

Tā tātou huarahi | Our pathway

Te Pūkenga organisational direction and design

Tātaringa mo ngā urupare | Analysis of feedback

Whiringa-ā-nuku | October 2022

Ngā ihirangi | Contents

Ngā ihirangi Contents.....	2
Whakapototanga matua Executive summary	3
Kaupapa 1: Hanganga Rōpū Pakihi i tāpae ai Theme 1: Proposed Business Group structure	7
Kaupapa 2: Ngā rohenga Theme 2: Regional boundaries	12
Kaupapa 3: Ngā Kōtuinga Tuku Ako Theme 3: Ako Delivery Networks	15
Kaupapa 4: Huarahi whakawhitinga Theme 4: Transition approach	17
Theme 5: Future opportunities	19
Theme 6: Overall feedback	22
Whakapototanga i ā ngā tāngata Māori urupare Summary of Māori feedback	28
Whakapototanga i ā ngā tāngata Pacific urupare Summary of Pacific feedback	36
Whakarāpopoto i ngā urupare mō ngā ākonga whaikaha me ngā ōritetanga Summary of disabled and equity feedback	40
Whakarāpopoto i ngā urupare mō ngā ākonga Summary of learner feedback	44
Whakarāpopoto i ngā urupare mō ngā kaitukumahi Summary of employer feedback	49
Summary of general feedback	53
Summary of courageous feedback.....	56
Tāpirihanga: Te rārangi o ngā hui whakaanga Appendix: List of engagements	61

Whakapototanga matua | Executive summary

This engagement report presents an analysis of the feedback received by the New Zealand Institute of Skills and Technology, Te Pūkenga, on its proposed organisational direction and design – Tā tātou huarahi | Our pathway.

‘Getting the right leadership structure in place is our necessary first step’ – Peter Winder, Acting Chief Executive, Te Pūkenga

Overview of engagement

Te Pūkenga conducted a three-week engagement process on its proposed executive leadership structure and Business Groups from Monday 15 August to Friday 2 September 2022. The feedback process gathered information on the proposed organisational direction and design as well as a wide range of other issues that participants wished to comment on.

The priority was receiving feedback from kaimahi (staff) across the Network including the Institutes of Technology and Polytechnics (ITPs), Transitional Industry Training Organisations (TITOs), Work Based Learning (WBL) divisions, Te Pūkenga business divisions and National Office.

Consequently, more than 90 per cent of feedback was sourced from individuals or groups from across the Network. While the process was primarily targeted at kaimahi, there was an opportunity for learners, iwi, union partners, employers and others to participate.

As well as the engagement platform, Your Voice, kaimahi-led discussions, surveys and email, feedback was gathered at 20 kanohi ki te kanohi (face-to-face) sessions held across the Network by Acting Chief Executive Peter Winder.

The Partnerships and Equity (PAE) division of Te Pūkenga hosted seven online ‘JAM’ sessions for kaimahi to kōrero about Te Tiriti o Waitangi and Māori success, Pacific success and equity and inclusion.

PAE also hosted online sessions with Komiti Māori, Māori subsidiary directors, Equity Experts Group, Te Pae Tawhiti Champions, Te Pūkenga Moana Pacific Leadership Group, Māori Cultural Capability Working Group, Anti-Racism Network Group, Women's Network Group and Immigration Network Group.

Questions, answers and feedback gathered at all of the engagement sessions have also been incorporated into the analysis.

Summary of feedback

More than 2,660 pieces of feedback were collected including 1,114 submissions through three channels: surveys, emails and Your Voice engagement platform. This included feedback received through specific hui to allow Māori and equity groups to share their thoughts.

Submissions were received from:

- subsidiary kaimahi across the Network, both individually and as a group
- WBL kaimahi across the Network, both individually and as a group
- TITOs, both individual kaimahi and as a group
- kaimahi from Te Pūkenga, both individually and as a group
- Te Pūkenga advisory committees: Komiti Māori, Interim Kaimahi Advisory Committee and Interim Learner Advisory Committee
- our union partners
- iwi across the regions
- Boards of the subsidiaries
- external stakeholders, employers and industry associations.

Quantitative information about the feedback:

- 535 submissions were received via Your Voice engagement platform, 321 submissions via the survey links and 258 submissions via email.
- 126 submissions were identified as being made on behalf of a group or organisation.
- 77 per cent of submissions were from people employed by ITPs, 10 per cent from ITOs, four per cent from Te Pūkenga and nine per cent from other sources.
- Participants on Your Voice posted 424 ideas, made 381 comments and gave 2,695 ‘upvotes’. They were most engaged in the section ‘Ta mātou hanganga Rōpū Pakihi i tāpae ai | Our proposed Business Group structure’ with 430 participants in total.

Top five sources of feedback	Submissions
Te Kura Matatini ki Otago Otago Polytechnic	150
Kuratini Tuwhera Open Polytechnic of New Zealand	126
Te Whare Wānanga o Wairaka Unitec Institute of Technology	99
Ara Institute of Canterbury	96
Te Aho a Māui Eastern Institute of Technology (EIT)	67

Analysis of feedback

Kaimahi with specific expertise in Te Tiriti o Waitangi, Pasifika, disabled and equity have provided analysis of the feedback received during ‘Ta tatou huarahi | Our pathway’. In addition, the engagement kōrero has been reviewed through a learner and employer lens.

All of the feedback has been rendered anonymous and has been ‘themed’ with common topics identified as ‘emerging themes’. This report structures the feedback into two sections.

- Five set themes according to the questions posed in the engagement process. A sixth question also asked participants if they had any overall feedback that they would like to share and this kōrero is featured in Theme 6.
- Key stakeholder groups and the feedback attributed or referencing them. This includes Māori, disabled and equity, employer and learner.

Contradictory views were often expressed; therefore, this report reflects a range of views.

Set themes

Kaupapa | Theme 1

**Hanganga Rōpū Pakihi i tāpae ai |
Proposed Business Group structure**

What is your feedback on the proposed Business Group, and sub-group, structure?

Kaupapa | Theme 2

Ngā rohenga | Regional boundaries

Do you think the boundaries between the four regions have been suitably placed?

Kaupapa | Theme 3

Ngā Kōtuinga Tuku Ako | Ako Delivery Networks

What is your feedback about the leadership roles and accountabilities that are defined for the Ako Delivery Networks?

Kaupapa | Theme 4

Huarahi whakawhitinga | Transition approach

What areas do we need to take the most care with as we transition into a single organisation?

Kaupapa | Theme 5

| Future opportunities

What future opportunities do you think Te Pūkenga will bring?

Kaupapa | Theme 6

| Overall feedback

Is there any overall feedback you would like to share?

Ngā kaupapa a te tuku whakaaro mai |
Feedback by set theme

Kaupapa 1: Hanganga Rōpū Pakihi i tāpae ai | Theme 1: Proposed Business Group structure

This section provides a summary of the feedback about the proposed Business Group structure of Te Pūkenga. This set theme received the most feedback during the engagement period.

Business Group: Office of the Chief Executive Officer (CEO)

Respondents put forward a range of feedback regarding the sub-groups of the Office of the CEO. Some thought that Legal and Risk should sit in this Business Group as the Risk function needed a level of independence from Finance; others felt that responsibility for sustainability would be better placed here.

Many respondents strongly recommended that Learning Quality Assurance be moved from the Office of the CEO to the Academic Centre and Learning Systems Business Group.

Some felt that Learning Quality Assurance should sit closer to delivery because it is more about promoting and embedding quality for learners rather than managing a risk. Others suggested that it should be an educational function placed under Ako Delivery instead.

Peter Winder said [Learning] Quality [Assurance] was in his office to keep an eye on educational compliance, etc; that is an academic function – not a CEO function. Finance has large tracts of compliance but that doesn't sit in his office.

Comms sitting in [the] CE office can lead itself to a megaphone approach in place of two-way listening.

Climate change is one of the most serious, imminent and long-lasting threats facing Aotearoa New Zealand and the rest of the planet. There are many other environmental risks that we need to face collectively as well such as air quality, waste reduction and management, and biodiversity loss. We owe it to our ākonga (and our world) to equip them to be well-informed and confident change-makers within their chosen industries.

Learning Quality Assurance, including quality assurance and moderation functions required to support programmes, should be aligned to the Academic Centre and Learning Systems group. This supports the product cycle and academic quality sought by the proposal. An evaluative approach to quality assurance supports continuous improvement and – through closer alignment to the academic group – supports self-assessment and best practice.

Business Group: Finance

Although some respondents were happy to see Finance centralised under a Chief Financial Officer (CFO), others preferred to see a CFO under a Chief Operating Officer (COO) or senior Deputy Chief Executive (DCE) role; Digital reporting to a CFO was also put forward.

Many questions were fielded about this Business Group: what was centralised, what was regionalised and what finance tasks would fit instead with Regional Delivery and Development.

I agree and support the likes of Finance, People, Culture and Wellbeing, Technology and Risk being centralised for harmonisation of effort and reduced duplication of expense.

This is probably more for the next stage of the Operating Model but it would be good to clarify what elements of the Finance Business Group drop down into the regions ... For example, within the Finance Business Group is Property and Fleet – what is being managed at group/head office level and what is being managed in the regions? Then, where it is being managed in the regions – is this within the finance section of the region (i.e. under the finance regional lead) or within Regional Delivery and Development which holds campus and facilities management?

Business Group: Digital

Respondents agreed that Digital will be important in the transformation and to support systems' changes over the coming decade. While there was overall support for a Deputy Chief Executive (DCE) of Digital, some were concerned that there were too many DCEs and recommended that Digital be combined with Strategy and Transformation or Finance.

Respondents wanted to know if Digital would have responsibility for educational technologies or would this stay with Learning Development and Design – a sub-group of Academic Centre and Learning Systems. Some suggested that there was a need for an information and records management team within Digital, along with cybersecurity and data architecture.

Another viewpoint was that Digital should be part of Ako Networks to be close to learning and teaching as part of instructional design.

Why is online learning separated from curriculum and learning design, development, teaching and learning practice? It is just one way of solving pedagogical problems of practice and to reduce barriers to learning. It needs to sit within teaching and learning, and digital learning environments (which also need to sit with curriculum design and teaching and learning practice).

I strongly support the DIO (Digital Information Officer) being at the second tier. This should be considered a strategic component of the organisation.

Digital needs more detail and a clarity of 'platforms that Digital is accountable for'. What digital platforms would Digital not be accountable for? A high-performing digital ecosystem is dependent on good architecture, security and integration capability; having digital systems outside Digital accountability adds risk and complexity.

Currently, the Digital business unit proposes [that] it supports the development and implementation of digital ecosystems for learners. I believe the technology-enabled and enhanced-learning platforms sit better in the Academic Centre and Learning Systems business unit where the design and development of learning strategies is complemented by the Ako Network, not IT specialists. While the Digital business unit might own and support from an IT perspective for maintenance and upgrade, etc. the team who support learning management platforms need to be closely aligned with the teaching and learning teams.

Business Group: People

Respondents found gaps in the description of the People function and inquired about payroll, strategic remuneration, organisational development, diversity and inclusion, and change.

Some said the structure appeared to show a conservative, operational approach; some wanted to elevate the reference to 'Safety' rather than expecting it to be covered with the word wellbeing. Others suggested considering a new name such as People, Capability and Wellbeing and whether the connection with general capability and teaching capability best fits here or with ACLS.

Most respondents who asked about payroll suggested it be located in People, Culture & Wellbeing, but some suggested it should sit with Finance.

Excellent to see a Chief People Officer at the executive level. This role is vital to Te Pūkenga long-term but especially during the next few years of change.

Te Pūkenga is an opportunity to improve the mental health and wellbeing for almost a quarter of a million people across Aotearoa. And if you follow the evidence of positive psychology, that number can multiply through the impacts on whānau and hapori.

Business Group: Equity and Tiriti Outcomes

Respondents were generally pleased to see the focus on Te Tiriti o Waitangi and Equity. However, a number of submissions suggested that Tiriti and Equity should be separated and Equity could either be its own business group or put with Learner, Employer & Customer Experience or People, and that priority learners, disability, and Pacific Peoples needed to be visible in the structure. There was also concern that Equity & Tiriti would be siloed and should instead be embedded across the organisation as well as a strong part of the recruitment process.

The proposed structure places the responsibility for Te Tiriti implementation, equity and Māori representation solely on one Business Group. This only places extreme pressure and responsibility on one group (when these goals are actually the responsibility of us all) to work across all other groups.

The Equity and Tiriti [Outcomes] team need to also work closely with the People ... team. If we are to truly address inequity and honor [Te] Tiriti, we must start within.

We believe [Te] Tiriti would benefit from being its own division and Equity, encompassing Pacific, disability and diversity/inclusion, should be a separate workstream.

The 'siloed' nature of Tier 2 DCE roles risks isolating core kaupapa Māori competencies into one DCE leadership role. If this happens, our experience tells us that kaupapa Māori leadership will 'burn out' and the whole organisation will underperform against core kaupapa Māori outcomes and obligations. The grouping of Equity and Te Tiriti partnerships under one DCE portfolio risks undermining both. Each deserves its own mana. This can be overcome by making the CE role a model of co-leadership and incorporating – within the Office of the CEO – Te Pūkenga Tiriti Partnership, [Tiriti] Excellence and [Tiriti] Futures portfolios.

Pacific inclusion should sit across more than one area rather than a space. The Pacifica population will change drastically – the structure should prepare now for that.

Business Group: Strategy and Transformation

Some respondents thought that Strategy and Transformation felt transitional rather than long-term, and that its separation added to the risk of creating silos. It was suggested that this Business Group should sit within the Office of the CEO or have shared responsibility across DCE roles.

Business Group: Learner, Employer and Customer Experience

Many respondents felt that ākongā should be better represented in the structure to reflect the principle of placing learners at the centre of all that we do. Some found that the Learner, Employer and Customer Experience structure did not speak to the learner voice or their wellbeing.

Feedback suggested that this be separated and have a Learner-focused DCE. There was strong support to move the National Contact Centre to sit in the Learner, Employer and Customer Experience not Ako Delivery.

Respondents responded negatively to the use of the word 'customer' in an education context.

I really feel that there should be more focus on the ākongā and delivery in the top tiers – it still remains very business-heavy. Some of these business functions can be grouped together and leave more space for the delivery which is what we are here for.

I don't see a lot of customer experience delivery under Customer Experience – i.e. student finance, Studylink support, registry, re-enrolment, variations of study, career development – all of the face-to-face and student success enabling functions seem to be missing.

