

**OPEN MEETING OF THE BOARD OF  
DIRECTORS**

**Date:** 27 August 2021

**Time:** 11am

**Venue:** IO87 Mokoia Campus, Rotorua

**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**

**11am – 12.30pm**

***H&S Walk – Hospitality - 10.15am - 10.45am***

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 – 25 June 2021 - (Open Section of meeting)
6.	Actions / Matters Arising from the previous meeting (25 June 2021)
7.	Correspondence 7.1 Letter to Philip Cave, Waipa Sawmill, 29 June 2021 – re Congratulation to the Team 7.2 Letter to Marketing & Comms, 28 June 2021 - re Congratulations on PRINZ Award

<b>8.</b>	<b>Reports:</b> 8.1 Chair of Board 8.1.1 Te Pūkenga Council Updates 8.1.2 Board Review Process 8.1.3 Te Pūkenga – Collated Learner and Staff Persona Themes 8.2 Te Tiriti –Mana Ōrite Quarterly Report 8.3 Chief Executive Report 8.4 Academic Committee 8.5 Financials 8.6 Health and Safety & Wellness
<b>9.</b>	<b>Board Work Plan</b> 9.1 People & Culture Strategy 9.2 Research Strategy 9.3 Student Experience Framework 9.4 IT Strategy 9.5 Student Survey
<b>10.</b>	<b>General Business</b> 10.1 Communications and Engagement Plan 2021-2022 10.2 Embedding Cultural Consciousness – Presentation by Rick Hopcroft, Project Lead

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 – Finance. Audit and Risk
2. Agenda Item 4 –Issues and Advocacy Register
4. Agenda Item 5 – Performance Monitoring
5. Agenda Item 6 – Concerns & Complaints Analysis – January – June 2021
6. Agenda Item 7 – Compulsory Student Levy

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

## TRADITIONAL KARAKIA TIMATANGA:

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

### Leith Comer

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

Director/Shareholder CNI Iwi Holdings Limited	An iwi owned forestry company
Director/Shareholder ADC Forest Limited	A private forestry investment company
Shareholder Tukia Group Limited	Tukia A Ngati Rangitihi investment company

### Ripeka Evans

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

**Tania Hodges**

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

**Niwa Ranji Nuri**

Interest Declared	Nature of Business
Chair Te Kopu NZ Limited	Private Consulting Business
Chair Hemi James Robb Whanau Trust	Family Trust holding ancestral Maori land shares.
Chair Taranaki Tona Nuri Whanau Trust	Family Trust holding ancestral Maori land shares.
Chair Hariata Robb – Kawha Whanau Trust	Family Trust holding ancestral Maori land shares.
Accountant Tuhomo Trust	National Maori registration service
Trustee Te Arawa Lakes Trust	Te Arawa Lakes historical claims settlement
Committee Member Lotteries Oranga Marae Committee	Lotteries grants for Marae development
Director Tu Tonu Limited	Physiotherapy rehabilitation centre
Trustee Grandparents Raising Grandchildren Trust	Trust provides support services to grandparent and whanau carers in New Zealand
Ngati Tarawhai Iwi Trust	Treaty Settlement Trust

Rotorua Primary School (Eileen Nuri)	Primary School
Director / Chair Waikato Institute of Technology Ltd	Tertiary Education provider
Director / Shareholder DNA 3 Limited	A business strategy consultancy company
Director Tu Tonu Kai Limited	A café located in Hamilton

#### **Ngaroma Tahana**

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

**OPEN MINUTES OF A MEETING OF THE BOARD OF DIRECTORS  
HELD ON FRIDAY 25 JUNE 2021 AT THE WINDERMERE CAMPUS, TAURANGA**

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**PRESENT:**

**Board of Directors**

Cathy Cooney (Chair)

Ripeka Evans (Deputy Chair) – via Teams

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)

Patrick Brus

Dr Clarke Raymond

Huia Haeata

Following the opening of the meeting with a karakia, Ripeka Evans took the opportunity on behalf of all members of the Board, to extend congratulations to Cathy Cooney on being named as a Member of the NZ Order of Merit in the recent Queens Birthday Honours, for her commitment and dedication to health and the community.

**2. APOLOGIES**

All present.

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

Cathy Cooney – Remove West Coast DHB Hospital Development Partnership Group and Nelson Hospital Development Governance Group.

There were no declarations of any conflicts.

**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 – 30 April 2021**

**Resolution: TOI21/30**

**RESOLVED** that the minutes of Toi Ohomai Institute of Technology Ltd Subsidiary Board meeting held on 30 April 2021 be approved.

**C COONEY / L COMER**



## 6. ACTIONS/MATTERS ARISING:

### Action 1:

*A letter of thanks to be sent on behalf of the Board to those involved with the Graduation Ceremonies, and in particular the Events Team.*

Letter sent to the Marketing Manager as per Agenda Item 7.

### Action 2:

*Management to develop an agenda for the 26 May Board of Directors Strategy Day that will focus on establishing and building the Board's relationships with key ROVE stakeholders. A draft agenda to be distributed for consideration to the Board by 14 May.*

Agenda was developed and confirmed and successful Strategy Day held 26 May.

### Action 3

*A report on the actions identified from the Board H&S Walk through the Engineering Department, Mokoia, to come back to a subsequent meeting.*

Actions taken following the Board of Director's H&S walk were detailed in the Health, Safety and Wellness report.

A further H&S walk to the Engineering Department at the Windermere Campus took place prior to the Board meeting on the 25<sup>th</sup> of June.

## 7. CORRESPONDENCE

Shareholder's Resolution April 2021 – written shareholder's resolution in lieu of Annual Meeting.

Technically, being a Company, we are required to hold an AGM. All Te Pūkenga subsidiaries however have been advised that this administrative task has been removed by the parent Company.

Letter to Marketing & Comms, 06.5.21 – re graduation ceremonies.

A copy of the letter sent to the Marketing team was received.

Letter from TEC, 28.04.21 – re approval for transfer & disposal of Crown Assets

This letter, confirming notification of approval for the transfer and disposal of Crown assets was also received by the Finance, Audit & Risk Committee. While there is nothing the Board is to do at this time, discussion took place on the paragraph in the letter that retention of the full net proceeds of sale of the Bongard Centre is subject to the proceeds being reinvested in capital asset projects identified in Toi Ohomai Institute of Technology's campus development plan and approved by its Board and the Te Pūkenga Council. Discussion continued on ensuring that the disposal process considered our treaty obligations. Whilst the Crown Asset disposal process does have treaty claims built in, it was recognised that as a good treaty partner that we involve local iwi. Dr Fourie outlined some of the discussions he has had with Tauranga Moana, iwi leaders, Trusts, and Maori business. It was agreed that once the Crown Asset disposal process stages were understood that we ensure that we have appropriate local iwi engagement.

## 8. REPORTS

### 8.1 Chair of Board

The Chair presented her report and spoke to the visit of Te Pūkenga on 10 June and the good level of positive staff engagement.

#### Te Pūkenga Items

##### 8.1.1 Te Pūkenga Council Meeting Update - 01 June 2021

A summary of the Te Pūkenga Council discussions and decision points was taken as read, noting it was good to see the focus on wellbeing. The Chair expressed her appreciation to

Management for providing Toi Ohomai relevant commentary/responses/impacts against the Te Pūkenga Council summary.

#### **8.1.2 Letter of Expectations from Council to Subsidiaries – 08 June 2021**

The updated letter of expectations (LoE) to Te Pūkenga subsidiaries was received. The resultant expectations on Toi Ohomai staff are significant and concern was raised by the Board on how the additional workload can be sustained. Discussions centred around how Toi Ohomai can reassess its current priorities and work programme to ensure ongoing performance and staff wellness. It was noted that in the closing statement of the LoE that no mention was made of people, but only financial.

Dr Fourie advised that the directional intent of the revised Letter of Expectations has not changed substantially, but provided for a greater emphasis on deliverables in achieving accessibility, consistency and equity across the major Te Pūkenga workstreams. Dr Fourie spoke briefly to 5 key deliverables to be landed by the end of 2022 to ensure a successful transition into Te Pūkenga. The challenge next year for Toi Ohomai will be centred on ensuring ongoing staff wellness and managing a larger deficit as a result of a further reduction in international student enrolments.

These issues, risks and proposed actions will be discussed at the July Strategy Day.

#### **Action 1:**

Toi Ohomai's likely deficit for 2022, together with wellness of staff, to be considered for discussion at the July Strategy Day.

#### **8.1.3 Letter from Te Pūkenga – 11 June 2021**

The Te Pae Tawhiti report was received and engagement with Ana Morrison on the self-reflection process took place. This has given the team time to consider feedback and revisit the action plan prior to resubmitting to Te Pūkenga by 9 July. Discussions centred around the importance of gaining an understanding from the regions where there is strong Mātauranga Māori support and best practice to uplift outcomes for Māori, and as a result where we are providing exemplary practice that could inform the rest of the network.

#### **8.1.4 Subsidiary Board Review – 04 June 2021**

In order to provide the Te Pūkenga Council with assurance that each Board subsidiary is discharging its obligations, the IOD will manage evaluations across all 16 subsidiary boards. To this end a questionnaire will be sent to each Board member.

### **8.2 Te Kāhui Mātauranga SLG Meeting Report**

Tania Hodges advised she had attended the Te Kāhui Mātauranga SLG meeting on behalf of the Board. The question was raised as to whether a Te Kāhui Mātauranga representative should be on the Board as well, although it was agreed it is how the Board engages with Te Kāhui Mātauranga that matters. This includes how Iwi want to engage with Te Pūkenga going forward, whether it be nationally or broken down by region. Further discussion on Te Pae Tawhiti to be considered to take place at the Board Strategy Day in July.

#### **Action 2:**

Te Pae Tawhiti and the direction of Te Pūkenga in terms of engagement so we have a consistent network approach, to be considered as part of the July Strategy Day Session.

### **8.3 Chief Executive Report**

Dr Fourie presented his report to the Board and spoke to the Bronze award the Communications Team received at the PRINZ Awards in Auckland for internal communications in response to the COVID 19 Pandemic and how proud everyone is of the team.

#### **Action3:**

A letter of congratulations to be sent to the Communications team on behalf of the Board re the PRINZ Awards.

Leon also briefly spoke to RoVE and partnership opportunities and what a good business unit looks like, with discussion on placing a 'Māori' gaze on the future looking at what we currently provide across the network and being creative, thinking outside the box and industries where Māori could lead as well as employ. Employers need to be actively involved in breaking the current moulds.

The Datacom Te Manuka Partnership is progressing with a trip to Adelaide planned early next month to better understand the TAFE South Australia education model.

The exceptional talent of Toi Ohomai culinary arts student, Samantha Warena, being crowned the North Island winner of the Nestle Gold Chef's Hat award, was also recognised.

### **8.4 Academic Committee**

The Academic Committee report was taken as read.

### **8.5 Financials**

The financial summary was taken as read, noting the forecast presents the same picture as last month with every effort being made to reduce the \$6m deficit by year-end.

Discussion then moved to considering 2022 and the likelihood that there will be a further reduction in international enrolments. While Toi Ohomai Institute of Technology is in a relatively good position with its cash balances, this is on the assumption of having international students in 2022, most of whom pay towards the end of 2021, which with the borders still closed, appears unlikely. Once a clearer position on 2022 budget and international students is formed then we will need to undertake some cashflow forecasting.

The discussion then moved onto how the current financial position of Toi Ohomai Institute of Technology, and a number of other subsidiaries, is a reflection of the high cost, and/or really lower margin, from regional delivery. Up until recently this has been masked by international income and with the drop in that income, this underlying position is being revealed. This issue needs to be addressed through the current development of the new unified funding model, as our footprint and regional delivery at Toi Ohomai models the future intent of RoVE and the direction set out by Te Pūkenga in the letter of expectations.

### **8.6 Health and Safety & Wellness**

The Health, Safety and Wellness report was received noting the work that has been undertaken at the Waipa Saw Mill and actions taken following the visit to the Mokoia Campus Engineering Workshop.

**Action 4:**

A letter of thanks to be sent to the Waipa Saw Mill team for all their hard work in responding successfully to the Work Safe notifications.

In order to align Toi Ohomai's safety focus to NZ best practice measures, including the setting of an agreed KPI target will be presented in a live dashboard within the next two months.

**Resolution: TOI21/31**

**RESOLVED** that the Chair's and Chief Executive's report and associated papers be received.

**C COONEY / T HODGES**

**9 BOARD OF DIRECTORS - WORK PLAN****9.1 Strategic Partnership Strategy**

The Strategic Partnership Strategy, initially approved by the Council in 2018, has since been refreshed to ensure it is focusing attention on the elements of the Regional Strategy, particularly business capability. Tania Hodges stated that given this strategy and others were approved by the previous Council, it would be prudent to reaffirm the Board wish to continue with the various strategies. It was agreed this would be good practice and Management will revisit the core of the Strategies to check the Board remains in agreement, and then refresh or redesign as part of the check in.

The Strategic Partnership Strategy was received.

**9.2 Campus Development Strategy**

The implementation update on the Campus Development Strategy, approved by the Council in March 2018, was received. Given the conversation previously about cost, the question was raised in regard to developing regional campuses and whether instead we could share existing buildings with others. The future in this regard is on the radar of Te Pūkenga and, while Toi Ohomai can't make any decision, a stocktake of what exists in the community could be undertaken. The question was also raised if Toi Ohomai has a philosophy of delivering closer to where people live which is definitely the case, to which Ripeka Evans stated it was good to see the institution moving early on this, noting the key pieces of work across Te Pūkenga and mindful of the new operating model.

The Campus Development Strategy was received.

**9.3 First Impressions Survey**

The Board noted it was pleasing to see the positive response but suggested it would be good to have enrolments compared to previous years reported and whether participation was from across the region. This will be taken on board for future reporting.

**Resolution: TOI21/32**

**RESOLVED** that the First Impressions Survey be received.

**N NURI / N TAHANA**

**10. GENERAL BUSINESS****10.1 Board Meeting Dates 2022**

Meeting Dates for 2022 were confirmed as follows:

Meetings will be on the last Friday of the month apart from June, which due to Matariki being a public holiday on the Friday, the Board meeting will be held on the Thursday. Finance, Audit & Risk Committee meetings will be held pre the Board meetings in April, June, August and November. These will be held 8.30am to 10.15am followed by a 30-minute Health and Safety Walk with the Board meeting commencing at 11am. Other months the Board meetings will commence at 9.30am. Meetings will alternate between the two main campuses.

The remaining Finance, Audit and Risk Committee meetings for 2021 (August and November), will also revert to pre the Board meeting.

**Board Meetings** – 9.30am – (if preceded by Finance Audit & Risk Committee the meeting will commence at 11am

February 25 <sup>th</sup>	- Board Meeting	July 29 <sup>th</sup>	- Strategy Session
March 25 <sup>th</sup>	- Strategy Session	August 26 <sup>th</sup>	- Board Meeting
April 29 <sup>th</sup>	- Board Meeting	September 30 <sup>th</sup>	- Strategy Session
May 27 <sup>th</sup>	- Strategy Session	October 28 <sup>th</sup>	- Board Meeting
June 23 <sup>rd</sup>	- Board Meeting	November 25 <sup>th</sup>	- Board Meeting

**Finance Audit & Risk Committee** – 8.30am – 10.15am

April 29 <sup>th</sup>	August 26 <sup>th</sup>
June 23 <sup>rd</sup>	November 25 <sup>th</sup>

#### **Action 5:**

Huia Haeata to confirm Te Kāhui Mātauranga SLG meeting dates for 2021.

### **10.2 Interim Staff Representation System**

Patrick Brus presented a paper outlining the new Te Pūkenga interim staff representation system with a recommendation that the successful staff member also join the Toi Ohomai Institute of Technology Board as an Adviser. The Board agreed in principle that the successful Staff Adviser to Te Pūkenga Council also sit in attendance at Toi Ohomai's Board meetings.

Patrick Brus to look at other Te Pūkenga Council representatives (Māori, Student), and whether they too should sit in attendance at Board meetings.

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

### **Resolution TO121/33**

**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 / N NURI**

Chairperson: .....

Date: .....

**ACTIONS– 30 April 2021**

Action	Action	Responsibility
1	Toi Ohomai's likely deficit for 2022, together with wellness of staff, to be considered for discussion at the July Strategy Day	Anthony Robertson/Patrick Brus
2	Te Pae Tawhiti and the direction of Te Pūkenga in terms of engagement so we have a consistent network approach, to be considered as part of the July Strategy Day Session	Huia Haeata
3	A letter of congratulations to be sent to the Communications team on behalf of the Board re the PRINZ Awards	Patrick Brus/Cathy Cooney
4	A letter of thanks to be sent to the Waipa Saw Mill team for all their hard work in responding successfully to the Work Safe notifications	Patrick Brus/Cathy Cooney
5	Te Kāhui Mātauranga SLG meeting dates for 2021 to be confirmed	Huia Haeata

# Board Meeting –Open

## Open Actions

25 June 2021

Number	Actions	Response	Status
Action 1	Toi Ohomai's likely deficit for 2022, together with wellness of staff, to be considered for discussion at the July Strategy Day	July Strategy Day agenda included sessions on Financial Viability, Staff Wellness, Capability & Organising arrangements, and Equity.	Completed
Action 2	Te Pae Tawhiti and the direction of Te Pukenga in terms of engagement so we have a consistent approach, to be considered as part of the July Strategy Day Session.	Topic covered at 30 July Strategy Day session.	Completed
Action 3	A letter of congratulations to be sent to the Communications team on behalf of the Board re the PRINZ Awards	Letter sent 28 June 2021 – See Agenda Item 7.2	Completed
Action 4	A letter of thanks to be sent to the Waipa Saw Mill team for all their hard work responding successfully to the Work Safe notifications.	Letter sent 29 June 2021 – see Agenda Item 7.1	Completed
Action 5	Te Kāhui Mātauranga SLG meeting dates for 2021 to be confirmed.	Dates confirmed with Te Kāhui Mātauranga and the Board of Directors.	Completed

Agenda Item 7.1

29 June 2021

Philip Cave  
Waipa Saw Mill  
Toi Ohomai Institute of Technology  
Private Bag 12001  
TAURANGA

Kia ora Phillip,

On behalf of Toi Ohomai Institute of Technology Board of Directors, I would like to extend thanks to you and your team for all your hard work in bringing the Waipa Saw Mill up to Work Safe standards and also for the way in which you have improved the mill's financial performance.

We greatly appreciate the immediate focus you brought to responding proactively to the health and safety issues raised in the WorkSafe notices, and to the overall safety improvements you have led in both the mill and the surrounding activities. This response has been done in a professional and continuous improvement manner and we were delighted to hear that all notices have now been lifted. We acknowledge that enabling staff to change culture is a key success factor in health, safety and wellness, and have every confidence that this will continue to improve.

Secondly, we acknowledge the turnaround you have led in the financial performance of the mill, and it is very pleasing to see that it is now achieving consistently high monthly targets and thus ensuring its on-going viability as part of the Toi Ohomai business.

Please pass on the Board's thanks to all those involved and a special thanks to you and your team for your continued commitment to the purpose and values of our organisation.

Nga mihi



Cathy Cooney  
Chair  
Toi Ohomai Institute of Technology Subsidiary Board of Directors

CC: Dr Leon Fourie, CEO  
Brian Dillon, Faculty Dean, Primary Industries, Trades & Infrastructure  
Patrick Brus, Executive Director, Student and Staff Engagement and Experience



28 June 2021

Jess Barnett  
Head of Marketing & Comms  
Toi Ohomai Institute of Technology  
Private Bag 12001  
TAURANGA

Kia ora Jess

On behalf of Toi Ohomai Institute of Technology's Board of Directors, it gives me great pleasure to again be writing to the team to extend our congratulations to you and your communications team for all the hard work that went into ensuring comprehensive internal communications to the staff in response to the COVID 19 Pandemic and the subsequent Bronze award you received at the PRINZ Awards in Auckland in acknowledgement of this.

Please pass on the Board's thanks to all those involved and a special thanks to you and your team for your continued commitment to Toi Ohomai Institute of Technology.

Nga mihi



Cathy Cooney  
Chair  
Toi Ohomai Institute of Technology Subsidiary Board of Directors

CC: Dr Leon Fourie, Chief Executive  
Patrick Brus, Executive Director, Student and Staff Engagement and Experience.

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<b>To</b>	Toi Ohomai Board of Directors	<b>From</b>	Cathy Cooney, Chair
<b>Title</b>	Chair's Report	<b>Date</b>	27 August 2021

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## **Purpose**

To provide a summary of the Chair's activity during July/August 2021

## **Board Evaluation Process**

The 2021 Board evaluation process has been undertaken during August. This is being facilitated by the IOD using their standard board evaluation questionnaire with some additional items picking up on the RoVE and Te Pūkenga future direction. The feedback process will be undertaken in early September. This is a Te Pūkenga led process attached is a letter from Murray Strong outlining the background and steps. My thanks to board members for your participation.

## **Tokoroa Campus - Site Blessing**

It was a privilege to be able to represent the Board at the site blessing for the new Tokoroa campus on 20 July. There were about 50 people in attendance, and it the level of excitement in the community about this development was clear. Initial enabling works commence shortly, and the campus is due for completion in 2023. The design is by DCA Architects of Rotorua with Veros the Project Managers.

## **Te Pūkenga Chairs and CEOs meeting 10 August 2021.**

Both Leon and I attended the joint meeting (along with Ripeka and Niwa in their respective NorthTec and Wintec Chairs capacity). Topics covered:

- Learner and staff personas (stories from an individual's perspective of the experience, aspirations, needs, of the learning environment). A total of 27 personas Te Rito reports have been prepared. 20 learners and 7 staff. Attached are the key messages from the consolidated learner and staff personas. One of the themes from the learners' personas is that 30% of Level 7 learners are 'first in whānau' to be undertaking a tertiary qualification and there is a strong intergenerational aspiration.
- Workshop to consider what Te Pūkenga needs to change/put in place to support learners achieve their aspirations and to be responsive to their needs.
- Briefing on the findings of the Tribal benchmarking report for 2020. This showed that approximately 45% of revenue is spent on teaching delivery and research, 24.6% on systems support (back office), 14% on facilities and depreciation, 7.4% on marketing, and 4.2% on learner support and library services.
- Briefing on Te Pūkenga funding and 2021 assumptions. No progress to report on the new unified funding model.
- Operating model outline on co-design work to define what regional representation and decision-making could look like. Key elements – effective and efficient, responsive, equity enabling, innovative.
- People and Culture activity: change leadership & the 90-day plan, the establishment of the Subsidiary Board's change manager network, the election of the staff representatives for the Staff Advisory Committee to the Te Pūkenga Council. Noted that the Māori and Student Advisory Boards are still to be progressed.

## **Closer Collaboration across Toi Ohomai, Wintec, Northtec and EIT**

Following on from the Chairs and CEs meeting on the 10<sup>th</sup> of August (captured in the previous section), the Chairs of Toi Ohomai, Wintec, Northtec and EIT met on the 18<sup>th</sup> of August to discuss closer collaboration across our organisations. My email below summarizes the discussion and next steps:

*Kia ora Ripeka, Niwa, and Hilton,*

*Many thanks for your time this morning as we discussed progressing collaboration across our four organisations in ways that are practical and that front-foot leadership for the network. Our conversation today, and at the 10 August Te Pūkenga meeting, showed that we share a commitment to a common agenda – to see success for Māori Ākonga that is accessible in rural areas and that meets the aspirations of Iwi and the needs of communities and industry.*

### **Examples given were:**

- 1. the Trades and having apprentices and a workforce that responds to the need for more housing in both urban and rural communities;*
- 2. the Three Waters development and the need for people with environmental/water qualifications;*
- 3. the food/horticulture industry need for a wide range of skilled workers;*
- 4. the health and wellbeing sector including nursing, midwifery and the Kaiāwhina/Kaimanaaki care and support workforce.*

*All of us emphasised the importance of delivery to rural communities and having established partnerships with Iwi along with effective relationships with local government and agencies such as Kāinga Ora. Each of us have some best practice examples and both strengths and weaknesses.*

*All of us share a concern for the loss of leadership capacity and capability through the reforms, and a worry that this risk is at the point where any further losses will mean that it will be hard to deliver on commitments. Leadership capacity was particularly in the HR, CFO and Māori success areas (with EIT offering to support NorthTec with HR input), and with the example of Anthony Robertson being a shared CFO across Toi Ohomai and EIT as a best practice model to consider doing more of at Tier two – four levels when vacancies arise.*

*All of us have a significant financial challenge connected with our strategic determination to offer accessible learning to Ākonga in rural communities. This is at the heart of who we are as four provincial Subsidiary Boards. In holding with this intent we know that the present financial model does not support the delivery model so we are either eating into reserves or running deficits – the position of Te Pūkenga on this for 2022 – 2023 is unknown.*

### **Next Steps:**

- We agreed that we want our CEOs to consider strengths and weaknesses across the common agenda as a starting point and that we are looking for practical action. Niwa has a midwifery example that is getting underway across Wintec, Toi Ohomai and EIT currently and he will send us a brief explanation of that initiative as a real-time example.*
- We will put this on the agenda of our respective board meetings with the intent of taking proactive leadership to working collaboratively across our common agenda. I.e. we are shaping a model of what collaboration and the future network could look like.*
- We should touch base later in September.*

*Please feel free to make any additions or changes you would like to the above.*

*Ngā mihi*

*Cathy*

## **Follow up to July Strategy Day**

My thanks to Leon and the team for taking the five Pou from the 30 July strategy day and creating a cohesive plan incorporating these and considering the fit with the current Toi Ohomai performance measures (KPIs).

These are covered in a separate agenda item and once confirmed will provide an overarching framework for where we focus our energy over the coming 16 months.

**Te Pūkenga Council Meeting will be held at Toi Ohomai, Mokoia Campus, 7 September**

This is in line with TP Council holding meetings at Subsidiary Boards on a rotational basis.

**Te Pūkenga Leadership Meeting with TKM**

Te Pūkenga leadership is meeting with Te Kahui Matauranga senior iwi leaders on the 17<sup>th</sup> of September, and as a result of the short turn-around to the Board-TKM Strategy Day a week later on the 24<sup>th</sup> of September, TKM secretariat requested that we move the Board-TKM Strategy Day to the 26<sup>th</sup> of November. This change will allow TKM to fully consider the outcomes and implications of their engagement with Te Pūkenga, prior to engaging with Toi Ohomai Board of Directors and its Management.

It is therefore proposed that our meeting schedule changes as follows for the remainder of 2021:

- 24 September: Zoom/Teams meeting between Board of Directors, Leon de W Fourie and Anthony Robertson (1 hour)
- 29 October: Board of Directors meeting goes ahead as planned
- 26 November: Board of Directors meeting to be followed by Board-TKM Strategy Day

**RECOMMENDATION:** That the Board **Receive** the Chair's update for the July/August 2021 period.

**Agenda Item 8.1.1**

<b>To</b>	Toi Ohomai Board of Directors	<b>From</b>	Cathy Cooney, Board Chair Tania Hodges, Te Pūkenga Council and Toi Ohomai Board Director Leon de W Fourie, Chief Executive
<b>Title</b>	Te Pūkenga Council update	<b>Date</b>	27 August 2021

**Purpose**

The purpose of this paper is to provide Toi Ohomai Board of Directors with a summary of Te Pūkenga Council discussions and decision points. Toi Ohomai Management will reflect on alignment, implications, risks and engagement in relation to the Te Pūkenga transformation workstreams and resultant subsidiary operations.

