

# Prototype - Te Aho Tāhuhu ā-Motu Statements

Future skills / Human skills	Curriculum, resources and assessment	Quality	Facilitation of learning	Capability	Environment: digital and physical	Rangahau and research
	<p>Curricula will be responsive to;</p> <ul style="list-style-type: none"> <li>the context of discipline and level</li> <li>technical literacies</li> <li>personal development</li> <li>cultural competencies (capability; proficiency)</li> <li>the needs of ākonga Māori, Pacific learners and disabled learners</li> <li>Te Ao Māori ways of being, knowing and doing</li> <li>industry knowledge and best practice.</li> </ul> <p>Our curricula, resources, and assessments will meaningfully embody Mātauranga Māori as appropriate.</p> <p>Our curricula make provision for inter-disciplinary connections as appropriate.</p> <p>Our curricula will demonstrate the consideration and application of current, accepted wellbeing and safety principles and practices.</p> <p>Our curricula will incorporate outcomes, relevant to level and discipline, which shape ākonga as sustainable practitioners.</p>	<p>We embrace a culture of continuous improvement and organisational learning in which:</p> <ul style="list-style-type: none"> <li>we engage in continuous reflective practice to improve outcomes</li> <li>we work collaboratively to improve the way we operate</li> <li>we share our experience and expertise across the organisation and with stakeholders to achieve best practice</li> <li>we support incremental and sustainable improvement</li> <li>this is informed by Te Ao Māori ways of being, doing and knowing</li> <li>recognizes and adopts industry best practice</li> <li>adapts to the future of learning and sectoral demands.</li> </ul> <p>A culture of continuous improvement and organisational learning is guided by Ngā Uara.</p>	<p>Te Pūkenga fosters opportunities for ongoing development of lifelong learning skills such as; critical thinking, ākonga agency, collaboration, study skills, creative thinking, communication, resilience, and cultural awareness.</p> <p>Te Pūkenga learning experiences value Mātauranga Māori, and Pacific pedagogies.</p> <p>Learning opportunities are valued and supported through different locations of learning, including workplace, communities and marae.</p> <p>Facilitation will provide positive interactions that recognise individuals, allowing ākonga Māori, to learn as Māori, Pacific learners to learn as Pacific peoples, and ākonga with disabilities to engage fully.</p> <p>Learning and teaching is informed by rangahau, research, reflection and professional development.</p> <p>Learning experiences that provide inter-disciplinary connections are encouraged.</p> <p>Te Pūkenga kaimahi and kaiako role model best practice.</p> <p>Consideration is given to the aspirations and needs of Te Tiriti Partners with the facilitation of learning.</p>	<p>All Te Pūkenga kaiako will be supported through application of Ngā Uara to;</p> <ul style="list-style-type: none"> <li>identify existing capabilities in the service of ako (detailed capability framework TBC)</li> <li>identify the capabilities required for diverse delivery modes (e.g. work-based vs distance)</li> <li>identify how to engage with employers and industries to capture, reflect and support their needs</li> <li>identify the capabilities required for personalised and team development to best meet the needs of the ākonga, industry, Te Tiriti Partners, and Pacific communities</li> <li>help their team show evidence of continuous improvement</li> <li>identify opportunities for tuakana-teina support, which would include ongoing training</li> <li>identify opportunities for kaiako to work towards relevant qualifications and/or skills standards that support the service of ako.</li> </ul> <p>Individual and team development goals are defined, achievable, and meet the needs of all ākonga – including Māori, Pacific, and disabled people. These will also be aligned to and serve Te Tiriti and Charter obligations, organisational objectives, strategic priorities, and equitable outcomes.</p> <p>Te Pūkenga assessors and moderators must hold relevant qualifications and/or skills standards.</p>	<p>We invest in, and develop the digital and data literacies (skills and capabilities) of our kaiako and kaimahi.</p> <p>We commit to being future focussed, innovative, exploring emerging technologies and practices.</p> <p>Our technologies enable and support innovative and emergent learning practice. This includes the design and development of that practice.</p> <p>We partner with employers and industry to understand future demands, technologies and ways of working.