

4 February 2021

# **Tauākī Whakamaunga Atu Tauwhirowhiro** Transitional Statement of Intent

2021 – 2024

Te Pūkenga – New Zealand Institute of Skills and Technology

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**Te Pūkenga**

Te Pūkenga. Transitional Statement of Intent 2021 – 2024  
Te Pūkenga – New Zealand Institute of Skills and Technology, Hamilton, New Zealand.

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# Whakatauki

**Nau mai, nau ake, ka roi i tō kete aronui  
Hei amonga mōhou ki te pūtake o te wānanga  
Whakarewaia rā ki runga i te pakihwi  
He hikitunga, he hāpainga,  
He amonga, he ārewa, he tauira,  
Ka rongo te pō, ka rongo te ao  
Ka huakina ki te ao mārama  
Hei tohu tātai kura tāngata e**

Come forth and secure your basket of knowledge  
To carry you through to the source of learning  
Hoist it upon your shoulders  
For you to carry, for you to shoulder  
Learning that is valued, to lift up as an exemplar  
To be heard of during the night, and throughout the day  
To emerge into a world of light  
To be recognised and acknowledged as a treasured person  
(replete with skills and knowledge to benefit the community)



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# Foreword

This Statement of Intent sets out the strategic intentions for Te Pūkenga – New Zealand Institute of Skills and Technology.

## **Learning with purpose, creating our futures He akoranga whaihua – kia waihanga i te ao o āpōpō**

This year, 2021, will be the first full year of operation for this new organisation, which brings together sixteen Institutes of Technology and Polytechnics as wholly-owned subsidiary companies of Te Pūkenga.

Before us, we have a once-in-a-generation opportunity to design a vocational education and training system that is simple to understand and navigate, responsive to the needs of learners and employers, delivers equitable access and outcomes for all learners and is flexible enough to change as the future develops – to help New Zealand thrive in the future.

Our journey is guided by a range of key documents and principles:

- We will build an Institute that gives effect to the Charter of Te Pūkenga and the Minister of Education's current Letter of Expectation
- We expect our subsidiaries to have an unwavering focus on Māori equity
- Learners will be kept at the centre of everything we do and every decision we make
- We expect our subsidiaries to develop a deeper understanding of business and employer requirements, ensuring we understand how a national network of provision can meet their needs with an integrated offering across New Zealand.

A relentless focus on equity, accessibility, consistency and excellence will ensure our network is transformed into a connected, integrated community that delivers on New Zealanders' aspirations as employers, learners and whānau.

It's a significant responsibility and one that we take very seriously. Across the country, approximately 240,000 people are participating in some form of vocational education and training. There are about 10,000 full-time staff supporting those learners in classrooms and teaching spaces and thousands of businesses training people on-job in a wide array of industries across the motu. Beyond that are the many whānau and communities participating, too.

Our role is to transform all these lives, in some way, through vocational education. It's a journey we know will be challenging and will be watched keenly. The transition to a fully functional national Institute is a major undertaking and naturally is the focus of this Statement of Intent.

The vision of Te Pūkenga is learning with purpose, creating our futures. It underpins our very existence and will guide our transformation. We welcome the challenge before us and the journey we will take together to get there.



**Murray Strong**  
Te Pūkenga Council Chair

# Statement of Responsibility

This Statement of Intent has been prepared in accordance with the requirements of sections 138 to 149A of the Crown Entities Act 2004.

This Statement of Intent describes the four-year vision and strategic intent of Te Pūkenga - New Zealand Institute of Skills and Technology, an education sector Crown entity and Tertiary Education Institution.

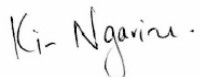
We certify that the information contained in this Statement of Intent 2021-2024 is a fair and reasonable reflection of the strategic and operating intentions of Te Pūkenga.

*Presented to the House of Representatives pursuant to section 149(3) of the Crown Entities Act 2004.*

*Signed on behalf of the Council of Te Pūkenga by:*



**Murray Strong**  
Council Chairperson  
Te Pūkenga  
4 February 2021



**Kim Ngārimu**  
Council Deputy Chairperson  
Te Pūkenga  
4 February 2021



# An Organisation in Transition

Te Pūkenga was established as a legal entity on 1 April 2020. This Statement of Intent reflects that the organisation is in transition. The process of bringing together sixteen subsidiaries into a single national network will take time. This document reflects this context.

*An updated Statement of Intent will be prepared this year that reflects the progress we are making in transitioning to our new operating model.*

## The role of Te Pūkenga

*Te Pūkenga – New Zealand Institute of Skills and Technology (Te Pūkenga) is New Zealand's largest provider of tertiary education.*

### Overview

Te Pūkenga is a Tertiary Education Institution comprising sixteen Crown entity subsidiaries made up of the former Institutes of Technology and Polytechnics, together with a small head office based in Hamilton.

We operate through 163 campuses and delivery sites from Kaitiaki to Bluff, in workplaces across New Zealand and online.

Our revenues of over \$1 billion each year are used by our 10,000 fulltime equivalent staff to provide excellent and quality education opportunities that support learners, employers and communities to gain the skills, knowledge and capabilities Aotearoa needs now and for the future.

This investment supports 110,000 learners to gain a wide range of foundation, vocational, professional and applied skills.

### Our functions and Charter are defined in the Education and Training Act 2020

The Charter embodies enduring principles for the way that Parliament expects Te Pūkenga to operate.

Our statutory functions are set out in the Education and Training Act 2020. These require us to:

- provide or arrange, and support, a variety of education and training, including vocational, foundation, and degree-level or higher education and training.
- conduct research, with a focus on applied and technological research.
- be responsive to and meet the needs of the regions of New Zealand and their learners, industries, employers, and communities by utilising our national network of tertiary education programmes and activities.
- improve the consistency of vocational education and training by using skill standards and working in collaboration with workforce development councils.
- improve outcomes in the tertiary education system as a whole, including (without limitation) by making connections with schools and other organisations involved in tertiary education and by promoting and supporting life-long learning.
- improve outcomes for Māori learners and Māori communities in collaboration with Māori and iwi partners, hapū, and interested persons or bodies.
- carry out any other functions consistent with its role as a Tertiary Education Institution (TEI).



