

**Toi Ohomai Institute of Technology
Limited**

**OPEN MEETING OF THE BOARD OF
DIRECTORS**

Date: 27 November 2020

Time: 10.30am

Venue: B39 Board Room, Windermere Campus, Tauranga

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

OPEN AGENDA

10.30am - 11.30am

Item	Subject
1.	Karakia
2.	Welcome/Apologies
3.	Register of Interest / Declaration of Conflicts
4.	Confirmation of the Agenda and call for minor items not on the Agenda
5.	Minutes from the previous Toi Ohomai Institute of Technology Ltd Subsidiary Board Meeting – 30 October 2020 (Open Section of meeting)
6	Actions / Matters Arising from the previous meeting (30 October) 6.1 Hardship Fund Update and Analysis 6.2 Lockdown Survey Report
7.	Correspondence 7.1 Letter to C Te Kani, Office for Māori Crown Relations re Deed of Settlement between the Crown and Ngāti Pūkenga – 10.11.20 7.2 TEC Strategy 2020 Summary Document

8.	Reports: 8.1 Chair of Council (<i>verbal update</i>) 8.1.1 Te Kāhui Mātauranga Senior Leadership Group – 18 November (<i>verbal update</i>) 8.2 Chief Executive Report 8.3 Financials 8.4 Health and Safety & Wellness
9.	Board Work Plan 9.1 People Engagement and Capability Strategy 9.2 Staff Engagement Survey - Analysis 9.3 Draft 2021 Board Work Plan
10.	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.

1. Agenda Item 3 - Correspondence
2. Agenda Item 4 – Finance Audit & Risk Committee – Key Themes and/or decisions
3. Agenda Item 5 – Issues and Advocacy Register
4. Agenda Item 6 – Performance Monitoring
6. Agenda Item 7 – Draft 2021 Institutional KPIS
7. Agenda Item 8 – Board of Directors Work Plan - 2020

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 farewelling the day, to ensure a safe journey, for different types of illness when undertaking *tā moko* (tribal tattoo), when carving wharenui 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 19th 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:

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

TRADITIONAL KARAKIA WHAKAMUTUNGA

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

Declaration of Interests for Subsidiary Board Members

Catherine Cooney

Interest Declared	Nature of Business
Kowhai Health Associates Limited – Director / Shareholder	Health, Disability and Community Sector Consultancy
Health Workforce NZ and Careerforce (Health & Disability Sector ITO) – Independent Facilitator	For the development of the Kaiāwhina Workforce Action Plan (unregulated health & Disability sector workforce)
Healthy Families Rotorua – Co-Chair	Governance of a community activation approach to support healthy communities. Partnering with Te Arawa Whānau Ora.
InterRAI NZ – Governance Board – Independent Chair	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
West Coast DHB Hospital Development Partnership Group – Member	Governance of the rebuild of Greymouth Hospital (Ministerial appointment)
Nelson Hospital Development Governance Group - Member	Governance of the rebuild of Nelson Hospital (NMDHB appointment)
Health Practitioners Disciplinary Tribunal – panel member	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
Te Mana o Ngati Rangitihi Trust – Chairman	Te Arawa iwi organization
Rotorua Golf Club – Chairman	Organisation that leases part of the Arikikapakapa Thermal Reserve
Nga Pumanawa e Waru Education Trust – Chairman	A Rotorua education provider

Veteran's Advisory Board – Chairman	Provide advice to Minister of Defence on support to veterans
Rotorua Economic Recovery Task Force	Initiatives to build on Rotorua's strengths and provide economic recovery following COVID-19
CNI Iwi Holdings Limited – Director/Shareholder	An iwi owned forestry company
ADC Forest Limited – Director/Shareholder	A private forestry investment company
Tukia Group Limited - Shareholder	Tukia A Ngati Rangitahi investment company

Ripeka Evans

Interest Declared	Nature of Business
Director, Chair, Northland Polytechnic Limited	Tertiary education Provider
Ripeka Evans, Sole trader, Māori Development specialist	Provides consultancy services to government, private, iwi and Māori providers mainly but not exclusively in the economic development, health, media, finance, human rights sectors
Ripeka Evans, Consultant to Te Papa Atawhai – Department of Conservation, Ministry of Housing & Urban Development, Pharmacy Council of NZ – current contracts	Public policy, Strategic advice,
Te Ao Māori Panel Member, Reserve Bank of New Zealand	NZ central bank
FW & A Evans Whānau trust, Trustee	Whānau trust ancestral whenua Māori shares
Materoa Dodd (partner), Council Member, Te Whare Wānanga o Awanuiāranga	Tertiary Education Provider
Claimant, Wai 2260, Wai 381	Claimant to Waitangi Tribunal for Mana Wāhine Tai Tokerau, Mana Wāhine – Māori Women's Claim
Establishment Advisory Board Ngapuhi Sovereign Fund – Member	Crown Company Advisory Board
Courageous Conversations Aotearoa Foundation – Trustee	Anti-Racism Aotearoa, Global Foundation

Tania Hodges

Interest Declared	Nature of Business
Digital Indigenous com Ltd – Managing Director and Shareholder	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
Waikato Institute of Technology Ltd Director – effective 1 April 2020	Subsidiary of NZIST
Member of the Independent Whanau Ora Advisory Group (Ministerial Appointment)	Advisor to the Minister of Whanau Ora
Whanau.com Trust – Trustee	Family Trust
Waikato Tainui Koiora Strategy Panel – Independent Member	A working group for Waikato Tainui operations focusing on the wellbeing of whanau.

Niwa Ranji Nuri

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

Waikato Institute of Technology Ltd (Director/Chair)	Tertiary Education provider
DNA 3 Limited – Director and Shareholder	A business strategy consultancy company
Tu Tonu Kai Limited - Director	A café located in Hamilton

Ngaroma Tahana

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

**OPEN MINUTES OF A MEETING OF THE BOARD OF DIRECTORS
HELD ON FRIDAY 30 OCTOBER 2020 AT THE MOKOIA CAMPUS, ROTORUA**

PRESENT:

Board of Directors

Cathy Cooney (Chair)

Ripeka Evans (Deputy Chair)

Leith Comer

Tania Hodges

Niwa Nuri

Ngaroma Tahana

Board support roles

Anthony Robertson (Company Secretary)

Valda Bryson (Board Secretary)

IN ATTENDANCE:

Executive Team

Dr Leon de W Fourie (Chief Executive)

Brian Dillon

Patrick Brus

Keri-Anne Tane

Bart Vosse

Ana Morrison

Clarke Raymond

Jeni Fountain

Kieran Hewitson

Prior to the commencement of the meeting, members of the Board carried out a Health and Safety visit to the Mokoia Charity House Construction site. The Chair extended thanks to the team for this visit, expressing confidence in terms of significant Health and Safety improvements compared to the previous visit to this site in 2018.

The Chair then acknowledged Ana Morrison who departs Toi Ohomai Institute of Technology today and Keri-Anne Tane who departs on the 13th November. She stated it was a credit to both themselves, Dr Fourie and the institution that they had secured executive leadership jobs at Te Pūkenga.

2. APOLOGIES

All present

3. REGISTER OF INTERESTS/DECLARATION OF CONFLICTS

The Chair noted that the interest relating to Bruce Porteous is no longer relevant and asked that it be removed from the Register of Interests.

Ripeka Evans declared a potential conflict of interest in regard to Item 7.1 Notice of Ngāti Pūkenga Deed of Settlement.

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 – 28 August 2020

Resolution: TOI20/34

RESOLVED that the minutes of Toi Ohomai Institute of Technology Ltd Subsidiary Board meeting held on 28 August 2020 be approved.

L COMER / N NURI

6. ACTIONS/MATTERS ARISING:

Page 3 in relation to Action 1 – request for funding – update under agenda 8.1.1

Action 1: Broader discussion on the Bay of Plenty Tertiary Education Partnership to take place at the October Board meeting – Agenda Item 1 – The Future of the BoPTEP Agreement (In Committee agenda – Board Only meeting).

Action 2: Report back to the November Board meeting on the impact the Student Hardship Fund has had on students in terms of withdrawals, retained in study and course success– Agenda Item 2.2 – Rotorua Enrolments Analysis (In Committee Section) – Analysis of impact will come to the November Board meeting.

Action 3: Keri-Anne to provide learnings from the Otago Polytechnic case with regards to safe practice and the level of Liability. – provided as part of the H&S report – Item 8.5.

7. CORRESPONDENCE

7.1 Notice of Ngāti Pūkenga Deed of Settlement: Request for engagement with Post-Settlement Governance Entity.

It was noted that with Ana Morrison leaving Toi Ohomai, the partnership relationship in the interim will be looked after by Anaru Timutimu, Head of Strategic Partnerships. Ana advised that no immediate actions in relation to the Notice are required and there are no immediate risks to the institution.

With a large number of Iwi in the process of drawing up Deeds of Settlement, discussion followed on the best way for Toi Ohomai to proceed in developing relationships with the different entities and while it was felt it should be first and foremost with Iwi considering needs to be given to Māori, Iwi and Hapū. It was agreed that some time needs to be dedicated to this to come to an agreed governance position on how we take it forward to honour Treaty commitments/requirements and our values as an organisation along with the direction coming from Te Pūkenga - NZIST.

Action 1:

The Chair to acknowledge receipt of the Notice of Ngāti Pūkenga Deed of Settlement.

Action 2:

Schedule time at the next Strategy Day session on how this and other Deeds of Settlement should be taken forward to honour Treaty requirements and our values as an organisation and the direction coming from Te Pūkenga. Consideration also to be given to our proposition as to why Iwi should have a relationship with Toi Ohomai Institute of Technology.

Resolution: TOI20/35

RESOLVED that the Notice of Ngāti Pūkenga Deed of Settlement: Request for engagement with Post-Settlement Governance Entity be received.

C COONEY / N NURI

8. REPORTS

8.1 Chair of Toi Ohomai Subsidiary Board

The Chair's report was taken as read.

8.1.1 Board Strategy Day Outcomes and Actions (25 September 2020)

Summary notes and actions from the joint planning workshop on 25 September 2020 were received. The paper covered the three areas addressed on the day, Te Waiariki Economic Recovery & Reset, Iwi Success Measures and Ōritetanga Collaboration Project. In regard to Iwi Success Measures, Ana Morrison advised that Clarke Raymond and Kieran Hewitson will take the lead on how these are brought into the organisation at an operational level. Clarke and Anaru Timutimu will also lead out a refresher on partnerships at Toi Ohomai, taking outputs from the Board Only discussion. Kieran, Clarke and Kelly-Anne Panapa are working on the Māori Success measures. Te Kāhui Mātauranga have looked at what else Toi Ohomai can do to help them fulfil their strategic plans as it relates to vocational education.

Tania Hodges expressed concern over the slow progress with submitting the Ōritetanga Collaboration Project Business Case to TEC, and suggested it be sent sooner rather than later. As yet TEC have made no commitment to investing in Te Tiriti o Waitangi. However, Stephen Town has informed subsidiaries that deficits are no excuse for not investing in this. The draft Job Description for the Te Tiriti Partnership position is currently with the Kāhui and it is hoped that the recruitment process, led by Kieran and Keri-Anne, will be finalised shortly and a selection made before the end of this academic year. Leon indicated that if we did not get any TEC funding for the Ōritetanga Collaboration Project, we would find and redirect internal resource to progress the project.

The Board thanked Ana for the summary.

Jeni Fountain joined the meeting 9.56am

Resolution: TOI20/36

RESOLVED that the Chair's Report, together the paper on the Board Strategy Day outcomes and actions (25.09.20), be accepted.

C COONEY / R EVANS

8.2 Chief Executive Report

Dr Fourie presented his report, speaking to the departure of Ana Morrison today and Keri-Anne Tane on the 13th November, and acknowledged all the great work they have done for Toi Ohomai, and his appreciation of their leadership, commitment to our aspirations and as key team players. He advised Toi Ohomai will continue to follow a 'sinking lid' approach, other than the appointment of an Executive Director: Tiriti Partnerships (working title). He stated the institution was fortunate to have Patrick Brus who, in addition to his current Student Engagement role, would take on the People, Engagement & Capability portfolio, with savings from these resources redirected to the Te Tiriti commitments.

Dr Fourie then briefly elaborated on the significant increase of 14% in the Staff Engagement score - a massive year-on-year jump post-merger and in the context of a challenging year. A paper will come back to the November Board once the data has been further distilled, together with a plan of action going forward. The Community Day event the institution held on 22 October had been a huge success with twenty-two groups going out into the community. The staff had loved it, the day was well received by the community, and is something that the institution is keen to continue with.

TEU bargaining is continuing and despite initially holding to a position of 'no increase' (apart from a one-off 3-day leave allocation to be taken in 2021), with several other institutions settling at around 1.5%, we are going back to the bargaining table with a revised offer. In order to remain within the approved 2021 budget this will come with a resourcing cost to the institution which has been signalled to the Union.

Further points of interest noted included the first virtual National Research Symposium for Te Pūkenga which was successfully hosted by Toi Ohomai, progress on the iSite construction, the launch of the successful delivery partnership with Te Arawa Group Holdings, and potential partnerships with Abodo and BOP Rugby Union.

Noting that a number of items were approved by the previous Council, Ripeka Evans suggested that when subsequent follow-on business cases are put forward for the new Board consideration/approval, it should include a link or reference to the previous Council decision.

Action 3:

Copy of the SWIFT Heads of Agreement to be made available to the Board.

8.3 Academic Committee

The Chair suggested it would be good to see a copy of the outcomes from the short survey distributed to students post COVID-19 lockdown, measuring how well they felt supported, how they rated the quality of activities and resources, what worked well and what did not work so well during the lockdown period. Kieran Hewitson undertook to supply this to the November Board meeting.

Action 4:

Copy of the Lockdown Learning Survey Report to be provided to the November Board meeting.

The Academic Committee report was taken as read.

8.4 Financials

The guaranteed government domestic funding returns the forecast deficit of \$7.4 million to around a \$0.8 million deficit.

8.5 Health and Safety & Wellness

Keri-Anne Tane presented the Health and Safety & Wellness report, which also included a note on the Otago Polytechnic prosecution after a pre-trade carpentry student suffered a partial finger amputation on an inadequately guarded machine. Overall this case highlighted that practice and procedural application are not sufficient to avoid prosecution for ensuring practicable safety for workers. Organisations must also ensure that these practices and procedures ensure effectiveness. PwC carried out an audit of the Toi Ohomai HSW management system in 2019 and consideration of other monitoring approaches will now be included in the 2021 HSW workplan. An H&S Workshop is

also scheduled for the Board in November which will unpack Board liability. A review of the guards on machinery in place at Toi Ohomai will be included in the November Board pack.

Action 5:

The November H&S Report to include detail on the review of machinery guards in place.

The Chair briefly touched on the H&S walk to the Charity House construction site, pre the Board meeting, noting the big shift in terms of H&S from the last visit and the credit that should go to everyone for the steps that have been taken.

The question was raised as to what the H&S culture is like across Toi Ohomai and how the institution evokes a culture of inducing prevention rather than waiting for accidents to happen. Leon responded that the annual staff survey includes a question around H&S and shows that awareness and recognition from staff is improving all the time. Also, Leon stated that increases in reporting of the number of Near Misses is an indicator that awareness levels are increasing, leading to further preventative measures being put into place.

Resolution: TOI20/37

RESOLVED that the Chief Executive report, together with the Academic Committee Report, Financials and the Health and Safety & Wellness Report, be received.

