



Te Pūkenga

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Cnr Anglesea and Nisbet St.
Hamilton 3204

0800 86 22 84
info@tepūkenga.ac.nz
tepūkenga.ac.nz

12 June 2025

Tēnā koe [REDACTED]

Request under the Official Information Act 1982

Thank you for your email of 14 May 2025, requesting the following information from UCOL | Te Pūkenga – New Zealand Institute of Skills and Technology (UCOL):

... all documents, emails, meeting notes, summaries, or other records relating to the leadership conversations (including those held by [REDACTED]) that informed the evidence base for the list of statements provided in the recent proposal process regarding Te Atakura. This includes all qualitative discussions, internal communications, and any materials summarising or recording these conversations. Please include the dates and times of these conversations or meetings (if recorded), as well as information on who participated, such as names, roles, or attendance lists, and any documentation of the qualitative discussions that shaped the proposals.

This letter provides a formal decision on your request under the Official Information Act 1982 (OIA). As my office advised initially, unfortunately, we were not able to provide you with an urgent response, but I was pleased you had engaged with the Getting UCOL Future Ready team in the first instance, prior to the submission close date. I appreciate this is an incredibly challenging time for all kaimahi directly affected by the changes proposed within business divisions right across our network.

Background and Interpretation

As referred to by the change team in their email to you of 29 April, in February and March of this year, UCOL's Operations Lead met with UCOL leadership to discuss team structures, priorities, and workload, etc. These conversations with individual 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.

We have interpreted your request to be for documents in relation to these discussions.

The decision

Seven documents from within the change project records that fall within scope of your request are listed in the table provided at **Appendix One** along with our decision on release of each. This information relates to these early conversations between the Operations Lead and Te Atakura management. A copy of six of these documents is attached within **Appendix Two**.

While we appreciate you will know several of the kaimahi involved in the information being released, we have provided role titles but withheld names and contact details, with the exception of [REDACTED], Operations Lead, 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.

As you will see from the documents attached, there was one planned meeting on 10 February 2025 between the Operations Lead, Kaikōkiri Te Atakura and the Executive Director – Te Mana Tauria. The conversation between the Operations Lead and Kaikōkiri Te Atakura that took place on 12 March (mentioned within the email dated 13 March) was not a scheduled meeting. This conversation included the topics of Ako work and Te Atakura visibility.

We confirm there was no other analysis undertaken on Te Atakura and the delivery of its functions, nor any further minutes, notes or information other than the attached.

You may also find information available on the UCOL Getting Future Ready FAQ site interesting, which provided details regarding the origin, authenticity and accuracy of the data used to create the proposals. We provide two snips from this site at the start of **Appendix Two**.

In addition, '*General staff redesign principles*' were developed to guide the overall change proposal, which you may find useful. 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).*

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).
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).

Appendix Two

Screen snips from the UCOL Getting Future Ready FAQ site

^ How are you sure the data being used to make proposals and decisions is accurate?

There are multiple sets of data being used to create the proposals and decisions. The first is data about our people, which is taken from our payroll system, PayGlobal, and is up to date and accurate as at February 2025. The second is data about our programmes. Below is an explanation for this.

Programme and ākonga data is drawn from the student management system (SMS), which supplies the single data return (SDR) for TEC, and includes data on applications, enrolments and education performance indicators.

APMs, Executive Deans and management staff have real-time access to reports to view/check and follow up on any suggestion of discrepancy. They review this data regularly from the opening of enrolment applications the previous year.

The report settings are managed by IT specialists, ensuring consistent extraction of data for institution-wide use and comparison.

^ Why wasn't this financial work done when Te Pūkenga was established?

Making cost savings and moving towards financial viability are very different considerations when establishing a large national organisation compared to re-establishing small regional ones.

A large national organisation can save money by centralising services, for example. Now that we may have a number of regionally autonomous organisations, we need to determine different ways of saving costs and moving towards financial viability. The Tertiary Education Commission (TEC) has said that this will need to include understanding the profitability of programmes and delivery sites, utilisation of assets, appropriate operating models including academic and non-academic staffing levels, and more.

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

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)

Executive Director - Te Mana Tauira

Office of Te Mana Tauira

Īmera: s 9(2)(a) @ucol.ac.nz

Waea Mahi: s 9(2)(a)

Waea Pūkoro: s 9(2)(a)

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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

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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 (s 9(2)(a) is now a Te Ata Kura Educator under s 9(2)(a)) 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 wirte 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 Taurira
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.

