Proposed Te Pūkenga Operating Model

Ngā ratonga e angitu ai ngā ākonga, ngā whānau me ngā kaitukumahi

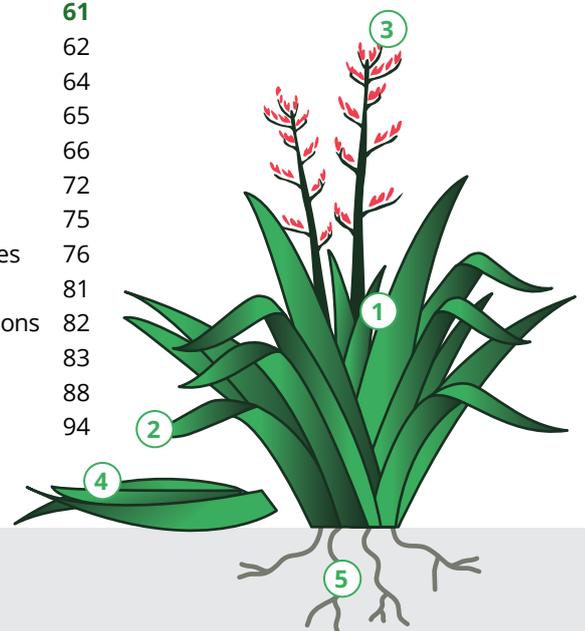**Reimagining world-class vocational and on-the-job learning for Aotearoa New Zealand**

October 2021

Te Pūkenga

Contents

We are creating a world-class vocational and on-the-job learning system for Aotearoa New Zealand that puts all our learners at the centre no matter the life-stage they join us, where they live, how or what they learn.

Executive summary

Our goal is to enable all our learners to build skills and knowledge, in a way that supports their future success – whether that is to obtain an apprenticeship, grow confidence, get a job, complete post-graduate study, return to work or study, or support their entrepreneurial aspirations as an employer or future employer.

Purpose of this document

This document describes our future Operating Model. It outlines what we will do and how we could be organised to deliver on our vision, the intent of the Reform of Vocational Education (RoVE) and our Charter. It also outlines the insights and kōrero we heard from learners and staff, employers, and Te Tiriti o Waitangi partners. The 'functional element' and the 'service element' make up the Operating Model. It sets out how we will create the future experience for learners and their whānau, employers, staff, and our Te Tiriti o Waitangi partners.

The structure of this document

We have used the analogy of the harakeke (flax bush) to structure the document and the design of our Operating Model. We have also been guided by the following whakatauākī (proverb) of Te Aupōuri māreikura (chieftainess) Meri Ngaroto, to ensure we have remained focused on what matters, people and the whānau that produce, nurture, and sustain them:

Hutia te rito o te harakeke, kei hea te kōmako e kō?
Whakataerangitia, rere ki uta, rere ki tai,
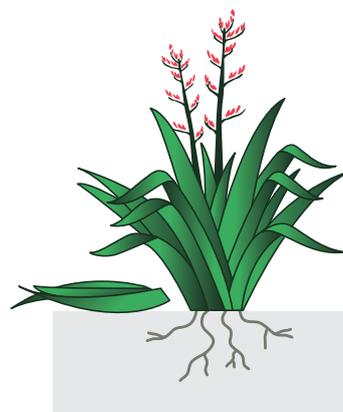**Māu e ui mai 'He aha te mea nui o te ao?'**
Māku e kī atu 'He tangata, he tangata, he tangata!'

If you pluck the heart from the flax bush, where will the bellbird sing?
Ask me, what is the most important thing in the world?
I will reply, it is people, it is people, it is people.

This whakatauākī reinforces who is at the heart of the Operating Model – learners and their whānau.

How successful we are will be measured by how well we meet the expectations of our Charter. Te Pūkenga is grounded in the nine outcomes that reflect our Charter:[1]

(1) Give effect to Te Tiriti o Waitangi in all that we do.

(2) Provide exceptional learning experiences and equitable outcomes for Māori.

(3) Be learner-centred. Recognise the diverse and unique needs of all learners, with a focus on the unmet needs of Māori, Pacific and disabled learners, and staff, to empower diversity, belonging, safety and wellbeing.

(4) Partner with employers to deliver relevant work-integrated education and training that meets skills needs.

(5) Be responsive and empowering to staff and learners.

(6) Become a connected, relevant, and future focused education provider driven by innovation, research, data driven decision making and teaching excellence.

(7) Delivering regional flexibility and nationally consistent outcomes. Create barrier free access, mobility across, and clear pathways within the network for learners.

(8) Become a sustainable network of provision creating social, economic, environmental, physical, spiritual and cultural wellbeing.

(9) Focus on efficient and cost-effective delivery across the network.

Te Rito me Te Awhi Rito | Who is at the heart of the Operating Model

Our Operating Model puts learners and their whānau at the centre (te rito). However, the change that is needed can only occur in partnership with our staff, employers, and Te Tiriti o Waitangi partners (te awhi rito) who must support our learners. We have embedded these perspectives into the Operating Model. In particular there is a focus on the voices of Māori, Pacific and disabled communities. We believe in doing so will help create a network that delivers equitable outcomes and success for all learners.
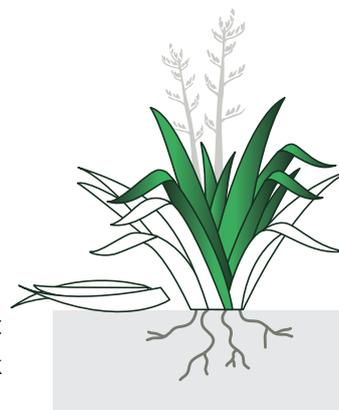
1. Te Piko Our strategy, Hōngongoi 2021 | July 2021.

Ngā Rau | How will Te Pūkenga operate?

Our Operating Model demonstrates what Te Pūkenga does, and how we will do it. It's designed to enable us to plan and build a consistent and co-ordinated view of our network.
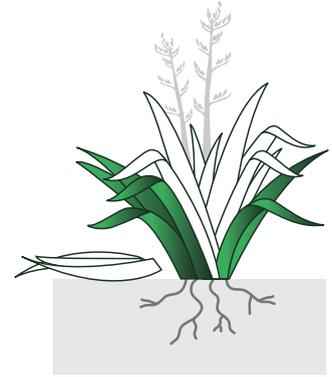
Figure 1: What is the Operating Model?

Our Operating Model is how we arrange ourselves to give effect to our strategic direction

Te pū | Preparation
Voice & research insights

Te wānanga | Reflection
Using learnings to inform our preparations for our next cycle of mahi

Te weu | Planting
Our outcomes & performance framework

Te pūkenga | Harvest
Network response

Te rito | Nurture
Our strategy & direction

Te take | Growth
Operational planning

Regional collective impact partnering with others to effect change

Industry
Employers
Learners & whānau
Schools & kura
Communities
Government Agencies
Iwi, hapū & Māori
Aotearoa New Zealand

Regional presence

Teaching, learning, support and navigation functions to support successful learner and employer journeys

Learner Support & Accessibility Support
Engineering, Manufacturing & Logistics
Health, Community, Education & Social Services
People, Food & Fibre
Construction & Infrastructure
Foundation & Bridging
Equity
Te Reo & Mātauranga Māori
Te Pae Tawhiti – Te Tiriti Excellence
Services: Aviation, Financial, Cleaning, Security, Hospitality, Tourism, Retail
Rangahau Māori, Research & Postgraduate
ICT, Ngā Toi Māori, Graphic, Creative (e.g. hairdressing), Broadcasting, Software

Enabling functions that sustain the network
Strategic functions that guide the network

Ako Networks

The model groups functions into three areas:

Teaching, learning, support and navigation functions for successful learner and employer journeys. These functions determine how we interact directly with learners, their whānau, and employers to deliver high quality education and effective holistic wellbeing support across the learner journey. We orient the whole model towards these functions, to ensure that the needs of our learners and their whānau remain at the centre of what we do.
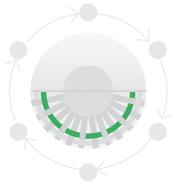
Enabling functions support the above functions and enable the information that flows between them to enable quality, certainty, and consistency across the network. Bringing together these core enabling functions also drives economies of scale and reduces duplication within the network.

Strategic functions form strategic insights and embed the network's strategic direction. They identify opportunities for innovation, measure the impacts of initiatives and interventions, and the network's overall performance.

Ako networks are formal networks of teams who come together to use their knowledge, skills and competencies to support delivery of vocational and on-the-job education, including degree and postgraduate programmes.

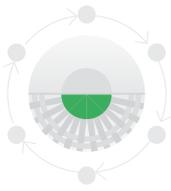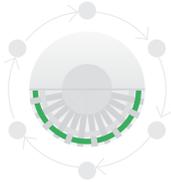They will align to specific industries, vocational pathways and the Workforce Development Councils (WDCs) to deliver teaching and learning and support the application of work-based skills across the country, for a specific group of qualifications or credentials. Others will cover aspects of delivery such as 'practice with potential' for learner support and engagement, services data and insights, accessibility support, equity and Te Pae Tawhiti – Te Tiriti Excellence.

By working together in new ways, we will empower staff to drive excellence in moderation, and quality assurance, undertaking formal capability development together, and enhancing and maintaining curriculum and resources.

These groups will include members from a range of other organisations – such as Workforce Development Councils (WDCs), Centres of Vocational Excellence (CoVEs), industry, employers and Māori partners – that come together for certain activities to ensure Te Pūkenga stays connected and relevant to the network's needs.

We are undertaking to solve some of our system's biggest challenges. Our model will provide opportunity to deliver impact at a regional level by championing initiatives specific to a region and/or community. We call these regional collective impact initiatives. **Regional collective impact initiatives** will focus attention on specific outcomes. Whole of system collaborative

working groups within the regions will be empowered to drive outcomes needed specific to their regions and communities. The collectives are supported by their connections to the wider ecosystem, including Regional Skills Leadership Groups (RSLGs), kura and schools, grassroots community organisations, community leaders and government agencies.

Our Charter, at clause 3, states we need to meet the needs of regions throughout New Zealand. The national and regional governance arrangements to support this will be considered during the next stage of engagement occurring from October to December.

Te Puāwai | What are the network shifts needed to create the future experience and achieve outcomes?

Some key shifts to our network are needed to deliver the Operating Model and the future experience and outcomes described for learners and their whānau, Te Tiriti o Waitangi partners, staff, and employers.

Our Operating Model outlines the end state view and there will be a number of transitional points required to get to this position. A staged approach to implementing our Operating Model – spanning all core components of the network – will allow time for any capability uplift and reflects our priority to transition and transform educational services in a smooth and efficient manner.

The ultimate driver of the Operating Model is to create active pathways and improve retention and achievement for all learners, noting we need to pay special attention to Māori learners, Pacific learners, and disabled learners whose needs are not currently met.

What is not in this Operating Model document

Transformation of the network will take place over time. The Operating Model is an important component of this, as it sets out the fundamental design of Te Pūkenga and sets the foundations for future design and implementation activities. The steps that will build on the Operating Model design include: detailed organisational design, organisation structure, roles and responsibilities, job descriptions, and the strategy or business plan(s) for Te Pūkenga. The governance arrangements and regional arrangements (as set out in our Charter) to support the Operating Model are progressing through discussions with Te Tiriti o Waitangi partners first, then our network and other stakeholders and partners.
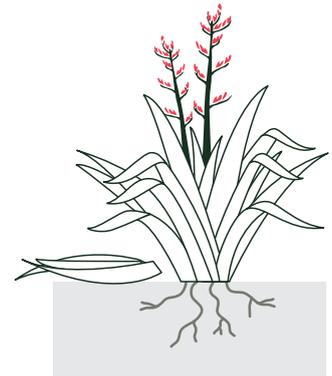
Te Hauhake | What are the next steps?

In October 2021 we will engage across the network to get feedback on the Operating Model. An implementation plan will be available in December 2021, which will detail the key initiatives, sequencing, and timing needed to implement the new Operating Model. From October to December 2021 we will engage on governance structures, regional boundaries and initiate the detailed design of the functions and capabilities required for Te Pūkenga. By the end of April 2022 the detailed organisational design will be complete.
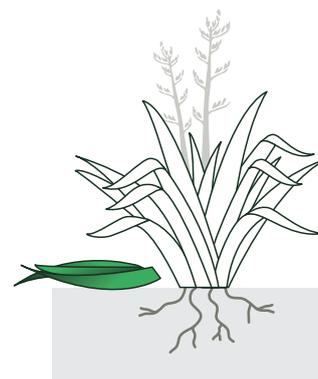
Introduction

We are creating a world-class vocational and on-the-job learning system for Aotearoa New Zealand that puts all our learners at the centre no matter the life-stage they join us, where they live, how or what they learn. The goal is to enable all our learners to build skills and knowledge, in a way that supports their future success – whether that is to obtain an apprenticeship, grow confidence, get a job, complete post-graduate study, return to work or study, or support their entrepreneurial aspirations as an employer or future employer.

Success for our learners is also tied to their whānau, and their communities and regions. We cannot meet this goal alone.

We also recognise that the success of Te Pūkenga relies on an enduring partnership with Māori, empowering great staff, and working closely with employers. This is a different system – one that moves us away from competition to collaboration.

> **Our purpose** is to provide excellent opportunities for learners, employers, and communities to support the needs of Aotearoa New Zealand now and for the future.
>
> **Our vision** is ' Whakairohia he toki, tāraia te anamata – *Learning with purpose, creating our futures*'.
>
> We are guided by **our values**:
> **Manawa nui** | We reach out and welcome in
> **Manawa roa** | We learn and achieve together
> **Manawa ora** | We strengthen and grow the whole person

In designing our Operating Model, we have looked to our purpose and vision, heard from across our network and looked to embody that inspiration into the design. We know that not all of our learners and staff are currently enabled to succeed to their full potential.[2] Our Operating Model must specifically address how we move our network closer towards equity for all our learners, with a focus on Māori, Pacific and disabled learners and further empower our staff to do this.

---

2. Te Rito research (Parts 1,2,3 containing insights from learners and staff) August 2021.

Our partnerships

The outcomes we are seeking to achieve are bigger than Te Pūkenga. Therefore our Operating Model will embed partnerships with Te Tiriti o Waitangi partners (iwi, hapū, Māori). It will also integrate equity and build relationships with whānau of our learners, with employers and industry, regions, and communities throughout Aotearoa New Zealand, as well as across government and the sectors we work with, through a collective impact approach.

We are both building on existing relationships across the network and establishing new relationships throughout the network. We need to work alongside Te Tiriti o Waitangi partners to understand what partnership means to them and how they want to interact with Te Pūkenga moving forward. This will require substantial engagement with iwi, hapū, Māori and relevant Māori organisations in order to develop meaningful, active and enduring relationships. We know it will also mean supporting Te Tiriti o Waitangi partners to engage with Te Pūkenga as there are many and frequent demands on their knowledge, time and people.

Through the development of the Operating Model we have signalled the following intent:[3]

1. Te Pūkenga and Te Tiriti o Waitangi partners will collaborate on all significant decisions, and in a manner that recognises their rangatiratanga and the importance of 'Māori led' approaches.
2. Te Pūkenga will collaborate with iwi, hapū and Māori partners in a way that recognises, supports and is relevant to their aspirations as it relates to Te Pūkenga.
3. Cultural capability, including lifting the leadership practice to effectively partner with Māori, will be a performance expectation at network and individual levels.

Our people

We know that our staff have strong skills, existing relationships and deep experience in vocational and on-the-job learning, caring and advocating for learners and their whānau. They have a passion for what they do and are vital in enabling the success of our learners and their whānau.

As the largest provider in Aotearoa New Zealand, with circa 9,100 staff and nearly 230,000[4] learners, we have an opportunity to significantly contribute to future outcomes for Aotearoa New Zealand and all New Zealanders.

We need to work alongside Te Tiriti o Waitangi partners to understand what partnership means to them and how they want to interact with Te Pūkenga moving forward

---

3. Te Pūkenga Operating Model High Level Conceptual Design, 2021.
4. ITP subsidiary and Transitional Industry Training Organisations (TITO) learner numbers.

We must bring our staff on this journey of transformation and ensure they are valued as the key to the success of the change.

In 2022, Te Pūkenga Ako network will begin to support staff to strengthen connections across the network, especially in their own area of expertise. The network structure will be known, and staff will increasingly operate in a network environment. For academic staff, this means starting to deliver unified programmes, share resources and work more closely together on development, delivery and moderation activities and challenges.

Cultural capability, including lifting the leadership practice to effectively partner with Māori, will be a performance expectation at network and individual levels. With renewed emphasis, we will support our people to enhance their cultural and teaching and learning capability and, as a workplace, Te Pūkenga will be inclusive, culturally diverse and culturally aware.

Reform of Vocational Education

The Reform of Vocational Education (RoVE) set some clear guidelines for us. To achieve the objectives of the Education and Training Act 2020 and give effect to our Charter,[5] we need to:[6]

- Deliver high quality education opportunities that meet the needs of learners and their whānau and employers.
- Improve the learning experience for learners and their whānau.
- Empower learners and staff on academic, non-academic, and wellbeing matters.
- Embed and integrate equity within all that we do and achieve as a network.
- Remove unnecessary duplication of functions and delivery via consolidation, driving economies of scale.
- Improve cost controls and capital management within the sector.
- Enable employer and regional input into the nature and magnitude of vocational education in a given geographic area.
- Improve Māori-Crown education and employment partnerships.
- Acknowledge Māori economy and business needs.

This will significantly improve outcomes – with better recruitment pathways, retention, and achievement for learners, especially Māori learners, Pacific learners, and disabled learners.

5. Education and Training Act 2020, Schedule 13, Te Pūkenga Charter.
6. Summary of Change Decisions – Reform of Vocational Education.

Our place in the vocational and tertiary education ecosystem

Te Pūkenga was created to be a unified, sustainable, public network that provides workplace, on-campus, and online learning, in a way that is culturally responsive.[7]

Our network is complex and diverse, and we deliver across every region of Aotearoa New Zealand. Across the network there are more than 230,000 learners, studying 2,140 programmes that lead to 1,071 different qualifications. These learners are supported by over 9,100 staff across the network and over 25,000 employers delivering on-the-job training.

We operate within the broader vocational and tertiary education ecosystem, and we work alongside other entities to enable our purpose and give effect to the Charter. These include the Tertiary Education Commission (TEC), the Ministry of Education (MoE) and the New Zealand Qualification Authority (NZQA). It also includes newly formed entities as part of RoVE including Workforce Development Councils (WDCs), Regional Skills Leadership Groups (RSLGs) and Centres of Vocational Excellence (CoVEs).

We have to consider our role and interactions within this wider system, including the design and implementation of the unified funding system (UFS) and changes to the qualification framework, when creating our Operating Model.[8]

Designing our Operating Model

Our Operating Model describes what we will do, and how we could be organised to deliver in the future. When designing our Operating Model, we have built on the mahi of the Mobilising the New World workstreams, one of our foundational documents during our establishment phase.[9]

Te Pūkenga has a mandate to give effect to Te Tiriti o Waitangi in the development of the Operating Model and place our learners and their whānau at the centre. As well as drawing on the insights gathered from learners, staff and employers we also draw on the outcomes and goals found in *Te Pae Tawhiti – Te Tiriti o Waitangi Excellence Framework*,[10] and the insights shared in *Te Pae Tawhiti Insights Report 2021*. These documents emphasise

"We're replacing a disconnected competition-based system with one that is more collaborative and networked, has more industry and local input, and creates more opportunities for people to access consistent and quality training closer to where they live"

Minister of Education, Hon. Chris Hipkins

---

7. Summary of Change Decisions – Reform of Vocational Education.
8. Appendix 2: RoVE System Connections.
9. Mobilising the New World https://xn--tepkenga-szb.ac.nz/assets/Publications/MNW-Summary-of-Feedback-Report-August-2020-final.pdf.
10. For more information see appendix 5: Te Pae Tawhiti – Te Tiriti o Waitangi Excellence Framework Goals and Outcomes.

the need for both Te Tiriti o Waitangi partnerships and equity (both for Māori and learners more generally) to underpin the Operating Model.

We know the current system doesn't work for some learners. We needed to develop an understanding of what the future experience for our learners and employers needed to be and how the current system could create equitable opportunities for learners and their whānau, in particular for Māori, Pacific and disabled learners and use those insights to inform our Operating Model. Taking those insights and the mandate clearly described to us through the Charter we developed a set of outcomes.

After extensive research, insights, and discussions with our network[11] we designed and developed an initial high-level design of our Operating Model. Over the first part of 2021 we co-designed a set of ideas for potential services that could remove barriers to learning and connect with employers. These became the service concepts for our Operating Model. We presented these to our network, including employers, during the middle of the year, and the feedback we received has helped inform the Operating Model.

We have heard that our Operating Model must be bold if we are to successfully give effect to our Charter,[12] including inclusivity and equity as core principles, and making a difference for learners and their whānau, Te Tiriti o Waitangi partners, staff and employers.

Our outcomes

Our Operating Model is grounded in the nine outcomes that reflect our direction as a network and the expectations set through our Charter.[13]

In designing our Operating Model these outcomes anchor and start to signal what is required to operationalise Te Pūkenga:

① **Give effect to Te Tiriti o Waitangi in all that we do.**

To give effect to Te Tiriti o Waitangi and the principles underpinning it, enabling strong partnerships with Māori, Te Pūkenga will need to:
- Enable active engagement with Māori as individuals, iwi, hapū, Māori organisations, and involve the appropriate representative(s) in decision making at all levels of the network.
- Deliver strategies, behaviours, actions, services and resourcing that reflect the commitment to Te Tiriti o Waitangi.

11. For example, through engagement with the sector as a part of Mobilising the New World, Reference Groups, Internal engagment etc.
12. Education and Training Act 2020, Schedule 13, Te Pūkenga Charter.
13. Te Piko Our strategy, Hōngongoi 2021 | July 2021.

- Provide exceptional learning experiences and equitable outcomes for Māori.
- Empower Te Tiriti o Waitangi partners to co-decide on significant decisions. Empowering Māori led approaches and recognise their rangatiratanga.
- Embed cultural capability as a performance expectation at network organisational and individual levels.

---

(2) Provide exceptional learning experiences and equitable outcomes for Māori.

To enable this Te Pūkenga will need to prioritise equity and inclusivity for Māori and the need to increase access, relevant provision, engagement, and success for Māori learners, staff and their whānau by:
- Encompassing Māori and Māori needs into planning, decision-making and reporting processes.
- Meaningfully incorporating tikanga Māori, te reo Māori and mātauranga Māori across the network.
- All services, course design and delivery will be grounded in mātauranga, and will include both kaupapa Māori specific services and spaces for ākonga Māori.
- Offer wellbeing support to ākonga Māori, developed based on their support needs, on a rohe by rohe basis.

---

(3) Be learner-centred. Recognise the diverse and unique needs of all learners, empowering diversity, belonging, and wellbeing.

Putting the needs of learners and their whānau at the centre, as partners in their learning, focusing on those currently underserved by the system (Māori, Pacific and disabled learners) by:
- Developing an organisational approach to understanding and meeting these needs, supporting staff to deliver customised, culturally responsive and accessible learning approaches to create a safe and comfortable environment.
- Developing a consistent infrastructure to ensure a consistent approach to supporting disabled learners.
- Taking a holistic approach when thinking about success for learners.
- Making Te Pūkenga a great place to work and study, developing its reputation as a quality study destination for international learners.

④ Partner with employers to deliver relevant work-integrated education and training that meets skills needs.

Recognise that employers are an integral part of the national network of provision and:
- Reflect how employers operate and prioritise the delivery of education and training that is relevant to the world of work and needed by industries and employers.
- Recognise the importance of work-integrated learning and expand industry training into smaller employers and niche sectors.
- Deliver curriculum to meet current and future skills needs allowing learners to have a clear pathway from education and training into employment.

⑤ Be responsive and empowering to staff and learners.

