



# Briefing to the Incoming Minister

February 2023



# Whakataukī

Hāpai ake nei au i tāku toki,

Ko te toki nā wai?

Ko te toki nā Te Rangitāmiro!

He aha rā tāku toki?

He toki pou tangata, tāku toki!

Hei aha rā tāku toki?

Hei tārai i te anamata!

Te Pūkenga, puritia!

Puritia kia ū,

Tāwhia kia mau, kia ita!

Haramai te toki,

Haumi, e,

Hui, e,

Tāiki, e!

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# Welcome to your role

Tēnā koe, e te Minita Hou, Hon Jan Tinetti,

Te Pūkenga – New Zealand Institute of Skills and Technology (Te Pūkenga) was established on 1 April 2020 as one of the seven key changes from the Reform of Vocational Education (RoVE).

Te Pūkenga brings together the existing 16 Institutes of Technology and Polytechnics (ITPs) and nine Industry Training Organisations (ITOs) to become Aotearoa New Zealand’s largest tertiary education organisation. We provide on-campus, on-the-job and online learning in a way that is culturally responsive. We work in partnership for ākongā (learners) to get better skills and qualifications, and in good jobs faster, with less debt. We give ākongā real world experiences that provide choices to learn anywhere, anytime, and anyway.

As New Zealand’s largest tertiary education provider we are acutely aware that each and every one of the 266,000 learners who are in our care deserve the absolute best experience and learning opportunities that we can provide. Placing these ākongā and their whānau at the centre of all that we do is critical.

The creation of Te Pūkenga provides a once in a generation opportunity to address both the significant in-build inequities of the previous system and the long-term poor financial and educational performance of a number of institutions. Recognising this opportunity Te Pūkenga adopted the following priorities:

- A relentless focus on equity and ensuring participation – we honour and uphold Te Tiriti o Waitangi in all we do
- Delivering customised learning approaches that meet the needs of learners and trainees wherever they are
- Using our size and scale to strengthen the quality and range of Education delivery throughout Aotearoa. Excellence in educational provision for all
- Services that meet the specific regional needs of employers and communities
- Transition educational services in a smooth and efficient manner.

The establishment of Te Pūkenga is a large and complex merger of 25 organisations into one, national network. We are bringing together around 10,255 kaimahi who work across multiple delivery sites as well as across over 20,000 workplaces (where we support in-work learning). We have inherited at least 24 versions of all major business systems, including learning management systems, student management systems, customer relationship management systems, finance, payroll, and human resource information systems. We have inherited around 2,500 different programmes and multiple versions of very similar qualifications. We are bringing together three fundamentally different business and delivery models across in-work, online and on-campus face-to-face delivery. We are responding to profound changes in the funding system and to the new role of Workforce Development Councils in developing qualifications and standards. 9(2)(b)(ii)

In July 2022, we accepted the concerns of your Ministerial predecessor and our monitoring and funding agency, the Tertiary Education Commission (TEC), that we simply were not where we needed to be in the transition process. This was especially apparent for our financial position and the alignment of our





proposed operating model and organisation structure to ensure a sustainable network. We apologised to the then Minister of Education and TEC for not making the progress that was necessary. Under the leadership of a new Chief Executive, we then:

- reset our transition and transformation work programme
- consulted on a new organisational structure and regional delivery model
- appointed a new executive leadership team
- moved with pace to address the immediate financial situation that we faced
- re-organised and properly resourced our programme management office and ensured the robust application of the governance and management practices required to support a merger of the scale that we are undertaking
- advanced with pace the establishment of new national enabling functions for people wellbeing and culture, digital, and finance and property functions
- re-thought and re-prioritised our approach to the unification and rationalisation of programmes
- completed the dissolution of subsidiaries
- commenced 2023 as a single organisation.

## Some of our highlights/progress

**Transition:** In August 2021, we established Te Pūkenga Work Based Learning (WBL) as a subsidiary for all Industry Training Organisations (ITOs) looking to transition their arranging training functions to Te Pūkenga. We successfully transitioned nine ITOs to WBL. During 2022, we dissolved all Institutes of Technology and Polytechnics (ITPs) and WBL, and as from 1 January 2023, we are a single tertiary education institution (TEI). This is a significant milestone for the reforms and Te Pūkenga.

**Ākonga at the centre:** Drawing on best practice globally and within Aotearoa New Zealand, as captured in *Te Rito Insights from ākonga Māori*<sup>1</sup>, *Pacific learners*<sup>2</sup>, and *disabled learners*<sup>3</sup>, we developed the *Equity and Ākonga Success Strategy*<sup>4</sup>, *Te Pūkenga Learner Success Plan (LSP)* and the *Disability Action Plan*<sup>5</sup>. These frameworks, research and strategies are designed to address the multitude of factors that undermine ākonga access, participation, persistence, and completion to ensure ākonga are at the centre of all that we do.

**Employers:** Employers are an integral part of the vocational and education training system with almost 60% of vocational learning occurring in the workplace. We are developing and implementing our employer engagement framework that works for employers and enables Te Pūkenga to increase employer participation, noting a strategic focus on Māori enterprise. We have relationship agreements with large-scale employers like New Zealand Defence Force (NZDF), Ara Poutama Aotearoa Department of Corrections

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<sup>1</sup> Te Pūkenga, Te Rito: Insights from learners and staff – opportunities to enhance success for all Te Pūkenga learners and Māori learners; Part One Ākonga at the Centre research project, June 2021

<sup>2</sup> Te Pūkenga, Te Rito: Insights from learners and staff – opportunities to enhance success for Te Pūkenga Pacific learners and Pacific staff learners; Part Two Ākonga at the Centre research project, August 2021

<sup>3</sup> Te Pūkenga, Te Rito: Insights from learners and staff – opportunities to enhance success for Te Pūkenga disabled learners; Part Three Ākonga at the Centre research project, August 2021

<sup>4</sup> Te Pūkenga, Rautaki Ōritetanga me to Angitu Ākonga | Equity and Ākonga Success Strategy 2023 – 2033

<sup>5</sup> Te Pūkenga, Te Pūkenga Strategic Disability Action Plan, August 2022



and the Department of Conservation. We are also looking at innovative ways of delivering vocational education with industries and early mover employers like Orion Energy (Energy Academy).

**Relationship with partners:** Under the framework of our Treaty Excellence Framework *Te Pae Tawhiti*<sup>6</sup> we are building on existing relationships with our Te Tiriti partners – iwi, hapū, Māori and developing new ones. We are developing our relationship with Mātauranga Iwi Leadership Group (MILG) of the National Iwi Chairs Forum. We are listening to iwi, hapū, Māori about their expectations of us and how we can deliver for them and their mokopuna. *Te Pae Tawhiti* builds on the initial working draft of the excellence framework to influence and guide our planning activities, and reporting when undertaking tasks in collaboration and partnership with Māori communities.

