

New Zealand Institute of Technology and Skills Establishment Board

Mobilising the New World

Report of the Learner Journey Mapping Workstream

12 February 2020

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Board Report Title	Learner Journey Mapping working group interim report
Submitted by:	Debbie Preston – Facilitator Vikki Roadley – Principal Advisor
Date:	12 February 2020

Introduction

This report presents the mahi of the learner journey mapping working group. This work was in response to the table two 'asks' from the Minister of Education's Letter of Expectation and in particular delivers into Objective One: Learners at the centre, Objective two: Barrier free access, Objective Four: Future learning and work, and Objective Five: World class inclusive public education. Alongside this the Establishment Board's focus for the working group guided the scope of the mahi:

- Model learner journeys based on consultation with educators, learners, whānau and communities
- Include journeys for high priority learners, Māori, Pacific peoples, learners with disabilities, including trainee and apprentice journeys with input and testing from ITOs and other industry expertise
- What is needed operationally to support the identified learner journeys
- Barriers, e.g., at transition points and what is needed to remove or reduce them

This interim report to the Board firstly outlines the approach to the work and describes the mapping, persona development and prototyping process. Next, six recommendations and their key features are posited with supporting literature and examples of best practice. Finally, possible implementation considerations are suggested.

This Phase I work is intended to drive further mapping, testing and to be used as a launch pad to Phase II work.

Purpose

The Minister of Education requested that the focus remain on ensuring that a system, structures, and processes are created that work for all learners.

In the beginning to know the demands of a new vocational education institute there is a need to hear and understand journeys of learners. This understanding needs to be extended from traditional learners (school leaver, full-time, live close, no commitments, family financial support) to non-traditional learners (older, in work, live at a distance, family commitments, no financial support). Alongside this there is a need to acknowledge that the marked rise in numbers of first-in-family and lower socio-economic groups as well as ethnic minorities in tertiary education. This increases the likelihood of the learners facing barriers to learning, and thus drives the desire for institutions to actively change how they operate.

Dr. Lowery Hart of the Achieving the Dream programme at the Amarillo College, United States of America, stated in understanding learner journeys, "to help students succeed, we had to come to terms with who they really were, not who we thought they were, or wished they were." (*Achieving the Dream: Amarillo College case study*, 2019).

In the New Zealand context, Māori and Pacific learners are over-represented in achieving lower final high school achievement. **Around 20% of high school learners achieve no NCEA or level 1 NCEA as their highest qualification. Of the 332,795 high school leavers from 2014 – 2018, 11.27% (37,520) attained no NCEA as their highest qualification and 9.41% (31,305) attained Level 1 NCEA. Māori are over-represented in level 1 or no NCEA achievement. Of the 69,305 Māori who completed high school, 21% (14,450) left high school with no NCEA credits and 14% (9,595) left with NCEA level 1 as their highest qualification; compared to Non-Māori and Non-Pacific, where 8% left with no NCEA qualification and 8% attained NCEA level 1 qualification. This shows that Māori are 10% more likely to attain no NCEA as their highest qualification, than non-Māori and non-Pacific** (Tertiary Education Commission, 2009-2018). This is supported by 2019 data from organisations the working group approached during this work. In some of the application data Māori learners were twice as likely to have no secondary school qualifications.

Transition rates to tertiary education for learners with low or no NCEA are low with between 34-45% of learners not transitioning to tertiary education (TEC, 2009-2018). For learners who do achieve level 3 or above, 16% of Māori and Pacific learners still do not transition to tertiary study compared with 10% of non-Māori and non-Pacific. A limitation is that this data does not include participation prior to the 10% point¹, showing only half of the story. A deep dive completed by Wintec in 2019 (see case study appendix 1) showed that attrition prior to the 10% is just as significant and that Māori and Pacific learners are again over-represented at these stages of the learning journey. Organisations report high rates of attrition between application and the 10% mark of delivery however in some organisations it appears that it is little or no previous education success that affects the rate of conversion most, rather than ethnicity.

Participation rates for Māori and Pacific learners are lower for on-campus, online and ITO delivery (see table 1) (Tertiary Education Commission, 2009-2018).

Table 1 Participation rates (%) for on-campus, online and ITO delivery 2009-2018

	All attendance types (ITPs/PTEs/Wananga)	Online participation	ITO Participation
Māori	29	14	18
Pacific	12	4	9
Non-Māori and non-Pacific	61	83	74

Of this participation, across ITP, Wānanga and PTEs, the majority (around 60%) are at level 3 or 4. With ITOs around 72% at level 1-4.

At the tertiary level, nationally, course completions at ITPs, online course completions and work-based credit achievement rates at ITOs are all lower for Māori and Pacific learners than for non-Māori and non-Pacific (Tertiary Education Commission, 2009-2018).

¹ Learners who withdraw prior to the 10% mark of their programmes are considered to have not enrolled, hence the significance of the 10% mark.

Table 2. Course Achievement (%) for on-campus, online and ITO delivery by ethnicity 2016-2018

	On campus	Online	Work-based
Māori			
2016	73	58	76
2017	70	56	73
2018	71	57	69
Pacific			
2016	73	54	80
2017	65	54	77
2018	73	61	71
Non-Māori and non-Pacific			
	83	76	82
	83	76	81
	82	78	79

With this in mind the working group heard learning journeys from priority learners identified by the Minister’s letter of expectation: Māori, Pacific learners and learners with disabilities as well as journeys from learners with greater barriers to success including low socio-economic, first-in-family,

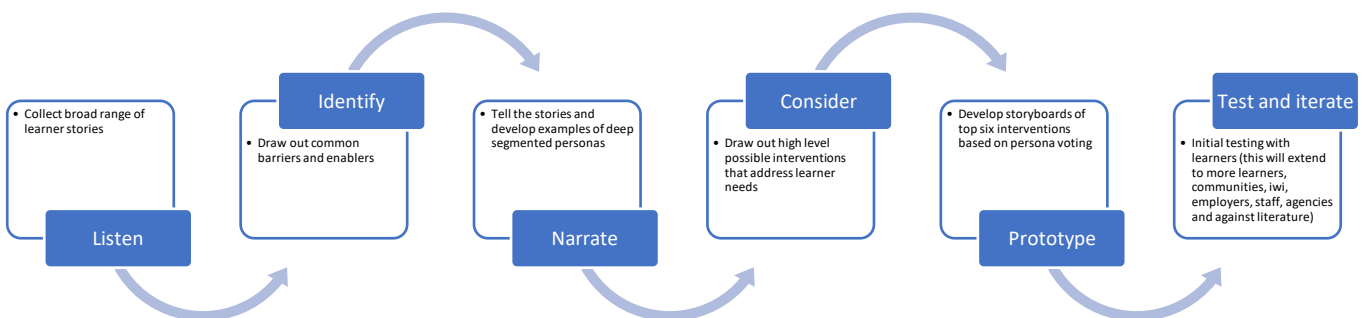
The approach and mahi

Collaborative and participative design principles were used throughout the working group activity.

The Learner Journey Mapping working group was guided by this whakatauki:

*Ma te whakaatu, ka mohio
Ma te mohio ka marama
Ma te marama ka matau
Ma te matau ka ora*

*From resonance comes cognisance
From cognisance comes understanding
From understanding comes knowledge
From knowledge comes life and wellbeing*



The learner journey map working group shared and listened to around 75 learner stories. This was a combination of learners from within the working group, learners and advisors who visited a session, learners sharing through speaker phone or Zoom and learner stories that were shared by different providers. The team identified over 100 different enablers and barriers of success and were able to draw out 45 that are common across multiple learners and modes of learning (see appendix 2).

In order to ensure that due attention is paid to the language and stories of the learners as well as to the evolving themes, examples of the authentic and honest voice of the learners' has consciously been included in the body of this report (see figure 1 below) reflecting the learner centredness expressed in the charter.

Figure 1. Example learner statements



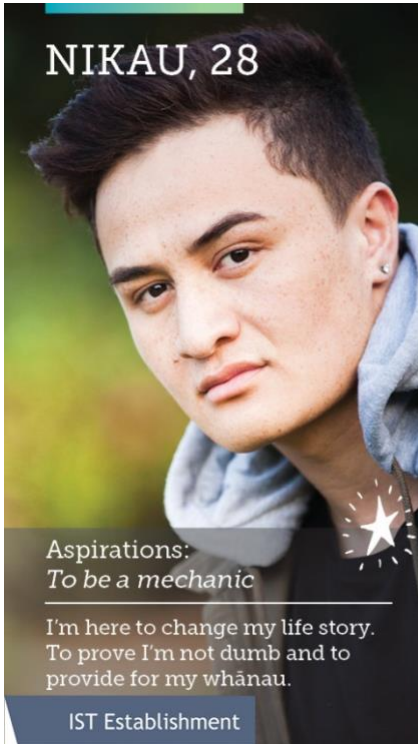
Developing a narrative around these common enablers and barriers of success (see appendix 3) allowed the working group to understand the human needs behind these 'pain' or 'delight' points and was helpful in sharing across working groups.

Analysis of the many different learner journeys' shared, together with learner mapping work completed by Education New Zealand, Competenz and the Wintec Te Ōritetanga programme (in partnership with TEC), informed the emergence of persona, with a particular focus on the development of six persona that meet the direction of travel by the Minister and the Establishment Board (Māori, Pasific learners, learners with disabilities).

Persona are a fictional representation of a larger cohort of learners, based on common behaviours and needs. When the barriers and enablers are considered across different modes, this provides insight into the journey for described persona. When the aspirations, motivations, needs and the requirements for the learners are layered across the persona, a rich description of what the future NZIST will need to consider and how success could be measured begins to be elicited.

Examples of six persona have been completed to show how this form of deep segmentation can provide rich insight to enable learner-centred design. The six persona below and in extended form in Appendix 4 include:

- Nikau – First in family at tertiary level, no NCEA, 14 years since high school, looking for a fresh start, Māori, aspires to be a mechanic
- Tala – Young, low NCEA, Pacific, limited support network and aspires to get a good job
- Sal – Physical disability which restricts mobility, somewhat resilient and aspires to be employed in her chosen field
- Manaki – 40-year-old Māori/Pacific solo mum with two dependants, has financial hardship but wants to upskill to make life better for her whānau, hapū and iwi
- Priya - an International learner working through cultural and social differences with a desire to settle permanently in New Zealand after gaining an English qualification
- Rawiri – Currently working with a busy family life, wanting to get a qualification to secure his job and progress into a higher paid job



NIKAU, 28

Aspirations:
To be a mechanic

I'm here to change my life story. To prove I'm not dumb and to provide for my whānau.

IST Establishment

Nikau is 28 years old, Māori, with no dependents.

He's living with his sister and her 2 children, and is the first in family to study at tertiary level. Left school at age 14 after a negative educational experience. Had a few odd jobs after school but nothing really stable. Mostly enjoyed job at wreckers – liked pulling apart cars.

Currently unemployed, and finding it difficult to find employment - Nikau is ready for a fresh start.

NEEDS

- Positive role models to stay on track
- Holistic support and meaningful relationships
- Quick pathway to earn income to be financially secure
- Early experiences of success to build confidence and self belief



Work Based Learning

BARRIERS

Difficult to get and keep a job

It takes time for an employer to want to invest

ENABLERS

Practical style of learning and applying the learning in the workplace each day

Income while learning

Campus Based Learning

BARRIERS

Unfamiliar processes, systems and lack of support to use them

Theory style of learning is a challenge

ENABLERS

A mentor or tuakana and peers who are supportive

Staff who build meaningful relationships, are positive role models and change the learning styles to find a style that works best

Online Based Learning

BARRIERS

Lack of access to technology and wifi

Lack of meaningful relationships with tutor or support or peers

ENABLERS

Flexibility to learn around work or looking for work

Flexibility to take time with parts that are difficult



TALA, 18

Aspirations:
To get a good job & have a safe place to call home

I'm really nervous but I need to do this . . . I've got nothing - no money or family - to fall back on.

IST Establishment

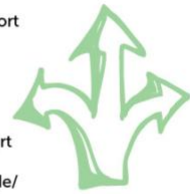
Tala is an 18 year old Pasifika male.

He is first generation New Zealand born and first in family to enrol in tertiary studies. Unsuccessful at school, he lacks learning skills rather than ability.

Tala is disconnected from his whānau, transient with low self esteem and no strong support network.

NEEDS

- Proactive support
- Someone to believe in him
- Planning and financial support
- A practical guide/mentor/navigator



Work Based Learning

BARRIERS

Lack of confidence

Lack of interaction with other learners

Lack of basic learning skills

ENABLERS

Work experience while at school to transition

Earn and learn model

Employer supportive

Campus Based Learning

BARRIERS

Nervous (whakamā about classroom)

Reactive support is too late

Logistics (travel, part-time job)

ENABLERS

Direct access to learning support help

Work experience at school to see pathways

Teaching and learning strategies to support – for example group work, peer support

Online Based Learning

BARRIERS

Transient accommodation means unreliable internet

Lack of interaction with other learners due to confidence

Lack of basic learning skills

ENABLERS

Learner cohort support

Flexibility on time

Proactive pastoral/student advisor support

SAL, 20



Aspirations:
To be employed in my chosen field

I've had to be a fighter since birth. People's attitudes can be really tiring but I'm driven to succeed.

IST Establishment

Sal is a shy 20 year old, female currently living at home.

NEEDS

- To be given the enablers to overcome physical barriers
- The same opportunities as non-disabled learners
- Connections with potential employers



Sal has mobility issues as a result of physical disabilities (wheelchair user with some hearing / visual challenges). At the end of school Sal was unsure of 'where to next'. She is a successful and quick learner and enjoys interactions with other learners. Due to life's challenges she is both resilient but also vulnerable to prejudice from other students and staff. Has faced discouragement in career choice. Sal wants greater independence to contribute fully to society.

Work Based Learning	Campus Based Learning	Online Based Learning
BARRIERS	BARRIERS	BARRIERS
Perception that it is hard to get work due to disability	Multiple obstacles for wheelchair and can't open heavy doors	Physical inability to use unadapted technology eg phones, laptops
Feels shy to ask for training	Disability is obvious and people form opinions	Reinforces social isolation
Workplaces not set up for me	Providers and staff are not prepared to 'receive and serve' learners with disability	Disability may not be obvious so support not in place
ENABLERS	ENABLERS	ENABLERS
Culture that accepts and promotes learners with disability	Different ways to demonstrate knowledge	Adapted and subsidised technology
Support for employer to meet needs in workplace	Access to spaces and support services arranged in advance	Support services
Support structures are put in place 'up front'		Peer support – opportunities to interact with other learners

MANAAKI, 40



Aspirations:
To make a better life for my whānau, hapū & iwi

This is an opportunity to lead by example. I'm doing it for my family's future financial security.

IST Establishment

Manaaki is a 40 year old Māori / Pasifika solo mother with two children.

NEEDS

- Whānau support
- Proactive holistic support
- Cultural safety
- Mentors and guides that look like me



Raised in a low socio-economic area, Manaaki left school without a single NCEA credit. Two decades later she's lacks confidence about her abilities but is motivated to develop skills that will benefit her children and wider whānau. A practical hands-on learner, a fundamental part of Manaaki's journey will be building confidence in learning and to believe in herself.

Work Based Learning	Campus Based Learning	Online Based Learning
BARRIERS	BARRIERS	BARRIERS
Support with childcare	Lack of support with childcare	Feel isolated
Isolation from people like me	Lack of confidence and self-belief	Life could push study to the margins
Don't have a job and lack confidence to get one	Financial insecurity as dependant on Work and Income	ENABLERS
ENABLERS	ENABLERS	Time of study is flexible therefore more time with whānau
Mentors to gain employment	Supportive whānau	
Would suit work life balance to learn while working once employment secured	Mentors, peers support, tuakana teina	
Support with childcare	Proactive pastoral care and guidance	



PRIYA

Priya is a mature female international student.

She has left a successful career and family behind in her home country to live in student accommodation with other international students. She is struggling with cultural and social platforms. Carrying the dreams and aspirations of families and village 'chosen one' Priya believes 'English' tertiary qualification is key to success. She has a desire to immigrate and settle permanently – gain residency. Desires part time work but struggling to find it.

Aspirations:
A better job and the opportunity to apply for residency.

I am still waiting for my husband to get his visa and then he will come with our children. It is very hard and lonely.

IST Establishment

Priya is a mature female international student.

She has left a successful career and family behind in her home country to live in student accommodation with other international students. She is struggling with cultural and social platforms. Carrying the dreams and aspirations of families and village 'chosen one' Priya believes 'English' tertiary qualification is key to success. She has a desire to immigrate and settle permanently – gain residency. Desires part time work but struggling to find it.

NEEDS



- To feel safe, secure and a sense of belonging
- To understand the New Zealand way of living / being / learning
- To have opportunities to socialise with domestic students and the community
- To have a clear pathway to qualification completion and employment

Work Based Learning (on working / working holiday visa)	Campus Based Learning	Online Based Learning
BARRIERS	BARRIERS	BARRIERS
Transition to using English as used in the workplace	Culture shock and racism	Fully online does not align with student visa requirements
Negative perception held by employer and duration of courses	Finding work and accommodation	
Conditions of visa (for example limited length)	Learning to look after myself - at home I was looked after	
ENABLERS	ENABLERS	ENABLERS
Earning while you learn	Empathetic tutors who understand cultural differences	
Learning on job relevant to role	Holistic pastoral care and work brokerage that takes into account the many diverse needs of international students	
Employer may pay for training	Support to understand different learning styles and teaching methods used in New Zealand	



RAWIRI

Rawiri is a busy Māori man, with a complex family life.

He has a real fear of losing his job as he has no qualifications to get another. Rawiri wants to upskill to increase his earning capacity, job security and future prospects and ultimately his family's future financial security for family. School wasn't a successful time in his life marked by generally low achievement, he's not 'unintelligent' with a good employment record and experience. Importantly he's motivated to succeed.

Aspirations:
Progress into higher paid work

I want to be a good example to my kids so I need new skills to get promoted and get ahead.

