

Te Piko Our strategy

Hōngongoi 2022 | July 2022



Te Pūkenga

Ngā ihirangi | Contents

Te Aho Kura Te Pūkenga Framework	3
Tirohanga Whānui Overview	4
Te wero Our challenge	5
Ō mātou tūāpapa Our foundations	6
Tō Mātou Tirohanga Roa Our Vision	6
Tō Mātou Pūtake Our Purpose	6
Ā mātou whāinga tōmua Our educational priorities	6
Ā Mātou Uara Our Values	7
Ngā Whāinga Matua Our Outcomes	8
Ngā Āinga Rautaki Our Strategic Drivers	10
Te Whakarite i ā mātou Whāinga Haumi Our Investment Objectives	11
Tō mātou Huinga Rautaki; He Tirohanga Whānui Overview of our Strategy Suite	12
Ko Tātou Our People	13
Te Whakoti i te Tauira Whakahaere Finalising the Operating Model	15
Te Mahere Mahi Te Pūkenga Work Plan	17
Te Ara Whai Tikanga (Te Whakawhiti ki Te Pae Tawhiti 1) Our Pathway (Transition to Horizon 1)	18
Te Ine i te Angitu Measuring our success	19
Tauākī Kawatau 2022 2022 Statement of Performance Expectations	19
Te Aronga ki Ngā Ākonga Our Approach to Learners	20

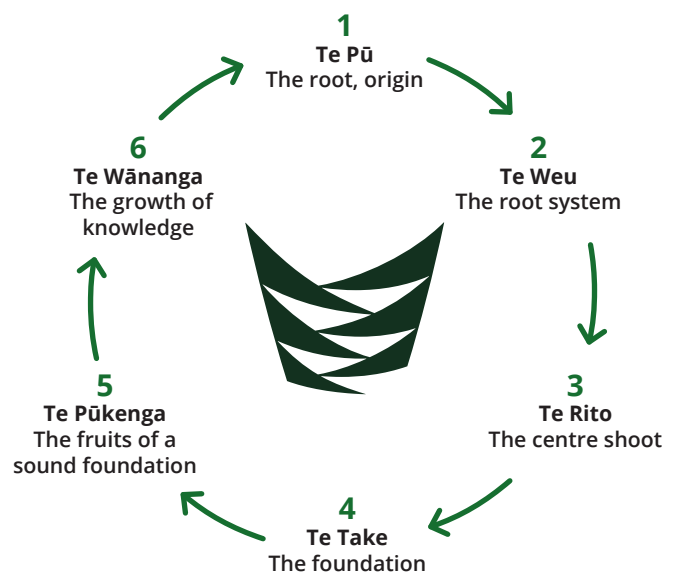
Te Aho Kura | Te Pūkenga Framework

The idea of Te Aho Kura is built around the two words 'Aho' and 'Kura'. Aho in this context means a line of descent similar to whakapapa (genealogy). It is the notion of following a natural and logical pathway from one idea, event, or process to the next. Therefore, the framework is the aho where one stage is followed sequentially by the next. Aho is often used as a structure or framework within Māori society, for example Te Aho Matua (education), Te Aho Tapu (weaving), Te Aho Taua (martial arts). The word kura can be associated with knowledge, treasures, sacred law and even philosophy. The combination of these words can be loosely translated as a theoretical educational framework.

A thriving pā harakeke or network requires the practice of continually learning and improving. Our cycle of reflective practice ensures throughout our whole journey we are taking an approach to learn and achieve together, holding a mirror to ourselves to ensure we are striving to improve. The following structure is taken from a karakia that speaks of the origins of knowledge and its wider benefits. Versions of this karakia are common throughout Aotearoa New Zealand and this structure could be described as universal Māori philosophy pertaining to knowledge, teaching, learning and academic achievement. It is important to note that this framework can be applied to many different situations and shaped to fit a variety of circumstances.

This approach reflects the stages required to develop and nurture a thriving pā harakeke:

1. **Te Pū | The root, origin** – the beginning of any undertaking or belief system, and all other stages flow from this source.
2. **Te Weu | The root system** – like these roots, Te Weu spreads out beneath the soil growing larger and stronger and they take on more minerals.
3. **Te Rito | The centre shoot** – the first visible growth of a plant.
4. **Te Take | The foundation** – the phase where the plant becomes self-reliant and builds a foundation upon which it can stand on its own.
5. **Te Pūkenga | The fruits of a solid foundation** – all of the elements of Te Pū, Te Weu, Te Rito and Te Take feed into the development of an individual who becomes a pūkenga.
6. **Te Wānanga | The growth of knowledge** – to ensure continuous growth, this same knowledge and understanding can also at times feed back into the beginning of another undertaking.