- Empowering learners and staff on academic, non-academic and wellbeing matters.
- Recognise and empower the learner, staff and whānau voice to be heard and have influence, prioritising wellbeing.
- Supporting staff to deliver customised and culturally responsive learning approaches to create a safe and comfortable environment.

⑥ Become a connected, relevant, and future focused education provider driven by innovation, research, data driven decision making and teaching excellence.

Promote ongoing review and development of the best options, products and modes used to deliver learning, enabling continuous improvement by:
- Building and effectively managing and maintaining relationships within the network and wider system to develop collaborative practices.
- Delivering a focus on digital and work-based learning and the use of technology to strengthen curriculum development and delivery.
- Protecting the academic integrity, including mātauranga Māori, of the education and training programmes delivered.
- Championing innovation in the network using diverse knowledge bases.
- Delivering education in a way that reflects learner, their whānau, employer and regional needs, adopting a reciprocal relationship with learners through ako.
- Driving the use of insights data and analytics to understand and improve whole of system performance, influencing and contributing to system transformation.
- Focusing on consistency of graduate outcomes and driving excellence in quality teaching and learning.

7 **Delivering regional flexibility and nationally consistent outcomes. Create barrier free access, mobility across, and clear pathways within the network for learners.**

Enable easy and equal access for all learners, whoever they are, wherever they are and at whatever stage of their life and:
- Ensure curriculum is designed and delivered to allow learners to transition seamlessly between online, on campus, and on-the-job modes, as well as between geographic locations.
- Recognise the unique social and economic goals of communities and the need for the network to respond to these through decision making informed by regional engagement and representatives including iwi, hapū and Māori. Balance this with delivering nationally consistent education outcomes via portable yet consistent programmes and qualifications.
- Ensuring national consistency and strategic alignment will be balanced with tailoring to specific regional needs.
- Deep and coordinated engagement with communities will be done on their terms to understand their priorities.
- Promoting the total wellbeing (social, economic, environmental and cultural) of our communities, driving a sustainable network.
- Every learner should also be equipped to support their sector and our country's future sustainability.
- A sustainability strategy and framework will drive sustainability across the network.

8 **Become a sustainable network of provision creating social, economic, environmental and cultural wellbeing.**

- Promoting the total wellbeing (social, economic, environmental, spiritual and cultural) of our communities, driving a sustainable network.
- Every learner should also be equipped to support their sector and our country's future sustainability.
- A sustainability strategy and framework will drive sustainability across the network.

9 **Focus on efficient and cost-effective delivery across the network.**

Improve effectiveness and efficiency across the network by:
- Reducing the duplication of functions within the network and enable access to a high-quality network of infrastructure, building responsiveness, resilience, efficiencies and sustainability.
- Addressing current financial instability in the network by finding efficiencies and quick wins.

- Leveraging different modes of learning and the strengths of different parts of the network to reduce duplication, deliver cost effectiveness, improve practice and free-up resource to focus on local and regional priorities.
- Simplifying and standardising processes to increase consistency and leverage economies of scale.
- Organising ourselves in a way that focuses on unifying the network, enabling Te Tiriti o Waitangi relationships, driving the transformation and enabling efficiencies, while minimising disruption to delivery.
- Building, over time, towards a dynamic network that leverages wider network connections and capabilities and the use of platform delivery.

Te Rito me Te Awhi Rito
Who is at the heart of the Operating Model?

The whakatauākī 'Hutia te rito', compares people to the rito, describing them as the most important thing. If they are not nurtured and cared for, they will not flourish. We have therefore placed people at the heart of the Operating Model, so that we can support them to thrive and reach their full potential. At Te Pūkenga we refer to our learners and whānau as Te Rito and those that have key roles to enable them to flourish and shape their direction – Te Tiriti o Waitangi partners, staff, and employers – as Te Awhi Rito.

This section sets out the different perspectives of learners, their whānau, staff, employers, and Te Tiriti o Waitangi partners, and what their future experience with us might look like.

To shape these perspectives and form the basis for these future experiences, we have drawn upon the kōrero shared in reports such as 'Te Rito – Insights from Māori learners and Staff, Pacific Learners, and disabled learners' and 'Te Pae Tawhiti – Insights into Te Tiriti o Waitangi and Māori Equity practice throughout our network'.

Research undertaken with employers and the transitional industry training organisations has also shaped the proposed design.

Te Rito me Te Awhi Rito
Who is at the heart of the Operating Model?

Our Operating Model puts learners and their whānau at the centre (te rito). This is in partnership with our staff, employers, and Te Tiriti o Waitangi partners (te awhi rito) who wrap around and support the learners.

Figure 2: Our ecosystem
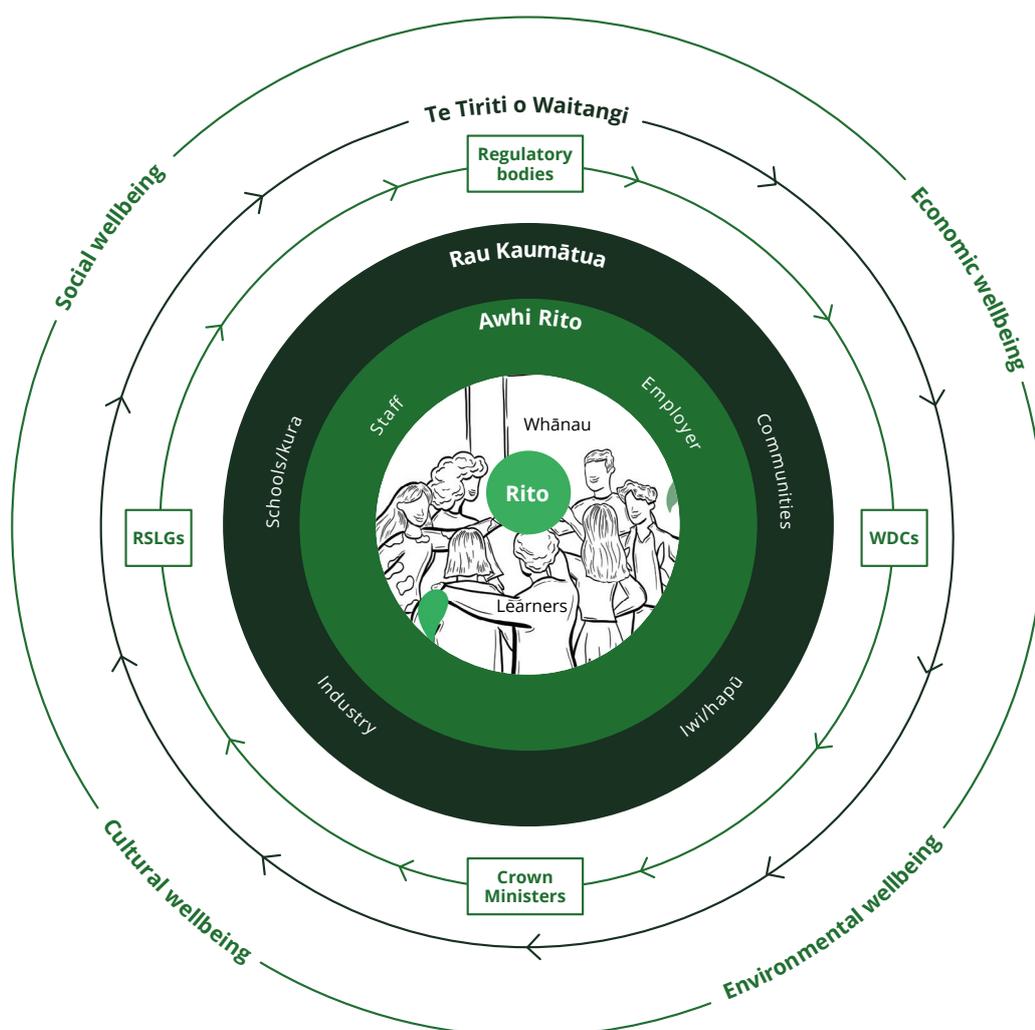
Te Pūkenga needs to put learners and their whānau at the centre – they are Te Rito, or the inner shoots of the flax plant. Our staff, employers, and Te Tiriti o Waitangi partners have a key role in delivering the new system and supporting learners to flourish and shape their own direction – Te Awhi Rito, the parent leaves.

We have focused on the voices of Māori, Pacific and disabled learners and the staff who support them, to help drive a relentless focus on equity for the people we serve

We have focused on the voices of Māori, Pacific and disabled learners and the staff who support them, to help drive a relentless focus on equity for the people we serve and create a future experience that recognises that a learner's success can be defined in many different ways and extends to providing for their whānau and others.

We recognise the history of perpetuating inequity of outcomes through the education system, and the experience shared with us by our learners, whānau, staff, employers, and Te Tiriti o Waitangi partners. Te Pūkenga is committed to achieving the sustainable equitable outcomes required and addressing systemic issues by holding itself to account at all levels through institutional level systems and structures, Te Pae Tawhiti – Te Tiriti o Waitangi Excellence Framework, business models, mindsets, and behaviours to empower change in our unified network.

At Appendix 3, we introduce perspectives and personas from our people and their communities, drawing on the extensive research carried out to understand their current experience and desired future experience. This includes insights from *'Te Rito – Insights from Māori learners and Staff, Pacific Learners, and Disabled learners'* (Te Rito insights reports), *'Te Rito Learner and Staff personas'*, and *'Te Pae Tawhiti – Insights into Te Tiriti o Waitangi and Māori Equity practice throughout our network'* (Te Pae Tawhiti insights report 2021), the research into employer insights and experience as well as the nationwide Kōtui Kōrero and Te Raurau Kaiwhakamahi feedback series.

Learner insights

The future experience we are creating is one where Te Pūkenga upholds the mana of all learners (and their whānau), and they have equitable opportunities to succeed.

They know they are in control of their learning pathway and their holistic wellbeing (physical, cultural, mental/emotional, spiritual, and relational, including whānau) is prioritised at all stages of their journey. Te Pūkenga elevates and listens to their learner and whānau voice. There is a consistent focus on equity of access so that learners and their whānau receive the services and support when, where and how they need it. All of our learners, with a focus on Māori, Pacific, and disabled learners, experience equitable learning, support and successful outcomes.
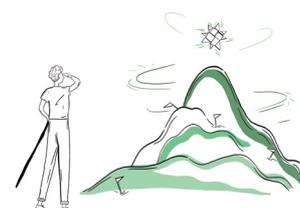
Staff insights

The future experience we are creating is one where staff genuinely feel Te Pūkenga is a great place to work, they are meaningfully involved in improving the lives of learners and their whānau, have access to the resources and information they need, feel supported by and connected to their ako networks, and have influence to continually improve the network.

We know that staff have strong skills, existing relationships and deep experience in vocational and on-the-job learning, caring and advocating for learners and their whānau. They have a passion for what they do and are vital in enabling the success of our learners and their whānau.

We are committed to working towards equity for staff of different genders, ethnicities, cultures, and abilities as set out in our Charter and making sure staff are empowered and have a strong voice. We value diversity in our workplace and will grow a workforce representative of the diversity of our learners and their communities. We acknowledge that a representative workforce is a crucial part of addressing equity across the network. This commitment will enable us to be responsive to the needs of all regions of Aotearoa New Zealand and their diverse learners, whānau, industries, employers, and communities.

Employer insights

The future experience we are creating is one where employers can access or deliver the knowledge and skills they need in new and different ways. They can access the workforce they require for their businesses to flourish. They know their staff are supported in their training needs and are equipped for on-the-job learning.
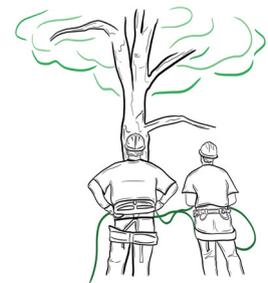
This will enable us to deliver relevant and accessible programmes and graduate learners with not only the technical, work ready skills, but also the knowledge and employable attributes that make them valuable and productive employees.

We recognise that employers play a vital role in the vocational education and training (VET) system by teaching and developing skills in the workplace. With around 60% of all Te Pūkenga learners undertaking work-based learning we know that employers are part of our teaching whānau and want to support and partner with them to do this. The future experience of learners in employment or transitioning to employment will be greatly improved by supporting employers with flexible learning options for their employees that fully integrates on-the-job learning with other modes of delivery to support learners to acquire the complementary knowledge and skills needed for

different workplaces. We will work alongside our employers, industry and WDCs to connect more people to vocational learning that is designed to help build the workforce Aotearoa New Zealand needs today and in the future.

Te Tiriti o Waitangi partners

The future experience we are creating is one where Te Tiriti o Waitangi partners can determine their involvement in the network (including in decision making), what success looks like for them and are supported in achieving their own aspirations.

As engagement with Te Tiriti o Waitangi partners continues, Te Pae Tawhiti Insights Report 2021 provides a basis for understanding the future experience of Te Tiriti o Waitangi partners. The recent *Te Pae Tawhiti Insights Report 2021* provides insights into current capability and strengths and weaknesses of our network in giving effect to Te Tiriti o Waitangi. It also identifies exemplars or 'practice with potential', that can be amplified across our network, to create impact for Māori.[14]

These network insights tell us how we can over time reflect Māori-Crown partnerships in all we do and contribute to the future experience desired by Te Tiriti o Waitangi partners.

These insights will also support us in moving closer towards our two Te Pae Tawhiti – Te Tiriti o Waitangi Excellence objectives of demonstrable Te Tiriti o Waitangi partnerships and inclusivity and equity for Māori, as well as achieving the related five goals:

Figure 3: Te Pae Tawhiti – Te Tiriti Excellence outcomes and goals

Inclusivity and Equity for Māori

Equitable outcomes

Stronger responsive practices

Greater relevance of provision

Better equitable access

Stronger Māori participation

Demonstrate Te Tiriti o Waitangi Partnerships
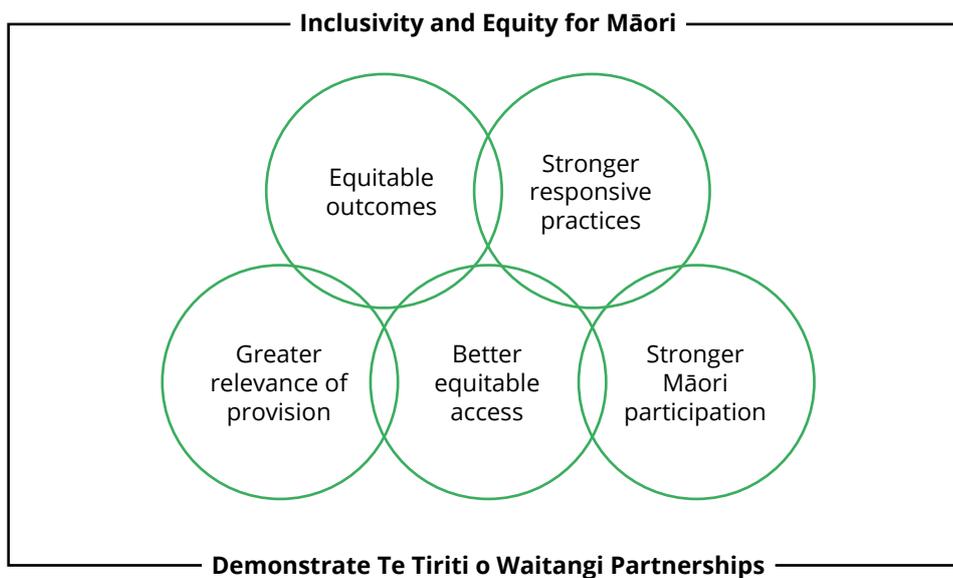
14. Te Pae Tawhiti – Te Tiriti o Waitangi Excellence Insights Report 2021 – foreword.

Ngā Rau
How will Te Pūkenga operate?

The outer leaves of the harakeke are ngā rau. These are the leaves which are harvested and often used for weaving, including items such as whāriki (mats), tukutuku (woven panels) and kete (baskets).

This part of the Operating Model document describes how the different parts of Te Pūkenga will work together to create the future experience described in the earlier Te Rito section. It sets out the different things Te Pūkenga will do to bring this experience to life (the functions), including how the functions work together and how they deliver the service concepts.

Ngā Rau
How will Te Pūkenga operate?

Our Operating Model

Our vision, values and outcomes have guided the design of the Operating Model, alongside the direction set through RoVE and the kōrero we heard from learners and their whānau, Te Tiriti o Waitangi partners, staff and employers.

Our Operating Model demonstrates what Te Pūkenga does, and how we will do it. It's designed to enable us to plan and build a consistent and co-ordinated view of our network. This includes how our functions will be configured to deliver the expectations of the Charter, those set by the Minister of Education, the future experience for learners and their whānau, Te Tiriti o Waitangi partners, staff and employers, and achieve the outcomes we seek.

The model presented here is not a traditional education delivery model. We needed to find a new way to bring the system and our people together to deliver high quality teaching and learning and support in new and better ways. This model is the weaving of functions to achieve our outcomes. It needs to provide agility for regions to have meaningful impact unique to their communities as well as support sustainable operations. We know that with this model there are complexities that need to be resolved to make it work so we will need to move towards it over time.

The Operating Model describes what we want to deliver in the future as a vocational education provider (our functions), and how we will organise ourselves to deliver the best experience for all. Once we have an understanding of this design we can then translate these into operating model components. This allows us to better understand the key shifts required to enable the design (see Key Shifts section).

The national and regional governance arrangements to support the Operating Model are progressing in discussions with Te Tiriti o Waitangi partners.

More time has been given to the development of both the national and regional governance that will support the Operating Model. This is so that they can be developed together with Te Tiriti o Waitangi partners.

The future governance structure will be key to enabling Te Tiriti o Waitangi partnerships, power sharing, and equity in Te Pūkenga.[15] We also need to make sure that we have a regional presence and are responsive to the needs of all regions.[16] This will influence the design of our governance arrangements, regions, and their fit within the Operating Model.

Overview of the model

This model will drive focus on how we support our learners to succeed. The model is underpinned by ako networks and regional collective impact.

It enables teams of experts to deliver upon certain outcomes. The model is one that:

- Moves to a connected, national network – away from a competitive system that separates work-based learning, campus learning and online learning.
- Unifies delivery, creating national consistency with regional flexibility, to ensure programmes are portable and consistent and to enable seamless learner and employer transitions across the country and between the workplace and other modes of learning.
- Orients to the learner journey, so the way we teach and support our learners and their whānau reflects their needs at every stage of their journey.
- Enables new and strengthened functions that drive strong collaboration across the network, uplift our cultural and teaching and learning capability, provide clear strategy and direction and can be responsive to the needs of our staff, our different communities, regions and learners.
- Brings our people together across the country in ako networks to integrate teaching and learning within the workplace and other settings, share knowledge, and increase depth of capability across disciplines and specialist support areas.
- Commits to using collective impact initiatives to partner with others to effect societal step change that benefits regions and when possible scaled nationally to focus on shared priority outcomes, projects, or innovation across the network, advance equity and give effect to Te Tiriti o Waitangi.
- Removes unnecessary duplication of functions and delivery via consolidation, driving economies of scale, improving cost controls and capital management within the sector; and sharing accountability through the entire network for providing an inclusive, accessible and equitable teaching and learning environment.
- Introduces bold service concepts which build on what currently works well and provide opportunities to change the way we deliver services, particularly to Māori learners, Pacific learners and disabled learners.

The future governance structure will be key to enabling Te Tiriti partnerships, power sharing, and equity in Te Pūkenga

---

15. This is in line with the expectations set out in our Charter.
16. This is in line with the expectations set out in both our Charter and RoVE reforms.

The model has two parts, a functional element and a service element, which describe what we will do and how we will create the desired future experience and outcomes.

We needed to design an operating model that could best do this. We considered several types of operating model as part of our design process in order to be bold to create a future experience and the outcomes needed by our learners and their whānau.[17]

Our assessment of and discussions about the different options highlighted a model that would best deliver the expectations of Te Pūkenga and ensure regional responsiveness. Specifically, one that arranges our learner and employer support and empowerment functions by stages in the learner journey to deliver, with ako networks, customised approaches for different cohorts of learners and employers across the country.

At an organisation level, the model supports us to work with partners on big challenges and contribute to a shared kaupapa for collective impact.[18]

The functional element

The functional element describes the proposed future functions of our network and how they are grouped to transform the way vocational education is delivered in Aotearoa New Zealand.

'Functions' are groups of activities or areas of speciality within our network. They do not necessarily align with teams of people. Each function is a critical part of the network. The functions work together to deliver the services which Te Pūkenga provides.

The proposed set of functions are described in more detail in Appendix 10 and in the Functional Briefs.[19] The Functional Briefs capture information about each function, outlining the purpose, key activities and how the function interacts with other functions. In our next phase of work we will design each function in more detail and this will be an important input into the organisational design that follows.

The Functional Element shows us two key things – the proposed set of functions and how functions might be arranged and grouped together in our network.

17. See Appendix 8 for other options considered and assessment of the options.
18. The options presented to Council were a functional model, divisional model, divisional model with shared functions, matrix, network/ modualr, platform, and collective impact.
19. See Detailed Functional Brief Document and Appendix 10.

Why this model

There are multiple ways we could arrange or group functions in our network.

To help us decide what might be the best option we considered how well each option:

- Supports us to give effect to Te Tiriti o Waitangi.
- Enables us to place learners and their whānau at the center.
- Embeds and integrates equity for our underserved learner groups, including Māori learners, Pacific learners and disabled learners.
- Enables greater engagement and support for employers.
- Helps us to meet our strategic goals.

As a tertiary education organisation (TEO), there are certain system deliverables that Te Pūkenga has to have in order to run our business. These are standard procedures for a TEO, and in the past, we have structured them along regional boundaries (in the case of our Institute of Technology and Polytechnic subsidiaries) and in many instances unrelated sector groupings (in the case of Transitional Industry Training Organisations). These created issues such as siloed delivery and difficult transitions for learners. To deliver on the RoVE expectations, when we bring these entities together to form Te Pūkenga, we need to give all learners the education and training they require for the workplace. This includes meeting the unmet needs of Māori learners, Pacific learners, and disabled learners; giving employers greater access to a skilled and work-ready workforce across all regions, and giving industry the lead in ensuring Aotearoa New Zealand's workforce is fit for today's needs and tomorrow's expectations.

Figure 4: Operating Model and functional arrangement

Our Operating Model is how we arrange ourselves to give effect to our strategic direction

Te pū | Preparation
Voice & research insights

Te wānanga | Reflection
Using learnings to inform our preparations for our next cycle of mahi

Te weu | Planting
Our outcomes & performance framework

Regional collective impact partnering with others to effect change

Industry

Employers

Learners & whānau

Schools & kura

Communities

Government Agencies

Regional presence

Iwi, hapū & Māori

Aotearoa New Zealand

Learner Support & Accessibility Support

Engineering, Manufacturing & Logistics

Health, Community, Education & Social Services

People, Food & Fibre

Construction & Infrastructure

Foundation & Bridging

Equity

Te Reo & Mātauranga Māori

Te Pae Tawhiti – te Tiriti Excellence

Services: Aviation, Financial, Cleaning, Security, Hospitality, Tourism, Retail

Rangahau Māori, Research & Postgraduate

ICT, Ngā Toi Māori, Graphic, Creative (e.g. hairdressing), Broadcasting, Software

Teaching, learning, support and navigation functions to support successful learner and employer journeys

Enabling functions that sustain the network

Strategic functions that guide the network

Ako Networks

Te pūkenga | Harvest
Network response

Te take | Growth
Operational planning

Te rito | Nurture
Our strategy & direction

Our model groups functions into three areas:

Teaching, learning, support and navigation functions for successful learner and employer journeys. These functions determine how we interact directly with learners, their whānau, and employers to deliver high quality education and effective holistic wellbeing support. We orient the whole model towards these functions, to ensure that the needs of our learners and their whānau remain at the centre of what we do.
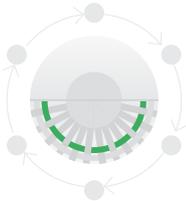
Enabling functions sustain the other functions and the information flows between them to enable quality, certainty, and consistency across the network. Bringing together these core enabling functions also drives economies of scale and reduces duplication within the network.
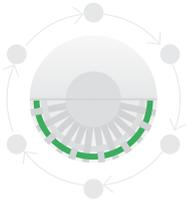
Strategic functions interact with and support other parts of the network and system to form strategic insights and embed the network's strategic direction. They identify opportunities for innovation, measure the impacts of initiatives and interventions, and the network's performance.

