

Tō te Ākonga Reo me te Mahi Ngātahi Kaupapa-here | Learner Voice and Partnering Policy

Mō wai me te whānuitanga | Audience and scope

This policy applies to:

- all employees of Te Pūkenga, including contracted staff, and secondees providing services for Te Pūkenga, and those on fixed-term contracts (collectively referred to as Kaimahi in this policy); and
- where appropriate, Ohu Kaitiaki, which extends to all those operating at a governance level, including Council members and members of Council's advisory committees.

Mokamoka whakaaetanga | Approval details

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Policy sponsor (has authority to make minor amendments)	Andrew McSweeney – DCE Learner Employer Experience and Attraction	Policy owner	Te Pūkenga Council
Contact person	Simone Andersen	Date of next review	5 July 2024

Ngā whakatikatika | Amendment history

Version	Effective date	Created/reviewed by	Reason for review/comment
1	5 July 2023	Simone Andersen	Initial version

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1. Pūtake | Purpose

- 1.1. The purpose of this national policy is to support the wellbeing and safety of learners enrolled at Te Pūkenga. This policy facilitates understanding and response to learner voices, and partnering with learners, on practices and services that impact them.
- 1.2. This policy provides direction, standards, expectations, and guidance regarding Te Pūkenga learner voice and partnering, with the understanding that there may be differences in processes and procedures at place¹ in order to respond to local contexts.
- 1.3. This Policy reaffirms:
 - a) the statutory requirements that apply to Te Pūkenga under the Education and Training Act 2020, including the Charter in Schedule 13 of that Act
 - b) the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (especially Outcome 2)
 - c) the four Rau of Whiria Ngā Rau, adopted by Te Pūkenga Council (December 2021):
 - i) Whakapakari – learner voices are strengthened
 - ii) Whakawhanaungatanga – building connections with each other
 - iii) Akoranga – learning with and from each other
 - iv) Mahitahi – working together.

2. Ngā Mātāpono | Principles

- 2.1. Te Pūkenga as an organisation engages with its ākonga (learners) in a way that ensures the following:
 - a) Ākonga know that their voice is valued and see where and how their voice informs and contributes to all levels of Te Pūkenga.
 - b) Ākonga trust that their voice is captured in a safe way, reaches the people it should, and is responded to in suitable time and in a way that is appropriate to the interests and needs of the ākonga.
 - c) Ākonga experience meaningful opportunities to participate in decision-making on mahi that is likely to affect them and feel supported to do this.

3. Ngā Tauākī Kaupapa Here Matua | Key Policy Statements

- 3.1. Te Pūkenga organisation gives effect to the principles in this Policy in the following ways:
 - a) **Te Pūkenga operates a system for learner voice and partnering.**

¹ 'At place' is a term to refer to any given place in Aotearoa New Zealand where Te Pūkenga delivers teaching and learning.

- i) Te Pūkenga has practices that puts the needs of ākonga (with whānau) at the centre of all Te Pūkenga activities, enabling ākonga to be active participants in designing and shaping their own learning experience. These practices include kaupapa Māori approaches, and a range of engagement methods to cater to the diversity and individuality of learners.
- b) Te Pūkenga delivers effective practices to capture and respond to the voices of ākonga.**
 - i) Te Pūkenga has effective practices for analysing, understanding, and responding to the voice and views of Te Pūkenga ākonga, and regularly reviews those practices.
- c) Te Pūkenga elevates and gives priority to the voices of traditionally underserved learners.**
 - i) Te Pūkenga has effective practices to ensure the voices of underserved learners are elevated and prioritised in all its work. These priority learner voices include, but are not limited to, ākonga Māori, Pacific and disabled learners.
- d) Te Pūkenga delivers effective practices for partnering with ākonga.**
 - i) Te Pūkenga ensures learners, as key partners for Te Pūkenga, have opportunities to participate in decision-making matters, relevant to ākonga, and are supported to do so.

4. Ngā Haepapa | Responsibilities

Te whakatinana haepapatanga | Giving effect to responsibilities

- 4.1. Informed by Whiria Ngā Rau and underpinned by Te Pūkenga values, the following guides kaimahi in executing their responsibilities under this Policy:
- a) Hearing and responding to learners (with their whānau) is central to everything Te Pūkenga does.
 - b) Te Pūkenga prioritises the voices of underserved learners to support equitable outcomes.
 - c) Learners have opportunities to participate in decision-making that affects, or is relevant to, learners.
 - d) Te Pūkenga cares for learners' wellbeing by providing a safe and accessible learning environment where learners are supported to strengthen their voice and agency.
 - e) Te Pūkenga supports work-based learners to engage with their employer in regard to their participation in learner voice and partnering opportunities.
 - f) Te Pūkenga continuously progresses its standards of practice in learner voice and partnering and uses co-design approaches whenever possible.

