



# Learner success: a tertiary education system that works for everyone

Delivering good outcomes for all New Zealanders is a focus for this investment round. In particular, this means we need to do much better for Māori and Pasifika.

This Infosheet builds on the key messages outlined in the [Dec 2018 Plan Guidance](#).

## We want to ensure that all New Zealanders enjoy the lifelong benefits of tertiary education success

We want a tertiary education system that supports all New Zealanders to set and achieve tertiary and career goals that will deliver good outcomes for them and for the country. This means a particular focus on improving outcomes for TES priority groups, including Māori and Pasifika learners.

This will improve outcomes for individuals, their families/whānau/aiga, their communities, and ultimately all of Aotearoa New Zealand. We have set an organisational target that, by 2022:

- › we will be funding provision in which Māori and Pasifika learners participate and achieve in similar patterns with other learners
- › Māori and Pasifika participation in tertiary education will be at levels and in fields of study that should, over time, deliver parity of post-study outcomes for these learners.

In this Plan round we will be working with you to take a big step toward parity for Māori and Pasifika in two ways:

- › **Parity of participation** – we want to see Māori and Pasifika participating in tertiary education at the same rate (i.e., as a proportion of the relevant population) as other groups. This includes ensuring that Māori and Pasifika learners enrol at the same rates as other learners in levels and qualifications that have good post-study outcomes
- › **Parity of education achievement**, as measured by our Education Performance Indicators (EPIs).

Over time, our investment will shift toward courses, qualifications, programmes, and TEOs that are doing the best job at delivering good outcomes for learners and employers. This will happen through a combination of proactive adjustments you make to your own delivery, TEC investment decisions (including through this Plan round), and learner choice informed by better learner information and career counselling.

## Where do we currently stand?

Data shows us that Māori and Pasifika have lower achievement across all EPIs, at every level in every sector.

Table 1: Educational Performance Indicators (2017)

	Māori	Pasifika	Non-Māori/ Non-Pasifika
Level 4-7 (non-degree)	43%	42%	51%

First year retention	Level 7 (degree) and above	67%	69%	77%
Progression	Level 1-3	40%	42%	37%
Course completion	Level 1-3	70%	69%	80%
	Level 4-7 (non-degree)	71%	62%	81%
Qualification completion	Level 7 (degree) and above	82%	74%	89%
	Level 4-7 (non-degree)	56%	58%	57%
	Level 7 (degree) and above	49%	49%	64%

We also know that Māori and Pasifika are over-represented at levels 1-3 and under-represented at levels 7 and above. In addition, Māori and Pasifika learners are over-represented in courses that, according to data on graduate outcomes, deliver comparatively poor post-study outcomes.

**Table 2: Participation rates by ethnicity – learners under 40 years old (2017 EFTS)**

	Māori	Pasifika	Non-Māori/ Non-Pasifika
<b>Baseline population (15-39 years)</b>	<b>17%</b>	<b>9%</b>	<b>76%</b>
Total learners	19%	10%	72%
Level 1-3	43%	14%	46%
Level 4-6	29%	14%	60%
Level 7 and above	13%	8%	80%

## What are the shifts we want to see?

We want to see better representation of Māori and Pasifika learners at higher levels and in programmes which have good employment outcomes. We also want to see improved achievement measured by EPIs.

The Investment Briefs outline the high-level changes we're looking for from each fund. These will be supported our Ngā Kete information products which show EPI performance and commitments as well as post-study outcomes. These tools will enable us and the TEOs to see a consistent picture of what's happening, and agree specific shifts for each TEO. We expect TEOs to set appropriately challenging commitments.

**We will look for evidence of a whole-of-organisation commitment at governance, management, and leadership levels to delivering greatly enhanced outcomes for Māori and Pasifika learners.**

This means greater participation, retention, and completions at higher levels of study and in fields of study that deliver better post-study socio-economic outcomes. This also means reaching back into secondary schools to influence the NCEA choices and early career planning of Māori and Pasifika students.

We will look for clarity and specificity in your Plans about what you are currently doing to improve participation, achievement, and outcomes for Māori and Pasifika learners, and your plan for contributing to parity. We will look for evidence of:

- › an understanding of what parity of participation would look like for your TEO, and whether you are currently achieving it, or a clear understanding of why you are not
- › a commitment and clear plan at governance, management, and leadership levels to achieving parity of achievement for your Māori and Pasifika learners,
- › teaching and learning that responds to the needs of Māori and Pasifika learners, eg use of culturally responsive teaching practices, or content that reflects cultural knowledge and values, and
- › support for Māori and Pasifika learners and their families to make informed decisions about, and successful transitions into, tertiary education.

We will work with all TEOs to agree ambitious and achievable commitments to reach system parity by 2022. Over time, we will shift funding to those TEOs who can demonstrate they are making good progress toward parity, including by meeting or exceeding their Plan commitments.

For relevant TEOs we will also be looking for evidence of:

- › growing research and development of mātauranga Māori, and

- › increasing participation and completions in te reo Māori courses. We will particularly look for increases in participation and completions at higher levels, which is vital to improving the quality and accessibility of te reo Māori teaching and learning.

