Report of External Evaluation and Review

Te Kōhanga Reo National Trust

He Pounamu Whakairo in educational performance

He Pounamu Whakairo in capability in self-assessment

Date of report: 2 September 2015

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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.

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 approach better able to understand and recognise the value of what is genuinely important to qualification developers and tertiary education organisations (TEOs) that base their qualifications, programmes, or broader operations on mātauranga Māori.

Mātauranga Māori Evaluative Quality Assurance (MM EQA) is a rigorous and systematic evaluation methodology, designed 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.

Te Hono o Te Kahurangi

A unique combination of principles and concepts from Te Ao Māori sits at the heart of MM EQA. Te Hono o Te Kahurangi represents the significant point of difference in how mātauranga Māori qualifications, programmes, and organisations will be quality assured by NZQA. Mātauranga Māori Evaluative Quality Assurance is explained in full at http://www.nzqa.govt.nz/Māori/mm-eqa/.

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Introduction

1. TEO in context

Name of TEO:	Te Kōhanga Reo National Trust (TKRNT)
Type:	Private training establishment
Location:	Head Office, 67 Hankey Street, Mt. Cook, Wellington
Delivery sites:	TKRNT has a head office in Wellington and delivers training from 10 districts throughout Aotearoa/New Zealand. They include Te Taitokerau, Tāmaki Makaurau, Tainui, Waiariki/Tūwharetoa, Te Tairāwhiti, Aotea, Ngāti Kahungunu, Ikaroa, Te Waipounamu, and Mataatua/Tauranga Moana.
First registered:	1 July 1991
Courses currently delivered:	- Te Ara Tuatahi o Te Kōhanga Reo (Level 2) - Te Ara Tuarua o Te Kōhanga Reo (Level 5) - Te Tohu Takaimatua o Te Kōhanga Reo (Level 4) - Te Tohu Whakapakari Tino Rangatiratanga (Level 7)
Code of Practice signatory:	1 July 1991
Number of students:	TKRNT is funded 876 EFTS (equivalent full-time students) by the Tertiary Education Commission (TEC) to deliver the above programmes.
	For a full list of unit standards TKRNT has consent to assess see: http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=938142001
Number of staff:	Ninety-eight full-time equivalent staff at national and district offices.
Scope of active accreditation:	The full accreditation for TKRNT is available at http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=938142001

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Distinctive characteristics:	TKRNT is an umbrella entity for 463 kōhanga reo nationally[1]. It is the main provider of professional development and training to the whānau and staff of the kōhanga reo.
	The TKRNT training model is based on 'Whānau Learning' and 'Ako' whereby the teaching and learning of the ākonga is a collaborative process (which draws on and embodies concepts of whanaungatanga, atawhai, aroha and manaakitanga) that involves TKRNT, district office kaimahi, the ākonga and members of the kōhanga reo whānau. This collaboration and support is evident from pre-enrolment and the endorsement provided by the whānau to the ākonga, right through to the shared celebration of success at graduation.
Recent significant changes:	The TKRNT board has worked to progress matters arising out of several reviews conducted into areas of its business. These reviews included four initiated by the Board; the two ministerial reviews; and the Serious Fraud Office investigation; the four Government reviews comprising two by the Department of Internal Affairs; The Tertiary Education Commission and the New Zealand Qualifications Authority. The Board has worked to address the concerns raised through these reviews and continues to improve and refine its systems and processes.
	During the EER visit, the NZQA evaluation team was shown an action plan indicating that all recommendations from both the TEC review and audit had been addressed, which included matters relating to the Takaimatua course, significant changes to the student management system and the academic year. Furthermore, the audit action plan was discussed with TEC representatives on 10 April 2015. The TEC has formally accepted the audit action plan and actions as being addressed.
	At the time of the EER, TKRNT was completing a

[1] Early learning te reo Māori and tikanga Māori immersion centres. There are also 10 Kōhanga Reo based in Australia and one in London that the National Trust provides advice and support to.