**Programme Business Case and Systems Integration:** On 31 October 2022, we submitted the revised Programme Business Case (PBC) to the Minister of Education to focus on key activities that would drive transformation; integrating 24 different systems, unifying programmes, and transformation work programme. Without integrated systems, we cannot succeed and we would need to rethink the pathways for system integration. This scale of technology transformation has not been done before in the tertiary system.

**High Priority Buildings:** After assessment over 1,185 buildings across 93 delivery sites at former ITP campuses around the motu, we submitted a business case for high priority buildings that were a potential risk to the health and safety of ākonga, kaimahi and other building users. We were granted \$40 million in funding in Budget 2022 and are currently implementing a plan to remediate some buildings.

**Secondary/Tertiary programme, foundation, youth pathways:** We all know that school may not be for everyone, and Te Pūkenga can provide education and training opportunities to young people who may be looking for choices for their futures. To that end, earlier this year, we created secondary/tertiary programme, foundation, and youth pathways as our eighth Ako network because of its national importance. In December 2022, the Ministry of Education (Ministry) confirmed funding to Te Pūkenga for the Secondary-Tertiary Programme (Trades Academy), and we look forward to discussing opportunities with you.

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<sup>6</sup> Te Pūkenga, *Te Pae Tawhiti: Te Tiriti o Waitangi Excellence Framework 2022 – 2023*, November 2022



# Your responsibilities as Minister

As Minister of Education, you have responsibility for Te Pūkenga as a Crown entity under both the Education and Training Act 2020 and the Crown Entities Act 2004.

Your role as Minister includes appointing Te Pūkenga Council members, participating in setting the strategic direction and performance expectations, and monitoring and reviewing expectations.

As Minister, you are accountable for the performance of Te Pūkenga and present its annual report, Statement of Intent (SOI) and Statement of Performance Expectation (SPE) to Parliament. You are also accountable for our performance through parliamentary debates and questions, and direct to the public through official correspondence and Official Information Act (OIA) 1982 requests.

## Your expectations of Te Pūkenga

Te Pūkenga operates in line with expectations set by you as Minister of Education. The current expectations guide our priorities for the medium term. At their heart, your expectations challenge us to ask, “what will this actually mean for ākongā (learners), kaimahi (staff) and employers and their communities?”

The current priority expectations call on Te Pūkenga to support the Government’s goals for building a productive, sustainable, and inclusive economy and improving the wellbeing of all New Zealanders, and our long-term vision for the education system.

These goals reflect the Tertiary Education Strategy objectives:

- learners at the centre
- barrier-free access
- quality and leadership
- focus on the future of learning and work
- world class inclusive education.

## Working with you

The Council and kaimahi of Te Pūkenga are committed to the vision of RoVE and working constructively with you as Minister of Education to give effect to government policy and deliver on the government’s aspirations for vocational education and training.

As you know, Te Pūkenga is among the largest Crown entities in the New Zealand state sector providing a unique capacity to take practical steps to meet the education and training needs of all regions of Aotearoa New Zealand and their ākongā, industries, employers, and communities.

We provide regular updates to you through our monthly update which provides the latest information on applications and enrolments including number of ākongā, our financial position, and progress of our Reset Action Plan. We also assist with OIAs, parliamentary questions, official correspondence, and media requests.

We are committed to working with “no-surprises”. This means we will keep you informed of matters of significance within your tertiary education portfolio that relate to Te Pūkenga, our 10,255 kaimahi



(headcount) or 9,010 (FTEs) <sup>7</sup>, and 266,569 ākonga<sup>8</sup> learning on-the-job, on campus, and online around Aotearoa New Zealand.

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<sup>7</sup> Headcount as of 30 November 2022

<sup>8</sup> Provisional figures, final figures will be available in our Annual Report 2022



# Matters for your attention over coming months

9(2)(b)(ii)

- 9(2)(b)(ii)
- 9(2)(b)(ii)
- 9(2)(b)(ii)

The current enrolment picture is mixed, but soft. We are looking at ways of maximising the current labour market to get more people in work in training, as well as international education ākonga enrolled and studying at Te Pūkenga.

9(2)(g)(i)

9(2)(b)(ii)

However, it should be noted that work-based learning is expected to grow to support business, communities and individuals recover from the significant weather events across the upper North Island. There will be an increase in demand for builders, plumbers, roofers, panel beaters etc.

## Governance/Board appointments

Five of the current Ministerial appointments to the Council have their terms concluding at the end of Quarter One 2023. We would like to discuss with you the matrix of skills for any appointments, particularly given the findings of the external Governance Review report by Dame Karen Sewell and Belinda Clark. The Council consider that it would benefit from stronger depth of experience in major change processes and financial performance. It is also anxious to ensure that there is a degree on continuity in leadership, and the Council has the depth of Māori expertise necessary to meet its statutory obligation to give effect to Te Tiriti o Waitangi. Other areas of critical experience and expertise across the Council include experience in commercialisation and business development, experience in international market development, and ensuring that employer perspectives are also reflected in the governance of Te Pūkenga.

## Financial situation

The unaudited 2022 financial year end results will be available in February 2023, and we will brief you then. Our last formal forecast reported a deficit of \$63 million (close to the budgeted deficit of \$59 million we began 2022 with). This position was mixed across the provider-based and work-based subsidiaries –

9(2)(b)(ii)



9(2)(b)(ii)

9(2)(b)(ii)

Our 2023 budget is approved, and we are making further steps to financial sustainability. Cost pressures, inflation and uncertainty around student enrolments are expected to impact our bottom line this year. The Government's new Unified Funding System provides greater emphasis on work-based learning and will change the income we receive. 9(2)(i)

As part of our budget for 2023 we have targeted savings through transformation of around 9(2)(b)(ii) across the network along with savings which have already been reflected in the business divisions budgets. However, if enrolments are significantly lower than budgeted, we will need to make considerably more dramatic savings across on-campus delivery.

This year, there will be a focus on driving efficiencies through the new organisation structure, starting the serious rationalising of our property portfolio particularly in central Auckland and Wellington, continuing our enrolment blitz including international education and targeted campaigns in specific markets, and working with new or existing employers to build our work-based learning.

### Impact of Unified Funding System

The Government's new Unified Funding System (UFS) impacts 9(2)(b)(ii) of our funding, namely all provider-based study (on-campus and online) at levels 3 to 7 (non-degree) and all industry training. The changes in per-learner funding are considerable.

When the UFS was introduced to our funding for 2023, we received a significant increase in funding for work-based learning 9(2)(b)(ii), and indeed total expected revenue from TEC to support learning delivery increased by 9(2)(b)(ii). The increase in funding for in-work learning also brought with it significant expectations of increased services to better support for learners. 9(2)(b)(ii), 9(2)(g)(i)

Based on our budget for 2023, the shift on funding rates for on-campus and online delivery contribute to reductions in revenue across these two core areas of our activity of 9(2)(b)(ii) and 9(2)(b)(ii) respectively. These represent 9(2)(b)(ii) (on-campus) and 9(2)(b)(ii) (online) reductions in funding for these modes of delivery.