Equity and Te Tiriti excellence will be woven through all aspects of the functional model, and both of these will be an expectation of each function.

We seek to strike the right balance between oversight and co-ordination through single hub network functions and distributed delivery functions that are responsive to diverse needs, such as equity and regional needs, through delivery functions and empowerment distributed across the network.

Functions have been categorised in one of two ways to describe if they are 'a single hub network function' or a 'distributed delivery function':[20]

① **Single hub network function** – direction setting and delivery of the function is supported through a single hub, maintaining consistency, cost effectiveness and driving quality at scale. These functions will not necessarily all be located in one place, so different single hub network functions may be found in different regions.

② **Distributed delivery function** – while direction setting will occur through strategic functions to maintain consistency, autonomy over delivery is distributed close to where the service is provided. It is likely that those functions with distributed delivery will be undertaken in the regions so that they can be responsive to learners, their whānau, employers and regional needs.

20. See Detailed Functional Brief Document and Appendix 10.

Te Pūkenga RSLGs, and our people in the regions, will have a key role in sensing and understanding their regional contexts, trends and needs and communicating this back to inform national responses, strategy and decision making. We anticipate that staff within each function will be located in multiple regional areas.

We propose that, wherever possible, functions be managed using an approach that allows strategy or policy direction to be set centrally that provides clarity of direction for the network and enables a consistent approach to decision making and excellence. However, there will be empowerment, flexibility, space for innovation and discretion in the way delivery takes place. This means activities can be responsive and tailored to their context, for example, responding quickly to a learner need or regional needs. Getting the balance right that allows this 'freedom in a framework' approach can be challenging, so we will require clearly agreed outcomes, indicators, and performance measures that enable a network-wide understanding of the effectiveness of delivery.

The Operating Model does not organise functions by region. However, it does recognise that the functions will be delivered in an approach to meet the needs of the regions, including the needs of smaller, niche industries. This is also reflected in decisions about which functions are distributed and those that are single hub network functions.

In proposing which functions would be distributed delivery or single hub network functions, we considered how learners and their whānau, Te Tiriti o Waitangi partners and employers and industry would be impacted by distributed or single hub network delivery of activities.[21] Further detail per function is summarised below and shown in the Functional Briefs.

Overlaying functions onto the model

The following diagram shows visually which group each function is proposed to sit and also shows the proposed categorisation of functions (i.e., a single hub network or a distributed delivery function). Further detail for each group of functions is provided on the pages that follow.

21. Appendix 7: Impacts of Centralisation and Distribution.

Figure 5: Functions overlaid onto the Operating Model

Teaching, learning, support and navigation functions to support successful learner and employer journeys

Inquiries & applications	Learner services & events	Learner & whānau information	Employer workforce planning & needs analysis	Employer onboarding & recruitment	Recognising learner success	Lifelong learning & planning (including alumni)	Learning resource creation
Early connections	Enrolments/ sign ups & welcoming	Pathway planning & support			Resulting & completions	Work brokering	Ako learning ecosystem design & delivery
Learner wellbeing support		Mentoring & volunteering	Learner responsibilities & disputes resolution		Assessment delivery, moderation, design & development	Quality assurance & evaluative practice	Research delivery & support
Learner, whānau & community engagement	Integrated teaching & learning delivery	Early needs assessment & planning	Supporting work-based & work-integrated learning & associated assessment				

Credential development

Ako learning support & capability development

Rangahau Māori delivery & support

Information administration & resources   Enabling learning & environments

Tracks/labels: Learner Support & Accessibility Support; Engineering, Manufacturing & Logistics; Health, Community, Education & Social Services; People, Food & Fibre; Construction & Infrastructure; Foundation & Bridging; Equity; Te Reo & Mātauranga Māori; Te Pae Tawhiti – Te Tiriti Excellence; Services: Aviation, Financial, Cleaning, Security, Hospitality, Tourism, Retail; Rangahau Māori: Research & postgraduate; ICT, Ngā Toi Māori, Graphic, Creative (e.g. hairdressing), Broadcasting, Software

Enabling functions that sustain the network

Stakeholder relationships	Employer relationships	Regional connectivity	Marketing	Internal capability development	Enterprise change	Academic support	Kaupapa Māori services
			Procurement				Sustainability
Facilities/property management	Te Pae Tawhiti – Te Tiriti o Waitangi excellence	People, culture & wellbeing	Communications	Legal services	International learners & markets	Learner journey & experience design	Innovation
			Policy				
Business development	Tiriti resolutions	Academic registry	Employer journey & experience design	Governance support	Risk & compliance	Digital services	Industry & employer strategic insights

Financial management

Strategic functions that guide the network

Governance*	Government relations & information	Intelligence & insights	Ako	Staff voice & engagement	Employer voice & engagement	Learner & whānau voice & engagement	Tiriti futures
External partnerships	System engagement	Strategy & planning	Learner & whānau success & experience	Te Tiriti o Waitangi	Holistic wellbeing & safety	Funding & investment	Excellence, quality assurance & evaluation

Equity

Ako Networks

Key: Functional categorisation

● Single hub network function   ● Distributed delivery function   ○ Giving effect to the Charter for Te Pūkenga

Key: Functional categorisation

● Single hub network function   ● Distributed delivery function

Teaching, learning, support and navigation

These functions enable successful learner and employer journeys. These are functions that interact directly with learners and their whānau and employers through ako networks to deliver effective teaching and learning. We orient the whole model towards these functions, to ensure that the needs of our learners and their whānau remain at the centre of what we do.
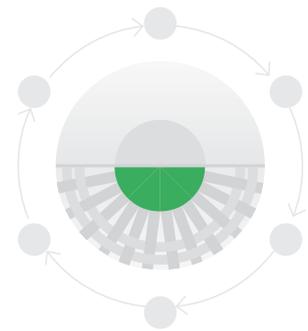
These functions will:

- Enable tailored delivery to the individual needs of learners and their whānau, including tailoring for equity and regional considerations.
- Deliver high quality relevant learning options that integrate work-based learning with other complementary modes of delivery to suit the needs of learners and rhythms of a wide range of workplaces.
- Need strong connections and feedback loops in place to enable a holistic view of the learner experience and strong continuity throughout their journey that supports seamless transition through each stage and between modes of delivery.
- Have connections into employers to seek their insights, and to involve them throughout the journey, from early connections and awareness through to supporting learners into employment and beyond.
- Support regional responsiveness through connection with communities to feed this back into national insights and vice versa.

These functions include:[22]

● Ako learning support and capability development	● Supporting work-based and work-integrated learning and associated assessment
● Learner, whānau and community engagement	● Integrated teaching and learning delivery
● Early connections	● Ako learning ecosystem design and delivery
● Inquiries and applications	● Credential development
● Enrolment/sign-ups and welcoming	● Learning resource creation
● Learner services and events	● Quality assurance and evaluative practice
● Pathway planning and support	● Assessment delivery, moderation, design and development
● Learner and whānau information	● Rangahau Māori delivery and support
● Mentoring and volunteering	● Research delivery and support
● Learner responsibilities and disputes resolution	● Recognising learner success
● Employer onboarding and recruitment	● Employer workforce planning and analysis
● Lifelong learning and planning (including Alumni)	● Work brokering
● Resulting and completions	

22. See Detailed Functional Brief Document.

Enabling functions

These sustain a continuous learning network. These functions enable quality, certainty and consistency. Bringing together these core support functions also drives economies of scale and reduces duplication within the network.
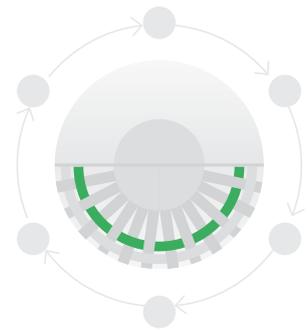
These functions:

- Enable the sustainability of the network through the development of good practice guided by good policy.
- Provide support and resources across the network, especially within delivery, to maintain consistency in policy and procedures.
- Help provide a consistent and engaging experience for learners and their whānau, employers, staff, and Te Tiriti o Waitangi partners.
- Provide financial and legal controls that support risk management and good practice for compliance and business disciplines as necessary.
- Establish efficiencies with appropriate consolidation across the network, thereby, reducing duplication effectively.
- Use the scale of the network to responsibly leverage financial, quality and engagement outcomes, such as procurement, talent management and systems.

These functions include:[23]

● Industry and employer strategic insights	● Employer journey and experience design
● Stakeholder relationships	● Learner journey and experience design
● Employer relationships	● Academic registry
● Regional connectivity	● Academic support
● Te Pae Tawhiti – Te Tiriti o Waitangi Excellence	● Financial management
● Kaupapa Māori Services	● Procurement
● International learners and markets	● Legal Services
● Communications	● Risk and compliance
● Marketing	● Facilities/property management
● Policy	● People, culture and wellbeing
● Internal capability development	● Business development
● Information administration and resources	● Innovation
● Enterprise change	● Sustainability
● Digital services	● Tiriti Resolutions
● Learner wellbeing support	● Governance Support
● Enabling learning environments	● Early needs assessment and planning

23. See Detailed Functional Brief Document.

Strategic functions

These functions guide the network and interact with other parts of the system to form strategic insights and set the direction of the network. They identify opportunities for innovation and measure the impacts of initiatives and interventions and performance.
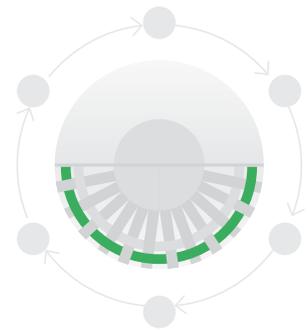
The strategic functions are key in:

- Connecting learner eco-system and voice to ensure decisions about learners are informed by learners and their whānau.
- Connecting with Te Tiriti o Waitangi partners, stakeholders, community partners and the wider system (including Māori, Pacific and disabled voices) to communicate and develop a coordinated and cohesive response to help achieve outcomes for learners, their whānau and employers.
- Using network wide data and analytics that will help bind us as one network of delivery, both physically and digitally, and identify and direct the provision of support towards a relentless focus on advancing equity for successful outcomes.
- Collectively setting the future direction for the network and ensuring outcomes are delivered on.
- Evaluating and reviewing "the way we do things" to create opportunities to innovate.
- Supporting agility and learning focused on continuous improvement.

These functions include:[24]

|	
○ Governance	● Funding & investment
● Te Tiriti o Waitangi	● Excellence, quality assurance and evaluation
● Equity	● External Partnerships
● Learner/whānau success and experience	● Strategy and planning
● Employer voice and engagement	● System engagement
● Staff voice and engagement	● Government relations and information
● Holistic Wellbeing and Safety	● Intelligence and insights
● Tiriti Futures	● Learner/whānau voice and engagement
● Ako	

24. See Detailed Functional Brief Document.

Ako Networks

Woven across the grouped functions are Ako Networks, formal networks of teams who come together to use their knowledge, skills anc competencies to support delivery of vocational and on-the-job education, including degree and postgraduate programmes.
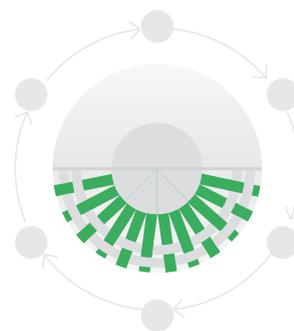
Ako networks may be aligned to WDC discipline groupings or specific holistic wellbeing services driven by outcomes and accountable to them.

Ako networks will empower staff to drive excellence in moderation, and quality assurance, undertaking formal capability development together, and enhancing and maintaining curriculum and resources. These groups will reflect Māori-Crown relations and include members from a range of other organisations – such as WDCs, industry and employers – that come together for certain activities to ensure Te Pūkenga stays connected as a network and relevant.

Building on the concept of 'disciplines' which were referred to in 'Mobilising the New World' during the establishment of Te Pūkenga. An Ako network is a group of people who share a commitment or a passion for something they do and learn how to do it better as they interact regularly. In coming together as a group, we learn from each other, we can innovate, and improve our network of delivery, and we can drive a common agenda across our organisation.

Everyone in the ako network is empowered to learn with and from each other, and our practice is informed by the latest research, equity and Te Tiriti excellence. Our ako network are underpinned by and activate the principle of ako – a holistic concept that incorporates ways of knowing, knowledge systems, beliefs, values and practices that are strongly connected and related to concepts such as whanaungatanga, wairuatanga, manaakitanga, and kaitiakitanga.[25]

The knowledge of Te Pūkenga lives within the ako networks, each taking care of a specific aspect of the competence that the network needs. The ako networks will be brought to life through the woven arrangement, which will enable our people to come together in cross-functional teams and be accountable for delivering on outcomes such as the design and development of curriculum flexible for any mode of delivery.

Teaching and learning delivery ako networks will align to specific industries and vocational pathways to support effective collaboration with WDCs for qualification development. Others will cover aspects of delivery such as 'practice with potential' for learner support and engagement, product development, services data and insights, accessibility support, equity and Te Pae Tawhiti – Te Tiriti o Waitangi Excellence.

25. Sciascia, A. (2017). Māori learner success in tertiary education: Highlights from Ako Aotearoa projects. Retrieved from https://ako.ac.nz/knowledge-centre/synthesis-reports/maori-learner-success-in-tertiary-education/.

Regional collective impact initiatives

We are undertaking to solve some of our system's biggest challenges. Our woven model will provide opportunity to deliver impact at a regional level by championing initiatives specific to a region and/or community. We call these regional collective impact initiatives.

Regional collective impact initiatives will focus attention on specific outcomes. Whole of system collaborative working groups within the regions will be empowered to drive outcomes needed specific to their regions and communities. The collectives are supported by their connections to the wider ecosystem, including Regional Skills Leadership Groups (RSLGs), kura and schools, grassroots community organisations, community leaders and government agencies.

We will partner with communities so that together we can focus dedicated effort on shared priority outcomes, projects, or innovation across the network in a way that advances equity, ensures successful outcomes and gives effect to Te Tiriti o Waitangi. These impact initiatives will be a key mechanism to support regional responsiveness across our network

Regional collective impact initiatives will drive national outcomes. To drive national change Te Pūkenga will connect with WDCs, Regional Skills Leadership Groups (RSLGs), Centres of Vocational Excellence (CoVEs) and Government agencies such as TEC, NZQA, MBIE and MoE on whole of system transformation to drive national impact.

Cycle of reflective practice

A thriving pā harakeke or network requires the practice of continually learning and improving. Our cycle of reflective practice ensures throughout our whole journey we are taking an approach to learn and achieve together, holding a mirror to ourselves to ensure we are striving to improve.
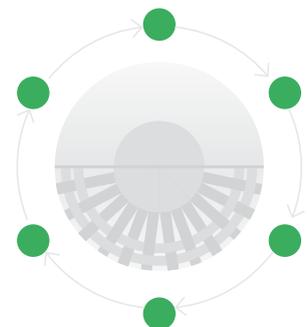
The following structure is taken from a karakia that speaks of the origins of knowledge and its wider benefits. Versions of this karakia are common throughout Aotearoa and this structure could be described as universal Māori philosophy pertaining to knowledge, teaching, learning and academic achievement. It is important to note that this framework can be applied to many different situations and shaped to fit a variety of circumstances.

We have used the following structure to reflects the stages required to develop and nurture a thriving pā harakeke:

Te Pūkenga Tirohanga Māori Framework
Ko te pū
ko te weu
ko te rito
ko te take
ko te pūkenga
ko te wānanga

Figure 6: The stages required to develop and nurture a thriving pā harakeke

1
Te pū
Preparation

2
Te weu
Planting

3
Te rito
Nurture

4
Te take
Growth

5
Te pūkenga
Harvest

6
Te wānanga
Reflection
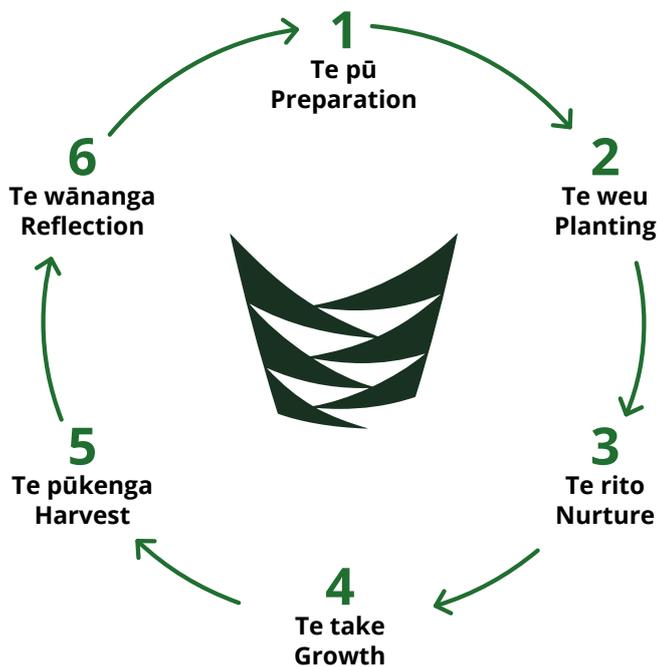
Te Pū

Te Pū means the origin, source and even the centre. This is the beginning of any undertaking or belief system, and all other stages flow from this source. Te Pū can be likened to a spring from which a stream and eventually a river will flow.

This stage involves soil preparation to promote and protect biodiversity that will boost ecosystem productivity. Using research and insights to drive outcomes and performance measures

Te Weu

Te weu are the lateral roots or the small branches of roots that form the main root. These help the plant absorb water and minerals. Like these roots, Te weu spreads out beneath the soil growing larger and stronger and they take on more minerals.

This stage is about foundation setting to ensure strong growth; ensuring every important element is in place to promote a healthy ecosystem.

Developing outcomes and performance frameworks that redefines learner success based on research and sets targets to measure performance.

Te Rito

Te rito is the centre shoot of a plant. This is the first visible growth of a plant and is recorded in the whakataukī,

Hutia te rito o te harakeke,
If you pluck out the centre shoot of the flax,
Kei hea te kōmako e kō?
Where will the bellbird sing?
Ka rere ki uta, ka rere ki tai.
It will fly inland, it will fly seawards.
Kī mai koe ki ahau,
If you ask me,
he aha te mea nui o te ao?
What is the most important thing in the world?
Māku e kī atu,
I reply to you,
He tangata, he tangata, he tangata!
It is people, it is people, it is people!

This stage is all about relationship building and collaboration; understanding the needs of the rito (learners) and their whānau to enable them to grow. Sets our strategy and direction so the whole network is clear.

Te Take

This is the base, the stump, the plan, even the foundation. This is the phase where the plant becomes self-reliant and builds a foundation upon which it can stand on its own.

This stage ensures we develop necessary support and systems to the rito and growth enablers to encourage the plants to thrive and flourish. Operational planning is developed from strategy.

Te Pūkenga

Te pūkenga means skilled, expert and specialist. However, in the context of this framework it means the fruits of a sound foundation. All of the elements of Te Pū, Te Weu, Te Rito and Te Take feed in to the development of an individual who becomes a pūkenga.

This stage is about ensuring robust systems are in place to sustain continuous growth and excellence. Our network response actioning the operational and teaching and learning plans.

Te Wānanga

Wānanga has many meanings, including wise person, knowledge, discuss, debate and even institution. This can be interpreted as the height of the process, or the desired outcome, to get to a stage where it becomes a wānanga. Having individuals or groups come through a process where

---

they are experts in their field and feed back into the ongoing growth of knowledge and understanding. To ensure continuous growth, this same knowledge and understanding can also at times feed back into the beginning of another undertaking (Te Pū).

This stage talks about taking existing learnings and the signs for the coming year (Matariki) to inform our preparations for our next cycle of mahi to further enhance our pā harakeke. We reflect and learn to continue to inform the cycle and all that moves around it.

The service element

The service element is made up of eight service concepts that will enable a bold and different experience for learners, their whānau and employers throughout their journey.

Our potential services

We know that the current system does not serve some of our learners, their whānau and employers. The services and tools described below are designed to be big thinking, bold ideas that challenge the status quo and respond to research about how the network can better meet needs of learners and employers. They look to address the challenges and opportunities gathered from our research. These services will transform how Te Pūkenga operates, and they demand a different Operating Model to bring them to life.

By listening to the voices of learners, staff and employers we developed opportunity statements to enhance success for all Te Pūkenga learners. With these insights we developed a set of ideas for potential services that could enhance successful learning experiences and connect better with employers, these are the service concepts. Each **service concept** enables a different experience for learners, their whānau and employers throughout their journey.

The services were designed using a co-design approach and were developed with our co-design group. The co-design process placed learners and employers at the centre of discussions, co-designing new learning services that are tailored towards meeting their needs.[26]

Grounded in research based on real-life experiences of learners, staff and employers, the service concepts are intentionally bold that if put in place could transform the experience for learners, their whānau, Te Tiriti o Waitangi partners, staff, and employers.

26. Co-design is a way to solve problems that starts by knowing what people care about and need, and then works to develop ideas by involving those people in the thinking. The process is designed to give the people who will experience the outcomes a strong voice in design decisions. There were 43 members of the co-design team that developed the service concepts, which included Māori, Pasifika, learners with disabilities, learners, Te Tiriti o Waitangi relationships, employer, and education professional perspectives.

The service concepts are:

Adaptive Skills Framework

Learners see their achievement as a web of skills and competencies they have gathered over their lives, the framework would show what their skills might lead to including establishing their own enterprises, help their whānau and community, or employer requirements.
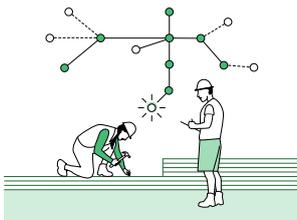
Pathway Planning and Lifelong Learner Record

Learners goals arise from reflections with Kaiako and mentors which form part of the lifelong learner record, together with information about what learners need to succeed. The record captures learning once employed and learners continue to build their portfolio when formal training ends.

My Teacher My Way

Learners will be able to communicate their learning preferences and fully integrated teaching and learning products that support the acquisition of practical skills and knowledge in the workplace and across other modes of delivery to provide choices about how they learn and are assessed.
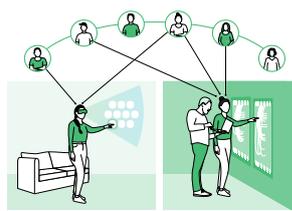
Mātauranga Innovation Hubs

Māori led physical and virtual spaces where Māori and communities are empowered to innovate and grow solutions for themselves. Potential to provide clear pathways for learners from kura.
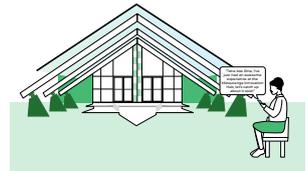
Te Pūkenga Community Facilitators

A service that travels within regions connecting people to learning and collaboration opportunities that Te Pūkenga offers and coordinates local education and economic development activities.

Every Step of the Way

Learners receive more immediate, proactive and specific wellbeing services that start as soon as they apply to train.
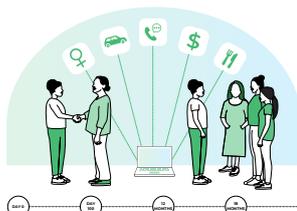
Match and Mentor

Employers or learners can self-initiate apprenticeships through matching profiles. Te Pūkenga completes the training agreement and supports employers into cooperatives and learners into peer mentoring groups for shared services.
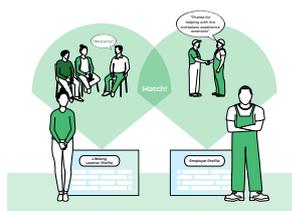
A Good Place to Work

Support for employers to ensure workplaces provide better experiences for learners, especially for Māori learners, Pacific learners and disabled learners.

