



Report of External Evaluation and Review

Te Kōhanga Reo National Trust Board

Confident in educational performance

Confident in capability in self-assessment

Date of report: 18 January 2011

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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

Location:	Wellington
Type:	Other Tertiary Education Provider (OTEP)
First registered:	1991
Number of students:	Domestic: 1226 full-time students
Number of staff:	60 full-time equivalents
Scope of active accreditation:	NQF accreditation from a range of sub-fields and domains. The sub-fields and domains that Te Kōhanga Reo National Trust Board uses for its current courses include unit standards that lead to Te Paerangatiratanga and Te Taumata o Te Arahiko.
Other approved courses include:	
<ul style="list-style-type: none">• Whakapakari Tino Rangatiratanga (Level 7)• Te Ara Tuatahi Whakapakari i te reo Māori o te Kōhanga Reo (Level 2)• Te Ara Tuarua Whakapakari i te reo Māori o te Kōhanga Reo (Level 5).	
Sites:	Te Kōhanga Reo National Trust Board has a head office in Wellington and delivers training from ten districts throughout Aotearoa. They include Taitokerau, Tāmaki, Tainui, Waiaiiki/Tūwharetoa, Tairāwhiti, Aotea, Kahungunu, Ikaroa, Te Waipounamu, Mataatua/Tauranga.
Distinctive characteristics:	The students (ākonga) generally are parents, caregivers, or family members of the children who are enrolled in the kōhanga reo centres. These ākonga seek upskilling

in te reo and tikanga Māori to support their children’s learning.

The teaching and learning pedagogy of Te Kōhanga Reo is unique to the movement and is based on the concept of “Ako” involving the entire whānau. The pedagogy, “Whānau Learning”, is a collective and collaborative learning and teaching style which embodies the values of wairua, manaakitanga, aroha and atawhai through the practice of whanaungatanga. The concept of whānau learning is implemented to ensure that students are endorsed by the kōhanga whānau prior to enrolment to ensure that ongoing support is identified and in place.

Recent significant changes:

NA

Previous quality assurance history:

The organisation was previously quality assured by NZQA in 2008 against QA Standard One, the quality assurance standard then in force, and all requirements were met.

Other:

The kōhanga reo initiative is heralded as a successful Māori language initiative which has focussed on the development of Māori children within Māori communities by providing an indigenous model not only for the development of a child’s learning but for the development of the whole whānau. Parents and kaumātua are integral to the learning of the child in the kōhanga reo setting.

2. Scope of external evaluation and review

The agreed scope of the external evaluation and review of Te Kōhanga Reo National Trust Board (the Trust) included the following mandatory focus area:

- Governance, management, and strategy.

The programme focus areas were:

- Whakapakari Tino Rangatiratanga
- Te Ara Tuatahi Whakapakari i te reo Māori o te Kōhanga Reo.

These two programmes attract the majority of enrolments in the organisation. Whakapakari Tino Rangatiratanga is the three year kōhanga reo qualification focussed on improving the quality of te reo Māori as well as the quality of teaching and learning within kōhanga reo

and Te Ara Tuatahi Whakapakari i te reo Māori o te Kōhanga Reo is the year one language programme.

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/>

Prior to the EER visit, the Trust provided the external evaluation and review team with a self-assessment summary which included an action plan to address the outcome of its internal review.

During the visit the review team met with key staff, including members of the board, members of the reo Māori sub-committee, kaumātua, the chief executive officer, senior management, trainers, kaimahi, students, and stakeholders. While on site, the review team viewed a range of documents.

The Trust has had the opportunity to comment on the accuracy of this report, and submissions received have been fully considered by NZQA before finalising the report.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Te Kōhanga Reo National Trust Board**.

Key reasons include the following.

