



THE CATHOLIC INSTITUTE
OF AOTEAROA NEW ZEALAND
Te Pūtahi Katorika ki Aotearoa

Investment Plan 2015-16



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THE CATHOLIC INSTITUTE OF AOTEAROA NEW ZEALAND

Te Pūtahi Katorika ki Aotearoa

Investment Plan 2015-16

A.Strategic Intent 2015-17

Mission and Distinctive role

The Catholic Institute of Aotearoa New Zealand (TCI) is unique in the range of training it offers nationwide, its robust stakeholder engagement, its focus on employment outcomes to meet Catholic pastoral care needs, and its experiential approach to learning. TCI graduates often provide stability and leadership to marginalised communities including youth and prison. TCI graduates are employed nationwide and their ability to engage with and lead their communities is highly valued. Graduates are also able to staircase into further study because of the respect held for TCI's academic integrity.

In 2011, the New Zealand Catholic Bishops brought four research and education units together as The Catholic Institute, a unified national provider of tertiary-level qualifications and adult education for teachers and chaplains, people working in pastoral ministry, and those interested in learning more about the Catholic faith. The following were included: Wellington Catholic Education Centre, the National Centre for Religious Studies, the Nathaniel Centre and the RE Department of the Catholic Institute of Theology from the Auckland Diocese. This involved a change in management and a restructure of the whole organisation (refer Fig 1: lines of reporting after restructure).

Mandate

The Catholic Institute of Aotearoa New Zealand (TCI) is mandated by the New Zealand Catholic Bishops to be the national provider for theological formation and religious education qualifications for the Catholic Church of New Zealand. This mandate is carried out within the framework of *Ex Corde Ecclesia*, and the New Zealand Catholic Church's commitment to the Treaty of Waitangi.

TCI's Vision

TCI's vision includes portable qualifications and skills that are relevant for young, Maori and Pasifika. This vision is captured in *Ex Corde Ecclesia*, (Apostolic Constitution for Catholic Institutions of Higher Learning). Accordingly, TCI aspires to an authentic Catholicity through its ongoing "reflection in the light of the Catholic faith upon the growing treasury of human knowledge", to which TCI endeavours to contribute. [ECE 14] Through knowledge, voice and conscience TCI seeks to demonstrate a commitment to human dignity, mutual respect, and the pursuit of truth and service to Church and Society. TCI strives to be relevant to contemporary concerns; provide an institutional witness to the person of Christ and his

message; and foster effective partnerships that strengthen research, teaching and community engagement.

The distinctive vision for TCI discerned by the New Zealand Bishops emphasises that this vision of *Ex Corde Ecclesia*, must be:

- lived out within the unique cultural context of Aotearoa New Zealand;
- contribute to the evangelising mission of the Church;
- provide educational qualifications that are robust and widely accessible;
- deliver portable qualifications;
- be attractive to Young People, Maori and Pasifika communities and;
- be deeply connected to the Catholic intellectual tradition.

Mission Statement

The mission of TCI is to:

- Provide intellectual leadership to and for the Church in Aotearoa New Zealand, through academic rigour, relevant research, engaging teaching and a compelling voice on important social issues;
- Foster a culture of inquiry, curiosity and contemporary faith understanding in the New Zealand Church, through the impact, example and advocacy of teachers and ministers who have been educated and formed through TCI courses;
- Direct the development, evaluation, theological consultation and review of Religious Education and faith formation resources and programmes for Catholic children and young people that are relevant, engaging, and faithful to Church documents and teaching;
- Cultivate partnerships within and beyond New Zealand that add value and appeal to the student experience at TCI and offer teaching staff access to a broader community of scholars.



Source: <http://www.tci.ac.nz/for-you>

Strategic Direction

CHARACTERISTICS

TCI pursues its goals and objectives in ways that reflect the following characteristics:

- **Catholicity:** an institutional commitment to bring the Gospel message into dialogue with the cultures and traditions of Aotearoa New Zealand's diverse contemporary society;
- **Partnership:** developing partnerships with diocesan, national and international educational, pastoral and research communities to effectively reach our stakeholders, and to understand and deliver to those needs responsively and flexibly;
- **Leadership:** working with the New Zealand Catholic community to facilitate a shift in culture towards education and formation in faith;
- **Dialogue:** listening attentively to key stakeholders and collaborating with the wider church to discern community needs;
- **Flexibility and Innovation:** meeting the needs of the broader Catholic Community through a commitment to flexibility and innovation in research and teaching methods, use of technology and in business processes;
- **Treaty of Waitangi:** honouring the origins of the Catholic Church in Aotearoa New Zealand as deeply rooted in te reo Maori and as a witness to the Treaty promises.



Source: <http://www.tci.ac.nz/for-you>

TCI Lines of Reporting and Accountability after Restructure

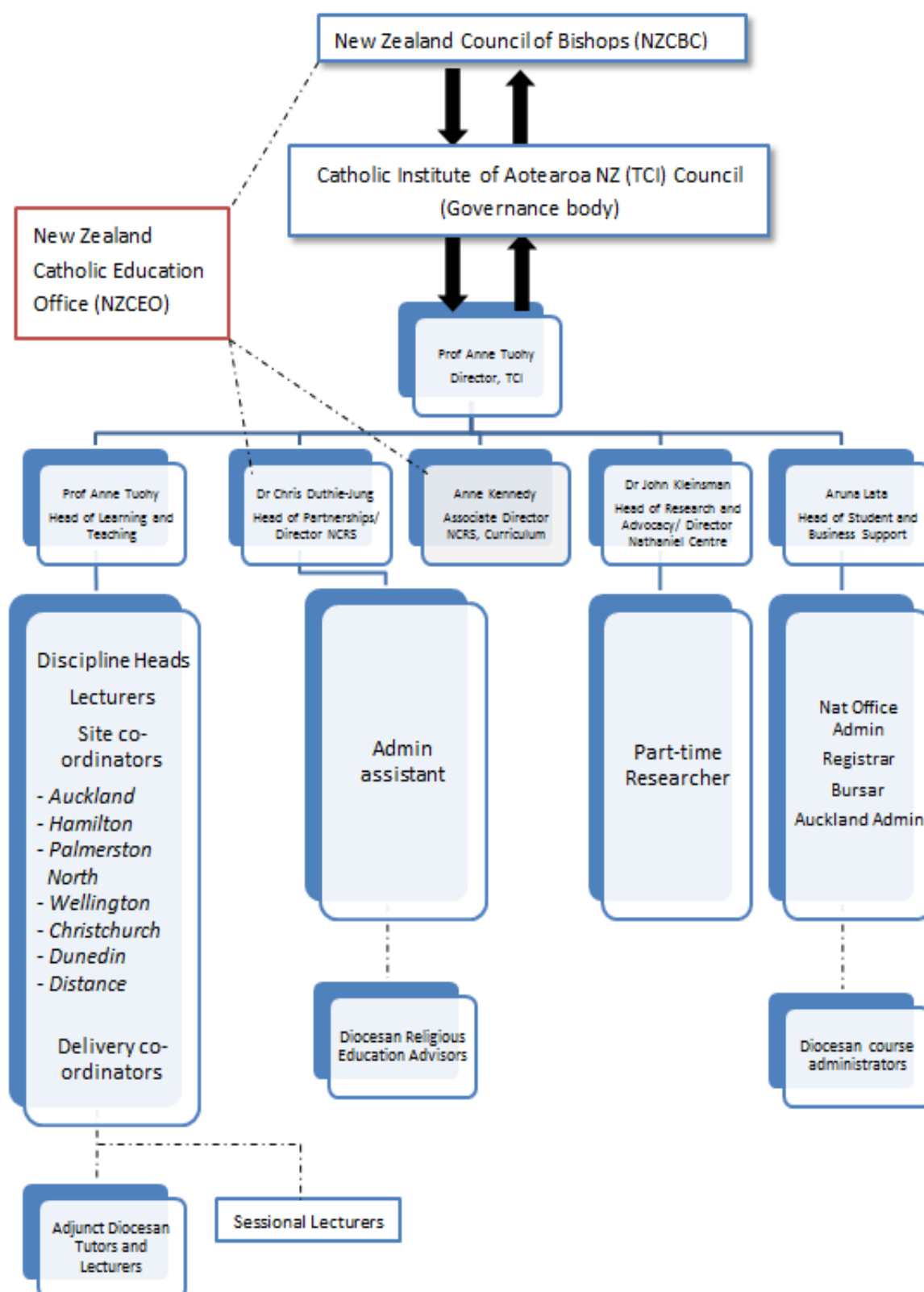


Figure 1: Lines of Reporting and Accountability after 2011 Restructure

Measurement of progress

TCI has identified six strategic goals for 2015-2017 and has strategies under each goal to monitor and measure progress them.

