



Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

# Te Pūrongo Aromātai me te Arotake ā-Waho

Te Kōhanga Reo National Trust  
Board

Date of report: 24 January 2024

# He kupu whakataki | Introduction

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*Te Kōhanga Reo National Trust has been in operation for over 40 years, and is responsible for the quality and delivery of support and service to a nationwide network of approximately 450 kōhanga reo, based across 10 rohe. Around 8500 tamariki and whānau are supported by kōhanga reo every year. Te Kōhanga Reo National Trust also provides educational programmes that immerse kōhanga whānau in the kōhanga reo kaupapa and te reo, tikanga me ngā āhuatanga Māori, thereby fulfilling its mission and vision.*

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Type of organisation:	Private training establishment (PTE)
Location:	Head office: 67 Hankey Street, Mount Cook, Wellington (see Appendix 2 for rohe sites)
Code of Practice signatory:	No
Number of students:	Domestic: approximately 620 equivalent full-time students; 96 per cent identify as Māori
Number of staff:	34.5 full-time equivalents (26 full-time tutors, one part-time tutor, eight head office staff)
TEO profile:	<a href="#">Te Kōhanga Reo</a>
Last EER outcome:	Confident in educational performance Confident in capability in self-assessment
Scope of evaluation:	<ul style="list-style-type: none"><li>• Te Ara Tuatahi mō te reo Māori (Level 2) which leads to Te Pōkaitahi Reo (Rumaki, Reo Rua) (Te Kaupae 1) and Te Pōkaitahi Reo (Rumaki, Reo Rua) (Te Kaupae 2)</li><li>• Te Ara Tuarua mō te Reo Māori (Level 4) which leads to Te Mana o Te Mokopuna (Kaupae 3) and Te Puāwaitanga o Te Mokopuna (Kaupae 4)</li></ul>
MoE number:	9381
NZQA reference:	C51077
Dates of EER visit:	18-22 September 2023

# Ngā whakataau | Summary of results

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*Ngā hua o te Whare Ako: Kaupapa are clearly exemplary and imbue performance across the organisation; there are no significant gaps or weaknesses.*

*Te Whakairinga Kōrero: Kaupapa are clearly exemplary and inform highly effective self-reflective practice used to gain a comprehensive understanding of organisational performance and worthwhile improvements. Self-reflective practice is part of a coherent and comprehensive approach across the organisation.*

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## **He Pounamu Kahurangi – Ngā hua o te Whare Ako**

- Organisational self-reflective practice has resulted in significant improvements since the last EER, including system changes (a new learning management system); structural changes (centralising reporting lines for the training team); and programmes (specifically launching a new degree programme).
- The organisation is well governed and led. Poari (governing board) members are skilled governors, well connected to the communities they represent. They are kept up to date with key strategic matters from the senior management team who are balancing sustainability with the needs and aspirations of kōhanga whānau, within the parameters of a westernised training and funding system.
- The training programmes are well managed and resourced, kaiwhakaako are well supported and quality systems (e.g. moderation and whakamatautau) are in place and are contributing to quality ākonga outcomes.
- Course completion rates for 2020-22 averaged 82 per cent, which is above the PTE sector average for the period. Ākonga also grow in their identity as Māori, and become more competent and confident contributors to the kaupapa. Some graduates progress to further training.

## **He Pounamu Kahurangi – Ngā Whakairinga Kōrero**

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- Whānau hapū, iwi and hapori aspirations are directly embedded in the kaupapa. Te Kōhanga Reo National Trust is making a significant contribution to the revitalisation of te reo Māori. The application and embedding of te reo Māori, tikanga Māori and mātauranga Māori are maximised within programme development, design, delivery and resourcing.

