External Evaluation and Review Report

Te Kōhanga Reo National Trust

E kore au e ngaro, he kākano i ruia mai i Rangiātea

Date of report: 14 February 2019

About Te Kōhanga Reo National Trust

Te Kōhanga Reo National Trust provides programmes that immerse kōhanga whānau and mokopuna in the kōhanga reo kaupapa and te reo, tikanga me ngā āhuatanga Māori, thereby fulfilling its mission and vision.

Te momo:	Private training establishment (PTE)
Ngā Wāhi:	Head office: 67 Hankey Street, Mount Cook, Wellington. See Appendix 2 for rohe sites.
Code of Practice signatory:	No
Ākonga:	Domestic: 792 (August 2018) ākonga; 96 per cent identify as Māori, 2 per cent as Pasifika
	International: nil
Ngā Kaimahi:	24 full-time equivalents and 12 part-time staff
Ngā āhuatanga o te whare ako:	Te Kōhanga Reo National Trust has undergone organisational structural changes from 2015 to today. This resulted in new Board and staff members, and a reconfiguration of rohe.
	The PTE delivers four programmes (from levels 2-7) centering on developing skills and knowledge that will benefit the kōhanga reo community and centres.
	For more information view https://www.kohanga.ac.nz/
Ngā hua i mua:	Pounamu Whakairo – Ngā hua o te whare ako
	Pounamu Whakairo – Ngā whakairinga korero
Ngā Wā Arotahi:	• Governance and Management
	• Tākaimatua o Te Kōhanga Reo (level 4)
	• Te Whakapakari Tino Rangatiratanga (level 7)
Tau MoE:	9381
Tohu NZQA:	C31833
Te rā i tae atu ai te EER:	28 October-1 November 2018

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Rāpopotonga o ngā otinga

E kaha ana ngā kaupapa, ā, e ngoto ana hoki ki ngā mahi whakahaere kei te nuinga o ngā taumata o te whakahaere. Pāpaku ana te pāpā mai o ngā āputa e ai ki te mahi whakahaere, ā, e whakahaeretia ana ēnei. E kaha ana ngā kaupapa hei whakatena i te mahi huritao-whaiaro me te mārama ki te paearu whakahaere o te whakahaere. He pai hoki te taunakitanga o ngā putanga whakapai ake, ā, ka whakakaupapahia te mahi huritao-whaiaro hei mahi matua puta noa i te whakahaere.

Pounamu Whakairo – Ngā Hua o Te Whare

Ka arahina a Te Kōhanga Reo National Trust e te whāinga matua o te kaupapa hei tūāpapa mahi, ka whakatinanahia e ngā kaimahi me ngā whānau katoa. Kei te kitea ngā kawenga o te kaitiakitanga e pūmau ana ki te kaupapa o te kōhanga reo.

Ka tītike ngā hōtaka ako i ngā pūkenga ngaio, pūkenga ahumoni, pūkenga whakahaere tari o te ākonga hei tautoko anō i te pūkengatanga o ngā whānau, o ngā kaimahi o ngā kōhanga reo hoki kei te hapori.

Nā te mahi huritao-whaiaro i whai kaha ake ngā pūnaha o te mana whakahaere o te whakahaere hoki, kia ora ai te whanaungatanga o te tari me te hapori, kia whai wāhi ai ngā rohe ki te taumata anō o te mana whakahaere. Waihoki, ka kaha whakaatu ngā kaimahi e mahi tahi ana i te whanaungatanga hei tauawhi i te ākonga me āna mahi ako hei whakamahi i ngā arotakenga kia pakari ake ai ngā hōtaka.

Pounamu Whakairo – Ngā Whakairinga Kōrero

Ka aroturukitia nei ngā take nui me ngā tūtohu mātauranga e te rōpu Ngā Karu Hōmiromiro (Academic Committee). Ko te Tumu Whakarae te waha kōrero mo tēnei komiti i ngā hui o te komiti Audit and Risk a te Poari Matua.

Ko ētahi wāhanga o te whakahaere e pakari tonu i te ara taumata, arā ko te pūnaha hou o te aromatawai kaimahi, ko te whakangungu, ko te mārama o te kaiako ki te whakamahi raraunga mātauranga kia pakari ai te paetae ākonga me te aro tonu ki ngā pūnaha aromatawai, pūnaha mātairua kia whaimana, kia tika, kia kounga anō rā.

