



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

# **Ngā Whakataunga o Te Poutāhū| Te Poutāhū Decisions**

November 2022

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

Tēnā koutou katoa

Kei te hia mihi ahau i te nui o te wā me te whakaaro i whakapaua e koutou ki te whakahoki kōrero mai mō ngā panonitanga kei te tāpaetia e au ki Te Poutāhū, ā, puta noa i Te Mahau me Te Tāhuhu o te Mātauranga. He nui te wāhi ki ā koutou kōrero whakahoki i roto i aku whakatau mō te hanganga ka tautoko nei i ā tātou mahi i tā tātou noho hei Whare Marautanga me te whakatutuki i ngā whāinga mātauranga e whāia ana e tātou.

Nā āku hui tahi ki ngā tīma i te wā o te whiriwhiri, nā te pānui hoki i ngā tono, i mōhio pū ai ahau kei te hiamō katoa tātou mō Te Poutāhū me ngā mahi ka mahia tahitia e tātou e huri ai te tai ki ngā wheako mātauranga o ngā ākonga katoa.

Kei te poho kererū tonu ahau i ō tātou ekenga ā mohoa nei me tā tātou whakapau kaha ki te whai urupare ki ngā tono mai ki a tātou o te Whare Marautanga. He kaha tā tātou Mahere Whakaraupaki, ā, he rite tonu taku kite atu i tā koutou whakatinana i tēnei mahere. Kua eke te wā kia tautokona tātou e tō tātou hanganga i a tātou ka whakatutuki i te oati a Te Poutāhū, puta noa i Te Mahau me ngā hōtaka panoni nui e noho haepapa ana tātou.

I konei, ka whai tonu tātou ki te whakatinana i ēnei panonitanga, tae ana ki te rautaki mahi tahi a Te Poutāhū me Te Mahau kia hāngai ai ki tā tātou Mahere Whakaraupaki e puāwai ai te pitomata o te Whare Marautanga.

Kei te mihi tonu ahau ki a koutou i te whakaaro nui me te pono o ngā kōrero e pā ana ki taku tāpaetanga. Pēnei i te wā o te whiriwhiri, ka wātea tonu ahau ki a koutou i a tātou ka pōkai i ēnei āhuatanga hou ki te whakatū i tō tātou hanganga hou.

Ngā mihi

Ellen MacGregor-Reid

Tēnā koutou kātoa

I want to thank you for the time and thoughtful consideration you've given in providing feedback on my proposed changes to Te Poutāhū and more broadly across Te Mahau and Te Tāhuhu o te Mātauranga. Your feedback has been an important source of information to help me finalise my thoughts and make decisions on the structure to best support our mahi as the Curriculum Centre and achieve the education outcomes we are striving for.

In meeting with teams during the consultation phase, and then reading submissions, I have no doubt that we are all motivated for Te Poutāhū and the work we do together to make a significant positive difference in the education experienced by all ākonga.

I remain extremely proud of our achievements to date and the way we have worked so hard to respond to what is being asked of us as the Curriculum Centre. Our Strategic Plan is strong, and I continue to see fantastic examples of you bringing this plan to life. It's now time for our structure to support us in delivering on the promise of Te Poutāhū and more broadly across Te Mahau and the major change programmes we are responsible for.

From here, we will be working to make these changes come to life, including how we will work best together as Te Poutāhū and Te Mahau in alignment with our Strategic Plan to realise the full potential of the Curriculum Centre.

Thank you again for your thoughtful and frank engagement with my proposal. As during the consultation period, I will continue to be available to you as we navigate the change journey through to standing up our new structure.

Ngā mihi

Ellen MacGregor-Reid

Hautū, Te Poutāhū

# Te Tirohanga whānui o Te Poutāhū | Te Poutāhū Overview

## Why we are changing

Our purpose is to 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.

The changes confirmed in this document will organise Te Poutāhū in our role as part of Te Mahau to deliver effectively for the education system. Our new structure establishes the foundations on which we will build the long-term changes in our core ways of working - within Te Poutāhū, across Te Mahau, and Te Tāhuhu.

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

## High-level feedback themes for Te Poutāhū

Thank you to all of you who provided feedback on the proposals. The following is a summary of high-level themes on the proposed design of Te Poutāhū. Feedback specific to decisions can be found in the relevant decision sections that follow.

### Proposed structure of Te Uepū Reo Māori and the Māori medium education pathway

I received mixed feedback on the proposal to create a complete Māori medium pathway in Te Uepū Reo Māori. There was support to strengthen connections between teams responsible for different aspects of the Māori medium pathway, but also concern about the unintended consequences of moving Māori expertise out from other teams and their ability to connect and influence Te Poutāhū units if placed in Te Uepū Reo Māori. This included concerns about Puna Reo being an emerging group that uses Te Whāriki, how to retain strong connections and support between Kura Māori and Kura Auraki, and delineation on the subject-based work of Secondary Tertiary.

Feedback also highlighted concern that senior Māori roles would shift down one tier in Te Poutāhū organisational hierarchy, impacting pathways to promote senior Māori leadership across Te Tāhuhu. Other feedback raised the lack of visibility on how the proposed structure would deliver a leadership team with te ao Māori expertise to support and influence how Te Poutāhū takes practical action to give effect to te Tiriti o Waitangi.

### Creating separate New Zealand Curriculum Refresh, Te Marautanga o Aotearoa Redesign and NCEA Change programmes and business as usual structures

I received mixed feedback on the proposal to create separate programme and business as usual (BAU) structures in Te Poutāhū. Some feedback supported creating separate structures to prioritise programme delivery and achieve the intended benefits of the proposal. Other feedback raised concerns that separate structures could impact the level of care and career development received by people in programme structures and leave the BAU structure with insufficient resources to meet ongoing needs.

Some feedback noted that some teams are operating with a high level of integration between programme and BAU activities and made suggestions on how to better separate roles to achieve the design intent. There were alternative proposals and suggestions on the appropriate resource requirements to deliver the programmes and suggestions to consolidate them under one Programme Director to promote common programme practices and ways of working. Feedback also noted the need to have a clear plan for the completion of the programme to establish the ongoing operation of Te Poutāhū.

### **Variance in capacity and capability of functions and teams**

I received feedback on the sizing, capability gaps, and capacity and resourcing of functions and teams to deliver on their proposed responsibilities. A key focus of submissions identified the need to fill capability gaps in some functions. Feedback particularly related to the expertise that would support Strategy & Integration to work effectively across other Te Poutāhū units.

Feedback also highlighted concerns regarding the ability of Te Poutāhū to deliver BAU work programmes given the proposed separation of teams. Other submissions highlighted where some roles' responsibilities and team sizes may be too large or require different capabilities to deliver effectively.

### **Support for establishing Strategy & Integration**

I received feedback supporting the establishment of Strategy & Integration in Te Poutāhū. There were suggestions on where teams or roles were better aligned to functions based on their existing work and what other roles could be useful to connect Strategy & Integration to other Te Poutāhū units. There were also requests to clarify the roles and responsibilities for strategy and planning between Strategy & Integration and the Office of the Hautū.

### **Placement of particular teams**

I received feedback about proposed locations of teams within the structure. Some submissions suggested alternative locations for specific teams and roles to deliver on their responsibilities based on their existing functional accountabilities and the proposed accountabilities of proposed teams or roles.

### **Limited feedback on potential names**

I received limited feedback on potential names for units in Te Poutāhū. As teams establish themselves, I am open for further review of names.

**For information on our organisational high-level feedback themes, please read Part A of our Decisions Document.**

## Our design going forward

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, I confirm:

**A new Strategy & Integration unit** that works across Te Poutāhū, holding close connections to maintain collective alignment as a group. Strategy & Integration will focus on defining the strategic outcomes of Te Poutāhū products and services to the sector, including cross-cutting strategies to respond to sector needs. The intent is to improve how Te Poutāhū works as a collective in contributing to and executing on strategic priorities for the sector. Strategy & Integration will operate existing and emerging cross-pathway services for all Te Poutāhū units and is the primary connection point for Te Poutāhū to align with Te Pae Aronui and Te Mahau takiwā. It supports service design, curriculum delivery and integrated planning to sequence change and engagement effectively, so that from the sector's perspective Te Poutāhū is joined up and easier to navigate. It will work in conjunction with the Office of the Hautū on the business strategy for Te Poutāhū and its alignment to the corporate strategy of Te Tāhuhu.

**A New Zealand Curriculum (NZC) & Te Whāriki unit (formerly named Curriculum, Pathways & Progress)** that designs and delivers quality teaching, curriculum and assessment products and services (including educator resources) across the New Zealand Curriculum and Te Whāriki to achieve the Government's objectives for the education system. It also supports curriculum design for Te Marautanga o Aotearoa as required.

A Secondary Tertiary unit that focuses 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, creating the link to clear pathways from school to work and further study or training and developing senior secondary assessments.

**A Te Uepū Reo Māori unit** that supports the provision of te reo Māori in education across early learning and schooling in 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 through a portfolio approach. It will also hold a portfolio role for te reo Māori and mātauranga Māori in pākehā medium education, supporting existing Māori capability in other Te Poutāhū units.

**A formal New Zealand Curriculum (NZC) Refresh and Te Marautanga o Aotearoa (TMOA) Redesign unit** that is organised to meet the programme outcomes as directed by Cabinet. This combines the programme expertise needed to manage the programme effectively with the deep education expertise to deliver high-quality curriculum updates.

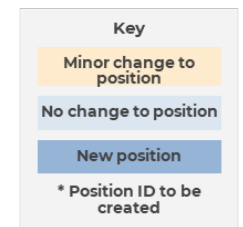
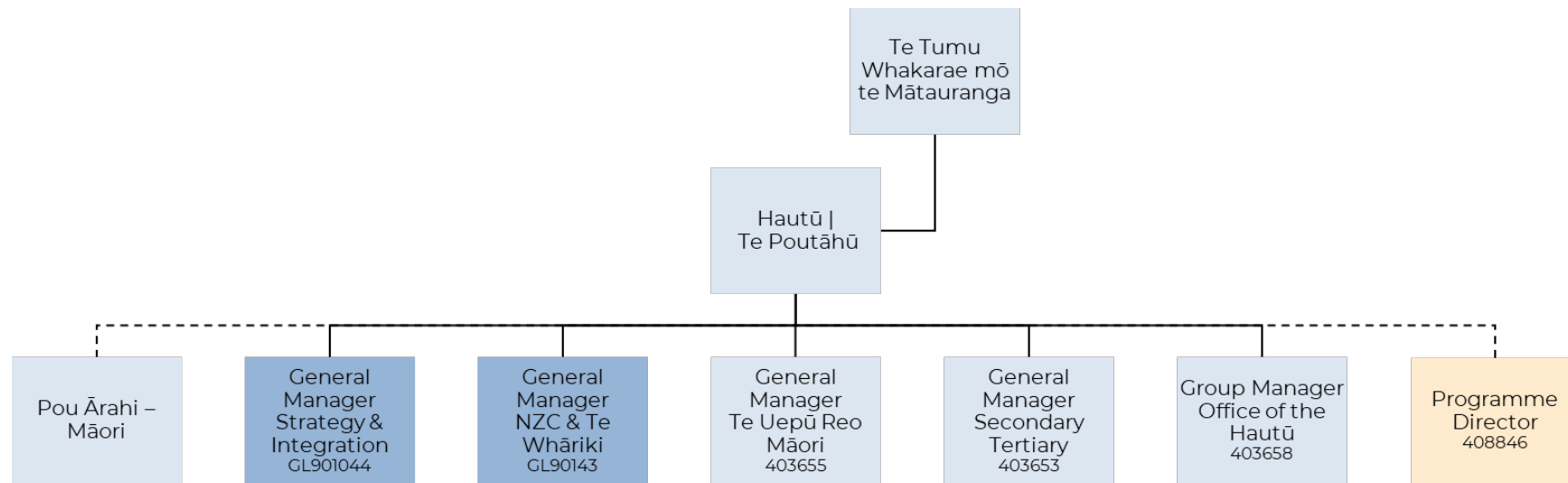
**A further formalised NCEA Programme unit** to meet the programme outcomes as directed by Cabinet. This combines programme expertise needed to manage the programme effectively with the deep education expertise needed to deliver high-quality updates.

**An Office of the Hautū** that provides administrative and advisory support to the Hautū | Te Poutāhū and Te Poutāhū as required. It manages internal business strategic and planning activities, providing secretariat support and internal performance reporting for Te Poutāhū. The Office will also house temporary project capabilities to boost internal capability and support the Pou Ārahi — Māori to carry out its functions as a strategic lead.

**A Pou Ārahi - Māori** that sits on the Te Poutāhū Leadership Team and acts as strategic lead to uplift our organisational Māori and te Tiriti o Waitangi capability. The Pou Ārahi - Māori reports to the Hautū | Te Pou Tuarongo and has a dotted reporting line to the Hautū | Te Poutāhū.

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

## Te Poutāhū Senior Leadership



## What happens next

### Expressions of Interest

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

### Implementation of change

When the Te Poutāhū Leadership Team forms, one of our priorities will be to embed non-structural changes that support how we give effect to the four shifts and our strategic plan. Our new ways of working will be underpinned by our Kāpehu Whetū (star compass) in our Te Poutāhū Strategic Plan. Any future changes to the values and behaviours of Te Tāhuhu will be reflected in Kāpehu Whetū.

Once the new structure is established, the immediate focus will be to come together as new teams and establish how we will collectively work together. It is important that we spend time embedding new connections and develop ways to work cohesively as one Te Poutāhū. Some of the key ways we will work to embed our change together are as follows:

#### **Working as one integrated Te Poutāhū**

One aspect of feedback that struck me was the perception and subsequent concern that being placed in different team structures within Te Poutāhū would impact our ability to connect and work together. I view the different units and teams as one unified structure operating as an integrated Te Poutāhū. I have clear expectations that we will operate as a collective group and that organisational reporting lines will not be a barrier to collaboration or building our team culture.

#### **Connecting Te Uepū Reo Māori portfolio across te reo Māori and mātauranga Māori in Te Poutāhū**

I have decided that Te Uepū Reo Māori will hold a portfolio type role for te reo Māori and mātauranga Māori across Te Poutāhū. The intent is to connect, support and strengthen our collective Māori capability to deliver across both Māori and pākehā medium education pathways. I expect teams will connect regularly to deliver on this intent.

#### **Joining communities of practice across Te Mahau and Te Tāhuhu**

Te Poutāhū has several functions that will work collaboratively with other groups in Te Mahau and Te Tāhuhu to deliver. In particular, the Sector Engagement team in Strategy & Integration and communications roles in Te Uepū Reo Māori will form part of a communications community of practice led by Te Pou Rangatōpū, delivering a coordinated approach to sector communications.