# He Pātai Arotake<sup>1</sup>

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

Ngā hua o te Whare Ako:	<b>He Pounamu Kahurangi</b>
Ngā Whakairinga Kōrero	<b>He Pounamu Kahurangi</b>
Ngā Kitenga/ Findings and supporting evidence:	<p>Te Kōhanga Reo National Trust has been in operation for over 40 years and is responsible for supporting training and development for staff and whānau across a nationwide network of approximately 430 kōhanga reo. Around 8500 tamariki and whānau are supported by kōhanga reo every year. Te Kōhanga Reo National Trust is registered as a private training establishment. However, Te Wāhanga Whakangungu (TWW) leads the training, programme development and quality assurance. Currently TWW delivers five programmes, including a recently developed degree, to around 650 ākonga throughout Aotearoa.</p> <p>Te Kōhanga Reo National Trust has made significant changes since the previous EER in 2019. These changes were effectively informed by organisation-wide reflection. The changes include:</p> <ul style="list-style-type: none"><li>• an upgrade of the learning management system</li><li>• the consolidation of the training and quality management teams into TWW</li><li>• the appointment of national training positions within TWW, including a specific Pou Whakangungu ā-Motu (GM, Training &amp; Development) role, who now manages and supports regional-based training for staff.</li><li>• introducing a new degree programme and teaching out the diploma (Te Tohu Whakapakari)</li></ul>

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

- developing and implementing a new kaimahi appraisal process, and kaimahi development plan.

The organisation has clear leadership and direction informed by the voice of their kōhanga whānau. The Poari members represent their respective rohe and are therefore grounded within and accountable to their communities. Poari members have also developed relationships nationally and regionally to support the kaupapa of kōhanga reo.

The Poari has subcommittees in place to manage compliance and risk, and has recently completed a review of Ngā Karu Hōmiromiro (the Academic Committee) with changes including direct reporting to the Poari, an increase in board member representation to three, and ensuring the voice of whānau, ākonga and Kaiwhakamātau are represented to monitor and strengthen academic quality.

The governance and leadership teams within Te Kōhanga Reo National Trust have a good understanding of ākonga success, both formally through internal TWW reports and informally through their connections to their rohe. Training is supported by the wider organisation, and decisions that affect the training team are well considered and informed. Good business judgement is used to balance viability against need, with an overall focus on benefits for tamariki in the kōhanga reo.

A new kaimahi appraisal process has been developed and implemented, which provides insight into practice, as well as alignment to the personal and professional goals of staff. Staff are supported with professional development that contributes to their subject knowledge and teaching development.

The training programmes are well managed, recognising that the introduction of the new degree has required significant investment in time and resources from the training team since the last EER. In addition, the training team has responded well to the challenges their ākonga and communities faced as a result of Covid-19, Cyclone Hale and Cyclone Gabrielle, including pivoting to online delivery.

Manaakitanga and reciprocity are key principles that underpin the training. This was evident in the resources provided to ākonga, including fees-free programmes, learning resources, access to library services, petrol vouchers to attend noho, IT equipment if required, and time off to study and attend noho. The organisation's district offices are also key to the training model. In some regions the district office is the venue for training, and ākonga and trainers can access district office resources as needed. There are positive working relationships between district office staff (who support the kōhanga whānau) and the trainers (who support the ākonga). This demonstrates a collective commitment to the kaupapa of kōhanga reo.

The training programmes are employment-based. This means that ākonga are endorsed by the kōhanga whānau as part of their enrolment process, are either employed or volunteer in the kōhanga reo, and are required to apply their learnings in context. It also means that the resources developed by ākonga add to the kete of resources available to mokopuna, including karakia and waiata.

The average course completion rate for 2020-22 was over 82 per cent, which was above the PTE sector average for that period. Achievement was maintained despite the disruptions caused by Covid-19. The compulsory closure of kōhanga reo gave ākonga an opportunity to focus on their studies, with online support from their trainer. TWW has also invested resource into developing a Disability Action Plan that reflects their ākonga and context. The plan is inclusive of any actions resulting from their self-review against the Code of practice for the pastoral care of tertiary learners.

