

## **BOARD OF DIRECTORS**

**Date:** Friday 26 November 2021

**Time:** 10.15-10.45am: Health Safety and Wellbeing  
10.45-11.00am: Morning Tea Break  
11.00-12 noon : Open and Closed Agendas

**Venue:** Via Teams

**Directors:** Cathy Cooney (Chair), Ripeka Evans (Deputy Chair), Leith Comer, Tania Hodges, Niwa Nuri Ngaroma Tahana

**Company Secretary:** Anthony Robertson

**Board Secretary:** Valda Bryson

**In Attendance:** Leon de W Fourie (Chief Executive) and Toi Ohomai Management

### **HEALTH, SAFETY AND WELLBEING**

**10.15-10.45am**

***Garth Gulley: Te Pukenga Health, Safety & Wellbeing Lead***

### **OPEN AGENDA**

**11.00 – 11.40am**

<b>Item</b>	<b>Subject</b>
<b>1.</b>	Karakia
<b>2.</b>	Welcome/Apologies
<b>3.</b>	Register of Interest / Declaration of Conflicts
<b>4.</b>	Confirmation of the Agenda and call for minor items not on the Agenda
<b>5.</b>	Minutes from the previous Toi Ohomai Institute of Technology Ltd Subsidiary Board Meeting – 29 October 2021 - (Open Section of meeting)

6.	Actions / Matters Arising from the previous meeting (29 October 2021)
7.	Reports: 7.1 Chair of Board 7.1.1 Te Kāhui Mātauranga and Te Pūkenga Hui, 3 November 7.2 Chief Executive Report 7.3 Academic Committee 7.4 Financials 7.5 Health and Safety & Wellness
8.	Board Work Plan: 8.1 Māori Success Strategy 8.2 Marketing & Communications Strategy 8.3 Teaching and Programme Survey
9	General Business

*Resolution to exclude the public and move into the confidential agenda:*

*It is resolved that the public be excluded from the agenda items noted as confidential to ensure the board members can maintain effective conduct of public affairs through the free and frank expression of opinions; carry out commercially sensitive discussions and activities without prejudice or disadvantage; and prevent disclosure or use of information for improper gain or improper advantage.*

*It is further resolved that the minute taker and members of the Toi Ohomai Institute of Technology Limited executive and management who are in attendance at this board meeting be permitted to remain during the confidential section of the meeting because of their knowledge on the matters to be discussed or administered during the confidential section of the meeting.*

*This resolution is made in reliance of section 48(1)(a)(ii) Local Government Official Information and Meetings Act 1987 and sections 9(2)(g), 9(2)(i) and 9(2)(k) Official Information Act 1982.*

## CLOSED AGENDA

11.40am - 12 noon

Item	Subject
1.	Minutes from the previous Toi Ohomai Institute of Technology Ltd Subsidiary Board Meeting (Closed Section of Meeting) – 29 October 2021
2.	Actions/Matters Arising from the previous meeting
3.	Finance, Audit and Risk – key themes and/or decision from FARC meeting, 26 November 2021
4.	Issues and Advocacy Register
5.	Performance Monitoring – KPI Report
6.	General Business

*Meeting with Te Kāhui Mātauranga to follow*

# KARAKIA

## What are Karakia?

Karakia are *prayers or incantations*. They are generally used to ensure a favourable outcome to important events and undertakings such as tangihanga, hui, unveilings etc. however they can cover every aspect of life. For example; welcoming the dawn and farewellling the day, to ensure a safe journey, for different types of illness when undertaking *tā moko* (tribal tattoo), when carving wharenoa or waka and more. Karakia in their true essence are ritual chants invoking spiritual guidance and protection.

With the introduction of Christianity to NZ in the 19<sup>th</sup> Century, new karakia were written to acknowledge the Christian God and Jesus Christ. These karakia have been used since that time however there is a current move towards using more traditional karakia (which were often chanted or sung) which call upon many of our *Atua* (Gods/Guardians) for direction; these karakia are poetic and full of beautiful imagery and metaphor. It is important however to remember that there are not always appropriate English words which can fully reflect the essence of the Maori words used often literal translations need to be considered metaphorically.

## TRADITIONAL KARAKIA TIMATANGA:

<b>Whakataka te hau ki te uru</b>	Cease the winds to the west
<b>Whakataka te hau ki te tonga</b>	Cease the winds to the south
<b>Kia mākinakina ki uta</b>	Let the breeze blow over the lands
<b>Kia mātaratara ki tai</b>	Let the breeze blow over the ocean
<b>E hī ake ana te atakura</b>	Let the red-tipped dawn come with a sharpened air
<b>He tio, he huka he hau hū</b>	A touch of frost, a promise of a glorious day
<b>Tihei Mauri ora!</b>	

## TRADITIONAL KARAKIA WHAKAMUTUNGA

<b>Unuhia, Unuhia</b>	Draw on, Draw on
<b>Unuhia ki te uru tapu nui</b>	Draw on the supreme sacredness
<b>Kia wātea, kia mama, te ngākau, te tinana, te wairua, i te ara takatā</b>	To clear, to free the heart, the body and the spirit of mankind
<b>Koia rā e Rongo, whakairia ake ki runga</b>	Rongo suspended high above us
<b>Kia tina, TINA! Hui e TAIKI E!</b>	Draw together! Affirm!

## Declaration of Interests for Subsidiary Board Members

### Catherine Cooney

Interest Declared	Nature of Business
Director/Shareholder Kowhai Health Associates Limited	Health, Disability and Community Sector Consultancy
Independent Facilitator, on behalf of the Ministry of Health, Health Workforce Directorate and Toitū te Wairoa WDC	For the development of the Kaiāwhina Workforce Action Plan (unregulated health & Disability sector workforce)
Co-Chair Healthy Families Rotorua	Governance of a community activation approach to support healthy communities. Partnering with Te Arawa Whānau Ora.
Independent Chair InterRAI NZ – Governance Board	Advisory Board on behalf of the Director General of Health. interRAI has a suite of health assessment tools with the key one being assessing the needs of people over 65
Panel Member Health Practitioners Disciplinary Tribunal	Tribunal hearings for nursing cases. (Ministerial appointment)
SINO-NZ Aged Healthcare Association SNZAH – Membership through Kōwhai Health Associates Ltd	SNZAH is a network for the promotion of research, educational programme development and delivery, construction and leadership in the aged healthcare industry across China and NZ. Toi Ohomai Institute of Technology Limited is a lead signatory to SNZAH.

### Leith Comer

Interest Declared	Nature of Business
Chairman Te Mana o Ngati Rangitihi Trust	Te Arawa iwi organization
Chairman Rotorua Golf Club	Organisation that leases part of the Arikikapakapa Thermal Reserve
Chairman Nga Pumanawa e Waru Education Trust	A Rotorua education provider
Chairman Veteran’s Advisory Board	Provide advice to Minister of Defence on support to verterans
Director/Shareholder Rotorua Economic Recovery Task Force	Initiatives to build on Rotorua’s strengths and provide economic recovery following COVID-19

Director/Shareholder CNI Iwi Holdings Limited	An iwi owned forestry company
Director/Shareholder ADC Forest Limited	A private forestry investment company
Shareholder Tukia Group Limited	Tukia A Ngati Rangitahi investment company
Member Oranga Tamariki	Member of CE Complaints Panel

### Ripeka Evans

Interest Declared	Nature of Business
Director, Chair, Northland Polytechnic Limited	Tertiary education Provider
Director, Deputy Chair, Tupu Tonu Investments-Ngapuhi Investment Fund Limited	Crown owned commercial investment company
Chair, Trustee Courageous Conversations Aotearoa Foundation	Racial Equity and Social Justice Education Trust
Member Te Ao Māori Panel, Reserve Bank of New Zealand	Central Bank & Regulator
Ripeka Evans Sole trader	Crown, Iwi and Private Board Governance, Māori Development Strategic Leadership Advice.
Chair FW & A Evans Whānau Trust	Whānau Māori Land & Legacy Asset Trust
Senior Consultant Momentum Consulting Ministry of Justice Te Arawhiti	All of Government Contract Consultancy Provider Policy Advice to Minister of Justice Police Advice to Minister for Māori Crown Relations
Claimant Wai 381, 2260, 2700 Mana Wāhine Kaupapa Inquiry	Waitangi Tribunal Claim in regard to Crown breaches of the Treaty of Waitangi

Married to Materoa Dodd, Council Member, Te Whare Wānanga o Awanuiārangi	Mātauranga Māori Tertiary Education Provider
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### Tania Hodges

Interest Declared	Nature of Business
Managing Director and Shareholder Digital Indigenous com Ltd	Provides consultancy services to providers mainly but not exclusively in the health sector
NZIST Council Member (Ministerial Appointment) effective 1 April 2020	NZ Tertiary Education Provider
Director Waikato Institute of Technology Ltd – effective 1 April 2020	Subsidiary of NZIST
Trustee Whanau.com Trust	Family Trust
Independent Member Waikato Tainui Koiora Strategy Panel	A working group for Waikato Tainui operations focusing on the wellbeing of whanau.

### Niwa Ranji Nuri

Interest Declared	Nature of Business
Chair Te Kopu NZ Limited	Private Consulting Business
Chair Hemi James Robb Whanau Trust	Family Trust holding ancestral Maori land shares.
Chair Taranaki Tona Nuri Whanau Trust	Family Trust holding ancestral Maori land shares.
Chair Hariata Robb – Kawha Whanau Trust	Family Trust holding ancestral Maori land shares.
Accountant Tuhomo Trust	National Maori registration service
Trustee Te Arawa Lakes Trust	Te Arawa Lakes historical claims settlement
Committee Member Lotteries Oranga Marae Committee	Lotteries grants for Marae development
Director Tu Tonu Limited	Physiotherapy rehabilitation centre

Trustee Grandparents Raising Grandchildren Trust	Trust provides support services to grandparent and whanau carers in New Zealand
Ngati Tarawhai Iwi Trust	Treaty Settlement Trust
Rotorua Primary School (Eileen Nuri)	Primary School
Director / Chair Waikato Institute of Technology Ltd	Tertiary Education provider
Director / Shareholder DNA 3 Limited	A business strategy consultancy company
Director Tu Tonu Kai Limited	A café located in Hamilton

#### **Ngaroma Tahana**

Interest Declared	Nature of Business
Partner Kahui Legal	Private law firm
Committee Member Rotoma No.1 Incorporation	Māori land entity in forestry, property and horticulture sectors
Director / Shareholder RML Trustee Company	Property holdings
Trustee Rotoma 1B Education Trust	Investment vehicle for education distributions
Trustee Haroharo 7B 2B 2B Ahu Whenua Trust	Māori land entity for papakainga

**OPEN MINUTES OF A MEETING OF THE BOARD OF DIRECTORS  
HELD ON FRIDAY 29 OCTOBER 2021 AT THE WINDERMERE CAMPUS, TAURANGA**

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**PRESENT:**

**Board of Directors**

Cathy Cooney (Chair)

Ripeka Evans (Deputy Chair)

Leith Comer

Niwa Nuri – *via Teams*

Ngaroma Tahana

**Board support roles**

Anthony Robertson (Company Secretary)

Valda Bryson (Board Secretary)

**IN ATTENDANCE:**

**Executive Team**

Dr Leon de W Fourie (Chief Executive)

Patrick Brus

Dr Ramari Raureti (Te Pūkenga Staff Committee Rep)

Huia Haeata

Bart Vosse

The meeting opened with a karakia following which the People and Culture team joined the Board for a virtual HS&W video of staff reflection on their work-life experiences during the Delta outbreak.

**2. APOLOGIES**

Apologies were received from Tania Hodges.