Te Piko is based on the whakataukī 'Ko te piko o te māhuri, tērā te tipu o te rākau'. The māhuri tree bends as it grows in order for it to grow into the tree it is to become. Our strategy will need to continually bend as Te Pūkenga adjusts and grows as a new organisation.

Tirohanga Whānui | Overview

Tō Mātou Tirohanga Roa | Our vision

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

Tō Mātou Pūtake | Our purpose

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

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

Ngā Whakaawenga | Enablers for change

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

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

Ā mātou whāinga tōmua | Our priorities

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

Ngā Whāinga Matua | Our outcomes

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

Ā Mātou Uara | Our values

Manawa nui

We reach out and welcome in

Manawa roa

We learn and achieve together

Manawa ora

We strengthen and grow the whole person

Ngā Tohu Whakatipu | Our Guiding Documents

Education and Training Act 2020 and Crown Entities Act 2004

Te Pūkenga — New Zealand Institute of Skills and Technology Charter

Minister's Letter of Expectations

Te Pae Tawhiti — Te Tiriti o Waitangi Excellence Framework

Ngā Arotakenga | Strategy review December 2022

Te wero | Our challenge

The formation of Te Pūkenga in April 2020, and conversion of the 16 Institutes of Technology and Polytechnics into subsidiaries of Te Pūkenga, created a network that collectively is the country's largest tertiary education provider. With the arranging training activities of the Transitional Industry Training Organisations coming into Te Pūkenga, we are becoming one of the largest providers of vocational education in the world.

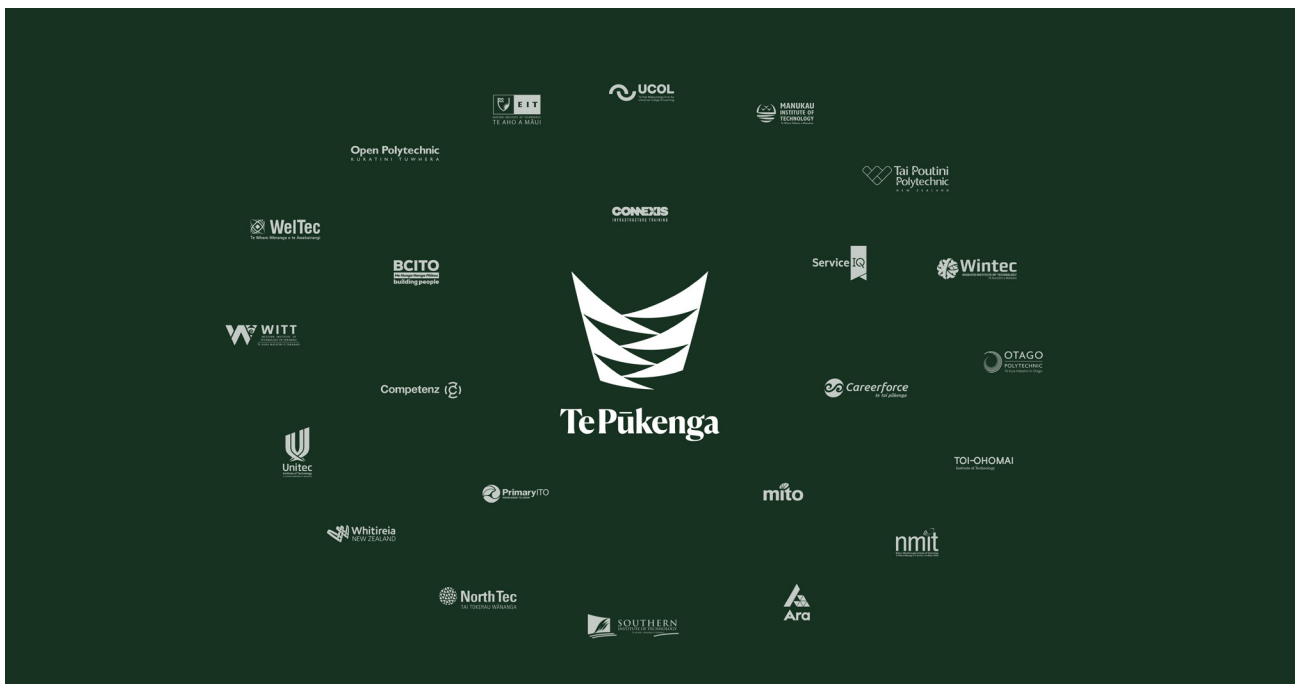
Our organisation is at the centre of a once-in-a-generation opportunity to design a vocational education and training system that is simple to understand and navigate, and responsive to the needs of learners and employers.

