

Tā tātou huarahi **Our pathway**

**Te Pūkenga organisational
direction and design**

2022



Te Pūkenga

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Tō mātou tirohanga roa | Our vision



Whakairohia he toki, tāraia te anamata Learning with purpose, creating our futures

The most well used and highly prized tool of the pre-European Māori world was the tōki or adze. This implement was used to fashion waka, build houses, fell trees and even create other tools. So prized was the tōki that there are many Māori proverbs that speak of its application and people who were seen as proficient in various activities were called 'toki'. The notion of tōki aligns with the name, Te Pūkenga, which also means to be proficient or skilled in particular roles.

By including the word, whakairohia, in the first part of the sentence, this phrase is encouraging people to upskill themselves, or equip themselves with the relevant tools. The second part of the phrase refers to the future, or anamata, while the word, tāraia, means to fashion, shape or sculpt. Therefore, the phrase as a whole is about encouraging people to prepare themselves with a skillset that will help us all to shape the future.

Ko Te Pūkenga tātou | We are Te Pūkenga

Our identity is inspired by the base of the harakeke.

The strongest part, from where all threads meet and grow.

Because while we are all separate strands, we are stronger together.

Here, we share perspectives to exchange knowledge and skills.

We treat learning and teaching as one, weaving together our collective past for a thriving tomorrow.

Nāu te rourou, nāku te rourou.

We draw our strength from this place – and we use it to support and lift each other up.

This is the base, from where we grow and flourish.

We are Te Pūkenga.



Te Pūkenga

Tirohanga whānui | Overview

Tō mātou tirohanga roa | Our vision

Whakairohia he toki, tāraia te anamata

Learning with purpose, creating our futures

Tō mātou pūtake | Our purpose

E tuku ana e Te Pūkenga ngā huarahi mātauranga hiranga, tino kounga hoki hei tautoko i ngā ākongā, ngā kaitukumahi me ngā hapori ki te whiwhi i ngā pūkenga, mōhiotanga, āheinga hoki kei te hiahiatia e Aotearoa i āiane, mō āpōpō hoki. Noho ai ngā ākongā me ō rātou whānau hei pūtake mō ā mātou mahi katoa.

Te Pūkenga provides excellent and quality educational opportunities that support learners, employers and communities to gain the skills, knowledge and capabilities that Aotearoa New Zealand needs now and for the future. Learners and their whānau are at the centre of all that we do.

Ngā whakaawenga | Enablers for change

Reform of Vocational Education (RoVE) includes seven key changes that will enable a unified vocational education system:

1. Create Workforce Development Councils
2. Establish Regional Skills Leadership Groups
3. Establish Te Taumata Aronui
4. **Create Te Pūkenga**
5. Shift the role of supporting workplace learning from Transitional Industry Training Organisations to providers
6. Establish Centres of Vocational Excellence
7. Unify the vocational education funding system.

Ā mātou whāinga tōmua | Our priorities

1. A relentless focus on equity and ensuring participation – we honour and uphold Te Tiriti o Waitangi in all that we do.
2. Delivering customised learning approaches that meet the needs of learners and trainees wherever they are.
3. Using our size and scale to strengthen the quality and range of education delivery throughout Aotearoa New Zealand. Excellence in educational provision for all.
4. Services that meet the specific regional needs of employers and communities.
5. Transition educational services in a smooth and efficient manner.

Ngā whāinga matua | Our outcomes

1. Give effect to Te Tiriti o Waitangi in all that we do.
2. Provide exceptional learning experiences and equitable outcomes for Māori.
3. Be learner centred. Recognise the diverse and unique needs of all learners, with a focus on the unmet needs of Māori, Pacific and disabled learners, and staff, to empower diversity, belonging, and wellbeing.
4. Partner with employers to deliver relevant work-integrated education that meets skills needs.
5. Be responsive and empowering to staff and learners.
6. Become a connected and future focused education provider driven by innovation, collaboration, research, data driven decision-making and teaching excellence.
7. Delivering regional flexibility and nationally consistent outcomes. Create-barrier free access, mobility across, and clear pathways within the network for learners.
8. Become a sustainable network of provision creating social, economic, environmental and cultural wellbeing.
9. Focus on efficient and cost-effective delivery across the network.

Ā mātou uara | Our values

Manawa nui

We reach out and welcome in

Manawa roa

We learn and achieve together

Manawa ora

We strengthen and grow the whole person

Ngā tohu whakatipu | Our guiding documents

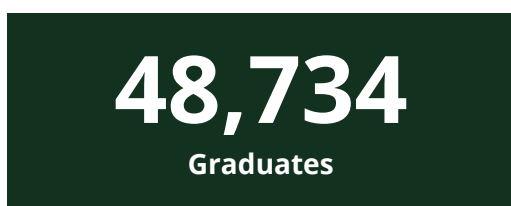
Education and Training Act 2020 and Crown Entities Act 2004

Te Pūkenga — New Zealand Institute of Skills and Technology Charter

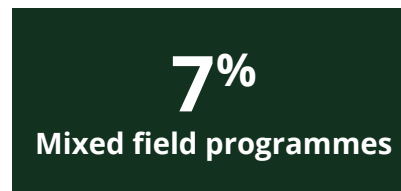
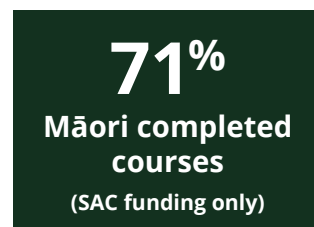
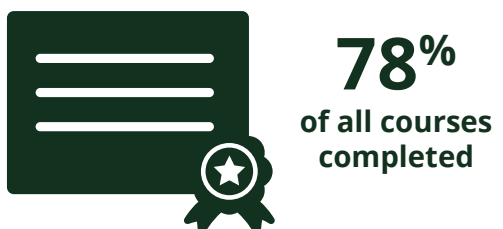
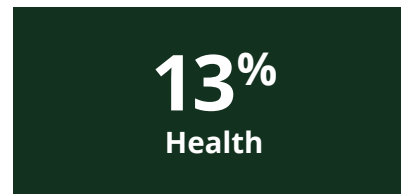
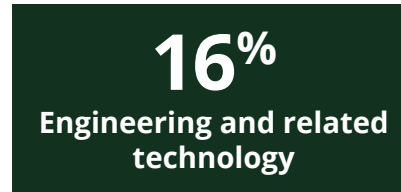
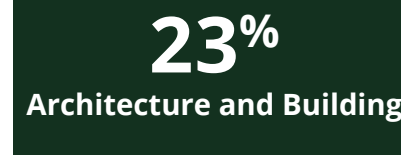
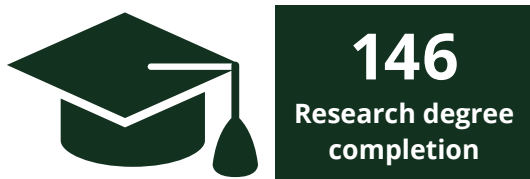
Minister's Letter of Expectations

Te Pae Tawhiti — Te Tiriti o Waitangi Excellence Framework

Ko Te Pūkenga tēnei | Te Pūkenga at a glance



Key areas of provision
(includes WBL)



Matakōrero | Foreword

E ngā maunga whakahī o te motu, tēnā koutou katoa

This document sets out our plans to respond to the wero (challenge) before us – to become the cornerstone of a cohesive, sustainable vocational education system that helps improve wellbeing for all New Zealanders and supports a growing economy that works for everyone.

I would like to start by acknowledging all kaimahi around the Network, and recognising the excellent work being undertaken throughout the motu. We are facing strong headwinds, and, in part, that is because we have not listened to you in the way that we should have and have not used your expertise to best advantage. On this point, I reiterate the Council's apology for not making the progress that was required and for the worry and concern that this has caused.

Since taking up the role of Acting Chief Executive, I have reset our transition plan. This document is a part of that reset. It lays out our proposal for our organisation structure and design. Following engagement, we will carefully consider feedback, the proposal will be changed as necessary and finalised. We will then carefully move through a stepped process, to bring the threads of Te Pūkenga together.

This approach is different to that previously signalled in the run-up to July. From 15 August – 2 September I am seeking your feedback on the overall proposal for our organisation. I am not consulting with you on potential impacts on your jobs.

If there are any changes to your roles, as a part of this process, they will be addressed in the next steps, as we develop specific plans for transitioning the organisation, function by function, to the new structure. We will separately consult those who are affected by each step as we go. I will continue to share information about this mahi as it progresses.

The Council of Te Pūkenga and I am steadfastly committed to the vision set out in the Reform of Vocational Education (RoVE) to deliver a unified, sustainable public network of regionally accessible vocational education and training.

The mahi ahead lies in three groups:

- Bringing our Network together.
- Delivering on our commitments.
- Responding to our world.

This document lays out the work ahead. I will share more with you in the engagement hui over the next three weeks. For simplicity, I am calling these hui – Te hāro – and the engagement – Tā tātou huarahi | Our pathway.

Bringing our Network together

We are creating a new organisation that delivers a national network of provision that is regionally responsive, meets the needs of ākonga (learners) and employers and achieves equity for traditionally underserved ākonga, especially Māori, Pacific and disabled learners. Our job is



to integrate on-the-job, on campus and online learning so that learners are inspired and equipped for success.

We need to bring our organisation together, and combine the best of our predecessor organisations, in order to deliver to the RoVE vision. At the same time, we must continue to meet our existing commitments to our ākonga, to hapū and iwi, to employers, industry and unions, and to our wider communities.

Delivering for ākonga, and their whānau, kaimahi, Te Tiriti o Waitangi partners, business, industry and unions

We are organising ourselves around ākonga, with their whānau, kaimahi, Tiriti partners, employers, industry and unions.

The focus of this mahi is around accountability and getting our mix of provision right so that we can attract and support key partners and stakeholders.

