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## Te Pūkenga Interim Learner Advisory Committee (ILAC) OPEN Minutes

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Minutes of a meeting of the Interim Learner Advisory Committee held via audio-visual link on Tuesday, 11 October 2022 at 5.30pm

### PRESENT

**Members:** Jordan Gush (Co-Chair)  
Dahrian Watene (Co-Chair)  
Hamish Duncan  
Ezra Tamati  
Skyla Flower  
Henry Geary  
Lupe Kautoke  
Nina Lee Griffith

**In attendance:** Becca Brooke (Learner Governance Lead)  
Aayla Peebles (Learner Partnerships Advisor)  
Annie Waterworth (Implementation Lead)  
Katrina Thomas (Principal Advisor)

**Note:** *This ILAC meeting was originally scheduled to take place on 4 October 2022, however, due to lack of quorum, it was rescheduled to take place on 11 October 2022.*

**1) Karakia Timatanga**

The meeting was opened at 5.30pm with a Karakia Timatanga from Co-Chair Jordan Gush.

**2) Welcome**

Attendees from Ministry of Education – Zoe Brown and Julia White were welcomed to the meeting. They spoke to item 7 (Combined International Student and Domestic Tertiary Dispute Resolution Scheme).

**3) Apologies**

**Resolved:** (Jordan Gush/Nina Lee Griffith)

That the apologies from Cecily Zhou for absence are received and accepted.

**4) Confirmation of Agenda**

**Resolved:** (Jordan Gush/Hamish Duncan)

That the agenda is confirmed.

**5) Declarations of Interest**

There were no declarations of interest.

**6) Confirmation of 16 August 2022 OPEN Interim Learner Advisory Committee Meeting Minutes**

**Resolved:** (Hamish Duncan/Skyla Flowers)

That ILAC confirm the open minutes of the interim Learner Advisory Committee meeting that took place on 16 August 2022 as a true and correct record.

**7) Combined International Student and Domestic Tertiary Dispute Resolution Scheme – Ministry of Education**

*Presentation was provided by Zoe Brown and Julia White – Ministry of Education (MOE).*

ILAC were provided with a brief outline of the work the Ministry of Education were undertaking to improve the disputes system for domestic and international learners and providers. It was proposed that the Domestic Tertiary Student Resolution Scheme be combined with the International Student Dispute Resolution Scheme to create one scheme for all tertiary students (domestic and international).

As part of this work, the ministry was keen to work with learners to help shape the consultation process and to obtain initial feedback to improve the navigation of the scheme for learners.

**ILAC raised the following points:**

- How work-based learners would fit into the scheme regarding contractual/employment issues? It was noted this point needed to be further clarified.
- It was important that the organisation and staff running the scheme/process be equipped and trained around cultural awareness and competency. There needed to be a minimum standard regarding cultural competency that was consistent across

the board. Cultural competency was important to learners especially with sensitive issues like this and needed to be thought about carefully as the scheme was developed further and then implemented.

- With respect to the cultural competency panel mentioned, learners were keen to understand the make-up of this group. It was important that there was adequate representation from both universities and polytechnics, and that underserved learners had a strong voice.
- It was important to learners that there was regular monitoring and reporting around the performance of the scheme. Learners were keen to understand how performance would be measured and reported back.
- It was noted that MOE needed to work with various organisations to socialise the scheme and make it more accessible across the board, but especially for work-based learners.
- The use of plain language was important to enable learners to understand consultation process and navigate the scheme itself. How the consultation document was presented to learners was important, for example, lots of learners needed more visual tools/prompts rather than just written documents.
- More thought was needed to on how learners could be provided neutral assistance/advice with the process/scheme. Independent student advocates/representatives should be made available to provide advice and assist learners with the process.

**ACTION:** ILAC requested further information about provisions for cultural awareness and competency training withing the scheme and would like to understand more about what the consultation document and process will look like.

