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26 June 2025

[Redacted]

[Redacted]

Tēnā koe [Redacted]

Request under the Official Information Act 1982

Thank you for your email of 27 May 2025, requesting the following information from Whitireia and WelTec | Te Pūkenga – New Zealand Institute of Skills and Technology (Whitireia and WelTec):

All consultation documents regarding proposed restructures at Whitireia and Weltec, since 1 January 2025.

This letter provides a formal decision on your request under the Official Information Act 1982 (OIA).

Background

Whitireia and WelTec are undertaking three significant change proposals this year.

- Phase One focuses on the non-delivery part of the Teaching and Learning Directorate.
- Phase Two reviews Teaching and Learning academic areas, academic support and library, as well as the future of Te Kāhui Auaha.
- Phase Three will review enabling functions and services to prepare for transition out of Te Pūkenga.

The Whitireia and WelTec Phase One change proposal - *Consultation Phase One | Proposal Directorate of Teaching and Learning* - the consultation document on the consolidation of management, alignment of teams, and recognition of business needs for the future, was shared with all kaimahi (staff) on 24 February 2025. A formal decision on the changes proposed was announced to all kaimahi on 14 April, with directly impacted kaimahi receiving details a few days prior.

The Phase Two change proposal – the consultation document on consolidation of kaimahi informed by the 2026 programme portfolio, was shared with all kaimahi on 26 May 2025. Consultation on Phase Two has just closed, as of 23 June. As was the case in Phase One consultation, kaimahi feedback was actively sought during the consultation period. The team at Whitireia and WelTec are fully committed to considering all feedback that has been received before making any final decisions.

We must reiterate the importance of noting that each change proposal is exactly that – a proposal for change. As such no roles are pre-emptively confirmed to be disestablished, and no team or reporting line changes proposed confirmed. Final decisions on the changes proposed in Phase Two are currently due to be announced in July once all feedback has been considered.

We note the Phase Three change proposal and consultation documentation, around configuration of enabling functions and support services is yet to be finalised.

Interpretation and considerations

Noting Phase Three consultation has not yet begun, we have interpreted *consultation documents* that fall within the scope of your request as the following.

Phase One

- Phase One | Proposal:
 - Consultation Phase One | Proposal Directorate of Teaching and Learning
- Phase One Decision:
 - Phase One Decision Functions and roles reporting to the Director Teaching and Learning

Phase Two

- Phase Two | Proposal:
 - Proposal for Teaching and Learning academic areas and Academic Support and Library
 - Variation to RIV Phase Two Consultation 29 May 2025

One of the most important points when considering wider release of this material, at any point in time, is that the information within the documents was provided in confidence to Whitireia and WelTec kaimahi. As advised in previous correspondence with you about consultation processes and any proposed release of consultation documentation, kaimahi are encouraged to provide unfettered feedback during these important internal consultation periods as their input is vital to shaping our future.

While we appreciate there is a degree of public interest in the consultation documents of our business divisions and how kaimahi are impacted. There is a stronger need to protect the public interest and privacy of affected kaimahi. It is important for kaimahi to trust the process for proposed organisational change and to be able to provide this unencumbered feedback.

While we note the consultation period has now ended for Phase Two, final decisions are yet to be made. Whitireia and WelTec Leadership Team are analysing and considering the many pieces of feedback received. It is important our Leadership Team are provided with an undisturbed environment for all feedback to be carefully considered, and any deliberations to take place before final decisions are made on the changes proposed. The information contained within the documents remains confidential to affected kaimahi during this period.

The decision

Phase One

Phase One documents are attached at **Appendix One**. Certain information has been withheld from within the documents 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)(ba)(ii) to protect information which is subject to an obligation of confidence or which any person has been or could be compelled to provide under the authority of any enactment, where the making available of the information would be likely otherwise to damage the public interest.

Phase Two

Due to the considerations detailed above, we have decided to withhold Phase Two documents in full, with reliance on the two sections of the OIA above – sections 9(2)(b)(ii) and 9(2)(ba)(ii) – as well as the following further sections:

- 9(2)(i) to enable a Minister of the Crown or any public service agency or organisation holding the information to carry out, without prejudice or disadvantage, commercial activities
- 9(2)(j) to enable a Minister of the Crown or any public service agency or organisation holding the information to carry on, without prejudice or disadvantage, negotiations (including commercial and industrial negotiations).

As above our consideration of the public interest in release of the material withheld under section 9 of the OIA, does not lead us to believe it outweighs the need to protect the confidentiality and privacy of our kaimahi at this time.

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

*Kia mau ki tō ūkaipō, whāia ko Te
Pae Tawhiti* | Hold fast to where you
have come from, reach for the distant
horizon.



Consultation Phase One | Proposal Directorate of Teaching and Learning

The functional realignment and reduction of senior management

- Information, Reporting and Planning
- International Innovation and Industry Engagement
- Marketing
- Registry
- Teaching, Innovation and Research

Confidential to Whitireia and WelTec kaimahi

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Introduction

Delivering vocational education for Wellington and the wider region remains essential, not only to meet the needs of employers and industry, but to support the economic and social wellbeing of our communities. This is at the heart of what we do.

The Minister has asked that all Te Pūkenga business units (the former Institutes of Technology and Polytechnics, ITPs) take the steps necessary to reach a sustainable operating model. The message is clear, achieving financial sustainability is critical to our future.

Concerns were raised with Te Pūkenga by the Tertiary Education Commission (TEC) in June 2024 regarding the viability of the ITP business divisions within Te Pūkenga and required it to seek specialist assistance under section 332 of the Education and Training Act 2020. These financial advisors appointed under the direction of the TEC provided information and recommendations to the Minister, Te Pūkenga Council, and to Whitireia and WelTec on what is necessary to achieve a sustainable operating model. The financial advisors were reviewing the finances of the ITP divisions and exploring opportunities for sustainable viability, with the goal of establishing regionally autonomous ITPs where possible. While the changes we have made over the past five years have been crucial, there is more work to do.

So here in 2025, while the requirement for change is not unique to us, the future we create is unique to us as Whitireia and WelTec and our whakapapa – it is an opportunity to take the lead in our own destination and future.

The situation for Whitireia and WelTec

Declining domestic and international EFTS

- In 2018 Whitireia and WelTec had 6,547 domestic EFTS and 1,219 international EFTS.
- In 2024 the number of domestic EFTS was 3,571 with 301.5 international EFTS.

Significant Crown capital injection

- In 2018 and 2019 Whitireia was in receipt of significant Crown capital injections.
- The disestablishment of the Council of Whitireia and WelTec and the appointment of the Commissioner in 2018, along with the capital injections, required a major change programme for both institutions.

Operating deficits

- The COVID-19 pandemic that struck the world along with Aotearoa in 2020 meant operating deficits.
- In 2024, the operating deficit for Whitireia and WelTec was budgeted at s 9(2)(b)(ii) .
- While we worked hard in 2024 to reduce this deficit, we entered 2025 with another budgeted operating deficit of around s 9(2)(b)(ii) .
- It is these deficits, and the debt linked to the capital injection to Whitireia in 2018 and 2019, that have contributed to the situation we face today.

Property footprint

- We operate across three sizeable campuses.
- Te Kāhui Auaha in the city was to accommodate 1,000 ākonga, which is a figure that was never realised.
- The campuses at Whitireia Porirua and Petone are also too big for the size and scale of Whitireia and WelTec today.

The challenge ahead

Achieving financial sustainability will not be easy, but it is a challenge we embrace as it also provides opportunity. Our opportunity is now, it will require considerable work, flexibility, and new ways of working, new places of work and new teams formed.

What this means for us

- All parts of the operation of Whitireia and WelTec need to be looked at.
- We need to continue with the current property strategy to reduce our lease costs and reduce our physical footprint. What this then enables is the release of capital to reinvest in Whitireia and WelTec as well as pay off debt.
- Alongside the consolidation of our physical footprint needs to be improved site utilisation. This will include embedding delivery changes that expand our hours and days of operation.
- We need to consider carefully all our programmes; are they sustainable, can we afford the capital replacement of equipment, can we afford the space they occupy, and are they such that we can achieve volume from them to increase their contribution margin to above 50 percent?
- Alongside this is a close look at our personnel. What is our teaching and non-teaching ratio? What is our FTE to EFTS ratio of teaching kaimahi? How do we bring kaimahi/teams together to reduce the amount spent on management? And what are the services, functions, and programmes that we will no longer deliver?

This is our mahi for 2025. It is mahi we drive, we shape, and we engage in.

Obligations to the Charter and Te Tiriti

Te Pūkenga is committed to ensuring its governance, management and operations give effect to Te Tiriti o Waitangi. In relation to organisational change, Te Pūkenga Māori advisory committee will continue to operate in a manner that represents learners, their whānau, hapu and iwi, Māori employers and Māori communities.

Proposed changes to organisational structure will be informed by the learnings from the Māori advisory committees as well as insights from the Tiriti Regional Executive Directors who partner regionally as part of their responsibilities.

Te Pūkenga remains committed to its charter obligations as outlined in Schedule 13 of the Education and Training Act 2020. In relation to proposed organisational changes, this includes 3(b) to “operate in a manner that ensures its regional representatives are empowered to make decisions about delivery and operations that are informed by local relationships and to make decisions that meet the needs of their communities.”

Through its national and local relationships, Te Pūkenga will continue to engage with and remain informed by local communities, iwi and industry on an ongoing basis. Te Pūkenga is not required to consult with communities on specific organisational change proposals, but Divisions will continue to demonstrate they have continued to engage sufficiently with local communities so that they are empowered to make informed decisions.

Our programme and the proposal presented today

This is the first of three significant change proposals that will be undertaken this year. Phase One focuses on the non-delivery part of the Teaching and Learning Directorate. It focuses on the consolidation of management positions, the re-alignment of teams, and reduction of positions across supporting teams in recognition of our changing business needs. The changes proposed will position us for improved financial performance.

Alongside the three change proposals there will be a property plan that consolidates our physical footprint and improves our site utilisation.

Where and how we work

Whitireia and WelTec operate a distributed model of delivery across three main sites. As a result, we have teams spread and often not connecting as efficiently and effectively as possible. To achieve savings in our operational costs, we need to generate efficiency through the rationalisation and consolidation of our workspaces. There are also some structures and ways of working that are no longer affordable and/or appropriate in the current financial climate.

As you will be aware we may not be delivering teaching and learning in Te Kāhui Auaha in 2026, and there will be downsizing of our physical footprint at our Whitireia Porirua and Petone campuses. We need to be better at utilising spaces to ensure teams have a primary base of operating with hot-desking (flexible) workspace available. Our programme this year will address where our places of work are and where our 'base' will be.

Te Pūkenga principles for change

I am very conscious of the potential impact on each of you in terms of the uncertainty this creates and concern for the future. The following principles will be applied during our change process:

- Uncertainty for kaimahi is minimised by open and transparent communication processes.
- We will work closely with our union partners and our kaimahi.
- We will honour our commitments to individual and collective employment agreements.
- Redeployment of impacted kaimahi is prioritised, redundancy is a last resort.
- Kaimahi have access to a paid confidential assistance programme/s and services throughout the change process.
- Alongside our values, our commitment to Te Tiriti o Waitangi and equity are fundamental to our tuakiri (identity) as Te Pūkenga.
- No decisions will be made until we have taken the time to review all feedback, and that feedback will be given serious and thoughtful consideration.

I genuinely look forward to your feedback on what is proposed in this document. Thank you for your continued professionalism as we work through this process.

As we are part of Te Pūkenga I am also confirming with you that the executive leadership of Te Pūkenga are aware of this proposal.

Ngā mihi nui ki a koutou,

Mark Oldershaw

Executive Director

Te Pūkenga | Whitireia and WelTec

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OFFICIAL INFORMATION ACT 1982

Overview of the proposal

This proposal is focused on functional areas that currently report to the Director of Teaching and Learning (DTL). Out of scope for this phase, in terms of direct reports to DTL, are the [REDACTED] s 9(2)(ba)(ii); these areas will be considered in later phases.

This document is separated into three sections

- Proposal to create a single Registry, Information Reporting and Planning, and Academic Quality group.
- Proposal to bring together domestic and international marketing and establish a new international team in the School of Innovation, Design and Technology.
- Proposal to create a new group supporting academic development and ākonga academic success.

Where we work and how we work

As referenced in the introduction, where and how we work is important to our operations. Our distributed model of delivery across three main sites means we have teams spread and often not connecting as efficiently and effectively as possible. The model also has some silos, duplication of process and challenges with integration.

This proposal outlines a way of working that allows better connectedness and consolidation of teams and which, in turn, reduces the amount of management resource we need. This means consolidation of some non-teaching and learning senior management positions under the leadership of the Director of Teaching and Learning, except for [REDACTED] s 9(2)(ba)(ii)

[REDACTED] which will be considered in a later phase.

In each of these sections the proposals for where the functions may have their primary work location is outlined

The primary work location is intended to identify the team hub. Bringing together kaimahi will allow for better and more regular collaboration across and within teams.

Changes to a primary work location will be different for each kaimahi, but for most, this will represent no change at all. For some this will mean that we propose a change to the primary work location. Kaimahi may continue to request flexible work arrangements as per our Flexible Work Procedures and in conjunction with their manager.

We recognise that this proposal will have different implications for everyone, and we invite feedback and discussion throughout the consultation period. If there are proposed changes to your location of work, we will identify these with you individually.

