



Whakatakinga: Te Whakahou i ngā Whakahaere | Te Tāhuhu o te Mātauranga | Ministry of Education

Summary of Proposed Organisation Redesign

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Ka Hikitia! Ka hikitia! Hiki, hikitia!

Whakarewa ki runga rawa

Herea kia kore e hoki whakamuri mai

Poua atu Te Pūmanawa Māori

He Mana Tikanga

Me Te Uri o Māia Poipoia ngā mokopuna

Ngā rangatira mo āpōpō

Ka tihei!

Tihei mauriora!

Encourage and support!

And raise it to its highest level!

Ensure that high achievement is maintained

Hold fast to our Māori potential

Our cultural advantage and our inherent capability

Nurture our young generation the leaders of the future

Behold, we move onwards and upwards!

He kupu nā Te Tuma Whakarae mō te Mātauranga | A message from the Secretary for Education

Tēnā koutou katoa

The education system in Aotearoa New Zealand is an expansive and complex thing. Te Tāhuhu and Te Mahau lead and influence it. Our job, quite rightly, is to work with, support and challenge its constituent parts to be equitable and excellent. The education system cannot be everything to everybody, though some days it feels like that is expected, but it is a crucial contributor to the educational, social and economic outcomes of the nation.

We can and should be proud of what we have achieved; and at the same time, we know there is still much to do. There will always be a range of views about the best ways to achieve that; defining “equity and excellence” in education is highly contested because it is highly valued, and the values are not consistently shared. That is the environment we work in.

I am both privileged and humbled being Te Tuma Whakarae mō te Mātauranga and incredibly grateful to other members of Te Ohu Poutoko and all of you for what we have achieved.

The changes in this Organisation Redesign, jointly proposed by Te Ohu Poutoko, will not of themselves address the attitudinal or pedagogical shifts that are likely to achieve equity and excellence across the system. The changes are intended to make better use of the human talent we have, better align the internal support systems, and strengthen the inter-connections between parts of this expansive Ministry and our partners. These will make us more impactful in influencing the system to adopt effective practices that make learning environments places where all mokopuna, tamariki, and rangatahi want to go; to be present, to participate and progress because they feel welcome, valued and enjoy pedagogy and curriculum that responds to their identity, language and culture.

Individuals will feel differently about the proposals; I know that you will be kind, respectful and supportive of your colleagues. Te Ohu Poutoko will act with tika (truthfully and correctly), pono (openly and transparently) and aroha tonu (with empathy, compassion and kindness).

Ngā mihi nui

Iona

Tēnā koutou katoa

He raurarahi, he matatini anō hoki te pūnaha mātauranga o Aotearoa nei. Ko Te Tāhuhu me Te Mahau kei te ārahi, kei te whakaawe anō hoki i a ia. Ko tā mātou mahi tika, he mahi tahi, he tautoko, he whakapātari anō hoki i ōna wāhanga kia mana taurite ai, kia kairangi anō hoki. Ahakoa te kawatau matua, e kore e puta he hua i te pūnaha mātauranga ki te katoa, heoi, he wāhi nui tōna kia tutuki ai ngā whāinga o te motu – ā-mātauranga, ā-pāpori, ā-ōhanga anō hoki.

E tika ana kia whakahīhi tātou i ngā mahi kua tutuki; me te mōhio anō hoki he rahi tonu ngā mea hei whakatutuki. He huhua tonu ngā tirohanga e pā ana ki te ara e tutuki ai aua mahi; he mea tautohe hoki te āta tautuhi i te “mana taurite me te kairangi” i te mātauranga i te mea e tino whakahirahiratia ana, ka mutu, kāore ōna wāriutanga i te āta tohatohaina. Koirā te āhua o te ao e mahi nei tātou.

He hōnore nui tēnei ki a au te noho hei Tumu Whakarae mō te Mātauranga, ā, e noho nama ana ahau ki ērā atu mema o Te Ohu Putoko me ngā mahi kua tutuki nei i a tātou katoa.

E kore e ea i ngā panonitanga o roto i te Whakahoutanga ā-Whare, e kōkiri ngātahitia nei e Te Ohu Poutoko, ngā panonitanga ā-waiaro, ā-momo ako hoki e tika ana mā reira e tutuki ai te mana taurite me te kairangi huri noa i te pūnaha. Mā ngā panonitanga nei e kaha ake ai te whakamahia o te pūkenga ā-tangata i konei, e whakahāngaitia ai ngā pūnaha tautoko i konei, e renarena ake ai ngā tūhonotanga i waenga i ngā wāhanga e hia o te Manatū me ō tātou hoa. Mā tēnei e kaha ake ai tā tātou whakaawe i te pūnaha kia hua ake ai he whakahaere whai hua, kia paingia ngā wāhi ako e ngā mokopuna, tamariki, rangatahi anō hoki, kia āta uru rātou ki ngā mahi, kia rongo rātou i te manaakitanga, kia pārekareka ki a rātou te momo ako me te marautanga, kia kitea ō rātou tuakiri, reo, ahurea anō hoki.