**Resolved:** (Hamish Duncan/Skyla Flowers)

That ILAC receive the overview and presentation from MOE on the Combined International Student and Domestic Tertiary Dispute Resolution Scheme and request staff note any feedback provided by the committee.

*Following the above item, Item 11 – General Business - Future of Learner Voice Update was taken to accommodate availability of presenters.*

## **11) General Business (Future of Learner Voice Update)**

The Learner Partnerships Advisor provided an update on the co-design process and timeline for the Future of Learner Voice mahi. She noted that the approach had been adjusted to take into account the time of year and availability of learners.

ILAC queried whether there would be an opportunity for wider engagement (in addition to the work taking place with the co-design group). It was noted that this year, the team were

focussing on the high-level design and that next year, there would be further opportunity to refine and engage further with a wider group of learners.

**Resolved:** (Lupe Kautoke/Jordan Gush)

That ILAC receive the update on the 'Future of Learner Voice' co-design process.

## 8) Draft National Policy Statement for Learner Voice and Engagement - Introduction

*A presentation was provided by the Implementation Lead - Learner and Whanau Engagement.*

It was noted that the purpose of the National Policy Statement (NPS) was to set a national direction for Learner Voice and Engagement.

The objective of the NPS was to ensure that:

- Learner voice informs the ongoing direction and mahi of Te Pūkenga and the learner experience.
- Learner voice influences and informs the development of policies and strategies that affect learners.
- Wherever possible learners co-design the way in which learning, teaching and services are developed and implemented.
- Any development considers the needs of learners, especially Māori, Pacific, and Disabled learners.

It was noted that the draft NPS was a work-in-progress, and that staff would value input from ILAC and other key learner groups to help refine and develop the document further. Other key learner related policy and supporting documents were or would be developed and connect through to the NPS. A final version of the NPS would be brought back to ILAC to endorse before going to Council.

**ILAC raised the following points:**

- Whether there will be further support and direction provided to the network through this policy statement around what good learner consultation/engagement looks like.
- There was a perception that universities have higher value qualifications than polytechnics and that the definition of excellence in each setting is interpreted differently. Te Pūkenga definition of excellence should align not only to academic excellence but to individual achievement at all levels and types of qualifications. Excellence represents the journey and the achievements of the whole person and that of their whanau.
- Agree that the three additional principles that underpin learner voice should be included in the document.
- The word 'empowerment' is missing.
- Pacific voice needed to be specifically invited in to speak/contribute their voice. The NPS needs to enable this voice to come through by encouraging a proactive and direct approach to seeking feedback from this group of learners and their whanau. It also needed to be recognised that the individual and whanau are not considered separate for the Pacific community.
- Generally happy with the five statements. Like that 'key partners' have been combined with learners being at the center.

- A holistic and humanistic approach needs to be at the forefront. This can be reinforced through this statement.
- The feedback loop regarding performance measures for this policy statement must be clear with key expectations set for the network in monitoring and reporting.
- There needs to be sufficient resources in place to capture and facilitate student voice. Need to have people who understand learners in key roles.

**Resolved:** (Hamish Duncan/Lupe Kautoke)

That ILAC receive the overview and presentation on the Draft National Policy Statement for Learner Voice and Engagement and request that staff note any feedback provided by the committee.

## 9) Draft Learner Charter - Introduction

*Presentation provided by Principal Advisor Learner with Whanau Engagement.*

It was noted that the Learner Charter was a key overarching document in what will be a comprehensive suite of learner policy and related documents. It provides a high-level articulation of the relationship between Te Pūkenga and its learners. It sets out high level rights and responsibilities that learners have during their learning journey with Te Pūkenga.

The Charter is intended to guide learners and Te Pūkenga in upholding its obligations, values, and aspirations. ILAC was invited to review this draft Learner Charter and provide any feedback.

