

Tā tātou huarahi | Our pathway

Te Pūkenga organisational direction and design

Te hanganga kaiwhakahaere kua mana | **Confirmed executive structure**

Whiringa-ā-nuku | October 2022

Ngā ihirangi | Contents

Ngā ihirangi Contents	2
Matakōrero Foreword	3
Reflections on Te hāro	3
Sharing decisions	3
Timelines and next steps	4
Ngā take nui hei whakaarotanga Key considerations	
Huarahi hoanga whakahaere Organisational design approach	6
Operating Model and organisational structure	6
Co-leadership and giving effect to Te Tiriti o Waitangi	7
Representation	8
National and regional organising framework	8
Regional boundaries and names	9
Corporate tone	9
Where your feedback will be applied	9
Questions	10
Ngā whakatau Decisions	
Te hanganga kaiwhakahaere kua mana Confirmed executive structure	12
Process	12
Structure	12
Te Pūkenga executive organisation chart	13
An enabling structure	14
How the Business Groups work together to put ākonga at the centre	15
Huarahi whakawhiti Transition approach	
Rārangi wā me ngā mahi ā muri atu Timeline and next steps	17
Design and transition approach	17
Testing and consultation	19
Transition plan and timing	20
What happens in the meantime?	21
Kimi kaimahi Recruitment	22
Recruitment process for new executive leadership roles	22
Te whai tautoko i te wā o te panonitanga Support through change	23
Ngā tāpiritanga Appendices	24
Recruitment details	24
Major themes and responses	24
Kuputaka Glossary	30

Matakōrero | Foreword

Ngā mihi nui ki a koutou.

Thank you for the valuable insights and questions shared through Tā tātou huarahi | Our pathway and Te hāro (engagement to support Tā tātou huarahi).

I would also like to acknowledge and thank the current members of the executive for their dedication and hard work over the last 18 months, and their professionalism in continuing their roles throughout this process.

Through Te hāro, I travelled across the country to 20 official engagements with nearly 3,500 kaimahi. In these hui, questions were raised and feedback shared. Your whakaaro was also welcomed through Your Voice (our online engagement platform), emails and JAM sessions. All up, we received nearly 3,000 pieces of feedback that have been used to refine our organisational design and direction.

Te hāro also served as an introduction as I stepped into the role of Acting Chief Executive. Since taking up this role, I have focused on kaimahi and leadership. Getting our permanent executive level structure right will provide the platform for bringing all of our legacy organisations into a single, unified structure, and transforming so that we can deliver on our Charter. You may have questions about an interim leader making decisions about Te Pūkenga. On that point I can be clear: Te Pūkenga cannot sit in a holding pattern and, with the support and consent of Council, I am proceeding with the work that is required, which includes putting in place a permanent leadership structure and an organisational structure into which we can move over the next 15 months.

Reflections on Te hāro

As a new Te Pūkenga leader, it was heartening and energising to meet with and hear from you. I saw a Network of kaimahi committed to applied and vocational education, with deep insight into how we need to continue to deliver for ākonga with their whānau, employers, industry, and unions, who are keen to get on with the job at hand.

We are a unified and diverse Network. Unified in wanting to do the best possible job for the people and communities we serve, and diverse in holding many (and not always aligned) views in how that change can be delivered.

To travel throughout Aotearoa is always a privilege, and this journey came with insight into who you are, the circumstances of your mahi, the communities you serve and the challenges you face. Te hāro strengthened my commitment to our mission, and my belief in what our combined talent and efforts will be able to achieve.

Sharing decisions

The critical messages I heard as I met with you and read through your whakaaro fell within three rough categories, “Get on with it”, “Give me more details”, and “Important critiques”. This feedback, and particularly the critiques, are summarised in Tātaringa mo ngā urupare | Analysis of feedback, which I encourage you to read.

In this document, I am sharing the new executive structure. The new roles will be advertised shortly, and I intend for the structure to go live on 2 December 2022. This document has three sections:

- Ngā take nui hei whakaarotanga | Key considerations, where I discuss my approach to organisational design, particularly in relation to some of the critiques that have been made.
- Ngā whakatau | Decisions, which describes the confirmed executive structure, and how your feedback helped to refine the proposed structure.
- Huarahi whakawhiti | Transition approach, which describes how we will work through the detailed design and transition process that will move us into the new structure.

In the confirmed high level design and the Appendices, I have focused on specific structural suggestions and recommendations and how these have been considered. Much of the feedback concerned wider aspects of our future operating model, and in these cases I haven't responded specifically. But all of the information provided and suggestions made are being taken into the detailed design processes for the future functions.

Timelines and next steps

Te hāro was an opportunity to check in as a Network and talk about our organisational design and direction as we approach our first horizon on 1 January 2023.

During those engagements I talked about the need to move quickly. That need remains, it's taken too long for us to get to this point, and we need to make up for lost time. Moving at pace means we can give you more certainty, faster. It also means there will be multiple consultations happening with different parts of the organisation at different times.

As change rolls out across the Network, people directly affected will be consulted, and I will continue to keep the wider Network informed of the mahi underway. To keep you informed of this work I will share information through established communications channels. Shortly this will include a Network-wide intranet. I ask that you continue to lean in, and stay connected to your leaders and the information being shared.

Throughout this change there remains many constants, one of which is our vision.

