

## **Aide-Memoire: Whole of TEC approach to improve Māori outcomes**

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<b>To:</b>	Hon Kelvin Davis, Associate Minister of Education
<b>CC:</b>	Hon Chris Hipkins, Minister of Education
<b>From:</b>	Paora Ammunson, Deputy Chief Executive Ōritetanga Learner Success
<b>Date:</b>	22 October 2021
<b>Reference:</b>	AM-21-00642

### **Purpose**

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1. This aide-memoire provides an overview of the Tertiary Education Commission - Te Amorangi Mātauranga Matua (TEC) Ōritetanga Learner Success approach.
2. We would also like to arrange a meeting with you and TEC Chief Executive Tim Fowler to provide you with a more detailed overview of our whole of TEC approach to improve outcomes for Māori learners.
3. We recommend that this aide-memoire is proactively released in full.

### **Our role as kaitiaki of the tertiary education and careers systems**

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4. Our role as stewards of the tertiary education and careers system is to shape the system by investing in tertiary education, creating learning to work connections, and sharing information and insights. Delivering on our role requires us to continually understand the changing needs of learners, communities and employers. In particular, we need to understand the changing needs of Māori learners, Māori and iwi communities, and Māori employers.
5. Our organisational strategy is built around empowering every learner to succeed in their lifelong learning and employment journey. A key element of learner success is ensuring Māori learners are equipped with the skills needed by employers and communities. To deliver for all learners- including Māori learners- we have identified five mutually supporting actions:
  - deliver skills and equity-focused careers services;
  - create responsive skill development opportunities;
  - build tertiary sector capability for equity and culturally affirming delivery;
  - deliver a vocational education system for the future through the Reform of Vocational Education; and
  - build a learner-centric funding system.

6. We are required to give effect to the Government's Tertiary Education Strategy (TES), which sets out the Government's current and medium-term priorities and long-term strategic direction for tertiary education. It is intended to address economic, social and environmental goals, and in particular to ensure the aspirations of Māori learners are met.
7. We are also responsible for ensuring that the tertiary and careers systems make their contributions to Ka Hikitia (the Government's Māori Education Strategy) and Tau Mai Te Reo (the Government's Māori Language in Education strategy).
8. We have a role in building the capability of tertiary education organisations (TEOs) as part of giving effect to the TES, Ka Hikitia and Tau Mai Te Reo.

## **Realising a transformational change to achieve a system-wide equity**

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9. Developing a tertiary education system that works well for all learners is complex, as it requires coordination across a wide range of areas. Interventions that agencies and TEOs have implemented in the past are not making the change required for actual system-wide gains in equity and learner outcomes. This is particularly the case for Māori learners-
10. The TEC Ōritetanga Learner Success approach is about understanding all learners' needs and aspirations and supporting tertiary education organisations to redesign their business practices with learners intentionally at the centre. This means ensuring that all TEOs truly understand what is driving Māori learner attrition, and adjusting their delivery models to address these factors. Success will only occur when TEOs take a whole of ecosystem approach to Māori learner success.
11. There are compelling domestic and international examples that show we can make a significant difference in learner success. Based on this evidence, we have developed a Learner Success Framework (attached as Appendix Two) and Learner Success Diagnostic Tool (attached as Appendix Three) for the Aotearoa New Zealand context.
12. The Learner Success Framework provides TEOs with a blueprint for putting learners at the heart of what they do and is designed to address the bias and disparities that have resulted in the system underserving certain learner groups. The approach is designed to deliver on our commitment to equity and ensure that all learners can succeed. We have successfully tested this approach specifically with partners who deliver to large scale Māori learner cohorts.
13. We are now looking to implement the Ōritetanga Learner Success approach at scale. This will be the first higher education programme of its kind at a national level. To ensure we support TEOs, we will also need to change our own TEC operating model to be more equity-minded, culturally affirming, learner and whānau centric in how we work.
14. A fuller briefing (reference B-21-00459) on the TEC Ōritetanga Learner Success approach to realise system-wide equity in the tertiary education sector is attached as Appendix One.