Kei tēnā, kei tēnā tangata anō hoki ōna anō whakaaro e pā ana ki ngā kaupapa nei; e mōhio ana ahau ka atawhai tētahi ki tētahi, ka kauanuanu tētahi i tētahi, ka tautoko hoki tētahi i tētahi. Ka arahina Te Ohu Poutoko e te tika, e te pono, e te aroha tonu.

Ngā mihi nui

Iona

Te pūtake o tēnei tuhinga | Purpose of this consultation

In May 2021, I signalled in my Decision Document a new organisational design for Te Tāhuhu o te Mātauranga | Ministry of Education and Te Mahau, which started with our new overarching structure and leadership introduced in October last year.

This document provides a summary of the internal consultation that is underway with proposed changes intended to give effect to Cabinet decisions to provide a more locally responsive, integrated and accessible education system for ākonga and whānau.

Ngā horopaki panoni | Context for change

These change proposals come with a contemporary whakapapa that picks up in the late 1980s when the Tomorrows Schools reforms ended an era of the Department of Education doing pretty much everything to do with early childhood education and schooling.

At that time, the Department was split up with the Ministry of Education limited to education policy. The Education Review Office was established, as well as the New Zealand Qualifications Authority, Special Education Service, Early Childhood and Education Service, and latterly, the Tertiary Education Commission. The School Trustees Association was established to support the newly formed boards of trustees for every school. This was huge reform across government. Education was just one of many government entities with functions separated between policy and operations and between funders and providers.

Within quite a short period of time, the Special Education Service and Early Childhood and Education Service that had been established as crown entities were 'folded' back into the Ministry. Both these services were 'clipped on' – operating semi-autonomously from the rest of the Ministry for many years – continuing the policy/operations split.

In the last decade, the Ministry deliberately developed our regional presence with Directors of Education and their teams with the intent of bringing together our regional teams and a stronger focus in the centre on supporting them.

Throughout these changes, functions and roles have been added and iterated without being designed as an integrated organisation. This has meant our people have had to 'work around' structures that were not designed to work together, rather they have a deliberately intended legacy of working as separate units or functions. External feedback is that the Ministry is difficult to navigate and that we work in silos.

The changes proposed are the first time we have had the opportunity to step back and design Te Tāhuhu o te Mātauranga in detail, to support how we work to

provide locally, regionally and nationally integrated services, support and challenge to the improve the overall system to deliver equitable and excellent outcomes.

Ngā whakatau a te Kāwanatanga | Government decisions are driving and enabling change

In its *Supporting All Schools to Succeed* decisions [SWC-19- MIN-0153] following the independent review of Tomorrows Schools, the Government identified that under the current system, schools largely operate as autonomous, self-managing entities. In practice, this means that they are frequently operating largely on their own, under increasing pressure, and ‘often with slow and uneven transfers of professional knowledge, skills, and best practice across the sector. The result is wide variability in ākonga outcomes across and within schools/kura’.

The Government also recognised that the nature of the relationship between schools and central government was highly variable, and trust needed to be rebuilt throughout the system.

In response, the Government signalled changes to the design of Te Tāhuhu o te Mātauranga and to the work we do. These included:

“Establishing a more responsive, accessible and integrated local support function for early learning services and schools by substantially rebalancing the Ministry of Education towards more regional and local support, through the establishment of a separately branded business unit, the Education Service Agency”

“Stronger arrangements to underpin principal leadership of the schooling system”

“A better balance between local and national responsibilities for the network of schooling property and provision”

“Establishment of a nationally based Curriculum Centre (as part of the Education Service Agency) to provide curriculum leadership and expertise”

Te whakauru i ngā tāpae panonitanga | Introducing the proposals for change

The fourth of October last year marked 'go live' for Te Mahau within a redesigned Te Tāhuhu o te Mātauranga. From that date, we have been operating in our new groups, led by our Hautū in their new roles and coming together as Te Ohu Poutoko (the Te Tāhuhu Leadership team). It also marked the start of the, now completed, recruitment of our new Pou Ārahi roles.

