



minutes

AKO AHIMURA | LEARNING & TEACHING COMMITTEE

MEETING OPENED: 0902h

Date: 2019-10-17

Scheduled Start: 0900h

Scheduled End: 1100h

Location: Building 180-2043

1. WHAKATUWHERATANGA | OPENING

1.1. Karakia Timatanga | Opening Prayer

Manawa mai te mauri nuku
 Manawa mai te mauri rangi
 Ko te mauri kai au
 he mauri tipua
 Ka pakaru mai te pō
 Tau mai te mauri
 Haumi e, hui e, taiki e!

Embrace the power of the earth
 Embrace the power of the sky
 The power I have
 Is mystical
 And shatters all darkness
 Cometh the light
 Join it, gather it, it is done!

1.2. Mihi Whakatau | Welcome Speech

1.2.1. Committee self-assessment

Today: Performance of Chair
 Next meeting: Summative Performance of Ako Ahimura for 2019
 Immediate future: View toward EER

1.2.2. Online examinations

Source: Ako Ahimura, 2019-09-19, Item 5.1.
 Update: Te Puna Ako (James Oldfield) shall undertake the associated monitoring and keep Ako Ahimura informed.

1.2.3. Industry engagement

Source: Ako Ahimura, Action-006 (Closed 2019-08-22)
 Update: Heather Stonyer shall report regularly to Academic Board after her Strategy is approved. As with the other reports from Directors, the report shall be cascaded to Subcommittees of Academic Board, as the Board sees fit. The Strategy is scheduled for

completion by the end of 2019. Industry Engagement reporting now removed from Committee Work Plan (2019).

1.2.4. Important dates

Next submissions: 2019-11-07
Next meeting: 2019-11-21 (Final meeting for 2019)

1.2.5. Calendar for 2020

Members are to provide feedback to AA-LTC@unitec.ac.nz before 2019-11-07

1.2.6. Improvement Action Register (IAR)

“Annette (Pitovao) agreed to lead a person or group to pull together themes from all areas of students (sic) feedback and complaints to be reviewed by as yet undetermined body.” IAR now removed from Committee Work Plan (2019).

1.3. Ngā Whakapāha | Apologies

Mema Poāri Tae Ā-Tinana

1. David McNabb
2. Falaniko Tominiko – Dep. 0922h
3. Guillermo Ramirez-Prado – Dep. 1030h
4. Hamish Foote
5. Hugh Wilson
6. Jackie Tims
7. James Oldfield – Arr. 0910h
8. Kane Campbell – Arr. 0910h; Dep 1030
9. Lee-Anne Turton
10. Lorne Roberts – Dep 1030
11. Maura Kempin
12. Mitra Etemaddar

13. Richard Fahey
14. Rowena Fuluifaga – Arr. 0905h
15. Sarah Sommerville (Proxy for Andrea Thumath)

16. Simon Nash (Chair)

17. Simon Tries
18. Veraneeca Taiepa – Arr. 0905h

Apologies

1. Amos Clarke
2. Andrea Thumath
3. Chris Stoddard
4. Marcus Williams
5. Tracy Chapman – HOS Meeting

MOTION

That the Committee accept the apologies for the meeting.

Moved: L Roberts
Seconded: M Kempin

MOTION CARRIED

Quorate Status

A minimum of 12 members was required; the meeting was deemed quorate.

Absences

1. Sue Tullett

Hunga Mahi | Staff in Attendance

1. Daniel Weinholz (Secretary)
2. Anne McKay

1.4. Mahia Atu | Matters Arising

(None)

1.5. Pitopito Kōrero o Ngā Hui | Minutes of the Previous Meeting/s

MOTION

That the Committee approve the Meeting Minutes of 2019-09-19.

Moved: L Turton

Seconded: J Tims

MOTION CARRIED

1.6. Committee Work and Actions

1.6.1. Committee Work Plan

Noted.

1.6.2. Ngā Tautapu Arotake | Actions for Review 20191017

(Following pages.)

