



Aide-Memoire: Whole of TEC approach to improve Pacific outcomes

To:	Hon Aupito William Sio, Associate Minister of Education
CC:	Hon Chris Hipkins, Minister of Education
From:	Paora Ammunson, Deputy Chief Executive Ōritetanga Learner Success
Date:	11 August 2021
Reference:	AM-21-00484

Purpose

1. Kia orana, Noa'ia, Talofa lava, Mauri, Mālō e Ielei, Tālofa, Ni Sa Bula Vinaka, Fakaalofa lahi atu, Mālō ni and warm Pacific greetings. This aide-memoire provides an overview of the Tertiary Education Commission - Te Amorangi Mātauranga Matua (the TEC), the TEC Ōritetanga Learner Success approach, and an update on the secondary to tertiary education transitions stocktake that we have previously discussed with you.
2. At our scheduled meeting with you on 12 August 2021, TEC Chief Executive, Tim Fowler would like to provide you with an overview of our whole of TEC approach to improve Pacific learner outcomes including the secondary to tertiary education transitions stocktake work.

Our role as stewards of the tertiary education and careers systems

3. As a Crown agency under the Crown Entities Act 2004, the TEC leads the Government's relationship with the tertiary education sector in Aotearoa New Zealand and also provides career services from education to employment. Our role as stewards of the tertiary education and careers system is to shape the system by investing in tertiary education, creating learning to work connections, and sharing information and insights. We leverage tertiary partnerships to deliver lifelong learning and equip learners, communities and employers for success.
4. Delivering on our role requires us to continually understand the changing needs of learners (within the context of their aiga), communities and employers. We use these insights to shape an interconnected and responsive system that delivers world-class education, training and research.
5. Each year, an investment of \$3.3 billion supports more than 700 tertiary education organisations (TEOs) across Aotearoa New Zealand, to provide all forms of post-secondary school education, including foundation education, vocational education, higher education, and support research capability. We publish guidance on the content and criteria for assessing TEO investment plans, and our Board determines and allocates funding to TEOs.
6. We are required to give effect to the Tertiary Education Strategy (TES) and the Action Plan for Pacific Education which sets out the Government's current and medium-term priorities and long-term strategic direction for tertiary education. These high level statements address economic, social and environmental goals, and the development aspirations of Pacific, Māori and other learner groups. We also have a lead role in building the capability of TEOs as part of giving effect to the TES.

7. Our organisational strategy is built around empowering every learner to succeed in their lifelong learning and employment journey. A key element of learner success is ensuring they are equipped with the skills needed by employers and communities. To deliver for learners, we have identified five mutually supporting strategic priorities:

- deliver skills and equity-focused careers services;
- create responsive skill development opportunities;
- build tertiary sector capability;
- deliver a vocational education system for the future through the Reform of Vocational Education; and
- build a learner-centric funding system.

Realising a transformational change to achieve a system-wide equity

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

Improving the secondary-tertiary transition experiences of Pacific secondary school leavers

14. As previously advised, we intend to work with you to implement approaches that will specifically improve the secondary to tertiary transition experiences of Pacific students. We have begun this work by undertaking a secondary to tertiary transitions stocktake. Through this

stocktake we will identify and prioritise initiatives that improve Pacific recruitment, retention and success. The stocktake takes a broad view of transitions beyond school and will cover the whole secondary-tertiary interface experienced by Pacific secondary school leavers.

15. We will use the stocktake findings and the analysis to ensure a clearer picture of the current landscape. s9(2)(f)(iv)

16. For the stocktake to date, we have started to:

- work with the Ministry of Education and Ministry of Pacific Peoples to identify what works well to best guide Pacific parents and families to support learners with transition-related decisions and in their tertiary studies;
- engage with secondary school principals in West and South Auckland to identify successful initiatives and approaches;
- engage with leaders and critical figures within identified TEOs on initiatives and approaches that support Pacific learners into tertiary education;
- develop quantitative data analyses of secondary-tertiary transition patterns by Pacific secondary school leavers in West and South Auckland; and
- engage with exemplar TEOs to plan a series of visits to more deeply understand their work to address secondary to tertiary transition barriers.

