



Te Pūkenga

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tepūkenga.ac.nz

5 June 2025

By email: [REDACTED]

Tēnā koe [REDACTED]

Request under the Official Information Act 1982

Thank you for your emails of 7, 9 and 13 May 2025. You requested the following information from UCOL | Te Pūkenga – New Zealand Institute of Skills and Technology (UCOL):

- 1. The latest financial report for UCOL Te Pūkenga that outlines expenditure across UCOL (eg; property, programmes, staff costs, corporate assets, overheads, IT etc). If there is no such report available, I would like a copy of the 2023/24 financial year report for the organisation and the financial reports for each work stream that inputted to the report.*
- 2. The criteria used to determine who would be in the change team and how the internal change team and external consultants were selected*
- 3. The overarching process for restructures and change that guides the current change process.*
- 4. A copy of the delegations that provides Operations Lead (interim) the powers to review feedback and decide upon the current change process for Te Atakura. For the avoidance of doubt, the Operations Lead I'm talking about is [REDACTED].*
- 5. With respect to the Future Ready change process, a copy of the evidence gathered, consultation assessment and recommendations that informed the change proposal documents.*
- 6. I would like to have a copy of the external consultants' recommendations on the UCOL Te Pūkenga restructure and the internal UCOL Te Pūkenga recommendations that guide the current proposal.*

This letter provides a formal decision on your request under the Official Information Act 1982 (OIA). We are sorry that we were not able to provide you with an urgent response, however appreciate that the Getting UCOL Future Ready team engaged with you to provide as much information as possible prior to the submission close date.

[REDACTED], in addition, I sincerely stand by my previous messages to all kaimahi (staff) affected by the sweeping period of change across our network. I acknowledge this is an incredibly challenging time both for you personally, and for all UCOL kaimahi directly affected by the changes proposed.

I appreciate you contacting me about your concerns. Please continue to look after yourself and each other during this tumultuous period.

The decision

For ease of reference, your six questions, the details already provided to you by the Getting UCOL Future Ready team on 12 May, along with additional input from consideration of your questions under the OIA are set out below.

Question One

1. *The latest financial report for UCOL Te Pūkenga that outlines expenditure across UCOL (eg; property, programmes, staff costs, corporate assets, overheads, IT etc). If there is no such report available, I would like a copy of the 2023/24 financial year report for the organization and the financial reports for each work stream that inputted to the report.*

Details provided on 12 May:

Financial information has been provided in the consultation document including year on year information and non-staff savings. The surplus/deficit amounts are clearly articulated as is what UCOL needs to achieve to return to surplus. UCOL is a business division of Te Pūkenga the last annual report was submitted in 2023 [an external link to our 2023 Te Pūrongo ā-Tau Annual Report was provided here www.tepukenga.ac.nz/assets/Publications/Annual-Report-2023/Te-Pukenga-Annual-report-2023.pdf]

I understand you discussed your needs in relation to this query with [REDACTED] directly, on 9 May, and were provided with an excel spreadsheet providing details of *Budget 2025 Group level by component cost categories* to address your query relating to UCOL finances.

This information was provided to you on a confidential basis as a kaimahi of UCOL affected by the change process. I have not re-attached the spreadsheet here as this level of detail is commercially sensitive and would be withheld from release under section 9(2)(b)(ii) of the OIA to *protect information where the making available of the information—would be likely unreasonably to prejudice the commercial position of the person who supplied or who is the subject of the information.*

Question Two

2. *The criteria used to determine who would be in the change team and how the internal change team and external consultants were selected*

Details provided on 12 May:

Te Pūkenga CEO, in conjunction with the Te Pūkenga P&C Transition and Change Lead, informed each business divisions what the roles for each change team should be. Te Pūkenga P&C Transition and Change Lead liaised in the first instance with the external members before UCOL brought them onto the team. Team members and special advisors were identified based on industry experience and areas of expertise in subject areas such as Academic, Project Management, P&C, Property (where this relates to property related initiatives), Finance (costing) and Comms. In addition,

external views were provided by [REDACTED] former CEO of the Open Polytech. The project team is listed on the Sharepoint within the Q+As here [an internal UCOL link was provided here].

To expand on the information provided to you by the change team, Te Pūkenga People and Culture Transition and Change Lead, who sits within the programme team, provided suggestions to all of our provider-based business division Executive Directors/Operations Leads, on roles that could be included in locally lead project teams. It then sat with the Executive Director/Operations Lead for each division to finalise these teams. The only requirements were that the Executive Director/Operations Lead was the sponsor of the project, that the project had a project lead as well as representatives from Academic, People and Culture, Finance and Property. This was to ensure a good knowledge base across the project team.

In some instances, the People and Culture Transition and Change Lead provided named suggestions to the Executive Director/Operations Lead, however, the final decision on the makeup of the team sat with the project sponsor whom for UCOL at the time was the Executive Director, Rohe 3.

In some instances (as was the case for UCOL) where the division informed the People and Culture Transition and Change Lead there was no one internally for the project manager role, a suggestion was made for an experienced project manager and/or change lead. The decision on those appointments again sat with the Executive Director/Operation Lead responsible.

Whilst no formal appointment criteria or process was created to set up the project teams, as above, advice was provided on the type of roles by the Te Pūkenga Transition and Change Lead based off the work that would be needed to be completed. The following internal roles were appointed by UCOL to the project team due to having the appropriate experience and knowledge, and their availability for the time commitment required to be part of the change project.

- UCOL Operations Lead
- People & Culture Regional Director Rohe 3
- UCOL People & Capability Manager
- Academic Senior Role
- Academic Quality Senior Role

The following independent external advisors were recommended for inclusion by Te Pūkenga People and Culture Transition and Change Lead. The decision on appointment was made by UCOL.

- Special Advisor
- Change Consultant Advisor

There were a number of UCOL managers that took part in the change project as internal advisors. While not formal members of the change team, these kaimahi advised on property, communications and finance. We note they were not responsible, nor did they have delegations, for making decisions related to the final development of the change proposal.

Question Three

3. *The overarching process for restructures and change that guides the current change process.*

Details provided on 12 May:

This restructure is being undertaken because UCOL is in an operating deficit. Since 2019, UCOL has had more expenditure than revenue, and therefore needs to make changes in order to become financially viable. The background and rationale is included in both the consultation packs.

The overarching process to be followed for restructures and change was provided to UCOL by Te Pūkenga national office and is set out in the change proposal that was provided to impacted kaimahi. For your ease of reference, please find attached the specific pages from the change proposal where this process is detailed at **Appendix Two**, titled: *Excerpt from Change Proposal – pages 59-63*. One email address has been withheld under section 9(2)(a) of the OIA to protect the privacy of natural persons. We do not consider the need to withhold it is outweighed by the public interest in its release at this time.

In addition, 'General staff redesign principles' were developed to guide the change proposal. We list these principles for you below:

1. *Removal of duplication of roles/accountabilities, and 'right sizing' number of positions to current and probable future workload.*
2. *Redesign of roles to encompass temporary accountabilities/activities being done because of vacancies but that are still essential.*
3. *Opportunities for consolidated/more flexible delivery across locations (centralisation, rationalisation, broader cross-location responsibilities for roles)*
4. *Broadening of management role scope and rationalisation of number of manager roles in terms of team size (more direct reports where possible)*
5. *Reviewing cost efficiency options (e.g. insourcing, outsourcing, stopping doing things e.g. unnecessary reporting).*

Question Four

4. *A copy of the delegations that provides Operations Lead (interim) the powers to review feedback and decide upon the current change process for Te Atakura. For the avoidance of doubt, the Operations Lead I'm talking about is [REDACTED].*

Details provided on 12 May:

Page 2 of Rēhita Mana Tāpae | Standing Delegations Register lists the Ngā Wāhanga Mana Tāpae | Categories of Delegated Authority [internal Te Pūkenga Sharepoint link provided here] detailing authority for the Operations Lead (classified under Regional Executive Director). Page 36 sets out the delegation requirements. Further to this, please make sure you've had a look at the supplementary document on the consideration of feedback and decision-making [internal UCOL link provided here]. This can be found in the Q+A section on Getting UCOL Future Ready.

