

Aide-Memoire: Ōritetanga and Learner Success: meeting of TEI council members on 29 May 2018 to discuss strategies for achieving parity

To:	Hon Chris Hipkins, Minister of Education
cc:	Hon Jenny Salesa, Associate Minister of Education
From:	Section 9(2)(a) Deputy Chief Operating Officer, Tertiary Education Commission
Date:	25 May 2018
Reference:	AM/18/00370

Purpose

1. This aide memoire provides talking points for speaking to members of the governing councils of tertiary education institutions (TEIs) on 29 May 2018. The session with Ministers is scheduled for 2.00 pm to 2.30 pm. We would welcome a short address from each Minister followed by an opportunity for council members to ask questions.
2. The day's session is named Ōritetanga and Learner Success
 - **Ōritetanga:** 'ōrite' is the nearest Māori language approximation to parity. It's also the word used in the 3rd article of the Treaty where Māori individuals are afforded all the rights and privileges of Crown citizens. Commentators and Treaty academics often refer to that Article as the 'ōritetanga' article.
 - **Learner success:** We've used the English language tag line 'learner success' because that's the real essence of what we are trying to achieve generally, and specifically in relation to Māori and Pacific learners. It highlights the team's priority mission- ensuring everyone succeeds
3. We recommend that you release this aide-memoire.

The TEC is supporting good governance across the sector through a programme of briefings

4. The TEC's monitoring role includes reviewing governance capability and providing support to promote good governance across the sector. This includes induction and briefing sessions for new TEI council members and a governance network for TEI staff members who support the work of councils. This year we have introduced a Chairs' meeting, which Minister Hipkins attended in February, and focused briefings for council members. This is the first focused briefing.

5. The attendance list is attached; we had a good response from across the TEI sector, with 26 council members registered to attend from:
- Universities, including the Chancellor of the University of Auckland, Scott St John
 - ITPs, including the Chairs of UCOL, Ben Vanderkolk, and Toi Ohomai, Cathy Cooney
 - Wānanga, including Sir Hirini Mead from Te Whare Wānanga o Awanuiārangi.
6. The outcome we are seeking from the day is to inspire council members to provide leadership in their TEIs to achieve parity and implement the Government’s education strategy to provide **all** New Zealanders with opportunities to fulfil their potential.
7. The agenda for the day is attached: The sessions for the day include:
- **Setting the scene:** TEC staff will use data to set the scene and the lack of progress in recent years in achieving parity of Māori, Pacific and at-risk learners.
 - **Insights from overseas:** TEC Chair **Nigel Gould** will provide insights from his US and Canada trip, and the exemplar of Georgia State, and how this fits with the TEC’s priorities.
 - **Strategy framework:** Ministry of Education’s **Section 9(2)(a)** Manager - Access and Participation Policy, will discuss the role of policy in the tertiary education systems and upcoming policy work on improving learner success, including developing a new Tertiary Education Strategy.
 - **Workshop I:** to end the morning, participants will develop a strategy–level statement for their TEI.
 - **Communities of Practice** with contributions from the director of Ako Aotearoa **Section 9(2)(a)** and members of the senior management of two TEIs: Eastern Institute of Technology **Section 9(2)(a)** and Te Wānanga o Raukawa **Section 9(2)(a)**
 - **The view from Parliament** is the title of the session with Ministers.
 - **NZQA’s perspective:** NZQA’s **Dr Grant Klinkum**, Deputy Chief Executive – Quality Assurance Division will provide the NZQA perspective.
 - **Wokshop 2: What does success look like?** A Keep – Stop – Start exercise facilitated by Mike Blanchard of the TEC.

Section 9(2)(a)

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Deputy Chief Operating Officer
Tertiary Education Commission

25 May 2018

Talking Points

Need for action

- *By 2030, 30 percent of New Zealanders will be Māori or Pacific*, and as such it is essential that tertiary education improves its delivery to these groups. Delivering good outcomes for all New Zealanders is a focus for us all. This means we need to do much better for Māori and Pacific learners.
- *Achievement is lower*: the data shows us that Māori and Pacific learners have lower achievement across all measures, at every level in every sector. But these disparities are particularly pronounced at higher education; the levels where we see the biggest returns to education, for individuals and for society as a whole.
- *Inequitable representation*: we also know that Māori and Pacific learners are over-represented at levels 1-3 and under-represented at levels 7 and above. In addition, Māori and Pacific learners are over-represented in courses that, according to data on graduate outcomes, deliver comparatively poor post-study outcomes.
- *Māori*: our education system must recognise the place of Māori as Tangata Whenua and provide opportunities for Māori to succeed and thrive. Throughout the system, Māori culture and identity should be respected and celebrated.
- *Pacific learners*: we also recognise that Pacific learners have often experienced more barriers to participation in education and have too often been over-represented at the lowest end of achievement. Our education system needs to support every Pacific learner to succeed in life as well as to achieve their full potential.

Transformative power of education

- *Transforming lives*: all of you here today will have examples from your own TEIs where education has transformed lives by:
 - equipping young people with the skills they need to a life of successful employment and contribution to their families and communities
 - providing a “second chance” for more mature learners
 - enabling talented New Zealanders to contribute through learning and research.
- *Increasing social mobility*: an increasing proportion of the workforce will be Māori and/or Pacific learners, so we need to ensure that the workforce is as skilled as possible to drive economic growth. But we also know that one of the main drivers of economic growth is social mobility. And education – and particularly higher education - is the key that unlocks social mobility.
- *A healthy society*: Just as important as economic growth is the health and wellbeing of our society. The education system should bring out the best in everyone, providing all New Zealanders with learning opportunities so they can discover and develop their full potential, engage fully in society, and lead rewarding and fulfilling lives.
- *Improving outcomes*: we want to ensure that all New Zealanders have equal access to the lifelong benefits of tertiary education success. This will improve outcomes for individuals, their families/whānau/aiga, their communities, and ultimately all of Aotearoa New Zealand.

