

Identifying key capability and support needs for learner leaders

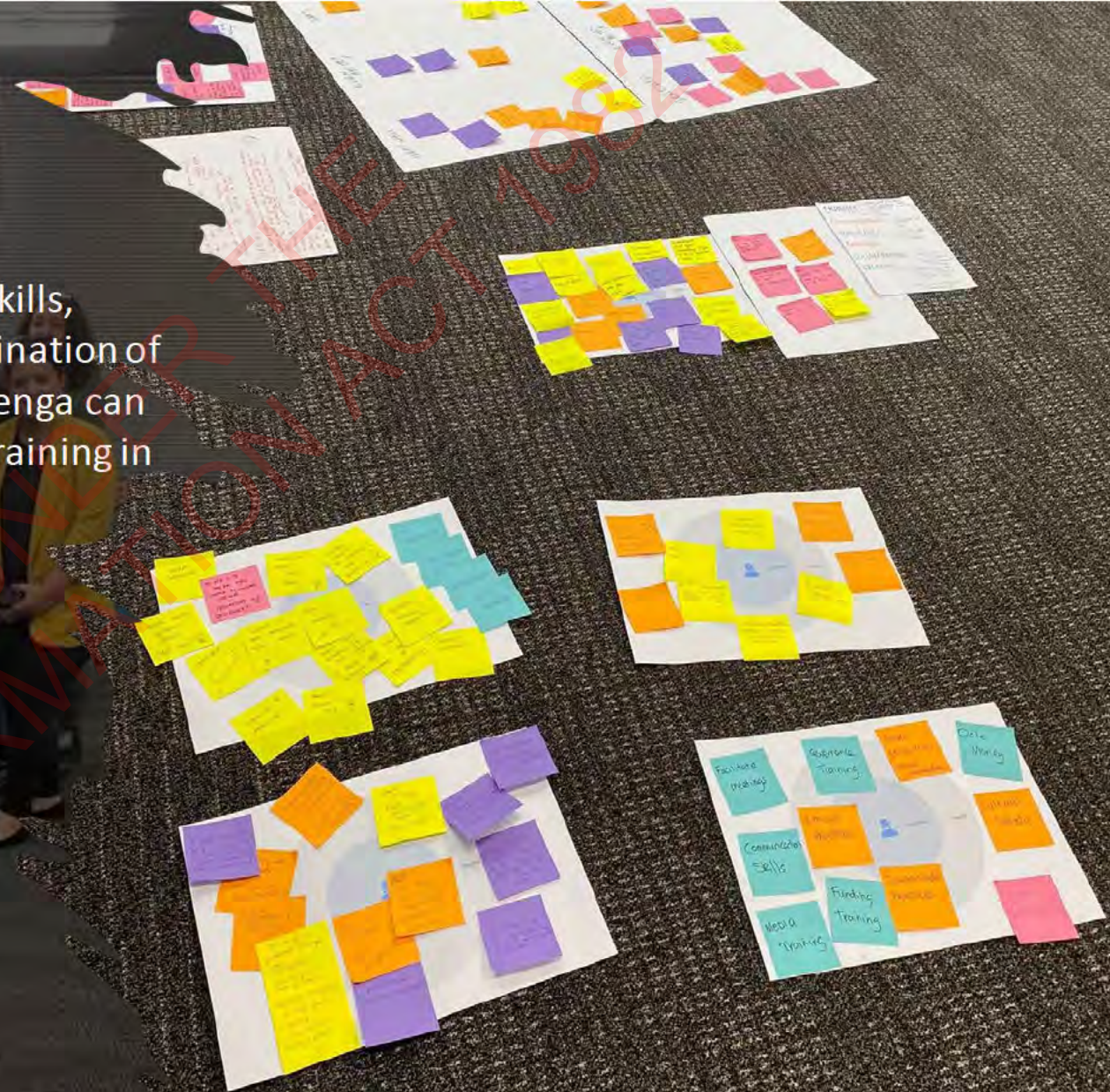
LLG discussed the roles of learner leaders and what sort of skills, capabilities and support they need to be successful. A combination of both technical and soft skills are needed for the role. Te Pūkenga can help to support learner leaders by offering support and/or training in the following areas:

Technical skills

- Formal communication e.g. media training, email, letter and report writing
- Critical thinking
- Organisational skills
- Technology

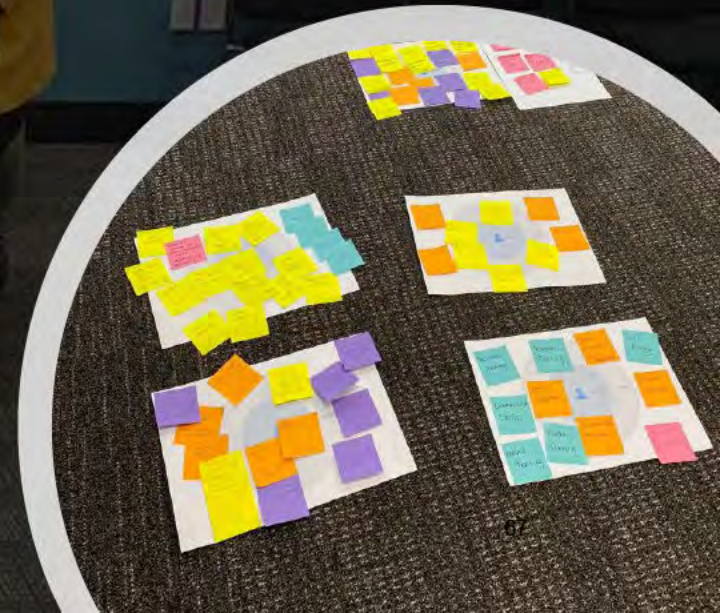
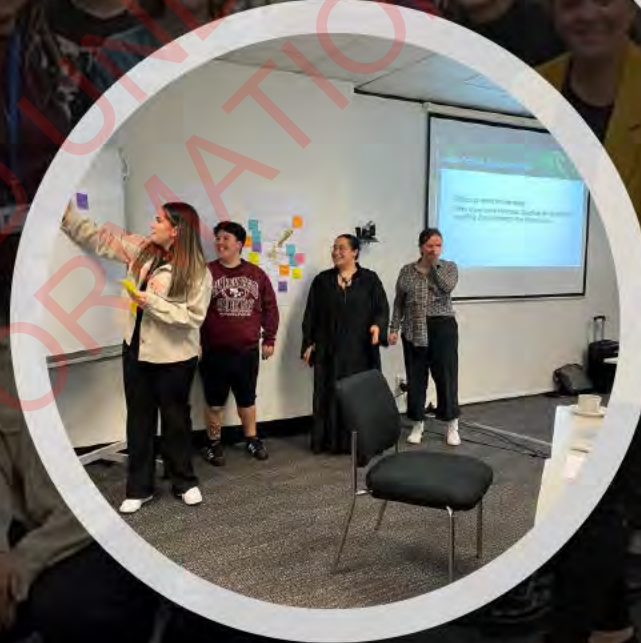
Soft skills

- Confidence
- Interpersonal skills
- Cultural competency
- Leadership
- Team-work



Reflections

- We enjoyed the opportunity to come together as a group and share our different views, experiences and perspectives. We learnt so much about each other
- We want to be better connected with each other and have more opportunities to meet kanohi ki te kanohi and collaborate on work together
- It was awesome having our first apprentice learner (MITO) join the wānanga and connect, we want to know more about apprentice learner Experience and ensure we're creating a system that works for them.
- We are rich in diversity and our collective differences are our strength.
- We want to support the kaupapa and help drive the vision and mahi at Te Pūkenga, but we need help understanding it and what it means for ākonga. Messages like the ones from EIT and Ara are exactly what learners need.
- People don't care how much you know until they know how much you care. Success is enabled by positive relationships. If I have someone in my corner who cares, and believes in me and my success – then I will too.
- We'd appreciate more opportunity to meet in spaces that are safe and inclusive e.g. having noho marae, and making sessions more inclusive e.g. covering pronouns in introductions or whakawhanaungatanga.



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LEARNER LEADERSHIP GROUP

Terms of Reference

Last reviewed: May 2022

Introduction

As New Zealand's largest tertiary education provider, Te Pūkenga is developing a vocational education system that puts ākonga at the centre. This creates a shift to learning that fits around learners with their whānau and community, throughout their lifetimes.

Te Pūkenga operating model will provide for, among other things, a network of education provision and delivery that centres on its learners. It will create opportunities for learners to engage with Te Pūkenga on matters that affect them, either individually or through formal groups of learner representatives.

Te Pūkenga will establish a Learner Leadership Group (LLG) to:

- Explore opportunities to partner with learner representatives from each subsidiary
- Share information and opportunities to become involved with Te Pūkenga mahi at an operational and functional level.¹

The establishment of LLG will empower and support its members to raise matters of interest or concern from within their subsidiaries², collaborate to find solutions, and/or receive support and response from within Te Pūkenga.

This will be achieved in the following ways:

- Te Pūkenga will keep LLG informed about topics relevant to them
- Te Pūkenga will support LLG members to share updates from their subsidiaries, through facilitating regular meetings and other communication channels.
- Te Pūkenga will obtain LLG's input on work that impacts on learners at a national level
- LLG will assist Te Pūkenga to obtain input from other learners where needed.

¹ A strategic focus is concerned with an organisation's future direction, goals, and its key framework. An operational and functional focus deals with how the organisation achieves its goals through its day to day activities, processes and workflows.

² During 2022, the term "subsidiaries" includes ITPs and transitioned / transitional Te Pūkenga Work Based Learning divisions. From 1 Jan 2023 these will all be referred to individually as "subsidiaries" and collectively as "the network".

These Terms of Reference (ToR) formalise the role and purpose of the LLG, its membership and operations, member duties and responsibilities and the LLG's relationship with Te Pūkenga.

1. Scope, Role and Functions of LLG

1.1. LLG's functions are to:

- a. Provide a representative learner perspective on a range of operational and functional matters that impact on learners
- b. Assist in the development of new ideas and initiatives to support learners
- c. Provide for information sharing between Te Pūkenga and learners
- d. Raise matters of national level significance that impact on learners and deal with them appropriately
- e. Consider any other matters delegated to it or requested by LAC³ or Te Pūkenga.
- f. Assist Te Pūkenga to engage with other learner groups and/or individual learners when required
- g. Provide a half yearly activity report setting out its activities.

1.2. In carrying out its functions, LLG is asked to have regard to Te Tiriti o Waitangi, the [Charter of Te Pūkenga](#), and the resources available to Te Pūkenga.

2. Membership

2.1. Membership of LLG will be comprised of one learner from each Te Pūkenga subsidiary, who acts in a representative capacity, acting on behalf of learners from their own subsidiary.

3. Appointment of members

3.1. The membership of LLG will consist of one representative from each Te Pūkenga subsidiary.

3.2. Where a subsidiary has a Student Council or Association, the LLG member will be the President or Chair of that body.

3.3. If a subsidiary does not have a Student Council or Association, the representative will be appointed by Kaikōkiri Director Learner Whānau Engagement on the recommendation of a selection panel, following a call for expressions of interest.

3.4. The selection panel will include representation from Te Pūkenga, learners and ILAC (LAC from 2023).

3.5. To be eligible for selection, candidates must be currently enrolled at a Te Pūkenga subsidiary or WBL division at the commencement of their appointment, and not be a fulltime staff member at Te

³ The Interim Learner Advisory Committee (ILAC) ToR (at clause 12.3) identifies "learner leaders" and "learners fulfilling learner representative functions on any of the committees of Te Pūkenga and working groups" as stakeholders to be consulted on strategic matters. This means ILAC may consult from time to time with LLG on strategic matters.

Pūkenga, or any transitioning or transitioned WBL. Candidates will provide confirmation of their current enrolment with their application to LLG.

4. Terms and conditions of appointment

4.1. A member's term of appointment will be determined by Kaikōkiri Director Learner Whānau Engagement, based on the member's study dates.

4.2. Unless a position is vacated earlier, every appointed member will continue in office until their successor comes into office.

4.3. A member can resign at any time by providing one month's written notice to Te Pūkenga. Te Pūkenga will commence a process to replace the member.

4.4. A member will be required to resign when they are no longer enrolled as a learner at a Te Pūkenga subsidiary or WBL division. Their removal will be effective from a date determined by Kaikōkiri Director Learner Whānau Engagement, no later than 6 months after their enrolment ends.

5. Duties and responsibilities of all members

5.1. Members should adhere to the principles and expectations for appropriate conduct and behaviour set out in this section, designed to protect LLG and its members.

5.2. Members should work in the best interests of all learners and LLG itself.

5.3. Members are expected to attend all meetings, whether in-person or virtual meetings. Meetings will be recorded, and the recording made available to all members following the meeting.

5.5. Members are expected to devote sufficient time to become familiar with the role and purpose of LLG, and the wider environment that it operates in. Members will receive induction training to assist with this.

5.6. Members will demonstrate the following professional conduct:

- a) be prepared for meetings and fully participate in meetings (including action points arising from meetings)
- b) be respectful and supportive of all LLG members
- c) not harm the image of LLG.

5.7. LLG as a group will:

- a) give effect to principles of Te Tiriti o Waitangi wherever possible in its activities.
- b) conduct its activities in an open forum and in accordance with these ToR
- c) ensure fair and full participation of members
- d) ensure the views of all members are given equal weight and consideration.

6. Breaches of duties and responsibilities

6.1. Any matter concerning performance and/or behaviour of a member will first be raised with Te Pūkenga who will work with the group to attempt to resolve the issue with the member. If this is not

possible or appropriate, a recommendation for removal may be made by the group to Kaikōkiri Director Learner Whānau Engagement.

6.2. If a member is removed in accordance with clause 6.1, their removal will be effective from a date stipulated by Kaikōkiri Director Learner Whānau Engagement.

7. Meetings of LLG

7.1 Te Pūkenga will provide support for LLG to operate and engage with Te Pūkenga effectively. This will mainly involve providing administrative and other support for meetings and communication between meetings.

7.2. Meetings, either in-person or via video conferencing will be held monthly.

7.3. A meeting agenda will be circulated to members in advance of meetings.

7.4. Te Pūkenga will encourage the development of leadership practice within the group by providing for each member to lead the meeting on a rotational basis.

7.5. A quorum of more than 50% of members is required for a meeting to proceed, to ensure there is sufficient diversity of learner voice present at each meeting for discussion and decision making.

7.6. Any decisions of LLG will be made by a majority of members present at the meeting, with the meeting lead having a casting vote if a tiebreak is needed.

7.7. Any decisions of LLG made outside of meetings (for example voting by email) will be made by a majority of LLG members in office at the time of the decision.

7.8. LLG may regulate its own meeting procedures, subject to these Terms of Reference and having regard to equitable outcomes.

7.9. Key discussion points from meetings will be recorded in general meeting minutes, which will be made publicly available (with the exception of any 'in committee' session notes).

8. Confidential information

8.1. If any material is confidential, this will be specified at the meeting and will be discussed 'in committee'. The 'in committee' session will not be recorded but meeting notes will be taken and supplied to LLG members.

8.2. Information from 'in committee' sessions cannot be discussed or shared with anyone outside LLG but can be discussed and shared with LLG members who were not present at the meeting.

8.3. Te Pūkenga will administer any requests for information from LLG meetings in accordance with the Official Information Act and Privacy Act.

9. Media policy

9.1. Members have the right to make media comments on any matter in their own or another representative capacity, as long as they make it clear they are not speaking as a member of LLG.

9.2. Any member of LLG who wishes to make a media comment as a representative of LLG should, where possible, advise Te Pūkenga in advance of making any comment, otherwise, they should advise Te Pūkenga immediately after making a comment.

9.3. For the avoidance of doubt, 'media' includes all forms of social media. Under law, comments made on social media are generally regarded as being in the public domain.

10. Work Programme

10.1. LLG will agree on a broad annual work programme with Te Pūkenga at the beginning of each year.

11. Fees and allowances

11.1. Members of LLG are entitled to be paid fees for attendance at meetings and workshops, in accordance with Te Pūkenga Learner Payment Policy.

11.2. Members will be compensated for reasonable time spent preparing for meetings and any follow-up work arising from meetings.

11.3. Te Pūkenga will cover actual and reasonable travel and accommodation expenses for LLG members to attend meetings and workshops. This must be approved in advance and booked through Te Pūkenga booking channels, where possible.

11.4. Requests by members for additional support to enable equitable participation are welcomed and will be considered by Te Pūkenga on a case-by-case basis. Reasonable notice is expected in these cases.

12. Review of Terms of Reference

12.1. These Terms of Reference will be reviewed as required prior to 1 January 2023 with LLG members.

11) ILAC Training, Confidence and Capability needs for committee members

Staff to facilitate a brainstorming session around Training, Confidence and Capability needs for LAC members following on from the update on the feedback received at the LLG wānanga.

Recommendation:

That ILAC request staff note the feedback received from ILAC regarding training, confidence and capability needs for LAC members, to inform the development of a LAC confidence and capability programme which will come back to the committee for further consideration.

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12) OPEN Council/Committee/Representative Group Updates

- **Council**
 - Verbal update from Member Jordan Gush
 - A summary report outlining the Council's key activities for June/July will be provided separately when available.
- **Komiti Māori**
 - Verbal update from Member Dahrian Watene
- **Te Poari Akoranga**
 - Verbal update from Hamish Duncan and Skyla Flowers

Recommendation:

*That ILAC receive the June/July 2022 Council Summary (**Attachment 1**) and the verbal updates concerning OPEN Council/committees/representative groups.*

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13) General Business & Action List

Opportunity provided for ILAC to raise any general business items.
Staff will provide updates on the following matters:

- Update on MOE consultation regarding compulsory student services fee for WBLs
- ILAC Quarterly Report
- Action List

2 June 2022 ILAC Meeting Actions/Updates:

Staff Action	Update
Te Pūkenga workplan & 'what you can expect document' to be circulated to ILAC members.	Completed - Links to these documents were provided in the meeting chat and have been saved to the ILAC files • What you can expect doc • TP Workplan
Hard copy packs with key documents to be arranged for ILAC members.	Completed - will be mailed to members in August.
ILAC to receive quarterly Te Pae Tawhiti reports for information.	Completed - A copy of this report can be found here from page 21.

Recommendation:

That ILAC receive general business updates provided by staff and note the action list.

14) Karakia Whakakapi (Closing Karakia)

Puritia, puritia ngā kōrero o te wānanga puritia ki a ū, kia mau puritia kia ita Unuhia, unuhia atu rā Te tapu o te kahui o ngā ariki mauria atu rā ko te kahu ora o Rongo he rongo taketake he rongo mau tonu ka whakamau kia tīnā, Tīnā! Hui e, Tāiki e!	Hold fast, hold firmly the words of the academy cement them firmly fixed in the mind. Release ourselves of the decorum of formality let us take up the life-giving cloak of Rongo the permanence of peace and harmony and bind it firmly, Firmly!
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Te Pūkenga Interim Learner Advisory Committee (ILAC) **PUBLIC EXCLUDED Agenda**

Meeting Date: Tuesday, 16 August 2022

Meeting Time: 4.30pm – 8.30pm

Meeting Venue: Audio Visual Link

Members:

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

In attendance:

- Sam Huggard (Council Member)
- Tania Winslade (Deputy Chief Executive Learner Journey & Experience)
- Simone Andersen (Kaikōkiri Director Learner & Whānau Engagement)
- Becca Brooke (Learner Governance Lead)
- Annie Waterworth (Implementation Lead)
- Aayla Peebles (Partnerships Advisor)
- Richard Forgan (Consultant)

Contents – Public Excluded Agenda

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1) Op Model Update

Richard Forgan (Consultant) supported by Council Member Sam Huggard will provide an update to ILAC on the Operating Model Consultation.

Recommendation:

That ILAC receive the verbal update on the Operating Model consultation.

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2) Confirmation of 2 June 2022 and 5 July 2022 PUBLIC EXCLUDED Interim Learner Advisory Committee Meeting Minutes

- Committee to confirm the public excluded minutes of the 2 June 2022 and the 5 July 2022 Interim Learner Advisory Committee meeting (**Attachments 1 & 2**)
- The meeting summaries:
 - o [2 June 2022](#)
 - o [5 July 2022](#)

Recommendation:

That ILAC confirm the public excluded minutes of the interim Learner Advisory Committee meeting that took place on 2 June and 5 July 2022 as a true and correct record.

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Appendix 1

Governance Review – Interim Learner Advisory Committee (ILAC) feedback on review recommendations.

ILAC met on Tuesday, 5 July 2022 to discuss the recommendations put forward as part of Te Pūkenga Governance Review. The following points were noted from the committee and will be spoken to by ILAC Co-Chair's Jordan Gush and Dahrian Watene at the July Council meeting.

1) Comments from ILAC on the Governance Review recommendations regarding the Learner Advisory Committee:

- ILAC are 'disheartened' and 'disappointed' that the recommendations do not align with, or speak to the Charter, the Letter of Expectation, or Te Tiriti o Waitangi principles with respect to the important role of the Learner Advisory Committee.
- ILAC find the recommendations 'shocking' considering Te Pūkenga is about transforming vocational education and about putting learners at the centre. They go against what the vocational/educational reform is trying to achieve by suggesting the removal learner representation from the governance level and imply that the Council should be separated or segregated from the voice of the people (learners) they are serving.
- The power of having learner representation at a governance level is so the message doesn't get watered down – its important decision makers see and hear from learners directly.
- The recommendations seem to be focussed on a western 'financial gains' governance model with a strong flavour around 'gate keeping governance' over and above a holistic people-based approach.
- The reviewers have conveyed a view that the Learner Advisory Committee is not capable or able to meaningfully input into matters that impact learners at a high level which in turn gives the impression that the work done by ILAC and input they have had on key piece of work to date is pointless. This adds to previous concerns raised by learners that they would not be taken seriously at a governance level and is a setback in terms of building a level of trust between learners and decision makers.
- It is concerning that the review was finalised with no consultation or engagement undertaken with ILAC members or staff supporting the committee. The review was undertaken at the time when the advisory committees had only just been established and were not yet appropriately resourced or enabled to effectively carry out their role.
- Since the review was carried out, ILAC have contributed to the development of a relationship agreement with the Council and a work programme which is tracking well. They have also provided advice on several strategic matters from the Te Pūkenga work plan including:
 - o Input into the Operating Model
 - o Input into the Learner Engagement Framework
 - o Input and development of the Learner with Whānau Success and Equity Strategy

- o Input into the development of the National Disability Action Plan
 - o Development of representation arrangement options for the permanent learner advisory committee
 - o Input into the development of a Learner Voice Strategy and the 'Future state of learner voice'
 - o Feedback and input into the development of the Sustainability Strategy
 - o Feedback and input into the Te Pae Māhutonga (Te Pūkenga Wellbeing Framework)
 - o Feedback and input into Te Whiria Te Pūkenga (Mātauranga Māori Framework for Te Pūkenga)
 - o Co-design of the Te Pūkenga Outcomes Framework
- ILAC have been confirmed as a finalist for the Public Service Commission Te Tohu mō te Kaiārahi Mahi Whakahaere – Leadership in Governance Award.
 - ILAC would like to note that if we continue to approach governance and decision making in the same way, things will never change.

2) Comments from ILAC on other Governance Review recommendations

- ILAC do not support the '3 geographical regions' recommendation as this would not adequately provide for provincial areas.
- The recommendation to reduce the number of Council members seems contradictory against the statement that the current Council is overworked.
- ILAC are supportive of the recommendation for Komiti Māori to develop a co-governance framework with/for Council (in addition to retaining the existing Komiti Māori).

3) Council/Committee/Representative Group Updates (Public Excluded)

Opportunity for members to provide any public excluded verbal updates.

Recommendation:

That ILAC receive the verbal updates on Council/Committee/Representative Groups.

4) General Business (Public Excluded)

Opportunity to raise any public excluded general business.

- Governance Review Update
- Spirit of Service Award Presentation (attachment 1)

Recommendation:

That ILAC receive the verbal updates on items of general business.

******Back into the open session of the meeting******

Attachment 1 - Spirit of Service Awards - ILAC Presentation

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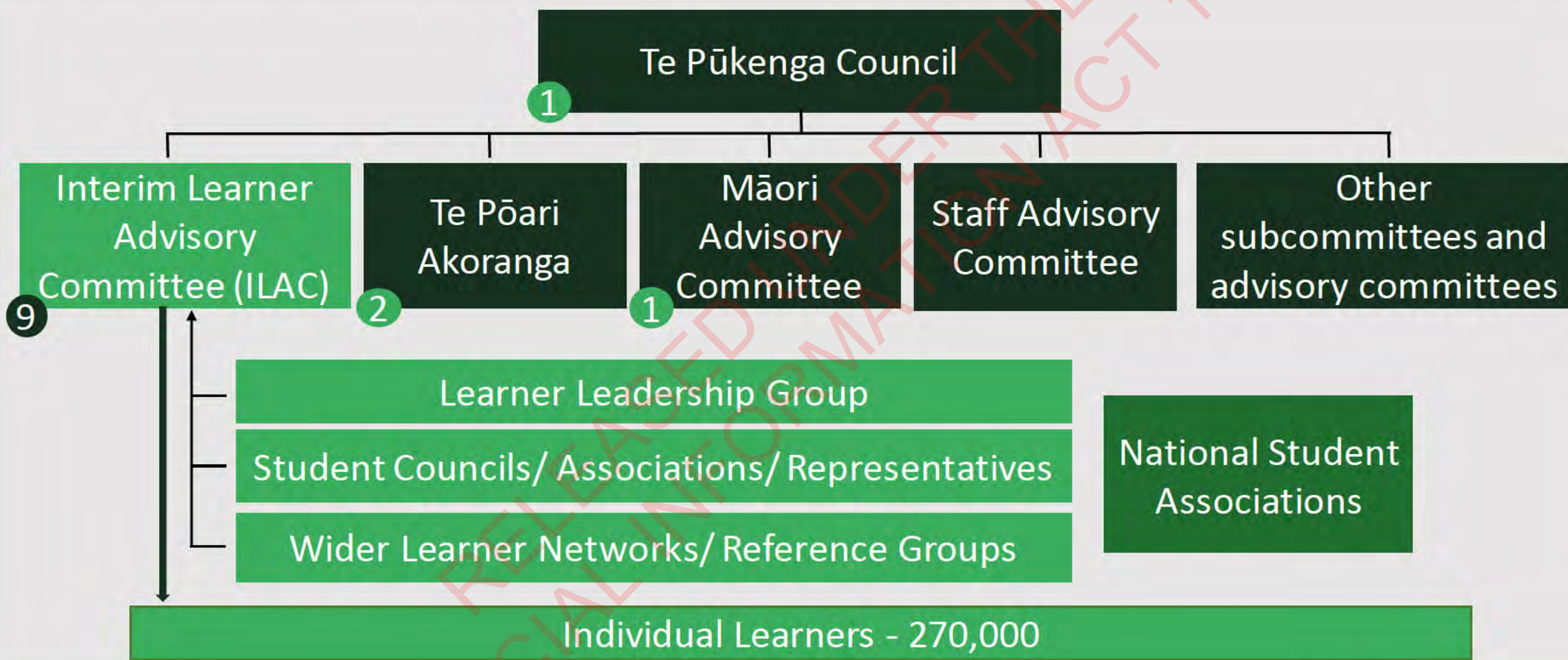
Spirit of Service Award
Leadership in Governance
(Interim) Learner Advisory Committee
Tā Te Komiti Tohutohu Ākonga



Being motivated by
something bigger than
ourselves

Our Why

Te Pūkenga Governance – Setting the Scene





Learner Advisory Committee Purpose

Represents the voices of around 270,000 Te Pūkenga learners. Its statutory function is to provide advice to Council on strategies or issues relevant to learners.

Learners were involved from the beginning in the construction of the learner advisory committee. The diverse and inclusive nature of what has been built has created a safe, productive governance space and culture.

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An attitude of humility



The Journey & Culture of the Learner Advisory Committee

- *With a willingness to take advice whilst testing the limits the governance capability and growth of the learner committee has gone from strength to strength.*
- *The kaupapa of educational reform is at the heart of the all mahi carried out by the learner committee. They understand that good things take time.*
- *The Co-Chairs, with the input of the group, have built a resilient and inclusive team culture.*

Our People | He Tāngata

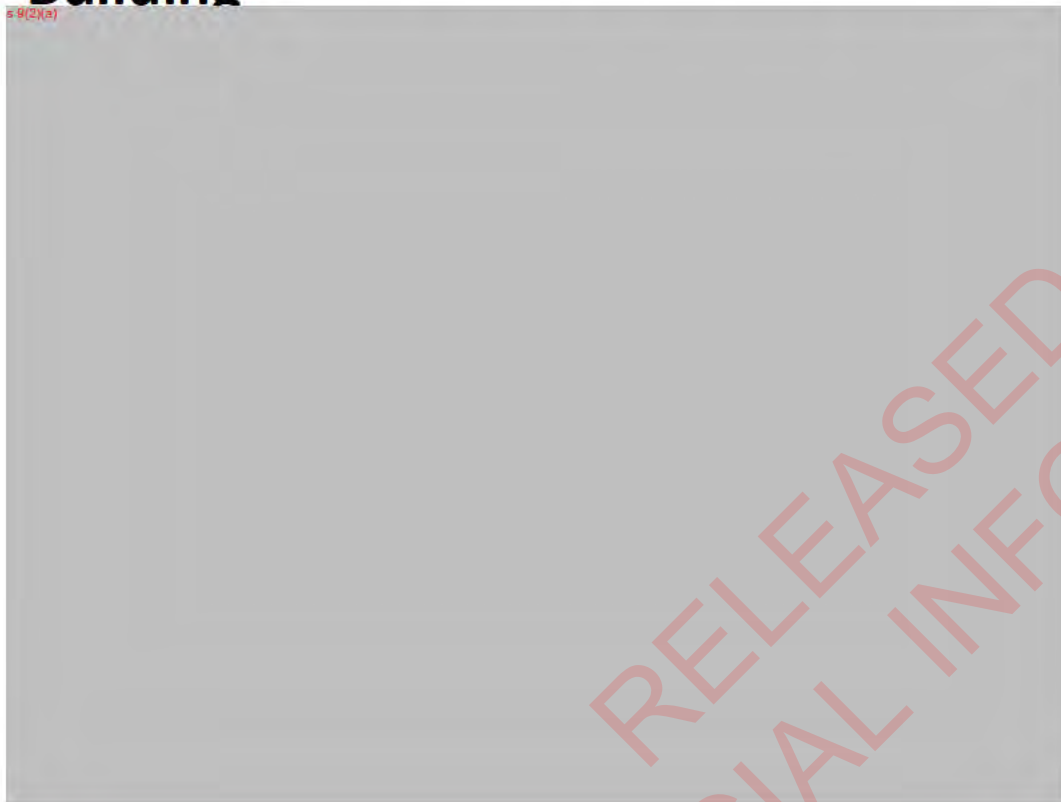
Our People | He Tāngata

Dahrian Watene (Co-Chair)
NorthTec



Our People | He Tāngata

Jordan Gush (Co-Chair)
Building and Construction ITO (BCITO)
Building



s 9(2)(a)



Our People | He Tāngata

Skyla Flowers (Member)
Weltec & Whitireia

§ 9(2)(a)

§ 9(2)(a)

Our People | He Tāngata

Ezra Tamati (Member)

§ 9(2)(a)

§ 5(2)(b)

Our People | He Tāngata

Cecliy Zhou (Member)
Ara Institute of Canterbury



Our People | He Tāngata

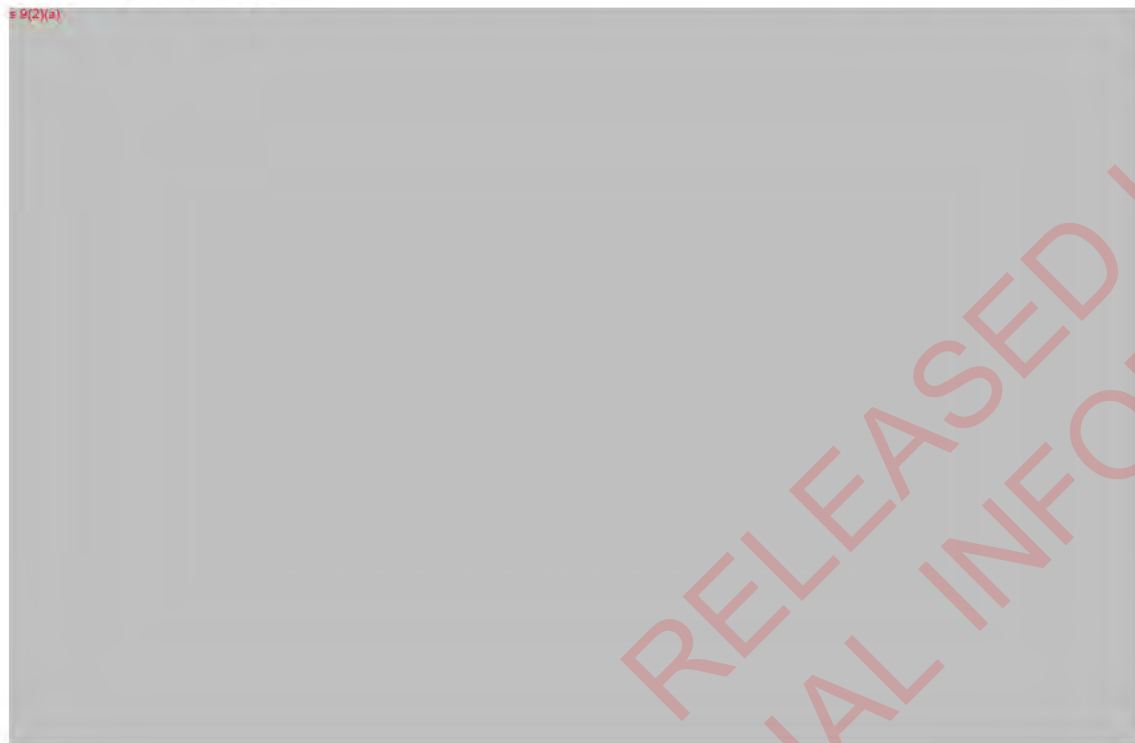
Hamish Duncan (Member)
Nelson Marlborough Institute of
Technology

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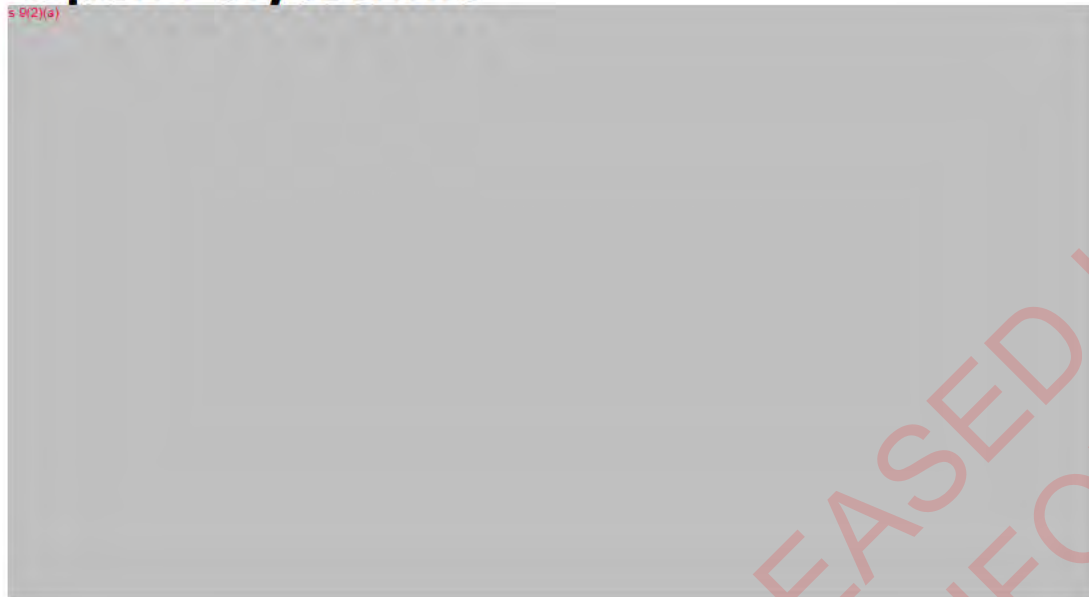
Our People | He Tāngata

Nina Lee Griffiths (Member)
Building and Construction ITO (BCITO)
Building



Our People | He Tāngata

Henry Geary (member)
Open Polytechnic



Our People | He Tāngata

Lupe Kautoke (Member)
Unitec Institute of Technology



s 6(2)(a)



Opening the hearts and
minds to the needs of
others

Learner Advisory Committee Wins:

- Effective in internal governance, constantly holding each other to account and reminding each other of the purpose and kaupapa of the group.
- Holding the voice of learners at the centre and unapologetically bringing this to the forefront of all interactions.
- Challenging the norm of governance and decision making.
- Outcomes focussed by always striving to find a way to resolve challenges.
- Noticeably influencing several workstreams and groups within Te Pūkenga and further afield.