The response provided by the change team and links to documents within scope provided has addressed this query.

Question Five

5. *With respect to the Future Ready change process, a copy of the evidence gathered, consultation assessment and recommendations that informed the change proposal documents.*

Details provided on 12 May:

The restructure being undertaken through the Future Ready change process is driven by the need to address UCOL's current operating deficit. UCOL cannot afford its current structure or the way in which it operates. The proposal outlines reductions at multiple levels of the organisation to assist with the deficit. Controlling cost and returning UCOL to a cost neutral or surplus position is the primary objective of this change, the consultations involve reducing programmes and reducing the support services that support our ākonga and kaimahi in order to control the costs. The reduction of resourcing is not an overall redesign of the business but a method to reduce costs such that UCOL can operate within its current fiscal envelope, it currently does not. As most changes are reflected as a reduction of resourcing rather than redesign, we do not have evidence that informs design beyond financial reporting.

Ultimately, the important piece of evidence guiding the necessary changes was UCOL's overall financial position and the need to reduce costs so that UCOL could operate with a surplus in 2026. We make reference here to a letter dated 20 May 2024 - *Progressing financial sustainability initiatives* – sent to Te Pūkenga Council Acting Chair, from the Minister for Tertiary Education and Skills (now Minister for Vocational Education), Hon Penny Simmonds. Within this letter, Minister Simmonds set out her expectations that Te Pūkenga take action to improve the financial performance and viability of our whole network. This letter and the resulting direction from the Tertiary Education Commission (TEC) (letters of 14 June and 9 July 2024) are publicly available and can be found on our website at: www.tepukenga.ac.nz/about/publications.

We note that some information within scope of this query regarding evidence that supported and informed the change proposal documents is covered by question six. As such, please also refer to our response to question six in relation to this question.

We have interpreted this part of your request to be in relation to Te Atakura rather than UCOL-wide. If we have misinterpreted your interest, please don't hesitate to let us know.

In February and March of this year, UCOL's Operations Lead met with each UCOL manager to discuss their current team structures, priorities, and workload, etc. These conversations with managers helped shape the UCOL change proposal. Most of these discussions did not result in the taking of formal records or notes. All conversations took place with individual area management face to face.

Seven documents that fall within scope of this question are listed in the table provided at **Appendix One** along with our decision on release of each. A copy of six of these documents is attached within **Appendix Two**.

In addition, the UCOL Getting Future Ready FAQ site provided details regarding the origin, authenticity and accuracy of the data used to create the proposals, and preliminary options for changes within them. We have not reproduced a copy of the FAQ here, but please don't hesitate to reach out if you need another copy.

While we appreciate you will know several of the kaimahi involved in the information being released, we have withheld names and contact details, with the exception of [REDACTED], Operations Lead, from within the documents, under section 9(2)(a) of the OIA *to protect the privacy of natural persons*. We do not consider the need to withhold this information is outweighed by the public interest in its release at this time.

Question Six

6. *I would like to have a copy of the external consultants' recommendations on the UCOL Te Pūkenga restructure and the internal UCOL Te Pūkenga recommendations that guide the current proposal.*

Details provided on 12 May:

There have been many requests across Te Pūkenga for the content of the consultants' reports. These have not been released. The recommendations in the reports were based on data from UCOL, and was based on a point in time. For a number of reasons many of the recommendations have not been followed, to ensure community needs or educational requirements were met, therefore the reports were used as a guide to inform. Overall, the budget deficit and weak enrolments were the primary sources of information for decision-making.

The part of this query related to internal UCOL recommendations is addressed in our reply to question five.

Background

As referred to within question five, in June 2024, Te Pūkenga was directed by the TEC to obtain specialist support to review and improve the financial viability of our 16 institutes of technology and polytechnics (ITP) business divisions, to support their ability to become standalone entities in future. Calibre Partners, Volte, PricewaterhouseCoopers, and Deloitte undertook this work as part of the Regional ITP Viability (RIV) programme.

PricewaterhouseCoopers carried out this work for Eastern Institute of Technology (EIT), Western Institute of Technology at Taranaki (WITT), Universal College of Learning (UCOL), Whitireia and WelTec.

In mid-August 2024, these specialist consultants provided draft reports to confirm the financial position of each business division, understand the profitability of programmes and delivery sites, and assess the utilisation of assets.

Following this work, the consultants developed interim high-level reports to improve the financial viability and financial positions of the divisions. These reports provided initial views about the viability of each division, timeframes to achieve viability (if possible), and the scale and scope of change required in areas such as property, programmes, and people.

The final and more comprehensive plans provided an overview and recommendations of how each ITP division could become a viable, stand-alone entity, or how it might minimise financial losses and operate as part of a federation or merger, for example. These reports provided a range of initiatives and recommendations for divisions to consider and implement to support their viability on or before 1 January 2026.

On 16 January 2025, Te Pūkenga Council considered and approved the implementation of the financial improvement plans for each ITP business division. It is this report for UCOL to which we understand the remainder of this question regarding external consultants' recommendations to be in relation to.

Decision

We are withholding the final approved RIV Programme financial improvement report for UCOL in full under the following sections of the OIA:

- 9(2)(b)(ii) *to protect information where the making available of the information would be likely unreasonably to prejudice the commercial position of the person who supplied or who is the subject of the information*
- 9(2)(f)(iv) *to maintain the constitutional conventions for the time being which protect the confidentiality of advice tendered by Ministers of the Crown and officials*
- 9(2)(g)(i) *to maintain the effective conduct of public affairs through the free and frank expression of opinions by or between or to Ministers of the Crown or members of an organisation or officers and employees of any public service agency or organisation in the course of their duty.*

We do not believe the need to withhold this information is outweighed by the public interest in its release at this time – June 2025. However, once Cabinet makes decisions about the position of ITPs within New Zealand's Vocational Education and Training sector, including number and location, we expect more information will be made public. As such, with reference to section 18(d) of the OIA, we are undertaking a review of the reports with a view to making them publicly available through our website in the coming months.

You have the right to make a complaint to the Ombudsman under section 28(3) of the OIA if you are not happy with this response. Information about how to do this is available at www.ombudsman.parliament.nz or by calling 0800 802 602.

We may publish our OIA responses and the information contained in our reply to you on our website. Before publishing we will remove any personal or identifiable information.