Marketing and Business Development

At present we commit considerable resource to developing new relationships in marketing, international marketing, and business development. From a business need perspective, we are shifting focus to delivering on and deepening our current relationships and partners, rather than creating lots of new relationships. The opportunity to change focus will ensure we can fully deliver on our existing commitments and deepen these opportunities, rather than spending our limited resources and energy on adding more relationships into the mix, which in turn may also compromise our ability to deliver on current commitments. This opportunity, detailed further in the following sections, applies to both the international and domestic marketing.

Academic Success

It is imperative for us to consider what we can afford in some of our functional areas. This is where some more difficult decisions need to be made about how we do what we do, and how much we can actually afford to do. What is proposed is to keep a strong focus on the development of kaimahi as academics, develop research, and provide leadership and enablement to ākonga academic success.

Proposed overall savings

The proposal presented today represents a reduction in 4 FTE reporting directly to the Director of Teaching and Learning, 1 FTE other people management role and 7 FTE other roles.

Proposal to create a Registry, Information and Reporting group

This proposal brings together three separate but deeply aligned functional areas:

- Registry
- Information, Reporting and Planning
- Academic Quality

The relationship between enrolment processes, timetabling, data entry, information and reporting, academic quality and managing information to external agencies such as NZQA and the TEC are critical to the operation of Whitireia and WelTec. They also ensure and assure that we meet our requirements legislatively when it comes to qualification attainment, funding rules and conditions, as well as industry and ākonga having confidence in the certification of educational attainment.

For kaimahi within the teams of Registry, Information Reporting and Planning, and Academic Quality, no change is being proposed in this phase other than some changes of line management.

We propose to bring these groups together under a newly proposed 'Registrar and Head of Information and Reporting' role. This will be the only senior leadership position for these functions reporting to the Director of Teaching and Learning.

All these functional areas experience different peak workload times throughout the year. In recognition of the size of this group and the varied nature of the work and workload peaks, it is

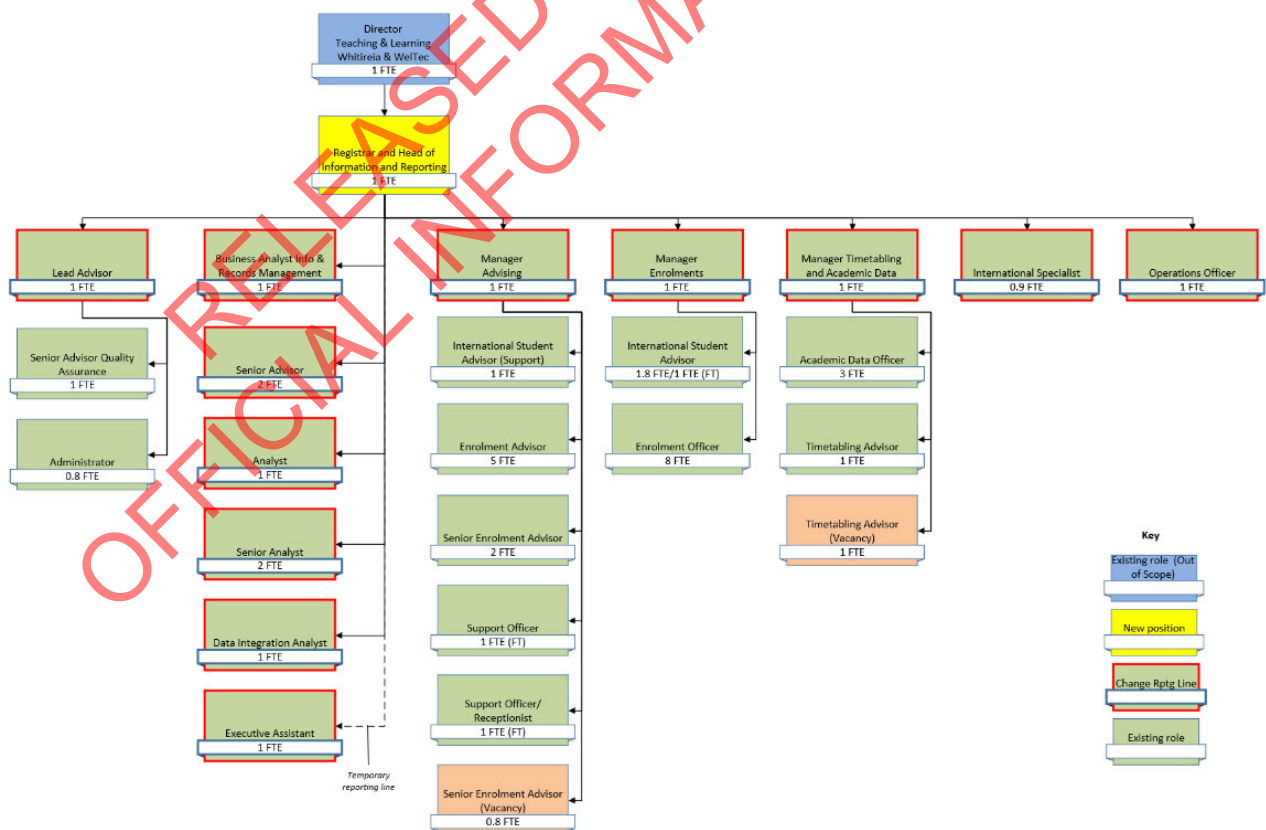
further proposed that an existing Operations Officer role within the Teaching Innovation and Research move into this new group reporting to the proposed Registrar and Head of Information and Reporting.

Location of work

The Registry and Academic Quality functional areas by their nature work across the campuses. Information Reporting and Planning while providing a key functional area for Whitireia and WelTec, is well able to sit together in one location. We propose:

- Registry kaimahi work across both the Whitireia Porirua and Petone campuses. Each member of this functional area will have a primary location of work at either Whitireia Porirua or Petone but are available to adjust this as needs require to the other site.
- Information Reporting and Planning primary site remains as it is at Whitireia Porirua, but each member in this area is to be available to adjust this to Petone, as business needs require.
- Academic Quality is to be primarily based at the Petone campus as is currently the case, noting that each member of this area is available to adjust as required to Whitireia Porirua.
- Operations Officer role will have a primary location of work at either Whitireia Porirua or Petone but is available to adjust this as needs require to the other site.

Proposed Structure – Registry, Information and Reporting group



To summarise, this proposal:

- Brings together Registry, Information Reporting and Planning, and Academic Quality into one group.
- Adds the Academic Quality functional area kaimahi currently within Teaching, Innovation and Research into this new group.
- Adds the Operations Officer role currently in the Teaching Innovation and Research group into this new group.
- Integrates together three important and inter-related functional areas.

Therefore, it is proposed to:

- Disestablish the current role of Registrar.
- Disestablish the current role of Manager Information, Reporting and Planning.
- Disestablish the current role of Principal Lead Teaching Innovation and Research.
- Create a new role called 'Registrar and Head of Information and Reporting' reporting to the Director Teaching and Learning.
- Move the current Operations Officer role currently in the Teaching Innovation and Research group to this new group. This role would report to the 'Registrar and Head of Information and Reporting'.
- Change the reporting lines of the direct reports of the disestablished positions to the new 'Registrar and Head of Information and Reporting'.

This part of the proposal would disestablish three people manager roles currently reporting to the Director of Teaching and Learning and replace them with one. The teams within this new group will be considered in a later phase of the Whitireia and WelTec change programme when it looks at wider support services of Whitireia and WelTec.

Proposal to bring together domestic and international marketing | Change of operational focus

International and Domestic Marketing

Under the current structure, the domestic and international marketing teams operate as separate groups. This represents a high-cost and less efficient structure for Whitireia and WelTec with separate teams marketing to their target groups.

Functionally, domestic and international marketing are closely aligned, albeit their audiences differ. From the types of collateral generated (prospectus) to marketing campaigns via technology. As such the proposal is to combine the international and domestic marketing teams.

This proposal for a single marketing group would disestablish the marketing functions within the International Marketing group.

The combination of the domestic and international marketing teams would result in changes to the senior management required for these teams and therefore the leadership positions are proposed to be disestablished and redefined in the new structure. A new role is proposed to be created called 'Head of Marketing' with scope to cover international marketing (albeit with a different remit and approach than is currently done) as well as domestic marketing.

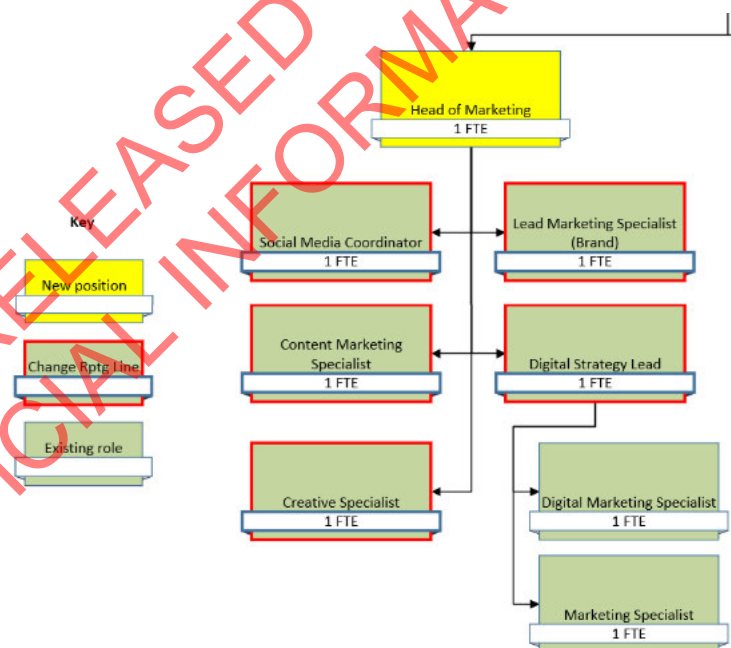
As a cost saving measure and due to the change of functional focus, there would be no international travel for the purposes of international marketing proposed for the new Marketing group.

There are no proposed changes to the roles of the current domestic marketing team in this phase beyond making international in scope. Should the proposal be agreed, it would include minor changes to the existing job descriptions of the current team to add international as appropriate.

The Pathways team within Marketing are an example of where we have perceived silos, duplication of process and some challenges with integration. Currently Teaching and Learning School and Pathways kaimahi are going into high schools and community groups providing information about vocational education at Whitireia and WelTec. STAR programmes are delivered by the Schools and through current enrolment and reporting processes these are well able to be managed without duplication through an additional team. Better integration and connectedness of Schools with prospective ākonga, their whānau, high schools/kura is about ensuring direct access to knowledge specialists and educators. The work of the Pathways team is also very variable across the year as it is strongly tied to the school terms, so there is variability in workload management. This is an example of where we may well lose some flexibility in how Whitireia and WelTec deliver in the pathways space, but how we do things differently through our Schools.

It is proposed that the Team Leader Pathways and the positions reporting to that role within the team are disestablished. The activities of secondary-tertiary pathways are proposed to be included into the current business, with the Heads of Schools, Operations Managers and teams in the Schools within the Teaching and Learning Directorate, and Registry and Information and Reporting as appropriate.

Proposed Structure of the Marketing Team



Innovation, Design and Technology

At Whitireia and WelTec the School of Innovation, Design and Technology holds the majority of international enrolments, contracts and relationships, delivers transnational education, and is responsible for the bulk of the onshore international ākonga.

It is proposed to create a new team within this School that develops the international strategy and drives onshore international ākonga enrolments, manages international relationships, contracts, and Memorandums of Understandings (MoUs), and supports the delivery of transnational education/onshore international education across all Schools. This team would have an international travel component but linked to deepening current transnational delivery, contracts and relationships covering all Schools.

This team is proposed to be structured as follows:

- International Executive Manager reporting to the Head of School Innovation, Design and Technology.
- Senior Transnational Leader reporting to the International Executive Manager.
- Onshore International Leader reporting to the International Executive Manager.
- International Advisor supporting work with agents, processing commission payments and providing support for the work on onshore and offshore international education, reporting to International Executive Manager.

This proposed new group within the School of Innovation, Design and Technology would be supplemented by an external contract resource working in India (currently in place) and would enable an external contract resource working in China (variation of what is currently in place).

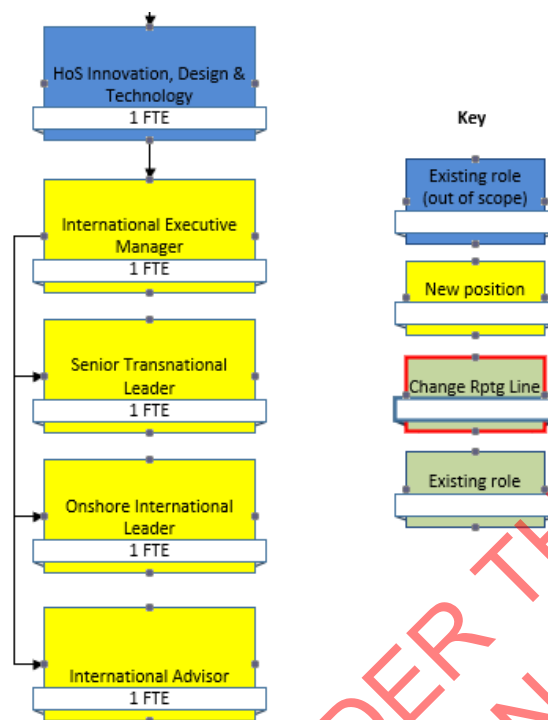
This group would work under a kawenata that included Marketing, Registry, other Schools and Learner Journey to ensure the integration of these respective areas and a connected approach to the marketing, recruitment, retention, and academic success of international ākonga, and the pastoral support of international ākonga.

