

Draft Tertiary Education Strategy

Targeted Consultation Response -

26 September 2025 by

**Ako Aotearoa - the National Centre
for Tertiary Teaching Excellence**

(Hosted by Massey University, established 2007)

Nā āheitanga ā-mātauranga,
ko angitū ā-ākonga
Building educational capability
for learner success

Ako
AOTEAROA

Consultation process – “the brief”

This draft of the Government’s new Tertiary Education Strategy (TES) is being provided for targeted consultation with sector stakeholders ahead of finalisation later in 2025. The development of the TES has been informed by targeted engagement with a range of organisations and groups directly affected by the strategy, including tertiary education providers, industry bodies, and student and community representatives. This engagement helped shape the priorities and direction of the draft strategy.

The consultation on the draft TES builds on this earlier engagement and is intended to ensure the strategy is fit for purpose and able to guide meaningful system improvement.

Please note that this is a targeted consultation, and the draft TES is being shared with your organisation in confidence. It can be shared for the purposes of informing your organisation's feedback on the draft TES, however, we ask that it is not circulated further without prior permission from the Ministry of Education.

Privacy and publication of submissions

The information you share in this consultation is being collected to inform the content of the final TES. It will be used by the Ministry of Education, the Ministry of Business, Innovation and Employment, the Tertiary Education Commission, and the New Zealand Qualifications Authority for analysis of options and a report on the themes of submissions.

Your full submission along with your organisation name will be published on the Ministry of Education website at the end of the consultation period in line with a transparent decision-making process. If you consider that we should not publish any part of your submission, please indicate which part of your submission should not be published and why, for example for privacy or commercial sensitivity reasons.

Submissions may be subject to requests under the Official Information Act 1982, which requires the release of information unless there is good reason under the Act to withhold it. We will consult with you before releasing any information that you request not be published. If you indicate your submission should not be published, please provide us with your email address so we can contact you in the event an Official Information Act request is received in relation to your submission.

Submitter details

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Organisation category (please indicate):	Other (please specify) – National Centre for Teaching Excellence hosted by Massey University
Role/position	Chief Executive/Director
Request to withhold part or all of submission	We agree that the whole submission can be made public.
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Objective and Drivers for Change questions

1. Do you have any comments on the draft objective for tertiary education?

Aotearoa New Zealand requires a tertiary education system that enables all people to succeed with knowledge and skills that advance and contribute to an innovative, high-productivity economy, and to enjoy high quality lives. This system must deliver equitable outcomes for underserved learners in tertiary education, including Māori and Pacific learners, as well as Disabled learners and Learners from low socio-economic backgrounds.

It is essential to value and recognise the critical contribution of all New Zealanders to our future prosperity, social cohesion and national and international identities. The clear need remains for a coordinated national approach to ensure the sector is informed by high quality, place-based research and relevant and topical professional development and advocacy. Ako Aotearoa is uniquely positioned to provide essential programmes and services and as an independent voice for the full diversity of the tertiary education and training sector.

Focusing primarily on economic growth as a key objective risks narrowing the system's wider contribution to ensuring social mobility, community/civic participation and cohesion that is enriched by multiple cultural identities of communities in Aotearoa New Zealand. Furthermore, there is a strong case to rebalance the objective so that it acknowledges equity, te Tiriti o Waitangi and inclusion as fundamental drivers alongside productivity. This could position learner success and equity as central enablers of innovation and productivity rather than being viewed as parallel goals.

The statement for "Improve quality of life" could be stronger, and less subjective – i.e., who is making the decisions about what is considered as 'quality of life'? Furthermore, "innovation" and 'high productivity' do not necessarily equate to improvements in people's or communities' quality of life. We also suggest the authors replace the last part of the sentence with stronger wording such as: "...high-productivity economy, sustained by a strengthened foundation of equity, civic responsibility, and democracy."

Page 5, paragraph 4 begins with "The tertiary education system must help support...". The inclusion of "help" weakens the statement. To demonstrate stronger intent, the sentence should state that the system "must support" these communities directly. While paragraph 4 refers to communities realising their aspirations, it's important to ask:

- Are those aspirations actively recognised and acted upon by the system?
- Are these communities genuinely included in policy-making processes?
- Is there evidence of collaborative, cross-sector practices that reflect their leadership and knowledge?