T HODGES / N TAHANA

9 BOARD OF DIRECTORS - WORK PLAN

9.1 Māori Success Strategy

An update on progress of the Maori Success Strategy milestones was received, noting the establishment phase has now been completed. This led to discussion on whether enough has been done in terms of identifying success factors, how we give effect to consulting with Iwi, Maori and Hapū and how we include the wider aspects. Ripeka Evans felt it was supply side led and said she couldn't get a picture of the other end of the scale, how it shifts the dial and results of improved participation.

Kieran Hewitson reported the Strategy had been written a couple of years ago and will be reviewed for 2021 to align with the Kāhui expectations as well as the Te Pae Tawhiti Framework, putting less focus on outputs and more on outcomes.

Resolution: TOI20/38

RESOLVED that the update on the Māori Success Strategy be received.

C COONEY / N NURI

9.2 Sustainability Framework

An update on the Sustainability Framework, KPIs, goals and strategy monitoring, was received.

Resolution: TOI20/39

RESOLVED that the update on the Sustainability Framework be received.

C COONEY / N TAHANA

10. GENERAL BUSINESS

There were no items of general business.

RESOLUTION TO EXCLUDE THE PUBLIC AND MOVE INTO THE CONFIDENTIAL AGENDA

Resolution TO120/40

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 / L COMER

Chairperson:

Date:

ACTIONS– 30 October 2020

Action	Action	Responsibility
1	The Chair to acknowledge receipt of the Notice of Ngāti Pūkenga Deed of Settlement	Cathy Cooney
2	Schedule time at the next Strategy Day session on how the Ngāti Pūkenga Deed and other Deeds of Settlement should be taken forward to honour Treaty requirements and our values as an organisation along with the direction coming from Te Pūkenga. Consideration also to be given to our proposition as to why Iwi should have a relationship with Toi Ohomai Institute of Technology.	Leon Fourie/Clarke Raymond
3	Copy of the SWIFT Heads of Agreement to be made available to the Board.	Anthony Robertson
4	Copy of the Lockdown Learning Survey Report to be provided to the November Board meeting.	Kieran Hewitson
5	The November H&S Report to include detail on the review of machinery guards in place.	Patrick Brus / Keri-Anne Tane

Board Meeting –Open

Open Actions

30 October 2020

Number	Actions	Response	Status
Action 1	The Chair to acknowledge receipt of the Notice of Ngāti Pūkenga Deed of Settlement	Letter sent to Te Arawhiti (See Agenda Item 7 – Correspondence)	Completed
Action 2	Schedule time at the next Strategy Day session on how the Ngāti Pūkenga Deed and other Deeds of Settlement should be taken forward to honour Treaty requirements and our values as an organisation along with the direction coming from Te Pūkenga. Consideration also to be given to our proposition as to why Iwi should have a relationship with Toi Ohomai Institute of Technology.	Included for discussion at the February/March Board Strategy Day in 2021	Completed
Action 3	Copy of the SWIFT Heads of Agreement to be made available to the Board.	Once Te Pūkenga have confirmed we can proceed with this proposal we will work with SWIFT to develop the Heads of Agreement and then make this available to the Board	Ongoing
Action 4	Copy of the Lockdown Learning Survey report to be provided to the November meeting of the Board.	Survey attached (see Agenda item 6.2)	Completed
Action 5	The November H&S Report to include a review of machinery guards in place.	Commentary included in the Health and Safety & Wellbeing report (Agenda Item 8.5)	Completed

28 August 2020

Number	Actions	Response	Status
Action 2	Analysis of impact the Student Hardship Fund has had on students to come to the November Board meeting.	Report attached (See Agenda Item 6.1)	Completed

Agenda Item 6.1

To	Toi Ohomai Board of Directors	From	Patrick Brus Executive Director Student & Staff Engagement and Experience
Title	Hardship Fund Update and Analysis	Date	10 November 2020

Purpose

The Board requested at its meeting of the 28th of August that management conduct an analysis of impact the Student Hardship Fund has had on students. The purpose of this paper is to provide the Board with an update and analysis of the government hardship funds with particular focus on learner outcomes.

Overview

- Two new government hardship funds for tertiary students were announced during lockdown. The Hardship Fund for Learners (HAFL, 19 May) and the Technology Access Fund for Learners (TAFL, Announced 2 May).
- Toi Ohomai received total funding of \$431,000 for HAFL and \$390,000 for TAFL.
- As at 23 October, \$279,058 (65%) has been allocated of the HAFL fund, and \$386,071 (99%) of the TAFL fund.
- A total of 1508 learners have been supported by the HAFL fund.
- 378 learners have been supported via TAFL. This includes a total of 307 devices being made available to learners.
- As per the latest reports to Te Pūkenga, of the learners supported by the HAFL fund 313 (59%) identify as Māori, 23 (4%) identify as of Pasifika descent (Cook Island Māori, Other Pacific Peoples, Samoan, Tokelauan, Tongan, Niuean) and 38 (7%) were identified as living with a disability. Of the learners supported by the TAFL fund, 248 (72%) identify as Māori, 23 (7%) identify as of Pasifika descent, and 25 (7%) were identified as living with a disability.
- Specific initiatives such as a Kaupapa Māori resilience programme post-lockdown proved to be very effective for attendance and engagement levels.
- We conducted a Survey in October covering the impact of hardship funding:
 - 73% of the surveyed learners reported a 9 or 10 (extremely useful), with regard to how the HAFL supported them to continue studying
 - The average attendance of the surveyed learners was 85% and the average pass rate of assessments completed was 79.9%

Hardship Assistance Fund for Learners (HAFL)

The latest HAFL report to Te Pūkenga was as at 23 October 2020 (Table 1)..

Expenditure Type	Number of Learners Assisted	Cost Amount (GST Excl)	Any explanatory comments
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Food	938	\$42,245	This includes cash payments for 122 individual students (recorded in Usage document against NSN numbers), plus group provisions for 816 students (food bags and lunches for target/priority classes).
Housing	160	\$131,477	Please refer to Usage document for more information
Utilities	172	\$75,952	Please refer to Usage document for more information
Medical	118	\$4,818	This includes cash payments to 6 students, and 112 flu vaccinations
Transport	50	\$16,076	Please refer to Usage document for more information
Other	70	\$8,490	This includes cash payments to 20 students, and series of mental health workshops delivered to a targeted class
TOTAL:	1508	\$279,058	

Table 1 – summary of HAFL support provided to Toi Ohomai students as at 23/10/2020

530 individual cases of financial assistance have been provided via HAFL. In that 60 cases were multiple support (ie: the student received assistance more than once). 470 individual learners received financial assistance.

The lowest financial amount of support was \$35.00 and the highest, \$3,620.00. The average support per individual was \$519.00.

Engagement and Regional Engagement Facilitators did individual needs assessments with each applicant to HAFL. All learners who were supported were struggling financially and suffering in their mental wellbeing to some extent, making concentration on study, or ability to get back to study in alert levels 2 and 1, near impossible without the help of the fund.

Individual support

Facilitators heard and supported many learners through severe hardship cases. For example, many learners had lost part-time work, below the necessary hours to qualify for government subsidy, and had to move from rental accommodation and couldn't pay their usual food and utility bills. The loss of \$100 to \$200 per week had significant impact on learners' financial wellbeing.

Many learners also had parents lose work, and income was not meeting the bills. They exhausted their savings and then applied for financial assistance. In some cases, support from government agencies was available but not quick enough.

Some of the cases were domestic violence related, and accommodation as well as counselling support was provided.

The highest amount of \$3620.00 went to a student who needed to move in to his grandparents' home in COVID Level 2 because of overcrowding in the family home during lockdown, resulting in him travelling 70kms each day to remain in class, and needing to contribute to his grandparents' increased living costs.

160 learners received significant housing support. This was more so in the past 10 weeks, and due to many learners using up all of their employment savings and all other avenues of family support to be able to pay their accommodation before asking for financial assistance.

172 learners received significant utility support. Most common were very high power bills faced by families in lockdown. Especially so where families had full houses due to all children at home, and having other family members staying in their bubbles. Many of the learners supported had dependents.

Further to the individual support; 816 learners also received support through group food provisions – breakfasts, lunches and food bags, which were provided in ways best suited to the 5 campus cohorts.

Priority groups

Of the 530 cases of financial assistance provided, 313 (59%) were to learners identifying as Māori, 23 (4%) were to learners identifying as of Pasifika descent and 38 (7%) were to learners who live with a disability.

Kaupapa Māori resilience programme - Once learners were back under Level 1, a specific initiative provided support to a priority group of New Zealand Certificate in Foundation Skills who struggled to remain engaged in their study due to emotional wellbeing, anxiety, uncertainty of futures and family struggles. The majority of these learners are young Māori. Many were struggling to stay focused on their future with the upheaval of Covid. This initiative involved external local providers Te Wheturere Consultants running a tailor made in-class kaupapa Māori resilience programme 1 day per week for 4 weeks. The course started week 2 of semester 2, and positively impacted the number of learners staying engaged in the programme in semester 2 as showed in the attendance data on the days the programme was run, below. This programme had been a priority as less than 50% of this programme's learners stayed engaged with the programme during prior lockdown levels 3 and 4.

Attendance during the initiative:

Week 2 of semester:

- 19 learners: Māori
- 29 learners: Non-Māori
- 48 TOTAL
- Total Present on the day (41 learners)
0 Māori learners away with 7 Non-Māori away

Week 3:

- 19 learners: Māori
- 28 learners: Non-Māori
- 47 TOTAL
- Total Present on the day (30 learners)
1 Māori student away with 16 Non-Māori away

Week 4:

- 19 learners: Māori
- 24 learners: Non-Māori
- 43 TOTAL
- Total Present on the day (36 learners)
0 Māori learners away with 6 Non-Māori away

Week 5:

- 19 learners: Māori
- 23 learners: Non-Māori
- 42 TOTAL
- Total Present on the day (34 learners)

0 Māori learners away with 8 Non-Māori away

Surveying impact on student engagement

On 21 October the Engagement team sent a HAFL survey via Microsoft Forms to 100 of the HAFL supported learners to gauge the impact of the support they received. Learners were randomly selected from the HAFL spreadsheet, per region. 52 learners responded.

The 2 main questions were:

Q5. The aim of the hardship fund was to help you to continue studying. How useful was the funding you received in achieving this goal? Rated 1 – 10.

Q6. How did the assistance that you received through the Hardship Fund for Learners (HAFL) impact or affect you? Comments asked for.

Question 5 (Fig.1): 73% of recipients reported a 9 or 10 – extremely useful, with regard to how the HAFL supported them to continue studying. 6% reported less than a score of 5.

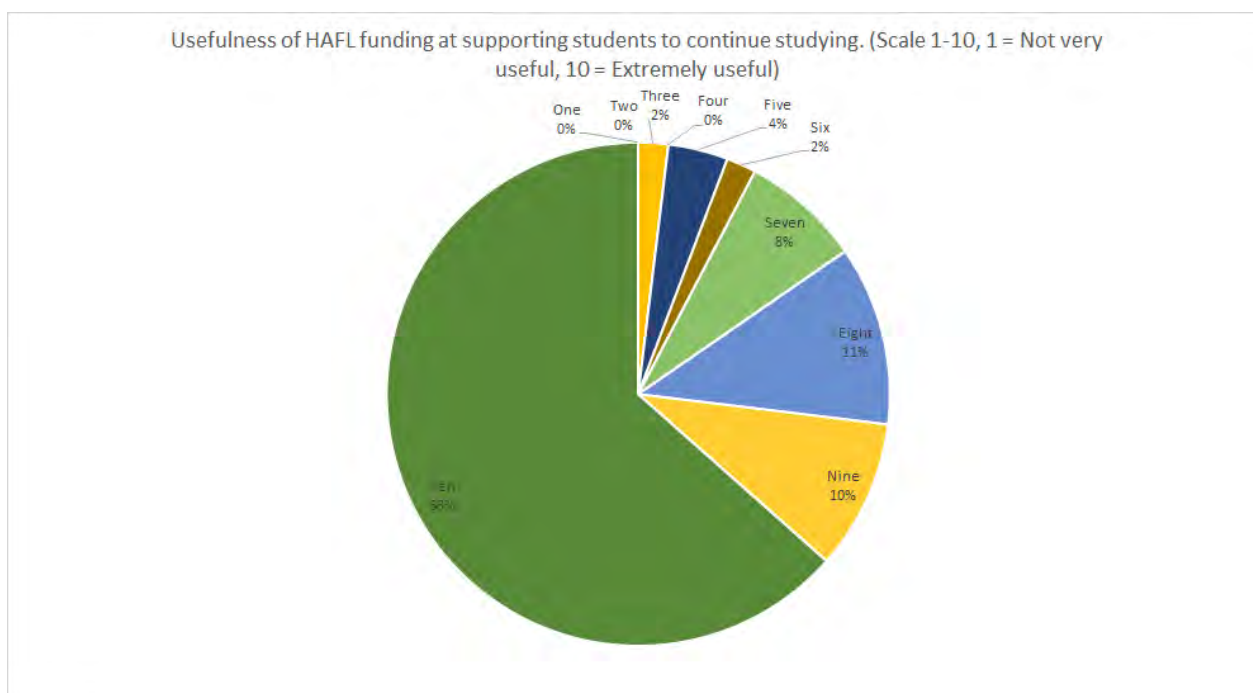


Figure 1 – Proportion of ratings (1-10) of the usefulness of HAFL in supporting continued study during COVID-19.

Question 6. Student feedback comments included:

It honestly helped more than I can actually explain! I was 21, homeless at the time (stayed in a motel for all of Covid) my mother got her hours cut tremendously and we Could barely survive in all honesty. Trying to find a house, put food on the table, pay my own bills and at least help my mother out and study was extremely hard for me. The hardship took a lot of weight off my shoulders it helped with all financial aspects that it could and me and my family of 3 was very humbled and greatly appreciated the help!

Throughout COVID I was struggling with payment that needed to be paid due to me losing my job and paying rent at home. The financial support really helped during the pandemic, such as paying rent, paying for food, and tools for course. All I want to say is, thank you for the support because it really helped me out.

My income (wages and child support) was affected during COVID-19. Although I only received \$300, it did make a small difference to get through the couple of weeks before I was able to secure another job.

This funding helped me pay my rent and helped with moving cost. This took the financial pressure off me while I could concentrate on study.

Receiving financial support during COVID gave me the extra support to continue studying for the rest of the year without having to stress as much about the financial side of things. Thank you!

Due to Covid I wasn't able to work as much hours so I was really struggling to pay my bills and didn't have enough money for living expenses such as food and petrol. The money I received helped me a lot and I was really great full that I was able to get some help.

Help me paying bills and keep me on my study and to finish it.

I was able to buy course materials to carry on with course and the remainder of the money went to help pay bills that were outstanding.

It has been a challenging year for me, I had a break up during COVID. Had to move towns and start again. Start my kids at a new school, find gas money to get them to school and then myself to course. It's a struggle to afford the gas to Whakatane from Kawerau. It was made harder because my hot water cylinder was leaking plus I'm running 2 of them so power bills have been really high for several months. It helped me to get to course as long as I did. Unfortunately, my health went downhill in a big way and I have had to put my studies on hold. Thank You.