The relationship between the Marketing team would be particularly strong as they would be tasked to enable the digital marketing campaigns for international ākonga/agents/institutions and provide the collateral for the purposes of international marketing. The proposed new International team within the School of Innovation, Design and Technology would provide Chinese translation to the Marketing team, as well as other services as required.

In this proposal, Marketing (inclusive of international marketing) and the new International team would shift focus from new business development, toward maximising the relationships and existing contracts/MoUs with the objective to deepen these over time to their maximum scale. This refocus supports the proposal to disestablish the business development/industry engagement functions within the current International Marketing and Industry Engagement team. This would mean that the current Head of International Innovation and Industry Engagement and the positions reporting to this role is proposed to be disestablished.

Furthermore, is the proposed disestablishment of the Principal Advisor and Special Projects leader roles. These positions contain significant elements responsible for new business development.

Proposed Structure of the International Team

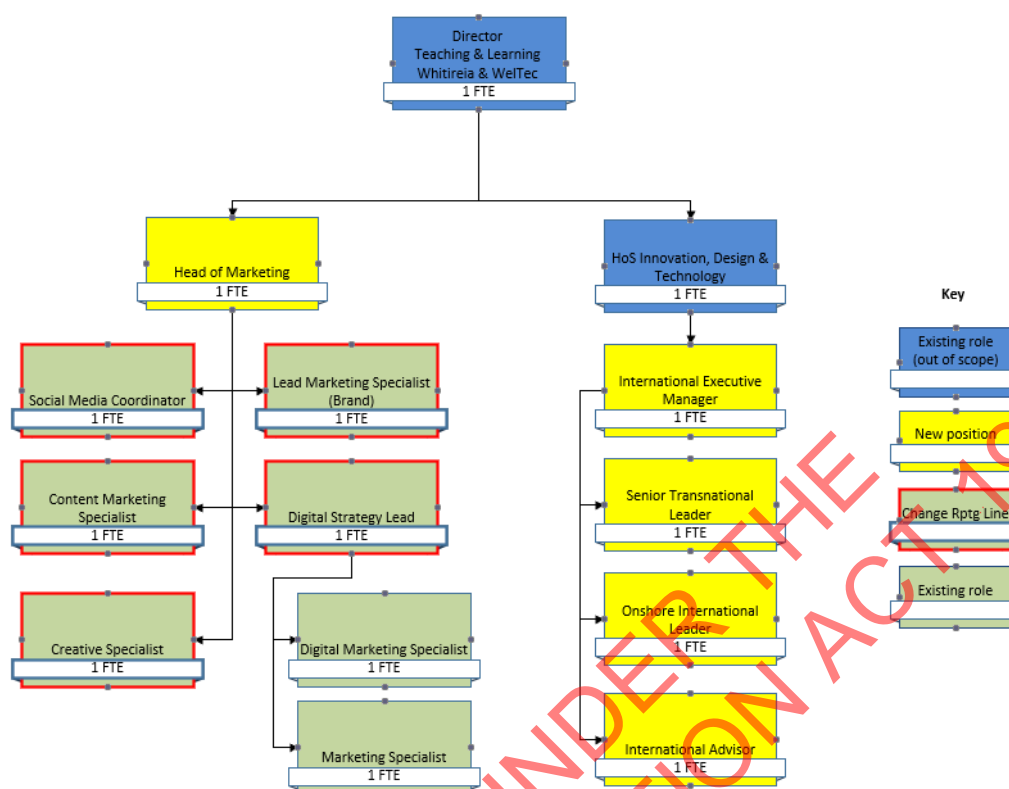


Location of work

The Marketing functional area by their nature work across the campuses, as do the School of Innovation, Design and Technology kaimahi. Each group, however, is proposed to have a primary location of work. What is proposed:

- The Marketing team would have its primary site at Petone, however, each member of this team would need to be available to adjust this to Whitireia Porirua, as needs require.
- The new International Executive Manager and Team would be primarily based at Petone which is where the School of Innovation, Design and Technology is located. Each member of this area is available to adjust this to Whitireia Porirua, as needed.

Proposed Organisational Marketing Structure



To summarise, this proposal:

- Combines domestic and international marketing functions.
- Creates a new international team within the School of Innovation, Design and Technology.
- Moves away from direct new business development toward growing further the current relationships we have

Therefore, it is proposed to:

- Disestablish the current Manager Marketing role.
- Disestablish the Team Leader Pathways role and the three roles that report to this.
- Disestablish the Head International Innovation and Industry Engagement role and the roles that report to this.
- Disestablish the Principal Advisor and Special Projects Lead, both roles currently reporting to the Director of Teaching and Learning.
- Create a Head of Marketing role with responsibility for domestic and international marketing.
- Create an International Executive Manager role reporting to the Head of School Innovation, Design and Technology.
- To create three new roles reporting to the new International Executive Manager.

This part of the proposal proposes to disestablish four roles currently reporting to the Director of Teaching and Learning and create one new role. It also proposes to disestablish another management role currently reporting to the Manager Marketing and the three roles reporting to

that. It is proposed to create one new role reporting to the Head of School Innovation Design and Technology and three roles reporting to that.

The roles currently reporting to the Manager Marketing would be considered in a later phase of the Whitireia and WelTec change programme when it looks at wider support services.

Proposal to create an Academic Success group reporting to the Director Teaching and Learning

Overview

As previously stated, there are some structures and approaches that are no longer affordable and/or sized appropriately in the current financial climate. We need to be realistic and practical about creating a model of working, and being, that is sustainable through the next three to five years, that also enables stability and purpose within teams.

This part of the proposal provides a key focus on the development of kaimahi as academics, and ensuring we are providing leadership and enablement to ākonga academic success. This proposed new group would be an enabler across all Schools in the Directorate of Teaching and Learning. It is proposed to create a new role to report to the Director Teaching and Learning called 'Head of Academic Success' to lead this group. It is expected that the person in this role would also be a thought leader in ākonga academic success, particularly the access to quality modules to improve ākonga academic confidence, skills, and enablement as ākonga in vocational education. They would also need to be aligned with current teaching practice and changing pedagogies.

Currently, we have a group called Teaching Innovation and Research which was established in 2019. It is appropriate to consider its size and scope in our current environment as well as determining how we do what we do.

Earlier in this document it was proposed to:

- Disestablish the role Principal Lead Teaching Innovation and Research.
- Move the Academic Quality team currently in Teaching Innovation and Research to report to the new role Registrar and Head of Information and Reporting.
- Move the Operations Officer currently in Teaching Innovation and Research to report to the new role Registrar and Head of Information and Reporting.

This phase of the Whitireia and WelTec change programme has the Programme Manager currently reporting to the Principal Lead Teaching Innovation and Research and respective team under this role out of scope as it will be considered in a later phase.

What is proposed is to keep a strong focus on the development of kaimahi as academics, the development of research, and provide leadership and enablement to ākonga academic success.

This part of the proposal is also about rightsizing some functional areas to ensure sustainability.

For the ongoing development of kaimahi as academics, the following functional elements need to remain: moderation and quality, literacy and numeracy embedding, pedagogy and classroom practice, teacher capability and qualifications, and research. The retention of this functional area is considered deeply important to the confidence and growth of our kaimahi as academics. And we are in the "business" of delivering vocational education and we need to do it well. We have considered this area carefully in terms of financial sustainability. It is proposed to retain the following functions:

- Research advisory.
- Coordinator support.
- Academic development work providing skills, enabling and training for moderation and quality, literacy and numeracy embedding, pedagogy and classroom practice, teacher capability and qualifications.

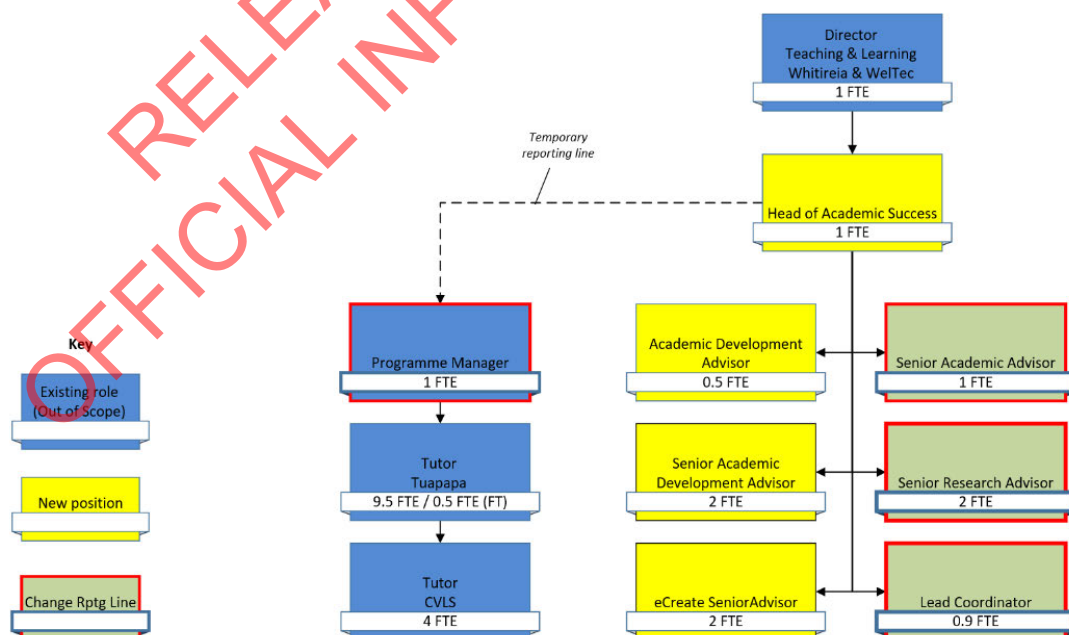
Our expectation for this functional area is that it will have close working relationships with the Dean Te Wānanga Māori and Kaiwhakahaere Ngā Ara Me te Tautoko to develop greater opportunities for Te Ao Māori, mātauranga Māori and Te Reo integration into kaimahi academic development. It is proposed that the amount of people resource in this area would total 6.5 FTE.

In the functional areas of eCreate, digital design and resource development, and Moodle administrative support we are proposing a resizing to ensure Whitireia and WelTec is able to be sustainable. This would mean less resource in these functions and less provided into the business as is currently available. While this is difficult to propose, it is about considering all parts of what we provide, particularly at this time of needing to reduce our deficit. What we need to acknowledge is that the volume of this part of our current model is no longer affordable in the current financial climate. We want to retain some functionality it is proposed that we reduce our resource in this area to 2 FTE.

Location of work

Kaimahi within this area are expected by the nature of their functions to operate across Whitireia Porirua and Petone. However, it is important for this group to have a primary location so they can work collectively, to support kaimahi. What is proposed is the primary location for this new group be at Petone. Due to the nature of this function kaimahi in this area are also available to hot desk at Whitireia Porirua as required.

Proposed Structure for Academic Success Group



To summarise, this proposal:

- Retains a focus on kaimahi academic development by creating Academic Development Advisor roles to provide the skills, enabling and training for moderation and quality, literacy and numeracy embedding, pedagogy and classroom practice, teacher capability and qualifications.
- Resizes functional areas of eCreate, digital design and resource development, and Moodle support to enable ongoing resource.
- Looks to provide leadership in ākonga academic success.

Therefore, it is proposed to:

- Create a new role Head of Academic Success reporting to the Director Teaching and Learning.
- Disestablish the current Team Leader Teaching Innovation and Research.
- Disestablish Senior/Flexible Learning Advisor roles.
- Disestablish eLearning/Instructional Designer roles.
- Disestablish Tutor role that currently reports to Team Leader Innovation and Research (that primarily focuses on eLearning/instructional design work).
- Create 0.5 FTE Academic Development Advisor role.
- Create 2 FTE Senior Academic Development Advisor roles.
- Create 2 FTE eCreate Senior Advisor roles.

This part proposes to create a new management role reporting to the Director of Teaching and Learning, and to disestablish one management role currently reporting to the Principal Lead Teaching Innovation and Design. It also proposes to reduce other FTE by three.

Benefits of the change | Phase One

The benefits of this change proposal are as follows:

- The joining together of the functional areas of Registry, Information and Reporting, and Academic quality will provide greater connectivity, communication, and connection.
- Delivering on and deepening our current relationships/MoUs/contracts instead of growing more. This will enable stability and certainty for the next three to five years while ensuring we can deliver on current contracts.
- Reduction of our overall marketing spend.
- Reduction and focus of our international travel spend. Greater focus on delivery and less focus on new market/relationship development.
- Continues a commitment to kaimahi in their growth as academics.

- Contributes to reducing our physical footprint by locating teams in a single location where appropriate and utilising hot desks.
- Improved collaboration within teams when working from single base of work.
- Reducing the level of senior management contributes to financial sustainability overall.

