



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

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External Evaluation and Review Report

Te Wānanga Whare Tapere o
Takitimu

Date of report: 20 September 2022

About Te Wānanga Whare Tapere o Takitimu

Te Wānanga Whare Tapere o Takitimu is a small private training establishment (PTE) and a registered trust which provides training in Māori performing arts. While the organisation is registered as a PTE, it is part of a learning community which is inclusive of a kōhanga reo, kura kaupapa and wharekura.

Type of organisation:	Private training establishment
Location:	706 Albert Street, Hastings
Code of Practice signatory:	Yes
Number of students:	<p>Domestic: Note multiple ethnicities selected in some instances</p> <p>2019: 54 – Diploma in Māori Performing Arts (Level 6) 100375 (PC9006); European 10 (8 per cent), Māori 55 (92 per cent)</p> <p>2020: 56 – Diploma in Māori Performing Arts (Level 6) 100375 (PC9006); European 10 (8 per cent), Māori 55 (92 per cent)</p> <p>2021: 37</p> <ul style="list-style-type: none">• five – Diploma in Māori Performing Arts (Level 6) 100375 (PC9006)• six – New Zealand Diploma in Ngā Toi – Toi Ururangi (Level 5) NZ2791• 22 – New Zealand Diploma in Ngā Toi – Toi Ururoa (Level 6) NZ2792 <p>European – five (12 per cent), Māori 36 (88 per cent)</p> <p>International: nil</p>
Number of staff:	Four full-time equivalents, seven part-time
TEO profile:	Te Wānanga whare Tapere o Takitimu has a legacy of influential leadership which has had a demonstrated impact on relationships and dynamics within the Hawke's Bay region and beyond. The approach of providing an unbroken,

multi-generational path of learning ('from the womb to the tomb') from kōhanga through to diploma levels, creates a unique environment that sees a natural, immersive and organic flow of learning through shared experiences, interactions and opportunities provided across the wider whānau. This has been a purposeful move to provide opportunities for whānau where other solutions have not worked, and demonstrates commitment to the principle of offering learning to 'all ages and stages'.

The board gives strategic direction and is made up of members who have strong and wide-ranging connections into all areas of the local community. Several board members and employees are graduates of the PTE's programmes who have transitioned from student, to graduate, to colleague. A number of them have left the region for training and returned to contribute to the ongoing development of the kaupapa, furthering the intergenerational legacy of Te Wānanga Whare Tapere o Takitimu.

The kōrero from the hui show that not only has the whare been led by but is also developing influential people who have gone on to make positive change for their whānau, the wider Takitimu community and the arts housed within Te Whare Tapere.

Last EER outcome:

Ngā hua o te Whare Ako: Pounamu Whakairo

Te Whakairinga Kōrero: Pounamu Whakairo

Scope of evaluation:

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

- Suite of Ngā Toi programmes (NZ2791 New Zealand Diploma in Ngā Toi – Toi Ururangi (Level 5) and NZ2792 New Zealand Diploma in Ngā Toi – Toi Ururoa (Level 6))
- Student and whānau support

Additional Context

This EER was carried out alongside the Education Review Office at the request of the provider. This was to support the understanding of the full

operating context of the provider and recognise the interconnected nature of the various components of the wider organisation and community.

Information was provided through the context of demonstrating how well Te Wānanga Whare Tapere o Takitimu develops leaders through the arts at all ages.

Mai te kōpū o te whaea, ki te kōpū o Papatūānuku.

MoE number:	9847
NZQA reference:	C45386
Dates of EER visit:	11 April 2022

Summary of Results

Ngā hua o te Whare Ako: Kaupapa are clearly exemplary and imbue performance at nearly all levels of the organisation. Any gaps or weaknesses have no significant impact and are managed effectively.