Whakairohia he toki, tāraia te anamata

Learning with purpose, creating our futures

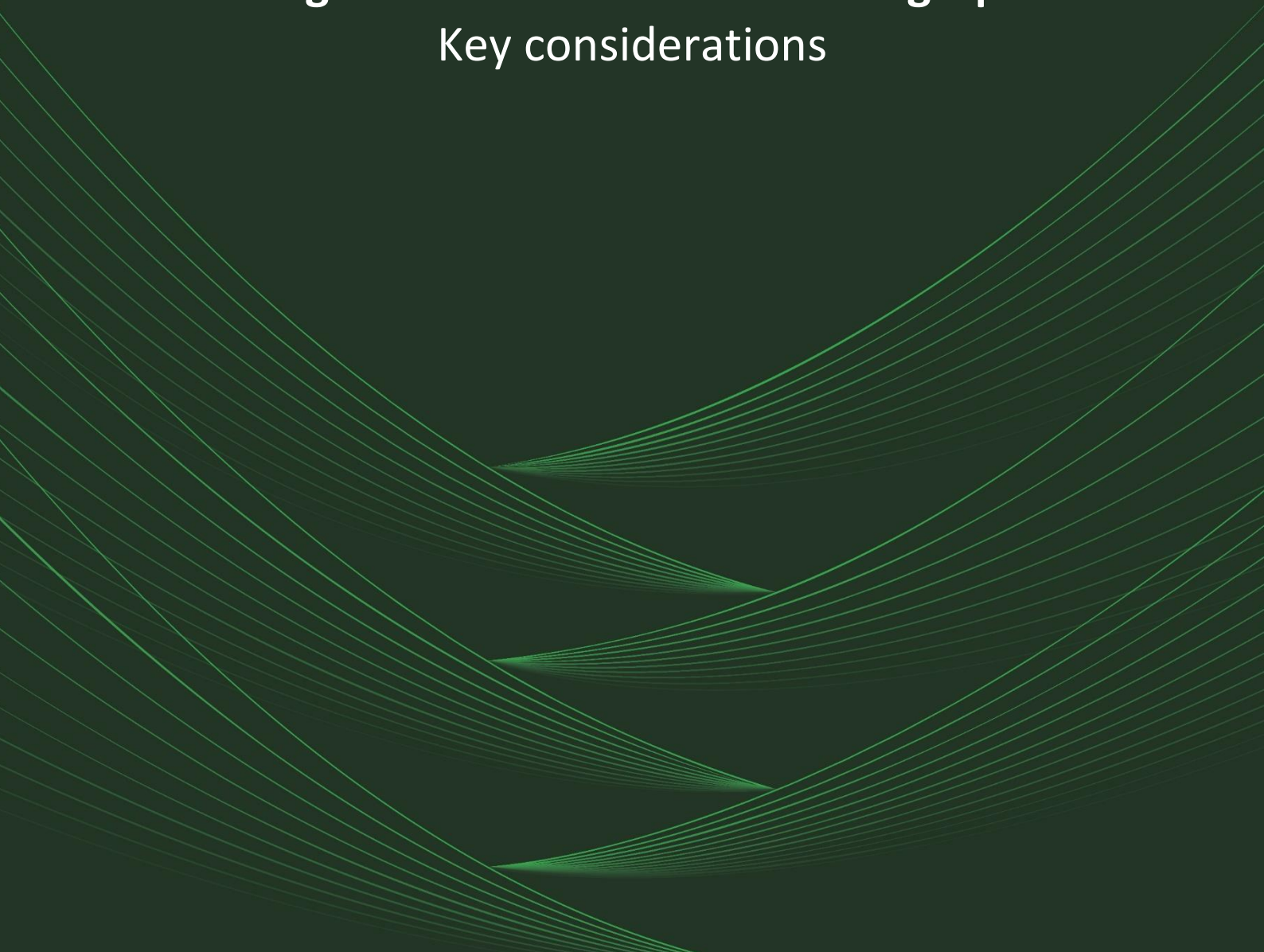
Our vision speaks to our mahi with ākonga, and how we can approach each day. It also speaks to the way we approach change as an organisation. This vision continues to guide me, as we collectively shape Aotearoa New Zealand's largest vocational and applied education provider so that we may fulfil our Charter obligations and deliver a once-in-a-generation change for ākonga, kaimahi, Te Tiriti o Waitangi partners, employers and industry.

Ngā mihi nui, anō

Peter Winder

Acting Chief Executive

Ngā take nui hei whakaarotanga | Key considerations



Huarahi hoanga whakahaere | Organisational design approach

Ngā mihi nui to all who shared whakaaro on Tā tātou huarahi | Our pathway: Te Pūkenga organisational direction and design.

The engagement focused on kaimahi because you sit at the heart of this change and because these changes relate to the roles we will have at Te Pūkenga.

Through Te hāro we welcomed nearly 3,000 pieces of feedback. Ninty per cent of feedback came from the Network (from TITOs, ITPs, WBL, Te Pūkenga Business Divisions and National Office). We also held 20 official engagements with 3,500 people, alongside seven Partnerships and Equity JAM Sessions. There were also hui with Komiti Māori, Māori subsidiary directors, Māori Cultural Capability Working Group, Anti-Racism Network Group, Women's Network Group, Te Pae Tawhiti Champions, Te Pūkenga Moana Pacific Leadership Group, Equity Experts Group, and Immigration Network Group.

Tātaringa mo ngā urupare | Analysis of feedback provides a summary of the feedback received, and I encourage you all to read this companion document. Your feedback is not repeated here. This document is my response to feedback. In the section below, I address high-level themes, and explain how I consider those themes when designing our organisation. The confirmed structure, including how your feedback has shaped the approach, is then explained.

The major themes are:

- Operating Model and organisational structure
- co-leadership and giving effect to Te Tiriti o Waitangi
- representation
- national and regional organising framework
- regional boundaries and names
- corporate tone.

Operating Model and organisational structure

An executive level structure is one part of a complete Operating Model. It does not show:

- the people we provide with teaching and learning services – ākonga, with their whānau, employers and industry
- our key partners and stakeholders which includes hāpu and iwi, kaimahi and ākonga unions, industry groups, communities, and other rōpu we work and partner with
- the other parts of RoVE and the educational system – WDCs, RSLGs, TEC (our funder), NZQA (our regulator), the school system, other tertiary providers we work with.

The structure also does not describe how we will work, including:

- our Charter, and the expectations this sets for us

- our organisational strategy, for how we will deliver on our Charter
- the outcomes frameworks and measures that we use to understand our performance and progress
- the job descriptions of the roles on the organisational chart, and the capabilities and experiences expected of those occupying the roles
- budgets, authorities, delegations and accountabilities
- the mix of people within Te Pūkenga
- the performance expectations for each role
- the ways of working within and across the different groups both inside Te Pūkenga and externally with partners, e.g. employers, industry
- how our digital systems, built infrastructure, vehicles and other equipment helps us provide our services
- perhaps, most important of all, our values and culture.

Taken together these things begin to describe an agreed Operating Model. Right now, many of these elements are in development (e.g. programme unification, rolling out our ākongā success strategy), or will be built over time. Because of that, I am focused on putting in place an organisational structure that brings together functions from across the Network to provide a platform for building our future organisation and Operating Model.

Co-leadership and giving effect to Te Tiriti o Waitangi

There was feedback from Māori (Tiriti partners, kaimahi and ākongā) that co-leadership should be implemented across all executive roles, including the chief executive, and that Council should also be co-governed. This was seen as being foundational to our Charter obligation to honour and give effect to Te Tiriti o Waitangi.

Questions of co-governance and co-leadership at the level of the Chief Executive are matters for the Council of Te Pūkenga to consider and address. All feedback relating to these issues has been conveyed to the Council. The Council is further considering these matters and will communicate its decisions in due course.

There are a number of practical challenges to implementing co-leadership for the entire executive team. Adding a co-leader to every role would double the number of Deputy Chief Executives from nine to 18. This is impractical and would substantially increase costs. I could combine the portfolios into fewer and larger groupings, each with co-leaders, and then allocate specific parts of each role to each co-leader, but that split of responsibilities would return us to a version of the nine Deputy Chief Executive roles – so it would not guarantee we meet our Charter obligations.

I would like to re-emphasise my commitment that Te Pūkenga will deliver on its Charter, that it will honour and give effect to *Te Tiriti o Waitangi*. This requires mahi on all aspects of the Operating Model, not just structure. Given the stage of our development as an organisation, and the transition and transformation ahead of us, I have confirmed a functionally organised executive structure and am committed to appointing a diverse group of leaders that between them bring the right technical expertise, professional background, Tiriti competency and lived experience appropriate for the role.

I have decided to proceed with co-leadership positions for the Regional Executive Directors. This will be meaningful shared leadership, with each member of the team holding equal authorities, delegations and budgetary powers. I expect that this will take some time to get right but am confident it is a good way to proceed, and the right place to start.

Representation

There was a strong theme in the feedback, from kaimahi and ākonga, about needing to see visible representation that champions a particular voice in senior positions, often on the executive team or as a Business Group. This feedback was particularly strongly expressed by sexual and gender diverse, Pacific and disabled kaimahi and ākonga.

