



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

Teach First NZ Charitable Trust
trading as: Ako Mātātupu: Teach
First NZ

Date of report: 20 August 2024

About Teach First NZ Charitable Trust trading as: Ako Mātātupu: Teach First NZ

Teach First NZ Charitable Trust trading as: Ako Mātātupu: Teach First NZ (Ako Mātātupu, hereafter) is a south Auckland-based private training establishment which provides Employment Based Initial Teacher Education (EBITE) and leadership programmes.

Type of organisation:	Private training establishment (PTE)
Location:	Studio 274, Kia Aroha College, 51 Othello Drive, Clover Park, Auckland
Eligible to enrol international students:	No
Number of students:	Domestic: In 2023, 188 enrolments (60 equivalent full-time students) including 73 Māori students (39 per cent) and 45 Pasifika students (24 per cent)
Number of staff:	17 full-time staff, 13 part-time staff (24 full-time equivalents)
TEO profile:	<p>See Teach First NZ Charitable Trust trading as: Ako Mātātupu: Teach First NZ</p> <p>Ako Mātātupu's vision is for all young people to experience fair opportunity and success, including those from communities made vulnerable by systematic inequality. The PTE aims to achieve this through the design, development and delivery of its teaching and leadership programmes.</p>
Last EER outcome:	This is Ako Mātātupu's first EER since registration as a PTE. ¹

¹ Ako Mātātupu was approved for registration as a PTE in February 2020. The organisation operated for several years prior to this date, first in partnership with the University of Auckland (2012-17), and secondly in partnership with The Mind Lab (2017-21).

Scope of evaluation:	<ul style="list-style-type: none"> • Postgraduate Diploma in Secondary Teaching (Level 8) ID: 125988-2 (leading to qualification 4194-2)² • Rautahi Pathway: Preparation for Initial Teacher Education (Micro-credential) (Level 7) ID: 127811-1 (leading to qualification 4714-1)³
MoE number:	6668
NZQA reference:	C56533
Dates of EER visit:	9-11 April 2024

² This qualification will be referred to as the 'PGDipST' hereafter. The PGDipST is a two-year teacher training programme which develops Ako Mātātupu's students as educators, and it was approved by NZQA in 2021. The PGDipST qualification also includes the Postgraduate Certificate in Secondary Education (Level 8) ID: 126099-1 (leading to 4214-1), which will be referred to as the 'PGCertST' hereafter. The programme leading to the PGCertST corresponds to the first year of the PGDipST, and it was approved by NZQA in 2020.

³ This qualification will be referred to as the 'Rautahi Pathway' hereafter. The Rautahi Pathway is a six-week micro-credential which prepares candidates for access to the PGDipST. It was approved by NZQA in 2022.

Summary of results

Ako Mātātupu's highly effective programme review, teaching and student support processes ensure that learners complete courses and gain relevant employment at high rates. Reflective and well-informed organisational decision-making ensures that learner and stakeholder needs are reviewed comprehensively and regularly.

Highly Confident in educational performance	<ul style="list-style-type: none">• Learners complete courses, programmes, qualifications and micro-credentials at high rates and consistently outperform sector benchmarks across all demographics. Strong self-assessment contributes to strong achievement outcomes.• Learners gain important skills and knowledge and are well equipped for teaching in culturally diverse environments. Learners gain relevant teaching employment at high rates. Ako Mātātupu has strong relationships with partner schools, and the PTE adds value to those schools through its learners and the training. Ako Mātātupu also creates, develops and advances community and iwi bodies of knowledge.
Highly Confident in capability in self-assessment	<ul style="list-style-type: none">• Ako Mātātupu uses a wide range of delivery methods, and its learning activities are highly effective in engaging students. Qualification, micro-credential and programme review processes are comprehensive and responsive to stakeholder needs. Assessment design ensures academic integrity and the appropriateness of assessment tasks. Moderation ensures that assessment is fair, fit for purpose, consistent and aligned to learning outcomes.• Ako Mātātupu's enrolment process is comprehensive and ensures that support needs are identified early. Study information is communicated very effectively to the learners. Self-assessment has led to significant

improvements in campus-based and employment-based learner support.⁴

- Recruitment and development of staff is highly effective, and the PTE's organisational purpose, direction and structure are extremely clear. Academic leadership and use of data analysis are both highly effective. Resources are managed very well to support learning, teaching and research. Robust, well-informed decision-making enables Ako Mātātupu to respond effectively to challenges.
- Ako Mātātupu has very strong, highly effective processes for managing its important compliance accountabilities. Responsibility for meeting compliance requirements is distributed across the organisation. Systems ensure that the meeting of compliance requirements is checked before being actioned for final approval.