Te Pūkenga Council met on 06 July 2021

<b>Te Pukenga Discussions and Decision Points</b>	<b>Toi Ohomai Management Reflection/Response</b> (Alignment, implications risks, and our engagement with work streams/projects)
<b>Te Pae Tawhiti insights report</b> The Council received and endorsed public release of Te Pae Tawhiti insights report pending final edits. This report will be available during the week of 19 July.	The link to <a href="#">Te Pae Tawhiti Insights</a> and video was made available to all staff following its public release. The report provides a comprehensive summary of good practices that can be shared across the network as well as areas we must focus on to grow and improve our own capability. In this regard, activity already happening across the network which could be scaled to increase its impact, includes: <ul style="list-style-type: none"><li>• sharing strategic approaches, examples of mana ōrite agreements and co-governance arrangements with hapū and iwi</li></ul>

	<ul style="list-style-type: none"> <li>• regional collaborations with iwi, and Māori health, social and education providers</li> <li>• taking holistic approaches to Māori learner success and wellbeing, including through Kaupapa Māori services and spaces</li> <li>• capable, empowered and connected Māori leadership across governance, management and operations.</li> </ul> <p>The report also identified key growth areas, including:</p> <ul style="list-style-type: none"> <li>• addressing racism and bias that remains in the system</li> <li>• developing and applying a consistent approach to partnership with tangata whenua</li> <li>• addressing the deprioritisation of Māori worldviews and Kaupapa Māori services</li> <li>• enabling system-wide support for existing collaboration</li> <li>• protecting, preserving and enhancing existing partnerships.</li> </ul> <p>The Executive Director Partnerships, Māori Success and Academic Excellence (and team) is reviewing the report for opportunities to enhance our current practices. However, we are confident that our 2021 – 2022 work programme is well-aligned with the key priorities highlighted in Te Pae Tawhiti Insights Report e.g. active, meaningful tiriti partnerships driving outcomes. Moreover, our focus on growing collaborative relationships with other subsidiaries will enable us to share learnings on an ongoing basis and leverage our collective resources and expertise to affect</p>
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	<p>system-wide change. Our Te Pūkenga Te Pae Tawhiti Kaitautoko is providing regular support as we implement our Te Pae Tawhiti action plan.</p>
<p><b>Kōtui Kōrero</b></p> <p>The Council noted an update on Kōtui Kōrero – a conversation with Te Pūkenga. It noted due to a COVID Level change, the Southern Institute of Technology visit was moved to 16 July.</p> <p>The Council noted engagements with Employers and TITOS, and subsidiaries and respective iwi are beginning shortly.</p> <p>It also noted lessons learned are being looked at to improve future sessions.</p>	<p>Our Kōtui Kōrero session was held on the 10<sup>th</sup> of June at our Windermere campus, and live-streamed to our other campuses across the rohe.</p> <p>Te Pukenga leadership connected with staff and learners about the work to date, outline upcoming activity and discuss opportunities to get involved.</p> <p>The Kōtui Kōrero series has provided an opportunity for Toi Ohomai staff to engage with a series of service concepts, which are central to the thinking and design of our future operating model.</p> <p>A similar approach was followed with employers and industry at 7 locations across New Zealand including a couple of online presentations. The purpose was to hear more about the challenges which employers face, and the opportunities which exist to support them and our learners.</p> <p>In maintaining the momentum from the Te Pukenga Kōtui Kōrero our Toi Ohomai management set up a Q&amp;A online engagement with staff on the 16<sup>th</sup> of August where staff could connect with management in relation to the Te Pukenga transitioning or work streams' activity. Staff expressed concerns about not knowing more about the future organisational structures at this stage; needing greater clarity around the operating model; wanting to understand why we are reducing leadership</p>

	<p>and management staffing levels; the ‘sinking lid’ impact on workload; and future delivery methodology.</p> <p>We use 7 platforms for staff communications, and intend to continue the Q&amp;A online in relation to the Te Pūkenga transitioning and work streams’ activity.</p>
<p><b>Policies</b></p> <p>The Council received the following draft policies:</p> <ul style="list-style-type: none"> <li>• Official Information Act policy</li> <li>• Sensitive Expenditure (including gifts, hospitality and entertainment) policy</li> <li>• Koha policy</li> <li>• Privacy policy</li> <li>• Privacy procedures</li> <li>• Data breach response plan</li> <li>• Interim Records Management policy</li> </ul> <p>The policies will be amended after feedback from the Council and approval will be sought at the August meeting.</p>	<p>Once these policies have been approved we will contact Te Pūkenga to understand their expectation for adoption by subsidiaries. Based on that response we will determine whether to replicate and adopt immediately, review &amp; incorporate into our policies immediately (or over time) or wait until they want the whole sector to adopt.</p>
<p><b>Te Poari Akoranga report</b></p> <p>The Council received a report from the meeting of Te Poari Akoranga that took place online on 9 June 2021. The report is available for public viewing on the website of the Council papers = <a href="https://xn--tepkenga-szb.ac.nz/about-us/governance/">https://xn--tepkenga-szb.ac.nz/about-us/governance/</a></p>	<p>Te Pūkenga submitted a response to the proposed changes to Simplifying New Zealand Qualifications, it was generally in favour of the option B. The intent for option B of proposal 1 is that qualifications would specify a national curriculum, these would be designed with the Workforce Development Councils (WDC) and providers. In some qualifications like plumbing there would be mandatory skills standards for the majority of the qualification. For qualifications like creative there</p>



<p>The Council noted the feedback to NZQA provided during the Simplifying New Zealand qualifications and other credentials.</p> <p>The Council also noted and endorsed the invitation for Te Pūkenga to become a signatory to the openness agreement on the use of animals in research and teaching in New Zealand.</p>	<p>may be more flexibility so less mandatory skills standards and more optional standards.</p> <p>Under Option B skills standards would replace unit standards and courses. The sequencing and other delivery elements, including local context and content will be up to the provider.</p> <p>NZQA has submitted their recommendation to the Minister based on the feedback and he will make the final decision on the proposal.</p>
<p><b>Letter of Expectations for Subsidiaries</b></p> <p>The Council noted the final Letter of Expectations that was sent to subsidiaries on 8 June 2021 that was previously approved at the June Council meeting.</p> <p>The Letter of Expectations will be available on the Te Pūkenga website shortly.</p>	<ul style="list-style-type: none"> <li>• Replaces the May 2020 LoE and centers around 5 previously stated priority areas <ul style="list-style-type: none"> <li>➤ Relentless focus on equity and ensuring participation – upholding Tiriti Treaty o Waitangi</li> <li>➤ Delivery customized learning approaches that meet the needs of learners and trainees</li> <li>➤ Strengthen the quality and range of educational delivery throughout New Zealand</li> <li>➤ Services that meet the specific regional needs of employers and communities</li> <li>➤ Transition educational services in a smooth and efficient manner</li> </ul> </li> <li>• Focus still remains strongly on: improving access; achieving consistency; driving towards equity; transitioning TITOs; developing an unified funding system; and a single academic framework.</li> </ul>

	<ul style="list-style-type: none"> <li>• From a subsidiary perspective the challenge and opportunity to work more collaboratively with Te Pūkenga and the various subsidiaries requires ongoing reassessment of Toi Ohomai KPIs and work programmes.</li> <li>• Key addition is the introduction of Work-Based Learning (WBL) Limited that will be the mechanism for acquiring TITO transitioning to Te Pūkenga. No specific date provided for the dissolution of WBL, as opposed to Subsidiaries that will be dissolved by 31 December 2022.</li> <li>• Post the Ministerial approval of the Operating Model in December 2021, we will move into Implementation Phase in 2022.</li> <li>• Next LoE to be issued by June 2022 as to steps to implement governance transition by 31 December 2022.</li> </ul> <p>The Letter of Expectations can be found <a href="#">here</a>.</p>
<p><b>Te Pūkenga group financial results 31 May 2021</b></p> <p>The Council received and noted Te Pūkenga group financial results as at 31 May 2021.</p> <p>The Council noted that revenue for the group is \$417m, which is \$22m more than budget and primarily due to higher domestic student numbers. Expenses are \$443m down, which is down on the budget by \$22m with the major contributing factor being staff expenses (\$16m). The overall result is a deficit of \$25m, which is \$44m less than budget year to date. The end of year forecast is now a deficit of \$42m versus the \$51m budgeted. The</p>	<p>Toi Ohomai’s improved forecast over budget has, like most ITPs, contributed to this improved forecast out-turn for the sector.</p> <p>As indicated, the improved out-turn for the sector is primarily based on higher domestic delivery. As also noted, this increased funding is dependent on Te Pūkenga receiving additional funding from TEC for this increased delivery. Whilst the exposure of unfunded delivery is relatively small for Toi Ohomai, it is very significant for other ITPs and Te Pūkenga as a whole.</p>

<p>forecast reflects the additional funding to be received from TEC for higher than expected delivery costs of approximately \$17m.</p> <p>Te Pūkenga is currently working alongside TEC to arrange an additional tranche of funding for domestic EFTS as reflected in the forecast, which will be confirmed through the August SDR. The Council discussed how funding is being allocated and distributed to subsidiaries.</p>	
<p><b>Mahere Haumi – Investment Plan 2022 – process and approach</b></p> <p>The Council noted the report outlining the Investment Plan process and approach.</p> <p>It noted the TEC have confirmed an iterative process for the Investment Plan.</p> <p>It also noted the Investment Plan will be discussed at the next Audit and Risk Committee meeting on 22 July before going to the Council in august 2021.</p>	<p>Individual ITPs/subsidiaries no longer prepare individual Investment Plans, instead there is one Investment Plan prepared for the ITP sector as a whole by Te Pūkenga. We have contributed to this Investment Plan construction both through our Mix of Provision submission and narrative submissions as requested by Te Pūkenga.</p>
<p><b>Te Piko - Our Strategy</b></p> <p>The Council noted and discussed the draft Te Pūkenga organisation strategy.</p> <p>The council requested feedback be incorporated into the final document, and this will provide staff with visibility to the role they will play in the journey.</p>	<p>Te Piko Te Pukenga Strategy, has only been shared with the Te Pukenga Council.</p> <p>The sector has not engaged with the draft organisational strategy as yet.</p>

<p>The Council also noted the tremendous amount of work to be done to get to date 1 (1 January 2023) and the strategy will be updated regularly to incorporate the milestones achieved by Te Pūkenga.</p>	
<p><b>Programme Business Case update and approach for Capital Asset Management priority projects</b></p> <p>The Council noted the update on the draft Programme Business Case that will be submitted in final form in December 2021 to the Minister of Education.</p> <p>The Council noted priority projects will be identified through the Capital Asset Management workstream separate to the Programme Business Case and the Strategic Case will be considered at the August council meeting.</p>	<p>We believe that the priority projects referred to in these notes relates to the High Priority Building (HPB) Strategy which will create a prioritisation framework, and make remediation recommendations based on remediation impact assessments (cost, funding and operation) that KPMG is assisting Te Pūkenga to prepare. These include immediate remediation issues such as seismic, asbestos, etc. Toi Ohomai does not have any significant remediation issues.</p>
<p><b>Work Based Learning Limited (WBL) Day 1 readiness (Governance)</b></p> <p>The Council approved the appointment of directors to the Board of WBL that include one member from Competenz and one member from Connexis. The WBL Board will commence operation in August 2021.</p>	<p>Following Competenz and Connexis, 2 other TITOs - BCITO and MITO will become business units within <a href="#">Te Pūkenga Work Based Learning subsidiary</a>.</p>
<p><b>Subsidiary Board Appointments</b></p> <p>The Council approved the appointments of a director to the Southern Institute of Technology Board and a director to the Otago Polytechnic Board. The appointments will be made public shortly.</p>	<p>Noted. No implications for Toi Ohomai.</p>
<p><b>Education New Zealand – Te Pūkenga partnership and Te Pūkenga Internationalisation Strategy</b></p> <p>The Council noted the Education NZ-Te Pūkenga paper and clarified the strategy would be led by Te Pūkenga with support from ENZ.</p>	<p>Te Pūkenga will develop, in collaboration with Education New Zealand (ENZ), an Internationalization Strategy by December 2021. We will target the January 2022 Dubai Expo to launch the Te Pūkenga Internationalization Strategy globally and to reinvigorate our international relationships as opportunities for engagement arise.</p>

<p>The Council discussed competing priorities and agreed it would be useful to consider an international strategy at this time, whilst the borders are closed and onshore international learners are expected to be low (for the short-medium term, through 2022-23).</p>	<p>Next steps will include:</p> <ul style="list-style-type: none"> <li>• The proposed policy statement on High-Value International Education requires a shift to diversify away from a model totally reliant on in-bound student mobility and the two large markets of China and India. Opportunities for diversification may include online, offshore and blended delivery models, new products and services, and focus growth countries other than China and India.</li> <li>• Opportunities for exploration should include a wide focus re academic and ideas exchanges, building of government and diplomatic relationships, and taking New Zealand to the world through good practice, whether it is curriculum design, the way we teach such as on-job training, or the different ways assessment and quality assurance can occur. Student recruitment becomes a subset of a broader country and institutional internationalisation strategy.</li> <li>• In 2020 the Internationalisation Working Group (IWG), comprising a cross-section of ITP CEs, International Directors, ENZ staff, Stephen Town and Diane Gamble, held a workshop in September 2021. This workshop identified several potential component parts for the future model: <ul style="list-style-type: none"> <li>➤ <b>Decoupling</b> – reducing the direct financial dependence of subsidiaries on international revenues.</li> <li>➤ <b>Centralisation</b> – centralising a range of functions and activities to ensure an overarching strategic approach, efficiencies and economies of scale. These could include recruitment activity, central enrolment and processing, offshore delivery and contracts, agent engagement, engagement with NZ Inc, and much more. Note: strategy and team coordination would be centralised, but teams may be distributed</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>➤ <b>Targeted cohort focus</b> – move from a model dependent on recruitment of individual students through agents to larger contracts and cohorts, aligned with other countries’ and employers’ training and education needs, New Zealand’s and regions’ skills and talent needs, and joined up NZ Inc opportunities.</li> <li>• Significant work has already been undertaken on reimagining the role of international education, not least the <i>Mobilising the New World: International Education report</i> that moves ‘International Education’ to an ‘Internationalisation’ focus.</li> <li>• First step will be to agree a vision for internationalisation within Te Pūkenga that can become a beacon for its network and assist with the transition and transformation of Te Pūkenga. It will clearly articulate its international aspirations over the medium term and why. A vision will ideally lead to success and performance indicators that can then be outlined in an underpinning strategy. Something along the lines that Te Pūkenga is internationally recognised as the preferred institution by governments, employers, education institutions and students for its global approach in the design and provision of Professional, Applied and Vocational education.</li> <li>• ENZ and Te Pūkenga will work collaboratively to: <ul style="list-style-type: none"> <li>➤ Establish an Internationalisation Working Group (IWG), led out by Leon, and set up a ToR and workstreams</li> <li>➤ Develop a communications plan from Te Pūkenga to its subsidiaries about international education</li> <li>➤ Appoint a Te Pūkenga Strategic Advisor</li> <li>➤ Develop a framework towards an Internationalisation Strategy</li> <li>➤ Formalising a connection to the Operating Model Working Group</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>➤ Submission of draft Internationalisation Strategy</li> <li>➤ Confirmation of Internationalisation Strategy</li> <li>• Submission and endorsement by Te Pūkenga’s Council of the Internationalisation Strategy and Business Model by the end of the year will inform any wider change management being considered as a component of the operating model implementation.</li> </ul>
<p><b>Learner Journey and Experience Persona workshop</b></p> <p>Workshop was held with the Council on five priority Te Pūkenga learner personas (and journey mapping) to gain a deeper understanding of what the opportunities are for Te Pūkenga to focus on enablers and reduce barriers.</p> <p>These personas were supported by quantitative data. The Council noted that the personas should be communicated more broadly and drive investment and decisions. A full set of personas (learners, staff, employers) will be published on the Te Pūkenga website in August 2021.</p>	<p>Te Pūkenga has developed 27 learner personas to identify what the desired learner experience should be – 5 of these were shared with the Chairs and CE on the 11<sup>th</sup> of August. A copy of the presentation can be found <a href="#">here</a>.</p> <p>In additional, a number of employer personas are being developed.</p> <p>The purposes of developing the personas are to ensure:</p> <ul style="list-style-type: none"> <li>• That our mahi directly contributes to realising our desired Te Pūkenga learner experience and the needs of our personas</li> <li>• And that this experience enables success across our learners’ journey</li> <li>• And that this is done in accordance to our values</li> </ul>
<p><b>Te Pūkenga advisory committees</b></p> <p>The council held a workshop on the establishment of the staff, learner and Māori advisory committees.</p> <p>The Council noted:</p>	<p><b>Interim Staff Advisory Committee:</b> Seven candidates put their names forward to be considered as our Te Pūkenga Staff Advisory Committee representative. Dr Ramari Raureti was the overwhelming choice amongst staff members. Ramari will also represent staff on the Toi Ohomai Board of Directors in an advisory capacity.</p> <p><b>Learner and Māori advisory committees:</b> No involvement so far in these committees from Toi Ohomai. Will fully support once information is available from Te Pūkenga.</p>

<ul style="list-style-type: none"><li>• feedback from working groups / stakeholders about the need for them to be interim committees until the ecosystem approach is in place</li><li>• the first piece of the work for the committees will be how they work together and with Council, and</li><li>• these interim advisory committees will be established as soon as possible.</li></ul>	
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6 August 2021

To: All Subsidiary Board Chairs

## Board Review Process

Tēnā koutou katoa

Tēnā koutou kei raro i ngā tini ahuatanga o te wā. Tuatahi, ka mihi ki te Runga Rawa, nānā nei ngā mea katoa. Tuarua, ki a rātou mā, kua mene atu ki te po, kua wheturangitia, haere atu ra. Otira, ki a tātou te hunga ora, tēnā koutou tēnā tātou.

Thank you for participating in the Institute of Directors briefing on the board review process. We are now approximately halfway through the board terms and, as previously advised, it is both a legislative requirement (Crown Entities Act 2004) and a direct request from the Minister, by way of the Letter of Expectations, that Te Pūkenga (the parent entity) undertake an assessment of director and board performance. The Minister expects Te Pūkenga to identify needs and build board performance during this very busy period of change.

The Institute of Directors have now confirmed with you the process being undertaken and the next stage is the “information gathering” after which the chair interviews will take place and reports produced.

### Reports

A high-level Strategic Overview report will be prepared for Te Pūkenga Council. The Council will decide whether it is appropriate to release this report to all chairs after it is received and reviewed.

Chairs will receive both a board summary and the individual evaluations for each director on their board. Board chairs will then forward each director their individual report with any covering comments they may wish to include. The chairs will have a development conversation with each director. These reports will be prepared to give boards a deeper insight into their governance practice and performance. It is important that board chairs keep these individual evaluations secure and in accordance with Privacy Act requirements.

The Appointments and Remuneration Committee will receive a copy of all reports and be available to provide assistance and/or guidance where any board or director development is required. All reports will be kept in secure storage in accordance with the Privacy Act.

The Appointments and Remuneration Committee will then provide a high-level strategic report to the Minister in line with the requirements of the Crown Entities Act 2004.

We are aware of the demands this process takes of your valuable time; it is important, however, that the evaluations can identify common issues faced, what has been successful and what will need to be considered further in terms of excellent governance and leadership. We do appreciate your continuing support.

Ngā mihi nui



Murray W. Strong  
**Council Chair**



Maryann Geddes  
**Chair - Appointments and Remuneration Committee**

# Desired Learner Experience

- Show me options, guide my pathway, build my confidence
- Provide barrier and stigma free access to the right information at the right time
- Proactively understand my holistic needs
- Engage my whole whānau early and offer whānau-connected services
- Enable me to feel connected, familiar, certain, and welcome before and during my first days
- Provide me with whakawhanaugatanga and manaakitanga relationships with staff, trainers and employers who believe in me
- Encourage, enhance, value, preserve and affirm my mātauranga, reo and tikanga
- Recognise the experience I bring with me
- Recognise my why and that success for me is wider than just self-gain, but for the intergenerational wellbeing of my whānau and my community



# Desired Learner Experience

- Connect me with peers, mentors, tuākana and role models
- Continually capture my feedback and show me you are listening by improving my experience
- Recognise and reflect my identity through staff makeup, learning spaces, curriculum and events
- Maximise my learning potential with trainers/tutors who have the specialist, teaching and cultural skills
- Help employers to align my work-based training to on the job tasks
- Re-affirm my learning through assessments and build my confidence with learning that is relevant to my mahi and me
- Connect me to employers to be better prepared for employment
- Replace structural racism with mana ōrite and power sharing



# Considering Te Pūkenga's staff desired experience is essential to learner success

- Nurture and protect Māori perspectives to reflect values, culture and identity
- Have more Māori and Pacific staff at all levels, and structures and systems that empower them
- Even though there are business constraints, give staff time to welcome, value and connect with learners
- Release staff from things that distract them from being a good tutor/trainer/support person
- Give staff the time and training needed to become a capable and credible tutors/trainers with cultural consciousness and disability confidence
- Enable staff to support employers to be credible and capable trainers with cultural consciousness and disability confidence
- Empower and bring effect to Māori and Pacific staff hopes and dreams for intergenerational development and prosperity

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**Agenda Item 8.2**

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<b>To</b>	Toi Ohomai Board of Directors	<b>From</b>	Huia Haeata - Executive Director Partnerships, Māori Success & Academic Excellence
<b>Title</b>	Mana Ōrite Quarterly Report – Q3, 2021	<b>Date</b>	27 August 2021

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**Purpose**

This report provides an update on Mana Ōrite Tiriti Relationship Agreement activities for the period May to August 2021.

**Key Points**

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During this reporting period – May to August 2021, activity has centred on implementing the 2021 – 2022 joint work priorities between Te Kāhui Matauranga and the Toi Ohomai Board. Table One (refer to page 4) provides an overview of progress since the last Mana Ōrite Quarterly Report in April 2021.

A priority (and challenge) for Toi Ohomai through to December 2022 will be maintaining positive Tiriti relations with Te Kāhui Matauranga by delivering on the obligations of the Mana Ōrite Tiriti Relationship Agreement, alongside meeting the performance expectations and increasing workload of Te Pūkenga transition and transformation work programme.

As noted at the Board Strategy Day held in July, the strategic challenges facing Toi Ohomai as we implement the agreed 2021 – 2022 joint work priorities include:

- Operating in an environment of significant and ongoing change and uncertainty, which is likely to exacerbate retention issues of key staff, as well as demotivate some staff from engaging in any new projects or activities being rolled out over the next 18 months.
- A growing skills and knowledge gap as Māori staff (particularly leaders/managers) move into Te Pūkenga opportunities. This risk is compounded by the difficulty in backfilling vacancies due to the fixed-term nature of secondments.
- Te Pūkenga is establishing a Mana Ōrite Tiriti Relationship Model/Framework for the whole network (co-designed and developed with Tiriti Partners). Te Kāhui Mātauranga will meet with Te Pūkenga on Friday 17 September to commence initial discussions about mana ōrite arrangements within the Te Pūkenga context. This workstream may result in a shift in focus and/or priority of certain activities at a local level moving forward.

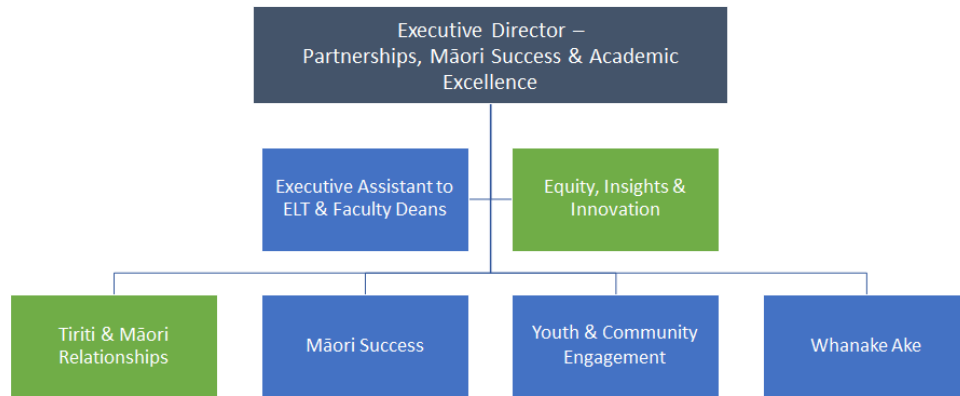
In response to the challenges noted above, Toi Ohomai is:

- proceeding with the work programme agreed with our Board, Te Kāhui Matauranga and aligned to Te Pae Tawhiti Tiriti Excellence Framework (as per Toi Ohomai Te Pae Tawhiti Action Plan)
- focused on implementing actions that build “good” into our systems and practices, as well as greater attention on measuring progress and impact (what do we know, how do we know, what difference is it making).
- working more closely with other subsidiaries to leverage our collective knowledge and resources more effectively and identify opportunities to develop a common approach to Te Pae Tawhiti-centred activities. In this regard, Toi Ohomai is meeting with the Māori Directors at Wintec and EIT on 19 and 31 August respectively, and visiting the CE at Northtec on 9 September.
- recruiting additional resources to ensure we can deliver on our non-negotiables (i.e. deliverables agreed with our iwi partners). In this regard, the Executive Leadership Team has approved a proposal to increase our capacity and capability to deliver equitable outcomes for Māori by 4FTE. This strategy includes elevating and/or leveraging off the skills and experience of existing Māori staff.

### ***Existing Structure***



## New Structure



The new directorate structure reflects two key changes:

- the need to increase our capacity and capability to deliver on the Tiriti Partnerships and Māori Success Work Programme 2021- 2022, which includes: delivering on the Mana Ōrite Tiriti Partnership Agreement with Te Kāhui Mātauranga; implementation of the Māori Success Strategy; integration of Te Pae Tawhiti – Tiriti Excellence Framework; and supporting the transition and transformation work programme from Te Pūkenga. In this regard, the structure includes four new 1.0 FTE roles.
- shift in reporting lines from Executive Dean Academic Excellence (moving to a full-time Te Pūkenga secondment until June 2022) i.e. Youth and Community Engagement, Whanake Ake and Executive Assistant position.

## Background

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Signed in 2018, the Mana Ōrite Tiriti Relationship and associated agreement is a cornerstone of the Toi Ohomai strategic approach to meeting the needs of the region and achieving the vision of empowered people and their communities. The approach is the local expression of the Crown/Māori relationship and is how Toi Ohomai approaches the delivery of its Tiriti obligations, as a Crown entity. The key points outlined in the Mana Ōrite Tiriti Relationship Agreement are:

- Te Kāhui Mātauranga will be responsible for guiding the Toi Ohomai Board and Toi Ohomai in relation to ensuring Māori achieve educational success as Māori.
- Decisions made by Toi Ohomai will contribute towards making a sustainably positive difference for, and with Māori.
- Joint decisions made by Te Kāhui Mātauranga and the Toi Ohomai Board contribute to Māori students enjoying and achieving education successes as Māori.



- Te Kāhui Mātauranga will provide input and guidance to help shape the strategic and operational fabric of Toi Ohomai to ensure Toi Ohomai is able to meet the educational aspirations of Māori learners and iwi throughout the region more effectively.

Together, we have committed to progressing the following:

- Education delivery should align directly with the needs, interests and aspiration of iwi collectively and individually
- Strategic engagement of iwi in shaping the strategic, executive and implementation fabric of the sector
- Strategic engagement of iwi in shaping tertiary education provision for Māori
- A mana ōrite partnership approach to tertiary education to optimise the system's effectiveness as it relates to Māori educational outcomes.

In response to the uncertainty of the RoVE changes, in April 2019 we reaffirmed our commitment and agreed the following desired outcomes of living the Mana Ōrite Tiriti relationship:

- Mana Ōrite Tiriti Relationship: He hononga whakapumau (an enduring partnership that is meaningful and grows together)
- Prosperity through Regional and Community Sustainability: Oranga whānui (holistic prosperity)
- A Life-course Approach to Learning: Mai te kōpu o te whāea, ki te kōpu o Papatuānuku (from birth to death)
- Mana of Mātauranga ā Iwi for Educational Success: An iwi led, integrated approach to learner success that has measureable impact.
- Intergenerational Wellbeing: Mā te mahi ka ora ai ngā uri (wellbeing for all in the region, including industry).

