

# Appendix 1 - draft broader priorities for Plan Guidance (Investment in 2024) for consultation with WDCs and RSLGs

## Learner Success

Our overarching priority is learner success and ensuring the provision we fund supports this goal.

### Tertiary Education Strategy (TES)

The specific priority areas shown above link to the Tertiary Education Strategy (TES). We encourage you to be familiar with the TES and consider it in your everyday planning and actions.

#### LEARNERS AT THE CENTRE *Learners with their whānau are at the centre of education*

1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
2. Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

#### BARRIER FREE ACCESS *Great education opportunities and outcomes are within reach for every learner*

3. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs
4. Ensure every learner/ākonga gains sound foundation skills, including language\*, literacy and numeracy

Māori & Pacific learners	Disabled learners	Transitions to work	Foundation & Core Skills	Rangatahi, older people & women	Cost barriers for learners
<p>For all TEOs we want to see a clear goal for achieving equity and year-on-year improvement in learner success measures until you achieve parity.</p> <p>You will need to identify your underserved learners and tell us how you are improving your support both for them, and future learners. This should be through the organisational changes you are making under your Learner Success Plan. By providing better support to previously underserved learners, you can contribute to an improvement in system performance. For Māori and Pacific learners, you will need to make performance commitments that show progress towards achieving parity in the key EPIs shown.</p> <p>Integrating the Pacific Wellbeing Strategy to improve learner outcomes for Pacific peoples.</p> <p>Toi Mai is assessing how providers are pro-actively encouraging rangatahi (and other underserved learners including those with disabilities) to see themselves in non-traditional programmes of study/occupations. Through engagement Toi Mai has learned</p>	<p>We want to see TEOs making changing to the approaches and practices that reduce discrimination (intentional or unintentional) against disabled people. We expect to see improving outcomes for disabled learners.</p> <p>The <a href="#">Kia Orite Toolkit</a> supports TEOs to consider how to implement changes to better support disabled learners.</p> <p>Toi Mai – incentivise TEO's to increase education accessibility for learners with disabilities. This includes access to information technology and learning locations.</p>	<p>We want to see programmes that have good outcomes for transitioning school leavers into work and/or higher study, especially school leavers from our priority groups.</p> <p>We particularly want to support transitions for Pacific learners, especially in South Auckland, West Auckland and Porirua</p> <p>Toi Mai – Data shows that a high proportion of graduates leave the occupation they trained for within two years. Toi Mai is looking to see evidence of providers working with industry to sustain employment beyond 2 years. This is about providers moving beyond simply making graduates work ready.</p> <p>Toi Mai – Decrease the prevalence of unpaid internships as these are exploitative outside of a learning qualification.</p> <p>Toi Mai – Prepare students to be lifelong learners, reskilling and upskilling throughout their careers.</p>	<p>There are a wide range of skills that learners need access to succeed in education and work.</p> <p>Literacy, numeracy and language skills are a significant barrier to participation and success in learning. We encourage all TEOs to have an approach to identifying leaning needs and responding to them appropriately.</p> <p>We want to see core transferable skills built into programmes, especially at lower levels, to ensure learners gain the skills to be fully work-ready.</p> <p>These skills include:</p> <ul style="list-style-type: none"> <li>• problem solving</li> <li>• basic digital skills</li> <li>• team building/networking</li> <li>• effective communication and interpersonal skills</li> </ul> <p>innovation/creative thinking</p> <p>Toi Mai - There is an urgent need for business skills training in the creative sector (specifically financial and contract skills). An important challenge is that a high proportion of people working in the</p>	<p>We know that rangatahi sometimes need different kinds of engagement to succeed in education. This is especially true when they have disengaged from education earlier.</p> <p>Older people sometimes need targeted support and programmes, that either provide pathways into roles, or to help them retain their roles and develop in them. This support includes career information and job application support as well as developing practical skills such as digital competency.</p> <p>Women are underrepresented in many industries. We want to hear about the initiatives you are undertaking that result in increased enrolment and programme completions for women in male-dominated industries.</p> <p>For each of these cohorts we want you to share with us where your programmes and approaches are tailored to their needs. We want to hear about initiatives that have successful outcomes for this cohort.</p> <p>Toi Mai - Women employed in technology are underrepresented, comprising 27% of the sector. The low gender diversity in technology</p>	<p>We know that some learners experience more significant cost related barriers to participation in tertiary education.</p> <p>We want to hear where your initiatives support these learners with non-fee related costs, for example with innovative ways to access technology and online learning.</p>

that one reason rangatahi overlook technology as a study/career option is they do not see people that look like them in the workforce.

