



**Te Tāhuhu o  
te Mātauranga**  
Ministry of Education

# **Ngā Whakataunga o Te Pou Kaupapahere | Te Pou Kaupapahere Decisions**

November 2022

## Table of contents

He kupu nā te Hautū   Message from the Hautū .....	4
Te Tirohanga Whānui o Te Pou Kaupapahere   Te Pou Kaupapahere Overview .....	7
Why we are changing.....	7
High-level feedback themes for Te Pou Kaupapahere.....	7
Our design going forward .....	8
Te Pou Kaupapahere Senior Leadership .....	12
What happens next.....	14
Learner Success and Tiriti Policy group.....	15
What is Learner Success and Tiriti Policy, and why is it important?.....	15
What are the main changes confirmed?.....	15
Confirmed structure – Learner Success and Tiriti Policy .....	17
ECE and System Policy group .....	18
What is the ECE and System Policy group and why is it important? .....	18
What are the main changes confirmed?.....	18
Confirmed structure – ECE & System Policy .....	19
Schools Policy group .....	20
What is the Schools Policy group and why is it important?.....	20
What are the confirmed changes?.....	20
Confirmed structure – Schools Policy .....	22
Tertiary Policy group.....	23
What is the Tertiary Policy group and why is it important? .....	23
What are the main changes confirmed?.....	23

Confirmed structure – Tertiary Policy.....	25
Nā ēnei whakatau ka puta   The confirmed decisions will result in.....	26
Establishment of the following new positions.....	26
Disestablishment of the following positions.....	26
Minor changes for the following positions .....	27
He āpitihanga   Appendix .....	28
Feedback and responses.....	28

## He kupu nā te Hautū | Message from the Hautū

Kei te hia mihi ahau ki a koutou (i roto, i waho hoki i te rōpū) i whai wā ki te whakaaroaro, ki te matapaki, ki te tuku kōrero hoki mō ngā pātai me ngā whakaaro huhua i whakatakotohia ki te puka tāpaetanga mō Te Pou Kaupapahere. E koa ana te ngākau ki te kite, ki te pānui hoki i te whitawhita o te ngākau i te wero kei mua i a tātou, ā, e hiamō ana ahau ki te ārahi i tēnei rōpū me te pīkau tahi i ēnei wero.

Kei te mihi hoki ahau i te kārangirangi ka puta i ngā panonitanga, me te aha, kua tino pāngia ētahi e taku tāpaetanga. I runga i tērā, e tino mānawa ana ahau i te whaihua o ngā kōrero whakahoki me ngā whakaaranga a ngā tāngata, a ngā tīma, me ētahi atu māngai i roto i te hātepe whiriwhiri.

### **Nā ngā kaupapa matua o ngā kōrero whakahoki...**

Ko te nuinga o ngā kōrero whakahoki i tukua mai i whakaatu i te tautoko, i te whakaaetanga rānei ki te takune o taku tāpaetanga, ā, i tukua mai hoki ngā arohaeetanga, ngā wero me ngā whakaaranga e pā ana ki tōna whakatinanatanga. I te wāhi ki te hanganga o ngā rōpū me ngā tīma, i ara ake ētahi māharahara mō ngā pīkautanga o ngā rōpū ka ārahi rānei, ka tautoko rānei i ngā aronga motuhake.

I whakaatu ngā tono i te mate nui kia whāngaihia ngā kupu āwhina i te pūnaha me te tiakitanga o ngā waeture e ngā mātanga i te rāngai, ā, kia tuaritia hoki te haepapa ki te katoa. I te wāhi ki te panonitanga o ngā Kaitohutohu me ngā Rangatira i puta ētahi māharahara e pā ana ki te āheinga ki te whakaawe i ngā mahi ā-rōpū whīwhiwhi, ngā mahi i waenganui i ngā rōpū, tae ana ki ngā mahi ā-rāngai.

Ko te nuinga i tautoko i te aronga nui ake ki te mana tauritetanga i whakaatuhia ai i te Equity Policy Group i tāpaetia. Engari i werohia te whakamahinga o te kupu “mana tauritetanga” hei whakamāramatanga kotahi mō te mātāpono whakaraupapa, ā, he tohūtua matakawa pea ōna mō ngā porihanga i tōna tikanga me manaaki e ia.

Kāore i werohia taku tāpaetanga e mea ana ka noho haepapa ia kaiārahi ki te Tiriti, waihoki ia kaiwhakahaere, ia kaimahi hoki i te rōpū. Ka mutu, i tautoko nuitia te hiahia ki te whakapakari i te mātau ā-ahurea, ngā hononga me te māramatanga me whai e tutuki ai te wāhi ki a tātou i te Tiriti o Waitangi. E ai ki ētahi, ko te wāwāhitanga o ngā haepapa ki ngā atikara o te Tiriti ki tēnā rōpū, ki tēnā rōpū, kāore i whakahōnore i te Tiriti, engari ko te tauaro kē i puta. Waihoki, me whai wāhi ētahi panonitanga ā-hanganga hei whakamana i te Public Service Act 2020 i te wāhi ki ngā wawata me ngā wheako o ngā kaimahi Māori.

Ahakoia ngā tepenga o te hanganga, kei te mārāma ahau me whai ētahi taipitopito anō, i tua atu i ērā kua tuhia ki tēnei puka, e pai ai tā tātou whakatinana ake. He aronga matua te whakatau i te wāhi ki ngā tāngata kua pāngia. Ka whai ake ko te kukumetanga mai o ngā tīma katoa me tētahi rautaki mahi tahi mā ngā hautū hei whakawhānui i ngā taipitopito. Ka noho waiwai tērā ki tō tātou angitutanga. E hiamō ana ahau i tā tātou mahi tahi me ō tātou whakapaunga kaha i a tātou ka koke whakamua ki te whāinga nei o te noho hei rōpū kaupapa here matua i te kāwanatanga. Arā, kia mōhioia ā tātou kaupapa here

kounga, whai taunakitanga anō hoki i hangaia rā i runga i te mahi tahi ki ngā hoamahi, ki tētahi mātanga tātari i te Tiriti. Kia kīia hoki rā tātou he wāhi whakamana i te kaimahi, he wāhi hoki e whai ana i te manaritetanga me te kounga mō ngā ākonga katoa.

I kōrero hoki ētahi tono mō te arorau rānei o ngā whakatōpūtanga, o ngā ingoa tīma, rōpū rānei, o ngā taipitopito mahi mō ngā mahi a te komiti hautū kaupapahere, me tā tātou whakawhiti atu ki tō tātou hanganga hou.

### **... aku whakatau whakamutunga i whāngai**

He rite tonu taku kī atu ko te puka tāpae, he puka tāpae. He kōrero tīmatanga mō tā tātou whakaraupapa, whakatika i a Te Pou Kaupapahere kia takatū ai ki ngā wero kei mua i te aroaro. Kua āta whakaaro ahau ki ngā kōrero, ki ngā kupu me ngā tono, ā, nā ēnei i raweke ai ahau i tāku i tāpae tuatahi atu ai.

Ngā mihi,  
Andy Jackson  
Hautū, Te Pou Kaupapahere

I want to thank everyone (from inside and outside of the group) who took the time to consider, discuss and submit on the wide range of questions and ideas that were presented in the proposal document for Te Pou Kaupapahere. It is heartening to see and read the passion for the challenge ahead and I am excited to take this group forward and tackle these with you.

I also acknowledge the unsettling nature of change and that my proposal has had an effect on some people personally. In that light, I am particularly appreciative of how constructive and thoughtful the comments and suggestions have been from people, teams and other representative groups during the consultation process.

### **Feedback themes received...**

The feedback received generally reflected support or acceptance for the *intent* behind my proposal and yet provided plenty of critique, challenge and suggestions regarding how that be realised.

On group and team architecture, there was concern about the burden on groups expected to either lead or support specific focuses.

In particular, submissions reflected the importance for system-wide advice and regulatory stewardship to be grounded in and connected with sector expertise, and responsibility shared across the group. And on the proposed shifts to the Directors and Chiefs, there was concern about ability to influence complex and cross group and sector work.

There was general support for the increased emphasis on equity that was shown in the proposed Equity Policy Group. But the notion of “equity” as the lone descriptor of the organising principle was challenged and could have a negative connotation for the population groups it is intended to serve.

