

Te whaitake o te Taura Whakahaere ki ngā Ākonga Whaikaha | What the Operating Model means for disabled learners

Nau mai | Welcome

We've been given a once in a lifetime opportunity to reimagine and build a world-class vocational and on-the-job learning system for Aotearoa New Zealand that has ākonga, learners, at the centre.

'Whakairohia he toki, tāraia te anamata' which literally means 'Fashion an adze, carve out the future'. This purposefully authored Te Pūkenga whakatauākī (proverb) captures the essence of our collective Te Pūkenga vision.

Furthermore, our Te Pūkenga Whakatauākī inspires us to come together and work as one for the benefit of our ākonga. This includes our Te Tiriti o Waitangi partners, our network staff across the country, our employers and our community.

When we come together, we can give our learners the best possible head-start in gaining satisfying work now and into the future.

Our proposed Operating Model

The first stage is to create an Operating Model for Te Pūkenga.

This is the framework that describes how Te Pūkenga will operate in the future.

The proposed Operating Model describes the future experience that learners, employers, staff and iwi, hapū and Māori will have and how we, as a network, will advance equity and address inequity, especially for Māori, Pacific, and disabled learners.

We want to gather your whakaaro (feedback) about our proposed model.

The model does not confirm our new organisational design and structure, how we govern ourselves or what our regions are.

We'll come to you again both later this year and next year and ask for your whakaaro as we progress our design mahi and the structure of Te Pūkenga together with you.

Hei whakamārama Description of our whakatauākī

The most well used and highly prized tool of the pre-European Māori world was the toki or the adze. This implement was used to fashion waka, build houses, fell trees and even create other tools. So prized was the toki that there are many Māori proverbs that speak of its application and even people who were seen as proficient in various activities were called 'toki.'

The notion of toki aligns with the name Te Pūkenga which also means to be proficient or skilled in particular roles. By including the word whakairohia in the first part of the sentence, this phrase is encouraging people to upskill themselves, or equip themselves with the relevant tool. The second part of the phrase is about the future. The word tārai means to fashion, shape or sculpt and anamata is the future. Therefore the phrase as a whole is about encouraging people to prepare themselves with a skillset that will help us all to shape the future.

Homai ōu whakaaro | Share your voice by:

Visiting: yourvoice.tepukenga.ac.nz

Emailing: yourvoice@tepukenga.ac.nz

The proposed Operating Model is available at tepukenga.ac.nz/opmodel

Engagement is open from 18 October to 8 November.

Tiro wawe: He aha tōna whaitake ki a koe?

At a glance: What does this mean for you?

- You'll be able to learn in environments where access to information, communication, and physical spaces will consider your needs and all learners with different impairments
- Staff will confidently provide online and other kinds of learning, support, tests, exams, and assessments for learners with different impairments and who use assistive technology
- Your voice will inform the decisions we make, particularly regarding the environments and resources that will be available to you as a learner
- Equity of access, opportunity and outcomes will take top priority whenever your learning and career journey is considered
- The resources, spaces, information, and technology that you use will be designed with you as the learner at the centre
- Your experience will be seamless between classroom, online and on-the-job, recognising you may need additional support to make this a reality.

Ōna taipitopito: He aha tōna whaitake ki a koe?

In detail: What does this mean for you?

Te Pūkenga is a 'disability confident' organisation

"The tutor said I should do things myself, but if I had been able to get help with the keyboard that would have been better."

It's more important to have some understanding around how people with different abilities and impairments learn. Some learners told us it took up to a year for tutors to understand their needs and start to try to help.

Te Pūkenga is designed to meet the unique needs of you and other disabled learners. We will create enabling environments through access to information, communication, and physical spaces and tools that consider the needs of learners with different impairments. Our 'learner at the centre approach' to everything that we do will mean greater support and training for staff and employers so that they are disability-confident and can meet your needs.

Our staff will be confident with providing online and other modes of learning, support, tests, exams, and assessments for you and other learners with different challenges and who may need to use assistive technology. We will prioritise making sure that staff are resourced properly and recognised for the important role that they'll play during your learning journey.

We know that supporting your wellbeing requires a new and informed approach. Taking a whānau-centred approach, we'll create special functions that'll support your wellbeing in real and life-changing ways.

We know we need to help you build strong connections with your whānau, your communities, and your peers. We will enable and empower our staff around the network and motu who understand your needs to make the right decisions to support your wellbeing.

Our Te Pūkenga Community Facilitators and Every Step of the Way service concepts have been designed to enable you to access immediate and proactive support that gives you confidence and helps you feel determined and able to succeed.