- *An inclusive system:* we need a system – from the cradle to the grave – that is inclusive, and can adapt to the needs of the modern world. It needs to engage every learner – in a much more personalised learning experience. We need our people to be resilient, creative and adaptable, able to work collaboratively as well as independently. The universities, polytechnics and wānanga are a vital part of the system.

Priorities in the Education Work Programme

- We want to see that all of us in the system – including government and all tertiary education organisations – are doing what we can to make the system work fairly for everyone.
- I have launched an ambitious work programme for education to support this, including developing a new Tertiary Education Strategy, Ka Hikitia, and Pacific Education Plan. In updating these strategies we will cover current policy settings and how these support government's goals around improving outcome for Māori and Pacific learners.

Council members' leadership role

- All of you here today are members of the governing council of universities, polytechnics and wananga. As such, you have an important leadership role; I want to thank you for all contributing your valuable skills and experience to the tertiary education sector.
- The Education Act 1989 (s176A) sets out your individual responsibilities as a council member and your fiduciary duty to the institution and its stakeholders. But your leadership role is wider than that. All tertiary education institutions face challenges in responding to the changes in their operating environment and, and as you have heard today, raising parity and the outcomes for Māori and Pacific people is one of those.
- Your council's role, and your role as a council member is to guide your university, polytechnic, or wananga through those challenges, determining its strategic priorities, enabling it to make the most of opportunities, and evaluating progress against agreed goals.
- Your last session this afternoon will ask you to think about what you are doing well for your Māori and Pacific learners, what new things you want to start and, possibly some of things you may to stop doing. I wish you well.



Focused briefing: Ōritetanga and learner success

- › Date: Tuesday 29 May 2018
- › Venue: Chartered Accountants House, Level 7, 50 Customhouse Quay, Wellington

Time	Session	Lead
<i>Tea and coffee on arrival</i>		
9.00 am	Welcome and introduction to the day	Mike Blanchard , facilitator for the day and Deputy Chief Executive - Operations Directorate, Tertiary Education Commission
9.30	Ōritetanga: learner success <i>To include:</i> <ul style="list-style-type: none"> › TEC's focus on parity for all learners › The current state › The data/metrics › Plan guidance 	Section 9(2)(a) Lead Advisor – Strategy and Priorities, Tertiary Education Commission
10.15	Insights from Georgia State and Canada	Nigel Gould , Chair, Tertiary Education Commission
10.45 am	Morning tea	
11.15	Strategy framework <ul style="list-style-type: none"> › The Ministry's role and responsibilities › Government's priorities › Tertiary Education Strategy › The secondary – tertiary pipeline 	Section 9(2)(a) Manager - Access and Participation Policy, Ministry of Education
11.45	Your organisational strategy <i>An interactive session to discuss:</i> <ul style="list-style-type: none"> › your council's leadership role › policy setting › your TEI's community, values and priorities › develop a strategy level statement 	Section 9(2)(a) Chief Advisor Māori, and Section 9(2)(a) Principal Advisor – Monitoring and Crown Ownership, Tertiary Education Commission

12.30pm	<i>Lunch</i>	
1.15	Communities of practice <ul style="list-style-type: none"> › Experience and insights from the sector › The Ako Aotearoa perspective 	Section 9(2)(a) Executive Director - Policy and Projects, Eastern Institute of Technology; and Section 9(2)(a) Director, Ako Aotearoa
2.00	The view from Parliament	Hon Chris Hipkins , Minister of Education; and Hon Jenny Salesa , Associate Minister of Education
2.30	What does success look like?	A workshop facilitated by Mike Blanchard
3.15 pm	<i>Afternoon tea</i>	
3.30	NZQA's perspective <ul style="list-style-type: none"> › NZQA's priorities › student achievement 	Dr Grant Klinkum , Deputy Chief Executive – Quality Assurance Division, New Zealand Qualifications Authority
4.00	Wrap up	Mike Blanchard
4.30 pm	<i>Drinks and networking</i>	



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List of attendees

TEI	Name	Role
Manukau Institute of Technology	9(2)(a)	Council appointed member
Nelson Marlborough Institute of Technology	9(2)(a)	
	9(2)(a)	
Northland Polytechnic	9(2)(a)	
Otago Polytechnic	9(2)(a)	
Southern Institute of Technology	9(2)(a)	
	9(2)(a)	
	9(2)(a)	
Toi Ohomai Institute of Technology	9(2)(a)	
Unitec New Zealand	9(2)(a)	
	9(2)(a)	
Universal College of Learning and Massey University	9(2)(a)	
Universal College of Learning	9(2)(a)	
Waikato Institute of Technology	9(2)(a)	
Weltec Whitireia Combined Council	9(2)(a)	
Western Institute of Technology at Taranaki	9(2)(a)	
Auckland University of Technology	9(2)(a)	
The University of Auckland	9(2)(a)	
Lincoln University	9(2)(a)	
University of Otago	9(2)(a)	
University of Waikato	9(2)(a)	
	9(2)(a)	
	9(2)(a)	
Canterbury University	9(2)(a)	
Te Whare Wānanga o Awanuiārangi	9(2)(a)	
	9(2)(a)	