I received no challenge to my proposal to make clear that te Tiriti is the responsibility of every leader, manager, and staff member in the group. And strong support was shown for the need to deliberately grow the cultural capabilities, connections and understanding needed to be a good kāwanatanga party to te Tiriti o Waitangi. Some felt that the division of responsibility for te Tiriti articles between groups went counter to the intent of honouring te Tiriti. And that structural change will also need to be complemented by work to give effect to the Public Service Act 2020 in relation to kaimahi Māori aspirations and experience.

Many submissions also commented on the coherence or otherwise of particular team and functional groupings, team and group names, operational detail around how the policy leadership committee would work, and how we will transition to a finally decided end state.

### **... have informed my final decisions**

I always said the proposal document was just that, a conversation starter on how we could organise and position Te Pou Kaupapahere to best meet the challenges ahead. I have carefully considered all conversations, comments and submissions, and these have led me to a final state that sees changes from what I originally proposed.

Whilst any structure has its limitations, I am aware of the need for more detail beyond what follows in this document to make this work in practice. Getting to final outcomes for impacted and affected people as soon as possible is a top priority. Following that, involvement from teams and a collaborative leadership approach to flesh out the details will be critical our ongoing success.

I look forward to our continued engagement and collective effort as we make steps towards my vision of being one of the leading policy groups in government, known for high-quality, evidence-based policy made in partnership with operational hoamahi, a leader in Tiriti analysis, a place that is empowering to work in, and where we strive for equity and excellence for all ākonga.

Ngā mihi,  
Andy Jackson  
Hautū, Te Pou Kaupapahere

# Te Tirohanga Whānui o Te Pou Kaupapahere | Te Pou Kaupapahere Overview

## Why we are changing

These changes are designed to create a policy group that is well placed to support Education Ministers, give policy advice at a system level, and operate in support of Te Mahau and our Education Crown Entity partners. The structure intentionally balances both system and sector drivers for our work, as well as more strongly attending to te Tiriti and equity, albeit in a different configuration compared to what I presented in the proposal document.

**More information on our context for change as an organisation is outlined in Part A of our Decisions Document.**

As you will have noted throughout the document already, the overwhelming feedback I received was in support for a change to our name. I am confirming that Te Pou Kaupapahere will be the new name for our group, and you will see this reflected throughout this document.

## High-level feedback themes for Te Pou Kaupapahere

I received extensive feedback, and numerous comments and questions via the group wide Q+A sessions, individual team and cohort Hautū discussions, one-on-one meetings, floor walks, via the central email address and ConsiderThis.

These touched on a wide range of subjects, from highlighted parts of the proposal that people supported and wanted to see implemented and parts that raised questions, through to the sections of the proposal that people disagreed with and had alternative suggestions for.

A number of specific themes quickly emerged that generated significant engagement, including:

- group and team architecture (both organising and the allocation of functions),
- concerns over uniting regulatory work into a single group,
- the prominence we give to Māori and Pacific leadership,
- aligning a new evidence function in a group with TSPA,
- the burden on groups expected to either lead or support specific focuses (i.e. equity, te Tiriti, specific relationships),
- concerns over changes in reporting lines for Directors and Chief Advisers/Analysts,
- detail around how the policy leadership committee would work,
- names (of our groups and teams as well as others across Te Tāhuhu),
- how we will transition to a finally decided end state.

Thank you for engaging so thoughtfully in the proposals. The variety, depth and considered nature of your responses is nothing less than I would expect from this group. There was equal support and disagreement of my ideas (sometimes both for the same point) and many alternative proposals that definitely helped me sharpen my thinking. It also showed me how passionate people are about the direction, focus and structure of Te Pou Kaupapahere.

More detail on feedback themes and responses (including position-specific changes decided upon) is provided in the [Appendix](#) to this business group document. **For information on our organisational high-level feedback themes, please read Part A of our Decisions Document.**

## Our design going forward

I am confirming relative to my proposed design, that Te Pou Kaupapahere will have four groups, with adjustments to the proposed learner-focused and tertiary policy groups, and Early Childhood Education (ECE) and schooling separated out into their own groups.

Most significantly, I have moved away from the proposal to have a System and Regulatory group. While a system focus will remain important, the proposed group risked being very process focused, and creating confused accountabilities in the regulatory policy space. Instead, we will retain the cross-system focus of the proposed equity group, with the other key system-wide functions located within each of the four groups.

This balances the need to have both system and sector perspectives on our work, with the need to create a structure that is workable for stakeholders, managers and teams, and grounded in real-world policy issues. The final structure still requires a shift in focus for the leadership team, to lead across the whole group and the whole education system. The Policy Directors will continue to play a key role in this.

The four groups will be:

- **Learner Success and Tiriti Policy** which will be focused on population groups and equitable learner outcomes across the whole system, as well as managing the Ministry's budget process.
- An **ECE and System Policy** group will delivery sector specific advice in the early learning space and provide a system wide perspective across the entire education pathway. It will also house the Monitoring and Appointments and International Co-operation and Engagement teams.
- **Schools Policy** will provide advice about the compulsory schooling sector including funding, infrastructure, legislation and regulation, as well as leading on regulatory stewardship for the system.
- And **Tertiary Policy** would deliver policy advice on the whole tertiary system, and data and evidence for the whole group.



To enable this structure to work, and to appropriately balance management and staff resources across our functions, I am moving a management role from the Tertiary Group to the Schools Policy Group to enable the building of additional policy capacity in curriculum workforce, and digital. The effect of this on the **System Regulatory and Higher Education Policy** team is discussed further below.

A strengthened Māori policy focus is concentrated into a **Learner Success and Tiriti Policy group**, that brings together policy lead responsibility for te Tiriti Articles Two and Three, and policy leadership on tribunal issues, including the Kaupapa Enquiry. Our Article One obligations are to remain everyone's responsibility. Similarly, equity of outcomes remains everyone's responsibility, but with the group providing focus, expertise and leadership in this area.

**Tertiary Sector Performance and Analysis** and the new **Evidence** team will be co-located in the Tertiary policy group, while the **Budget** team will move into the Learner Success and Tiriti group.

### Leadership team

I am confirming that the leadership team for Te Pou Kaupapahere will be reduced to seven direct reports, including four new permanent General Manager positions:

- General Manager, Learner Success and Tiriti Policy
- General Manager, ECE and System Policy
- General Manager, Schools Policy
- General Manager, Tertiary Policy

The structure chart for Te Pou Kaupapahere leadership team is [provided here](#).

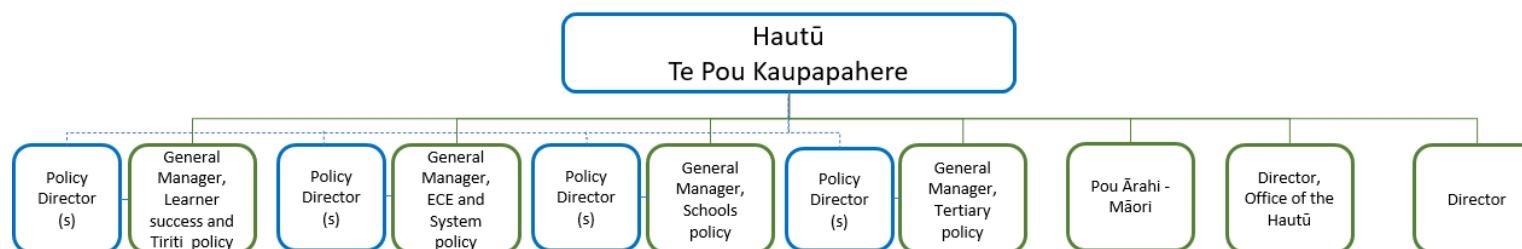
### Policy Directors

I am confirming that Policy Directors substantively change reporting lines into tier 3 General Managers. However, in a change to the proposal document I am confirming that the Policy Directors will have a dotted reporting line to the Hautū, Te Pou Kaupapahere in relation to their work priorities. I have decided to include this to reinforce the fact that they operate at a system level and are able to represent Policy and the Ministry as a whole in internal and external forums. This dotted line will also support the cross-cutting nature of the work they will be expected to undertake through the System Leadership Forum (new name for the proposed Policy Leadership Committee).

Policy Directors will continue to lead complex, high-profile and matrix management projects as required, including in cross-agency contexts as well as through formal and informal secondments internally. It is my expectation that Managers and GMs will support the Policy Directors on their cross-cutting system work, by giving them access to resources where required, and that Policy Directors will involve the relevant managers and staff in their work,

including mentoring and developing others as appropriate. Directors may also wish to take on responsibility for leading system-level functions, for example regulatory stewardship or the Budget process.