IST Establishment

Rawiri is a busy Māori man, with a complex family life.

He has a real fear of losing his job as he has no qualifications to get another. Rawiri wants to upskill to increase his earning capacity, job security and future prospects and ultimately his family's future financial security for family. School wasn't a successful time in his life marked by generally low achievement, he's not 'unintelligent' with a good employment record and experience. Importantly he's motivated to succeed.

NEEDS



- To not incur debt
- To understand and have support on how to achieve my goals
- Support when it feels overwhelming
- A supportive employer

Work Based Learning	Campus Based Learning	Online Based Learning
BARRIERS	BARRIERS	BARRIERS
Limited time within employment hours to complete theory assessments	Cost of fees, and opportunity cost to study instead of work	Workload of study and work and family commitments
Unsupportive employer	Timetable doesn't suit work shifts	Too much reading and deciphering on own
Changing employer or workplace may impact on ability to continue learning	Looks like 'school' and prefers hands on practical learning	Limited access to internet and technology
ENABLERS	ENABLERS	ENABLERS
Earning and learning	Employer pays/contributes and gives time off for classes	Flexibility around work and family so when issues arise, I can adjust study
Day job provides relevance to learning	Face to face interaction with peers and tutors	Good infrastructure – internet and devices
On site mentors		

It is important to note that these examples of deep segmented persona mapping are not representative of all learners, but are example persona of real learner journeys listened to and mapped by the working group. They provide an example of how a deep segmented approach can inform and guide development of the future state experience. These persona are examples of real life learner journeys in the current system and although the temptation might be to interpret these stories as those of unsuccessful learners, these persona are examples of learners who have been successful in spite of the challenges that they have been able to reflect on and express to the working group. This approach may mean that in focusing on learners who are under-served in the current system, barriers and enablers for learners who are deemed at less risk may be missed. The premise of this work is that what is enabling for those who are hardest to reach will be of benefit to all.

There are many learners who are under-served in the current tertiary system. Through these persona it is apparent that these learners currently have unmet needs. These include proactive holistic support, having meaningful relationships with those they learn from, having someone who believes in them and tuakana or mentors or role-models to guide and help them navigate learning and systems, clear and guided pathways, cultural safety, responsive learner centred learning, places of learning and employment that are accessible and without prejudices, early experiences of success, support to enable work, study and whānau balance and additional support during financial hardship.

From these persona examples, it is clear the background of a learner influences their aspirations, motivations and the reason they want to engage in a learning experience. It cannot be assumed that success for all is defined by completion of a qualification or employment. Whilst this is true for some, for others success is defined as gaining confidence and self-belief, to grow in a safe place, to contribute to whānau, hapū and iwi, to get a pay rise, promotion or to retain a job, to immigrate to New Zealand or to get some new skills.

What is also distinct, is that the needs, aspirations, motivations and background of a learner indicates the mode/s of learning that may best suit them at a given time. Learners who are low in confidence and self-belief may initially require modes of learning with high levels of face-to-face learning and support, learners who are wanting to move into paid employment quickly benefit from a work-based model, whilst learners who are intrinsically motivated, with a strong network of support and want flexibility benefit from online based learning. In a lifelong learning approach, an eco-system which allows the mode of learning to be interchanged without loss, based on the needs of the learner at the time, is desirable and drives towards meeting the challenges of the NZIST charter.

High level considerations or strategic priorities

Reflection on aspirations, motivations, current experience and unmet needs led to high level considerations of areas of focus for the future NZIST. 11 areas of focus were developed from which the top six considerations were identified for further development (see appendix 5 for the 11 areas for consideration).

The top six areas include:

1. A proactive alert and case management system for holistic support
2. A framework for whakawhanaungatanga and meaningful relationships
3. Tuakana, mentor or role-model programmes
4. Cultural safety and learner-centred professional development
5. An inclusive system that adapts and flexes around learner needs
6. Access to learning environments

The needs of the persona were then considered against their identified priorities in order to develop visual prototypes of possible future state scenarios (see appendix 6). Storyboards were developed as a way to indicate early thinking about possible opportunities for the future state of NZIST. These prototypes are a visual representation of potential strategies that could be developed to enable learners to succeed. The prototypes were then tested with work-based, online and on-campus learners. Feedback from these learners and from testing done with employers, staff, iwi, community and additional learners during January provided insight around the features that are valuable to different learners and other stakeholders.

Personas were refined into digital and audio-visual formats and the persona were shared during the combined working group hui.

As a conclusion to this work, key features of each recommendation were described, and possible implementation considerations were outlined. This work is offered as a segue to further phases of mapping and testing across the network.

Considerations and recommendations

A proactive alert and case management system for holistic support

Key features

- Alert system that identifies learners at enrolment who could benefit from holistic support (ie. NCEA credits achieved, first in family to attend tertiary learning, dependents, time since high school and first time at tertiary)
- Alert system that identifies learners throughout the learning experience who could benefit from holistic support (ie. Late or missing assessment due dates, not competent in assessment, attendance)
- Case management system
- Teams of navigators/advisors assigned to build meaningful relationships with identified learners

- Resources to meet holistic needs of learners (ie. grants, technology, childcare, counselling, note-taking)
- Programmes to meet needs of learners (ie. tuakana/mentors, self-belief, budgeting, whanau support, peer support, learning styles)
- Literacy and numeracy support
- Partnerships that help meet the additional needs of learners (ie. Health, childcare, disabilities)
- Channels and facilities for communication and meaningful relationship
- Data analytics to track participation, retention, personal growth and achievement of identified learners throughout their learning journey

Literature and examples of best practice

In 2011, nine American colleges developed a loss/momentum framework focused on addressing disparity in achievement, with a key feature being proactive support to help students decide on a programme of study, improve their grades and manage events in their life that impact on study. Within this framework, data is used to monitor student progress and offer interventions. The impact measured from **2009 to 2015 saw a 30% increase in students earning degrees or certificates when compared to public colleges not participating** (*The path to completion. Nine colleges redesign for student success, 2017*).

In 2007, the City University of New York (CUNY) wanted to increase the percentage of students who completed an associate degree within three years. A proactive wraparound service for eligible students provided financial, academic and personal support. Research completed in 2018 found that **students who received the service were nearly twice as likely to earn an associate degree within three years than those who did not receive the service (52.4% versus 26.9%)**. (Cormier, Sanders, & Strumbos, 2019).

The model from CUNY was applied at the Ohio Community College, with proactive holistic support, financial grants and support, academic, enrolment and career support. Within three years, this work resulted in **nearly double qualification completion rates, 35% of participants completed within three years compared with 19% for the control group**. While it's relatively expensive to run, it's actually a lot more efficient, **as the cost per degree earned for programme group students was 22 percent lower than the cost per degree earned for control group students** (Miller, Headlam, Manno, & Cullinan, 2020).

Georgia State University wanted to address high dropout rates, poor progression, low completion and ethnic disparities in bachelor participation and completion (Renick, 2019). Initiatives have included:

- Peer support through communities of practice
- Predictive analytics system with proactive holistic support,
- Online portal with knowledge base texting system
- Financial grants and workplace experiences

In the three years between 2010 and 2013, **first term retention rates increased from 83.4% to 89%**, the time to complete a degree declined and there was a **return on investment of \$18 million in the class of 2018, compared to the class of 2012**. There has been an **increase of 67% in the number of**

undergraduate degrees awarded, in 2011/12 there were 4222 awarded, in 2016/17 this increased to 7,047. **STEM degrees awarded since 2011 have increased for African American learners by 114%, and by 275% for Hispanic learners. For each point of increase in retention, ROI is calculated at 3.18 million a year** (Renick, 2019). Georgia State University was reported to be the largest producer of African American college graduates in America and over the last five years, awarded more bachelor degrees to African Americans than any other non-for-profit college or university (Carter, 2018).

Since joining the 'Achieve the Dream' movement in 2011, Amarillo College has offered proactive holistic support and financial grants to low socio-economic learners, as well as eight week courses. **In 2011, its three-year graduation rate was 13%, in 2019 it was 22 percent. Between 2011 and 2015, three-year graduation rates for Black learners moved from 4% to 20%, for Hispanic learners rates moved from 15% to 22%, and first-generation/first-in-family learners rates went from 12% to 21%** (*Achieving the Dream: Amarillo College case study*, 2019).

Lorain County Community College, USA, wanted to increase graduation rates. Proactive support targeted students who applied for a financial grant or emergency aid (given that 98% students who needed emergency aid also needed other support). A prediction-based propensity score **saw a 9.3% lift in persistence** for recipients of emergency aid and proactive support with an increase in **graduation rates of 43% compared to 23% not on the programme.**

Advisory model caseload examples

- City University of New York - 150:1 caseload
- Ohio Community College – 125:1 caseload
- Loraine Community College - 1:150 caseload for high needs and 1:250 for all other learners

Programme cost example

Ohio Community College - The direct cost of the programs was \$5,521 per programme group member over three years, or \$1,840 per year. This estimate includes \$2,369 for administration and staffing, \$1,517 for student services, and \$1,635 for financial support. In total, after adding in the costs of educating more students (since the programs increased enrolment and the number of college courses taken), the colleges invested \$8,030 more per programme group member than they did per control group member. However, that investment also led to a large increase in degree receipt, thus, the cost per degree earned for programme group students was 22% lower than the cost per degree earned for control group students (Miller et al., 2020).

The University of Winchester **reframed student support to student engagement**, "moving from instrumental support and addressing deficits in academic performance to holistic approaches aimed at enhancing student integration" (p.58) and focusing on social integration as a proactive support approach. They also implemented a coaching model that aimed to increase learners' resilience and independence through growing identity and social belonging. **Improved retention for lower socioeconomic groups in the first year were observed** (Thomas & Hanson, 2014).

The HERE project utilises **a tool kit of proactive support resources** to improve student engagement and retention across a holistic platform of support ("HERE project Toolkit: A resource for programme teams interested in improving engagement and retention,").

Recommended proactive support (HERE project)

Identify and respond to students at risk	<ul style="list-style-type: none"> • Understanding more about students at risk of withdrawing early • Monitoring at risk times • Monitoring engagement, not just attendance • Responding to students at risk
Help students to make the transition to being effective learners at a tertiary institute	<ul style="list-style-type: none"> • Improving students' understanding about how HERE is different to prior learning • Creating an environment conducive to peer support • Improving students' understanding of assessment • Making better use of formative feedback • Considering differentiation
Build relationship and communication with staff	<ul style="list-style-type: none"> • Enhancing the staff/student relationship • Communicating with students about the programme • Communicating within the programme team about students • Adopting a whole team approach to communicating changes to students
Help students make more informed decisions about choosing the right course in the first place	<ul style="list-style-type: none"> • Considering the use of open days and other communication channels • Providing a range of information to students prior to starting their programme
Improve social integration	<ul style="list-style-type: none"> • Enhancing prearrival activities including social networking • Enhancing programme induction • Extending the use of group work • Considering the use of peer support
Improve a sense of belonging to the programme	<ul style="list-style-type: none"> • Developing good relationships with peers • Developing a good working relationship with tutors • Developing a sense of community within the programme • Developing a sense of belonging to the wider university community
Foster motivation and help students understand how the programme can help them achieve their future goals	<ul style="list-style-type: none"> • Supporting students to find their own internal motivation • Connecting students to possible external motivators • Providing opportunities to sample work-related experiences
Encourage students' active engagement with the curriculum	<ul style="list-style-type: none"> • Using active learning approaches throughout the first year • Providing a range of rich learning experiences during the first year • Using formative assessment in the first year
Ensure that there is good communication about and access to additional student support	<ul style="list-style-type: none"> • Ensuring that programme teams know how to refer students to professional and specialist support • Raising student awareness of the services available

In a 2004 report to the Ministry of Education it was acknowledged that a **holistic package of support encompassing institutional support and institutional integrative support was more likely to result in better outcomes for learners**. Support ranged from pre-enrolment advice, peer tutoring and

mentoring services, support to establish social and academic networks, accessibility to teaching support outside of the classroom and high quality teaching and learning environments (Prebble et al., 2004).

Eastern Institute of Technology utilises software that monitors and tracks learner progress and drives a collective response to learner pastoral care in all of EIT and whānau approaches (Jones, 2019).

A framework for whakawhanaungatanga and meaningful relationships

Key features

- A values-based framework to embed the practice of whakawhanaungatanga and establish the building of meaningful relationship
- A suite of whakawhanaungatanga activities and interactions throughout the learning journey for learners to connect to other learners as well as staff
- A suite of peer support groups/communities (ie. peer support, tuakana teina or mentor or role models, study groups, mentors, interest groups, cultural groups)
- Channels and facilities for communication and meaningful relationships
- Resources to support whakawhanaungatanga (ie. Culturally safe spaces, kai, resources for holistic support)
- System to capture data/notes
- Data analytics to track engagement, participation, retention, personal growth and achievement of learners

Literature and examples of best practice

Knowing and understanding learners is required to be authentic to building meaningful relationships. Whakawhanaungatanga is about connections that respect all key stakeholders especially learners and what's going on in their world while balancing study.

The Te Wānanga o Aotearoa has outlined a Taurira Footprints model that reflects seven points of meaningful connectiveness with learners from first connection (prior to enrolment) through to staying connected (maintaining a continued connection with taurira once they have completed current study. It also has three wraparound support aspects to complement the learner journey. This model places taurira at the centre and has relationships as the basis. Elements of this model also reflect other recommendations of the working group, in particular, proactive alert and case management with holistic support.

Darwina and Palmer, 2008 suggest mentoring circles as a way to develop meaningful relationships with and between learners. This also links closely to tuakana/mentor/role models and the concept of mentoring circles has the advantages of;

- individuals gain access to network
- reduction in feelings of isolation
- greater connectivity
- increased confidence and commitment
- knowledge acquisition

- closer and richer relationships develop

Low self-belief may result in a reluctance to build relationships with others. Likewise low self-belief is linked to learners who have a history of failure, are first-in-family and therefore lack support networks and learners who don't consider they fit in socially and therefore do not integrate easily. Additionally, **self-belief has been identified as a key factor influencing motivation; and motivation is a key contributor to student success and retention**. It underpins a student's faith in their competence and likelihood to achieve. It is foundational to perseverance (Edgar, Carr, Connaughton, & Celenza, 2019).

Tuakana, mentor or role-model programmes

Key features

- Process for identification of potential Tuakana and role models
- Training, capability development, guidelines and ongoing support for Tuakana
- Process for Teina and Tuakana matching and re-matching
- Resource allocated to remunerate and reimburse Tuakana
- Spaces, facilities and communication channels to build meaningful relationships
- System to capture data and notes
- Capability development for Teina to become Tuakana
- Data analytics to track participation, personal growth, retention and achievement
- Ongoing reflection and evaluation of processes, guidelines and systems

Literature and examples of best practice

Mentoring can be described as learner-focused and reciprocal (Clark & Andrews, 2009). This can take the form of expert hierarchical relationship where the mentor is more experienced or expert than the mentee or through a peer relationship where the two parties are more equal. Peer mentors need to be matched through academic and personal qualities so that the mentee recognises themselves in the success of the mentor (Terrion & Leonard, 2007).

Tuakana teina is a relationship between a more experienced and respected member of a group who supports, guides and coaches; and encompasses the concept of mutual learning. The social value of the relationships formed as a result of participation in mentoring (group or individual) is key to the value of mentoring to the student experience.

The Detroit Promise programme aimed to improve access to tertiary study and to improve success once enrolled. The critical component of the programme was monthly coaching. **The programme demonstrated statistically significant increased persistence, enrolment and credit success** (Complete College America, 2013).

Georgia State University has implemented a range of peer support initiatives. Their very first initiative was to create communities of practice, so that learners did the majority of their programme seated with the same group of learners. Shortly after this a peer support programme was offered, the **analysis of 9,700 students in year one resulted in a retention increase from 83.5% to 91.2%** (Renick, 2019).

Co-design with Waikato Institute of Technology (Wintec) students, staff and community identified several possible solutions around student support, to better meet the needs of students. Resulting

from this work, a tuakana teina programme was developed with staff and students, with a pilot across six programmes in Semester 2 2019. In the pilot, two tuakana per programme (selected and trained from the previous year of study) were resourced and paid to mentor teina (participant groups ranged in size from 2 to 27).

Overall 80 students opted to participate in the programme, those being a mix of NZ European, NZ Māori, Pacific, Migrants and International students, with the majority being NZ European and NZ Māori. **Analysis of the Successful Course Completion Rate (SCCR) found that the students who participated, on average had a SCCR of 86.83%, compared to those who did not participate at 66.5%.** The success from this programme has resulted in the expansion of the pilot across 16 programmes in 2020.

In the stories heard by work-based learners who had access to a learning mentor, guide or advisor reported valuing this relationship alongside their employer relationship.

Cultural safety and learner centred professional development

Key features

- A values-based framework to embed the practice of manaakitanga, ako and whakawhanaungatanga
- A recruitment, capability development and performance framework that ensures cultural safety and inclusiveness for staff, employers, learners and community
- A suite of cultural competency programmes and experiences for staff and employers to increase capability
- Resources to support the embedding of manaakitanga, ako and whakawhanaungatanga
- Data analytics to track cultural safety of learners, staff, employers and community

Literature and examples of best practice

Learning organisations that explore and use learners' "lived experiences" promotes pedagogy that results in more effective learning. Collaborative learning is seen to drive meaningful interactions between learners and promotes tolerance (Grapin & Pereiras, 2019). **Staff development should model and teach collaborative and co-operative learning.** It should explore world views and how these shape learning experiences and pedagogies. Prebble et al. (2004) noted that staff professional development should build capability in adapting and accepting all learners equally.

A high sense of cultural identity impacts positively on self-belief. Students with high cultural identity exhibit fewer signs of stress (Bennett, 2001).

The Hīnātore: Empowering Māori and Pacific workplace employees project by The Industry Training Federation developed a literacy and numeracy in-work programme co-constructed and delivered in a culturally competent manner with learners and their whānau and aiga at the centre. The project **identified ako, mahi and whānau and aiga as factors that led to successful outcomes for learners** Māori and Pacific. The project also found that the developed skills led to a greater contribution and understanding of processes in the workplace and that these **skills transferred to the homes and families of the learners** (Kerehoma, Alkema, Murray, & Ripley, 2019).