Strategic Goal One: *TCI is firmly established as the national provider of excellence for tertiary qualifications in Catholic Education and Ministry.*

Strategies

1. Actively seek opportunities to promote and develop the work of The Catholic Institute;
2. Maintain a 'category one' NZQA rating for our Institute by ongoing self-assessment focusing on student achievement;
3. Continue to focus on excellence with quality assurance and compliance requirement systems;
4. Develop positive diocesan relationships so TCI will show programme consistency and delivery across all six New Zealand dioceses;
5. Benchmark and monitor the level of teachers Religious Education qualifications at a national level;
6. Set targets and develop processes to increase the number of teachers with Religious Education qualifications.

Strategic Goal Two: *The wider Catholic Community is engaged with TCI in developing the contemporary practice and knowledge of their faith.*

Strategies

1. Continuous improvement of TCI's course and programme delivery system, measured against indicators of accessibility, quality, range and relevance;
2. Continue to develop and apply innovation in teaching and learning technology and methods;
3. The promotion of a culture of research and professional development;
4. In collaboration with diocesan stakeholders identify and facilitate pathways to ministry;
5. Develop effective ways of marketing TCI offerings to the Catholic community, partnering where appropriate with other diocesan and national bodies.

Strategic Goal Three: *Young people are equipped to live out their baptismal call*

Strategies

1. Lead the ongoing development of the NZCBC's mandated Religious Education curricula for NZ's Catholic Early Childhood Centres, Primary and Secondary Schools;

2. Assist and promote the ongoing development of Catholic Character in NZ's Catholic Early Childhood Centres, Primary and Secondary Schools;
3. Lead the ongoing development of resources for use in the religious education of Catholic children and young people not enrolled in Catholic schools;
4. Promote the TCI Certificate in Catholic Youth Ministry and seek opportunities to engage with young people and collaborate with parish, chaplaincy & diocesan youth and young adult ministries.

Strategic Goal Four: *TCI equip Maori, Pasifika and Asian communities to claim their full place in the New Zealand Catholic church*

Strategies

1. Promoting TCI services to Maori, Pasifika and Asian communities;
2. Mentoring of students and recruitment of staff from Maori, Pasifika and other ethnic groups;
3. Foster relationships with Wananga'.

Strategic Goal Five: *TCI (led by the Nathaniel Centre) is recognised nationally as a credible and trusted source of authentic Catholic commentary and research on issues of relevance to the wider community of Aotearoa New Zealand*

Strategies

1. Engage in debates on issues of social justice and national concern;
2. Participate in research and publications into issues of social, cultural, ethical and religious concerns;
3. Develop partnerships and seek to collaborate on public voice initiatives with Catholic and other national bodies.

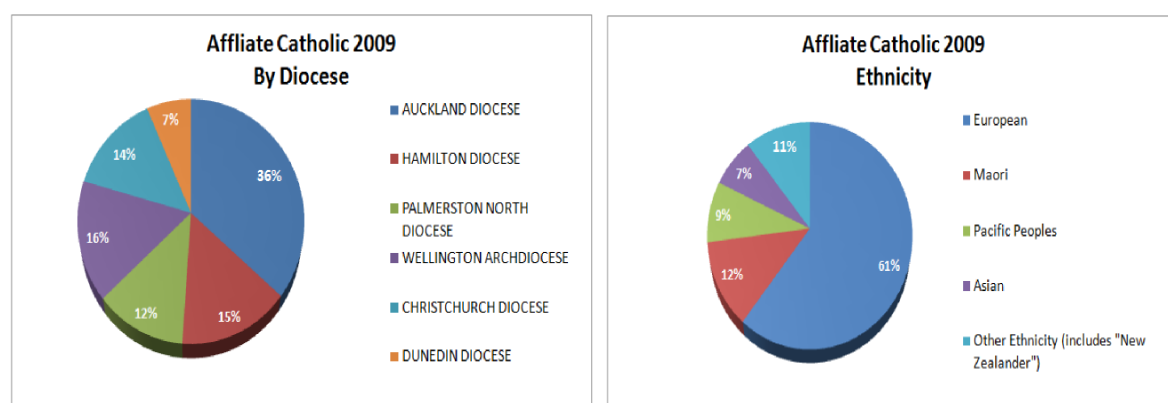
Strategic Goal Six: *TCI functions as a fit for purpose organisation with a wide base of support.*

Strategies

1. Promote collaboration through diocesan cooperation and other appropriate bodies to develop programme quality, staff engagement and cost-effective use of skills and resources;
2. Identify and refine operational systems to ensure they are flexible, reliable and cost-effective;
3. Maintain TCI's robust and compliant financial position by cultivating additional sources of revenue (church, government and community). (Ensure sound financial position by identifying additional sources of income and monitoring expenses.)

Identification of stakeholder needs

The Catholic Church numbers 492,105 adherents nationwide. It is ranked as the largest Christian denomination in New Zealand (Census 2013), and has historically attended to the pastoral needs of its members (refer Fig 2 & 3). In addition, there are a number of chaplaincies aimed to minister to Māori, Pacific peoples, other ethnic groups, hospitals, prisons, schools, tertiary institutions, the military, ports, youth, and the deaf; as well as hospitals, homes, hospices; and as part of its pastoral services it offers counselling, psychotherapy, ministry, and spiritual direction (National Catholic Directory, 2013).



Figures 2 & 3: Affiliate Catholic by diocese and ethnicity for 2009

Source: NZCBC, 2014

There are 240 Catholic schools in New Zealand, with 190 primary and 50 secondary Catholic schools with a combined roll of 65,595 students, refer Table 1 (NZCEO, 2014), with a growth rate of 13.11% over the last several years (MoE roll returns, July 2013). These schools, in partnership with the Crown, have a staff of 4,117 FTTE (NZCEO, July 2013) an increase from 3,512 FTTE (Ministry of Education roll returns, March 2004) coming from all sectors of society. Catholic schools are well represented by Maori (13%) and Pasifika (15%) students (NZCEO, 2013). In addition there are now 16 Catholic Early Childhood centres listed on NZCEO (NZCEO, 2014).

Number/Percentage of Ethnicities in Catholic Schools in 2013 –Student Total 65,595		
Ethnicity	No. Students	% of Catholic School Students
Maori	8,733	13%
Pasifika	10,002	15%
Asian	7,692	12%
Other	2,041	3%
European	36,401	56%
FFP	726	1%

Table 1: Different ethnicities in Catholic Schools

Source: NZCEO, 2014

In order to preserve the special character of Catholic Schools the Private Schools Conditional Integration Act, of 1975 mandates that up to 60% of staff positions in Catholic Primary Schools and 40% of staff positions in Catholic Secondary schools must be tagged positions. To meet the statutory requirements, these tagged positions must be filled by teachers “willing and able to teach Religious Instruction”.

In 2007, the National Centre for Religious Studies (NCRS) conducted a nationwide survey to ascertain the level of appropriate Theological and Religious Education qualifications held by those teaching in Catholic Schools. The figures show 73.5% of Primary RE teachers and 43.3% of Secondary Religious Education hold no qualifications in Religious Education. Although NCRS has just launched the most recent survey of RE and theological qualifications for primary and secondary teachers in Catholic schools the annual figures compiled for the Catholic schools certification system continue to back these findings.