I suggest a Business Group dedicated to the learner journey and experience is needed to allow Te Pūkenga to continue working with Network staff and learners to create resources and related structures for planning and evaluating, maintaining consistency and reducing stress and duplication across the organisation. Te Pūkenga can derive insight and intelligence from learners to contribute to robust governance and organisational decision-making.

A number of respondents were concerned about a lack of focus on the international market in the proposed structure as this was seen as a growth area for Te Pūkenga. Online was also linked as an opportunity within international. The need for strong support systems for international learners was also highlighted.

There is no focus on international students at all apart from recruitment.

In terms of our distance learning focus, we have the opportunity for world-class distance delivery for both national and international ākongā.

There is no mention of international learning or success. With a lot of Te Pūkenga revenue relying heavily on international students and their diverse learning needs, this needs to be addressed as a priority group.

Business Group: Academic Centre and Learning Systems

Respondents suggested that Learning Quality Assurance would sit better under Academic Centre and Learning Systems rather than the Office of the Chief Executive Officer. They also questioned the language of this title and suggested calling it Ako Design or Ako Design and Support to go with Ako Delivery, and they wondered how mātauranga Māori or Māori knowledge would influence it.

Regarding research, respondents thought rangahau (research) belonged here at Tier 3 and that it should also include ethics and postgraduate study.

There was a dominant view that research should sit within Academic Centre and Learning Systems and have a dedicated lead at each region, and that each region should have its own research committee and ethics committee as a subset of the Academic Board reporting to the DCE Academic.

There was also a view that research should sit within Ako Delivery.

This gap in the proposed model infers a lack of a coherent and cohesive approach to the oversight and administration of research-related monitoring, reporting, development and performance across the breadth of Te Pūkenga 'Network'.

A national rangahau, research and postgraduate leadership and co-ordination function is established at Tier 3, as part of the ACLS [Academic Centre and Learning Systems] Business Group. Our recommendation is that this be based on a co-leadership model, similar to that proposed for the regional executive directors ... Regional staff and student rangahau and research management, support and co-ordination functions is undertaken by four appropriately resourced regional research offices. These would form part of the four Regional Delivery and Development groups under the Ako Delivery Business Group.

I would argue for much greater visibility of rangahau research and postgraduate studies across the Network – and would favour the establishment of a separate Ako Delivery Network that co-ordinates all functions related to research and postgraduate programmes.

Business Group: Ako Delivery

Respondents noted that only two of the nine Business Groups were devoted to the delivery of teaching and learning – our core business – and were poorly placed as last in the structure's hierarchy of importance. Since more than half of kaimahi are in Ako Delivery, respondents suggested that this area needed two Deputy Chief Executives. Some respondents felt the structure was too top-heavy and that a 'Corporate Services' division could exist which amalgamated several of the seven areas not directly connected with Ako Delivery.

It is not sensible or fair to have an executive team so heavily weighted to support services – this needs to be addressed to have more representation from delivery.

Some respondents had concerns about the name of the Business Group: that it was confusing, referenced a one-dimensional business function and was not about ako from a mātauranga Māori perspective.

Delivery is one dimensional and is not ako. Couldn't we use teaching and learning or facilitation and learning? The language is very master/slave, producer/consumer – it lacks heart and people.

There was solid voice recommending that an Ako Delivery DCE Māori be appointed to maintain Māori interests for Te Pūkenga and ensure the goal of embedding of mātauranga Māori across Te Pūkenga. Respondents noted that the model did not highlight how Academic Centre and Learning Systems and Ako Delivery work together.

Some respondents felt that International is part of the delivery of education and belongs there with a relationship with marketing and not its own silo. Other respondents suggested moving the National Contact Centre to Marketing and recruitment out of Ako Delivery.

Kaupapa 2: Ngā rohenga | Theme 2: Regional boundaries

This section provides a summary of the feedback about the proposed regional boundaries. Emerging themes included the names, groupings, size and leadership of the re.

The development of regions was predominantly and clearly supported by respondents. Benefits included collaboration and shared learning.

Names and groupings

Clear feedback was received that challenged the names and boundaries in the proposed structure. For example, East and West regions do not align with traditional iwi-Māori groupings.

Some respondents noted that, from a Māori perspective, it does not make sense that Waikato is grouped with the East Coast region in Te Tai Rāwhiti, or that Wairarapa is grouped with the West Coast region.

There was a suggestion to use Māori experts to help define the boundaries and the names to ensure Māori knowledge, history and views are respected.

Size

Respondents considered the size of the regions to be large. There were concerns about the inclusion of smaller parts of regions, centralised occupation by regional leads in one office, appropriate and equitable resource allocation between regions and sites, and the way that learners would be managed and monitored.

People in communities such as Northland felt that they would receive unequal experiences being distant from Auckland. The smaller parts of regions were of the view that regional leadership needed to be dispersed in the region to ensure voice, context and representation.

The South Island region was also considered to be exceptionally large and there was a view held that maybe the bottom of the South might be a region also. A recurring question was whether the National Office would still be based in the Waikato.

The structure shows four regions. Has there been consultation with iwi? We consider this to be important. Evidence shows that this breakdown of regions has not worked previously. Auckland and Waikato together with Tai Tokorau. Keep EIT Tai Rāwhiti, Hawke's Bay, East Coast, etc. together but not with Waikato.

I have major concerns about the Tai Tokerau region. Tai Tokerau and Tāmaki are two vastly different areas with vastly different needs and populations. The necessary co-leadership that will help Tāmaki thrive is not the same as the co-leadership that's needed for Tai Tokerau to also succeed. There is a very real concern that Auckland-based learners will take a lot of the

funding and resources needed for Tai Tokerau and her regions, causing there to be worse learning outcomes for those areas, not better.

From the southern point of view, probably okay. Only caveat is that it's a really big region. What's missing is some understanding of how to operate successfully at a regional level. How does local interface with that bigger region so we can continue to operate effectively during the transition period? What is sensible to happen at regional level and what is sensible at regional?

The central boundary between Wellington, Nelson, Marlborough has physical barriers that add to the logistical cost. I would recommend Nelson-Marlborough join the West Coast. And have Canterbury and Otago as the other two main areas in the South Island.

There was also considerable feedback from different sectors calling for the establishment of a fifth region to take into account their unique context. These included foundation and bridging courses, Secondary-Tertiary Programmes (STP), Trades Academies, and Open, Distance and Flexible Learning (ODFL).

Regional leadership

There was feedback requesting that regional boards be established to provide governance support for each region including regional strategy and connection, inclusive of Māori stakeholders to better support regional Māori aspirations and interests and that local leadership within a region would provide greater regional focus and leadership necessary.

There was concern that regional leadership teams would all be based in regional centres, bestowing privilege in certain areas but rendering other areas invisible. Respondents felt that regional leadership needed to be placed and based in different regional locations to be representative and inclusive of different contexts in a region.

Respondents had concerns that the workload and direct reporting volume affect quality, collaboration and connection. There were suggestions where any Ako Lead has more than 1:9 direct reports that it automatically trigger additional resource/support.

Respondents wanted assurance that regardless of size, location or context that there would be equity as regards resourcing, support and budget allocation to ensure learners and kaimahi, regardless of context were treated equitably.

Respondents felt that the structure was top heavy and that the layers, whilst necessary had two extreme risks that would require managing, mitigating, active monitoring and review, inclusive of kaimahi voice.

The two areas were the risk of silos operating and also that regions receive appropriate delegations to ensure that the regions could agilely respond to regional and local needs in a timely and student centred fashion.

There was concern that the structure promoted silos and that decisions and delegations would risk quality and learner success. Kaimahi wished to have clarity moving forward of what the delegations that will come to regions to effectively and efficiently manage the business without layers of approvals that would reduce agility.

Staff wanted clarity and assurance of what is center led and what is regionally led, what is centrally controlled and what is in control of regions to achieve mutually beneficial outcomes and avoid a

model of command and control added with silos trying to procure advantage detrimental to learners and community.

Respondents felt that treating mātauranga as per the proposed Ako structure shifted it to an outside influence rather than being an embedded and lived part of a region. Staff suggested that mātauranga Māori roles be appointed within each region and in Ako roles and supported from the national level.

How will the two regional leadership roles work in regions of different dynamics, eg student volume, ethnicities, multiple iwi/hapū, staff volume and programme portfolio volume, including levels of qualifications.

Regional leaders need to be experienced general leaders performing at a high level and as such should report to the Chief Executive – if not directly, there should at least be a dotted line between regional leadership and the Chief Executive. Regional leaders will not just be Ako leaders – the support and operations that occur on campuses within regions goes well beyond academic matters. If the job description for these roles is too narrow, there is a risk that you will not attract experienced leaders with the necessary skills. These are not purely academic leadership roles – they are executive leadership roles and should be positioned and recruited as such.

Kaupapa 3: Ngā Kōtuinga Tuku Ako | Theme 3: Ako Delivery Networks

This section provides a summary of the feedback about the proposed Ako Delivery Networks. Emerging themes included reporting and relationships.

In general, respondents were in favor of a nationally-supported, regionally-led, locally-flavoured approach to ako. Respondents felt that regional leaders needed to sit at the top table of decision-making and report to the Chief Executive Officer to ensure voice and because regions is where the core business occurs and where biggest opportunity and risk is.

Reporting

Workloads for Ako leads was cited as a risk and respondents felt that Ako networks will need more than one lead when they become large.

Respondents were concerned and uncertain of how the Ako lead roles will interact with the 7 regional Ako managers, or regional co-leaders.

Too many dashed reporting lines will result in diffusion of purpose or reduced clarity and critical focus.

There was various feedback that disciplines are not well grouped at present. Additionally some people wanted to see where the structure accounts for local advisory committees and their input into programme review, programme development from a local level and where these connections are held locally not centrally.

Many respondents wanted to see reporting lines and who did what role, ie strategy and function before structure rather than a focus on structure leading strategy and function. People felt confused about a matrix organization. They felt that matrix with Ako lead and regional lead will create HR issues as the demands from both will differ and often contradict each other, this may create inertia or stifle action and staff trying to serve students may be caught in the problem.

The key to success will be the solid and dotted line relationships and the decision rights and permissions of the Academic Centre and Learning Systems DCE [Deputy Chief Executive] with that of the Delivery DCE [Deputy Chief Executive] and, critically, the regional divisions and how they interface with the National Office.

I believe the regions should 'own' the staff member and Ako Leads must work through them for clarity of reporting line to avoid 'the Bermuda triangle'.

Relationships

There was criticism that the current model separates out relationships with employers and industry, curriculum and knowledge design and delivery and that this model will not work.

Respondents felt strongly that tutors hold local and regional relationships with colleagues, that they are the ones that work with the curriculum daily and ongoingly and they do the delivery.

They felt strongly that they should be the group delegated for local relationship with industry, curriculum design expertise and maintain the delivery as they are the most adept to do so.

Kaupapa 4: Huarahi whakawhitinga | Theme 4: Transition approach

This section provides a summary of the feedback about the transition into a single organisation. Emerging themes included communication and change management, ākongā, kaimahi and kaiako, relationships and systems.

The feedback around the timeframe for transition was mixed, with some respondents wanting a slower transition with more thought-out design while others were impatient to get things done. When responding to the areas of most concern, the answers were centred around people.

Communication and change management

Overall, respondents wanted more detail, to be kept informed and to be able to add their input into the design process. A key message was a feeling that there was a lack of communication and detail during this process, and respondents said they wanted honest, timely information. They also wanted further detail on where kaimahi fit in and how this will affect delivery.

Honest communication is key to these relationships.

... Impressed with improved communications from Peter since he stepped in.

Communication has to be on point – the good, the bad, the ugly.

Sort out a positive comms strategy.

Ākongā

Respondents felt that ākongā should not be affected by the transition and that programmes should continue and not be interrupted. There were concerns about the workloads of kaiako to support business-as-usual delivery as well as managing change.

The outcome must be focused on student engagement and achievement. It is very important that this doesn't disrupt this and each step should be enhancing this experience. There should be a progression as regions and local Ako networks become established; the National Office can reduce proportionately.

Ensure that our students feel valued and [we] continue to give the wrap-around support that we are known to give.

Every conversation should start with 'how does this improve things for ALL learners'?

Kaimahi and kaiako

Job uncertainty was a clear issue highlighted; staff wanted to know what is happening with their roles. There was concern that they would not have enough input during the design phase and that

consultation would not be sufficient. Respondents were also concerned about staff attrition due to job uncertainty, workloads, wellbeing and pay equity. They suggested that all of these areas needed to be handled with care during the transition.

Resourcing/workloads are the biggest hurdles [that] Te Pūkenga currently has to address ...

Deliver in a short timeframe.

Do not rush transition ... don't have systems in place

Transition quick.

Start small and scale.

Focusing on the least disruption when reorganising teams.

Relationships

Maintaining established relationships with stakeholders was a key area for some respondents. They suggested that with changes to regions and structure, local relationships need to be maintained and reinforced.

Employers should feel supported whether they are large or small.

Ensuring that local business relationships are maintained.

Our local relationships internally and externally.

That you listen to the industries we support.

Systems

Respondents were concerned with having aligned systems. They acknowledged that moving toward this from the current landscape of different LMS and SMS is important to having a successful transition. There was consensus that integrated systems are key and supported Digital being an early tranche.

Time to implement IT systems that are user friendly, efficient and provide us with the tools to do what we need to do.

Job role of staff and looking at the learning management systems.

System alignment will need to be prioritized.

Theme 5: Future opportunities

This section provides a summary of the feedback about future opportunities that Te Pūkenga will bring. Emerging themes included centralisation, equity and inclusion, risks, collaboration, employment, programmes, learner outcomes, mobility and flexibility, and sustainability.

Centralisation

Many respondents expressed positivity around the potential for reaping benefits from centralisation, consolidation and streamlining. Benefits were cited such as opportunities for efficiencies, economies of scale, greater consistency in programmes and qualifications, and a reduction or elimination of competition.

However, there were also concerns around the loss of expertise among regional kaimahi, previous consolidations that have not gone well and reduced choice for regional communities, arbitrary borders, and the model becoming slow moving and bureaucratic.

The opportunity to integrate the different modes of vocational education and training under one organisation, and efficiently/effectively deploy resources across the country in a responsive way to meet community needs.

Equity and inclusion

Respondents were in favour of the opportunity to have greater equity for all learners, a greater focus on te ao Māori, and a more inclusive organisation that reflects the unique needs of a multicultural New Zealand and addresses current educational inequalities. They also mentioned the need to make Pacific people a priority and focus on other underserved/disadvantaged learners (such as those who have literacy and numeracy needs or dyslexia, or are women in the trades).