In relation to the process for aligning Policy Directors to General Managers, I intend to meet with the Directors to get their input to an approach to confirming the reporting line shifts. I am committed to it being done in a collaborative manner where final decisions reflect their perspectives and preferences as far as possible.



### Chief Policy Analysts and Advisors

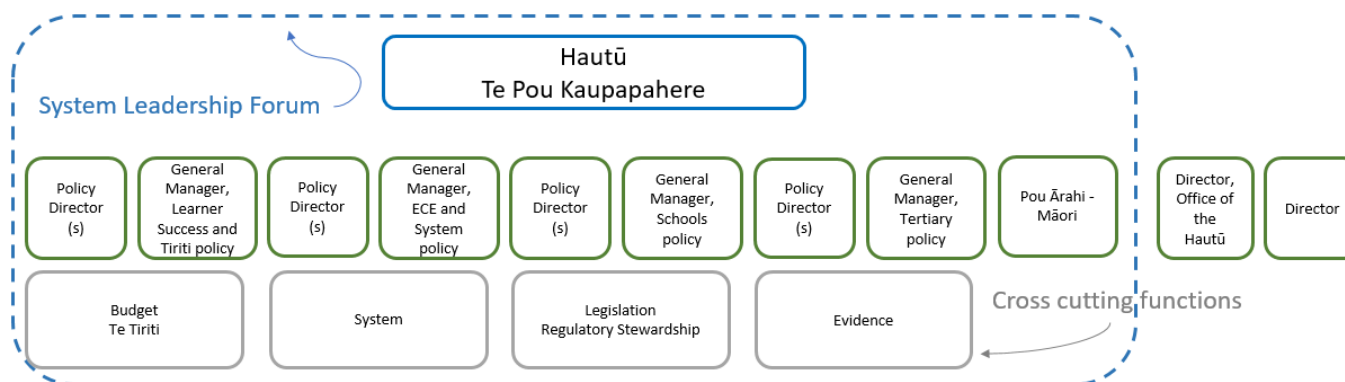
I am confirming that the Chiefs (Analysts and Advisors) that currently report to a tier 3 Manager will transition and report into a tier 4 position. However, as with their current focus, I am still expecting their role will see them deployed on priority projects across the group and in support of General Managers as required. As with Directors, I intend that the process for managing shifts in reporting lines will be collaborative and reflect their preferences as far as possible.

### System Leadership Forum

I am confirming the establishment of a System Leadership Forum (proposal name was Policy Leadership Committee). This group will focus on providing collective leadership and direction on policy issues of strategic and/or system-wide importance, and oversight of cross-system functions. The forum would consist of the Hautū, Policy Directors, General Managers and Pou Ārahi, but would be expected to call in Managers and Chief Advisers / Analysts on items of relevance as well as colleagues from other parts of the Ministry where required. More specificity will be developed around this as part of developing a Terms of Reference for the group.

The System Leadership Forum would have responsibility for:

- Strategic priorities – advising the Hautū on strategic policy priorities and resourcing, e.g. where work involves particularly complex and/or high-risk issues or contentious policy advice
- Informing policy direction – advising the stance we take on major policy choices (with final decisions resting with the relevant accountable person)
- Supporting the organisational priorities of Te Pou Kaupapahere, promoting and supporting application of key frameworks (e.g. te Tiriti, Policy Quality)



## System Regulatory and Higher Education

As I indicated above, I am moving the position of manager, SRHEP from the Tertiary group to the Schools group. This reflects the need to balance our resourcing across these functions. Unlike with the other team moves, this does not indicate a shift of this team's work programme between groups. This is not a decision I have taken lightly, given its impact on our people.

The team will remain under its current acting management arrangements during the transition. The incoming or acting General Manager, Tertiary Policy will work with the team and managers to establish what changes in reporting lines will be required as part of implementation in the first quarter of 2023. The wider resource impact on the Tertiary group will be managed through adjustments to its work programme, noting that a number of functions currently undertaken in the group will now be managed elsewhere across Te Pou Kaupapahere.

**For more information on connecting our organisational design together across our business groups, please see Part A of our Decisions Document.**