⁴ The introduction of a mentor management team has led to significant improvements in the quality of support provided by in-school mentors. The introduction of a community of care team complements existing learner support.

Key evaluation question findings⁵

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Ako Mātātupu's learners complete courses, qualifications and micro-credentials at high rates. For the PGDipST programme, overall course completion rates were 94 per cent, 96 per cent and 95 per cent for 2021, 2022 and 2023 respectively.⁶ Overall qualification completion rates for this programme were 88.14 per cent and 90.77 per cent for 2021 and 2022 respectively.⁷ For the Rautahi Pathway, overall completion rates were 100 per cent and 95 per cent for 2022 and 2023 respectively.</p> <p>Priority learner achievement is also strong at Ako Mātātupu. Māori and Pasifika learner course and qualification completion rates consistently outperformed sector benchmarks for teacher education programmes across 2021-23.⁸ The Māori learner course completion rate remained near parity with Ako Mātātupu's overall course completion rate throughout the EER period. The Pasifika learner course completion rate remained at parity with or above the overall course completion rate throughout that period.</p> <p>Ako Mātātupu has strong achievement-related self-assessment processes that contribute to its performance in this area. Ako Mātātupu benchmarks its completion rates against similar providers, and the PTE's management regularly reports to its academic advisory board on achievement. Academic advisory board members analyse trends and patterns within the completion data, and challenge management on</p>

⁵ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

⁶ See Appendix 1 for Ako Mātātupu overall achievement data for 2021-23.

⁷ Completion data for 2023 is not yet available, since the students from this cohort are still completing the two-year programme.

⁸ See Appendix 1 for Ako Mātātupu priority learner achievement data for 2021-23.

	achievement outcomes as necessary. Staff from both areas have a strong understanding of the reasons for non-completion.
Conclusion:	Learners complete courses, qualifications and micro-credentials at high rates and consistently outperform sector benchmarks across all demographics. Strong achievement-related self-assessment contributes to strong achievement outcomes.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Learners gain important skills and knowledge during their training at Ako Mātātupu, including time management and the ability to plan lessons. They also grow their cultural capability and an understanding of where they stand in relation to various social identities. Combined, these qualities ensure learners are well equipped for teaching in culturally diverse environments. Learners completing the Rautahi Pathway also gain improved familiarity with academic writing, language and processes.</p> <p>Ako Mātātupu's learners gain relevant employment at high rates. As an Employment Based Initial Teacher Education organisation, many of Ako Mātātupu learners are employed in teaching roles prior to enrolling in the Rautahi Pathway and PGDipST. Those learners from non-teaching backgrounds are required to gain teaching employment as a condition of joining Ako Mātātupu. For the 2021 cohort of Ako Mātātupu's PGDipST, 96 per cent of graduates continued to be gainfully employed in teaching roles across a range of subjects after completing the programme.⁹</p> <p>Ako Mātātupu has strong relationships with the schools that employ its learners. The PTE has an employment and schools partnership team which establishes relationships with prospective schools, and monitors partner school agreements with current schools. Principals report that Ako</p>

⁹ Employment placement data for 2022 is not yet available, since the students from this cohort have only recently completed the two-year programme.