- The Trust is the sole provider of training for staff in kōhanga reo. The training is valued as it provides an opportunity for ākonga to learn new skills and knowledge in te reo Māori (the language medium of kōhanga reo), tikanga Māori and Māori child rearing practices for parents as first teachers.
- The teaching and learning pedagogy of Te Kōhanga Reo is unique to the movement and is based on the concept of “Ako” involving the entire whānau. The pedagogy, “Whānau Learning”, is a collective and collaborative learning and teaching style which embodies the values of wairua, manaakitanga, aroha and atawhai through the practice of whanaungatanga to support the ākonga achieve their educational and personal goals.
- The governing body sets the strategic direction and goals for the organisation following discussion and formulation in its ten districts. The chief executive and management team are tasked with achieving these goals within a specified timeframe. The goals, which include education achievement outcomes, are reported against monthly.
- Concerted efforts are made by the board and staff to address the current education performance outputs following self-assessment. Qualification completion rates are currently below the tertiary institute median, but the strategies in place are already showing marked improvement in achievement and the organisation is likely to meet its projected targets.
- The organisation has established processes. It purposefully monitors its interactions with stakeholders to ensure it remains aware of their diverse needs, and actively works towards meeting those needs. This close attention to identifying and meeting stakeholder needs ensures that the programmes continue to be relevant and of value to the stakeholders. Ample stakeholder feedback supports this conclusion.
- Ākonga reported that their improved well-being and enhanced personal development added value to the skills and abilities achieved through the programmes. For the majority of ākonga, this is their first engagement with tertiary education.

Collectively, these activities and achievements demonstrate the planned, purposeful, and effective direction of the Trust, which is gaining improved outcomes for the learners and the wider communities.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Te Kōhanga Reo National Trust Board**.

Key reasons include the following.

- Review of the Trust's goals and strategic planning is driven and endorsed by all district offices. Milestones identified and timelined are already showing improvement to education performance as reported monthly to the Trust. A new student management system reports to head office on the status of achievement by district and ākonga, improving progress monitoring.
- Governance and management share a common goal of building reo Māori capacity within the kōhanga reo movement, driven by a clear understanding and effective implementation of the strategic plan. The reo Māori sub-committee of the Trust includes nationally acknowledged exponents of te reo Māori who are also involved in other national initiatives to build language capacity and capability throughout Aotearoa/New Zealand.
- Engagement with, and commitment and response to stakeholder feedback ensure that the Trust is monitoring ongoing, effective self-assessment activities. A major self-assessment methodology was instigated in 2008 with a supporting action plan. Management has made a concerted effort to instil self-assessment as a business-as-usual activity and examples to demonstrate this were provided to the evaluation team. These examples included a new student management system trialled in 2009 and in place for 2010 which provides much improved data collation and analysis. The improved policies, processes, and self-assessment activities enable staff to act and react quickly to change and challenges that impact educational performance. As an iwi-responsive organisation, the Trust's goals and strategic planning were developed by the districts through consultation hui.

TEO response

Te Kōhanga Reo National Trust Board has confirmed the factual accuracy of this report.

Findings¹

1.1 How well do learners achieve?

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

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

The Trust averaged 41 per cent completion of qualifications, which is below the median completion rate for other tertiary providers. Through self-assessment, improved processes and tighter monitoring, the Trust has identified how it can enable ākonga and districts to improve these outcomes. It has set a target of 85 per cent course and qualification completion by 2012. At least a third of its delivery districts have improved their achievement to 80+ per cent, and the average across all districts is already at 58 per cent in the first quartile of the Trust's academic year, June to June. These results, along with other improvements demonstrated, are a good indicator that the Trust is likely to attain the achievements sought.

Ākonga interviewed by the review team noted that improved well-being and enhanced self-development added value to the skills and abilities achieved through the programmes. For the majority of ākonga, this is their first engagement with tertiary education. The Trust has established a pathway of learning to enable ākonga to staircase to further learning i.e. progression through year one and year two te reo Māori courses before achieving the Whakapakari Tino Rangatiratanga qualification.

The Trust has experienced a number of ākonga withdrawals. Self-assessment identified that strengthened entry and induction processes were required to ensure ākonga were fully aware of course expectations. Pre-entry interviews of ākonga now include kōhangā whānau endorsement of the ākonga applications. This provides the Trust with assurance that both the kōhangā whānau and ākonga are aware of the course expectations to support the ākonga through their studies. As first-time learners in tertiary study, ākonga have found managing personal and academic responsibilities challenging.