**3. REGISTER OF INTERESTS/DECLARATION OF CONFLICTS**

Amendments to the register were noted as follows:

Cathy Cooney – Independent Facilitator, on behalf of the Ministry of Health, Health Workforce directorate and Toitū te Wairoa WDC

Leith Comer – Member - Oranga Tamariki CE's Complaints Panel

**4. CONFIRMATION OF THE AGENDA AND CALL FOR MINOR ITEMS NOT ON THE AGENDA**

The agenda was taken as tabled.

**5. CONFIRMATION OF MINUTES**

**Toi Ohomai Institute of Technology Ltd Subsidiary Board Meeting – 27 August 2021**

**Resolution: TOI21/54**

**RESOLVED** that the minutes of Toi Ohomai Institute of Technology Ltd Subsidiary Board meeting held on 27 August 2021 be approved.

**C COONEY / R EVANS**

**6. ACTIONS/MATTERS ARISING:**

**Action 1:**

*Huia to add to the 17 September Te Kāhui Mātauranga agenda discussion around ensuring feedback can continue to be provided, and to indicate whether Management should be in attendance at this meeting.*

Paper was prepared and presented to the Special Board meeting 24 September 2021.  
Meeting of the 17<sup>th</sup> of September postponed due to Tangihanga.

**Action 2:**

*Leon and Cathy to discuss a cross-sector collaborative approach around nursing.*

The CEs across EIT, NorthTec, Toi Ohomai and Wintec have developed a shared agenda of key initiatives to collaborate on, including a cross-sector collaborative approach re nursing. The Board of Directors will be provided with updates in this regard.

There is regular, on-going communication and collaboration between the Toi Ohomai Institute of Technology Nursing team and other ITPs who deliver Nursing programmes.

The Heads of Nursing are also connecting with each other on a regular basis through the Te Pūkenga Nursing Steering Group Committee.

Toi Ohomai has agreed to place Wintec Nursing students, who are unable to complete their practicum placements due to Alert Level restrictions, into placements within our rohe.

The specific Nursing student feedback responses are being analysed by the appropriate managers, looking at year levels where commentary was made, and whether the commentary related to delivery, or Nursing Council regulations that direct/govern the programmes.

It was noted that enrolments for 2022 are looking good, however the issue will be recruitment of appropriate staff to teach in this environment.

*9.40am - Cathy Cooney left the meeting and Ripeka Evans assumed the Chair*

Niwa Nuri queried whether Toi Ohomai had experienced or noticed a negative impact of students not achieving required grades this year due to COVID, which in turn affected their tertiary study. Management responded that at this stage no such trends have been picked up.

**7. REPORTS**

With the Chair needing to take an urgent call, Item 7.1 was deferred. Ripeka Evans, Deputy Chair, continued to lead out in the absence of the Chair.

**7.2 Chief Executive Report**

Dr Fourie presented his report to the Board and spoke to Dr Ramari Raureti's appointment to the Te Pūkenga inaugural Māori Advisory Committee and extended his appreciation for her excellent mahi representing staff and living our values in doing so. Board Members echoed Leon's sentiments and thank Ramari for her generosity and leadership. Dr Fourie then elaborated on the successful online all-staff hui of more than 400 staff, the model providing good engagement with staff and feedback unanimously supportive of this format. Brief discussion then followed on Staff turnover and recruitment issues, with vacancies currently sitting at around 21. From a risk perspective, Dr Fourie believed Toi Ohomai's turnover figure at 16.8% could increase considerably over the coming months in the run-up to the announcement of the Te Pūkenga organisational structures in April/May next year. He provided clarification on what management is doing to retain talent; plan for succession; build capability; and offering market competitive rates to attract new talent.

*9.46am - The chair re-joined the meeting and resumed the Chair*

The loss of Māori from leadership roles, both within Toi Ohomai and across the sector and the need for a plan led from the top, on building a new network based on the four values, building on both current and new Māori talent was raised. Also touched on was the Tangatarua Marae 25<sup>th</sup> anniversary celebrations, Hydrogen NZ Ecosystem and the impending launch of the I-Site Café.

### **7.3 Academic Committee**

The Academic Committee report was taken as read.

### **7.4 Financials**

The financials as at 30 September 21 were received, noting it was disappointing that Semester 2 had not reached expected levels, due in the main to CoVID-19 and a resultant 30% withdrawal rate. While we are still achieving our domestic budget and numbers are back to the 2019 level, this could have been better. The question was raised as to courses that are over subscribed and how this is handled with the response that additional cohorts have been run and it is only if we haven't been able to recruit staff to teach that this has not been the case. The biggest challenge is that 80% plus of the reasons for withdrawals are not because of what Toi Ohomai hasn't done, but as a result of outside circumstances. Going forward the institution needs to have a greater influence in the community and use partnering leverage to keep learners engaged. Also questioned was what additional programmes can be run between now and the end of the year. Bart Vosse advised that the budget already includes additional training schemes to get to this point. It was noted that the institution has done well to reduce costs, but unfortunately this has not kept pace with the massive drop in international revenue due to border closures.

The big reduction in leadership positions, with Managers picking up multiple roles, has also seen a saving on the bottom line and the Board acknowledged this. Toi Ohomai has cash reserves to currently support this strategy and to date the proposed 2022 budget put forward to Te Pūkenga has required minimal adjustments. At some point it is expected the new unified funding model will catch up, with a phased roll-out starting in 2023.

### **7.5 Health and Safety & Wellness**

The Health and Safety & Wellness report was received with the Chair commenting it had been good to have the HS&W team in attendance prior to the start of the meeting and to hear all the good work that is underway. Credit was also extended in regard to the management of the notifiable incident that occurred at the Waipa Mill and the rapid response to WorkSafe who have now confirmed they will not be investigating the incident further.

#### **Resolution: TOI21/55**

**RESOLVED** that Chief Executive report, together with attachments, be received.

**L COMER / R EVANS**

### **7.1 Chair of Board**

The Board Chair's report was received as tabled.

#### **7.1.2 Board Evaluation Snapshot**

The Chair extended thanks to everyone involved in the Board evaluation process, noting the two considerations in the report, Board connection with stakeholders and increasing Chair communication with Board members between meetings would be actioned in 2022.

#### **Action 1:**

The Chair and Patrick Brus to discuss a Board Stakeholder Engagement and Comms Plan for 2022.

#### **7.1.1 Te Pūkenga Council Updates**

The Te Pūkenga Council Updates were taken as read.

### **7.1.3 Board and Te Kāhui Mātauranga Strategy Engagement Proposal – 26 November**

Following cancellation of the previously scheduled SLG meeting, Wednesday 3<sup>rd</sup> November has now been locked in and due to current COVID restrictions Te Pūkenga have requested that this be an on-line meeting. Ana Morrison, Paki Rawiri and Jack Keogh from Te Pūkenga, will help to facilitate the conversation picking up on the engagement piece around governance at a national and regional level as well as regional arrangements.

A draft agenda for the Strategy Day with Te Kāhui Mātauranga and the Board of Directors on 26 November was received, and an SLG hui has been also been confirmed for Friday 19<sup>th</sup> November.

#### **Resolution: TOI21/56**

**RESOLVED** that Chair's report be received.

**C COONEY / L COMER**

## **8 BOARD OF DIRECTORS - WORK PLAN**

### **8.1 Teaching & Learning Strategy**

It was noted that the Teaching and Learning Strategy is a live document and continually being reviewed to align and prioritise with Te Pūkenga projects.

### **8.2 Sustainability Framework**

Congratulations were extended on the good work in regard to sustainability, believing it was likely to be sector leading.

### **8.3 Semester 1 Educational Performance Report**

The report on Semester 1 Educational Performance was received.

### **8.4 Academic Quality & Assurance Report**

The institution's targeted reviewed is scheduled to be held in May 2022. No category will be awarded being a shorter more condensed version of the last review held in 2017. There will be three focus areas, Learner Support, Learner Assessment Design and Practice and Areas of Strength (maximum of three).

#### **Resolution: TOI21/57**

**RESOLVED** that the Board accept with thanks the Teaching and Learning Strategy, Sustainability Framework, Semester 1 Educational Performance Report and the Academic Quality & Assurance Report, with acknowledgement of the quality and work that sits behind these documents.

**C COONEY / L COMER**

## **9. GENERAL BUSINESS**

### **9.1 Draft 2022 Board work Plan and Proposed Revised Agenda Format**

This item was moved to the In-Committee section of the meeting to enable discussion at the same time as the Operating Model was discussed.

## **RESOLUTION TO EXCLUDE THE PUBLIC AND MOVE INTO THE CONFIDENTIAL AGENDA**

#### **Resolution TO121/58**

**RESOLVED** that the public be excluded from the agenda items noted as confidential to ensure the board members can maintain effective conduct of public affairs through the free and frank

expression of opinions; carry out commercially sensitive discussions and activities without prejudice or disadvantage; and prevent disclosure or use of information for improper gain or improper advantage.

It is further resolved that the minute taker and members of the Toi Ohomai Institute of Technology Limited executive and management who are in attendance at this board meeting be permitted to remain during the confidential section of the meeting because of their knowledge on the matters to be discussed or administered during the confidential section of the meeting.

This resolution is made in reliance of section 48(1)(a)(ii) Local Government Official Information and Meetings Act 1987 and sections 9(2)(g), 9(2)(i) and 9(2)(k) Official Information Act 1982.

**C COONEY / R EVANS**

Chairperson: .....

Date: .....

**ACTIONS– 29 October 2021**

Action	Action	Responsibility
1	The Chair and Patrick Brus to discuss a Board Stakeholder Engagement and Comms Plan for 2022.	Cathy Cooney / Patrick Brus

# Board Meeting –Open

## Open Actions

**29 October 2021**

Number	Actions	Response	Status
Action 1	The Chair and Patrick Brus to discuss stakeholder engagement and comms.	In progress – proposed plan will be drafted and shared with Board members prior to the next Board of Directors meeting	Cathy Cooney / Patrick Brus

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<b>To</b>	Toi Ohomai Board of Directors	<b>From</b>	Cathy Cooney, Chair
<b>Title</b>	Chair's Report	<b>Date</b>	26 November 2021

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**Purpose:** A brief update on matters occurring during November.

### **Te Pūkenga Engagement**

*Te Pūkenga meeting with Chairs and CEOs, 9 November 2021:* This meeting was transferred to an online full day session with progress on the Operating Model being the primary item. Presentations were provided by the Te Pūkenga ELT members covering the extent of engagement with: learners; industry/employers; Māori; PTEs; Unions; Education; Subsidiaries; and online responses. A discussion ensued about the potential for staged integration of ITPs following lessons learned from the staged movement of the Transition ITOs to the newly created WBL Subsidiary. Three have already moved with the next TITO being the manufacturing TITO with a transition occurring in January. It is anticipated that those ITPs who are more advanced with working in a collaborative manner will engage in discussion with Te Pūkenga on what the advantages and risks are of being an early adopter on the transition pathway.

Paki Rawiri provided an update on the engagement process with Iwi with discussion on the national and regional governance options and the proposed operating model being a focus. Engagements have been constructive and are helping shape the future direction. The Te Kāhui Mātauranga engagement with Te Pūkenga occurred 3 November, my thanks to the Board SLG representatives Ngaroma Tahana, Leith Comer and Tania Hodges for your participation in this process.

Notes from the Te Pūkenga meeting with Chairs and CEs along with the presentation slides are available in the Board Teams Channel via these links - [Chairs and CE Meeting](#) and [Presentation](#)

*Te Pūkenga Operating Model – Input of Toi Ohomai to the Consultation Phase:* Sincere thanks to Leon, Valda and the team on consolidating our input from the 29 October Board meeting workshop and then turning the draft around swiftly for our approval. The submission was sent to Te Pūkenga in time for the deadline.

