Te Poutāhū

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He kupu nā te Hautū

Tēnā koutou kātoa

Nōku ka tuhi i tēnei puka whiriwhiri, i huritao ahau ki te ahunga mai o Te Poutāhū | Curriculum Centre (Te Poutāhū) me ngā mahi kua tutuki kē i te poto noa iho o te wā.

I te tau 2016, he rōpū iti iho a Early Learning and Student Achievement (ELSA), te tuakana o Te Poutāhū. Tōna haurua o ā mātou tāngata i whakahaere i ngā take ohumahi mātauranga (te puna kaiako, ngā karahipi, te rautaki ohumahi me te hokohoko), e noho ana ināianei ki Te Puna Ohumahi Mātauranga | Education Workforce. Ko te wāhi ki te haurua tuarua ko ngā toenga mahi e hāngai ana ki te marautanga me ngā aromatawai.

Nō te tau 2016, kua whakaheke werawera mātou ki te whakarite i tētahi hōtaka kaitā, kei roto ko ngā mahi marautanga, aromatawai whakahirahira. Kua kitea hoki te huringa o te tai i tā te rāngai tono kia nui ake te ārahitanga mō te marautanga me te aromatawai, waihoki, te āwhina me te tautoko a Te Tāhuhu.

Ko te karanga a Ngā Kura mō Āpōpō, ā, i tautokona hoki e te rūnanga minita, kia "*.... whakatūhia tētahi Whare Marautanga ā-motu e ratoa ai ngā ārahitanga me ngā pūkenga marautanga… e tika ai te ratoa o Te Marautanga o Aotearoa ki ngā ākonga katoa*."

I te tau 2021, i whakapuaki Te Tumu Whakarae mō te Mātauranga | Secretary for Education (Te Tumu Whakarae) i te whakatūnga o Te Poutāhū hei wāhanga o Te Mahau kia "*... pakari ake ai, kia **kauawhi** ai hoki te ārahitanga, ngā pūkenga me te mahi tahi mō Te Marautanga o Aotearoa me Te Whāriki, otirā te rato i ngā pūkenga me ngā rauemi e kounga ai ngā whakaakoranga.*" Nā reira ko tā mātou mahi he whakatinana i Te Poutāhū.

Te pūtake o Te Poutāhū

Ko mātou kei te ārahi i ngā marautanga ā-motu o Aotearoa, i ngā pūnaha me ngā hātepe hāngai anō hoki o te aromatawai. Ka hoahoa, ka whakawhanake, ka rato hoki mātou i ngā ratonga marautanga ki ngā kaiako, ki ngā kaiārahi, ki ngā ākonga, ki ō rātou whānau me ngā hapori ka whakaata nei i ō rātou tuakiri, i ō rātou reo me ō rātou ahurea.

I tā mātou noho ki Te Mahau, ka mahi tahi mātou ki ngā ringa ngaio, ki ngā mātanga mātauranga, ki ngā hapori me ngā iwi hei rato i ngā rawa me ngā ratonga tika mā te ara tika ki ngā kaiwhakaako me ngā kaiārahi mātauranga kia:

- Tautokona ai rātou ki te rato i ngā marautanga tautika, kauawhi, toro pai anō hoki e whakaata ana i ngā māramatanga o te wā e pā ana ki ngā whakaakoranga me ngā akoranga pai.
- Tautokona ai rātou ki te whakawhanake i ngā ara whānui mō ngā ākonga me te whai wāhi o ngā hoa matua hei tautoko i te kakenga o ngā ākonga ki ngā whare wānanga, ki ngā ara kimi mahi, ki te mahi rānei
- Wāriutia ai e te mātauranga e whiwhi ai te ākonga ngā āhuatanga whakahirahira ki a rātou ko ō rātou whānau, ā, ka whakarite i a rātou mā ngā pūkenga me ngā wheako me whai i tā rātou noho hei kirirarau i te porihanga.

He waiwai a Te Poutāhū ki te hāpai i tā te pūnaha mātauranga whakamana i te Tiriti o Waitangi, ā, mā reira e hāpai hoki ai i ngā ākonga katoa kia puāwai ai. Ka whai wāhi ko ō tātou mōhiotanga tonu me ā tātou whanonga, me tā tātou hāpai, whakapiki hoki i ngā āheinga o ngā kaiwhakaako. E ū ana mātou ki te whakamana ā-tinana i te Tiriti o Waitangi hei hāpai i tā ngā ākonga whai hua mana taurite, hua kairangi anō hoki.

Te horopaki mahi

Nō Te Poutāhū te haepapa ki te whakatū i tētahi whare marautanga, mā mātou hoki e pīkau te haumitanga nui katoa ki ngā panonitanga o te marautanga me te aromatawai i roto i te 20 tau. Ko ā mātou mahi ka noho mātāmua ki te manotini kaiwhakaako, kaiārahi anō hoki, ā, ka āwhina hoki ki te whakairo i te wheako mātauranga o ngā ākonga o nāianei, me ērā o te anamata. He arawātea rawe tō tātou ki te hāpai i te huringa nui o te tai i ngā mātauranga, he arawātea me kaua e moumou noa. Me whakapau kaha tātou kia puta ai ngā hua pai katoa i ā tātou mahi. Nā ngā tūmanako o te marea mō te whakatūnga o Te Poutāhū me te kōrahi o ā tātou hōtaka panoni i rerekē ai te noho, tērā i te ELSA o 2016.

Te take o taku tāpae panonitanga

E whakahīhī ana ahau i ngā whakatutukitanga ā mohoa nei. He rīrā tā tātou mahere rautaki, ā, kua kite kē ahau i ētahi tauira pai o tā koutou whakatinana i tēnei mahere. Heoi anō, ko ētahi āhuatanga o te anga o nāianei kāore i te hāpai i tā tātou whakamana i te oati a Te Poutāhū me ngā hōtaka panoni kaitā.

Nāianei, he rōpū nui ake mātou i roto i Te Mahau, e whakahaere ana i ngā tahua nui kua tukuna mai e te Kāwanatanga. He waiwai te wāhi ki a tātou i roto i te huringa kia nui ake ai ngā tautoko marautanga, aromatawai anō hoki ka tukuna e Te Tāhuhu. Nā ngā kōpiritanga o tō tātou anga i whānui ai ngā mana whakahaere o ētahi kaiārahi, ā, he tāmutumutu noa iho ngā haepapa mahi. Kei tērā atu pito ko ngā tīma ka koke tonu ahakoa te korenga o te āheinga me te wātea e hiahiatia ana.

Me noho te rāngai mātauranga ki te iho o ā tātou mahi. Me mahi tātou tahi tātou o Te Mahau kia māmā ake ai, kia ngāwari ake ai tā te rāngai whakapā mai ki a tātou me tā rātou mahi tahi mai kia tika ai ngā mahi whakaū, kia whāngai hoki ai i ngā hua mātauranga pai. Mā te pāhekoheko i Te Poutāhū e hāpai ai i ā tātou mahi, i ā Te Mahau mahi, hei whanake i te wheako, whakapono me te pirihongo o te rāngai ki a tātou.

He arawātea tō tātou ki te whakaaro ake me pēhea te whakarite i a tātou kia hāngai ai ki ngā kawatau mō tātou, mō Te Poutāhū.

Whakarāpopototanga

E poho kererū ana ahau i ō tātou whakatutukitanga ā mohoa nei me ō tātou hekenga werawera ki te kimi urupare ki tētahi panonitanga nui i tō tātou pakihi.

I taku hautū i Te Poutāhū, ko taku pīrangi kia haere mai koutou ki te mahi, ka rangona ai te wāriutia ōu me te tautokona ōu ki te whakawhanake, ki te whakamahi hoki i ō pūkenga me ō wheako. Kei te pīrangi ahau kia rangona e koe te tautokona ōu kia angitu ai koe i roto i ngā mahi e arahina ana e koe me ngā mahi e whai wāhi ana koe, ā, kia mārakerake ai ngā kawatau me ngā haepapa, kia whai wāhi hoki ki ngā tīma e kī ana i ngā āheinga ka hiahiatia.

Nāianei, me panoni ngā whakaritenga me ngā whakahaere e koke tonu ai tātou ā te anamata. Ko ngā panonitanga ā-anga tērā, me ētahi atu panonitanga anō hoki. Kua āta mahi tahi ahau ki ērā atu Hautū o Te Mahau kia ngātahi ai te hikoi, ā, kia pai ai te tautoko a tētahi i tētahi i a tātou ka whanake tonu, me te kuhu noa atu ki te rāngai.

He kaitā ō tātou arawātea hei tūhura mā tātou i a tātou ka titiro whakamua. Koinei te wā tika ki te tirotiro anō i tō tātou anganga me te raupapatanga o ā tātou hōtaka mā te whenumitanga o pūkenga me hōmiromiro. Ko te take o tēnei tāpaetanga panonitanga ko te noho a ngā tāngata tika kei a rātou ngā āheinga tika ki ngā tūranga tika, e pai ake ai ā tātou mahi. E whanake ana mātou kia pai ake te tuku urupare, te toro pai me ngā tautoko e wātea ana ki te rāngai mātauranga, ā, e ū ana mātou kia whanake

tonu ngā marautanga ā te anamata.

Nāku noa, nā
Ellen MacGregor-Reid

Hautū, Te Poutāhū

Message from the Hautū

Tēnā koutou kātoa

In writing this consultation document, I reflected on where Te Poutāhū | Curriculum Centre (Te Poutāhū) has come from and how much we have achieved in a relatively short space of time.

In 2016, Early Learning and Student Achievement (ELSA), the predecessor to Te Poutāhū, was a smaller group. About half of our people managed education workforce matters (teacher supply, scholarships, workforce strategy and bargaining), which now sit in Te Puna Ohumahi Mātauranga | Education Workforce. The other half of our people did everything else curriculum and assessment related.

Since 2016 we have worked hard to build a significant programme of important and transformative curriculum and assessment work. We have also seen a meaningful shift with the sector wanting more curriculum and assessment leadership, advice and support from Te Tāhuhu.

A clear call from the Independent Review of Tomorrow's Schools and agreed by Cabinet was to "*...establish a nationally based Curriculum Centre to provide curriculum leadership and expertise… to enable effective delivery of the New Zealand Curriculum and Te Marautanga o Aotearoa for all learners/ākonga.*"

In 2021, Te Tumu Whakarae mo te Mātauranga | Secretary for Education (Te Tumu Whakarae) announced the establishment of Te Poutāhū as part of Te Mahau to *"…provide strengthened and inclusive curriculum leadership, expertise and partnering for the New Zealand Curriculum, Te Marautanga o Aotearoa and Te Whāriki, as well as providing expertise and resources for quality teaching."* From this, we are tasked with bringing Te Poutāhū to life.

Our purpose as Te Poutāhū

We lead the national curricula for Aotearoa New Zealand and associated systems and processes of assessment and aromatawai. We design, develop and provide curriculum services for teachers, kaiako, leaders, ākonga, their whānau and communities that reflect their identities, languages and cultures.

As part of Te Mahau, we work and partner with the profession, education experts, communities and iwi to provide the right products and services in the right way to our educators and education leaders so that:

- They are supported to deliver an equitable, inclusive and accessible curricula that reflects current understandings of effective teaching and learning
- They are supported to develop broad pathways for ākonga with key partners to support the transition of ākonga into tertiary education, vocational pathways or employment
- The education ākonga receive values what is important to them and their whānau and prepares them with the skills and experience they need to participate as global citizens in society.

Te Poutāhū also plays a critical role to support how the education system gives effect to te Tiriti o Waitangi, which ultimately supports all ākonga to reach their potential. This includes our own

knowledge and behaviours and how we support and uplift educators' capabilities. We are committed to giving practical effect to te Tiriti o Waitangi to support ākonga to achieve equitable and excellent outcomes.

Our operating context

As Te Poutāhū, we are tasked with bringing a curriculum centre to life and delivering the largest investment in changes to curriculum and assessment in about 20 years. The work we do is front and centre for tens of thousands of educators and leaders, and will help shape the experience of education for the ākonga of today and tomorrow. We have an amazing opportunity to support a real and lasting difference in education, an opportunity that we must not squander. We need to do all we can to deliver the best outcomes possible through our work. The hope people have in the establishment of Te Poutāhū and the scale of our change programmes places us in a fundamentally different position to ELSA of 2016.

Why I am proposing change

I am incredibly proud of what we have achieved so far. Our strategic plan is strong, and I have already seen some fantastic examples of you putting this plan to life. However, not all aspects of our current structure are supporting us to deliver on the promise of Te Poutāhū and the major change programmes.

We are now a larger group within Te Mahau, are working with large injections of funding from the Government and are a key component of the shift towards more Te Tāhuhu-delivered curriculum and assessment supports. Our structural constraints leave some leaders with large spans of controls and fractured functional responsibilities, while other teams manage without all the capabilities and capacity they need.

We must keep the education sector at the centre of what we do. We need to work as one joined up Te Mahau so it is simpler and easier for the sector to engage and work with us, so implementation is done well and ultimately contributes to positive education outcomes. Integrating further in Te Poutāhū will support how we operate as Te Mahau to improve the sector's experience, trust and confidence in us.

We now have the opportunity to consider how we best organise ourselves to meet the new expectations for us as Te Poutāhū.

Summary

I am extremely proud of our achievements to date and the way we have worked so hard to respond to a fundamental change to our business.

In leading Te Poutāhū, I want you all to come to work and feel valued and supported to develop and use your skills and experience to best effect. I want you to feel supported to succeed with the work you lead and are a part of, with clear expectations and accountabilities and by being part of teams that have the full complement of capabilities that are needed.

We now need to make some changes to how we organise and operate so we can continue to progress in the future. This includes both structural and non-structural changes. I have worked closely with the other Te Mahau Hautū so that we are in step and can continue to support each other as we evolve and continue to work seamlessly into the sector.

We have huge opportunities to capitalise on as we look forward. It is the right time to reconfigure how we are structured and how our programmes are structured with the right mix of expertise and oversight. This change proposal is about having the right people with the right capabilities in the right roles, empowering us to work more effectively. It is not about reducing staff numbers or losing any of the great skills and capabilities we have in place. We are evolving to be more responsive, accessible and

supportive for the education sector, and we are committed to continuous improvement for the curricula in the future.

Nāku noa, nā
Ellen MacGregor-Reid

Hautū, Te Poutāhū

Ngā huringa i ā tātou mahi me tō tātou tāera mahi | Shifts in what we do and how we work

The future state design for Te Poutāhū responds to the four shifts set out by Te Tāhuhu o te Mātauranga in the 2021 Decision Document.

This design is intended to build on changes to the way we work

The *Establishing Te Mahau within Te Tāhuhu o te Mātauranga | Ministry of Education* (May 2021) Decision Document outlined four substantive ways in which Te Tāhuhu is expected to change how we work. These are:

- Ngā tū mahi hei whakamana i te Tiriti o Waitangi | Taking practical action to give effect to te Tiriti o Waitangi
- Mātua ko te reo o te rohe me te haukāinga | Giving priority to regional and local voice
- Te whai kia kaha ake te uruparenga, te whai wāhitanga, me te tautoko tōpū | Delivering greater responsiveness, accessibility and integrated services and support
- Te whai kia pai ake te tukanga whakahoki kōrero, tuku kōrero hoki | Improving feedback loops and information flows

The proposed design intends to continue building on these key shifts.

We are committed to giving effect to te Tiriti o Waitangi

We are committed to supporting the intent of Te Tāhuhu to take practical action to deliver equitable and excellent outcomes through honouring te Tiriti o Waitangi.

Building on the expectations set out by Te Tumu Whakarae, Te Poutāhū needs to continue growing its capability to understand and give practical effect to te Tiriti o Waitangi. Realising our commitment to te Tiriti o Waitangi requires us to practice reasonable and honourable kāwanatanga, as set out in the Te Ara Whiti Māori Crown Relationship framework. Te Tāhuhu is taking meaningful steps towards honouring te Tiriti o Waitangi, consistent with its statutory obligations under the Education and Training Act (2020) and the Public Service Act (2020).