Toi Whānui (Enabling Technologies) has the smallest representation of Māori, making up only 4% of the sector's workforce. This is a significant underrepresentation considering Māori comprise 16.5% of Aotearoa New Zealand's population. Pacific representation in the technology sector is less than 3%. The low ethnic and gender diversity in technology is also significant as the technology sector is well paid, rapidly growing and the largest of Toi Mai workforces, comprising 50,000 people. TTAF (fees free training) succeeded in increasing the diversity of learners, especially in providers that provide a culturally safe environment. However, this is likely to revert as TTAF ends at the end of this calendar year.

creative arts do not identify as a businessperson or owner. This contributes to lower uptake of business skills courses as they can be viewed as having low relevance. Therefore, existing creative courses need to embed business skills. The development of business skills micro-credentials designed and promoted for the creative sector would increase capability in the sector.

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All of Toi Mai sectors get the majority of their workers from career changers, so short courses aimed at mature workers switching careers should be a priority (especially in the tech sector which is growing rapidly).

## Te Whakatinanatanga o Te Tiriti o Waitangi - Honouring Te Tiriti o Waitangi in Tertiary Education

### Tertiary Education Strategy (TES)

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**LEARNERS AT THE CENTRE** *Learners with their whānau are at the centre of education*

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**QUALITY TEACHING AND LEADERSHIP** *Quality teaching and leadership make the difference for learners and their whānau*

5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

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<p><b>Tertiary Education Strategy (TES)</b></p> <p>The specific priority areas shown above link to the Tertiary Education Strategy (TES). We encourage you to be familiar with the TES and consider it in your everyday planning and actions.</p> <p><b>LEARNERS AT THE CENTRE</b> <i>Learners with their whānau are at the centre of education</i></p> <ol style="list-style-type: none"> <li>1. Ensure places of learning are safe, inclusive, and free from racism, discrimination and bullying</li> <li>2. Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</li> </ol> <p><b>QUALITY TEACHING AND LEADERSHIP</b> <i>Quality teaching and leadership make the difference for learners and their whānau</i></p> <ol style="list-style-type: none"> <li>5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</li> </ol>					
Te Whakatininatanga o Te Tiriti o Waitangi Honouring Te Tiriti o Waitangi	Te reo Māori provision	Embedded te reo Māori	Partnerships with iwi Māori, and with Māori organisations and business	Mātauranga Māori provision	Embedded mātauranga Māori Embedded cultural capability
All the diversity outcomes noted above are particularly important for Maori given Te Tiriti o Waitangi	We want to see growth in graduates with high level of proficiency in te reo Māori.	We have an expectation that TEOs incorporate Te reo Māori into their organisations as a whole as well as in programmes.	We want to understand how you build respectful relationships with Māori and iwi business.  We want to see how you have heard and acted on the voices and	We want to support high quality programmes that deliver traditional Māori concepts of knowledge and knowing.	An important part of ensuring environments reflect the intent of the Tertiary Education Strategy is incorporating mātauranga Māori into places of learning.

	<p>We will focus investment on programmes that offer immersion/ Māori medium programmes that lead to fluency.</p> <p>We will support growth in enrolments at levels 4 and above.</p> <p>Toi Mai supports the development of an Aotearoa New Zealand Government Te Reo Māori Workforce Development strategy. A government wide strategy is required for a number of reasons, one of which is to increase the number of te reo speakers working in government to better serve Māori.</p> <p>Currently many organisations across the economy are recruiting people with skills in te reo and tikanga. One example in the CCRT sectors is in journalism where demand for a workforce that represents the country has sucked talent out of smaller regional organisations (eg iwi radio). Toi Mai is working on this particular issue but the implications are much broader.</p> <p>This demand is ultimately leading to recruitment of te reo teachers. This is worsening the existing shortage of te reo teachers, leading to considerable waiting lists for Māori language courses. While this is a positive for individual careers and increasing organisational capability in te reo and tikanga, however it has implications for the vitality of te reo.</p>	<p>This means that we support not only te reo Māori programmes but also where te reo Māori is intentionally embedded in non-language specific programmes.</p> <p>An example of this would be health programmes that embed te reo learning and resources.</p>	<p>experiences of Māori to ensure your programmes are appropriate and meaningful to meet the present and future needs of Māori industry and iwi businesses. We encourage you to engage, partner and co-design programmes with iwi and Māori.</p> <p>There is potential to enable iwi Māori etc to lead this process and to outline their aspirations.</p>	<p>We expect to see evidence your programmes are supported by iwi and/or kaumātua.</p>	<p>In particular we want to see programmes which integrate mātauranga Māori into other disciplines.</p> <p>An example of this would be an urban planning programme that consider mātauranga Māori knowledge and values.</p> <p>We also want to see programmes that embed cultural capability skills an understanding of Te Tiriti o Waitangi as part of better understanding te ao Māori.</p> <p>We also want to evidence of providers incorporating mātauranga Māori into curriculum design, aromatawai, andragogy, pedagogy and pastoral care.</p>
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## Education and training that delivers for learners