### **What will we be doing differently to support TEOs to reach parity?**

We're going to take action in a number of areas, including:

- › sharing best practice examples and connecting TEOs with those who are doing good things to improve education outcomes for their Māori and Pasifika learners
- › providing better, transparent and useable data and information, including the Ngā Kete information products, as well as data and information on regional, employer, industry, and labour market needs and trends
- › providing tools for TEOs to assess their own practice, including the Capability Framework
- › exploring possible flexible funding approaches. We're going to look at setting conditions that will allow us to reward TEOs who successfully deliver improvements, as well as remove funding from provision with poor results for Māori and Pasifika.

### **We want to empower TEOs to build their capability to engage with, and better provide for, Māori & Pasifika learners, their families/whānau/aiga and their communities**

We will provide tools for TEOs to assess their own practice, including the Capability Framework. We will:

- › use the Investment Plan Assessment Criteria to ensure Investment Plans demonstrate clear evidence of actions to reduce participation and achievement disparities for Māori & Pasifika
- › use our findings from the Investment Plan Assessment Criteria to feed into our funding decisions
- › provide TEOs with integrated, user-friendly, and high-quality information to support informed decision-making regarding Māori & Pasifika
- › further invest in TEOs who successfully deliver on their commitments for improving Māori & Pasifika participation, retention, and achievement, and remove funding from provision with poor results for Māori & Pasifika.

We will also work to facilitate and encourage real partnerships between TEOs and the people they serve.

### **We'll provide better information to allow learners to make the choices that are right for them**

To ensure good life outcomes, Māori & Pasifika learners, and those who support and advise them, need to have the right information and study opportunities available to participate in education and training.

We will help learners make informed study and career choices by:

- › providing a range of online user-friendly careers information, resources and services (e.g., [Career Development Benchmarks](#), Key Information Set and MyQ)
- › providing data about post-study outcomes and information on regional, employer, industry, and labour market needs and trends. This includes Qlik data about learners' secondary-tertiary transitions that can be disaggregated by iwi.

### **How will we measure progress, and will there be consequences for not meeting targets along the way?**

Progress will be measured against EPI and participation targets. This approach will be supported by our Ngā Kete information products, including *Post Study Outcomes*, that will enable us and the TEOs to see a consistent picture of what's happening.

We will also provide tools for TEOs to assess their own practice, including the Capability Framework.

When we make decisions about the next funding round, we will look favourably on TEOs which have delivered good results for Māori and Pasifika learners in the last Investment Plan round. For provision that is failing to deliver good learner outcomes, we will want to see a practical plan to improve it. Our expectations for this plan will depend on the purposes of the provision and the specific issues involved. If such improvement is not possible, we will shift funding to provision with better learner outcomes.

## Is TEC holding TEOs accountable for things beyond their control? Isn't the problem really with the schooling system?

We recognise that many Māori and Pasifika learners leave school without the knowledge and skills needed for tertiary study. It can take a lot of time, effort and resources for TEOs to support these learners to succeed in tertiary education. It's tempting to think, "If the compulsory system delivered parity, then the tertiary system would too – it's not our fault, and it's not fair to expect us to solve it".

There are two replies to this. First of all, just because we didn't cause a problem doesn't mean we have no responsibility to try to solve it. The TEC and TEOs have the power and mandate to make a positive difference to Māori and Pasifika learners in the here and now, and that gives us all an obligation to act. The performance of the schooling system does not remove our obligation to Māori and Pasifika school-leavers – if anything, it strengthens it. Most TEOs recognise this and are on board with the need for change.

Secondly, there is good reason to think some disparities have their origins within the tertiary system. For example, Māori and Pasifika students at Bachelors level are less likely to complete their degrees than non-Māori, non-Pasifika students, even if they pass the same proportion of their first-year courses – that is not a result of issues with the school system. We need to challenge ourselves with the question, "How might we – despite our best intentions – be part of the problem?"<sup>1</sup>

The majority of the teaching workforce currently struggling to address disparities trained at New Zealand tertiary institutions. Insights from providers of initial teacher education and continued professional development could inform and help lift the capability of our schools to make a bigger difference for Māori and Pasifika.

We at TEC are seeking to understand our own contribution to disparities for Māori and Pasifika. In doing so, we are focusing our energy and attention on improving and expanding the things that we can control, not lamenting those we can't. If all TEOs do the same, then over the next five years we can collectively make an enormous positive difference to the long-term outcomes of many Māori and Pasifika individuals, families/whānau/aiga, and communities, and ultimately improve our national wellbeing.

## Some questions to consider

These questions will help us understand what TEOs are doing to support achievement and relationships with Māori & Pasifika students.

1. Do you have, or how will you develop, a clear understanding of what parity of participation would look like for in your organisation, the issues of current performance, and how you are going to improve performance?
2. How will you develop or enhance support for Māori and Pasifika students and their families to make informed decisions about, and successful transitions into, tertiary education?
3. How will you develop or enhance a commitment and a plan, at governance, management and leadership levels, to achieving parity of achievement for Māori and Pasifika learners?
4. How will you develop or enhance teaching and learning to responds to the needs of Māori and Pasifika learners, e.g. use of culturally responsive teaching practices, or content that reflects cultural knowledge and values?

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<sup>1</sup> For a good discussion of this challenge, see <http://blog.kipp.org/college/at-georgia-state-we-transformed-our-grad-rates-heres-how/>.

## Where to get further information

Further information is available from the [TEC website](#), including resources in the [Investment Toolkit](#).



**We ensure New Zealand's future success.**