



Aide-Memoire: Ōritetanga Learner Success and equity outcomes for Pacific learners

To:	Hon Jo Luxton, Associate Minister of Education
CC:	Hon Jan Tinetti, Minister of Education Hon Barbara Edmonds, Minister of Pacific Peoples
From:	Morgan Healey, Acting Deputy Chief Executive, Ōritetanga Learner Success
Date:	14 June 2023
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Purpose

1. You are scheduled to meet with Acting Chief Executive, Gillian Dudgeon and Acting DCE, Ōritetanga Learner Success, Morgan Healey from the Tertiary Education Commission (TEC) on 21 June 2023 from 9-9.30am.
2. This paper provides background information to support your discussion with the TEC about its Ōritetanga Learner Success approach and specifically how it supports Pacific learners.
3. We recommend that this aide-memoire be proactively released in full.

Learner success is essential for a thriving Aotearoa New Zealand

4. Education is vital to ensuring all New Zealanders' economic and social well-being, including Pacific learners, families, and communities. This requires a tertiary education system that is fit for purpose and can respond to the needs of all learners but especially those that are underserved by it.
5. We need the tertiary education system to work better for many Pacific learners. Pacific learners face barriers that affect their participation in, and successful completion, of tertiary study. For example, less than half of all Pacific learners who enrol in a bachelor's degree complete their qualification in six years, compared with more than 62% for all other learners.
6. This equity gap is illustrative of many other gaps in the system and has been consistent despite overall increases in completion rates for all learners. In addition, the parity gaps contribute to well-publicised flow-on impacts for Pacific communities and Aotearoa New Zealand's economy and society.
7. We aim to achieve equity of educational outcomes for Pacific learners and other learners whom the system has underserved. Achieving this requires a holistic approach to learner success, creating a tertiary education system driven to achieve equity that works for Pacific learners.

8. Ōritetanga – equity – is a crucial pillar of the TES, NELP and TEC strategies, which focuses on shaping a more responsive system. We have developed the Ōritetanga Learner Success work programme that supports us to realise this goal. For Pacific learners, this means:
- Pacific learners, and the people who help them make decisions, have the support and experiences to make optimal educational and career choices;
 - Pacific communities, along with businesses and industry, have an empowered voice in shaping the system;
 - the system consists of capable, focused, and accountable Tertiary Education Organisations (TEOs), and sector leadership at all levels; and
 - TEC's investment processes support and incentivise good outcomes for Pacific learners.
9. We are now implementing this approach across the tertiary education system. Our intention is to deliver a tertiary education system that truly works for all learners and to realise system-wide equity in Aotearoa New Zealand.

Undertaking a transformational change to achieve a system-level equity

10. We are committed to stewarding a tertiary education system that values and supports the needs and aspirations of Pacific learners.
11. To achieve this, we are using our entire suite of levers deliberately and intentionally:
- Investment needs to provide the right incentives to all parts of the system to focus on the needs of Pacific learners.
 - Monitoring needs to be targeted and meaningful, with consequences for poor TEO performance and incentives for high performers.
 - Careers information and tools need to redress the information imbalance in the system and allow Pacific learners and their families to make the best education and career choices.
 - We, the TEC, need to lead by example and be more learner-centric, equity-minded, and culturally affirming.
12. Our approach requires us to partner with stakeholders to implement more learner-centric operating models while also focusing on how we operate as an organisation to ensure our settings support equity.

Partnering with stakeholders to drive system change

Providing learner success tools to the sector

13. Evidence shows that TEOs that want to make a difference for Pacific learners need to shift from individual interventions and pockets of focus to a systemic (i.e., all-of-organisation) approach in their operations. Based on evidence gathered from international and local best practices, we have designed and tested the Framework [See Appendix One for a diagram of the Framework] with partners from the university, vocational educational and wānanga sectors.
14. The Framework, essentially a blueprint for change, provides TEOs with an approach to putting Pacific learners at the heart of their work. It is designed to address the biases and disparities that have resulted in the tertiary education system under-serving Pacific learners. Research shows that there will be a significant return on investment for TEOs from implementing the Framework.

15. The learner is at the heart of this approach, so the question is continually asked across the tertiary education system - what will this mean for learners? First, TEOs need to know who their Pacific learners are and then can start thinking about how they design and implement everything they do to maximise learner success based on the following prompt questions:
- Where do our Pacific learners come from?
 - What do Pacific learners do outside of tertiary education?
 - What else could be happening in their lives?
 - What do Pacific learners need to succeed?
 - What do we do that works for Pacific learners?
 - What do we do that doesn't work for Pacific learners?
16. The second phase of the Framework – the learner success diagnostic – is an assessment of TEOs' current state against specific learner success capabilities. [See Appendix Two for a diagram of the Learner Success capabilities]. These are the essential elements TEOs need to get right to enable Pacific learners to succeed.