Importantly, the system needs to ensure equitable access and outcomes for all learners, particularly Māori, and be flexible enough to change as the need arises — to help Aotearoa New Zealand thrive in the future.

Our ambition is to transform the lives of our learners, their whānau, and the many businesses and communities participating in vocational education. It is a journey that is challenging and will be watched keenly. The transition to a fully functioning, cohesive and integrated national institute is a major undertaking and a challenge we relish.

However, our path is uncharted, our network is large and geographically dispersed, and we have a daunting task ahead of us. In addition, we are working through a major period of change, with a tight labour market, due to the global pandemic and our national response to COVID-19.

These challenges are not insurmountable, but they require Te Pūkenga to be strategic, considered and to carefully plan our path ahead.



Ō mātou tūāpapa | Our foundations

With this in mind, we have established the foundations of our organisation – the things remind us every day who we are and the ways we go about our mahi – our vision, purpose, and values guide everything we do.

Alongside our vision, purpose and values, we have also identified and described the outcomes we work towards. Our outcomes are aligned to the requirements of the Charter and the Minister’s Letter of Expectations and keep us focused on what’s important in the long-term. Te Pūkenga Council have also identified five educational priorities that allow us focus on particular elements of our outcomes in the near term as we transition to one organisation.

Tō Mātou Tirohanga Roa | Our Vision

Whakairohia he toki, tāraia te anamata

Learning with purpose, creating our futures.

Tō Mātou Pūtake | Our Purpose

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

Te Pūkenga provides excellent opportunities for learners, employers, and communities to support the needs of Aotearoa New Zealand now and for the future. Learners and their whānau are at the centre of all we do.

Ā mātou whāinga tōmua | Our educational priorities

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

Manawa nui

We reach out and welcome in

Manawa nui describes a person or group's behaviours that embody manaakitanga, humility, patience, respect, tolerance and compassion.

- We actively seek diversity knowing this supports equitable decision making and outcomes.
- We welcome everyone. Your unique worldview makes us who we are.
- We care about each other, demonstrating manaakitanga and gratitude and create safe places where people feel comfortable contributing and sharing.
- We seek the expertise of others, recognising we are part of a bigger picture.

Manawa roa

We learn and achieve together

Manawa roa describes a person or group's behaviours that embody staying power, resilience, fortitude, grit and doing what needs to be done to achieve the collective goal.

- We embrace opportunities to try new things and learn from our mistakes.
- We work together, always striving for better.
- We are about progress not perfection.
- We participate proactively and seek input from others.
- We provide feedback that is honest, constructive and respectful, in order to elevate each other's greatness.

Manawa ora

We strengthen and grow the whole person

Manawa ora describes a person or group's behaviours that embody breathing life into all aspects of another life form.

- We remove barriers and acknowledge the needs of others and their well-being.
- We empower people to give their best and recognise their unique contributions.
- We encourage initiative and contribution at all levels.
- We are generous with our time and expertise, and we look for opportunities to learn from others.
- We are transparent and open about decisions, and we support the decisions of others.

1

Give effect to Te Tiriti o Waitangi in all that we do

To give effect to Te Tiriti o Waitangi and the principles underpinning it, enabling strong partnerships with Māori, Te Pūkenga will need to enable active engagement with Māori in all levels of decision making, give effect to Te Tiriti o Waitangi through strategy and empowering Māori-led approaches, provide exceptional learning experiences and equitable outcomes for Māori, and embedding cultural capability as a performance expectation at network organisational and individual levels.

2

Provide exceptional learning experiences and equitable outcomes for Māori

To enable this, Te Pūkenga will need to prioritise equity and inclusivity for Māori and the need to increase access, relevant provision, engagement, and success for Māori learners, staff and their whānau. We will achieve this by meaningfully incorporating tikanga Māori, te reo Māori and mātauranga Māori across the network, and through encompassing Māori and Māori needs at all levels of decision-making, planning, course design and development, and wellbeing support.

3

Be learner centred. Recognise the diverse and unique needs of all learners, empowering diversity, belonging, safety and wellbeing

Te Pūkenga will put the needs of learners and their whānau at the centre, as partners in their learning, focusing on those currently underserved by the system (Māori, Pacific and disabled learners). This will be achieved through an organisational approach to understanding and meeting these needs, development of consistent infrastructure for supporting disabled learners, and taking a holistic approach when thinking about success for learners.

4

Partner with employers to deliver relevant work-integrated education and training that meets skills needs

We recognise that employers are an integral part of the national network of provision and will prioritise the delivery of education and training that is needed by industries and employers. Te Pūkenga will also expand industry training into smaller employers and niche sectors and deliver curriculum to meet current and future skills needs.