### **Health and Safety Visit, Mokoia 11 November**

In response to the invitation extended by the Health and Safety leadership for Board members to spend time on the campuses to see H&S in action, and to have H&S and wellbeing related conversations with staff, I visited Mokoia Campus 11 November. The H&S Manager on site at Mokoia and a H&S delegate accompanied me. I visited the hair, barber and beauty teams – all of which have classes that are growing in learner numbers and the aspirations and commitment of the tutors was palpable. They really want the very best for their students. The need for more classroom and storage space and for air conditioning were two main areas of need expressed. I also revisited the engineering department to check on progress with the actions being taken since our visit earlier in the year. I was pleased to see more Emergency Stops have been installed and planning for the air quality assessment is underway.

### **Engagement with Te Kāhui Mātauranga**

I welcome the Strategy session with Te Kāhui Mātauranga which will have a focus on responsiveness to the vocational education reforms and the Te Pūkenga network environment as these will rapidly gain pace in 2022. Considering ways TKM and Toi Ohomai can model the mana ōrite partnership established over the past six years and how we can jointly influence during the formative phase of the reform implementation will be an important part of our discussions. We will also spend time assessing progress against the current KPIs and confirming priority KPIs for 2022 to ensure the momentum on delivery for learners and iwi aspirations is not lost in these times of change.

**RECOMMENDATION:** That the Board **Receive** the Chair's update for November 2021.

## Agenda Item 7.1.1

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<b>To</b>	Toi Ohomai Board of Directors	<b>From</b>	Huia Haeata Executive Director Partnerships, Māori Success and Academic Excellence
<b>Title</b>	Te Kāhui Mātauranga and Te Pūkenga Engagement Hui – Discussion Points and Outcomes	<b>Date</b>	18 November 2021

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### **Purpose**

The purpose of this paper is to provide an update on the outcomes of the engagement hui between Te Kāhui Mātauranga and Te Pūkenga held on Wednesday 3 November.

### **Key Discussion Points**

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Key points to note in regards to the engagement hui between Te Kāhui Matauranga and Te Pūkenga are:

- In attendance at the Engagement Hui were: Te Kāhui Mātauranga - Tā Toby Curtis, Karen Vercoe, Donna Gardiner, Missy Lord, Trish Otimi, and Erena Mikaere (Secretariat); and Te Pūkenga – Ana Morrison, Paki Rawiri and Jack Keogh. Toi Ohomai Board SLG members also in attendance were – Leith Comer, Ngaroma Tahana, Tania Hodges, and Huia Haeata (Management).

### *Te Kāhui Mātauranga*

- Tā Toby Curtis opened the hui with strong commentary about the history of colonisation and the (ongoing) negative impact on the educational experiences of Māori learners and communities. As part of this discussion, Tā Toby highlighted the success of Kohanga Reo and other Māori-led mediums that provide the culture, language and Te Ao Māori emotional intelligence lacking within the education system as a whole. In this regard, he posed the question around how tertiary education is reaching into schools and early enough to influence choices about future pathways.
- Toi Ohomai was identified as the tertiary education provider of choice locally. However, there was discussion around the need for more higher-level qualifications, and aligned to local iwi industry and aspirations. Members agreed that meeting the workforce needs of iwi industry was a key priority moving forward i.e. how is Toi Ohomai educating their rangatahi to become the future workforce, managers and governors of their assets?

- Te Kāhui Mātauranga noted a range of kaupapa where iwi could leverage off the scale and expertise across Te Pūkenga moving forward:
  - Iwi workforce succession provision
  - Iwi Learner well-being indicators
  - Flexible learning (particularly in rural areas), and resource local people/iwi to provide study support
  - Access to proven qualifications/programmes from across the whole network
  - A member from Te Kāhui Mātauranga to be at the “Mana Ōrite table” with Te Pūkenga Board
  - Te Pūkenga needs to ensure sufficient resource is invested in the Mana Ōrite Model for it to work effectively
  - Te Pūkenga communications need to resonate with our whānau in order to attract them to engage/study
  - Te Pūkenga needs to support Toi Ohomai with improved intelligence-driven resource to reach our whānau and communities
  - Te Kāhui Mātauranga able to share indicators of learner well-being and success from Iwi Success Measures/KPIs Framework that can be lifted to a national lens and monitored over time for all learners
- Te Kāhui Mātauranga need to discuss how they would like the future landscape of education to look for our rohe, and then will engage with Te Pūkenga.
- Key statement was that Government agencies need to better co-ordinate themselves around iwi, not the other way around. Government entities and names will change, iwi will remain.
- COVID-19 response plans are a significant kaupapa for iwi. Te Kāhui Mātauranga members (Ngāti Ranginui and Tuwharetoa in particular) interested in how Toi Ohomai can assist iwi with training a COVID-19 workforce e.g. whānau at local marae.

### *Te Pūkenga*

- Te Pūkenga (Ana) commented on activity to date for the Partnerships and Equity Directorate, highlighting the focus on trying to scope and understand the ‘lay of the land’. At present, the team, led by Paki Rawiri, is working with tiriti partners to understand what approaches and models are currently in existence and how these could inform what a Te Tiriti Relationship Framework should look like for the network. Key messages for Te Kāhui Mātauranga included:
  - Te Pūkenga want to be an “engagement-easy” organisation, and can be a capability building partner for iwi
  - Te Pūkenga intent to bring the existing relationship agreement with Toi Ohomai across to the network intact. However, there is an opportunity to change and/or enhance to ensure that the needs and aspirations of iwi are able to be realised.
  - Paki shared examples of tiriti partnership models operating in other regions – Tairāwhiti and Ngāi Tahu, however emphasised that Te Pūkenga does not intent to apply a ‘one size fits all’ approach across the whole network.
  - 2022 focus is to build the strategy and relationship framework between iwi and Te Pūkenga.

- Tania (as a Te Pūkenga Council Member) noted that Te Pūkenga is still in the process of developing the future system e.g. operating model. However, she encouraged iwi to focus on their own needs, not the needs of Te Pūkenga – what does iwi need, what are your priorities, how can Toi Ohomai/ Te Pūkenga help implement iwi priorities?

### Actions and next steps

The following actions and next steps were noted by Te Kāhui Secretariat Erena Mikaere from the hui:

1.	Dissemination of hui notes – within a week	Erena and Huia
2.	Co-design Te Pūkenga and Iwi Relationship Framework <ul style="list-style-type: none"> <li>- Emails/invitations to be sent – ongoing</li> <li>- Te Kāhui Mātauranga members to contact Erena if they want to be involved</li> </ul>	Paki Rawiri (Te Pūkenga)  Erena
3.	Te Kāhui Mātauranga to discuss if any changes to Toi Ohomai relationship agreement are required – before February 2022	Te Kāhui Mātauranga
4.	Pull wellbeing indicators from the Toi Ohomai KPI framework to integrate into national monitoring system of Te Pūkenga network – by January 2022	Erena
5.	Te Kāhui Mātauranga to workshop future landscape of education for our rohe – date yet to be determined	Te Kāhui Mātauranga Erena to co-ordinate

In addition to actions noted above, Te Kāhui Mātauranga and Toi Ohomai Board have a strategy session planned for next Friday 26 November. The (draft) agenda has been structured around two key questions:

1. How does Toi Ohomai honour the current Mana Ōrite Tiriti Relationship Agreement while supporting Te Kāhui Mātauranga to influence and contribute to a tiriti partnership approach for the network?
2. How do we continue to make progress/work towards outcomes in 2022 against a backdrop of significant change (and cognisance of other priorities for iwi e.g. COVID-19 response)?

Te Kahui Mātauranga and Toi Ohomai Board SLG members are meeting on the 19<sup>th</sup> of November to confirm the agenda (and associated material if required) for the strategy session. A preparatory paper for the TKM-Board Hui on the 26<sup>th</sup> of November will be forwarded to Board members on the 23<sup>rd</sup> of November.

**Agenda Item 7.2**

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<b>To</b>	Toi Ohomai Board of Directors	<b>From</b>	Leon de W Fourie Chief Executive
<b>Title</b>	CE Report	<b>Date</b>	26 November 2021

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**PURPOSE**

- To provide an overview of key activities and outcomes October – November 2021.
- To highlight key developments, achievements, and opportunities for the Board

**RECOMMENDATION:** That the Board receive the Chief Executive report covering the period 29 October – 30 November 2021.

## People

**Toi Ohomai Culinary Chefs on Seven Sharp!** Our fantastic Windermere-based culinary chefs were visited by Ben Hurley from Seven Sharp. The focus of was putting a fresh spin on some classic Christmas dishes, while staying on budget. It was invaluable exposure for the Institute and our Culinary Arts courses. Watch the video here: <https://fb.watch/9jYEivB3dk/>

**Whakatane Celebration and Vaccination:** Our awesome wider Whakatane team (Dheanna Allison, Toni-Lee Wharewera, Keld Hunia, Huey Rurehe) organised and ran a celebration (BBQ and games) and vaccination day at Whakatane, in collaboration with Te Puna Ora O Mataatua. It was a celebration for students nearing the end of their studies, and an opportunity to get vaccinated.



## Stakeholder Engagement and Building Partnerships

**BoP Rugby Annual Awards:** It was great to be a sponsor for this year's Bay of Plenty Rugby Awards. We were proud to sponsor four categories: The Toi Ohomai U18 Girls Player of the Year, which went to Santo Taumata; Toi Ohomai Female Club Player of the Year, Lisa Egberts from Mount Maunganui; Toi Ohomai Secondary School Programme of the Year, Trident High School; and the Toi Ohomai Secondary School Coach of the Year, Brett Wharewera - Trident High School. Well done to these budding rugby stars.

Find out more here:

[https://www.boprugby.co.nz/newsarticle/109490?newsfeedId=1220239&fbclid=IwAR2\\_hjU4O9Po\\_fXw2gnqfaEZSNopigy5liHsr2kLqellHj7KLMkvutahT8](https://www.boprugby.co.nz/newsarticle/109490?newsfeedId=1220239&fbclid=IwAR2_hjU4O9Po_fXw2gnqfaEZSNopigy5liHsr2kLqellHj7KLMkvutahT8)



**Tauranga Chamber Awards:** In these challenging times, celebrating achievements is more important than ever. Legal tech start-up LawVu, won the Business of the Year Award at the 2021 Annual Tauranga Business Awards; and Real Rad Food who won the Toi Ohomai sponsored Emerging Business category! Under CoVID restrictions, the awards were quite different this year - part digital and part physical with category entrants celebrating in their separate business bubbles, whilst an invited group of 100 sponsors and guests were hosted on-site at Farmer Auto Village. Our Toi Ohomai students again did an amazing job doing the AV for the interviews of the finalists in the various categories.

Read more here: <https://www.tauranga.org.nz/business-awards-2021-winners/>



**Hosting local TITO team:** Carpentry and Construction staff hosted around 15 local and regional BCITO staff for a meet and greet morning tea at Poike campus. A lot of old relationships were rekindled, along with new ones established, and the opportunity to talk about Te Pūkenga and RoVE, industry pressures, and how we all support learners was well received.

**Collaboration with Wintec:** Following a request from Wintec, Bruce McQueen Academic Leader Engineering, went to Kopu to compete delivery for a Level 2 Trades Academy Engineering class. Wintec staff were based in Hamilton and were unable to travel due to COVID restrictions. Bruce finished off the teaching and assessments with the ākonga, enabling them to complete their programme study.

**Good Neighbour Community Project:** Giving back to our communities is one of the ways in which we support and uphold the mana of our region. Last month, we encouraged staff across all our campuses to take part in team community initiatives. Our teams undertook some amazing work for inspirational organisations including Kura Kai, Riding for the Disabled, Women's Refuge, Rotorua Trails Trust, Good Neighbour and Rotorua Whakaora. Check out some photos here:

<https://www.linkedin.com/feed/update/urn:li:activity:6863188354809376768>

**Crankworx:** We were excited to partner with Crankworx again this year. Despite Covid restrictions the team were able to put on a great event for some local and international mountain bikers. The Rotorua event is the culmination of a Crankworx world tour and event coverage is viewed around the world. As a sponsor we provided several vans to help riders transport their bikes around the course. It was fantastic to see locals take out some of the tops spots!