On the surface, the sentence may appear equitable, but without explicit mechanisms for inclusion, recognition, and shared decision-making, it risks being performative rather than transformative.

2. Do you have any comments on the drivers of change in tertiary education and how the system should respond to these? What is the term of this TES?

The system response as described in the draft document is heavily positioned around labour-market alignment. A fuller picture would recognise the tertiary system's roles in cultural enrichment, democratic participation, and local community development, all of which contribute directly and indirectly to productivity.

The Ako Aotearoa 2025 briefing paper on the value of leadership for Pacific learner success through tertiary education recommends policies that address socio-economic barriers and promote equity in education. This will require additional training for educators on culturally responsive teaching practices and Pacific values with ongoing research to evaluate the effectiveness of educational initiatives and make data-driven improvements.

The drivers for change needed to transform tertiary education into a system that recognises, respects and elevates Pacific learners and their communities are through culturally grounded leadership and inclusive practices. These are missing from the current list of drivers for change and should be included.

The report's use of the statement - "This will require strong and strategic institutional governance throughout the system" - is one example of the expectations placed on individual organisations, while distancing the accountability of public sector organisations.

An additional driver to consider is climate/environmental change as this impacts upon other drivers, particularly fiscal constraints and demographic change; built environment risks around natural disaster protection; ensuring physical and virtual accessibility to education and internet connectivity; and communities needing to relocate to mitigate risks posed by sea level rise and inundation.

Reference: Ako Aotearoa. (2025). *Manako briefing paper: Tertiary education and Pacific—Foundation to leadership and beyond the horizon*. National Centre for Tertiary Teaching Excellence. Retrieved from <https://ako.ac.nz/assets/Manako/Briefing-papers/Manako-Briefing-Paper-Tertiary-education-and-Pacific-Foundation-to-leadership-and-beyond-the-horizon.pdf>

Priorities for this Tertiary Education Strategy

3. Do you think the Tertiary Education Strategy should have any additional or different priorities?

- The priorities are only for the current and medium-term. For a strong strategy, it is important to consider the **long-term vision and strategy implementation** and to help ensure a high-quality sector response that delivers on the TES priorities for quality teaching and learning for all learners and to enable them to contribute well to their future workplaces, whānau, iwi, communities and prosperity.
- **International Education:** IE is rightly identified as important for growth but it risks being framed only as an export industry. The priority for International Education should emphasise intercultural learning, reciprocal exchange, and contributions to Pacific and indigenous development and all that IE helps learners to achieve.
- **Equity and Inclusion:** This should be a standalone priority and have strengths-based framing for 'under-served' learners. Māori, Pacific, Disabled and Neurodiverse learners were recognised as '**priority learners**' in the previous TES. Using the right words matters as this wording has a much more positive framing than the wording "underserved learners". Mental health, wellbeing and pastoral care are also critical requirements to support learner success.
- **Retention of talent would be a beneficial priority:** If more younger people stayed in NZ versus going overseas, the risks associated with an ageing population would be mitigated by a more diverse and balanced (in terms of age) population. Talent provides opportunities for innovation and ideation, and contributes to positive outcomes economically, environmentally and for society. Retaining people in New Zealand increases tax revenue and encourages whānau to remain in their preferred locations. This flows on positively to develop rural and regional businesses and would go some way to repairing fractured and isolated communities and reducing the loss of cultural heritage and connections.
- **Digital capability and Lifelong Learning:** Digital capability should be an additional priority, as well as Lifelong Learning (which includes upskilling). A dedicated focus on digital skills, adaptability, and lifelong learning would help reinforce the system's ability to support retraining and resilience across people's working lives. In the draft document, technology is identified as a driver but is not as a priority or fundamental educational requirement as it should be.
- **Digital Divide for Māori, Pacific, and Rural Communities:** These groups and communities in New Zealand face significant challenges accessing education and technology due to a combination of socioeconomic barriers, digital divides, and systemic issues. Key challenges include the high cost of devices and internet connectivity, lack of digital literacy and skills, lower representation in technology-focused education and jobs, insufficient culturally appropriate resources and curriculum, and a general lack of access to high-speed internet.
- **Sustainability and climate change** - International tertiary strategies identify green economy, climate adaptation and environment as priorities. Including these priorities in the NZ context would help align the TES with international strategies and the role of tertiary education in meeting climate change emissions goals.