Ngā mihi



Gus Gilmore
Tumuaki | Chief Executive

Appendix One

Doc #	Title/type/description	Date/s (2025)	Decision on release
1	Full-time equivalent (FTE) Worksheet excel document created by the Operations Lead in preparation for her meeting with the Manager - Kaikōkiri Te Atakura.	10 February	Withholding in full under section 9(2)(a), as it details individuals' employment codes, names, FTE figures, and role descriptions.
2	Email titled 2025 Team Goals.	5 February	Kaimahi names and contact details withheld under section 9(2)(a).
3	Invitation to meeting between Operations Lead and Te Atakura Management.	10 February	Kaimahi names withheld under section 9(2)(a).
4	Email trail containing two emails, with attachment titled ' <i>Goals for Te Atakura and He Kākano Rua 2025</i> '.	21 and 25 February	Kaimahi names and contact details withheld under section 9(2)(a). We note your name is inside the attachment and is not withheld.
5	Email trail containing two emails, with attachment titled ' <i>Leading Te Atakura, He Kākano Rua and Raukura in a new structure with reduced resource</i> '.	13 and 14 March	Kaimahi names and contact details withheld under section 9(2)(a).
6	Email trail containing four emails, with attachment titled: ' <i>Leading Te Atakura, He Kākano Rua and Raukura in a new structure with reduced resource</i> '.	13, 14 and 17 March	Kaimahi names and contact details withheld under section 9(2)(a).
7	Email trail containing two emails, with attachment titled ' <i>Evidence to the Impact of Te Atakura in 2024-2025</i> '.	14 and 19 March	Kaimahi names and contact details withheld under section 9(2)(a).

What happens next?

Providing feedback

UCOL is committed to seeking your feedback and taking this into account before making its final decision about whether to proceed with the proposal.

All feedback must be in writing and will be considered before any final decisions are made. Feedback can be emailed to consultation@ucol.ac.nz. Submissions close on 19 May 2025. You can provide feedback on:

- The proposal in its entirety, including the specific proposals, the proposed selection criteria and change management process
- The impact of the proposal on you personally, including any circumstances you wish us to take into account
- The proposed recruitment or selection process
- Any alternatives to the proposed changes you would like us to consider

We will theme the feedback that is provided to us and share a summary of this in the decision document. We will not share feedback which is identifiable or specific to a particular individual.

You are entitled to seek independent support and advice throughout any part of this change process. We encourage union members to reach out to their union delegate.

We are happy to meet with you individually should you have any questions. If you require further relevant information to provide meaningful feedback, please send specific requests to future-ready@ucol.ac.nz.

If you have questions about your terms and conditions of employment, please email [s9\(2\)\(a\)@ucol.ac.nz](mailto:s9(2)(a)@ucol.ac.nz).

Consultation process

The following steps set out, at a high level, the process we propose to follow. Should we need to adapt the process or extend the timeframes, we will communicate this with you. We also acknowledge different employment agreements will apply to individual kaimahi, and while the terminology may vary across agreements, the consultation process is designed to address all situations, and we are committed to ensuring your employment agreement is adhered to.

- **Step 1:** Meetings with kaimahi who are impacted by the change are held to discuss the proposed changes, timelines and the proposed impacts on positions. You will be informed of the meetings via an invite.
- **Step 2:** All impacted kaimahi are provided with the change proposal and a letter.
- **Step 3:** All other kaimahi will be advised of the consultation.
- **Step 4:** Throughout consultation your manager will check in with you to see if you have questions around the proposal. Kaimahi can also engage with People & Culture team, union representatives and employee assistance provider (EAP) throughout this period.
- **Step 5:** Feedback is provided, and consultation closes.
- **Step 6:** All submissions and feedback are thoroughly reviewed and considered. As a result of this, decisions are made whether to proceed with some or all the proposed changes, and whether any aspects of the structural proposal and/or process need to be changed as an outcome of the feedback received.

Where there are significant changes to the proposal because of the feedback received, we will carefully assess whether further consultation may be required.

If the initial decision is made to proceed with this proposal, either in its current form or with some alterations:

- **Step 7:** Individual and/or group meetings will be held with impacted kaimahi to advise the initial decision, any impact on positions and to provide the initial decision letter.
- **Step 8:** An appeal process is available for kaimahi to appeal the initial decision
- **Step 9:** Appeals are considered. As a result, final decisions are made whether to proceed with some or all the initial decisions and whether any aspects of the structural proposal and/or process need to be changed as an outcome of the appeal process.
- **Step 10:** All other kaimahi are advised of the final outcomes of consultation.
- **Step 11:** Where roles are confirmed disestablished, redeployment conversations begin. A voluntary redundancy process may be actioned (if applicable).
- **Step 12:** Recruitment and selection commence (if applicable).

Timeline

The following sets out a high-level timeline of the change process. The timeline following the closure of consultation is tentative at this point as these steps will depend on the decisions that are made following the review of feedback we receive and what we learn through this process.

Confirmed dates will be set out in the decision document.

Our timeline includes a four-week consultation period to ensure we provide kaimahi with enough time to review the information, ask any pātai (questions), and share their whakaaro (thoughts).

Milestone	Date
Group/individual meetings with impacted kaimahi	14/15 April 2025
Other kaimahi are informed who may not be impacted	16 April 2025
Consultation commences	16 April 2025
Consultation closes	19 May 2025
Feedback reviewed	20 - 26 May 2025
Initial decisions communicated	4/5 June 2025
Appeal period	6 - 17 June 2025
Appeals reviewed	18 - 20 June 2025
Final decisions communicated	23 June 2025
Recruitment and selection commence	26 June 2025
New structure effective	July onwards

What happens should the proposal proceed?

Recruitment and selection processes for roles

Reduction in roles

Where there is a reduction in roles, the remaining roles will be ring-fenced and impacted kaimahi will be assessed by a panel against the **selection criteria** to determine the best fit for the reduced number of positions. The selection criteria will be based on the requirements of the position description and include the table below. Kaimahi will not need to express an interest under the selection process.

This will be a closed process and only kaimahi who are in impacted roles identified for the selection process will be included. This will be clearly outlined in your decision letter.

In this process, it is proposed that:

- Impacted kaimahi or a subject matter expert (likely the manager or one up manager) will complete a selection form.
- The completed selection form for each kaimahi will be reviewed against the competency criteria set for this process.
- Kaimahi will have an opportunity to review the completed selection forms.
- For any staff who select not to submit a selection forms, the people leader will still complete the assessment for their part of the process and only one set of scores will be considered.
- The selection process will take around 2 weeks and the complete process is expected to take no more than 4 weeks from receiving the forms to providing feedback.

An example of the selection form is attached as Appendix 3

New roles

Should the proposal proceed, we are committed to an open and transparent recruitment process based off the proposed selection process below. In addition, we are committed to ensuring we appoint the best person for the role. The proposed recruitment process for any new position following consultation would be:

- In the first instance, new roles are open to impacted kaimahi from across the Te Pūkenga network. Advertisement open for 10 days.
- If this does not fill the roles, the process will open to all kaimahi from across Te Pūkenga network. Advertisement open for 10 days.
- Vacancies will be advertised at both the above stages on Te Whare (Te Pūkenga intranet).
- All potential internal candidates will be required to apply formally with a CV.
- The People & Culture team and the hiring manager will shortlist both internal (UCOL) and external (Te Pūkenga network) candidates against suitability for the role against the position description and the selection criteria that is finalised following consultation (proposed selection criteria is below).
- Previous performance will be taken into consideration.
- A shortlist will be completed within 4 days concluding the final advertising period closing.
- The interview will be formal and use competency-based questions that relate to the position description and the final selection criteria.
- The interview process is expected to take around 4 weeks.

Should the position not be filled internally, we will then look to advertise externally.

We welcome your feedback on the proposed recruitment approach as part of the consultation process.