17. s9(2)(f)(iv)

18. We will work with your office to assess your availability to participate in exemplar TEOs site visits.

19. s9(2)(f)(iv)

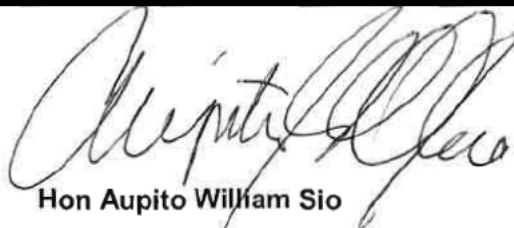


Paora Ammunson

Deputy Chief Executive, Ōritetanga Learner Success

Tertiary Education Commission/Te Amorangi Mātauranga Matua

11 August 2021



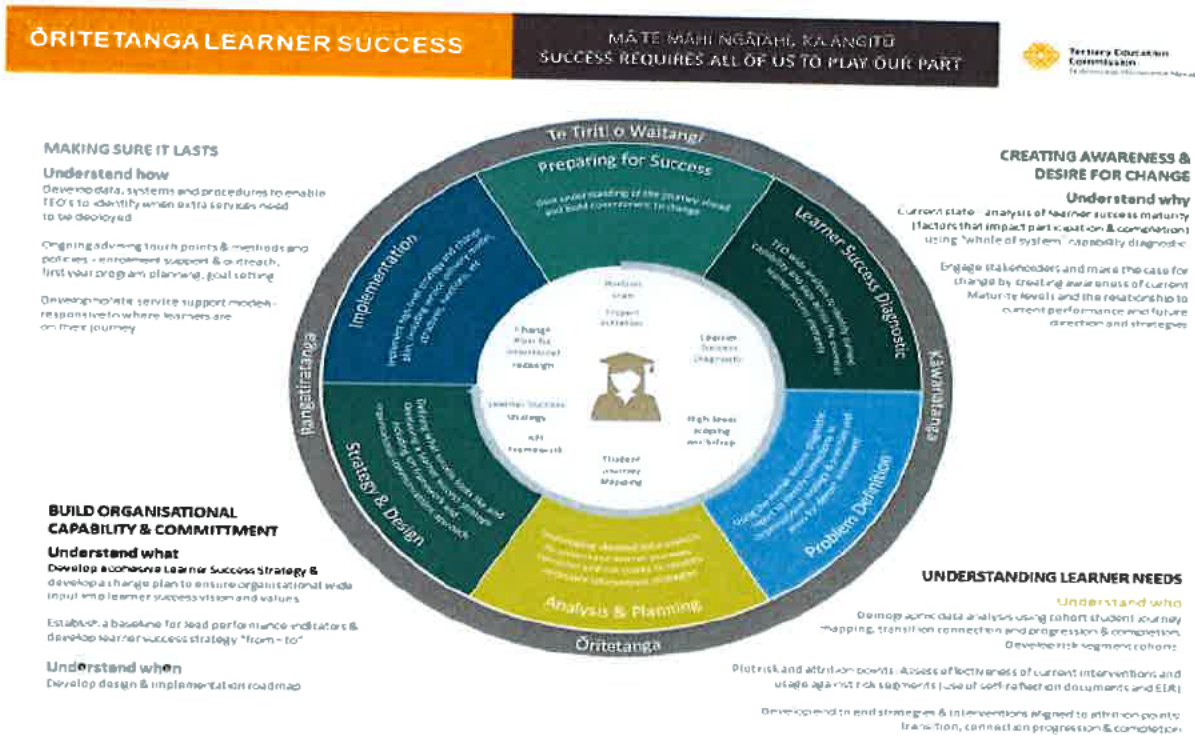
Hon Aupito William Sio

Associate Minister of Education

12, 8, 21

Appendix One: Tertiary Education Report: Ōritetanga Learner Success

Appendix Two: Ōritetanga Learner Success Framework



Appendix Three: Ōritetanga Learner Success Diagnostic Tool

ŌRITETANGA LEARNER SUCCESS

MĀ TE MAHI NGĀDAHI, KA ANGHITI
SUCCESS REQUIRES ALL OF US TO PLAY OUR PART



Ōritetanga Learner Success approaches: 7 key areas of capability