9(2)(g)(i)





## Reset Action Plan

In July 2022, Te Pūkenga undertook a reset of our priorities, which saw us pause or stop some projects and programmes and accelerating others. Based on some specific concerns identified by the previous Minister of Education, we are focused on the following items:

- **Organisation structure and implementation approach:** We reassessed the design of the organisation structure and identified the need to focus on the design of our executive structure and then design the single, unified network within business groups. We consulted and engaged on the executive structure in September and confirmed decisions in October 2022. Having appointed most of the executive leadership team, we are in varying stages of the design process and determining the approach to engagement and formal consultation within kaimahi, and external stakeholders to determine the subsequent implementation approach.
- **Financial savings and controls:** We identified further savings for financial year 2022 including the full revenue and cost forecast. We continue to look our financial year 2023 budget parameters and ongoing savings opportunities, and the Council is closely monitoring this.
- **Mix of Provision:** The mix of provision for 2022 and 2023 was reviewed considering labour market demand and cost effectiveness. This review will be ongoing in partnership with Workforce Development Councils (WDC) and Regional Skills Leadership Groups (RSLGs). This workstream also includes the transition to integrated provision.
- **Unified collective employment agreements (CEAs):** We determined the employment implications of the shift in the mix of provision to an integrated and more work-based learning delivery. <sup>9(2)(j)</sup>  
9(2)(j)
- **Technology:** This programme of work looks at identifying zero-regret foundational projects while prioritising, planning, and costing implementation of streamlining 24 different technology systems across one organisation. This programme includes the initiatives set to be funded from the remaining crown funding for our transition and being requested in our Programme Business Case (PBC).
- **Marketing drive:** We are constantly looking at ways to support the network to expand employers' engagement with the vocational education system, including employer sign-ups as well as increasing enrolment (both domestic and international).
- **Programme Business Case (PBC):** In July 2022, the Council decided to redo the PBC to reflect the design changes and investment required. The PBC was submitted to the Minister of Education in October 2022 and stakeholder engagement is currently underway.
- **Property:** We stood up a property team to deal with the capital funding for the high priority buildings that we received in Budget 2022 and begin the disposals process for surplus assets.
- **Value Proposition:** Foundation work that will underpin Te Pūkenga value proposition is well underway and will build upon the existing work on ākongā, kaimahi, and employer personas and insights.
- **Outcomes and Performance Measurement Framework:** This work is important but is lower priority for the Reset Action Plan. We will pick it up over the coming months.



## PBC and systems integration

As stated earlier in this briefing, the revised PBC was presented to the Minister of Education on 31 October 2022. It seeks approval for funding of 9(2)(b)(ii) to undertake the transformation required of bringing 24 separate organisations together and create a unified vocational education system that is ready for a fast-changing future of skills, learning and work. We have sought funding to integrate our IT systems, the transformation programme, and the academic programme unification. Securing the funding required for this and having early certainty of funding is critical to us being able to progress the core decisions necessary to progress systems integration – which is in turn one the keys to a lower cost delivery across the motu.

## International Education

In April 2022, we released *Rautaki Mātauranga ā-Āo International Education Strategy 2022 – 2033* (the Strategy). The Strategy has been developed with the current global pandemic and its impact on international education in Aotearoa New Zealand in mind.

The international education pipeline for Te Pūkenga is very strong, however there are some timing issues around converting applications and offers of place to ākonga with student visas and therefore enrolled in our programmes of study.

Te Pūkenga is awaiting the latest statistics from Immigration New Zealand (INZ) regarding the number of ākonga applications that have been successfully processed for Semester One 2023. 9(2)(b)(ii)

## Transformation including operating model and organisation design and change

We have a permanent executive leadership team in place with two more appointments to be announced. We have completed the consultation for People Culture and Wellbeing and have commenced recruitment.

9(2)(i)

- [Redacted]
- [Redacted]

We are designing the:

- Ako Delivery
- Academic Centre and Learning Systems
- Learner, Employer Experience and Attraction structures
- Te Tiriti.

We are in the final stages of preparing for consultation for:

- Finance.

Later this year, we will commence the design process for the Strategy and Transformation and Office of the Chief Executive business groups.



## Integrated delivery

It is essential we give ākongā real world experience that provide choices to learn anywhere, anytime, anyway using our knowledge, skills, and partnerships to make them successful. We do this by integrating on-the-job, on-campus, and online delivery across the regions. This is a key focus for 2023 as we now have all ITPs and ITOs in the same waka. Integrating delivery will require us to do considerable work to redefine roles across our workforce, including the roles of tutor, workplace advisors, workplace accessors, and those who support ākongā success. This will be critical to developing the flexibility that we need to deliver a learner centric model that is flexible and dynamic in the way it enables us to fit around the needs of ākongā rather than ākongā needing to fit their lives around us.

## Unification of programmes, addressing equity and lifting learner success

“Unification of programmes” is the term that we have used to describe a reduction in the number of programmes within Te Pūkenga through both transformation and transition. Unification as a term is well known within the Ministry of Education, TEC, NZQA and the RoVE Programme Board. Transformation is the process of co-designing a new programme of study that allows for a standardised programme document which can be delivered flexibly, and moderated centrally, where the ākongā is supported throughout their experience. Transition is the process of moving multiple providers onto one version of a programme. It is also the process by which we will transform the learner experience, remove structural barriers, and continue our relentless focus on equity.

While we can reduce the number of qualifications we have as an organisation, we have to be focused on getting better outcomes for ākongā, employers, iwi, and our communities. It is clear that many employers do not want a two-year diploma, they would prefer micro-credentials. Real transformation will result in standardised programmes, with common learning resources and assessment, while providing the flexibility in the delivery to meet the needs. We would like to discuss with you the progress that we have made in this space and the work programme going forward.



# Reform of Vocational Education

## Our role in the Reform of Vocational Education (RoVE)

The Education and Training Act 2020 sanctions our role within RoVE by setting out six key functions<sup>9</sup> for Te Pūkenga. These must be delivered in a financially responsible manner to maintain long term viability. Te Pūkenga is making strategic investment decisions that balance legislative and organisational requirements and deliver on the intent of both RoVE and the vision for Te Pūkenga.

RoVE represents the largest reform in the vocational education and training system for more than 25 years, the transformation role tasked to Te Pūkenga is a large and complex endeavour.