Accordingly, the New Zealand Catholic Bishops Conference (NZCBC) are requiring that teachers in both tagged and leadership positions now hold or pursue appropriate qualifications to safeguard and promote the Special Character of the Catholic Integrated Schools.

TCI has developed and offers the qualifications to address these needs. The knowledge, skills and competencies gained through these qualifications will increase the opportunity for graduate teacher trainees to be employed in Catholic Integrated schools; and increase the number of qualified Religious Education teachers in service.

The Catholic Church in New Zealand has two tertiary education institutions which are mandated by the Catholic Bishops Conference to provide tertiary qualifications in theology and pastoral ministry, including qualifications approved by the New Zealand Qualifications Authority:

- Good Shepherd College
- The Catholic Institute of Aotearoa New Zealand

TCI has a Memorandum of Understanding with Good Shepherd's College as the external moderator. Good Shepherd College - Te Heparā Pai is registered with the New Zealand Qualifications Authority as a Private Training Establishment and is the off-shore campus of the Catholic Institute of Sydney. TCI's Diploma in Religious Studies (streams in Religious Education, Pastoral Ministry, and Theological Studies) and Diploma in Pastoral Leadership are eligible for consideration of RPL into the Bachelor of Theology at Otago University, Good Shepherd College and at the Sydney College of Divinity.

In February 2014 The New Zealand Catholic Bishops Conference (NZCBC) published a document titled the *Catholic Education of School-Age Children*. In this document the Bishops have set out their thoughts about the Catholic education system, the principles which should underpin its operation, and their concerns and hopes for the young people who move through it. The National Centre for Religious Studies (NCRS) branch of TCI prepares the curriculum for Religious Studies for catholic (secondary and primary) schools in New Zealand. The Director of NCRS's PhD thesis was used as the foundation of this document which focuses on faith Amid Secularity – an insight into the Catholic identity of a group of young adult Pakeha New Zealanders aged 18-28 years.

This document notes that the *“Catholic school system in New Zealand is blessed with many outstanding Catholic educators, but there are not enough people available with the right formation and qualifications to staff all schools adequately in terms of the Catholic*

character. For this reason we intend that research will be carried out into the levels of qualifications of teachers of religious education, with a view to improving the current situation through the provision of easily accessible courses which lead to qualifications.” (Catholic Education of School Age Children, NZCBC, 2014)

This document reaffirms the need for qualified Religious Education (RE) teachers in Catholic schools which are recognised by TCI. The Certificate in Catechetical Studies forms a foundation for those who are enrolled in teacher training programmes at Universities in getting relevant content and experience for teaching in Catholic schools.

Even the New Zealand Catholic Education Office (NZCEO) have heeded to the increased need for qualified teachers in RE in catholic schools and they have included TCI in their strategic goal 1.2 *“Teacher certification levels will be raised significantly, and teachers’ uptake of qualifications in Catholic Character and Religious Education will rise, by 2015.”* with an action of *“Continue to work with TCI and NCRS to develop a collaborative 5 year strategy to increase teacher participation in relevant tertiary study, and to increase teachers’ qualifications.”* (New Zealand Catholic Education Office Strategic Plan 2011 – 2015).

Response to needs

TCI identifies the following main key stakeholders as important in achieving its core purpose:

- New Zealand Catholic Bishops Conference (NZCBC)
- New Zealand Catholic Education Office (NZCEO)
- 240 Catholic schools who employ our learners and graduates
- Learners, prospective learners and graduates.

These stakeholders influence the training TCI offers in both content and delivery, through a series of reports and evaluations which remain the same as those indicated in the previous Investment Plan. (Refer previous section on stakeholder needs)

As mentioned above, these qualifications have been designed to benefit the communities TCI serves, including employers (Catholic Schools and parishes) and learners. The support of schools' Boards of Trustees, Proprietors, and chaplaincies, other pastoral ministry groups, learners, and in addition good graduate destinations, indicate that qualifications are meeting the needs of the regions where TCI offers its provision. The importance of the qualifications provided by TCI for teachers taking Religious Education in Catholic schools is high as noted by NZCEO's business plan and the NZCBC's document.

There have been:

- concerted and on-going efforts by TCI to encourage student trainees and practicing teachers to enrol in courses towards the relevant qualifications, by offering tutorials on university campuses, on-site in schools, professional development courses, and one to one assistance as required;
- concerted efforts by TCI to support learners enrolled in ministry and parish administration and leadership with their academic studies and their spiritual development through different means of access to study and one to one assistance as required;
- concerted efforts by TCI to encourage learners under 25 years of age to study towards qualifications through regular contact with, and support of, student teacher trainees at universities; and regular contact with secondary schools to encourage students to study at TCI once they leave school. This has resulted in an increase in participation of learners higher than was predicted in the Participation Performance Commitment for 2014;
- concerted efforts to encourage Māori learners to enrol in qualifications through full scholarships and contact through Turanga Māori. Retention rates are expected to meet the 2014 Performance Commitment. Course completions remain high and TCI is committed to supporting Māori students to continue to increase qualification completions;
- concerted efforts to encourage Pasifika learners to enrol in qualifications through

full scholarships and contact with chaplaincies. TCI is committed to increase course and qualification completions. The support given to these learners will remain to manage performance and to raise completion rates;

- concerted efforts and support of the learners and staff in the Christchurch region, including one to one assistance as required and total subsidy of student fees by the Christchurch Diocese. While Christchurch enrolments continue to be impacted by the earthquakes and enrolment figures are still lower than those pre- 2010, the impact is lessening with the EFTS in 2013 (9.0401) and as at June 30, 2014 (7.3322) already higher than for the whole of the 2012 academic year (6.8324). Course and qualification completions remain high.

Report on progress

TCI has a Student Management System which keeps a record of all students and their study contracts, a database on graduate destination and a qualification map. These are used to provide useful information to stakeholders on the progress of the students and provide additional support in areas identified.

TCI keeps a record of all their graduate destinations which is updated regularly (refer Table 2 for a sample of the graduate destination record) and maintains regular contact with these students by notifying them of any additional courses or qualifications that may be useful for them at their workplace. Graduates are encouraged to enrol in further studies at TCI and there have been several applications for re-enrolment.

Name	Area	Year	Qualification from TCI	Employment	Further Study @ TCI
A	Akl	2013	Diploma in Religious Studies – Religious Education	Teaching at St Dominic’s College	
B	Ham	2012	Diploma in Religious Studies – Religious Education	Waikato DHB	Diploma in Pastoral Leadership
C	P/N	2010	Diploma in Religious Studies – Pastoral Ministry	Chaplain at Whanganui Base Hospital	
D	Wgn	2012	Certificate in Catechetical Studies	RE teacher at St Johns Coll Hastings	
E	Chch	2011	Certificate in Pastoral Ministry	Counsellor at John Paul II Centre for Life	Diploma in Religious Studies – Pastoral Ministry
F	Dun	2013	Diploma in Religious Studies – Religious Education	Teaching at St Brigids School	Dip RS – Theological Studies

Table 2: Graduate Destination sample record

TCI keeps a qualification map for all students enrolled in different qualifications and ensures that proper guidance is provided during enrolment (refer Table 3 for a sample of the tracking for Diploma in Religious Studies). The qualification map enables tracking of all the courses undertaken by students throughout their study period at TCI. This enables planning of the academic timetable to ensure that for those students who are likely to graduate in the following year do get the courses required to complete their qualification.

The qualification map is a good tracking devise for measuring the course and qualification completion rates of students as well as this shows us how long students take to complete their qualifications and what can TCI do to speed up this process.

Re-enrolment forms with the Prospectus are sent out to all current students to ensure that they are enrolling in their courses and timetables are prepared keeping in mind the courses that students need to complete to graduate around the country.

