



**Tertiary  
Education  
Commission**  
Te Amorangi  
Mātauranga Matua



# *Tauākī Whakamaunga Atu* **Statement of Intent**

2022/23 – 2025/26



**Te Kāwanatanga o Aotearoa**  
New Zealand Government

# Karakia tīmatanga

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Tākina ko te kawa  
Ko te kawa o Rongo  
Ko te taitamawahine, ko te taitamatāne  
Tākina te manawa o Rongo  
Ko te whatu o Rongo  
Ko te mauri o Rongo  
Ko te kiri o Rongo  
He kawa nui  
He kawa roa  
He kawa whakatiketike  
Mai Ranginui me Papatūānuku  
Houhia ko te kawa o Rongo  
Tūturu o whiti  
Whakamaua kia tina.... (all) tina  
Haumi e, hui e (all) Tāiki e

Hold on to these principles  
The principles of Rongo, the Atua of peace  
  
Hold peace in your heart  
See the peace  
Feel the force of peace  
Make peace present  
It's big  
It's long lasting  
It's important  
From the sky to the earth  
Let this principle of peace bind us together  
  
Let us be open and generous



Ko tātou te pokapū  
matua o te kāwanatanga  
mō te tuku haumi i roto  
i te mātauranga matua  
me ngā ratonga umanga

We are the  
Government's key  
agency for investment  
in tertiary education  
and careers services

The Tertiary Education Commission /  
Te Amorangi Mātauranga Matua (the TEC)  
is a Crown agency under the Crown Entities  
Act 2004 and is governed by a Board of  
Commissioners appointed by the Minister  
of Education.

Each year we spend over \$3 billion investing in  
tertiary education and supporting the tertiary  
education and careers systems. We support  
more than 700 tertiary education organisations  
across Aotearoa New Zealand to provide all  
forms of post-secondary school education,  
including foundation education, vocational  
education and higher education (including  
research). Our investment helps to ensure  
a network of provision that meets the needs  
of different learners and communities.

The scope and breadth of our careers work  
has expanded to better support the changing  
nature of work and the future career needs  
of all New Zealanders between the ages of  
7 and 70+. The focus is to help prepare  
New Zealanders for the future of work and  
the post-COVID-19 challenges that lie ahead.

Over the coming years we will focus on  
equipping New Zealanders with the skills and  
capabilities to make them career confident  
and resilient. For our learners and partners  
this means providing information, tools and  
support to inform and enable good educational  
and employment decisions.





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## He matakōrero nā te Heamana Poari nā te Amokura me te Kaiwhakahaere Mātāmua

Tēnā koutou katoa, tēnei mātou te noho whakahī ki te tuku i tā Te Amorangi Mātauranga Matua Tauāki Whakamaunga Atu e whakatakoto ana i ā mātou whakamaunga ā-rautaki mō 2022/23 – 2025/26.

### E waihanga ana mātou i te pūnaha mātauranga matua, tuku pūkenga, whakangungu hoki hei mea whai kiko ia mō te katoa...

Hei mana matua e tuku ai i tā te kāwanatanga haumi i roto i ngā ratonga mātauranga matua, ratonga ara mahi hoki, ko tā mātou mahi he mātua whakarite kia whai huarahi ngā tāngata katoa o Aotearoa e whakawhiwhia ai rātou ki ngā otinga mātauranga matua, otinga tukumahi pai rawa hoki – mō rātou anō, mō tō rātou whānau, mō Aotearoa anō hoki.

Ko te anga whānui mō ā mātou mahi katoa ko tā mātou Rautaki Amorangi Mātauranga Matua. Kua waihangatia tā mātou rautaki hei whakatinana i te Rautaki Amorangi Mātauranga Matua (TES), koia e whakatakoto nei i te ahunga rautaki mō ngā rā kei mua mō te mātauranga matua, me ngā whāinga ohaoha, pāpori, taiao hoki, me ngā wawata whakapiki o ngāi Māori me ētahi atu rōpū taupori.

Ko tā te TES he whakanoho i te ākongā koia te pūtake o te pūnaha mātauranga, me te arotahi kia pai ake ngā otinga me te oranga, puta noa. Ahakoa he mea whai painga te pūnaha mō te tokomaha o ngā ākongā, kāore i te tuku otinga pai mō te tokomaha o ngāi Māori, ngāi Pasifika, ngā ākongā whaikaha me ngā akonga Pākehā he iti te moni whiwhi. Arā kē ngā tauārai kua heipū mai ki ēnei rōpū ākongā, e kore ai e whai wāhi, e tutuki pai hoki ngā akoranga mātauranga matua.

E mātua whiwhi tautoko ai ngā ākongā katoa me puta ō rātou ihu i roto i te mātauranga, e mahitahi ana mātou ko mātou hoa whakahaere mātauranga matua kia koke ai te whakaumutanga ā-pūnaha mā te kaupapa o te Ōritetanga

me te waihanga i ngā taiao mātauranga e hāngai pū ana ki te ākongā kia eke tonu ai ki te angitu te tokomaha atu o ā mātou ākongā, otirā ngā ākongā kua tino raru.

### Ka whai whakaaro mātou ki tā mātou haepapa ki Te Tiriti i tōna katoa, me te whai whakaaro hoki ki ngā takenga o ngā whānau, hapū, iwi me ngāi Māori...

E mahi ana mātou kia tuku mā Te Tiriti o Waitangi tēnei whakahaere e ārahi, ā, kei te tūranga o te Amokura e kitea ana tō mātou ngākaunui ki tēnei haerenga o te kaitātakitanga takiruatanga i te Poari.

E awhi ana hoki tā mātou rautaki i tō mātou ngākaunui ki te whakahōnore i Te Tiriti o Waitangi, te tautoko hoki i ngā hononga Māori-Karauna, me te whakahoa ki te tangata whenua, kia ea ai ngā hiahia me ngā wawata o ngā ākongā Māori me ō rātou whānau, me te tiaki tonu i ngā taonga.

Kia ea ai ngā hiahia me ngā wawata ake o ngā ākongā Māori e whai ana te TEC kia noho taketake ngā whakaarohanga Māori puta noa i ā mātou mahi me te whakakaha i te mātauranga Māori i roto i te pūnaha mātauranga matua whānui. Kei te whakatipu hoki mātou i ō mātou tāngata, kia ū tonu mātou ki te whakaaro ko te ākongā te pūtake, ki te ōritetanga, me te whakaū i te ahurea.

### He waka eke noa

Ka mahitahi mātou me ō mātou hoa me ngā kaituku akoranga puta noa i te mātauranga matua me ngā pūnaha ara mahi e tutuki ai ō mātou whakamaunga rautaki, mā reira e kaha ake ai te pūnaha mātauranga.

Inā te nui o ngā wero i ngā tau e rua kua taha ake, ā, ko te tautoko i te rāngai te tino aronga mō te TEC. Ka nui te whakamihi i ō mātou hoa me ngā kaituku akoranga mō tō rātou manawaroa, manawanui hoki i runga i ngā piki me ngā heke o te wā. Ko rātou tērā i mau kaha tonu ki te whakarite me te tuku whakaakoranga mā ngā ākongā me

te urupare anō ki te nui haere o te hiahia ki te whakatinana i ngā whakahouanga nunui mō te pūnaha mātauranga ahumahinga, whakangungu hoki, me mihi ka tika.

I a mātou e anga whakamua nei ka whai take tonu ēnei whakahoatanga i a mātou e neke haere ana mā ngā wāhanga whai muri o te Whakawhitinga o te Mātūranga Ahumahinga –Wāhanga Rua – Te Whakaumutanga me te Whakaurunga, ko te aronga nui ko te waihanga hinonga hou me te whakawhiti i ngā hinonga o tēnei wā ki tō rātou hanga anamata. Atu i 1 o Hānuere 2023, ka tīmata te Wāhanga 3 – arā te Whakakotahitanga, ā, ka haere tonu mā ngā whakahaerenga o ngā tino hinonga e whai wāhi ana ki te pūnaha – te TEC, Te Mana Tohu Mātūranga o Aotearoa, Hīkina Whakatutuki me Te Pūkenga.

### Kei te whakapiki haere tonu mātou i ā mātou mahi ki te tuku i ā mātou whakamaunga atu rautaki...

Ko te haumi tētahi rauemi tino whaihua a te TEC hei tuku i ā mātou whakamaunga atu rautaki mō ngā

ākonga, ngā kaitukumahi me ngā hapori. E arotahi ana tā mātou kaupapa Hoahoa Mahi Haumi ki te whakapiki i tā mātou mahi haumi mā te whakahāngai i tētahi huarahi rautaki ki ā mātou tukanga tuku pūtea, me te hoahoa i tētahi tukanga tika ake e tautoko ana i ngā whakahaere mātauranga matua kia kaha ai te aronui ki te whakapai ake, ki te āpōpō hoki.

E mātua whakarite ai te pūnaha ara mahi ki te tautoko i ngā tāngata katoa kia whiwhi i ngā pūkenga, te mātauranga me ngā ara e tika ana kia angitu ai, e mahitahi ana hoki mātou me te rāngai ki te whakatipu i tētahi rautaki pūnaha ara mahi ā-motu hei tuku hua mō ngā tāngata katoa o Aotearoa. Ka arotahi te rautaki pūnaha ara mahi hou ki te whakakaha, ki te whakahāngai hoki i tā Aotearoa pūnaha ara mahi ki te āpōpō.

