

Te Poari Akoranga

AGENDA

Date	14 April 2021
Time	10am – 2pm
Venue	Online, via Zoom
Te Poari Akoranga Members	Dr Angela Beaton (Co-Chair), Dr Shane Edwards (Co-Chair), Greg Durkin, Lorna Gillespie, Jeanette Grace, Oonagh McGirr, Kieran Hewitson, Nita Hutchinson, Sue Smart, Deborah Young, Glynnis Brook, Natalie Waran, Neil Carroll, Luana Te Hira.

Karakia timatanga		
Welcome and apologies		
Whanaungatanga		
1	Minutes of Previous Meeting(s) 1.1 Scheduled Meeting – 10 March 2021 1.2 Matters Arising – Previous action items	<i>Attachment 1.1</i> <i>Attachment 1.2</i>
2	10.15am – 10.30am Angela Beaton March Academic Report to Te Pūkenga April council meeting Verbal update – Te Pūkenga April council meeting For information	<i>Attachment 2</i> <i>Verbal</i>
3	10.30am – 10.45am Angela Beaton Te Poari Akoranga Terms of Reference – Council approved For information	<i>Attachment 3</i>
4	10.45am – 11.00am Angela Beaton Council meeting Health and Wellbeing Paper For information	<i>Closed session</i>
5	11.00am – 11.30am Angela Beaton Academic Delivery and Innovation workstreams update Draft plan for reporting to Te Poari Akoranga For discussion	<i>Closed session-</i> <i>Workshop</i>
6	11.30am – 11.45am Phil Alexander-Crawford / Janine Kapa Te Pae Tawhiti – subsidiary reports, overall/themes feedback Update	<i>Closed session-</i> <i>Verbal</i>
7	11.45am – 12.00pm Shane Edwards Local Academic Committees – purpose, role, function: Interim Update	<i>Closed session-</i> <i>Verbal</i>
	12.00pm – 12.30pm Lunch	

8	12.30pm – 1.30pm Julie Thorburn Collaborative programme development process: Updates for noting and discussion For discussion and feedback	Closed session- Workshop
9	1.30pm – 1.45pm Angela Beaton Information to include in the April Te Poari Akoranga Pānui For discussion	Closed session- Verbal
	Next meeting – 12 May 2021 (TBC)	
Karakia mutunga		

Te Poari Akoranga MINUTES

10 March 2021 from 10am – 1pm, via Zoom

(Note: changed to online via Zoom due to the changing COVID-19 alert levels)

WELCOME AND ATTENDANCE

Karakia timatanga

Chair welcomed everyone to the online meeting.

Whanaungatanga

Present

Dr Angela Beaton (Co-Chair), Dr Shane Edwards (Co-Chair), Greg Durkin, Lorna Gillespie, Jeanette Grace, Oonagh McGirr, Kieran Hewitson, Nita Hutchinson, Sue Smart, Deborah Young, Glynnis Brook, Natalie Waran, Neil Carroll.

In Attendance

Stephen Town (Chief Executive, Te Pūkenga) - *till 12pm*, Phil Alexander-Crawford (Te Pae Tawhiti Internal Integration & QA Lead, Te Pūkenga) - *from 10.45am to 11.30am*, Kelly Hynes (Minute taker).

Observer

Chris Williams, Wintec

Absent

Luana Te Hira

1. Minutes of the Previous Meeting

1.1 Scheduled Meeting

Scheduled Meeting – 17 February 2021

Resolution

Moved by Nita Hutchinson, seconded by Sue Smart

Te Poari Akoranga resolved that the minutes of Te Poari Akoranga meeting held on 17 February 2021 were approved as a true and accurate record.