A1		Diploma in Religious Education																				
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V
1	Diploma in Religious Education		Progression through the Diploma					Legend:	Current	Complete	RPL	Failed	Did not complete									
2	2010-2014																					
3	Student Name	Region	RE101	RE102	RE201	RE204b	RE205	TH101	TH102	TH110	SC101	SC102	TH201	TH203	TH206a	TH206 b	TH206c	TH211	TH219	TH231	TH236	SC335
328	Julia		2014																			
329	Monique		2014																			
330	Blair		2014																			
331	Jennifer							2014	2014			2014										
332	Anita-Maree		2014																			
333	Dallas		2012	2013					2011		2010	2010		2014								
334	Catherine		2013		2011			2010				2011		2010				2014	2013			
335	Angelina							2014			2012											
336	Marisa				2014			2014														
337	Patricia		2010	2012										2012			2014	2013				
338	Hyacinth		2014	2014				2014	2014		2014	2013										
339	James																		2014			
340	Ricky		2013	2014																		
341	David							2013				2013										
342	Justine		2010	2012				2011	2013		2013	2012		2012			2012		2014			
343	Ilona		2012	2013		2011		2010	2013		2010	2013		2014			2010	2011				
344	Hannah-Amelia							2010										2014				
345	Laura		2013					2010						2010				2014				
346	Sarah																	2014				
347	Erin		2010	2014				2014	2014			2012		2014	2013	2014	2012					
348	Seini		2011	2014							2014	2011		2014								
349	Ilana		2013	2014	2014			2014	2012		2014	2012		2012			2013		2014			
350	Patrick					2011					2013	2013		2014								
351	Carolyn		2013	2014					2012			2014		2014								
352	Sergio			2012											2012			2014				
353	Kate		2012	2012				2013	2013		2014	2012			2013							
354	Angela			2012					2013			2013			2012							
355	Delwyn				2012			2012	2012		2012			2014	2012			2011				
356	Sandra		2012	2013				2012	2013		2012	2012		2014				2013	2013			
357	Sarah		2013	2012				2012	2012		2012	2012	2013	2014								
358	Rebecca		2012	2014	2012			2012	2014		2012	2014		2014			2014					

Table 3: Qualification Map – sample of tracking for Diploma in Religious Studies (all streams)

TCI uses various methods to get feedback from stakeholders like evaluation forms for Face2Face students, survey monkey for Distance students and meetings. TCI has always received positive feedback on its courses and qualifications from students and stakeholders. Students are finding TCI courses useful at their workplace and we continuously encourage graduates to enrol in other qualifications for professional development. This feedback enables TCI to incorporate suggested changes in their annual business plan as well as their teaching and learning plan. The NZCBC has a lot of confidence in TCI and their delivery and thus TCI forms a part of their strategic and business plans. Students have always appreciated the hard work done by the staff at TCI and the various qualifications available which enable them to work in catholic schools and parishes more confidently.



Figure 4: Daniel Salter in his classroom



Figure 5: Sharon Henderson

Source: <http://www.tci.ac.nz/sprofiles>

One such student is Daniel Salter, who graduated from TCI with the Certificate in Catechetical Studies and is now a teacher at St Anthony's School in Seatoun, Wellington.

"I recommend the Certificate in Catechetical Studies to people of all ages and backgrounds because, in my experience, it challenges those who already have an understanding of their Catholic faith whilst also providing a starting point for those just beginning. I would like to finish by saying how this course has given me confidence in my own abilities and has also encouraged me to delve deeper into my own faith journey." (www.tci.ac.nz/dsalter)

Because TCI is very unique in what it delivers, there has always been a lot of appreciation from the secondary and primary school sector in the quality of courses and qualifications delivered which is relevant and applicable to the Catholic Religious Education curriculum and teaching. Students who have completed or are enrolled in Certificate in Catechetical Studies have a higher chance of being employed in a Catholic school than those graduates that do not. We have had principals of schools recommending TCI courses and qualifications to their teachers and placement teacher trainees.

Sharon Henderson, a teacher at Cathedral College and a current student with TCI noted that *"While studying at university a Catholic high school principal recommended I study for TCI's Cert. in Catechetical Studies because I was interested in teaching in a Catholic school. This showed me the value of being qualified to teach RE when applying for jobs in Catholic schools."* (www.tci.ac.nz/shenderson)

Performance against previous plan

The course completion, qualification completion and student retention rates have increased steadily over the last four years and continue to increase. Tables 4-6 details the exact completion and retention rates against the sector median for all SAC-funded programmes – Diploma in Religious Studies (all streams), Certificate in Catechetical Studies, Certificate in Pastoral Ministry (Hospitals) & Diploma in Pastoral Leadership. Refer to Figures 6-8 to note the trends in increase in completion and retention rates.

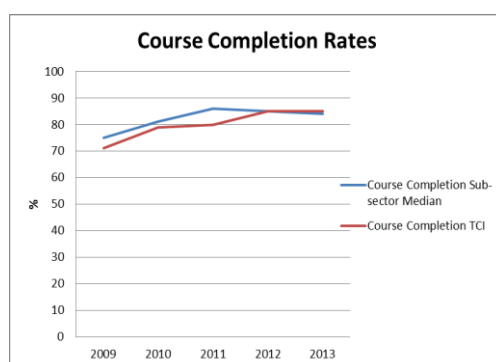


Figure 6: TCI course completion rates

	2009	2010	2011	2012	2013
TCI Performance	71	79	80	85	86
Sub-sector Median	75	81	86	85	85

Table 4: SAC EPIs (%) for Course Completion rates

(Source: TEC EPIs)

The course completion rates have been increasing steadily over the last five years, matching the sector median in 2012 and exceeding the sector median in 2013. 2014 is also trending well towards achieving the forecast course completion rates.

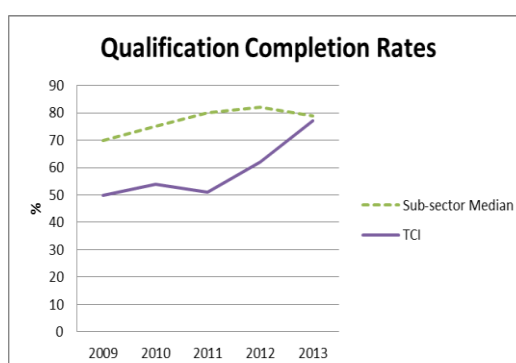


Figure 7: TCI qualification completion rates

	2009	2010	2011	2012	2013
TCI Performance	50	54	51	62	75
Sub-sector Median	70	75	80	82	80

Table 5: SAC EPIs (%) for Qualification Completion rates

(Source: TEC EPIs)

The qualification completion rates have been increasing steadily over the last five years, almost reaching the sector median in 2013. 2014 is also trending well towards achieving the forecast qualification completion rates.

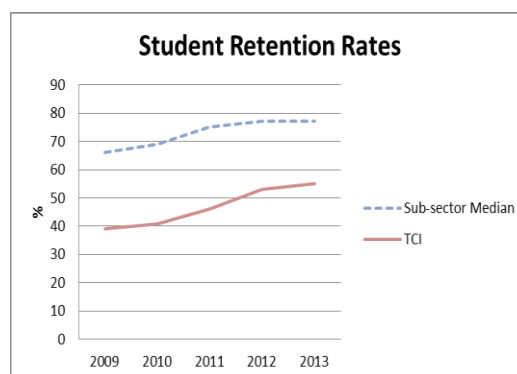


Figure 8: TCI retention rates

	2009	2010	2011	2012	2013
TCI Performance	39	41	46	53	56
Sub-sector Median	66	69	75	77	77

Table 6: SAC EPIs (%) for Student retention rates

(Source: TEC EPIs)

The student retention rates have been increasing steadily over the last five years. In light of the part time nature of all our students, student retention indicators will always fall below the full-time sector measurements. In spite of this however, TCI is also trending well towards achieving the forecast course completion rates.

TCI does not measure student progression to higher level since our students start at Levels 5 and 6.

