



## Te Pūkenga Council Meeting

<b>Date</b>	Monday, 28 November 2022	
<b>Time</b>	9.00 am	
<b>Venue</b>	Zoom and Copthorne, Oriental Bay	
<b>Council Members</b>	Murray Strong (Chairperson)	Kim Ngārimu (Deputy Chairperson)
	Maryann Geddes	Kathy Grant
	Sam Huggard	Tania Hodges
	Teorongonui Josie Keelan	Tagaloatele Peggy Fairbairn-Dunlop
	Jordan Gush	Heath Sawyer
	Jeremy Morley	
<b>Apologies</b>	John Brockies	

### Open Agenda

1. Welcome/Apologies/Notices
2. **Administration**
  - 2.1. Council Calendar and Schedule of Committees
  - 2.2. Register of Interests
  - 2.3. Minutes (draft) of the meetings held 11 October 2022 (ordinary meeting)
    - 2.3.1. Matters Arising
  - 2.4. Action List - Open
3. Acting Chief Executive's Report
4. **Strategy**
  - 4.1. Te Rito Quarterly Reporting (Q2) on Learner Equity
5. **Reports from Committees**
  - 5.1. Te Poari Akoranga – Report from open Poari Akoranga meeting held 2 November 2022 and Research Ethics Framework
  - 5.2. Report from Interim Kaimahi Committee from meeting held 18 October 2022 (Verbal)

- 5.3. Report from Interim Learner Committee and Minutes of meeting held 11 October 2022
- 5.4. Report from Komiti Māori and Minutes of meeting held 15 September 2022
- 5.5. Report from Safety and Wellbeing Committee and Minutes held 20 October 2022 (draft)
- 6. **Correspondence**
  - 6.1. Nil
- 7. *Formal Motion for Moving into Committee*

### Closed Agenda

- 8. **Administration**
  - 8.1. Minutes (draft) from public excluded meetings held:
    - 11 October 2022 (ordinary meeting)
    - 25 October 2022 (extraordinary meeting)
    - 8.1.1. Matters Arising
  - 8.2. Action List - Confidential
- 9. Acting Chief Executive's Report
- 10. **Financial Reports**
  - 10.1. Te Pūkenga Financial October 2022 Report
  - 10.2. Budget 2023
  - 10.3. Application for Borrowing Consent - TEC
  - 10.4. Single Stage Business Case
- 11. **Risk and Compliance**
  - 11.1. Risk and Audit Committee Report
    - 11.1.1. Document Development Framework
    - 11.1.2. National Policies (Finance)
      - National Fraud and Corruption Policy
    - 11.1.3. Insurance
- 12. **Business Divisions**

- 12.1. Amendments to Constitutions
- 12.2. Potential Land Sale (Part B) (Wintec Business Division) – Verbal Update
- 13. **Reports from Committees**
  - 13.1. Report from Interim Kaimahi Committee on meeting held 18 October 2022 (Verbal)
  - 13.2. Report from Interim Learner Committee and Minutes of meeting held 11 October 2022
  - 13.3. Report from Komiti Māori and Minutes of meeting held 15 September 2022
  - 13.4. Risk and Audit Committee Minutes
    - 8 November 2022 Draft Minutes
  - 13.5. Finance and Capital Investment Committee – Report and Minutes 1 and 14 November 2022 Draft Minutes
  - 13.6. Transformation Committee
    - 17 and 27 October 2022 Draft Minutes
  - 13.7. Appointment and Remuneration Committee
    - 14 October 2022 Draft Minutes
    - Terms of Reference Review
- 14. **Correspondence (Inwards)**
  - 14.1. Letter from EIT Board
- 15. **Correspondence (Outwards)**
  - 15.1. Letter to Minister Hipkins Update on Governance Report
- 16. **Engagement**
  - 16.1. Te Pūkenga Council and TEU/TIASA
- 17. **Any Other Business**
  - Formal motion for moving out of Committee*

# 1. Welcome/Apologies/Notices

## 2. Administration



## Te Pūkenga Council Meeting 2022 Calendar

Month	Date	Day	Meeting	Activity	Venue
<b>2022</b>					
February	2 February	Wed	Council	Workshop	Zoom
	3 February	Thurs	Council	Ordinary Meeting	Zoom
March	14 March	Mon	Council	Workshop	Zoom
	15 March	Tues	Council	Ordinary Meeting	Zoom
April	5 April	Tues	Council	Extraordinary Meeting	Zoom
	26 April	Tues	Council	Workshop	Hamilton
	27 April	Wed	Council	Ordinary Meeting	Hamilton
May	9 May	Mon	Council	Extraordinary Meeting	Zoom
June	7 June	Tues	Council	Workshop	Christchurch
	8 June	Wed	Council	Ordinary Meeting	Christchurch
July	18 July	Mon	Council	Workshop	Hamilton
	19 July	Tues	Council	Ordinary Meeting	Hamilton
August	08 Aug	Mon	Council	Extraordinary Meeting	Zoom
	19 Aug	Fri	Council	Extraordinary Meeting	Zoom
	29 Aug	Mon	Council	Ordinary Meeting	Zoom
September	23 Sep	Fri	Council	Extraordinary Meeting	Zoom
October	10 Oct	Mon	Workshop	Workshop	Wellington
	11 Oct	Tues	Council	Ordinary Meeting	Wellington
	25 Oct	Tues	Council	Extraordinary	Zoom
November	28 Nov	Mon	Council	Ordinary Meeting	Wellington
	28 Nov	Mon	Council	Workshop	Wellington
	29 Nov	Tues	Council	Workshop	Wellington
December	12 Dec	Mon	Council	Extraordinary	Zoom

**2022 Schedule of Committees of Te Pūkenga Council****As at 28 November 2022****Risk and Audit Committee**

Name	Role	Meeting Dates
1. John Brockies	Chair	22 February 2022
2. Kathy Grant	Member	21 April 2022
3. Jeremy Morley	Member	<del>28 April 2022</del>
4. Murray Strong	Member	25 May 2022
5. Kim Ngarimu	Member	05 July 2022
		20 October 2022
		08 November 2022

**Finance and Capital Investment Committee/Prev. Capital Asset Management and Infrastructure**

Name	Role	Meeting Dates
1. Kathy Grant	Chair	23 February 2022
2. Tania Hodges	Member	13 April 2022
3. Murray Strong	Member	12 July 2022
4. John Brockies	Member	13 September 2022
5. Josie Keelan	Member	01 November 2022
		14 November 2022
		06 December 2022

**Health, Safety and Wellbeing Committee**

Name	Role	Meeting Dates
1. Sam Huggard	Chair	10 February 2022
2. Peggy Fairbairn-Dunlop	Member	10 May 2022
3. Maryann Geddes	Member	20 October 2022
4. Murray Strong	Member	13 December 2022
5. Josie Keelan	Member	
6. Heath Sawyer	Member	

**Appointment and Remuneration Committee**

Name	Role	Meeting Dates
1. Maryann Geddes	Chair	4 March 2022
2. Kim Ngarimu	Member	1 August 2022
3. Murray Strong	Member	22 September 2022
		14 October 2022
		24 November 2022
		12 December 2022

**Transformation Committee**

Name	Role	Meeting Dates
1. Murray Jack	Chair	5 April 2022
2. Sir Brian Roche	Member	10 May 2022
3. Murray Strong	Member	30 May 2022
4. Kim Ngārimu	Member	14 July 2022
5. John Brockies	Member	02 August 2022
		19 August 2022
		31 August 2022
		2 September 2022
		13 September 2022
		17 October 2022
		27 October 2022
		14 November 2022
		13 December 2022

**Interim Learner Advisory Committee (ILAC)**

Name	Role	Meeting Dates
1. Jordan Gush	Co-Chair	1 February 2022
2. Dahrian Watene	Co-Chair	12 April 2022
3. Henry Geary	Member	2 June 2022
4. Lupe Kautoke	Member	5 July 2022
5. Nina Lee Griffith	Member	16 August 2022
6. Hamish Duncan	Member	4 October 2022
7. Ezra Tamati	Member	8 December 2022
8. Skyla Flower	Member	
9. Cecily Zhou	Member	

**Interim Kaimahi Advisory Committee (IKAC)**

Name	Role	Meeting Dates
1. Heath Sawyer	Co-Chair	10 February 2022
2. Nippy Paea	Co-Chair	22 March 2022
3. Andrea Armstrong	Member	4 May 2022
4. Ang Cooper	Member	15 June 2022
5. Barry Paterson	Member	28 July 2022
6. Bill Rogers	Member	05 September 2022
7. Craig Ludlow	Member	18 October 2022
8. Henry Ma'alo	Member	30 November 2022
9. Ian MacDonald	Member	TBC December 2022
10. Jessica Costall	Member	
11. Jody Takimoana	Member	
12. Linda Aumua	Member	
13. Mary-Liz Broadley	Member	
14. Ramari Raureti	Member	
15. Rhys Thurston	Member	
16. Scott Casley	Member	
17. Warwick Shillito	Member	
18. Keri Youngman	Member	
19. Ali Bahmad	Member	



**Interim Māori Advisory Committee (Komiti Māori)**

Name	Role	Meeting Dates
1. Teorongonui Josie Keelan	Co-Chair	20 January 2022
2. Bentham Ohia	Co-Chair	24 February 2022
3. Te Pūoho Kātene	Member	17 March 2022
4. Ramari Raureti	Member (IKAC Rep)	21 April 2022
5. Glenda Taituha	Member	19 May 2022
6. Jasmine Te Hira	Member	16 June 2022
7. Dahrian Watene	Member (ILAC Rep)	21 July 2022
		18 August 2022
		15 September 2022
		20 October 2022
		9 November 2022

**Te Poari Akoranga**

Name	Role	Meeting Dates
1. Angela Beaton	Co-Chair	9 February 2022
2. Jeanette Grace	Co-Chair	9 March 2022
3. Michael Alsford	Member (Co-Chair Te Ohu Whakahaere Ako)	13 April 2022 18 May 2022
4. Linda Aumua	Member (IKAC Rep)	29 June 2022
5. Fiona Beals	Member (Co-Chair Te Ohu Whakahaere Rangahau Māori, Research and Postgraduate)	27 July 2022 Special Meeting 10 August 2022 21 September 2022 19 October 2022 TBC
6. Te Urikore Biddle	Member	2 November 2022
7. Mary-Liz Broadley	Member (IKAC Rep)	7 December 2022
8. Glynnis Brook	Member (Co-Chair Te Ohu Whakahaere [Academic] Appeals)	
9. Te Wai Collins	Member (Co-Chair Te Ohu Whakahaere Ako)	
10. Hamish Duncan	Member (ILAC Rep)	
11. Henry Geary	Member (ILAC Rep)	
12. Annemarie Gillies	Member (Co-Chair Te Ohu Whakahaere Rangahau Māori, Research and Postgraduate)	
13. Kieran Hewitson	Member (DCE Partnerships & Equity delegate)	
14. Kim Isherwood	Member (Co-Chair Te Ohu Whakahaere Quality)	
15. Diane Lithgow	Member (Co-Chair Te Ohu Whakahaere Approvals)	
16. Doug Pouwhare	Member (Co-Chair Te Ohu Whakahaere Approvals)	
17. Jasmine Te Hira	Member (Kōmiti Māori Rep)	
18. Deborah Young	Co-Member (Co-Chair Te Ohu Whakahaere Quality)	



## Te Pūkenga Council Meeting 2023 Calendar

Month	Date	Day	Meeting	Activity	Venue
February 23	8 February	Wed	Council	Workshop	TBC
	9 February	Thurs	Council	Ordinary Meeting	TBC
Delayed to accommodate Waitangi Day					
March 23	14 March	Tues	Council	Workshop	Hamilton
	15 March	Wed	Council	Ordinary Meeting	Hamilton
April 23	19 April	Wed	Council	Workshop	TBC
	20 April	Thurs	Council	Ordinary Meeting	TBC
Delayed to accommodate Easter break					
May 23	23 May	Tues	Council	Workshop	TBC
	24 May	Wed	Council	Ordinary Meeting	TBC
June 23	27 June	Tues	Council	Workshop	TBC
	28 June	Wed	Council	Ordinary Meeting	TBC
August 23	1 Aug	Tues	Council	Workshop	TBC
	2 Aug	Wed	Council	Ordinary Meeting	TBC
September 23	5 Sept	Tues	Council	Workshop	TBC
	6 Sept	Wed	Council	Ordinary Meeting	TBC
October 23	10 Oct	Tues	Council	Workshop	TBC
	11 Oct	Wed	Council	Ordinary Meeting	TBC
November 23	14 Nov	Tues	Council	Workshop	TBC
	15 Nov	Wed	Council	Ordinary Meeting	TBC
December 23	13 Dec	Wed	Council	Ordinary Meeting	TBC



## Te Pūkenga Council

### Register of Interests as at 28 November 2022

Name	Interest	Nature of Interest
<b>Murray Strong</b> Chairperson	Centre of Digital Excellence	Chairperson
	Southern Lakes Events Investment Panel	Independent Chairman
	Work Based Learning Limited (Te Pūkenga Subsidiary)	Director
	Digital Transformation Programme Board, New Dunedin Hospital, Southern District Health Board	Independent Chairman
<b>Kim Ngārimu</b> Deputy Chairperson	Medical Council of New Zealand	Council member
	Waitangi Tribunal	Member
	Te Māngai Pāhō Māori Broadcasting Funding Agency	Board member
	NTK Limited and Tāua Ltd	Director and shareholder
	Herewini Te Koha, CE of Te Rūnanganui o Ngāti Porou, signatory to regional submissions on RoVE	Husband
<b>Mary-Ann Geddes</b> Member	NZ Healthcare Bidco and NZ Healthcare Holdco, operating as Evolution Health (from 30 June 2022)	Director
	Southern Lakes English College	Director
<b>Mary-Ann Geddes</b> Member	Work Based Learning Limited (Te Pūkenga Subsidiary)	Director
	<b>Kathy Grant</b> Member	Leslie Groves Home & Hospital
Dunedin Diocesan Trust Board		Person closely related Chair
Central Lakes Trust (as from 1 December)		Trustee
Southern Cross Health CLT Limited		Director
Waitaki District Health Services Limited (from 1 March 2022)		Director
OP Auckland International Campus Ltd (from 1 July 2022)		Director
<b>Sam Huggard</b>	350 Aotearoa Charitable Trust	Trustee
	Lottery Grants Board Community and Outdoor Safety Committees	Member
	Trade for All Ministerial Advisory Group	Member
	NZEI Te Riu Roa	Employee
<b>Tania Hodges</b> Member	Digital Indigenous Ltd	Managing Director and Shareholder
	Whanau.com Trust	Trustee
	Waikato Tainui Koiora Strategy Panel	Independent Member
<b>John Brockies</b> Member	Resolve Group Ltd	Director
	Walworth Ltd	Director
	Civic Centre Group (Tauranga City Council)	Independent Chair
	Work Based Learning Limited (Te Pūkenga Subsidiary)	Director


**Te Pūkenga**

Name	Interest	Nature of Interest
<b>Jeremy Morley</b> Member	Wellington Free Ambulance	Advisor
	Te Kupenga – CTC	Advisor
	Catholic Archdiocese of Wellington	Advisor
	Racing NZ	Director
	Warwick Trust	Trustee
<b>Tagaloatele Dr Peggy Fairbairn-Dunlop</b> Member	UNESCO National Commission	Commissioner
	Vinepa Trust	Director
<b>Heath Sawyer</b> Member	Nil	
<b>Jordan Gush</b> Member	Nil	
<b>Teorongonui Josie Keelan</b> Member	Unitec Institute of Technology	Student Supervisor (Masters) & Thesis Examiner

**Interests Declaration – All Members**

Name	Interest	Nature of Interest	Date Notified
All Members	Deed of Indemnity executed on behalf of the Company (in the form approved by NZIST Council on 1 April 2020) indemnifying each Director in respect of the matters stipulated in the Deed.	Indemnified person, as defined in the Deed	1 April 2020



## Pūrongo Kaunihera a Te Pūkenga

28 November 2022

<b>Title:</b>	Minutes of the Meeting held 11 October 2022
<b>Provided by:</b>	Lynnette Brown – Council Secretariat
<b>For:</b>	<b>Approval</b>

### Te Taunaki | Recommendation(s)

It is recommended that the Council:

1. Approve the minutes of Te Pūkenga Council meeting held on 11 October 2022 as a true and correct record



# Te Pūkenga - New Zealand Institute of Skills and Technology (Te Pūkenga)

## Minutes of a meeting of the Council of Te Pūkenga (the Council)

Tuesday, 11 October 2022

### Minutes

These are the open minutes of a meeting of Te Pūkenga Council held on Tuesday, 11 October 2022 at 9.00 am via Zoom videoconferencing and at MITO, Level 3/50 Customhouse Quay, Wellington

### Present:

<b>Council Members</b>	Murray Strong (Chairperson)	Kim Ngārimu (Deputy Chairperson)
	Maryann Geddes	Kathy Grant
	Sam Huggard	Tania Hodges
	John Brockies	Tagaloatele Peggy Fairbairn-Dunlop
	Teorongonui Josie Keelan	Heath Sawyer
	Jordan Gush	Jeremy Morley
<b>In Attendance</b>	Peter Winder, Acting Chief Executive	Lynnette Brown, Council Secretary
	Simon Karipa – Director Governance	Richard Forgan - Deputy Chief Executive – Transformation
<b>Online Attendance</b>	Vaughan Payne – DCE Operations	Sinead Hart – Director Legal and Risk (Items
	Phil O 'Callaghan – Interim Chief Financial Officer	Angela Beaton - DCE Delivery and Academic (Item 5 only)
	Rachel Clark – CAMS Lead (Item 10.3 and 10.4)	Fionna Moyer - Kaikōkiri Director Quality (Item 5 only)
	Keri-Anne Tane – Chief People Officer (Item 11.2)	Ana Morrison - DCE Partnerships and Equity (Item 4.1 only)
	Chris Collins – Chief Executive – Eastern Institute of Technology Limited (Item 15.1 only)	Janine Kapa - Kaikōkiri/Director - Te Pae Tawhiti (Item 4.1 only)
		Anthony Robertson – Chief Financial Officer – Eastern Institute of Technology Limited (Item 15.1 only)

### Karakia

The meeting was opened with a karakia by Sam Huggard.

### Open Minutes

1. **Welcome/Apologies/Notices**  
The Chair welcomed everyone to the meeting with a special mihi to Jeremy Morley acknowledging his first kanohi ki te kanohi meeting.

## 2. Administration

### 2.1. Council Calendar and Schedule of Committees

Noted

### 2.2. Register of Interests

The register of interests was noted and no conflicts with matters on the agenda were declared.

John Brockies advised the removal of his interests in the Waiari Project Advisory Board (Tauranga City Council) the Waiari and Te Maunga Project Advisory Board (Tauranga City Council) roles effective 1 October 2022.

### 2.3. Minutes (draft) of the meeting held 29 August 2022 (ordinary meeting)

#### Resolved:

The Council:

- a. Approved the minutes of Te Pūkenga Council open meeting held on 29 August 2022 as a true and correct record.

**Moved:** M Strong

**Seconded:** M A Geddes

**CARRIED**

#### Matters Arising

- 2.3.1. There were no matters arising.

### 2.4. Action List – Open

Noted.

## 3. Acting Chief Executive's Report

The Acting Chief Executive spoke to his report which provided insights into current issues, key achievements and highlights arising during the reporting period in particular:

- Progress towards completion of the transitioning of the network and activities related to Tā tatou huarahi (Our Pathway)
- Wintec Graduation attended by the Council Chair

John Brockies arrived at 9.20 am

## 4. Strategy

### 4.1. Te Pae Tawhiti Framework (Final)

Management provided a verbal update on the Q2 Report for the Council and outlined the future focus of Te Pae Tawhiti and the reporting cadence and its relationship/alignment with Ako networks.

Feedback from the Council included:

- Outcomes framework – in terms of reporting on equity for ākonga, this will be addressed in Outcome 2 and through the work of the Learner Journey Educational and Performance Indicators. The outcomes related to Treaty partners will be a part of the insights and evaluation work.
- Future reporting to evidence:
  - Improvements derived from this activity
  - Partnerships with mana whenua in action in relation to Māori medium of delivery in the mix of provision – Management advised that BCITO is an example which can be showcased in the future
- Whakataukī and how we can integrate mahi into this

The Council acknowledged the significant progress and thanked Management for their ongoing mahi.

**Resolved:**

The Council:

- a. Noted and endorsed the revised working draft of Te Pae Tawhiti, Te Tiriti o Waitangi Excellence Framework; and
- b. Note the next steps in the development of Te Tiriti o Waitangi Excellence strategy and implementation plan

**Moved:** M Strong

**Seconded:** T Hodges

**CARRIED**

## 5. Reports from Committees

### 5.1. Te Poari Akoranga – Report from open Te Poari Akoranga meeting held 21 September 2022

The Council received the report for Te Poari Akoranga (TPA) which provided an update on its activities.

The Council raised two matters:

- To the question of representation from Work Based Learning Limited given their size, Management advised that they believed this was sufficient
- Continuous Quality Improvement (CQI) Policy (paragraph 17 of the minutes) - *What is the possibility of taking the principles-based approach within the influence of the employer who is effectively the kaiako and the classroom?* There was discussion on progress in relation to this question and Council noted the importance of this work.



Also, there are a large number of employers associated with WBL with efficient processes as examples of best practice.

**Resolved:**

The Council:

- a. Received the report from Te Poari Akoranga meeting held online via Teams 21 September 2022; and
- b. Approved the appointment of one member of the Māori Advisory Committee of Te Pūkenga (established in accordance with section 325(1) of the Act) to Te Poari Akoranga o Te Pūkenga, namely Jasmine Te Hira; and
- c. Approved the appointment of one member of the Māori Advisory Committee of Te Pūkenga (established in accordance with section 325(1) of the Act) to Te Poari Akoranga o Te Pūkenga, namely Jasmine Te Hira; and
- d. Noted expiry of Te Poari Akoranga membership terms; and
- e. Noted the membership resignation received from the Learner Advisory Committee representative; and
- f. Noted the approval of the Continuous Quality Improvement (CQI) Policy.

**Moved:** M Strong

**Seconded:** M A Geddes

**CARRIED**

**5.2. Report from Interim Kaimahi Committee and Minutes 5 September 2022**

The Chair of the Committee provided a verbal update to the minutes and specifically acknowledged Council member Tania Hodges' attendance at the meeting. Angela Beaton, DCE – Academic Delivery is anticipated to attend the next meeting to discuss Unification of Programmes, particularly as it relates to work-based learning.

The Council:

- a. Received the Interim Kaimahi Committee meeting minutes of 5 September 2022.

**5.3. Report from Interim Learner Committee and Minutes of meeting held 16 August 2022**

The Chair of the Committee provided a verbal update to the Interim Learner Committee report and highlighted the area of future focus on training to improve confidence for members in governance and Te Tiriti.

The Council:

- a. Received the report; and
- b. Noted the confirmed open minutes - Appendix 1, and meeting summary for the Interim Learner Advisory Committee (ILAC) meeting on 16 August 2022.

#### 5.4. **Report from Komiti Māori and Minutes of meeting held 18 August 2022**

The Chair of the Committee provided a verbal update to the Komiti Māori report noting the main area of discussion centred on the structure and support for co-leadership. It was also noted that there is an awareness of ensuring that the smaller iwi has a voice.

The Council:

- a. Received the report; and
- b. Noted the confirmed open minutes (Appendix 1) for Komiti Māori (Interim Māori Advisory Committee) meeting held on 18 August 2022.