Summary of Results

Kaupapa are generally strong,and imbue organisational performance across most of the organisation. Gaps in performance have some impact but are mostly managed effectively. Kaupapa are generally strong to inform self-reflective practice and understanding of organisational performance. There is good evidence of improved outcomes, and self-reflective practice is generally part of a reasonably coherent and comprehensive approach across the organisation.

Pounamu Whakairo – Ngā Hua o Te Whare

Te Kōhanga Reo National Trust is guided by a clear purpose which underpins all activities and is embodied by all staff and whānau. The responsibilities of kaitiakitanga of the kōhanga reo kaupapa are actively and regularly demonstrated.

The programmes enhance the professional, financial and administrative capabilities of ākonga, thereby supporting pūkengatanga of whānau, kaimahi and local kōhanga reo.

Pounamu Whakairo – Ngā Whakairinga Kōrero

Critical self-reflection has resulted in effective strengthening of governance and management, improving the whanaungatanga links of the organisation to hāpori, and bringing about regional inclusion and representation at governance level. Whanaungatanga is exercised regularly by kaiako working together to support ākonga in their learning,and using feedback to inform improvements.

Important educational matters, including compliance, are monitored and mostly managed by Ngā Karu Hōmiromiro (the Academic Committee). Recommendations from this internal committee are presented to the audit and risk sub-committee of the Board by the Chief Executive Officer.

Some areas of improvement are still in early or varying stages of progress including the new staff performance appraisal system, continued training, understanding and use of educational achievement data by kaiako to improve student achievement, and a continued focus on assessment and moderation systems to ensure they are relevant, effective and of the highest quality.

Ngā Pātai Arotake

Ka pēhea tā koutou whakapuaki i te kaupapa, ā, ka pēhea koutou e mōhio ai e whakatutukihia ana?	
Ngā hua o te whare ako:	**Pounamu Whakairo**
Ngā whakairinga kōrero	**Pounamu Whakairo**
Ngā Kitenga:	Te Kōhanga Reo has made significant changes to its organisational structure since the previous EER in 2015. These changes were effectively informed by organisation-wide reflection. The changes include: • appointment of a chief executive • appointment of a new Board • restructure to six district clusters • appointments of regional managers and key staff. The new election process effectively supported wide representation at board level of each rohe, and also encouraged participation and support by whānau. At the time of the EER visit, the embedding of systems supporting the organisational changes and alignment to the strategic direction was still in progress. However, kaupapa are clearly demonstrated across the PTE governance, management and operations of Te Kōhanga Reo National Trust. Internal and external perspectives on governance sub-committees and regular reporting mechanisms between rohe and the national office inform decision-making. Te Kōhanga Reo National Trust embodies a Māori worldview in response to the aspirations and driving motivators of ākonga and whānau. The Board is future focussed and has a clear understanding of its responsibilities. These are aligned to and informed by relevant and regular reporting processes, including monitoring achievement. Te Kōhanga Reo consistently exceeds agreed course and qualification achievement commitments with the Crown.

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Across rohe, resourceful and innovative staff maximise their networks within purapura to create teaching and learning opportunities. Systems to objectively verify the performance of ākonga and kaiako will strengthen the Board's understanding of the effectiveness of teaching and learning across the organisation.

Qualities of kaitiakitanga demonstrated across the organisation preserve, enhance and nurture the vision of Te Kōhanga Reo. The Kōhanga Reo kaupapa is appropriately nurtured through ongoing sharing and role-modelling of the legacy vision by kaumātua, kaiwhakamātau and whānau. In a leadership context, regular system reviews have led to improvements such as data management system updates to better monitor achievement. However, an effective and systematic process for reviewing programmes and responding effectively on an ongoing basis will support the maintenance of academic standards.

In a learning context, Te Kōhanga Reo National Trust has robust ākonga entry and selection processes which support ākonga learning and achievement. Programme expectations such as learning hours are monitored and reported on, as is ākonga feedback. These are matched with the competencies, skills and knowledge demonstrated by ākonga in the work environment. The evaluators heard examples of improvements to programmes and resources as a result of ākonga feedback.

Te Kōhanga Reo National Trust has extensive relationships across the motu, which enhance the interactions and teaching and learning outcomes for ākonga. Across the sites that the evaluators visited, staff foster inclusive relationships and collaborate effectively with internal and external personnel to support and embed skills and knowledge. This is suitably matched with an intimate understanding of learning needs, identified through appropriate feedback mechanisms informing developments to programmes, and resulting in positive outcomes in most cases. A clear understanding of programme requirements to guide kaiako will benefit their lesson planning and awareness of desired outcomes.

