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| **Te Wānanga Whakataurite**  **Te Whakairinga kōrero o Te Whareako**  (Education Organisation Self-reflection Summary) | | |
| **Te nama o te Tohu |** Qualification number |  | |
| **Te Ingoa |** Title *(include specialty, strand, context)* |  | |
| **Tokohia ngā Ihuputa** | Number of Graduates | 2018 |  |
| 2019 |  |
| 2020 |  |
| 2021 |  |
| 2022 |  |
| **Te Rā o te wānanga |** Date of the Wānanga |  | |
| **Te ingoa o te Wānanga, te Whare ako rānei |** Name of education organisation |  | |
| **Te/ngā kaikōrero mō te Whareako |** Name of person/people authorised to represent organisation |  | |
| **Tōna Tūnga |** Position |  | |
| **Ngā kōrero hei whakapā atu |** Contact details | **Nama waea** | Phone: | |
| **I-meera |** Email: | |
| **Te taumata i whakaarotia tuatahitia e te wānanga, te whareako rānei |** Education organisation self-reflection initial rating | Choose an item. | |
| **Waitohu |**Signed:  **Ingoa** | Print name: Click or tap here to enter text.  **Te rā** | Date: Click or tap here to enter the date. | | |

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| **Te Pūrongo Whakairinga kōrero**  Report of self-reflection | |
| **The purpose of te whakairinga kōrero in preparation for Te Wānanga Whakataurite is to show how the graduates of your wānanga or whare ako have met the graduate outcomes for this qualification.** | |
| **WĀHANGA A: Te Pātai arotake**  Mā te āta whakaputa i te kaupapa, me pēhea e tutuki pai ai te whakairinga kōrero me ngā taunaki a te whare ako e taurite anō ai te taumata tika o ngā whāinga putanga tauira, ki ōna anō putanga tauira? | |
| **Ngā Kaupapa o Te Hono o Te Kahurangi** | |
| Rangatiratanga | Autonomy realised through the enactment of a Māori world view in response to the aspirations of the ākonga, whānau, iwi and community. |
| Whanaungatanga | Connecting, fostering and maintaining relationships based on respect, integrity and understanding for the benefit of all. |
| Manaakitanga | Mana enhancing behaviour and practises for the care of ākonga, whānau, iwi and community. |
| Pūkengatanga | The knowledge and skills to ensure the principles, beliefs, needs and aspirations of the people are met. |
| Kaitiakitanga | Preservation, guardianship and enhancement of the world and its treasures. |
| Te Reo Māori | Ensuring the Māori language is alive, vibrant and flourishing. |
| **Provide an overall summary of your self-reflection findings and the supporting evidence that demonstrates how the graduates have achieved the graduate outcomes to answer the pātai arotake.**  The supporting self-assessment evidence can be effectively drawn from evaluation of the programme, graduate feedback and destination data, and feedback from stakeholders and next-users.  Explain the actions that your organisation proposes to take to address identified gaps.  (*Greater detail and* i*dentification of any gaps in the evidence and the actions the organisation proposes to address these can be discussed below in the relevant areas)*  **This summary will form the basis of the 10-15 minute presentation at te Wānanga Whakataurite, and will guide the kōrerorero that follows.***(Please bring this presentation, to the review).* | |
| **Te rāpopototanga | Summary**  [Tuhia ki kōnei |Enter text here] | |
| **TE WĀHANGA B: Ngā kōrero taunakitanga | Supporting Evidence**  The supporting self-reflection evidence for the purpose of assuring consistency has been effectively drawn from evaluation of the programme of study, graduate feedback and destination data, and feedback from stakeholders and next-users. In the spaces provided below, for each of these evidence areas:   * identify the relevant evidence that your organisation has used in its self-reflection, * explain how your organisation has interpreted and used the evidence for self-reflection purposes, and any findings * explain any gaps in the evidence that your organisation has found, and * explain the actions that your organisation has made or proposes to take to address these identified gaps. | |
| 1. **Programme of study or training**  * Provide evidence showing how programmes meet the qualification or general programme conditions, including the alignment of assessments to the programme leading to the GPOs. * Evidence of internal and external moderation to demonstrate validity of assessments.   e.g. moderation schedule showing planned activities and results of moderation. Where necessary, submit a small sample to support moderation findings and actions taken in response to gaps identified. | |
| [Tuhia ki kōnei |Enter text here] | |
| 1. **Graduate feedback and destination data**  * Link the evidence to the GPOs. Ensure that the analysis shows which qualification version and year the graduate destination data feedback refers to. * TIP: Ensure the survey questions use language that graduates understand and can relate to when providing feedback about their application of GPOs. | |
| [Tuhia ki kōnei |Enter text here] | |
| 1. **Feedback from stakeholders and/ or next user (next-level programme tutor, employer, community, whānau, hapū, iwi, marae)**  * Link the feedback to the GPOs and provide relevant context, qualification version and which graduates’ the employer/next-level user feedback refers to. * TIP: Tailor survey questions to the respondents because an employer may observe different applications of skills than a next-level tutor. | |
| [Tuhia ki kōnei |Enter text here] | |
| 1. **Other self-reflection evidence**  * Examples could include hapu, iwi, hapori, marae related activities, practicums, capstone tasks etc. * Consider the following pātai:   + *Kua tutuki ngā hiahia me ngā wawata o te whānau, hapū, iwi, hapori i te putanga o ngā ākonga nei?*   + *Me pēhea? Mē pēhea koutou e mōhio ai?*   + *He aha ngā kōrero taunaki hei tautoko i aua whakataunga?*   + *He aha ōna hononga ki ngā whainga o te tohu nei?* | |
| [Tuhia ki kōnei |Enter text here] | |
| **TE WĀHANGA C: Hei whakakapi | Conclusion**  Please draw together the findings from the above areas to validate and then link the evidence to the summary and presentation. This is used to reach the organisation’s self-assessment initial rating. | |
| [Tuhia ki kōnei |Enter text here] | |
| **TE WĀHANGA D: Te rārangi taunaki | List documents/evidence**  List the documents attached to this report and reference them to the relevant part of the report.  *Note: the report, including the documents, will be retained by the Reviewer.* | |
| [Tuhia ki kōnei |Enter text here] | |

Please send a copy of this self-reflection report to [consistency@nzqa.govt.nz](mailto:consistency@nzqa.govt.nz) 10 working days **before** the review date.

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| **Post wānanga reflection** | |
| **Post-review self-assessment evidence (list and outline reasons for submission)** | |
| Please use this report to reflect on the evidence and any improvements identified as a result of Te Wānanga Whakataurite. | |
| [Tuhia ki kōnei |Enter text here] | |
| **What will you continue to do?** | |
| [Tuhia ki kōnei |Enter text here] | |
| **What will you change in your evidence / self-reflection as a result of attending te Wānanga Whakataurite?** | |
| [Tuhia ki kōnei |Enter text here] | |
| **What self-rating would you give for the patai arotake now?** | ***He pounamu kahuarangi*** |
| **Waitohu |**Signed:  **Ingoa** | Print name: Click or tap here to enter text.  **Te rā** | Date: Click or tap here to enter the date. | |

Please send a copy of this post-review report to [consistency@nzqa.govt.nz](mailto:consistency@nzqa.govt.nz) within 5 working days **after** the wānanga.