# Te Pou Kaupapahere Senior Leadership

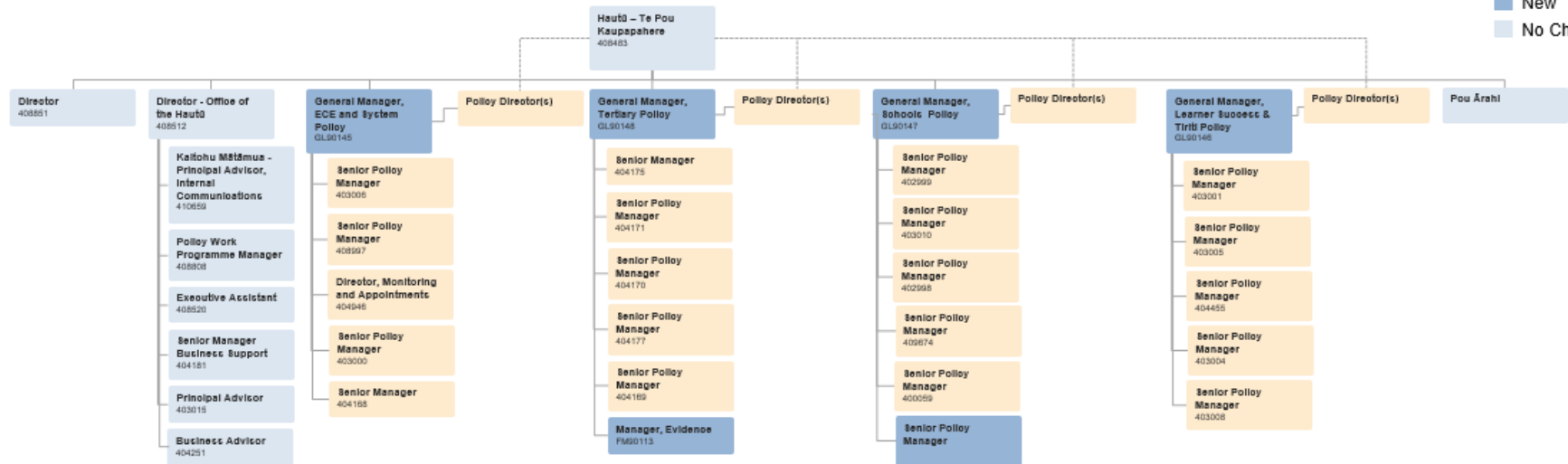
## Te Pou Kaupapahere – tiers 3 and 4

### RIA

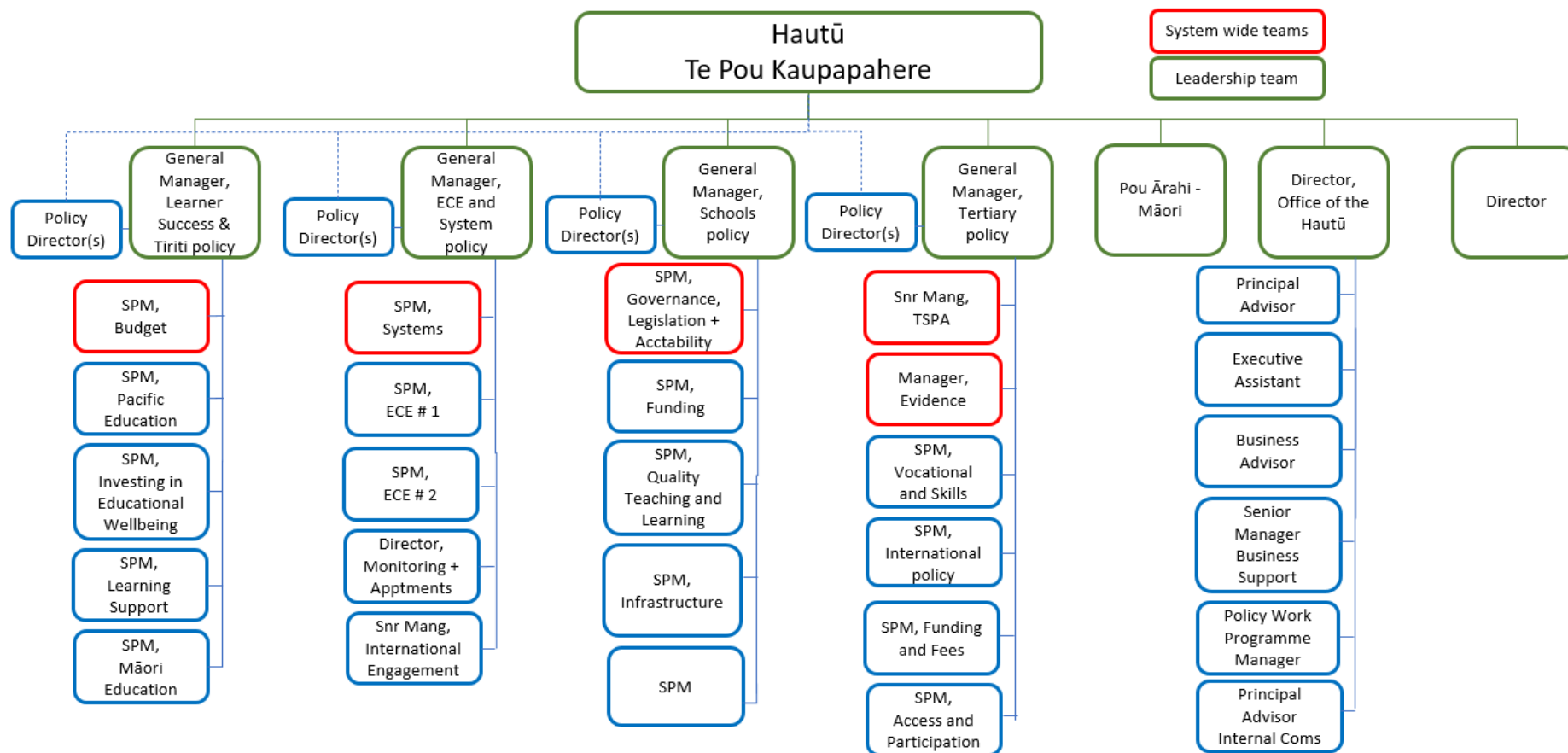
Minor Change

New

No Change



## Te Pou Kaupapahere – teams



## What happens next

### Expressions of Interest

Affected people can submit an expression of interest (EOI) for any vacancies or new positions from 24 November 2022. More information on the EOI process and support for our people is in Part A of our Decisions Document.

### Implementation of change

Engagement through the proposal process, highlighted the need to be clear on the focus, functions and expectations that accompany each of the new rōpū and I will cover these in specific detail below. However, it also raised themes around leadership, diversity of voices at senior and strategic levels as well as pathways for kamahi of different ethnicities and cultural backgrounds. While I can and will take steps to address this through structural and operating model changes this will also be one of the first tasks that I ask the new Leadership Team to focus on.

The response is likely to be a mix of working culture changes, recruitment and retention practices and reviews to our progression pathways. I want to develop and deliver changes that are meaningful and enduring, so would see this work being done in collaboration with interested staff from across the group and I look forward to keeping you updated on this as appropriate.

I also expect that as General Managers and their management teams work through how they can give effect to the functions they are accountable for, this may lead to further changes in teams' names and work programmes.

## Learner Success and Tiriti Policy group

### What is Learner Success and Tiriti Policy, and why is it important?

The Learner Success and Tiriti Policy group will provide policy advice to Ministers, in close partnership with operational hoamahi and other government agencies, that aims to achieve more equitable learner outcomes.

It will look across the whole of the education system – from early childhood, to schooling and tertiary. It will apply population, te Tiriti, inclusion, equity and other targeted lenses to consider how the education and participation needs of all learners may be met.

The group will include the following teams:

- Maori Education Policy
- Pacific Education Policy
- Investing in Educational Wellbeing
- Learning Support
- Budget Strategy and Co-ordination

### What are the main changes confirmed?

Cross cutting functions for this group will include:

- Budget – working across the Ministry (and where appropriate) external partners to coordinate the Ministry's budget process
- Te Tiriti – ensure te Tiriti is meaningfully and authentically considered in policy advice across the entire education system.

Functions this group will be responsible for include (but are not limited to):

- Māori learner success
- Ka Hikitia
- Te reo and mātauranga Māori
- Pasific learner success
- Pacific bilingual education
- Pasifika Education Action Plan
- Learner equity and wellbeing initiatives

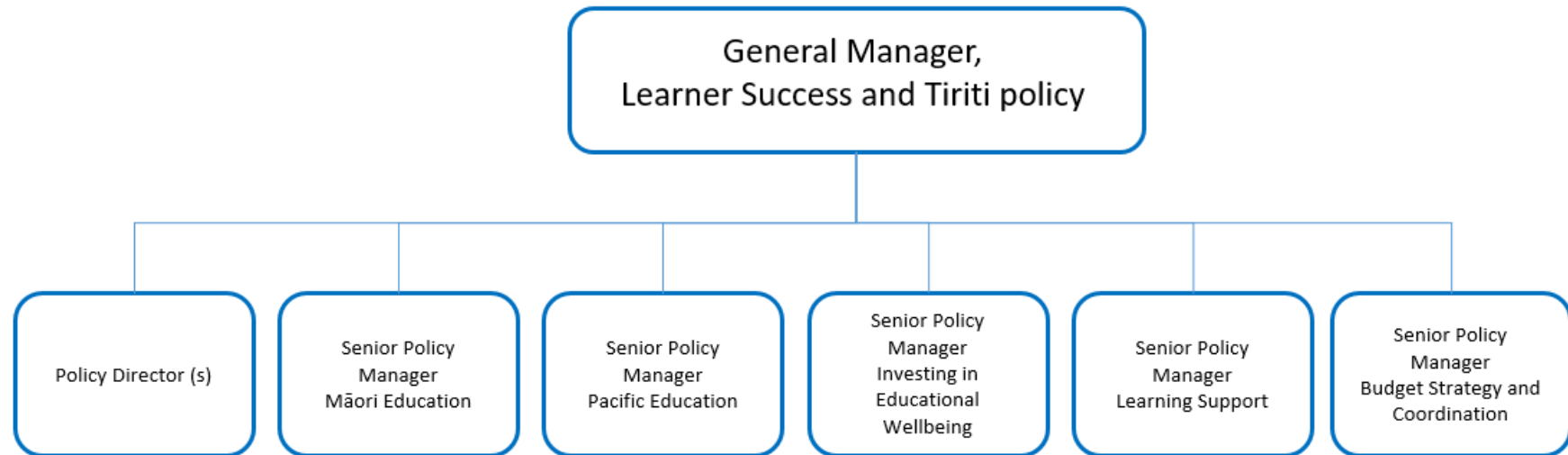
- Disabled learners
- Alternative education
- Learning support
- School attendance and engagement
- Careers
- Scholarships
- Budget, fiscal and funding strategy and budget process
- Waitangi Tribunal claims and Kaupapa Inquiry
- Kaupapa Māori and Māori medium reforms.

Relationships the group will manage include:

- *Social agencies* – In line with the equity focus, this group will manage the strong connections with other social agencies i.e. Oranga Tamariki, Ministry of Social Development, Health etc.
- *Population agencies* – Building on the work the Māori and Pacific teams do, this group will manage the relationships with other population focused agencies i.e. Ministry for Pacific People, Te Puna Kokiri, Ministry for Women.
- *Central agencies* – Holding responsibility for the Budget process sees this group best place to manage these central relationships with the likes of Treasury.
- *Te Pou Tuarongo* – Due to the population focus and a stated responsible for Articles two and three of te Tiriti for Te Pou Kaupapahere, the over-arching relationship with Te Pou Tuarongo would sit with this group.



## Confirmed structure – Learner Success and Tiriti Policy



## ECE and System Policy group

### What is the ECE and System Policy group and why is it important?

The ECE and System Policy group will deliver evidence and international connections with a whole of system view of the education landscape and provide sector specific policy advice to Ministers, in close partnership with operational hoamahi and other government agencies for children in the early learning sector.

The group will include the following teams:

- ECE # 1 Policy Team
- ECE # 2 Policy Team
- International Co-operation and Engagement
- Evidence Team
- Systems Policy

### What are the main changes confirmed?

Cross cutting functions for this group will include:

- System – ensuring there is a system wide view being applied across the three main educational pillars, to direct focus and support future thinking.