Mā te tautoko mai a te Poari Kaikōmihana, me te ngākaunui o ā mātou kaimahi, e rite ai mātou ki te tuku i ā mātou whakamaunga atu rautaki hei āwhina i ngā tāngata katoa o Aotearoa kia tū rangatira ai.



**Jenn Bestwick**  
Heamana Poari,  
Amorangi Mātūranga Matua



**Dr Wayne Ngata**  
Amokura,  
Amorangi Mātūranga Matua



**Tim Fowler**  
Kaiwhakahaere Mātāmua,  
Amorangi Mātūranga Matua

## Foreword from the Board Chair, Amokura and Chief Executive

Tena koutou katoa, we are proud to present Te Amorangi Mātauranga Matua, the Tertiary Education Commission's Statement of Intent which sets out our strategic intentions for 2022/23 – 2025/26.

### We are shaping a tertiary education, skills and training system that works for everyone...

As the government's key agency for investment in tertiary education and careers services, our work centres around ensuring that all New Zealanders have opportunities to achieve the best tertiary education and employment outcomes – for themselves, for their whānau and for Aotearoa New Zealand.

The overarching framework for all the work we do as an organisation is our TEC strategy. Our strategy has been designed to give effect to the Tertiary Education Strategy (TES), which sets out the long-term strategic direction for tertiary education, including economic, social and environmental goals, and the development aspirations of Māori and other population groups.

The TES places learners at the centre of the education system and focuses on improving outcomes and wellbeing across this. While the system works well for many learners, it does not deliver good outcomes for many Māori, Pacific, disabled and low-income Pākehā learners. These learner groups all face barriers that affect their participation and successful completion of tertiary study.

To ensure all learners receive the support they need to succeed in education, we are focused on working with our tertiary education organisation partners to progress system-level transformation through our Ōritetanga Learner Success programme, creating education environments that are learner-centred and where more of our learners, especially our most disadvantaged learners, can succeed.

### We acknowledge our responsibility to Te Tiriti in its entirety, including taking into account the interests of whānau, hapū, iwi and Māori...

We're working to become a Te Tiriti o Waitangi led organisation and the role of Amokura reflects our commitment to this journey of joint leadership at our Board table.

Our strategy also embraces the commitments we have made to honour Te Tiriti o Waitangi and supports Māori-Crown relationships, by partnering with tangata whenua, meeting the needs and aspirations of Māori learners and their whānau, and actively protecting taonga.

To meet the specific needs and aspirations of Māori learners the TEC is working to embed Te Ao Māori considerations across all our work and strengthen mātauranga Māori in the tertiary system more broadly. We are also growing our people, so we are more learner-centric, equity-minded and culturally affirming.

### He waka eke noa, we're all in this together...

We work collaboratively with our partners and providers across the tertiary education and careers systems to achieve our strategic intentions, which in turn contributes to a strong education system.

It has been a challenging time over the last couple of years, and supporting the sector has been a major focus for the TEC. We would like to acknowledge and thank our partners and providers for their resilience and responsiveness as they navigate through these uncertain times. Continuing to deliver for learners by maintaining provision of teaching and learning while dealing with a substantial increase in demand and implementing significant reforms across the vocational education and training system, is commendable.

As we look ahead these partnerships will be equally important as we move through the next phases of the Reform of Vocational Education – Phase Two - Transition and Integration where the focus is on creating new entities and transitioning existing entities to their future states. From 1 January 2023 Phase 3 – Unification will commence and continue through operations of all the key entities involved in the system – the TEC, the New Zealand Qualifications Authority, the Ministry of Business, Innovation and Employment and Te Pūkenga.

**We continue to enhance our functions to deliver on our strategic intentions...**

Investment is one of the most effective tools the TEC has to deliver our strategic intentions for learners, employers and communities. Our Investment Function Redesign programme is focused on

enhancing our investment function by applying a more strategic approach to our funding levers, as well as designing a more efficient process that supports tertiary education organisations to be more future and improvement focused.

To ensure the careers system supports everyone to gain the skills, knowledge and pathways to succeed, we are also working with the sector to develop a nationwide careers system strategy that delivers for everyone in Aotearoa New Zealand. The new careers system strategy will focus on strengthening and future-proofing Aotearoa New Zealand’s careers system.

With the support of the Board of Commissioners, and our dedicated staff, we are well placed to successfully deliver on our strategic intentions to help all New Zealanders prosper.



**Jenn Bestwick**  
Board Chair

Tertiary Education Commission



**Dr Wayne Ngata**  
Amokura

Tertiary Education Commission



**Tim Fowler**  
Chief Executive

Tertiary Education Commission

# Tauākī whakamaunga atu

## Statement of responsibility

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This *Statement of Intent 2022/23 – 2025/26* is produced in accordance with sections 138 to 149A of the Crown Entities Act 2004.

This *Statement of Intent 2022/23 – 2025/26* describes the strategic intentions and objectives of the Tertiary Education Commission / Te Amorangi Mātauranga Matua. As required under section 141 of the Crown Entities Act, the Statement of Intent also outlines how the Tertiary Education Commission will manage its operations, functions and organisational capability to meet those objectives.

We certify that the information contained in this *Statement of Intent 2022/23 – 2025/26* is a fair and reasonable reflection of the Tertiary Education Commission's strategic and operating intentions.

Signed on behalf of the Board of the Tertiary Education Commission:



**Jenn Bestwick**  
Board Chair  
Tertiary Education Commission



**Alastair MacCormick**  
Whatitata Whakau – Risk and Assurance Committee Chair  
Tertiary Education Commission

9 June 2022

9 June 2022

Kua whakatakotoria ā tātou āheinga ā-ture  
i roto i te Education and Training Act 2020

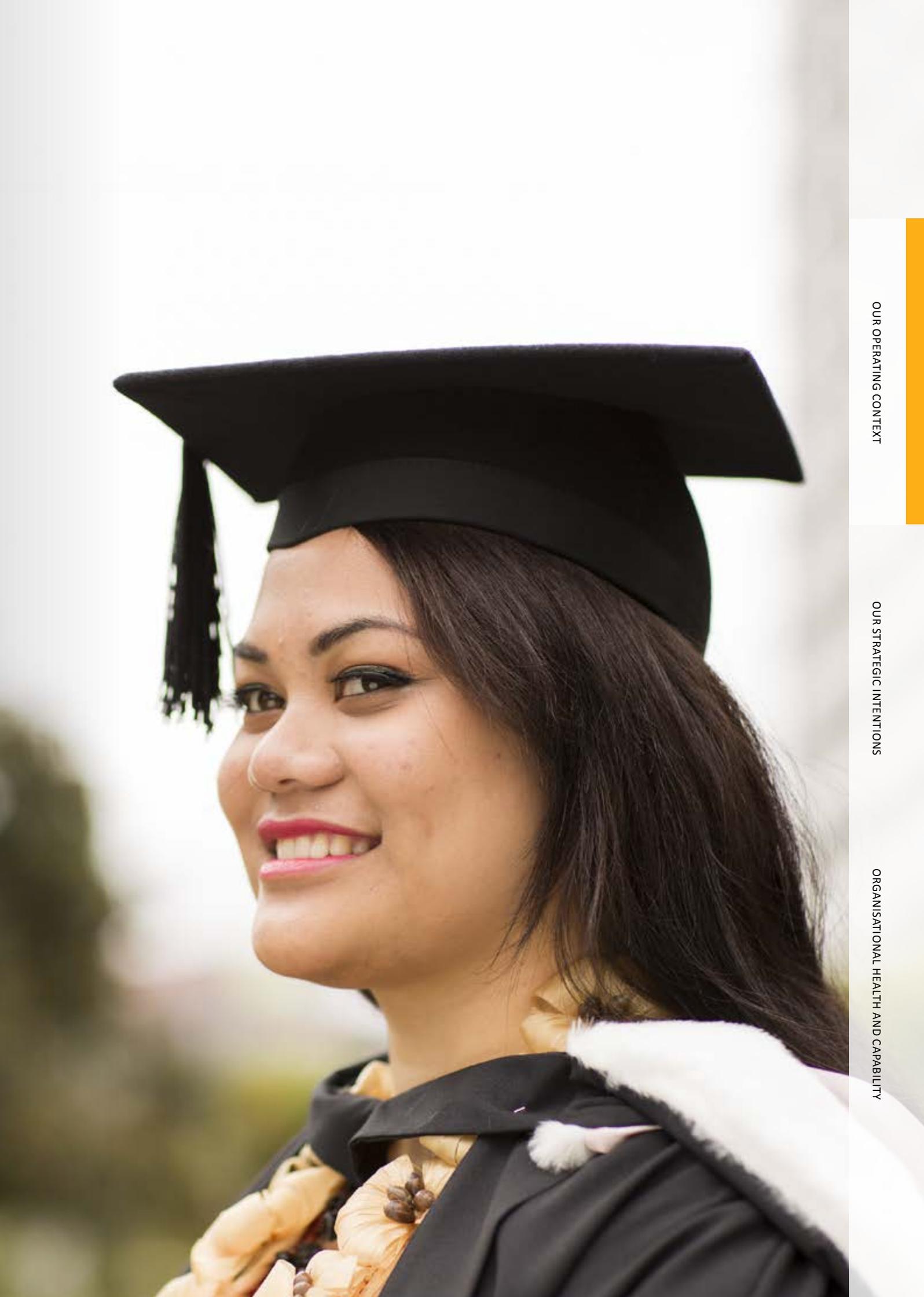
## Our statutory functions are set out in the Education and Training Act 2020



Section 4 of the new Education and Training Act 2020 states that the purpose of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and supports Māori-Crown relationships. The Act sets a clearer standard for Te Tiriti o Waitangi than previous social policy legislation. It provides a greater emphasis on the role of education agencies and the education sector as a whole in giving effect to Te Tiriti o Waitangi.

