

# Pūrongo Whakaanga Tauira Whakahaere

## Proposed Operating Model Engagement Report

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Tīhema 2021 | December 2021



**Te Pūkenga**

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# 1. He whakarāpopotonga | Summary

Hutia te rito  
Hutia te rito o te harakeke  
Kei hea te kōmako e kō  
Ki mai kī ahau  
He aha te mea nui  
He aha te mea nui o te Ao?  
Māku e kii atu  
He tangata he tangata he tangata!

Pull out the shoot,  
Pull out the shoot of flax bush  
Where will the bellbird sing?  
Say to me  
What is the greatest thing?  
What is the greatest thing in this world?  
I will say  
The people! The people! The people!

As expressed in this waiata we often call upon at Te Pūkenga, the most important thing is people! Thank you for sharing your thoughts on the proposed operating model.

This report is the result of listening and learning from a diverse collective of over 3,000 people in the community who generously provided their whakaaro - learners, employers, iwi/hapū and Māori, staff, teachers and tutors, unions, community groups, Pasifika, disabled groups, subsidiary boards and executive teams, student associations, transitional industry training organisations (TITOs), Workforce Development Councils (WDCs), Regional Skills Leadership Groups (RSLGs), and many more. This report is for you.



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## Purpose

The purpose of this report is to share the common themes we heard from you and how this will inform and shape the mahi ahead. There is an intentional focus on areas of improvement.

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## What Te Pūkenga will do

There is much support for the proposed operating model concept, principles, and aspirations. However, we heard that we need to provide clarity for how we get there and make some changes to the detail that sits below.

Based on your feedback we will:

1. in the proposed operating model for final consultation:
  - adjust some of the details (for example, where proposed functions sit, how the matrix works)
  - clarify how the model works in practice (for example, at a regional level)
  - provide the proposed organisational design and structure
  - make governance and operational accountabilities clear
  - update some of the terms used and provide clear definitions to enable common understanding. Ensure everyone can see where they are included
  - provide a blueprint for Te Tiriti relationships
  - provide a more refined view of how the model better delivers equitable outcomes for Māori, learners, staff, and others
  - make the future of work clearer.
2. describe what you can expect and by when. We will publish shortly on our website:
  - What you can expect over three-time horizons – 2023, 2026, 2027 and beyond.
  - Our work plan and pathway to deliver on Te Pūkenga Charter. This includes core mahi you asked about. For example, shared outcomes and measures, building capability in the network, unification of programmes, digital platforms, enrolment, embed Te Tiriti excellence, and more.
3. engage with you in a more meaningful way relevant to your mahi or learning. Our new engagement strategy will incorporate these learnings, and we will create more tailored communications for you.
4. consider how we implement the proposed model in a ‘mana-enhancing’ way that maximises existing strengths in the network.
5. share this reports insights more broadly, including with the wider Reform of Vocational Education (RoVE) and central government agencies.

The rich responses show that you have much to contribute to our future direction. There is real excitement about creating an applied, vocational, and on-the-job learning organisation that meets the future needs of all learners with their whānau, employers, regions, and staff. To do this, we must build upon existing strengths and be open to learning from one another.

We hope this report sets the foundation for us to continue the kōrero when we formally consult on our organisation’s future structure in 2022.



## 2. Ā koutou kōrero | What you said

Below is an overview of the themes from all the feedback we received. Then, we set out what was heard and how this will be addressed.

Please note that some quite detailed information was received, and it cannot be all reflected here. However, we are carrying many of these excellent suggestions into the final proposed operating model (including organisational design) that will be consulted on next year.

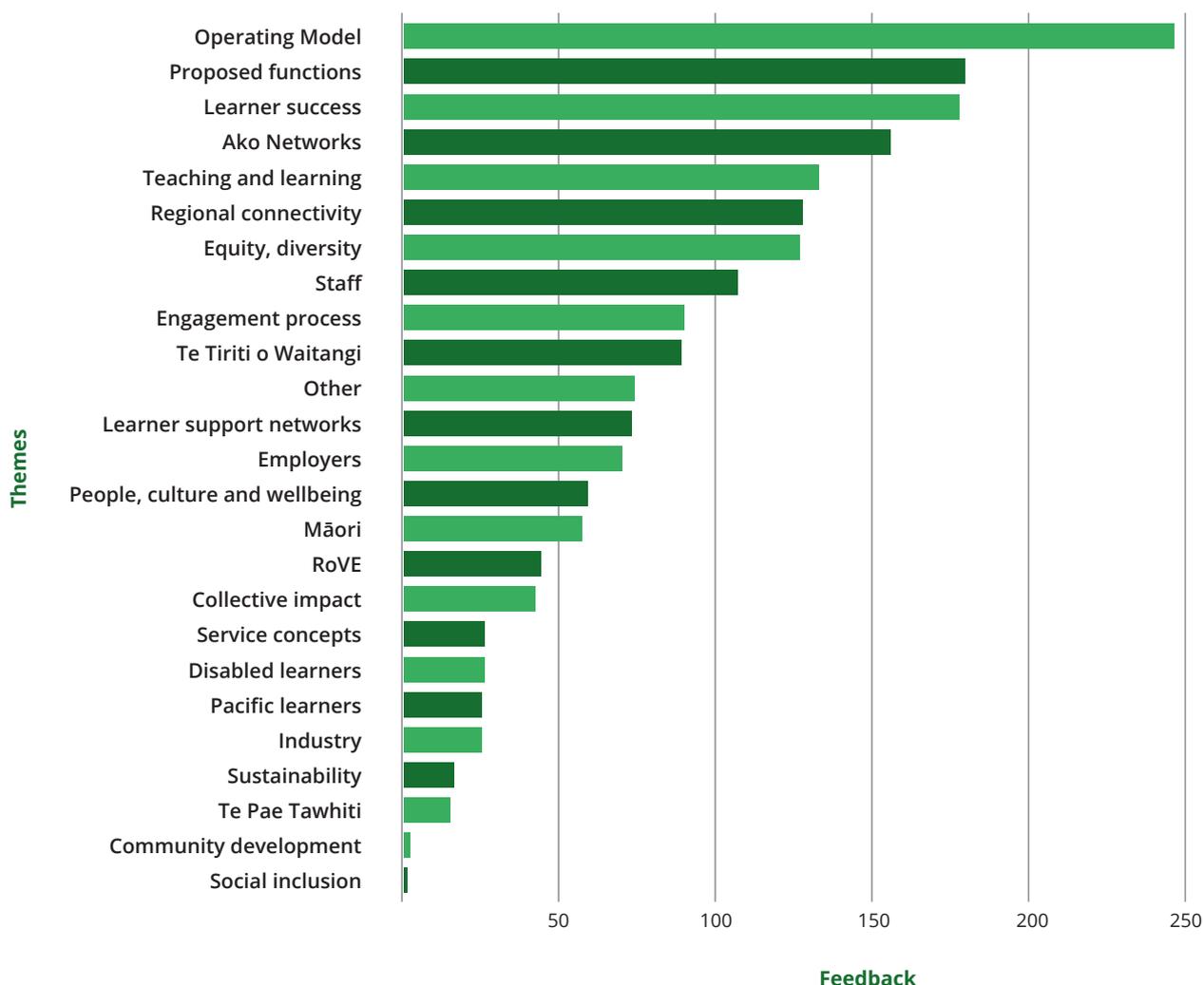
### Set themes

Feedback was requested under set themes of Ako Networks, proposed functions, equity, Te Tiriti o Waitangi, regional collective impact, RoVE and learner success.

### Emerging themes

Themes also emerged related to, for example, strengths and weaknesses, regions, funding, teaching and learning, staff, and the engagement process itself. There was a broad range of views captured from right across Aotearoa.

### Set themes and emerging themes



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## Theme 1. Proposed Operating Model (set theme) – perceived strengths

<b>What you said</b>	Strengths seen as: <ul style="list-style-type: none"><li>• connected network</li><li>• collaboration</li><li>• regional flexibility</li><li>• agility</li><li>• national consistency</li><li>• regional impact initiatives</li><li>• Te Tiriti foundation</li><li>• blended learning</li><li>• on the job learning</li><li>• concept of navigation functions</li><li>• improved accessibility across the regions</li><li>• learner journey</li><li>• engaging with whānau</li><li>• employers as training providers</li><li>• stronger partnerships with business.</li></ul>
<b>Commentary</b>	<p><i>great model</i></p> <p><i>simple concepts that are realistic, practical, and make imminently good sense</i></p> <p><i>strength of the model... is based on relationships and empowering at every step.</i></p> <p><i>(the weave) speaks to a more cohesive 'nationwide' story that can be promoted easily to current and future Ākonga, employers and their communities.</i></p> <p><i>.... members are pleased to see a draft Operating Model which is explicitly informed by Te Pūkenga Charter and oriented toward creating a vocational education and training network which integrates – yet goes beyond – what is already working across the sector. Additionally, by placing ako – or the relational nature of teaching and learning – at the centre of the model, it is clear that Te Pūkenga leadership recognises the pivotal role of Te Pūkenga staff in prioritising and addressing the needs of those learners traditionally underserved by the system.</i></p>
<b>Response</b>	<p>There was much support for the operating model concept, principles, and aspirations. The strengths identified here will be cemented into the final model proposed.</p> <p>However, we understand that many of you had questions. There were 789 questions in the feedback we received. These included:</p> <ul style="list-style-type: none"><li>• what does it look like in practice?</li><li>• what does it mean for me and my role?</li></ul> <p>We will demonstrate how this could work in the final model proposed and what it may mean for each of you.</p> <p>In response to your feedback we will publish online shortly:</p> <ul style="list-style-type: none"><li>• A “What you can expect” document which sets out what needs to be achieved over three time horizons – 2023, 2026, 2027 and beyond.</li><li>• Our work plan and pathway which will give you more detail about key mahi.</li></ul> <p>These publications are also being informed by your feedback.</p>

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## Theme 1. Proposed Operating Model – perceived weaknesses

### What you said

Needs strengthening: not a model, more a framework; less wordy and complicated; what is the actual problem that needs solving? Define best practice; address what job functions are and how these are distributed; show us clear timelines – staff need clarity about their future.

Make clear the following important elements within the model:

- All roles
- Definitions i.e. best practice, holistic wellbeing etc.
- Accountabilities and how success is measured
- The decision-making landscape including policies and accountabilities
- How each providers mana and whakapapa is respected
- Each region's unique identity, autonomy, national and local responses
- The place of international learners. The place of work-based learners (the current learner journey is very linear)
- Academic freedom
- Structures, accountabilities, governance, essential behaviours as well as the way people, processes and technology are integrated
- Student charters and associations
- Te Pūkenga as a good employer
- The role and ongoing role of programmes levels 7-10
- The role and place of teaching and learning and Kaiako
- The transfer of functions from TITOs
- Transition planning for organisational change

There was some concern about the complexity of a matrix model and why it was selected if it is so complex. In particular, a divisional model with shared services scored higher for achievability/feasibility, but lower for strategic fit. Could that model be improved by adding accountabilities and clear deliverables by the regions?