Te Pūkenga Interim Learner Advisory Committee

‘Our Future Leaders’

**“E hara taku toa, i te toa
takitahi, Engari he toa taku tini”**

*My strength is not that of
an individual, but the
strength of a collective*



Tēnā rawa atu koutou | Thank you all

Questions?



Te Pūkenga

Te Pūkenga Interim Learner Advisory Committee (ILAC) OPEN Minutes

Meeting Date: Tuesday, 16 August 2022

Meeting Time: 4.30pm – 8.30pm

Meeting Venue: Audio Visual Link

Members:

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

In attendance:

- Tania Winslade (Deputy Chief Executive Learner Journey & Experience)
- Simone Andersen (Kaikōkiri Director Learner & Whānau Engagement)
- Becca Brooke (Learner Governance Lead)
- Aayla Peebles (Learner Partnerships Advisor)
- Annie Waterworth (Implementation Lead)
- Katrina Thomas (Principal Advisor)
- Grant Cleland (Consultant)
- Mark McGeady (Kaikōkiri Director Learner Insights & Evaluation)
- Richard Forgan (Consultant)
- Sam Huggard (Council Member)

1) Karakia Timatanga

The meeting was opened with a karakia from Co-Chair Dahrian Watene at 4.40pm.

2) Introductions/Welcome

Council Member Sam Huggard and Consultant Richard Forgan who presented on the proposed Te Pūkenga structure were welcomed to the meeting.

3) Apologies

Resolved: (Jordan Gush/Dahrian Watene)

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

Nina Lee Griffith and Hamish Duncan were absent from the meeting.

4) Confirmation of Agenda

Resolved: (Jordan Gush/Dahrian Watene)

That the agenda is confirmed noting the order of items will need to be flexible to accommodate availability of presenters.

5) Declarations of Interest

There were no declarations of interest.

6) Confirmation of 2 June 2022 and 5 July 2022 OPEN Interim Learner Advisory Committee Meeting Minutes

Resolved: (Jordan Gush/Henry Geary)

That ILAC confirm the open minutes of the interim Learner Advisory Committee meetings that took place on 2 June and 5 July 2022 as a true and correct record.

7) Resolution to exclude the public

Resolved: (Jordan Gush/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
Operating Model Update	Good reasons to withhold information exists under Section 7 Local Government	Section 48(1)(a)

	and Official Information and Meetings Act 1987	
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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:

Operating Model Update	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 4.45pm.

The meeting came back into an open session at 5.30pm.

8) Disability Action Plan Presentation & Update

Grant Cleland (Consultant) provided an overview and presentation to the committee on the development of the recently approved Disability Action Plan. He noted ILAC Member Henry Geary had been part of the steering group that informed the development of the plan. The Kaikōkiri Director Learner with Whanau Engagement thanked both Grant and Henry for their work on the plan and signalled that the Disability Action Plan Steering Group would continue to monitor implementation of the plan.

Resolved: (Jordan Gush/Lupe Koutoke)

That ILAC receive the overview and presentation on the Disability Action plan.

9) Te Pūkenga Outcomes & Performance Measurement Framework

The Kaikōkiri Director Learner Insights and Evaluation provided a presentation and overview of the Te Pūkenga Outcomes and Performance Measurement Framework which sets out the following key outcomes:

1. delivering vocation education to learners,
2. being financially sustainable,
3. meeting our Tiriti obligations, and
4. ensuring equity of learner outcomes for priority cohorts.

It was noted that learners, including ILAC had been involved in the development of the framework and that it would be tabled with Council this month for approval. ILAC were invited to provide any further feedback/commentary on the framework prior to Council consideration.

ILAC raised questions/noted the following:

- Does 'region specific delivery' mean that certain regions are going to specifically be geared towards certain types of industry/training?
- It was noted by ILAC that the graphics and imagery used in some of the slides

especially with respect to learners were very helpful and understandable from a learner perspective and that something similar should be replicated for the proposed structure engagement with learners.

Resolved: (Skyla Flowers/Henry Geary)

That ILAC receive the overview and presentation on the Te Pūkenga Outcomes and Performance Measurement Framework, and that staff note any feedback provided by the committee.

10) LLG Update

The Learner Partnerships Advisor provided an update to the committee on the recent Learner Leadership Group (LLG) Wānanga and noted the updated LLG Terms of Reference (that had recently been approved by LLG) for information.

The key areas of focus for LLG at the wānanga were:

- Providing input on the Te Pūkenga Outcomes Framework
- Providing input on the dispute's resolution process
- Providing input on mental health services
- Providing input on the future state of learner voice including looking to establish a co-design working group to lead 'future state of learner voice' mahi
- Identified key capability and support needs for learner leaders that will enable learner leaders to succeed in their roles.

Resolved: (Lupe Kautoke/Skyla Flowers)

That ILAC receive the overview and presentation on the LLG wānanga outcomes and note the attached LLG Terms of Reference.

11) ILAC Training, Confidence and Capability needs for committee members

Staff facilitated a brainstorming session around training, confidence and capability needs for current and future LAC members as part of the follow on discussion that the LLG had in relation to the same topic.

The key points discussed by ILAC were:

- General Cultural Capability Training
- Equity and Te Tiriti o Waitangi Training
- Courageous Conversations in Governance (Ripeka Evans)
- Governance Essentials Training (IOD)
- Assistance with preparing ahead of the meetings/understanding the agenda.
- Committee discussions between meetings (round table/committee only time)
- Governance from a Te Ao Māori perspective
- Mentoring from people who look like me
- More in person meetings
- Awareness around holistic wellbeing approach
- Tools and resources to digest and deal with big topics (critical thinking)
- Understanding of meeting process and formality as part of induction

- Better communication and transparency of council process & decisions
- Media training
- Legislative training (conflicts of interest, Official Information Act, Education & Training Act, Charter, Letter of Expectation)

Resolved: (Jordan Gush/Henry Geary)

That ILAC request staff note the feedback received from ILAC regarding training, confidence and capability needs for LAC members, to inform the development of a LAC confidence and capability programme which will come back to the committee for further consideration.

12) OPEN Council/Committee/Representative Group Updates

Council Update:

ILAC Co-Chair and Council Member Jordan Gush provided a verbal update on Council. He responded to questions from members concerning learner feedback and wider engagement on the proposed structure (noting a more in-depth discussion on this topic took place in the public excluded session of the meeting).

It was noted that a summary report outlining the Council's key activities for April/May was not provided to the committee.

Komiti Māori

ILAC Co-Chair and Komiti Māori member Dahrian Watene noted that she had no updates as the next Komiti Māori meeting was scheduled following today's ILAC meeting.

Te Poari Akoranga

TPA member Skyla Flowers noted that TPA had been busy with a number of things but one she was finding interesting was looking at the trade's academy programme and various academic programme approvals.

Resolved: (Ezra Tamati/Henry Geary)

That ILAC receive the June/July 2022 Council Summary (Attachment 1 of the staff report) and the verbal updates concerning OPEN Council/committees/representative groups.

13) General Business & Action List

Staff provided updates on the following matters:

- Update on MOE consultation regarding compulsory student services fee for WBLs
- ILAC Quarterly Report to Council
- Action list as below.

2 June 2022 ILAC Meeting Actions/Updates:

Staff Action	Update
Te Pūkenga workplan & 'what you can expect document' to be circulated to ILAC members.	Completed - Links to these documents were provided in the meeting chat and have been saved to the ILAC files

	• What you can expect doc • TP Workplan
Hard copy packs with key documents to be arranged for ILAC members.	Completed - will be mailed to members in August.
ILAC to receive quarterly Te Pae Tawhiti reports for information.	Completed - A copy of this report can be found here from page 21.

Resolved: (Jordan Gush/Lupe Kautoke)

That ILAC receive the verbal general business updates provided by staff and note the action list.

14) Resolution to exclude the public

Resolved: (Henry Geary/Lupe Kautoke)

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
2) Confirmation of 2 June and 5 July 2022 Public Excluded Interim Advisory Committee Meeting Minutes	Good reasons to withhold information exists under Section 7 Local Government and Official Information and Meetings Act 1987	Section 48(1)(a)
3) Council/Committee/Representative Group Updates (Public Excluded)		
4) General Business (Public Excluded)		

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:

2) Confirmation of 2 June and 5 July 2022 Public Excluded Interim	To prevent the disclosure or use of official information	Section 7 (2) (j)
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Advisory Committee Meeting Minutes	for improper gain or improper advantage.	
3) Council/Committee/Representative Group Updates (Public Excluded)		
4) General Business (Public Excluded)		

The meeting went into a public excluded session at 7.45pm.

The meeting came back into an open session at 7.53pm.

15) Karakia Whakakapi (Closing Karakia)

The meeting was closed with a karakia by Co-Chair Dahrian Watene.

The meeting was declared closed at 7.54pm.

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30_ILAC August 22 excluded minutes

Te Pūkenga Interim Learner Advisory Committee (ILAC) PUBLIC EXCLUDED Minutes

Meeting Date: Tuesday, 16 August 2022

Meeting Time: 4.45pm – 5.30pm and 7.45pm – 7.54pm.

Meeting Venue: Audio Visual Link

Members:

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

In attendance:

- Tania Winslade (Deputy Chief Executive Learner Journey and Experience)
- Simone Andersen (Kaikōkiri Director Learner and Whānau Engagement)
- Becca Brooke (Learner Governance Lead)
- Aayla Peebles (Learner Partnerships Advisor)
- Annie Waterworth (Implementation Lead)
- Katrina Thomas (Principal Advisor)
- Grant Cleland (Consultant)
- Mark McGeady (Kaikōkiri Director Learner Insights & Evaluation)
- Richard Forgan (Consultant)
- Sam Huggard (Council Member)

1) Te Pūkenga Proposed Structure Update

Richard Forgan (Consultant) supported by Council Member Sam Huggard provided a presentation to ILAC on the proposed structure of Te Pūkenga. They responded to various questions from members relating to the proposed structure, regions, and learners at the centre. ILAC provided several feedback points for the Council to consider as noted in **Appendix 1** of these minutes.

Resolved: (Jordan Gush/Dahrian Watene)

That ILAC receive the verbal update on the proposed Te Pūkenga structure, and that staff draft the feedback noted by ILAC for submission to the Council and the formal feedback process.

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Appendix 1

Proposed Te Pūkenga Organisational Structure - Interim Learner Advisory Committee (ILAC) feedback:

ILAC met on Tuesday, 16 August 2022. At this meeting, a presentation from Richard Forgan (TP Contractor) on the Proposed Te Pūkenga Organisational Structure was delivered to the committee. He and Sam Huggard (Council Member) responded to questions from the committee on various aspects of the proposed structure, particularly with respect to how the 'learner voice' and 'learners at the centre' were being accounted for within the structure. The following points were noted as feedback from the committee:

The key themes/questions that came through at the hui were:

- Concerns were raised around how this 'top-down' proposed structure aligns with what was previously presented and engaged on, including insights (Te Rito) gained through the earlier op model engagement with learners.
- Members expressed that they can't see 'learners at the centre' being one of the key components of the proposed structure which it should be given the Charter and Letter of Expectations sets this out clearly.
- It seems like a traditional business model with traditional functions with all the aspirational components previously discussed and engaged on with learners being lost or disregarded.
- The importance of 'learner voice' being represented more clearly at the highest level of the organisation is of upmost importance to learners. It's difficult to see where the 'learner voice' and resources that enable and support that function sit in the proposed structure. It hasn't been given enough priority.
- Members viewed that there was not enough of a Te Ao Māori lens applied/incorporated across the proposed structure. It is clear to see it is a more finance/business driven model as opposed to people and community driven.
- Members were concerned around lack of information from Te Pūkenga on what it is going to do to support pacific and disabled learners/kaimahi as key priority learner groups within the proposed structure. Where is the representation/priority in the proposed structure for priority group learners given, this is a key component of the Charter and Letter of Expectation.
- The question was raised around how key learner strategies get developed and implemented through this structure as the strategy component is sitting within a number of different business functions.
- Members queried whether there will be engagement material developed to cater for learners? The consultation material is not fit for learner engagement and there was a previous commitment to undertake engagement with all learners on the proposed operating model. A lot of learners will be affected by the changes, either directly (student associations/councils) or indirectly (via effects on kaimahi and organisational structures).

- Members would like to stress the importance of continuous wrap around support and wellbeing services for learners being a key function. This doesn't seem to be indicated in the proposed structure.
- Members would like to see equity represented and articulated across the proposed organisational structure, not just within the PAE area.

Further feedback received from committee members following the ILAC meeting:

- Through the proposed 9 business group structures we need to have 'Learners at the Centre' and Equity throughout and across (not just in PAE)! Learners & Equity needs to be embedded into the Strategy & Transformation across Te Pūkenga.
- Keep the name for the Northern region as Te Tai Tokerau.
- Regional & Local pathway for communications need to sit in the office of the CEO, strategy and transformation, equity & Te Tiriti Outcomes. Not just in Learner Employer and Customer experience.
- Regional & local also need to feed into and work alongside the investment office. The example of this is that if there are to be offset of assets that are under Te Pūkenga that they understand the opportunity that hapū and iwi are given the first right to purchase of or a given he opportunity to take back crown assets.

Endorsed by the ILAC Co-Chairs,

Jordan Gush

Dahrian Watene

Following the above item, the meeting moved back into an open session at 5.30pm.

The meeting came back into a public excluded session at 7.45pm.

2) Confirmation of 2 June 2022 and 5 July 2022 PUBLIC EXCLUDED Interim Learner Advisory Committee Meeting Minutes

Resolved: (Jordan Gush/Lupe Kautoke)

That ILAC confirm the public excluded minutes of the interim Learner Advisory Committee meeting that took place on 2 June and 5 July 2022 as a true and correct record.

3) Council/Committee/Representative Group Updates (Public Excluded)

There were no public excluded updates.

4) General Business (Public Excluded)

Staff and the ILAC Co-Chair's provided updates on:

- Governance Review feedback and timing
- Sprit of Service Award presentation

Resolved: (Ezra Tamati/Skyla Flowers)

That ILAC receive the verbal updates on items of general business.

The meeting was declared closed at 7.54pm.

Te Pūkenga Interim Learner Advisory Committee (ILAC) OPEN Agenda

Meeting Date: Tuesday, 11 October 2022

Meeting Time: 5.30pm – 8.30pm

Meeting Venue: Audio Visual Link

Members:

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

In attendance:

- Tania Winslade (Deputy Chief Executive Learner Journey & Experience)
- Simone Andersen (Kaikōkiri Director Learner & Whānau Engagement)
- Becca Brooke (Learner Governance Lead)
- Aayla Peebles (Learner Partnerships Advisor)
- Annie Waterworth (Implementation Lead)
- Katrina Thomas (Principal Advisor)

Te Kaupapa o te Komiti Tohutohu mo nga Kaiako | Purpose of Interim Learner Advisory Committee

The Interim Learner Advisory Committee represent the voice of learners in the development and review of key strategic matters with the Council. Its statutory functions are to provide advice to the Council on significant matters relating to the Council's strategic direction, the Te Pūkenga Charter, and any framework/policies relevant to learners or delegated to the Interim Learner Advisory Committee by the Council.

As part of its functions and as set out in the committee's terms of reference, the Interim Learner Advisory Committee is required to:

- 1. demonstrate giving effect to Te Tiriti o Waitangi in its deliberations and decision-making*
- 2. develop terms of reference for the Permanent Learner Advisory Committees, including decisions on membership consistent with the prescribed statutory framework and relevant council decisions, (including position descriptions, terms of reference and elections process)*
- 3. consider any specific issues delegated to it or requested by Te Pūkenga Council*
- 4. draft a relationship agreement setting out specific ways of working with Te Pūkenga Council through a co-design process*
- 5. contribute perspectives of the learner voices, without replacing the need for Te Pūkenga to also engage directly with learners on significant proposals*
- 6. deliver Council a report setting out its activities and summarising its advice on the matters referred to it by Te Pūkenga Council quarterly or at least every 6 months.*

As the Interim Advisory Committees are in place for a limited time with a defined scope and purpose as set out in the Terms of Reference, the focus of the Interim Advisory Committees is to be generated towards the key deliverables outlined in its terms of reference and work programme.

Interim Learner Advisory Committee – 2022 Work Programme

AGENDA ITEM	MAR 16	APR 12	JUNE 02	AUG 16	OCT 4	DEC TBC
GOVERNANCE (Council Priorities)						
Develop Interim Advisory Committee Relationship Agreement	●	●				
Develop Interim Advisory Committee Work Programme	●	●				
Develop an operational issues process and provide advice on a communication plan to ensure the Advisory Committees purpose within the wider network is understood and communicated effectively.		●	●			
Develop Permanent Learner Committee Framework (<i>terms of reference, relationship agreement, position descriptions, induction & handover guides</i>) noting statutory framework and Council decisions.		●	●	●	●	
Advise on the development of an Election Process for the 2023 Learner Advisory Committee (in conjunction with Kaimahi elections)		●	●	●	●	
PERFORMANCE MONITORING						
Quarter 1 report to Council		●		●		●
Quarter 2 report to Council						
Quarter 3 report to Council						
Quarter 4 report to Council – Final report from Interim Committee						
STANDING ITEMS						
Komiti Māori report	●	●	●	●	●	●
Te Poari Akoranga report	●	●	●	●	●	●
Co-Chairs report	●	●	●	●	●	●
Council Update Report		●		●		●
ONGOING - Advise on Council Strategic Matters						
Learner Voice (Contribute perspectives of Te Pūkenga Learners, without replacing the need for Te Pūkenga to also engage directly with learners on significant proposals)						

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1) Open meeting with Karakia Timatanga

Whakarongo rā e Rongo ki Te Pūkenga te manawa nei ki te rongo taketake te whiwhia, te rawea te whiwhi-ā-nuku whiwhi-ā-rangi I takea mai i te kāhui o ngā ariki. Kia tūturu ka whakamau ai kia tīnā Tīnā! Hui e? Taīki e!	<i>Listen o Rongo to Te Pūkenga offering gratitude for the peace and harmony that allows us to enjoy, the gifts of the earth and the heavens bequests of a higher order. Firmly! Do we all concur? We concur!</i>
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2) Welcome

Welcome to the attendees from Ministry of Education

3) Apologies

ILAC to receive and note any apologies.

Recommendation:

That the apologies from xxx are received and accepted.

4) Confirmation of Agenda

The agenda order will need to be flexible to accommodate presenter/guest availability.

Recommendation:

That the agenda is confirmed.

5) Declarations of Interest

ILAC Members to declare any conflicts of interest.

(Members are reminded of the need to be vigilant in declaring whether they may have any private or external interests relating to any matters being discussed in this agenda).

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

- Committee to confirm the open minutes of the 16 August 2022 Interim Learner Advisory Committee meeting (**Attachments 1**)
- The link to the 16 August ILAC **Meeting Summary** can be found [here](#)

Recommendation:

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) Item 7 - Combined International Student and Domestic Tertiary Dispute Resolution Scheme

Presentation by Zoe Brown – Ministry of Education.

PRESENTATION PURPOSE:

The Ministry of Education (MOE) are beginning the next phase of work to improve the complaints system for tertiary and international learners and providers. This follows the recent introduction of the Domestic Tertiary Student Contract Resolution Scheme (the domestic scheme).

MOE are proposing to combine the domestic scheme with the International Student Contract Dispute Resolution Scheme (the international scheme) to create one scheme for all tertiary and international students. This will simplify the complaints system, making it more accessible and easier to navigate for learners, and reducing compliance duplication for providers. Combining the domestic scheme and international scheme will also ensure all learners and providers have access to a scheme that is up to date with best practice, puts people at the centre, and embeds Te Tiriti o Waitangi.

MOE are intending that the proposed combined scheme will be in place for January 2024.

BACKGROUND:

Currently there are two external dispute resolution schemes that help learners and providers resolve disputes if they have been unable to resolve them through the provider's internal complaints processes:

- the [International Student Contract Dispute Resolution Scheme 2016](#) (operated as iStudent) introduced in 2016
- the [Education \(Domestic Tertiary Student Contract Dispute Resolution Scheme\) 2021](#) (operated as TEDR) that was put in place in January 2022.

The two schemes have the same scope. Both schemes hear disputes relating to financial and contractual matters, and claims for redress linked to breaches of the [The Education \(Pastoral Care of Tertiary and International Learners\) Code of Practice 2021 \(the Code\)](#). The rules and requirements of both schemes are also similar, prioritising less formal consensual dispute resolution methods, with the ability to carry out adjudication where needed.

We have heard from learners and education providers that combining the schemes would be beneficial. Combining the two schemes was also recommended by the final report of the Education and Workforce Committee in their inquiry into student accommodation.

WHAT IS BEING PROPOSED?

MOE are proposing to combine the two schemes to form a **single combined scheme** for international learners and domestic tertiary students.

- All learners who can currently access the existing schemes will be able to access the proposed combined scheme (international students and domestic tertiary students)
- The combined scheme will have the same scope as the international scheme and domestic schemes: financial and contractual matters, and claims for redress linked to breaches of the Code

- The rules of the combined scheme will be closely based on those of the recently established domestic scheme. There is limited difference between the domestic scheme rules and the international scheme rules. The domestic scheme rules are more up to date, reflecting current best practice, embedding Te Tiriti, and expanding supports in the scheme for learners (including interpretation, translation, or language services). The domestic scheme was also designed to ensure disputes are dealt with in a way that considers the specific cultural needs or circumstances of parties in the dispute resolution process.
- Using the domestic scheme rules as the foundation for rules for a combined scheme means there will be minimal changes in the way the new scheme operates for domestic learners compared to the previous scheme. The enhanced support and flexibility in the current domestic scheme will become available to international learners.
- We will build into the rules of the scheme that reporting must include specific breakdowns of data indicating whether the needs of international learners are being met.
- An operator for the combined scheme will be appointed by the Minister, following a selection process that will take into account the requirements of the scheme and the needs of its users.

HOW WILL WE TRANSITION TO THE COMBINED SCHEME?

MOE are intending to have the proposed combined scheme in place for 1 January 2024. At the time of transition from the two existing schemes to the new combined scheme, there might be cases still in progress through the existing schemes. We want to ensure that disruption is minimal for those using the existing schemes.

We are proposing that there be a short transition period, where the existing schemes will continue operating for 4 months after the combined scheme is in place, but with their function limited to resolving any existing cases they might be progressing. At the same time, new claims will be able to go to the combined scheme. This will mean people who have already started the dispute resolution process will not have to change to a new scheme midway through or start over again from scratch which can be costly and frustrating.

WHAT WE'D LIKE TO HEAR FROM YOU?

Ensuring that the new scheme reflects the needs of its users – domestic tertiary students, international students, and education providers, is key to its success, so your input is highly valuable. We are particularly keen to hear from you:

- Whether you support combining the two schemes and if this would have an impact for you?
- Whether there are any changes or additions you think we should make to the rules to make the new scheme work better?
- Whether you think that the particular needs that international learners and providers have will be met under the proposed scheme or if there are changes we should make?

Recommendation:

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.

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

*Presentation provided by Kaikōkiri Director Learner and Whānau Engagement. The draft National Policy Statement for Learner Voice and Engagement is attached (**attachment 1**)*

PRESENTATION PURPOSE:

The purpose of the National Policy Statement (NPS) is to set the national direction and standards for Learner Voice and Engagement.

The objective of the National Policy Statement is 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 or co-create 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.

Point to note: *The draft NPS is a work-in-progress (draft). Staff would value input from ILAC and other key learner groups to help refine and develop the document further. It's important to note that other key learner related policy's and supporting documents will be developed in alongside, and connect through to this overarching policy.*

WHAT KEY THINGS SHOULD ILAC THINK ABOUT IN UNDERSTANDING THIS INFORMATION?

Page 6 of the draft NPS (**attachment 1**) tables the proposed key commitments of Te Pūkenga in relation to learner voice and engagement.

For example - Commitment 1 states: *Te Pūkenga puts learners (with their whānau) at the center of all it does.*

What might be some of the challenges or opportunities in relation to this commitment, particularly for the priority learner groups you represent?

- o What does learners (with their whānau) at the center of all it does look like or mean to you?
- o What would you consider to be a measurable standard or outcome to show that this commitment is being met?

WHAT DIRECTION/FEEDBACK/INPUT IS NEEDED FROM MEMBERS?

Staff would like your feedback to refine and build on the draft foundation of the NPS document.

Based on the examples used in this overview **tell us:**

- What your general views/feedback is around the National Policy Statement?
- Are the purpose and objective of the document clear?
- Are there any views or concerns on the commitments? Are they meaningful?
- What guidance and support do you think the network needs to ensure enablement of the National Policy Statement, specifically what would good implementation of these commitments look like to you?

Recommendation:

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.

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9) Item 9 – Initial Draft Learner Charter - Introduction

*Presentation provided by Kaikōkiri Director Learner with Whanau Engagement. The draft Learner Charter is attached (**attachment 1**)*

PRESENTATION PURPOSE:

The Learner Charter is 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.

Broad statements of learner rights are categorised according to key parts of the learner journey and show what learners can expect from Te Pūkenga. This in turn will inform the development of other learner policies, frameworks and systems which will focus more narrowly on particular areas.

The Charter is intended to guide learners and Te Pūkenga in upholding our obligations, values, and aspirations.

WHAT KEY THINGS SHOULD MEMBERS THINK ABOUT/ CONSIDER IN UNDERSTANDING THIS INFORMATION?

ILAC members may wish to consider:

- Does the Learner Charter cover the key aspects of a typical learner journey?
- Have rights and responsibilities been expressed in a way that is easy for everyone to understand?
- Is there anything missing from the range of learner rights set out in the document?
- Are there any responsibilities that you think learners may resist or have difficulty meeting?
- Does the Learner Charter uphold 'Ākonga at the Centre' of Te Pūkenga?
- Does the Learner Charter uphold Whiria Ngā Rau – Progressing from Student Voice to Partnership?
- Does the Learner Charter place sufficient emphasis on priority/under-served learners?
- Do you consider the Charter upholds your individuality and your culture?

KEY SUMMARY POINTS

This is a high-level set of statements based on principles of the relationship that exists between Te Pūkenga and its learners.

The learner rights form the basis of a range of Te Pūkenga responsibilities. These will in turn inform other learner-related policies, frameworks and systems which will focus on more specific areas of the learner journey and experience and provide more detail in those areas.

Learner responsibilities are commitments to learner self-responsibility, responsibility to learner peers, as well as a responsibility to support Te Pūkenga to meet its obligations and aspirations as a vocational education provider.

WHERE CAN MEMBERS FIND MORE INFORMATION?

[Whiria Ngā Rau](#)

WHAT DIRECTION/FEEDBACK/INPUT IS NEEDED FROM MEMBERS

ILAC is invited to review this draft Learner Charter and provide any feedback. The considerations listed above are just a guide.

Note: This document will also be reviewed by Te Pūkenga Learner Leadership Group and National Student Associations NZUSA, NDSA, NZISA, Tauira Pasifika and Te Mana Ākonga, in accordance with the Te Pūkenga/NSA Partnership Agreement and Whiria Ngā Rau.

Recommendation:

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

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Attachment 1 (Item 9) – Draft Te Pūkenga Learner Charter

DRAFT Te Pūkenga Learner Charter

This Charter sets out the relationship commitments and expectations between Te Pūkenga and its ākonga (learners). When the charter is met between Te Pūkenga and ākonga, it contributes to a positive and successful learner journey and experience.

The Charter ensures compliance with our obligations under Schedule 13 of the Education and Training Act (Te Pūkenga Charter⁹) and required outcomes and practices under the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (the Code), with its focus on learner wellbeing and safety.

It supports our vision of *Learners (with whānau) at the centre of all we do* at Te Pūkenga and working in partnership with learners, as outlined in *Whiria Ngā Rau*. Te Pūkenga is committed to working towards equity for learners of different genders, ethnicities, cultures, and abilities, especially Māori, Pacific and disabled learners who have traditionally been under-served by the education system.

As well as setting out reciprocal rights and responsibilities between Te Pūkenga and its learners, the Charter has been developed with learners, and aims to empower learner voice generally and elevate the voice of our under-served priority learners. The Charter supports us to operate in a way that empowers learners on academic, non-academic and wellbeing matters, and matters relating to our practices and services.

Learner Rights

Regardless of where and how you do your learning with Te Pūkenga, you can expect:

General

You can expect:

1. To be treated with dignity and respect by kaimahi and other ākonga
2. A supportive learning environment that empowers you to be active in your own learning and which is motivating, enjoyable, culturally safe, and secure
3. To learn in an environment that is free from bullying, coercion, harassment, intimidation, and discrimination
4. To have your cultural perspectives, worldviews, and practices integrated, valued, and affirmed
5. To have your uniqueness as an individual valued and affirmed
6. To be fully informed about what is expected of you as an ākonga

Safety and Wellbeing

You can expect:

1. A safe and supportive learning environment (physical/ cultural /psychological safety)
Access to relevant Te Pūkenga staff at relevant times
Access to safety and wellbeing support services covering all facets of your learner journey
Access to emergency services when needed

⁹ This Charter is contained within the Education and Training Act 2020 (Schedule 13).

Your personal information and privacy to be protected, including having the right to access your own personal information
To have your personal mana and cultural safety upheld.

During enrolment

You can expect:

1. Accurate timely information and advice before enrolment to base study decisions on (entry criteria, course objectives, workload, costs, qualification pathways, etc.)
2. Clear information about programmes of study, including what is required for success (attendance, achievement etc)
3. Information about withdrawal and its impact (eg on future entitlements)
4. Information about timetabling, required texts and resources, course outline and assessment criteria (to be supplied within first two weeks of course commencement)
5. Information about learner support services offered (learning and wellbeing/safety services)
6. Information about Te Pūkenga policies relating to or affecting you as a learner

During study

You can expect:

1. Information about changes to programmes of study (planned or unplanned/ emergency)
2. Information about learning support services available to facilitate learner success
3. Access to learning support if needed/eligible
4. Information about concerns, complaints, disputes and disciplinary processes
5. Right to receive fair, timely and high-quality constructive feedback on your learning and assessments to support your learning

Academic

You can expect:

1. Assurances around competence of teaching staff - technical, cultural, disability, and Pastoral Care Code
2. Assurances that study workload is appropriate to the level of course or programme of study
3. To have your prior learning, knowledge and skills formally recognised where appropriate
4. Academic quality assurance
5. Valid, timely and fair assessment against clearly communicated expectations
6. Assurance that completion of a professional programme of study will satisfy all academic requirements for regulation or registration within that profession
7. The right to access appeal processes

Equity

You can expect:

1. To have your diverse and unique needs recognised, and for Te Pūkenga to place a special focus on equitable outcomes for Māori, Pacific and disabled learners.
2. We will listen and respond to the needs of, and improve outcomes for, Māori ākonga.

Learner Voice

You can expect:

1. To be engaged by Te Pūkenga on matters relevant to you as a learner
2. To be able to provide feedback on any aspect of your learner journey
3. The assurance that your learner voice will be collected, held, and shared appropriately within Te Pūkenga
4. Fair and transparent concerns, complaints, and disputes processes
5. Opportunities to connect and interact with other learners based on your programme of study and/or on the basis of your personal, cultural, or spiritual connections
6. To be informed of the outcome and decisions around matters where you have provided feedback, including reasons for decisions (where reasonably possible).

Learner Representation

You can expect:

1. To be represented by learners and /or learner representative groups if you wish, on matters that impact your learner journey and experience.¹⁰
2. Learner representatives will have regular opportunities to connect with senior leadership at local (campus), regional and national level, as appropriate.

Responsibilities

Regardless of where and how you do your learning with Te Pūkenga, you are expected to:

1. Take responsibility for your own learning and behaviour
2. Act as mature, self-directing, autonomous, and responsible individual
3. Make yourself aware of and follow policies that affect you as a learner at Te Pūkenga
4. Abide by the rules and regulations governing student conduct
5. Abide by the principles of Academic Integrity which include honesty, trust, fairness, respect, and responsibility to every aspect of learning
6. Show respect and consideration for the rights and diversity of all members of Te Pūkenga learning community, including ākonga and kaimahi
7. Act in a way that contributes to a safe, inclusive, and equitable environment for all that promotes zero tolerance to all forms of harassment, bullying and discrimination.
- 8.

If someone believes the Charter has been breached or otherwise not adhered to

Any allegations of breaches or disputes that arise concerning this Charter will be managed under **Te Pūkenga Concerns, Complaints and Disputes Procedures**. Depending on the nature of the issue and who is involved, learners and staff may choose to contact any of the following:

- Tutors
- Learner representatives
- Health and safety representative

¹⁰ Learners have the right to create a Student Association at an institution to represent learners and may charge a membership fee. Student Associations must carry out their business in accordance with sections 261 to 264 of the Education and Training Act 2020.

- o *(Other roles at Te Pūkenga tbc eg support staff, information centre, heads of faculty etc)*

Effective date of Charter

This Charter will apply to ākonga and kaimahi of Te Pūkenga from the date of approval by Te Pūkenga Council, subject to [Te Pūkenga Grandparenting Policy](#) and Operational Directives.

Review of Charter

This Charter is intended to have perpetual effect. It will be reviewed in consultation with ākonga and kaimahi from time to time, with Te Pūkenga Council as the final decision-making authority. No part of this Charter may conflict with any Te Pūkenga governing legislation or any other New Zealand law and if a conflict does occur, New Zealand laws will prevail.