**Table One: Toi Ohomai Mana Ōrite Framework and Agreement Deliverables**

Mana Ōrite Agreement Deliverable	Traffic Light	Commentary
<b>Mechanisms to influence Māori education outcomes</b>		<p><b>Regulatory Framework and Academic Architecture: Previously <u>On Track</u></b></p> <ul style="list-style-type: none"> <li>Executive Dean Academic Excellence and Maori Success is moving to a full-time secondment with Te Pūkenga. However, Toi Ohomai will continue to contribute to the Academic Delivery and Innovation workstream e.g. feedback provided on the proposed Academic Regulatory Framework.</li> <li>The refreshed Māori Success Strategy is being rolled out, with a focus on greater accountability for equity across the organisation. In this regard, monitoring and reporting on outcomes for Māori learners and Te Pae Tawhiti is being integrated into existing accountability mechanisms e.g. Programme Self-assessment Reports (PSARs), LQSC and Academic Committee. The Iwi Success Measures will inform our performance reporting in 2022.</li> </ul>
<b>TKM SLG and Board engagements</b>		<p><b>Previously <u>On Track</u></b></p> <ul style="list-style-type: none"> <li>A SLG Hui was held on 2 June with updates provided on three projects – Iwi Success Measures, Iwi Data Reports and Te Pae Tawhiti. Agreed actions are being progressed with support from Te Kāhui Mātauranga Secretariat.</li> <li>Te Kāhui Mātauranga is meeting with Te Pūkenga on 17 September to discuss the design and development of a Mana Ōrite Model for the whole network. To accommodate this hui, the planned SLG hui has been pushed out to November and will inform the Board Strategy Day.</li> </ul>
<b>Iwi Clusters</b>		<p><b>Previously <u>At Delayed</u></b></p> <p>Delayed - this work is currently on hold. Instead, Toi Ohomai will leverage off the Māori/Iwi Vocational Education Pathways Project to gather insights into iwi needs and aspirations, as a starting point to strengthen iwi relationships and discuss opportunities for more localised responses e.g. contextualised programme delivery.</p>

<b>Hau Kāinga/Hapū Network</b>		<p><b>Previously <u>At Risk</u></b></p> <p>Toi Ohomai focus is to activate the Mana Ōrite Framework at the campus hau kāinga level through projects as catalysts to refine local relevance and application. An internal resource has been seconded into the team to lead this work. Initial engagements are planned for September to discuss priorities for hau kainga, including projects previously agreed:</p> <ul style="list-style-type: none"> <li>• Poike Waharoa with Ngāi Te Ahi (<i>Facilities, Tiriti Partnerships with support from Head of Strategic Relationships</i>)</li> <li>• Taupō Campus Development with Ngāti Tutemohuta (<i>Facilities, ELT and Tiriti Partnerships- Kaitiaki Māori</i>)</li> <li>• Tangatarua Marae Governance with Ngāti Whakaue (<i>Tiriti Partnerships – Kaitiaki Māori</i>)</li> </ul>
<b>Mana Ōrite Plan Project update</b>		<p><b>Previously <u>At Risk</u></b></p> <p>Joint work priorities for 2021/2022 were confirmed at Te Kāhui Matauranga and Toi Ohomai SLG Hui on 19 March, and agreed by the full Toi Ohomai Board on 26 March - Iwi Success Measures, Te Ōritetanga Collaboration Project, Iwi/Māori Vocational Education Pathways, Māori Data Project, and Cultural Consciousness Framework.</p> <p>A proposal for additional resources is currently being considered to increase our capacity and capability to deliver equitable outcomes for Māori.</p>
<b>Investment Plan and SSPs: Joint development of Investment Plans and Māori Success SSPs</b>		<p><b>Previously <u>At Risk</u></b></p> <p>As noted previously, TEC and Te Pukenga changed the Investment Plan process so that only Mix of Provision is required of subsidiaries. This indicates that the Investment Plans will not be within the scope of influence and control of this Agreement. The Iwi Success Measures and our portfolio of programming, however, provide opportunities for Te Kāhui Matauranga and Toi Ohomai to collaborate i.e. Māori/Iwi Vocational Education Pathways Project.</p>
<b>Alignment with Iwi aspirations</b>		<p><b>Previously <u>Delayed</u></b></p> <p>Toi Ohomai will leverage off the Māori/Iwi Vocational Education Pathways Project to gather insights into iwi needs and aspirations, as a starting point to strengthen iwi relationships and discuss opportunities for more localised responses e.g. contextualised programme delivery. An internal resource has been seconded to lead this work.</p>
<b>Appointment Influence</b>		<p><b>Previously <u>Delayed</u></b></p> <p>Project to develop Recruitment and Induction procedures (with Te Kāhui Matauranga Secretariat) was put on hold until Te Pukenga HR workstream provides detail on levels of delegation.</p>

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<b>To</b>	Toi Ohomai Board of Directors	<b>From</b>	Leon de W Fourie Chief Executive
<b>Title</b>	CE Report	<b>Date</b>	27 August 2021

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## PURPOSE

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

**RECOMMENDATION:** That the Board receive the Chief Executive report covering the period 30 July – 27 August 2021



**Toi Ohomai Board of Directors, 30 July 2021  
Tangatarua Marae, Mokoia Campus, Rotorua**

## People

**Welcome back BBQ for staff:** Our Wellness Committee cooked up a storm the first week of Semester Two, welcoming our staff back with a BBQ lunch. Hamburgers and sausages flew off the grill as staff reunited after the student break.

**Aromātai Kaimahi survey shows support for change but also a need for greater clarity:** Te Pūkenga has released the results from the Aromātai Kāimahi network-wide staff survey. The purpose of the survey was to provide Te Pūkenga leadership with a sense of how staff feel about the transition. Just over 50% of Toi Ohomai staff participated, which was on average with the sector response.

The results showed sector-wide support for the need for change and highlighted the need for clarity about what it will mean and how it will impact our staff. To support this mahi Te Pūkenga have agreed to three key actions over this period:

- Develop a framework for a network wide wellbeing programme
- Develop a programme to support leading through change
- Continue communicating in ways that promote understanding of the change and engagements

**Paying respects to Dr Hohepa Mason and his whanau:** Dr Hōhepa Mason (Ngāti Awa, Ngāti Pukeko, Ngāti Hokopū) passed away after a long illness earlier this month. A highly respected Māori leader Dr Mason spent his life teaching at many schools within the Mātaatua rohe, including at legacy Waiariki Polytechnic. Leon, Huia Haeata and Eru Briddle were amongst Toi Ohomai staff members who attended the tangi to pay their respects to his whanau.

**Finalist in the World of Wearable Arts!** Cutting-edge technology may be a feature of the World of Wearable Arts awards, but Toi Ohomai fashion design tutor Donna Dinsdale has gone back to basics for her awards entry - and it has paid off – Donna has been named as a finalist in the 2021 World of Wearable Arts Awards. Read the full story [here](#).

## Stakeholder Engagement and Building Partnerships

**HEG Whakatāne Business Awards:** The HEG Whakatāne Business Awards were held on Saturday, 14 August. Toi Ohomai were proud sponsors of the Farm, Forestry and Food Excellence category – a great alignment with our programme delivery in the Eastern Bay. The award went to Whakatōhea Mussels on the evening – a well deserved accolade. Our communication team will be doing a follow up media piece on the recipient and our sponsorship.





**Toi Ohomai Youth Development Cup:** As part of our partnership with Bay of Plenty Rugby, Toi Ohomai got right in behind, as naming rights sponsors of the new Toi Ohomai Youth Development Cup. Run in July, teams from across Central, Western and Eastern Bay competed throughout the month with the two-day finals being held at Rotorua International Stadium.



The event got some great [press coverage](#) and you can check out the awesome wrap up video [here!](#)

**Crown Asset Disposal Process for the Bongard Centre:** We have been in discussions with TEC to ensure that the Crown Asset Disposal process for the Bongard Centre ensures we are honouring our commitment to Te Tiriti and the settlement process. TEC have confirmed that the disposal of land held for a public work is governed by the LINZ Standard for Disposal of Land Held for a Public Work - LINZG15700.

The standard takes into account all applicable legislation and government policies. At the highest level the disposal process involves firstly determining whether the property is required for another public work (incl. an MBIE housing initiative), secondly whether there is any claim under Sec 40 of the Public Works Act by the original owner or successor.

The next step involves engagement with Te Arawhiti which then determines what is required in terms of Māori interests, prior to consideration of any market options. They have discussed the property with Te Arawhiti (which includes the former Office of Treaty Settlements). This reconfirmed that the land is in an area where Treaty of Waitangi claims are yet to be settled. The land is in the area covered by the Tauranga Moana Iwi Collective Redress and Ngā Hapū o Ngāti Ranginui Claims Settlement Bill which is currently before the House. TEC are working with Te Arawhiti and will advise us accordingly.

**Charity House 2021 in full swing:** Since 2013 we've been running our Charity House project, where our students build a home from scratch. We have amazing support from industry partners and when the house is sold, we are able to dish out the profits to community organisations in Rotorua in need of a helping hand.

We are incredibly proud of this project and certainly wouldn't be able to do it without the support of our industry partners. This year's build is in full swing and if you want to keep up to date with all the goings-on, check out our Facebook group [here](#). We'll be profiling our partners, introducing recipients and keeping you up to date with the students and the build.



**Finals of the of the Toi Ohomai Baywide Secondary School Rugby Competition:** The finals of the Toi Ohomai Baywide Secondary School Competition were held in Whakatane on the 14<sup>th</sup> of August. We also used the opportunity to market our Cert4Rugby course held in Rotorua, Tauranga and Whakatane – link here: <https://bit.ly/3AHKEGk>

**2021 Toi Ohoami Baywide Secondary School Finals Results:**

1st XV Sam Cane Cup Final: Mount Maunganui 0 v Otumoetai College 18

1st XV Bill Hill Cup Final: Trident High School 35 v Te Taumata 18



### Innovation and Supporting Innovation

**Signing of Te Manuka Partnership MoU:** On Tuesday, 27 July, Toi Ohomai leadership welcomed Datacom executives at our Mokoia Campus to sign a memorandum of understanding (MOU) between Datacom, Te Tatou o Te Arawa and Rotorua Economic Development (Te Mānuka partnership) to set up a digital services hub in Rotorua.

In brief, the partnership aims to meaningfully contribute to the social, cultural, environmental, and economic aspirations of the Rotorua District and Te Arawa Iwi by building the technology capability of our people and developing sustainable employment pathways. These goals are in line with the Toi Ohomai values and strategic intent to foster collaboration and educational excellence in our communities.



Te Arawa/Te Mānuka will deliver solutions informed by whakāro Māori to foster participation, engagement and overall wellness for potential employees. Te Mānuka will support Government to address social issues, by accessing hard to reach communities and providing education and pastoral support to ensure they can capitalise on the opportunities and grow.



### Learner Centred

**Welcoming back our students to Semester Two:** Our students were warmly welcomed to Semester Two with Pōhiri and Orientation events being held around the rohe earlier this month. Various community groups such as the Cancer Society, the Electoral Commission and other wellness groups joined with our Events Team in the festivities – giving out hundreds of burgers, hotdogs, ice-cream and prizes!



**Conservation students lend a hand:** Our Conservation Studies students have been lending a helping hand at [Aongatete Forest Project](#). In three sessions over the past few weeks, they've made enormous progress with maintenance: cutting, clearing and re-labelling 15 bait lines in our eastern pest control block. Recently, a small team helped move the two interpretive information signs in the forest to a much better spot, by the new 'lookout' at the top of the kohanga paddock.





**Successful Employer Speed Meet event:** Early in August the South Waikato Lifelong Learning group hosted an Employer Speed Meet event at our Tokoroa Campus. The event was an opportunity for students to meet employers in a quick-fire interview format, to talk about jobs and future opportunities, as well as getting to know employers. The event had a great turnout and we welcomed employers such as Fonterra, Ingham's Chicken NZ, South Waikato Events Centre and more!



### Innovation and Supporting Innovation

**Flavours of Plenty:** Launching in partnership with Toi Ohomai, Restaurant Association NZ and Priority One, 'Flavours of Plenty' is an initiative driven by Tāpoi Te Moananui ā Toi (Tourism BOP) that aims to increase awareness of the region's growing food scene among locals and manuhiri.

This partnership collective will also provide the platform to identify new commercial opportunities in the food and hospitality space that comes from people having a shared passion. Read the full story [here](#).



### Sustainability

**Unique course launched in Tokoroa:** At the height of Covid-19's 2020 global impact job losses were rife within New Zealand's forestry and wood industry. Now the sector is faced with lack of skilled workers and an ageing workforce. The dilemma has prompted the Central North Island Wood Council to launch a

unique course alongside Toi Ohomai in Tokoroa offering young people guaranteed employment and an insight into more than 40 jobs across the sector. Read more [here](#).

**Executive Leadership Team (ELT) Planning Workshop:** On 20 and 21 July the ELT attended offsite planning sessions with the broad aim of evaluating progress against KPIs and resetting the priority work programme in the context of:

- a. the strategic imperatives of the Te Pūkenga change programme, and
- b. the increasing re-allocation of Toi Ohomai resources to Te Pūkenga priorities

A review of our work programme revealed a significant number of activities within each directorate that are directly or indirectly responding to the Te Pūkenga change programme rather than specifically to one or other of our KPIs, although there was some overlap. While our existing institutional KPIs (grouped under *Learner Outcomes*, *Staff Engagement & Wellbeing* and *Viability*) are still considered relevant, *Learner Outcomes*, and in particular Māori learner outcomes, are identified as requiring a stronger focus for the remainder of the year and have the greatest overlap with the priorities of Te Pūkenga.

Staff wellbeing is also considered a priority, with a particular emphasis on supporting the formal change management programme that will be implemented across the network. Patrick Brus will lead the Toi Ohomai Change Management Team that will include the remaining Tier 2 Executives and select members of Tier 3 leadership as recommended by the framework provided by Te Pūkenga People & Capability.

With the recent further reductions in staffing at Tier 2, a change to our leadership organising arrangements is required and provides the opportunity to more deliberately align to the Te Pūkenga change programme. With this in mind we will establish a re-configured leadership team that will drive our work programme under the following key workstreams taken directly from Te Pūkenga priorities:

- A relentless focus on equity and ensuring participation – we honour and uphold Te Tiriti o Waitangi in all we do.
- Delivering customised learning approaches that meet the needs of learners and trainees wherever they are.
- Using our size and scale to strengthen the quality and range of education delivery throughout Aotearoa. Excellence in educational provision for all.
- Services that meet the specific regional needs of employers and communities.
- Transition educational services in a smooth and efficient manner.





**EXTERNAL STAKEHOLDER AND INTERNAL STAFF ENGAGEMENTS**

(A summary of CE's key engagements during July - August 2021)

<b>July</b>		
01	Ministry of Education	Belinda Himiona, Group Manager International Education
01	Rotorua Chamber of Commerce Business After 5	Various stakeholders and partners
02	Universities New Zealand	Sheree Moanaroa, Senior Manager International Growth
02	Te Pukenga	Tania Winslade, Deputy Chief Executive - Learner Journey & Experience
05	Peak Bodies Alliance	International Education Sector Representatives
05	Te Pukenga Council	Council Members and Te Pukenga ELT
06	Immigration New Zealand	Celia Coombes, Sector Strategy Manager
07	Southern Institute of Technology	Onno Mulder, Chief Executive
07	Te Manuka Partnership	Te Arawa, RED, Datacom leadership
07	Otago Polytech	Megan Gibbons, Chief Executive
08	Te Pukenga Subsidiaries	Subsidiary Chief Executives
09	Skills Consulting Group	Josh Williams, Principal Consultant
12	Peak Bodies Alliance	International Education Sector Representatives
13	International Education Forum	Hon. Chris Hipkins, Minister of Education
14	Te Manuka Partnership	Te Arawa, RED, Datacom leadership
15	Datacom	Justin Gray, Managing Director
16	International Education Forum	Various leaders across international education provisioning
19	Tauranga Chamber of Commerce	Board Members
19	Peak Bodies Alliance	International Education Sector Representatives
19-21	ELT Strategy Planning Session	ELT members
21	Te Manuka Partnership	Te Arawa, RED, Datacom leadership
23	BOP Rugby	Youth Development Cup: U16'2 and U18's Rugby – Presentation of Cup
26	BOP Rugby	Mike Rogers, Chief Executive
26	Semester 2 Pohiri	Students
26	Peak Bodies Alliance	International Education Sector Representatives
27	Datacom	Justin Gray, Managing Director
27	Te Pukenga Subsidiaries	Subsidiary Chief Executives
28	South Waikato District Council	Jenny Shattock, Mayor & business leaders
28	Te Manuka Partnership	Te Arawa, RED, Datacom leaders
29	Te Pukenga	Heather Geddes, Acting DCE Transformation and Transitioning
29	Connect Bay of Plenty	Various BoP business and community leaders
29	TECT	Various BoP business and community leaders
29	Ministry for Primary Industries	Various officials and business leaders
30	REAP	Ryan Morrison, Chief Executive
30	Toi Ohomai Board Strategy Day	Board members
31	Young Enterprise Scheme	Terry Shubkin, Chief Executive
<b>August</b>		
02	Priority One - Hydrogen Conversions	Mark Irving, Business Partnership Manager
02	Peak Bodies Alliance	International Education Sector Representatives
03	TEC	Esther Calley, Investment Manager
03	Te Tatau o Te Arawa,	Te Taru White, Chairman

03	Bay of Plenty Rugby	Mike Rodgers, Chief Executive
04	Te Manuka Partnership	Te Arawa, RED, Datacom leadership
05	Wintec	Dave Christiansen, Chief Executive
05	Rotorua Chamber of Commerce AGM	Board Members, Business and Community Leaders
06	Priority One	Nigel Tutt, Chief Executive
06	Education NZ	Richard Kyle, Business Development Manager
06	Peak Bodies Alliance	International Education Sector Representatives
07	Hospice	Jonathan Hagger, Chief Executive
09	Toi Ohomai Board of Directors	Cathy Cooney, Chair
09	Te Pukenga - Operating Model Workshop	Subsidiary Chief Executives & Te Pukenga DCEs
09	Peak Bodies Alliance	International Education Sector Representatives
10	Productivity Commission	Ganesh Nana, Chair
10	Te Pūkenga Subsidiary Chairs & CEs Workshop	Subsidiary Chairs and Chief Executives
11	EBOP Workforce Action Network	John Galbraith, Chair & other business leaders
12	G4 Kiwifruit Supply Limited	Les Dimond, Manager
12	Agency Border Network	Various international education sector leaders
13	Priority One	Greg Simmonds, Chief Operating Officer
14	BoP Secondary Schools Rugby Finals	Various community and business partners
14	HEG Business Excellence Awards	EBOP stakeholders and partners
16	Peak Bodies Alliance	International Education Sector Representatives
16	Tauranga Chamber of Commerce	Board members
16	Toi Ohomai Staff – Online Q & A session	Toi Ohomai staff members
17	Te Pukenga Subsidiaries	Subsidiary Chief Executives
17	MoE – Emergency Management Team	Education leaders from across the sector
17	Pandemic Reponse Team	Toi Ohomai PRT team
18	International Working Group	Various International Education Leaders
18	Te Pukenga Subsidiaries	Subsidiary Chief Executives
19	Te Pukenga Change Leadership	Change Leadership Team
19	International Working Group	Education leaders from across the sector
20	Taupo Chamber Business Excellence Awards	Taupo business and community leaders
20	MoE - Emergency Management Team	Education leaders from across the sector
23	Peak Bodies Alliance	International Education Sector Representatives
24	Te Manaku Partnership	Fletcher Tabuteau, former MP
24	Connect BOP	Various business and community leaders
24	Skills Consulting Group	Josh Williams, Principal Consultant
25	Peak Bodies Alliance	International Education Sector Representatives
26	Taupo Chamber of Commerce Business After 5	Taupo business and community leaders
26	NZMA	Gill Brocas, Campus Manager
27	Finance Audit & Risk Committee Meeting	FARC Members
27	Toi Ohomai Board of Directors	Toi Ohomai Board members
30	Peak Bodies Alliance	International Education Sector Representatives
31	KPMG	Andrew Tubb, Partner Management Consulting

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<b>To</b>	Toi Ohomai Board of Directors	<b>From</b>	Kieran Hewitson - Executive Dean, Academic Excellence
<b>Title</b>	Academic Committee Report	<b>Date</b>	27 August 2021

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During this reporting period Academic Committee met on 24<sup>th</sup> June 2021 and 22<sup>nd</sup> July 2021. A brief overview of discussion from these meetings:

24<sup>th</sup> June 2021

- Approval for Waiver of Award Criteria. Mapping completed and review undertaken to ensure student met criteria. Members queried whether this would be an RPL however, upon confirmation from the Academic Leader it was approved as a Waiver of Award Criteria.
- Approval to remove the High Performance Sports Academy Scholarship from Scholarship Database due to low numbers of applicants.
- Review of the Te Pūkenga Council Delivery and Transition report. Noted recommendations. Action for Faculty Deans and Executive Dean: Academic Excellence to look at key points to put forward on behalf of Toi Ohomai, to look at how information is presented to staff and to review portfolio provisions and discuss forward planning and focus on regions.
- Received Feedback on Simplifying Qualifications.
- Received Research Traffic Light Quarterly Report.
- Approval of Term of Reference for Faculty Academic Quality Committees (updated), RRC1 (updated) and Group Quality Committee (New).
- Academic Policy Rollover – updates made to policies for upload to Te Aka.
- Approval of graduands.
- Received minutes for Academic Programme Management Committee and Learning, Quality and Standards Committee.
- Review of Academic Issues Register: discussion on who should be updating register and its purpose.
- Standing Item Te Paori Akoranga updates from Kieran Hewitson

22<sup>nd</sup> July 2021

- Approval of Bachelor of Teaching Early Childhood Education and Masters of Teaching Early Childhood Education – accreditation visit by Teaching Council and NZQA in October 2021 for 5 year review.
- 2 applications declined Third and Subsequent Approval. Committee discussed applications and agreed with the Faculty's decision to not support student application.
- 1 application approved for Third and Subsequent Approval.
- Approval of graduands.
- Received minutes for Academic Programme Management Committee, Learning, Quality and Standards Committee and Research Committee.
- Standing Item Te Paori Akoranga updates from K Hewitson- New Ohu Whakahaere (Sub Committees) Terms of Reference Approved.

<b>To</b>	Toi Ohomai Institute of Technology Board of Directors	<b>From</b>	Anthony Robertson
<b>Title</b>	Financials	<b>Date</b>	27 August 2021

### Purpose

The purpose of this paper is to provide a key indicator summary of the actual financials for 2021 as at 31/7/21. Detailed management accounts can be found [here](#)

### Key Points

Key Performance Indicators	Year to Date				Full Year		
	Actual	Budget	Prior Year		Budget	Forecast	Prior Year
Income (\$m)	\$ 50.4	\$ 49.1	\$ 54.4		\$ 86.0	\$ 84.9	\$ 91.1
Expenditure (\$m)	\$ (51.0)	\$ (52.5)	\$ (50.7)		\$ (92.3)	\$ (91.8)	\$ (91.8)
Operating Surplus (Deficit) before exceptionals (\$m)	\$ (0.6)	\$ (3.4)	\$ 3.8		\$ (6.4)	\$ (6.9)	\$ (0.7)
Operating Surplus (Deficit) before exceptionals (%)					-7.4%	-8.1%	-0.8%
Staff Costs : Income					66.1%	68.0%	62.9%
Cash and Bank Balances at Year End					\$ 18.0	\$ 15.6	\$ 27.5
Net Current Assets (working capital)					\$ 4.0	\$ 8.5	\$ 15.6

### Year-to-date Performance

- Operating deficit is \$2.8m better than budget – both income & costs are lower predominately due to international activity
- Operating deficit is higher (worse) than prior year because prior year benefited from high international income at start of the year

### Full Year Budget & Forecast

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

## Agenda Item 8.6

<b>To</b>	Toi Ohomai Board of Directors	<b>From</b>	Patrick Brus, Executive Director Student and Staff Experience
<b>Title</b>	Health, Safety and Wellness Report	<b>Date</b>	27 August 2021

### Purpose

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

### Executive Summary

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

- A summary of July Health and Safety incidents
- Update on Waipa Sawmill Safety Improvements
- Update on Board HS walks and outstanding actions
- Wellness update and progress on health monitoring
- Appendices which covers more detailed info about incidents and performance tracking

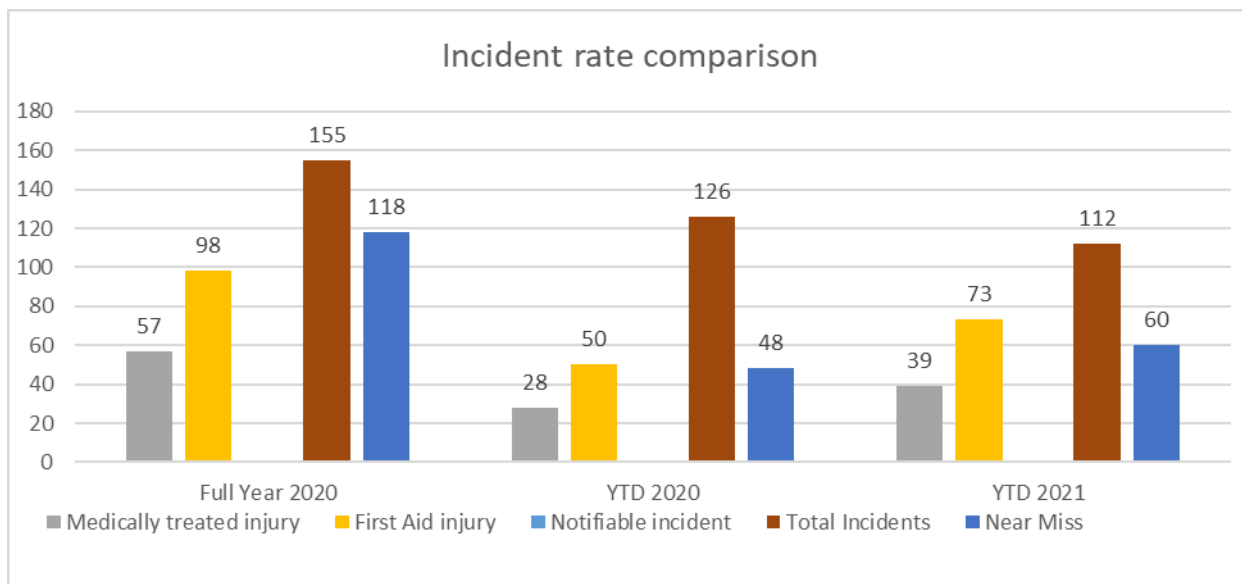
### July 2021 reported incidents

In July there were a total of 17 reported incidents, down from 29 reported in June (Graph One). This decrease in reported incidents is potentially due to student holidays in July resulting in less people being on campus and undertaking learning activities. In July, there were five First Aid Injuries (FAIs), 1 Lost Time Injury (LTI), two Medically Treated Injuries (MTIs), and nine Near Misses (NMs). Of the MTIs/LTIs, all were cuts requiring stitches. Two were students (one resulting from a fall after running on gravel, and one in the horticulture department as a result of a pruning injury) and one was a staff member (primarily as a result of poor housekeeping in a workshop). Of the five FAIs, three were cuts, one was a student panic attack during assessment, and one as a result of an animal bite. A variety of near misses were reported; two as a result of icy ground, one security breach, one due to a loose ceiling panel, one alleged student bullying student incident, two threatening behaviours from members of the public directed towards information centre staff, one faulty fire alarm, and one as a result of observed house building removal processes.