Ngā Whakairinga Kōrero: Kaupapa are clearly exemplary and inform highly effective self-reflective practice which is used to gain a comprehensive understanding of organisational performance, and to bring about wide-ranging, worthwhile improvements. Improvements are evidenced clearly and comprehensively. Any gaps are not significant and are managed effectively. Self-reflective practice is clearly part of a coherent and comprehensive approach across the organisation.

He Pounamu Kahurangi – Ngā hua o te Whare Ako

- Te Wānanga Whare Tapere o Takitimu is committed to the transformation of their whānau through the teaching of performing arts and associated kōrero tuku iho.
- Te Wānanga Whare Tapere o Takitimu is led by skilled leadership, with sound knowledge and networks within education, industry and community.

He Pounamu Kahurangi – Ngā Whakairinga Kōrero

- Leadership is guided by a clear purpose and informed by iwi aspirations and balanced with experience and vision handed down from the founding members of the kaupapa.
- The whakapapa of the kaupapa of Te Wānanga Whare Tapere o Takitimu, strategic direction and purpose are clearly understood and supported throughout the organisation.
- The creation of a multi-generational learning whānau through the womb-to-tomb philosophy provides a rich environment to preserve arts, language and kōrero tuku iho of Takitimu, and for learning to happen in naturally occurring, authentic, diverse and meaningful ways.
- Ka manaakitia te tangata, tauria mai, kaimahi mai, whānau mai. The wellbeing of people is clearly valued, and student support systems are well

informed and effectively implemented. The use of external services is purposeful and effective.

- Responses to change and solutions for challenges are seen as effective and innovative and draw on the benefits of established networks.
- There is clear evidence of self-reflective practice and systems that encourage this practice to naturally occur. Evaluative practices inform development plans for staff.
- Positive learner, whānau and graduate feedback speaks to the value of outcomes. While completion rates can be challenging, the value of outcomes for learners and their whānau is high.
- The whānau-type working environment promotes information sharing and growth of staff who are intrinsically connected to the kaupapa and rohe.

He Pātai Arotake¹

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

Ngā hua o te Whare Ako:	He Pounamu Kahurangi
Ngā Whakairinga Kōrero	He Pounamu Kahurangi
Ngā Kitenga/ Findings and supporting evidence:	<p>Te Wānanga Whare Tapere o Takitimu is proudly Takitimu-centric: content, protocols, narratives and aspirations are drawn from Takitimu origins. Autonomy is demonstrated through the organisational structure and membership which ensures iwi, hapū, whānau and ākonga voices and values inform the direction of travel and tactics. This results in high levels of satisfaction from whānau, graduates, iwi, industry and local community representatives.</p> <p>Whanaungatanga</p> <p>Whanaungatanga is demonstrated throughout the whole kaupapa (organisation), from womb to tomb, and provides places for all ages and stages. Links are actively created with learners, whānau, industry and support providers. Whanaungatanga is seen horizontally and vertically, connected by whakapapa and kaupapa. The connections through whakapapa have provided borderless opportunities for Te Wānanga Whare Tapere o Takitimu. The strong connections with Takitimu in Rarotonga have provided the foundation for ongoing interactions and developments in Rarotonga. The move to replicate the approach of Te Wānanga Whare Tapere o Takitimu in Rarotonga speaks to confidence in the model developed here. Cross-water exchanges have provided learners and whānau with valuable experiences and opportunities to see their culture celebrated in a wide range of contexts.</p> <p>The ongoing connection with the Waiata Māori Music Awards gives further connection opportunities for learners, featuring</p>