Represents an important opportunity to foster partnership with Māori in the education system by creating a truly bicultural education organisation with treaty principles at its core.

Risks

Respondents identified several risks in their discussions of future opportunities. Several respondents were concerned that the proposed structure is a management/corporate model and does not reflect learner voice and ako/learner at the centre.

Other risks mentioned were: future-proofing for political changes, the definition of the organisation, repairing brand damage, potential for market saturation of advertising, overly bureaucratic model unresponsive to market, loss of institutional wisdom during integration, avoiding pitfalls of Massive Open Online Courses (MOOCs) with low completion rates, data-informed decisions, funding for resources, extremely ambitious and complex plan, lack of insight in model, diverse staff leaving network, and need for education system based around careers not jobs. A few respondents questioned whether some of the proposed networks already exist or asked about what will happen to existing organisations such as foundations and COVES.

No one is going to argue with the values, principles and your broad philosophy for change - these aren't a hard sell and we get it. An over emphasis on this starts to show that you don't have a lot else with substance. You need to be making it real now and show how Te Pūkenga will deliver education like we have never seen before.

Collaboration

Many respondents were hopeful that Te Pūkenga would bring more opportunities for collaboration across the Network, sharing of practices and resources, and collaboration within teams to better support learners through their journey.

The opportunity to further clarify and embed the range of work-based education and training opportunities as one collaborative organisation has huge potential.

Employment

There were many comments about HR, employment, and staffing issues. Respondents looked forward to more employment opportunities, opportunities for promotion and mobility within the organisation, more equitable employment, and continued flexible working environments. A few suggested solving the problem of talent by enabling cadetships and pathways for graduates.

Several respondents emphasised that key appointments should come from the sector and have appropriate vocational education experience, and that Tier 2 recruitment be conducted objectively. Other respondents suggested that co-leadership should be clear that one person must always be Māori and represent a Māori lens and that a Māori staff caucus should exist in each subsidiary.

There was also a request for guidance on recruitment during the transition phase and that a transition team for each Business Group would help while centralised systems were still getting set up.

Equity for kaimahi is also an excellent opportunity, and the suggestions discussed on previous roadshows about pay and professional development incentives are ones [that] we are keen to see developed.

Programmes

In the programme space, respondents looked forward to more opportunities for programmes, retaining much-loved programmes, revamping old programmes, having relevant programmes for today's workforce, better quality programmes, a growth in programmes, and the ability to introduce new programmes based on industry demand.

Some were concerned that low-enrolment programmes might be cut and emphasised that they should be retained if they benefited learners and the community.

More agility to introduce new programmes to an area as a result of stakeholder engagement and industry demand.

Learner outcomes

Respondents were hopeful about Te Pūkenga leading to better outcomes and vocational pathways for learners as well as better relationships with industry.

We have the opportunity to become an evidence-based decision-maker to continually improve outcomes for ākonga. For example, Te Pūkenga aims to eliminate the inequity in outcomes for Māori, Pasifika and disabled learners. Any strategy or intervention to help achieve this needs to be evidence-based.

Mobility and flexibility

Several respondents mentioned the opportunity for greater flexibility and mobility for learners, who should be able to seamlessly and easily transition between different types of learning and institutions across the country.

The ability for ākonga to navigate a journey of learning that moves fluidly with their life journey. A chance for all ākonga to learn in a way that meets their diversity. Practical, real-world learning in partnership with the industries who will eventually employ them.

Sustainability

Comments with the most number of votes in the opportunities category were the need for sustainability to be at the core and to permeate all aspects of Te Pūkenga as well as showing how it was addressing climate change and reducing carbon emissions. Other comments with a large number of votes were about sustainability being invisible in the model. Several respondents also mentioned sustainability as a general concept or in terms of their hopes for a financially sustainable organisation.

There is an opportunity for Te Pūkenga to lead the way and put sustainability at its core. It would be good to show this as a commitment and a focus and explicitly describe how Te Pūkenga will contribute to reducing carbon emissions with purchasing decisions, operations and embedding sustainability in its curriculum.

Other opportunities

Other topics promoted as potential opportunities included:

- giving more focus to international learners and using universal design to better support them
- packaging up vocational training and selling it offshore
- partnering with NZTE offshore for industry innovation
- a wellbeing lead working alongside the Chief Executive Officer and across all Business Groups
- career conversations with prospective learners for higher conversion rates
- addressing budget blowouts and poor management issues
- getting more up-to-date business systems
- more savvy digital technology for kaimahi and learners
- having a stronger learner voice and links to industry
- increased resources.

Theme 6: Overall feedback

This section provides a summary of general feedback that touched on topics outside of the engagement questions. Emerging themes included equity, co-leadership, Te Tiriti o Waitangi, learner at the centre, executive membership, online and secondary to tertiary transitions.

Framing

Many respondents felt that it was hard to give detailed feedback when the model was so high-level and general, but many still provided specific recommendations and reasoning for changes and improvements.

Many were concerned with the framing and emphasis demonstrated in the proposed structure. There was strong sentiment that the structural imaging was symbolic of the leadership, and that the structure was economic, corporate and lacking humanity.

Respondents noted that it appeared the aspirations to place the learner at the centre had disappeared, along with the emphasis on priority learners. They felt the frames presented in the structure were against the ethos of RoVE that respected teaching and learning as core business to be supported by the other units.

Respondents were also concerned about how Equity and Tiriti Outcomes would be woven through the structure and feared that the design would lead to silos.

The organisation structure appears very commercial in nature, i.e. focused on 'selling' a 'product/service' to a 'customer'. This is the anti-thesis of the vision originally articulated under RoVE which promised a radical transformation to a vocational education system that puts learners at its centre.

Language

Many respondents considered the language used in the engagement process to be of a very poor standard. Use of terminology such as 'product,' 'client' and 'training' did not reflect an educational institution.

'Learner, Employer and Customer Experience' has a business tone/flavour, and to me, implies that learners will be treated like customers. Remove training – you train dogs and horses, you teach people.

Questions

Much of the feedback received about the proposed structure were in the form of questions – how it would work and where certain functions or activities would be located.

For example, respondents' inquiries ranged from commercial, business development, innovation, business intelligence, revenue generation and the Investment Office sub-group to on-the-job

assessors and assessor assurance, continuous improvement, capability development, learning technology and Work Based Learning.

Many respondents admitted that they simply could not see themselves in the organisational structure which they found unsettling. These included members of the administrative, allied and support teams as well as people whose roles cut across several different Business Groups.

Co-leadership

Respondents noted that co-leadership at Te Pūkenga was not demonstrated or modelled at a national level where important decisions were made. There was strong support for a Deputy Chief Executive responsible for co-leadership in the proposed structure as well as Māori co-leadership and membership of Te Pūkenga Council, particularly Māori educational governance.

Other recommendations related to co-leadership included the implementation of co-governance at Council level and consideration of co-leadership in research and other functions.

Equity

Respondents were concerned about the Equity function and wanted to see it embedded through Ako and across the entire organisation. Suggestions included:

- appointing a DCE Learner and Equity, DCE People and Equity or DCE Equity
- adding Pacific and disability within Equity as standalone groups and giving consideration to the creation of a DCE Disability
- featuring diversity and inclusion within People
- merging Learner, Employer and Customer Experience with Equity and Tiriti Outcomes to become Partnerships
- lifting the visibility of Māori cultural competency training.

Deputy Chief Executive roles

Many respondents were pleased to see a CPO, CDO, and CFO at the executive level; most also favoured having a CPO at that level. However, some were concerned that there were too many DCEs and the structure would be too top heavy, thus silos would result.

Suggestions for DCEs included:

- lifting learner and kaiako focus
- adding a CMO or a COO and merging corporate functions
- adding Ako leads to executive and absorbing Academic Centre and Learning Systems into Ako
- having more co-leadership and more Māori leadership
- appointing leaders across regions rather than in one location.

Marketing and communications

Respondents had concerns about where Marketing and Communications sat within the proposed structure. While some supported having Corporate Communications in the Office of the CEO, there was also concern about splitting brand, marketing, and comms between divisions since activities

aren't always discrete, and that Te Pūkenga was at a key stage in brand development and needed a strong, consistent voice and less duplication of resources.

Some thought that having it in the CE Office would mean it tended toward being overly focused on ELT messaging. Respondents thought that comms needs to be connected with the type of learning, audience, and region to be meaningful, and that there should be a comms lead in regional lead teams.

Others were satisfied with the proposed business partner model. It was suggested to add a DCE Comms or CMO, or to cluster Marketing and Comms with People or Digital. Some suggested that to retain simplicity, improve span of control, and ensure a unified voice, that the comms and marketing remain together as a single team.

Comms and marketing needs to stay together or be clearer of how this will work across business units if segregated. It will cause confusion though to separate these functions. It will also be duplicative increasing costs.

Graphic design

In terms of graphic design, respondents wanted to see a visual representation of Ako near the Office of the CEO or close to the centre of the organisation as well as the total number of kaimahi shown in the visual of the structure. They wanted a visual representation of connections and collaborations, and how qualities like equity would be shared across all roles.

Other suggestions included using familiar language and doing the next stages of detailed design within divisions with the Network.

Online

There was a large volume of extremely diverse feedback arguing for online to be retained as a separate unit, embedded into the four Ako Delivery regional structures or placed within Learning Development and Design under Academic Centre and Learning Systems.

Respondents were unclear as to whether Open, Distance and Flexible Learning (ODFL) in the proposed Business Group structure sat within Learning Development and Design (under Academic Centre and Learning Systems) or Online Delivery (under Ako Delivery) – or both.

There was significant commentary that the reference to 'Online' reflected a lack of depth of knowledge of what was actually meant and the opportunities within the organisational direction and design.

There is a lot of reference to Online Delivery in the proposal but little or no mention of blended learning. Digitally enhanced learning needs to be a key element of modern learning and teaching, and there is a whole continuum of digitally supported blends between fully face-to-face and fully online learning.

Integrated learning has been defined as 'multi-modal learning that can be done on-the-job, on campus and online'. These modes of learning need careful consideration to ensure ākonga truly receive the flexible, consistent and seamless learning experience that they deserve. Ākonga are not necessarily going to choose one mode of learning during their learning journey. They may start 'on campus', then get a job in industry and continue learning 'on-the-job'. They may also do some extra curricula learning in an ODFL [Open, Distance and Flexible

Learning] environment. 'Online' is a method of delivery and one that will most likely play some part in almost all modes of delivery. 'On campus' needs to be clarified. It could be f2f/blended/hybrid/hyflex (offered regionally/locally) or via online synchronous delivery (offered locally/regionally/nationally). 'Online synchronous delivery' is very different to ODFL which is predominantly asynchronous delivery, which is a completely different learning experience. They should not be siloed as one 'online' region. As a learning and teaching specialist and online developer, I would be disappointed to see these modes of delivery siloed, using very different learning platforms, as this would go against the aspirations for a consistent, seamless learning experience for our ākonga.

Online Delivery should be about supporting regions to deliver online and should not be separate. It needs to be embedded. We will also need support services for people who are not used to learning in this way. As a fifth region, it will create competition again. Why are we treating these polytechnics differently to all others?

Why is online learning separated from curriculum and learning design, development, teaching and learning practice? It is just one way of solving pedagogical problems of practice and to reduce barriers to learning. It needs to sit within teaching and learning and digital learning environments (which also need to sit with curriculum design and teaching and learning practice).

Can you clarify that this means 100 per cent wholly distance learners, i.e. learners who are never visit[ing] a campus? As most programmes are blended or hybrid delivery or allow learners options to study from home or distance occasionally when it suits/is required, it will be incredibly rare for a programme not to have online components. I see the word 'online' conflated with distance study often. Online is one of many methods for delivering learning and teaching which may or may not be suitable depending on the subject, the learners, the level, their context. Distance describes the context of the learners. By conflating the learner context with the delivery method, this homogenises this learner group entirely inappropriately. It assumes a solution without examining the requirements. Additionally, how does creating an online 'region' for the whole country align with commitment to iwi, community, and regional requirements and relationships?

Open, Distance and Flexible Learning (ODFL) is an end-to-end system of delivery from course design and content development to delivery and administration. Simply putting a traditional course online does not make it ODFL. Open Polytechnic's expertise and success in ODFL is internationally renowned: it will be Te Pūkenga loss if this does not continue. By incorporating ODFL within Te Pūkenga box labelled 'Online', there is a grave risk that the specialisation of this delivery method will not be recognised and, as a result, will not be leveraged to Te Pūkenga overall advantage.

In terms of our distance learning focus, we have the opportunity for world-class distance delivery for both national and international ākonga. Region 5 will be able to offer more high quality programmes through the sharing of resources, the ability to deliver more specialised courses which would otherwise have low student numbers and working together to offer cutting-edge distance education. We will be able to continue expanding our already excellent relationships with industry and communities, and have new ways to support their needs, ensuring our delivery is responsive and up-to-date. Ākonga will have more learning opportunities available to them with flexibility to transfer between distance and face-to-face learning, the ability for us to develop distance learning programmes where demanded, etc. We will have more ability to respond to ākonga requirements as they occur.