1.2 Matters Arising – Previous action items

	Detail	Owner	Status
0820-2	Communications to CEs, Academic Managers and Subsidiary Academic Committees to establish interim staff and learner voice <i>Planning for interim forums starting in 2021 and how to ensure a strong Māori voice from the subsidiaries. Communications drafted and being finalised to send.</i>	KH/AB	In progress
0920-2	ITO Learner nominations – Interim staff and student voice. <i>ITOs are transitioning at different rates. Currently no mechanism for exploring what representation could look like. Suggestion from ITO members to put on hold and pick up when Transitional ITOs are part of Te Pūkenga. Discussion to occur with Tania Winslade, DCE Learner Journey and Experience, around options for working together on inclusion of interim ITO student voice.</i>	LG/GD/AB	On hold



	Detail	Owner	Status
1220-1	Relevant people to be invited to a future meeting to discuss collaboration between Te Pūkenga and WDCs. <i>Following up around indicative timeframes.</i>	AB	Per WDC establishment timelines
0221-3	Te Poari Akoranga Terms of Reference to be amended further to feedback from this meeting and recirculated for email voting for endorsement from Te Poari Akoranga, before submission to Te Pūkenga Council. <i>TOR submitted to March Council meeting. Further amendments being incorporated prior to approval. Final TOR will be shared with Te Poari Akoranga.</i>	AB	Complete
0221-4	To provide a monthly update to Te Poari Akoranga on the Regulating for Excellence workstream. <i>Monthly updates on the Academic and Delivery Innovation workstreams being provided from March 2021.</i>	KO/FM	Complete
0221-5	To provide a monthly update to Te Poari Akoranga on the Ako Learning and Teaching Directions workstream. <i>Monthly updates on the Academic and Delivery Innovation workstreams being provided from March 2021.</i>	OM/AB	Complete
0221-6	To provide a monthly update to Te Poari Akoranga on the Product Development and Communities of Practice workstream. <i>Monthly updates on the Academic and Delivery Innovation workstreams being provided from March 2021.</i>	JT/KO/AB	Complete
0221-7	Operating Model – future agenda item. <i>Agenda item for this meeting (March 2021).</i>	PA-C	Complete
0221-8	Te Pae Tawhiti overall/themes report – future agenda item.	PA-C	April meeting

2. February Academic Report to Te Pūkenga February Council Meeting

Council received the February Te Poari Akoranga report. The key updates for Council from the February Te Poari Akoranga meeting were noted.

Council discussed the proposed Terms of Reference (ToR) for Te Poari Akoranga submitted for approval. Minor changes important for clarification to be made, including some wording amendments and inclusion of more context. Changes will be made in liaison with Ana Morrison DCE Partnerships and Equity and Tania Winslade DCE Learner and Journey Experience and provided back to Council for approval.

3. Draft Te Poari Akoranga Tikanga

Revised draft Te Poari Akoranga Tikanga Whakahaere / Operating Procedures tabled, inclusive of amendments from committee input prior to the meeting. Discussion and feedback included:

- Amendments to wording regarding workshop outlines
- Clarification requested on procedures for staff and public attendance
- Re-consideration of timing for distribution of agenda and workshop papers – to balance time for committee to review in advance with currency of information
- Review/check schedule for meetings alongside Council meetings and reporting requirements
- Future consideration to the frequency of meetings, as focus changes from transitional to operating space and sub-boards are introduced
- Te Poari Akoranga sub-working party to be established to clarify the role of existing local academic committees (Komiti akoranga-a-rohe) and how these will work and interface with Te Poari Akoranga through 2021 and 2022 to meet our current delegated roles and functions



requirements, and to ensure the most effective use of network capability and capacity. Committee members to indicate interest in being involved.

- Noted that the current TITO academic board system is quite different compared with that of subsidiary ITPs.

Actions: Te Poari Akoranga Tikanga to be amended further to feedback from this meeting and following: review/checking of the schedule for meetings alongside Council meetings and reporting requirements; reconsideration of timings for distribution of agenda and workshop papers; clarification on procedures for staff and public attendance at meetings.

Updated Te Poari Akoranga Tikanga to be re-tabled at a subsequent meeting (AB/SE).

Action: Te Poari Akoranga sub-working party to be established to clarify the role of existing local academic committees (Komiti akoranga-a-rohe) and how these will work and interface with Te Poari Akoranga through 2021 and 2022 to meet current delegated roles and functions requirements, and to ensure the most effective use of network capability and capacity (AB/SE/KH).

4. Operating Model Co-Design Update

Phil Alexander-Crawford presented an update on the operating model co-design mahi, and processes currently underway for capturing input, ideas, and feedback.