Each service concept is supported by different functions that will work together to deliver the service concept, experience and support Te Pūkenga requires to improve outcomes for all learners, especially for Māori, Pacific and disabled learners, and their whānau.

The service concepts are designed to support:
- Great learning experiences so learners feel motivated to become lifelong learners with purpose.
- Less bias within vocational learning.
- Promote earlier exposure of learners and their whānau to vocational and on-the-job learning, with higher awareness of opportunities and clear pathways for learners and employers.
- Learners and their whānau to share their experiences.
- Tailored timely holistic wellbeing services, including in the workplace.
- Welcoming, safe, accessible and productive spaces for learners.
- Better trainers and good places to work while learning on-the-job.
- A stable workforce and improved pipeline with accurate skills access.
- Professional development for employers to become better trainers.
- Better understanding of employer needs and experience through workplace profiles.

The service concepts have resulted in changes to the way existing functions are delivered. They have also justified the development of new functions for us as a network. All the functions needed to enable the service concepts are reflected in the functional model described above and described in more detail in Appendix 11.

The service concepts deliver an experience that better meets the needs of learners and employers. The concepts are supported by the functions and work together to deliver the concept and experience.

The following section describes each service and the future experience they enable for learners, their whānau, employers, staff, and Te Tiriti o Waitangi partners.[27] This narrative draws on the insights we have heard from these groups and the personas we have developed.[28]

Anga Pūkenga Urutau | Adaptive Skills Framework

A learner-designed skills web that can be matched to industry and community needs based on the goals and competencies of learners. Goals arise from reflections over time with teachers and mentors, part of a lifelong record that includes everything learners need to succeed.

The Adaptive Skills Framework helps learners create a personalised learning web. The web shows the skills the learner has developed to support their goals. The flexibility of the tool means a learner can keep track of the skills
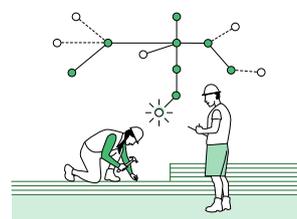
27. For more detail one each concepts see Te Pūkenga Co-Design Service Concepts document.
28. See Appendix 3: Personas.

they develop over time to build up to a full qualification. The learner gains the freedom to move in and out of study to meet the commitments to their whānau.

The adaptive skills web encourages learners to consider training for roles in different industries as it flags how their web of skills could transfer to industries and employment.

For employers it will help to fill skills gaps in the regions and meet my business goals.

For staff the information in the Adaptive Skills Framework can be used to provide guidance on learning pathways with great job prospects, and help tailor courses to meet learner goals, and help them find and grow their purpose.

The Adaptive Skills Web helps tailor learning pathways. This service helps to formally recognise the skills gathered on the framework for vocational education and on-the-job learning skills. The insights can help Te Pūkenga to guide people to engage in new skills, with the intention of growing their web with Te Pūkenga that they can use anywhere and at anytime.

Pūkete Ākonga | Pathway Planning and the Lifelong Learner Record

Learners goals arise from their reflections over time with kaiako and mentors, which form part of a lifelong learning record, together with information about what the learners needs to succeed.

The whānau portal is a tool that learners and whānau can use to build trust in the education they're receiving and can take an active role in their own learning journey. They can see how what they're learning will them grow and succeed.

For employers the lifelong learner record helps connect with people who are thinking about particular industries or careers. Their data is matched to employers and their business needs, so employer and learner know they're a good fit.

For staff the Lifelong Learner Record supports providing the best course advice possible. It records information to find the learning pathway that will help them access their untapped potential.

This tool means jobseekers who need help creating CVs and online profiles can create and distribute their CV in no time. This supports Te Pūkenga to transition learners into the workforce.

Ko Tōku Kaiako, Ko Tōku Huarahi | My Teacher, My Way

Te Pūkenga will enable learners to communicate their learning preferences and provide choices about how they learn and are assessed, through access to the new nationwide network of kaiako and peers, and the application of some advanced technologies.

Assessment options are provided that are useful for the learners specific circumstances. If they are in work it will provide the option to use the learning that occurs as they work as evidence for completing course work.
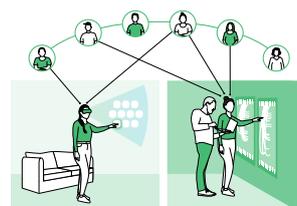
My teacher, My Way helps learners connect with kaiako all over the country. For learners who face challenges travelling, this tool means they can still learn from the best without travelling. There is opportunity to use alternative forms of assessment so teachers and learners can tailor things to support success.

For staff the concept helps make connections with community assessors who can support assessment marking and help identify where learners have performed skills in non-traditional spaces.

Kaiako and course content developers can share mātauranga Māori with learners across the country. This allows teaching about the Māori aspects of their courses, including Te Tiriti o Waitangi awareness, and share the histories of people and places. It also encourages the teaching of the importance of Māori participation, protection of mana whenua, and strong partnerships.

Ngā Pū Mātauranga Auaha | Mātauranga Innovation Hubs

Physical and virtual hubs will support Māori in the vocational education sector and communities to collaborate on and innovate Māori solutions. Where these relate to vocational and on-the-job learning Te Pūkenga actively engages with creators to bring these solutions to life.
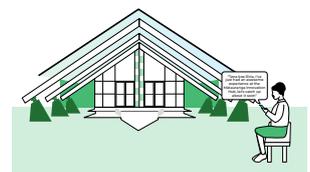
The Mātauranga Innovation Hubs are a crucial part of the learning journey with Te Pūkenga. We know that Māori want to see tikanga, mātauranga, and Māori excellence around them. These spaces are created to make learners and their whānau feel empowered to grow, learn and maintain their Māori identity as they learn.

In these hubs learners learn from and work with lots of Māori who have awesome ideas for the betterment of Māoridom.

Māori staff members have a great space where mātauranga and identity are the norm. They can empower Māori learners to give back to their people using their unique te ao Māori worldview as the base for innovation and encourage them to maintain their connection to whakapapa and tikanga.

Te Pūkenga will partner with Te Tiriti o Waitangi partners to co-design, co-develop, and then co-deliver the Mātauranga Innovation Hubs. In these spaces tino rangatiratanga can be expressed and have the mandate to operate as per their own tikanga and kawa. Here Māori culture is protected and passed on to Māori learners.

Ngā Ringa Toro a Te Pūkenga | Te Pūkenga Community Facilitators

Local teams that reach out to regions to discover less visible learner needs, recruit employers into training, help form peer communities, and advocate for improvement to other agency services.

The community facilitators help with accessibility issues. For example they are able to identify that some of the disabled learners weren't always able to attend course. They share this information with Te Pūkenga and use the connections they have with a local disability transport service to arrange reliable transport.

The community facilitators are a key input into understanding learner and employer needs. On a national level they help understand regional and local needs, and the unique solutions communities have to challenges that may be scaled across the network.

They also connect us with learners or employers who require services that are grounded in te ao Māori. A wide range of skills and knowledge they are able to offer expertise and guidance, meeting learner and employer needs with a Māori perspective.

Te Hīkoi Tahi | Every Step of the Way

Learners receive more immediate, proactive and specific support for their holistic wellbeing that starts as soon as they make contact with Te Pūkenga.

Work-based learners may have different holistic wellbeing needs to those on campus. Te Pūkenga will get in touch upon enrolment and ask if they need any services to support their learning. This could be access to a study space, financial support to purchase tools, or help navigating their first days.

For employers they will be able to provide their work-based learners a wide range of holistic wellbeing services. Every step of the way flags what support is needed early.

Every step of the way is a great tool for catching learners before they fall off the waka. When risk factors are identified all staff who touch on the learner journey are able to see this, and to recommend the right accessible support interventions early.

Māori, Pacific and disabled learners often require tailored holistic wellbeing services, which touch on all parts of Te Whare Tapa Whā, Kaupapa Māori and Pacific peoples wellbeing models. Te Pūkenga makes sure that staff who provide these services are culturally capable and disability confident.

Rōpū Mahitahi | Match and Mentor

Employers or learners can self-initiate apprenticeships through matching of profiles (Pathway Planning Lifelong Learner Record). Te Pūkenga completes the training arrangement and supports employers into cooperatives and learners into peer groups for mentoring and shared services.

Match and Mentor is a great way for learners to connect with a business right from the beginning of their study.

For employers, Match and Mentor helps find the right people for their business needs, and saves the time of trawling through CV after CV. The platform makes it easy to see who a person is, and whether their skills and values align with their business. It also enables employers to form a community of tradespeople in their area, and to work together to provide services for apprentices. In return they could support each other to find new clients.

The tool provides online digital communities for work-based learners. Staff can direct learners towards the platform when they've got questions about
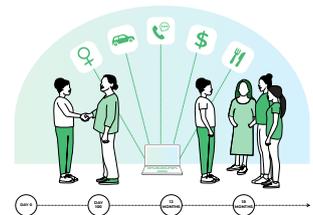
the whole work-based training experience, and they can access answers any time. Combined with face to face mahi it allows learners access to support 24/7.

Te Pūkenga recognises the value of the Māori economy – both for Māori and for Aotearoa New Zealand as a whole. The Māori employers from within iwi create benefit of growing rangatahi by providing a platform where they can seek Māori apprentices.

He Wāhi Mahi Pai | A Good Place to Work

Developing and incentivising employers to hire and support diverse learners and create diverse workplace environments. This also incentivises Te Pūkenga to become a good place to work.

A good place to work helps learners find an employer who has a great diversity rating. For Māori learners this could mean they have Māori staff, access to Māori support services, and encourage the use of te reo Māori on the worksite. Likewise for Pacific learners and disabled learners – an environment that they can feel they belong to.

For employers Te Pūkenga supports them to upskill and become a workplace that supports diverse learners and their training needs. A 'good' employer gets access to incentives that can benefit their business and use those benefits to build out their team and their skills.

A good place to work helps champion positive engagement between work-based learners and their employers and confidence that placements will create positive outcomes.

Te Pūkenga will work with Te Tiriti o Waitangi partners to develop cultural capability standards that reflect the expectations of iwi in the region. The ratings process provides for mātauranga expertise when considering how an employer rates against the standards.
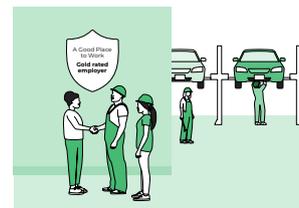
These services require investment and don't exist on their own and may change over time to meet the changing needs of our learners and employers.

We operate as a part of the wider vocational and tertiary education systems. The service system diagram below shows how the eight services work together in our network, with the support of staff and with the wider ecosystem. The main purpose of the diagram is to communicate features and impacts that the service concepts create together.

Within the green area, the focus is to show how the people who interact with the service concepts relate to each other (learners, their whānau and employers) and with those who provide the services (Te Pūkenga as a national network of provision and Te Tiriti o Waitangi partners). The outside blue area represents community outreach and impacts that are either

the resulting future experience (of learners, their whānau and employers) or align to the vocational education reform objectives.

Te Tiriti o Waitangi partners have a crucial role to play in achieving outcomes across the network from decision-making through to service design and delivery. The partnership between Te Pūkenga and Te Tiriti o Waitangi partners will also create opportunities for iwi, hapū, whānau and Māori organisations to engage across the future service system, on national, regional, and local levels.

Future service system

Te Puāwai
What are the network shifts needed to create the future experience and achieve outcomes?

The flowers of the harakeke are the puāwai. In this part we highlight the key shifts that are needed to bring the Operating Model to life. Like the puāwai blooming, when these changes are made, Te Pūkenga and its potential will be realised.

Te Puāwai

A staged approach

Given the considerable change required to achieve this preferred model, a staged approach to achieving the desired change will be necessary. A staged approach to implementing our Operating Model reflects our priority to transition educational services in a smooth and efficient manner.

The first step will be to increase collaboration so that parts of the network begin working together to enable efficiencies of shared functions between the network and disciplines of teaching and learning. The inclusion of shared functions promotes efficiencies, economies of scale, and consistency across the network. It also promotes a more coordinated, network-wide and holistic approach to both improving the learner experience (for both learners and their whānau) and building meaningful partnerships with Te Tiriti o Waitangi partners.

Some Transitional Industry Training Organisations (TITOs) will already be transitioning into the Work Based Learning Limited (WBL) subsidiary within Te Pūkenga to 1 January 2023, and the Institute of Technology and Polytechnic (ITP) subsidiaries dissolve on 31 December 2022.

This staged approach will enable network efficiencies to be realised as a priority. These efficiencies will enable the network to be more financially enabled to support further changes needed as Te Pūkenga moves towards its future desired state. It is anticipated that there will be increased funding through the Unified funding System. We will also work to increase revenue through other sources besides government funding and this should increase the number of learners and employers in to Te Pūkenga as a competitive provider of higher quality education that places learners and their whānau at the centre.

It is envisaged that Step 1 will prioritise efficiencies and be seamless before moving to our desired model. More information on other operating models that were considered is set out in Appendix 9.

A staged approach to implementing our Operating Model reflects our priority to transition educational services in a smooth and efficient manner

Te Puāwai
What are the network shifts needed to create the future experience and achieve outcomes?

There are a number of transformational shifts needed to deliver the Operating Model and the future experience described for learners and their whānau, employers, staff, and Te Tiriti o Waitangi partners.

This Operating Model represents significant change. It describes Te Pūkenga transformation into a network of provision that is:

- First and foremost, oriented to the learner journey, so that the way that we teach and support our learners and their whānau reflects their needs at every stage of their journey.
- Supported by Ako Networks, which are a new way of bringing our people together across the network to share knowledge and build excellence across disciplines.
- Enabled by new and strengthened functions that drive strong collaboration across the network, embed our commitment to equity and Te Tiriti o Waitangi, provide clear strategy and direction and can be responsive to the needs of our staff, our different communities, regions and learners.
- Committed to using collective impact to empower others to effect change with us. We will partner with external parties and focus dedicated effort on shared priority outcomes, projects, or innovation across the network.
- Underpinned by a matrix structure that creates flexibility and brings functional experts together to work with people, industry and employers, and enables delivery to be tailored depending on learner, industry and employer requirements.
- Introduces bold service concepts which build on what currently works well and provide opportunities to change the way we deliver teaching and learning and support services, particularly to our underserved learners.

In this part we set out the key network shifts needed to create this Operating Model. We look at these through the lens of six operating model components so that, as well as understanding the change through the lens of our learners, their whānau, employers, staff and Te Tiriti o Waitangi partners, we can understand what changes are required for the network.[29]

29. Appendix 3: Components of the Operating Model.

The six core operating model components are: Organisation and people, Governance and strategy, Learning and support delivery, Partnering and ecosystem, Process, policies and measures, Technology, data and insights (see Figure 4).

Figure 8: Six core components of an operating model

Organisation and people
- Network and organisation structure
- How functions interact across the network
- Regional boundaries
- Desired behaviours and culture
- Skills and knowledge across functions and roles

Learning and support delivery
- Programme and course offering
- Modes of delivery (online, on-the-job and on campus)
- Learner experience
- Support services for ākonga and employers
- Learner experience and metrics
- Location of delivery
- Third party service providers

Governance and strategy
- Governance framework
- Investment and planning
- Decision making frameworks
- Business planning
- Goals, outcomes and vision of success

Learners and employers

Partnering and ecosystem
- Te Tiriti o Waitangi Partnerships and relationships
- Employer relationships
- Connections with whānau, communities and regions
- Wider system interactions (e.g. with WDCs, TEC etc.) and partnerships
- Joint ventures and relationships with other government agencies
- External networks

Process, policies and measures
- Core processes
- Policies to govern education and training
- Quality assurance practices
- Legislative obligations
- Performance metrics and KPIs
- Performance improvement approach

Technology, data and insights
- Technology enablers
- System architecture
- Data governance and management
- Data sovereignty
- Analytics capability

Shifts per Operating Model component

Operating Model component:
Learning and support delivery

Network shift
- Services and functions will be oriented towards learner needs, advancing equity and ensuring successful outcomes. This will drive how we structure ourselves, how we work together with our partners and how we enable high quality educational equitable outcomes.
- Integrated teaching and learning options across our network of delivery recognise the criticality and value of employers and work-based learning in our network, and the value of combining different modes of delivery to meet learner and employer needs, and align with the varying rhythms of the workplace in new and exciting ways.
- Service delivery includes a role for Te Pūkenga to facilitate connectivity, supporting clear pathways and successful transitions for learners into learning, and to employment post training.
- Service delivery recognises the business context and commercial environment of employers and provides seamless transition into and back out of learning for learners in employment.
- Courses and programmes are developed and managed centrally. There is a national approach to quality assurance, academic governance, ethics, the coordination of research and programme changes, approvals, and accreditations across the network.
- Services will be tailored to the needs of communities and regions while maintaining consistent experiences and outcomes between regions. We are committed to reducing duplication and leveraging economies of scale.

Operating Model component:
Organisation and people

Network shift
- Staff will have the skills and expertise to be responsive to the needs of all learners. This includes strengthening staff practice to give effect to Te Tiriti o Waitangi, enhancing staff capability in a range of teaching and learning approaches and to support Pacific economic and talent gains, and enabling staff to become disability confident. These capability expectations will be built into how performance is measured, and into performance expectations.

- We want all learners in the system to have the appropriate learning and cultural experience whether that is campus based, work based or remote learning. Staff will support employers to be good trainers and build their capability and capacity to lift their teaching and cultural awareness that delivers learner centricity, holistic wellbeing and equity.
- Uplift in digital capability of staff will be a focus in order to strengthen our use of technology in curriculum development and delivery and to bring the service concepts to life.
- Increasing consistency and driving economies of scale by networking our people across the motu. Functions are not organised in the model by region, instead regional responsiveness will be enabled through networked teams of staff and our approach to strategy and delivery.
- We will grow a workforce and leadership team representative of the diversity of our learners and their communities, focusing on representation across our under-served groups to enable equity of representation and inclusiveness as the norm.

Operating Model component:
Governance and strategy

Network shift
- Learner voice is elevated to the governance level and a collective learner voice is taken from across the network and used to drive governance, investment and strategy decisions. Priority and privilege is given to the voices of those currently underserved by the system.
- Māori learners, Pacific learners, and disabled learner insights, including the challenges and opportunities shared with us from their whānau and communities, will inform strategy and investment plans. This will include relevant equity outcomes.
- Sustainable practices across the network will be underpinned by a strategic approach to meeting our sustainability objectives and be aligned with standardised sustainable development goals (SDGs). Frameworks that include environmental, social, cultural, and economic factors will integrate our sustainability principles into all that we do.
- Te Pūkenga will be engaging with Te Tiriti o Waitangi partners on governance structures.

Operating Model component:
Partnering and ecosystem

Network shift

- Relationships with Te Tiriti o Waitangi partners will be held at a national, regional, and local level. Engagement with partners will be tailored on a rohe-by-rohe basis. Te Tiriti o Waitangi partners are positioned to provide input into what equity outcomes look like for Māori learners.
- Strong relationships will be developed with kura and schools so that learners at the intermediate and secondary school level, and their whānau, view vocational education as a pathway that offers equitable opportunities and outcomes in relation to other tertiary education options.
- Groups of partners who are committed to a common agenda for solving a specific social problem will be brought together through collective impact initiatives. We will actively reach out to communities (including Māori, Pacific and disabled communities) and use collective impact initiatives as a mechanism for them to meet their own needs through co-planning and connection with services.
- We will facilitate delivery through other providers, government agencies, employers, and service providers to achieve equitable learner outcomes, using collective impact as a mechanism for this, becoming an unbounded and cooperative network.
- Insights and information gathered, especially the voice of learners and employers, will be shared across the system to help guide wider system transformation, steward the system and advocate for change.
- There will be mechanisms for Workforce Development Councils, Regional Skills Leadership Groups and Te Pūkenga to collaborate to develop a shared understanding of employers' needs and industry trends to inform strategy and shape training.

Operating Model component:
Policies, processes and measures

Network shift

- Te Pae Tawhiti will be fully integrated into our performance management systems and frameworks so that the network is focused on achieving Te Tiriti o Waitangi excellence and equity. This includes embedding Te Pae Tawhiti self-assessment across the network.
- Our outcomes framework and performance measures will be centred around learners and their whānau. The network will collectively work towards key metrics (with a focus on inclusivity and equity as core

principles) to shift performance for all learners and in particular Māori learners, Pacific learners and disabled learners.

- Processes and policies proactively monitor, address, and remove both systemic level (institutional and structural) and interpersonal racism and bias across the network.
- Policies and processes enable the network to effectively collaborate and be aligned with our quality and regulatory requirements. Processes will enable effective feedback mechanisms so that internal and external insights are shared and applied. Insights and innovation will enable network wide reflective practice and continuous improvement.
- Performance frameworks include expectations of the cultural capability of staff. Employment arrangements will include policies that outline the cultural capability requirements and expectations of employers.
- The Unified Funding System will support closer integration of work-based and provider-based learning. It will encourage more work relevant and tailored support for learners and models of education delivery which are responsive to employer and industry demand.[30]

Operating Model component:
Technology, data, and insights
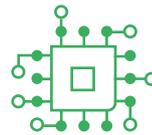
Network shift

- Data and insights from across the network drive national planning using integrity and equity informed data collection and analysis methods. Insights are shared across the network, and the system, to help drive performance and outcome improvement. They are used to drive system transformation and stewardship.
- Information and analytics enable proactive not reactive services, providing early insights to adapt to emerging industry, employer, and learner needs.
- Te Pūkenga will strengthen accessible digital capability and capacity across the network so that we can become a leader in digital and blended education guided by local knowledge, mātauranga Māori, kia orite and strengthened by partnerships. We will strengthen digital capability whilst advancing equity, ethics, and data sovereignty.
- To meet the digital access requirements of all learners and employers, particularly those in remote and work-based learning environments, all learners and employers will be provided with equity of access to digital solutions.
- The development of digital and platform technologies will take into consideration the unique needs of disabled learners. A focus will be on

---

30. Unified Funding System | Tertiary Education Commission (tec.govt.nz).

supporting accessibility in design and to provide digital literacy support that takes into account the diverse needs of disabled learners.

- We will use digital technology to provide innovative learning solutions to Aotearoa New Zealand. We will use digital to support delivery of high quality education as well as services that support the holistic wellbeing of learners, in particular Māori, Pacific, and disabled learners.
- Technology solutions will be designed for consistency of user experience as a priority. Learners will experience easy access to innovative digital platforms to support them to plan and achieve success. Staff will experience fully integrated IT systems that support them to focus on their core responsibilities.
- Te Pūkenga will work to mitigate artificial intelligence bias in all digital and technology solutions.
- The use of technology, data, and insights will be grounded in the principles of Māori data sovereignty and this will be a non-negotiable for Te Pūkenga.
- User capability and accessibility of digital technology will be assessed and support provided.

Te Hauhake
What are the next steps?

The harvesting of the harakeke is known as te hauhake. This part sets out the next steps of the Operating Model and our transition and transformation journey – when all of the other parts are healthy and flourishing, then it will be time to harvest and put this into action.

Te Hauhake

Te Hauhake
What are the next steps?

We will be engaging across the network to get feedback on our Operating Model.

We will deliver a report to Council in November 2021 which summarises the feedback received. The proposed Operating Model will be delivered to Council and the Minister of Education in December for endorsement. This will include the implementation plan (outlined in the next section).

We are continuing our engagement with Te Tiriti o Waitangi partners. These kōrero will focus on the national and regional governance arrangements needed to support our Operating Model. Recommendations will be confirmed in Quarter 1 2022.

An implementation plan will accompany the final Operating Model detailing the key initiatives, sequencing and timing needed to bring the future experience to life for learners, their whānau, staff, Te Tiriti o Waitangi partners and employers.

The implementation plan will set out a phased approach to implement the new Operating Model. A phased approach reflects our priorities to support our learners, their whānau, staff, Te Tiriti o Waitangi partners and employers during implementation, and to transition educational services in a smooth and efficient manner.

Our Operating Model outlines the end state view and there will be a number of transitional points required to get to this end state. Further details on timing will be included in the implementation plan delivered in December.