RELEASED UNDER THE OFFICIAL INFORMATION ACT 1982

10) Item 10 - OPEN Council/Committee/Representative Group Updates

- **Council**
 - Verbal update from Member Jordan Gush
 - A summary report outlining the Council's key activities for Aug/Sept will be provided separately when available.
- **Komiti Māori**

Verbal update from Member Dahrian Watene
- **Te Poari Akoranga**

Verbal update from Hamish Duncan and Skyla Flowers

Recommendation:

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

RELEASED UNDER THE
OFFICIAL INFORMATION ACT 1982

11) Item 11 - General Business

Opportunity provided for ILAC to raise any general business items.

Staff will provide updates on the following matters:

- Future of Learner Voice -update (refer **attachment 1**)
- Next ILAC meeting date and extension of contracts
- Things to celebrate

Recommendation:

That ILAC receive general business updates provided by staff.

RELEASED UNDER THE
OFFICIAL INFORMATION ACT 1982

Attachment 1 (Item 11) – General Business

Co-design - Future State of Learner Voice - Update

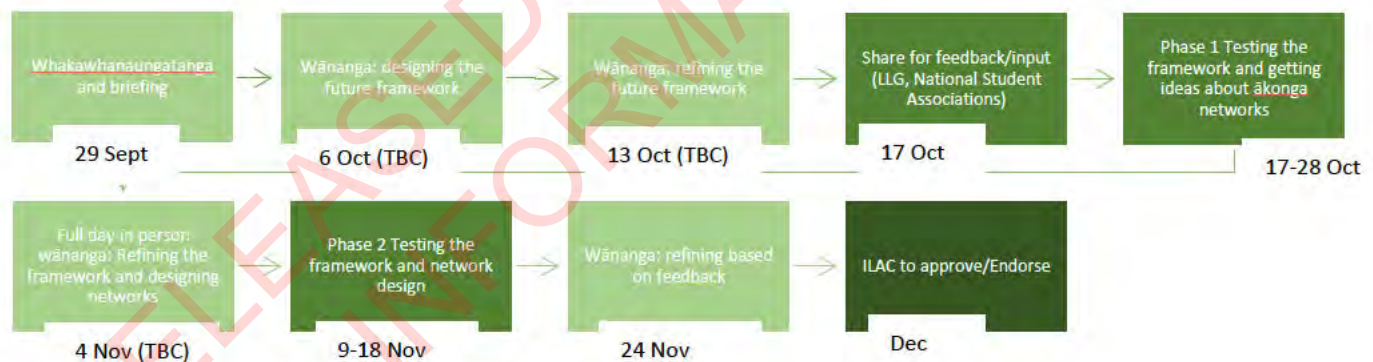
Te Pūkenga is working with Learners and staff to co-design parts of the future learner voice ecosystem, and get their input on the policies, processes, tools and resources that enable learner voice. The aim is to ensure that learner voice is embedded at all levels of the organization.

Current work:

1. At a Governance level – ILAC has submitted recommendations on the permanent advisory committee and what learner governance will look like in the near future.
2. We are now working with Learners and staff across the network to
 - a. Refine the future framework to determine regional, and local level representation and how it feeds into Governance
 - b. design peer-to-peer learner networks (e.g. Māori, Pacific, Disabled, Industry-based networks, and how learners connect with each other)
 - c.

A co-design working group has been established to lead the design work, which will then be shared, tested and built on with the wider network, in a series of online workshops over the next few months.

The proposed timeline:



Network engagement:

In addition to TP learner leader groups (ILAC, LLG and National student associations), we will engage with:

- Local groups within their region e.g. Region 1 (NorthTec, Unitec, MIT)
- Māori learners
- Pacific learners
- Disabled learners
- International learners
- Work based learners (ITOs)

Below is a visual of the network engagement for phase 1 testing:



Questions, concerns, or general feedback?

NOTE: ILAC the final outputs of this co-design work will be presented to ILAC for endorsement at its next hui.

12) Item 12 - Resolution to Exclude the Public

Recommendation:

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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32_ILAC October 22 excluded agenda

Te Pūkenga Interim Learner Advisory Committee (ILAC) PUBLIC EXCLUDED Agenda

Meeting Date: Tuesday, 11 October 2022

Meeting Time: 5.30pm – 8.30pm

Meeting Venue: Audio Visual Link

Members:

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

In attendance:

- Tania Winslade (Deputy Chief Executive Learner Journey & Experience)
- Simone Andersen (Kaikōkiri Director Learner & Whānau Engagement)
- Becca Brooke (Learner Governance Lead)
- Annie Waterworth (Implementation Lead)

Contents – Public Excluded Agenda

Items:

- 1) Confirmation of Public Excluded Minutes.....3
- 2) Council/Committee/Representative Group Updates (Public Excluded).....9
- 3) General Business (Public Excluded).....9

RELEASED UNDER THE
OFFICIAL INFORMATION ACT 1982

1) Confirmation of 16 August 2022 PUBLIC EXCLUDED Interim Learner Advisory Committee Meeting Minutes

- Committee to confirm the public excluded minutes of the 16 August 2022 Interim Learner Advisory Committee meeting (**Attachment 1**)
- A link to the 16 August 2022 meeting summary can be found [here](#).

Recommendation:

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

RELEASED UNDER THE
OFFICIAL INFORMATION ACT 1982

Following the above item, the meeting moved back into an open session at 5.30pm.

The meeting came back into a public excluded session at 7.45pm.

3) Confirmation of 2 June 2022 and 5 July 2022 PUBLIC EXCLUDED Interim Learner Advisory Committee Meeting Minutes

Resolved: (Jordan Gush/Lupe Kautoke)

That ILAC confirm the public excluded minutes of the interim Learner Advisory Committee meeting that took place on 2 June and 5 July 2022 as a true and correct record.

4) Council/Committee/Representative Group Updates (Public Excluded)

There were no public excluded updates.

5) General Business (Public Excluded)

Staff and the ILAC Co-Chair's provided updates on:

- Governance Review feedback and timing
- Sprit of Service Award presentation

Resolved: (Ezra Tamati/Skyla Flowers)

That ILAC receive the verbal updates on items of general business.

The meeting was declared closed at 7.54pm.

2) Council/Committee/Representative Group Updates (Public Excluded)

Opportunity for members to provide any public excluded verbal updates.

Recommendation:

That ILAC receive the verbal updates on Council/Committee/Representative Groups.

3) General Business/Action List (Public Excluded)

Opportunity to raise any public excluded general business or discuss action list from previous meeting.

Meeting Actions (Public Excluded) – 16 August 2022

Staff Action	Update
Public Excluded: Staff to draft feedback noted from ILAC on the Te Pūkenga Proposed Structure to submit to Council and the formal consultation process.	Completed – feedback was circulated to the committee with an opportunity for further feedback to be provided with the final document submitted and presented to Council and through the formal process.

Recommendation:

That ILAC receive the verbal updates on items of general business and notes the action list.

4) Karakia Whakakapi (Closing Karakia)

Puritia, puritia ngā kōrero o te wānanga puritia ki a ū, kia mau puritia kia ita Unuhia, unuhia atu rā Te tapu o te kahui o ngā ariki mauria atu rā ko te kahu ora o Rongo he rongo taketake he rongo mau tonu ka whakamau kia tīnā, Tīnā! Hui e, Tāiki e!	Hold fast, hold firmly the words of the academy cement them firmly fixed in the mind. Release ourselves of the decorum of formality let us take up the life-giving cloak of Rongo the permanence of peace and harmony and bind it firmly, Firmly!
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Te Pūkenga Interim Learner Advisory Committee (ILAC) OPEN Minutes

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

34_ILAC October 22 excluded minutes

Te Pūkenga Interim Learner Advisory Committee (ILAC) PUBLIC EXCLUDED Minutes

Meeting Date: Tuesday, 4 October 2022

Meeting Time: 4.30pm – 8.30pm

Meeting Venue: Audio Visual Link

PRESENT

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

Staff: Becca Brooke (Learner Governance Lead)
Annie Waterworth (Implementation Lead)
Aayla Peebles (Learner Partnerships Advisor)

Apologies from Cecily Zhou were noted in the open session of the meeting.

1) Confirmation of 16 August 2022 PUBLIC EXCLUDED Interim Learner Advisory Committee Meeting Minutes

Resolved: (Hamish Duncan/Nina Lee Griffith)

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

2) Council/Committee/Representative Group Updates (Public Excluded)

It was noted that a late attachment (Council Update September 2022 - Closed) had been circulated to the Committee this morning. Co-Chair Jordan Gush noted the following in relation to the update:

- A new member had been appointed to Council
- The acting CE had concluded carrying out engagement with subsidiaries.
- An Extraordinary Council meeting had been held three weeks ago to look at recommendations for the structure following consultation with the network. ILAC feedback had been received and heard. Initially ILAC didn't see enough emphasis on 'learners at the centre' in the proposed structure but after talking with the Chair and the acting CE, Jordan was assured that learners will be front and centre of every business division but if there are any further concerns, this can be communicated.
- The \$110m deficit had been reduced to \$63m. The original budget was projected as \$58m so Te Pūkenga isn't too far off from being in a better spot.
- The Council was looking at how they can better partner with Iwi and hapu. ILAC needed to look at how they can give effect to Te Tiriti obligations as a committee.

ACTION: feedback loop on resulting changes to the proposed structure need to be closed off. Request for staff who presented to proposed structure to provide this information to ILAC.

Resolved: (Jordan Gush/Henry Geary)

That ILAC receive the verbal updates on Council/Committee/Representative Groups.

3) General Business/Action List (Public Excluded)

Meeting Actions (Public Excluded) – 16 August 2022

Staff Action	Update
Public Excluded: Staff to draft feedback noted from ILAC on the Te Pūkenga Proposed Structure to submit to Council and the formal consultation process.	Completed – feedback was circulated to the committee with an opportunity for further feedback to be provided with the final document submitted and presented to Council and through the formal process.

Recommendation: (Jordan Gush/Hamish Duncan)

That ILAC receive the verbal updates on items of general business and notes the action list.

4) Karakia Whakakapi (Closing Karakia)

The meeting was closed at 8.21pm with a Karakia Whakakapi from Hamish Duncan.

The meeting was declared closed at 8.21pm.

Te Pūkenga Interim Learner Advisory Committee (ILAC) OPEN Agenda

Meeting Date: Thursday, 8 December 2022

Meeting Time: 9.30am – 3.30pm

Meeting Venue: Naumi, Auckland Airport

Members:

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

In attendance:

- Simone Andersen (Kaikōkiri Director Learner & Whānau Engagement)
- Becca Brooke (Learner Governance Lead)
- Aayla Peebles (Learner Partnerships Advisor)
- Annie Waterworth (Implementation Lead)
- Katrina Thomas (Principal Advisor)
- Victor Grbic (Learner Strategic Advisor)
- Stephen Henry (Director Transformation & Transition)

Te Kaupapa o te Komiti Tohutohu mo nga Kaiako | Purpose of Interim Learner Advisory Committee

The Interim Learner Advisory Committee represent the voice of learners in the development and review of key strategic matters with the Council. Its statutory functions are to provide advice to the Council on significant matters relating to the Council's strategic direction, the Te Pūkenga Charter, and any framework/policies relevant to learners or delegated to the Interim Learner Advisory Committee by the Council.

As part of its functions and as set out in the committee's terms of reference, the Interim Learner Advisory Committee is required to:

- 1. demonstrate giving effect to Te Tiriti o Waitangi in its deliberations and decision-making*
- 2. develop terms of reference for the Permanent Learner Advisory Committees, including decisions on membership consistent with the prescribed statutory framework and relevant council decisions, (including position descriptions, terms of reference and elections process)*
- 3. consider any specific issues delegated to it or requested by Te Pūkenga Council*
- 4. draft a relationship agreement setting out specific ways of working with Te Pūkenga Council through a co-design process*
- 5. contribute perspectives of the learner voices, without replacing the need for Te Pūkenga to also engage directly with learners on significant proposals*
- 6. deliver Council a report setting out its activities and summarising its advice on the matters referred to it by Te Pūkenga Council quarterly or at least every 6 months.*

As the Interim Advisory Committees are in place for a limited time with a defined scope and purpose as set out in the Terms of Reference, the focus of the Interim Advisory Committees is to be generated towards the key deliverables outlined in its terms of reference and work programme.

Interim Learner Advisory Committee – 2022 Work Programme

AGENDA ITEM	MAR 16	APR 12	JUNE 02	AUG 16	OCT 4	DEC 8
GOVERNANCE (Council Priorities)						
Develop Interim Advisory Committee Relationship Agreement	●	●				
Develop Interim Advisory Committee Work Programme	●	●				
Develop an operational issues process and provide advice on a communication plan to ensure the Advisory Committees purpose within the wider network is understood and communicated effectively.		●	●			
Develop Permanent Learner Committee Framework (<i>terms of reference, relationship agreement, position descriptions, induction & handover guides</i>) noting statutory framework and Council decisions.		●	●	●	●	
Advise on the development of an Election Process for the 2023 Learner Advisory Committee (in conjunction with Kaimahi elections)		●	●	●	●	
PERFORMANCE MONITORING						
Quarter 1 report to Council		●		●		●
Quarter 2 report to Council						
Quarter 3 report to Council						
Quarter 4 report to Council – Final report from Interim Committee						
STANDING ITEMS						
Komiti Māori report	●	●	●	●	●	●
Te Poari Akoranga report	●	●	●	●	●	●
Co-Chairs report	●	●	●	●	●	●
Council Update Report		●		●		●
ONGOING - Advise on Council Strategic Matters						
Learner Voice (Contribute perspectives of Te Pūkenga Learners, without replacing the need for Te Pūkenga to also engage directly with learners on significant proposals)						

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1) Open meeting with Karakia Timatanga

Whakarongo rā e Rongo ki Te Pūkenga te manawa nei ki te rongo taketake te whiwhia, te rawea te whiwhi-ā-nuku whiwhi-ā-rangi I takea mai i te kāhui o ngā ariki. Kia tūturu ka whakamau ai kia tīnā Tīnā! Hui e? Taīki e!	<i>Listen o Rongo to Te Pūkenga offering gratitude for the peace and harmony that allows us to enjoy, the gifts of the earth and the heavens bequests of a higher order. Firmly! Do we all concur? We concur!</i>
---	---

2) Welcome

- Welcome to those in attendance and presenting
- Simone/Becca to run through housekeeping and plan for the day

3) Apologies

ILAC to receive and note any apologies.

Recommendation:

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

4) Confirmation of Agenda

The agenda order will need to be flexible to accommodate presenter/guest availability.

Recommendation:

That the agenda is confirmed.

5) Declarations of Interest

ILAC Members to declare any conflicts of interest.

(Members are reminded of the need to be vigilant in declaring whether they may have any private or external interests relating to any matters being discussed in this agenda).

6) Confirmation of 11 October 2022 OPEN Interim Learner Advisory Committee Meeting Minutes

- Committee to confirm the open minutes of the 11 October 2022 Interim Learner Advisory Committee meeting (**Attachment 1**)
- The link to the 11 October 2022 ILAC **Meeting Summary** can be found [here](#)

Recommendation:

That ILAC confirm the open minutes of the interim Learner Advisory Committee meeting that took place on 11 October 2022 as a true and correct record.

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Attachment 1 (Item 7) - Learner Voice and Partnering Ecosystem Presentation

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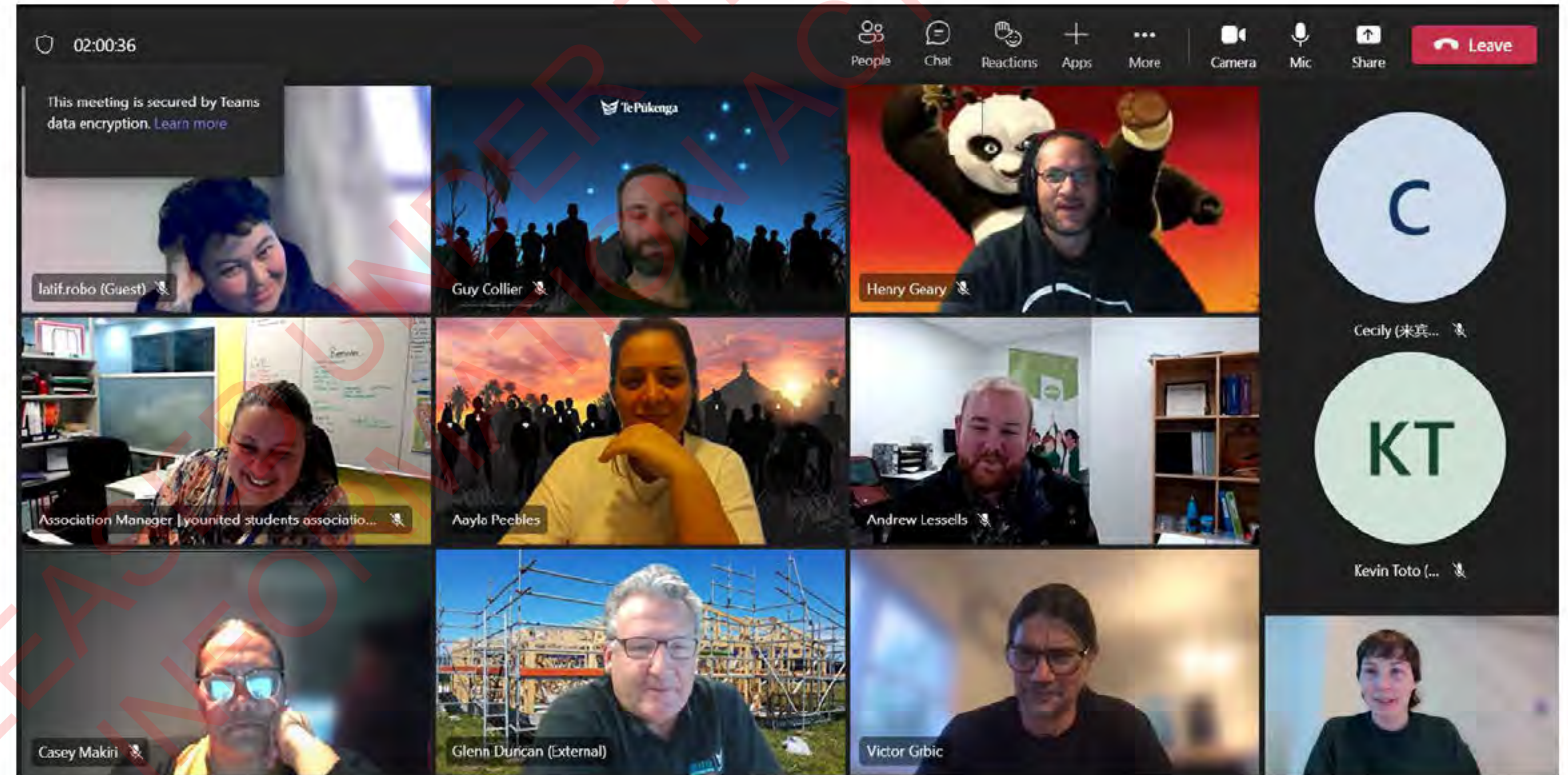
Learner Voice and partnering Ecosystem

December 2022



The Co-design group

Cecily Zhou, Ara
Henry Geary, Open Poly
Max Devon, SANITI (NMIT)
Alison Hart, SANITI (NMIT)
Kevin Toto, Unitec
Casey Makiri, MIT
Latif Robinson, MITO
Andrew Lessells, NZUSA
Jade Peterson, younited EIT
Angus Howat, Ara
Glenn Duncan, BCITO



Co-design of learner voice - Journey

2021 – June 2022

Research current state
Te Rito research
ITO and ITP stocktake reports
Learner Survey stocktake

Oct – Dec 2022

Test and refine
Engagement with learner leaders and
Learner Voice kaimahi

Jan 2023

Report and recommendations
shared with relevant parties

July - Oct 2022

Design high-level model

Dec 2023

Final report and recommendations
endorsed by co-design group and ILAC

Q1 - 4 2023

Detailed design and implementation
planning

Engagement summary

Proposal updated based on feedback from learner leaders and staff in roles who support learner voice. This included:

- Presentation and feedback from:

- Te Pūkenga Learner Leadership Group

- ITP kaimahi and learners at a drop in session

- ITO kaimahi at a drop in session

- 18 responses to an online survey
- Several email submissions from individuals and groups
- Internal engagement (Te Pūkenga)
 - Operating model team
 - Academic Delivery and innovation

Further testing is currently underway with:

- Apprentices
- Disabled learners

Proposed future state (2nd Iteration)



Te Pūkenga

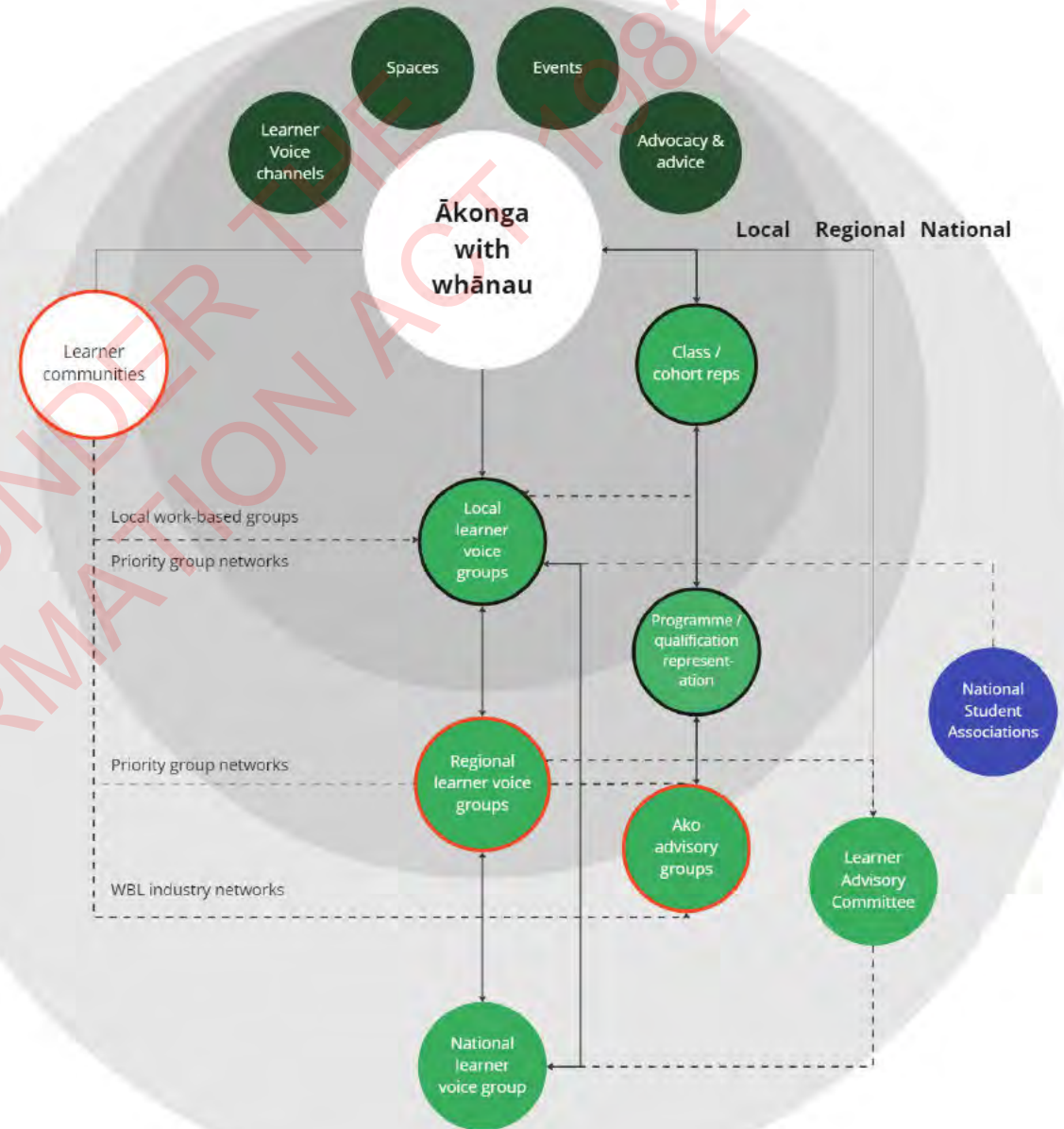
Learner engagement framework

This diagram shows how learners connect to other learners, and to the groups who represent them at a local, regional and national level.



Formal connection (e.g. elected, or membership)

Informal or optional connection



Connections to Te Pūkenga

There will be new structures in Te Pūkenga that the future ecosystem will need to connect into. As Te Pūkenga is still working through the detail of the organisation structures, the connections on the right are indicative and may change.

Local

Class/cohort representatives should connect with staff involved in local academic delivery e.g. tutors, lecturers, training advisors and support staff.

Local learner voice groups should be supported by learner support teams and leadership within their local community. They work together to resolve local matters and support local engagement.

Regional

Programme / qualification representation connects with local and regional academic delivery, for example programme leadership or academic boards/committees.

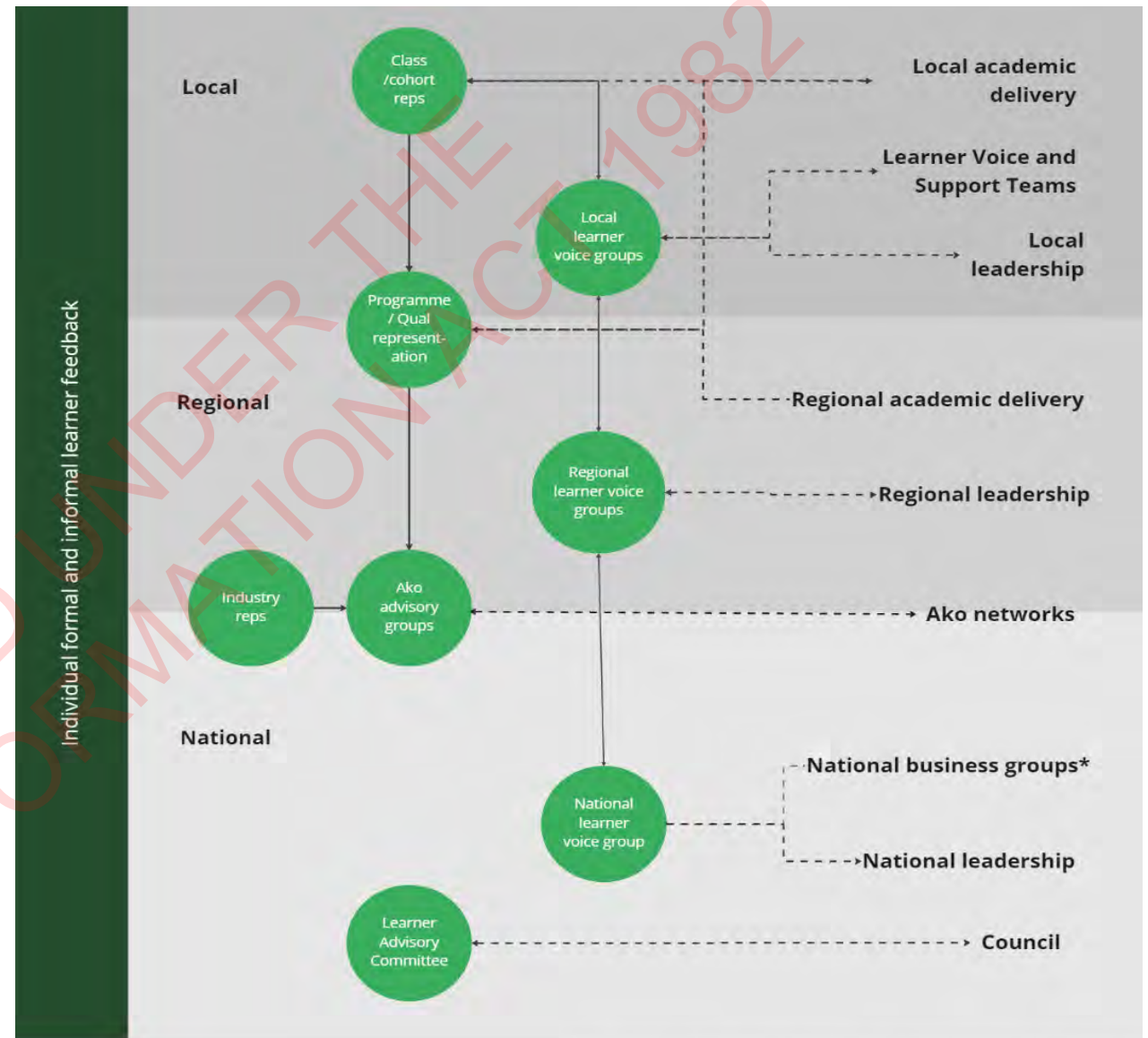
Regional learner voice groups connect with regional leadership

Ako advisory groups connect with Ako Networks. Whether this is at a regional or national level will depend on the operating model.

National

National learner voice group will connect with national business groups, such as Employer and Learner Experience and Attraction, and with national leadership.

The Learner Advisory Committee connects with Te Pūkenga council.

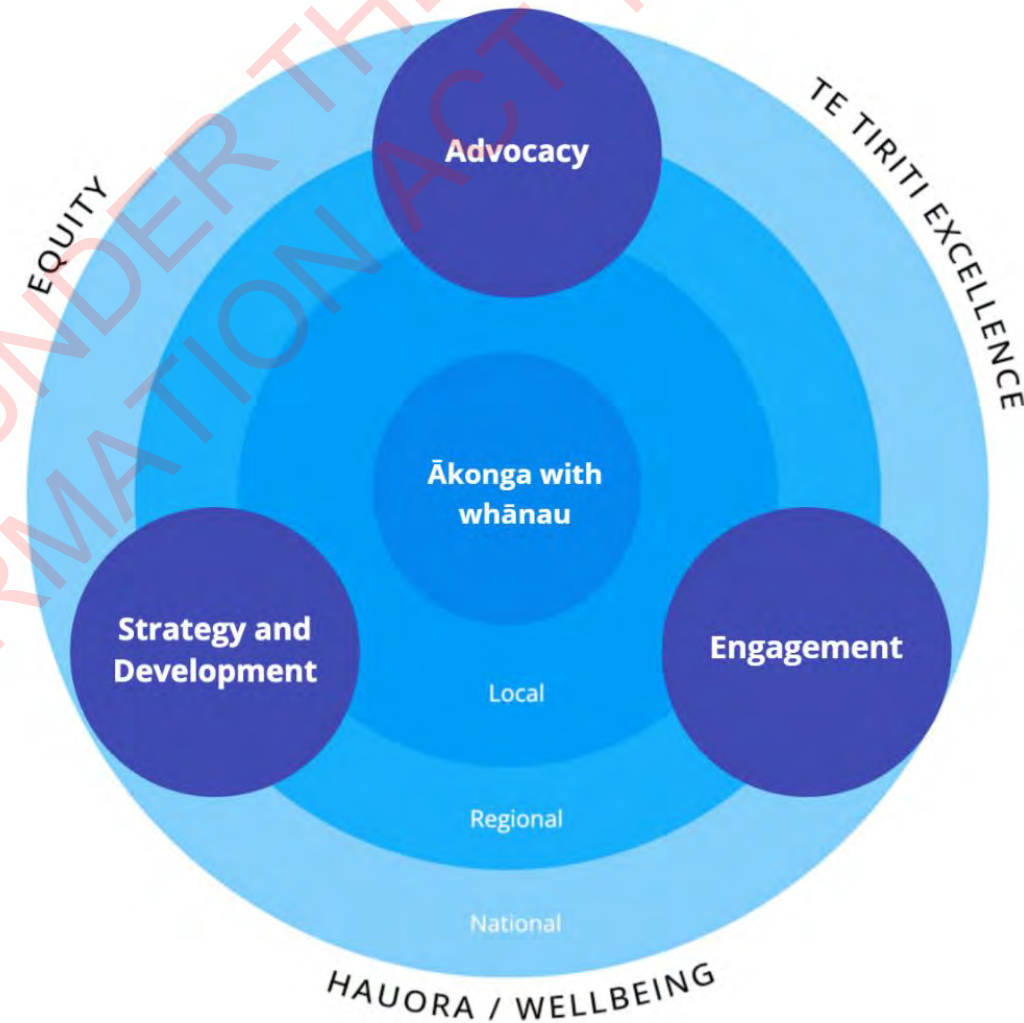


Functions of Learner representation

There are three functions of the representative structure. Groups within it may cover multiple functions, but will usually focus on one or two.

- **Advocacy** – Raising matters or supporting a recommendation on behalf of learners e.g. for the needs of satellite campus-based learners within a region
- **Strategy and development** – Input into the key organisational mahi such as strategy or programme development e.g. reviewing a Te Pūkenga-wide strategy from a learner perspective
- **Engagement** – Engaging with the wider learner body and supporting key engagements e.g. supporting the delivery of orientation, graduation, other events or classroom/cohort surveys

Regardless of function, all groups are anchored by Tiriti Excellence, Equity and Hauora/Wellbeing.



Groups in the ecosystem

Group	Input at	Function(s)	What They Do	Made up of
Ākonga (with their whanau)	Local		Gives feedback on their learning through a number of mechanisms including surveys and discussions with staff members. Can join local groups, networks and representative groups.	All learners across Te Pūkenga. Work-based, online or campus-based learners.
Local work-based groups and representatives	Local	Advocacy & Engagement	Connect work-based learners within an area. Representatives for these groups help bring the group together and help individuals within the group connect with regional or industry-based work-based representatives if they have an issue. Local work-based representatives connect with local Learner Voice groups (student councils and associations) in a tuakana-teina relationship to build their capability and would eventually become members of them.	Groups are made of any apprentices and trainees in a local area who want to be part of them. Representatives are individuals in a local area who are chosen by their peers or nominated by staff.
Priority group networks and representatives	Local, regional and national	Advocacy & Engagement	Networks will be a way for groups of learners with shared identities to connect with each other. Representatives from these networks will advocate for the needs of particular groups they belong to, for example Māori, Pacific or disabled learners. They will connect into local and regional Learner Voice Groups.	All ākonga who associate themselves with these priority groups nationwide across campus, online and work-based can join. Representatives are individuals from a network who are nominated or chosen.
WBL Industry Networks and representatives	Local	Advocacy & Academic Development	Industry networks connect work-based learners within an industry. Representatives provide voice/advocacy for their industry and feed into academic development for qualifications within that industry.	Networks are made of any work-based learners within that industry. Representatives are individuals within an industry who are chosen by their peers or selected by staff.