Functions this group will be responsible for include (but are not limited to):

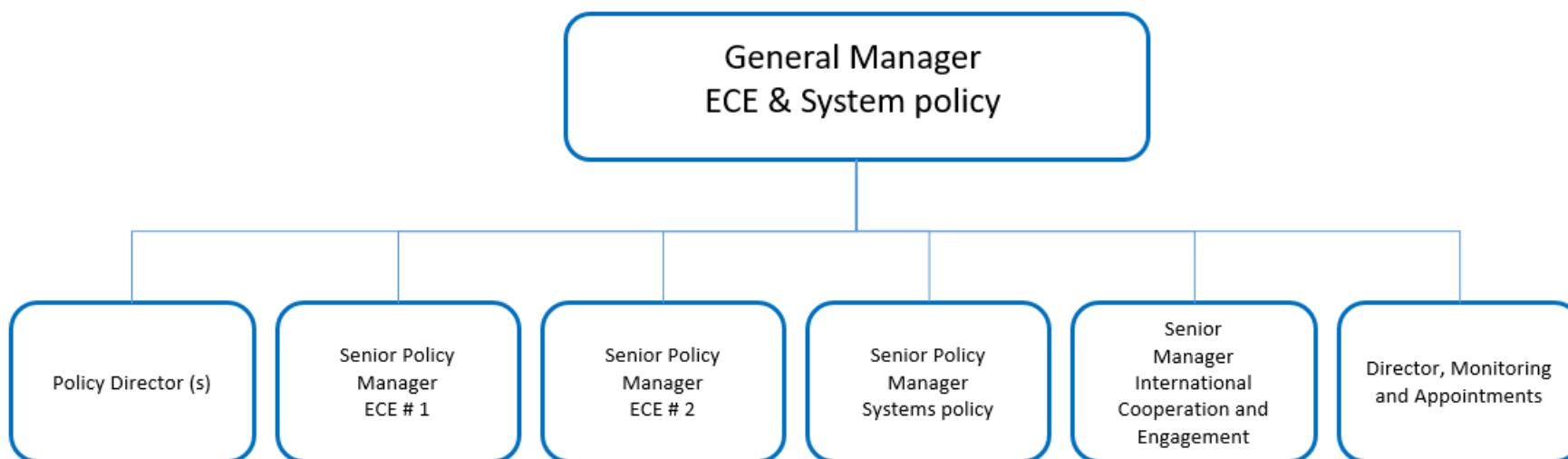
- Early learning funding and fees
- Early learning service quality and sustainability
- Early learning participation
- ECE workforce
- ECE curriculum
- Kōhanga Reo
- System policy and system level strategies
- Long term insights briefings
- Crown entity monitoring

- International organisations and international evidence
- United Nations Educational, Scientific and Cultural Organization (UNESCO) secretariat.

Relationships the group will manage include:

- *ECE peak bodies*
- *ERO*
- *International organisations and Ministry of Foreign Affairs and Trade (MFAT)* – Because of International Co-operation and Engagement, this group would lead the relationships with these organisations.

## Confirmed structure – ECE & System Policy



## Schools Policy group

### What is the Schools Policy group and why is it important?

The Schools Policy group will be responsible for providing sector specific policy advice to Ministers, in close partnership with operational hoamahi and other government agencies for children in school.

It will be responsible for the key policy levers including funding, legislation, governance, infrastructure, workforce, curriculum and assessment.

The group will consist of the following teams:

- Infrastructure Team
- Funding Policy
- Quality Teaching and Learning
- Governance, Legislation and Accountability
- Team name TBC

### What are the confirmed changes?

Cross cutting functions for this group will include:

- Legislation – having the team with broad subject matter expertise in this space, the focus would be broadened to look across the whole education system
- Regulatory stewardship.

Functions this group will be responsible for include (but are not limited to):

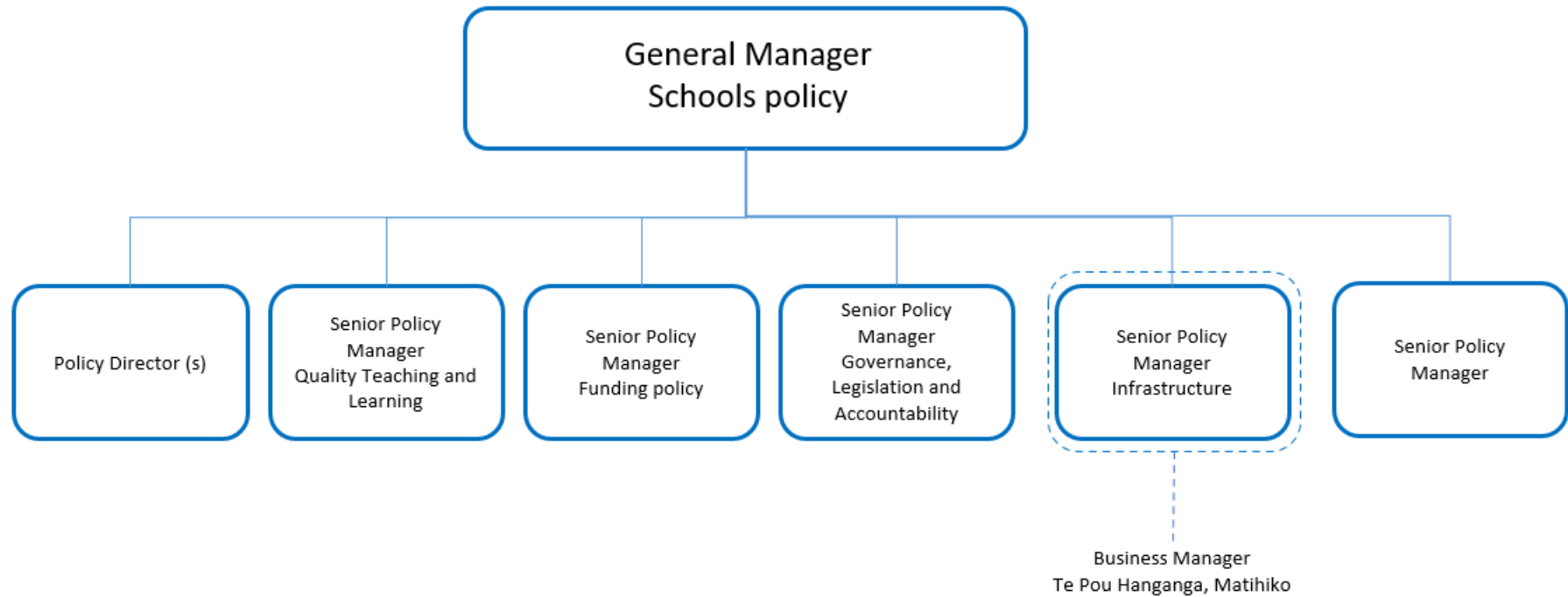
- Secondary-tertiary pathways
- School funding and financing
- School governance
- School property and transport
- Network management policy
- Kura
- Schooling workforce, training and PLD

- Schooling curriculum, progress and assessment
- Digital, technology, hybrid, distance and blended learning
- International school students
- Legislation, regulatory policy and regulatory stewardship.

Relationships the group will manage include:

- *Schooling Peak Bodies*
- *Teaching Council* – Already closely connected through the work in the initial teacher education space, this relationship would continue to largely sit with his group
- *Te Mahau, Te Pou Ohumahi Mātauranga and Te Pou Matihiko* – Owns these relationships because of the dominant schooling focus of the group, and the majority of the operational relationships are likely to exist in this space.

## Confirmed structure – Schools Policy



## Tertiary Policy group

### What is the Tertiary Policy group and why is it important?

The Tertiary Policy group would provide sector-specific policy advice, data, and evidence on education for adults in the tertiary system. It will be responsible for key policy levers including funding, financing (including student loans), ownership, vocational and higher education, research, and the settings for international tertiary students, as well as data, monitoring, forecasting and research.

The group will consist of the following teams:

- Access and Participation
- Vocational and Skills
- Funding and Fees
- International Policy
- Tertiary Sector Performance Analysis
- Evidence

### What are the main changes confirmed?

Cross cutting functions for this group will include:

- Evidence – responsible for collating and synthesising a whole of system evidence base to support current and future policy thinking and advice.

Functions this group will be responsible for include (but are not limited to):

- Foundation tertiary education
- Higher education
- Research
- Tertiary funding and fees
- Tertiary governance and ownership
- Tertiary service quality and sustainability
- Tertiary participation and fiscal management
- Vocational Education and Training
- Labour market outcomes of education.