1.6.2.1. Finite Action Items

Date Created	Item Identifier 2019.AALTC	Description	Responsibility	Target Delivery Date	Status / Date Completed
2019-06-20	Action-012	<p>Presentation of Strategy for Student Success</p> <p>Annette Pitovao to present a synopsis of the Success Strategy for Student Success to the Committee.</p> <p>2019-07-18: Annette Pitovao has been invited and can present on 2019-08-22.</p> <p>2019-08-22: Rowena Fuluifaga advised that the first draft would be completed for presentation at the September meeting.</p> <p>2019-09-19: Update from Annette Pitovao via Rowena Fuluifaga – "Merran has changed the approach so Action-012 is no longer relevant. Annette is now working with Vivienne to build an end-to-end updated Student Journey as an overarching framework that follows on from our Renewal Strategy. The key question from Merran for the framework building is "What does manaaki mean to us? Map the student journey in a meaningful way that helps us to connect all strategies into one shared approach."</p> <p>Quite a few different strategies exist. This review is to integrate them into a Student Journey Framework. It will become more than just a Student Success Strategy and will involve the four Priority Groups. The new Student Journey Framework, instead of the Student Success Strategy, will come to Ako Ahimura when it has been drafted.</p> <p>2019-10-17: The Strategy and Framework are still under development, led by Annette. When they are done they shall be presented to Ako Ahimura.</p>	Rowena Fuluifaga	<p>2019-07-18</p> <p>2019-09-19</p>	<p>Invitation completed 2019-07-18</p> <p>Active</p>
2019-06-20	Action-013	<p>Presentation of Strategies for Priority Groups</p> <p>Invite Priority Group Directors to present Success Strategies (or even pre-drafts) to Ako Ahimura and PGRSC for the purpose of raising awareness.</p> <p>2019-07-18: Toni Rewiri presented under Items 3.01.1.</p> <p>2019-08-22: Andrea presented today. Falaniko and Tracy to defer to September and November respectively.</p> <p>2019-09-19: No presentation; apologies from Falaniko Tominiko. Presentation deferred to 2019-10-17.</p> <p>2019-10-17: Pacific Success Strategy presented under Item 3.1.2. Presentation of the International Strategy is scheduled for 2019-11-21.</p>	<p>Secretary Simon Nash Marcus Williams Veraneeca Taiepa Falaniko Tominiko Tracy Chapman Andrea Thumath</p>	<p>International 2019-11-21</p>	<p>Completed: Māori 2019-07-18</p> <p>Under-25s 2019-08-22</p> <p>Pacific 2019-10-17</p>
2019-06-20	Action-015	<p>Relationship of Badging to Recruitment, Progression and Promotion</p> <p>Simon Nash will report back on how the Badging Process relates to decisions on recruitment, progression and promotion.</p> <p>2019-07-18: Robust discussion raised how the wider topic of teaching capability development relates to recruitment, staff induction, student NPS feedback and evaluations (particularly on low teacher competency), investment into capability development and expectations of ongoing professional development. Simon Nash shall seek advice as follows:</p> <ul style="list-style-type: none"> From TPA and TKK on processes for collection and application of student feedback to inform quality teaching From Director Ako and HR on recruitment strategies around teacher competency From Maura Kempin on induction and early engagement <p>2019-08-22: The Chair gave an update on progress with the above 3 items:</p> <ul style="list-style-type: none"> The Net Promoter Score (NPS) was noted at this committee and Student Course Survey outcomes submitted to this meeting could inform in the quality teaching space. 	<p>Simon Nash Maura Kempin</p>	<p>2019-09-19</p>	<p>Active</p>