This is an important point. Representation matters. Executive roles and discreet teams are not the only way to address this. Without appropriate authority, resources and budgets, representative roles can become marginal or tokenistic. Discreet teams can become siloed, and may lead to missed opportunities to share knowledge about lived experience or professional development.

I heard that you need representation and to see where your voice will be championed, to believe that Te Pūkenga will understand, protect and advance diverse interests and communities.

In response, I have designed the executive structure and roles that are appropriate for this part of Tā tātou huarahi | Our pathway, and my intention is to appoint a diverse team into those roles.

The same approach will be taken with the next phase of our organisational design. Key points that I am taking into the detailed design of our organisation based on this feedback include:

- the need for priority voices in the Office of the Chief Executive, in chief/senior advisor positions, as well as represented in the general diversity of kaimahi in leadership
- establishment of specific responsibilities, functions, roles or teams focused on priority groups in Learner and Employer Experience and Attraction, Academic Centre and Learning Systems, and Ako Delivery
- recognition that representing and championing voices requires time and effort, and I cannot expect that to be in addition to the duties of a full-time job.

National and regional organising framework

Tā tātou huarahi proposed a matrix structure, with line management of the delivery operation (teaching and learning, training advice, learning support and pastoral care, library etc.) organised regionally, with Ako networks operating nationally as communities of practice.

Strategic and enabling functions were also proposed to be nationally organised, which was widely accepted as a sensible approach.

Some feedback advocated for a national organising framework, arguing that national coordination and consistency would be risked through the regional approach.

I am confirming my proposed approach. Ako networks will lead national consistency and coordination, as the stewards of the Ako domains, standards, programmes and materials. Each region's teaching and learning operations (i.e. Ako Delivery) would be organised in line with the Ako networks: for instance, I expect that we will design each region as having a regional lead for each Ako network. This role would report to the regional co-directors, and be responsible for all teaching and learning staff in that region, in the domains covered by that Ako network.

Many questions were raised in relation to the proposed model, and the separation of teaching and learning delivery from employer relationships to knowledge and curriculum design. There is a lot of detailed design work to be done on all of these functions, but to pick up on some of the questions raised:

- I agree that local employer relationships should continue to be held at the local level, by the training advisor and teaching kaimahi that currently hold them. We also need a national employer function, to lead national relationships (for instance, with employers such as New Zealand Defence Force or Health NZ), but even then, delivery to those employers will be led by Ako Delivery.
- The Academic Centre and Learning Systems group will own the central programme design and development function, and will work with the industry and subject matter experts – training advisors and teaching and learning kaimahi – from around the Ako Delivery operations.

Regional boundaries and names

While feedback was generally supportive and in favour of establishing four operational regions, there were differing views on specific boundaries, particularly in the South Island, and a universal request to change the names.

Of most concern to Tiriti partners is where the regional boundaries will be placed. Iwi views on this issue differ and in some instances are in opposition to each other. We received compelling feedback that, where possible, regional boundaries ought to honour tribal rohe (region) boundaries specified by settlement legislation. There may be an opportunity to do this in the South Island. The Council of Te Pūkenga has asked for more work to be done before it confirms the regions, but has agreed that there will be four.

With regards to naming, I heard that Te Pūkenga should not use a naming convention that is confusing or inconsistent with existing Māori naming conventions. A process is being established to develop and agree names and I will work with Te Tira Manukura representatives and mana whenua partners to confirm this process and outcome. This process can happen alongside executive level appointments.

Until the names have been confirmed, I will refer to the regions simply as One to Four, from North to South.

Corporate tone

There was considerable feedback around some of the language used (e.g. customer), and that the overall structure of the executive roles and portfolios appeared corporate.

I agree. We are not a business, we are an educational institution. I also know that tertiary education providers that do not behave in a business-like manner (particularly in managing financial realities), tend to either go bust or get stuck in continual cycles of under-investment. Neither will serve ākonga or kaimahi in the way that we and they want.

Where your feedback will be applied

There were many voices in the feedback received during this engagement, and these suggestions will be considered as we do the detailed organisational design mahi and build our new organisation.

I have listened to and heard your whakaaro. In some cases I've made changes to the executive roles and responsibilities. Whakaaro shared about the broader integration and transformation mahi will inform the next phases of design and transition.

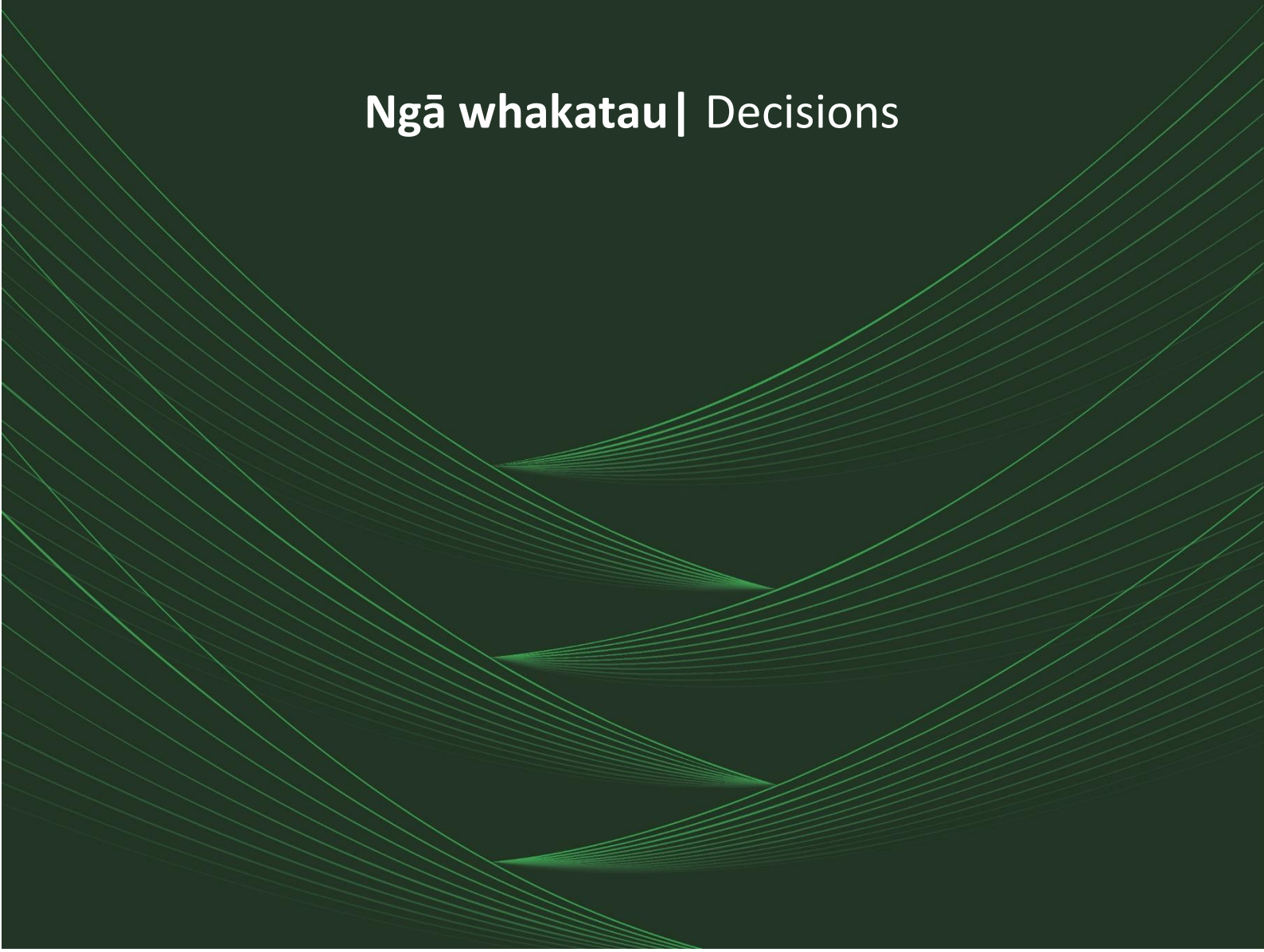
There will be some feedback applied to other parts of the emerging Operating Model, in terms of recruitment, the mix of people in roles and across teams, and performance expectations for individuals and the organisation.