Tō mātou  
horopaki mahi  
whakahaere

Our operating  
context



OUR OPERATING CONTEXT

OUR STRATEGIC INTENTIONS

ORGANISATIONAL HEALTH AND CAPABILITY

**This Statement of Intent has been developed in a rapidly changing and dynamic environment. We continue to respond to the impact of COVID-19, while implementing some fundamental changes to the tertiary education and careers systems to ensure that they continue to meet the needs of all learners.**

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#### **We continue to respond to the impact of COVID-19**

The TEC has worked closely with our providers and sector agencies to continue to deliver for learners and displaced workers throughout the COVID-19 pandemic. The TEC has focused on supporting the sector to be resilient and adaptive to the changing circumstances we find ourselves in.

For the tertiary education sector, the Government's COVID-19 response and recovery investment was focused on ensuring the sector was resilient and responsive to change. At a high level, that investment focused on four targeted areas:

- › Being ready for increasing demand as a result of forecasted unemployment.
- › Supporting displaced workers into training and apprenticeships.
- › Retaining existing learners and apprentices.
- › Ensuring vocational education and training delivers the skills needed by industry.

In response to job losses arising from COVID-19, the TEC launched Direct Careers Services. We partnered with the Careers Development Association of New Zealand (CDANZ) to provide direct careers guidance across Aotearoa New Zealand. This included both face-to-face and over-the-phone personalised career guidance. We helped over 9,000 jobseekers to build confidence and get back to work.

We also created and printed 88,972 hard copies of the Job Hunter's Workbook. The workbook provided practical tips and activities to help jobseekers get back to employment. The workbooks are available online in PDF format. The English second edition is accessible and editable. Since adding these to the website the workbooks have been viewed a total of 4,256 times.

Since its creation we have translated the workbook into 10 languages: Māori, Cook Islands Māori, Fijian, Kiribati, Niuean, Rotuman, Samoan, Tokelauan, Tongan and Tuvaluan. These were distributed across Aotearoa New Zealand through our Direct Careers Service, Ministry of Social Development and Work and Income sites, Ministry of Education, Department of Corrections, libraries, high schools, careers advisors and associations, charities and trusts, churches, councils, tertiary education organisations, disability support services, community centres and individuals.

While the TEC has focused on supporting the sector through the COVID-19 response and recovery, we have continued to work in partnership with the sector to identify positive system-level changes to enable future success and resilience. This includes using our levers – investment, information and partnership – to deliver on the Government's priorities and our own strategic goals for the future tertiary education and careers systems.

### We are shaping a tertiary education, skills and training system that works for everyone

The COVID-19 pandemic has not fundamentally changed what we are here to do but it has increased the urgency of our work and given us new opportunities. Our system currently delivers well for the majority of people but not for many Māori, Pacific, disabled and low-income Pākeha learners. These learner groups all face barriers that affect their participation and successful completion of tertiary study.

The Tertiary Education Strategy, which sets out the long-term strategic direction for tertiary education, has a strong emphasis on creating education environments that are learner-centred and where more of our learners, especially our most disadvantaged learners, can succeed. It is important that the education system sharpens its focus on equity, to support learner success, as well as Aotearoa New Zealand's economic recovery.

Over the coming years the TEC will use all of its system-wide levers in a deliberate and intentional way to progress system-level transformation.

**The COVID-19 pandemic has not fundamentally changed what we are here to do but it has increased the urgency of our work and given us new opportunities.**





**Ko Te Amorangi  
Mātauranga Matua me  
Te Tiriti o Waitangi  
The Tertiary Education  
Commission and the  
Treaty of Waitangi**

**Hikitia: E angitu ai te  
Māori hei Māori anō ki  
ngā Taumata o ngā Pūnaha  
Mātauranga Matua,  
Umanga hoki**

**Ka Hikitia: Māori enjoy  
and achieve education  
success, as Māori, in the  
Tertiary Education and  
Careers Systems**





**1** The Tertiary Education Commission (the TEC) will honour Te Tiriti o Waitangi (Te Tiriti) and give effect to our commitments through our stewardship of the tertiary education and careers systems.

**4** We acknowledge our responsibility to Te Tiriti in its entirety, including taking into account the interests of whānau, hapū, iwi and Māori.

**2** The increasing opportunities and need for us to honour Te Tiriti requires a focus on understanding what being a good Crown partner means for us. To achieve this we are developing a Te Tiriti framework and work programme that will support us to balance the roles of kāwangatanga and expressions of rangatiratanga to achieve ōritetanga across the systems.

**5** In particular, through our Ōritetanga Learner Success work programme, we are giving effect to the Crown's Third Article Treaty obligations to ensure equitable outcomes for Māori as learners. We will work to ensure that all Māori learners receive what they need to be successful, through the intentional design of the tertiary education system.

**3** We will continue to ensure that our work is consistent with Te Tiriti-related goals of the Education Work Programme, the Tertiary Education Strategy, Tau Mai Te Reo, and Ka Hikitia.

**6** We will support the Crown to meet its duties to actively protect the taonga of Te reo Māori, mātauranga Māori and a strong wānanga system, in particular by delivering on the joint Te Hono Wānanga work programme.

Ko tātou te pokapū matua  
o te kāwanatanga mō  
te tuku haumi i roto i te  
mātauranga matua me ngā  
ratonga umanga

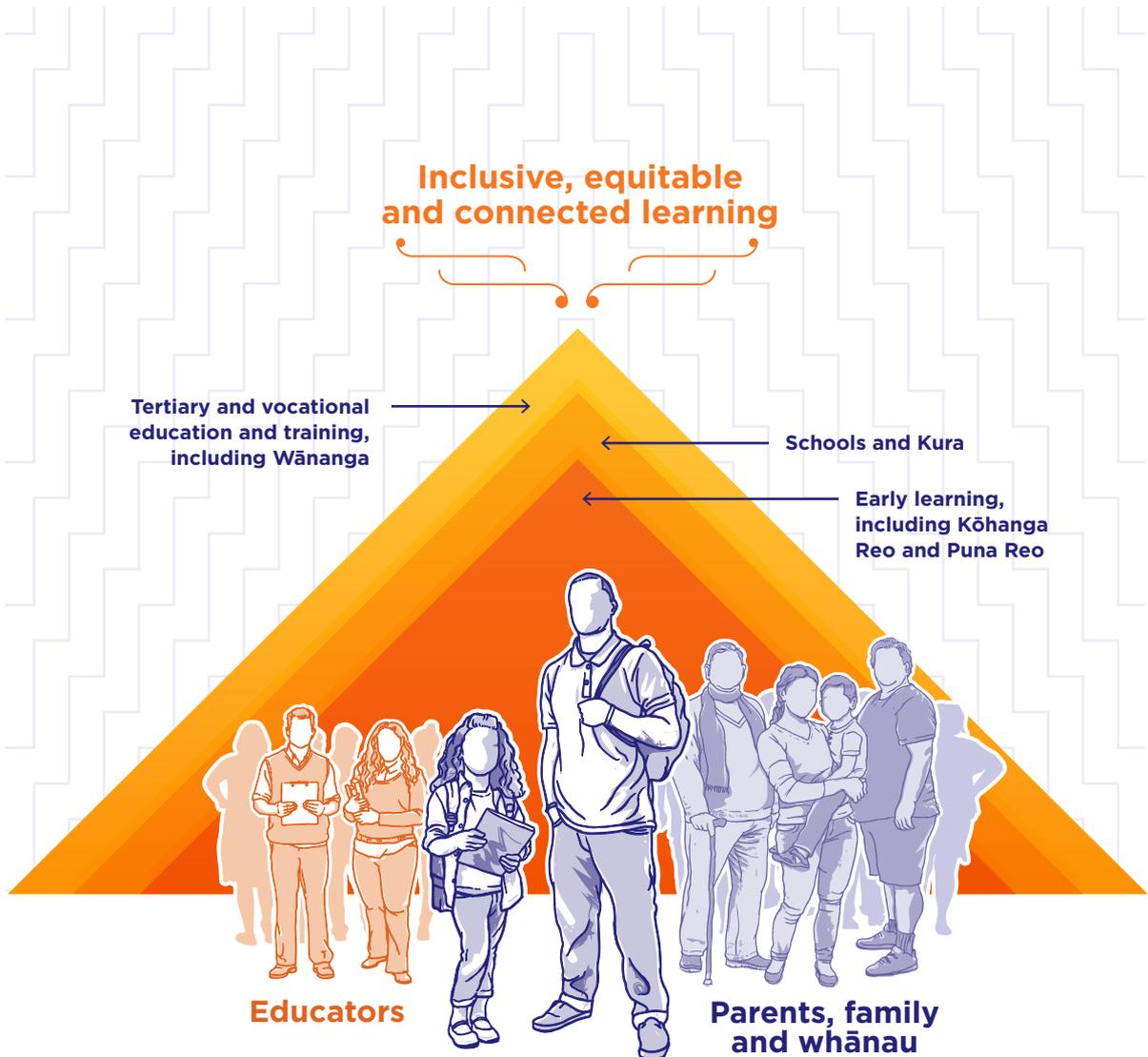
**We are here for learners,  
iwi, communities and  
employers**

Through our work we support learners to understand and take hold of the lifelong opportunities they have to upskill, reskill and adapt to new challenges. Delivering for learners and their whānau also means delivering for iwi, communities and employers. We do this by working with them to make sure learners are equipped with the skills, knowledge and confidence needed to contribute to thriving and resilient communities and an innovative and sustainable economy.