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6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Post-study outcomes	Learner outcomes	Delivering learning through the best mode	Rural provision and less served regions
<p>Good outcomes can be different for different programmes.</p> <p>A programme that leads to meaningful sustainable employment in an area linked to the study is an example of a good outcome. Equally a programme that supports a learners skill development leading to higher level education is valued.</p> <p>We also appreciate that some programmes have positive outcomes for communities, whanau and learners own self-determination.</p> <p>When proposing programmes for TEC funding based on outcomes we need you to evidence of analysis of the programmes outcomes and clear explanations of those findings. Employment for a student prior to course completion may be a positive outcome for vocational education, even if this means non completion of a qualification. Currently in this scenario a provider's funding is impacted negatively.</p> <p>Toi Mai - An important dimension of the creative, cultural, recreation and technology (CCRT) sector is the significant number of people working in CCRT occupations that do not work in CCRT industries. A high proportion of students engaged in CCRT vocational training and education will have career pathways outside CCRT industries. This highlights the importance of the CCRT workforce to the overall economy.</p>	<p>We want to see overall high performance and best quality practice that is visible through good course completion, credit achievement and programme or qualification completion.</p> <p>We know that high quality teaching and pastoral care are critical to achieving this goal.</p> <p>Toi Mai - Pastoral care by employers is also important for recent graduates and career changers to improve worker retention. Some employers require support and training to provide adequate pastoral care. Providers should provide pastoral care training to improve employers' capability (e.g. in dealing with different cultures). A formal training system could be established whereby employers gain accreditation in pastoral care.</p>	<p>We want to see opportunities for work-integrated learning considered across all levels of provision as it can support the work readiness of al learners.</p> <p>For vocational education we actively encourage more provision through the work-based mode. For providers who are intending to move into work-based learning from 2024, we will be providing further details of the processes for this.</p> <p>We also want to see online and distance learning options explored where this meets the needs of industry, employers and learners.</p>	<p>We want opportunities for people to study and access learning in our regions, including rural areas. Ideally the provision offered in these areas directly relates to the workforce needs of the region, e.g., tourism in Queenstown and viticulture in Marlborough. We want to ensure people who live and work in rural communities in the have opportunities to upskill through appropriate learning modes.</p>

## Responding to changes in work and education

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7. Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work

