

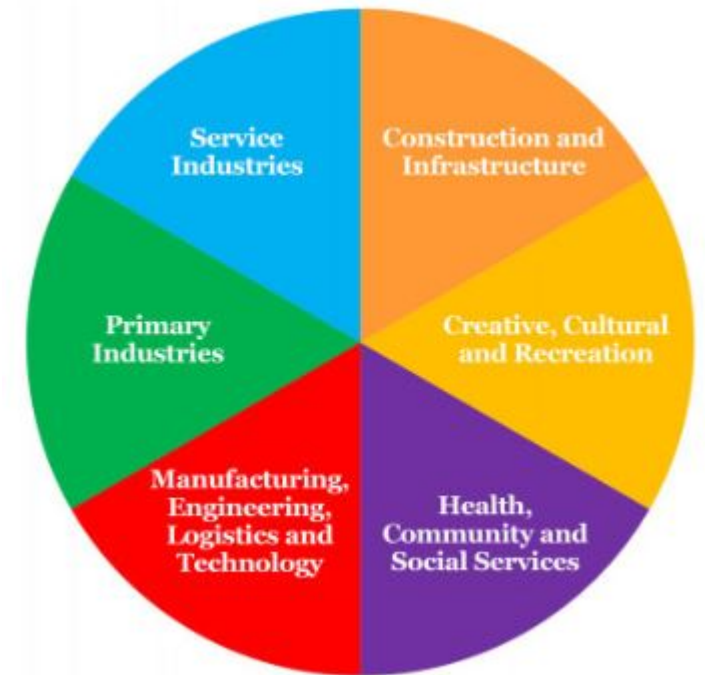
IST Establishment

# Regional Kōrero

30 January to 14 February 2020

# 1 August 2019

- A new, cohesive vocational education system announced
- Seven key changes:
  - [Workforce Development Councils](#)
  - [Regional Skills Leadership Groups](#)
  - [Te Taumata Aronui](#)
  - [A new national Institute](#)
  - [On-job learning support moves](#)
  - [Centres of Vocational Excellence](#)
  - [Unified funding system](#)



# Sep-Oct 2019

- IST Establishment Board and Unit set up
- Letter of Expectation outlined work to do – our Terms of Reference

**Hon Chris Hipkins**

MP for Rimutaka  
Minister of Education  
Minister of State Services

Leader of the House  
Minister Responsible for Ministerial Services



28 AUG 2019

Barry Jordan  
Chair, New Zealand Institute of Skills and Technology (NZIST) Establishment Board  
[barry.jordan@istestablishment.ac.nz](mailto:barry.jordan@istestablishment.ac.nz)

Dear Barry

**New Zealand Institute of Skills and Technology (NZIST) Establishment Board Letter of Expectation (LOE) for the period until 1 April 2020**

I am writing to convey my expectations of the NZIST Establishment Board for the period covering the transition to an NZIST Council, expected to be 1 April 2020. This Letter of Expectation is to complement Terms of Reference to the Board, attached as Schedule B.

**Strategic context**

The Reform of Vocational Education is one of four major reviews in Government's Education Work Programme. The Education Work Programme has five objectives, which focus work within education and enable education to connect and respond to Government's wider strategies:

- Objective One: Learners at the centre – learners with whānau at the centre of education.
- Objective Two: Barrier free access – great education opportunities and outcomes for every learner.
- Objective Three: Quality teaching and leadership – quality teaching and leadership make the difference for learners and their whānau.
- Objective Four: Future learning and work – learning that is relevant to the lives of New Zealanders today and throughout their lives.
- Objective Five: World class inclusive public education – New Zealand education is trusted and sustainable.

The purpose of the Reform of Vocational Education is to create a cohesive vocational education system with employers, learners, regions and communities at its centre. A single, strong vocational education system will help improve well-being for all New Zealanders and support a growing economy that works for everyone. It will respond to changes in the world of work and the need for ongoing upskilling or reskilling throughout people's careers, including provision for seamless shifts between workplace learning, work-integrated learning and other settings for learning. It will also respond to changing regional and industry skill needs; expanding and renewing education and training options while maintaining their reputation locally and internationally. It is important that the new system works for Māori, Pacific Peoples and disabled learners; who have traditionally been underserved and held back from reaching their potential.