As a result of the training, ākonga develop skills, confidence and knowledge that are directly relevant to the kōhanga context. Some ākonga who have the skills and attributes to be a kaiako in the kōhanga reo are encouraged to progress to the degree programme.

Academic quality is assured through regular programme reviews and improvements. The PTE also has internal and external moderation processes and a rigorous whakamātautau process that is over and above what

	<p>would occur in other training contexts. This includes tirohanga, matua and taumata assessment facilitated by panels of assessors.</p> <p>The taumata assessment approach in particular (degree level) is unique to kōhanga where feedback from whānau – including kaumātua and kuia – is taken into consideration during the marking process. This provides opportunities for rich expressions of wānanga, and a true and authentically te ao Māori approach to assessment and quality standards. The whakamatautau process was recently reviewed and improved as part of TWW’s commitment to quality improvement.</p> <p>Ākonga also have multiple pathways to provide feedback including through formal surveys, directly to their trainer, and/or to district office staff. The PTE reviews the training only after extensive engagement and consultation with the kōhanga whānau, which includes ākonga.</p> <p>The kaupapa of te kōhanga reo is the development, enhancement and transfer of te reo, tikanga and mātauranga Māori to mokopuna and whānau. Subsequently, te reo and āhuetanga Māori is embedded within their training programmes; trainers are fluent speakers of te reo Māori; and tikanga and te reo Māori is valued and resourced by the organisation.</p>
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# Ngā kaupapa ka arotahitia | Focus areas

## 2.1 Te Ara Tuatahi mō te reo Māori o Te Kōhanga Reo

## 2.2 Te Ara Tuarua mō te reo Māori o Te Kōhanga Reo

Ngā hua o te Whare Ako:	<b>He Pounamu Kahurangi</b>
Ngā Whakairinga Kōrero:	<b>He Pounamu Kahurangi</b>
Whakamārama:	<p>Two programmes were selected as focus areas for this EER:</p> <ul style="list-style-type: none"><li>• Te Ara Tuatahi mō te reo Māori (120 credits, Level 2); leads to Te Pōkaitahi Reo (Rumaki, Reo Rua) (Te Kaupae 1) and Te Pōkaitahi Reo (Rumaki, Reo Rua) (Te Kaupae 2)</li><li>• Te Ara Tuarua mō te Reo Māori (120 credits, Level 4); leads to Te Mana o Te Mokopuna (Level 3) and Te Puāwaitanga o Te Mokopuna (Level 4)</li></ul> <p>Te Ara Tuatahi is a foundational reo Māori programme targeted at whānau members and kōhanga kaimahi with little or no reo Māori skills. Ākonga learn basic karakia, mihimihi, waiata, along with a grounding in basic phrases and cultural protocols and the kaupapa of Te Kōhanga Reo. This programme provides a pathway to the Te Ara Tuarua mō te Reo Māori.</p> <p>Te Ara Tuarua prepares ākonga with a grounding in mokopuna learning and development in a kōhanga reo setting, the application of te kaupapa o Te Kōhanga Reo, and how to develop educational resources for mokopuna. This programme provides a pathway to Te Tohu Mātauranga Whakapakari Tino Rangatiratanga.</p> <p>Average course completions for 2020-22 were strong, with 91.13 per cent for Te Ara Tuatahi and 73.3 per cent for Te Ara Tuarua. The former is significantly above the sector average for both Māori and non-Māori learners, the latter slightly above. Qualification completions were 87 per cent and 68.7 per cent on average for 2020-22, respectively (see Table 1, Appendix 1). These results are commendable,</p>