Secondary to tertiary and trades education

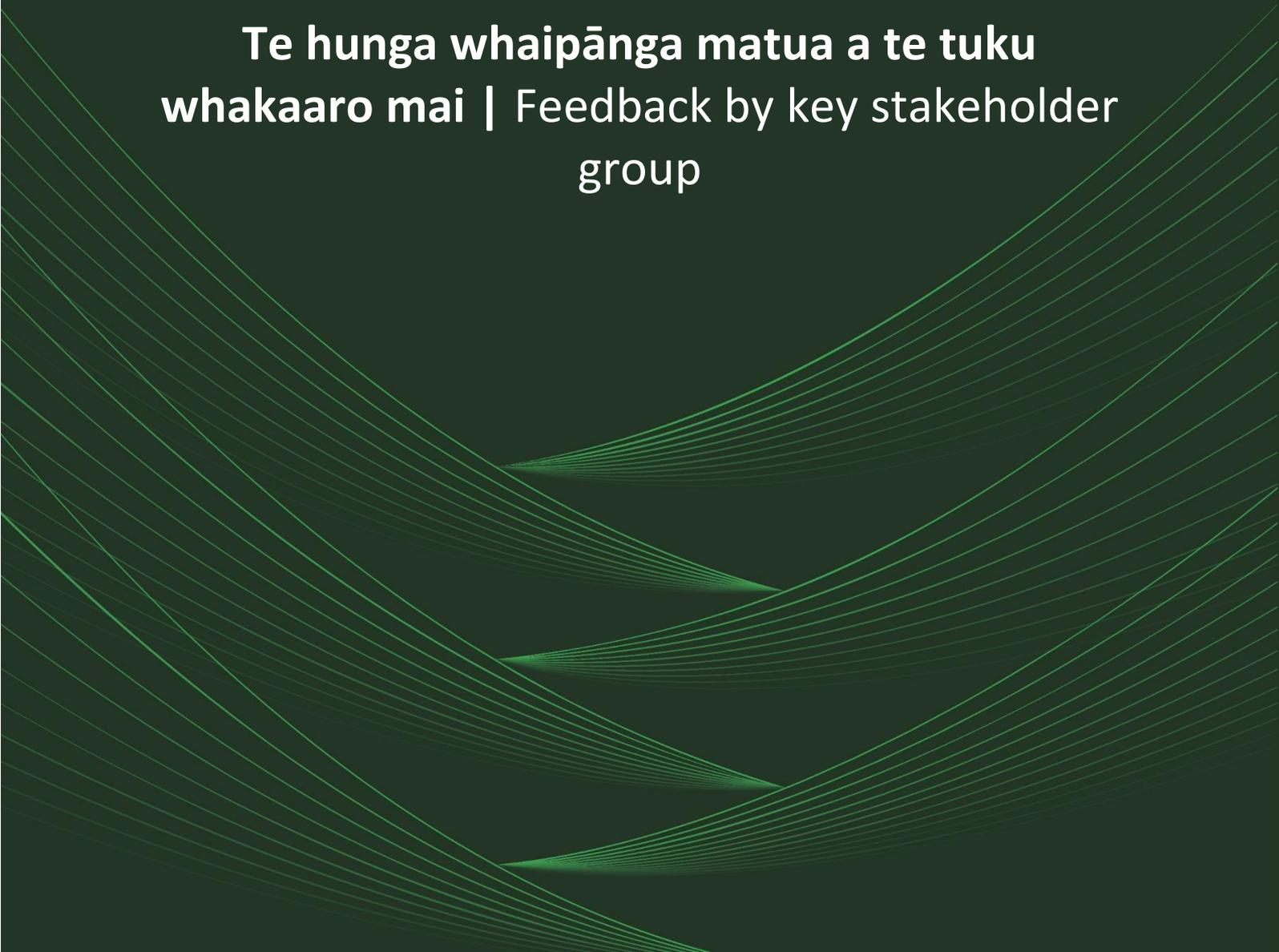
There was also strong feedback that bridging, trades education, Trade Academies, and the secondary to tertiary transition programmes were visibly absent in the proposed structure.

These initiatives were highlighted as a critical pipeline of learners both for ITPs as well as the WBL and TITO divisions. Some thought these should be part marketing, Ako Delivery or Learner, Employer and Customer Experience.

It's not clear where responsibility for student recruitment sits in the proposed structure. Across the entire Network, of those that were in Te Pūkenga earlier this year (16 ITPs and four ITOs), in all of them, responsibility for face-to-face student recruitment sits with the marketing team. This area of activity includes responsibility for delivering in-schools and in-workplace engagements, organising open days and attendance at off-site events such as careers expos.

Our schools and Gateway team has formed trusted relationships with school principals and principal nominees as well as hospitality teachers and Gateway co-ordinators across more than 350 secondary schools nationally and engage with circa 3,500 students annually. The team has also formed trusted relationships with key national enterprise-level customers including the Warehouse, Torpedo 7, Warehouse Stationery, Woolworths-Countdown, Farmers Trading and Noel Leeming to name a few ... All the products and services offered by the schools and Gateway team are centrally co-ordinated and regionally delivered, using the same national-client customer service delivery model for each employer.

Bridging, foundation, secondary-tertiary transition and pathways, and trades academies are activity areas that span disciplines and Ako network areas. A further Ako network that brings together this transition to tertiary activity in a single network that 'services' all the other WDC-aligned networks and engages with relevant stakeholders would make sense.

The bottom half of the page features a series of thin, light green lines that curve and flow across the width of the page, creating a sense of movement and depth. These lines are set against a dark green background.

**Te hunga whaipānga matua a te tuku
whakaaro mai | Feedback by key stakeholder
group**

Whakapototanga i ā ngā tāngata Māori urupare | Summary of Māori feedback

This section provides a summary of the Māori feedback. Emerging themes included co-leadership, co-governance, separation of Tiriti and Equity functions, Te Tiriti o Waitangi partnerships, Māori cultural capability, Māori staff, regional boundaries and names, mātauranga Māori approaches to structure, and Mātauranga Māori Ako Network.

This section includes the views expressed by Te Tiriti o Waitangi partners such as iwi and hapū and Māori stakeholders, either individually or on behalf of a collective or group. However, it should not be relied upon as an authoritative statement of iwi or Māori as there were a limited number of submissions.

Most of the feedback received during this engagement process was submitted by Māori staff working for a Network subsidiary. There was also very little feedback from Māori learners or which referenced Māori learners.

Co-leadership at CEO level

The issue of co-leadership was the strongest theme expressed by Māori throughout this engagement; in particular, that co-leadership be reflected at the CEO level as well as at a regional level with the co-executive directors.

We recommend that Te Pūkenga reflects and embeds the co-leadership model at both Tier 1 (national leadership) and Tier 3 (regional leadership).

We seek ... Te Tiriti o Waitangi co-leadership to be implemented at the three key levels, e.g. governance, leadership (CE) and regional leadership.

I recommend that partnership be established in all (levels) including Tier 1 leadership.

Te Tiriti o Waitangi-based co-leadership at regional levels as well as at CEO level.

[We acknowledge] the absence of co-[leadership] approaches to demonstrate Tiriti partnership in the top tiers of the organisation. Co-[leadership] appears to only be a priority within the regions (at Tier 3) who appear to have limited decision-making authority in the proposed organisational structure.

Many respondents felt that a failure to implement genuine co-leadership at Tier 1 would not only undermine the intent of Te Pūkenga to give effect to Te Tiriti o Waitangi but would risk alienating Māori and Te Tiriti o Waitangi partners by perpetuating an unfair power imbalance.

Legislation that prevents co-leadership was thought to be a major inhibitor to genuine partnership and work to address this was urged to address this.

Not having Māori at Peter Winder's level is an imbalance in mana.

Legislation that only allows one CE is a risk to a Tiriti-partnering model.

Urgently pursue change now at a parliamentary level so that Cabinet can appoint two CEs and attain partnership at this level.

It was also felt that co-leadership would signal a clear culture shift across the organisation that would assist to embed Te Tiriti o Waitangi accountability.

We also feel a co-leadership model would better demonstrate expectations of mātauranga Māori integration (including in quality assurance frameworks) to better serve our priority learners and enable the achievement of equitable outcomes and Te Tiriti partnerships.

Co-leadership should be the default at all levels to give ākonga Māori and mana whenua confidence that Te Pūkenga mean what their rhetoric is saying.

The 'siloed' nature of Tier 2 DCE roles risks isolating core kaupapa Māori competencies into one DCE leadership role. If this happens, our experience tells us that kaupapa Maori leadership will 'burn out' and the whole organisation will underperform against core kaupapa Maori outcomes and obligations.

Co-governance

The issue of co-governance i.e Council level decision-making and construction was closely associated with co-leadership, with many respondents expressing that both are needed in order to drive real change for Māori.

Did Te Pūkenga consider an iwi-Māori partnership board model? If not, why not? This is an opportunity to have decision-making roles at a local level, and jointly agreeing local priorities and delivery.

The need for visibility within the proposed structure that highlights a co-governance approach at all levels of the organisation that make decisions.

We recommend that the Council be co-chaired (with Tiriti partners) and future membership determined by genuine alignment with our sector's priority focus areas and Te Tiriti-based obligations.

Respondents were clear in their desire to ensure the Operating Model delivers conspicuous, visible and meaningful Māori influence at all decision-making points in Te Pūkenga and in the Network. The feedback highlighted common support for the view that iwi and mana whenua must be involved in decision-making processes, especially decisions that directly impact Māori.

The governance and leadership structure does not reflect the number one priority i.e. Te Pūkenga will honour, uphold and ultimately give effect to Te Tiriti o Waitangi in ALL that it does. This proposal plans to introduce co-leadership only at regional level which negates the commitment of Te Pūkenga to honor Te Tiriti o Waitangi.

'Mana to mana' – equal mana needs to be supported at the top level/tier, not just within the regional context.

Separate Tiriti and Equity and elevate Tiriti to CE office

There was widespread support that Te Tiriti o Waitangi functions should be separated from Equity functions. Māori respondents expressed strong views that Te Tiriti o Waitangi functions should not be grouped alongside other priority learner and equity functions as this blurs the distinction between groups and dilutes the influence and position of Māori as partners under Te Tiriti o Waitangi.

There was strong sentiment that Māori must have their own specific approach driven by rights under Te Tiriti o Waitangi which must be evident in the organisational structure with accountability ultimately resting with the CEO.

The grouping of Equity and Te Tiriti partnerships under one DCE portfolio risks undermining both. Each deserves its own mana.

Equity and Te Tiriti o Waitangi should preferably be two separate portfolios ... alternatively put Equity and People in one portfolio.

Equity bounded to Te Tiriti compromises (both) and undermines Tiriti Partnership. It is not the 'task' of Te Tiriti to deliver equitable outcomes for all.

While respondents provided few suggestions on where the Equity functions should be moved to, they were very clear in the view that Tiriti o Waitangi accountability be moved to the CEO office as a reflection of the unique nature of Tiriti o Waitangi obligations and its applicability to organisational performance.

Representation of Te Tiriti should sit as equal to the Office of the CEO. It is important (that Te Tiriti o Waitangi) be embeded in the fabric of the structure, not as a consulting party.

Te Tiriti, whilst acknowledged, is not treated as the most important structure in this plan. My suggestion is that representation of Te Tiriti should sit as equal to the Office of the CEO.

If we are operating Te Pūkenga from a Tiriti partnership, Tiriti-focused, Tiriti-driven kaupapa, then ... the Office of the CEO should be in the middle of the leadership groups and Ako Delivery should be where the CEO office sits, because these are the most important kaupapa of Te Pūkenga.

There was also support for Te Tiriti o Waitangi responsibility to be built into all Business Groups across the structure and specifically built into the performance of Deputy Chief Executives.

Achieving equity for Māori, through Te Tiriti o Waitangi, should be integrated into all of the nine Business Groups – and not just expect Tiriti Outcomes and Equity to be accountable for 'all things Māori'.

The other Business Groups need to leverage off the expertise within the Tiriti Outcomes and Equity group but be equally accountable for delivering a Tiriti honouring organisation.

A range of suggestions were offered regarding where Equity functions should be placed within the structure including People, Culture and Wellbeing, Strategy and Transformation, and learner-focused Business Groups.

Equity and Tiriti business group to sit on a tier above all the other working groups to ensure that there is an institutional approach and accountability across the whole organisation to equity and Te Tiriti.

Alternatively, put Equity and People in one portfolio.

Enable meaningful Te Tiriti o Waitangi partnerships

The need for meaningful and connected Te Tiriti o Waitangi partnerships was raised by numerous respondents. Although outside the specific scope of the feedback sought, this was a recurring theme.

Tiriti partnership should (enable) partners to influence decision-making.

Establish roles and functions within the organisational structure that empower the Tiriti voice to influence decisions.

Ensuring an equitable Te Tiriti partnership model is maintained at both national and regional level, with strong connections across the two, particularly in terms of consistent decision-making processes and considerations is preferred.

Build Māori and Te Tiriti o Waitangi capability into all key roles

Respondents noted that any Operating Model premised on Te Tiriti o Waitangi will require a high degree of Māori cultural capability and Te Tiriti o Waitangi competencies to deliver its strategic objectives.

Naturally, Māori competency is predominantly held by Māori people and kaimahi; therefore, a theme of the feedback focused on the need to attract, retain and grow Māori capability across Te Pūkenga.

There was very strong sentiment that Māori cultural capability and Te Tiriti o Waitangi competencies should be built into key roles especially from Tiers 1 to 3.

Employ Māori kaimahi in decision-making roles and use Te Tiriti o Waitangi values and principles in recruitment and selection processes. Include kaumatua/kuia where appropriate.

Recommend that all senior leadership JDs [job descriptions] (including KPIs), as well as the associated recruitment and appointment process[es], are designed to ensure that Te Pūkenga has the capability to genuinely honour and give effect to Te Tiriti o Waitangi.

Look after the wellbeing of our people/kaimahi and recognise (remunerate) cultural capability.

Care for Māori staff

Expanding on the theme of Māori cultural capability, some respondents noted that – in order to retain and attract Māori people to Te Pūkenga – the organisation needed to commit to looking after those that were already employed.

We aren't all the same and Māori staff face challenges and obstacles that non-Māori staff don't. Māori staff are one of our strongest assets if we are to achieve the lofty aspirations of our Māori community; therefore, special care needs to be taken to recruit, grow and retain ...

Support staff through the transition (particularly Māori staff) to ensure they stay and are enthused to lead and implement the system changes.

Regional boundaries and names

More work and meaningful engagement on the Southern region was requested. All iwi responses received in this engagement came from South Island iwi unanimously opposed to the current boundary proposal that would separate the South Island across two regions. This boundary proposal was seen to be a breach of Ngāi Tahu regional boundaries specified under their settlement legislation.

I am primarily writing to ... raise concerns with the proposed regional boundaries that have been identified in Te Pūkenga proposal document, 'Tā tātou huarahi | Our pathway: Te Pūkenga organisational direction and design 2022'.

As you will be aware, Ngāi Tahu has a defined Takiwā, as set out in section 5 of Te Rūnanga o Ngāi Tahu Act 1996 (Appendix One). Additionally, in the Crown apology to Ngāi Tahu, as set out in section 6 of the Ngāi Tahu Claims Settlement Act 1999, the Crown explicitly recognises Ngāi Tahu as "the tangata whenua of, and as holding rangatiratanga within, the Takiwā of Ngāi Tahu Whānui" (Appendix Two).

The proposed Te Pūkenga boundary refers to 'Te Tai Tonga' which is inconsistent with Ngāi Tahu rangatiratanga as it does not adhere to the Ngāi Tahu Takiwā boundary. This proposed regional boundary for the South must follow the Ngāi Tahu Takiwā as defined in section 5 of Te Rūnanga o Ngāi Tahu Act 1996. The northern takiwā boundary extends between Kahurangi Point (West Coast), within the Ngāti Waewae rohe, to Te Parinui o Whiti/ White Bluffs, which is the border of the Ngāti Kuri (Te Rūnanga o Kaikōura) rohe.

