

# Whakaumu i te Ako - Proposed Te Pūkenga Operating Model

Ako Aotearoa's submission

November 2021



**Ako Aotearoa** is the national centre for tertiary teaching excellence and represents a unique viewpoint and voice for the tertiary education sector. We welcome the opportunity to work alongside our partners and stakeholders in contributing to future solutions. Our history of research, advocacy and support in tertiary education over many years traverses broad fields of knowledge, sectors and success for priority learner groups. With a specific focus on teaching and learning, our research and expertise can contribute significantly to reconceptualising teaching and learning in a renewed vocational education system.

Every year, Ako Aotearoa manages the national Tertiary Teaching Excellence Awards (TTEA) where the country's top tertiary educators are celebrated. Ako Aotearoa also provides wide-ranging professional learning and development programmes on Te Tiriti o Waitangi, Kaupapa Māori, Māori Cultural Capability, Māori learner success, Pacific learner success, teaching strategies, technology and online learning, mentoring and assessment. Ako Aotearoa is the Qualification Developer for most qualifications in the NZQA Teacher Education suite. Search our Knowledge Centre for innovative resources to support teaching and learning success. We also host and co-host regular strategic forums and events, including Tuia Te Ako, Pacific Tertiary Education Fono, Talking Teaching and the NZ Vocational Education and Training Research Forum.

Ako Aotearoa has designed and developed a coherent system to help practitioners and organisations better support learners in foundation education. This includes specialised professional learning on developing literacy and developing literacy and numeracy, online communities of practice and the dyslexia friendly quality mark. In 2022 we plan to launch a new service for organisations under the model Tapatoru foundation learning professional standards for foundation learning educators.

For more information about us visit our website: [www.ako.ac.nz](http://www.ako.ac.nz). Watch videos about us in Te Reo Māori and English.

**Ako networks:** Formal networks of teams who come together to use their knowledge, skills and competencies to support delivery of vocational and on-the-job education.

Ako Aotearoa Priorities	Comment
<p><b>Being Te Tiriti o Waitangi led</b></p>	<ul style="list-style-type: none"> <li>• Ako networks will certainly bring to pre-eminence being Tiriti-led for and with all the staff and ākonga and in partnering with iwi, hapū and whānau. This should ease the ability of Te Pūkenga to deliver critical kaupapa to the tertiary sector as Te Tiriti is central to its future directions. The existing staffing network is well experienced and can be drawn upon to lead this kaupapa, for example, former ITO Māori engagement managers and ITP Māori leaders with a strong track record of working and leading in and with iwi networks would help to re-engage flexible Te Tiriti-led Ako networks.</li> <li>• Challenges to overcome are potentially the inertia or resistant ‘racism’ that some tertiary personnel may harbour privately or openly, and possibly impeding progress of becoming Tiriti-led. Recruitment and staff development also needs to ensure being Te Tiriti-led and Māori cultural capability is a capability expressed and lived by all staff day to day.</li> <li>• Ako Aotearoa’s new suite of Kaupapa Māori Cultural Capability and Te Tiriti workshops and online PLD modules are designed to support staff development and recognition in this area.</li> <li>• For Pacific communities to understand our role within the Treaty led purposes, Ako Pacific PLD’s have been designed to provide understanding on Le Vā, or the respectful space between people and places. This sets up a platform for further talanoa and matching of pedagogies for learning and development to encourage safe tikanga and inclusion of Pacific within the Treaty.</li> </ul> <p><i>Ako Aotearoa provides many PLD offerings on Kaupapa Māori/Tiriti/Māori cultural capability suited to fulfilling intentions for Te Pūkenga Ako networks.</i></p>
<p><b>Quality teaching and learning educators and environments</b></p>	<ul style="list-style-type: none"> <li>• The Operating Model guidelines foster consistency, share educator resources and help to mitigate duplication. Te Pūkenga’s Ako networks model is exemplary as collaboration of educators, especially cross-sector, is essential to ensuring ākonga /learner success. It is positive that the model selects those who are passionate and expert at their craft, includes their own capability building to care for all of those groups for whom access to quality education has been precluded in the past. It is a true community of practice.</li> <li>• It seems there will be efficiency of the network and the aim to be a continuous learning network is admirable. It is integral to the positive functioning of these networks that adequate resourcing is provided for people to be able to attend and to have an identified leader who co-ordinates these.</li> </ul>