5

Be responsive and empowering to staff and learners

We will empower learners and staff on academic, non-academic and wellbeing matters, so their voices are heard, and they can influence priorities that matter to them. We will support staff to deliver customised and culturally responsive learning approaches to create a safe and comfortable environment.

6

Become a connected, relevant, and future focused education provider driven by innovation, research, data driven decision making and teaching excellence.

Te Pūkenga will promote the ongoing review and development of the best options, products and modes used to deliver learning, enabling continuous improvement. We will champion innovation in the network, develop collaborative practices, deliver a focus on digital and work-based learning and the use of technology to strengthen curriculum, and use data and analytics to understand and improve the system. Importantly, we will deliver education in a way that reflects learner, their whānau, employer and regional needs, adopting a reciprocal relationship with learners through ako.

7

Delivering regional flexibility and nationally consistent outcomes. Create barrier free access, mobility across, and clear pathways within the network for learners.

We will enable easy and equal access for all learners, whoever they are, wherever they are and at whatever stage of their life. We'll ensure that learners can transition seamlessly between online, on campus, and on-the-job modes of delivery, as well as between geographic locations. We'll ensure national consistency and strategic alignment, while also recognising the unique social and economic goals of communities and specific regional needs.

8

Become a sustainable network of provision creating social, economic, environmental and cultural wellbeing.

We will promote the total wellbeing (social, economic, environmental, spiritual and cultural) of our communities, driving a sustainable network through strategy and frameworks, ensuring learners are equipped to support our country's future sustainability.

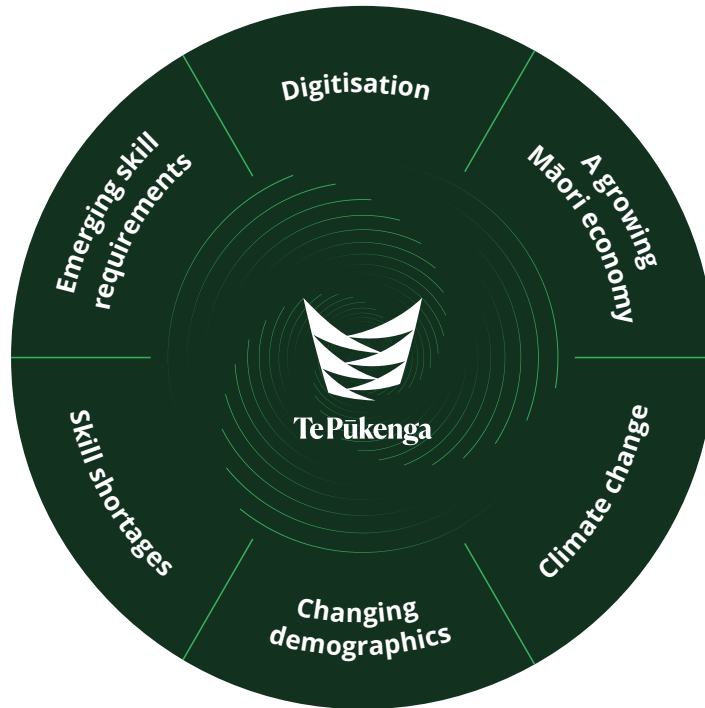
9

Focus on efficient and cost-effective delivery across the network.

We'll improve effectiveness and efficiency across the network by finding efficiencies and quick wins, reducing duplicated functions within the network, and enabling access to a high-quality network of infrastructure, building responsiveness, resilience, efficiencies, and sustainability.

Ngā Āinga Rautaki | Our Strategic Drivers

Several external drivers and trends are shaping present and future vocational education and training requirements and, therefore, influence the strategic direction of Te Pūkenga and transformational initiatives for Horizon 2.



Digitisation

Digital learning models are becoming more dominant. Remote teaching using digitised teaching and learning is now widespread, with continuous feedback and support for educators.

A growing Māori economy

The Māori economy (est \$69 billion in 2018) is now an integral component of the Aotearoa economy, and will continue to shape the country's economic landscape. Improvements in Māori education and employment outcomes will have positive flow-on effects for the economy.

Climate change

Transitioning to a climate-resilient and low-emissions Aotearoa, including products, services and infrastructure, provides both challenges and opportunities. Challenges include our emission-intensive sectors remaining internationally competitive. Opportunities include managing transition in a way that generates new jobs and businesses.

Changing demographics

An ageing population and declining birthrate means the size of our workforce is shrinking. Increasingly we need to supplement our local labour supply with international workers. Our population is also becoming diverse.

Skill shortages

Changing demographics, accelerating technological change, a minority of employers offering staff training and less on-the job training, apprenticeships and traineeships than historically is driving widespread and persistent skill shortages which is also exacerbated by COVID-19.