A strong, capable NZIST is a cornerstone of the new cohesive vocational education system. The intention is to create a consolidated institution by the end of the transition period, although there is some flexibility available around the timing and form of the final structure. The Charter of the NZIST, which is incorporated in the Education (Vocational Education Reform) Bill, sets out the Government's enduring expectations of the NZIST. The NZIST, as a national network of provision, will support work-based, provider-based and online learning, and provide pathways through education from foundation to degree-level. It will have the national and regional reach to become a long-term skills training partner for firms and industries, enabling learners and employers to move between workplaces and other

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# Sep-Oct 2019

- Ten foundational actions



## Establishment Implementation Plan

Developing a visual plan to share with stakeholders which shows the progress of the ten workstreams and how each contributes to meeting the IST Establishment Board's objectives.

[Learn more](#)



## Chief Executive Selection

Leading an independent process to appoint a Chief Executive Designate for the new national Institute, in line with State Sector Act requirements and State Services Commission guidance.

[Learn more](#)



## Transitioning ITPs to Subsidiaries

Getting ready to create a new national Institute and convert the 16 current ITPs to subsidiary companies for 1 April 2020 when the legislation comes into effect.

[Learn more](#)



## Day One Operational Requirements

Developing the operating structure to support the new Institute from Day 1. Developing a recommendation for the location of the headquarters via a bid process from the regions.

[Learn more](#)



## Mobilising the New World

Designing and developing recommendations for the future functions of the new Institute, including how to prioritise and implement key aspects of the reform programme.

[Learn more](#)



## Name and Brand

Recommending a name and brand for the new Institute to the Minister of Education, following thorough stakeholder engagement.

[Learn more](#)



## Stakeholder Engagement Model

Developing and implementing suitable engagement models with key partners and stakeholders, ensuring our work supports the wider Reform of Vocational Education programme and follows best practice.

[Learn more](#)



## Board and Subsidiary Governance Model

Establishing an appropriate governance operating model between the Establishment Board and the subsidiary boards, including selection of subsidiary board members after the existing ITP Councils are disestablished when the legislation comes into effect.

[Learn more](#)



## Capital Asset Strategy

Developing a capital assets strategy for the Institute, consolidating existing and planned commitments, and developing a consolidated plan of likely future capital required for both the NZIST and each subsidiary.

[Learn more](#)










## Implementation Business Case

Producing the implementation business case presented to Cabinet to confirm the direction of travel for delivery of the Reform of Vocational Education (RoVE) programme.

[Learn more](#)

# Sep-Oct 2019

- **Seven** working groups (76 people outside the Unit) focussed on the future - '[Mobilising the New World](#)'

 <h3>Learner Journey Map</h3> <p>Understanding real life scenarios of how learners navigate the full spectrum of vocational education, and realising possible frameworks for supporting learners through the pathway to employment.</p> <a href="#">Learn more</a>	 <h3>New Academic Architecture</h3> <p>Demonstrating early on what is going to be different in the new national Institute, beginning with the establishment of an Academic Board.</p> <a href="#">Learn more</a>
 <h3>Employer and Community Engagement Model</h3> <p>Guided by best practice and Treaty principles, producing an engagement model that can be used by subsidiary councils and adapt to the requirements of different communities, employers and industry groups.</p> <a href="#">Learn more</a>	 <h3>Online Delivery Model</h3> <p>Reviewing current online capabilities and compiling business requirements to support technology-enabled engagement with learning processes for the new national Institute. Recommending a strategy for determining future capability.</p> <a href="#">Learn more</a>
 <h3>Education Products and Services</h3> <p>Developing a detailed, learner-centred strategy to support new products and services to meet the future needs of students and employers.</p> <a href="#">Learn more</a>	 <h3>International Education</h3> <p>Beginning to develop a future operating model for international education for the new Institute, supporting the goal of the <a href="#">International Education Strategy</a> and ensuring a smooth transition for international students.</p> <a href="#">Learn more</a>
 <h3>Work-Based Learning Development</h3> <p>Developing a framework and approach for supporting work-based learning, including the transfer of trainees and apprenticeships currently supported by Industry Training Organisations.</p> <a href="#">Learn more</a>	