		<ul style="list-style-type: none"> • He has work underway with Human Resources to look at whether to retain a teaching qualification (like the existing Graduate Diploma in Higher Education) that features in some staff contracts. We have a teaching competency framework that identifies what good teaching is and Badging that demonstrates teaching competencies. • Maura to report back about induction and early engagement at the next meeting. <p>Discussion raised the following:</p> <ul style="list-style-type: none"> ○ A clear definition of expectations of teaching staff is needed ○ It is imperative that career progression is connected to the requirement for staff professional development ○ A project is underway to change the description of what a quality teacher is in existing policies for recruitment and promotion so it is consistent and aligns directly with agreed teaching competencies for teachers at Unitec. ○ Senior lecturers need to have a Masters' degree but practitioners in some disciplines do not have masters' degrees so an incentive for career progression is needed for these staff ○ The Chair will update the Committee at the next meeting on the recruitment and promotion issue <p>2019-09-19: Work is still in progress. 2019-10-17: Work in progress. HR and Union representatives are working on this for both allied and academic staff.</p>			
2019-06-20	Action-016	<p>Effectiveness of Student Representatives Report back either through Helen Vea or Kane Campbell as to how the Student Representative system is operating.</p> <p>2019-07-18: Similar issues being raised at multiple committees – AB, QAB and AA. AB has just commissioned a Review of the PAQCs which could encompass this item. The Review will be led by Simon Tries. The scope of this item is broader than the PAQC Review, because it also includes Class Reps too. Discussion noted that:</p> <ul style="list-style-type: none"> • Not only PAQCs, but also Research committees, struggle to get and keep student representation. (MW) • Students are not staff, so we may need to re-consider how we involve them due to different natures of other commitments. (HW) <p>Simon Tries shall lead the Working Group discussion on how to proceed with this, and if or how it should be incorporated into the PAQC Review.</p> <p>2019-08-22: Effectively incorporated into the PAQC Review. The Chair advised that this issue will be discussed by ELT and it is an issue for all committees, particularly PAQCs. Simon Tries said committee chairs, secretaries and members had been contacted and although engagement in the process was variable they got a consistent message across. A report will go to QAB before going to AB. A key finding was that although PAQCs are governance groups, a lot of management was going on and they were treated as team meetings instead of committees that have oversight of a number of programmes. Training for committee chairs is to come. The following points were raised:</p> <ul style="list-style-type: none"> ○ Student representatives get training to be on PAQCs to get connected with students and staff. Send the names of class representatives should be sent to the Student President, ○ Annette Pitovao is involved in the review of student representation. <p>2019-09-19: PAQC Review Recommendations approved by Academic Board 2019-09-11. Further implications and work still being determined. Implementation requires better recruitment and training of Student Representatives for their effective engagement. Student Representatives will be remunerated for their time, with the details yet to be decided by ELT. 2019-10-17: ELT aims to commence the implementation at the start of 2020, including training for PAQC Chairs and Student Representatives. ACTION → Simon Tries shall present the PAQC Review Recommendations to Ako Ahimura 2019-11-21.</p>	Simon Tries Steve Marshall Helen Vea Simon Nash Rowena Fuluifaga	TBC	Active

2019-09-19 Item 3.2.2.	Action-018	Teacher Induction – Compulsory & Supported Simon Nash (Chair of Ako Ahimura) shall write to Academic Board requesting recommitment to mandatory induction of new teaching staff, and to support resourcing of the operational measures needed to implement it. Chair of Ako Ahimura is to provide advice to Academic Board on the thresholds and options (e.g. online versus face-to-face) for mandatory induction. Due to Academic Board 2019-10-09. 2019-10-17: Nothing to report yet.	Simon Nash (Chair)	2019-10-09 (Academic Board)	Active
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1.6.2.2. Standing Action Items

Date Added	Item Identifier 2019.AALTC	Description	Responsibility	Status / Priority Date Closed
2019-04-18	Standing-004	Review of Unitec's Learning and Teaching Strategy Develop a proposed L&T Strategy with enlarged view of possible stakeholders post-RoVE. 2019-05-23: The aim is to keep progress incremental, steady and simple, fitting it within the existing Unitec strategies. Simon Nash shall present a draft strategy to the next meeting. (Submission due 2019-06-06) 2019-06-20: Draft strategy not ready for presentation. The Working Group has had a couple of meetings and workshops. They are currently focussed on trying to integrate the Strategy with the Unitec Diamond, Te Noho Kotahitanga and the other Success Strategies, and to make the wording accessible, consistent and clear in providing direction. They aim to have a draft ready to present to the next meeting. It aims to be pragmatic and minimize 'new' work for academic staff, taking care to align with the current Unitec direction. After completing the draft, it needs to be validated by a wider audience, especially in relation to any possible gaps and its application to Priority Groups. The intention is to bring it first to the Committee, then circulate it to a wider academic staff audience before it going up to Academic Board. The Committee commended the Working Group for working backwards from the Unitec Diamond and developing ways to reach that endpoint, especially around Work Ready Graduates. It also urged the Working Group to ensure consideration was given to: <ul style="list-style-type: none"> the role of Industry Advisory Committees valid / accurate alignment of Graduate Profiles with Industry Expectations student time spent on worksites / Work Experience, which has proven highly valuable for producing quality graduates 2019-07-18: Maura delivered an update. Anne, Veraneeca and Maura shall continue drafting and aim to present the draft at the next meeting. Anne and Maura are to co-lead this Working Group. <ul style="list-style-type: none"> Veraneeca and Anne met twice and have unpacked what Te Noho Kotahitanga might look like in the Teaching and Learning strategy. Investigating a diagrammatic representation of the weaving of all the parts. Aiming to develop a document that is jargon free or language explained and has a guide to possible 'how to' questions. 2019-08-22: The Chair advised that the Manaakitia te Rito Renewal Strategy includes lists of sub-strategies in the four strategic areas. The L&T Strategy which is currently being reviewed and the Academic Portfolio Strategy that doesn't exist yet will be combined into one Academic Strategy that will include a strategic direction to ensure that the Academic portfolio is meeting stakeholders needs. During discussion, the following points were raised: <ul style="list-style-type: none"> Should the next logical step be to include research with teaching and learning as all three would fall under the Academic Portfolio? The Chair advised that he would meet with Marcus Williams to discuss this further.	Simon Nash Simon Tries Jackie Tims Maura Kempin James Oldfield Anne McKay Hugh Wilson Tracy Chapman Veraneeca Taiepa Kane Campbell Lee-Anne Turton Sue Tulett	Active