Emerging skill requirements

The technological evolution will bring skill disruption and graduates needing to step into more complex roles. Industry transferable skills (and credentialing these) including critical thinking, collaboration and digital literacy will become increasingly important, as well as learning in work settings.

Te Whakarite i ā mātou Whāinga Haumi | Our Investment Objectives

To provide clarity on key areas for investment of public funds in the Te Pūkenga programme of work Our Outcomes (described above) have been adapted to form seven investment objectives. Investment in Te Pūkenga aligned to these objectives addresses the Council Priorities and will deliver benefits across 4 broad categories as below:

Council Priorities*	Investment Objectives	Benefits
A relentless focus on equity and ensuring participation – we honour and uphold Te Tiriti o Waitangi in all we do.	1 Gives effect to Te Tiriti o Waitangi in all that Te Pūkenga does.	1 Enhanced Māori Crown partnership, embracing Māori succeeding as Māori.
	2 Provides exceptional learning experiences and equitable outcomes for Māori.	
Delivering customised learning approaches that meet the needs of learners and trainees wherever they are.	3 Is learner centred, recognising the diverse and unique needs of all learners and staff, empowering diversity, belonging, safety and wellbeing.	2 Equitable outcomes for traditionally underserved ākonga groups, their whānau and communities.
	4 Creates barrier free access to, and mobility within, the network. Delivering regional flexibility and nationally consistent outcomes.	
Services that meet the specific regional needs of employers and communities.	5 Partners with employers to deliver relevant work integrated education and training that meets skills needs.	3 Contributing to a more effective and relevant Vocational Education and Training (VET) System.
Using our size and scale to strengthen the quality and range of education delivery throughout Aotearoa. Excellence in educational provision for all.	6 Becomes a connected, relevant and future focused provider driven by innovation, collaboration and teaching excellence.	
	7 Focuses on efficient and cost-effective delivery across the network as well maintaining financial viability.	4 More efficient and sustainable VET network.

*The fifth Council priority, “Transition educational services in a smooth and efficient manner” applies across all investment objectives.

Tō mātou Huinga Rautaki; He Tirohanga Whānui | Overview of our Strategy Suite

Following the high-level strategic elements described in Te Piko a number of 'Tier 2' or 'functional' strategies have been developed or are under development. The table below shows the relationships between each strategy and the Council Educational Priorities.

	Council 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 New Zealand	Services that meet the specific regional needs of employers and communities	Transition educational services in a smooth and efficient manner
* Strategy is under development					
Learner Success and Equity Strategy	✓	✓			
Outcomes Framework	✓	✓	✓	✓	✓
Te Pae Mahutonga	✓			✓	
Te Pae Tawhiti Te Tiriti o Waitangi Excellence Framework	✓	✓	✓		
National Strategic Disability Action Plan		✓			
Learner Wellbeing and Safety Strategy		✓			
Learner Wellbeing and Services Strategy	✓	✓	✓	✓	
Learner Engagement Strategy and Framework	✓	✓	✓	✓	
International Strategy		✓		✓	✓
Investment Plan and Strategy	✓	✓	✓	✓	✓
Ako Framework	✓	✓	✓		✓
Employer Engagement Framework	✓			✓	
Digital Strategy	✓	✓			✓
ISSP*		✓	✓		✓
People, Culture and Wellbeing Strategy*	✓		✓		✓
Marketing and Communications Strategy	✓		✓	✓	✓
Sustainability Strategy*	✓		✓	✓	✓
Capital Asset Strategy			✓	✓	✓
Finance Strategy			✓		✓

Ko Tātou | Our People

Te Piko sets out a journey of possibility for all of us.

The uncharted path ahead, through a reimagined vocational education system, will require every one of us to be transformational within ourselves, to have the right mindset. Throughout all our policies, practices and processes, we need to embrace the level of change required to ensure access and equity for all New Zealanders to give effect to Te Tiriti o Waitangi and recognise wellbeing.

The scale of work ahead will require all our people to feel empowered and able to contribute to the developments and mahi. Our people throughout the network already have great insights into the opportunities and requirements to create enhanced success. Our opportunity is to unite our network who don't yet know the potential of their power in coming together, with a clear and conscious focus on delivery, removed from the distraction of competitive practices and the operational challenges fraught by funding limitations.