The Tū te ngana hau project demonstrates learning that is co-designed with whānau and for whānau **attracts and maintains learners' engagement through learning and transition to work.** The PrimaryITO worked with whānau in the Whanganui region to develop learning opportunities that led to self-sustaining communities, **enhanced health and wellbeing and education and training or employment pathways** (*Matiu Julian: Tū te Ngana Hau - The Breath of Endeavour*, 2019).

An inclusive system that adapts and flexes around learner needs

Key features

- Alert system that identifies learners making an enquiry or completing an enrolment who could benefit from a blended learning experience (or alternatively offered to all learners making an enquiry or application)
- Case management system

- Teams of navigators/advisors assigned to understand individual goals and develop flexible blended learning options as well as provide proactive holistic support and assist with transition between modes
- Programme/product development to include multiple options to transition between campus, online and work-based learning
- Teams of employment advisors to identify work-based learning opportunities for learners with low confidence
- Channels and facilities for communication and meaningful relationships
- Data analytics to track participation, retention, personal growth and achievement of identified learners throughout their learning journey

Literature and examples of best practice

Kaospilot provides examples in Denmark, Sweden, Australia and Canada where curriculum development has provided greater flexibility for learners. Kaospilots provides an **innovative model for facilitating and creating learning experiences that are agile, adaptable and transparent by supporting facilitators and teachers to be over-prepared and under-structured.**

The Kaospilot learning design provides the confidence to facilitate authentically and in service of the learning purpose and the students, using intuition and working with real-time change and complexities and meeting the students 'where they are at' in order to deliver relevant practice-based learning experiences.

The framework, tools and techniques support the teachers and facilitators to set, hold and land learning by creating the right balance and format for practice, theory and reflection through formal and informal learning processes such as project work, scenarios, real-life experiences, facilitated dialogue, peer-to-peer learning, feedback, assessment and planning (kaospilot.dk).

Learners need to be able to understand the relevance and purpose of their learning and contribute to their learning experience based on what is important to them in their lives and the experiences they bring into the learning space, with consideration that the head, hands and heart are all part of the learning journey (<https://kaospilot.dk>).

Knowmads is an example from Holland where **learners develop their own curriculum, flexible around their goals, creating actionable projects, designed to make a positive difference.** Principles that guide their own curriculum development include being human-centred; action-orientated; head, heart and hands; open and appreciative communication; power to choose and flow (stepping into the unknown) (<https://knowmads.nl>).

Access to learning environments

Key features

- Alert system that identifies learners with a disability prior to and during enrolment
- Alert system that identifies learners with a disability who could benefit from additional holistic support throughout the learning experience
- Case management system

- Navigators and advisors, qualified and experienced, to build meaningful relationships with learners with disabilities
- Channels and facilities for communication and meaningful relationships
- Resources, programmes and partnerships to meet holistic needs of learners with disabilities (ie. Guided tours to identify access barriers, adapted technology, counselling, note-taking, specialised equipment)
- Policies and guidelines to ensure learners with disabilities are part of the design and testing of learning spaces and access points
- Data analytics to track participation, retention, personal growth and achievement of learners with disabilities

Literature and examples of best practice

It is noted that 23% of disabled people are employed in comparison to 70% of non-disabled people. The draft Disability Employment Action Plan discusses key actions primarily around employment but includes improving transitions and learning options. The report includes **models that support learners' transitions to employment** and employers' readiness and support of employees in the workplace (Ministry of Social Development, 2019).

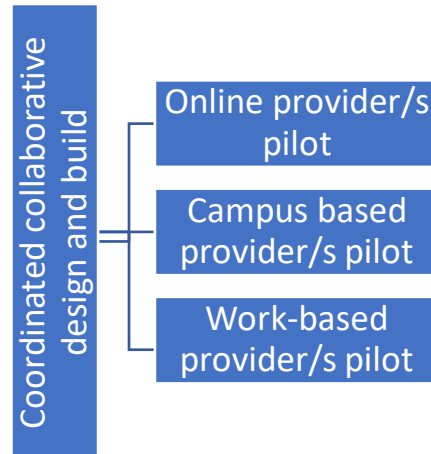
Learners who were not able to access tertiary learning due to low maths or English results were accepted into **Texas State University – San Marcos** and enrolled on the FOCUS programme that implemented remedial maths and English programmes (**literacy and numeracy development courses**) as co-requisites to study programmes. These courses were also credit earning. The programme resulted in **increased graduation rates** (Complete College America, 2013).

Implementation considerations

The following includes implementation considerations for the six recommendations, including potential pilot activities or as a platform for further work in Phase II.

Proactive alert and case management system for holistic support

Implementation and high-level activities of pilot



- Correlation analysis to identify risk attributes and issues attributes
- Analysis to ensure data inputs of risks and issues are available across pilot providers
- Collaborative design of desirable experience with learners and staff
- Design and build MVP alert system for pilot
- Design and build MVP case management and communication system for pilot
- Recruit and train navigators and advisors for pilot
- Identify existing support, resources, programmes, and partnerships
- Build additional support, resources, programmes, and partnerships
- Targets set for learners to be reached in pilot and identify measures and tracking for analytics
- Change management

Based on learnings of pilots, co-design further detail with learners and staff, design and build a scalable alert system, case management system, processes, training, resources, programmes and partnerships. Design and build data inputs and analytics to improve and monitor learner outcomes.

Wider system dependencies

Review of StudyLink with focus on greater financial security and flexibility

Leadership who drive the systematic change required to achieve an equity minded re-design

Underpinned by responsibility inherent in Te Tiriti

A framework for whakawhanaungatanga and meaningful relationships

Implementation and high level activities of pilot

1. A review of values, measures, policies, systems and processes that currently restrict meaningful relationships

2. Share current practices around whakawhanaungatanga across providers to identify common features and best practice
3. Develop a values-based framework to embed the practice of whakawhanaungatanga across systems, processes and interactions
4. Develop and deliver culturally centred capability development for staff around whakawhanaungatanga and building meaningful connections for pilot
5. Determine additional resources required for culturally centred whakawhanaungatanga and building of meaningful connections for pilot
6. (see implementation of tuakana for the peer support features)
7. Identify measures for tracking analytics
8. Change management

Wider system dependencies

Leadership who drive the systematic change required to achieve an equity minded re-design

Underpinned by responsibility inherent in Te Tiriti

Tuakana, mentor or role model programmes

Implementation and high-level activities of pilot

- Share current practice across providers to identify common features and best practice
- Identify additional collaborative design with learners and staff required
- Design and build common systems, channels and processes
- Design and build common training, capability development and support
- Identify measure for tracking analytics
- Develop plan for scale and financial analysis to determine resources required
- Change management

Wider system dependencies

Leadership who drive the systematic change required to achieve an equity minded re-design

Underpinned by responsibility inherent in Te Tiriti

Cultural safety and learner-centred professional development

Implementation and high-level activities of pilot

1. A review of values, measures, policies, systems and processes that currently restrict manaakitanga, ako and whakawhanaungatanga
2. Share current practices around manaakitanga, ako and whakawhanaungatanga across providers to identify common features and best practice
3. Identify additional values required to embed cultural safety and inclusiveness in learning, work and partnerships

4. Develop a values-based framework to embed the practice of manaakitanga, ako and whakawhanaungatanga across systems, processes and interactions
5. Develop and deliver culturally centred capability development for employers and staff around manaakitanga, ako and whakawhanaungatanga for pilot
6. Determine additional resources required for culturally centred manaakitanga, ako and whakawhanaungatanga pilot
7. Identify measures for tracking analytics
8. Change management

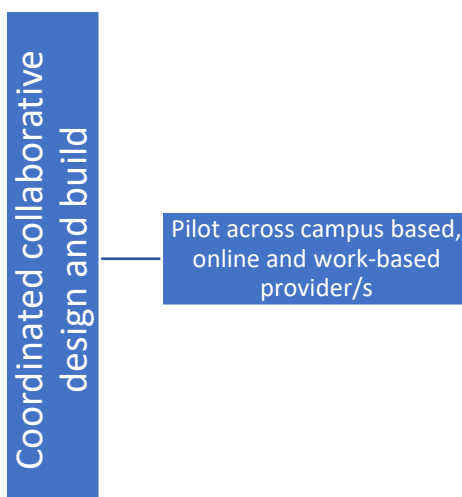
Wider system dependencies

Leadership who drive the systematic change required to achieve an equity minded re-design

Underpinned by responsibility inherent in Te Tiriti

An inclusive system that adapts and flexes around learner needs

Implementation and high-level activities of pilot



- Collaborative design of desirable experience with employers, learners and staff
- In partnership with on-campus, online and work-based providers, develop pilot programme or product with multiple options to transition between on-campus, online and work-based learning
- Design and build Missing Vulnerable Person (MVP) alert system for pilot
- Design and build MVP case management and communication system for pilot
- Recruit and train navigators and advisors for pilot
- Recruit and train employment advisors for pilot
- Identify existing support, resources, programmes, and partnerships to deliver pilot
- Build additional support, resources, programmes, and partnerships required to deliver pilot
- Identify measures and tracking for analytics
- Process for RPL between transitions of modes of learning
- Change management

Wider system dependencies

Currently, through NZQA, responsibility sits with one owner to develop, moderate, assess and award

TEC funding follows the institution, not the learner and where they go

TEC hours model does not allow flexibility for learners who would want to do more than 1200 learning hours in a year

Requires much greater consistency across the sector

Limited flexibility to transition between learning modes possible due to StudyLink requirements

Leadership to drive the systematic change is required to achieve an equity minded re-design

Underpinned by responsibility inherent in Te Tiriti

Access to learning environments

Implementation and high-level activities of pilot

- Share current practices and policies across providers to identify common features and best practice for learners with disabilities
- Gap analysis - Identify existing and desirable support, resources, programmes, and partnerships for learners with disabilities, with recommendations
- Develop with a stakeholder group a policy and guidelines to ensure learners with disabilities are part of design and testing of learning spaces and access points
- (see implementation of proactive alert and case management for the proactive holistic support features associated with this)
- Identify measures for tracking analytic
- Change management

Wider system dependencies

Leadership to drive the systematic change required to achieve an equity minded re-design

Underpinned by responsibility inherent in Te Tiriti

Collaboration across agencies and providers

This work was only possible with thanks to the many learners who have given up time to share their stories and journeys. Thanks is also due to the many providers both ITPs and ITOs, beyond that of the working group, who have shared the journeys of their learners, arranged for learners to be interviewed and visited the working group sessions to share their work. Additionally the guidance provided by TEC and ENZ representatives is appreciated, especially as global best practice is considered in the next steps.

Disseminating information across the other working groups

The common enablers and barriers for learners, along with a supporting narrative were presented in two of the working groups by the facilitator and Principle Advisor. Material has been shared with other working groups through linking the work to pre-workshop readings for members. The six draft example persona were shared with all working groups via Teams and at a combined working group hui with four other working groups.

Limitations and risks

The working group has identified limitations to the work to-date. One limitation is that the learner stories shared made it through to at least day one of learning. This does not represent the high proportion of potential learners who do not make it through to this point. Another limitation is the limited number of remote learners who shared stories. Additionally, the learner stories were predominately level 1-7, so a lack of postgraduate learners is a limitation. Also, there were a limited number of work-based learners able to attend the sessions given their work commitments, making it difficult to dig deeper with these learners. Across this work the working group was only able to hear learner journeys that were relatively easily accessible to the group, in that relatively fewer work-based and remote learners were accessed.

The methodology applied through this work drew on the stories of learners by asking the broad question, “tell us about your experiences,” and were prompted to tell of enablers of their learning, and barriers. In addition learners were asked to reflect on what they would suggest if they had a magic wand to make things better. As such the stories of journeys were from the learners own reflections and did not necessarily follow a systematic point-by-point investigation of every step of their learning journey, which would have been an option given more time. There are advantages and disadvantages to both approaches. One is a more thorough approach and leads learners to think about distinct points in their journey, but is a much more time demanding process. The other captures the top of mind, “big” reflections without being mapped against specific parts of the journey, but is an example of what can be gathered in a condensed time frame.

Testing of the persona and prototypes was limited due to time constraints

Although the data is robust from a co-design principle it is not research based and as such no ethics, word-for-word capture, coding and analysis process was conducted.

These are examples of persona using real learners’ experiences – but they are example persona only.

Next steps

This work provides examples of mapping that can be achieved in a short time frame and may be used as a launch pad for further work. The working group presents this work as a first phase. Further mapping of learner journeys is encouraged and indeed further mapping of the corresponding 'teacher' (tutor and employer) journeys would provide valuable supplementary journeys. Continuation of testing of the prototypes with more learners, staff and employers would be beneficial.

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Appendix 1 – Case Study - Wintec

During 2019, the Waikato Institute of Technology (Wintec), in partnership with the TEC Ōritetanga directorate, undertook deep analysis of learners, resulting in attrition analysis and nine persona which represent 85% of learners who leave. This work culminated in the submission of a formal benefits analysis, including social and financial assessment of increased learner success, enabled through deliberate re-engineering of structures, processes and systems.

Wintec sits around the middle of the ITP sector in terms of EPIs and have proportions of learners that align with the national average, however a limitation of the national EPI data is it only tracks learners after the 10% point, providing a national limited view on actual attrition.

Wintec took a deliberately wide scope, tracking learners from the time they first apply. While this means attrition numbers are high prior to day one, this scope was necessary to determine a range of initiatives to meet the diverse needs of the prospective learners, as there are many factors which influence and determine a learners ability to progress from application, enrollment, through to day one of class and successful completion of the semester.

Analysis of three years of data was undertaken for domestic. After day one there were 3,000 learners who left across all levels and years of learning. Similar levels of attrition occur throughout application and admission phase, including incomplete applications, those that don't meet entry criteria and those from learners who apply but decide not to study.

In 2018 the proportion of EFTS (after 10% point) were 26% Māori and 5% Pacific, 52% European and 17% other.

Of those who left around 2,000 were Māori (31%) and 550 were Pacific (8%), showing that Māori and Pacific are over represented in attrition.

Additionally, female Māori attrition was around 15% higher than overall female attrition.

Analysis across the learner journey shows Māori and Pacific are overrepresented at almost every stage of the learner journey. A large proportion of learners who leave have little or no secondary qualifications. For example, in 2018, 26% of attrition had no secondary qualifications and of all who applied for level 3, 69% left before the first day of study.

Research completed with learners who left Wintec and first year learners showed that the top three challenges they attributed to leaving or considering leaving were juggling work and study, juggling family and study and financial concerns. These were above academic challenges which ranked fourth.

With a focus on balancing work and study, 80% of learners are working or looking for work. 35% of those who are employed experience regular changes to their hours/shifts and one in three believe their job impacts their ability to study.

Additionally, only 34% of learners can always meet their weekly expenses and one in three learners have dependents under the age of 18 who need their support while studying, making balancing family and study critical.

45% of learners said they sometimes miss class due to other responsibilities or commitments and when you add those who always miss class, 51% miss class due to other commitments.

Additionally, it is important to note that 74% said they had no guidance in their decision-making and 54% left without talking to anyone.

Achieving sustainable uplift of learner success requires a whole of organisation systematic change. In response to this data analysis and through an equity minded redesign, Wintec has developed momentum strategies, which address institutional level systems and structures, new business models, mindsets and behaviours to empower this change. An initial pilot around tuakana teina has shown a significant increase in successful course completion for learners who participated, compared to those who did not.

Appendix 2: Common barriers and enablers across different learner journeys

1. Common enablers	Common barriers
Feeling culturally safe	Low confidence and self-belief from previous negative learning experiences
A sense of belonging	Being scared and whakama when I am the first in family or new to this environment
Having a goal and a line of sight to achieve it	Arranging and paying for childcare
Early experiences of success	Unsupportive employer
Pro-active support	Lack of career guidance
Having someone that believes in you	Transition phases/change
Mentor, Tuakana, or role-models	Lack of integrated funding system across agency/public sector
Meaningful relationships with those I learn from	Financial challenges
A supportive whānau	System challenges (Studylink, WINZ, banking)
Being able to balance learning/study with work and/or family commitments	Access to buildings (for disability)
Learning in the workplace	Lack of staff continuity
Support in initiating training/learning	Early intervention to resolve issues
Being able to express 'voice'	Lack of support and line of sight to pathway of higher learning
Motivated trainers/ tutors/ lecturers/ employers/ industry/ significant others	Understanding how NZ operates culturally and systems
Flexible approaches to learning	Language
Effective advise and guidance	Whānau commitments and flexible system to cater for absences
Supporting staff working in the organization	Technology access for learners who require it
An inclusive system that adapts and flexes around learners	Ill health and wellbeing impacting study and pathway
Career and transition to work support	Timetable changes
Peer support and friends	Unsupportive mentor (work-based)
Celebrating milestones and graduation	Confusing pathways
Knowing the kind of learner I am	Assessment design and timing
Being able to progress or pathway through levels of learning	
Learning that is relevant to what I am doing now	

Appendix 3: Narrative

Common barriers and enablers across work-based, campus-based and online learning

For many learners, **previous negative educational experiences** have left them **low in confidence and self belief**. Being told your good for nothing haunts you until you can disprove it. For this learner, as they consider tertiary education, whether that is through work-based training, online learning or an on campus qualification, they worry they will fail again. Enablers for these learners include **early experiences of success**, to rewrite their story of failure and **positive role models**, who believe in them, until they can believe in themselves. **Meaningful relationships** with employers, tutors and support staff are essential for all learners, especially those who are lacking confidence and self-belief. Whakawhanaungatanga, establishing and building meaningful connections throughout the learner journey is an enabler for learners to feel **culturally safe** and develop a **sense of belonging**.