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nationwide face-to-face consultation process with kōhanga reo whānau to discuss improvements to its governance arrangements. The recruitment process for a new chief executive officer was also underway.

TKRNT was previously quality assured by NZQA EER in 2011, where it received statements of Confident in educational performance and Confident in capability in self-assessment.

2. Scope of external evaluation and review

The EER was conducted using the MM EQA framework. The scope of the EER covered the following areas:

- Governance, management and strategy

Governance, management and strategy is a mandatory focus area and included specific discussions on the level 4 Administration programme (Takaimatua) which had been highlighted in a number of audits initiated by TKRNT. A revised level 4 administration programme, called Te Tohu Takaimatua o Te Kōhanga Reo, was submitted to NZQA and received formal approval on 15 April 2014.

- Te Tohu Whakapakari Tino Rangatiratanga (Level 7)

This programme has the largest number of enrolments, approximately 50 per cent of total EFTS. It is the highest-level programme offered by TKRNT.

- Te Ara Tuatahi (Level 2)

This is a one-year, whānau-based learning programme designed to develop te reo Māori capability within kōhanga reo and with the whānau. It is the second-largest programme by enrolments offered and is an entry pathway for TKRNT ākonga.

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.

The evaluation team was made up of two evaluators and a Kaitakawaenga[2] appointed by NZQA. During the EER visit the evaluation team met with:

- Nine students (Whakapakari)

- 10 students (Te Ara Tuatahi)

- Four district trainers

- Two district managers and two district kaupapa kaimahi

- Three trustees: two face to face interviews and one phone interview

- Acting chief executive and three general managers (head office)

- Six head office staff including the whānau learning team

- Six external stakeholders (this included assessors and graduates).

A range of information sighted during the visit included the TEC investment plan and achievement data, achievement data generated by TKRNT's own student data system, internal moderation documentation, training workbooks, trustee and subcommittee meeting notes, district documentation for the two districts visited. Documentation included:

- Board reports and meeting minutes

- Chief executive and management reports

- Whānau learning reports

- Moderation evidence

- Working draft of quality management system.

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[2] The Kaitakawaenga is a NZQA position designed to support both the PTE and the evaluation team to navigate EERs where there is or has been significant risk issues.

Summary of Results

Statement of confidence on educational performance

NZQA considers the educational performance of **Te Kōhanga Reo National Trust** to be **He Pounamu Whakairo (Confident)**

Confidence in educational performance is supported by the following factors:

- TKRNT is a long-standing contributor to the revitalisation of te reo and tikanga Māori. Over the past three years its commitment and contribution to this kaupapa has remained strong as affirmed by the ākonga and TKRNT whānau whānui.

- TKRNT programmes are meeting many of the most important needs and valued outcomes of ākonga, kōhanga whānau, and the wider community (hapū, marae, iwi). There is strong evidence to show that the mātauranga gained by the ākonga has assisted them to improve their reo Māori, their understanding of tikanga Māori, their understanding of the nuances of their local rohe, as well as their general confidence and pride as Māori. Ākonga are also developing the skills to transfer this learning to the mokopuna in the kōhanga context.

- More broadly, graduates make a valuable contribution to the well-being of their marae, hapū and iwi and to the revitalisation of te reo Māori within their whānau.

- TKRNT has embedded a range of processes that are inherently Māori in design. Trainers are local to the rohe and understand the community and the kōhanga context. They are all graduates of TKRNT programmes. Kōhanga whānau must mandate the enrolment of the ākonga to demonstrate there is collective commitment to the ākonga and their learning. Kuia and kaumātua are valued assessors and moderators of quality for ākonga in their rohe.

- TKRNT has made a significant contribution to mātauranga Māori scholarship and creative activity through its programme offerings designed to enhance and promote te reo and tikanga Māori; through the resources developed by its ākonga for the kōhanga reo; and through the leadership and scholarship provided by members of staff, management and trustees, examples of which can be found in the body of this report.