Questions

A lot of what I heard during Te hāro were questions about how the proposed structure would work and where roles or functions would fit. As a result, there was a fair amount of feedback from people sharing that they could not see themselves in the structure and that this was unsettling. This included administrative, allied and support teams; people who work in delivery nationwide and people whose roles span across different Business Groups.

This is a well-made point. Given this was a high-level design, much of this detail is yet to be confirmed. While the section about transition will offer some clarity, there will be many more questions to be considered. There are two points to make here. One, I appreciate you and the effort that you have put into sharing your concerns: it is informative and valuable. Two, you are a part of this change and you can help to shape it by contributing to the next phases of change.

Ngā whakataau | Decisions



Te hanganga kaiwhakahaere kua mana | Confirmed executive structure

Tā tātou huarahi | Our pathway proposed a new arrangement for the executive leadership structure of Te Pūkenga, including the broad functional activities each role would lead. Te Pūkenga kaimahi directly impacted by these proposed changes were consulted and we engaged with our Network to gain further insights on this and our organisational direction.

Process

When I stepped into the role of Acting Chief Executive, I asked the Operating Model team to focus on the design of our executive structure. We need the permanent leadership of Te Pūkenga in place so that we can better manage risks, continue to deliver our important work, and move towards transformation more smoothly.

Two connected kaupapa kōrero then began, a consultation with affected kaimahi and an engagement focused on Network kaimahi. Upon completion, whakaaro was gathered, analysed and used to refine the executive structure. I then presented the final structure and transition planning to Te Pūkenga Council for consideration, before discussing with affected kaimahi and sharing with the Minister, government agencies, unions and Network leaders.

This executive structure is the product of that process and a step on Tā tātou huarahi | Our pathway. While significant, this is not the final word on establishment; instead, I ask you to see this as one more significant step towards our goal of delivering a unified Network that delivers better outcomes for ākonga with their whānau, employers and industry.

Structure

I have confirmed the executive structure and roles, and the Business Groups that will form the overarching structure of Te Pūkenga.

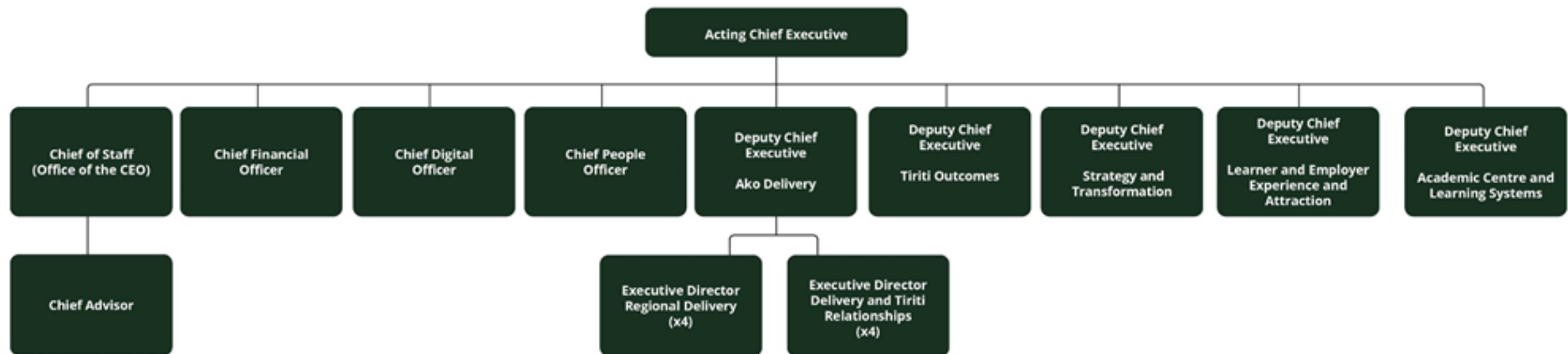
The confirmed structure has the following key changes from the proposal:

- The Learner, Employer and Customer Experience Business Group has been renamed Learner and Employer Experience and Attraction to better reflect the key parts and purpose of this group.
- Equity-specific functions have been separated from the Tiriti Outcomes Business Group and will be moved to the Learner and Employer Experience and Attraction Business Group. Equity is a fundamental consideration in our strategy and outcomes frameworks. In the confirmed executive structure, the Learner and Employer Experience and Attraction Business Group will design and roll out the pathways and services that will make practical progress towards equity. This is why I have decided to place Equity within this Business Group.
- The Legal and Risk functional sub-grouping has been moved to the Office of the Chief Executive, where it will sit alongside other key assurance functions.

The appendix – ‘Major themes and responses’ contains a list of specific suggestions on structure that were received during the feedback process and the response.