Summary of changes to positions

Role	Current Team	Proposed Impact	Description	Rationale and what happens to the work the role is doing
Registrar	Teaching and Learning	Disestablished	Position not included in proposed structure.	Functions now within new Registrar and Head of Information and Reporting role. Some functions could be delivered by Operations Officer (e.g. Complaints Register).
Manager Information, Reporting and Planning	Teaching and Learning	Disestablished	Position not included in proposed structure.	Functions now within new Registrar and Head of Information and Reporting role. Some functions could be delivered by Operations Officer (e.g. External reporting).
Principal Lead Teaching Innovation and Research	Teaching and Learning	Disestablished	Position not included in proposed structure.	The academic quality functions now within new Registrar and Head of Information and Reporting role. Other functions such as research and

				kaimahi academic development now within new Head of Academic Success.
Manager Marketing	Marketing	Disestablished	Position not included in proposed structure. Most functions within this role will be integrated into the new Head of Marketing role; excluding the Pathways function	Former functions (domestic marketing) and new functions (international marketing) now within new Head of Marketing role.
Team Leader Pathways	Pathways	Disestablished	Position not included in proposed structure.	Functions added to the responsibilities of the Heads of Schools and their Operation Managers and administrative teams. This may result in a re-prioritisation of work.
Student Recruitment Advisor	Pathways	Disestablished	Position not included in proposed structure.	Functions added to the responsibilities of the Heads of Schools and their Operation Managers and administrative teams. This may result in a re-prioritisation of work.
Education Careers Advisor (Kaiārahi Mātauranga/ Umanga)	Pathways	Disestablished	Position not included in proposed structure.	Functions added to the responsibilities of the Heads of Schools and their Operation Managers and administrative teams. This may result in a re-prioritisation of work.

Secondary Tertiary Liaison Officer	Pathways	Disestablished	Position not included in proposed structure.	Functions added to the responsibilities of the Heads of Schools and their Operation Managers and administrative teams. This may result in a re-prioritisation of work.
Head International Innovation and Industry Engagement	International Marketing and Industry Engagement	Disestablished	Position not included in proposed structure.	Elements of this role no longer within Whitireia and WelTec (business development). Others have been consolidated into the new Head of Marketing role, or the new International Executive Manager role.
Manager International Marketing	International Marketing and Industry Engagement	Disestablished	Position not included in proposed structure.	Elements except for business development, are part of new roles reporting to Head of School Innovation Design and Technology, and the Marketing team.
International Marketing Advisor	International Marketing and Industry Engagement	Disestablished	Position not included in proposed structure.	Elements except for business development, are part of new roles reporting to Head of School Innovation Design and Technology, and the Marketing team.

Digital Marketing Specialist	International Marketing and Industry Engagement	Disestablished	Position not included in proposed structure.	Elements except for business development, are part of new roles reporting to Head of School Innovation Design and Technology, and the Marketing team.
Regional Manager (China/East Asia)	International Marketing and Industry Engagement	Disestablished	Position not included in proposed structure.	Elements except for business development, are part of new roles reporting to Head of School Innovation Design and Technology, and the Marketing team.
Principal Advisor	Teaching and Learning	Disestablished	Position not included in proposed structure.	Functional role no longer within Whitireia and WelTec.
Special Projects	Teaching and Learning	Disestablished	Position not included in proposed structure.	Functional role no longer within Whitireia and WelTec.
Team Leader Teaching Innovation and Research	Teaching Innovation and Research	Disestablished	Position not included in proposed structure.	The operations officer proposed to report to Registrar and Head of Information and Planning. Functional elements of this role are part of the new Head of Academic Success role.
eLearning/ Instructional Designer	Teaching Innovation and Research	Disestablished	Position not included in proposed structure.	Function part of new Senior eCreate Advisor roles. Reduction of Moodle administration and

				the eCreate functions.
Flexible Learning Advisor	Teaching Innovation and Research	Disestablished	Position not included in proposed structure.	Function part of new Academic Development Advisor role. Reduction of Moodle administration and the eCreate functions.
Senior Flexible Learning Advisor	Teaching Innovation and Research	Disestablished	Position not included in proposed structure.	Function part of new Senior Academic Development Advisor roles and Senior eCreate Advisor roles. Reduction of Moodle administration and the eCreate functions.
Tutor	Teaching Innovation and Research	Disestablished	Position not included in proposed structure.	Elements part of new Senior eCreate Advisor roles. Reduction of Moodle administration and the eCreate functions.
Marketing team (except Pathways)	Marketing	Minor	Change in reporting line to Head of Marketing role.	Widening scope to include some elements of current international marketing, such as marketing offshore to agents and Institutions.
Manager Timetabling and Academic Data	Registry	Minor	Change in reporting line to Registrar and Head of Information and Reporting.	

Manager Enrolments	Registry	Minor	Change in reporting line to Registrar and Head of Information and Reporting.	
Manager Advising	Registry	Minor	Change in reporting line to Registrar and Head of Information and Reporting.	
Lead Advisor	Teaching Innovation and Research	Minor	Change in reporting line to Registrar and Head of Information and Reporting.	
Operations Officer	Teaching Innovation and Research	Minor	Change in reporting line to Registrar and Head of Information and Reporting.	Change in scope of role to include some elements of current Registrar (e.g. Complaints Register) and Manager Information Reporting and Planning (e.g. external reporting).
Information, Reporting and Planning team	Information, Reporting and Planning	Minor	Change in reporting line to Registrar and Head of Information and Reporting.	

Providing feedback

Whitireia and WelTec are committed to seeking your feedback and taking this into account before confirming its decisions.

All feedback must be in writing and will be considered before any decisions are made. Feedback can be emailed to staff.feedback@wandw.ac.nz. Submissions close on 20 March 2025. You can provide feedback on:

- The proposal in its entirety, including the specific proposals and change management process.
- The impact of the proposal on you personally, including any circumstances you wish us to consider.
- The proposed recruitment or selection process.
- The proposal to change location or place of work.
- 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 email specific requests to staff.feedback@wandw.ac.nz.

If you have questions about your terms and conditions of employment, please email the People Services team at hrenquiries@wandw.ac.nz.

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 questions, and share their feedback.

Milestone	Date
Meeting with impacted kaimahi	19-20 February 2025
Other kaimahi are informed who may not be as impacted	20 February 2025
Consultation commences	20 February 2025
Consultation closes	20 March 2025
Feedback reviewed	Between 21 March 2025 and 4 April 2025
Decisions communicated	Week of 7 April 2025
Implementation of decisions	Late May

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.

- **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:** The change proposal and a letter advising of the proposed changes will be electronically sent following the consultation presentation.
- **Step 3:** If necessary other kaimahi who may be in scope but not impacted by the change 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 their People, Culture and Wellbeing team, union representatives and employee assistance provider through 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 decision is made to proceed with this proposal, either in its current form or with some alterations:

- **Step 7:** Meetings will be held with impacted kaimahi to advise the final decision, any impact on positions and to provide the final decision document and a letter.
- **Step 8:** If necessary other kaimahi who may be in scope but not impacted by the change will be advised of the outcome of consultation.
- **Step 9:** Recruitment and selection commence.
- **Step 10:** Where roles are confirmed disestablished, redeployment conversations begin. A voluntary redundancy process may be actioned.

Recruitment and selection processes for roles

New positions

We are committed to an open and transparent recruitment process following the selection process below:

The proposed recruitment process for any new position following consultation would be:

- New roles would be open to impacted kaimahi from within Whitireia and WelTec and the wider Te Pūkenga network. Advert open for 10 days.
- If this does not fill the roles, we would then look to open the process to all kaimahi from within Whitireia and WelTec and the wider Te Pūkenga network. Advert open for 10 days.
- Vacancies will be advertised on Te Kāinga (Whitireia and WelTec Intranet) and Te Whare.
- All potential internal candidates will be required to apply formally with a CV and covering letter.
- The hiring manager with People, Culture and Wellbeing (PCW) will shortlist 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 where this is available.
- A shortlist will be completed within 4 days concluding the final advertising period closing.
- The interview will be formal and based off competency-based questions that relate to the JD and the final selection criteria.
- The interview process is expected to take around 2 weeks.

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

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

Proposed selection criteria for new positions

Whitireia and WelTec Qualifications, Skills, and Capabilities (QSC) Assessment

ASSESSMENT AREA	DESCRIPTION
QUALIFICATIONS AND SKILLS	- Whether the employee has any relevant qualifications required for their role. - Whether the employee has the relevant skills to support Whitireia and WelTec in 2025 and beyond.
VERSATILITY AND ADAPTABILITY	- The currency, relevance and professional or community related experience and the service and experience the employee provides that enhances the organisation's ability to support relevant disciplines. - The extent to which the individual could competently carry out a range of duties required by the organisation. - The evident willingness of the individual to step in and pick up duties where needed. - The evident willingness and ability of the individual to adapt to meet organisational needs.
OVERALL CONTRIBUTION	- How much the individual makes a positive overall contribution to their current team and Institution. - How much the individual acts as a positive role model for others and contributes to creating a positive and supportive working environment and organisational culture.
TE TIRITI	- 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 group.
LEADERSHIP*	- Demonstration of leadership at a team, group, or organisational level. - Ability to demonstrate learning through the leadership.
MANAGEMENT*	- Demonstration of management of a team of people/group. - Ability to demonstrate people management at a high level.

*Leadership and management roles

Voluntary redundancy

In situations where a kaimahi 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 we meet our legal and employment agreement (including Collective Employment Agreement) requirements.

Where do I get support?

We acknowledge that change can be disruptive and unsettling for people. We encourage you to speak to your manager, your support network, your union representative or your HR Advisor and to support each other through this consultation process.

Please remember you can access our Employee Assistance Service provider, Vitae, by visiting their website <http://www.vitae.co.nz> or by phone 0508 664 981.

As a reminder, we encourage you to seek independent advice regarding this proposal and you are entitled to have a representative or support person present at any meeting.

We fully respect you sharing your situation with whānau or trusted colleagues. It is important to please give consideration of others when you do this. Be mindful of the different impacts and situations, and if your kōrero needs to highlight concerns, please be constructive to not unnecessarily cause further anxiety.

If you have questions about this proposal, please discuss these with PCW.

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Appendix One – Links to supporting documentation

[Current organisation charts](#)

[New Role Descriptors](#)

Appendix Two - Glossary

Term	Definition
Affected kaimahi	Kaimahi are considered affected when a proposal is made to disestablish a position. This does not automatically mean someone's employment ends through redundancy. Our priority is to place affected kaimahi into the new positions in the structure through redeployment.
Application	An application process is where you can signal your interest in a position (or a number of positions) and outline your skills and experience.
Comparable	Positions are identified as comparable if the required skills, qualifications, and experience are comparable to the current positions of significantly affected kaimahi. This may result in either direct appointment to a position or selection process in many to few situations.
Contestable	A competitive recruitment process (open to more than one applicant).
Disestablished position	If a position is disestablished, this means that it will not exist in the new structure. A position may be proposed to be disestablished because we no longer need it, the responsibilities of the role are distributed differently between new roles in the structure, or because the work of the position has changed so significantly the position is no longer the same position.
Business Divisions	The former Institutes of Technology and Polytechnics (ITPs) and Industry Training Organisations (ITOs) that are part of Te Pūkenga.
ITO and WBL	The 9 Industry Training Organisations, often referred to as work-based learning (WBL). Are referred to as Business Divisions.
ITP	The 16 Institutes of Technology and Polytechnics. Are referred to as Business Divisions
Reconfirmed	Where there is no change to a position or a minor change (title change, group change, reporting line change, minor changes to a job title or position description), kaimahi will be reconfirmed into their position.

	This is also sometimes called 'mapped in' or 'lifted and shifted' to the new structure.
Recruitment process	The process used to appoint suitable candidates to a position. This usually includes advertising, shortlisting, interview, reference check and offer.
Redeployment	Redeployment is a term used to describe the process of identifying suitable alternative positions for the appointment of affected kaimahi.
Reporting line	The relationship between a worker and their direct supervisor.
RIV	Regional ITP Vocational Programme. TEC wrote to Te Pūkenga in June 2024 regarding the viability of the ITP business divisions within Te Pūkenga. Te Pūkenga were required to seek specialist assistance under section 332 of the Education and Training Act 2020. These consultants reviewed the financial information for the ITP Business Divisions.
Ring-fenced/Many to few/Reduction in roles.	A closed process for positions where incumbents of same or similar roles are the affected kaimahi. A selection process is involved in this case as opposed to a full recruitment process.
Surplus staffing	A situation where, following a consultation process, Te Pūkenga has identified a need to reduce the number of kaimahi, or where kaimahi can no longer be employed in their current position or grade
Te Pae Tawhiti: Te Tiriti o Waitangi Excellence Framework	Te Tiriti o Waitangi Excellence Framework, developed by Te Pūkenga, is a self-reflective tool to monitor and assess how well the Network is tracking towards Te Tiriti o Waitangi excellence and achievement of their objectives of demonstrable Te Tiriti o Waitangi partnerships and inclusivity and equity for Māori.
Voluntary redundancy	The ability to ask for voluntary redundancy is provided for in some employment agreements in certain circumstances. It enables affected kaimahi to indicate a preference to take voluntary redundancy in a surplus staffing situation and when they have been confirmed as having their positions disestablished.