Eight of the 17 reported incidents (47%) were on Windermere campus, six (35%) were in Rotorua (Mokoia and Waipa), two (12%) were in Tokoroa, and one (6%) was on an off-site orchard in Te Kaha (Graph Two).

82% (14/17) of Julys incidents were reported within a 24-hour time frame. This is a slight increase from June where 79% of incidents were reported within 24 hours. In July, three incidents all relating to behavioural issues were not reported in a timely manner taking 4-6 days to report. This delay in reporting is perhaps due to those involved wanting to discuss the matter prior to logging in TechOne as it may not be immediately recognisable as a safety issue. The HSW team is proactively encouraging the logging of all threatening and dangerous behaviour in our safety system.

The graph below compares the safety statistics for 2020 and 2021, it can be observed that the total incidents (MTI plus FAIs) are slightly lower for 2021 than 2020 (2021 112 YTD incidents vs 126).



### Waipa Sawmill Safety Improvements

Following on from the improvement notice that was closed out by WorkSafe NZ last month, one priority action remaining to be implemented is the e-stop isolation switches in the chipper room. This was scheduled to be done by the end of July, but postponements from the electrician has delayed this timeframe, and is now scheduled for completion by August 19<sup>th</sup>.

### HS Walks

Monthly inspections/walks commenced in July with the team consisting of Faculty management, Health and Safety Advisor & Manager, and Health and Safety representatives. These walks will review safety practices, housekeeping and compliance to Toi Ohomai Health and Safety procedures and policies (hazard and risk review).

### Board of Directors HS Walks

There was no Board of Directors Health and Safety Walk undertaken in July. The next is scheduled for Friday 27<sup>th</sup> August. The table below details the status of previous action items that were identified in on the prior walk undertaken on the 30 April.

Safety Walk Date/Location	Area	Action Item	Progress
Mokoia Campus 30 April  Engineering Department	Environmental Monitoring	Ensure regular air monitoring checks are completed.	Planning underway. See investigation summary in appendix.
	Emergency Stops	This is underway and the work will be completed within the next few weeks.	Currently being installed
	Workshop housekeeping	Ensure materials are properly stored and general tidiness adhered to. Staff and technicians are reviewing best practice including monitoring to ensure practices are maintained.	Housekeeping reminded and remains a focus



## **Wellness**

Health Monitoring for vision and hearing commenced in June and continued into July. The Occupational Health Nurse is now fully trained in Spirometry/Lung Function testing, and will commence these assessments in August. In July, nine health monitoring assessments were undertaken, eight ergonomic and workstation set ups were completed, three staff were engaged in two new wellness apps that are being trialed (see appendices for more details), three staff were supported onto return to work plans and two engaged practical support from ACC.

Health assessments for staff identified in a high-risk category based Waipa, Truman Lane, and some automotive and engineering staff that work at Toi Ohomai's Mokoia and Tokoroa sites are the priority for August.

The campus flu vaccinations are well underway and available for all staff and students. The Toi Ohomai Wellness committee continue to meet on a monthly basis. This committee is on a voluntary basis and the focus is on short term ongoing wellness initiatives are implemented.

## **Toi Ohomai Policy and Procedure Update**

The Toi Ohomai Drug and Alcohol Policy, Lockdown Procedure that were consulted on in June have now been approved and final versions are available through Te Aka. The Toi Ohomai First Aid procedure, Emergency Management policy and the Contractor Management procedure have expired and will be reviewed.

## **Health and Safety Dashboard Project**

Health and Safety dashboards have moved from staging and into production. The Digital Business Solutions team are working through how to link hazard information into these dashboards.

## **Team Update**

Lee Mackie, Toi Ohomai People and Culture Manager, incorporated the Health, Safety and Wellness portfolio into her department effective 5<sup>th</sup> July. Amanda Heapy has been appointed the Health, Safety and Wellness Manager on a 0.6 FTE basis effective from 9<sup>th</sup> August. The two Health, Safety and Wellness Advisors, and the Occupational Health Nurse will report to Amanda. The Health and Safety contractor Linda Browne is winding down her work with Toi Ohomai, and will be handing over to Amanda and providing a few training sessions for the department. Only one team member (a HSW advisor) remains on secondment.

## **Upcoming Focus for Health, Safety and Wellness Team**

Planned activities for August include:

- Continue to investigate Air Quality concerns in various locations (see appendix)
- Lead House Moving near miss investigation (see appendix)
- Team to continue working on standardizing procedures for the HSW team to follow in response to incidents and injuries.
- Coordinate Emergency Scenario based training with members of key Toi Ohomai staff members and review Emergency Management Policy and the ERBCP
- Begin review Contractor Management Policy
- Refine how Health Monitoring and Return to Work Data is stored and reported

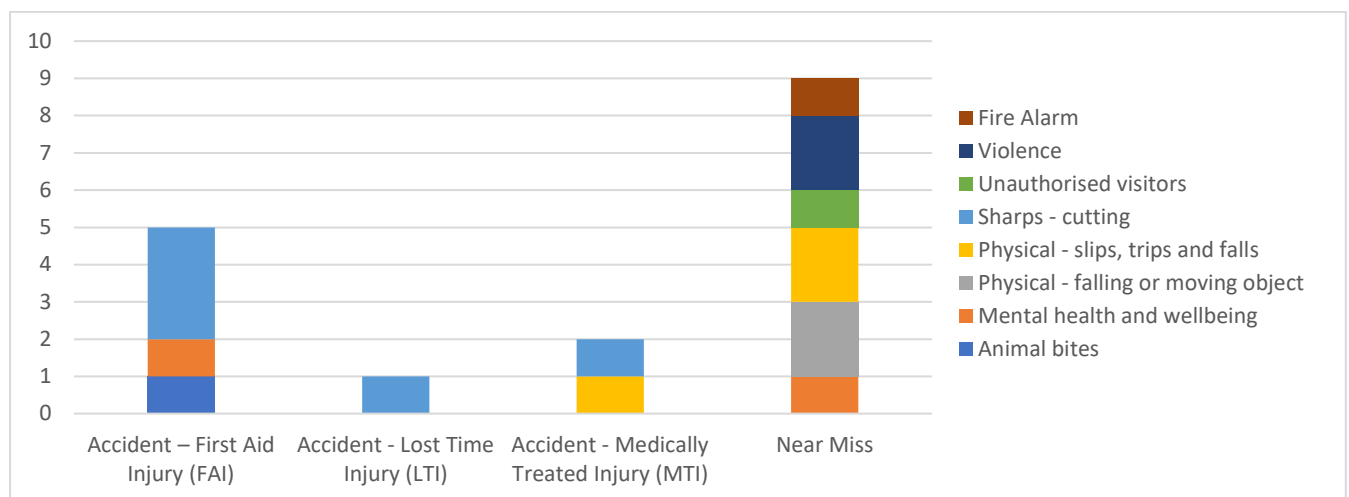
## **Appendices**

For further detailed information click the link below

## Appendices to July HSW Report

### Appendix 1 Incident Summary

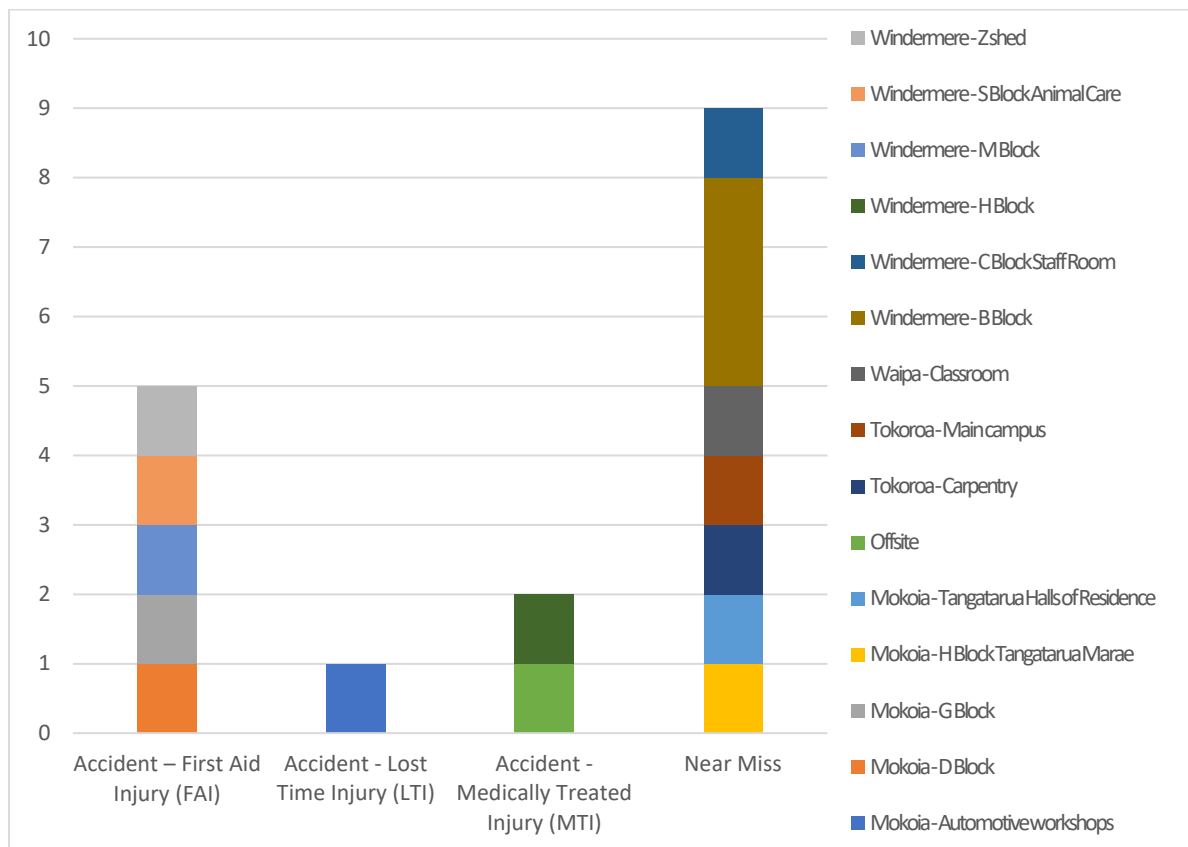
In July there were a total of 17 reported incidents, down from 29 reported in June. This decrease in reported incidents is potentially due to student holidays in July resulting in less people being on campus and undertaking learning activities. In July, there were five First Aid Injuries (FAIs), 1 Lost Time Injury (LTI), two Medically Treated Injuries (MTIs), and nine Near Misses (NMs) (Graph One). Of the MTIs/LTIs, all were cuts requiring stitches. Two were students (one resulting from a fall after running on gravel, and one in the horticulture department as a result of a pruning injury), and one was a staff member (primarily as a result of poor housekeeping in a workshop). Of the five FAIs, three were cuts, one was a student panic attack during assessment, and one as a result of an animal bite. A variety of near misses were reported; two as a result of icy ground, one security breach, one loose ceiling panel, one alleged student bullying student incident, two threatening behaviours from members of the public directed towards information centre staff, one faulty fire alarm, and one as a result of subcontractor house building removal processes.



Graph One -Incident Type by Causation

Eight of the 17 reported incidents (47%) were on Windermere campus, six (35%) were in Rotorua (Mokoia and Waipa), two (12%) were in Tokoroa, and one (6%) was on an off-site orchard in Te Kaha (Graph Two).

82% (14/17) of Julys incidents were reported within a 24-hour time frame. This is a slight increase from June where 79% of incidents were reported within 24 hours of occurrence. In July, three incidents all relating to behavioural issues were not reported in a timely manner taking between 4-6 days to report. This delay in reporting is perhaps due to those involved wanting to discuss the matter prior to logging in TechOne as it may not be immediately recognisable as a safety issue. The HSW team is proactively encouraging the logging of all threatening, reckless and dangerous behaviour in our safety system.



Graph Two: Incident Type by Location

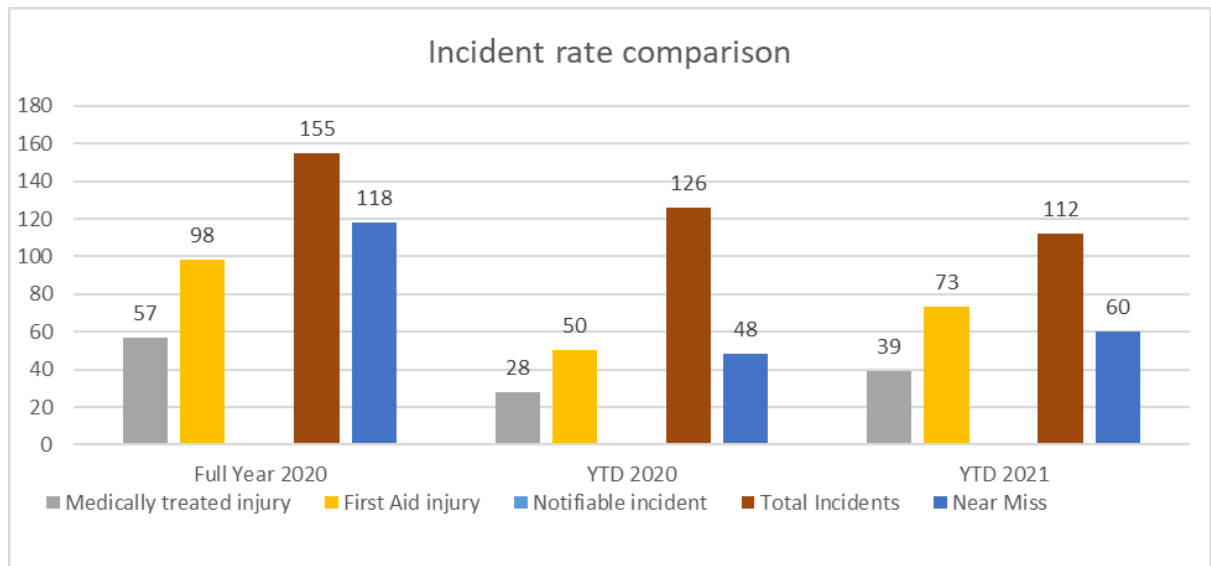
#### Investigations summary:

All accidents, incidents and near misses logged in TechOne are followed up by the Health, Safety and Wellbeing Advisors to investigate causal factors with a view to ensuring processes are in place to prevent repeat incidents wherever possible. Selected investigations of particular interest are noted below:

- **Air quality:** In response to the Board of Directors Health and Safety walk of 25<sup>th</sup> June 2021, and following advice from an Occupational Hygienist, the new Health, Safety and Wellbeing Manager is prioritising visiting all work areas with a view to understand contributing factors to poor air quality, and current controls in place (ventilation, administrative processes and PPE procedures) across all of Toi Ohomai campuses.
- **House moving:** Following two near misses reported in June and July on Mokoia and Tokoroa Campuses related to house removal processes, a detailed investigation is being undertaken with a view to ensuring that third party subcontractor building removal companies being engaged by purchasers of the charity houses meet Toi Ohomai Health and Safety requirements. The Facilities department is providing support.

#### Injury, Severity and Incident frequency rates

Graph Three below compares the safety statistics for 2020 and 2021, it can be observed that the total incidents are lower for 2021 than 2020 (2021 112 YTD incidents vs 126).

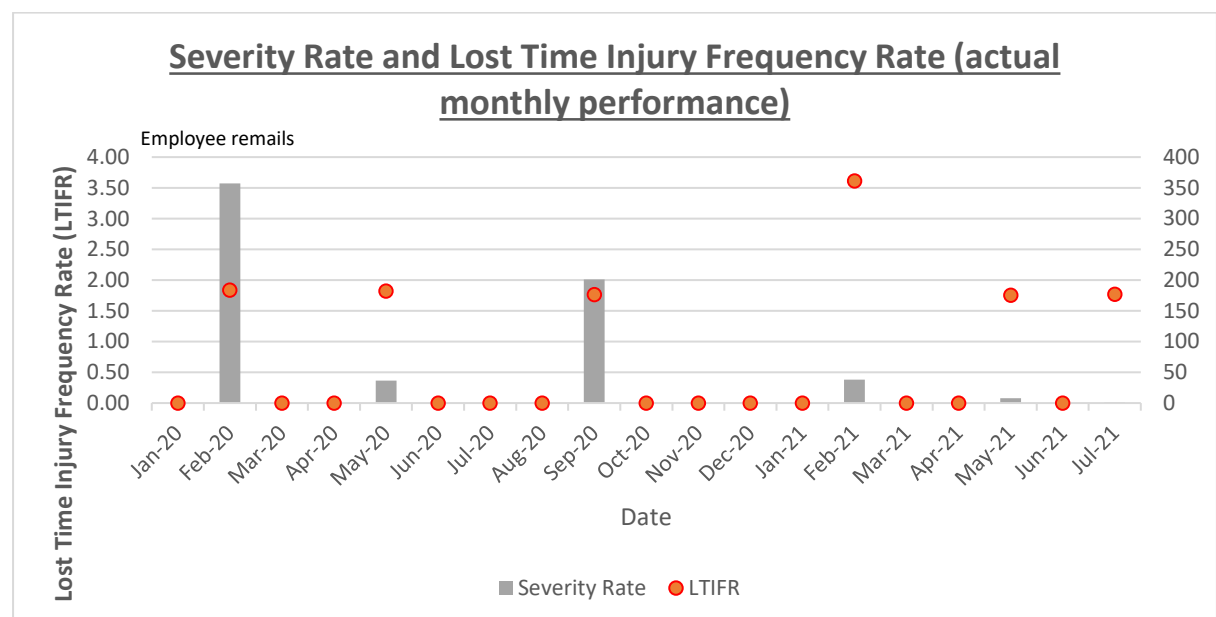


Graph Three -Incident Rates Comparison of 2020 vs 2021

Graph Four below depicts Toi Ohomai's historical trend of both LTIFR and SR for the past 16 months, highlighting that Toi Ohomai's performance has been relatively consistent, with a total of seven lost time injuries in this period occurring in February 2020, September 2020, February 2021 and July 2021. The red dots depict the monthly LTIFR, and the grey columns highlight the severity rate.

As indicated, there was one LTI in July, as a result Julys Lost Time Injury Frequency Rate (LTIFR) was 1.8 with the YTD LTIFR closing at 1.01. The SR for July was 1 and the YTD SR closed at 11.8. Toi Ohomai's LTIFR performance continues to be better than the reported national average of 1.48 (NZ Business leaders Health & Safety forum), which is reassuring.

One Toi Ohomai employee continues to be fully unfit for work since February 2020. ACC are undertaking a retrospective assessment to verify whether this injury is work or non-work related. This claim will continue to be monitored closely. As a result of this poorly managed claim, an injury management procedure has been drafted (and will be trained against in August) which pays particular attention to the responsibilities of key Toi Ohomai roles within management, HR, H&S and payroll in ensuring tight management of this process between the affected staff member and ACC.



Graph Four -Severity and Lost Time Injury Frequency Rates

## Appendix 2 – July 2021 Occupational Health Monitoring data

Area	No. of Staff/Completed Tests	External Referrals	Comments
Ergonomic Assessments/Workstation Set-Up's	3 - Erg. assessments 5 - WS set-up's	0	HSW are looking into a potential Ergonomic training opportunity, for several staff members to ensure quality advice and support available for staff.
Health Monitoring  Critical areas: 3 x Waipa staff (2 x retests), 1 x Facilities staff  *1 student in Forestry. Admission concerns due to course requirements.	4 – Hearing tests (2 re-tests)  2 – Vision tests  2 – Health History data collected.  1 – Student hearing test	All hearing tests within normal ranges  All vision results within normal ranges  Referral to Bay Audiology for in depth test due to out of range reading.	Collecting baseline data.  Re-test x 2 due to out of range test
Wellness	3	EAP x 2  ClearHead x 1	EAP developed an app that allows staff access to various self-help tools. Two staff are currently utilizing this app and have provided positive feedback.  One staff member has connected with ClearHead – an online self-help app.
Injury Management:  ACC Return To Work.  Staff with planned surgery, and requested Return To Work plans as support.	Total = 6 staff.  1 staff member, off work on longstanding ACC claim who is awaiting surgery.  2 staff, via ACC contracted providers  3 staff, RTW plans or progress updates.	-	Staff member on ACC for nearly 11 months. Numerous contact attempts but no response. Working with P&C Business Partner and ACC for potential Medical Incapacity process.  Engagement with ACC for staff with covered claims has been insightful and helps to ensure that we are fully utilising ACC's resources to support staff and their return to work.  Other staff have been supported, where possible, with RTW plans. These have primarily involved staff with planned surgery who are keen to get back to work asap.

### Appendix 3 – Business performance

13	Measure		July Monthly Performance	YTD Performance	2021 KPI	2020
LAG INDICATOR	LTIFR (per 200, 000 hours)		1.8	1.01	1.4	1.5
	Severity Rate		1.0	11.8		
	# Prohibition Notices		0	0	0	1
	# Improvement Notices		0	1	0	1
	# Notifiable Events		0	0	0	0
LEAD INDICATOR	Near Misses		9	60	?	118
	# Completed Health Monitoring		9	13	TBD	0
	% Attendance H&S Committees	Mokoia	59	59	80	69
		Windermerre	56	52	80	63
	# Flu Vaccinations administered		?	?		
	# of completed H&S Team Monthly Inspections (documented)		2 (WHK MH) (WAIPA MH/AH)	?		
	Board Monthly Walks (documented)		0	5	10	10
	# hours of External Training completed		0* No external training was undertaken in July.	* 74 staff have undertaken First Aid training in 2021 * 25 staff undertook CIMS training in June 2021 * 9 staff have undertaken L1 HSR training in June 2021		

\* External Training completed consists of Health and Safety Rep training, CIMS training, First Aid full & refresher

#### Appendix 4 – Monthly Incidents status report

There were two Medically Treated injuries (MTIs) and one Lost Time Injury (LTI) that occurred during the month of July (below). The two MTIs were students requiring stitches, and the LTI was a staff member requiring stitches and subsequently two days off work.

Reference	Incident Category	Region	Department	Incident Details	Incident Status
INC-861	MTI	Windermere	Beauty	Student tripped on the gravel road outside H Block during an orientation activity resulting in a deep cut to knee which required stitches.	Closed
INC-865	MTI	Offsite – Te Kaha orchard	Horticulture	Student cut finger with secateurs requiring stitches.	Closed
INC-867	LTI	Mokoia	Facilities	Staff member cut finger on protruding blade when forcibly removing wire from a cupboard. Required stitches and two days off work.	Active

## Appendix 5 - Key risk areas

The key risk identified for 2021 are listed below expected actions and timelines.

Critical Risk	Description	Initial Risk score	Controls	Residual risk	Due Date	Progress as at July 2021
Biological or viral illness	Epidemic Pandemic Illness	6	<ul style="list-style-type: none"> <li>- Strict adherence to MOH guidelines</li> <li>- Provision to WFH if unwell</li> <li>- PRT availability</li> <li>- Biological diseases covered</li> </ul>	5	2021 Nov	<p>PRT working well Ongoing Comms in line with Government guidance WFH guidelines</p> <p>On track</p>
Vehicles and driving	Vehicle accidents Insurance claims	8	<ul style="list-style-type: none"> <li>- 100% vehicles serviced on time and replaced regularly</li> <li>- Reduced speeding incidents</li> <li>- Reduced insurance claims for vehicles</li> <li>- Purchase high safety rated vehicles</li> <li>- Staff induction for approved drivers</li> <li>- Regular communication to promote awareness</li> <li>- Safe driving training for van drivers</li> </ul>	5	2021 Jul	<p>Guidelines for electronic meetings rather than travel Training needs analysis underway.</p> <p>Making progress but needs more focus</p>
Machinery	Entanglement, crushing, cuts, hearing loss, vision, lung function	7	<ul style="list-style-type: none"> <li>- Machinery audit</li> <li>- SOP's written, implemented and reviewed</li> <li>- Training records implemented and updated</li> <li>- Environmental monitoring completed</li> </ul>	4	2021 Oct	<p>High risk areas completed. Full campus audit in planning stage Environmental monitoring in planning and consult stage.</p> <p>Good progress at Waipa- need to focus on other high risk areas.</p>
Human Behaviour	Harrassment, violence	6	<ul style="list-style-type: none"> <li>- Staff training to support early intervention and de-escalation methods</li> <li>- Lockdown procedure finalized</li> </ul>	3	2021 Aug	<p>Training ongoing. Emergency buttons review completed Completed</p>
Health and Wellbeing	Hearing loss, lung function, health	6	<ul style="list-style-type: none"> <li>- Risk based Health monitoring of all exposed staff completed</li> <li>- Staff education</li> </ul>	3	2021 Dec	<p>OHN started. Plan for Health monitoring developed and initiated. On track</p>
Health and Safety Management System	Incident Reporting, hazard reporting and reviewing, Hazardous Substance tracking	6	<ul style="list-style-type: none"> <li>- Line managers and H&amp;S Reps notified of all incidents in their area and investigate</li> <li>- Hazard Register is visible and available</li> <li>- Hazardous Substances Register is visible, available and live</li> </ul>	3	2021 May	<p>Decision made NOT to buy standalone HS System. Will review again with Te Pukenga. Improvement made on current system. On track</p>



## Appendix 6 - Health, Safety and Wellness Plan

The HSW Plan 2021 is a combination of actions that were incomplete at the end of 2020 and actions which have been identified from the H&S Representative workshop held in February. As with last year the actions make up two tables of the incomplete 2020 actions and the actions identified from the Rep workshop.

Focus Area (PwC Audit)	Key Initiative	Progress			Due / Status comments
		Status	Indicator	Commentary	
H&S Reporting	Increase awareness of HS reporting/ dashboard		Management access to HS dashboard established Quarterly staff communications on HSW reporting implemented	HSW reporting review to ELT, LT and Board completed. New report in place. Dashboard system being implemented.	2021 August  On track
H&S Procedures	Consistent H&S practice and application		100% completion of all area inspections for all campuses 100% standardization of SOPs Lockdown process implemented	H&S Reps to coordinate area inspections SOP's to be identified and updated E-txt system identified and implemented.	2021 November  Making progress but needs more focus
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 actions from Risk Assessment completed	Public access stopped, fencing and signage completed Guarding audit completed and good progress made In progress	2021 September  On track
H&S Structure	Improve engagement with H&S Improve manager engagement with staff & H&S		80% attendance at H&S Representative meetings H&S in all meetings	Currently tracking at just above 60% HS standing item on ELT and LT Agenda	2021 August  Completed
H&S System	Establish access to reporting Establish ownership of reporting Establish system actions		Refer H&S Reporting All incident outcomes reported to author Notification to line manager, reps and H&S	Review of H&S system Completed – Decision NOT to invest in new system. This will be reviewed again with Te Pukenga Improvements to current system underway	2021 May  Completed and further improvements being made to current system.
Contractor Management	Implement improved sign-in for Contractors Conduct regular contractor audits		100% Contractor inductions completed before commencement Managed contractor sign in and alert for lapsed induction. Establish annual audit schedule of all Category A contractors. Complete 6 spot audits for all other contractors.	Induction process established. Automated contractor sign in linked to induction status Identification of Contractor Category All engaged Contractors to be pre-qualified	2021 June  Making progress but needs more focus
Training	Implement H&S industry training for academic staff and training for Managers		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	All staff to completed new starter online H&S induction Part of Induction and refresh project	2021 November  Making progress but needs more focus

## Appendix 7 - Definitions

Term	Definition
Near Miss	An incident that had the potential to cause injury, damage
First Aid Injury (FAI)	An injury that resulted in first aid treatment (examples include cleaning, flushing wounds, steristrip applications)
Medically Treated Injury	An injury that has resulted in a certain level of treatment (excluding observation, counselling) given by a physician or other medical practitioner (for example physiotherapist)
Lost Time Injury (LTI)	Is a work-related injury or disease that results in time lost from work of at least one day or shift
Lost Time Injury Frequency Rate	Number of lost time Injuries per 200,000 worked. LTIFR (Lost Time Injury Frequency Rate) = (Number of Lost Time Injuries/Hours Worked) x200,000
Notifiable event	Death of a person, notifiable injury or illness or a notifiable incident.
Notifiable injury/illness	An unplanned or uncontrolled incident in relation to a workplace that exposes a worker or (a) Amputation of body part, serious head injury, serious eye injury, serious burn, separation of skin from underlying tissue, a spinal injury, loss of bodily function, serious lacerations. (b) any admission to hospital for immediate treatment (c) any injury /illness that requires medical treatment within 48 hours of exposure to a substance (d) any serious infection (including occupational zoonosis) to which carrying out of work is a significant factor, including any infection attributable to carrying out work with micro-organisms, that involves providing treatment or care to a person, that involves contact with human blood or bodily substances, involves contact with animals, that involves handling or contact with fish or marine mammals. (e) any other injury/illness declared by regulations to be notifiable.
Notifiable incident	An unplanned or uncontrolled incident in relation to a workplace that exposes a worker or any other person to a serious risk to that person's health or safety arising from an immediate or imminent exposure to an escape, spillage or leakage of a substance; an implosion explosion or fire; an escape of gas or steam; an escape of a pressurized substance; an electric shock; a fall or release from height of any plant or substance; collapse or partial collapse of a structure; interruption of the main system of ventilation in an underground excavation or tunnel; collision between two vessels or capsizes; or any other incident declared by regulations to be a notifiable incident
Reasonably Practicable	Means that which is or was at a particular time reasonably able to be done in relation to ensuring health and safety, considering and weighing up all relevant matters.eg the likelihood of the hazard/risk occurring and the degree of harm resulting, what the person knows about hazard/risk and how to eliminate/ minimize the risk and the cost associated with elimination of the hazard/risk.
Severity Rate	Injury severity rate can be calculated by the following formula: Injury severity rate = (number of work days lost + light duty days lost) x 200,000 / total hours worked.  Severity rate is defined as the number of days lost per number of lost time injuries, severity rate an effective measure that provides insight into the seriousness of the injury ie the more days lost indicates the severity of the injury.
Worker	An individual who carries out work in any capacity for the PCBU e.g. employee, contractor or sub-contractor, employee of the sub-contractor, employee of labour hire company, outworker, apprentice or trainee, person gaining work experience, volunteer.