### 6. **Correspondence**

6.1. Nil

### 7. **Formal Motion for Moving into Committee**

The Chair moved that the public be excluded from the remainder of the meeting. This resolution will be made in reliance on section 48(1) of the Local Government Official Information and Meetings Act 1987 (LGOIMA) and the particular interests protected by section 9 of the Official Information Act 1982 which would be prejudiced by the holding of the relevant parts of the proceedings of the meeting in public. The general subject of each matter to be considered while the public is excluded, the reason for passing the resolution in relation to each matter and the specific grounds under section 48(1) of LGOIMA for the passing of the resolution are as follows:

Item	General subject of each matter to be considered	Reason for passing resolution in relation to each matter	Grounds under section 48(1) for the passing of the resolution
8.	<b>Administration</b>		
8.1.	Minutes from public excluded meeting held 29 August 2022 and 23 September 2022	<p>Section 9(2)(g)(i) of the Official Information Act – maintain the effective conduct of public affairs through the free and frank expression of opinion by or between members of any organisation or employees of any organisation in the course of their duty</p> <p>Section 9(2)(i) of the Official Information Act – enable the organisation holding the information</p>	That the public conduct of this item would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 (noting the Council is specified, in Schedule 2 of LGOIMA, as a

		to carry out, without prejudice or disadvantage, commercial activities	body to which LGOIMA applies).
8.1.1.	Matters Arising	<p>Section 9(2)(g)(i) of the Official Information Act – maintain the effective conduct of public affairs through the free and frank expression of opinion by or between members of any organisation or employees of any organisation in the course of their duty</p> <p>Section 9(2)(i) of the Official Information Act – enable the organisation holding the information to carry out, without prejudice or disadvantage, commercial activities</p>	That the public conduct of this item would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 (noting the Council is specified, in Schedule 2 of LGOIMA, as a body to which LGOIMA applies).
8.2.	Action List	<p>Section 9(2)(g)(i) of the Official Information Act – maintain the effective conduct of public affairs through the free and frank expression of opinion by or between members of any organisation or employees of any organisation in the course of their duty</p> <p>Section 9(2)(i) of the Official Information Act – enable the organisation holding the information to carry out, without prejudice or disadvantage, commercial activities</p>	That the public conduct of this item would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 (noting the Council is specified, in Schedule 2 of LGOIMA, as a body to which LGOIMA applies).
9.	Acting CE Report	<p>Section 9(2)(g)(i) of the Official Information Act – maintain the effective conduct of public affairs through the free and frank expression of opinion by or between members of any organisation or employees of any organisation in the course of their duty</p> <p>Section 9(2)(i) of the Official Information Act – enable the organisation holding the information to carry out, without prejudice or disadvantage, commercial activities</p>	That the public conduct of this item would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 (noting the Council is specified, in Schedule 2 of LGOIMA, as a body to which LGOIMA applies).
10.	Financial Reports		
10.1.	Te Pūkenga Financial August 2022 Report	Section 9(2)(g)(i) of the Official Information Act – maintain the effective conduct of public affairs through the free and frank expression of opinion by or between members of any organisation or employees of any	That the public conduct of this item would be likely to result in the disclosure of information for which

		<p>organisation in the course of their duty</p> <p>Section 9(2)(i) of the Official Information Act – enable the organisation holding the information to carry out, without prejudice or disadvantage, commercial activities</p>	<p>good reason for withholding would exist under section 9 (noting the Council is specified, in Schedule 2 of LGOIMA, as a body to which LGOIMA applies).</p>
10.2.	Programme Business Case	<p>Section 9(2)(i) of the Official Information Act – enable the organisation holding the information to carry out, without prejudice or disadvantage, commercial activities</p>	<p>That the public conduct of this item would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 (noting the Council is specified, in Schedule 2 of LGOIMA, as a body to which LGOIMA applies</p>
10.3.	High Priority Buildings	<p>Section 9(2)(g)(i) of the Official Information Act – maintain the effective conduct of public affairs through the free and frank expression of opinion by or between members of any organisation or employees of any organisation in the course of their duty</p> <p>Section 9(2)(i) of the Official Information Act – enable the organisation holding the information to carry out, without prejudice or disadvantage, commercial activities</p>	<p>That the public conduct of this item would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 (noting the Council is specified, in Schedule 2 of LGOIMA, as a body to which LGOIMA applies</p>
10.4.	Statement of Performance Expectations	<p>Section 9(2)(i) of the Official Information Act – enable the organisation holding the information to carry out, without prejudice or disadvantage, commercial activities</p>	<p>That the public conduct of this item would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 (noting the Council is specified, in Schedule 2 of LGOIMA, as a body to which LGOIMA applies</p>
11.	Risk and Compliance		

11.1.	Targeted Training and Apprenticeship Fund (TTAF) Update	<p>Section 9(2)(g)(i) of the Official Information Act – maintain the effective conduct of public affairs through the free and frank expression of opinion by or between members of any organisation or employees of any organisation in the course of their duty</p> <p>Section 9(2)(i) of the Official Information Act – enable the organisation holding the information to carry out, without prejudice or disadvantage, commercial activities</p>	That the public conduct of this item would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 (noting the Council is specified, in Schedule 2 of LGOIMA, as a body to which LGOIMA applies
11.2.	National Policy Development (People, Culture, Wellbeing Policies)	<p>Section 9(2)(g)(i) of the Official Information Act – maintain the effective conduct of public affairs through the free and frank expression of opinion by or between members of any organisation or employees of any organisation in the course of their duty</p> <p>Section 9(2)(i) of the Official Information Act – enable the organisation holding the information to carry out, without prejudice or disadvantage, commercial activities</p>	That the public conduct of this item would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 (noting the Council is specified, in Schedule 2 of LGOIMA, as a body to which LGOIMA applies
12.	Subsidiaries		
12.1.	Te Pūkenga Work Based Learning Limited	<p>Section 9(2)(g)(i) of the Official Information Act – maintain the effective conduct of public affairs through the free and frank expression of opinion by or between members of any organisation or employees of any organisation in the course of their duty</p> <p>Section 9(2)(i) of the Official Information Act – enable the organisation holding the information to carry out, without prejudice or disadvantage, commercial activities</p> <p>Section 9(2)(a) To protect the privacy of natural persons, including that of deceased natural persons</p>	That the public conduct of this item would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 (noting the Council is specified, in Schedule 2 of LGOIMA, as a body to which LGOIMA applies).
12.2.	Universal College of Learning	Section 9(2)(g)(i) of the Official Information Act – maintain the effective conduct of public affairs through the free and frank expression of opinion by or between members of	That the public conduct of this item would be likely to result in the disclosure of

		<p>any organisation or employees of any organisation in the course of their duty</p> <p>Section 9(2)(i) of the Official Information Act – enable the organisation holding the information to carry out, without prejudice or disadvantage, commercial activities</p>	<p>information for which good reason for withholding would exist under section 9 (noting the Council is specified, in Schedule 2 of LGOIMA, as a body to which LGOIMA applies).</p>
12.3.	Wintec - Learning Works Limited	<p>Section 9(2)(g)(i) of the Official Information Act – maintain the effective conduct of public affairs through the free and frank expression of opinion by or between members of any organisation or employees of any organisation in the course of their duty</p> <p>Section 9(2)(i) of the Official Information Act – enable the organisation holding the information to carry out, without prejudice or disadvantage, commercial activities</p>	<p>That the public conduct of this item would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 (noting the Council is specified, in Schedule 2 of LGOIMA, as a body to which LGOIMA applies).</p>
13.	Reports from Committees		
13.1.	Te Poari Akoranga – Minutes from closed Te Poari Akoranga meeting held 21 September 2022	<p>Section 9(2)(i) of the Official Information Act – enable the organisation holding the information to carry out, without prejudice or disadvantage, commercial activities</p> <p>Section 9(2)(i) of the Official Information Act – enable the organisation holding the information to carry out, without prejudice or disadvantage, commercial activities</p>	<p>That the public conduct of this item would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 (noting the Council is specified, in Schedule 2 of LGOIMA, as a body to which LGOIMA applies).</p>
13.2.	Report from Interim Learner Committee and Minutes of meeting held 16 August 2022	<p>Section 9(2)(g)(i) of the Official Information Act – maintain the effective conduct of public affairs through the free and frank expression of opinion by or between members of any organisation or employees of any organisation in the course of their duty</p> <p>Section 9(2)(a) To protect the privacy of natural persons, including that of deceased natural persons</p>	<p>That the public conduct of this item would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 (noting the Council is specified, in Schedule 2 of LGOIMA, as a body to which LGOIMA applies).</p>

13.3.	Report from Komiti Māori and Minutes of meeting held 18 August 2022	<p>Section 9(2)(g)(i) of the Official Information Act – maintain the effective conduct of public affairs through the free and frank expression of opinion by or between members of any organisation or employees of any organisation in the course of their duty</p> <p>Section 9(2)(a) To protect the privacy of natural persons, including that of deceased natural persons Section 9(2)(a)</p>	That the public conduct of this item would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 (noting the Council is specified, in Schedule 2 of LGOIMA, as a body to which LGOIMA applies).
13.4.	Finance and Capital Investment Committee  •13 September 2022	<p>Section 9(2)(i) of the Official Information Act – enable the organisation holding the information to carry out, without prejudice or disadvantage, commercial activities</p> <p>Section 9(2)(g)(i) of the Official Information Act – maintain the effective conduct of public affairs through the free and frank expression of opinion by or between members of any organisation or employees of any organisation in the course of their duty</p>	That the public conduct of this item would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 (noting the Council is specified, in Schedule 2 of LGOIMA, as a body to which LGOIMA applies).
13.5.	Transformation Committee Minutes:  •2 September 2022 •13 September 2022	<p>Section 9(2)(a) To protect the privacy of natural persons, including that of deceased natural persons</p> <p>Section 9(2)(i) of the Official Information Act – enable the organisation holding the information to carry out, without prejudice or disadvantage, commercial activities</p> <p>Section 9(2)(g)(i) of the Official Information Act – maintain the effective conduct of public affairs through the free and frank expression of opinion by or between members of any organisation or employees of any organisation in the course of their duty</p>	That the public conduct of this item would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 (noting the Council is specified, in Schedule 2 of LGOIMA, as a body to which LGOIMA applies).
13.6.	Appointment and Remuneration Committee	<p>Section 9(2)(a) To protect the privacy of natural persons, including that of deceased natural persons</p> <p>Section 9(2)(g)(i) of the Official Information Act – maintain the effective conduct of public affairs</p>	That the public conduct of this item would be likely to result in the disclosure of information for which good reason for

	<ul style="list-style-type: none"> <li>•Approval to appoint J Morley to Risk and Audit Committee</li> <li>•22 September 2022 Draft Minutes</li> <li>•Resolution: Trustees of Student Residence Trust Aotearoa (SRTA)</li> </ul>	through the free and frank expression of opinion by or between members of any organisation or employees of any organisation in the course of their duty	withholding would exist under section 9 (noting the Council is specified, in Schedule 2 of LGOIMA, as a body to which LGOIMA applies).
14.	<p>Correspondence – Outwards</p> <p>Te Pūkenga Response Ministry of Education re Funding Proposals</p> <ul style="list-style-type: none"> <li>•2 September 2022</li> <li>•14 September 2022</li> <li>•22 September 2022</li> </ul>	Section 9(2)(g)(i) of the Official Information Act – maintain the effective conduct of public affairs through the free and frank expression of opinion by or between members of any organisation or employees of any organisation in the course of their duty	That the public conduct of this item would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 (noting the Council is specified, in Schedule 2 of LGOIMA, as a body to which LGOIMA applies).
15.	<p>Any Other Business</p> <p>Eastern Institute of Technology Limited (EIT) – Proposed Acquisition</p>	<p>9(2)(a) To protect the privacy of natural persons, including that of deceased natural persons</p> <p>Section 9(2)(g)(i) of the Official Information Act – maintain the effective conduct of public affairs through the free and frank expression of opinion by or between members of any organisation or employees of any organisation in the course of their duty</p> <p>Section 9(2)(i) of the Official Information Act – enable the organisation holding the information to carry out, without prejudice or disadvantage, commercial activities</p>	That the public conduct of this item would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 (noting the Council is specified, in Schedule 2 of LGOIMA, as a body to which LGOIMA applies).

The Chair will also move that certain employees from Te Pūkenga namely: Peter Winder, Richard Forgan, Simon Karipa, and Lynnette Brown be permitted to remain at the meeting, after the public has been excluded, because of their specific knowledge in relation to the items listed.



And the following to join to speak to specific matters Vaughan Payne, Sinead Hart, Phil O'Callaghan, Rachel Clark, Chris Collins and Anthony Robertson. This knowledge, which will be of assistance in relation to the matters to be discussed, is relevant to those matters because they have assisted in the progression of such matters.

The open session meeting closed at 9.40 am and moved into closed session.

The meeting closed at 1.15 pm.

## 2.3.1. Matters Arising

## Te Pūkenga Council Meeting

Open Action Items as at November 2022

Meeting Date	Agenda Item	Action #	Action	Responsible	Status	Due Date
<b>August Meeting</b>						
29 August 2022	5.1	1	<b>Te Poari Akoranga – Report from open Poari Akoranga meeting held 10 August 2022 and 29 June 2022</b> Management to consider an update to the whakatauki as an opportunity to update this to be inclusive of work-based learning	A Beaton	Open	

# Pūrongo Kaunihera a Te Pūkenga

## Council Report

28 November 2022

<b>Title</b>	Acting Chief Executive's Report to Council – Open Session
<b>Provided by</b>	Peter Winder, (Acting) Chief Executive
<b>For</b>	<b>Information</b>

### Te Taunaki | Recommendation(s)

It is recommended that Te Pūkenga Council (the Council):

- a. Note the update on current issues, key achievements and highlights arising during the reporting period.

### Kōrero Whakapōpoto | Executive Summary

Since the last Council meeting, we have completed some significant milestones over the last six weeks. Key achievements include:

- Completing the dissolution of Ara, EIT, Open Polytechnic, Otago Polytechnic, SIT, UCOL and WITT as separate legal entities and welcoming them into Te Pūkenga
- Confirming a new executive and business group structure, with recruitment for seven of the nine positions either underway or completed in anticipation of the new leadership team commencing work in early December 2022
- Recruitment for the Regional Director Co-Leaders has commenced
- Commencing consultation with relevant kaimahi on the proposed national structure for People, Culture and Wellbeing on 14 November and on the proposed Digital/IT functions on 21 November.
- Establishing transitional leadership opportunities for Business Division Leads and Executive Teams to put themselves forward and to take on different roles in the larger organisation
- Submitting the Programme Business Case (PBC) on 31 October 2022 to the Minister of Education and officials, outlining Te Pūkenga transformation programme through to 2027
- Submitting the High Priority Buildings Capital Plan to the Tertiary Education Commission (TEC) for approval
- Robust programme management of the critical path for the Transition and Transformation Work Programme (TTWP) including the Minimum Viable Product (MVP) has seen the total and upcoming milestones increase, but we remain on track
- Reforecasting and increased focus on financial performance for 2022; Budget 2023 prepared and being considered at Council in November 2022
- Submitted the Investment Plan to the TEC

### Ngā mahi matua i te wā o te pūrono | Key activity during reporting period

A key milestone during the reporting period was the transition of the remaining ITP subsidiaries into Te Pūkenga. The ITP dissolutions and TITO transitions have progressed well. Having all kaimahi (staff) within a single entity will ensure that all kaimahi have the same opportunity as we transition to the new structure that integrates work-based, provider based, and online delivery.

Good progress continues to be made against the reset of Te Pūkenga work programme and the ten-point action plan. The PBC was submitted on 31 October 2022, and the next step is for the Minister of Finance and Minister of Education to receive advice from officials (including The Treasury, Ministry of Education and TEC) and advice from the Capital Panel as part of the Investment Management and Assess Performance (IMAP) process.

The final Investment Plan was considered for approval by Council out of cycle. I apologise to Council for the timing of this but note that the Plan was considered and refined through consideration by the Finance and Capital Investment, Risk and Audit, and Transformation sub-committees. The Strategic Component, Programme Development Fund and Learner Component have been aligned to ensure the Plan clearly identifies how each are being utilised to deliver fit for purpose products and delivery models. The Plan is also aligned to the recently submitted PBC.

Enrolments for 2023 remain soft across the provider-based network. A fuller report on progress and issues is provided in the Closed Section of this Agenda.

As per my inaugural report to Council at the October meeting, we have made significant progress on the organisation structure. We have progressed recruitment for seven of the nine Tier 2 positions and I was pleased to announce the appointment of Michelle Teirney as the Chief Financial Officer. Michelle has come to us from her role as DCE Operations at Manukau Institute of Technology and Unitec. I am pleased to have someone with Michelle's experience from across the network stepping into this role. I will announce some leadership team member appointments later this week with the remaining members at the beginning of next month.

Applications for the eight Regional Director Co-leader roles closed Friday 25 November. These positions have received some media attention which saw the inquiries increase significantly.

We have received approximately 80 expressions of interest for the Transitional Lead roles for the period where we will need to make Acting appointments, for example when there is a delay in an appointee taking up a position in the new structure (most likely if the appointment is external).

Consultation has begun on the People, Culture and Wellbeing functions as well as the Digital / IT functions following design. Finance design is currently being finalised for consultation, with the work on the payroll strategy due to commence before the end of the year.

### Ngā kōrero whakarāpopoto a ngā hui a te komiti-whāiti mō te wā pūrongorongo | Summary from sub-committees' meetings during reporting period

On 25 October, Council held an extraordinary meeting where it approved the final PBC, which was submitted to the Minister on 31 October, as well as considering the Quarter Three report to TEC and the Minister of Education.

On 1 and 14 November, Finance and Capital Investment Committee met and discussed, amongst other matters, a number of property issues, including the Disposal of Assets Strategy (PBC Property Assumptions), and Terms of Reference for the Property Steering Group. It also discussed a decision tree for the use of regional ring-fenced reserved funds and endorsed the draft budget for 2023. It is a challenging budget as we continue to have expenditure increases due to inflation and the active labour market. The budget is designed to move Te Pūkenga towards financial viability and sustainability under the TEC's Financial Monitoring Framework (FMF).

The Safety and Wellbeing Committee met on 20 October 2022, discussing Te Pūkenga Q3 Wellbeing, Safety and Health report, a draft Wellbeing and Safety Policy for 2023, and the Council Charter and Statement of Commitment.

The Risk and Audit Committee met on 8 November 2022 where it considered updates on external and internal audit matters, update to the National Policies (Finance) as well as amends to the Interim Delegations Policy and Document Development Framework.

The Transformation Committee met on 17 and 27 October 2022, with its focus being on progress against the work programme and critical path. Management have appreciated this committee's guidance and stewardship of the PBC. They also informally met again on 14 November 2022.

The Appointments and Remuneration Committee met on 14 October, discussing a number of strategic matters relating to forthcoming executive appointments. Following the meeting, their Terms of Reference was discussed given that all ITP subsidiary boards have now been dissolved. Proposed amended Terms of Reference are now being developed.

On 22 November I spoke at the Hanga-Aro-Rau summit. On 24 November I spoke at the Careers and Transition Education conference on *Reform of Vocational Education: the Big Picture*. It was pleasing to see a combined presence from all the elements of WBL taking an active part in the conference and presenting Te Pūkenga in a united way.

# Pūrongo Kaunihera a Te Pūkenga

## Council Report

28 November 2022

<b>Title</b>	Quarterly reporting from the network on Te Rito equity and ākonga success
<b>Provided by</b>	Learner Journey and Experience Team
<b>Author</b>	Warwick Pitts, Director, Learner Strategy and Experience Leigh Paterson, Implementation Lead, Learner Journey and Experience
<b>For</b>	<b>Information</b>

### Te Taunaki | Recommendation(s)

It is recommended that the Council:

a.	Receive the analysis of quarterly reporting from across the network in relation to equity and ākonga success.
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### Te pūtake o tēnei pūrongo | Purpose of this report

1. Te Pūkenga network report against their **Te Rito Action Plans**. This was an interim way to establish the state of equity and ākonga success across our network, where good practice sits, and initial consistency of measures while we build more sophisticated tools.
2. The purpose of this report is to provide the Council with the attached quarterly analysis of the network reporting (Appendix 1) and overviews updates from ITP subsidiaries. WBL business divisions are on a different reporting cycle and a progress update on their plans will be provided to Council at a later date. However, for information, an overview of WBL Te Rito Action Plans are included as Appendix 2.
3. The network's Te Rito Action Plans take forward the Te Rito research and set out network activities under four themes:
  - Enabling Learner Success
  - Wellbeing focussed
  - Equitable access
  - Our voices.
4. Network staff aligned their current learner equity and success efforts under these four themes which offers us a network overview of equity efforts for traditionally underserved learners.
5. This report provides overview updates from ITP subsidiaries, and covers:
  - Implementation progress over the previous quarter
  - Network level observations from the updates, as well as thematic barriers and considerations
  - Progress across the individual Te Rito equity themes of:
  - Enabled learning environments

- Wellbeing
  - Equitable access
  - Ākonga voice
  - Individual subsidiary overviews
  - Regional overviews (aligned to the new organisational structure) and the Equity and Ākonga Success Strategy.
6. Te Rito Outcomes Framework is a bridge to unite network learner efforts while Te Pūkenga Equity and Ākonga Strategy and Te Pūkenga Outcomes Framework were under development.

### Ngā Kōwhiringa me Te Tātāritanga | Options and analysis

7. See attached.

### Te Pae Tawhiti | Tiriti Excellence Framework

8. Te Rito Outcomes Framework has been mapped to the outcomes and goals of Te Pae Tawhiti. Network plans directly speak to Te Pae Tawhiti outcome and goals of:

#### **Outcome 2: Inclusivity and Equity for Māori**

- Learning settings are safe and welcoming for Māori learners, from a Māori perspective

#### **Goal 1: More relevance**

- Services match the needs of Māori communities and can be evidenced

#### **Goal 2: Greater access**

- Taura are accessing optimised provision that meets their needs

#### **Goal 3: Stronger participation**

- The quality of learning experiences for Māori are good
- Specific support and guidance are provided for Māori learners, and it is shown to be successful

#### **Goal 5: Responsive practices**

- Teaching staff are demonstrably responsive to Māori

### Pānga ki Ngā Ākonga/Kaitukumahi | Learner outcomes

9. Te Rito Outcomes Framework, and subsequent network action plans, directly contribute to the outcomes statements identified in the three Te Rito reports. This ensures that, as a network, we are aligning our equity initiatives to the opportunities that our ākonga have identified as most significant to them and their whanau.



### Pānga ki Ngā Ākonga/Kaitukumahi | Employer Impact

10. Several action plans have identified employers as partners in the delivery of their learner success initiatives.

### Ōritetanga | Equity Impact

11. Te Rito Outcomes Framework aligns with the Tertiary Education Commission's Learner Success Framework. Network activities have been specifically designed for traditionally underserved ākonga.

### Te Uiuinga Whānui | Engagement/consultation

Group Engaged With	Level of Engagement	Commentary
Network Learner Success Leads	Quarterly reporting	

### Ngā tino raru ka heipu mai | Key risks

12. Key risks are identified in the report.

### Te tirohanga taha pūtea | Financial considerations

13. There are no financial considerations.

### Te Ahunga Ki Mua | Next steps

14. Transition into 2023 Learner Success Plan as we look to scale network practice and unify under the new regions.

### Te Hunga whai koha | Contributors

15. This report was provided to ELT for feedback on 7 November 2022.

### Ngā Tāpirihanga | Appendices

[Appendix 1: Te Rito Progress Report 2022](#)

[Appendix 2: WBL Te Rito Plans 2022](#)



# Te Rito Progress Report 2022





# Te rārangi kaupapa | Agenda

- Introduction - Te Rito Action Plans
- High-level analysis Te Rito Action Plans progress
- Implementation progression and maturity
- Progression and alignment to Te Rito Outcomes Framework
- Subsidiary snapshots - targeted actions and progress indicators
- Regional overview of Te Rito actions
- Regional impact and opportunities
- Future focus - Learner Success Plan

---

# Te Rito Outcomes Plan 2022 Organisational Progress

Report on progress across the network to advance equity strategies under 4 dimensions:

- Enabled learning environments
- Wellbeing
- Equitable access
- Our voices

## 13

Te Rito Outcomes Progress Plans analysed as part of this mahi

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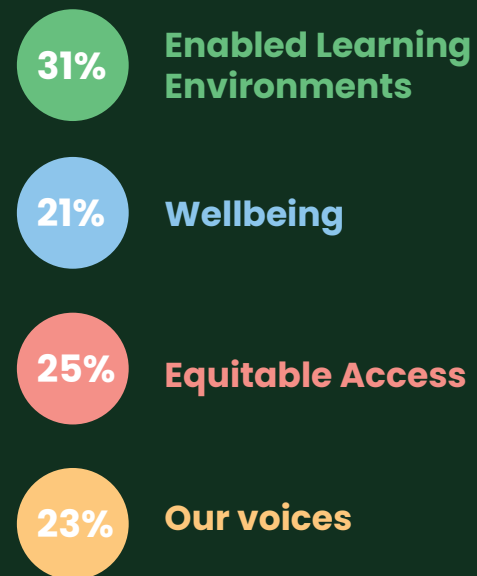
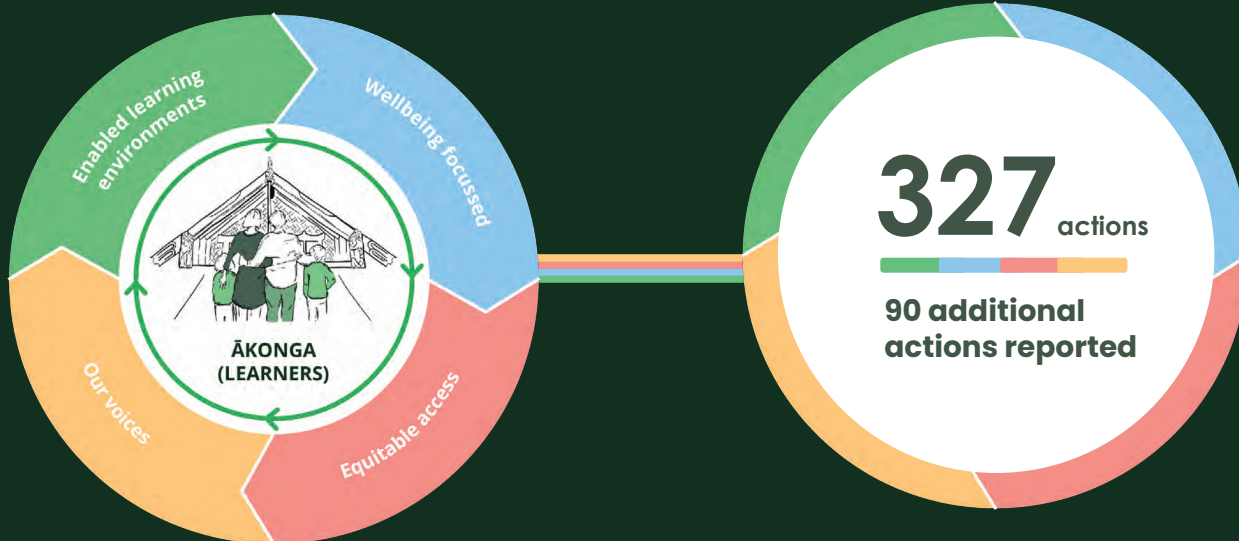
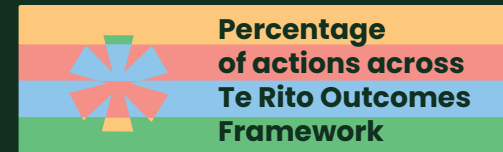
### Kaupapa

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- Track the progress of Te Rito actions to ensure transformation that supports equitable action across the network.
- Analysis targeted actions and regional characteristics
- Classify impact
- Understand the indicators that are used across the network

# Progress Report

## Te Rito Actions Insights



**What we know about the current overall implementation progress of Te Rito actions...**



**17% Unknown**  
**17% Under Development**  
**38% Under Way**  
**28% In Place**



Subsidiaries have self-identified progress as part of quarterly reporting

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# Observations from quarterly reports

- Growth in the number of Te Rito actions from one quarter to the next
- Increase in action implementation progress and expansion
- Sustained problem-solving and innovation supporting ākonga success
- Clear line-of-sight from Te Rito opportunity statements to network activities
- Rich base of resources and capability that supports future actions as part of the Learner Success Plan (LSP)
- Potential for consolidation of unified measurement/s of actions when there is a shared kaupapa

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# Barriers and Considerations

- **Multiple actions but not whole of institution approach**
- **Reporting is mostly observational qualitative data - limited use of retention and engagement data**
- **Opportunities for consolidated regional approaches, including sharing of resources and capabilities**
- **Reporting deadlines**
- **Consistency of report actions across quarters**
- **Sustained impact of COVID-19**





# Enabled Learning Environment

**Current progress in this quadrant:**

17%	<b>In Place</b>
39%	<b>Under Way</b>
18%	<b>Under Development</b>
26%	<b>Unknown</b>



**Consistent exit interview processes** (Otago)

**Cultural competency framework for kaiako** (Wintec)

**Integrated project with seven workstreams led by kaihautu, Māori kaimahi and kaiako focused on equitable environments;**

- > addressing cultural insensitivities
- > consulting with mana whenua
- > Māori community on programme portfolios and development
- > enabling Māori success & growing programmes
- > programme delivery and evaluation with mana whenua (WeITec and Whitireia)



# Wellbeing

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## Current progress in this quadrant:

36%	In Place
41%	Under Way
10%	Under Development
13%	Unknown

**Te Atakura - promoting culturally responsive learning environments** (UCOL)

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**Expanded ākonga Māori provision to engage ākonga in learning** (Toi Ohomoi)

-----  
**AQAC Audit of disabled student induction and processes** (NorthTec)

-----  
**Establish a Tuakana/Teina programme in Social Science** (NMIT)

-----  
**Implementation of the Tertiary Student Wellbeing Strategy** (ARA)



# Equitable Access

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**Current progress in  
this quadrant:**

<b>36%</b>	<b>In Place</b>
<b>37%</b>	<b>Under Way</b>
<b>18%</b>	<b>Under Development</b>
<b>9%</b>	<b>Unknown</b>



**Specialist cultural support  
from Raukura team for Māori  
and Pacific ākonga learning  
journey (UCOL)**

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**Pre-start  
Whakawhanaungatanga  
(NorthTec)**

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**HAFL and CSSF funding  
redirected to Māori and  
Pacific Support Services to  
reduce access issues  
(WelTec and Whitireia)**

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**Working in partnership with  
Taranaki Regional Council -  
Free inner-city bus travel  
(WITT)**



# Our Voices

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## Current progress in this quadrant:

29%	In Place
33%	Under Way
23%	Under Development
15%	Unknown

**Increased partnership and learner voice by establishing Disability, Rainbow and Māori learner groups (ARA)**

**Enhancement of processes to establish co-design solutions with external partners including iwi (NMIT)**

**As part of Te Pae Tawhiti Action Plan - review of current learner journey (NorthTec)**

**Te Atakura student voice gathered as part of the observational cycle with kaiako (UCOL)**



## Subsidiary Snapshot



## Indicators

### Now

### Future

27 actions

81% of outcomes are under way or in place

30%

26%

22%

22%

**QUICK WINS** - 10% increase in retention comparison to the same Semester programme intakes in 2021.

**DAP** - 80% of workshop colleagues articulate an increase in cultural capability and disability confidence.

**ASSISTED TECH** - High level (80%+) of participating learners articulate that assistive learning technology has increased agency skills and engagement with study - Note-taking is currently being tested.