The proposal sets out to improve how Te Poutāhū delivers on its responsibility to support the provision of te reo Māori in education across early learning and schooling in pākehā and Māori medium education. It strengthens Te Uepū Reo Māori to lead the development and delivery of Te Marautanga o Aotearoa and support kaupapa Māori / Māori medium education pathways, so that Te Poutāhū is better able to deliver on this responsibility.

While Te Uepū Reo Māori is one of our key pou for mātauranga Māori, all units in Te Poutāhū continue to hold responsibility for upskilling their te ao Māori and te Tiriti o Waitangi capabilities. This responsibility is part of delivering on our Tiriti o Waitangi commitments and our purpose as Te Poutāhū.

Giving priority to regional and local voice

We need to prioritise the regional and local voice in our work and ways of working so our products and services directly meet the needs of the education sector in delivering excellent and equitable outcomes for ākonga.

The proposed design builds on our existing connections with Te Mahau through to the sector by situating teams together that actively engage with those close to the frontline (for example, Curriculum Leads and Sector Engagement). This intends to streamline how we listen and respond to the sector. It places greater emphasis on what the sector tells us about the effectiveness of our services and helps disseminate this across Te Poutāhū so we can adjust what we do accordingly.

Delivering greater responsiveness, accessibility and integrated services and support

We have received consistent feedback that the sector can find Te Tāhuhu siloed, confusing to navigate and not focused on how it interacts in a simple and effective way with the sector. As Te Poutāhū, we need to remember that aspects of our work end up being led by different teams, received by the same service or school but not always in a joined-up way.

The proposed design builds on our place as part of Te Mahau by establishing a new Strategy & Integration unit to be a clear integration point between Te Poutāhū, Te Pae Aronui and Te Mahau takiwā. It includes our sector engagement and integrated planning and monitoring functions (which plans, aligns and coordinates an integrated view of all Te Poutāhū work). The unit is designed to work with the wider Te Mahau to facilitate effective change and integration, so that all Te Mahau products and services are delivered in a coordinated way that does not overwhelm sector capacity to consume change. The intent is to streamline how we collectively engage as one Te Mahau to build closer, more responsive relationships with the sector.

There will be areas where other units will engage with the wider Te Mahau, but Strategy & Integration will be the primary connection point for Te Poutāhū.

Improving feedback loops and information flows

We need to continue improving the feedback loops and information flows to and from the education sector so that our work has maximum positive impact.

The proposed design consolidates the information and feedback functions that we have in Te Poutāhū and aligns them to connect with the Te Mahau takiwā through to the sector (for example, through the Directors of Education, Curriculum Leads, and Strategic Advisors Māori). This includes our key data and insights functions to organise how we request, collect, analyse and disseminate information behalf of Te Poutāhū.

The proposed design also places our information flow close to our strategy functions to improve how the feedback and information we receive from the frontline directly shapes our future direction.

Improving how we operate our curriculum and assessment change programmes

We must be grounded in the context of delivering major and highly complex change programmes: the NCEA Change Programme (NCEA Programme), the New Zealand Curriculum Refresh (NZC Refresh) and the redesign of Te Marautanga o Aotearoa (Te Marautanga Redesign). These programmes have grown from within Te Poutāhū, and a number of our people have been instrumental in shaping key programme

outcomes. The programmes are long and complex, costly and are subject to a high degree of Ministerial and public scrutiny. To succeed, the programmes require the right mix of programme and project expertise combined with deep education expertise. We now have an opportunity to adapt how these change programmes are configured to give them the best chance of achieving their intended outcomes.

The proposed design establishes separate structures for the NCEA Programme, and the NZC Refresh and Te Marautanga Redesign. At a high level, it is proposed that most of our people currently delivering for the change programmes will report to these programmes as required. After completing their relevant programme delivery requirements, some roles will return to their business-as-usual teams to manage and maintain curriculum and assessment.

It is also important to note the programmes' structures may evolve as they reach different phases of delivery. Other roles from Te Poutāhū may be required to join for a period of time as the programmes identify further project and capability needs.

The intent is to support our people to prioritise programme work, which has been challenging when balancing the dual responsibilities of both programme and business as usual work. It also intends for curriculum and assessment teams to focus more effectively on other business priorities including providing responsive, accessible curricula products and services.

If we do not adjust the NCEA Programme, NZC Refresh and Te Marautanga Redesign structures and look ahead at our future needs, many of our people will continue to be overcommitted and overwhelmed. Ultimately this will support our people and both programmes to deliver key outcomes according to Cabinet direction and what the education sector is telling us.

Tā mātou e tāpae nei me te take e tāpaetia ana | What we are proposing and why

A new structure that is organised to meet our purpose, deliver on our expectations and support our ways of working

As part of Te Mahau providing a more responsive, accessible and integrated local support function for early learning services and schools, we must organise ourselves coherently around the core functions that we set out to deliver. For Te Poutāhū, these include:

A new Strategy & Integration unit that develops the strategy on behalf of Te Poutāhū and connects across Te Poutāhū to deliver our strategic intent and purpose. It manages shared services that Te Poutāhū provides as a collective to the sector, supporting appropriate and equitable use across all education pathways and mediums and building sector capability to educate ākonga. It sets the direction for innovation and thought leadership that other units build on, sharing research and ideas to enable new initiatives to be agreed and operationalised for delivery. It monitors the effectiveness of products and services, and drives improvements in measures for equity, inclusivity, and iwi partnerships to support more responsive collaborative relationships with the sector.

Strategy & Integration is also the primary connection point for Te Poutāhū to align with Te Pae Aronui and the Te Mahau takiwā, supporting curriculum delivery and integrated work plans to sequence change effectively into the sector.

A Curriculum Pathways & Progress unit that focuses on designing curriculum products and services for the New Zealand Curriculum and Te Whāriki. Curriculum, Pathways & Progress (CPP) will also support Early Learning, Pacific Learning, and change and implementation of new business processes and practice models for curriculum development.

A strengthened Te Uepū Reo Māori unit responsible for supporting the provision of te reo Māori in education across early learning and schooling in both pākehā and Māori medium education. It will support kaupapa Māori / Māori medium education pathways across all schooling ages.

A formal NZC Refresh and Te Matauranga o Aotearoa Redesign structure that is reorganised to meet the programme outcomes as directed by Cabinet. This combines the programme expertise needed to manage the programme effectively with the deep technical education expertise to deliver high-quality curriculum updates.

This structure creates an operating environment for strong programme governance, management and discipline where the primary focus and priority is to deliver timely, quality work for the NZC Refresh and Te Marautanga Redesign. However, in some instances, where appropriate and agreed by programme leadership, people working in the programme can support business as usual work in Strategy & Integration, CPP and Te Uepū Reo Māori.

The NZC Refresh and Te Marautanga Redesign would be formed from some existing resources in CPP and Te Uepū Reo Māori (more detail about this is outlined in the impact tables). Roles which transfer to the NZC Refresh and Te Marautanga Redesign will be directed by project roles for their day-to-day project work and for HR processes and approvals.

It is also important to note the structure of the programmes evolve as they reach different phases of delivery. Other roles from across Te Poutāhū may be required to join for a period as the programmes identify further project and capability needs.

A Secondary Tertiary unit that continues to focus on increasing achievement and improving retention and progression of secondary-school aged rangatahi into further learning, training or work. Secondary Tertiary supports the provision of a range of learning opportunities including making better use of the education network for schools, as well as creating the link to clear pathways from school to work and further study or training.

A further formalised NCEA Programme structure to meet the programme outcomes as directed by Cabinet. This combines programme expertise needed to manage the programme effectively with the deep education expertise needed to deliver high-quality updates. This structure creates an operating environment for strong programme governance, management and discipline where the primary focus and priority is to deliver timely, quality work for the NCEA Programme. However, in some instances where appropriate and agreed by programme leadership, our programme people can support business as usual work in Secondary Tertiary.

The NCEA Programme would be formed from existing Secondary Tertiary teams delivering the NCEA Programme (more detail about this is outlined in here[hyperlink to NCEA programme page]). People who hold roles which transfer to the programme will be directed by project roles for their day-to-day project work and for HR processes and approvals.

It is also important to note the programmes' structures may evolve as they reach different phases of delivery. Other roles from Te Poutāhū may be required to join for a period as the programmes identify further project and resource needs.

An Office of the Hautū that continues to support the Hautū, Te Poutāhū and the units within the group to achieve strategic and operational objectives. This includes the acquisition of transition management and project capabilities, and support for the Pou Ārahi – Māori to carry out their functions as a strategic lead.

Developing new names for Te Poutāhū units

Consulting on new unit names

As part of this consultation, there is an opportunity for Te Poutāhū to consider developing new unit names. The names of each unit should best reflect their purpose, intent and the work that they do.

The current names stem back to our days as ELSA. As we are now Te Poutāhū and are considering changes in our design and ways of working, it is also the right time to consider whether these names should be updated. Therefore, we are seeking feedback and suggestions for potential names for the following units:

- Strategy & Integration
- Curriculum, Pathways & Progress
- Secondary Tertiary
- Te Uepū Reo Māori

It is important to note that this consultation does not necessarily mean any names will change — the intent is to give our people the opportunity to shape Te Poutāhū in line with our purpose and what we do. Please feel free to provide suggested alternative names through the various feedback processes for this consultation.

This proposal will continue to refer to the existing unit names for the purpose of this consultation.

Developing ingoa Māori (Māori names) for Te Poutāhū units

This consultation also provides an opportunity to develop ingoa Māori for Te Poutāhū units. The intent is that units will be gifted ingoa Māori with at least equal prominence to their English equivalents. We are working with Te Tuarongo on the best approach to develop these ingoa.

He aha ngā panonitanga matua kei te tāpaetia | What are the main changes proposed?

Under this proposal, the Te Poutāhū leadership team led by the Hautū, Te Poutāhū, would include the following positions:

- Pou Ārahi – Māori - matrixed reporting line to Te Tuarongo
- General Manager, Strategy & Integration (newly proposed)
- General Manager, Curriculum Pathways & Progress (newly proposed)
- General Manager, Te Uepū Reo Māori
- General Manager, Secondary Tertiary
- Group Manager, Office of the Hautū
- Programme Director, NCEA Programme (for the duration of the NCEA Programme)
- Programme Director, Te Marautanga Redesign and NZC Refresh (for the duration of the programmes)

Ngā ārahitanga i te taumata toru | Tier 3 leadership

Proposed future structure

See attached proposed structure of Te Poutāhū leadership team

Proposed functions, services and accountabilities of Ngā ārahitanga i te taumata toru Tier 3 leadership

	Te Poutāhū leadership overview		
Role Title	General Manager, Strategy & Integration	General Manager, Curriculum Pathways & Progress	General Manager, Secondary Tertiary
Role Architecture Name	General Manager (Tier 3)	General Manager (Tier 3)	General Manager (Tier 3)
Specific Portfolio Accountabilities	NA	NA	NA
WHAT does the function do?	Strategy & Integration develops the strategy on behalf of Te Poutāhū and connects across Te Poutāhū to deliver our strategic intent and purpose. It manages shared services that Te Poutāhū provides as a collective to the sector, supporting appropriate and equitable use across all education pathways and mediums and building sector capability to educate ākonga. It sets the direction for innovation and thought leadership that other units build on, sharing research and ideas to enable new initiatives to be agreed and	CPP focuses on designing curriculum products and services for the New Zealand Curriculum and Te Whāriki. CPP will also support Early Learning, Pacific Learning and change and implementation of new business processes and practice models for curriculum development.	Secondary Tertiary focuses on increasing achievement, retention and progression of secondary-school aged rangatahi and supporting them into further learning, training or work. Secondary Tertiary supports the provision of a range of learning opportunities including making better use of the education network for schools, as well as creating the link to clear pathways from school to work and further study or training.

	operationalised for delivery. It monitors the effectiveness of products and services, and drives improvements in measures for equity, inclusivity, and iwi partnerships to support more responsive collaborative relationships with the sector. Strategy & Integration is also the primary connection point for Te Poutāhū to align with Te Pae Aronui and the Te Mahau takiwā, supporting curriculum delivery and integrated work plans to sequence change effectively into the sector.		
WHY is it important?	Strategy & Integration supports curriculum service design and operations across all Te Poutāhū products and services. It is critical for driving effective integration across Te Poutāhū, into Te Mahau and across the wider sector to support effective service design which is underpinned by strategic communications plans, activities and engagement.	CPP is focused on delivering a range of initiatives across the curriculum and learning pathways from 0 - 18 years for Te Whāriki and the NZC. CPP is responsible for developing a medium to long term strategic view of curriculum, teaching and learning, assessment and service delivery and the design and development of initiatives which maximise achievement outcomes for learners at all levels.	Secondary Tertiary provides a range of learning opportunities including making better use of the education network for schools, as well as creating the link to clear pathways from school to work and further study or training. This GM role is a business owner for the majority of the NCEA Programme.

	The GM role is a business owner for parts of the NZC Refresh.	This GM role is a business owner for parts of the NZC Refresh.	
WHAT happens here?	The primary functions in this unit include: ● Strategy development and advice ● Te Poutāhū data and insights ● Integrated planning across Te Poutāhū work ● Performance monitoring the effectiveness of curriculum, products and services ● Innovation and thought leadership, sharing research and ideas for digital pedagogy ● Equity, inclusivity and partnerships (incl. iwi partnerships) supporting development of equitable and inclusive curricula across Te Poutāhū products and services ● Sector engagement (including strategic communications plans, activities and engagement) ● Ministerials ● Administration & Support ● Budget management ● People management	The primary functions in this unit include: ● Curriculum design, progress and assessment support functions for Te Whāriki and New Zealand Curriculum ● Early Learning ● Pacific Learning ● Change & Implementation (works closely with Strategy & Integration to manage change into the sector) ● Ministerials ● Administration & Support ● Budget management ● People management	The primary functions in this unit include: ● Transition pathways ● Strategic Implementation planning ● Implementation-Kura Auraki including support for Māori, Pacific and Neuro diverse and disabled learners ● Advisory ● Ministerials ● Administration & Support ● Budget management ● People management

	It will also be accountable for directing existing delivery functions previously housed in CPP including: • Sector capability to develop and maintain appropriate frameworks to guide educators' capability build • Curriculum service delivery (including supporting Curriculum Leads in Te Mahau takiwā) • Literacy/numeracy plans		

	Te Poutāhū leadership overview		
Role Title	General Manager, Te Uepū Reo Māori	Group Manager, Office of the Hautū	Pou Ārahi - Māori
Role Architecture Name	General Manager (Tier 3)	Head of <function> (Tier 3)	Pou Ārahi
Specific Portfolio Accountabilities	N/A	N/A	N/A
WHAT does the function do?	Te Uepū Reo Māori is responsible for supporting the provision of te reo Māori in education across early learning and schooling in both pākehā and Māori medium education. It will support kaupapa Māori / Māori medium education pathways across all schooling ages.	The Office of the Hautū supports the Hautū and Te Poutāhū units to achieve strategic and operational objectives This function operationalises strategic initiatives set in the Strategy & Integration unit including developing performance metrics for Te Poutāhū, setting standards for investment	The Pou Ārahi – Māori will continue to act as the strategic lead on te Tiriti o Waitangi for Te Poutāhū, connecting Te Tuarongo and Māori capability across Te Tāhuhu and advising on operating at the kāwanatanga — tino rangatiratanga interface in the context of Te Poutāhū.

		management, developing the statement of performance intent (SOI), leading the annual business planning activity.	
WHY is it important?	Te Uepū Reo Māori responsible for managing Te Marautanga o Aotearoa, and supporting te reo Māori across the New Zealand Curriculum and Te Whāriki. This GM role is a business owner for Te Marautanga o Aotearoa redesign and parts of the NCEA Programme.	The Office of the Hautū drives cross functional work targeted at improving the performance of Te Poutāhū and manages significant issues and risks that arise.	Pou Ārahi are an integral part for Te Tāhuhu to 'take practical action to give effect to te Tiriti o Waitangi' by providing Māori leadership and support especially with respect to the Tino Rangatiratanga – Kāwanatanga interface.
WHAT happens here?	The primary functions in this unit include: ● Matauranga Māori ● Achievement, professional capability & leadership (APCL) ● Curriculum improvements ● Curriculum Service Delivery ● Curriculum Service Design ● Curriculum Change ● Foundational Learning ● Aromatawai ● Strategy & Legislation ● Specialist communications ● Implementation (Kura Māori) ● Ākonga Māori ● Ministerials	The primary functions in this unit include: ● Investment advice including setting standards for the good practice implementation of investment management discipline ● Managing financial components of current and future bids ● development of financial and economic cases ● Managing annual business planning process ● Project capability - new function ● Transition Management - new function ● Advice to the Hautū	The primary functions in this role include: ● Strategic advisory ● Relationships management

	• Administration & Support • Budget management • People management	• Governance • Ministerials • Administration & Support • Budget management • People management	

Strategy & Integration

It is proposed that there will be a new Strategy & Integration unit in Te Poutāhū, led by a General Manager, Strategy & Integration.