4. Our feedback on the individual TES priorities for the tertiary education sector.

Achievement	
To what extent do you agree that Achievement should be a priority in the TES?	- Strongly agree (with caveats - see comments) - Agree - Neutral - Disagree - Strongly disagree
Comments	While we strongly agree with this statement, there are caveats to note as achievement measures must be understood through cultural, social, diverse neuro-abilities, and geographic equity lenses. Monitoring should also ensure quality and relevance is not just about credential completion, as systemic barriers should also be accounted for, especially for low-income learner groups with disparities in social and economic equity and who may be underserved due to challenges of remote geographic locations. Māori, Pacific, and rural communities in New Zealand face significant challenges accessing education and technology due to a combination of socioeconomic barriers, digital divides, and systemic issues. Key challenges include the high cost of devices and internet connectivity, lack of digital literacy and skills, lower representation in technology-focused education and jobs, insufficient culturally appropriate resources and curriculum, and a lack of access to high-speed internet.
To what extent do you agree the expected changes and contributing activities will effectively support achievement of this priority.	- Strongly agree - Agree - Neutral - Disagree - Strongly disagree
Comments	This priority for “achievement” may be bound by the limitations of educator awareness. There appears to be no provision for specialist and well-trained career guidance professionals to ensure all learners are provided with career aspirations that are not locked into educators’ outlooks or limited by local/regional/national ideas or made through assumption. Continuing and wider access to the TEC funding for ‘learner success’ programmes across all institutions of Aotearoa New Zealand would be beneficial, particularly for underserved learner groups such as neurodiverse, Māori, Pacific and those from low-income backgrounds. These programmes and others like them have highly positive outcomes for learners as demonstrated by improvements for both course and qualification completions.
Do you have suggestions for additional activities to support this priority?	Please define what “distance travelled” means and how to develop and apply it. We assume that distance travelled is about the growth of the learning over time, especially in relation to a learner’s starting point. It is good to acknowledge and celebrate individual development for students who may face systemic or personal barriers there are other ways to do this. A further positive framing is to focus on engaging community support and the intergenerational and collective experience and connections to scaffold and uplift learners’ achievements and success.

Economic Impact and Innovation	
To what extent do you agree that Economic Impact and Innovation should be a priority in the Tertiary Education Strategy.	• Strongly agree • Agree • Neutral • Disagree • Strongly disagree
Comments	Key priorities for New Zealand's tertiary education system that impact on economic growth and innovation include: Expanding access to relevant qualifications that lead to meaningful and well paid careers; equipping learners with adaptable skills and supporting research that drives innovation and commercialisation; Strengthening strong collaboration between providers and industries to ensure alignment with workforce needs; Supporting the international education sector to enhance global engagement and economic contribution. Organisations that had gained very good traction in this way over past few years – the Workforce Development Councils and the Centres of Vocational Excellence – gained expertise and provided legacy resources that must contribute to the evidence base. It is concerning and unclear what will happen with these valuable resources once these entities close.
To what extent do you agree the expected changes and contributing activities will effectively support achievement of this priority.	• Strongly agree • Agree • Neutral • Disagree • Strongly disagree
Comments	Page 10, paragraph 8 states “Foundation education providers should consider local industry needs to connect students and trainees with employment opportunities”. This is a damaging assumption that foundation learners should only be tied to the limitations of local industry. This reduces the horizons and aspirations of foundation learners, compounding the inequities they experience. Foundation learners and their families have been under-served throughout the education system for generations, and often occurring alongside the residual impacts of intergenerational trauma and economic challenges. Many learners within foundation learning are neurodivergent and the strengths of this community significantly match the future workforce requirements as listed in the draft TES document. While there is a place for local connections, it should not be the only focus.
Do you have suggestions for additional activities to support this priority?	Digital literacy and capability must be actively supported. Incentives and targeted funding should be provided to education providers to deliver flexible, career-stage learning opportunities that support learners at all levels. While this priority acknowledges the importance of the Māori economy, it should also explicitly recognise the growing Pacific economy and its value to Aotearoa New Zealand. The provision of tertiary education must be responsive to Pacific-led enterprises and innovation, ensuring that Pacific learners, educators, and researchers are empowered to contribute to and benefit from economic transformation.