The development of the Operating Model is just one step in our transition and transformation journey.

We are also developing a Business Case outlining the strategic, economic, commercial, financial, and management components required to support the implementation of our Operating Model. Te Pūkenga is required to deliver a business case in order to continue to access the provision of government funding. The Business Case is due to the Minister of Education in December.

A Digital Strategy for the Information Systems Strategic Plan is also in development. This will outline the strategic direction for our digital and information systems, including a high-level roadmap to implement our digital strategy.

Once the Operating Model design is completed at the end of 2021, the detailed design phase will start.

The establishment of Te Pūkenga is a significant change for the sector, and it is important that the time is taken to get it right by engaging with key stakeholders and Te Tiriti o Waitangi partners throughout the journey.

Our transition and transformation is taking place at the same time as the implementation of other changes recommended through RoVE, and this will need to be considered throughout.

In particular, the development of the Unified Funding System (UFS), changes to the qualifications framework and the implementation of the Workforce Development Councils (WDCs) and Regional Skills Leadership Groups (RSLGs).

As the detailed functional design, organisational design and organisation structure progresses, we will need to ensure alignment with these wider system changes because they are key in enabling our outcomes. For example, the detailed design of the curriculum creation function will need to consider policies and processes in order to align with WDCs which endorse programmes prior to approval by NZQA. Design of the investment and funding function will need to consider the UFS which is still being designed and will not be fully implemented until 2023.

Figure 9: Roadmap of Te Pūkenga journey to 2023

An operating model which describes how we operate to deliver our design for the future.

High-level conceptual design

BEGIN CO-DESIGN WITH TIGHT CO-DESIGN GROUP

BEGIN ENGAGEMENT THROUGH ONLINE PLATFORM

Understand the vision, mission and purpose

User research experience

Begin high-level current state summary and identify future trends

Agree design requirements

Agree design opportunities

Identify transformational service concepts

Identify design features of the operating model framework

High level conceptual design which describes what we want to deliver in the future

DEC 2021

Compete detailed roadmap to meet tech requirements for Day 1

Operating model delivered

Programme business case

Engagement on national and regional governance model

Start detailed current state stocktake of functions and how they're delivered

Operating model implementation roadmap and prioritisation of projects and service concepts

Initiate technology enablement programmes for Day One

WE ARE HERE

Draft operating model delivered

First TITOs transition into WBL subsidiary

Operating model functions, capabilities and high-level architecture drafted

Begin interest group engagement workshops and digital

Op model design

Te Pūkenga business model canvas developed

ENGAGEMENT

BEGIN CO-DESIGN ON GOVERNANCE AND REGIONS

PUBLIC ENGAGEMENT

Functional design utilising service experience design which describes the organisation's functional structure. The key processes, accountabilities and organisation performance frameworks.

No regrets investments

Detailed functional and organisational design

Performance measurement framework

National and regional governance model agreed

Start detailed design of prioritised service concepts

Interviews and data collection for organisational design

Detailed functional model completed

Initiate collaborative working models

Change impact analysis

Develop organisational design and structure options: section and unit description; team description; roles

Complete technology capability assessment (including sourcing)

Revisit Digital Strategy to reflect functional design

Complete detailed ISSP

BEGIN CO-DESIGN

CONSULTATION

DEC 2022

Final TITO transition into WBL subsidiary

Submit detailed tech transformation roadmap and single stage business case

Submit single stage business case for operating model investment

Finalise new organisational structure*

Agree change approach and people transition strategy and implementation plan

Detailed organisational design and revise cost analysis

Organisational design sets out the future organisational structure for Te Pūkenga with clarity over roles and reporting lines in the network.

Deploy new model

*Te Pūkenga will look to move forward completion of the organisational structure to provide role certainty to the network and minimise disruption to learners and employers.

• Begin implementation of the new structure and supporting assets
• Performance frameworks developed (KPIs)
• Continue culture and change activities

Ngā pakiaka
Appendix

Ngā pakiaka are the roots of the harakeke. Although unseen because they are underneath the soil, they are essential to the growth and survival of the harakeke.

The appendices are compared to the pakiaka – although they are at the back of the document, they set out important background, technical details, research and thinking that have been central to the development of the Operating Model.

Ngā pakiaka

Ngā pakiaka
Appendix

Glossary of terms

Ako	To learn, study, instruct or teach. Ako also describes a reciprocal teaching and learning relationship. It also recognises the ākonga and their whānau.
Ako Network	A group of people who share a commitment or a passion for something they do and learn how to do it better as they interact regularly.
Charter	Schedule 13 of the Education and Training Act 2020.
Collective Impact	An approach to delivering initiatives through mechanisms that partner with external parties and focuses on dedicated effort on shared priority outcomes, projects, or innovation across the network.
Communities of practice	See Ako Network.
Disabled	Disabled people or disabled learners are those with permanent impairments, those with impairments resulting from long or short-term injury or illness, the deaf community and those with learning disabilities, neurological or cognitive difficulties, mental health conditions and other hidden impairments.
Function	Groups of activities or areas of speciality in an organisation.
Functional model	Describes the proposed future functions of our organisation and how they are grouped to enable the future experience for learners, their whānau, employers, staff, and Te Tiriti o Waitangi partners.
High-Level Conceptual Design	This high-level conceptual design described the parameters for the operating model design (design requirements and features of the future model). It also put forward a vision of the future user experience through a set of service concepts that are grounded in extensive lived-experience research, and the findings of the Mobilising the New World reports.
Kaiako	A teacher, academic staff member, tutor, trainer or instructor.
Kōtui Kōrero	An engagement series hosted by Te Pūkenga with subsidiary ITP staff that took place during June 2021.

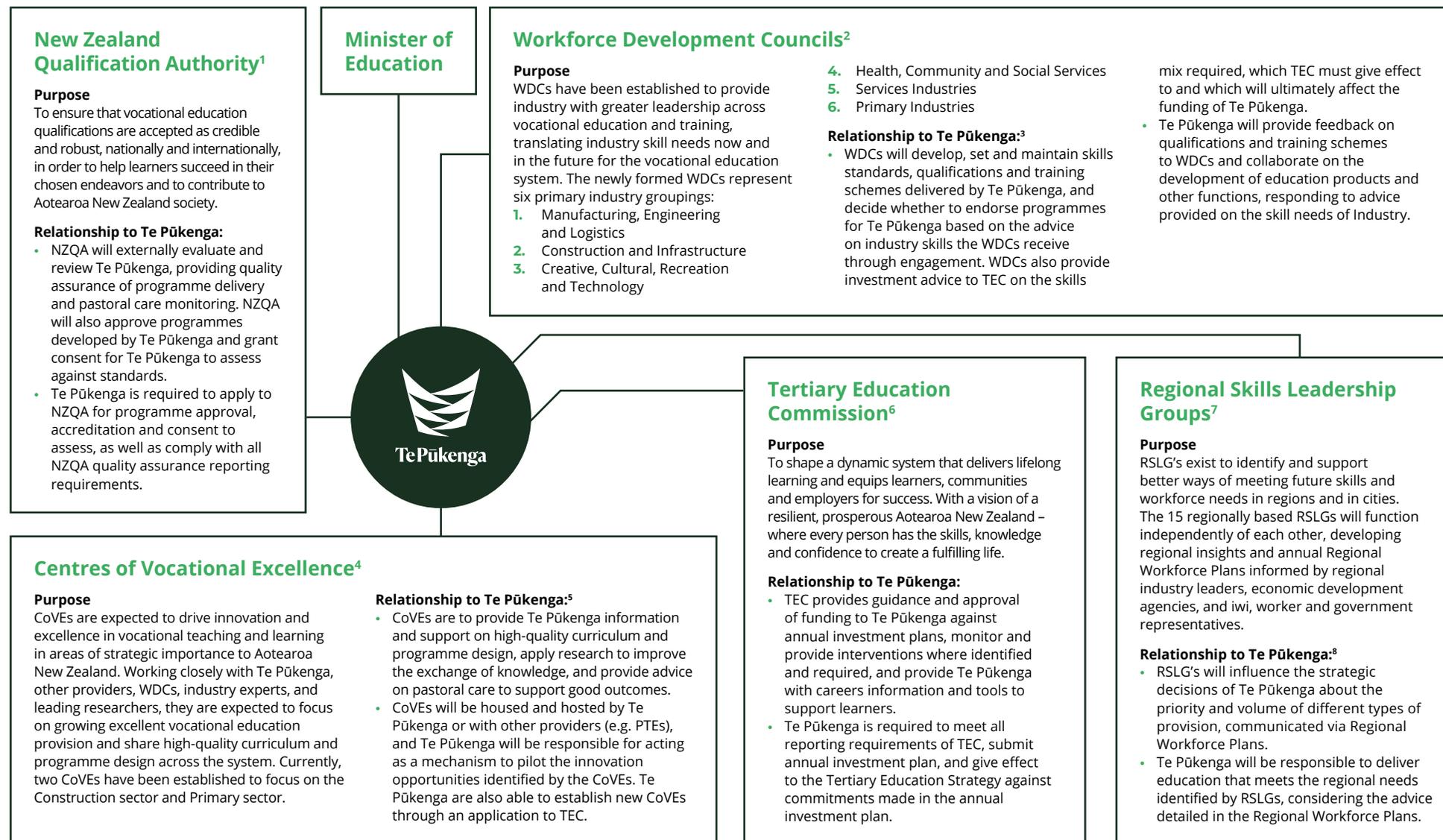|	
Organisation design	How we put those core components together in a way that makes sure we achieve the goals of RoVE. This will show high level structure without the detail of individual roles.
Organisation structure	Shows how teams and roles contribute to the whole. Includes more detail, organisation structure and role descriptions.
Programme	A coherent arrangement of learning or training that is based on clearly linked aims, outcomes, content, and assessment practices leading to qualifications listed on the NZQF.
Qualification	A qualification recognises the achievement of a set of learning outcomes for a particular purpose through formal certification.
Regional Skills Leaderships Groups (RSLGs)	15 RSLGs identify workforce and skills needs in their region, both now and in the future with capability support from MBIE.
RoVE	Reform of the Vocational Education sector.
Service Concepts	An idea for a service that Te Pūkenga could provide to learners or employers. These concepts are intended to be bold, big thinking ideas that can solve the problems described in the design opportunities.
Service model	A description of eight service concepts that enable a different experience for learners, their whānau and employers throughout their journey, as well as staff and Te Tiriti o Waitangi partners.
Te Pae Tawhiti	Self-reflective tool developed by Te Pūkenga and used by subsidiaries and Te Pūkenga to monitor and assess how well they are tracking towards Te Tiriti o Waitangi excellence, and achievement of their objectives of demonstrable Te Tiriti o Waitangi o Waitangi Partnerships and Inclusivity and Equity for Māori.
Te Piko	Organisational strategy document of Te Pūkenga.
Te Raurau Kaiwhakamai	A series of hui with employers, industry representatives and TITO, that took place during July 2021.
Te Rito	Insight reports on the experience of underserved learners, to identify opportunities to enhance their success.
Three awa	A visualisation of the streams of inquiry and discussion that informed the HLCD and then the proposed Operating Model.
TITO	Transitional Industry Training Organisation.
Workforce Development Councils (WDCs)	6 WDCs represent industry and direct education development and delivery so the system delivers skills needs.

Appendix 1: RoVE context timeline

The below diagram shows the timeline of the reform, including in the establishment of Te Pūkenga and the transition workstreams.

The six transition workstreams are:

Mana Ōrite
Māori Partnerships & Equity

Ko te Ākonga te Pūtake
The Learner Journey
and Experience

Hāngai ki te Kaitukumahi
Employer Journey
and Experience

Whakaumu i te ako
Operating Model

Ahumahi, Ahuako
TITO transition
and Work-based Learning

He Tukunga Auaha
Academic Delivery
Innovation

The seven RoVE recommendations that were approved in the Reform of Vocational Education – Key Decisions Cabinet paper were:

1. Create Workforce Development Councils
2. Establish Regional Skills Leadership Groups
3. Establish Te Taumata Aronui
4. **Create Te Pūkenga**
5. Shift the role of supporting workplace learning from ITOs to providers
6. Establish Centres of Vocational Excellence
7. Unify the vocational education funding system

March 2018
The Minister of Education spoke to Cabinet about initiating work on the strategic Issues facing the vocational education system and the ITP sector

2018
Work was progressed on the ITP Roadmap 2020 project and a review of wider vocational educational policy settings (the VET review)

January 2019
Based on this engagement, the Minister of Education took a proposal to Cabinet to reform the Vocational Education System

29 July 2019
The Minister returned to Cabinet with a set of recommendations for the Reform of Vocational Education based on feedback on the initial proposals taken out for consultation

Te Pūkenga

1 August 2019
Te Pūkenga was announced by the Minister of Education and an Establishment Board was created for the Establishment phase

1 April 2020
Te Pūkenga was formally stood up as a Crown Entity and the legislation set out Government's expectations of Te Pūkenga through The Charter

May 2020
Council endorses six 'Mobilising the new world' interim reports that consider the future of vocational education

Te Pūkenga has established a Transition Pathway setting out how they will move from the current system to the future system set out in legislation

The Charter, alongside other key enabling documents, form the parameters of the Te Pūkenga operating model

December 2020
User experience research continues and co-design of the operating model begins

Appendix 2: RoVE system connections

New Zealand Qualification Authority[1]

Purpose

To ensure that vocational education qualifications are accepted as credible and robust, nationally and internationally, in order to help learners succeed in their chosen endeavors and to contribute to Aotearoa New Zealand society.

Relationship to Te Pūkenga:

- NZQA will externally evaluate and review Te Pūkenga, providing quality assurance of programme delivery and pastoral care monitoring. NZQA will also approve programmes developed by Te Pūkenga and grant consent for Te Pūkenga to assess against standards.
- Te Pūkenga is required to apply to NZQA for programme approval, accreditation and consent to assess, as well as comply with all NZQA quality assurance reporting requirements.

Minister of Education

Workforce Development Councils[2]

Purpose

WDCs have been established to provide industry with greater leadership across vocational education and training, translating industry skill needs now and in the future for the vocational education system. The newly formed WDCs represent six primary industry groupings:

1. Manufacturing, Engineering and Logistics
2. Construction and Infrastructure
3. Creative, Cultural, Recreation and Technology
4. Health, Community and Social Services
5. Services Industries
6. Primary Industries

Relationship to Te Pūkenga:[3]

- WDCs will develop, set and maintain skills standards, qualifications and training schemes delivered by Te Pūkenga, and decide whether to endorse programmes for Te Pūkenga based on the advice on industry skills the WDCs receive through engagement. WDCs also provide investment advice to TEC on the skills mix required, which TEC must give effect to and which will ultimately affect the funding of Te Pūkenga.
- Te Pūkenga will provide feedback on qualifications and training schemes to WDCs and collaborate on the development of education products and other functions, responding to advice provided on the skill needs of Industry.

Te Pūkenga

Tertiary Education Commission[6]

Purpose

To shape a dynamic system that delivers lifelong learning and equips learners, communities and employers for success. With a vision of a resilient, prosperous Aotearoa New Zealand – where every person has the skills, knowledge and confidence to create a fulfilling life.

Relationship to Te Pūkenga:

- TEC provides guidance and approval of funding to Te Pūkenga against annual investment plans, monitor and provide interventions where identified and required, and provide Te Pūkenga with careers information and tools to support learners.
- Te Pūkenga is required to meet all reporting requirements of TEC, submit annual investment plan, and give effect to the Tertiary Education Strategy against commitments made in the annual investment plan.

Regional Skills Leadership Groups[7]

Purpose

RSLG's exist to identify and support better ways of meeting future skills and workforce needs in regions and in cities. The 15 regionally based RSLGs will function independently of each other, developing regional insights and annual Regional Workforce Plans informed by regional industry leaders, economic development agencies, and iwi, worker and government representatives.

Relationship to Te Pūkenga:[8]

- RSLG's will influence the strategic decisions of Te Pūkenga about the priority and volume of different types of provision, communicated via Regional Workforce Plans.
- Te Pūkenga will be responsible to deliver education that meets the regional needs identified by RSLGs, considering the advice detailed in the Regional Workforce Plans.

Centres of Vocational Excellence[4]

Purpose

CoVEs are expected to drive innovation and excellence in vocational teaching and learning in areas of strategic importance to Aotearoa New Zealand. Working closely with Te Pūkenga, other providers, WDCs, industry experts, and leading researchers, they are expected to focus on growing excellent vocational education provision and share high-quality curriculum and programme design across the system. Currently, two CoVEs have been established to focus on the Construction sector and Primary sector.

Relationship to Te Pūkenga:[5]

- CoVEs are to provide Te Pūkenga information and support on high-quality curriculum and programme design, apply research to improve the exchange of knowledge, and provide advice on pastoral care to support good outcomes.
- CoVEs will be housed and hosted by Te Pūkenga or with other providers (e.g. PTEs), and Te Pūkenga will be responsible for acting as a mechanism to pilot the innovation opportunities identified by the CoVEs. Te Pūkenga are also able to establish new CoVEs through an application to TEC.

1. RoVE Blueprint, 2. www.tec.govt.nz/rove/workforce-development-councils, 3. RoVE Blueprint, 4. www.tec.govt.nz/rove/coves, 5. RoVE Blueprint, 6. Ibid, 7. www.tec.govt.nz/rove/regional-skills-leadership-groups, 8. RoVE Blueprint

Appendix 3: Personas

Learner persona

We have selected these five learner personas out of all our research-based personas as they represent the voices of our work-based learners, higher study learners, and Māori, Pacific and disabled learners, and their whānau.[31] They describe what success means to and for them and their whānau during their journey with us. We have drawn on Te Rito insights reports to support what that future experience for our personas might look like.[32]

Persona 1: Creating a legacy for my whānau

My whānau are my motivation. My whānau are a big reason I am here and they are the reason I continue. It is hard work juggling life and learning, but I keep going. My whānau, my peers, my supportive tutors, are all helping me to "get to the end". Being able to study and to do well is success, but it is only success if first I can juggle all that I need to do for my whānau. Everything I do is because of them. I study so that I can provide a good environment for them now and to create a legacy for my whānau and others who will follow behind me.

> **"I want to be productive in the area that I have chosen, so that my kids can see that, and to create opportunities for them".**
> Pacific voice

> **"In Y12 XXX popped up in my thinking with their building programme. Because we do have land (on Samoan & Māori sides), it struck me that I could build something for my family."**
> Pacific voice

> **"I underestimated the juggling of time between lectures and family time, including the time to read and understand everything."**
> Pacific voice

Persona 2: Passionate apprentice

I want to do something more active, applied and physical. I've got whānau in the trades and I can see that an apprenticeship is an opportunity to learn more and expand on what I already know; to produce quality work that I am proud of. Doing an apprenticeship where I know I'll have the tools to shape my reality, whether that be as an owner/operator, being known for quality, better than 'standard', passing on the trade to my own apprentices or simply competent at any tasks and duties asked of me. I want to make a living out of my passion.

> **"Some of the men still struggled with women on a building site even though they are good builders."**
> Work-based learner

---

31. Minister of Education, Te Pūkenga | New Zealand Institute of Skills and Technology – Letter of Expectations, Education and Training Act 2020, Schedule 13, Te Pūkenga Charter https://xn--tepkenga-szb.ac.nz/assets/Our-Pathway/Learner-Journey/Te_Pukenga_Learner_and_staff_personas.pdf
32. Note: all quotes are from Te Rito Insights reports.

> "Someone helping out in the early days. They lent me their own gear. Also having an approachable and experienced person in the company."
> Work-based learner

Persona 3: Pioneering a new horizon

I am the 'first' in my whānau. I am pioneering new ground. I have a goal, so despite the barriers I face, I am motivated to do this for me, for my kids and future generations. Success for me is not just being 'the first' to give vocational education a go, success is overcoming doubt and achieving my goal to make a difference to my whānau and in my future job.

> "Indigenising te ao, so 7 generations from now can prosper."
> Māori campus/online learner

> "I found it [first days] scary as a first-generation student. I didn't know how to navigate my way."
> Pacific voice

> "I was told that I would make a good nurse one day. Every time my supervisor saw me, she would say 'there goes my future Nurse'. No one has ever said that to me before."
> Pacific voice

Persona 4: Titiro ki tua

Seeing, hearing, feeling Te Ao Māori while gaining new skills, perspectives, and experiences. The future. A bicultural Aotearoa New Zealand where Māori are prospering now and seven generations from now. Success for me is when my whānau thrives through my achievements. The qualification is secondary to maintaining and growing my Māori identity and having the skills to contribute to my whānau and sometimes even my hapū and/or iwi success.

> "My learning has been about manaakitanga, whānaungatanga. The values installed in me, what I know to be true."
> Māori campus/online learner

> "Success is being Māori. I'm proud to be Māori."
> Māori campus/online learner

> "Success for me is about achieving, but also about having a sense of belonging, being part of a healthy whānau, participating with each other and having the sense of identity and belonging."
> Māori campus/online learner

Persona 5: Determined and able

Having limited mobility is something I have learnt to live with. Motivation for me comes from the new things I am learning, the confidence I am building and learning how much I have to offer others. Success for me is developing resilience and confidence while achieving my goals. Building a network of friends along the way shows me that I am successful.

> **"Knowing I have support gives me more confidence."**
> Disabled learner

> **"People need to believe in me and see that I can do it."**
> Disabled learner

> **"I put my heart and soul into my assignments and received good marks. I now know I have good ideas and my voice and opinions are worth something."**
> Disabled learner

Staff personas

We are listening to what this experience tells us we need to do for our learners and their whānau in our future which is enabled through our staff. Three of our staff personas are introduced below to demonstrate some of their motivations.

Staff persona 1: Fostering community, nurturing growth

I draw from my own experience to connect with Māori and Pacific learners. My 'why' is to see Māori and Pacific learners find and grow in their purpose, to be self-determining and to be able to contribute to their whānau and community. This often means going over and above, it can be exhausting and often goes unnoticed. Some of us now have to travel between two campuses, there's just not enough of us to get to the learners in time and help them with all the issues we know they face. We need a well-resourced, diverse, and strengths-based teams.

> **"The workload has stayed the same … but this is now about our mental health."**
> Pacific staff supporting Pacific learners

> **"Success looks like: more staff (Kaitaunaki). Strong teams and strong relationships across teams."**
> Māori staff supporting Māori learners

> **"The polytechs need more Māori staff in the influential roles."**
> Māori campus/online learner

Staff persona 2: Enhancing dignity persona

I want to help and support disabled learners on their journey and at the same time support other staff as they do this too. If disabled people succeed in their untapped potential, then we all will succeed. Solving things like physical access issues shouldn't be a staff or student responsibility. I can only do so much when funding and staffing is limited or not factored in.

> **"Disability needs to be more recognised as an equity group. It needs more focus on the system and how we promote disability achievement."**
> Disability support staff

"Want to spend more time creating links with students but don't have enough time."
Staff supporting campus/online learners

"Practical collaborative stakeholder projects to prototype, iterate, develop and evaluate effective ways of supporting ākonga learner success...[staff] supported to build system capability by learning and developing through professional learning, communities of practice and access to evidence-based resources and research."
ITP staff

Staff persona 3: Helping apprentices grow their wings

I want to reinforce a positive engagement in the training process for apprentices and employers. With the employers, I apply my understanding of their needs and the industry training required for someone to upskill in a trade. To the apprentices, I'm a teacher, facilitator, negotiator, friend, substitute parent, all sorts depending on who I am working with.

"Don't change the current 1:1 care for employers and trainees. It can take up to a year to solidify how each work place prefers to be interacted with and this opens the door for better interactions."
Staff supporting work-based learners

"We help select the right course for the trainee. Factors to consider are the level of support in store and at home, their role, career aspirations and access to evidence to complete the assessment."
Staff supporting work-based learners

"I understand the enormous task Te Pūkenga has ahead to wrangle staff from all over the country, from previously competing institutions, to work more cohesively together. We need to know that our wellbeing, job satisfaction and career development will be top of mind."
ITP staff

Te Tiriti o Waitangi insights

Based on these insights, we will create an experience where:[33]

(1) **Learning environments are safe and welcoming, and inclusive and equitable**[34]

Racism and bias that remains in the education system can be addressed by working together with Te Tiriti o Waitangi partners and sharing strategic approaches which are for the benefit of all.[35]

"[ākonga] continue to encounter acts of racism within the classrooms (learner to learner), anecdotes of conscious and unconscious bias where tutors have either side-stepped or speed-through kaupapa Māori content leaving Māori [learners] feeling under-valued and under-served. We applaud the courage of Māori learners to report these unacceptable experiences."