Attendance of those surveyed who received financial support (by facilitator)

Of the learners surveyed, their average attendance up to 5 November was 85% and of assessments completed – the average pass rate is 79.9% (Table 2)

HAFL survey results received				
EF/REF:	Students responded:	Number of students to be surveyed:	Attendance % as at 5/11/20:	Assessment Pass Rate % as at 5/11/20:
Taylor	12	13	81.92%	71.58%
Steve	9	13	73.63%	58.78%
Claudia	4	13	96.25%	48.75%
Te Awaroa	2	13	85.00%	100.00%
Elena	7	12	83.43%	81.33%
Jo	8	12	90.88%	97.63%
Sue	6	12	73.50%	81.67%
Shirley	4	12	95.75%	100.00%
TOTAL	52	100	85.05%	79.97%

Table 2 – Summary of attendance and assessment outcomes for HAFL funded students that responded to survey.

Technology Assist Fund for Learners (TAFL)

The latest TAFL report to Te Pūkenga was as at 23 October 2020 (Table 3).

Expenditure Type	Count of instances	Cost Amount (GST Excl)	Any explanatory comments
Internet access/connections	61	\$7,097	Either mobile phone data top-ups, or fiscal support to assist students in accessing broadband/fibre for their homes. 37 of these students were also supported with a device and have been categorised under 'Hardware Support' - refer Usage document for more information.
Hardware support	307	\$378,078	This is made up of 97 x HP Chrome books, with bags and freight, and 10 x ACER Chromebooks. Plus 150 x HP Elitebook 850 G6 Laptops with bags, and 50 x HP Elitebook 840 G7 Laptops with bags.
Setup/Support	10	\$896	Helped fund a device for a student so they can maintain contact with their tutor, and progress their studies, also covers courier costs - refer Usage document for more information.
TOTAL:	378	\$386,071	

Table 3 – Summary of TAFL support provided to Toi Ohomai students as at 23/10/2020.

As per the latest TAFL report to Te Pūkenga, 343 students have been supported via TAFL, and 248 (72%) of these identify as Māori. Due to the reporting requirements from Te Pūkenga Table 3 has recorded 307 instances of hardware support but this number actually reflects the total number of devices being made available to learners and not the total number of learners who have actually been supported.

EQUITABLE STUDENT DATA		
Type of learner	Count of instances	As a % of total number of students supported with TAFL funding
Number of Māori students:	255	72.86%
Number of Pacifica students:	25	7.14%
Number of students living with a disability:	24	6.86%
Number of YG students:	0	0.00%
Number of MPTT students:	142	40.57%
Number of International students:	27	7.71%

Table 4 - Distribution of TAFL across the priority learner groups. Percentages do not equal 100 as some students identify to more than one priority group.

Live data up to 10 November 2020 (Table 4) shows that the number of learners of Māori descent supported by TAFL funding is 255 (72.86%), those of Pasifika descent is 25 (7.14%), and those living with a disability is 24 (6.86%). Of learners who receive the Māori and Pasifika Trade Training Scholarship (MPTT) 142 (40.57%) have also received TAFL funding.

The 27 International learners who are recorded were provided connectivity support prior to TEC guidelines outlining that these learners were to be excluded from TAFL funding. The records have been maintained for data, and reporting purposes.

Next Steps

Both the HAFL and TAFL funds become inaccessible from 31 December 2020 with any remaining funding needing to be returned to Te Pūkenga at the beginning of 2021.

Due to the strict criteria for the HAFL fund, we do have some funds still available. The fund is only available to learners who are facing any suffering, deprivation or financial challenge due to Covid-19 and those challenges are interfering with a learner's ability to progress with their study. HAFL support will continue to be accessible this year and offered to learners who meet the eligibility criteria. 10% (\$43,130) of the overall HAFL fund provided has been ringfenced for use by the MPTT and Youth Guarantee (YG) areas. Other options will be investigated how to best utilise the remainder of the funds.

Support with internet connectivity will also continue to be offered via the TAFL fund to eligible learners. Facilitators are in the process of asking learners to return their loan devices in order to avoid a notice having to be sent to the Accounts team for debt collection. The aim is to try and have all the loan devices returned by the beginning of December 2020, or by the time that Toi Ohomai shuts down for Christmas.

Contributors

Dr Logan Bannister, Head of Student Support

Sam Honey, Student Success & Engagement Team Lead

Taylor Delamere, Engagement Facilitator

Agenda No. 6.2

To	Toi Ohomai Board of Directors	From	Kieran Hewitson – Executive Dean, Academic Excellence and Maori Success.
Title	Lockdown student survey	Date	27 November 2020

Purpose

This paper presents the report on the lockdown survey that was sent out to students, this was requested at the October meeting.

Key Points

- The Lockdown Learning Survey was conducted between 24th June and 8th July 2020.
- The quantitative results were fed live into the Dashboard on Te Ao Mārama.
- The survey had a total of six questions, two rating questions and four open text.
- The rating scale of 0 to 10 for how well the students felt supported reported an overall average of 7.25.
- The rating scale of 0 to 10 for quality of activities and resources provided, to assist learning during lockdown reported an average of 7.14.
- The survey received a total of 647 responses from a total of 602 respondents (unique student IDs).
- Using a distinct count of student IDs, our overall response rate was 13%.
- The survey covered:
 - How well students were supported by Toi Ohomai during lockdown
 - The quality of activities/resources provided to assist learning
 - What activities/resources helped students learning the most
 - What activities/resources students found least helpful
 - What activities/resources students would like to see continue

Information

A short survey was distributed to students post Covid-19 lockdown to measure how well they felt supported, how they rated the quality of activities and resources, what worked well for them and what did not work so well during the lockdown period. It provided opportunity to share their experience of lockdown learning.

Key findings of the survey:

- Survey response rate 13%. A disappointing response rate however the data has provided a good insight into the experiences, quality of learning and technology support for students during the lockdown period. The open text questions received a total of 2,290 comments.
- The overall average for how well students felt supported and the quality of resources was positive reporting above 7.0, however there were areas of concern where students reported below 7.0 and in one case below 6.0.
- A number of online communication and learning tools were utilised and positively received by students during the lockdown period. Students are encouraged by the opportunities online learning offers and expressed their support for ongoing opportunity to access learning online.
- Electronically stored resources provide many benefits to students and enhanced their learning opportunities through understanding of content and accessibility.
- Teacher engagement, communications and support played a key role in students learning successfully during lockdown.
- Students response to what did not work so well related predominantly to actual learning resource documents and their detail, design or format or the challenge of experiencing online learning for the first time.

Next Steps

The faculties required to access their report via the dashboards and address any issues via their Group Quality Committees.

Contributors

Leoni Drew

Michelle Farac

Attachments

Full Report that went to the Learning Quality Standards Committee is attached for information

To	LQSC	From	Quality
Title	Student Pulse – Lockdown Learning Survey	Date	07 August 2020

Purpose: Identify key themes and actions from the Covid-19 Student Pulse Lockdown Learning Survey

Introduction: A short survey was distributed to students post Covid-19 lockdown to measure how well they felt supported, how they rated the quality of activities and resources, what worked well for them and what did not work so well during the lockdown period. It provided opportunity to share their experience of lockdown learning.

Key Points:

- The Lockdown Learning Survey was conducted between 24th June and 8th July 2020.
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- Survey response rate 13%. A disappointing response rate however the data has provided a good insight into the experiences, quality of learning and technology support for students during the lockdown period. The open text questions received a total of 2,290 comments.
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- A number of online communication and learning tools were utilised and positively received by students during the lockdown period. Students are encouraged by the opportunities online learning offers and expressed their support for ongoing opportunity to access learning online.

- Electronically stored resources provide many benefits to students and enhanced their learning opportunities through understanding of content and accessibility.
- Teacher engagement, communications and support played a key role in students learning successfully during lockdown.
- Students response to what did not work so well related predominantly to actual learning resource documents and their detail, design or format or the challenge of experiencing online learning for the first time.

Access to data

- All response data from the survey is available on Te Ao Mārama (access to the reporting is restricted to management)
<https://edunetnz.sharepoint.com/sites/TeAoMarama/SitePages/Student-Pulse-Survey.aspx>
- The data dashboard is designed in such a way to allow for individual analysis at a faculty, group or programme for each question.
- All qualitative data has been coded by themes to measure activities and resources.
- The expectation is for faculties to review the information on Te Ao Mārama and formulate action plans as needed.

Methodology and Responses:

Survey Period

- The survey was conducted between 24th June and 8th July 2020 for a period of two weeks.
- All students in programmes that started before the 26th April and ended after the 3rd April were surveyed.
- The majority of students surveyed started on the 17th February with smaller numbers starting a few weeks earlier or a few weeks later.

Methodology

- The survey was set up through Office 365 Forms platform and distributed out to students via email through the Survey Monkey tool.
- One week into data collection a reminder email was sent to students who had not completed the survey.
- Students were required to log into the network to access the survey. This enabled student enrolment data in Ebs4 to be reported. No information reported allows students to be identified.
- The quantitative data for the measured questions was fed live into the Te Ao Mārama dashboard as responses were received.
- All qualitative data was reviewed and teacher names removed before the data was made available on the Te Ao Mārama dashboard.

Survey Promotion

Marketing of the survey was distributed through the following channels:

- Student E-Newsletter
- Toi Ohomai Social Media sites
- Faculty Management
- Student email

- A prize of one \$100 debit card was offered.

Responses

A total of 4,900 students were invited to participate in the survey. Of this total 602 distinct student responses were received giving a response rate of 13%.

A number of events at this time may have contributed to the low response rate for this student survey:

- Marketing had distributed a survey directed at students related to communication one week prior and overlapped with this survey.
- Academic staff were collecting feedback from students during programme delivery through various platforms related to Covid-19 lockdown experiences.
- A Research project had distributed a similar student survey during lockdown across the organisation specific to Covid-19 challenges.

These events may have contributed to survey fatigue and/or feeling of repetitiveness at the time of distribution.

From the 602 distinct student respondents a total of 644 responses were received. A total of 40 students responded to the survey more than once. 38 students did the survey twice and 2 students completed it three times. It is difficult to determine the reasoning for subsequent responses. Some responses varied slightly in ratings and feedback and survey completion dates differed. These responses were reviewed and found to be of value to the overall report.

For the purposes of survey reporting, survey respondents (unique student ID) will be used.

Student Demographics

As with previous surveys, more responses were received from certain groups of students proportional to our current domestic and international funded student body (excludes other funded students).

- 27% of survey respondents were Māori
- Less than 1% of respondents were Pacifica
- 28% of respondents were International students
- 47% of students were under the age of 25

Faculty

All faculties and groups were represented with student responses.

- 47% Faculty of Health, Education and Environment (HEE)
- 40% Business, Design and Service Industries (BDSI)
- 14% Faculty of Primary Industries and Trades and Infrastructure (PITI)

Campus

A total of eight campuses received responses across Toi Ohomai.

83% (540) Main two campuses, Tauranga and Mokoia.

10% (57) Online delivery.

7% (44) Kawerau, Road Transport Centre, Taupo, Tokoroa, Whakatane and Waipa.

Questions

The survey had a total of six questions. The first two used a rating scale between 0 and 10 to measure how well students were supported by Toi Ohomai during lockdown and the quality level of activities/resources provided to assist their learning.

The three following questions were open text. This provided students the opportunity to feedback on technology and activities and resources, what was most helpful and what was the least helpful.

1.	During lockdown how well were you supported by Toi Ohomai?	Rating 0 to 10
2.	During lockdown what was the quality of activities/resources provided to assist your learning?	Rating 0 to 10
3.	During lockdown what activities/resources helped your learning the most?	Open text
4.	During lockdown what activities/resources did you find least helpful to your learning?	Open text
5.	What activities/resources used during lock-down would you like to see continue as part of your study?	Open text
6.	Are there any additional comments you would like to make about your study during lockdown?	Open text

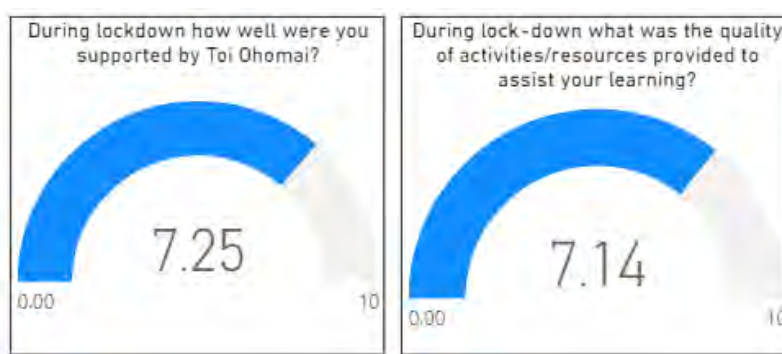
Overall Results to Questions:

Question 1 and 2 measures

Overall Average

During lockdown how well were you supported by Toi Ohomai? 7.25

During lockdown what was the quality of activities/resources provided to assist your learning? 7.14



By Campus

The regional campuses reported lower than the overall average. The online students rated the quality of activities and resources higher compared to the overall average. Online students are possibly more familiar with the technology type tools and tasks set in comparison to students first experiencing online delivery.

	Overall Average 7.25 <i>Students felt supported</i>	Overall Average 7.14 <i>Quality of activities/resources</i>
Two Main Campus (TG/Rot)	7.32	7.14
Regional Campuses	6.64	6.70
Online	7.14	7.54

By Faculty

Faculty of PITI reported a lower average of 6.62 compared to other faculties and the overall average. It is possible this may have been impacted by the large number of programmes delivering practical learning components across this faculty in the area of trades, logistics and primary.

	Overall Average 7.25 <i>Students felt supported</i>	Overall Average 7.14 <i>Quality of activities/resources</i>
Faculty BDSI	7.40	7.30
Faculty HEE	7.29	7.11
Faculty PITI	6.62	6.67

Māori Students

Māori students rated both questions lower than the overall average.

	Overall Average 7.25 <i>Students felt supported</i>	Overall Average 7.14 <i>Quality of activities/resources</i>
Māori	6.66	6.56
Not Māori	7.48	7.36

International/Domestic

International students rated their support and quality of activities/resources slightly higher than the overall average and higher again compared to the domestic students.

	Overall Average 7.25 <i>Students felt supported</i>	Overall Average 7.14 <i>Quality of activities/resources</i>
International	7.89	7.57
Domestic	6.99	6.96

Student by Age

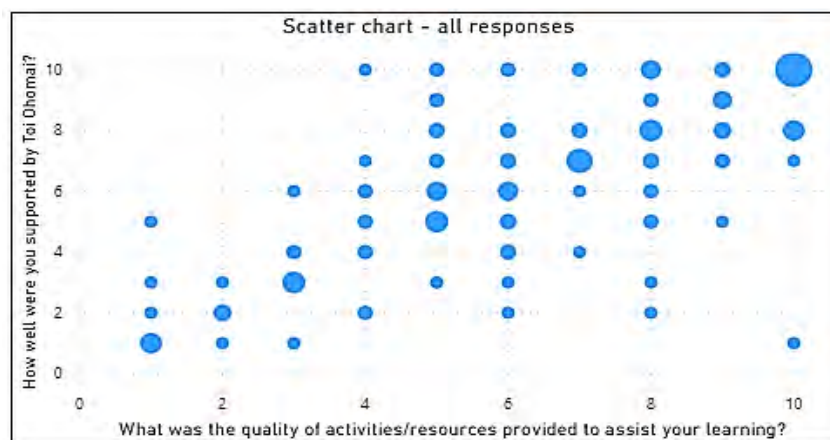
	Overall Average 7.25 <i>Students felt supported</i>	Overall Average 7.14 <i>Quality of activities/resources</i>
Under 25	6.99	6.85
25 and Over	7.48	7.39

Māori Students

A total of 165 (27%) Māori students responded to the survey. The overall ratings for support and quality of resources for Māori reported lower than all other learners. (Overall Average 7.25, 7.14)



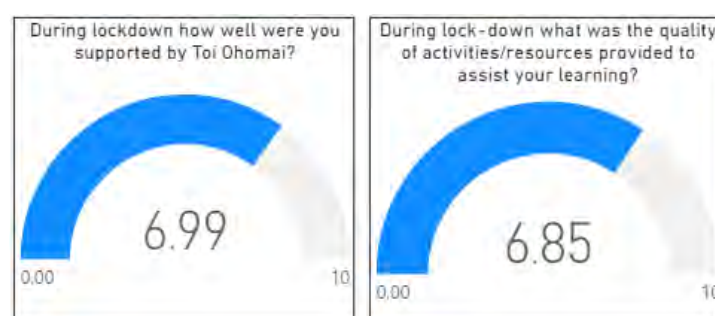
The scatter chart below shows the proportion of Māori student ratings against the two questions. The left-hand bottom quadrant shows that a group of students rated both support and activities very low under 5.0



- 85% of Māori student responses came from the two main campuses, Mokoia (44%) and Windermere (41%).
- 51% of Māori responses were received by Faculty HEE.
- 40% from BDSI
- 18% from PITI
- Faculty PITI students reported lower than the overall average for Māori Students (6.60, 6.56) feeling supported **5.57** and quality of activities **5.93**.
- Māori students under the age of 25 rated Q1. (6.82) and Q2 (6.68), this was higher compared to the 25 and over age group Q1. (6.52) and Q2. (6.45).