### ***Significant partnerships***

We cater to the education and training needs of more than 110,000 learners each year and recognise that current and prospective learners need education and training options that are designed around their needs.

Our scale and potential impact for Māori gives urgency to our efforts. Te Pūkenga is the largest provider to Māori and among the largest providers to indigenous communities globally.

We are the largest provider of education and training by a significant margin. As well as our current learners, Te Pūkenga anticipates assuming responsibility for many of the 138,000 trainees and apprentices nationally over the next two years.

Te Pūkenga subsidiaries, together with the transition Industry Training Organisations (TITOs), helped 65,000 people complete qualifications at all levels of the New Zealand Qualifications Framework in 2019.

As we integrate industry training into our new network, direct relationships will be forged with the 35,000 employers that make their workplaces available for on-the-job training.





# Operating context

*We are guided by the Tertiary Education Strategy, the current priorities set for us by the Minister of Education and the need to deliver on the promise of the Reform of Vocational Education.*

## Overview

The way in which we undertake our role shaped by our strategic priorities reflects our operating context.

This context includes the Tertiary Education Strategy, the current priorities set for us by the Minister of Education and the economic and social situation in which we operate.

## 2021 as a transitional year

Te Pūkenga will focus its main efforts on setting up systems and ways of working across the network in 2021 that place learners at the centre and prioritise equity for Māori.

Key to 2021 will be ensuring the subsidiary network can maintain or improve the results each delivers while still working collaboratively on reimagining the future of vocational education.

While the targets identified in this Statement of Intent are the aspirations of Te Pūkenga, the operationalisation of those aspirations still sits within the subsidiary network. When or if this will change will be determined by the operating model design and the resulting implementation plan, not due to be delivered until late 2021.

## Tertiary Education Strategy

The Tertiary Education Strategy sets out the government's priorities for tertiary education that are intended to ensure the success and wellbeing of learners in tertiary education.

The objectives of the Tertiary Education Strategy are:

- Learners at the centre – learners with their whānau are at the centre of education.

- Barrier-free access – great education opportunities and outcomes are within reach for every learner.
- Quality teaching and leadership – quality teaching and leadership make the difference for learners and their whānau.
- Future of learning and work – learning that is relevant to the lives of New Zealanders today and throughout their lives.
- World class inclusive public education – New Zealand education is trusted and sustainable.

The Tertiary Education Strategy is intended to help create education environments that are learner-centred, and where more of our learners, and especially more of our Māori and Pacific learners, are successful.

## Expectations set by the Minister of Education

Te Pūkenga operates in line with expectations set by the Minister of Education. The current expectations guide our priorities for the medium-term, covering the period of this Statement of Intent.

At their heart, these expectations challenge us to ask "what will this actually mean for students, trainees, apprentices and employers and their communities?".

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

## *The Reform of Vocational Education*

The Reform of Vocational Education (RoVE) is wide-ranging, with a long-term focus, to create an accessible, affordable, flexible and high-quality vocational education system that will provide learners with the training they need in a rapidly changing world.

The cornerstone of the reform is the design and implementation of a longer-term operating model for Te Pūkenga. The model will create a sustainable, national network of regionally accessible vocational education and training, which is responsive to the needs of all regions of New Zealand, their learners, industries, employers and communities.

Our central challenge is to deliver our core functions to an excellent standard, mobilise the opportunities inherent in the transformation and take advantage of the opportunities that rationalisation presents to enhance our financial sustainability.

We are progressively bringing the sixteen former Institutes of Technology and Polytechnics into a single network and will, over the next two years, plan to transition the majority of trainees and apprentices currently supported by the Transitional Industry Training Organisations (TITOs) into a single network.



# Strategic intentions

*Our transformation programme, the Transition Pathway, is the key mechanism whereby we lay the foundation to deliver on our vision and purpose.*

## Overview

Providing responsive vocational education experiences that meet regional and national needs and improve participation, access and success for learners, employers and industry, and communities is a large and complex task.

We have seamlessly transitioned the Institutes of Technology and Polytechnics as stand-alone entities to subsidiaries of Te Pūkenga, implemented a governance structure that aligns our network with the intentions of RoVE and laid the foundation for our future transformation.

Our focus now turns to developing and implementing the unification of our network. We have prioritised several strategic intentions that deliver the transformative change needed to achieve our vision and the outcomes we seek, as guided by our current Letter of Expectation and statutory objectives.

## Our vision and purpose

Our vision is: **Learning with purpose, creating our futures**  
**He akoranga whaihua – kia waihanga i te ao o āpōpō.**

Our statement of purpose is:

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

## Our values

Our values guide how we work.

- Manaaki. Aroha. Tiaki.  
We reach out and welcome in.
- Mahi Tahi. Whanaungatanga. Tātai hono Mahi tohungatanga.  
We learn and achieve together.
- Kia tupu, kia hua, Tu horomata, Tohungatanga  
We strengthen and grow the whole person.

## Our priorities

To deliver on this vision, we have five priorities:

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

These priorities signal our strategic intentions and the direction Te Pūkenga will be taking as an organisation to achieve the outcomes we seek.

## Transition pathway underpins our strategy

We are designing the future of vocational learning for New Zealand. The Transition Pathway, our establishment and transformation programme through to 2022:

- brings together our legacy Institutes of Technology and Polytechnics and, as appropriate, TITOs into a single institution,
- transforms the network, its delivery models, its Te Tiriti o Waitangi relationships, its physical and digital presence, and engagement approaches, and
- actively manages the provider network, so it continues to operate effectively through significant financial stress.

The Transformation workstreams are the priority workstreams designed to meet the needs of the current Letter of Expectation and adhere to the intent of RoVE.



The Transition Pathway is the key mechanism whereby we lay the foundation to transform Te Pūkenga successfully into the leading provider of on-job, on-campus and online vocational education in Aotearoa that is responsive to the needs of all regions of New Zealand, their learners, industries, employers and communities.

