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MANA TOHU MĀTAURANGA O AOTEAROA

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# Report of External Evaluation and Review

Te Pou Oranga o Whakatōhea

**He Pounamu Kahurangi** (Highly Confident) in organisational performance

**He Pounamu Kahurangi** (Highly Confident) in capability in self-reflective practice

Date of report: 4 October 2017

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MoE Number: 9642

NZQA Reference: C24368

Date of EER visit: 4 and 5 July 2017

# Purpose of this Report

The purpose of this report is to provide a public statement about the organisational performance and self-reflective practice of Te Pou Oranga o Whakatōhea. The report forms part of the accountability process required by Government to inform the public, students, prospective students, communities, employers, investors and other interested parties. The tertiary education organisation (TEO) can also use the report for quality improvement purposes.

## **Te Hono o Te Kahurangi External Evaluation and review**

NZQA applies a whare ako framework called Te Hono o Te Kahurangi.<sup>1</sup> This evaluative framework determines how well and to what extent TEOs are performing in educational delivery and self-reflective practice. The evaluation includes consideration via the following six kaupapa of Te Hono o Te Kahurangi:

- Rangatiratanga
- Whanaungatanga
- Manaakitanga
- Kaitiakitanga
- Pūkengatanga
- Te Reo Māori

### **What is organisational performance?**

Organisational performance includes outcomes associated with tīkanga Māori, āhuetanga Māori, mātauranga Māori inclusive of educational performance indicators such as employment, progression to further study, personal development, skills for learning, and contribution to community.

### **What is self-reflective practice?**

Self-reflective practice focuses on the extent to which the TEO demonstrates ako and continuous learning and improvement within its delivery, in accordance with tīkanga Māori, āhuetanga Māori, mātauranga Māori to improve organisational performance.

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<sup>1</sup> [www.nzqa.govt.nz/maori/te-hono-o-te-kahurangi](http://www.nzqa.govt.nz/maori/te-hono-o-te-kahurangi)

# Introduction

## TEO in context

Name of TEO:	Te Pou Oranga o Whakatōhea
Type:	Private training establishment (PTE)
First registered:	31 July 1991
Location:	122 St John Street, Ōpotiki
Delivery sites:	As above
Courses currently delivered:	Training for Work (Training Scheme) (Level 2)
Code of Practice signatory:	No
Number of students:	Domestic: 20 current students; 98 per cent Māori, 2 per cent Cook Island Māori International: nil
Number of staff:	Four full-time equivalents – operations manager, education manager, tutor and student support and two part-time staff (administrator and workforce co-ordinator)
Scope of active accreditation:	Scope of accreditation can be found at the following link: <a href="http://www.nzqa.govt.nz/providers/ngf-accreditations.do?providerId=964224001">http://www.nzqa.govt.nz/providers/ngf-accreditations.do?providerId=964224001</a>
Distinctive characteristics:	Te Pou Oranga o Whakatōhea is 100 per cent owned by the Whakatōhea Māori Trust Board created to support the social, health, education and environmental goals of Whakatōhea.  Te Pou Oranga is a subsidiary company established to deliver the social, educational, cultural and environmental aspirations of the iwi. Within Te Pou Oranga is the Workforce Development Centre which has a particular focus on training and creating pathways to meaningful and well-paid employment. The Mauri Oho Training for Work scheme is situated within the Workforce Development Centre.

The values that guide Whakatōhea's aspirations are:

- Rangatiratanga – the value of leadership, acting with dignity and humility, asking for and expecting excellence
- Whanaungatanga – sense of belonging, identity and collective strength as Whakatōhea, not only through kinship and whakapapa but connectedness to the wider community
- Matawhānui – seeing the big picture and seeking positive solutions for the future
- Manaaki ki te tangata – commitment to relationships, engagement and interaction built on meaningful and shared outcomes
- Kaitiaki – guardianship and stewardship of knowledge, kaupapa, kawa and tikanga of Whakatōhea

Recent significant changes: There was a name change from Te Wheke Atawhai Ltd to Te Pou Oranga o Whakatōhea Ltd in February 2016.

At the last external evaluation and review (EER) in 2013, the PTE was sub-contracted to Te Wānanga o Aotearoa to deliver raranga programmes to up to 77 EFTS (equivalent full-time students). This arrangement has now ceased.

The PTE also had 42 funded EFTS in 2013, mostly studying hospitality. This has now reduced to 20 Training for Work learners funded by the Ministry for Social Development (MSD).

Previous quality assurance history: NZQA moderation has met national standards over the past three years. This provider has been exempt from national moderation for 2017 based on assessment intentions for 2017 and previous moderation results.