	<p>Mātātupu's training model is authentic and sustainable. They also report that Ako Mātātupu's learners add significant value to their schools, and that they approach Ako Mātātupu for applicants when job vacancies become available.</p> <p>Ako Mātātupu creates, develops and advances community and iwi bodies of knowledge. The PTE's Kaihautū Mangai Māori leader leads Ako Mātātupu's engagement with school and kura teachers who are leaders within their iwi.</p> <p>Through its training and programmes, the PTE also supports and advances te reo Māori and tikanga Māori highly effectively, relative to the PTE's current context.¹⁰ Additionally, Ako Mātātupu delivers a high number of graduates from Māori and Pasifika backgrounds who contribute to a leadership and teaching force that is representative of the communities the PTE serves.</p>
Conclusion:	<p>Learners gain important skills and knowledge, and are well equipped for teaching in culturally diverse environments. Learners also gain relevant employment at high rates. Ako Mātātupu has strong relationships with partner schools, and the PTE adds significant value to those schools through its learners and the training. Ako Mātātupu also creates, develops and advances community and iwi bodies of knowledge highly effectively, relative to its context.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Ako Mātātupu uses a wide range of delivery methods, and the PTE's learning activities are highly effective in engaging students. The PGDipST includes a six-week summer intensive workshop camp, as well as online learning that takes place during each learner's</p>

¹⁰ Ako Mātātupu delivers English-medium rather than Māori-medium programmes, and staff say they do not purport to be experts in Māori-medium initial teacher education. However, Ako Mātātupu does embed te reo Māori into its assessments, and the PTE also aspires to be indigenous-led in delivery of its programmes.

	<p>employment. Learners also participate in wānanga (conferences) throughout their enrolment in Ako Mātātupu's programmes. The PTE has a well-informed understanding of the effectiveness of its learning activities through regular self-evaluation.</p> <p>Qualification, micro-credential and programme review processes are comprehensive and highly responsive to a wide range of stakeholder needs. This includes the needs of learners, graduates and representatives from the Ministry of Education and Teaching Council. An important outcome resulting from Ako Mātātupu's review processes was the approval of the Rautahi Pathway – a programme developed on the basis of extensive consultation with school principals. In response to learner feedback, the PTE also improved its annual schedule to ensure the PGDipST's summer intensive did not overlap with the Rautahi Pathway.</p> <p>To a significant extent, Ako Mātātupu's assessment design ensures academic integrity is maintained and that tasks are appropriate to learners at each stage of their learning. Assessment takes place across a range of formats including written and oral tasks. In support of this, the PTE's kaihapai (teacher educators) check in regularly with learners to ensure they are on track with assessments during their employment. Additionally, kaihapai provide learners with regular and useful feedback on assessments.</p> <p>Ako Mātātupu's moderation comprehensively ensures that assessment is fair, fit for purpose, consistent and aligned to learning outcomes. Internal pre-moderation checks ensure particular assessment tasks meet moderation criteria and contain detailed, informative rubrics. Marking processes ensure kaihapai do not mark the work of their own students. Post-moderation includes detailed meetings during various stages of the marking process. Ako Mātātupu also regularly engages suitable external moderation partners to cross-mark assessments and provide feedback on the PTE's internal moderation processes.</p>
Conclusion:	<p>Ako Mātātupu uses a wide range of delivery methods, and its learning activities are highly effective in engaging students. Qualification, micro-credential and programme review processes are comprehensive and highly responsive to stakeholder needs. To a significant extent,</p>

	assessment design ensures academic integrity and the appropriateness of assessment tasks. Moderation comprehensively ensures that assessment is fair, fit for purpose, consistent and aligned to learning outcomes.
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1.4 How effectively are students supported and involved in their learning?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Ako Mātātupu has a comprehensive enrolment process in which learners are selected on the basis of their qualifications, motivation, competence and experience. As part of this process, Ako Mātātupu ensures that learners joining the teaching profession will be raising the bar for that profession, and that learner motivations are aligned with the PTE's vision.</p> <p>Ako Mātātupu's enrolment process also ensures that learning support needs are well identified at an early stage, and that learners are provided with tailored learning support on entry into the programme. This support includes introductory modules on cultural intelligence, the curriculum and postgraduate skills, as required. Additionally, learners have several opportunities to disclose a disability¹¹, and the PTE has policies and procedures in place to support learners with disabilities.¹²</p> <p>Ako Mātātupu communicates study information effectively to its learners. The PTE provides an in-depth run-through of its online spaces to new learners, and kaihapai inform learners about assignment deadlines well in advance. Learners report that the student handbook is detailed, and that Ako Mātātupu is highly responsive to learner queries.</p> <p>As part of its partner school agreements discussed in 1.2, each Ako Mātātupu learner enrolled in the PGDipST is</p>

¹¹ Learners have the opportunity to declare a disability during their initial application to join Ako Mātātupu, during the enrolment process, and throughout their studies.