The creation of Te Pūkenga is one of seven key changes brought about by RoVE – a sector wide transformation which aims to create a unified vocational education system that is ready for a fast-changing future of skills, learning and work. This unified system will:

- deliver to the unique needs of all ākonga (learners), including those who have been traditionally under-served, such as ākonga Māori, Pacific peoples, and disabled ākonga
- be relevant to the changing needs of employers
- be collaborative, innovative, and sustainable for all regions of Aotearoa New Zealand
- uphold and enhance Māori Crown partnerships.

Te Pūkenga is one piece in the wider RoVE programme. We operate within a broader education system comprised of a number of entities, including newly formed entities such as Workforce Development Councils (WDCs), Regional Skills Leadership Groups (RSLGs), Centres of Vocational Education (CoVEs) and existing organisations such as the TEC, the Ministry of Education (Ministry) and the New Zealand Qualifications Authority (NZQA).

We work together with our RoVE partners including the Ministry of Business, Innovation and Employment (MBIE), TEC, hapū, iwi and Māori, and industry to achieve the best outcomes for our ākonga and Aotearoa New Zealand. We are committed to using collective impact to empower others to effect change, and we are and will continue to partner with external parties and focus dedicated effort on shared priority outcomes, projects, and innovation across the network.

Whilst the WDCs (in collaboration with Te Pūkenga) are responsible for developing the qualifications, skills standards and NZ Programmes, Te Pūkenga is responsible for all aspects of educational delivery and the decisions associated with this to enable a sustainable network of provision that delivers equitable outcomes.

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<sup>9</sup> Education and Training Act 2020, s 315.

1. To provide or arrange, and support, a variety of education and training, including vocational, foundation, and degree-level or higher education and training.
2. To conduct research, with a focus on applied and technological research.
3. To be responsive to and to meet the needs of the regions of Aotearoa New Zealand and their learners, industries, employers, and communities by utilising the national network of tertiary education programmes and activities.
4. To improve the consistency of vocational education and training by using skill standards and working in collaboration with Workforce Development Councils (WDCs).
5. To improve outcomes in the tertiary education system as a whole, including (without limitation) by making connections with schools and other organisations involved in tertiary education and by promoting and supporting life-long learning.
6. To improve outcomes for ākonga Māori and Māori communities in collaboration with Māori and iwi partners, hapū, and interested persons or bodies.



# Te Tiriti

## Reflecting Māori-Crown Partnerships and embedding Te Tiriti o Waitangi

Te Tiriti o Waitangi holds promise and aspiration. Its intent was, and continues to be, a way forward for all people to flourish and prosper. At Te Pūkenga, Te Pae Tawhiti – Te Tiriti o Waitangi Excellence Framework recognises our commitment and obligations to ensuring our services work well and respond with excellence to the needs of ākonga Māori and their whānau, and to the aspirations of hapū, iwi and Māori communities throughout Aotearoa New Zealand.

Our ongoing investment in Te Pae Tawhiti – Te Tiriti o Waitangi Excellence Framework, strategy and implementation reflects our journey of growth and development as a Crown entity. Critically, our societal context means our intent is also influenced by factors seemingly beyond our control and influence. This reality is not unsurmountable; it is important that we identify these factors and together with hapū, iwi and Māori, we agree how best to uphold Te Tiriti o Waitangi.

The legislative framework that established Te Pūkenga provides a more explicit Te Tiriti o Waitangi standard than seen before within the tertiary education sector. It places strong legislative requirements to ensure Te Pūkenga governance, operations, and management give effect to Te Tiriti o Waitangi and the principles that underpin the relationship between Crown and Māori.<sup>10 11</sup>

Te Pūkenga is committed to developing authentic, meaningful, and active Māori-Crown partnerships that:

- reflect the joint responsibility that Te Pūkenga (as a Crown entity) and Māori have to ensure the education system delivers with, and for, Māori
- recognise Māori as key partners in regional, social, environmental, and economic development
- respond to the needs of and improve outcomes for ākonga Māori, whānau, hapū and iwi, and employers.

Our Te Tiriti o Waitangi excellence goals are:

1. **Relevance of provision:** Services are well matched to the needs of Māori communities. That:
  - the views of those communities about education and service provision by Te Pūkenga are sought and reflected
  - there are strong Tiriti o Waitangi-based partnerships that impact positively on ākonga Māori success
  - learning is relevant through appropriate and authentic inclusion of Mātauranga Māori. The ākonga Māori skills developed will help enable the continued success of the Māori economy.
2. **Equitable access:** Māori have good access to services provided in all communities by Te Pūkenga, and ākonga Māori are accessing optimal provision for their learning needs.

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<sup>10</sup> Education Act 2020, schedule 13, s 4(d)(i)

<sup>11</sup> New Zealand Institute of Skills and Technology – Letter of Expectations, Minister of Education, Hon Chris Hipkins, 2020. These principles as articulated in the Wai 2575 Health Services and Outcomes inquiry report are: partnership, active protection, tino rangatiratanga, equity, options/choice.



3. **Greater Māori participation:** Te Pūkenga consistently provides learning environments that are inclusive and culturally safe, and are conducive to Māori participation, progression, completion, and ultimately success as Māori. All Te Pūkenga systems, structures and services are provided to increase access, engagement, and success for ākonga Māori.
4. **Equitable outcomes:** Māori success is satisfactory (including course/qualification outcomes and employment/social/cultural outcomes), and actions are delivered upon.
5. **Responsive practice:** Staff have the capacity and capability to support culturally responsive and inclusive practice. Structures and systems (i.e., governance, leadership, operations) give effect to Te Tiriti o Waitangi and planning, decision-making and reporting reflect conscious consideration of ākonga Māori and communities

All the above activity is considered by Te Pūkenga to be our “new normal” and the resourcing of this will be incorporated into operational budgets as well as enabled through organisational design.





# Equity

## Equity strategy

*In Aotearoa New Zealand, people have difference in health, social, education and economic outcomes that are not only avoidable but unfair and unjust (Whitehead, 1992). It is important to recognise that these inequitable outcomes are driven by systems, legislation, privilege, bias discrimination, and our colonial history (Te Pūkenga, 2022).<sup>12</sup>*

At Te Pūkenga, we are clear that:

- equity must give practical and measurable effect to Te Tiriti o Waitangi where all ākonga Māori achieve equitable outcomes, as Māori
- equity means redistributing resources and power to eliminate racism, discrimination, and unearned privilege
- manaakitanga creates sustainable learning and working environments for ākonga and kaimahi that are fair, affirming, and inclusive.

Te Pūkenga Equity Strategy has a focus on decolonising the system and giving effect to mana ōrite through Te Tiriti o Waitangi and delivers to our Charter's equity and inclusion mandate. Its implementation will support all business groups to operationalise for equity in a nationally consistent way with consideration of the regional collective impact. The Equity Strategy is conducive to Equity and Ākonga Success Strategy, the Learner Success Plan, and the Disability Action Plan, and ensures Te Tiriti o Waitangi transformation is upheld.