- However there are areas to progress including the need for governance and management to build on recent improvements resulting from a range of external and internal audits, and to confirm key personnel to ensure ongoing leadership and a sustained focus on improvement and performance. In addition TKRNT has resolved to formally review its four programmes and to

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continue to implement its new student management system for more effective management of student data.

Statement of confidence on capability in self-assessment

NZQA considers the capability in self-assessment of **Te Kōhanga Reo National Trust** to be **He Pounamu Whakairo (Confident)**

Confidence in self-assessment is supported by the following factors:

- TKRNT carries an accountability not only to its 900 ākonga each year, but also to its external stakeholder group which includes nearly 9,000 mokopuna in kōhanga reo, their parents, and their kaumātua. Self-assessment is therefore critical to its business. TKRNT had a range of effective processes to support self-assessment appropriate to its context and stakeholders.

- TKRNT self-assessment processes are based on mātauranga Māori practices including kanohi kitea, kōrero, wānanga, and hui. These processes are regularly held at all levels across the movement, including kōhanga whānau hui, purapura hui and wānanga, district office training hui, rohe training hui, and national hui. All these processes are opportunities for external stakeholders, including ākonga and TKRNT, to wānanga issues and improvements across all aspects of TKRNT's business including training. Self-assessment in this context is an ongoing process of discussion and improvement.

- External stakeholders play a key role in attesting to the quality of the ākonga through the assessment process. As a result of these processes, TKRNT has continued to produce graduates over the past three years who have used their new-found skills, confidence and knowledge to contribute to the kōhanga, to their hapū and marae and to the revitalising of te reo Māori.

- TKRNT has implemented a new student management system, and introduced a new academic year to more effectively monitor and report on student achievement data across all rohe.

- External expertise was contracted to manage the Trust's quality improvement plan, and monitor the implementation of actions. These remedial actions led to improved delivery, data collation and analysis, monitoring and reporting, and the review and update of quality assurance policies and procedures.

- TKRNT has also recently improved its internal processes to ensure reporting is effective, timely and focused on information that will help management and governance make good decisions.

- TKRNT's improved self-assessment practices have made a positive impact on educational achievement. However, the organisation would do well to

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strengthen capability to effectively identify and manage risks, and improve its feedback loops to and from internal and external stakeholders. NZQA also suggests that TKRNT considers sharing practices that support ākonga, district staff and other external stakeholders, and how graduate destination data can be collected, maintained and used to inform training needs.

Findings[3]

1.1 Ka pēwhea te hāngai o te tohu me ngā akoranga ki ngā hiahia o te ākonga, o te whānau, o te hapū, o te iwi, tae atu ki te hāpori me ētehi atu?

(How well do programmes/activities match the needs of ākonga, whānau, hapū, iwi, hāpori 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 in relation to this key evaluation question is **He Pounamu Whakairo**.

TKRNT programmes are designed to directly meet the needs of kōhanga whānau (that is, to engage and participate in the kōhanga learning, and to improve their confidence and use of te reo Māori). This is happening to a large extent. Gaps are self-identified by TKRNT. A recent example of meeting an identified gap is the introduction of a year-long te reo Māori bridging programme in collaboration with Te Ataarangi. The programme was specifically designed to meet the needs of Te Ara Tuatahi graduates who lack the proficiency in te reo Māori to confidently complete Te Ara Tuarua. This gap was highlighted some time ago and options to meet this gap were identified and discussed in 2014, and in February 2015 the first cohort of students started Te Ata Raukura – a pilot programme for three districts funded by TKRNT and delivered by Te Ataarangi. The pilot will be reviewed at the end of the year to evaluate whether it has met the needs of ākonga and therefore whether to extend delivery nationwide. TKRNT is conducting self-assessment on the pilot as a reflective process, demonstrating that change and improvement are being effectively applied and managed.