¹² Specific examples include admission procedures that are consistent with the Human Rights Act 1993, along with policies that ensure access to additional assessment arrangements, learning assistance and special consideration where required.

	<p>assigned an in-school mentor who is responsible for supporting them, including in relation to teaching subject-specific matters. In-school mentors are employees of partner schools and are usually teachers who hold a senior role.</p> <p>In response to variability in the level of in-school support provided to learners, Ako Mātātupu introduced a mentor management team to provide additional guidance to in-school mentors, and to ensure these mentors are equipped to provide adequate support. Learners reported a significant improvement in the level of in-school support provided.</p> <p>In addition to the learning support provided by kaihapai and in-school mentors, Ako Mātātupu introduced a community of care team in early 2024. This team provides wrap-around support from the beginning of each learner's recruitment to the end of their studies. Additionally, learners form strong social and academic support networks with kaihapai and peers and regularly remain in contact during in-school employment placements.</p>
Conclusion:	Students are supported and involved in their learning very well. Ako Mātātupu's enrolment process is comprehensive and ensures that support needs are well identified at an early stage. Study information is communicated effectively to learners. Self-assessment has led to improvements in campus-based and employment-based learner support.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Ako Mātātupu's recruitment and development of staff is highly effective, and the PTE's organisational purpose, direction and structure are extremely clear. Ako Mātātupu employs appropriate and highly qualified staff and provides a range of teaching, research and other professional development opportunities that are well utilised.</p> <p>Staff in all areas are guided by Ako Mātātupu's vision and kaupapa that pertain to reducing educational inequality. The PTE also has a clear delineation of functions, with the</p>

	<p>board of trustees responsible for major organisational decisions, the academic advisory board responsible for oversight of academic matters, and management responsible for the day-to-day operation of the organisation.</p> <p>Ako Mātātupu’s academic leadership and use of data analysis are both highly effective. The board of trustees measures and monitors Ako Mātātupu’s progress against strategic plans. Additionally, the PTE’s management completes Key Evaluation Question (KEQ) Reports on a quarterly basis and presents these to its academic advisory board. KEQ Reports measure the PTE’s performance against each of the six EER KEQs.</p> <p>The academic advisory board interrogates the contents of these reports, and challenges Ako Mātātupu to make improvements and introduce innovations. Examples of improvements and innovations include Ako Mātātupu’s introduction of the Rautahi Pathway (discussed in 1.3.) as well as the PTE’s recent introduction of a Master of Community Action and Social Impact.¹³</p> <p>Ako Mātātupu manages its resources very well to support learning, teaching and research, and the PTE also responds effectively to challenges. In its decision-making in these areas, the board of trustees acts in accordance with Ako Mātātupu’s vision and kaupapa while simultaneously taking pragmatic considerations into account. Such considerations include organisational risk as well as the sustainability of the PTE’s business model.</p> <p>Decision-making is robust, with the perspectives of all board of trustees members being respected. Decision-making is also well informed, with other areas of the PTE reporting regularly to the board of trustees.</p>
Conclusion:	<p>Governance and management are highly effective in supporting educational achievement. Recruitment and development of staff is highly effective, and the PTE’s organisational purpose, direction and structure are extremely clear. Academic leadership and use of data analysis are both highly effective. Resources are managed</p>

¹³ The full details of this programme are as follows: Master of Community Action and Social Impact (Level 9) ID: 128191-1 (leading to qualification 4854-1). This programme was approved by NZQA in 2024 and commenced delivery in the same year.