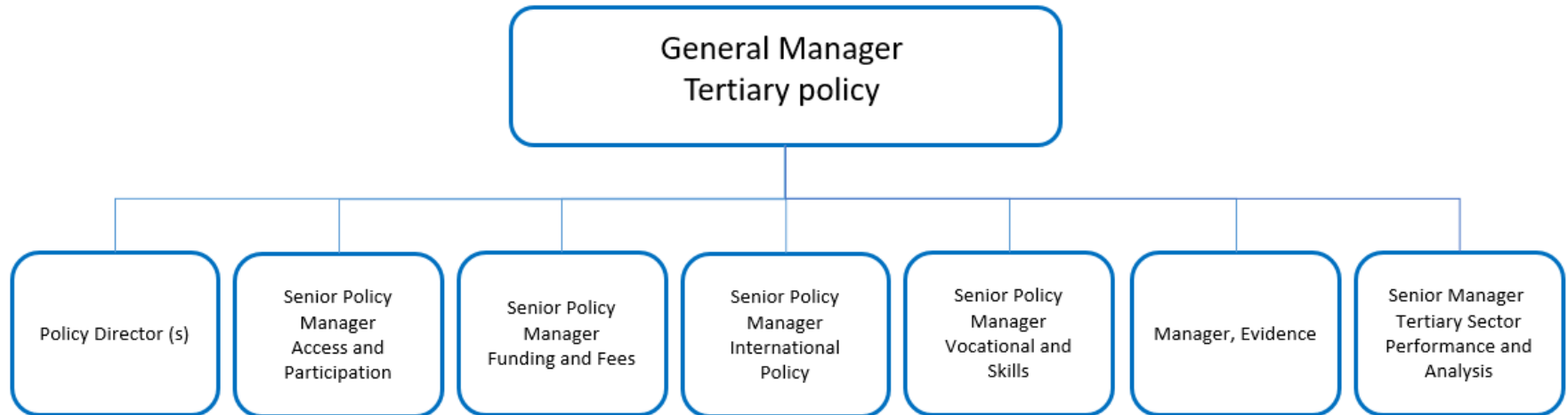
- Wānanga
- Student loans and allowances
- International tertiary students
- Export education levy
- Tertiary data, monitoring, research and forecasting
- System-level, ECE and schools' data analysis and evidence.

Relationships the group will manage include:

- *Tertiary Education Commission (TEC)*
- *Education New Zealand* – With the complexity of the international education system this group would hold the relationship and draw on the International policy teams experience
- *New Zealand Qualifications Authority (NZQA)*
- *Tertiary Sector peak bodies*
- *Tertiary students*
- *Economic policy agencies* – With the driver for tertiary being improved economic outcomes, this group would hold relationships with the likes of Inland Revenue (IR) and Ministry of Business, Innovation and Employment (MBIE)
- *New Zealand Council for Educational Research (NZCER)* – Aligned to the Evidence and Data functions that exist, this group would hold the relationship with the Council for Education Research.



## Confirmed structure – Tertiary Policy



## Nā ēnei whakatau ka puta | The confirmed decisions will result in

Note – any changes from what was included in the proposals for consultation are italicised in the following tables.

### Establishment of the following new positions

*\*Note – Role IDs for new roles will be confirmed when the positions are filled.*

Division	Tier	Role ID*	Role title	New or existing role description?	Pay band	Number of positions	Available for EOI?
Learner Success & Tiriti policy group	3	GL90146	General Manager, Learner Success & Tiriti Policy	New	GM22	1	Y
ECE & System policy group	3	GL90145	General Manager, ECE and System Policy	New	GM22	1	Y
Schools policy group	3	GL90147	General Manager, Schools Policy	New	GM22	1	Y
Tertiary policy group	3	GL90148	General Manager, Tertiary Policy	New	GM22	1	Y
Tertiary policy group	4	FM90113	Manager, Evidence	New	M5	1	Y
Schools policy group	4	FM90340	Senior Policy Manager	Existing	M5	1	Y

### Disestablishment of the following positions

Division	Position ID	Position title	Pathway for (substantive) employee or if position is currently vacant
Tertiary policy	404159	Group Manager, Tertiary	EOI
International	404158	Group Manager, International	EOI
Education System Investment	406430	Group Manager, Education System Investment	EOI
Education System Investment	406429	Group Manager, Education System Investment	EOI
System and Schooling policy	402988	Group Manager, System and Schooling policy	EOI
Tertiary policy	404176	Senior Policy Manager, System Regulatory and Higher Education	EOI

Division	Position ID	Position title	Pathway for (substantive) employee or if position is currently vacant
Office of the Hautū	404026	Chief Economist	Vacant

## Minor changes for the following positions

Division	Substantive Position ID	Substantive position title	Confirmed change	New details
Office of the Hautū	402990	Policy Director	Tier and reporting line change	Reporting to General Manager
Office of the Hautū	402991	Policy Director	Tier and reporting line change	Reporting to General Manager
Office of the Hautū	404626	Policy Director	Tier and reporting line change	Reporting to General Manager
Office of the Hautū	404160	Policy Director	Tier and reporting line change	Reporting to General Manager
Office of the Hautū	402987	Policy Director	Tier and reporting line change	Reporting to General Manager
System and Schooling policy	406440	Chief Policy Analyst	Tier and reporting line change	Reporting to Senior Policy Manager
System and Schooling policy	402997	Chief Advisor	Tier and reporting line change	Reporting to Senior Policy Manager
Education System Investment	403007	Chief Advisor	Tier and reporting line change	Reporting to Senior Policy Manager
Education System Investment	403003	Chief Advisor	Tier and reporting line change	Reporting to Senior Policy Manager
Education System Investment	405947	Chief Advisor	Tier and reporting line change	Reporting to Senior Policy Manager
International	408180	Chief Policy Advisor	Tier and reporting line change	Reporting to Senior Policy Manager
Office of the Hautū	403002	Lead Advisor, Policy Community	Tier change	Moves from a Tier 4 to a Tier 5 position

## He āpitihanga | Appendix

### Feedback and responses

Themes	Your feedback, suggestions and questions	Our response
Group and team architecture – general	The distinction between system wide and operational groups reinforces the idea that there is a ‘system’ that is separate/disjointed from the people and players in it.	Agreed. Every group will have a cross-cutting role to help each group have a system-wide perspective.
	Concern the proposed structure will reduce the ability to deliver holistic system-wide advice using full range of government levers or add complexity and risk of narrowing group focus to funding responses.	Noted. With accountabilities sitting across multiple group managers, there will indeed be many points of connection across Te Pou Kaupapahere that will inform and shape advice and implementation plans.
	Looking for a stronger focus on the rights of children.	Noted. All of Te Pou Kaupapahere is responsible for understanding the Education and Training Act, the Human Rights Act, the Children's Act, and our UNCRPD obligations and to be courageous in how we apply human rights concepts, agreements and legislation in our work.
	Duplication across budget, legislation, data and evidence between Tertiary and System & Regulatory teams.	Noted. TSPA and Evidence are to be co-located in the Tertiary policy group and the Access and Participation Team revert to the Tertiary group. The Budget team moves to the Learner Success and Tiriti policy group, while the System Regulatory and Higher Education Policy Team moves to the Schools Policy Group to enable capacity for building curriculum, workforce and digital capability.
	Group the three sector-based funding teams with Budget Strategy and Coordination.	Not adopted. Te Pou Kaupapahere has enough collaboration maturity as a group to ensure support is lent across the funding teams as and when needed.

Themes	Your feedback, suggestions and questions	Our response
	Various group and team naming considerations <ul style="list-style-type: none"> <li>• Change learning support to Whaikaha</li> <li>• Change 'sector' to 'system' in TSPA</li> <li>• Change ECE and Schools to Early learning, Funding and Quality Teaching</li> <li>• Consider all group names after work programmes are confirmed</li> </ul>	Noted. Any changes to teams will be the decision of the groups' General Manager. However, I would encourage a review to ensure names are representative of the work the team is being asked to do and is easy for people outside of the group to navigate.
	Alternative structures proposed.	Noted. All submitted structural ideas have been considered in reaching a final structural decision.
	Include a 'Chief (or Principal) Advisor/Director – Equity and Learner Outcomes' role, reporting to the Te Pou Kaupapahere Deputy Chief Executive.	Noted. However, this is not consistent with the role architecture agreed by Te Pou Tokomanawa.
	Include a Director Pacific Education role.	Noted. We are retaining the Policy Director, Pacific position.
	Current documentation does not accurately reflect team functions or relationships. Correcting and updating these details will give some comfort that people's work is understood.	Noted. As covered in Q+A and team discussions, the function and relationship lists were a high-level grouping and in no way meant to be definitive or dismissive of the breadth of work that teams do.
	Create a dedicated function in policy with responsibility over the whole to ensure that policy proposals make sense in the context of strategic direction and work programme that Te Mahau (including Te Poutāhū) are already operationalising and implementing.	Noted. This will be one of the focuses of the new System Leadership Forum.
	Create an ECE and Schools infrastructure and investment policy group.	Noted. Many different groupings of teams were considered before a decision was arrived at.
	Combine Equity and System Policy.	