The Trust has put in place a number of actions to improve course and qualification completion rates. These actions include strengthened entry requirements, programme and assessment review, increased support, and a new ākonga management system to better monitor progress. Collectively these actions and with results already showing marked improvement, the Trust will likely to meet the expected course and qualification completion targets.

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

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**.

The outcomes are valued by stakeholders. The ākonga reported that they valued the training as it developed their reo Māori capability, enabling increased communication with their children, grandchildren, and whānau in the kōhanga. Further, the Whakapakari Tino Rangatiratanga programme taught them about Māori child rearing practices in a kōhanga reo setting. Ākonga further note that they can immediately apply their learning in the teaching situation. Generally, the ākonga are parents, grandparents, or whānau of participating kōhanga reo children.

The kōhanga community reports the training as invaluable as it provides the mechanism to build capability and capacity to staff kōhanga with qualified and skilled staff. Ākonga prepare teaching resources which remain with the kōhanga. This is especially important when the numbers of kaumātua with expertise in te reo Māori are diminishing. For this reason also, immediate whānau of the ākonga view the increased reo Māori language ability as inspiration for their learning.

The Trust has instigated a reo Māori sub-committee to monitor the delivery and assessment of te reo Māori. This sub-committee includes nationally acknowledged exponents of te reo Māori who are also involved in developing language capability nationally, so training benefits from this expertise.

The programmes are delivered in modular kete. Following a review of programmes, including feedback from stakeholders, changes have been made to the structure and content of the kete. This keeps the training relevant to the stakeholder group.

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 **Good**.

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

Programmes have been established to provide training specific to the requirements of kōhanga reo. Ākonga complete distance-learning kete modules developed by the Trust and are able to use the learning in practical sessions as they are part of the kōhanga whānau. Once ākonga successfully complete the kete requirements they undertake a robust assessment process. They are assessed by the whānau, which helps to build confidence for when they are assessed by the district purapura and taumata assessors. Feedback from both ākonga and assessors note that the training is worthwhile as it leads to kōhanga-specific qualifications.

Self-assessment identified and led to a strengthened enrolment and induction process to ensure ākonga and supporting whānau were clear about course expectations. Reviewed and

strengthened entry criteria identify prerequisites at each pathway of the training plan. These processes have helped to reduce the number of withdrawals previously experienced.

Additional programmes have been introduced as a result of ākonga and whānau feedback to further meet ākonga needs. They include kura reo (additional district-managed reo Māori wānanga to boost language learning opportunities) and hui tane (male-only wānanga to support male staff in a predominantly female employment environment of early childhood education). Purapura wānanga provide additional classes to support, clarify, or enhance kete modules.

The close liaison between head office and its districts ensures that evaluations by ākonga and their whānau continue to inform the Trust that the training programmes meet stakeholder needs.

1.4 How effective is the teaching?

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

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

Kōhanga teaching staff are trained by the Trust, ensuring kōhanga-specific teaching and learning. All trainers have completed the National Certificate in Adult Education (Level 5). The 10 kete modules for all courses were reviewed and changes made to address stakeholder feedback in time for 2009 delivery. The assessments have also been reviewed and performance criteria and assessment judgements added. Earlier this year, the first kete module from all courses was moderated, with assessment moderation reports provided to each district to discuss and provide feedback.

Kura reo, hui tane, and wānanga have already been described as additional teaching support mechanisms to assist ākonga to achieve. Trainers and ākonga practise the whānau learning concept, utilising the knowledge of kaumātua and parents and providing a wrap-around

support service of whānau, kōhanga, and purapura wānanga. Principles of tuakana-teina² and ako³ are practised.

1.5 How well are learners guided and supported?

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

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

The Trust is working hard to improve previous course and qualification completion statistics, and support services are key to this improvement. A number of areas identified for action by internal self-assessment and review processes have already demonstrated improvements in achievement. These include previously mentioned strengthened entry and induction processes, additional support classes, and reviewed and improved kete module packages and assessments. The new student management system piloted in 2009 and in place this year is providing improved feedback on ākonga, district, trainer, and course components.