A co-design team has been formed, with the voices of learners, employers, communities, focused on the lived experience. Alongside this, a set of reference groups have been formed, who represent a wide range of interests in vocational education.

Te Poari Akoranga has been identified as one of the reference groups. The job of a reference group is to bring their diverse perspectives and expertise to provide design ideas and critique, mainly via a digital engagement platform.

Te Poari Akoranga has been invited to provide input throughout, including to:

- respond to the design opportunities with comments and ideas (mid-March)
- respond to the service concepts, including any thoughts on how we would bring these to life (mid-April)
- contribute in a targeted meeting where reference group expertise will be leveraged to understand the operational enablers for service concepts (Early May)

Actions: Te Pūkenga Opportunity Statement Response Template to be sent to members for consideration and provision of written feedback. Zoom discussion option also to be arranged. Feedback to be collated and synthesised to provide a collective Te Poari Akoranga input (KH/SE).

5. Te Pae Tawhiti – Te Poari Akoranga feedback

Shane Edwards presented the collated Te Pae Tawhiti feedback from Te Poari Akoranga.

Further to discussion, it was agreed for the following to be added/amended:

- Potential gaps – voice of industry not strongly articulated
- Other comments – replace positivist with positive
- Potential gaps – Te Poari Akoranga recommends including an articulation of terms within the context of Te Pūkenga

Resolution:

Moved by Kieran Hewitson, seconded by Oonagh McGirr.

Subject to the above additions/amendment, Te Poari Akoranga resolved to accept Te Pae Tawhiti



– Te Poari Akoranga feedback.

Action: Te Pae Tawhiti – Te Poari Akoranga feedback to be finalised further to agreed additions/amendment and submitted on behalf of Te Poari Akoranga (KH/SE).

6. Delivery and Academic workstream projects updates: Workshop

Angela Beaton provided updates for the following workstreams: Communities of Practice, Regulating for Excellence – Policies, Procedures and Key Forms, and Ako – Learning and Teaching Directions. Discussion and feedback included:

- High-level draft 1-page summary plans
- Update on current activities across the workstreams
- All workstreams now in the first *Identify* stage
- Appointment of a Project Manager for the academic and delivery workstreams
- Building of the programme structure in the Project Management Office, aligning dates and reporting and establishing processes
- Work on detailed workstream project plans and engagement plans is underway
- Complete plans will come to Te Poari Akoranga for feedback and endorsement
- Approaches being made by subsidiaries helping guide possible initial collaborations across programmes
- Clarity of process for collaboration important and this is underway
- Product development and Ako workstreams will guide the framework for excellence in development and delivery
- A steering group will be established for the ADI workstreams, and working groups will contribute to each ADI workstream within this overall programme of work
- Workstreams will draw on expertise from across the network
- Further to notification of discussion regarding upcoming nursing degree collaboration across Te Pūkenga network, two main concerns were raised:
 - that the proposed work should not undermine current Bachelor of Nursing Māori qualification(s)/programme(s) designed and developed in conjunction with iwi, and delivered according to the principles of Kawa Whakaruruhau; and
 - that if the intention is to emulate such delivery, this will require significant capability development across the nurse educator network.

To support Māori agency and authority over the education of Māori learners, assurance was provided that Te Pūkenga has committed to establishing a nursing education governance structure that honours Te Tiriti partnership and is based on the principles of Kawa whakaruruhau. Existing Bachelor of Nursing Pacific programmes were also acknowledged.

Appreciation expressed on behalf of Te Poari Akoranga to all involved in the workstreams, for all the work underway.

7. QA Approach / QMS project

Kieran Hewitson presented an update on Te Arotake – Quality Management System workstream for discussion.

The desired outcome of the workstream is to have a Quality Management System that is known, effective and fit for purpose. Four key outputs outlined: Stocktake of current systems, Quality Assurance Excellence Framework, Quality Management Systems platform, Implementation Plan.



