

Report of External Evaluation and Review

Pacific Island Educational Centre Trust
PIERC Education
Trading as Pasifika Education Centre
PEC

Confident in educational performance

Confident in capability in self-assessment

Date of report: 7 September 2010

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Purpose of this Report

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

Introduction

1. TEO in context

Location:	Manukau City
Type:	Private Training Establishment
First registered:	1994
Number of students:	Domestic: well over a total of 200 part-time learners enrolled in Pasifika languages in 2009 and that number could approach 300 in 2010. Pasifika Education Centre (PEC) also works closely with Te Wānanga o Aotearoa (TWOA) which was delivering computing courses and a certificate in speaking and learning English to a total of 69 students.
Number of staff:	Seven full-time and two part-time management and staff, 11 part-time language tutors.
Scope of active accreditation:	PEC is not currently delivering or assessing against its NZQF assessment standards accreditation but may do so again in the future.
Sites:	PEC delivers training in Pasifika languages and cultures at sites as close to its learners as possible and which currently included Ranui, Otara, Mangere, Henderson, Glen Eden, Otahuhu, and Mount Roskill as well as at its main site, Manukau City.
Distinctive characteristics:	PEC provides education services for Pasifika communities, mainly the learning and teaching of Pasifika languages and cultures, and a resource centre, consistent with its trust deed and based on Tertiary Education Commission (TEC) Adult Community Education (ACE) funding.

Recent significant changes:	PEC moved to its new Manukau premises from Otahuhu in June 2010.
Previous quality assurance history:	<p>The most recent quality assurance visit by NZQA was a quality audit in 2008, reported in 2009, when PEC did not meet 42 of the applicable 49 requirements for ongoing registration. However, since that time it has addressed all of those requirements. Completion of the compliance requirements will provide PEC with the foundation on which it can base future development.</p> <p>PEC has also been the subject of a review and report commissioned by the Ministry of Pacific Island Affairs (MPIA) in 2010 with regard to ministerial appointments to its board and its performance in relation to its trust deed.</p>
Other:	By shifting to Manukau City and delivering training at other sites, PEC is intentionally making it as easy as possible for Pasifika learners to attend its Pasifika language and culture classes.

2. Scope of external evaluation and review

The scope of the external evaluation and review (EER) of PEC included the following:

- Programme design and delivery. This included mainly Pasifika languages and cultures but also PEC's resource centre and provision of resources. It also included computing and job-seeking by agreement and contract with TWoA and Work and Income New Zealand (WINZ) respectively.

Programme and design was chosen because the delivery of education in Pasifika languages and cultures is PEC's core business, but the provision of resources is closely related. Computing and job-seeking are other ways PEC serves its Pasifika communities.

The following mandatory focus area was also included:

- Governance, management, and strategy.

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 document Policy and Guidelines for the Conduct of External Evaluation and Review available at:

<http://www.nzqa.govt.nz/for-providers/docs/eer-policy-conduct.pdf>

The evaluation team comprised one lead evaluator with another lead evaluator as the second evaluator. The evaluators effectively spent three days on site which included attending two evening classes and talking to tutors and learners and further reporting back the morning of the fourth day. The executive director, full-time and part-time staff, tutors, and learners participated directly in the EER and other stakeholders such as TEC and MPIA also contributed.

PEC has an opportunity to comment on the accuracy of this report, and submissions received will be fully considered by NZQA before finalising the report.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **PEC**.