Role	Responsibilities
Te Pūkenga Executive Leadership	<ul style="list-style-type: none"> • Support Te Pūkenga organisation and all kamahi to implement this Policy through the provision of national resources, induction and training and sharing of good practice. • Ensure Te Pūkenga government partners, for example New Zealand Qualifications Authority (NZQA), Ministry of Education (MoE) and Tertiary Education Commission (TEC) are aware of this Policy when they ask to engage with Te Pūkenga ākonga.

	<ul style="list-style-type: none"> • Monitor and report on implementation of this Policy across Te Pūkenga network. • Develop related policies to give effect to this Policy.
Te Pūkenga Business Divisions, regions, and kaimahi	<ul style="list-style-type: none"> • Implement processes, and procedures, consistent with national standardised approach and resources to give effect to this Policy. • Be familiar with the directions and standards of this Policy.
Ohu Kaitiaki	<ul style="list-style-type: none"> • Provide oversight of the implementation and outcomes of this Policy.

5. Ngā Tikanga | Definitions

Term	Definition
Ākonga, learner, and student	all mean the same thing and are used interchangeably. They refer to any person currently enrolled in study with Te Pūkenga, including apprentices and trainees, campus-based, or online, and includes both domestic and international students.
Accessible	means that all ākonga, especially disabled ākonga, can interact with Te Pūkenga in a way that is reasonable to meet their individual needs and promote their independence and dignity.
Co-design	is a human-centred design process that uses creative and participatory methods to design with stakeholders who have experiential knowledge and expertise. Te Pūkenga co-design approach blends international best practice alongside Te Tiriti best practice.
Engagement	is a broad and ongoing process of sharing information and involving interested parties in decision-making. At Te Pūkenga, engagement with learners occurs at a local, regional, and national level and is used to increase learner participation, retention, and achievement.
Learner (with their whānau) at the centre	is an approach that views learners as active agents who bring their own knowledge, experiences, learning, and ideas. Te Pūkenga involves learners as partners in their learning and actively seeks their participation in all aspects of the organisation that impact on them. Learners are viewed as individual agents within the context of their whānau. Learners with whānau draws on the principles of Ako which recognises that the learner and whānau cannot be separated.
Learner engagement	is any process that involves learners in problem solving or decision-making and uses learner input to make better decisions. Effective and genuine engagement supports relationships and is strength-based, and solutions focused.
Learner voice	is the expression of values, opinions, beliefs, perspectives, and cultural backgrounds of individual and groups of learners at Te Pūkenga. Learner voice creates opportunities for learners to improve their learning experience and

	contribute to decision making and mahi at Te Pūkenga. Learner voice may be sought by Te Pūkenga or volunteered by learners or learner representatives.
Learning environment	refers to the diverse physical and digital locations (e.g., teaching and learning, communal, and student accommodation), contexts, and cultures in which ākongā learn.
Mahi	means the work we do, including decision-making.
Partnering	with learners means working together in the spirit of collaboration and cooperation. Partnering involves high levels of interaction, mahi tahi (working together as one) and embracing points of view from each of the parties, leading to outcomes that reflect the input of each of the parties. This reflects principles in Whiria Ngā Rau.
Whiria Ngā Rau	(Progressing from Student Voice to Partnerships) published in September 2021 by the Ministry of Education, in partnership with National Student Associations. It describes ways to activate learner partnership and create a truly learner-centric education system. Te Pūkenga has adopted Whiria Ngā Rau as a framework to ensure learners are kept at the centre.
Underserved Learner	means those who are traditionally under-served by the education system, including (without limitation) Māori, Pacific, and disabled learners. ²

6. Ngā Hononga ki Tuhinga kē | Links to Other Documents

<p>Ngā Kaupapa-Here e hāngai ana Related policies</p> <ul style="list-style-type: none"> • Te Pūkenga Pastoral Care Policy • Tertiary Education Strategy • Ka Hikitia (Māori Education Strategy) • Whiria Ngā Rau (Progressing from Student Voice to Partnership) • This Policy is also informed by a body of research³ and engagement with ākongā and kaimahi.
<p>Ture whai take Relevant legislation</p> <ul style="list-style-type: none"> • Education and Training Act ss 319 and 324 -326 • Education and Training Act Schedule 13 Te Pūkenga Charter • Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

² Education and Training Act 2020 - Te Pūkenga Charter

³ Te Rito research and insights