## Scope of external evaluation and review

The EER included the following focus areas selected in discussion with the organisation:

- Training for Work (Training Scheme) (Level 2)

This is the only NZQA-approved programme the organisation offers.

## Conduct of external evaluation and review

*All EERs are conducted in accordance with NZQA's published policies and procedures. The methodology used for this evaluation was External Evaluation and Review for Te Hono o te Kahurangi. The document is accessible at [www.nzqa.govt.nz/Māori/te-hono-o-te-kahurangi/](http://www.nzqa.govt.nz/Māori/te-hono-o-te-kahurangi/).*

The evaluation team comprised two evaluators, who worked on site for two days. A kaitiaki from NZQA quality assurance Māori also attended. Whakataurua protocols were observed to facilitate the on-site evaluation.

During the visit, the evaluation team interviewed:

- Governance and management representatives – Te Pou Oranga director/chief executive officer, operations manager, education manager, iwi development manager and PTE administrator
- Programme staff – the tutor, pastoral care worker, post-pastoral care worker, driver licence instructor and employment broker
- Stakeholders – students, graduates, an employer, a literacy and numeracy advisor from Eastbay REAP. Written evidence was provided by two MSD staff – which provides funding for the programme and the post-pastoral care worker.

A self-assessment summary was submitted prior to the on-site visit. Additional documentation was also submitted prior to and during the evaluation (refer Appendix 1).

# Ngā Hua - Summary

Within the Te Hono o Te Kahurangi framework the **organisational performance of Te Pou Oranga** is **pounamu kahurangi**.

Within the Te Hono o Te Kahurangi framework the **capability in self-reflective practice of Te Pou Oranga** is **pounamu kahurangi**.

The evaluation team found clear expressions of kaupapa articulated across all levels of the organisation and, for this context, clear evidence that understanding, reflection and use of kaupapa was contributing to meaningful outcomes for learners.

The training and workforce development team ensures that organisational values (rangatiratanga, whakawhanaungatanga, matawhānui, manaaki ki te tangata, kaitiaki) translate to a positive and empowering learning experience for Māori learners (long-term unemployed) in a Whakatōhea context. As a result, the learning environment and pedagogy is:

- nurturing for ākonga who have come to the programme with diverse skills, experience and knowledge
- supportive (integrated and intensive academic and pastoral care)
- permeated with Whakatōheatanga principles evident in programme content and delivery
- focused on realising the potential of every learner.

Organisational and programme leadership practises the organisation's values in the way they interact with each other, the ākonga and the wider community, expressed in often practical ways. Examples are mana-enhancing agreements for the class, formal memorandums of understanding with external stakeholders, and PATH plans for individual ākonga.

Self-reflective practice is part of the organisational culture. Evidence presented showed robust needs assessment and data from stakeholders to inform strategy and organisational performance as well as programme-level improvements, consistent with organisational values.

There was clear and comprehensive evidence of improved outcomes for ākonga, many of whom had low or no formal qualifications, low self-esteem and confidence, and were unemployed and on government benefits. The changes for most ākonga as a result of Mauri Oho are transformative, as shown in the 75 per cent of ihu puta (graduates) achieving a positive outcome including further training, work experience and employment.

There are some areas Te Pou Oranga can improve, including systematically reviewing and documenting programme delivery; managing succession for programme staff; and continuing to socialise the practice and self-reflection of organisational values across staff and ākonga. The evaluators felt these matters were not significant and that management had the systems and capability to manage them effectively.

# Findings

*NZQA statements of confidence are informed by the evidence and ratings outlined in the focus areas in response to the following pātai aromātai:*

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

The rating for organisational performance in relation to this pātai aromātai is **pounamu kahurangi**.

The rating for capability in self-reflective practice for this pātai aromātai is **pounamu kahurangi**.

*‘Mā tēnei reanga e whakarite mai te papa hei whakatipu te kakano mō ngā uri whakaheke o te Whakatōhea’<sup>2</sup>*

## Te Whare Ako

Te Pou Oranga has a strategic focus on improving the socio-economic and cultural wellbeing of the Whakatōhea people and those who reside in Ōpotiki. This is shown in the whakatauki of the parent body, ‘Mā tēnei reanga e whakarite mai te papa hei whakatipu te kakano mō ngā uri whakaheke o te Whakatōhea’; in its vision ‘Ko te kai hoki i Waiaua’<sup>3</sup>; and in its purpose statement ‘Kia rangatira ai ngā uri o Te Whakatōhea’<sup>4</sup>.