Hautū have been considering the changes needed for the detailed design of the parts of Te Tāhuhu and Te Mahau within it, as well as to the work we do. The focus has been on how the whole organisation will support Te Mahau takiwā (geographic regions) to act as the front porch of our whare, to connect with the sector, and work collaboratively to identify priorities and design local solutions. Hautū have been focusing on the mahi delivered by the groups that they lead through the lens of the four shifts in how we work that came from last year's decision document. In that context they have also been considering how to make it easier to do our job, and for others to work with us.

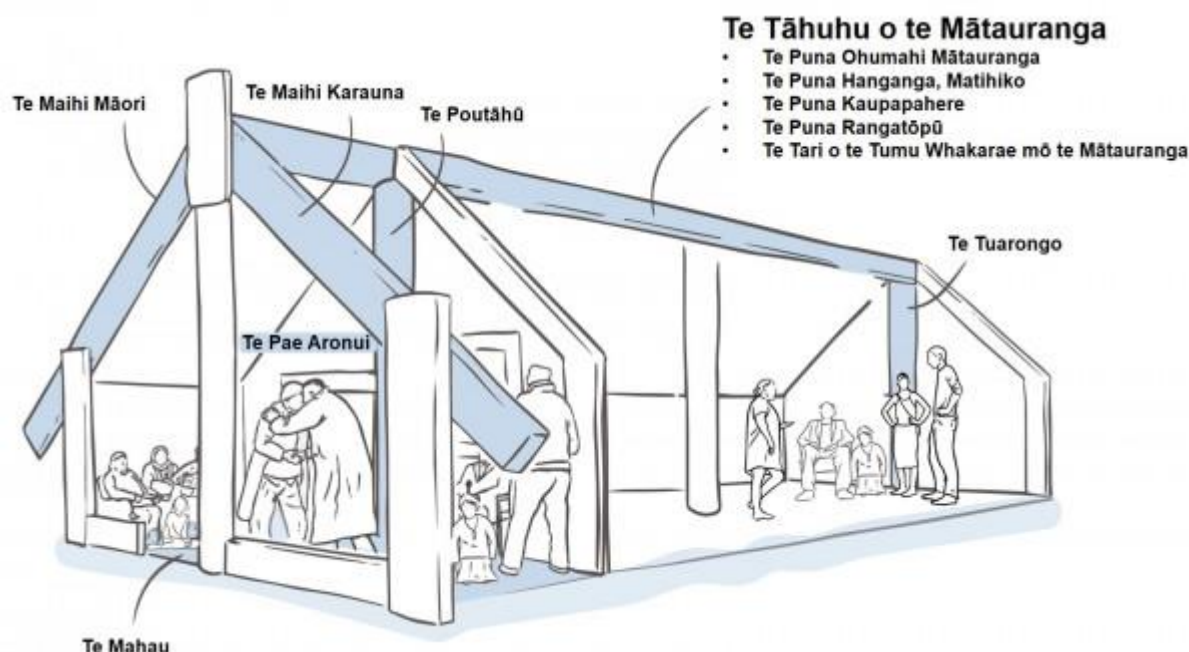
It is now time to bring all of this work together. The changes that Te Ohu Poutoko and I are inviting staff feedback on take us from the foundational steps of creating Te Mahau within Te Tāhuhu o te Mātauranga, to detailed designs by Hautū for their groups as well as how they will be structured and led.

Te Whare o te Mātauranga

The metaphor of Te Whare o te Mātauranga has been embraced as the central theme for our organisation. It's built on the original kōrero about Te Tāhuhu o te Mātauranga, by our Advisory Group and used to identify names for the enduring parts of our organisation.

Te Whare o te Mātauranga recognises that not every whare is the same, and naming, tikanga and elements of design will vary for the many whare across education and beyond.

Hoahoa 1: Te Whare o te Mātauranga | Figure 1: Te Whare o te Mātauranga



Te Tāhuhu o te Mātauranga | Ministry of Education

Te Tāhuhu o te Mātauranga is the Ministry of Education's enduring Māori name with equal status to our English name.

Te Tāhuhu is the central ridgepole that runs the length of te whare. Te Tāhuhu speaks to our role to hold together Te Whare o te Mātauranga. It connects the front and back of te whare and is strengthened by our enabling functions. Te Tāhuhu includes all parts of our organisation. Te Mahau is our front porch and entryway.

Te Mahau

These change proposals continue to implement our design for Te Mahau within a redesigned Te Tāhuhu o te Mātauranga. They take the overall design provided last year into quite a lot more detail for each part of our organisation. This detail is provided business group by business group in the following sections presented by the Hautū for each.