Responding to our changing world

Aotearoa New Zealand is changing, as are the aspirations of our key partners and stakeholders. We must move with our world, commit to our vision and learn with purpose.

Tā tātou huarahi | Our Pathway is practical and pragmatic. This phase is about getting organised to meet the lofty and day-to-day challenges Aotearoa faces. Each wero requires care and professionalism, from how we deliver training, to how we influence our world, and talk to each other, each action is a part of creating Te Pūkenga.

This is the base, from where we grow and flourish.
We are Te Pūkenga.

I am pleased to share this engagement document with you and look forward to your whakaaro on our organisational direction and design.

Ngā mihi nui

A handwritten signature in black ink, appearing to read 'P. Winder'. The signature is written in a cursive, flowing style.

Peter Winder
**Kaiwhakahaere Mātāmua | Acting Chief Executive
Te Pūkenga**

Te whakakotahi i tō tātou Kōtuinga | Bringing our Network together

Our Charter

We are bringing organisations together in order to deliver on our Charter, which sets out our part in RoVE:

- A national network of provision.
- Regionally and locally responsive.
- Operating in partnership with iwi, hapū, communities, employers, industry and unions.
- Strongly linked to Workforce Development Councils (WDCs) and Regional Skills Leadership Groups (RSLGs).
- Empowering ākongā and kaimahi.
- With equity at the heart of its operations.
- Providing up-to-date and future-focused education and learning.
- With nationally consistent programmes, allowing seamless movement across the Network, between work and study, and across all modes of learning.

The approach

Our Charter, and the ambitions it has for Te Pūkenga, has been our guide in developing the plans to create a unified organisation. We need the organisational structure to support us to deliver on our Charter (recognising that structure is only one component of an organisation). But we also need to recognise the constraints we face and the need to carefully manage our transition to the new structure. This is why the plan begins with a proposed executive structure which describes the leadership roles responsible for the organisation. From there, we can look at the other transitions and systems that we need to implement to set ourselves up for success.

The focus on risk comes from a deep understanding of what is at stake. Becoming the cornerstone of a cohesive, sustainable vocational education system will mean changes for all of us and we take that responsibility seriously. We have a duty to care for kaimahi throughout these changes and to deliver better outcomes for ākongā, with their whānau, Tiriti partners, employers and industry.

There is still a lot of work to be done to determine the sequence and details of these changes. As these plans are finalised, we will consult with all those who may be affected as each successive plan is rolled out.

Starting with structure

Beginning with a reorganisation of the executive structure means there will be no change for Network kaimahi and you can remain focused on your day-to-day responsibilities with little disruption. There will be no immediate changes to your routine mahi or work with ākongā, Tiriti partners, employers and other key stakeholders.

Following confirmation of our executive structure, work will begin to transition the new structure. This will happen in a series of steps. Each step will involve either specific functions, or tiers of management and reporting lines. We will take a considered approach governed by risk management principles.

There are parts of our operation we can be more effective doing things once rather than multiple times in multiple places. Reducing duplication and overlaps will reduce the number of roles that we have within the Network. We intend to manage potential redundancies primarily through attrition and change over time as we work through the process.

Growing our whānau

We need to bring everyone into the whānau so that we can become a unified applied and vocational education and training provider. As described in the Education and Training Act 2020, Institutes of Technology and Polytechnics (ITPs) subsidiary entities will transition into Te Pūkenga by the end of December this year at the latest.

We welcomed Toi Ohomai Institute of Technology and Waikato Institute of Technology (Wintec) directly into the whānau of Te Pūkenga at the beginning of June. This has helped us to refine the transition process for the remaining 14 ITP subsidiaries who we plan to welcome into the whānau over the next three months.

This work will not change how your teams are organised. Instead, it is about weaving together our Network to form a new entity. Each ITP will move into Te Pūkenga in the same way as Toi Ohomai and Wintec. All existing kaimahi will be offered the same role that they currently have, with Te Pūkenga as their employer.

This means there will be no change to roles, remuneration, day-to-day responsibilities, service leave entitlements, or the terms and conditions of people's employment agreements as part of these transitions. As we work through the details of these transitions with leaders from each subsidiary, we will share more information with you.

Te Pūkenga Work Based Learning (WBL) and Transitional Industry Training Organisations (TITOs) are also working together to welcome Careerforce, HITO, Primary ITO and parts of Skills into their whānau before fully transitioning into Te Pūkenga. It is exciting to welcome more kaimahi, ākonga with their whānau, employers and industry into our organisation and we look forward to making more announcements about this mahi.

The timetable that we are working on to bring all of the ITPs and their kaimahi and ākonga into the whānau is 31 August for Whitireia and WelTec. While all remaining ITPs will transition across in two further groups at the end of September and the end of October. More information on this will be released shortly.

Employment arrangements

Our establishment legislation brings together people in comparable roles with different conditions of employment. We would like to bring together more uniform terms and conditions, including ensuring we reflect our commitment to fair pay and equity. We recognise this may take some time. As shared by you and our union partners, workload, productivity and flexibility are key matters to address.

Our People, Culture and Wellbeing team has spent time with you in your workplaces to discuss the work on our People, Culture and Wellbeing Strategy which will be part of our foundation and commitment to treat you with equity and respect as we build Te Pūkenga.

Transitioning to a nationally-led, regionally and locally-delivered model

Our future way of working will use the collective knowledge and experience of the Network to deliver high-quality learning across the country, reflecting the needs of our communities at a local level.

Our transition will not be a 'big bang' approach where everything changes at once. We will realign management structures to the national/regional model in the short term, then integrate functions and activities progressively when the fundamentals are in place and it makes sense to do so.

We are building our proposed structure out of the strengths of TITOs and ITPs to create a new type of vocational and applied education provider.

We are not building a mega-polytech. Neither are we turning polytechnics into industry training organisations. Our challenge is to build something different reflecting the best of both our polytechnics and our work-based learning providers.

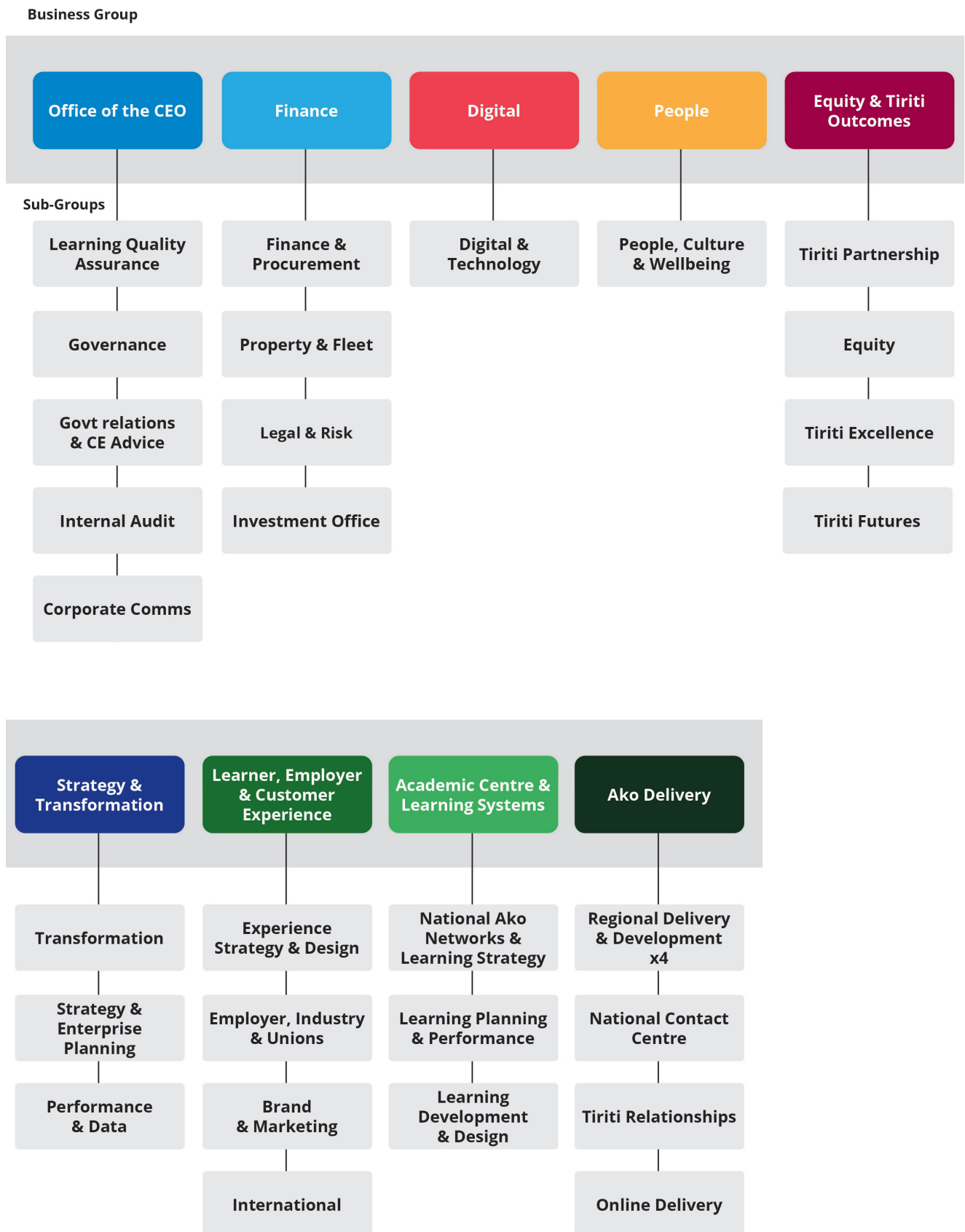
The overwhelming majority of kaimahi will continue to be focused on delivery which includes learning delivery, the provision of wraparound services for learners, and engagement within the community.

Delivery will be built around regional operating structures that report to regional leaders.

