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# External Evaluation and Review Report

Te Rito Maioha Early Childhood New  
Zealand Incorporated

Date of report: 28 February 2022

# About Te Rito Maioha Early Childhood New Zealand Incorporated

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*Te Rito Maioha specialises in providing bicultural early childhood and primary teacher training, professional development opportunities, and advocacy for the early childhood education sector.*

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|                             |   |
|-----------------------------|---|
| Type of organisation:       | Private training establishment  |
| Location:                   | Level 4, The Thorndon Centre, 191 Thorndon Quay, Thorndon, Wellington   |
| Code of Practice signatory: | Yes   |
| Number of students (2021):  | Domestic: 910 equivalent full-time students<br>International: 28 equivalent full-time students<br>New Zealand European (50 per cent); New Zealand Māori (30 per cent); Pasifika (7 per cent)  |
| Number of staff:            | 70 full-time equivalents (permanent) and 17 part-time (permanent) staff   |
| TEO profile:                | <a href="#">Te Rito Maioha Early Childhood New Zealand Incorporated</a>   |
| Last EER outcome:           | Highly Confident in educational performance<br>Highly Confident in capability in self-assessment  |
| Scope of evaluation:        | <ul style="list-style-type: none"><li>• Bachelor of Teaching (Early Childhood Education) Te Tohu Paetahi Whakaakoranga (Te Mātauranga Kōhungahunga) (Level 7) ID 4253</li><li>• Graduate Diploma of Teaching Te Poutama ki te Pakaritanga (Level 7) ID 4259</li></ul> |
| MoE number:                 | 9520  |
| NZQA reference:             | C45167  |
| Dates of EER visit:         | 3-5 November 2021   |

# Summary of Results

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*Te Rito Maioha provides quality learning programmes, support and guidance that enable students to achieve success. Students gain the skills and knowledge required to be effective early childhood educators.*

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## **Highly Confident in educational performance**

- Achievement has remained consistently high since the last EER, underpinned by quality assessment, comprehensive pastoral support and effective self-assessment. Students gain employment in the early childhood sector, achieve teacher registration, and in some cases progress to management roles.

## **Highly Confident in capability in self-assessment**

- Although there are some differences in how well Pasifika students achieve<sup>1</sup>, compared to all learners, this is understood and strategies are in place; outcomes are still emerging.
- Programme design and delivery is well matched to the needs of students and stakeholders. Assessment and moderation is thorough and informs improvements to teaching. Online learning is supported by investments in technology development and research-informed principles to deliver bicultural practice in an online setting.
- Governance and management are engaged and committed to biculturalism and quality early childhood education provision, as evident through strategy, organisational structure, programme design, policy and practice. Resources are committed to advancing educational quality including investment in programme development, technology, staff development and research.
- Self-assessment is comprehensive and data-driven and used to make improvements. Self-assessment capability continues to be a strength.

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<sup>1</sup> Based on course and qualification achievement measures.

# Key evaluation question findings<sup>2</sup>

## 1.1 How well do students achieve?

|                                   |  |
|-----------------------------------|--|
| Performance:                      | <b>Excellent</b>   |
| Self-assessment:                  | <b>Excellent</b>   |
| Findings and supporting evidence: | <p>Enrolments have increased since the last EER, and learner achievement has remained consistently strong (refer Appendix 1). Performance by Māori and Pasifika learners is well understood across the programmes, including the impact of small cohort numbers on completion data. Te Rito is proactive in monitoring its own educational performance at organisational, programme and sector levels, using key performance indicators and PTE sector performance data.</p> <p>While course completion for Pasifika students is on average approximately 80 per cent, there is a small disparity in course completions between Pasifika and non-Pasifika students. Te Rito Maioha is aware of this and has a Pasifika strategy in place this year, focused on strengthening internal staff capability and programme design to better meet the needs of Pasifika learners. The impact of improvements on outcomes for Pasifika is still emerging. International students achieve well, although numbers over recent years have been small (one to two students). 2021 is the first year Te Rito Maioha has had a sizeable cohort of international students (28 EFTS<sup>3</sup>).</p> <p>Students are required to work in the industry (in a supported way) for a minimum number of hours (paid or voluntary) as part of their qualification. Therefore, the skills and knowledge acquired during their training are immediately relevant and applicable. In particular, students (and graduates) noted the focus on biculturalism in the course content including gaining skills in te reo Māori. Understanding waiata and local stories was an advantage to them in their roles. Other skills acquired include time management, working collaboratively with others, research skills and digital literacy.</p> |

<sup>2</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

<sup>3</sup> Equivalent full-time students

|             |  |
|-------------|--|
| Conclusion: | Student achievement is consistently high. Students are learning on the job in a supported environment with real-time monitoring of learner achievement. Data analysis is strong. |
|-------------|--|