**Building the capability of Strategy & Integration**

While this change establishes Strategy & Integration with some existing experience from Te Poutāhū, I acknowledge there will need to be a dedicated focus on defining its role and building its capability to understand and integrate across the work of each unit in Te Poutāhū.

**Elevating the presence of Early Learning and Pacific Learning in Te Poutāhū**

As part of responding to feedback received across Te Tāhuhu, I will look to raise the visibility and presence of early learning education and Pacific education to have stronger influence and impact within Te Poutāhū.

**Reviewing future resource requirements**

I also note that while this change has set us up well for the future, over time, as new teams begin to understand future capacity requirements and as efficiencies are realised (including support from Te Pou Rangatōpū), I expect that we will review resource requirements and placements within Te Poutāhū.

# Strategy & Integration unit in Te Poutāhū

## What is Strategy & Integration and why is it important?

Strategy & Integration works across Te Poutāhū, holding close connections to maintain collective alignment as a group. Strategy & Integration will focus on defining the strategic outcomes of Te Poutāhū products and services to the sector, including cross-cutting strategies to respond to sector needs. The intent is to improve how Te Poutāhū works as a collective in contributing to and executing on strategic priorities for the sector. Strategy & Integration will operate existing and emerging cross-pathway services for all Te Poutāhū units and is the primary connection point for Te Poutāhū to align with Te Pae Aronui and Te Mahau takiwā. It supports service design, curriculum delivery and integrated planning to sequence change and engagement effectively, so that from the sector's perspective Te Poutāhū is joined up and easier to navigate. It will work in conjunction with the Office of the Hautū on the business strategy for Te Poutāhū and its alignment to the corporate strategy of Te Tāhuhu.

## Key design features

Strategy & Integration 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 upon and operationalised for delivery. This includes supporting the design of curricula that is equitable and inclusive for all ākonga, and building on insights from iwi relationships with the Te Mahau takiwā.

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 plan and prioritise accordingly. Its curriculum delivery and integrated planning and monitoring functions will work with change implementation teams across Te Poutāhū to align how our curricula products and services are released into the sector. It will work closely with Te Pae Aronui and the Te Mahau takiwā to plan and prioritise change releases 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. This supports Te Poutāhū to monitor the effectiveness of the curriculum products and services. It will feed insights it receives into Te Poutāhū, providing a hub to draw together data and insights that inform key priorities and future service design. This function is placed close to strategy to directly inform future strategy development, design and delivery.

Strategy & Integration will also be the 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 which 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. However, I still expect that other units in Te Poutāhū will continue to connect with other Te Mahau groups as required, working with Strategy & Integration to coordinate these activities.

Strategy & Integration will work closely with the curriculum change programmes, helping to facilitate cohesive planning and implementation of programme deliverables, drawing on its connections to the sector through the Te Mahau takiwā.

## **What are the main changes confirmed?**

### **1a. Establish a new General Manager, Strategy & Integration**

This position will lead the Strategy & Integration unit and sit on the leadership team for Te Poutāhū.

I received positive feedback supporting the establishment of Strategy & Integration. There was some feedback and suggestions on how this unit will work seamlessly with the rest of Te Poutāhū, and some suggestions that existing teams are better aligned to different functions than proposed based on their work. I have made adjustments to functional groupings and role placements within Sector Engagement and Integrated Delivery teams as a result.

As the team begins to understand future capacity and capability requirements, I expect that we will build out a plan on how we develop and grow our capability over time.

### **1b. Establish a Strategy & Innovation team within Strategy & Integration**

The Strategy & Innovation team will be responsible for developing and tracking our strategic outcomes and setting direction for innovation and thought leadership for Te Poutāhū. I identified this would require Te Poutāhū to strengthen our capability to develop and implement our external strategies and align it to our thought leadership expertise to drive the development of fresh curriculum ideas. The other Te Poutāhū units will build on our strategic outcomes and share research and ideas to enable new initiatives to be agreed upon, and the Office of the Hautū will develop the business plan for delivery.

#### **Establish a Manager, Strategy & Innovation to lead the Strategy & Innovation team.**

I confirm the following positions will have a **change of reporting line** to the Manager, Strategy & Innovation:

- Chief Advisor (403873)
- Lead Analyst (408579)
- Lead Analyst (408578)

I expect that more resources may be required as the capacity and capability requirements for Strategy & Innovation evolve.

### **1c. Establish a Sector Engagement team within Strategy & Integration**

The Sector Engagement team will be responsible for coordinating effective engagement and communication with the education sector for Te Poutāhū products and services. This unit works closely with the curriculum units so the group's products and services are communicated, understood and delivered to educators in a way which helps to focus on delivering teaching and learning. This team will have a portfolio role to support change implementation across Te Poutāhū, forming a cohesive view of change implementation for curriculum programme and BAU activity.

I received feedback that the proposed Sector Engagement team was primarily formed from the Curriculum Change & Implementation team for the NZC Refresh and TMOA Redesign (NZCR Curriculum Change & Implementation), and that the functional accountabilities of this team did not match that of the proposed Sector Engagement. As a result, I have shifted this team to the NZC Refresh and TMOA Redesign Programme to prioritise programme delivery.

I received feedback that the existing Change & Implementation teams should be joined and sit in New Zealand Curriculum (NZC) & Te Whāriki (formerly named Curriculum, Pathways and Progress). I have decided to shift the NZCR Curriculum Change & Implementation team into the NZC Refresh and TMOA Redesign Programme, in line with my intent to support our people to prioritise programme work.

I received feedback that other curriculum units should retain change implementation capability to closely connect design with implementation capability. I agree, and I have decided to retain change implementation capability in respective curriculum units and in curriculum change programmes. However, I expect that these teams will work closely with the Sector Engagement team to coordinate and prioritise implementation according to sector need.

Te Poutāhū has several functions that will work collaboratively with other groups in Te Mahau and Te Tāhuhu to deliver. In particular, the Sector Engagement team and communications roles in Te Uepū Reo Māori will form part of a communications community of practice led by Te Pou Rangatōpū, delivering a coordinated approach to sector communications.

#### **Establish a new Manager, Sector Engagement to lead the team.**

I confirm the following positions will have a **change of reporting line** to the Manager Sector Engagement:

- Chief Communications Advisor (409621)
- Senior Communications Advisor (408674)
- Principal Communications Advisor (405156)

- Communications Specialist (409850)

### **1d. Establish an Integrated Planning & Monitoring team within Strategy & Integration**

The Integrated Planning & Monitoring team will be responsible for planning, aligning and coordinating an integrated view of programmes and ongoing delivery work for curricula. It will establish mechanisms to monitor the effectiveness of Te Poutāhū resources and services to support teachers, kaiako and tumuaki to meet the outcomes set out in curricula. The insights from the sector enable Te Poutāhū to be more responsive and drive continuous improvements to our resources and services.

#### **Establish a new Manager, Integrated Planning & Monitoring**

I received questions regarding the difference between the planning functions across Integrated Planning & Monitoring and the Investment & Planning team in the Office of the Hautū. Strategy & Integration, including the Integrated Planning & Monitoring team will focus on managing strategy and planning for delivery of Te Poutāhū products and services to the sector. In contrast, the Office of the Hautū is responsible for internal planning and management activities for Te Poutāhū as a business group. The Investment & Planning team will provide investment advice, planning & analytics of internal Te Poutāhū activities, and programme and project management expertise to the Hautū | Te Poutāhū.

I received feedback that Strategy & Integration could have more resources with subject matter expertise about the different curriculum units, and that this could form part of the Integrated Planning & Monitoring team. I agree that it is vital that Strategy & Integration holds the capability and relationships necessary to efficiently engage with and work across all Te Poutāhū units.

I received feedback that some existing teams and roles that were proposed to go into the Strategy, Data & Insights team were better aligned to other functions based on their work. I have made adjustments to functional groupings and role placements as a result, including joining Strategy with Innovation instead of Data and Insights, as was proposed.

I expect that as the capacity and capability requirements for integrated planning and monitoring evolve, there may be a need to revisit resourcing requirements within this team.

### **1e. Reporting line change for Manager, Data & Insights (403668) to General Manager, Strategy & Integration**

I confirm the existing Senior Manager, Curriculum Futures (403668) position will have a change of reporting line to the General Manager, Strategy & Integration and retitled to Manager, Data & Insights.

### **1f. Reporting line change and retitled to Director, Integrated Delivery (409105) to General Manager, Strategy & Integration**

I confirm the existing Director, Integrated Delivery (409105) position will have a change of reporting line to the General Manager, Strategy & Integration.

I received feedback that the Digital Channels work programme within the Pathways & Transitions team (currently in Secondary Tertiary) may be better aligned with the Curriculum Publishing Channels team reporting to the Director, Integrated Delivery. I agree, and have decided to shift relevant positions from Secondary Tertiary into this team.

Additional decisions I have made to support the Director, Integrated Delivery include a change in reporting line to Senior Manager, Curriculum Publishing Channels for:

- Lead Advisor (403825)
- Senior Advisor (405315)
- Senior Advisor (408248)

Te Mahau received feedback that Senior Curriculum Leads may be better placed in Te Poutāhū. The Te Mahau takiwā Hautū and I have decided that resources should remain closer to the frontline in the Te Mahau takiwā. The Te Mahau takiwā Hautū have decided these roles will move from the Integrated Services teams into the new Planning & Advice teams. We agree that these positions work across our regions and support the curriculum advisory network across the Te Mahau takiwā.

### **1g. Reporting line change for Chief Advisor (409420) to General Manager, Strategy & Integration**

I confirm the existing Chief Advisor (409420) position will have a change of reporting line to the General Manager, Strategy & Integration.

### **1h. Reporting line change for Chief Advisor, Equity, Inclusivity and Partnerships (408090) to General Manager, Strategy & Integration**

I confirm the existing Chief Advisor (408090) position will have a change of reporting line to the General Manager, Strategy & Integration and be retitled to Chief Advisor, Equity, Inclusivity and Partnerships.

### **1i. Reporting line change for Chief Advisor, Equity, Inclusivity and Partnerships (408090) to General Manager, Strategy & Integration**

I confirm the existing Chief Advisor (408090) position will have a change of reporting line to the General Manager, Strategy & Integration and be retitled to Chief Advisor, Equity, Inclusivity and Partnerships.

## 1j. Reporting line change for Principal Advisor, Equity, Inclusivity and Partnerships (408701) to General Manager, Strategy & Integration

I confirm the existing Principal Advisor (408701) position will have a change of reporting line to the General Manager, Strategy & Integration and be retitled to Principal Advisor, Equity, Inclusivity and Partnerships.

### High-level feedback themes and responses

Themes	Your feedback, suggestions and questions	Our response
Positive sentiment and potential for Strategy & Integration.	Feedback was positive about the opportunities and benefits of establishing Strategy & Integration.	No change to the proposal.
Strategy & Integration having the right capabilities to understand the context of other teams.	<p>Feedback was received across multiple teams that the proposed Strategy &amp; Integration appears to overrepresent the NZC &amp; Te Whārikit unit, while lacking the insight into other groups (and smaller teams) to successfully work across Te Poutāhū.</p> <p>It has been raised that the proposed Strategy &amp; Integration does not appear to have appropriate resources to carry out the activities proposed, such as develop and integrate strategy on behalf of Te Poutāhū.</p>	<p>No change to the proposal.</p> <p>While part of the original NZC &amp; Te Whāriki unit has moved to form Strategy &amp; Integration, the work programme for the NZC &amp; Te Whāriki unit will continue to be done, it will need to be re-prioritised and resourced differently to take into account all the work needing to be done across Te Poutāhū.</p> <p>As the unit begins to understand future capacity and capability requirements, I expect that we will build out a plan on how we develop and grow our capability over time.</p>

Themes	Your feedback, suggestions and questions	Our response
Placement of communications roles across Te Poutāhū.	Feedback queried why the proposal moved some communications and engagement roles into Strategy & Integration and not others.	<p>Some role changes.</p> <p>Where some communications roles had not proposed to shift, these are now confirmed to move to Strategy &amp; Integration - including roles from Curriculum, Pathways &amp; Progress, Secondary Tertiary, and the Office of the Hautū.</p> <p>I have decided to keep communication roles within Te Uepū Reo Māori due to the unique responsibilities required for these roles.</p>
Confusion over how strategy development and delivery functions are managed across different Te Poutāhū units.	Feedback asked for clarification on the differences in strategy functions between Strategy & Integration and other units in Te Poutāhū.	<p>No change to proposal.</p> <p>Strategy &amp; Integration is responsible for developing the strategic outcomes on behalf of Te Poutāhū and connects across units so that Te Poutāhū is delivering to its strategic intent and purpose.</p> <p>The Office of the Hautū is responsible for internal planning and management activities for Te Poutāhū. This includes developing the central oversight business plan, work programmes / projects, and working with Te Pou Rangatōpū for corporate business planning and processes strategy setting.</p>