Te Mahau delivers the core of our operational role – delivering services, support, and building relationships with the education workforce and others that work with them locally, regionally and nationally so they can directly serve ākonga and

whānau. This includes our regulatory role and important services that we provide directly to ākonga and whānau.

While all of these parts of Te Mahau will have some connections and services that they provide directly to the sector, the main connection with the sector is through Te Mahau takiwā at the frontline. Change proposals for Te Mahau takiwā centre on local integrated teams to design and deliver support in a model that can scale and flex as new capabilities and resources shift to the frontline.

Te Poutāhū (the Curriculum Centre) provides expert curriculum and the resources including the professional learning and development to support it. It does this with considerable input from the sector, iwi Māori, academic and private sector experts. In the field, the curriculum advisors who work in, and report through our Te Mahau tākiwa, are working directly with teachers and leaders to support the implementation of the curricula.

Te Pae Aronui gathers insights, regulates, provides service design and delivery functions based on information flows from Te Mahau takiwā, its data and insights function and other sources. Te Pae Aronui uses that intelligence to deliver more locally responsive services and support, with our takiwā, to early learning services, kōhanga reo, schools and kura, and for ākonga and whānau. Te Pae Aronui connects our takiwā and the rest of Te Tāhuhu o te Mātauranga, including playing a central change management and implementation role. This is connected to complementary roles in Te Mahau takiwā, so education change is coordinated and prioritised internally and with the sector.

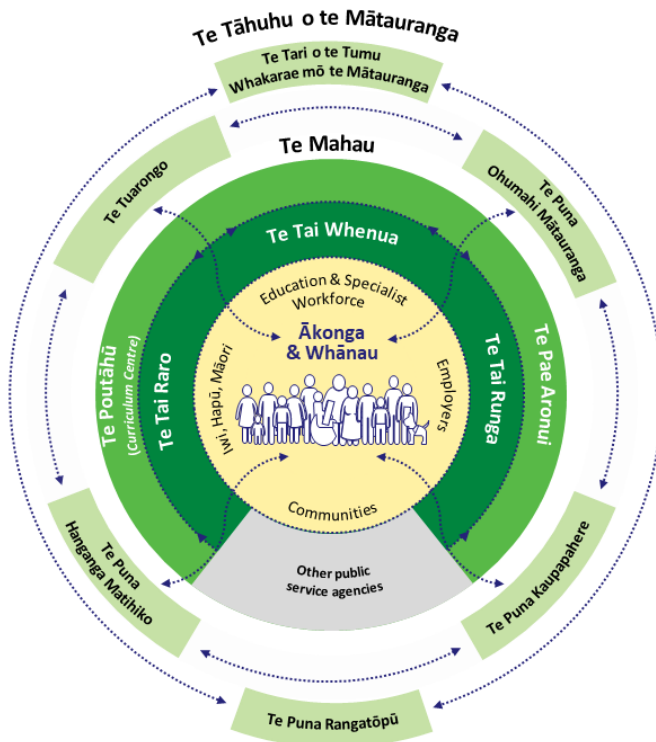
Ka tū ko Te Mahau me Te Tāhuhu hei whakahaere kotahi | Te Mahau and Te Tāhuhu are one organisation

The other parts of our organisation wrap around Te Mahau to complete Te Tāhuhu o te Mātauranga. The initial redesign of these groups positioned them to enable and support Te Mahau and continue to provide guidance and advice to Ministers. In particular, to fulfill our shaping role where we work on the policy, settings and performance of the education system so that it is well placed to deliver outcomes for ākonga and their whānau, from early learning through schooling and tertiary education. These are:

- Te Tuarongo
- Te Puna Ohumahi Mātauranga | Education Workforce
- Te Puna Hanganga, Matihiko | Infrastructure & Digital
- Te Puna Kaupapahere | Policy
- Te Puna Rangatōpū | Corporate

- Te Tari o te Tumu Whakarae mō te Mātauranga | Office of the Secretary for Education

Hoahoa 2: Te Mahau i roto i te hoahoanga hou o Te Tāhuhu | Figure 2: Te Mahau within the redesigned Te Tāhuhu



We are one organisation and that is how we will continue to operate. For example, Te Mahau is the core of our operational role but works alongside the operational functions in Te Puna Hanganga, Matihiko. Similarly, Te Mahau groups are regularly advising Ministers on the areas they lead, as well as alongside Te Puna Kaupapahere on overall policy.