**QUICK WINS** - 12 Tuakana have signed contracts to support peer mentoring

**DAP** - Future focus will be on front line colleague training in Disability Confidence training module developed and being reviewed by stakeholders

**ASSISTED TECH** - Potential full roll out after testing.



## Subsidiary Snapshot



TE AHO A MĀUI

## Indicators

### Now

### Future

# 9 actions

# 44% of outcomes are under way or in place

34%

22%

22%

22%

#### MĀTAURANGA MĀORI INTEGRATION -

Analysis of mātauranga Māori survey across 88 programmes and 24 courses to identify examples and practice. This action provides an opportunity to explore and test approaches with school champions.

**KAIMAHI RECRUITMENT** - Recruitment and retention of Māori and Pasifika staff is a focus. Ngā Tukemata (EIT Māori staff network) has identified that there needs to more regular support for existing kaimahi as there is currently very little focus or support for their development.

#### EIT LEARNER SUCCESS PATHWAYS -

Engagement with student support services has commenced.

#### MĀTAURANGA MĀORI INTEGRATION -

EIT Framework to be established with mana whenua, iwi and hāpu.

**KAIMAHI RECRUITMENT** - Planning is underway to explore the potential elements of Māori and Pasifika kaimahi recruitment and retention strategies.

#### EIT LEARNER SUCCESS PATHWAYS -

Information gathered from the engagement is informing the drafting of a learner journey that will be tested with broader EIT departments.



## Subsidiary Snapshot



# NorthTec

TAI TOKERAU WĀNANGA

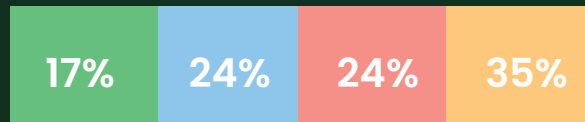
## Indicators

### Now

### Future

# 29 actions

# 71% of outcomes are under way or in place



**DISABILITY ACTION PLAN** - Ensuring disabled learners receive the right learning support challenging due to FTE backfill in the Disability Team and the impacts of COVID-19.

**NETWORK QUICK WINS** - Prestart Haerenga Pilot #2 , range of actions creating meaningful connections with hāpu. Interventions associated with this action have been co-designed and evaluated - 80% of people surveyed agree that Prestart has contributed to improvements.

**STUDENT VOICE ACTION PLAN** - Work is under development but the kaupapa has been under resourced and experienced delays with team changes.

**DISABILITY ACTION PLAN** - Student Services and Library working together so that Academic Advisors can participate in an Ako learning workshop focusing on dyslexia. Future work is happening to make improvements to access of online platforms.

**NETWORK QUICK WINS** - Precursor to becoming part of Practice with Potential suite.

**STUDENT VOICE ACTION PLAN** - Future benefit of regional collaboration and strategic scope. The student voice team is actively collaborating and being supported by additional teams at MIT and UNITEC to widen the scope of potential for NorthTec ākonga.



## Subsidiary Snapshot



# nmit

Nelson Marlborough Institute of Technology  
Te Whare Wānanga o Te Taihū o Te Waka a Māui

## Indicators

### Now

### Future

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## 26 actions

---

## 92% of outcomes are under way or in place

**TUAKANA / TEINA PROGRAMME** – Pilot setting-up of networks between Year 1 & 2 Bachelor of Social Work & Counselling Māori and Pasifika ākonga.

**TEACHING AND LEARNING** – Resources and support created to ensure kaimahi have good assessment practice to ensure; accessibility, consistency and inclusivity.

**REDESIGN FIRST IMPRESSION SURVEY** – New emphasis to include cultural relevance for Māori, Pasifika and Disabled ākonga as part of NMIT's 2021 – 2025 strategic projects.

**TUAKANA / TEINA PROGRAMME** – Potential to look at other opportunities to scale up and reach more curriculum areas.

**TEACHING AND LEARNING** – In-line with Te Pūkenga workstreams including assessment improvements.

**REDESIGN FIRST IMPRESSION SURVEY** – Survey responses overtime can inform future activity and focus.

31%

31%

23%

15%





## Subsidiary Snapshot

# Open Polytechnic

KURATINI TUWHERA

## Indicators

### Now

### Future

10 actions

60% of outcomes are under way or in place

**LEARNER JOURNEY** - Identification of barriers to engagement stages across the end-to-end learner journey to enhance ODFL opportunities for ākonga Māori.

**MĀORI ĀKONGA VOICE** - Process change underway to ensure representation of ākonga Māori in the OP Student Advisory group.

**CULTURAL SUPPORT** - E-fale has been developed to provide cultural support for Pasifika learners ('afa). The first and second (digital interactive element) phases are underway.

**LEARNER JOURNEY** - Q3 pilot to begin with an online Whakatau video to be edited and launched.

**MĀORI ĀKONGA VOICE** - Intention to build an Ākonga Māori Advisory Group, however the Te Pūkenga transition provides a potential risk of duplication.

**CULTURAL SUPPORT** - Additional implementation and measurement of phase three and four.

33.3%

10%

33.3%

33.3%



## Subsidiary Snapshot



## Indicators

### Now

### Future

# 32 actions

# 44% of outcomes are under way or in place

34%

25%

25%

16%

**MĀORI STRATEGIC FRAMEWORK (MSF)** – Embedding Priority 4 of MSF into programme /course design and development has been implemented with the aim that OP practice of Mātauranga Māori is explicit.

**MĀORI & PASIFIKA PRIMARY MENTAL HEALTH** – Deliver wānanga / talanoa to learners to improve mental health outcomes with primary mental health organisations. Te Rau Ora and Vitae key contacts. Underway for Pasifika.

**HARDSHIP FUND** – In conjunction with the Pastoral Care Code Clause 18 – ensuring a hardship fund is fit for purpose to ensure ākonga can continue with their course to achieve successful outcomes. HAFL and TAFL review team being established. Visibility of spend complete.

**MĀORI STRATEGIC FRAMEWORK (MSF)** – Ensuring an effective transition from MSF to Te Pae Tawhiti – this is currently being developed.

**MĀORI & PASIFIKA PRIMARY MENTAL HEALTH** – Additional sessions to be scheduled to develop delivery.

**HARDSHIP FUND** – Benchmarking against other institutions and partnerships with other agencies underway.



## Subsidiary Snapshot

# TOI-OHOMAI

Institute of Technology

## Indicators

### Now

### Future

36 actions

72% of outcomes are under way or in place

39%

23%

19%

19%

**QUICK WINS WHAKAWHANAUNGATANGA** - Auto emailing function to enable contact - connection to accessibility facilitator prior to the start of their programme.

**FINANCIAL SUPPORT** - HAFL/TAFL concluded on 30 June. Data shows HAFL support went to 49% Māori (national TEC average is 38%), 5% Pacific People, 11% ākonga with a disability.

**Communications and Engagement** - Increased development of two-way communications with ākonga Māori (through Ngā Tētēkura) - social media used to promote event and activities for ākonga Māori.

**QUICK WINS WHAKAWHANAUNGATANGA** - Identified that (at present) there are no specific whakawhanaungatanga sessions for ākonga with disability - this is a possible area of future development.

**FINANCIAL SUPPORT** - Opportunity to plan, review and reflect on service and future support.

**Communications and Engagement** - Continued development with Ngā Tētēkura.



## Subsidiary Snapshot



## Indicators

### Now

### Future

50 actions

90% of outcomes are under way or in place

22%

14%

40%

24%

**TUAKANA / TEINA PROJECTS** – Wide scoping, planning and funding of four projects;

- **Neurodiversity Project** – support for those living with neurodiversity
- **Tuakana / Teina Wairarapa** – focused on Māori / Pasifika Nursing Degree cohort
- **Peer Mentoring Whanganui** – Mentoring programme with a Pacific lens focused on transitions
- **Pūawai Tangata Project** – Te Whare Tapa Wha orientated

**TE PIKINGA AHUREA** – Supporting Māori and Pasifika ākonga through the celebration of cultural practices. Data showing a shift in teaching practice and improved ākonga voice.

**KŌ TŌKU REO** – Engaging with staff – staff voice gathered and actioned.

**TUAKANA / TEINA PROJECTS** – Future roll out of two projects.

**TE PIKINGA AHUREA** – Further implementation and continued analysis of Te Tiriti in practice.

**KŌ TŌKU REO** – UCOL Māori Staff forum remains under development due to effects of COVID-19.



## Subsidiary Snapshot

# Indicators

## Now

## Future

30 actions

43% of outcomes are under way or in place

23%

27%

20%

30%

**REGIONAL PARTNERSHIP** - Collaboration with MIT to ensure a wider Tamaki Mākaurau view and to ensure effective integration of Te Pae Tawhiti - in review with parity targets and programme level timeframes. Professional Development badging has become a requirement that is monitored with alignment to bonus remuneration rounds.

**TAKITAHĪ ACTIONS PLANS** - targeting priority learners to ensure improved success. Student Net Promoter Scores showed best-ever result achieved - Media release was created to communicate student engagement and satisfaction success.

**GRADUATE OUTCOMES** - Evidence based Graduate Outcomes to confirm and test alignment with industry requirements are met/exceeded.

**REGIONAL PARTNERSHIP** - Opportunity to find collective platforms to stimulate collaboration and strengthen continued innovation with badging.

**TAKITAHĪ ACTIONS PLANS** - Target parity for Māori, Pacific and under 25s by the end of 2024 - alongside enhancing the success of international students and disabled learners.

**GRADUATE OUTCOMES** - Future improvements can be tracked and articulated with the continued consolidation of evidence.



## Subsidiary Snapshot



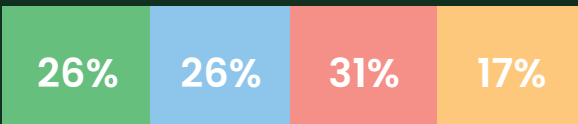
## Indicators

### Now

### Future

# 23 actions

# 56% of outcomes are under way or in place



**INCLUSIVE ENVIRONMENTS** – Safe wellbeing spaces, low sensory spaces, dedicated disability support space and improvements to gender-neutral toilets and rainbow spaces. Ongoing work with the creation of disability support space, wellbeing space and Māori support spaces.

**PERSONAL EDUCATION PLAN (PEP)** – Review of plan with specific target BA Nursing Pacific. Early indications identified ākongā can be shy asking for health and support services. As a result teaching and support kaimahi have worked together to ensure all new nursing ākongā have PEP.

**ĀKONGA OUTREACH** – Approach to feedback and sharing actions with Student Council. Identifying reoccurring themes and working with survey team to review questions.

**INCLUSIVE ENVIRONMENTS** – Campus upgrades needed to support this action.

**PERSONAL EDUCATION PLAN (PEP)** – Process was rolled out to cohort studying in the Cook Islands to identify if this intervention would transfer to their learning model. Full review of PEP will be undertaken at the end of the year.

**ĀKONGA OUTREACH** – Future expectation that a percentage increase will be seen with engagement and respondents.



## Subsidiary Snapshot



# Wintec

## 17 actions

## 65% of outcomes are under way or in place

41%

12%

12%

35%

## Indicators

### Now

#### **CULTURAL COMPETENCY FRAMEWORK** -

Te Kune (Phase 1) test pilot delivery of workshops to ensure kaiako feel culturally confident and competent to teach ākongā. Associated report from Te Kune to be generated.

#### **SUITE OF WHAKAWHANAUNGATANGA**

**ACTIVITIES** - Implementation of Te Niho Taniwha Holistic Support Model - programmes are quickly seeing the benefits of the new model. Te Niho leads working in teams for S2.

#### **REGIONAL PACIFIC NEEDS** -

Focused on transitions from secondary to Te Pūkenga ki Waikato - pilot project underway working with three high schools. Pacific team is also connected with Pacific Leadership Groups to partner with families to explore curriculum needs and ensure alignment with Pacific Education Plan.

### Future

#### **CULTURAL COMPETENCY FRAMEWORK** -

Next phase of workshops (Te Pupuke and Te Hīhiri)

#### **SUITE OF WHAKAWHANAUNGATANGA**

**ACTIVITIES** - Recruitment for Coordinator and Kaiāwhina. Activities to be reviewed with ākongā in Q3.

#### **REGIONAL PACIFIC NEEDS** -

Continue Pacific partnership and equity to provide clear evidence-based decision making.



## Subsidiary Snapshot



# Indicators

## Now

## Future

38 actions

41% of outcomes are under way or in place

50%

14%

18%

18%

**LGBTQI+ RECOMMENDATIONS** – Rainbow Community implementation plans produced with associated recommendations. Creating safe spaces – Rainbow Room opened in April. Hosting events – Rainbow Kai and Korero (student-led) held in June.

**CAMPUS ACCESSIBILITY PLAN 2021–2022** – Accessibility Improvement Plan in place for Design for Access and Mobility Buildings and Associated Facilities. Increases in disabled ākonga enrolments from course success data.

**LEARNER SUCCESS PROJECT** – Student data implementation has started which is providing rich timely data and highlighting data and system issues for improvement and changing staff culture. Using data insights to ensure success and equity –there has been a greater use of Aplus+ as an early indication tool.

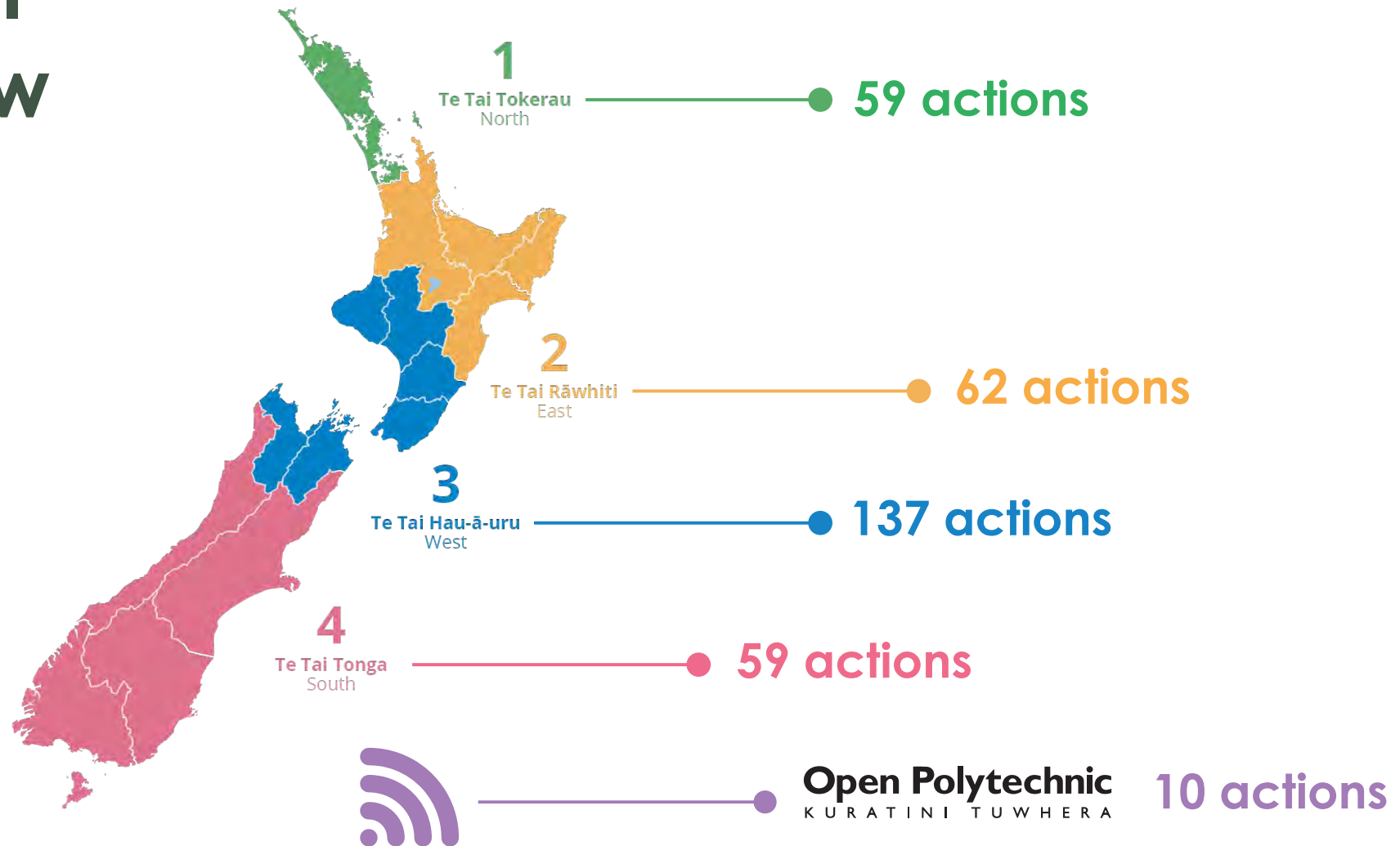
**LGBTQI+ RECOMMENDATIONS** – Improve visibility – Gender neutral toilets awaiting signage.

**CAMPUS ACCESSIBILITY PLAN 2021–2022** – Continued monitoring by Academic committee. 80% of staff over 0.3 FTE should have completed a disability awareness workshop by Dec 2022.

**LEARNER SUCCESS PROJECT** – Reporting structure is being undertaken alongside feedback which will aid future progress.



# Regional Overview





1

Te Tai Tokerau  
North

Alignment to  
Equity and  
Ākonga Success  
Strategy

Ākonga centric  
systems

People, culture  
and leadership

Teaching,  
training and  
learning

# Impact and Opportunities

**NORTHTEC** - Actions from Te Pae Tawhiti Action Plan has seen a review of the learner journey alongside an engagement and relation approach plan (Te Ara Poutama)

**UNITEC** - Success Strategies developed to support priority ākonga, international students and under 25's

**UNITEC** - Staff held accountable for enabled success of priority learners.

Expanded learner centric actions from policy

Prioritised planning to ensure ākonga success and organisational transformation

Parity in action



# Impact and Opportunities



**Te Tai Rāwhiti**  
East

Alignment to  
Equity and  
Ākonga Success  
Strategy

Guided  
Pathways

Data + Tech

People,  
Culture &  
Leadership

**TOI OHOMAI** - Expanding ākonga Māori support provision  
- Workshops and services aligned pathways for ākonga

**WINTEC** - Using consolidated insights reports to identify localised gaps and opportunities

**EIT** - Exploring and developing a Māori and Pasifika focused staff recruitment and retention strategy

Targeted support

Economic benefit to labour markets

Cross-functional decision making using data

Equity and parity to support transformation

# 3

Te Tai Hau-ā-uru  
West



Alignment to  
Equity and  
Ākonga Success  
Strategy

Teaching,  
Training and  
Learning

Guided  
Pathways

People,  
Culture &  
Leadership

**NMIT** - Development and trial of FLEX delivery to an applied business course

**W&W** - MOE/MSD partnership to provide internships programmes to support disabled ākonga into work

**WITT** - Learner Voice Policy

## Impact and Opportunities

Innovation in academic delivery

Building a culture of equitable transitions

Elevating ākonga voice - creating a platform to address complaints, suggestion and concerns

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# Impact and Opportunities



Alignment to  
Equity and  
Ākonga Success  
Strategy

Holistic  
Ākonga  
Service

People,  
Culture &  
Leadership

Ākonga  
Centric  
Systems

**ARA** - Developing  
'indicators of danger'  
resources for kaimahi

**OTAGO** - Focus on the  
growing of Māori  
leadership at all levels of  
the organisation

**ARA** - Review of CAPL to  
improve and enhance  
accessibility

Code of Practice  
alignment

Equity building  
opportunity

Assisting in  
enhancing the  
conditions and  
practices of CAPL



Open  
Polytechnic

Alignment to  
Equity and  
Ākonga Success  
Strategy

Holistic  
Ākonga  
Service

People,  
Culture &  
Leadership

Partnerships

Universal Design Principles  
and Dyslexia Friendly  
quality marks requirements  
integrated into design and  
dev. processes

Programme of continuous  
kaimahi training in a whole  
of organisation approach  
to support ākonga with  
disabilities

Pasifika Advisory Group  
established

# Impact and Opportunities

Integration of  
Accessibility  
considerations

Increasing disability  
confidence with  
kaimhai

Enhancing visibility  
and agency

# Future Focus

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## 2023 Learner Success Plan

### Network activities mapped to LSP workstreams for 2023

- **Prioritise existing practice** within the network; using data to focus retention and completion activities
- **Scaling work already underway** across the network, focussing on pastoral care and compliance commitments
- Detailed and implementation design of significant **foundational initiatives**, which require regional and local input across the network







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# Te Rito Outcomes Plans Analysis + Insights

Work Based Learning Presentation - July 2022



# Agenda

- **Introduction**
- **High-level analysis**
- **Alignment to opportunity statements**
- **Highest opportunity statement coverage**
- **Lowest opportunity statement coverage**
- **Practice with potential examples**
- **Implementation maturity**
- **Measures and metrics**
- **High-level insights**

# Te Rito Outcomes Plan - 2022

## Introduction

Align network equity strategies under 4 dimensions:

- Enabled learning environments
- Wellbeing
- Equitable access
- Our voices

# 18

Te Rito Outcomes  
Plans analysed as  
part of this mahi

## Kaupapa

- Advance 74 opportunity statements within Te Rito Reports
- Overview our current equity strategies
- Identify practice with potential
- Understand current metrics across the network

