

## Te whaitake o te Taura Whakahaere ki ngā Kaiako katoa | What the Operating Model means for all teaching staff

### Nau mai | Welcome

We've been given a once in a lifetime opportunity to reimagine and build a world-class vocational and on-the-job learning system for Aotearoa New Zealand that has ākonga, learners, at the centre.

'Whakairohia he toki, tāraia te anamata' which literally means 'Fashion an adze, carve out the future'. This purposefully authored Te Pūkenga whakatauākī (proverb) captures the essence of our collective Te Pūkenga vision.

Furthermore, our Te Pūkenga Whakatauākī inspires us to come together and work as one for the benefit of our ākonga. This includes our Te Tiriti o Waitangi partners, our network staff across the country, our employers and our community.

When we come together, we can give our learners the best possible head-start in gaining satisfying work now and into the future.

### Our proposed Operating Model

The first stage is to create an Operating Model for Te Pūkenga.

This is the framework that describes how Te Pūkenga will operate in the future.

The proposed Operating Model describes the future experience that learners, employers, staff and iwi, hapū and Māori will have and how we, as a network, will advance equity and address inequity, especially for Māori, Pacific, and disabled learners.

We want to gather your whakaaro (feedback) about our proposed model.

The model does not confirm our new organisational design and structure, how we govern ourselves or what our regions are.

We'll come to you again both later this year and next year and ask for your whakaaro as we progress our design mahi and the structure of Te Pūkenga together with you.

### Hei whakamārama Description of our whakatauākī

The most well used and highly prized tool of the pre-European Māori world was the toki or the adze. This implement was used to fashion waka, build houses, fell trees and even create other tools. So prized was the toki that there are many Māori proverbs that speak of its application and even people who were seen as proficient in various activities were called 'toki.'

The notion of toki aligns with the name Te Pūkenga which also means to be proficient or skilled in particular roles. By including the word whakairohia in the first part of the sentence, this phrase is encouraging people to upskill themselves, or equip themselves with the relevant tool. The second part of the phrase is about the future. The word tāraia means to fashion, shape or sculpt and anamata is the future. Therefore the phrase as a whole is about encouraging people to prepare themselves with a skillset that will help us all to shape the future.

### Homai ōu whakaaro | Share your voice by:

**Visiting:** [yourvoice.tepukenga.ac.nz](https://yourvoice.tepukenga.ac.nz)

**Emailing:** [yourvoice@tepukenga.ac.nz](mailto:yourvoice@tepukenga.ac.nz)

**The proposed Operating Model is available at** [tepukenga.ac.nz/opmodel](https://tepukenga.ac.nz/opmodel)

**Engagement is open from** 18 October to 8 November.

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## Tiro wawe: He aha tōna whaitake ki a koe? At a glance: What does this mean for you?

- Some duplicated activities will be brought together into a single hub network, giving you the space to focus on your core role
- Dedicated learner wellbeing support will also free up your time to focus on growing your cultural competence
- Ako Networks will create opportunities for you to share learnings, innovate, and strengthen the way you deliver learning.

### The proposed Operating Model

Our Operating Model is based around describing the future functions of our network and how they are grouped to transform the way vocational education is delivered. Each function and how they work together will be a critical part of our network.

Our weaved model groups functions into three areas:

1. **Strategic functions** interact with and support other parts of the network and system to form strategic insights and embed the network's strategic direction. Strategic functions identify opportunities for innovation, measures the impacts of initiatives and interventions, and the network's performance.
2. **Enabling functions** sustain the other functions and the information flows between them to enable quality, certainty, and consistency across the network. Bringing together these core enabling functions also drives efficiencies and reduced duplication within the network.
3. **Teaching, learning, support and navigation** functions for successful learner and employer journeys – these are functions that determine how we interact directly with learners, their whānau, and employers to deliver high quality education and effective holistic wellbeing support and empowerment.

In addition, **ako networks** will be created. Ako networks are formal networks of teams who come together to use their knowledge, skills and competencies to support delivery of vocational and on-the-job learning, including degree and postgraduate programmes.

They will support the development of fully integrated learning options across all modes of delivery that may vary from learner to learner or employer to employer.