We purposely built-in positive tension between Te Mahau and Te Tāhuhu in the model, with Te Mahau, in particular, Te Mahau takiwā, being a demanding customer of the rest of the organisation. This is because Te Mahau takiwā and their regional and local teams, have kanohi ki te kanohi (face-to-face) connections and deep relationships with the education sector, iwi, and other stakeholders and are their voice back to the “centre”.

The new design, of having everything go through the front entrance of te whare (in and out), is also a device to manage the firehose of work we impose upon the sector.

Our whole organisation is building on the design to use the insights gathered by Te Mahau in real time from the education sector and other stakeholders, to better inform the advice and guidance developed. In turn, this will mean decisions better reflect the sector needs as identified by Te Mahau.

Te whanake i ngā huringa e whā | Building on the four shifts

Ngā tū mahi hei whakamana i te Tiriti o Waitangi | Taking practical action to give effect to te Tiriti o Waitangi

The change proposals reinforce the shifts required to change the education outcomes for ākonga Māori and their whānau. They recognise that change is required in our engagement and processes, which must be in the service of supporting the Government as te Tiriti partner and making a practical difference to the education experience and outcomes for Māori.

Changes proposed here are intended to help us as public servants provide advice to the Crown (i.e. Ministers) on how to give effect to te Tiriti o Waitangi and its partnership with iwi, hapū and Māori. Changes proposed are also intended to strengthen our capability and capacity as agents of the Crown so we can enable Māori to participate in decisions, and delivery of services and support that reflect or respond to Māori perspectives, tikanga and mātauranga Māori or kaupapa Māori approaches.

The proposed changes also envisage Te Mahau takiwā lifting the capability of the wider education system to meet their legislative requirements to engage with, respect and reflect the aspirations of iwi, hapū and whānau Māori. This can be seen in the acknowledgement of the importance of power and race in achieving a meaningful expression of ōritetanga | equity in the ongoing work that Te Poutāhū is leading in the development of the Aotearoa New Zealand's Histories Curriculum and Te Takanga o Te Wā.

Our Te Mahau takiwā leaders in regions – Directors of Education and their teams, hold the enduring relationships between the Government and with iwi, hapū and whānau, and Māori communities. It is these relationships that need to underpin the mahi that Te Mahau and Te Tāhuhu seek to do in that rohe. For example, when Te Puna Hanganga, Matihiko teams are working through a local land issue, or when Te Poutāhū and Te Mahau takiwā are supporting iwi education plans through curriculum development.

This requires us to build our internal capability. We took an important step in October last year when we created Te Tuarongo with a primary purpose of lifting the capability across Te Tāhuhu to take practical action to give effect to te Tiriti o Waitangi. Te Tuarongo has already completed a change process so that it has the

design and structure needed for a its critical and growing role. As part of this, Te Tuarongo has appointed nine Pou Ārahi Māori who are actively providing direct support to Hautū as “critical friends” and bringing te ao Māori capability to every Hautū leadership table.

Mātua ko te reo o te rohe me te haukāinga | Giving priority to regional and local voice

Through the establishment of Te Mahau last year, Te Ohu Poutoko has more Hautū who work directly with the sector. This has strengthened regional and community voices in the leadership of Te Tāhuhu and is helping locate and root more of our policy and other central services in local experience.

This priority continues in the changes proposed. They include growing a more localised and regional structure in the Te Mahau takiwā, and expanding our cohort of Directors of Education so these key roles can harness and grow regional and local-level relationships.

These relationships and the engagement between Te Mahau and the sector, iwi, and wider community, puts Te Mahau in the very best place to understand how policies are likely to be received and to provide advice on how to support the sector to implement change, or to identify that the level and nature of change is too great. Changes proposed respond to this with specific change implementation leadership roles in the regional leadership teams of Directors of Education in Te Mahau takiwā. These will dock-in with, and be supported, by new functions in Te Pae Aronui, meeting our design intention for Te Mahau to have change and policy implementation led, prioritised, and transparently managed from Te Pae Aronui.

Alongside this, changes are proposed that strengthen the connection between our policy and human resource expertise and Te Mahau takiwā, Te Puna Hanganga, Matihiko and Te Puna Ohumahi Mātauranga. In addition, all of the policy expertise, previously distributed and fragmented, is proposed to be brought together in the proposed structure in Te Puna Kaupapahere.

Te whai kia kaha ake te uruparenga, te whai wāhitanga, me te tautoko tōpū | Delivering greater responsiveness, accessibility and integrated services and support

The proposals recognise that the three Te Mahau takiwā operate as our front porch. This is where we work with the sector and others locally and regionally to identify priorities, and to respond by bringing resources together (theirs and ours) to improve the education experience of all ākonga and their whānau. We are continuing to shift resources and decision rights to Te Mahau takiwā to support this.