## The confirmed decisions will result in

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

### Establishment of the following new positions

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

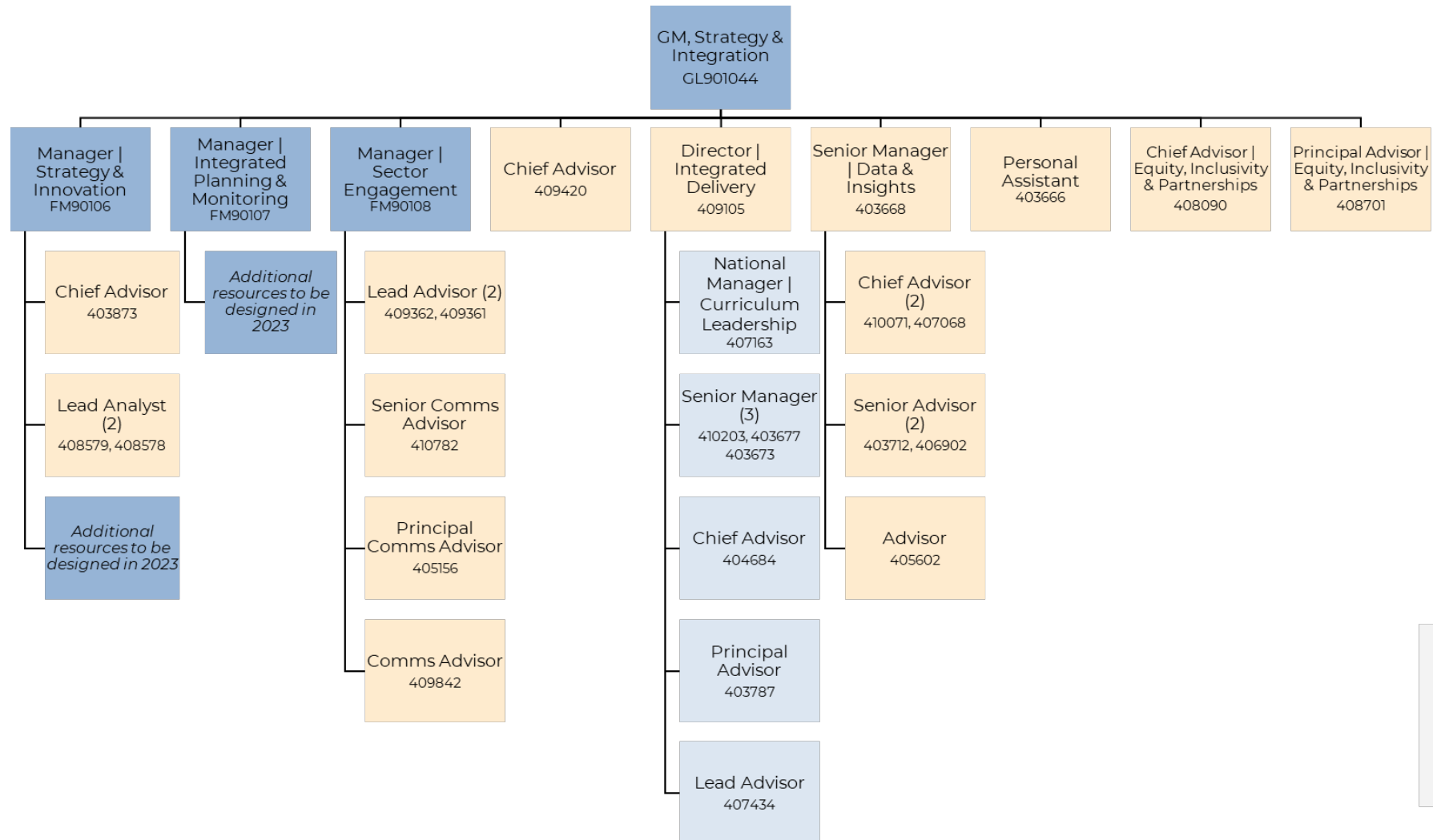
Division	Tier	Role ID*	Role title	New or existing role description?	Pay band	Number of positions	Available for EOI?
Strategy & Integration	3	GL90 144	General Manager, Strategy & Integration	New	GM22	1	Yes
Strategy & Integration	4	FM90 10 6	Manager, Strategy & Innovation	New	M4	1	Yes
Strategy & Integration	4	FM90 10 7	Manager Integrated Planning & Monitoring	New	M4	1	Yes
Strategy & Integration	4	FM90 10 8	Manager Sector Engagement	New	M4	1	Yes

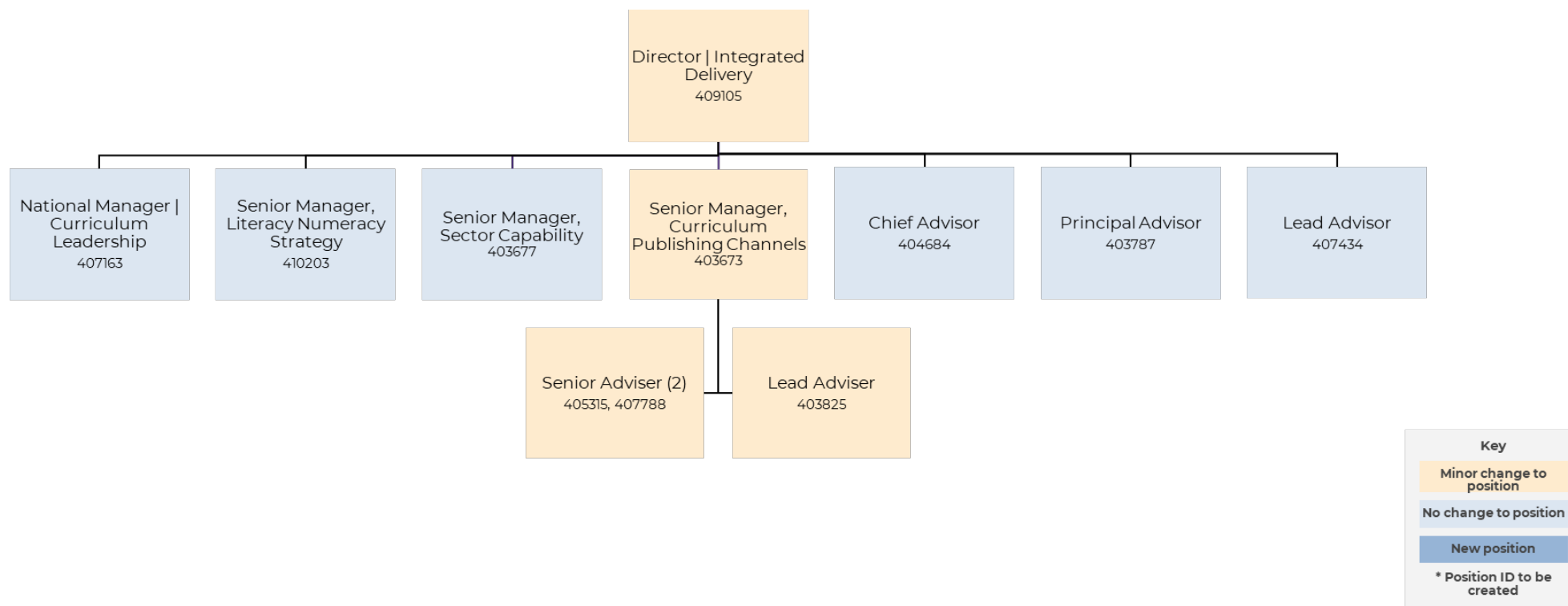
### Minor changes for the following positions

Division	Substantive Position ID	Substantive position title	Confirmed change	New details
Curriculum, Pathways & Progress	40 9420	Chief Advisor	Change in reporting line	Reporting to General Manager, Strategy & Integration
Curriculum, Pathways & Progress	40 910 5	Director - Curriculum Delivery Services	Change in reporting line, title change	Reporting to General Manager, Strategy & Integration, title change to Director, Integrated Delivery
Curriculum, Pathways & Progress	40 3668	Senior Manager	Change in reporting line	Reporting to General Manager, Strategy & Integration
Curriculum, Pathways & Progress	40 80 90	Chief Adviser	Change in reporting line	Reporting to General Manager, Strategy & Integration
Curriculum, Pathways & Progress	40 870 1	Principal Adviser	Change in reporting line	Reporting to General Manager, Strategy & Integration
Curriculum, Pathways & Progress	40 80 90	Chief Adviser	Change in position title	Title change to Chief Advisor, Equity, Inclusivity and Partnerships
Curriculum, Pathways & Progress	40 870 1	Principal Adviser	Change in position title	Title change to Principal Advisor, Equity, Inclusivity and Partnerships
Curriculum, Pathways & Progress	40 3873	Chief Adviser	Change in reporting line	Reporting to Manager, Strategy & Innovation
Curriculum, Pathways & Progress	40 8578	Lead Analyst	Change in reporting line	Reporting to Manager, Strategy & Innovation
Curriculum, Pathways & Progress	40 8579	Lead Analyst	Change in reporting line	Reporting to Manager, Strategy & Innovation
Curriculum, Pathways & Progress	40 9362	Lead Adviser	Change in reporting line	Reporting to Manager, Sector Engagement
Curriculum, Pathways & Progress	40 9361	Lead Adviser	Change in reporting line	Reporting to Manager, Sector Engagement

Division	Substantive Position ID	Substantive position title	Confirmed change	New details
Secondary Tertiary	410 782	Senior Communications Advisor	Change in reporting line	Reporting to Manager, Sector Engagement
Secondary Tertiary	40 5156	Principal Adviser	Change in reporting line	Reporting to Manager, Sector Engagement
Office of the Deputy Secretary	40 9842	Communications Adviser	Change in reporting line	Reporting to Manager, Sector Engagement
Secondary Tertiary	40 7788	Senior Adviser	Reporting line change	Reporting to Senior Manager, Curriculum Publishing Channels
Secondary Tertiary	40 5315	Senior Adviser	Reporting line change	Reporting to Senior Manager, Curriculum Publishing Channels
Secondary Tertiary	40 3825	Lead Advisor	Reporting line change	Reporting to Senior Manager, Curriculum Publishing Channels
Secondary Tertiary	40 3666	Personal Assistant	Reporting line change	Reporting to General Manager, Strategy & Integration

## Confirmed structure





# New Zealand Curriculum (NZC) & Te Whāriki unit

## What is the New Zealand Curriculum (NZC) & Te Whāriki unit and why is it important?

The NZC & Te Whāriki unit designs and delivers quality teaching, curriculum and assessment products and services (including educator resources) across the New Zealand Curriculum and Te Whāriki curricula to achieve the Government's objectives for the education system. It also supports curriculum design for Te Marautanga o Aotearoa as required.

### Key design features

The NZC & Te Whāriki unit will be responsible for curriculum and assessment design and implementation across the New Zealand Curriculum and Te Whāriki and for Te Marautanga o Aotearoa as required. The intent is that the NZC & Te Whāriki unit continues to build deep curriculum design capability (including for early childhood and Pacific ākonga).

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

The NZC & Te Whāriki unit will 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. However, I still expect that the NZC & Te Whāriki unit will continue to connect with other Te Mahau groups as required, working in conjunction with Strategy & Integration to coordinate these activities. The NZC & Te Whāriki unit will also support Strategy & Integration to monitor the performance of its products and services and make changes in response to sector feedback.

Puna Reo will continue to sit with Early Learning given its emerging nature and the use of both Te Whāriki and Te Whāriki a te Kōhanga Reo in this setting. Te Uepū Reo Māori will be responsible for Kōhanga Reo. Early Learning and Te Uepū Reo Māori will need to work closely together to stay connected across these two areas.

The GM NZC & Te Whāriki is the business owner for the majority for the NZC Refresh Programme. The GM, Strategy & Integration is the business owner for the Online Curriculum Hub part of the NZC Refresh Programme. The GM, Te Uepū Reo Māori is the business owner for the Te Marautanga Redesign. 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 GM Strategy & Integration would work across groups and with the Programme Director on alignment of work across both the curriculum and NCEA change programmes (including identifying issues and opportunities). The GM Strategy & Integration would be part of change and implementation planning.

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 the NZC & Te Whāriki unit to build on 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 the NZC & Te Whāriki unit from the programmes as it delivers its different phases.

The NZC & Te Whāriki unit 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 and advising programme resources about key programme deliverables where needed.

Over time, responsibilities to manage and maintain the curriculum will shift back to the NZC & Te Whāriki unit once the programme has been delivered. The NZC & Te Whāriki unit will shift towards regularly managing, reviewing and continuously updating and improving the curricula in smaller increments, reducing the need for future complex change programmes.

## **What are the main changes confirmed?**

### **2a. Confirm the name change from Curriculum Pathways & Progress to New Zealand Curriculum (NZC) & Te Whāriki**

I received feedback on potential new names for Curriculum, Pathways & Progress. I have decided that this unit will be called New Zealand Curriculum (NZC) & Te Whāriki unit, based on suggestions received during Te Whakawhiti | Consultation.

### **2b. Establish a General Manager, New Zealand Curriculum (NZC) & Te Whāriki**

This position will lead the design of curriculum products and services for the New Zealand Curriculum and Te Whāriki. The GM will also support Early Learning, Pacific Learning and change and implementation of new business processes and practice models for curriculum development.

I received feedback that with a significant portion of the current Curriculum, Pathways & Progress (the new New Zealand Curriculum (NZC) & Te Whāriki unit) will need additional resourcing to deliver its current work plan. Even though a majority of Strategy & Integration was made up from Curriculum, Pathways & Progress, the work programme will still continue to be met. Some aspects that sit within Strategy & Integration now will be prioritised against the rest of the work to be delivered for Te Poutāhū.

The Associate Deputy Secretary, Curriculum, Pathways and Progress would be disestablished as a result.

## **2c. Reporting line change for Manager - Curriculum Change & Implementation (403790) to General Manager, New Zealand Curriculum (NZC) & Te Whāriki**

I confirm the existing Manager - Curriculum Change & Implementation (403790) position will have a change of reporting line to the General Manager, New Zealand Curriculum (NZC) & Te Whāriki.

I received feedback that the existing Change and Implementation teams should be joined and sit in New Zealand Curriculum (NZC) & Te Whāriki (formerly named Curriculum, Pathways and Progress). I have decided to shift the NZCR Curriculum Change & Implementation team into the NZC Refresh and TMOA Redesign, in line with my intent to support our people to prioritise programme work. Other feedback supported the NZC & Te Whāriki unit retaining change implementation capability to closely connect design with implementation capability. I agree and have decided to retain the Curriculum Change & Implementation team in the NZC & Te Whāriki unit. I do expect these Change & Implementation teams will work closely with the Sector Engagement team to coordinate and prioritise implementation according to sector need.