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

	<p>performers such as Maisey Rika and Troy Kingi, who give students direct links into workplace industry and experience.</p> <p>Manaakitanga</p> <p>Manaakitanga is shown not only to students but also to kaimahi and the wider whānau. The Covid pandemic has given an opportunity to demonstrate manaakitanga in new and innovative ways, and demonstrates a deep understanding of student life complexities. Effective use of supports for students shows a strong commitment to the wellbeing of learners in a whole sense. Manaakitanga is seen through all layers of the organisation and presents as a cornerstone of the underlying philosophy. Mana is enhanced through a clear belief in the potential of learners, and a long-term investment in supporting the self-realisation of learners and whānau.</p> <p>Anchoring teaching and practice in Takitimumatanga is seen to provide a deep sense of purpose and confidence in the learners, with graduates speaking strongly of increases in self-belief and knowing of self. Role distribution among kaiako and learners provides opportunities to lead and demonstrates confidence and belief in their abilities. This is undertaken within safe environments to enable learners to continue to develop confidence, celebrate and further strengthen their existing strengths while also strengthening areas of development.</p> <p>There are strong whānau dynamics and close connections seen within the team of Te Wānanga Whare Tapere o Takitimu, learners and the whānau of the learners. The leadership recognises the benefits of this but also the potential risks. A human resources company has been contracted for support in the management of any employment-related issues to protect all involved.</p> <p>Self-reflection</p> <p>Self-reflection practices have been evidenced in changing environments, with feedback from ākonga informing and improving delivery and support in response to Covid-19. Whānau and learner wellbeing is a significant focus within Te Wānanga Whare Tapere o Takitimu. In previous years, tutors and management were becoming consumed with the provision of pastoral care to the learners. A hui held back in 2014 to improve whānau ora outcomes included representatives from Te Taiwhenua o Heretaunga, Ngā Marae o Heretaunga, Te Wānanga Whare Tapere o Takitimu, Waimarama Marae, E Tu</p>
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Whakatu, and Wharariki Trust. Subsequently, Takitimu ora was established. In recognition of the importance of developing relationships with learners and gaining their trust, it was agreed that dedicated navigators would be provided to the Te Wānanga Whare Tapere o Tākitimu. The navigators provide whānau ora support to all whānau within the kaupapa and engage regularly with taura through participation in elements of programme delivery such as the Kori Tinana (physical movement) component of learning. This approach helps to establish a relationship with learners in an activity aligned with their study. There are multiple success stories of supporting the retention of learners while overall ensuring the improved wellbeing of learners who may be faced with very challenging and complex situations.

Learner support

Takitimu ora has a focus on supporting rangatahi into employment. Initiatives such as kete (business incubation kaupapa) are well aligned with the goals of the wānanga of supporting the development of learners towards becoming independently employed. A total of 470 whānau members have also been supported to obtain their driver's licence.

Additionally, Ōrawa was introduced. This is a five-week leadership programme which has been running for three years. The focus of this programme is to reignite the fire within the learner, particularly those dealing with complex life situations. This complements the whānau ora goals of shifting from languishing to flourishing. Having multiple support, development and leadership initiatives attached to the programme delivery provides multiple opportunities for ākongā to engage.

There are high levels of capability relating to knowledge of Takitimu and whare taperetanga. Programmes are built on a legacy of experts with decades of domestic and international experience within the sector. Feedback from the 2014 hui spoke to how the knowledge and skills of kaimahi are being used to preserve and demonstrate the value of Takitimu ways of knowing and being. Whānau also spoke of the benefits of being able to reconnect to their culture through waiata – some of which had been composed by their own relations – having not been afforded the opportunity to learn and participate in their younger years.