Groups in the ecosystem - continued

Group	Input at	Function(s)	What They Do	Made up of
Class / cohort representatives	Local	Advocacy & Engagement	Raise issues around learning within the learning environment, programme/qualification. For example, a rep could raise an issue that was found to be common across other classes and enable an effective solution to be implemented nationwide.	Individuals in a class or cohort who are chosen by their peers. For short / block courses, learner services and/or student association staff could fill this role.
Programme / Qualification representation	Local / regional	Advocacy and Academic Development	Input to Academic Delivery/Development within an industry or at regional level	Class reps and work-based learner industry reps. May also need to draw from wider ākonga community, particularly priority groups
Local Learner Voice Groups (LVG)	Local	Advocacy Engagement Development	Represents the views and advocates for learners in their local place of learning and raises matters (internally or externally) that impact many learners or cohorts, e.g. teaching/learning, campus facilities, support services, Studylink, accommodation).	Student Councils and Associations, including priority group Student Associations. Over time they would include work-based learners. Online learners will need to define a model that works for them, which could include integrating into local LVGs or creating their own. Local LVGs may decide to be members of National Student Associations. These groups will need to represent diverse communities of learners.
Regional Learner Voice Groups	Regional	Advocacy Engagement Development	Represent the views and advocates for learners within their region.	Members of Local LVGs, for example the President and Vice President of Student Association Regional WBL representatives Priority group representatives (Māori, Pacific and disabled ākonga)

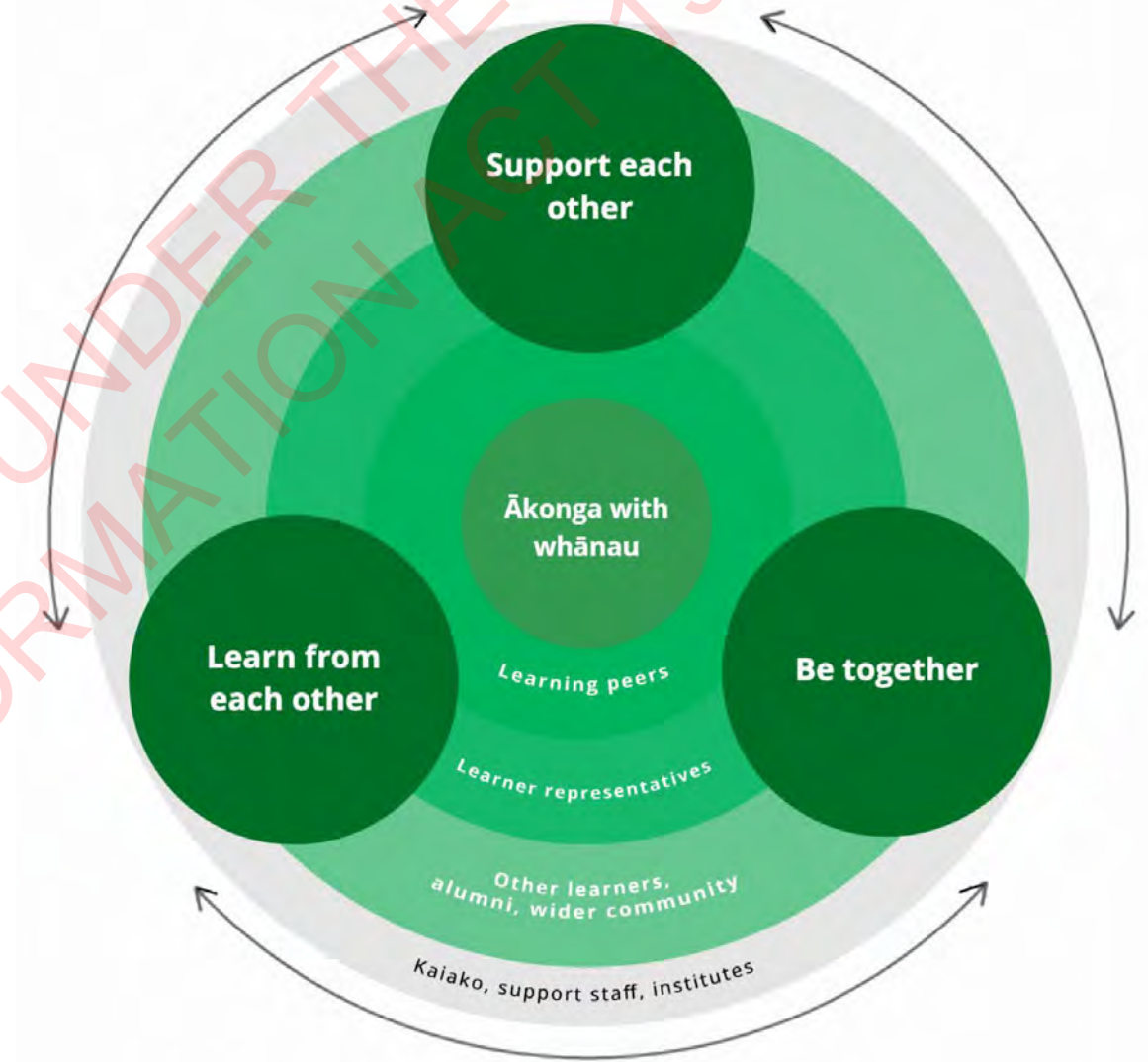
Groups in the ecosystem - continued

Group	Input at	Function(s)	What They Do	Made up of
National Learner Voice Group	National	Advocacy Engagement Development	Represents the views and advocates for learners at a national level. Provides input/raises issues on operational and functional matters. Also represents Te Pūkenga learners in engagement with wider education sector and external agencies. Responsible for convening a national forum of learner leaders.	Members of local and regional LVGs WBL industry representatives
Ako advisory groups	Regional / National	Academic Development	Ako advisory groups give advice and strategic input on matters relating to their respective industries within an ako network. Raises academic matters to ako network groups/leads. They are made up of programme reps from online/campus-based and industry network reps from work-based learning. How this works will be dependent on the operating model.	Programme reps from online/campus-based and industry network reps from work-based learning.
Learner Advisory Committee	National	Governance and Strategy at a national level	The advisory committee represents the voice of learners at a national level and helps Te Pūkenga Council keep the needs of learners at the centre. Its statutory functions are to provide advice to Council on significant matters relating to the Council's strategic direction, Te Pūkenga Charter, and any policies relevant to learners.	Elected representatives for each region Elected representatives for international, Māori, Pasifika, disabled, international, LGBTQI+, work-based learners
National Student Associations	National	Advocacy Engagement Development	Work in partnership with Te Pūkenga to ensure learner voice and wellbeing across Te Pūkenga network is enhanced. Both parties work collaboratively to identify and develop areas of mutual interest that contribute to the advancement of the interests of learners, particularly those underserved in the current system.	Learner voice groups can choose to become members of NSAs.

Learner Networks

Enabling learner to learner connections

Learners have said they want to connect with each other for all kinds of purposes. This diagram helps us think about the various learner to learner connections; what they connect for and who with.



Recommendations

1. Support and maintain **local learner voice** and representation in local communities. Expand to include work-based and online learners
2. Establish **regional learner voice groups** to represent learners in regional decision making
3. Support and maintain **national learner voice** including the Learner Advisory Committee and Learner Leadership Group.
4. Establish **work-based learner groups**, to enable connections and communities to form between apprentices, trainees and other learners.
5. Facilitate connections between all learners through **learner networks** (*both digital and physical, including clubs, societies, study, support and other groups*).
6. Work towards **consistency of learner voice for all modes of learning**,

Recommendations contd.

7. Strengthen the ability of Te Pūkenga to actively listen, engage with, and develop **individual learner voice** by building consistent and robust systems to collect, capture and respond to learner voice.
8. Support and resource learner voice so that **it is consistent across the ecosystem**.
9. Enable learner leaders to grow their confidence and capabilities through **training and support**.
10. **Focus on equity, diversity and give effect to Te Tiriti** within learner voice representative groups
11. **Partner with learners** to design and develop what the learner voice and partnering ecosystem looks like in practice.
12. **Ensure this report informs the organisational structure of Te Pūkenga**.

Next steps

What we need from you:

- The final report will be sent to ILAC next week
- Please review and endorse the report and in particular, the Recommendations
- Report will be sent to relevant parties including TP Leadership in Jan 2023





Te Pūkenga



8) Item 8 – OPEN Council/Committee/Representative Updates

- **Council**
Verbal update from Co-Chair & Council Rep Jordan Gush
- **Komiti Māori**
Verbal update from Member Dahrian Watene
- **Te Poari Akoranga**
Verbal update from Hamish Duncan and Henry Geary
- **Disability Action Plan Steering Group**
Verbal update from Henry Geary

Recommendation:

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

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9) Item 9 - General Business & Action List

Opportunity for any general business items to be discussed and review the open action list.

- Reminder for members to signal intent on whether they wish to continue on ILAC next year.

Action List	Update
Open: 1) ILAC requested further information about provisions for cultural awareness and competency training within the disputes resolution scheme and would like to understand more about what the consultation document and process will look like. 2) Staff to pass on feedback from Learners regarding support for ILAC members on Te Poari Akoranga. 3) Request for feedback loop on the approved structural changes to Te Pūkenga to be closed with ILAC.	Completed – information circulated to ILAC in early November. In Progress In Progress – update to be provided at 8 Dec ILAC hui.

Recommendation:

That ILAC receive any items of general business and note the action list.

10) Item 10 - Draft Ākonga Rights and Responsibilities Update

Presentation provided by Principal Advisor

Background Information:

Attached is the latest version of the draft **Ākonga Rights and Responsibilities**. ILAC originally reviewed this document in an earlier form with a working title of **Learner Charter**.

This is a key document in a suite of ākonga (learner) policy and related documents that support and give effect to Te Pūkenga Charter, Pastoral Care Code framework and Whiria Ngā Rau. More recently, we have been working with our Academic Delivery and Innovation (ADI) unit to ensure Te Kawa Maiororo (the regulatory framework which governs all learning (including workplace learning) and teaching throughout Te Pūkenga) is also represented in this document.

This document sets out core rights and responsibilities that guides the learning journey with Te Pūkenga, and now also contains a code of conduct for behavioural expectations. It is a document intended to greet and guide all ākonga as they commence their learning journey. We aim for it to express Te Pūkenga obligations, values and aspirations in a way that is accessible, learner-centric and does not overwhelm with content or terminology.

Learner rights are still categorised according to key parts of the learning journey and are expressed as expectations, based on various requirements and obligations Te Pūkenga has a provider. In addition, there is a new section relating to behavioural expectations.

Key things to think about/ consider in reviewing this document

ILAC are welcomed to revisit this document with the code of conduct included. During your review, you may wish to consider the following (note: this is not an exhaustive list – please feel free to contribute any feedback you consider will be useful):

- Does the document cover the key aspects of a learner's journey?
- Have the rights and responsibilities been expressed in a way that is easy for ākonga to understand?
- Does the document empower all learners?
- Is there anything missing from the range of learner rights set out in the document?
- Are there any responsibilities that you think ākonga may resist or have difficulty meeting?
- Are there part/s of the document that you think may need to be 'carved out' for certain types of learners, eg online or work-based learners?

Recommendation:

That ILAC receive the update on the Ākonga Rights and Responsibilities, and that staff note any feedback provided by the Committee.

Attachment 1 (Item 10) - Ākonga Rights and Responsibilities

Ākonga Rights and Responsibilities

DRAFT

Version: v4.0

Date: 5 December 2022

Introduction

This document sets out the relationship between us, Te Pūkenga, and you, our ākonga (learners). It articulates commitments and expectations that when met, will contribute to a positive and successful ākonga journey and experience.

For Te Pūkenga, these rights and responsibilities ensures we are compliant with our obligations under Te Pūkenga Charter¹ and contribute to required outcomes and practices under the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (the Code), with its focus on ākonga wellbeing and safety.

It also supports our vision of 'Ākonga at the Centre' of all we do at Te Pūkenga and working towards partnership with ākonga, as articulated in [Whiria Nga Rau](#). We are also committed to working towards equity for ākonga of different genders, ethnicities, cultures, and abilities, especially Māori, Pacific and disabled ākonga who have traditionally been under-served by the education system.

These rights and responsibilities have been developed with our ākonga and kaimahi. This document supports us at Te Pūkenga to operate in a way that empowers ākonga on educational, non-educational and wellbeing matters, and matters relating to our practices and services. It also sets out a code of conduct: guidance around generally accepted standards of behaviour that will ensure a safe and respectful teaching and learning environment.

Ākonga Rights

Regardless of where and how you do your learning with Te Pūkenga, you can expect:

General

You can expect:

1. To be treated with dignity and respect by kaimahi and other ākonga
2. A supportive learning environment that empowers you to be active in your own learning and which is motivating, enjoyable, culturally safe, and secure
3. To learn in an environment that is free from bullying, coercion, harassment, intimidation, and discrimination
4. To have your cultural perspectives, world views, and practices integrated, valued, and affirmed
5. To have your uniqueness as an individual valued and affirmed
6. To receive information about what is expected of you as ākonga

¹ Contained within the Education and Training Act 2020 (Schedule 13).

Safety and Wellbeing

You can expect:

1. safe and supportive learning environment (physical/ cultural /psychological safety)
2. Access to relevant Te Pūkenga staff at relevant times
3. Access to safety and wellbeing support services covering your learning journey
4. Access to emergency services when needed
5. To have your personal information and privacy protected, including having the right to access your own personal information
6. To have your personal mana and cultural safety maintained and enhanced.²

During enrolment

You can expect:

1. Accurate timely information and advice before enrolment to base study decisions on (entry criteria, course objectives, workload, costs, qual pathways, etc.)
2. Clear information about programmes of study, including what is required for success (attendance, achievement etc)
3. Information about withdrawal and its impact (eg on future entitlements)
4. Information about timetabling, required texts and resources, course outline and assessment criteria (to be supplied prior to, or within a week of, course commencement)
5. Information about learner support services offered (learning and wellbeing/safety services)
6. Information about Te Pūkenga policies relating to or affecting you as a learner.

During study

You can expect:

1. An orientation to Te Pūkenga, your programme, and your learning environment
2. Information about changes to programme of study (planned or unplanned/ emergency)
3. Information about learning support services available to help facilitate learner success
4. Access to learning support if needed/eligible
5. Information about concerns, complaints, disputes and disciplinary processes
6. To receive fair, timely and constructive feedback on your learning and assessments to support your learning.

Educational

You can expect:

1. Qualified and competent teaching staff with technical, cultural, disability, and Pastoral Care Code knowledge
2. Assurances that study workload is appropriate to the level of course or programme of study

² The Pastoral Care Code (Outcome 2 – Learner Voice) requires Te Pūkenga to “understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy”.

3. To have your prior learning, knowledge and skills formally recognised where appropriate
4. Valid, timely, and fair assessment against clearly communicated expectations
5. Pathways and processes that will allow you to appeal an academic decision.

Equity

You can expect:

1. To have your diverse and unique needs recognised and responded to
2. Te Pūkenga to place a special focus on equitable outcomes for Māori, Pacific, and disabled learners
3. Te Pūkenga will listen and respond to the needs of, and improve outcomes for, ākonga Māori.

Learner Voice

You can expect:

1. To be engaged by Te Pūkenga on matters relevant to you as a learner
2. To be able to provide feedback on any aspect of your learner journey
3. That your learner voice will be collected, held, and shared appropriately
4. Fair and transparent dispute resolution processes for concerns, complaints, and appeals
5. Opportunities to connect and interact with other learners based on your programme of study and/or on the basis of your personal, cultural, or spiritual connections
6. To be informed of the outcome and decisions around matters where you have provided feedback (including reasons for decisions where reasonably possible).

Learner Representation

You can expect:

To be represented **by** learners and /or learner representative groups if you wish, on matters that impact your learner journey and experience.³

1. Learner representatives will have regular opportunities to connect with senior leadership at Te Pūkenga local (campus), regional and national level, as appropriate.

Responsibilities

Regardless of where and how you do your learning with Te Pūkenga, you are expected to:

1. Take responsibility for your own learning and behaviour
2. Abide by principles of academic integrity which include honesty, trust, fairness, respect, and responsibility to every aspect of learning
3. Show respect and consideration for the rights and diversity of all members of the entire Te Pūkenga learning community, including ākonga and kaimahi

³ *Ākonga have the right to create a Student Association at an institution to represent ākonga and may charge a membership fee. Student Associations must carry out their business in accordance with sections 261 to 264 of the Education and Training Act 2020.*

4. Act in a way that contributes to a safe, inclusive, and equitable environment for all that promotes zero tolerance to all forms of harassment, bullying and discrimination
5. Make yourself aware of (and follow) policies that affect you as a learner at Te Pūkenga.⁴

Code of Conduct

Acceptable behaviour

There are generally accepted standards of behaviour that will ensure a learning community where ākonga show respect for themselves and others – behaviours that contribute to the best possible teaching and learning environment.

To create and maintain the best possible teaching and learning environment, all ākonga need to take individual and collective responsibility for acceptable behaviour. This includes on campus, field trips, placements and during events and activities organised by Te Pūkenga.

Unacceptable behaviour is also known as misconduct and should be reported so that it can be resolved in an appropriate way. What is appropriate will depend on the circumstances, the people involved and how severe the misconduct is.

If you have an issue concerning the behaviour of any ākonga or Te Pūkenga kaimahi, you are encouraged to report this using [Te Pūkenga Concerns and Complaints Procedure](#)⁵. If kaimahi are involved, Te Pūkenga will take differences in status and power between ākonga and kaimahi into account and ensure you are appropriately and sensitively navigated through the process.

Unacceptable behaviour

Unacceptable behaviour that will trigger action from Te Pūkenga if seen or reported in the learning environment⁶ includes:

- Breaking any New Zealand laws
- Any form of violence or threat of violence
- Any form of harassment, bullying or discrimination (including on social media)⁷
- Endangering yourself or others
- Being intoxicated or under the influence of drugs on Te Pūkenga premises or when involved in Te Pūkenga related activities (formal or informal)
- Smoking (including vaping) on any Te Pūkenga campus
- Showing disrespect for people's personal, social, and cultural differences
- Showing disrespect for the needs, rights, and freedoms of others
- Engaging in dishonest academic practices (e.g. cheating or plagiarism)
- Misusing technology, software, hardware, or communication systems provided by Te Pūkenga
- Vandalism or other misuse/abuse of Te Pūkenga facilities and buildings

⁴ All relevant policies will be made available through a link here as they are approved and made operative.

⁵ Placeholder: A link will be provided to access the Concerns and Complaints procedure when available.

⁶ 'Learning environment' in the Pastoral Care Code refers to the diverse physical and digital locations (e.g. teaching and learning, communal, and student accommodation), contexts, and cultures in which students learn.

⁷ Harassment is behaving in an objectionable or unwelcome way (to the recipient) that makes them feel offended, humiliated, intimidated, frightened, or uncomfortable. This includes racial and sexual harassment, which are defined in the Human Rights Act 1993 (sections 62 and 63).

- Disruptive or disrespectful behaviour in class which interferes with the ability of kaiako to provide a safe and respectful learning environment for all ākonga.

The above is not an exhaustive list. Te Pūkenga reserves the right to take action regarding other behaviour not on this list if it breaches generally accepted standards of behaviour and/or is needed to keep you, your fellow ākonga, kaimahi, visitors, and Te Pūkenga property safe.

Anyone who assists, procures, or encourages another person to act in a way that constitutes misconduct will be dealt with as if they had committed the misconduct themselves.

A note for work-based learners

If you are a trainee or apprentice, you may also be subject to a code of conduct or similar in your workplace. Behavioural standards should not be too different but if they are, you are encouraged to raise the matter with Te Pūkenga and your employer.

If you have an issue concerning the behaviour of your employer, you are also encouraged to bring this to the attention of Te Pūkenga through the Concerns and Complaints procedure. Te Pūkenga will provide you with advice around appropriate steps or actions to be taken, depending on the nature of the issue.

If someone believes these rights and responsibilities have been breached or otherwise not adhered to

Any allegations of breaches of this document will be managed under Te Pūkenga Concerns and Complaints Procedure. Depending on the nature of the issue and who is involved, ākonga and staff may choose to contact any of the following:

- o Tutors
- o Ākonga representatives
- o Health and safety representative
- o Other staff at Te Pūkenga e.g. support staff, information centre, heads of faculty etc

Effective date of this document

These rights and responsibilities will apply to ākonga and kaimahi of Te Pūkenga from the date of approval by (tbc), subject to any policies continuing under [Te Pūkenga Grandparenting Policy](#) and Operational Directives.

Review of this document

These rights and responsibilities are intended to have perpetual effect. They will be reviewed in consultation with ākonga and kaimahi from time to time, with (tbc) as the final decision-making authority. No part of this document may conflict with any Te Pūkenga governing legislation or any other New Zealand law and if a conflict does occur, New Zealand laws will prevail.

11) Item 11 - Resolution to Exclude the Public

Recommendation:

That the public be excluded from the following parts of the proceedings of this meeting.

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
Te Pūkenga Pathway (op model) Update Confirmation of the 11 October 2022 Public Excluded Interim Learner Advisory Committee Meeting Minutes 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:

Te Pūkenga Pathway (op model) Update Confirmation of the 11 October 2022 Public Excluded Interim Learner Advisory Committee Meeting Minutes 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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**12) Item 12 – Draft Te Pūkenga National Policy Statement – Learner Voice
& Engagement - Workshop.**

Workshop to be facilitated by Healy Jones & Joanna Collinge from MartinJenkins.

Further information to be circulated under separate cover.

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13) Item 13 – Wrap up/Reflection/Thankyou’s

14) Item 14 - Karakia Whakakapi (Closing Karakia)

Puritia, puritia ngā kōrero o te wānanga puritia ki a ū, kia mau puritia kia ita Unuhia, unuhia atu rā Te tapu o te kahui o ngā ariki mauria atu rā ko te kahu ora o Rongo he rongo taketake he rongo mau tonu ka whakamau kia tīnā, Tīnā! Hui e, Tāiki e!	Hold fast, hold firmly the words of the academy cement them firmly fixed in the mind. Release ourselves of the decorum of formality let us take up the life-giving cloak of Rongo the permanence of peace and harmony and bind it firmly, Firmly!
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36_ILAC December 22 excluded agenda

Te Pūkenga Interim Learner Advisory Committee (ILAC) PUBLIC EXCLUDED Agenda

Meeting Date: Thursday, 8 December 2022

Meeting Time: 9.30am – 3.30pm

Meeting Venue: Naumi, Auckland Airport

Members:

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

In attendance:

- Simone Andersen (Kaikōkiri Director Learner & Whānau Engagement)
- Becca Brooke (Learner Governance Lead)
- Aayla Peebles (Learner Partnerships Advisor)
- Annie Waterworth (Implementation Lead)
- Katrina Thomas (Principal Advisor)
- Victor Grbic (Learner Strategic Advisor)
- Stephen Henry (Director Transformation & Transition)

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1) Item 1 - Te Pūkenga Pathway (op model) Update

Presentation provided by the Director Transformation and Transition.

Recommendation:

That ILAC receive the verbal update and presentation on the outcome of the consultation on Te Pūkenga Pathway.

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2) Item 2 - Confirmation of 11 October PUBLIC EXCLUDED Interim Learner Advisory Committee Meeting Minutes

Committee to confirm the public excluded minutes of the 11 October 2022 Interim Learner Advisory Committee meeting (**Attachment 1**)

Recommendation:

That ILAC confirm the public excluded minutes of the Interim Learner Advisory Committee meeting that took place on 11 October 2022 as a true and correct record.

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2) Item 3 - Council/Committee/Representative Group Updates (Public Excluded)

Opportunity for members to provide any public excluded verbal updates.

Recommendation:

That ILAC receive the verbal updates on Council/Committee/Representative Groups.

Item 4 - General Business/Action List (Public Excluded)

Opportunity to raise any public excluded general business.

Recommendation:

That ILAC receive the verbal updates on items of general business.

Back into the open session.

Te Pūkenga Interim Learner Advisory Committee (ILAC) OPEN Minutes

Minutes of a meeting of the Interim Learner Advisory Committee held at Naumi Hotel, Auckland on Thursday, 8 December 2022 at 9.30am.

PRESENT

Members:

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

In attendance:

Simone Andersen (Kaikōkiri Director Learner with Whānau Engagement)
Becca Brooke (Learner Governance Lead)
Aayla Peebles (Learner Partnerships Advisor)
Annie Waterworth (Implementation Lead)
Katrina Thomas (Principal Advisor)
Victor Grbic (Strategic Advisor)
Healy Jones (MartinJenkins Consultant)
Joanna Collinge (MartinJenkins Consultant)

1) Karakia Timatanga

Members were welcomed to the hui at 9.30am with a Mihi Whakatau from the Strategic Advisor. The Co-chairs opened the meeting with a Karakia Timatanga.

2) Welcome

Attendees at the hui were welcomed by the Co-chairs, noting external guests Healy Jones and Joanna Collinge from MartinJenkins would be joining the hui later in the day for item 12 (Draft Te Pūkenga National Policy Statement – Learner Voice and Engagement - Workshop).

3) Apologies

Resolved: (Henry Geary/Hamish Duncan)

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

4) Confirmation of Agenda

Resolved: (Hamish Duncan/Nina Lee Griffith)

That the agenda is confirmed, noting the order of the agenda may need to be flexible to accommodate presenters.

5) Declarations of Interest

There were no declarations of interest.

It was noted that Co-chair Dahrian Watene was considering joining the regional board for her institute.

6) Confirmation of 11 October 2022 OPEN Interim Learner Advisory Committee Meeting Minutes

Resolved: (Hamish Duncan/Nina Lee Griffith)

That ILAC confirm the open minutes of the interim Learner Advisory Committee meeting that took place on 11 October 2022 as a true and correct record.

7) Future of Learner Voice Co-design Update

Presentation was provided by the Learner Partnerships Advisor, the Strategic Advisor, and ILAC Member Henry Geary who was part of the co-design group.

The Learner Partnerships Advisor noted that the final high-level design of the Learner Voice system would come back to ILAC for endorsement before going to ELT and Council. It was intended that the detailed design of the future learner voice system would occur in Q1 and Q2 of 2023. Further engagement would be conducted as part of the next stages, including with ILAC. Additional work to gain feedback from work-based learners (WBL) is being done, as it was identified as needed through the co-design process.

Member Henry Geary (with the Learner Partnerships Advisor and Strategic Advisor) outlined the co-design process to date and the resulting recommendations put forward.

ILAC raised the following points:

- Internal connections/connectors will be key to the success of the learner voice ecosystem.
- Level and type of resource required needed to be carefully considered.

- Need to ensure cultural capability training is provided for all staff and learner leaders involved in the ongoing success of the learner voice ecosystem, but especially those in key leadership roles.
- Implementation and communication around the policy and the learner voice ecosystem will be key to its success for both ākonga and kaimahi.
- Visual representation of learner leaders being at the forefront is needed. Learners need to see things visually to connect. Relationship building is very important.
- Tactics for learner engagement with the learner voice ecosystem needs to be carefully considered and implemented.
- Having the right level of support for learner leaders and learner groups is very important.
- Access to data and insights across the board will assist with decision-making. More data and insights information should be included in the report to ELT/Council to support the recommendations being put forward.
- Relationships with Iwi/Hapū to be utilised to enable delivery of resources and funding.
- Need to focus on holistic benefits, not just outcomes/bottom line.
- Words and actions need to align. Te Pūkenga needs to show integrity by doing what they say and communicating properly with its key stakeholders (ākonga)
- Need to make mechanisms for individual learners to connect with counterparts in the learner voice ecosystem more obvious.
- System needs to have navigation tools that respond to different learner needs.
- Industry networking and mentoring opportunities need to be facilitated as part of the ecosystem.
- Overall, good feedback from the committee with initial recommendations being supported.

Resolved: (Hamish Duncan/Ezra Tamati)

That ILAC receive the update on the Future of Learner Voice Co-design and that staff note any feedback provided by the committee.

The meeting adjourned 10.45am-11.15am.

8) OPEN Council/Committee/Representative Group Updates

- **Council**

No formal update from Council had been received. ILAC Co-Chair and Council representative Jordan Gush provided a brief update on the following points:

- International student visa issues.
- Timing of advisory committee meetings and alignment with the Council work plan.

- **Komiti Māori**

ILAC Co-Chair and Komiti Māori representative Dahrian Watene noted the following with respect to Komiti Māori:

- Komiti Māori raised issues about the governance cycle and how to align with the advisory committees to enable timely advice.
- Recommendations were being formed around how to improve the cultural capability of leaders within Te Pūkenga.

- **Te Poari Akoranga (TPA)**

Member Hamish Duncan noted the following with respect to Te Poari Akoranga:

- Not a lot of progress had been made with the amalgamation of Social Work programmes.
- The committee was working through the 2023 meeting schedule and on how to improve the quality of reports coming to the committee.
- There was discussion around the need for workforce development councils to improve collaboration efforts on all fronts.

Resolved: (Skyla Flowers/Henry Geary)

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

9) General Business & Action List

The Learner Governance Lead noted that the report concerning future representation arrangements for the Learner Advisory Committee had been deferred to come to Council in March 2023.

Action List – Open – 11 October 2022

Staff Action	Update
Open:	
1) ILAC requested further information about provisions for cultural awareness and competency training within the disputes resolution scheme and would like to understand more about what the consultation document and process will look like.	Completed – information circulated to ILAC in early November.
2) Staff to pass on feedback from Learners regarding support for ILAC members on Te Poari Akoranga.	In Progress
3) Request for feedback loop on the approved structural changes to Te Pūkenga to be closed with ILAC.	Completed – presentation at the 8 December 2022 ILAC hui.

Resolved: (Skyla Flowers/Henry Geary)

That ILAC receive the verbal update concerning the future representation arrangements report deferral and note the action list.

11) 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
Te Pūkenga Pathway (Op Model) Update Confirmation of Public Excluded Minutes – 11 October 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:

Te Pūkenga Pathway (Op Model) Update Confirmation of Public Excluded Minutes – 11 October 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 from 12.00pm – 1.40pm.

10) Draft Ākonga Rights and Responsibilities Document – Update

Update provided by the Principal Advisor Learner and Whānau Engagement.

It was noted that since the last time ILAC saw the Draft Ākonga Rights and Responsibilities document (previously titled the Learner Charter), a number of changes had been made based on feedback received from both Ākonga and Kaimahi. The main change was that the document had been renamed to reflect the focus around rights and responsibilities of Ākonga with a learner promise incorporated.

A final draft of the document would be circulated to ILAC for endorsement prior to going to ELT and Council for approval.

ILAC noted they were happy with how the document was shaping up and commended the plain language use.

Resolved: (Hamish Duncan/Skyla Flowers)

That ILAC receive the update on the Draft Ākonga Rights and Responsibilities document, and that staff note any feedback provided by the Committee.

12) Draft Te Pūkenga National Policy Statement – Learner Voice and Engagement – WORKSHOP

Healy Jones and Joanna Collinge from MartinJenkins facilitated a workshop to assist with the development of the Draft Te Pūkenga National Policy Statement – Learner Voice and Partnering.

13) Karakia Whakakapi (Closing Karakia)

The meeting was closed at 3.30pm with a Karakia Whakakapi.

The meeting was declared closed at 3.30pm

Te Pūkenga Interim Learner Advisory Committee (ILAC) **PUBLIC EXCLUDED Minutes**

Minutes of a public excluded meeting of the Interim Learner Advisory Committee held at Naumi Hotel, Auckland on Thursday, 8 December 2022 at 12.00pm.

PRESENT

Members:

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

In attendance:

Simone Andersen (Kaikōkiri Director Learner with Whānau Engagement)
Becca Brooke (Learner Governance Lead)
Aayla Peebles (Learner Partnerships Advisor)
Annie Waterworth (Implementation Lead)
Katrina Thomas (Principal Advisor)
Victor Grbic (Strategic Advisor)
Stephen Henry (Director Transformation and Transition) online

Apologies from Cecily Zhou were noted in the open session of the meeting.

1) Te Pūkenga Pathway (Op Model) Update

The Director Transformation and Transition provided an update on Te Pūkenga Pathway and responded to questions from ILAC on the following points:

- Where were learners accounted for in the new structure?
- What work was being done with workforce development councils to align and collaborate across the board?
- The importance of the continuation of learner experience related work.
- Concern around the relationships lost with the exit of most of ELT, especially in the learner and Iwi space.

Resolved: (Ezra Tamati/Hamish Duncan)

That ILAC receive the verbal update and presentation on the outcome of the consultation on Te Pūkenga Pathway.

2) Confirmation of 11 October 2022 PUBLIC EXCLUDED Interim Learner Advisory Committee Meeting Minutes

Resolved: (Ezra Tamati/Dahrian Watene)

That ILAC confirm the public excluded minutes of the interim Learner Advisory Committee meeting that took place on 11 October 2022 as a true and correct record.

3) Council/Committee/Representative Group Updates and General Business (Public Excluded)

Co-Chair and Council Representative Jordan Gush provided a verbal update and responded to questions from ILAC on the following points:

- Komiti Māori concerns around the use of the name of Te Pūkenga.
- Projected deficit for 2023.
- Recruitment of senior leadership positions.
- Impact of negative media.
- Leadership accountability and transparency.

Resolved: (Hamish Duncan/Ezra Tamati)

That ILAC receive the verbal updates on Council/Committee/Representative Groups and note any items of general business.

The meeting adjourned 1.00pm to 1.40pm.

The meeting went back into an open session at 1.40pm.

The meeting was declared closed at 3.30pm.

Te Pūkenga Interim Learner Advisory Committee (ILAC) OPEN Agenda

Meeting Date: Wednesday, 19 April 2023

Meeting Time: 5.30pm – 8.30pm

Meeting Venue: Audio Visual Link

Members: Jordan Gush (Co-Chair)
Dahrian Watene (Co-Chair)
Nina Lee Griffith
Ezra Tamati
Skyla Flower
Henry Geary

In attendance: Peter Winder (Chief Executive)
Andrew McSweeney (Deputy Chief Executive DCE Learner and Employer Experience and Attraction)
Simone Andersen (Kaikōkiri Director Learner & Whānau Engagement)
Annie Waterworth (Senior Implementation Lead)
Diana Law (Pastoral Care Code Lead)
Shannon Nearey (Implementation Lead)
Rebecca Donne (Council Secretary)

Te Kaupapa o te Komiti Tohutohu mo nga Kaiako | Purpose of Interim Learner Advisory Committee

The Interim Learner Advisory Committee represent the voice of learners in the development and review of key strategic matters with the Council. Its statutory functions are to provide advice to the Council on significant matters relating to the Council's strategic direction, the Te Pūkenga Charter, and any framework/policies relevant to learners or delegated to the Interim Learner Advisory Committee by the Council.

As part of its functions and as set out in the committee's terms of reference, the Interim Learner Advisory Committee is required to:

- 1. demonstrate giving effect to Te Tiriti o Waitangi in its deliberations and decision-making*
- 2. develop terms of reference for the Permanent Learner Advisory Committees, including decisions on membership consistent with the prescribed statutory framework and relevant council decisions, (including position descriptions, terms of reference and elections process)*
- 3. consider any specific issues delegated to it or requested by Te Pūkenga Council*
- 4. draft a relationship agreement setting out specific ways of working with Te Pūkenga Council through a co-design process*
- 5. contribute perspectives of the learner voices, without replacing the need for Te Pūkenga to also engage directly with learners on significant proposals*
- 6. deliver Council a report setting out its activities and summarising its advice on the matters referred to it by Te Pūkenga Council quarterly or at least every 6 months.*

As the Interim Advisory Committees are in place for a limited time with a defined scope and purpose as set out in the Terms of Reference, the focus of the Interim Advisory Committees is to be generated towards the key deliverables outlined in its terms of reference and work programme.