Students Under 25

A total of 282 (47%) students under the age of 25 responded to the survey. These students reported lower than the overall average for both questions.



- 90% of students under 25 came from the two main campuses, Mokoia (33%) and Windermere (57%)
- 46% of responses were received by the Faculty of BDSI.
- 45% from Faculty of HEE
- Students under 25 across all Faculties rated support and quality activities/resources lower than the overall average.
- Faculty of PITI and HEE reported rates lower than 7.0

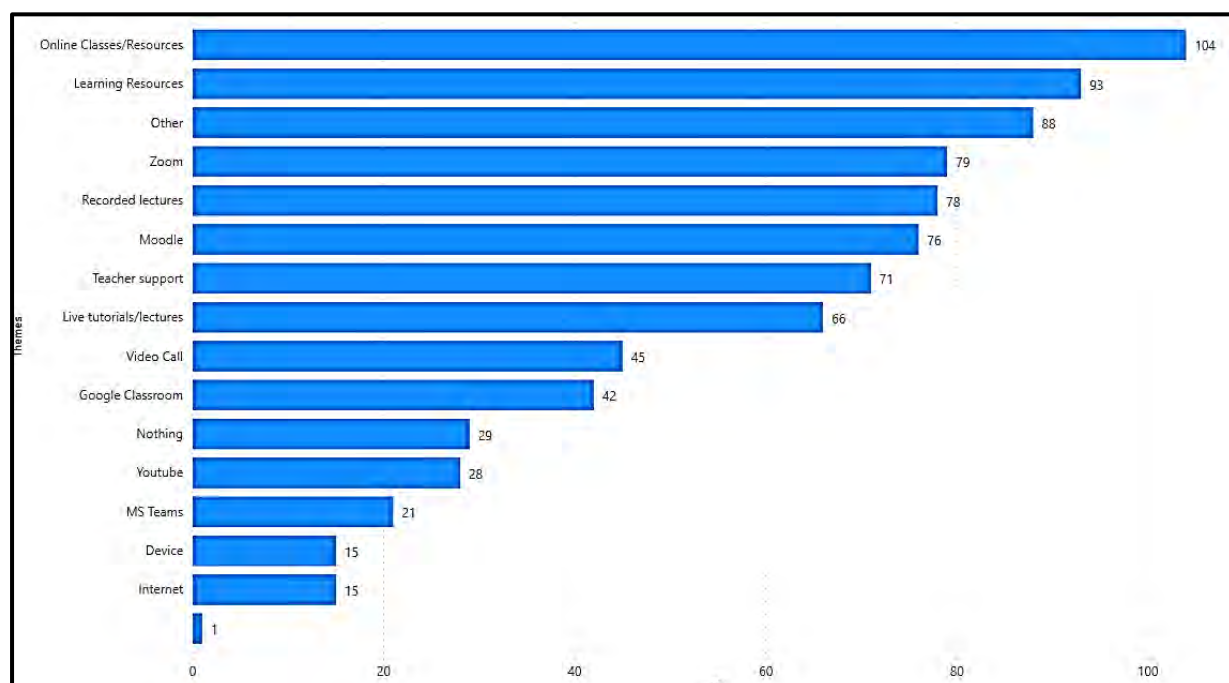
STUDENT COMMENTS

The final four questions were open text. A total of 2,290 responses were received across all four questions. The qualitative data was coded by theme to measure activities and resources, what worked well and what not so well for students during lockdown.

This data can be filtered by Faculty, Group, Programme and location but to protect the identity of the student comments can not be filtered by demographics.

Q3. Activities and resources that helped students learning

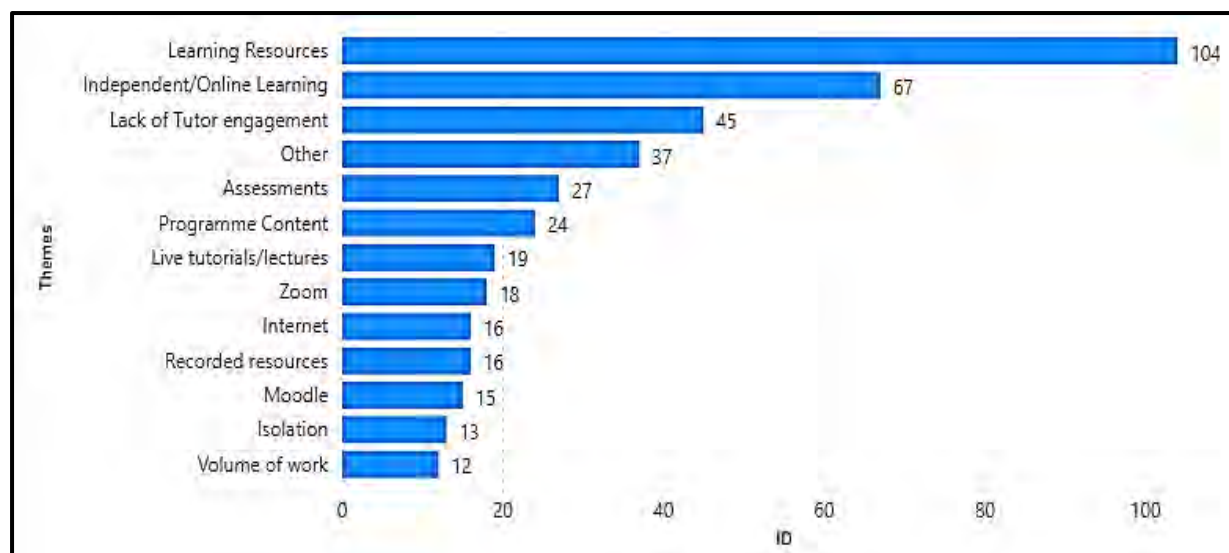
The ability to deliver online classes and provide electronic learning resources during lockdown was supported by students. The list of themes has been expanded to measure the types of support, technology and learning platforms students found helpful.



- Zoom, recorded lectures, Moodle, live lectures and video call were amongst the top five online tools for supporting students learning.
- Live tutorials and video calls were helpful to students during the period of isolation where no physical contact with other students was possible and provided the flexibility they needed to learn from their home.
- Accessing a variety of resources online such as powerpoints, interactive quizzes, video presentations and programme specific study material enabled students to continue learning during the restrictions of lockdown.
- Student comments showed that Teachers were extremely supportive throughout the Covid-19 lockdown period with regular communications, making calls directly to students, dropping resources off where necessary, engaged in interactive activities with students and being available when students needed them. Students appreciated the opportunities to connect with teachers and other students in the class.
- The 'other' category included positive feedback related to the online library resources/databases and staff support. Learner Facilitators were appreciated by students and regular communications in general across the teams and Toi Ohomai.

Q4. Activities and resources *least* helpful to the students learning.

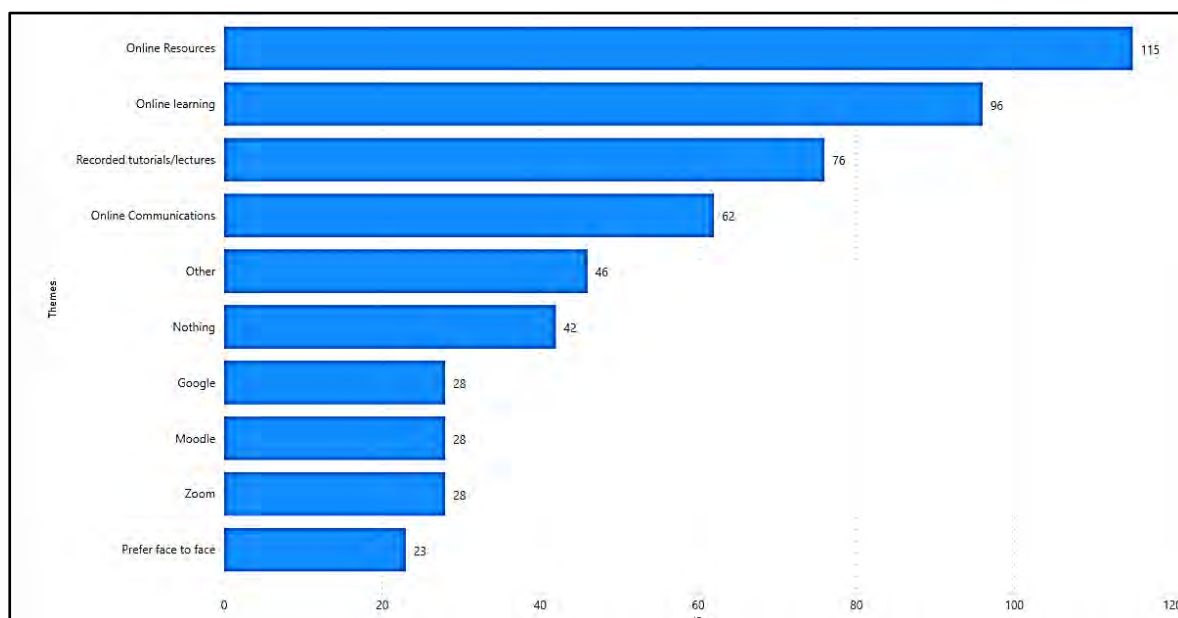
A total of 413 (69%) of students responded to this question. Most of the student feedback for this question related to actual learning resources and how they did not support their learning, in comparison to the above question where many students found accessing the electronic/online resources were helpful.



- Independent learning, lack of tutor engagement and assessments sit in the top five activities that were *least* helpful during lockdown and impacted on a number of students' ability to learn and understand.
- Majority of feedback for this question related to the actual learning resource or document layout/format. The *least* helpful included very long PowerPoint slides, learning material with details that were unclear and hard to understand. Students found some resources difficult to find or received content with no context or tutor input. In some areas students were missing relevant assessment information.
- No engagement or interaction by the teacher or class was not helpful when students were left to complete Moodle activities which were too long and had no teacher follow up.
- Some students could not access the online library resources when they needed to.
- A number of students struggled with independent learning in the home environment. The impact of Covid-19 on families meant it was difficult for students to focus and complete tasks online and on time.
- Students who had experienced online classes for the first time had difficulty understanding and felt the content was not covered well enough to complete related tasks.
- One student felt the quality was not delivered through online classes and the information was difficult to take in. Students found lack of face to face communication and groupwork compromised their learning.
- For some students the lack of teacher engagement reduced the student's ability to learn and understand content. Students expressed they would have liked increased levels of contact and quicker responses from teachers.
- Online exams or assessments were new to some students. Assessment due dates and level of content required increased students stress levels where they were already dealing with the impacts of Covid-19 and being in lockdown. Some students expressed teachers gave no flexibility in assessment due dates but suggested the students would now have more time at home to complete these and brought the deadlines forward.

Q5. Activities and resources students would like to see continue.

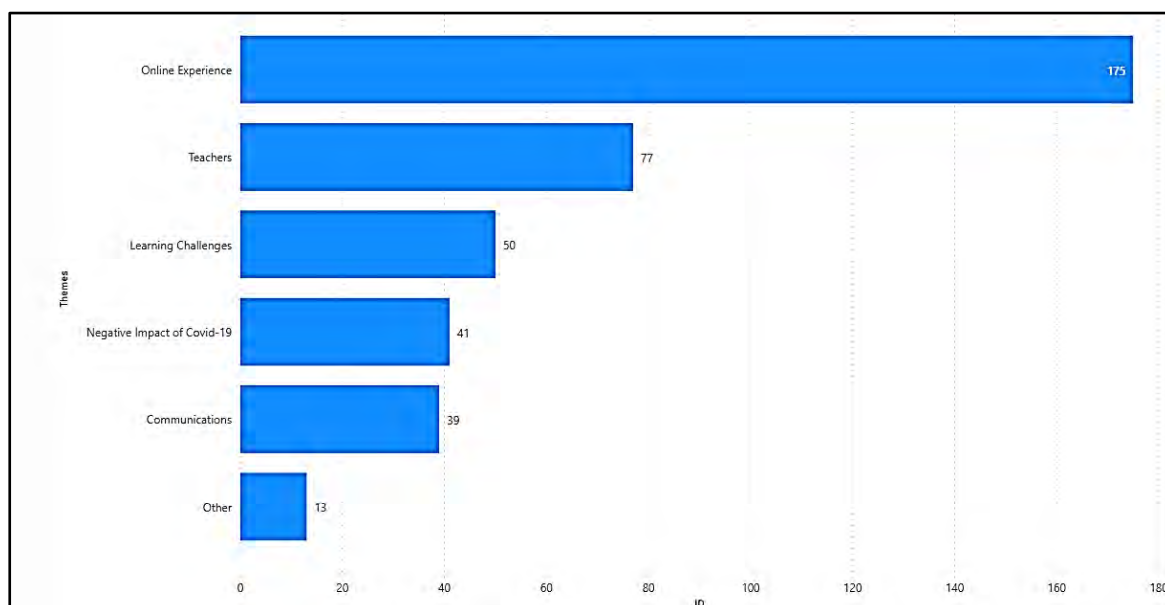
544 (90%) students provided feedback to this question. 80% of respondents expressed they would like to see some type of online learning resources, communications or learning platforms continue post lockdown.



- Students felt online learning for a number of classes per week would save time in transit, reduce fossil fuels, petrol costs and traffic congestion. Students believed this would also free up class room space for more students and was a win win situation.
- Online teaching and resources provided flexibility and offered more available options for accessing learning resources and study materials.
- Resources stored electronically allowed students to revisit information and provided full access to learning along with the freedom to work at their own pace.
- Online lectures, recorded lectures and lecture slides enabled students to re-watch multiple times, pause and take notes and access at any time including when they are absent or fallen behind.
- Online learning activities offered flexibility for students to work around study, personal responsibilities and work.
- Students enjoyed the online quizzes, these helped to prepare for upcoming tests and were an effective study tool.
- Online exams were encouraged compared to two-hour paper exams as these were not good for the neck or ergonomic wellbeing. Computers were preferred compared to writing.
- Online applications and learning tools assisted students learning as they were not restricted by time or location.
- Additional learning resources such as YouTube videos supported understanding of topics through more visual detail and description.
- Other suggestions included providing more time and flexibility for assessments, continued financial support, access to devices (Chromebooks, laptops) and the internet.