TEOs committing to the organisational changes they need to make

17. Over the past few years, we have intensified the use of Learner Success Plans (LSPs), through which TEOs outline how they are making operational changes to deliver better outcomes for underserved learners, including Pacific learners. We have also introduced Disability Action Plans (DAPs), which focus on ensuring TEOs are proactively improving outcomes for disabled and neurodiverse learners.
18. These are relatively new funding tools for achieving equity at the TEO level and are vital in meeting the Government's TES expectations. All TEOs which receive more than \$5m in TEC funding are now required to develop a LSP and DAP as an integral part of their Investment Plans that our Board approves for funding to be allocated to the TEO. Our assessment of these plans is also used to inform investment decisions and requests for additional funding throughout the year.
19. In 2022, we focused on ensuring tertiary education institution's (TEI's) LSPs were agreed by Councils and set them in good stead to achieve equity. We set clear expectations that LSPs should set a target for when they would achieve equity and a roadmap for how they would accomplish this. In 2023, we have agreed on milestones for each to ensure progress is being made against their roadmaps.
20. Alongside our assessment of the LSPs, we also focused on how well they addressed Pacific learners' success. The evaluation showed a range of effectiveness on Pacific learner success across the LSPs, with some TEIs performing well and other TEIs needing to address capability gaps. We are working with TEIs to identify and address the capability inconsistencies.
21. We now have a baseline for where a large portion of the system is on the Pacific learner success journey and the distance needed to travel to achieve system-level equity. We will actively monitor and hold TEOs accountable as they progress against their plans. Particular focus will be on the TEIs that can address the vast majority of the qualification completion equity gap.
22. We will also engage with Universities New Zealand Komiti Pasifika to share the critical findings of the LSPs and an overview encompassing an institutional and a broader system-wide perspective. This collaborative approach will enable examining what the findings imply for each university and transforming the insights into practical strategies that further enhance the success rates of Pacific learners.

Sharing knowledge and best practice across the tertiary sector

23. In collaboration with TEOs, we have established a community of practice to share knowledge and approaches to significantly improve the success of learners. Representatives from tertiary providers and stakeholders attend online seminars and discussion sessions.
24. These enable sharing of information about the different approaches to delivering on learner success, including what has been tried and what works for different learner cohorts, including Pacific learners. The aim is to build knowledge and capability across the sector, which will help TEOs to collaborate and create efficiencies in how to undertake organisation change.
25. The areas of focus so far are:
 - Data & technology workshop hosted on 8 March 2023, in which tertiary sector leaders shared their insights on how they have used data to inform their decision-making to address learner success; and
 - Partnerships workshop hosted on 9 May 2023, in which secondary and tertiary sector leaders, learners, iwi and Workforce Development Councils shared their insights on partnerships and explored what it takes to develop and support effective partnerships between industry, families, and education providers.
26. Preparations are underway for the People, Culture and Leadership workshop for August 2023, focusing on TEO's leadership commitment to learner success. We plan to sequence this workshop with the upcoming Tūwhitia Conference in September 2023, hosted by Te Wānanga o Aotearoa, to ensure we are building momentum in the lead up to the conference.

Collaborating across the government

27. The TES and NELP are key drivers for improving Pacific learners' education outcomes, and they drive what we do as an organisation. Our Ōritetanga Learner Success approach is key for us to deliver on both strategies. We continue to collaborate across the government to deliver on them.
28. We are also committed to ensuring the success of the Action Plan for Pacific Education 2020-2030 (the Plan), a ten-year strategic roadmap shaped by the priorities of Pacific communities for Pacific learners. It has been refreshed and incorporates our Ōritetanga Learner Success approach as a key priority within the tertiary section of the Plan. This integration represents a collective commitment among education agencies to promote learner-centric education and advance equity of educational outcomes for Pacific learners.
29. An additional inclusion as a key priority in the Plan is facilitating seamless secondary to tertiary transitions for Pacific school leavers. Research found that the barriers experienced by Pacific school leavers when transitioning into tertiary significantly hinder preparedness for tertiary education, resulting in a lack of crucial skills and familiarity with academic requirements at the tertiary level. The barriers are particularly pronounced for Pacific school leavers from the 24 secondary schools in Auckland with the highest Pacific rolls.

30. We are working with the Ministry of Education, New Zealand Qualifications Authority, and the Ministry for Pacific Peoples to address the barriers and foster a seamless journey to tertiary education for Pacific school leavers.