</p> <p>Our information systems and services support and foster rangahau and research practices.</p>	<p>Rangahau and research will have a direct positive impact on ākonga, their whānau, and their communities.</p> <p>Rangahau and research will provide continuous intergenerational development for ākonga, their whānau, and their communities.</p> <p>Te Pūkenga will recognise and give equal weight to rangahau and Pacific research methodologies.</p> <p>Rangahau and research is responsive to international environment and aligned with sustainable development goals (SDGs) as well as specificities of place.</p> <p>Te Pūkenga supports transformational rangahau and research that fosters critical, creative curiosity that benefits our ākonga, our communities and our environment.</p> <p>Rangahau and research will include collaboration with industry on future technology, processes improvements, and advances in theory.</p>

# Prototype - Te Aho Tāhuhu ā-Motu Statements *(continued)*

Accessible / Responsive / Flexible	Curriculum, resources and assessment	Quality	Facilitation of learning	Capability	Environment: digital and physical	Rangahau and research
	<p>Assessments will be valid, reliable, authentic, transparent and inclusive, whilst meeting industry expectations and academic standards.</p> <p>Resources and assessments will be flexible and equitably accessible to the ākonga and employer they are serving.</p> <p>Curricula and assessment practices will facilitate individual ākonga pathways, including naturally occurring evidence and recognition of prior learning.</p> <p>Curricula will include the embedding of literacy and numeracy as appropriate.</p> <p>Curricula will be designed to enable ākonga to access them in a mix of modes, including workbased delivery.</p> <p>Curricula will be designed to enable contextualisation, in content and assessment methods, to allow for geographical, cultural, research strengths, employment and demographic variations.</p> <p>Assessment design will, where appropriate, enable co-creation of assessment methods by ākonga.</p> <p>Assessment will be criterion-referenced, including competency-based, not normative-referenced.</p> <p>High-quality assessment feedback, that ākonga can readily engage with and benefit from, is expected and supported.</p>	<p>We will acknowledge and dismantle any inequalities within our policies, practices and systems.</p> <p>Our quality systems are accessible and transparent.</p> <p>Decision making is Ngā Uara based, evidence informed, and privileges ākonga and kaimahi Māori, Pacific learners and staff and disabled learners and staff.</p> <p>Information about accessibility requirements of a programme will be communicated in full to the ākonga prior to their commencement.</p>	<p>Individual Learning Pathway decisions are made as the result of kōrero with ākonga, kaiako, whānau, communities and employers as appropriate.</p> <p>Curriculum delivery and assessment plans are appropriately responsive to the needs of ākonga, Te Tiriti Partners, Pacific communities, disability communities, employers and/or the community.</p> <p>Ākonga will have opportunities to plan and embark on Individual Learning Pathways that reflect their experiences (including RPL), learning needs, circumstances, and aspirations.</p> <ul style="list-style-type: none"> <li>• Needs covers literacy/ numeracy etc.</li> <li>• Opportunities covers modes of learning.</li> <li>• Aspirations include career and learning goals.</li> </ul> <p>Ākonga participate in an integrated network; all support/facility/IT resources will be available to any ākonga anywhere in the motu regardless of their "home" rohe or mode of learning.</p> <p>A blend of modes of learning will be provided for ākonga as appropriate to their programmes.</p>	<p>With support from capability experts, Te Pūkenga kaiako will learn and develop through an appropriate mix of, but not limited to:</p> <ul style="list-style-type: none"> <li>- reflections</li> <li>- tuakana-teina relationships</li> <li>- 'on-job' support in the service of ako</li> <li>- employer interactions</li> <li>- eLearning modules</li> <li>- wānanga</li> <li>- workshops</li> <li>- ākonga voice/feedback</li> <li>- communities of practice</li> <li>- qualifications/programmes</li> <li>- micro-credentials and/or courses</li> <li>- in-house training</li> <li>- research.</li> </ul> <p>All Te Pūkenga kaiako will have access to an ecosystem of peer reviewed, rangahau, and research informed learning and teaching best practice tools, activities and resources.