



Report of External Evaluation and Review

Maumahara Education Limited

Highly Confident in educational performance

Confident capability in self-assessment

Date of report: January 2011

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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 educational performance and capability in self-assessment of Maumahara Education Limited (Maumahara). 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:	Level 1, NgāWai e Rua Building, Cnr Reads Quay and Lowe St, Gisborne
Type:	Private Training Establishment
First registered:	2009
Number of students:	Domestic: 150-200 part-time learners (referred to as 'tauirā' within this report) International: Nil
Number of staff:	Three full-time equivalents
Scope of active accreditation:	National Certificate in Seafood Māori (Customary Fishing Management) (Level 4)
Sites:	Marae-based delivery (varies)
Distinctive characteristics:	Maumahara has been delivering education and training in the seafood sector since 2000, although only became a registered private training establishment (PTE) in 2009. The organisation receives no funding from the Tertiary Education Commission, but rather provides training to taurā with financial support from the Seafood Industry Training Organisation (Seafood ITO).
Recent significant changes:	PTE registration and accreditation
Previous quality assurance history:	Maumahara was previously quality assured by NZQA by audit in 2009 against QA Standard One, the quality assurance standard then in force. The audit found that Maumahara met all requirements.

Other: This provider's delivery is focused on Māori community empowerment. As such, delivery is located on marae and underpinned by Māori values: manaakitanga (support that is mana-enhancing), kaitiakitanga (sustainability of resources), and whanaungatanga (relationships). Local coordinators are used to facilitate weekend nohomarae/wānanga (marae stays).

2. Scope of external evaluation and review

The agreed scope of the external evaluation and review was twofold:

- Governance, management, and strategy; and
- National Certificate in Seafood Māori (Customary Fishing Management)(Level 4).

At the time of this report, governance, management, and strategy was a mandatory focus area. The national certificate was selected as it is the sole qualification being delivered by Maumahara to all of its taura.

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/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>

The external evaluation and review team comprised one lead and one team evaluator, both with knowledge of Māori education provision. The team met with the following personal:

- the Kaumatua for Maumahara (also involved in delivery)
- the director responsible for quality assurance
- the director responsible for programme delivery
- the research staff member and the administration staff member.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Maumahara Education Limited**.

Maumahara is a whānau-based provider whose primary focus is education and training for customary fishing management, to empower Māori communities and ready them for Treaty of Waitangi settlement processes. The vision statement of the organisation is, “*to advance Māori aspiration of rangatiratanga over their taongatukuiho*”. Evidence gathered through the evaluation process demonstrates the effectiveness of Maumahara in achieving this goal and enhancing well-being through the provision of useful skills and knowledge. The programme of learning can be appropriately described as a vehicle for broader community development, bringing together whānau for a positive social initiative and delivering successful educational experiences.

The specialised marae-based learning package of Maumahara ensures that an appropriate balance of scientific, customary, and commercial knowledge is integrated into learning outcomes and delivered directly to communities within a supportive, whānau-based context. The delivery structure is also based on the principle of “ako”¹, whereby the provider engages as a facilitator and participates in the learning process. A tuakana/teina² approach to delivery is used at all hui. The curriculum is adjusted to match local seafood, and training is always held at venues in very close proximity to the resource being discussed. This allows practical application of learning during the hui. Supplementary hui are scheduled where required to help ensure taura progress through the qualification. Evidence of successful learner achievement outcomes is captured through formal assessment results.

The directors of Maumahara have established clear governance and management systems to guide the organisation. Despite the small organisational size, formal systems are employed to ensure a clear focus on educational delivery. This allows Maumahara to anticipate and respond to change and to effectively balance innovation and continuity within its educational approach.

¹The concept of ako describes a teaching and learning relationship where the educator is also learning from the student and where educators’ practices are informed by the latest research. <http://tereomaori.tki.org.nz/Curr...cts-of-planning/The-concept-of-ako>

²Tuakana/teina refers to the relationship between an older (tuakana) person and a younger (teina) person and is specific to teaching and learning in the Māori context. Within teaching and learning contexts, this can take a variety of forms. Refer to: http://www.tki.org.nz/r/hpe/exploring_te_ao_kori/planning/methods_e.php

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Maumahara Education Limited**.