Q6. Additional comments regarding study during lock-down.

395 (66%) of students provided feedback related to their Covid-19 learning experience. 44% of these comments related directly to the online learning experience. 54% positive, 24% neutral and 22% negative.



- Majority of feedback for teachers was extremely positive and students were genuinely grateful for the help and support provided during the lockdown period.
- Students shared that the Teachers did a fantastic job and went over and above to ensure students met the course deadlines. Teachers were available and responded quickly. They gave guidance and motivation to keep learning progressing. Students felt teachers excelled in regular communications, were really approachable and took on concerns and suggestions well.
- A small number of students shared lack of engagement and poor communication was received from teachers and some were recognising when the teacher struggled and needed more support with online delivery.
- Some students felt that the online teaching and learning was inadequate. Students were left to teach themselves and when content was uploaded it had no context behind the resource.
- Some students acknowledged the challenges teachers were facing during lockdown, the challenges with online delivery and how this impacted on their home/personal lives too.
- A common challenge for students was the constant change of delivery methods, communications and in some cases the assignment or course delivery dates changing.
- Students found it challenging to learn independently and missed the face to face interaction with peers. Group work was not overly successful online and practical components not being covered caused frustration.
- A number of students did not relate well to the online environment and struggled with virtual meetings and online-classes.
- Students lack of motivation impacted on their ability to complete tasks and students felt like they had to teach themselves.
- A number of students expressed concern for their wellbeing during the lockdown period and became quite stressed trying to cope with the situation. They felt that some teachers gave no consideration to the Covid-19 situation or impact on their families and expected students to continue learning as normal.

- Negative Covid-19 feedback was related to the challenges presented when students were trying to study from the home. Time to study without interruptions was limited. Family or work commitments took priority and some were still required to work. Students felt learning and assessments were compromised and the expectation was to achieve the same amount of work by the end of semester.

10 November 2020

Chappie Te Kani
Tumu Whakarae
Chief Executive (Acting)
Te Arawhiti
Office for Māori Crown Relations
Via email: contactus@tearawhiti.govt.nz

Tenā koe

Re : Deed of Settlement between the Crown and Ngāti Pūkenga: Letter of Introduction

The Toi Ohomai Institute of Technology Board of Directors wish to acknowledge receipt of your letter dated 7 October 2020 re the Deed of Settlement between the Crown and Ngāti Pūkenga, together with the summary of the historical background to the claims of Ngāti Pūkenga.

Anaru Timutimu, Toi Ohomai's Head of Strategic Partnerships, has made contact with Ngāti Pūkenga and we look forward to working with them to support their education and workforce development needs.

Nga mihi



Catherine Cooney
Chair – Board of Directors
Toi Ohomai Institute of Technology

Cc Toi Ohomai Institute of Technology Board of Directors
Jocelyn Mikaere, Chair, Te Tāwharau o Ngāti Pūkenga - jocelyn.mikaere@gmail.com
Kylie Smallman, General Manager – generalmanager@ngatipukenga.com
Sir Toby Curtis, Te Kāhui Mātauranga Chair, Toby@tearawa.iwi.nz
Dr Leon Fourie, Chief Executive – Leon.fourie@toiohomai.ac.nz
Karen Vercoe, Te Kāhui Mātauranga Secretariat – karen@tearawa.iwi.nz

The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

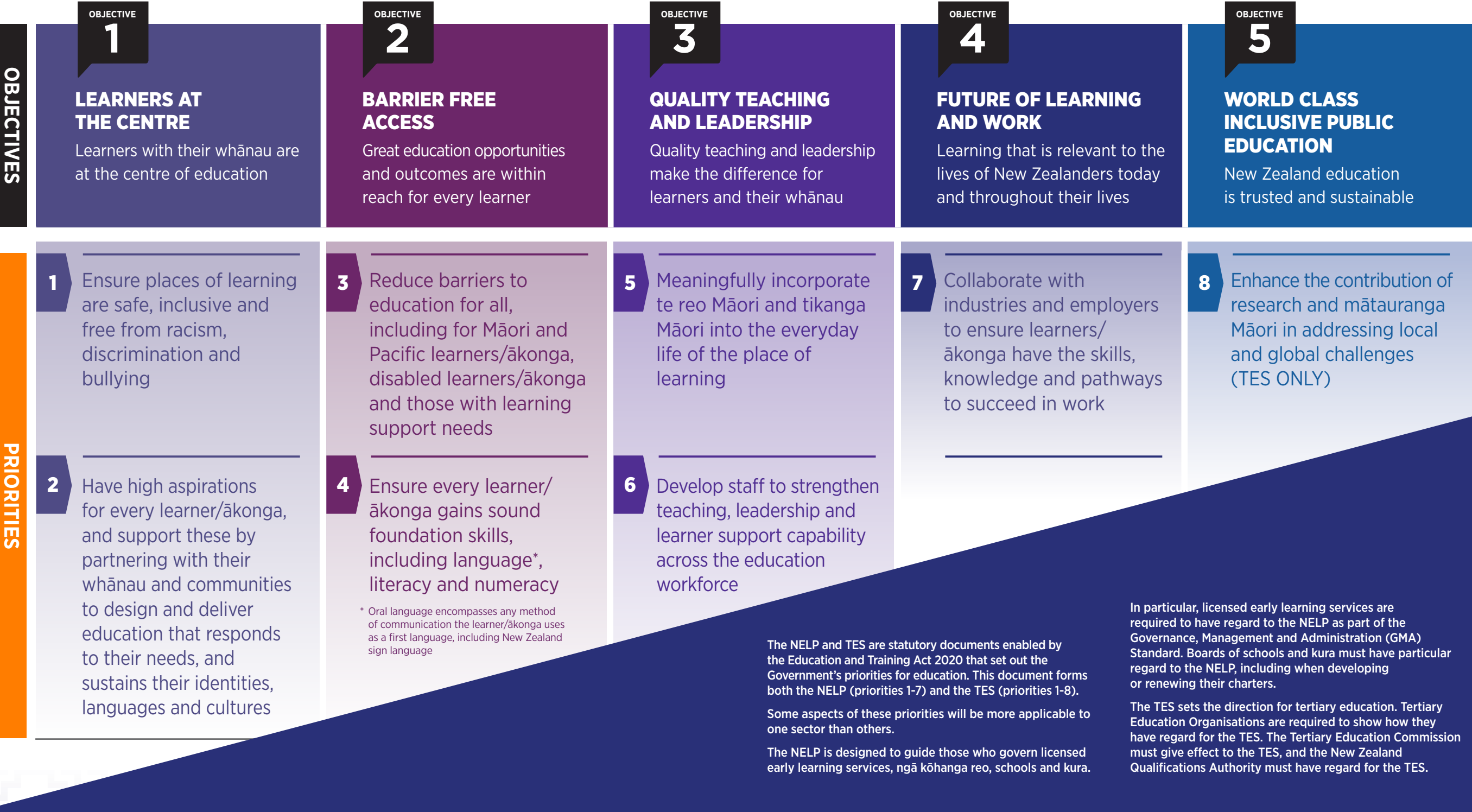
The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young

people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and

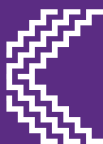
supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.



Implementation of the Tertiary Education Strategy



The Tertiary Education Strategy (TES) sets out the Government’s current and medium-term priorities, and long term strategic direction for tertiary education. It is intended to address economic, social and environmental goals, and the development aspirations of Māori and other population groups. This TES has been developed following consultation in late 2019 with the tertiary education sector and other stakeholders on a draft TES set out in the Shaping a Stronger Education System with New Zealanders discussion document.



The Tertiary Education Commission (TEC) is required by the Education and Training Act 2020 to give effect to the TES through the investment process. As part of this, the TEC is responsible for publishing guidance on the content and criteria for assessment of Tertiary Education Organisations’ (TEOs) investment plans, and determining and allocating the amount of funding to TEOs. The TEC also has a role in building the capability of TEOs as part of giving effect to the TES. In exercising its other functions, the TEC must have regard to the TES - this means that TEC’s activities outside of the investment planning process should be consistent with the priorities and direction set out in the TES.

The New Zealand Qualifications Agency (NZQA) is required by the Education and Training Act 2020 to have regard for the TES. This means that NZQA’s activities, including its quality assurance functions, should be consistent with the priorities and direction set out in the TES.

TEOs are required to describe in their proposed investment plans how they will give effect to the Government’s current and medium-term priorities as described in the TES. This means that TEOs should think about how they will reflect the TES priorities in their policies and practices, and inform TEC about this through their investment plans.

OBJECTIVE 1		OBJECTIVE 2		OBJECTIVE 3		OBJECTIVE 4		OBJECTIVE 5
LEARNERS AT THE CENTRE		BARRIER FREE ACCESS		QUALITY TEACHING AND LEADERSHIP		FUTURE OF LEARNING AND WORK		WORLD CLASS INCLUSIVE PUBLIC EDUCATION
Learners with their whānau are at the centre of education		Great education opportunities and outcomes are within reach for every learner		Quality teaching and leadership make the difference for learners and their whānau		Learning that is relevant to the lives of New Zealanders today and throughout their lives		New Zealand education is trusted and sustainable
1	2	3	4	5	6	7	8	
Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)	
Ensure that robust policies, plans and support are in place to address racism, bias and low expectations that impact learners/ākonga, staff and their whānau	Develop a whole of organisation approach to understanding and meeting the needs and aspirations of all learners/ākonga	Collaborate with schools, whānau, Pacific families, communities and industries to plan for successful transitions to enable all learners/ākonga to succeed in education and training	Ensure adult learners/ākonga can access opportunities in their communities, workplaces or while studying at a TEO to develop their literacy and numeracy capabilities	Embed tikanga Māori in values, practices and organisational culture based on engagement and advice from Māori	Identify gaps in teaching capability and invest in opportunities for educators and staff to strengthen teaching, leadership and learning support	Ensure that teaching and learning meets learner/ākonga, employer and industry needs, and delivers skills relevant for the workplace	Build a diverse, sustainable research workforce and broaden the pool of talent and knowledge	
Review, expand and strengthen current mechanisms to hear and act on learner/ākonga voice, and understand the views of whānau and communities	Develop staff capabilities to support teaching and learning practices that value languages, cultures and identities	Actively identify and reduce barriers for all learners/ākonga, and support them to access education and achieve successful education and employment outcomes	Support learners/ākonga to develop relevant digital literacy skills that enable them to study	Provide learning and development opportunities for educators to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori	Value diversity in your workforce and hire staff with a range of backgrounds, identities, languages and cultures to grow a workforce representative of the diversity of your learners/ākonga and communities	Offer more coherent vocational learning packages and pathways that support learners/ākonga into relevant employment outcomes	Support excellent research and the contribution of innovative approaches to solving economic, social and environmental challenges	
Provide for a safe and supportive learning environment that includes access to support for the basic needs of learners/ākonga and for their physical and mental health	Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori	Where possible, reduce non-fee costs and take advantage of policies to reduce financial dependence on family and whānau	Ensure all learners/ākonga have ongoing opportunities to develop key capabilities and qualities, including communication, problem solving, critical thinking and interpersonal skills	Encourage leaders to undertake their own learning and development opportunities to become proficient users of te reo Māori, and use it increasingly at all levels of engagement		Provide for lifelong learning options that are flexible, adaptable and timely so that people can upskill and retrain throughout their lives	Collaborate and connect across disciplines and institutions to help solve local and global challenges	
		Ensure that robust policies, plans and support are in place to support disabled learners/ākonga and neurodiverse learners/ākonga to succeed	Value the languages spoken by Pacific and Māori learners/ākonga, and provide opportunities to use and to build on them	Ensure that strategies, behaviours, actions, services and resourcing reflect commitment to Te Tiriti o Waitangi		Support relevant skills for New Zealand’s shift to a carbon-neutral economy		



Actions for Tertiary Education Organisations

Implementation of the Tertiary Education Strategy (continued)

OBJECTIVE 1		OBJECTIVE 2		OBJECTIVE 3		OBJECTIVE 4	OBJECTIVE 5
LEARNERS AT THE CENTRE		BARRIER FREE ACCESS		QUALITY TEACHING AND LEADERSHIP		FUTURE OF LEARNING AND WORK	WORLD CLASS INCLUSIVE PUBLIC EDUCATION
Learners with their whānau are at the centre of education		Great education opportunities and outcomes are within reach for every learner		Quality teaching and leadership make the difference for learners and their whānau		Learning that is relevant to the lives of New Zealanders today and throughout their lives	New Zealand education is trusted and sustainable
1	2	3	4	5	6	7	8
Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)
<div>Provide clear expectations in the Codes of Practice for the pastoral care of domestic tertiary students and international students</div> <div>Partner with TEOs to develop a framework for safety and inclusivity in tertiary education environments</div> <div>Genuinely engage with learners/ākonga and value, listen to and consider their voices so that processes, practices and work in Government and TEOs genuinely reflect learner/ākonga needs</div>	<div>Invest in and support the development of programmes and pathways for learning in Pacific languages</div> <div>Review the tertiary education investment system to support TEOs to better address learner/ākonga needs and support equitable outcomes for underserved learners/ākonga</div> <div>Partner with TEOs to develop tools, guidance and measures that enable evidence-based education delivery that meets the needs and aspirations of all learners/ākonga</div> <div>Empower learners/ākonga to have their voices heard</div> <div>Work with TEOs to implement innovative approaches that support learners'/ākonga success</div> <div>Strengthen Māori-medium pathways in partnership with Māori to ensure the education system is responsive to meeting the needs and aspirations of ākonga Māori and their whānau</div>	<div>Ensure funding better recognises the additional costs of tailoring support and education delivery to different learners and supports providers to help under-served groups</div> <div>Support TEOs to increase their capability to identify and understand learner/ākonga needs and barriers to success</div> <div>Coordinate across systems so that foundation learning settings enable individualised, flexible learning opportunities that support learners/ākonga to transition between education, welfare and work</div> <div>Develop best practice guidance for supporting disabled and neurodiverse learners/ākonga in tertiary education and training</div> <div>Support Pacific learners/ākonga and their families through the Action Plan for Pacific Education</div> <div>Partner with Te Taumata Aronui, to respond to their recommendations and advice about how tertiary education can better meet the needs of ākonga Māori and communities</div>	<div>Invest in Adult and Community Education to provide more learners/ākonga with accessible education and pathways to further education, training and employment</div> <div>Strengthen foundation education to improve learner/ākonga pathways into higher levels of education and employment</div> <div>Consider literacy and numeracy settings to ensure access to quality literacy and numeracy provision in the context of RoVE</div>	<div>Invest in, develop and implement Māori-Medium pathways</div> <div>Develop an approach to supporting the inclusion of te reo Māori and tikanga Māori throughout tertiary education and training</div> <div>Develop and implement a plan for qualifications and graduate profiles to be bilingual, in te reo Māori and English</div> <div>Review funding rates for Māori language and mātauranga Māori in the tertiary sector</div>	<div>Ensure the quality of teaching through a range of quality assurance functions, including, External Evaluation and Review (EER) and programme monitoring</div> <div>Incentivise and support TEOs to develop and strengthen teaching capability and excellence</div> <div>Publish and implement a tertiary education investment framework that shows how funded places are allocated to high priority provision, and how funding is used to grow high-performing TEOs</div>	<div>Develop tools and information to support learners/ākonga to have a personalised career pathway that allows them to move between education and employment, and that supports displaced workers</div> <div>Complete the reform of vocational education including establishing Workforce Development Councils, Centres of Vocational Excellence, and a new unified funding system</div> <div>Review the tertiary education investment system to introduce a stronger focus on work-integrated learning across a broader range of disciplines</div> <div>Partner with schools, TEOs, industries, employers and communities to deliver a more active careers service</div> <div>Strengthen the New Zealand Qualifications Framework and qualifications system to enable lifelong learning and clearer learning pathways and to allow for flexible, shorter credentials/ qualifications including recognition of prior learning</div>	<div>Partner with wānanga to support their unique role in the tertiary education system</div> <div>Support the advancement of Māori-led and mātauranga-informed solutions</div> <div>Support and develop the contribution of tertiary education organisations to the research system</div> <div>Develop and implement a Government response to the independent review of the Performance-Based Research Fund</div> <div>Establish an enduring Wānanga-Crown partnership that will focus on identifying new solutions for the wānanga sector</div>



Actions that Government is taking that support the implementation of the TES

Agenda Item 8.2

To	Toi Ohomai Board of Directors	From	Leon de W Fourie Chief Executive
Title	CE Report	Date	27 November 2020

PURPOSE

- To provide an overview of key activities and outcomes since the 30 October 2020 meeting
- To highlight key developments, achievements, and opportunities for the Board

RECOMMENDATION: That the Board receive the Chief Executive report covering the period 30 October 2020 to 27 November 2020

1. People

2020 Staff Survey Analysis: Despite recording an overall staff engagement score of 71.7% (a significant improvement of 14.6% on last year) we remain committed to responding positively to areas identified for further improvement. We have identified a number of key themes emerging from the 2020 Staff Survey which will be converted into an action plan for implementation. These themes include: a need for improved communications by direct managers; increased visibility and accessibility to senior leaders; living our values more consistently; continued focus on staff wellness; and developing greater capability in becoming an exemplar bi-cultural organization. For more detail see Open Agenda Item 9.2: 'Staff Engagement Survey – Analysis', which also includes next steps for each team at Toi Ohomai to develop an action plan relevant to their areas.