National operating structures will be responsible for direction setting and enabling functions, with strong links into the regions. This includes learning systems and strategies, design and development activities, attraction and national relationship management, as well organisational support and enablers.

These functions will connect with local kaimahi and insights to set expectations, and ensure consistency across the sector.

Our proposed business group structure



Our proposed structure establishes the Business Groups of Te Pūkenga that will give effect to our Charter. The leaders of these Business Groups will be accountable for delivering on our priorities and meeting the vocational and applied learning needs of our regions, ākonga with their whānau, kaimahi, communities, Tiriti partners, employers and industries.

As we move from competing organisations to a unified entity with the scale to achieve transformative change, we will see our proposed structure align directly with the Reform of Vocational Education (RoVE). RoVE commits us to creating a unified, sustainable public network of regionally accessible vocational education and training.

Getting the right leadership structure in place is our necessary first step. This next section sets out each Business Group – including sub-groups – and their responsibilities.



Office of the Chief Executive Officer

Supports and advises the Chief Executive Officer, coordinates the governance system and ensures academic quality expectations for Te Pūkenga. It also leads communications and media management. The sub-groups of the Office of the Chief Executive Officer are:

Learning Quality Assurance

Designs and implements a systematic approach to define academic quality excellence, providing assurance over learning delivery activities against defined quality standards.

Internal Audit

Provides independent and objective assurance that functions within Te Pūkenga are operating in accordance with the organisational policies and expectations.

Governance

Coordinates Te Pūkenga system of governance (internal and external).

Government Relations and Chief Executive Advice

Navigates political processes, develops policy advice, measures and influences external perceptions of Te Pūkenga. Provides support to the Chief Executive, processes official correspondence and manages Te Pūkenga-related enquiries including Official Information Act (OIA) requests.

Corporate Communications

Develops and rolls out communication frameworks to support leaders to communicate with kaimahi, ākonga, Tiriti partners, employers and other stakeholders. Support effective internal communications and manages all corporate engagement with the media.

Finance

Finance and Procurement

Provides strategic financial advice, contribution margin targets, allocates budgets, management and financial accounting, treasury and capital management, accounts payable/receivable, and organisational procurement function.

Legal and Risk

Provides legal advice and supports informed risk management decisions.

Property and Fleet

Property and asset management, planning, acquisitions, disposals, leasing and fit-outs, facilities management, and setting the technical standards and policies for buildings. Vehicle fleet procurement, management, maintenance and disposals.

Investment Office

Manages strategic and capital spending across Te Pūkenga.

Digital

Develops and implements the digital ecosystem that supports learners, employers and kaimahi. Manages ICT governance including policy and process development, risk, information and ICT programme management. Sets the framework for the core design, build/procurement and ongoing management and upgrade of platforms that Digital is accountable for.

People

Industrial relations, workforce planning, people management support including recruitment and onboarding, talent and performance management, and offboarding. Facilitates learning and development opportunities for kaimahi with a focus on cultural competency. Leads the health and safety management and advisory function.

Equity and Tiriti Outcomes

Provides specialist equity, Māori, Te Tiriti o Waitangi and Māori educational expertise, and sets the direction and guides continuous improvement in equity and Tiriti excellence across Te Pūkenga.

Tiriti Partnership

Supports Council to engage in meaningful governance-to-governance partnership with iwi and hapū. Development of the delivery of Tiriti partnership work programme covering a broad range of strategic issues and opportunities, as well as providing input to wider strategy and programmes.

Equity

Designs and implements system-level equity approaches and measures that support those who have been traditionally underserved and in particular Māori, Pacific and disabled learners and works with the rest of the organisation to ensure the effective implementation of these approaches.

Tiriti Excellence

Captures insights, guides planning and direction, performs reporting on how Te Pūkenga self-reflects on its partnership with Māori to deliver success for Māori, as Māori. Works with all parts of Te Pūkenga to improve Tiriti-honouring practice across the institution.

Tiriti Futures

Design and implement with Māori new and innovative ways for Māori learners and communities to engage and succeed in vocational education.

Strategy and Transformation

Defines and oversees the strategic direction of Te Pūkenga, measures performance against agreed strategic priorities and outcomes. Oversees the ongoing Te Pūkenga transformation programme.

Strategy and Enterprise Planning

Integrates and oversees the strategic direction of Te Pūkenga to ensure alignment with our Charter and the intent of RoVE, including a particular focus on equity. Sponsors and drives national innovation in new services and markets.

Transformation

Leads the overarching transformation programme, the ongoing implementation of the Operating Model, and other key change programmes.

Performance and Data

Monitors and manages organisational performance including monitoring against Business Group frameworks. Provides centralised data and analytic functions.

Learner, Employer and Customer Experience

Leads the design of the employer and learner journey and experience, builds and maintains national relationships with industries and employers, and oversees international learner attraction, recruitment and experience.

Experience Strategy and Design

Sets the strategic direction for the employer and learner pathways and experience. Analyses, designs, and develops culturally appropriate and disability-inclusive wellbeing strategies and services to improve equity. Works with Ako Delivery Networks to ensure implementation and local adaptation of national strategies.

Employer, Industry and Unions

Builds and maintains relationships with unions, industry and employers at the national level. Attraction of new employers and development of commercial and commercialisation opportunities. Works with regions to ensure national employer requirements are met across the country.

International

Identifies opportunities and develops strategies for international learner attraction, recruitment and experience. Manages international student recruitment. Works with regions to ensure international ākonga success.

Brand and Marketing

Manages brand strategy and marketing, including working with regions, to promote Te Pūkenga to employers and learners across the country and supports international marketing.

Academic Centre and Learning Systems

Champions academic and pedagogical excellence across Ako Delivery Networks and programmes. Sets the direction for Ako Delivery Networks and develops learning strategies and network planning. Develops content, delivery and assessment models, and monitors and manages the performance of the Network.

National Ako Networks and Learning Strategy

Acts as the primary contact with Workforce Development Councils. Creates and maintains strategies, approaches and models that guide the Ako Delivery Networks. Shapes the direction of, and drives national consistency of, learning across Ako Delivery Network teams (across regions). The Ako leaders will provide the key interface on qualifications and programmes with Workforce Development Councils.

Learning Planning and Performance

Leads the learning delivery investment planning and mix of provision, working in particular with Ako Delivery and Learner, Employer and Customer Experience. Monitors portfolio and product performance. Sets direction for rangahau and research and supports applied research.

Learning Development and Design

Provides a structured approach to academic product development and practices. Provides tools, services and approaches to support the delivery of learning experiences. Provides a nationwide approach to centralised assessment services, approach and processes to manage Recognition of Prior Learning.

Ako Delivery

This group oversees local and regional operations management and service delivery including learning delivery, learner support services, learner recruitment, infrastructure and regional financial and non-financial performance against national and regional strategies. Holds key relationships with Tiriti Partnership with iwi and hapū, and Regional Skills Leadership Groups.

Regional Delivery and Development

Manages or delivers functions at a regional and local level, including Tiriti relationships, Learning Delivery (organised by Ako Networks), campus and facilities management, regional development and learner services. Ensures national equity strategies are implemented regionally and locally, in particular for Māori, Pacific and disabled learners. The regions will be the primary interface with Regional Skills Leadership Groups.

Online Delivery

The current functions of the major ITP online learning platforms located in the Network (OPNZ, eCampus and SIT2Learn).

National Contact Centre

Provides a 'one-stop shop' for enquiries and support, referring ākongā and other customers on to appropriate parts of the organisation.

Regional Iwi and Hapū Partnerships (embedded within Delivery)

Maintaining and building effective Tiriti partnerships at operational level with iwi and hapū.

Regional divisions

Section 319 of the Education and Training Act 2020 states that Te Pūkenga must establish regional divisions, highlighting the importance of regional responsiveness.

Our proposed structure includes four regional divisions based on the Regional Skills Leadership Groups (RSLGs) in consideration of where we learn, work and connect with our partners. The four regions provide the basis in which we organise Ako Delivery Networks within our organisation. The four proposed divisions are:

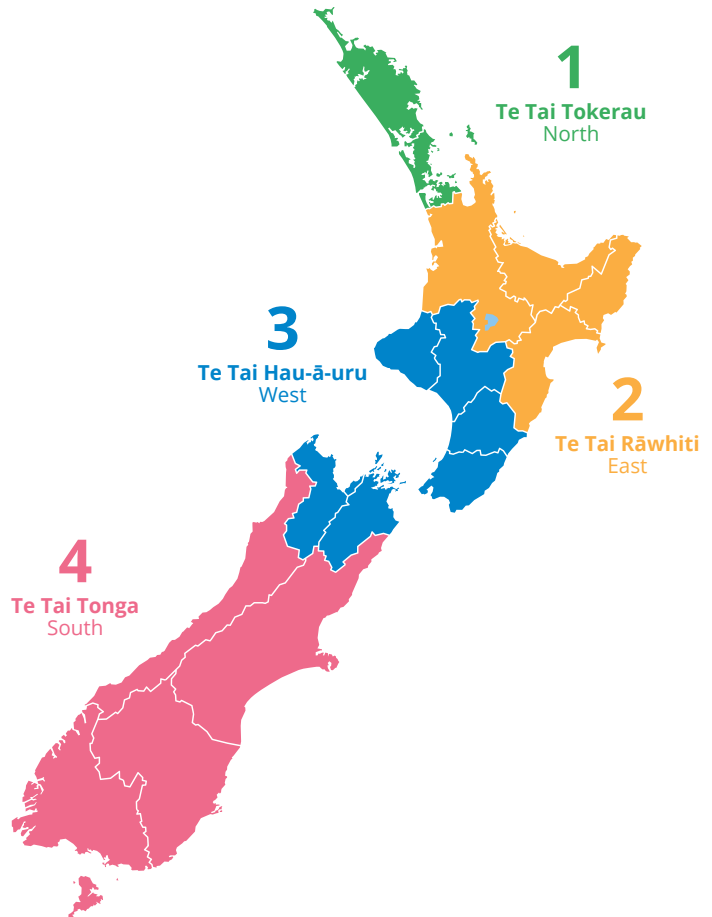
- **Te Tai Tokerau | North**
Northland, Auckland
- **Te Tai Rāwhiti | East**
Waikato, Bay of Plenty, Gisborne, Hawke's Bay
- **Te Tai Hau-ā-uru | West**
Taranaki, Manawatū, Whanganui, Wellington, Marlborough, Nelson/Tasman
- **Te Tai Tonga | South**
West Coast, Canterbury, Otago, Southland

You can see the regional responsibilities of our proposed organisational design within the Ako Delivery Business Group. The executive level roles are accountable to the four regions and are empowered to champion a regional voice.