We are part of the wider education sector that works together to shape the system for better outcomes. Together, we all contribute to a strong education system and improve the connections between learning and work. We also work with all of the cross-government and private enterprise organisations that help us to deliver information and services to customers and providers. Key partners include the Ministry of Education, Ministry of Business, Innovation and Employment, Ministry of Social Development, Education New Zealand and the New Zealand Qualifications Authority.

We also work with public and private entities across Aotearoa New Zealand to ensure the tertiary education and careers system is responsive to regional and national need. This includes the Career Development Association of New Zealand, Business New Zealand, chambers of commerce, economic development agencies, industry peak bodies and employers in regions across Aotearoa New Zealand. The Workforce Development Councils and Regional Skills Leadership Groups established through the Reform of Vocational Education are key partners, allowing us to build quality connections with industries and employers to ensure the tertiary education system delivers for the regions and industries these bodies represent.





**Learners and their whānau are at the centre of everything we do**

Employers • Iwi • Education leaders and professionals • Communities

Regional Skills Leadership Groups & Workforce Development Councils • Kāhui Ako • Professional associations and peak bodies

Education New Zealand • Tertiary Education Commission • New Zealand Qualifications Authority • Ministry of Education • Education Review Office • Education Payroll Limited • Network for Learning • Teaching Council



A photograph of an avocado orchard. In the foreground, a person's hands are visible holding a cardboard box filled with green avocados. The background shows rows of avocado trees in a field. A thin, light green curved line is overlaid on the image, starting from the top right and curving down towards the bottom left.

Ko ō mātou  
whāinga rautaki  
Our strategic  
intentions



OUR OPERATING CONTEXT

OUR STRATEGIC INTENTIONS

ORGANISATIONAL HEALTH AND CAPABILITY

# OUR STRATEGIC INTENTIONS

— FOR THE PERIOD —

**2022/23 – 2025/26**

REFLECT OUR ORGANISATIONAL STRATEGY

Our strategy is built around shaping a system that responds to, and meets the needs of, learners and their whānau, iwi, communities and employers. The strategy will ensure Aotearoa New Zealand's tertiary education and careers systems respond to and meet people's needs for skills, knowledge and confidence to build fulfilling lives. More information about our strategy can be found on our website <http://www.tec.govt.nz/strategy>.

Our strategy provides the overarching framework for all of the work that we do as an organisation. It includes our purpose and vision, the outcomes we are seeking, our strategic priorities for the coming years and our values and behaviours that guide the way we work.

Delivering on our strategy will also allow us to give effect to the Tertiary Education Strategy, maximise our contribution to the COVID-19 recovery and rebuild and help deliver on Ka Hikitia and Tau Mai Te Reo.

## OUR VISION & PURPOSE

Our Vision & Purpose define our why and what we are working to achieve

### Our Purpose

To shape a dynamic system that delivers lifelong learning and equips learners, communities and employers for success

Tāreia te pūnaha kia hihiri, ko te aka taumano te hua – kai rite ai nga akonga, nga hapori me ngā kaituku mahi mō te angitu

### Our Vision

A resilient, prosperous New Zealand – where every person has the skills, knowledge and confidence to create a fulfilling life

Kia tū aumanga, kai taurikura a Aotearoa – kei a te katoa ngā pūkenga, te mātauranga me te whakamanawa e tipu ai te mauri ora

## Our Outcomes

Our **Outcomes** are our goals and describe what we are seeking to achieve for New Zealand



Equity and an inclusive society



An adaptable system



Building the right skills to succeed



Equip TEC for the future  
(internal outcome)

## Our Strategic Priorities

Our **Strategic Priorities** are where we are focusing our efforts to make the biggest difference to our outcomes

Embed our  
Ōritetanga  
Learners  
Success  
approach  
across the  
sector

Shift to  
a learner-  
centred  
investment  
system

Unify the  
vocational  
education  
and training  
system

Make it  
easier to  
upskill or  
change  
pathways

Build an  
integrated  
career  
response

Thriving  
TEC

## Our Values & Behaviours

Our **Values & Behaviours** guide the way we work together and are pivotal to achieving our outcomes



Work together  
for success



Connect with  
People



Do the  
right thing



Service matters

### The Tertiary Education Strategy

The Tertiary Education Strategy (TES) sets out the long-term strategic direction for tertiary education, including economic, social and environmental goals, and the development of aspirations of Māori and other population groups.

The TES is built on five objectives for education, which outline the things the Government will focus on to improve outcomes and wellbeing across the education system:

- › Barrier-free access
- › Learners at the centre
- › Quality teaching and leadership
- › Future of learning and work
- › World-class inclusive public education.

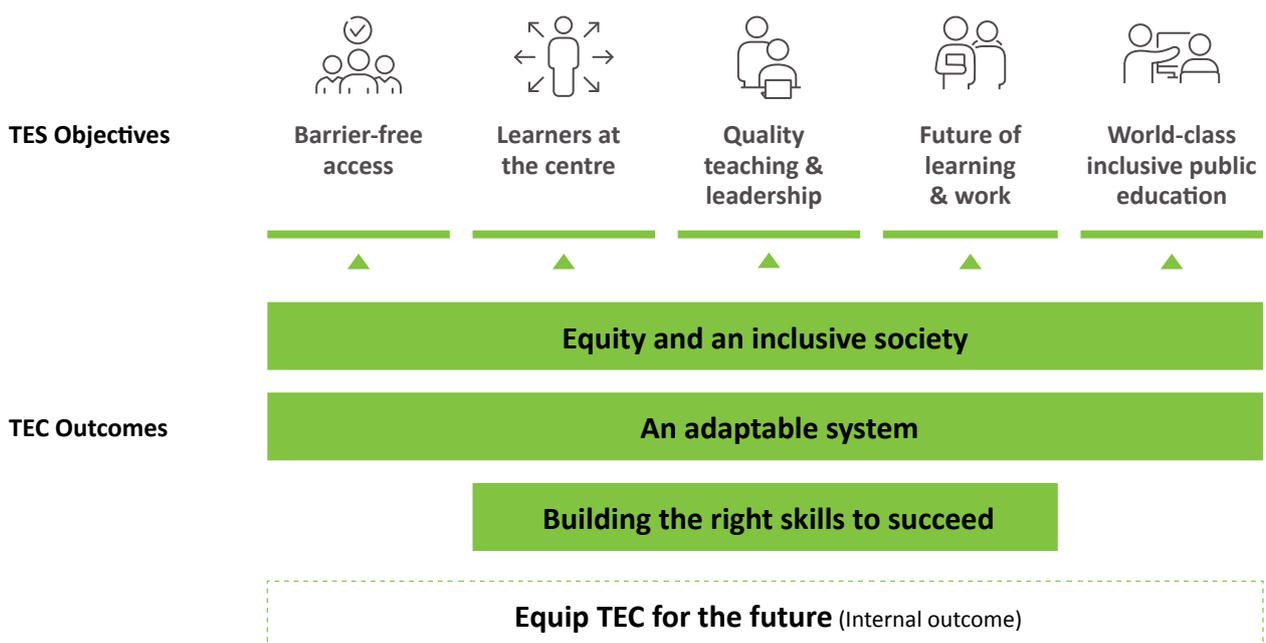
The TEC is required by the Education and Training Act 2020 to give effect to the TES. Our TEC Strategy has been designed to reflect this and respond to the five objectives.

The TES includes actions that both tertiary education organisations (TEOs) and government can take to help achieve the objectives. TEOs will need to show how they will have regard to the TES objectives in their investment plans. The TEC’s Investment Plan Guidance will support TEOs to do this.

More information about the TES can be found on the Ministry of Education’s website: <https://www.education.govt.nz/our-work/overall-strategies-and-policies/the-statement-of-national-education-and-learning-priorities-nelp-and-the-tertiary-education-strategy-tes/>.

### The Tertiary Education Strategy (TES) sets out the long-term strategic direction for tertiary education

Our strategy has been designed to give effect to the TES







## He porihanga tuwhera me te ōritetanga Equity and an inclusive society

### Linking it all together



### Our education, training and career pathways support equitable outcomes and an inclusive society

We want to build a tertiary education and careers system that helps shape an equitable and inclusive society. This means:

- › removing barriers, building confidence in underserved learners and allowing them to follow rewarding education and career paths
- › creating safe, inclusive and culturally responsive learning environments that meaningfully incorporate te reo Māori and tikanga Māori and where every person's identity is valued and supported
- › increasing the participation and achievement of underserved learners in tertiary education to ensure better employment and wellbeing outcomes.

### Our strategic priority for 2022/23 and beyond

To make the biggest difference for this outcome our focus in the coming years will be to deliver on our Ōritetanga Learner Success programme of work.

A key component of this work is to build the capability of tertiary education organisations (TEOs) to take a systemic, learner-centred approach to all aspects of their operations.




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**We want to build a tertiary education and careers system that helps shape an equitable and inclusive society.**

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### Ōritetanga Learner Success programme

The Tertiary Education Strategy and National Education and Learning Priorities place learners at the centre of the education system. All learners should receive the support they need to succeed in education and achieve sustainable employment and lead fulfilling lives. However, the current system does not work well for many Māori, Pacific, disabled and low-income Pākeha learners. These learner groups all face barriers that affect their participation and successful completion of tertiary study.