Proposed approach outlined:

- Stocktake of current practices
- Set up working group
- Consultation
- Review, refine, approval

Feedback sought from Te Poari Akoranga about the proposed approach. Discussion points included:

- Work will be carried out alongside other academic and delivery workstreams
- Will include working with NZQA and other regulatory bodies
- Quality management important throughout all processes, including curriculum design
- Capability development, rollout of training for network, and building a culture of quality and model of self-assessment will be important
- Communities of practice will be valuable for providing context and depth of experience for programme quality
- Encourage congruence across the various frameworks being established across the network
- Need to include protection of students' rights
- Easy reference and access to the QMS platform will be key
- Common terminology important

8. Information to include in the March Te Poari Akoranga Pānui

Key points for inclusion in Te Poari Akoranga March Pānui noted: Summary from this meeting, and including signalling the initiation of a Te Poari Akoranga sub-working party to be established to clarify the role of existing local academic committees (Komiti akoranga-a-rohe) and how these will work and interface with Te Poari Akoranga through 2021 and 2022 to meet our current delegated roles and functions requirements, and to ensure the most effective use of network capability and capacity.

9. General Business

Oonagh McGirr requested for noting, further to feedback she received, concerns that have been raised of the possible lack of academic voice in the operating model co-design process. It was noted that all (academic) staff have the opportunity to provide feedback regarding the operating model co-design process, alongside reference groups such as Te Poari Akoranga, the Research Directors Forum, the Rangahau Māori group and executive teams (including academic members).

CLOSE AND NEXT MEETING

April meeting – 14 April 2021, via Zoom

Karakia mutunga



Actions from this meeting

	Detail	Owner	Due Date
0321-3	Te Poari Akoranga Tikanga to be amended further to feedback from this meeting and following: review/checking of the schedule for meetings alongside Council meetings and reporting requirements; reconsideration of timings for distribution of agenda and workshop papers; clarification on procedures for staff and public attendance at meetings. Updated Te Poari Akoranga Tikanga to be re-tabled at a subsequent meeting.	AB/SE	April meeting
0321-3	Te Poari Akoranga sub-working party to be established to clarify the role of existing local academic committees (Komiti akoranga-a-rohe) and how these will work and interface with Te Poari Akoranga through 2021 and 2022 to meet current delegated roles and functions requirements, and to ensure the most effective use of network capability and capacity.	AB/SE/KH	May meeting
0321-4	Te Pūkenga Opportunity Statement Response Template to be sent to members for consideration and provision of written feedback. Zoom discussion option also to be arranged. Feedback to be collated and synthesised to provide a collective Te Poari Akoranga input.	KH SE/AB	19 March
0321-5	Te Pae Tawhiti – Te Poari Akoranga feedback to be finalised further to agreed additions/amendment and submitted on behalf of Te Poari Akoranga	KH/SE	March



Attachment 1.2

Previous Action Items

	Detail	Owner	Status
0820-2	Communications to CEs, Academic Managers and Subsidiary Academic Committees to establish interim staff voice <i>On hold until staff committee established.</i>	KH/AB	On hold
0920-2	TITO Learner nominations – Interim learner voice. <i>ITOs are transitioning at different rates. Currently no mechanism for exploring what representation could look like. Suggestion from TITO members to put on hold and pick up when Transitional ITOs are part of Te Pūkenga.</i> <i>Discussions with Tania Winslade, DCE Learner Journey and Experience, around options for working together on inclusion of interim learner voice including TITO. Representative/s to attend from ~May/June.</i>	LG/GD/AB	In progress
1220-1	Relevant people to be invited to a future meeting to discuss collaboration between Te Pūkenga and WDCs. <i>Following up around indicative timeframes.</i>	AB	Per WDC establishment timelines
0221-8	Te Pae Tawhiti overall/themes report – future agenda item. <i>April meeting - update being provided.</i>	PA-C	April/May meeting
0321-3	Te Poari Akoranga Tikanga to be amended further to feedback from this meeting and following: review/checking of the schedule for meetings alongside Council meetings and reporting requirements; reconsideration of timings for distribution of agenda and workshop papers; clarification on procedures for staff and public attendance at meetings. Updated Te Poari Akoranga Tikanga to be re-tabled at a future meeting. <i>Amendments made further to Te Poari Akoranga feedback. Pending legal counsel advice. Final draft expected to be tabled for Te Poari Akoranga endorsement in May.</i>	AB/SE	In progress
0321-3	Te Poari Akoranga sub-working party to be established to clarify the role of existing local academic committees (Komiti akoranga-a-rohe) and how these will work and interface with Te Poari Akoranga through 2021 and 2022 to meet current delegated roles and functions requirements, and to ensure the most effective use of network capability and capacity. <i>In progress. Working party established – Shane Edwards, Deborah Young, Sue Smart, Nita Hutchinson.</i>	AB/SE/KH	In progress
0321-4	Te Pūkenga Opportunity Statement Response Template to be sent to members for consideration and provision of written feedback. Zoom discussion option also to be arranged. Feedback to be collated and synthesised to provide a collective Te Poari Akoranga input. <i>Te Poari Akoranga feedback provided. Acknowledgement of receipt received and appreciation for the valuable input.</i>	KH SE/AB	Complete
0321-5	Te Pae Tawhiti – Te Poari Akoranga feedback to be finalised further to agreed additions/amendment and submitted on behalf of Te Poari Akoranga. <i>Te Poari Akoranga feedback submitted.</i>	KH/SE	Complete