	<p>Changes in leadership have included the recent appointment of an academic director, the previous holder of this position having passed away in 2019. The new appointment has experience working in education in Rarotonga, where future delivery is planned to take place.</p> <p>Strong networks developed and maintained locally give access to additional skill sets which have led to opportunities in times of challenge. The identification of a need to improve online resourcing saw a partnering with an industry partner which has provided further innovations in graduate pathways.</p> <p>Programme delivery and support</p> <p>Programme delivery includes multiple support strategies and feedback from graduates; whānau and ākonga articulate a wide range of valued outcomes from the learning. Challenges remain in achieving qualification completions, most recently attributed to the impacts of Covid on ākonga, their whānau, delivery and the wider industry. To ensure the continued value of outcomes from the learning undertaken, and to continue offering ongoing opportunities to complete qualifications, the organisation is looking at opportunities to diversify graduate pathways and learning experiences and provide additional methods of re-engaging ākonga who have not yet completed qualifications.</p> <p>The development of and caring for whānau is integral to the kaupapa. The vision, values and strategic innovations of Tama Huata are paramount to the current leadership and wider community of Te Wānanga Whare Tapere o Takitimu. Graduates maintain a strong relationship, sense of purpose and duty of care which is demonstrated by the number of graduates returning to give back to their community and continue the legacy they have become a part of.</p> <p>There is a clear commitment to the protection of the kaupapa and the whole learning whānau (inclusive of kaimahi). An early decision to maintain employment of all kaimahi through Covid is testament to this. Te Wānanga Whare Tapere o Takitimu is also proposing a new delivery site. Central to the proposal is the maintenance of the womb-to-tomb philosophy and the need to keep all generations of the kaupapa together, housed in one place. As the delivery spans generations, it also spans different educational authorities which is providing challenges in access to funding to support the proposal in its entirety. The pursuit to maintain the philosophy of the programme and shared delivery</p>
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	<p>location shows high levels of commitment to the protection of what is a clearly Māori delivery model.</p> <p>Community members noted that they were of the generation that missed out on opportunities to access and be exposed to Māori language, and responses such as the Taikura programme have given access to these members of the whānau. Outcomes achieved by graduates of the performing arts programmes have also instilled confidence in these generations for the future of the language and representation of te ao Māori. Te Reo is used in multi-generational contexts frequently throughout the whare, which creates an authentic, multi-generational language community fostering strong language acquisition outcomes in a timely, effective and innovative way.</p> <p>Integrating language delivery into the programme shows confidence and a willingness to normalise language use and test other modes of achieving language outcomes.</p>
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Focus areas

2.1 Te Wā Arotahi: Māori Performing Arts

Ngā hua o te Whare Ako:	He Pounamu Kahurangi
Ngā Whakairinga Kōrero:	He Pounamu Kahurangi
Whakamārama:	<p>Te Wānanga Whare Tapere o Takitimu delivers the following programmes with a performing arts focus:</p> <ul style="list-style-type: none">• NZ2791 New Zealand Diploma in Ngā Toi – Toi Ururangi (Level 5)• NZ2792 New Zealand Diploma in Ngā Toi – Toi Ururoa (Level 6)• PC9004 Advanced Diploma in Māori Arts (Performance) (Level 7) <p>The outcomes for this focus area are included within the main body of this report.</p>

2.2 Te Wā Arotahi: Student and Whānau Support

Ngā hua o te Whare Ako:	He Pounamu Kahurangi
Ngā Whakairinga Kōrero:	He Pounamu Kahurangi
Whakamārama:	<p>Te Wānanga Whare Tapere o Takitimu delivers the following programmes with a performing arts focus:</p> <ul style="list-style-type: none">• NZ2791 New Zealand Diploma in Ngā Toi – Toi Ururangi (Level 5)• NZ2792 New Zealand Diploma in Ngā Toi – Toi Ururoa (Level 6)• PC9004 Advanced Diploma in Māori Arts (Performance) (Level 7) <p>The outcomes for this focus area are included within the main body of this report.</p>

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 Te Wānanga Whare Tapere o Takitimu:

1. Further explore innovative solutions to the challenges that present themselves in the changing operational environment.
2. Given there is a model of employment from the graduate pool into the business wing, further explore diversification of graduate employment pathways in line with shifts in the tourism sector and Covid/post-Covid landscape (i.e. digital tourism, film and television production).
3. As consistency reviews are a new process associated with the new qualifications, develop familiarity with the requirements of the consistency review process.

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 fraud²*
- 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.*

² 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). 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

www.nzqa.govt.nz