### Commentary

*model is more descriptive of Te Pūkenga wish list rather than how the interaction with the various organisations and groups will occur*

*set of values and aspiration*

*hard to understand' 'verbose and full of jargon*

*was too long and off-putting', with 'images and figures overly complex and difficult to understand*

*what does it mean for me?, where do I fit into this?*

*what will day one look like.*

*this model has provided me with no certainty of job security, or what my job may look like if it does continue*

*where is .... (my discipline)*

*Matrix selected despite its low score on potential achievability/feasibility and may present a high-risk choice over other options.*

## Response

Many international and national models were considered. No single model was considered able to support our Charter adequately. The proposed model which was a hybrid-matrix model incorporating a regional collective impact component, was considered the best strategic fit.

Many of you have picked up that with the increased collaboration involved in the model comes the need to provide clear expectations, build capabilities, shared outcomes, accountabilities and performance measures. It also requires continuous communication, and shared ways of working together. These aspects are fundamental to ensure that we can effectively implement the model.

We have worked in divisional structures for decades, which is not the most strategic structure for the future organisation we need to be. However, we have heard your concerns about risks associated with large-scale changes and implementation of the model. We have also heard the impact that COVID-19 has had on staff and learner wellbeing. Te Pūkenga Council and executive are exploring ways that we might transition that lowers these implementation risks.

Feedback on what must be made clearer will be carried forward into the final proposed model, including accountabilities.

You also wanted to understand the bigger picture. A “what you can expect” document together with the work plan and pathway to deliver on our Charter will be published shortly.

Your feedback to date is shaping the model and our approach here.



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## Theme 1. Proposed Operating Model – improvements

There were many suggestions for how improvements could be made. Such as:

<b>What you said</b>	<ul style="list-style-type: none"><li>• A clearer connection between the model and harakeke concept.</li><li>• Business model terminology was superimposed on top of a Te Ao Māori concept. Keep the integrity of the growth cycle.</li><li>• The growth cycle could be adopted as a 'reflective practice' guide at all levels of the organisation to guide the way we work/the way we do things.</li><li>• Include organisational outcomes in the model, so it is explicit what the organisation is trying to achieve and why, and how success will be measured.</li><li>• Be clearer about who is at the centre of the model.</li><li>• Demonstrate how the model meets the Charter and legislation.</li><li>• Remove deficit-based references i.e. there are many problems that need fixing. Look for places where excellence exists and ask how can we reproduce this?</li></ul>
<b>Commentary</b>	<p><i>I love the idea of the cycle of reflective practice, it connects with many educational theories. But I would like it used as a practice within the entire system to enable reflective practice at all levels, not just at the top level of the operating model. I suggest removing it from the model and making it the self-assessment system that can be used from making sure the outcomes are met at the highest level all the way to the individual staff practice.</i></p> <p><i>skewed in the direction of viewing vocational education and training as primarily being about employers, industry, work-based skills, and securing work for learners (should focus on) broader, transformative elements of education and the endeavour to foster lifelong learning.</i></p>
<b>Response</b>	<p>It was clear that you want us to demonstrate how the proposed model delivers on the Charter. This will be made explicit in the final proposed model.</p> <p>We are grateful for the feedback around the harakeke and using the growth cycle as a reflective practice guide and will take this forward.</p> <p>Establishing shared outcomes is a key aspect of the model. Our work plan includes a shared outcomes framework. Engaging with the network, Māori, and others will happen in 2022 so the framework is implemented from 2023 onwards. For 2022, we will set some interim performance expectations with the network.</p> <p>Regarding deficit-based references – we will do better to highlight the great practice already happening. Practice with potential is being identified right across our network.</p>

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## Theme 2. Giving effect to Te Tiriti o Waitangi (set theme)

<b>What you said</b>	<p>There was strong support for the principle that Te Tiriti o Waitangi should underpin the entire operating model for Te Pūkenga. Many thought that it did not go far enough.</p> <p>We are asked to note that Te Pūkenga is not the entity granting power to Māori. Te Tiriti o Waitangi demonstrates Māori authority.</p> <p>Te Pūkenga already has Te Tiriti o Waitangi partners within its organisation, and they are connected in responsibility and accountability to their respective whānau, hapū, iwi, and hapori. This needs to be considered when thinking about regional responsiveness and partnerships.</p> <p>There was concern about the place of Māori not being visible enough. There was a general request that the relationship between Te Pūkenga and Te Tiriti o Waitangi be strengthened throughout the proposed model.</p>
<b>Commentary</b>	<p><i>(Te Tiriti) driven and modelled from the top-down (i.e. Governance) in terms of structures and processes which afford Māori autonomy and privilege Māori voice, accompanied by equitable funding/resourcing for the development of Māori initiatives and for the inclusion of te ao Māori perspectives and Mātuaranga Māori in all curriculum and practices, across all facets of the organisation.</i></p> <p><i>'both Tiriti partners should have had the pens in their hand and the document should have been co-authored'</i></p> <p><i>The Crown did not sign The Treaty with disabled and Pasifika people. Rangatira signed Te Tiriti. Throughout the document we, your Te Tiriti partner are "lumped and ranked" with disabled learners and Pasifika people.</i></p> <p><i>... you do not even understand Te Tiriti o Waitangi....</i></p>
<b>Response</b>	<p>Te Pūkenga Council and executive team are committed to partnership as a Crown-entity and setting the tone from the top of the organisation. We recognise the amount of work that lies ahead. This will be a journey for many of us and requires us to think differently across all aspects of the new model.</p> <p>The intention was not to reduce the role of Māori to being one of many. We recognise that our relationship with iwi, hapū and Māori will span generations, so the focus must be on getting our foundations right and learning from our interactions.</p> <p>We are developing a Te Tiriti blueprint to provide greater clarity. This will be incorporated into the final proposed operating model.</p> <p>Our Te Pae Tawhiti insights report shows great practice exists in the network which we will leverage.</p> <p>Themed Māori feedback is provided in section 3 below by using the collective voice which includes iwi/hapū, Māori entities, staff, and learners together.</p> <p>We know this needs to be a continuous kōrero, not a one-off engagement exercise. We will do better.</p>

### Theme 3. Regions (emerging theme)

Also see Regional collective impact theme below

<b>What you said</b>	<p>There was concern over local values, objectives and aspirations changing as a consequence.</p> <p>Is there potential to reposition regional polytechnics as training and employment hubs?</p> <p>There was support and encouragement for the benefits of a flat management structure. A heavy top-down approach will impair the ability of management to continue to be empowered to make innovative decisions and see those come to fruition.</p> <p>Governance responsibility versus operational responsibility. How can the regions ensure equal participation? Leadership was seen to be important whereby programme managers and heads of school have good cultural intelligence to bring plans into action.</p>
<b>Commentary</b>	<p><i>I believe that it is important that each tertiary institution will maintain its own mana motuhake through this process.</i></p> <p><i>That the operating model acknowledge unions as key partners for Te Pūkenga, in the roles of unions as representatives of learners and staff in vocational education and in industry workforces; including for Māori, Pasifika and disabled people.</i></p>
<b>Response</b>	<p>Governance and operational responsibilities will be made explicit in the final proposed operating model (which includes regional representation).</p>



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## Theme 4. Regional Collective Impact (set theme)

### What you said

The Charter contains a commitment to regional decision-making that is not referenced clearly.

How regionality works with iwi is not included in the proposed operating model.

There are many questions around the role that WDCs, RSLGs and CoVEs may play in feeding into regional collective impact.

It is essential to have more clarity about the regional relationships.

- 'what is a 'region' and how will these be determined/aligned?'
- 'how will this be managed and how and who has the accountability for delivery and success in the regions?'
- 'how do employers fit within the model and how the system will deliver on their needs also requires further development'
- 'how will a national organisation, with national standards work in the future when the relationships occur at the regional level?'
- How will this model work when it does not organise functions by region?

However, some feedback acknowledged that the proposed model does recognise that functions will be delivered in a way that meets the needs of the regions, including the needs of smaller, niche industries, with accountability back to the communities that they are designed to serve.

There was much feedback about the separation of functions between single-hub and distributed functions. There are instances where a centralised function is required, supported by a regional presence to partner with businesses.

Some suggested a regional investment plan approach that is aggregated across the country to ensure strong alignment with regional needs and Te Pūkenga Charter priorities.

This could then be used as the basis for formulating a strong accountability framework between the centre and the provider network.

How will stakeholders provide input into strategic planning if everything is centralised?

There is no mention of how specific needs and requirements of regions will be dealt with such as climate change, population, economic activity, and infrastructure. How does the proposed model plan to deal with these differences?

### Commentary

*the proposed operating model does not sufficiently align with several of the Charter's key principles, most specifically in relation to delegated decision making and determining the needs of regions*

*the Charter mentions regions and regional 9 times but are hardly mentioned at all in the proposed Operating Model.*

*I am concerned about the apparent lack of regional support for single-hub strategic functions, which I do not consider would meet the needs of the regions. My view is that the proposed model underestimates the amount of work required to support the business on a day-to-day basis.*

*there is potential to lose local input and it is clear that one size does not fit all, and allowances need to be made for differences in regional input.*

*Some whānau wary of WDC and feel they are being left out of this engagement and there are some negative concepts out there.*

<b>Response</b>	<p>Te Pūkenga Charter requires the organisation to “operate in a manner that ensures its regional representatives are empowered to make decisions about delivery and operations that are informed by local relationships and to make decisions that meet the needs of their communities.”</p> <p>Te Pūkenga must also reflect Māori-Crown partnerships, recognising “Māori are key actors in regional cultural social, environmental, and economic development.”</p> <p>This was not covered within the proposed operating model concept you have engaged with so far. We acknowledge that many felt this was a missing piece and it was difficult for some to engage without this.</p> <p>Te Pūkenga will undertake targeted engagement on regional representation shortly. The role of regions will be explicit in the final proposed operating model.</p> <p>We already have some projects across the network that take a regional collective impact approach. We are testing and learning from these and will identify these on the work plan which will be published on our website shortly.</p> <p>Many of the entities forming part of the wider reforms of vocational education are fairly new. We are engaging with them to ensure relationships and roles are clear in terms of how we work with one another to deliver the aspirations in the proposed operating model.</p>
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## Theme 5. Staff (emerging theme)

<b>What you said</b>	<p>Staff need guidelines about how, when, and to what extent they are expected to be involved in change processes. Tell us what day one looks like!</p> <p>COVID-19 impact and responses have been hard work.</p> <p>There was concern about what the change means and how roles will be impacted.</p> <p>A large capability build is required; we need clarity around professional development.</p> <p>More Māori and Pacific are required in leadership roles and throughout the organisation. This was also noted as being important for the success of Māori and Pacific learners.</p> <p>Research is important, make it visible in the proposed model.</p>
<b>Commentary</b>	<p><i>Tutors already feel overwhelmed by the expectations on them to upskill. How will this be scheduled? Will it be mandatory? What will our organisations' responsibility be? dismantle and unlearn behaviours and understandings</i></p> <p><i>If the operating model is indeed a harakeke, with its rito, rau, puawai and hauhake, then the functions espoused by the Kāhui Ahorangi are rightly viewed as the pakiaka, the rhizomic roots, weaving educational leadership and research through the Ako Networks and their regional presence, strengthening, and enabling growth in our learners, businesses, staff, communities, and minds.</i></p>
<b>Response</b>	<p>‘What you can expect’ will be published on our website. This includes details on capabilities we are looking to build in our network across different time horizons.</p> <p>We will also publish our work plan and pathway.</p> <p>Research will be explicit in the final operating model.</p>