	<p>considering the disruptions of Covid-19 on teaching and learning during 2020 and 2021.</p> <p>The programmes contribute to ākonga personal development and wellbeing. The context for learning provides ākonga with a safe space to explore their identity and (re)connect with te ao Māori. Ākonga are expected to apply their learning in the kōhanga reo. Graduates of Te Ara Tuarua who show interest and capability to be a kaiako in the kōhanga reo context are supported to progress their study towards the degree.</p> <p>However, Te Ara Tuatahi graduates found the transition to Te Ara Tuarau challenging, mostly because of the level of te reo Māori required for Te Ara Tuarua. This is something TWW is aware of, and supports are already in place to better prepare ākonga, including changes in assessment design for Te Ara Tuatahi. Programmes to assist ākonga to strengthen their reo – including a partnership with Te Ataarangi to provide te reo Māori classes locally – are also available.</p> <p>The programmes are well resourced and there is strong support available to ākonga by either the kaiako, kōhanga whānau or the TWW trainers (kaiwhakaako) who are regionally based. Both programmes are regularly reviewed. Te Ara Tuarua, however, has been formally reviewed since the last EER and significant improvements made, some of which were based on feedback from ākonga.</p> <p>Ākonga found the assessment process daunting but robust, resulting in helpful feedback to support their learning and development.</p> <p>Kaiwhakaako are well qualified, fluent, knowledgeable in te reo Māori and well supported by a competent and experienced management team nationally and at district level. Recently appointed staff to national positions are still bedding into their roles but are already showing potential as being critical supports to trainers and ultimately to ākonga. Kaiwhakaako have their own systems of tracking ākonga completion of kete, and this will in time be a centralised system monitored nationally.</p> <p>Kaiwhakaako are now being used more flexibly to support ākonga in other rohe, which is a significant change in practice. This change, however, is already proving</p>
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	<p>beneficial for ākonga but also for kaiwhakaako development.</p> <p>Compliance and academic quality matters for the programmes are being managed effectively. There are good systems in place to support teaching and learning, including regular engagement with the TWW management team, professional development opportunities, higher-level study and regular IT training and support. There is a structured programme of work to support ākonga to meet their non-contact programme hours.</p>
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## Ngā Tūtohunga | Recommendations

*Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.*

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

## Ngā Ture | Requirements

*Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.*

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

# Tāpiritanga 3 | Appendix 1

**Table 1. Achievement data 2020-22**

<b>Te Ara Tuatahi</b>			
	2020	2021	2022
Course completions	90.22%	90.08%	91.30%
Qualification completions	80.80%	89.80%	90.50%
<b>Te Ara Tuarua</b>			
Course completions	73.42%	73.88%	72.26%
Qualification completions	71.20%	67.60%	67.40%

## Tāpiritanga 2 | Appendix 2

**Table 2. Delivery sites**

Wellington (9381/1)	Head Office, 67 Hankey Street, Mount Cook, Wellington 5045
Wanganui (9381/14)	70 Campbell Street (R Block), Whanganui 4500
Hamilton (9381/15)	951 Wairere Drive, Hamilton East, Hamilton 3216
Panmure (9381/16)	42a Coates Crescent, Panmure, Auckland 1072
Rotorua (9381/17)	1181a Pukuatua Street, Rotorua 3010
39Hastings (9381/18)	29 Bristol Crescent, Flaxmere, Hastings, Hastings 4120
Lower Hutt (9381/19)	26 Grenville Street, Waiwhetu, Lower Hutt, 5010
Papatoetoe (9381/20)	212 Puhinui Road, Papatoetoe, Auckland 2015
Hastings (9381/21)	209 Avenue Road East, Hastings 4122
Gisborne (9381/22)	7 Leith Street, Gisborne 4010

# Tāpiritanga 3 | 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 fraud<sup>2</sup>*
- Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

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<sup>2</sup> NZQA and the Tertiary Education Commission (TEC) 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 under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2021, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.*

*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, and*
- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including ITOs but excluding universities, and*
- *maintaining training scheme approval for all TEOs other than universities.*

*The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2021, the Consent to Assess Against Standards Rules 2021 and the Training Scheme Rules 2021 respectively.*

*In addition, the Private Training Establishment Registration Rules 2021 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.*

*NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, training schemes and consents to assess and 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 2021. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.*

*External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.*

*External evaluation and review reports are public information and are available from the NZQA website ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, 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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