Kia mau ki tō ūkaipō, whāia ko Te Pae Tawhiti

Hold fast to where you have come from, reach for the distant horizon



Phase One Decision

Functions and roles reporting to the Director Teaching and Learning

The functional realignment and reduction of roles and senior management

- Information, Reporting and Planning
- International Innovation and Industry Engagement
- Marketing
- Registry
- Teaching, Innovation and Research

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Overview

Delivering vocational education for Wellington and the wider region remains essential, not only to meet the needs of employers and industry, but to support the economic wellbeing of our communities. This is at the heart of what we do.

The Minister has asked that all Te Pūkenga business units (the former Institutes of Technology and Polytechnics, ITPs) take the steps necessary to reach a sustainable operating model. The message is clear, achieving financial sustainability is critical to our future.

Concerns were raised with Te Pūkenga by the Tertiary Education Commission (TEC) in June 2024 regarding the viability of the ITP business divisions within Te Pūkenga and required it to seek specialist assistance under section 332 of the Education and Training Act 2020. These financial advisors appointed under the direction of the TEC provided information and recommendations to the Minister, Te Pūkenga Council, and to Whitireia and WelTec on what is necessary to achieve a sustainable operating model. The financial advisors were reviewing the finances of the ITP divisions and exploring opportunities for sustainable viability, with the goal of establishing regionally autonomous ITPs where possible. While the changes we have made over the past five years have been crucial, there is more work to do.

So here in 2025, while the requirement for change is not unique to us, the future we create is unique to us as Whitireia and WelTec and our whakapapa – it is an opportunity to take the lead in our own destination and future.

Our programme and the decisions presented today

This document outlines decisions for the first of three significant change proposals that will be undertaken this year. Phase One focuses on the non-delivery part of the Teaching and Learning Directorate. It focuses on the consolidation of management positions, the re-alignment of teams, and reduction of positions across supporting teams in recognition of our changing business needs. The decisions presented will position us for improved financial performance.

Alongside the three change proposals there will be a property plan that consolidates our physical footprint and improves our site utilisation.

Where and how we work

Whitireia and WelTec operate a distributed model of delivery across three main sites. As a result, we have teams spread and often not connecting as efficiently and effectively as possible. To achieve savings in our operational costs, we need to generate efficiency through the rationalisation and consolidation of our workspaces. There are also some structures and ways of working that are no longer affordable and/or appropriate in the current financial climate.

We have indicated a need to downsize our physical footprint at our Whitireia Porirua and Petone campuses and an intention to consult with kaimahi regarding delivery of teaching and learning at Te Kāhui Auaha from 2026 onwards. We need to be better at utilising spaces to ensure teams have a

primary base of operating with hot-desking (flexible) workspace available. Our programme this year will address where our places of work are and where our 'base' will be.

The situation for Whitireia and WelTec

Declining domestic and international EFTS

- In 2018 Whitireia and WelTec had 6,547 domestic EFTS and 1,219 international EFTS.
- In 2024 the number of domestic EFTS was 3,571 with 301.5 international EFTS.
- Significant Crown capital injection
- In 2018 and 2019 Whitireia was in receipt of significant Crown capital injections.
- The disestablishment of the Council of Whitireia and WelTec and the appointment of the Commissioner in 2018, along with the capital injections, required a major change programme for both institutions.
- Operating deficits
- The COVID-19 pandemic that struck the world along with Aotearoa in 2020 meant operating deficits.
- In 2024, the operating deficit for Whitireia and WelTec was budgeted at s 9(2)(b)(ii).
- While we worked hard in 2024 to reduce this deficit we entered 2025 with another budgeted operating deficit of around s 9(2)(b)(ii).
- It is these deficits, and the debt linked to the capital injection to Whitireia in 2018 and 2019, that have contributed to the situation we face today

Property footprint

- We operate across three sizeable campuses
- Te Kāhui Auaha in the city was to accommodate 1,000 ākonga, which is a figure that was never realised.
- The campuses at Whitireia Porirua and Petone are also too big for the size and scale of Whitireia and WelTec today.

The challenge ahead

Achieving financial sustainability will not be easy, but it is a challenge we embrace as it also provides opportunity. Our opportunity is now, it will require considerable work, flexibility, and new ways of working, new places of work and new teams formed.

What this means for us

- All parts of the operation of Whitireia and WelTec need to be looked at.
- We need to continue with the current property strategy to reduce our lease costs and reduce our physical footprint. What this then enables is the release of capital to reinvest in Whitireia and WelTec as well as pay off debt.
- Alongside the consolidation of our physical footprint needs to be improved site utilisation. This will include embedding delivery changes that expand our hours and days of operation.
- We need to consider carefully all our programmes; are they sustainable, can we afford the capital replacement of equipment, can we afford the space they occupy, and are they such

that we can achieve volume from them to increase their contribution margin to above 50 percent?

- Alongside this is a close look at our personnel. What is our teaching and non-teaching ratio? What is our FTE to EFTS ratio of teaching kaimahi? How do we bring kaimahi/teams together to reduce the amount spent on management? And what are the services, functions, and programmes that we will no longer deliver?
- This is our mahi for 2025. It is mahi we drive, we shape, and we engage in.

Period of ongoing change

We acknowledge that Te Pūkenga has undergone a range of changes and formal consultation processes in recent years due to the creation and then reversal of Creating our Futures. We also appreciate that a time of uncertainty continues while we wait for clarity on what the disestablishment of Te Pūkenga will mean for each business division.

Obligations to the Charter and Te Tiriti

Te Pūkenga is committed to ensuring its governance, management and operations give effect to Te Tiriti o Waitangi. Te Pūkenga remains committed to its charter obligations as outlined in Schedule 13 of the Education and Training Act 2020. In relation to proposed organisational changes, this includes 3(b) to:

“operate in a manner that ensures its regional representatives are empowered to make decisions about delivery and operations that are informed by local relationships and to make decisions that meet the needs of their communities.”

Through its national and local relationships, Te Pūkenga will continue to engage with and remain informed by local iwi and industry on an ongoing basis.

Te Pūkenga principles for change

We are very conscious of the potential impact on each of you in terms of the uncertainty this creates and concern for the future. The following principles will be applied during our change process:

- Uncertainty for kaimahi is minimised by open and transparent communication processes.
- We will work closely with our union partners and our kaimahi.
- We will honour our commitments to individual and collective employment agreements.
- Redeployment of impacted kaimahi is prioritised, redundancy is a last resort.
- Kaimahi have access to a paid confidential assistance programme/s and services throughout the change process.
- Alongside our values, our commitment to Te Tiriti o Waitangi and equity are fundamental to our tuakiri (identity) as Te Pūkenga.
- No decisions will be made until we have taken the time to review all feedback, and that feedback will be given serious and thoughtful consideration.

Summary of confirmed changes

Impact	Numbers
Number of positions confirmed disestablished	24
Number of positions confirmed minor change	27
Number of confirmed new roles	12

Further details of individual role impacts can be found in the impacts table and the organisation charts.

Benefits of these decisions

The benefits of the decisions confirmed in this document are:

- The joining together of the functional areas of Registry, Information and Reporting, and Academic quality will provide greater connectivity, communication, and connection.
- Delivering on and deepening our current relationships/JIs/MoUs/contracts instead of growing more. This will enable stability and certainty for the next three to five years while ensuring we can deliver on current contracts.
- Reduction of our overall marketing spend.
- Reduction and focus of our international travel spend. Greater focus on delivery and less focus on new market/relationship development.
- Continues a commitment to kaimahi in their growth as academics.
- Contributes to reducing our physical footprint by locating teams in a single location where appropriate and utilising hot desks.
- Improved collaboration within teams when working from single base of work.
- Reducing the level of senior management contributes to financial sustainability overall.

Thank you for your continued professionalism as we work through this process. As we are part of Te Pūkenga I am also confirming with you that the executive leadership of Te Pūkenga are aware of these decisions.

Ngā mihi nui ki a koutou,

Mark Oldershaw

Executive Director

Te Pūkenga | Whitireia and WelTec

Feedback

Feedback received during consultation showed the care you have for each other and the value you have in each other's work. It was about people, and what you do as part of the whānau of Whitireia and WelTec. As people experiencing significant change, it is heartening to hear the validation and recognition you have of each other. Some very meaningful reflections about our people were shared in the feedback, and we acknowledge this.

Linked to this was the recognition that while changes are needed for Whitireia and WelTec to be viable, and able to be considered as a standalone entity post-Te Pūkenga, there was a request to keep the people we have doing what they do.

One of the most difficult parts of structural change is that it focuses on functions and roles. It is not about the quality of individuals, their performance, their history with Whitireia and WelTec, their skills or their value as team members. While it is people who sit in roles and do functions, it is purely the functions and roles that are considered as part of an organisational structure.

There was also concern expressed about the state of the wider public service and the Wellington economy. While we acknowledge there are challenges in many entities/organisations our focus is on Whitireia and WelTec and what we can do to address our deficit and be a sustainable entity.

To do this, we must review every role and cost centre and make very difficult decisions. It is also about what is affordable for Whitireia and WelTec for the next 3-5 years, so we can work through the challenges and grow into a strong standalone entity.

We received individual submissions from 41 kaimahi and six group/team submissions, including one from TIASA.

Below is a summary of the feedback. Please note this is not feedback verbatim. We have summarised the key themes and tried to capture all the feedback we received.

Function/area	Feedback	Response to feedback
Registry Information Reporting and Planning	There was support for bringing these areas together for efficiencies gained.	Feedback noted.
Academic Quality Assurance (AQA)	AQA function to remain in Academic Success.	There was further reflection on this point; particularly as this group had been moved at the end of 2024 as part of a review in Registry. When consideration was being made about reducing management roles and bringing teams together that align in terms of their relationship to the statutory regulations/regulators in vocational education, it did mean bringing AQA together with Information and Planning and Registry all of whom engage with our funders/regulators/monitors. Being together and engaging through a single senior manager is the most effective approach for Whitireia and WelTec engaging with central government agencies.

Registry Information Reporting and Planning Academic Success	Need for a more even spread of function/people in Registry, Information and Reporting when compared to Academic Success. Operations Officer role not required in the Registry, Information and Reporting group.	Concern that the spread of functional areas is uneven across Registry, Information and Reporting and Academic Success was heard, as well as the numbers of direct reports. These groups do very different things, one predominantly manages our reporting, information, investment plan/mix of provision, funding, external accreditation and quality assurance processes, and Registry functions. The other group has a greater focus on development, the academic success of kaimahi, teaching pedagogy and preparedness for modern delivery, and ākonga academic success. These will be new groups, each with a single manager, who will develop their programme of work for the remainder of 2025 and into 2026. The scale of the Registry, Information and Reporting group is such that an Operations Officer is considered necessary to ensure workflow is managed smoothly, and there are good lines of communication. Also, the Registry, Information and Reporting group will be considered in terms of structure and size in Phase Three.
Domestic and International Marketing	Support for the proposal as it reduces duplication and is more efficient. Audience differs but functions are similar. Potential for better alignment. Agreement for need to work closely with international team. Country-specific expertise would be required in new marketing team – responsibilities need clearer definition.	Feedback noted. Having a single Marketing group operating closely (with a kawenata) with the new International group within the School of Innovation Design and Technology providing country and cohort specific input.
Pathways	Current services and cohesive, coordinated, accessible output would be affected. Direct access to knowledge specialists in schools could be useful (although not happening now) but would only talk of their area and not all possibilities as Pathways team do (one point of contact for schools – easier for them). There was also support for incorporating this function into the Schools, the function could be supported in existing roles.	The feedback on this functional area was given significant reflection. There were two key themes, 1) to keep the function as it is, 2) to incorporate the function within the Schools. Accept and agree that the function will change as a result of the disestablishment of this team. Feedback highlighted the benefit of having one point of contact for both high schools and internal coordination of visits/taster programmes, and across teaching and learning. As such, the Head of Academic Success will fulfil this role. It aligns strongly with the ākonga academic thought leadership function of the role and ensuring high-quality kaiako development that meets the needs of modern

		teaching and learning delivery and the needs and expectations of cohort groups. We recognise that the type of relationship into and with high schools will change but are hopeful that this brings more kaiako into the high school space and is beneficial for both sides.
International	Concern at removing business development totally and suggestion to scale back instead. View greater business development will be needed in the longer term. Concern at having international marketing in one School only. Support for TNE in School of Innovation Design and Technology. Onshore agents are largely based in Auckland so beneficial to have presence there. Which role is responsible for international strategy and budget? Feedback on the titles and scale of the new roles.	While we appreciate concerns about changes to the business development function, this is very much a timing and affordability decision. We need a reset for the international function to bring closer alignment between international strategy and teaching and learning delivery. This ensures better communication, planning, expectation setting and end-to-end delivery. It enables the team being closer to each other and the organisation as a whole. As such the team, just as the School of Innovation, Design and Technology, will be based at Petone. Relationships within the organisation are critical as well as ensuring a really informed understanding of programmes, delivery and end-to-end processes. While we acknowledge that most of the international agents operate from Auckland, travel to Auckland as appropriate will happen, but one thing COVID-19 has taught us is there are multiple ways of engaging remotely. The Whitireia and WelTec international strategy will be the responsibility of both the Head of School Innovation, Design and Technology and the International Executive; this is where the budget would also sit. The Head of School reports to the Director of Teaching and Learning who will own the strategy at the executive leadership table. Clarifying that international marketing will not be in a School rather in the marketing team which supports the entire organisation. The feedback on the titles of the roles have been reflected on and there are changes to these titles. Much of this relates to the skills, experience and seniority of the work this team is expected to do, as well as providing some clarification: 1. For the purposes of international engagement, the Head of School Innovation, Design and Technology will also be called "Dean Innovation, Design and Technology".