Themes	Your feedback, suggestions and questions	Our response
Group specific feedback - <b>Equity policy group</b>	Equity should be core to every policy team, not a separate group.	Noted. However, we are all accountable for maintaining an equity lens across our work. The Learner Success and Tiriti group will steward equity to ensure priority perspectives remain forefront, including understanding, making visible to the group, supporting feedback loops and data and information flows, and applying specific relevant plans and guidance (eg. the Action Plan for Pacific Education).
	Creating a specific group potentially removes or reduces the responsibility for equity from all policy teams, separates out learner and family outcomes from system settings and will not lead to the change in system settings needed to achieve equity.	
	Human capability and intergenerational benefits should be an area of focus for the Equity/Learners group.	Noted. All Te Pou Kaupapahere kaimahi are encouraged and supported to perform their role to meet the expectations of the Minister of the day and legislative settings, while embracing courage and innovation to improve the lives of New Zealanders now and for future generations.
	Keep Access and Participation Policy with Tertiary Policy.	Agreed. Final design has supported this point.
	Move the International Policy team into an Equity/Learners group.	Not adopted. Many different groupings of teams were considered before a decision was arrived at.
	The name Equity is too reductive and deficit-focused, other ideas were suggested.	Agreed. Whilst this is an important focus of the group, it can have a deficit connotation.
Group specific feedback - <b>ECE and schools policy group</b>	Move Wellbeing to Systems to signal that wellbeing is fundamental to the education system.	Noted. Wellbeing should be a key theme that all policy thinking is anchored around.
	Ensure there are clear roles between Te Pou Kaupapahere funding and Te Pae Aronui funding functions, especially regarding operational tasks.	Noted. Between the teams, managers and GM's, there should exist relationships at various levels for this exact purpose.
	Concerns about capacity between funding, property, network and quality teaching and learning in ECE and Schooling group and no obvious rationale for ECE and Schooling to be together while Tertiary is separate.	Noted. Final design expands ECE and schooling to sit across 2 groups, enabled by allocating system-level responsibilities, supporting functions and some previously proposed System and Regulatory Policy teams across the other groups.
	Ambiguity on scope of QTL team.	Noted. The leadership team will work together to consider how best to address scope across all work programmes as part of the transition period then BAU.

Themes	Your feedback, suggestions and questions	Our response
	If the Tertiary Sector requires its own group so do ECE and Schooling.	Agreed. The final structure retains four groups, with an adjusted learner-equity focussed group as well as a tertiary policy group, albeit with some changes to functional responsibilities and team reporting lines therein. It expands ECE and schooling to sit across 2 groups, enabled by allocating system-level responsibilities, supporting functions and some previously proposed System and Regulatory Policy teams across the other groups.
	Regulatory should be with Schools.	Agreed. Final design has supported this point.
	Governance and Legislation should be with Schools.	Agreed. Final design has supported this point.
	Rename System and Schooling Policy to Schooling Group.	Agreed. Final design has supported this point.
	Combine ECE with current system related functions to create an ECE and System Policy Group.	Agreed. Final design has supported this point.
Group specific feedback - <b>System and Regulatory Policy group</b>	It looks like Te Pou Kaupapahere are creating their own resource rather than look to Data and Insights in Te Pae Aronui.	Noted. The evidence team will be charged with providing explanation and interpretation of evidence at a pace that supports policy development. The team would not be expected to produce new data but would work in close collaboration with existing internal capability such as TSPA and Data and Insights, as well as external providers of evidence (i.e. NZCER and ERO).
	Move International Engagement with International Policy.	Not adopted. International Engagement has a whole of system focus, responsibilities for bilateral and multilateral engagement and capturing and communicating international evidence. Putting international engagement in the systems-focused group and alongside Evidence ensures an outward looking perspective that focuses broader outcomes identified in the NZIES beyond international learners.
	Separate Crown entity monitoring from policy to better reflect the role's independence.	Not Adopted. We have enough risk management maturity to ensure there are careful firewalls in place that enable the Monitoring and Appointments team to leverage the benefits of being closer to policy, without creating reputational risk. And having looked at the organising structures for a large number of policy teams across town, a number of them have Crown monitoring functions within them, so this is not out of step with the wider sector.
	Maintain Director M&A's title.	Noted. There is no intention to change this job title at this time.

Themes	Your feedback, suggestions and questions	Our response
	Have Regulatory Stewardship in its own group with Monitoring and Appointment and independent of Policy.	Not adopted. Independence for these functions but can be managed without having to establish a new group.
	Regulatory should be a key part of all policy teams' work.	Noted. The leadership team is accountable for ensuring policy teams better understand and use regulation as a tool.
	Put Budget and Funding in the same group.	Noted. Many different groupings of teams were considered before a decision was arrived at.
	Put System Policy with Budget and ECE.	
	Put Infrastructure with System and Schooling.	
	Place the Statutory Appointments and Monitoring function within the office of the Hautū.	
	Change the name of Systems to Systems and Stewardship.	Noted. Any changes to teams will be the decision of the groups General Manager.
Group specific feedback - <b>Tertiary</b>	Include Foreign Interference in International Policy.	Noted. That would have to be a discussion between the team and their General Manager.
Te Tiriti	Put in place a structure that demonstrates a mature understanding of te Tiriti – this includes reflecting our role as kāwanatanga as well as enabling and supporting Māori tino rangatiratanga, over their taonga – and how this progresses ōritetanga.	Noted. All the groups in Te Pou Kaupapahere need to grow our capability to understand te Tiriti o Waitangi and our role as kāwanatanga. The Learner Success and Treaty Group will provide system leadership to Te Pou Kaupapahere in relation to our obligations and expectations. The formation of this group recognizes the relationship between learner success and ōritetanga. As set out in our 2021 Decision Document, we are committed to providing genuine opportunity and space for tino rangatiratanga to be exercised by and for Maori in relation to those matters for which they should have agency and authority, consistent with the guidance provided by Te Arawhiti.
	Include in the structure at least two Māori Directors.	Noted. I recognise the desire for additional senior dedicated Māori roles in Te Pou Kaupapahere. While I have not added roles at this time, I remain open to considering options for strengthening Māori leadership



Themes	Your feedback, suggestions and questions	Our response
	No specific role of building Tiriti-led policy capability.	Noted. A strengthened Māori policy focus is concentrated into a Learner Success and Tiriti policy group, that brings together policy lead responsibility for te Tiriti Articles two and three, and a policy lead on Kaupapa Inquiries. Delivery of Article one is to remain everyone's responsibility.
	Clarify roles of Māori and Pacific Policy Managers (e.g., should it include supporting group cultural and Tiriti capabilities).	Noted. Capability planning is required across the group to identify the right mix of training, mentoring and on job experience to support group cultural and Tiriti capabilities. This is an important consideration for managers and the Leadership Team, to be informed by the expertise of Māori and Pacific Policy Managers and supported by Pou Ārahi. Expectations to support across group capability need to be clear, recognised and resourced.
	A sense of partnership with Māori is missing.	Noted. Cross organisational work to look at our relationships with iwi and Māori will be led by Te Pou Tuarongo, supported by Pou Ārahi and groups across the organisation. Te Pou Kaupapaere will have an important role to play in this work.
	Provide clear pathways for the recruitment, progression and retention of Māori talent into leadership roles with mentoring and training.	Noted. As mentioned above I expect this to be a strong focus of the new Leadership Team, supported by capability planning. Pou Ārahi and our capability lead will work with Māori staff to understand the types of mentoring and training that staff are seeking, individually and collectively. Changes have already been made to interview questions, and discussion about progression has commenced.
	Concerns that we currently do not have the analytical or cultural capability skills and knowledge to achieve te Tiriti shift, embed it and do it well. It needs to be championed from leadership, managers, directors and Chief Policy Analysts in order to be an effective change.	Noted. Te Tiriti is the responsibility of every leader, manager, and staff member in the group. As a group we have already made sound steps forward in reflecting te Tiriti. We are improving. Our internal kōrero on how we do this will continue to evolve. We need the courage to keep progressing. As above, deliberate and ongoing capability development will be required.