We are integrating our expertise in Te Mahau takiwā so we can respond to the needs of early learning services, kōhanga reo, schools and kura to support and challenge them to serve all ākonga and their whānau. This will bring together our

learning support specialists, education teams, and curriculum advisors, supported by leadership advisors, Senior Advisors Māori, Pou Arahi, property and transport.

To support this, and consistent with moving resource closer to the frontline, it is also proposed to shift some learning support from Te Pae Aronui to Te Mahau takiwā where all other specialist provision is located, giving further opportunities for more integrated support and at the same time focusing the Specialist support in Te Pae Aronui on building really great practice.

The implementation of our design supports responsiveness from local and regional teams in Te Mahau takiwā with Centres of Expertise. In particular, this is in Te Pae Aronui for our education specialist workforce, regulatory services, and change implementation, Te Poutāhū for curriculum, teaching, learning and assessment, and Te Puna Ohumahi Mātauranga for all education workforce related issues.

This operating model of central expertise in support of regional and local responsiveness is consistent across Te Mahau. It also operates across Te Puna Hanganga, Matihiko for property and transport (with new mechanisms to link to regional and local teams) and Te Puna Ohumahi Mātauranga for leadership and implementation of workforce activities such as pay equity and collective agreements.

Since establishing Te Mahau, I have assigned the Hautū portfolios that were created in the 2021 Decision Document. These change proposals provide roles to support the Hautū in their portfolio areas.

Te whai kia pai ake te tukanga whakahoki kōrero, tuku kōrero hoki | Improving feedback loops and information flows

We need to use the intelligence and insight we learn from being close to the sector to drive how we shape the education system. This is partly about how we gather, manage, analyse and take action on data and the changes that are proposed to take advantage of having our evidence, data and knowledge functions located in Te Mahau. It is also, importantly, about how information flows and feedback loops follow relationships. The changes proposed seek to create the leadership roles and responsibilities, so they connect across our groups and teams and ensure strong connections to those we serve.

This includes insight from local and regional level of Te Mahau takiwā, aggregation of insight and data, and leadership of common data protocols across Te Tāhuhu in te Pae Aronui, and provision of data infrastructure from Te Puna Hanganga, Matihiko.

It also includes analysis being a core function of all parts of Te Tāhuhu, recognising that teams need to use data and insight in the context of their role and subject area, then share as necessary. This includes, but is not limited to, Te Puna

Kaupapahere bringing insight and empirical evidence together to underpin advice to Ministers, Te Puna Rangatōpū using data to help us understand our organisation's performance, Te Puna Ohumahi Mātaruanga as a key user of demand and supply data, and Te Mahau takiwā using insight and data for the design, implementation and delivery of service and support, and providing assurance that this is making the difference for ākonga and whānau that is needed.

The changes proposed also recognise that the tools we use to serve the education workforce and others will need to be increasingly interactive, with as much information and insight flowing in as out. The Online Curriculum Hub for teachers and leaders of learning in Te Poutāhū, the Service Portal in Te Pae Aronui and of course our social media managed in Te Puna Rangatōpū will increasingly become important and pervasive feedback loops. Group by group summaries of proposals

The following sections summarise change proposals for each part of Te Tāhuhu o te Mātauranga and have been written by the relevant Hautū to the people in their group. This means that there is some variation in style and content, as well as some duplication of introduction and framing in the following pages.

Te Mahau takiwā | Te Mahau geographic regions

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

Te Mahau was established on 4 October 2021, with a promise of ‘a more responsive, accessible and integrated local support function for early learning services and schools by substantially rebalancing the Ministry of Education towards more regional and local support’. This proposal sets out how we intend to set ourselves up to be best positioned to deliver on this.

Our proposed design for Te Mahau takiwā focuses first on establishing a sustainable and scalable structure, centred around those we serve. Over time we anticipate growth at the frontline, and we recognise the need to set ourselves up now in a way that flexes to enable this. From the outset, our structure is designed to bring people together in new ways so that our collective expertise is applied to local opportunities and challenges and inspires new ways of working. Our teams must be set up to deliver integrated services and support, with greater responsiveness and accessibility, with the right capacity and capability to successfully implement change.

The proposed changes set out for Te Mahau takiwā – Te Tai Raro, Te Tai Whenua and Te Tai Runga – centre around establishing strongly connected, locally integrated teams to deliver services that enhance the experience for those we serve.