We consider that any other regional boundary would be inconsistent with our settlement legislation.

The submissions made by iwi on this point are clear, unambiguous and compelling that reconsideration of the Southern boundary is necessary, and change is expected by iwi. Another iwi submission made the following points in support of keeping the South Island as a single region.

The proposed Region 3 'Te Tai Hau ā uru' includes the iwi of Te Taihu. The iwi of Te Taihu are unanimous in their desire to be in a whole of Te Waka a Māui/Te Waipounamu entity. The reasons for this include the other government reforms:

- a) Te Waipounamu is one region/entity for health.*
- b) The iwi and councils of Te Taihu have individually and collectively submitted to Minister Mahuta and the Three Waters Select Committee for the Three Waters region/entity to be the same (whole of the South Island). Mismatching government agency boundaries is problematic as it creates a spider web of relationships and duplication.*

It cannot be underestimated the impact of drawing boundary lines on a map of the South Island, and how this leads to undue conflict and hurt to the iwi involved.

Names of regions

Further engagement with iwi in general was urged regarding the naming of the regions. There was collective agreement that the proposed names were not appropriate as the regional boundaries did not align with the Māori understanding of the rohe.

Regional design should include regionality and uniqueness of mana whenua. For this reason, there needs to be a mana whenua sub-group and designed (and named) in partnership.

The East and West regions do not align with traditional iwi-Māori groupings ... from a Māori perspective, it is nonsensical that Waikato is currently grouped with the East Coast region and Wairarapa is currently grouped with the West Coast region.

Recommend using the Tararua Ranges as a guide to determine the East and West regions. Recognising that the current names of the East and West regions do not reflect who is part of the groupings.

Respondents urged Te Pūkenga to find and develop an alternative naming convention that does not misappropriate Māori regional names and create confusion. Under the circumstances, it is probable that a bespoke naming convention will be necessary and should be determined in partnership with iwi.

Recommend explore naming conventions that relate to the regional make-up. For example, the region names could be named after harakeke varieties that are prevalent in those areas to further demonstrate the relevance of the harakeke motif.

Suggested names include Te Upoko o te Ika, Te Puku o te Ika, Te Hiku o te Ika, Te Waka a Māui. The thinking behind this suggestion was to find a narrative that unifies everyone without it causing problems due to iwi/tribal specificity.

Structure in general

On the whole the regional boundaries and approach were received relatively positively and seen as a way to address some of the restrictions with the current approach and reduce inter-region and inter-provider competition. Respondents wanted more detail on the make-up of regions and the leadership structure.

Full marks to the new (regions) structure - it will counter the tendency individual institutions have had historically to try and control everything. Its made institutions quite selfish where its been 'all about us' as a sector. This attitude has created big some problems

(the proposed regional split) should foster the desperately needed collaboration, sharing and cooperation of multiple institutions in the new region to bring about improved success and achievement for various stakeholders and partners in regions. It brings diversity in terms of the human factor: new thinking, planning, innovation, greater skillsets. We desperately need this too. cool move

There was common support for the retention of a regional network with the flexibility to manage local relationships and design bespoke responses for learners. Te Pūkenga was favoured as a centralised hub for policy and strategy leadership, especially Tiriti o Waitangi frameworks.

There was broad support expressed for the proposed business divisions with some refinements offered regarding aspects such as the naming of titles and duplication.

The structure looks good and makes total sense. I do question why 9 business groups are needed. This number could drop to 6 or 7 if Strategy and Transformation are included under People and Digital is included under Finance.

We support a flat structure across Te Pūkenga business entities from Chief Executive to Ako Delivery. ie all roles on the same level

Executive Officers – this title is demeaning for people who were effectively previous CE and Pou Hautu.

“There does appear to be some duplication of responsibility with the Equity Office and Ako Delivery office both having Tiriti leadership.

There were, however, some respondents who thought the regional structure was too administratively heavy with too many leadership roles

The structure seems very top-heavy and should be less (fewer)

Mātauranga Māori approaches to structure

A number of respondents believed that the proposed organisational structure did not reflect a Māori worldview, perspective or way of conceptualising the issue and solution.

Some suggested that traditional, linear ‘western’ corporate structures (such as those presented as part of this engagement) do not have a focus on the learner and Te Tiriti o Waitangi at its ‘core’ – principally because there is no identifiable ‘core’ to the structure.

I would prefer to see these multiple sub-groups interfacing in more of a circular, web-like way, potentially a spiral even, that connects areas directly with each other...(ki a Toi Huarewa, the pathway to the heavens and this embeds our whakapapa Māori re Tane-nui-a-rangi and the attainment of mātauranga within the very structure of our every day mahi.)

The linear banner-like, vertical horizontal nature of the model is simplistic, especially when considering the need to be embedding and managing diverse and multiple relationships/relations including Tiriti, partnership, equity and Māori capability (mātauranga Māori, tikanga Māori, co-design) across all aspects of a (supposedly truly) Māori partnered organisation.

Māori motifs and frameworks are being applied to different areas of Te Pūkenga development. The logo and foundation of Te Pūkenga is based around the harakeke, the values speak to manawa, the vision talks about carving, and the regions are named after the winds. (Where is this reflected in the structure though?)

Respondents were also wary of the ways in which poor or inadequate structures maintain biases and structural power imbalances.

Models (structures) have the potential to decolonise, recolonise, and of course continue to colonise

Some respondents expressed disappointment that an opportunity was lost to leverage a Māori worldview and consider alternatives to traditional approaches which could be considered truly transformational.

We understand the current visual is an operational model – but that visual is almost undoing all of the narrative Te Pūkenga has been building to date.

We recommend that (the design) take a mātauranga Māori integrated approach ... (an) intentional weaving of the Business Groups through and across each other to make clear that all the Business Groups are individual threads but part of a stronger whole that is Te Pūkenga.

Mātauranga Māori Ako Network

Numerous respondents referred to the Mātauranga Māori Ako Network, noting that it appeared out of place alongside the other vocational education areas. The sentiment and intent to protect mātauranga Māori across Te Pūkenga was recognised and supported; however, more detail was required on exactly how this would be possible under the proposed structure.

I find mātauranga Māori (mM) as a seventh Ako Network odd as it is not a similar deliverable like the other networks, and this is made more obvious being the only one not WDC-related. It is the odd one out. Te Pūkenga is not 'delivering' mM as an external but embedding it across and within its internal process to ensure that mM is thoroughly across the deliverables of those things we teach to: manufacturing, engineering, food, fibre, services, creative, health, construction and so on. I feel that mM should be positioned across the business group/sub-group frame, likely in the Equity and Tiriti Outcomes.

Requesting clarity on the nature and purpose of the Mātauranga Māori Ako Network. Schools within subsidiaries who currently practice or deliver aspects of mātauranga Māori may see themselves within two Ako Networks.

Maintain the integrity of mātauranga ā-iwi (tribal specific knowledge) that has been integrated into programmes that are delivered. Some programmes within our institution have been informed by traditional narratives of local hapū to ensure that the content is relevant to the communities who receive the learnings.

Engagement process

Numerous respondents mentioned the engagement process. Respondents felt there was poor timing, a short turnaround, limited engagement channels, methods and approaches and inadequate materials for a Māori-specific audience.

Better processes needed for consultation with kaimahi Māori, iwi and community groups. Smaller campuses need a tailor-made approach – not a generalised one – as [they're] very different to larger campuses.

Māori advisors within Te Pūkenga should be consulting kaimahi Māori who know their areas.

Whakapototanga i ā ngā tāngata Pacific urupare | Summary of Pacific feedback

This section provides a summary of the Pacific feedback. Emerging themes included Pacific visibility, leadership at all levels, separating Te Tiriti Outcomes from Equity, employer capability training, Pacific excellence – professional learning and development, and regionalised and localised implementation of a national curriculum.

Referencing Pacific policy

Since the announcement of RoVE on 1 April 2020, the expectations for the review were clear – a commitment to honouring Te Tiriti o Waitangi, our Charter and the Minister’s Letter of Expectations.

Since the establishment of Te Pūkenga, a number of key Pacific policy documents and resources have been produced by Government.

These policies include:

- [Ministry of Pacific Peoples \(MPP\) – Lalaga Fou Report \(2018\)](#)
- [MPP all of government Pacific Wellbeing Strategy \(2022\)](#) – clauses 19-21 are a focus
- [Ministry of Education \(MoE\) Action Plan for Pacific Education \(in Pacific languages\)](#)
- [Ako Aotearoa’s 10 Phenomenal Educators Kato Toolkit \(2019\)](#)
- [Ministry of Health/NZ Health’s Ola Manuia Action Plan 2020-2025](#)
- [MoE’s Talanoa Ako: Pacific Parents, Families, Learners and Communities Talk Education Together \(2022\) – authored by Tagaloatele Peggy Fairburn-Dunlop](#) – exploring culturally safe spaces and conditions for teaching and learning.

In lieu of the timing and engagement pressures felt by Pacific people, the feedback analysis suggested that these documents are used to inform all future Operating model mahi.

Pacific feedback as underserved priority ākongā and communities

Pacific people are part of the wider community of Te Pūkenga priority learner groups – ākongā Māori, Pacific and disabled. Pacific also cuts across the other two groups – Māori and disabled – with intersectionality. Ākongā and kaimahi may be Pacific with disabilities and/or Māori. Feedback has been analysed with this in mind.

Some of the whakaaro shared reflects this intersectionality. These connections are reflected in feedback requesting recognition of the diverse strengths of Pacific people and connection to underserved groups and related changes to the proposed structure.

It does not reflect the blood, sweat and tears Pacific staff and communities have contributed to the plytech sector plus strong advocacy for Maori as tangata whenua.

The connection between Māori and Pacific peoples isn’t apparent in the proposed model. The priority groups identified by previous Te Pūkenga reports aren’t reflected in the leadership

structures presented, specifically Pacific communities. SOLUTION: Embed equity and Te Tiriti excellence and partnerships across all units and functions, as opposed to leaving as independent, separate units. Empowering Māori as Te Tiriti partners will provide the example for, and guide, ongoing partnerships and collaboration between the business units. Positive connections and accountabilities as modelled through Te Tiriti partnerships across the organisation will drive a positive culture and implementation of these two key functions. Embedding Te Tiriti-based partnerships and equity across all business units will also guide and support partnerships with Pacific groups and communities. The benefits of empowering Māori will be felt by Pacific kaimahi who have expressed that Pacific success is interdependent on the successes of Māori.

There is no specific mention of Pasifika at any level of the proposed structure despite Te Pūkenga identifying same as one of the three underserved groups.

A Pacific voice in the executive team would add unique critical thinking, an important cultural lens to a key priority group and add value to discussions and decisions made by Te Pūkenga. It would also provide the necessary focus and level of resource to realise the aspirations of Pacific peoples in Aotearoa New Zealand.

Pasifika engagement and participation at all tiers of the organisation should be included as a priority given it is identified by Te Pūkenga as one of the underserved groups.

Recommendations: A central Pacific leader position is created that is part of ... Te Pūkenga executive leadership team. Measures be put in place that will prevent Pacific equity getting diluted as it will be competing with Māori and disability equity resources. Suggest that Māori becomes its own Business Group and Pacific be a joint Business Group with disabilities.

Be good to include Pasifika as one of the groups at the top tier of the Ako Delivery networks and not just at regional level.

A lack of visible Pacific leadership was seen as a key weakness of the proposal.

Finally, while our group has been involved in the development of a Pacific strategy for Te Pūkenga, we wish to see this work prioritised and irrespective of [the] final structure, our group be intimately involved in its development and implementation. A Pacific leader needs to own this Pacific strategy and hold Te Pūkenga to account for its delivery and implementation.

The proposed Business Group structure omits Pacific peoples and the value we, as Pacific communities, can bring to learners and delivering on our shared objectives.

There were some examples of Pacific feedback that appreciated Te Pūkenga vision, values and direction.

I personally have gained valuable mātauranga that reflects the importance of whakamana, to uplift the mana of ākonga by sharing useful kōrero, experiences or role modelling how to approach and support student issues by listening first, then appropriating tools, resources and guidance. These are the tools I have received during the past two years of working alongside Te Pūkenga. I have been able to share TP's vision but also help ākonga with academic worries to cultural equity and support. Ngā mihi TP staff, thank you for allowing me to learn and contribute in this important mahi.

For any leadership role to prevail, there must be room for improvement in that space alongside the people that you are appointed to guide. Reading over the 'approach' and 'growing our whānau', I feel confident in the mahi that is to follow. Knowing that there is a provision referenced to Te Tiriti o Waitangi and equity for Māori success, I am enthusiastic about the way accountability will come into effect through delivery networks.

Simplify the structure

A recurring question by the Pacific sector has been about how can learners and employers can follow the pathways.

The proposed organisational structure was not always seen to account for the wider integration of players involved in the ecosystem of Te Pūkenga.

The structure is complicated – TITOs/WDCs/Skills and Technology/PTEs/NZQA/TEC/MOE. All educational – but who is doing what? How can businesses and learners actually follow the pathways?

Te Pūkenga looks set to guide the education pathway through teaching staff like tutors, lecturers etc. by changing the Westernised, mainstream ideology of teaching a certain way or one way fits all. This is an important opportunity for staff to expand their knowledge by connecting from a te ao Māori perspective. It will always be important to know things but it is increasingly important to harness knowledge through shared or individual experiences; therefore, ākonga/taura need to learn how to do things from practical learning/hands on.

The structure is not really clear about where things are. In relation to the Business Groups, I think there is no consideration to a research and development Business Group.

Communicate in layman's [sic] terms. I was listening to an academic from Te Pūkenga on ZB Talkback and the interviewee spoke in terms the audience could not understand, not even Mike Hoskings had a clue – micro creds, WDCs etc. The average Kiwi has no idea what this language is. Keep it simple and KNOW your audience is always a good start.

To be honest, I read over the information and I am stumped. I am a visual learner so in order for me to see how the boundaries are established or how they are guided, I need examples of what that looks like. From what I can see, there is a clear outline for each region to mahi within their spaces.

Investment in and action for Pacific people

In relation to the Office of the Chief Executive Officer, it is assumed that we have internal finances and auditors for Te Pūkenga.

Drawing a line of sight of greater financial investment from the Office of the CE and Te Pūkenga Council to all parts of the organisation will help to truly prioritise Pacific visibility and Pacific leadership at all levels.

