Ākonga Voice Framework

TOI-OHOMAI
Institute of Technology



Ākonga Voice Framework

Intent

Toi Ohomai commits to working together with ākonga as partners in decision making that enhances quality of learning and teaching, ākonga experience and outcomes.

Through honest and transparent communication ākonga will have equitable opportunities and a variety of avenues to contribute to the decisions that influence their learner journey and learning success.

At the heart of effective ākonga partnership is a commitment by all Toi Ohomai whānau (kaimahi and ākonga) to work together to attain optimal learning experiences.

Toi Ohomai also recognises the importance of supporting strong ākonga leadership and ensures that ākonga and kaimahi have appropriate training to be able to contribute as partners in institutional decision making and governance.

Scope

The scope of this framework includes the individual and collective perspectives and experiences of ākonga within the context of their teaching, learning, engagement and wider learner journey experiences.

This includes:

- Providing and promoting opportunities for consultation, feed back and contribution to decision making via formal and informal means
- Providing opportunities for co-design
- Providing equitable opportunities that ensure diverse ākonga perspectives are sought and responded to
- Establishing clear pathways for closing the loop on ākonga feedback

The framework is not intended to apply to:

- Ākonga work submitted for assessment or Ākonga' participation in research as subjects

Guiding Principles

Toi Ohomai Ākonga Voice Framework is underpinned by our institutional values of Toitūtanga, Manaakitanga, Whanaungatanga and Kotahitanga. The values do not stand alone and have equal and enduring value and importance. The table below illustrates the framework alignment to each value.

TOITŪTANGA	MANAAKITANGA	WHANAUNGATANGA	KOTAHITANGA
Using structured and purposeful formal and informal processes to obtain ākonga voice	Actively seeking and valuing perspectives from learners of diverse cultural backgrounds, varying abilities, and those whose voices are less frequently heard.	Building a culture of Trust and Partnership where ākonga feel comfortable sharing honest views	Enabling avenues for codesign and institutional representation for a partnership approach to continuous improvement
Valuing and acting on feedback and closing the loop with transparency.	Aligning with strategic goals to connect ākonga voice to institutional priorities, equity and inclusion, teaching and learning and engagement.	Positioning ākonga at the centre of their learning, as partners in determining their learning experience	Embedding ākonga voice in day-to-day teaching delivery, learning and support experiences
Implementing visible changes where possible	Empowering kaimahi and ākonga to fully participate in, and facilitate Ākonga voice through professional development opportunities	Ensuring inclusive and representative participation in ākonga voice opportunities.	Ensuring opportunities and pathways for obtaining ākonga voice are inclusive of cultural preferences
Utilising technology and systems strategically, where digital tools provide for real-time feedback			
Using evidence and data thoughtfully to provide Quantitative and Qualitative insights to ākonga perspectives			

Ākonga voice is obtained through both formal and informal avenues, providing multiple opportunities for ākonga to give feed-in and feed-back. This ranges from ākonga to kaimahi kōrero, and check-ins, through to formal institute surveys and specific focus surveys, ākonga representative bodies, online submission portals, formal complaints and appeals processes.

Appendix A: Approaches and Success measures

Appendix B: Mechanisms for capturing and responding to ākonga voice at Toi Ohomai

Appendix A: Approaches and Success Measures

Focus	Approaches	Success Measures
1. Build a Culture of Trust and Partnership	Create psychological safety so ākonga feel comfortable sharing honest views. Position ākonga as partners in learning, not just recipients of education. Sharing our commitment to partnership and upholding Toi Ohomai values. Modelling respect, Active listening and responsiveness.	Increased survey participation rates Increased attendance and participation across engagement activities. Learner survey identifies ākonga are confident to provide feedback.
2. Ensure Inclusive and Representative Participation	A range of opportunities ensures ākonga voice includes: Diverse cultural backgrounds. Different ability levels. Underrepresented or quieter ākonga. Avenues include formal surveys, Focus groups, Informal conversations, Open-time digital platforms. Class representatives and Student Council	Increased membership and attendance across representative bodies . Increased participation rates across engagement activities. Priority advisory groups are established and meet bi-monthly. Participation in feedback is representative of the ākonga demographics.
3. Embed Ākonga Voice in Everyday Practice	Formal and informal mechanisms are utilised to collect ākonga voice. Clearly promoted communication paths. Examples: First impressions and quarterly pulse surveys. Online and on campus options Ākonga voice physical boxes. Ākonga representation in decision-making forums (examples, committees, councils). Regular cohort-kaiako check-ins providing opportunities for anytime feedback.	School Academic Quality Committee actions completed. Survey completion rates. Bi-monthly “You Said, We Did”. Closes out student voice actions.
4. Use Structured and Purposeful Processes	Policies and process are clear about what feedback is being asked, why it matters and how it will be used. Pastoral Care Code alignment becomes a separated line of its own.	Policies are easily accessible for ākonga. Ākonga survey identifies ākonga know where and how they can access ākonga voice channels. Pastoral Care Code clauses are all met as compliant or exceeds.