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OFFICIAL INFORMATION ACT 1982

Proposed selection criteria for both new roles and ring-fenced roles

Description	Selection criteria
Experience and Qualifications	Relevant qualifications required for the position (and/or where relevant, the equivalent body of knowledge gained through experience)
	Currency, relevance, and extent of industry, professional or community-related experience in relevant field/s
Technical skills	Evidence of specific technical skills/knowledge of position
Te Tiriti o Waitangi and Equity	Experience, understanding/supporting/advocating/leading the inclusion of Te Tiriti o Waitangi practices in a workplace setting
	Experience in supporting/advocating/leading approaches that promote equity and prioritise the needs of our priority groups
Values	Evidence of working within UCOL Values: Whanaungatanga/Relationships; Kia eke panuku, eke Tangaroa/Excellence; Te huringa tangata/Transformation; Kia kakamā/Agility
Performance	Experience performing across a broad range of deliverables within position scope – this may include ākonga feedback
	Past performance consistently meets or exceeds expectations
	Examples of recent performance deliverables

Voluntary redundancy

In situations where a role is confirmed disestablished, we may present a voluntary redundancy option ahead of the selection process set out above. In this situation, we will ensure our legal and employment agreement (including Collective Employment Agreement) requirements are met.

From: s 9(2)(a) <[redacted]@ucol.ac.nz>
Sent: Wednesday, February 5, 2025 8:06 AM
To: s 9(2)(a) <[redacted]>

Subject: 2025 Team Goals

Team Goal Setting for 2025

Mōrena koutou,

In a hui this week with [redacted] she requested that she would like from Team leaders/services a list of doable, achievable goals from each of us to be worked for this year. I would say 4-6 main goals would suffice which obviously will be reviewed at some time.

[redacted] would like these goals list to her and I in about a month's time so let's say due by Tuesday March 4th

Ngā mihi/thank you all,

s 9(2)(a) <[redacted]>

Executive Director - Te Mana Tauira

Office of Te Mana Tauira

Īmera: s 9(2)(a) <[redacted]@ucol.ac.nz>

Waea Mahi: s 9(2)(a) <[redacted]>

Waea Pūkoro: s 9(2)(a) <[redacted]>

0800 GO UCOL | UCOL.AC.NZ



Te Pūkenga

File Meeting Scheduling Assistant Tracking Insert Format Text Review Help

Copy to My Calendar → Forward

Send to OneNote

Contact Attendees

Address Book

Check Names

Response Options

Show As: Busy

Reminder: None

Categorize

Private

High Importance

Low Importance

Dictate

Sensitivity

All Apps

Immersive Reader

New Scheduling Poll

Dynamics 365

View Templates

Attendee responses: 1 accepted, 0 tentatively accepted, 0 declined.

Send Update

Title: s 9(2)(a) - Catch Up

Required: s 9(2)(a)

Optional:

Start time: Mon 10/02/2025 3:00 pm

End time: Mon 10/02/2025 3:45 pm

Location:

Room Finder

Kia Ora

During our Staff Welcome Day, I spoke about this year being one of change, particularly in relation to property, programmes, people, and our operational approaches. With that in mind, I will be meeting with managers to gain a better understanding of our current resourcing. Our discussions will focus on the overall team structure, any vacant roles, and any positions that may have experienced job creep over the past couple of years, as well as overall capacity.

Additionally, I'd like to have a general discussion about our ways of working and gather any suggestions on practices we should consider implementing or areas where we might operate differently.

No preparation is required for these meetings. I look forward to learning more about your team and their contributions.

Best regards,

From: [REDACTED]@ucol.ac.nz>
Sent: Tuesday, 25 February 2025 9:46 am
To: s 9(2)(a)@ucol.ac.nz>; s 9(2)(a)@ucol.ac.nz>
Subject: RE: 2025 Team Goals (TA and HKR)

Morena

Many thanks for this, some really clear pathways forward. I am glad to hear the team are looking to work smarter and not harder, as you say we are about to experience a tightening of our belts, and it will mean in many areas we work differently, with less

Ngā mihi

[REDACTED]

[REDACTED]
Operations Lead

UCOL Business Division

Īmēra: [REDACTED]@ucol.ac.nz

Waea Mahi: s 9(2)(a)

0800 GO UCOL | UCOL.AC.NZ

UCOL is a Business Division of Te Pūkenga - New Zealand Institute of Skills and Technology.

From: s 9(2)(a)@ucol.ac.nz>
Sent: Friday, 21 February 2025 4:38 pm
To: s 9(2)(a)@ucol.ac.nz>; [REDACTED]@ucol.ac.nz>
Subject: RE: 2025 Team Goals (TA and HKR)

Tēnā kōrua

As requested, please find attached the list of goals that Te Atakura and He Kākano Rua are working towards this year 2025.

There are a few more than 4-6 goals listed, this shows the reach of TA across the organisation. When you go through the list you will see that a number of them are already in progress but are still very important goals for us this year and going forward.

As we work on tightening our belts and developing a different model of working with less resource, we as a team feel confident that we will be able to work smarter and not harder.

We understand that in true way finding fashion there will be times where the plan is different to the reality. However we are passionate and optimistic that we will make further difference in 2025.

Happy to discuss further if you would like.

Ngā mihi

s 9(2)(a)

Goals for Te Atakura and He Kākano Rua 2025

Strategically growing UCOL Te Atakura (UCOL's .

Internal goals

- Te Atakura to be strategically and formally placed within the organisational structure at UCOL in 2025, so as to have optimal effective implementation across all areas, in all levels, in its full capacity as an organisational model. Strategic placement will allow influence over key reporting, policies, procedures, processes.
- Review and implement a new way of working with the kaiako observation process due to reduced coach resource.
- Implement a more efficient tracking system of coach/kaiako observations and interactions to see how we can be more time efficient – development nearly completed (Power BI).
- Develop the Pae Tuawhā Communities of Practice model in response to feedback from kaimahi who need refreshing and ongoing support.
- Continue to facilitate the Professional Learning Series to empower all UCOL kaimahi including a focus on APM's and Leaders, targeting those who have not completed.
- All coaches to work through the Coach Strengths and Needs Analysis with Kaikōkiri Te Atakura as a measure of growth and self assessment, highlighting gaps for Professional Development. Process aligned to He Waka Eke Noa.
- Facilitate ākonga Māori focus groups and to support programmes to value this voice by changing practice to improve the educational outcomes and experience for Māori.
- Support APM's to embed and lead programme data driven co-construction meetings focused on improving outcomes for ākonga Māori and all ākonga.
- Work more inclusively with Wairarapa campus.
- Analyse and formalise Te Atakura data to show impact across the organisation.
- Use GPILSEO as a monitoring tool to take a birds-eye view of how the organisation is going in terms of embedding and then sustaining Te Atakura.

External goals

- Complete research project for Ako Aotearoa (\$47.800k funding secured)
- Participate in external forums to showcase UCOL Te Atakura as a point of difference in Tertiary Education (invitation for April). We have over 10 years data to pull from.
- Continue to work along BCITO to grow Te Atakura in their context (\$ for UCOL)

- Develop a Te Atakura Micro-credential in response to external interest and industry request (working with NZQA to develop).
- Present to the World Indigenous Peoples Education Conference in November (abstract nearly ready to go).

Strategically growing He Kākano Rua (UCOL's Cultural Competency Framework).

- Review and develop the He Kākano Rua framework
- Inform/update the UCOL Māori Strategy 2025 - part of the working group.
- Inform and influence a Te Tiriti o Waitangi Policy at UCOL
- Develop and implement Te Tiriti o Waitangi professional learning series for all UCOL Kaimahi ([REDACTED] is now a Te Ata Kura Educator under s 9(2)(a) [REDACTED]) this could also be done in programmes and be curriculum specific.
- Continue to support the Nursing faculty with their curriculum changes and upskilling kaiako to deliver Te Tiriti o Waitangi in their classes.
- Continue to support kaimahi who are wanting to build their cultural competency and where to find support for their growth aligning with the pou of He Kākano Rua.
- Continue to offer tours of "Our Place" to showcase our Iwi partnership with Rangitane (mihi whakatau and programme tours).
- Have a more collaborative/consistent working model of HKR across campuses.
- Develop and be part of a Kawa whakaruruhau (both HKR and TA) which again is strategically placed to have appropriate influence (this will also need to be time resourced, and finically resourced for relevant external parties eg. Iwi).