**ILAC raised the following points:**

- The readability of the document was good and appreciated the different sections in terms of the learner journey.
- The draft charter seemed quite heavy on what Te Pūkenga would do for learners but may need some further clarification around responsibility of learners and how learners should honour Te Tiriti o Waitangi.
- Reciprocity of relationships between tutors, teaching staff and learners needs to be articulated more clearly.
- Clarification was sought on how often the charter would be reviewed.

**Resolved:** (Jordan Gush/Nina Lee Griffith)

That ILAC receive the overview and presentation on the Draft Learner Charter and request that staff note any feedback provided by the committee.

## 10) OPEN Council/Committee/Representative Group Updates

- **Council**

Co-Chair Jordan Gush noted that a summary report outlining the Council's key activities for Aug/Sept would be tabled in the closed session of the meeting.

- **Komiti Māori**

Co-Chair Dahrian Watene noted that the recommendation from ILAC regarding permanent committee representation arrangements had been supported by Komiti Māori. Komiti Māori were currently working through future Komiti arrangements.

- **Te Poari Akoranga (TPA)**

Member Skyla Flowers advised that she had stepped down as ILAC representative on TPA due to other commitments. She noted that the hours of the TPA hui were not ideal for learners in general as they were during business hours. She also noted that it would be useful for ILAC members on TPA to receive some support around preparation for the hui as the topics of discussion were often difficult to follow and understand for anyone not in the academic space.

- **Disability Action Plan Steering Group**

Member Henry Geary noted that the steering group was now moving into an implementation phase and had an upcoming meeting.

**Action:** Staff to pass on feedback regarding support for ILAC members on Te Poari Akoranga.

**Resolved:** (Skyla Flowers/Hamish Duncan)

That ILAC recommend the appointment of Henry Geary (to replace Skyla Flowers) as ILAC representative on Te Poari Akoranga.

**Resolved:** (Hamish Duncan/Lupe Kautoke)

That ILAC receive the verbal updates concerning OPEN Council/committees/representative groups.

## 11) General Business

The Learner Governance Lead noted that there would likely be a meeting scheduled for late November/early December. ILAC members expressed that they would like the meeting to be in person.

It was also noted that staff would be working through extension of contracts in the coming months and would be in touch with members individually to discuss.

ILAC congratulated Co-Chair Dahrian Watene for receiving a scholarship from the Prime Minister to attend a business exchange programme in Japan.

**Resolved:** (Hamish Duncan/Henry Geary)

That ILAC receive general business updates provided by staff.

## 12) Item 12 - Resolution to Exclude the Public

**Resolved:** (Hamish Duncan/Skyla Flowers)

That the public be excluded from the following parts of the proceedings of this meeting, namely consideration of the public excluded agenda.

The general subject of each matter to be considered while the public is excluded, the reason for passing this resolution in relation to each matter, and the specific grounds under section 48(1) of the Local Government Official Information and Meetings Act 1987 for the passing of this resolution follows:

General subject of matter to be considered	Reasons for passing this resolution	Ground(s) founder section 48(1) for the passing of this resolution
Public Excluded Minutes – 16 August 2022  Council/Committee/Representative Group Updates (Public Excluded)  General Business/Action List (Public Excluded)	Good reasons to withhold information exists under Section 7 Local Government and Official Information and Meetings Act 1987	Section 48(1)(a)

This resolution is made in reliance on section 48(1)(a) of the Local Government Official Information and Meetings Act 1987 and the particular interest or interests protected by Section 6 or Section 7 of that Act which would be prejudiced by the holding of the whole or relevant part of the proceedings of the meeting in public, as follows:

Public Excluded Minutes – 16 August 2022  Council/Committee/Representative Group Updates (Public Excluded)  General Business/Action List (Public Excluded)	To prevent the disclosure or use of official information for improper gain or improper advantage.	Section 7 (2) (j)
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**The meeting went into a public excluded session at 8.10pm**

**The meeting was declared closed at 8.21pm**