Interim Learner Advisory Committee – 2023 Work Programme

AGENDA ITEM	APR 19	MAY 2 WS	JUNE 21	AUG 23	OCT 24	INDUCT LAC
GOVERNANCE (Council Priorities)						
Develop Interim Advisory Committee Work Programme	●	●	●			
Develop an operational issues process and provide advice on a communication plan to ensure the Advisory Committees purpose within the wider network is understood and communicated effectively.			●			
Develop Permanent Learner Committee Framework (<i>terms of reference, relationship agreement, position descriptions, induction & handover guides</i>) noting statutory framework and Council decisions.		●	●	●	●	
Advise on the development of an Election Process for the 2023 Learner Advisory Committee (in conjunction with Kaimahi elections)		●	●	●	●	
PERFORMANCE MONITORING						
Quarter 1 report to Council						
Quarter 2 report to Council						
Quarter 3 report to Council						
Quarter 4 report to Council – Final report from Interim Committee						
STANDING ITEMS						
Komiti Māori report	●	●	●	●	●	●
Te Poari Akoranga report	●	●	●	●	●	●
Co-Chairs report	●	●	●	●	●	●
Council Update Report		●		●		●
ONGOING - Advise on Council Strategic Matters						
Learner Voice (Contribute perspectives of Te Pūkenga Learners, without replacing the need for Te Pūkenga to also engage directly with learners on significant proposals)						

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Open meeting with Karakia Timatanga

Whakarongo rā e Rongo ki Te Pūkenga te manawa nei ki te rongo taketake te whiwhia, te rawea te whiwhi-ā-nuku whiwhi-ā-rangi I takea mai i te kāhui o ngā ariki. Kia tūturu ka whakamau ai kia tīnā Tīnā! Hui e? Taīki e!	<i>Listen o Rongo to Te Pūkenga offering gratitude for the peace and harmony that allows us to enjoy, the gifts of the earth and the heavens bequests of a higher order. Firmly! Do we all concur? We concur!</i>
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1) Welcome/apologies

Welcome to Peter Winder, Chief Executive, Andrew McSweeney, Deputy Chief Executive DCE Learner and Employer Experience and Attraction, Diana Law - Pastoral Care Code Lead and Shannon Nearey – Implementation Lead.

ILAC to receive and note any apologies.

Recommendation:

That the apologies from XXX are received and accepted.

2) Administration

2.1 Confirmation of Agenda

The agenda order will need to be flexible to accommodate presenter/guest availability.

Recommendation:

That the agenda is confirmed.

2.2 Register of Interests

ILAC Members to declare any conflicts of interest.

(Members are reminded of the need to be vigilant in declaring whether they may have any private or external interests relating to any matters being discussed in this agenda).

2.3 Confirmation of 8 December 2022 OPEN Interim Learner Advisory Committee Meeting Minutes

- Committee to confirm the open minutes of the 8 December 2022 Interim Learner Advisory Committee meeting (**Attachments 1**)
- The link to the 8 December ILAC **Meeting Summary** can be found [here](#)

3) Item 3 – OPEN Council/Committee/Representative Updates

- **Council**
Verbal update from Co-Chair & Council Rep Jordan Gush
- **Komiti Māori**
Verbal update from Member Dahrian Watene
- **Te Poari Akoranga**
Verbal update from Hamish Duncan and Henry Geary
- **Disability Action Plan Steering Group**
Verbal update from Henry Geary

Recommendation:

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

4) Item 4 - General Business

Opportunity provided for ILAC to raise any general business items.

Staff will provide updates on the following matters:

- Learner Voice and Partnering Policy Update (refer attachment 1)
- BCITO Apprentice Leadership Group presentation
- Online wānanga 2nd May
- Next ILAC meeting date
- Things to celebrate

Recommendation:

That ILAC receive general business updates provided by staff.

- [Section 324 - Education and Training Act 2020 No 38 \(as at 01 January 2023\), Public Act 324 Determination of policy – New Zealand Legislation](#)

Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 –
[NZQA Pastoral-Care-Code-of-Practice English.pdf](#)

5) Item 5 - Formal motion for exclusion of public

Recommendation:

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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Close meeting with Karakia whakakapi (Closing karakia)

Puritia, puritia ngā kōrero o te wānanga puritia ki a ū, kia mau puritia kia ita Unuhia, unuhia atu rā Te tapu o te kahui o ngā ariki mauria atu rā ko te kahu ora o Rongo he rongo taketake he rongo mau tonu ka whakamau kia tīnā, Tīnā! Hui e, Tāiki e!	Hold fast, hold firmly the words of the academy cement them firmly fixed in the mind. Release ourselves of the decorum of formality let us take up the life-giving cloak of Rongo the permanence of peace and harmony and bind it firmly, Firmly!
--	---

Te Pūkenga Interim Learner Advisory Committee (ILAC) **PUBLIC EXCLUDED Agenda**

Meeting Date: Wednesday, 19 April 2023

Meeting Time: 5.30pm – 8.30pm

Meeting Venue: Audio Visual Link

Members: Jordan Gush (Co-Chair)
Dahrian Watene (Co-Chair)
Nina Lee Griffith
Ezra Tamati
Skyla Flower
Henry Geary

In attendance: Peter Winder (Chief Executive)
Andrew McSweeney (Deputy Chief Executive DCE Learner and Employer Experience and Attraction)
Simone Andersen (Kaikōkiri Director Learner & Whānau Engagement)
Annie Waterworth (Senior Implementation Lead)
Diana Law (Pastoral Care Code Lead)
Shannon Nearey (Implementation Lead)
Rebecca Donne (Council Secretary)

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1. Item 1 - Presentation of initial draft Te Pūkenga Code Self Review

(Refer attachment 1)

Presentation provided by the Pastoral Care Code Lead and Implementation Lead.

Recommendation:

That ILAC receive the update and presentation to the initial draft Te Pūkenga Code Self Review.

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Attachment 1 (Item 1)

ILAC - Presentation/Engagement Information Summary

Topic: Te Pūkenga Self-review against The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

Key Staff Contact/s: Diana Law; Shannon Neary

Status: Closed

TOPIC/PRESENTATION PURPOSE:

The Pastoral Code team for Te Pūkenga are currently writing the whole-of-organisation code self-review to be published in June. It considers all aspects of pastoral support and covers the wellbeing and safety of all learners, residents in accommodation and international learners. This Te Pūkenga Self-review and action plan is an aggregate of self-assessments (on the Protecht platform) from all of the 25 Business Divisions. We would like to share some of the work with you and have your input on the work we are presenting. ILAC feedback could be included in the publication. It would be helpful if you make yourselves familiar with the Pastoral Code of Practice in preparation for the hui. The minimum information is provided in the summary points.

The Self-review document will be approved by ELT and Council prior to publication. Te Pūkenga is required to provide NZQA with an attestation about this work at the end of May.

WHAT KEY THINGS SHOULD MEMBERS THINK ABOUT/ CONSIDER IN UNDERSTANDING THIS INFORMATION?

We are keen for members to have some knowledge of how ākonga may have been involved in the Code self-review processes to date and most importantly what might work from here onwards given that the self-review is an annual process.

A review of the self-review will be carried out in the next quarter – how do the ILAC want to be involved in that?

KEY SUMMARY POINTS

The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 addresses all aspects of learner wellbeing and safety that must be provided to ākonga.

- At a strategic level it requires that there is a strategic and transparent ākonga wellbeing and safety system that responds to the diverse needs of learners.
- It requires that Te Pūkenga understands and responds to diverse ākonga voices and wellbeing and safety needs in a way that upholds their mana and autonomy.
- It requires that Te Pūkenga fosters learning environments that are safe and designed to support positive learning experiences of diverse ākonga groups.
- It requires that Te Pūkenga supports learners to manage their physical and mental health through information and advice, and identify and responds to ākonga who need additional support.
- It requires that Te Pūkenga ensures that ākonga accommodation promotes and fosters a supportive and inclusive community which supports the wellbeing and safety of residents.
- It requires that Te Pūkenga ensures that ākonga accommodation contracts and practices are transparent, reasonable and responsive to the wellbeing and safety needs of residents.
- It requires that Te Pūkenga ensure that ākonga accommodation facilities and services are maintained to a standard sufficient to support residents' wellbeing and safety and educational success.

- It requires that Te Pūkenga ensure that practices under this code respond effectively to the distinct wellbeing and safety needs of their diverse international tertiary learners.
- It requires that Te Pūkenga ensure that prospective international tertiary learners receive clear, accessible, accurate and sufficient information, and make informed choices about the study and services a signatory provides before they begin their study.
- It requires that Te Pūkenga have practices for enabling learners to make well-informed enrolment decisions in relation to the educational outcomes being sought by the learner and ensuring that all relevant parties are clear about their interests and obligations prior to entering into the enrolment contract.
- It requires that Te Pūkenga ensure that international tertiary learners have the opportunity to participate in well-designed and age-appropriate orientation programmes and continue to receive relevant information and advice to support achievement, wellbeing and safety.
- It requires that Te Pūkenga ensure that international tertiary learners are safe and appropriately supervised in their accommodation and effectively communicate with the parents or legal guardian of learners under 18 years.

WHERE CAN MEMBERS FIND MORE INFORMATION?

- https://www.nzqa.govt.nz/assets/Providers-and-partners/Code-of-Practice/Tertiary-and-International-Learners-Code-2021/NZQA_Pastoral-Care-Code-of-Practice_English.pdf

WHAT DIRECTION/FEEDBACK/INPUT IS NEEDED FROM MEMBERS

1. Response to the process that has been undertaken and will be outlined by the Code team.
2. Response to the data presented.
3. Response to input going forward.

2. Item 2 - CE Introduction and Updates

- Representation Report for Learner Advisory Committee

Recommendation:

That ILAC receive the verbal update on the CE introduction and updates.

3. Item 3 - Update on the organisational design and change programme

Committee to confirm the public excluded minutes of the 11 October 2022 Interim Learner Advisory Committee meeting (**Attachment 1**)

Recommendation:

That ILAC receive the verbal update on the organisational design and change programme.

4. Item 4 - Confirmation of 8 December PUBLIC EXCLUDED Interim Learner Advisory Committee Meeting Minutes

Committee to confirm the public excluded minutes of the 8 December 2022 Interim Learner Advisory Committee meeting (**Attachment 2**)

Recommendation:

That ILAC confirm the public excluded minutes of the Interim Learner Advisory Committee meeting that took place on 8 December 2022 as a true and correct record.

5) Item 5 - Council/Committee/Representative Group Updates (Public Excluded)

Opportunity for members to provide any public excluded verbal updates.

Recommendation:

That ILAC receive the verbal updates on Council/Committee/Representative Groups.

6) Item 6 - General Business/Action List (Public Excluded)

Opportunity to raise any public excluded general business.

Recommendation:

That ILAC receive the verbal updates on items of general business.

Back into the open session for closing karakia.

RELEASED UNDER THE
OFFICIAL INFORMATION ACT 1982

Te Pūkenga Interim Learner Advisory Committee (ILAC) OPEN Minutes

Meeting Date: Wednesday, 19 April 2023

Meeting Time: 5.30pm – 8.30pm

Meeting Venue: Audio Visual Link

Members: Jordan Gush (Co-Chair)
Dahrian Watene (Co-Chair)
Nina Lee Griffith
Ezra Tamati
Skyla Flower
Henry Geary

In attendance: Peter Winder (Chief Executive)
Andrew McSweeney (Deputy Chief Executive DCE Learner and Employer Experience and Attraction)
Simone Andersen (Kaikōkiri Director Learner & Whānau Engagement)
Annie Waterworth (Senior Implementation Lead)
Diana Law (Pastoral Care Code Lead)
Shannon Nearey (Implementation Lead)
Rebecca Donne (Council Secretary)

1) Karakia Timatanga

The meeting was opened at 5.33pm with a Karakia Timatanga from Co-Chair Jordan Gush.

2) Welcome/apologies

Resolved: (Henry Geary)

Attendees Peter Winder (Chief Executive), Andrew McSweeney (Deputy Chief Executive DCE Learner and Employer Experience and Attraction), Diana Law (Pastoral Care Code Lead) and Rebecca Donne (Council Secretary) were welcomed to the meeting.

Noted that Nina Lee Griffith and Skyla Flower would be late to the meeting due to prior commitments.

Shannon Nearey (Implementation Lead) PCC would join the meeting later to present.

No Apologies.

3) Administration**2.1 Confirmation of Agenda**

Resolved: (Henry Geary/Ezra Tamati)

The agenda order be changed to accommodate presenter/guest availability.

2.2 Register of Interests

There were no declarations of interest.

2.3 Confirmation of 8 December 2022 OPEN Interim Learner Advisory Committee Meeting Minutes

Resolved: (Ezra Tamati/Henry Geary)

That ILAC confirm the open minutes of the interim Learner Advisory Committee meeting that took place on 8 December 2022 as a true and correct record.

4) OPEN Council/Committee/Representative Group Updates

Resolved: (Henry Geary/Ezra Tamati)

That ILAC accept these summaries.

- **Council**

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

- **Komiti Māori**

Co-Chair Dahrian Watene noted that the first meeting of 2023 for Komiti Māori will take place the next day – April 20, 2023.

- **Te Poari Akoranga (TPA)**

Member Henry Geary advised that there is a workshop planned for TPA at the end of next week. Work for TPA has been busy and suggests another ILAC learner sits on TPA to replace the resignation of an ILAC member at the end of 2022.

- **Disability Action Plan Steering Group**

Member Henry Geary noted that he had not heard anything from the group in 2023.

Action: Staff to pass on feedback regarding support for ILAC members on Te Poari Akoranga.
Staff to follow up with the disability action group.

5) Resolution to Exclude the Public

Resolved: (Dahrian Watene/Henry Geary)

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 returned into an open session at 7.55pm

6) General Business

INFORM – Simone - Learner Voice and Partnering Policy

- Policy taken as read.
- The policy is currently with ELT.
- Looking to take the policy and ākonga rights and responsibilities that support the PCC endorsement and approval pathway.
- Undertaken more Kaimahi engagement to ensure those implementing understand their obligations.
- Kaimahi are wanting to see examples of best practice – this will now go into a separate practice guidance document.

Nina Lee Griffiths – BCITO Apprentice Leadership Group (ALG) Presentation 18.04.2023

- Nina had given a presentation to ALG the day before on what ILAC was and their relevance to learner leadership in BCITO.
- Key takeaway points (amongst many) were:
 - How to feel comfortable in having courageous conversations
 - The importance of digital skills
 - Mental health – how to be, and stay informed
 - Understanding what is Te Pūkenga and what it means to be a part of Te Pūkenga

Online wānanga 2nd May – investment round and elections

- A calendar invite has been sent.
- Megan Gibbons to facilitate.
- Will cover elections at the end if there is the time.

Simone – ILAC Update

- Discussion on quorum and representation.
- Farewelled Hamish and Lupe from ILAC in December as they are now employed.
- Farewelled Cecily. *
- Showed how ILAC currently represent within current membership.
- Could bring in the Electoral Commission to design and support.
- Update on Manaaki Fund.

ILAC raised the following points:

- Henry will represent as disabled and is already on DAP.
- International -could align contract per contract and tap into the network.
- Elections could be too much for a new international learner.
- Tap into and use the network International Managers Forum?
- Can you confirm if the regions are final?
- What happens if you are elected to Region 1 and you move?

Action: Staff to confirm what would happen if an elected member was to move region.

Next ILAC meeting date:

- 2nd May online workshop for the investment plan.
- 21st June regular ILAC hui.

Things to Celebrate:

- Jordan competed in Apprentice of the Year, won the Wairarapa round and will now go to Nationals in Christchurch.
- Dahrian graduated from an additional qualification.

Resolved: (Nina Lee Griffiths/Henry Geary)

That ILAC receive general business updates provided by ILAC Committee members and staff.

Karakia Whakakapi (Closing Karakia)

The meeting was closed at with a Karakia Whakakapi.

The meeting was declared closed at 8.34pm

RELEASED UNDER THE
OFFICIAL INFORMATION ACT 1982

Te Pūkenga Interim Learner Advisory Committee (ILAC) **PUBLIC EXCLUDED Minutes**

Minutes of a public excluded meeting of the Interim Learner Advisory Committee held online, on Wednesday, 19 April 2023 at 5.40pm.

Present

Members:

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

In attendance:

Peter Winder (Chief Executive)
Andrew McSweeney (Deputy Chief Executive DCE Learner and Employer Experience and Attraction)
Simone Andersen (Kaikōkiri Director Learner & Whānau Engagement)
Annie Waterworth (Senior Implementation Lead)
Diana Law (Pastoral Care Code Lead)
Shannon Nearey (Implementation Lead)
Rebecca Donne (Council Secretary)

Note: The agenda order be changed to accommodate presenter/guest availability and recorded and moved as 2.1 of the Open session.

1) CE Introduction and Updates and Update on the Organisational Design and Change Programme. (Shown as Items 7 and 8 on the Agenda)

- Update on direction, current issues and priorities.
- Building the team:
 - ELT team appointed first together early January
 - Digital - complete
 - Finance – completed consultation, currently recruiting
 - AKO Network leads – almost all in place
 - Regional Co-leaders – Region 1 complete
 - Region 3 – interviews complete
 - Region 4 – interviews beginning of May
- Acknowledged the new Minister and what it means for Te Pūkenga.
- Financial position still a focus of attention, and how to return to a sustainable position.
- Level 3+ are about 10% under enrolled.
- International students are at or above expectations – could have done more but visa restrictions prevented this – Andrew is working with Immigration on this.
- EIT – severely damaged – Tarradale campus likely out for the rest of the year.
- Recognition of Northland and MIT being challenged with the floods.
- Acknowledgement of huge disruptions to learners due to power and road outages.
- MAINZ campus completely under water, lost this year's intake as they couldn't open - a hard decision taken to close the campus, though currently investigating options with WDC.
- Programme unification has been re-scheduled.
- Pricing, course fees and employer charges – harmonising is a challenge, especially for student fees.
- Te Pūkenga value Chain:
- How do we deliver value to learners and employers?
- Next phase of change is consultation on Ako Delivery, LEAA, Academic Centre and Learning Systems and Tiriti Outcomes.
- Currently managing a large number of vacancies – currently over 500. This is preferred to avoid redundancies.
- Consultation open June for 4/5 weeks.
- Implementation phase is September to October after consultation and feedback.
- Seeking feedback on “all learners into great mahi, with the right skills and qualifications, faster, and with less debt.”
- **ILAC Feedback:**
 - Liked the concept of “faster and with less debt”.
 - Will this compromise education?
 - How will you ensure that kaimahi are on-board?
 - Are we ignoring the employer aspect? I am only here because I have a great employer, we need to recognise this.
 - Needs a support aspect - “all learners **supported** in great mahi” for example.

- How do we meet the expectations of legislation?
- Initial thinking is that there needs to be some awhina – and needs to be more digestible to the audiences feeding the preferred industries.

Permanent Learner Advisory Committee – Andrew McSweeney

- 270k possible voters.
- Explained the process around recommendations from ILAC.
- Considered complexity of options.
- Council have landed on the easiest option to run.
- Challenges around self-identification and alignment to the election processes.
- Council is clear that this is a first go.
- Noted that formally a co-opted member wouldn't be a voting member, but as LAC won't be a voting member, they would be equivalent to the elected members.
- **ILAC Feedback:**
 - Disappointed with Council decision.
 - Understand pros and cons of the decision.
 - Hope that decision will not be set in concrete - especially the focus on Māori Pasifika and disabled.
 - LGBTQTIA+ - has there ever been any other election that allows for a safe place to identify as being in this network?
 - Will the co-opt process be temporary or permanent?
 - Andrew confirmed that this would be as permanent as it can be.
 - Would be records kept of vote tally so that instead of rerunning an election the next highest polling candidate would join committee when someone leaves?
 - Andrew acknowledged that something like this would be valuable.
 - What does co-opting look like as it doesn't look diverse – polytechnics have mature systems and student associations – how to we co-opt a diverse group when we are going back to the same mechanics of what we have always had?
 - Will we go down a bigger path that is too big for us to handle?
 - Budget – how do we expect to pay for them given budget constraints?
 - Andrew acknowledged we will work through with the committee the practical things that make sense and will talk about this over the next couple of months.
- **ACTION** – Referring to LGBTQTIA+ safety of identification, Simone to have conversations with parts of the business that have done this and report back.

Resolved: (Ezra Tamati/Dahrian Watene)

That ILAC receive the update on the CE and DCE introduction and update on the organisational design and change programme and the Learner Advisory Committee representation model.

Peter and Andrew left the meeting at 6.32pm

2) Presentation of initial draft Te Pūkenga Code Self Review (Shown as Item 6 on the Agenda)

Presentation provided by the Pastoral Care Code Lead and Implementation Lead and responded to questions from ILAC on the following points:

- The Code is new to apprentices, complicated and aligned to campus-based learners – needs to be infographics, simplified language, bright colours.
- Accessing services seems geared to campus-based learners. What services are available to work-based learners – they don't know what is available to them.
- Apprentices are resistant to providing data collection – social media is the best way unanimously.
- Stories of engagement – what does this look like?
- Self-reflect the mana of the cultural engagement, be mindful that it may have implications for whānau.
- Involving learners is paramount – self reviews are exactly that.
- None of ILAC were aware of any self-review.

ACTION: Student services fees needs to be added to the next hui

Resolved: (Jordan Gush/Henry Geary)

That ILAC receive the update and presentation to the initial draft Te Pūkenga Code Self Review.

3) Confirmation of 8 December PUBLIC EXCLUDED Interim Learner Advisory Committee Meeting Minutes (Shown as Item 9 on the Agenda)

Resolved: (Dahrian Watene/Ezra Tamati)

That ILAC confirm the public excluded minutes of the interim Learner Advisory Committee meeting that took place on 8 December 2022 as a true and correct record.

4) Council/Committee/Representative Group Updates and General Business (Public Excluded)

- Co-Chair and Council Representative Jordan Gush provided a written update from Council and reminded ILAC to note that all information is confidential. ILAC responded on the following points:
 - ILAC are unhappy with the proposed Representation Report and seek assurance the decision is not final.
 - Acknowledged the change in Council members.
 - Acknowledged reassurances from Peter Winder and Andrew McSweeney for representation.
 - Reminder of Councils obligations to Te Pai Mahutonga and Te Pai Tawhiti
 - Request support for Jordan when presenting to Council.
 - Komiti Māori meet tomorrow.
 - No other Committee updates.

- Co-Chair Dahrian Watene requested that the following be tabled:
 - Disappointment with Council's decision on, and lack of diversity within the proposed permanent Learner Advisory Committee representation.
 - Note that ILAC have made a recommendation for representation, and this has been ignored.
 - ILAC members note this as a chance to be brave.

Resolved: (Jordan Gush/Henry Geary)

That ILAC receive the verbal updates on Council/Committee/Representative Groups and note any items of general business.

Back into the open session at 7.55pm.

Te Pūkenga Interim Learner Advisory Committee (ILAC) OPEN Agenda

Meeting Date: Wednesday, 21 June 2023

Meeting Time: 8am – 5pm

Meeting Venue: Wintec Campus, Hamilton

Members: Jordan Gush (Co-Chair) (Absent)

Dahrian Watene (Co-Chair)

Nina Lee Griffith

Ezra Tamati

Skyla Flower

Henry Geary

Cecily Zhou

In attendance: Simone Andersen (Kaikōkiri Director Learner & Whānau Engagement)

Annie Waterworth (Senior Implementation Lead)

Aayla Peebles (Learner Partnership Advisor LJE)

Rebecca Donne (Council Secretary)

Te Kaupapa o te Komiti Tohutohu mo nga Kaiako | Purpose of Interim Learner Advisory Committee

The Interim Learner Advisory Committee represent the voice of learners in the development and review of key strategic matters with the Council. Its statutory functions are to provide advice to the Council on significant matters relating to the Council's strategic direction, the Te Pūkenga Charter, and any framework/policies relevant to learners or delegated to the Interim Learner Advisory Committee by the Council.

As part of its functions and as set out in the committee's terms of reference, the Interim Learner Advisory Committee is required to:

- 1. demonstrate giving effect to Te Tiriti o Waitangi in its deliberations and decision-making*
- 2. develop terms of reference for the Permanent Learner Advisory Committees, including decisions on membership consistent with the prescribed statutory framework and relevant council decisions, (including position descriptions, terms of reference and elections process)*
- 3. consider any specific issues delegated to it or requested by Te Pūkenga Council*
- 4. draft a relationship agreement setting out specific ways of working with Te Pūkenga Council through a co-design process*
- 5. contribute perspectives of the learner voices, without replacing the need for Te Pūkenga to also engage directly with learners on significant proposals*
- 6. deliver Council a report setting out its activities and summarising its advice on the matters referred to it by Te Pūkenga Council quarterly or at least every 6 months.*

As the Interim Advisory Committees are in place for a limited time with a defined scope and purpose as set out in the Terms of Reference, the focus of the Interim Advisory Committees is to be generated towards the key deliverables outlined in its terms of reference and work programme.

Interim Learner Advisory Committee – 2023 Work Programme

AGENDA ITEM	APR 19	MAY 2 WS	JUNE 21	AUG 23	OCT 24	INDUCT LAC
GOVERNANCE (Council Priorities)						
Develop Interim Advisory Committee Work Programme	●	●	●			
Develop an operational issues process and provide advice on a communication plan to ensure the Advisory Committees purpose within the wider network is understood and communicated effectively.			●			
Develop Permanent Learner Committee Framework (<i>terms of reference, relationship agreement, position descriptions, induction & handover guides</i>) noting statutory framework and Council decisions.		●	●	●	●	
Advise on the development of an Election Process for the 2023 Learner Advisory Committee (in conjunction with Kaimahi elections)		●	●	●	●	
PERFORMANCE MONITORING						
Quarter 1 report to Council						
Quarter 2 report to Council						
Quarter 3 report to Council						
Quarter 4 report to Council – Final report from Interim Committee						
STANDING ITEMS						
Komiti Māori report	●	●	●	●	●	●
Te Poari Akoranga report	●	●	●	●	●	●
Co-Chairs report	●	●	●	●	●	●
Council Update Report		●		●		●
ONGOING - Advise on Council Strategic Matters						
Learner Voice (Contribute perspectives of Te Pūkenga Learners, without replacing the need for Te Pūkenga to also engage directly with learners on significant proposals)						

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Open meeting with Karakia Timatanga

Whakarongo rā e Rongo ki Te Pūkenga te manawa nei ki te rongo taketake te whiwhia, te rawea te whiwhi-ā-nuku whiwhi-ā-rangi I takea mai i te kāhui o ngā ariki. Kia tūturu ka whakamau ai kia tīnā Tīnā! Hui e? Taīki e!	<i>Listen o Rongo to Te Pūkenga offering gratitude for the peace and harmony that allows us to enjoy, the gifts of the earth and the heavens bequests of a higher order. Firmly! Do we all concur? We concur!</i>
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1) Welcome/apologies

- Welcome to those in attendance and to those presenting.
- Housekeeping and the plan for the day.

ILAC to receive and note any apologies.

Recommendation:

That the apologies from Jordan Gush are received and accepted.

2) Administration

2.1 Confirmation of Agenda

The agenda order will need to be flexible to accommodate presenter/guest availability.

Recommendation:

That the agenda is confirmed.

2.2 Register of Interests

ILAC Members to declare any conflicts of interest.

(Members are reminded of the need to be vigilant in declaring whether they may have any private or external interests relating to any matters being discussed in this agenda).

2.3 Confirmation of 19 April 2023 OPEN Interim Learner Advisory Committee Meeting Minutes

- Committee to confirm the open minutes of the 19 April 2023 Interim Learner Advisory Committee meeting (**Attachments 1**)
- The link to the 19 April ILAC **Meeting Summary** can be found here

Recommendation:

That ILAC confirm the open minutes of the interim Learner Advisory Committee meeting that took place on 8 December 2022 as a true and correct record.

Things to Celebrate:

- Jordan competed in Apprentice of the Year, won the Wairarapa round and will now go to Nationals in Christchurch.
- Dahrian graduated from an additional qualification.

Resolved: (Nina Lee Griffiths/Henry Geary)

That ILAC receive general business updates provided by ILAC Committee members and staff.

Karakia Whakakapi (Closing Karakia)

The meeting was closed at with a Karakia Whakakapi.

The meeting was declared closed at 8.34pm

3) Item 3 – OPEN Council/Committee/Representative Updates

- **Council**
Verbal update from Co-Chair & Council Rep Jordan Gush
- **Komiti Māori**
Verbal update from Member Dahrian Watene
- **Te Poari Akoranga**
Verbal update from Henry Geary
- **Disability Action Plan Steering Group**
Verbal update from Henry Geary

Recommendation:

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

4) Item 4 - General Business

Opportunity provided for ILAC to raise any general business items.

Staff will provide updates on the following matters:

- Next ILAC meeting date
- Things to celebrate

Recommendation:

That ILAC receive general business updates provided by staff.

5) Item 5 - Formal motion for exclusion of public

Recommendation:

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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Close meeting with Karakia whakakapi (Closing karakia)

Puritia, puritia ngā kōrero o te wānanga puritia ki a ū, kia mau puritia kia ita Unuhia, unuhia atu rā Te tapu o te kahui o ngā ariki mauria atu rā ko te kahu ora o Rongo he rongo taketake he rongo mau tonu ka whakamau kia tīnā, Tīnā! Hui e, Tāiki e!	Hold fast, hold firmly the words of the academy cement them firmly fixed in the mind. Release ourselves of the decorum of formality let us take up the life-giving cloak of Rongo the permanence of peace and harmony and bind it firmly, Firmly!
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44_ILAC June 23 excluded agenda

Te Pūkenga Interim Learner Advisory Committee (ILAC) PUBLIC EXCLUDED Agenda

Meeting Date: Wednesday, 21 June 2023

Meeting Time: 8am – 5pm

Meeting Venue: Wintec Campus, Hamilton

Members: Jordan Gush (Co-Chair) (Absent)
Dahrian Watene (Co-Chair)
Nina Lee Griffith
Ezra Tamati
Skyla Flower
Henry Geary

In attendance: Andrew McSweeney (Deputy Chief Executive DCE Learner and Employer Experience and Attraction)
Simone Andersen (Kaikōkiri Director Learner & Whānau Engagement)
Annie Waterworth (Senior Implementation Lead)
Aayla Peebles (Learner Partnership Advisor LJE)
Rebecca Donne (Council Secretary)

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1. Item 1 - Presentation of the Organisational Design and Change Programme

Presentation provided by Andrew McSweeney (Deputy Chief Executive DCE Learner and Employer Experience and Attraction)

Recommendation:

That ILAC receive the update and presentation of the Organisational Design and Change Programme

2. Item 2 - Remuneration Review

Discussion with Rebecca Donne (Council Secretary) (**Attachment 3**)

Recommendation:

That ILAC receive the verbal update on the Remuneration Review.

3. Item 3 - Learner Advisory Committee Representation

Discussion with Rebecca Donne (Council Secretary) on representation details including Terms of Reference (template attached) (**Attachment 4**)

Recommendation:

That ILAC receive the verbal update on the Learner Advisory Committee Representation including Terms of Reference.

4. Item 4 - Election Process

Workshop style presentation with Simone Andersen (Kaikōkiri Director Learner & Whānau Engagement) and Annie Waterworth (Senior Implementation Lead) (**No pre-reads**)

Recommendation:

That ILAC receive the presentation update on the Election process.

5. Item 5 - Investment Plan

Discussion to close the loop on feedback give by ILAC into the Investment Plan on May 2 2023 – Presenter TBC (**Attachment 5**)

Recommendation:

That ILAC receive the verbal update on the Investment Plan.

6. Item 6 - Ākonga Policy

Discussion to close the loop on the Learner Voice and Partnering Policy (**Attachment 6**)

Recommendation:

That ILAC receive the verbal update on closing the feedback loop on the Learner Voice and Partnering Policy.

7. Item 7 – Learner Surveys

Workshop style presentation with Annie Waterworth (Senior Implementation Lead) (**Attachment 7 and 8**)

Recommendation:

That ILAC receive the verbal update on closing the feedback loop on the Learner Voice and Partnering Policy.

8. Item 8 – Learner Networks

Workshop to discuss Learner Networks (**Attachment 9**)

Recommendation:

That ILAC receive the workshop update Learner Networks project.

9. Item 8 - Confirmation of 19 April 2023 PUBLIC EXCLUDED Interim Learner Advisory Committee Meeting Minutes

Committee to confirm the public excluded minutes of the 19 April 2023 Interim Learner Advisory Committee meeting (**Attachment 2**)

Recommendation:

That ILAC confirm the public excluded minutes of the Interim Learner Advisory Committee meeting that took place on 8 December 2022 as a true and correct record.

2) Presentation of initial draft Te Pūkenga Code Self Review (Shown as Item 6 on the Agenda)

Presentation provided by the Pastoral Care Code Lead and Implementation Lead and responded to questions from ILAC on the following points:

- The Code is new to apprentices, complicated and aligned to campus-based learners – needs to be infographics, simplified language, bright colours.
- Accessing services seems geared to campus-based learners. What services are available to work-based learners – they don't know what is available to them.
- Apprentices are resistant to providing data collection – social media is the best way unanimously.
- Stories of engagement – what does this look like?
- Self-reflect the mana of the cultural engagement, be mindful that it may have implications for whānau.
- Involving learners is paramount – self reviews are exactly that.
- None of ILAC were aware of any self-review.

ACTION: Student services fees needs to be added to the next hui

Resolved: (Jordan Gush/Henry Geary)

That ILAC receive the update and presentation to the initial draft Te Pūkenga Code Self Review.

3) Confirmation of 8 December PUBLIC EXCLUDED Interim Learner Advisory Committee Meeting Minutes (Shown as Item 9 on the Agenda)

Resolved: (Dahrian Watene/Ezra Tamati)

That ILAC confirm the public excluded minutes of the interim Learner Advisory Committee meeting that took place on 8 December 2022 as a true and correct record.

4) Council/Committee/Representative Group Updates and General Business (Public Excluded)

- Co-Chair and Council Representative Jordan Gush provided a written update from Council and reminded ILAC to note that all information is confidential. ILAC responded on the following points:
 - ILAC are unhappy with the proposed Representation Report and seek assurance the decision is not final.
 - Acknowledged the change in Council members.
 - Acknowledged reassurances from Peter Winder and Andrew McSweeney for representation.
 - Reminder of Councils obligations to Te Pai Mahutonga and Te Pai Tawhiti
 - Request support for Jordan when presenting to Council.
 - Komiti Māori meet tomorrow.
 - No other Committee updates.

- Co-Chair Dahrian Watene requested that the following be tabled:
 - o Disappointment with Council's decision on, and lack of diversity within the proposed permanent Learner Advisory Committee representation.
 - o Note that ILAC have made a recommendation for representation, and this has been ignored.
 - o ILAC members note this as a chance to be brave.

Resolved: (Jordan Gush/Henry Geary)

That ILAC receive the verbal updates on Council/Committee/Representative Groups and note any items of general business.

Back into the open session at 7.55pm.

9) Item 9 - Council/Committee/Representative Group Updates (Public Excluded)

Opportunity for members to provide any public excluded verbal updates.

Recommendation:

That ILAC receive the verbal updates on Council/Committee/Representative Groups.

10) Item 10 - General Business/Action List (Public Excluded)

Opportunity to raise any public excluded general business.

- ILAC letter to Council (**Attachment 10**)

Recommendation:

That ILAC receive the verbal updates on items of general business.

Back into the open session for closing karakia.