Toi Ohomai wins the Customer Service Award at the 2020 Tauranga Business Awards:

On the 13th of November Toi Ohomai took home the Customer Experience Award at the Tauranga Westpac Business Awards. The award recognised the process designed by Toi Ohomai for our Application to Enrolment pipeline – a project that has improved our ROI, but more importantly significantly improved the student experience for our learners. The use of Design Thinking meant that our students were involved every step of the way when designing the new process and that the problems tackled, and solutions implemented, were fit for purpose – ensuring a better student journey and experience.



2. Stakeholder Engagement and Building Partnerships

Bay of Plenty Rugby Union High Performance Pathway: The Bay of Plenty Rugby Union and Toi Ohomai Institute of Technology launched the High-Performance Pathway (HPP) between the 16th

and 20th of November at events in Whakatane, Rotorua and Tauranga. The first HPP is a one-year programme aimed at young athletes. The programme is designed to improve rugby athletes' self-development in the areas of nutrition, exercise physiology, performance testing, sports psychology, and sport technology while formally studying for the Cert4Fitness qualification from Toi Ohomai.

Supporting business excellence in Rotorua and Tauranga: Toi Ohomai is the proud sponsor of the Rotorua Build Back Better Award, which acknowledged the challenging environment businesses have faced in the wake of COVID-19. There were so many deserving finalists in the 2020 Westpac Rotorua Business Awards, but innovative tourism business [Waimangu Volcanic Valley Rotorua New Zealand](#) took home the award at the event on the 31st of October in front of a record attendance of more than 720 guests.



Similarly, Toi Ohomai sponsored the Emerging Business Award at the Westpac Business Awards in Tauranga on the 13th of November. Won by [Undercover Industries](#), the young husband and wife team, are designing and building outdoor covers (such as pergola's) especially for outdoor kiwi living requirements.

Toi Ohomai students again assisted in the success of the evening, filming and editing the finalist and winner footage that was aired to the crowd of 300 on the night.



Toi Ohomai in the news: Toi Ohomai continues to get positive coverage across the rohe – some examples of our news stories below:

[Government funding helps Toi Ohomai link apprentices with industry](#)

[Toi Ohomai helps the entrepreneurs of the future](#)

[Tauranga Business Awards supported by Toi Ohomai](#)

[Toi Ohomai staff give back to the community](#)

[Bay of Plenty Rugby and Toi Ohomai Leading the Way In High Performance Change](#)

Connecting and collaborating with Te Pūkenga: We continue to be heavily involved in further Te Pūkenga workshops and steering groups including:-

- Capital Asset Management – to provide the key information to develop the Capital Asset Management Strategy for Te Pūkenga
- Risk Management – to develop a Risk Management Framework
- Treasury Management – to utilise size and scale and relative cash balances/debt facilities to minimise cost/maximise returns for Te Pūkenga
- Enterprise Performance Management (EPM) – to procure an EPM solution to facilitate the consolidation of the financial results of each Te Pūkenga subsidiary

3. Learner Centred

Take a Paws: Students across the region were encouraged to ‘Take a Paws (Pause)’ and look after their mental health before heading into their busy exam/study period of the year. The lunchtime events were held across the region in conjunction with the SPCA who bought some of their current adoptable dogs along to campus for students to engage with. Interaction with animals has been proven to lower stress levels and it was fantastic to see the initiative roll out for another year. Students also enjoy kai and other activities as part of the events.



4. Innovation and Supporting Innovation

Supporting young business talent across our rohe: The entrepreneurial spirit in the next generation of business leaders is flourishing with sustainable products and practices being developed, thanks in part to the impact of COVID-19. High school students from across the Bay of Plenty have been working hard to develop a successful business as part of this year's Young Enterprise Scheme (YES).

Toi Ohomai remains a key sponsor of the YES event, with regional finals being held in both Tauranga and Rotorua recently. The winning Bay of Plenty team was Akau from Aquinas College, with their 100% natural and environmentally friendly moisturiser. While the winning Rotorua/ Taupō team was Wrapt from Tauhara College, with their edible, biodegradable, allergy-free plastic wrap alternative. Wrapt and Akau will be representing our rohe at the YES national finals in Wellington on 10 December. Read more about this year's YES competition here: <https://toiohomai.ac.nz/.../next-generation-entrepreneurs...>



5. Sustainability

2020 International Agent Famil Day 11 November: We hosted more than 50 International education agents and a number of Local BoP Primary and Secondary School international Managers to discuss opportunities for international students living in New Zealand including pathway opportunities and tertiary transfers. Their programme included various information sessions, campus tours, networking opportunities and hearing from Leon on his thoughts on the future of International Education for New Zealand Inc. and from Patrick in relation to the place and value of International Education in Te Pukenga and its subsidiaries.



EXTERNAL STAKEHOLDER AND INTERNAL STAFF ENGAGEMENTS

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

October		
31	Rotorua Business Awards	Various stakeholders and partners
November		
1	BOP Rugby Union	Mike Rogers, Chief Executive and various Toi Ohomai stakeholders
1	Te Pukenga Chief Executive engagement	Te Pukenga Chief Executives
2	Te Pukenga Management Pohiri	Te Pukenga and Subsidiary representatives
2	Te Pukenga Subsidiary Executive Leadership	Stephen Town, Te Pukenga Chief Executive; and Subsidiary CEs
3	Univeristy of Waikato	Alister Jones, Senior Deputy Vice Chancellor
3	Priority One	Nigel Tutt, Chief Executive
4	Tauranga Chamber Business After 5 - Momena	Various stakeholders and partners
5	EIT	Chris Collins, Chief Executive
6	Toi Ohomai Board of Directors	Cathy Cooney, Chair of Board
6	Rotorua Multicultural Society Luncheon	Margriet Theron, President & Cathy Cooney, Chair Toi Ohomai Board
9	Te Kahui Matauranga	Turi Ngati, Senior Leadership Group
9	Tauranga Chamber of Commerce - AGM	Board members and Chamber members
10	Rotorua Chamber of Commerce	Board Members
10	Te Pūkenga Subsidiary Executive Leadership	Stephen Town, Te Pukenga Chief Executive; and Subsidiary CEs
11	International Education	Various International Onshore Agents
11	Tauranga Chamber of Commerce	Board members
12	NZ VET Research Forum	Sector practitioners and researchers
12	Whole of Government Rotorua Group	Various stakeholders and partners
13	International Working Group	IWG Chief Executives
13	Westpac Tauranga Business Awards	Various stakeholders and partners
14	HZP+Co	Hellen Faulkner, Owner and Director
16	KPMG	Andrew Tubb, Partner – Management Consulting
16	Tauranga Chamber of Commerce	Board members
17	Ara Rau Pathways to Work - Launch	Various stakeholders and partners
17	ELT Strategy Planning Day	ELT members
18	Te Kahui Matauranga	Senior Leadership Group meeting
18	South Waikato District Council	Various stakeholders and partners
18	Ara Rau Pathway to Work	Various stakeholders and partners
18	South Waikato Trades Training Centre	Mayor Jenny Shattock and Community Stakeholders
19	MIT	Gus Gilmore, Chief Executive
23	TEU	Megan Morris, Pam Fleming, Joanne Donovan, Leon Fourie
23	Toi Ohomai Board of Directors	Ripeka Evans, Deputy Chair
23	Te Pūkenga Subsidiary Executive Leadership	Stephen Town, Te Pukenga Chief Executive; and Subsidiary CEs
25	International Working Group Planning Session	IWG Chief Executives
26	Institute of Directors	Laura Gaveika, BOP Branch Manager
26	Whole of Government Rotorua Group	Various stakeholders and partners
27	Finance Audit & Risk Committee	FARC Board members
27	Toi Ohomai Subsidiary Board Meeting	Toi Ohomai Board members
30	Rotorua Lakes Council	Jocelyn Mikaere, Group Operations Manager
30	Wintec and University of Waikato	Niwa Nuri, Chair Wintec Board of Directors Cathy Cooney, Chair Toi Ohomai Board of Directors Tanya Hodges, Te Pukenga Council member Dave Christiansen, Chief Executive Alister Jones, Senior Deputy Vice Chancellor

Agenda Item 8.3

To	Board	From	Anthony Robertson
Title	Financials Summary	Date	18 November 2020

Purpose

The purpose of this paper is to provide a key indicator summary of the actual and forecast financials for 2020 as at 31/10/20. Full management accounts can be found here:- [Financials](#)

Key Points

Key Performance Indicators	Year to Date				Full Year		
	Actual	Budget	Prior Year		Budget	Forecast	Prior Year
Income (\$m)	\$ 79.4	\$ 75.9	\$ 75.2		\$ 91.1	\$ 85.7	\$ 90.5
Expenditure (\$m)	\$ (73.2)	\$ (76.1)	\$ (75.2)		\$ (92.3)	\$ (92.7)	\$ (93.4)
Operating Surplus (Deficit) before exceptionals ¹ (\$m)	\$ 6.2	\$ (0.2)	\$ 0.0		\$ (1.2)	\$ (6.9)	\$ (2.9)
Operating Surplus (Deficit) before exceptionals ¹ (%)					-1.3%	-8.1%	-3.2%
Staff Costs : Income					62.4%	66.4%	65.5%
Capex (\$m) ²					\$ 9.7	\$ 6.0	\$ 4.7
Cash and bank balance at year end (\$m) ²					\$ 27.1	\$ 21.9	\$ 33.8

Year to Date performance

- Income is slightly higher than budget (and much higher than prior year) due to higher international activity offsetting lower domestic activity and lower trading & other income
- Expenditure is slightly lower than budget profile due to profiling of other costs spend and actual lower depreciation. Expenditure is lower than prior year due to lower spend on staffing costs and lower depreciation.
- Overall year-to-date performance is better budget and prior year due to the higher international activity and lower spend

Year End Forecast Out-turn

- Forecast deficit (before guaranteed income), or underlying deficit, is around \$7 million due to lower domestic delivery income (government income and tuition fees) and lower trading & other income (Holiday Park, Saw Mill, i-Site) together with higher expenditure on international agents' commission (in relation to higher international income) and TANZ eCampus contractor payments
- The guaranteed government funding returns the forecast deficit of \$7 million to around \$0.6 million deficit (which is better than budgeted deficit of \$1.2 million)
- Forecast cash position remain strong (\$22m) but is around \$5.5 million lower than budget – whilst cash from operations (including government guarantee) remains the same we are now forecasting significantly lower international fees for 2021 paid upfront in 2020 whilst this is offset slightly by some capex now projected to be c/f into 2021

Notes

¹ – Does not reflect guaranteed government funding which has been classified as an exceptional item

² – 2020 capex and closing cash balances includes \$4.2 million of c/f capex budget from prior years

Agenda Item 8.4

To	Toi Ohomai Board of Directors	From	Patrick Brus Executive Director Staff & Student Engagement & Experience
Title	Health, Safety and Wellness Report	Date	12 November 2020

Purpose

To provide an update to the Board of Directors on matters relating to Health, Safety and Wellness for the month of October 2020 together with progress against the HSW 2020 Plan.

Executive Summary

The HSW report for the month of October presents:

- a summary of H&S incidents for the past month;
- progress against the HSW Plan 2020 (inclusive of both leading and lag indicators);
- a summary of the recent Machinery Safety Audit and WorkSafe notices issued; and
- an introduction to our guest presenter for the Boards annual H&S Workshop.

Monthly H&S Incidents

Year-to-date incident reporting is aligned with year to date from 2019. As reported previously the peaks and troughs have cancelled themselves out and reporting is back on track with what we saw last year. It is clear that since lockdown, delivery has been above 'normal' to catch-up on the downtime experienced through lockdown.

HSW Plan 2020

This months update outlines our progress with the HSW Plan 2020. There has been substantial activity in the past year and many developments delivered. We've assessed a likely completion rating at 80% recognising that some tasks and deliverables have either not been fully delivered, or the benefit has not been fully realised in 2020.

Machinery Safety Audit and WorkSafe Notices

In 2018 we identified that the Waipa Mill was in significant need of investment and improvement with regards to health and safety, as well as general facilities. Immediate risks were addressed progressively and then with the expertise provided by WorkSafe, additional improvements were identified for priority. Some of these were later served with Improvement and or Prohibition Notices by WorkSafe, due to their high risk.

To further our progress and establish an informed improvement plan, a machinery safety audit was completed in September 2020 and this has identified further investment and development needed. At this time, this is yet to be fully costed and scoped. Please note the extract from the Executive Summary of the report:

Executive Summary

The Toi-Ohomai Mill has several areas of grave concern that the PCBU should address with urgency if they wish to avoid a serious harm injury and the risk of prosecution. This cannot be stressed more highly; this report and previous reports provide a legacy of noncompliance and inaction that would be viewed dimly by the Courts.

The teaching facility offers a more varied and traditional array of issues, mostly requiring relatively minor solutions and increased management awareness.

Physical control of risks and ongoing management of the controls are key requirements of the current statute and regulations. MBIE are currently drafting tighter management requirements under the regulations, (for example, guarding and E-stop checks), due for draft release in 2021. It is timely that Toi-Ohomai Mill begin the journey of improving both the physical controls and the management controls now.

When the Audit report was presented to Toi Ohomai on the 28th October, WorkSafe made a request for the report in support of the improvement notice they had issued in January 2020. This then led to their request to visit the site on Friday 30th October which resulted in four prohibition notices around the safe use of machinery, specifically guarding. We were advised that an improvement notice relating to an integrated lockout system may be issued at a later stage.