The following subsections provide further detail and describe how we expect our subsidiaries to deliver on each of our strategic intentions, asking the following questions:

- a) why is this important?
- b) what does success look like?

How we propose to measure our performance against these strategic intentions and our reportable outputs is provided in our annual *Statement of Performance Expectations*.

### ***Strategic Intentions for Te Pūkenga***

In order to deliver on our statutory functions, vision, and outcomes, we have prioritised our work into nine strategic intentions.

The Minister's current Letter of Expectation requires us to achieve a balance between delivering transformative change and delivering on our core business-as-usual functions with our network of subsidiaries.

Our strategic intentions are divided into two categories:

#### ***Transformation Programme***

- 5.1 Mana Ōrite – Māori Partnerships and Equity
- 5.2 Ko te Ākonga te Pūtake – Ākonga at the Centre
- 5.3 Hāngai ki te Kaitukumahi – Employer Aligned
- 5.4 Whakaumu i te ako – Operating Model
- 5.5 Ahumahi, Ahuako – TITO Transition & Work-based Learning
- 5.6 He Tukunga Auaha – Academic Delivery Innovation

#### ***Core Capability and Enabling Projects***

- 5.7 Whātui Mahi Tahī – Network Collaboration
- 5.8 Mana Tiaki, Manu Mātai – Governance and Accountability Framework
- 5.9 Tātai Rawa – Capital Asset Strategy and Network Stabilisation

Our first full year of operation, 2021, will be a year of transition. Te Pūkenga will focus on understanding our learners, how we can achieve equity for Māori and what is important to our employers before embarking on wide scale changes.

This deep understanding will be used to inform the design of our operating model. The model will be designed by the network, for the network. People-led change, capability building, and open and transparent communication will underpin the transformation programme and our choices about where to focus effort in 2021. The implementation of the operating model will begin in 2022.

Accordingly, the key objectives of the Transformation Programme are as follows:

- Mana Ōrite – Māori Partnerships and Equity, which will deliver collaborative approaches with Māori, embed the Te Tiriti o Waitangi Excellence Framework throughout all Te Pūkenga activities and articulate core objectives within a rautaki co-designed and agreed to with Māori partners.
- Ko te Ākonga te Pūtake – Ākonga at the Centre, which will deliver a greater understanding of ākonga so we can deliver for the unique needs of all learners, including those who have been traditionally under-served.
- Hāngai ki te Kaitukumahi – Employer Aligned, which will ensure we are aligned to the needs of employers throughout the transformation programme.



- Whakaumu i te ako – Operating Model, which will deliver a design putting learners at the centre, meeting employer and community need and delivering equitable outcomes for Māori.
- He Tukunga Auaha – Academic Delivery Innovation, which will deliver innovative and flexible delivery products, modes and practices that meet the changing needs of learners.
- Ahumahi, Ahuako – TITO Transition and Work-based Learning, which will deliver our readiness for work-based training and support.










Alongside these workstreams are the Core Capabilities and Enabling Projects, a series of smaller projects to establish our head office and ensure the Transformation workstreams meet financial and quality expectations.

We also recognise that to deliver on our strategic intentions, we must have the right people, technology, resources and a stakeholder-focused organisation (see Managing organisational health and capability).



# LIVING DOCUMENT (DRAFT)

## Te Pūkenga Programme Workstreams - Overview 27 October 2020

	TRANSFORMATION PROGRAMME						CORE CAPABILITY & ENABLING PROJECTS		
Te Pūkenga Workstreams									
	<b>Mana Ōrite</b> <i>Māori Partnership &amp; Equity</i>	<b>Ko te Ākonga te Putake</b> <i>Ākonga at the Centre</i>	<b>Hāngai ki te Kaitukumahi</b> <i>Employer Aligned</i>	<b>Whakaumu i te ako</b> <i>Operating Model</i>	<b>Ahumahi, Ahuako</b> <i>TITO Transition &amp; Workbased Learning</i>	<b>He Tukunga Auaha</b> <i>Academic Delivery Innovation</i>	<b>Whātui Mahi Tahī</b> <i>Network Collaboration</i>	<b>Mana Tiaki, Manu Mātai</b> <i>Governance &amp; Accountability Framework</i>	<b>Tātai Rawa</b> <i>Capital Asset Strategy &amp; Network Stabilisation</i>
Objectives	<b>Te Pūkenga is centred on inclusivity and equity for all learners and their Whānau</b>								
	<p>Ensure our systems and services work well for Māori; and respond with excellence to the priorities of Māori learners and their whānau, and to the wider aspirations of hapū and Māori hāpori throughout Aotearoa; in accordance with Te Tiriti o Waitangi.</p> <p>In our work practice we will co-design approaches that meet Ka Hikitia expectations with Māori, to facilitate <i>Māori succeeding as Māori</i> throughout vocational education.</p>	<p>Develop learner journey maps and undertake analytics to inform the design of our future operating model.</p> <p>Ensure the unique needs of ākonga, including Māori, Pacific Peoples, disabled and other under-served learners, are met through co-design with our learners, their whānau and our stakeholders.</p> <p>Develop momentum strategies that Te Pūkenga can implement as we transition to the new operating model.</p>	<p>Develop employer journey maps and undertake analytics to inform the design of the future operating model.</p> <p>Ensure the needs of employers are aligned throughout the wider transformation programme.</p> <p>Develop momentum strategies that Te Pūkenga can implement as we transition to the new operating model.</p>	<p>In partnership with Māori design the institute's new operating model which will form the blueprint that achieves equity for Māori, places learners at the centre and is employer aligned.</p> <p>Develop an implementation plan that will take Te Pūkenga from its current state to the future state.</p>	<p>Develop a practical implementation plan to transition TITO arranging training function and capability. Develop Te Pūkenga readiness to provide work based learning.</p> <p>Consider and address the key operational risks associated with any transition of TITOs to Te Pūkenga.</p> <p>Integrate arranging training function and capability into Te Pūkenga operating model.</p>	<p>Design and plan our qualification and regulatory framework to support the transformation of our teaching and learning models.</p> <p>Support deeper and wider engagement with academic staff to support change (Discipline Forums).</p>	<p>Support collaboration of efficiency gains across the network.</p> <p>Respond to COVID-19 training skills and needs development.</p> <p>Improve accessibility for learners across the sector (i.e. Technology Access Fund).</p> <p>Support a reset of Internationalisation strategy against the post COVID-19 environment.</p>	<p>Design and develop functions of the new entity that can effectively monitor consolidated performance of the group.</p> <p>Development of the Te Pūkenga Investment Plan.</p> <p>Establish Staff and Learner Committees</p>	<p>Physical footprint assessment and evaluation.</p> <p>Progress the development of a capital asset management policy and strategy, an asset management information system, and a sector-wide improvement plan.</p>
Letter of Expectation Reference	<b>Te Tiriti o Waitangi partnership guides our decision-making processes</b>								
	<b>EXPECTATION 1</b> Te Tiriti o Waitangi	<b>EXPECTATION 2</b> Ākonga at the centre	<b>EXPECTATION 6</b> Accountable to all stakeholders	<b>EXPECTATION 5</b> Striking the right balance – delivering transformative change and core business	<b>EXPECTATION 3</b> Collaborative working	<b>EXPECTATION 2</b> Learners at the centre	<b>EXPECTATION 3</b> Collaborative working	<b>EXPECTATION 6</b> Accountable to all stakeholders	<b>EXPECTATION 2</b> Ākonga at the centre