**Stakeholder and Partner Survey:** Unfortunately, this year due to the COVID-19 lockdown and subsequent alert level restrictions the Stakeholder and Partner Survey was unable to be carried out in its usual manner.

Annually we ask our stakeholders and partners to review the institute in line with the Toi Ohomai KPI of: *At least 55% of stakeholders indicate they would be 'highly likely' to recommend Toi Ohomai to business colleague.* Amongst these challenging times the Rotorua BA5 was able to proceed results gathered from our Rotorua Stakeholders.

**64.3%** of Rotorua participants responded that they were **Highly Likely** to recommend Toi Ohomai to a business colleague, and overall more than **86%** are **Highly Likely or Likely** to do the same.



### Learner Centred

**Katrina Shores - An inspirational story:** We know that Toi Ohomai produces some remarkable students and graduates and Katrina Shores is one of those. When Katrina completes her Bachelor of Sport and Recreation this year, it will mark the culmination of a 25-year journey that's featured disappointment, parenting, health issues, and new goals. Her life experiences and top-level sports results prompted Toi Ohomai to award her the rare honour of two High Performance Sports Academy scholarships. Read more about Katrina's inspirational story here: <https://bit.ly/2Zlp1c7>



## Innovation and Supporting Innovation

**Te Pae Tata Cultural Consciousness Launch:** In a bid to truly embody our values and become a more bicultural organisation we recently launched Te Pae Tata Cultural Consciousness website. This is a learning and development website that reflects our commitment to being a culturally conscious organisation. Staff are able to explore what cultural consciousness means and how you can incorporate it into your work every day, with resources and training opportunities. Read more here:

<https://www.linkedin.com/feed/update/urn:li:activity:6863655152679829504>



**Enlighten Research publication:** This year, the publication features researchers whose work carried on during lockdown, despite the pressures of online teaching and the need to support students through difficult circumstances. Their work demonstrates the applied nature of much of our research and the value of research that underpins teaching practice. All of the staff members included in this edition have also exemplified leadership in extending their research to include less experienced researchers, often from other disciplines. Read it here: <https://www.calameo.com/read/00238653096223eeeb622>

**Te Arawa Holdings Partnership:** Te Arawa Group Holdings, EMA, Toi Ohomai and MSD collaborated in late 2020 to deliver the Certificate in First Line Management Level 4 to 150 staff impacted by COVID –19. This partnership continued in 2021 and a total of 98 impacted staff participated in this training. We are really pleased to share that 92 staff have secured alternative employment with 75 finding employment in other industries.

## Sustainability

**Risk Management Framework:** Te Pūkenga have just released an updated version of the Risk Management Framework (a copy of which has been placed in your Teams site in your Risk Management channel [here](#)). There are no significant changes which impact on how we manage risk per se. The specific changes of note include:-

1. Amendments to the 'Risk Appetite Statement' stated in paragraph 3.2 below which includes three new statements, including:
  - a) any risk that could compromise Te Pūkenga (at a group level) operating in a financially responsible manner;
  - b) a risk of failure to meet obligations under any aspect of the legislative and regulatory framework;
  - c) risk in respect of any matter that could impact on our ability to work collaboratively.
2. Risk tolerance amended to consider: Learner and academic, People and culture, and project performance.
3. Section 8 – 'Governance, Risk and Compliance Technology Platform' now refers to the Protecht ERM software as enterprise risk management system. The Risk Team will engage with the Risk Champions over time in relation to the roll out of this software and consequent training.

There is also a change to the risk matrix which did have 4 categories of risk (low, medium, high, very high) and now has 5 categories (very low, low, medium, high, very high) - i.e. low has been split into very low and low.

### **EXTERNAL STAKEHOLDER AND INTERNAL STAFF ENGAGEMENTS**

(A summary of CE's key engagements during November 2021)

<b>November</b>		
01	Te Pūkenga	Stephen Town, Chief Executive
01	ITPI Directors	Will Tregidga, Chair
01	Toi Ohomai Cultural Consciousness Te Pae Tata - Senior Leadership Team Launch	Toi Ohomai Senior Leadership Team
02	Te Pūkenga Council	Murray Strong, Chair and Council Members
02	Toi Ohomai Change Leadership Team	Change Leadership Team Members
03	Te Pūkenga Joint Chief Executives Workshop	Subsidiary, WBL and TITO Chief Executives
04	Wintec	Dave Christiansen, Chief Executive
04	ENZ	Euan Howden, Director of Innovation
04	Tertiary and International CoVID Stand-Up	Sector representatives
05	International Education Strategy Workshop	Sector representatives
05	APAC-TVET – Presentation by Leon	Global Webinar
06	BoP Rugby - Zespri Annual Awards	Mike Rogers, Chief Executive
08	International Education Strategy Workshop	Sector representatives
08	International Education Peak Bodies Alliance	Various international education sector leaders
08	Toi Ohomai Board of Directors	Cathy Cooney, Chair
08	Staff engagement – Potential Library move	Toi Ohomai Staff
08	BoP Rugby – Toi Ohomai Governance	Mike Rogers, Chief Executive
08	Wintec	Dave Christiansen, Chief Executive
08	Tertiary and International CoVID Stand-Up	Sector Representatives
09	Te Pūkenga	Stephen Town, Chief Executive

09	Rotorua Business Chamber Board	Chamber Board Members
09	Te Pūkenga Subsidiary Chairs and CEs Workshop	Subsidiary Chairs and Chief Executives
10	Audit-NZ	Clarence Susan, Director
10	ENZ Global Webinar – Presentation by Leon	International Education Agents
10	Toi Ohomai Cultural Consciousness Te Pae Tata - Staff Launch	Toi Ohomai Staff
10	ENZ	Paul Irwin, General Manager
11	ENZ Global Webinar – Presentation by Leon	International Education Agents
11	Te Manuka partnership hui	Te Taru White, Chair Te Tatau o Te Arawa
11	University of Waikato	Alister Jones, Senior Deputy Vice-Chancellor
12	Student Engagement – Potential Library Move	Bachelor of Social Work students
12	Tauranga Business Awards	Chamber Board Members & Community Leaders
12	Priority One	Nigel Tutt, Chief Executive
15	International Education Peak Bodies Alliance	Various international education leaders
15	International Education Strategy Workshop	Sector representatives
15	Tertiary and International CoVID Stand-Up	Sector representatives
15	Tata Technologies	Ramanan Ramanathan, Mission Director AIM Sudha Palit, Trade and Enterprise Senior Business Development Manager
15	G2G	Sushrutha Metikurke, Commercial Manager
16	BoP Rugby – Toi Ohomai Governance	Mike Rogers, Chief Executive
16	Wintec	Dave Christiansen, Chief Executive
16	Te Pūkenga Subsidiary hui	Subsidiary Chief Executives
17	International Education Strategy Workshop	Sector representatives
17	Te Manuka partnership hui	Te Taru White, Chair Te Tatau o Te Arawa
18	Tertiary and International CoVID Stand-Up	Sector representatives
18	Government of Maharashtra	Ralph Hays, New Zealand Consul General Trade Commissioner to India
19	Te Kahui Matauranga	Iwi leadership
19	Toi Ohomai – New Horizons for Women Trust, Charity Golf Day	Various stakeholders and partners
22	National Party	Todd Muller, MP Penny Simmonds, MP
22	International Education Peak Bodies Alliance	Various international education leaders
22	Tertiary and International CoVID Stand-Up	Sector representatives
24	Te Pukenga Subsidiary CE meeting	Chief Executives
24	IDP	Various IDP Agents

25	Te Manuka partnership hui	Te Taru White, Chair Te Tatau o Te Arawa
25	Eastern Bay of Plenty Workforce Development	EBOP Workforce Development Board Members
25	Tertiary and International CoVID Stand-Up	Sector representatives
26	Finance Audit & Risk Committee Meeting	FARC Members
26	Toi Ohomai Board of Directors	Board Members
29-30	All Staff Hui at various campuses	Toi Ohomai Staff

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<b>To</b>	Toi Ohomai Board of Directors	<b>From</b>	Leon de W Fourie Chair, Academic Committee
<b>Title</b>	Academic Committee Report	<b>Date</b>	26 November 2021

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During this reporting period Academic Committee met on 21st October 2021. A brief overview of discussion from this meeting.

21<sup>st</sup> October 2021

- Concern and Complaints Report will be submitted January 2022 for the six months to 30 June 2021 to 31 December 2021. The tracker has been updated to include categories for complaints regarding enrolment, facilities, in classroom issues, health and safety, graduation and other. It is hoped that this will provide a better overview/analysis of complaints being reported to [Tellus@toiohomai.ac.nz](mailto:Tellus@toiohomai.ac.nz).
- Update provided on TEER. Review date is now May 2022. Further information will be provided after end of year meetings. Resources are being reviewed to ensure all staff are on board with this TEER. Focus areas are yet to be determined.
- Academic Committee Governance Self-Assessment review undertaken. Assessment template to be completed.
- Updated process for Programme Self-Assessment was reviewed. Process highlighted the importance of onboarding induction for new staff.
- Approval of Third and Subsequent Enrolment with faculty recommendation. MECH6005 Engineering Management, Programme of Study NZ2612 NZ Diploma in Engineering (L6) with strand in Mechanical Engineering.
- Decline of Third and Subsequent Enrolment with faculty recommendation to decline upheld. MECH4003 Mechanics, Programme of Study NZ2612 NZ Diploma in Engineering (L6) with strand in Mechanical Engineering
- Review of Research Committee, Academic Programme Management Committee and Learning Quality and Standards Committee Minutes and summaries.
- Academic Committee received reports from Learning Quality and Standards Committee which include the Graduate Destination Survey Report, Programme and Teaching Survey Report and Kaiako Success report.
- Update received for Te Pōari Akoranga Te Pūkenga Academic Pānui.
- Terms of References for Academic Committees in 2022 are to be reviewed.

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<b>To</b>	Board	<b>From</b>	Anthony Robertson
<b>Title</b>	Financials	<b>Date</b>	16 November 2021

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**Purpose**

The purpose of this paper is to provide a key indicator summary of the actual financials for 2021 as at 31/10/21. Detailed management accounts can be found [here](#)

**Key Points**

Key Performance Indicators	Year to Date			Full Year		
	Actual	Budget	Prior Year	Budget	Forecast	Prior Year
Income (\$m)	\$ 73.0	\$ 75.3	\$ 79.4	\$ 86.0	\$ 83.5	\$ 91.1
Expenditure (\$m)	\$ (72.8)	\$ (76.5)	\$ (73.2)	\$ (92.3)	\$ (91.0)	\$ (91.8)
Operating Surplus (Deficit) before exceptionals (\$m)	\$ 0.2	\$ (1.2)	\$ 6.2	\$ (6.4)	\$ (7.5)	\$ (0.7)
Operating Surplus (Deficit) before exceptionals (%)				-7.4%	-8.9%	-0.8%
Staff Costs : Income				66.1%	68.4%	62.9%
Cash and Bank Balances at Year End				\$ 18.0	\$ 15.0	\$ 27.5
Net Current Assets (working capital)				\$ 4.0	\$ 6.7	\$ 15.6

**Year-to-date Performance**

- Operating surplus is \$1.4m better than budget deficit – both income & costs are lower predominately due to international activity and prudent cost saving
- Operating surplus is lower than prior year because prior year benefited from high international income at start of the year

**Full Year Budget & Forecast**

- We are forecasting a worse (higher) operating deficit than budget by the year-end because of:-
  - only slightly higher domestic EFTS / income
  - lower international EFTS / income (because not expecting borders to be open by year-end)
  - higher staffing costs (to deliver higher domestic EFTS) offset by:-
  - lower non-pay costs because of lower international activity & other cost savings
- Cash balances are forecast to be slightly lower than budget because of reduction in operational performance and forecast reduction in income in advance – see net current assets (working capital) below for true viability indication
- Cash balances are budgeted and forecast to be lower than prior year end balance as prior year-end balance benefited from high income received in advance & 2020 capex carried forward into 2021
- Net current assets (working capital) are forecast to be better than budget as a result of better 2020 year-end out-turn but lower than last year as some of the cash for 2021 international income was received in 2020 and 2020 capex carried forward into 2021
- Actual cash balances and net current assets at 2021 year-end are likely to be better than forecast as the forecast prudently assumes incurring all of the budgeted/forecast capital expenditure by the year-end whereas in reality some of this capital expenditure will occur in 2022

## Agenda Item 7.5

<b>To</b>	Toi Ohomai Board of Directors	<b>From</b>	Patrick Brus, Executive Director Student and Staff Experience
<b>Title</b>	Health, Safety and Wellness Report	<b>Date</b>	26 November 2021

### Purpose

The purpose of the health, safety and wellness report is to provide monthly reporting of the health, safety and wellbeing performance including compliance, key performance indicators, issues and risks to Toi Ohomai for the month of October.