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## Theme 6. Employers (emerging theme)

<b>What you said</b>	<p>The recurring feedback themes from/about employers are included below – these are consistent with feedback received from employers and industry during earlier engagements.</p> <ul style="list-style-type: none"><li>• employers should be at the centre</li><li>• on-job learning should not be an after-thought</li><li>• concerns that local/regional relationships will be replaced with a national network with no monitoring or accountability</li><li>• that the voice of the smaller/regional employer will not be heard</li><li>• how self-employed, start-ups and entrepreneurs will be supported – there is no ‘one size fits all’ traditional employment model</li><li>• how we will respond to the changing and evolving future of work</li><li>• how delivery will be assessed and moderated</li><li>• providing employees with a broad range of skills that are not too focused on specialised areas of sector expertise</li><li>• the burden is not shifted to employers, and should employers be remunerated for having students in the workplace.</li></ul>
<b>Commentary</b>	<p><i>how will this be managed and how and who has the accountability for delivery and success in the regions?</i></p> <p><i>employers seem to have been treated as a second-class citizen in this process, especially when you look at the volume of material vs the times they are mentioned as being a critical participant</i></p> <p><i>employer engagement should integrate a very wide continuum of engagement, including academic staff and managers who support work-based learning, particularly apprenticeships</i></p> <p><i>without employers, there are no apprentices</i></p>
<b>Response</b>	<p>We will make explicit the importance of employers in the model including that while the proposed model is learner-centred it must also be employment focused.</p> <p>The proposed model and supporting structures provide a voice for all within the Ako Networks. We will ensure Ako Network ‘labels’ reflect the unique structure of non-traditional employment models.</p> <p>The operating model accommodates multiple ways of recognising competencies and delivery options that suit differing employer needs.</p> <p>Refer to Appendix 3 for more detail.</p>

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## Theme 7. Learner (set theme)

### What you said

Learners at the centre was agreed to be a strength of the model - the place of whānau and how they are supported needs more clarification.

Learners voiced that the model was too complicated and difficult for them to understand. This concern was shared by others.

Success must be defined by the learner as motivations differ, e.g. Some Māori ākonga are driven by experiences within the health and social services sector.

Learners want to understand how they will experience the changes – will their current experiences be enhanced or diminished. What happens with student community elements like clubs and societies – non-academic skills gained are of equal importance. What's happening with libraries, resources, and study spaces?

Learners want a clear mechanism for the 'incorporation of the learner voice'. They want partnership, not just voice.

Clarify the role of student associations in the proposed model.

Learner success was variously described by teaching staff with reference to their current local approaches.

Be more inclusive of non-traditional learners. The model seems more focussed on learners who transition from the secondary system directly into tertiary study (for example the learner journey doesn't seem to accommodate those already in work).

### Commentary

*Strongly welcome Te Pūkenga's commitment to ākonga at the centre.... important that learners are the only group at the centre by default.*

*"no mention of the role that students' associations play in enabling the success of Te Pūkenga. Independent voice is critical to empowering students and driving change across the network...*

*getting a qualification is not the main motivation for a lot of our Ākonga Māori. Often there is an emotional tie to study stemming from an experience in healthcare, social sector, with te reo, etc. that is the driving force*

*research suggests that Māori students require learning and study environments that are interactive, creative and include the provision of opportunities linking theory to practice.*

*Where are the student community element of things like clubs and societies, orientation and students' events placed within a national organisation. The non-academic side of being a student and skills you gain outside the classroom are equally important.*

*increasingly diverse population of learners (in all demographics) who are not the young*

*improve essential regional learning spaces, to enable further development of regional centres as learning hubs for Ākonga.*

*Where will the current large study spaces with large desks for collective study be located? Will there be private study rooms? Will there be access to computers? Will these be limited (less than what we currently have) and less accessible for all students?*

## Response

The wording will be changed to “learners with their whānau” in response to feedback. We heard from learners through our Te Rito research that for learners to succeed we should be more inclusive of whānau. This also acknowledges diversity of worldviews and the success of whānau-based initiatives, particularly for Māori and Pacific. We will define this more explicitly in the final proposed operating model.

Te Pūkenga has adopted ‘Whiria Ngā Rau’ which was developed by learners and the Ministry of Education. It sets out a high-level framework for how we ensure strengthened learner voice and move towards learners as partners in their learning journey.

We have appointed our first learner to Te Pūkenga Council and have established a learner advisory committee to Council. We are taking a ‘whole of system’ view to learner engagement, and this system view will be clear in the final proposed model.

We intend for the model to be learners (with whānau) at the centre with an employment focus. Iwi/ Māori are our foundational partners. Staff, and unions in particular play a key role being change agents together with different communities and regions.

Our learners with their whānau success/equity programme is a core programme on our work plan. This is key to ensuring a system-level approach to equitable outcomes for learners.

We are engaging with student associations and councils in early 2022 to design what the future might look like.

‘Non-traditional learners’ will be more visible in the final proposed model.



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## Theme 8. Equity (set theme)

<b>What you said</b>	<p>Overall, an inclusive culture, that values the diversity of its people is seen as a way to strengthen the sense of belonging and connectedness across Te Pūkenga. This requires network wide capability building.</p> <p>It was asked how does the proposed model maintain (or raise) the success and equity of Māori learners?</p> <p>And how will the transition of both Ākonga and Kaimahi Māori from Kura Kaupapa and Māori Medium Education to Te Pūkenga be supported?</p> <p>It was also questioned why Pacific Peoples featured mainly in the equity sections of the model.</p> <p>There was strong feedback that Pacific communities have different needs and expectations to Māori.</p> <p>Discussions of equity for other groups were seen to be missing including for LGQBT; Gender (including women in trades); Digital poverty; Financial stress; Socially disadvantaged; Rural/Isolated communities; and more.</p> <p>There was a request to broaden the scope of description for disabilities as many have unseen disabilities.</p> <p>Some expressed enthusiasm for the growing of 'disability confidence'.</p>
<b>Commentary</b>	<p><i>We recommend the following bullet-point be added to the detail of Outcome 2 on page 14: Recommended wording: "To enable this Te Pūkenga will need to prioritise equity and inclusivity for Māori and the need to increase access, relevant provision, engagement, and success for Māori learners, staff, and their whānau by partnering with Māori to: Encompass Māori and Māori needs into planning, decision-making and reporting processes.</i></p> <p><i>... increase access, relevant provision, engagement, and success for Māori learners, staff and their whānau by co-developing a structured and future-focussed Kaimahi Māori employment strategy to ensure the sustainability of high-quality learning environments, mentors, and role models for Ākonga Māori and leadership for other Kaimahi Māori.</i></p> <p><i>don't try to force an identity upon a student due to their ethnicity as not everyone will want to go down a generic journey</i></p> <p><i>instead of just fitting Pasifika under the Equity banner, include Pasifika as one of the outcomes! 'Equitable outcomes for Pasifika.</i></p>
<b>Response</b>	<p>We are seeking to scale up practice with potential in terms of Te Tiriti excellence (Te Pae Tawhiti) and equity for learners (Te Rito). We have identified two pilot projects to deliver at scale for our first horizon in 2023 – pre-start whakawhanaungatanga and tuakana teina and other mentoring models.</p> <p>We agree that equity and inclusion must be integrated across Te Pūkenga, rather than sit within a single function.</p> <p>In relation to Pacific peoples and achieving outcomes aligned to their aspirations refer to Appendix 1.</p> <p>We are developing a shared outcomes framework which will require engaging with Māori and Pacific to ensure we are developing the right outcomes.</p> <p>We acknowledge the need for staff capability building for equity and inclusion, and anti-racism – this will happen across the network as per our "What you can expect" document. Te Pūkenga executive leadership and council will also be undergoing this capability training.</p> <p>Our network wide equity strategy (in development) will feature specific action plans for all priority populations and under-served groups. This will include outcomes and metrics related to progress we are making towards equity and inclusion.</p>

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## Theme 9. Teaching and learning (emerging theme)

<b>What you said</b>	<p>Some thought the emphasis on teaching was too weak and others thought the model was too academic.</p> <p>There was concern about timelines for unified programmes – for example, there are early enrolment cycles for international learners.</p> <p>To maintain the connection of delivering to an industry or sector, having teaching staff, pastoral care, and support teams on the same team is vital. It was uncertain whether this is what the model proposed.</p>
<b>Commentary</b>	<p><i>Feel teaching and learning is overlooked. Teaching staff need sound pedagogical foundation at the very least. Where is this represented?</i></p> <p><i>qualifications at level 1 – 6 with a focus on skills for industry and was mostly silent on those qualifications at level 7 – 10</i></p>
<b>Response</b>	<p>Details around unified programmes is included in the “What you can expect” document which will be published shortly.</p> <p>We heard the importance of ensuring that the matrix model brings teaching and learning staff together with pastoral care and support staff. This will create a more holistic approach to ensuring all learners succeed.</p>



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## Theme 10. Ako Networks (set theme)

### What you said

There was generally positive feedback on Ako Networks.

Many felt that the alignment to WDCs made sense. Some thought there should only be the six networks aligned to WDCs. Others thought there should be further ones including non-vocational networks, and foundation and bridging education should be weaved through the programme based network.

Many see Ako Networks as being an organisational model akin to Faculties rather than an expression of Communities of Practice, as evidenced by comments such as:

*"Where are Languages and Literacy & Numeracy? And why is ICT, Ngā Toi Māori, Graphic, Creative (e.g. hairdressing), Broadcasting, Software together, it's too diverse. What about emerging multidisciplinary industries such as Agri-tech that do not sit comfortably within any network as it fuses data science, visualisation, robotics, sensing, mechanical and electrical engineering, plant, and animal science and ag/hort?"*

Many of you wanted to see working examples of Ako Networks.

There were questions about TITO functions transferring into Te Pūkenga and who would centrally and/or regionally administer the 'sign ups, who progresses performance results, allocation of practical assessments, recording evidence of on job competencies and the final checking and awarding of qualifications for apprentices, as well as block courses, theoretical course learning (distance/online), etc.'

ITPs also provided feedback about being pioneers in work-based learning.

WDCs confirm they are committed to working collaboratively with Te Pūkenga and providing clear insights about current and future industry and iwi/Māori partners' skill and workforce needs, as outcomes of their industry skills leadership role.

If Ako Networks were going to be responsible for subject matter single unified programmes then some thought that the networks should be composed of academic subject matters experts, educational designers and instructional designers, curriculum specialists, Mātauranga Māori specialists, learners and any other types of roles involved in course design, creation, and development - not just teachers.

Many thought that there 'definitely needs to be some local regional aspects to course content which needs to be acknowledged but what are we sacrificing it terms of region/local specific response?' There was some concern that the current situation of WDCs having oversight of level 5 and 6 qualifications, with level 7 qualifications outside WDC oversight, is ambiguous and potentially damaging to the function of degrees. Can degrees be a combination of vocational relevance, criticality, and research-led inquiry in the new environment?