Te Pūkenga acknowledge that Aotearoa New Zealand draws its whakapapa connection from Polynesia and this establishes a special relationship to Te-Moana-nui-a-Kiwa; The Blue Ocean continent, as does our shared colonial history.

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<sup>12</sup> Approved by Te Pūkenga Council, June 2022



# Our stakeholders

Te Pūkenga and our stakeholders operate in a dynamic environment affected by regional, national, and global trends. This requires us to stay in touch with our stakeholders' needs, and respond in flexible, innovative ways to plan the future.

We cater to the education and training needs of over 200,000<sup>13</sup> ākonga each year and engage with local government, hapū, iwi and Māori, business, and communities across Aotearoa New Zealand to ensure we deliver high-quality, relevant programmes.

Our kaimahi form a key group of stakeholders, with unions, as our network of delivery undergoes transformation. Key stakeholder groups (listed in alphabetical order) are:

- ākonga
- alumni
- business, industry, and commercial enterprises
- central government and its agencies including the Ministry, TEC, NZQA, WDCs and RSLGs
- education and research organisations, spanning secondary and tertiary education
- employer and professional groups
- hapū, iwi and Māori partners
- kaimahi
- local government and community
- pacific peoples
- other strategic and collaborative partners
- unions.

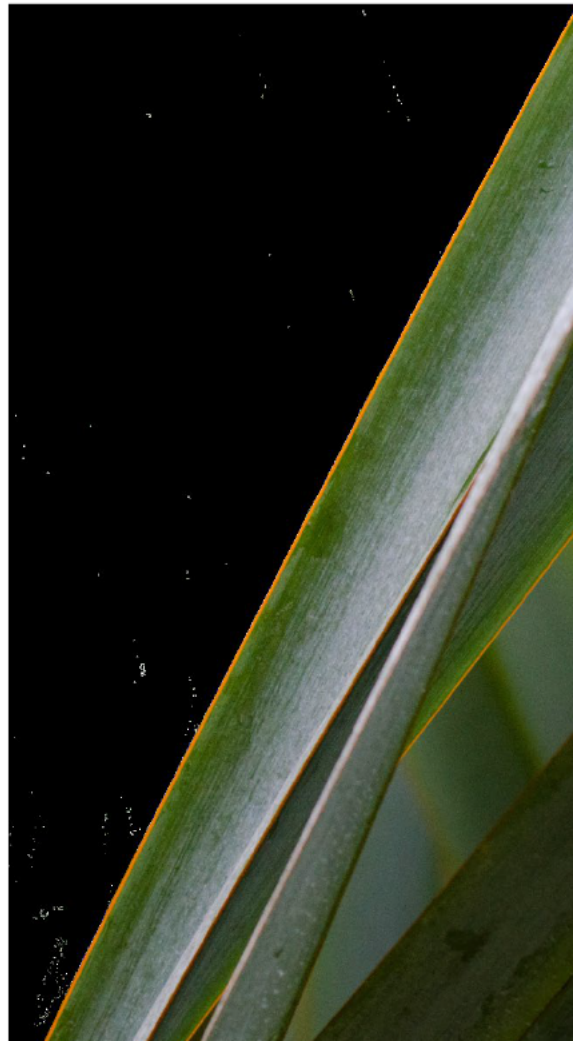
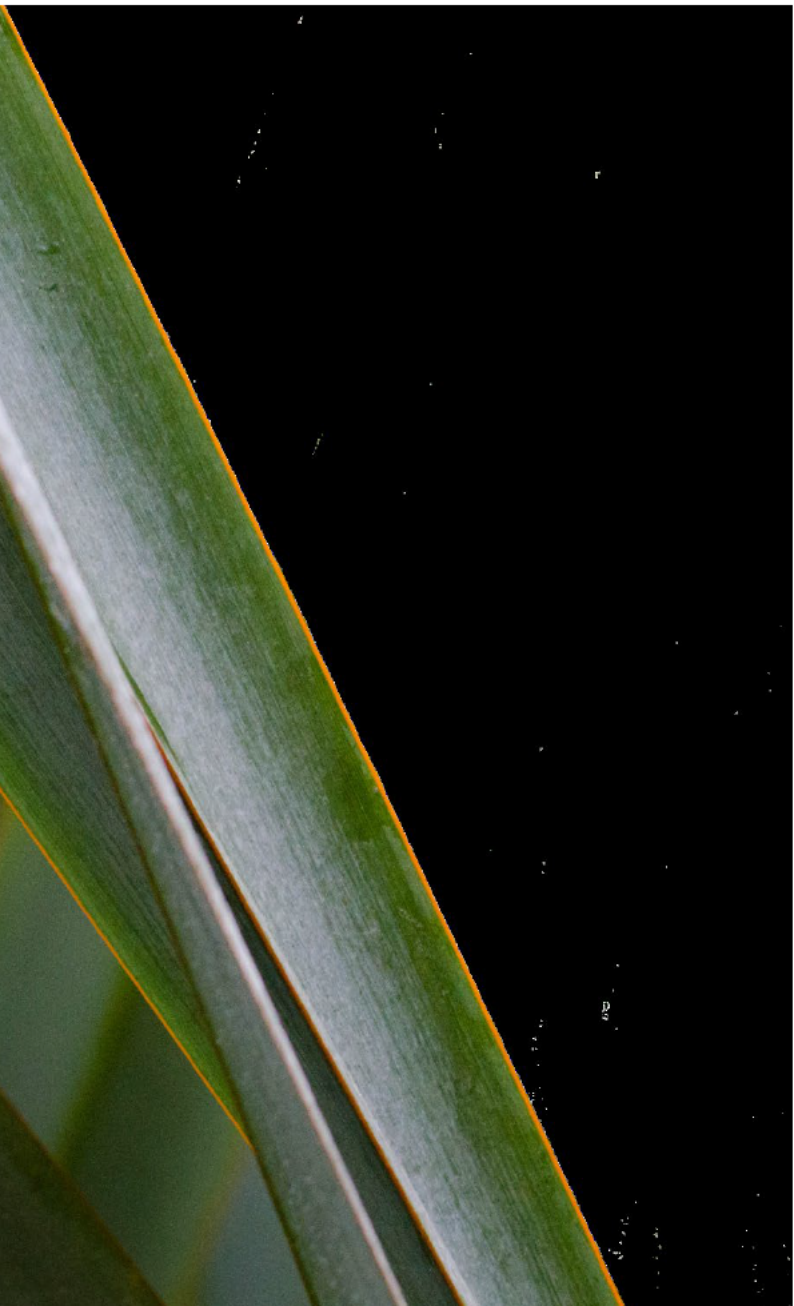
Te Pūkenga aims to engage stakeholders through empowering leaders, sharing messages in different ways to suit the many audiences of Te Pūkenga, ensuring regular communication, informing, and educating, and ensuring alignment to RoVE as well as other national, regional, and sector strategies, policies, and priorities.