Te Pūkenga

Te Pūkenga Council Meeting

6 April 2021

Agenda item number:	5
Provided by:	Dr Angela Beaton, DCE Delivery and Academic
Title:	Te Poari Akoranga report
For:	Noting/Approval

Recommendation

- 1) It is recommended the Council:
 - a) note the academic report from Te Poari Akoranga meeting held via zoom on 10 March 2021 (minutes attached); and
 - b) Approve the updated Te Poari Akoranga Terms of Reference.

Key points

- Te Poari Akoranga Terms of Reference were updated for approval by Council.
- Te Poari Akoranga Tikanga Whakahaere / Operating Procedures being developed and were discussed at the March meeting. Further amendments and clarification to be included, with a final draft expected to be tabled for Te Poari Akoranga endorsement in April.
- Te Poari Akoranga sub-working party to be established to clarify the role of existing local academic committees (Komiti akoranga-a-rohe) and how these will work and interface with Te Poari Akoranga through 2021 and 2022 to meet our current delegated roles and functions requirements, and to ensure the most effective use of network capability and capacity.
- Te Poari Akoranga has been invited to provide input into the operating model co-design, including to: (1) respond to the design opportunities with comments and ideas (mid-March); (2) respond to the service concepts, including any thoughts on how we would bring these to life (mid-April); (3) contribute in a targeted meeting where reference group expertise will be leveraged to understand the operational enablers for service concepts (Early May).
- Te Poari Akoranga providing feedback on Te Pae Tawhiti working draft.
- Te Arotake – Quality Management System workstream underway, to design and implement Te Pūkenga's quality assurance approach and academic quality management system is currently being scoped, working alongside NZQA.
- Further to Te Poari Akoranga input and feedback to inform the project and engagement plans, high level draft 1-page summary plans presented for the following Academic and Delivery Innovation workstreams: (1) Regulating for Excellence - policies, processes, and key forms; (2) Ako - Learning and Teaching Directions; (3) Programme Stocktake and Transition Plan; (3) Communities of Practice; (4) Te Arotake – Quality Management System.

Te Pūkenga Poari Akoranga (Academic Board) Terms of Reference

Current Version April 2021	Previous Reviews	Next Review 2022
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1 Whakapapa | Background

Te Poari Akoranga¹ is delegated by the Council of Te Pūkenga (the Council) to give effect to the Charter by providing a national framework to enable and monitor excellence in Akoranga, in particular, educational teaching, learning, research and delivery supporting work based, learning, courses of study or training, awards and other academic matters.

Poari Akoranga was established April 2020 pursuant to section 222K of the Education Act 1989.

The Education Act 1989 was subsequently replaced by the Education and Training Act 2020 (the Act). Section 324(2) of the Act provides that the council... must “establish an academic board... to (a) advise it on matters relating to work-based learning, courses of study or training, awards, and other academic matters; and (b) exercise powers delegated to it by the council”.

2 Te Kaupapa | Principles

The Education and Training Act 2020 defines the operating context for Te Pūkenga, which is to provide:

- Learners with the education they need to participate in the labour market, society, and their communities;
- Education opportunities that support the wellbeing of learners;
- Education of high quality; and
- Education that honours Te Tiriti o Waitangi.