Although TCI has a unique niche, it has caught up to the sector median in course and qualification completions. TCI is one PTE which has the highest number of highly qualified lecturers and course coordinators with majority of them either holding a doctorate or being enrolled in a PhD qualification. This helps them to deliver the courses at a very high standard which is appreciated by students and stakeholders alike. This ensures the delivery and completion of courses at a higher rate in comparison to pre-2011 days.

The number of TCI graduates around the country has increased considerably throughout the years noting the wonderful work of our staff in delivery and the eagerness of our students in learning. Graduation ceremonies are held towards the end of the year at various sites nationally to appreciate the work done by the graduands (refer Figures 9-11).



Figures 9, 10 & 11: Wellington graduation ceremony 2013 Source: <http://www.tci.ac.nz/graduation>

Quality assurance reviews

The Catholic Institute has undergone a few quality assurance reviews in the past few years and has always been compliant with NZQA and PTE registration rules.

The first EER carried out in 2010 noted that “NZQA is **Highly Confident** in the **educational performance** of Wellington Catholic Education Centre. Over a six-year period (2004-2009), WCEC’s students are achieving the qualification for which they enrol in at rates that are similar to the average New Zealand achievement rates for all part-time students studying level 5-7 diplomas in private training establishments.”

The second EER was carried out after the amalgamation of Wellington Catholic Education Centre, the National Centre for Religious Studies, the Nathaniel Centre and the RE Department of the Catholic Institute of Theology from the Auckland Diocese, to establish the Catholic Institute of Aotearoa New Zealand. The draft report of the second EER carried out in April 2014 noted that “*Since the previous external evaluation and review (EER) in July 2010, religious education and pastoral ministry qualifications have been consolidated into the current national body.*” “*TCI has a very strong system of guidance and pastoral and academic support for its students.*”

NZQA carried out an annual validation visit of TCI on 27 May 2013. “*The validation of the Annual Return aims to demonstrate that under section 233B(1) of the Education Act 1989, Catholic Institute of Aotearoa New Zealand – Te Putahi Katorika ki Aotearoa (Catholic Institute) continues to comply with the Private Training Establishment Registration Rules (Registration Rules).*” (NZQA reference: C11759)

The validation report dated 31 May 2013 noted that the “*Catholic Institute met all requirements of the Private Training Establishment Registration Rules, with the exception of those noted in the Detailed Findings section that require further action*”. The required documents were submitted following the receipt of the report and a letter dated 1 July 2013 was received noting “*I can now confirm that Catholic Institute has provided sufficient evidence to NZQA that it has completed all of the above required action, and nothing further is required.*” (Sharon Clark, NZQA)

TCI has always kept abreast of any changes in compliance and legislations, communicated them in a timely manner and implemented them nationally. Every recommendation from any quality assurance visit has been actioned as top priority and TCI has maintained its registrations as a PTE. TCI has not been the subject of any financial viability audit by TEC to date.

Key changes that significantly impact educational performance and outcomes

There have been many reviews and improvements since the restructure In 2011, when the New Zealand Catholic Bishops brought four research and education units together as TCI, to create a unified national provider of tertiary-level education in the Catholic faith.

There has been a comprehensive Information and Communication Technology (ICT) review since the restructure and positive changes have been implemented. The IT provider has been reviewed and changed from a single contractor to a service contract with Norrcom who have mobile technicians and engineers and are available for additional projects. Changes have been made to the layout and contents of the Website, Shared Drive and SharePoint. These have mostly been creating a more user-friendly format by easing the ability to navigate and search for contents. Refer Figure 12.

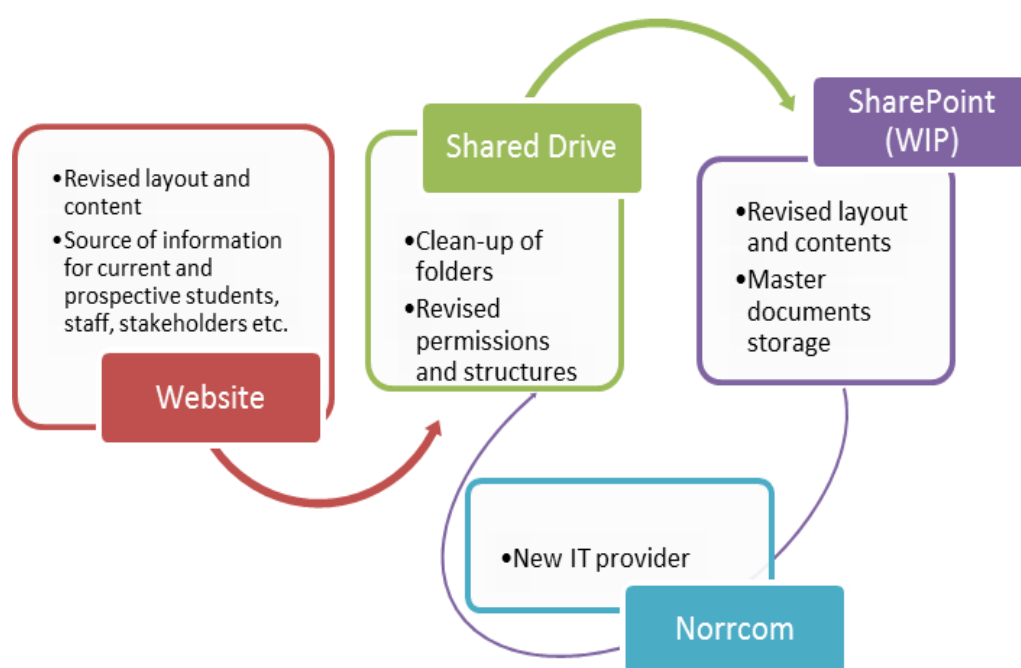


Figure 12: ICT reviews and updates

Processes were set in place to send quarterly eNewsletters via the website from February 2014. A lot of policies have been reviewed and processes have been streamlined for effective and efficient delivery. There has been an emphasis on Academic policies to ensure that students are given proper guidance and that lecturers are aware of any changes in legislations and their implications for TCI and their learners.

Identifying with the changing reporting needs, the institute moved from Take 2 student management system to Artena in May 2013 with a successful SDR run in August. After appropriate reference checks from similar PTEs, SMSS were approached to purchase the

software. A test site was created to identify and action any underlying issues surrounding the flow of information and extraction of meaningful data. Staff were provided with training in Wellington with a follow-up in four months. The test site is still operational especially for new staff and those needing a refresher.

Artena has additional benefits in comparison with the previous Take 2 SMS. There is an Admissions Dashboard along with the Marketing Dashboard. The Marketing Dashboard has the ability to link enquiries from the national website to Artena and create potential students. The data from Take 2 was transferred to Artena and the senior engineer from Norrcom was provided full Artena SQL training. The management team, site coordinators and discipline heads have access to Artena for attendance and academic counselling etc. In March 2014 the Auckland, Palmerston North and Wellington Site Coordinators were provided with training on the enrolment process in Artena with aims to reduce the time taken to enrol students throughout the country without having to send the enrolment forms to the National Office in Wellington.

An add-on reporting software, Artena BI (Business Intelligence) (formerly known as AwareLite) is due for installation in July 2014 which has the ability to determine trends and population demographics, provide forecast, and break down EFTS funding from the data held in Artena. This will enable the lecturers and tutors to access summaries/trends for business reporting and planning.

Key new activities

One of the first initiatives by the PTE after amalgamation was its approach to E-learning as TCI already offers courses by Distance Education. The Catholic Institute has a mandate to reach students outside the main areas where courses are taught. TCI offers courses by Distance Education. Online delivery is the next step in providing for students who are unable to attend face to face classes.

Since March 2012, the Catholic Institute has offered non-NZQA approved short courses via our Moodle Learning Management System. The purpose of these short courses is to provide Professional Development for teachers in Catholic schools and to encourage them to enrol in qualifications. These courses have given tutors the opportunity to learn to produce online courses and to teach students online. When the Catholic Institute is ready to apply to NZQA to register some of our courses for online delivery, our tutors will be competent in the development and delivery of on-line programmes because of these short courses.