Aspirations

To write a journal article and present at a national and international conference every year to showcase Te Atakura at UCOL pulling on data from over 10 years experience. There has been huge external interest for UCOL to do this. This would put UCOL in a very good position in the tertiary education space. Conversations have started as to how we can do this and gageing the level of interest.

From: [REDACTED]@ucol.ac.nz>
Sent: Friday, 14 March 2025 8:35 am
To: s 9(2)(a) [REDACTED]@ucol.ac.nz>
Subject: RE: I slept on it :)

Morena s 9(2)(a) [REDACTED]

I really appreciate the thought and reflection you put into this, and I can see the real tangible synergies around why these could sit together so seamlessly

Ngā mihi maioha
[REDACTED]

[REDACTED]
Operations Lead
UCOL Business Division
Īmēra: [REDACTED]@ucol.ac.nz
Waea Mahi: s 9(2)(a) [REDACTED]

0800 GO UCOL | UCOL.AC.NZ

UCOL is a Business Division of Te Pūkenga - New Zealand Institute of Skills and Technology.

From: s 9(2)(a) [REDACTED]@ucol.ac.nz>
Sent: Thursday, 13 March 2025 5:57 pm
To: [REDACTED]@ucol.ac.nz>
Subject: I slept on it :)

Kia ora [REDACTED]

I've been doing a lot of thinking about the conversation we had yesterday afternoon and would like to share what I think could be a positive way forward for Te Atakura He Kākano Rua and Raukura in the new structure (whatever that might look like).

I have noted my thoughts in the attached document. I would be interested to hear what you think.

I hope you have had a good day.

Happy to discuss further when you have a minute.

Ngā mihi

s 9(2)(a) [REDACTED]

s 9(2)(a) [REDACTED]

Kaikōkiri Te Atakura
Office of Te Mana Tauria
s 9(2)(a) [REDACTED]



Leading Te Atakura, He Kākano Rua and Raukura in a new structure with reduced resource.

Te Atakura will weave these kaupapa together seamlessly to meet the needs of the organisation and achieve better educational outcomes.

Te Atakura - Equity

- Implement GPILSEO organisation wide (see note below) -> with the focus of ōritetanga
- Review BAU model of practice -> work smarter not harder
- Evidence of impact – improved teaching practice -> improved ākonga Māori and all ākonga AREA data -> improved ākonga and teacher voice
- Build kaimahi capability -> coaching, professional learning series, co-construction
- Research

He Kākano Rua – Cultural Capability

- Repurpose -> Rename
- Develop/contribute to organisational cultural capability model -> align to TP model
- Train the trainer -> TTOW -> building kaimahi capability

Raukura – Pastoral Care/Support for ākonga Māori

- Review – Rename – Remodel
- Ensure service is fit for purpose
- Strengthen data reporting structures -> to show impact
- Bridge to Student Success – functional relationships supporting ākonga Māori

Note: GPILSEO is part of the Te Atakura model. It is an organisational system reflection and planning tool. Russell Bishop's research has shown that GPILSEO is a very effective model of educational reform when there is strong commitment and high fidelity is practiced.

- G** Establishing **Goals** and a vision for improving the targeted ākonga educational experience and achievement.

Vision, Goals, Targets, Achievement patterns, Ākonga experiences, Positioning

- P** Developing a new **Pedagogy** of relations to depth so that it becomes habitual.

Relationships, Planning, Interactions, Strategies

- I** Developing **Institutionalisation** of structures to support kaiako and leaders with the time and space to collaborate, learn and improve.

Policies, Organisational structures, Practices, Opportunities to improve ākonga Māori AREA

- L** Developing **Leadership** that is responsive, transformative, proactive and distributed.

Instructional leadership distributed throughout the organisation

- S** **Spreading** the reform to include all involved with the ākonga.

Strong evidence-driven networks with other institutions to improve ākonga Māori AREA

- E Developing and using appropriate **Evidence** to monitor target ākonga experiences and achievements, and the progress of the reform in the organisation, as a means of modifying classroom and organisational practices.

Quality systems and practice that identify Māori AREA data to monitor and inform responses

- O Creating opportunities for all parties to take **Ownership** of the reform in such a way that the original objective of the reform are protected and sustained.

Ownership of the agenda for change and improvement for ākonga Māori

The monitoring of how well each of these components/elements are being embedded and sustained can enable all parties within the organisation to understand progress, and help to target resources, changes and support to the programme.

RELEASED UNDER THE
OFFICIAL INFORMATION ACT 1982

From: [REDACTED]@ucol.ac.nz>
Sent: Monday, 17 March 2025 11:53 am
To: s 9(2)(a)@tepukenka.ac.nz>
Subject: RE: Te Atakura

Hi s 9(2)(a)

Retain manager and 2FTE, all other TA roles disestablished, appt will be contestable and not campus specific

Thanks

[REDACTED]
Operations Lead
UCOL Business Division

Īmēra: [REDACTED]@ucol.ac.nz

Waea Mahi: s 9(2)(a)

0800 GO UCOL | UCOL.AC.NZ

UCOL is a Business Division of Te Pūkenga - New Zealand Institute of Skills and Technology.

From: s 9(2)(a)@tepukenka.ac.nz>
Sent: Monday, 17 March 2025 10:19 am
To: [REDACTED]@ucol.ac.nz>
Subject: RE: Te Atakura

This email originated from outside UCOL. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Thanks for this [REDACTED],
This seems like a way of working across the three functions.
Were there any changes to the proposed reductions to Te Atakura?

From: [REDACTED]@ucol.ac.nz>
Sent: Friday, 14 March 2025 8:38 am
To: s 9(2)(a)
Subject: Te Atakura

Morena

s 9(2)(a) has worked out how a new structure model could work for the organisation, I think this is a good step forward for UCOL

[REDACTED]
Operations Lead
UCOL Business Division

Īmēra: [REDACTED]@ucol.ac.nz

Waea Mahi: s 9(2)(a)

0800 GO UCOL | UCOL.AC.NZ

UCOL is a Business Division of Te Pūkenga - New Zealand Institute of Skills and Technology.

From: s 9(2)(a) @ucol.ac.nz>
Sent: Thursday, 13 March 2025 5:57 pm
To: @ucol.ac.nz>
Subject: I slept on it :)

Kia ora

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I have noted my thoughts in the attached document. I would be interested to hear what you think.

I hope you have had a good day.

Happy to discuss further when you have a minute.

Ngā mihi

s 9(2)(a)

s 9(2)(a)

Kaikōkiri Te Atakura
Office of Te Mana Taura
s 9(2)(a)



Te Pūkenga

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The monitoring of how well each of these components/elements are being embedded and sustained can enable all parties within the organisation to understand progress, and help to target resources, changes and support to the programme.

RELEASED UNDER THE
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From: [REDACTED]@ucol.ac.nz>
Sent: Wednesday, 19 March 2025 8:48 am
To: s 9(2)(a) [REDACTED]@ucol.ac.nz>
Subject: RE: To answer the question ...

Morena s 9(2)(a) [REDACTED]

Thanks for taking the time to share this with me, some really interesting insights in here

Regards

[REDACTED]

[REDACTED]
Operations Lead
UCOL Business Division
Imēra: [REDACTED]@ucol.ac.nz
Waea Mahi: s 9(2)(a) [REDACTED]
0800 GO UCOL | UCOL.AC.NZ

UCOL is a Business Division of Te Pūkenga - New Zealand Institute of Skills and Technology.