</p> <p>Kaiako will be encouraged to discuss and share examples of best practice across teaching teams and Ako Networks.</p>	<p>Our environments (digital and physical) take into account cultural considerations.</p> <p>Our learning environments, services, and experiences enable equity of access, participation, and outcomes for our ākonga and communities.</p> <p>Our physical and online learning environments will support ākonga with disabilities by:</p> <ul style="list-style-type: none"> <li>• being accessible, positive and safe,</li> <li>• applying Universal Design Principles,</li> <li>• using assistive digital technologies (which will also reduce the barriers for employers to hire disabled people).</li> </ul> <p>Our learning environments enable ākonga to access a range of learning pathways and locations. These are integrated, smooth and purposeful.</p> <p>Our learning environments allow for adaptive, personalised learning experiences.</p> <p>Our approaches to data, actionable intelligence, and metrics that matter allow us to adapt, change and improve our practice.</p> <p>Our learning assets and resources are optimised for reuse, repurposing, and redeployment across our network and in service of a range of learning experiences and partnerships.</p> <p>We balance size and economies of scale with context, specific need and localised impact.</p>	<p>Rangahau and research is open (e.g. open source, open access, open data, contributing to commons) subject to:</p> <ul style="list-style-type: none"> <li>- iwi and hapū, as owners of their mātauranga, reserve the right to determine access</li> <li>- commercial and/or industrial sensitivity.</li> </ul> <p>Rangahau and research findings will be published and disseminated in ways that are accessible to those who contributed to, and will benefit from, them.</p> <p>Rangahau and research is transferable and useful beyond its initial context due to a changing world.</p> <p>Rangahau and research to be practice-led and outcomes-based, and engaged with real-world problems and questions that come from industry, Te Tiriti Partners, Pacific communities, support networks, and wider communities.</p>

# Prototype - Te Aho Tāhuhu ā-Motu Statements *(continued)*

	Curriculum, resources and assessment	Quality	Facilitation of learning	Capability	Environment: digital and physical	Rangahau and research
Practical / Work based / Authentic	<p>Assessment design will include explicit opportunities for workplace/ community sources of evidence.</p> <p>Curricula will include opportunities for a tailored collection of work-integrated learning activities.</p> <p>Assessments will include real or near real (including industry-approved simulation) work-based tasks and reflection upon them.</p> <p>Curriculum and learning design will be constructively aligned and provide authentic, active and engaging learning experiences.</p> <p>Curriculum design and assessment meet the requirements of external regulatory bodies where relevant.</p>	<p>Our focus is on ākonga, Te Tiriti Partners, Pacific communities, disability communities, employers, industry, professions and community.</p> <p>Outcomes are defined in partnership with, add value to, and meet the needs of our Te Tiriti Partners, ākonga, Pacific communities, disability communities, employers, and other key stakeholders.</p> <p>Outcomes are strategically aligned and serve organisational objectives.</p> <p>Te Pūkenga kaimahi and kaiako together will be strengthened to face the challenges and confront issues for the betterment of ākonga.</p>	<p>We use a range of teaching approaches that lead to effective and valued learning experiences.</p> <p>Our learning experiences will be active and engaging, involving current work-based practices, and reflection on them.</p> <p>We provide inclusive classroom activities and space for peer support for ākonga with disabilities.</p>	<p>Before being given responsibility to design, facilitate and assess learning, all Te Pūkenga kaiako will be given the opportunity to gain skills and knowledge via staff onboarding, inductions and professional development (including health and safety) and ongoing support.</p> <p>All Te Pūkenga kaiako (including employers) will be supported to collect naturally occurring evidence against Whiria Te Ako capabilities to support:</p> <ul style="list-style-type: none"> <li>- capability development</li> <li>- tuakana-teina conversations</li> <li>- RPL (Recognition of prior learning)</li> <li>- achievement of credentials, qualifications and/or skill standards.</li> </ul> <p>Note: those collecting and validating the knowledge must be appropriate people to do so.