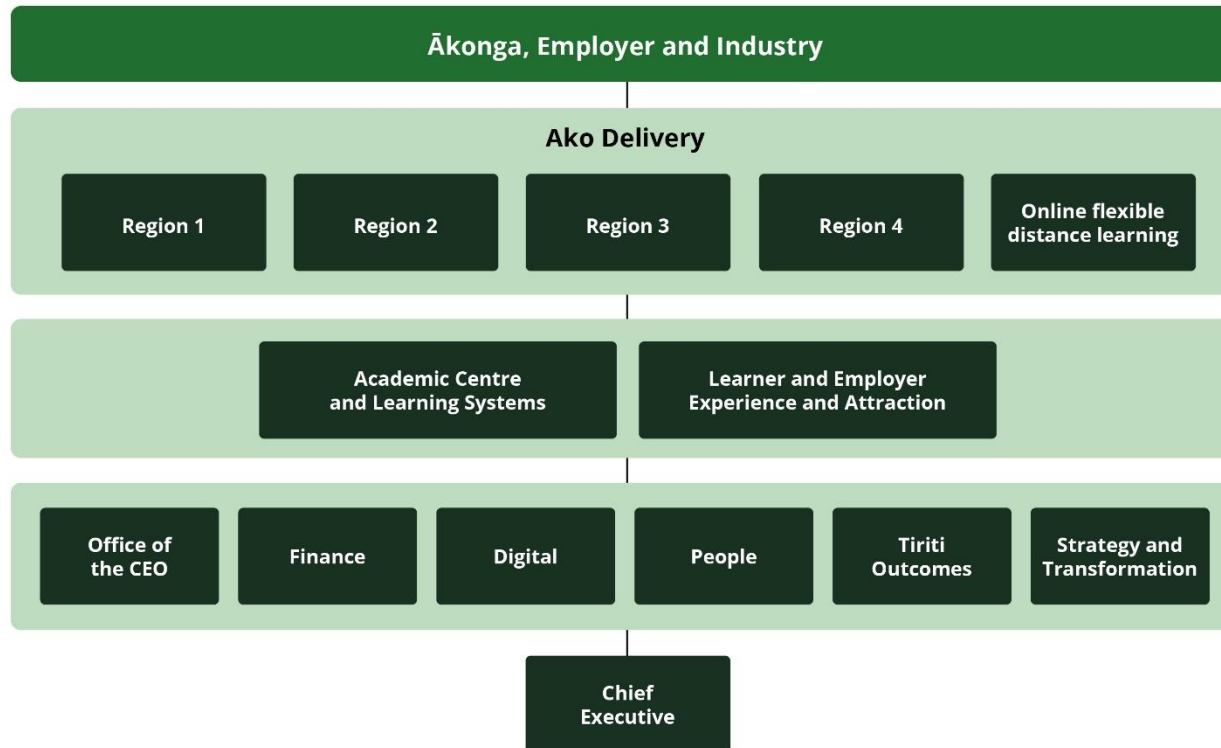
Te Pūkenga executive organisation chart

This diagram simply shows roles and reporting lines. All of the executive roles are equally important. There is no hierarchy left-to-right, or implied in the ordering of the roles, or in the distance between one role and another.



Of the nine executive roles that have been established, the roles of Chief Digital Officer and Chief People Officer have recently recruited permanent leaders who have been confirmed in their roles. I will be recruiting for all other executive roles immediately.

An enabling structure



We are a large and complex organisation that can be seen through many lenses: equity, educational excellence, kaimahi wellbeing, financial sustainability, environmental sustainability, inclusivity, workload, pastoral care and many more. Each of these views were used to develop the proposed structure, and your whakaaro helped to refine it and ensure we are clearer in our communications.

This view of Te Pūkenga addresses some of your feedback and shows:

- ākonga with their whānau, employers and industry
- the connection with and importance of teaching and learning
- confirmed regional approach
- support from enabling functions.

How the Business Groups work together to put ākonga at the centre

Another message I heard was that it was difficult to see how the proposed structure put ākonga at the centre. You were right in stating that ākonga were not present in the kaimahi-focused structure graphic design. I have addressed this in the graphic above and outlined below are the Business Groups most connected to ākonga.

The confirmed structure includes Learner and Employer Experience and Attraction, a Business Group that will lead the strategies and experience design for learners and relationships with student associations. However, all business units have a part to play in supporting ākonga.

For example, Ako Delivery will look after all teaching and training, as well as managing the delivery of wrap-around services, platforms and facilities that will enable our learners to succeed. Similarly, the Academic Centre and Learning Systems Business Group will focus on how they can design and shape learning programmes to give the best opportunities for our learners and trainees, with the voice of ākonga playing a critical role in helping shape how learning is delivered.

Our Strategy and Transformation Business Group will set the overarching strategy for Te Pūkenga that will set the success of learners and trainees front and centre for the whole Network. Tiriti Outcomes provides a platform for Māori partnership to accelerate Māori-led innovation and indigenous co-design in vocational education to uplift our ākonga Māori.

The Office of the Chief Executive manages the governance layer of Te Pūkenga, supporting the ākonga voice to come through from our critical relationships with groups such as the Interim Learner Advisory Committee. And our key enabling Business Groups will be working to make sure that our kaimahi have the tools, processes, systems and support they need to focus on delivering for our learners and trainees every day.

Huarahi whakawhiti | Transition approach

The background of the slide is a dark green color. In the lower half, there is an abstract graphic consisting of numerous thin, light green lines that curve and flow across the page, creating a sense of movement and transition.

Rārangi wā me ngā mahi ā muri atu | Timeline and next steps

As we move into the next phase of our transition process, I would like to give you as much certainty on what is happening and when. This work is informed by the strong feedback received on this point through Te hāro.

The following section outlines at a high-level, the approach we will take to designing each Business Group, how we will group together parts of the Network (I am calling these groupings, tranches) and transition into the new structure.

While the plan has progressed, transitioning into an organisation of this size is understandably complex and these timelines will need to adapt as more information is gathered. Where we can move at pace, we will. But it will not be at the cost of common sense.

Design and transition approach

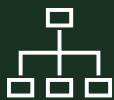
Together, over the coming months, we will work through a detailed design and transition process. Knowledge and experience from across the Network will be part of how the detailed structure will be designed and tested and how critical dependencies will be understood. Knowledge and experience will also identify barriers that may impact on how kaimahi transition into the future structure, and influence how to manage and refine a transition approach that minimises disruption for the Network.

The process will be guided by three design and transition principles:

- Design will be informed by kaimahi within the Network with the specific experience and capability that can bring the diverse thinking required to shape it.
- We will be transparent throughout the process, and ensure key voices are listened to.
- We will strive to transition with minimal disruption to ākonga, and maximum care for kaimahi, key partners and stakeholders.



Discovery and design



First, discovery work will happen on a Business Group by Business Group basis. This will include setting the direction for each Business Group, understanding the activities and projects that will carry over to the new group, identifying constraints and dependencies, as well as the connections with the group and all the other parts of Te Pūkenga (plus external considerations as well).

The design process will develop detailed team structures and plan how the transition into the new structure is managed. It will also identify other aspects of the overall Operating Model that may need to be developed or amended for kaimahi to do their jobs, when in the new structure.

Good information has been gathered through earlier design work and the whakaaro you shared in this engagement. Now, with the executive structure confirmed, the next step is to check and test this work to make sure it is fit for purpose or identify any gaps.

This activity will take place, with some kaimahi from across the Network who have in-depth knowledge of the functional activities within each Business Group.



Consult and appoint

Proposed team structures will then be tested through a consultation process with kaimahi who currently undertake the specific functions identified within Business Groups. These consultations will be smaller than the engagement we have just had, and the approach will vary depending on the scale of the Business Group and the affected kaimahi. It is appropriate to focus on kaimahi directly affected by any future change.

Consultation will happen within Business Groups and will test the proposed team structure. This mahi will not extend to how we deliver the day-to-day activities within the future structure. This is an important part of our full Operating Model mahi and will be the focus of the future leadership and teams as they transition and come on board.

After feedback, the proposed Business Group structures will be refined and finalised before any recruitment begins. The plan is to consult on the end-to-end Business Group structure once. There will likely be specific consultations with affected kaimahi, as each portion of change is rolled out. We are expecting to enable leaders to be involved in the process to build their teams, which may require this process to occur in stages.



Transition plan and implement

Transition plans will be developed as part of the design process and will focus on the final transition of all kaimahi into the new group and management structures. Transition planning focuses on understanding the most appropriate timing and phasing for the movement of kaimahi into the future structure in a way that minimises disruption to day-to-day activities.