What is Strategy & Integration and why is it important?

High level purpose

Strategy & Integration is a critical integration point between Te Poutāhū, Te Pae Aronui and Te Mahau takiwā. It develops the strategy on behalf of Te Poutāhū and connects across units so that Te Poutāhū is delivering to its strategic intent and purpose. It works across Te Poutāhū units to manage shared services provided as a collective to the sector, supporting appropriate and equitable use across all education pathways and mediums. It is also the primary connection point for Te Poutāhū to align with Te Pae Aronui and the Te Mahau takiwā, supporting service design, curriculum delivery and integrated work plans to sequence change effectively into the sector.

Key design features

Strategy & Integration will work across Te Poutāhū units, holding close connections to maintain collective alignment as a group. It will develop and track key strategies on behalf of Te Poutāhū, working closely with the Office of the Hautū to do so. The intent is to improve how Te Poutāhū works as a collective to contribute to and execute on strategic priorities, creates and manages its programme of work, and builds common practices.

It sets the direction for innovation and thought leadership that other Te Poutāhū units build on, sharing research and ideas to enable new initiatives to be agreed and operationalised for delivery. This includes setting expectations for Te Poutāhū to improve measures for equitable and inclusive curricula, including insight from iwi relationships with the Te Mahau takiwā.

Strategy & Integration's sector engagement, curriculum delivery and integrated planning and monitoring functions will work with the Change and Implementation team in CPP to align how Te Poutāhū curricula products and services are released into the sector. It will work closely with Te Pae Aronui and the Te Mahau takiwā to plan change releases into the sector across Te Mahau so they are prioritised according to sector readiness.

This unit is also responsible for managing how data and insights from information flows and feedback loops come in from the sector to Te Poutāhū, back through Te Mahau and out again. It will collate information directly from the sector through the Te Mahau takiwā about how Te Poutāhū products and services are received by the sector.

Strategy & Integration will monitor the effectiveness of the curriculum products and services of Te Poutāhū using its connections across other units. It will feed insights it receives into relevant Te Poutāhū units so they can update or make changes as required. This function is placed close to strategy to directly inform future strategy development, design and delivery.

Strategy & Integration will build an integrated view of the work planned across the units and programmes in Te Poutāhū, so that the Hautū and group can better plan and prioritise work.

Forming Strategy & Integration

Strategy & Integration is formed from curriculum delivery teams from CPP and some existing roles in Te Poutāhū which are moved into its proposed new teams.

He aha ngā panonitanga matua kei te tāpaetia | What are the main changes proposed?

Under this proposal, the General Manager, Strategy & Integration would lead Strategy & Integration. The Strategy & Integration leadership team would include the following positions:

Strategy & Integration leadership team	Purpose and changes
Manager, Strategy, Data & Insights Newly proposed	The Manager, Strategy, Data & Insights would be established to drive development of Te Poutāhū's strategies and to manage data needs on behalf of the unit. This role addresses a capability and capacity gap for Te Poutāhū in driving and monitoring strategy development and implementation and leading the data function.
Manager, Integrated Planning & Monitoring Newly proposed	The Manager, Integrated Planning & Monitoring would be established to plan, align and coordinate an integrated view of programmes and ongoing delivery work for curricula. This role works closely with Te Mahau takiwā and Te Pae Aronui to facilitate effective change and integration into the sector and monitor the effectiveness of Te Poutāhū products and services.
Manager, Sector Engagement Newly proposed	The Manager, Sector Engagement would be established to plan and direct effective engagement and communication with the sector to support release of Te Poutāhū products and services. This role plans and manages how products and services are delivered to educators so that educators can focus on delivering teaching and learning best suited for their respective ākonga.
Chief Advisor and Principal Advisor Equity, Inclusivity and Partnerships Reporting line change	The Chief Advisor and Principal Advisor Equity, Inclusivity and Partnerships roles would transfer from CPP to Strategy & Integration to lead the development and implementation of equity and inclusivity measures for curriculum. These roles facilitate relationships and partnerships (including iwi partnerships) so will be moved to Strategy & Integration to be based close to aligned roles and the sector.

Chief Advisor, Strategy & Integration Reporting line change	A Chief Advisor would transfer from CPP to Strategy & Integration to provide strategic advice and writing to the GM Strategy & Integration. This role provides relevant policy advice so is placed close to the GM Strategy & Integration where this support is required.
Director, Curriculum Delivery Services Reporting line change	The Director, Curriculum Delivery Services would transfer from CPP to report to the GM Strategy & Integration. This role continues to provide curriculum delivery and service design into the sector. This role would align with other roles in Strategy & Integration to direct curriculum delivery close to Te Mahau and the sector.
Senior Manager, Innovation Reporting line change	The Senior Manager, Innovation would transfer from CPP to report to the GM Strategy & Integration. This role continues to plan and direct innovation and thought leadership on behalf of Te Poutāhū. This would include work on digital pedagogy.
Principal Advisor, Office of the GM, Strategy & Integration Reporting line change	The Principal Advisor vacancy in the Office of the Associate Deputy Secretary, CPP would transfer to Strategy & Integration and report to the GM Strategy & Integration to establish an Office of the GM. This team would provide business support to the GM and the wider team.
Consult on name for new Strategy & Integration unit	It is proposed that the name for Strategy & Integration is revised to better reflect the purpose of this unit. Feedback is welcomed about alternative names.

Proposed functions, services and accountabilities of the Strategy & Integration

	Strategy & Integration
WHAT does the function do?	Strategy & Integration is responsible for developing the strategic plan of Te Poutāhū and monitoring delivery against our strategic intent and purpose. It sets the direction for innovation and thought leadership and sets expectations for Te Poutāhū to drive improvements in measures for equity, inclusivity, and iwi relationships. It will develop the forward plan of work and aligns with Te Mahau on how to manage and sequence change effectively into the sector. Strategy & Integration is critical to supporting curriculum service design and operations across all Te Poutāhū products and services.

	It is critical for driving effective integration across Te Poutāhū, into Te Mahau and across the wider sector to support effective service design which is underpinned by strategic communications plans, activities and engagement.		
HOW will this function be organised?	The Strategy & Integration unit will consist of: ● Strategy, data & Insights ● Sector engagement ● Equity, inclusivity and partnerships ● Integrated planning & performance monitoring ● Advisory ● Innovation (including digital pedagogy) ● Curriculum service design ● Curriculum delivery ● Sector capability ● Literacy/numeracy plans ● Office of the GM		
	Strategy, Data & Insights	Integrated Planning & Monitoring	Sector Engagement
Role Title	Manager, Strategy, Data & Insights	Manager, Integrated Planning & Monitoring	Manager, Sector Engagement
Role Architecture Name	Function Manager (Tier 4)	Function Manager (Tier 4)	Function Manager (Tier 4)
WHAT happens here?	It is proposed that the Manager Strategy, data & insights role has the following functional accountabilities: ● Coordinate strategy development ● Track strategy implementation ● Data requests ● Data collection ● Data dissemination ● Data interrogation It is intended that the Manager Strategy, Data & Insights role develops data insights from retrieved data which feeds into strategy development for the unit.	It is proposed that the Manager Integrated Planning and Monitoring has the following functional accountabilities: ● Planning ● Integration of programmes/ delivery ● Change management ● Monitoring It is intended that the Manager Integrated Planning & Monitoring works closely with the Manager sector engagement, Te Mahau takiwā and Te Pae Aronui to facilitate	It is proposed that the Manager Sector Engagement has the following functional accountabilities: ● Planning ● Sector engagement ● Sector communication ● Monitoring It is intended for the Manager Sector Engagement to lead engagement and communication activity into the education sector relating to Te Poutāhū products and services.

		effective change and integration into the sector.	
WAYS OF WORKING – how will this function work across the organisation?	*Working across Te Poutāhū and Te Mahau* Strategy & Integration (S&I) is a new function that intends to bridge across our Te Poutāhū units and the wider Te Mahau so we work in a cohesive, joined up way. It brings together key functions including strategy, delivery, information, planning and monitoring in one place as a key channel to draw on each other. *Working across Te Poutāhū* S&I will help facilitate connections across Te Poutāhū by regularly engaging with leaders across Te Poutāhū. It will be the place for Te Poutāhū to organise as a collective, which supports the Hautū, Te Poutāhū and the Te Poutāhū Leadership Team to see, plan and make better informed decisions for the group. S&I will lead how Te Poutāhū develops and aligns to its strategic priorities, holding strategy, integrated planning and monitoring functions. It will also drive equitable and inclusive curricula across all curricula units for their products and services, for example, developing KPIs, common practices and supporting changes and updates based on how educators respond to our work. *Working with Te Mahau takiwā and Te Pae Aronui* Strategy & Integration will also be Te Poutāhū's primary point of connection with Te Pae Aronui and the Te Mahau takiwā so that we organise as one Te Mahau. Its curriculum delivery and sector engagement functions will work closely with the Te Mahau takiwā who hold the resources and relationships at the frontline (for example, Curriculum Leads and Directors of Education) so that our products and services are delivered using the right channels and right supports to land well with educators.		
Additional commentary	Strategy & Integration is responsible for being a primary connection unit across the Te Poutāhū units, into Te Pae Aronui, and the Te Mahau takiwā who hold the frontline relationships with the sector.		

	Strategy & Integration		
	Equity, Inclusivity and Partnerships	Strategy & Integration - Advisory	Senior Manager, Innovation
Role Title	Chief Advisor and Principal Advisor, Equity, inclusivity & Partnerships	Chief Advisor - Strategy & Integration	Senior Manager Innovation (Digital pedagogy)

Role Architecture Name	-	-	Function Manager (Tier 4)
WHAT happens here?	It is proposed that the Chief Advisor and Principal Advisor Equity, inclusivity and partnerships have the following functional accountabilities: ● KPI development (to support equity & inclusivity) ● Implementation support ● Monitoring It is intended that both roles lead relationship and partnership development including partnerships with iwi.	It is proposed that the Chief Advisor has the following functional accountabilities: ● Strategic advice ● Strategic writing ● Input into policy advice It is intended that this role provides operational policy advice to the GM Strategy & Integration as required.	It is proposed that the Senior Manager Innovation has the following functional accountabilities: ● Innovation (including digital pedagogy) ● Thought leadership ● Research ● Analysis ● Insights development It is intended that the Senior Manager Innovation develops and plans innovation and thought leadership on behalf of Te Poutāhū and recommends areas for further research and analysis.

	Strategy & Integration	
	Curriculum Delivery	Advisory roles
Role Title	Director, Curriculum Delivery	Principal Advisor - Office of the GM
Role Architecture Name	Function Manager (Tier 4)	-
WHAT happens here?	It is proposed that the Director Curriculum Delivery Services role has the following functional accountabilities: ● Curriculum service design ● Sector capability ● Literacy/numeracy plans	It is proposed that the Principal Advisor Office of the GM Strategy & Integration has the following functional accountabilities: ● Business support ● Administration ● Advisory ● Ministerial coordination ● Business planning

	It is intended that the Director Curriculum Delivery Services leads delivery teams and aligns delivery work with planning and integration roles in Te Mahau and Te Poutāhū. Note: this Director role retains direct reports. Please refer to the impact table for more details.	• Analytical capability It is intended that the Principal Advisor role leads business support for the GM Strategy & Integration and the wider office including Ministerial support and planning activity on behalf of Strategy & Integration.

Curriculum, Pathways & Progress

It is proposed that there will be a Curriculum Pathways & Progress (CPP) unit in Te Poutāhū, led by a General Manager, CPP.

What is Curriculum, Pathways & Progress and why is it important?

High level purpose

Curriculum Pathways & Progress designs curriculum products and services for the New Zealand Curriculum and Te Whāriki,and supports curriculum design for Te Marautanga o Aotearoa as required.

Key design features

CPP is refocused on designing New Zealand Curriculum and Te Whāriki products and services for Te Poutāhū. This includes functions for Early Learning and Pacific Learning for those curricula. The intent is that CPP continues to build deep curriculum design capability and change and implementation capability by clarifying roles, accountabilities and performance expectations for CPP's people.

CPP will work in tandem with Strategy & Integration's shared services to deliver as part of a joined-up Te Poutāhū. Strategy & Integration's equity, inclusivity and data functions will support CPP to design products and services that are equitable and inclusive and informed by sector insights. Strategy & Integration's sector capability, sector engagement and curriculum delivery functions will be a key connection point for delivering CPP's work into the sector in line with the wider Te Mahau. This includes CPP's change and implementation function for new business processes and practice models for curriculum development, so that these are timed and delivered to the sector where and when it is best for the sector to receive them.

CPP would primarily work through Strategy & Integration to link in with the wider Te Mahau takiwā and into the sector. The intent is to channel most sector engagement using the frontline relationships the Te Mahau takiwā hold (for example, its Directors of Education, Strategic Advisors Māori) as part of a coordinated Te Mahau approach to engaging with the sector. CPP will also support Strategy & Integration to monitor the performance of its products and services and make changes in response to sector feedback.

The GM CPP, and the GM Strategy & Integration, are business owners for the NZC Refresh. Each GM is accountable for different aspects of the change programme. As business owners, they are accountable for setting and monitoring the quality of work produced by the programmes and that they are achieving the agreed outcomes and benefits. They manage key relationships with sector stakeholders and media and are ultimately responsible for signing off on programme deliverables.

The Programme Director for the NZC Refresh looks to the GMs to be the education subject matter experts to sign off programme deliverables. It is critical that the GMs work closely with the Programme Director to achieve programme success.

In future, the intent is for CPP to improve its capability and processes to review, update and continuously improve the curricula on a regular basis. By completing ongoing iterations to curricula content, curricula are kept updated, better managed and maintained, reducing the need for large scale change programmes to update. To do this, some resources will be transferred back to CPP from the programmes as it delivers its different phases.

Forming Curriculum Pathways & Progress

CPP is formed from the existing CPP design teams responsible for curriculum design for the NZC and Te Whāriki, the Change and Implementation team from CPP and the Office of the GM, CPP.

Forming the NZC Refresh and Te Marautanga Redesign

Some existing CPP teams and roles are proposed to transfer to the NZC Refresh and Te Marautanga Redesign. People who hold roles which transfer to the programme will be directed by project roles for their day-to-day project work and for HR processes and approvals. After completing their relevant programme delivery requirements, some roles would return to CPP and Te Uepū Reo Māori to manage and maintain the curriculum.

It is important to note NZC Refresh and Te Marautanga Redesign structures may evolve as they reach different phases of delivery. Other roles from Te Poutāhū may be required to join for a period as the programmes identify further project and resource needs.

He aha ngā panonitanga matua kei te tāpaetia | What are the main changes proposed?