Te Pūkenga regions will:

- ensure clear joined-up accountability for delivery of learning, training, campus and facilities management and learner services in a geographic area
- provide regional leadership with sufficient authority to give effect to Tiriti partnership and Te Tiriti o Waitangi- to hold key relationships and nurture meaningful engagement with hapū and iwi within those regions
- connect directly with the RSLGs and ensure this is an input into regional decision making
- build and maintain local employer relationships
- drive regional development
- support the flow of strategic direction setting and product development from the national office through a regionalised delivery approach
- have the ability to adapt delivery approaches to better reflect the demographics of the region and to target underserved learner populations more effectively.

Te Pūkenga acknowledges that RSLG boundaries and the proposed Te Pūkenga regions (and the boundaries) above do not exactly match the takiwā or rohe of iwi and hapū. Where possible, we have attempted to maintain general tribal whakapapa connections with the four regions.



Irrespective of Te Pūkenga regional delivery arrangements, iwi and hapū will have one influence point within a region that can also influence across regions and nationally. Te Pūkenga acknowledges that for a few iwi, their takiwā or rohe lies within two different Te Pūkenga regions.

For example, we acknowledge that:

- some Tainui waka iwi also have settlement whenua interests within Tāmaki Makaurau
- Ngāti Maniapoto is located across region 2 as well as region 3
- Ngāti Kahungunu have taiwhenua groups that are located within region 2 and region 3.

We will work directly with affected iwi and hapū to determine the most effective Tiriti relationship arrangement for them.

Īngoa Māori for regional divisions as they currently sit are not confirmed. We will be working alongside Te Tira Manukura representatives and their mana whenua partners (Te Manu Tīoro Tīonga engagements) to inform the confirmation of Māori names for Te Pūkenga regional divisions.

Ako Delivery Networks

Proposed learning delivery teams based in the regions will be organised by seven Ako Delivery Networks, providing a structure for multi-modal learning delivery that drives regional responsiveness and national consistency.

Ako Delivery Networks are collaborative networks of practice who come together to use their knowledge, skills and competencies to support the delivery of vocational and on-the-job education including degree and postgraduate programmes. They support ākonga, with their whānau, to build knowledge and skills that enable them to be successful.

The proposed Ako Delivery Networks will align to specific industries, vocational pathways and Workforce Development Councils (WDCs) to deliver teaching and learning across the country, including the application of work-based skills for a specific group of qualifications or credentials.

The proposed Ako Delivery Networks are:

- Manufacturing, Engineering and Logistics
- People, Food and Fibre
- Services
- Creative, Cultural, Recreation and Technology
- Community, Health, Education and Social Services
- Construction and Infrastructure
- Mātauranga Māori.

Ako Delivery kaimahi will report through to regional Executive Directors, with a dotted line to a national Ako Lead for their Ako Delivery Network. The Ako Lead for each Ako Delivery Network will provide leadership for an agreed set of qualifications and programmes.

They will be responsible for:

- subject matter ownership
- academic governance (QA and CQI) via committee structure
- developing more efficient and collaborative national delivery models
- national coordination of workforce
- kaimahi capability development
- Rangahau and Research Strategy
- WDC and national professional relationships.

Regional Leadership

Regional co-leadership reflects one way in which we propose to operationalise the partnership between Māori and the Crown at management levels within Te Pūkenga. A Tiriti-based leadership approach is a visible expression of the commitment of Te Pūkenga to build a Tiriti-honouring organisation.

Each region will be led by two Executive Directors. This is the most senior decision-making authority in the regions and, therefore, the natural 'home' for the way in which we operationalise Tiriti partnerships with iwi and hapū at place and within their rohe/takiwā.

We intend for this leadership model to deliver demonstrable Tiriti partnerships as well as equity and inclusion for Māori in region and locally, and it aligns with our īngoa (name) Te Pūkenga, our uara (values) and legislative obligations to Te Tiriti o Waitangi.

The partnership requires both leaders to be Tiriti and Equity proficient and to demonstrate commitment to better outcomes for all learners, with a particular emphasis on ensuring Māori learners receive the support they need to achieve their potential as a right.

Accountabilities are organised according to the complementary strengths of each director. Together, both leaders will be jointly accountable and empowered in terms of delegations and authorities, for learning delivery and outcomes for their region including:

- line management of Ako Delivery kaimahi
- giving effect to Te Tiriti o Waitangi and our Charter obligations at management, operational and delivery levels in region, including Tiriti relationships with iwi and hapū in region
- managing relationships with:
 - RSLGs
 - local employers
- developing more efficient and collaborative delivery models within the region
- integrated delivery to employers and learners
- regional implementation of national strategies.

Equity and inclusion

Identifying, interrogating and addressing equity is a key accountability for the entire organisation and not a sole responsibility of any one Business Group. It must be woven through everything we do.

An Equity and Tiriti Outcomes Business Group will bring together specialist equity, Tiriti and Māori educational expertise to lead and direct Te Pūkenga responses to, and investment in, the vocational education needs and aspirations of those traditionally underserved by the education sector – Māori, Pacific and disabled learners, their whānau, hapū and iwi, communities and employers.

This Business Group will determine the equity priorities of Te Pūkenga and take a learner-centred, Tiriti-honouring approach for strategies that intentionally design equity into Te Pūkenga systems and experience. It will be primarily focused on designing structures, systems and policies that are decolonising, anti-discriminatory, anti-racist and anti-sexist to drive equity and inclusion for all ākonga and kaimahi at Te Pūkenga.

Initiatives and strategies will be supported that dismantle racial barriers and support socialisation and education across the sector, influencing the change of hearts and minds needed for all Te Pūkenga ākonga with their whānau to be successful.

Dedicated success and experience approaches will be developed and directed to lift achievement and deliver equity, inclusion and success for learners who have been traditionally underserved by tertiary education – Māori, Pacific and disabled learners.

Equity and Tiriti Outcomes will provide a platform for Māori partnership to accelerate Māori-led innovation and indigenous co-design in vocational education and ensures Te Pūkenga meaningfully engages Māori (tangata whenua) interests and decision-making across Te Pūkenga.

Tiriti-based regional co-leadership reflects the primary partnership under Te Tiriti o Waitangi between Māori and the Crown. The partnership requires both leaders to be Tiriti o Waitangi allies and to demonstrate commitment to better outcomes for all learners, with a particular emphasis on ensuring Māori learners receive the support they need to achieve their potential as a right.

Our Learner, Employer and Customer Experience Business Group will design and develop culturally appropriate and disability-inclusive wellbeing strategies and services.

How we empower our disabled learners will be informed by 'Te Rito – Insights from Disabled Learners', which identified eight key barriers to academic achievement for disabled ākonga, and guided by our Strategic Disability Action Plan, which provides tangible steps we must take as a Network to address these issues over the next three to five years.

A Pacific Strategy will weave together 'Te Rito – Insights from Pacific Learners' and the voices, expertise and experience inform how we exponentially lift outcomes for the 23,000 Pacific learners who study with us.

Future service design will ensure the full range of learner services move to a more holistic approach.

Finances

We must live within our means. We need to respond to the new funding settings in the Unified Funding System (UFS) and remember that the funding we receive is dependent on our ability to enrol ākonga and engage employers.

Careful financial stewardship will not pull focus from our commitment to establish Te Pūkenga, rather it allows us to prioritise and build a financially sustainable organisation.

Our financial position is difficult but not unmanageable. We can balance our books if we review the costs we currently have and plan for a unified future.

Within the Network, we will take a more nuanced approach and have a realistic discussion with subsidiary leaders about how we find savings that will have the least impact on jobs. That will mean treating vacancies differently and balancing that with workload pressures. We need to live within our means and care for our people.

We also need to look at our programmes. We are delivering some programmes that are financially marginal, and the UFS will make some of them even less so. We will need to carefully review our mix of provision to achieve financial sustainability and meet our Charter obligations for access and equity.

The specifics of these changes will need more planning, and connection with leaders in the Network. We will continue to share our plans as they are developed.

Building our reputation

Work is underway on our brand transition strategy, which will see us transition towards a unified brand through 2023 and beyond.

This mahi commenced with a concerted period of co-branding, right across the Network, at the beginning of 2022. This is a 'this goes with that' exercise – introducing Te Pūkenga alongside the trusted brands and collective strength of our Network. It is a cost effective, low-risk approach to build familiarity with Te Pūkenga, alongside the organisations in our Network. The remaining TITOs will co-brand over the remainder of 2022 once they have transitioned into Te Pūkenga Work Based Learning.

The next stage of our transition commences with our work to introduce Te Pūkenga on the national stage in September this year. There are three key phases to this work:

1. Recruitment: Driving enrolments and sign-ups for 2023

This is a coordinated approach across the Network where ownership for driving enrolments and sign-ups continues to sit with subsidiaries and business divisions although things will look and feel a lot more like Te Pūkenga.

2. Explanation: Explaining the changes and promoting the benefits

This phase is about explaining the changes that are taking place (for example, Otago Polytechnic is becoming a part of Te Pūkenga) and the benefits of establishing of Te Pūkenga to learners, employers and industries.