## 2021 Board Work Plan

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**Agenda Item 9.1**

<b>To</b>	Toi Ohomai Board of Directors	<b>From</b>	Patrick Brus Executive Director Student and Staff Experience
<b>Title</b>	P&C Strategy - Update	<b>Date</b>	27 August 2021

**Purpose**

This paper presents progress from deliverables in 2021 of the People & Culture (P&C) Strategy 2018-2022 which was approved in October 2018. The five-year strategy sets out the focus, delivery and impact of the core functions of P&C enabling progress along a continuum of success towards excellence, thereby, enabling our Strategic Intent.

As part of the sector transition programme the P&C strategy has changed significantly this year with increased focus on staff retention, workload and wellness issues.

**Background and Update P&C Strategy**

The P&C Strategy was prepared in 2018 with a focus on enabling the Toi Ohomai Strategic Intent 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.

Significant progress was made on the P&C strategy 2018/2019, but like many teams and organisations, in 2020 the response needed to Covid-19 caused various repercussions with other key deliverables throughout the year. For the P&C 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, that well-being remained at the centre.

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 P&C team. Some basic developments have been completed which has resulted in a good outcome with an accurate database and people reports now available. This has improved timely analysis in support of decision making and/or planning activity for Toi Ohomai.

The following table provides a summary of progress against each of the 11 core functions of the P&C Strategy reflective of 2020/2021 delivery:

	PEC Core Function	2021 Delivery	Key Highlight	Key Challenge
<b>1</b>	Attraction, Recruitment & Induction		T-O continues to be an attractive employer with most vacancies receiving high interest from calibre candidates. This has supported an	The Induction project (refresh of our Induction process) is currently being reviewed and should be launched later in the year.

			average 40 days 'time to fill rate' (excellent) across 200+ vacancies.	
2	Exit & Retention		Exit Survey process implemented and minimal turnover. Retention plans for Tier 1-4 management are in place plus some other targeted areas such as IT and Marketing.	Retention of key staff has started to be of concern.
3	Performance		We are seeing some outstanding commitment to the PPD process. Further development and improvements were made at the beginning of the year.	Inconsistent delivery of the PPD process still in some areas. Development underway to bring PPD process online.
4	Leadership		The L&D plan for the past three 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. Focus switching to Leading through change.
5	Learning & Development		Increased focus on L&D through appointment of a 1 FTE resource. Online L&D framework developed. Key focus on Cultural Consciousness framework.	Some delay in delivering a Bi-cultural competency framework and training (cultural consciousness). Planned to be delivered from September.
6	Remuneration & Reward		Both TEU and TIASA collective agreements settled until late 2022. IEA remuneration completed for 2021. Further reviews underway as part of the overarching retention plans.	Pay restraints in the Public sector can cause retention issues.
7	Health, Safety & Well-being		The response from Toi Ohomai with Covid-19 was excellent. Improved HSW reporting. Health monitoring of staff has commenced. Successful improvements at Waipa Mill	The lack of a best practice HS system remain a problem and creates a lot of workarounds.
8	Equity & Diversity		Excellent Maori success strategy in place to enable Maori success. Cultural consciousness framework and training underway.	Leadership will be key in enabling development or management of this. Number of senior Maori leaders has moved across to Te Pukenga.
9	Culture & Engagement		Staff engagement survey have supported improvement initiatives that enabled a lift in engagement from 57% in 2019 to 71.7% in 2020. 2021 survey due in October.	Sector changes are likely to have an impact on engagement levels this year.
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 number of ER matters has progressively reduced since last year.	Some workload issues have been identified and need careful management.

## 2021 – 2022 Focus

Developments from the previous year, as well as new leadership for the P&C team provided an opportunity to reset key strategic deliverables for the upcoming year ahead.

A refresh of the P&C Strategy was 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.

Staff engagement and wellbeing are the focus areas this year and are included in the Toi Ohomai KPI's for 2021. See below KPI's and key initiatives.

Focus Area	KPI	Forecast	Key Initiatives
Staff Engagement & Wellbeing	Staff engagement score (%)	On track	<ul style="list-style-type: none"><li>• Cultural consciousness framework and training</li><li>• Communications for survey outcomes</li><li>• Engagement plan next 18 months</li><li>• Flexi work project</li><li>• PPD framework improvements</li><li>• Senior Academic Staff Development Project</li><li>• Induction and Refresher Training Project</li><li>• Health monitoring for staff</li></ul>

### Suggested actions moving forward

In addition to our 2021 work plan and with the sector transition programme front of mind, it is necessary to put in place additional initiatives to ensure Toi Ohomai is well managed until end of 2022.

- The Cultural Consciousness framework and training for our staff is an absolute focus this year with the internal launch planned for Mid-September.
- With the reduced number of ELT members and the creation of a subsidiary change team, it will be necessary to reconfigure the current leadership structure. We are therefore combining the ELT with the LT (Tier 3 managers) into one Senior Leadership Team (SLT). This will create a cohesive SLT with the ability to share the full spectrum of responsibilities, drive the transformation programme, and provide for succession planning and professional development opportunities.
- The establishment of the Toi Ohomai Change Team will play a key role in managing the various Te Pūkenga change initiatives.
- During significant change, regular and consistent Staff Communication and Engagement will be key and therefore we are in the process of developing a clear plan through to the end of 2022 - this Communication and Engagement Plan will be submitted to the Board at its August meeting.
- We have already put in place Retention and Succession Plans for Tier 1-4 leaders. We will implement these plans and look at what else we need to do in this space, e.g. other critical teams, other retention initiatives, etc.
- Through the Staff Wellness Committee, we are developing a series of initiatives such as; Welcome Back BBQs, quiz nights, regular staff values award and a Christmas party.

<b>To</b>	Toi Ohomai Board of Directors	<b>From</b>	Heather Hamerson Head of Research
<b>Title</b>	Research Strategy - Update Report	<b>Date</b>	27 August 2021

## Purpose

The purpose of this paper is to provide information on Research Strategy monitoring as required by the Board of Directors. The Research Strategy was refreshed in early 2021, with the refreshed Strategy approved by Academic Board in June 2021.

## Overview of Research Strategy work

Early in 2021, the Research team set some Key Deliverables from the Research Strategy for delivery in 2021. These are set out in the table below, with information about progress to date.

Key Performance Indicators	Progress to date
Increase staff engagement in research & increase engagement of Māori staff in research	<ol style="list-style-type: none"> <li>1. Traffic light monitoring monthly by Research Committee</li> <li>2. Meetings held with all Academic Leaders to investigate barriers to staff engagement and the support needed</li> <li>3. 44% of staff teaching on degrees currently have approved research plans</li> <li>4. Three new projects investigating Māori success received funding</li> <li>5. Weekly Bulletins provide all teaching staff with information about research workshops, funding opportunities and conferences, etc.</li> </ol>
Increase research outputs	<ol style="list-style-type: none"> <li>1. Research Incentives Grant currently offers staff monetary incentives for research publications</li> <li>2. Two successful writers retreats held in 2021 (one general and one specifically for Māori staff)</li> <li>3. Curiosity symposium in May 2021 provided an opportunity for staff outputs</li> <li>4. Two projects funded by Ako Aotearoa completed in 2021: <ul style="list-style-type: none"> <li>○ <b>Effective learning for Māori students on the Certificate in Fitness programme at Toi Ohomai Institute of Technology:</b> Dr Kelly Pender</li> <li>○ <b>Huakina ngā tatau o tōku whare: Creating a kaupapa Māori tertiary pathway:</b> Maria Ngawati</li> </ul> </li> </ol>
Develop staff research capability	<p>Workshops held so far (all were well-attended):</p> <ol style="list-style-type: none"> <li>1. Two workshops held in 2021: <i>Turning your learning and teaching practice into a research project</i></li> <li>2. Two workshops on conducting ethical research with Māori.</li> <li>3. Two workshops on statistical data analysis using Excel</li> <li>4. Two abstract writing workshops held</li> </ol>

	<p>A research day is scheduled with the Early Childhood teaching team on 13<sup>th</sup> August to assist them in developing research plans and projects</p> <p>Further workshops will be held in 2021 and 2022 to help staff prepare for PBRF 2025</p>
Increase external funding for research	<p>Calendar of funding opportunities updated and disseminated monthly</p> <p>Five funding applications submitted by Toi Ohomai so far in 2021:</p> <ol style="list-style-type: none"> <li>1. <b>Data-rich drone system for precision guided delivery of predator eradication payloads:</b> Application for MBIE Smart Ideas funding – the EOI was rated in the top quintile, resulting in an invitation to submit a full proposal. Partners include: Unitec, X-Craft, University of Canterbury, University of Waikato, Aerospread Technology, Ngāti Makino Iwi Authority, Lincoln University and Connovation. Amount requested: \$1,149,867.</li> <li>2. <b>Extraction of bioactive compounds from Aotearoa native plants:</b> Application for Kaupapa kākano seed project fund (Science for Technological Innovation National Science Fund). Partnership with Auckland University. Amount requested: \$229,538</li> <li>3. <b>He Toa Taumata Rau:</b> Application for Health Research Council Māori Health funding – EOI only. Partnership with University of Otago.</li> <li>4. <b>He Toa Taumata Rau:</b> Application for Health Research Council Public Health funding – EOI only. . Partnership with University of Otago.</li> <li>5. Māori Positive ageing in place – HRC training grant application. Amount requested \$12,000.</li> </ol> <p>In addition Toi Ohomai is partnering on two applications for funding for the Murupara Māra project:</p> <ol style="list-style-type: none"> <li>1. Application for funding from Food Secure Communities, MSD. Requested \$19,000.</li> <li>2. Application for funding from ONE Foundation Rotorua. Amount funded \$20,000.</li> </ol> <p>PBRF mid-round “mock assessment scheduled for early 2025 with a view to growing new and emerging researchers to prepare them for participation in the PBRF Quality Evaluation in 2025.</p>

### Te Pūkenga Research and Rangahau work

In addition to these KPIs, two members of the Toi Ohomai Research team (Dr Heather Hamerton and Dr Tepora Emery) are working closely with research directors from all of the other Te Pūkenga subsidiaries. Heather is currently chairing the Research Directors Forum, and Tepora is currently chairing the Rangahau Māori Forum. These two groups have come together since February 2021 as the Rangahau Research Forum and are undertaking a large piece of work with 15 workstreams to bring together best practice in areas such as research ethics, post-graduate research support, PBRF preparation, etc. The goal is from our joint expertise to be able to make recommendations to Te Pūkenga about what good practice can be adopted from across the network. Heather and Tepora have been offered part-time secondments to Te Pūkenga to lead the development of the Te Pūkenga research and rangahau strategies in 2021.



## Research Strategy – Summary of Progress to June 2019

Priorities	Targets 2021 - 2022	Progress to August 2021
<b>Partner with regional industry/iwi/community groups to conduct relevant applied research</b>	<ul style="list-style-type: none"> <li>• Partner with PlantTech Regional Research Institute to support research in primary industries</li> <li>• At least 5 research vouchers per year completed with industry/iwi/community groups</li> <li>• Develop at least two research partnerships</li> <li>• A minimum of two projects a year that contribute to identifying and/or meeting regional needs, including those of Māori communities</li> </ul>	<ul style="list-style-type: none"> <li>• Clarke Raymond to follow up with Mark Begbie</li> <li>• One research voucher in progress (with Ngati Tapu), two currently being negotiated (Te Ika Whenua Hauora and Bowls Tauranga South)</li> <li>• Multiple partnerships developed in 2020-21 (see projects above)</li> <li>• Project underway to evaluate a māra kai project in Murupara; Project investigating what success means for Māori families in Rotorua</li> </ul>
<b>Foster interdisciplinary collaborations</b>	<ul style="list-style-type: none"> <li>• At least 2 projects each year that involve collaboration across disciplines and/or programme areas and faculties</li> <li>• At least one interdisciplinary research project per year that involves collaborative kaupapa Māori research with whānau, hapū and/or iwi</li> </ul>	<ul style="list-style-type: none"> <li>• Two collaborative projects involving social science-creative arts collaboration undertaken with students over summer; Interdisciplinary projects investigating Māori success</li> <li>• Interdisciplinary project investigating Māori success with whānau</li> </ul>
<b>Collaborate with other tertiary education organisations to grow capacity and capability and to produce useful outcomes</b>	<ul style="list-style-type: none"> <li>• Develop procedures for recognising adjunct faculty positions to support research and approve a minimum of one adjunct position per year (national and/or international).</li> <li>• Develop at least one collaborative project each with partners from other TEOs (University of Waikato, Te Whare Wānanga o Awanuiārangi, other ITPs)</li> <li>• Ensure we are well-represented and contribute to the development of Te Pūkenga research strategy policies and procedures</li> </ul>	<ul style="list-style-type: none"> <li>• A small group of leaders has been investigating adjunct positions and advanced academic titles. This work will now be rolled into work underway to develop a professoriate for Te Pūkenga</li> <li>• Collaborative project developed with multiple partners –application to MBIE Smart Ideas fund (EOI was ranked in the top quintile which resulted in invitation to submit full proposal)</li> <li>• Two Toi Ohomai researchers have recently been offered secondments to Te Pūkenga to lead development of the Te Pūkenga research and rangahau strategies</li> </ul>
<b>Ensure dissemination of research and creative arts practice</b>	<ul style="list-style-type: none"> <li>• At least two events per year that showcase different types and levels of staff research. At least one of</li> </ul>	<ul style="list-style-type: none"> <li>• Curiosity Symposium May 2021 – many participants came from other ITPs</li> </ul>

<b>through knowledge and technology transfer across a range of media and events</b>	<p>these events to be conducted in collaboration with another regional stakeholder</p> <ul style="list-style-type: none"> <li>• Facilitate the promotion of research vouchers to regional stakeholders via existing networks and events</li> <li>• Provide 1-2 opportunities each year for creative works to be exhibited at research events</li> </ul>	<ul style="list-style-type: none"> <li>• Research team actively promoting research vouchers</li> <li>• Creative arts exhibition was part of the Curiosity Symposium in May 2021</li> </ul>
<b>Support research into all aspects of the teaching and learning process</b>	<ul style="list-style-type: none"> <li>• At least two projects per year investigate teaching and learning</li> <li>• Support staff to develop and undertake kaupapa Māori-focused learning and teaching research</li> </ul>	<ul style="list-style-type: none"> <li>• Five projects approved in 2020 are investigating teaching &amp; learning, plus a further three in 2021</li> <li>• Two projects recently approved will investigate Māori success (in Foundation programmes, and in a Trades Academy STP programme)</li> <li>• Fund for research into teaching and learning currently open for EOI (closes end of August 2021)</li> <li>• Two projects supporting Māori success were funded in 2020; a further three projects will receive funding in 2021</li> </ul>
<b>Engage in research that promotes and supports success for priority learner groups</b>	<ul style="list-style-type: none"> <li>• Continue strategic support (including annual funding opportunities) for projects in this area</li> </ul>	
<b>Obtain external funding to support research and kaupapa Māori research</b>	<ul style="list-style-type: none"> <li>• Obtain external funding for at least two new project each year, including one collaborative project with whānau/hapū/iwi partners</li> <li>• Participate in interim PBRF assessment activities with Te Pūkenga subsidiaries</li> </ul>	<ul style="list-style-type: none"> <li>• Funding applied for to support Murupara Māra project. Initial funding of \$20k approved so far</li> <li>• Funding applications submitted to MBIE Smart Ideas, NSC early career research technology fund, HRC (3 applications)</li> <li>• Working with subsidiaries on interim “mock assessment” for PBRF in March 2022</li> <li>• Goal to double PBRF funding in next round by submitting at least 60 portfolios</li> <li>• Five summer research scholarships for 2020-21 focused on environmental monitoring.</li> <li>• Three projects focused on aspects of changes due to COVID-19</li> </ul>
<b>Advocate and promote research into environmentally, culturally and socially sustainable practices</b>	<ul style="list-style-type: none"> <li>• At least one project each year investigating sustainable practices using the Toi Ohomai sustainability framework</li> </ul>	

<b>Support development of a culture that encourages innovative kaupapa Māori research practice</b>	<ul style="list-style-type: none"> <li>• One workshop each year focused on innovative kaupapa Māori research</li> </ul>	<ul style="list-style-type: none"> <li>• Three workshops on ethical research with Māori held in 2021 (two for staff and one for students)</li> </ul>
<b>Develop capability to support innovative practice and entrepreneurship</b>	<ul style="list-style-type: none"> <li>• Provide at least one student scholarship each year to support an innovative project</li> <li>• Develop a working space for students and staff to explore innovative ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Two students in 2020-21 worked on innovative arts projects related to a NSC research project.</li> <li>• This is a work in progress</li> </ul>
<b>Build research, research leadership, supervision and mentoring capability with teaching teams</b>	<ul style="list-style-type: none"> <li>• Provide a comprehensive professional development programme each year (programme to be developed with programme managers) including for example: <ul style="list-style-type: none"> <li>○ One workshop each year focused on how to turn teaching/education practice into action research</li> <li>○ Research supervision</li> <li>○ Provide at least one kaupapa Māori-based research seminar and workshop per year</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Workshops are being planned and delivered on demand. So far in 2021: <ul style="list-style-type: none"> <li>○ Two workshops delivered on <i>Turning your learning and teaching practice into a research project</i>; and</li> <li>○ Conducting ethical research with Māori workshops (2)</li> <li>○ How to write an abstract (2)</li> <li>○ PBRF preparation workshops planned for later in 2021</li> </ul> </li> </ul>
<b>Ensure sustainability of L7+ programmes</b>	<ul style="list-style-type: none"> <li>• 100% of post-graduate programmes are green lit</li> <li>• 50% of level 7 programmes are green lit by the end of 2021</li> <li>• 100% of level 7 programmes are green lit by the end of 2024</li> </ul>	<ul style="list-style-type: none"> <li>• None of these goals were achieved in 2020</li> <li>• Traffic light is being monitored monthly in 2021</li> <li>• Meetings have been held with all Academic Leaders to ascertain barriers to staff engagement in research &amp; how research team can support, with a view to increasing staff performance on the Traffic Light</li> </ul>
<b>Build Māori research capability including Toi Ohomai staff and hapū and iwi through research partnership and collaboration</b>	<ul style="list-style-type: none"> <li>• At least three new collaborative or partnership projects involving Māori staff each year</li> </ul>	<ul style="list-style-type: none"> <li>• So far in 2021 three new collaborative projects have been approved. Many of the Māori staff involved are new and emerging researchers working with more experienced researchers</li> </ul>

## Summary

- The biggest focus in 2021 has been on ensuring that degree-teaching staff are engaged in research, using the Research Output Management System and Traffic Light reporting as measures. A first step has been to meet with all Academic Leaders to ascertain barriers to staff engagement in research and supports needed, followed by the development of staff research plans.
- A Research Incentives Grant scheme is being trialed in 2021 with the goal of increasing research publications.
- The number of applications for external funding has increased this year, with the goal of increasing external research funding.
- The Research team is actively engaged in promoting research and supporting researchers, including offering regular research workshops, writers retreats and the Curiosity Symposium.
- Two members of the research team are actively engaged in leadership roles with other subsidiaries across the Te Pūkenga network, and will lead out on research and rangahau strategy development for Te Pūkenga.
- Now that the PBRF review report has been released, the team is working to prepare for the next PBRF Quality Evaluation in 2025. A particular focus so far is the development of new and emerging researchers, and in particular Māori researchers. PBRF preparation work is being carried out in conjunction with other subsidiaries, and in particular a small cluster made up of Toi Ohomai, Wintec, WITT and UCOL.
- A recent call for EOI for research into Māori success resulted in three applications receiving funding.

## Agenda Item 9.3

<b>To</b>	Toi Ohomai Board of Directors	<b>From</b>	Patrick Brus – Executive Director Student & Staff Experience
<b>Title</b>	Student Experience Framework - Update	<b>Date</b>	27 August 2021

### Purpose

To provide the Board with an update on the Toi Ohomai Student Experience Framework and the associated Student Support projects being delivered in 2021.

### Background and Update

Toi Ohomai developed a high-level student journey framework in 2019. The framework sits across the various Toi Ohomai strategies, including the Māori Success Strategy, to ensure consistency in how we enhance experiences for our students. For the purposes of this Framework, the term ‘student experience’ denotes the activities and services that are intended to enhance the experience throughout the student journey from Applicant to Graduate.

A number of significant projects has been delivered, in the past 3 years, against the framework using Design Thinking methodology with the learner in the centre. As a direct result we have seen the introduction of online enrolments and significant improvements in conversion rate of applications to enrolments.

Like many teams and organisations, in 2020 the response needed to Covid-19 caused various repercussions and we had to refocus the efforts of the wider Student support team. This created a heavy workload to support student hardship.

In 2021 we are running three significant projects; Peaks and Troughs – improvement of withdrawal process and overall communication with Students, New domestic pastoral care code and Health funding and Mental Health & Addictions services project.

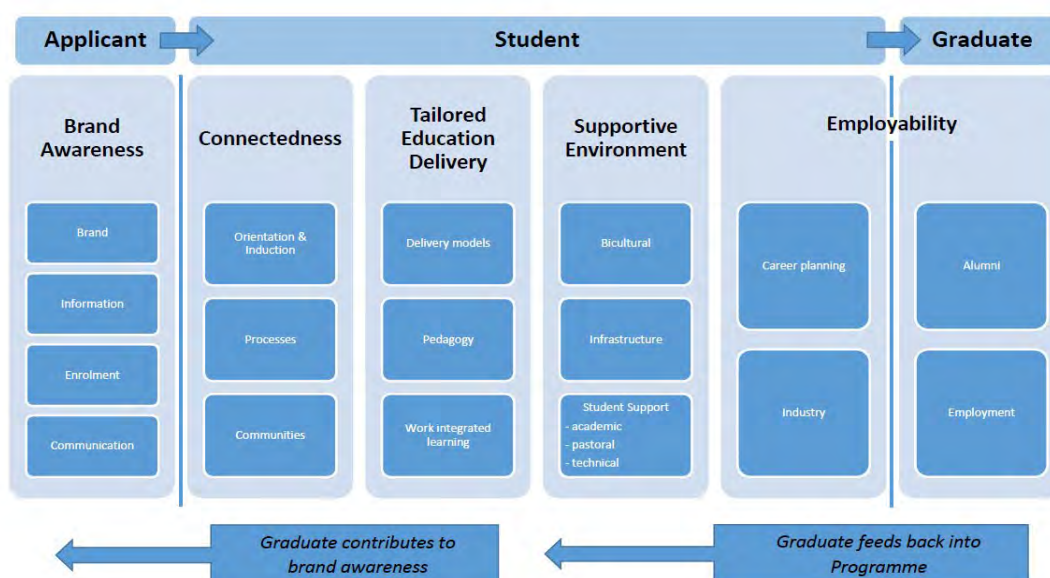
### Intent of the Student Experience Framework

The Student Engagement and Experience Directorate has the overarching intent of forming a highly integrated model of support for the student, creating a streamlined and meaningful student experience.

As historically stated, the experience for the Student is of course a lot wider than these teams and we acknowledge that all functions of Toi Ohomai play an important role in ensuring a great consistent experience for all learners that engage with Toi Ohomai throughout their journey.

In the near future this framework will be reviewed in-line with the wider Te Pūkenga Ōritetanga framework implementation with focus on Māori Learner Success. However, each of the projects currently being worked on, as detailed below, have Ōritetanga at the forefront.

## Student Experience Framework



## Key projects in 2021

### 1. Peaks & Troughs Project

#### Scope

- Develop an integrated withdrawal and transfer solution within ebs, using both Ontrack Hub and the My Enrolments portal. Solution to allow students to self-initiate the withdrawal/transfer process.
- Develop and integrated First Day letters solution where the variable information can be managed by Faculties through Ontrack Hub. Automate communication workflows using this data.
- Review of application processes and use of progress codes.
- Identify opportunities for improvement in communications sent to students from application to enrolment by Faculties, Marketing and Student Administration Services.

#### Progress Update

- Development underway for the Withdrawals and Transfers replacement using My Enrolments (Ontrack Learner Hub) and Ontrack Hub.
- First Day Letter Ad Hoc, developed and ready for testing. This is the report that can be used by Information Centres/Regional Admin for 'walk-ins'.
- New Progress Code DOM\_DASS being used by the Information Centre for applications for Programmes that are enrolled via Direct Assessment. This means that applications on DOM\_INTP are genuinely waiting for an interview to be booked.

## **2. New Domestic Pastoral Care Code - 2022**

The government released a new code of practice for the pastoral care of tertiary and international learners, to take effect by 1 January 2022, as required under the Education and Training Act 2020. The overall purpose of this work is to develop a system of supports for the wellbeing and safety of domestic, tertiary, and international learners, through one set of clear rules and expectations for education providers that can be tailored to their learners' needs.

Under this new code, providers will need to consider how their overall systems and resources support learners' wellbeing and safety. It will be important for providers to build and maintain strong relationships with learners and other interested stakeholders to identify and define the issues that are important for their communities and develop appropriate strategic goals, plans and practices around them.

The new code continues to focus on outcomes and flexible practices that enable providers to support their learners in ways that best meet their needs.

Toi Ohomai has undertaken a Self-Assessment Review (SAR) in 2021, measuring against the 2020 year. A subsequent action plan was developed for completion in 2021 and ongoing, and will be reviewed and reported against quarterly until the 2022 SAR (measuring 2021).

Changes from the Interim Domestic Pastoral Care Code into the new and the SAR initiatives, see Appendix A and B.