Themes	Your feedback, suggestions and questions	Our response
	<p>Explicit action to implement:</p> <ul style="list-style-type: none"> <li>The Public Service Act 2020 and to enact te Tiriti - Prioritisation of te Tiriti</li> <li>Te Tiriti implemented through Ka Hikitia and Tau Mai Te Reo, Māori Roles in all Leadership team in regard to the Public Service Act 2020:</li> <li>Public Service Act 2020 s14(2)(b)(2) – PSA operating an employment policy that meets the requirements of section 73(3)(d).</li> <li>Public Service Act s73(3)(d)(1-3) - recognition of the aims and aspirations of Māori, the employment requirements of Māori, and the need for greater involvement of Māori in the public service</li> </ul> <p>Education and Training Act 2020 s4 alignment/embodiment, te Tiriti and Māori Crown Relations.</p>	<p>Noted. The leadership team will be accountable for design and implementation of a clear and consistent policy process that will ensure, among other things, that teams identify Māori rights and interests early in the policy process to inform engagement with Māori, and that te Tiriti analysis and potential impacts on ākonga Māori and whānau forms part of all our policy advice.</p> <p>Feedback about these sections of the Public Service Act 2020 has been noted and will inform ongoing leadership discussions.</p>
Policy Leadership Committee	Include a formal mechanism for bringing analyst voices into the policy leadership committee, and formal two-way feedback loops to the analyst level.	Noted. Some adjustments have been made to a renamed Policy Leadership Committee, as well as Policy Director roles in light of system-level responsibilities being shared across the 4 groups. The details of how this group will operate will be worked up over time and part of that will be looking at how a variety of voices are included in the work.
	The purpose of the Policy Leadership Committee does not seem to move us towards more change and implementation and regional voices playing a greater voice in policy advice.	
	Include a partnership approach to chairing the Policy Leadership Committee (Pou Ārahi and TPK DCE).	Noted. Consideration will be given once the Committee is formed.
	Te Mahau should have membership on the Policy Leadership Committee.	
	The Committee should ensure a balance between strategic and operational focus, lessons learnt, feedback, evaluation and listening to others.	Noted. The Committee will be empowered to advise the leadership team on strategic priorities and future direction as well as supporting current priorities of Te Pou Kaupapahere. This cannot be done successfully in an

Themes	Your feedback, suggestions and questions	Our response
	Any discussions about work should include the analysts.	ivory tower; rather, the committee must demonstrate leadership in improving feedback loops and information flows.
Increased scope	<p>Resourcing must be appropriate to support where teams are expected to increase their scope over time, e.g.:</p> <ul style="list-style-type: none"> <li>• System and Regulatory Policy taking on more of a role in Early Learning and Tertiary Regulatory Policy</li> <li>• Governance, Accountability, Regulation, Engagement, Learning Support aligned to QTL</li> <li>• Mismatch between the number of teams assigned to ECE vs Schooling</li> <li>• Series of work programmes added to ECE.</li> </ul>	Noted. The size and composition of policy teams fluctuate over time where workloads, priorities and stages of work see headcount and skill requirements change frequently. This flexible approach will allow us to initially build capacity for this work. And if we discover additional resource is needed longer term, then it's a discussion with the Leadership team, as we do now and saw the creation of a second ECE team.
Role titles	Function leads should have role title parity (eg Senior manager, Director, etc).	Noted. As part of this change process, a focus has been on consistency of job titles within cohorts .
Changes to Chiefs	Role name changes aligned to income band changes create role creep.	
	Chiefs should report to Group Managers not Senior Managers.	Noted. However, this change supports a clearer leadership structure and career development pathway when placed alongside the proposed changes to Policy Director roles. This does not affect the value and esteem that the group places on the skills and experience of Chiefs, nor the scope of their work.
	Changes to Chiefs reporting lines could impact relationships with stakeholders.	Noted. Seeing as the calibre of the individual and the work they undertake is unlikely to change, I would hope stakeholder relationships do not change either.
	The principle that "Equitable roles enable growth and career development" suggests that we should have both Policy Director roles and GM roles at tier 3 as they are now, and that we should have both managers and Chief Advisors reporting to GMs as we do now. In addition, this principle could be seen to argue for different sized GM roles to enable people to grow over time.	Noted. But as set out in the drivers for change, an appropriate sized Leadership Team was a requirement for this change process.

Themes	Your feedback, suggestions and questions	Our response
	With four groups, keeping Policy Directors reporting to the Hautū fits within span of control (5-12). A reduction in direct reports could be achieved over time by altering Policy Director roles as and when they became vacant.	Not Adopted. Noted your point, but this would still be too big to function as an effective team.
	Instead of one Chief position have two Principal positions grandparenting the existing Chief position and adding one Principal to each team.	Noted. Open to a longer-term discussion on the idea, focus and value of Principals within Te Pou Kaupapahere.
Group numbers	It seems somewhat unfair to shift whole teams around and create new Policy groups based on numbers.	Noted. The structural grouping is less about the total number of people in each group and more about ensuring functions are cohesively grouped to support logical rūpū.
Ways of working and being	<p>Feedback on making the structure work</p> <ul style="list-style-type: none"> <li>Set up a collegial and empowering way for Directors and Chiefs to work with all analysts to create to nurture open communication across groups, seeking ideas, trying stuff out and being prepared to change tack if needed.</li> <li>Where policy projects cross over between groups, clear roles and responsibilities will need to be in place before initiating a new policy project.</li> </ul>	Noted. For the structure to work, it requires everyone – the Leadership Team, managers, and policy teams alike – to work together across the group and collaboratively with our operational colleagues. The same is true of our relationships across government and the sector.
	Concerns the group is not at the maturity needed for matrix ownership of subject areas.	Noted. Every day provides evidence that we know how to do this. The Leadership Team is accountable for leading Te Pou Kaupapahere into a culture where shared responsibilities, cross-coordination and collaboration is the norm.
	Concerns that with GMs holding relationships with NZQA and TEC, independence of monitoring and appointments advice would be at risk and that good working relationships with board chairs would be diminished.	Noted. However, independence for these functions but can be managed without having to establish a new group.
	More emphasis on Māori and Pacific voices and ways of being, including through the leadership and operational arrangements.	Noted. As mentioned above I expect this to be a strong focus of the new Leadership Team.

Themes	Your feedback, suggestions and questions	Our response
	Provide additional Pacific cultural and language skills and competencies to all kaimahi to reduce the burden on kaimahi Pacific.	
	Recognise and remunerate appropriately kaimahi Pacific who provide additional cultural and language skills and competencies.	
	More on how leadership will make Te Pou Kaupapahere a culturally safe place to work and ensuring equitable outcomes for Māori and Pacific staff in terms of pay and promotion.	
	Cultural capability training and a group-wide approach to professional development to meet Tātai Pou competencies with clear performance expectations for senior staff.	
	The Leadership Team should have specific roles and focus on Pacific education at a formal policy leadership level.	
Hiring practices	More effort to hiring and retaining Māori and Pacific talent.	
	Concerned that there has been a lack of consideration of Māori employment pathways.	
Transition	Team members who are Affected would like to have a choice in relation to where they are placed.	Noted. No staff member will be moved without having a strong voice in the decision.
	Feedback on transitioning to the new structure <ul style="list-style-type: none"> <li>• A high-level implementation plan is needed</li> <li>• Put in place practices that make collaboration across the structure easier and more normalised</li> <li>• Concerns around clarity and mapping of functions to teams causing need for a further stage of change</li> <li>• Clarify roles and responsibilities for staff, including culture expectations</li> <li>• Clarify how other policy teams should work with the new Māori policy teams to give effect to te Tiriti</li> </ul>	Noted. As mentioned above, a transition plan will be developed.

Themes	Your feedback, suggestions and questions	Our response
	Consider budget process in timing of structure transition.	Noted. And this is something that will definitely be considered when plans are being made.
Consultation	Why are some people who have been in acting roles considered Impacted and others not?	Noted. Whether or not someone is considered Impacted or Affected depends upon what is proposed/confirmed for their <u>substantive</u> position, or what has been agreed with them individually in relation to the particular circumstances surrounding their acting role/secondment (for example, if they have relinquished their substantive position and the Ministry has an obligation to find them a suitable alternative position where possible).
	Concern around the ability of seconded staff to express interest in roles.	Noted. The only people who are eligible to participate in the Expression of Interest (EOI) and selection process are those people whose substantive position is being disestablished, or those people who have previously relinquished their substantive position. Unless agreed with them individually in relation to the particular circumstances surrounding their acting role/secondment, people who are on secondment will only be eligible to participate in the EOI process if their substantive position is being disestablished.