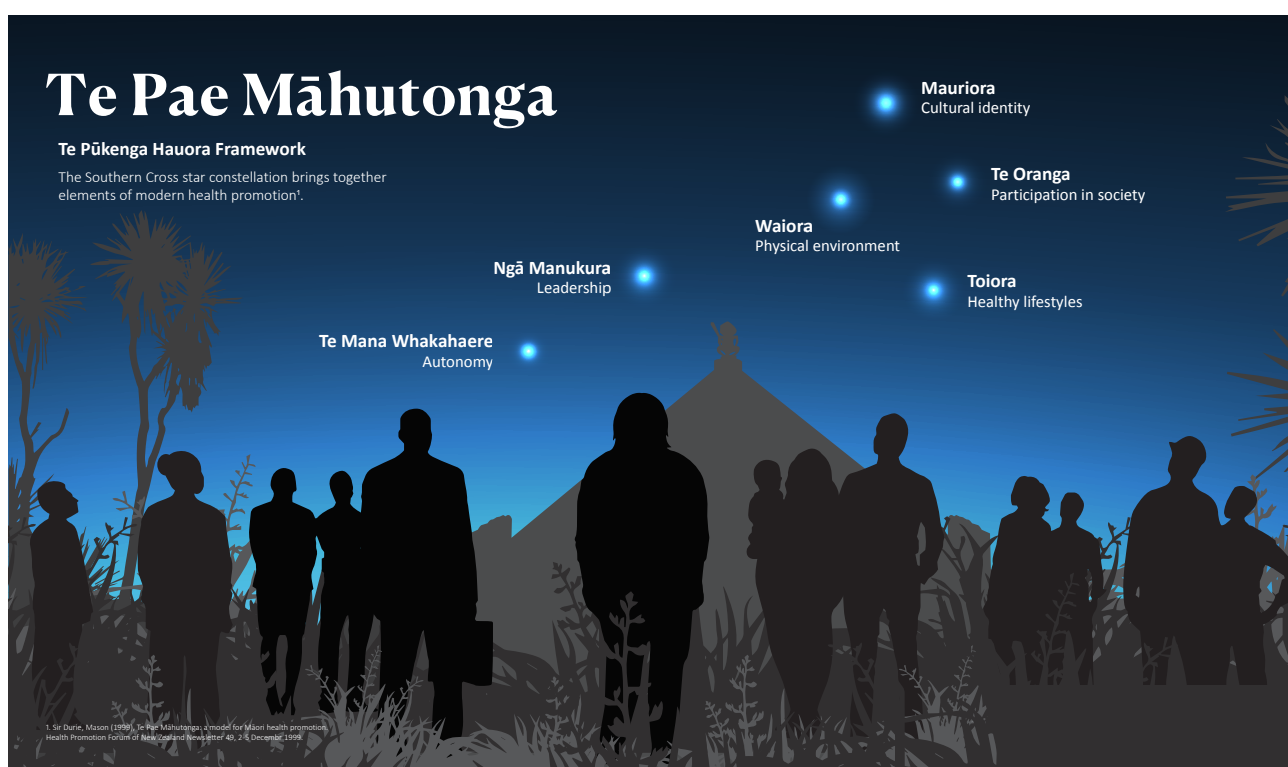


Te Pūkenga Hauora Framework – Te Pae Mahutonga

Supporting the wellbeing of our people, whether they be staff, learners, partners, or other stakeholders is central to our approach. Te Pae Mahutonga (sometimes referred to as the Southern Cross) constellation, is an enduring part of Aotearoa skies and it has guided and inspired generations of tangata whenua. Because of its permanence and importance to Aotearoa New Zealand, Tā Mason Durie developed the idea of using it as a symbolic framework to bring together the most important components of wellbeing for Māori and now for other New Zealanders.

Te Pūkenga has adopted the Te Pae Māhutonga wellbeing framework to ensure that each vital facet of wellbeing promotion and protection is kept in mind, within Te Pūkenga and throughout the network.

The Framework encompasses multiple, interconnected dimensions that enable an individual to thrive in the context of their whānau and wider environment. It also aligns with other Te Pūkenga foundational policy documents including Te Pae Tawhiti and 2020's Te Rito research about learners and kaimahi.



The four central stars of the constellation each represent different aspects of four key aspects of health promotion: mauriora – cultural identity, waiora – physical environment, toiora – healthy lifestyles, and te oranga – participation in society. The two pointer stars symbolise two other important parts of a wholistic wellbeing system: ngā manukura – leadership and te mana whakahaere – indicating autonomy, and self-responsibility for positive health outcomes.

Approaching wellbeing in this holistic way supports our staff and learners to succeed in ways that are meaningful for them and their whānau. The wellbeing of ākonga, whānau, iwi, employers and eventually Aotearoa economy will become a key measure of the success of the Reform of Vocational Education.