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<sup>13</sup> As of 8 September 2022



# Appendices



# Appendix A: Charter of Te Pūkenga

Te Pūkenga exists to perform the functions set out in section 315 of the Education and Training Act.

Te Pūkenga is to be responsive to the needs of all regions of New Zealand and their learners, industries, employers, and communities.

To meet the needs of regions throughout New Zealand, Te Pūkenga must—

- offer in each region a mix of education and training, including on-the-job, face-to-face, and distance delivery that is accessible to the learners of that region and meets the needs of its learners, industries, and communities; and
- operate in a manner that ensures its regional representatives are empowered to make decisions about delivery and operations that are informed by local relationships and to make decisions that meet the needs of their communities; and
- ensure that international learners are attracted to train and study in regions throughout New Zealand; and
- ensure that there is collaboration across its national network; and
- maintain a high-quality, coherent network of infrastructure that meets regional skills needs.

Te Pūkenga must operate in a way that allows it to—

- empower students and staff on academic, non-academic, and wellbeing matters and matters relating to the organisation's practices and services; and
- develop meaningful partnerships with—
  - Industry across the country, including Māori and Pacific employers, smaller employers, and those operating in niche sectors; and
  - communities at a local level, including hapū and iwi, and Pacific communities; and
- use the insights gained through partnerships to—
  - develop and provide vocational education and training that meets short-term and long-term skills needs; and
  - expand industry training into smaller employers and niche sectors; and
  - align education and training delivery to support the unique social and economic goals of local communities; and
  - work towards equity for learners and staff of different genders, ethnicities, cultures, and abilities; and
- reflect Māori-Crown partnerships in order to—
  - ensure that its governance, management, and operations give effect to Te Tiriti o Waitangi; and
  - recognise that Māori are key actors in regional social, environmental, and economic development; and
  - respond to the needs of and improve outcomes for Māori learners, whānau, hapū and iwi, and employers; and
- hold inclusivity and equity as core principles, recognising and valuing the diversity of all of its learners, and providing the unique types of support different learners need to succeed; and
- meet the needs of all of its learners, in particular those who are under-served by the education system, including (without limitation) Māori, Pacific, and disabled learners; and



- promote equitable access to learning opportunities for learners across all regions; and
- have culturally responsive delivery approaches, whether on campus, in the workplace, online, or otherwise; and
- work collaboratively with schools, wānanga, and other tertiary education organisations (including workforce development councils) to improve the outcomes of the education system as a whole, including the transition of learners into employment.

In giving effect to clause 4, Te Pūkenga must ensure that—

- students and employers can transition seamlessly between delivery sites and educational modes, including between workplaces and other forms and places of learning; and
- programmes of study and qualifications are portable and consistent, yet flexible enough to meet local needs; and
- the academic integrity of the education and training programmes it delivers is protected; and
- New Zealand’s reputation as a quality study destination for international learners is sustained; and
- the range of education and training options available to learners and employers is appropriately broad and current; and
- future skill needs are anticipated and quickly responded to; and
- teaching and learning are supported by research, evidence, and best practice; and
- learning pathways provide learners with a range of opportunities to progress to higher levels of education and training, and also into employment; and
- the needs of adult and second-chance learners are afforded high priority.





# Appendix B: About Te Pūkenga

## Tirohanga Whānui | Overview

### Tō Mātou Tirohanga Roa | Our vision

Whakairohia he toki, tāraia te anamata.  
Learning with purpose, creating our futures.

### Tō Mātou Pūtake | Our purpose

E tuku ana e Te Pūkenga ngā huarahi mātauranga hiranga, tino kounga hoki hei tautoko i ngā ākonga, ngā kaitukumahi me ngā hapori ki te whiwhi i ngā pūkenga, mōhiotanga, āheinga hoki kei te hiahiatia e Aotearoa i āiane, mō āpōpō hoki. Noho ai ngā ākonga me ō rātou whānau hei pūtake mō ā mātou mahi katoa.

Te Pūkenga provides excellent and quality education opportunities that support learners, employers and communities gain the skills, knowledge and capabilities Aotearoa needs now and for the future. Learners and their whānau are at the centre of all we do.

### Ngā Whakaawenga | Enablers for change

Reform of Vocational Education (RoVE) includes seven key changes that will enable a unified vocational education system:

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

### Ā mātou whāinga tōmua | Our priorities

1. A relentless focus on equity and ensuring participation – we honour and uphold Te Tiriti o Waitangi in all we do.
2. Delivering customised learning approaches that meet the needs of learners and trainees wherever they are.
3. Using our size and scale to strengthen the quality and range of education delivery throughout Aotearoa New Zealand. Excellence in educational provision for all.
4. Services that meet the specific regional needs of employers and communities.
5. Transition educational services in a smooth and efficient manner.

### Ngā Whāinga Matua | Our outcomes

1. Give effect to Te Tiriti o Waitangi in all that we do.
2. Provide exceptional learning experiences and equitable outcomes for Māori.
3. Be learner centred. Recognise the diverse and unique needs of all learners, with a focus on the unmet needs of Māori, Pacific and disabled learners, and staff, to empower diversity, belonging, and wellbeing.
4. Partner with employers to deliver relevant work-integrated education that meets skills needs.
5. Be responsive and empowering to staff and learners.
6. Become a connected and future focussed education provider driven by innovation, collaboration, research, data driven decision-making and teaching excellence.
7. Delivering regional flexibility and nationally consistent outcomes. Create barrier free access, mobility across, and clear pathways within the network for learners.
8. Become a sustainable network of provision creating social, economic, environmental and cultural wellbeing.
9. Focus on efficient and cost-effective delivery across the network.