Under this proposal, the General Manager, Curriculum Pathways & Progress would lead CPP. The CPP leadership team would include the following positions:

- Senior Manager, Office of the General Manager, CPP (existing role)
- Senior Manager, Assessment (existing role)
- Director, Curriculum Design (existing role)
- Manager, Curriculum Change & Implementation (changed role)

Proposed functions, services and accountabilities of Curriculum, Pathways & Progress

	Curriculum, Pathways & Progress		
WHAT does the function do?	CPP focuses on designing curriculum products and services for the New Zealand Curriculum and Te Whāriki. CPP will also support Early Learning, Pacific Learning and change and implementation of new business processes and practice models for curriculum development.		
HOW will this function be organised?	Curriculum, Pathways & Progress will consist of: • Curriculum Design • Assessment • Early Learning • Pacific Learning • Curriculum Change & Implementation • Office of the GM, CPP		
Level 4 Services	Curriculum Design	Assessment	Curriculum Change & Implementation
Role Title	Director, Curriculum Design	Senior Manager, Assessment	Manager, Curriculum Change & Implementation
Role Architecture Name	Function Manager (Tier 4)	Function Manager (Tier 4)	Function Manager (Tier 4)
WHAT happens here?	It is proposed that the Director, Curriculum Design continues to have	It is proposed that the Senior Manager, Assessment continues	It is proposed that the Manager, Curriculum Change &

	the following functional accountabilities: ● Pacific Learning ● Early Learning ● Curriculum Design It is intended that the Director, Curriculum Design continues to manage the design of curriculum for the New Zealand Curriculum, and support the design of curriculum for Te Marautanga o Aotearoa and Te Whāriki as required.	to have the following functional accountabilities: ● Procurement ● Tool Design ● Aromatawai/ Assessment design ● Maintenance of assessment tools It is intended that the Senior Manager, Assessment continues to manage the development of assessment and aromatawai for the New Zealand Curriculum.	Implementation has the following functional accountabilities: ● Planning ● Change Implementation ● Advisory ● Review ● Process Improvement It is intended that the Manager, Curriculum Change & Implementation continues to support how curriculum products and services are released into the sector.
WAYS OF WORKING	*Focusing on designing curricula, supporting the NZC programme and Te Marautanga o Aotearoa redesign* It is proposed that the curriculum design functions for the New Zealand Curriculum, and Te Whāriki are led by CPP. Teams in CPP will continue to be directed by their existing leaders to design curricula products and services. This shift means CPP can better delineate between programme and business as usual activities and prioritise meeting CPP's responsibilities to develop curriculum content. CPP will still collaborate closely with the NZC Refresh and Te Marautanga Redesign to provide deep education expertise and support to develop curriculum content and conduct quality review. Its people will work with the programme, acting as subject matter experts, advising programme resources about key programme deliverables where needed. Over time, responsibilities to manage and maintain the curriculum will shift back to CPP once the programme has been delivered. CPP will shift towards regularly managing, reviewing and continuously updating and improving the curricula in smaller increments, reducing the need for future complex change programmes.		
Additional commentary	Curriculum, Pathways & Progress leads the design of the New Zealand Curriculum and Te Whāriki - this includes curriculum and assessment tools.		

	Curriculum, Pathways & Progress
Level 4 Services	Office of the GM, CPP
Role Title	Senior Manager, Office of the GM CPP
Role Architecture Name	Function Manager (Tier 4)
WHAT happens here?	It is proposed that the Senior Manager, Office of the GM, CPP has the following functional accountabilities: ● Business support and administration ● Advisory support ● Ministerials ● Business planning ● Analytical capability ● Project support. It is intended that the Senior Manager, Office of the GM CPP continues to provide business and advisory support to the GM, CPP. It is important to note that it is proposed some existing roles will have a change in reporting line to the NZC programme. Please refer to the attached impact table for details.

Proposed future structure and roles of Curriculum, Pathways & Progress

Hyperlinks within ConsiderThis

Proposed structure for Curriculum, Pathways & Progress

Role summaries for proposed new roles in Curriculum, Pathways & Progress

Summarised impact tables for potentially impacted roles

Proposed future structure and roles of Curriculum, Pathways & Progress

Hyperlinks within ConsiderThis

Proposed structure for Curriculum, Pathways & Progress

Role summaries for proposed new roles in Curriculum, Pathways & Progress

Summarised impact tables for potentially impacted roles

Te Uepū Reo Māori

It is proposed that there will be a strengthened Te Uepū Reo Māori unit in Te Poutāhū, led by a General Manager, Te Uepū Reo Māori.

What is Te Uepū Reo Māori and why is it important?

High level purpose

Te Uepū Reo Māori is responsible for supporting the provision of te reo Māori in education across early learning and schooling in both pākehā and Māori medium education. It leads the development and delivery of Te Marautanga o Aotearoa, and supports kaupapa Māori / Māori medium education pathways across all schooling ages.

Key design features

The design shifts Ākonga Māori and Kura Māori functions into Te Uepū Reo Māori so that it is a rōpū that supports pākehā and Māori medium education across all schooling ages. The intent is for Te Uepū Reo Māori to have an end-to-end focus on Māori medium and strengthen its capacity and capability (including its existing deep mātauranga Māori expertise) to support te reo Māori across all curricula.

The design proposes to establish two groupings from existing teams around Curriculum Design and Curriculum Service Delivery.

Curriculum Service Delivery brings together Mātauranga Māori, Achievement, Professional Capability and Leadership (APCL) and Curriculum Implementation, led by a proposed Director, Service Delivery. This team will focus on identifying innovative ways of bringing Marautanga Māori into implementation of the curricula. This includes building professional capability in educators to improve teaching and learning, providing resources and support, and testing new ideas around curriculum – kura whānau reo. This team will work closely with Strategy & Integration and CPP to align on delivery into the sector.

Curriculum Design brings together teams Curriculum Design, Foundational Learning and Aromatawai, led by the Director, Curriculum Design. This team will focus on initiatives to localise curricula, develop tools for Māori medium education and uplift curriculum design capability in Te Uepū Reo Māori.

Te Uepū Reo Māori will work in tandem with Strategy & Integration's shared services to deliver as part of a joined up Te Poutāhū. Strategy & Integration's equity, inclusivity and data functions will support Te Uepū Reo Māori to design products and services that are equitable, inclusive and informed by sector insights. Strategy & Integration's sector capability, sector engagement and curriculum delivery functions will be a key connection point for delivering Te Uepū Reo Māori work into the sector in line with the wider Te Mahau. Te Uepū Reo Māori will also support Strategy & Integration to monitor the performance of its products and services and make changes in response to sector feedback.

Te Uepū Reo Māori would primarily work through Strategy & Integration to link in with the wider Te Mahau takiwā and into the sector. The intent is to channel most sector engagement using the frontline relationships the Te Mahau takiwā hold (for example, the relationships Strategic Advisors Māori hold with iwi) as part of a coordinated Te Mahau approach to engaging with the sector.

The GM Te Uepū Reo Māori is a business owner for Te Marautanga o Aotearoa redesign and parts of the NCEA programme. The GM is accountable for different aspects of the change programme. As a business owner, they are accountable for setting and monitoring the quality of work produced by the programmes and that they are achieving the agreed outcomes and benefits. They manage key relationships with sector stakeholders and media and are ultimately responsible for signing off on programme deliverables.

The Programme Director for the NZC Refresh and Te Marautanga o Aotearoa redesign will report to the Hautū, Te Poutāhū (who is the programme's Senior Responsible Officer). The Programme Director looks to the GMs to be the education subject matter experts to sign off programme deliverables. It is critical that the GMs work closely with the Programme Director to achieve programme success.

Forming Te Uepū Reo Māori

The redesigned Te Uepū Reo Māori is formed from the existing Te Uepū Reo Māori teams and the existing Ākonga Māori and the Kura Māori implementation teams from Secondary Tertiary.

He aha ngā panonitanga matua kei te tāpaetia | What are the main changes proposed?

Under this proposal, the General Manager, Te Uepū Reo Māori would lead Te Uepū Reo Māori. Te Uepū Reo Māori leadership team would include the following positions:

- Director, Service Delivery (newly proposed)
- Director, Curriculum Design (changed role)
- Chief Advisor (existing role)
- Senior Manager, Office of the GM Te Uepū Reo Māori (existing role)
- Senior Manager, Ākonga Māori (existing role, reporting line change)
- Senior Manager, Implementation - Kura Māori (existing role, reporting line change)

Proposed functions, services and accountabilities of Te Uepū Reo Māori

	Te Uepū Reo Māori		
WHAT does the function do?	Te Uepū Reo Māori is responsible for supporting the provision of te reo Māori in education across early learning and schooling in both pākehā and Māori medium education. It leads the development and delivery of Te Marautanga o Aotearoa, and supports kaupapa Māori / Māori medium education pathways across all schooling ages.		
HOW will this function be organised?	Te Uepū Reo Māori will consist of: • Service Delivery • Curriculum Design • Curriculum delivery • Implementation Kura Māori • Ākonga Māori • Business support • Advisory		
Level 4 Services	Service Delivery	Curriculum Design	Implementation Kura Māori
Role Title	Director, Service Delivery	Director, Curriculum Design	Senior Manager, Implementation Kura Māori

Role Architecture Name	Function Manager (Tier 4)	Function Manager (Tier 4)	Function Manager (Tier 4)
WHAT happens here?	It is proposed that the Director, Service Delivery has the following accountabilities: ● Mātauranga Māori ● Achievement, Professional Capability and Leadership (APCL) ● Curriculum Implementation It is intended that the Director, Service Delivery will work with the GM role and the Director Curriculum to ensure there is an end-to-end focus on service implementation/delivery. It is intended that this role will manage 6 direct reports including the Senior Managers responsible for leading these functions, plus a Principal Advisor and an existing vacancy. This change will reduce the number of direct reports to the GM Te Uepū Reo Māori. Please see the staff impact table for more details	It is proposed that the Director, Curriculum Design has the following accountabilities: ● Curriculum design ● Aromatawai ● Foundational Learning ● Communication It is intended that the Director, Curriculum Design is responsible for working with GM and Director Service Delivery to maintain an end-to-end focus on service implementation/ delivery. This role manages 5 direct reports including the Senior Managers for Curriculum Design, Foundational learning, Aromatawai, the Senior Communication Advisor and a Principal Advisor. This change reduces the number of direct reports to the GM Te Uepū Reo Māori. Please see the staff impact table for more details.	It is proposed that the existing Senior Manager, Implementation Kura Māori (vacancy) has the following functional accountabilities: ● Kaupapa Māori kura ● Māori, Pacific, Neurodiverse and disabled learners ● Strategic Implementation planning It is important to note that this role has a change in reporting line to the GM Te Uepū Reo Māori and will retain its direct reports (vacancies). Please see the staff impact table for more details.
WAYS OF WORKING	*Building an end-to-end Māori medium education pathway*		

	Te Uepū Reo Māori leads how Te Poutāhū supports the provision of Te reo Māori across all our curricula. Shifting resources and responsibility for te reo Māori in senior schooling builds on this so that we have one unit leading te reo Māori across all schooling ages. This gives Te Uepū Reo Māori greater control to develop a complete pathway of te reo Māori in learning in both Māori medium and pākehā education, leading other units in Te Poutāhū to do so. This proposal also consolidates functions around curriculum implementation for ākonga Māori and kura Māori so they operate as one implementation team. While Te Uepū Reo Māori is one of our key pou for mātauranga Māori, all units in Te Poutāhū continue to hold responsibility for upskilling their te ao Māori and te Tiriti o Waitangi capabilities. This responsibility is part of delivering on our Tiriti o Waitangi commitments and our purpose as Te Poutāhū.
Additional commentary	Te Uepū Reo Māori is responsible for Te Marautanga o Aotearoa, a unique curriculum for the provision of te reo Māori in Māori medium and general.

	Te Uepū Reo Māori		
Level 4 Services	Ākonga Māori	Office of the GM	Advisory roles
Role Title	Senior Manager, Ākonga Māori	Senior Manager, Office of the GM	Chief Advisor
Role Architecture Name	Function Manager (Tier 4(	Function Manager (Tier 4(	-
WHAT happens here?	It is proposed that the Senior Manager Ākonga Māori has the following functional accountabilities: ● Kaupapa Ako Māori ● Promote equity for all Māori learners across English and Māori medium settings ● Promote Te Reo and Te Ao Māori outcomes are built into strategic planning It is intended that the Senior Manager, Ākonga Māori will continue to	It is proposed that the Senior Manager, Office of the GM has the following functional accountabilities: ● Business support ● Advisory support ● Ministerial coordination ● Business planning ● Analytical capability ● Project support. It is intended that the Senior Manager, Business Support provides support to the GM and the wider	It is proposed that the Chief Advisor holds the following functional accountabilities: ● Strategic advice ● Legislation It is intended that the Chief Advisor continues to act as a strategic advisor to the GM Te Uepū Reo Māori.

	lead the Ākonga Māori function. It is important to note that this role has a change in reporting line to the GM Te Uepū Reo Māori and will retain its direct reports. Please refer to the attached staff impact table for more details.	group. This role retains its current direct reports.	

New Zealand Curriculum Refresh and Te Marautanga Redesign

It is proposed that there will be a separate programme structure in Te Poutāhū to deliver the NZC Refresh and Te Matauranga o Aotearoa redesign, led by a Programme Director.

More information about the types of programme and business as usual roles and how they work together can be found in the attachment to this page.

What is the New Zealand Curriculum Refresh and Te Marautanga Redesign and why is it important?

High level purpose

The NZC Refresh is set out to deliver on Cabinet direction to "...make sure every child experiences success in their learning, and that their progress and achievement is responded to and celebrated."

Te Marautanga o Aotearoa aspires to "... develop successful learners who will grow as competent and confident learners, effective communicators in the Māori world, healthy of mind, body, and solid and secure in their identity and sense of belonging." They will have the skills and knowledge to participate in and contribute to Māori society and the wider world.

Te Marautanga o Aotearoa identifies how this vision links to the learning environment for children in Māori medium schools.

Key design features

The NZC Refresh and the redesign of Te Matauranga o Aotearoa will be established as a completely separate programme structure to CPP and Te Uepū Reo Māori. This means its people will be directed by project roles for day-to-day work and for HR processes and approvals. Te Uepū Reo Māori will continue to source services from external market experts to design curricula products and services as required. Management of the contractual arrangements for these providers will be shift to the programme in future.

The design intends to improve programme governance, management and discipline to deliver the outcomes directed by Cabinet in a quality and timely manner. It also supports the people working in the programme to have clear, defined, singular accountability to prioritise delivery of its work.

The Programme Director, (formerly Programme Manager) will report to the Hautū, Te Poutāhū (who is the programme's Senior Responsible Officer). The Programme Director leads delivery of the programme.

The GM CPP and the GM Strategy & Integration are the business owners of the NZC Refresh. The GM, Te Uepū Reo Māori is the business owner for Te Marautanga o Aotearoa redesign. As business owners, they are accountable for setting and monitoring the quality of work produced by the programmes and that the programmes are achieving the agreed outcomes and benefits. They manage key relationships with sector stakeholders and media and are ultimately responsible for signing off on programme deliverables.

The Programme Director looks to the GMs to be the education subject matter experts to sign off programme deliverables. It is critical that the GMs work closely with the Programme Director to achieve programme success.

Forming the NZC Refresh and Te Marautanga Redesign

The programme is formed from existing CPP teams delivering the Online Curriculum Hub (OCH), Records of Learning (ROL), NZC projects, and some roles from Te Uepū Reo Māori.

Some existing CPP and Te Uepū Reo Māori teams and roles are proposed to transfer to the programme as required. People who hold roles which transfer to the programme will be directed by project roles for their day-to-day project work and for HR processes and approvals. After completing their relevant programme delivery requirements, some roles would return to their relevant unit to manage and maintain the curriculum.

It is important to note the NZC Refresh and Te Marautanga Redesign structures may evolve as they reach different phases of delivery. Other roles from Te Poutāhū may be required to join for a period of time as the programmes identify further project and resource needs.

He aha ngā panonitanga matua kei te tāpaetia | What are the main changes proposed?

