degrees from Waikato University in education and Māori. She has also been sponsored by Huria to attend the highly recognised Te Panikeretanga Academy at Te Wānanga o Aotearoa. The Te Panikeretanga programme is an advanced-level te reo Māori programme for those who already have a high degree of fluency in and understanding of te reo Māori. Participants are invited to attend rather than gaining entry through application.

Learner, employer and whānau feedback from interviews and evaluation data were consistent in their views of the kaiako, commenting that her delivery style of being sensitive to learners' language skills enables the learners to feel comfortable to speak with confidence and understanding.

The close proximity of the PTE to Huria marae provides the kaiako with practical opportunities for learners to participate in hui on the marae, where through participation, both direct and indirect, they are immersed in the culture where te reo Māori is spoken. On some occasions, learners are given speaking roles and all will participate in supporting the speaker with waiata. In almost all the occasions on the marae, kaumātua who are first language speakers are present. Learners are able to get opportunities to converse in te reo Māori or actively listen. In addition, the kaiako is also able to talk with kaumātua who provide feedback intentionally and unintentionally on how well learners are progressing, which is also seen by the kaiako as feedback about her teaching.

In relation to self-assessment activities, the kaiako has adapted an assessment framework that was developed in 2005 called the Takarangi Framework. The model was modified from a Māori health model and is used to judge the capability of learners against key Māori-specific criteria. The kaiako rates learners against those key criteria at different times during the programme and is able to see the progression of learners against those criteria. The framework is simple, easy to use and understand, and provides both learner and kaiako with an indication of how well the learner is progressing.

At a course management level, the attendance by the chief executive, kaiako and administrator at the monthly faculty meeting with Waiariki provides them with opportunities to discuss learner results and feedback from class observers, and to compare and contrast best practice with other te reo Māori providers. Through these meetings, Huria believes that the teaching standards in its te reo programmes are high. Feedback from Waiariki attributes much of the learners' success in the Diploma in te reo Māori to the teaching ability of the kaiako. The

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sponsoring of the kaiako to attend the Te Panikeretanga programme is another indication of the intent of the Huria governance board to ensure high levels of te reo Māori teaching.

### 1.5 How well are learners guided and supported?

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

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

Huria provides a highly supportive learning environment for its learners. Through the expression of tikanga Māori principles such as mana-motuhaketanga (self-determination and self-development), whanaungatanga (enhancing relationships), manaakitanga (care and respect) and rangatiratanga (leadership), learners come into an environment where they are made to feel welcome and are seamlessly included into the whole organisation, making language immersion in the programme easy. Course evaluation forms and learner feedback from interviews during the EER confirm that their learning is made easier by the inclusive environment. In addition, Huria has access to a range of tribal assets that help reinforce the learning in both reo programmes. As mentioned, these assets include kaumātua (elders), kōrero (historical information), whakapapa (genealogy), waiata (songs) and the marae complex. These assets provide learners with a wealth of knowledge and experience they can use to further embed their learning of the language.

The kaiako uses social media through Facebook to maintain communication with learners outside of the set teaching time. The kaiako explained that this was the easiest and least costly way she could engage with learners outside of the class. It also meant that the learners had good access to the kaiako, who communicates with them in te reo with the expectation that learners will reply in te reo Māori. In addition to the Facebook page, Huria continually collects information on how supported learners feel. This occurs through formal evaluation feedback and informal feedback during class and other various hui, including shared meals. The small numbers on each programme and the ongoing development of good relationships between the kaiako and the learners means immediate action can take place no matter how the feedback is gathered – informally or informally.

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

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

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

The governance and management of Huria are highly effective in supporting learner achievement. There is a clear strategic intent in place, motivated by tribal development. The te reo Māori programmes are strongly aligned to the strategy as the language is seen by tribal leaders as critical to its long-term sustainability. The Huria chairman provided the EER team with a whakatauāki (proverb): 'Ka ngaro te reo rangatira, kiki he manu!' ('If one loses their primary language, only the birds will be left to speak'). The proverb highlights the importance of te reo for Ngai Tamarāwaho, the crisis facing the iwi if they do not act, and their intent to support the aspirations of te reo Māori learners. The tribal development focus is driven by iwi elders' determination to ensure there are sufficient young people being nurtured to assume leadership roles in the future. The most obvious example of the support provided by governance to its learners is the full use of the marae and its facilities by the PTE. The rationale is that if they encourage learners to use and participate in the activities of the marae, then not only will the learners be able to apply their language skills, the marae will be able to maintain its mana by fulfilling its obligations in relation to welcoming and looking after manuhiri (visitors). At a management level, Huria has continued to support its teaching staff with professional development as well as providing opportunities for its health workers to enrol on both the certificate and diploma programmes. The benefits from this action have been highlighted in this report.

Despite two previous poor EERs, the governance and management of Huria have held steadfastly to the goal of maintaining their PTE status. Dialogue with the NZQA Risk team and the NZQA sector relationship manager assigned to Huria indicates that the major concerns identified in those EERs – which were mainly administrative – have been addressed. The relationship established with Waiariki has allowed Huria to deal with its administration issues and still maintain a high level of learner achievement. Waiariki has endorsed Huria as a well-performing sub-contractor of its programmes. As part of that endorsement, Waiariki has welcomed the input by Huria into its monthly programme review meetings as it provides Waiariki with the assurance that quality is being managed effectively. In relation to external relationships, the chief executive is a current member of the Bay of Plenty Polytechnic governing council, while the Chair of Huria is a former (retired) cultural advisor to the senior management and Council of the polytechnic. These ongoing relationships with Waiariki and Bay of Plenty Polytechnic provide Huria with up-to-date information on the tertiary sector within the region and nationally.



## Focus Areas

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

### 2.1 Focus area: Governance, management and strategy

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

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

### 2.2 Focus area: Te Reo Māori programmes

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

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

# Recommendations

There are no recommendations arising from the external evaluation and review.

# 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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