Access and Participation	
To what extent do you agree that Access and Participation should be a priority in the Tertiary Education Strategy.	• Strongly agree • Agree • Neutral • Disagree • Strongly disagree
Comments	We strongly agree that tertiary education must be accessible to people from all backgrounds. It should enable individuals to build the skills they need to thrive in both work and life. This includes those who are currently underserved and lack access to education. Ensuring equitable access means actively removing barriers and creating opportunities that reflect the diverse needs and aspirations of all learners.
To what extent do you agree the expected changes and contributing activities will effectively support achievement of this priority.	• Strongly agree • Agree • Neutral • Disagree • Strongly disagree
Comments	
Do you have suggestions for additional activities to support this priority?	Affordability and financial support are critical for low-income and priority learners, particularly due to the burden of study related debt and high living costs. To improve access and participation, the system must offer flexible pathways and qualifications that allow learners to re-enter study or transition to work without committing to long traditional programmes. The importance of wrap-around learner support for participation needs explicit attention. Participation alone is not enough. It must be matched with improved retention, completion and successful transitions into employment, especially for Māori and Pacific learners, to ensure access translates into success and long-term impact. Adult and Community Education (ACE) plays a vital role in supporting access and participation in tertiary education. It helps individuals develop foundational learning skills and confidence and often serving as a first step back into education. ACE fosters social cohesion, encourages civic engagement, and provides second-chance learners with meaningful and successful educational experiences. To strengthen community wellbeing and promote lifelong learning, greater focus and investment in adult and community education is needed in the strategy. This will support expanding opportunities, improving pathways into further study or employment, and ensuring programmes are responsive to the diverse needs of learners.

Integration and Collaboration	
To what extent do you agree that Integration and Collaboration should be a priority in the Tertiary Education Strategy.	• Strongly agree • Agree • Neutral • Disagree • Strongly disagree
Comments	We agree that integration and collaboration are very important. This is especially the case with the transitions that occur to and from tertiary education and the transitions within it.
To what extent do you agree the expected changes and contributing activities will effectively support achievement of this priority.	• Strongly agree • Agree • Neutral • Disagree • Strongly disagree
Comments	We recommend you remove the word “realm” as it could be viewed as negative due to colonial cultural impacts, for example, for Indo-Pacific, Asian communities.
Do you have suggestions for additional activities to support this priority?	Stronger collaboration mechanisms are needed to ensure providers and communities learn from one another, and that evidence is systematically used to improve practice. While this priority is strong on iwi/hapū, it appears silent on Pacific learner priorities, when this is rapidly growing demographically. New Zealand's tertiary system needs to be connected to Pacific regional development priorities. Partnerships with Pacific communities and organisations will be critical to support learners' goals and strengthen Pacific research capability. All TEOs could collaborate on research for and by TEOs from the tertiary education sectors, not just the universities. The future lives of New Zealanders will ultimately be shaped by demographic shifts, a rapidly changing economy influenced by global trends like climate change and technological innovation, and a diverse society with increasing urbanisation. Key challenges include mitigating the severe impacts of climate change, addressing significant housing and infrastructure deficits, overcoming entrenched health inequalities for Māori and Pacific peoples, navigating global geopolitical and economic shifts, and fostering long-term, adaptive policymaking to ensure national prosperity and positive outcomes for people's lives.

International Education	
To what extent do you agree that International Education should be a priority in the Tertiary Education Strategy.	• Strongly agree • Agree • Neutral • Disagree • Strongly disagree
Comments	New Zealand relies on temporary migrants more than most other OECD countries, with a large proportion of the workforce in some industries made up of people on temporary visas. Continuing education and on job training will continue to be crucial to support the future workforces of New Zealand as the New Zealand population is aging due to demographic shifts with correlating migration demand to fill skill shortages "...from highly specialized roles in IT and healthcare to lower-skilled positions in aged care and hospitality. New Zealand will rely ever more on mutually beneficial international relationships to attract and retain learners from beyond our borders and to contribute to successful futures for them, their whānau and communities and for Aotearoa New Zealand as a whole.
How do you see this priority working with, and contributing to, the other Tertiary Education Strategy priorities?	The primary Government focus areas signalled for tertiary education for 2025 and beyond includes lifting achievement, maximizing economic impact through relevant skills, increasing access, deepening collaboration, and boosting international education. International education should ensure all people can experience positive outcomes through tertiary education they might experience, through excellent and capable teaching and learning facilitators, teachers and researchers sharing knowledge on how to ensure successful outcomes for the full diversity of learners and ākonga into and through tertiary education and lifelong learning.
Do you have suggestions for additional activities to support this priority?	It is important to set priorities beyond export revenue and global competitiveness; it should also create opportunities for Iwi Māori and Pacific-centered organisations and learners to engage in indigenous-to-indigenous exchanges to establish long-term relationships for community and business development through economic, social and environmental partnerships and for the benefit of Aotearoa New Zealand as a whole.