- PEC delivers quality education and training in Pasifika languages and cultures. At the time of the external evaluation and review PEC was teaching Tongan, Niuean, Samoan, Cook Islands Māori, and Fijian to learners at levels ranging from beginner to advanced. Programmes are based on PEC's common curriculum which was developed through consultation in Aotearoa New Zealand and the Pasifika region. Further development of language and culture-specific resources has begun and will contribute to the quality of the education provided. Increased involvement of tutors collectively in clusters or whole groups, informed by external advice, will contribute to PEC's curriculum and resource development and professional development through sharing resources and teaching practices.
- Learners, tutors, and PEC staff expressed a high degree of satisfaction with what they were achieving.
- Learners achieve not only improved proficiency in their chosen language but also enhanced social and cultural connectedness and communication with their immediate families, extended families, and communities in Aotearoa New Zealand and Pasifika nations. Learners interviewed by the evaluation team provided rich stories on how much their language classes had given them.
- PEC provides a resource centre whose resources provide access to knowledge and understanding of traditional and contemporary Pasifika languages and cultures. Resources are available for use on site and some current language learners in particular make use of them. PEC also publishes resources for which it charges sufficient to cover costs. The resource centre and resources are valuable but would benefit from further development including additional resources, improved accessibility to their use, and the development of computer resources and access.
- PEC supports Te Wānanga o Aotearoa's delivery of computing and a certificate in speaking and learning English. TWoA uses PEC's premises while PEC has input into the selection of tutor(s), recruitment and enrolment of learners, and use of its accreditation. This enables PEC to widen its delivery of education and training to mainly Pasifika learners, including technology, which it does not currently do itself.
- PEC supports the Pasifika and wider communities in a number of ways. It provides care and support for those who are isolated or on their own as well as ensuring people can attend classes. It has recently completed its job-seeking contract with the Ministry of Social Development with some success and at the time of the external evaluation and review PEC intended to do its best to continue the service from its own resources.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **PEC**.

- PEC identified that it needed to develop a common approach if it was to deliver the learning and teaching of Pasifika languages effectively. It suspended its language classes for a few months in 2009 in order to do this. PEC consulted in Aotearoa New Zealand and the Pasifika region and developed a soundly based language curriculum which provides a common framework and encourages a common and effective approach to the learning and teaching of Pasifika languages.
- PEC identified that it next needed to develop and make available more language and culture-specific resources. While some individual tutors have done this themselves, PEC is well placed to coordinate and facilitate specific resource development in a similar manner to the curriculum development and implementation. Current advisor visits to classes during the year, learner satisfaction surveys, and annual meetings of tutors where they share ideas and resources at least once a year could be further developed which would add to PEC's self-assessment and further enhance learning and teaching practice and the development of resources. This was confirmed by the evaluation team when interviewing tutors of different languages and cultures and learners attending class for two different languages.
- PEC's strategic intent is to be a leader in influencing and delivering education for Pasifika people based on preserving Pasifika languages and cultures through knowledge, understanding, and practice. Its strategic plan 2009-2010 is based on Pasifika values and principles and reflects a healthy knowledge and awareness of what PEC needs to do if it is to achieve its vision: "Educational success for all Pasifika people". Its strategic plan, which is formally reviewed once a year, is aligned with the Tertiary Education Strategy 2010-2015. Implementation of PEC's impressive and comprehensive annual strategic plan would be supported by development of a three or five-year plan, prioritising goals, objectives, and key strategies, and gathering even more information about what it is doing well and what it could improve.
- PEC has important short-term and longer-term challenges to meet, including its ongoing funding and support, given future changes by TEC. PEC has identified its current position, including what it has learned from external reviews such as this one. Robust self-assessment of its priorities would help facilitate its success and learner achievement and the quality of that achievement.

TEO response

PEC has confirmed the factual accuracy of this report.

Findings¹

1.1 How well do learners achieve?

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

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

Learners achieve increased proficiency in their chosen Pasifika language and culture. In doing so, learners help revive, maintain, and preserve Pasifika languages. They also enjoy personal growth and increased confidence based on their successful acquisition of language skills. This also enables learners to develop their connectedness and communication with their families and communities and their ability to contribute to them.

Learners attending a Cook Islands Māori beginner class interviewed by the external evaluation and review team had clear reasons for attending language classes at their local early childhood education centre. They wanted to develop their connectedness and communication with their immediate family, extended family, community, and Pasifika heritage. They told the evaluation team very rich stories of the similar and different ways in which they were achieving this through their learning of Cook Islands Māori, including being able to contribute more back to their own children as well as the education centre and schools. They also spoke of their confidence in their ability to progress from beginner to intermediate level and how successful learners could successfully help others by becoming tutors themselves.

Learners attending a Samoan intermediate language class and who were interviewed by the evaluation team were also very clear as to why they were attending. For most, learning involved developing their language competency so they could carry out their leadership roles within their own communities according to Samoan culture. The learners were very motivated and satisfied that they were achieving what they had identified they needed to be able to do in formal situations. The evaluation team noted that secondary expectations such as a desire to gain greater knowledge of structure and grammar by two learners did not appear to be being met despite the fact that PEC has available for purchase such resources which would have met the individual learners' needs. This may have simply been the result of a lack of knowledge or communication by the tutor or PEC.