From: s 9(2)(a) [REDACTED]@ucol.ac.nz>
Sent: Friday, 14 March 2025 3:57 pm
To: [REDACTED]@ucol.ac.nz>
Subject: To answer the question ...

Kia ora [REDACTED]

Wow its Friday afternoon already. Where did the week go?

I was reflecting on our hui held on Monday where you asked the question... Te Atakura is doing some great stuff outside UCOL but what is it doing for UCOL?

I have attached a brief report that will help answer that question, which you may find helpful if the question pops up in other forums.

I hope you are able to have a relaxing weekend and not think too much about work.

Ngā mihi

s 9(2)(a) [REDACTED]

s 9(2)(a) [REDACTED]

Kaikōkiri Te Atakura
Office of Te Mana Tauira
s 9(2)(a) [REDACTED]



Evidence to the Impact of Te Atakura in 2024-2025

In 2024 the main internal focus of Te Atakura was on the continuation of coaching and observations with teachers, as well as the roll out of the new Professional Learning Series developed for its expansion in Te Pūkenga. This short report will show how we are monitoring the impact and progress of this work.

The Evidence of the Impact of Te Atakura on Teaching Practice

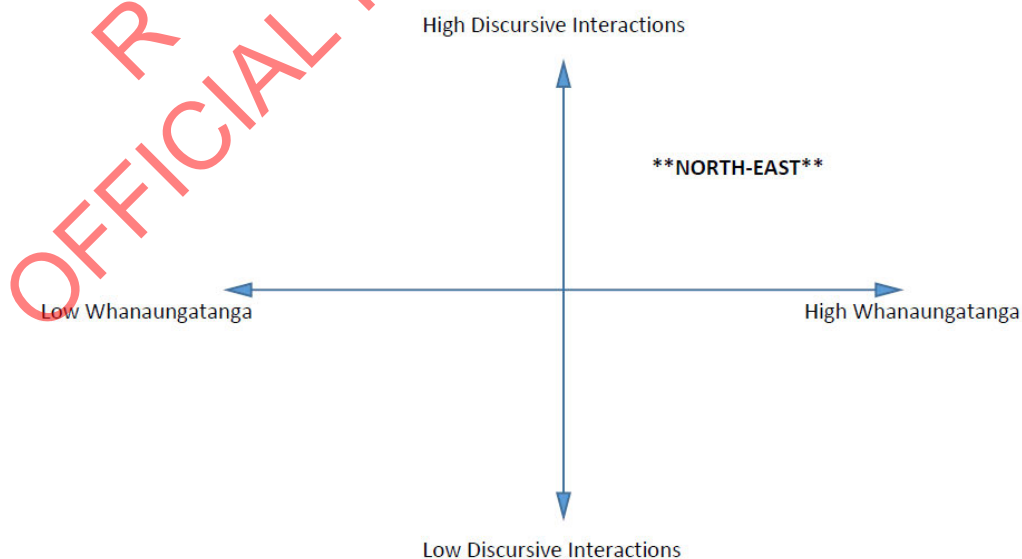
Observation data gives the opportunity to compare data points as kaiako progress on their Te Atakura journey. This data can be looked at both individually and collectively. The trends that this allows you to see will give insight into changes in practice in line with the elements of the Relationships-based Teaching Profile (RBTP) that are used in the observation inquiry cycles.

There are two evidence scores that are used in monitoring practice.

- 1) Whanaungatanga in the learning environment.
The research shows that the higher the creation of whanaungatanga, the more likely ākonga would engage in high-impacting teaching and learning interactions.
- 2) Discursive interactions with ākonga.
The research shows that learning is enhanced when kaiako move from traditional to higher impacting discursive teaching and learning interactions

In addition to looking at the overall numbers this gives us, it is possible to drill down into the components of both whanaungatanga and discursive interactions for coach and kaiako to be more specific in their reflections on practice.

When gathering evidence scores for whanaungatanga and discursive interactions is possible to create a visual that represents the levels of evidence collated for each observation. This can help consider the levels of evidence of teaching practice in one of the following quadrants:



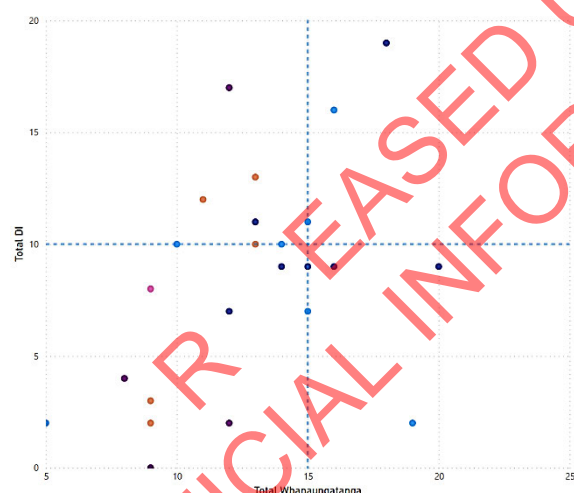
What are we looking for?

- Kaiako, who have observations that score highly in both whanaungatanga and discursive interactions in the RBTP, will have data points that sit in the top right quadrant of the graph above (the north-east quadrant).
- As kaiako journey in Te Atakura they are developing their understanding and skillset to teach in the north-east. Their observations would show evidence of high levels of creating whanaungatanga and high levels of effective discursive interactions.
- Over time we are aiming to see kaiako setting goals based on continuing to develop and embed relationships-based teaching practice and making the most of discursive interactions. As this becomes their practice we would see further shift of evidence to the north-east quadrant.

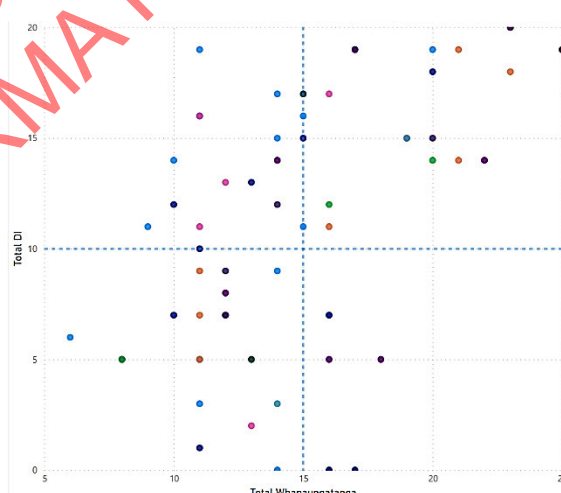
UCOL's Observation Evidence of Teaching Practice in 2023-2024

Here are some of the data plots to show UCOL's teaching to the North East data. Evidence data from 2014 shows a gathering in the south-west quadrant. 2015 shows more of a spread across quadrants. 2023 & 2024 show evidence of practice towards the north-east quadrant.