### Executive Summary

The health, safety and wellness report for the month of October presents:

- A summary of October Health and Safety incidents
- Taupo Campus
- First response team
- Health monitoring update
- Appendices which covers more detailed information about incidents and performance tracking

### October 2021 reported incidents

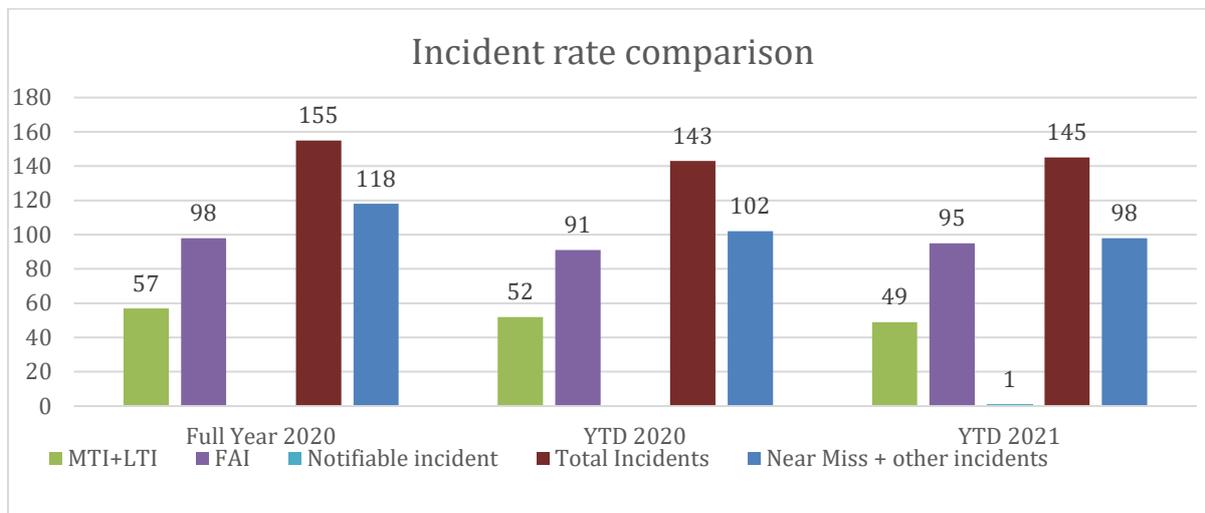
The Toi Ohomai geographical region has been in COVID alert Level 2 since September 7<sup>th</sup>. In October, there were a total of 21 reported incidents and near misses. This is similar to the 20 total reported incidents and near misses in the September reporting period.

In October there was one Lost Time Injury, one Medically Treated Incident, six First Aid Injuries, and 13 near misses or incidents. The LTI was as a result of a staff member tripping down two stairs injuring their back and arm. The MTI was a student with a confirmed case of Tuberculosis of which Toi te Ora public health service took responsibility for contact tracing and supported Toi Ohomai with comms. Of the six FAIs, two were student cuts from sharp equipment (a hacksaw and a kitchen knife), one student burnt their hand with a welding torch, one staff member hit their head on the sharp edge of a wall mounted electrical box, one student needed first aid treatment after having a car accident (off-site) on their way to campus (this activated the Mokoia First Response Process which worked well), and one student had a seizure. In regards to incidents and near misses, there were three reports of slips/trips, one expanding laptop lithium battery, one ergonomic strain, and one of poor ventilation. In October, there were seven reports of threatening or intoxicated behaviour.

Of the reported October incidents, nine (43%) were in Rotorua (Mokoia and Waipa), five (24%) were in Windermere, five (24%) were in Taupo, and one each in Tokoroa and off-site. Five of Octobers incidents (24%) were not reported within the requisite 24-hour time frame. Whilst this is an improvement on previous months, education on reporting, and reporting time frames remain a focus for the HSW team when interacting with Toi Ohomai staff. There was one workplace injury (LTI) in October that will result in an ACC claim after a staff member received physiotherapy treatment following a trip down two stairs. Whilst no workplace injuries are good, the fact that the team is aware of this before the ACC documentation has arrived is positive.

The graph below compares the safety statistics for 2020 and 2021, it can be observed that the total reported work-related injuries are essentially the same for this year compared to last (2021 145 YTD

vs 2020 YTD 143). YTD near misses are 98 for 2021 compared to 102 for the same period in 2020. There has been one notifiable incident in 2021, with none in 2020.



### Taupo Campus

In October, it was brought to the attention of the Health, Safety and Wellbeing team that there was an increasing number of “threatening/intoxicated behaviour” incidents occurring on the Taupo Campus. These incidents were committed by members of the public and thought to be linked to the emergency accommodation hotel managed by the Ministry of Social Development (MSD) located across the road. The health and safety team are working through a plan to mitigate the situation to support staff and students at this Campus – see appendices for further detail.

### First Response Team

The First Response Team is a team of Toi Ohomai first aiders who are part of a text message and Microsoft teams’ group who, depending on the location of an incident, make themselves available to immediately support medical emergencies on campus until emergency services arrive. In October, a minor event triggered the activation of this system thus affording the opportunity to evaluate the system/procedure, which worked well.

### Health Monitoring

Twenty Two percent of staff identified as requiring health monitoring have now been completed (up 10% from previous month). Lung function testing will be further delayed until COVID alert level 1 is reached. See Appendices for more detail.

### Appendices

For further detailed information click the link [here](#)

### Contributor to this report

Amanda Heapy, HSW Manager

**2021 Board Work Plan**

	Feb 26 <sup>th</sup>	Mar 26 <sup>th</sup>	Apr 30 <sup>th</sup>	May 28 <sup>th</sup>	June 25 <sup>th</sup>	July 30 <sup>th</sup>	Aug 27 <sup>th</sup>	Sept 24 <sup>th</sup>	Oct 29 <sup>th</sup>	Nov 26 <sup>th</sup>	Dec
	Board	Strategy (TKM)	Board	Strategy	Board	Strategy	Board	Strategy (TKM)	Board	Board	
7 September- Te Pūkenga Board – Tangatarua Marae, Mokoia											
<b>Annual Report and Accounts</b>											
Approval Annual Report and Accounts		•	•								
<b>Strategy and Framework Updates</b>											
Teaching & Learning Strategy (Extend)	•								•		
Strategic Framework (including annual KPIs)	•										
International Strategy (Review)			•								
Youth and Community Engagement Strategy (Refresh)			•								
Maori Success Strategy (Refresh)			•							•	
Strategic Partnership Strategy (Refresh)					•						
People and Culture Strategy (Extend)							•				
Campus Development Strategy (Extend)					•						
Marketing & Communications Strategy (Extend)										•	
Research Strategy (Refresh)							•				
Student Experience Framework (Refresh)							•				
IT Strategy (Extend)							•				
Sustainability Framework (Extend)									•		
<b>Monitoring and Educational Performance</b>											
Q1 Performance Report - 2020 results and progress against EPIs			•								
Q2 Performance Report - First Impressions Survey					•						
Q3 Performance Report – Student Surveys							•				
Q3 Performance Report – Semester 1 educational performance report									•		
Q4 Performance Report - Teaching and Programme Surveys										•	
<b>People and Safety</b>											
Annual Health and Safety Workshop										•	
Staff Engagement Survey – Progress against Priority Actions			•							•	
<b>Governance</b>											
Annual Board Self Evaluation										•	
Annual Risk Register Assessment – (from Finance Audit & Risk Committee)					•						
Chief Executive Report, including Te Pūkenga and RoVE Reporting	•	•	•	•	•	•	•	•	•	•	
Investment Plan / Mix of Provision (2022) - to be determined								•			
Finance, Audit and Risk Committee (30 April, 25 June, 27 August 26 November)			•		•		•			•	
Remuneration and Appointment Committee (Feb, Nov) – (R Evans, N Tahana, C Cooney & T Hodges ex officio)											
Board & Te Kāhui Mātauranga Biannual Planning Workshop		•						•			
Te Kāhui Mātauranga SLG meetings (19 <sup>th</sup> March, 2 <sup>nd</sup> June, 17 September)		•			•			•		•	
Te Tiriti –Mana Ōrite Quarterly Report			•				•				
<b>Finance</b>											
Approve 2022 Budget								•			
Approve Delegations Manual										•	
Approve Tuition Fee Increase					•						
<b>Academic</b>											
Academic Committee Reporting		•	•		•		•		•	•	
Academic Quality & Assurance Report									•		

## Agenda Item 8.1

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<b>To</b>	Toi Ohomai Board of Directors	<b>From</b>	Huia Haeata Executive Director Partnerships, Māori Success and Academic Excellence
<b>Title</b>	Māori Success Strategy - Update	<b>Date</b>	26 November 2021

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### Purpose

The purpose of this paper is to provide an update on progress of the Māori Success Strategy.

### Summary

The establishment phase of the Māori Success Strategy (MSS) was completed in 2020 which focused on working across Toi Ohomai with faculty and support areas to set the expectations and baseline measures. Since the establishment of the MSS, the landscape has shifted significantly – specifically the establishment of Te Pūkenga and the introduction of Te Pae Tawhiti – Tiriti Excellence Framework.

As a result of the changing environment and new expectations, Management agreed to “sense-check” the MSS to ensure alignment with the strategic direction of Te Pūkenga and in particular the goals and outcomes of Te Pae Tawhiti – Tiriti Excellence Framework. This work has been completed and refreshed approach developed – *Māori Success Working Together*. This approach looks to accelerate our efforts to effect meaningful change by supporting teams (and through a targeted and evidence-based inquiry) to contextualise their responses to achieving equitable outcomes for Māori. In this regard, the core tenets and outcomes from our Māori Success Strategy 2019 – 2023 will act as reference points for teams in identifying actions – removing the focus/expectation on delivering on all 40 outcomes outlined in the strategy document. As noted earlier in the year, a number of these outcomes are now being progressed by Te Pūkenga within a network approach.

Management acknowledge that the ability to develop and then implement activities as we transition to Te Pūkenga in 2022 is and will continue to be challenging and therefore have chosen to direct our focus and resources to initiatives/projects that directly align with Te Pūkenga workstreams and deliver the greatest gains in terms of Māori learner outcomes.