## **3. Health funding and Mental health & Addictions services project**

Toi Ohomai is working in partnership with the Ministry of Health (MoH) to participate in a primary mental health funding initiative. Te Pūkenga has agreed an implementation plan with MoH and is working with Tertiary Partners to action this.

### **Funding allocation model**

Under the Funding Agreement, Te Pūkenga is responsible for determining how funding is allocated across the network, as part of the implementation planning. Te Pūkenga have developed a funding allocation model that meets the requirements as set out in the funding agreement and honours our commitment to upholding Te Tiriti o Waitangi and reducing inequities for our underserved learners.

Based on this funding allocation, Toi Ohomai will receive \$221,268, excluding potential funding for further innovation. Distribution is as follows:

- \$80,121 once we met a defined set of entrance criteria, based on the service agreement.
- \$125,006 Distributed 31 January 2022
- \$16,141 Distributed 31 July 2022, subject to a review of expenditure to date and ensuring the project spending is on track. As the contracted funding is subject to a claw back for unspent amounts, the July review is critical to ensuring that as a network we are on track for spending the allocated funding.

Innovation funding will be available at a later stage, based on evidence and insights gained during 2021. Further information about the innovation fund, including the application process and criteria, will be communicated later this year and funding is expected to roll out in quarter one 2022.

While the funding outlined above is for the period ending 20 December 2022, the parties intend to work together to extend the term of the agreement beyond 2022, with additional funding likely to be available up to 2024.

The project team from Te Pūkenga met with our nominated wellbeing champion who is Turuhira Marino – Team Lead for Health & Wellness. A self-assessment review was submitted to Te Pūkenga to secure the initial funding and was commended for the thoroughness of the document. This has then formed an action plan with tagged initiatives for Toi Ohomai implementation, see Appendix C.

#### **Contributors**

Dr Logan Bannister – Head of Student Support

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## APPENDIX A – PASTORAL CARE CODE CHANGES FROM INTERIM AND INTERNATIONAL

- The Code has been through considerable editing since the first draft was released for consultation in April 2021. Almost every section has been rewritten, but the content is broadly similar. Most of the changes reflect the benefits of effective proofreading, so that the new text is clearer, and will provide a better basis for implementation.
- One of the most common changes is a shift from providers ensuring that something will happen (sometimes an idealistic goal), to ensuring that they have processes in place to achieve desired outcomes (a standard quality assurance system).
- S3 of the code has some interesting phrasing, requiring providers to “implement all processes in this code in a way that...*is consistent with code administrator expectations*” (emphasis added). The second part seems to delegate further power to NZQA (the likely administrator) to provide interpretations of the Code. Such a power may be difficult to exercise, as it is bound to end in exchanges of legal letters.
- The draft requirement to help learners “voice diverse and challenging viewpoints” being toned down to having people “share their views safely”.

### Key Facts

- The Code combines the existing Interim Code and International Code. It follows on from consultation in April-May 2021 over the changes.
- S3(3) now includes activities organised “on behalf of” a provider within the Code’s coverage.
- Under S5, several definitions have been updated.
  - Some definitions have been aligned with wider legislation e.g., “accommodation staff” are now defined as workers under the Health and Safety at Work Act 2015, and “disabled/disability” is defined in line with the UN Convention on the Rights of Persons with Disabilities.
  - Some of the more significant definitions to be removed included “basic needs”, “disciplinary action”, “due diligence”, “fit and proper person”, “pastoral care”, and “serious harm”.
  - Some of the more notable definitions that have been added included “diverse”, “routine check”, “stakeholders”, “tikanga”, “welfare check”, and “welfare management plan”.
  - The “learner at risk” definition was expanded to include where there is a “serious issue” relating to the learner’s health, safety, or wellbeing.
  - “Educational instruction” has been made more precise.
- There have been many changes to the outcomes, and the processes underneath them. Summarised key changes below.
  - Outcome 1 (the system) has been substantially rewritten in a way that more clearly describes processes for learner wellbeing and safety. Staff training should now cover a provider’s obligations under the code, and timely reporting of racism, discrimination, and bullying. Emergency assistance processes now include annual reporting of critical incidents and emergencies internally, to stakeholders, and to the code administrator.
  - Outcome 2 (learner voice) added: a new requirement to proactively build relationships with diverse learner groups; a reference to natural justice when managing complaints; joint complaints by groups of learners, and promotion of complaints processes.
  - Outcome 3 – (safe and inclusive environments) added a need to uphold the cultural needs and aspirations of all groups. The section on physical and digital spaces was made less specific (no need to consider “ecological sustainability”), but a clearer process for driving the work was set out. A previous requirement to help learners “voice diverse and challenging viewpoints” has been replaced with “actively participate and share their views safely in their learning environment”. Requirements to regularly review teaching and learning approaches and offer work-integrated learning and volunteering were removed.

- Outcome 4 (safe and well learners) removed a requirement for providers to encourage learners to disclose health and mental health issues to staff (processes to let students confidentially advise staff of needs were kept).
- Outcome 6 (accommodation admin) required providers to give students information about complaints processes before they sign a contract and required a log of complaints to be accessible to students.
- Outcome 7 (accommodation facilities and services) removed requirements for communal spaces (facilities must still be adequate and appropriate for the character and size of the community).
- Outcome 10 (offer, enrolment, contracts, insurance, and visa) removed the qualifier “in New Zealand” from which student fees must be protected. That qualifier is in the current International Code and was in the draft new Code.
- The following outcomes had no substantive changes: Outcome 5 (positive and supportive student accommodation), Outcome 8 (distinct needs), Outcome 9 (well-informed international learners), Outcome 11 (orientation), Outcome 12 (supervision of young learners), and Outcome 13 (marketing and promotion).

## APPENDIX B – SELF-ASSESSMENT RECOMMENDATION & IMPROVEMENT PLAN

No.	Recommendation	Desired outcome	Steps needed	Planned completion date	Person/Role responsible	Progress on recommendation as at xx/xx/21
1.	<b>Build on 2020 SAR</b> Ongoing evidence gathering for 2021 SAR  Development of a Pastoral care mission statement	To continue to populate the 2020 SAR for 2021  To develop and communicate statement	Centralised doc, ongoing feed-in  Consultation session	Ongoing in 2021  June 2021	Student Support	
2.	<b>Outcome 1</b> Links between incident management in HR and SSS & faculty  Simplified promotion of code of conduct expectations on common areas of concern – bullying, fighting, discrimination	Clear process developed, communicated and in action	To continue and complete work in progress  Promotion / comms plan	Mid 2021  Sem B roll-out	H&S Steering Group	
3.	<b>Outcome 2</b> Hononga project delivery – prioritising Maori students' success	Māori student success is proactively promoted with staff and resource attached	Plan developed, consulted and communicated.  Report each semester to LQSC	End Feb  End Sem 1 End Sem 2	Student Support – Equity & Accessibility	

4.	<b>Outcome 3</b> Food provision in Whakatane  Breakfast club in Whakatane  Water filter for students in Whakatane	Students basic needs are supported via internal mechanisms	Food options, storage, and facilities for students  Breakfast club running  Water filter fitted and operational	End March  Ongoing  End April	Facilities & Student Support	
5.	<b>Outcome 4</b> Improved links with secondary schools for preparing students transitioning to Toi Ohomai, including in regions  Re-establishment of Marae graduations as an option  Process for Early identification of students at risk	The pipeline is flowing well with effective transitions  Marae graduations are an option for all students  At risk students are identified early in order to proactively implement support mechanisms	Engage with marketing with the project  LF and EF Plans agreed at start of each semester with priority programmes  Student support representatives attending Faculty or programme monthly meetings	Reviewed end sem 1 and 2  In place for students graduating from 2021 courses Reporting end sem 1 and 2 Implemented for start of Sem 1 2021	Marketing, Faculties, Youth and Engagement  Marketing  Student Success Team and Faculty	

6.	<b>Outcome 5</b> Continued PD for al Toi Ohomai staff on diversity and inclusion	All staff are familiar with diversity and inclusion.  Schedule of Toi Ohomai PD available  Updated staff PD records	Staff records include PD completed, updated annually  Process needed for ensuring staff records are all up to date	Ongoing	PEC	
7.	<b>Outcome 6</b> Revamp Student Voice - project	That Toi Ohomai has an effective student voice mechanism with a variety of points to capture diverse student voice	Full process map of mechanisms and actions/feedback loops  Comms strategy	TBC	Marketing	
8.	<b>Outcome 7</b> Links between the Lodge Manager and Toi Ohomai with regards to internal comms  Safety – addressing safety concerns of having key entry only to rooms  Confirmed SST and accommodation roles and processes in welfare of students in accommodation in Tauranga	Manager informed with all Toi comms  All students have security to their room  Documented process for passing on pastoral matters from agent to EF's (also detailed below in O9)	Comms link established  Implementation of CARDAX into the Lodge  Clear process for identifying roles and ensuring student wellbeing in Tauranga	End March  End March  End June	Head of Student support & Marketing  Student Support & IT  SST and agent/facilities	

9.	<b>Outcome 8</b> Lodge residents' meetings:         Lodge events calendar	All residents are kept up to date with any terms & conditions, process, issues and mitigations.	Effective documents such as terms & conditions  Residents engaged at meetings  Schedules of dates  Summary via email  Event occurrence  Attendance of residents	End March and ongoing	SS (Accommodation manager – Mokoia)	
10.	<b>Outcome 9</b> Pastoral care process, monitoring and recording      Communication between agent and Toi Ohomai regarding pastoral care	Processes are in place to capture data and student movement   As above in O7	Development of pastoral care AP	End March	Student Support & IT     Student Support – Engagement Facilitators	
11.	<b>Outcome 10</b> Regular maintenance of accommodation	That all accommodation is fit for purpose	Process is in place to identify and address maintenance needs   Compliance docs Resident satisfaction	Ongoing	Facilities and SS	

## APPENDIX C – ACTION PLAN FOR PRIMARY MENTAL HEALTH AND ADDICTION SERVICES FUNDING

Strategy	Action	Timeframe	Performance Measure	Allocation of Funding (\$221,268)
<b>Improve access to mental health services at Toi Ohomai Institute of Technology</b>	Employ a Maori Health Improvement Practitioner (HIP) or Maori Mental Health Advisor; x2 roles at 0.6FTE based at Rotorua Mokoia campus and Tauranga Windemere campus, to assist with mental, physical, and general well-being support.  Employees are expected to travel to regions to offer and provide the service.  Employee also expected to assist students with disabilities to 'transition' into tertiary study.	Fixed-term contract  September 2021	<ul style="list-style-type: none"> <li>Number of students referred to services</li> <li>Number of students actively engaged/attended appointments</li> <li>Reduction of DNAs</li> </ul>	\$80-90K
	Offer a series of mental health workshops that are delivered in a Te Ao Māori lens. The workshops are accessible, ongoing, and targeting students with mild to moderate mental health concerns. Providing the student/s with helpful tools to manage their mental wellbeing. Whanau also welcomed.  Offering regular/weekly Kaupapa Māori Mindfulness workshops across all campus Marae, targeting Maori/PI students who have mild to moderate mental health concerns.	August 2021	<ul style="list-style-type: none"> <li>Number of students attending workshops</li> </ul>	\$20K
	Offer Counselling short-term contract with Puawaitanga.	Fixed-term contract  August 2021	<ul style="list-style-type: none"> <li>Pilot with 50 care packages</li> </ul>	\$30K
	Extend counselling contracts with current providers <ul style="list-style-type: none"> <li>Linda Tiro</li> </ul>	Fixed-term contract	<ul style="list-style-type: none"> <li>Number of students referred to services</li> </ul>	\$40K

	<ul style="list-style-type: none"> <li>• Taupo Family Centre</li> <li>• Bay Counselling</li> <li>• Bridgette Hohepa</li> </ul>	August 2021	<ul style="list-style-type: none"> <li>• Number of students actively engaged/attended appointments</li> <li>• Reduction of DNAs</li> </ul>	(Increase each service by \$10K initially)
	<p>Employ/Contract a Maori/PI AOD Counsellor or Maori AOD service to deliver group AOD sessions as well as individual AOD counselling to support students with addictions.</p> <p>Focus group – Forestry students (L2/L3) who are required to be drug free by week 6 of course.</p>	<p>Fixed-term contract</p> <p>September 2021</p>	<ul style="list-style-type: none"> <li>• Number of students referred to services</li> <li>• Number of students actively engaged/attended appointments</li> </ul>	\$20-30K
<b>Develop supportive and collaborative working relationships between providers across Lakes DHB &amp; BOP DHB for Mental Health and AOD screening pathway.</b>	<p>Toi Ohomai will provide mental health services at all campus sites. A referral pathway will be developed from support to internal or external mental health/AOD services for individuals who are enrolled to study at Toi Ohomai. This will help strengthen ties with the wider community.</p> <p>Investigate options for wrap-around mental health AOD services between GP and Maori Mental Health / AOD organisations.</p>	<p>August 2021</p> <p>September 2021</p>	<ul style="list-style-type: none"> <li>• Number of providers engaged with and the number of referrals sent to respective services.</li> <li>• Number of wrap-around clinics held.</li> </ul>	No funding allocated
<b>Strengthen information management systems.</b>	<p>Utilise data collated in Medtech Evolution to create accurate reports and to utilise information to improve mental health service delivery.</p> <p>Include in reports the number of referrals received; what type of services was delivered.</p>	<p>Ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> <li>• Data in Medtech is matched with the number of appointments with respective service delivery or attendees to workshops.</li> </ul>	No funding allocated
<b>Promote and deliver mental health promotion</b>	Promote mental health services available at Toi Ohomai via all media platforms at the beginning of each semester.	Ongoing	<ul style="list-style-type: none"> <li>• Number of referrals received</li> </ul>	No funding allocated



across all campuses via all media platforms.				
<b>Education and workforce development.</b>	Ensure the nursing team have completed relevant training (i.e., Mental Health Credentialing) to meet the needs of students at Toi Ohomai.	Ongoing	<ul style="list-style-type: none"> <li>Number of RNs undertaking Mental Health Credentialing course and attending local updates.</li> </ul>	No funding allocated
<b>TOTAL \$210K</b> The aim is to get the documented activities above implemented by the end of 2021.  At the start of 2022, Toi Ohomai will consider utilising the remaining funds of \$11,268 as: <ol style="list-style-type: none"> <li>1. Monitor current spend in the above activities and adjust accordingly.</li> <li>2. Planning for a new project</li> </ol>				

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<b>To</b>	Toi Ohomai Board of Directors	<b>From</b>	Rabindra Das - Head of IT
<b>Title</b>	IT Strategic Plan - Update	<b>Date</b>	27 August 2021

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**Purpose**

The purpose of this report is to provide an update of our progress against the delivery of the IT Strategic Goals 2019-2021 over the preceding 12 months, and an update of the upcoming Programme of Work over the next 12 months.

**Executive Summary**

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The IT Strategy was developed in November 2019 covering the period 2019-2021.

It was developed in alignment with the Toi Ohomai Strategic Framework, supported by empathy research to understand the current and potential states of technology from a user perspective. It is therefore an IT Strategy for the users of IT as opposed to a strategy for the IT Department. From this research together with key drivers in the external technology landscape and long-term guiding principles we identified 6 strategic goals (detailed further in Appendix 1):-

1. Student & Staff Experience
2. Data as a Strategic Asset
3. Connected Campus
4. Engaged with Community
5. Digital Workspace
6. Foundational: Team/Infrastructure

The IT Strategy Plan 2019-2021 included deliverables of short-term wins and core capabilities to take some major steps forward in the user experience of IT, these were initially mapped in the IT Strategy and refined to create an IT Strategic Roadmap (See Appendix 2 and 4).

We have achieved progress on the plan and roadmap delivering on a significant number of projects. Due to a number of circumstances beyond our control such as core Faculty restructuring towards the end of 2019, COVID-19 disrupting events during 2020 and NZIST/Te Pūkenga engagements and secondments, we have not been able to develop key Teaching and Learning business requirements into projects we previously had on our roadmap. Whilst it was expected that these projects may need to be redefined within the context of Te Pūkenga during the later half of 2020 and throughout 2021 this has not happened; many aspects and priorities are also likely to change once the Te Pūkenga Operating Model is published.

Furthermore, any major systems investment should be considered in the context of what changes Te Pūkenga may bring. For example, at least five ITPs were planning on making core investments into student enquires and alumni systems (CRM type solutions) in 2022, given that this will become a core capability as Te Pūkenga will look to manage student lifecycle (student recruitment and alumni), it would make sense for Toi Ohomai to collaborate and utilise the solution that is created centrally. This has been reflected in our revised IT Strategic Roadmap (Appendix 4).

As a result, IT have had additional capacity to take on some new strategic projects in 2021, as follows:

- KPMG Business Process Optimisation – Peaks and Troughs Project
- KMPG Business Process Optimisation – Service Model Project
- Workload Allocation Planner – Replacement project
- IT Integration Platform Replacement

These projects sit well within the core IT Strategic drivers of Staff and Student Experience, Data as a Strategic Asset, Digital Workspace and Foundational Capabilities. (See Appendix 4)

We believe that our six IT Strategic Goals are still relevant for 2022 for Toi Ohomai and aligns to the priorities, strategies and workstreams of Te Pūkenga – later on in the paper we have mapped the proposed service concepts to our strategic goals. We have also reviewed and updated our IT strategic roadmap (Appendix 4) to take into consideration what Toi Ohomai IT developments will now be taken over & replaced by future Te Pūkenga workstreams.

## **1. Progress against strategy – Project Updates 2020-2021**

### What have we achieved?

The following provides an update on the projects that were planned on the IT Strategic Roadmap from 2019 through to 2021 (see Appendix 2):

- 10 projects were at the status of completed at the end of 2019 (See Appendix 3)
- 6 projects were at the status of completed at the end of 2020 (See Appendix 3)
- 2 projects have been completed so far in 2021

### What do we still need to complete?

- 6 Strategic projects are ongoing which will be delivered later in 2021 and the early part of 2022 (See Appendix 4)
  - Digital Workspace – File Server migration, Teams Governance, Information & Records Management
  - KPMG Business Process Optimisation – Peaks and Troughs Project
  - KMPG Business Process Optimisation – Service Model Project
  - Workload Allocation Planner – Replacement project
  - IT Integration Platform Replacement
  - Tokoroa – ICT & AV Design

These projects (detailed in Appendix 5) remain key for Toi Ohomai for technology as an enabler to improve the user experience and/or improve efficiency of processes.

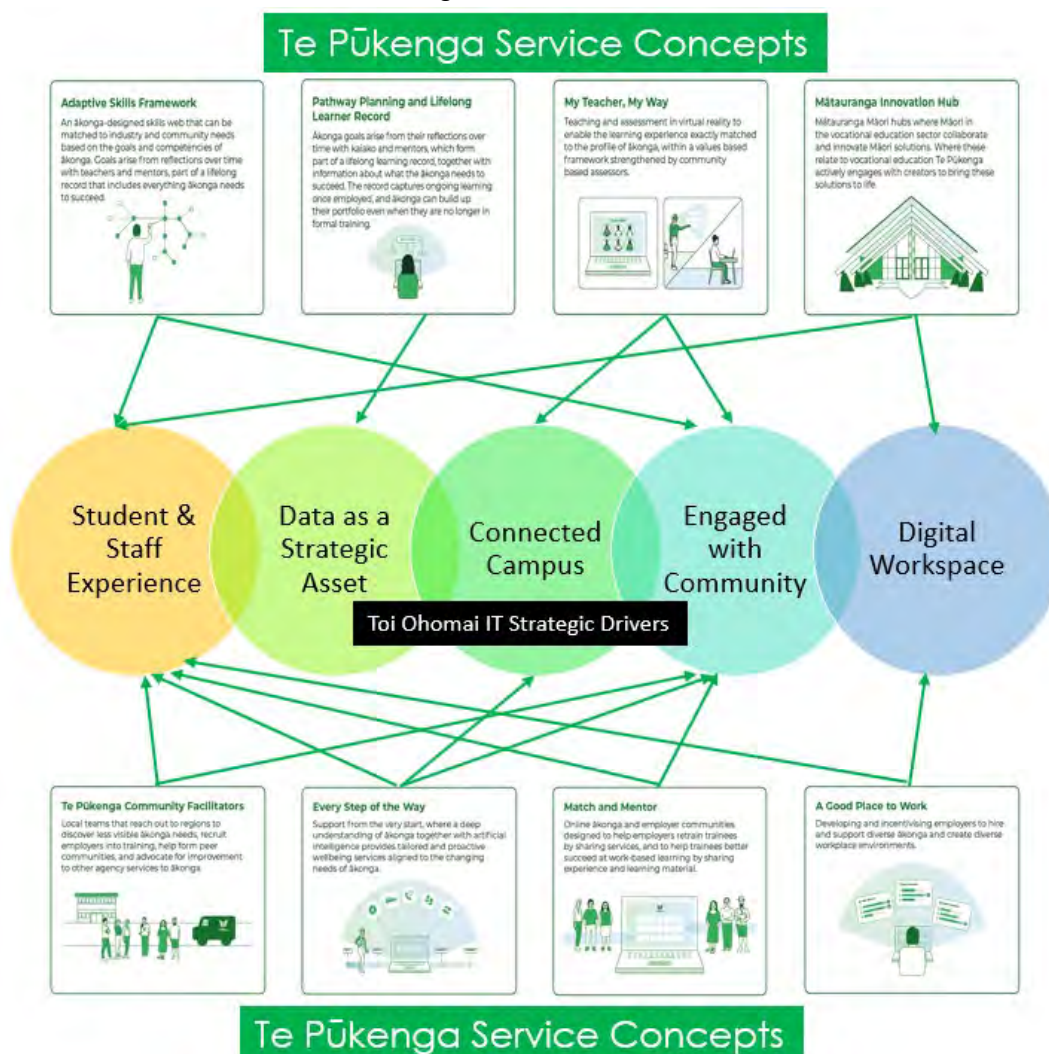
## 2. 2022 Strategic Goals

We believe our current IT Strategic Goals 2019-2021 (See Appendix 1) are still relevant for 2022, where we are highly likely to see more Te Pūkenga strategic initiatives which would also sit within our own IT Strategic Drivers. The Te Pūkenga Digital Strategy for the ISSP will outline the principles and some of the foundational work needed to support Te Pūkenga with the new operating model and service concepts. These concepts will include the creation of something we are calling the Unified Data Platform, which will enable core capabilities to be delivered, such as learner analytics and reporting functions, as we expect all ITP learner data will be pulled into this space.

When we map out the Service Concepts to our current IT Strategic Drivers, we can easily see the correlation between them as shown below. Additionally, when we look closely at the Te Pūkenga Transformation and Core Capabilities workstreams we can also see that elements of these are embedded across our IT Strategic Drivers and others form part of the work being performed to develop the Service Concepts.

### Transformation Workstreams:

- Māori Partnerships and Equity – embedded across all projects
- Ākonga at the centre – embedded across all projects
- Employer Aligned – embedded in the Service Concepts
- Academic Delivery Innovation - embedded in the Service Concepts
- Operating Model
- TITO Transition & Work Based Learning



The Te Pūkenga ISSP is being developed by Ernst & Young (EY) with a sub-group of ITP Directors/Heads of IT, which I am part of. There is also Māori and Pasifika representation from an external company, and we are expecting the first draft by the end of August. What is clear is that the learner is being placed first and foremost at the centre of this transformation, and any thoughts of mass consolidation of systems and solutions are not being entertained as in most cases they would offer little benefit to the learner, and would also come at a significant cost. EY bring a vast amount of experience from other countries where they have been involved in similar tertiary transformation projects, and the concept of creating a Unified Data Platform without the need to consolidate systems means solutions to support the learner such as Learner Portals and Learner Analytics can be fast tracked.

I believe the Toi Ohomai IT team will be involved in the data integration aspects for Toi Ohomai, and there will be an opportunity for our staff to be involved in the creation of the Unified Data Platform at the Te Pūkenga level. There will be an expectation that the ITPs that have the skillsets and experience can and will contribute towards the design and implementation of these platforms, and we should ensure we are in a position to share and support these objectives as well. We have the capability in house with our existing staff to support this sort of project end to end, so it is imperative that the IT Team have the capacity next year to engage on these projects.

## **Summary**

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Our plans for the last year or so have been disrupted in several ways, and we have had to work in a very adaptable fashion to address the needs of the organisation. As a result, we delivered a number of solutions which were not planned at the start of the IT Strategic Plan, however, each and every project can be linked to our IT Strategic Drivers.

As the Te Pūkenga Digital Strategy for the ISSP is finalised and the new operating model is published later this year, we will see additional strategic projects that are not listed on our roadmap or known fully at this stage, that we will be requested to deliver. My expectation is that in 2022 we will need to see a shift from focusing purely on Toi Ohomai projects to focusing on a mix of projects for both Toi Ohomai and Te Pūkenga. All of the Service Concepts resonate with our IT Strategic Drivers, and some of the Transformation Workstreams are embedded in the work being completed either within our own projects or the Te Pūkenga Service Concepts. At this stage we do not believe there is a need to change anything, unless we see a significant shift from these IT Strategic Drivers by Te Pūkenga being reflected in changes to the Transformation Workstreams or Service Concepts.

## **Attachments:**

Appendix 1 – IT Strategic Goals

Appendix 2 – IT Strategic Roadmap 2020-2021

Appendix 3 – Projects Completed

Appendix 4 – Updated IT Strategic Roadmap 2020-2022

Appendix 5 – 2021-2022 Key IT Projects

## IT STRATEGIC GOALS 2019-2021

**#1 Student & Staff Experience**

To continuously improve the student experience through their entire lifecycle – from prospective enrolment to alumni – with a strong focus on the in-classroom (virtual and physical) experience – and to support staff to deliver the best possible outcomes for students.

*"People don't actively seek out communication so how can we solve that and create a better experience through technology and culture."*

**#2 Data as a Strategic Asset**

To provide easy access to information and information tools for staff to improve learning outcomes, understand our internal and external environments, aid teaching, and guide strategic decision making.

*"People [will] have access to the information they need without even thinking about it."*

**#4 Engaged with Community**

To develop systems to connect Toi Ohomai with local and international students, stakeholders (e.g. iwi, government, employers) and alumni.

*"We need to have an 'anytime, anywhere' strategy to truly embrace the regional approach."*

**#5 Digital Workspace**

To progressively move to a modern productivity platform, allowing staff and students to collaborate anyway, anywhere, and anytime.

*"A really good 'intranet' – would get us so far along the track of integration as one institution, one source of truth to find the information you need."*

**#3 Connected Campus**

To support the connectivity needs of staff and students on and off campus, including the ability to provide diverse physical and virtual environments for remote users.

*"Untether ourselves from the constrained thinking of how we work. We don't sit beside desks, we are mobile. The strategy and systems need to support that style of working."*

**#6 Foundational: Team/Infrastructure**

To securely maintain and enhance our networking and computing infrastructure to support the current and future operations of the institution and to develop our team to meet this goal.