**PLEASE NOTE:**  
The workstreams above are the priority workstreams designed to meet the needs of the Letter of Expectations and adhere to the intent of Te Pūkenga Charter and Reform of Vocational Education. Alongside these workstreams are a series of smaller projects and tasks that will ensure the operational requirements of head office are met and that the workstreams adhere to a consistent project methodology, are on time, within budget and of the quality required to meet the expectation of the Te Pūkenga Council, education agencies and Minister of Education. Stakeholder engagement, communication of progress and transformation initiatives and continued quality assurance is inherent across all workstreams.

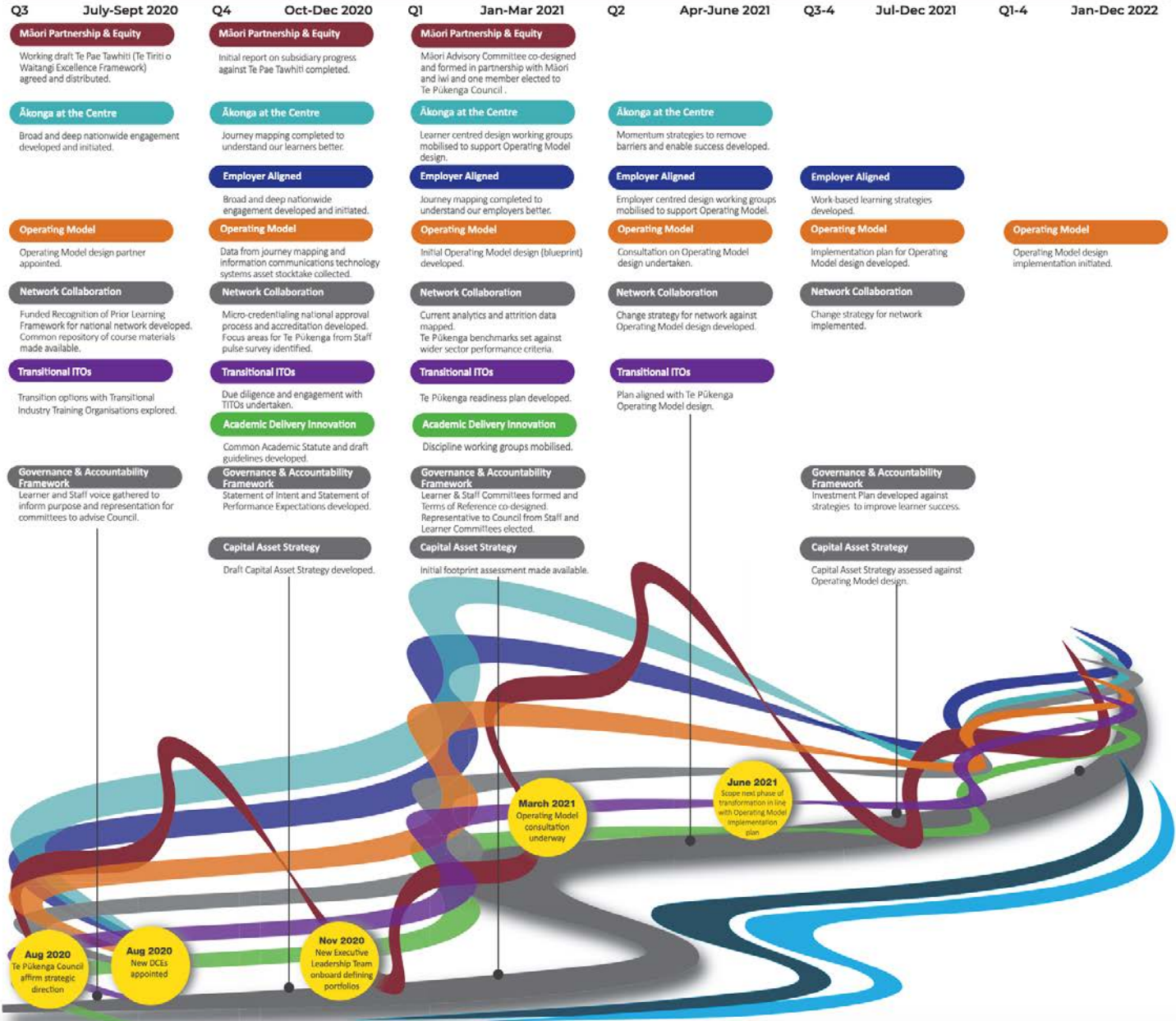


Te Pūkenga

Designing the future of vocational learning for New Zealand

Transition Pathway

People-led change, capability building and transparent communication underpin the Transition Pathway and are integrated throughout the Transformation Programme and Te Pūkenga operational plans.