## **Supporting wānanga initiatives to improve the tertiary experiences of Māori learners**

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15. The wānanga sector has a distinct role in delivering outcomes for Māori learners. This requires a differentiated and enhanced approach. The Te Hono Wānanga work programme looks to respond to the needs and aspirations of wānanga by firstly addressing specific and immediate concerns for each wānanga as well as the broader wānanga sector. Our work with wānanga has been driven off a partnership approach- supporting and upholding the integrity of tino rangatiratanga exercised by each wānanga while growing and building the strength of the wānanga system as a whole.

16. While our Ōritetanga Learner Success approach and Te Hono Wānanga have specific goals, the outcomes each seek are closely aligned and mutually reinforcing, especially in relation to equity for Māori learners. Through our learner success work, we are supporting the wānanga to enhance their own capability to deliver to their learners and doing this in a way that enables each to own and drive these changes.
17. As part of our trialling our learner success approach, we have worked closely with two wānanga: Te Wānanga o Aotearoa and Te Wānanga o Raukawa. The sector is important in ensuring Māori learners can achieve success as Māori.
18. Looking across the sector as a whole, our work on learner success will progress at a different pace with each wānanga, depending on previous work and the nature of the current relationships. We would like to discuss this with you and in particular how our work with individual wānanga can help accelerate learner success outcomes and great equity for Māori learners and their whānau.
19. We are considering even closer alignment between the two pieces of work. For instance, it is possible that some of the wānanga contingency funding could be used to enable a whole of organisation approach to learner success.

## **Work with Te Kahui Amokura and the Universities to improve the tertiary experiences of Māori learners**

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20. You will recall that the education agencies have been working with Te Kahui Amokura (the Universities NZ committee comprising the Deputy Vice-Chancellor Māori, Assistant Vice-Chancellor Māori or Pro-Vice Chancellor Māori from each university). Te Kahui Amokura is a key leadership group in the university system and can play a pivotal role in improving Māori learner success in universities.
21. The TEC has supported this work and the initiatives that the group has brought to your attention. A key factor in progressing the sorts of specific initiatives that Te Kahui Amokura has been advancing, will be to try to parallel this with making sure that there is a “whole of ecosystem commitment” at each university to making sure their delivery is equity minded and culturally affirming for Māori learners. We would also like to discuss with you, the importance of the work with Te Kahui Amokura alongside our Ōritetanga Learner Success approach.

E te minita, ngā mihi nui ki a koe

**Paora Ammunson**

Deputy Chief Executive, Ōritetanga Learner Success

Tertiary Education Commission Te Amorangi  
Mātauranga Matua

22 October 2021

**Hon Kelvin Davis**

Associate Minister of Education

07 / 11 / 2021

## **Annex Two: Tertiary Education Report: Ōritetanga Learner Success**

## MAKING SURE IT LASTS

### Understand how

Develop data, systems and procedures to enable TEO's to identify when extra services need to be deployed

Ongoing advising touch points & methods and policies – enrolment support & outreach, first year program planning, goal setting

Develop holistic service support models, responsive to where learners are on their journey

## BUILD ORGANISATIONAL CAPABILITY & COMMITMENT

### Understand what

Develop a cohesive Learner Success Strategy & develop a change plan to ensure organisational wide input into learner success vision and values.

Establish a baseline for lead performance indicators & develop learner success strategy “from – to”

### Understand when

Develop design & implementation roadmap

## CREATING AWARENESS & DESIRE FOR CHANGE

### Understand why

Current state - analysis of learner success maturity (factors that impact participation & completion) using “whole of system” capability diagnostic.