		2. The Onshore International Leader will be called “Senior Onshore and International Recruitment Leader”. 3. The International Advisor will need to operate at a senior level, therefore will be “Senior International Advisor”.
Principal Advisor and Special Projects Lead, and Industry Engagement	These roles add value to Whitireia and WelTec now. In the future we will need a focus on business development.	Both roles undertake many activities for Whitireia and WelTec and broadly fit into the functional area Onshore International Leader of business development. While there was reflection on the feedback relating to the role business development plays, we have to have a sustainable entity first to grow from;
eCreate function	Reduction of roles while expectation for more online courses not aligned. Retention of eCreate function could help property challenges. Many tutors don’t have necessary capabilities in digital design which would affect ability to develop resources. Tutors will have to pick up this additional work. Support to reduce some capacity.	The proposal document does not say, nor is there a strategic intent, for more “online courses.” Whitireia and WelTec certainly needs to be more digitally enabled, and we need to be more flexible in when and how we deliver to meet the needs of ākonga, however we are not the Open Polytechnic. Difficult decisions need to be made about what is affordable at this time. We recognise that this decision requires the wider organisation understand the need for clear work planning and prioritisation of the more limited resource. Growing more capability and competency of wider kaimahi is certainly required as part of their professional development as modern educators.
Moodle admin function	Suggested move of function to ICT (and review with that area) or School administration and develop automation. Has resourcing required for Moodle platform changes been accounted for? Changes could impact delivery of 2025 ICT Digital Strategy. Need specialised Moodle expertise retained (architecture, system integration etc.) to avoid platform stability and security issues.	There was further reflection on this functional area based on feedback. It is clear that there needs to be a reset of this function, this may include automation, changes to the learning management system, but certainly the way in which the Moodle system functions currently. There was feedback about the impact not having this function would have on the 2025 Digital Strategy. For clarity, Roopu Whakahaere only reviewed and approved the 2025-2027 Digital Plan on 7 April. The Head of Digital Services and the Director of Teaching and Learning are both confident that the work plan associated with this three-year plan is achievable in 2025 and 2026. The Head of Digital Services will provide advice on next steps with a particular focus on software as a service and the learning management system more generally. We are confident that while this functional area will not exist as it does now with these two Moodle Administration roles, that Whitireia

		and WelTec will move to a new stable way of operating.
Flexible Learning Advisory	Ensure kaiako induction, teaching qualification and teacher development functions retained. Could be captured within a more generic role. Support for retention of the specific functions in these roles (literacy/numeracy, teacher induction & quals etc.)	The role descriptors in the proposal document were to provide an intent for the proposed roles. In the formal role description for this role more generic language is used; the key is ensuring that as a group the skill sets and expertise are available for Whitireia and WelTec. Based on feedback, there was also reflection on the title of the role and seniority. There will be the removal of the word “development” and making all the roles senior roles. As such there will be 2.5FTE of new “Senior Academic Advisors”, bringing the total to 3.5FTE available for Whitireia and WelTec.
Location	Support for one primary location with hot-desk availability	We are pleased that the approach of one primary location for a team with hot-desk availability was well received. This will begin to be implemented through 2025.
Other	Feedback themes included: • Ideas that are out of scope of Phase One • Language used in the proposal document and modes for submitting feedback • Support to retain specific people based on positive working experiences with them • Details of tasks/activities, time commitment, and value of existing roles from current incumbents • Recruitment process and ideally appointing ‘Head’ roles prior to ‘team’ positions. • Feedback that was specific to an individual or their circumstance – responses to individuals in roles confirmed as disestablished can be provided in outcome meetings.	

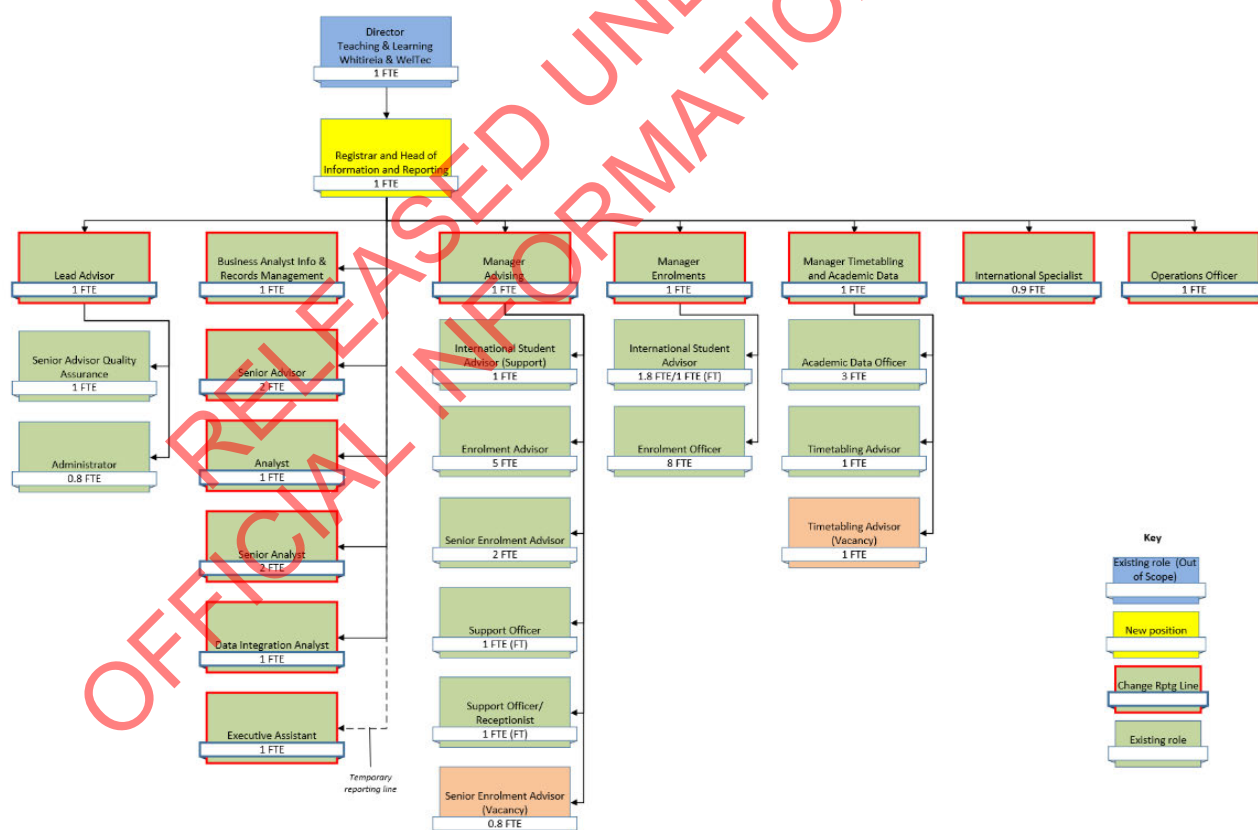
Decisions

This section confirms decisions following the review of feedback and incorporates changes made from the proposal, identified in the response column of the feedback table above.

- The creation of a single Registry, Information and Reporting group that includes Academic Quality.
- Having a single Marketing group for Whitireia and WelTec.
- The creation of a new International team within the School of Innovation and Design.
- The creation of an Academic Success group, with a reduction in roles.
- The disestablishment of the current International team.
- The disestablishment of the Pathways Team.
- The disestablishment of roles relating primarily to business development.

Decision to create a Registry, Information and Reporting group

Confirmed structure – Registry, Information and Reporting group



To summarise, this decision confirms:

- Bringing together Registry, Information Reporting and Planning, and Academic Quality into one group.

- Adding the Academic Quality functional area kaimahi currently within Teaching, Innovation and Research into this new group.
- Adding the Operations Officer role currently in the Teaching Innovation and Research group into this new group.
- Integrating three important and inter-related functional areas.

Therefore, it is confirmed to:

- Disestablish the current role of Registrar.
- Disestablish the current role of Manager Information, Reporting and Planning.
- Disestablish the current role of Principal Lead Teaching Innovation and Research.
- Create a new role called 'Registrar and Head of Information and Reporting' reporting to the Director Teaching and Learning.
- Move the current Operations Officer role currently in the Teaching Innovation and Research group to this new group. This role would report to the 'Registrar and Head of Information and Reporting'.
- Change the reporting lines of the direct reports of the disestablished positions to the new 'Registrar and Head of Information and Reporting'.

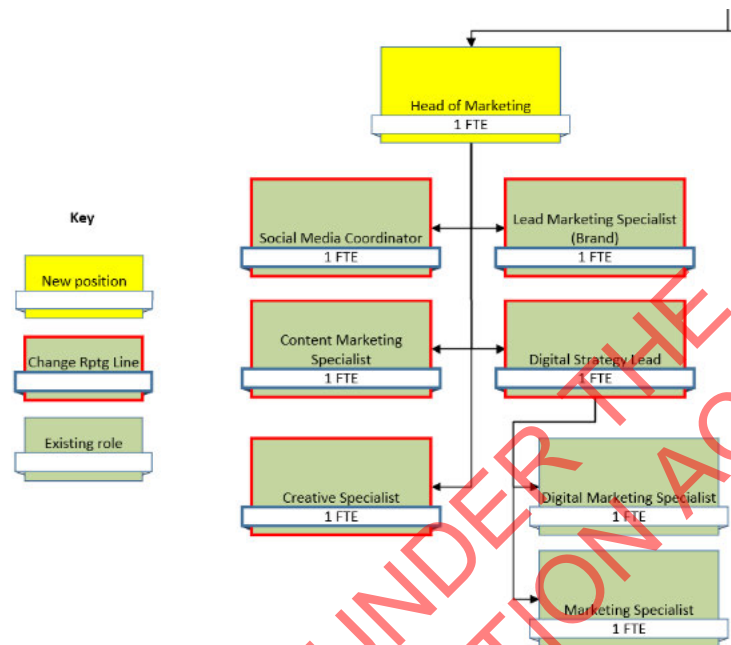
Confirmed location of work for each team:

- Registry kaimahi work across both the Whitireia Porirua and Petone campuses. Each member of this functional area will have a primary location of work at either Whitireia Porirua or Petone but are available to adjust this as needs require to the other site.
- Information Reporting and Planning primary site remains as it is at Whitireia Porirua, but each member in this area is to be available to adjust this to Petone, as business needs require.
- Academic Quality is to be primarily based at the Petone campus as is currently the case, noting that each member of this area is available to adjust as required to Whitireia Porirua.
- Operations Officer role will have a primary location of work at either Whitireia Porirua or Petone but is available to adjust this as needs require to the other site.

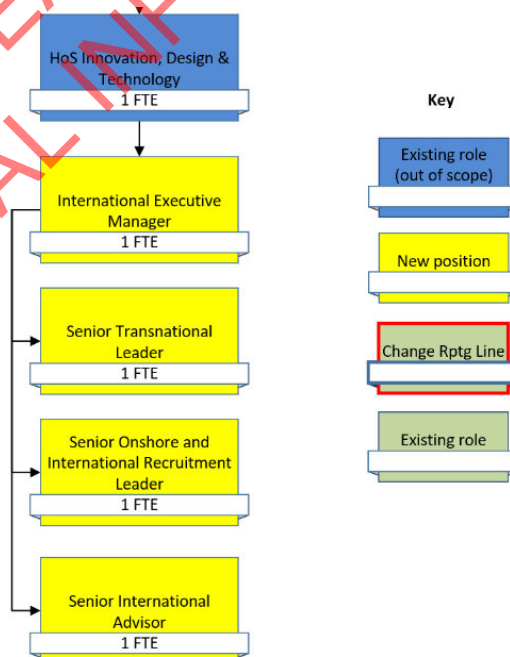
The teams within this new group will be considered in a later phase of the Whitireia and WelTec change programme when it looks at wider support services of Whitireia and WelTec.