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

|                                   |   |
|-----------------------------------|---|
| Performance:                      | <b>Excellent</b>  |
| Self-assessment:                  | <b>Excellent</b>  |
| Findings and supporting evidence: | <p>Students continue to be employed in the sector in teaching and/or management roles following completion of their studies. This outcome is highly valued by students and employers.<sup>4</sup> Te Rito Maioha also makes a valued contribution to the sector in a number of other ways including contributing to the:</p> <ul style="list-style-type: none"> <li>• professionalism of the sector through its postgraduate programmes; and ongoing professional development programmes to association members.</li> <li>• sustainability and growth of the sector through programmes that enable students to continue to study and work in their local centres.</li> <li>• capability-building in centres through collegial discussions and encouraging new practices and learning that are shared between students, centre staff, tamariki and whānau.</li> <li>• promotion and advancement of biculturalism.</li> <li>• creation, development and advancement of theory and practice through a range of research initiatives (refer 1.5)</li> <li>• advocacy and involvement in national forums.</li> </ul> <p>Self-assessment is informed by student, staff, graduate and employer feedback gathered through surveys, external advisory groups and ongoing discussions with employers, supporting students in field-based activity and practicums.</p> |
| Conclusion:                       | Graduate outcomes are strong, reflecting the value of the programmes in meeting the needs of stakeholders in the early childhood sector.  |

<sup>4</sup> Evidenced in graduate survey data and association membership information.

### 1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

|                                   |  |
|-----------------------------------|--|
| Performance:                      | <b>Excellent</b>   |
| Self-assessment:                  | <b>Excellent</b>   |
| Findings and supporting evidence: | <p>Programme design and delivery that matches the needs of students and stakeholders is a strength of Te Rito Maioha. Since the last EER, Te Rito Maioha has continued to expand and grow its programme offering to meet the demand for quality teachers in the early childhood education sector. The majority of programmes have been recently approved or reapproved, with no significant issues to address.</p> <p>Courses, assessments and resources are reviewed at the end of each semester by academic staff and changes are made based on student and employer feedback. Fully online learning has become a common mode of delivery following the Covid-19 lockdowns in 2020. Te Rito Maioha was fortunate to have developed its capability to deliver online through its digital transformation strategy introduced in 2019, but has expanded this capability by developing a paper on its pedagogy for bicultural online learning delivery and practice. This paper is currently being developed into a series of more detailed exemplars for publication.</p> <p>Assessment and moderation is thorough. Prior to delivery, all assessments (and programme changes) are reviewed by the academic management committee, who have a clear understanding of programme design and assessment principles. After every assessment, a sample is post-moderated by a peer before students receive their marks. All programme assessments are on a cycle of external moderation, and evidence provided shows the process is thorough, with Te Rito Maioha using the robust feedback to inform improvements. Moderation action plans are monitored by the academic leadership team. Assessment design is used to reduce opportunities for plagiarism<sup>5</sup>, and Turnitin is also used by staff and students to monitor academic integrity.</p> <p>Programmes are field-based, supported by tutors online, block courses and placement visits. Students are taken through</p> |

<sup>5</sup> For example, assessment requires students to give examples from their practice, or self-reflection or participation in group discussions.

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|                    | <p>assessments in online Zoom sessions which are recorded for future reference. Associate teachers<sup>6</sup> are supported by Te Rito Maioha to understand their role and how best to support the student on placement. Students are visited up to two times while on placement, but can contact tutors when required. During the Covid-19 lockdowns, alternative means of meeting placement requirements were developed and approved<sup>7</sup> to ensure the learning outcomes of the programme were still being met effectively.</p> <p>The learning environment is well structured through the online learning platform, Pou Manawa Akoranga, which has been improved to better meet the needs of the learners.<sup>8</sup> The new interface is well designed and easy to navigate and includes course material (uploaded weekly); learning resources (including readings, podcasts, videos); a one-on-one space for conversations with lecturers; weekly plans; and regular Zoom hui to support ongoing communications.</p> <p>Feedback is gathered from students throughout the year, and while changes are made based on stakeholder feedback, it was not clear whether Te Rito Maioha is consistently feeding back about the changes to stakeholders. This could be an area to strengthen.</p> |
| <p>Conclusion:</p> | <p>Real-world and relevant learning, supported by effective online and in-person support, has contributed to learner engagement and success at Te Rito Maioha.</p>   |

<sup>6</sup> Centre-employed staff who mentor the students while in their centre.

<sup>7</sup> By external quality assurance bodies.

<sup>8</sup> Changes to the system include improving the student landing page; Office365 single login; e-portfolio (including allowing students to upload and download evidence; access to the portfolio continues if students are members of the association). As a result of these changes, Te Rito Maioha has seen a reduction in calls to the helpdesk.