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

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From: s 9(2)(a)@tepukenga.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

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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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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
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: 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

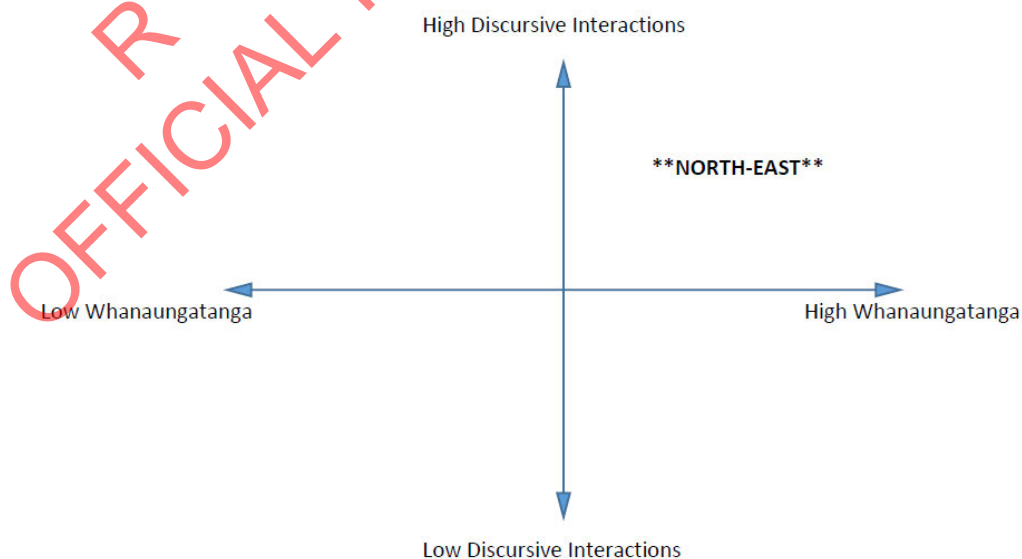
Observation data gives the opportunity to compare data points as kaiako progress on their Te Atakura journey. This data can be looked at both individually and collectively. The trends that this allows you to see will give insight into changes in practice in line with the elements of the Relationships-based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



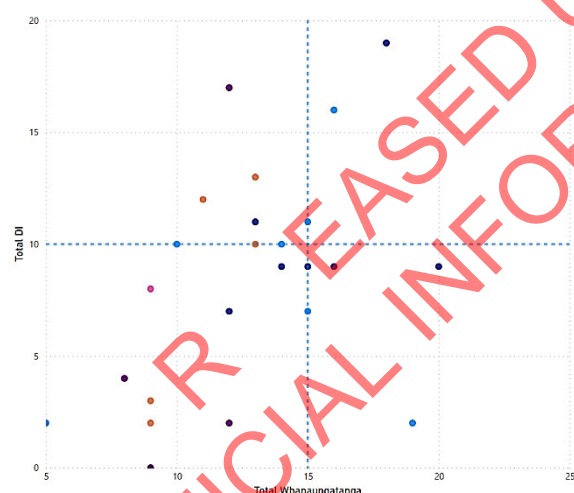
What are we looking for?

- 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.

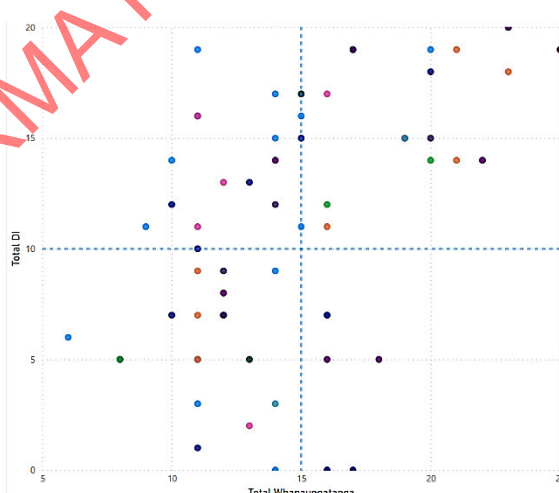
UCOL's Observation Evidence of Teaching Practice in 2023-2024

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.