Manaakitanga is reflected throughout the organisation. In a leadership context, Te Kōhanga Reo National Trust values and connects effectively with hāpori to appropriately understand the needs of wider communities and seek to understand the value of the learning to them. Staff are reputable and appropriately qualified, and receive regular internal professional development, as well as opportunities to undertake training provided by external agencies. However, an embedded and ongoing process for management and

	staff to understand the effectiveness of their performance will strengthen current practice and support for staff.
	Ākonga have good relationships with kaiako and kaiwhakamātau. Programme delivery is appropriately aligned to support ākonga to achieve outcomes and manage workloads, and achievement expectations are clearly outlined for ākonga. The validity of quality assessment practice will be strengthened with a systemic and full understanding of the purpose, practice and value of moderation as a valued quality assurance process to support learning.

Focus Areas

2.1 Te Wā Arotahi: Governance and management

Ngā Hua o Te Whare Ako:	**Pounamu Kahurangi**
Te Whakairinga Kōrero:	**Pounamu Whakairo**
Ngā Kitenga:	Since the last EER visit, Te Kōhanga Reo National Trust has completed a full Board restructure using Elections New Zealand to facilitate representative elections. New Board rules regarding service periods have been created and are being applied. The refreshed Board has established sub-committees and appropriate terms of reference to provide focus to key areas of governance. Meeting minutes of proceedings affirm discussions and actions. In addition, the sub-committees use independent external expertise to further inform practice. The new audit and risk sub-committee effectively uses an issues and risk register to manage and monitor risks. There are no current risks identified by the Tertiary Education Commission or NZQA on record. An executive team of three and a senior leadership team of managers is working effectively, with regular meetings. There is high quality reporting from management to the Board. Both Board and management are highly responsive to learners and their educational achievement, as shown in Board and management papers. The Board and management have engaged in a number of key projects that are well established. These include: • a new student management system • establishment of an Academic Committee (Ngā Karu Hōmiromiro) reporting to the chief executive, to support quality assurance of teaching, learning and delivery • development of Tuara Whānui to review the key expectations of the Kōhanga Movement Whānau against which the Board is working and reporting • improvements in IT infrastructure. The chief executive and the Board have appropriate oversight over key compliance areas such as health and safety and programme learning hours. Management has invested in a national moderator

| | and has agreed terms with an external moderator to provide independent review and support of the moderation system in place.

Within the newly adopted January-December calendar academic year, course completions are consistently above agreements with the Crown (+65 per cent). Qualification completions are also high. Overall qualification completions data is affected by the three-year qualification, and completions beginning in 2017. Attention to student withdrawals has seen considerable improvement from +40 per cent down to +20 per cent (see Appendix 2). There is varied performance across rohe, with best practice being shared throughout and monitoring and reporting by management and the Board. There is effective communication with rohe and stakeholders of Te Kōhanga Reo.

Some minor points were noted and the Board and management are aware of these areas for consideration and are effectively managing them. These include continuing to extend and embed the workstreams of Ngā Karu Hōmiromiro; continuing to track and monitor improvements to the moderation system; further developing a system for measuring the Board's effectiveness; and continuing to monitor and track progress of the whole-of-organisation system of self-assessment and quality improvement. |
|---|---|
| Conclusion: | Governance and management is highly effective, with sound oversight over the key aspects of the organisation. Risks and opportunities are appropriately managed.

Governance and management are present and visible among whānau, supporting regular and meaningful communication. There has been sound leadership in ensuring the maintenance of the kaupapa of Te Kōhanga Reo and putting plans in place for further enhancements to continue contributing to the success of learners.

Board and management should continue to receive and use information to effectively monitor and track the impact of key educational systems, initiatives, activities and performance in relation to educational success. |

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2.2 Te Wā Arotahi: Tākaimatua o Te Kōhanga Reo (Level 4)