	<p>Clearly articulate: the place of ‘research’ and applied research; programme outcomes that lead to self-employment rather than fixed industries; the potential of Te Pūkenga offerings for continued education, community education, career change micro-credentials, and micro-credentialing in general; links to secondary schools through ‘pathways education’ (incl. trades academy).</p> <p>There was relatively strong support for the sharing of learning and teaching resources across the networks. It was noted that for this to be effective there will be a requirement to support an infrastructure for equitable access to resources by both Kaiako and Ākonga. Learning Management System will need to be streamlined to allow Ākonga to access shared courses and materials, while centralised storage will need to be made available for Kaiako.</p>
<p><b>Commentary</b></p>	<p><i>Thinking about communities of interest that transcend geographical boundaries is a much healthier way to approach inclusion and community building as you can accommodate much more diversity and those that may only be a few can find kinship across the provincial line if they can't find it within.</i></p> <p><i>Ako Networks themselves won't eliminate competition, they can support thinking, ways of doing business, and addressing social and environmental issues that recognise winner-takes-all competition is neither the only, nor necessarily the best solution to problems or opportunities.</i></p> <p><i>confusing because an Ako network looks a lot like a school of food and fibre or hospitality rather than an Ako network.</i></p> <p><i>Ako networks are large. Probably overwhelming if you were to think about how they may work. Will need a layered approach underneath it.</i></p> <p><i>Good that the Ako networks align with the WDCs.</i></p> <p><i>The ako networks are traditional and are a typically messy clustering of conventional (historical) disciplines and industry classifications. Although you are referring to them as ako networks they are substantially no different to Faculty or College groupings. Some of the WDC groupings that they are based on have never made much sense</i></p> <p><i>The proposed Ako Networks, if they follow through to organisational structure will cause huge disruption to subsidiary organisational structures</i></p> <p><i>There is clear evidence from this dichotomy of understanding that the function and operation of Ako networks needs further elaboration. It is acknowledged that the is currently only limited information available in the model, however there is an overall feeling that the Ako Networks have significant potential if set up with clear guidelines.</i></p> <p><i>Is it 'worth sacrificing the regional aspects of curriculum for the sake of a very small minority who wish to move their region?'</i></p> <p><i>abrogation of the role of the academic in evolving course design at a regional and local level.</i></p> <p><i>everything we've built here is going to be sent somewhere else or worse, completely disregarded, because Te Pūkenga reckons somebody else, somebody at a bigger campus, will do it better.</i></p>
<p><b>Response</b></p>	<p>We will consider the feedback in the final proposed Ako Networks. Our work plan provides greater detail around the mahi for integrating TITOs.</p> <p>The link between support and navigation functions (its suggested we rename ‘support’ to ‘success’) together with Ako Networks will be clearer in the final proposed operating model.</p> <p>Further we will demonstrate what it means through some practical examples of how these might work in practice.</p> <p>We are actively engaging with WDCs and establishing way of working together.</p>

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## Theme 11. Proposed functions (set theme)

### What you said

The concept of a navigation function was well supported but more detail was wanted. While equity and Te Tiriti are seen as needing to be embedded across the whole system. Some asked what informed the decisions of what functions would be enabling and which would be strategic and the governance that will surround them. You wanted more definition and rationale for each function. Functions were seen as too black and white. Single Hub Network functions versus the Distributed functions caused some confusion.

Some asked where the 'power sits' in this model (central/local?). The 'single hub' level was seen to be particularly suited to 'policy, alignment, central strategy, and national level relationships', whilst the 'distributed delivery' was better suited to reflect more 'mana and authority' at the regional level.

Some thought that the movement between teams to different directorates and areas of the current business was unclear. It was noted that some areas of support/provision seem to be sitting very differently to current subsidiary organisational charts.

Some groups of functions were considered to have a hybrid application that were both centralised and devolved. Strategic and centralised functions should not be dominated by any single location. The central/distributed functions are causing concern as staff found it difficult to see beyond the regional functions as they currently stand. However the idea of creating a hub and spreading some functions regionally was 'very appealing'.

Many found it hard to see themselves in the functions. What does it mean for me? You wanted more commonly understood definitions.

There was also a question about what will happen to services that are currently outsourced to third party providers and other contractual arrangements?

Who will be responsible for ensuring that everyone is acting in line with Te Tiriti obligations?

### Commentary

*I'm really struggling to understand the difference between "single hub network functions" and "distributed delivery functions", and how they will interact with each other*

*Research should be identified as a 'function'*

*..... research, innovation, IT support and systems, and a number of general staff functions are missing.*

*It is critical that single hub network functions are responsive and effective for all nodes of delivery functions to learners and employers. There is risk that responsiveness will be lost as the direct alignment and direct connection with distributed delivery/teaching and learning functions are removed.*

*... increase access, relevant provision, engagement, and success for Māori learners, staff and their whānau by co-developing a structured and future focussed Kaimahi Māori employment strategy to ensure the sustainability of high-quality learning environments, mentors, and role models for Ākonga Māori and leadership for other Kaimahi Māori.*

*need to recognise existing good-practice*

<b>Response</b>	<p>There were many queries about the functions. This included detail about specific functions but also whether they were single hub network functions or distributed delivery. Much of the feedback was asking what does it mean for us and what will it look like in our region?</p> <p>We are considering all feedback as part of the more detailed design around the proposed operating model. We will provide greater definition and rationale and review single-hub vs distributed delivery functions.</p> <p>We will make explicit how equity and Te Tiriti is embedded in the detailed design and in every function – they cannot simply sit in individual functions otherwise they will be siloed and not have impact.</p> <p>The final proposed operating model and structure will make clear where roles sit and report to.</p>
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## Theme 12. Funding (emerging theme)

<b>What you said</b>	<p>The funding system was viewed as critical to achieving and delivering on the Charter as well as functions and services. This could be undermined if the funding model was not adequate.</p> <p>The level of investment required to reposition the new system was thought to be substantial. Specific funding for transitioning to the new model for resource allocation, particularly in the regions, was noted.</p> <p>Funding would be required to specifically deliver on Mātauranga Māori and Te Tiriti promises.</p> <p>Learners questioned the support for learners at all levels and stages of their learning journey, with mention of the restricted access to financial support at some levels (for example post-graduate allowances) They supported a standardisation of fees across the system. They wanted more flexible approaches to delivery timeframes and were concerned that the funding model may not support these approaches.</p> <p>Although funding 'owned' by Te Pūkenga was thought to enable transformation and equitable outcomes, including infrastructure and connectivity, there must be clear and transparent processes for such allocation.</p>
<b>Commentary</b>	<p><i>For the sake of both our current learners and the future generations that will look to the vocational education and training sector to improve their knowledge, skills, and life circumstances, we cannot let the ambitions set out in the proposed Operating Model be undermined by inadequate funding or any return – unintentionally or otherwise – to a model premised on competition.</i></p> <p><i>centralized model allows for greater leveraging with government and ministries around policy settings and promotion of the sector</i></p> <p><i>That Mātauranga hubs be created across the regional network, and that staff participation in the activities of the hubs be appropriately resourced, including in workload allocation</i></p> <p><i>a great deal to say about the input of Māori and very little to say about how this will be funded at local and regional levels.</i></p> <p><i>Te Pūkenga needs to make it so that it is the learner, not funding, that dictates where, when and how the learner learns</i></p>
<b>Response</b>	<p>The Unified Funding System policy is being considered shortly. Once known, the final proposed operating model will be aligned.</p>

## Theme 13. Reform of Vocational Education (set theme)

<b>What you said</b>	<p>How will we fund the model? Will the Unified Funding System support this? Some thoughts that the operating model concept did not seem to align to RoVE outcomes.</p>
<b>Commentary</b>	<p><i>WDCs, RSLGs, every single working and advisory group, how are they all going to weave the objectives of Te Pūkenga?</i> <i>As a sector, have been setting up the WDCs and RSLGs. within each industry?</i> <i>The relationships, decision making, accountability around the RSLGs, WDC, institutions that sit within Te Pūkenga is not clear.</i></p>
<b>Response</b>	<p>We will share the feedback on the funding model and qualifications with the wider Reform of Vocational Education and agencies.</p> <p>We will work with subsidiaries in 2022 to create a new outcomes framework for Te Pūkenga which will seek to align our investment across the network to shared outcomes.</p> <p>Te Pūkenga works closely with the wider RoVE programme to ensure alignment of outcomes and interdependencies. Work is continuing in this space. This is overseen by our Te Pūkenga Programme Board which includes our executive and the Director of RoVE. Te Pūkenga also sits on the RoVE Programme Board and its RoVE Design Authority</p>



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## Theme 14. Engagement (emerging theme)

<b>What you said</b>	<p>The consultation period was considered by some to be too short and clashed with key dates in the academic year in a COVID-19 affected teaching environment.</p> <p>People wanted to see how their feedback will inform the proposed model. TITO staff said they felt that previous feedback on the development of the functions had not been taken on board in critical areas.</p>
<b>Commentary</b>	<p><i>many (staff) are unable to give feedback objectively as they simply have run out of energy to contribute</i></p> <p><i>really positive engagement, people largely understood the purpose, intent &amp; outcomes.</i></p> <p><i>operating model document takes the excitement out of it</i></p> <p><i>really important for colleagues to see that their feedback has had an influence in the next stages of the design process.</i></p>
<b>Response</b>	<p>We appreciate there was a lot of material provided and two weeks given to provide feedback during a challenging time. In future we will make our communications clear and targeted to what you are interested in.</p> <p>This report aims to respond to the feedback provided. We will close the loop with everyone who made a submission. We will also seek to close the feedback loop specifically with TITO staff who feel that did not happen previously.</p> <p>The transformation we want to achieve will take some time. We know we need to invest in long-term relationships and engage differently to deliver on our Charter. Your feedback has highlighted some areas that our engagement strategy we will address going forward:</p> <ul style="list-style-type: none"><li>• clear, concise material</li><li>• specific and targeted communication and engagement plans</li><li>• learning from each engagement and close the loop with you so we can continue the kōrero based on what you said last time.</li><li>• ensure dedicated resources to engage alongside active change management resources.</li></ul>

### 3. Ā ngāi Māori kōrero | What Māori said

Below is summary feedback received from iwi/hapū, Māori learners, Māori staff, Māori bodies of unions, Māori organisations, and Māori-focused agencies. There is a real need to create the right conditions for effective Te Tiriti-based relationships, and to drive Māori learner success. We heard the importance of iwi authority/autonomy being recognised at both the national and local levels.

We received written submissions from five iwi groups, five Māori staff groups, and held 13 Māori-specific online workshops.