TCI's teaching staff comprise of very highly qualified and experienced lecturers and discipline coordinators. Our Director and Head of Teaching and Learning is a Professor of Theology and a significant proportion of the lecturers hold Doctorates in Philosophy and/or Ministry. Two staff members are currently pursuing PhD studies to further specialise in their fields so that they can provide valuable input in the course revisions. TCI also has regular conversations with secondary and primary Catholic school Religious Education Advisors (REAs) who are aware of the changing needs of the schools and staff and offers courses and qualifications suitable for graduates who plan to take up a teaching career in Catholic Schools specialising in Religious Education (RE).

With the establishment of NZQA's Targeted Review of Qualifications (TRoQ), TCI's certificates and diplomas will fall under either Christian Studies and/or Christian Ministry. After the conclusion of TRoQ, the number of qualifications will reduce and this will improve clarity for stakeholders. TCI is part of the Christian Theological and Ministries Education Society (CTMES) who are accepted by NZQA as a legal entity responsible for developing their sectors qualifications.

TCI is currently working on the qualification approval document for New Zealand Certificate in Christian Ministry Level 5 60 credits for the certificates in Pastoral Ministry (Hospitals and Prisons) and Catholic Youth Ministry. Certificate in Catechetical Studies will be applied under New Zealand Certificate in Christian Studies Level 5 72 credits.

As part of our educational strategy, TCI is drafting qualification approval documents for the development of a Graduate Certificate in Religious Studies and Graduate Diploma in Religious Studies. This development is in response to the recent document (Catholic Education of School Age Children) released by the proprietors of Catholic Integrated schools calling for high levels of qualification in Theology and Religious Education. As such this is an essential pathway for graduate teachers. These qualifications will give graduates from different universities an opportunity to become qualified, competent and confident in

teaching Religious Education in Catholic schools. Refer to Figure 13 for the qualification pathway for primary and secondary school teachers.

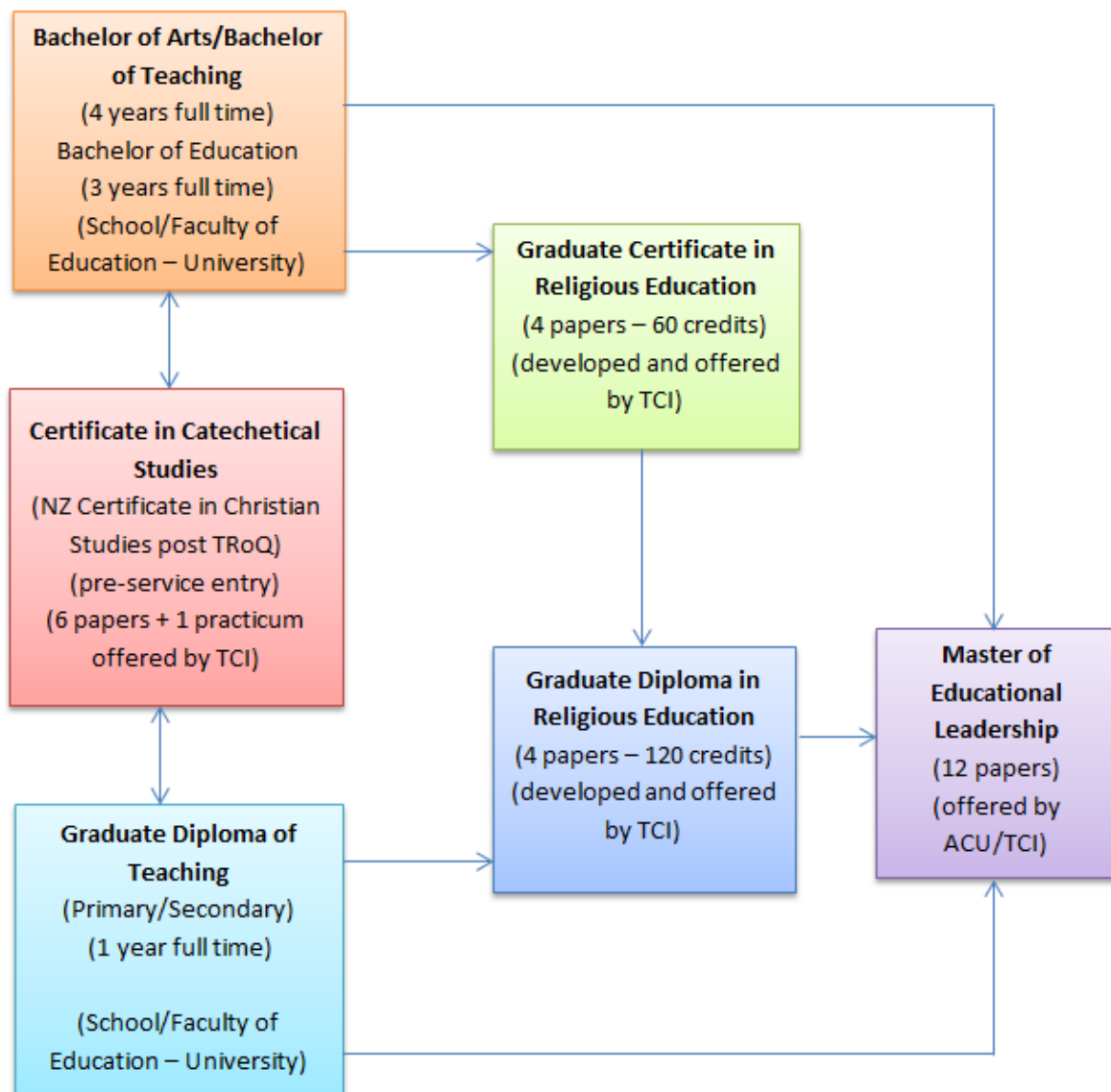


Figure 13: Qualification pathways for RE teachers in Catholic schools

CONTRIBUTION TO GOVERNMENT PRIORITIES 2014-19

The core purpose of TCI fits in with the core roles of PTEs as stated in the Tertiary Education Strategy (TES) 2014 – 2019, in that it offers flexible and responsive education programmes and it focuses on specific areas of study.

It also fits the expectations of the Government for PTEs by enabling learners to complete high quality qualifications that lead to employment and or higher-level education, delivers tailored learning opportunities and provides specialised qualifications and training.

TCI is committed to further improve learner achievement to produce graduates that contribute to the country's economic and social development. The institution remains committed to increasing overall participation, course and qualification completions, and student retention rates, and in particular, for Māori, Pasifika, the under 25 age learners (refer to the Performance Commitment section) and learners in Christchurch. TCI is on track to meet the performance commitments of its last Investment Plan (2014).

Priority 1: Delivering skills for industry

TCI offers qualifications at Levels 5 and 6 which are certificate and diploma qualifications under Society and Culture. According to the 2011 labour market and economic profile for New Zealand, the overall demand for qualifications in Society and Culture in comparison with other qualifications will increase by 10% by 2016. In particular Society and Culture qualifications at levels 5 and 6 will increase by 13.1% by 2016 (Infometrics and Statistics New Zealand, 2012). This reflects well on the delivery at TCI in forecasting the increase in enrolment and completion rates of courses and qualifications.

TCI is different from other organisations because:

- its provision and the levels of its qualifications are unique and not duplicated by any other existing PTE. There is currently no other provision for established teacher training institutions to prepare teacher trainees for the specific needs of Catholic Integrated schools; and no established training institutions to address the specific Catholic pastoral ministry in parishes
- it offers its qualifications nationwide and, therefore, has a coherent and reliable means for learners to transfer their learning, to continue further study, and for employment across the country
- it has strategic alliances with Universities' Colleges of Education and national Catholic Education offices in fields closely aligned to its core competencies
- it has an experiential approach to learning based on applying principles in the contexts of schools and parishes.