System Delivery	
Provider or Agency Type	Comments on roles and expectations
Universities	Ensuring learner success for the full diversity of learners through setting and supporting high quality ako teaching and learning outcomes within the universities and for learners transitioning successfully from schools, workplaces, and other tertiary institutions for a high-quality university-based education.
Wānanga	Ensuring ākonga learner success particularly for Tangata Whenua and Māori learners and for the full diversity of ākonga learners by setting and supporting high quality ako teaching and learning outcomes within the wānanga and for learners transitioning successfully from schools, workplaces, and other tertiary institutions for a high-quality wānanga based education.
Polytechnics	Ensuring learner success for the full diversity of learners through setting and supporting high quality ako teaching and learning outcomes within the Polytechnics and for learners transitioning successfully from schools, workplaces, and other tertiary institutions for a polytechnic based high quality education.
Private Training Establishments (PTEs)	Ensuring learner success for the full diversity of learners through setting and supporting high quality ako teaching and learning outcomes within the Private Training Establishments for learners transitioning successfully from schools, workplaces, and other tertiary institutions for a PTE based high quality education.
Industry Skills Bodies (ISBs)	Ensuring learner success for the full diversity of learners through setting and supporting high quality ako teaching and learning outcomes within Industry Skills Bodies (ISBs) for learners transitioning successfully from schools, workplaces, and other tertiary institutions for a PTE based high quality education.
Relevant Government Agencies (e.g. TEC, MoE, NZQA, MBIE)	Be proud of our tertiary education system and the leaders and full diversity of educators throughout the system that do well by their ākonga / learners and the communities, business and industries that they will contribute to as graduates and continuous learners. Ensuring learner success through policy and funding settings that enhance and tertiary education for the full diversity of learners through setting and supporting high quality ako teaching and learning outcomes within national strategies and any related international agreements.
Other (please specify)	Ako Aotearoa appreciates the Ministry of Education's call to action to tertiary education stakeholders such as us to share ideas on improving outcomes for learners, educators, Tertiary Education Organisations and wider society. For inquiries or questions on our submission please contact Ako Aotearoa via this email: info@ako.ac.nz

Monitoring Outcomes – TES priorities

Here are our comments on the proposed approach to monitoring progress against the TES priorities and suggestions for how progress could be monitored, including additional indicators.

- **We support the inclusion of outcomes with a wider focus.** The draft document rightly proposes the outcomes and success measures; however, most indicators are **narrowly** focused on economic outputs – completions, export revenue etc. This risks overlooking broader contributions essential to ensure both a civil and productive society. This is supported by ensuring learner equity and success for priority learner groups, knowledge exchange, cultural exchange, social cohesion, wellbeing and environmental sustainability and ground-breaking collaborations for innovation.
- **Balance scorecard approach.** It is essential to track and monitor wellbeing and learner engagement as part of system performance. The approach needs to include measures to incentivise reduced disparities for Māori, Pacific, disabled learners and those low-income groups. Insights into localised and grass-root realities are as important as high-level indicators, and there are many SMART options for monitoring trends and exploring whole organisation approaches to ensuring all learners can succeed. We commend the Tertiary Education Commission for its continued focus on expecting progressively improved outcomes for all learners in tertiary education and training. Ako Aotearoa would welcome the continuation of sector funding for learner success initiatives.
- **Qualitative, learner-centred evidence** needs to be considered as well (learner voice, employer feedback, educator capability effects, whanau perspectives etc.). Hard reliance on completions and graduate earnings will skew provider behaviours (and underserved learners might get ignored in the process).
- **Equity lens:** Disaggregate all measures by ethnicity, gender, disability, income background, and region. This will help policymakers to spot disparities, target support and track progress (closing the gaps). Different dimensions that can support this disaggregation include ethnicity, gender, disability, income backgrounds, regions etc to see how different groups are experiencing the system as areas of priority focus.
- **Coordinated approach:** A consistent **national framework** would ensure comparability and accountability across the sector. Findings should be shared transparently to inform continuous learning.
- **Cross-sector data use and transparency to support system learning:** Monitoring and evaluation should be consistent across providers (however realistic this could be), data dashboards should be publicly available so smaller providers can do their own internal analyses using the nation-wide data sets readily available.
- **Flexible, stackable pathways:** In the proposed TES it is wrongly assumed that a learner pursues only one educational or training pathway, thus limiting future choice and flexibility. Cross-sector skills capability and transferability and tracking the associated data to improve connection and identify gaps and opportunities, is essential to educating learners to be ready for the future.