There are holistic approaches to Māori learner success and wellbeing, including Kaupapa Māori specific services and spaces. The whole education ecosystem now prioritises and fully supports Māori worldviews and Kaupapa Māori services.

"The ultimate intent is end-to-end support (case management), the intention is to ensure tauira Māori make learning [here] more accessible, relevant, enable stronger participation, leading to better outcomes. It is intended that the holistic support model will align itself to meet the requirements of [our framework]."

(2) **Māori are leaders in regional development**[36]

Regional collaborations with iwi and Māori health, social and education providers help to lift outcomes for Māori, and there is system wide support for Māori outcomes.

"[We're] committed to engaging with Māori communities to identify what they see as success and [developing] a range of measures or indicators to support that view."

---

33. Note: all quotes are from Te Pae Tawhiti – Te Tiriti o Waitangi Excellence Insights report 2021.
34. Outcome 2, Reflective Questions 1 & 2, Te Pae Tawhiti – Te Tiriti o Waitangi Excellence Insights report 2021.
35. Note: these statements have been drawn from the Summary of Te Pae Tawhiti – Te Tiriti o Waitangi Excellence Insights Report 2021, specifically the activities that are already happening across the network which could be scaled to increase impact, and the key growth areas identified. They represent a network view of Te Tiriti o Waitangi partner interactions. Accessed from: https://xn--tepkenga-szb.ac.nz/news/category/News/breathing-life-into-te-tiriti-o-waitangi-and-maori-equity-key-to-learner-success-at-te-pukenga
36. Charter Expectation 2 – Note: feedback received that Māori do not support being referred to as 'actors' so we have changed this to 'leaders' in this section.

3) **Māori-Crown partnerships are active and meaningful**[37]

Through mana ōrite agreements and co-governance arrangements with hapū and iwi, there is a consistent or common approach to partnership.

"We've bought the double hull together; we're running at 20% of what we could produce. It is exciting that both iwi are at the table … As we start to develop it, we will see some transformation trickling down. I think as iwi we can bring a lot more, also about educating our board not on Pae Tawhiti, rather Pae Tata."

4) **Our structure and systems (i.e. governance, leadership, operations) gives effect to Te Tiriti o Waitangi**[38]

Capable and empowered Māori leadership is seen at governance, management, and operational levels. There is support in place to help with limited capacity and capability (on both sides of the Tiriti partnership) due to competing demands.

Respected people who are well connected with their hapū, iwi and community are in local leadership and decision-making positions. Existing partnerships are protected, preserved and enhanced.

"[We] live our Tiriti partnership primarily through working closely with mana whenua locally (i.e. at a hapū level). This also supports identifying and meeting responsibilities to wider iwi and hapū communities."

"…for real partnership and engagement at senior management and governance level to be effective for Māori, there must be Māori representation at ELT and Governance Board levels. Furthermore, the roles need to be supported by a Māori organisation infrastructure including a properly resourced Māori team/s and staff who can work across the organisation and with Māori whānau, hapū, iwi, organisations and communities."

We are continuing to meet with Te Tiriti o Waitangi partners, particularly as we further develop aspects of our Operating Model, for example the governance structure and regional boundaries to support the model. We envisage a future where Te Tiriti o Waitangi partners can determine their involvement in the network (including decision making), to determine what success looks like for them, and are supported in achieving their own aspirations.

---

37. Outcome 1, Reflective Question 1, Te Pae Tawhiti – Te Tiriti o Waitangi Excellence – Te Tiriti o Waitangi Excellence Framework [Charter Expectation 1 – Giving Effect to Te Tiriti o Waitangi].
38. Goal 5, Reflective Question 2, Te Pae Tawhiti – Te Tiriti o Waitangi Excellence – Te Tiriti o Waitangi Excellence Framework [Charter Expectation 1 – Giving Effect to Te Tiriti o Waitangi].

Appendix 4: Shows the steps taken to develop the Operating Model

RoVE

Te Pūkenga Charter/ Legislation (Education Act 2020)

Key messages from enabling documentation

Understand current state and drivers of change

Design requirements

Design features

Te Pūkenga business model canvas

Te Rito reports insights

Te Pae Tawhiti Insights report

Insights from personas

Options analysis for how to group and arrange functions

Proposed set of functions

Test and refine functions with the network

FOUNDATIONS

TE TIRITI O WAITANGI PARTNERS

SERVICE CO-DESIGN

Engagement with MILG (ongoing)

High Level Conceptual Design

Operating Model

Discover: research into ākonga and employer needs

Define: design opportunities

Iwi, hāpu and Māori engagement (ongoing)

Design: service concepts

Test and Refine: enabling functions and service blueprint

Kōtui kōrero to further test and refine the concepts and enablers

Engagement with employers

Service system developed

Three awa (streams of inquiry) have come together to develop first the high-level conceptual design (HLCD) and now the proposed Operating Model.[39]

The 'service co-design' awa included research that was carried out with learners and employers. This research was developed into design opportunities, or questions that encompassed the challenges learners and employers faced within the system. Te Pūkenga then worked with a co-design team to develop service concepts, or ideas for future services of Te Pūkenga based on the design opportunities. There were 43 members of the co-design team that developed the service concepts, which included Māori, Pacific, disabled learners, learners, Te Tiriti o Waitangi relationships, employers, and education professional perspectives. The service concepts were also tested via a public online engagement platform.

The 'foundations' awa drew from the work completed prior to and during our establishment phase, including insight from the engagement and consultation that occurred as part of RoVE. We developed an understanding of what the legislation, Charter, RoVE and other foundational documents require the Operating Model to enable. These were translated into design requirements and design features that have guided the Operating Model design.[40]

Giving effect to **Te Tiriti o Waitangi** is a key consideration in the development of the Operating Model. We have drawn on the outcomes and goals found in *Te Pae Tawhiti – Te Tiriti o Waitangi Excellence Framework*,[41] and the insights shared in *Te Pae Tawhiti Insights Report 2021*. These documents emphasise the need for both Te Tiriti o Waitangi partnerships and equity (both for Māori and learners more generally) to underpin the Operating Model.

We are continuing to grow and develop relationships with Te Tiriti o Waitangi partners.[42] This process has been occurring in tandem with the service co-design awa, foundations awa and the design of the Operating Model, and where possible, Te Tiriti o Waitangi representatives have engaged in these awa, for example as members of the co-design group. We are both building on existing relationships across the network and establishing new relationships throughout the network. We need to work alongside Te Tiriti o Waitangi partners to understand what partnership means to them and how they want to interact with Te Pūkenga moving forward. This will require substantial engagement with iwi, hapū, Māori and relevant Māori organisations in order to develop meaningful, active and enduring relationships.

39. See appendix 4: Steps taken to develop the Operating Model.
40. See appendix 3: Operating Model Design Requirements and Design Features.
41. For more information see appendix 5: Te Pae Tawhiti – Te Tiriti o Waitangi Excellence Framework Goals and Outcomes.
42. Te Pae Tawhiti – Te Tiriti o Waitangi Excellence Framework – Goal 1.

Through the development of the Operating Model we have signalled the following intent:[43]

1. Te Pūkenga and Te Tiriti o Waitangi partners will collaborate on all significant decisions, and in a manner that recognises their rangatiratanga and the importance of 'by Māori, for Māori' approaches.

2. Te Pūkenga will collaborate with Te Tiriti o Waitangi partners in a way that recognises, supports and is relevant to their aspirations as it relates to Te Pūkenga.

3. Cultural capability, including lifting the leadership practice to effectively partner with Māori, will be a performance expectation at network and individual levels.

43. Te Pūkenga Operating Model High Level Conceptual Design, 2021.

Appendix 5: Components of the Operating Model

The components of the operating model are:

Organisation and people
- Network and organisation structure
- How functions interact across the network
- Regional boundaries
- Desired behaviours and culture
- Skills and knowledge across functions and roles

Learning and support delivery
- Programme and course offering
- Modes of delivery (online, on job and on campus)
- Learner experience
- Support services for ākonga and employers
- Learner experience and metrics
- Location of delivery
- Third party service providers

Governance and strategy
- Governance framework
- Investment and planning
- Decision making frameworks
- Business planning
- Goals, outcomes and vision of success

Learners and employers

Partnering and ecosystem
- Te Tiriti o Waitangi Partnerships and relationships
- Employer relationships
- Connections with whānau, communities and regions
- Wider system interactions (e.g. with WDCs, TEC etc.) and partnerships
- Joint ventures and relationships with other government agencies
- External networks

Process, policies and measures
- Core processes
- Policies to govern education and training
- Quality assurance practices
- Legislative obligations
- Performance metrics and KPIs
- Performance improvement approach

Technology, data and insights
- Technology enablers
- System architecture
- Data governance and management
- Data sovereignty
- Analytics capability

Appendix 6: Operating Model design requirements and design features

Design requirements

The design requirements articulate what the operating model needs to enable to meet the expectations of Te Pūkenga as outlined through the reform of vocational education (RoVE), legislation and by the Minister of Education. These were developed as part of the high-level design.

	Design requirement	Description
1	Give effect to Te Tiriti o Waitangi in all that we do	Give effect to Te Tiriti o Waitangi and the principles underpinning it, enabling strong partnerships with Māori. Enable active engagement with Māori as individuals, iwi, hapū, Māori organisations (or a combination of these), and involve the appropriate representative(s) in decision making at governance, management, and operations levels of the organisation. Deliver strategies, behaviours, actions, services, and resourcing that reflect the commitment to Te Tiriti o Waitangi.
2	Provide exceptional learning experiences and equitable outcomes for Māori	Prioritise equity and inclusivity for Māori and the need to increase access, relevant provision, engagement, and success for Māori learners, staff and their whānau. Encompass Māori and Māori needs into planning, decision-making and reporting processes, as well as meaningfully incorporating tikanga Māori, te reo Māori and mātauranga Māori across the organisation.
3	Be learner centred. Recognise the diverse and unique needs of all ākonga and staff and their whānau, empowering diversity, belonging, safety & wellbeing	Put the needs of all learners at the centre, and their whānau as partners in their learning, focusing on Māori, Pacific and learners with disabilities. Develop a network approach to understanding and meeting these needs, supporting staff to deliver customised and culturally responsive learning approaches to create a safe and comfortable environment. Recognise and empower learner, staff and whānau voice to be heard and have influence, prioritising wellbeing. Making Te Pūkenga a great place to work and study, developing its reputation as a quality study destination for international learners.
4	Partner with employers to deliver relevant work-integrated education and training that meets skills needs	Recognise that employers are an integral part of the national network of provision. Reflect how employers operate and prioritise the delivery of education and training that is relevant to the world of work and needed by industries and employers. Recognise the importance of work-integrated learning and expand industry training into smaller employers and niche sectors. Delivery should meet current and future skills needs allowing learners to have a clear pathway from education and training into employment.

	Design requirement	**Description**
5	Create barrier free access to, and mobility within, the network	Enable easy and equal access for all learner types, whoever they are, wherever they are and at whatever stage of their life. Ensure that all learners can reach the education opportunities and outcomes they seek. Deliver the ability for learners to transition seamlessly between online, on campus, and on-the-job modes, as well as between geographic locations. Reduce barriers to education for all, including Māori, Pacific and disabled learners and those with learning support needs.
6	Deliver equitable and nationally consistent outcomes for all regions through responsive and flexible delivery	Meet the unique needs of each region throughout Aotearoa New Zealand by offering a mix of education and training that meets the needs of learners, industries, and communities in that region. Recognising the unique social and economic goals of communities and the need for the network to respond to these. Regional representatives, including iwi, hapū and Māori, are empowered to make decisions about delivery and decision making is informed by regional engagement and relationships. This is balanced with delivering nationally consistent education outcomes via portable yet consistent programmes and qualifications.
7	Focus on efficient and cost-effective delivery across the network	Improve effectiveness and efficiency across the organisation. Reduce the duplication of functions within the network and enable a high-quality network of infrastructure, building responsiveness, resilience, efficiencies, and sustainability. Address current financial instability in the network. Foster business development to encourage revenue generation.
8	Become a connected, relevant, and future focused provider driven by innovation, collaboration, and teaching excellence	There is a relentless focus on ongoing review and development of the best options, products and modes used to deliver learning, enabling continuous improvement. Consider how to build and effectively manage and maintain relationships within the network and wider system to develop collaborative practices. Deliver a focus on accessible digital and work-based learning and the use of technology to strengthen curriculum development and delivery. Protect the academic integrity, including mātauranga Māori, of the education and training programmes delivered.

Design features

The design features reflect how Te Pūkenga will enable the desired future experience for ākonga and employers and the expectations of Te Pūkenga. These were developed as part of the high-level conceptual design.

	Design feature	Description
1	Give effect to Te Tiriti o Waitangi in all that we do	Te Pūkenga and Te Tiriti o Waitangi Partners will collaborate on all significant decisions, and in a manner that recognises their rangatiratanga and the importance of Māori led approaches.
		We will collaborate with our Tiriti partners in a way that recognises, supports and is relevant to their range of aspirations as it relates to Te Pūkenga.
		Cultural capability will be a performance expectation at network organisational and individual levels, including lifting the leadership practice to effectively partner with Māori.
2	Provide exceptional learning experiences and equitable outcomes for Māori	All services, course design and delivery will be grounded in mātauranga, and will include both kaupapa Māori specific services and spaces for Māori.
		We will offer holistic wellbeing support to Māori learners, developed based on their support needs, on a rohe by rohe basis.
3	Be learner-centred. Recognise the diverse and unique needs of all ākonga and staff and their whānau, empowering diversity, belonging, safety & wellbeing	We will arrange all activities around the needs and wellbeing of learners, their whānau, region and community, partnering with them and empowering their voice in decisions that them.
		We will proactively gather learner voice and use it to inform strategy, operations and ways of working to ensure we are centred around the unique needs of all learners.
		The voice of currently Māori, Pacific and disabled learners will be privileged, and it is expected that this learner group will receive differential investment to drive a relentless focus on equity.
		We will offer customised learner experiences, engaging with learners early (as early as 10 and under) providing strong support throughout their journey.

	Design feature	Description
4	Partner with employers to deliver relevant work-integrated education and training that meets skills needs	Employers will become an integral part of the system, as both trainers and users.
		We will support employers as trainers to build their capability and capacity to deliver on their obligations.
		We will be a champion for the learner and employer voice with WDCs and RSLGs.
		Delivery is tailored to the needs of employers and industries in different regions.
5	Create barrier-free access to, and mobility within, the network	We will enable high levels of flexibility in modes and types of learning, particularly where this is in support of equity outcomes.
		Ensuring national consistency and strategic alignment will be balanced with tailoring to specific regional needs.
		Deep and coordinated engagement with communities will be done on their terms to understand their priorities.
6	Deliver equitable and nationally consistent outcomes for all regions through responsive and flexible delivery	Ensuring national consistency and strategic alignment will be balanced with meeting and tailoring to specific regional needs.
		Deep and coordinated engagement with communities will be done on their terms to understand their priorities.
		A reduction in the duplication of functions will enable resources to focus on local or regional priorities.
7	Focus on efficient and cost-effective delivery across the network	We will simplify and standardise processes to increase consistency and leverage economies of scale.
		We will leverage different modes of learning and the strengths of different parts of the network to reduce duplication, deliver cost effectiveness, improve practice and free-up resource to focus on local and regional priorities.
		We will organise ourselves in a way that focuses on unifying the network, enabling Te Tiriti o Waitangi partnerships, regional responsiveness, driving the transformation and enabling efficiencies, while minimising disruption to delivery. Over time, we will build towards a dynamic network that leverages wider network connections and capabilities and the use of platform delivery.

	Design feature	Description
8	Become a connected, relevant, and future-focused provider driven by innovation, collaboration, and teaching excellence	We will champion innovation in the network using diverse knowledge bases.
		Kaiako will deliver education in a way that reflects ākonga, employer and regional needs, adopting a reciprocal relationship with ākonga.
		We will drive the use of data and analytics to understand and improve system performance, influencing and contributing to system transformation.

Appendix 7: Functional design principles

Functional design principles	
Excellence	Deliver relevant high-quality education, training and support for learners. Be known as a great place to work for staff and our partners.
Effective and efficient	Focus on the removal of duplication and leveraging economies of scale while maintaining relevant quality, delivery certainty and national consistency.
Responsiveness	Enable immediacy in addressing needs, opportunities, and regional variation. Informed by data and insights from the network and other relevant resources.
Equity	Deliver improved socio-economic outcomes for Māori, Pacific, and disabled learners (and their whānau) through support and training and encouraging entrepreneurial growth and activity.
Innovation	Allow for innovation to improve recruitment pathways, retention and achievement for learners and their whānau.

All principles must be underpinned **by placing learners (and their whānau) and employers at the centre** and **giving effect to Te Tiriti o Waitangi**.

Appendix 8: Impacts of distributed delivery and single hub network functions

Learners and their whānau

Single hub network functions: Learners and their whānau are supported by policies and processes that are consistent across the network, enabling them to seamlessly move across the network. These activities drive quality at scale and can be relied upon to deliver a common approach where this is necessary to support the learner journey.

Distributed delivery: Learners and their whānau have immediate access to responsive, tailored services that meet their unique needs. These activities can be relied upon to deliver the right approach at the right time, taking into consideration the situational needs of the learner and their environment.

Employers and industry

Single hub network functions: An industry and employer engagement framework that coordinates the relationships Te Pūkenga holds both nationally and locally and the co-development of products and services to meet their needs. Employers and industry can rely on the consistency and efficiency of Te Pūkenga, which are key requirements for their business.

Distributed delivery: Employers and industry know that services are tailored to meet their regional or local business needs. These approaches are informed by local employer knowledge and relationships.

Appendix 9: Operating Model options and assessment

Assessment criteria

The assessment criteria were developed based on the Te Pūkenga strategic direction and vision, the high-level conceptual design for the operating model, and discussion with key stakeholders. These criteria were used to assess the different options for the future Operating Model framework to determine the most suitable option(s) to progress to short list for further discussion with ELT and Council.

Criteria	Description
Learner at the centre	How well does the option: • enable the organisation to put learners and their whānau at the centre? • prioritise equity, particularly for Māori, Pacific and disabled learners? • address the design opportunities presented in Te Rito and through the Learner Persona and Journey Maps to improve the experiences for learners? • elevate the learner voice across the network? • support progressing partnerships and equity for work-based learning? • enable the network to deliver the service concepts?
Give effect to Te Tiriti o Waitangi	How well does the option: • enable demonstrable and effective Tiriti o Waitangi Partnerships? • enable inclusivity and equity for Māori? • reflect Māori-Crown partnerships in governance, management, and operations? • support meaningful engagement and partnerships with iwi, hapū and Māori? • support the mana of regional relationships? • respond to the key insights from the ITP subsidiary Te Pae Tawhiti reports?
Strategic fit	How well does the option: • meet the expectations set through the legislation, the Charter and the Reform of Vocational Education? • align to the Te Pūkenga strategy, purpose, vision and values? • enable the operating model design requirements and design features? • enable the network to meet intended outcomes as set out in Te Piko?
Potential achievability / feasibility	How likely is it that: • there is the required capability and skills required to support the option? • the option can be implemented with available funding? • there is political appetite for the option?

For each option, the below scoring card was applied to score each option:

- **5** Very strong alignment with criteria
- **4** Strong alignment with criteria
- **3** Weak alignment with criteria
- **2** Very weak alignment with criteria
- **1** No alignment with criteria

Organisation architecture option analysis

Option	Assessment		Description
Divisional with Shared Services	Learner at the centre	**2**	This option enables the focus of a divisional model, while building in efficiencies of shared enabling functions between divisions (such as programme development, finance, HR). The inclusion of shared functions promotes efficiencies, economies of scale, and consistency across the network. It also promotes a more coordinated, network-wide, and holistic approach to both improving the ākonga experience and generating meaningful partnerships with Te Tiriti o Waitangi partners. However, the option is relatively rigid and does not promote flexibility or collaboration, it could cause challenges like those described in "Creating a legacy for my whānau" or "Realising my strength" personas.
	Give effect to Te Tiriti o Waitangi	**2**	
	Strategic fit	**3**	
	Potential achievability / feasibility	**4**	
Matrix	Learner at the centre	**5**	The matrix enables teams of experts to be formed to deliver on certain outcomes. It brings functional experts together to work to address specific needs and outcomes. This option provides for a more dynamic model and promotes the formation of cross-functional teams, enabling more flexibility and tailored delivery of services, both for learners and when considering engagement and embedding partnerships with Te Tiriti o Waitangi partners. Complexity in chain of command can make this option hard to implement. It also requires significant capability uplift. Under this option the learner personas will have a significantly improved experience. In particular learners who share experiences to the "He kākano ahau i ruia mai i Rangaiātea" persona.
	Give effect to Te Tiriti o Waitangi	**4**	
	Strategic fit	**5**	
	Potential achievability / feasibility	**2**	

Option	Assessment		Description
Network	Learner at the centre	4	In a network the organisation and its delivery partners are connected together by informal networks and the demands of tasks, rather than a formal organisational structure. Groups of people form to get things done. Relationships, networks, teams, groups, and communities are prioritised rather than reporting lines. It is orchestrated by a central node focusing on partnering and building external capability to deliver services. Provides a highly flexible, dynamic, collaborative, and responsive model that supports a holistic view of the learner journey. The flat structure could support Māori-Crown partnerships and participative decision making with Te Tiriti o Waitangi partners. This option requires significant changes in capability and culture, and increased use of digital technologies. This option is positioned to understand the holistic needs of learners, improving experiences.
	Give effect to Te Tiriti o Waitangi	4	
	Strategic fit	5	
	Potential achievability / feasibility	2	
Platform	Learner at the centre	3	The platform's overarching purpose is to facilitate the exchange of goods, services, or social currency, thereby enabling value creation for all participants. The organisation uses technology to connect people, organisations, and resources in an interactive ecosystem in which value is created and exchanged. This option promotes supporting the holistic needs of learners. It is highly reliant on data and information about demand and appropriate suppliers. It also relies on other suppliers for delivery, and there is limited supplier capability. It requires significant use of digital technologies, cloud, and platform solutions. Care would need to be taken to make sure learners needs described in the personas are addressed by suppliers. Similarly, consideration would need to be given to how Te Tiriti o Waitangi partnerships are developed and nurtured through other suppliers.
	Give effect to Te Tiriti o Waitangi	2	
	Strategic fit	3	
	Potential achievability / feasibility	2	
Collective Impact	Learner at the centre	4	Collective impact involves the commitment of a group of "actors" to a common agenda for solving a specific social problem. It requires centralised drivers infrastructure, dedicated staff, and a structured process that leads to a common agenda, shared measurement, continuous communication, and mutually reinforcing activities among all participants. Collective impact could be used to deliver key services or innovations within Te Pūkenga alongside Te Tiriti o Waitangi partners, such as learner wellbeing outcomes, or recruitment pathways. Alternatively, it could form the organising architecture, with deep capability in the drivers functions that adopts a collective impact approach to service delivery. Consideration would need to be given to how ākonga voice and needs like those articulated in the personas is elevated and protected within this model.
	Give effect to Te Tiriti o Waitangi	4	
	Strategic fit	3	
	Potential achievability / feasibility	3	

Appendix 10: Overview of proposed Te Pūkenga functions

Teaching, learning, support and navigation

● Ako learning support and capability development

Develops teaching and learning capability throughout the organisation. Works across programmes of work to influence, shape, and support the achievement of teaching and learning outcomes, for example, the Ako ecosystem – the holistic view of the learning experience delivered through people, systems, and resources. Ako drives a cultural shift across the network connecting the whole organisation and influencing and shaping all functions.