<b>What you said</b>	<p>Treat us as Te Tiriti partners - not as one of several priority groups.</p> <p>You must work with the existing structures we have in place to engage with government agencies.</p> <p>Education agencies should align better so Iwi can have a single focussed "education" conversation.</p> <p>We want better and more relevant data for our learners.</p> <p>How will Te Pūkenga enact the necessary culture and system change?</p> <p>Where is the meaningful engagement with Iwi on the operating model?</p> <p>Online learning is on the rise, Māori learners need flexible learning but overall perform better in a learning environment with others.</p> <p>Te Tiriti o Waitangi processes must be conspicuous in the operating model.</p> <p>Visible meaningful and impactful application at all levels and in all phases.</p> <p>Ensure Māori leadership and influence throughout the system.</p> <p>Provide clarity on the funding model and how kaupapa Māori programmes and capability will be resourced</p> <p>Connect us to the funding mechanism that determines vocational investment for our rohe.</p>
<b>Commentary</b>	<p><i>Iwi want to know how their feedback will be weighted. Need to give confidence and assurance that their efforts to engage (during peak challenging times) will not be wasted.</i></p> <p><i>The intent in this document is good however, how will behaviours and attitudes change within the organisation?</i></p> <p><i>Whilst the Charter requires you to develop meaningful partnerships with iwi, you have not thought to engage in concerted networking with iwi. To us, that feels like the type of lip service that we are sadly too familiar with...</i></p> <p><i>"Poor timing for engagement with iwi - Many iwi are struggling to cope with COVID-19 response and are entirely focused on this. Mana Whenua have competing priorities right now and Op Model is not forefront in their minds (understandably). Op Model process must acknowledge and accommodate this reality. Iwi recognize the opportunity but don't have the capacity to engage with it"</i></p> <p><i>...research shows that Māori students perform better in these environments</i></p> <p><i>The documentation and materials do not speak to a Māori lens. A sense that although there is a partnership, only one partner [the Crown] is speaking through the documents.</i></p> <p><i>Have a healthy paa harakeke by having more indigenous leaders and management.</i></p> <p><i>...funding rates for Te Reo and Mātauranga Māori programmes are not sufficient. This creates challenges for the recruitment of suitably qualified and experienced kaiako, who are in significant demand across a number of sectors.</i></p>

## Response

We will update the language used in the proposed operating model concept to make clear our Te Tiriti relationship with Māori. We are committed to honouring and giving effect to Te Tiriti o Waitangi, and our aspiration as a Crown entity is towards Te Tiriti excellence. We recognise that as a new organisation, it is a development journey and we are far from there at this point.

We have heard the feedback about better integration with agencies to enable a more efficient and better-quality conversation. We will reflect this in our engagement strategy and associated functions.

We will engage with iwi in 2022 on an outcomes framework so we can ensure a shared view of what is important for both Te Tiriti partners. This will also drive what we invest in and the data we collect in the future. The intention is that this is ready to be embedded from 2023.

We will need to approach this from many fronts – clear expectations and communications, leadership, our organisational strategy, our people strategy, our reward, and performance system, building capability, our professional development, and our recruitment and talent strategy.

Our work plan will be published online and set out the key mahi we need to do to ensure this happens.

We have been meeting with iwi across Aotearoa over the course of the past year. We heard that the timing for this engagement was difficult in the COVID-19 environment.

We know this needs to be a continuous kōrero, not a one-off engagement exercise. We will do better. We recognise that our relationship with iwi will need to span generations so we will focus on getting our foundations right and learning from our interactions.

We intend that across Te Pūkenga we have specific Iwi/Māori engagement planning which will design improved, structured, and purposeful Māori specific processes that are rohe specific. We acknowledge the current state.

We recognise the amount of work that lies ahead to build trust and confidence that our partnerships will be meaningful for Māori – as our Te Tiriti o Waitangi partner; and our services will deliver success for Māori as Māori.

A Te Tiriti blueprint will be incorporated into the final operating model.

We received feedback about the importance of Māori leadership throughout the system. As set out in the “what you can expect” document that will be published shortly we need to grow our pipeline of Māori staff at all levels of the organisation.

We will share the feedback on the funding model with the wider Reform of Vocational Education and agencies.

In 2022 we will be starting a kōrero to create a new outcomes framework for Te Pūkenga which will seek to align our investment across the network.

## Tāpirihanga | Appendices

# Tāpirihanga 1 — He whakarāpopoto i ā ngā tāngata Pasifika urupare | Appendix 1 — Summary of Pacific peoples' feedback

There were two written submissions from groups representing Pacific peoples' collectives, and two online workshops held with Pacific staff and learners.

<b>What you said</b>	<p>There is concern about resourcing, visibility and the 'growing gap' of inequities faced by Pacific learners and Pacific communities. How will this operating model help to bridge this expanding gap?</p> <p>We need flexible course completion.</p> <p>Clarity of equity group definitions.</p> <p>Incorporate equity frameworks to support different ways of doing things that produce equity.</p> <p>Pacific expertise must be more explicit in Ako Networks and/or CoVE.</p> <p>Show staff capability support and support services. Must ensure connection to teaching and learning.</p> <p>Define and clarify meanings of underserved learners and priority learners.</p> <p>Pacific peoples are not homogenous.</p> <p>Ensure references to adult and second chance learners.</p>
<b>Response</b>	<p>We agree. Te Pūkenga Council committed to advancing the recommendations made in Te Rito Pacific Learners and Staff report. <a href="https://tepukenza.ac.nz/news/category/News/new-research-highlights-what-pacific-learners-need-to-succeed">tepukenza.ac.nz/news/category/News/new-research-highlights-what-pacific-learners-need-to-succeed</a></p> <p>The seven recommendations were:</p> <ul style="list-style-type: none"><li>• Empower Pacific aspirations for intergenerational prosperity</li><li>• Support the wellbeing of Pacific learners</li><li>• Equitable opportunities for Pacific learners to be successful</li><li>• Pacific learners and staff feel they belong</li><li>• Ensure Pacific values and knowledge are embedded into the learner journey and curriculum</li><li>• Ensure Pacific learners have support throughout their journey</li><li>• Grow Pacific staff capability</li></ul> <p>Based on these Te Rito reports we have developed a framework and are working with all subsidiaries to develop appropriate actions and report on them.</p> <p>Our network wide equity strategy (in development) will feature a specific action plan for Pacific peoples. The strategy will also address definitions by providing a glossary.</p> <p>Te Pūkenga is also supporting further research to be carried out in relation to our Pacific learners.</p> <p>We have received a lot of feedback around the rigidity of qualifications including course completions. We are currently investigating this.</p> <p>With time we intend to have a system that is more refined in its response to our learners and staff, including recognising and celebrating diverse identities and languages. We recognise we are not where we need to be yet.</p>

# Tāpirihanga 2 — He whakarāpopoto i ngā urupare mō ngā ākonga whaikaha | Appendix 2 — Summary of feedback on disabled learners

Twenty-six comments were made about disabled learners in the feedback. A disabled learner online workshop was also held. We received input from the National Disabled Students' Association, learners, and staff supporting disabled learners.

## What you said

How will the operating model address many of the barriers and enablers? For example:

- Building disability confidence across Te Pūkenga network
- Ensuring disabled learners receive the right learning support
- Information and communication access that considers disabled learners with different impairments and who use assistive technology
- Creating a safe environment to provide personal information about an impairment
- Providing effective support for learners who experience anxiety and mental distress
- Removing barriers for disabled learners who face financial hardship.

There was some debate about whether the operating model currently considers the needs of disabled learners

Some supported the operating model concept. Others thought it was hard to see disabled learners in the model.

The operating model needs to address the barriers identified by Te Rito reports.

Accessible information and communication access for disabled learners is an imperative for success.

Build a strong voice for disabled learners in the development and implementation of the proposed operating model, including consulting disabled persons organisations and the national disabled Students' Association.

## Response

These exact barriers and enablers were also raised in our Te Rito report which Te Pūkenga Council and Executive have committed to advancing. We are currently working with all subsidiaries to advance the Te Rito Outcomes Framework we have created which responds to these barriers and enablers.

Our “what you can expect” document explains what disabled learners will experience across three time horizons. We have received great feedback which we will use to update this document.

Our learner with their whānau success/equity programme seeks to take a more holistic view of what strategies are required to support priority learner groups. While we are developing that, we will test the operating model and functions against this.

We will need to work across the network to review specific learning support strategies required for Māori, Pacific and disabled learners and those disabled learners with specific learning disabilities (SLD), neuro-diverse conditions and with mental distress.

From next year our network will be reporting on some key metrics, including specific metrics related to disabled learners.

We acknowledge the need for staff capability building for disability/accessibility responsiveness training – this will be part of our capability building across the network. Te Pūkenga Council and Executive will also be undergoing this capability training.

We will also address how the operating model will support employers working with disabled learners.

Te Pūkenga executive has agreed to implement the Accessibility Charter Programme.

Key staff are attending workshops on how to create an accessible information and communication environment for disabled learners and plan the next steps so this comes from the top of our organisation.

We will include disabled learners in the development and implementation of the information and strategic systems plan for the network.

We have a memorandum of understanding and regular hui with the National Disabled Students' Association. We will seek to grow the participation of disabled learners and staff as part of our engagement strategy.

# Tāpirihanga 3 — He whakarāpopoto i ngā urupare mō ngā kaitukumahi, te tuku mahi rānei | Appendix 3 — Summary of feedback on employers or employment

We received 75 pieces of feedback relating to employers. Most of the feedback was submitted on behalf of organisations and groups, such as the Workforce Development Councils, Directors and Editors Guild of Aotearoa New Zealand, NZ Roofers Association, and several local Councils. A series of online workshops were attended by over 500 participants who were mostly employers from across the motu.

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## 1. Relationships with local/regional employers

<b>What you told us</b>	Concern that the model is focused on the national level with no detail on how regional relationships will be managed, success monitored, accountability. Local/community needs, and relationships will be lost. Preference for the PTE (Private Training Establishment) model with no industry intermediaries.
<b>Response</b>	<p>In response to our Charter we are committed to delivering regionally and nationally consistent outcomes, and delivering a sustainable, connected and future-focused education.</p> <p>As part of the wider vocational education eco-system, the RSLGs will play a key role in understanding regional and local needs of both employers, learners, and their communities.</p> <p>The industry Ako Networks provide the framework to ensure the industry and employer voice is embedded within the model. Within those, Te Pūkenga will have industry and employer relationships, and engagement at multiple levels to ensure the voice of industry and employers of all sizes and locations is heard. The appropriate structures will be put in place to support this.</p>

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## 2. How will the voice of smaller/regional employers be heard?