Transition plans will be based upon a number of factors including essential management positions being appointed, any key systems and processes that need to be in place, and any timing considerations for that group. It also requires an understanding of individual kaimahi within the network and how their current roles align with the future structure. This will be worked through as part of the discovery process and tested with existing team leaders and management structures.

The transition of kaimahi from the current structures into the future Business Group structures will take place in line with the transition plans. Some Business Groups will likely transition in phases, where there are dependencies, such as our technology systems and platforms, that limit the ability to move kaimahi into the future structure until those constraints are addressed.

Kaimahi affected by the changes will be included in this process. Subject matter expertise from within the Network will be tapped into along with engaging with key partners and stakeholders where appropriate. Governance and oversight of the process for each Business Group will be provided by existing senior leadership within the Network and our partners in areas of high relevance.

Testing and consultation

Moving into detailed design, to undertake change of this scale, the testing and consultation approach with the Network and wider partners and stakeholders will need to shift in order to balance impact on kaimahi with the need to transform in order to meet our Charter obligations and deliver a once-in-a-generation shift in applied and vocational education.

This means two clear shifts in our approach.

First, the focus will be on kaimahi likely to be affected by any design process and their feedback. This would include kaimahi with current roles that may be affected and may include kaimahi with complementary roles that may be indirectly impacted. While information will continue to be shared about this mahi, everyone will be engaged on all phases of all tranches of change.

The second change will be in how feedback is gathered. The scale of change and involvement of affected kaimahi in the design process to date will shape how these conversations work. While it is likely existing channels will be used, such as Your Voice or Ngā Taipitopito, the way in which each channel is used will change so engagement can be as effective and as timely as possible.

The specifics will be confirmed in the first discovery and design phase. This will not replace any formal consultation required as part of a restructuring exercise.

Transition plan and timing

As discussed in Te hāro, I am also managing the risks related to a 'big bang' change with the need to move at pace, so this work will be phased. It is important that leaders can be closely involved with this work, which is why the first groups starting the design work are ones with a confirmed Tier 2 role appointed or an acting arrangement already in place.

This means the first two groups are:

- Digital
- People, Culture and Wellbeing.

I also know there will be much design work required for our largest Business Group, Ako Delivery, so while the appointment of that DCE is underway, some of that discovery and preparation work will begin as well, so that design can move as quickly as possible in the new year. With the majority of our kaimahi in this group, I know that you will be keen to have more certainty on when you are transitioning, and this will be provided as soon as possible.

The table below outlines the timeframes for the design and transition activities by Business Group. Please note this will need to be confirmed as part of each Business Groups' design and transition planning activities. These quarters are based on a calendar year.

Business Group	Design timeframes	Estimated kaimahi transition timeframes
Digital	Quarter 4 2022	Quarter 1 2023
People, Culture and Wellbeing	Quarter 4 2022	Quarter 1 2023
Finance	Quarter 4 2022	Quarter 1 2023
Office of the Chief Executive	Quarter 4 2022 Communications	Quarter 1 2023
	Quarter 1 2023 Remaining kaimahi	Quarter 2 2023
Learner and Employer Experience and Attraction	Quarter 4 2022 Marketing/International	Quarter 1 2023
	Quarter 1 2023 Other functional activities	Quarter 2 2023
Tiriti Outcomes	Quarter 1 2023	Quarter 2 2023
Strategy and Transformation	Quarter 1 2023	Quarter 2 2023
Ako Delivery	Quarter 1 2023 Management tiers 4/5	Quarter 2 2023

	Quarter 1 2023 Remaining kaimahi	Quarters 3/4 2023
Academic Centre and Learning Systems	Quarter 1 2023	Quarter 2 2023 Leadership/Management
		Quarter 3 2023 Remaining kaimahi

What happens in the meantime?

With all our ITPs and TITOs transitioned, or in the process of transitioning, into Te Pūkenga or Work Based Learning, we will be a single organisation – Te Pūkenga.

In practical terms, not much is otherwise changing for our kaimahi in terms of your day-to-day mahi. You will still be working at your regular workplace, with your same team, and for many, your current chief executive will have moved to a new transitional leadership role for your part of the organisation.

This way, you can keep on providing teaching, training and support for ākonga, and we can keep running our campuses, online platforms and distance learning platforms, and work-based training networks throughout the transition.

As each Business Group's structure is confirmed and plans for how we integrate systems and processes are in place, kaimahi will migrate – likely often entire teams – into the new structure and reporting lines.

My aim is to have all our Business Group transitions fully completed by the end of 2023.

Kimi kaimahi | Recruitment

Recruitment process for new executive leadership roles

The process for appointing people into the executive leadership positions will be led by myself as Acting Chief Executive and supported by external and independent recruitment advisors, the Chief People Officer and Te Pūkenga People, Culture and Wellbeing team. New roles are contestable, and internal and external applications are welcome.

Various recruitment agencies have responded to a Request for Proposal (RFP) and have identified interest in roles for which they have significant market expertise and can evidence experience in hiring into roles with a strong Te Tiriti o Waitangi capability requirement. As such, Te Pūkenga will be managing the process across a number of recruitment agencies.

Throughout the development of Te Pūkenga, Tiriti, equity and Māori cultural capabilities have been identified as key performance competencies required of our executive leadership team. This is to ensure that our organisation can work towards the transformational aspirations that we have set, to deliver Te Tiriti o Waitangi excellence (as outlined in Te Pae Tawhiti) and equity for priority learners.

Job descriptions play a key role in signaling the types of candidates that we need to lead Te Pūkenga. Ensuring that job descriptions include wording that is consistent with our strategies and approaches will not only ensure consistency of the responsibilities of our executive leadership team, but also allow the right people to be appointed to the right jobs.

It is acknowledged that different positions at Te Pūkenga will require different levels of capabilities, but all positions will require capabilities related to Tiriti competencies, Māori cultural competency and equity, and some positions will require a higher level of reo fluency and tikanga, mātauranga and Tiriti capabilities than others.

Applicants for confirmed new and contestable positions will be short-listed for interview based on their application and whether they meet 'on paper' new position expectations (including skills and experience). Behavioural-based panel interviews and post-interview reference checking will be used to identify preferred applicants against the requirements of the new position description. For Tiriti-critical roles, process is in development for appropriate Tiriti partner involvement in recruitment processes. Panels will be constituted with appropriate cultural capability and representation, particularly as regards to Te Tiriti o Waitangi. A psychometric testing provider has been identified and may also be used to identify preferred applicants as part of the wider selection process. Details around this process and application will be discussed with candidates during the recruitment process.

Te whai tautoko i te wā o te panonitanga | Support through change

As we continue through this period of change, your wellbeing is important.

Our Employee Assistance Services or Vitae will continue to provide 24-hour support to you and your whānau. This support can be accessed as normal and remains a confidential service that can be contacted at www.eapservices.co.nz (0800 327 669) or for subsidiaries supported by Vitae: www.vitae.co.nz (0508 664 981).

Some organisations in our Network have an on-site support person available. Contact your local People and Culture team for advice on how to access this. I take my duty of care for all kaimahi seriously and recognise that this period of change is prolonged and can be an unsettling time for kaimahi and their whānau.