It is important that the education system sharpens its focus on equity, to support learner success, as well as Aotearoa New Zealand's economic recovery.

The problems are systemic, entrenched and longstanding. Achieving the solutions will likewise be a long-term play but it can be done if a whole-of-system approach is taken to focus on adopting a truly learner-centric approach.

To achieve this we have developed a learner success programme of work that will enable us to drive system-wide equity of participation and educational achievement.

The TEC's learner success programme was developed to ensure that all parts of the system are working to support success, specifically:

- › learners and their influencers have the support and experiences to make good educational and career choices
- › communities and industry have an empowered voice in shaping the system (including iwi/Māori and Pacific communities, businesses and industry)
- › capable, focused and accountable TEOs and sector leadership at all levels
- › the TEC investment processes support and incentivise good outcomes for all learners
- › the TEC itself has the internal capability and external relationships required to drive change.

We need to send strong signals to the sector and wider stakeholders that learner success is a priority.

Our four key levers are:

- › Investment needs to provide the right incentives to all parts of the system to focus on the needs of learners.
- › Monitoring needs to be targeted and meaningful. There should be rewards for strong performance and consequences for poor TEO performance.
- › Careers information and tools need to redress the information imbalance in the system and allow learners and their whānau to make the best education choices for them.
- › The TEC itself needs to lead by example and be much more of a learner-centric, equity-minded and culturally affirming organisation. More information on our approach to this can be found in the Organisational Health and Capability section.

We will deliver on the above by influencing and building strong relationships across the system, including with TEOs, Workforce Development Councils, Regional Skills Leadership Groups, learners and their whānau, iwi, communities, employers and business.

Over the coming years the TEC will use all of its system-wide levers in a deliberate and intentional way to progress system-level transformation.

### Designing an investment approach to drive learner success

Investment is one of the most effective tools we have to deliver on our outcomes. Our Investment Function Redesign programme will result in a more strategic approach to using our levers to fulfil our purpose and realise our vision, as well as designing a more efficient process that supports TEOs to be more future and improvement focused.

Building on work over the past few years, we are intensifying the use of Learner Success Plans (LSPs). Our assessment of LSPs is used to inform investment decisions and requests for additional funding. Performance against LSP commitments is actively monitored as part of our relationship management function.

Complementing LSPs, we have initiated a new Investment Plan requirement – Disability Action Plans (DAPs) to encourage and support TEOs to take a strong and proactive approach to improving outcomes for disabled learners. DAPs will need to link closely to guidelines set out in Kia Ōrite – the New Zealand Code of Practice for an Inclusive Tertiary Education Environment for Students with Impairments.

### Developing careers tools to inspire and support confidence

The development of the new national careers system strategy includes an embedded commitment to supporting equitable learner outcomes, including:

- › engaging with Māori and iwi to ensure the strategy meets their needs
- › integrating careers tools into wraparound services, targeting those most at risk, including partnering with iwi, Pacific and disabled communities
- › developing a clearer careers focus into investment decisions, including support for increased work-integrated learning
- › supporting the development of Inspiring the Future for kura kaupapa and low-decile schools.





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**We are developing a plan for rolling out adoption of our learner success approach across the entire tertiary education sector through 2022 and out-years.**

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**Building sector capability in learner success requires a holistic focus on leadership, data and interventions**

Evidence shows that TEOs that want to make a difference for learners need to shift from individual interventions and pockets of focus to a systemic ‘whole-of-ecosystem’ (ie, all-of-organisation) learner focus in all aspects of their operations. A holistic approach is required, involving several key elements:

- › strong leadership within TEOs and in relationships with key partners (including employers, family, whānau, iwi)
- › systems and processes designed with the learner in mind, including teaching and learning environments
- › a ‘guided pathways’ approach that makes it clear to learners before they enrol what they need to do to gain a qualification and where their qualification will lead them
- › data and technology solutions that can be used to appropriately track learner progress.

All of these components need to be in place to significantly improve learner success.

We are developing a plan for rolling out adoption of our learner success approach across the entire tertiary education sector through 2022 and out-years.

**How we will assess progress**

Our strategic priority and core business activities are key contributors to the outcome **Equity and an inclusive society**. However, we operate in a dynamic environment with a number of external factors outside of our control. The following performance information has been used to illustrate progress towards the outcome to which our work is a contributing factor.

More detail on how we assess our performance is also provided in our Statement of Performance Expectations. This is updated annually, with the most recent version available at <https://www.tec.govt.nz>.

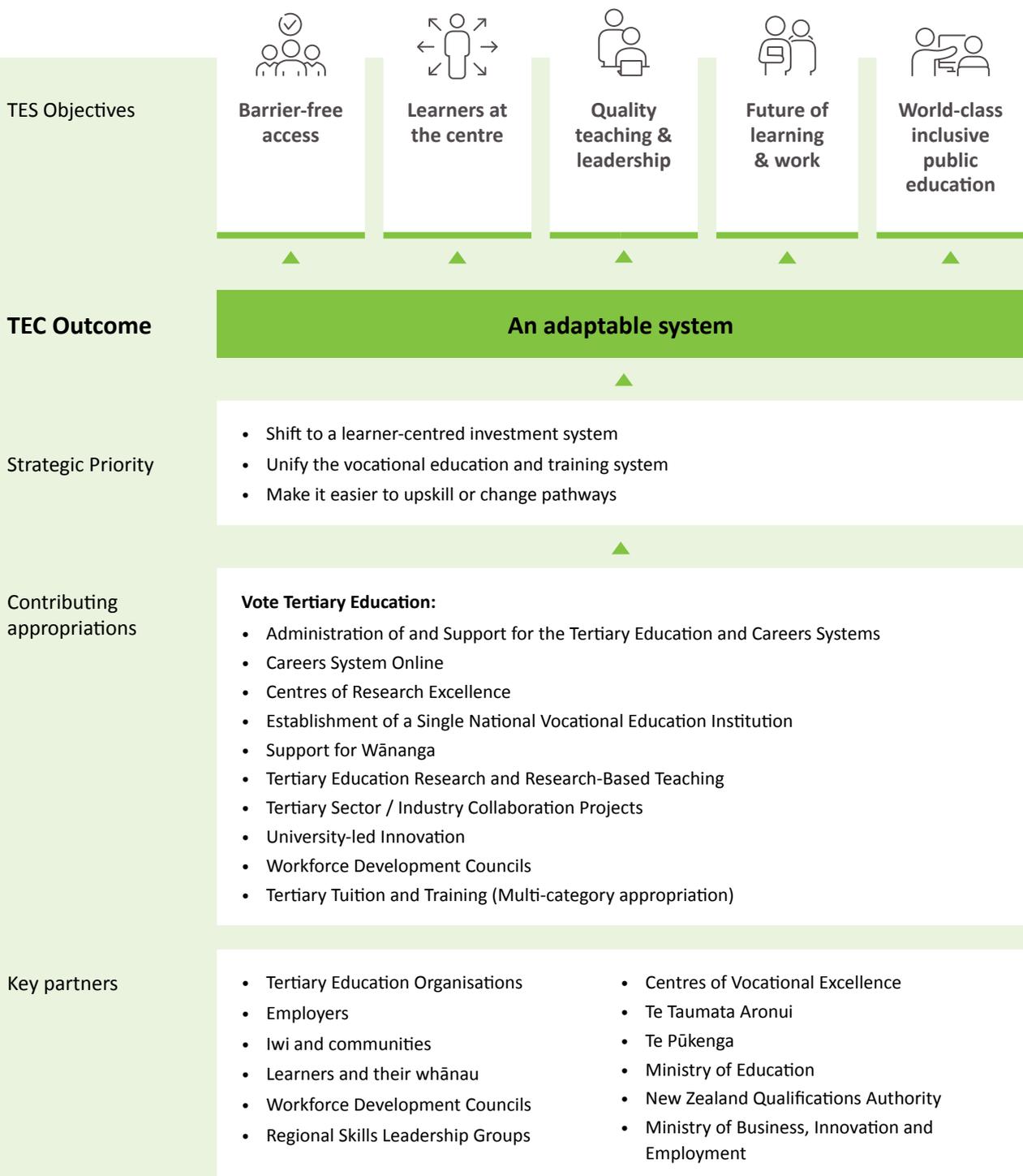
**Outcome – Equity and an inclusive society**

Measure	Metric	Desired trend
<b>The movement of underserved groups’ outcomes towards parity with everyone else:</b>	Number of tertiary education organisations achieving Learner Success progress measures or targets	▲
	Year 1 retention rate parity between underserved learners and other learners in the tertiary system	▲
	Parity between educational outcomes of underserved learners and other learners in the tertiary system	▲



## He pūnaha urutau An adaptable system

Linking it all together



### We have an adaptable tertiary education system that serves the needs of Aotearoa New Zealand now and in the future

We want to create an adaptable, resilient and connected system that meets the needs of Aotearoa New Zealand and New Zealanders, now and in the future. This means:

- › ensuring learners, communities, and employers can seamlessly navigate between different parts of the system to access what they need to succeed
- › making sure the system embraces Mātauranga Māori and supports the development of knowledge from different cultural perspectives
- › ensuring the system generates transferrable knowledge that increases entrepreneurship, innovation and growth
- › making sure the system is resilient, fiscally sustainable and partners with, and responds to, the current and future needs of learners, iwi, communities and employers.

### Our strategic priorities for 2022/23 and beyond

To make the biggest difference for this outcome we have three strategic priorities as our focus in the coming years.

