



NEW ZEALAND **QUALIFICATIONS** AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

---

**QUALIFY FOR THE FUTURE WORLD**  
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

# External Evaluation and Review Report

Ngātiwai Education Limited  
Partnership

Date of report: 27 July 2021

# About Ngātiwai Education Limited Partnership

---

*Ngātiwai Education Limited (Ngātiwai Education) is a Māori organisation and an arm of Ngātiwai Trust Board, established to meet the education needs and expectations of Ngātiwai hapū.*

---

Type of organisation:	Private training establishment
Location:	L1 Toll Stadium, 51 Okara Drive, Whangārei
Code of Practice signatory:	No
Number of students:	Domestic 2020: 103 (Road Code, Drivers Licence, Tauranga Kotuku, Te Reo ACE) MoE contracts 2020: 171
Number of staff:	Four full-time equivalents, two part-time mentors
TEO profile:	<a href="#">Ngātiwai Education Ltd Partnership</a>  Ngātiwai Education is a small, hapū-based provider offering Road Code and driving courses, reo programmes and Ministry of Education-funded programmes centred on the growth of Ngātiwai uri. Ngātiwai tikanga and values are woven throughout the courses delivered.
Last EER outcome:	<ul style="list-style-type: none"><li>• Ngā hua o te Whare Ako: Pounamu Whakairo</li><li>• Te Whakairinga Kōrero: Pounamu Whakairo</li></ul>
Scope of evaluation:	Reo-based delivery. These programmes combine a mix of Ministry of Education and Tertiary Education Commission-funded programmes, as well as subcontracting arrangements. This focus area provides insight into the delivery, capability and systems of Ngātiwai that will support future accreditation of currently subcontracted programmes.
MoE number:	7197
NZQA reference:	C45294
Dates of EER visit:	27 and 28 April 2021

# Summary of Results

---

*Ngā hua o te Whare Ako me Ngā Whakairinga Kōrero: Kaupapa are generally strong, imbue performance across most levels of the organisation, and inform effective self-reflective practice of organisational performance. There is good evidence of improved outcomes, and there are few gaps or weaknesses which have some impact but are mostly managed. Self-reflective practice is generally a part of a reasonably coherent approach across the organisation.*

---

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

- Ngātiwai Education is committed to the transformation of their whānau and hapū through modes that validate kōrero tuku iho and ambitions for intellectual autonomy as mātauranga Ngātiwai. Structured collection and analysis of stakeholder feedback will strengthen the organisation’s understanding of how effective it is at achieving its purpose and expectations.

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

- Ngātiwai Education is led by skilled and experienced leadership, with collective knowledge of important educational matters. Leadership is guided by a clear purpose informed by the aspirations of Ngātiwai people. Development of the education committee in education accountabilities will strengthen governance understanding of compliance responsibilities.
- The purpose and mission of Ngātiwai Education is embodied in manaakitanga, which is central to the behaviours and values of the organisation.
- The preservation of te mita o Ngātiwai is evident across the organisation’s recruitment, systems and provision of learning.
- Teaching and learning is appropriate, and supported by the expertise of kaumatua. Stronger oversight by management of the areas of assessment, evaluation and subsequent changes will support understanding of the effectiveness of assessment and teaching and learning methods, and areas of development for staff.
- Learning environments are planned and responsive to required changes such as at the time of the COVID-19 lockdown, and barriers to learning are minimised to improve access to the programmes across the rohe.

- 
- High pass rates and positive learner feedback support valuable achievement which is reported to management. A benchmarking exercise could provide insights into the value of provision locally, regionally and nationally.
  - The organisation and learning is supported by a cohesive work and learning environment that promotes information sharing and growth of staff, who are intrinsically connected to the rohe.
  - Various staff have multiple levels of involvement across the Ngātiwai structure, meeting expectations of the Ngātiwai Trust Board as well as ensuring engagement and continuity of communication.