## High-level feedback themes and responses

Themes	Your feedback, suggestions and questions	Our response
Early Learning direction	<p>Positive feedback received about: The team has been kept together as a cohesive whole.</p> <p>The development of an early childhood education (ECE) and schooling curriculum and assessment policy function in Te Pou Kaupapahere.</p> <p>The aspiration to support “appropriate and equitable use across all education pathways and mediums and building sector capability to educate ākonga”</p>	No change to the proposal.
How Early Learning could be recognised more	<p>Feedback was received which raised the importance of giving appropriate recognition and resources to manage ECE / Te Whāriki in Te Poutāhū. This includes the NZC &amp; Te Whāriki unit and Te Uepū Reo Māori where responsibility for Te Whāriki a te Kōhanga Reo is proposed to shift.</p> <p>Feedback suggested recognition could include the Early Learning Senior Manager report to the GM, CPP, and creating additional roles in Te Uepū Reo Māori to support early learning in Māori medium.</p> <p>A proposal for more resourcing was put forward to have a second early learning presence in the Strategy &amp; Integration team that recognises the key role of work with Te Pae Aronui and Te Mahau takiwā and the need for a whole pathway approach to innovation.</p>	<p>No change to the proposal.</p> <p>Early Learning and Pacific Learning are important and would like to see ways to help elevate them in how we work. We will need to establish ways of working between Strategy &amp; Integration to get them across the different areas in Te Poutāhū.</p>

Themes	Your feedback, suggestions and questions	Our response
The NZC & Te Whāriki unit and Strategy & Integration structure	Feedback raised concerns that Strategy & Integration was primarily made up of the NZC & Te Whāriki unit roles and teams and the NZC & Te Whāriki unit was left with less resources. Some feel that the proposed NZC & Te Whāriki unit won't have the 'right' amount of resourcing to meet the demands of the work.	<p>No change to the proposal.</p> <p>While part of the original the NZC &amp; Te Whāriki unit as moved to form Strategy &amp; Integration, the work programme for the NZC &amp; Te Whāriki unit will continue to be done, it will need to be re-prioritised and resourced differently to take into account all the work needing to be done across Te Poutāhū.</p>

## The confirmed decisions will result in

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

### Establishment of the following new positions

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

Division	Tier	Role ID*	Role title	New or existing role description?	Pay band	Number of positions	Available for EOI?
New Zealand Curriculum (NZC) & Te Whāriki	3	GL90 143	General Manager New Zealand Curriculum (NZC) & Te Whāriki	New	GM22	1	Yes

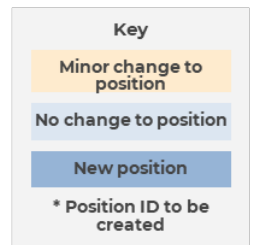
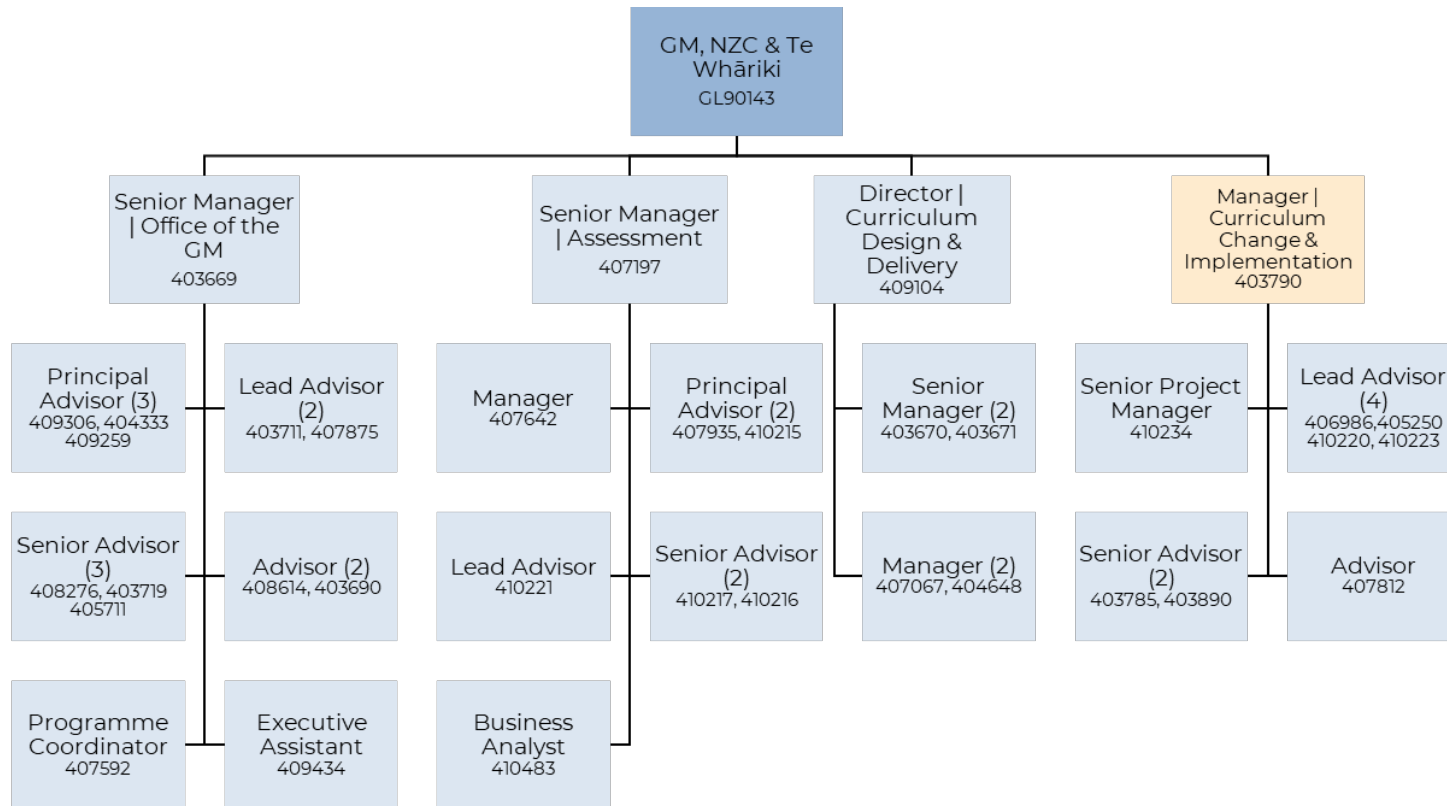
### Disestablishment of the following positions

Division	Position ID	Position title	Pathway for (substantive) employee or if position is currently vacant
Curriculum, Pathways & Progress	40 3654	Associate Deputy Secretary, Curriculum, Pathways & Progress	EOI

### Minor changes for the following positions

Division	Substantive Position ID	Substantive position title	Confirmed change	New details
<i>Curriculum, Pathways &amp; Progress</i>	40 3790	Manager, Change & Implementation	Reporting line change	Reporting to General Manager New Zealand Curriculum (NZC) & Te Whāriki
Curriculum, Pathways & Progress	40 3669	Senior Manager	Change in PD	Changes to direct reports
<i>Curriculum, Pathways &amp; Progress</i>	40 9104	Director - Curriculum Design	Change in position title	Title change to Director Curriculum Design & Delivery

## Confirmed structure



## Secondary Tertiary unit

### What is Secondary Tertiary and why is it important?

Secondary Tertiary is focused 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, creating the link to clear pathways from school to work and further study or training and developing senior secondary assessments.

#### Key design features

Resetting Secondary Tertiary will enable it to refocus on developing support options for secondary-school aged rangatahi into further study, training or work. This facilitates role clarity, accountability and performance for those in the Secondary Tertiary unit.

Secondary Tertiary will work in conjunction 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. However, I still expect that other units in Te Poutāhū will continue to connect with other Te Mahau groups as required, working with Strategy & Integration to coordinate these activities. 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 NCEA Programme with support from the GM Te Uepū Reo Māori as appropriate. 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 (including NZQA) and media and is ultimately responsible for signing off on programme deliverables.

The Programme Director 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.

## **What are the main changes confirmed?**

### **3a. Confirm the refocus of Secondary Tertiary unit**

I received feedback advocating to retain the current Secondary Tertiary structure and its teams, noting concerns about separating programme and BAU activities. I have decided to continue with the majority of the proposals to shift resources into a Programme structure to prioritise programme delivery. It is important to note that the programmes' structures may evolve as they reach different phases of delivery.

Feedback I received highlighted the current challenge of delineating staff roles and responsibilities in relation to programme or BAU activities in the Pathways and Transitions team. This team also appears to have a more even split of programme and BAU work. For these reasons, I have decided that Pathways and Transitions will remain in Secondary Tertiary, excluding roles working on Digital Channels. I expect the GM Secondary Tertiary and the Programme Director will need to work together to manage the delivery of programme and BAU activities.

I received feedback proposing that Digital Channels should be in Strategy & Integration with the Curriculum Publishing Channels team to consolidate and manage Channels functions cohesively. I agree and have decided that these roles will move to Strategy & Integration and report to the Senior Manager, Curriculum Publishing Channels.

I received feedback that the Ākonga Māori team should stay in Secondary Tertiary, noting concerns that shifting Ākonga Māori to Te Uepū Reo Māori would impact its ability to advocate for ākonga Māori in pākehā medium education. I agree, and have decided that the Senior Manager, Ākonga Māori and some roles should stay in Secondary Tertiary. However, I have also decided to move Ākonga Māori managers and teams into the NCEA Programme to prioritise programme delivery.

I received feedback that Kura Māori should remain in Secondary Tertiary to work in conjunction with the Kura Auraki team. I agree, and have decided that the Manager, Kura Māori and some of its direct reports will stay in Secondary Tertiary. However, I have also decided to move Wāhanga Ako Leads into the NCEA Programme to prioritise programme delivery. As part of the portfolio role that Te Uepu Reo Māori holds across Te Poutāhū for te reo Māori and mātauranga Māori, I expect it will connect and collaborate regularly with Secondary Tertiary (in particular Kura Māori and Ākonga Māori teams).

I have also decided the Learning Area Leads will be moved into the NCEA Programme, based on their role implementing programme deliverables into the sector.

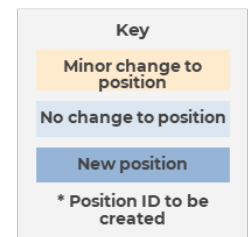
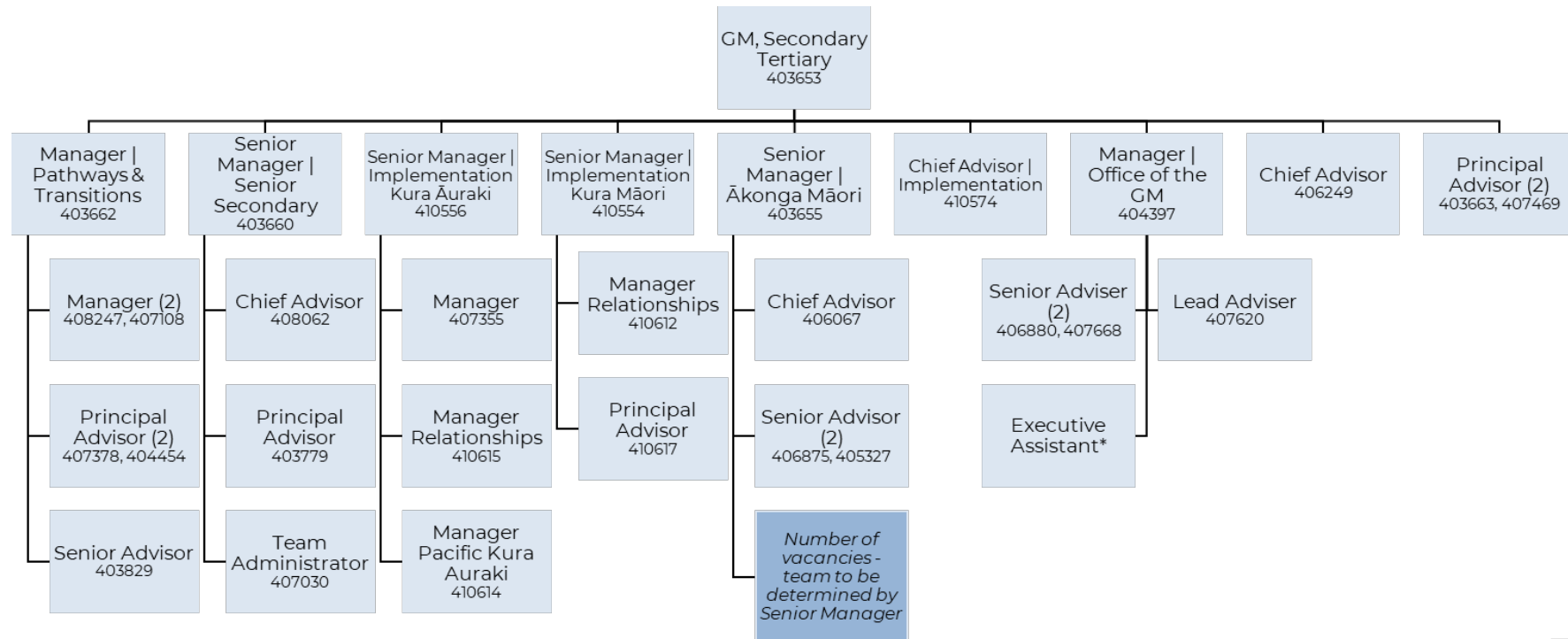
## High-level feedback themes and responses

Themes	Your feedback, suggestions and questions	Our response
Ākonga Māori moving to Te Uepū Reo Māori	<p>Feedback suggested that moving the Ākonga Māori team into Te Uepū Reo Māori may remove their ability to advocate for ākonga Māori in non-te reo Māori pathways, and that their existing sub-teams and capabilities are better placed within Secondary Tertiary.</p> <p>There was also feedback received that moving the Ākonga Māori team into Te Uepū Reo Māori would be welcomed to create end-to-end accountability for all ages of schooling and curricula across Māori and non-Māori mediums.</p>	<p>The Ākonga Māori team will remain in Secondary Tertiary, excluding those moving into the NCEA Programme.</p> <p>No change to the proposal to move staff into the Programme. At the time of the consultation being released, the managers of the positions proposed to be seconded over to the Programme were vacant. These roles have now been filled. The managers for these roles will also be seconded into the programme.</p>
Separating Programme and BAU activities: Crossover of work, retaining capacity to deliver BAU	<p>Feedback noted that many staff do both programme and BAU work, and there may be a misalignment across teams if moved to a different area (e.g. ensuring outcomes for Te Uepū Reo Māori when in TMOA Redesign).</p> <p>Potential risk was raised if the assumption is that the remaining team carry out BAU without access to Programme people. They state that their BAU function cannot be met from within the Programme team.</p>	<p>Some changes to the proposal. Pathways and Transitions will remain in Secondary Tertiary, excluding the Digital Channels team. This will move to Strategy &amp; Integration having better alignment with the curriculum publishing channels team.</p>
Correcting functional accountabilities for Secondary Tertiary	<p>Feedback suggested that there are misunderstandings on the functional accountabilities / work completed by teams in Secondary Tertiary which has informed design decisions.</p>	<p>No change to proposal.</p>
Confusion on Programme roles and responsibilities	<p>Feedback noted confusion over the roles, responsibilities and placement of product owners, project managers, and agile team leads in and out of the curriculum change programmes (including from Programme people).</p>	<p>No change to proposal.</p>

Themes	Your feedback, suggestions and questions	Our response
Effectiveness of current Agile teams	Feedback received was in support of keeping the current way agile teams work e.g., as scrum masters not as HR Leaders. There is strong support for staying in home teams rather than the agile teams.	No change in proposal.  I have worked through where people spend their time and have moved people to the programme or leave them in BAU teams based on this. Each unit/team will need to establish how they will work across the programme and BAU teams for optimal working relationships and information flow.
Separating Programme and BAU activities: People management, recruitment risks	Feedback (particularly from existing Secondary Tertiary (ST) teams) with concerns regarding people management under a proposed programme/BAU split.  There is concern this could erode existing team culture and personal development, cause significant disruption, and exacerbate existing recruitment and retention risks in the programme.	No change in proposal.  As part of setting up the structure, each unit will need to establish how they will work together across the programme and BAU team to deliver for the education sector, support our people and grow our team culture as one integrated Te Poutāhū.
Separating Programme and BAU activities: splitting correctly according to programme duties	Feedback received gave specific feedback about where people, workstreams, or teams may be better aligned in the programme/BAU split.	No change to proposal.  I have worked through where people spend their time and have moved people to the programme or leave them in BAU teams based on this.
Separating Programme and BAU activities: Crossover of work, retaining capacity to deliver BAU	Feedback noted that many staff do both programme and BAU work, and there may be a misalignment across teams if moved to a different area (e.g. delivering outcomes for Te Uepū Reo Māori (Te Uepū Reo Māori) when in TMOA programme).  Feedback raised a potential risk if the assumption is that the remaining team carry out BAU without access to Programme people. They state that their BAU function cannot be met from within the Programme team.	No change to proposal.  I have worked through where people spend their time and have moved people to the programme or leave them in BAU teams based on this.  BAU will have access to Programme resources where required and agreed with the Programme.