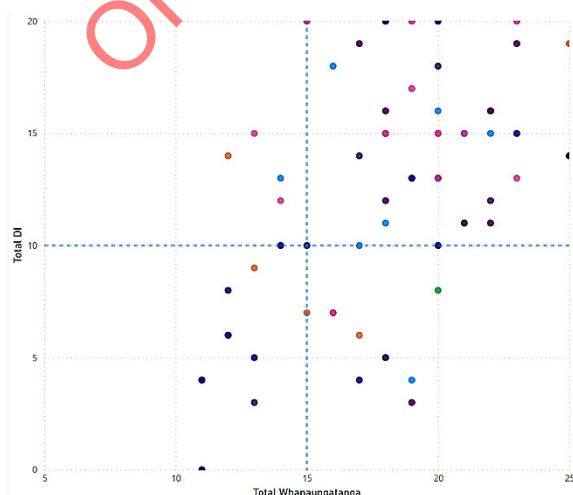
2014



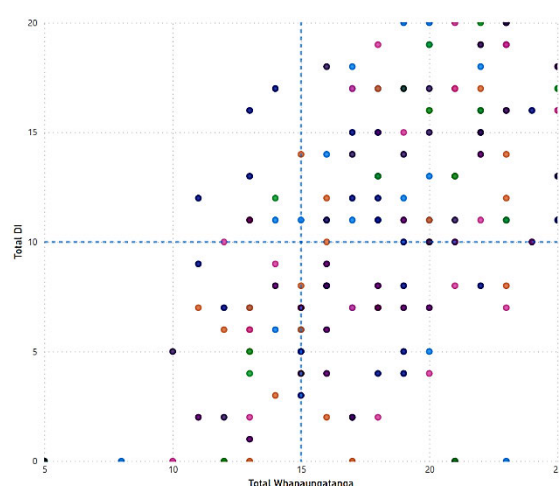
2015



2023



2024

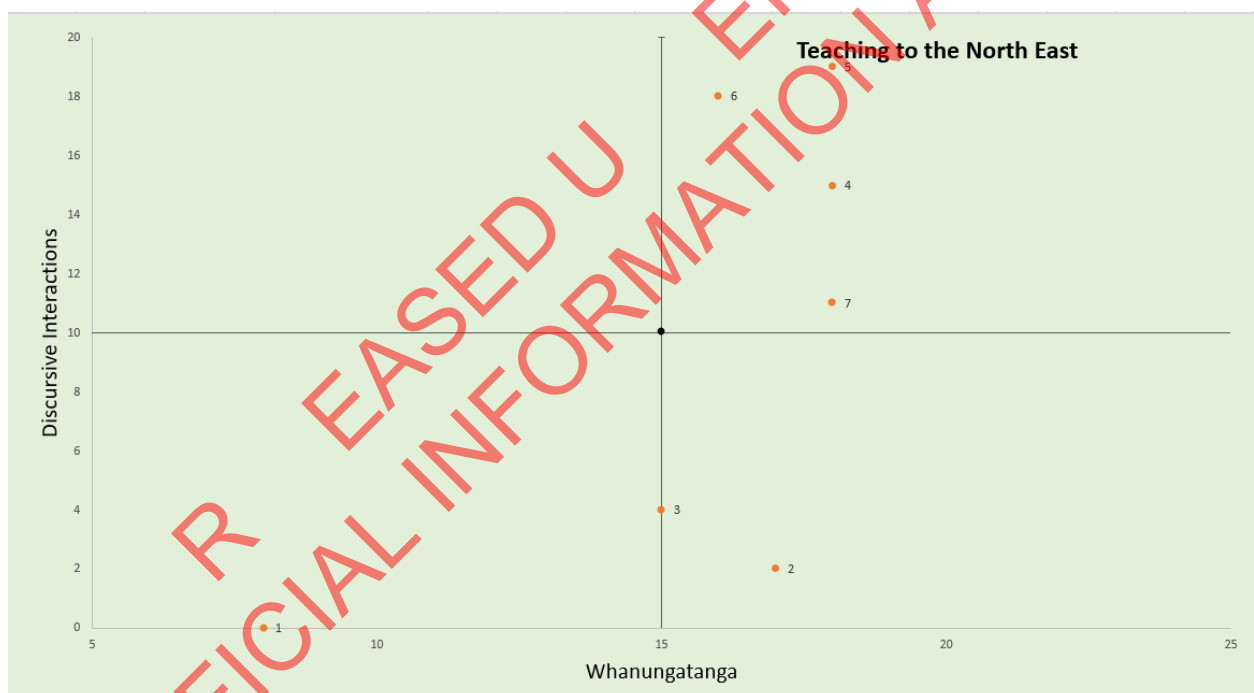


This data shows a shift in the evidence of kaiako practice. It shows that kaiako are creating learning environments that are more likely to engage ākonga in their learning and that they are using more discursive, high-impact teaching practices.

An Example of a Kaiako and Coach Monitoring of Evidence in 2024.

Kaiako attend professional learning series workshops to build their knowledge and have coaching to reflect on their own evidence of practice and work in iterative knowledge-building and inquiry cycles to shift their practice and uplift the learning experiences and outcomes of ākonga.

Here is an example of one year of work with a kaiako from March 2024 to March 2025 and their observation data story (in summary), showing their change in practice to be more impactful on the learning experiences and outcomes of ākonga. Notice that evidence of practice in observation 1 was in the south-east quadrant, the shift for observations 2 and 3 to the south east (as they had teaching goals to increase whanaungatanga in their practice so that ākonga would engage in class more) and then the shift in observations 4-7 (to the north-east quadrant) as the kaiako has added in a focus on using the high impact discursive interactions.



Course data (high Māori enrolments and low Māori achievement)

Kaiako identified issues:

- 1) Ākonga voice reflected they were not comfortable asking questions
- 2) Ākonga were not paying attention, or retaining learning
- 3) Issues with attendance
- 4) Ākonga were not engaging independently with online resources

Kaiako implemented Te Atakura strategies (approaches based on high impact teaching and learning strategies from the research):

- 1) Welcoming language and approach towards ākonga and being aware of the type of experience ākonga want, and the experience we want them to have as kaiako (relationships-building)
- 2) Co-constructing of learning and goals (relationships -building and power-sharing)
- 3) Questioning approaches for feedback and co-construction (relationships-building and power-sharing)
- 4) Small group work (relationships-building and power-sharing)
- 5) Co-constructed system for working together and meeting ākonga needs

Kaiako initial evidence of impact:

- 1) Positive shift in engagement (ākonga now lead learning and discussions by asking questions)
- 2) Positive shift in ability of ākonga to answer questions (Kaiako formative assessment of ākonga learning using feedback based questions, so that feedback is from ākonga to kaiako)
- 3) Positive shift in summative assessment answers
- 4) Positive shift in independent engagement and problem solving, and class function

Shift in ākonga voice:

- I have enjoyed our theory lessons a lot more (now), they feel more engaging than what they were before. I always felt quite lost before, then I would zone out, start fidgeting and not pay attention. I didn't feel engaged enough to want to participate in the theory classes we did. Our kaiako now asks us what we want to learn about, and they are not ranting – ranting doesn't always work. Ranting is boring.
- It's a lot better than how it was before.
- I can answer the questions now instead of just sitting in the background.
- I feel like we are learning more now that we get split up (into small groups) there is less mucking around.
- The group work tests us, especially if you are not used to working in a team. But it has been working out well.
- Everybody gets to learn from everybody else now.
- At the start I knew nothing, and (now) I have learnt a ton.
- Our kaiako has a plan for us, and we came up with a plan together for how to work.
- We know that our kaiako is trying their hardest and we can see that – that is what we want. They should keep doing what they are doing its working.

Kaiako voice on the experience.

- We have been trying multiple different things (through the inquiry cycle) and I think if it works it works, if it doesn't we will change it.
- I think that the fact that we have set goals for each session and discussed them after has given us everything we need.
- Kaiako has valued having someone to bounce his ideas off, and not having to sit by themselves to try and figure out what to do next.
- Kaiako also has more teaching responsibilities now, and feels as though the class has "turned a corner".

The Evidence of the Engagement and Success of the Professional Learning Series.

The professional learning workshop series introduced in 2024 has been designed to support kaiako in their Te Atakura journey. It creates a space to wānanga with others and enhance culturally responsive relationships-based practice. Here is a summary to show what is covered in the series and who each workshop is suitable for. These learning workshops are an essential part of Te Atakura that all kaimahi need to engage with.