2021 has presented challenges and opportunities for the Māori Success portfolio with several key leadership changes within the year and the departure of our Manager Māori Success – Mihirangi Hollings. Head of Māori Success Kelly-Anne Panapa returned from a secondment with Te Pūkenga ākongā at the centre workstream in September. As part of our commitment to achieving equitable outcomes for Māori learners at Toi Ohomai, greater resources are being added to the Māori Success Team, with recruitment for three roles going out shortly:

- Māori Success Manager (vacant)
- Māori Success Facilitator (new)
- Mātauranga Māori Facilitator (reporting line shifted to Māori Success Team)

The Māori Success Strategy holds as a core principle that “Māori Success is inevitable when the system is designed for that purpose”. This principle posits systemic reform as a key lever to

addressing the historic and ongoing inequitable outcomes delivered by the Vocational Education system. This is a core driver of the establishment of Te Pūkenga.

While there is wide-spread criticism of Educational Performance Indicators (EPIs) as a measure of success, especially for Māori learners, they are the most common/standard mechanism used for sense checking what is working within the system. In this regard, the EPIs are useful as a litmus test by indicating the overall health of the system to deliver on the expectation of providing equitable outcomes for all learners. Disparate EPI outcomes are indicative of a breakdown in the eco system.

The data presented in appendix 1 illustrates that outcomes for Māori learners at Toi Ohomai continue to fall below target. Some Māori Success commentary is provided that unpacks and reflects on the responses required.

As noted above, the EPIs do not provide a holistic understanding and delivery to Māori Success outcomes. The work we are progressing with Te Kāhui Mātauranga regarding the Iwi Success Measures/KPI Framework will enable Toi Ohomai to better understand and measure performance aligned to a picture of success prioritised and valued by iwi within our rohe.

The table presented in appendix 2 provides progress updates against the five 2021 Māori Success Strategic Priorities. Alignment is provided between these strategic priorities and:

- Toi Ohomai Māori Success Indicators
- Toi Ohomai strategic drivers, KPI's and NZQA KEQ's
- Te Pūkenga's Te Rito (part one) opportunity statements
- Te Pae Tawhiti

### **Next Steps**

The Māori Success team are making efforts through support services and faculty to support a turnaround of outcomes for Māori at Toi Ohomai. It should be acknowledged that there is good practice happening at Toi Ohomai, and a strong willingness and intent amongst staff to address inequities and create a learning environment where Māori success is inevitable. The Cultural Consciousness kaupapa will be a critical mechanism for building the capability required to better respond to the needs and aspirations of Māori learners, whānau, hapū, iwi and the communities we serve.

The Māori Success Team is currently developing their 2022 Workplan. In addition to the progressing the strategic priorities noted in Table 2, the team will implement the new *Māori Success – Working Together* continuous improvement cycle with faculty (e.g. decisions and dialogue, action planning, and ongoing monitoring and review), directly resources to programmes with a high percentage of Māori learners and low performance.

## APPENDIX 1

### Overview – Māori Learner Outcomes 2021 (YTD)

The following data represents EFTS and statistics for programmes that began, or continued, in 2021. Semester 1 enrolments are those that started (or continued) between January and May 2021. Overall enrolments continue to be below previous years. Domestic enrolments are up considerably against 2020, and on a par with 2019.

Equity of access and outcomes for Māori learners continues to be an organisational concern. In summary:

- Figures 1 and 2 show growth in the total Māori EFTS on 2020, however due to the significant growth in overall EFTS, Māori EFTS as a percentage have declined and fall short of our 45% target.

### Information

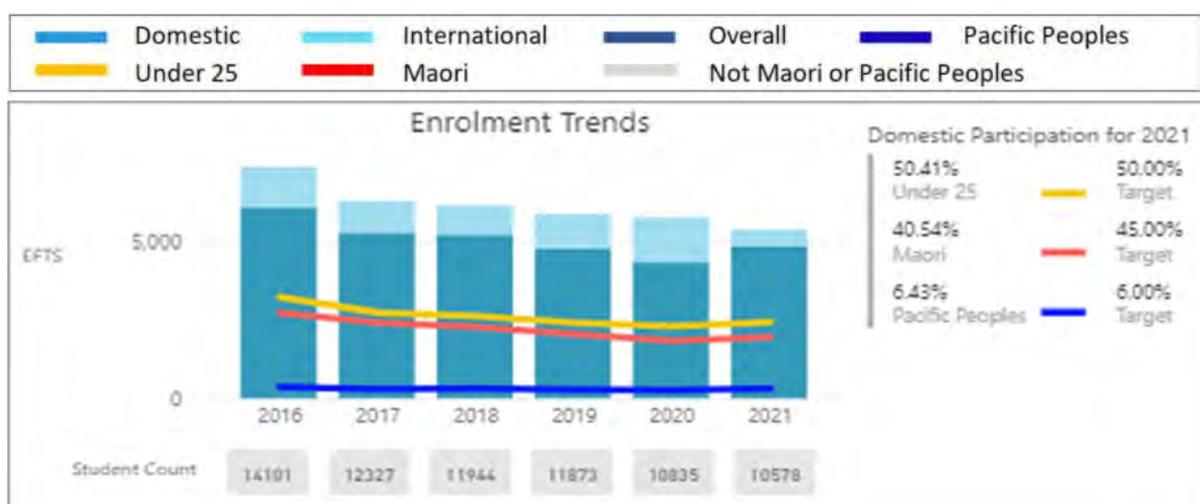


Figure 1: Enrolment trends 2016 - 2021 incl.

Reporting Year	Domestic EFTS	Int'l EFTS	Dom Maori EFTS	Dom Pasifika EFTS	Dom Under 25 EFTS	EFTS	Dom Maori EFTS %	Dom Pasifika EFTS %	Dom Under 25 EFTS %
2016	6075	1288	2735	363	3219	7362	45.03%	5.98%	52.99%
2017	5263	1017	2417	296	2723	6280	45.92%	5.62%	51.74%
2018	5202	936	2287	308	2629	6138	43.95%	5.92%	50.53%
2019	4767	1100	2047	277	2420	5867	42.94%	5.82%	50.76%
2020	4338	1424	1829	262	2293	5762	42.16%	6.05%	52.86%
2021	4817	548	1953	310	2428	5366	40.54%	6.43%	50.41%

Figure 2: EFTS by category 2016 - 2021

- Figures 3 and 4 show an improvement in Māori learner course success rates of approx. 3%. However, inequity in course success outcomes persist with Māori learner course success rates (to October 21) sitting at 72.48% compared to 81% overall. It should be noted that many of these students are in programmes that finish later in the year, so the opportunity to increase these rates still exists.
- Figure 4 shows live course success (for courses that have been finished for 30+ days). The data shows overall drops across the five-year period in all categories, with Māori and Pacific learners continuing to be the greatest under-served in outcomes.

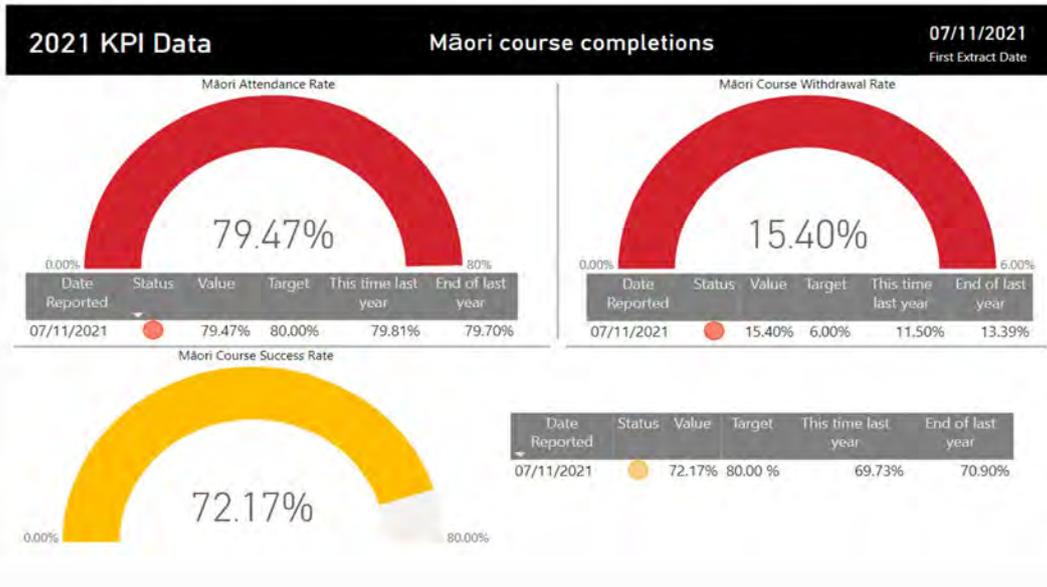


Figure 3: Course completions Sem1 2021

Reporting Year	Live Course Success Rate (by EFTS)	Live Maori Course Success Rate (by EFTS)	Difference between overall and Māori success rates	Live Pasifika Course Success Rate (by EFTS)	Live Not Maori or Pasifika Course Success Rate (by EFTS)	Live Under 25 Course Success Rate (by EFTS)
2016	82.66%	74.27%	- 8.39%	73.69%	84.20%	77.84%
2017	82.42%	73.83%	-8.59%	72.27%	84.89%	77.71%
2018	82.06%	72.56%	-9.5%	71.35%	84.89%	78.32%
2019	83.54%	75.67%	-7.87%	76.22%	85.78%	79.61%
2020	83.30%	70.80%	-12.5%	74.67%	85.26%	79.12%
2021	81.67%	72.48%	-9.19%	70.72%	79.19%	78.99%

Figure 4: Live course success rates 2016 - 2021 incl.

## Māori Course Completions KPI Report



## Māori Performance



Figure 5 shows our 80% target for Māori course success rates falling short. Whilst under target in attendance rates, the difference is less than 1%. The withdrawal rate however is 2.5 times greater than target and increased since 2020. This suggests a correlation between withdrawal and success rates (also shown in figure 6.)

APPENDIX 2

Māori Success Progress Update against Strategic Priority Projects (YTD)

Māori Success Strategic Priorities	Alignment to Toi Ohomai drivers, <u>KPI's</u> and NZQA KEQ's	Alignment to Te Rito (part one) opportunity statements:	Alignment to Te Pae Tawhiti	Progress Update
<p>1. The development of Te Pae Tata – Toi Ohomai Cultural Consciousness (working title) framework</p> <p>Alignment to 7/12 Māori Success Indicators:</p> <ul style="list-style-type: none"> <li>• Toi Ohomai is a trusted partner to iwi and Māori enterprise</li> <li>• <b>Toi Ohomai is recognised for being an “Exemplary Bicultural Organisation”</b></li> <li>• Māori students and staff feel empowered to be Māori and their contribution and success is valued at Toi Ohomai</li> <li>• Toi Ohomai staff and graduates are sought after for their expertise in navigating culturally complex environments</li> <li>• <b>A Bicultural Continuous quality improvement framework is valued and utilised</b></li> </ul>	<p>Being and Exemplar Bicultural Organisation</p> <p>Contribute to the social and cultural wellbeing of the region</p> <p>Equity</p> <p>Shift the dial on Maori success – be a sector leader</p> <p><u>Learner outcomes</u></p> <p><u>Staff wellbeing &amp; engagement</u></p> <ol style="list-style-type: none"> <li>1. How well do <b>Māori</b> students achieve?</li> <li>2. What is the value of the outcomes for key <b>Māori</b> stakeholders, including students?</li> <li>4. How effectively are <b>Māori</b> students supported and involved in their learning?</li> <li>5. How effective are governance and</li> </ol>	<p>#16 How might employers, trainers and tutors have the general teaching, specialist and cultural confidence, capability and credibility to maximise learning potential?</p> <p>#18 How might vocational learning ensure that Māori and Pacific learners see themselves in their learning experience and thrive?</p> <p>#20 How might Māori and Pacific staff practice, values and strategies be encouraged, visible, lived and celebrated?</p> <p>#HE How might we strengthen staff and employer practice to give effect to Te Tiriti o Waitangi?</p> <p>#ME How might we ensure that Māori staff and learners feel like they belong and thrive?</p> <p>#KU How might we replace structural racism with</p>	<p>Outcome 1. Demonstrable Tiriti o Waitangi Partnerships</p> <p>Outcome 2. Inclusivity and Equity for Māori</p> <p>Goal 1. Greater Relevance of Provision</p> <p>Goal 2. Better Equitable Access</p> <p>Goal 3. Stronger Māori Participation</p>	<p>Cultural Consciousness Framework (working draft) developed - further input from Kāhui Mātauranga to come.</p> <p>Subject to approval by SLT and Council.</p> <p>Te Pae Tata – Cultural Consciousness Learning and Development site for staff launched on Monday 8/11. Suite of learning and development opportunities available.</p>