Themes	Your feedback, suggestions and questions	Our response
Challenge to separate Pathways and Transitions programme and BAU activities	Feedback noted that it would be a challenge to separate Pathways and Transitions by programme and BAU activities based on staff roles and responsibilities.	I have decided that Pathways and Transitions will remain in Secondary Tertiary, excluding roles working on Digital Channels.

## Confirmed structure



## Te Uepū Reo Māori unit

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

Te Uepū Reo Māori supports the provision of te reo Māori in education across early learning and schooling in 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 through a portfolio approach. It will also hold a portfolio role for te reo Māori and mātauranga Māori in pākehā medium education, supporting existing Māori capability in other Te Poutāhū units.

### Key design features

Te Uepū Reo Māori designs quality teaching, curriculum and aromatawai products and services (including educator resources) for Te Marautanga o Aotearoa, Te Whākiri a te Kōhanga Reo (and the New Zealand Curriculum and Te Whāriki where required). The intent is that Te Uepū Reo Māori continues to build deep curriculum design capability.

Te Uepū Reo Māori will hold a portfolio role for te reo Māori, mātauranga Māori and ākonga Māori in pākehā medium education, supporting existing Māori capability in other Te Poutāhū units to promote te reo and ākonga Māori in the education system. This is to strengthen connections and expertise for te reo, kura, and ākonga Māori across all Te Poutāhū while retaining Māori expertise to have stronger impact and influence in other units.

Te Uepū Reo Māori will be responsible for Te Whāriki a te Kōhanga Reo, streamlining the Māori medium education connections with kōhanga and kura. Puna Reo will continue to sit with Early Learning under the NZC & Te Whāriki unit, given its emerging nature and its use of both Te Whāriki and Te Whāriki a te Kōhanga Reo in this setting. I expect that Early Learning and Te Uepū Reo Māori will work closely together to stay connected between the two early learning areas.

Te Uepū Reo Māori will work in conjunction with the NZC & Te Whāriki unit and Strategy & Integration teams to deliver quality products and services. 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 will 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. However, I expect that Te Uepū Reo Māori will continue to connect with other Te Mahau groups as required, working in conjunction with Strategy & Integration to coordinate these activities.

The GM Te Uepū Reo Māori is a business owner for Te Marautanga o Aotearoa redesign. The GM is accountable for different aspects of the change programme. The GM Strategy & Integration is the business owner for the Online Curriculum Hub project within the change programmes. As a business owner, the GM is accountable for setting and monitoring the quality of work produced by the programmes and whether they are achieving the agreed outcomes and benefits. The GM manages 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.

Te Uepū Reo Māori works across all Te Poutāhū units to provide support so te reo Māori, Kura Māori, and mātauranga Māori are represented, and relevant teams and work streams are supported within wider Te Poutāhū. This enables functions to operate within their respective units, staying aligned with the work programmes and context of their teams, while connecting with Te Uepū Reo Māori and their wider te reo Māori portfolio.

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.

## **What are the main changes confirmed?**

### **4a. Confirm the refocus of Te Uepū Reo Māori**

Te Uepū Reo Māori will hold ownership of a te reo Māori portfolio, leading how Te Poutāhū supports the provision of te reo Māori across all our curricula. Through this, a refocused Te Uepū Reo Māori unit will oversee the provision of te reo Māori in education across early learning and schooling in both pākehā and Māori medium education.

I received feedback supporting the proposal to create a complete Māori medium education pathway in Te Uepū Reo Māori. However, other feedback raised concern about the unintended consequences of moving Māori expertise out from other teams and their ability to connect and influence Te Poutāhū units if placed in Te Uepū Reo Māori. This included concern on the ability to impact and influence products and services in pākehā medium education (including those for ākonga Māori in pākehā medium education) and reduce the Māori expertise capability in other Te Poutāhū units. I agree and have decided to only

shift responsibility for Te Whāriki a te Kōhanga Reo to Te Uepū Reo Māori. The intent of the portfolio role for the General Manager, Te Uepū Reo Māori is to create stronger connections for te reo Māori and ākonga Māori in education pathways.

I received feedback about the proposed movement of Ākonga Māori and Kura Māori functions into Te Uepū Reo Māori. Some feedback supported the shift and the intent for Te Uepū Reo Māori to strengthen its capacity and capability to support te reo Māori across all curricula. Other feedback raised concerns that this may remove their ability to advocate for ākonga Māori in English-medium pathways and that their existing sub-teams and capabilities are better placed within Secondary Tertiary.

I have decided that Ākonga Māori and Kura Māori functions will remain in Secondary Tertiary (excluding those that are shifting into the NCEA Programme). Ākonga Māori and Kura Māori will connect to Te Uepū Reo Māori through its portfolio role.

Feedback advocated for the need to retain senior Māori leadership roles in higher tiers across Te Tāhuhu and stated that the proposal to form two groupings from existing teams around Curriculum Design and Curriculum Service Delivery did not reflect this need. I agree, and I have decided against establishing the Director, Service Delivery and Director, Curriculum Design as was proposed. I have also decided that the existing Director, Curriculum and its current direct reports will move into the NZC Refresh & TMOA Redesign unit to support Te Uepū Reo Māori Project Managers already proposed to move into the programme.

#### **4b. Confirm there will be a General Manager, Te Uepū Reo Māori**

This position will lead the Te Uepū Reo Māori unit and sit on the leadership team for Te Poutāhū.

I confirm the following positions will report to the General Manager, Te Uepū Reo Māori:

- Senior Manager, Mātauranga Māori (403683)
- Senior Manager, Kōunga Ako (403678)
- Senior Manager, Curriculum Implementation (406758)
- Senior Manager, Curriculum Design (403682)
- Senior Manager, Foundational Learning (409205)
- Senior Manager, Aromatawai (409217)
- Senior Manager, Office of the GM (408572)
- Chief Advisor (403680)
- Chief Advisor (408198)

Additional decisions I have made to support the Office of the General Manager at tier 5 include a change in reporting line to Senior Manager, Office of the GM for:

- Principal Advisor (410857)
- Principal Advisor (407084)
- Principal Advisor (403679)
- Senior Communications Advisor (406073)
- Senior Communications Advisor (406819)

## High-level feedback themes and responses

Themes	Your feedback, suggestions and questions	Our response
Ākonga Māori moving to Te Uepū Reo Māori	<p>Feedback suggested that moving the Ākonga Māori team into Te Uepū Reo Māori may remove their ability to advocate for ākonga Māori in non-te reo Māori pathways, and that their existing sub-teams and capabilities are better placed within Secondary Tertiary.</p> <p>There was also feedback received that moving the Ākonga Māori team into Te Uepū Reo Māori would be welcomed to create end-to-end accountability for all ages of schooling and curricula across Māori and non-Māori mediums.</p>	<p>I have decided that the Ākonga Māori team will remain within Secondary Tertiary, and with it the ability to advocate for ākonga Māori in non-te reo Māori pathways.</p> <p>A portfolio focus will allow the General Manager, Te Uepū Reo Māori to oversee and support the Ākonga Māori team from within their current unit.</p>
Māori leaders shifting down a tier (alternative proposal from Te Uepū Reo Māori)	<p>Feedback was raised that the dropping of Senior Managers from tier 4 to tier 5 to report to new Director roles creates greater hierarchy and difficulties for signoff.</p> <p>An alternate option was proposed that includes two General Managers for Te Uepū Reo Māori to address Senior Managers dropping a tier.</p>	<p>I have decided the new Director roles will not be established, and Senior Managers will remain at their current tier 4.</p>

Themes	Your feedback, suggestions and questions	Our response
Te Uepū Reo Māori working across Māori and English mediums	Feedback acknowledged it has had mandate to work across both mediums but requires more resourcing to have a stronger impact in the English medium education.	A portfolio focus will allow the GM, Te Uepū Reo Māori to oversee and support ākonga Māori and te reo Māori within the pākehā medium, instead of collating functions and resources only within Te Uepū Reo Māori.
Total immersion pathway	Feedback received was supportive for a full immersion pathway by including Kōhungahunga, Ākonga Māori and Kura Implementation into the unit. Acknowledgement that the unit currently doesn't have any resourcing for Te Whāriki curriculum.	<p>I have decided that Ākonga Māori and Kura Māori Implementation functions will not move into Te Uepū Reo Māori. These will instead be supported within their existing unit through a portfolio view.</p> <p>It has also been decided that some additional resources (2 FTE) will be assigned within Te Uepū Reo Māori to support Te Whāriki curriculum. This will be confirmed with the General Manager following the stand up of our new structure.</p>

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

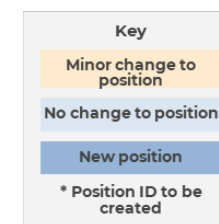
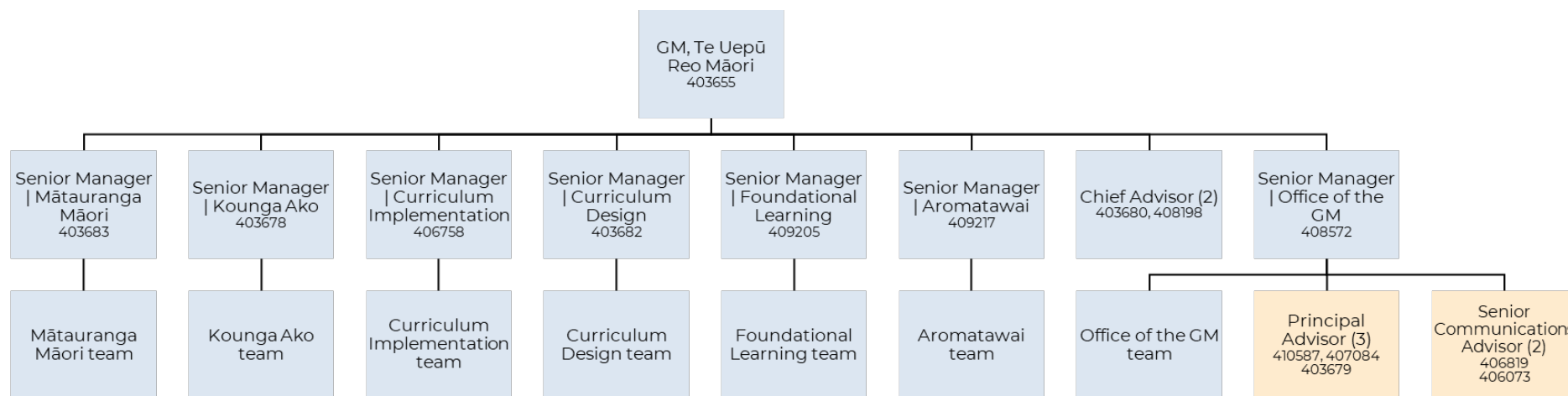
Note – any changes from what was included in the proposals for consultation are italicised in the following tables.

### Minor changes for the following positions

Division	Substantive Position ID	Substantive position title	Confirmed change	New details
<i>Te Uepū Reo Māori</i>	40 70 84	Principal Advisor	Reporting line change	Senior Manager, Office of the GM
<i>Te Uepū Reo Māori</i>	410 587	Principal Advisor	Reporting line change	Reporting to Senior Manager, Office of the GM
<i>Te Uepū Reo Māori</i>	40 60 73	Senior Communications Advisor	Reporting line change	Reporting to Senior Manager, Office of the GM

Division	Substantive Position ID	Substantive position title	Confirmed change	New details
<i>Te Uepū Reo Māori</i>	40 68 19	Senior Communications Advisor	Reporting line change	Reporting to Senior Manager, Office of the GM
<i>Te Uepū Reo Māori</i>	40 36 79	Principal Advisor	Reporting line change	Reporting to Senior Manager, Office of the GM

## Confirmed structure



# New Zealand Curriculum Refresh & Te Marautanga Redesign unit

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

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 Marautanga o Aotearoa will be established as a separate programme structure to the NZC & Te Whāriki unit and Te Uepū Reo Māori within Te Poutāhū. This means 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 specialists to design curricula products and services as required. Management of the contractual arrangements for these providers will be shifted to the programme in future.

This design is a best practice programme delivery model. It will improve programme governance, management and discipline to deliver the outcomes in the set timeframes, parameters and budgets as directed by Cabinet and support the Programme to respond to the increased scrutiny associated with programmes of this nature and size. It will also support the people working in the programme to have clear, defined, singular accountability to prioritise delivery of its work.

These programme structures are about flexibility. As teams are moved into the programme with their existing Manager, retaining these relationships is encouraged. Frequent check-ins such as daily stand-ups and fortnightly meetings with Managers and Product Owners will allow for consistent communication lines, providing support outside of the fluid Agile working teams.

The Programme Director will report to the Hautū | Te Poutāhū (who is the programme’s Senior Responsible Officer). The Programme Director leads delivery of both the NZC Refresh & Te Marautanga Redesign, and the NCEA Programme. The new Programme Manager, NZC Refresh & TMOA Redesign will report to the Programme Director, leading delivery of the programme under a broader portfolio view. Additional programme resources (for example, the Office of the Programme Director) will be shared between the NCEA Programme, NZC Refresh and TMOA Redesign. 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 GM NZC & Te Whāriki is the business owner for the NZC Refresh. The GM Strategy & Integration is the business owner for the Online Curriculum Hub project within the change programmes. 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. The GMs are crucial points of influence to achieve the required quality of programme deliverables and are moving in the right direction to meet the programme's aims and objectives. It is critical that the GMs work closely in partnership with the Programme Director and Programme Managers to achieve programme success.

## **What are the main changes confirmed?**

### **5a. Confirm the refocus of New Zealand Curriculum Refresh & TMOA Redesign**

I confirm I am establishing a separate NZC Refresh and Te Marautanga o Aotearoa Redesign Programme structure under an integrated Te Poutāhū 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.