● Inquiries and applications

Supports learners and their whānau through the process of inquiring and applying to Te Pūkenga, prior to their enrolment and first days. Seeks to reduce attrition between initial inquiry and enrolment. Engages with employers about learning inquiries on behalf of their staff.

● Pathway planning and support

Provides tailored support for learners and their whānau to plan the learning journey for learners at Te Pūkenga and with employers. Provides ongoing support to help learners and their whānau understand the skills and experience they need to gain in order to achieve their goals. Works with learners and their whānau, and employers to support work placements for learners to transition into the workplace when ready. Supports learners and their whānau through the graduation process and into their chosen pathway beyond Te Pūkenga. Supports second chance learners to transition back into learning.

● Learner services and events

Delivers learner-centred services that are designed to support and enhance learner wellbeing, and to build a community around the network campuses that is accessible to all learners regardless of their mode of learning. Services are delivered to all learners across all sites to ensure consistent and equitable opportunities across regions.

● Learner, whānau, and community engagement

Leads collaboration with learners and their whānau to ensure whānau understand and can support learner decisions and progress across the learner journey. Advocates the offering from Te Pūkenga through deep engagement with communities. Builds strong relationships with communities and iwi, in a way that enables each region to be empowered whānau.

● Enrolment/sign ups and welcoming

Provides wraparound support for learners in their first days to assist them in making the best learning choices for themselves, from enrolment through to their first few weeks with Te Pūkenga. Welcoming builds trust and certainty for learners and their whānau, to ensure that they feel safe and comfortable in the cultural and physical environment Te Pūkenga creates. Consistent, straight forward protocols are put in place for welcoming learners and their whānau, and connecting them with ongoing support. Provides options for Māori learners to connect to learning opportunities with their iwi.

● Learner and whānau information

Collects information about learners during their first days, in order to understand the holistic needs of each learner, as well as basic information. Provides this information to all relevant functions and ensures that it is kept up to date throughout the learner journey as a single source of the truth. Gives learners ownership over their own information and protects data privacy and Māori data sovereignty as key principles.

● Learner responsibilities and disputes resolution

Manages disputes, complaints, behavioural and appeal processes in a culturally appropriate way that supports all those involved.

● Early connections

Builds and manages relationships with kura, schools, rangatahi, and youth, and other education and learning provision (for example alternative education, to jointly support learners and their whānau on their journey of lifelong learning. Works with kura and schools to understand changing learner needs and provides kura and schools with a clear understanding of the offerings Te Pūkenga provides, and how they can support learners and their whānau to access them.

● Mentoring and volunteering

Enriches the journey of learners by providing mentoring and volunteering activities. Mentoring is based on the concept of a tuakana-teina relationship, which recognises that both people learn from each other in this relationship. This can be learner to learner, or between staff and learner. This function also provides opportunities for learners and others within the network to give back to their communities through volunteering activity. It works closely with communities and partners to understand their areas of needs and develop creative ideas for how Te Pūkenga can support both communities and learners. Builds a system and network that allows industry/employers to mentor for capability development within their sectors.

● Employer onboarding and recruitment

Engages with industry and communities to identify employers who may be able to join the network, based on a deep understanding of industries, employers and their aspirations, as well as the experiences learners need to gain. Helps employers to understand the opportunity of being a part of the network. Supports employers to be prepared and have the support they need to be great trainers.
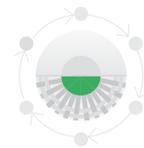
Teaching, learning, support and navigation

● **Supporting work-based and work-integrated learning, and associated assessment**

Establishes and maintains the arrangements needed to support work-based and work-integrated training for learners and employers. This can include matching employers and learners and helping them understand their respective ambitions. Monitors training to ensure that it is being delivered and assessed consistently and with quality. Support is provided for all identified barriers to learning including literacy and numeracy learning that may need to be delivered in a work-based environment. Employer relationships are managed according to the delivery model most appropriate to the workplace. Supports work-integrated learning related processes including for clinical and practice placements.

● **Credential development**

Develops and monitors structured credentials, learning courses and/ or programmes based on principles of universal design in education, a deep understanding of current and future learner, whānau, industry and community needs to ensure learning outcomes are relevant to ongoing and future demands of learners and their whānau, employers and communities. Works closely with WDCs to develop qualifications and other credentials. Mātauranga Māori (either general knowledge or discipline-specific) is appropriately embedded, applied and protected during programme development, design, delivery, and assessments to meet the learning needs of Māori. Ako Networks lead and drive pedagogical innovation across this, and other related functions with the ability for regional differences to be accommodated.

● **Recognising learner success**

Ensures that Te Pūkenga actively celebrates the success of all learners and their whānau, with whānau, employers and communities. Takes a holistic view of success that goes throughout the learner journey – from before they start to their years as an alumnus. Includes success of international learners, and of domestic learners when overseas.

● **Integrated teaching and learning delivery**

Ensures the building blocks for seamless transition of learners are available to deliver learning in a way that is flexible and regionally responsive to meet the needs of learners, employers, whānau, hapū, iwi and communities. Continuously improves and adapts approaches to meet the current and future needs of these stakeholders. Delivers learning that is grounded in mātauranga Māori as part of the knowledge system in Te Pūkenga. Recognises the multiple ways in which learners may learn, such as work-based, on campus, online and work-integrated.

● **Learning resource creation**

Develops or sources, implements, and maintains digital and non-digital learning and assessment resources tailored to diverse needs of learners and their whānau, employers and Te Pūkenga staff. Seeks and integrates expertise from staff, employers and subject matter experts to ensure content is relevant to current and future workplace practices. Ensures learning resources are accessible for all learners and able to be utilised to deliver integrated programmes that support seamless transition of learners.

● **Assessment delivery, moderation, design and development**

Evaluates learning through models that are flexible to meet the needs of varying learning styles, including natural evidence, while complying with required standards. Undertakes assessment design, scheduling and moderation processes. Recognises and accredits skills gained through previous experience or learning. Identifies work-based and work-integrated learning assessors (whether they are workplace, contract or Te Pūkenga staff) and supports them to undertake the critical role they play in ensuring learners and their whānau achieve outcomes. Supports assessors in development, registration, compliance, moderation and upskilling.

● **Ako learning ecosystem design and delivery**

Takes a holistic view of the learning experience, delivered through an ecosystem of our people, systems, and resources. Designs an ecosystem that recognises all of the ways in which learners may learn while with Te Pūkenga (for instance on campus, online, work-based, from their peers, through volunteering or through community/iwi engagement). Keeps learners at the centre of all design and delivery decisions, in order to achieve educational outcomes that deliver equity.

● **Quality assurance and evaluative practice**

Evaluation, inquiry, and knowledge building in order to continually improve and innovate. Teaching and learning delivery is improved through on the ground quality assurance and evaluation practices, driven by Ako Networks and underpinned by a centralised, strategic quality management and assurance function. This enables a learning organisation that grows over time and continually strives to better meet the needs of learners.

● **Rangahau Māori delivery and support**

Supports and drives rangahau that is grounded in mātauranga Māori to meet the needs of Māori learners and their whānau, Māori employers, Māori communities, iwi, and hapū. Resources rangahau that is undertaken by kairangahau and conducted and guided by tikanga and mātauranga Māori. Manages the rangahau life cycle from planning and development, ethics, through delivery to monitoring and disseminating, applying or publishing impact. Supports the development of a kairangahau community and collaboration across Te Pūkenga. Rangahau Māori may inform Te Pūkenga investment and decision making.
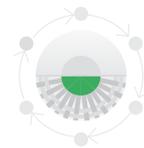
Teaching, learning, support and navigation

● Research delivery and support

Plans for research that meets the needs of learners and their whānau, staff, employers, industry and communities and aligns with the Charter. Supports research to be conducted and guided where appropriate by tikanga and mātauranga Māori. Manages the research project life cycle from plan development, ethics, through delivery to monitoring and publishing research impact. Research may inform Te Pūkenga investment and decision making. Supports the development of research communities and collaboration across Te Pūkenga.

● Employer workforce planning and analysis

Works with WDCs, RSLGs, employers and industry to understand their current and future workforce needs, and identifies opportunities for Te Pūkenga to fill these, including providing career paths for graduates. Supports employers with their succession planning and business continuity planning from a people and skills development perspective.

● Information administration and resources

Provides safe and inclusive physical and online spaces for learners and their whānau. Manages collections and ensures that information learners need can be made available to them. Delivers some learning and support for learners, for instance around academic integrity, referencing, and copyright research.

● Lifelong learning and planning (including alumni)

Maintains an ongoing connection with alumni of Te Pūkenga. Works with alumni to show the next generation of learners and their whānau the possibilities that are open to them. Designs and delivers products and services that enable learners and their whānau to identify and begin their learning pathways from kura, schools, community or employment. This includes providing opportunities for tertiary level learning while still at school (e.g. Trades academies, youth pathways), as well as learners from overseas.

● Learner wellbeing support

Reaches out to learners and their whānau to provide individualised and targeted support for their holistic needs, in order to help them achieve their learning goals. Connects learners with a full suite of support including, medical physical, learning, spiritual, emotional, financial, and social services. Embeds cultural approaches to ensure that support is culturally relevant to every learner. Ensures that disabled and neurodiverse learners have access to support services.

● Early needs assessment and planning

Connects with learners during or prior to their first days to get an understanding of their unique needs, taking a strengths based approach that empowers learners. Works with functions across the organisation to develop a joined up plan to meet the needs of each learner. This may involve engaging with our external partners who have a role to play in learner success – for example: whānau, communities, or disability support partners.

● Resulting and completions

Keeps track of learners' results and monitors their progress towards completion of their qualification in line with Te Pūkenga regulatory framework. Helps learners to understand their results and process toward completion by providing clear and easy to access information, and likewise for staff supporting learners in this. Processes are flexible to enable the unique circumstances of each learner to be taken into consideration. Equity is at the heart of all resulting and completion processes.

● Work brokering

Works to understand both the needs of employers/industry and learners in order to make connections for mutual benefit. Works with employers and industry to understand their current and future workforce needs. Works with learners to understand their aspirations and personal circumstances. Uses this information to match learners with prospective employers to help employers grow their businesses, and help learners find employment after graduating.

● Enabling learning and environments

Works across a range of functions to ensure that all Te Pūkenga does enables all learners to achieve whatever success looks like for them. This includes our physical locations, our virtual locations, and the experience learners have when engaging with any part of Te Pūkenga.

Enabling

● Industry and employer strategic insights

Connect and engage with existing industry and employer relationships that are already established in the network through subsidiaries. Work with different industry bodies to develop a deep understanding of industry needs. Works with industry to co-design solutions that work for them. Collaborates with WDCs to minimise duplication of effort. Works with WDCs, RSLGs, employers and industry to understand their current and future workforce needs.

● Regional connectivity

Understands the current and future needs of regions, and measures how well these are currently being met by Te Pūkenga. Engages to develop plans to meet the needs of all communities and regions in the future, including the specific equity needs of regions. Identifies suitable partners in the regions to be involved in collective impact initiatives.

● International learners and markets

Builds an understanding of offshore markets to facilitate the attraction of learners from offshore to ensure an excellent international learner experience, as well as organising and implementing the delivery of Te Pūkenga services offshore and onshore for international learners. Coordinates student exchange programmes and other opportunities to study offshore. Measures impact and value to regions and Aotearoa New Zealand. Contributes to Te Pūkenga efforts to address local and global challenges through the contribution of research, rangahau and mātauranga Māori in a collaborative way. Facilitates overseas relationships with institutions committed to Indigenous rights and cultures to support Māori research interests, and dissemination of te ao Māori and mātauranga Māori.

● Stakeholder relationships

Provides a central mechanism to identify stakeholders and ensure there are relationship management approaches in place. Understands how our stakeholders prefer to be engaged and builds relationships with them on their terms. Includes identifying and coordinating partners involved in collective impact initiatives.

● Te Pae Tawhiti – Te Tiriti o Waitangi Excellence

Gives Te Tiriti o Waitangi Excellence Framework enduring influence and sustainable form, function and impact within Te Pūkenga, embedding Te Pae Tawhiti – Te Tiriti o Waitangi Excellence self-assessment standards measurement and implementing quality assurance processes across the network. It activates through leading the collaboration of the network, practice (mindset and behaviour) that creates and sustains a step change towards Te Tiriti o Waitangi excellence.

● Communications

Uses a deep understanding of learner, whānau, Māori partner, employer, industry, staff and other stakeholder (including regions and community) needs to share key messages. Develops and maintains one consistent Te Pūkenga brand, and consistent messaging across the network. Develops and maintains relationships with key external and internal groups and keeps engaging them regarding Te Pūkenga plans and activities. Engages with learners and employers throughout the journey and especially at critical times such as moves from one part of the journey to another and during crises. Engages our people in our mahi, enabling all of our people, wherever they are, to feel a sense of connection to our organisation values and goals.

● Employer relationships

Monitors, engages with and supports employers in their role as part of the network. Facilitates ongoing feedback for employers who are part of the network to ensure Te Pūkenga understands the development ambitions and needs of employers both as trainers and supporters of learners and their whānau, and as key stakeholders of Te Pūkenga. Manages feedback, complaints and concern process for employers. Provides a single point of contact for employers and supports their capability development.

● Kaupapa Māori services

Provides for and properly resources the delivery/provision of Kaupapa Māori services across all of Te Pūkenga, for all learners and their whānau, and employers. This relates to both integrated teaching and learning delivery and the provision of holistic wellbeing services. Services will be designed by Māori for Māori. This function will work with other functions to integrate Kaupapa Māori services across the network.

● Marketing

Uses a deep understanding of learner, whānau, Māori partner, employer, industry, staff and other stakeholder (including regions and community) needs to position learning products and services to meet their requirements. Develops and maintains one consistent Te Pūkenga brand, and consistent messaging across the network. Promotes Te Pūkenga as a great place to work and learn, and champions vocational education and training more broadly.

● Digital services

Partners with other functions across the entire organisation to plan for, purchase, co-design, implement, train staff and manage digital services to embed a culture of digital innovation into the organisation. Focuses on improving performance by new and emerging digital and information technology tools, and the new ways of operating that they enable. Ensures that learners and their whānau, staff, and employers have access to the right information and digital tools to achieve their goals.

Enabling

● Policy

Embeds the transformational change into Te Pūkenga practice through innovation in the development of policy and procedures. Ensures that all policies developed give effect to Te Tiriti o Waitangi, and advance equity and inclusion and interrupt inequity, and places learner voice at the centre. Interprets and translates legislation and regulation into guidance for the network and external stakeholders. Influences government policy at national and local levels alongside the system engagement function. Analyses and responds to other key information about macro trends for industries, staff and employers through Te Pūkenga strategic and operational policy.

● Learner journey and experience design

Understands the desired experience for people across the network and co-designs services with learners and their whānau, staff and employers to deliver on these. Owns learner, staff and employer journeys and personas and updates regularly.

● Academic support

Provides executive assistance and coordination support to leadership and their teams within Ako networks, and board and committee secretariat functions. Provides back-office administration and coordination to support learner, staff and employer facing functions.

● People, culture and wellbeing

Recognises the interdependencies between leadership, culture and performance. People, culture and wellbeing enable Te Pūkenga to meet the Charter and aspirations of Aotearoa New Zealand through its people structures, systems, policies and procedures which empower our highly capable workforce to collectively, deliver strength-based care and an exceptional learning experience for learners. We are culturally competent, welcoming, and inclusive of diversity, values-based decision makers, empowered as Māori, and/or for Māori; safe and well. Opportunities for learning and development for all Te Pūkenga staff are made available and strategic approaches to building fulfilling career pathways are taken.

● Internal capability development

Continually develops people, processes, policies and systems to improve the ability of Te Pūkenga to meet the needs of learners and their whānau and employers and to give effect to Te Tiriti o Waitangi. Recognises the competencies and capability of academic staff in the network. Encourages and supports the continuous upskilling of people within the network, with a particular focus on staff and employers as trainers and assessors. Identifies learning and development requirements that align to performance development frameworks, as well as supporting people to proactively pursue additional learning and development. Supports capability uplift of employers both in their chosen industry, and as trainers and assessors.

● Employer journey and experience design

Understands the desired experience for people across the network and co-designs services with learners and their whānau, staff and employers to deliver on these. Owns learner, staff and employer journeys and personas and updates regularly.

● Financial management

Manages all aspects of finances to achieve the strategic objectives of Te Pūkenga. Financial Management allocates funding and balances costs in a way that adapts to different regional, and community needs but in line with national objectives, including cost controls and cost effectiveness.

● Risk and compliance

Reliable, timely, and current information on risk (both negative and positive potential) enables better quality decision making by Te Pūkenga, from strategy to major projects, to operational decision-making. Ensures that Te Pūkenga understands and is compliant with regulations and legislation, including those associated with being a Crown Entity and obligations to give effect to Te Tiriti o Waitangi. Manages risk processes as well as health and safety processes.

● Enterprise change

Supports projects and portfolio activities to ensure that activity is aligned to, and delivering on the strategic direction, and outcomes being sought by Te Pūkenga. Provides change management support for these projects, but also across the organisational transformation as a whole. It keeps an overarching view of the programme of activity that is underway across the organisation. Takes a bi-cultural approach to change and project management. Supports collective impact initiatives across the network. Recognises and responds to the change of status for ITP and TITO staff who transition into Te Pūkenga and provide the support required to ensure staff feel safe and supported throughout the process.

● Academic registry

Maintains records and supports the conferring of qualifications. Manages the administration of scholarships and learner awards. Maintains information in relationship management tool. Works closely with Learner wellbeing to ensure that registry processes are mana enhancing for learners and their whānau.

● Procurement

Oversees the process of obtaining goods and services from partners and other external sources. This will include consideration of a social procurement approach to recognise opportunities to support communities and organisations where aligned with the goals and obligations of Te Pūkenga – particularly where this relates to Māori and Pacific employers, businesses and organisations. Procurement processes should be flexible to enable the outcomes that Te Pūkenga and its partners are seeking and identify opportunities for enhanced sustainability and social outcomes through procurement.

● Legal services

Provides general legal advice and support for Te Pūkenga, in order to support Te Pūkenga and all people within the network to comply with their legal obligations, including specialised legal expertise to ensure they are meeting their Te Tiriti obligations, employment legislation and the and the obligations of the Charter.

Enabling

● Facilities/property management

Coordinates effective and efficient facilities, building and utilities oversight, planning, maintenance upgrades and adaptations to provide safe, inclusive and welcoming environments for learners and their whānau or employers. Coordinates arrangements for delivery in spaces that are not owned by Te Pūkenga.

● Sustainability

Sets environmental sustainability targets across the organisation and monitors and reports on how well Te Pūkenga is meeting these. Works across functions to identify areas for sustainability improvements, informed by mātauranga Māori including principles of kaitiakitanga.

● Business development

Works across different parts of the network to identify and develop new business opportunities or commercialise existing activity. Business development can work with learners, staff and employers as part of the network to assist with the new ideas and opportunities for Te Pūkenga. Builds relationships and market understanding to unlock new revenue opportunities.

● Tiriti resolutions

Provides a space that embeds mātauranga and tikanga Māori in resolution processes, and exercises these as necessary to address any matters arising across the network. Requires Te Pūkenga to work alongside parties (such as learners, their whānau, staff, employers, Te Tiriti o Waitangi partners, communities, iwi and hapū) to find and implement solutions that reflect mātauranga and tikanga Māori. Where appropriate this will enable meaningful partnerships and relationships with Māori.

● Innovation

Facilitates a culture and practice of innovation across the whole organisation, by building capability and capturing ideas from the organisation and other stakeholders and partners. Encourages cross-functional collaboration to develop innovative solutions to improve outcomes for the groups we serve, particularly underserved learners. Supports creating space for the flexibility to be innovative in policies and processes across Te Pūkenga. Recognises Mātauranga Māori as key component of innovation.

● Governance support

Provides support to governance entities to ensure effective decision-making. Delivers effective election processes for learner and staff committee elections.

Strategic

● Staff voice and engagement

Engages with Te Pūkenga staff to gather a deep understanding of their needs, and design solutions to meet them. Works with other functions so staff genuinely feel Te Pūkenga is a great place to work, they are meaningfully involved in improving the lives of learners and their whānau, have access to the resources and information they need, and have influence on the network.

● Employer voice and engagement

Establish an engagement framework so Te Pūkenga can engage with industry and employers to gather a deep understanding of their needs, and design solutions to meet them. Works with other functions to make changes as required.

● Intelligence and insights

Manages, develops, and provides analysis to the organisation through using timely and relevant data to generate actionable insights that advance quality education, equity and inclusion, and organisational success. This includes:

• Predictive analytics on learner and future learner behaviour
• Industry/employer current and future needs to continually improve experiences and support interventions where necessary
• Insights that improve the ako learning ecosystem and environment for the delivery of high quality education and an effective mix of provision
• Understands and monitors progress towards definitions of success for Māori learners specifically, and all learners.
• Will support understanding of potential areas of focus for collective impact initiatives through analysis and insights.
• Market insights to understand the supply and demand for skills and job opportunities that reflect employer, industry and regional needs.
• Takes data and insights from and feeds data and insights back into the system to enable a learning organisation.
• Data and insights that equally values western knowledge, and mātauranga Māori and other knowledge systems
• Supports diverse analysis and evaluation
• Sharing of insights across WDCs and RSLGs.

● Equity

Equity at Te Pūkenga uses a Te Tiriti o Waitangi based approach. The function works with all parts of the system to ensure the organisation and network identifies, interrogates, and addresses inequity. This function works across the network to ensure equity is central to all decision making and service design and delivery, particularly to benefit those who have been traditionally underserved in the education sector (including Māori, Pacific, and disabled peoples). The function drives policies and processes and designs and implements systems level equity approaches and measures across all functions of the organisation, to enable and empower, and require equitable outcomes, as well as to end inequity by interrogation, disruption, and the dismantling of structures, systems, structures and processes, and behaviours that marginalise and disempower. It holds other functions accountable for making changes where equity is not being advanced or delivered.

○ Governance

Sets the direction for Te Pūkenga. Maintains strategic oversight of the organisation and ensures it is on track to deliver the obligations and opportunities under the Charter.

[Note: Governance will be a topic of discussion during the iwi engagement that will take place during September and October. Any information in this functional brief needs to be treated as a very early draft and will be updated once this engagement has occurred].

● Excellence, quality assurance and evaluation

Sets, monitors and improves the internal quality standards that underpin Te Pūkenga and all that it does, including the framework for academic governance, in line with NZQA policies and processes, including: what quality looks like in the educational context of the organisation, how the organisation knows they are meeting the needs of ākonga, whānau, hapū, iwi, employers and other accountabilities, whether the organisation has sufficient capacity and capability to deliver and sustain educational outcomes, and how well the organisation reflects upon its delivery to improve its overall educational performance.

● Te Tiriti o Waitangi

Drives engagement with Māori partners to develop and maintain active and meaningful Tiriti o Waitangi and Māori-Crown relationships, and to deliver equitable access and outcomes for Māori, their whānau, as well as achieve the current and future aspirations of iwi, hapū and Māori communities throughout Aotearoa New Zealand. Enables Māori co-governance arrangements and ensures demonstrable action to deliver on commitments and opportunities under Te Tiriti o Waitangi. Also delivers to future and inter-generational aspirations of Māori through a focus on Te Tiriti o Waitangi opportunities. This function works across the network to ensure that Te Tiriti o Waitangi is given effect to in governance, management, and operations, and Te Tiriti o Waitangi is lived at Te Pūkenga. It holds other functions accountable for delivery to our Te Tiriti o Waitangi Charter obligations.

● Learner and whānau success and experience

Ensures overall development, direction, and evaluation of the organisation against Te Pūkenga learner and whānau success strategies. Designs momentum strategies and frameworks for the network to ensure success for all learners/whānau. Ensures overall high-quality experience for all learners/whānau (particularly underserved and with a high priority for adult and second-chance learners). Carries out learner/whānau research and continuous improvement projects co-designed with other functions as necessary to improve overall success and experience.