## 1.4 How effectively are students supported and involved in their learning?

|                                   |   |
|-----------------------------------|---|
| Performance:                      | <b>Excellent</b>  |
| Self-assessment:                  | <b>Excellent</b>  |
| Findings and supporting evidence: | <p>Te Rito Maioha has a structured and robust selection process which includes a student agreement, interview and police vetting<sup>9</sup>, followed by orientation for successful candidates. Tikanga Māori is embedded throughout the selection and orientation process for all students in the form of karakia and whanaungatanga, which sets the bicultural context important for Te Rito Maioha.</p> <p>Te Rito Maioha has a comprehensive pastoral support model which includes the regional education centres where students can ring or drop in for support during normal business hours, as well as regular face-to-face study support sessions held after hours. All lecturers are responsible for pastoral support online which occurs via Moodle and virtual hui. Lecturers monitor engagement and participation online, and any students not participating are followed up. Students that are struggling have an individual education plan which is monitored; support that cannot be met in-house is contracted as needed. Depending on the issue, students at risk of not completing are escalated to senior management for monitoring. Staff are encouraged and supported to seek help on issues they do not have the skill set to address.</p> <p>Students have a range of mechanisms to provide feedback formally through course evaluations and informally to lecturers through the learning management system, social media, the external stakeholder committee<sup>10</sup>, and at noho marae and block courses. Examples of how Te Rito Maioha uses student feedback to inform improvements were evident. Te Rito Maioha is considering how it might use Māori methods of engagement (for example wānanga, hui) to gather feedback and address any concerns specific to the academic, cultural and pastoral needs of Māori learners.</p> |

<sup>9</sup> Required for those who intend to become registered teachers.

<sup>10</sup> Which has a student representative.

|             |   |
|-------------|---|
|             | <p>Recent improvements to technology have enhanced the range of opportunities for students to engage with lecturers directly and safely, and with other students.</p> <p>Students are visited in their home and practicum centres for assessment purposes. The regional educational centres have intervened to provide advice, guidance and/or move students who may be challenged to resolve issues within their centre.</p> |
| Conclusion: | Te Rito Maioha provides a comprehensive network of academic and pastoral support which is monitored and informed by student feedback to ensure students are involved in their learning and achieve success.   |

### 1.5 How effective are governance and management in supporting educational achievement?

|                                   |  |
|-----------------------------------|--|
| Performance:                      | <b>Excellent</b>   |
| Self-assessment:                  | <b>Excellent</b>   |
| Findings and supporting evidence: | <p>Te Rito Maioha continues to maintain a clear focus on educational achievement supported by effective and ongoing self-assessment. Organisational purpose and direction is clear and operationalised through long-term strategies and annual plans. The academic leadership provides rigour and quality to the learning process through monitoring policies and systems and also through the advice and support they provide to teaching teams.</p> <p>The regional education centres continue to provide a critical support service to learners in communities; there is clear co-ordination of roles and responsibilities regionally and nationally, and alignment of strategy and operational policies.</p> <p>Sufficient resources are allocated to support learning, teaching and research, with ongoing investments being made to programme development, infrastructure to support online learning, increasing staff numbers to meet demand, and investing in research capability. Induction and professional support for staff is well managed and all staff interviewed felt valued and well supported, with opportunities to grow and develop professionally.</p> <p>Research is a strength for Te Rito Maioha. There is a clear research strategy and staff are required to engage in some form of research and/or scholarly writing, with oversight provided by a</p> |

|                           |  |
|---------------------------|--|
|                           | <p>research leader. Budget and study leave is made available for research work and workloads are adjusted accordingly depending on individual roles and responsibilities. Staff are supported to undertake postgraduate and doctoral study which has increased the number of staff who now hold or are engaged in a PhD by 30 per cent. Research is encouraged at a national level through flagship research projects<sup>11</sup>, and also at a community level in the regions through communities of inquiry. Research is intended to inform teaching and add to the body of knowledge pertaining to early childhood education. Opportunities to share expertise and grow the capability of teaching staff and students in research is supported through workshops, mentoring and writing support/writing retreats.</p> <p>Te Rito Maioha has undertaken a staged approach to its development since the last EER, which has ensured that its growth is sustainable and aligned to stakeholder needs. This includes leveraging international relationships to increase the potential for offshore delivery and/or international students. Local relationships are also valued and Te Rito Maioha has an active external advisory group and purposeful, respectful relationships with mana whenua facilitated by pouako in each region.</p> <p>While Covid-19 has disrupted some plans, overall Te Rito Maioha has been fortunate that its investment in online delivery meant they were able to pivot seamlessly to provide learning fully online and retain the majority of their students.</p> <p>Te Rito Maioha gives authentic expression to its commitment to biculturalism, reflected in its practices and organisational structure inclusive of a kaumatua, Māori and Pasifika representation on council; pouako in every regional office and a senior Māori position in head office (Pouhere Kaupapa Māori).</p> <p>In addition, Te Rito Maioha is strengthening its response to Pasifika communities, staff and learners through its Pasifika Strategy<sup>12</sup> and engagement of Pasifika staff based in some of the regional education centres.</p> |
| <p><b>Conclusion:</b></p> | <p>Te Rito Maioha has an effective governance and management team who have continued to support quality educational</p>  |

<sup>11</sup> These projects can be internally or externally funded. The most recent flagship research project related to pedagogical leadership for early childhood education.