Where the existing programmes cannot easily be revised to meet a need, TKRNT provides alternative pathways to fill training gaps, for example by funding wānanga. These wānanga are organised by clusters of kōhanga reo (purapura) that meet a specific cluster need as well as national training that meets the needs of ākonga across rohe (e.g. training focused on the delivery of the kōhanga curriculum Te Whāriki and/or training focused on improving the quality of te reo Māori, e.g kura reo).

All TKRNT programmes are easily accessible. They are offered fee-free to kōhanga whānau and the learning largely occurs in the kōhanga context with the exception of monthly training hui led by TKRNT trainers at the district offices. Workbooks are provided; additional resources to support study needs are minimal and many ākonga are able to use what resources are available in the kōhanga to

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

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support their study and assessments. The accessibility and high-quality support systems (both academic and pastoral) provided by trainers and whānau match the needs of the ākonga, and are instrumental to ākonga success.

The team found some gaps. It has been some time since TKRNT formally reviewed its programmes. A formal review of Te Ara Tuatahi and Te Whakapakiri Tino Rangatiratanga is planned to take place in 2015 based on feedback from stakeholders including ākonga, district staff and kōhanga whānau. TKRNT also needs to review its programme documentation to ensure it accurately reflects how and what it delivers. While TKRNT regularly collects ākonga feedback on its programmes and uses this information to make improvements, it was not always apparent to ākonga what happened to their feedback.

TKRNT is aware of these issues and has already started to address them as part of its own quality management processes. The evaluation team was confident at the time of the EER that the matter was being attended to effectively.

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 Whakairo**.

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

Ākonga are well supported to achieve success. This pathway starts at the pre-enrolment where ākonga must have the written support from the kōhanga whānau to enrol in a TKRNT programme. Whānau endorsement ensures there is a network of support for the ākonga and shared responsibility and commitment to supporting their achievement. Ākonga are then assessed at induction and encouraged into programmes where the trainers felt the ākonga was best suited based on their experience and language proficiency. Two districts spoken to had a commitment to 'not turn any learner away'. Instead, extensive learner support was provided to support their success once ākonga programme fit had been determined. This was effective in maintaining student achievement and success, as evidenced by student feedback and course completions.

Ākonga are encouraged to attend monthly training hui with the TKRNT trainers at the district office. At this hui, ākonga cover course content for each kete prior to assessment. These hui are scheduled for the year, and for the most part the dates are adhered to so ākonga can ensure their availability to attend. Where ākonga cannot attend (for example they work in a small kōhanga that does not have the staffing to cover for them or tangihanga), the trainer will arrange to meet with the ākonga at the kōhanga. In addition, the trainers use a variety of effective

communication systems to help support learner success, including Facebook, texts, email, phone and face-to-face contact.

In the two districts visited, it was evident that the level of student care provided was highly effective in supporting student success (reflected in the district-based programme achievement data). The evaluation team heard examples of district managers sharing practices and strategies to lift student performance. TKRNT is encouraged to find opportunities to formalise the sharing of practices that support ākonga achievement with other rohe.

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

(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 in relation to this key evaluation question is **He Pounamu Whakairo.**

Ākonga participate in TKRNT training programmes to improve their te reo Māori, their understanding of kōhanga reo kaupapa and tikanga Māori, and to be able to apply their learnings in the kōhanga context. The evaluators heard and saw a range of evidence to show that this is occurring. Ākonga gained improvements in their confidence, use and understanding of te reo Māori in the kōhanga context. They created relevant resources for their teaching practice in the kōhanga reo and also gained the skills and confidence needed to engage in the learning environment for the benefit of the mokopuna in the kōhanga reo. In 2012, TKRNT completed research on graduate destinations and achievements as a result of study with them. The research validates the anecdotal information on valued outcomes including employment, promotion opportunities and cultural gains for that particular group, providing an exemplar for future use.