	<ul style="list-style-type: none"> <li>• This is a holistic approach to education and upskilling educators. Regional groups with their community interests at heart, but also connecting to wider systems and other areas of the education sector. Learners are at the centre, but the needs of the educators are recognised as important as well, including upskilling (at both the organisation and individual levels), wellbeing, and their work environments. “...to enhance their cultural and teaching and learning capability and, as a workplace, Te Pūkenga will be inclusive, culturally diverse and culturally aware.”</li> <li>• Ako Aotearoa would be happy to work collaboratively with the Training Advisers and others to create a new model of delivery of on-the-job training. This would draw on our repository of evidence-based projects and teaching and learning networks.</li> <li>• Five things are highlighted for Te Pūkenga to enable across the learner journey: 1) Learner and whānau voice; 2) Holistic and whānau-inclusive wellbeing support; 3) Whanaungatanga; 4) Navigation and pathways and 5) Equitable access. However, <i>Language, Literacy and Numeracy (LLN) support is missing.</i></li> <li>• LLN skills, including digital literacy, underpin all vocational learning and are crucial for ākonga/learner success. Learners need access to LLN support throughout their learning journey. Many learners have difficulty accessing vocational education because of LLN skill gaps. Quality LLN support helps remove this barrier. It will also help facilitate the transition from vocational education to employment and make ākonga/learners more resilient and adaptable to change.</li> </ul> <p><b><i>Ako Aotearoa would welcome the opportunity to work with Te Pūkenga to ensure that educators are prepared to provide quality Language, Literacy and Numeracy support.</i></b></p>
<p><b>Supporting Māori learner success</b></p>	<ul style="list-style-type: none"> <li>• See comments above on being Te Tiriti-led. Post-treaty settlement tribal entities (e.g., Waikato-Tainui/ Ngāi Tahu/ Ngāti Kahungunu/ Ngāti Hineuru) will need support for ākonga with on-the-job learning linked to the various strategic goals of iwi.</li> <li>• Comments made above in the Tiriti section are similarly applicable in this section. Ako Aotearoa also has other offerings of relevance, such as our Tuia Te Ako Conference (in which we will highlight our National Project Fund Māori research projects that focus on specific ways of improving Māori learner success).</li> <li>• The government <u>actions in tertiary education</u> are directly applicable to Māori learner success and Te Pūkenga should monitor progress against these priorities for Māori, including with Māori management and staff, and with iwi leaders and whānau forums nationally.</li> </ul>

<p><b>Supporting Pacific learner success</b></p>	<p><i>Ako Aotearoa has had early success with Pacific community-led initiatives in Te Hiku and Ngāpuhi and would be happy to share our Le Niu community-led Operating Model with Te Pūkenga.</i></p> <ul style="list-style-type: none"> <li>• Ako Aotearoa has met with Te Pūkenga’s Pacific leaders/staffing network and is pleased to see the promising support being provided for Te Pūkenga. Recognition and development of this network and resourcing is critical to success for Pacific learners and their communities.</li> <li>• The government <u>actions in tertiary education</u> are directly applicable to Pacific learner success and Te Pūkenga should monitor progress against these priorities for Pacific, including by engaging on this with and through Pacific management and staff networks, with Pacific leaders and community forums, and in regions, including Auckland (ie, South Auckland, Mangere, Otāhuhu) and other regional Pacific community hubs (eg, in wider Wellington, Waikato, Canterbury, Bay of Plenty, Manawatu-Whanganui, Hawkes Bay).</li> <li>• Ako Aotearoa Pacific research projects have acknowledged the gap that still exists in this sector in relation to Pacific learner needs and therefore have provided recommendations that are not only important for the sector to embrace and resource, but also to understand the strategic position this offers. There is also a cost-efficient benefit by implementing the recommendations. These projects are “From Good to Great: <u>The 10 Habits of phenomenal educators for Pacific learners</u> in New Zealand tertiary education” (2021) and a <u>Pasifika Resource Kit</u> within three Canterbury tertiary institutions (2018). Another on <u>Pacific Learner Success in Workplace Settings</u> featured issues of relevance for Pacific learners in the industry training sector (2017).</li> </ul>
<p><b>Supporting learning differences/ neurodiversity</b></p>	<ul style="list-style-type: none"> <li>• There are two Ako networks, ‘Equity and Learner Support’ and ‘Accessibility Support’ that we propose should not be separate. Rather, they should apply to, and be integrated and woven through all the other 10 Ako networks. This would mean that ‘Equity and Learner Support’ and ‘Accessibility Support’ would be one of the key focus areas of <u>all</u> Ako networks, which is what Ako Aotearoa is trying to achieve through our ALNACC programmes for supporting ākonga/learner success.</li> </ul> <p><i>We would welcome the chance to discuss further with you why and how equity and learner support and accessibility could be a part of all Ako networks.</i></p>