# Te Rito Outcomes Plan Insights



## Primary Statistics

## Actions

## Opportunity Statements

Overall

**408**

actions across the motu

**1300**

Te Rito opportunity statement correlations

WBL

**96**

WBL actions across the motu

**203**

WBL opportunity statement correlations

# Te Rito Outcomes Framework Quadrant Insights

## Overall



% of overall actions across  
Te Rito Outcomes  
Framework

## Work Based Learning



% of WBL actions across  
Te Rito Outcomes  
Framework

# Opportunity Statements and Actions



**1300**

Te Rito  
Opportunity  
Statement  
Action Identifiers

Overall  
excl. WBL

Work  
Based  
Learning

● 392	— 70
● 268	— 44
● 257	— 66
● 180	— 23

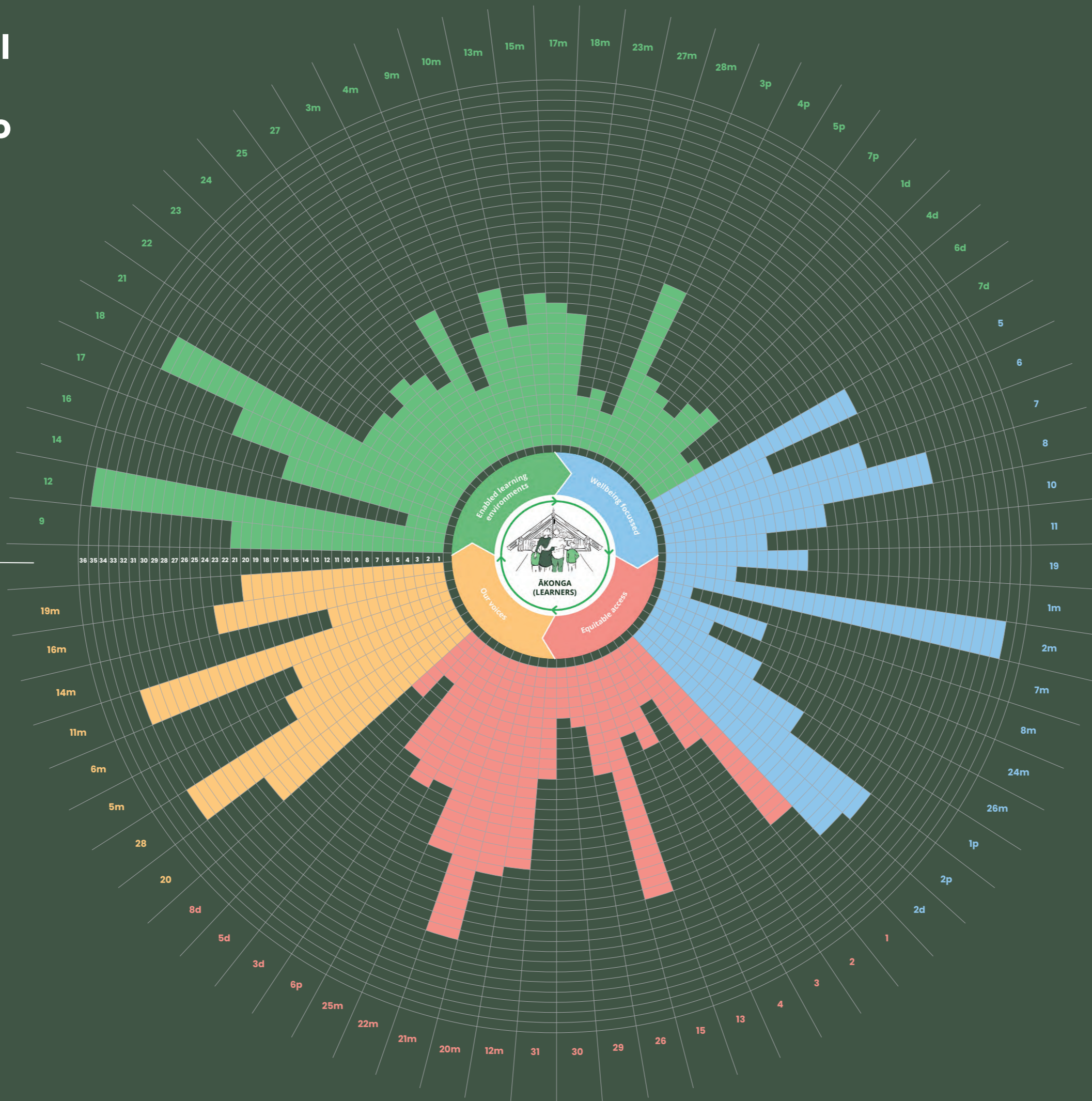
**Understanding  
pathways**

+

**Holistic  
needs**

highest WBL  
representative of  
actions relative to  
Te Rito  
Opportunity  
Statements

# Alignment of Overall Subsidiary Actions (excl. WBL) to Te Rito Opportunity Statements



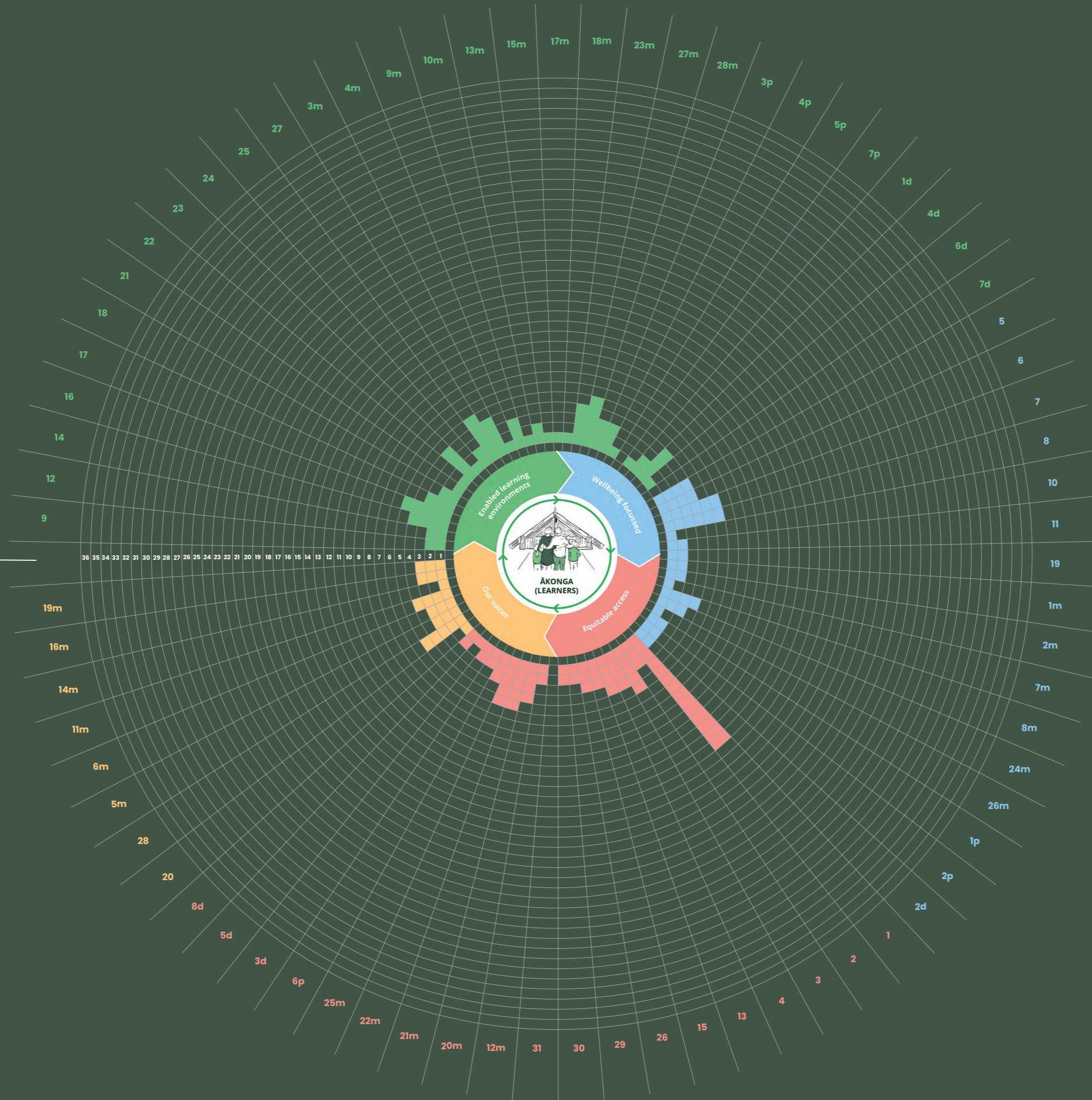
Frequency of Te Rito  
Opportunity Statement alignment

\* Please note: Te Rito Opportunity  
Statements have been pre-aligned to  
Te Rito Outcomes Framework.



Depth of overall  
subsidiary (excl.  
WBL) coverage in  
enabled learning  
environment &  
wellbeing &  
equitable access &  
our voices. \*

# WORK BASED LEARNING Alignment of Opportunity Statements



Frequency of Te Rito Opportunity Statement alignment

\* Please note: Te Rito Opportunity Statements have been pre-aligned to Te Rito Outcomes Framework.

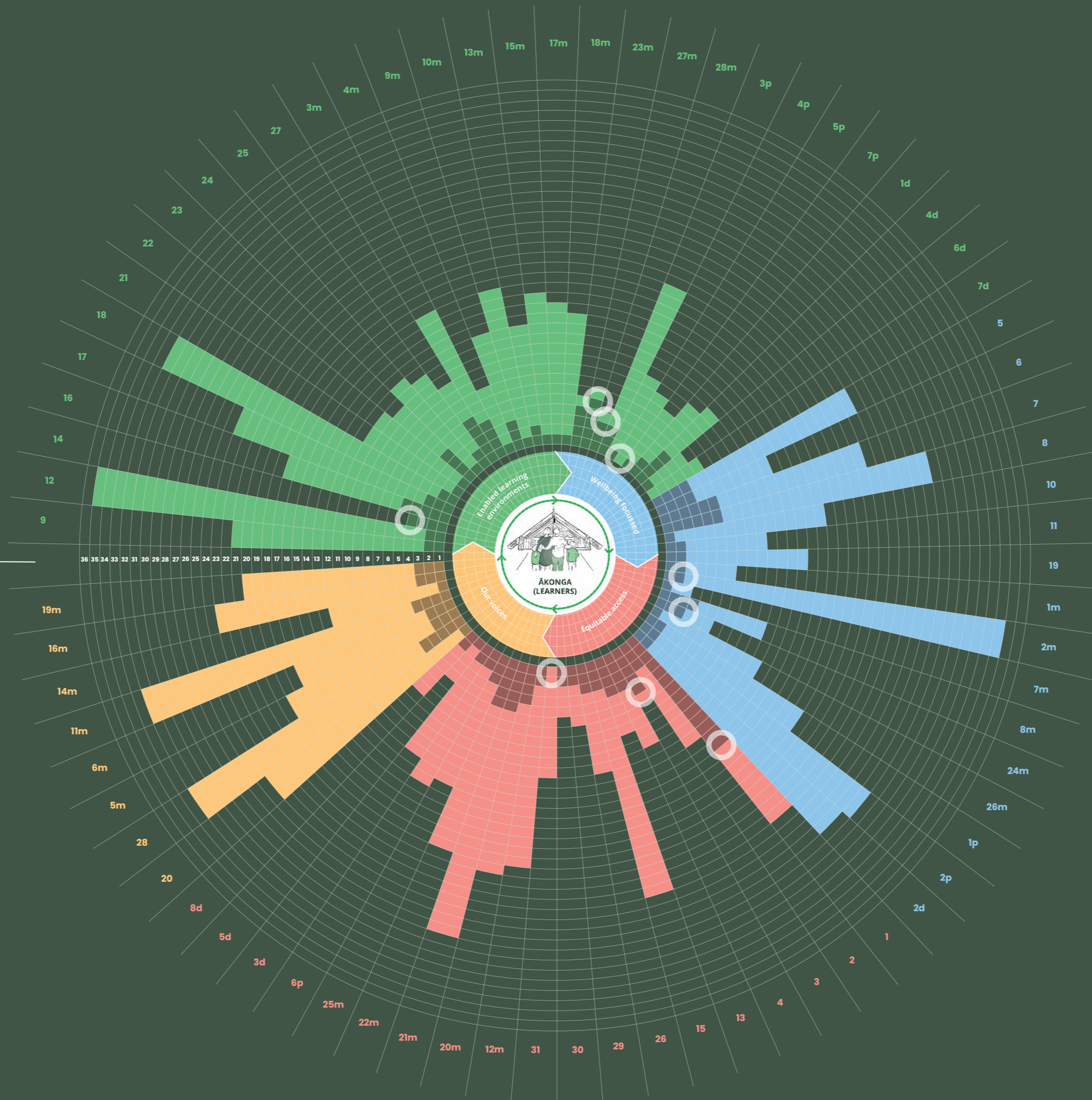


Depth of WBL coverage in **enabled learning environment & wellbeing & equitable access & our voices.** \*



# Integrated View of Opportunity Statements within Te Pūkenga Network

## Overall + WBL



### ○ WBL Insights

**Strength in (14) apprenticeships - aligning work based training with required job tasks.**

**Learner transitions and learner-industry experience for māori is highly represented in actions (27m, 28m)**

**Embedding of pacific knowledge (5p) has no current visibility.**

**Holistic Wellbeing (2m) is low in contrast with other subs, while mana motuhake is strong (24m)**

**Leaders in understanding pathways (1) and tackling financial barriers via employment (3) apprenticeships. Work to do in the diversity space with no alignment to (31) which references inclusive learning for all personalities, ages and gender.**

Frequency of Te Rito Opportunity Statement alignment

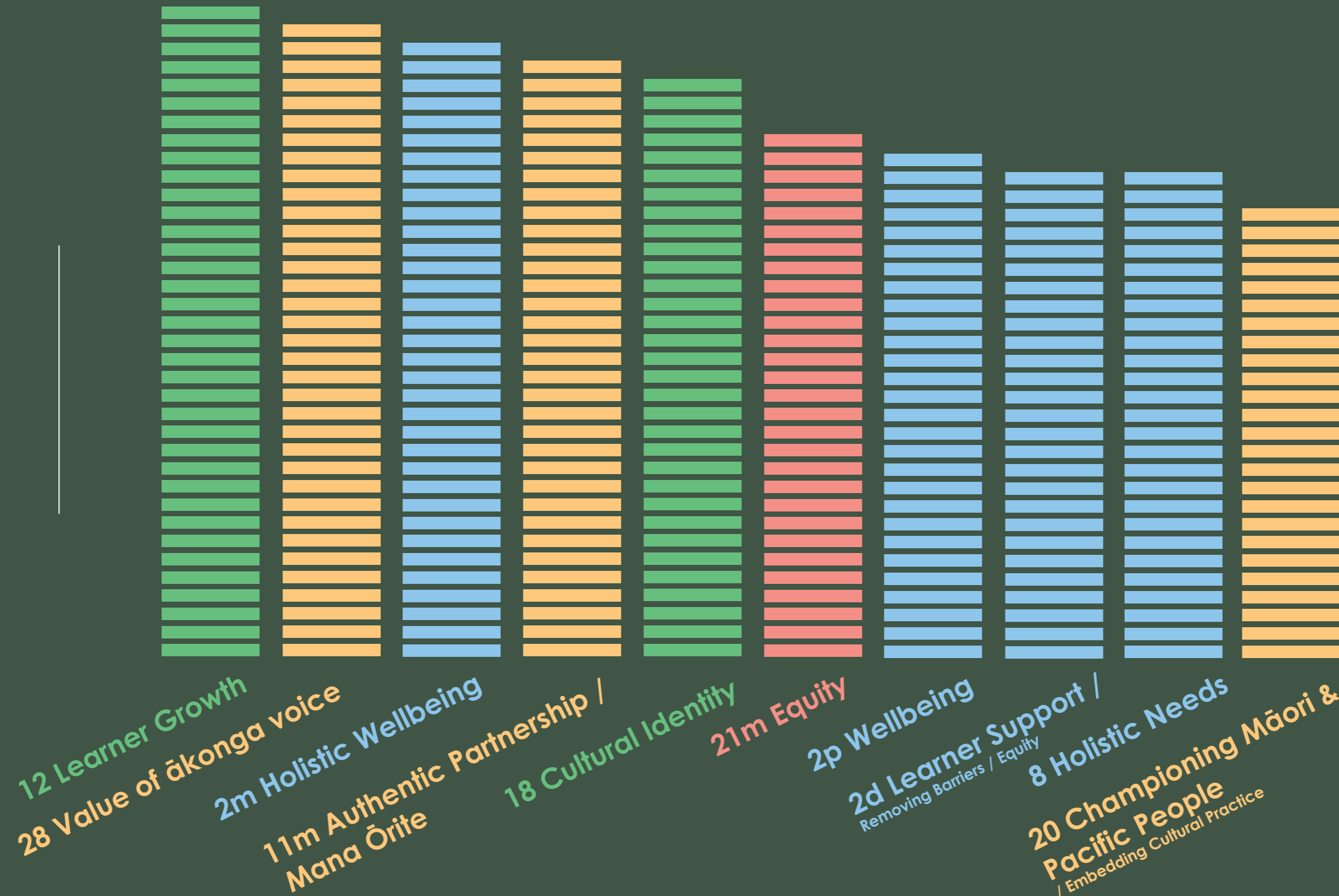
\* Please note: Te Rito Opportunity Statements have been pre-aligned to Te Rito Outcomes Framework.

# Overall excluding WBL

## Occurrences - Highest

Opportunity Statements that have the highest alignment

Overall totals across Te Rito Outcomes Plans



Learner Growth, Value of ākonga voice and Holistic Wellbeing are the strongest representational fields.

Wellbeing / Hauora Distinctions:

**12** - Learners define success in many different ways, including growth of their skills, gain a sense of achievement and get a better job that leads to a purposeful and happy life.

**2m** - Ākonga journey experiences environments that are physically, culturally and spiritually safe - recognition that wellbeing can include the wellbeing of whānau.

**21m** - Equity of access, support and outcomes for Māori structured into the system in a positive way.

**2p** - Supporting the wellbeing of Pacific ākonga.

**8** - Acknowledging a wide range of needs that ākonga have (mental health, physical health, financial, learning, disability, cultural, family, food, technology,

# Overall excluding WBL

## Occurrences - Lowest



**Empowering Change, Apprenticeships and learning – Industry Experiences are underrepresented in self-identification.**

### Opportunity Statements that have the lowest alignment

Overall totals across Te Rito Outcomes Plans



#### Apprenticeships Distinctions:

**7m** – Learners bring the impact of colonisation with them to vocational education. Encountering and raising awareness of this whilst learning can be healing and empower them as graduates to meet their aspirations for success.

**28m** – Impact to ākonga Māori. Experienced, relatable, engaging and credible trainers, developing relevant curriculum can lead to profound and enjoyable learning experiences.

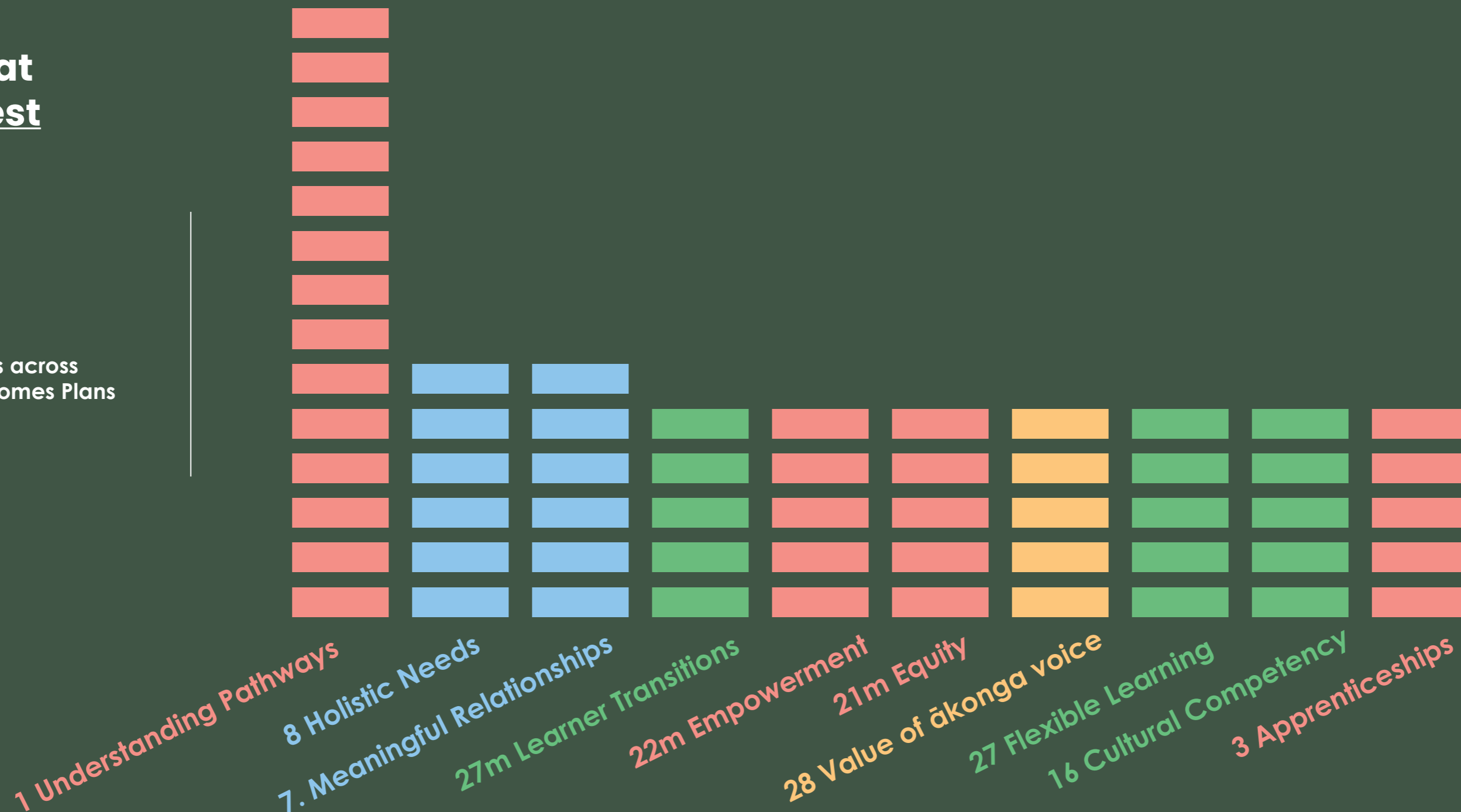
**14** – When work-based training aligns to required on the job tasks and time to allocated to study, apprentices find it easier and more enjoyable to complete.

# WBL

## Occurrences - Highest

Opportunity Statements that have the highest alignment

Overall totals across Te Rito Outcomes Plans



Understanding pathways, Holistic Needs and Meaningful Relationships are the strongest representational fields.

# WBL

## Occurrences - Lowest

Opportunity  
Statements that  
have the lowest  
alignment



Diversity, Embedding of Pacific Knowledge and Inaccessible Communication and Information have no represented in self-identification.

Overall totals across  
Te Rito Outcomes Plans



---

# Opportunity Statement Analysis

**Understanding pathways is a WBL strength – with 39% of total occurrences from WBL actions.**

**Apprenticeships, learner transitions, and learning–industry experiences signal best practice across the network.**

**Areas of future development are cultural capacity and learner growth.**



# Enabled Learning Environment

**27 actions**

**48%** of actions impact ākonga across the whole learner journey

## Spotlight on Actions

**Mentoring and Coaching Employers**

**Career Pathways to, within and beyond industry**

**Women in Infrastructure Support**

**Reviews in recognition of Current Competences**

## + Connections to network actions

MOE/MSD internship programmes supporting disabled ākonga into work post-study.

Rainbow Workshops

Ākonga Assessment in Te Reo Policy

Iwi Vocational Pathways Project

Investment in assistive technology to enhance learning for disabled ākonga.

Universal Design planning and development.



# Wellbeing

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## 17 actions

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**47%** of actions impact ākonga across the whole learner journey

### Spotlight on Actions

Ongoing collaboration with employers

Whānau engagement trial with mechanical engineering ākonga

Qual/Prog. Dev. in Water Treatment to support iwi/hapu Marae based skills

Pasifika and iwi mentoring programme - partnership w/ Te Wānanga o Aotearoa

### Connections to network actions

Pacific Learner support through SENZ.

Wai Ora (MoH funded) a service to deliver primary health support to ākonga Māori and Pacific.

Development of workshops and resources in key Code of Practice requirements.

Policy addressing bullying, harassment and discrimination.

Meeting ākonga basic needs (food parcels, financial assistance & specialist advisory).





# Equitable Access

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**35 actions**

---

**51%** of actions  
impact ākonga  
across the whole  
learner journey

## Spotlight on Actions

**Financial Literacy rollout**

**Development of a Mates in  
Construction programme for  
field kaimahi**

**Pipeline of talent to industry  
through secondary school**

**Implement a managed job  
brokerage service**

## + **Connections to network actions**

Exploration of an  
apprenticeship learning  
pilot for the health sector.

Technology Access Fund  
for Learners Funding from  
Te Pūkenga to ensure  
technology access equity  
for Māori, Pacific and dis-  
abled learners.

Barrier Free Audits

Introduction of Navigator  
Programme (Autism  
Spectrum Disorder) using  
mentoring to integrate  
into learning  
environment.

Engagement with  
regional iwi regarding  
support and advice for  
ākonga success.



# Our Voices

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## 17 actions

---

**41%** of actions  
impact ākonga  
across the whole  
learner journey

### Spotlight on Actions

**Te Pae Tawhiti  
Development Strategy**

**Māori and Pasifika study  
groups**

**Develop relationships with  
Workforce Development  
Councils**

**Formalise Learner  
Complaint Process**

### **Connections to network actions**

Student Life team to improve and enhance learner relationships across social, cultural and spiritual dimensions.

Developments in building infrastructure to increase ākonga voice in decision making.

Implementation of a new ākonga advocacy model for 2022.

Increased opportunities for engagement with Learner Leaders with Te Pūkenga.

Disabled learners reference group is established and consulted on key areas of the Kia ōrite Toolkit (DAP).