Ākonga also spoke of personal pride, especially those who never thought they would be able to achieve. Additionally, TKRNT spoke to the personal growth and confidence ākonga attained which contributed to their identity as being Māori, raised awareness and connection to local tikanga, and contributed to the survival of respective iwi identities.

Whakapakari graduates were also able to progress from kaiāwhina to kaiako roles in the kōhanga reo which benefited not only the ākonga but also added to the capability and quality delivery within the kōhanga reo.

The district offices keep their own records of achievement for each ākonga over time, and there was evidence from the districts visited that showed they used their data to support educational achievement and improvement. The following data provides an overview of achievement by course and qualification for TKRNT.

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Table 1. Course and qualification completions for TKRNT, 2012-2014[4]						
	2012		2013		2014 (Interim)	
	Course	Qual.	Course	Qual.	Course	Qual.
TEC target	70	70	70	70	70	70
TKRNT (all programmes)	63	69	70	61	76	70
Te Ara Tuatahi	65	83	72	69	75	72
Whakapakari	62	63	74	61	82	70

In the period since the last EER (2011), course completions have consistently risen from below the TEC benchmark to now exceeding it. Qualification completions, however, have been variable across years, with a notable drop in performance in 2013. TKRNT has put in place changes to better gather, understand and use its achievement data to improve educational performance as part of its ongoing improvement and self-assessment process. This includes migrating data and information to a new student management system and aligning its academic year to the calendar year consistent with the TEC.

1.4 Ka pēwhea te āhua o ngā whakaakoranga e ngāwari ake ai te whai a te ākonga 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.**

TKRNT provides a learning environment that is welcoming and safe and where ākonga feel valued. Comments on trainer delivery, accessibility and support are highly positive, with any issues attended to in a timely manner.

While TKRNT sets the standards or learning outcomes for the programmes, and these are monitored by the trainers, it is the whānau (through a three-tiered whakamātautau process that involves kuia, past graduates from the purapura and/or rohe) that assess the kete of each ākonga. The assessors bring a depth of knowledge and experience in kōhanga practice and te reo Māori and are therefore considered to be the most appropriate people to assess the next generation of ākonga.

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[4] These figures are the TEC published data.

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The whakamātautau process is supported by an internal moderation system that ensures assessments are fair across rohe. This system is currently under review but involves samples of ākonga work and assessments being provided to head office each year, moderated and results sent back to the districts. Moderation also informs the content of training hui for ākonga – locally and nationally. For example, moderation found common grammatical mistakes in ākonga work, therefore this informed the content of national Kura reo for ākonga and kōhanga whānau.

The trust employed an external moderator5 (up until 2014 due to the untimely passing of the moderator) whose highly regarded skills and experience enabled him to traverse the many rohe and iwi across the motu. TKRNT was at the time of the EER appointing new external moderators following a lengthy period of due diligence to ensure the moderators were a good fit for the kaupapa as well as having all the necessary skills and knowledge to moderate the programmes.

The team heard and saw evidence of training occurring for staff at a rohe and national level for sharing and improving practice. However, the frequency of these events could be improved. Districts will provide their own training as district needs require, and national training will occur most commonly via Kura reo and using data such as that gathered from moderation to inform focus. TKRNT is committed to providing these national training events again. The team saw evidence of staff training plans that identified the qualifications held and the planned professional development for 2015. Additionally, trainers in tikanga Māori programmes were graduates of TKRNT programmes; and some were also graduates of Te Panekiretanga o te reo Māori (Institute of Excellence in the Māori Language). Such skills were highly valued by ākonga.

Student achievement monitoring systems specific to each district were in operation to support learner achievement. At one district visited, charts were visible to management, trainers and ākonga showing how well ākonga are tracking to complete their kete and qualification, and which ākonga need additional support. Another district visited reported progress weekly to management so that additional support could be provided as required. Trainers are expected to know the progress of each ākonga achievement, and this is actively followed up by the district manager at weekly hui.