Foundation (100) Series;

This is for kaiako/leaders/organisations to understand the foundational components of Te Atakura.

- Workshops 101 and 102 are suitable for all staff.
- Workshops 103 and 104 are more suited for kaiako/leaders of educators, however, everyone is welcome as content will be linked for its application to all work practices across the organisation.

Workshop	Title	Overview
101	Whakapapa	Learn about the birth of Te Atakura as a tertiary education initiative for achieving ōritetanga. Gain insight into why this organisation-wide model has a relationships-based approach and how it comes from listening and implementing actions based on the experiences of ākonga Māori.
102	Whanaungatanga	Explore the components of effective learning environments from the lense of relationships-based teaching practice.
103	Wānanga/ako	Look at some of the most effective kaiako-learner interactions and explore how and when they can be used effectively with a focus on ākonga Māori.
104	Tōku reo	Gain insight into the questions that are used by coaches when they talk to ākonga Māori in observations. What do these questions really tell us about engagement in learning and how might this inform teaching practice?

Embedding (200) Series;

This is for kaiako who have completed their first year of Te Atakura (observation cycles and workshops 101-104). It focuses on the continuing journey of becoming a kaiako who is consciously embedding Te Atakura practices. It enables staff to grow their intentionality of becoming a more effective culturally responsive, relationships-based kaiako.

Workshop	Title	Overview
201	Self-reflection	Explore increasing ownership of reflecting on teaching practice and ākonga Māori voice using a Te Atakura lense.
202	Power sharing - agency	A chance to explore power-sharing practices as opportunities to support and encourage ākonga Māori to become self-regulating and self-determining.

Leader of Learning (300) Series;

This is for kaiako who have completed their second year of Te Atakura (observation cycles and workshops 201-202). It builds on the knowledge gained in the preceding workshops and explores continuing growth of kaiako who are leaders of learning.

Workshop	Title	Overview
301	Leaders of learning; part 1	An introduction to the concept of becoming leaders of learning. A chance for reflecting on teaching practice, their Te Atakura journey and recognising opportunities for development.
302	Leaders of learning; part 2	This is a 'community of practice' session in which kaimahi are sharing what they have been doing in their teaching as they reflect as a leader of learning. It is an opportunity for hearing from others and being inspired in your own next steps.

Leadership (400) Series

This is for leaders within the organisation to help them to understand their role in Te Atakura.

Workshop	Title	Overview
101 102 103 104	Whakapapa Whanaungatanga Wānanga/ako Tōku reo	Leaders are to explore with their kaiako the Foundation Series described earlier. This enables them to engage alongside each other whilst also learning about how the foundation understandings apply in the context of the work that they do.
401	Organisational model	Gain insight into how Te Atakura is an organisation model in which kaimahi engage in professional learning, and iterative inquiry and knowledge-building cycles. Get to know the tools and guidelines that support this process.
402	Co-construction hui	Learn about the crucial role of these hui and the role that a leader has in driving these for their programmes. Explore the skills needed to become successful in ensuring these are collaborative communities of practice that reinforce shifts in practice.
403	Being a relationships-based leader	Learn about how the Te Atakura expressions of whanaungatanga can be brought to life in the way you work with your teams of kaimahi. Explore how they go

		beyond what ākonga want from learning relationships with their kaiako, and how they apply to what kaimahi need from their leaders to be successful in working collaboratively to achieve ōritetanga in education.
404	Ākonga voice as a driver for change	Gain insight into how ākonga voice captured at focus group meetings is used to become a driver for change. Get to know the process, the tools, the guidelines and learn about how the analysis can enlighten kaimahi as to how relationships-based teaching practice can uplift learning experiences and outcomes.

Evidence of Engagement with Te Atakura's Professional Learning Series.

In 2024, there were over 500 attendees at the professional learning workshops. 60 kaimahi have completed the full 100 series. 14 kaimahi have completed the 200 series. 3 kaimahi have completed the 400 series. In 2024 we had a focus on getting kaimahi through the 100 series, reflecting 400 of the 500 attendances at the PLS. A snapshot of where these attendances came from by faculty looks like this:

	#100 series
HSSAS	36.2%
HUB	35.7%
EAT	14.7%
Non Faculty Staff	9.6%
Wairarapa	2.8%

Within these faculties most engagement has come from:

- HSSAS; Nursing, APM's and Dean of Faculty
- HUB; Creative, ECE
- EAT; Vet Nursing, Beauty, Applied Science

The highest engaging teams have been Nursing, Creative and ECE where leaders have taken more ownership of their roles within Te Atakura, and adopted an approach of arranging whole team professional development days which have been attended by both kaiako and leadership.

Kaimahi voice with regards to the Te Atakura Professional Learning Series:

- **This is the best professional development that UCOL offers.**
- I'd love more opportunities like this to share ideas across UCOL.
- It's good to have your ideas challenged. I love the discussions. Its great finding solutions together. I know this is co-constructing.
- Each time I come to these workshops and hear people give their ideas I learn new things.
- UCOL has so many processes!! Ask questions. We have lots of new staff and they find all these processes. But do things have to be done this way? Can we get voice and discuss what might work and make changes?
- Thank you for the high quality workshops I attended as part of the Te Atakura refresh. It's great to be working in a place that values this work as educators continue to refine practice that will lead to better outcomes for ākonga Māori. The way you both facilitated the sessions was exceptional and modelled to attendees how to conduct a session that contained the elements they seek to include in their own teaching.

After attending Te Atakura workshops kaiako and kaimahi come away with goals and things to try in their practice based on research, data and evidence. They are also taught and coached to be able to review the impact of the things they try. Here are some quotes with regards to attendees learning within the Te Atakura Professional Learning Series:

- **I see the importance of being in the North East in a teaching and learning relationship.**
- I'd never thought about thinking from the ākonga appoint of view. When planning activities I need to think how they would feel, sound and look like from the student's point of view. I'm going to ask ākonga if it had the impact I thought it would. I'm going to get out of just seeing things from my own point of view and see the students' mindset. I want to bridge the gap – it's a tool
- The dominant discourse is not always good for Māori. I need to give space for students to share what is means for them as Māori, time to articulate and share their understanding and world view.
- Historically Māori have been silenced and they have let everyone else speak so we need to make a safe space to ensure they have a voice. I have Māori and Pākehā students in my class. What I notice is Māori students are usually silent. When Māori students have any difficulties it's usually outside or at home so they are silent even more and feel unvalued. It makes them feel valued when they are given time and attention and opportunities to share their voice in the classroom. I am trying to be intentional about doing this.
- Be aware of the world outside and what's going on for everyone. We're all bringing baggage and not realizing it unless you are challenged. There's power in someone else sharing their knowledge and we can have discussions. It's about our identity.
- It's common for teachers to say. "Are there any questions? And if there's none that they already understand but that's not necessarily true. I need to ask critical questions along the way and give time to reflect.
- It's refreshing to me that we don't have to teach the way I was taught. I can try new things and do things differently. I haven't heard anyone be afraid of getting feedback and that's

awesome to know we are in a room full of amazing kaiako who are reflecting on their practice.

- I can take away - It's OK for me to be Māori. I look at others in my team who are all experts in their field. I wonder, "Do I fit in? Is the way I teach OK?" These workshops have given me permission to do what I do and be who I am.
- Everyone has their own way of teaching and learning and people learn from each other. We can share with each other. I've realized not to wait till the end of the topic or course to do the assessments but it should be ongoing. I'll be doing that in my practice.

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