<b>What you told us</b>	<p>Industry and employer strategic insights will be provided by WDCs. Te Pūkenga should work through WDCs to obtain these insights and should not seek to develop alternative industry engagement mechanisms or insights.</p> <p>We should take the opportunity to combine the skills and knowledge and employer networks of WBL/TITOs and ITP subsidiaries.</p>
<b>What we will do</b>	<p>Industry and employers will collaborate with their WDCs to discuss their qualification and workforce planning needs. Once the qualification is set by the WDC, Te Pūkenga will work with employers on their programme/delivery needs. The Ako Networks embed that focus within the operating model. Within those Te Pūkenga will have industry and employer relationships and engagement at multiple levels to ensure the voice of industry and employers of all sizes and locations is heard. The appropriate structures will be put in place to support this.</p> <p>We know the VET system needs to be well co-ordinated and as joined-up as possible under RoVE. We are working with WDCs and the Ministry of Business, Innovation and Employment (for the RSLGs) to optimise industry and employers time engaging with the system.</p> <p>Combining the skills, knowledge, and employer networks across Te Pūkenga is part of our vision of being a unified connected network. This is now possible given TITOs, and ITPs are being bought together with the ability to establish communities of practice or Ako Networks focussed on maximising this.</p>

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## 3. Self-employment

<b>What you told us</b>	<p>How will this operating model cater for:</p> <ul style="list-style-type: none"><li>• the creative sector who have high levels of self-employment</li><li>• start-ups, entrepreneurs, sole practitioners</li></ul>
<b>What we will do</b>	<p>The Ako Networks are designed to avoid a 'one size fits all approach' and ensure the unique needs of industry and employers are understood and responded to appropriately.</p> <p>We are conscious that the creative and start up sector structures are different from the more traditional firm structures that may have staff and an apprentice. By having an Ako Network dedicated to the Creative sector (which has a corresponding recognition within the WDC for qualification and skill needs) we will identify the unique delivery requirements of this industry.</p> <p>The same focus will be required to meet the needs of start-ups, entrepreneurs, and sole practitioners.</p> <p>We will ensure the industry Ako Networks reflect the unique structure of the creative, entrepreneurial and self-employed to avoid provision that reflects the more traditional employer/employee relationship.</p>

## 4. Meeting changing industry requirements

<b>What you told us</b>	<p>How will Te Pūkenga respond to the changing/evolving future of work – remote working, regional shifts, zero carbon economy.</p> <p>There is no one-size-fits-all approach as if all employment models are the same. This model does not acknowledge how disruption fundamentally challenges traditional employment models.</p> <p>To equip today's learners we cannot simply subscribe to a skills-based model with core competencies as a rubric. We need to provide graduates with the skills to adapt to rapidly change to build in resilience and capacity to our economy.</p>
<b>What we will do</b>	<p>A core role of the WDCs is to have a strong focus on the horizon of future work trends through their industry relationships – with qualifications developed to respond to these emerging needs.</p> <p>At Te Pūkenga we have a similar focus to ensure we do not have a 'one size fits all' approach and ensure the unique needs of industry and employers are understood and responded to appropriately. This includes the external impacts and requires a future focus to accommodate changes. It's why the Ako Network concept is embedded within the operating model to ensure this focus.</p> <p>A critical function within the operating model is to collect, collate and analyse information and insights we obtain from interacting with employers daily so we can understand trends and impacts on their business.</p> <p>Along with strong links to sectors through Ako Networks, we will ensure Te Pūkenga develops a comprehensive intelligence and insights process to identify trends and issues as they evolve so it can keep abreast of impacts on industry and employers that affect them.</p>



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## 5. Third-party verification of delivery

<b>What you told us</b>	<p>How will delivery be assessed and moderated?</p> <p>Many advocates and training advisors have no trade backgrounds or links to the industries they are representing and don't have the knowledge to influence the qualification design. We need reassurance that the Employers and Training Advisors are fully competent in the requirement of their trade.</p>
<b>Response</b>	<p>With RoVE quality can be monitored at multiple levels.</p> <p>WDCs have a standard setting function (i.e. qualifications etc. that industry needs) and a quality assurance role over providers to ensure the standards are met. This assurance function covers all provision.</p> <p>Ako Networks provide the ability to call on a wide range of expertise from across the network and sector to ensure programmes that are developed to deliver the qualification reflect the needs of that sector. With the unification of programmes we also limit the risk of inconsistency of provision across the country.</p> <p>We have a similar need to ensure consistency and quality of delivery and assurance. Currently the VET system has 27 separate delivery systems (16 ITPs and 11 ITOs) but under Te Pūkenga we can provide greater consistency and quality and a network wide quality management assurance process. This will include moderation and training and with a larger network we have greater access to industry expertise.</p>

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## 6. Skills too specialised to individual employers/industry or not relevant to wider industry

<b>What you told us</b>	<p>Many employers are too focussed on qualifications in specialised areas of expertise for their sector, but employees need a broader general range of skills and experience.</p>
<b>Response</b>	<p>We are aware that the current products and services the VET system can offer does not always cater for the changing needs of our firms through e.g. specialisation or the impact of technology etc.</p> <p>WDCs have an important role to ensure the skills requirements of their industries are clearly identified and appropriate for all participants within that sector. WDCs will have a wide and deep view of sector needs through collaboration with employers and industry. Appropriate qualifications will need to be developed that are relevant and flexible (tailored) to meet all employers' needs and future needs.</p> <p>On the back of those qualifications Te Pūkenga will need to develop the relevant programme and deliver it in a way that best suits the sector and firm.</p>

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## 7. Safeguards against poor employer practices

<b>What you told us</b>	Employers need to have the confidence to take on an apprentice for the right reasons, and not be influenced by government funding schemes or using learners as cheap labour.
<b>Response</b>	<p>We recognise that employers play a huge and vital training and teaching role within the VET system. Some 60% of all VET learners undertake work-based learning and this is likely to grow.</p> <p>Employers do not receive teaching and learning support for their role. Te Pūkenga will do this going forward. We consider employers as an extension of our teaching fraternity and will partner with them to help them teach and train so the learner has a better learning experience and success. This helps avoid poor employer practices. There is also a new service concept that was identified during the co-design phase call “A good place to work” that addresses many of the issues relating to being a good employer. With this in place, and as more employers come into the system, they will likely develop a reputation for being a good place to work, and a great learning experience so the learner thrives.</p> <p>Moderation will help ensure consistency and standards are met.</p>

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## 8. Work-based learning and employers are an afterthought. Why are employers not also at the centre?

<b>What you told us</b>	<p>This model is skewed in favour of the learner, and the consideration of the employer is not apparent.</p> <p>Focus is on getting learners from school- tertiary-employment but is not recognising the number of trainees in the workplace.</p> <p>Not having the employer centric with the learner creates the potential that training may not deliver the skills critical for employment or skills that industry requires.</p>
<b>Response</b>	<p>For the first time, we are able to recognise that the support and focus provided on-campus needs to extend to the employer. Employers have never before been positioned as strongly within the vocational education eco-system. This is embedded throughout the model, Te Pūkenga executive structure and within the Ako Networks.</p> <p>Currently employers don't receive teaching and learning support for their role with the system, but will in the future from Te Pūkenga. We consider employers as an extension of our teaching cohort and will partner and support them to teach and train. So the learner has a better learning experience and success.</p> <p>In order to successfully upskill people with a tertiary qualification we need to understand them and develop a system that maximises their chance of success, regardless of whether they are studying on campus, on-the-job or online. In a campus setting the role of the institution is critical; likewise in the workplace the role of the employer is equally as critical.</p>

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## 9. Shifting the burden to employers

<b>What you told us</b>	<p>Any shift of burden from Te Pūkenga, or the wider system, onto employers will lead to disruption. Any barriers need to be reduced and minimal to enable employer participation.</p> <p>The level of compliance currently required can be off-putting to employers thinking of engaging staff in formal training.</p>
<b>Response</b>	<p>One of the key objectives of Te Pūkenga is to reduce the 'burden' on employers who teach a tertiary qualification. We are very conscious that if it is too difficult and the compliance related to doing so is too high employers will not engage with the VET system.</p> <p>We will have the ability to partner with firms to understand their needs/issues and provide the appropriate support. The goal, where possible, is to identify and collate naturally occurring evidence so validation of competencies does not interrupt productivity and the VET system is easy to use.</p> <p>We will ensure advancements and changes to the system do not add unnecessary compliance costs or barriers that make training for employers more difficult. This can be accommodated by ensuring the employers voice is an integral part of the programme development and delivery options.</p>

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## 10. Traditional models won't work for every employer/industry

<b>What you told us</b>	<p>Traditional models and practices need to be reconsidered.</p>
<b>Response</b>	<p>WDCs will establish what qualifications and skill needs a sector requires and this may extend to the sector stipulating set courses (e.g. block courses). Providers then respond accordingly.</p> <p>Each employer and learner have differing needs and we need to cater for those needs as much as possible within the expectations set by WDCs. This extends to how we recognise practices that meet the qualification outcomes within work settings and how the theory and practical components are met. The more we can align with the employer and learner needs, yet still meet the qualification requirements, the more individuals and firms will use the system.</p> <p>We will ensure the operating model is flexible enough to accommodate multiple ways of recognising competencies and delivery options that suit differing employer needs.</p>

# Tāpirihanga 4 — He whakarāpopoto i ngā urupare mō ngā ākonga | Appendix 4 — Summary of feedback about learners

Below is the summary of feedback from sessions held with learners including Māori, Pacific, disabled, and work-based learners. Some sessions also included staff (mainly in front-facing support and learner services. This included training advisors and TITO staff working in secondary to tertiary spaces).

## 1. Operating model strengths

<b>What you told us</b>	<ul style="list-style-type: none"><li>• Reflection is good practice – like this in the operating model.</li><li>• Good to be more learner centred - especially for apprentices.</li><li>• Looks amazing, sounds amazing.</li><li>• Consistency across providers nationally and access to study</li><li>• Flexibility of location, and consistency across fees would be a huge bonus when studying.</li><li>• Cross crediting is currently a difficult and costly process so consistency nationally would have a positive impact in all areas of study.</li><li>• Learners connected in and able to be heard.</li></ul>
<b>Response</b>	There is generally good support from learners for the proposed operating model's aspirations and direction.

## 2. Weaknesses

<b>What you told us</b>	<ul style="list-style-type: none"><li>• The operating model seems to put a lot of focus on the academic side of things.</li><li>• How will this work for us?</li><li>• It's too complex and wordy.</li><li>• Make it more visual, less words.</li><li>• Keep it simple and tell us what we can expect. We want to see the pathway.</li><li>• What does this mean for the diverse learner groups ie. International, Māori, disabled, Pacific, apprentices, work-based, second-chance, adult, online learners and so on?</li></ul>
<b>Response</b>	<p>Some feedback from other groups indicated there wasn't enough of an emphasis on teaching. We will be more explicit about how the proposed operating model works in practice and what it means for you in the final version.</p> <p>We appreciate the proposed model appeared complex. We will seek to improve our communications. We are reviewing our next steps based on this feedback to ensure we can deal with different aspects in a more manageable way.</p> <p>We are publishing important documents shortly to address many of the questions around what different learners can expect and by when.</p>

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### 3. Suggested Improvements

#### What you told us

- Terminology doesn't feel like it encompasses work-based learners e.g., transition "from" employment, whereas for them it would be transition "within" employment. 60% of learners will already be in work.
- Language is important. Can you define words and concepts more?
- Re school-tertiary-employment. Feel the focus is getting learners through those stages but is not recognising the number of trainees in the workplace.
- Career change is also a large group e.g., sole parent needing to upskill and other key groups that need to be recognised. Employers also retrain/upskill and need to be encompassed in the model.
- Collaboration has been great, regarding RSLGs although early stages need to ensure that there are contingency plans to meet needs.
- Disability is so broad and need to ensure we have the right voices e.g., brain injury, feedback some colours are difficult to read.

