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Subject: Poari Akoranga Pānui - November 2020 - Academic managers

Kia ora koutou

At the November Poari Akoranga meeting, I committed to sharing a monthly pānui with the network. This will provide an overview of what is being covered at academic governance meetings, along with some other key points that may be useful to share. I also attach a letter from NZQA regarding record keeping – individual subsidiary CEs should have received a letter regarding this also.

The most recent Poari Akoranga meeting was held on 11 November 2020 in Wellington. Poari Akoranga includes staff from several subsidiary ITPs and transitional ITOs. I am aware that some Poari Akoranga membership terms will be ending in 2021 and others in 2022, so we will be calling for expressions of interest from network staff as this occurs.

At the November meeting, we were pleased to welcome some colleagues from NZQA to meet with us. It was encouraging to hear from Grant Klinkum (CEO) about how NZQA is working to ensure that the reform of vocational education is successful. We discussed a few key things:

- The relationship between NZQA and Te Pūkenga and the importance of working together during the design of our regulatory and qualification frameworks here at Te Pūkenga;
- The upcoming NZQA consultation regarding simplification of the NZQF; and
- The work NZQA is doing to ensure New Zealand qualifications more consistently reflect mātauranga Māori, which is a focus for us too – early next year we will need to consider what excellence looks like for us.

As we continue to work more closely as a network, between now and the end of 2022 there will be a focus on five initial workstreams within the Delivery and Academic portfolio. Here are the headlines:

1. **Quality** – Design and implement qualification and regulatory frameworks to support the transformation of our delivery
2. **Delivery** – Commence sensible and staged network delivery with a focus on quality and innovative delivery models
3. **Product development** – Enable innovative product design that incorporates mātauranga Māori, new delivery models and practices to meet the changing needs of learners and employers
4. **Research and Rangahau Māori** – Strengthen research and rangahau Māori and foster collaboration across the network to build capacity and capability and showcase areas of strength
5. **International** – Reset the internationalisation strategy across the Te Pūkenga network.

Please see attached the 2020-2022 Transition pathway for the Delivery and Academic portfolio. This is a working draft and I would welcome any feedback on it. I've tried to set out the key activities and things we will need to achieve as we come together as a network. This is intended to be a starting point and will no doubt evolve as we progress.

To achieve Te Tiriti o Waitangi excellence, we are applying Te Pae Tawhiti, our Tiriti Excellence Framework. And in planning our key work streams, we have aligned with key transition pathway workstreams, including the development of the new operating model for Te Pūkenga.

At Poari Akoranga, we discussed these workstreams in more detail, and agreed it would be helpful to cover off a couple of key things to start with. Specifically, to co-develop:

- Ako Teaching and Learning Directions for Te Pūkenga (as part of the Delivery workstream); and
- A product development excellence framework (as part of the Product Development workstream).

These activities have been scheduled for Q1 and Q2, 2021 and we will be working on a process to engage more widely on this. I see a particularly important role for you and your Māori leadership colleagues here if you would be willing to be involved and it would be good to discuss what that might look like.

At the November meeting, Phil Ker also provided an update on the Regulating for Excellence co-development mahi, which is ongoing. In the context of the earlier discussion with NZQA, this included consideration of how to ensure Mātauranga Māori is reflected in Te Pūkenga academic regulations. I firmly believe the strength in our mahi comes from multiple world views and the ability for Mātauranga Māori to deepen and enhance our approach to academic matters and improve learner outcomes.

Over time, I'm looking forward to engaging more widely with delivery and academic staff across the network. Please feel free to get in touch if you have any questions, comments or ideas. I'm always open to talking more about any of this.

Ngā manaakitanga, nā
Angela

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