		<ul style="list-style-type: none"> • Maura gave an update and advised that the L&T Strategy now has overarching principles that are more clearly aligned with various success strategies and the next task was to agree on strategic priorities and actions for the next 2-3 years. • The Chair noted that he had met with Maura and Veraneeca to look at a strategy to get into the new national RoVE environment that is action oriented and has measurable outcomes. • Maura will submit a report at the next meeting. <p>2019-09-19: Refer to Item 5.2. Learning & Teaching Strategy. Working Group expanded to include Lee-Anne Turton and Sue Tulett. The expanded group shall meet to finalize a draft for wider consultation with teaching staff in October, noting that it is a busy time for some teaching staff but November would be too late. Simon Nash is to confirm the development timeline of the wider Academic Strategy (the integration of the Academic Portfolio Strategy, the Research Strategy and the Learning & Teaching Strategy), which could influence this Strategy.</p> <p>2019-10-17: Draft Strategy presented for feedback under Item 4.2. The Working Group (Learning & Teaching Strategy) shall work with the Director Ako on refinements to the Strategy to ensure that (a) it is fit-for-purpose and operable, and (b) the principles identified in the strategy are clearly reflected in the design of Teacher Capability Development and badges, and (c) staff understand the connection between strategies and their own School and Individual action plans and capability development goals. Any members interested in contributing should contact Simon Nash directly.</p>		
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3. MEA HEI WHAKAAE | ITEMS TO APPROVE

(None)

4. NGĀ TUKUNGA | ITEMS TO RECEIVE

3.1. Rīpoata a te Kaiwhakahaere o ngā Rōpū Whakaarotau | Priority Group Director Reports

Chair's Note – In future, the regular written reports shall identify what parts of each report are intended for what committee.

3.1.1. Māori

From: Veraneeca Taiepa – Verbal update

Birth Certificates

The Operations team doesn't collect data on this issue. A trial shall be undertaken with budget of \$2,500.

3.1.2. Pacific

From: Falaniko Tominiko

- A. Presentation of Strategy distributed on paper to members
- B. Monthly written report (from Academic Board 2019-10-09)

A. Strategy Presentation

The main aim is Goal 1, being the parity of student outcomes by 2022. This is a huge undertaking for Pacific. Beneath the Strategy and detailing how this will be achieved is the Operations Plan. Goal 2 is for all staff, not just teaching staff, to be inspired to increase their Pacific knowledge. Two PD Badges exist for this purpose and cover both teaching and non-teaching staff. Goal 3 is a longer-term goal. One example of progress is a Moodle page that is to roll out soon as a quick first step. Goal 4 includes the Waitākere Strategy.

No one individual action will be able to achieve the parity outcomes. It requires a multi-faceted approach. The Operations Plan, going through endorsement by Academic Board, details these actions.

The Strategy has been approved by Academic Board, ELT and the (then) Council. It is approved for sharing with all staff.

ACTION → Falaniko Tominiko shall present the Pacific Operations Plan for information to Ako Ahimura, after it has been endorsed by Academic Board.

B. Written Report

Members should take note when interpreting the Dashboard information that it shows the progress of implementation of the actions in the Operations Plan, which will lead to the desired outcomes. It does not show the progress of achievement of outcomes *per se* (e.g. parity).