#### Response

We will ensure the operating model language makes sense for work-based learners and apprentices, those seeking a career change, and retraining/upskilling. We received a lot of feedback from work-based and apprentice learners who didn't see themselves as visible in the model so we will make this more explicit.

We will provide some definitions to ensure we make it clear which learners we are speaking about and what we mean when we speak about disabled learners.

We will also ensure we are explicit regarding Te Pūkenga role in empowering employers.

We heard a lot about materials and tailored communications and will make continuous improvements here.

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## 5. Learner success

### What you told us

- The outcomes don't talk about student partnership, how will you partner with learners?
- The needs of learners are identified extensively however there is no mention of diverse learner voice i.e. LGBTQI, disabled etc.
- No real mention of independent voice, and the support of the independent of voice.
- There's a certain power structure that comes with this process and learners don't necessarily feel they can poke holes in it.
- Acknowledge the work that has come before the model, such as the learner centric engagement and other work going on across the network.
- Acknowledge the reason we are at this point because of the learners' voice and championing the need to improve.
- You talk about learner and whānau - is there going to be a whānau connection, because it's not clear? Are you creating a whānau space?
- There was a general discomfort with how many groups are at the centre, e.g. learners and their whānau (suggest learners with their whānau), employers should be close but not in the centre Is our technology up for this model yet – are our systems flexible and reactive and how do we ensure those tools are already embedded into our everyday learning?
- High Quality Learning (staff capability) – what does that look like in the new Op Model? I.e. Teachers coming into classes and not being able to use the technology to teach us.

### Response

We have recently adopted Whiria Ngā Rau and will update the language to reflect learner partnerships and the diversity of learner voices.

We appreciate there is a power structure that does not always make learners feel included or valued. We are taking steps to enable learner voice at all levels, work more in partnership, and are supportive of independent student voice. We hope you will see some of this in the foundational work we have undertaken but that it becomes more visible to all learners in the future.

We will ensure the learner engagement/voice system is addressed in the final version of the operating model.

We will draw connections to the importance of previous work that has occurred and is informing where we are now. We will ensure how learner voice operates at the system level is clear.

The intention is that we become an organisation that is more inclusive of learner's whānau – whānau spaces could support that aspiration.

Our 'What you can expect' document together with the work plan will be published shortly. We will not be seeking to integrate key systems e.g. learner management systems for several years.

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## 6. COVID-19

<b>What you told us</b>	<ul style="list-style-type: none"><li>• Are we considering 'emergency' education that needs to be delivered during pandemics and natural disasters?</li><li>• How will this model impact International students studying offshore? COVID-19 impacts are not included in this model.</li><li>• Would like to see more flexibility around class times. COVID-19 has been instrumental in shifting focus from classes between 9-5pm. Recordings are effective when working and other commitments. Having dyslexia, it is difficult to sit in a classroom for 3 hours and learn better in different ways.</li></ul>
<b>Response</b>	Yes. We have been working collaboratively on how we respond to COVID-19. However we will be proactively planning a network-wide strategy for the longer term.

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## 7. Proposed functions

<b>What you told us</b>	<ul style="list-style-type: none"><li>• Will ākongā have input into policies such as student rights and responsibilities and sexual harassment?</li><li>• The model discusses support for ākongā and whānau, however some may not have the support of whānau and Te Pūkenga may need to represent this for them.</li><li>• How does learner voice work in the context of the operating model?</li><li>• Enabling and strategic functions – regarding employer relationships, whether this is covering work brokerages or workplaces and the training that they do for their staff?</li><li>• This is also the same feedback from BCITO regarding work-based learner area and ākongā relationship, so is good to hear that this will be a separate piece of work.</li><li>• This is also an important area from Connexis point of view</li><li>• Workplace qualifications are not only work-based but also levels 2,3 and 4</li><li>• Learner support and accessibility - will this include ākongā Māori support? Ākongā going into the workforce need Māori and Pasifika work brokers.</li></ul>
<b>Response</b>	<p>We expect that learners should have input into key policies such as rights and responsibilities.</p> <p>We will update to 'learners with their whānau'. The purpose behind this is to ensure we are more inclusive of whānau, which we know is important to the success of some learners. We know many staff and learners already operate as 'whānau' to learners.</p> <p>We agree that more Māori and Pacific at all levels of the organisation are needed. How we grow this, and how the learner engagement eco-system works, will be made clear in the final proposed model.</p>

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## 8. Student communications and engagement

<b>What you told us</b>	<ul style="list-style-type: none"><li>• There is no mention of student communications.</li><li>• Use the channels student use.</li><li>• Need for a different tone and different content.</li><li>• Use one centralised source for feedback opportunities where learners can take control of what they are invested in and what they feedback on. There is huge 'survey fatigue' with everyone wanting to gather their own data. It gets overwhelming resulting in unsubscribes.</li></ul>
<b>Response</b>	<p>Thank you for the suggestion. We know that student communications are important to the communications landscape.</p> <p>We are also looking to expand our reach to ensure we are using channels that learners are using.</p> <p>We have heard the number of surveys that learners are expected to participate in. Streamlining this across the network is something we have underway.</p>

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## 9. Staff

<b>What you told us</b>	<p><b>What is the connection between the support staff and the teachers?</b></p> <p>There is massive opportunity for staff to see who needs support early but sometimes it is not followed up and then that person does not get the support and they are passed from person to person. Almost like a report-like function of parent teacher interviews at high school. Often teachers do not connect how learners are being supported.</p>
<b>Response</b>	<p>The model seeks to bring these together. We will make this explicit in the final model.</p>

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## 10. Ako Networks

<b>What you told us</b>	<ul style="list-style-type: none"><li>• It is important to have those who are supporting learners and those who are teaching as a network of people alongside the learners to help them through.</li><li>• Include learners and graduates in Ako Networks.</li><li>• Studying osteopathy, how is this consistency going to be created e.g. two tutors can have different perspectives on practice.</li><li>• Great to have similar learning across the country. COVID-19 has affected students being able to study and would be good to study while working.</li><li>• Good to have students across the network and able to share knowledge, understanding and experiences</li><li>• Will fees for education be streamlined/standardised across NZ?</li><li>• Assessments would be good to connect with other learners to complete, like block courses or weekly night classes.</li><li>• Do Ako Networks include CoVE, leadership partnership groups and TITO as they transition into work? How does this connect in with CoVE which is based around project-based research for learners?</li><li>• Good that networks are aligned with WDCs. CoVES there are not a lot set up.</li><li>• Important to get industry/communities together but also to get learners and ex graduates for input. Important to bring academic experts in to ensure connection with providers and learners. Foundation and bridging needs to weave into this.</li></ul>
<b>Response</b>	<p>Employers and learners will be engaged with the development and design of programmes. Ako Networks will bring together different perspectives to ensure we reach the outcomes we seek.</p> <p>Important focus will be campus/online and work-based learning to build relationships with employers a lot earlier through study.</p> <p>Much of what is said here will be clear in the final model.</p>

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## 11. Regional collective impact

<b>What you told us</b>	<ul style="list-style-type: none"><li>• Important to be able to support regions – their autonomy and decision making.</li><li>• Employers request training for workplaces where there are gaps and need to have this agility.</li><li>• Local Boards have a lot of say around their regions and that impact how on learners – opportunity for leadership transitions for our students.</li><li>• How does the operating model link to regions?</li><li>• What is happening with Student Associations?</li></ul>
<b>Response</b>	<p>Governance and operational responsibilities will be made explicit in the final proposed operating model.</p> <p>Te Pūkenga Charter requires us to ‘operate in a manner that ensures its regional representatives are empowered to make decisions about delivery and operations that are informed by local relationships and to make decisions that meet the needs of their communities.</p> <p>Engagement with student associations happens in early 2022 to consider what the future might look like.</p>

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## 12. Te Tiriti o Waitangi, Te Reo, and Māoritanga

<b>What you told us</b>	<ul style="list-style-type: none"><li>• I want a Māori professor to teach me for Māori classes.</li><li>• Māoritanga, access to spaces and common spaces; how can other programs that aren't particularly Māori kaupapa access those like spaces like marae to have classes in?</li><li>• Te Tiriti will guide in our focus of support and allowing this to happen regionally. We are working on these initiatives now and not waiting for Te Pūkenga.</li><li>• Te Tiriti needs to be embedded right across New Zealand and part of mainstream and more widely understood by all learners and staff.</li></ul>
<b>Response</b>	<p>We recognise the need to grow capability within our network but also create a pipeline to ensure more Māori are in our network throughout different roles and levels in the organisation.</p> <p>We have identified and are sharing good practice happening in the network so we can enhance the impact across Aotearoa New Zealand.</p> <p>Many of these issues and challenges were identified in our Te Pae Tawhiti Insights report (published July 2021) which Te Pūkenga Council and Executive have committed to advancing. Our network are already actively advancing Te Pae Tawhiti Action Plans. This feedback lends further weight to the inclusion of these in the detailed design of the operating model.</p>

### 13. RoVE and wider system

<b>What you told us</b>	<ul style="list-style-type: none"><li>• How does this work with COVEs and RSLGs?</li><li>• Concerned about funding particularly for the regional collective impact. This has always been a huge barrier and could be a barrier to progress with the operating model.</li><li>• We need to work more into secondary schools – negative perception of apprenticeships and we have been working to change that with principals and heads of department.</li></ul>
<b>Response</b>	<p>The Unified Funding System policy is due to be considered by Cabinet soon. Once known, Te Pūkenga will align it with the final operating model.</p> <p>We agree we need to work more into secondary schools to address perceptions. Our work plan includes mahi around secondary to tertiary transitions and we will also seek to share our insights more broadly with others to address this issue. We will make this explicit in the final proposed operating model too.</p>



# Tāpirihanga 5 — Te rārangi o ngā hui whakaanga | Appendix 5 — List of engagements

Over 1,300 pieces of feedback were collected, including 189 written submissions. We have heard more broadly of the importance of supporting diverse collective voices to be more visible – also required by our Charter. So, we held specific hui for Māori, Pacific, and disabled groups to come together to share their thoughts. We heard much feedback about our approach to engagement and will continually reflect and improve.

Quantitative information available indicates a good level of engagement on the proposed model, which includes:

- Over 80 online engagement sessions reached about 3000 staff, stakeholders, and partners hosted by Te Pūkenga
- Chief Executives (ITPs/WBL/TITOs) held engagement sessions with staff/learners
- Te Pūkenga website visited 4723 times, with 2413 documents downloaded
- Online (CitizenLab) engagement platform viewed 8,389 times
- Te Pūkenga videos were viewed 3716, with the learner video being the most successful with 1,795 views
- 12,073 viewed our social media campaign on LinkedIn
- 1,100 items of engagement were received via Yourvoice engagement platform, with an additional 189 submission received via the Yourvoice inbox - with around two thirds representing group or 'all of organisation' feedback.