- Māori Partnership & Equity *Mana Ōrite*
- Ākonga at the Centre *Ko te Ākonga te Putake*
- Employer Aligned *Hāngai ki te Kaitiukumahi*
- Operating Model *Whakaumu i te ako*
- Network Collaboration *Whāteu Mahi Tahi*
- Transitional ITOs *Ahuhahi, Ahuako*
- Academic Delivery Innovation *He Tukunga Auaha*
- Governance & Accountability Framework *Mana Tiaki, Manu Mātai*
- Capital Asset Strategy *Taitai Rawo*

DRAFT

This is a living document that will be amended as the design and planning of the transformation programme progresses. Version 1.0





# Mana Ōrite – Māori Partnerships and Equity

## Why is this important?

Under Te Tiriti o Waitangi, the Government, education sector agencies and Crown entity providers take joint responsibility with Māori to ensure the education system delivers with and for Māori. The Charter equally requires Te Pūkenga to:

- Ensure its governance, management, and operations give effect to Te Tiriti o Waitangi.
- Recognise that Māori are integral to regional, social, environmental and economic development.
- Commit to improving outcomes for Māori learners, whānau, hapū, iwi, and employers.

## What does success look like?

We expect our subsidiaries to meet our obligations as a Tiriti partner by making sure our systems and services work well for Māori, and respond with excellence to the priorities of Māori learners and their whānau and to the wider aspirations of iwi and Māori communities throughout Aotearoa, in accordance with Te Tiriti o Waitangi.

Our vision for an effective partnership involves:

- Commitment to Te Tiriti o Waitangi being embedded in our organisational policy and practices.
- Equity for Māori learners being embedded in the culture, delivery and outcomes across the whole of our network.
- Governance and leadership decisions being 'interrogated' for their ability to transform the status quo and deliver equitable outcomes for Māori.
- Māori rangatiratanga being supported by enabling Māori as individuals, whānau, hapū, iwi, mana whenua, or a combination of these, being actively engaged and able to participate in decision making.
- Local knowledge, interests and values being valued, validated and protected.

In our work practice, we are co-designing approaches that meet Ka Hikitia expectations with Māori, to facilitate Māori succeeding as Māori throughout vocational education – a key expectation of Te Pūkenga as set out in the Minister's current Letter of Expectation.



Image by BCITO





## Taking action and assessing progress

We are achieving partnership through collaborative approaches with Māori, embedding our Tiriti o Waitangi Excellence Framework - Te Pae Tawhiti throughout all Te Pūkenga activities, and articulating core objectives within a rautaki co-designed and agreed to with our Māori partners.

Ref	Outcome	Measure	Target/Desired Trend	Rationale
<b>Goal: Mana Ōrite – Māori Partnerships and Equity</b>				
1.1	A relentless focus on equity and ensuring participation – we honour and uphold Te Tiriti o Waitangi in all we do	Mechanisms are in place to enable an effective partnership with Māori including a Māori advisory committee co-designed and formed in partnership with Māori and iwi, and one member elected to Te Pūkenga Council	Achieved	The transition pathway provides for the implementation of a range of mechanisms that give effect to this strategic intent
1.2	A relentless focus on equity and ensuring participation – we honour and uphold Te Tiriti o Waitangi in all we do	Percentage of Student Achievement Component-funded domestic equivalent full-time Māori learners completing courses successfully at levels 4-7	Disparity reducing	The tertiary education system is not delivering equitable outcomes for Māori learners
		Percentage of Student Achievement Component-funded domestic equivalent full-time non-Māori and non-Pacific learners completing courses successfully at levels 4-7		
1.3		Percentage of Student Achievement Component-funded domestic equivalent full-time Māori learners completing courses successfully at levels 7 and above	Disparity reducing	
		Percentage of Student Achievement Component-funded domestic equivalent full-time non-Māori and non-Pacific learners completing courses successfully at levels 7 and above		

**Sources** 1.1 New measure based on organisational self-assessment against Te Pae Tawhiti at a network and subsidiary level.  
1.2/1.3 Educational Performance Indicators. Baseline for measurement set as 2021 calendar year.





# Ko te Ākonga te Pūtake – Ākonga at the Centre

## Why is this important?

Our central focus is putting learners at the centre of everything we do, as we ensure that we deliver for the unique needs of all learners, including those who have been traditionally under-served, such as Māori, Pacific Peoples, and disabled learners.

It is important that we promote equitable access to learning opportunities for learners across all regions, and have culturally responsible delivery approaches, whether on-campus, in the workplace, online or otherwise.

## What does success look like?

Te Pūkenga will lead transformation in the vocational education sector by placing learners at the centre of everything we do. We will partner with the Tertiary Education Commission (TEC) and through our subsidiaries to adopt the Learner Success Framework to build on work underway within the sector with respect to student pathway mapping, learner-centred design, and rigorous data analytics.

We will work with our subsidiaries to develop learner journey maps and undertake quantitative learner analytics to inform the design of our future operating model, and ensure that the unique needs of ākonga, including Māori, Pacific peoples, disabled and other under-served learners, are met through co-design with ākonga, their whānau and our stakeholders.

Te Pūkenga will develop momentum strategies that we can implement as we transition to the new operating model.

Our success will be evident where there is:

- Mechanisms in place for learners to influence governance and other decision-making at an organisation-wide level.
- Effective engagement with advisory committees and, in particular, subsidiary academic committees.
- Co-ordination with subsidiaries in delivering the Trades and Apprenticeships Training Package, and other leverage points for network-wide delivery.
- Capability and capacity in organisation-wide systems and programmes to meet the needs of learners across New Zealand and to be responsive to impacts of COVID-19.
- A new suite of pathways and programmes that are suitable for the post-COVID-19 environment by looking at innovative learning delivery, developed in collaboration with workforce development councils, TITOs and other industry organisations. Regional Skills Leadership Groups and international education partners.