Under this proposal, the Programme Director would lead the delivery of the NZC Refresh and Te Matauranga Redesign. The Programme leadership team would include the following positions:

- Manager Online Curriculum Hub (existing role, reporting line change)
- Manager Records of Learning (existing fixed term role)
- Senior Manager New Zealand Curriculum (existing role, reporting line change)
- Senior Project Manager (existing fixed term role)
- Manager PDO (existing fixed term role)

Proposed functions, services and accountabilities of NZC Refresh and Te Marautanga Redesign

	NZC Refresh and Te Marautanga Redesign		
WHAT does the function do?	Delivers NZC Refresh and Marautanga Redesign programme outcomes as directed by Cabinet.		
HOW will this function be organised?	The NZC Refresh and Marautanga Redesign will consist of: • NZC project team • Online Curriculum Hub • Records of Learning • Programme Director's Office • Project Management		
Level 4 Services	NZC project team	Online Curriculum Hub	Records of Learning
Role Title	Senior Manager, NZC	Manager, OCH	Manager, Records of Learning
Role Architecture Name	Programme/Product Manager (Tier 4)	Programme/Product Manager (Tier 4)	Programme/Product Manager (Tier 4)

WHAT happens here?	It is proposed that the Senior Project Manager has the following functional accountabilities: ● Project Advisory ● Risk management ● Issue management ● Stakeholder mgmt ● Project delivery ● Financial mgmt It is intended that the Senior Project Manager manages projects in the NZC Refresh. It is important to note that it is proposed some existing roles will have a change in reporting line to the NZC Refresh. Please refer to the attached impact table for details.	It is proposed that the Manager, OCH has the following functional accountabilities: ● Project management ● Risk management ● Issue management ● Project delivery ● People management It is intended that the Manager, OCH supports programme delivery within the NZC Refresh structure. It is important to note that it is proposed some existing roles will have a change in reporting line to the NZC Refresh. Please refer to the attached impact table for details.	It is proposed that the Manager Records of Learning has the following functional accountabilities: ● Project management ● Risk management ● Issue management ● Project delivery ● People management It is intended that the Manager Records of Learning continues to manage the Records of Learning (ROL)/e-asttle projects It is important to note that it is proposed some existing roles will have a change in reporting line to the NZC Refresh. Please refer to the attached impact table for details.
WAYS OF WORKING	**Setting the programme up right to prioritise delivery** The NZC Refresh and Te Marautanga Redesign is accountable for delivering programme outcomes and transferring responsibility to manage and maintain the curriculum back to CPP and Te Uepū Reo Māori once it has been updated. To deliver programme outcomes, this new structure has people who are delivering the programme reporting to programme or project resources who will direct their day-to-day work activities and manage HR responsibilities, for example, approving leave requests, goal setting, and performance management. People who are transferred to the programme will have better clarity on their roles, responsibilities, and performance expectations to deliver as required for the programme. This means our people are utilised effectively and upskill in project and programme disciplines which supports successful programme delivery.		

	The programme works closely with deep technical curriculum experts in CPP and Te Uepū Reo Māori so that it delivers high quality curriculum content, while leading with programme management practices so that it delivers programme outcomes according to plan. This separation intends to align programme people to prioritise programme delivery and support business as usual work as agreed by the programme. This creates the right settings to deliver programme outcomes while maintaining flexibility to support business as usual work where needed. Over time, responsibilities to manage and maintain the curriculum will shift back to CPP and Te Uepū Reo Māori once updated by the programme.
Additional commentary	The NZC Refresh and Te Marautanga Redesign are set to deliver transformational updates to the national curricula for ākonga.

	NZC Refresh and Te Marautanga Redesign	
Level 4 Services	Programme Director's Office	Advisory roles
Role Title	Manager, PDO	Senior Project Manager
Role Architecture Name	Programme Manager (Tier 4)	-
WHAT happens here?	It is proposed that the Manager PDO has the following functional accountabilities: ● Reporting ● Controlling ● Communicating ● Tracking ● Governance ● Benefits realisation	It is proposed that the Senior Project Manager has the following functional accountabilities: ● Project Advisory ● Risk management ● Issue management ● Stakeholder management ● Project delivery ● Financial management

	It is intended that the PDO Manager continues to support programme delivery. It is important to note that it is proposed some existing roles will have a change in reporting line to the NZC Refresh. Please refer to the attached impact table for details.	It is intended that the Senior Project Manager manages projects in the NZC Refresh. It is important to note that it is proposed some existing roles will have a change in reporting line to the NZC Refresh. Please refer to the attached impact table for details.

Secondary Tertiary

It is proposed there will be a Secondary Tertiary unit in Te Poutāhū, led by a General Manager, Secondary Tertiary.

What is Secondary Tertiary and why is it important?

High level purpose

Secondary Tertiary is focussed on increasing achievement, retention and progression of secondary-school aged rangatahi into further learning, training or work. Secondary Tertiary supports the provision of a range of learning opportunities including making better use of the education network for schools, as well as creating the link to clear pathways from school to work and further study or training.

Key design features

The intent in resetting Secondary Tertiary is to refocus it on developing support options for secondary-school aged rangatahi into further study, training or work. This facilitates role clarity, accountability and performance for Secondary Tertiary's people.

Secondary Tertiary will work in tandem with Strategy & Integration's shared services to deliver as part of a joined-up Te Poutāhū. Strategy & Integration's equity, inclusivity and data functions will support Secondary Tertiary to design products and services that are equitable and inclusive and informed by sector insights. Strategy & Integration's sector capability, sector engagement and curriculum delivery functions will be a key connection point for delivering Secondary Tertiary work into the sector in line with the wider Te Mahau.

Secondary Tertiary would primarily work through Strategy & Integration to link in with the wider Te Mahau takiwā. The intent is to channel most sector engagement using the frontline relationships the Te Mahau takiwā hold (for example, its Directors of Education, Strategic Advisors Māori) as part of a coordinated Te Mahau approach to engaging with the sector. Secondary Tertiary will also support Strategy & Integration to monitor the performance of its products and services and make changes in response to sector feedback.

The GM Secondary Tertiary is the business owner for the majority of the NCEA Programme. As the business owner, the GM is accountable for setting and monitoring the quality of work produced by the programme and that the programme is achieving the agreed outcomes and benefits. The business owner manages key relationships with sector stakeholders and media and is ultimately responsible for signing off on programme deliverables.

The Programme Director NCEA looks to the GM to be the education subject matter expert who is able to sign off programme deliverables. It is critical that the GM works closely with the Programme Director to achieve programme success.

In future, the intent is for Secondary Tertiary to improve its capability and processes to review, update and continuously improve the curricula on a regular basis. By completing ongoing iterations to curricula content, curricula are kept updated, better managed and maintained, reducing the need for large scale change programmes to update. To do this, some resources will be transferred back to Secondary Tertiary from the NCEA Programme as it delivers its different phases.

Forming Secondary Tertiary

Secondary Tertiary is formed from the existing Group Manager Business Unit (GMBU - renamed Office of the GM, Secondary Tertiary), some roles from Senior Secondary, Implementation - Kura Auraki, Transition & Pathways and advisory roles.

Note, some positions from within existing teams are proposed to be transferred to the NCEA Programme.

It is proposed that Ākonga Māori capability and Kura Māori implementation capability moves from Secondary Tertiary to Te Uepū Reo Māori to augment existing capability in that unit.

Forming the NCEA Programme

Some existing Secondary Tertiary teams and roles are proposed to transfer to the NCEA Programme as required by the programme. Roles which transfer to the NCEA Programme will be directed by project roles for their day-to-day project work and for HR processes and approvals. After completing their relevant programme delivery requirements, some roles would return to Secondary Tertiary to manage and maintain the curriculum.

It is important to note the NCEA Programme structure may evolve as it reaches different phases of delivery. Other roles may be required to join for a period as the programmes identify further project and resource needs.

He aha ngā panonitanga matua kei te tāpaetia | What are the main changes proposed?

Under this proposal, the General Manager, Secondary Tertiary would lead Secondary Tertiary. The Secondary Tertiary leadership team would include the following positions:

- Manager, Office of the GM, Secondary Tertiary (existing role)
- Senior Manager, Senior Secondary (existing role)
- Chief Advisor, Secondary Tertiary (existing role)
- Chief Advisor (existing role)
- Principal Advisor (existing role)
- Principal Advisor (existing role)
- Senior Manager, Implementation Kura Auraki (existing vacancy)
- Chief Advisor, Implementation (existing vacancy)
- Manager, Transition & Pathways (existing role)

Proposed functions, services and accountabilities of Secondary Tertiary

	Secondary Tertiary
WHAT does the function do?	The Secondary Tertiary unit is focussed on increasing achievement, retention and progression of secondary-school aged rangatahi into further learning, training or work. Secondary Tertiary supports the provision of a range of learning opportunities including making better use of the education network for schools, as well as creating the link to clear pathways from school to work and further study or training.
HOW will this function be organised?	The Secondary Tertiary unit will consist of: • Office of the General Manager, Secondary Tertiary • Senior Secondary • Implementation Kura Auraki • Implementation

	• Transition & Pathways • Advisory		
Level 4 Services	Office of the General Manager, Secondary Tertiary	Advisory Secondary Tertiary	Implementation Kura Auraki
Role Title	Manager, Office of the GM ST	Chief Advisor, Secondary Tertiary	Senior Manager, Kura Auraki
Role Architecture Name	Function Manager (Tier 4)	-	Function Manager (Tier 4)
WHAT happens here?	It is proposed that the Manager Office of the GM Secondary Tertiary has the following functional accountabilities: • Business support and administration • Advisory support • Ministerial coordination • Business planning • Analytical capability • Project support It is intended that the Manager Office of the GM Secondary Tertiary continues to provide administrative and advisory support to the GM, Secondary Tertiary.	It is proposed that the Chief Advisor, Secondary Tertiary has the following functional accountabilities: • Analysis • Advice It is intended that the Chief Advisor, Secondary Tertiary continues to provide advisory support to the GM, Secondary Tertiary.	It is proposed that the Senior Manager, Implementation Kura Auraki has the following functional accountabilities: • English medium schools and providers • Māori, Pacific Neuro diverse and disabled learners • Strategic Implementation planning It is intended that the Senior Manager, Implementation Kura Auraki provides advisory support to the GM, Secondary Tertiary.
WAYS OF WORKING	Delivering on Secondary Tertiary's purpose • Remaining Secondary Tertiary teams continue to focus on achievement, retention and progression of secondary-school aged rangatahi and support the provision of a range of learning opportunities and create clear pathways from school to work and further study or training while the NCEA programme is ongoing. • The proposal formally separates the NCEA Programme from Secondary Tertiary. • Teams in Secondary Tertiary will continue to be directed by their existing leaders to design curricula products and services.		

	• Our people who are transferred to the NCEA Programme will have better clarity on their roles, responsibilities, and performance expectations to deliver as required for the programme. • This aligns the right capabilities in the right roles with the right focus to drive the NCEA Programme outcomes set by Cabinet. • This means our people will be utilised effectively and upskill in project and programme disciplines which supports successful programme delivery. • This separation intends to align programme people to prioritise programme delivery and support Secondary Tertiary as agreed by the NCEA Programme. This creates the right settings to deliver programme outcomes while maintaining flexibility to support business as usual work where needed. • Over time, responsibilities to manage and maintain the curriculum will shift back to Secondary Tertiary once updated by the NCEA Programme.
Additional commentary	Secondary Tertiary has a specific focus on support for educators who teach secondary-school aged rangatahi into further education, training or employment.

	Secondary Tertiary		
Level 4 Services	Implementation	Transition & Pathways	Advisory
Role Title	Chief Advisor, Implementation - vacant (fixed term)	Manager, Transition & Pathways	Advisory Roles • Chief Advisor x2 • Principal Advisor x3
Role Architecture Name	-	Function Manager (Tier 4)	-
WHAT happens here?	It is proposed that the Chief Advisor, Implementation (vacancy) has the following functional accountabilities: • Providing strategic direction • Co-design and delivery of change interventions • Stakeholder impacts & management	It is proposed that the Manager Transition & Pathways continues to have the following functional accountabilities: • Accessibility & inclusion • Pathways • Numeracy & literacy • Digital channels	It is proposed that the advisory roles have the following broad accountabilities: • Analysis • Advice • Analysis relating to Māori and Pacific senior secondary. It is intended that advisory roles continue to provide advisory

	It is intended that the Chief Advisor, Implementation continues to provide advisory support to the GM, Secondary Tertiary.	It is intended that the Manager Transition & Pathways is available to the NCEA Programme as a technical SME as required to support development of curriculum content.	support to the GM, Secondary Tertiary.

	Secondary Tertiary
Level 4 Services	Senior Secondary
Role Title	Senior Manager Senior Secondary
Role Architecture Name	Function Manager (Tier 4)
WHAT happens here?	It is proposed that the Senior Manager Senior Secondary has the following functional accountabilities: ● Research and evaluations to ● Implementation ● Achievement standards ● Options development for senior secondary students It is intended that the Senior Manager Senior Secondary continues to focus on initiatives to increase achievement and improve retention and progression of rangatahi into learning, training or work.

NCEA Programme

It is proposed that there will be a NCEA Programme structure in Te Poutāhū, led by a Programme Director, NCEA.

More information about the types of programme and business as usual roles and how they work together can be found in attachment to this page.

What is the NCEA Programme and why is it important?

High level purpose

The NCEA Programme is required to deliver on Cabinet direction to *"deliver the package of seven changes aimed at strengthening NCEA."*

Key design features

The NCEA Programme is established as a completely separate structure to Secondary Tertiary. This means its people will be directed by project roles for day-to-day work and for HR processes and approvals.

The design intends to improve programme governance, management and discipline to deliver the outcomes directed by Cabinet in a quality and timely manner. It also supports the people working for the NCEA Programme to have clear, defined, singular accountability to prioritise delivery of its work.

The Programme Director will report to the Hautū, Te Poutāhū (who is the programme's Senior Responsible Officer). The Programme Director will lead delivery of the programme. The Programme Director looks to the GM to be the education subject matter expert, able to sign off programme deliverables. It is critical that the GM works closely with the Programme Director to achieve programme success.

The GM Secondary Tertiary and the GM Te Uepū Reo Māori are the business owners for the NCEA Programme. As business owners, the GMs are accountable for setting and monitoring the quality of work produced by the programme and that it is achieving the agreed outcomes and benefits. As business owners, the GMs manage key relationships with sector stakeholders and media and are ultimately responsible for signing off on programme deliverables.

In some instances, where appropriate and agreed by programme leadership, programme people can support business as usual work in Secondary Tertiary. This prioritises the delivery of the NCEA Programme and allows flexibility to use programme capability if required.

Forming the NCEA Programme

The NCEA Programme is formed from existing Secondary Tertiary teams which are proposed to transfer to the NCEA Programme as required by the programme.

Some existing Secondary Tertiary teams and roles are proposed to transfer to the NCEA Programme as required by the programme. Roles which transfer to the NCEA Programme will be directed by project roles for their day-to-day project work and for HR processes and approvals. After completing their relevant programme delivery requirements, some roles would return to Secondary Tertiary to manage and maintain the curriculum.

He aha ngā panonitanga matua kei te tāpaetia | What are the main changes proposed?