5. Act on Feedback (Close the Loop)	Implement visible changes where possible. Clear and regular reporting “You said - We did”.	Survey questions identify awareness of “You Said, We Did”. Specific individual and group feedback is closed off with reporting back to the individual or group. Loop reporting is accurately updated monthly .
6. Empower Staff to Facilitate Ākonga Voice	Professional development opportunities. Pastoral Care Code training.	Kaimahi training and professional development records. 80% of all teams have attended Pastoral Care Code training.
7. Align with Strategic Goals	Ākonga voice informs institutional priorities, inclusive of Māori Success, Equity and Inclusion, Teaching and Learning and the learner journey.	Self assessment reviews include reporting of ākonga voice received, actions closed off and impact.
8. Use Evidence and Data Thoughtfully	Qualitative and Quantitative feedback data is used to inform continuous improvement	Bi-monthly institutional review and analysis of student voice identifies patterns and trends and informs continuous improvement
9. Leverage Technology Strategically	Technology is utilised to provide easily accessible feedback avenues that enable anonymous input, real-time feedback, polling and engagement examples.	Feedback is representative of all ākonga demographics Ākonga survey identifies ākonga know where and how to access ākonga voice channels
10. Monitor, Reflect, and Improve	Annual reviews analyse the effectiveness of student voice methods and processes. ‘You Said We Did’ is utilised to clearly identify feedback themes, improvement actions and impact.	Annual reviews clearly identify improvements made to attaining ākonga voice and identify ongoing actions for continuous improvement.

Appendix B: Mechanisms for Capturing Ākonga Voice at Toi Ohomai

Type of ākonga voice capture	Engagement method	Closing the loop
Formal mechanisms		
Learner surveys: • first impressions • institutional surveys • check point wellbeing pulse surveys	All ākonga are encouraged to complete the formal open-timed, on-line Learner Survey. Online Quarterly Pulse wellbeing surveys.	Ākonga Voice Working group collates themes and recommends actions. "You Said, We Did" updates to cohorts "You Said, We Did" site on Toi Ohomai web page
Programme and tutor evaluations	One programme level survey for each occurrence.	Programme managers collate themes and recommend actions. "You Said, We Did" updates to cohorts "You Said, We Did" site on Toi Ohomai web page
Tell Us	Tell Us complaints, concerns and compliments accessed via Toi Ohomai website	Tell Us feedback is recorded, actioned and closed off. Submitter is informed of progress and outcomes if requested. Formal complaints go through the complaints process as per complaints policy. Themes collated and added to "You Said, We Did" as appropriate
Ākonga Voice Feedback Portal	Open timed, accessible to all enrolled ākonga.	"You Said, We Did" updates to cohorts "You Said, We Did" site on Toi Ohomai web page
Toi Ohomai Hub Ākonga/Student Voice Tile	Toi Ohomai Student Hub site	Ākonga Voice Working group collates themes and recommends actions.
Class representative hui – in person on each campus	Programme Representative Hui 4 hui per year per School	Programme managers collate themes and recommend actions. "You Said, We Did" updates to cohorts "You Said, We Did" site on Toi Ohomai web page as appropriate
Regional voice – Regional ākonga rep meetings	Ākonga representative Hui 4 hui per year per regional campus	Programme managers collate themes and recommend actions. "You Said, We Did" updates to cohorts "You Said, We Did" site on Toi Ohomai web page as appropriate

Ākonga Body/Council	To be established 2027	Monthly reports in ākonga newsletter
Priority group Ākonga Representative bodies	To be established 2027	Monthly reports in ākonga newsletter
Informal Mechanisms	**As per Process**	**Closing the loop**
Direct informal feedback given by ākonga to kaiako and other kaimahi.	Programme best practice. Not formally captured but is uplined as needed.	Schools add to "You Said, We Did" page in Google/ Moodle pertinent to their cohort.
Degree monitoring ākonga feedback group.	Inclusive of specific programme regulations. Degree monitors meet with ākonga and record feedback.	School Academic Quality Committees record monitor feedback and action plans. Degree Monitor reports. Schools add to “You Said, We Did” page in Google/ Moodle pertinent to their cohort.
Ākonga Experience Inbox	Feedback collated and recorded by Ākonga Success administrator.	Ākonga Voice Working group collates themes and recommends actions. “You Said, We Did” site on Toi Ohomai web page as appropriate.
Ākonga Experience voice boxes all campuses	Specific requirements and actions are sent to team managers for action. Campus located Ākonga Voice boxes across campuses. Recorded by Ākonga Success administrator. Specific requirements and actions are sent to team managers for action.	Ākonga Voice Working group collates themes and recommends actions. “You Said, We Did” site on Toi Ohomai web page as appropriate.
In class Check points A range of in-class informal opportunities.	Programme and Team best practice.	“You Said, We Did” page in Google/Moodle pertinent to their cohort.
MPTT and Support Teams Hub and workshop feedback channels/		
Other Emails Other Verbal feedback		“You Said, We Did” site on Toi Ohomai web page as appropriate.