A number of respondents asked for more information and that Pacific investment is planned for and made more explicit through conscious and deliberate acts to be seen and felt by the sector.

From my view of the proposed Business Group structure, I am basing my kōrero and feedback on clear understanding, the purpose and direction of the model. I need to know where we are heading as a government initiative driven by ākonga and that our voices are held at the head of the tēpu.

Past or recent unsettled learning experiences from ākonga that have not had their issues addressed to their needs or their voices validated. These matters could be carried through to TP in which case, the institutes and student associations need to take responsibility pushing for appropriate action.

Pacific clarity to the proposed structure

Clear communication was a recurring and important theme in Pacific feedback. The most clear cut explanations are:

You need to make it real now and show how.

Te Pūkenga will deliver education like never before.

A staff's condition of employment is a student's condition of learning.

To be honest, I [have] read over the information and I am stumped. I am a visual learner so in order for me to see how the boundaries are established or how they are guided, I need examples of what that looks like. From what I can see, there is a clear outline for each region to mahi within their spaces.

Whakarāpopoto i ngā urupare mō ngā ākonga whaikaha me ngā ōritetanga | Summary of disabled and equity feedback

This section provides a summary of the feedback that related to disabled learners, disability issues, and issues of equity more broadly. Emerging themes included definitions, learner and equity at the centre, structure, goals and accountability, capabilities, strengthening partnerships and learning environment.

Definitions

On a number of occasions, respondents questioned the definition of disability used for this consultation in the glossary and recommended using the definition used in Te Pūkenga Strategic Disability Action Plan which is more aligned with the social model of disability:

The New Zealand Disability Strategy states that ‘disability is not something individuals have. Instead, ‘disability is the process which happens when one group of people creates barriers by designing a world only for their way of living, taking no account of the impairments that other people have.

In this plan we have used the term ‘disabled ākonga (learners)’, to make the point like the Te Rito report has shown, that people with impairments are often ‘disabled by their environment’, rather than inferring that they are ‘disabled’ themselves or by their impairments.

Respondents noted that equity needed to focus not only on Māori, Pacific and disabled ākonga, but also other equity groups. They mentioned the need to recognise general diversity and inclusion issues and the intersectionality nature of disability, and thus acknowledge other priority equity groups such as women, LGBTQIA+, international/migrant, adult, and second chance learners.

Learner and equity at the centre

Respondents wanted the structure to be more clearly learner-centred, with learner success and equity at the centre. They noted that this should be a key component of the structure due to the expectations set out in the Charter and Letter of Expectations.

There was concern that it now seemed like a traditional business model with traditional functions, and that all the aspirational components previously discussed and engaged on with learners had been lost or disregarded.

Respondents suggested that Te Pūkenga needed to be brave and pioneer a paradigm shift that ensured equity was at the forefront of everything, and that the system was designed around the needs of equity and priority and underserved learner groups, rather than the other way around.

Some respondents noticed that the visibility of Charter priority populations had decreased between the 2021 Operating Model and this proposed model. They wanted to know how the organisation would ensure equity outcomes for priority and underserved learner groups and whether it would deliberately shift resources to equity groups to achieve this.

Members expressed that they can't see 'learners at the centre' being one of the key components of the proposed structure which it should be given [that] the Charter and Letter of Expectations sets this out clearly. It seems like a traditional business model with traditional functions with all the aspirational components previously discussed and engaged on with learners being lost or disregarded. The importance of 'learner voice' being represented more clearly at the highest level of the organisation is of utmost importance to learners. It's difficult to see where the 'learner voice' and resources that enable and support that function sit in the proposed structure. It hasn't been given enough priority.

Members were concerned around [the] lack of information from Te Pūkenga on what it is going to do to support Pacific and disabled learners/kaimahi as key priority learner groups within the proposed structure. Where is the representation/priority in the proposed structure for priority group learners given this is a key component of the Charter and Letter of Expectations?

I am pleased to see a focus on equity for Māori, Pasifika and disabled learners and kaimahi; however, there is no mention of equity or inclusion for LGBTQI+, takatāpui learners or kaimahi. Te Pūkenga needs to make a commitment to ensuring that LGBTQI+, takatāpui learners and kaimahi feel safe and included on all campuses.

There needs to be consistency in prioritisation of resource in terms of kaiako capability development across the organisation, otherwise the notion that ākonga can seamlessly move between delivery entities is at risk.

I strongly support the need for increased funding and resources (including kaimahi) dedicated towards specific projects and initiatives that have a relentless focus and commitment to Te Tiriti partnership, improving equitable outcomes for ākonga Māori, Pacific and disabilities, and mātauranga Māori.

Structure

Some respondents suggested designing the organisational structure to deliver to priority groups across all Business Groups. This might mean Equity and Tiriti Outcomes needed to sit operationally above the other business units, or that Equity positions are created within each division.

They thought that universal design principles and accessibility should be considered across areas and environments including information technology and digital transformation, property functions, marketing, and learning and teaching.

Some respondents recommended the establishment of a disability-focused Business Group led by a Deputy Chief Executive with relevant disability experience and expertise in the disability sector and support services to ensure strong and professional leadership. Others suggested moving Equity into Strategy and Transformation to give it the whole of organisational focus or into Learner, Employer and Customer Experience.

Some thought Equity should be separated to ensure Māori, Pacific and disabilities were explicitly reflected at multiple levels and parts of the new structure; otherwise, the needs of these three groups appeared to be together and neither Pacific nor disabled people were visible.

There were questions about where both disability support services and strategising for disability confidence and competence sits within this model.

Respondents wanted clarity around who would be responsible and accountable for the maintenance and development of disability support services across the network, including extending services to WBLs and TITOs.

There were also concerns about how accessible the National Contact Centre would be for all disabled ākonga and the risk of local knowledge being lost.

Goals and accountability

Respondents thought the model needed to be clearer about how the strategies related to equity groups would be implemented and embedded. For example, they were unclear about how the National Strategic Disability Action Plan would be implemented.

For the organisation to prioritise equity and create accountability, respondents recommended that these goals become an integral part of the other 'business units' and drive their work, decisions and communications.

All Business Groups should set key targets around meeting the needs of specific equity and priority or underserved learner groups with goals, required resources and success measures.

Making disabled ākonga a priority at Te Pūkenga has been mentioned alot and ... Te Pūkenga Disability Action Plan has been launched to give effect to the good intentions. I would like to make three recommendations to get the best out of ... Te Pūkenga Disability Action Plan as the operational structure takes shape.

- 1. I suggest that ... Te Pūkenga Disability Action Plan be made readily available, e.g. on ... Te Pūkenga website. Then all planners, kaimahi and ākonga can make use of it.*
- 2. Since National Disabled Students Association (NDSA) has had a lot of input into the action plan, I suggest that Te Pūkenga may provide some financial resource to the NDSA and (disabled persons organisations).*
- 3. Having disabled staff supports disabled ākonga by an inclusive environment with positive role models.*

Capabilities

Respondents discussed the need for the model to allow for the development of staff capability, competence and confidence to engage with diverse learners. They suggested that equity must be made explicit in all position descriptions and reflected in the way performance is measured and rewarded.

They also suggested that – at the strategic senior level – there should be more people with lived experience of disability and that there should be an intentional policy to recruit more disabled people throughout the organisation.

Cultural and disability competencies are severely lacking and need attention if priority groups are to be effectively supported.

Strengthening partnerships

Similar to previous Operating Model consultation and feedback about disabled learners, some respondents felt that the model did not consider the needs of disabled learners enough.

They suggested that Te Pūkenga needed to build stronger partnerships with disabled ākonga at governance and operational levels, including investing more in consulting disabled ākonga through disabled persons' organisations, National Disabled Students' Association (NDSA) and representation on Te Pūkenga Learner Advisory Group.

They wondered whether Te Tiriti o Waitangi and equity subject matter experts were being appropriately involved in the development of the new Operating Model.

Respondents also noted that it was important to remember that not all ākonga or kaimahi disclosed health, wellbeing or disability support needs so the organisation should ensure that systems and internal structures were accessible and inclusive.

Learning environment

Respondents found that disability was invisible in the engagement document, particularly in terms of learning, development, and design and delivery. They thought the structure needed to focus more on resolving the systemic barriers in the learning environment that have an impact on the success of disabled ākonga.

They wanted to know how Universal Design for Learning (UDL) will operate and be implemented in this model. In addition, they acknowledged that educators needed to be given resources and support to teach disabled ākonga.

Currently disabled learners accessing support is based on a deficit/reactive model which focuses on providing a specific individual's learning needs in isolation to the study programme, campus environment or teaching staff ... What is required: Using a model based on the Universal Design for Learning which includes accessibility, flexible course delivery and design ...

Respondents mentioned the importance of pathway programmes. They said there should be a pathway to study and work for ākonga with intellectual disabilities, and that foundational programmes provide many disabled learners with the confidence and skills they needed to participate in the workforce, social activities and further study.

Whakarāpopoto i ngā urupare mō ngā ākonga | Summary of learner feedback

This section provides a summary of the feedback related to learner needs, support and success from both learners and learner groups as well as kaimahi who support learners. Emerging themes included change with learners at the centre, learner voice, local communities, equity and online learning.

Change with learners at the centre

Respondents saw the opportunity for system-wide intergenerational change, anchored by the needs of ākonga and Te Tiriti o Waitangi obligations, and emphasised that this must be taken.

They saw opportunity for innovation and the removal of barriers. Other opportunities identified included increased access to services for ākonga, ability to customise pathways to minimise debt and time, and more flexible learning pathways through ODFL. For example, ODFL can provide access to learners who are often older, in work, juggling time commitments or do not have access to face-to-face learning in their location.

Respondents strongly supported putting learners at the centre and transforming lives, and believed this included the opportunity to: transform outcomes for Māori, Pacific disabled and other underserved groups; be innovative and responsive to learners; allow ākonga to transfer more easily; and better understand the needs of work-based learners.

Where is the learner-centered focus? The structure is a very traditional model with no emphasis around our key stakeholders – learners. The structure doesn't seem to align with our Charter and Letter of Expectations in terms of focus and objectives. We seem to have lost the whole point of reform which is about doing things differently and putting learners at the centre.

Te Pūkenga must have – at the centre of the Operating Model and structures – the aspirations and futures of our learners, their families, their communities and the teaching and support staff that are vital in making this 'magic' happen.

Learners are not 'customers' or a mere category of stakeholder. To achieve learner centricity as promised, we will require a considerable suite of dedicated functions to support learners – more than what could be incorporated within functional subsets of the existing proposed Business Groups, in our view.

Some respondents mentioned the importance of pastoral care and meeting Pastoral Care Code obligations, which was not clear in the proposed structure. They were concerned that holistic wrap-around pastoral care for different learner groups might be reduced, centralised or moved online and negatively impact priority learner groups.

Respondents suggested that learners be kept at the centre of the transition process through support services, clear communication and frontline kaimahi. They noted that the continuity of existing relationships is critical to both learners and communities.

I would like to see the Operating Model fully acknowledge the role of our students as equal leaders/governors in the operational aspects such as programme design, quality assurance/quality enhancement/evaluation of support services. It will be vital to have representation from all priority groups including disabled.

Within LJE to date, strong working relationships have been created with Network staff and learner groups ... As a result, systems are now in place that can be replicated and developed further as Te Pūkenga transitions through subsequent development phases.

Respondents noted the potential for conflicts of interest, such as with employers.

They mentioned the tension between putting learners at the centre and employers' needs, nothing that the focus on work-based learning may not be in learners' best interests, employers might not be skilled educators, and employers have other priorities alongside learners' educational outcomes and wellbeing.

It was suggested that ākonga needs and interests must be protected in these cases.

Combining the employer and learner experience does not seem like an equitable approach and prone to power imbalances.

Suggestion – that the educator/learner/employer be equally represented in the proposed structure and in the discussion/depiction of the proposed model. This will ensure that the desires and needs of our ākonga are balanced against employers.

Business Groups

The model was not seen to reflect the importance of ākonga-focused delivery. Respondents were concerned that the model did not put ākonga at the centre, did not align with obligations under RoVE and the Charter, had only two of nine Business Groups focused on the learner, and had no focus on international learners.

They suggested the need to ensure division is not created and keeping engagement and delivery in the Ako networks. They found the exclusion or oversight of secondary-tertiary delivery (including Trades Academies, STAR and Gateway programmes) within the proposed structure was disappointing, since this delivery is critical to providing pathways for learners.

Some respondents suggested that a standalone Business Group for ākonga success, wellbeing, learner voice and representation would better enable Te Pūkenga to put ākonga at the centre and meet its obligations. They thought this Business Group should cater to all ākonga, irrelevant of the mode of learning delivery or enrolment type.

Respondents were unclear where learner success and support services should sit. They thought that having it spanning Learner, Employer & Customer Experience and Ako Delivery would create fragmented support. They suggested Ako Delivery should be more central and that the structure should avoid being management heavy at the expense of funds for learners.

They also stressed the need for Equity and Te Tiriti o Waitangi partnerships to be woven throughout the Business Groups and sub-group structure – a horizontal pillar rather than vertical approach. Some expressed the need for a clear identification of ākonga wellbeing, safety, and support within the structure.

Members would like to stress the importance of continuous wrap-around support and wellbeing services for learners being a key function. This doesn't seem to be indicated in the proposed structure.

When the subsidiary Boards dissolve and the institutes are no more – what will happen to us (student councils and associations)? When the executive teams in subsidiaries are dissolved, who do we then report/connect with to deal with issues/matters raised by our learners? How are we involved in decision-making?

Confusing direction of Student Success (support services). Student services are under Ako Delivery but don't seem to be a natural fit. Should there be more emphasis of Business Groups that encompass the learner journey?

Learner voice

Respondents saw the opportunity to build on and diversify the learner voice within the new organisation. They noted strengths in existing learner engagement and impact work, and that the learner voice should be active and influential during the transition period.

They believed that the ākongā voice needed to be enabled structurally and integrated with decision-making and governance at every level. There was concern at the lack of visibility of the learner voice and representation within the proposed Business Groups, sub-groups and structure, as well as concern around the loss visibility and integration of ākongā voice.

Respondents were not clear how the learner voice would be an influence within the structure. It was suggested that the learner voice should sit in a standalone learner Business Group as well as being embedded across functions.

Some questioned what would happen to existing student voice structures and the role of student associations in the future.

How do learners articulate and influence the system for their benefit? ... This is presently unclear, silent or absent and need[s] considerable more focus and explanation.