Under this proposal, the Programme Director, NCEA would lead the NCEA Programme's delivery. The NCEA Programme leadership team would include the following positions:

- Programme Advisor (fixed term role)
- Manager Agile Teams (fixed term role - newly proposed)
- Project Managers x6 (fixed term roles)
- Manager Programme Director's Office (fixed term - newly proposed)
- Release Train Engineer (existing contract role)

Proposed functions, services and accountabilities of NCEA Change Programme

	NCEA Change Programme		
WHAT does the function do?	The NCEA Programme is required to deliver on Cabinet direction to "deliver the package of seven changes aimed at strengthening NCEA."		
HOW will this function be organised?	The NCEA programme will consist of: ● Programme Advisory ● Agile Teams ● Project Management ● Programme Directors Office (PDO) ● Release Train Engineer		
Level 4 Services	Programme Advisory	Agile Teams	Project Management
Role Title	Programme Advisor	Manager, Agile Teams	Project Managers (x6)
Role Architecture Name	-	Function Manager (Tier 4)	-
WHAT happens here?	It is proposed that the Programme Advisor continues to have the following functional accountabilities: ● Project/Programme Advisory ● Risk mgmt. ● Issue mgmt. ● Stakeholder mgmt. ● Delivery ● Financial mgmt. It is intended that the Programme Advisor operates across the NCEA	It is proposed that the Manager Agile Teams holds the following functional accountabilities: ● Stakeholder mgmt. ● Product roadmap development ● Epic/Feature definition ● Programme backlog mgmt. ● Programme delivery schedule It is intended that the Manager Agile Teams works closely with the	It is proposed that these Project Manager roles continue to have the following functional accountabilities: ● Project Advisory ● Risk mgmt. ● Issue mgmt. ● Stakeholder mgmt. ● Delivery ● Financial mgmt. ● People Management It is intended that the project managers direct

	programme to manage key stakeholders and managed programme risks and issues,	Agile Team Leads to translate the strategic business case into tangible deliverables.	project resources responsible for delivering projects in the programme

Level 4 Services	Programme Directors' office	Release Train
Role Title	Programme Director, NCEA Programme	Release Train Engineer
Role Architecture Name	Programme Manager (Tier 4)	-
WHAT happens here?	It is proposed that the Manager PDO holds the following functional accountabilities: ● Reporting ● Controlling ● Communicating ● Tracking ● Governance ● Benefits realisation It is intended that the Manager PDO will lead day-to-day activities in the Programme office.	It is proposed that the Release Train engineer holds the following functional accountabilities: ● Coach ● Optimise the flow of work ● Capture programme metrics ● Develop feature estimation It is intended that the release engineer supports products managers plan and prepare including vision, roadmap, programme backlogs
WAYS OF WORKING	Setting the programme up right to prioritise programme delivery ● The NCEA Programme is accountable for delivering programme outcomes (i.e. updating the NCEA Curriculum) and transferring responsibility to manage and maintain the curriculum back to Secondary Tertiary once it has been updated. ● The NCEA Programme brings technical curriculum experts from Secondary Tertiary into the programme to provide their subject matter expertise to develop curriculum content. This shift means these resources are more accessible to the programme and better placed to develop content and conduct quality reviews where needed. ● To deliver programme outcomes, this new structure has people who are delivering the NCEA Programme reporting to programme or project resources who will direct their day-to-day work activities and manage HR responsibilities, for example, approving leave requests, goal setting, and performance management. ● This means our people who are transferred to the NCEA Programme are clear on their roles, responsibilities, and performance expectations to deliver as required for the programme. This means our people are utilised	

	effectively and upskill in project and programme disciplines which support successful programme delivery. ● Over time, responsibilities to manage and maintain the curriculum will shift back to Secondary Tertiary once updated by the NCEA Programme.
Additional commentary	The NCEA Programme is set to deliver transformational updates to NCEA for ākonga.

Office of the Hautū

It is proposed that there will be an Office of the Hautū (the Office) in Te Poutāhū, led by our Group Manager, Office of the Hautū.

What is the Office of the Hautū and why is it important?

High level purpose

The Office of the Hautū supports the Hautū, Te Poutāhū and its units to achieve strategic and operational objectives. This includes the temporary acquisition of transition management and project capabilities to boost internal capability. The Office provides increased support to the Pou Ārahi – Māori to carry out its functions as a strategic lead.

Key design features

The proposed design intends to support the Pou Ārahi – Māori through the Office of the Hautū to build practice development resources to support an uplift in te ao Māori and te Tiriti o Waitangi capability across Te Poutāhū.

The design also establishes temporary project capability (outside of the NZC Refresh, Te Marautanga Redesign and NCEA Programme) to support business case development and provide assurance for Te Poutāhū projects. The intent is to improve project skills, capabilities and practices to improve overall project discipline across Te Poutāhū.

The Office's Investment & Planning function will continue to lead investment management and operationalise planning and management initiatives for Te Poutāhū, including the Statement of Intent (SOI) and leading the annual business planning process. It is important to note that this function is clearly delineated for internal Te Poutāhū performance planning and monitoring only. Strategy & Integration holds functions to develop Te Poutāhū strategy and monitor the effectiveness of curricula products and services.

Forming the Office of the Hautū

The Office of the Hautū is formed from the existing Office teams, with some role changes.

He aha ngā panonitanga matua kei te tāpaetia | What are the main changes proposed?

Under this proposal, the General Manager, Office of the Hautū would lead the Office of the Hautū. The Office of the Hautū would include the following **tier 4** positions:

- Senior Manager, Investment & Planning (existing role)
- Manager, Governance, Commissioning & Ministerials (existing role)
- Manager, Transition Management (fixed term - newly proposed)
- Hautū support roles (including Executive, Personal Assistants - existing roles)
- Advisory roles (including Principal, Senior Advisors - existing roles)

Proposed functions, services and accountabilities of Office of the Hautū

	Office of the Hautū - Te Poutāhū
WHAT does the function do?	This rōpu supports the Hautū, Te Poutāhū and the teams within the unit to achieve strategic and operational objectives and to build a great working culture and environment. This includes the temporary acquisition of transition management and project capabilities to boost internal capability. This unit

	provides increased support to the Pou Ārahi – Māori to carry out its functions as a strategic lead.		
HOW will this function be organised?	The Tier 4 team will consist of: ● Investment & Planning ● Governance, Commissioning & Ministerials ● Transition Management ● Advisory Roles ● Hautū support roles		
Level 4 Services	Investment & Planning	Governance, Commissioning & Ministerials	Transition Management
Role Title	Senior Manager, Investment & Planning	Senior Manager Governance, Commissioning & Ministerials	Manager, Transition Management
Role Architecture Name	Function Manager (Tier 4)	Function Manager (Tier 4)	Programme Manager (Tier 4)
WHAT happens here?	It is proposed that the Senior Manager, Investment and Planning has the following functional accountabilities: ● Investment Advice ● Planning and Analytics ● Programme and Project Management Practice It is intended that the Senior Manager, Investment & Planning leads their team to provide advice and delivery support for Te Poutāhū, encompassing planning, delivery, monitoring, and reporting with a focus on the business lifecycle process to manage achievement of the long term business performance. The	It is proposed that the Senior Manager, GCM has the following functional accountabilities: ● Governance advice and secretarial services ● Ministerials coordination ● Environmental awareness It is intended that the Senior Manager, GCM will continue to lead a small, agile and responsive team that maintains good relationships across all parts of Te Poutāhū, the wider Ministry and Ministers' offices to triage requests, clarify commissioning, coordinate responses	It is proposed that the Transition Manager has the following functional accountabilities: ● Development of the transition work plan ● Development of the transition roadmap and change activities ● Support change activity including non-structural initiatives ● Lead internal change communication and engagement within Te Poutāhū It is intended that the Transition Manager sits within the Office of the

	‘strategy’ function is removed from both the team name and the Senior Manager accountabilities.	and maintain the consistency and quality of Te Poutāhū ministerial advice and internal/external communications.	Hautū, and support change activity across Te Poutāhū following announcement of its future state structure. Referencing the strategic plan and the decision document, this role will guide, monitor, and manage ongoing change activity for a fixed term period following announcement of the Te Poutāhū change decision.

	Office of the Hautū	
Level 4 Services	Advisory	Hautū Support
Role Title	Principal Advisor Senior Advisor Senior Advisor (fixed term)	Executive Assistant & Personal Assistant
Role Architecture Name	-	-
WHAT happens here?	It is proposed that the Principal Advisor and Senior Advisors have the following functional accountabilities: ● Provision of; strategic advice and leadership ● Design and implementation ● Monitoring and evaluation ● Upholding relationships and collaboration	It is proposed that the Executive Assistant and Personal Assistant have the following functional accountabilities: ● Hautū administrative and advisory support

	It is intended that these roles provide support, advice and information to the General Manager, and the Hautū, Te Poutāhū to support day-to-day decision making at a leadership level.	

MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

Te Poutāhū

Proposed structure charts

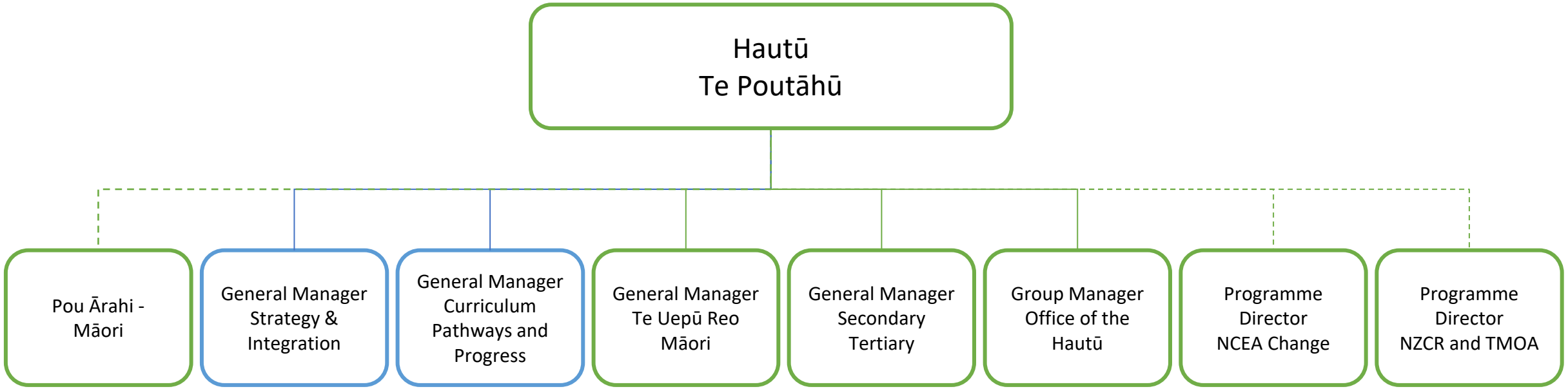
6 October 2022

New Zealand Government

Te Poutāhū — Tier 3

Existing position

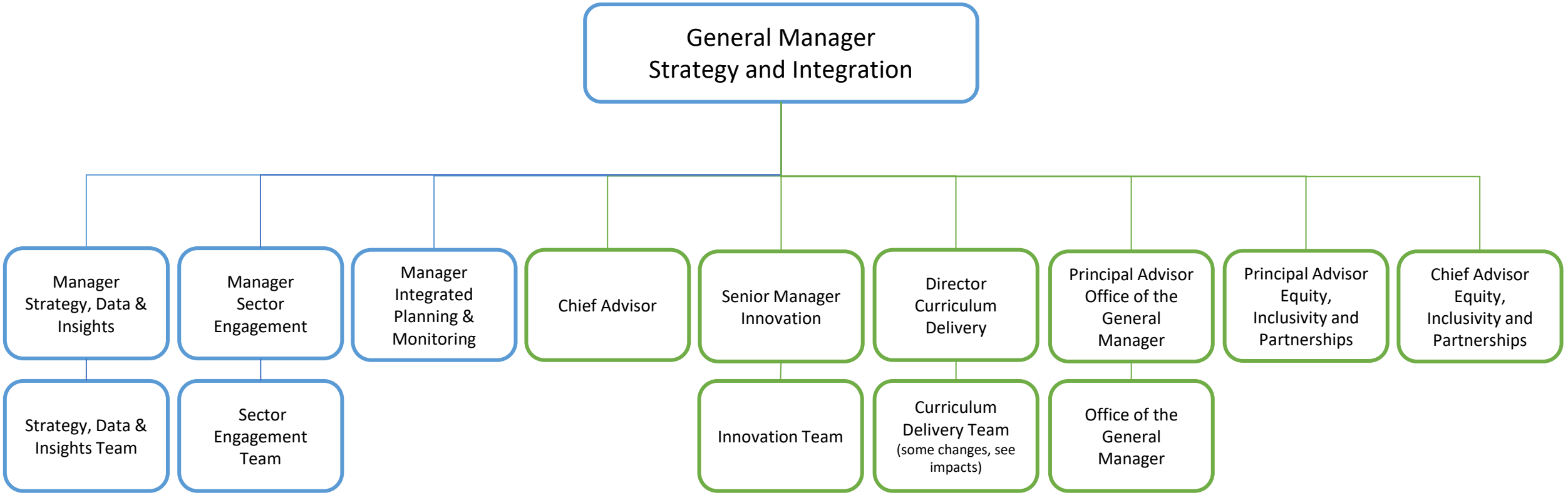
Proposed new position



Strategy & Integration – Tier 4 and 5

Existing position

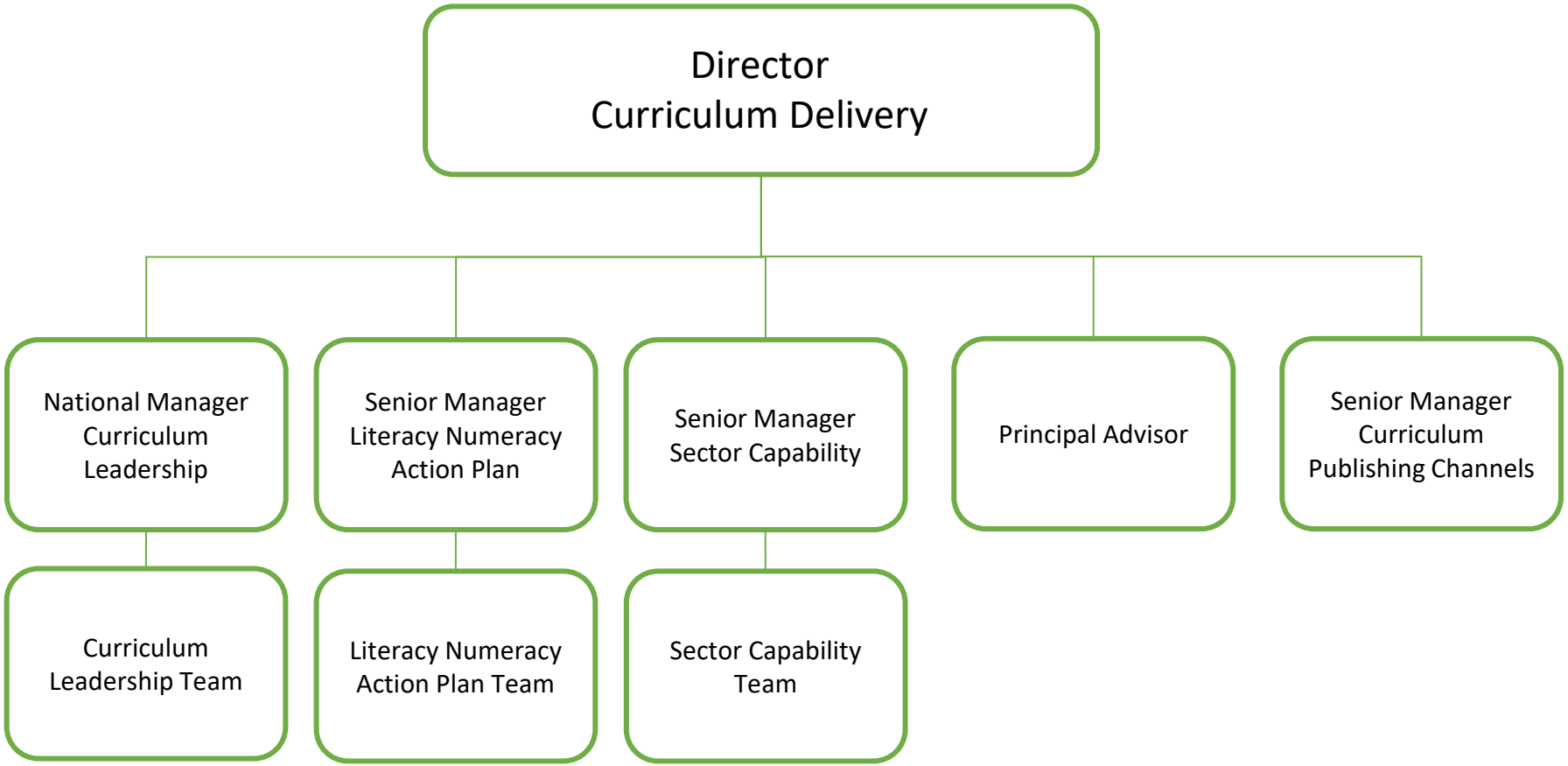
Proposed new position



Strategy & Integration – Tier 5 and 6

Existing position

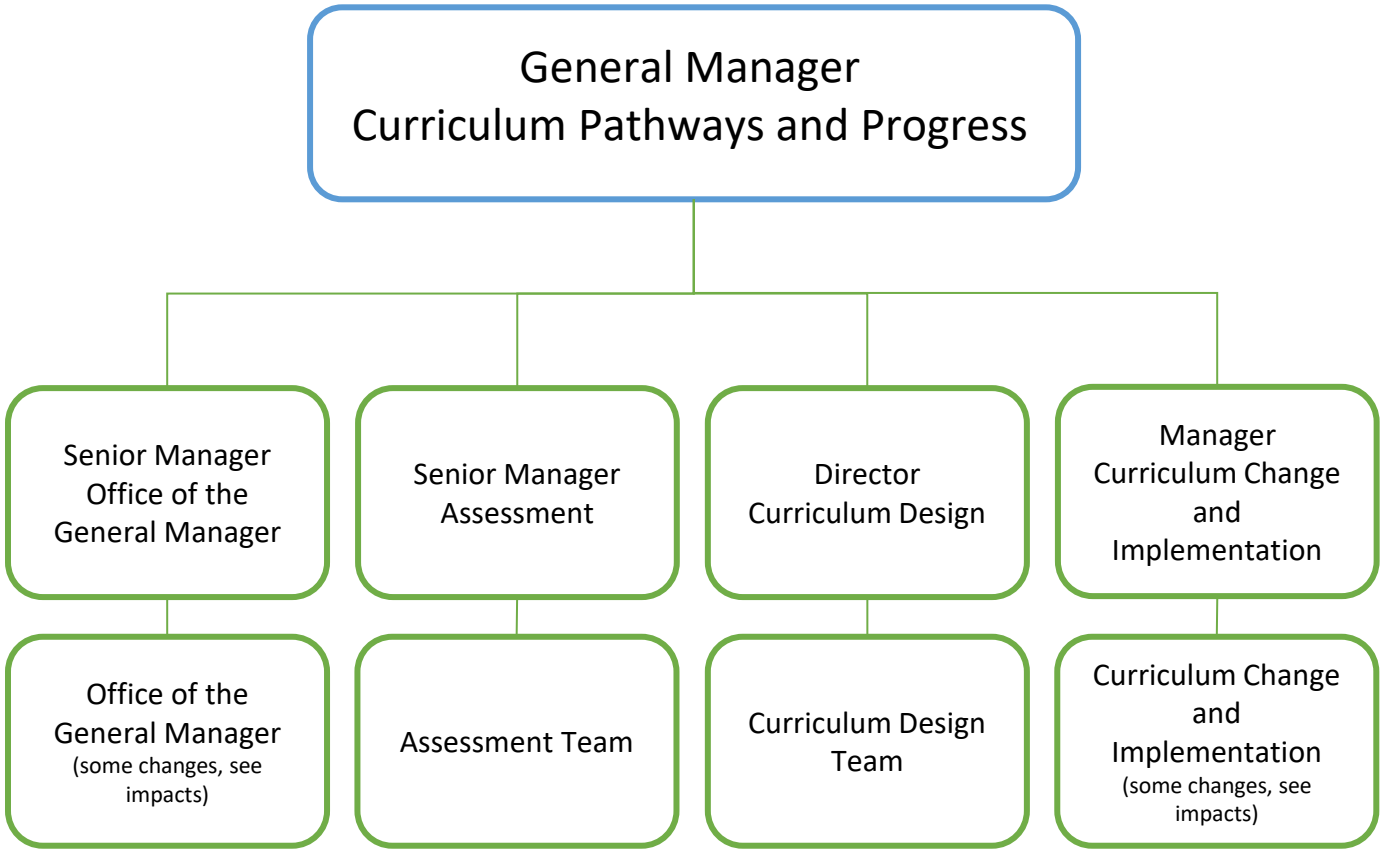
Proposed new position



Curriculum Pathways and Progress – Tier 4 and 5

Existing position

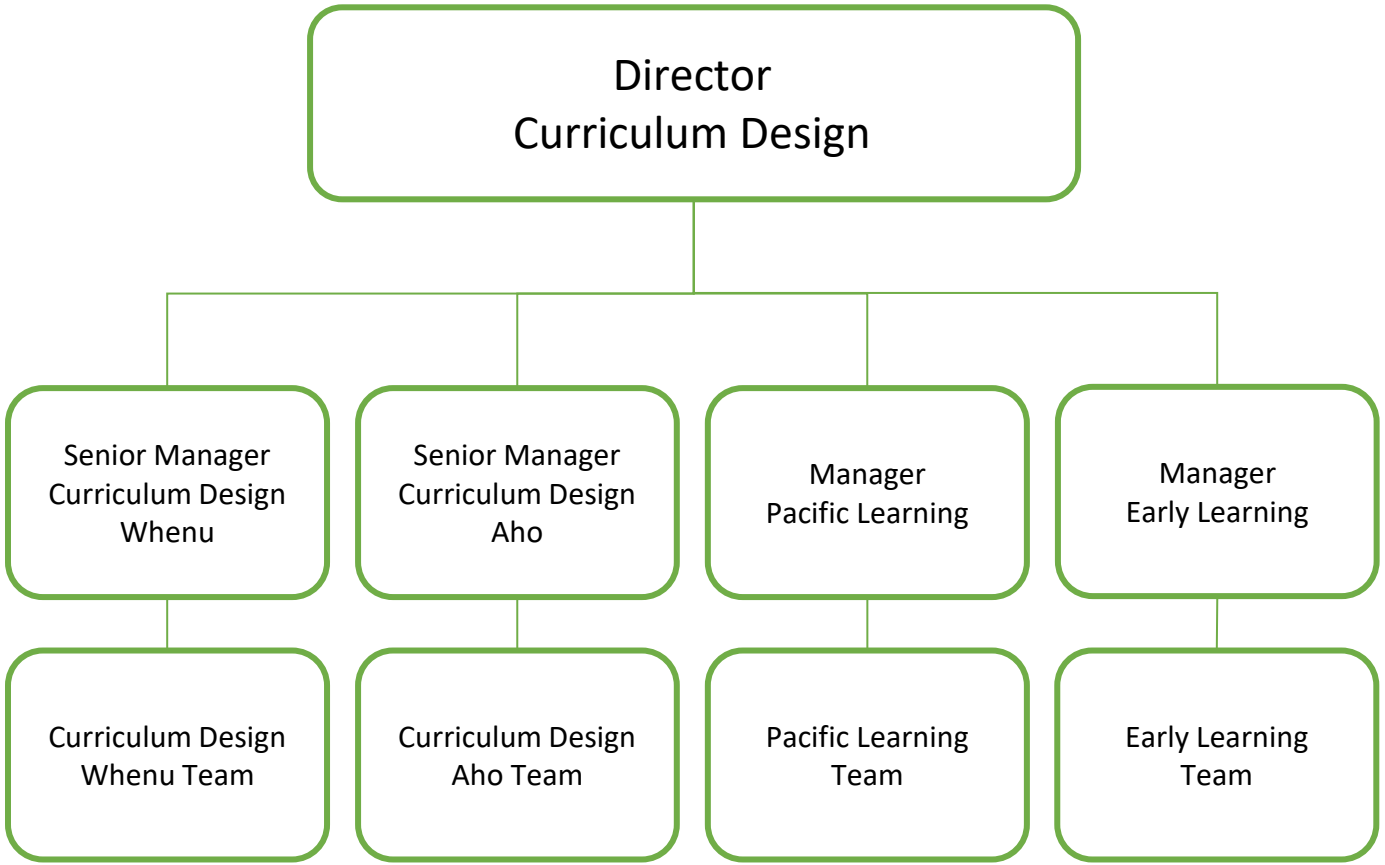
Proposed new position



Curriculum Pathways and Progress – Tier 5 and 6

Existing position

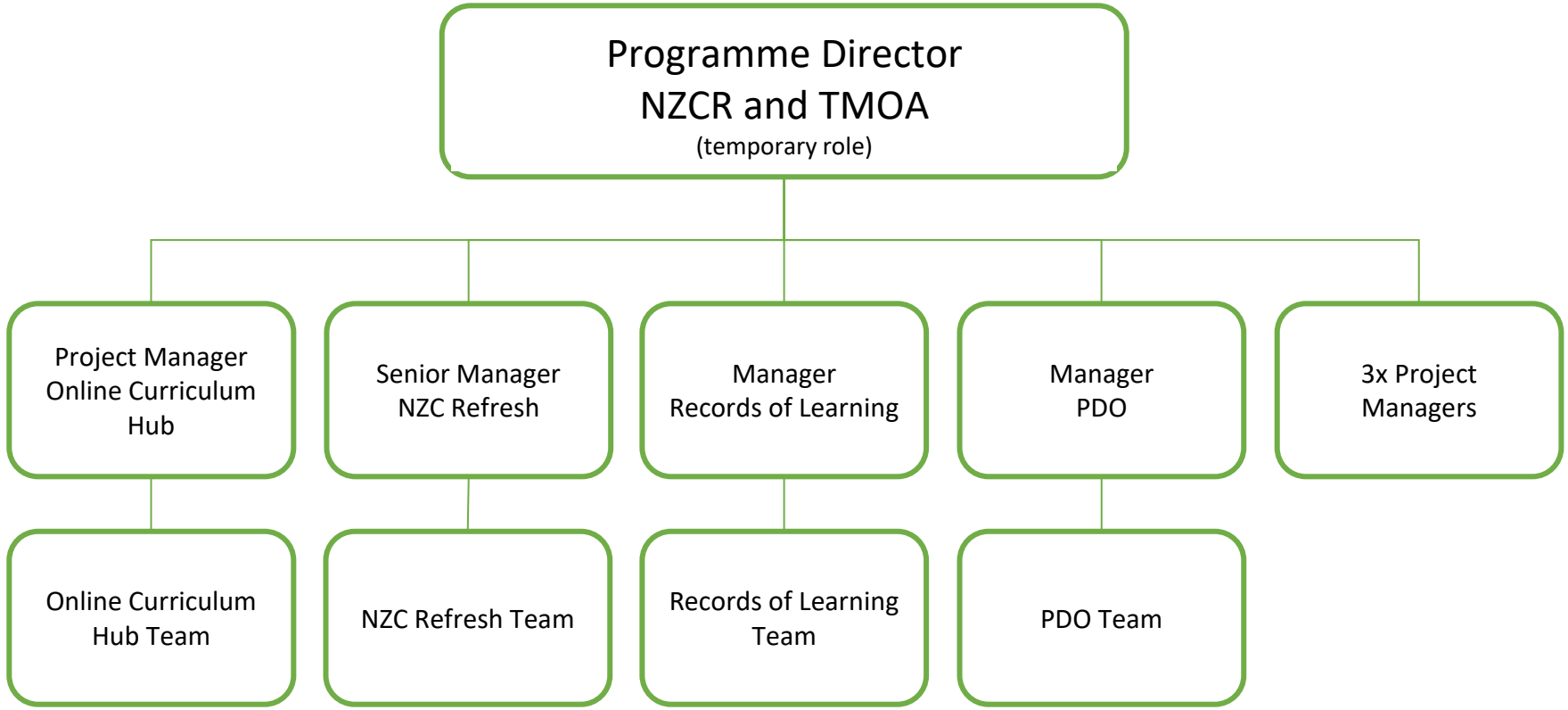