**Minutes of a meeting of the Interim Learner Advisory Committee (ILAC)
to the Council of Te Pūkenga – New Zealand Institute of Skills and
Technology (Te Pūkenga Council)**

**Held on Wednesday 21 June 2023 at 9am at Wintec House, Hamilton
followed by a wānanga 22 June 2023**

Present: Dahrian Watene (Co-Chair), Nina Lee Griffith, Ihongaro, Skyla Flower, Henry Geary, Cecily Zhou

In Attendance: Rebecca Donne (Council Secretary, items 2-6), Annie Waterworth (Senior Implementation Lead), Aayla Peebles (Learner Partnership Advisor LJE, items 1-5), Dallas Snape (Product Lead, item 1), Andrew McSweeney (DCE Learner and Employer Experience and Attraction, item 8.)

Apologies: Jordan Gush

1. Investment Plan

Dallas Snape discussed the approach to the Investment Plan with ILAC members.

2. Welcome/Apologies

The Co-Chair welcomed everyone to the meeting.

RESOLVED (H. Geary/Ihongaro)

That apologies from Jordan Gush be received and accepted.

CARRIED

3. Administration

2.1. Confirmation of agenda

RESOLVED (N. Griffiths/S. Flower)

That agenda be confirmed.

CARRIED

2.2. Register of interests

Noted

2.3. Confirmation of minutes of open and closed meeting held 19 April 2023

RESOLVED (Ihongaro/S. Flower)

That the ILAC confirm the open and closed minutes of the Interim Learner Advisory Committee meeting held on 19 April 2023 as a true and correct record.

CARRIED

There were no matters arising from the minutes.

4. Council/Committee/Representative Group updates

None received.

5. General Business

Jordan Gush has recently completed his apprenticeship and ILAC congratulated him on this.

Nina Lee Griffiths' team got second place and Jordan Gush's team got third place in Builder's Apprentice of the Year.

The ILAC noted that Dahrian and Jordan have sent a copy of the recent letter to Council to Minister Jan Tinetti last Tuesday.

RESOLVED (N. Lee Griffiths/H. Geary)

That ILAC receive the general business updates.

CARRIED

6. Remuneration review

Members of ILAC reviewed the Cabinet Fees Framework and considered where they recommend fees are set for the permanent Learner Advisory Committee. The ILAC agreed on the following ratings:

- Skills knowledge and experience: 4
- Function level and scope of authority: 4
- Complexity of issues: 4 (noting that s 9(2)(a) rated this as 5)
- Public interest and profile: 3

Action: L2306.01 Council Secretary to investigate which organisations under the fees framework are operating at level 5 for complexity of issues and provide these to the ILAC as an example.

The overall score is 15, which places the remuneration at Level 3 of Group 4 in the Cabinet Fees Framework. This will be included in a paper to the Appointment and Remuneration Committee on 24 July 2023, which will recommend to Council to set the fees for the permanent advisory committees.

7. Learner Advisory Committee representation

The ILAC discussed what was important to them to include in the Terms of Reference (ToRs) for the permanent Learner Advisory Committee and this was recorded in the draft ToRs by the Council Secretary.

This item was not completed and was adjourned until after item 9.

8. Update on the organisational design consultation

The Deputy Chief Executive Learner and Employer Experience and Attraction provided an update on the organisational design consultation process currently underway. Several members of the Learner Journey and Experience team were in attendance for this item.

9. Learner Surveys

Annie Waterworth provided an update on the Learner Surveys.

7. Learner Advisory Committee representation

The ILAC resumed providing feedback on the draft Terms of Reference to the Council Secretary.

10. Learner Voice and Partnering Policy

The draft Learner Voice and Partnering Policy was provided to the committee for endorsement. The Kaikōkiri Learner Whānau Engagement provided an update on the draft Learner Voice and Partnering Policy the following day. The Policy was subsequently endorsed by members via email.

The meeting closed at 5pm.

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Notes from a wānanga of the Interim Learner Advisory Committee (ILAC) to the Council of Te Pūkenga – New Zealand Institute of Skills and Technology (Te Pūkenga Council)

Held on Thursday 22 June 2023 at Wintec, Hamilton

Present: Nina Lee Griffith, Ihongaro, Skyla Flower, Henry Geary

In Attendance: Annie Waterworth (Senior Implementation Lead), Aayla Peebles (Learner Partnership Advisor LJE), Simone Andersen (Kaikōkiri Learner Whānau Engagement)

Apologies: Jordan Gush, Dahrian Watene, Cecily Zhou

Needs of permanent Learner Advisory Committee

ILAC identified the following needs for the permanent Learner Advisory Committee (LAC). Staff will use this information to inform the election processes, the framework for the permanent committee and the capability building programme.

Action: L2306.02 Full report on the recommendations from the wananga will be provided to the next Appointment and Remuneration Committee of Te Pūkenga Council.

Ensuring diverse learner participation

ILAC considered how to encourage Māori and diverse learner communities' participation in the candidacy and elections processes.

Regional representation

Given the significant investment in elections, and the risk of learners withdrawing from the committee prior to the full tenure, the committee will provide a regional representation model for Te Pūkenga Council's consideration at its next meeting. The model aims to ensure continuity in regional representation and LAC membership.

Action: L2306.03 Provide regional representation model to Te Pūkenga Council July meeting.

Induction for permanent committee

An informal discussion took place with ILAC to explain the tertiary process, from Ministers Delegation through to programme delivery. ILAC noted the need for this comprehensive and interactive Tertiary 101 briefing to be included in an induction pack, as induction will set the foundation for permanent committee members.

Capability building needs

The ILAC provided input into the programme being put into place for learner leadership and acknowledged that capability and confidence building is seen as crucial to the success of learner leaders, with cultural capabilities especially te Reo me ona tikanga – the Māori language and cultural practices.

Timings for elections

The ILAC consider kaimahi participation as critical to successful elections and prefer not to see learner and kaimahi elections uncoupled. The ILAC expressed their preference for elections to be held in 2024 for both the permanent elected advisory committees.

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46_ILAC September 23 agenda and June 23 minutes

Interim Learner Advisory Committee September 2023



Members: Jordan Gush (Co-Chair and Council representative), Dahrian Watene (Co-Chair), Skyla Flower, Henry Geary, Nina Lee Griffiths, Ihongaro, Cecily Zhou

Heamana | Chair: Jordan Gush

In attendance: Andrew McSweeney (DCE Learner and Employer Experience and Attraction, item 2), Simone Andersen (Kaikōkiri Director Learner & Whānau Engagement), Annie Waterworth (Senior Implementation Lead), Clarke Raymond (Director Strategy and Information, item 3)

Observer: [REDACTED]

Minutes: Rebecca Donne (Council Secretary)

21 September 2023 05:30 PM - 08:30 PM

Agenda Topic	Presenter	Time	Page
Karakia timatanga			3
1. Administration		05:30 PM-05:45 PM	4
1.1 Welcome/apologies			
1.2 Register of interests			4
1.3 Minutes of meeting held 21 June 2023			5
1.4 Action register			10
1.5 Draft workplan (for discussion)	Rebecca Donne		11
1.6 Correspondence			12
1.6.1 Letter from SANITI Executive 15 September 2023			12
2. Tāraia te anamata Creating our futures (for information)	Andrew McSweeney	05:45 PM-06:00 PM	14
Andrew is only available until 6pm. He will share the confirmed organisation structure for Te Pūkenga following the consultation period and take any questions that ILAC has. Once the structure has been announced on Wednesday, a copy of it will be made available in this pack.			
3. Draft Tauāki Whakamaunga Atu Statement of Intent 2024-27 (for feedback)	Clarke Raymond	06:00 PM-06:45 PM	34

The purpose of this item is to provide feedback on the draft Statement of Intent before the final version is approved by Council in October. This is a key piece of strategic advice to Council.

4. [Interim Learner Advisory Committee terms of reference \(for approval\)](#) Rebecca Donne 06:45 PM-06:55 PM 63

The purpose of this item is to make some small adjustments to the current TORs for ILAC to enable members to continue until the end of May 2024.

Break 06:55 PM-07:05 PM

5. [Learner appointment to Māori Advisory Committee \(for approval\)](#) Annie Waterworth 07:05 PM-07:35 PM 73

The purpose of this item is to nominate a learner to join the permanent Māori Advisory Committee (MAC) from 1 January 2023. The expressions of interest close on Friday 15 September and further information on candidates will be included in the pack on Monday or Tuesday. In the meantime, the MAC terms of reference and a competency matrix are included FYI.

6. [Report from September Council meeting \(for information\)](#) Jordan Gush 07:35 PM-07:45 PM 90

7. Elections update (for information) Simone Andersen and Annie Waterworth 07:45 PM-07:55 PM

8. Representation update (for information) Simone Andersen and Annie Waterworth 07:55 PM-08:05 PM

9. November wānanga and capability build (for information) Annie Waterworth 08:05 PM-08:10 PM

10. [Draft permanent Learner Advisory Committee Terms of Reference \(for feedback\)](#) Rebecca Donne 08:10 PM-08:25 PM 95

The purpose of this item is to further capture the intentions of ILAC about the TORs for the permanent Learner Advisory Committee. Once ILAC are satisfied, these will then be legally reviewed and presented to Council for approval. The draft which was worked on at the June hui has been provided as a starting point for the discussion.

11. Any other business 08:25 PM-08:30 PM

- 11.1 Opening meetings to learners interested in participating in elections (for discussion) Rebecca Donne and Simone Andersen

- 11.2 BCITO apprentice leadership group feedback Nina Lee Griffiths

[Karakia whakakapi](#)

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Te Pūkenga Karakia

Whakarongo rā e Rongo
ki Te Pūkenga
te manawa nei
ki te rongo taketake
te whiwhia, te rawea
te whiwhi-ā-nuku
whiwhi-ā-rangi
i takea mai i te kāhui o ngā ariki.

kia tūturu ka whakamau ai kia tīnā,
Tīnā!
Hui e?
Tāiki e!

Listen o Rongo
to Te Pūkenga
offering gratitude
for the peace and harmony
that allows us to enjoy,
the gifts of the earth
and the heavens
bequests of a higher order.

and bind them firmly.
Firmly!
Do we all concur?
We concur!



Te Pūkenga Interim Learner Advisory Committee Register of Interests

As at 15 September 2023

Name	Interest	Nature of Interest
Jordan Gush Co-Chair Council Member	Peseta Sam Lotu-liga, Executive Director Ako Delivery Te Pūkenga	Uncle
	Plumbers and Gasfitters Board	Mother is a member
Dahrian Watene Co-Chair	Student Voice Committee Te Pūkenga: NorthTec	Student Voice Member
	Te Pūkenga: NorthTec – Enrolled Student	Enrolled in Bachelor of Applied Management - Major in Māori Enterprise
Skyla Flowers Member		
Henry Geary Member		
Nina Lee Griffiths Member		
Ihongaro Member		
Cecily Zhou Member		

Timings for elections

The ILAC consider kaimahi participation as critical to successful elections and prefer not to see learner and kaimahi elections uncoupled. The ILAC expressed their preference for elections to be held in 2024 for both the permanent elected advisory committees.

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Interim Learner Advisory Committee September 2023 - Administration

Learner Advisory Committee Actions Report							
Report generated on 14/09/2023							
MEETING DATE	STATUS	DUE DATE	ACTION ITEM	ASSIGNEES	SECTION	NOTIFICATION SENT	NOTES
21/06/2023	Overdue	28/06/2023	Provide regional representation model to Te Pūkenga Council July meeting	Simone Andersen	22 June 2023 Wananga: Needs of permanent Learner Advisory Committee	Unsent	
21/06/2023	Pending	21/09/2023	Full report on the recommendations from the wananga will be provided to the next Appointment and Remuneration Committee of Te Pūkenga Council.	Simone Andersen	22 June 2023 Wananga: Needs of permanent Learner Advisory Committee	Unsent	
21/06/2023	Pending	17/11/2023	Council Secretary to investigate which organisations under the fees framework are operating at level 5 for complexity of issues and provide these to the ILAC as an example.	Rebecca Donne	Remuneration review	Unsent	

Interim Learner Advisory Committee Workplan 2023-24 DRAFT

Agenda item	September 23	November 23	February 23	April 23
Standing items				
Report from Council	●	●	●	●
Strategic Advice to Council				
Tauāki Whakamaunga Atu Statement of Intent 2024-27	●			
Mahere Haumi Investment Plan 2025-27				●
Permanent Learner Advisory Committee formation				
Terms of Reference for permanent LAC	●	●		
Terms of Reference for other permanent Advisory Committees	●	●		
Elections update	●	●	●	●
Representation model	●			
Handover preparation from ILAC to permanent LAC			●	
Induction plan for permanent LAC				●
Policy				
TBC				
Other				
ILAC Terms of Reference Adjustment	●			
Learner appointment to Māori Advisory Committee	●			
Tāraia te Anamata Creating our Futures (organisation structure)	●			

Legend: ● Endorsement to Council ● Information



SANITI

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SANITI

15 September 2023

Dahrian Watene - Co-Chair

Jordon Gush – Co-Chair

Te Pūkenga – Interim Learner Advisory Committee (ILAC)

Kia ora Dahrian and Jordon

The Student Executive of SANITI are concerned about the current state of the learner voice within the Te Pūkenga network. The Executives understanding is that there is currently one active Student Council and four active Student Associations within the Te Pūkenga network.

Te Pūkenga's failure to formally recognise, commit and support independent Student Association's is placing these student representative bodies at risk under the Incorporated Societies Act (which requires incorporated societies to demonstrate that they are going concerns). This lack of commitment highlights a power imbalance between students, their student bodies and Te Pūkenga.

The SANITI Executive acknowledges the challenges involved in maintaining student owned bodies (incorporated societies), which is why it is essential that Te Pūkenga commits to working with the existing student bodies, so that they are not lost for current and future students.

Under the current Terms of Reference for ILAC the focus appears to be on "accountability, transparency and reporting to the Te Pūkenga Council", rather than consulting, accountability, transparency and reporting to students of Te Pūkenga.

The SANITI Executive is seeking a commitment from ILAC to:

Provide transparency to Te Pūkenga students by

- (i) Posting the Minutes of the 2023 ILAC Minutes to the Te Pukenga website.
- (ii) Reviewing the items that are not reported under the 'resolution to exclude the public' in the Minutes, including the updates from Council/Committee/Representative groups to increase the transparency.

Provide updates to SANITI Executive and Te Pūkenga students

- (i) On the progress on the Learner Voice and Partnering Ecosystem.
- (ii) On the Resolution in the December 2022 Minutes – "More thought was needed to how learners could be provided with neutral assistance/advice with the process/scheme. Independent student advocates/representatives should be made available to provide advice and assist Learners with the progress".

Support the SANITI Executive and Te Pūkenga students with

- (i) Te Pūkenga showing demonstrable commitment to supporting and working with the existing student bodies, so that they are not lost for current and future students.
- (ii) Te Pūkenga making public its commitment to support and work with the existing student bodies to strengthen the student voice across the network including underserved learners.
- (iii) Te Pūkenga's clearly identifying its commitment to Whiria Ngā Rau as a partnership model with students.
- (iv) Te Pūkenga's commitments to the rights of students and access to independent support and advocacy to be reflected in exactly the same way in Te Pūkenga institutions that it is seen for students studying at Aotearoa universities; at present this is a significant equity issue.
- (v) Te Pūkenga's commitment to to have independent student bodies in the way that students studying through Aotearoa universities do.
- (vi) Te Pūkenga's commitment to support learners to build governance skills and capability to be active members of the wider community, as happens for students in universities.

The SANITI Executive acknowledges that the student voice, is not a one size fits all but wishes Te Pūkenga to commit to supporting students to have the ability to have their own independent students' bodies.

The SANITI Executive, which includes representation from underserved learners, is keen to work with Te Pūkenga to develop and strengthen the student voice. We believe the Association can assist Te Pūkenga, through a model that is owned by students, to deliver the evolution of empowerment and engagement of the student voice.

The SANITI Executive looks forward to a response from the ILAC in relation to these critical issues and hopes for transparency, full updates, support, and tangible commitment from Te Pūkenga.

Nāku iti noa

On behalf of the SANITI Executive

§ M(2)(a)

Tā Te Pūkenga Komiti Pūrongo

Te Pūkenga Interim Learner Advisory Committee Report

21 September 2023

Title	Draft Tauākī Whakamaunga Atu Statement of Intent 2024-27
Provided by	Ziena Jalil, Chief of Staff
Author	Clarke Raymond, Director Strategy and Performance
For	Discussion

Te Taunaki | Recommendation(s)

It is recommended that Te Pūkenga Interim Learner Advisory Committee (the Committee):

a.	Receive the report titled 'Draft Tauākī Whakamaunga Atu Statement of Intent 2024-2027';
b.	Provide feedback/endorsement of the underlying strategic framework as the basis for continued development of a full draft

Te Tāhuhu Kōrero | Background

Te Pūkenga is required to produce a Statement of Intent (Sol) under the Crown Entities Act 2004 (CEA). The Sol must set out for the next four financial years:

- Σ the strategic objectives the Crown entity intends to achieve or contribute to;
- Σ the nature and scope of the Crown entity's functions and intended operations;
- Σ how the Crown entity intends to manage its functions and operations to meet its strategic intentions;
- Σ how the Crown entity proposes to manage its organisational health and capability;
- Σ how the Crown entity proposes to assess its strategic performance;
- Σ any other matters that the entity is required to include in its statement of intent under another Act.

Te Pūkenga has previously published a Transitional Statement of Intent 2021-2024, which is now due to be replaced.

The Sol primarily outlines our strategic framework, which in turn provides the structure for our annual Statement of Performance Expectations (SPE). The SPE sets out performance measures and activities aligned to progressing our strategic objectives in a given year.

The Sol (and SPE) must be provided to the Minister of Education in draft form by the end of October, with final publication by the beginning of 2024.

Te pūtake o tēnei pūrongo | Purpose of this report

This report provides a draft Sol and seeks endorsement of the broad approach and structure. While most content can be considered indicative at this stage, of particular note is an updated Strategic Framework, which outlines our Vision, Purpose, Values, Strategic Objectives, Outcomes for this Sol period (2024-2027).

Ngā Kōwhiringa me Te Tātaritanga | Options and analysis

The current draft Sol 2024 – 2027 seeks to convey the:

- Σ proposed updates to our Strategic Framework, including strategic objectives, and outcomes;
- Σ proposed broad structure and content of the document;
- Σ relationship between the multi-year, strategic Sol and the companion SPE.

Critical to the draft Sol is the strategic framework, including Strategic Objectives - as required by Treasury guidance on the CEA. The strategic framework is intended to provide a coherent link between our vision, purpose, and strategic objectives, and the activities, outcomes, and measures of performance, which in turn are reported through service performance information in the Annual Report.

A process to synthesise and order the various existing strategic elements was undertaken to inform development of the proposed strategic framework. This included the Council priorities and various approved strategies, frameworks and action plans:

- Σ Transitional Statement of Intent 2021 – 2024;
- Σ Investment Plan 2023 – 2025 (and draft 2024-2026);
- Σ Te Pūkenga Outcomes Framework;
- Σ Te Pai Tawhiti/ Te Tiriti Excellence Framework;
- Σ Equity and Ākonga Success Strategy;
- Σ Transformation Roadmap;
- Σ Te Pūkenga Finance Strategy;
- Σ Internationalisation Strategy.

The Te Pūkenga Transitional Sol 2021-2024 outlined a vision, purpose, and values along with five Council priorities and strategic intentions that reflected the transition workstreams as determined in 2021. While our vision, purpose and values remain relevant, it is appropriate that the strategic objectives in our next Sol reflect our current stage of development, with a greater focus on transformation and delivery of benefits for ākonga, employers and other stakeholders.

Three strategic objectives are proposed:

- Σ Maximise ākonga success, equity, and wellbeing;
- Σ A highly valued, trusted, and sustainable organisation;
- Σ A nationally enabled and regionally responsive network.

A suite of outcomes has been proposed under each objective to provide focus for activity planning and reporting. These have been adapted from the draft Te Pūkenga Outcomes Framework, with some additions and amendments.

A proposal that is not yet reflected in the document that we would like to get the Committee's thoughts on is the possibility of including the following as a 'Mission' statement:

All ākonga into great mahi, with the right skills and qualifications, faster, and with less cost.

The proposed *Mission* would sit between our *Vision* and *Purpose* in the strategic framework outlined on page 12 of the draft document.

Te Pae Tawhiti | Te Tiriti o Waitangi Excellence Framework

The draft Sol incorporates key outcomes and existing measures related to Te Pae Tawhiti and allows for further development within a consistently applied framework across the whole organisation.

Ōritetanga me te Angitu Ākonga | Equity Impact and Ākonga Success

The draft Sol incorporates the key outcomes and measures from the Equity and Ākonga Success Strategy as well as the Outcomes Framework and allows for consistent application across the whole organisation.

Pānga ki Ngā Ākonga/Kaitukumahi | Employer Impact

The draft Sol incorporates key outcomes and measures from the Outcomes Framework related to employer impact and allows for further development within a consistently applied framework across the whole organisation.

Te Uiuinga Whānui | Engagement/consultation

The draft Sol, and the strategic framework, is a distillation of many different pieces of work, developed over time and across different parts of the organisation. As our enterprise strategy it is appropriate that consultation at this stage of development is confined to ELT, Council, and its Advisory Committees.

Group engaged with	Level of engagement ¹	Commentary
Tiriti Outcomes	Consult	Consulted on specific aspects but will consult more broadly in the next round.
Finance	Consult	As above

¹ Inform, Consult, Collaborate, Partner, Empower. Refer [Engagement Summary 110619 \(tearawhiti.govt.nz\)](https://tearawhiti.govt.nz) for guidance. Engagement may be required at different levels for different stakeholder groups.

Group engaged with	Level of engagement ¹	Commentary
Academic Centre and Learning Systems	Consult	As above
ELT	Consult	Approved for Council review
Council	Consult	Approved for continued development

Ngā tino raru ka heipū mai | Key risks

Risk Title	Description	Potential Consequences	Current Mitigation	Comments
Content	Sol content is not accurate or sufficient.	Perception of poor progress against outcomes and strategic intent and general lack of strategic direction.	Experts are regularly engaged in a timely way and provide the single source of truth. Reviews ensure coherency.	Sol drafts will also need to be cognisant of the Annual Report Audit comments
Timeframes	Sol not approved in a timely manner.	Reputational – perception that Te Pūkenga is unable to achieve functions and obligations. Does not meet CEA obligations.	Clear and agreed timelines in place. Providing advance notice when input is required from across the organisation. Potential roadblocks are addressed early.	
Alignment	Sol not aligned with broader performance suite of accountability documents.	Impacts ability to accurately and coherently measure progress; successes and progress of Te Pūkenga are not articulated.	Continued engagement and comparison between key reporting documents and processes – each informs the other through regular checks.	

Te tirohanga taha pūtea | Financial considerations

There are no direct financial impacts for this work.

Individual initiatives aligned to strategy will be subject to their own budgeting and approval processes. It is intended that the strategic framework will eventually underpin annual business planning, which in turn would support budget setting across cost centres.

Te Ahunga Ki Mua | Next steps

- 4 October – Full draft Sol provided for Council approval;
- 31 October – Full draft provided for Ministerial feedback;
- 6 December – Final draft provided for Council approval.

Te Hunga whai koha | Contributors

SECRET

This paper was endorsed by ELT on 28 August 2023 and Te Pūkenga Council on 4 September 2023.

Ngā Tāpiritanga | Appendices

Appendix 1: Draft Tauāki Whakamaunga Atu | Statement of Intent 2023-27



INTERIM LEARNER ADVISORY COMMITTEE

September 2021-October 2023

Terms of Reference

1. Scope

- 1.1. Under the Education and Training Act 2020 (**ETA**) Te Pūkenga is required to establish a Learner Advisory Committee (referred to in the ETA as a students' committee and in these Terms of Reference as the **Learner Advisory Committee**). The Council of Te Pūkenga is required to consult the Learner Advisory Committee about significant matters relating to the strategic direction that are relevant to those the Learner Advisory Committee represents and consider any advice given by the Learner Advisory Committee.
- 1.2. Te Pūkenga is in the process of developing its operating model, which will be implemented over the course of 2022 and beyond. This will provide for, among other things, a network of education provision and delivery that centres on its learners. Because of this, the manner in which the Learner Advisory Committee and learner engagement ecosystem should be constituted and governed will form part of the implementation of the operating model.
- 1.3. In the interim, Council wishes to ensure there is a real opportunity for active participation of learner voice at a governance level. To achieve this, an interim Learner Advisory Committee is being was established (**Interim Learner Advisory Committee**) and these Terms of Reference are being adopted to support the extension of the terms of the Interim Learner Advisory Committee.
- 1.4. Once the long-term operating model of Te Pūkenga is clarified, the Council requires that these Terms of Reference be reviewed and/or revoked and replaced or amended, as appropriate. The intention is that the permanent Learner Advisory Committee will operate from 2023-2024 under the amended/replaced Terms of Reference and membership will require an election process by Te Pūkenga learner body.

2. Role and Functions of the Interim Learner Advisory Committee

- 2.1. The Interim Learner Advisory Committee's statutory functions are to, on being consulted by the Council of Te Pūkenga:
 - a) give advice to the Council of Te Pūkenga on significant strategic matters relevant to learners (s 325(3)(a));
 - b) give advice on any other matters (s 325(3)(b)); and
 - c) give advice in relation to, or for giving effect to, the determination of policy that it has responsibility for (s 324(1)).



2.2. In formulating its advice, the Interim Learner Advisory Committee is asked to have regard to the Charter of Te Pūkenga, its statutory functions and the resources available to Te Pūkenga.

2.3. In addition to the above, as part of its functions the Interim Learner Advisory Committee is also required to:

- a) nominate/select/appoint one member to sit on Council;
- b) develop terms of reference for the full Learner Advisory Committee, including decisions on membership consistent with the prescribed statutory framework and relevant Council decisions;
- c) consider any specific issues delegated to it or requested by Council;
- d) through a co-design process, draft a relationship agreement setting out specific ways of working with Council;¹
- e) contribute perspectives of the learner voice, without replacing the need for Te Pūkenga to also engage directly with learners on significant proposals;
- f) ~~quarterly~~ deliver to Council a report after each meeting setting out its activities and summarising its advice on the matters that Council has consulted with it on; and
- g) demonstrate giving effect to Te Tiriti o Waitangi in its deliberations and decision-making.

3. Membership of the Interim Learner Advisory Committee

3.1. Membership of the Interim Learner Advisory Committee will have a maximum of 10 members ~~and no less than seven members~~ appointed by the Council upon recommendation by the Deputy Chief Executive Learner Journey and Experience of Te Pūkenga. This includes the option for any co-opted members.

3.2. In order to recommend members for the Committee, the Deputy Chief Executive Learner Journey & Experience will form a suitable selection panel that includes representation from learners. In particular, representatives from currently underserved learner groups are desirable.

3.3. To be eligible for selection, learners must be currently enrolled at Te Pūkenga or a Te Pūkenga subsidiary at the commencement of their appointment, and not be a member of staff at Te Pūkenga or a Te Pūkenga subsidiary (or any Transitional Industry Training Organisation that Te Pūkenga is in discussions with regarding a transfer). Confirmation of enrolment must be provided by the relevant Te Pūkenga subsidiary the learner is enrolled with.

¹ As this is an interim advisory committee, there are still many aspects ((particularly as it pertains to the working relationship with Council and other advisory committees)) that are yet to be developed. This committee, in conjunction with other interim advisory committees, will undertake this work during its term and will inform the final terms of reference for the Learner Advisory Committee proper (post January 2023). New developments from here will be appended to this document where appropriate.



- 3.4. Should any Interim Advisory Committee member cease to be enrolled, they must immediately provide notice in writing of their status as unenrolled to the ~~council secretariat and Deputy Chief Executive of Learner Journey and Experience~~Council Secretary and Pourangī Ākonga me te Ahumahi | DCE Learner and Employer Experience and Attraction. In such circumstances, reference should be had to paragraph 5.5(e) and paragraph 5.9 below.
- 3.5. Membership of the Interim Learner Advisory Committee ~~must~~should aim to include at least one representative who identifies as belonging to one or more of the following cultures/communities:
- a) Māori
 - b) Pacific
 - c) Disabled
 - d) LGBTQI+
 - e) International
 - f) Work-based learner

4. Appointment to Te Pūkenga Council

- 4.1. The appointed co-chairs (see clause 6 below) are eligible for nomination to Te Pūkenga Council but only one of the two can be appointed. The Interim Learner Advisory Committee will decide the process for selecting the nominee to be recommended to the Council. The Council will hold the final decision on the suitability of the appointee to sit as a member of Council, to hold the role of the representative on the Council.

5. Terms and conditions of appointment

- 5.1. Members of the Interim Learner Advisory Committee are appointed via a panel selection process following a call for expressions of interest by the Deputy Chief Executive Learner Journey & Experience. The term of appointment will be for no longer than up to 31 ~~December 2022~~May 2024, unless otherwise stated by the Deputy Chief Executive Learner Journey & Experience.
- 5.2. Unless a position is vacated earlier, every appointed member of the Interim Learner Advisory Committee will continue in office until their successor comes into office.
- 5.3. Any member of the Interim Learner Advisory Committee may at any time resign as a member by providing one month's written notice to the ~~Deputy Chief Executive Learner Journey & Experience~~Council Secretary and Co-Chairs of the Interim Learner Advisory Committee. ~~Upon resignation an Expression of Interest will go out across Te Pūkenga network seeking a replacement member. The Deputy Chief Executive Learner Journey & Experience will recommend a suitable replacement to the Council for their approval.~~



- 5.4. Where a Co-Chair wishes to resign, they need only advise in writing one month in advance to the ~~Deputy Chief Executive Learner Journey & Experience~~ Council Secretary and their fellow Co-Chair. Upon resignation, the Pourangi Ākonga me te Ahumahi | DCE Learner and Employer Experience and Attraction ~~Deputy Chief Executive Learner Journey & Experience~~ will recommend a replacement for the remaining Co-Chair tenure to Council.
- 5.5. The ILAC Council representative will be removed from office by the Council chair if they:
- a) fail to attend three consecutive Council meetings and/or attend less than seventy percent of annual meetings;
 - b) breaches the duties and responsibilities of a Council member;
 - c) underperform in his/her duty as a Council member or otherwise falls into disrepute (as determined by the chair and co-chair of council);
 - d) become ineligible for any of the reasons stated in section 320(2) of the ETA
 - e) are no longer enrolled as a learner at a Te Pūkenga subsidiary or Te Pūkenga,
- 5.6. In the context of paragraph 5.5(a), the removal will be effective from the date stipulated by the Council chair.
- 5.7. In the context of paragraph 5.5(b) and (c), the matter will first be raised with the Pourangi Ākonga me te Ahumahi | DCE Learner and Employer Experience and Attraction ~~Deputy Chief Executive Learner Journey & Experience~~ who will engage with the Chief Executive and the committee Co-Chairs and attempt (if appropriate) to address the issue directly with the member and try to resolve by mutual agreement. If this is not possible, a recommendation for removal will be made to the Council chair that the member be removed from the committee. The removal will be effective from the date stipulated by the Council chair.
- 5.8. In the context of paragraph 5.5(d), the removal will be effective from the date the committee member becomes ineligible to be a member.
- 5.9. In the context of paragraph 5.5(e), the removal will be effective from a date determined by the Pourangi Ākonga me te Ahumahi | DCE Learner and Employer Experience and Attraction ~~Deputy Chief Executive Learner Journey & Experience~~, not being a date that is more than 6-12 months after the date on which their enrolment ends.
- ~~Where a member resigns or is removed from the ILAC, the Deputy Chief Executive of Learner Journey and Experience will initiate the replacement process for that member. Further, if requested by the Interim Learning Advisory Committee, the Deputy Chief Executive Learner Journey & Experience may from time to time alter or reconstitute the Interim Learner Advisory Committee or discharge any member of the Interim Learner Advisory Committee or appoint new members to the Interim Learner Advisory Committee for the purpose of decreasing or increasing the membership or filling any vacancies to ensure continuous representation of the groups listed at paragraph 3.5 above.~~



6. Co-Chairs

The Interim Learner Advisory Committee will agree a process to appoint Co-Chairs, representing Māori and Tangata Tiriti². The Co-Chairs will preside at every meeting of the Interim Learner Advisory Committee at which they are present.

7. Duties and responsibilities of a member

- 7.1. This section sets out the expectations of Council on the duties and responsibilities of a person appointed as a member of the Interim Learner Advisory Committee. This is intended to aid members by providing them with a common set of principles for appropriate conduct, behaviour and serves to protect the Committee and its members.
- 7.2. The Interim Learner Advisory Committee must conduct its activities in an open and ethical manner and operate in an effective and efficient way within the parameters of its functions as set out in these Terms of Reference.
- 7.3. Members should have a commitment to work in the best interests of all learners and the Committee itself, having regard to the specific matters that they are consulted on and any other matters they consider Council should be made aware of in its governance role.
- 7.4. Members are expected to make every effort to attend all the Committee meetings whether in-person or video conference and devote sufficient time to become familiar with the affairs of the Interim Committee, and the wider environment within which it operates.
- 7.5. Members are expected to act responsibly with the effective and efficient administration of the Committee and the use of Committee funds, as guided by the Secretariat.
- 7.6. Members will:
 - a) be diligent, prepared and participate;
 - b) be respectful, loyal, and supportive; and
 - c) not denigrate or harm the image of the Committee.
- 7.7. The Committee as a whole will:
 - a) ensure that the independent views of members are given due weight and consideration;
 - b) ensure fair and full participation of Members;
 - c) regularly review its own performance; and
 - d) give effect to Te Tiriti o Waitangi in its conduct and deliberations.

² Māori refers to members with Māori cultural identity and Māori whakapapa. Tangata Tiriti refers to members who identify with settler populations either directly or by ancestry.



8. Conflicts of interest

- 8.1. Members must perform their functions in good faith, honestly and impartially, and avoid situations that might compromise their integrity or otherwise lead to conflicts of interest. Other than the appointed Council member, members must also be, and be seen to be, independent of Council but must respect the advice handed to Council on behalf of the Committee and be respectful of the manner in which Council considers and acts on that advice.
- 8.2. Members attend meetings and undertake Committee activities as independent persons responsible to the Committee as a whole. Members are not appointed as representatives of student organisations or groups. The Committee should therefore, not assume that a particular group's interests have been considered because a Member is associated with a particular group.
- 8.3. Members are required to declare any actual or perceived interests to the Interim Learner Advisory Committee. The other committee members will then determine whether the interest represents a significant conflict, and if so, what action will be taken.
- 8.4. The Co-Chairs will ask members to declare any actual or perceived interests at the start of each meeting.

9. Confidentiality

- 9.1. The public has a right to be informed about the issues being considered by the Interim Learner Advisory Committee. The Committee should have procedures in place for the release of information and processing requests for information.
- 9.2. Regard should be had to the Privacy Policy and Official Information Act Policy of Te Pūkenga when considering requests for information. If there is any uncertainty over the release of information, the matter should be referred to the Privacy Officer / Director Legal and Risk for consideration.

- 9.3. Individual members must observe the following duties in relation to Committee information. These provisions ensure that the Committee as a whole, maintains control over the appropriate release of information concerning issues before it.