Decision to bring together domestic and international marketing | Change of operational focus

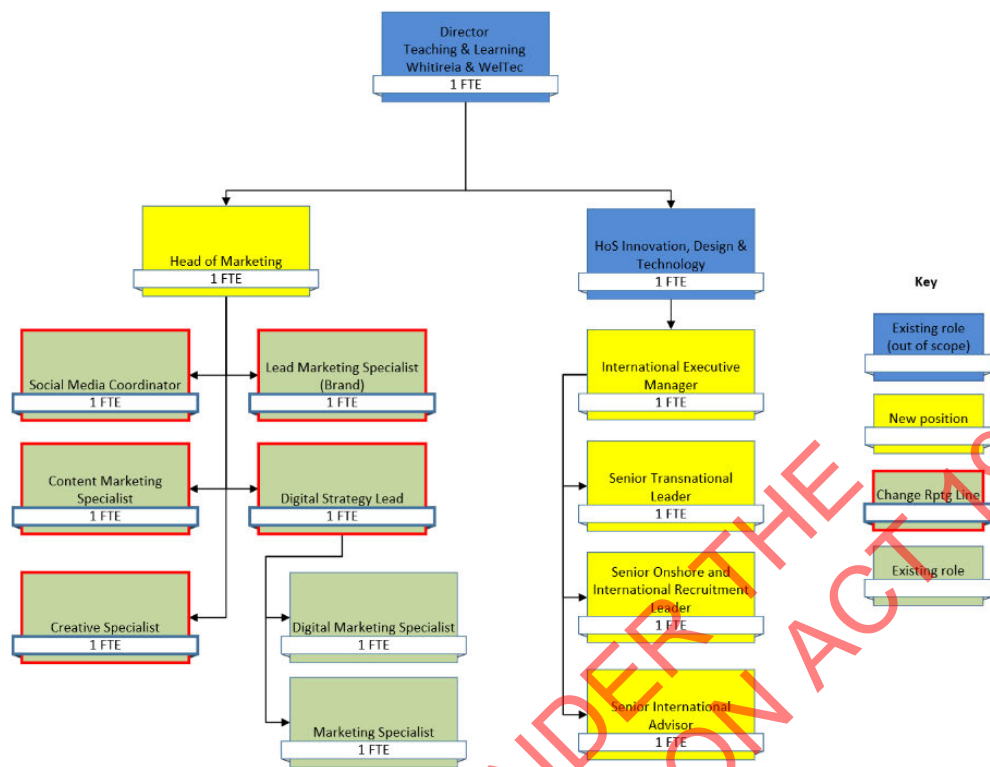
Confirmed structure – Marketing team



Confirmed structure – International team



Confirmed organisational structure



To summarise, this decision:

- Combines domestic and international marketing functions.
- Creates a new international team within the School of Innovation, Design and Technology.
- Moves away from direct new business development toward growing further the current relationships we have.
- Confirms changes to titles that was proposed in the international team:
 - Senior Onshore and International Recruitment Leader
 - Senior International Advisor; and
 - For the purposes of international engagement, the Head of School Innovation, Design and Technology will be referred to as Dean Innovation Design and Technology.

Therefore, it is confirmed to:

- Disestablish the current Manager Marketing role.
- Disestablish the Team Leader Pathways role and the three roles that report to this.
- Disestablish the Head International Innovation and Industry Engagement role and the roles that report to this.
- Disestablish the Principal Advisor and Special Projects Lead, both roles currently reporting to the Director of Teaching and Learning.
- Create a Head of Marketing role with responsibility for domestic and international marketing.

- Create an International Executive Manager role reporting to the Head of School Innovation, Design and Technology.
- Create three new roles reporting to the new International Executive Manager.

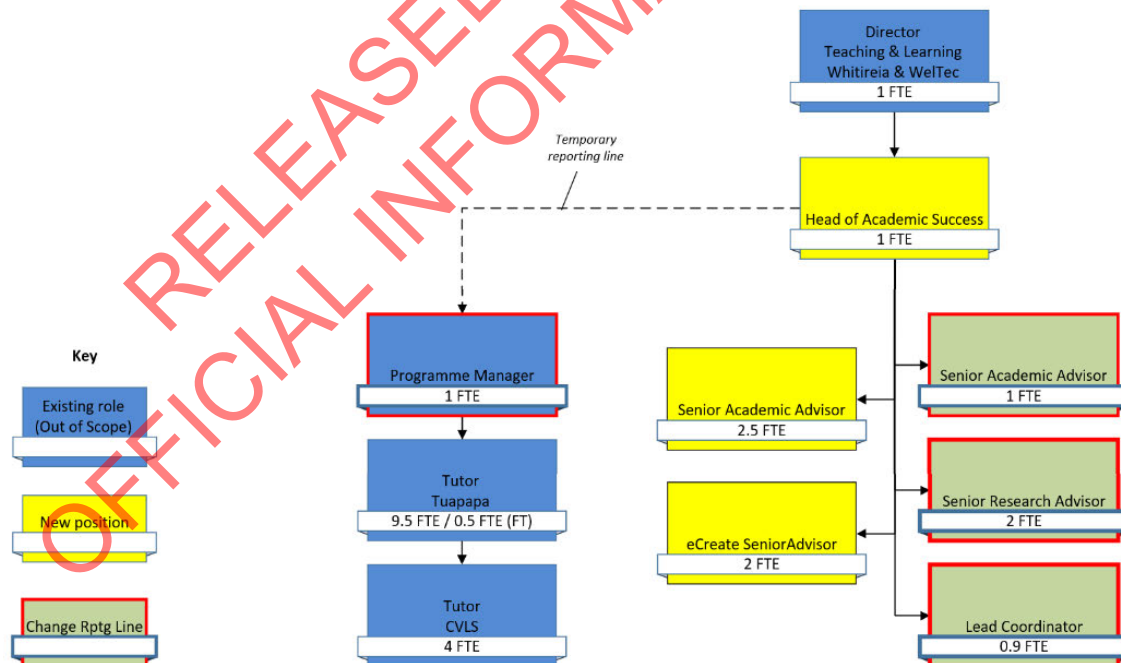
Confirmed location of work:

- The Marketing team will have its primary site at Petone, however, each member of this team will be available to adjust to Whitireia and WelTec campuses, as needs require.
- The new International Executive Manager and team will be primarily based at Petone which is where the School of Innovation, Design and Technology is located. Each member of this area will be available to adjust this to Whitireia and WelTec campuses as needed.

The roles currently reporting to the Manager Marketing will be considered in a later phase of the Whitireia and WelTec change programme when it looks at wider support services.

Decision to create an Academic Success group reporting to the Director Teaching and Learning

Confirmed structure - Academic Success Group



To summarise, this decision:

- Retains a focus on kaimahi academic development by creating Senior Academic Advisor roles to provide the skills, enabling and training for moderation and quality, literacy and numeracy embedding, pedagogy and classroom practice, teacher capability and qualifications.
- Resizes the functional areas of eCreate, digital design and resource development to enable ongoing resource.
- Provides leadership in ākonga academic success. The Head of Academic Success will take on the liaison role between the high schools and Whitireia and WelTec for visits/tasters and connect with events as appropriate and in conjunction with the Marketing team.
- Confirms changes to titles than was proposed: the word “development” was removed, and the 0.5 FTE was made senior.
 - Senior Academic Advisor 2.5 FTE, plus the 1 FTE already in this functional role.

Therefore, it is confirmed to:

- Create a new role Head of Academic Success reporting to the Director Teaching and Learning.
- Disestablish the Team Leader, Teaching Innovation and Research role.
- Disestablish the Senior/Flexible Learning Advisor roles.
- Disestablish the eLearning/Instructional Designer roles.
- Disestablish the Tutor role that currently reports to Team Leader, Innovation and Research (that primarily focuses on eLearning/instructional design work).
- Create an additional 2.5 FTE of Senior Academic Advisor roles.
- Create 2 FTE eCreate Senior Advisor roles

Confirmed location of work:

- The primary location for this new group will be at Petone.
- Kaimahi in this area will also be available to work at Whitireia and WelTec campuses as required

Confirmed impacts of change

Below is the list of confirmed impacted positions

Role	Impact	Description	Rationale and what happens to the work the role is doing.
Registrar	Disestablished	Position not included in confirmed structure.	Functions now within new Registrar and Head of Information and Reporting role.
Manager Information, Reporting and Planning	Disestablished	Position not included in confirmed structure.	Functions now within new Registrar and Head of Information and Reporting role.
Principal Lead Teaching Innovation and Research	Disestablished	Position not included in confirmed structure.	The academic quality functions now within new Registrar and Head of Information and Reporting role. Other functions such as research and kaimahi academic development now within new Head of Academic Success.
Manager Marketing	Disestablished	Position not included in confirmed structure. Most functions within this role will be integrated into the new Head of Marketing role; excluding the Pathways function.	Former functions (domestic marketing) and new functions (international marketing) now within new Head of Marketing role.
Team Leader Pathways	Disestablished	Position not included in confirmed structure.	Functions added to the responsibilities of the Head of Academic Success, Heads of Schools and their Operation Managers and administrative teams. This may result in a re-prioritisation of work.
Student Recruitment Advisor	Disestablished	Position not included in confirmed structure.	Functions added to the responsibilities of the Heads of Schools and their Operation Managers and administrative teams. This may result in a re-prioritisation of work.
Education Careers Advisor (Kaiārahi Mātauranga/U manga)	Disestablished	Position not included in confirmed structure.	Functions added to the responsibilities of the Heads of Schools and their Operation Managers and administrative teams. This may result in a re-prioritisation of work.

Secondary Tertiary Liaison Officer	Disestablished	Position not included in confirmed structure.	Functions added to the responsibilities of the Heads of Schools and their Operation Managers and administrative teams. This may result in a re-prioritisation of work.
Head International Innovation and Industry Engagement	Disestablished	Position not included in confirmed structure.	Elements of this role no longer within Whitireia and WelTec (business development). Others have been consolidated into the new Head of Marketing role, or the new International Executive Manager role.
Manager International Marketing	Disestablished	Position not included in confirmed structure.	Elements except for business development, are part of new roles reporting to Head of School Innovation Design and Technology, and the Marketing team.
International Marketing Advisor	Disestablished	Position not included in confirmed structure.	Elements except for business development, are part of new roles reporting to Head of School Innovation Design and Technology, and the Marketing team.
Digital Marketing Specialist	Disestablished	Position not included in confirmed structure.	Elements except for business development, are part of new roles reporting to Head of School Innovation Design and Technology, and the Marketing team.
Regional Manager (China/East Asia)	Disestablished	Position not included in confirmed structure.	Elements except for business development, are part of new roles reporting to Head of School Innovation Design and Technology, and the Marketing team.
Principal Advisor	Disestablished	Position not included in confirmed structure.	Functional role no longer within Whitireia and WelTec.
Special Projects	Disestablished	Position not included in confirmed structure.	Functional role no longer within Whitireia and WelTec.
Team Leader Teaching Innovation and Research	Disestablished	Position not included in confirmed structure.	The operations officer proposed to report to Registrar and Head of Information and Planning. Functional elements of this role are part of the new Head of Academic Success role.
eLearning/ Instructional Designer	Disestablished	Position not included in confirmed structure.	Function part of new Senior eCreate Advisor roles. Reduction of the eCreate functions.

Flexible Learning Advisor	Disestablished	Position not included in confirmed structure.	Function part of new Senior Academic Advisor roles. Reduction of the eCreate functions.
Senior Flexible Learning Advisor	Disestablished	Position not included in confirmed structure.	Function part of new Senior Academic Advisor roles and Senior eCreate Advisor roles. Reduction of the eCreate functions.
Tutor	Disestablished	Position not included in confirmed structure.	Elements part of new Senior eCreate Advisor roles. Reduction of the eCreate functions.
Marketing team (except Pathways)	Minor	Change in reporting line to Head of Marketing role.	Widening scope to include some elements of current international marketing, such as marketing offshore to agents and Institutions.
Manager Timetabling and Academic Data	Minor	Change in reporting line to Registrar and Head of Information and Reporting.	
Manager Enrolments	Minor	Change in reporting line to Registrar and Head of Information and Reporting.	
Manager Advising	Minor	Change in reporting line to Registrar and Head of Information and Reporting.	
Lead Advisor	Minor	Change in reporting line to Registrar and Head of Information and Reporting.	
Operations Officer	Minor	Change in reporting line to Registrar and Head of Information and Reporting.	Change in scope of role to include some elements of current Registrar (e.g. Complaints Register) and Manager Information Reporting and Planning (e.g. external reporting).
Information, Reporting and Planning team	Minor	Change in reporting line to Registrar and Head of Information and Reporting.	

Confirmed new roles

Below is a list of the new roles, job descriptions can be found in the appendices and the recruitment process is below.