## IT Strategic Roadmap 2020-2021

IT Strategic Drivers	2020	2021
<b>Student &amp; Staff Experience</b>	Staff On/Offboarding Phase 2	
	Alumni Management	
	Regional Learning Review	
	Indicators of Student Success	
<b>Data as a Strategic Asset</b>	Provision Planning Solution Phase 2	
	External Data Sources	
	Management Reporting and Dashboards	
<b>Connected Campus</b>	Student Attendance Ap	Pop-up Campus
		Regional Delivery Models
<b>Engaged with Community</b>	Stakeholder Management	Employer Portal
		End User Reporting
<b>Digital Workspace</b>	Digital Workspace (Office 365 migration, Windows 10, Intune MDM, Teams)	
	Digital Workflow Platform	
<b>Foundational</b>	Capacity Planning	Business Application Platform
	Storage, Compute & Backup Refresh	Information Architecture
	Decomm of Legacy Resources	
	IT Training, Project Management Framework, Policy and Communication, Security Roadmap P6, Evergreen Desktop	

## Projects Completed

### Projects completed in 2019:

- Applications to Enrolments Improvements
- Unified Communications – Single communications platform
- Digital Workspace – Te Aka new Intranet
- Digital Campus Experience – New Student Portal and App
- Provision Planning Solution – Phase 1
- International Stakeholder Management
- Remote Access & Mobility Solutions
- Wired and Wireless Network
- HRIS and Staff Onboarding and Offboarding – Phase 1
- Cloud Adoption Strategy

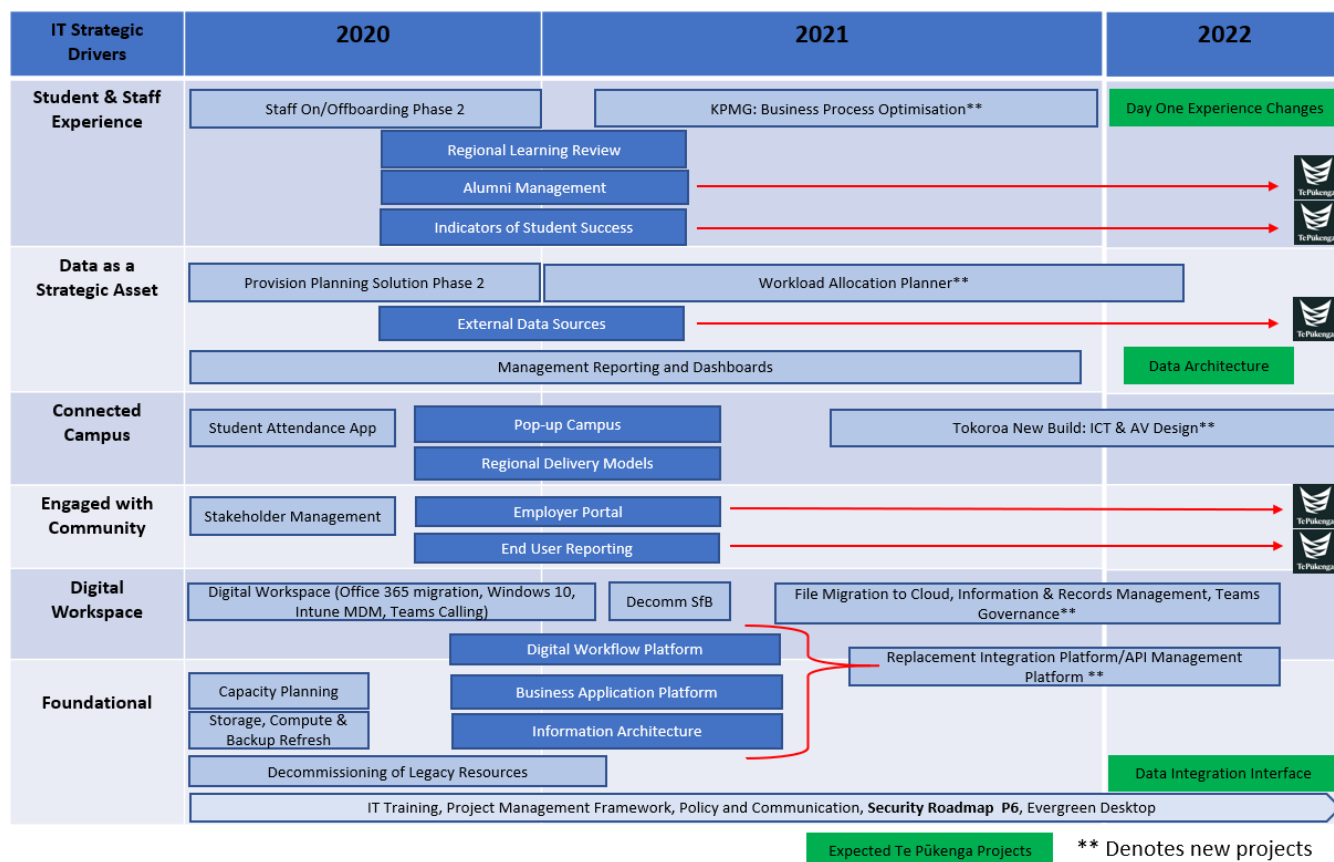
### Projects completed in 2020:

- Digital Workspace – Phase 2 - Office 365
- Digital Campus Experience – Student Attendance App
- Stakeholder Management
- HRIS and Staff Onboarding and Offboarding – Phase 2
- Provision Planning – Phase 2
- Digital Workspace – Phase 3 – Skype for Business to Teams Calling Migration

### Projects completed in 2021:

- Decommissioning of legacy resources – part of our foundational stream
  - Consolidation of Digital Signage solutions to a single version on Toi Ohomai network
  - Decommission of legacy application servers and firewall rules
- Decommissioning of Skype for Business environment

## Updated IT Strategic Roadmap 2020-2022





## 2021-2022 Key IT Projects

### ***Digital Workspace – File Migration***

Following the successful roll out of Teams Calling and PureCloud Contact Centre replacing our Skype For Business implementation, we started to address the remaining projects which largely centres around file storage. We still have legacy file servers in the legacy Waiariki and Bay of Plenty domains, as well as new repositories in the new Toi Ohomai domain. Ideally, these will all be consolidated either into Microsoft OneDrive, Microsoft Teams or Microsoft SharePoint depending on the use case for the documents. However, as part of this project we need to ensure that Information and Records Management requirements are considered, so that we are compliant by design and we are in a position where we are classifying and storing information in an appropriate manner. A number of other institutions are on a similar journey and we are collaborating with them.

### ***KPMG Business Process Optimisation***

Following a review by KPMG with our Faculties in late 2020, there were a number of recommendations put forward to look at both manual and system processes where efficiencies could be gained. Each project has a number of areas being tackled some focused-on people, some of process, some on systems or some a mixture of all of these elements. These are likely to be delivered throughout 2021 and the remaining projects that have yet to commence in early 2022.

### ***Workload Allocation Planner***

We currently have two spreadsheet-based data collection tools to record academic staff workload allocation. Ideally this should be consolidated into a single system that provides visibility across the institution, and allows Toi Ohomai to maximise the teaching delivery of our staff. We have not found an off the shelf solution that closely fits our requirements, and we are reviewing an in-house developed solution used by EIT.

### ***IT Integration Platform Replacement***

We currently have an integration platform which is no longer being adequately supported by the vendor and is not performing satisfactorily. It was also not designed to integrate with Cloud Services or easily manage APIs for integration, so late last year we went to market to find a fit for purpose solution. This solution will initially be deployed to replace all our student account provisioning and de-provisioning, but this solution will also provide additional cloud capabilities and allow for better management and security of data integration. This integration layer will be critical when we are required to interface with Te Pūkenga, but also builds the capability to integrate cloud-based services into our existing and future solutions.

### ***Tokoroa New Build***

We are working on the design of audio-visual technologies in the teaching and learning spaces in the new Tokoroa build. Planning is key at this stage to ensure we have enough cooling, space, cabling and monitoring to support the deployment in 2022. We will look to ensure that we have remote management capabilities with all AV technologies deployed, which overtime will reduce the need for IT Support staff to frequent the campus for minor issues, this will provide a better user experience for both staff and students.

## Agenda 9.5

<b>To</b>	Subsidiary Board	<b>From</b>	Kieran Hewitson – Executive Dean – Academic Excellence
<b>Title</b>	2021 S1 Programme and Teaching Survey	<b>Date</b>	27 August 2021

### Purpose

To provide an overview of the Programme - and Teaching Surveys which assess the level of satisfaction that students have with their programme of learning and teaching during semester one.

### Key Points

- The survey was conducted on-line from 17 May to 1 June 2021
- The response rates were 31% for the Programme Survey and 40% for the Teaching Survey this represents an increase of 4% and 6% respectively from 2019 (no survey occurred in Sem 1 2020 due to the lockdown)
- The Programme Survey had a satisfaction score of 92% with the Teaching Survey having a satisfaction score of 94%

### Key Findings

- Feedback from students remains highly positive.
- Connections, whanaungatanga, and kaiako knowledge are highly regarded.
- Compared to previous surveys there were fewer comments on support needed for assignments, however there were more in regard to being more organised and prepared. From the First Impressions Survey students who reported less organisation and information available had a higher proportion of withdrawals.
- Use of Te Reo and Māori tikanga in the classroom scored 77%, similar to the First Impression survey. This should be seen as a benchmark to improve upon.
- There are areas, such as organisation in Nursing, which have repeatedly scored low year on year.

### Action points now on Learning Quality Standards Committee actions list:

- Organisation, receiving correct information are common themes from our surveys this year. A communication campaign to be launched to promote that any small disruption on our learners has a big impact and it is important to have the basics correct. May be an opportunity to promote this through inductions or adult teaching courses for staff.

- Share results with service areas to promote the same message and address specifics not related to classroom teaching (for example comments around chairs used) **(through FAQC action plans)**
- All Faculty Deans, Associate Deans have been engaged in the surveys. Most Academic Leaders have engaged well, however some have not accessed the reports and some only once. Training and use of the surveys will be promoted with these staff **(Business Insights)**
- Use the Te Reo and Māori tikanga results to inform where competencies and practice can be improved **(FAQC action plans/Māori Success)**
- Traffic lights used in presentation to be made available to all staff **(Business Insights)**

### **Next Steps**

- Faculties will continue to review the survey results as part of their normal quality process and report back any actions through faculty reports to LQSC.
- Feedback to participants is required to close the feedback loop prior to the S2 Programme and Teaching surveys (these will be live on 13 September). Business Insights, Whanake Ake and Marketing will work together on this.

Action plans for addressing the areas of concern within each of the programmes to be developed and monitored via the Faculty Academic Quality Committees.

### **Contributors**

Leoni Drew

Michelle Farac

### **Attachments**

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

# 2021 S1 Programme and Teaching surveys

High level findings and next steps

The background is a solid teal color. On the left side, there are three white circles of different sizes. One circle is small and positioned higher up. Another is larger and partially cut off by the left edge. The third is the largest, positioned lower down and also partially cut off by the left edge.

# Survey Purpose

# To hear about:

- Student's level of satisfaction with:
  - their programme, including:
    - organisation
    - assessments
    - resources
    - learning support
    - how it is preparing them for the future
  - the teaching on their programme

The background is a solid teal color. On the left side, there are three white circles of different sizes. One circle is small and positioned higher up. Another is larger and partially cut off by the left edge. The third is the largest, also partially cut off by the left edge, and positioned lower down.

# Overview and High Level Results

# The Surveys



The survey questions were reviewed by the T&L team and members of LQSC



## Programme Survey:

11 questions using 4-point scale

One new question and one changed question

Two open questions



## Teaching Survey:

Nine questions using 4-point scale

Three new questions

Two open questions



# Overview



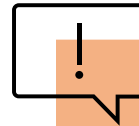
Open from 17 May to 01 June 2021, Still able to be accessed



TANZ and programmes under 40 credits excluded



Trades Academy included, New STP tab included in dashboard

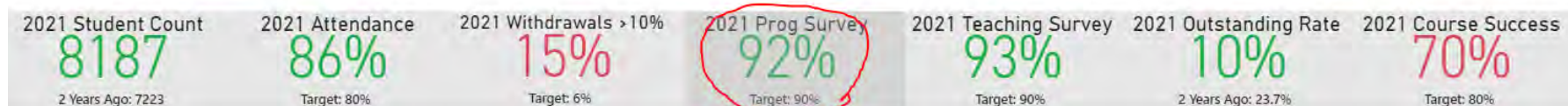
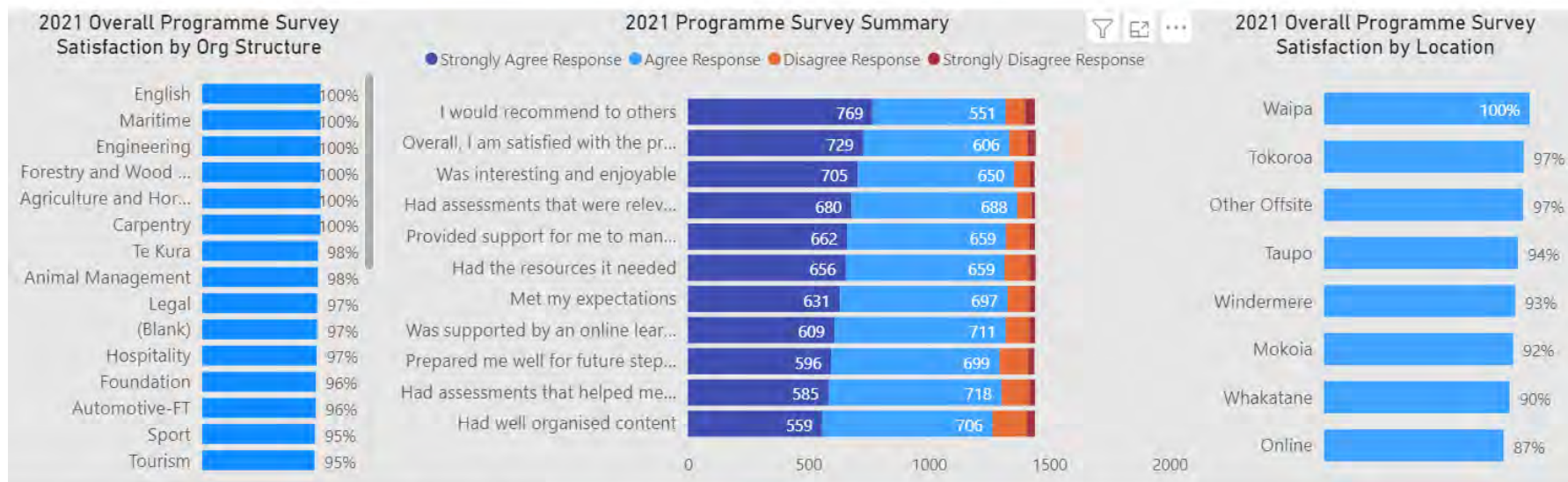
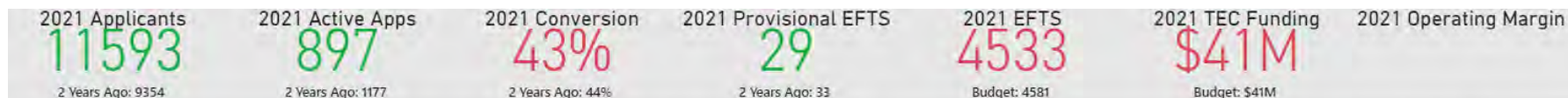


The surveys have sensitive comments relating to kaiako and programmes.

Security has been placed on so only kaiako and their managers can view their comments

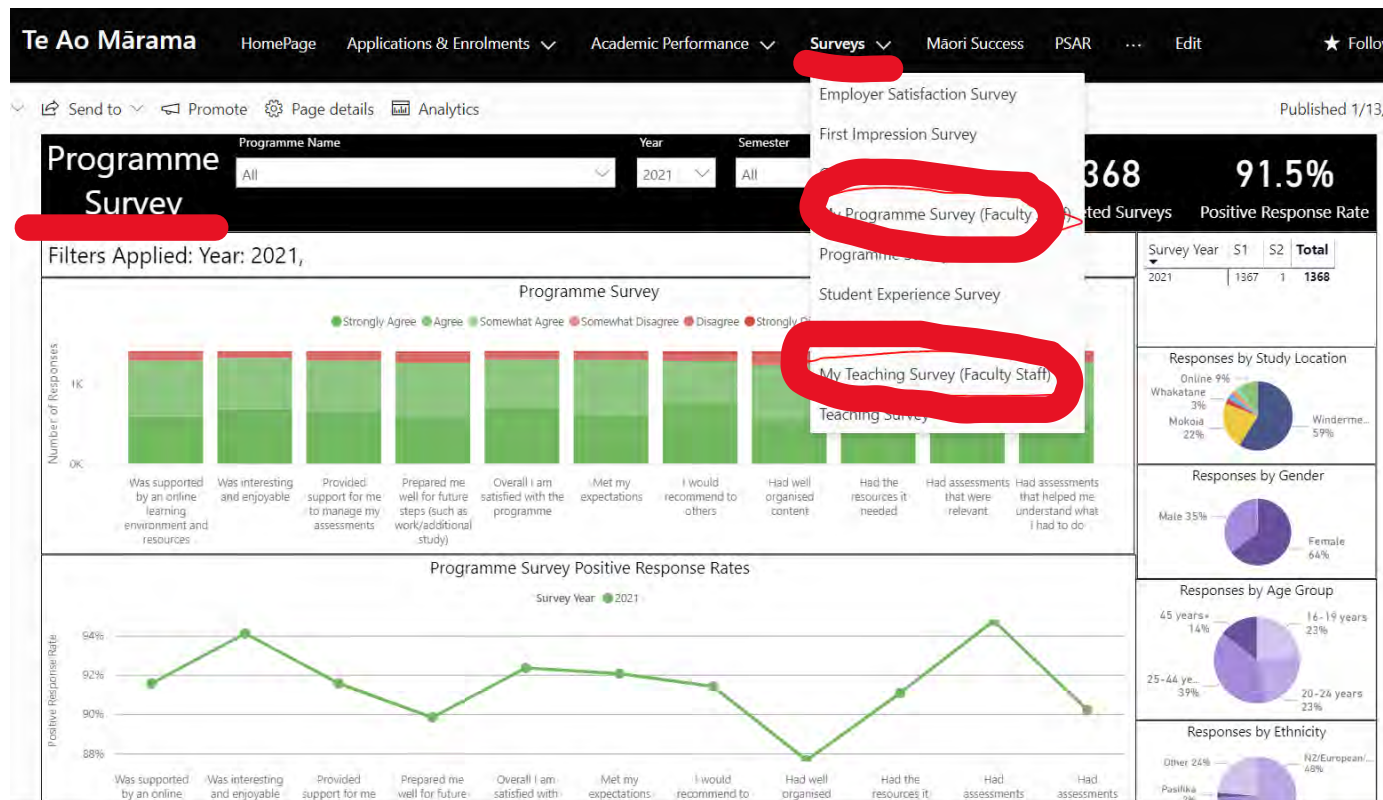
# Visibility – Main page of Te Ao Mārama

(no comments can be seen, all staff can view)



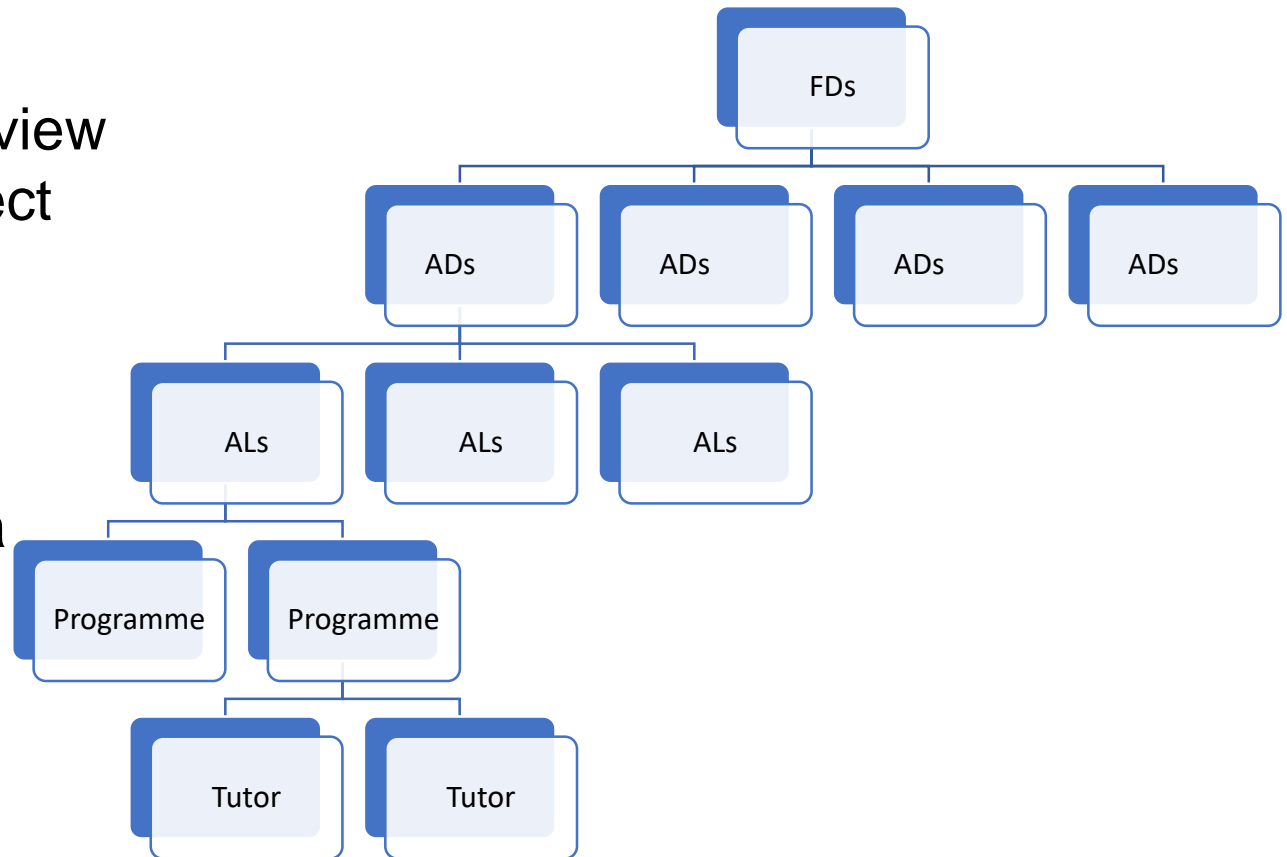
# Visibility – Faculty Staff

- Faculty and view their results from the survey navigation on Te Ao Mārama.



# Visibility – Faculty Staff

- Kaiako/Tutors can view their teaching survey results and comments and can view the programme survey results and comments
- ALs and ADs can view results of their direct reports and programmes
- FDs can view all results related to a programme or tutor

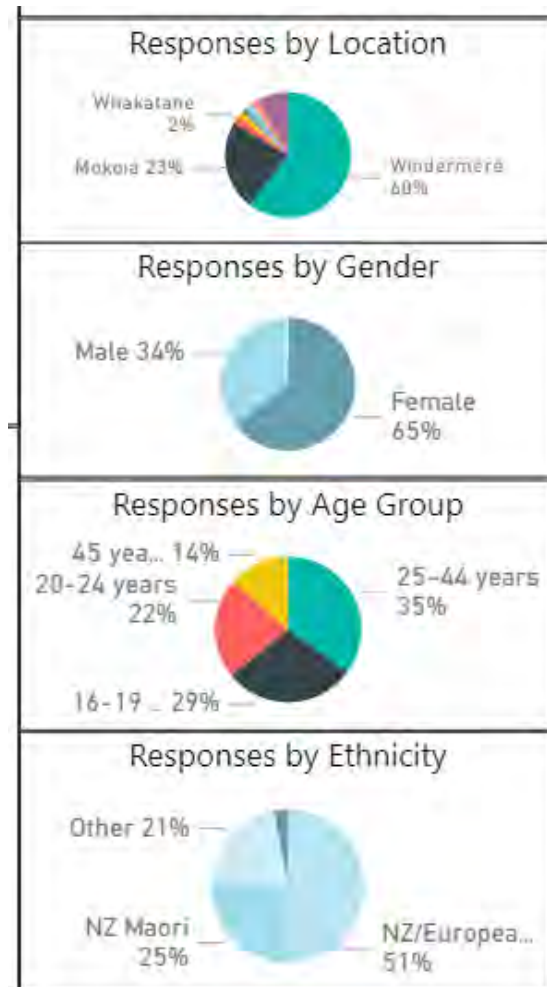


# Response rates

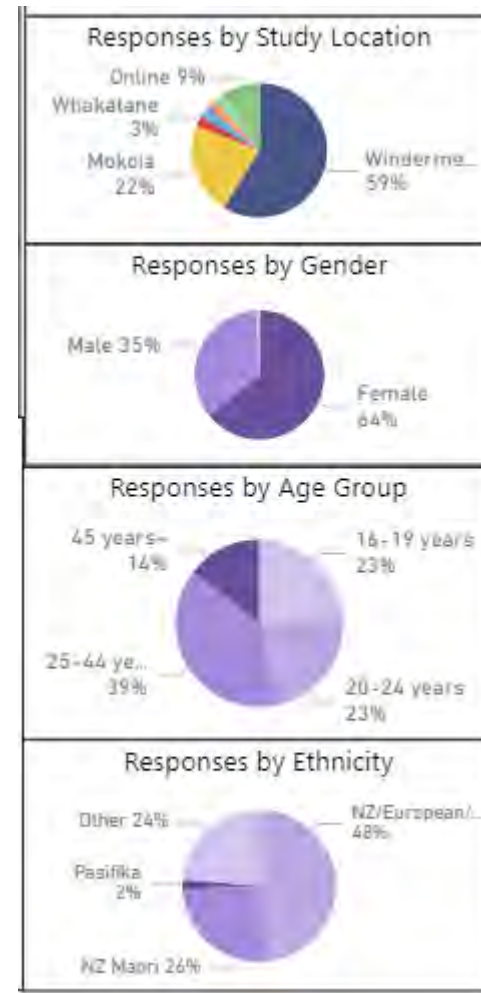
- 5,299 students were invited to take part.
- Response rates were:
  - 31% for the programme survey
  - 40% for the teaching survey
- Students could access the surveys via several different collection methods.
- Response rates are higher than S1 2019:
  - +4% for the programme survey
  - +6% for the teaching survey
  - No surveys were completed in S1 2020 due to the Covid-19 lockdown.
- For email invitations, around 55% opened the email, while 15-20% clicked through to the surveys.

# Responses by demographics

## Teaching Survey



## Programme Survey





# Programme Survey:

Positive Response Rate by years

CommonQuestionHeading	2018	2019	2020	2021
Had assessments that helped me understand what I had to do	86%	88%	89%	90%
Had assessments that were relevant	94%	94%	95%	95%
Had the resources it needed	90%	91%	92%	91%
Had well organised content	86%	85%	89%	88%
I would recommend to others	89%	91%	92%	92%
Met my expectations	92%	93%	93%	92%
Overall I am satisfied with the programme	89%	91%	93%	92%
Prepared me well for further study	92%	93%	94%	
Prepared me well for future steps (such as work/additional study)				90%
Prepared me well for work in this area	90%	92%	93%	
Provided support for me to manage my assessments				92%
Was interesting and enjoyable	94%	94%	95%	94%
Was supported by an online learning environment and resources	91%	92%	92%	92%

- Overall satisfaction was 92%, 'I would recommend to others' scored 92%
- Highest positive % where in assessments that were relevant
- Lowest was in organised content
- Reworded question 'prepared me well for future steps', dropped compared to historic questions
- New question, 'support to manage assessments', scored 92%

# 2021 Programme survey by key ethnicity

CommonQuestionHeading	NZ/European/ Pakeha	NZ Maori	Pasifika	Other
Had assessments that helped me understand what I had to do	90%	90%	97%	91%
Had assessments that were relevant	94%	95%	97%	95%
Had the resources it needed	91%	90%	90%	92%
Had well organised content	87%	88%	90%	89%
I would recommend to others	91%	94%	94%	89%
Met my expectations	92%	94%	90%	91%
Overall I am satisfied with the programme	92%	94%	94%	92%
Prepared me well for future steps (such as work/additional study)	90%	91%	90%	89%
Provided support for me to manage my assessments	92%	91%	94%	92%
Was interesting and enjoyable	95%	96%	97%	91%
Was supported by an online learning environment and resources	92%	91%	97%	91%

- Organised content scored lowest for NZ European (88%) and Māori learners (89%)
- Māori and Pasifika learners generally gave higher % responses, this is a pattern consistent across all surveys
- Support to manage assessment and online supported environment scored slightly lower by our Māori learners (this was amplified for automotive, logistics and legal).