For many learners, they are the **first in their family** to ever undertake tertiary education. After dropping out of education early, they could be the first to get a level 2 certificate in their workplace or they may be the first in many generations to study on campus or online. For online and campus learners who are first in family (around 30%), there is so much to navigate and no-one close to them to guide them. **Enrolment, managing tight finances, arranging studylink, transport and access to technology, juggling childcare, family and work commitments**, let alone all the **new academic terminology, environments, systems and processes**. First in family learners have a lot of 'unfamiliar' and 'new' to navigate and are often **too whakama to ask for help**. These learners would be enabled with **early intervention** and **proactive support**. Being identified right at the beginning of their journey and guided with holistic support through the **pathway selection** and enrolment processes, support to help arrange their life so they can focus on study and **tuakana and mentor support** during their first weeks of study, until they settle and gain a **sense of belonging**. Similarly, first in family in work-based learning would be enabled with **proactive support, goal-setting, tuakana and mentor support**.

On campus learners who are caring for dependents (around 30-40%) have a lot to juggle. **Finding and arranging childcare** that works with the hours of lectures and tutorials can be challenging, and then almost impossible when timetables are changed. Adding to this is the **financial strain** when additional childcare hours are required and the stress when dependents get sick and **learners get behind**. To enable these learners, **greater access to childcare as well as support with logistics** are enablers. Fixed timetables provide stability and **flexible approaches to learning**, such as recorded lectures, dedicated peer tutors and catch up sessions enable learners to get back on track. Additionally the majority of online and on campus learners are juggling work and study. Working for long hours to meet weekly expenses is necessary for most learners. Again this challenge requires **flexible approaches to learning** and **holistic support** that is **targeted and proactive** to identify when success is impacted and provide support to enable learners to **balance work and study**.

In work-based learning, the employer is key. An **unsupportive employer**, who may be motivated to undertake work-based training so they can pay the training wage, may not have in place the processes and support to ensure success. Enablers for work-based learning **include goal-setting, dedicated time for learning experiences, pathways to progress through levels of learning, feedback**

for growth and supportive mentors. Early identification of risks, pro-active support and best practice **mentoring programmes** are enablers to ensure positive work-based learning experiences.

For those considering tertiary learning, whether they are in high school, paid or unpaid employment or unemployed, the **options and pathways are confusing** and there is a **lack of guidance** to help them navigate. Learners are wondering, ‘What are the different options?’ ‘Which way of learning is best for me?’ And ‘what pathway should I choose?’. Many learners make choices about subject selection or enroll in a programme without any guidance. Additionally, many learners make decisions around the style of learning they will undertake, without knowing the way they learn best. Enablers for these learners in high school include programmes and experiences to **understand individual learner styles, greater access to guidance** in school, exposure to different pathways in curriculum, **pathways that enable progression through levels of learning**, understanding strengths and interests and how these relate to pathways earlier. For learners who are **lacking in confidence**, a foundation framework to engage into tertiary learning would enable exposure to choices, guidance with **goal-setting, knowing the kind of learner I am** and an **easier transition into lifelong learning**. Equally important is the **transition into the workplace** for online and on campus learners. Many learners do not feel prepared for the workplace or confident they will be able to get employment. Enablers for these learners include **a line of sight to future employment** and experiences that give them confidence they can achieve it, **parallel learning that is happening in the workplace** and **support to transition** into the workplace.

For learners who have to navigate **Studylink**, this appears to be a painful experience. Frustration with the amount of paperwork, the impact of uncertainty with payments, the hoops that a learner is required to jump through, are an added pressure in the lead up to and throughout study. Adding to this pressure is the challenges of **tight finances**. Most online and on campus learners struggle with **financial challenges** throughout their learner journey. **Early intervention** to resolve issues and **Proactive holistic support** is an enabler for these learners, with early identification of learners who are struggling financially and support with budgeting, grants and other holistic needs so they can focus on learning again.

For learners with physical disabilities, **access** is a barrier to learning. Opening heavy or large doors, moving around in tight spaces, finding and accessing ramps are all negative experiences, both on campus and in the workplace. Enablers include automatic doors to all buildings, **design of spaces to enable wheelchair access and use** and support for employers and staff to identify how they can better enable access for learners with physical disabilities. For many learners, there are times in their journey where they will **struggle with mental health, ill health or wellbeing**. For these learners, having a **network of support** is crucial. This could be **peers, friends, a mentor or tuakana, meaningful connections** with employer, tutors or support staff. Also crucial is **flexible learning options**, to enable catch up when it is possible again. Again, **proactive support and early intervention** enables the targeted provision of **holistic support** for learners struggling with health, so they can take care of their wellbeing and focus on learning again.

For online and on campus learning, another barrier is **limited access to technology or wifi**. For some learners this is due to being remote, while for others it is due to **financial restrictions**. Whilst many learners have a smart phone, this is not suitable for completing assessments and accessing all resources and learning platforms. Enablers for these learners could include technology enabled remote learning hubs, loan devices, wifi credit grants or BYOD funded schemes. Additionally, for some learners, using unfamiliar learning platforms require **literacy support**. Also for online and on campus learning assessment design and timing is a barrier. Having multiple assessments due at the

same time is a struggle for learners juggling work and family commitments as well. Examples of extensive and often confusing assessment left learners wondering about the purpose. Learners want to feel confident that what they are **learning is relevant** and will enable them to **achieve their goals**. For many learners, **the first assessment** is scary. Learners recalled 'freaking out' and 'proving to everyone they were dumb'. Enablers for these learners include **early and frequent experiences of success** to build confidence in their learning, **practical based assessments**, fewer assessments or a student centred assessment schedule.

Early and frequent experiences of success are important for many learners, but just as important is the **celebration of these experiences and the other milestones** throughout the learner journey. Milestones could include re-writing a past failure, blocks of learning or competency in a new skill, or they could be less frequent milestones such as **graduation** or completion. It is important to learners that time is taken to **recognise and reward the achievements** both along the journey and at the end of a phase of a significant milestone. Also important for many learners across all modes of learning are the **peers they learn alongside**. **Peer relationships** developed through learning are an important network of support for learners, especially through times of personal difficulty or challenges in learning. Enablers for these learners includes the facilitation, resources and platforms required for **peers to connect early** with groups that will support them (interest and cultural groups as well as learning groups) and **whakawhanaungatanga opportunities to build meaningful connections and relationships**.

For learners who come from another country there is a lot that is **unfamiliar; new environments, new systems and processes, a new culture and languages to navigate**. Focusing on academic learning is challenging when there is so much else to learn and understand. Enablers for these learners include **dedicated and proactive support** prior to and during their first weeks in New Zealand to **navigate getting set up and settled in New Zealand**, **cultural experiences** that are safe to understand tikanga and support (staff and peers) to **understand the systems, terminology, language and processes** around learning. Also important is **learning that can flex** for those who need to catch up on missed learning.

During this time of transition and change in the tertiary education and training sector, it is easy to think that the learners are not impacted. Listening to the learner journey's would suggest otherwise, this has shown the importance of **listening to the voice of the learners**. **Changes to staff, their engagement and the well-being of staff** all have an impact on the learners and their learning experience. During this time of change ahead, stability in the learner experience is required. To enable this, the future NZIST will need to have a **culture of manaakitanga, where staff are valued** and learning is central to the purpose. Additionally, in the future NZIST, **professional development** will be important, to enable **culturally safe learning** experiences, **meaningful relationships** with learners, **flexible and learner centred** approaches.

Appendix 4: Examples of segmented persona's for main targeted groups across online, on-campus and work-based learning



I'm here to change my life story . . .
To prove I'm not dumb and to provide for my whānau

Work Based Learning

BARRIERS

- Difficult to get and keep a job
- It takes time for an employer to want to invest
- Lack of positive role models in life

ENABLERS

- Practical style of learning and applying the learning in the workplace each day
- Earn while you learn

Campus Based Learning

BARRIERS

- Theory style of learning is a challenge and low levels of literacy and numeracy
- Lack of income, access to technology and housing security

ENABLERS

- A mentor or tuakana and peers who are supportive
- Staff who build meaningful relationships, are positive role models and change the learning styles to find a style that works best

Online Based Learning

BARRIERS

- Lack of access to technology and wifi
- Lack of meaningful relationships with tutor or support or peers
- Unfamiliar learning platforms

ENABLERS

- Flexibility to learn around work or looking for work
- Flexibility to take time with parts that are difficult
- Toolkits to help with holistic needs

STATEMENTS

After leaving school I was lost, I had no-one to guide me, I foundered for many years . . . I was thinking about the basics of getting by.

One class it was read the book and do the work, I couldn't work like that.

When we started, I struggled with the first assignment, so I left it . . . then it started to make sense, then I realised that I had been right all along.

It was a bit of a jump from high school, it took a lot of adjustment.

I have had to retrain my brain to learn . . . it is challenging.

Nikau is 28 years old, Māori, with no dependents.

He's living with his sister and her 2 children, and is the first in family to study at tertiary level. Left school at age 14 after a negative educational experience. Had a few odd jobs after school but nothing really stable. Mostly enjoyed job at wreckers – liked pulling apart cars.

Currently unemployed, and finding it difficult to find employment - Nikau is ready for a fresh start.

NEEDS:

- **Positive role models to stay on track**
- **Holistic support and meaningful relationships**
- **Quick pathway to earn income to be financially secure**
- **Early experiences of success to build confidence and self belief**

POSSIBLE FUTURE EXPERIENCE

1. Pro-active support to help with holistic needs at each stage of the journey, including enrolment, studylink, arranging life, getting ready for study, connecting with mentors, learning and assessment
2. Credit bearing strengths based pre-study around self belief, know yourself, goal setting, learning styles
3. Tuakana matched and assigned prior to commencement
4. Proactive financial grants and technology grants as and when needed throughout learning
5. Familiarisation with campus/online platform/workplaces in year 9 and 10



SUCCESS SHOULD BE MEASURED BY:

- Self efficacy and a growth mindset
- Speed to gain competency in skills and paid employment
- Speed to competency skill increases
- Wider whānau and community impact





I'm really nervous but I need to do this . . .
I've got nothing - no money or family - to fall back on.

Work Based Learning

BARRIERS

- Lack of confidence
- Lack of interaction with other learners
- Lack of basic learning skills

ENABLERS

- Work experience while at school to see pathways and transition
- Earn and learn model alongside others
- Work experience while at school to see pathways and transition
- Proactive support and supportive employer

Campus Based Learning

BARRIERS

- Nervous (whakamā about classroom) and relevance of content
- Reactive support is too late and lack of learning skills
- Logistics (travel, part-time job)

ENABLERS

- Direct access to mentors and learning support help
- Work experience at school to see pathways
- Fees free and Teaching and learning strategies to support – for example group work, peer support

Online Based Learning

BARRIERS

- Transient accommodation means unreliable internet
- Lack of interaction with other learners due to confidence
- Lack of basic learning skills and reactive support is too late

ENABLERS

- Learner cohort support
- Flexibility on time
- Proactive pastoral/student advisor support

STATEMENTS

Education is having someone who can guide you to understand what life is about.

Success is when you complete something.

The environment is everyone is doing it together.

Tala is an 18 year old Pasifika male.

He is first generation New Zealand born and first in family to enrol in tertiary studies. Unsuccessful at school, he lacks learning skills rather than ability. Tala is disconnected from his whānau, transient with low self esteem and no strong support network.

NEEDS:

- **Proactive support**
- **Someone to believe in him**
- **Planning and financial support**
- **A practical guide/mentor/navigator**



POSSIBLE FUTURE EXPERIENCE

1. More opportunities available while still at school to identify pathways and options
2. Opportunity to access bridging qualifications
3. Focus on learning to learn
4. Possible options exposed early
5. Pathway and access points identified



SUCCESS SHOULD BE MEASURED BY:

- Feeling of security
- Increased self esteem
- Becoming a role model
- Completion and celebrating graduation
- Great job opportunities





I've had to be a fighter since birth. People's attitudes can be really tiring but I'm driven to succeed.

Work Based Learning

BARRIERS

- Perception that it is hard to get work due to disability
- Feels shy to ask for training
- Workplaces not set up for me

ENABLERS

- Culture that accepts and promotes learners with disability
- Support for employer to meet needs in workplace
- Support structures are put in place 'up front'

Campus Based Learning

BARRIERS

- Multiple obstacles for wheelchair and can't open heavy doors
- Disability is obvious and people form opinions
- Providers and staff are not prepared to 'receive and serve' learners with disability

ENABLERS

- Different ways to demonstrate knowledge
- Access to spaces and support services arranged in advance
- Learners with disability are part of the design of buildings

Online Based Learning

BARRIERS

- Physical inability to use unadapted technology eg phones, laptops
- Reinforces social isolation
- Disability may not be obvious so support not in place

ENABLERS

- Adapted and subsidised technology
- Support services
- Peer support – opportunities to interact with other learners

STATEMENTS

The biggest barrier is the attitudes and assumptions of others.

I was told this industry is not built for you.

I took longer to do some things than other learners.

Every door you go through is difficult, it can be intimidating.

People's attitudes can be really tiring but I'm driven to succeed.

I felt left out.

Sal is a shy 20 year old, female currently living at home.

Sal has mobility issues as a result of physical disabilities (wheelchair user with some hearing / visual challenges). At the end of school Sal was unsure of 'where to next'. She is a successful and quick learner and enjoys interactions with other learners. Due to life's challenges she is both resilient but also vulnerable to prejudice from other students and staff. Has faced discouragement in career choice. Sal wants greater independence to contribute fully to society.

NEEDS:

- To be given the enablers to overcome physical barriers
- The same opportunities as non-disabled learners
- Connections with potential employers

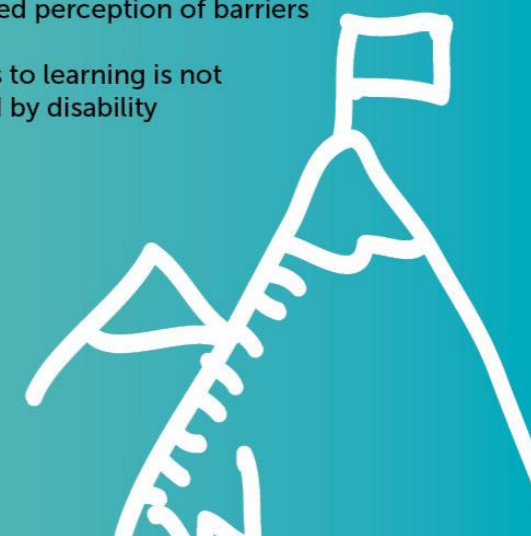
POSSIBLE FUTURE EXPERIENCE

1. Systems and facilities accommodate learners with disability whether on-line, campus based or work-based
2. Staff 'experience' learning for a day with disability
3. Facilitated and brokered work experience opportunities
4. Role models, mentors and tuakana to connect with
5. Support services, employers and tutors that are flexible, responsive, understanding and empathetic



SUCCESS SHOULD BE MEASURED BY:

- Learner success and achievements comparable with learners without disability
- Learners transitioned into employment
- Reduced perception of barriers
- Access to learning is not limited by disability





Aspirations:
To make a better life for my whānau, hapū & iwi

This is an opportunity to lead by example.
I'm doing it for my family's future financial security.
I do it for my kids.

Work Based Learning

BARRIERS

- Lack of confidence and doesn't like to ask for help
- Lack of interaction with other learners
- Isolation from people like me
- Lack of support with childcare, resources, finances, access to transport and basic learning skills

ENABLERS

- Mentors to gain employment and paid placements
- Earn and learn model is practical and suits once employment secured
- Access to transport and childcare

Campus Based Learning

BARRIERS

- Lack of support to navigate childcare, Work and Income complexities
- Lack of access to resources and transport
- Complexities of juggling study with work, family and life commitments

ENABLERS

- Proactive support with mentors, peer support or tuakana teina
- Childcare facilities and enabler programmes to help whānau understand how to support
- Culturally safe learning where learners understand themselves and have pathways to bridge gaps

Online Based Learning

BARRIERS

- Feels isolated and lack of confidence in ability to learn
- Life can push study to the margins and lack of reliable internet access
- Lack of resources and Work and Income complexities

ENABLERS

- Time of study is flexible therefore more time with whānau
- Ways to build connections with peers and mentors
- Proactive support to help me stay on track

STATEMENTS

I love to serve my family/whānau/community first.

I was put down and felt dumb/small.

I have had times when I was broken down.

I feel scared and unsafe.

I get support from my peers.

Manaaki is a 40 year old Māori / Pasifika solo mother with two children.

Raised in a low socio-economic area, Manaaki left school without a single NCEA credit. Two decades later she's lacks confidence about her abilities but is motivated to develop skills that will benefit her children and wider whānau.

A practical hands-on learner, a fundamental part of Manaaki's journey will be building confidence in learning and to believe in herself.

NEEDS:

- Whānau support
- Proactive holistic support
- Cultural safety
- Mentors and guides that look like me

POSSIBLE FUTURE EXPERIENCE

1. A kaitiaka to walk beside throughout the journey both pastoral, systems and academic
2. Whānau welcomed on learning journey and flexibility that recognises whānau first
3. Proactive intervention that guides/sets next steps
4. Creation of a strong peer network tuakana/teina
5. Flexibility that recognises whānau first



SUCCESS SHOULD BE MEASURED BY:

- Confident learner
- Feels safe and engaged
- Trust built about others and systems



PRIYA



Aspirations:
A better job & the opportunity for residency

I am still waiting for my husband to get his visa and then he will come with our children. It is very hard and lonely.

Work Based Learning

BARRIERS

- Transition to using English as used in the workplace
- Duration of courses
- Negative perception held by employer
- Conditions of visa (for example limited length)

ENABLERS

- Earning while you learn
- Learning on job relevant to role
- Employer may pay for training

Campus Based Learning

BARRIERS

- Culture shock from new language accent, different tertiary system, racism and different culture
- Finding work and accommodation
- Learning to look after myself – at home I was looked after

ENABLERS

- Empathetic tutors who understand cultural differences
- Holistic pastoral care and work brokerage that takes into account the many diverse needs of international students
- Support to understand different learning styles and teaching methods used in New Zealand

Online Based Learning

Fully online does not align with student visa requirements

STATEMENTS

A qualification in English will give me the edge and step me in the right direction for a better job . . .