Below are the regional, national and industry fit qualifications:

Certificate in Catechetical Studies (L5)

Certificate in Pastoral Ministry (Hospitals) (L5)

Diploma in Religious Studies streams Religious Education, Theological Studies, Pastoral
Min (L6) Diploma in Pastoral Leadership (L6)

Certificate in Catholic Youth Ministry (L5) – currently not SAC funded

Certificate in Pastoral Ministry (Prisons) L5) – currently not SAC funded

Certificate in Leadership (Advanced) (L5) - not offered in 2014

Certificate in Pastoral Ministry (L5) – non-NZQA approved

Diploma in Scripture Studies (L6) – non-NZQA approved

Certificate of Personal Interest – non-NZQA approved

In addition, TCI offers papers for the Master of Educational Leadership conferred by the Australian Catholic University (refer Priority 6 for details of this arrangement).

There is currently no other provision for Catholic Youth Leaders and Prison Ministers, hence the need for these qualifications. TCI intends to apply for the Certificate in Catholic Youth Ministry and the Certificate in Ministry (Prisons) to be eligible for the Student Achievement Component (SAC). Note this has also been signaled in previous Investment Plans.

The 2011 labour market and economic profile for New Zealand report noted that the overall number of jobs created for the education industry in comparison with others will increase by 1.4% by 2016 which is a total of 12,830 (Infometrics and Statistics New Zealand, 2012). This sits well with TCI's commitments for providing quality programmes for teachers in catholic schools and the graduates who are looking for teaching positions.

The 2011 labour market and economic profile for New Zealand report also noted that the overall demand for primary and secondary school teachers in comparison with other jobs will increase by 4% by 2016 which is a total of 3,293 teachers (Infometrics and Statistics New Zealand, 2012).

Priority 2: Getting at-risk young people into a career

One of the qualifications offered by TCI is the Certificate of Catechetical Studies. This is a programme of study offered by TCI in collaboration with Waikato University School of Education, the Massey University Institute of Education, Victoria University of Wellington College of Education, and Canterbury University College of Education. This qualification is for those university students who are enrolled as teacher trainees, offering a meaningful career to those from at-risk backgrounds and often working with other young people at risk.

The programme consists of courses in Theology, Scripture and Religious Education as well as one teaching experience in a Catholic school and prepares them to confidently and competently teach Religious Education. This qualification also increases the chances of students to gain employment at a Catholic school as it combines theory with practical experience.

Increased and effective marketing of this qualification and its benefits will ensure that it reaches a wider medium and generates the level of interest to increase the enrolment of the young adults at universities in the Certificate of Catechetical Studies.

Another qualification which is targeted towards the young adults including those at risk is the Certificate in Catholic Youth Ministry. This is currently not SAC-funded. However, this qualification is for those who wish to enrich their own understanding of faith and acquire knowledge, skills and attitudes which will allow them to confidently and competently minister to youth in Catholic parishes and schools. It is also very useful in the Maori and Pasifika communities for Catholic youth leaders. Since this qualification comes with a four-week practicum in a Catholic parish, it helps to build the confidence and experience required to address youth.

While TCI's proportion of learners under 25 years is not large, it remains committed to increase the number of this demographic and to support the learners in every way possible to ensure course completions and qualification completions. In this respect it aims to increase these rates in the next three years (refer to the Performance Commitment section).

The 'Youth *not in employment, education or training*' (NEET) data for 31 December 2013 notes that 12% of the under 25 year olds are not in NEET (Statistics New Zealand, 2014). TCI will take this opportunity to target the under 25 year olds and enrol them in the courses and qualifications and provide them with additional support which will enable them to complete their qualifications and find employment in the Catholic sector.

TCI will market more effectively those qualifications that attract learners aged under 25 during the orientation days at the Universities' College of Education and through other events at these institutions during the year. Within this category of students, TCI will also focus on Māori and Pacific Island teacher trainees at these universities.

The 2011 labour market and economic profile for New Zealand report noted that the overall demand for under 25 years in comparison to 25 years and over will increase to

15.2% by 2016 which is a total of 27,370 jobs (Infometrics and Statistics New Zealand, 2012). There is a huge demand for under 25 year olds in the job market as they are thought of as the more energetic and creative generation. Having these graduates spreading their knowledge to the students and acting as role models will encourage other under 25 year olds to enrol in TCI's programmes. TCI always promotes the feedback from students and graduates via the website and even includes it in the quarterly eNewsletters (refer <http://www.tci.ac.nz/sprofiles>). This provides prospective students who are intending to enrol in courses and qualifications relate to others who have been through the system and have come out winners. This is the message TCI will promote to under 25 year olds.

Priority 3: Boosting achievement of Māori and Pasifika

TCI is highly committed to its Māori learners and aims to increase their participation, course and completion rates. In addition, TCI is also committed to raising qualification completions (refer to the out years for participation, course and qualification rates of Māori learners in the Performance Commitment section).

It intends to accelerate improvement of participation and achievement for Māori learners by increasing its support services to learners, study path guidance and continuing professional development of its teaching staff in teaching and learning practice, including the teaching and learning of Māori learners.

The Turanga Māori in Wellington and its equivalent in individual Catholic dioceses will also enhance the level of support and study services to Māori learners and will enable TCI to communicate more effectively with Māori iwi to increase our awareness of the needs and aspirations of Māori in our specialist fields of study.

TCI remains highly committed to increase Pasifika learners' participation rates and to increase the educational performance of this group of learners. As of 30 June, 2014, participation has increased slightly. TCI lecturers also encourage Samoan and Maori students to submit assessments in their language to enable learning.

It intends to accelerate improvement of participation and achievement for Pacific learners by increasing its support services to learners, study path guidance and continuing professional development of its teaching staff in teaching and learning practice, including the teaching and learning of Pasifika learners. A key initiative to achieve this goal has been the re-allocation of 0.3 FTE of a current Pasifika FTE as the liaison and support officer.

In light of the recent TES, TCI has drafted a comprehensive Maori and Pasifika Strategy 2014-2019. TCI has always provided support to their Maori and Pasifika students via scholarships, and tutorial support. Recently, TCI began providing courses delivered in a marae setting, and a trial project offering bi-lingual (Samoan – English) papers offerings in strategic areas. TCI has developed a draft strategy for Maori and Pasifika students driven by its own strategic plan and in line with the MoE's Tertiary Education Strategy 2014-19.

TCI MAORI/PASIFIKA STRATEGY 2014 - 2019

TCI has developed six strategies with indicators of success to monitor the progress of each strategy. TCI is also creating new positions - Maori and Pasifika Liaison and Support personnel. The Maori/Pasifika Liaison and Support staff would be responsible for both increasing Maori and Pasifika student numbers at TCI and supporting students once they enrol to ensure they have every opportunity to complete qualifications. These staff will have a Maori/Pasifika background, be proficient in te reo/Pasifika language and have a theological qualification. The liaison staff will:

- Engage with Maori and Pasifika chaplains, Tūranga Māori and communities around New Zealand to determine what TCI can do to ensure Maori and Pasifika are well-represented in our student body.
- Work with Maori and Pasifika chaplains, Tūranga Māori and communities around New Zealand encouraging members of the communities to study at TCI.
- Contact students during enrolment period, before assessment due dates, and halfway through the courses for feedback, and also provide counselling on courses/qualifications, assist in academic preparation and provide encouragement
- Liaise with tutors/lecturers/Coordinators on the difficulties faced by students in learning and completion of assessments.