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[5] The two focus area programmes are not subject to external moderation by standard-setting bodies, i.e. industry training organisations or NZQA, as they do not include unit standards. It is incumbent on TKRNT to provide an external moderation system.

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1.5 He aha ngā painga ka riro i te whānau, hapū, iwi, hāpori me ētehi atu inā tutuki kai ngā whāinga i te ākonga?

(To what extent do outcomes for learners represent value to whānau, hapū, iwi, hāpori 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 Whakairo.**

The programmes are designed to lift the capacity and capability of the whānau and therefore the quality of teaching and learning within the kōhanga reo. The extent to which this outcome is achieved is monitored at a district level by reviewing numbers of trained staff in kōhanga and associated ERO reports (as proxies for quality). However, this does not appear to be done consistently across rohe.

It is expected that many of the graduates will stay in the kōhanga reo. However, the EER team heard of graduates being sought after for roles in kura kaupapa Māori, Māori radio and mainstream immersion schools and classes. It would be beneficial for TKRNT to formally collect graduate destination data as it may speak to the positive quality of the training provided by TKRNT and the impact on the kōhanga reo and wider community.

Graduates have also helped sustain the survival of te reo Māori by increasing the interest and volume of language learners and graduates. The EER team heard that the uptake of language learning by the ākonga has enthused, motivated and encouraged other members of their family to start to speak and learn te reo. Many graduates have taken on formal roles on their marae, for example sharing whaikōrero and karanga duties.

1.6 Ka pēwhea te āwhina i te ākonga 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 Hukihuki.**

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

Governance and management have a clear strategic direction found in Te Ara Tūāpae (2008-2033) and have an approved TEC investment plan for 2015.

As part of maintaining its relevance, the Board opted to consult with whānau nationally to seek their feedback on an appropriate TKRNT governance model. This process has taken time, however, and has resulted in feedback to inform the

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Board going forward. At the time of this EER[6], consultation with whānau on a proposed governance model was still occurring. TKRNT noted that at these consultation hui, whānau expressed a strong desire for negotiations on the settlement of the Wai 2336 claim to be progressed.

The Board has re-established its audit and risk subcommittee in order to proactively monitor and manage any risks impacting on the quality of education and training. Audit and risk now receives reports and recommendations directly from the interim Kaupapa Kaimahi (training manager). For example, audit and risk have been involved in the decision to reduce EFTS to allow a focus on raising quality. It has also been directly involved in managing risks associated with data management and the move back to a previous management system seen as more appropriate.

At the district management level, there was evidence of rigorous decision-making systems and collective responsibility where the mana of the decision-making rested with the whānau first and foremost. This style of decision-making ensures that decisions are robust, are aimed at meeting local needs, and support continued student achievement. The team saw strong evidence of two districts sampled continuing to respond positively to change, to innovate and create initiatives that have a positive impact on student learning and achievement. Examples include reviewing how trainers support ākonga achievement; reviewing the whakamātautau process to minimise the administration and coordination of assessors, and the management of ākonga achievement data.

Looking forward

The EER team is aware that TKRNT is emerging from a two-year period involving Ministerial reviews and reviews undertaken by government agencies. Several improvements have recently been made to systems and processes to better manage and self-assess educational performance for the organisation. These changes include:

- A new data management system to more effectively monitor and report on student achievement data across all rohe

- A review of internal and external moderation processes

- A review and update of many quality assurance policies and procedures

- Refining reporting processes to ensure senior management and governance receive timely, accurate and succinct information that informs their decision-making.

The Board will also appoint a new chief executive in the near future. TKRNT is currently being led by an acting chief executive.

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[6] The Board was meeting with kōhanga whānau in each of the districts to gather feedback on the recommendations of the independent Review committee (Ngā Taura Whānui). This process was completed in April 2015.