A better job will give me the opportunity to apply for residency.

I was told I could work 20 hours per week but it's hard to get a job.

At home I was 'high class' here I am nobody and I can't even get a job in a supermarket.

If I knew when I applied what I know now, I would never have come to study here.

Priya is a mature female international student.

She has left a successful career and family behind in her home country to live in student accommodation with other international students. She is struggling with cultural and social platforms. Carrying the dreams and aspirations of families and village "chosen one" Priya believes an 'English' tertiary qualification is key to success. She has a desire to immigrate and settle permanently – gain residency. Desires part time work but struggling to find it.

NEEDS:

- *To feel safe, secure and a sense of belonging*
- *To understand the New Zealand way of living / being / learning*
- *To have opportunities to socialise with domestic students and the community*
- *To have a clear pathway to qualification completion and employment*

POSSIBLE FUTURE EXPERIENCE

1. Access to flexible employment during study
2. Housing where families are able to move in
3. Information and support to avoid exploitation in workplaces and accommodation
4. Health services and safe and inclusive environments inside and outside of study
5. Cultural and religious understanding



SUCCESS SHOULD BE MEASURED BY:

- Graduates using the skills gained in appropriate roles aligned with their study
- Reduced rates of poor mental health
- Graduates going back to country of origin to use new knowledge and skills





I want to be a good example to my kids so I need new skills to get promoted and get ahead.

Work Based Learning	Campus Based Learning	Online Based Learning
<p>BARRIERS</p> <ul style="list-style-type: none"> Limited time within employment hours to complete theory assessments Unsupportive employer Changing employer or workplace may impact on ability to continue learning Loss of employment <p>ENABLERS</p> <ul style="list-style-type: none"> Earning while learning and employer contributes to costs Day job provides relevance to learning with mix of theory and practical and recognition of prior learning On site mentors and learning with workmates 	<p>BARRIERS</p> <ul style="list-style-type: none"> Cost of fees, and opportunity cost to study instead of work Timetable doesn't suit work shifts - logistics to get to campus and difficulty to navigate processes Looks like "school" and prefers hands on practical learning <p>ENABLERS</p> <ul style="list-style-type: none"> Employer pays/contributes and gives time off for classes Face to face interaction with peers and tutors Recognition of prior learning and fixed timetable around work hours 	<p>BARRIERS</p> <ul style="list-style-type: none"> Workload of study and work and family commitments Too much reading and deciphering on own does not suit learning style and isolation Limited access to internet and technology <p>ENABLERS</p> <ul style="list-style-type: none"> Flexibility around work and family so when issues arise, I can adjust study Good infrastructure – internet and devices Recognition of prior learning and fixed timetable around work hours Proactive support, mentors and resources in early phases of learning

STATEMENTS

I want to be a good example to my kids and family.

When I first started, I felt overwhelmed and not supported.

I struggled as I hadn't studied since school, and I didn't learn how to apply myself.

Managing work and study is hard, I need a supportive boss who believes in me.

Rawiri is a busy Māori man, with a complex family life.

He has a real fear of losing his job as he has no qualifications to get another. Rawiri wants to upskill to increase his earning capacity, job security and future prospects and ultimately his family's future financial security for family.

School wasn't a successful time in his life marked by generally low achievement, he's not "unintelligent" with a good employment record and experience. Importantly he's motivated to succeed.

NEEDS:

- To not incur debt
- To understand and have support on how to achieve my goals
- Support when it feels overwhelming
- A supportive employer

POSSIBLE FUTURE EXPERIENCE

- An ecosystem where the learner can move seamlessly between providers and places of learning, including change of circumstances (for example loss of job)
- System that allows for changes in circumstances of learner, employer and provider(s)
- System that recognises what the learner already knows and allows recognition of small pieces of learning if qualification is incomplete
- Someone who manages and supports agreed pathway working with employee day to day to navigate through the learner journey right until the point of achievement
- Someone who manages and supports agreed pathway working with employee day to day to navigate through the learner journey right until the point of achievement
- Coaching mentor for life long learning and transition into more senior positions or new roles
- Coaching/mentoring for life-long learning – learning plans for next steps/future
- Becoming a mentor




SUCCESS SHOULD BE MEASURED BY:

- Increased earnings capacity and opportunities
- Financial security
- Recognition of skills attained
- A funding system that allows this to occur



Appendix 5: High-level considerations related to needs and learner journeys

Enabler/Barrier Proactive support and early intervention (combined with holistic wellbeing)		
Learner Journey Statements "I didn't know that support existed" "I was too <u>whakama</u> to ask for help" "I don't have any role models to guide <u>me</u> so I don't know what to do" "There's so much to organise...it is just too hard" "I need help to sort out my basic needs so that I can focus on study/learning" "housing problems and insecurities can make it hard to learn"	Needs I need to be understood I need financial security I need housing security I need to be able to juggle family and work I need my tutor to understand my learning circumstances I need to feel confident that I can share I need help with my learning	
High level thinking and considerations A system that provides holistic support that is proactive and targeted to the needs of individual learners throughout their learning journey resulting in increased participation and success		
Working groups responsible Education products and services Online arrangements International education Work-based learning development	Working groups informed Community and employer engagement	Other considerations Funding

Enabler/Barrier Holistic wellbeing to improve learning		
Learner Journey Statements "I didn't know that support existed" "I don't have any role models to guide <u>me</u> so I don't know what to do" "There's so much to organise...it is just too hard" "I need help to sort out my basic needs so that I can focus on study/learning" "housing problems and insecurities can make it hard to learn" "It is easier to learn if the same person teaches all the way through" "Pasifika pastoral care understood me"	Needs I need early help to understand the support I may need I need continued support throughout my learning journey I need help understanding the help that is available I need to be communicated with often and clearly I need systems that will identify when I am beginning to flounder and help me quickly I need support to be available through a range of modes to give 24/7 support	
High level thinking and considerations A multi-modal framework that is aligned to a learner-centred proactive support system throughout the learning journey.		
		
Working groups responsible International education Employer and community engagement Education products and services Online arrangements Work based learning development	Working groups informed Academic structure	Other considerations Pastoral care regulation? Compliance eg. Health and Safety Funding

<p>Enabler/Barrier An inclusive system that adapts and flexes around learners needs</p>		
<p>Learner Journey Statements “The tutor recorded the lecture so I could catch up later” “Lectures during school time make it easier for child care” “I wasn’t good at school” “I had failed and was scared I would fail again” “I like working outdoors and learning as I work” “If I had the opportunity to be employed and get qualified at the same time it would have helped me”</p>	<p>Needs I need my family and cultural needs to be recognised I need flexibility of delivery times I need to be believed in as a learner I need to understand what type of learner I am I need understanding that I have failed before I need understanding that I am a practical learner I need you to value my job I need society to value my job</p>	
<p>High level thinking and considerations A system that adapts and flexes so that learners and employers can be fully supported to access learning to enable increased uptake and success of learners/employees and for greater employer value</p>		
<p>Working groups responsible Employer and community engagement Work-based learning development Education product and services</p>	<p>Working groups informed International education Online arrangements</p>	<p>Other considerations Funding Staffing</p>

<p>Enabler/Barrier Motivated and supported staff</p>		
<p>Learner Journey Statements “When I hear my tutor/lecturer/employer talk negatively about their employment situation it makes me feel negative about my learning” “Negativity makes me feel anxious about my own failure” “I wasn’t consulted about staff cuts, maybe we had some solutions” “when staff/employer/organisation satisfaction goes down learner satisfaction also goes down” “It is easier to learn if the same person teaches all the way through”</p>	<p>Needs I need to feel positive in my learning environment I need to build and maintain a relationship with the person responsible for my learning I need to focus on my learning and not worry about changes in my environment</p>	
<p>High level thinking and considerations A culture where staff/employers feel valued to support learners and learning</p>		
<p>Working groups responsible Academic architecture Education products and services</p>	<p>Working groups informed Employer and community engagement</p>	<p>Other considerations Funding</p>

<p>Enabler/Barrier Lack of self confidence and lack of self-worth, fear of failure (again), fear of the unknown</p>		
<p>Learner Journey Statements “I’ve always been told I’m stupid” “starting was really frightening” “I don’t know where to start” “no-one believes in me” “I didn’t have people in my life who could help me because they had never done any training” “I wasn’t good at school, with books and stuff” “I’ve struggled in the past so I was nervous about being able to cope” “I am worried about repeating the mistakes that led to failure in the past” “I can’t do it”</p>	<p>Needs I need to feel culturally safe I need to feel safe in the environment that I am learning in I need to feel like I belong I need to understand what it will be like before I start I need to have support (pastoral, financial, logistical, whānau) I need help transitioning from where I am now to where I will be learning I need my own barriers to learning to be understood I need systems and processes that are accessible</p>	
<p>High level thinking and considerations A framework of support that provides learners with an effective foundation for engaging, re-engaging or transitioning into successful lifelong learning</p>		
<p>Working groups responsible Academic architecture Education products and services Online arrangements</p>	<p>Working groups informed Employer and community engagement Work-based learning development</p>	<p>Other considerations NCEA Secondary/tertiary programmes Learning to learn support</p>

<p>Enabler/Barrier in focus Meaningful relationships</p>		
<p>Learner Journey Statements “Once I knew them then I could learn from them” “I liked it when they believed I could do it that made me try harder” “I want to have a meaningful relationship with others I learn from” “I was too whakamu to ask for help” “It was good when we shared kai together” “I want them to know I have ADHD so they can help me and adapt to my learning”</p>	<p>Needs I need to be and feel culturally safe I need to be valued as a person I need to be believed in as a learner I need to feel known and understood I need to feel I know those I am learning from I need to have connections that are meaningful</p>	
<p>High level thinking and considerations A framework for whakawhanaungatanga, so that all learners can establish and develop meaningful relationships throughout their learning journey, resulting in persistence in learning and a sense of belonging</p>		
<p>Working groups responsible Work-based learning Education products and services</p>	<p>Working groups informed Online arrangements</p>	<p>Other considerations</p>

<p>Enabler/Barrier in focus Access</p>		
<p>Learner Journey Statements</p> <p>"When you are in a wheelchair you can't get into a building which has heavy doors or big doors"</p> <p>"In my wheelchair I got stuck a few times, but disability support helped by putting in more ramps"</p> <p>"It is hard to get into and move around in small spaces like bathrooms"</p> <p>"It is difficult to get work experience when the work places are just not made for me"</p>	<p>Needs</p> <p>I need to be understood</p> <p>I need to be able to access learning and support spaces</p> <p>I need to be valued</p> <p>I need my tutor/employer/support to understand my circumstances</p> <p>I need facilities and spaces to be designed with my needs in mind</p>	
<p>High level thinking and considerations</p> <p>A framework that enables equitable access to and use of campus and work-based learning spaces resulting in increased participation of learners with physical disabilities that impact mobility.</p>		
<p>Working groups responsible</p> <p>Education products and services</p> <p>Work-based learning</p> <p>Community and employers</p>	<p>Working groups informed</p> <p>International</p> <p>Online</p>	<p>Other considerations</p> <p>Funding</p>

<p>Enabler/Barrier Role models, mentors and tuakana</p>		
<p>Learner Journey Statements</p> <p>"I don't really have a lot of positive role models in my life"</p> <p>"I was too whakama to ask for help"</p> <p>"I don't have anyone to guide me so I don't know what to do"</p> <p>"There's so much to organise...it is just too hard"</p> <p>"I need help to sort out my basic needs so that I can focus on study/learning"</p>	<p>Needs</p> <p>I need to be understood</p> <p>I need to feel confident that I can share</p> <p>I need help with my learning</p> <p>I need a support network when I don't have my own</p> <p>I need positive role models around me</p>	
<p>High level thinking and considerations</p> <p>A programme that matches role models, mentors and tuakana with learners to build meaningful and supportive relationships and holistic support that targets individual needs throughout their learning journey resulting in increased sense of belonging, participation, persistence and success</p>		
<p>Working groups responsible</p> <p>Education products and services</p> <p>Online arrangements</p> <p>International education</p> <p>Work-based learning development</p>	<p>Working groups informed</p> <p>Community and employer engagement</p>	<p>Other considerations</p> <p>Funding</p>

<p>Enabler/Barrier Balancing family commitments and learning</p>		
<p>Learner Journey Statements "Arranging childcare around study hours is difficult" "If the timetable changes I need to change my childcare arrangements" "There's so much to organise...it is just too hard" "I had to change my childcare 3 times when study hours changed" "it is hard to find childcare for early or late classes"</p>	<p>Needs I need to be able to juggle family and work and study I need you to understand my family commitments I need to feel confident that my timetable won't change I need to learning hours to be aligned with childcare hours I need to feel confident I can access childcare for my dependants</p>	
<p>High level thinking and considerations A learner centred policy and framework that guides timetable setting and changes and the provision of on campus childcare resulting in increased participation and success of learners with young dependants.</p>		
<p>Working groups responsible Education products and services</p>	<p>Working groups informed Community and employer engagement Online arrangements International education Work-based learning development</p>	<p>Other considerations Funding</p>

<p>Enabler/Barrier Confusing pathways and lack of career advise</p>		
<p>Learner Journey Statements “I don’t know where to start” “The pathways are confusing” “No, I didn’t get any help to decide what I would study” “I didn’t have people in my life who could help me because they had never done any training” “I wasn’t good at school, with books and stuff” “I’ve struggled in the past so I was nervous about being able to cope” “I need stepping stones to help me decide what I want to do full time”</p>	<p>Needs I need a support network when I don’t have my own I need help to transition from where I am not to where I could be I need to understand my strengths I need to understand how my interests and hobbies could be a future career I need to feel confident that tertiary learning is for me I need to feel familiar and confident being in employment and learning spaces I need early experiences and a line of sight to help guide my decisions around subjects</p>	
<p>High level thinking and considerations Partnerships and programmes to develop career plans and tertiary preparedness early in high school so that learners are more likely to transition into tertiary learning resulting in increased participation.</p>		
<p>Working groups responsible Education products and services Online arrangements Employer and community engagement Work-based learning development</p>	<p>Working groups informed Academic arrangements</p>	<p>Other considerations NCEA Secondary/tertiary programmes Learning to learn support</p>

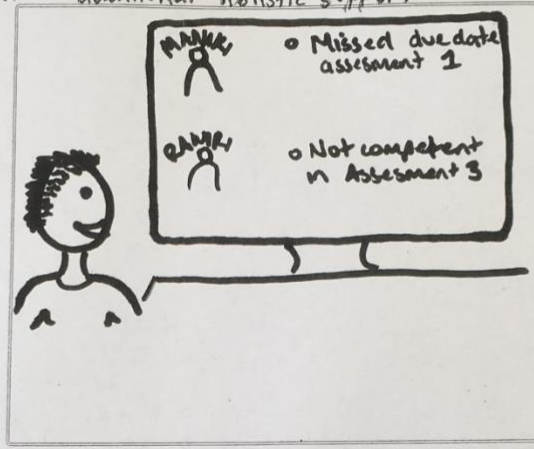
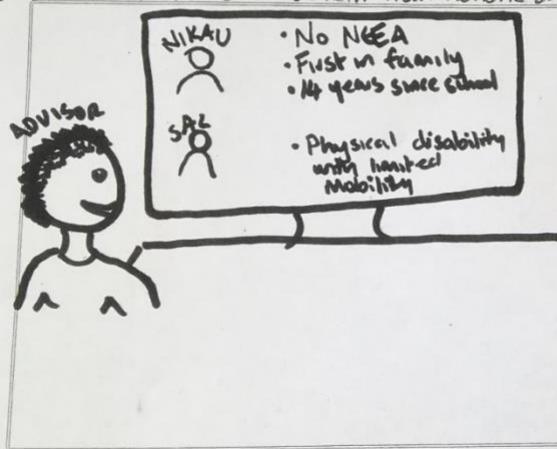
<p>Enabler/Barrier Preparedness for employment and workplace learning</p>		
<p>Learner Journey Statements</p> <p>“I am not feeling prepared for the workplace” “I want to practice what I am learning in the workplace” “what’s good is applying the theory I am learning in the workplace” “I want opportunities to build networks and connections with employers” “I want to feel confident that I will be employment”</p>	<p>Needs</p> <p>I need to feel confident that I will get a job I need to feel confident that I am learning the right skills to get a job I need to practice what I am learning in the real world I need to feel confident I am ready for employment I need to develop positive relationships with employers so I can transition into the workplace</p>	
<p>High level thinking and considerations</p> <p>An employment preparedness and transition programme providing workplace experiences throughout the learner journey, forming a line of sight to future careers and confidence to enter the workplace resulting in increased transition to employment</p>		
<p>Working groups responsible Education products and services International Online Employer and community engagement Work-based learning</p>	<p>Working groups informed Academic architecture</p>	<p>Other considerations</p>

<p>Enabler/Barrier Cultural safety and inclusiveness</p>		
<p>Learner Journey Statements “There are a lot of Pakēha graduating, but not many Māori” “I get too whakama to ask for help” “Negativity makes me feel anxious about my own failure” “I need to see myself here to feel I belong” “Building meaningful relationships is important to me” “I like practical ways of learning, I hope there is not too much reading and writing” “Not many Māori pass, so we all help each other” “I like the class where the tutor changes the learning style until I understand”</p>	<p>Needs I need to feel positive in my learning environment I need to build and maintain meaningful relationships with my tutor/employer/support/trainer I need to have a sense of belonging I need to feel culturally safe I need to be valued, believed in and understood I need to see positive role models around me</p>	
<p>High level thinking and considerations A recruitment and development framework that enables cultural competency and equity mindsets resulting Māori and Pacific representation at all levels of leadership, support, teaching and training and culturally appropriate practices and environments</p>		
<p>Working groups responsible Academic architecture Education products and services Employer and community engagement Work-based learning</p>	<p>Working groups informed Online International</p>	<p>Other considerations Funding</p>

Appendix 6: Prototypes (partially tested)