A summary of the Maori/Pasifika strategies and their indicators are outlined in Table 7 below:

Category	Strategy	Indicators
i. Support/Guidance	<ul style="list-style-type: none"> • Currently TCI offers 8 x Maori and 6 x Pacific scholarships; this will increase as needs increase. • Identify Leaders (youth & education) for TCI papers/programmes • Mentor Maori & Pasifika students; provide extra tutorials; support students with assessment advice • Support students up to and beyond graduation • Identify & support Maori & Pasifika graduates who are suitable/interested in Higher Degree Research (HDR) 	<ul style="list-style-type: none"> • 50% increase in enrolment of Maori and Pasifika students in qualifications • 50% increase in successful completion of courses and qualifications with good grades • Employment of graduates as tutors/lecturers for the students from Māori and Pasifika community • Enrolment of student from Maori & Pasifika community in HDR programme
ii. Institutional Links / Wananga	<ul style="list-style-type: none"> • Establish Institutional links with Wananga's • Introduce & teach Cert. Catechetical Studies to students enrolled in BEd's Wananga's 	<ul style="list-style-type: none"> • Contact made with interest and/or viability scoped • Increased uptake of Cat Studies by Wananga students • Offering TCI papers on Wananga campuses
iii. Use community venues as classrooms for delivery	<ul style="list-style-type: none"> • Deliver TH219/RE200 <i>Maori Spirituality</i> in a marae setting to generate 	<ul style="list-style-type: none"> • 50% Increase in enrolment and completion of TH219/RE200

	interest and increase enrolment	
iv. Distance offered Courses	<ul style="list-style-type: none"> • Tutorial Support for distance courses in Campuses by Maori and Pasifika tutors/lecturers 	<ul style="list-style-type: none"> • 50% Increase in learning and completion rates of distance offered courses
v. Offering a course in Te Reo Maori	<ul style="list-style-type: none"> • Supporting the translation of NZQA course to Te Reo • Offering some TCI papers in Te Reo 	<ul style="list-style-type: none"> • Successful translation and NZQA accreditation of Te Reo courses • 50% Increase in enrolment and completion of Te Reo courses
vi. Offering a course in Samoan	<ul style="list-style-type: none"> • Engaging Samoan tutors in translating an NZQA course in Samoan • Offering courses in Samoan 	<ul style="list-style-type: none"> • Successful translation and NZQA accreditation • 50% Increase in enrolment and completion of Samoan written and taught courses

Table 7: TCI Maori/Pasifika Strategy 2014 - 2019

The 2011 labour market and economic profile for New Zealand report also noted that the overall employment of Maori as professionals in comparison with other occupations will increase by 11.2% by 2016 which is a total of 3,891 jobs (Infometrics and Statistics New Zealand, 2012). The report also noted that the overall employment of Pasifika as professionals in comparison with other occupations will increase by 11.1% by 2016 which is a total of 1,429 jobs. The other occupations in this report being referred to include labourers, managers, machinery operators and drivers, community and personal service workers, technicians and trade workers, sales workers and clerical and administrative workers.

These figures fit well with TCI's indicators of success for Maori and Pasifika graduates as increase in student numbers, and increase in course and qualification completion will enable them to fill the increase in demand for Maori and Pasifika professionals in the New Zealand job market.

Having separate Maori and Pasifika liaison and support staff at TCI will increase the widespread reach of TCI in these communities and enable more students to take advantage of the scholarships and courses we offer. Offering courses in Te Reo and Samoan will enable higher qualification completion rates of Maori and Pasifika students and they will be absorbed in the education system as teachers (primary and secondary) and their pastoral communities as youth leaders, parish ministers etc. TCI aims to produce highly competent and confident graduates who will produce results in their professional areas. TCI also plans to employ the Maori and Pasifika graduates as tutors for delivery of English taught courses as well to assist students who find it difficult to understand and analyse the course content.

Priority 4: Improving adult literacy and numeracy

TCI offers Levels 5 and 6 course and qualifications and therefore there is an expectation of students having an adequate level of literacy and numeracy skills when they apply for any course or qualification. A number of programmes have requirements as follows:

- Certificate in Catechetical Studies: Students must already be enrolled as teacher trainees at Universities' Colleges of Education (or equivalent).
- Certificate in Catholic Youth Ministry: Students must display a proven ability to cope with tertiary education. They should show an interest in working with youth.
- Certificate in Pastoral Ministry (Hospitals): Students must display a proven ability to cope with tertiary education. They should show an interest in working in this area of Pastoral Ministry.
- Certificate in Pastoral Ministry (Prisons): Students must be at least 18 years of age and they must display a proven ability to cope with tertiary education. They should show an interest in working in this area of Pastoral Ministry.

Priority 5: Strengthening research-based institutions

TCI is not registered as a research-based PTE; however, it has two agencies which are involved in research, namely the National Centre for Religious Studies (NCRS) and the Nathaniel Centre. These two agencies are responsible for important research related to religious education in Catholic schools and bioethics.

NCRS is responsible for the production and support of religious education and catechetical programmes at early childhood, primary and secondary levels for schools and parishes. It also produces adult courses such as Walk by Faith and teacher formation programmes including Understanding Sexuality.

The recent document *Catholic Education of School Age Children* released by NZCBC noted the significant investment of human and financial resources into the religious education programme in Catholic schools over the last two decades (NZCBC, 2014). There has been a drive to standardise the religious education programme across all schools in the country and schools are required to use the curriculum resources researched and produced by NCRS. *“This requirement was implemented in order to ensure that the resources which teachers use in the teaching of religious education are theologically sound, and to a certain extent, to assist the many teachers of religious education who are under-qualified”*. (NZCBC, 2014)

The RE curriculum researched and produced by NCRS offers an important foundation for teachers who are under-qualified, encouraging them to enrol in qualifications at TCI so that they gain confidence and are competent in their delivery.

The Nathaniel Centre (previously known as the New Zealand Catholic Bioethics Centre) was established on 1 May 1999 as an agency of the New Zealand Catholic Bishops' Conference to bring the light of the Gospel and the moral tradition of the Catholic Church to issues in bioethics. The Nathaniel Centre provides assistance within New Zealand, and on request, to the Catholic dioceses of Oceania.

The key functions of The Nathaniel Centre are:

- Offering educational opportunities in bioethics for different groups
- Acting as an advisory and resource centre in bioethics for individuals, and for educational and community groups
- Promoting the study and practical resolution of ethical, social and legal issues arising out of medical and scientific research and practice
- Publishing articles and information on topics in bioethics
- Carrying out research and taking action to support the Church's pastoral response to bioethical issues in the community, taking into account the needs of different cultures and groups in society.

The work of The Nathaniel Centre forms the foundation of the Catholic bishops of New Zealand's public responses to contemporary social, cultural and ethical issues. They also generate interest in the wider public and there have been expressions of interest from non-Catholics in the courses and qualifications offered by TCI.

Priority 6: Growing international linkages

TCI is not registered to enrol international students. However, TCI is currently exploring the options of becoming a signatory to the Code of Practice for the Pastoral Care of International Students (the Code) because we have had expressions of interest from a few students in the past year who would like to enrol. In light of this, we are in the middle of discussions with management and teachers on policies and procedures for international student welfare and pastoral care.

TCI has a Memorandum of Understanding (MoU) with Australian Catholic University (ACU) where TCI offers a Master of Educational Leadership programme to New Zealand students conferred by ACU and consisting of eight papers – 4 x ACU papers and 4 x TCI papers to New Zealand students. ACU is a publicly-funded federally registered university with a special Catholic character.

As with all overseas qualifications, graduates from the Master of Educational Leadership apply individually to New Zealand Qualifications Authority (NZQA) for equivalence status and the degree has historically been recognised as comparable to a qualification at Level 9 (120 credits) on the New Zealand Qualifications Framework (NZQF). Students can then apply to the Ministry of Education for salary adjustment.

The Master of Educational Leadership degree prepares committed educators especially those in Catholic schools and communities for effective leadership in the education sector with an emphasis on special character. The programme aims to provide excellence in teaching and research in the areas of Christian leadership, classroom leadership, administration and organisational development.

This programme provides an important qualification pathway for TCI graduates and other qualified teachers and ministers. Students enrol with ACU directly and we deliver the courses at our Campus in Wellington with guest lecturers from ACU and TCI. The papers are taught in Wellington in block courses during the school holidays to maximise the attendance of school teachers.

The degree has proved most popular and a good number of boards of Trustees have supported some staff in their professional development by subsidising, and in cases, paying full tuition fees. It is interesting to note that since the start of the programme a number of students have applied for and gained positions as Principals, Deputy Principals, Assistant Principals, Directors of Religious Studies and other positions of leadership. Students who are already Principals have indicated the benefits that this degree offers.