<b>General comment</b>	<ul style="list-style-type: none"> <li>• Ako Aotearoa’s website has a substantial repository of information from our knowledge base to help inform formal Ako networks, including industry and vocational pathways, and to support the application of work-based skills. We disseminate this through a variety of forums that we host, including Tuia Te Ako, Pacific Tertiary Education Fono, Talking Teaching and the NZ Vocational Education and Training Research Forum (co-hosted with Skills Consulting), and through our free <a href="#">Ako Talks</a> webinars.</li> </ul>
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**Proposed functions:** The proposed functions of Te Pūkenga and how they are grouped together to transform how vocational education is delivered in Aotearoa New Zealand.

<b>Ako Aotearoa Priorities</b>	<b>Comment</b>
<b>Being Te Tiriti o Waitangi led</b>	<ul style="list-style-type: none"> <li>• Ensure Te Pūkenga links with Te Taumata Aronui so they are part of the discussions to create the Operating Model and Ako networks.</li> <li>• Provided the Single Hub Function or Distributed Delivery Function consults the experts in the field to understand what it means to be Tiriti-led, the model is considered and worthwhile.</li> <li>• ‘Kanohi kite’ approaches to relationships are critical in establishing effective relationships with iwi, hapū and whānau. This needs to be considered carefully in the Operating Model. It would be difficult to view delivery of this as a single network function. How will ‘strategic regional presence’ under Te Tiriti relationships be sustained?</li> </ul>
<b>Quality teaching and learning educators and environments</b>	<ul style="list-style-type: none"> <li>• Ensure that educators and researchers are part of the discussions for Ako networks. Engage ako experts, eg, Ako Aotearoa and the Ako Aotearoa Academy (winners of Tertiary Teaching Excellence Awards). Positive to focus on the learner journey and their needs as well as the focus on collaboration, the sharing of knowledge and strengthening of capability.</li> <li>• What is missing in the Enabling Functions is <i>Professional Learning and Development</i> (PLD) as a critical success factor of the new Operating Model. Research shows that the single most important factor for learner success is quality educators. Educators need access to continuous professional development to be lifelong learners themselves, to keep up to date with effective teaching strategies, keep learners engaged in learning, and apply culturally inclusive approaches. A good framework for professional development needs to be in place, so that educators are encouraged to be reflective practitioners, and supported to engage with the PLD that meets their needs.</li> </ul>