</p>	<p>Our learning environments support work-based learning.</p> <p>Our environments support experiences that are authentic, active and engaging, involving current (real or near real) work-based practices.</p> <p>We select tools and services that will scaffold, build and extend the skills of ākonga, and they can continue to access after their studies.</p>	<p>Te Pūkenga will differentiate itself within the rangahau and research communities of Aotearoa as a world class provider of rangahau and applied research. This will help industry and community partners solve real world problems, while involving ākonga in the process.</p> <p>Rangahau and research will identify and contribute to education best practice to positively inform and influence learning and outcomes.</p> <p>Rangahau and research support development of world class practical/work-based/authentic learning spaces.</p>
Relationships / Partnership	<p>Upon completion of their qualification, graduates will have established relevant networks and industry contacts as well as attained skills and knowledge.</p> <p>Curriculum design will be informed by stakeholder and industry engagement, leading to knowledge, skill, competency and attribute development in graduates who are recognised as valuable to the workforce and/or their communities, reflecting industry standards.</p> <p>To enable “world class in Aotearoa”, and encourage ākonga to develop global understanding and experiences, qualifications will be designed to enable portions of learning to be conducted via tertiary institutions in other countries.</p> <p>Graduate outcomes will be expressed in a manner that is internationally recognisable and transferrable.</p> <p>All ākonga, including international, will have the opportunity to gain understanding of Mātauranga Māori and biculturalism relevant to their programmes.</p>	<p>Te Pūkenga values meaningful partnerships with Te Tiriti Partners, equitable participation for Māori, protection of Mātauranga Māori and realising potential (i.e., supporting whānau, Te Tiriti Partners' aspirations for their ākonga)</p> <p>Te Pūkenga values meaningful partnerships with Pacific fanau and stakeholders.</p> <p>Te Pūkenga values meaningful partnerships with ākonga with disabilities, their whānau, communities, and stakeholders.</p> <p>Outcomes are defined with our Te Tiriti Partners, ākonga, employers and other key stakeholders.</p> <p>The quality of curriculum and delivery at Te Pūkenga is open to external scrutiny.</p>	<p>Every Te Pūkenga learning experience will embody Ngā Uara. All participants in the learning environment are ākonga. Every ākonga is an individual; every learning context is unique.</p> <p>Our learning experiences will encourage communities of ākonga to support and learn from each other.</p> <p>Facilitation includes supporting employers with the elements above to create supportive workplaces, that enable ākonga to succeed.</p>	<p>We take a tangata centred, rangahau and research informed, approach to learning, teaching and ākonga well-being, investing in capability development of our people to deliver to this outcome.</p> <p>Relationships are key, and will be founded upon Ngā Uara.</p> <p>Capability experts will hold, and be supported to gain, relevant skills and experience to serve ako, capability development and continuous improvement.</p> <p>Te Pūkenga teams will collaborate with ākonga and their whānau, employers, industry, Te Tiriti Partners, Pacific communities, support communities and capability experts to maintain professional currency.</p> <p>All kaimahi will have the opportunity to gain understanding of Mātauranga Māori and biculturalism relevant to their programmes</p>	<p>Our learning environments serve our network of relationships and partnerships and the values and principles that underpin them.</p> <p>Our learning environments support and enable the ākonga, kaiako/ kaimahi, employer relationships in service of ako.</p> <p>Our learning environments allow us to design, develop and deliver valued, impactful ako across a spectrum of delivery.</p>	<p>Rangahau and research is regionally driven, partnering with local communities. When possible, it is scalable to have national/ international (particularly Pacific region) impact.</p> <p>Rangahau and research is inclusive and co-created on the basis of our relationships with Te Tiriti Partners, Pacific communities, support networks, the wider community, business and professions.</p> <p>Rangahau and research will be conducted in partnership with industry, co-designed to address problems relevant to them.</p>