Likewise, the Act sets out specific functions for Te Pūkenga, to:

- Provide, arrange and support vocational, foundation and higher-level education, training and related research;
- Respond to the needs of regions, learners, industries, employers and communities;
- Improve the consistency of vocational education and training;
- Improve educational outcomes; and
- Improve outcomes for Māori learners in partnership with Māori communities.

Te Pūkenga has established five key priorities to fulfil these legislative functions, to:

- Maintain relentless focus on equity and ensuring participation – we honour and uphold Te Tiriti o Waitangi in all we do;
- Deliver customised learning approaches that meet the needs of learners and trainees wherever they are;
- Use our size and scale to strengthen the quality and range of education delivery throughout Aotearoa;
- Offer services that meet the specific regional needs of employers and communities; and

¹ The importance of seeking an appropriate name for the academic board that reflects a holistic and inclusive approach consistent with the intent of Te Pūkenga charter has been recognised. Poari is the decision-making body of an organisation; Akoranga is all encompassing, referring to learning, subject, discipline, profession, school, educational course, academic programme, academic course, teaching, class, and lesson and includes circumstances of learning, time of learning and place of learning.

- Transition educational services in a smooth and efficient manner.

Poari Akoranga has a central role within Te Pūkenga to give effect to the Charter. In doing so, Poari Akoranga is guided by the values of Te Pūkenga.

3 Ngā Tikanga | Purpose

The Council delegates to Te Poari Akoranga “matters relating to work-based learning, courses of study or training, awards, and other academic matters”, to “exercise powers delegated to it by the council.” (Education and Training Act 2020, Section 324(2)).

Specifically, Te Poari Akoranga will fulfil the primary function of providing assurance and confidence in the network of provision and to ensure all Kaupapa are met, including:

- Provide assurance and confidence that the quality and academic infrastructure, including policies, procedures and frameworks, are fit for purpose; and approve academic direction, statutes and practices to be applied throughout the network to ensure the goals of Te Pūkenga are met and continuous improvement is achieved and sustained.
- Provide assurance and confidence of the effectiveness of teaching, learning and research within the network with a focus on outcomes.
- Quality assure and approve the development of new or re-developed packages of learning and delivery models, to ensure Kaupapa continue to be met and sustained.
- Provide assurance and confidence that Kāwanatanga (governance) responsibilities are upheld, whilst respecting the Tino rangatiratanga (absolute self-determination) of Iwi and Māori partners, in order to achieve Ōritetanga (equitable outcomes for Māori learners and their whānau).
- Provide assurance and confidence that Mātauranga Māori is applied throughout all packages of learning developed and delivered by Te Pūkenga; contribute to a partnership approach to policies and decisions affecting Mātauranga Māori; and create space for kaitiaki to exercise kaitiakitanga over Mātauranga Māori.
- Provide assurance and confidence that work-based learning is applied throughout packages of learning developed and delivered by Te Pūkenga (where relevant), contribute to a partnership approach to policies and decisions affecting work-based learning and create space for employers.
- Establish and provide assurance and confidence that ohu whakahaere, (national subcommittees of Te Poari Akoranga) strengthen academic leadership in key areas of focus. Receive advice and evidence (real time and retrospective) from ohu whakahaere, and other relevant sources, to ensure:
 - a purposeful and responsive mix of provision matched to need, with a relentless focus on equity, access, and participation to support a culture of equity and diversity where all learners are included and valued;
 - holistic selection policies promote and facilitate academic equity for learners from under-represented groups, who have the potential to succeed academically, and who have applied via the application process; and
 - prioritised accessible support that acknowledges barriers and actively encourages learners and their whānau to participate and engage, for learners to achieve academic equity.
- Provide and facilitate strategic direction and thought leadership on a range of education matters, including innovation, teaching and learning, and applied research and scholarship, with oversight of funding allocation, planning and ethics.
- Grant awards of Te Pūkenga.
- Consider and report to the Council on any other academic matters, which are referred to it by the Council or the Chief Executive Te Pūkenga, or which Te Poari Akoranga believes are of significance, including commissioning reviews and research.