Ethnically Non-Pacific Communities

By virtue of the location of New Zealand being in the Pacific, we are all actually part of “Pacific” by region. In that way, we are all stakeholders of Pacific Success. In terms of services offered by the Pacific Centre, many Pacific students also bring their non-Pacific student friends along with them. The Pacific Centre supports any student who comes, whether they are ethnically “Pacific” or not.

Resourcing

The Pacific Centre has a team of 3 staff. The Pacific Champions, located throughout the Schools, have recently been appointed. As a Centre, more resourcing will be needed to achieve the parity targets. The Director intends to make such requests for further resourcing, even in spite of the recently announced low EFTS and impending cutbacks. Whether or not the Māori and Pacific priority groups are exempt from the cutbacks is yet unknown.

3.1.3. International

From: Tracy Chapman – Written report (from Academic Board 2019-10-09)

3.1.4. Under-25s

From: Sarah Sommerville (Proxy for Andrea Thumath) – Verbal update

The Strategy has been approved by ELT. The Operations Plan is being finalized. After the Operations Plan is finalized, then monthly reporting against the Strategy shall begin.

MOTION

That the Committee receive the Priority Group Director Report/s:

1. Māori
2. Pacific, plus presentation of Strategy
3. International
4. Under-25s

Moved: S Tries
Seconded: R Fuluifaga

MOTION CARRIED

3.2. Ngā Rīpoata | Other Reports

3.2.1. Teacher Capability Development Report

From: Maura Kempin – Written report

At the end of September, the progress was not yet at 80%. This is not good. However, around 7 or 8 of the 11 Schools have provided plans setting out how they will achieve the Badging target for 2019. A number of Advisors inside Te Puna Ako are feeling a cultural shift with more conversation being initiated by staff and heads, rather than being TPA-initiated.

The Committee noted a number of concerns / caveats, including:

- The next month will see a lag in progress as teaching staff focus on exams, marking and approval of grades.
- After the Badge submissions are sent in, then Te Puna Ako needs to do their own 'marking' before the Badges and achievement can be awarded. This will be affected by the institutional close-down period at the end of the year.
- Achievement of Badging targets continues to be a risk, especially with the recently announced low EFTS numbers.

MOTION

That the Committee receive the Teacher Capability Development Report.

Moved: D McNabb

Seconded: G Ramirez-Prado

MOTION CARRIED

5. MEA HEI KŌRERO | ITEMS TO DISCUSS

4.1. Teacher Capability Development Evaluation

From: Maura Kempin

Summary of Conclusions

Evaluating outcomes of training happens on four levels: 1) Reactions of learners, 2) Learning achieved, 3) Change of behaviour, 4) Impact on the organisation. The information gathered from the Badging process indicates the following.

Level 1 shows generally a good reaction from participants to the Badging process. The challenge being experienced is the amount of non-engagement, which may have various causes. One aspect is non- / low-engagement from the culture of participation for the purpose of compliance rather than development. Another cultural challenge is the assumption by some staff that if they simply do not engage, then the whole process will eventually disappear, as eventuated with the Practice Passports. ELT has re-affirmed their support of Badging and continues to discuss how to lift engagement and address non-compliance.

Level 2 shows good evidence that the participants are learning.

Level 3, has some evidence, but is inconclusive purely because the process has not been running very long.

Similarly, it is still too premature to comment on Level 4. As time goes on, the Course Evaluation and Planning (CEP) documents would seem a logical place to report Level 4 progress with respect to individual staff, and Programme Evaluation and Planning (PEP) documents similarly for programmes / Schools.

Discussion

The Committee discussed multiple aspects of the link between the theory and practice of learning and teaching development; measurement and reporting of positive impact of Badging on staff participants and their students; and the strength of evidence behind Badging competencies. Discussion resulted in the following actions.

ACTION → Lee-Anne Turton shall check with Maura Kempin on concerns of the accuracy of the TCD numbers.

ACTION → The Director Ako will work with Te Puna Ako and Learning & Development teams to (a) continue to refine the process for teaching staff to identify areas for development through self-evaluation and ADEPs, and undertake associated capability development, and (b) support teachers to understand the connection between chosen badges and desired capability uplift and improved student outcomes.

MOTION

That the Committee receive the Teacher Capability Development Evaluation, note the additional information in the memo and provide feedback on additional strategies to improve the impact of digital credentials and shift staff focus from compliance with to the benefits of engaging in Teacher Capability Development mandatory requirements.