# Oct 2019-Mar 2020: Laying the foundation

- **Name**
  - In development
  - Have your say from 14 February to 8 March
- **Leader**
  - Stephen Town announced on 4 February as inaugural Chief Executive, from 6 July 2020
  - Planning for Interim arrangements underway

# Oct 2019-Mar 2020: Laying the foundation

- **Location**
  - Open bid process on GETS closed 15 January
  - Good response, now working through next stage with shortlisted regions
  - No further comment until March
- **Governance structure**
  - A new Council for NZIST (working name) – March
  - Subsidiary board recruitment interviews – January/February

# Oct 2019-Mar 2020: Laying the foundation

- **Funding**
  - Implementation Business Case – February
  - Large due diligence exercise
- **Workplan**
  - Recommendations from seven ‘Mobilising the New World’ working groups
  - Interim report to Minister – end of February



# 1 April 2020 onwards

- **Learners**
  - **No change** throughout 2020
  - **Same**
    - brand on qualification
    - fees
    - daily transactions
    - agency relationships, eg StudyLink

# 1 April 2020 onwards

- **Organisations – ITPs**
  - Subsidiary of a parent organisation
  - New Board of Directors – no Commissioners
  - No change to 2020 investment plan with TEC
  - Scheduled External Evaluation and Reviews continue
  - **Seamless transfer of:**
    - Existing contracts for goods and services; MOUs
    - Employment agreements with current Terms and Conditions

# 1 April 2020 onwards

- **Organisations – ITPs**
  - Own branding with progressive acknowledgement of parent
  - **Staff – legislation will not change** your
    - terms and conditions of employment
    - budget approvals, reporting lines
    - programme approvals, accreditations, course delivery
    - IT infrastructure
  - All current Academic Boards become sub-committees of NZIST (working name) Academic Board

# 1 April 2020 onwards

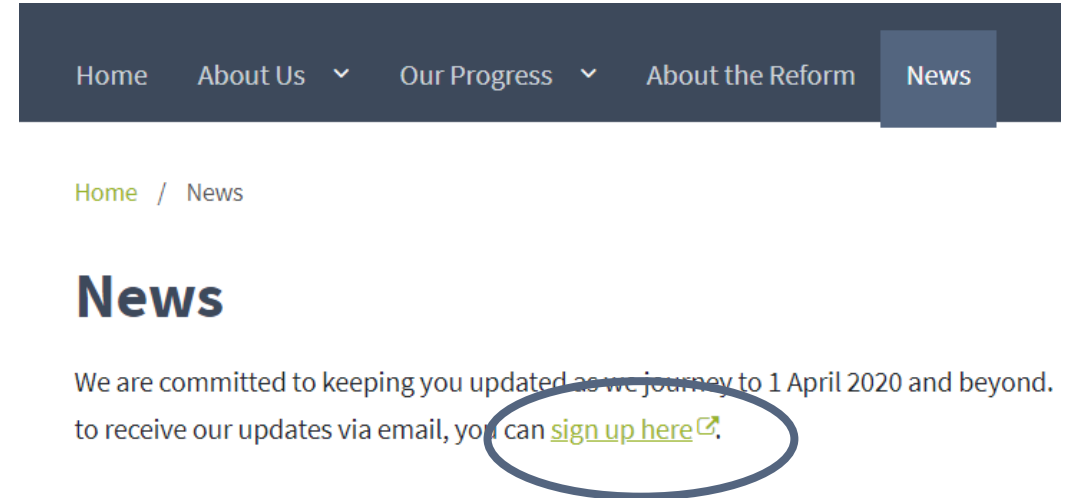
- **Organisations – ITOs**
  - Transitional ITOs (interim state)
  - A complex transition journey
  - Six information sessions planned from January to June
    - A commitment to support and work together