I received feedback on creating separate programme and BAU structures and activities. Some feedback highlighted concerns that this change could cause significant disruption, impact the quality of people management in the programme, and erode existing team culture and personal development. I have decided to create separate programme structures. The intent of the design is to move teams with their existing managers, allowing current working relationships, connections, and culture to be maintained, while creating clearer accountability for programme deliverables.

I acknowledge the concerns raised and that any changes to structure and ways of working may cause disruption. Myself, my leadership team, and our people leaders are here for support during this period of change. Our change programmes are some of the largest investments in changes to curriculum and assessment in about two decades, and it is key that we set ourselves up in a way that enables successful delivery. As direct reporting lines remain largely the same other than a few key leadership roles, I believe it is important for our aspirations as Te Poutāhū that we move forward with this change.

I also note that these structures still sit within Te Poutāhū and expect that teams continue to maintain close connections with their relevant teams, particularly as they work together.

## **5b. Confirm a fixed term Programme Director to oversee the NZC Refresh, Te Marautanga Redesign & the NCEA Programme units**

The Programme Director will be responsible for running the curriculum change programmes.

I received feedback suggesting that the NZC Refresh, TMOA Redesign and the NCEA Programme should sit under the same Director to align and manage the programmes in unison. I agree and have decided to confirm one Programme Director position from the existing Programme Director, NCEA with three Programme Managers reporting to this role to manage the scale of the respective programmes.

## **5c. Confirm a fixed term Programme Manager (410231) to oversee the NZC Refresh & TMOA Redesign**

The Programme Manager (410231) will be responsible for the delivery of the NZC Refresh & TMOA programmes.

I received feedback about the proposed movement of three Project Managers from Te Uepū Reo Māori into the NZC Refresh and TMOA Redesign structure. Some submissions expressed concern that this would impact the ability of these three roles to stay connected with Te Uepū Reo Māori while delivering for Te Marautanga o Aotearoa Redesign. I agree and have decided that the Director Curriculum position and its current direct reports will move into the programme structure from Te Uepū Reo Māori with the proposed three Project Managers.

The following positions will have a **change in reporting line** to Programme Manager, NZC Refresh & Te Marautanga Redesign:

I confirm the Senior Manager, New Zealand Curriculum (408275) will have a change in reporting line to Programme Manager, NZC Refresh & Te Marautanga Redesign.

I confirm the Director, Curriculum (409349) will have a change in reporting line to Programme Manager, NZC Refresh & Te Marautanga Redesign.

I confirm the Manager, Change & Implementation (403672) will have a change in reporting line to Programme Manager, NZC Refresh & Te Marautanga Redesign.

I confirm the Senior Project Manager, Records of Learning (410156) will have a change in reporting line to the Programme Manager, NZC Refresh and Te Marautanga Redesign.

## **Shared resources for the Curriculum Change Programmes**

The Programme Director will have shared resources supporting the NZC Refresh, Te Marautanga Redesign and NCEA Programme.

#### **5d. Confirm temporary Agile Coaches in the Manager, Office of the Programme Director**

Agile Coaches facilitate the Programmes to practice agile methodologies and ways of working. They collaborate with key stakeholders and support teams to define and keep the needs of educators and ākonga at the centre of Programme deliverables.

I received feedback on the proposed agile structures requesting for clarity of terms, relationships, and reporting lines compared with agile working structures. It is important to note that the attached structure chart outlines reporting lines for HR and personal development purposes. Agile working teams will operate differently, allowing resources to be allocated across workstreams as necessary.

**Agile coaches** are agile professionals brought in to support delivery of work from a programme perspective, promoting best practice and use of programme methodology.

**Agile team leads** are responsible for leading teams to deliver Programme deliverables. Note, agile teams can be organised differently to the reporting line structures outlined and will change as required to respond to Programme needs.

**Product owners** are responsible for the quality of the outputs produced by their team. Team managers that move into the Programmes are Product Owners for their respective area and will handle HR needs for their existing direct reports.

#### **5e. Establish an Office of the Programme Director as a shared programme resource**

The Manager, Office of the Programme Director (409264) will lead the Office of the Programme Director, reporting to the Programme Director.

The Office of the Programme Director will act as a shared resource for the three Programme Managers responsible for the NCEA Programme, and NZC Refresh & Te Marautanga Redesign. Teams undertaking these change programmes can tap into shared resources as and when needed.

#### **5f. Confirm there will be an Advisor, Service Design as a shared programme resource**

The Advisor, Service Design will report to the Programme Director.

#### **5g. Confirm there will be a Release Train Engineer (410470) as a shared programme resource**

The Release Train Engineer (410470) will report to the Programme Director.

#### **5h. Confirm there will be a Portfolio Advisor (408878) as a shared programme resource**

The Portfolio Advisor (408878) will report to the Programme Director.

## High-level feedback themes and responses

Themes	Your feedback, suggestions and questions	Our response
Separating Programme and BAU activities: splitting correctly according to programme duties	Feedback gave specific feedback about where people, workstreams, or teams may be better aligned in the programme/BAU split.	Where relevant this feedback was considered and acted upon accordingly.
Separating Programme and BAU activities: Crossover of work, retaining capacity to deliver BAU	Feedback noted that many staff do both programme and BAU work, and there may be a misalignment across teams if moved to a different area (e.g. ensuring outcomes for Te Uepū when in TMOA Redesign Programme).	It has been decided that the Director Curriculum and its direct reports will move from Te Uepū Reo Māori into the Te Marautanga Redesign to support the Project Managers already proposed to move.
Large number of direct reports	Feedback noted some leadership roles within both programme structures have a large and potentially unmanageable number of direct reports.	These management spans within the programme are a result of 'lift and shifts' from existing programme teams in their current units. These will be addressed following further analysis by the Programme Director and Programme Manager once the new structure has been put in place.

## The confirmed decisions will result in

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

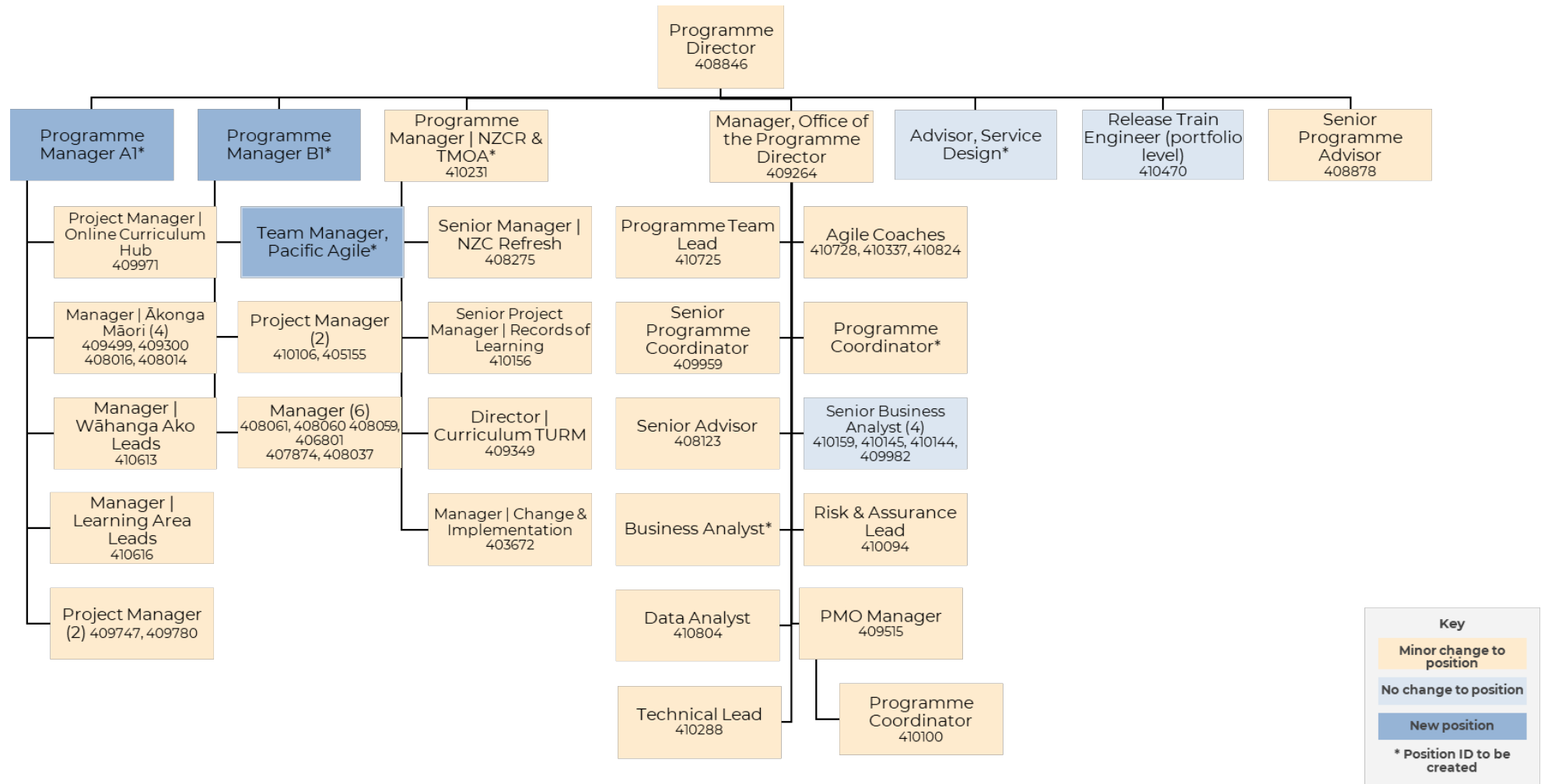
### Minor changes for the following positions

Division	Substantive Position ID	Substantive position title	Confirmed change	New details
Curriculum, Pathways & Progress	410231	Programme Manager, NZC Refresh & Te Marautanga Redesign	Change to PD	-
<i>NCEA Programme</i>	408846	Programme Director	Change to PD	-
<i>NCEA Programme</i>	409264	Manager, Office of the Programme Director	Change in reporting line	Reporting to Programme Director

Division	Substantive Position ID	Substantive position title	Confirmed change	New details
<i>NCEA Programme</i>	40 8878	Portfolio Advisor	Change in reporting line	Reporting to Programme Director
<i>Curriculum, Pathways &amp; Progress</i>	40 8275	Senior Manager	Change in reporting line	Reporting to Programme Manager, NZC Refresh & TMOA Redesign
<i>Curriculum, Pathways &amp; Progress</i>	410 156	Senior Project Manager, Records of Learning	Change in reporting line	Reporting to Programme Manager, NZC Refresh & TMOA Redesign
<i>Curriculum, Pathways &amp; Progress</i>	40 7066	Programme Coordinator	Change in reporting line	Reporting to Senior Project Manager, Records of Learning
<i>Te Uepū Reo Māori</i>	409349	Director Curriculum	Change in reporting line	Reporting to Programme Manager, NZC Refresh & TMOA Redesign
<i>Curriculum, Pathways &amp; Progress</i>	40 3672	Manager, Change & Implementation	Change in reporting line	Reporting to Programme Manager, NZC Refresh & TMOA Redesign
<i>NCEA Programme</i>	409982	Senior Business Analyst	Change in reporting line	Reporting to Manager, Office of the Programme Director
<i>NCEA Programme</i>	410 725	Programme Team Lead	Change in reporting line	Reporting to Manager, Office of the Programme Director
<i>Secondary Tertiary</i>	40 7035	Project Adviser	Change in reporting line	Reporting to Programme Team Lead
<i>Secondary Tertiary</i>	40 7460	Project Adviser	Change in reporting line	Reporting to Programme Team Lead
<i>Secondary Tertiary</i>	40 7470	Senior Project Coordinator	Change in reporting line	Reporting to Programme Team Lead
<i>Secondary Tertiary</i>	40 7471	Project Coordinator	Change in reporting line	Reporting to Programme Team Lead
<i>Secondary Tertiary</i>	40 8039	Project Coordinator (AM)	Change in reporting line	Reporting to Programme Team Lead
<i>Secondary Tertiary</i>	40 8043	Team Coordinator (RAS)	Change in reporting line	Reporting to Programme Team Lead
<i>Secondary Tertiary</i>	40 7475	Team Administrator	Change in reporting line	Reporting to Programme Team Lead

Division	Substantive Position ID	Substantive position title	Confirmed change	New details
NCEA Programme	409515	PMO Manager	Change in reporting line	Reporting to Manager, Office of the Programme Director
NCEA Programme	408123	Senior Advisor	Change in reporting line	Reporting to Manager, Office of the Programme Director
<i>NCEA Programme</i>	<i>409959</i>	Senior Programme Coordinator	Change in reporting line	Reporting to Manager, Office of the Programme Director
<i>NCEA Programme</i>	<i>410728</i>	Agile Coach	Change in reporting line	Reporting to Manager, Office of the Programme Director
<i>NCEA Programme</i>	<i>410337</i>	Agile Coach	Change in reporting line	Reporting to Manager, Office of the Programme Director
NCEA Programme	410824	Agile Coach	Change in reporting line	Reporting to Manager, Office of the Programme Director
<i>NCEA Programme</i>	<i>410804</i>	Data Analyst	Change in reporting line	Reporting to Manager, Office of the Programme Director
<i>Curriculum, Pathways &amp; Progress</i>	<i>410094</i>	Risk & Assurance Lead	Change in reporting line	Reporting to Manager, Office of the Programme Director
<i>Curriculum, Pathways &amp; Progress</i>	<i>410288</i>	Technical Lead	Change in reporting line	Reporting to Manager, Office of the Programme Director

## Confirmed structure





# NCEA Programme

## What is the NCEA Programme and why is it important?

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 management processes and approvals.

This design is a best practice programme delivery model. It will improve programme governance, management and discipline to deliver the outcomes in the set timeframes, parameters and budgets as directed by Cabinet and support the Programme to respond to the increased scrutiny associated with programmes of this nature and size. It will also support the people working in the programme to have clear, defined, singular accountability to prioritise delivery of its work.

These programme structures are about flexibility. As teams are moved into the programme with their existing Manager, retaining these relationships is encouraged. Frequent check-ins such as daily stand-ups and fortnightly meetings with Managers and Product Owners will allow for consistent communication lines, providing support outside of the fluid Agile working teams.

The Programme Director will report to the Hautū | Te Poutāhū (who is the programme’s Senior Responsible Officer). The Programme Director leads delivery of both the NZC Refresh & Te Marautanga Redesign, and the NCEA Programme. Two new Programme Managers responsible for the NCEA Programme will report to the Programme Director, leading delivery of the programme under a broader portfolio view.