	very well to support learning, teaching and research. Robust, well-informed decision-making enables Ako Mātātupu to respond effectively to challenges.
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1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Ako Mātātupu has very strong, highly effective processes for managing its important compliance accountabilities. The PTE's chief executive retains oversight of, and provides final approval for, the meeting of compliance requirements. However, responsibility for meeting these requirements is distributed among several parts of Ako Mātātupu. The PTE has a coordinated system and schedule to ensure that the meeting of compliance requirements is checked before these are sent for final approval.</p> <p>Examples of the effectiveness of Ako Mātātupu's compliance management processes include:</p> <ul style="list-style-type: none"> • An ongoing review of programmes that involves consultation with key external bodies, such as the Ministry of Education, Teaching Council and NZQA. • Detailed annual schedules for internal moderation and marking, well-documented discussions between moderators, and regular reviews of assessment tasks. • The monitoring of partner school agreements, and the provision of additional support to partner schools where relevant (as per 1.2 and 1.4). • Regular organisation-wide reviews of the Code¹⁴, and ongoing monitoring of the PTE's performance in relation to each relevant Code outcome and process.¹⁵ • An NZQA validation visit report completed in 2023, which indicated that the PTE is meeting requirements to

¹⁴ The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

¹⁵ As part of this review, Ako Mātātupu has had no complaints or critical incidents during the current EER period.

	<p>maintain registration, and which contained no recommendations or required actions.</p> <ul style="list-style-type: none"> • An NZQA and Teaching Council degree monitoring report for the PGDipST, completed in 2023, which indicated that the programme is being delivered as approved, and which contained evidence that consideration had been given to earlier recommendations for action.¹⁶
Conclusion:	<p>Ako Mātātupu has very strong, highly effective processes for managing its important compliance accountabilities. Responsibility for meeting compliance requirements is distributed across the organisation. Systems ensure the meeting of compliance requirements is checked before being actioned for final approval. The effectiveness of the PTE's compliance management processes is demonstrated comprehensively by a range of examples.</p>

¹⁶ This report also monitored the Postgraduate Certificate in Secondary Education (Level 8) ID: 126099-1 (leading to qualification 4214-1). The programme leading to this qualification corresponds to the first year of the PGDipST, and was approved by NZQA in 2020.

Focus areas

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

2.1 Postgraduate Diploma in Secondary Teaching (Level 8) ID: 125988-2 (leading to qualification 4194-2)

Performance:	Excellent
Self-assessment:	Excellent

2.2 Rautahi Pathway: Preparation for Initial Teacher Education (Micro-credential) (Level 7) ID: 127811-1 (leading to qualification 4714-1)

Performance:	Excellent
Self-assessment:	Excellent

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.

There are no recommendations arising from the external evaluation and review.

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 1

Student achievement rates 2021-23¹⁷

COURSE COMPLETION

	TFNZ 2023 Updated (31/03/2024)	TFNZ 2022	TFNZ 2021	Sector (2019-21)	Sector 2022)
Course Completion Overall	95%	96%	94%	90%	91%
Maori	91%	93%	92%	82%	85%
Pasifika	95%	97%	95%	79%	83%
NON-MAORI AND NON-PASIFIKA	97%	97%	94%	94%	93%
U25	100%	91%	96%	91%	90%
Rautahi Pathway Learners	95%	100%			

COHORT QUALIFICATION COMPLETION

2021 Cohort		
Number in Starting Cohort	59	
Number of Graduates	52	
Overall Withdrawal	7	
	TFNZ Qual Completion Rate (%)	Qual Completion Sector Data (%)
Overall	88.14	67.80
Maori	80.00	78.40
Pasifika	85.71	51.30
Non-Māori and Non-Pasifika	95.65	66.80
U25	100.00	90.70

¹⁷ Data supplied by Ako Mātātupu.

2022 Cohort		
Number in Starting Cohort	65	
Number of Graduates	59	
Overall Withdrawal	6	
	TFNZ Indicative Qual Completion Rate (%)	Qual Completion Sector Data (%)
Overall	90.77	67.80
Maori	84	78.40
Pasifika	93.33	51.30
Non-Māori and Non-Pasifika	96	66.80
U25	85.71	90.70
Rautahi Pathway Learners	80	

Notes:

1. Sector benchmark used is sector performance for level 8 teacher education programmes (NZSCED 0701) as published in Ngā Kete

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 fraud¹⁸*
- *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.*

¹⁸ 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 2022, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.

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 excluding universities, and*
- maintaining micro-credential approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.

In addition, the Private Training Establishment Registration Rules 2022 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, micro-credentials 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 2022. 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/>.

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