- Foster and facilitate effective relationships and collaboration across the network and with other groups, such as with Workforce Development Councils (WDCs), regulatory bodies, Regional Skills Leadership Groups, and other organisations, to ensure Kaupapa are met.
- Support Māori agency and authority over the education of Māori learners, and apply mana ōrite practices. Mana Ōrite determines that respective views be heard, considered, and afforded equal explanatory power. This means both parties acknowledge and accept each other's unique perspectives, knowledge systems and world views as being equally valid to decisions made under the relationship and in respect of the Tikanga.

In completing these functions, Te Poari Akoranga will be cognisant of Te Pae Tawhiti Te Tiriti o Waitangi Excellence Framework 2020-2025² and will use it as a tool to assist in making decisions when exercising these powers.

4 Mematanga | Membership

Section 324(2) of the Education and Training Act 2020 provides that the council of Te Pūkenga must "establish an academic board consisting of its chief executive and members of the staff and students of Te Pūkenga..."

Appointments to Te Poari Akoranga will be made by the Council following input, advice and direction with Māori as our Te Tiriti o Waitangi Partner. Appointments will comprise the following:

- Tangata Whenua member (co-Chair)
- Deputy Chief Executive, Delivery and Academic (co-Chair)
- Two (2) enrolled learners from the learner committee of Te Pūkenga (established in accordance with section 325(1) of the Act)
- Two (2) members from the Māori Advisory Committee of Te Pūkenga (established in accordance with section 325(1) of the Act)
- Two (2) members from the staff committee of Te Pūkenga (established in accordance with section 325(1) of the Act)
- Deputy Chief Executive, Partnerships and Equity or delegate
- Chief Executive of Te Pūkenga or delegate
- Ohu Whakahaere (national sub-committee) Chairs or delegates

Members of Te Poari Akoranga are expected through the contribution of their expertise, experience and perspectives to be cognisant of, and reflect where appropriate, the broad range of interests within their respective networks. All decisions must be taken with the paramount driving force to support Te Pūkenga to achieve its Charter. If consensus cannot be reached, decisions will be taken by the co-Chairs of Te Poari Akoranga.

At the discretion of Te Poari Akoranga, and with the approval of Council, further members may be co-opted or seconded to Te Poari Akoranga. Non-voting observers/understudies from within the network may attend hui unless otherwise stipulated. Te Poari Akoranga retains the right to determine whether this is with or without speaking rights.

5 Whakaingoatia | Representation

Council will aim to achieve a balanced representation when appointing new members to Te Poari Akoranga. Membership should reflect a broad skills-based approach and the appointment of members will be based on the following core criteria:

- Commitment to educational quality and learner achievement;

² As approved at Te Pūkenga council hui of 1 September 2020

- Commitment to Ōritetanga and the success of learners who are under-served by the education system (with a specific focus on Māori learners, Pacific learners, learners with disabilities, adult and second-chance learners and youth); and an
- Ability to apply both a local and global view to academic issues.

In addition, the following specialist criteria may be applied when appointing members:

- Demonstrated knowledge and experience, and a commitment to Mātauranga Māori;
- Demonstrated knowledge and experience in addressing inequities in tertiary education provision related to gender, sexuality, age, disability, and ethnicity;
- Demonstrated innovation in ako (specifically teaching, learning and research) with up-to-date specialist knowledge, skills and experience in academic quality, programme development and delivery; and
- Broad sector and systems delivery knowledge and demonstrated experience, including work-based, work-integrated, distance, kanohi ki te kanohi, blended delivery and regional competencies and experience.

Members will be appointed for either one or two years as determined by the Council with the option of renewal for one further year, with any decision as to renewal to be made by the Council. Membership of Te Poari Akoranga may be revoked by either Te Pūkenga Council or the appointed member at any time by giving four weeks' written notice in writing.

6 Ohu whakahaere o te Poari Akoranga | Subcommittees of the Academic Board

Te Poari Akoranga will establish standing ohu whakahaere (national subcommittees of Te Poari Akoranga) to undertake specified on-going tasks. From time to time it may also be necessary for Te Poari Akoranga, with the approval of Council, to appoint ad-hoc ohu whakahaere to undertake short-term mahi of significance.