	<ul style="list-style-type: none"> <li>• The <u>Tapatoru framework</u> developed by Ako Aotearoa would help create a professional learning culture within Te Pūkenga, support staff capability building, and promote sustainable PLD capability. We will be launching a new Tapatoru programme for teams early in 2022.</li> <li>• One of the Strategic Functions is <i>Staff voice and engagement</i>. What mechanisms or processes will be in place to support this function? We would encourage support for teaching and learning networks and reflective practice-led approaches to developing educator capability. Here are some examples of recent research funded by Ako Aotearoa on reflective teaching and learning or ako communities in <u>Otago</u> and <u>Wellington</u>.</li> </ul>
<b>Supporting Māori learner success</b>	<ul style="list-style-type: none"> <li>• Ensure that a cross section of Māori educators from the sector are part of the discussions to create the Operating Model, so that they are not just consulted, but are part of the decision-making.</li> </ul>
<b>Supporting Pacific learner success</b>	<ul style="list-style-type: none"> <li>• A high priority for Pacific is leadership, relevant and positioned to lead Pacific for Pacific in the Operating Model. Working closely with and resourcing Te Pūkenga’s Pacific Leadership Network will be critical to success for Ako networks.</li> <li>• We understand Pacific student support roles currently are secondments and shared across campuses to facilitate the discussions. This will be insufficient to attain parity of educational outcomes for Pacific learners and greater Pacific staff resourcing will be essential.</li> <li>• Ensure that a cross section of Pacific educators from the sector are part of the discussions to create the Operating Model, so that they are not just consulted, but are part of the decision-making.</li> <li>• The Operating Model should address the ‘lead in’ space for managing transition pathways between high school and tertiary sector expectations of the Pacific communities.</li> </ul>
<b>Supporting learning differences/ neurodiversity</b>	<ul style="list-style-type: none"> <li>• It is less clear how disabled learners will be supported through the Ako networks. Does Te Pūkenga have a clear framework for people with diverse challenges? Te Pūkenga should consider the implications of Universal Design for Learning, and whether and how Accessibility should/could be part of the Strategic Functions.</li> </ul>
<b>General comment</b>	<ul style="list-style-type: none"> <li>• Ako Aotearoa has a rich repository of resources and experts that could help inform the design and implementation of Ako networks over time. We are happy to meet and discuss this further.</li> </ul>

## Categorising the functions

Te Pūkenga has categorised functions in one of two ways to describe if they are a ‘single hub network’ function or ‘distributed delivery’ function.

Ako Aotearoa Priorities	Comment
<b>Being Te Tiriti o Waitangi led</b>	<ul style="list-style-type: none"> <li>• Hubs relating to Māori need to consider being Te Tiriti-led with various faces, depending on whether the entity is pre- or post-Treaty, size of, rural or town-based. Taura here (pan-tribal) groups have a different perception than whakapapa tribal groups.</li> <li>• Ensuring educators are Te Tiriti-capable will be essential. A good start has been made with several organisations doing the Ako Aotearoa Te Tiriti o Waitangi PLD workshops. New 2022 workshops for Organisational Management, Addressing Racism, and Applying Equity will further support this initiative.</li> </ul>
<b>Quality teaching and learning educators and environments</b>	<ul style="list-style-type: none"> <li>• Unclear how the ‘single hub network’ would impact on quality teaching, the diversity of learning educators and environments, including regional and place-based diversity. Scenarios and options need to be deeply considered with teaching and learning experts in Te Pūkenga and beyond, and extensively modelled for impacts, including barriers and enablers to educators supporting ākonga/learner success.</li> <li>• There is a need for capability development in the education and training sector as many educators have little or no teaching or training background in <i>educating others</i>.</li> <li>• The key to success of these networks is functional and inclusive communication and “knowing your people.” Timing is especially important, so to enable as many voices as possible to be heard, adequate notice needs to be given.</li> </ul>
<b>Supporting Māori learner success</b>	<ul style="list-style-type: none"> <li>• How would a ‘distributed delivery’ model cater for specific needs of iwi, whānau, hapū, ākonga especially given their strong regional presence?</li> <li>• There is merit in ensuring a strong hub network function for Māori learner success given the low proportion of Māori managers and staffing.</li> </ul>
<b>Supporting Pacific learner success</b>	<ul style="list-style-type: none"> <li>• There is merit in ensuring a strong Ako network function for Pacific learner success given the current low proportion of Pacific managers and staffing, and ideally this capacity and capability will be supported and grown.</li> <li>• Ensuring strong cultural capability for Pacific will be essential for both recruitment of all key staff roles and professional learning development for all staff (especially non-Pacific) in areas, such as cultural values and relationships.</li> </ul>