● Learner and whānau voice and engagement

Ensures the voice of all learners is heard and aligned to Te Pūkenga learner engagement framework (system-level) so Te Pūkenga can gather a deep understanding of their needs, and design solutions to meet them. Works with other functions to make changes as required. Also works to ensure collective voice across Aotearoa New Zealand, that is currently not heard in the system, is understood and informs direction. Provides wider support/capability development (alongside governance support) to key learner forums like learner advisory committee, learner leadership group.

Strategic

● System engagement

Plans, promotes and monitors engagement across the VET system to ensure collective understanding of, and delivery against learner, whānau, industry, Māori partners, community and regional needs. Works with the system to look forward and predict what the needs of our partners and stakeholders might look like in the future. Identifies opportunities for partnering across the network and co-ordinates partners to be involved in collective impact initiatives. Works with all parts of the system to ensure the system identifies, interrogates and addresses inequity.

● External Partnerships

Identifies and grows the strategic partnerships required to deliver Te Pūkenga legislative obligations and the Charter. Works across functions to understand where external partnering can help better deliver on the needs of learners. Ensures that there are frameworks and plans in place to grow strong partnerships that deliver mutual benefit to Te Pūkenga and to our partners.

● Funding and investment

Takes a strategic view of the flows of funding (including commercialised revenue sources) and investment and seeks to align the mix of provision, funding and investment decisions to the outcomes Te Pūkenga is seeking. Prioritises the allocation of the limited resources (including using a social investment approach), considering collective impact outcomes that it may be seeking with partners. Ensures that funding incentives drive the right behaviours and advocates for system change where they do not. Strategically plans for and allocates funding received from TEC based on the Unified Funding System across the network.

● Government relations and information

Maintains and ensures positive productive relationships and information-sharing with government agencies, supports transparency and accountability as a crown entity, and ensures any requests for information are dealt with in an efficient, timely way.

● Strategy and planning

Works with Governance and Te Tiriti o Waitangi partners through management to set the strategy and undertake planning for the various time horizons, including annual business planning and longer-term strategic planning. In addition to understanding strategic drivers and their relevance to Te Pūkenga, strategy is driven by a strong understanding of learners and their whānau, employer and regional needs, as well as the needs and aspirations of Māori, iwi, hapū, hapori Māori and Māori employers. It responds to the strategic imperatives set by the Charter and the Minister of Education. Communicates the direction of the network, supports organisational delivery and monitors performance against strategic objectives (including Te Tiriti o Waitangi).

● Ako

Sets and drives the direction for Ako Teaching, Learning, Research and Rangahau Māori within Te Pūkenga. Maintains strategic oversight to ensure innovative and effective research and rangahau-informed Ako design and delivery to create exemplary learning and teaching environments, enable learner success, and meet the obligations and opportunities under the Charter.

● Holistic wellbeing and safety

Seeks to apply the holistic wellbeing model of Te Whare Tapa Whā to staff and learners, balancing multiple dimensions of wellbeing. Ensures strategic approach and framework to new pastoral code and transition towards more holistic and appropriate services to meet learner and whānau needs (whether through delivery across the network or through strategic partners). This function is connected to the "early needs assessments function".

● Tiriti futures

Supports development and design of innovative approaches that have a foundation in mātauranga and tikanga Māori, and are driven by these approaches for impact that is delivering to 'futures' aspirations of iwi, hapū, Māori (ie. future of work future of education). Drives insights, innovation and incubation of future Te Tiriti partner aspirations, with a clear focus on advancing equity, including equity of access. Partners with Māori to collaborate and innovate on opportunities to progress Te Tiriti excellence for learners, whānau, hapū, iwi, Māori employers and Māori communities. This includes opportunities which might achieve partner aspirations as they relate to Te Pūkenga, through devolved and shared decision making.

Appendix 11: Service concepts

Anga Pūkenga Urutau | Adaptive Skills Framework

A learner-designed skills web that can be matched to industry and community needs based on the goals and competencies of learners. Goals arise from reflections over time with teachers and mentors, part of a lifelong record that includes everything learners need to succeed.
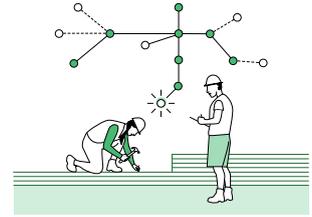
The imagined future experience this concept enables:

① **Learner (Creating a legacy for my whānau)** – The Adaptive Skills Framework helps me create a personalised learning web. My web has skills that support my goals, by allowing me to organise my learning around the needs of my whānau. Over time, I can build up to a full qualification, all while meeting my commitments to my kids.

② **Learner (Pioneering a new horizon)** – My whānau don't usually pursue vocational education. The orientation programme helps me experience the different options and gives my whānau peace of mind that Te Pūkenga is the right place for me to succeed.

③ **Employer** – The adaptive skills web encourages learners to consider training for roles in my industry. This helps me fill skills gaps in my region and meet my business goals.

④ **Staff (Fostering community, nurturing growth)** – The Adaptive Skills Framework is a simple digital tool that I can use to support Māori and Pacific learners. I can provide helpful, up to date guidance on learning pathways with great job prospects, and help tailor courses to meet learner goals, and help them find and grow their purpose.

⑤ **Te Tiriti o Waitangi partner** – The Adaptive Skills Web helps us tailor learning pathways for our people. We know the skills our people already contribute to their whānau, and this service helps our people to formally recognise these as vocational education skills. We can then work alongside Te Pūkenga to help our people engage in new skills, with the intention of growing their web with Te Pūkenga they can use back home.

The functions that need to work together to support the delivery of this concept:

Functional groupings	Functions that support the Adaptive Skills Framework	
Teaching, learning, support and navigation	• Enrolment/sign ups and welcoming • Pathway development and transition supportplanning and support • Recognising learner success • Employer workforce planning and needs analysis • Quality assurance and evaluative practice • Ako learning support and capability development	• Early connections • Lifelong learning & planning (including alumni) • Learner and whānau information • Work brokering • Resulting and completions • Credential development • Ako learning ecosystem design and delivery

Functional groupings	Functions that support the Adaptive Skills Framework	
Enabling	• Academic Support • Financial Management • Kaupapa Māori Services • Te Pae Tawhiti – Te Tiriti o Waitangi excellence • Industry and employer strategic insights • Learner journey and experience design • Employer journey and experience design • International learners and markets	• Academic registry • People, culture, and wellbeing • Marketing • Communications • Policy • Enterprise Change • Digital Services • Innovation
Strategic	• Learner voice and whānau voice and engagement • Te Tiriti o Waitangi • Governance • Intelligence and Insights • Funding and Investment • Ako	• Equity • Employer voice and engagement • Staff voice and engagement • System engagement • External partnerships • Tiriti futures

Pūkete Ākonga | Pathway Planning and the Lifelong Learner Record

Learners goals arise from their reflections over time with kaiako and mentors, which form part of a lifelong learning record, together with information about what the learners needs to succeed.

The imagined future experience this concept enables:

① **Learner (Pioneering a new horizon)** – The whānau portal is a super helpful tool for me. My whānau can build trust in the education I am receiving and can take an active role in my learning journey. They can see how what I'm learning will help us grow and succeed as a whānau.

② **Employer** – The lifelong learner record helps me connect with young people who are thinking about my industry. Their data is matched to me and my business needs, so I know we're getting the right type of people. We need more workers in my region, and it's great to give school leavers the opportunity to try out our mahi.

③ **Staff (Enhancing dignity)** – The Lifelong Learner Record supports me to provide the best course advice I can. It's great having all the information available, particularly their previous education. Together with the training Te Pūkenga provided about the value of vocational education I can support learners with disabilities to find the learning pathway that will help them access their untapped potential.

④ **Te Tiriti o Waitangi Partner** – Te Pūkenga is committed to supporting our mutual aspirations as partners. Our community often has jobseekers who need help creating CVs and online profiles. This tool means learners can create and distribute their CV in no time. This supports Te Pūkenga to transition learners into the workforce, and for us to grow the number of iwi members employed in our region.

The functions that need to work together to support the delivery of this concept:

Functional groupings	Functions that support Pathway Planning and the Lifelong Learner Record	
Teaching, learning, support and navigation	• Enrolment/sign ups and welcoming • Lifelong learning & planning (including alumni) • Mentoring and volunteering • Recognising learner success • Resulting and completions	• Early connections Pathway planning and support • Learner and whānau information • Work brokering • Inquiries and applications
Enabling	• Academic Support • Academic registry • Kaupapa Māori Services • Enterprise Change • Digital Services • Early needs assessment and planning	• Mentoring and Volunteering • People, culture and wellbeing • Financial Management • Learner journey and experience design • Employer journey and experience design • Policy • Te Pae Tawhiti – Te Tiriti o Waitangi excellence
Strategic	• Learner and whānau voice and engagement • Staff voice and engagement • Te Tiriti o Waitangi • Governance • System Engagement • Tiriti futures	• Equity • Employer voice and engagment • Intelligence and Insights • Funding and Investment

Ko Tōku Kaiako, Ko Tōku Huarahi | My Teacher, My Way

Te Pūkenga will enable learners to communicate their learning preferences and provide choices about how they learn and are assessed, through access to the new nationwide network of kaiako and peers, and the application of some advanced technologies.
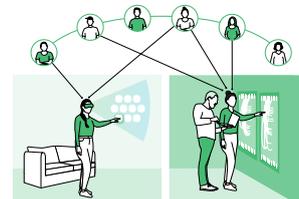
The imagined future experience this concept enables:

1. **Learner (Passionate apprentice)** – The assessment options available to me are really useful for work-based learning. I prefer working with my hands and producing practical solutions. Using this as natural evidence for my course work has made the process a lot less daunting for me.

2. **Learner (Determined and able)** – My Teacher, My Way helps me connect with kaiako all over the country. As someone who can face challenges travelling, this tool means I can still learn from the best. I love having the opportunity to use the alternative forms of assessment too – I can tailor things to suit my needs and support my own success.

3. **Staff (Enhancing dignity)** – Initially I was hesitant about this idea – it seemed like a lot of extra work for me. However, the connections with community assessors have helped take a load off. They support my assessment marking and help identify where learners have performed skills in non-traditional spaces. This helps me support learners with disabilities to succeed in their courses, rather than holding back those who may struggle with traditional assessments.

(4) **Te Tiriti o Waitangi Partner** – As kaiako and course content developers we have lots of mātauranga Māori to share with learners across the country. We can teach them about the Māori aspects of their courses, including Te Tiriti o Waitangi awareness, and share the histories of our people and places. We also teach the importance of Māori participation, protection of our people, and strong partnerships.

The functions that need to work together to support the delivery of this concept:

Functional grouping	Functions that support My Teacher, My Way	
Teaching, learning, support and navigation	• Enrolment/sign ups and welcoming • Pathway planning and support • Lifelong learning and planning (inlcuding alumni) • Mentoring and Volunteering • Learning resource creation	• Early connections • Assessment delivery, moderation, • design and development • Integrated teaching and learning delivery • Recognising learner success • Quality assurance and evaluative practice
Enabling	• Te Pae Tawhiti – Te Tiriti o Waitangi excellence • Academic Support • Financial Management • Enterprise Change • Policy	• Academic registry • Information administration • and resources • People, culture, and wellbeing • Kaupapa Māori Services • Learner journey and experience design • Employer journey and experience design • Digital Services
Strategic	• Learner and whānau voice and engagement • Te Tiriti o Waitangi • Staff voice and engagement • System Engagement • Excellence, quality assurance and evaluation	• Equity • Employer voice and engagement • Governance • Intelligence and Insights • Funding and Investment • Tiriti futures • Ako

Ngā Pū Mātauranga Auaha | Mātauranga Innovation Hubs

Physical and virtual hubs where Māori in the vocational education sector and communities collaborate and innovate Māori solutions. Where these relate to vocational education Te Pūkenga actively engages with creators to bring these solutions to life.

The imagined future experience this concept enables:

(1) **Learner (Titiro ki tua)** – The Mātauranga Innovation Hubs are a crucial part of my learning journey here with Te Pūkenga. I am at my best when I can see tikanga, mātauranga, and Māori excellence around me. These spaces make me feel empowered to grow and maintain my Māori identity as I learn.

2. **Learner (He kākano ahau i ruia mai i Rangiātea)** – I feel inspired by the perspectives of those around me. In these hubs I get to learn from and work with lots of Māori who have awesome ideas for the betterment of our people. It allows me to share my value too.

3. **Staff (Fostering community, nurturing growth)** – As a Māori staff member it's great to have a space where my mātauranga and identity are the norm. I can empower Māori learners to give back to their people using their unique te ao Māori worldview as the base for innovation and encourage them to maintain their connection to whakapapa and tikanga.

4. **Te Tiriti o Waitangi Partner** – Te Pūkenga partnered with us to co-design, co-develop, and then co-deliver the Mātauranga Innovation Hubs. In these spaces we can express our tino rangatiratanga and have the mandate to operate as per our own tikanga and kawa. Here we can protect our culture and pass it on to Māori learners. Te Pūkenga learns from us here, as we learn from them in other spaces.

The functions that need to work together to support the delivery of this concept:

Functional groupings	Functions that support Mātauranga Innovation Hubs	
Teaching, learning, support and navigation	• Integrated teaching and learning delivery • Recognising learner success • Learner, whānau and community engagement	• Learning resource creation • Credential development • Research delivery and support • Rangahau Māori delivery and support
Enabling	• Academic Support • Facilities and property management • Kaupapa Māori Services • Te Pae Tawhiti – Te Tiriti o Waitangi excellence • Enterprise Change • Digital Services • Tiriti resolutions	• People, culture, and wellbeing • Financial Management • Business development • Employer relationships • Sustainability • Innovation • Learner journey and experience design • Employer journey and experience design • Marketing • Communications • Policy • Internal capability development
Strategic	• Learner and whānau voice and engagement • Te Tiriti o Waitangi • Governance • Tiriti futures	• Equity • Employer voice and engagement • Intelligence and Insights • System Engagement • Funding and Investment

Ngā Ringa Toro a Te Pūkenga | Te Pūkenga Community Facilitators

Local teams that reach out to regions to discover less visible learner needs, recruit employers into training, help form peer communities, and advocate for improvement to other agency services.
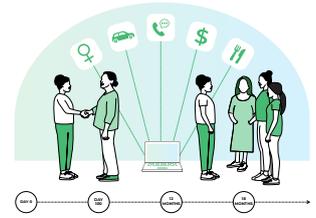
The imagined future experience this concept enables:

(1) **Learner (Determined and able)** – The community facilitators really helped with my transport issues. They identified that I myself and some of the other disabled learners in my classes weren't always able to attend course. They shared this information with Te Pūkenga and used the connections they had with a local disability transport service to arrange reliable transport for us all.

(2) **Employer** – The community facilitators identified pretty soon after I joined Te Pūkenga, that I didn't have a study space for the learners who trained with me. They connected me with a local community hall that offered study spaces for learners, and now I have more and more learners from my region choosing to learn with my business.

(3) **Staff (Empowering dignity)** – We use the community facilitators as a key input into understanding learner and employer needs. They definitely make our job easier! On a national level they help us understand regional and local needs, and the unique solutions communities have to challenges. In many cases we can scale these solutions across the network.

(4) **Te Tiriti o Waitangi Partners** – The community facilitators have connected our people with a range of support services. They also connect us with learners or employers who require services that are grounded in te ao Māori. We are able to offer our expertise and guidance, meeting learner and employer needs with a Māori perspective.

The functions that need to work together to support the delivery of this concept:

Functional groupings	Functions that support Te Pūkenga Community Facilitators	
Teaching, learning, support and navigation	• Inquiries and applications • • Leaner, whānau and community engagement • Learning resource creation	• Supporting work-based and work integrated learning and associated assessment • Enrolment/sign ups and welcoming
Enabling	• Academic Support • Kaupapa Māori Services • Te Pae Tawhiti – Te Tiriti o Waitangi excellence • Enterprise Change • Digital Services • Policy	• People, culture, and wellbeing • Financial Management • Sustainability • Regional Connectivity • Stakeholder relationships • Learner journey and experience design • Employer journey and experience design • Industry and employer strategic insights • Internal capability development
Strategic	• Learner and whānau voice and engagement • Te Tiriti o Waitangi • Governance • Strategy and Planning • External partnerships • Government relations and information	• Equity • Employer voice and engagement • Staff voice and engagement • Intelligence and Insights • Funding and Investment • System Engagement • Tiriti futures

Te Hīkoi Tahi | Every Step of the Way

Learners receive more immediate, proactive and specific support for their wellbeing that starts as they apply to train and doesn't wait for a learner to experience hardship.

The imagined future experience this concept enables:

(1) Learner (Passionate apprentice) – As a work-based learner I have different holistic support needs to those on campus. Te Pūkenga got in touch with me right when I enrolled to ask if I needed access to a study space, or financial support to purchase tools. This lifted a lot of the anxiety I felt about starting study.

(2) Employer – Learners have a wide range of holistic support needs. In the past I've had to put my own time and resources into addressing these, and it's stopped me from taking on apprentices. Every step of the way flags these support needs before learners reach me, and regularly keep in contact with the learners on my site. This means I can focus on providing training.

(3) Staff (Empowering dignity) – Every step of the way is a great tool for catching learners before they fall off the waka. When risk factors are identified all staff who touch on the learner journey are able to see this, and to recommend the right support interventions to ensure they stay on track. We see many learners with disabilities continue right the way to graduation thanks to this process.

(4) Te Tiriti o Waitangi partner – Māori learners often require tailored holistic support services, which touch on all parts of Te Whare Tapa Whā. In partnership with Te Pūkenga we make sure that staff who provide these services are culturally capable. We also provide access to kaumatua, and Māori health practitioners (among other Māori support staff) when Māori needs are identified.

The functions that need to work together to support the delivery of this concept:

Functional groupings	Functions that support Every Step of the Way	
Teaching, learning, support and navigation	• Enrolment/sign ups and welcoming • Early connections • Pathway planning and support • Inquiries and applications • Learner, whānau and community engagement • Learner and whānau information	• Lifelong learning and planning (including alumni) • Learner services and events • Integrated teaching and learning delivery • Ako learning ecosystem design and delivery • Ako learning support and capability development

Enabling	• Academic Support • People, culture and wellbeing • Kaupapa Māori Services • Te Pae Tawhiti – Te Tiriti o Waitangi Excellence • Sustainability • Funding and investment • Enterprise Change • Digital Services • Policy	• Learner responsibilities and disputes resolutions • Financial Management • Regional Connectivity • Stakeholder relationships • Industry and employer strategic insights • Internal capability development • Learner journey and experience design • Employer journey and experience design • Learner wellbeing support	
Strategic	• Learner/whānau voice and engagement • Te Tiriti o Waitangi • • Equity • Holistic wellbeing and safety	• Strategy and Planning • Intelligence and Insights • System Engagement • Tiriti futures • Ako	

Rōpū Mahitahi | Match and Mentor

Employers or learners can self-initiate apprenticeships through matching of profiles (Pathway Planning Lifelong Learner Record). Te Pūkenga completes the training arrangement and supports employers into cooperatives and learners into peer groups for mentoring and shared services.

The imagined future experience this concept enables:

(1) **Learner (Passionate apprentice)** – I knew I wanted to do an apprenticeship, so Match and Mentor was a great way to connect with a business right from the beginning of my study. I contacted my employer directly using the platform and was able to get onto the worksite pretty quickly!

(2) **Employer** – Match and Mentor helps me find the right people for my business needs, and saves me the time of trawling through CV after CV. The platform makes it easy to see who a person is, and whether their skills and values align with my business. I've also been able to form a community of tradespeople in my area, and we work together to provide services for apprentices. In return we support each other to find new clients.

(3) **Staff (Helping apprentices grow their wings)** – It's great having the online digital communities for work-based learners. We can direct learners towards the platform when they've got questions about the whole work-based training experience, and they can access answers any time. Combined with our face to face mahi it allows learners access to support 24/7.

(4) **Te Tiriti o Waitangi partner** – Te Pūkenga recognises the value of the Māori economy – both for our people and for Aotearoa New Zealand as a whole. The Māori employers from within our iwi are always looking for ways to create benefits for our people. Match and Mentor supports us to grow our rangatahi by providing a platform where we can seek Māori apprentices.

The functions that need to work together to support the delivery of this concept:

Functional groupings	Functions that support Match and Mentor	
Teaching, learning, support and navigation	• Assessment delivery, moderation, design and development • Work brokering • Employer workforce planning and needs analysis • Integrated teaching and learning delivery • Employer onboarding and recruitment	• Supporting work-based and work-integrated learning and associated assessment • Learner services and events • Ako learning support and capability development • Early connections • Pathway planning and support • Learner, whānau and community engagement
Enabling	• Academic support • Kaupapa Māori Services • Funding and investment • Enterprise Change • Digital Services • Policy • Regional connectivity • Learner wellbeing support • Enabling learning and environments	• People, culture, and wellbeing • Financial Management • Te Pae Tawhiti – Te Tiriti o Waitangi Excellence Stakeholder relationships • Industry and employer strategic insights • System Engagement • Learner journey and experience design • Employer journey and experience design • Marketing • Communications • Information administration and resources
Strategic	• Learner/whānau voice and engagement • Kaupapa Māori Services • Te Tiriti o Waitangi • Governance • System engagement • Ako	• Equity • Employer voice and engagement • Staff voice and engagement • Intelligence and Insights • Holistic wellbeing and safety • Tiriti futures • External partnerships

He Wāhi Mahi Pai | A Good Place to Work

Developing and incentivising employers to hire and support diverse learners and create diverse workplace environments.

The imagined future experience this concept enables:

1. **Learner (Passionate apprentice)** – I wanted a learning environment that understood my connection to te ao Māori so that I could safely bring my whole self to the worksite. A good place to work helped me find an employer who had a great diversity rating. Now that I'm learning from them I can see why – they have Māori staff, access to Māori support services, and even encourage me to use te reo Māori on the worksite.

2. **Employer** – Te Pūkenga supports me to upskill and become a workplace that supports diverse learners and their training needs. As a good employer I get access to incentives that can benefit my business, and I've used those benefits to build out my team and their skills.

③ **Staff (Helping apprentices grow their wings)** – The more learners we retain the closer we are to achieving excellent outcomes, including equitable success for our underserved learner groups. A good place to work helps us champion positive engagement between our work-based learners and their employers. I can feel confident that the placements I recommend will create positive outcomes.

④ **Te Tiriti o Waitangi partner** – Te Pūkenga worked with us to develop cultural capability standards that reflect the expectations of iwi in the region. We participate in the ratings process and provide mātauranga expertise when considering how an employer rates against the standards. Our ratings are equally as important as those decided by Te Pūkenga staff.

The functions that need to work together to support the delivery of this concept:

Functional groupings	Functions that support A Good Place to Work	
Teaching, learning, support and navigation	• Employer recruitment and onboarding • Employer workforce planning and needs analysis • Ako learning support and capability development • Early connections	• Supporting work-based and work-integrated learning and associated assessment • Work brokering • Recognising learner success • Mentoring and volunteering • Pathway planning and support
Enabling	• Business development • Academic support • Kaupapa Māori Services • Te Pae Tawhiti – Te Tiriti o Waitangi Excellence • Funding and investment • Enterprise Change • Digital Services • Academic registry Industry and employer strategic insights • Marketing • Communications	• People, culture, and wellbeing • Financial Management • Employer relationships • Learner journey and experience design • Employer journey and experience design • Internal capability development Policy • Enabling learning and environments • Early needs and assessment planning • Stakeholder relationships • Regional connectivity • International learners and markets
Strategic	• Learner/whānau voice and engagement • Kaupapa Māori Services • Te Tiriti o Waitangi • System Engagement • Te Tiriti futures • External partnerships	• Equity • Employer voice and engagement • Staff voice and engagement • Governance • Intelligence and Insights • Holistic wellbeing and safety • Strategy and planning • Excellence, quality assurance and evaluation