Te Poari Akoranga intends to establish ohu whakahaere to focus on:

- i. **Academic Quality**, to provide leadership in academic evaluation and quality assurance; and ensure quality improvement by overseeing and monitoring the consistent application of the academic quality assurance system, including developing and recommending to Te Poari Akoranga approval of policies and operating procedures.
- ii. **Ōritetanga**, to provide assurance to Te Poari Akoranga that the principles of Ōritetanga (learner success) are embodied in all academic practices to meet the relevant outcomes of the Charter; and to assess and monitor the educational outcomes for Māori (and, based on need, Pacific learners and learners with disabilities).
- iii. **Ako**, to:
 - Develop and support a Mana Ōrite based strategic direction for teaching, learning and research to support a culturally responsive approach in education matters (teaching, learning and research);
 - Ensure an overarching pedagogical coherence for seamless transition for learners between modes of delivery, including work-based, and across regions, for all vocational, applied and professional programme delivery at all levels of the New Zealand Qualification Framework (Levels 1-10); and
 - Ensure the needs of work-based learners, employers and 'workplace' learning environments are represented in all academic decisions, policies and processes.
- iv. **Approvals**, to develop and direct a purposeful and responsive mix of provision matched to need, with a relentless focus on equity, access, and participation to support a culture of equity and diversity where all learners and their whānau are included and valued; and to recommend to Te Poari Akoranga the approval of education and training packages (for example, programmes of study, training schemes and micro-credentials, or equivalent), and associated changes in accordance with approved delegations.

- v. **Appeals**, to receive unresolved learner complaints or appeals that have already been determined (in line with relevant appeals policies and processes); support the resolution, settlement and/or withdrawal of such unresolved complaints or appeals; and if necessary, make recommendations about policies, procedures or the provision of services.
- vi. **Rangahau Māori, Research and Postgraduate**, to support, monitor and lead rangahau Māori, research and innovation activity; to help determine and support the strategic directions and approaches for rangahau Māori, research and postgraduate provision; and to provide oversight of rangahau Māori and research planning, funding and ethics.

Each ohu whakahaere will consist of members drawn from across the network with relevant, demonstrated skills and experience. Appointments to each ohu whakahaere will be made by Te Poari Akoranga in accordance with the terms of reference for the ohu, reflecting the value of appropriate geographical spread of representation. All Chair appointments will be made by Te Poari Akoranga.

7 Tuku mana | Delegations

From time to time, Te Poari Akoranga may formally delegate specific tasks and/or responsibilities to nominated groups, committees and/or other ohu whakahaere. In doing so, it requires:

- Any policies related to the responsibilities are formally approved by Te Poari Akoranga
- Minor changes to academic procedures, within academic policy, are delegated to the Chair, Ohu Whakahaere (Quality)
- Major decisions made by the body receiving the delegation are reported to Te Poari Akoranga.

All formal delegations will be included in the Academic Delegations Register which will be updated at least annually.

8 Kōrama | Quorum

Half the current membership plus one member of Te Poari Akoranga constitutes a quorum.

If the requirement for a quorum is not met, the hui can proceed, with any recommended actions/motions requiring endorsement by a quorum before they become binding.

9 Hui | Meetings

Te Poari Akoranga will determine the frequency with which it meets, with no fewer than six hui per academic year. Hui will be open to the public unless there is a need to protect the rights of persons or organisations. In such circumstances, the hui will 'go into committee' and the public will be excluded.

Each ohu whakahaere will determine the frequency with which it meets and will be responsible for maintaining adequate records for reporting to Poari Akoranga. Hui will be conducted according to the schedule agreed on by Poari Akoranga, appropriate to its tasks and delegations.

Te Poari Akoranga will meet with representatives from Workforce Development Councils (6), NZQA, TEC, Te Pūkenga and other organisations, as required, to fulfil the functions of the committee.

10 Pūrongo | Reporting

Te Poari Akoranga will report monthly in writing to Te Pūkenga Council and as agreed to Te Tiriti partner. Engagement with Te Tiriti partners will be based upon Te Pūkenga Te Pae Tawhiti Te Tiriti o Waitangi Excellence Framework 2020-2025.