Additional support processes include kura reo, hui tane, and additional purapura wānanga. Writer support is provided for those ākonga who require this support. However, the key support is the whānau learning concept providing the wrap-around support processes of whānau, kōhanga, and district purapura. The support encompasses academic support and pastoral care.

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

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

² Tuakana/teina refers to the relationship between an older (tuakana) person and a younger (teina) person and is specific to teaching and learning in the Māori context. Within teaching and learning contexts, this can take a variety of forms:

- Peer to peer – teina teaches teina, tuakana teaches tuakana.
- Younger to older – the teina has some skills in an area that the tuakana does not and is able to teach the tuakana.
- Older to younger – the tuakana has the knowledge and content to pass on to the teina.
- Able to less able – the learner may not be as able in an area, and someone more skilled can teach what is required.

http://www.tki.org.nz/r/hpe/exploring_te_ao_kori/planning/methods_e.php

³The concept of ako describes a teaching and learning relationship, where the educator is also learning from the student and where educators' practices are informed by the latest research ... The concept of ako ... Curriculum-guidelines/Teaching-and-learning-te-reo-Māori/Aspects-of-planning/The-concept-of-ako

<http://tereoMāori.tki.org.nz/Curr...cts-of-planning/The-concept-of-ako>

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

The vision of the Trust is “to totally immerse kōhanga mokopuna in te reo and tikanga me nga ahuatanga Māori”. The programmes the Trust offers enable the vision to be realised within four key strategies: promote and strengthen te reo Māori, increase participation, improve quality, and improve accountability. These strategies also fit with the principles of external evaluation and review to improve the organisation’s educational performance and capability in self-assessment.

Trust programmes provide training specific to the requirements of kōhanga reo.

Programmes includes te reo Māori, tikanga Māori, Māori child rearing practices, and kōhanga reo administration support in computer and business administration.

The Trust operates within the Māori calendar, June to June, and to date has increased its completion statistics to 58 per cent for the first quartile. This is within the planned expectations of achievement. At least three districts are achieving better than 80 per cent outcomes, further evidence that the Trust will likely meet its target to exceed the median 70 per cent by 2011 and 85 per cent by 2012.

The Trust reviewed its goals and strategic plan in 2008 in consultation with each of the districts. It set milestones including the education achievement outcomes. It also reviewed and strengthened its supporting processes. The Trust reviewed its programmes following feedback from stakeholders and is now implementing all the required changes. A key action was the implementation of a new student management system which is providing valuable information for analysis.

The review team sighted the provisional report for the ‘Whanau Engaged in Learning Research Project,’ a qualitative research report commissioned by the Ministry of Education. The report examined whānau engaged in learning within selected kōhanga reo-understanding the role of whānau in supporting, teaching and learning, and the educational journey of whānau through kōhanga reo to become qualified kaiako. The report when finalised will provide the Trust with rich information to further inform its goals and strategic planning.

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 **Good**.

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

2.2 Focus area: Whakapakari Tino Rangatiratanga

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

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

2.3 Focus area: Te Ara Tuatahi

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

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

Recommendations

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

Further actions

The next external evaluation and review will take place in accordance with NZQA's policy and is likely to occur within four years of the date of this report.

Appendix

Regulatory basis for external evaluation and review

Self-assessment and external evaluation and review are requirements of course approval and accreditation (under sections 258 and 259 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the course approval and accreditation criteria and policies established by NZQA under section 253(1)(d) and (e) of the Act.

In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual courses they own or provide. These criteria and policies are set by NZQA under section 253(1)(ca) of the Act.

NZQA is responsible for ensuring TEOs continue to comply with the policies and criteria after the initial granting of approval and accreditation of courses and/or registration. The Institutes of Technology and Polytechnics Quality (ITP Quality) is responsible, under delegated authority from NZQA, for compliance by the polytechnic sector, and 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 policies and criteria approved by the NZQA Board.

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).

Information relevant to the external evaluation and review process, including the publication Policy and Guidelines for the Conduct of External Evaluation and Review, is available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>

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