# WBL Observations

## High-level insights

- **Strong outward focus on pathways and engagement with recruitment channels**
- **Training dimensions are broader in respect to employer engagement – actions are robustly connected to the labour market**
- **Focus on kaimahi / trainers as educators and capability building**
- **Emergent focus on holistic ākonga support**
- **Strong focus on prior learning and academic & financial literacy**

## Examples of actions that could positively impact our ākonga in their learning journey in 2022...

### WBL

Staff mentoring

Increase visibility of underserved ākonga

Increased data and streamlining of data to support transitions (employment/enrolments)

Increased kaimahi cultural capability

Continued network exploration to foster work-ready initiatives

Ākonga financial literacy

Increase connections and awareness of Te Tiriti o Waitangi using Te Pae Tawhiti

Enhance ākonga support and feedback



### Other Subs

Tuakana / Teina

Embedding mātauranga Māori

Whakawhanaungatanga

Code of Practice awareness and engagement

Mixed delivery modes

Helping ākonga meet basic needs ie: Support for mental health, housing and study costs

Recognising ākonga voice

Connect ākonga to community

# Work Based Learning - High-level impact across the learner journey

## 96 Actions

Enabled learning environment - 27

Wellbeing - 17

Equitable access - 35

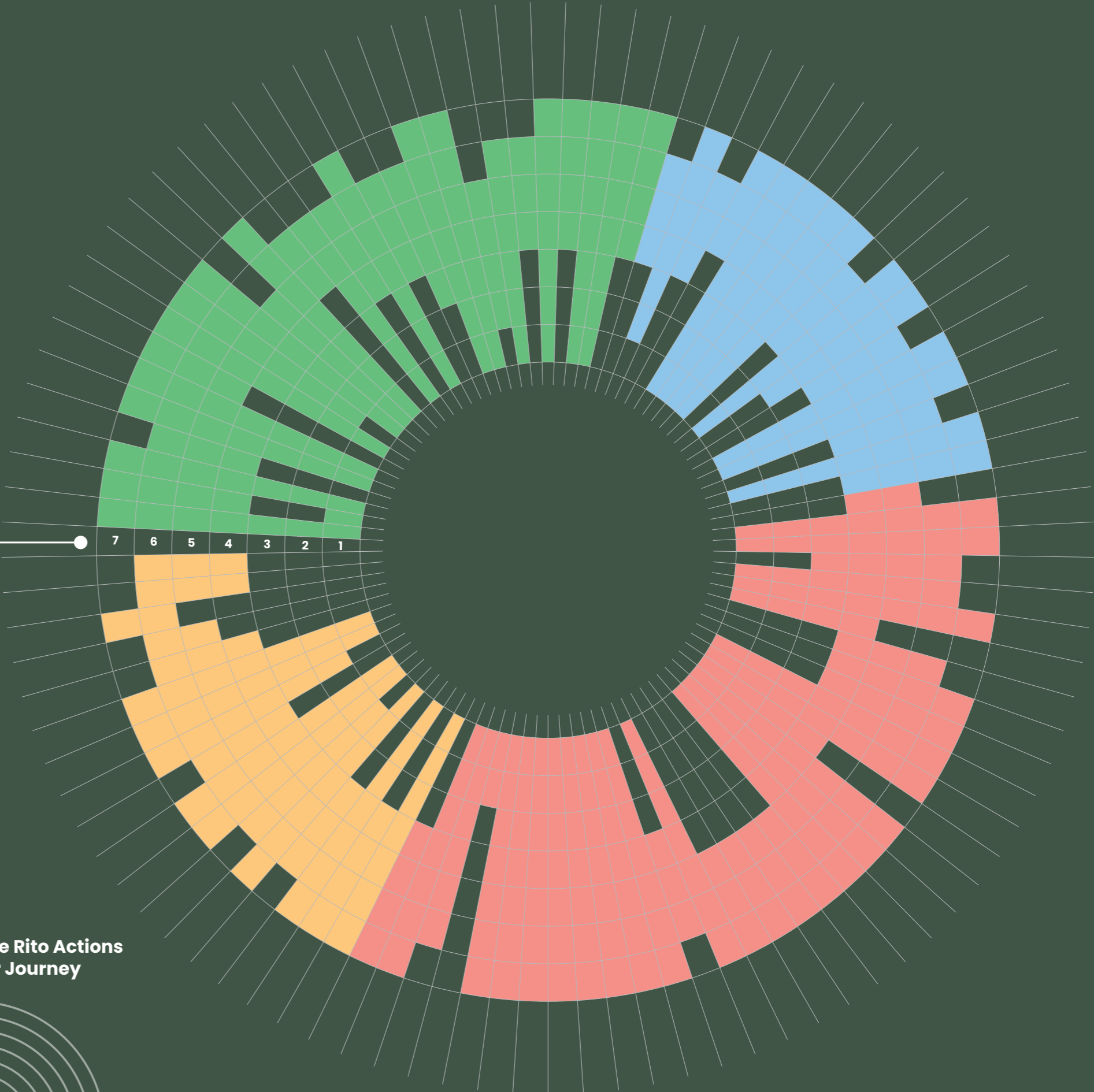
Our voices - 17

Te Pūkenga Learner Journey

7 6 5 4 3 2 1

Ecosystem Mapping Te Rito Actions to Te Pūkenga Learner Journey

- Graduation / Transition - 7
- Applying skills - 6
- During - 5
- First days - 4
- Preparing - 3
- Enrolling - 2
- Thinking - 1





## What we know about the implementation of Te Rito actions...

Overall	Work Based Learning	
8%	3%	<b>Undetermined Planning Seeded Extending</b>
45%	63%	
12%	20%	
35%	14%	

**Undetermined** : no relevant data shared

**Planning** : an action that will begin in 2022

**Seeded** : an action that has started in 2022

**Extending**: an action that has been established and is continuing to grow



# Assessment of measures and metrics

	Overall	Work Based Learning
<p><b>Across all subsidiaries and WBL</b></p> <p><b>50%</b></p> <p>of actions had no clear measures</p>	<p><b>Strong focus on compliance outcomes eg: COP, DAP</b></p> <p><b>Input rather than outcome measures</b></p> <p><b>Limited consistency across dimensions</b></p> <p><b>Some outcome based measures but not consistent</b></p>	<p><b>Broad line of sight with ākonga progression measures – tracking learner journey pre/post qual.</b></p> <p><b>A range of mentoring or “Mate/Buddy” actions that (though not stated) align to Te Pūkenga Network Quick Wins</b></p> <p><b>EPI frequency high but not specifically articulated</b> ie: 10% increase/decrease</p>

**Range of measures applied to actions:**

**Overall –**

- Education Performance Indicators (EPI)
- Disability Action Plan (DAP)
- Code of Practice (COP)
- Net Promoter Score (NPS)
- Learner Health Scores (LHS)
- Hardship Funding for Learners (HAFL)
- Surveys/Feedback
- Internal KPI / Internal data
- MoH (project funding)

**WBL –**

- Education Performance Indicators (EPI)
- Net Promoter Score (NPS)
- Surveys/Feedback
- Internal KPI / Internal data
- Gateway Funding uptake (TEC)



# Observations

**Limited in system / organisational level change.**

**More outcome measures than the rest of network though somewhat limited in metrics.**

**Moving of actions from planning and seeding to extending.**

**Not a common set of learner success and equity measures across Te Pūkenga.**

**Work to explore and share best practice across subsidiaries and divisions to foster strong relationships across the network.**



# Te Rito Feedback Trial

## Benefits include...



In May this year a small feedback trial took place to show how subsidiaries are represented within Te Pūkenga network view...

- Subsidiaries can see their own strengths and weaknesses as a guide
- Allows Te Rito Outcomes Framework another layer of socialisation
- Helps to continually support ākonga voice in action through opportunity statements referencing in framework:
  - acts as a means for individuals and teams to self-check the statements to achieve higher strategic alignment beyond the reporting phase
  - ensure transparency in alignment
- A fast, strategic, “cut-to-the-chase” visual that can be displayed and referenced easily.

## 5. Reports from Committees



## Pūrongo Kaunihera a Te Pūkenga

### Council Report

28 November 2022

<b>Title</b>	<b>Te Poari Akoranga Report</b>
<b>Provided by</b>	Dr Angela Beaton, DCE Delivery and Academic
<b>For</b>	<b>Approval</b>

### Te Taunaki | Recommendation(s)

It is recommended that the Council:

a.	<b>Receive</b> the report from Te Poari Akoranga meeting held online via Teams 2 November 2022 (minutes to be confirmed and presented at the next Council meeting); and
b.	<b>Note</b> the new membership nominee from the Interim Learner Advisory Committee, Henry Geary; and
c.	<b>Approve</b> Te Matarau Whānui   Te Pūkenga Ethical Framework for Rangahau and Research, noting Te Poari Akoranga o Te Pūkenga endorsement; and
d.	<b>Note</b> the special meeting of Te Poari Akoranga scheduled on Wednesday 16 November 2022 to approve: Te Kawa Maiororo   Educational Regulatory Framework Terms of Reference Te Ohu Whakahaere Ōritetanga

### Te pūtake o tēnei pūrongo | Purpose of this report

The key purpose of this report is to

1. Note the membership appointment of Henry Geary, Interim Learner Advisory representative to Te Poari Akoranga, who replaces Skyla Flower; and
2. Seek approval of Te Matarau | Te Pūkenga Ethical Framework for Rangahau and Research.

### Te Tāhuhu Kōrero | Background

#### Te Matarau | Te Pūkenga Ethical Framework for Rangahau and Research

Delivery of high quality and relevant programmes, especially degree level requires underpinning research activity. Kaimahi and ākonga need a research ecosystem including a research ethics process to be able to carry out meaningful research and teaching involving animals.

Te Pūkenga is adopting a Kaupapa Māori approach to the development of Te Matarau Whānui. The kaupapa is grounded in the fundamental Te Ao Māori concept of connectedness and is enacted through the four principles which underpin Te Ara Tika guidelines for Māori research ethics.

It is intended that Te Matarau Whānui be future focussed and enabling, focussing on the promotion of positive outcomes from rangahau and research, whilst continuing to ensure rangahau and research related risks are identified and mitigated. There is an intended, and distinctive shift in ethical focus toward

the identification of community and/or societal benefit resulting from the proposed rangahau or research project.

Te Poari Akoranga received Te Matarau Whānui. Feedback was provided to the development team and a minor request to revise headings and placement of component parts in the document for resubmission to Te Poari Akoranga. Te Poari Akoranga acknowledged the extensive mahi undertaken throughout the development process and for the excellent document received.

The Ethics Framework also went to the November meeting of Komiti Māori. The members supported a process whereby the Framework would be endorsed by Te Poari Akoranga and approved by Council. The paper was discussed, and the questions raised included who would be the kaitiaki of the framework as this needs to be someone who understands and can lead the Kaupapa Māori approach to ensure the integrity remains intact. This will be considered by Te Poari Akoranga and reported back to Council – any suggestions in relation to this would be welcomed for consideration. One of the members, who is the staff representative and on a local Research committee, provided some more specific feedback, which has been incorporated wherever possible.

### Ngā tino raru ka heipu mai | Key risks

To operationalise the framework and create the necessary artifacts to achieve that.

### Report from Te Poari Akoranga meeting held 2 November 2022

Te Poari Akoranga:

1. Acknowledged membership term completions of Mary-Liz Broadley and Linda Aumua, Interim Kaimahi Advisory Committee representatives; and agreement to request Te Pūkenga Council's approval to extend their memberships until 31 October 2023 (details to be confirmed via a separate paper to come to the December Council meeting on Advisory Committee membership).
2. Welcomed new member Henry Geary, Interim Learner Advisory Committee representative.
3. Received the following documentation:
  - a. Minutes of the most recent Te Ohu Whakahaere Quality meetings (sub-committees of Te Poari Akoranga o Te Pūkenga);
  - b. Minutes of the most recent Te Ohu Whakahaere Rangahau Māori, Research and Postgraduate meeting (sub-committee of Te Poari Akoranga o Te Pūkenga);
  - c. Minutes of the most recent Te Ohu Whakahaere Approvals meetings (sub-committees of Te Poari Akoranga o Te Pūkenga);
  - d. Minutes of the open meeting of Toi Ohomai Academic Committee;
  - e. Draft guidance document “understanding the role of Te Poari Akoranga” for awareness and to socialise to the network.

### Ngā Tāpirihanga | Appendices

[Appendix 1: Te Matarau Whānui | Te Pūkenga Ethical Framework for Rangahau and Research](#)

# Te Matarau Whānui

## Te Pūkenga Ethical Framework for Rangahau and Research

A kaupapa Māori framework for the consideration of research  
ethics in Te Pūkenga

NOVEMBER 2022

FINAL DRAFT

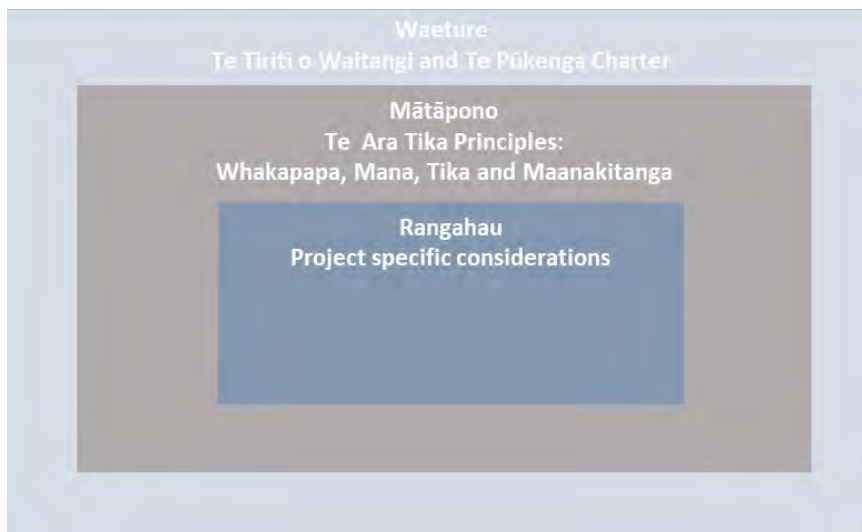
# Te Matarau Whānui

Te Matarau Whānui requires a holistic assessment of ethical considerations related to a rangahau or research study.

The Framework is presented as a series of nested levels that align ethical consideration to the different modalities of rangahau and research involving *kaiuru*<sup>1</sup> (participants). The framework comprises three levels of consideration.

- The first level, 'Waeture',<sup>2</sup> (regulation) focuses on the existential and regulatory/statutory context for rangahau and research undertaken under the auspices of Te Pūkenga; in particular Te Tiriti o Waitangi and Te Pūkenga Charter.
- The second level 'Mātāpono'<sup>3</sup> (principles) focusses on the core ethical principles underpinning all rangahau and research undertaken under the auspices of Te Pūkenga, drawn from Te Ara Tika<sup>4</sup>.
- The third level 'Rangahau' focusses on the ethical considerations required for a specific rangahau or research project.

Figure 1: Matarau Whānui<sup>1</sup>



These three levels of consideration are interdependent and have been separated to facilitate ethical consideration. Each level is discussed briefly below:

## Ngā Waeture

All rangahau and research undertaken under the auspices of Te Pūkenga, must be undertaken having regard to the regulatory and statutory context within which Te Pūkenga operates. Te

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<sup>1</sup> Note: this diagram is conceptual and will need to be re-drawn in the final document

Matarau Whānui exists within the context of two founding documents: Te Tiriti o Waitangi and Te Pūkenga Charter (as per the Education and Training Act 2020<sup>5</sup>).

### **Te Tiriti o Waitangi<sup>6</sup>**

Te Matarau Whānui requires Tiriti-aligned ethical consideration. Alignment with Te Tiriti o Waitangi is applicable to all rangahau and research undertaken under the auspices of Te Pūkenga. By formally taking Te Tiriti o Waitangi as a foundation, Te Pūkenga seeks, through rangahau and research, to foster equitable outcomes for all tāngata,<sup>7</sup> both tāngata whenua and tauwi; and affirms, values and protects mātauranga Māori.

### **Te Pūkenga Charter**

Te Pūkenga Charter (refer Appendix One) requires Te Pūkenga to be responsive to the needs of all regions of New Zealand and their learners, industries, employers, and communities. Te Pūkenga must achieve this by developing meaningful partnerships with industry across the country and communities including hapū and iwi, and Pacific communities. Te Pūkenga must establish and maintain respectful, trusting Māori-Crown partnerships in order to give effect to Te Tiriti o Waitangi and recognise Māori are key actors in regional social, environmental, and economic development. Te Pūkenga must hold inclusivity and equity as core principles.

It is intended that this Framework will be able to indicate to researchers how appropriate their particular project is to enacting Te Tiriti o Waitangi, and Te Pūkenga Charter and promote pathways that encourage participative, community-centred projects that maximise outcomes for Te Pūkenga 'priority populations' – of Māori, Pasifika and disabled people(s) and their communities.

### **Ngā Mātāpono**

Te Pūkenga has adopted the four principles of Te Ara Tika<sup>8</sup>, as the mātāpono (principles) for ethical consideration of all rangahau and research projects.<sup>9</sup> The adoption of Te Ara Tika principles provides a basis for a broad consideration of rangahau and research ethics in Te Pūkenga. Whilst Hudson<sup>10</sup> has noted "Maori ethics are based on tikanga but have not yet been well articulated in the context of ethical review", it is considered that the four principles on which Te Ara Tika are based provide a comprehensive, inclusive and widely applicable basis for the ethical consideration of all rangahau and research projects undertaken under the auspices of Te Pūkenga.

Māori values are being integrated into ethical standards and ethical codes of practice.<sup>11</sup> All research that includes Māori is of paramount importance to Māori, in fact all research in New Zealand is of interest to Māori, and Māori centred research is of increasing importance to national life.

Importantly, the principles are not categorical imperatives.<sup>12</sup> In broad terms these principles, within the context of Te Matarau Whānui are broadly consequentialist<sup>13</sup> rather than deontological; the focus is on the ethical implications of the process of deriving the outcomes of the proposed rangahau or research project.<sup>14</sup>

#### *Te Ara Tika principles*

Te Matarau Whānui references the four Te Ara Tika tikanga based principles (mātāpono). Te Ara Tika draws on tikanga Māori (ways of doing things) and its related philosophical base of

mātauranga Māori (unique Māori knowledge) as well as integrating understandings from Te Tiriti o Waitangi, Indigenous values and Western ethical principles.<sup>15</sup>

For Māori, ethical concerns relate to certain tikanga that reflect Māori values, beliefs and worldviews.<sup>16</sup> **Tikanga**, (tika - the correct/ appropriate way of behaving), aims to enhance the **whakapapa** (system of relationships) between kairangahau/researchers, research participants and communities (broadly defined) and ensure the preservation of **mana** (justice, equity and authority) by keeping the application of **manaakitanga** (compassionate caring) at the fore throughout the research process while also addressing issues of risk/harm, informed consent and maintaining integrity and respect within the research process. Tikanga also provides a framework through which Māori can actively engage with ethical issues and consider the effect research may have on their values or relationships. Tikanga are flexible enough to provide context-specific responses to environmental changes or new situations.

As stated in Te Ara Tika<sup>17</sup>: “The principles are drawn from tikanga Māori and its philosophical base of mātauranga Māori (traditional knowledge), but also integrate understandings from the Treaty of Waitangi, indigenous values and Western ethical principles”. In addition, Te Matarau Whānui “considers that both the research design and the cultural and social responsibility of the researchers have an immediate influence on the likely outcomes of the research project and should be considered during ethical deliberations”.

The mātāpono align to four key questions that should inform the rangahau and research process:

- |  |   |
|--|---|
| 1. <i>He aha te <b>whakapapa</b> o te kaupapa?</i>       | What is the basis/purpose of this project?  |
| 2. <i>Kei a wai te <b>mana</b> o te kaupapa?</i>         | Who has the authority to make and implement key decisions pertaining to this project? |
| 3. <i>Me pehea e <b>tika</b> ai tēnei kaupapa?</i>       | How will the project be done correctly?   |
| 4. <i>Kei a wai te <b>manaakitanga</b> o te tangata?</i> | Who will look after the participants and their communities?                           |

The strength of Te Ara Tika is that it is both holistic and tikanga Māori-based, and therefore provides a means for researchers to develop research that responds to the fundamental challenge of how to do ethical research and rangahau in Aotearoa<sup>18</sup>.

All research undertaken under the auspices of Te Pūkenga must be tested against these principles. In making application for ethical review, kairangahau and researchers will be required to review their proposed study against each mātāpono to ensure the study affirms Te Tiriti o Waitangi, Te Pūkenga Charter and each mātāpono.

### **Tika**

- Tika refers to what is right and what is good for any particular situation. Importantly, in the context of ethics it relates to the design of a study, and whether the research achieves proposed outcomes, benefits participants and communities and brings about positive change.
- Tika requires respectful relationships with kaiuru in all studies, regardless of the research design and methods.



- Researchers should engage with communities about which research questions are important and reflect on the ethical issues associated with their study.

### **Manaakitanga**

- Manaakitanga refers to caring for others, nurturing relationships and being careful in the way we treat others. *Aroha* (respect, love), generosity, sharing and hosting are essential parts of manaakitanga, as is upholding the mana of all parties.
- Manaakitanga relates to cultural and social responsibility and respect for people. This value ensures an enabling voice and requires an understanding of the appropriateness of privacy and confidentiality, to prevent harmful effects from disclosure of information, prioritise collective participation in establishing the goals and benefits of a research proposal, and empower research partnerships.
- Prior to gathering data, researchers will have learned how to collaborate with and to give back to the community (e.g., through *koha* (gifts) and sharing ideas).

### **Whakapapa**

- Whakapapa refers to relationships; the term encompasses the quality of those relationships, the reasons for their formation and the structures or processes that have been established to support them.
- Whakapapa in the context of ethics relates to the quality of consultation or engagement process with Māori and the monitoring of the progression of relationships through various stages of the research.
- The relationship between researchers and participants (and New Zealand communities) must involve trust, respect and integrity.
- Whakapapa reminds us that an individual is part of a *whānau* (family group) or wider collective. Often this can infer collective decision-making, collective information sharing, collective participation in consent processes, collective support for research data collection, collective analysis of results and participation in dissemination of results. Researchers need to assess an individual's preferences and to involve their collective support networks.

### **Mana**

- Mana refers to power, prestige, leadership or authority bestowed, gained or inherited individually or collectively. It infers that each individual has the right to determine their own destiny upon their own authority. Mana is an influencing factor in leadership and interpersonal and inter-group relationships, including those entailed in research. Shared knowledge upholds the mana of research participants
- Mana relates to equity and distributive justice in terms of the potential or actual risks, benefits and outcomes of research. In that context it also concerns issues of power and authority in relation to who holds roles, rights and responsibilities. Finally, the principle of mana requires that the research process upholds appropriate aspects of tikanga Māori and respects local protocols

### **Rangahau**

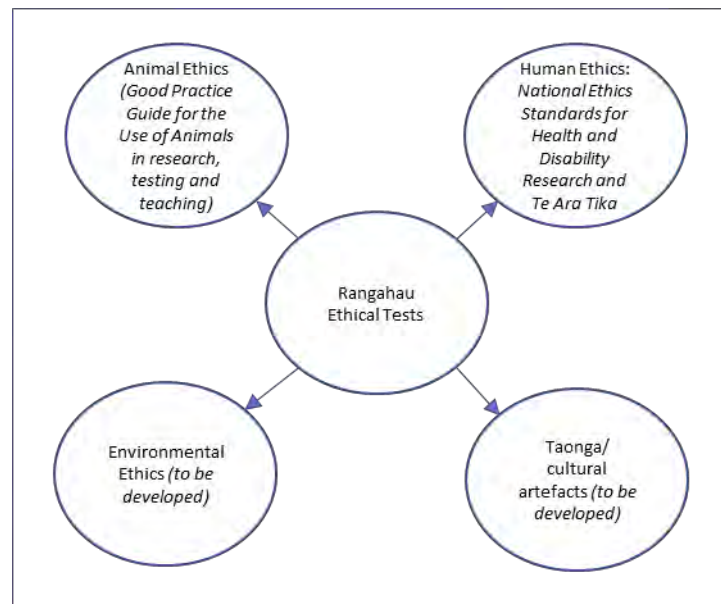
Waeture and mātāpono apply to all rangahau and research undertaken under the auspices of Te Pūkenga.

In addition to these levels of consideration, individual research projects will also require specific consideration relevant to the proposed study. Te Pūkenga is formally adopting nationally accepted and mandated participant specific ethical frameworks.

In a contemporary context a research ethics framework must encompass four broad areas of ethical consideration:

- Human ethics (any rangahau or research project involving humans, whether directly or involving non-anonymised data)
- Animal ethics (where animals are used in research, teaching and/or testing)
- Environmental ethics (particularly for protected and environmentally sensitive areas<sup>19</sup>)
- Taonga ethics

Figure 2: Rangahau Research Codes<sup>2</sup>



Te Pūkenga will formally adopt the Royal Society Te Apārangi *Code of Professional Standards and Ethics in Science, Technology, and the Humanities*<sup>20</sup> as an umbrella code. This code supports Members of the Royal Society Te Apārangi to follow exemplary ethical behaviour and world class research and scholarly practices in Aotearoa New Zealand.

In addition, Te Pūkenga will adopt the following ethical codes:

- Research involving human participants:
  - The National Ethics Advisory Committee (NEAC) *National Ethics Standards for Health and Disability Research*<sup>21</sup> issued in line with its statutory functions under the [New Zealand Public Health and Disability Act 2000](#).
  - The Royal Society Code of Professional Standards and Ethics in Science, Technology, and the Humanities.

<sup>2</sup> Note: this diagram is conceptual and will need to be re-drawn in the final document

- For rangahau or research involving Māori, Te Ara Tika: guidelines for Māori research ethics: a framework for researchers and ethics committee members
- Research involving animal participants:
  - The National Animal Ethics Advisory Committee (Animal Welfare Act 1999 Part 6). Good-Practice-Guide-for-the-use-of-animals-in-research-testing-and-teaching<sup>22</sup> and Te Pūkenga approved code of ethical conduct, which sets out the policies and procedures that must be followed.
- Research involving the environment:
  - Further consideration is required to specify ethical codes for research involving the environment
- Research involving taonga:
  - Further consideration is required to specify ethical codes for research involving taonga

When undertaking a rangahau or research project which spans more than one group of participants (for example animals and humans), reference may be required to multiple frameworks.