Oral feedback from the learners to their tutors and PEC education advisor as well as the evaluation team, observation by the evaluation team of classes in practice, supplemented by PEC's formal written surveys, confirmed the high degree to which the Cook Islands Māori learners were achieving. However, individual achievement data was not formally collated, analysed, reflected on, and used to consider rates of progress and make improvements in programme design and delivery. Te Wānanga o Aotearoa's practices in these regards could be shared and would benefit PEC.

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

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

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

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

The value of the outcomes for learners is personal, social, and cultural. This was clear to the evaluation team which interviewed the Cook Islands Māori and Samoan learners. Through gaining improved proficiency in language, individuals help preserve and maintain their language and culture. They also gain increased personal confidence and pride in themselves and their families and communities. Learners spoke with pride of how they were able to progress from beginner to intermediate. Such pride and progress in their learning enables learners to benefit their immediate families, extended families, and communities in Aotearoa New Zealand and their Pasifika heritage nations.

Learners reported that increased proficiency and use of the language contributes to improved communication both at home and work, making for better understanding and relationships. It helps parents support their early childhood and school children's learning inside and outside the home and makes people more effective in the workplace. For example, learners spoke about how language proficiency helped them communicate more effectively and helpfully in early childhood centres and schools, for social work in peoples' homes, or in community discussions. PEC itself has facilitated community debate, discussion, and some agreement around a Fijian dialect. Learners in leadership roles and positions in their own cultures saw language proficiency as essential to enabling them to speak formally and appropriately in formal situations. The PEC language classes were enabling them to do this.

Learning Pasifika languages, their correct pronunciations, registers, and different dialects helps break down barriers and enhances appreciation of the rich diversity of Pasifika peoples, languages, and cultures. It benefits and supports in different ways all those who have a stake in the learning of Pasifika languages, including the learners, their immediate families, extended families, communities in Aotearoa New Zealand, as well as government agencies and other tertiary organisations. The informal and formal feedback obtained by PEC and the evaluation team on the value of the outcomes achieved by PEC in regard to such a diverse group of stakeholders varies but it is invariably positive. The feedback could be developed further to better inform PEC and its stakeholders and contribute to further improvements.

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

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

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

The ten units of language study at beginner level include topics relating to everyday life such as the family, shopping, parts of the body, sport and leisure, in the kitchen, and at the office. The Cook Islands Māori tutors use PEC-provided resources and have also developed considerable specific resources to support the learning activities and ensure they match the needs of the learners. Samoan and other language tutors have the capability to do the same but appear to have done so to a lesser extent so far. At intermediate level, topics such as formal speeches relate to the more formal side of culture and help facilitate learning structure and grammar more explicitly. The resource centre has a wide range of resources which can be read at the centre and purchased, and learners and their tutors would benefit from greater use of these and which PEC could communicate and promote more actively.

The Cook Islands Māori and Samoan classes which the evaluation team observed reflected differences in how the programmes and activities match the needs of the learners. The Cook Islands Māori class included introductions, song, games, the kitchen, and lots of fun as an integral part of the learning. Such relevant socially and culturally embedded activities facilitated by highly knowledgeable, experienced, and empathetic tutoring, in a highly appropriate physical and learning environment, match the needs of the learners and others who benefit from their learning very effectively. The Samoan class interviewed and observed by the evaluation team focused on learners giving a formal speech and detailed examination of formal language and grammar. A more formal learning and teaching approach suited the content, and the knowledgeable and experienced tutoring, including the finer points of formal grammar, appeared appropriate and effective in that context, as confirmed by the learners.

The learning programmes and activities cannot in two hours a week realistically simulate every situation but learners connect, contribute, and share their experiences from the previous seven days. As their confidence and competence grow, more than one of the Cook Island learners is anxious about their next step in learning. PEC needs to consider the possible pathways for its learners beyond intermediate level.