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## Online portal

Registration counts		Top five registration counts	
New registrations (Oct-Nov)	538	1. Ara	121
Total registered	1,918	2. Otago Polytechnic	121
		3. Unitec	103
		4. Open Polytechnic	99
		5. Wintec	74

## People creating posts

From	Descent	Roles
Wellington (24)	NZ European/European/North America (70)	Teaching (30)
Auckland (19)	Other (19)	Admin/Bus support (25)
Otago (12)	Māori (15)	Learner support (23)

## People commenting on posts

From	Descent	Roles
Waikato (15)	NZ European/European/North America (54)	Teaching (36)
Southland (12)	Asian (7)	Admin/Bus support (26)
Canterbury (10)	Pacific (6)	Learner support (10)
Auckland (10)		

## Yourvoice email submissions

The email inbox has received 189 submissions. Over 50 groups including:

Mana whenua representatives in Ōtepoti	Ara Board Ara Exec Ara Learning Services
BCITO	Competenz Nga Kaiurungi, Competenz' Māori Governance Board
Connexis	EIT Board EIT health & Sport science staff
Grey District Council	Grow Dunedin Partnership
ITENZ	Kaimahi Māori at Toi Ohomai
MIT/Unitec International	NMIT NMIT Learning Innovation Team NMIT staff hui
Northtec	NZ Council Trade Unions
NZ Nurses Association	NZ Union Students Association
NZ Writers Guild	OER Foundation (Otago Poly)
Open Polytechnic Board Open Polytechnic Exec	Primary ITO
Roofing Assn NZ	SIT
Te Kāhui Ahorangi staff	Te Rūnanga ā Iwi o Ngāpuhi
TEU Otago Polytechnic	TEU SIT
Toi Oho Mai	TPP staff and community
UCOL	Unitec Marae
W&W board W&W Innovation Team	Waihanga Ara Rau Workforce Development Council
We Create	Wintec staff

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## Online engagement sessions

### Open online staff presentation and Q&A sessions

Session	Date	Time	Total registrations
Session 1	21 October 2021	10am – 11am	115
Session 2	28 October 2021	4pm – 5pm	78
Session 3	29 October 2021	12pm – 1pm	113
Session 4	1 November 2021	11am – 12pm	145
Session 5	1 November 2021	4pm – 5pm	43
Session 6	2 November 2021	4pm – 5pm	44
Session 7	4 November 2021	10am – 11am	99

### Te Pūkenga Work Based Learning subsidiary

Date	Session
18 October 2021	WBL Leaders' Forum
27 October 2021	WBL Leaders' Forum
27 October 2021	WBL Board
2 November 2021	WBL ELT/Business Divisions SLT

### ITP subsidiary boards

Date	Who
18 October 2021	EIT Subsidiary Board
18 October 2021	Wintec Subsidiary Board
18 October 2021	NorthTec Subsidiary Board
19 October 2021	Otago Polytechnic Subsidiary Board
20 October 2021	TPP Subsidiary Board
26 October 2021	WITT Subsidiary Board
27 October 2021	SIT Subsidiary Board
28 October 2021	UCOL Subsidiary Board
28 October 2021	MIT/Unitec Subsidiary Board
29 October 2021	NMIT Subsidiary Board
29 October 2021	Toi Ohomai Subsidiary Board
29 October 2021	WelTec/Whitireia Subsidiary Board
4 November 2021	Ara subsidiary Board
5 November 2021	Open Polytechnic subsidiary Board
9 November 2021	ITP Board Chairs and CEs meeting

## Online engagement sessions with employers

Session	Date	Time	Total registrations
Engagement 1	18 October 2021	4:00pm - 5:15pm	181
Engagement 2	19 October 2021	12:00pm - 1:15pm	218
Engagement 3	19 October 2021	4:00pm - 5:15pm	177
Engagement 4	21 October 2021	12:00pm - 1:15pm	260
Engagement 5	21 October 2021	4:00pm - 5:15pm	154

## Learners and staff supporting learners' online sessions

Date	Who	Total registrations
22 October 2021	Learner Leadership Group	
26 October 2021	Student Voice groups	
26 October 2021	National Student Associations	
2 November 2021	Disabled learners	
2 November 2021	International learners	
2 November 2021	In-work learners	
3 November 2021	General learners (Open)	
4 November 2021	Apprentice learners	
5 November 2021	Māori learners	
5 November 2021	Pasifika learners	
Various	Learner centred design forum staff	Learners 155+, Staff 100+

## Māori

Date	Engagement
21 October 2021	Te Pūkenga Interim Komiti Māori Drop-in Session 1
21 October 2021	Te Pūkenga Interim Komiti Māori Drop-in Session 2
22 October 2021	Te Tira Manukura
26 October 2021	TWoA Governance group
26 October 2021	Mātauranga Iwi Leaders Group
28 October 2021	Te Pūkenga session for ITP staff
29 October 2021	Te Tira Manukura
1 November 2021	Te Pūkenga session for ITO, ITP and WBL staff
2 November 2021	Te Pūkenga Subsidiary Māori Directors Drop-in Session 1
3 November 2021	Te Pūkenga Subsidiary Māori Directors Drop-in Session 2
4 November 2021	Te Pūkenga Subsidiary Māori Directors Drop-in Session 3
5 November 2021	Te Pae Tawhiti Champions
5 November 2021	Te Rautaki Whakarōpū

## Pacific staff

Date	Session
4 November 2021	Pacific Fono

## Academic staff

Date	Session
27 October 2021	Rangahau Research Leaders
1 November 2021	ITP Academic Executives
3 November 2021	ITP Academic Leaders

## Operations staff

Date	Session
28 October 2021	Marketing and Communications Forum
28 October 2021	Combined CFO, Risk and Compliance Forums
4 November 2021	People and Culture Leaders Forum
4 November 2021	CIO Forum

## Other

- Te Pūkenga Interim Learner Advisory Committee
- Te Pūkenga Interim Staff Committee
- Te Pūkenga Interim Kōmiti Māori
- Te Poari Akoranga Academic Board
- Unions – session undertaken with TEU and TIASA (invites to each staff session)
- RoVE Programme Board, Design Authority, and central government agencies (various)
- Te Taumata Aronui (22 October)
- Tāmaki and Bay of Plenty RSLGs

# Tāpirihanga 6 — Kuputaka

## Appendix 6 — Glossary of terms

Please note that these terms are defined within the context of this report.

Term	Definition
<b>Ako Networks</b>	<p>An aspect of the proposed operating model.</p> <p>A formalised group of experts in a particular field that come together to reflect, share, and improve on that field (similar to communities of practice).</p> <p>They also lead and drive pedagogical innovation to develop credentials and support delivery of vocational and on-the-job education, including degree and postgraduate programmes.</p>
<b>Blueprint or Te Tiriti blueprint</b>	An outline of how Te Tiriti relationships will work at all levels of the future organisation.
<b>Charter</b>	Legislated obligations of Te Pūkenga. The Charter is Schedule 13 of the Education and Training Act 2020.
<b>Equity</b>	<p>People have different educational outcomes that have significant consequences both economically and on wellbeing. These outcomes are not only avoidable but are unfair and unjust. Equity recognises that people with different levels of advantage require different approaches and resources to get equitable outcomes.</p> <p>Te Pūkenga takes a Te Tiriti-based equity approach in partnership with Māori, to deliver empowerment, inclusion, and success for all.</p>
<b>Hapū</b>	Sub-tribe, a section of a larger kinship group who share a common ancestor.
<b>Holistic wellbeing</b>	Encompasses the physical, emotional, mental, and spiritual wellness of an individual within the context of their whānau and wider environment.
<b>Iwi</b>	Tribe, a large kinship group who share a common ancestor.
<b>Kōrero</b>	To speak, discuss, converse.
<b>Mahi</b>	The work we do.
<b>Māori</b>	Indigenous people to Aotearoa, New Zealand.
<b>Matrix</b>	An organisation model type that brings teams of functional experts together to deliver certain outcomes.
<b>Outcomes framework</b>	Outlines the outcomes, indicators, and measures that support the vision and priorities of Te Pūkenga.
<b>Pasifika</b>	The people, cultures, and language of Pacific groups.
<b>Pathway</b>	Our critical pathway that signposts major milestones through the integration and changes that result in Te Pūkenga as a connected network of education providers.
<b>Proposed functions</b>	Proposed groups of activities or areas of speciality in an organisation.
<b>Proposed Operating Model</b>	Describes how Te Pūkenga could operate in the future.

<b>Provider</b>	An education organisation that delivers vocational education and training, e.g. polytechnic. Can be referred to as a tertiary education organisation.
<b>Regional Collective impact</b>	An approach to achieving desirable outcomes at a local/regional level through collaborative efforts focussed on agreed measures of success.
<b>RoVE – Reform of Vocational Education</b>	The reforms are some of the largest changes that have been made to vocational learning in Aotearoa. Te Pūkenga was one entity established alongside others as part of the reforms.
<b>RSLG - Regional Skills Leadership Group</b>	RSLGs provide advice about the skills needs of the regions to the Tertiary Education Commission, WDCs and Te Pūkenga Network.
<b>Subsidiary</b>	A current subsidiary of Te Pūkenga. This includes the 16 Institutes of Technology and Polytechnics and Work-based Learning (the subsidiary created for transitional Industry Training Organisations to transition into).
<b>Te Pae Tawhiti</b>	A self-reflective tool to monitor and assess how well Te Pūkenga network is tracking towards Te Tiriti o Waitangi excellence, and achievement of their objectives of demonstrable Te Tiriti o Waitangi o Waitangi Partnerships and inclusivity and equity for Māori.
<b>Te Rito research</b>	A body of research conducted by Te Pūkenga across its network that provides insights into the experiences of all learners (especially Māori, Pacific and disabled) and highlights existing barriers and opportunities for successful outcomes.
<b>Te Tiriti</b>	Te Tiriti o Waitangi – the Māori text of The Treaty of Waitangi.
<b>Time horizons or horizons</b>	A fixed point in time when certain things will happen by.
<b>TITO - Transitional Industry Training Organisation</b>	Transitional Industry Training Organisations which have until the end of 2022 to decide if they come across to Te Pūkenga or not.
<b>Tuakana/Teina</b>	Māori designed mentoring model where a more experienced person guides a less-experienced person. With both parties establishing a mutually supportive relationship.
<b>UFS – Unified Funding System</b>	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.
<b>VET – Vocational Education and Training</b>	Education and training that leads to the achievement of industry-developed skill standards, qualifications, or other awards including work-based training.
<b>Waiata</b>	Song
<b>WDC – Workforce Development Council</b>	WDCs ensure the vocational education system meets industry needs and engages with Māori business and iwi development. They set standards, develop qualifications, and help to shape the curriculum of vocational education.
<b>Whakaaro</b>	Thought, opinion, an understanding.
<b>Whakawhanaungatanga</b>	The process of establishing meaningful relationships with each other.
<b>What you can expect document</b>	Describes the changes different people will experience and when, during the transition of Te Pūkenga into a connected network of vocational learning.
<b>Whiria Ngā Rau</b>	A framework established by a collective of national student unions and associations that focusses on ensuring learners at the centre and guides effective student partnership.
<b>Work plan</b>	Te Pūkenga work plan which sets out core programmes of work that will deliver on the Charter.



**Te Pūkenga**

[tepūkenga.ac.nz](http://tepūkenga.ac.nz)