General meeting discussions

- 9.4. Key discussion points in meetings are recorded in the meeting minutes. Upon request, a Member's dissenting views may be recorded in the meeting minutes.
- 9.5. Members must ensure that the confidentiality of Committee business is maintained. Members must be clear about what Committee matters are permitted to be discussed with people that are not Committee members and, in doing so, should be familiar with the information that is publicly available about the Committee's work.



- 9.6. Meetings of the Committee, including agenda material and draft minutes, are confidential.
- 9.7. Members are free to express their own views within the context of Committee meetings, or as part of the general business of the Committee.
- 9.8. Members may communicate general meeting discussions with other Committee members that were not present during the meeting.
- 9.9. At no time should members individually divulge details of Committee matters or decisions of the Committee to persons who are not Committee members. Disclosure of Committee business to anyone outside the Committee must be on the decision of the Committee, or if between meetings, at the discretion of the Co-Chairs' *'In committee' discussions*.
- 9.10. The meeting minutes will note that an 'in committee' session took place. A record of 'in committee' discussions will be kept in the Co-Chairs' notes.
- 9.11. 'In committee' discussions can be communicated with other Committee members who were not present during the 'in committee' session. This can either be done formally by the Co-Chairs or informally by another Committee member.

10. Media policy

- 10.1. Only the Co-Chairs are authorised to comment publicly on the affairs and policies of the Committee and, where appropriate, the Co-Chairs will advise Council in advance. The Co-Chairs may delegate comment to other Committee members.
- 10.2. Where the Co-Chairs have delegated comment to another Committee member, the member must publicly support a course of action decided by the Committee. If unable to do so, members must not publicly comment on decisions.
- 10.3. The Co-Chairs, members and Secretariat will not support any action or public statement that is derogatory or in any way damaging to the Committee or Council.
- 10.4. Members have the right to comment to the media on any matter in their own or representative capacity, as long as they do not attribute the comment to the Committee or imply that they are speaking on behalf of the Committee. If a Member is forewarned of being asked to comment to the media, they should advise the Committee accordingly. If a committee member is not forewarned, they should advise the Co-Chair immediately after making comment to the media.

11. Working arrangements

The Interim Learner Advisory Committee will agree on a work programme with Council.



12. Consultation

- 12.1. In providing advice to Council, the Interim Learner Advisory Committee will, where appropriate, make reasonable attempts to consult with key stakeholders and consider, stakeholder data, and feedback, such as:
- a) student associations;
 - b) learner leaders;
 - c) class representatives;
 - d) learners fulfilling learner representative functions on any of the committees of Te Pūkenga and working groups;
 - e) learner survey and feedback results; and
 - f) current and relevant insights, information and reports on learner journey, experience, and outcomes.
- 12.2. The Interim Learner Advisory Committee will ensure that stakeholders are provided with feedback following consultation, in line with good consultation practice.
- 12.3. Te Pūkenga is supportive of independent student voice. The Interim Learner Advisory Committee may therefore wish to consider its own relationships in this regard.

13. Performance measures

- 13.1. The Interim Learner Advisory Committee will be effectively meeting its tasks when it provides relevant and timely advice to Council based on research, analysis, and consultation with appropriate stakeholders.
- 13.2. The Interim Learner Advisory Committee must:
- a) recommend a representative to sit on Council;
 - ~~b) recommend a Māori representative to sit on Te Kōmiti Māori (Māori Advisory Committee to Council);~~
 - ~~c) select or delegate selection of two representatives to Te Poari Akoranga;~~
 - ~~a) b)~~ develop an agreed work programme with Council;
 - ~~e) c)~~ achieve its agreed work programme; and
 - ~~f) d)~~ stay within its allocated budget.

14. Meetings of the Interim Learner Advisory Committee

- 14.1. Meetings, either in-person or via video conferencing will be held at least six~~four~~ times per year ~~prior to Council meetings.~~
- 14.2. A quorum will consist of ~~five (if eight) or six (if ten) members~~ more than half the members. A quorum must include at least one of the Co-Chairs.



- 14.3. Subject to the provisions set out above, the Interim Learner Advisory Committee may regulate its own procedures having regard to these Terms of Reference and equitable outcomes.

15. Reporting

- 15.1. The Interim Learner Advisory Committee will:

- a) keep minutes of all its meetings which outline the issues discussed and include a clear record of any decisions or recommendations made;
- b) ensure actions are followed up on and stakeholder consultation feedback loops are closed; and
- c) prepare a quarterly report to Council setting out its activities.

16. Secretariat

- 16.1. Te Pūkenga must ensure it provides support for the Interim Learner Advisory Committee to operate effectively. This will be through the provision of shared advisory and administrative secretariat support services. A relationship agreement to be developed between the Interim Learner Advisory Committee and Council will set out the provisions and ways of working in more detail³.

17. Fees and allowances

- 17.1. Members of the Interim Learner Advisory Committee are entitled to be paid fees for attendance at meetings including preparation and workshops.

Council representative

- 17.2. The ILAC co-chair appointed to the Council is a member of Council and, as such, will receive the amount payable to a Council member. This is because each of the Council members has the same powers under the Education and Training Act 2020, the same duties and accountabilities under the Crown Entities Act 2004, and the Minister of Education has the same expectations of all the Council members, regardless of the way in which they became members of the Council. The expectations will be set out in the letter of appointment issued by the Council to the Committee representative. The payment received as a Council representative is a total amount which reflects remuneration for time spent working on Council matters and time spent working as a co-chair of the ILAC.

Co-Chair (not being a Council representative)

- 17.3. The other co-chair will receive \$450 per day and an allowance of five extra days per annum to cover additional professional development opportunities undertaken by those persons.

³ A relationship agreement between the Interim Learner Advisory Committee and Te Pūkenga Council will be appended to this document once it has been developed through workshop with the respective parties.



All other members

- 17.4. The attendance fee for all other members is set at \$350 per day (which includes preparation).
- 17.5. Te Pūkenga covers the cost for actual and reasonable travel, and accommodation expenses of the Interim Committee members (any travel and accommodation to be approved in advance and booked through Te Pūkenga booking channels).
- 17.6. Requests for additional support by members to enable equitable participation and representation on the Interim Committee are welcomed, and will be considered by the ~~Deputy Chief Executive Learner Journey & Experience Pourangi Ākonga me te Ahumahi | DCE Learner and Employer Experience and Attraction~~ on a case-by-case basis provided reasonable notice is given.⁴

These Terms of Reference will be reviewed prior to 1 January 2023 in accordance with clause 1.4 above.

s 9(2)(a)

Not Submitted

Not Submitted

Not Submitted

s 9(2)(a)

s 9(2)(a)

⁴ This refers to support persons, notetakers, accessibility, easy-read documents, accommodation to alleviate mental /physical strain etc

Tā Te Pūkenga Komiti Pūrongo

Te Pūkenga Interim Learner Advisory Committee Report

21 September 2023

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Title	Learner appointment to Māori Advisory Committee
Provided by	Annie Waterworth, Senior Implementation Lead
Author	Annie Waterworth, Senior Implementation Lead
For	Approval

Te Taunaki | Recommendation(s)

It is recommended that Te Pūkenga Interim Learner Advisory Committee (ILAC):

a.	Receive the report titled 'Learner appointment to Māori Advisory Committee';
b.	Consider the two potential nominees for a learner to be appointed to the Māori Advisory Committee; and
c.	Select a learner to form part of the the Māori Advisory Committee.

Te Tāhuhu Kōrero | Background

At its August meeting, Te Pūkenga Council approved the Terms of Reference for the Māori Advisory Committee (MAC), which will be in place from 1 January 2024. These are attached as Appendix 1. The members of the MAC are selected by a selection, consisting of Te Pūkenga Tumuaki | Chief Executive, Te Pūkenga Pourangi Hua Tiriti | Deputy Chief Executive Tiriti Outcomes, a representative from Mātauranga Iwi Leaders' Group (MILG), a representative from the current interim Māori Advisory Committee (Komiti Māori), and a representative from Te Pūkenga Council Appointment and Remuneration Committee.

One member of the MAC is to be selected by the Learner Advisory Committee. To facilitate this, invitations to express interest were extended to current ILAC members and Learner Leadership Group (LLG) members, who were encouraged this with other Māori learner leaders within the network.

The other members of MAC are selected as follows:

- Σ Four regional representatives (one from each Te Pūkenga region, nominated by Regional Executive Directors in consultation with regional iwi partners)
- Σ Two members nominated by MILG
- Σ Three members selected by the Selection Panel.

Te pūtake o tēnei pūrongo | Purpose of this report

To provide ILAC with profiles for the respondents who have expressed interest in nomination to facilitate a discussion about which learner they wish to select to the MAC.

Ngā Kōwhiringa me Te Tātaritanga | Options and analysis

The Competencies Matrix which MAC nominees are assessed against is included in Appendix 2. The questions in the expression of interest (EOI) form were aligned to this, and therefore this can be used as guidance for assessing the respondents.

Two respondents have expressed interest in nomination. They are both members of the ILAC. Their responses have been anonymised and are provided as Appendix 3 for ILAC's consideration. Both respondents' iwi and hapu affiliations have been provided, but these have been removed from the information provided to aid with a fair process. The successful nominee's affiliations will be shared with the MAC selection panel.

Te Pae Tawhiti | Te Tiriti o Waitangi Excellence Framework

The EOI questions were peer reviewed and approved by a Māori staff member to ensure cultural considerations were taken into account.

Ōritetanga me te Angitu Ākonga | Equity Impact and Ākonga

Success

In drafting the Terms of Reference for the MAC, Komiti Māori recognised that it was important to grow the Governance pipeline for the MAC by having a representative who was currently enrolled at Te Pūkenga. This ensures that Learner Voice is included within the perspectives that the MAC put forward and opens a potential pathway for graduates to join the MAC in future, which supports the learner engagement ecosystem.

Pānga ki Ngā Ākonga/Kaitukumahi | Employer Impact

Not applicable.

Te Uiuinga Whānui | Engagement/consultation

Group engaged with	Level of engagement ¹	Commentary
Members of ILAC	Empower	
Members of LLG	Empower	

¹ Inform, Consult, Collaborate, Partner, Empower. Refer [Engagement Summary 110619 \(tearawhiti.govt.nz\)](#) for guidance. Engagement may be required at different levels for different stakeholder groups.

Ngā tino raru ka heipū mai | Key risks

Risk title	Description	Potential consequences	Current mitigation
Diversity of respondents	Only two responses have been received to the call for expressions of interest, and both of these are current ILAC members.	Responses can be easily identifiable by ILAC despite being anonymous. External perception that there was a closed pool.	Removal of identifiable responses. No mitigation currently in place.
Lack of visibility	Ākonga may not realise that MAC exists, what its purpose is, or what role ākonga can play.	Lack of balance in the learner engagement ecosystem.	Learnings will be taken from this process for future EOIs.
Capacity of respondents	As both respondents are currently members of ILAC, and will continue to be until May 2024, their capacity to participate in MAC whilst studying may be limited.	Respondents study is impacted. Participation in ILAC or MAC is impacted.	The successful nominee will be provided support by staff from the Governance and Learner and Employer Experience and Attraction teams to ensure their governance workload is manageable.

Te tirohanga taha pūtea | Financial considerations

Not applicable.

Te Ahunga Ki Mua | Next steps

If ILAC decides on a nominee at the meeting, this will be provided to the Selection Panel for consideration alongside the regional nominees. The final process includes:

30 November 2023 Appointment and Remuneration Committee will review the recommended appointees

6 December 2023 Te Pūkenga Council approves appointments

1 January 2024 Term of Māori Advisory Committee commences



Te Hunga whai koha | Contributors

Rebecca Donne, Council Secretary

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Ngā Tāpiritanga | Appendices

Appendix 1: Māori Advisory Committee Terms of Reference

Appendix 2: Competencies Matrix

Appendix 3: Anonymised profiles for respondents





Māori Advisory Committee

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Terms of Reference

1. Background

- (a) Under Section 325 of the Education and Training Act 2020, the Council of Te Pūkenga—New Zealand Institute of Skills and Technology (Te Pūkenga Council) is required to establish a Māori advisory committee (the Committee) as an Advisory Committee to Council.
- (b) Te Pūkenga Council is required to consult with, and consider advice from, the Committee about significant matters relating to the strategic direction that are relevant to those the Committee represents and consider any advice given on those matters, or any other matters, by the Committee.
- (c) The Committee represents:
 - i) Ākonga Māori
 - ii) Whānau, hapū, iwi and hāpori (other Māori communities)
 - iii) Māori employers and kaimahi

2. Purpose and Scope

- (a) The objectives of the Committee are to:
 - i) Ensure an independent range of Māori voices influence the development and ongoing activity of Te Pūkenga;
 - ii) Provide direction and guidance to Te Pūkenga Council on Te Pūkenga obligations to Māori in relation to the growth of authentic partnerships (with mana whenua), strategic direction, emerging issues and opportunities, legal requirements, effective engagement, awareness and understanding;
 - iii) Provide advice to Te Pūkenga Council on the ability and quality of its governance and leadership decisions and Te Pūkenga activity more generally across the organisation, in order to transform the status quo and deliver equity for Māori; and
 - iv) Provide Te Pūkenga Council with advice and recommendations on how effectively Te Pūkenga can best:
 - a. Embed Te Tiriti o Waitangi in governance, management, and operations. This includes (but is not limited to) how well Te Pūkenga is embedding a commitment to and practice of Te Tiriti o Waitangi in organisational policies and procedures, and how well at an operational level Te Pūkenga works with Māori to improve outcomes for ākonga Māori and their whānau;
 - b. Deliver inclusivity and equity for Māori. This includes (but is not limited to) how well Te Pūkenga is embedding equity for ākonga Māori in the culture, delivery and outcomes across Te Pūkenga network;
 - c. Ensure ākonga, whānau, marae, hapū and iwi are actively engaged and able to participate in decision-making. This includes (but is not limited to) ensuring te tino rangatiratanga is supported by enabling Māori as whānau, marae, hapū, iwi, mana

whenua, or a combination of these, to be actively engaged and able to participate in decision making;

- d. Value, validate and protect local and regional knowledge, interests, and values. This includes (but is not limited to) how well Te Pūkenga is protecting and empowering mātauranga Māori;
 - e. Prioritise Māori cultural knowledge and capability within Te Pūkenga. This includes (but is not limited to) lifting leadership practice and cultural capability of Te Pūkenga kaimahi to effectively partner with Māori; and
 - f. Maintain and further develop strategic Te Tiriti partnerships with iwi, hapū and Māori. This includes (but is not limited to) partnering effectively with Māori and contributing to Te Tiriti-honouring relationships across the organisation.
- (b) In undertaking its functions, the Committee will complement existing relationships with Māori, in particular existing relationships between Māori, iwi, hapū, mana whenua and Te Pūkenga and complement Māori-Crown relationship accord.
- (c) Nothing in these Terms of Reference shall diminish the rights, interests and responsibilities of Māori, iwi, hapū, and whānau to exercise their rangatiratanga over those matters of importance to them, as set out in Article II and Article III of Te Tiriti o Waitangi and/or enshrined in their respective settlement legislation.

3. Functions

- (a) Provide advice to Te Pūkenga Council about:
- i) significant matters relating to the council's strategic direction that are relevant to the classes of persons outlined in section 1. (c); and
 - ii) other matters that the Council seeks advice on.
- (b) Support Te Pūkenga to reflect Māori-Crown partnerships by providing advice and recommendations to Te Pūkenga Council and working with Te Pūkenga management on:
- i) the content of strategies, policies, settings, and engagement processes;
 - ii) reflecting the perspectives of ākonga Māori, whānau, hapū, iwi, communities, employers, and kaimahi;
 - iii) ensuring that whānau-centred thinking and solutions and strength-based mātauranga Māori approaches are adopted and applied across Te Pūkenga work programmes; and
 - iv) proposing changes to the governance architecture of Council committees to ensure they reflect Crown-Māori relationships and give effect to Te Tiriti o Waitangi. Any recommendations should be made in consultation with the Committee's Māori and iwi partners and interested persons or bodies.

4. Powers and Authority

- (a) No authority has been delegated from Te Pūkenga Council to the Committee.
- (b) All media and public comment and any official information requests to the Committee should be considered in consultation with Te Pūkenga Council.

5. Membership, Appointments and Eligibility Criteria

- (a) The membership of the Committee shall be comprised of ten members. At least one, but no more than two, members should be sourced internally from Te Pūkenga. This does not include the learner member outlined in section 5. (b) iii).
- (b) The membership shall include:
 - i) one representative from each of the four rohe/regions;
 - ii) two representatives selected by Mātauranga Iwi Leaders Group;
 - iii) one member from the learner community, selected by (but not necessarily a member of) the Learner Advisory Committee to develop skills and gain experience relevant to governance.
 - iv) three members selected by a selection panel comprising of the following members:
 - a. Te Pūkenga Tumuaki | Chief Executive
 - b. Te Pūkenga Pourangi Hua Tiriti | Deputy Chief Executive Tiriti Outcomes
 - c. Representative from Mātauranga Iwi Leaders' Group
 - d. Representative from current interim Māori Advisory Committee
 - e. Representative from Appointment and Remuneration Committee
 - v) Additional members may be co-opted to join if the selected members feel that they do not have sufficient representation of groups identified in Section 1 (c).
- (c) A member may be appointed for up to a four-year term, except where otherwise required for the purpose of continuity.
 - i) Members may be re-appointed or have their terms extended. Members can be reappointed for a maximum of two consecutive terms.
 - ii) Where a member's term expires and there is no intention to renew their membership, the member may remain in their role until a replacement is appointed.
- (d) The Committee will have two Co-Chairs. The members of the Committee will choose these Co-Chairs at the first meeting.
- (e) At their first meeting, the Committee shall also nominate one of the Co-Chairs to also be a member of Te Pūkenga Council under Section 320 of the Education and Training Act 2020.
- (f) A Co-Chair may be appointed for up to a two-year term, except where otherwise required for the purpose of continuity. Co-Chairs may be re-appointed or have their terms extended. Co-Chairs can be reappointed for a maximum of two consecutive terms.
- (g) A member may resign from the Committee at any time by notifying the Co-Chairs with a copy to the Council Secretary and, if applicable, the member's relevant appointing entity (for example, regional partners).
- (h) A Co-Chair may resign at any time from office (but not resign as a member) by notifying Te Pūkenga Council Chair and the other Co-Chair with a copy to the Council Secretary and, if applicable, their relevant appointing entity.
- (i) A member's appointment may be terminated at any time for good reason by Te Pūkenga Council Chair. Good reason includes, but is not limited to, failure to attend more than two consecutive

Committee hui (without informing the Co-Chairs), and failure to act in accordance with the Code of Conduct.

- (j) If a member is a Co-Chair and they resign from the Committee or are removed from the Committee, that member's term as Co-Chair also terminates.

6. Meetings and Quorum

- (a) The Committee shall meet at least four times each year.
- i) Hui may be held by teleconference, videoconference or in person.
 - a. If a hui is held in person, members will make reasonable efforts to attend in person, noting that travel arrangements will be made for them by Te Pūkenga.
 - b. If a member is not able to attend a hui in person, a teleconference or videoconference alternative will be provided where feasible.
 - ii) The Committee may also need to meet on an ad hoc basis to consider approvals requested and/or relevant matters raised by members. Accordingly, additional hui may be held if determined necessary by the Tumuaki | Chief Executive or the Committee, including executive sessions and private hui with Te Pūkenga Council Chair.
 - iii) A special hui may be convened by resolution at a previous meeting or by agreement between the Co-Chairs at any time by giving seven working days' notice.
 - iv) Hui dates will be set annually by the Council Secretary to align with other meetings on Te Pūkenga Governance calendar, and in consultation with members of the Committee.
- (b) If a member is unable to attend a hui, they must provide the Co-Chair(s) with comments on the issues to be discussed in reasonable time prior to the hui. Members are not able to send a proxy to the Committee hui in their place.
- (c) All Council Members shall be entitled to attend meetings of the Committee.
- (d) Non-members may be invited by the Co-Chair(s) to attend meetings of the Committee.
- (e) A Governance Advisor shall service the Committee hui to provide secretariat support and resources.
- i) Agendas will be prepared and provided in advance to members, along with appropriate briefing materials. This would normally be a minimum of five working days prior to the date of the hui but may be shorter as determined by the Co-Chairs of the Committee.
 - ii) Minutes of the hui shall be prepared, retained, and distributed to Committee members, management, and external auditors, as well as being made available to Te Pūkenga Council.
 - iii) The Governance Advisor will draft or commission papers for the Committee and procure research and guest speakers on behalf of the Committee.
 - iv) The Governance Advisor will have knowledge of tikanga Māori and te reo Māori and demonstrated experience in applying this in the workplace, including taking minutes as appropriate and organising Māori and bicultural kaupapa.
- (f) A quorum shall consist of a majority of Committee members. No business shall be transacted at a Committee hui in the absence of a quorum.

- (g) Hui will be chaired by one of the Co-Chairs. Should both Co-Chairs be absent, they may designate an Acting Chair for that hui. If the Co-Chairs do not designate an Acting Chair, then the Acting Chair shall be elected by simple majority of those members present at the hui when an election is required.
- (h) In consultation with Te Pūkenga Pourangi Hua Tiriti | Deputy Chief Executive Tiriti Outcomes, the Co-Chairs may establish, for a term they consider appropriate, sub-groups of the Committee to progress specific deliverables or consider specific topics.
 - i) The Co-Chairs will appoint a lead Māori Advisory Committee member to run a sub-group.
 - ii) The Co-Chairs will determine hui procedures and frequency for sub-groups on a case-by-case basis.
 - iii) Remuneration for participation in a sub-group will be at the rate outlined in section 8, and will be agreed in advance of the establishment of the sub-group.
- (i) Members are required to declare any actual or perceived interests as per national policy and procedures. [Conflicts of Interest Policy](#)

7. Responsibilities and duties

- (a) To assist the Council in fulfilling its responsibilities and to oversee the areas outlined in the objectives, members of the Committee shall:
 - i) review any papers prepared for the Committee, prepare adequately prior to each hui and participate actively in hui, contributing to actions when agreed;
 - ii) bring matters of significance to the attention of the Committee and use professional perspectives to undertake analysis or prepare advice as required;
 - iii) contribute to the development of a forward work programme for the Committee;
 - iv) maintain a broad knowledge of the issues and interests that relate to the operations of the Committee; and
 - v) comply with Te Pūkenga Code of Conduct Policy. [Code of Conduct Policy](#)
- (b) In addition, the Co-Chairs of the Committee shall:
 - i) consult with members to draft a forward work programme for the Committee, for agreement with Te Pūkenga Council Chair and Te Pūkenga Tumauaki | Chief Executive;
 - ii) set agendas with the assistance of the Governance Advisor, and approve minutes;
 - iii) chair and facilitate hui, encouraging and modelling open communication where all members contribute effectively;
 - iv) manage any conflicts of interests for other members of the Committee, including deciding if a potential conflict exists and determining, with assistance from the Governance Advisor, what action is appropriate;
 - v) represent the Committee in any hui with Te Pūkenga Council and/or Chair, Tumauaki | Chief Executive, Te Pūkenga or other partners and stakeholders, as required;
 - vi) ensure that any requests for media and public comment and any official information requests made to the Committee are escalated to Te Pūkenga Pourangi Hua Tiriti | Deputy Chief Executive Tiriti Outcomes and Chair of Te Pūkenga Council; and

- vii) seek written approval from the Council Secretary before incurring any expenditure or financial commitment on behalf of the Committee.

8. Fees and allowances

- (a) Fees will be set by Te Pūkenga Council and will be within Group 4 (All Other Committees and Other Bodies) of the Cabinet Office Fees Framework.
 - i) The level within this category is determined by skills, knowledge and experience required for members; function, level and scope of authority; complexity of issues; and public interest and profile. The Māori Advisory Committee has been determined to be at Level 2 and as a result, Te Pūkenga Council has determined that the following daily rates apply:
 - a. The Co-Chair who is not a member of Te Pūkenga Council: \$974 per day
 - b. All other members: \$616 per day
 - ii) The daily fee applies to all mahi, including that performed outside of hui (e.g. preparation, representing the board at other forums, or administrative mahi) that is required for the body to carry out its role.
 - iii) It is expected that a working day is about eight (8) hours, and the daily fee is calculated on this basis. Work for longer than eight hours in one day will not attract an extra payment, unless the combination of travel and mahi is frequently longer than eight hours.
 - iv) Hourly pro-rata rates may apply and will be calculated by dividing the daily rate by 8 and multiplying by the number of hours worked.
 - v) Where a total of six (6) hours is worked in one day, a daily fee may be paid. It is accepted that it may not be possible for a member having worked six hours in one day on business related to the Committee to return to other paid mahi. Where a member spends time, for example one evening, preparing for a hui the next day, if the preparation and hui time combined were between 6 and 8 hours, then one daily fee would be paid for the combined preparation and hui time.
 - vi) Mahi other than preparation for hui must be approved and minuted by the Committee before it is undertaken. Individual members should not be in a position where they could be considered to be setting their own work programmes without the endorsement of the body.
- (b) The Co-Chair who is also a member of Te Pūkenga Council will receive an annual fee for their membership of Council and will not receive any additional payment for membership of the Māori Advisory Committee.
- (c) These fees will be reviewed annually, and within three months of an update to the Cabinet Office Fees Framework.
- (d) By default, fees will be paid through Te Pūkenga payroll in arrears. This will be included in the next fortnightly pay cycle following each meeting. If a member wishes to arrange to invoice Te Pūkenga for their fees (rather than receive these via payroll), the invoice must be submitted before the end of the month in which the meeting occurs, for payment by the 20th of the following month.
- (e) Members may claim reimbursement for out-of-pocket taxi, mileage or parking expenses and any expenses actually and reasonably incurred when travelling on Te Pūkenga business in accordance

with Te Pūkenga policy. The standard should be modest and appropriately reflect public sector norms. [National Expenditure Policy](#)

9. Council reporting obligations

The Committee Co-Chairs will report to the Council using the Council's agenda framework to prioritise those strategic and key issues that most concern the Council. The full minutes of the meetings of the Committee will be available to all Council members and the Committee Co-Chairs will respond to Council members' questions.

10. Accountability

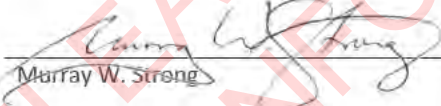
The Committee shall:

- self-assess its performance against these Terms of Reference on an annual basis. This self-assessment shall include feedback from Te Pūkenga Council on its perspective on the Committee's performance, as provided by the Chair of Council.
- confirm annually that all responsibilities outlined in these Terms of Reference have been carried out.

11. Review of the Terms of Reference

The Committee shall, on an annual basis (or as otherwise necessary), review and if appropriate, update these Terms of Reference for consideration and approval by the Council. This review should be conducted in consultation with the Committee's Māori and iwi partners and interested persons or bodies.

Approved by the Council of Te Pūkenga on 2 August 2023


Murray W. Strong
Te Pūkenga Council Chair

Māori Advisory Committee Competencies Matrix

The following weighted competencies are sought for the non-regional members of Māori Advisory Committee and are a helpful guide for the selection of regional members and/or members selected by iwi Te Tiriti partners:

Equity and inclusion considerations in the tertiary and vocational education sector (20% weighted)

1. Disability
2. Ākonga Māori demographic/Lived experience

Technical specialisations in the tertiary and vocational education sector viewed through Te Tiriti o Waitangi (30% weighted)

3. Finance
4. Organisational design and systems
5. Risk and assurance
6. Governance
7. People, culture and well-being

Cultural expertise in the tertiary and vocational education sector (40% weighted)

8. Mātauranga
9. Tikanga
10. Te Reo Māori
11. Māori development or leadership

Public sector knowledge and experience (10% weighted)

12. Machinery of Government
13. Vocational education /Education, for example some specific knowledge and working experience of ITP or ITO systems
14. Māori Futures and Innovation

Responses to Expression of Interest for learner appointment to Māori Advisory Committee 2024

Question	Respondent 1	Respondent 2
Could you tell us about any knowledge or experience (if any) you may have within finance, system design, Governance?		

Responses to Expression of Interest for learner appointment to Māori Advisory Committee 2024

Question	Respondent 1	Respondent 2
	§ 9(2)(a)	
Please share your knowledge and experience of Te Ao Māori - for example, Mātauranga Māori, te reo Māori me ona tikanga, Māori development or leadership.		

Responses to Expression of Interest for learner appointment to Māori Advisory Committee 2024

Question	Respondent 1	Respondent 2
Please share your knowledge and experience (if any) within the public sector such as government organisations and how they work, vocational education and education systems, and Māori innovation.		

Responses to Expression of Interest for learner appointment to Māori Advisory Committee 2024

Question	Respondent 1	Respondent 2

Responses to Expression of Interest for learner appointment to Māori Advisory Committee 2024

Question	Respondent 1	Respondent 2
		§ 5(2)(a)

Pūrongo Kaunihera a Te Pūkenga | Council Report

21 September 2023

Title	September Council meeting summary
Provider	Jordan Gush, Council Member
Author	Rebecca Donne, Council Secretary
For	Information

Te pūtake o tēnei pūrongo | Purpose of this report

The purpose of this report is to provide a summary of the September 2023 Council meeting to the Interim Learner Advisory Committee.

Te Tāhuhu Kōrero | Background

Te Pūkenga Council (the Council) met on 6 September 2023 at the Madras campus of Ara Institute of Canterbury (Ara) | Te Pūkenga for an ordinary meeting and 7 September for a workshop (with two members attending both meetings via videoconference). As part of the meeting, Council visited the Food and Hospitality facilities following lunch at Ara's teaching restaurant, Visions, where they were served by Level 3 hospitality ākonga. Council also met with kaimahi involved in delivering adventure programmes in Rohe 4 | Region 4.

s. 10(2)(a) Murray Strong and John Brockies were unable to attend the meeting. Sue McCormack (Deputy Chair) acted as Chair of the meeting.

The summary below provides an overview of some key discussions and decisions by the Council. This report contains a mix of publicly available content from the open agenda (indicated in green text), which can be shared with your stakeholders, and confidential content (indicated in maroon text), which is confidential to Advisory Committee members only, to assist them to perform their roles.

Open Agenda

The discussions and decisions in this section can be shared with your stakeholders as they occurred on the open part of the Council agenda.

Chief Executive's report

The Chief Executive highlighted two significant new opportunities that have been realised by the creation of Te Pūkenga. The first is a Memorandum of Understanding with Air New Zealand, which is initially with NMIT, but opens broad discussion about engagement across Te Pūkenga network. The second is an agreement to establish the New Zealand-China Vocational Cooperation and Development Alliance, which has been achieved through working with Education NZ following the Chief Executive's visit to China in June. This will involve working with institutions across China to engage with the national network of Te Pūkenga.

The Chief Executive also indicated that the conclusion of the consultation on organisational change will be within the next two weeks. He acknowledged the rich and insightful feedback from kaimahi and highlighted that over 8,000 pieces of feedback had been received.

Te Pūkenga Common Seal policy

The Council approved Te Pūkenga Common Seal Policy and design for Te Pūkenga Common Seal and were reassured that although these will be used across the motu, they will be kept secure through business divisions complying with the policy.

Nelson Polytechnic Educational Society annual general meeting (AGM)

Acting as the Members of Nelson Polytechnic Educational Society Inc. (NPES), Council held the AGM of the Society and received and approved the financial statements of the Society for the financial year ended 31 December 2022. It also accepted Olivia Hall, Nicole Akuhata, Julie Bytheway and Kate Neame as members of the Society and of the Executive Committee.

The Council members acknowledged that there will be a future need to wind up this society, but that the AGM needed to be held to file an annual return with the Companies Office.

Extension of terms for Komiti Māori

The Council approved the terms of current Komiti Māori members to be extended until 31 December 2023 at current remuneration to enable the appointment of the permanent Māori Advisory Committee (MAC) to take place in Q4 of 2023, ahead of the MAC commencing in 2024.

Open minutes from Te Poari Akoranga held 16 August 2023

The Council noted the approval of:

- Σ Te Pūkenga Moderation Framework and Product Moderation Systems approach and the Requirements for Product Moderation Systems;
- Σ New Zealand Certificate in Infrastructure - Level 2 to be provided to NZQA for approval, and Certificate in Sport Recreation and Exercise - Level 3 and Level 4;
- Σ Whiria Te Ako | Te Pūkenga Learning & Teaching Framework; and
- Σ Te Ata Māhina Bachelor of Social Work, Bachelor Nursing Māori, Bachelor Nursing Pacific and Bachelor Nursing by e-meeting on 23 August 2023.

The Deputy Chief Executive Academic Centre and Learning Systems (DCE ACLS) informed the Council that the New Zealand Certificate in Infrastructure has subsequently been approved by NZQA, and that panels for Social Work will be held in the week commencing 20 November, and for Nursing in the week commencing 27 November. Confirmation will be received by 2 February 2024, in time for the beginning of the academic year.

Report from open portion of Finance and Capital Investment Committee held 29 August 2023

The Council noted that the Finance Plan and Transformation Plan will become standing agenda items and that a commercial strategy update is required later this year.

Report from open portion of Risk and Audit Committee held 30 August 2023

The Council approved the amended Risk and Audit Committee Terms of Reference.

New Zealand Union of Students' Associations (NZUSA) and National Disabled Students' Association (NDSA)

Ellen Dixon and Tangihaere Gardiner from NZUSA and Sean Prender from NZDA gave the Council an overview of the work that they are doing and discussed their three policy asks during the 2023 General Election campaign – realise Te Tiriti, a debt-free future, and embedded student voice. They encouraged Council members to visit <https://www.nomoreexcuses.online/> to learn more about these. They highlighted their good working relationship with Te Pūkenga and thanked the Council for embedding Te Whiria Ngā Rau and raised concerns about student achievement for in work learners with disabilities, third parties encouraging ākonga into qualifications that they might not be able to complete, and the potential for students' associations to get left behind with the changes. The Council and members of Management who are present highlighted some of the ways in which Te Pūkenga can address these concerns.

Outward correspondence to Audit New Zealand

The Council noted the representation letter from the Chair of Risk and Audit Committee and Chief Executive to Audit New Zealand on 1 September 2023 regarding financial information provided for consolidation into the Financial Statements of the Government for the year ended 30 June 2023.

Public Excluded Agenda (confidential)

The discussions and decisions in this section occurred on the publicly excluded part of the Council agenda. They are shared with the recipients of this report in their capacity as members of an advisory committee or Te Poari Akoranga and are not to be shared further without consultation with the Council Secretary.

Chief Executive's report

The Chief Executive provided an update on competitive pressure and the Council discussed ways to address this. The Council discussed how Te Pūkenga can work with the TEC to better meet the expected timeframes for delivery of key items and provided guidance to the Chief Executive on how to engage with other external parties.

Wellbeing and Safety monthly report

The Chief People Officer provided an update on wellbeing and safety.

The Council requested to be kept updated on mental health initiatives and discussed how to get consistency between regions on reporting of near misses.

Operational risk

The Deputy Chief Executive Ako Delivery provided a report on Operational Risks, which haven't changed materially since August 2023.