	<ul style="list-style-type: none"> <li>Partnering alongside Ako Aotearoa’s Pacific Peoples Caucus and engaging with the Association of Pacific Staff in Tertiary Education (APSTE) and/or similar networks is crucial to success.</li> <li>Post-Covid, a strong recommendation is partnerships with the health and social services sector. Within these partnerships is not only strong holistic support, but also cost-effective benefits that will enable adequate resourcing.</li> </ul>
<b>Supporting learning differences/ neurodiversity</b>	<ul style="list-style-type: none"> <li>Supporting learning differences and neurodiversity will need to be both a hub and distributed network responsibility, to be wherever and whenever the learners with learning differences are engaging in learning. Leadership at the single hub level will be critical, and on-the-ground action will also need support through the Ako networks and regional facilitators.</li> </ul>
<b>General comment</b>	<ul style="list-style-type: none"> <li>Overall, the division between the ‘single hub network’ functions and ‘distributed delivery’ functions makes sense. In respect of the functions <i>Learner journey and experience design</i> and <i>Employer journey and experience design</i>, these are currently single-hub functions. They may also need to be distributed-delivery functions, as both the learner and the employer journey may differ from region to region.</li> </ul>

### Regional collective impact

Te Pūkenga asks what opportunities do you consider there are for our learners, employers and even your own mahi in building this engagement with key regional partners?

<b>Ako Aotearoa Priorities</b>	<b>Comment</b>
<b>Being Te Tiriti o Waitangi led</b>	<ul style="list-style-type: none"> <li>Ako Aotearoa has been working collaboratively through our regional hubs with regional and community partners and there could be an opportunity to work collaboratively with Te Pūkenga to leverage off and support already established regional networks and projects with collective iwi groups.</li> </ul>
<b>Quality teaching and learning educators and environments</b>	<ul style="list-style-type: none"> <li>Established in 2007 and approaching our 15 years of operating, Ako Aotearoa would welcome opportunities to enhance already established regional teaching and learning networks, including through the Academy of Tertiary Teaching Excellence, and our regional hub offices in Auckland, Palmerston North and Christchurch and national office in Wellington.</li> <li>We are supportive of the opportunities for Ako networks in teaching and learning. This needs co-ordination, adequate timeframes and inclusive participation to be as diverse as possible. Ako Aotearoa has established networks through our</li> </ul>

	<p>Ako Aotearoa Communities of Practice, including for neurodiversity, literacy, language, and numeracy, and online learning. Working and connecting with other key stakeholders, such as ACE Aotearoa and the ACE Strategic Alliance (of which Ako Aotearoa is a member) would also be valuable.</p> <ul style="list-style-type: none"> <li>• Under the new model, it will be crucial to consider employers as a key part of the teaching or Ako network. They will need targeted professional development to support their capability building, so that they are better able to identify employee/trainee needs and know how these can be addressed. Ako Aotearoa has significant experience in providing organisation-wide PLD for employers and employer-adjacent organisations, including Corrections, several ITOs, construction companies, and the health sector. Our knowledge base of Ako Aotearoa co-funded projects has a leading repository of resources on work-based learning and teaching. Ako Aotearoa has a track record of partnering and sponsoring industry training-led capability building research forums, including co-hosting the New Zealand Vocational Education and Training Research Forum through a 17-year long partnership with the former Industry Training Federation, and now Skills Consulting.</li> </ul>
<p><b>Supporting Māori learner success</b></p>	<ul style="list-style-type: none"> <li>• Build on the Māori Trade Training programme and network formed under the ITOs throughout Aotearoa. Ako Aotearoa has funded several projects on achieving success for Māori learners, including in <u>wānanga</u>, <u>ITPs</u> and in <u>workplace settings</u>.</li> </ul>
<p><b>Supporting Pacific learner success</b></p>	<ul style="list-style-type: none"> <li>• How could a 'distributed delivery' model cater for specific needs of Pacific ākongā, aiga and communities with large regional populations and the different identities, languages and cultures (ie, South Auckland, Mangere, Otāhuhu, wider Wellington, Waikato, Canterbury, Bay of Plenty, Manawatu-Whanganui, Hawkes Bay)?</li> <li>• There is merit in the option of learning through the Pacific collective. Opportunities could extend specifically to the church and community networks targeting unique and tailored courses for Pacific needs e.g. students not returning to study post-Covid/Lockdowns, diversifying the courses to be relevant to employment, prioritising trades and vocational options with Pacific wraparound strategies.</li> </ul>
<p><b>Supporting learning differences/ neurodiversity</b></p>	<ul style="list-style-type: none"> <li>• Expert advice and high-quality resources will be essential, as will recognising evidence-based frameworks and resources. Ako Aotearoa has developed a substantial body of evidence-based resources and professional learning development and organisation educator development tools, such as the Dyslexia Friendly Quality Mark, and Tapatoru and Tapatolu. See our <u>programme overview</u>.</li> </ul>