Note: It is stressed that the adoption of a Te Ao Māori ontological stance, articulated through a kaupapa Māori lens is not an(other) claim on Māori intellectual sovereignty nor an attempt to colonise unique Māori knowledge. As Pihama<sup>23</sup> notes in reference to Nepe<sup>24</sup> in her discussion of Kaupapa Māori: “*kaupapa Māori knowledge is distinctive to Māori society*”<sup>25</sup>.

# Te Matarau Whānui in Te Pūkenga

Te Pūkenga unites New Zealand's Institutes of Technology and Polytechnics (ITPs) and the transition Industry Training Organisations (ITOs) into a single institution. As the largest tertiary organisation in New Zealand, Te Pūkenga will, through its reach, support the development of regions, communities and businesses in delivering quality, fit for purpose education and applied research.

With the establishment of Te Pūkenga a new research ethics regime is required to enable ethical consideration of rangahau and research undertaken under the auspices of the new tertiary organisation. The new Te Pūkenga rangahau and research regime will supersede individual ITP subsidiary human research ethics frameworks and processes. This involves the adoption of a shared research ethics framework as the foundation for consideration of issues relating to rangahau and research ethics in the new organisation.

Te Pūkenga is adopting a kaupapa<sup>26</sup> Māori approach to the development of Te Matarau Whānui. The kaupapa is grounded in connectedness<sup>27</sup> and is enacted through the four principles which underpin Te Ara Tika guidelines for Māori Research Ethics<sup>28</sup>.

It is intended that Te Matarau Whānui be future focussed and enabling, focussing on the promotion of positive outcomes from research, whilst continuing to ensure research related risks are identified and mitigated.

The objective of the work to date has been to develop a research ethics framework for Te Pūkenga to reflect the Māori-Crown partnerships in order to, (i) ensure that research governance, management, and operations give effect to [Te Tiriti o Waitangi](#); and (ii) recognise that Māori are key actors in regional social, environmental, and economic development” as written into Te Pūkenga Charter<sup>29</sup>. As per Te Pae Tawhiti (2020 to 2025)<sup>30</sup>, the ethical framework should recognise and respect the established rights and interests of Māori, Hapū and Iwi, Pasifika communities and Decile 9/10 communities, including obtaining necessary permissions to use existing mātauranga and giving effect to any established right of participating or affected community, hapū or iwi, to ownership of new knowledge created during the activity.

A further objective in developing Te Pūkenga rangahau and research ethics framework is to normalise kaupapa Māori approaches, Māori worldviews and practices within which research is conceptualised and operationalised within Te Pūkenga. This will help address one of the main concerns for many indigenous peoples in research regarding; respect for their indigenous rights, control over research processes and reciprocity within research relationships to ensure that equitable benefits are realised within indigenous groups<sup>31</sup>. Applying a tikanga-based, Māori ethical framework will not only be of benefit to Māori, but also benefit Pacifica communities and other vulnerable communities.

## Introduction to Te Matarau Whānui

Te Matarau Whānui enunciates the moral principles that govern how researchers and rangahau working in or with Te Pūkenga should carry out their research work.<sup>32</sup> The development of a formal code of research ethics and peer ethical review are widely accepted as fundamental components of the research process.<sup>33</sup> and there are international codes which outline the key elements of the research ethics process.<sup>34</sup> A robust and transparent ethics approval process supports credibility, trust, and integrity between researchers, participants and communities, and facilitates researchers in ongoing reflection, self-awareness and vigilance to issues of privilege, power, authority and control.<sup>35</sup>

Ethical review comprises two fundamental components:

1. Ensuring research leads to positive outcomes and experiences (and does not lead to adverse outcomes or experiences) for researchers and/or participants.
2. Ensuring research increases 'the good of society'.<sup>36</sup>

Te Matarau Whānui outlines the framework of ethical considerations that researchers need to address in a systematic and structured manner prior to commencing their research activities. It enables research to be undertaken in a manner consistent with existing national and international ethical standards, and our intent to normalise Te Ao Māori and encourage collaborative and participatory research approaches (inspired by kaupapa Māori) across Te Pūkenga research ecosystem.

Te Pūkenga has established a sub-committee (Te Ohu Whakahaere) of the Academic Board (Te Poari Akoranga) to oversee, *inter alia*, the development and implementation of a research ethics regime for ākonga and kaimahi rangahau, and research studies undertaken within Te Pūkenga.

To support the continuation of research, two independent ethics committees are being established: An Animal Ethics Committee to oversee the use of animals in teaching and research under the Animal Welfare Act 1999, and a Research Ethics Committee to oversee all research, other than rangahau and research undertaken under the auspices of the Animal Ethics Committee. It is expected this committee will be HRC (Health Research Council) approved.

The scope of applied rangahau and research undertaken under the auspices of Te Pūkenga is broad and spans inquiry involving humans (in a range of contexts); inquiry involving animals; inquiry involving *taonga* (prized objects); inquiry involving creative arts, and inquiry involving the environment.

Rangahau and research projects spanning each of these areas of inquiry require ethical consideration, grounded in the unique regulatory and legislative context within which Te Pūkenga undertakes rangahau and research and statute as it relates to research.<sup>37</sup>

Te Pūkenga intends to adopt a common framework (Te Matarau Whānui) to underpin the consideration of issues relating to rangahau and research ethics. This framework is intended to be holistic. It is important to note that Te Matarau Whānui does not replace ethical consideration appropriate for specific areas of enquiry. Rather it provides a primary lens through which all rangahau and research undertaken under the auspices of Te Pūkenga must be considered.

Te Matarau Whānui | Te Pūkenga Ethical Framework for Rangahau and Research applies to all research projects, whether desk, studio or field-based, undertaken under the auspices of Te Pūkenga. The Ethics Framework applies to all academic staff, non-academic staff, students or trainees, or researchers from other organisations who may work with us on one of our projects.

This document sets out the principles which underpin Te Matarau Whānui. The document must be considered as a work-in-progress (a living document) since it relies upon the development of Te Pūkenga Research ecosystem. Following finalisation of Te Pūkenga Operating Model, Te Matarau Whānui, implementation protocols will be developed.

## Ontological Context

Te Pūkenga has adopted Te Ao Māori, articulated through a kaupapa Māori lens as the ontological basis for the consideration of rangahau and research ethics in Te Pūkenga.

Te Ao Māori “acknowledges the interconnectedness and interrelationship of all living and non-living things”.<sup>38</sup> In Māori knowledge, as in many cultures, everything in the world is believed to be related. People, birds, fish, trees, weather patterns – they are all members of a common family.<sup>39</sup> There is a natural order to the universe, and an overarching principle of balance.<sup>40</sup>

This approach is holistic and seeks to use a broad lens to ground ethical consideration, rather than solely considering the specific (and typically human centred)<sup>41</sup> context of the proposed rangahau or research study.

Within this context, when applied to rangahau and research undertaken under the auspices of Te Pūkenga, it is not sufficient to focus ethical consideration solely within the ethical conventions which may be required for a specific area of inquiry (for example animal welfare legislation,<sup>42</sup> or national health and disability research standards.<sup>43</sup>) Whilst these standards must form a key component of ethical consideration, the wider context within which the study is being undertaken must first be carefully considered.

Whilst acknowledging that ethical consideration (particularly in the context of applied research) is situated and particular, rather than abstract,<sup>44</sup> ethical judgements provide a broader guide to practice.<sup>45</sup> **The purpose of Te Matarau Whānui is to provide a holistic context within which specific ethical consideration can be undertaken.**

This approach to the consideration of ethical issues is relevant to the specific research environment within which rangahau and research is undertaken within Te Pūkenga; and the socio-cultural context of Aotearoa; it is also consistent with emergent international practice, for example One Welfare,<sup>46</sup> environmental ethics,<sup>47</sup> health and social work ethics<sup>48</sup> and, in the wider context, paradigms utilised by indigenous researchers undertaking inquiry within a range of indigenous contexts.<sup>49,50</sup> Holistic ethics is grounded in the “underlying concept of the unity and integral wholeness of all people and of all nature”.<sup>51</sup>

The use of a kaupapa Māori approach to research ethics through this Framework will move our rangahau, research and researchers towards a focus that requires an explicit consideration of the benefits of the research as well as the risks.

# Te Matarau Whānui Scope and Implementation

In developing the Framework (see Appendix 2 for methodology), the following definitions of rangahau and research have been developed by Te Pūkenga Research Ethics working group. It should be noted that the definitions remain a work-in-progress and will be referenced to the Performance Based Research Fund definitions when finalised.

## Definition of Rangahau

Rangahau [ranga (*to bring about*) and hau (*vital essence*)] is a process of finding out or seeking, often in a reflective or psychic sense. It is a pursuit of learning or investigation. Its basis is often sourced from the narratives of old with the application of those lessons to the present day. It is grounded in a cultural perspective, tikanga Māori and *āhuatanga* (aspects of things) Māori, in accordance with its experiences and truths.<sup>52</sup> The word is often used as a Māori translation of research - it is both more and less than that and, like 'kaupapa Māori' before it, will change over time and will develop different definitions for different pursuits.

Rangahau has been defined as the 'seeking of knowledge whereby the process of seeking, the nature of the knowledge and the outcomes are grounded in Te Ao Māori and its associated tikanga Māori'. In this sense rangahau upholds a Māori perspective, is undertaken by Māori people, often scopes different experiences and different truths, and can be, like research, transformative.

Rangahau may or may not be, "*original, of a critical nature, open to public scrutiny or capable of rigorous assessment by experts in a given discipline.*" But it is subject to scrutiny which may be more rigorous or whose rigour maybe bounded by parochial, tribal, or community-derived demands. The 'experts' are community leaders, possessors of mātauranga or those influenced by the outcomes of the pursuit. Rangahau as an exercise is also subject to tikanga – 'ethics-like' rules which, for this exercise, should be considered as one and the same.

## Definition of Research

Research underpins our understanding of the nature of reality and how we come to know and do things. For a formal process of research, Te Pūkenga has adopted the Performance-Based Research Fund (PBRF) definition of research as noted below:<sup>53</sup>

- Research is original, independent investigation undertaken to contribute to knowledge and understanding and, in the case of some disciplines, cultural innovation or aesthetic refinement.
- Research typically involves inquiry of an experimental or critical nature driven by hypotheses or intellectual positions capable of rigorous assessment by experts in a given discipline.

- Research includes work of direct relevance to the specific needs of iwi, communities, government, industry and commerce. In some disciplines, research may be embodied in the form of artistic works, performances or designs that lead to new or substantially improved insights.

Research may include:

- contributions to the intellectual underpinning of subjects and disciplines (for example, dictionaries and scholarly editions)
- the creation of new artefacts
- the use of existing knowledge in experimental development to produce new or substantially improved, materials, devices, products, communications or processes
- the synthesis and analysis of previous research to the extent that it is new and creative.

Research findings must be open to scrutiny or formal evaluation by experts within the field. This may be achieved through various forms of dissemination including, but not limited to, publication, manufacture, construction, public presentation, or provision of confidential reports. Activities that are part of routine standard practice and do not embody original research are excluded, such as:

- routine testing
- data collection
- preparation for teaching
- the legal and administrative aspects of intellectual property protection and commercialisation activities.

### Scope of Rangahau/Research Covered by Te Pūkenga Research Ethics Framework

All rangahau and research undertaken which meets one or more of the criteria for research specified in the PBRF definition is covered by this Framework.

Te Pūkenga Research Ethics Framework applies to all rangahau and research work, whether desk, studio or field-based, across all disciplines undertaken under the guidance of Te Pūkenga. This Ethics Framework applies to all Te Pūkenga *kaimahi* (workers), rangahau/researchers and *ākonga* (learners), and *kaimahi*/staff from other organisations who may work with us on our projects or are seeking ethics approval as a parented organisation.

Our principles have been specifically developed to encompass all forms of rangahau and research undertaken by Te Pūkenga, whether technical/scientific, practical or critical/emancipatory.

Te Pūkenga undertakes a broad range of activity that can be considered rangahau and research, involving a very broad array of participants. Some participants, when provided with appropriate knowledge about their potential participation in a project, can make an informed decision about whether or not they are willing to participate in the project.

Many participants however are not able to make an informed decision, for example children, the elderly, adults who may have difficulty understanding the technical language commonly used in research, our ancestors, animals, and the environment.



Our research ethics framework applies to all existing knowledge (both published and unpublished) used by researchers as part of the research project, all participants in the project, and how we publish our findings.

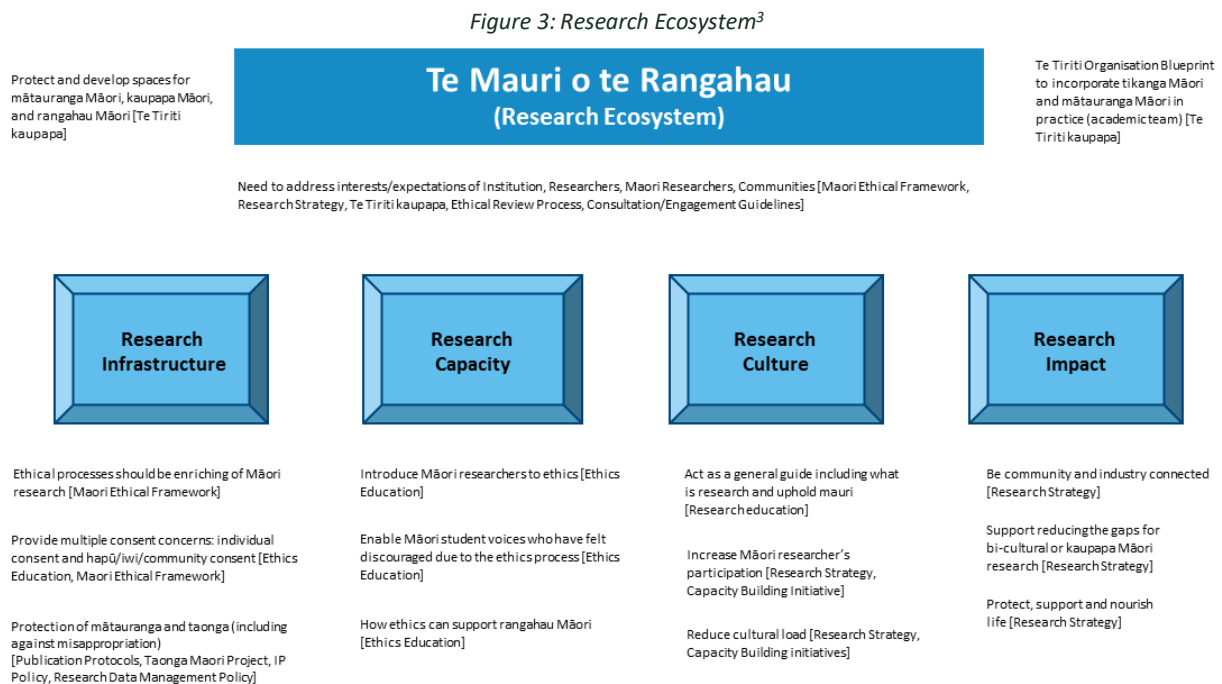
### Research Ecosystem

Governance of Te Pūkenga Research Ethics Framework will rest with the Rangahau, Research and Postgraduate Sub-Committee (Te Ohu Whakahaere) a sub-committee reporting to Te Pūkenga Academic Board (Te Poari Akoranga).

There will be an independent Te Pūkenga National Human Ethics Committee (Te Ohu Whakahaere Tikanga Matarau) reporting to Te Ohu Whakahaere. The purpose of the Human Ethics committee will be to ensure Te Pūkenga is compliant with national and international standards for human ethics and that Te Pūkenga develops and implements an appropriate rangahau Māori and research ethics ontology and related processes.

The National human ethics committee will be Health Research Council accredited and will have an external, independent chair and representative external and internal committee members to ensure independence and transparency and to ensure consistency of oversight of ethics processes at Te Pūkenga campuses. Te Pūkenga membership will cover the principal research foci/discipline areas of the institution with a whole-of-institution focus.

It is expected the following research ecosystem, developed with input from Professor Maui Hudson, following consultation with Te Pūkenga Rangahau Māori Forum, will be progressively implemented in Te Pūkenga (Figure 3):



<sup>3</sup> Note: this diagram is conceptual and will need to be re-drawn in the final document

## Implementation of the Framework

Following approval of the Framework, work will be required to develop the process, policies and guidelines for use of the new Te Pūkenga Ethics Framework and also the questions that should be addressed when putting together a research or teaching proposal where ethics approval is required. A Te Pūkenga Research Ethics Working group will need to continue to work through the application of the new Framework for consideration of research related to Environment and Taonga/Culture.

The following broad steps will be required to implement Te Matarau Whānui:

**Adoption of Te Matarau Whānui and National Codes:** Te Pūkenga (Te Poari Akoranga, Te Pūkenga Executive, and Te Pūkenga Council) formally adopts Te Matarau Whānui (as a 'living' document) in addition to the following National Codes as the basis for human ethics in Te Pūkenga:

- The National Ethics Advisory Committee National Ethical Standards for Health and Disability Research and Quality Improvement.
- The Royal Society Code of Professional Standards and Ethics in Science, Technology, and the Humanities.
- The Health Research Council Te Ara Tika framework for addressing Māori ethical issues within the context of decision-making by ethics committee members.

**Socialisation:** Once a framework has been approved socialisation can begin through working with existing research ethics committees in the network. This will ensure that the new kaupapa is understood, staff development is underway and everything is in place ready for the start of 2023.

**Establishment of Committees:** The new Te Pūkenga Human Ethics Committee will be appointed and process of ethics harmonisation can commence. The Human Research Ethics Committee will seek HRC accreditation. As part of the process, the composition of regional ethics committees, including the proposed HRC approved Ethics Committee will need to be considered by the Oho.

**Initial Implementation:** Implement the new Framework for all research involving Human Ethics considerations. This will require the implementation of appropriate application screening and escalation protocols.

**Ongoing Development.** Te Matarau Whānui is a living document. Ongoing development of the holistic research ethics environment for Te Pūkenga, grounded in kaupapa Māori will be required.

**Ongoing Implementation.** Adopt the new holistic research ethics approach to include consideration of research areas other than those involving humans.

The implementation model briefly described above will also require implementation of ongoing professional development and training of staff across Te Pūkenga, along with development and implementation of the research ecosystem.

# Appendix 1: Te Pūkenga Charter

## Schedule 13 Te Pūkenga—New Zealand Institute of Skills and Technology’s charter

1. Te Pūkenga—New Zealand Institute of Skills and Technology exists to perform the functions set out in [section 315](#).
2. Te Pūkenga—New Zealand Institute of Skills and Technology is to be responsive to the needs of all regions of New Zealand and their learners, industries, employers, and communities.
3. To meet the needs of regions throughout New Zealand, Te Pūkenga—New Zealand Institute of Skills and Technology must—
  - (a) offer in each region a mix of education and training, including on-the-job, face-to-face, and distance delivery that is accessible to the learners of that region and meets the needs of its learners, industries, and communities; and
  - (b) operate in a manner that ensures its regional representatives are empowered to make decisions about delivery and operations that are informed by local relationships and to make decisions that meet the needs of their communities; and
  - (c) ensure that international learners are attracted to train and study in regions throughout New Zealand; and
  - (d) ensure that there is collaboration across its national network; and
  - (e) maintain a high-quality, coherent network of infrastructure that meets regional skills needs.
4. Te Pūkenga—New Zealand Institute of Skills and Technology must operate in a way that allows it to—
  - (a) empower students and staff on academic, non-academic, and well-being matters and matters relating to the organisation’s practices and services; and
  - (b) develop meaningful partnerships with—
    - i. industry across the country, including Māori and Pacific employers, smaller employers, and those operating in niche sectors; and
    - ii. (ii) communities at a local level, including hapū and iwi, and Pacific communities; and
  - (c) use the insights gained through partnerships to—
    - i. develop and provide vocational education and training that meets short-term and long-term skills needs; and
    - ii. (ii) expand industry training into smaller employers and niche sectors; and
    - iii. (iii) align education and training delivery to support the unique social and economic goals of local communities; and
    - iv. (iv) work towards equity for learners and staff of different genders, ethnicities, cultures, and abilities; and
  - (d) reflect Māori-Crown partnerships in order to—
    - i. ensure that its governance, management, and operations give effect to [Te Tiriti o Waitangi](#); and
    - ii. (ii) recognise that Māori are key actors in regional social, environmental, and economic development; and

- iii. (iii) respond to the needs of and improve outcomes for Māori learners, whānau, hapū and iwi, and employers; and
  - (e) (e) hold inclusivity and equity as core principles, recognising and valuing the diversity of all of its learners, and providing the unique types of support different learners need to succeed; and
  - (f) (f) meet the needs of all of its learners, in particular those who are under-served by the education system, including (without limitation) Māori, Pacific, and disabled learners; and
  - (g) (g) promote equitable access to learning opportunities for learners across all regions; and
  - (h) (h) have culturally responsive delivery approaches, whether on campus, in the workplace, online, or otherwise; and
  - (i) work collaboratively with schools, wānanga, and other tertiary education organisations (including workforce development councils) to improve the outcomes of the education system as a whole, including the transition of learners into employment.
- 5. In giving effect to clause 4, Te Pūkenga—New Zealand Institute of Skills and Technology must ensure that—
  - (a) students and employers can transition seamlessly between delivery sites and educational modes, including between workplaces and other forms and places of learning; and
  - (b) programmes of study and qualifications are portable and consistent, yet flexible enough to meet local needs; and
  - (c) the academic integrity of the education and training programmes it delivers is protected; and
  - (d) New Zealand’s reputation as a quality study destination for international learners is sustained; and
  - (e) the range of education and training options available to learners and employers is appropriately broad and current; and
  - (f) future skill needs are anticipated and quickly responded to; and
  - (g) teaching and learning is supported by research, evidence, and best practice; and
  - (h) learning pathways provide learners with a range of opportunities to progress to higher levels of education and training, and also into employment; and
  - (i) the needs of adult and second-chance learners are afforded high priority.

# Appendix 2: Development Methodology

## Development Methodology

The following methodology was used to develop Te Matarau Whānui:

### **Stage 1: Development of a Māori Ethics framework to guide research and research processes, as well as the use of animals in teaching across Te Pūkenga.**

*This initial consultation stage involved members from the Rangahau Māori Forum, experts at Waikato University and EIT researchers.*

1. Kohikohi whakaaro: Review existing Māori frameworks<sup>54</sup> and bring commonalities of these together;
2. Hui tuatahi: workshop with Rangahau Research Forum on Māori frameworks, Māori ontology, and key elements of a Te Pūkenga ethical framework;
3. He kōwhiringa: Draft options for a Te Pūkenga ethical framework;
4. Hui tuarua: Workshop the options with Rangahau Research Forum and key stakeholders; and
5. Prepare a draft Te Pūkenga Ethics framework to guide research and research processes in preparation for Stage 2.

### **Stage 2: Test and Modify the proposed Working Framework**

*This mahi involved Te Pūkenga Research Directors and Managers and focussed on developing training material and application processes and forms for the trial phase. Testing was coordinated through research directors/centre, and the Chairs/members of five Research Ethics Committees with the help of a number of rangahau/researchers within Te Pūkenga.*

1. Test the new framework using a number of varied ethics applications to understand how it operates and consider any modifications that need to be made.
2. Consult existing Ethics Committees and members to gain valuable feedback regarding operation of the framework
3. Test the new Framework in relation Human Ethics as well as additional areas where up to now there has not been a process for consideration of Research Ethics (eg Research involving the Environment and Taonga/Culture)
4. Make any modifications necessary following feedback, and prepare final version Framework for consideration and approval as the new Kaupapa Māori Te Pūkenga Ethics Framework via Poari Akoranga and then Te Pūkenga Council.