### Ā Mātou Uara | Our values

#### Manawa nui

We reach out and welcome in

#### Manawa roa

We learn and achieve together

#### Manawa ora

We strengthen and grow the whole person

### Ngā Tohu Whakatipu | Our Guiding Documents

Education and Training Act 2020 and Crown Entities Act 2004

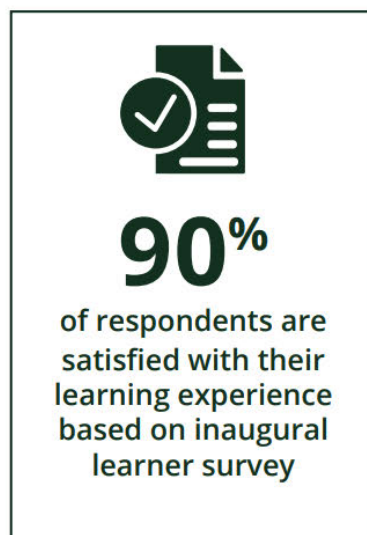
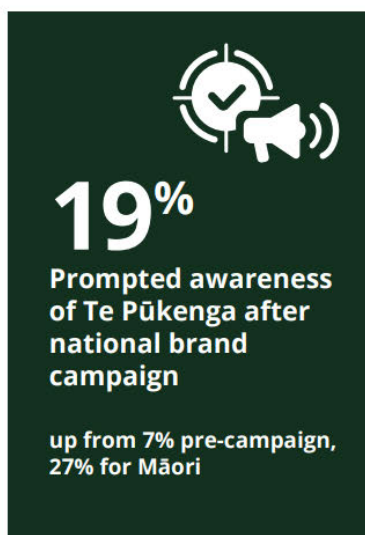
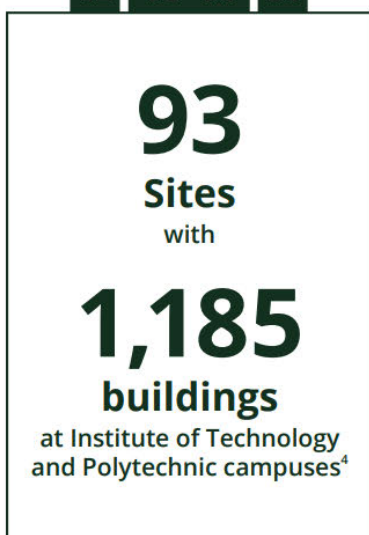
Te Pūkenga — New Zealand Institute of Skills and Technology Charter

Minister's Letter of Expectations

Te Pae Tawhiti — Te Tiriti o Waitangi Excellence Framework



## Ka māwhiti ki Te Pūkenga | Te Pūkenga at a glance



<sup>1</sup> As at November 2022. <sup>2</sup> Provisional. <sup>3</sup> Provisional until April 2023. <sup>4</sup> As at March 2021.

# Appendix C: Governance and Leadership

## Te Pūkenga Council

Te Pūkenga is governed by a Council. The Council currently has nine members, chaired by Murray Strong. The Chair and Council members are appointed by you as Minister.

A further three members are elected from among the staff, learner and the Council's Māori advisory committees, which are approved by Council in accordance with legislation.

### **Murray Strong, Chair (Ministerial appointment)**



Murray Strong is an independent director and Chair and has governance and senior management experience across many sectors, including tertiary education.

Murray was the IST Establishment Unit Executive Director, where he was closely involved with all workstreams, key stakeholders and the future direction. Prior to the IST Establishment Unit, Murray was Chair of New Zealand Qualifications Authority. He is currently Chair of the Centre of Digital Excellence in Dunedin and the Digital Transformation Board for the Southern District Health Board. His term of appointment is until 31 March 2024.

### **Kim Ngārimu, Deputy Chair (Ministerial appointment)**



Kim Ngārimu (Te Aitanga ā Mate, Ngāti Porou) is a director of Tāua Limited, a consultancy specialising in public policy and management advice. Earlier in her career, Kim held a range of senior public sector roles in Wellington.

She is a member of the Medical Council of New Zealand and the Waitangi Tribunal, and was previously Chair of Tairāwhiti District Health Board and Deputy Chair of the IST Establishment Board. Her term of appointment is until 31 March 2023.

### **John Brockies, Council Member (Ministerial appointment)**



John Brockies is an experienced independent director with a professional background in executive roles in large New Zealand companies such as Siemens and Transfield. His governance experience includes Naylor Love, the Waiāri Project Advisory Board for Tauranga City Council, the Resolve Group Ltd, and BRANZ.

John was a Ministerial appointee to the Commissioner's Advisory Panel for Unitec and was an independent member of the RoVE Programme Board. His term of appointment is until 31 March 2024.



**Tania Hodges (JP), Council Member (Ministerial appointment)**

Tania Hodges is a Justice of the Peace and specialist Consultant, Manager and Director with combined experience in governance and business, workforce development and relationship management – including iwi/Māori organisations and communities.

Tania is the Managing Director of Digital Indigenous.com Limited and was part of the IST Establishment Board. Her term of appointment is until 31 March 2023.



**Tagaloatele Peggy Fairbairn-Dunlop, Council Member (Ministerial appointment)**

Tagaloatele Professor Peggy Fairbairn-Dunlop CNZM is Emeritus Professor at Auckland University of Technology. She has contributed to significant government and NGO policy affecting the Pacific community.

She has served as the National President of PACIFICA Inc and was appointed as a commissioner in 2017 to oversee Samoa’s national inquiry into family violence. Her CNZM was awarded in 2015 for services to education and the Pacific community. Her term of appointment is until 31 March 2025.



**Maryann Geddes, Council Member (Ministerial appointment)**

Maryann Geddes is a director of Southern Lakes English College and was previously Group Manager Risk & Compliance at Skyline Enterprises, based in Queenstown. Maryann worked for Skyline since 1994 until 2020 and was also part of the IST Establishment Board.

Other governance roles have included RNZRSA, the Tourism Industry Association, the Otago Southland Employers Association, the Aviation, Tourism and Travel Training Organisation and the Hospitality Standards Institute. Her term of appointment is until 31 March 2023.



**Kathy Grant, Council Member (Ministerial appointment)**

Kathy Grant is currently a director of the Southern Cross Health CLT Limited, and Waitaki District Health Services Limited. She is a former Associate in the Dunedin legal practice of Gallaway Cook Allan.

Kathy has been a Ministerial appointee and was a member of the IST Establishment Board. She was previously a member of the University of Otago Council, Chair of Otago Polytechnic and council Chair of the Dunedin College of Education.

In 2015, the Minister of Health appointed Mrs Grant as Commissioner of Southern District Health Board following the disestablishment of the DHB. Her term of appointment is until 31 March 2023.



**Jeremy Morley, Council Member (Ministerial appointment)**

Jeremy Morley, the most recent Ministerial appointment, brings a wealth of experience in financial and operational management and in leading change processes. He has worked on major assignments in the tertiary education sector including assisting providers with a range of financial, operational, and academic matters.

Prior to joining Te Pūkenga Council, he was a Director at PwC New Zealand and an independent consultant to the Risk and Audit Committee of the Tertiary Education Commission. His term of appointment is until 31 August 2025.



**Sam Huggard, Council Member (Ministerial appointment)**

Sam Huggard is the former National Secretary of the New Zealand Council of Trade Unions 2014–2019, where he led the union movements’ work on just transitions. Sam is currently an employee of NZEI Te Riu Roa.

Sam is an experienced not-for-profit sector leader, with 20 years’ service across trade unions, the community sector, and students’ associations. His governance experience includes government, not-for-profit, academic and industry advisory bodies. His term of appointment is until 31 March 2023.