## Taking action and assessing progress

We are putting Ākonga at the Centre by engaging with work-based, online and campus-based learners and staff and, in particular, those that are currently underserved in the vocational education sector.

Ref	Outcome	Measure	Target/Desired Trend	Rationale
<b>Goal: Ko te Ākonga te Pūtake – Ākonga at the Centre</b>			Desired Trend	
2.1	Delivering customised learning approaches that meet the needs of learners and trainees wherever they are	Percentage (or number) of subsidiaries who have adopted the Learner Success Framework	Increasing	The Learner Success Framework provides an organising approach to working with learners
2.2		Learner-centred design working groups mobilised	Achieved	These working groups will ensure that the learner voice is reflected in our decision-making, particularly in relation to the design of the new operating model
2.3		Learner committee formed and representative to Council elected	Achieved	The learner committee will provide a voice for learners in terms of governance and other decision-making

**Sources:** 2.1 New measure based on organisational self-assessment of adoption of the Learner Success Framework.  
2.2/2.3 New measures based on operational performance.





## Hāngai ki te Kaitukumahi – Employer Aligned

### Why is this important?

Te Pūkenga is ensuring that the needs of employers are aligned throughout the wider transformation programme so that we can be relevant and responsive to the changing needs of employers.

During the next two years as we integrate industry training into our new network, Te Pūkenga will forge direct relationships with up to 35,000 employers that make their workplaces available for on-job training.

There is an exciting opportunity before us to proactively engage more employers in on-job training, offer education and training at scale nationally and demonstrate the kind of leadership that our changing economy and society demands.

### What does success look like?

We are developing employer journey maps and undertaking analytics to inform the design of the future operating model and ensure the needs of employers are aligned throughout the wider transformation programme.

We are developing momentum strategies that we can implement as we transition to the new operating model so that we can build on these insights.

Our success will be evident where there is:

- Evidence that employers consider Te Pūkenga to be a long-term strategic partner in meeting skill needs.
- Clear and coordinated pathways to support industry to transition or employees to reskill to meet labour market needs.
- Our partnerships with Māori employers are deep and sustained and aligned with the investment horizons of iwi-owned businesses.



## Taking action and assessing progress

We are building a new approach to engaging with employers that emphasises seamless pathways into work-based learning, enables customised skill development embedded into workplaces and recognises the changing nature of work.

Ref	Outcome	Measure	Target/Desired Trend	Rationale
<b>Goal: Hāngai ki te Kaitukumahi – Employer Aligned</b>			Desired Trend	
3.1	Services that meet the specific regional needs of employers and communities	Number of employers engaged with Te Pūkenga programmes	Increasing	Sustaining and increasing employer engagement with vocational education and training is a key outcome sought through the reform of vocational education

**Sources:** 3.1 New measure based on number of employers who have entered into training agreements per Industry Training Register reporting.





# Whakaumu i te ako – Operating Model

## Why is this important?

A key component of the transformation programme for Te Pūkenga is, in partnership with Māori, the design and implementation of its operating model – the blueprint that will put learners at the centre, meet employer and community needs and deliver equitable outcomes for Māori.

The process we use to co-design the operating model will be key to its success. We will employ a collaborative co-design approach, where broad and deep feedback and insight from the network's 10,000 staff, hundreds and thousands of learners and trainees, employers, iwi, Māori, hapū, whānau, international education partners and those who support learners will help inform the design of all facets of the operating model – people, process, tools and technology.

The operating model will be used to create a sustainable, national network of regionally accessible vocational education and training, which is responsive to the needs of all regions of New Zealand, their learners, industries, employers, and communities. The implementation of the operating model will take Te Pūkenga from its current state to its future state.

## What does success look like?

Our success will be evident when the operating model aligns with the Charter and:

- Delivers vocational education that is more relevant to work and provides the skills that learners, employers and communities need to thrive.
- Has learners and employers at its centre in all decisions.
- Ensures greater consistency in vocational education across the network.

- Responds to regional needs and enable regions to share resources, support each other and share accountability.
- Increases the use of technology in curriculum delivery and continuously reviews and develops the best options and products for delivering learning and support through workplace, on-campus and online learning.
- Optimises our digital assets to support a sector solution for the current COVID-19 situation.
- Encourages employers' participation with flexible work-integrated learning which will become an increasingly important part of the vocational education system.
- Provides learners with more support while they are training, enable them to move seamlessly between regions and between work-based and provider-based training, and to continue training more easily if their employment situation changes.



## Taking action and assessing progress

We are building a new operating model that puts learners at the centre, meets employer and community need and delivers equitable outcomes for Māori.

Ref	Outcome	Measure	Target/Desired Trend	Rationale
<b>Goal: Whakaumu i te ako – Operating Model</b>			Target	
4.1	Transitioning educational services smoothly and efficiently	Operating model designed and agreed by the Te Pūkenga Council by 31 December 2021	Achieved	The new operating model for Te Pūkenga is a key enabler of our ability to give effect to our Charter and functions

**Sources:** 4.1 New measure based on organisational self-assessment. Measure expires in 2021.





# Ahumahi, Ahuako – TITO Transition & Work-based Learning

## Why is this important?

A key transformational component of the reform of vocational education is the integration of on-job training with online and campus-based training.

This process will be a significant undertaking for Te Pūkenga as we forge direct relationships with the 35,000 employers that make their workplaces available for on-job training.

We have three main outcomes in mind through this transition: developing our readiness and capacity, delivering an effective, progressive transition and delivering equitable outcomes for Māori.

## What does success look like?

Success will be evident when the arranging training function of TITOs and relevant trainees and apprentices have transitioned seamlessly into the network in a coordinated and pragmatic way to the greatest extent possible.

We are working closely with TITOs and TEC as we prepare for this transition. These relationships complement our existing collaborations relating to trades academies and the COVID-19 response.