Te Whakoti i te Taurira Whakahaere

| Finalising the Operating Model

Operating Model mahi has been divided into the following four workstreams:

- **Accelerating enabling functions.** This workstream is developing the functional models for enabling (i.e. corporate) functions that would benefit from implementing earlier than 1 January 2023. Detailed design of the relevant organisational structures has commenced and two additional permanent leadership roles, a Chief Financial Officer (CFO) and a Chief Digital Officer (CDO) have recently been recruited.
- **Delivery – organisational design.** The Delivery workstream is developing a ‘functional’ view of the proposed Operating Model, which in turn will support detailed organisational design. Consultation on Te Pūkenga organisational structure depends on the progress through the detailed design process, but we are working towards a mid-year consultation. We are committed to ensuring that all kaimahi know where they will belong in our new organisation by November 2022.
- **Early mover ITPs.** The term ‘early mover’ is used to describe the dissolution of a subsidiary before Te Pūkenga has finalised its organisational structure. This allows Te Pūkenga to pilot processes for transitioning subsidiaries and be better prepared for future transitions. Under this workstream Toi Ohomai and Wintec were dissolved as legal entities from 31 May 2022 and are now treated as separate business divisions of Te Pūkenga.
- **WBL integration.** This work continues to transition TITOs into WBL and work has started on scoping integration projects to support integration of WBL into Te Pūkenga.



	2020	2021	2022	2023	2026	2027-2033+
Milestones	<ul style="list-style-type: none"> • Governance appointments • High-level conceptual design • Understand the vision, purpose, educational priorities, and values • Develop Te Pae Tawhiti Te Tiriti Excellence Framework • Begin co-design • Identify transformational service concepts 	<ul style="list-style-type: none"> • Operating Model Design • First TITOs transition into WBL subsidiary • Engagement on proposed operating model • Establishment of interim staff and learner committees and Komiti Māori • Initiative technology enablement programmes for Day One • Engagement on national and regional governance model • Operating Model and Programme business case • Detailed plan for unification programme of work 	<ul style="list-style-type: none"> • 2022 learner survey conducted, collated and shared • National and regional governance model agreed • Complete organisational design, structure, and change approach • Initiate collaborative working models • Network implementation of the Pastoral Care Code complete • Complete ISSP and develop a tech transformation roadmap and business case • Establish process for transfer of accreditations and approvals with NZQA • Final TITO transition into WBL • Develop integration strategies for ITPs and WBL 	<ul style="list-style-type: none"> • Deploy new model • Begin implementation of the new structure and supporting assets • Performance frameworks developed • Continue culture and change activities 	<ul style="list-style-type: none"> • Continue to fully implement desired learner experiences and a unified Te Pūkenga. 	

Te Mahere Mahi | Te Pūkenga Work Plan

As we grow and establish ourselves, Te Pūkenga Work Plan will be used to group key activities, identify interdependencies, and ensure a connected and collaborative approach that is aligned to Council priorities and Te Pūkenga outcomes. It supports us to take a methodical approach to the scale of the challenge ahead, with key milestones to ensure we meet the deadlines ahead of us.

The Integrated Work Plan (IWP, often referred to as Te Pūkenga Work Plan) comprises four portfolios of work. Each portfolio includes several programmes, which in turn, include a number of projects, aligned to achieving our Council priorities. The four portfolios of the IWP are:

Our Pathway (Transition to Horizon 1): including activities required to ensure a smooth transition for learners and staff while immediately demonstrating some of the change.

Preparing for Success: including mahi which will deliver equity for priority learners, increase access to quality education, and how Te Pūkenga becomes known for its inclusive environment with a diverse and culturally and disability-confident workforce.

Effective partnerships: This includes mahi which will deliver active and meaningful partnerships, where we uphold and honour Te Tiriti o Waitangi and offer services that meet the needs of employers, communities, and iwi.

Leadership: This includes mahi which defines Te Pūkenga future state, and the benefits and outcomes that we seek to bring for Aotearoa.

The Work Plan is a living document that evolves as we do to ensure we are continuously aligning our mahi with the pace of change in the organisation and indeed the sector.



Te Ara Whai Tikanga (Te Whakawhiti ki Te Pae Tawhiti 1) | Our Pathway (Transition to Horizon 1)

Transformation across Te Pūkenga network is substantial and must be phased over three-time horizons (Horizon 1, 2 and 3) as described in the [‘What to Expect’ document](#) on our website. Our Horizons give us a roadmap to guide our activity and focus our attention on the activity that will have the most benefit and impact on the experiences of our learners and their whānau, employers and industry, iwi, and communities. Throughout this journey Te Pūkenga is committed to creating a sustainable network that embeds Te Tiriti excellence, delivers high-quality vocational applied and on-the-job learning that puts learners with whānau at the centre of what we do, and seeks equity for all learners. This will take time. To do this we need to phase the change, empower, and grow our people on the journey – staff, Māori, learners, employers, and regions.