Ngā Hua o Te Whare Ako:	**Pounamu Kahurangi**
Te Whakairinga Kōrero:	**Pounamu Whakairo**
Ngā Kitenga:	Tākaimatua assists the raising of professional, financial and administrative capability, strengthening the running and management of a Māori business model, and thereby growing leaders within kōhanga. This is endorsed by Te Kōhanga Reo Trust employers, community and whānau. Ākonga gain valuable and transferable technical and tikanga-based skills and knowledge to apply immediately in their kōhanga. Skills and knowledge are also used in a range of other contexts including other employment, marae, and the home. While Te Kōhanga Reo Trust gathers verbal feedback from ākonga, staff, the kōhanga reo community and whānau, reciprocal communication of developments as a result of feedback could be strengthened.
	Engagement with stakeholders is purposeful and contributes to effective teaching and embedding of learning. This is demonstrated through stakeholders sharing expertise, experience, knowledge and support – about which ākonga have commented positively in relation to supporting their learning. Te Kōhanga Reo Trust works collaboratively with learners and employers to understand the value of the programme, and ensures that stakeholder needs are being met. This has led to improvements in the programme which have resulted in positive outcomes for the learners and stakeholders.
	Kaiako are appropriately qualified and undertake regular professional development which leads to further subject knowledge. Best practice is shared with other purapura and rohe through multiple mechanisms, and unplanned peer observation informs teaching practice.
	Moderation has led to improvements to the workbook. However, the robustness of moderation for ensuring assessment rigour could be strengthened. A system for improved oversight and systemic assessment of teaching quality will strengthen the organisation's understanding of the effectiveness of teaching from an informed organisational perspective.
	Kaiako are visible, accessible and engage with and respond to ākonga. Ākonga are appropriately resourced for learning, with handbooks clearly setting out programme and organisation

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	expectations, calendar of learning, and course requirements. Ākonga workloads are effectively managed to support the achievement of outcomes, and there is strong evidence of targeted academic support. Enrolment processes are rigorous and support appropriate assessment of learner readiness and commitment for successful completion of the programme.

Through the intimate understanding of ākonga learning needs, teaching is customised and support is provided by passionate staff who are also holders of the kōhanga kaupapa. The expertise and experience of kaumātua is acknowledged through teaching practices and delivery. Communication with national office gives guidance and support for rohe and kaiako of Tākaimatua, supported by effective communication with key leadership staff. While achievement is positive for the Tākaimatua, there is varied understanding by kaiako across the rohe of achievement benchmarks and targets.

A review of systems, such as the Matariki calendar, resulted in better reporting of completions and retentions that align to Tertiary Education Commission reporting expectations. |
| Conclusion: | Te Kōhanga Reo Trust demonstrates manaakitanga and pūkengatanga through the planned and organised structure of support for ākonga, kaimahi, rohe and purapura, leading to valued outcomes for whānau and the broad kōhanga community. This is supported by meaningful engagement and relationships and open communication pathways, strengthening whanaungatanga across the organisation. Closing the feedback loop with an update from Te Kōhanga Reo Trust will strengthen stakeholder knowledge of developments, current activities and learnings.

The guidance and leadership provided supports the kaitiakitanga and rangatiratanga of the programme. Regular and consistent moderation systems, including training, will support effective assessment practice and the quality of teaching. |

2.3 Te Wā Arotahi: Te Tohu Whakapakari Tino Rangatiratanga (Level 7)

Ngā Hua o Te Whare Ako:	**Pounamu Whakairo**
Te Whakairinga Kōrero:	**Pounamu Hukihuki**
Ngā Kitenga:	There is strong evidence of planning, assessment and management of student progress. Learning activities are appropriate, well planned and well organised. Learners said the workbooks and resources provided were highly appropriate and met student expectations and needs. Some students felt the workbooks could be improved to be more regional/dialectal in nature and in design to be representative of iwi reo, ideas, images and landmarks of their own district/rohe.

Kaiako were highly regarded and their availability and visibility together with programme knowledge was greatly respected by the learners. Kaiako use external expertise to support the quality delivery of the programme. Kaiako arrange extra tutorial sessions for students who have work requirements and cannot make the formal teaching sessions. Fortnightly hub sessions provide additional learning and support.

Students are provided with opportunities to work collaboratively and to pool intellectual resources and provide support for each other.

While achievement data is not at the level management expects, employers and students felt the skills that students acquire on the programme were highly valuable and relevant. Students and employers have an opportunity to give feedback on the programme and the teaching. This feedback system is consistently used across the programme and the feedback prompts kaiako to support improvements.

Kaiako receive and have access to training and development including moderation. Kaiako manage student learning hours through an attendance and learning hours log that students sign. Student achievement progress is managed through the student management system at national and regional levels. The PTE also uses tracking boards to maintain a visual system for effective management of student achievement and success.

There is some informal observation and discussion on the quality of teaching. This system can be improved and made more formal |

	with appropriate support materials and reporting. The student feedback system, while very useful, could also be made more formal across the organisation as a whole.

Moderation is occurring, but there is a need to monitor and track how consistently it is being applied and how the information gained is being used to support improvements.

Programme review and redevelopment has been occurring within and with external agencies. However, progress has been slow and needs to be accelerated to completion.