- › **Unify the vocational education and training system** to ensure learners, vocational education providers, employers and industry are fit for today's needs and tomorrow's expectations.
- › **Shift to a learner-centred investment system** where we will develop an investment system that is outcome-driven and focuses on learners, whānau and communities.
- › **Make it easier to upskill or change pathways** where we will invest in flexible learning options and support so people can transition between work and learning throughout their lives.




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**We have an adaptable tertiary education system that serves the needs of Aotearoa New Zealand now and in the future.**

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### Reform of Vocational Education

The Reform of Vocational Education (RoVE) will deliver the largest changes to the tertiary education sector in 30 years. It will create a strong, unified, sustainable vocational education and training system (the system) that is fit for the future of work and delivers the skills that learners, employers and communities need to thrive.

It is a long-term, complex and deep system reform that is creating a new way of thinking about and delivering vocational education. We are leading this work in collaboration with multiple agencies, including the Ministry of Education, the New Zealand Qualifications Authority and the Ministry of Business, Innovation and Employment.

We are seeking to create a vocational system that:

- › is based on collaboration and meets the needs of all learners
- › delivers a consistent experience for learners across Aotearoa New Zealand
- › prioritises traditionally underserved learners
- › is relevant to the needs of employers
- › responds to changing regional and industry needs
- › provides stronger industry and regional voices.

The RoVE programme has adopted a three-phase change approach to implement the structural changes of the reforms. We are currently in Phase 2 *transition and integration*, which will continue to the end of 2022. During this phase the focus is on creating new entities and transitioning existing entities to their future states.

From 1 January 2023 Phase 3 *Unification* will commence and continue through operations of all the key entities involved in the system – the TEC, the New Zealand Qualifications Authority, the Ministry of Business, Innovation and Employment and Te Pūkenga. The longer-term and deeper cultural changes in the system will begin to take effect. New roles, functions and systems will be integrated across and within organisations, and the entities will be coordinating and communicating with each other in co-design, implementation and cooperation. Phase 3 has a ‘long tail’ (5 - 10 years) where the majority of outcomes will be achieved and the benefits of a unified network of delivery will be fully realised.

### Three phases of change



### Unifying the vocational education funding system

We are working closely with the Ministry of Education on developing a Unified Funding System (UFS). We are moving from two disconnected systems for Provider Funding and Industry Training Funding to a unified system for all tertiary education organisations that is relevant and responsive to learners and employers in vocational education.

The UFS will apply to all provider-based and work-integrated education at certificate and diploma qualification levels 3 to 7 (excluding degree study) and all industry training. The UFS underpins the system's ability to meet many user needs. This includes meeting the needs of learners (particularly those learners who have been traditionally underserved by the system), communities and employers. The UFS looks to reward and encourage high-quality education and training, support access to work-based education and training, supply strategically important delivery and allocate funding through simple and transparent mechanisms.

The new system will need to be flexible and adaptable. We are developing a system with fundamental differences to the current system (especially in relation to learner success and work-integrated learning) and we will need to be open to adjusting the UFS as we learn about the effects of the new system on achieving our outcomes.

This year the project will complete operational policy design and development, communicate and engage with the sector on the design and implementation of the UFS and support the TEC business and process changes to implement the UFS. The new funding system will be rolled out in 2023.

### We are focused on supporting the new RoVE institutions

In February 2020, we set up an internal project to design and implement the processes and activities that will enable and support the new RoVE institutions and ensure that we support the achievement of the RoVE outcomes.

The project is focused on designing and establishing the new processes required to support and monitor the new RoVE entities, including how we engage with and fund them on an ongoing basis, identify any changes required within the TEC to ensure that the TEC is optimised to support the achievement of the RoVE outcomes and support the embedding of new roles, responsibilities, processes and training.

### Te Hono Wānanga

The Te Hono Wānanga work programme was prompted by the impacts of RoVE on the wānanga sector, however, it is guided by the Government's wider priority of building closer relationships with Māori and aims to take a differentiated approach to addressing the unique needs of wānanga. From the perspective of the three wānanga, this work is a step forward in addressing long-standing, underlying concerns about the misalignment between the tertiary education system and the wānanga aspirations.

Led by the Ministry of Education, the TEC is contributing to this alongside the New Zealand Qualifications Authority and the wānanga sector. The work programme has four focus areas:

- › Theme one: Legislative status, governance and relationships
- › Theme two: Mātauranga Māori leadership
- › Theme three: Funding principles (this theme has three phases)
- › Theme four: Quality assurance principles.

Themes one and three – legislative status and funding principles – continue to be the primary focus. As the policy is better defined across these two areas, the TEC will support engagement with the three wānanga and participate in any review or rescoping of funding and legislative status.

Note – Te Hono Wānanga is an interim name used by the Crown and is intended to reflect a commitment to the wānanga to work together.

### Fit-for-purpose investment

Our Investment Function Redesign (IFR) programme is working to enhance our investment function to more efficiently and effectively deliver outcomes for learners, employers and communities.

The broader context for the TEC's investment decision-making is also changing, with a new Tertiary Education Strategy, changes to the Education and Training Act and increased emphasis on our obligation to honour Te Tiriti o Waitangi, and the RoVE reforms.

The IFR programme is exploring a range of options for change that could enhance the investment function to better support learner success, while being simpler, more efficient and more effective for the TEC to operate.

Key opportunities under consideration include:

- › improving the line of sight from strategic priorities to investment decision-making; ensuring the investment function supports the outcomes of RoVE
- › strengthening our performance monitoring and analysis to gain a deeper understanding of our investments
- › making better use of data and technology.

The IFR programme is also working in collaboration with colleagues at the Ministry of Education as it advances its work.

Work is expected to extend into 2025, with elements that support the success of RoVE starting to be delivered during 2022, to support the 2023 Investment Round.

### Monitoring tertiary education organisations

We monitor the performance of tertiary education organisations (TEOs) we fund. Our monitoring looks at delivery of education, financial performance, governance and management and provides assurance that TEOs use government funding in accordance with funding rules to support learner success. Our monitoring functions allow us to respond to risks at both the TEO and system level and provide guidance to the sector to help strengthen performance.

We will continue to work closely with Te Pūkenga as we have a responsibility to monitor its performance and the wide range of risks it faces as it looks to transform the way it operates and delivers for students, Māori, regions, industry and Aotearoa New Zealand as a whole. We also have a key role to play in supporting Te Pūkenga to achieve its outcomes and deliver on the wider benefits sought through RoVE.

We will also continue to monitor the impacts of COVID-19-related border closures and lockdowns on individual tertiary providers and the sector as a whole, both in terms of provider revenues and viability, and the flow-on impacts on learners.

We also use our monitoring activities to support tertiary providers to build their own capabilities and improve the performance of the broader tertiary system.

### Encouraging and rewarding excellent research

The Performance-Based Research Fund (PBRF) is the TEC's second largest fund, allocating \$315 million annually. The PBRF encourages and rewards excellent research in the tertiary education sector. It does not fund research directly but supports research capability and activities, including postgraduate-level teaching support.

The PBRF's three funding components are the Quality Evaluation at 55 percent of the fund, Research Degree Completions at 25 percent and External Research Income at 20 percent.

- › The Quality Evaluation component is a periodic assessment of the quality of research produced by eligible TEOs' staff, as assessed by expert peer-review panels.
- › The Research Degree Completion component is based on the number of eligible postgraduate research-based degrees completed in participating TEOs, assessed on an annual basis.
- › The External Research Income component measures the amount of income for research purposes received by participating TEOs from external sources, assessed on an annual basis.

Following the independent review of the PBRF in 2019/20, and further targeted consultation by the Ministry of Education, Cabinet agreed to a package of changes to the PBRF, including some significant changes to the Quality Evaluation 2025.

Cabinet has directed the TEC, working with the Sector Reference Group it has convened for the Quality Evaluation 2025, to develop options and consult on:

- › broadening the PBRF definition of research and making changes to Evidence Portfolios, including to better recognise and reward a broader range and diversity of research and to better recognise collaboration and engagement
- › revising the Extraordinary Circumstances qualifying criteria to reflect a 'merit relative to opportunity' concept for recognising the diverse circumstances that can impact researchers' activity and output. This is intended to support more equitable and inclusive outcomes for researchers, including those with disabilities, caring responsibilities and for part-time researchers
- › simplifying the new and emerging qualifying criteria
- › discontinuing the reporting of Average Quality Score metrics.

Cabinet also directed the TEC to consider how best to appoint a Sector Reference Group (SRG) for the 2025 Quality Evaluation that demonstrates a strong commitment to Māori-Crown partnership and comprises a diverse membership. In convening the SRG, the TEC has implemented a co-chair model and worked with Māori research leaders to ensure an appointment process and terms of reference that better reflect a kaupapa Māori approach. The SRG is responsible for making recommendations to us on the operational design of the Quality Evaluation 2025, through analysis, public consultation and the development of recommended options.

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**In convening the SRG, the TEC has implemented a co-chair model and worked with Māori research leaders to ensure an appointment process and terms of reference that better reflect a kaupapa Māori approach.**

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The TEC's ongoing work on the Quality Evaluation up to 2026, which is the primary way in which Cabinet's decisions on changes to the PBRF will be implemented, will focus on:

- › completing the SRG consultation process, which will conclude in mid-2023 with the publication of Guidelines for the next Quality Evaluation, Panel-Specific Guidelines, and Audit methodology
- › working with participating TEOs to support them in understanding requirements as they prepare for, and participate in, the Quality Evaluation
- › appointing and training moderators, Panel chairs, and initial Panel members (mid-2022 to early 2023)
- › engaging auditors to develop the audit methodology and running the audit process (late 2022 to 2026)
- › developing the PBRF IT system for the Evidence Portfolio submission and assessment process (mid-2022 to mid-2024)
- › appointing and training remaining Panel members (2024 to 2025)
- › organising the submission, assessment and peer-review panels process (2023 to 2025)
- › reporting the results of the Quality Evaluation (2025 to 2026), and project close down (2026).