Over the period covered by this version of Te Piko, we are focused on activity within our Pathway (Transition to Horizon 1) to 2023, while maintaining a view of our second and third horizons in 2026 and 2033.

Within our pathway, there are seven focus areas that help us to focus on the necessary foundations for Horizon 1.

- Transition for Learners and Demonstrating Culture
- Organisational Performance
- Operating Model
- Employers
- Employee Transition
- Key Systems
- Assurance

These focus areas are expanded upon on our website [here](#), under ‘Our Workplan’.

Te Ine i te Angitu | Measuring our success

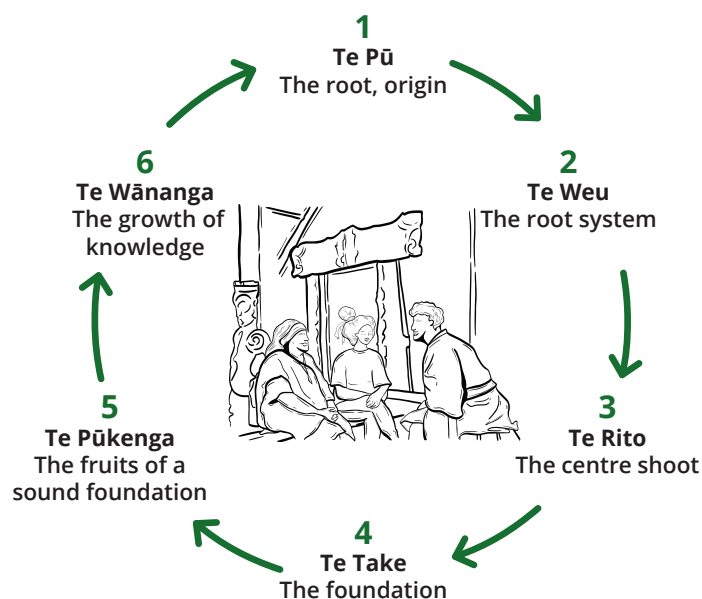
Tauākī Kawatau 2022 | 2022 Statement of Performance Expectations

As a Crown Entity Te Pūkenga is required to produce an annual Statement of Performance Expectations (SPE) that sets out how we will measure our performance against our primary functions. A key project in 2022 is the development of an Outcomes Framework for Te Pūkenga that will support us to design and monitor future activities to achieve our vision. In the meantime, an interim performance framework, described in our 2022 SPE, sets out high-level performance measures aligned to the Council educational priorities. For more detail including current benchmarks and targets, see the 2022 SPE on our website.

Measure	Council priorities				
	Equity and Tiriti	Meeting learner needs	Quality and range of delivery	Meeting regional needs	Transition of services
Participation — proportion of learners in priority groups	1		2		
Equity in course success/credit achievement for Māori and Pacific learners	1	2			
Progress against Te Pae Tawhiti Action Plans	1				2
Māori partner satisfaction	1			2	
Educational performance indicators (SAC and ITF)		1	2		
Learner satisfaction		1	2		
Total number of learners			1		2
Proportion of programmes engaged in unification process			1		2
No. of employers in training agreements			2	1	
Employer satisfaction				1	2
Community satisfaction				1	2
Operating model progress					1
Staff engagement			2		1
Achieve budgeted financial outcome					1
TITO transitions			2		1

Te Aronga ki Ngā Ākonga | Our Approach to Learners

At the beginning of Te Piko we explain the continuous cycle of Our Approach – working together to develop and nurture a thriving pā harakeke. Where there are no inter-dependencies, the five workstreams of Te Piko will move through the following cycle at different times. Some will move through the cycle quickly (e.g. learner graduations) while others will take more time (e.g. information systems integration). Noting that it is a continuous cycle, the following diagram outlines how the learner journey can be applied to Our Approach.



Te Pū | The root, origin

- Research to understand barriers and enablers facing our ākonga
- Te Rito insights report

Te Weu | The root system

- Learner Success and Equity Strategy
- Te Rito Outcomes Framework
- Learner insights informing Operating Model design.

Te Rito | The centre shoot

- Learner leadership forums and Learner Advisory Committee established
- Organisational design with learners at the centre.

Te Take | The foundation

- Learners influence Te Pūkenga decision making at all levels.

Te Pūkenga | The fruits of a solid foundation

- More Te Pūkenga learners have exceptional experiences
- More Te Pūkenga graduates who better themselves, their whānau, employers and communities.

Te Wānanga | The growth of knowledge

- Learner data informs continuous system improvements
- Learner pathways.



Te Pūkenga

tepukenza.ac.nz