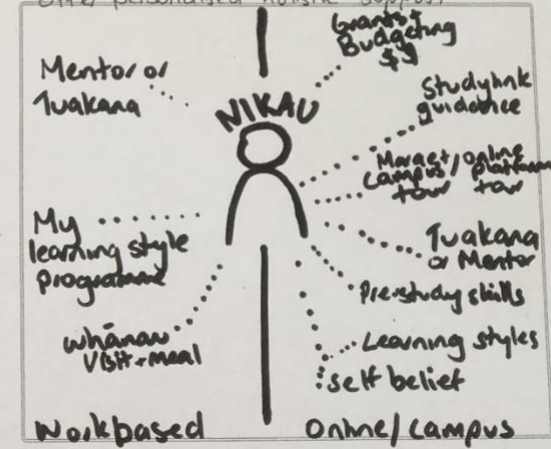
Pro-active alert and case management system

1. The Advisor receives two alerts of new learners/ enrolments that could benefit from holistic support
 2. The Advisor also receives two alerts of learners in their case who may need additional holistic support

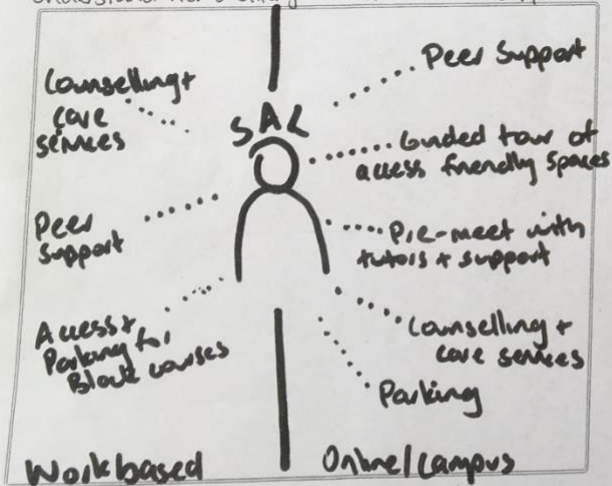


Holistic support that is personal

3. The Advisor makes contact with NIKAU to understand his challenges in learning and offer personalized holistic support



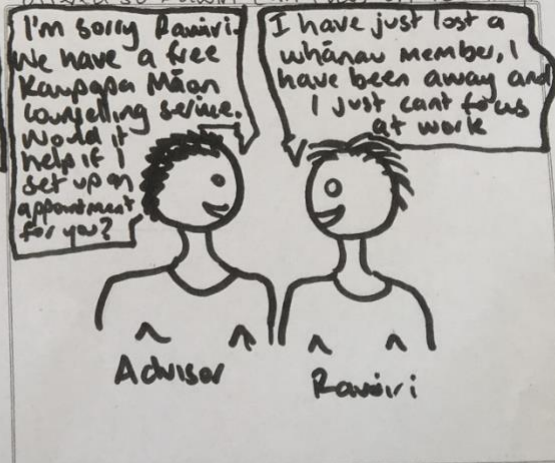
4. The Advisor makes contact with SAL to understand her challenges + offer holistic support



5. The Advisor makes contact with Mariki to see what holistic support can be offered so Mariki can focus on learning.



6. The Advisor makes contact with Rawiri to see what holistic support can be offered so Rawiri can focus on learning.



Name: Tala and meaningful relationships (sense of belonging + connections)

Student Advisor is alerted to learners starting courses next month who have been identified

* Tala starting CBAT level 3 in Feb 2020
* 12 years / transient / low academic success

as needing support.

Student Advisor phoned Tala to find out how prepared he is for study - asks

- what do you want to achieve?
- what support do you have?
- what do you need from us?



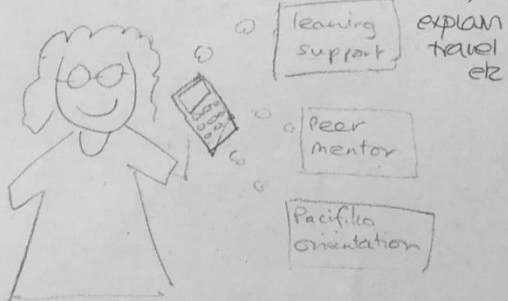
Tala says that he did not do well at school so needs help with how to learn, how to write essays. He is also unsure about where to go on campus and how to get there.



He is very shy so he is unsure how he will connect with people (he will not instigate conversation).

SA - arranged learning support assessment and support on preparedness to study

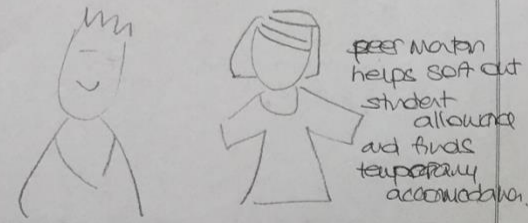
- sent details on orientation for Pasifika learners
- arranged a peer mentor to get in touch with Tala and take him to orientation, and



Student Advisor gets alert to say that Tala has stopped attending. Student Advisor phoned texts.

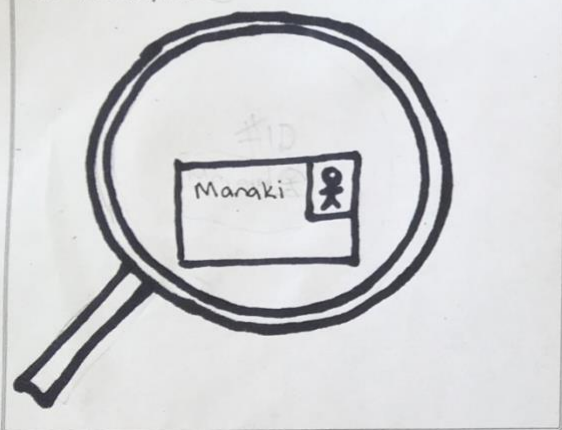


Student Advisor arranges for peer mentor to meet Tala (de-escalates the situation). meets in coffee shop at campus and buys him lunch. Finds out he is temporarily homeless and is not getting his student allowance.

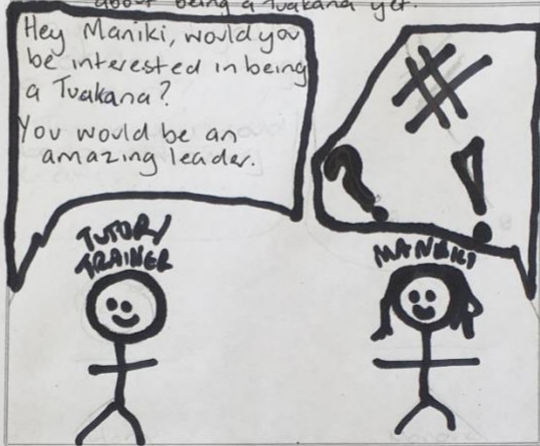


Name Tuakana/Teina

Potential Tuakana and Rolemodels and Mentors are identified. Manaki has been identified by her trainer/tutor



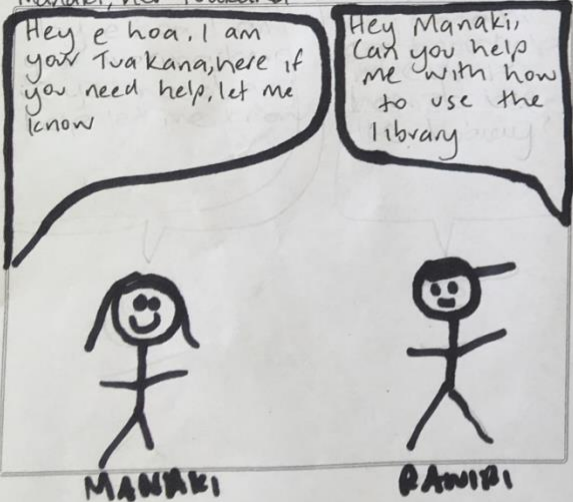
Despite many challenges, Manaki has been successful, but she is ~~not~~ not sure about being a Tuakana yet.



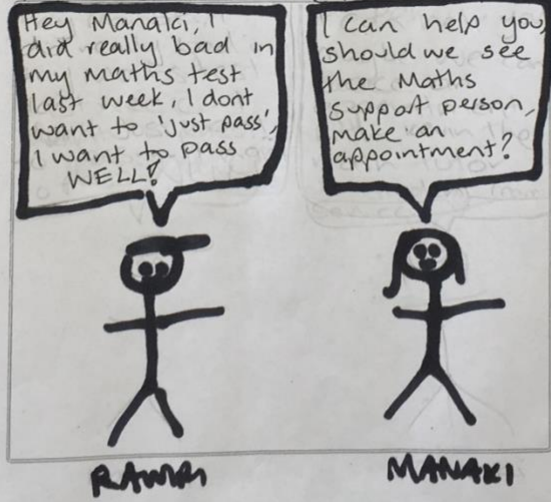
Training helps the Tuakana feel more confident and provides them a support network of other Tuakana



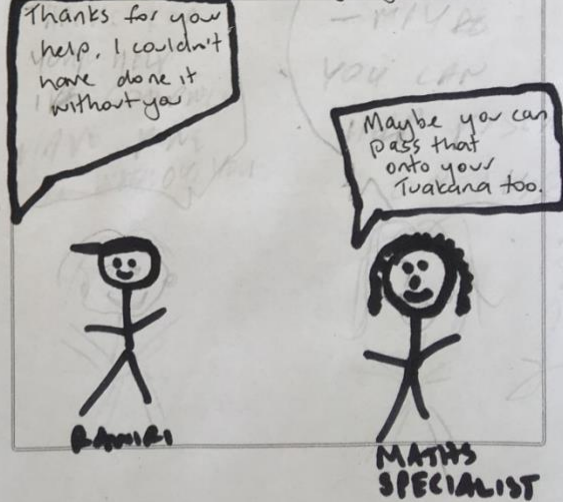
Rawiri is a new learner, she meets Manaki, her tuakana



When Rawiri struggles he lets Manaki know and he is connected to help



Manaki, Rawiri and others in the support network evaluate how it is going



Cultural safety and inclusiveness

1 My trainers/tutors/support staff are confident using my language in everyday conversation

Aloha... Welcome...
tonga soa... Vitejte...
... Hāere mai

Kotahi anō te - there is but one eye of the ngira, e kōwhiri o te ngira, e kōwhiri o te ngira, e kōwhiri o te ngira

needle which the which, thread thread thread

Welcome mat

"mā whero, mā, Pango ka oti a ngā mahi" by the red thread, the white & by the black

It makes me feel comfortable when I learn know & understand the people around me

kōwhiri

"anō te pai anō te ahudanga, reka o te ndoyatahi o ngā teina me ngā tūkand i runga i te whakaduro kotahi"

When brothers & sisters are united in oneness of purpose & mind, harmony, unity & achievement of their goals is assured.

1 See & hear my culture in the notes & signs

U R HERE!

Hāere mai
Bula

$\frac{1}{3} \times 2\frac{1}{2} = 2\frac{1}{3}$

I like how we are all in this together

He waka eke noa

canoe upon which we can all embark.

a canoe upon which we can all embark

Spaces for sharing are accessible to all learners

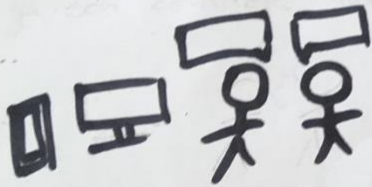
Nau mai Haere mai

Learners are part of the learning too, Ako, to teach is to learn and to learn is to teach.

mā tōu rourou mā tōku rourou
ka ako ai tātou

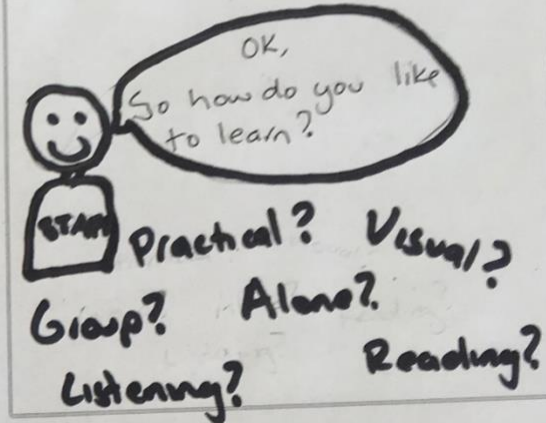
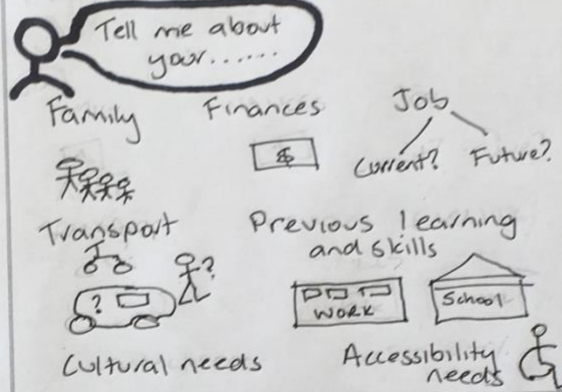
Name: "AN INCLUSIVE SYSTEM THAT ADAPTS & FLEXES AROUND LEARNER NEEDS"

An alert of a potential learner is received.... the learner is contacted

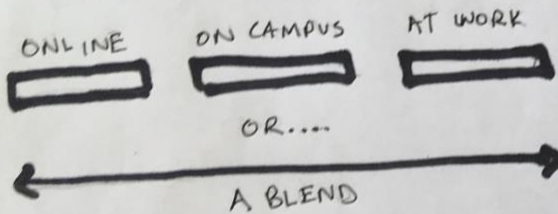


The conversation asks "what is your situation & what do you want to achieve?"

Explore circumstances



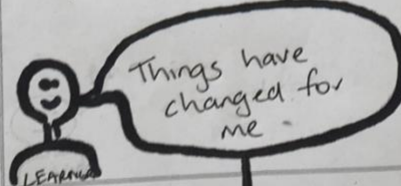
So would these options suit? :



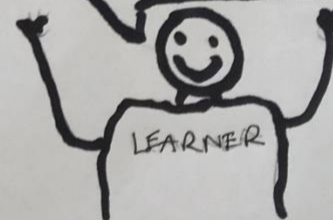
Enrolment confirmed, alerts processed triggered

- provider
- employer
- study link
- etc

LEARNING COMMENCES, but then

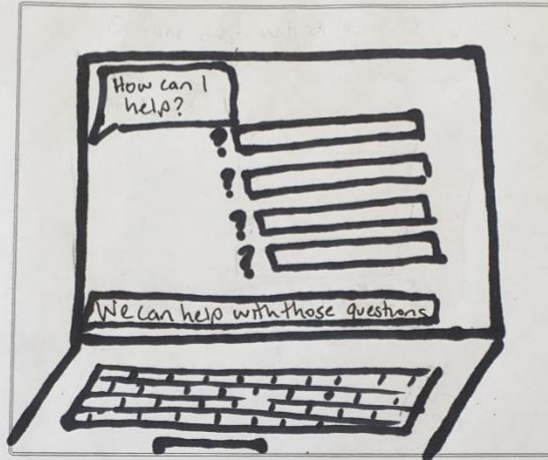
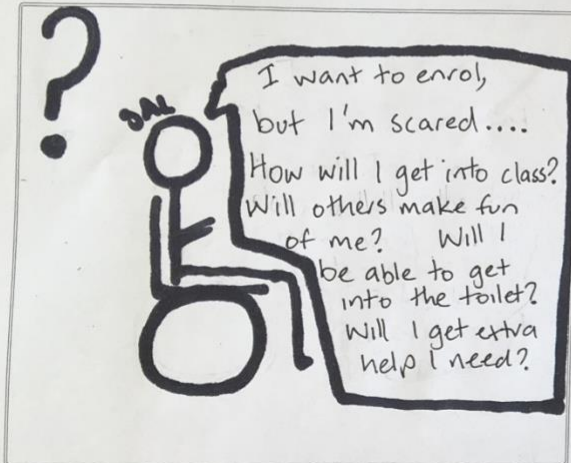


"THE SYSTEM WORKED FOR ME AS I NEEDED IT TO, AND I HAVE ACHIEVED!!"

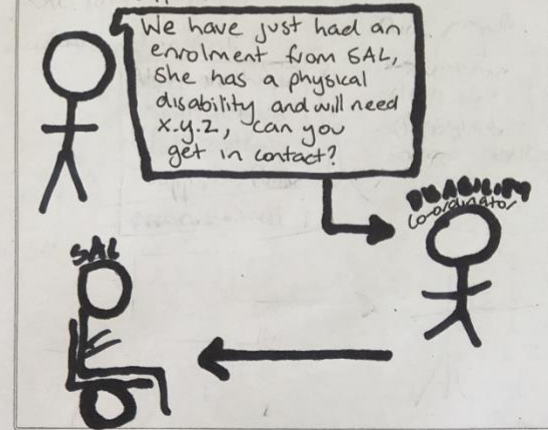


Name: Access to learning environments

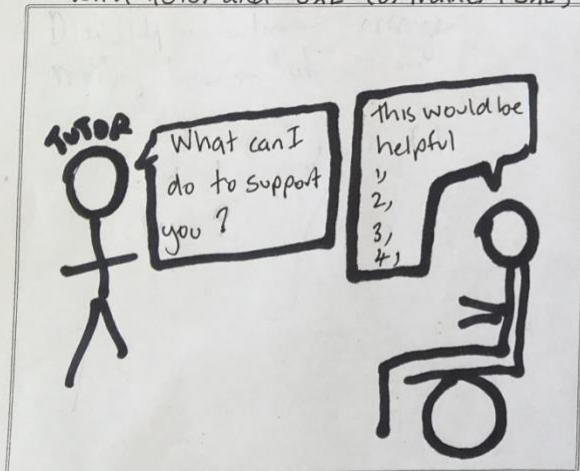
Online chat with support



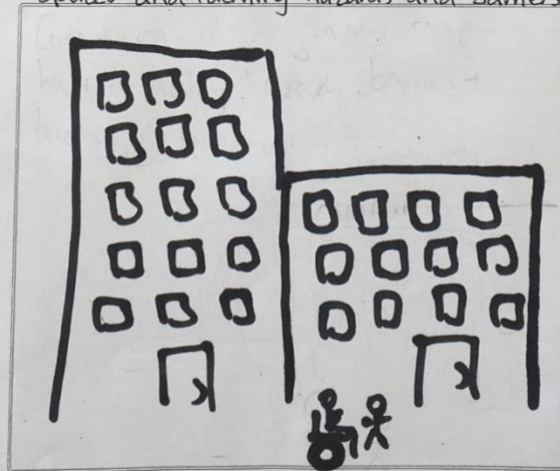
SAL feels confident and enrolls and an alert is received that she may need holistic support.