<b>General comment</b>	<ul style="list-style-type: none"> <li>Retain successful national models. How will research be part of identifying regional skills needs and measuring the impact of regional initiatives?</li> </ul>
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### Giving effect to Te Tiriti o Waitangi

Do you think our proposed Operating Model does enough to achieve this? Are there other things you think we should be doing? (ie, as teachers, employers or learners)?

<b>Ako Aotearoa Priorities</b>	<b>Comment</b>
<b>Being Te Tiriti o Waitangi led</b>	<ul style="list-style-type: none"> <li>TToW aspirations are just that and Te Pūkenga can have a role to help iwi to achieve these. Māori tribal development under Te Tiriti revolves around tribal strategies and possibly treaty settlements. Find ways to work with iwi, large and small.</li> </ul>
<b>Quality teaching and learning educators and environments</b>	<ul style="list-style-type: none"> <li>Opportunity to work collaboratively with the tribal education and training committees. It is very encouraging to read of self-determination aspirations, which will succeed if this is modelled well, and enough information and resources are provided.</li> <li>The RSLGs will identify regional skills needs and we urge that this includes a focus on LLN skills needs. Ako Aotearoa has expertise in this area through our <a href="#">ALNACC</a> team and we would welcome a further discussion on this with Te Pūkenga.</li> </ul>
<b>Supporting Māori learner success</b>	<ul style="list-style-type: none"> <li>Opportunity to create a space for inviting Ākonga Māori learners to various forums.</li> </ul>
<b>Supporting Pacific learner success</b>	<ul style="list-style-type: none"> <li>It is important for Pacific communities to understand the Pacific role within Te Tiriti. Ako Aotearoa Pacific PLD workshops have been designed to provide understanding on Le Vā, or the respectful space between people and places. This sets up a platform for further talanoa and matching of pedagogies for learning and development to encourage safe tikanga and inclusion of Pacific within the Treaty.</li> <li>Recognise and incentivise Te Tiriti training by supporting Pacific staff to achieve digital badges/microcredentials. Provide and resource release time and talanoa for Pacific staff.</li> </ul>
<b>Supporting learning differences/ neurodiversity</b>	<ul style="list-style-type: none"> <li>Recent published research <i>Poipoiā ngā ākonga kanorau ā-roto</i> by Dr Melanie Riwai-Couch (August 2021) on a Māori centric view of neurodiversity and working in partnership gives a great starting point for giving effect to Te Tiriti o Waitangi for neurodiverse ākonga. Recommendations include future investment in generating te ao Māori literature; future investment in generating a te ao Māori evidence base, and developing the education workforce.</li> </ul>

<b>General comment</b>	<ul style="list-style-type: none"> <li>Under te Tiriti o Waitangi, how will regional collaboration be fostered? What will inter-regional collaboration look like? How will the voice of communities be heard and sufficiently resourced?</li> </ul>
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### Learner success

- Te Pūkenga asks what do we see as the most important experiences that learners must have during their time at Te Pūkenga? What are some of the biggest challenges or opportunities that we have?