In addition to our obligations within primary and secondary legislation, Te Pūkenga has committed publicly to putting ākongā at the centre of all [that] we do: 'When NZIST was established, one promise was the creation of a vocational education system that puts learners at the centre ...' We suggest these various promises and undertakings require more visibility and accountability on our part as Crown agents than the proposed Business Group structure provides for.

In terms of this consultation, respondents were concerned about the lack of ākongā involvement, and the need for learner voice to be much more influential within the Operating Model design and the transition process.

They described the need to listen and respond to ākongā as part of the transition to ensure that their needs were visible and understood throughout the process, and to take care that learning was not disrupted.

Te Pūkenga must demonstrate how learner voice influences the way its work is done, and its decisions are made. Continuous improvement across the transition of 2022 and into Horizon 1 needs to involve learners at every step. Significant resource is needed to wrap appropriate

services around them to facilitate their ability to continue to influence our thinking and decision-making within the organisation.

Regions

Respondents strongly supported the need to consult with iwi on regional impact for iwi and hapū.

They perceived a lack of visibility for online learners within the proposed structure, and that the context for describing and designing an organisational structure to meet the needs of ākongā was firmly weighted toward on-campus learners.

There was concern that the larger proposed regions might dilute the learner voice. There was also concern about how the needs of local communities would be treated and whether a lack of priority or resourcing might lead to the loss of face-to-face learning for learners.

Some commented that kaimahi needed to be empowered to make decisions that meet local learners needs.

There are concerns around regions being thought of and treated as homogenous (the same), and the model does not clearly articulate the way that Te Pūkenga will serve the unique needs of local communities.

How do we also meet the cultural needs across the different communities within one region? Where homeland and whenua play a big part in people's identity – what is the process of change? It's a big deal, it's like losing a part of yourself.

How will Te Pūkenga ensure that everyone – staff and students – gets a voice with such large regions?

It is not at all clear how learners' needs formed the boundaries but rather that some people sat down and divided up the country based on their own perceptions and biases skewed by population density.

Equity

Respondents saw opportunities to focus on equity and address diversity concerns. They commented about the opportunity to establish a proactive culture of equity and accessibility, demonstrate attention to the cultural needs of ākongā and kaimahi Māori learners across the Network, widen measures of success to include holistic wellness, and create a more inclusive organisation.

Respondents noted that Equity should be reflected differently in the organizational design since a traditional structure would just repeat the results that have always been produced. They wanted to see Equity as the organisation's core business.

Suggestions included: appointing leaders with a Te Tiriti lens applied, separating equity from Te Tiriti, providing cultural capability training for Kaiako, and supporting research and postgraduate studies for Māori and Pasifika. There was concern about LGBTQI learners not being referenced as a priority equity group.

The first step for Te Pūkenga could and should have been to understand the teaching and learning structures that will best meet the needs of our widely diverse collection of ākonga, particularly Māori, Pacific and disabled learners.

Equity is about learners and should sit within learner strategic function.

Tā tātou huarahi mixes equity and Te Tiriti functions. Honouring Te Tiriti and supporting Māori and other under-served groups are both requirements of the Education Act. However, they are not the same thing and conflating Te Tiriti and Equity functions will lead to sub-optimal results for both.

Online learning

Respondents had questions and concerns about how Online, Distance, Flexible Learning (ODFL) would fit into the structure. They found a lack of clarity in the definition of ‘online learners’, ‘online learning’ and ‘online delivery’ given that there are many different modes of delivery which have an online learning element.

They saw ODFL as a key growth area with increasing demand from learners so needs to be clearly defined, and that ODFL functions might be siloed into separate business units resulting in a ‘one size fits all’ approach that does not address ODFL learners’ needs.

Respondents were also concerned that regional providers would not be able to utilise online learning tools to support learners in blended delivery models. They found a lack of clarity on how ODFL learners fit in the regional structure and the relationships with iwi, communities and Regional Skills Leadership Groups for this type of delivery.

They wondered how the regional structure serves learners that are studying distance programmes currently offered nationally, and whether ODFL will be a fifth region. They suggested that any transition of learners studying at distance or in blended models needs careful consideration.

Further consideration and thought need to be given to blended delivery models (of which there are many) and how and where those learners are best supported. I think how the transition takes place is key here also to make sure no learner falls through the cracks. We have been told that the distance-based learners attached to the individual sites will remain attached in the short term, but eventually will move to the region they live in. We need [to] consider carefully how those learners are best supported in this process.

Whakarāpopoto i ngā urupare mō ngā kaitukumahi | Summary of employer feedback

This section provides a summary of the feedback from employers. Emerging themes included consolidation, connections, industry involvement, disruption during transition and staff retention.

Proposed Business Group structure

There was some support for the overall structure with concerns raised regarding the number of leadership roles and this feeling cumbersome compared to current entities employers work with.

Respondents saw the potential to combine some of the support functions. They saw the need for close alignment between Academic Centre and Learning Systems, Ako Delivery, and Learner, Employer and Customer Experience, and wanted clarity on how this relationship will work and how industry will be involved in each aspect.

Business Group: Learner, Employer and Customer Experience

There was concern that there was duplication and confusion between the roles within Workforce Development Councils (WDCs) and functions outlined in this group. Respondents were unclear how this group would engage with Regional Skills Leadership Groups (RSLGs) as this is an important voice.

Since the description in 'Tā tatou huarahi | Our pathway' engagement document has RSLG relationships sitting with Ako Delivery, there was concern that there will be confusion between these two groups.

There was also concerns that the union was included within the Employer, Industry and Union sub-group many Network kaimahi are not members of a union.

Business Group: Academic Centre and Learning Systems

Respondents thought that clarity was needed for the ownership of the national leadership of programmes, ensuring that the priorities set by WDCs on behalf of their industries are supported by Te Pūkenga.

There was concern regarding references to marginal programmes being reviewed and how this could impact on programmes that are critical to industry. They suggested that industry and WDC engagement on any decisions for these programmes should be required and wanted clarity on how this would occur.

They noted that although engagement with WDCs for qualification development was referred to in this group, it was unclear where the other WDC functions of funding advice and industry voice would be led from.

Business Group: Equity and Tiriti Outcomes

There was support for the focus on these critical requirements; however, combining them as one Business Group was highlighted as a concern as honouring Te Tiriti o Waitangi and addressing equity across underserved groups were two very different things.

They suggested that there was an opportunity for Te Pūkenga and WDCs to work together when engaging and partnering with Te Tiriti o Waitangi partners to avoid duplication of kōrero with iwi and hapū.

Regional boundaries

There was general support for the regional boundaries, with a number of respondents commenting that they did not have a view on the boundaries.

An alternative view shared on regional boundaries was to align to the Health Authorities' boundaries. Another concern raised was that the regions were too large, and that Northland would be lost if combined with Auckland and having one region for the South Island was too large.

Ako Delivery Networks

There was general feedback that a national Ako-led structure was preferred, though some support was offered for regional. The benefits for this were stated as national consistency, better lines of communication, and the reduction of layers of duplication within planning, delivery, and evaluation.

This was highlighted by examples of large national employers and small niche industries. A further suggestion provided was for Te Pūkenga to have CoVE's for each Ako Network building on the existing CoVE's.

It was proposed that until the Ako Delivery has clear direction and an understanding of work-based learning requirements, the WBL division could continue under its current structure. There was general feedback that the voice of industry and the important role employers play within delivery was not reflected in the current descriptions for this group.

By far the majority of our learners are employed by large national employers, all of whom, without exception, engage in a tried and proven on-job national customer service delivery model. We believe that replacing our current model with a 'national contact model', which on first glance is an entirely different concept, would be detrimental for employers and learners. We also consider that this may result in many employers considering disengaging from the industry training framework.

Operating the regional structure for ITPs has merit and there will be some industries with work-based learning where this will be suitable as these industries will have regional differences that need to be catered for. However for many industries including print, packaging and sign, a national approach is needed. The establishment of the Work Based Learning unit, and within that the Specialist Trades Group, has been welcomed and we are concerned that the dissolution of these groups into the regional structure will adversely affect the delivery of training and the outcomes for our industries. While there will be national operating structures responsible for direction setting and enabling functions, the

transfer of delivery of training to regional leaders will potentially lead to the dilution and diversion of the voice of industry and this is of great concern to us.

Avoiding past experiences of tensions between national responsibilities and regional delivery by ensuring no unintended consequences for the new organisational structure.

Transition

During the transition into a single organisation, respondents suggested that industry be involved in the next stage of design of the Operating Model to understand the complexity and differing needs of employers.

They thought the organisation should ensure there was no disruption to learners and that changes were implemented while retaining key staff with employer relationships and knowledge. Some respondents also expressed alternative views on the timing of changes to WBL and reporting lines within WBL.

Ensure you involve industry and employers to understand both; what is working well today and what transformational change is required to meet their needs, engagement is necessary to maintain industry confidence

Consideration must be given to the different size, scale and skill needs of businesses operating across NZ in the next phase of design

Focus on supporting learners through the transition so they are not impacted

Staff retention; do not lose the long-standing relationships and knowledge of employers and industry the staff on the ground have

Ensure there is a risk mitigation in place around continuity of delivery while new structure is implemented

A strong work based culture needs to be taken forward into the new organisation

Apprentice numbers have grown significantly, need to ensure that this is supported through transition and continues to grow

The current transition documentation shows each ITP CE role reporting through to Peter Winder, with only one role for WBL representing all TITO Business Divisions. Consideration could be given to have additional reports for a more balanced voice through transition.

An alternative consideration is to retain WBL Business Division beyond Jan 2023 so campus-based consolidation can occur and further consultation with industry stakeholders can occur.

Opportunities

Respondents thought that Te Pūkenga would bring opportunities for improved relationships with industry and a collaborative approach to learning, consistency of delivery and outcomes, more cost-effectiveness, and the ability for industry to have input into the design and delivery of programmes, ensuring suitably trained and qualified graduates.

More collaborative approach to learning. Hopefully opportunities to bring back block courses for Apprentices. More accountability on employers for ensuring correct content is being taught and not missed

A consistent, cost effective, equitable and employment-relevant approach to vocational tertiary education

Standardized delivery of qualifications and increased delivery of teaching to students where they live. Decrease the costs of delivery and ensure more money makes it to where it is needed - teaching students.

We hope that Te Pūkenga will bring an agile way of working, be responsive to employer needs and move away from trying to get all the revenue but rather share with employers so they can support their learners who are learning on the job.

Suitably trained and qualified graduates. The industry partnerships means that we will have input as to what programmes are delivered and how they are delivered to meet industry needs

Retaining Flexibility in the system to ensure work based training is fit for purpose to meet business needs will be a critical success factor.

General

Respondents noted that there was a lack of language familiar to employers such as apprentices and trainees which made it difficult for them to see how workplace learners would be supported and heard.

They wanted clear pathways for engagement and action taking into account the role of WDCs and RSLGs. They noted that PTEs played a vital role in a number of industries' delivery such as food and fibre so it was important that they were considered as part of the overall delivery model.

They saw a risk that employer confidence m decline without clarity on how the changes will work to the benefit of employers and workplace learners in practice.

Summary of general feedback

This section provides a summary of general feedback that touched on topics outside of the organisational structure. Emerging themes included tension between TITOs and ITPs, decision-making, funding model, identity, unification of programmes, and the engagement process.

Tension in approach to learning delivery

Some respondents referred to a philosophical tension in how work-based or provider-based education provision and kaimahi see education. There was concern that with the influence of the RSLGs and WDC, a 'job slots' view of education might prevail. Some respondents thought that the organisational structure was not education-focused enough.

There will need to be big work to develop a new identity and culture related to Te Pūkenga and ways that these groups can work together effectively.

Decision-making

Respondents from subsidiaries wanted to know how decision-making will work. They wanted to be able to see where and how they can have influence, input and contribution into initiatives and policies that will affect them or are to be implemented nationally. They wanted to be able to see the flow of ideas up, down and across the organisational structure.

Funding model

Several respondents raised concerns around how the funding model will accommodate the differences that exist across the country and between courses, and whether the funding model will create inequities.

There were concerns about large regions and travel costs, disadvantages for smaller and remote locations, viability of programmes with higher safety costs where teaching ratios are well below the norm, lack of fair and equitable comparisons made between courses, and potential for 'non-profitable' courses to be cut.

We may end up with less funding for our very large region. How will we accommodate travel costs (learners and staff)? Specialised internet access needed for remote areas?

We cannot see – looking at the funding model for next year – how that has been accounted for. It takes away our mana and self-determination having to rely on Auckland to carry us. It makes current staff here in Kaitia worry that we do not have a formal way in which we are funded differently. We appreciate the continued statement we hear – 'we have one chance to get it right, and get equity for Māori in this restructure' – but we cannot see how this will happen with the current proposed funding model and our inevitable smaller class sizes.

Across the sector, the same programmes are funded differently. Costs associated with programmes vary; for example, some have transport charged directly, others have it charged to a central pool, others have external costs (external audits) paid for by the larger entity, others have it charged back to the programme.

When CEOs have continually cut courses, ostensibly because 'they are not profitable', they are often cutting off the pathways into other programmes leading to the demise of larger educational entities or possible niche areas where innovation can grow. The way journalism, art/design and music have been defunded in Aotearoa is a good example of this. This has to stop.

Identity, reputation and culture

Several comments were made about the importance of recognising and maintaining the identity and diversity of individual subsidiaries. Particular examples included keeping the name given to a subsidiary by tūpuna, and where individual subsidiaries have forged strong reputations that are tied to their name, keeping this reputation alive.

There were concerns reputation will be lost through rebranding. Respondents suggested recognising the unique cultures and philosophies of each subsidiary.

They noted that people who are working across institutions, regions and iwi boundaries will need to have a depth of knowledge about the people they are working with and for. There is concern that these people will be stretched too thin.

Unification of programmes

Several comments were made about the need to retain the diversity of programmes in the creative fields to allow for different ways of thinking and cultural values and diversity of foci (e.g. technical versus conceptual programmes, all of which are vital to industry).

How will a unified programme cater for the ability to retain the diversity of professionals needed in each industry?

Engagement process

In general, respondents were grateful for the opportunity to provide feedback and encouraged more consultation and engagement with the Network. Many said they did not find there was enough information to participate meaningfully, and others felt like the consultation process had been rushed and did not have enough time to digest the proposal.

Some suggested that the engagement questions and ways of reaching people to get feedback needed improvement. Several mentioned that they did not understand how the proposed organisational structure related to the Operating Model that was previously consulted on, and some indicated that they thought the organisational structure was a revised version of the Operating Model.