# 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 Whakairo</b>
Ngā Whakairinga Kōrero	<b>He Pounamu Whakairo</b>
Ngā Kitenga/ Findings and supporting evidence:	<p>Ngātiwai Education is a Tai Tokerau-based provider with a clear purpose that aligns to the aspirations of Ngātiwai people, to provide free education to their uri through unique learning environments and ancestral learning. This is manifested in and supported through the funding streams accessed and the strategic support provided by the guidance and assistance of Ngātiwai Trust Board, whānau, hapū and iwi to identify strategic direction and priorities. There is a collective understanding and support by the hapū, whānau and individuals of the mission and purpose to support the education of iwi.</p> <p>Ngātiwai Education is in a state of reset influenced by change in leadership and operational staff within the Ngātiwai Trust Board. Committed and experienced leadership within Ngātiwai Education has protected its staff and students from significant impact and allowed for business as usual to occur during the changes. Monitoring of important education matters has continued with regular communication between the Ngātiwai Trust Board and the education committee.</p> <p>Governance support and capability is provided by the education committee, and links and communication with the Ngātiwai Trust Board are being strengthened to better support this. Advice and guidance to support direction, and inform what education looks like, is appropriately sought through a Roopu Kaumātua advisory group.</p> <p>Clear and regular monitoring of most compliance accountabilities is in place by management, while governance capability around compliance and education matters is varied.</p>

<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.

	<p>However, effective management of this is in place with a standing education agenda item for regular meetings to ensure discussions occur. Quality systems are reviewed periodically, and an additional peer review of this will ensure that all systems are current and accurate.</p> <p>There are meaningful contributions by staff that ensure engagement across the levels of the organisation, continuity of education expectations, and communication between Ngātiwai Trust Board and Ngātiwai Education. This also ensures monitoring of teaching staff and alignment of programme delivery to the values of the provider.</p> <p>Staff are intrinsically connected to their marae, have strong networks and engage regularly with kaumatua and whānau to understand the value of the learning outside the classroom, such as on marae. Similarly, Ngātiwai staff are a cohesive team with a strong and supportive work environment that assists information sharing and development.</p> <p>Multiple methods of regular outward communication support updates to the community on progress and activities, and provide mechanisms to gather feedback for informed understanding of effectiveness. Similarly, regular internal communication mechanisms also update staff on expectations, challenges and successes. The clear transparency of staff responsibilities has led to a positive work environment, building and encouraging a well-functioning team.</p> <p>With aspirations to build confidence and support students to be able to stand on their own marae, Ngātiwai Education's purpose and mission is embodied in the organisation's values and behaviours, and shows a clear understanding of their organisation's communities and their needs. Planned feedback from key stakeholders will strengthen understanding of how effectively the organisation's purpose and mission are being achieved.</p> <p>Ngātiwai has a strong focus and targeted systems around pastoral support, which are embedded across the organisation as a normal way of being by all Ngātiwai Education staff, and are centred on the needs of ākonga. This is supported by ongoing engagement with relevant networks such as Kāhui ako, to better understand learner and kaiako wellbeing. The needs of ākonga are effectively identified through the enrolment process, and lead to relevant support. Similarly, learning environments are planned and responsive to changes</p>
--	--

	<p>incurred by COVID-19, by moving to online delivery. In addition, barriers to learning are minimised to improve access to the programmes through the provision of satellite sites across the region, and the offering of transport and kai. The 'open-door policy' and culture of development, acceptance and open-mindedness facilitates relationships that enable ākonga to communicate comfortably and with ease. Based on feedback, tutors inform areas of improvement throughout the academic year, which has led to valuable developments in learning and support for the ākonga.</p> <p>The focus area programmes are selected and designed in accordance with the direction and purpose of Ngātiwai Education, targeting the needs of Ngātiwai and ākonga to grow the reo capability of their people. Programmes are appropriately designed in consultation with the expertise of kaumatua, supporting the relevance and appropriateness of programme content and material. The te reo programmes are mātauranga Māori-centric, and the application of this to education is innovative to support Taitokerau-based wānanga through theoretical and practical application relevant to the rohe and marae. The advancement of this knowledge is supported by kaumatua, and learners describe their particular involvement as being key to the acquiring of knowledge and achieving success.</p> <p>Learners said they gained confidence as a result of the style of teaching and achievement. Assessment is guided by external best practice and advice and is appropriately aligned to the programme objectives. Assessment is also supported by shared responsibility and collective involvement by staff in moderation practice and outcomes. This meets overall teaching and learning expectations. However, stronger oversight by management could strengthen their knowledge and understanding of the effectiveness of assessment and delivery of programmes.</p> <p>Expectations around teaching and learning are supported and managed by clear contractual arrangements with all tutors. Monitoring of teaching and learning occurs regularly and leads to the development of staff and discussions on teaching quality and improvements in delivery. Ākonga give regular feedback on the programme, and are overall satisfied with the tutors and delivery.</p>
--	---