Unions will continue to provide support to members throughout our transition.

Kaimahi directly impacted by the proposed changes are being communicated with directly as part of a separate process.

Ngā tāpiritanga | Appendices

Recruitment details

All roles with Te Pūkenga will be available on our website.

[Work with us | Te Pūkenga – New Zealand Institute of Skills and Technology](#)

Major themes and responses

General changes proposed to Executive roles

Theme	Response
Split proposed Learner, Employer and Customer Experience and Design DCE role. Establish separate DCE roles with Learner- and Employer-related focus.	Not adopted. Deliberately keeping together the journey, experience, marketing and brand functions in the organisation.
Split proposed Learner and Employer Experience Strategy and Design into separate learner- and employer-focused sub-groups.	Agreed. Taken forward into detailed design. Organisational maturity not yet at level to fully integrate the employer and learner experience functions.
Separate Tiriti and Equity in DCE portfolio: <ul style="list-style-type: none">Consistent theme that these functions should not be together – equity has many themes broader than Tiriti.	Agreed.
Move Equity function to: <ul style="list-style-type: none">Office of the Chief ExecutiveStrategy and TransformationLearner Experience Strategy and Design sub-group.	Equity moved to the Learner and Employer Experience and Attraction Group, located with learner journey and experience function. Team structures and resourcing to be designed in establishing this Business Group.
Disestablish Tiriti DCE role: <ul style="list-style-type: none">Move functions to Office of the Chief Executive.	Not adopted. Dedicated Tiriti leadership required at DCE level.
Co-leadership should extend to ELT.	Not adopted. 18 permanent ELT members impractical and costly. Diverse mix of appointments at executive level required.
Co-leadership for Chief Executive.	Out of scope of this proposal but feedback submitted to Council for consideration.

Co-governance at Council level.	Out of scope of this proposal but feedback submitted to Council for consideration.
Retain Chief Operating Officer role, keep Chief People, Financial, Digital Officers at Tier 3. Also: <ul style="list-style-type: none"> include Digital in Finance Portfolio include Digital in Strategy and Transformation include Digital in Academic Centre and Learning Systems. 	Not adopted. Given more than 12,000 staff, \$1.5 billion in revenue, and importance of technology in integration and transformation, appropriate to have these functions on the executive team.
Reshape ELT proposal to have more DCEs that are focused on core learning/teaching functions.	Not adopted. Functional design appropriate for this stage of Te Pūkenga development.

Changes proposed to leadership in relation to Priority Learner Groups

Theme	Response
Establish DCE Pacific to champion Pacific ākonga and kaimahi.	Not adopted. Executive team functionally driven, diverse mix of appointments important, and equally at all tiers of management.
Establish Pacific teams in Learner Experience and Delivery. Include specific expertise for diverse Pacific voices (e.g. Polynesian, Micronesian, Melanesian, individual national origins).	Noted and taken forward into detailed design. Need for specific expertise and lived experience in this area agreed.
Create Director Pacific role in each region.	Need for appropriate (and resourced) champions noted. Taken forward into detailed design.
Establish Priority Learner DCE to champion ākonga, kaimahi and communities from priority groups.	Not adopted. Executive team functionally driven, diverse mix of appointments important, and equally so at all tiers of management.
Establish Priority Learner teams in Learner Experience and Delivery.	As above, noted and taken forward into detailed design. Need for specific expertise and lived experience in this area agreed.

Changes proposed to business sub-groups

Theme	Response
Do not keep online learning as a separate 'region'.	Keeping online learning as a separate 'region' is intended to be a transition measure. As we move

	to integration and transformation, full integration of online learning operations into Academic Centre and Ako Delivery will be examined.
Academic Quality should be with Academic Centre and Learning Systems, not in the Office of the Chief Executive.	Not adopted. The function in the Office of the Chief Executive is the independent assurance function, and should be.
Marketing and Communications should be together.	Not adopted. Marketing/brand management to remain with Learner and Employer Experience and Attraction. Communications to move to Office of the Chief Executive – important nexus between CE advice, internal communications, media management and government relations.
International should be with Academic Centre and Learning Systems.	Not adopted. The International function is a marketing group, which will lead our international marketing efforts, including working with our agent Network.
Legal and Risk should be with Office of the CEO.	Agreed. Moved from Chief Financial Officer to Office to the Chief Executive. Assurance, risk and control functions thus all in the same group.
Strategy and Transformation should be with Office of the CEO.	Not adopted. Significant strategic and transformation opportunities and challenges requires dedicated leadership at Deputy Chief Executive level.
National Contact Centre should be moved from Ako Delivery to Learner, Employer and Customer Experience.	Will be considered in detailed design. Does not materially change scope of Deputy Chief Executive roles.
Procurement should be detached from Finance, and sit in the CFO portfolio as a separate sub-group.	Not adopted. National procurement function to remain integrated with Finance sub-group.
Property should be represented at DCE level.	Not adopted. Property investment and rationalisation important, but can be managed effectively within CFO portfolio.

Research should be more prominent, and represented at Tier 3 within Academic Centre.	Agree on the importance of research, and acknowledge the requirements for academics to be research active. Will be taken forward into detailed design process.
Establish a dedicated Sustainability group.	Agreed. Added to Strategy and Transformation portfolio.
Include technical support services (ICT, communications, computer and other labs etc.) in Delivery.	Noted. Technical support services of all kinds to be considered in detailed design.
Establish a Occupational Health and Safety sub-group.	Agree that occupational health and safety requires dedicated and appropriately skilled resource. Will take forward into detailed design process.
Establish appropriate senior leadership for individual delivery sites, within regional management structures.	Agreed. Detail will be developed in detailed design process.
Make clear where payroll is located.	In the People business group.
Establish Business Continuity function.	Noted, and will be considered in detailed design process.
Clarify where Library is located.	In Ako Delivery.

Changes proposed to Ako networks

Theme	Response
Ako networks should not be aligned with WDCs, but rather with existing groupings within the Network.	Not adopted. Need to have a clear point of interaction with WDCs. While there are many commonalities, there are differences throughout the Network in how programme domains are grouped. Further, collaboration is not ruled out by not being in the same Ako network, and we expect more in the future.

Establish many more Ako networks, as the proposed seven are too broad in scope.	Will consider an eighth (see below), but as above. Also, national domain leads (within each Ako network) will be considered in the detailed design process.
Matauranga Māori should not be a separate Ako network, but embedded in all Ako networks.	Not adopted. The Matauranga Māori Ako Network will steward our Māori programmes (such as in te reo), as well as providing support to other networks to ensure the embedding of mātauranga happens.
Establish an eighth Ako network covering secondary/tertiary transitions, bridging programmes and Trades Academies.	These activities are currently assigned to the proposed seven networks. This suggestion will be considered in the next stage of design.
Move domains into different Ako networks e.g.: <ul style="list-style-type: none"> • sport into health • conservation into People, Food and Fibre. 	Not adopted. We have allocated domains in accordance with WDC responsibilities, for the purposes of alignment and simplicity (each WDC needs to deal with one Ako network).
Ako networks need more than one lead due to workload.	This is an interesting point. It is our expectation that a single lead supported by a lead in each region should be able to manage the workload. However, we will assess this as part of the design process.