### How we will assess progress

Our strategic priorities and core business activities are key contributors to the outcome **An adaptable system**. However, we operate in a dynamic environment with a number of external factors outside of our control. The following performance information has been used to illustrate progress towards the outcome to which our work is a contributing factor.

More detail on how we assess our performance is also provided in our Statement of Performance Expectations. This is updated annually, with the most recent version available at <https://www.tec.govt.nz>.

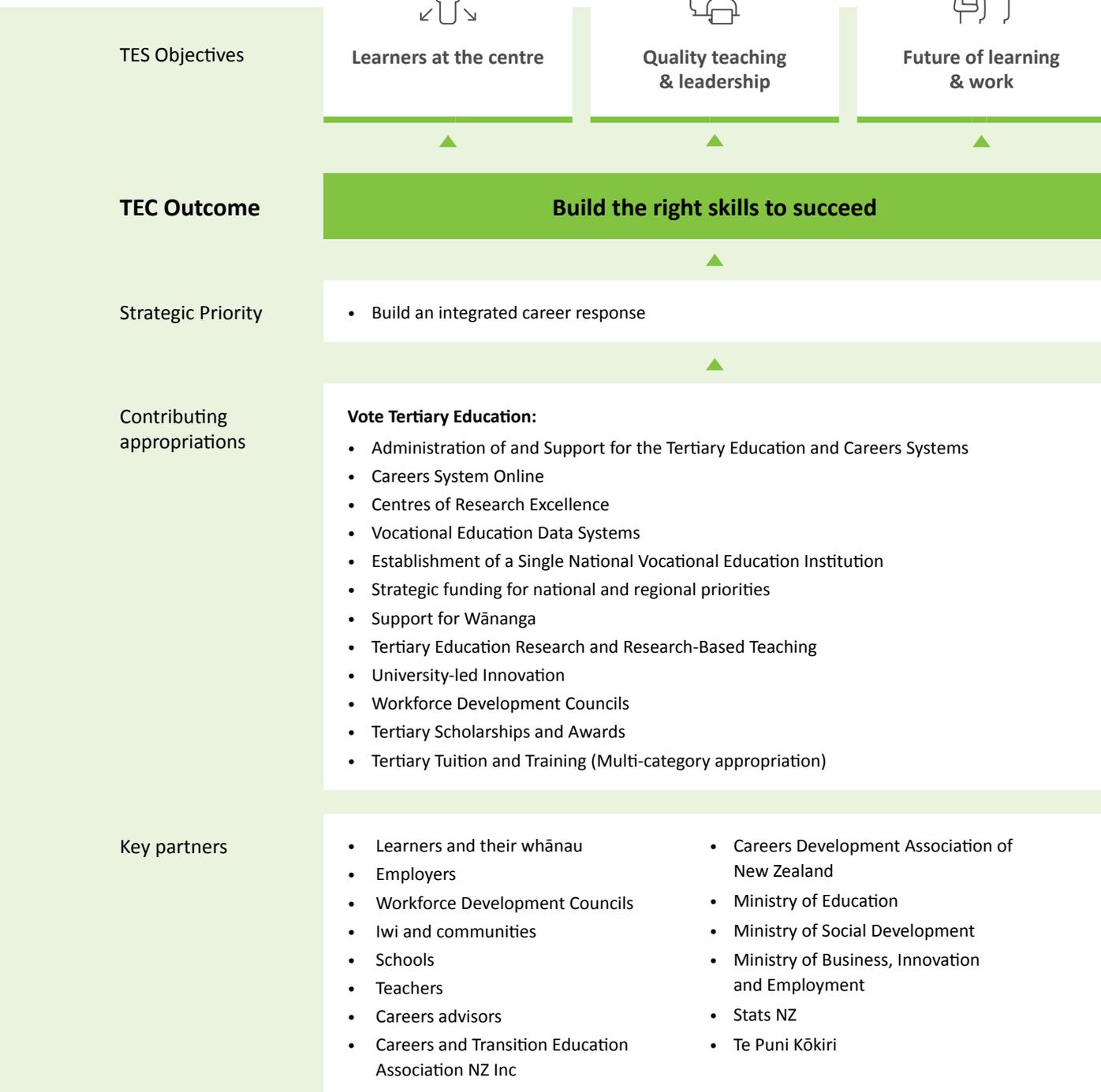
### Outcome – An adaptable system

Measure	Metric	Desired trend
System accessibility, resilience, and connectedness:	Collaboration behaviours between tertiary education organisations and with employers, iwi and communities on issues affecting sector performance	▲
	Confidence in provider and employer network to deliver sustainable provision	▲



## Te whai pūkenga tika kia angitu ai Build the right skills to succeed

Linking it all together



**The careers system supports everyone to gain the skills, knowledge and pathways to succeed, so people, employers and communities can thrive**

We want New Zealanders with the skills and experience they need to find sustainable work and that employers and communities need to excel and thrive. This means:

- › ensuring every learner has the foundation skills they need to succeed at higher levels of tertiary education and find sustainable work
- › making sure learners and employers understand the skills they have now and the skills they need in the future
- › ensuring every learner can easily and affordably access the education and training they need through a range of flexible delivery options at every stage of life
- › making sure the tertiary education and careers system equips learners with skills sought by employers and communities and creates easy pathways between education and employment.

**Our strategic priority for 2022/23 and beyond**

To make the biggest difference for this outcome our focus in the coming years will be to build an integrated career response.

We will partner with stakeholders to develop information, advice and guidance to empower every person to find their pathway to meaningful training, education or work.



**We want an adaptable tertiary education system that serves the needs of Aotearoa New Zealand now and in the future.**

### **Developing a new national careers strategy**

Initiatives from the 2019 Careers System Strategy are well advanced and we are working with the sector to develop a nationwide careers system strategy that delivers for everyone in Aotearoa New Zealand.

The new careers system strategy will focus on strengthening and future-proofing Aotearoa New Zealand's careers system to help New Zealanders make better work and education decision and grow the skills and capability New Zealand needs now and in the future. The TEC's role is to lead and facilitate collaborative development of the strategy with partners and key stakeholders. Fundamental to this work will be partnering with Māori to reflect our obligations under Te Tiriti o Waitangi and to develop the strategy with a Te Ao Māori lens.

We will have a draft sector-wide strategy for Ministerial approval by the end of 2022. This strategy will set the direction for the careers system, outline a set of outcomes, identify the areas of strategic focus, and provide a suite of supporting work streams and actions. As responsibility for components of the careers system lie across many government agencies and other non-government entities, the strategy will also include an implementation plan that identifies where responsibility for these workstreams and actions lie. It will be the responsibility of each agency to develop the supporting business cases and detailed implementation plans to realise the strategy.

Once the strategy is agreed TEC's role through the following two to three years will be to implement the specific TEC-related workstreams and actions; those that fit within TEC's legislative mandate of providing careers information services and strengthening the connection between schools, employers, and tertiary education organisations.

### **Tahatū – our online career planning solution**

Supporting all New Zealanders to prepare for, and adjust to, the changing world of work for better employment and wellbeing outcomes is a key focus of our careers work programme. This also supports our wider focus on lifelong learning.

We know that there are opportunities to improve the current provision of careers information and support. In light of job losses arising from COVID-19 and the ever-changing world of work, the design of a fully integrated and interactive online careers solution has become a high priority.

Some New Zealanders currently experience barriers when trying to access high-quality, culturally affirming career information and support in the way they need it, when they need it, for themselves and their whānau. It is not always easy to identify learning and employment pathways when the line of sight between study and career options is often unclear. The lack of a consistent and high-quality careers solution also limits the ability of guidance counsellors in schools to provide full support to students.

Tahatū will enable people to identify education and training pathways that support their aspirations, have increased confidence in career planning and have personalised career plans.

Replacing the existing careers.govt.nz website, Tahatū will provide an online career planning solution that provides targeted career guidance for all New Zealanders, in particular those currently underserved by the careers system – Māori, Pacific people, disabled people and women. It will connect occupation, training and study data to help connect employers, government agencies, learners and their whānau, schools and tertiary providers.

Testing of significant features for the full Tahatū solution is continuing with our priority primary and secondary school audiences, including their key support people/influencers (whānau, teachers, the Career Development Association of New Zealand, the Careers and Transition Education Association) to ensure that features will meet users' needs.

Testing will occur throughout 2022, in advance of the rollout in 2023. The list of schools, government agencies and career professionals utilising the wider solution will grow as features are developed and bundled for release.

A plan for the transition from careers.govt.nz is currently being developed to ensure as seamless a process as possible between the old and new sites.

### Inspiring the Future

Inspiring the Future (ITF) is a programme to connect children from ages 7 - 13 with volunteer role models from the world of work in a fun and inspiring event. Research shows that when students meet workers and hear about their jobs and the pathways they took to get there, it inspires them to consider new possibilities for their futures.

The programme is accessed via an online platform [www.inspiringthefuture.org.nz](http://www.inspiringthefuture.org.nz), where volunteers register to be role models and where schools can login to host an ITF event. Schools can select role models in their communities for a physical event or from anywhere in Aotearoa New Zealand for an online event.