1.4 How effective is the teaching?

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

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

PEC reviewed its curriculum in 2009 in order to meet the needs of the learners. The review focused on beginner and intermediate levels and addressed the needs of most of the current PEC learners who are at these levels. The beginner level is based on a functional, notional model of conversational competency (a range of notions or contexts wherein people communicate) and functions (specific purposes within a context). This level stresses the importance of learning the sounds of the language and mastering pronunciation and oral

fluency, whereas at the intermediate level grammar is taught more explicitly. The curriculum is based on a set of learning outcomes (functions) organised into ten units of study (notions).

Pasifika language learners, and their tutors, are passionate. The learners are individually highly motivated as are their tutors, and want to learn about their chosen language and culture so they can use the language and participate fully in their culture. Not only does learning take place in an appropriate physical learning environment close to their own homes, but it is also a safe learning environment where the learners have plentiful opportunities to learn and use the language related to the culture and the topic. Learners know that they can make mistakes as part of their learning experience without any negative consequences, and they feel valued.

The ACE coordinator/language advisor is highly qualified, as are tutors who are contracted part-time. Those who are not formally qualified are very experienced and proficient users of the language. The tutors combine their own proficiency in their language (for example, one tutor is an experienced and respected writer), with an empathy for their learners and their learning, ensuring the teaching and delivery of the curriculum match and meet the needs of the learners. PEC's review of the learning and teaching of Pasifika languages followed the development of its curriculum and focused on not only the curriculum but also identified characteristics of effective learning and teaching practice with an emphasis on a learner-centred approach. These characteristics and learner feedback determined a stocktake of the suitability of tutors at the time and the appointment of tutors since the review. The success of this soundly based approach was confirmed by the evaluation team who interviewed a range of tutors of different languages, the Samoan and Cook Islands Māori learners (who were also observed during class), and PEC's learner and tutor evaluations. In both languages there was plenty of interaction between the learners and the tutor and an explicit or implicit recognition of different learning styles.

Self-appraisal, learner evaluations, and appraisals by management provide PEC with information which contributes to the ongoing employment of tutors. However, the way this feedback is gathered and used could be improved. In addition, increased involvement of tutors collectively in clusters or whole groups, informed by external advice, would further enhance PEC's self-assessment and contribute to curriculum and resource development and professional development by sharing resources and teaching practices.

Assessment of learning is based on tutor observation of the learning outcomes for speaking, listening, reading, and writing against the success and progress criteria, which is valid and defensible. Learners reported to the evaluation team that they are unaware that they are being assessed because it is integrated into their learning activities such as entry greeting and response, interactions in the language they are learning, and more formal activities such as speeches. This means that much of the assessment is non-threatening and effective in that the focus is always on learning rather than assessment.

Nevertheless, self-assessment could consider ways of ensuring consistency of such assessment within and across languages, more detailed articulation of levels beyond the current two identified levels, and anticipation of higher learning outcomes for students in

the future. This would ensure current practices are robust and enable PEC to build on the sound foundation it has already developed.

1.5 How well are learners guided and supported?

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

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

PEC learners are comprehensively guided and supported. Evening classes enable learners who are employed and have children to attend. The provision of tea and coffee and something to eat sustain the learners at the end of the day so that they can learn better. The proximity of the learning venues to learners' homes or work enable them to attend classes and PEC provides transport for learners including those who need to travel from the previous PEC site to its new site. Attendance is monitored and followed up by the tutor or language advisor and this information is used so that everything possible is done to enable learners to continue their learning. Such support shows learners that they are valued and is consistent with the totally supportive environment PEC provides, outside as well as inside the classroom.

PEC takes a holistic approach with the guidance and support it provides. Its organisational and staff member networking is used to the advantage of its learners. In one case which came to the attention of the evaluation team, PEC provided family caregiver support which enabled a learner to attend class. PEC provides wide support to its Pasifika communities and beyond such as taking learners referred by WINZ and supporting learners and their families in their dealings with WINZ. This support also includes taking people from Pasifika, Asian, and other communities on day trips around Auckland which enables them to become more comfortable about their environment, minimises barriers to learning, and encourages further learning.

PEC has a resource centre with a range of information and materials. Access is restricted to on-site use only due to some losses over time. Resources include materials which would benefit learners and the wider community even more if they could access them more readily. Consultation with users, potential users, and other parties such as TEC and MPIA would further benefit all the Pasifika communities it serves. Consultation could include improved communication of current resource centre materials, ways of developing its services and access including the use of computer access, and further development, communication, and promotion of PEC's already impressive publication catalogue.