Final Comments

Do you have any other comments on the draft Tertiary Education Strategy?

The monitoring framework refers to underserved groups in general, but to ensure that equity is a core indicator of TES success, it should include success measures that explicitly track outcomes for Māori and Pacific learners across achievement, access, participation, and progression into meaningful employment. The draft TES includes elements of cultural capability, but they are fragmented and implicit. They show up mainly in relation to Māori aspirations, kaupapa Māori provision, and equity for underserved groups. However, there is no overarching statement that cultural capability is a core system expectation — unlike some earlier TES versions (e.g. 2020 TES, which explicitly included “cultural competence of staff” as a driver of Māori/Pacific learner success). We strongly endorse the Tertiary Education Commission’s work to date to set strong expectations for TEOs to improve learner success and would encourage the TEC to continue to do this important work particularly to TEOs that are underperforming in this space.

Strengthening National Coordination for Teaching Excellence and Sector Capability

The potential disestablishment of Ako Aotearoa due to funding withdrawal poses a significant risk to the sector’s ability to deliver on TES priorities. Without a neutral, trusted national body to coordinate teaching excellence and capability development, the sector risks:

- Fragmentation of professional development efforts.
- Reduced support for small and regional providers.
- Missed opportunities to scale innovative, equity-focused practices.

Ako Aotearoa is uniquely positioned to lead this work, given its longstanding role and track record in supporting tertiary education sector teaching excellence across universities, wānanga, vocational education in the ITP sector, and private training establishments.

Through our programmes and services tertiary educators have access to high quality training and skills to embed inclusive practices for the success of all learners, particularly Neurodiverse, Māori, Pacific and other underserved learner groups.

Ako Aotearoa recommends that the new Tertiary Education Strategy include a nationally coordinated approach to support and provide services for the professional learning and development of educators through evidence-based research, resources and sector advocacy.

This will focus on services to improve the quality of the tertiary education system through teaching and learning to deliver equitable, and future-focused learning for the diversity of learners, students and ākonga in Aotearoa New Zealand.

This approach must be informed by place-based, high-quality evidence and be responsive to the diverse needs of learners and providers across Aotearoa New Zealand.

This recommendation for a nationally coordinated focus on the quality of tertiary education and training supports the Ministry’s strategic goals by:

- Lifting achievement: Enhancing educator capability to improve learner outcomes, especially for Māori, Pacific, disabled, and other learners underserved by the current system.
- Increasing access and participation: Supporting inclusive, culturally responsive teaching and learning practices.
- Deepening collaboration: Facilitating cross-sector partnerships and knowledge-sharing.
- Maximising innovation and economic impact: Enabling evidence-informed teaching that supports workforce development and economic transformation.

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RECOMMENDED ACTIONS
FOR THE NEW TERTIARY EDUCATION STRATEGY

1. Embed national and regional coordination of teaching excellence within the Tertiary Education Strategy Implementation Framework.
2. Ensure alignment with the Tertiary Research Excellence Fund, learner success initiatives, and performance measurement systems.
3. Reinstate and secure long-term funding for Ako Aotearoa or a similar independent entity focused on providing services to support quality teaching for improved learner outcomes through tertiary education organisations and teaching quality programmes that enhance learner agency and success outcomes.
4. Ensure that the Government's tertiary education and training policy and monitoring sets and upholds high expectations for quality teaching and learning outcomes by recognising the value this has for ensuring ākonga/learner success for the full diversity of learners in partnership with tertiary education organisations and educators committed to high quality teaching and learning approaches and systems.



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