Te Pou Oranga provides the overarching leadership, strategy and infrastructural support for the training and workforce development team. The evaluation team found the leadership to be highly effective in supporting:

- positive outcomes for ākonga (which in this context is meaningful employment that supports individual and whānau wellbeing)
- a learning environment that is caring and nurturing and learning experiences that are transformative
- expressions of Whakatōheatanga (reo and tikanga) that are authentic and add value to the learning experience

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<sup>2</sup> Meaning ‘It is our generation’s responsibility to prepare in earnest the foundation from which our future generations will grow and prosper as Whakatōhea’. Source: Whakatōhea Māori Trust Board Strategic Plan 2015-2020.

<sup>3</sup> Meaning ‘to be the food bowl that feeds the world’, which draws on the fact that the Whakatōhea people have a rich history of being able to sustain themselves (physically, culturally and spiritually) as well as being able to manaaki others. Source: Ibid

<sup>4</sup> Meaning ‘to lift our nation, and to grow and invest in the wellbeing of our people’. Source: Ibid

- a focus on the ‘big picture’ of iwi development and what that means for the training and upskilling of the people of Whakatōhea and Ōpotiki, in particular youth and long-term unemployed
- strong needs assessment at a community, iwi, industry and individual level to inform strategy and delivery (e.g. Whakatōhea Wellbeing Survey (2010); Whakatōhea Education Survey (2012); and more recently the Ōpotiki Employer Survey (2017))
- effective accountability and monitoring systems that ensure the sustainability of the organisation
- strong self-reflection practices, in particular drawing from the lessons of the past to make improvements for the future.

To better meet the needs of ākonga, Te Pou Oranga has a number of formal arrangements (memorandums of understanding or contracts) and informal relationships with key stakeholders in their community. These stakeholders include Ōpotiki College, Land Based Training, Eastbay REAP, Toi EDA, Te Puni Kōkiri, MSD, Work and Income and local employers. The PTE also provides an inclusive and supportive learning environment for ākonga including:

- a student kitchen and access to basic necessities
- access to donated clothing for work
- access to pastoral and academic support and other services offered by Te Pou Oranga including health services (GPs), social services (drugs and alcohol) and education services (early childhood education centre).

The premises has recently been refurbished, making it a much more attractive and warm place to learn.

Te Pou Oranga has good internal reporting systems to ensure alignment with operations and strategy. Risks are identified at programme level and elevated as needed, and tutors and support staff feel valued by the organisation and work cohesively as a team. Student progress is monitored and reported to management. Te Pou Oranga has also recently introduced its client management system – Te Ara Whānui – to the workforce and development training unit. Once staff are familiar with the system and can query the data, it will become a useful tool to support further self-reflection.

Staff understand the vision and are clear about their contribution to the ‘bigger picture’. The programme is well resourced which enables administration, teaching and support staff to focus on doing their jobs well. Staff are self-managing with clear lines of accountability monitored through business reporting and performance-based conversations linked to expressions of organisational values.

## Training for Work - Mauri Oho (Level 2)

At a programme level, kaupapa – as expressed through organisational values – permeate the culture of the training team exemplified through Mauri Oho (the Training for Work scheme). While the programme is small (relative to the overall scope of Te Pou Oranga business), Mauri Oho is an exemplar of how the integration and application of kaupapa contributes to meaningful outcomes being achieved for students and graduates.

Mauri Oho has transformed the lives of many individuals who have been unemployed and entrenched in a cycle of dependence on seasonal work and government benefits. Te Pou Oranga has found through their own local needs assessment that if someone is on the benefit for 18 months they are likely to be on the benefit for 18 years.

Therefore, the programme has a deliberate focus on breaking the cycle of dependence, preparing ākonga for meaningful work already available in the community, as well as potential employment from Whakatōhea investment in productive enterprises.

Mauri Oho is based on a theory of change which proposes that when the mind, body and spirit are awakened, individual potential can be realised. The programme involves a range of activities including:

- strengthening self-identity and personal strengths (including personal values and behaviours) through whakapapa
- providing ākonga the tools they need to build resilience, self-regulate behaviours and create positive changes in their lives including overcoming limiting beliefs they may hold about themselves
- creating a sense of belonging and self-awareness through the sharing of stories and experiences
- establishing the values or tikanga within the classroom which allows everyone to feel a part of the learning through mana-enhancing agreements
- developing individual plans to employment using the PATH tool. The PATH tool encourages students to develop their own vision for the future and the goals required to achieve their vision
- te reo and tikanga is part of classroom pedagogy, encouraged through use of karakia within daily tuition; pepeha to strengthen identity; use of whakatauki to focus learners on both educational and life goals; and supplementary wānanga once a week for ākonga to learn more about the tribal history of the Whakatōhea people and its relevance to contemporary society
- specific employment skills including effective communication, interviewing and negotiation skills; job search skills (including completing written job applications and CV preparation); and personal wellbeing (including confidence and a positive attitude when under pressure).