# 1 April 2020 onwards

- **Workplan**
  - Incoming Council in conjunction with new CE and team
  - Tools and systems chosen to suit the business model
  - Operationally no immediate changes
- **Unified funding system**
  - Not intended to be completed until 2022

# Our commitment to you

- **We will keep you updated**
  - News and progress on website
  - Email updates
  - [LinkedIn](#)
- **There will be opportunities to contribute**
  - Dependent on prioritisation of work



# Making history

- 1 April 2020 = the next step in the journey
  - Moving from a competitive to a collaborative environment
  - Gradually transitioning work-based learning
- Creating a **nationally integrated network** built to meet the needs of learners and employers – **a unified system**
  - Pathways to employment that keep pace with industry
  - Delivering **quality, consistency, accessibility, mobility**

# Making history

- **Change will be evolutionary rather than revolutionary**
  - Transition to a fully functional national Institute will take some time
  - We are building a strong foundation



# Thank you

***Ehara taku toa i te toa takitahi, he toa takitini***  
*My strength is not mine, but that of the collective*

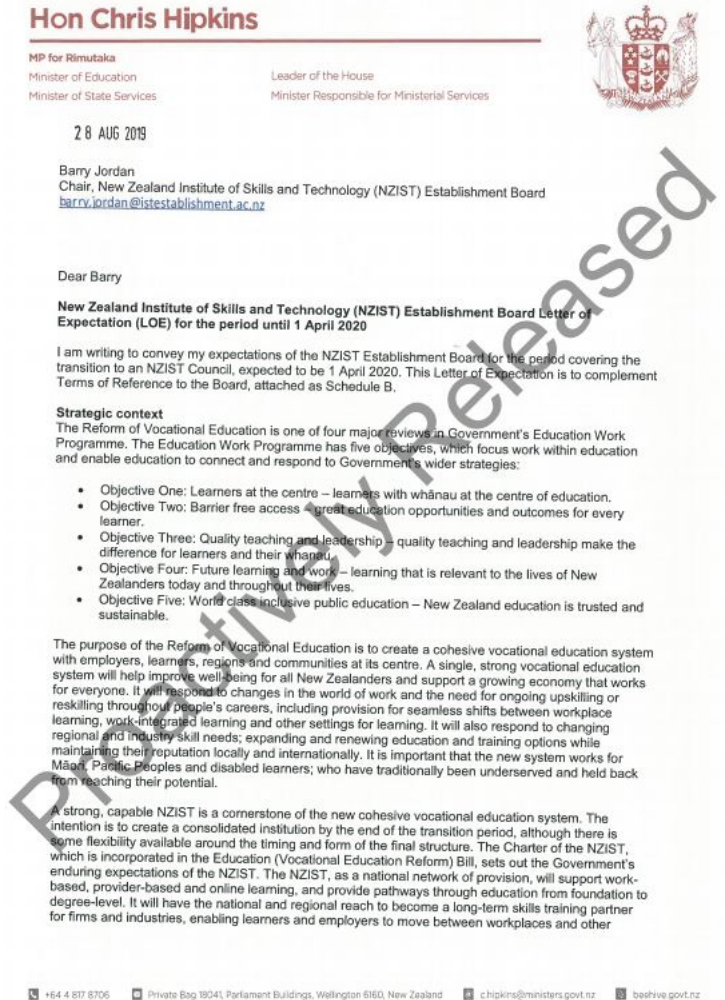
IST Establishment

# Regional Kōrero

30 January to 14 February 2020

# Name and Brand

- Make a **recommendation** on a name
  - After thorough stakeholder engagement
  - For domestic and international use



# What's in a name

- Identity
- Who we are, where we belong, who we belong to
- Where we've come from, where we're going

