

## Interim Learner Advisory Committee (ILAC) Meeting – 2 June 2022

### Summary & Actions

#### Key highlights:

- **Council Member Tania Hodges** attended part of the ILAC meeting. She acknowledged the work of ILAC and provided a brief overview of some of the key things the Council was currently focused on and some of the challenges coming up.
- **An ILAC wānanga took place on 16 May** to workshop the ‘future state of learner voice and representation’ and ‘what learners need to support their success from day one’. This wānanga fed into the ‘Learner Advisory Committee Representation Arrangement Options Report’, the Equity and Learner Success Strategy, and business case.
- **Communications plan for ILAC** has been developed with previous input from the committee. This was one of the key pieces of work signalled in the committees work plan.
- **[A report on the advisory committee election timing](#)** was presented to the Council at its April 2022 meeting with the staff recommendation to hold elections in quarter 3 of 2023 being approved. Council also approved the extension of current ILAC members contracts to align with this timing which staff would arrange for members in due course.
- **ILAC formed its recommendation to Council** regarding the make-up of the permanent Learner Advisory Committee (*note- this recommendation was amended at the 5 July ILAC meeting*).
- **ILAC provided input and feedback into several key strategies/framework:**
  - Learner with Whānau Success and Equity Strategy Business Case
  - Te Pae Māhutonga (Wellbeing Framework)
  - Sustainability Strategy
  - Whiria Te Pūkenga – Mātauranga Māori Framework
  - Operating Model Engagement (Closed)

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#### Topics of discussion:

##### 1) **Learner with Whanau Success and Equity Strategy Business Case**

Staff provided an update on the Learner with Whanau Success and Equity Strategy Business Case. It was noted that input from ākonga, in particular ILAC, had been incorporated into the strategy business case.

Members discussed:

- programme unification, particularly input of learners into developing teaching resources.
- Tuakaina Teina, navigators and mentoring programmes.
- Current state vs future state for learner success and equity.

## 2) Te Pae Māhutonga (Wellbeing Framework)

Staff provided a presentation on Te Pae Māhutonga - the organisation-wide wellbeing framework for kaimahi and ākonga.

Members discussed:

- How the framework will be embedded within the wider network and whether there will be tools/resources developed to guide implementation of the framework.
- Whether learners will be involved with informing the development of tools and resources, and implementation of the framework within the network.
- Whether the framework aligns to Pacifica wellbeing values or has had input from that community specifically.

## 3) Sustainability Strategy

Staff provided a presentation on the development of the Sustainability Strategy.

Members discussed:

- Initiatives/programmes to work with with ethical and sustainable partners.
- Sustainability through a financial lens - making sure initiatives can continue into the future and have long term benefits.
- Indigenous voice to be front of mind and Te Ao Māori world view should be incorporated. Iwi and Hapu should be central to the development of a sustainability strategy.
- How do we cater for technology needs vs sustainability needs?
- How are we teaching learners about sustainability – bringing people on the journey?
- Implications and learnings of covid need to be looked at with respect to developing a sustainable support network.
- Consideration for the many different aspects of sustainability needed to be articulated well.
- The sustainability strategy needs to join up with other work being done at Te Pūkenga i.e. Mātauranga Māori framework.
- Environmental wastage within various industries -how can we lead the change in this area?
- Workforce sustainability – how do we keep learners in NZ.

## 4) Whiria Te Pūkenga – Mātauranga Māori Framework

Staff provided a presentation to the committee outlining that Whiria Te Pūkenga was a Ngā Uara (Values) based, Tangata (people) centred framework that offers grounding to the Ako Framework by way of a whakapapa that contextualises Ako within a Te Ao Māori worldview.

Members discussed:

- Ākonga and whanau involvement would be important in the development of this framework.
- Thought should be given to how framework in its final state is communicated/delivered. Different types of learners receive information differently.
- Something as important as this framework should be integrated holistically at all staff and learner levels across the network.

- Consideration within the framework on how to increase Te Reo capability across all levels including learners should be given.
- This framework should underpin the unification of programmes – need to ensure it is meaningful and fit for purpose.
- Some ILAC members would be keen to be part of a co-design process in the development of the framework.

**5) Learner Advisory Committee Representation Arrangements - Options Report**

Staff introduced the report noting the work of the committee in informing the recommendation outlined in the report. Members discussed what groups of priority learners should make up the permanent committee and how decisions should be made.

The committee then put forward the following recommendation to Council regarding the permanent committee representation arrangements (*note- this recommendation was amended at the 5 July 2022 ILAC meeting*):

**That ILAC:**

a.	<p><b>Recommend to Council</b> the following governance arrangements for the permanent Learner Advisory Committee:</p> <ol style="list-style-type: none"> <li>i. The committee comprise 11 learner representatives</li> <li>ii. The committee make recommendations by a high majority vote (75% of quorum) with a charter to be developed including guiding principles as to how the committee will work, including that in decision-making, the first intent should be to seek consensus.</li> <li>iii. 1 representative is elected from each region (noting 5 regions have been indicatively signalled) by the learner community of each region;</li> <li>iv. 1 representative is appointed (selected from a national pool of nominated candidates) for each of the following learner groups: <ul style="list-style-type: none"> <li>• Maaori</li> <li>• Pasifika</li> <li>• Disabled</li> <li>• LGBTQI+</li> <li>• International</li> <li>• Work-based Learner</li> </ul> </li> </ol>
b.	<p>Note that other aspects of the governance framework that will support the permanent Learner Advisory Committee (e.g. committee charter, terms of reference, position descriptions, induction process, appointments process, and election process) continue to be priority workstreams for the Interim Learner Advisory Committee to progress in the coming months.</p>