Through sharing ako (teaching and learning) we will empower staff to drive excellence in moderation, and quality assurance, completing formal capability development together, and enhancing and maintaining curriculum and resources. These groups will include members from a range of other organisations – such as Workforce Development Councils (WDCs), Centres of Vocational Excellence, industry, employers and Māori partners – that come together for certain activities to ensure Te Pūkenga stays connected and relevant to the network's needs.

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## **Ōna taipitopito: He aha tōna whaitake ki a koe?**

### **In detail: What does this mean for you?**

#### **Ako networks**

The model is designed around the learner journey and is brought to life through ako networks and ako support networks. These networks are a key part of the type of organisation we want to be – a learning organisation that shares knowledge, and is constantly seeking to grow and transform.

Ako networks will also bring together people who work in the same discipline (e.g. health, creative arts, or construction). They will support you to share and learn from teaching best practice, new research, learning and development, assessment techniques, and innovations that enable us all to better meet the needs of our learners. Other networks may bring together like-minded groups such as those undertaking research, working with foundation learners or Postgraduate Supervisors.

Another key part of the model is our focus on Collective Impact. Collective Impact initiatives will bring together our people, employers, learners, communities, iwi, hapū, government agencies and local enterprises, to focus on a common goal. These shared goals will be at the heart of what we are trying to achieve for our learners, their whānau, and communities – informing what delivery might be needed, where, to who, and how.

#### **Enabling teaching staff to focus on their mahi**

You told us there is an overreliance on staff to provide a mix of academic, course design, teaching and pastoral care work that impacts on your ability to focus on your core roles and purpose.

The new model takes advantage of the scale of our national network, by bringing together some activity that is currently duplicated across the network into a single hub, in order to give staff the space to focus on their core roles.

There will also be a dedicated focus on learner wellbeing support in the new model. We know currently that our staff can spend a significant amount of time on wellbeing support, which can make it difficult to manage the work from their core role. Supporting the wellbeing of our learners is an important part of what we are here to do, and we intend to resource it accordingly.

We also know that a significant additional burden is placed on our Māori and Pacific staff in supporting the cultural capability of their peers. The new model will ensure that all staff are supported to improve their cultural awareness, wherever they are on their journey. This is important if we are to share the load that our diverse staff (including Māori and Pacific staff) often carry.

#### **Learning and development for staff**

Most staff share a genuine desire to be culturally competent to respond to the holistic needs of learners, but feel more support is required to enable them to do so. You told us there is a lack of support to upskill in emerging technologies that improve the quality and accessibility of education.

The Operating Model will support all staff to learn and grow. This includes giving you the time, space and resources to grow cultural awareness, technical capability, professional practice and the ability to be responsive to the needs of Māori, Pacific, and disabled learners.

This means strengthening how our staff give effect to Te Tiriti o Waitangi, meet the equity rights and needs of underserved peoples and communities, enhance capability to support and deliver on Māori, Pacific, and disabled community aspirations, and enable staff to become disability confident.

Ako networks will create opportunities you to share learnings, innovate, and strengthen the network of delivery. Some ako networks will align to disciplines or industries to support learning while others might cover topics such as learner support and engagement, data and insights or emerging technologies.

Along with ako networks, dedicated support will also be provided across all parts of our organisation to improve your confidence in using new and emerging technologies.

## Staff voice

We want to make sure that your voice informs all that we do. By working together, we can better understand and design solutions that meet your needs.

This model will bring together other functions that help us listen to the different voices across the organisation. We will ensure that they are fed into all that we do – for example strategy and planning, and policy development. Your voice will be heard at all levels of the organisation – including our governance and leadership teams.

Growing a representative workforce is a crucial part of advancing equity and inclusion and addressing inequity across the network. This will enable us to be responsive to the needs of diverse learners, whānau, industries, employers, and communities.

## Preserving identity

We know that the needs of each community are unique, and that our teaching and learner support staff must be able to tailor the way they deliver their mahi to meet local needs. This is an important part of our proposed Operating Model.

This model will ensure that delivery of teaching and learning and support can be integrated and tailored regionally. This will enable you to take the best of our nationwide network (for example through ako networks and ako support networks) and tailor this to ensure that it will meet the needs of our learners, their whānau, and communities.