The successful integration of on-job training will involve careful coordination among TITOs, workforce development councils, employers and apprentices, including a phased approach.





## Taking action and assessing progress

We are developing a practical implementation plan and measures of success for the transition in collaboration with TITOs, with a focus on those that have indicated a willingness to move sooner.

Ref	Outcome	Measure	Target/Desired Trend	Rationale
<b>Goal: Ahumahi, Ahuako – TITO Transition &amp; Work-based Learning</b>			Desired trend	
5.1	Transitioning educational services smoothly and efficiently	Number of transition plans agreed	Increasing	We need to work with TITOs to support the transition of apprentices and trainees progressively, with all possible transitions to be completed by December 2022
5.2	Transitioning educational services smoothly and efficiently	Number of apprentices and trainees engaged in on-job training	Increasing	The number of apprentices and trainees demonstrates the extent to which the transition of learners and employers from TITOs has been seamless

**Sources:** 5.1 New measure based on count of transition plans agreed by Te Pūkenga Council. Measure expires in 2022.  
5.2 Data collected through Industry Training Register reporting.



## He Tukunga Auaha – Academic Delivery Innovation

### **Why is this important?**

We are consolidating sixteen subsidiaries together with the workplace training models of the TITOs into a single network. Each of these organisations has different approaches to the design and delivery of on-campus, online and work-based teaching and learning and academic regulation.

We need to build a system of academic delivery innovation that supports a seamless system of excellent education and training, increasingly standardises our education products and processes and delivers on our aspiration to put learners at the centre.

### **What does success look like?**

Successful delivery of this workstream will mean that we have a harmonised set of academic regulations and offer a common set of high-quality education and training programmes across our network.



## Taking action and assessing progress

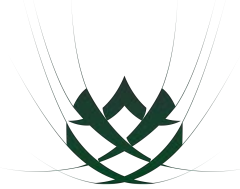
We are working closely with staff, learners and other stakeholders to build a high-competence/high-trust model for academic regulation that is designed to be principles-based, anchored in the context vocational education and training occurs, and empowers learner achievement, especially by Māori learners.

We are engaging staff in the efforts to establish a set of high-quality, standardised education products and processes that deliver on our aspiration to put learners at the centre.

Ref	Outcome	Measure	Target/Desired Trend	Rationale
<b>Goal: He Tukunga Auaha – Academic Delivery Innovation</b>			Desired trend	
6.1	Using our size and scale to strengthen the quality and range of education delivery throughout Aotearoa	Number of discipline areas where high-quality standardised education and training programmes are adopted across the network	Increasing	Harmonising our education products will support seamless pathways across the network, enhance consistency and reduce duplication of effort
6.2		Establish and mobilise discipline forums	Increasing	

Sources: 6.1 New measure based on organisational self-assessment.





## Whātui Mahi Tahi – Network Collaboration

### **Why is this important?**

The consolidation of our network is dependent on the adoption of collaborative work practices. We are bringing together staff from a range of contexts, and who possess a variety of experiences and knowledge.

We recognise the need to support staff to adopt these practices, share information and insights and thereby enable learners to benefit from the collective knowledge and understanding of the network.

Sharing information and insights is a key component of collaborative working and enables every learner to benefit from collective knowledge. Encouraging and supporting collaborative and collective work practices will also support the integration of subsidiaries within Te Pūkenga.

### **What does success look like?**

Successful delivery of this workstream will mean that staff and stakeholders experience open and transparent engagement across the network and feel encouraged to pursue opportunities for cross-sector collaboration with stakeholders.

These collaborations, whether internally or with partners such as industry, including Māori and Pacific people, employers, and communities at a local level, is intended to lead to transformational change across the network.



## Taking action and assessing progress

We will understand the educational output performance of our subsidiaries, including in relative terms, and develop and implement a change strategy so we can give effect to our new operating model.

Successful collaboration and partnership will be evidenced by:

- Supporting collaboration for efficiency gains across the network.
- Responding to COVID-19 training skills and needs development.
- Improving accessibility for learners across the sector (e.g., the Technology Access Fund).
- A reset of the internationalisation strategy in line with the goals of the International Education Strategy 2018-2030 and against the post-COVID-19 environment to focus on high quality education provision, long term sector sustainability and student experience and wellbeing.

- Working closely with workforce development councils and regional skills leadership groups as they are established leveraging insight from these entities to enhance learner outcomes.
- Regular and genuine communication and engagement with stakeholders, including learners and staff.
- Providing opportunities for input and decision making by stakeholders in decision making with programmes embedding learner, staff and whānau voice.

Ref	Outcome	Measure	Target/Desired Trend	Rationale
<b>Goal: Whātui Mahi Tahi – Network Collaboration</b>				
			Desired trend	
7.1	Using our size and scale to strengthen the quality and range of education delivery throughout Aotearoa. Excellence in educational provision for all	Percentage of internal stakeholders who agree that Te Pūkenga is operating as a single entity	Increasing	Stakeholder perceptions of the cohesion of our network are an indicator of the effectiveness of our collaboration
7.2		Percentage of external stakeholders who agree that Te Pūkenga is operating as a single entity	Increasing	
7.3		New internationalisation strategy developed	Achieved	Repositioning of our international education offerings are needed to support national goals and strategies to reposition vocational education for international students

Sources: 7.1/7.2 New measures based on annual survey of staff engagement and survey of stakeholders respectively.





# Mana Tiaki, Manu Mātai – Governance and Accountability Framework

## Why is this important?

Te Pūkenga is required to comply with relevant legislation, investment funding requirements and conditions and demonstrate alignment with good governance practice.

We need to build robust policies, systems and an organisational culture to ensure we understand our obligations, monitor progress and demonstrate accountability across the network.

## What does success look like?

Te Pūkenga is identified as a high-performing organisation that consistently demonstrates good governance and accountability practice, it has the capacity and capability to effectively monitor the consolidated performance of the network and can effectively monitor and govern the subsidiaries until their consolidation into the full network is complete.