Maumahara is in the process of developing its self-assessment capability. Data and quality management systems have been implemented since initial registration (2009).

Informal and formal means are used to gather reflective practice information, which includes a strong focus on ensuring self-assessment information is centred on ensuring the needs of taura and their broader communities are met.

However, the organisation has yet to develop a fully comprehensive approach to ensure its goal of 80 per cent successful qualification completion can be achieved and consistently maintained. Full collation of aggregated participation and performance data is yet to occur and be quantified within the organisation's strategic plan, and measured on a cyclical basis by the directors.

TEO response

Maumahara has had an opportunity to comment on the accuracy of this report, and submissions received have been fully considered by NZQA before finalising the report.

Findings³

1.1 How well do learners achieve?

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**.

Maumahara describes itself as a whānau-based PTE whose primary focus is education and training for customary fishing management. The vision statement of the organisation is: “to advance Māori aspiration of rangatiratanga over their taongatukuiho”. Further discussion with the directors highlighted this aspiration for Māori community development and empowerment within the seafood sector, to help ensure iwi are well placed to manage fisheries through Treaty of Waitangi settlement processes.

Evidence gathered through the evaluation process effectively demonstrated how this goal of enhancing well-being through the provision of useful skills and knowledge is being achieved through the specialised marae-based learning package of Maumahara. The qualification delivered ensures that an appropriate balance of scientific, customary, and commercial knowledge is integrated into learning outcomes and delivered directly to communities within a supportive, whānau-based context. The delivery structure is also based on the principle of ako, whereby the provider engages as a facilitator and participates in the learning process. Evidence of successful learner achievement outcomes is captured through formal assessment results, as clearly evidenced in assessment materials, stakeholder observations, and through video recordings from hui.

Maumahara has established a target of a minimum of 80 per cent successful qualification completions. Presently, Maumahara is able to demonstrate that it is likely to achieve this level of success through individual student records of learning, and the current cohort of learners are on track to meet this goal. However, full collation of aggregated participation and performance data is yet to occur and be quantified within the organisation’s strategic plan and measured on a cyclical basis by the directors.

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 **Excellent**.

Maumahara has defined its primary stakeholders as iwi and Māori communities that are seeking to better understand and utilise their seafood resource. There is significant evidence in the form of both written and oral commendations that the targeted communities

³ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation’s activities.

highly value the training provided to taura. There is a demonstrated link between education provision and the community outcomes sought, including readiness for communities to engage in Treaty settlement processes involving seafood resources.

In addition, this evaluation found evidence that the programme of learning is also a successful vehicle for broader community development, bringing together whānau for a positive initiative and successful learning experience. The evaluation found that taura would travel extensive distances to participate in the training.

Secondary stakeholders (beyond communities and learners) are considered to be the broader seafood sector. Evidence gathered confirms that Maumahara has a strong working relationship with Seafood ITO, the Ministry of Fisheries, and other education providers. Maumahara is a leading provider within its sector and has been a key developer of unit standards and diploma-level qualifications within the sector for other providers. In addition, Maumahara has also developed a secondary school bridging-to-tertiary programme within the sector.

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 **Excellent**.

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

The programme of learning is reviewed after each block of delivery, and this occurs through immediate discussions, followed by more formal reflective feedback within staff and directors' meetings. Maumahara has identified that fee-free delivery is required for communities and has therefore developed a partnership with the Ministry of Fisheries to cover costs not met from Seafood ITO. Maumahara is also actively developing new modules of learning and new methods of assessment. Maumahara was able to demonstrate a new learning and assessment technique being developed to appeal to rangatahi (youth) with an interest in this sector.