3. Brand: Building an emotional connection with Te Pūkenga

This will help to provide a platform for effective learner recruitment across the Network.

Though 2023, and beyond we will work towards a unified, Te Pūkenga brand.

Te whakatutuki i ō tātou herenga | Delivering on our commitments

The proposed executive structure orientates Te Pūkenga towards delivery for ākonga, with their whānau, kaimahi, Tiriti partners, employers, industry and unions. Our leadership will be responsible for listening to, learning with and being responsive to these groups and ensuring our size and scale is used to deliver success for all.

Kaimahi across the motu do this mahi within their organisation every day. The proposed structure introduces the ability to connect across the motu, share best practice and lift capability and accountability.

We have the building blocks in place to deliver for our key partners and stakeholders. This groundwork has been undertaken with care and in close alignment with our Charter. You can read about them on our website: tepukenga.ac.nz/about-us/policies.

Delivering for ākonga and their whānau

Delivering for ākonga is nothing new to Te Pūkenga or for our Network.

Within Te Pūkenga we have worked with ākonga, their whānau and the Network to gain a deep understanding of learners and their needs, and have embedded the learner voice into our governance system through the Interim Learner Advisory Committee (ILAC). We are proposing a leadership structure that will be responsible for delivering for current and prospective ākonga.

The roles within the proposed structure will also be responsible for shifting current practices in order to deliver a mix of provision that enables learners to move seamlessly between on-the-job, on campus and online modes of learning. This is an area that needs input from across the Network to ensure we make the right changes. We will be talking to many of you about this mahi in the coming weeks and months.

Each Business Group supports ākonga success with their whānau. From being open, transparent and accountable through the functions held by the Office of the Chief Executive Officer and the Strategy and Transformation Business Groups to the provision of vocational and applied education by the Ako Delivery Network, the proposed structure requires connected mahi that delivers for ākonga success.

Our job is to use our experience and expertise to share and bring national scale to best practice across the motu so that we can better deliver for ākonga and their whānau.

Operationalising Tiriti partnership

To be truly successful, we must partner meaningfully with iwi, hapū and Tiriti partners.

To give life to the individual mana-to-mana relationships between council and iwi leaders at the operational level, regional co-leadership roles will work hand-in-hand with iwi and hapū in the rohe and across the motu. This mahi includes iwi engagement, and extends to the success of ākongā Māori with their whānau.

Hardwiring co-leadership at the regional level into our proposed structure, and ensuring executive level accountability for Equity and Tiriti Outcomes, provides leadership to ensure applied and vocational education and training delivers for ākongā Māori and Tiriti partners.

We also need to continue to learn and apply the lessons learned. At an individual level, this will mean many things. At a national organisational level, this is about normalising Māori ways of being, nurturing mātauranga Māori and enabling success of uri Māori at Te Pūkenga. It will also require us to learn how to be an effective Tiriti partner.

Delivering for employers, industry and unions

With more than half of our learners in work-based learning, employers, industry and unions are pivotal partners in the success of our vocational education system. Strong, collaborative relationships with employers, industry and unions are key to equipping learners with the skills needed to respond to workforce challenges.

We need a nimble system integrated across all modes of delivery that gives more emphasis on upskilling while at work and addressing real-life industry problems in our academic curriculum. We need to be better able to listen and innovate within a nationally connected organisation.

The proposed leadership structure ensures responsibility and accountability in meeting this vision.

The Learner, Employer and Customer Experience Business Group will set the direction for employer and learner pathways and experience, build and maintain relationships with industries, employers and unions, and oversee international learner attraction, recruitment and experience.

Within this group, a dedicated Employer, Industry and Unions sub-group will ensure that these voices inform the design and delivery of services to address the immediate and future workforce training and development needs.

Employers, industry and unions will be true partners in delivering a quality learning experience that is valued by all.

Delivering for kaimahi

Confirming our leadership structure is an important milestone in developing and delivering the experience we want for kaimahi. Introducing the role of Chief People Officer to the executive level structure is one way of showing the importance of our kaimahi and this work. The Chief People Officer holds specific responsibilities relating to workforce management, learning and delivery, and health and safety.

Closely connected to these responsibilities is our culture and experience. We will be welcoming many of you directly into the whānau over the coming months so we want to share the experience you can expect at Te Pūkenga.

This is one where:

- you feel Te Pūkenga is a great place to work, and you know that our commitment to learners and equity is mirrored by our commitment to kaimahi and equity within our workplace
- you are confident that you contribute to meaningful improvements in the lives of ākonga and their whānau, no matter your role
- you feel supported by, and connected to, your Ako Delivery Networks and have influence to continually improve the Network
- you feel confident that our Network is sustainable and has good financial plans in place
- kaimahi who connect with ākonga can focus on delivery, knowing they are supported by nationwide modern, efficient, effective and enabling functions.

To support kaimahi to be effective in all you do we need:

- a national finance capability in order to address the financial challenges that we are in and ensure we are sustainable for the future
- a national digital capability that is flexible, adaptable and scalable, and supported by a technically-confident workforce
- property that is structurally sound, well utilised and fit-for-purpose to meet the needs of every person that visits us.

Work is underway on these points and updates will be shared as the mahi progresses.

Te urupare ki te ao hurihuri | Responding to our changing world

Bringing the Network together into a cohesive, sustainable vocational education system that helps improve wellbeing for all New Zealanders and supports a growing economy that works for everyone takes a lot of mahi.

We can support more underserved ākonga, innovate to offer seamless integrated training, and grow workplace training. Finding the best way to do this meaningful work is exciting. Through the Reform of Vocational Education, we have the opportunity and challenge to genuinely forge an entirely new way of delivering vocational education across the motu.

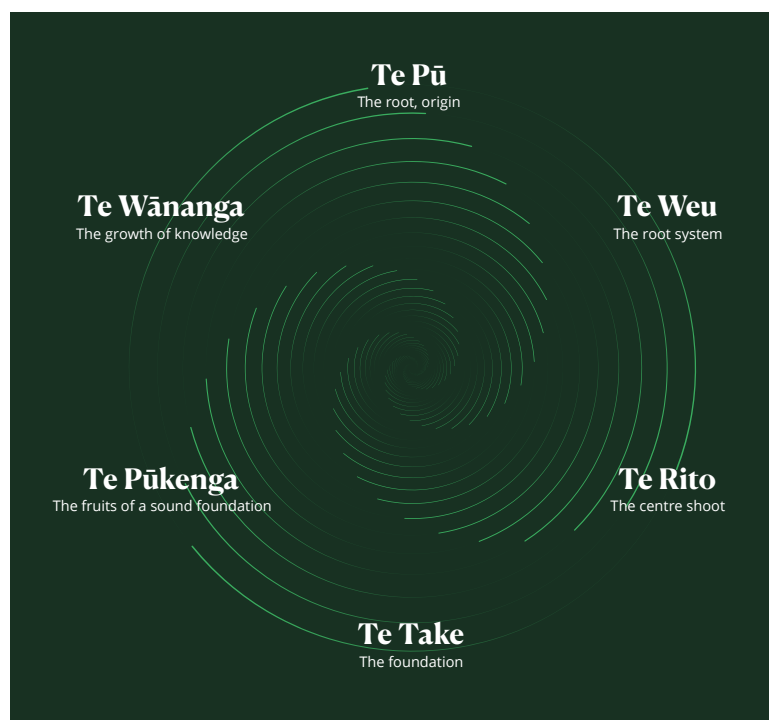
Our change management system is based in te ao Māori and symbolises the growth of a harakeke plant. Called Pā Harakeke, it follows the six different stages of growth – from Te Pū (the root, origin) through to Te Wānanga (the growth).

Our harakeke has been planted and now, as an organisation, we must put the foundations in place (Te Take) so our plant can flourish.

To carry us through these phases of change, we also need to create systems that support a National vocational and applied education provider.

We have a clear approach to change, and are building the systems needed to support us through our establishment. Our proposed leadership is charged with leading the next steps on our pathway towards establishment.

There is plenty of mahi ahead and we have the plans and expertise to deliver.



Te tuku whakaaro mai me te rarāngi wā | Feedback and proposed timeline

This document lays out our pathway ahead. We welcome your feedback and whakaaro on our next steps. These are the feedback channels:

- **Your Voice** – this where we are sharing information and where we welcome your views on this information: yourvoice.tepukenga.ac.nz
- **Te hāro** (Acting Chief Executive hui) – Peter will be visiting the subsidiary network for kanohi ki te kanohi (face-to-face) conversations during the engagement. You will receive invitations to these hui from your leaders.
- **Kaimahi-led** – you are welcome to come together to kōrero on Tā tātou huarahi | Our pathway. You can then decide whether to prepare a group submission or whether the discussion simply informs your own individual submission.
- **Email** – You can also email your whakaaro to: FeedbackOM@tepukenga.ac.nz

| | | |
|--------------------------|---------------------------------------|---|
| Engagement | 15 August – 2 September | Kaimahi share their whakaaro |
| Analysis | 5 – 19 September | Consider whakaaro from kaimahi, identify themes and makes final decision. |
| Share way forward | End of September, subject to feedback | Acting Chief Executive shares decision and next steps |

Te whai tautoko i te wā o te panonitanga | Support through change

As we continue through this period of change, your wellbeing is important to us.