Proposed new position



NZC Refresh and Te Marautanga Redesign – Tier 4 and 5

Existing position

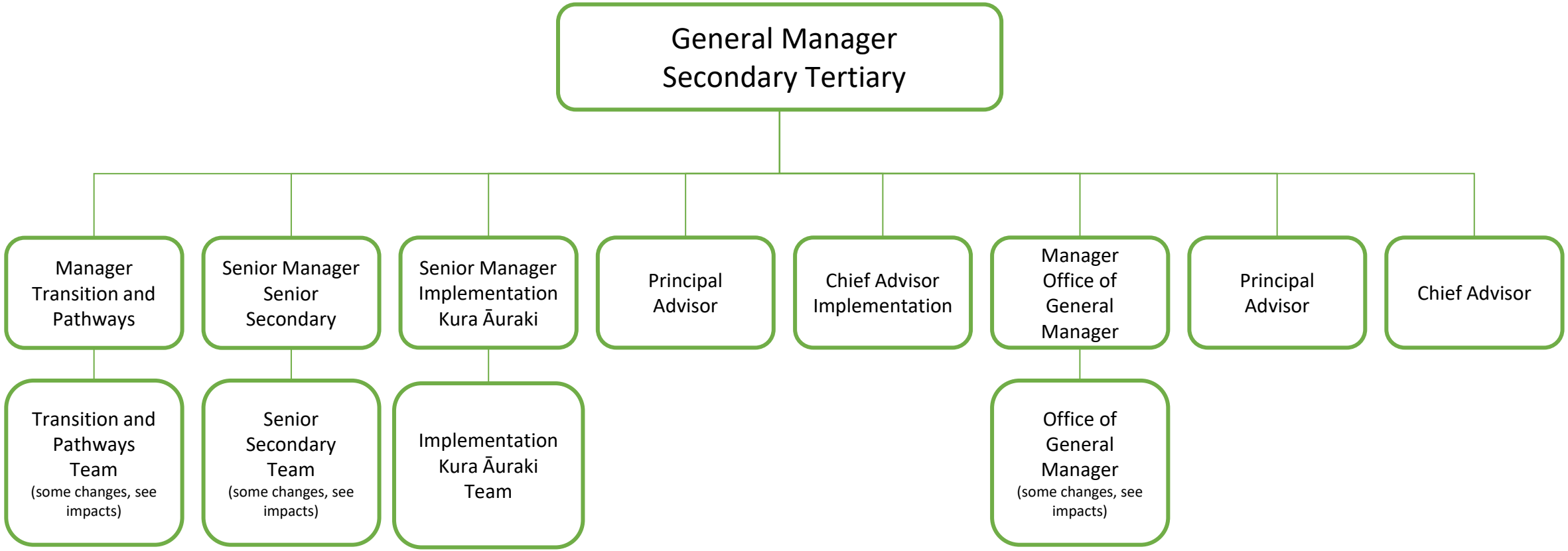
Proposed new position



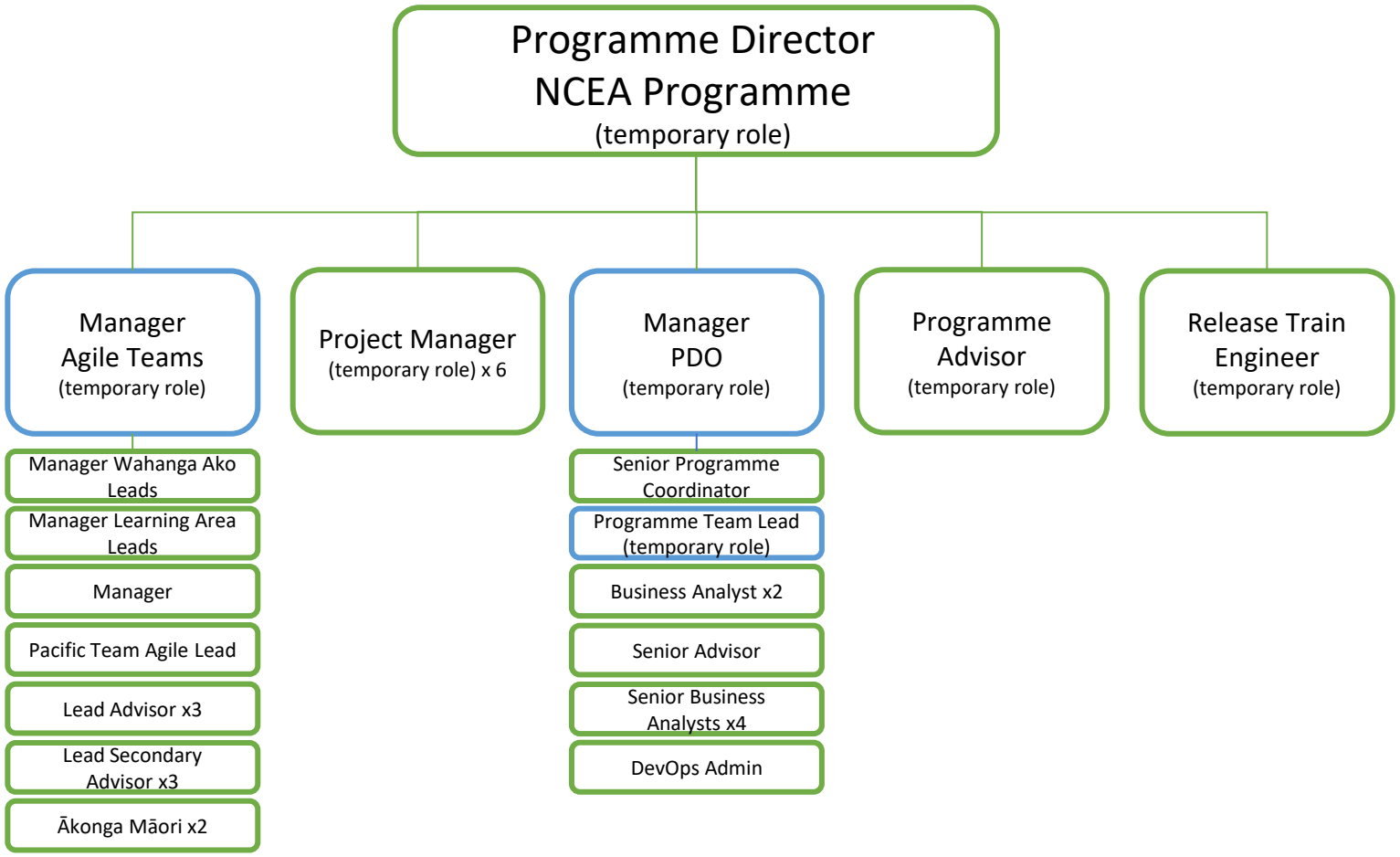
Secondary Tertiary – Tier 4 and 5

Existing position

Proposed new position



NCEA Programme – Tier 4 and Tier 5



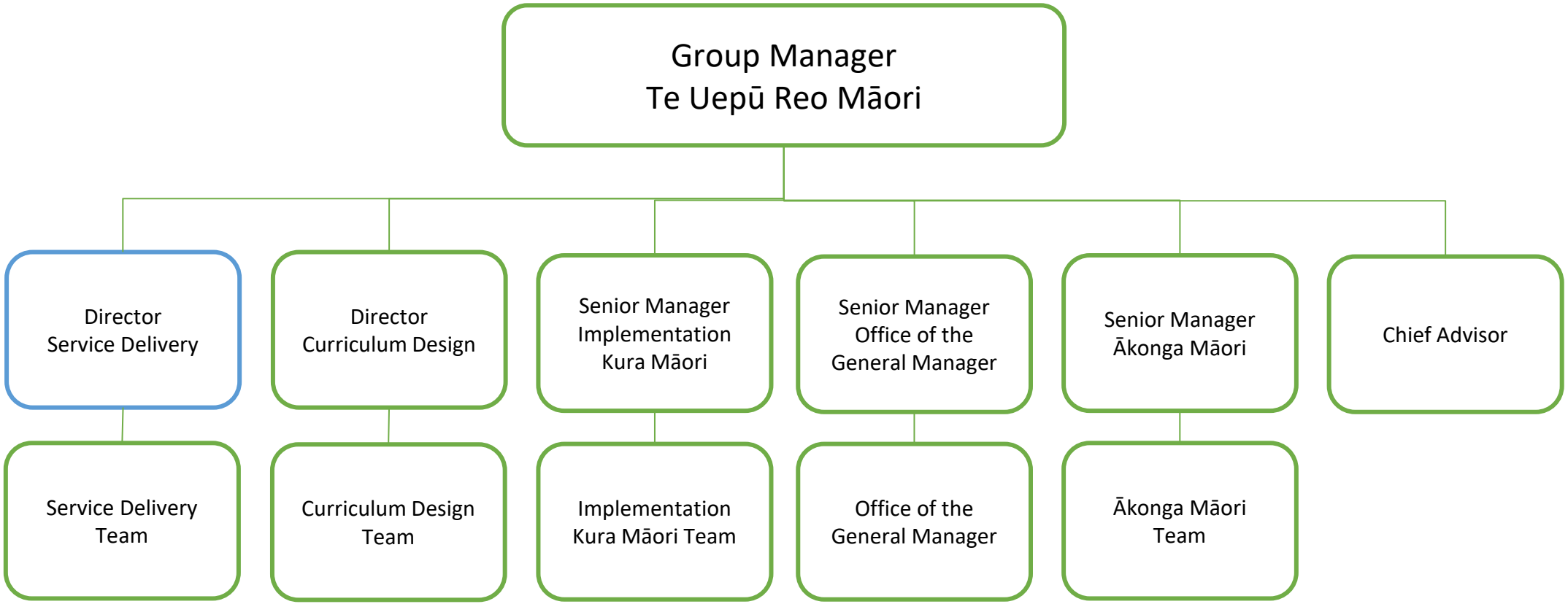
Existing position

Proposed new position

Te Uepū Reo Māori – Tier 4

Existing position

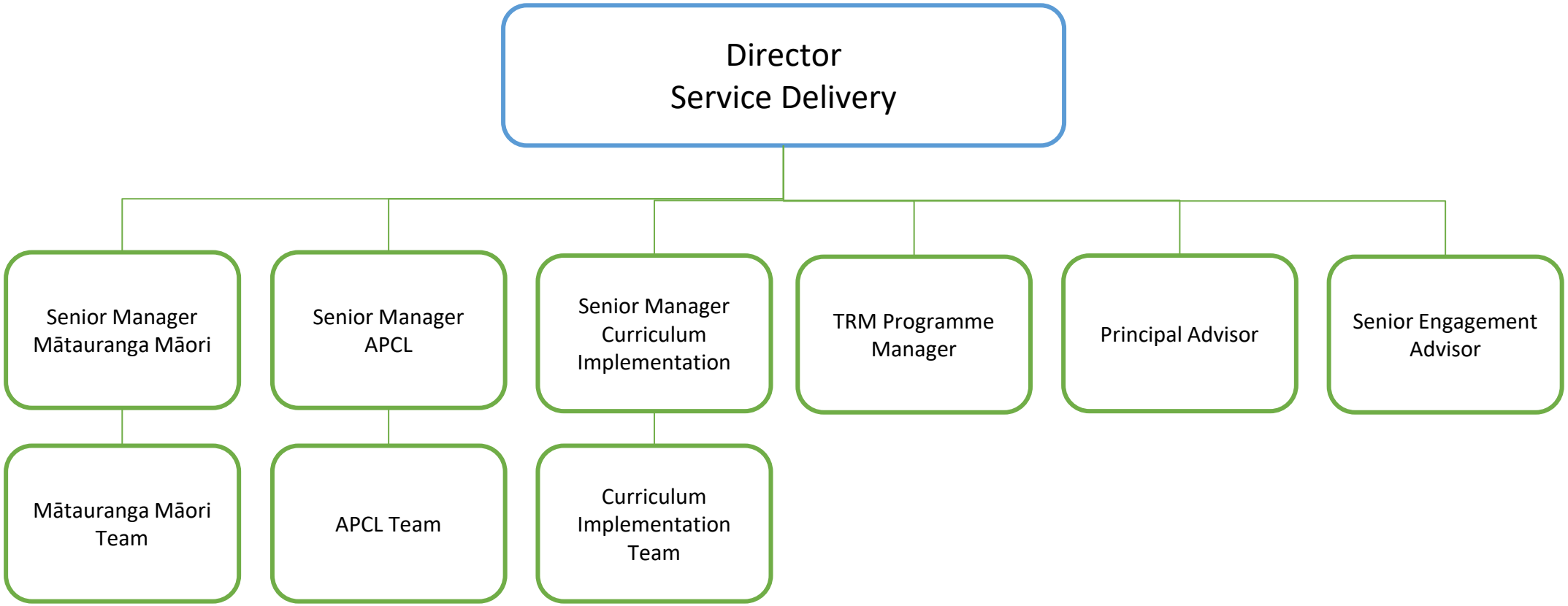
Proposed new position



Te Uepū Reo Māori – Tier 5 and 6

Existing position

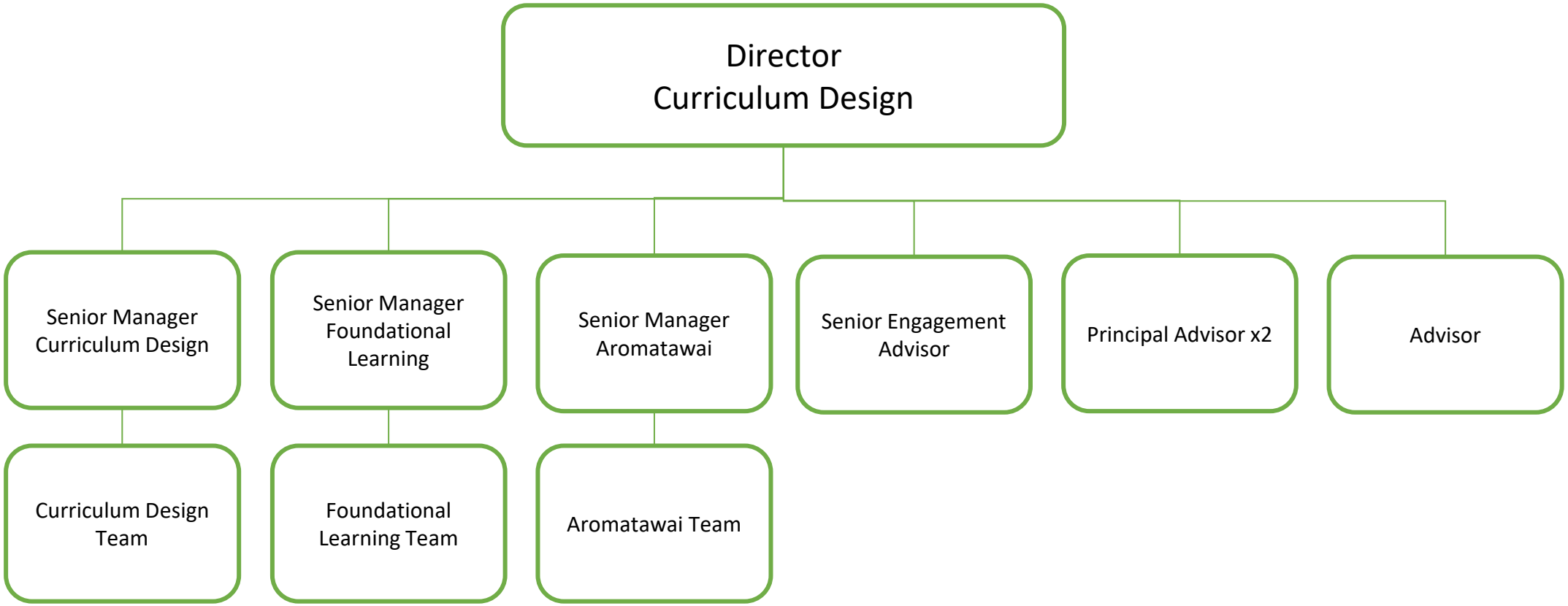
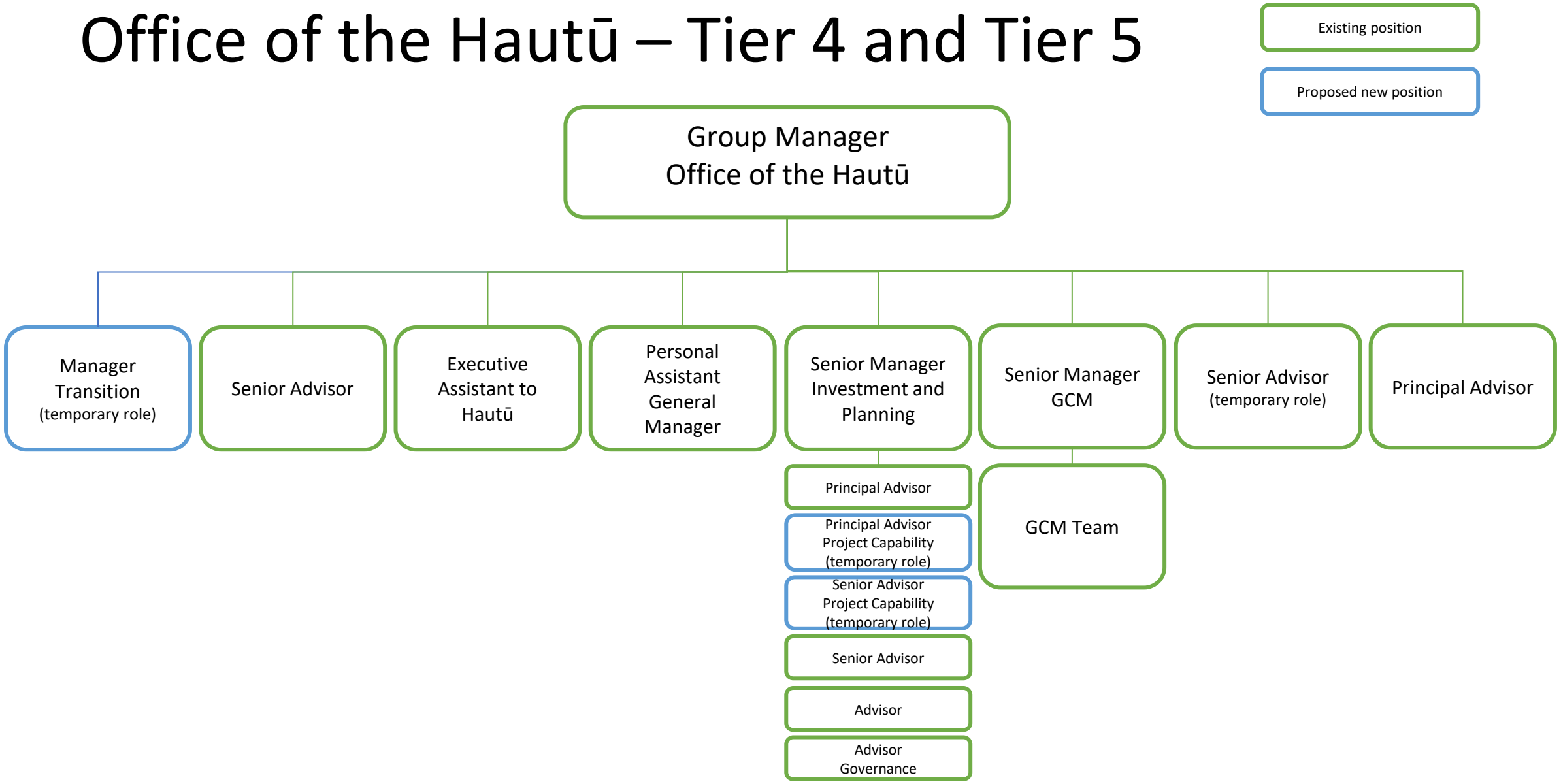
Proposed new position



Te Uepū Reo Māori – Tier 5 and 6

Existing position

Proposed new position



Office of the Hautū – Tier 4 and Tier 5