Moved: M Etemaddar
Seconded: G Ramirez-Prado

MOTION CARRIED

4.2. Learning and Teaching Strategy

Source: Ngā Tautapu Arotake | Actions for Review > 2019.AALTC.Standing-004

From: Anne McKay

The Working Group was commended for their development of the draft Learning & Teaching Strategy (LTS).

Director Ako shared two insights regarding the ongoing Strategic discussions happening at Unitec leadership level.

1. Manaakitia te Rito

The Unitec Renewal Strategy / Manaakitia te Rito has a large number of supporting Strategies, at varying levels of completion. ELT aims to collapse some of these Strategies. ELT is yet to provide direction on how the LTS will fit into the Portfolio Strategy, which is under development.

2. Strategy Format

ELT aims for Strategies to align in format / readability and be written with action-

focused language and SMART objectives. The draft LTS needs to apply this principle more strongly.

A number of members thought it could be good for the Working Group to produce / reinforce:

- A one- or two-page summary of the LTS, similar to the Pacific presentation, which is short, simple and punchy
- Clear connection between Manaakitia te Rito and the LTS
- Linking Document / Examples / Descriptions / How-to Guides for teaching staff to envision what the LTS could look like in practice, with an emphasis on items which are able to be implemented in a short amount of time
- A final version of the LTS which is able to be tracked and reported against, as the other Strategies are doing
- A “philosophy document” version of the LTS, and a version that is more action- / objective-oriented like the other Strategies

Given the wider institutional context and feedback, the Committee agreed that the LTS was not yet ready for wider staff consultation. The aim to complete it before the end of 2019 was dropped. Further work on the LTS shall be led by Simon Nash, Director Ako.

ACTION → The Working Group (Learning & Teaching Strategy) shall work with the Director Ako on refinements to the Strategy to ensure that (a) it is fit-for-purpose and operable, and (b) the principles identified in the strategy are clearly reflected in the design of Teacher Capability Development and badges, and (c) staff understand the connection between strategies and their own School and Individual action plans and capability development goals.

Any members interested in contributing should contact Simon Nash directly.

MOTION

That the Committee discuss the draft *Unitec Learning and Teaching Strategy*, and provide feedback to the Working Group.

Moved: M Etemaddar

Seconded: L Turton

MOTION CARRIED

6. KUPU WHAKAMUTUNGA | CLOSING

5.1. Ētahi Kaupapa Anō | Any Other Business (AOB)

(None)

5.2. Committee Self-Assessment

Feedback Topic: Performance of Chair

Feedback was positive overall, with main themes including:

- A culture of continuous improvement
- Challenges from wider institutional changes

- Newness of many members to the ways of working in a committee, with satisfaction and occasional amusement as they observe and learn
- A feeling of having lots of agenda content to consume within a limited amount of time

Positive comments included:

- Getting better all the time / going pretty well / runs quite well / good progress / all good
- Really interesting / enjoying coming here
- Organization and arrangement of documents by the Chair and Secretary
- Taking matters offline for deeper discussion in Working Groups
- Development of the agenda as a page on The Nest
- Initial concern with short amount of time between meetings reduced over time
- Lots of information to take up, work with and connect to other groups in the institute

Concerns included:

- Volume of material and the amount of reading expected before the meeting
- Information overload / long papers
- Size and number of concurrent projects happening, e.g. New teacher induction
- Amount of time between the end of one meeting and the due date for submissions to the next meeting (i.e. two weeks)
- The low availability of teaching / academic representatives to engage in the working group projects, noting that their workload probably allows enough time to attend the meetings but not enough to contribute deeply to the work
- Constant institutional change and re-invention, the overheads of which make us ineffective in making steady progress / swamped with context and direction changes
- Amount of time to deeply discuss and undertake work inside the meeting time
- Need to draw out more engagement from and give support / context to the Student Representative, in order for him to be more included in the discussion
- Need more context in some papers

Suggestions included:

- Sometimes having a paper handout to work on rather than a laptop / shared screen. This could help the committee stay on task and more strongly engage visual thinkers.

5.3. Karakia Whakamutunga | Closing Prayer

Ka wehe atu tātou	We are departing
I raro i te rangimārie	Peacefully
Te harikoa	Joyfully
Me te manawanui	And resolute
Haumi ē! Hui ē! Taiki ē!	We are united, progressing forward!

MEETING CLOSED: 1045h