Engage stakeholders and make the case for change by creating awareness of current Maturity levels and the relationship to current performance and future direction and strategies

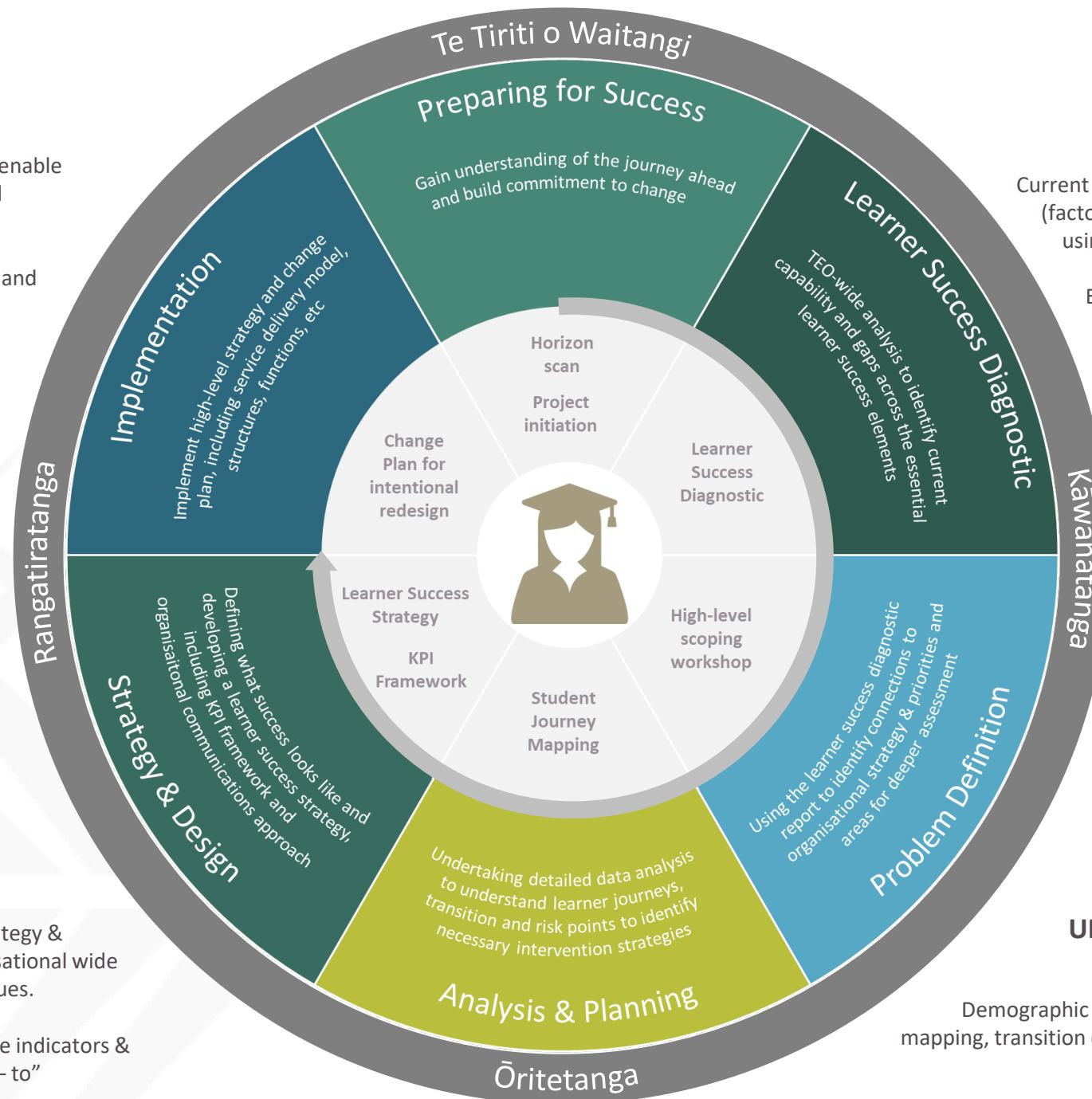
## UNDERSTANDING LEARNER NEEDS

### Understand who

Demographic data analysis using cohort student journey mapping, transition connection and progression & completion. Develop risk segment cohorts.

Plot risk and attrition points. Assess effectiveness of current interventions and usage against risk segments (use of self-reflection documents and EER)

Develop end to end strategies & interventions aligned to attrition points: transition, connection progression & completion



### Ōritetanga Learner Success approaches: 7 key areas of capability