Your voices are heard

'I feel like by ticking that box I would be 'cast aside' and people will automatically assume I can't achieve'

Many learners don't access support until later in their study, or they don't seek support at all. Often, impairments go unacknowledged, despite obvious difficulties, and life-changing accommodations are never put in place.

Our model is designed to support you and your whānau to share with us so that your voice informs the decisions we make, particularly regarding the environments and resources available to you as a learner. Areas like strategy and planning and funding and investment will be informed by the feedback and insights that you share with us.

Your voice will be heard and reflected in the environments you are in and the teaching and learning you experience. Expertise in service design and co-design is an important feature in the new Operating Model. We believe that by empowering and involving you in design and decision-making we can create a learning environment that is safe for you to thrive in.

Te Pūkenga is innovative and accessible

Learners with impairments have said they don't get the information they need to know how the course will fit their needs. They say they need more accessible technology; disabled learners need support to develop their digital skills to be successful.

Access and opportunity for all is the key thought behind our approach to your learning and career journey. Our collective impact approach will enable us to work alongside and pull together the resources and expertise of community partners, government agencies and disability advocate groups (as examples). This will focus efforts on our priorities, transformative projects and innovative ideas across the network.

Our service design and co-design expertise and functions have been embedded into the model so that the resources, spaces, information, and technology that you use have been designed with you as the learner at the centre. We want to maximise the use of digital and blended delivery (face to face and digital) that considers your impairment and assistive technology needs. You will see this in how our Mātauranga Innovation Hubs, Te Pūkenga Community Facilitators and Every Step of the Way service concepts have been designed.

We want your experience to be seamless between classroom, online and on-the-job, but we recognise that you may need additional support to do so.

Homai ōu whakaaro | Share your voice

We want to hear your feedback, comments and ideas. The main questions that we have are below, however, we invite your feedback on anything that's important to you regarding the proposed Operating Model. Share your voice at: yourvoice.tepukenga.ac.nz

Ngā pātai | Questions

Sharing your thoughts on the below questions will help us finalise the Operating Model which will go to the Minister of Education for endorsement in December this year.

Ako networks

Ako networks are formal networks of teams who come together to use their knowledge, skills and competencies to support delivery of vocational and on-the-job learning, including degree and postgraduate programmes.

- Do you have any feedback on the proposed ako networks?
- How do you think they will position Te Pūkenga to better deliver to ākonga and employers?
- What will be the key challenges that we will need to overcome?

Proposed functions

The proposed Operating Model presents the proposed functions of Te Pūkenga and how they are grouped to transform the way vocational education is delivered in Aotearoa New Zealand.

- Do you have any feedback on the proposed functions?

Categorising the functions

In the Operating Model, we have categorised functions in one of two ways to describe if they are a 'single hub network' function or 'distributed delivery' function. Single hub network functions aim to maintain consistency, cost effectiveness and driving quality at scale. Distributed delivery functions will be close to where the service is provided so they can be responsive to learners, their whānau, employers and regional needs.

- Do you have any feedback on the way we have categorised functions as either a single hub network function or distributed delivery function?

Giving effect to Te Tiriti o Waitangi

The proposed Operating Model must reflect Māori-Crown relations in order to give effect to Te Tiriti o Waitangi in governance, management and operations, acknowledge Māori leadership in regional development, and achieve equitable outcomes for ākonga Māori – Māori learners and their whānau, and is fundamental to the way we will all work to achieve equity between peoples in opportunity and outcome.

- Do you think our proposed Operating Model does enough to achieve this?
- Are there other things you think we should be doing? (whether that's as teachers, employers or learners)?

Equity between peoples in opportunity and outcome

The proposed Operating Model must reflect that equity and Inclusion are core principles of our organisation. It must enable us to advance and achieve equity for our learners and their whānau and staff - in both opportunity and outcomes.

- Do you think our proposed Operating Model does enough to achieve this?
- Are there other things you think we should be doing? (whether that's as teachers, employers or learners)?

Responding to ROVE

Our Operating Model outlines what we will do and how we could be organised to deliver on our vision and the objectives of the Reform of Vocational Education (RoVE).

- Is there anything you would change about how the model brings to life the objectives of the RoVE reform?

Regional Collective Impact

The proposed Operating Model sets out the exciting and intentional inclusion of working collaboratively within the regions with other regional and community partners (such as Regional Skills Leadership Groups, Ministry of Social Development, Ministry of Business, Innovation and Employment, kura and schools, community organisations).

- What opportunities do you consider there are for our learners, employers and even your own mahi in building this engagement with key regional partners?

General comments about the proposed Operating Model

- Do you have any other comments you'd like to share about the proposed Operating Model?

General comments about Te Pūkenga

- Do you have any other comments you'd like to share about Te Pūkenga and the direction we're taking?