Governance and advisory functions

Theme	Response
Clarify how existing local advisory boards, including mana whenua committees, will be affected in this structure.	Noted, and taken forward into detailed design.
Clarify where Academic Board sits within the structure.	Te Poari Akoranga remains a governance function providing strategic academic direction and leadership, and a national infrastructure to ensure quality, compliance and consistency of teaching and learning. Te Poari Akoranga Te Pūkenga – New Zealand Institute of Skills and Technology
Clarify how learner voice and learner groups/student associations will be affected.	A separate process is underway to co-design how learner voices are formally represented (e.g. through advisory groups and committees, and other methods of engagement). Existing learner

	advisory groups will continue while this is in progress.
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Kuputaka | Glossary

Term	Definition
Ako	Ako is a Māori concept that refers to the reciprocal relationship between teaching and learning. It emphasises the idea that 'teachers' or 'educators' are also learners and can learn from their 'learners'. Ako is grounded in the principle of reciprocity and recognises that the learner and whānau cannot be separated.
Ako Delivery Networks	Formal networks of teams who come together to use their knowledge, skills and competencies to support the delivery of vocational and on-the-job education including degree and postgraduate programmes.
Ākonga	Learner In this document our ākonga are all Te Pūkenga learners – including apprentices and trainees, campus-based and online. Includes potential or future learners.
Business divisions	Business divisions are former ITOs or ITPs that have transitioned to Te Pūkenga.
Business Group	The different functional teams that Te Pūkenga organised itself by that are lead by individual executive leadership team members.
Charter	Outlines our legislated obligations. The Charter is Schedule 13 of the Education and Training Act 2020.
CitizenLab	Online community engagement platform for local governments. We have branded the platform to be known as 'Your Voice'.
Co-leadership	Enables two people to lead in unique and constructive ways that leverage their respective strengths and surpasses what can be accomplished individually.
Consultation	To request and consider kaimahi views when making decisions around change proposals or transforming a work environment.
Council	Te Pūkenga is governed by a Council while our 15 subsidiaries are governed by Boards of Directors. Together, they must give effect to our Charter set out in the Education and Training Act 2020.
Disabled learner	Disabled learners includes those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in education on an equal basis with others.

Enabling function	Sometimes called corporate services, these Business Groups provide professional services within the organisation.
Engagement	A broad and ongoing process of sharing information and involving interested parties in decision-making.
Equity	Recognises that people with different levels of advantage require different approaches and resources to get equitable outcomes. Te Pūkenga takes a Tiriti-based equity approach in partnership with Māori, to deliver empowerment, inclusion and success for all.
Governance	Processes used by an organisation to oversee, control and direct a project or activity.
Hapū	Sub-tribe, a section of a larger kinship group who share a common ancestor.
Horizons	A fixed point in time at which certain things will happen or come to pass. Te Pūkenga has three horizons: 1 January 2023, 2026 and 2027 to 2033.
Hui	Meeting.
Integrated learning	Multi-modal learning that can be done on-the-job, on campus and online.
International learner	Someone who is studying in a country other than their own and will move to that country for that purpose.
Īngoa	Name.
ITO	Industry training organisation.
ITPs – Institutes of Technology and Polytechnics	Institutes of Technology and Polytechnics are government-owned and funded providers of education focused on preparing learners for joining the workforce.
Iwi	Tribe, a large kinship group who share a common ancestor.
Kaimahi	Staff.
Kōrero	To speak, discuss, converse.
Mahi	The work we do.
Māori learner or ākonga Māori	Te Pūkenga learners who identify as Māori.
Mātauranga	Knowledge.
Milestone	A specific point within a project's life cycle used to measure the progress toward the objectives; for example, completion of a major deliverable, external review, or project end date.
Network	ITP subsidiaries, WBL, TITOs, Te Pūkenga business divisions and National Office.
Objective	Statement to describe what the project wants to achieve by the end of the project in order to address the opportunity or problem.

On-the-job, on campus and online	Integration of multi-modal learning. The roles within the structure will be responsible for shifting current practices in order to deliver a mix of provision that enables learners to move seamlessly between modes of learning.
Organisational design	How an organisation is set up to deliver its strategic plan and achieve its goals.
Outcomes framework	Outlines the outcomes, indicators and measures that support the vision and priorities of Te Pūkenga.
Pacific learner	Te Pūkenga learners who identify as Pacific.
Pasifika	The peoples, cultures, and language of Pacific groups.
Priority learners	Māori, Pacific and disabled learners who have been traditionally underserved by the education system.
Project	A series of tasks that need to be completed in order to reach a specified outcome or deliver a specified output. Always temporary, with a defined start and end date.
Provider	An education provider that delivers vocational education and training, e.g. polytechnic. Can be referred to as a tertiary education organisation.
Rangahau	(Māori) research.
Regions	Based on Regional Skills Leadership Groups (RSLGs), regions are sizeable ākonga populations that are grouped together to make good use of our national scale and allow for equitable allocation of resources to support ākonga success. These regional divisions will shape how some teams are organised in Te Pūkenga.
Reform of Vocational Education (RoVE)	Includes seven key changes to create a unified vocational education system, establishing Te Pūkenga among other reform changes.
Reporting line	The relationship between a worker and their direct supervisor.
Regional Skills Leadership Groups (RSLGs)	Provide advice about the skills needs of the regions to the Tertiary Education Commission, WDCs and Te Pūkenga Network.
Sexual and gender diverse people	Umbrella term for all people whose sexual orientations, gender identities, gender expressions and/or sex characteristics place them outside culturally mainstream categories.
Subsidiary	A current subsidiary of Te Pūkenga. This includes Institutes of Technology and Polytechnics and Work Based Learning (the subsidiary created for Transitional Industry Training Organisations or TITOs to transition into).
Te hāro	In this document, this refers to the engagement to support Ta tātou huarahi. Hāro also means to soar.

Te Pae Tawhiti: Te Tiriti o Waitangi Excellence Framework	A self-reflective tool developed by Te Pūkenga 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.
Te Tiriti	Te Tiriti o Waitangi – te reo Māori text of the Treaty of Waitangi.
Te Tiriti o Waitangi partnership	Te Tiriti o Waitangi principle of partnership requires the Crown and Māori to work in partnership in the governance, design, delivery and monitoring of tertiary education.
Tier	A layer within the organisational structure of Te Pūkenga. Changes to Tiers 1-2.5 refer to positions that report to Te Pūkenga Chief Executive.
TITO – Transitional Industry Training Organisation	Transitional Industry Training Organisations who have until the end of 2022 to decide if they transition to Te Pūkenga or make other transition arrangements.
WBL – Te Pūkenga Work Based Learning Limited	A subsidiary of Te Pūkenga established to aid the transition of Industry Training Organisations who choose to transfer their 'arranging training' functions to Te Pūkenga.
Workforce Development Councils (WDCs)	Ensures the vocational education system meets industry needs and gives a stronger voice to Māori business and iwi development.
Wellbeing	Generally encompasses the physical, emotional, mental and spiritual wellness of an individual within the context of their whānau, communities and wider natural environment but can refer to an individual's current state of feeling well, empowered and able to succeed.
Whakaaro	Thought, opinion, understanding.



Te Pūkenga