### **Stage 3: Develop the Operational Processes required for use of the Framework for Decisions regarding Research Ethics**

*Work yet to be allocated but refer Implementation.*

# Notes

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- <sup>1</sup> Participant: <https://maori.english-dictionary.help/maori-to-english-meaning-kaiuru>. In the context of the mātāpiro (principles), participant is defined holistically as any and all actors engaged in a research study; human and non-human, animate and inanimate.
- <sup>2</sup> <https://www.legalmaori.net/dictionary?omni=waeture>. Defined in English as ‘regulation’
- <sup>3</sup> <https://www.legalmaori.net/dictionary?omni=matapono>. Defined in English as ‘principles’
- <sup>4</sup> Maui Hudson and others *Te ara tika: guidelines for Māori research ethics: a framework for researchers and ethics committee members* (Health Research Council of New Zealand on behalf of the Pūtaiora Writing Group, Auckland, NZ, 2010) at 3.
- <sup>5</sup> <https://www.legislation.govt.nz/act/public/2020/0038/latest/LMS170676.html>
- <sup>6</sup> Museum of New Zealand Te Papa Tongarewa “The full text of Te Tiriti o Waitangi | The Treaty of Waitangi” (9 November 2020) Museum of New Zealand Te Papa Tongarewa, Wellington, NZ
- <sup>7</sup> <https://www.legalmaori.net/dictionary?omni=people>
- <sup>8</sup> Maui Hudson and others *Te ara tika: guidelines for Māori research ethics: a framework for researchers and ethics committee members* (Health Research Council of New Zealand on behalf of the Pūtaiora Writing Group, Auckland, NZ, 2010) at 3.
- <sup>9</sup> Consideration was also given to the adoption of the Community-Up Model (Refer : Smith, L. and Cram, F, 2001 : <http://www.rangahau.co.nz/ethics/166/> and, in a broader context : Pippi and Colleagues (2004). A Research Ethic for Studying Māori and Iwi Provider Success. *Social Policy Journal of New Zealand*, Issue 23, December 2004). The Community-Up Model has seven elements: Whanaungatanga; Manaakitanga; Aroha; Mahaki; Mana; Titiro, whakarongo, korero; Kia Tupato. These elements are focussed on research involving people and their communities, whereas Te Ara Tika principles can be applied in a broad range of contexts. The adoption of Te Ara Tika principles does not, of course, preclude the use of the Community-Up principles in relevant rangahau and research projects. As rangahau develops and the articulation in academic contexts of Māori ethical philosophy further frameworks are likely to develop, in which case the current principals will need to be revisited.
- <sup>10</sup> Maui Hudson, 2004. “A Maori Perspective on Ethical review in (Health) Research”. In *Tikanga Rangahau, Matauranga Tuku Iho*. P 57
- <sup>11</sup> RSNZ “Code of Professional Standards and Ethics in Science, Technology, and the Humanities” (2022) Royal Society Te Apārangi <<https://www.royalsociety.org.nz/who-we-are/our-rules-and-codes/code-of-professional-standards-and-ethics/code-of-professional-standards-and-ethics-in-science-technology-and-the-humanities/>>.
- <sup>12</sup> Refer Kant’s concept of Categorical(moral) Imperative (<https://plato.stanford.edu/entries/kant-moral/>)
- <sup>13</sup> For a general overview refer: <https://plato.stanford.edu/entries/consequentialism/>.
- <sup>14</sup> Note, whilst the lens is consequentialist, it is not utilitarian (refer for example: Bentham, *The Principles of Morals and Legislation*, Mill, *Utilitarianism*, Singer, *Writings on an Ethical Life*). The objective of the consequentialist lens is to consider the likely consequences of the proposed study, not to determine general or specific utility
- <sup>15</sup> Maui Hudson and others *Te ara tika: guidelines for Māori research ethics: a framework for researchers and ethics committee members* (Health Research Council of New Zealand on behalf of the Pūtaiora Writing Group, Auckland, NZ, 2010) at 3.
- <sup>16</sup> Te Puni Kōkiri and Ministry of Health *Health sector ethics* (Ministry of Māori Development, Wellington, NZ, 1994).
- <sup>17</sup> Refer Maui Hudson and others *Te ara tika: guidelines for Māori research ethics: a framework for researchers and ethics committee members* (Health Research Council of New Zealand on behalf of the Pūtaiora Writing Group, Auckland, NZ, 2010) at 3. PP 3-4.
- <sup>18</sup> HA Came “Doing research in Aotearoa: a Pākehā exemplar of applying Te Ara Tika ethical framework” (2013) 8 Kōtuitui: New Zealand Journal of Social Sciences Online 64 at 71.
- <sup>19</sup> Refer: “Environmental research Ethics – National Principles and Guidelines”. (1998). *Australian Journal of Environmental Management*, V5; Gunn, A.S. (2007). Environmental ethics in a New Zealand context. *New Zealand Journal of Forestry*, 51(4), 7-12.
- <sup>20</sup> Royal Society of New Zealand Te Apārangi “Code of Professional Standards and Ethics” Royal Society Te Apārangi <<https://www.royalsociety.org.nz/who-we-are/our-rules-and-codes/code-of-professional-standards-and-ethics/>>.
- <sup>21</sup> National Ethics Advisory Committee *National Ethical Standards for Health and Disability Research and Quality Improvement* (Ministry of Health, 2019).

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<sup>22</sup> National Animal Ethics Advisory Committee *Good Practice Guide for the use of animals in research, testing and teaching* (Ministry of Primary Industries | Manatū Ahu Matua, 2021)  
<<https://www.mpi.govt.nz/dmsdocument/33585-Good-Practice-Guide-for-the-use-of-animals-in-research-testing-and-teaching>>.

<sup>23</sup> Pihama, L (2015) *Kaupapa Māori Theory: Transforming Theory in Aotearoa*, in Pihama, L., Tiakiwai, S-J., and Southey, K. (eds.) *Kaupapa Māori: A Reader*. Te Kotahi Research Institute, The University of Waikato, Kirikiriroa, Waikato

<sup>24</sup> Nepe, T.M. (1991). *Te toi huarewa tipuna : Kaupapa Maori, an educational intervention system*. Masters Thesis, University of Auckland: <https://researchspace.auckland.ac.nz/handle/2292/3066?show=full>

<sup>25</sup> Refer also: Ministry of Justice (2001). *He Hīnātore ki te Ao Māori: A glimpse into the Māori world*. New Zealand Government, Wellington. Pp9-11.

<sup>26</sup> Defined for this document as: principles and ideas which act as a base or foundation for action. A kaupapa is a set of values, principles and plans which people have agreed on as a foundation for their actions (refer: <https://teara.govt.nz/en/papatuanuku-the-land/page-8#:~:text=Kaupapa%20means%20principles%20and%20ideas,a%20foundation%20for%20their%20actions.>)

<sup>27</sup> Te Ahukaramū Charles Royal, 'Te Ao Mārama – the natural world - An interconnected world', Te Ara - the Encyclopedia of New Zealand, <http://www.TeAra.govt.nz/en/te-ao-marama-the-natural-world/page-2> (accessed 20 September 2022) (<https://teara.govt.nz/en/te-ao-marama-the-natural-world/page-2>).

<sup>28</sup> Maui Hudson and others *Te ara tika: guidelines for Māori research ethics: a framework for researchers and ethics committee members* (Health Research Council of New Zealand on behalf of the Pūtaiora Writing Group, Auckland, NZ, 2010)

<sup>29</sup> Education and Training Act 2020, Schedule 13, s 4(d) (Te Pūkenga—New Zealand Institute of Skills and Technology's charter) Refer also Appendix 1.

<sup>30</sup> <https://www.xn--tepenga-szb.ac.nz/news/te-pae-tawhiti-comes-alive/>

<sup>31</sup> Hudson, M.L. & Russell, K. (2009). The Treaty of Waitangi and Research Ethics in Aotearoa. *Journal of Bioethical Inquiry*, 6(1), 61-68.

<sup>32</sup> Wellcome Trust *Ensuring your research is ethical: A guide for Extended Project Qualification students* (2014).

<sup>33</sup> Hedgecoe, A (2009), "A form of Practical Machinery: The origins of Research Ethics Committees in the UK: 1967-1972" *Medical History*, Volume 53, Issue 3, Pp 331-350

<sup>34</sup> The international codes include, for example, the Nuremburg Code (1949), the Helsinki Declaration (1964), The Belmont Report (1979) and, more recently, the UNESCO Universal Declaration on Bioethics and Human Rights (2005).

<sup>35</sup> HA Came "Doing research in Aotearoa: a Pākehā exemplar of applying Te Ara Tika ethical framework" (2013) 8 *Kōtuitui: New Zealand Journal of Social Sciences Online* 64 at 71.

<sup>36</sup> Refer Principal 2 of the Nuremburg Code (1949)

<sup>37</sup> Refer: Dawson, J. And Peart, N. (eds.) (2003). *The Law of Research: A guide*. University of Otago Press, Dunedin

<sup>38</sup> <https://ourlandandwater.nz/about-us/te-ao-maori/>. Refer also Tauri Stewart, G. (2021) *Māori Philosophy: Indigenous Thinking from Aotearoa*, pp55-57. Bloomsbury, London

<sup>39</sup> <https://teara.govt.nz/en/te-ao-marama-the-natural-world/page-2>. Te Ahukaramū Charles Royal, 'Te Ao Mārama – the natural world - An interconnected world', Te Ara - the Encyclopedia of New Zealand, <http://www.TeAra.govt.nz/en/te-ao-marama-the-natural-world/page-2> (accessed 5 September 2022). Refer also Ministry of Justice (2001) *He Hīnātore ki te Ao Māori* (A Glimpse into the Māori World), Wellington.

<sup>40</sup> Garth Harmsworth (2010) respecting Māori World Views.

[https://icm.landcareresearch.co.nz/knowledgebase/publications/public/Maori\\_world\\_view\\_ICM\\_2010.pdf](https://icm.landcareresearch.co.nz/knowledgebase/publications/public/Maori_world_view_ICM_2010.pdf)

<sup>41</sup> Refer for example Levinas, E. (1969) *Totality and Infinity: An essay on exteriority*, XanEdu, Livonia, USA, and (1998) *Otherwise than Being or Beyond Essence*, XanEdu, Livonia, USA for ethical discussions which appear to limit ethical consideration (and therefore rights) to the human ('responsibility for the other'), and to exclude ethical consideration of non-human species, the environment, or artifacts. Several commentators have, however, noted a broader ecological reading of Levinas extends consideration of 'the other' to embrace the wider ecosystem.

<sup>42</sup> National Animal Ethics Advisory Committee *Good Practice Guide for the use of animals in research, testing and teaching* (Ministry of Primary Industries | Manatū Ahu Matua, 2021)

<<https://www.mpi.govt.nz/dmsdocument/33585-Good-Practice-Guide-for-the-use-of-animals-in-research-testing-and-teaching>>.

<sup>43</sup> National Ethics Advisory Committee *National Ethical Standards for Health and Disability Research and Quality Improvement* (Ministry of Health, 2019).

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<sup>44</sup> Beshty, W. (2015) "Toward an Aesthetics of Ethics" p19, in Beshty (ed.) *Ethics*, Whitechapel Gallery and The MIT Press, London. (Series: *Documents of Contemporary Art*). In a wider context, for a discussion of situated ethics (albeit polemical), refer Badiou, A. 2001) *Ethics, An Essay on the Understanding of Evil*. (trans. Peter Hallward). Verso, London.

<sup>45</sup> Singer, P. (1988) *Writings on an Ethical Life*. P8-13. Fourth Estate, London.

<sup>46</sup> <https://www.onewelfareworld.org/>

<sup>47</sup> Refer for example: Schrader-Freschette, K. (1996). Individualism, Holism and Environmental Ethics. *Ethics and the Environment*. 1(1) pp55-69. Cochrane, A. 'Environment Ethics', in: *The Internet Encyclopaedia of Philosophy*, <https://iep.utm.edu/envi-eth/>. Accessed 7 September 2022.

<sup>48</sup> Refer for example: Keegan L, Keegan GT. (1992) A concept of holistic ethics for the health professional. *Journal of Holistic Nursing*. Sep;10(3):205-17:

<https://pubmed.ncbi.nlm.nih.gov/1301426/#:~:text=Holistic%20ethics%20involves%20a%20basic,and%20wholeness%20within%20the%20self>; Abramson M. (1996) Toward a more holistic understanding of ethics in social work. *Soc Work Health Care*. 23(2):1-14.: <https://pubmed.ncbi.nlm.nih.gov/8858779/>

<sup>49</sup> Refer for example: George, L., Tauri, J. & Te Ata o Tu McDonald, L., (2020) *Indigenous Research Ethics: Claiming Research Sovereignty beyond Deficit and the Colonial Legacy*. Advances in Research Ethics and Integrity (Volume 6). Emerald Insight: <https://www.emerald.com/insight/publication/doi/10.1108/S2398-6018202006>; The University of British Columbia: <https://opentextbc.ca/indigenizationresearchers/chapter/indigenous-ethics-and-mindset/#:~:text=While%20there%20is%20much%20diversity,respectful%20relationship%20with%20the%20land>;

The University of Melbourne: <https://unimelb.libguides.com/c.php?g=932536&p=6741081>;

<sup>50</sup> Refer for example: Wilson, S. (2008). *Research as Ceremony: Indigenous Research Methods*. Fernwood Publishing, Halifax & Winnipeg. Pp73-77; Kovach, M. (2010). *Indigenous Methodologies: Characteristics, Conversations and Contexts*. University of Toronto Press, Toronto

<sup>51</sup> Keegan L, Keegan GT. (1992) A concept of holistic ethics for the health professional. *Journal of Holistic Nursing*. Sep;10(3):205-17:

<sup>52</sup> "Understanding rangahau" (2022) Te Wānanga o Aotearoa <<https://www.twoa.ac.nz/hononga-stay-connected/news-events/2017/11/21/understanding%20rangahau>>.

<sup>53</sup> The Tertiary Education Commission *Performance-Based Research Fund Guidelines for tertiary education organisations participating in the 2018 Quality Evaluation* (2018) at 14.

<sup>54</sup> Frameworks including but not limited to those referenced alongside (Came, 2013; Citation: National Ethics Advisory Committee – Kāhui Matatika o te Motu, 2012; Cram, 2003, 2007; M. Hudson et al., 2010; National Ethics Advisory Committee., 2019; Simmonds, 2020)



5.2. Report from Interim Kaimahi  
Committee on meeting held 18 October  
2022 (Verbal)

## Pūrongo Kaunihera a Te Pūkenga Council Report

28 November 2022

<b>Title</b>	Interim Learner Advisory Committee (ILAC) – Unconfirmed Open Minutes – 11 October 2022
<b>Provided by</b>	Jordan Gush, Co-Chair of the Committee
<b>Author</b>	Becca Brooke – Learner Governance Lead, Learner Journey and Experience
<b>For</b>	<b>Information</b>

### Te Taunaki | Recommendation(s)

It is recommended that the Council:

a.	Receive the report; and
b.	Note the unconfirmed open minutes (Appendix 1) and meeting summary for the Interim Learner Advisory Committee (ILAC) meeting that took place on 11 October 2022.

### Te pūtake o tēnei pūrongo | Purpose of this report

1. The purpose of this report is for the Council to receive the unconfirmed open minutes (Appendix 1) and meeting summary for the Interim Learner Advisory Committee (ILAC) meeting that took place on 11 October 2022.

### Putanga kōrero | Key points

2. Ministry of Education attended the meeting to discuss and get feedback on the Combined International Student and Domestic Tertiary Dispute Resolution Scheme and the engagement plan. ILAC raised points with MOE around:
  - The need for cultural awareness and competence
  - How work-based learning employment matters will be handled
  - Performance, monitoring and reporting on the scheme to learners
  - The need for plain language and accessible visuals when engaging with learners
  - Access for learners to independent advice.
3. ILAC received presentations and provided feedback on:
  - Combined International and Domestic Tertiary Dispute Resolutions Scheme
  - Draft National Policy Statement for Learner Voice and Engagement
  - Draft Learner Charter – rights and responsibilities

### **Recommended appointment of Te Poari Akoranga (TPA) ILAC Member**

4. Member Skyla Flowers advised that she had stepped down as ILAC representative on TPA due to other commitments. ILAC approved a recommendation to appoint Member Henry Geary as replacement ILAC representative on TPA.
  
5. Co-Chair Dahrian Watene was congratulated for receiving a Prime Ministers Scholarship for a business exchange programme in Japan.

### **Topics of discussion**

#### ***Combined International Student and Domestic Tertiary Dispute Resolution Scheme – MOE***

6. Ministry of Education representatives advised that they were proposing that the Domestic Tertiary Student Resolution Scheme be combined with the International Student Dispute Resolution Scheme to create one scheme for all tertiary students (domestic and international).
7. As part of this work, the Ministry was keen to work with learners to help shape the consultation process and to obtain initial feedback to improve the navigation of the scheme for learners. ILAC raised points for consideration as outlined in the minutes of the meeting.

#### ***Draft National Policy Statement for Learner Voice and Engagement - Introduction***

8. Staff provided a brief outline of the purpose of the draft National Policy Statement (NPS) which was to set a national direction and standards for Learner Voice and Engagement.
9. It was noted that the draft NPS was a work-in-progress, and that staff would value initial input from ILAC to help refine and develop key aspects. Other key learner related policy and supporting documents were or would be developed and connect through to the NPS. ILAC provided feedback as outlined in the minutes. A final version of the NPS would be brought back to ILAC to endorse before going to Council.

#### ***Draft Learner Charter - Introduction***

10. Staff provided a brief overview of the draft Learner Charter which was to be a key overarching document in what will be a comprehensive suite of learner policy and related documents. The Learner Charter provides a high-level articulation of the relationship between Te Pūkenga and its learners and sets out rights and responsibilities that learners have during their learning journey with Te Pūkenga.
11. ILAC provided initial feedback as detailed in the minutes and it was noted that a final version of the document would be brought back to ILAC before finalising.

### **Ngā Tāpirihanga | Appendices**

Appendix 1 - unconfirmed Open Minutes for the Interim Learner Advisory Committee (ILAC) Meeting that took place on 11 October 2022.

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## Te Pūkenga Interim Learner Advisory Committee (ILAC) OPEN Minutes

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Minutes of a meeting of the Interim Learner Advisory Committee held via audio-visual link on Tuesday, 11 October 2022 at 5.30pm

### PRESENT

**Members:**

- Jordan Gush (Co-Chair)
- Dahrian Watene (Co-Chair)
- Hamish Duncan
- Ezra Tamati
- Skyla Flower
- Henry Geary
- Lupe Kautoke
- Nina Lee Griffith

**In attendance:**

- Becca Brooke (Learner Governance Lead)
- Aayla Peebles (Learner Partnerships Advisor)
- Annie Waterworth (Implementation Lead)
- Katrina Thomas (Principal Advisor)

**Note:** *This ILAC meeting was originally scheduled to take place on 4 October 2022, however, due to lack of quorum, it was rescheduled to take place on 11 October 2022.*

### 1) Karakia Timatanga

The meeting was opened at 5.30pm with a Karakia Timatanga from Co-Chair Jordan Gush.

### 2) Welcome

Attendees from Ministry of Education – Zoe Brown and Julia White were welcomed to the meeting. They spoke to item 7 (Combined International Student and Domestic Tertiary Dispute Resolution Scheme).

### 3) Apologies

**Resolved:** (Jordan Gush/Nina Lee Griffith)

That the apologies from Cecily Zhou for absence are received and accepted.

### 4) Confirmation of Agenda

**Resolved:** (Jordan Gush/Hamish Duncan)

That the agenda is confirmed.

### 5) Declarations of Interest

There were no declarations of interest.

### 6) Confirmation of 16 August 2022 OPEN Interim Learner Advisory Committee Meeting Minutes

**Resolved:** (Hamish Duncan/Skyla Flowers)

That ILAC confirm the open minutes of the interim Learner Advisory Committee meeting that took place on 16 August 2022 as a true and correct record.

### 7) Combined International Student and Domestic Tertiary Dispute Resolution Scheme – Ministry of Education

*Presentation was provided by Zoe Brown and Julia White – Ministry of Education (MOE).*

ILAC were provided with a brief outline of the work the Ministry of Education were undertaking to improve the disputes system for domestic and international learners and providers. It was proposed that the Domestic Tertiary Student Resolution Scheme be combined with the International Student Dispute Resolution Scheme to create one scheme for all tertiary students (domestic and international).

As part of this work, the ministry was keen to work with learners to help shape the consultation process and to obtain initial feedback to improve the navigation of the scheme for learners.

#### ILAC raised the following points:

- How work-based learners would fit into the scheme regarding contractual/employment issues? It was noted this point needed to be further clarified.
- It was important that the organisation and staff running the scheme/process be equipped and trained around cultural awareness and competency. There needed to be a minimum standard regarding cultural competency that was consistent across

the board. Cultural competency was important to learners especially with sensitive issues like this and needed to be thought about carefully as the scheme was developed further and then implemented.

- With respect to the cultural competency panel mentioned, learners were keen to understand the make-up of this group. It was important that there was adequate representation from both universities and polytechnics, and that underserved learners had a strong voice.
- It was important to learners that there was regular monitoring and reporting around the performance of the scheme. Learners were keen to understand how performance would be measured and reported back.
- It was noted that MOE needed to work with various organisations to socialise the scheme and make it more accessible across the board, but especially for work-based learners.
- The use of plain language was important to enable learners to understand consultation process and navigate the scheme itself. How the consultation document was presented to learners was important, for example, lots of learners needed more visual tools/prompts rather than just written documents.
- More thought was needed to on how learners could be provided neutral assistance/advice with the process/scheme. Independent student advocates/representatives should be made available to provide advice and assist learners with the process.

**ACTION:** ILAC requested further information about provisions for cultural awareness and competency training withing the scheme and would like to understand more about what the consultation document and process will look like.

**Resolved:** (Hamish Duncan/Skyla Flowers)

That ILAC receive the overview and presentation from MOE on the Combined International Student and Domestic Tertiary Dispute Resolution Scheme and request staff note any feedback provided by the committee.

*Following the above item, Item 11 – General Business - Future of Learner Voice Update was taken to accommodate availability of presenters.*

### **11) General Business (Future of Learner Voice Update)**

The Learner Partnerships Advisor provided an update on the co-design process and timeline for the Future of Learner Voice mahi. She noted that the approach had been adjusted to take into account the time of year and availability of learners.

ILAC queried whether there would be an opportunity for wider engagement (in addition to the work taking place with the co-design group). It was noted that this year, the team were

focussing on the high-level design and that next year, there would be further opportunity to refine and engage further with a wider group of learners.

**Resolved:** (Lupe Kautoke/Jordan Gush)

That ILAC receive the update on the 'Future of Learner Voice' co-design process.

## 8) Draft National Policy Statement for Learner Voice and Engagement - Introduction

*A presentation was provided by the Implementation Lead - Learner and Whanau Engagement.*

It was noted that the purpose of the National Policy Statement (NPS) was to set a national direction for Learner Voice and Engagement.

The objective of the NPS was to ensure that:

- Learner voice informs the ongoing direction and mahi of Te Pūkenga and the learner experience.
- Learner voice influences and informs the development of policies and strategies that affect learners.
- Wherever possible learners co-design the way in which learning, teaching and services are developed and implemented.
- Any development considers the needs of learners, especially Māori, Pacific, and Disabled learners.

It was noted that the draft NPS was a work-in-progress, and that staff would value input from ILAC and other key learner groups to help refine and develop the document further. Other key learner related policy and supporting documents were or would be developed and connect through to the NPS. A final version of the NPS would be brought back to ILAC to endorse before going to Council.

### **ILAC raised the following points:**

- Whether there will be further support and direction provided to the network through this policy statement around what good learner consultation/engagement looks like.
- There was a perception that universities have higher value qualifications than polytechnics and that the definition of excellence in each setting is interpreted differently. Te Pūkenga definition of excellence should align not only to academic excellence but to individual achievement at all levels and types of qualifications. Excellence represents the journey and the achievements of the whole person and that of their whanau.
- Agree that the three additional principles that underpin learner voice should be included in the document.
- The word 'empowerment' is missing.
- Pacifica voice needed to be specifically invited in to speak/contribute their voice. The NPS needs to enable this voice to come through by encouraging a proactive and direct approach to seeking feedback from this group of learners and their whanau. It also needed to be recognised that the individual and whanau are not considered separate for the pacific community.
- Generally happy with the five statements. Like that 'key partners' have been combined with learners being at the center.

- A holistic and humanistic approach needs to be at the forefront. This can be reinforced through this statement.
- The feedback loop regarding performance measures for this policy statement must be clear with key expectations set for the network in monitoring and reporting.
- There needs to be sufficient resources in place to capture and facilitate student voice. Need to have people who understand learners in key roles.

**Resolved:** (Hamish Duncan/Lupe Kautoke)

That ILAC receive the overview and presentation on the Draft National Policy Statement for Learner Voice and Engagement and request that staff note any feedback provided by the committee.

## 9) Draft Learner Charter - Introduction

*Presentation provided by Principal Advisor Learner with Whanau Engagement.*

It was noted that the Learner Charter was a key overarching document in what will be a comprehensive suite of learner policy and related documents. It provides a high-level articulation of the relationship between Te Pūkenga and its learners. It sets out high level rights and responsibilities that learners have during their learning journey with Te Pūkenga.

The Charter is intended to guide learners and Te Pūkenga in upholding its obligations, values, and aspirations. ILAC was invited to review this draft Learner Charter and provide any feedback.

**ILAC raised the following points:**

- The readability of the document was good and appreciated the different sections in terms of the learner journey.
- The draft charter seemed quite heavy on what Te Pūkenga would do for learners but may need some further clarification around responsibility of learners and how learners should honour Te Tiriti o Waitangi.
- Reciprocity of relationships between tutors, teaching staff and learners needs to be articulated more clearly.
- Clarification was sought on how often the charter would be reviewed.

**Resolved:** (Jordan Gush/Nina Lee Griffith)

That ILAC receive the overview and presentation on the Draft Learner Charter and request that staff note any feedback provided by the committee.

## 10) OPEN Council/Committee/Representative Group Updates

### • Council

Co-Chair Jordan Gush noted that a summary report outlining the Council's key activities for Aug/Sept would be tabled in the closed session of the meeting.

### • Komiti Māori

Co-Chair Dahrian Watene noted that the recommendation from ILAC regarding permanent committee representation arrangements had been supported by Komiti Māori. Komiti Māori were currently working through future Komiti arrangements.



- **Te Poari Akoranga (TPA)**

Member Skyla Flowers advised that she had stepped down as ILAC representative on TPA due to other commitments. She noted that the hours of the TPA hui were not ideal for learners in general as they were during business hours. She also noted that it would be useful for ILAC members on TPA to receive some support around preparation for the hui as the topics of discussion were often difficult to follow and understand for anyone not in the academic space.

- **Disability Action Plan Steering Group**

Member Henry Geary noted that the steering group was now moving into an implementation phase and had an upcoming meeting.

**Action:** Staff to pass on feedback regarding support for ILAC members on Te Poari Akoranga.

**Resolved:** (Skyla Flowers/Hamish Duncan)

That ILAC recommend the appointment of Henry Geary (to replace Skyla Flowers) as ILAC representative on Te Poari Akoranga.

**Resolved:** (Hamish Duncan/Lupe Kautoke)

That ILAC receive the verbal updates concerning OPEN Council/committees/representative groups.

## 11) General Business

The Learner Governance Lead noted that there would likely be a meeting scheduled for late November/early December. ILAC members expressed that they would like the meeting to be in person.

It was also noted that staff would be working through extension of contracts in the coming months and would be in touch with members individually to discuss.

ILAC congratulated Co-Chair Dahrian Watene for receiving a scholarship from the Prime Minister to attend a business exchange programme in Japan.

