**Glossary of terms**

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| Ako | To learn, study, instruct or teach. Ako also describes a reciprocal teaching and learning relationship. It also recognises the ākonga and their whānau. |
| Ako Network | Ako Networks are formalised networks of teams that deliver teaching and learning and support the application of work-based skills across the country, for a specific group of qualifications and/or credentials. They reflect the collective capability of our diverse network. |
| Charter | Schedule 13 of the Education and Training Act 2020. |
| Collective Impact | An approach to delivering initiatives through mechanisms that partner with external parties and focuses on dedicated effort on shared priority outcomes, projects, or innovation across the network. |
| Disabled | Disabled people or disabled learners are those with permanent impairments, those with impairments resulting from long or short-term injury or illness, the deaf community and those with learning disabilities, neurological or cognitive difficulties, mental health conditions and other hidden impairments. |
| Distributed delivery function | A distributed delivery function supports responsiveness to regional, equity and diversity needs. These activities can be relied upon to deliver the right approach at the right time, taking into consideration the situational needs of the learner and their environment. |
| Enabling functions | Enabling functions sustain the network and ensure information flows between them to enable quality, certainty, and consistency throughout. Bringing together these core enabling functions also drives economies of scale and reduces duplication within the network. |
| Function | Group of activities or areas of speciality in an organisation. |
| Functional model | Describes the proposed future functions of our organisation and how they are grouped to enable the future experience for learners, their whānau, employers, staff, and Te Tiriti o Waitangi partners. |
| ITP | Institutes of Technology and Polytechnics |
| Kaiako | A teacher, academic staff member, tutor, trainer or instructor. |
| Kōtui Kōrero | An engagement series hosted by Te Pūkenga with subsidiary ITP staff that took place during June 2021. |
| Organisation design | How we put those core components together in a way that makes sure we achieve the goals of RoVE. This will show high level structure without the detail of individual roles. |
| Organisation structure | Shows how teams and roles contribute to the whole. Includes more detail, organisation structure and role descriptions. |
| Programme | A coherent arrangement of learning or training that is based on clearly linked aims, outcomes, content, and assessment practices leading to qualifications listed on the NZQF. |
| Qualification | A qualification recognises the achievement of a set of learning outcomes for a particular purpose through formal certification. |
| Regional Collective Impact Initiatives | Regional collective impact initiatives will focus attention on specific outcomes. They will be designed to deliver impact at a regional level by championing initiatives specific to a region and/or community. The collectives are supported by their connections to the wider ecosystem, including Regional Skills Leadership Groups (RSLGs), kura and schools, grassroots community organisations, community leaders and government agencies. |
| Regional Skills Leadership Groups (RSLGs) | 15 RSLGs identify workforce and skills needs in their region, both now and in the future with capability support from MBIE. |
| RoVE | Reform of the Vocational Education. |
| Service concepts | An idea for a service that Te Pūkenga could provide to learners or employers. These concepts are intended to be bold, big thinking ideas that can solve the problems described in the design opportunities. |
| Service model | A description of eight service concepts that enable a different experience for learners, their whānau and employers throughout their journey, as well as staff and Te Tiriti o Waitangi partners. |
| Single-hub network function | A single-hub network function is intended to be a single point of strategic decision making, oversight and co-ordination. This does not mean one single location.  These activities drive quality at scale and can be relied upon to deliver a common approach where this is necessary to support the learner journey. |
| Strategic functions | Strategic functions guide the network and system to form insights that will embed the network’s strategic direction. The functions identify opportunities for innovation, measure the impacts of initiatives and interventions, and essentially the overall network performance. |
| Te Pae Tawhiti | Self-reflective tool developed by Te Pūkenga and used by subsidiaries and Te Pūkenga to monitor and assess how well they are tracking towards Te Tiriti o Waitangi excellence, and achievement of their objectives of demonstrable Te Tiriti o Waitangi o Waitangi Partnerships and Inclusivity and Equity for Māori. |
| Te Piko | Organisational Strategy document of Te Pūkenga. |
| Te Raurau Kaiwhakamai | A series of hui with employers, industry representatives and TITO, that took place during July 2021. |
| Te Rito | [Insight reports](https://xn--tepkenga-szb.ac.nz/our-pathway/learner-journey-and-experience/) on the experience of underserved learners,  to identify opportunities to enhance their success. |
| Teaching, learning, support and navigation functions | Teaching, learning, support and navigation functions for successful learner and employer journeys. These functions determine how we interact directly with learners, their whānau, and employers to deliver high quality education and effective holistic wellbeing support. We orient the whole model towards these functions, to ensure that the needs of our learners and their whānau remain at the centre of what we do. |
| Three awa | A visualisation of the streams of inquiry and discussion that informed the HLCD and then the proposed Operating Model. |
| TITO | Transitional Industry Training Organisations. |
| Workforce Development Councils (WDCs) | 6 WDCs represent industry and direct education development and delivery so the system delivers skills needs. |