Innovative and flexible programmes	Mitigating the impact of COVID-19	Technology requirements	Carbon neutral / Climate sustainability	Employer/ industry needs	Regional needs
<p>Increasingly we see the need for flexible, innovative and efficient delivery models that respond to the needs of learners, employers, industry and community</p> <p>One response to this is the development of micro-credentials that can support the immediate needs of learners, employers and industry and/or support the redeployment of workers displaced due to COVID-19.</p> <p>Where shorter learning programmes are created we want to see thought put into the needs of the system as a whole for consistent outcomes for learners and a coherent system as a whole.</p>	<p>COVID-19 has significantly impacted the employment and education of many New Zealanders.</p> <p>We know that some skills are in short supply in the current environment and both the WDCs and RSLGs are publishing information that help identify skill needs.</p> <p>We are also conscious of the interruptions to learning that COVID-19 has caused at both tertiary level and in schools.</p> <p>We also want to see programmes that support people of all ages to transition into new areas of work, especially in response to changing workplace needs due to COVID-19 and technology advances.</p> <p>Toi Mai - It is important that career changers are highlighted. Career changers make up the majority of new entrants into all of Toi Mai sectors, making up more than half of new entrants. Tertiary graduates make up the second largest group of new entrants</p>	<p>Many of New Zealand's vocational roles are increasingly impacted by technical advances and consequently the technical knowledge required for learners is changing. We want to see programmes that include the technical knowledge needed for the roles and prepare learners for future changes.</p> <p>Toi Mai – It is essential that courses keep pace with developments in the latest technology to prepare students for working in industry. This is particularly important for the technology sector.</p> <p>We are particularly conscious of the impact of technology changes for manufacturing and agritech.</p> <p>We are also interested in supporting programmes that show clear pathways into higher levels in STEAM subjects.</p>	<p>We want to ensure that programmes offered include relevant information and experiences for learning to ensure people gain knowledge that will allow them to support changes and new ways of working that are better for the environment.</p> <p>We will look to invest in programmes that best support the development of skills that will support New Zealand's environmental sustainability and movements towards being carbon neutral</p>	<p>In vocational education the need to ensure that provision meets the needs of employers and industry is critical. RoVE has been designed to respond to this by establishing WDCs who hold information about industry needs.</p> <p>The Workforce Development Plans published by WDCs provide early insights into industry skill and training needs.</p> <p>For higher education we want to see how learning connects to employment opportunities and work readiness.</p> <p>While not all provision has a direct link to specific employment, we want to see exploration of where connection to employers and industry can support the outcomes of their learners.</p> <p>Toi Mai - Endorse and increase funding for providers that work in alignment with industry (and conversely, encourage industry to undertake in-work training). This will provide trainees with real vocational experience, improving the quality of training by keeping pace with new developments and technologies.</p> <p>Toi Mai - there is a significant shortage of senior developers in the tech sector (leading to immigration pressures). Toi Mai supports providers to offer programmes that support mid-to late-career professionals step-up their skills training, particularly in areas where</p>	<p>RSLGs are supporting tertiary education's understanding of regional workforce needs.</p> <p>Regional Workforce Plans provide published information about skill needs and priorities in the regions that TEOs can access to plan their provision.</p> <p>Regional tertiary education needs to respond to workforce needs at all levels from foundation studies, through vocational education and through to higher education.</p>

	<p>Impacts of COVID-19 specific to CCRT sector</p> <p>COVID-19 has significantly impacted some of the CCRT sectors through border closures and cancellation of events while propelling the growth of other sectors, such as streaming services and online gaming.</p> <p>Toi Puaki (expressive arts), Toi-a-Ringa (art and design), Toi Ora (sports recreation and cultural organisations) were hit hard by COVID-19. Residual uncertainties of the impact of COVID-19 linger across the CCRT sectors. This is creating skills shortages as many people in COVID-19 affected occupations (eg events technicians, lifeguards, outdoor recreation).</p>			<p>there are immediate skills shortages. ICT professionals has the highest industry number of residence visa applications.</p> <p>Toi Mai – High levels of self-employment and a gig-oriented workforce in the creative and cultural sector. This contributes to high levels of income uncertainty and low levels of job security for the creative arts sector. This contrasts with the technology and recreation sectors which have high levels of employees. This also creates massive challenges for creating work integrated learning opportunities. Toi Mai is looking to see providers integrating business skills into programmes studied by learners who enter industries with high levels of self-employment.</p> <p>Toi Mai - The technology sector has a current and projected skills mismatch. There is a need to accelerate digital skills training and support is needed for more work-integrated learning opportunities. Industry report that some providers are delivering the skills they need through simulating work environments or work integrated learning. These providers need to be scaled up rapidly, but the Unified Funding System provides little certainty of funding for them to scale up.</p> <p>Toi Mai – For programmes identified by Toi Mai as needing to grow to meet industry need, TEC could work with the PTE to put in place a long-term growth plan. This plan would not require additional funding, but should offer some certainty to the PTE of their future funding, assuming they can maintain the quality of their provision (based on certain agreed metrics). This is particularly important as much vocational training for Toi Mai sectors is shorter in length and students, as a result, stay with a provider for less time.</p> <p>Toi Mai - Global competition for skills has been addressed in the cross WDC themes. However, this is exacerbated for creative and technology skills. Globally, the technology sector faces a worsening shortage of digital skills, as the development and dissemination of digital technologies outpaces countries' ability to upskill and reskill their workforces to apply them.</p>	
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