<b>Ako Aotearoa Priorities</b>	<b>Comment</b>
<b>Being Te Tiriti o Waitangi led</b>	<ul style="list-style-type: none"> <li>Be realistic about what is possible. As the whānau of a mokopuna in a building apprenticeship right now – what relationship do you want with me? The question could be directed to what support might Te Pūkenga give to the employer that has my mokopuna? We are a supportive whānau already. What does “putting learners and whānau at the centre” look like?</li> </ul>
<b>Quality teaching and learning educators and environments</b>	<ul style="list-style-type: none"> <li>Ako Aotearoa has funded a number of learner-centred projects, eg, <a href="#">Kiwi Can Do</a> project, <a href="#">WelTec Building and Construction collaborative project</a>.</li> <li>PIAAC data indicate a persistent disparity between literacy and numeracy levels of our total population on the one hand, and Māori, Pacific and ESOL learners on the other hand. The Government has set a ten-year target to end disparity and achieve equitable outcomes. The world of work is changing rapidly, and we need to develop learner agency to help learners build resilience to adapt to change. Educators need to <a href="#">build their capability in developing learner agency</a>, and support learners in developing the transversal skills needed in today’s labour market, such as communication, teamwork, problem-solving, leadership, critical thinking, organisation, resilience, digital literacy and adaptability.</li> </ul>
<b>Supporting Māori learner success</b>	<ul style="list-style-type: none"> <li>The Ako Aotearoa knowledge base features many projects for supporting Māori learner success. See this report on <a href="#">Māori Learner Success in tertiary education</a>, with highlights from these projects.</li> </ul>
<b>Supporting Pacific learner success</b>	<ul style="list-style-type: none"> <li>Pacific leadership in the initiatives is essential, as well as Pacific leading Pacific in terms of student academic support and pastoral care. Mentoring programmes that are supported with wraparound health and social services supports are also needed for Pacific learners. Recent Ako Aotearoa commissioned research for Pacific sets out 10 habits for phenomenal educators.</li> </ul>

	<ul style="list-style-type: none"> <li>Defining and building relationships with learners, what will help or hinder academic success, identifying these strategies and resourcing in order to implement the strategies.</li> </ul>
<b>Supporting learning differences/ neurodiversity</b>	<ul style="list-style-type: none"> <li>One of the challenges is meeting the needs of neurodiverse learners, such as those with dyslexia, dyscalculia, dyspraxia, autism, ADHD etc. Raising awareness and understanding of how these learners can be supported in their learning journey will help meet this challenge.</li> </ul>
<b>General comment</b>	<ul style="list-style-type: none"> <li>Students with refugee backgrounds, who face challenges with racism and lack of resources, require more visibility in the model.</li> <li>A large proportion of learners are not yet work-ready and need to develop their employability skills before they are ready to access vocational training or enter the workforce. There is a distinct need for quality classroom- and community-based teaching in addition to work-based training. Effective collaboration between PTEs and Te Pūkenga will be vital to ensure adequate support for learners.</li> </ul>

### Responding to RoVE

Is there anything you would change about how the model brings to life the objectives of the RoVE reform?

<b>Ako Aotearoa Priorities</b>	<b>Comment</b>
<b>Being Te Tiriti o Waitangi led</b>	<ul style="list-style-type: none"> <li>Working with key partners will be critical to success, and it is positive to see Te Tiriti partners, including iwi, hapū, Māori, as well as integrating equity and building relationships with whānau of learners. This will need sufficient capability resource to support the relationships and partnership activities. Advice and leadership from key parties, such as Te Taumata Aronui, Iwi Leaders Fora, Whānau Ora commissioning agencies will help guide and smooth these pathways.</li> </ul>
<b>Quality teaching and learning educators and environments</b>	<ul style="list-style-type: none"> <li>Ako Aotearoa is very supportive of the Operating Models' intentions and believe that a strategic partnership between Te Pūkenga and Ako Aotearoa would be mutually beneficial.</li> <li>Ako Aotearoa has funded various capability building reports on <a href="#">foundation education</a>, <a href="#">technology in learning</a>, <a href="#">foundation bridging and LLN</a>, and <a href="#">learning in and for work</a>.</li> <li>We would also encourage Te Pūkenga as an organisation to foster and support staff to engage in pathways and opportunities towards participating and succeeding in our new teaching and training awards, Ngā Tohu Whakaako Whakahirahira to be <a href="#">launched in February 2022</a> by the Minister of Education.</li> </ul>

## Equity between peoples in opportunity and outcome

It is positive that the proposed Operating Model seeks to reflect Equity and Inclusion as core organisation principles.