Online event functionality was developed as a result of COVID-19 and has the additional benefit of role models participating in locations where they are not physically located, increasing role models’ accessibility to participate and potentially provide a broader range of role model attributes to be available.

To date over 450 role models have signed up to the platform from across Aotearoa New Zealand and represent a diverse range of occupations. Over 60 schools have also signed up and are participating in both online and in-person events. Over the next 12 months we will continue our marketing and engagement campaigns to attract role models and schools to the platform, as well as further developing the sign-up process to improve the user experience. Our goal is to reach at least six percent of schools over the next 12 months, with a focus on lower-decile schools.

### How we will assess progress

Our strategic priority and core business activities are key contributors to the outcome **Build the right skills to succeed**. However, we operate in a dynamic environment with a number of external factors outside of our control. The following performance information has been used to illustrate progress towards the outcome to which our work is a contributing factor.

More detail on how we assess our performance is also provided in our Statement of Performance Expectations. This is updated annually, with the most recent version available at <https://www.tec.govt.nz>.

## Outcome – Build the right skills to succeed

Measure	Metric	Desired trend
<b>The system ensures learners are ready for the future:</b>	Feedback from New Zealanders on the usefulness of careers information to assist with education and career-related decision-making	▲
	Percentage of learners who experience positive post-study outcomes within the first one to three years of graduation	▲
<b>The system provides employers and communities with the skills they need:</b>	Number of employers and learners involved in work-integrated learning	▲
	Employer/industry feedback on relevance and consistency of graduate skills	▲



Te hauora  
me te āheinga  
o te hinonga  
Organisational  
health and  
capability



OUR OPERATING CONTEXT

OUR STRATEGIC INTENTIONS

ORGANISATIONAL HEALTH AND CAPABILITY

## To deliver on our strategic intentions it is essential that we have the right people, processes and technology

### Equip TEC for the future

Alongside our three external outcomes described in our strategic intentions section, we have a fourth internal-facing outcome – *Equip TEC for the future*. This internal outcome underpins our three external outcomes and, as such, supports the delivery of all of the TES objectives.

We want to be an insight-driven and culturally affirming agency. This means:

- › improving our ways of working together and with others
- › developing our internal skills, capability, capacity and prioritisation processes
- › strengthening partnerships and coordinating effort with education partner agencies and the sector.

### Our strategic priority for 2022/23 and beyond

To make the biggest difference for this outcome our focus in the coming years will be on investing and growing our people so we are more learner-centric, equity-minded and culturally affirming.

The TEC has a significant role in the tertiary education system, providing funding, information and guidance to tertiary education organisations, and careers support to learners and their whānau. The TEC needs to manage all of these functions in ways that consider the impact on learner outcomes and avoids inadvertently creating barriers to system-wide equity. That means that the TEC itself needs to develop an intentionally learner-centric focus.

### He Marae Tangata

The TEC has established a programme of work – He Marae Tangata – to build expertise across all its work and to transform our own organisational culture.

A fundamental part of this work will focus on us honouring Te Tiriti o Waitangi and meeting the specific needs and aspirations of Māori learners. The TEC is considering how it can embed Te Ao Māori considerations across all of its work and strengthen mātauranga Māori in the tertiary system more broadly.

He Marae Tangata is focused on developing our people's capabilities in three core domains:

- › Learner-centred
- › Equity-minded
- › Culturally affirming.

We have developed a capability framework that defines these three capabilities – or desired knowledge, skills and attitudes for all TEC staff. We have also defined what good looks like for the TEC as an organisation over a period of one to five years.

In the coming years our focus will be on creating staff self-assessments so our people can measure their own capabilities and focus on their strengths and development areas. Our learning and development will be targeted at developing these capabilities – across formal training, informal learning and on-the-job experience.

The He Marae Tangata programme will also include enhancements of the relevant policies, processes and templates to enable us to become a learner-centred, equity-minded and culturally affirming organisation.

### Equal employment opportunities

Our employment practices meet the responsibilities in the Crown Entities Act 2004 to be a good employer. We strive to provide an environment with equal employment opportunities for all current and potential employees and we want all our people to feel empowered, valued and supported.

### Closing the gender pay gap

We aim to reduce the gender pay gap from 13.8 percent to 11.8 percent by the end of 2022. We use the Public Service Commission formula to analyse our gender pay gap. This formula is the difference between the average salary for men and the average salary for women, as a percentage of the average salary for men. Our gender pay gap is 13.8 percent. When we look at the gender pay gap, comparing roles in grades (excluding management positions), the gender pay gap is 8.5 percent.

Since 2018 (when Careers New Zealand merged with the TEC), we have achieved consistent terms and conditions of employment for all staff, including the same remuneration system.

In 2020, the TEC and PSA analysed data and identified the following factors contributed to the gender pay gap:

- › lack of representation of women in senior leadership roles
- › lack of representation of women in information technology roles
- › Aotearoa New Zealand Māori, both male and female, underrepresented in leadership roles at Tiers 2 and 3, with only two staff at Tier 4 or team leader roles.

An action plan was developed in 2021. Actions taken to date include the development of a leadership plan for Māori and Pacific staff. We will review our policies to ensure there is no bias and discrimination as part of the implementation of He Marae Tangata programme of work.

### We are inclusive and diverse

Diversity and inclusion is particularly important to us to ensure we are able to effectively deliver for all of our learners and partners. This includes helping our people better understand the diverse needs of New Zealanders, particularly Māori, Pacific, people from socio-economically disadvantaged circumstances and disabled people.

We have employee-led networks that reflect our diverse and inclusive organisation, such as our Rainbow and Christian networks. We regularly host cultural events, such as Matariki, Chinese New Year, Eid Mubarak and various language weeks (eg, Cook Islands language week). We have an active social club, Kapa Haka group and employee-initiated health and wellness activities, such as yoga, indoor football and netball. We also support staff registration at the annual Round the Bays event in Wellington.

### Information and technology

We are revising our IT and data strategies to respond to new drivers from changes in the education system, such as those coming from the Reform of Vocational Education and the new Unified Funding System, the employment market and digital transformation. We will deliver several major shifts to our customers through these strategies, including increased process automation, a greater focus on data and analytics to support decision-making, converging on fewer technologies, including moving to cloud-based services, and new tools that increase productivity. Our involvement in the education sector has further widened through our sponsorship of the sector-wide Microsoft license agreement.

Cybersecurity remains an ever-present risk. We have created a multi-year cybersecurity programme with dedicated funding to address this. Alongside this we are working with the Ministry of Education to improve the cybersecurity maturity of the whole tertiary sector.

Our data strategy puts the learner at the centre; fundamentally changing how we organise and consume information. We are also implementing data collection and management processes to support the new Unified Funding System.

### Managing risk

As we continue to respond to changes in our operating environment, risk management remains an integral component of our organisational governance, at both a strategic and operational level. Our approach to risk management focuses on the following elements:

- › providing accurate and timely management information on the key areas of risk exposure and the actions required to mitigate risk (strategic, operational and project risk)
- › ensuring a consistent and proportionate approach to the identification, assessment and control of risk
- › supporting the pursuit of opportunities through an appropriate balance of risk taking and risk management
- › fostering and encouraging a risk-aware culture where risk management is seen as a key enabler to organisational success.

Our risk management framework aligns with the International Standards Organisation (ISO) standard in Risk Management (ISO 31000).

We review, report and monitor operational risks on a quarterly basis; the Executive Leadership Team also conducts a formal assessment of our key strategic risks twice annually. Our strategic risks are included in regular reporting to Whatitata me te Whakau – our Risk and Assurance Committee.

## Carbon reduction

As a Crown entity, we are required to commence annual reporting of emissions and our progress to reduce these emissions from the 2022/23 financial year. The TEC is a member of the Government Carbon Neutral Programme and we continue to engage and seek guidance from this forum, as well as taking guidance from the Ministry for the Environment.

We have a Carbon Emissions Reduction Plan which was developed in 2020 and is based on an audit of our carbon footprint by external company, SmartPower. Our plan aims to reduce emissions from our highest sources of emissions. We have already made progress in lowering our emissions in the area of corporate travel by taking fewer flights and by reducing our corporate car fleet to zero. We are currently working to align our emissions reporting and reduction targets in line with the Government's broader objective of achieving carbon neutrality by 2025.

We will engage with SmartPower again to conduct the measurement for 2022/23 to ensure our carbon emissions reduction plan is supported by accurate data and achievable targets. TEC will also review how we can use our convening powers and investment levers in the system to assist the Government's carbon objectives.

## Financial management

We operate in a financially responsible manner consistent with section 51 of the Crown Entities Act 2004.

To ensure a financially sustainable future and the ability to deliver on our strategic intentions, we have a five-year Strategic Financial Plan.

The Plan:

- › outlines our approach to managing both our operating costs and capital expenditure
- › sets our internal budget parameters and forms the basis for our Statement of Performance Expectations.

Through our regular reviews we monitor and manage our core costs carefully to ensure sustainability and best value for money.

We also ensure that our investment in tertiary education organisations delivers on the Government's priorities or is returned to the Crown.

# Tikanga me te whakatinana

## Values and behaviours

Our values and behaviours reflect the essence of who we are, guide the way we work together and are pivotal to achieving our strategic intentions







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#### **Contact details**

Tertiary Education Commission National Office  
44 The Terrace  
PO Box 27048  
Wellington, New Zealand

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