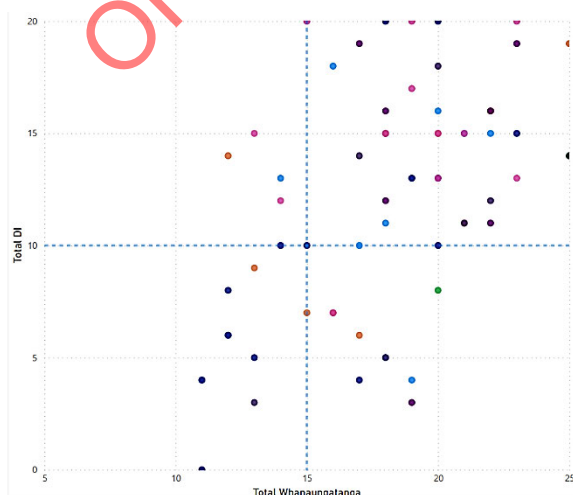
2014



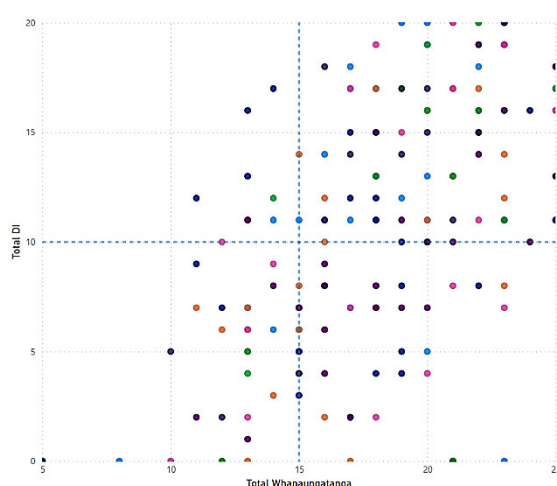
2015



2023



2024

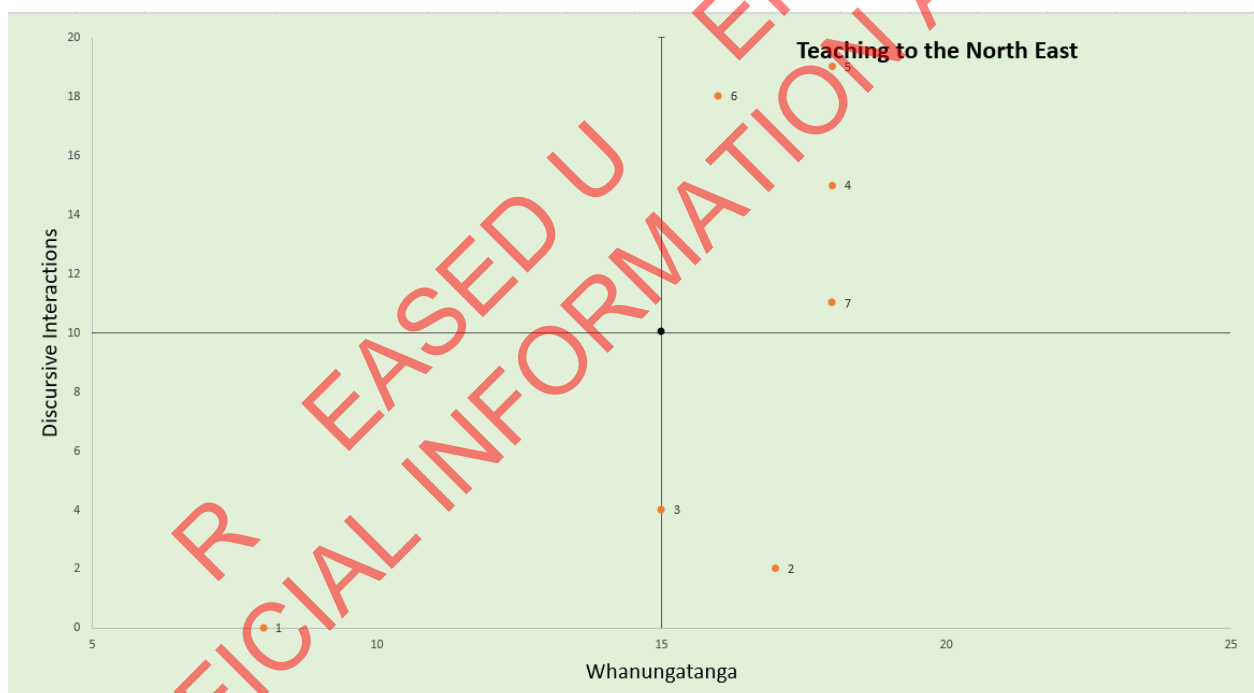


This data shows a shift in the evidence of kaiako practice. It shows that kaiako are creating learning environments that are more likely to engage ākonga in their learning and that they are using more discursive, high-impact teaching practices.

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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