# 2021 Results by key location

CommonQuestionHeading	Windermere	Mokoia	Whakatane	Tokoroa	Waipa	Taupo	Other Offsite	Online
Had assessments that helped me understand what I had to do	91%	90%	90%	94%	93%	94%	94%	86%
Had assessments that were relevant	95%	93%	93%	97%	93%	97%	97%	96%
Had the resources it needed	92%	90%	90%	91%	100%	97%	94%	86%
Had well organised content	87%	89%	83%	94%	100%	97%	94%	87%
I would recommend to others	92%	91%	93%	97%	100%	94%	97%	84%
Met my expectations	92%	92%	93%	97%	100%	94%	94%	87%
Overall I am satisfied with the programme	93%	92%	90%	97%	100%	94%	97%	87%
Prepared me well for future steps (such as work/additional study)	89%	90%	90%	97%	100%	97%	90%	92%
Provided support for me to manage my assessments	92%	92%	93%	97%	100%	94%	94%	86%
Was interesting and enjoyable	95%	94%	95%	97%	100%	91%	97%	85%
Was supported by an online learning environment and resources	92%	92%	93%	97%	86%	97%	87%	85%

- Waipa scored well across all questions, however only received 16 responses (down from previous years)
- Tokoroa also scored well and had responses up on previous years
- Organised content scored lowest in Whakatāne
- Online learners tended to respond less positively
- Online learners surprisingly reported having less online learning support than other locations (eCampus/TANZ were not surveyed)

# 2021 Results by team:

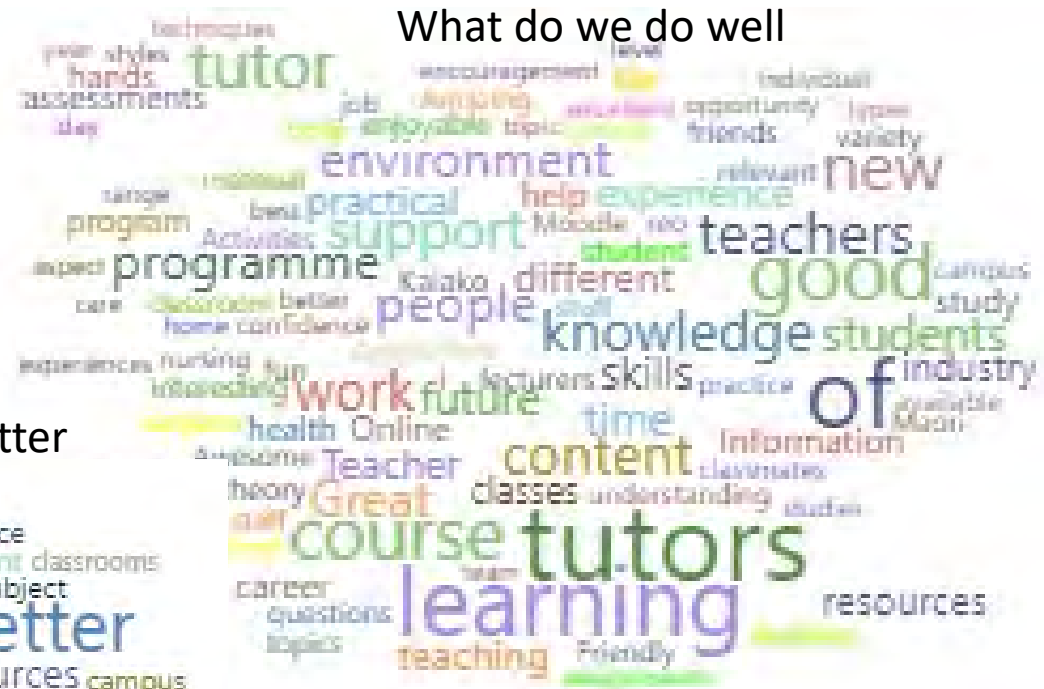
Team Name	Had assessments that helped me understand what I had to do	Had assessments that were relevant	Had the resources it needed	Had well organised content	I would recommend to others	Met my expectations	Overall I am satisfied with the programme	Prepared me well for future steps (such as work/additional study)	Provided support for me to manage my assessments	Was interesting and enjoyable	Was supported by an online learning environment and resources
English	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Forestry and Wood Manufacturing	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Carpentry	100%	100%	97%	100%	100%	100%	100%	100%	97%	100%	100%
Maritime	100%	100%	100%	100%	100%	100%	100%	100%	90%	100%	100%
Agriculture and Horticulture	95%	95%	95%	100%	95%	100%	100%	100%	100%	95%	95%
Hospitality	100%	98%	95%	97%	93%	95%	97%	98%	100%	97%	97%
Animal Management	95%	98%	98%	93%	98%	95%	98%	95%	95%	100%	100%
Te Kura	97%	97%	94%	94%	97%	97%	98%	95%	99%	99%	94%
Foundation	97%	98%	98%	93%	98%	95%	96%	96%	95%	96%	97%
Engineering	89%	100%	89%	96%	100%	96%	100%	96%	96%	100%	89%
Automotive-FT	90%	100%	94%	94%	94%	94%	96%	96%	98%	100%	94%
Electrotechnology	95%	100%	93%	83%	95%	95%	93%	90%	98%	98%	95%
Sport	89%	97%	94%	89%	98%	90%	95%	94%	92%	97%	95%
Tourism	90%	95%	90%	95%	90%	95%	95%	95%	90%	90%	95%
Legal	92%	94%	83%	92%	94%	97%	97%	89%	89%	97%	89%
Health	90%	94%	91%	85%	91%	92%	92%	94%	91%	95%	93%
Hair and Beauty	91%	93%	85%	93%	96%	94%	94%	81%	93%	93%	89%
Business	90%	93%	93%	93%	86%	90%	88%	92%	93%	91%	90%
Automotive-PT	86%	100%	93%	86%	93%	93%	93%	93%	85%	100%	79%
Arts	91%	91%	81%	93%	93%	91%	93%	84%	93%	95%	88%
Early Childhood Education (ECE), Adult Teaching	86%	94%	96%	86%	88%	92%	92%	84%	86%	92%	94%
Immigration	91%	96%	92%	88%	87%	85%	85%	96%	87%	83%	87%
Construction and Architecture	81%	94%	95%	76%	88%	91%	88%	80%	87%	94%	87%
Post Graduate	91%	95%	91%	86%	77%	82%	82%	91%	86%	82%	91%
Marine and Environment	80%	86%	89%	80%	89%	89%	91%	86%	83%	94%	89%
Social Work	75%	94%	76%	82%	88%	94%	88%	82%	82%	88%	88%
Logistics	83%	90%	82%	86%	86%	83%	83%	79%	79%	83%	79%
IT	88%	79%	83%	79%	83%	88%	88%	71%	88%	75%	83%
Nursing	77%	87%	79%	56%	79%	81%	79%	77%	80%	91%	86%
NZDE	88%	95%	74%	71%	74%	77%	76%	69%	83%	86%	79%

# 2021 Results by team:

- Forestry and English had high positive results, however the number of responses were low (11 responses for Forestry, 13 for English)
- Agri and Hort (25), Animal management (48), carpentry(38), Foundation (135) and Te Kura (102), had good responses (shown in brackets) and generally had high positive results.
- Nursing and NZDE generally scored lower, which is consistent with the results from the last several years. These areas also scored lowest for 'I would recommend for others' and overall satisfaction.
- IT also scored comparatively low, which is lower than previous years.
- Nursing scored the lowest for organised content, consistent with the results from the last several years.
- The re-worded question, 'prepared me well for future steps' gave some mixed results

# Programme Survey comments

## What do we do well



## What would make the programme better



# Programme Survey comments



The proportion of positive sentiment outweighed negative sentiments. There were also 9% more comments on what has been good about the programme than what we can improve (similar to previous years).



Positive comments related to the relationship and engagement with the kaiako, and a sense of whanaungatanga.



This year there were more negative comments around information, preparedness and organisation.



No comments needed to be elevated for immediate action because of safety or wellbeing concerns.



Negative comments of assessment and support were less than previous years.



Specific comments relating to facilities and equipment were made.

# Teaching Survey:

Positive Response Rate by years

CommonQuestionHeading	2017	2018	2019	2020	2021
Akonga/Students are encouraged to participate in class	96%	96%	96%	97%	96%
Feedback is given to help learning	89%	92%	91%	94%	92%
I feel the teaching is helping me to learn	93%	95%	94%	96%	94%
Overall I am happy with the teaching on my programme	91%	93%	92%	95%	93%
The kaiako/teacher appears well-prepared and knowledgeable	94%	94%	95%	97%	96%
The kaiako/teacher cares about me					95%
The Kaiako/teacher refers to current industry knowledge and experience in their teaching					99%
The kaiako/teacher shows respect for akonga/students	96%	96%	96%	97%	96%
The kaiako/teacher uses te reo māori and tikanga/māori protocol in their teaching					77%

- 'Overall I am happy with the teaching on my programme' had a positive rate of 93%, down slightly on last year but similar to or greater than other years.
- The same pattern was evident in other questions when compared to previous years.
- Kaiako uses te reo māori and tikanga score 77%, similar to the results from the semester one first impression survey.
- All other questions scored a positive rate of 92% or above.

# 2021 Teaching survey by key ethnicity

CommonQuestionHeading	NZ Maori	NZ/European /Pakeha	Other	Pasifika
The Kaiako/teacher refers to current industry knowledge and experience in their teaching	98%	99%	98%	100%
The kaiako/teacher shows respect for akonga/students	96%	96%	97%	100%
The kaiako/teacher appears well-prepared and knowledgeable	96%	95%	96%	100%
Akonga/Students are encouraged to participate in class	95%	95%	98%	98%
The kaiako/teacher cares about me	95%	95%	97%	100%
I feel the teaching is helping me to learn	93%	94%	96%	100%
Overall I am happy with the teaching on my programme	92%	93%	95%	100%
Feedback is given to help learning	91%	91%	95%	98%
The kaiako/teacher uses te reo māori and tikanga/māori protocol in their teaching	76%	72%	88%	83%

- The 61 responses from Pasifika learners gave the most positive responses, except for the use of te reo and tikanga
- The high positive rates is evident across all our learners
- Māori learners a slightly less likely to be happy with the teaching on the programmes. Although scored high (91%) this is the first time Māori learners have scored this question the lowest compared to other learners.
- Use of te reo and tikanga scored lowest by our Māori and NZ European learners.

# 2021 Results by key location

CommonQuestionHeading	Windermere	Mokoia	Whakatane	Tokoroa	Waipa	Taupo	Other Offsite	Online
Akonga/Students are encouraged to participate in class	97%	94%	95%	100%	100%	98%	94%	92%
Feedback is given to help learning	93%	91%	92%	100%	88%	93%	94%	92%
I feel the teaching is helping me to learn	95%	93%	92%	100%	88%	95%	97%	92%
Overall I am happy with the teaching on my programme	94%	93%	92%	100%	94%	92%	94%	91%
The kaiako/teacher appears well-prepared and knowledgeable	96%	97%	95%	100%	94%	93%	97%	95%
The kaiako/teacher cares about me	96%	95%	95%	100%	94%	95%	97%	92%
The Kaiako/teacher refers to current industry knowledge and experience in their teaching	99%	99%	92%	100%	100%	97%	100%	97%
The kaiako/teacher shows respect for akonga/students	97%	96%	95%	100%	94%	95%	94%	98%
The kaiako/teacher uses te reo māori and tikanga/māori protocol in their teaching	75%	78%	76%	82%	82%	82%	94%	78%

- The 32 responses from Tokoroa learners gave the most positive responses, except for the use of te reo and tikanga
- The high positive rates is evident across all our campuses
- Use of te reo and tikanga scored lowest by at Windermere, followed by Whakatāne and Mokoia/Online



# 2021 Results by team:

Team Name	Akonga/Students are encouraged to participate in class	Feedback is given to help learning	I feel the teaching is helping me to learn	Overall I am happy with the teaching on my programme	The kaiako/teacher appears well-prepared and knowledgeable	The kaiako/teacher cares about me	The Kaiako/teacher refers to current industry knowledge and experience in their teaching	The kaiako/teacher shows respect for akonga/students	The kaiako/teacher uses te reo māori and tikanga/māori protocol in their teaching
Carpentry	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	94 %
English	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	93 %
Te Kura	99 %	98 %	98 %	96 %	100 %	98 %	100 %	99 %	100 %
Hospitality	96 %	98 %	98 %	100 %	100 %	98 %	100 %	98 %	88 %
Sport	99 %	98 %	98 %	98 %	100 %	99 %	100 %	99 %	83 %
Forestry and Wood Manufacturing	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	64 %
Post Graduate	100 %	96 %	96 %	93 %	96 %	93 %	100 %	96 %	93 %
Social Work	92 %	100 %	100 %	92 %	100 %	92 %	100 %	92 %	92 %
Maritime	100 %	100 %	100 %	80 %	100 %	100 %	100 %	100 %	75 %
Legal	97 %	94 %	94 %	94 %	100 %	94 %	100 %	100 %	83 %
Foundation	94 %	90 %	93 %	96 %	96 %	95 %	100 %	96 %	91 %
Early Childhood Education (ECE), Adult Teaching	96 %	88 %	96 %	94 %	90 %	94 %	97 %	96 %	100 %
Agriculture and Horticulture	94 %	94 %	100 %	100 %	100 %	100 %	100 %	94 %	61 %
Immigration	95 %	92 %	95 %	92 %	95 %	95 %	98 %	98 %	80 %
Animal Management	100 %	98 %	98 %	97 %	98 %	95 %	100 %	100 %	54 %
Health	93 %	91 %	92 %	93 %	96 %	94 %	96 %	95 %	90 %
Tourism	95 %	89 %	89 %	84 %	95 %	100 %	100 %	95 %	95 %
Automotive-FT	99 %	96 %	99 %	96 %	99 %	99 %	100 %	100 %	49 %
NZDE	97 %	92 %	95 %	92 %	97 %	100 %	100 %	100 %	61 %
Automotive-PT	95 %	95 %	95 %	95 %	95 %	95 %	100 %	95 %	60 %
Arts	98 %	92 %	94 %	96 %	98 %	90 %	100 %	94 %	59 %
Hair and Beauty	95 %	94 %	95 %	94 %	95 %	95 %	94 %	97 %	61 %
Engineering	100 %	92 %	100 %	96 %	100 %	96 %	100 %	92 %	43 %
Nursing	92 %	82 %	88 %	87 %	94 %	91 %	98 %	94 %	93 %
Business	94 %	87 %	87 %	87 %	93 %	95 %	97 %	95 %	85 %
Construction and Architecture	96 %	88 %	93 %	91 %	91 %	96 %	98 %	96 %	60 %
Electrotechnology	94 %	91 %	91 %	91 %	93 %	91 %	98 %	93 %	52 %
IT	90 %	86 %	86 %	84 %	84 %	90 %	93 %	92 %	66 %
Marine and Environment	89 %	80 %	89 %	80 %	85 %	89 %	97 %	91 %	67 %
Logistics	74 %	87 %	78 %	77 %	87 %	83 %	92 %	83 %	67 %

# 2021 Teaching survey results by team:

All areas scored high for the current industry knowledge and experience of the learner's kaiako, with most scoring 100%

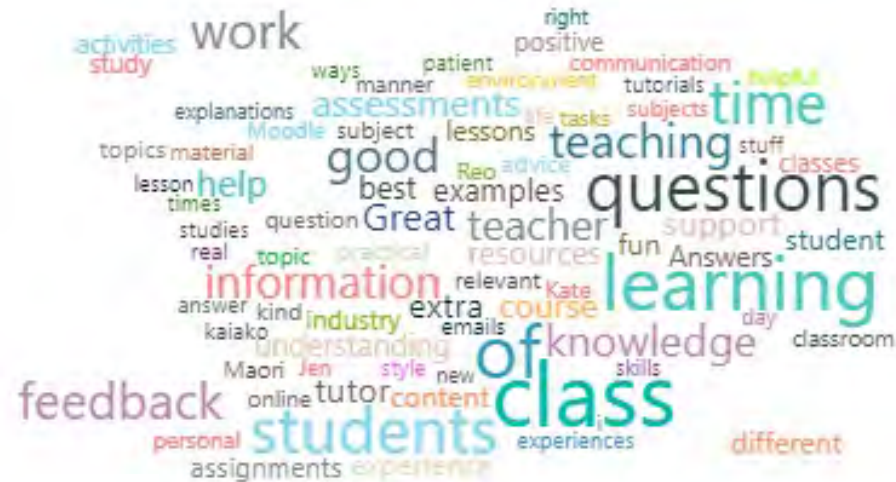
Carpentry (19), English (18), Te Kura (90) and hospitality (58) scored well across all questions

Carpentry, English, post graduate, social work, foundation, health, tourism, and nursing all had a over a 90% positive rates when asked o the use of te reo and tikanga in the teaching.

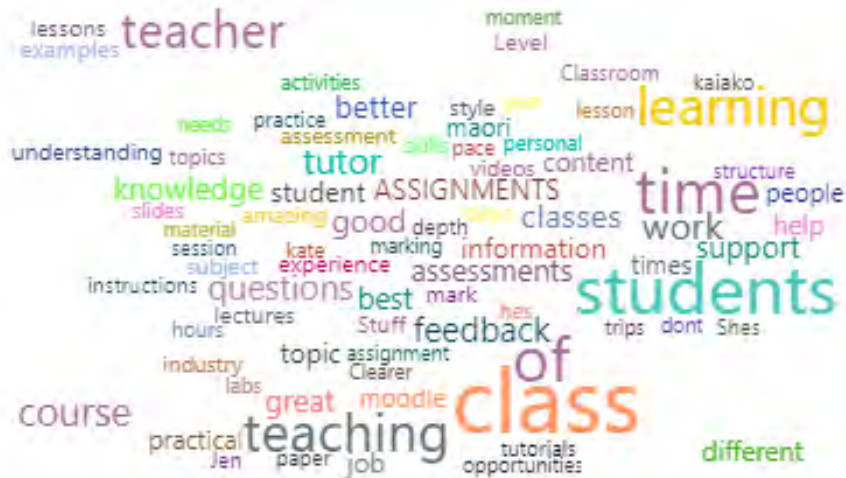
IT, marine and environment and logistics tended to have lower positive response rates.

# Teaching Survey comments

## What does your Kaiako do really well?



## What could your Kaiako do differently?



# Teaching Survey comments

- There were 18% more comments on what the kaiako does well compared to what could the Kaiako do to improve your learning.
- Engagement, connection with students, ability to communicate and knowledge is where common comments on what the kaiako does well.
- Many comments on improvement were positive, such as 'he is awesome' or 'nothing to change'
- Other comments on improvement were specifics on the delivery in the classroom, such as slow down or speed up or speak louder.
- Providing more timely feedback was a comment theme in comments.
- There were some specific tutors names in regards to improvement in teaching practises.
- Preparedness of kaiako in the classroom was also noted.

The background is a solid teal color. In the bottom-left corner, there are three white circles of different sizes. One circle is partially cut off by the left edge, another is partially cut off by the bottom edge, and a third is fully visible. 

# Key themes

# Key themes



Feedback from students remains positive.



Connections, whanaungatanga, and kaiako knowledge is highly regarded.



Compared to previous surveys there were less comments on support needed for assignments, however there were more in regards to being more organised and prepared.



From the First Impressions survey students who reported less organisation and information available had a higher proportion of withdrawals.



Use of te reo and māori tikanga in the classroom scored 77%, similar to the First Impression survey. This should be seen as a benchmark to improve upon.



There are areas, such as organisation in Nursing, which have repeatedly score low year on year.

The background is a solid teal color. On the left side, there are three white circles of different sizes. One circle is partially cut off by the left edge. Another circle is partially cut off by the bottom edge. The third circle is a small, complete circle located in the upper left quadrant.

**Next steps**

## Next steps



LQSC reviews report and finalises and monitors actions



Faculties to review and report back actions through Faculty reports to LQSC.

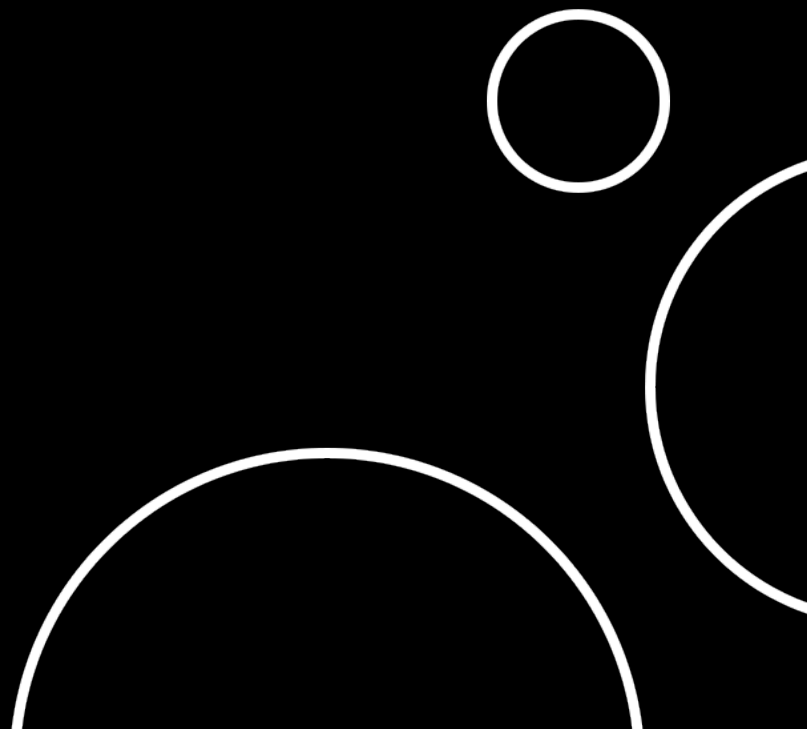


Copy of this report is taken to Leadership Team



Feedback to students (support from Marketing)





## Agenda Item 10.1

<b>To</b>	Toi Ohomai Board of Directors	<b>From</b>	Patrick Brus – Executive Director – Student and Staff Engagement and Experience
<b>Title</b>	Toi Ohomai Internal Communication and Engagement Plan 2021 - 2022	<b>Date</b>	27 August 2021

At its Strategy Workshop on the 30<sup>th</sup> of July, the Toi Ohomai Board of Directors requested Management to provide the Board with a high-level Communication and Engagement Plan of key initiatives over the remainder of the transitioning period until the end of 2022.

### OVERVIEW:

Following the merger five-years ago, Toi Ohomai Institute of Technology (Toi Ohomai) is experiencing yet another significant period of change. The Reform of Vocational Education (RoVE) is the most substantial transformation the tertiary education sector has seen in more than 25 years. The most disruptive change for our staff is the creation of a single tertiary entity for Aotearoa – Te Pūkenga, of which Toi Ohomai is now a subsidiary of until December 2022, when the institute will cease to exist in its current capacity.

The Toi Ohomai Internal Communication and Engagement Plan 2021 – 2022 outlines the strategic goals, themes, strategies and key messages that will navigate the institute to hand over Toi Ohomai to Te Pūkenga at the end of 2022.

### GOAL:

Deliver internal communication and engagement initiatives that inform, engages, and enables staff to succeed by:

- Providing a single source of truth – ensuring our staff know that they can find current information, easily, on channels that suit their style of information consumption
- Providing clear and consistent messaging – ensuring that our tone of voice is represented and has organisational alignment to our values while keeping Oritetanga at the centre.
- Providing two-way communication – our staff have opportunities to hear and be heard

### AUDIENCE:

All Toi Ohomai Staff

### THEMES:

Four key themes have been identified as focus areas during this transitional period. These have been divided in to two streams of work:

### **Stream One: Toi Ohomai Business Continuity**

The three KPIs of Toi Ohomai will frame the themes for business continuity.

- Staff Engagement & Wellbeing
- Learner Outcomes
- Viability

### **Stream Two: Te Pūkenga**

Adoption of the Te Pūkenga framework model of the four phases of the Harakeke creates the frame for the Te Pūkenga stream.

- Whakarite - Preparation
- Whakatō – Planting
- Whakatipu - Nurturing
- Puawai – Growth
- Hauhake - Harvest

To note: separate to this body of work will be a Change Management programme which will be developed as the Te Pūkenga Change Network Group is established over the coming months.

## STRATEGY

### Stream One: Toi Ohomai Business Continuity

Objective	Strategy	Tactics
Staff engagement and wellbeing is at the centre of all internal communication	<ul style="list-style-type: none"> <li>• Optimisation of Te Aka</li> <li>• Equitable approach – Oritetanga at the centre</li> <li>• Consistent wellness messaging and support</li> <li>• Feedback loop to hear staff and respond to concerns</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing integration of te ao Māori with support from Māori Success team</li> <li>• Monitoring messaging and staff experience across all digital and traditional platforms</li> <li>• Create a cross-department comms panel, for capturing and actioning ongoing feedback, and to improve inter-department and inter regional communication</li> <li>• Partner with P&amp;C and Māori Success to deliver cultural consciousness program</li> <li>• Translating and embedding values in everything we do</li> <li>• Create a Wellness hub on Te Aka</li> <li>• Re educate our staff on the communication channels available to them</li> </ul>
Learner outcomes are visible and become part of who we are	<ul style="list-style-type: none"> <li>• Akonga approach remains at the centre of every decision and initiative</li> <li>• Research and insights are shared and provided with tangible action plans</li> <li>• An all of institute focus</li> </ul>	<ul style="list-style-type: none"> <li>• Partner with Business Insights and Academic Representatives to deliver data-driven initiatives</li> <li>• Audit of Student Hub App and all communication touch points</li> <li>• Facilitate communication around pastoral support and student support</li> <li>• Use storytelling to champion student success and build connections between the institute and student outcomes</li> </ul>

Our financial viability is a focus and all staff understand their role to play in creating a viable environment	<ul style="list-style-type: none"> <li>• Finance teams are visible and approachable</li> <li>• Business Insights are shared and understood</li> <li>• Ensure SLT actions are thoroughly communicated to managers to be best positioned to support and guide teams</li> <li>• Create an environment where living the values is celebrated, and “not my job” is challenged</li> </ul>	<ul style="list-style-type: none"> <li>• Partner with SLT teams to create a feedback process and FAQ resource</li> <li>• ‘What’s in for me’ is explained through consistent messaging</li> </ul>
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### Stream Two: Te Pūkenga

Objective	Strategy	Tactics
Whakarite - Preparation	Phase complete	Phase complete
Whakatō – Planting	<ul style="list-style-type: none"> <li>• Create an environment where staff can be active in the co-design of Te Pūkenga</li> </ul>	<ul style="list-style-type: none"> <li>• Increase integration of Te Pūkenga activity in to communication</li> <li>• Early adoption of Te Pūkenga messages</li> </ul>
Whakatipu - Nurturing	<ul style="list-style-type: none"> <li>• Create an environment where staff feel supported to start embracing change</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the mana that sits across the motu</li> <li>• Support staff through change – introduction of change management teams</li> <li>• Empower staff at a local level to undertake early adaption of Te Pūkenga outputs</li> </ul>
Puawai – Growth	<ul style="list-style-type: none"> <li>• Create an environment where staff are an active part of the change</li> </ul>	<ul style="list-style-type: none"> <li>• Integration of the Te Pūkenga values</li> <li>• Enable easy access to collaboration tools</li> <li>• Create two-way communication streams between Te Pūkenga and Toi Ohomai</li> <li>• Champion the Toi Ohomai staff voice</li> </ul>

		<ul style="list-style-type: none"> <li>• Change management</li> </ul>
Hauhake - Harvest	<ul style="list-style-type: none"> <li>• Create an environment where new ways of working are applied</li> </ul>	<ul style="list-style-type: none"> <li>• Adopt Te Pūkenga TOV and messaging</li> <li>• Adopt Te Pūkenga communication tools and platforms</li> <li>• Showcase positive outcomes within Te Pūkenga</li> </ul>