For schools, kura, kōhanga reo, and early learning centres we will do this through:

- Locally based, integrated teams bringing together our education, curriculum and learning support expertise to grow and tailor our advice, services and supports.
- Two new teams who will provide support to these local, integrated teams in change implementation and practice guidance, informed by evidence and insights. Across regions, both in the takiwā and nationally, our team members will work closely with and be supported by Te Mahau groups – Te Pae Aronui, Te Poutāhū, Te Puna Hanganga, Matihiko and the wider Ministry.
- Integrated local teams working closely alongside Leadership Advisors and Strategic Advisors Māori to lift the support and advice provided to school and early learning leaders over time.
- These proposed changes will better support Directors of Education in leading change across the motu and strengthening relationships with iwi, agencies, the sector and other key external stakeholders. Directors of

Education will also be responsible for a shift in leadership expectations to drive the change and integrated ways of working, supported by the redesigned tier four leadership teams. Directors will strengthen relationships with the sector across Te Mahau takiwā alongside their teams. Working together we will bring together the right expertise to enable change.

For ākonga and their whānau, we will do this through:

- A closer working relationship between those who provide specialised learning support services, alongside those who partner with and support schools and early learning services.
- Growing the leadership, management practice and clinical oversight provided to education specialists so they can focus on serving ākonga and whānau.
- The proposed changes to the way we work will be enabled by cohesive regional capability that is organised in a way that supports clear accountabilities through:
- A strengthened and coherent leadership structure across the motu, making it easier for those who connect with us from the sector and across the Ministry.
- A new and consistent tier four leadership team structure in place in every region that will design and deliver local services and facilitate information, insights and advice flow between national office groups and local teams.
- New capability to support cohesive and manageable change implementation of national programmes, through the regions with the sector.

Te Pae Aronui | Operations and Integration

Shifts in what we do and how we work

Te Pae Aronui connects people, knowledge, services and regulatory processes to help shape an inclusive education system.

As Te Pae Aronui, we gather insights, regulate, provide service design and delivery functions, understand ākongā and whānau, communities and businesses – and use that to shape and influence the direction of education in Aotearoa New Zealand.

When Te Mahau was established late last year, our Evidence Data and Insights and PICI functions from our Sector Enablement and Support teams came together to form Te Pae Aronui. It was intended that our new group would bring together the power of information, insights – including whānau voice – and service design capability to help Te Mahau frontline groups effectively deliver today and design services for tomorrow.

While we'll be building on strong foundations, we must also make changes so that Te Pae Aronui can enable Te Mahau as a whole to deliver the results that ākongā and whānau, educators and Ministers expect of us.

This proposal for change enables Te Pae Aronui to play its crucial role in achieving change and system performance, by focussing our work on what's required to achieve excellence and equity across the education system.

The depth of this proposed design contributes to and builds on the four shifts in the way we work. These are:

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

This design proposes a simplified and streamlined leadership structure for Te Pae Aronui. The proposed leadership structure is integral to embedding our core ways of working both within Te Pae Aronui, and across Te Mahau and Te Tāhuhu. Greater detail on leadership team roles, the functions they are responsible for, and the teams that will deliver these functions are described in this document.

Te Pae Aronui is the place where everything Te Tāhuhu does for ākonga and whānau can come together.

While we'll be building on strong foundations, we must also make changes so Te Pae Aronui can enable Te Mahau to deliver the services and support that ākonga and whānau, educators and Ministers of the Crown expect.

Organising ourselves to deliver on our purpose

In this proposal, I am taking this opportunity to focus on how we best build on our capability and use our combined skills, knowledge, and relationships in a coherent and consistent way that drives results. You will see in this consultation pack that I am proposing significant changes across our group. This is necessary because Te Pae Aronui has a big operational role, and it needs a structure that can deliver this.

For Te Mahau to provide a more responsive, accessible and integrated local support function for early learning services and schools, whānau, hapū, iwi, and Māori, we must organise ourselves coherently around our core functions. These include:

- A new, centralised Data and Insights function provides information/data, along with new capability to work more closely alongside Te Mahau takiwā and Te Poutāhū, and our wider Te Tāhuhu groups. This will allow the flow of regional and community voices and insights into and across our business.
- A new Change Management and Implementation function will provide clear connections, prioritisation and line of sight to coordinate, embed, and implement new initiatives from Te Pae Aronui, Te Mahau, and Te Tāhuhu out to the sector.
- A new Design function brings together and significantly builds on our community connections, service design and operational policy capability, to put people at the heart of what we do.
- A new Delivery function centralises our capabilities to deliver initiatives and programmes to communities, the regions, and the sector.
- A new and modern Regulation function elevates the importance of our regulatory role and brings together regulatory operations under one group.
- Learning Support focuses on central practice support for Learning Support delivery staff. Locally based learning support delivery teams will move to report to Te Mahau takiwā, in the proposed new integrated local delivery teams across the motu.