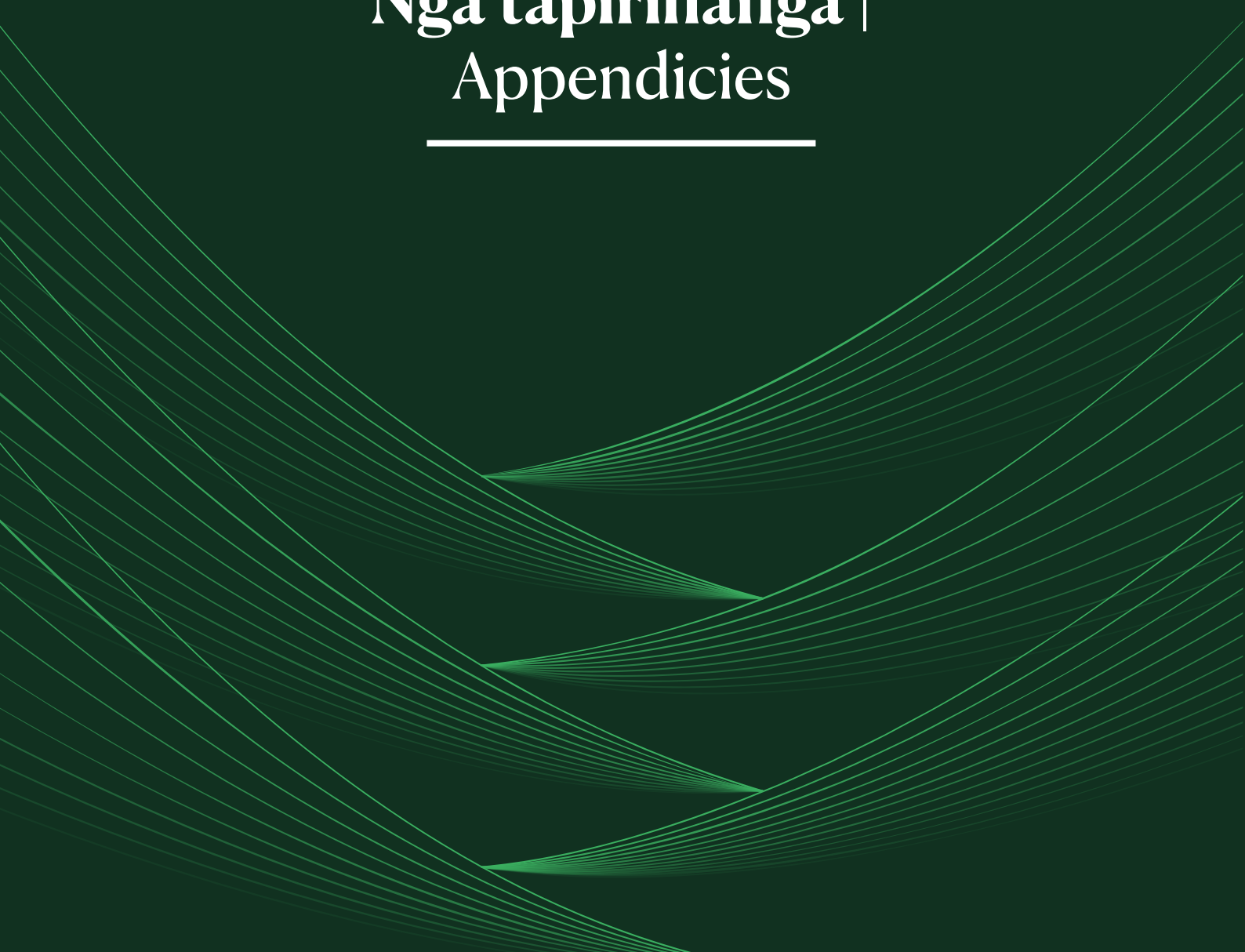
Your Employee Assistance Services or Vitae will continue to provide 24-hour support to you and your whānau. This support can be accessed as normal and remains a confidential service that can be contacted by eapservices.co.nz (0800 327 669) or for subsidiaries supported by Vitae: vitae.co.nz (0508 664 981).

Some organisations in our Network have an on-site support person available. Contact your local People and Culture team for advice on how to access this. We take our duty of care for all kaimahi seriously and recognise that this period of change is prolonged and can be an unsettling time for kaimahi and their whānau.

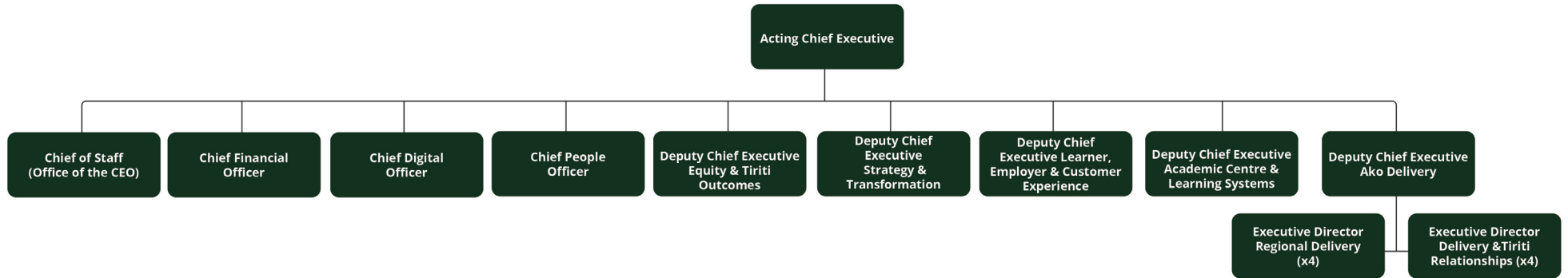
Unions will continue to provide support to members throughout our transition.

Kaimahi directly impacted by the proposed changes are being communicated with directly as part of a separate process.

Ngā tāpirihanga | Appendicies

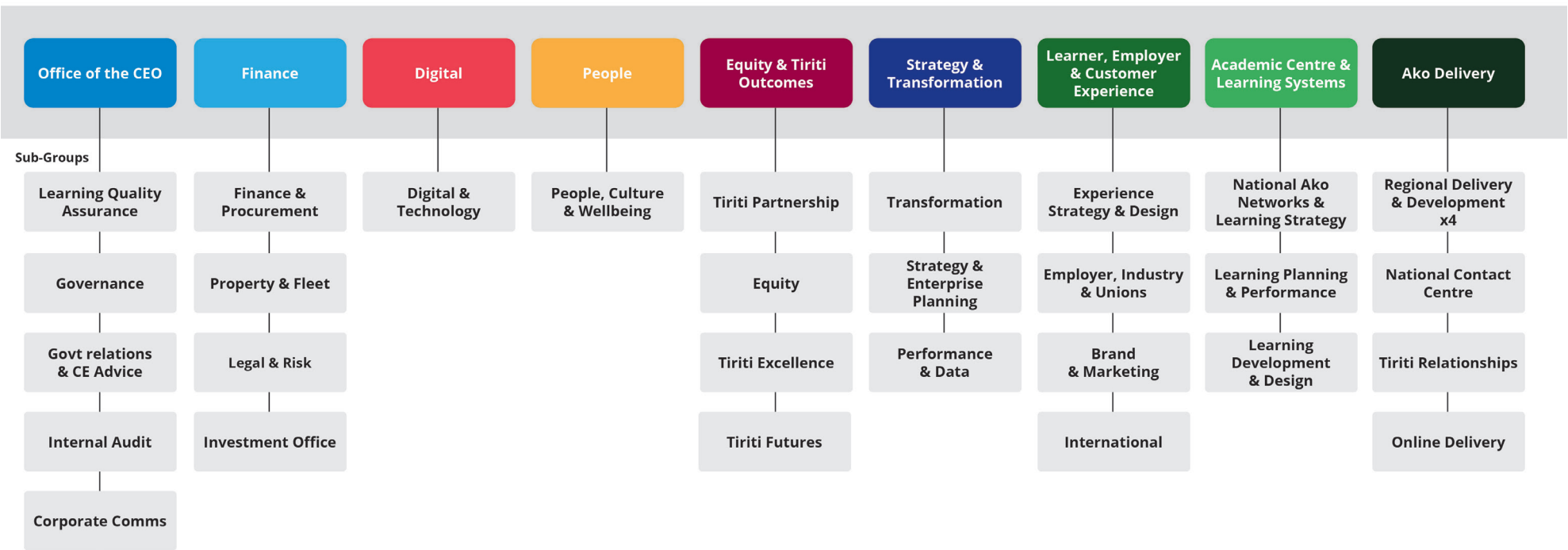


Tāpiritanga: Te hanganga e tapae ai | Appendix: Proposed structure (Tier 1-2.5)



Tā tātou huarahi | Our pathway

Business Group



Tāpiritanga: Tā tātou huarahi whakawhitinga | Appendix: Our transition approach

The process of bringing together the operations of 24 organisations was never going to be simple, and we are still developing the precise plan for this effort. In devising this plan, we are trying to strike a balance between:

- pace – we want any uncertainty from this to only be for the shortest possible time
- risk – we do not want to disrupt the services we provide to ākongā with their whānau and employers.

This has led us to the view that proceeding piece-by-piece, moving individual functions into the new organisational structure, is better than trying to move everything at once.