**Resolved:** (Hamish Duncan/Henry Geary)

That ILAC receive general business updates provided by staff.

## 12) Item 12 - Resolution to Exclude the Public

**Resolved:** (Hamish Duncan/Skyla Flowers)

That the public be excluded from the following parts of the proceedings of this meeting, namely consideration of the public excluded agenda.

The general subject of each matter to be considered while the public is excluded, the reason for passing this resolution in relation to each matter, and the specific grounds under section 48(1) of the Local Government Official Information and Meetings Act 1987 for the passing of this resolution follows:

General subject of matter to be considered	Reasons for passing this resolution	Ground(s) founder section 48(1) for the passing of this resolution
Public Excluded Minutes – 16 August 2022  Council/Committee/Representative Group Updates (Public Excluded)  General Business/Action List (Public Excluded)	Good reasons to withhold information exists under Section 7 Local Government and Official Information and Meetings Act 1987	Section 48(1)(a)

This resolution is made in reliance on section 48(1)(a) of the Local Government Official Information and Meetings Act 1987 and the particular interest or interests protected by Section 6 or Section 7 of that Act which would be prejudiced by the holding of the whole or relevant part of the proceedings of the meeting in public, as follows:

Public Excluded Minutes – 16 August 2022  Council/Committee/Representative Group Updates (Public Excluded)  General Business/Action List (Public Excluded)	To prevent the disclosure or use of official information for improper gain or improper advantage.	Section 7 (2) (j)
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**The meeting went into a public excluded session at 8.10pm**

**The meeting was declared closed at 8.21pm**



## Pūrongo Kaunihera a Te Pūkenga

### Council Report

28 November 2022

<b>Title</b>	<b>Komiti Māori – Confirmed Minutes (15 September 2022)</b>
<b>Provided by</b>	Teorongonui Josie Keelan, Bentham Ohia
<b>Author</b>	Ebony Duff – Senior Governance Advisor
<b>For</b>	<b>Information</b>

#### Te Taunaki | Recommendation(s)

It is recommended that the Council:

- a) Receive the report; and
- b) Note the confirmed open minutes (**Appendix 1**) for Komiti Māori (Interim Māori Advisory Committee) meeting held on 15 September 2022.

#### Te pūtake o tēnei pūrongo | Purpose of this report

The purpose of this report is to provide the Council with the confirmed open minutes (**Appendix 1**) for the Komiti Māori meeting held on:

- a) 15 September 2022.

#### General discussion points to note:

##### 1. Opening remarks

The Chair acknowledged the significance of those recently passed; te reo Māori events (Te Wiki o Te Reo Māori/Māori Language Week; Māhuru Māori/September Māori Language-Speaking Month); and members' various achievements, including the enduring strength of Ngā Tamatoa.

Apologies received and accepted from Teorongonui J Keelan.

##### 2. Register of Interest

Correction to Te P Katene interest.

##### 3. Minutes of Previous Meeting

Accepted as a true and correct record; matters arising included status of paper authored by B Ohia.

##### 4. Operating Model

Members elected to hold this discussion in the closed part of the meeting.

Ngā Tāpirihanga | Appendices

**Appendix 1** - confirmed open minutes for the Komiti Māori meeting held 15 September 2022

## Minutes & Actions (open)

### Komiti Māori

<b>Date</b>	15 September 2022
<b>Time</b>	9:00am
<b>Location</b>	Online Teams
<b>Member attendees</b>	Bentham Ohia (Co-Chair in 9.51am), Te Pūoho Katene, Jasmine Te Hira, Dr Ramari Raureti, Glenda Taituha, Dahrian Watene
<b>Te Pūkenga attendees</b>	Ana Morrison – Deputy Chief Executive, Partnerships & Equity Kieran Hewitson – Kaikōkiri Tiriti Practice Simon Karipa – Kaikōkiri Director Governance Ebony Duff – Kaitautoko Senior Māori Governance Advisor
<b>Other attendees</b>	Hana Tapiata – Mātauranga Iwi Leaders' Group
<b>Apologies</b>	Dr Teorongonui Josie Keelan

Agenda item - Kōrero Summary / Key decisions	Actions	By
<b>1. Administration</b>		
<p><b>Karakia:</b> Te P Katene</p> <p><b>Welcome/Apologies/Notices:</b> Members acknowledge –</p> <ul style="list-style-type: none"> <li>• He maimai aroha - those recently passed</li> <li>• Māhuru Māori (concept of te reo Māori spoken for duration of September)</li> <li>• Te Wiki o Te Reo Māori (Māori Language Week)</li> <li>• Whaea Josie and the strength and endurance of Ngā Tamatoa</li> <li>• the successes, skills and capabilities of Komiti Māori members (scholarship/internship awards, Koroneihana, final reading of Ngaati Maniapoto settlement legislation).</li> </ul> <p><b>Apologies:</b> Teorongonui J Keelan</p> <p>Komiti Māori:</p> <p>Approved that the apologies be accepted.</p> <p><b>Moved:</b> B Ohia <b>Second:</b> Te P Katene <b>CARRIED</b></p> <p><b>Register of Interest (Updates)</b></p> <ul style="list-style-type: none"> <li>• Te P Katene – correct Director to Armillary Private Capital</li> </ul> <p><b>Minutes of previous meeting</b></p> <p>Matters arising:</p> <ul style="list-style-type: none"> <li>• paper authored by B Ohia endorsed by Komiti Māori subject to OIA, response/sharing to Council on hold.</li> </ul>	<p>Secretariat</p>	

Agenda item - Kōrero Summary / Key decisions	Actions	By
<p>Komiti Māori:</p> <p>Approved that the minutes of the previous meeting held 18 August 2022 be accepted as a true and correct record.</p> <p><b>Moved:</b> B Ohia  <b>Second:</b> G Taituha  <b>CARRIED</b></p> <p><b>Next Meeting Dates</b></p> <ul style="list-style-type: none"> <li>• Secretariat organising a workshop for end of September on permanent Māori Advisory Committee, skills matrix, property matters.</li> <li>• 20 October – G Taituha offering to host on behalf of Tainui Waka at Rangiriri</li> <li>• 17 November - online</li> </ul>		
<p><b>2. Operating Model</b></p> <ul style="list-style-type: none"> <li>• Discussion reserved for closed meeting.</li> </ul>		
Ends 9.38am		

**Dated:**

**Signed as a correct record**

\_\_\_\_\_  
**Teorongonui J Keelan**  
**Co-Chair**

\_\_\_\_\_  
**Bentham A Ohia**  
**Co-Chair**



## Pūrongo Kaunihera a Te Pūkenga

28 November 2022

<b>Title:</b>	Safety and Wellbeing Committee Draft Minutes of the Meeting held 20 October 2022
<b>Provided by:</b>	Sam Huggard, Chair of the Committee
<b>For:</b>	<b>Information</b>

### Te Taunaki | Recommendation(s)

It is recommended that the Council:

1. Receive the verbal update from the Chair of the Safety and Wellbeing Committee; and
2. Note the minutes of the Committee meeting held on 20 October 2022.



## Te Pūkenga - New Zealand Institute of Skills and Technology (Te Pūkenga)

### Minutes of a meeting of the Wellbeing and Safety Committee (the Committee) Thursday, 20 October 2022

#### Minutes

These are the minutes of a meeting of Te Pūkenga Wellbeing and Safety Committee that took place on Thursday, 20 October 2022 at 12.30 pm via Zoom

#### Present

<b>Committee Members</b>	Sam Huggard (Chair) Heath Sawyer Teorongonui Josie Keelan	Mary-Ann Geddes Tagaloatele Peggy Fairbairn-Dunlop
<b>Apologies</b>	Murray Strong	
<b>In Attendance</b>	Peter Winder – Acting Chief Executive Lynnette Brown – Council Secretariat	Keri-Anne Tane, Director – People and Culture Garth Gulley, Health and Safety Lead

#### Minutes

##### Karakia

The meeting was opened with a karakia by the Chair, Sam Huggard.

1. **Welcome/Apologies**  
The Chair welcomed everyone to the meeting with a special welcome to Teorongonui Josie Keelan, Tagaloatele Peggy Fairbairn-Dunlop and Heath Sawyer to their first meeting. Apologies were noted from Murray Strong.
2. **Register of Interests**  
Noted.
3. **Schedule of Committee Membership and Meeting Dates for 2022**  
Noted
4. **Committee Work Plan 2022**  
Noted.
5. **Minutes of the Meeting held 10 May 2022**



**Resolved:**

The Committee approved the minutes of the Wellbeing and Safety meeting held 10 May 2022 as a true and correct record of the meeting.

**Moved:** S Huggard

**Seconded:** MA Geddes

**CARRIED**

5.1. **Matters Arising**

There were no matters arising.

5.2. **Action List**

Noted.

6. **Reports**

6.1. **Te Pūkenga Q3 (July – Sept) Wellbeing, Safety and Health Report**

- **Draft Wellbeing and Safety Policy 2023**
- **Council Charter and Statement of Commitment**

The Committee received the quarterly report which provided a summary of Te Pūkenga wellbeing and safety matters for the period 22 July 2022 to 30 September 2022 and a forecast of planned activity of relevance and interest to the Committee.

Feedback on the report included:

- Noting that discussion has previously been held on the value of Te Pae Māhūntonga, however, at a practical level how this is actioned has not been resolved
- Concern around the rates of pay for health and safety practitioners not commensurate with those in other areas and potential for attrition

Feedback on the policy included:

- Provide references for where further information is available for safe workplace practices noting that the document will be on public display
- Noted support for the use of Te Reo, but equally needs to have appropriate English translations
- Add a glossary
- Data collection – Wellbeing and Safety Objectives 2023 - 1.4 mental health and data collection Item 2 – the Committee would like further clarification to be provided formally at the December meeting but also shared prior in order that early feedback can be given
- Socialising and acknowledging the changes for kaimahi
- Seeking more explicit references to cultural safety potentially within 2, 9 and 10
- This is a draft and will come back in December
- Policy to be shared with the Kaimahi Committee
- Clear distinction to be made between well-being and performance

The Committee discussed Health and Safety Reporting in light of the subsidiaries' integration into Te Pūkenga. Council's attention to be drawn to the reporting in respect of Toi Ohomai and Wintec as the first step towards framing future reporting as well as considering processes for escalation of issues and risk reporting.

**Resolved:**

The Committee:

- a. Noted the quarterly Wellbeing, Safety and Health report for discussion; and
- b. Provided feedback on the draft Wellbeing and Safety Policy 2023; and
- c. Provided feedback on a suggested Council Charter and Statement of Commitment; and
- d. Provided feedback on the draft objectives for wellbeing and safety 2023; and
- e. Provided performance indicators for wellbeing and safety reports; and
- f. Recommends that the report progresses to Council.

**Moved:** S Huggard

**Seconded:** MA Geddes

**CARRIED**

## 6.2. **Safe365 Health and Safety Insights Report**

Management spoke to the Safe365 Health and Safety Insights Report and noted that the programme hasn't provided the depth/type of reporting that will meet the future needs of Te Pūkenga. Positive feedback was provided by the Committee in terms of the reporting undertaken of near misses at EIT, Unitec and UCOL.

## 7. **Any other business**

### **LegalSAFE Conference**

- Work safe priorities
- Enforceable undertakings
- Performance measures
- Overlapping duties
- Violence and aggression

Te Pūkenga Health and Safety Lead recently attended the LegalSAFE Conference which covered the items listed above and provided the following highlights:

- Key themes to improving health and safety practices advocates engagement and connection as opposed to top-down and paper-based approaches
- WorkSafe NZ has four priorities for Officers
  - Work related health
  - Mental health
  - Airborne carcinogens
  - Carcinogens
- A move away from the term 'investigations' towards learning teams and reviews
- Implications of governance decisions, often around financial structure, and the impact on health and wellbeing for staff noting the limitations on officers' ability to fully control events i.e., environmental issues
- Greater emphasis on what senior leaders can do particularly in the upstream supply chain area – so encouraging curiosity, listening, talking to kaimahi and ākongā

## 8. **Whakatuwhera and Close of meeting**

The meeting closed with a whakatuwhera by Sam Huggard at 1.57 pm.

6. Correspondence - Nil



## Te Pūkenga Council Meeting

### PUBLIC EXCLUDED AGENDA

It will be moved by the Chair that the public be excluded from the remainder of the meeting. This resolution will be made in reliance on section 48(1) of the Local Government Official Information and Meetings Act 1987 (**LGOIMA**) and the particular interests protected by section 9 of the Official Information Act 1982 which would be prejudiced by the holding of the relevant parts of the proceedings of the meeting in public. The general subject of each matter to be considered while the public is excluded, the reason for passing the resolution in relation to each matter and the specific grounds under section 48(1) of LGOIMA for the passing of the resolution are as follows:

Item	General subject of each matter to be considered	Reason for passing resolution in relation to each matter	Grounds under section 48(1) for the passing of the resolution
8.	<b>Administration</b>		
8.1.	Minutes from public excluded meeting held 11 October 2022 and 25 October 2022	<p>Section 9(2)(g)(i) of the Official Information Act – maintain the effective conduct of public affairs through the free and frank expression of opinion by or between members of any organisation or employees of any organisation in the course of their duty</p> <p>Section 9(2)(i) of the Official Information Act – enable the organisation holding the information to carry out, without prejudice or disadvantage, commercial activities</p>	That the public conduct of this item would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 (noting the Council is specified, in Schedule 2 of LGOIMA, as a body to which LGOIMA applies).
8.1.1.	Matters Arising	<p>Section 9(2)(g)(i) of the Official Information Act – maintain the effective conduct of public affairs through the free and frank expression of opinion by or between members of any organisation or employees of any organisation in the course of their duty</p> <p>Section 9(2)(i) of the Official Information Act – enable the organisation holding the information to carry out, without prejudice or disadvantage, commercial activities</p>	That the public conduct of this item would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 (noting the Council is specified, in Schedule 2 of LGOIMA, as a body to which LGOIMA applies).
8.2.	Action List	<p>Section 9(2)(g)(i) of the Official Information Act – maintain the effective conduct of public affairs through the free and frank expression of opinion by or between members of any organisation or employees of any organisation in the course of their duty</p> <p>Section 9(2)(i) of the Official Information Act – enable the organisation holding the information to carry out, without prejudice or disadvantage, commercial activities</p>	That the public conduct of this item would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 (noting the Council is specified, in Schedule 2 of LGOIMA, as a body to which LGOIMA applies).

Item	General subject of each matter to be considered	Reason for passing resolution in relation to each matter	Grounds under section 48(1) for the passing of the resolution
9.	Acting CE Report	<p>Section 9(2)(g)(i) of the Official Information Act – maintain the effective conduct of public affairs through the free and frank expression of opinion by or between members of any organisation or employees of any organisation in the course of their duty</p> <p>Section 9(2)(i) of the Official Information Act – enable the organisation holding the information to carry out, without prejudice or disadvantage, commercial activities</p>	That the public conduct of this item would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 (noting the Council is specified, in Schedule 2 of LGOIMA, as a body to which LGOIMA applies).
10.	<b>Financial Reports</b>		
10.1.	Te Pūkenga Financial October 2022 Report	<p>Section 9(2)(g)(i) of the Official Information Act – maintain the effective conduct of public affairs through the free and frank expression of opinion by or between members of any organisation or employees of any organisation in the course of their duty</p> <p>Section 9(2)(i) of the Official Information Act – enable the organisation holding the information to carry out, without prejudice or disadvantage, commercial activities</p>	That the public conduct of this item would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 (noting the Council is specified, in Schedule 2 of LGOIMA, as a body to which LGOIMA applies).
10.2.	Budget 2023	Section 9(2)(i) of the Official Information Act – enable the organisation holding the information to carry out, without prejudice or disadvantage, commercial activities	That the public conduct of this item would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 (noting the Council is specified, in Schedule 2 of LGOIMA, as a body to which LGOIMA applies)
10.3.	Application for Borrowing Consent - TEC	Section 9(2)(i) of the Official Information Act – enable the organisation holding the information to carry out, without prejudice or disadvantage, commercial activities	That the public conduct of this item would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 (noting the Council is specified, in Schedule 2 of LGOIMA, as a body to which LGOIMA applies)
10.4.	Single Stage Business Case	Section 9(2)(i) of the Official Information Act – enable the organisation holding the information to carry out, without prejudice or disadvantage, commercial activities	That the public conduct of this item would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 (noting the Council is specified, in Schedule 2 of LGOIMA, as a body to which LGOIMA applies)

Item	General subject of each matter to be considered	Reason for passing resolution in relation to each matter	Grounds under section 48(1) for the passing of the resolution
11.	<b>Risk and Compliance</b>		
11.1.	Risk and Audit Committee Report	<p>Section 9(2)(g)(i) of the Official Information Act – maintain the effective conduct of public affairs through the free and frank expression of opinion by or between members of any organisation or employees of any organisation in the course of their duty</p> <p>Section 9(2)(i) of the Official Information Act – enable the organisation holding the information to carry out, without prejudice or disadvantage, commercial activities</p>	That the public conduct of this item would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 (noting the Council is specified, in Schedule 2 of LGOIMA, as a body to which LGOIMA applies)
11.1.1.	Document Development Framework	<p>Section 9(2)(g)(i) of the Official Information Act – maintain the effective conduct of public affairs through the free and frank expression of opinion by or between members of any organisation or employees of any organisation in the course of their duty</p> <p>Section 9(2)(i) of the Official Information Act – enable the organisation holding the information to carry out, without prejudice or disadvantage, commercial activities</p>	That the public conduct of this item would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 (noting the Council is specified, in Schedule 2 of LGOIMA, as a body to which LGOIMA applies)
11.1.2.	<p>National Policies (Finance)</p> <p>National Fraud and Corruption Policy</p>	<p>Section 9(2)(g)(i) of the Official Information Act – maintain the effective conduct of public affairs through the free and frank expression of opinion by or between members of any organisation or employees of any organisation in the course of their duty</p> <p>Section 9(2)(i) of the Official Information Act – enable the organisation holding the information to carry out, without prejudice or disadvantage, commercial activities</p>	That the public conduct of this item would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 (noting the Council is specified, in Schedule 2 of LGOIMA, as a body to which LGOIMA applies)
11.1.3.	Insurance Renewal	<p>Section 9(2)(g)(i) of the Official Information Act – maintain the effective conduct of public affairs through the free and frank expression of opinion by or between members of any organisation or employees of any organisation in the course of their duty</p> <p>Section 9(2)(i) of the Official Information Act – enable the organisation holding the information to carry out, without prejudice or disadvantage, commercial activities</p>	That the public conduct of this item would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 (noting the Council is specified, in Schedule 2 of LGOIMA, as a body to which LGOIMA applies)
12.	<b>Business Divisions</b>		

Item	General subject of each matter to be considered	Reason for passing resolution in relation to each matter	Grounds under section 48(1) for the passing of the resolution
12.1.	Amendments to Constitutions	<p>Section 9(2)(a) To protect the privacy of natural persons, including that of deceased natural persons</p> <p>Section 9(2)(i) of the Official Information Act – enable the organisation holding the information to carry out, without prejudice or disadvantage, commercial activities</p>	That the public conduct of this item would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 (noting the Council is specified, in Schedule 2 of LGOIMA, as a body to which LGOIMA applies).
12.2.	Wintec – Potential Land Sale – Verbal Update	<p>Section 9(2)(g)(i) of the Official Information Act – maintain the effective conduct of public affairs through the free and frank expression of opinion by or between members of any organisation or employees of any organisation in the course of their duty</p> <p>Section 9(2)(i) of the Official Information Act – enable the organisation holding the information to carry out, without prejudice or disadvantage, commercial activities</p>	That the public conduct of this item would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 (noting the Council is specified, in Schedule 2 of LGOIMA, as a body to which LGOIMA applies).
13.	<b>Reports from Committees</b>		
13.1.	Report from Interim Kaimahi Committee on meeting held 18 October 2022 (Verbal)	<p>Section 9(2)(g)(i) of the Official Information Act – maintain the effective conduct of public affairs through the free and frank expression of opinion by or between members of any organisation or employees of any organisation in the course of their duty</p> <p>Section 9(2)(a) To protect the privacy of natural persons, including that of deceased natural persons</p>	That the public conduct of this item would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 (noting the Council is specified, in Schedule 2 of LGOIMA, as a body to which LGOIMA applies).
13.2.	Report from Interim Learner Committee meeting held 11 October 2022	<p>Section 9(2)(g)(i) of the Official Information Act – maintain the effective conduct of public affairs through the free and frank expression of opinion by or between members of any organisation or employees of any organisation in the course of their duty</p> <p>Section 9(2)(a) To protect the privacy of natural persons, including that of deceased natural persons</p>	That the public conduct of this item would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 (noting the Council is specified, in Schedule 2 of LGOIMA, as a body to which LGOIMA applies).
13.3.	Report from Komiti Māori and Minutes of meeting held 15 September 2022	Section 9(2)(g)(i) of the Official Information Act – maintain the effective conduct of public affairs through the free and frank expression of opinion by or between members of any organisation or employees of any organisation in the course of their duty	That the public conduct of this item would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 (noting the Council is specified, in Schedule 2 of

Item	General subject of each matter to be considered	Reason for passing resolution in relation to each matter	Grounds under section 48(1) for the passing of the resolution
		Section 9(2)(a) To protect the privacy of natural persons, including that of deceased natural persons Section 9(2)(a)	LGOIMA, as a body to which LGOIMA applies).
13.4.	Risk and Audit Committee Minutes  • 8 November 2022	Section 9(2)(i) of the Official Information Act – enable the organisation holding the information to carry out, without prejudice or disadvantage, commercial activities  Section 9(2)(g)(i) of the Official Information Act – maintain the effective conduct of public affairs through the free and frank expression of opinion by or between members of any organisation or employees of any organisation in the course of their duty	That the public conduct of this item would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 (noting the Council is specified, in Schedule 2 of LGOIMA, as a body to which LGOIMA applies).
13.5.	Finance and Capital Investment Committee Minutes  • 1 and 14 November 2022	Section 9(2)(i) of the Official Information Act – enable the organisation holding the information to carry out, without prejudice or disadvantage, commercial activities  Section 9(2)(g)(i) of the Official Information Act – maintain the effective conduct of public affairs through the free and frank expression of opinion by or between members of any organisation or employees of any organisation in the course of their duty	That the public conduct of this item would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 (noting the Council is specified, in Schedule 2 of LGOIMA, as a body to which LGOIMA applies).
13.6.	Transformation Committee Minutes:  •17 October 2022 •27 October 2022	Section 9(2)(a) To protect the privacy of natural persons, including that of deceased natural persons  Section 9(2)(i) of the Official Information Act – enable the organisation holding the information to carry out, without prejudice or disadvantage, commercial activities  Section 9(2)(g)(i) of the Official Information Act – maintain the effective conduct of public affairs through the free and frank expression of opinion by or between members of any organisation or employees of any organisation in the course of their duty	That the public conduct of this item would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 (noting the Council is specified, in Schedule 2 of LGOIMA, as a body to which LGOIMA applies).
13.7.	Appointment and Remuneration Committee  •14 October 2022 Draft Minutes •Terms of Reference Review	Section 9(2)(a) To protect the privacy of natural persons, including that of deceased natural persons  Section 9(2)(g)(i) of the Official Information Act – maintain the effective conduct of public affairs through the free and frank expression of opinion by or between members of any organisation or	That the public conduct of this item would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 (noting the Council is specified, in Schedule 2 of LGOIMA, as a body to which LGOIMA applies).



Item	General subject of each matter to be considered	Reason for passing resolution in relation to each matter	Grounds under section 48(1) for the passing of the resolution
		employees of any organisation in the course of their duty	
14.	<b>Correspondence – Inwards</b>		
14.1.	Letter from EIT Board	<p>Section 9(2)(i) of the Official Information Act – enable the organisation holding the information to carry out, without prejudice or disadvantage, commercial activities</p> <p>Section 9(2)(g)(i) of the Official Information Act – maintain the effective conduct of public affairs through the free and frank expression of opinion by or between members of any organisation or employees of any organisation in the course of their duty</p>	That the public conduct of this item would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 (noting the Council is specified, in Schedule 2 of LGOIMA, as a body to which LGOIMA applies).
15.	<p>Correspondence – Outwards</p> <p>Letter to Minister Hipkins Update on Governance Report</p> <p>•15 November 2022</p>	Section 9(2)(g)(i) of the Official Information Act – maintain the effective conduct of public affairs through the free and frank expression of opinion by or between members of any organisation or employees of any organisation in the course of their duty	That the public conduct of this item would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 (noting the Council is specified, in Schedule 2 of LGOIMA, as a body to which LGOIMA applies).
16.	<b>Engagement</b>		
16.1.	Te Pūkenga Council and TEU/TIASA	Section 9(2)(g)(i) of the Official Information Act – maintain the effective conduct of public affairs through the free and frank expression of opinion by or between members of any organisation or employees of any organisation in the course of their duty	That the public conduct of this item would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 (noting the Council is specified, in Schedule 2 of LGOIMA, as a body to which LGOIMA applies).
17.	Any Other Business	<p>9(2)(a) To protect the privacy of natural persons, including that of deceased natural persons</p> <p>Section 9(2)(g)(i) of the Official Information Act – maintain the effective conduct of public affairs through the free and frank expression of opinion by or between members of any organisation or employees of any organisation in the course of their duty</p> <p>Section 9(2)(i) of the Official Information Act – enable the organisation holding the information to carry out, without prejudice or disadvantage, commercial activities</p>	That the public conduct of this item would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 (noting the Council is specified, in Schedule 2 of LGOIMA, as a body to which LGOIMA applies).

The Chair will also move that certain employees from Te Pūkenga be permitted to remain at the meeting, after the public has been excluded, because of their specific knowledge in relation to the above items. This knowledge, which will be of assistance in relation to the matters above to be discussed, is relevant to those matters because they have assisted in the progression of such matters.

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