Upon receiving the Machinery Safety Audit, we immediately recognised that we would need to respond with urgency to the risks identified and improvements recommended. This was supported by the Board discussion on the 30th October, where Directors indicated their support to progress this as soon as possible. We were not to know that on that very day, WorkSafe would visit the site and apply immediacy to this.

A Contractor was commissioned immediately to commence work on the guarding systems and lockout procedure. The work took 2 weeks to complete. We had a reinspection by WorkSafe on Thursday 19 November and the inspector was very pleased with the progress. As a result the prohibition notices were lifted and the mill was up and running the same day.

In addition to the improvements related to the prohibition notices we have commenced a wider improvement project which includes a more rigorous application of 'SOPs' (standard operating procedures) and auditing of staff compliance and engagement with these.

Additional Improvement Notices

WorkSafe also recently visited a woodlot site at Kaharoa and issued two Improvement notices for the site. One related to the provision of facilities for staff and students working on the site and the other related to the expired cab certification of an excavator. The provision of facilities will be completed by the 13th November and the certification of the excavator cab is underway.

Board Session with Bill Lawson

[Bill Lawson](#) will join the Board meeting from 12.45pm to 1.00pm to present an update on relevant health and safety legislation and case law developments that highlight the organisations (PCBU – person conducting business or undertaking) responsibilities and liability risk.

Bill is a respected and highly experienced lawyer of Lance Lawson based in Rotorua. In 2018 he was appointed by our insurer to represent Toi Ohomai in the WorkSafe investigation into the notifiable incident that occurred when a Contractor fell from scaffolding and broke their neck. Toi Ohomai successfully avoided prosecution in this investigation.

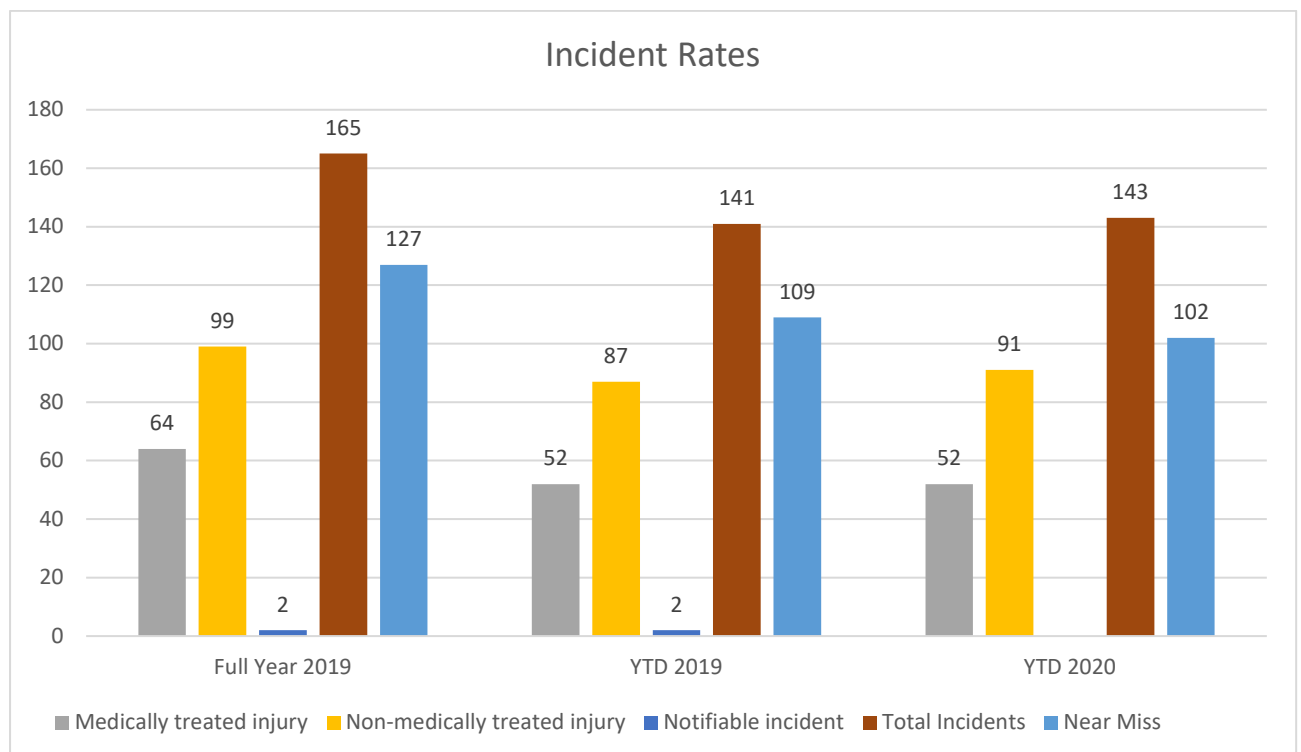
Monthly Incident Report

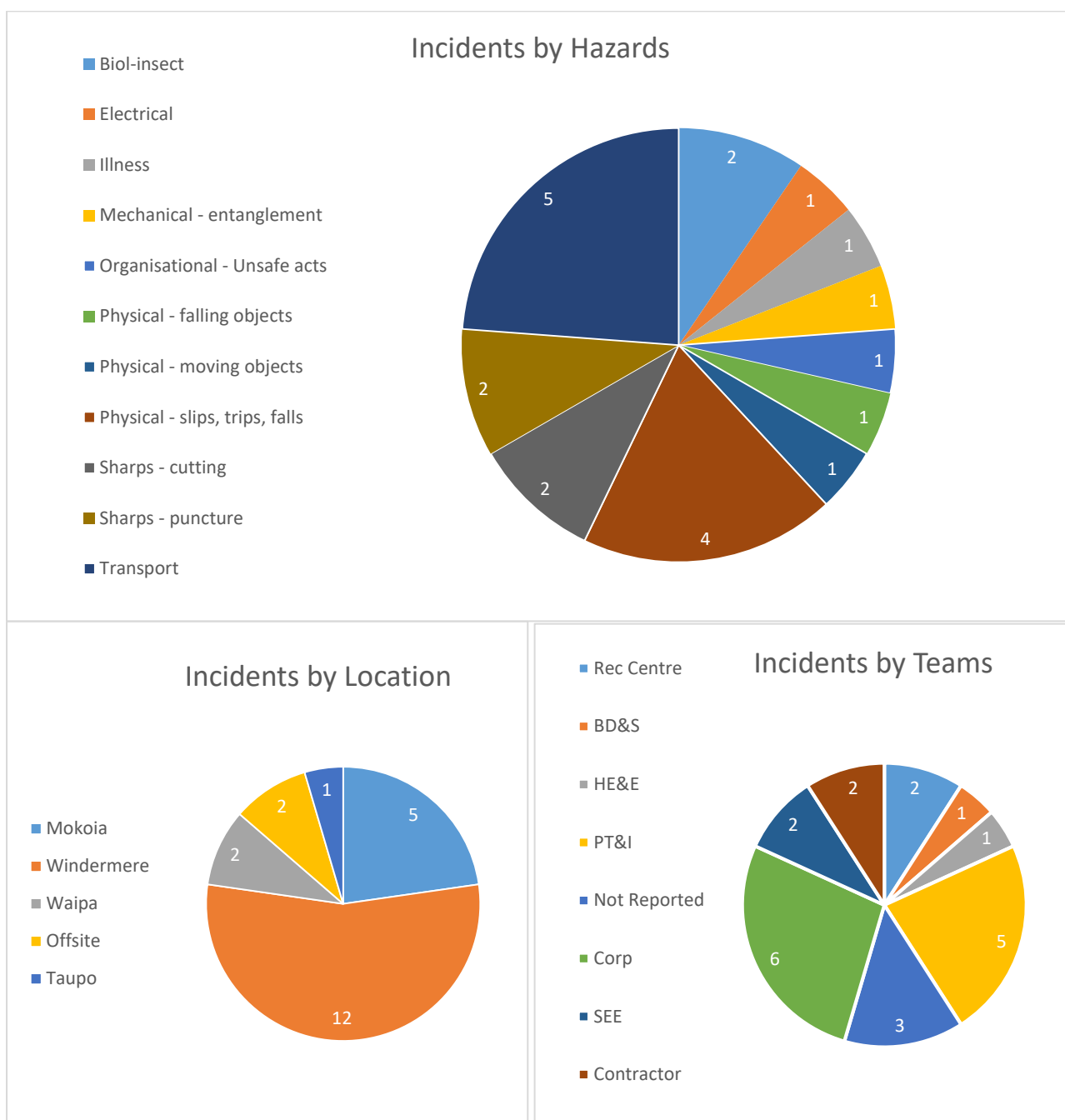
A total of 22 incidents were reported for the month of October. These consisted of nine near misses, eleven non-medically treated injuries and two medically treated injuries. Six incidents were identified as corporate and related to hazards identified and reported to Facilities.

There were six incidents involving transport, one of our identified high-risk areas. Three of these incidents involved the unsafe use of vehicles on our campus’.

The majority of incidents (eighteen) were reported from the Windermere campus with five occurring in outside spaces (four involving vehicles) and four in the aquatic centre, both high risk areas.

Year to date we are tracking at 258 days zero harm.





Health, Safety and Wellness Plan 2020

The following Plan details the initiatives developed with the H&S Representatives for 2020 in support of the recommendations from the PwC Audit completed late 2019, as well as the Representatives assessment.

Overall, the plan was ambitious but we needed to aim for this in consideration of the many improvements needed. There has been a lot of progress but admittedly, the added challenge of Covid-19 and lockdown, has meant we haven't advanced as much as we hoped. It is expected that what cannot be complete by year end, should be either completed or well progressed in quarter one 2021.

Focus Area (PwC Audit)	Key Initiative	Progress		
		RAG	Indicator	Commentary
H&S Strategy and Planning	Refresh Plan	Green	HSW Plan 2020 completed	Plan implemented
	Refresh Risk Matrix		Risk Matrix 2020 completed	Matrix completed
H&S Reporting	Refresh Report	Yellow	HSW Report 2020 implemented	Report completed.

	Increase awareness of HS reporting/ dashboard		Management access to HS dashboard established Quarterly staff communications on HSW reporting implemented	Dashboard – system needs changing – will happen in 2021 now. Communications improved but incident management needs greater emphasis now. Wellbeing has been the primary focus 2020.
H&S Procedures	Consistent H&S practice and application		100% completion of all area inspections for all campuses 100% standardization of SOPs Standard H&S Manual implemented Student PPE Procedure to be developed and implemented for consistent application.	Area inspections not completed – forms out for consultation. 40% of SOP's standardised H&S Manual completed PPE Procedure out for consultation
Waipa Mill Campus	Address public access Full Risk Assessment completed		Public access-ways fully fenced and all signage displayed Full Risk Assessment completed by an independent assessor	All signage installed. Fencing not yet fully installed but progressing. Risk assessment completed - four prohibition notices issued by WorkSafe.
H&S Structure	Set out structure for H&S roles and responsibilities Improve engagement with H&S		Finalise and publish H&S structure, roles and responsibilities 80% attendance at H&S Representative meetings	Structure, roles and responsibilities established. A disappointing lack of engagement with H&S from management in support of their Representatives. Increased focus for 2021 needed.
H&S System	Establish access to reporting Establish ownership of reporting Develop reporting of H&S		Refer H&S Reporting All incident outcomes reported to author	Reporting completed but not automated as intended to allow for timely and improved review by all relevant folk. .
Incident Management	Improve incident reporting to management and teams Engage staff with incident investigations Establish FRT organisation-wide		Refer H&S Reporting Incident investigations to be shared with teams FRT on each campus All FRT members trained in CIMs training	FRT established for each campus. FRT training schedule in development. CIMS training booked for early 2021
Contractor Management	Implement improved sign-in for Contractors Conduct regular contractor audits		100% Contractor inductions completed before commencement Establish annual audit schedule of all Category A contractors. Complete 6 spot audits for all other contractors.	Induction process established. Audit process to be established for contractor category. Spot audits occurring. SiteWise pre-qualification implementation not consistently applied but good progress occurring.
Training	Implement H&S industry training for academic staff		100% staff completion of H&S training Specialist industry training completed for academic staff as relevant 100% academic staff completion of First Aid training/ certificate	100% of all staff returning under Level 2 Covid-19 completed a H&S re-induction to site (496 in total) which provided good H&S learning. Industry H&S not completed as intended – will need new focus 2021.

				First Aid training progressing well.
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Focus Area (other)	Key Initiative	Progress		
		RAG	Indicator	Commentary
Safe Driving	Support staff with safer driving practice to and from work locations. Implement safe driving programme for all regular van drivers		100% vehicles serviced on time Reduced speeding incidents Reduced insurance incident claims for vehicles 100% attendance of registered van drivers on safe driving programme	Safe Driving Procedure finalised. Reviewing insurance claims for alignment with H&S reporting
Safe Behaviour	Deliver 'safe behaviour' training programmes for Academic/ front-line and FRT staff members		100% attendance of all academic staff on 'safe behaviour' training Complete review of Student Conduct/ Disciplinary Policy and Procedures	Training commenced but not likely to achieve 100% completion by year end. Student conduct/disciplinary process under review – and should be completed by year end/early new year following staff consultation.
Well-being	Deliver Well-being Plan		Reduced EAP visits for unsafe behaviour at work Increased flu vaccinations 100% completion of health monitoring assessments for 2020 Increase engagement score of Safety question in engagement survey	EAP for unsafe behaviour on par to last year. Excellent uptake on Flu vaccinations. Health Monitoring schedule developed with OSH Nurse being recruited now. 74% engagement (61% 2019) and significant uplift in this area this year which did detract from other deliverables above – but with a good benefit for staff.
Emergency Response	Implement Emergency Response & Business Continuity Plan Complete ER drills consistently on each campus, with good briefing sessions to establish learnings and engagement		ERBCP completed and implemented 5 Emergency Response Drills completed on each campus (2x Fire, 2x Lockdown, 1x Earthquake)	ERBCP completed. Drills completed (admittedly lots of learnings).

To	Toi Ohomai Board of Directors	From	Patrick Brus ED Staff and Student Engagement & Experience
Title	Update on PEC Strategy	Date	15 November 2020

Purpose

This paper presents progress from deliverables in 2020 of the People, Engagement & Capability (PEC) Strategy 2018-2022 which was approved in October 2018. The five-year strategy sets out the focus, delivery and impact of the 13 core functions of PEC enabling progress along a continuum of success towards excellence, thereby, enabling our Strategic Intent.

Update on progress with PEC Strategy

The PEC Strategy was prepared in 2018 with a clear focus on enabling the Toi Ohomai Strategic Intent 2017-2020 through the development of our staff capability and engagement aligned to our purpose and aspirations. Key drivers in support of the strategy included:

- the development and embedding of organisational values;
- increased capability in management and leadership;
- the implementation of a HRIS (Human Resource Information System) in support of accurate data for improved people analysis, as well as automation of manual processes; and
- consistent policies and processes between the two legacy institutes.