The GM, Secondary Tertiary is the business owner for the NCEA Programme. The GM, Strategy & Integration is the business owner for the Online Curriculum Hub part of the NZC Refresh 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. The GMs manage key relationships with sector stakeholders (including NZQA) and media and are ultimately responsible for signing off on programme deliverables. I expect the GM, Secondary Tertiary and the GM, Strategy & Integration to work closely together on change implementation of programme deliverables.

The Programme Director looks to the GM to be the education subject matter expert, able to sign off programme deliverables. The GMs are crucial points of influence to achieve the required quality of programme deliverables and are moving in the right direction to meet the programme’s aims and objectives. It is critical that the GM works closely with the Programme Director and Programme Managers to achieve programme success.

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.

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

## **What are the main changes confirmed?**

### **6a. Confirm the refocus of the NCEA Programme unit**

I confirm I am establishing a separate NCEA Programme structure within the integrated Te Poutāhū 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 BAU work in Secondary Tertiary.

I received feedback on separating programme and BAU activities. Some feedback showed concern for the quality of people management within such a structure, and some submissions expressed that this could erode existing team culture and personal development, cause significant disruption, and exacerbate existing recruitment and retention risks in the programme. I have considered this feedback and understand your concerns. I do acknowledge that any changes to structure and ways of working may cause disruption. Myself, my leadership team, and wider people leaders are here for support during this period of change.

The intent of the design is to move teams with their existing managers, allowing current working relationships, connections, and culture to be maintained, while creating clearer accountability for programme deliverables. Our change programmes are some of the largest investments in changes to curriculum and assessment in about two decades, and it is key that we set ourselves up in a way that enables successful delivery. As direct reporting lines remain largely the same other than a few key leadership roles I believe it is important for our aspirations as Te Poutāhū that we move forward with this change.

### **6b. Confirm a fixed term Programme Director to oversee the NZC Refresh, TMOA Redesign & the NCEA Programme units**

The Programme Director will be responsible for the effective running of the three programmes.

I have received feedback suggesting that the NZC Refresh, TMOA Redesign and the NCEA Programme should all sit under the same Director, keeping the programmes focused and aligned with sufficient resourcing beneath to manage the three programmes in unison. I agree and have decided to confirm one

Programme Director position from the existing Programme Director, NCEA, with three Programme Managers reporting to this role to manage the scale of the respective programme units.

The Programme Director will have shared resources supporting the NZC Refresh, Te Marautanga Redesign and NCEA Programme (outlined in above section).

### **6c. Establish two fixed term Programme Managers to oversee the NCEA Programme unit**

The two Programme Managers will be responsible for the delivery of the NCEA Programme. I have decided to establish two roles responsible for the NCEA Programme unit due to the extensive work programme and large number of teams moving into this structure.

I received feedback and suggestions on how to best split teams across the programme/BAU structures. Some submissions note that individuals may hold partial BAU and partial programme responsibilities, while others noted a misalignment between the proposed changes and their current work programmes. I have chosen to move people to the NCEA Programme or remain in BAU teams based on feedback received describing functional descriptions and role descriptions. Each unit and team will need to establish how they will work across the programme and BAU resources for optimal working relationships and information flow. In appropriate cases, BAU will have access to programme resources as needed.

I will continue to review the appropriate resourcing required as programme needs evolved.

The following positions will have a **change of reporting line**, to Programme Manager A1:

I confirm the existing Managers, Ākonga Māori (408016, 409300, 409499, 408014) positions will have a change of reporting line to the Programme Manager A1.

I confirm the existing Manager, Wāhanga Ako Lead (410613) position will have a change of reporting line to the Programme Manager A1.

I confirm the existing Manager, Learning Area Lead (410616) position will have a change of reporting line to the Programme Manager A1.

I confirm the existing Project Managers (409747, 409780) positions will have a change of reporting line to the Programme Manager B1.

I confirm the Senior Project Manager, Online Curriculum Hub (409971) position will have a temporary change of reporting line to the Programme Manager A1.

The following positions will have a **change of reporting line** to the Project Manager, Online Curriculum Hub:

- Adviser (405184)
- Change Manager Online Curriculum Hub (407886)
- Communications Specialist (409850)
- Kauwhata Reo Advisor (409334)
- Lead Adviser (409999, 405187)
- Principal Adviser (405185)
- Project Coordinator (410024)
- Project Scheduler (409626)
- Senior Adviser (403798, 403801, 404622, 410222)
- Senior Business Analyst (409277)
- Senior Project Advisor (409800)
- Senior Project Manager (409843)
- Senior Test Analyst (410344)
- Test Analyst (409712)

The Team Manager, Pacific Agile will report to the Programme Manager B1.

To support the Pacific Agile team, the following positions will have a change in reporting line to Team Manager, Agile Pacific:

- Senior Advisor – Pacific Workstream (408889)
- Lead Advisor Pacific (408891)
- Senior Advisor – Pacific Workstream (408890)
- Advisor Pacific Kura Auraki (410625)
- Senior Advisor Pacific Kura Auraki (410624)
- Senior Advisor - Pacific (410299)

The following positions will have a **change of reporting line** to Programme Manager B1:

I confirm the existing Managers (408059, 408060, 408061, 406801 ,407874, 408037) positions will have a change of reporting line to the Programme Manager B1.

I confirm the existing Project Managers (405155, 410106) positions will have a change of reporting line to the Programme Manager B1.

## High-level feedback themes and responses

Themes	Your feedback, suggestions and questions	Our response
Separating Programme and BAU activities: People management, recruitment risks	<p>Feedback (particularly from existing ST teams) noted concerns regarding people management under a proposed programme/BAU split.</p> <p>There is belief this could erode existing team culture and personal development, cause significant disruption, and exacerbate existing recruitment and retention risks in the programme.</p>	<p>These programme structures are about flexibility. As teams are moved into the programme with their existing Manager, retaining these relationships is encouraged. Frequent check-ins such as daily stand-ups and fortnightly meetings with Managers and Product Owners will allow for consistent communication lines, providing support outside of the Agile working teams.</p>
Separating Programme and BAU activities: splitting correctly according to programme duties	<p>Feedback gave specific feedback about where people, workstreams, or teams may be better aligned in the programme/BAU split.</p>	<p>I have worked through where people spend their time and have moved people to the programme or leave them in BAU teams based on this. Each unit/team will need to establish how they will work across the programme and BAU teams for optimal working relationships and information flow.</p>

Themes	Your feedback, suggestions and questions	Our response
Separating Programme and BAU activities: Crossover of work, retaining capacity to deliver BAU	<p>Feedback noted that many staff do both programme and BAU work, and there may be a misalignment across teams if moved to a different area (e.g. delivering outcomes for Te Uepū Reo Māori when in TMOA programme).</p> <p>A couple of teams have raised a potential risk if the assumption is that the remaining team carry out BAU without access to Programme people. They state that their BAU function cannot be met from within the Programme team.</p>	<p>I have worked through where people spend their time and have moved people to the programme or leave them in BAU teams based on this.</p> <p>In appropriate cases, BAU will have access to Programme resources as needed.</p>

## The confirmed decisions will result in

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

### Establishment of the following new positions

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

Division	Tier	Role ID *	Role title	New or existing role description?	Pay band	Number of positions	Available for EOI?
NCEA Programme	4	PM90 171	Programme Manager	New (Fixed term)	M5	1	Yes
NCEA Programme	4	PM90 172	Programme Manager	New (Fixed term)	M5	1	Yes
NCE Programme	5	TL90 337	Team Manager, Pacific Agile	New (Fixed term)	M5	1	Yes

### Minor changes for the following positions

Division	Substantive Position ID	Substantive position title	Confirmed change	New details
NCEA Programme	40 8846	Programme Director	Change to PD	-
NCEA Programme	40 9264	Manager, Office of the Programme Director	Change in reporting line	Reporting to Programme Director

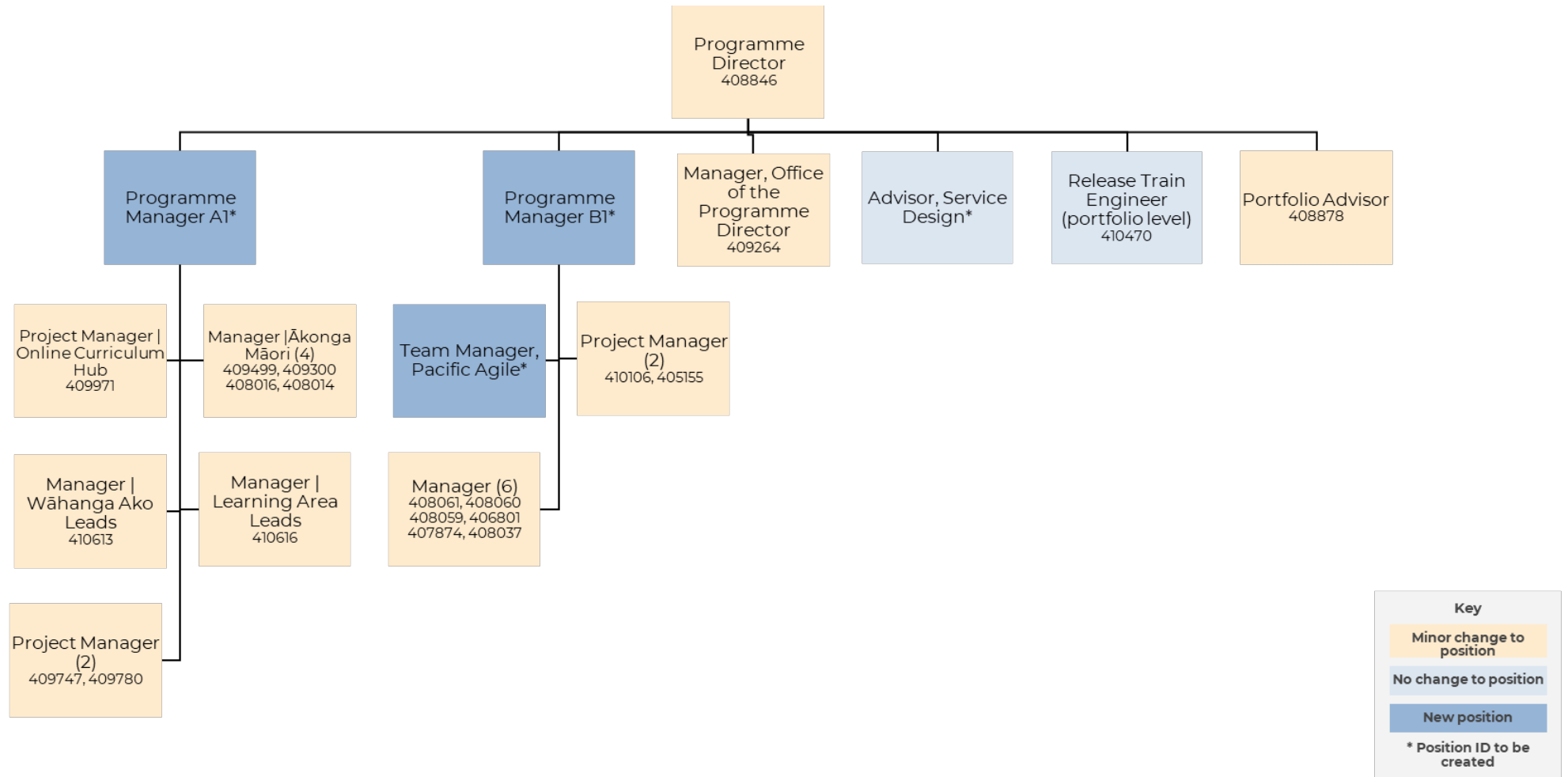
Division	Substantive Position ID	Substantive position title	Confirmed change	New details
<i>NCEA Programme</i>	40 8878	Portfolio Advisor	Change in reporting line	Reporting to Programme Director
<i>NCEA Programme</i>	40 9780	Project Manager	Change in reporting line	Reporting to Programme Manager A1
<i>NCEA Programme</i>	40 5155	Project Manager	Change in reporting line	Reporting to Programme Manager B1
<i>NCEA Programme</i>	40 9747	Project Manager	Change in reporting line	Reporting to Programme Manager A1
<i>NCEA Programme</i>	410 106	Project Manager	Change in reporting line	Reporting to Programme Manager B1
<i>Secondary Tertiary</i>	40 8059	Manager	Change in reporting line	Reporting to Programme Manager B1
<i>Secondary Tertiary</i>	40 8060	Manager	Change in reporting line	Reporting to Programme Manager B1
<i>Secondary Tertiary</i>	40 8061	Manager	Change in reporting line	Reporting to Programme Manager B1
<i>Secondary Tertiary</i>	40 6801	Manager	Change in reporting line	Reporting to Programme Manager B1
<i>Secondary Tertiary</i>	40 7874	Manager	Change in reporting line	Reporting to Programme Manager B1
Secondary Tertiary	40 8037	Manager	Change in reporting line	Reporting to Programme Manager B1
<i>Secondary Tertiary</i>	410 616	Manager, Learning Area Leads	Change in reporting line	Reporting to Programme Manager A1
<i>Secondary Tertiary</i>	410 613	Manager, Wāhanga Ako Leads	Change in reporting line	Reporting to Programme Manager A1
<i>Secondary Tertiary</i>	40 9499	Manager, Ākonga Māori	Change in reporting line	Reporting to Programme Manager A1
<i>Secondary Tertiary</i>	40 9300	Manager, Ākonga Māori	Change in reporting line	Reporting to Programme Manager A1
<i>Secondary Tertiary</i>	40 8016	Manager, Ākonga Māori	Change in reporting line	Reporting to Programme Manager A1
<i>Secondary Tertiary</i>	40 8014	Manager, Ākonga Māori	Change in reporting line	Reporting to Programme Manager A1
<i>Curriculum, Pathways &amp; Progress</i>	409971	Senior Project Manager, Online Curriculum Hub	Change in reporting line	Reporting to Programme Manager A1
Secondary Tertiary	40 8889	Senior Advisor – Pacific Workstream	Change in reporting line	Reporting to Team Manager, Pacific Agile
Secondary Tertiary	40 8891	Lead Advisor Pacific	Change in reporting line	Reporting to Team Manager, Pacific Agile
Secondary Tertiary	40 8890	Senior Advisor – Pacific Workstream	Change in reporting line	Reporting to Team Manager, Pacific Agile
Secondary Tertiary	410 625	Advisor Pacific Kura Auraki	Change in reporting line	Reporting to Team Manager, Pacific Agile
Secondary Tertiary	410 624	Senior Advisor Pacific Kura Auraki	Change in reporting line	Reporting to Team Manager, Pacific Agile