Morgan Healey
Acting Deputy Chief Executive, Ōritetanga
Learner Success,
Tertiary Education Commission
14 / 6 / 2023



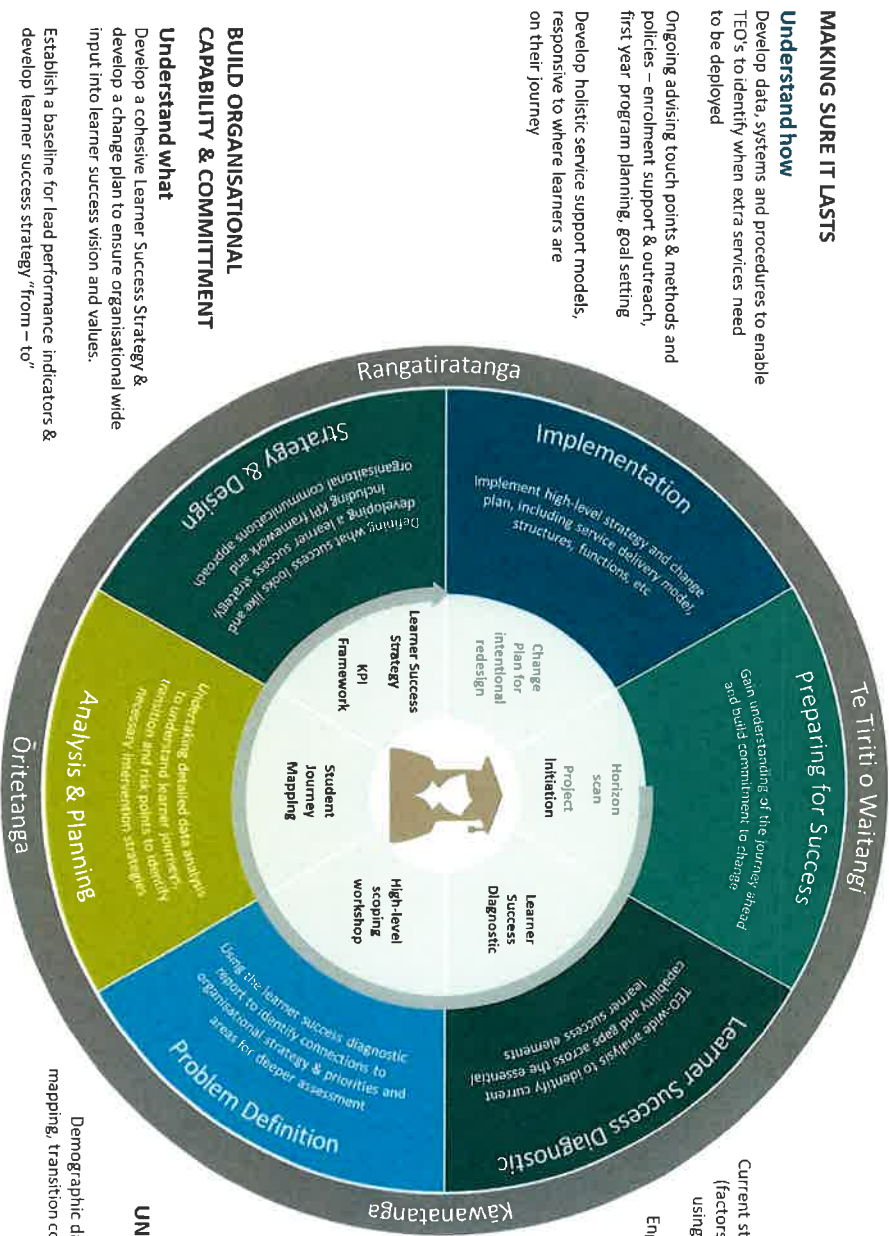
Hon Jo Luxon
Associate Minister of Education

20, 06, 23

Appendix One: Learner Success Framework

ƆRITETANGA LEARNER SUCCESS

MĀ TE MAHI NGĀTAHI, KA ANGITŪ
SUCCESS REQUIRES ALL OF US TO PLAY OUR PART



MAKING SURE IT LASTS

Understand how

Develop data, systems and procedures to enable TEOs to identify when extra services need to be deployed

Ongoing advising touch points & methods and policies – enrolment support & outreach, first year program planning, goal setting

Develop holistic service support models, responsive to where learners are on their journey

BUILD ORGANISATIONAL CAPABILITY & COMMITMENT

Understand what

Develop a cohesive Learner Success Strategy & develop a change plan to ensure organisational wide input into learner success vision and values.

Establish a baseline for lead performance indicators & develop learner success strategy “from – to”

Understand when

Develop design & implementation roadmap

CREATING AWARENESS & DESIRE FOR CHANGE

Understand why

Current state - analysis of learner success maturity (factors that impact participation & completion) using “whole of system” capability diagnostic.

Engage stakeholders and make the case for change by creating awareness of current Maturity levels and the relationship to current performance and future direction and strategies

UNDERSTANDING LEARNER NEEDS

Understand who

Demographic data analysis using cohort student journey mapping, transition connection and progression & completion. Develop risk segment cohorts.

Plot risk and attrition points. Assess effectiveness of current interventions and usage against risk segments (use of self-reflection documents and EER)

Develop end to end strategies & interventions aligned to attrition points: transition, connection progression & completion

Appendix Two: Learner Success Capabilities Diagram