New Role	Description of new role
Registrar and Head of Information and Planning	Reporting to Director Teaching and Learning, the purpose of the role is to provide senior leadership and management over the functions of Registry (Enrolments, Timetabling and Data management), Information and Reporting, and Academic Quality. <i>Key accountabilities</i> • Effective and efficient systems and processing of all enrolment functions at Whitireia and WelTec. • Effective and efficient timetabling and space/room booking across the campuses of Whitireia and WelTec. • Assurance of the academic quality requirements of NZQA and the awarding of qualifications on the New Zealand Framework. • Assurance of the reporting to all areas of the Crown as required on behalf of Whitireia and WelTec. • Legislative compliance with respect to Records Keeping, Information Management and Archive. <i>Key external relationships</i> • NZQA • TEC • Ministry of Education
Head of Marketing	Reporting to Director Teaching and Learning the purpose of the role is to provide senior leadership and management domestic and international marketing. This includes developing the marketing strategy, being efficient and effective with marketing spend, and adapting as marketing modes evolve. <i>Key accountabilities</i> • Effective and efficient systems for the delivery of domestic and international marketing. Effective and efficient uses of systems and processes both within and without Whitireia and WelTec to connect marketing collateral to a fully enrolled learner. Operate in a kawenata with the Head of School Innovation Design and Technology and the International Executive Manager to ensure seamlessness of service in international content being in and appropriate for market. <i>Key relationships</i> • Head of Innovation Design and Technology and the International Executive Manager • Heads of Schools • Dean Te Wānanga Māori • Kaiwhakahaere Ngā Ara Me te Tautoko • Registrar and Head of Information and Reporting • External agencies and entities as appropriate
Head of Academic Success	Reporting to Director Teaching and Learning the purpose of the role is to provide senior leadership and management over the functions of kaimahi academic development, research, and instructional design. This role will also provide senior leadership in the enablement ākonga

	academic success. It will have the key liaison role between the Whitireia and WelTec Schools and High Schools/Kura for visits and tasters. Key accountabilities • Effective and efficient systems and delivery of kaimahi academic development. • Effective and efficient systems and processes relating to research, including being responsible for research funding at Whitireia and WelTec. • Leadership in the area of the enablement of ākonga academic success; particularly with respect to access. • Working closely with the Dean Te Wānanga Māori and Kaiwhakahaere Ngā Ara Me te Tautoko to develop greater opportunities for Te Ao Māori, Mātauranga Māori, and Te Reo integration into kaimahi academic development. Key relationships • Heads of Schools • Dean Te Wānanga Māori • Kaiwhakahaere Ngā Ara Me te Tautoko • Registrar and Head of Information and Reporting • High Schools/Kura
International Executive Manager	Reporting to Head of School Innovation, Design and Technology, the purpose of the role is to provide leadership and management of international education at Whitireia and WelTec. Including the development of international strategy, oversight of transnational education, onshore international recruitment, and deepening the relationships with current MoU and contract holders and institutions offshore so as to leverage further success. Key accountabilities • High quality planning and strategy development for international education. • Successful delivery of transnational contracts end-to-end • Assurance that operation of international education and the quality of the international relationships meet the requirements of New Zealand law and NZQA, as well as Te Pūkenga policies. • Assurance of risk analysis and mitigation of offshore and onshore international education at Whitireia and WelTec. • Operate in a kawenata with the Marketing Manager to ensure seamlessness of service in international content being in and appropriate for market. Key external relationships • Immigration NZ • On and offshore agents • Education NZ • Other tertiary education providers in Aotearoa who have international education.
Senior Transnational Leader	Reporting to International Executive Manager, the purpose of the role is to ensure transnational education at Whitireia and WelTec operates effectively and efficiently. This includes owning the logistical requirements for transnational delivery, operating collaboratively with Programme Managers/Operations Managers and our international partners. Key accountabilities • Effective and efficient logistical systems and processes for enabling transnational educational delivery at Whitireia and WelTec. • Effective and efficient systems and processing of transnational payments and receipting for Whitireia and WelTec.

	• Maintenance of existing relationships and deepening of their reach and volume. • Assurance of risk analysis and mitigation of transnational education at Whitireia and WelTec. • Strong support to Whitireia and WelTec kaimahi who deliver transnational education; including induction of these kaimahi to the conditions they will experience offshore. Some overseas travel is expected for this role. Key External Relationships • Transnational partners • Immigration NZ
Senior Onshore and International Recruitment Leader	Reporting to International Executive Manager the purpose of the role is to ensure onshore international education at Whitireia and WelTec operates effectively and efficiently. With seamlessness between international ākonga who may begin their learning with Whitireia and WelTec offshore and then come onshore through pathway programmes or relationships. Or who may enroll directly with Whitireia and WelTec coming to Aotearoa to study. Key accountabilities • Strong agent relationships. • In partnership with the Registrar and Head of Information and Reporting have effective and efficient systems and processing of managing onshore international ākonga enquires, enrolments and wider support and information for Whitireia and WelTec. • Assurance of risk analysis and mitigation of onshore international ākonga at Whitireia and WelTec. • Strong support to Whitireia and WelTec Schools who have onshore ākonga to support academic retention and success Key external relationships • On and offshore agents • Immigration NZ
Senior International Advisor	Reporting to International Executive Manager, the purpose of the role is to provide strong support to on and offshore international delivery at Whitireia and WelTec. Work with agents, processing commission payments and providing strong marketing input to the Marketing team for international audiences Key accountabilities • Effective and efficient systems and processing of commission payments at Whitireia and WelTec. • Close working relationship with Marketing on the international marketing collateral, and requirements for international audiences. • Have responsibility for the visits from international delegations to ensure they meet our values and principles with respect to tikanga and manaakitanga, are quality engagement opportunities, and a success for all. • Supporting the work of transnational education and onshore international ākonga recruitment, retention, and success. Key External Relationships • On and offshore agents • Immigration NZ
Senior Academic Advisor	Reporting to Head of Academic Success, the purpose of the role is to lead initiatives and advise on maximising capability and capacity of kaiako in agile and responsive teaching and learning practices.

	Responsibilities Senior Academic Advisors may lead and advise within a specialised area or across portfolios. These include: • Enhancing responsible and inclusive classroom teaching and learning practices. • Building flexible pedagogies and blended learning into vocational teaching and learning (including the use of LMS tools and Electronic Portfolios). • Enabling purposeful and meaningful assessment, moderation and evaluative practices. • Initial kaiako capability development including support for obtaining adult teaching qualifications. • Embedding literacy and numeracy skills into teaching and learning, including the purposeful and meaningful use of LNAATs testing.
eCreate Senior Advisor	Reporting to Head of Academic Success, the purpose of the role is to lead and advise teaching and learning teams across the Whitireia and WelTec Portfolio of programmes and products in developing high quality responsive eLearning content. Responsibilities eCreate Senior advisors work closely with teaching and learning kaiako and digital services teams to: • Lead and advise teaching and learning teams to apply an instructional design process to programme content creation and publication in the LMS space. • Lead and use current high quality instructional design packages to build learning content to create content that is ākonga facing, inclusive and responsive. • Train and support kaiako in building their own learning packages. • Work with Digital services on an accessible and usable LMS platform/s. • When required, build inhouse short courses, and marketable content for targeted audience and purposes.

What happens next

Decision Process

As the decisions have now been made, we intend to:

Step 1: Individual or group meetings will be held with significantly impacted kaimahi to advise the decision and the impact on their position. A letter confirming the impact will be sent to these kaimahi electronically following the meeting.

Step 2: Significantly impacted kaimahi and other kaimahi who are in scope will be invited to a meeting with the Executive Director where the decisions will be presented. The decision document will be sent to these kaimahi electronically following the meeting.

Step 3: Recruitment and selection commence.

Step 4: Where roles are confirmed disestablished, redeployment conversations begin. A voluntary redundancy process may be actioned.

Timeline following decisions

The following sets out a high-level timeline following the decisions that have been announced today.

Milestone	Date
Meeting with significantly impacted kaimahi	9 April 2025
Kaimahi in scope are informed	10 April 2025
Where roles are confirmed disestablished, redeployment conversations begin. A voluntary redundancy conversation may occur.	10 April 2025
Recruitment process for new roles commences	10 April 2025
New structure effective	26 May 2025

Recruitment and selection for new roles

We are committed to being open and transparent in recruitment to new roles, following the process below.

- New roles open to impacted kaimahi from within Whitireia and WelTec and the wider Te Pūkenga network. Advert open for 10 days.
- If this does not fill the roles, we would then look to open the process to all kaimahi from within Whitireia and WelTec and the wider Te Pūkenga network. Advert open for 10 days.
- Vacancies will be advertised on Te Kāinga (Whitireia and WelTec Intranet) and Te Whare.
- All potential internal candidates will be required to apply formally with a CV and covering letter.
- The hiring manager with People, Culture and Wellbeing (PCW) will shortlist candidates for the role against the position description and the confirmed selection criteria below.

- Previous performance will be taken into consideration where this is available.
- A shortlist for new roles reporting to the Director Teaching and Learning will be completed within four days concluding the final advertising period closing. A shortlist for the International Executive Manager role will be completed within nine days concluding the final advertising period. Shortlisting for any new roles that report to these four manager roles will take place once successful candidates have been appointed so that they can contribute to this process.
- The interview will be formal and based off competency-based questions that relate to the job description and the selection criteria.
- The interview process is expected to take around two weeks.
- Should the position not be filled internally, we will then advertise externally.

Selection criteria for new positions

Whitireia and WelTec Qualifications, Skills, and Capabilities (QSC) Assessment	
Assessment area	Description
Qualifications and skills	• Whether the employee has any relevant qualifications required for their role.
	• Whether the employee has the relevant skills to support Whitireia and WelTec in 2025 and beyond.
Versatility and adaptability	• The currency, relevance and professional or community related experience and the service and experience the employee provides that enhances the organisation's ability to support relevant disciplines. • The extent to which the individual could competently carry out a range of duties required by the organisation. • The evident willingness of the individual to step in and pick up duties where needed. • The evident willingness and ability of the individual to adapt to meet organisational needs.
Overall contribution	• How much the individual makes a positive overall contribution to their current team and Institution. • How much the individual acts as a positive role model for others and contributes to creating a positive and supportive working environment and organisational culture.
Te Tiriti	• 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 group.
Leadership*	• Demonstration of leadership at a team, group, or organisational level. • Ability to demonstrate learning through the leadership.
Management*	• Demonstration of management of a team of people/group. • Ability to demonstrate people management at a high level.

*Leadership and management role

Voluntary redundancy

In situations where a role is confirmed as disestablished, we are open to have a voluntary redundancy conversation with the incumbent. In this situation, voluntary redundancy is not guaranteed. A kaimahi will need to make an application. Applications will be treated on a case by case basis for individual redundancies.

We will ensure we meet our legal and employment agreement (including Collective Employment Agreement) requirements as well as our business operational requirements.

Transition Approach

Once kaimahi have been confirmed within the new manager roles, we will ensure transition planning takes place with kaimahi in the respective functional teams. This will include factors such as identifying how changes will be communicated, priorities of work and ensuring there are clear responsibilities and planning of deliverables.

It is expected that kaimahi will work with their managers to plan priorities and determine milestones. The Director Teaching and Learning and Head of School Innovation Design and Technology will provide direction to those in new roles that report to them, so that they can in turn set expectations and goals for their teams.

Where do I get support?

We acknowledge that change can be disruptive and unsettling for people. We encourage you to speak to your manager, your support network, your union representative or your HR Advisor and to support each other through this consultation process.

Please remember you can access our Employee Assistance Service provider, Vitae, by visiting their website <http://www.vitae.co.nz> or by phone 0508 664 981.

As a reminder, we encourage you to seek independent advice regarding this proposal and you are entitled to have a representative or support person present at any meeting.

We fully respect you sharing your situation with whānau or trusted colleagues. It is important to please give consideration of others when you do this. Be mindful of the different impacts and situations, and if your kōrero needs to highlight concerns, please be constructive to not unnecessarily cause further anxiety.

If you have questions about this proposal, please discuss these with PCW.

Appendices

New role position descriptions

[Phase One Position Descriptions](#)

Organisation Charts

[Phase One – structure prior to consultation](#)

[Phase One – proposed structure](#)

[Phase One – confirmed structure](#)

Glossary

Term	Definition
Affected kaimahi	Kaimahi are considered affected when a decision is made that their position is to be disestablished. This does not automatically mean someone's employment ends through redundancy. Our priority is to place affected kaimahi into the new positions in the structure through redeployment.
Application	An application process is where you can apply for a position (or a number of positions) and outline your skills and experience.
Comparable	Positions are identified as comparable if the required skills, qualifications, and experience are comparable to the current positions of significantly affected kaimahi. This may result in either direct appointment to a position or selection process in many to few situations.
Contestable	A competitive recruitment process (open to more than one applicant).
Disestablished position	If a position is disestablished, this means that it will not exist in the new structure. A position that is confirmed disestablished is because we no longer need it, the responsibilities of the role are distributed differently between new roles in the structure, or because the work of the position has changed so significantly the position is no longer the same position.
Business Divisions	The former Institutes of Technology and Polytechnics (ITPs) and Industry Training Organisations (ITOs) that are part of Te Pūkenga.
ITO and WBL	The 9 Industry Training Organisations, often referred to as work-based learning (WBL). Are referred to as Business Divisions.
ITP	The 16 Institutes of Technology and Polytechnics. Are referred to as Business Divisions
Reconfirmed	Where there is no change to a position or a minor change (title change, group change, reporting line change, minor changes to a job title or position description), kaimahi will be reconfirmed into their position. This

	is also sometimes called 'mapped in' or 'lifted and shifted' to the new structure.
Recruitment process	The process used to appoint suitable candidates to a position. This usually includes advertising, shortlisting, interview, reference check and offer.
Redeployment	Redeployment is a term used to describe the process of identifying suitable alternative positions for the appointment of affected kaimahi.
Reporting line	The relationship between a worker and their direct supervisor.
RIV	Regional ITP Vocational Programme. TEC wrote to Te Pūkenga in June 2024 regarding the viability of the ITP business divisions within Te Pūkenga. Te Pūkenga were required to seek specialist assistance under section 332 of the Education and Training Act 2020. These consultants reviewed the financial information for the ITP Business Divisions.
Ring-fenced/Many too few/Reduction in roles	A closed process for positions where incumbents of same or similar roles are the affected kaimahi. A selection process is involved in this case as opposed to a full recruitment process.
Surplus staffing	A situation where, following a consultation process, Te Pūkenga has identified a need to reduce the number of kaimahi, or where kaimahi can no longer be employed in their current position or grade
Te Pae Tawhiti: Te Tiriti o Waitangi Excellence Framework	Te Tiriti o Waitangi Excellence Framework, developed by Te Pūkenga, is a self-reflective tool to monitor and assess how well the Network is tracking towards Te Tiriti o Waitangi excellence and achievement of their objectives of demonstrable Te Tiriti o Waitangi partnerships and inclusivity and equity for Māori.
Voluntary redundancy	The ability to ask for voluntary redundancy is provided for in some employment agreements in certain circumstances. It enables affected kaimahi to indicate a preference to take voluntary redundancy in a surplus staffing situation and when they have been confirmed as having their positions disestablished.