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Some of these listed changes are in different stages of implementation therefore it is difficult at this point to conclude whether they have led to improved educational performance, thus the rating of *He Pounamu Hukihuki.* Furthermore, TKRNT has yet to confirm key personnel[7] to ensure ongoing leadership and sustained focus on improvements and performance.

However, the EER team is encouraged by the processes proposed; the rationale for making improvements is clear; and there is currently capability within the organisation to oversee the initial implementation of the changes.

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 Kahurangi.**

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

Te Kōhanga Reo is not a research-based institution because of the level of programmes it offers and neither does the trust receive Performance Based Research Funding. That being said, the team found evidence of mātauranga Māori expressions of scholarship and significant creative activity evident from Board to ākonga level. Several Board members have robust research and scholarship portfolios and are recognised nationally and internationally for their work. They are frequently asked to participate globally as part of indigenous language revitalisation efforts. Two Board members head the Māori Language Institute, Te Panekiretanga o te Reo Māori.

Several staff are engaged in higher-level study including a recent PhD graduate and a Master's business student. Their scholarly works are supported by and focus on kōhanga reo. A number of staff are members of kapahaka groups and are responsible for original compositions and/or perform original works.

The panel saw and heard evidence of original scholarship and creative endeavour by ākonga including original written literature, original waiata, original poetry and original resources for teaching in kōhanga reo. Ākonga reported that their creative endeavours were being actively used in kōhanga and whānau contexts, and that these creative endeavours were supporting the effectiveness of their teaching, developing their intellectual independence and supporting growth in the language abilities of whānau and mokopuna.

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[7] Including governance members, chief executive and Kaupapa Kaimahi/training manager positions.

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TKRNT has several research partnerships currently in operation; for example, Te Kura Roa – a three-year research project focused on the value of the Māori language and community development.8

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 Whakairo.**

Ākonga and stakeholders expressed that their growth in understanding and use of tikanga and te reo Māori was a direct result of the study and support received from TKRNT. Ākonga (staff and parents) were able to use their skills to engage confidently in the kōhanga reo and support mokopuna learning through the medium of te reo Māori. Many of the kōhanga reo parents and their children move on to support the maintenance and survival of te reo Māori in kura kaupapa Māori and immersion schooling. Te reo Māori and tikanga Māori are the normal lived practices of ākonga and TKRNT staff.

The evaluators saw evidence of the quality of reo practitioners from within the Board and staff being appointed to support national reo Māori initiatives (e.g. governance and management members involved in Te Panekiretanga, a staff member appointed to Te Taura Whiri i te Reo Māori (Māori Language Commission). This provides the kōhanga reo movement with the capacity and capability to strategise, implement and use the learnings from these national reo Māori initiatives.

Rich anecdotal information was presented to provide examples of contributions made by ākonga, graduates, staff and kōhanga whānau to the survival and maintenance of quality te reo Māori, and this is an area that TKRNT should continue to explore further.

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8 This research project is funded by by Ngā Pae o Te Māramatanga and co-led by the School of Māori, Pacific and Indigenous Studies, University of Otago and Victoria University.

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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 Hukihuki**

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

2.2   Focus area: Te Ara Tuatahi (Level 2)

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: Te Tohu Whakapakari Tino Rangatiratanga (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**

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Recommendations

NZQA recommends that **Te Kōhanga Reo National Trust**:

- Continue to implement and monitor key self-assessment strategies and activities which are currently at different stages of development, including:

  - confirming key personnel as soon as practical to ensure ongoing leadership and sustained focus on improvements and performance

  - strengthening a monitoring and evaluation regime for the programmes it delivers, and integrates the findings as part of its ongoing commitment to quality improvement

  - continuing to progress TKRNT's new governance arrangements

  - improving its reporting systems and feedback loops to ensure internal and external stakeholders and ākonga know how their input has been addressed

  - ensuring it has robust audit systems and processes to effectively identify and manage risks.

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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/.

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