Draft Statement of Intent 2024-2027 and Statement of Performance Expectations 2024

The Council provided feedback on the proposed structure of the Statement of Intent (SOI), noting that Te Pūkenga has yet to incorporate recommendations from the 2022 Audit Report, and endorsed the draft as the basis for continued development. It noted that the SOI will be shared with Advisory Committees in September for feedback before being provided back to Council for final approval at the October meeting, ahead of being provided to the Minister of Education by the end of October 2023.

The Council noted the suite of measures proposed for the Statement of Performance Expectations and endorsed the draft as the basis for continued development.

Draft Briefing to Incoming Minister

The Council discussed the proposed scope of the Briefing to Incoming Minister (BIM) and provided feedback to ensure that this clearly sets out the value proposition of Te Pūkenga.

Closed minutes from Te Poari Akoranga held 16 August 2023

The DCE ACLS provided an overview of the discussion that took place about the Bachelor of Nursing and Bachelor of Social Work, and expressed confidence that these are stronger than what was submitted in December 2022.

Report from closed portion of Risk and Audit Committee held 30 August 2023

The Council noted the decision to appoint PricewaterhouseCoopers as the co-sourced provider of internal audit services for Te Pūkenga during 2023.

Report from closed portion of Finance and Capital Investment Committee held 21 July 2023

The Council:

- Noted the Committee's endorsement of s 9(2)(b)(i) insurance recommendations.
- Approved the approach to the finalisation of the Crown loan.
- Approved requesting an extension to the existing borrowing consent from the Ministry of Education for the period 1 January 2024 - 31 December 2026.

Inwards correspondence from Acting Chief Executive of Tertiary Education Commission re Te Pūkenga Investment Plan for 2024 Funding

The Council received and noted correspondence from the Acting Chief Executive of Tertiary Education Commission on 15 August 2023.

Council workshop

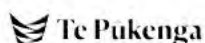
Some key discussions at the Council workshop focused on:

- The final organisational structure following consultation on Tāraia te anamata | Creating our futures and the transition timeline.
- Engagement with the Chief Executive of WorkSafe about the need to focus on the nature of work, not just on 'health and safety' systems; how to address health, safety and well-being in the context of major change; and how boards of large national organisations with multiple delivery sites can effectively exercise their duty of care in understanding the business and health, safety and wellbeing issues. There was also a discussion on how Council members can better be supported to meet their Health and Safety obligations.
- Engagement with TIASA representatives about their experiences dealing with Te Pūkenga, and progress towards a collective agreement.
- Te Pūkenga brand strategy and transition timeline.
- Understanding the key issues and opportunities for Rohe 4 | Region 4 and how the Executive Directors are approaching these.

Ngā Tāpiritanga | Appendices

[September 2023 Council meeting open agenda](#)

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Learner Advisory Committee

Terms of Reference

1. Background

- (a) Under Section 325 of the Education and Training Act 2020, the Council of Te Pūkenga—New Zealand Institute of Skills and Technology (Te Pūkenga Council) is required to establish a Students' Committee as an Advisory Committee to Council. This Committee is referred to in these Terms of Reference as the Learner Advisory Committee (the Committee).
- (b) Te Pūkenga Council is required to consult with, and consider advice from, the Committee about significant matters relating to the strategic direction that are relevant to those the Committee represents and consider any advice given on those matters, or any other matters, by the Committee.
- (c) The Committee represents Te Pūkenga learners across the spectrum of the learner journey including but not limited to:
 - i) Māori learners
 - ii) Pacific learners
 - iii) Disabled learners
 - iv) International learners
 - v) Rainbow learners
 - vi) Work based learners

2. Purpose /Scope

The objectives of the Committee are to:

- (a) Facilitate genuine learner voice being ingrained at a governance level.
- (b) Integrity and safety
- (c) Give guidance in relation to strategic direction with consideration in particular to minority voice.
- (d) Provide advice and recommendations to Te Pūkenga Council on how effectively it can uphold Te Pūkenga Charter with respect to:
 - i) empowering students on academic, non-academic, and well-being matters and matters relating to the organisation's practices and services;
 - ii) developing meaningful partnerships with communities at a local level, including hapū and iwi, and Pacific communities;
 - iii) using the insights gained through partnerships to—
 - a. develop and provide vocational education and training that meets short-term and long-term skills needs;
 - b. align education and training delivery to support the unique social and economic goals of local communities; and

Commented [RD1]: Suggested wording: Facilitate connection of Te Pūkenga learner voice and partnering ecosystem and ensure genuine learner voice and agency informs the governance of Te Pūkenga.

Commented [RD2]: Raised at ILAC June 2023 hui but not fully expanded on.

Commented [RD3R2]: Suggested wording: facilitate approaches that ensure the integrity and safety of learner voice and participation.

Commented [RD4]: Suggested wording: Give guidance in relation to strategic direction with particular consideration to underserved learners and other minority voices.

- c. work towards equity for learners of different genders, ethnicities, cultures, and abilities;
- iv) reflect Māori-Crown partnerships in order to respond to the needs of and improve outcomes for Māori learners whānau, hapū and iwi;
- v) 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;
- vi) 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;
- vii) promote equitable access to learning opportunities for learners across all regions;
- viii) have culturally responsive delivery approaches, whether on campus, in the workplace, online, or otherwise; and
- ix) 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.

Commented [RD5]: Extracted from Te Pūkenga charter and edited to be relevant to learners.

3. Functions

Provide advice to Te Pūkenga Council about:

- (a) Significant matters relating to the council's strategic direction that are relevant to students enrolled at Te Pūkenga; and
- (b) Other matters that the Council seeks advice on.

4. Powers and Authority

- (a) No authority has been delegated from Te Pūkenga Council to the Committee.
- (b) All media and public comment and any official information requests to the Committee should be considered in consultation with Te Pūkenga Council.

5. Membership, Appointments and Eligibility Criteria

- (a) Under Section 326 of the Education and Training Act 2020, each member of the Committee appointed by Te Pūkenga Council must be a student enrolled at Te Pūkenga—New Zealand Institute of Skills and Technology or Te Pūkenga—New Zealand Institute of Skills and Technology subsidiary whom the students have elected to represent them.
- (b) A person is not eligible for appointment under subsection 5. (a) if
 - i) the person is subject to a property order under the Protection of Personal and Property Rights Act 1988; or
 - ii) a personal order has been made under that Act in respect of the person that reflects adversely on their—
 - a. competence to manage their own affairs in relation to their property; or
 - b. capacity to make or to communicate decisions relating to any particular aspect or aspects of their personal care and welfare; or

- iii) the person has been adjudicated bankrupt and has not obtained an order of discharge, or whose order of discharge has been suspended for a term that has not yet expired or is subject to any conditions that have not yet been fulfilled; or
- iv) the person has been removed from office as a member of the Council.
- (c) The membership of the Committee shall be comprised of the two highest polling candidates from each region of Te Pūkenga (eight members).
- (d) Additional members may be co-opted to join if the elected members feel that they do not have sufficient representation of groups identified in Section 1 (c).
- (e) Each member's term will be until the completion of the election cycle following the date on which their enrolment with Te Pūkenga ends.
- (f) The first meeting of the Committee will be chaired by the outgoing Co-Chairs of the Interim Learner Advisory Committee and at the end of the meeting the members will elect:
 - i) Two Co-Chairs from the appointed members of the committee.
 - ii) An elected member of the committee who will become a member of Te Pūkenga Council under section 320 of the Education and Training Act 2020. This doesn't necessarily need to be a Co-Chair.
- (g) If a member resigns or is unable to continue on the Committee for any other reason, before their term ends, the next highest polling candidate in that region who meets the enrolment criteria will be appointed to the Committee until the completion of the next election cycle.
 - i) A member may resign from the Committee at any time by notifying the Co-Chairs with a copy to the Council Secretary.
 - ii) A Co-Chair may resign at any time from office (but not resign as a member) by notifying Te Pūkenga Council Chair and the other Co-Chair with a copy to the Council Secretary.
- (h) A member's appointment may be terminated at any time for good reason by Te Pūkenga Council Chair. Good reason includes, but is not limited to, failure to attend more than two consecutive Committee hui (without informing the Co-Chairs), and failure to act in accordance with the Code of Conduct.
- (i) If a member is a Co-Chair or member on Te Pūkenga Council and they resign from the Committee or are removed from the Committee, that member's term as Co-Chair and/or as a member of Te Pūkenga Council also terminates.

Commented [RD6]: Eligibility under Education and Training Act has been added - these will need to form part of the due diligence for the elections nomination process.

Commented [RD7]: For further discussion and consideration.

6. Meetings and Quorum

- (a) The first meeting of the Committee after each election will be held kanohi ki te kanohi, preferably noho on a Marae. Outgoing members of the Interim Learner Advisory Committee will attend this hui as tuakana.
- (b) The Committee shall meet at least four times each year.
 - i) Meetings may be conducted by teleconference, videoconference or in person.
 - a. If a hui is held in person, members will make reasonable efforts to attend in person, noting that travel arrangements will be made for them by Te Pūkenga.
 - b. If a member is not able to attend a hui in person, a teleconference or videoconference alternative will be provided where feasible.

- ii) The Committee may also need to meet on an ad hoc basis to consider approvals requested and/or relevant matters raised by members of the Group. Accordingly, additional meetings may be held if determined necessary by the Tumuaki | Chief Executive or Committee, including executive sessions and private meetings with the Council Chair.
- iii) A special meeting may be convened by a member of the Committee at any time by giving seven working days' notice.
- iv) Hui dates will be set annually by the Council Secretary to align with other meetings on Te Pūkenga Governance calendar, and in consultation with members of the Committee.
- (c) If a member is unable to attend a hui, they must provide the Co-Chair(s) with comments on the issues to be discussed in reasonable time prior to the hui. Members are not able to send a proxy to the Committee hui in their place.
- (d) All Council Members shall be entitled to attend Committee meetings.
- (e) A member of the Governance team shall service the Committee meetings to provide secretariat support and resources.
 - i) Meeting agendas will be prepared and provided in advance to members, along with appropriate briefing materials. This would normally be a week prior to the date of the meeting but may be shorter as determined by the Co-Chairs of the Committee.
 - ii) Minutes of the meetings shall be prepared, retained and distributed to Committee members, management and external auditors, as well being made available to Te Pūkenga Council.
 - iii) The Governance team will draft or commission papers for the Committee and procure research and guest speakers on behalf of the Committee.
- (f) Resources will be provided (if required) to support the members to perform their duties including:
 - i) professional development
 - ii) a device to participate in meetings and receive / respond to communications
 - iii) access to printing
 - iv) documentation outlining obligations of the member
 - v) name badges
- (g) A quorum shall consist of a majority of Committee members. No business shall be transacted at a Committee meeting in the absence of a quorum.
- (h) Meetings will be chaired by one of the Co-Chairs. Should both Co-Chairs be absent, they may designate an Acting Chair for that hui. If the Co-Chairs do not designate an Acting Chair, then the Acting Chair shall be elected by simple majority of those members present at the hui when an election is required.
- (i) Members are required to declare any actual or perceived interests as per national policy and procedures. [Conflicts of Interest Policy](#)

Commented [RD8]: Added for consistency with other Advisory Committee terms of reference

7. Responsibilities and duties

- (a) To assist the Council in fulfilling its responsibilities and to oversee the areas outlined in the objectives, the Committee shall:

- i) Review any papers prepared for the Committee, prepare adequately prior to each hui and participate actively in hui, contributing to actions when agreed.
- ii) Bring matters of significance to the attention of the Committee and use professional perspectives to undertake analysis or prepare advice as required.
- iii) Contribute to the development of a forward work programme for the Committee.
- iv) Maintain a broad knowledge of the issues and interests that relate to the operations of the Committee.
- v) Comply with Te Pūkenga Code of Conduct Policy. [Code of Conduct Policy](#)
- vi) Support and coach each other to facilitate an environment which is conducive to growth for individuals and the group.
- vii) Share responsibility for cultural capability.
- viii) Be actively involved, engage, and build rapport with the learner community.

Commented [RD9]: Added for consistency with other Advisory Committee terms of reference

- ix)
- (b) In addition, the Co-Chairs of the Committee shall:
 - i) consult with members to draft a forward work programme for the Committee, for agreement with Te Pūkenga Council Chair and Te Pūkenga Pourangi Ākonga me te Ahumahi | DCE Learner and Employer Experience and Attraction;
 - ii) set agendas with the assistance of the Governance team, and approve minutes;
 - iii) chair and facilitate hui, encouraging and modelling open communication where all members contribute effectively;
 - iv) manage any conflicts of interests for other members of the Committee, including deciding if a potential conflict exists and determining, with assistance from the Council Secretary, what action is appropriate;
 - v) represent the Committee in any hui with Te Pūkenga Council and/or Chair, Tumuaiki | Chief Executive, Te Pūkenga or other partners and stakeholders, as required;
 - vi) ensure that any requests for media and public comment and any official information requests made to the Committee are escalated to Te Pūkenga Pourangi Ākonga me te Ahumahi | DCE Learner and Employer Experience and Attraction and Chair of Te Pūkenga Council; and
 - vii) seek written approval from the Council Secretary before incurring any expenditure or financial commitment on behalf of the Committee.

Commented [RD10]: At the June meeting, the Committee wanted to add extra responsibilities and duties here but did not have enough time to finish adding these.

8. Fees and allowances

- (a) Fees will be set by Te Pūkenga Council and will be within Group 4 (All Other Committees and Other Bodies) of the Cabinet Office Fees Framework.
 - i) The level within this category is determined by skills, knowledge and experience required for members; function, level and scope of authority; complexity of issues; and public interest and profile. The Learner Advisory Committee has been determined to be at Level 3, and as a result, Te Pūkenga Council has determined that the following daily rates apply:
 - a. Co-Chairs: \$8(2) per day

Commented [RD11]: Added for consistency with other Advisory Committee terms of reference

Commented [RD12]: This assumes approval for remuneration to be at the top of the band

b. Members: $\frac{\$9(2)}{141}$ per day

Commented [RD13]: This assumes approval for remuneration to be at the top of the band

- ii) The daily fee applies to all mahi, including that performed outside of hui (e.g. preparation, representing the board at other forums, or administrative mahi) that is required for the body to carry out its role.
 - iii) It is expected that a working day is about eight hours, and the daily fee is calculated on this basis. Work for longer than eight hours in one day will not attract an extra payment, unless the combination of travel and mahi is frequently longer than eight hours.
 - iv) Hourly pro-rata rates may apply and will be calculated by dividing the daily rate by eight and multiplying by the number of hours worked.
 - v) Where a total of six hours is worked in one day, a daily fee may be paid. It is accepted that it may not be possible for a member having worked six hours in one day on business related to the Committee to return to other paid mahi. Where a member spends time, for example one evening, preparing for a hui the next day, if the preparation and hui time combined were between six and eight hours, then one daily fee would be paid for the combined preparation and hui time.
 - vi) Mahi other than preparation for hui must be approved and minuted by the Committee before it is undertaken. Individual members should not be in a position where they could be considered to be setting their own work programmes without the endorsement of the body.
- (b) The member who is elected to represent the Committee on Te Pūkenga Council will receive an annual fee for their membership of Council and will not receive any additional payment for membership of the Committee.
- (c) These fees will be reviewed annually, and within three months of an update to the Cabinet Office Fees Framework.
- (d) By default, fees will be paid through Te Pūkenga payroll in arrears. This will be included in the next fortnightly pay cycle following each meeting. If a member wishes to arrange to invoice Te Pūkenga for their fees (rather than receive these via payroll), the invoice must be submitted before the end of the month in which the meeting occurs, for payment by the 20th of the following month.
- (e) Members may claim reimbursement for out-of-pocket taxi, mileage or parking expenses and any expenses actually and reasonably incurred when travelling on Te Pūkenga business in accordance with Te Pūkenga policy. The standard should be modest and appropriately reflect public sector norms. [National Expenditure Policy](#)
- (f) Members will be provided a letter of reference at the end of their tenure.

9. Council reporting obligations

The representative to Te Pūkenga Council will report to the Council using the Council's agenda framework to prioritise those strategic and key issues that most concern the Council. The full minutes of the meetings of the Committee will be available to all Council members and the Committee Chair will respond to Council members' questions.

10. Accountability

The Committee shall:

- self-assess its performance against these Terms of Reference on an annual basis. This self-assessment shall include feedback from Te Pūkenga Council on its perspective on the Committee's performance, as provided by the Chair of Council.
- confirm annually that all responsibilities outlined in these Terms of Reference have been carried out.

11. Review of the Terms of Reference

The Committee shall, on an annual basis (or as otherwise necessary), review and if appropriate, update these Terms of Reference for consideration and approval by the Council.

Approved by the Council of Te Pūkenga on [insert date]

Murray W. Strong
Council Chair

Whakatuwhera - *Coming out of the formality*

Puritia,
puritia ngā kōrero o te wānanga
puritia ki a ū, kia mau
puritia kia ita
Unuhia, unuhia atu rā
Te tapu o te kahui o ngā ariki
mauria atu rā ko te kahu ora o Rongo
he rongo taketake
he rongo mau tonu
ka whakamau kia tīnā,
Tīnā!
Hui e,
Tāiki e!

Hold fast,
hold firmly the words of the academy
cement them firmly
fixed in the mind.
Release ourselves
of the decorum of formality
let us take up the life-giving cloak of Rongo
the permanence of peace
and harmony
and bind it firmly,
Firmly!



Minutes for Interim Learner Advisory Committee September 2023

21/09/2023 | 05:36 PM - Auckland, Wellington New Zealand Standard Time

Zoom

Attendees (7)

Jordan Gush (Chair); Henry Geary; Skyla Flowers; Nina Lee Griffiths; Cecily Zhou; Ihongaro; Dahrian Watene (Co-Chair)

In attendance

Rebecca Donne (Council Secretary - Minutes), Annie Waterworth (Senior Implementation Lead), Andrew McSweeney (Deputy Chief Executive Learner and Employer Experience and Attraction, item 1.), Clarke Raymond (Director Strategy and Performance, item 2.), Simone Andersen (Kaikōkiri Learner and Whanau Engagement, items 3.6-9)

Karakia timatanga

The meeting opened with karakia delivered by Jordan Gush.

Jordan Gush (Co-Chair) welcomed members to the meeting and no apologies were noted.

1. Tāraia te anamata | Creating our futures

Andrew McSweeney, Pourangi Ākonga me te Ahumahi | DCE Learner and Employer Experience and Attraction (LEEA) provided an update on the consultation process for the organisational structure, which included over 8,300 pieces of feedback. The final structure has changed considerably because of the feedback with the number of roles in LEEA increased. He advised ILAC that the overall impact on staff has been minimised with approximately 200 redundancies anticipated from April 2024, and that support is being provided to kaimahi whose roles have been disestablished to help them find and apply for roles in the new structure.

ILAC acknowledged the momentous work to review the feedback and finalise the structure and asked about where kaimahi will be based, what focus will be placed on work-based learners, and whether the focus on international recruitment will impact equity for domestic ākonga. Andrew advised that some roles are specific to a particular region, and others can be based anywhere in Aotearoa, that equity is a large focus for his team, however international learners are needed to help the financial sustainability of Te Pūkenga. He also reiterated the importance of work-based learners. He also confirmed that pastoral support for the Learner Advisory

Committee will come from the Customer Experience team in LEEA, and governance support from the Council Secretariat team in the Office of the Chief Executive.

2. Draft Tauākī Whakamaunga Atu | Statement of Intent 2024-27

Clarke Raymond, Director Strategy and Performance gave an overview of the Statement of Intent (SOI) and why it is required. This is an accountability document with government. He drew attention to the strategic framework and updated ILAC that the indicators of progress have since been simplified. These are broad and will be supported by more specific metrics in the annual statement of performance expectations (SPE). The SPE contains the measures Te Pūkenga will use to hold ourselves to account in our annual report. ILAC expressed its support for the SOI and gave a mihi for the mahi that has gone into it. It commended Clarke on the detail that has gone into Te Tiriti and the regional aspects.

3. Administration

3.2 Register of interests

ILAC noted the register of interests and provided updates to this verbally and by email.

3.3 Minutes of meeting held 21 June 2023

RESOLVED (H. Geary/S. Flowers)

That the minutes of the Interim Learner Advisory Committee meeting held 21 June 2023 be confirmed as a true and correct record.

CARRIED

3.4 Action register

ILAC agreed that the action regarding providing a regional representation model to Council was closed but asked for the other two actions to remain open.

3.5 Draft workplan

ILAC discussed keeping the handover from ILAC to the permanent Learner Advisory Committee a top priority in the workplan and requested that the Investment Plan be workshopped in February to support ILAC's ability to provide constructive feedback.

ACTION: Create summary handbook for incoming committee (Assignee(s): Rebecca Donne, Annie Waterworth; Due Date: 31/05/2024)

3.6 Correspondence

The Committee discussed a letter from SANITI, the student association for NMIT which also deliver services to Ara. The Kaikōkiri Learner and Whanau Engagement advised that there are five Te Pūkenga student associations that deliver services to Te Pūkenga, and are members of NZUSA and provided some context for the letter which is that students associations have lost the direct line that they have had in the past to boards

and leadership teams so underlying this letter is uncertainty about who they negotiate with and where they fit into the learner engagement ecosystem. She asked ILAC to consider sharing communications of what happens at each meeting with the Learner Leadership Group, and Student Associations.

The Committee held a discussion about transparency and expressed a desire to make meetings open to enrolled learners. It noted that this is an opportunity to share the direction and approach so that SANITI can pivot towards providing services for ākonga on the ground, which is not a role for ILAC. The Committee provided feedback that the response should acknowledge SANITI's mana, address concerns as much as possible, addresses each request individually, and present them with opportunities for services they should provide. ILAC requested that the response is checked by Te Pūkenga Legal team before it is sent, and that it is shared with all student associations.

ACTION: Staff to draft a letter of response to SANITI, then use Diligent to gather feedback before this is sent
(Assignee(s): Rebecca Donne, s 9(2)(a)) Due Date: 31/10/2023)

4. Interim Learner Advisory Committee terms of reference

The Committee provided feedback to include a clause for the co-chairs to appoint someone to chair if both are absent, but otherwise endorsed these to be approved by Te Pūkenga Council.

6. Report from September Council meeting

Jordan Gush provided an overview of the September Council meeting and highlighted:

- A recent MOU between NMIT and Air NZ.
- NZUSA and NDSA attended to talk about what their areas of focus are leading up to the election.
- Health and safety obligations discussion
- Competitive pressure in the work-based learning space as training advisors move to PTEs which leads to the possibility for ākonga to follow their training advisor.

The Committee held a discussion about the role of NZUSA at the different business divisions and acknowledged that there have been variable experiences in the past but there is a need for an ecosystem where there is room for them, although their role prior to Te Pūkenga and after establishment will be different. The Committee also discussed the apprentice experience which is that there is no connection and this needs to be addressed.

ACTION: Invite NZUSA to a future ILAC meeting (Assignee(s): s 9(2)(a)) Due Date: 23/02/2024)

7. November wānanga and capability build

The Kaikōkiri Learner and Whanau Engagement provided an overview of the needs identified at the June wānanga which were to ensure diverse learner participation, regional representation, induction for permanent committee, capability building needs, and timing of elections and gave an overview of Learner Voice and Partnering ecosystem projects. Policies developed by the team are: National Pastoral Care Policy, National

Learner Voice and Partnering Policy, Ākonga Rights and Responsibilities (including conduct), and Learner Payment Policy, and Concerns and Complaints process.

The Senior Implementation Lead took the Committee through the five Pou of the Learner Leadership Capability Build which are: Governance, Leadership, Cultural Capability, Communication and Engagement, and General. Capability build will be split into wānanga, induction, and online. The next wānanga will focus on governance, leadership and communication and engagement. She advised that they are planning to invite NDSA and Te Mana Ākonga because we hold contracts with them and sought guidance on whether this could be extended further.

ILAC members expressed that they are looking forward to this wānanga.

ACTION: Advise s 9(2)(a) of which airport you want to depart from (Assignee(s): Jordan Gush, Dahrian Watene, Henry Geary, Nina Lee Griffiths, Mr Ihongaro, Skyla Flowers, Cecily Zhou; Due Date: 30/09/2023)

8. Elections update

The Kaikōkiri Learner and Whanau Engagement provided an update on the permanent Learner Advisory Committee elections. There is an approved method to allocate learners into regions and elections (ballot) for permanent learner advisory committee will be held in March/April 2024. The Chief Executive or nominee is appointed as Returning Officer. The Learner and Whanau Engagement team are preparing for an elections provider to come in and support the process.

9. Representation update

The Kaikōkiri Learner and Whanau Engagement advised the Committee that the learner representation model can now begin to be mapped to different parts of the organisation. There are three identified functions of learner representation:

- Advocacy
- Strategy and development
- Engagement

Certain representatives will fulfil all the functions and others will only fulfil some.

10. Draft permanent Learner Advisory Committee Terms of Reference

The Committee agreed to defer this to the November wānanga.

11. Learner appointment to Māori Advisory Committee

Dahrian Watene and Ihongaro left the meeting for this item.

The Committee expressed that this was a difficult choice as there were two strong candidates and requested that feedback be provided to the Māori Advisory Committee (MAC) selection panel that it would be fantastic to foster the ability for the learner member of MAC to share the responsibility with another learner where possible, however the Committee selected one member to nominate.

12. Any other business

ILAC agreed to defer the BCITO update to the November meeting.

ILAC expressed a desire to open future meetings to enrolled learners and publish a summary of each meeting afterwards to share with student associations and other key stakeholders.

Karakia whakakapi

The meeting closed with karakia whakakapi delivered by Henry Geary.

DRAFT
RELEASED UNDER THE
OFFICIAL INFORMATION ACT 1982

48_ILAC November 23 minutes and September minutes

Interim Learner Advisory Committee 17 November 2023



To be held at the Brentwood Hotel, Wellington

Members: Jordan Gush (Co-Chair and Council representative), Skyla Flower, Henry Geary, Nina Lee Griffiths, Ihongaro, Cecily Zhou
Heamana | Chair: Jordan Gush
Apologies: Dahrian Watene (Co-Chair)
In attendance: Simone Andersen (Kaikōkiri Director Learner & Whānau Engagement), Annie Waterworth (Senior Implementation Lead)
Minutes: Rebecca Donne (Council Secretary)
Observers: [REDACTED]

17 November 2023 08:30 AM - 02:00 PM

Agenda Topic	Presenter	Time	Page
Karakia timatanga	Ihongaro		4
1. Administration		08:30 AM-08:45 AM	5
1.1 Welcome/apologies			
Recommendation: That the Interim Learner Advisory Committee note apologies from Dahrian Watene.			
1.2 Register of interests			5
Members to declare any agenda items where a conflict arises between their role as a member of the ILAC and any private or other external interest they may have and stand aside from decision making in respect of that item.			
1.3 Minutes of meeting held 21 September 2023			6
Recommendation: That the Interim Learner Advisory Committee approve the minutes of the meeting held on 21 September 2023 as a true and correct record.			
1.4 Action register			11
Members to note the pending actions and discuss any which can be closed.			
1.5 2024 workplan	Rebecca Donne		12
Recommendation: That the Interim Learner Advisory Committee receive and adopt the proposed 2024 workplan.			

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|----|--|---------------|-------------------|----|
| 2. | Draft permanent Learner Advisory Committee Terms of Reference (for feedback) | Rebecca Donne | 08:45 AM-09:45 AM | 16 |
|----|--|---------------|-------------------|----|

Recommendation:

That Te Pūkenga Interim Learner Advisory Committee (ILAC):

- a. Receive the report titled 'Permanent Learner Advisory Committee Terms of Reference';
- b. Provide feedback on the draft Learner Advisory Committee Terms of Reference; and
- c. Note the next steps to approve the Terms of Reference.

- | | | | | |
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| 3. | Draft Code of Conduct for Council and Committees (for feedback) | Rebecca Donne | 09:45 AM-10:00 AM | 26 |
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Recommendation:

That the Interim Learner Advisory Committee receive and note the proposed Code of Conduct for Council and Committees and provide feedback for incorporation into the next version.

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| 4. | Response to SANITI (for feedback) | | 10:00 AM-10:20 AM | 35 |
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Recommendation:

That Te Pūkenga Interim Learner Advisory Committee (ILAC):

- a. Receive the report titled 'Response to SANITI';
- b. Provide feedback on the draft response, noting that it has not yet been reviewed by Te Pūkenga Communication team; and
- c. Delegate to the Co-Chairs of ILAC to finalise the response with staff so it can be sent.

Morning tea			10:20 AM-10:40 AM	
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| 5. | Report from November Council meeting (for information) | Jordan Gush | 10:40 AM-10:50 AM | 43 |
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Recommendation:

That the Interim Learner Advisory Committee note the report from the 1 November Council meeting.

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| 6. | Reports from Committees and other engagements | | | 47 |
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| 6.1 | BCITO apprentice leadership group feedback | Nina Lee Griffiths | 10:50 AM-11:00 AM | |
|-----|--|--------------------|-------------------|--|

Recommendation:

That the Interim Learner Advisory Committee note the feedback on the BCITO apprentice leadership group.

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| 6.2 | Te Poari Akoranga | Henry Geary | 11:00 AM-11:10 AM | 47 |
|-----|-------------------|-------------|-------------------|----|

Recommendation:

That the Interim Learner Advisory Committee note the reports from Te Poari Akoranga meetings in September and October.

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| 6.2.1 | 27 September 2023 hui | | | 47 |
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|-------|-------------------------------------|--|--|----|
| 6.2.2 | 25 October 2023 hui | | | 51 |
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| 6.3 | 27 October Komiti Māori hui for noting | | | 54 |
|-----|--|--|--|----|

As Dahrian is an apology, the report on the most recent Komiti Māori which was provided to the 1 November Council meeting is provided for noting.

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|-------|---|---------------|-------------------|--|
| 6.3.1 | Learner appointment to Māori Advisory Committee - verbal update | Rebecca Donne | 11:10 AM-11:15 AM | |
|-------|---|---------------|-------------------|--|

An update will be provided on the appointment process for the Māori Advisory Committee and the likely impact on the appointment of an ākonga to this.

6.4 Careerforce Noho Marae experience Nina Lee Griffiths 11:15 AM-11:25 AM

Recommendation:

That the Interim Learner Advisory Committee note the update from Nina Lee Griffiths on the Careerforce Noho Marae experience.

7. [Reading](#) 11:25 AM-11:55 AM 56

This time is for members to share reflections from any background reading that has been provided.

8. Any other business 11:55 AM-12:00 PM

[Karakia whakakapi](#)

Nina Lee Griffiths

57

Lunch with Tim Fowler, Chief Executive Tertiary
Education Commission

12:00 PM-01:00 PM

Extra time if required for items not completed before
lunch

01:00 PM-02:00 PM

To be followed by Learner Leadership Group wānanga at 2pm

Karakia timatanga

Tēnā tātou here are some useful phrases you can use to introduce opening karakia next time you are asked to lead it.

Māku e huaki te wānanga nei.
I'll open our shared space.

Kia huakina te wānanga nei ki te karakia.
May our shared space be opened with karakia.

Kāti anō kia karakia e manawa ora ai te wānanga nei.
It's only fitting that we begin with karakia so we may strengthen our shared space together.

Karakia timatanga Opening incantation

Whakarongo rā e Rongo
ki Te Pūkenga
te manawa nei
ki te rongo taketake,
te whiwhia, te rawea
te whiwhi-ā-nuku
whiwhi-ā-rangi
i takea mai i te kāhui o ngā ariki.
kia tūturu ka whakamau ai kia
tina,
Tina! (everybody)
Hui e?
Tāiki e!

Listen o Rongo
to Te Pūkenga
offering gratitude
for the peace and harmony
that allows us to enjoy
he gifts of the earth
and the heavens
bequests of a higher order.
And bind it firmly,
firmly!
Do we all concur?
We concur!

When someone has led karakia to open a hui, it is seen as respectful for someone else to then thank them for carrying out that duty. Here are some mihi to the kaikarakia you can try next time.

Tēnā koe i tō karakia mai.
Thank you for delivering karakia.

Ka nui te mihi o te manawa ki a koe, i tō karakia mai.
With heartfelt gratitude, thank you for delivering karakia.

Kia waiho mā ēnei kupu e kawe atu te whakamiha ki a koe, i tō karakia mai. Nāu oti, e manawa ora nei te wānanga.
May these words convey my sincerest appreciation to you for delivering karakia. Because of you, our shared space is now strengthened.



Te Pūkenga Interim Learner Advisory Committee Register of Interests

As at 21 September 2023

Name	Interest	Nature of Interest
Jordan Gush Co-Chair Council Member	Peseta Sam Lotu-liga, Executive Director Ako Delivery Te Pūkenga	Uncle
	Plumbers and Gasfitters Board	Mother is a member
Dahrian Watene Co-Chair	Student Voice Committee Te Pūkenga: NorthTec	Student Voice Member
	Te Pūkenga: NorthTec – Enrolled Student	Enrolled in Postgraduate Diploma in Accounting
Skyla Flowers Member		
Henry Geary Member	Te Pūkenga: Open Polytechnic Academic Committee	Student member
	Te Pūkenga: Open Polytechnic – Enrolled student	Enrolled in New Zealand Diploma in Architectural Technology
	Te Pūkenga Learner Leadership Group	Te Pūkenga: Open Polytechnic representative
Nina Lee Griffiths Member	Certified Builders learner apprentice network	s 9(2)(a) (Manager) is working on this
	BCITO Training Advisor	Uncle
Ihongaro Member		
Cecily Zhou Member		

Interim Learner Advisory Committee 17 November 2023 - Administration

Interim Learner Advisory Committee Actions Report							
Report generated on 13/11/2023							
MEETING DATE	STATUS	DUE DATE	ACTION ITEM	ASSIGNEES	SECTION	NOTIFICATION SENT	NOTES
21/06/2023	Overdue	21/09/2023	Full report on the recommendations from the wananga will be provided to the next Appointment and Remuneration Committee of Te Pūkenga Council.	Simone Andersen	22 June 2023 Wananga: Needs of permanent Learner Advisory Committee	Sent	
21/09/2023	Complete	30/09/2023	Advise ⁹⁽²⁾ of which airport you want to depart from	Jordan Gush, Dahrian Watene, Henry Geary, Nina Lee Griffiths, Mr Ihongaro, Skyla Flowers, Cecily Zhou	7. November wananga and capability build	Unsent	
21/09/2023	Overdue	31/10/2023	Staff to draft a letter of response to SANITI, then use Diligent to gather feedback before this is sent	Rebecca Donne, Simone Andersen, Annie Waterworth	3.6 Correspondence	Unsent	A draft letter is included in the November meeting pack for consideration.
21/06/2023	Pending	17/11/2023	Council Secretary to investigate which organisations under the fees framework are operating at level 5 for complexity of issues and provide these to the ILAC as an example.	Rebecca Donne	Remuneration review	Unsent	The TEC were able to share that their Learner Advisory Panel operates at Level 2 of Group 4 and is remunerated \$297/day for a member. They suggested asking the Public Service Commission for examples of groups that are operating at Level 5.
21/09/2023	Pending	23/02/2024	Invite NZUSA to a future ILAC meeting	Simone Andersen, Annie Waterworth	6. Report from September Council meeting	Unsent	
21/09/2023	Pending	31/05/2024	Create summary handbook for incoming committee	Rebecca Donne, Annie Waterworth	3.5 Draft workplan	Unsent	