Ako Aotearoa Priorities	Comment
Being Te Tiriti o Waitangi led	<ul style="list-style-type: none"> <li>Equity and inclusion approaches should be strengths-based. Key partners for equity would include for example, Te Taumata Aronui, Te Mana Ākonga, Tauria Pasifika, NZ Disabled Students, NZ International Students organisations, as well as the Tertiary Education Union.</li> </ul>
Quality teaching and learning educators and environments	<ul style="list-style-type: none"> <li>More information on what equity and inclusion looks like and how it could be enacted would be useful. Ako Aotearoa has supported effective learning projects on <a href="#">women in trades</a> and on <a href="#">learner agency</a> to equip adults with the skills needed to engage in lifelong learning.</li> </ul>
Supporting Māori learner success	<ul style="list-style-type: none"> <li>Dedicated and sufficient resourcing for Māori staff will be essential as often these staff will have multiple roles and are stretched. Is there a consistent capability building infrastructure to develop culturally appropriate approaches to support Māori learners?</li> <li>Ako Aotearoa has supported effective learning projects for <a href="#">Māori learners in workplace settings</a>.</li> </ul>
Supporting Pacific learner success	<ul style="list-style-type: none"> <li>Ako Aotearoa has supported projects for equitable outcomes for Pacific on <a href="#">Pacific pedagogy</a>, a <a href="#">Pacific success toolkit</a>, and the <a href="#">10 habits of phenomenal educators for Pacific learners</a>.</li> <li>Dedicated and sufficient resourcing for Pacific staff and development of Pacific leaders will be essential as often these staff will have multiple roles and are stretched. <a href="#">APSTE</a> should be a key strategic partner for Te Pūkenga.</li> <li>Ako Aotearoa has sponsored APSTE events, and also provides the <a href="#">Pacific Professional Development Fund</a> for emerging Pacific leaders in tertiary education that Te Pūkenga Pacific staff should be nominated and supported to apply for to build leadership pathways. As employers, Te Pūkenga should demonstrate a willingness to create a co-design and synergies between the workplace and education of Pacific staff.</li> </ul>
Supporting learning differences/ neurodiversity	<ul style="list-style-type: none"> <li>The principles of Universal Design for Learning can be incorporated across Te Pūkenga to create more inclusive teaching and learning environments. Ako Aotearoa provides the <a href="#">Dyslexia Friendly Quality Mark</a> for tertiary education. <a href="#">Learn about the DFQM</a> from our pilot organisations. The DFQM could help the whole of Te Pūkenga become dyslexia-friendly, which could be a key component of Te Pūkenga's disability action plan.</li> </ul>

	<ul style="list-style-type: none"> <li>Support for disabled learners needs to be underpinned by a social model of disability, rather than a deficit model, with accommodations in place to meet the diverse needs of disabled and neurodiverse learners.</li> </ul>
<b>General comment</b>	<ul style="list-style-type: none"> <li>It would also be beneficial to engage with and participate in the National Tertiary Network to Support Refugee Background Students, as well as the NZ International Students' Association.</li> </ul>

### General comments about Te Pūkenga

<b>Ako Aotearoa Priorities</b>	<b>Comment</b>
<b>General comment</b>	<ul style="list-style-type: none"> <li>Overall, the model is comprehensive and looks good. Ako Aotearoa would welcome the opportunity to contribute to its successful development and implementation including through a possible Memorandum of Understanding on areas of mutual cooperation, such as tertiary teaching awards, ākongā and learner success, sector educational capability building and regional partnerships networks with iwi and industry.</li> <li>The government has committed to the United Nations' Strategic Development Goals and the sector has an obligation to work towards the achievement of these goals. Strategic Development Goal (SDG) 4: <i>Ensure inclusive and quality education for all and promote lifelong learning.</i> Specifically, SDG4 Target 4.6: <i>By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.</i></li> <li>The new Operating Model could help work towards these objectives by promoting effective, strength-based practices that lead to positive outcomes for all learners. If we are to make a difference for our learners, particularly our most vulnerable learners, we need a clear focus on LLN, values-based teaching, and building educator capability. Targets and workstreams related to these need to be visible and clearly articulated.</li> </ul>

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