<sup>12</sup> Te Moana nui a Kiwa Strategic Plan, Pasifika Strategy, 2021-2024.

|  |  |
|--|--|
|  | achievement and deliver positive outcomes for students and stakeholders in the early childhood sector. |
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## 1.6 How effectively are important compliance accountabilities managed?

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|-----------------------------------|---|
| Performance:                      | <b>Good</b>   |
| Self-assessment:                  | <b>Good</b>   |
| Findings and supporting evidence: | <p>Compliance accountabilities are generally well managed through compliance checklists and regular reporting of key compliance issues to the audit and risk committee. The attestations and self-reviews against the current domestic and international student Codes of Practice have been completed by a senior staff member. Te Rito Maioha are in the process of implementing professional development for all staff in 2022 to ensure the new combined Codes are fully understood.</p> <p>An international student file check by NZQA found some discrepancies in the documentation relating to insurance for students. The issue related to insurance for students on work visas and is currently being addressed.</p> <p>Policies and procedures are regularly reviewed and internal processes are in place to socialise changes to all staff. A complaints policy and procedure is in place. A recent student complaint upheld, in part, by NZQA has led to improvements to internal processes.</p> <p>Teaching staff are qualified and maintain teacher certification currency with the Teaching Council.</p> |
| Conclusion:                       | Compliance accountabilities are generally well managed. A few recent issues have been worked through constructively by Te Rito Maioha and resulted in improved processes and practices.   |

# Focus Areas

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

## 2.1 Focus area: Bachelor of Teaching (ECE) Te Tohu Paetahi Whakaakoranga (Te Mātauranga Kōhungahunga) (Level 7)

|                  |                  |
|------------------|------------------|
| Performance:     | <b>Excellent</b> |
| Self-assessment: | <b>Excellent</b> |

## 2.2 Focus area: Graduate Diploma in Teaching Te Poutama ki te Pakaritanga (Level 7)

|                  |                  |
|------------------|------------------|
| Performance:     | <b>Excellent</b> |
| Self-assessment: | <b>Good</b>      |

|                                   |  |
|-----------------------------------|--|
| Findings and supporting evidence: | <p>Both programmes have consistently high student achievement and excellent systems and process to support teaching and learning. Staff are qualified, well supported and research active; internal moderation is thorough, and staff and management value and act on feedback received from external peers through the moderation and monitoring process.</p> <p>Effective systems are in place for managing academic quality, and Te Rito Maioha is supported by an academic management committee (led by an experienced external chair) who provide critique, support and oversight of academic quality. Course review is inclusive of student and employer feedback and is an ongoing part of self-assessment.</p> <p>Compliance issues noted above relate specifically to the graduate programme where the majority of international students are enrolled. The issues have or are being addressed by Te Rito Maioha.</p> <p>The culture of management and staff who teach and support across one or both programmes – including the regional education centres – is collegial, collaborative and authentically bicultural.</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 Rito Maioha Early Childhood New Zealand Incorporated:

- Consider creating further spaces and opportunities for Māori learners to come together if they so choose to build and strengthen collegial relationships, support each other as a network of learners, and wānanga matters of importance to them.
- Consider creating spaces and opportunities for Pasifika learners to come together if they so choose to build and strengthen collegial relationships, support each other as a network of learners, and talanoa matters of importance to them.
- Ensure that international students continue to provide the appropriate insurance coverage, including insurance covering travel costs, medical care and costs associated with repatriation, expatriation and funeral expenses; as per section 15(bc) of the Education (Pastoral Care of International Students) Code of Practice 2016.

# 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.

# Appendix 1

**Table 1. Te Rito Maioha education performance results and targets (2018-20)**

|   | 2018 | 2019 | 2020 |
|---|------|------|------|
| EFTS                                    | 480  | 562  | 660  |
| Course completion (All – target 90%)    | 91%  | 91%  | 90%  |
| Course completion Māori (target 88%)    | 88%  | 88%  | 85%  |
| Course completion Pasifika (target 75%) | 80%  | 80%  | 78%  |

Source: Te Rito Maioha

# Appendix 2

## 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>13</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.*

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<sup>13</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/>.*

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