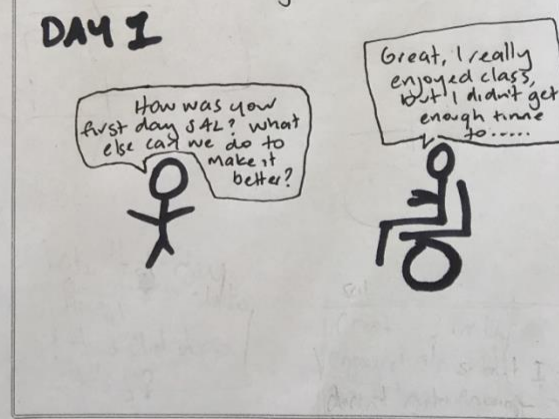
Disability co-ordinator arranges meeting with tutor and SAL (trainer + SAC)



Disability co-ordinator and SAL locate spaces and identify hazards and barriers

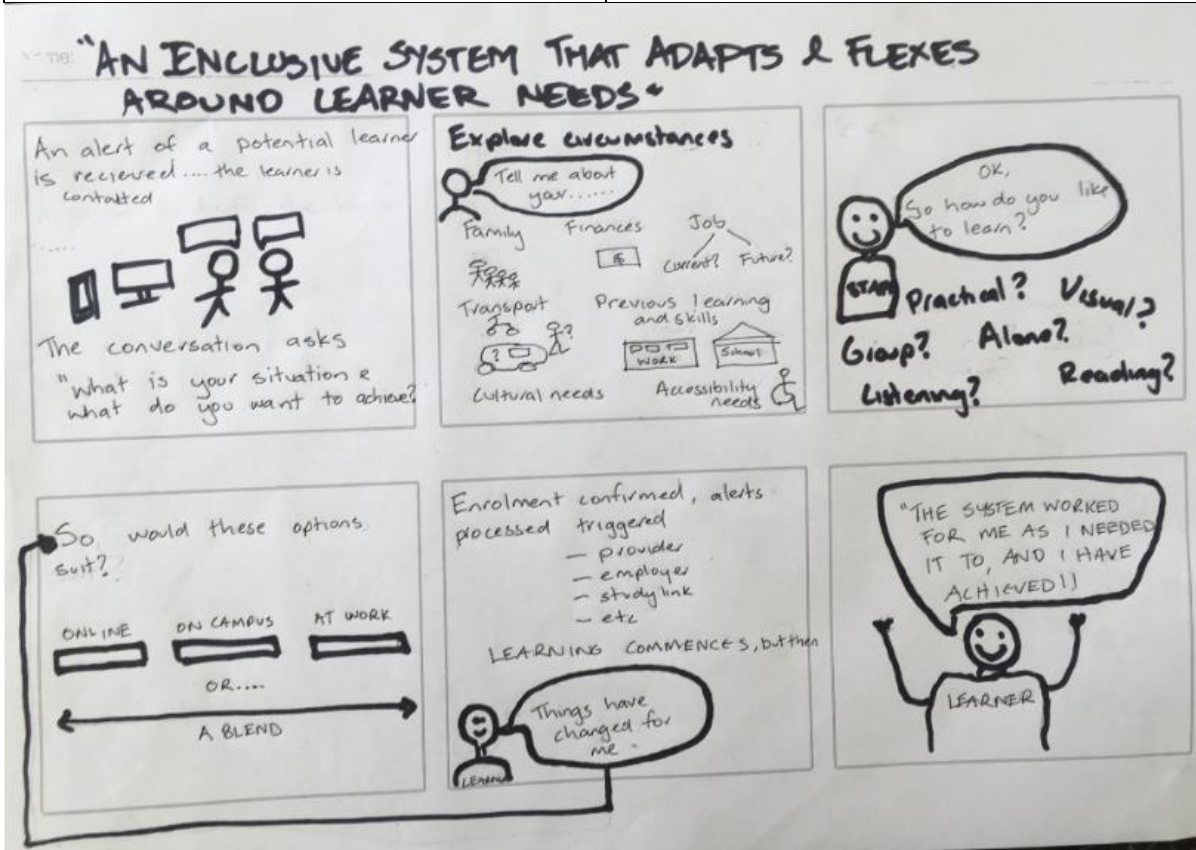


During SAL's first day she has a catch up with the Disability co-ordinator to see what else she needs to remove barriers to learning



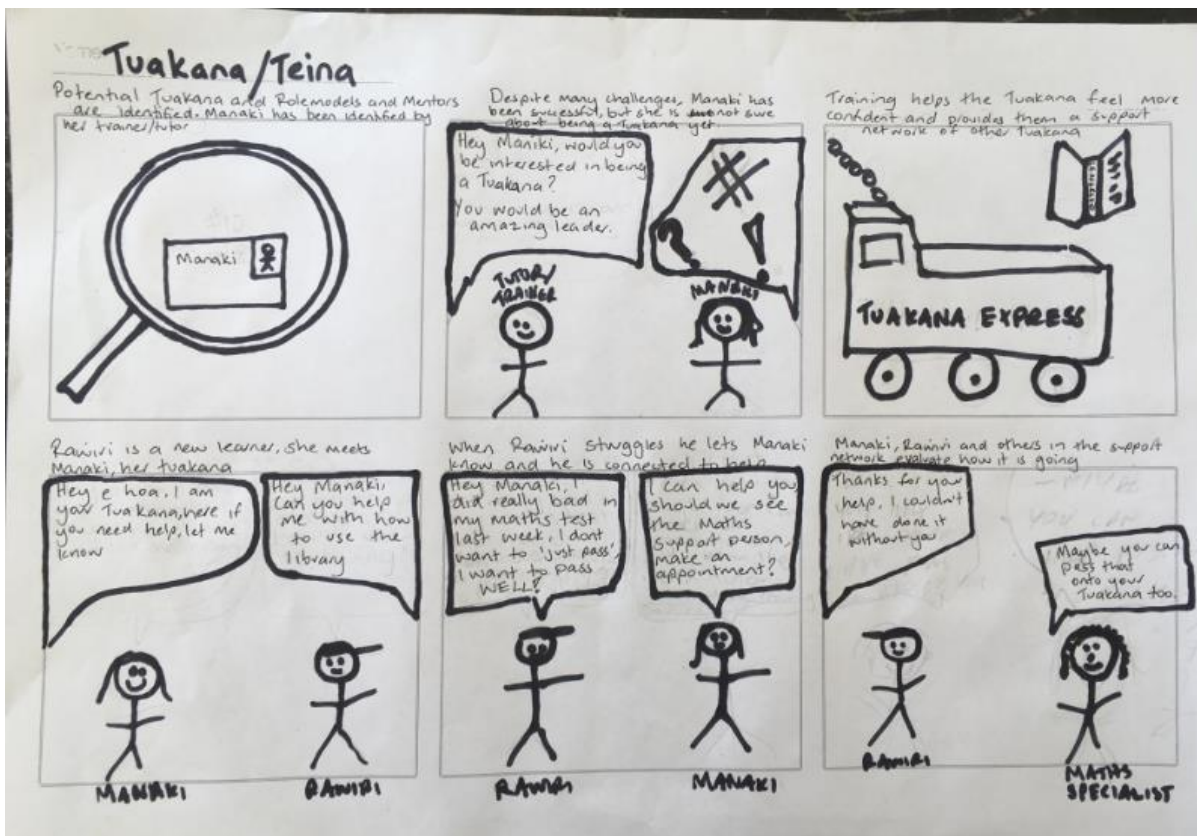
Appendix 7: Insights from initial testing

Learners	Black
Staff	Red
Community/iwi	Green
Employers	Blue



	Inclusive system that adapts and flexes around learner needs
I like....	<ul style="list-style-type: none"> • That system focuses on more than just academic and looks at the whole learner. • Like that system is flexible and able to adapt to changing needs <p>I really appreciate this scenario as an online learner. Homelife and personal needs are a huge factor in a learner journey. If more learners knew how well their needs are satisfied and nurtured more interest would be received for sure. Everyone learns at different paces, so this needs to be recognised This could encourage someone who is studying part time to be empowered to study full time</p> <p>Flexible ways of learning that adapt as needs and situations change is needed by our whānau, we have not thought alot about this yet, but we know it is needed.</p>
Consider removing....	

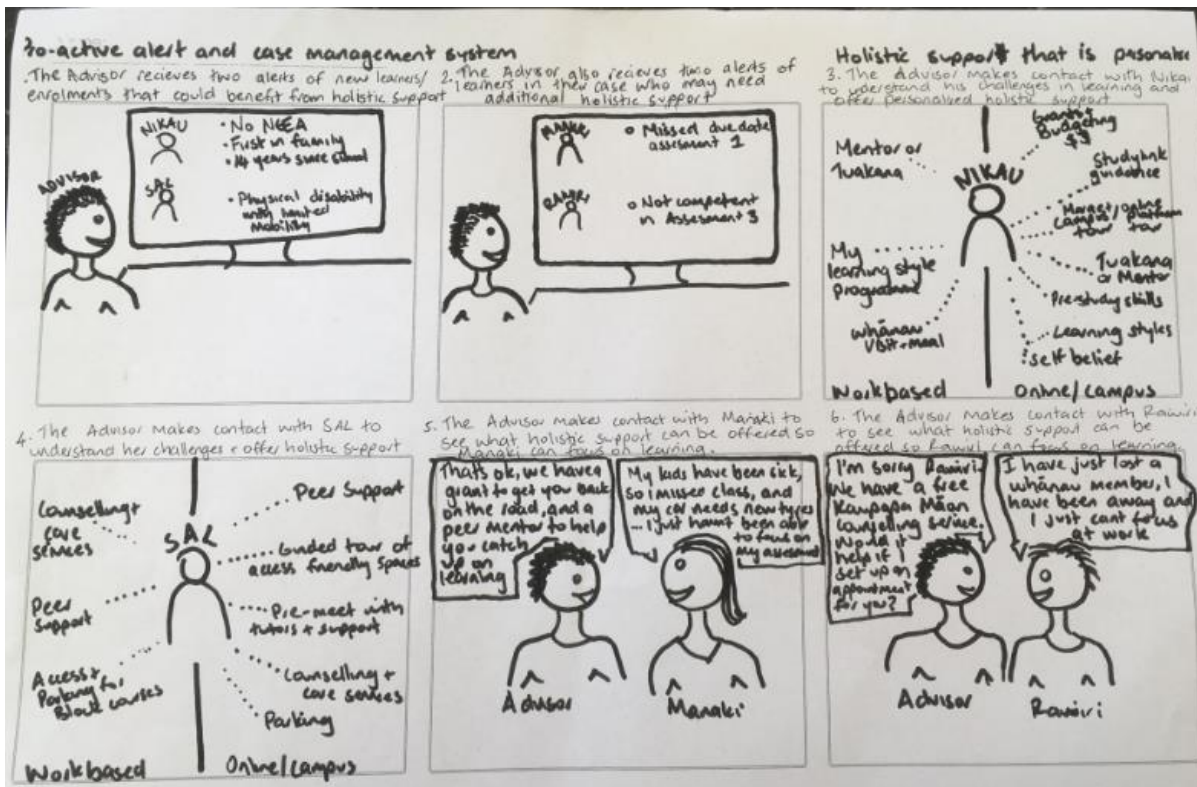
<p>Consider adding....</p>	<p>Think about the “things that have changed” part. It might be that the “changes” relate to employment, personal life, or something to do with the learning institute. The differences in the triggers for these changes might require different interventions before simply adjusting the study plan, e.g. what if a learning issue was diagnosed during study, the plan might stay the same but additional support needs to come alongside. Wondering if Studylink funding is as adaptable to support changing needs</p> <p>Great that could be flexible and pick up courses when not busy at work, but studylink does not support this model – when I had a gap I lost my eligibility to student loans</p> <p>Great when workers need a change in routine, or for unexpected business downturns, or for return to work from injury processes</p> <p>If the learner chose full time study, can this actually be achieved. More understanding of this and how much time it consumes is important</p>
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<p>I like....</p>	<p>Tuakana Teina</p> <ul style="list-style-type: none"> • Having a conduit to help navigate all the services and provide support • Like it being proactive, rather than something a learner has to source in the first instance • The acknowledgement and empowerment passed on throughout this scenario is obvious from the start to the finish. It is a continuous momentum of building learners and
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	<p>transforming them in mentors and passing their knowledge onto future learners</p> <ul style="list-style-type: none"> • Being able to form relationships with others on the courses • I like that the tuakana are identified by staff or others, this has worked better for us than advertising • I like that the Teina and Tuakana talk about what they need from the relationship together. • I like how rawiri can approach the tuakana, it is important for teina and tuakana to have the time and space to build a relationship • Tuakana is a smart way to have a big impact in a meaningful way. With Tuakana you can reach lots of learners with a limited budget • I like that the Tuakana get training. We have a team of people who provide training for our Tuakana. There are 3 training sessions a year, and weekly reflection, which identifies any support they may need. • I like here how manaki is wondering if she can do it. We find that too with the Tuakana that we ask, they are not sure they can do it, but with training and support they realise they can do it. • I like how it is face to face, this should at least be initially until the relationship is set, then each can choose • The tuakana being confident 'I am your tuakana', in that saying I am the person who is going to support you • Praise and strength based approach • The transformative part where the teina becomes the tuakana, this is a reciprocal role, the opportunity to pay it forward. <p>Tuakana Teina is a go Te Ao Māori way to support and grow people, it is important to have this for our people. It is reciprocal too, they learn from and support each other. To demonstrate a bigger collective approach to success.</p>
<p>Consider removing....</p>	
<p>Consider adding....</p>	<ul style="list-style-type: none"> • Being a strong communicator is paramount and the learners need to be reminded constantly of their worth and how easily help can be accessed • Consider how this scenario can also be 'translated' in other languages to help relate and appeal to many different cultures • Doing group work or buddying up so you can get to know others • In our model, if the Tuakana know there is a maths test coming up that the teina are nervous about, then they get the maths specialists in early. This is good proactive support for the teina • Tuakana could have access to course outlines, learning platforms, so they can plan what support the teina may need • In our model we do groups, two tuakana to a group of teina. We find this creates an environment for learners to share knowledge and strengths too. We also find that the two tuakana draw strength from each other and it allows flexibility

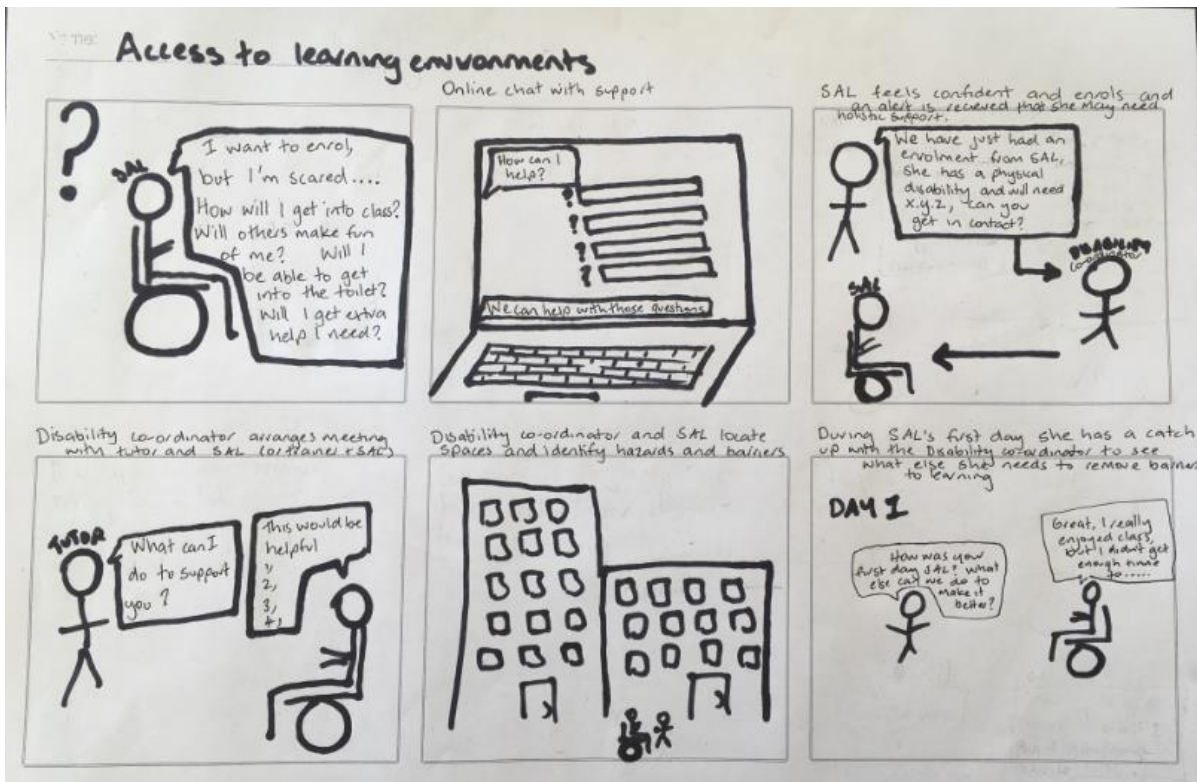
- Are the Tuakana paid? In our model they are paid, they like this as it is part time work on campus, it is another income for them which helps with finances and it develops their leadership skills
- In the future the Tuakana could partner with outside specialists for holistic support. The Tuakana don't know everything.
- Add criteria to becoming a tuakana, not just skills based, values a foundation for criteria
- We have trialled contracts before, they work for some if they need a point of reference, but for others it can be overwhelming and takes away the opportunity for a meaningful connection
- IN our tuakana programme we let teina select their tuakana once they had spent time with them all and their whanau at a bbq
- There is a level of humility that comes with being a tuakana – that you don't know everything
- Opportunity for self-mastery for each of them, so they can enhance the areas they want to enhance
- How can the teina and tuakana continue on as a community of practice when they have finished their learning together