**Dr Teorongonui Josie Keelan, Council Member (Komiti Māori representative)**

Josie is co-chair of Komiti Māori and has worked in tertiary education for 30 years. She was Dean of Teaching and Learning, Mātauranga Māori at Unitec from 2012-2019. She is currently a Senior Research Fellow at Ngā Pae o te Māramatanga, the University of Auckland.

Prior to working in tertiary education, she held several roles in the public sector at iwi, national and international levels. The most challenging was that of Executive Secretary for her iwi authority, Te Rūnanga o Ngāti Porou when it was first established in 1985.



**Jordan Gush, Council Member (Interim Learner Advisory Committee representative)**

Jordan Gush is a BCITO apprentice and co-chair of the Interim Learner Advisory Committee.

He was part of the Working Group brought together to formulate recommendations for the establishment of the Interim Learner Advisory Committee and has been a work-based learner representative on Te Poari Akoranga - Te Pūkenga Academic Board. He is of Samoan and NZ European descent.





**Heath Sawyer, Council Member (Interim Staff Advisory Committee representative)**

Heath Sawyer (Ngati Awa, Ngati Hokopu) is co-chair of the Interim Staff Advisory Committee and a Principal Academic Staff member at Te Kuratini o Waikato (Wintec). Previously a Primary School Principal and National Facilitator for the Ministry of Education’s Managed Learning Environment team.

## Our Executive Leadership Team

Our Te Pūkenga Executive Leadership Team is set out below.

**Peter Winder, Chief Executive**

Peter has a vast range of expertise in local and central government and the private sector.



Prior to his role of Chief Executive, Peter was a member of Te Pūkenga Council and the Establishment Board. Peter was a founding director of consulting firm McGredy Winder & Co.

He has held a number of governance roles in the vocational education sector, including Chair of Manukau Institute of Technology and Unitec, and a Member of the Advisory Committee to the Commissioner at Unitec. Peter was also one of the Commissioners appointed to govern Kaipara District Council when it got into significant difficulty.

Before starting his consultancy, he was Chief Executive at the Auckland Regional Council, and at Local Government New Zealand and held executive roles with Tourism New Zealand.

**Dr Megan Gibbons, Deputy Chief Executive Academic Centre, and Learning Systems**



Megan (Ngā Puhī) is a successful educator who won the Ako Aotearoa National Award in Excellence in Tertiary Teaching in 2016. Prior to her appointment as Chief Executive of Otago Polytechnic in 2020 she was the Deputy Chief Executive for People and Performance. Megan has expertise in academic leadership, with strengths in curriculum development and leadership development. She completed the Educational Leadership Programme at Harvard University in 2019. She is a New Zealand Athletics coach, and well recognised within Otago Sport. She is a judge for the annual Otago Sports Awards.



### **Gus Gilmore, Deputy Chief Executive Ako Delivery**

Gus was appointed as the joint Chief Executive of Unitec and MIT in August 2020. Before he was appointed to his joint role, he had been Chief Executive of MIT since September 2016. Prior to that, he was the Deputy Chief Executive of Operations at the Tertiary Education Commission where he was responsible for funding tertiary education in New Zealand and implementing education policy. Prior to this, Gus held the role of Project Director for Star Alliance and held various General Manager roles at Air New Zealand, including GM Operations for the international airline.



### **Richard Forgan, Deputy Chief Executive Strategy and Transformation**

Richard Forgan has held the role of Deputy Chief Executive Transformation at Te Pūkenga since July 2022. Prior to that, Richard was a partner in PricewaterhouseCoopers' (PwC) consulting practice. He was formerly Deputy Secretary, Budget & Public Services at the Treasury, and the inaugural executive director of the National Infrastructure Unit. During his time at PwC, Richard led work on the Reform of Vocational Education and supported the establishment of the six Workforce Development Councils.



### **Andrew McSweeney, Deputy Chief Executive Learner and Employer Experience and Attraction**

Andrew was previously CEO and latterly Kaihautū – Director, of ServiceIQ, the workplace training specialist for the aviation, hospitality, retail, travel, tourism, and museums sectors. Prior to his role at ServiceIQ, Andrew worked with AgResearch for seven years as its Shared Services Director. His other roles have been as Group General Manager of Human Resources and Corporate Services for PGG Wrightson Limited, and executive positions as General Manager Human Resources for ANZ National Bank, Human Resources Manager for Fujitsu, and Head of Human Resources for BNZ.



### **Teresa Pollard, Chief Digital Officer**

Teresa (Ngāpuhi, Ngāti Kahu ki Whangaroa and Ngāti Kauwhata) has over 20 years' experience in the technology sector spanning Singapore, New York, and Aotearoa New Zealand leading large and multi-purpose digital teams. Prior to joining Te Pūkenga Teresa held several leadership roles at Datacom including, most recently, Head of Strategic Partnerships/Vendor responsible for all key Technology Partnerships and relationships across Datacom. Prior to this, Teresa held key roles at Microsoft and New Zealand Trade & Enterprise. Outside of her role, Teresa is on the Middlemore Hospital Foundation Board, WNT Investments Board and has a passion for supporting training and learning in Digital/technology skills within New Zealand prisons and is a key advocate for encouraging more Māori and Pacific to join the digital sector.



### **Keri-Anne Tane, Chief People Officer**



Keri-Anne (Ngāti Rangiteaorere, Ngāti Uenukukōpako, Te Rarawa) joined Te Pūkenga in November 2020 as Director People and Culture. With a career spanning over 25 years of experience in human resource management she has previously held the roles of Executive Director People, Engagement & Capability at Toi Ohomai; GM People, Culture and Safety at Scion and HR Manager of Unilever NZ. Earlier career experiences have included OfficeMax, Mercy Hospital, Fletcher Steel and Bunnings. Keri-Anne is based in Rotorua where she has strong ties (including governance) to her hapū and community.

### **Michelle Teirney, Chief Financial Officer**



Michelle is an experienced financial and commercial leader across the public and commercial sector. Michelle was appointed Deputy Chief Executive Operations for MIT and Unitec in 2021 and has held a number of executive roles at MIT since 2013. Prior to her roles in the vocational education sector, Michelle was responsible for leading Pfizer New Zealand's merger, acquisition, and divestment portfolio. Her other roles have involved transforming finance teams, improving business outcomes, and establishing shared services as Group Accounting Manager for Auckland DHB and as Group Accounting and Group Commercial Manager for Amcor New Zealand along with a number of consulting roles. With a passion for lifelong learning, Michelle has a Bachelor of Commerce, Postgraduate Diploma in Business and Administration and Master of Management with Distinction. Michelle is a Chartered Accountant and a member of the Institute of Directors in New Zealand.

### **Deputy Chief Executive Te Tiriti Outcomes**

We are currently recruiting for this role and hope to make an appointment very soon.

### **Chief of Staff, Office of the Chief Executive**

We are currently recruiting for this role and hope to make an appointment very soon.



**Te Pūkenga**