	<p>Achievement across the focus area programmes is overall high where there have been graduates, and has consistently exceeded the internal achievement target of 90 per cent. A quality check of performance data will support the data reporting process. Data is used purposefully across the organisation to understand the learners and achievement trends, and make relevant improvements to systems, as well as to meet funder expectations. Analysis of these pass rates against similar providers or programmes could provide management with insights into the value of the provision of programmes.</p> <p>Ngātiwai Education has a clear narrative of success that is multifaceted across different paradigms such as cultural, physical and spiritual. Stakeholders said that learning through Ngātiwai Education is transformative for whānau and individuals, and leads to the development of mātauranga in various spaces, connecting people to their marae and historical narratives, and supporting the growth of intergenerational transfer of knowledge. Learning and achievement is celebrated, and enables opportunities for further learning and employment. Systematic and formal collection and analysis of stakeholder feedback by management would strengthen Ngātiwai Education's own understanding of the value of provision against its own expectations, purpose and aforementioned narrative.</p> <p>Ngātiwai prioritises te reo me ōna tikanga, and there is clear alignment between educational and organisational performance and the preservation, promotion and advancement of Taitokerautanga. The commitment to the preservation of te mita o Ngātiwai is evident across the layers of the organisation, and through recruitment and the provision of programmes.</p>
--	--



# Focus areas

## 2.1 Te Wā Arotahi: Te Reo Māori delivery

Ngā hua o te Whare Ako:	<b>He Pounamu Whakairo</b>
Ngā Whakairinga Kōrero:	<b>He Pounamu Whakairo</b>
Whakamārama:	<p>Ngātiwai Education delivers the following programmes with a Te Reo Māori focus:</p> <ul style="list-style-type: none"><li>• Tauranga Kōtuku Rerenga Tahi. This is a new, 18-month programme, delivered by noho marae, and targeted to students between 17 and 25 years, centred around mātauranga Taitokerau. This programme is expected to graduate its first intake by mid-2021.</li><li>• Te Reo Māori. This is an ACE<sup>2</sup>-funded programme for beginners of Te Reo Māori, delivered face to face.</li><li>• New Zealand Certificate in Te Reo Māori (Level 2). This is a 68-week programme subcontracted by Northtec to Ngātiwai for delivery in Whangārei.</li></ul> <p>The outcomes for this focus area are included within the main body of this report.</p>

---

<sup>2</sup> Adult and Community Education

# 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.*

NZQA recommends that Ngātiwai Education Limited Partnership:

1. Develop the education committee's knowledge of education accountabilities to strengthen governance understanding of compliance responsibilities.
2. Develop methods of providing systematic oversight of teaching and learning activities to strengthen knowledge and understanding of the effectiveness of assessment and delivery of programmes.
3. Collect and analyse achievement rates against similar providers or programmes to provide insights into the value of provision.
4. Develop methods of achieving systematic and formal collection and analysis of stakeholder feedback by management to better understand the value of provision against the organisation's purpose and expectations.

# 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.

# Appendix

## 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>3</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.

---

<sup>3</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 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 authorised as responsible for Part 20 of the Education Act.*

*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 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.*

*In addition, the Private Training Establishment Rules 2018 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 2018 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, 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 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](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/>.*

NZQA

Ph 0800 697 296

E [qaadmin@nzqa.govt.nz](mailto:qaadmin@nzqa.govt.nz)

[www.nzqa.govt.nz](http://www.nzqa.govt.nz)