	Proactive alert and case management system
I like....	I left high school early, this seems like a very good idea

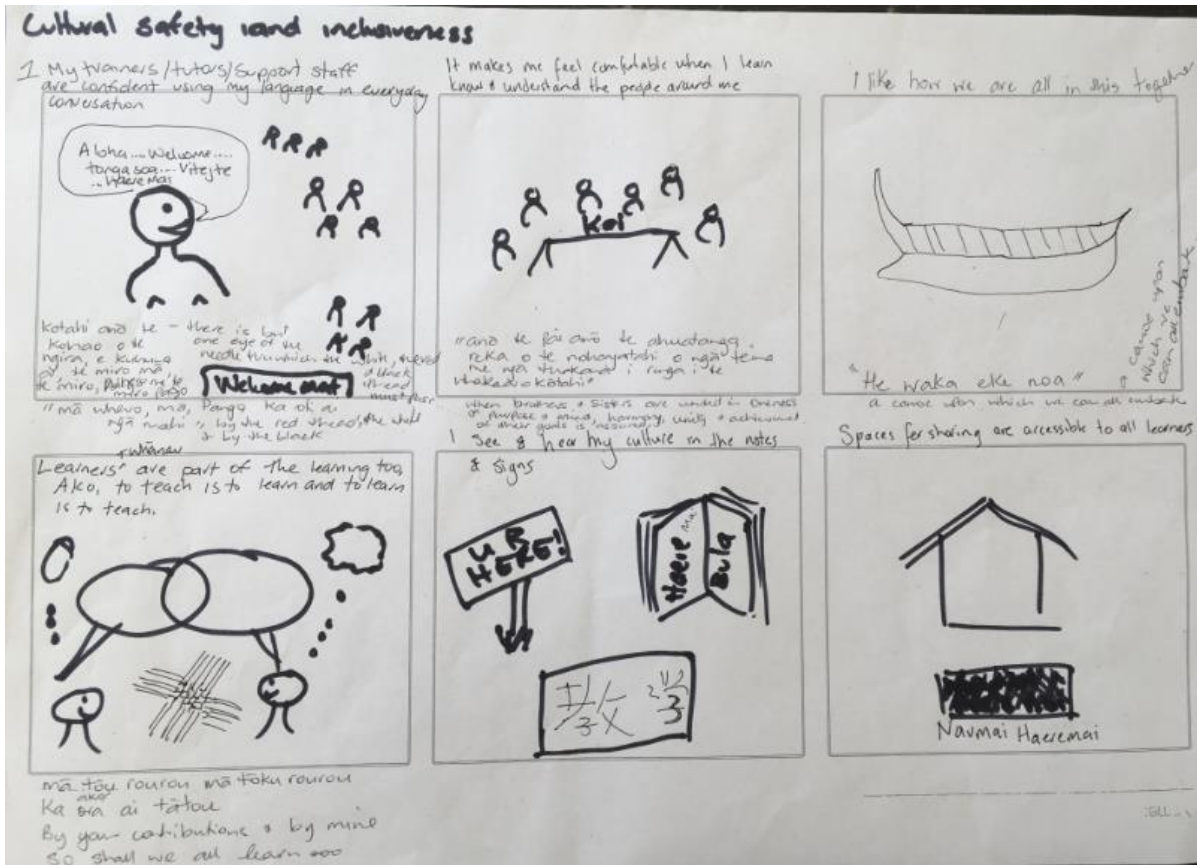
	<p>I like that the support is proactive, as a person with a disability it is hard for me to get support Some of the best staff I have met are the ones behind the counters, trying to resolve things quickly for you Holistic development and kotahitanga is so important when understanding the learners journey. I love the many alternative options and factors when understanding a learners needs and wants. Recognising cognitive, physical, emotional, spiritual, social and cultural dimensions is paramount.</p> <p>I like contact before start of class, the earlier the better to start the relationship and help preparation For Māori it is important to have a relationship so I like that there is a case management approach It would be good for learners to have an identified support person, but without it seeming that the tutor does not care, maybe that person is meeting with the tutor too. I have had this type of support before and I felt they truly cared about me</p> <p>It is good that this is responsive to different types of learnings. Holistic support and responding in a flexible way, we know there is a need for this for our people. We are interested in pastoral care in tertiary. This fits with what we are thinking about, what is required to attain a cultural shift. Financial issues are a priority for us. We have some whānau having to share houses with others they dont know because of the high costs, the impact of this is high, what about the safety of the children If a learner has a bad experience, dont pass a test, they may feel there is no come back. But if you are able to pick that up, it is good to pick them up to retain them.</p>
<p>Consider removing....</p>	<p>Consider removing the ‘compliance thinking’ that some staff have, for instance when someone at a different level says ‘you can’t do that’ rather than finding a solution</p> <p>Consider how this (access to learners information) can not be about dining out on peoples lives, but a professional approach. Being careful of the power and judgement that takes place</p>
<p>Consider adding....</p>	<p>Maybe add partnerships, for instance for learners with disabilities, a partnership with equipment providers would be good for holistic support. I had to provide my own chair.</p> <p>This type of help is important, you would need policies to support this. The advisor would need to have life experience and maybe counselling skills. This job is high skills, you can’t just get anyone to do this, it would require lots of skills, so they know how to help.</p> <p>The advisor would need to be enabled to respond to the learner needs, this required trust within the organisation.</p> <p>The advisor needs to be resilient and trusted and enabled by the organisation</p> <p>I would like to be able to trigger support too, what if at alert does not go off? I would hope to hear back within 24-48 hours, I don’t assume that instant is always possible</p>

	<p>What environments they are learning in also could be seen as important factors, every learner deserves a chance at success</p> <p>The process of the advisor contacting a learner (after an alert) for support needs to happen fast, before the learner falls behind too far or loses too much momentum. This is a big commitment for advisors and support personal</p> <p>Communication with learners needs to be coordinated with other messages going out from the institution</p> <p>Add an option in enrolment where learners can say how they like to be contacted, so they are determining this, and this should be checked regularly to see if it needs to change</p> <p>You will need break out rooms available for this</p> <p>If the learner pops in and the advisor is not available maybe case notes can be available so others can help</p> <p>Think about the relational match for learners and advisors</p> <p>Consider a system that identifies common insights and trends, for instance at week 3 lots of learners are asking for ABC – then you can do this proactively in the future and the knowledge can be part of conversations with the learner, we find that at week 3 learners feel so here is some</p> <p>For many learners they will not want to disclose much information in the first visit, therefore the advisors should be part of whānau events, whakawhanaungatanga, popping into class, campus tours etc to build authentic relationships</p> <p>Consider how and when the tutor are brought into this. It will need consistency in access to files, bridging discussions</p> <p>There should be a system to show and capture data, learners name, what studying, picture, a line for each visit that you can click on for more detail, grades and and place to put case notes.</p> <p>Consider adding partnerships, for example around disabilities this could be Autism support groups, Foundation for the Blind, Enabling good lives, parent support groups, ACC, life unlimited.</p> <p>Consider how this can respond to the increasing mental health in young people in learning, for some learners, they need to be able to take a break and not judged for it or disadvantaged, which is a wider system consideration but important here</p> <p>Consider the impact on Counselling/Mental Health, this cant be a burden on them</p> <p>I worry about how people are identified as needing extra support, how can they not be labelled.</p>
<p>Other feedback</p>	<p>Campuses are set up well for learners with able bodies</p> <p>There is bureaucracy that gets in the way of this – policies that clash</p>



	Access for learners with a disability
I like....	<p>I like this idea (access and support for Sal). Sal should not feel embarrassed, ashamed or scared, but there is a lot to be afraid of if you have a disability, you can feel alone, it is not working very well for people with disabilities.</p> <p>This is common sense checking in with a person with a disability after their first day – it is good.</p> <p>I like that the disability coordinator identifies hazards with me – this would help them to know what needs to be changed</p> <p>Disability is not an area of focus for many institutions, other areas are prioritised, so I like that this brings it to an area of focus</p> <p>I like that they do a tour, knowing you will have access is important. They will also be looking for quiet spaces</p> <p>I like that learners get to meet with the tutor, there is information that the tutor would need to know. This would have to be resourced</p> <p>Access is an area we are looking at, yet it is not yet well understood</p> <p>We are trying to understand the different needs in relation to disability, our Hauroa strategy work is something we are looking at</p>
Consider removing....	<p>Why is the tutor needing to meet me? It seems like they are required to do everything these days, couldn't the disabilities coordinator just set up the room and space so I can have access, then all the tutor has to do is teach.</p>
Consider adding....	<p>An alert that a learner has a disability and a response by a disabilities coordinator is supposed to happen, but it often doesn't, I wonder what is getting in their way, stopping them from giving this support, or maybe they are not competent? How can you be sure that the disabilities coordinator has the ability to make the changes required.</p>

	<p>Consider people with disabilities being part of the design of spaces and testing of spaces.</p> <p>I am assuming that Sal is tech savvy with the online questions, what if a home visit would be better or a face to face conversation.</p> <p>Consider what happens in a fire. I have a fear that I will not be able to escape from a building</p> <p>There will need to be policies and guidelines to support this, for instance if the lift that people with disabilities use has broken down, and it costs to fix it, this is prioritised so it is fixed, not left because it is only used by a few people with disabilities</p> <p>People with disabilities are part of the building design. We have some doors that have been used because they look good, but people in a wheelchair just cant open them. See the work in 'enabling good lives' as a good example of this. Also see ACHIEVE – guidelines to support post secondary learners with disabilities</p> <p>There are other disabilities that are more common than mobility – Autism, Anxiety, Depression, Dyslexia</p> <p>Many learners dont want to say they have a disability, or go to 'disability services' often we get them a few weeks into learning. Consider how this could be changed.</p> <p>Consider adding proactive contact – ie a week before exams to see what extra help them may need.</p>
Other feedback	Campuses are set up well for learners with able bodies



Cultural safety and inclusiveness	
<p>I like....</p>	<p>Cultural safety is about power, recognising the power you hold as a tutor for example and recognising it is your job to transfer that power onto the people.</p> <p>The Ako principle is absolutely important. The challenge is humility. It is starting with 'you as the learners know the most about you, I'm different, not you, how can I connect in a way that resonates with each of you'</p> <p>We are working at a strategic level with staff in education around cultural safety, we are doing this in partnership. We could work together in this.</p> <p>Our learners in Māori medium learners feel the difference when they go into tertiary. We need to work in partnership to reflect culture in infrastructure and language. Success would be our learners coming in saying 'whan I go in I can see myself reflected, I can connect with my iwi, I see the land and manawhenua reflected here'</p> <p>Some learners dont know their whakapapa. We can work in partnership around this, to get a sense of belonging and an opportunity to connect with their tribe</p>
<p>Consider removing....</p>	<p>Cultural safety is not just a list of things, for example just because you have shared kai does not mean people will feel culturally safe, that is not an accurate way of measuring, kai is a output, feeling culturally safe is an outcome, and it is different for each person</p> <p>Cultural safety is a loaded term. It has been used to challenge the dominant culture and has previously resulted in shame and humiliation</p>

Consider adding....

Tutors/trainers often don't know what to do when a learner has an episode or a seizure, consider understanding and training around this. Humility is important in cultural safety as is gaining feedback, reflecting and changing what you do so that the recipients feel comfortable and can drive the decision making. Consider how you could achieve this in a culture which is often 'I am the master and you will listen and do what I tell you'

Consider how to upskill around receiving feedback, this is not survey feedback, it is in the moment, live, in the learning environment. We need to get to the point of truly understanding who we are and the impact we have on others and creating opportunities to get feedback around this.

Using different languages is good, but it goes deeper than that. Learners need to see themselves in the infrastructure, in the programme they are learning and proud to be part of it – when you see yourself in the space you are more likely to stay in the space

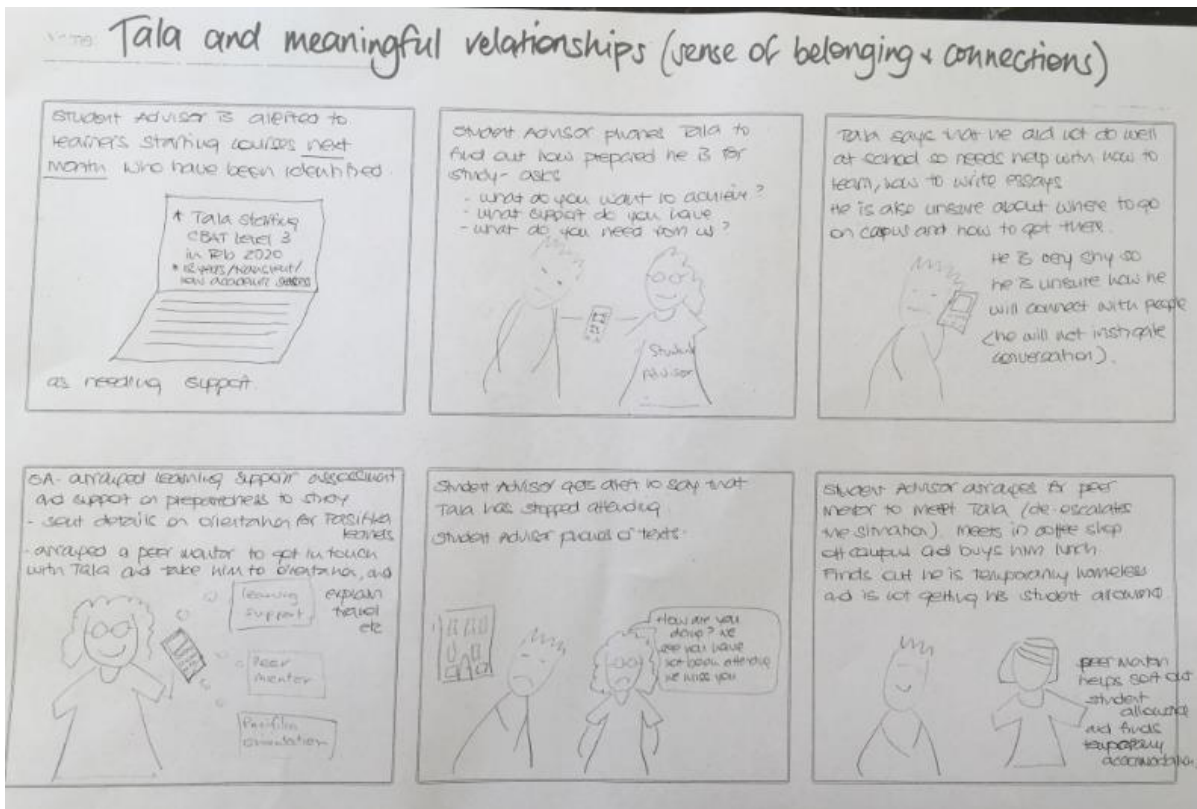
Being culturally safe can be a challenge given the system restraints, for example with assessments, to feel culturally safe a learner should be able to choose how they show they have achieved the learning outcomes (visual, art, writing, active, audio). More flexibility is required, an oral submission should not be a default position

Efficiency is a constraint to achieving cultural safety. When you have a huge number of learners it is quicker to tell people what to do, but then they feel judged and don't want to ask questions. Until we sort out the system issues like \$ efficiency we will struggle to always be responsive to provide culturally safe environments

Consider adding the resource in time that it takes to do this well

Cultural safety is assessed by the person receiving the service, consider how this is done

The system (ie funding and structure) needs to allow for flexible and agile environments, to respond to different needs, to take on feedback and change. Cultural safety could be unattainable due to the system constraints



	Meaningful relationships
I like....	<p>Proactive options that pre-empt based on indicators of success like attendance tracking etc</p> <p>Being led by the narrative in the learner's voice "how can we help you? What do you need? What do you have in place already?"</p> <p>That support is available early to allow time for solving any logistical areas which might prevent engagement</p> <p>It can be fairly lonely studying online, it was good when I found someone through the online community</p> <p>Forming strong relationships with facilitators is important, some are better than others, one had daily chats which was great</p> <p>I prefer learning with others, in one course (online) I was the only learner</p> <p>Meaningful relationships are so important. If a learner does not have a solid peer group, or they are on the outer, they will need other meaningful relationships to get them through</p> <p>These concepts are linked. If you have Manaakitanga and address whanaungatanga, doing this through holistic support and tuakana teina, then you have learners that are connected and cared for.</p> <p>These concepts are all part of Te Ao Māori. It is good to see them here.</p>
Consider removing....	<p>It takes a very insightful learner to know they need help, they are more likely to tell their close mates after they know, than a tutor or someone else</p> <p>Not all learners will engage with text, especially if they are not confident, they may not engage. Important to offer a range.</p>
Consider adding....	<p>Online support scope that includes direct links for 24/7 access</p>

Profile success stories online to offer role models that form a connection “I See Me therefore We See Us” in what success looks like.
 Information can be great and timely, but it can be alot to take in
 Not just identified learners, but all learners need meaningful relationships, they all have these questions that need answering.
 You need to build a strong relationship with a learner before they will share honestly and connect. Connect with them as a person first, understand what is important to them, who is important to them, what has brought them here, then you can plan with them.
 Dont just to solutions assuming you know what and how he (tala) needs it. He needs someone to work with him, so he can discover what he needs
 Consider the resource to achieve this. Being able and available for students to access you – learners should be able to pop in, that is what a relationship is about – the opportune stuff. You also need the resource to respond to individuals, we just dont have the time, so it is easier to do mass messages, not individual
 Until we sort out the system issues, like time efficiency and resource restrictions, we will struggle in meaningful relationships