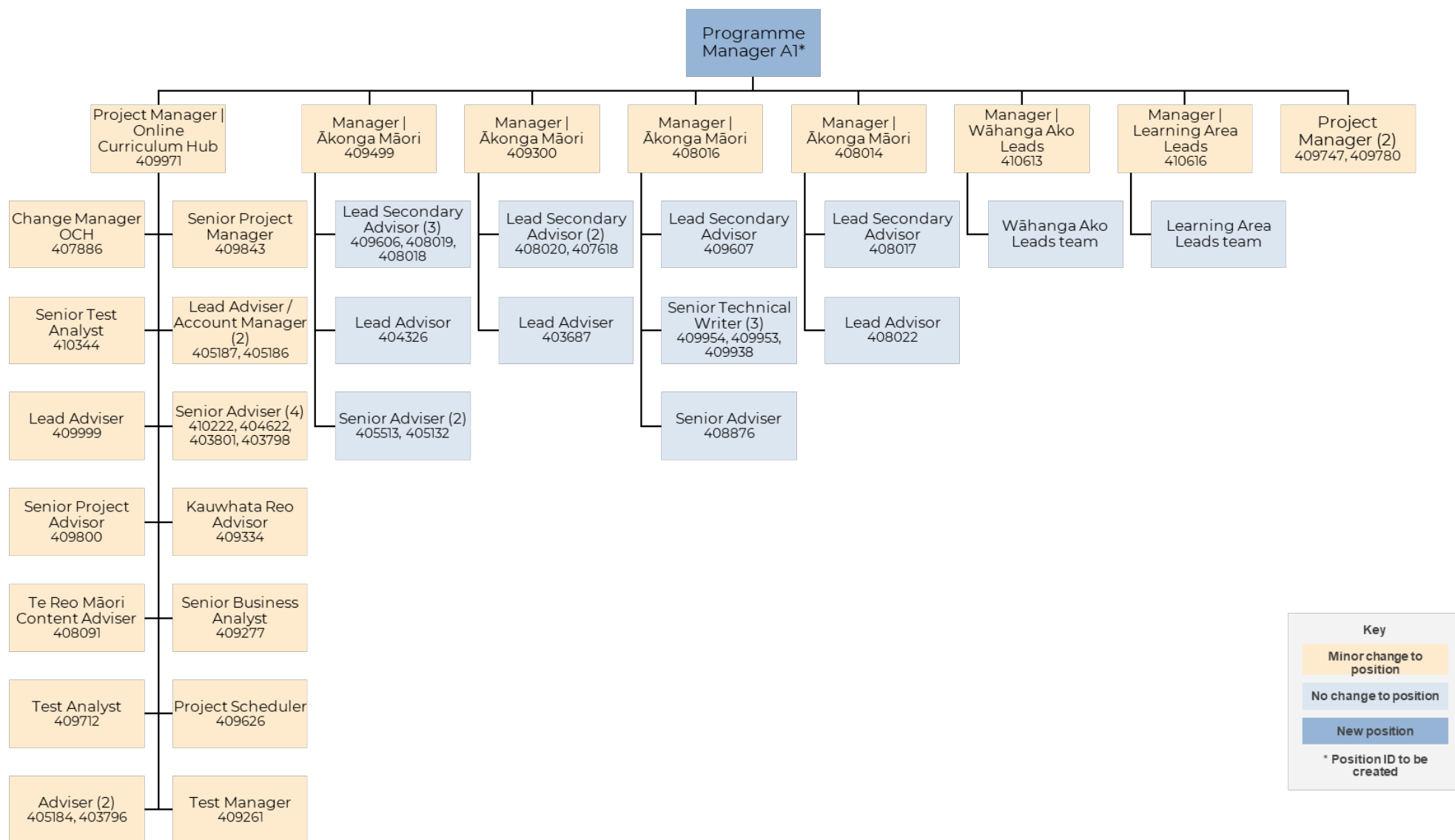
Division	Substantive Position ID	Substantive position title	Confirmed change	New details
Secondary Tertiary	410299	Senior Advisor - Pacific	Change in reporting line	Reporting to Team Manager, Pacific Agile
<i>Curriculum, Pathways &amp; Progress</i>	405184	Adviser	Change in reporting line	Reporting to Senior Project Manager, Online Curriculum Hub
<i>Curriculum, Pathways &amp; Progress</i>	409850	Communications Specialist	Change in reporting line	Reporting to Senior Project Manager, Online Curriculum Hub
<i>Curriculum, Pathways &amp; Progress</i>	409334	Kauwhata Reo Advisor	Change in reporting line	Reporting to Senior Project Manager, Online Curriculum Hub
<i>Curriculum, Pathways &amp; Progress</i>	409999	Lead Adviser	Change in reporting line	Reporting to Senior Project Manager, Online Curriculum Hub
<i>Curriculum, Pathways &amp; Progress</i>	405187	Lead Adviser / Account Manager	Change in reporting line	Reporting to Senior Project Manager, Online Curriculum Hub
<i>Curriculum, Pathways &amp; Progress</i>	405185	Principal Adviser	Change in reporting line	Reporting to Senior Project Manager, Online Curriculum Hub
<i>Curriculum, Pathways &amp; Progress</i>	410024	Project Coordinator	Change in reporting line	Reporting to Senior Project Manager, Online Curriculum Hub
<i>Curriculum, Pathways &amp; Progress</i>	409626	Project Scheduler	Change in reporting line	Reporting to Senior Project Manager, Online Curriculum Hub
<i>Curriculum, Pathways &amp; Progress</i>	403798	Senior Adviser	Change in reporting line	Reporting to Senior Project Manager, Online Curriculum Hub

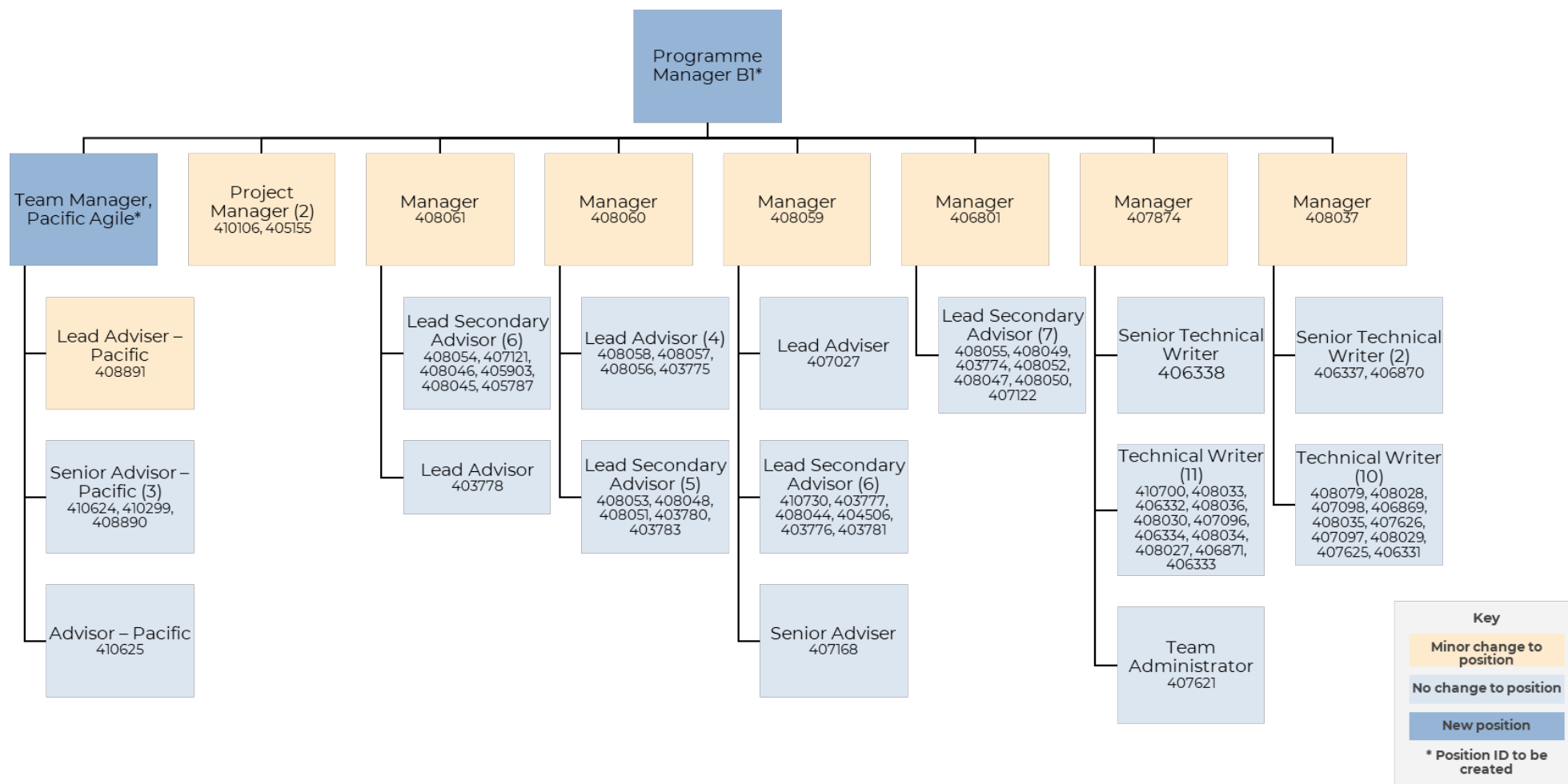
Division	Substantive Position ID	Substantive position title	Confirmed change	New details
Curriculum, Pathways & Progress	403801	Senior Adviser	Change in reporting line	Reporting to Senior Project Manager, Online Curriculum Hub
Curriculum, Pathways & Progress	404622	Senior Adviser	Change in reporting line	Reporting to Senior Project Manager, Online Curriculum Hub
Curriculum, Pathways & Progress	410222	Senior Adviser	Change in reporting line	Reporting to Senior Project Manager, Online Curriculum Hub
Curriculum, Pathways & Progress	409277	Senior Business Analyst	Change in reporting line	Reporting to Senior Project Manager, Online Curriculum Hub
Curriculum, Pathways & Progress	409800	Senior Project Advisor	Change in reporting line	Reporting to Senior Project Manager, Online Curriculum Hub
Curriculum, Pathways & Progress	409843	Senior Project Manager	Change in reporting line	Reporting to Senior Project Manager, Online Curriculum Hub
Curriculum, Pathways & Progress	410344	Senior Test Analyst	Change in reporting line	Reporting to Senior Project Manager, Online Curriculum Hub
Curriculum, Pathways & Progress	409712	Test Analyst	Change in reporting line	Reporting to Senior Project Manager, Online Curriculum Hub
Curriculum, Pathways & Progress	407886	Change Manager Online Curriculum Hub	Change in reporting line	Reporting to Senior Project Manager, Online Curriculum Hub
Curriculum, Pathways & Progress	408091	Te Reo Māori Content Adviser	Change in reporting line	Reporting to Senior Project Manager, Online Curriculum Hub

Division	Substantive Position ID	Substantive position title	Confirmed change	New details
Curriculum, Pathways & Progress	40 9261	Test Manager	Change in reporting line	Reporting to Senior Project Manager, Online Curriculum Hub
Curriculum, Pathways & Progress	40 5186	Lead Adviser / Account Manager	Change in reporting line	Reporting to Senior Project Manager, Online Curriculum Hub
Curriculum, Pathways & Progress	40 3796	Adviser	Change in reporting line	Reporting to Senior Project Manager, Online Curriculum Hub
Te Uepū Reo Māori	410 476	Project Coordinator	Change in reporting line	Reporting to Manager, Ākonga Māori
Te Uepū Reo Māori	40 8017	Lead Secondary Advisor	Change in reporting line	Reporting to Manager, Ākonga Māori

## Confirmed structure







# Office of the Hautū

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

The Office of the Hautū provides administrative and advisory support to the Hautū | Te Poutāhū and its units as required. This includes managing our internal business strategy and planning activities, secretariat support and internal performance reporting for Te Poutāhū. The Office will also house temporary 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 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 lift 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 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.

## What are the main changes confirmed?

### 7a. Confirm the refocus of the Office of the Hautū

I received feedback on where strategic development and delivery sits for Te Poutāhū. The original proposal outlined that Strategy & Integration would develop the strategy on behalf of Te Poutāhū and connect across Te Poutāhū so it delivers to its strategic intent and purpose. It also outlined that the Office of the Hautū supports the Hautū and its units to achieve strategic and operational objectives. Feedback noted some confusion between these functions and sought clarity on the roles of these two units in regard to our strategy.

Strategy & Integration will focus on developing our strategic outcomes and planning for delivery of Te Poutāhū products and services to the sector, including strategies to respond to sector needs. The intent is to improve how Te Poutāhū works as a collective to contribute to and execute on strategic priorities for the sector and build common practices. Strategy & Integration will also manage Te Poutāhū integration across teams and work programmes in a joined-up way to plan and prioritise change implementation.

The Office of the Hautū is responsible for internal planning and management activities for Te Poutāhū. This includes developing the central oversight business plan, work programmes / projects, and working with Te Pou Rangatōpū for corporate business planning and processes strategy setting.

I confirm the following roles will be established within the Office of the Hautū:

I confirm I will establish a Principal Advisor, Project Capability (SP90216), reporting to the Group Manager, Office of the Hautū. This role will provide strategic advice and leadership, design and implementation, monitoring and evaluation, and upholding relationships and collaboration.

I confirm I will establish a Senior Advisor, Project Capability (SA90171), reporting to the Group Manager, Office of the Hautū. This role will provide strategic advice and leadership, design and implementation, monitoring and evaluation, and upholding relationships and collaboration.

The existing Director (403703) and Advisor (408145) positions would be disestablished.

## High-level feedback themes and responses

Themes	Your feedback, suggestions and questions	Our response
Refocus of the office	Feedback received has been positive feedback in relation to building project capability in the Office.	No changes from proposal

## The confirmed decisions will result in

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

### Establishment of the following new positions

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

Division	Tier	Role ID*	Role title	New or existing role description?	Pay band	Number of positions	Available for EOI?
Office of the Hautū	5	SP90 216	Principal Advisor, Project Capability	New (Fixed term)	A9	1	Yes
Office of the Hautū	5	SA90 171	Senior Advisor, Project Capability	New (Fixed term)	A7	1	Yes

### Disestablishment of the following positions

Division	Position ID	Position title	Pathway for (substantive) employee or if position is currently vacant
Office of the Hautū	40 370 3	Director	EOI
Office of the Hautū	40 8145	Advisor	EOI

### Minor changes for the following positions

Division	Substantive Position ID	Substantive position title	Confirmed change	New details
Office of the Hautū	40 3658	Group Manager	Minor change to PD	-
Office of the Hautū	40 370 6	Senior Manager	Minor change to PD	-

## Confirmed structure