# What are we naming

- A sustainable national network of provision
- Regionally accessible vocational education and training
- Bringing together different strands of capability
- New Zealand's largest tertiary education provider
- A long-term skills training partner for firms and industry

# The process

- Starting point – embed Te Tiriti principles
  - Knowledge and understanding of tikanga reflected throughout development and design
  - Distinguished Māori panel asked to come up with options – *without* input from government or tangata te Tiriti
- Input from learning providers (ITOs and ITPs) with learner insights from their extensive research

# About the video

- Designed to be a conversation starter
- Visual identity (logo) are not part of the consultation
- Captures the essence of the journey to date:
  - 4.5 months' work and kōrero in 4.5 minutes
  - As much diversity as 4.5 minutes will allow
- A preference is not a recommendation or a decision – we are pausing to ask what people think

# Re-imagining vocational learning

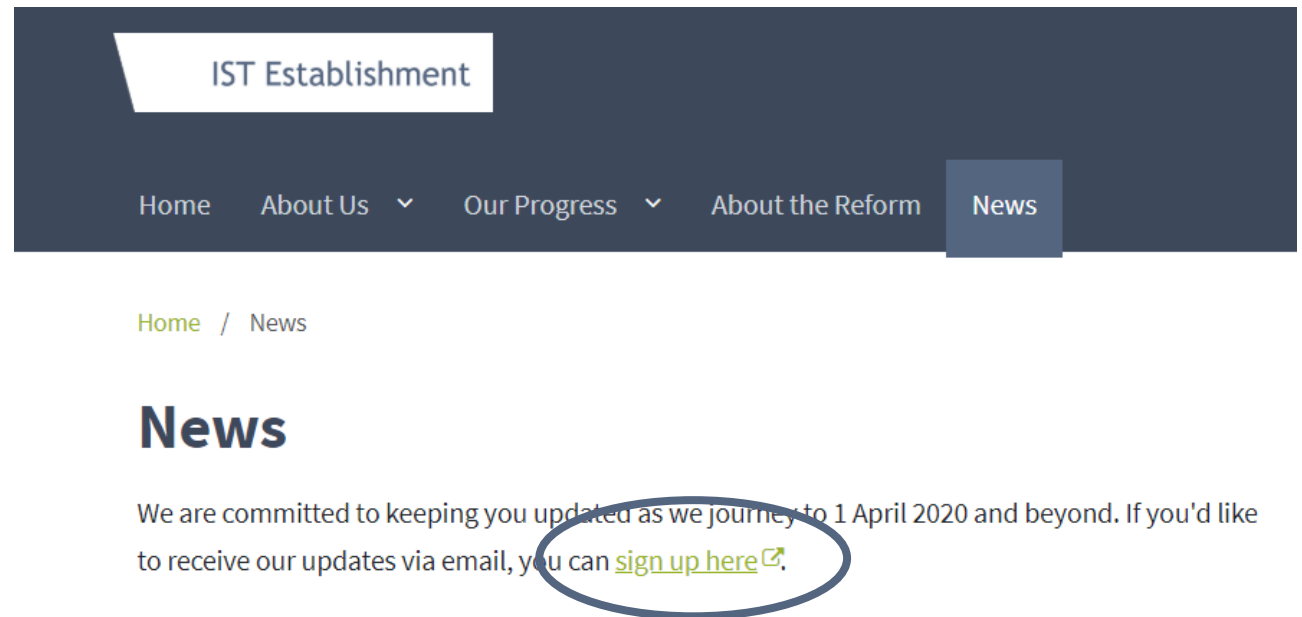
- [Video in English](#)
- [Video in te reo Māori](#)





# Next steps

- **Have your say online from 14 February to 8 March**
  - Visit [haveyoursay.istestablishment.ac.nz/](https://haveyoursay.istestablishment.ac.nz/)
- **Stay connected**
  - News and progress on website
  - Email updates
  - [LinkedIn](#)



Thank you

*He aha te kai a te rangatira?  
He kōrero, he kōrero, he kōrero.*

*What is the food of the leader?  
It is dialogue, it is communication.*