<ul style="list-style-type: none"> <li>Toi Ohomai is an employer of choice for Māori in our region</li> <li>Diverse Māori language, culture, knowledge and identities are valued and normalised at Toi Ohomai</li> </ul>	management at supporting <b>Māori</b> educational achievement?	mana ōrite and power sharing?		
<b>Māori Success Strategic Priorities</b>	<b>Alignment to Toi Ohomai drivers, KPI's and NZQA KEQ's</b>	<b>Alignment to Te Rito (part one) opportunity statements:</b>	<b>Alignment to Te Pae Tawhiti</b>	<b>Progress Update</b>
Engagement of Māori students in activities of influence  Alignment to 4/12 Māori Success Indicators: <ul style="list-style-type: none"> <li>Toi Ohomai is a trusted partner to iwi and Māori enterprise</li> <li>Toi Ohomai is recognised for being an “Exemplary Bicultural Organisation”</li> <li><b>Māori students and staff feel empowered to be Māori and their contribution and success is valued at Toi Ohomai</b></li> <li>Diverse Māori language, culture, knowledge and</li> </ul>	Equity  Shift the dial on Maori success – be a sector leader  <u>Learner outcomes</u>  1. How well do <b>Māori</b> students achieve? 2. What is the value of the outcomes for key <b>Māori</b> stakeholders, including students? 3. How well do programme design and delivery, including learning and assessment activities, match the needs of <b>Māori</b> students and other relevant <b>Māori</b> stakeholders? 4. How effectively are <b>Māori</b> students supported and involved in their learning?	#I How might we ensure that Māori staff and learners feel empowered to be Māori and that their contributions and successes are valued? #KI How might we practice partnership with Māori (learners, staff, whānau, iwi/hapū) to ensure their concerns, priorities and solution inform mana ōrite decision making at all system levels? #MI How might we ensure a mana-enhancing learner experience that grows and protects ākonga agency (both individual and collective) and self-determination? #MU How might we embed and protect the mana of Māori voice,	Outcome 2. Inclusivity and Equity for Māori Goal 2. Better Equitable Access Goal 3. Stronger Māori Participation	Deferred to 2022 as a result of resourcing (staffing) limitations due to unfilled staffing vacancies.  2022 likely to be a more timely period for activation through the Toi Ohomai Ākonga at the Centre workstream.

identities are valued and normalised at Toi Ohomai		decision making and monitoring of outcomes throughout the structures of the organisation? #PU How might we embed structures and systems that empower Māori?		
<b>Māori Success Strategic Priorities</b>	<b>Alignment to Toi Ohomai drivers, KPI's and NZQA KEQ's</b>	<b>Alignment to Te Rito (part one) opportunity statements:</b>	<b>Alignment to Te Pae Tawhiti</b>	<b>Progress Update</b>
<p><b>2. Development of robust learning analytics that improve relevance, timing and effectiveness of targeted interventions</b></p> <p><b>3. Iwi Data Reports – An agreed deliverable with Te Kāhui Mātauranga is the development of Iwi Data Reports.</b></p> <p>(MS strategy update April 2021)</p> <ul style="list-style-type: none"> <li>Performance by Toi Ohomai against the Tertiary Education Commission's Educational Performance indicators for Māori is equal to our best</li> </ul>	<p>Equity</p> <p>Shift the dial on Maori success – be a sector leader</p> <p><u>Learner Outcomes</u></p> <p><u>Viability</u></p> <ol style="list-style-type: none"> <li>How well do Māori students achieve?</li> <li>What is the value of the outcomes for Māori stakeholders, including students?</li> <li>How well do programme design and delivery, including learning and assessment activities, match the needs of students and other</li> </ol>	<p>#MU How might we embed and protect the mana of Māori voice, decision making and monitoring of outcomes throughout the structures of the organisation?</p> <p>#NU How might equity of access, support and outcomes for Māori be structured into the system in positive ways?</p> <p>#RU How might we ensure timely and equitable training and qualification completion for ākonga Māori?</p>	<p>Outcome 2: Inclusivity and Equity for Māori</p> <p>Goal 2: Better equitable access</p> <p>Goal 3: Stronger Māori Participation</p> <p>Goal 4: More equitable Outcomes</p>	<p><b>Māori Performance Dashboard –</b> In partnership with BI team, work undertake to improve access and relevance of Māori learner data via Te Ao Marama. Work included incorporating additional filters to enable the disaggregation of Māori learner data across a wider range of a fields – including iwi.</p> <p><b>Iwi Data Reports - Progress to date includes:</b></p> <p>A report template presented to Te Kāhui Mātauranga for review and feedback. Other sources of data and information were also discussed for the purpose of producing broader/richer insights e.g. TeWhata.com</p> <p>Draft reports are in development (as a pilot) for further and ongoing feedback by</p>

<p>performance outcomes</p> <ul style="list-style-type: none"> <li>• Bi-cultural continuous quality improvement framework is valued and utilised</li> </ul>	<p>relevant stakeholders?</p>			<p>Te Kāhui Mātauranga on 19 November.</p> <p>While the iwi data reports kaupapa sits within the Tiriti Partnerships space, insights from these data will inform responsive interventions/ initiatives to support Māori learner outcomes in 2022 and beyond.</p>
<p><b>Māori Success Strategic Priorities</b></p>	<p><b>Alignment to Toi Ohomai drivers, KPI's and NZQA KEQ's</b></p>	<p><b>Alignment to Te Rito (part one) opportunity statements:</b></p>	<p><b>Alignment to Te Pae Tawhiti</b></p>	<p><b>Progress Update</b></p>
<p>4. <b>Embedding Mātauranga Māori</b></p>	<p>Equity</p> <p>Shift the dial on Maori success – be a sector leader</p> <p><u>Learner Outcomes</u></p> <p>2. What is the value of the outcomes for key <b>Māori</b> stakeholders, including students?</p> <p>3. How well do programme design and delivery, including learning and assessment activities, match the needs of <b>Māori</b> students and other relevant <b>Māori</b> stakeholders?</p> <p>4. How effectively are <b>Māori</b> students supported</p>	<p>#HI How might the learning experience and environment reflect the cultural norms of Māori staff and learners?</p> <p>#O How might teachers and their practices role-model best practice for Māori learner achievement?</p> <p>#KO How might we uphold our obligations to provide, protect and enhance Mātauranga Māori in general and in Māori medium pathways?</p> <p>#HU How might we normalise Māori knowledge, language, tikanga and values within</p>	<p>Outcome 2: Inclusivity and Equity for Māori</p> <p>Goal 5: Stronger Responsive Practices</p>	<p>Māori Success Strategic approach refined and focus sharpened to maximise time pressured impact in a changing Te Pūkenga context.</p> <p>Action planning resource developed to support self-evaluative and action planning discussions. Updated, condensed, refreshed and recontextualized the existing Māori Success (MS) <a href="#">strategy</a></p> <p>Developed the MS <a href="#">application</a> model</p> <p>Developed rauemi (resources) for the MS application model</p>

	and involved in their learning?	our everyday practices and environments?		<ul style="list-style-type: none"> <li>• MS action plan <a href="#">template</a></li> <li>• Mātauranga Māori <a href="#">rubric</a></li> <li>• Mātauranga Māori <a href="#">progress framework</a></li> <li>• Māori student success <a href="#">faculty report</a> template</li> <li>• MS <a href="#">dialogue prompts</a></li> <li>• MS <a href="#">workshops</a> (5 developed out of a suite of 25 workshops)</li> <li>• Rauemi for MS workshops</li> </ul>
<b>Māori Success Strategic Priorities</b>	<b>Alignment to Toi Ohomai drivers, KPI's and NZQA KEQ's</b>	<b>Alignment to Te Rito (part one) opportunity statements:</b>	<b>Alignment to Te Pae Tawhiti</b>	<b>Progress Update</b>
<b>5. Te Ōritetanga – Learner Success Model</b>	<p>Equity</p> <p>Shift the dial on Maori success – be a sector leader</p> <p><u>Learner Outcomes</u></p> <p><u>Learner outcomes</u></p> <ol style="list-style-type: none"> <li>1. How well do Māori students achieve?</li> <li>2. What is the value of the outcomes for Māori stakeholders, including students?</li> </ol>	<p>#MI How might we ensure a mana-enhancing learner experience that grows and protects ākonga agency (both individual and collective) and self-determination?</p> <p>#HO How might we better reflect and foster Māori identity, culture and values in all their diversity?</p> <p>#NU How might equity of access, support and outcomes for Māori be structured into the system in positive ways?</p>	<p>Outcome 2: Inclusivity and Equity for Māori</p> <p>Goal 1: Greater relevance of provision</p> <p>Goal 2: Better equitable Access</p> <p>Goal 3: Stronger Māori Participation</p> <p>Goal 5: Stronger Responsive Practices</p>	<p>The collaborative proposal for Te Ōritetanga Project was developed with Wintec and Northtec in late 2020. Due to a shift in TEC's funding for learner success initiatives, we reached out to Te Pūkenga to discuss opportunities to continue with this kaupapa aligned to the Ākonga at the Centre workstream.</p> <p>In recent months, Te Pūkenga has identified two learner success initiatives (practice with potential projects) to pilot over the next 12</p>

	<p>3. How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?</p> <p>4. How effectively are students supported and involved in their learning?</p> <p>5. How effective are governance and management at supporting educational achievement?</p> <p>6. How effectively are important compliance accountabilities managed?</p>	<p>#TU How might we embed a culture of Māori strength, resilience, autonomy and agency?</p> <p>#1 How might we create opportunities for learners to have meaningful relationships and connections with each other that support their learning?</p> <p>#18 How might vocational learning ensure that Māori and Pacific learners see themselves in their learning experience and thrive?</p>		<p>months as part of the Akonga at the Centre and persona development work – Whanaungatanga and Tuakana Teina. In this regard, Toi Ohomai has reached out to Te Pūkenga Lead Debbie Preston to see if Toi Ohomai could join the subsidiaries involved in pilot group. These initiatives will sit within a wider set of “activations” to improve Māori learner outcomes.</p> <p>We are also working with the BI Team around data attrition mapping, to garner initial insights about our learner profiles.</p>
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<b>To</b>	Toi Ohomai Board of Directors	<b>From</b>	Patrick Brus ED Student & Staff Experience
<b>Title</b>	Communication & Marketing Strategy	<b>Date</b>	15 November 2021

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## **Purpose**

The purpose of this paper is to inform the Toi Ohomai Board of Directors of the actions taken and progress made on the Communication & Marketing Strategy (as approved by Council in September 2018).

## **Strategy Overview**

The Communication and Marketing Strategy assists Toi Ohomai in achieving the goals set out in our strategic intent. It provides pathways that support and enable Toi Ohomai to create and sustain positive relationships with stakeholders, students and staff, so the ambitions of Toi Ohomai are achieved.

The strategy is future focused, and responds in large to the challenges provided to us as a sector. Moving away from traditional tactic-based marketing and communication strategies with an emphasis on customer acquisition, the strategy heads towards authentic content journey that aligns with the end user – whether that is a stakeholder or a potential student.