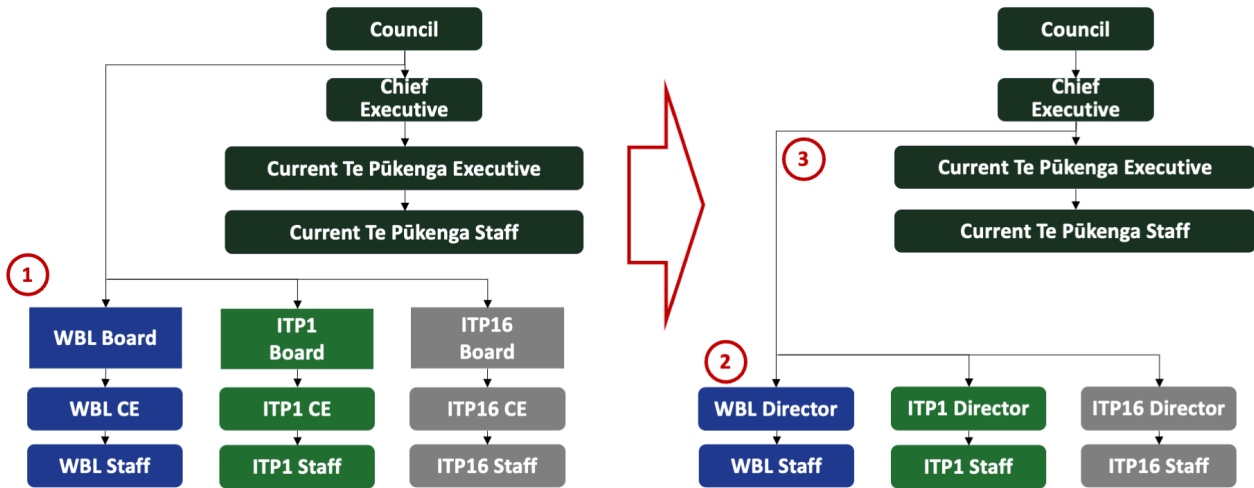
At this stage, we expect the process will have four major stages:

- 1. Dissolving the subsidiaries**, and moving their people and operations into Te Pūkenga.
- 2. Setting the foundation for the new organisation by describing the new organisational structure** (this document) and putting in place a new executive leadership structure.
- 3. Function by function, appointing managers and changing reporting lines**, so that business units and teams now report to the right place in the new organisation structure.
- 4. Integrating and transforming** those teams, and positioning them to deliver on the RoVE vision for Te Pūkenga.

For some functions, we expect that Steps 3 and 4 might happen simultaneously. For others, it will be sequential. We will also need to take account of the constraints of our existing suite of IT systems – it might not be possible to fully integrate teams until we have moved to a common system.

The process above is illustrated in the following diagrams.

Step 1: Subsidiary dissolution



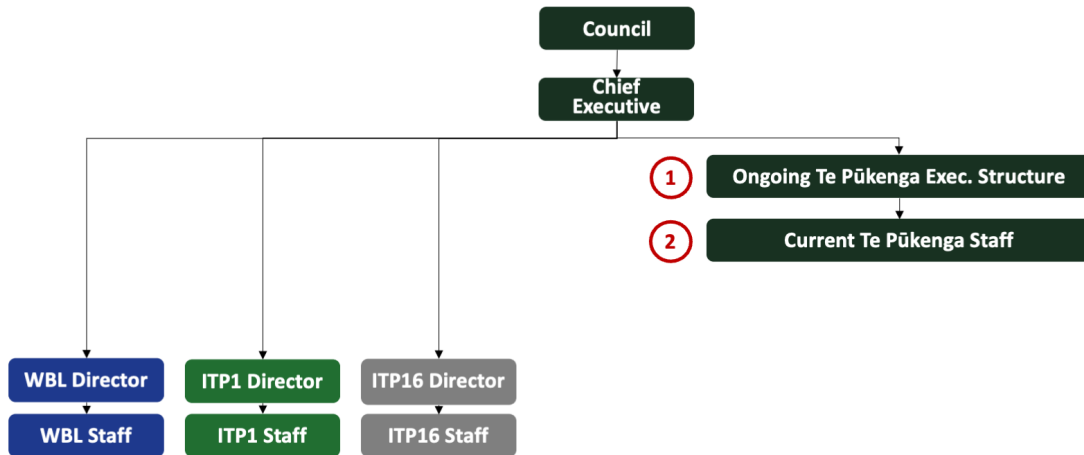
In this process, operations become a self-contained business unit of Te Pūkenga:

- 1 The companies are dissolved and their current Boards cease to exist. The companies become business units within Te Pūkenga.
- 2 The current subsidiary Chief Executive remains in place as a Director of that business unit.
- 3 The business unit Directors report to Te Pūkenga Chief Executive (or whichever person to whom he delegates this task).

All kaimahi are transferred into Te Pūkenga, in their current roles, on their current terms and conditions. This process is now well-practised after the move of Toi Ohomai and Wintec into Te Pūkenga at the beginning of June this year. We expect all ITP subsidiaries to have made this move before Christmas 2022, and are working with WBL on the timing of its dissolution.

The advantages of this approach are that it removes the complication of the technical change of employer and puts all kaimahi, as employees of Te Pūkenga, on the same footing for the next steps.

Step 2: Set the foundations of the new organisation



The foundations of the new Te Pūkenga organisational structure are put in place:

- 1 Executive leadership team appointed in accordance with the proposed organisational structure set out in this document.
- 2 Existing National Office kaimahi reporting lines change as required to map into the new structure.

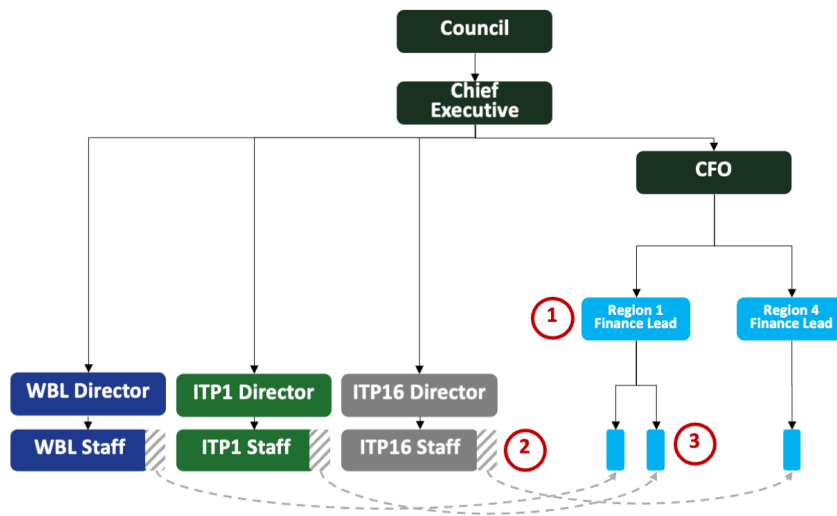
The subsidiaries continue to perform their roles and deliver their services during this phase.

Step 3: Appoint managers and change reporting lines

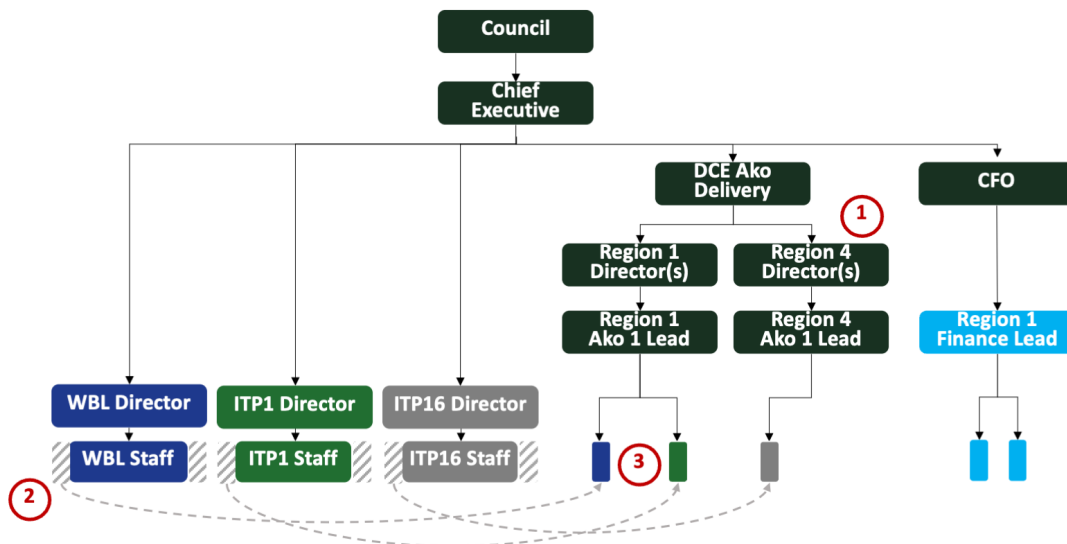
This diagrams below use simple, examples for the transitions. The diagram below uses Finance and we would expect all enabling functions to follow this approach.

The second diagram uses Ako Delivery Network Business Groups to illustrate how this might happen for delivery kaimahi.

Finance



Ako Delivery Network



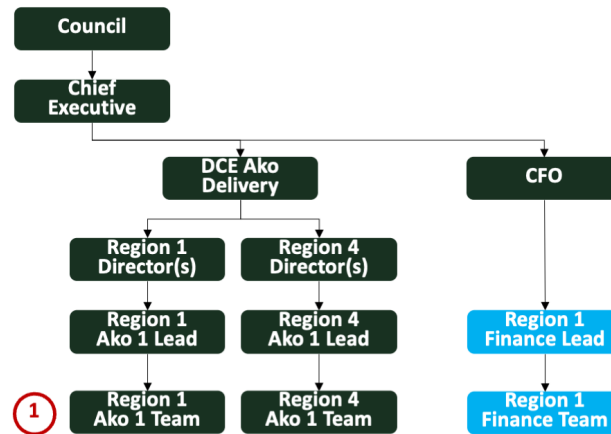
- 1 Centralised enabling: Regional Leads will be appointed within each enabling Business Group, reporting directly to the DCE.

Ako Delivery Network: Directors are appointed for each region, and within each region leads will be appointed for each Ako Delivery Network and Delivery function.

We plan to run competitive appointment processes for these positions but expect a large proportion to be appointed from within the Network.
- 2 Kaimahi who will map to that Ako Delivery Network are identified in each subsidiary.
- 3 Those kaimahi, in their existing teams where possible, have their reporting lines transferred into the new management structure. We will take a pragmatic approach to these transfers, which might result in a small number of exceptions to the general organisation structure, where it is not possible to move fully to the proposed model.

This process will be undertaken function by function across the entire Network. When residual WBL and ITP organisations cease to be coherent business units requiring their own management we expect to do the remaining transfers at once.