In terms of the engagement material, respondents' understanding of it varied, with some understanding it fine and others noting they did not understand the 'business speak'. Some found it too long and wished for a shorter more focused document.

Some thought that while the values section was clear, the rest was difficult to understand and did not clearly articulate why Te Pūkenga exists. There was a suggestion for a glossary of Māori language and academic words.

Many respondents found the tone of the material clinical and business-focused, and did not find an aspirational feel in phrases such as 'business as usual', 'lift and shift', and 'do no harm'. They thought it did not look like it had learner input and lacked the heart and soul of previous documents.

Though this questionnaire is fine, I do not feel like I'm being asked to look at anything in a dynamic way, or am guided in imagining how the Operating Model will function. Part of getting good feedback is asking good questions, and the current model of looking for feedback puts most of the onus on kaimahi to do their own independent research and generate their own dynamic questions to answer themselves without necessarily knowing the thinking behind the generated model or what it will actually mean for them.

You also have a diverse range of kaimahi who need to be engaged in a variety of ways – through this sort of feedback methodology, you're only getting feedback from staff already likely to respond to surveys and to show up to meetings.

Actively seeking the view from a broad range of kaimahi is a matter of equity.

Summary of courageous feedback

Some of the feedback – both written and face-to-face kōrero – was emotionally charged and we commend you for your courage. Your whakaaro is a gift and we acknowledge both the positive and the challenging feedback that we received, particularly related to the following.

Honouring Te Tiriti o Waitangi

Partnerships and Equity kaimahi who led conversations with Māori and equity groups heard the disappointment, anger and maemae in their voices.

Many expressed concerns at the potential to squander the opportunity to honour Te Tiriti o Waitangi authentically and with true impact. They expressed nervousness that the equity and Tiriti momentum that participants have experienced and observed at Te Pūkenga, would be lost or deprioritised with the pressure of political and fiscal constraints.

Māori were vocal about their disappointment in the absence of co-leadership and power sharing at the national (chief executive and governance) level. Māori and equity audiences of Tā tatou huarahi | Our pathway were hurt because they could not see a commitment to equity and Te Tiriti by Te Pūkenga.

The regional model was seen as [a] stingy response to the promise of honouring Te Tiriti, and not true to the definition of co-leadership from a Māori perspective.

Confidence has reduced as we failed to demonstrate to priority populations how their advice and feedback from 2021 was applied in the proposed structure design.

The Business Group structure does not reflect a Tiriti-led structure.

Acknowledging the absence of co-governance approaches to demonstrate Tiriti partnership in the top tiers of the organisation. Co-governance appears to only be a priority within the regions (at Tier 3) who appear to have limited decision-making authority in the proposed organisational structure.

Tiriti-based regional co-leadership suggests that only one ED role is available to Māori applicants.

Reporting to a single DCE who may, or may not, have specialist knowledge in mātauranga Māori is a risk.

It is imperative that a Tiriti and equity-focused lens is applied in the design phases of initiatives and guides the entire process – not checked for alignment at the end.

Acknowledging Pacific peoples

Pacific people were invisible to respondents and meeting participants in the documents shared, with some wondering if it was intentional. Some were adamant that by lumping Pacific people within an Equity and Te Tiriti o Waitangi umbrella, that this would cause focus on this priority group to be lost.

Some argued that Pacific leadership should be its own group at Tier 2. Others felt that removing Te Tiriti o Waitangi and leaving Pacific within Equity would provide the required emphasis.

It is very disheartening to see the lack of focus given to Pasifika aspirations and the contribution they have and can make in this model. Many question if there is an intentional attempt to minimise the impact Pasifika can achieve and contribute to. This needs to be corrected in the final model.

Too high-level – we can't give feedback about this document because we can't see Pacific leadership. Need more detail.

Don't see Pacific voice at all in this structure. It seems this will be next layer down. It would be good to have it at the higher levels so we can look to Pacific leadership for guidance and strategy.

We wanted 'Pacific' leadership at Tier 2, not 'Equity'.

'Pacific peoples must not be limited to a priority group under the Equity function' – with the structure as proposed, there is a perceived risk that this will happen and Pacific people will not be seen throughout.

Having Te Tiriti and Equity together may result in Pacific equity being left behind/being overlooked. Pacific should have its own space. Disability should have its own space. Yes, Te Tiriti is important but it will result in other equity areas being diluted. This structure feels like we're going backwards. Te Tiriti shouldn't sit in Equity. Make it its own Business Group. There is so much in the Equity area focused on Te Tiriti, we're certain to miss out. Equity could instead be Pacific and disability. We can't succeed and be prioritised above Māori priorities, so they need their own space so we can both have a chance to succeed. We might end up with only 7.5 per cent of the budget for the whole Equity and Tiriti Outcomes Business Group if we all remain in the same group.

References to disabilities and people with impairments

The definition of disabled learner in the engagement document glossary was roundly criticised as being too medical and not focused enough on a social model of disability. This led to questions around whether appropriate reference documentation had been used to inform the model.

Similar to Pacific, some respondents felt that disability was invisible in the structure and should be represented as a group at the second tier level.

Very unhappy with the definition of disability in the glossary – very medical, not a social model of disability. Very limited and needs an overhaul. Not good enough.

Disabled learner definition in glossary reflects a medical, not social, model of disability. We would recommend using the definition used in ... TP Strategic Action Plan which reflects definitions used in the NZ Disability Strategy (NZDS), Te Rito, Kia Ōrite and Enabling Good Lives. Have these documents been used to inform the Operating Model?

Disability should have its own space.

Disability needs to be visible in the structure, it isn't.

There is enough evidence just using NZDS, Kia Ōrite and Te Rito documents already available, to support a disability Business Group with its own leadership.

Establishment of a disability-focused Business Group led by a DCE with relevant disability experience and expertise. Health, social and/or tertiary experience will be beneficial as would lived experience of disability. This would ensure strong and professional leadership, understanding and expertise of disability sector and support services.

Corporate references

Several commented that the structure was too corporate-focused and not relevant to a contemporary educational organisation. The order of groups in the proposed structure diagram sent an unfavourable signal to many around the perceived importance of functions.

Many of us are left underwhelmed and so disappointed that you just can't help but revert back to your deeply embedded hard-wired corporate think and auto-pilot design!

As an organisation that will have enormous influence on the thinking of a generation, it is time that we move past simplistic corporate designs that put their own financial interests above the imperatives of their social responsibilities.

As for the structure, most of it seems to be around corporate services. The structure needs to create more balance between the academic/learner-centric leadership roles and the corporate roles.

This is an extremely complex structure which will require a lot of executives for functions which do not appear to relate to learning delivery. I noted that only one of the nine new business groups is directly related to learning delivery. Two more arguably have key enabling functions but the remaining six are corporate in nature.

Structure is corporate rather than educational, given the disproportionate number of corporate roles compared with academic leadership roles. Even putting Ako Delivery last sends a signal of its priority.

Model does not reflect the many facets of learning and teaching. The flow from educational institution to kaiako to the ākonga and employer is top down rather [than] bottom up.

I began this process extremely optimistic about Te Pūkenga and the opportunity that lay before us to transform the educational environment into something contemporary, adaptable, dynamic and inclusive. Now, more than two years down the track and without an Operating Model, it is difficult to remain optimistic. What is already emerging seems to be wedded to a corporate model that I feel will be the last thing we need.

Thoughts on the process

Some expressed their frustration that the process felt rushed, leaving out important priority audiences. This fueled a lack of trust that their interests were being taken seriously.

Some groups expressed an inability to engage in feedback as they couldn't find themselves in the proposals. This was perceived as a lost opportunity to influence and shape outcomes.

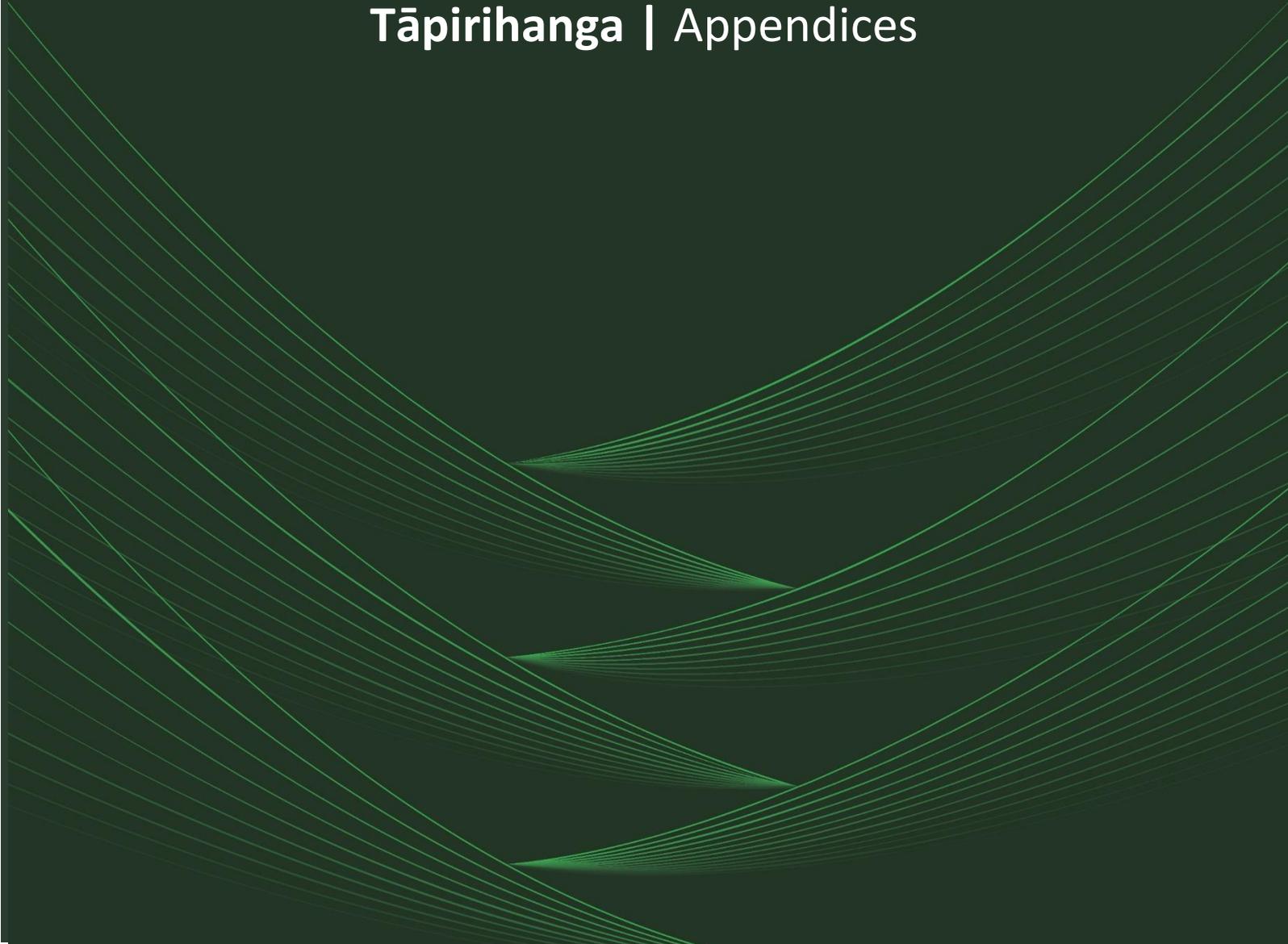
We would like to express our concern that the disability JAM session appears to have been [put] together at very short notice – three days – with no advertising of the event on Te Pūkenga website. This seems to indicate a lack of importance placed on this equity group and runs the risk of not including those who might wish to participate.

Te Pūkenga is starting from behind at this point. Most kaimahi support and would like to see the fruition of RoVE and the benefits provided to all ākonga. The issue is that a lack of trust, belief and understanding has now become commonplace. Communication has been too high level, too corporate and too minimal – it takes time but actions speak louder than what's written on newsletter[s] and papers.

We note that currently many of our allied and support staff do not 'see themselves' in this higher-level strategy and they are unsure how they can best contribute constructively to the debate and influence the outcome.

The consultation material is not fit for learner engagement and there was a previous commitment to undertake engagement with all learners on the proposed Operating Model. A lot of learners will be affected by the changes, either directly (student associations/councils) or indirectly (via effects on kaimahi and organisational structures).

Tāpirihanga | Appendices



Tāpirihanga: Te rārangi o ngā hui whakaanga |

Appendix: List of engagements

Te hāro

Acting Chief Executive Peter Winder attended a total of 20 engagement sessions with kaimahi across the network between 15 August and 1 September 2022. A link to his session at Otago Polytechnic on Tuesday 16 August 2022 was made available to kaimahi across the network to view via YouTube.

Session location	Attendance
Te Whare Wānanga o Awakairangi Wellington Institute of Technology (WelTec)	100 in person
Whitireia New Zealand	110 in person
Te Whare Wānanga o Murihiku Southern Institute of Technology (SIT)	220 in person and 65 online
Te Kura Matatini ki Otago Otago Polytechnic	210 in person and 125 online
Te Pūkenga Work Based Learning (WBL) – Zoom	853 online
Ara rau, taumata rau Ara Institute of Canterbury	250 in person and 190 online
Te Pūkenga New Zealand Institute of Skills and Technology	160 online
Tai Poutini Polytechnic (TPP)	40 in person and 35 online
Tai Tokerau Wānanga Northland Polytechnic (NorthTec)	60 in person and 30 online
Te Whare Takiura o Manukau Manukau Institute of Technology (MIT)	120 in person and 170 online
Te Whare Wānanga o Wairaka Unitec Institute of Technology	120 in person
Te Pūkenga Work Based Learning (WBL) – Auckland	80 in person
Te Kuratini o Waikato Waikato Institute of Technology (Wintec)	60 in person
Toi Ohomai Institute of Technology	70 in person and 84 online
Te Whare Wānanga o te Tau Ihu o te Waka a Māui Nelson Marlborough Institute of Technology (NMIT)	60 in person and 90 online
Kuratini Tuwhera Open Polytechnic of New Zealand	60 in person and approx. 400 online
Te Pūkenga Work Based Learning (WBL) – Wellington	100 in person
Te Kura Matatini o Taranaki Western Institute of Technology at Taranaki (WITT)	50 in person and 30 online
Te Pae Mātauranga ki te Ao Universal College of Learning (UCOL)	55 in person for session 1; 180 online for session 2

Questions, answers and feedback gathered at Te hāro sessions were captured by Te Pūkenga staff during each of these sessions.



Te Pūkenga