Whilst the strategy does not dismiss traditional acquisition and advertising tactics (as they still play a pivotal role in any marketing function), it does provide a fresh approach to engagement. The customer journey has evolved with technological advances and our customers consume information differently. By identifying key personas within our target customer demographics, we can influence their decision by understanding how they consume content and ensuring we provide the right type of material at the right time.

## **2020 – A year in review**

The last update to the board was in April 2020, just as Toi Ohomai, Aotearoa, and the rest of the world, were moving in to unprecedented times as the global COVID-19 pandemic continued to develop and unfold. Despite these challenges all significant projects were completed:

- Te Aka improvement project
- Office 365 communication rollout
- Establish secondary school engagement
- Refresh sponsorship plan in line with Te Pūkenga
- Web personalisation project

As well as delivering the above, the team navigated the COVID-19 environment ensuring that ākonga and kaimahi were the top priority. COVID-19 communication channels were established, including the highly successful Toi Ohomai virtual staffroom on Facebook, social events were held online and engagement increased in all areas.

Bucking a four-year trend of declining application numbers, application figures were substantially up on 2019, these are attributed to the pandemic environment.

The team won Silver at the national PRINZ awards for the launch of Te Aka, as well as winning the Toi Ohomai CE Award for 2020. Team engagement increased YOY.

## **2021**

**Marketing & Brand;** the new brand campaign ‘Hands on learning’ was launched to market at the beginning of August.

The campaign is inspired by the whakatauki: **He kai kei āku ringa:** *there is food at the end of my hands*. This whakatauki signifies resilience, empowerment and hope. It refers to one’s ability to use the skills and resources they have in their hands to create success. It’s about being responsible for the resources and capabilities one needs to grow and develop.

Our existing ‘Learn by doing’ tagline connotes active engagement with the world around us, whether that be focusing on a task, showcasing a final product or interacting with others. The refreshed campaign focuses and showcases the creative and practical outcomes of students’ work – highlighting what can be envisaged, created and achieved by using hands.

These outcomes are connected with real skills and show how developing these skills can be applied in real industry and workplace settings. The copy uses hand ‘verbs’ to showcase hands-on learning, which will mean the messaging can be applied and linked across all corporate and faculty marketing. Visually, the campaign ensures student work is at front and center, and diversity is well represented through models and environments. With the focus on showing the task at hand, rather than telling, the campaign incorporates a modern, multisensory marketing experience.

**Communication & Digital Experience;** implementation of comprehensive communications strategies have seen the institute’s internal and external communications flourish. Internal communications efforts that supported leadership and business continuity during the COVID pandemic were recognised with a Bronze award at the national PRINZ awards earlier in the year.

The institute’s intranet, Te Aka, had grown to become a single source of truth for all kaimahi. Large-scale internal cultural campaigns, including Matariki, Te Wiki o te Reo Māori and the launch of the institute’s first Cultural Consciousness program, were notable highlights.

Supporting the marketing campaign, opportunities have been leveraged to maximise opportunities to target organic and paid content on various platforms. The creation of a range of quality printed collateral, including the annual course guides, as well as the production of dynamic video content, continue to support event and marketing activity.

A renewed focus on student communication has resulted in a full audit of the student hub app, and subsequent improvements to ākongā digital experiences.

**Sponsorship & Events;** this team has been most impacted by the on-flow effects of COVID-19 with many events this year being postponed, cancelled or re-organised multiple times under various different restriction levels.

Key events delivered this year include Orientation, Open Days and Careers Expo’s. A highlight was Graduation in April where it was fantastic to see graduates cross the stage, especially those who weren’t able to in 2019 and 2020.

The establishment of a Tertiary Pathways Team has seen an increase in engagement with our secondary schools. The now team of three are re-engaging with schools across the rohe, building new relationships and opening the lines of communication. Rerenga, a regular newsletter to schools, has been created and has received a fantastic response.

The relationships developed with our sponsorship partners continue to grow year on year and our BOPRU sponsorship has evolved from a small sponsorship to an integrated partnership – touching many aspects of the business.

## Summary

2020 and 2021 have been highly challenging years for the team but their resilience has shone through time and time again. They continue to deliver high-quality work under trying circumstances as they continue to respond to the current environment.

The launch of the Te Pūkenga brand is imminent, with plans for the brand to be in market from mid-2022. This will bring with it the requirement of the team to pivot focus again. Guidance is expected before the end of the working year. This direction will enable the finalisation of the 2022-2023 strategy.

**Contributors**

Jessica Barnett – Head of Marketing, Events and Communication

**Supporting documents**

Marketing campaign examples

**Marketing campaign examples**

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## Agenda Item 8.3

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<b>To</b>	Toi Ohomai Board of Directors	<b>From</b>	Teaching and Learning Directorate
<b>Title</b>	Programme and Teaching Surveys	<b>Date</b>	18 November 2021

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### Purpose

This paper provides an update to the Board of Directors on the feedback from the Semester 2 Teaching and Programme surveys.

Each semester our ākonga have the opportunity to share the voice and experiences relating their programme of study (Programme survey), and on the kaiako they have interacted with.

The feedback provided helps us identify areas of good practice, and also where things may need improving. Resultant Actions Plans are developed and monitored for change effectiveness.

### Key Points

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- The Semester 2 surveys ran from 13 – 27 September - the August/September lockdown delayed the running of these surveys
- 11 questions, using a 4-point scale, with two open-ended (optional) questions
- It included STP (Trades Academy) but excluded eCampus, and programmes <40 credits
- Ākonga can complete multiple surveys for kaiako
- Methods of participation include QR code, email invite, or directly via the student portal 'Get Connected'
- Data is available for viewing and analysis in Te Ao Marama
  - Kaiako and their manager can view their feedback from their own ākonga; managers at higher levels can see all feedback for all staff within their groupings.
  - All kaiako and managers can see the feedback for programmes they are attached to.

### Participation:

Nearly 6000 ākonga were invited to participate; numbers started and response rates:

- Teaching – 1414/34%
- Programme - 1905/32%

### Demographics:

- (Programme)
  - 46% from Windermere/Poike; 25% Mokoia
  - 64% female, 35% male
  - 42% were 25 – 44 years; 21% each for 45+, and 20 – 24 years
  - 47% NZ European; 30% Māori

- (Teaching)
  - 47% Poike; 26% Mokoia
  - 70 female, 29% male
  - 42% 25 – 44 years; 22% each for 45+, and 20 – 24 years
  - 53% NZ European; 30% Māori

#### **What our ākongā said**

- All questions had higher response rates than 2021
- All questions scored a satisfaction rate of 90% or more, with two at +95%

#### **Programme**

- ‘Positive’ comments outweighed ‘could do better’ comments
- Many of the positive comments related to whānaungatanga with kaiako, and other ākongā, and the knowledge kaiako shared
- The flexibility kaiako and others offered was noted as important, and of value
- Special mention was given to the levels of support during COVID-affected learning periods
- ‘Could do better’ comments related to improved communication and organisation; and an increased variety of learning environments (field trips, practical learning)
- STP as a distinct cohort provided feedback similar to the wider response group, with generally positive experiences

#### **Teaching**

- All questions, bar two, had a satisfaction rate of +90%
- While still low at 82%, there was a 5% increase in satisfaction rate for the question relating to use of te reo and tikanga by kaiako
- Similarly, the Teaching Survey ‘positive’ response outweighed the ‘could do better’
- Kaiako were commended for being supportive, approachable, encouraging and caring. A number of comments showed appreciation for kaiako keeping in touch and checking in.
- Clear communication and explanation, prompt responses, and adjusting teaching to suit different ākongā was appreciated, as was genuine attempts to use and correctly pronounce te reo Māori.
- Improvement opportunities exist in increased variety of teaching methods, assessment preparation and feedback, and continued/increasing use of te reo Māori

#### **Insights**

Participation was higher than for the same period in 2019, but slightly down on 2020.

#### **Demographics:**

- More Māori and Pasifika responses
- More response from 25+; fewer from younger age groups
- Little change in responses by gender
- Significantly fewer responses at Poike; increases in Mokoia and online

Overall the responses were more positive than for the same period in 2019, and when compared against 2020\* most responses showed marginal shifts (some increased, some decreased).

(\*Note - Due to COVID, only one survey was run in 2020)

Māori and Pasifika ākonga generally gave higher satisfaction rates than other ethnicities.

When looking at data by programme, there is significant information available. Teams are continuing to work through the analysis and develop responses and actions against these. There were increased response rates in 12 programmes, while 18 experience a drop in participation.

### **Next Steps**

In preparing the high-level analysis, it has been identified that there is a gap between what happens at individual offering/programme level in terms of response and actions plans, and how those feed into a response at organisational level. Work is underway to identify the range of ways in which kaiako/teams share survey feedback with ākonga, and how action plans are monitored for effectiveness.

In acknowledging that preparing these responses can take time to formulate and share, the high-level insights have been shared with ākonga via student-centric channels.

### **Contributors**

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**Appendix 1 – specific data**

**Demographics – (L) Programme survey; (R) Teaching survey**

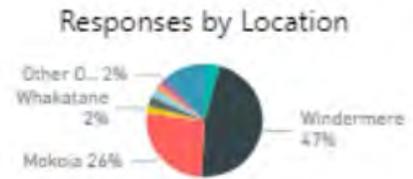
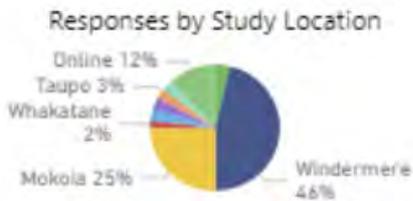


Figure 1: Responses by location

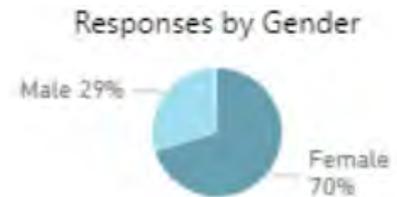
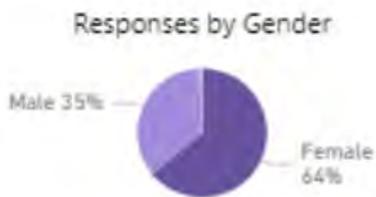


Figure 2: Responses by gender

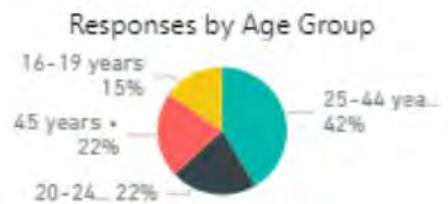
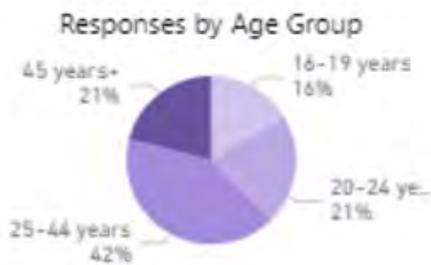


Figure 3: Responses by age group

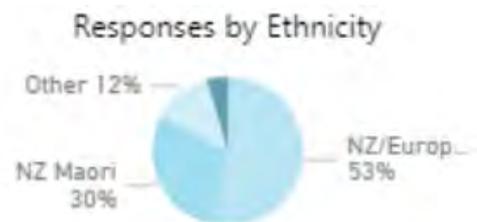
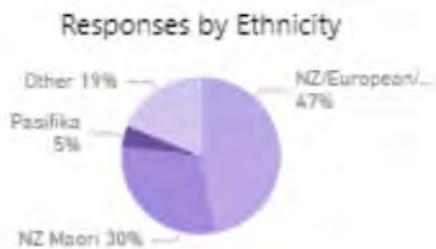


Figure 4: Responses by ethnicity



What does your kaiako do that supports your learning?



What could your kaiako do differently?