The assessment process has been reviewed, adapted and improved. There is continuing work linking the whakamātautau process to moderation with the relevant evidence and judgment statements and criteria in progress. This should be continued and completed.

Some areas of improvement are still works in progress, including the new performance appraisal system, continued training, understanding and use of educational achievement data by kaiako for ensuring improvements in student achievement and a continued focus on moderation systems to ensure they are relevant, effective and of the highest quality. There remains a need to establish a system for reflecting on the quality of teaching and where gains can be made in teaching practice. |
| Conclusion: | The programme is providing graduates with a range of skills seen as valuable by learners and employers. The programme is appropriately resourced and kaiako receive occasional training to support their teaching. There is a need to ensure all staff have completed performance appraisals each year to support a systematic approach to staff training that is relevant and effective, and that feedback and tutor observation systems are formalised and consistently applied.

Systems for managing key compliances across assessment, moderation and learning hours are in place. However, improvements in moderation need to be continued and completed.

The full review and redevelopment of the programme needs to be completed as a priority and include the voices of all stakeholders. |

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Recommendations

NZQA recommends that Te Kōhanga Reo National Trust:

- Strengthen the system for measuring the quality of teaching and managing improvements to teaching quality, including a consistent appraisal process, that will support improvements in student achievement and student outcomes.

- Review programme performance and teaching practice to maintain appropriate academic standards.

- Accelerate the review, changes, improvements and reapproval of Te Whakapakari Tino Rangatiratanga programme.

- Set, monitor and manage achievement targets as part of continual improvement in the achievement of learners to meet the goals and purpose of Te Kōhanga Reo National Trust, ensuring a systemic and clear understanding of programme requirements.

Requirements

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

Appendix 1

Kōhanga Reo National Trust achievement data against the calendar academic year January-December

Overall completion data

	2015	2016	2017
Enrolments	6321	9667	10734
Course completions	72.35%	77.19%	75.75%
Qualification completions	59.53%	57.25%	58.97%

Te Tākaimatua level 4

	2015	2016	2017
Course enrolments	2472	3739	4103
Course completions	66.46%	76.44%	75.92%
Qualification enrolments	103	157	172
Qualification completions	72.82%	73.25%	73.26%

Whakapakari level 7

	2015	2016	2017
Course enrolments	268	496	748
Course completions	81.34%	81.65%	71.12%
Qualification enrolments	89	160	237
Qualification completions	0*	0*	21.10%

*No graduates as this is a three-year qualification

Appendix 2

Te Kōhanga Reo National Trust delivers training across 10 district sites, plus head office, clustered into six rohe, combining two districts into one.

Rohe	Cluster	Location	Address
HEAD OFFICE		Wellington	67 Hankey Street, Mount Cook Wellington 5045
ROHE 1	Te Taitokerau	Whangarei	Taitokerau District Office, Whangarei
	Te Raki Paewhenua		
ROHE 2	Tamaki ki te Tonga	Panmure	42a Coates Crescent, Panmure Auckland 1072
	Tainui	Hamilton	951 Wairere Drive, Hamilton East Hamilton 3216
ROHE 3	Waiariki/Tūwharetoa	Rotorua	1181a Pukuatua Street Rotorua 3010
	Mataatua/Tauranga	Whakatane	71 Goulstone Road, Whakatane 3120
ROHE 4	Te Tairāwhiti	Hastings	29 Bristol Crescent, Flaxmere Hastings 4120
	Kahungunu		
ROHE 5	Aotea	Whanganui	70 Campbell Street (R Block) Whanganui 4500
	Ikaroa	Lower Hutt	26 Grenville Street, Waiwhetu, Lower Hutt 5042
		Wellington	67 Hankey Street, Mount Cook Wellington 5045
ROHE 6	Te Waipounamu	Christchurch	Rehua Marae 79 Springfield Road, St Albans, Christchurch

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Appendix 3

Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/. 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.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:

Identify organisational fraud1

Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources

Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.

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[1] NZQA and the Tertiary Education Commission comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

Self-assessment and participation and cooperation 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 Programme Approval and Accreditation Rules 2018, 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 Quality Assurance (including External Evaluation and Review (EER)) Rules 2016 require registered private training establishments to undertake self-assessment and participate in external evaluation and review 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 Quality Assurance (including External Evaluation and Review (EER)) Rules 2016. 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 Quality Assurance (including External Evaluation and Review (EER)) Rules 2016 are available at https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/qa-rules/external-evaluation-rules-2016/1/, while information about the conduct and methodology for external evaluation and review can be found at https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/.

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