## Taking action and assessing progress

Te Pūkenga will establish the structures and systems we require to demonstrate good practice in governance and accountability. Our governance framework will:

- Ensure the development of our Investment Plan.
- Establish our staff, students' and Māori advisory committees, together with Poari Akoranga (our academic board).
- Ensure that subsidiaries comply with the same requirements for public reporting as all TEIs.
- Provide accountability for our performance against agreed outcomes and which facilitate effective monitoring of progress and management of risks.
- Ensure collaboration with TEC, including communication channels of Council and committee papers, along with financial reporting.
- Inform the overall RoVE with our progress, including involvement of key team members, integrated design, where appropriate, and comprehensive testing.
- Draw on external reviews of our governance arrangements to ensure that these are high-performing.
- Give effect to the 'no surprises' policy by keeping the Minister and TEC informed of matters of significance.

Ref	Outcome	Measure	Target/Desired Trend	Rationale
Goal: Mana Tiaki, Manu Mātai – Governance and Accountability Framework			Target	
8.1	Using our size and scale to strengthen the quality and range of education delivery throughout Aotearoa. Excellence in educational provision for all	All legislative requirements met	Achieved	Compliance with legislative requirements represents a baseline against which we can demonstrate accountability
8.2		External review completed	Achieved	External reviews of the effectiveness of the Council will help to ensure that the effectiveness of governance arrangements is optimised

Sources: 8.1 New measure based on organisational self-assessment of compliance.





# Tātai Rawa – Capital Asset Strategy and Network Stabilisation

## Why is this important?

Te Pūkenga is responsible for managing its capital assets in a manner consistent with the Government's expectations. Our capital asset strategy will need to determine the needs of Te Pūkenga at a network-level, rather than for each subsidiary separately, and support the new operating model.

## What does success look like?

We have a comprehensive understanding of our physical footprint, our capital asset management policy and strategy is in place and guiding our investment decisions, and our network assets are improving in quality.

Our capital asset management policy and strategy will ensure:

- Facilities are fit for modern teaching and learning, accessible, sustainable and are future-proofed. We require facilities that reflect workplace practices and experience and take account of blended learning with the capability to transition to online learning and other changing pedagogical practices.
- Utilisation of facilities is optimised – locally and across the system.
- Safety issues and maintenance issues are addressed, with a particular focus on seismic issues, water tightness, and other compliance matters.
- Excess capacity is identified, with a particular emphasis on reducing costs by disposing of assets that are no longer fit for purpose.





## Taking action and assessing progress

We need to assess and evaluate our physical footprint and progress the development of a capital asset management policy and strategy, and asset management information system, and a sector-wide improvement plan.

Ref	Outcome	Measure	Target/Desired Trend	Rationale
<b>Goal: Tātai Rawa – Capital Asset Strategy and Network Stabilisation</b>			Target	
9.1	Services that meet the specific regional needs of employers and communities	Capital asset management strategy is developed by 31 December 2021	Achieved	Compliance with legislative requirements represents a baseline against which we can demonstrate accountability

**Sources:** 9.1 Evidenced by minute of relevant Te Pūkenga Council meeting agreeing strategy. Measure expires in 2021.



# Managing organisational health and capability

## Why is this important?

To deliver on our strategic intentions, we must have the right people, technology, resources and a stakeholder-focused organisation.

Our organisational structures, systems and processes will need to be constantly revised and updated to support our people to perform at their best and enable effective decision-making and action at all levels of our organisation.

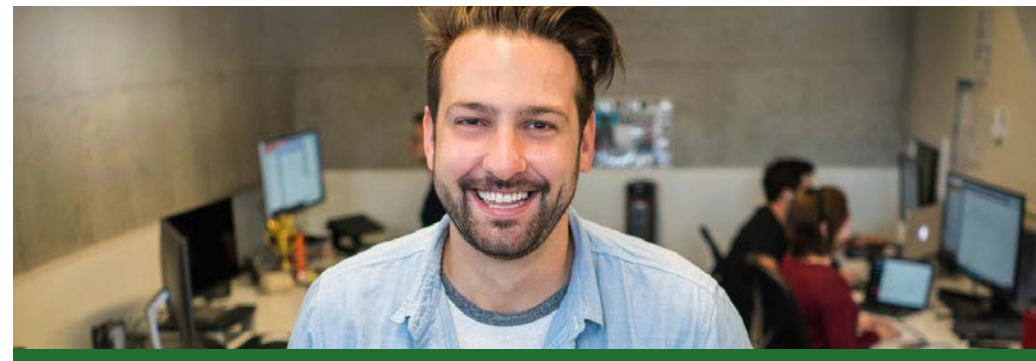
## What does success look like?

Our investments in our people enable them to deliver on the promise of our new operating model as we systematically link professional development to the goals of our organisation vision and strategic priorities.

We embedded Te Pae Tawhiti: 2020 to 2025, our Te Tiriti o Waitangi Excellence Framework, throughout our governance, leadership, teaching and professional staff development processes.

We deliver our new operating model because staff have the capabilities and expertise they need to provide seamless on-job, on-campus and online education and training.

Our people are clear about their role in contributing to our vision and priorities and feel supported to deliver excellent outcomes for our learners.



## Taking action and assessing progress

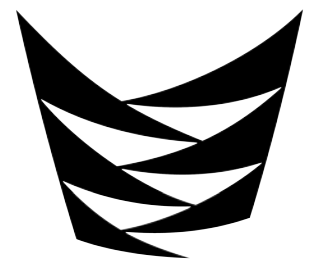
Ref	Outcome	Measure	Target/Desired Trend	Rationale
Goal: Managing organisational health and capability			Target	
10.1	Delivering customised learning approaches that meet the needs of learners and trainees wherever they are	Annual survey of staff engagement shows improving engagement overall	Achieved	Surveys of staff engagement provide a reliable indicator of organisational health and our capability

Sources: 10.1 New measure based annual staff survey.

He maire au  
ka pūkengatia.

Through the expertise  
passed to me, I stand  
tall and strong like  
the Maire tree.





**Te Pūkenga**