Step 4: Full integration



Continuing to use the simple example from the previous step:

- 1 Teams within regions become fully integrated, bringing the capabilities of ITOs and ITPs into a single team.

Where possible, we will do Steps 3 and 4 simultaneously so as to minimise the stages of change. We expect that this will involve some change so as to avoid duplication within and across regions or national functions but cannot, at this stage, specify what that would be. We intend to manage any such processes primarily through attrition and redeployment.

Kuputaka | Glossary

| Term | Definition |
|------------------------------|---|
| Ako | Ako is a Māori concept that refers to the reciprocal relationship between teaching and learning. It emphasises the idea that 'teachers' or 'educators' are also learners and can learn from their 'learners.' Ako is grounded in the principle of reciprocity and recognises that the learner and whānau cannot be separated. |
| Ako Delivery Networks | Formal networks of teams who come together to use their knowledge, skills and competencies to support the delivery of vocational and on-the-job education including degree and postgraduate programmes. |
| Business divisions | Business divisions are former ITOs or ITPs that have transitioned to Te Pūkenga. |
| Charter | Outlines our legislated obligations. The Charter is Schedule 13 of the Education and Training Act 2020. |
| CitizenLab | Online community engagement platform for local governments. We have branded the platform to be known as 'Your Voice'. |
| Co-leadership | Enables two people to lead in unique and constructive ways that leverage their respective strengths and surpasses what can be accomplished individually. |
| Consultation | To request and consider kaimahi views when making decisions around change proposals or transforming a work environment. |
| Council | Te Pūkenga is governed by a Council while our 15 subsidiaries are governed by Boards of Directors. Together, they must give effect to our Charter set out in the Education and Training Act 2020. |
| Disabled learner | A person who lives with any physical or mental condition that substantially affects their day-to-day life. This could include one or more issues that affect sleeping, hearing, walking, speaking, seeing, breathing, eating, learning, reading, thinking and taking care of oneself. |
| Enabling function | Sometimes called corporate services, these Business Groups provide professional services within the organisation. |
| Engagement | A broad and ongoing process of sharing information and involving interested parties in decision-making. |
| Equity | Recognises that people with different levels of advantage require different approaches and resources to get equitable outcomes. Te Pūkenga takes a Tiriti-based equity approach in partnership with Māori, to deliver empowerment, inclusion and success for all. |
| Governance | Processes used by an organisation to oversee, control and direct a project or activity. |
| Hapū | Sub-tribe, a section of a larger kinship group who share a common ancestor. |
| Horizons | A fixed point in time at which certain things will happen or come to pass. Te Pūkenga has three horizons: 1 January 2023, 2026 and 2027 to 2033. |
| Hui | Meeting. |
| Īngoa | Name. |
| Integrated learning | Multi-modal learning that can be done on-the-job, on campus and online. |

| Term | Definition |
|---|--|
| International learner | Someone who is studying in a country other than their own and will move to that country for that purpose. |
| ISSP | Information Strategic Systems Plan. |
| ITP – Institutes of Technology and Polytechnics | Institutes of Technology and Polytechnics are government owned and funded providers of education focused on preparing learners for joining the workforce. |
| Iwi | Tribe, a large kinship group who share a common ancestor. |
| Kaimahi | Staff. |
| Kōrero | To speak, discuss, converse. |
| Learner | All Te Pūkenga learners – including apprentices and trainees, campus-based, or online. Includes potential or future learners. |
| Mahi | The work we do. |
| Māori learner or ākonga Māori | Te Pūkenga learners who identify as Māori. |
| Milestone | A specific point within a project's life cycle used to measure the progress toward the objectives, for example, completion of a major deliverable, external review, project end date. |
| Network | ITP subsidiaries, WBL, TITOs, Te Pūkenga business divisions and National Office. |
| Objective | Statement to describe what the project wants to achieve by the end of the project in order to address the opportunity or problem. |
| On-the-job, on campus and online | Integration of multi-modal learning. The roles within the proposed structure will be responsible for shifting current practices in order to deliver a mix of provision that enables learners to move seamlessly between modes of learning. |
| Organisational design | How an organisation is set-up to deliver its strategic plan and achieve its goals. |
| Outcomes framework | Outlines the outcomes, indicators, and measures that support the vision and priorities of Te Pūkenga. |
| Pacific learner | Te Pūkenga learners who identify as Pacific. |
| Pasifika | The people, cultures, and language of Pacific groups. |
| Pathway | Our critical pathway signposts major milestones through the integration and changes that result in Te Pūkenga as a connected network. |
| Phase: Puawai Growth Monitor | This support activity provides simultaneous monitoring, reporting and assurance processes to all phases to ensure the necessary support to Te Rito – examples include status reports, forecasts, risk reports. |
| Phase: Te Pū The root, origin Concept | This phase is pre-project – it involves proposing that a new or enhanced business opportunity be considered as a formal project and for approval to start initiation activity. |

| Term | Definition |
|--|--|
| Phase: Te Pūkenga The fruits of a solid foundation Implement | The Implement phase supports the team to carry out the defined work required to achieve project objectives and deliverables. Progress and performance are carefully tracked in simultaneous monitoring, reporting and assurance processes. |
| Phase: Te Rito The Centre Shoot Plan | In the Plan phase, the team complete the required diligence to identify the project's roadmap, resourcing, schedule, work breakdown structure and develop other plans such as Communications Plan required to support integrated activities. |
| Phase: Te Take The foundation Design | In the Design phase, the team complete detailed design requirements to enable project deliverables to be developed and implemented. |
| Phase: Te Wānanga The growth of knowledge Post implementation | This final phase supports the end of the project after final delivery. This phase includes a range of key activities, such as releasing assigned team members, capitalisation, reflection and lessons learned as part of continuous improvement, formal approval of a close report, handover to the business, and archiving as required. |
| Phase: Te Weu The root system Initiate | This phase outlines the business case for the project and describes the project approach on a broad level. On approval, the Initiation document becomes the baseline for the project's time, cost, and scope requirements. |
| Priority learners | Māori, Pacific and disabled learners who have been traditionally underserved by the education system. |
| Programme Business Case | Provides justification for undertaking a project. It evaluates the benefits, costs and risks of alternative options and presents the rationale for the recommended option. If formally approved, it can proceed to the Initiate phase. |
| Project | A series of tasks that need to be completed in order to reach a specified outcome or deliver a specified output. Always temporary, with a defined start and end date. |
| Proposed functions | Proposed groups of activities or areas of specialty in an organisation. |
| Prospective learner | Used in marketing for a learner who has shown interest in learning through Te Pūkenga, but has not yet applied for study or training. Those that have left Te Pūkenga, either through qualification completion or attrition can also be considered prospective learners when they re-engage in learning exploration. |
| Provider | An education provider that delivers vocational education and training, e.g. polytechnic. Can be referred to as a tertiary education organisation. |
| Regions | Based on Regional Skills Leadership Groups (RSLG), regions are sizeable ākongā populations that are grouped together to make good use of our national scale and allow for equitable allocation of resources to support ākongā success. These regional divisions will shape how some teams are organised in Te Pūkenga. |
| Regional responsiveness | Listening and being accountable to regional needs. |
| Reform of Vocational Education (RoVE) | Includes seven key changes to create a unified vocational education system, establishing Te Pūkenga among other reform changes. |
| Reporting line | The relationship between a worker and their direct supervisor. |

| Term | Definition |
|---|---|
| Regional Skills Leadership Groups (RSLGs) | Provide advice about the skills needs of the regions to the Tertiary Education Commission, WDCs and Te Pūkenga Network. |
| Subsidiary | A current subsidiary of Te Pūkenga. This includes Institutes of Technology and Polytechnics and Work Based Learning (the subsidiary created for Transitional Industry Training Organisations to transition into). |
| Te Pae Tawhiti: Te Tiriti o Waitangi Excellence Framework | Te Tiriti o Waitangi Excellence Framework developed by Te Pūkenga, a self-reflective tool to monitor and assess how well the Network is tracking towards Te Tiriti o Waitangi excellence, and achievement of their objectives of demonstrable Te Tiriti o Waitangi Partnerships and inclusivity and equity for Māori. |
| Te Tiriti | Te Tiriti o Waitangi – te reo Māori text of the Treaty of Waitangi. |
| Te Tiriti o Waitangi partnership | Te Tiriti o Waitangi principle of partnership requires the Crown and Māori to work in partnership in the governance, design, delivery and monitoring of tertiary education. |
| Tier | A layer within the organisational structure of Te Pūkenga. Proposed changes to Tiers 1-2.5 refer to positions that report to Te Pūkenga Chief Executive. |
| TITO – Transitional Industry Training Organisation | Transitional Industry Training Organisations who have until the end of 2022 to decide if they transition to Te Pūkenga or make other transition arrangements. |
| Uara | Values. |
| UFS – Unified Funding System | The funding system that will apply to all provider-based and work-based learning at certificate and diploma qualification levels 3 to 7 (excluding degree study) and all industry training. |
| VET – Vocational Education and Training | Education and training that leads to the achievement of industry-developed skill standards, qualifications, or other awards including work-based training. |
| WBL – Te Pūkenga Work Based Learning Limited | A subsidiary of Te Pūkenga established to aid the transition of Industry Training Organisations who choose to transfer their 'arranging training' functions to Te Pūkenga. |
| Workforce Development Councils (WDC) | Ensures the vocational education system meets industry needs and gives a stronger voice to Māori business and iwi development. |
| Wellbeing | Generally encompasses the physical, emotional, mental and spiritual wellness of an individual within the context of their whānau, communities and wider natural environment but can refer to an individual's current state of feeling well, empowered and able to succeed. |
| Wero | Challenge. |
| Whakaaro | Thought, opinion, an understanding. |

Tāpiritanga: Ngā putanga | Appendix: Publications

You can find our legal framework, corporate documents and policies on our website.

tepūkenga.ac.nz/about-us/policies



Te Pūkenga