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

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

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

PEC has taken some important initiatives which have contributed to improvement and development of the revival, maintenance, and preservation of Pasifika languages. Outstanding examples of these referred to earlier in this report include the review and development of its curriculum and the review of the appointment of its languages tutors which clearly contribute to the educational achievement of the learners. The development of further specific language resources across all languages and ongoing improvement of learning and teaching practice through enhanced professional development are steps which PEC can readily take. In addition to this, PEC appears ready and able to further develop the resource centre and its considerable potential.

PEC's move to its new premises is another example of important initiatives which contribute to supporting educational achievement by providing a better learning environment. This also applies to using sites such as Ranui where the early childhood centre provides an ideal physical learning environment connected to the learners' children. In this particular case PEC is aware of the potential to develop an effective model of lifelong learning from a very young age through to adulthood. PEC's facilitation of discussion and debate around Fijian dialects referred to in 1.2 above is another initiative taken by PEC.

PEC has relationships with other agencies related to the educational achievement of the Pasifika peoples it serves. One of these is WINZ and job-seeking, which has enjoyed some success and which PEC intends to continue, although the contract has recently ended. Such initiatives have the potential to directly connect employment outcomes to educational achievement gained through PEC. PEC's relationship with TWoA and educational provision referred to earlier in this report enable PEC's learners to learn computing and languages which opens up pathways to further study at a higher level in a similarly supportive learning environment. PEC's relationship with Manukau Institute of Technology provides similar opportunities. Its relationship with the National University of Samoa (NUS) provides even further opportunities for Samoan learners and the opportunity for NUS to benefit PEC's learning and teaching programmes.

The PEC strategic plan 2009-2010 is based on Pasifika values and principles and reflects a healthy knowledge and awareness of what PEC needs to do if it is to achieve its vision: "Educational success for all Pasifika people". The strategic plan, which is formally reviewed once a year, is aligned with the Tertiary Education Strategy 2010-2015. PEC's annual strategic plan would be more effective if it was part of a three or five-year plan. In addition, if PEC's goals, objectives, and key strategies were more clearly prioritised this would help realise its strategic intent to be a leader in influencing and delivering education for Pasifika people based on preserving Pasifika languages and cultures through knowledge, understanding, and practice.

The PEC board and management are aware of PEC's responsibilities and capacity to support educational achievement. The board and PEC's executive director have been proactive in seeking clarification on ministerial appointments to its board and PEC's performance with regard to its trust deed. It has welcomed the independent report commissioned by MPIA which has explored these matters and identified opportunities for improvement. The MPIA-commissioned report and this external evaluation and review report have helped PEC identify its current achievements and how it can build on them.

Completion of the compliance matters relating to PEC's last NZQA quality audit should give PEC the foundation on which it can effectively address the matters raised by the MPIA and NZQA reports and further develop its own self-assessment. This should lead to further improvement of PEC's delivery of education and related learner educational achievement and development of its resource centre consistent with its trust deed and the responsibilities and obligations it has to all the Pasifika peoples it serves. It is in the interests of all Pasifika peoples that PEC secures ongoing future funding to enable further improvements in teaching and learning.

Focus Areas

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

2.1 Focus area: Governance, management, and strategy

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

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

2.2 Focus area: Programme design and delivery

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

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

Recommendations

It is recommended that PEC:

- build on the foundation of its curriculum and current practices to continue to develop the learning and teaching of Pasifika languages, and
- continue to grow and promote access to its library centre of Pasifika resources.

Further actions

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

Appendix

Regulatory basis for external evaluation and review

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

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

NZQA is responsible for ensuring TEOs continue to comply with the policies and criteria after the initial granting of approval and accreditation of courses and/or registration. The Institutes of Technology and Polytechnics Quality (ITP Quality) is responsible, under delegated authority from NZQA, for compliance by the polytechnic sector, and the New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the policies and criteria approved by the NZQA Board.

The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

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

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz).

Information relevant to the external evaluation and review process, including the publication Policy and Guidelines for the Conduct of External Evaluation and Review, is available at: <http://www.nzqa.govt.nz/for-providers/keydocs/index.html>

NZQA

Ph 0800 697 296

E eeradmin@nzqa.govt.nz

www.nzqa.govt.nz