The marae-based approach of the delivery means that entry to the programme of learning and qualification is driven largely by community interest. One outcome of this approach is that at times taura with diverse backgrounds and learning experiences will be participating in the programme, as enrolments are based around their community engagement, not prior learning. Evidence records show that Maumahara draws upon the strengths of this diversity and allows each learner to progress at their own pace. However, while initial checks of taura previous records of learning are undertaken, and further support is provided to any learners that require it, further initial assessment of learners would be of benefit to ensure that barriers to learning that individuals might experience can be identified and minimised from the outset.

1.4 How effective is the teaching?

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 teaching environment is carefully planned and structured around the unique learning needs of each community of taura. Each hui has pre-established learning outcomes, and progress is monitored.

As mentioned, ako and tuakana/teina conceptual approaches to teaching are used at all hui. The curriculum is adjusted to match local seafood species, and training is always held at venues in very close proximity to the resource being discussed. This allows practical application of learning during the hui. Supplementary hui are scheduled where required to help ensure taura progress through the qualification.

This evaluation found that Maumahara uses fair and valid assessment practices. A range of evidence-gathering approaches are used, such as oral (te reo Māori or English) and video recordings alongside written evidence of learning. There is also evidence that the delivery and assessments have been modified to better accommodate “whakaaro Māori” (traditional Māori perspectives). Learners and broader stakeholders indicated that this approach was both highly positive and effective in ensuring programme success. Evidence cited shows that external moderation requirements confirm that assessments are at the national standard.

As noted earlier in section 1.1, the next development in effective teaching for Maumahara will be implementing a more comprehensive and systematic means of tracking effectiveness of teaching for individual taura. This may include teacher observations by a director and further participation in adult education programmes by all staff delivering the qualification to strengthen pedagogical knowledge.

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 **Excellent**.

This evaluation found strong evidence that the guidance and support provided to taura was effective and highly appropriate to the delivery being provided. The marae-based learning environment is a deliberate choice, to ensure taura are comfortable in their learning context. A local coordinator is used to ensure good coordination and facilitation between the needs of individual communities and Maumahara personnel delivering the programme.

Whanaungatanga, manaakitanga, and kaitiakitanga are identified as the key values of Maumahara, and the approach to delivery emphasises these values. Supplementary resources are available, as is further contact and support (including full catch-up hui) where required. Maumahara provided evidence of its ability to work across iwi boundaries through its approach to community development and empowerment.

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

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 directors of Maumahara have established clear governance and management systems to guide the organisation. Despite the small size and direct intra-whānau connections of key staff, formal systems have been developed to ensure a clear focus on educational delivery and performance. These include a clear strategic plan, formal and minuted directors' meetings, and formal job descriptions and performance appraisals. A quality management system with evidence of implementation and regular review, and all relevant policies required to ensure quality delivery (such as marae health and safety requirements), was sighted. Such planning and management documentation is used to anticipate and respond to change and allows Maumahara to effectively balance innovation and continuity within its educational approach. Key individuals also have significant broader sector involvement, including standard-setting involvement, which assists in ensuring the provision is relevant to both iwi and industry.

Maumahara is aware, as a small organisation, that it is heavily reliant on key individuals and acknowledges the need for greater contingency planning to ensure educational delivery is maintained for learners, should a key individual become unavailable for a period. Maumahara will also need to ensure that the strategic plan adequately captures quantifiable educational goals, and that these are a core element of directors' meetings and reflections.

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 **Excellent**.

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

2.2 Focus area: National Certificate in Seafood Māori (Customary Fishing Management) (Level 4)

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

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

Recommendations

Recommendations arising from this evaluation are that Maumahara should:

- ensure data on taura progress and achievements is systematically collated and assessed to identify any overarching trends in the learning process, and that these results are integrated with strategic planning;
- ensure key staff involved in delivery participate in appropriate adult education training to strengthen pedagogical knowledge; ensure cyclic observations of teaching by a third party are undertaken to strengthen reflective practice; and ensure contingency delivery plans are developed.

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 (ITPQuality) 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/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>

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