To support the journey to employment, Te Pou Oranga provides wrap-around support for ākonga to meet their academic and pastoral needs informed by assessment of individual

ākonga readiness for work completed at the beginning of the programme. This support includes:

- a tutor who is experienced in teaching adult learners, is encouraging and engaging and can relate to ākonga circumstances
- pastoral support worker to assist students with pastoral care while they are on the programme
- post-programme pastoral care worker who supports ākonga/ihu puta into sustainable employment for up to six months after they complete the programme
- part-time driving instructor to support learners who have no licence which is a barrier to employment
- literacy and numeracy advisor who attends the class twice a week to support the learning needs of the ākonga and to support the tutor under a memorandum of understanding with EastBay REAP. The advisor has access to the literacy and numeracy assessments and uses these to guide support
- workforce employment broker whose role is outward-facing, primarily dealing with employers to assess their needs and aspirations and to create pathways to employment.

The outcomes for ākonga and ihu puta as a result of participating in the programme included improved confidence; a greater appreciation of their own skills (where previously they felt they had nothing to offer); improved communication skills; and a positive and clear direction for the future for themselves and their whānau.

These changes have been described by ākonga as transformational, especially given that all the ākonga were Work and Income referrals and only attended the programme because 'they had to'. Of the 60 ihu puta, six months after they completed the course, 75 per cent had achieved a positive outcome including full or part-time work (20 ihu puta), further study (14) and work experience (12). The remaining ihu puta had either moved, could not be contacted, or had health conditions preventing them from working.

External stakeholders spoken to also affirmed the value of the course as a pathway to employment, and the positive impact Whakatōhea was having in the Ōpotiki community. MSD, the main funder of the programme and pastoral support, has recently extended the funding to Te Pou Oranga for another two years based on performance.

## Ngā Wā Arotahi – Focus Areas

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

### 2.1 Focus area: Training for Work (Mauri Oho) (Level 2)

The rating in this focus area for performance is **pounamu kahurangi**.

The rating for capability in self-reflection for this focus area is **pounamu kahurangi**.

# Ngā Whakahau – Recommendations

NZQA recommends that Te Pou Oranga o Whakatōhea:

- Systematically review the Training for Work programme to capture, analyse and report on expressions of kaupapa and the extent to which these expressions have contributed to programme outcomes (across years and across cohorts). This will be an important self-reflection exercise as the programme and/or scope of programme delivery grows into the future.
- Ensure an appropriate succession plan is in place for the programme administrator to reduce any potential operational risks for the PTE.
- Continue to socialise organisational values among staff and students and what the values look like in practice.

## Appendix 1: Documentation

Focus Area	Documentation to support evaluative findings
<b>Organisation</b>	<ul style="list-style-type: none"> <li>• Whakatōhea Strategic Plan (2015-2020), Te Pou Oranga Strategic Plan (2010-2020), Maurua Education Plan (2013-2018) (and evidence of reporting against the education plan and education advisory group minutes), Whakatōhea Herenga Kore - Workforce Development Strategy (2016-2021)</li> <li>• Ōpotiki Employer Survey. Whakatōhea Workforce Development Centre, June 2017</li> <li>• Quality management system (including policies for moderation and student complaints). Policies are tabled at staff meetings for reflection on practice and review</li> <li>• Risk management registers and sample reporting</li> <li>• Financial accounts – 30 June 2013 to 30 June 2016</li> <li>• Sample of directors' minutes</li> <li>• Organisational chart</li> <li>• Funder feedback (emails)</li> <li>• Te Ara Whānui – client management system (sighted)</li> <li>• Professional developments for all programme staff; programme administrator job description and performance agreement</li> <li>• Documentation to support tutor qualification and experience to teach adult learners</li> </ul>
<b>Programme</b>	<ul style="list-style-type: none"> <li>• Programme approval documentation</li> <li>• Unit standard/credit completion and outcomes for all student cohorts 1-4; unit completion chart</li> <li>• Programme outline for Mauri Oho and classroom resources</li> <li>• Final report to Te Puni Kōkiri regarding pastoral care</li> <li>• May 2017 report to MSD regarding outcomes data for graduates six months after completion of the programme</li> <li>• NZQA moderation results 2014-2016. Exemption granted for 2017 based on meeting national external moderation requirements in 2015 and 2016.</li> <li>• Sample of student work-readiness assessments; ākonga PATH plans; karakia, pepeha; mana-enhancing agreements</li> </ul>

## Appendix 2: 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](http://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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