In 2019, we identified to the Board (Council) six key focus areas for the upcoming year. The following table provides a summary of progress against these:

2020 PEC Strategy Focus Area		Update
Establish as much data integrity and capability within the provided HRIS to enhance and target best human resource delivery.		System Report completed. Data integrity exercise still to be fully completed but mostly done.
Progress initiatives for better health, safety and wellness, aligned to the recently completed PwC audit that support a safer, more progressive workplace.		Most of the PwC initiatives are completed or well underway. There will be some that transfer into 2021, but mostly due to conflicting challenges, such as, training facilitators availability.
Deliver change development programmes that support our staff to be ready for change; be resilient to change and to engage with change to grow ourselves and our organisation.		A series of change leadership, resilience, mindfulness and mental health programmes (including on-line provision during Lockdown) were provided with very positive feedback received.
Maintain our well-being recognising that this can mean different things for everybody, yet at the core – is balance.		The Wellbeing Committee has been very active this year delivering a variety of activities for staff. Together with the L&D programme mentioned above there has been an intentional offering in development for staff. However, our recent staff survey highlights a need to address some workload challenges (workload model will assist with this in 2021).
Establish good use of the Performance Planning and Development framework. Supporting		There has been some fantastic uptake throughout the organisation, but there have also been some teams yet to engage

improved performance and values behaviour, as well as alignment to professional and well-being goals for the employee.		in this 'compulsory' process so a continued focus on this is needed.
Work with teams to improve understanding and commitment to ways of working and connecting that build better engagement / discretionary effort.		The lockdown this year provided us with a stimulus in reviewing our ways of working which has since led to a current project "new ways of working" with the results due to be presented by year end. In addition, although there is always room for improvement, our engagement survey results show a fantastic uplift which overall has supported a productive year in most aspects.

Like many teams and organisations, the response needed to Covid-19 has caused various repercussions with other key deliverables throughout the year. For the PEC team this created a heavy workload to support the health and safety response as well as new ways of working, ensuring, as per our strategy this year, that well-being remained at the centre. Work that was delayed during lockdown, has certainly escalated since, with the same level of activity (or more) now completed (such as, employee matters, health and safety incidents, recruitment vacancies) as at this time last year.

As previously reported to the Board, the absence of an HRIS to support improved reporting and automated processes (that are otherwise, very manual and time consuming) remains a challenge for the PEC team. To support some basic developments, resource was transferred from the Advisors this year to enable work on the database as a minimum to be completed. This has resulted in a good outcome with an accurate database and employee report now available. This should improve reporting and timely analysis in support of decision making and/or planning activity for the Institute.

The following table provides a summary of progress against each of the 13 core functions of the PEC Strategy reflective of 2020 delivery:

	PEC Core Function	2020 Delivery	Key Highlight	Key Challenge
1	Attraction, Recruitment & Induction		T-O continues to be an attractive employer with most vacancies receiving high interest from calibre candidates. This has supported an average 43 days 'time to fill rate' (excellent) across 200+ vacancies, compared to last year of 51 Days across 230 vacancies.	The Induction project (refresh of our Induction process) has not advanced satisfactorily this past year. This needs priority focus 2021.
2	Exit & Retention		Exit Survey process implemented and minimal turnover.	Retention of key staff has started to be of concern. Retention plans are of consideration again for 2021.
3	Performance		We are seeing some outstanding commitment to the PPD process and particularly pleasing to see Academic staff including their most recent PPD in the promotions process.	Inconsistent delivery of the PPD process is evident and likely impacting on both staff delivery and demonstration of our values.
4	Leadership		The L&D plan for the past two years has provided leaders key development opportunities, such as Values-Based Leadership, Change Leadership and Courageous Conversations (Beyond Diversity).	There are gaps with some managers not engaging in the development opportunities provided.
5	Learning & Development		High praise for the L&D programme delivered with each delivery well attended and well received.	Staff are keen to attend the L&D programmes but struggle with availability against academic duties/ leave allocation

6	Remuneration & Reward		The Remuneration report from within the current Tech-One report has now been completed ensuring an accurate employee total remuneration data report. This will support improved analysis and confidence in initiatives. TEU Collective progressing to ratification.	Coordination of the requirements from NZIST/ Te Pūkenga created confusion and impacted on our bargaining plan.
7	Health, Safety & Well-being		The response from Toi Ohomai with Covid-19 was excellently delivered across the various working groups/ leaders involved.	A lack of management engagement with better H&S practice, together with an understanding of our H&SW Act obligations provides plenty of room for improvement in 2021.
8	Equity & Diversity		There have been numerous excellent discussions and development opportunities at T-O this year, supporting our aspirations for greater advancement with equity enablement for Maori success.	There is mis-understanding or resistance to some aspects outlined in our Maori Success Strategy/ Equity mahi. Leadership will be key in enabling development or management of this.
9	Culture & Engagement		Organisational improvements primarily driven from the staff engagement survey have supported improvement initiatives that enabled a lift in engagement from 57% in 2019 to 71.7% in 2020.	Particularly for our Academic staff the pivot for lockdown and then pivot back to a 'new norm' post lockdown has been workload heavy.
10	Policies, Processes & Reporting		Continued work on our Policies and Procedures is paying off with the development of consistency in practice and approach.	Reporting is still all prepared manually due to the lack of system integrity and capability.
11	Employee Relations		The continual high number of ER matters is progressively addressing poor behaviour and/or performance.	We have had a high number of complex, time-consuming ER matters.
12	Industrial Relations		TEU Bargaining progressing to ratification. TIASA Bargaining to commence.	Developing our own IR plan in alignment with the ITP network and Te Pūkenga.
13	Capability Development & Design		Workload Model developed and trialed by Academic team representatives. This is great but is later than intended so hence, the amber.	Work Allocation Tool is a manual load. This prevents good reporting analysis and ease of completion.

The year ahead - 2021

Developments from the previous year, as well as new leadership for the PEC team provide an opportunity to reset key strategic deliverables for the upcoming year ahead.

A refresh of the PEC Strategy will be completed in early 2021, recognising the opportunities for continual progress with initiatives as outlined above as well as, organisational strategy success and best practice human resource service delivery; in particular:

Health, Safety & Wellness:

- completion of the PwC Health & Safety audit deliverables;
- completion of the advised improvements at Waipa Mill;
- emergency response development – including review of our Covid-19/ Pandemic level response;
- new developments with our health monitoring delivery;
- essential improvements with our health, safety and wellness management system, and

- management capability and leadership of staff engagement with the Health and Safety at Work Act.

Bi-cultural Competency and Equity Enhancement

- continual development with bi-cultural frameworks and development programmes including Te Reo, Te Tiriti o Waitangi, Tikanga and 'Courageous Conversations', in support of staff engagement and enablement leading to equity enhancement for Māori student success;

New Ways of Working and Business Optimisation:

- Both these strategic projects will provide initiatives aimed at enabling beneficial developments with improved PEC processes

ITP Network developments:

- The ITP HR Directors forum has established several key projects in support of the networks transition and strategic development. These include; Change Leadership, Leadership Capability, Systems & Suppliers, and HR data and H&S.

Agenda Item 9.2

To	Toi Ohomai Board of Directors	From	Patrick Brus Executive Director Staff and Student Engagement & Experience
Title	2020 Staff Engagement Survey	Date	10 November 2020

Purpose

To report to the Board on the results of the 2020 Staff Engagement Survey and outline the review process that will now commence with staff to establish our focus areas for development and workplans for 2021.

Background

At Toi Ohomai we have recognised that in support of our cultural and performance advancement, the engagement levels of our staff are indicative of our progress. Since 2017, we have completed an annual Staff Engagement Survey to enable us to monitor this progress and identify the key focus areas in support of our improvement opportunities.

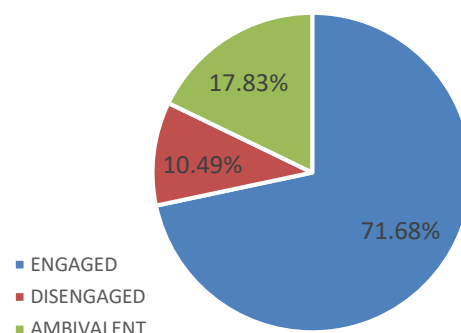
In summary:

Survey	Completion Rate	Staff Engagement	Net Promoter Score
2017	60%	44%	-
2018	88%	50.5% (up 6.5% points)	26
2019	89%	57.1% (plus 6.6% points)	37 (plus 11)
2020	84%	71.7% (up 14.6% points)	59 (plus 22)

2020 Engagement Survey Results

2020 has certainly been a challenging year for everyone but our staff have lifted and remained committed in their delivery. Our 2020 Engagement Survey reflects an excellent increase in engagement levels, from 57.1% last year to 71.7% this year.

2020 Engagement Score



The survey this year further explored key areas of strategic focus, such as, biculturalism and wellness. We have been provided with rich feedback in support of the focus areas for development and workplans for 2021.

The following table provides a summary of the results alongside a comparison to previous years where the questions were asked:

	Question	2020	2019	2018	2017	2020 eNPS	2019 eNPS	2018 eNPS
2	Given the opportunity, I tell others great things about working here	70	54	57	58	59	36	38
3	I would recommend Toi Ohomai to a friend seeking employment	71	44	50	52	60	16	28
4	It would take a lot to get me to leave Toi Ohomai	59	43	42	47	41	14	13
5	I am not actively seeking work somewhere else	69	51	35	39	64	30	22
6	I am inspired to do my best work every day	82	78	78	40	75	69	68
7	I am motivated to contribute more than is normally required to complete my work	80	72	41	40	73	58	11
	Engagement score	71.67%	57.10%	50.50%	44%	59	37	26
8	I am proud to be part of Toi Ohomai	73	57	60	60	68	44	49
9	My colleagues effectively demonstrate Toi Ohomai values	70	67	*	*	59	56	*
10	I understand how my work goals relate to the organisation's goals	80	73	74	64	73	64	66
11	Workplace safety and security are considered important here	74	61	66	67	64	39	53
12	At this moment in time I would say that my overall wellness and resilience is ka pai/ good	70	*	*	*	56	*	*
13	Overall, communication at Toi Ohomai is effective	56	47	*	24	36	20	*
14	In general, I see effective leadership from senior leaders (Tier 1-3)	52	36	33	34	36	9	1
15	I am confident that these survey results will be acted upon	46	37	*	25	25	12	*
16	I understand why knowledge and skills in Māori culture are relevant to my job	84	80	79	67	78	74	72
17	I feel supported in developing (or demonstrating) my capability with Māori language and cultural knowledge/ proficiency	57	*	*	*	42	*	*
18	I feel equipped to demonstrate our commitment to Te Tiriti o Waitangi and bi-culturalism	55	*	*	*	41	*	*
19	I understand why/ how the Māori Crown relationship is relevant to my job	59	*	*	*	43	*	*

*this question was not asked in this year

Pleasingly, we have seen a lift in all questions from previous years with three questions in particular showing great progress and very heartening for us all:

Question	2020	2019
Given the opportunity, I tell others great things about working here	70	54
I would recommend Toi Ohomai to a friend seeking employment	71	44
I am proud to be part of Toi Ohomai	73	57

In addition, following the survey last year, our summary to the Board identified a key focus would be placed on building resilience and readiness for our future with our staff. So, it is also pleasing to see an increase from 61% to 74% with regards to question 11 *“Workplace safety and security are considered important here”*.

An early analysis of key themes that we will now explore further with our staff in focus workshops include:

- Staff engagement has improved significantly from last year – however, we remain committed to continuous improvement.
- Staff want senior leaders to be more visible and accessible to them.
- Our Toi Ohomai values are inspiring and motivating, but just not always consistently displayed across the organisation.
- Communication has improved significantly, but there are still gaps due to either some managers not passing information up or down, or some staff not being responsible for keeping their own selves informed.
- Safety has been improving, especially commendable was the focus on wellness during lockdown, but there is still room for improvement.
- Staff are very motivated and devoted to their work, but finding the Work-Life balance difficult.
- Staff are still not clear on how we incorporate the feedback from this survey into our workplans for the next year. At the organisation level – as well as at a team level.
- Overall, staff are keen to engage with our journey to be an exemplar bi-cultural organisation. They want more initiatives throughout the organisation and professional development that helps them understand and progress this further.

Next Steps

A full presentation of the results will be shared with the Leadership Team (LT) from which leaders will then be able to communicate further to their own teams and develop a shared plan for improvement. This will support the development and then collation of an Institute plan for 2021 (key focus areas) that Executive Leadership can deliver on and monitor. The timeline for this programme of work is as follows:

- Team workshops from mid-Nov to early Feb
- Complete Team Action Plan by 15 February
- Include individual contribution in PPDs (Performance Planning & Development)
- Team plans collated and presented to Leadership Team and Board in March
- Organisation Focus Areas finalised and communicated to all staff
- Progress updates on Focus Areas at quarterly All Staff hui

Agenda Item 9.3

To	Toi Ohomai Board of Directors	From	Leon de W Fourie Chief Executive
Title	Draft 2021 Board Work Plan	Date	19 November 2020

Purpose

To provide the Board of Directors with a draft 2021 Board Work Plan for their consideration and input.

Background

The draft 2021 Board Work Plan covers the following categories:

- Annual Report and Accounts
- Strategy and Frameworks Updates (Extended, Refreshed or Reviewed)
- Monitoring and Educational Performance
- People and Safety
- Governance
- Finance
- Academic

It is proposed that there will be:

- 6 x Board meetings (February, April, June, August, October, November)
- 3 x Board Strategy Days (February, May, July)
- 4 x Finance, Audit and Risk meetings (April, June, August, November)
- 2 x Board and Te Kahui Matauranga Strategy Days (March, September)

Please note that Te Pukenga will be hosting their Council meeting at the Mokoia Campus in our Board Room (I087) on the 3rd of August.

We recognize that the Te Pukenga work streams and operating model will unfold during the first part of 2021, and could necessitate a review of the Toi Ohomai Board of Directors' Work Plan to ensure alignment and directional shifts where needed.

Please also note that current Te Pukenga guidance to subsidiaries is to 'slim down' our 2020 Annual Report to what is legally required – SSPs and Financials.

Next Steps

After receiving input from Toi Ohomai Directors, a final Board Work Plan will be submitted to the Board at its February 2021 meeting for approval.

2021 Council Work Plan

	Feb 26 th	Mar 26 th	Apr 30th	May 28th	June 25th	July 30th	Aug 27th	Sept 24th	Oct 29th	Nov 26th	Dec
	Board / Strategy	Strategy (TKM)	Board	Strategy	Board	Strategy	Board	Strategy (TKM)	Board	Board	
	Aug 03 - Te Pūkenga Board – IO87 Mokoia										
Annual Report and Accounts											
Approval Annual Report and Accounts		•	•								
Strategy and Framework Updates											
Annual Environmental Scan	•										
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 Engagement and Capability Strategy (Extend)					•						
Campus Development Strategy (Extend)					•						
Marketing & Communications Strategy (Extend)					•						
Research Strategy (Refresh)							•				
Student Experience Framework (Refresh)							•				
IT Strategy (Extend)							•				
Sustainability Framework (Extend)									•		
Monitoring and Educational Performance											
Q1 Performance Report - 2020 results and progress against EPIs		•									
Q2 Performance Report - First Impressions Survey			•								
Q3 Performance Report – Semester 1 educational performance report and student surveys							•				
Q4 Performance Report - Stakeholder and Teaching and Programme Surveys										•	
People and Safety											
Annual Health and Safety Workshop										•	
Staff Engagement Survey – Progress against Priority Actions		•								•	
Governance											
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 (To be determined by TKM SLG)		•								•	
Te Tiriti –Mana Ōrite Quarterly Report			•				•				
Finance											
Approve 2022 Budget								•			
Approve Delegations Manual										•	
Approve Tuition Fee Increase					•						
Academic											
Academic Committee Reporting		•	•		•		•		•	•	
Academic Quality & Assurance Report					•					•	