Other functions of the organisation will also be regionally tailored – such as the services and events we offer. These will be designed in collaboration with local communities, iwi, hapū and mana whenua, to ensure they reflect local identity and the needs of our communities.

## In practice what this could mean

In 2023, ako networks will begin to support staff to strengthen connections across the network, especially in their own area of expertise. The network structure will be known, and staff will increasingly operate in a network environment.

For academic staff, this means starting to deliver unified programmes, share resources and work more closely together on development, delivery, and moderation activities and challenges. With renewed emphasis, we will support our people to enhance their cultural and teaching and learning capability and, as a workplace, Te Pūkenga will be inclusive, culturally diverse and culturally aware. Systems, processes and practices will be integrated.

The national staff advisory committee will be chosen by staff for staff. Leadership and capability building programmes will support our people with the right skills and attributes required for the future. Collectively, we will measure our performance around learners and whānau, with a focus on learner success.

## Homai ōu whakaaro | Share your voice

We want to hear your feedback, comments and ideas. The main questions that we have are below, however, we invite your feedback on anything that's important to you regarding the proposed Operating Model. Share your voice at: [yourvoice.tepukenga.ac.nz](https://yourvoice.tepukenga.ac.nz)

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## Ngā pātai | Questions

Sharing your thoughts on the below questions will help us finalise the Operating Model which will go to the Minister of Education for endorsement in December this year.

### Ako networks

Ako networks are formal networks of teams who come together to use their knowledge, skills and competencies to support delivery of vocational and on-the-job learning, including degree and postgraduate programmes.

- Do you have any feedback on the proposed ako networks?
- How do you think they will position Te Pūkenga to better deliver to ākonga and employers?
- What will be the key challenges that we will need to overcome?

### Proposed functions

The proposed Operating Model presents the proposed functions of Te Pūkenga and how they are grouped to transform the way vocational education is delivered in Aotearoa New Zealand.

- Do you have any feedback on the proposed functions?

### Categorising the functions

In the Operating Model, we have categorised functions in one of two ways to describe if they are a 'single hub network' function or 'distributed delivery' function. Single hub network functions aim to maintain consistency, cost effectiveness and driving quality at scale. Distributed delivery functions will be close to where the service is provided so they can be responsive to learners, their whānau, employers and regional needs.

- Do you have any feedback on the way we have categorised functions as either a single hub network function or distributed delivery function?

### Giving effect to Te Tiriti o Waitangi

The proposed Operating Model must reflect Māori-Crown relations in order to give effect to Te Tiriti o Waitangi in governance, management and operations, acknowledge Māori leadership in regional development, and achieve equitable outcomes for ākonga Māori – Māori learners and their whānau, and is fundamental to the way we will all work to achieve equity between peoples in opportunity and outcome.

- Do you think our proposed Operating Model does enough to achieve this?
- Are there other things you think we should be doing? (whether that's as teachers, employers or learners)?

### Equity between peoples in opportunity and outcome

The proposed Operating Model must reflect that equity and Inclusion are core principles of our organisation. It must enable us to advance and achieve equity for our learners and their whānau and staff - in both opportunity and outcomes.

- Do you think our proposed Operating Model does enough to achieve this?
- Are there other things you think we should be doing? (whether that's as teachers, employers or learners)?

### Responding to ROVE

Our Operating Model outlines what we will do and how we could be organised to deliver on our vision and the objectives of the Reform of Vocational Education (RoVE).

- Is there anything you would change about how the model brings to life the objectives of the RoVE reform?

### Regional Collective Impact

The proposed Operating Model sets out the exciting and intentional inclusion of working collaboratively within the regions with other regional and community partners (such as Regional Skills Leadership Groups, Ministry of Social Development, Ministry of Business, Innovation and Employment, kura and schools, community organisations).

- What opportunities do you consider there are for our learners, employers and even your own mahi in building this engagement with key regional partners?

### General comments about the proposed Operating Model

- Do you have any other comments you'd like to share about the proposed Operating Model?

### General comments about Te Pūkenga

- Do you have any other comments you'd like to share about Te Pūkenga and the direction we're taking?