- A new Office of the Hautū function supports the Hautū and Te Pae Aronui across communications and engagement, executive services, and the management of programmes and investments.

Underpinned by new ways of working

The changes I propose here will not, on their own, create the shifts we seek. They are intended to support us to build on the progress we've made so far, and to make it easier for us to realise our potential. That includes collaborating more across Te Tāhuhu and with the sector, employers, communities, whānau, hapū, iwi and Māori, and ākonga and whānau.

How we work with each other within Te Pae Aronui and across Te Tāhuhu is a powerful enabler of change. We are also implementing many non-structural changes through our ways of working. This is a longer-term process.

Between a simplified structure, a plan focused on our people, strong feedback loops, clear expectations and by giving effect to the four shifts, Te Pae Aronui can 'shift the dial' in shaping the education system to deliver equitable and excellent outcomes. We need to be structured in the right way to get there.

Te Poutāhū | Curriculum Centre

Shifts in what we do and how we work

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

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

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

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

We are committed to giving effect to te Tiriti o Waitangi

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

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

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

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

Giving priority to regional and local voice

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

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

Delivering greater responsiveness, accessibility and integrated services and support

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

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

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

Improving feedback loops and information flows

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

The proposed design consolidates the information and feedback functions that we have in Te Poutāhū and aligns them to connect with the Te Mahau takiwā through

to the sector (for example, through the Directors of Education, Curriculum Leads, and Strategic Advisors Māori). This includes our key data and insights functions to organise how we request, collect, analyse and disseminate information behalf of Te Poutāhū.

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

Improving how we operate our curriculum and assessment change programmes

We must be grounded in the context of delivering major and highly complex change programmes: the NCEA Change Programme (NCEA Programme), the New Zealand Curriculum Refresh (NZC Refresh) and the redesign of Te Marautanga o Aotearoa (Te Marautanga Redesign). These programmes have grown from within Te Poutāhū, and a number of our people have been instrumental in shaping key programme outcomes. The programmes are long and complex, costly and are subject to a high degree of Ministerial and public scrutiny. To succeed, the programmes require the right mix of programme and project expertise combined with deep education expertise. We now have an opportunity to adapt how these change programmes are configured to give them the best chance of achieving their intended outcomes.

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

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

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

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

Te Puna Ohumahi Mātauranga | Education Workforce

Shifts in what we do and how we work

Te Puna Ohumahi Mātauranga enables Te Mahau to deliver equitable and excellent outcomes for akōnga and whānau by shaping a strong, culturally competent and learner-focused education workforce. We shape the system settings for the whole education workforce and provide support to schools, kura and early learning services by delivering high quality payroll services, employment relations and initiatives to improve the supply and retention of high-quality teachers, leaders and support staff.

Along with a high-quality curriculum, a highly capable and diverse teacher workforce is essential to achieve equity and excellence in the system. The primary interaction that ākonga have is with teachers, and education is relational – therefore the people in the system are its most important feature.

Our current structure and ways of working reflect the coming together of two groups within Te Tāhuhu in October 2021. Overall, our Group has been operating well in its initial form. Te Tāhuhu's ongoing transformation offers an opportunity to further refine our operating model to improve on how we work through expanding our listen and respond approach and streamlining our design and service delivery.

Over the past year, we have engaged with key internal customers, stakeholders, and staff to find out what is working, and what could be improved. We have heard that the services Te Puna Ohumahi Mātauranga provides are highly valued. Our people are respected strategic advisors who take our customers on a journey with them to solve shared problems.

We also know there are areas where we can improve the way we work to equip our people to deliver their best, partner and work collaboratively. We need to create more space for forward planning and delivering workforce strategy independent of our day-to-day pressures, as well as continuing to build our use of analysis and insights.

We are proposing to clearly articulate that our remit covers the entire education workforce, including teachers, support staff, leaders, and specialists, including learning support specialists employed in Te Mahau, whilst also sharpening our focus on the Te Reo Māori workforce, to reflect the needs of akōnga and whānau. We also propose driving improved end-to-end customer experience of our products and services, through centralising our capability in service design, engagement, and project management oversight.

In considering where we focus our attention, we have been guided by the four key shifts at the heart of Te Tāhuhu's transformation programme.

Ngā tū mahi hei whakamana i te Tiriti o Waitangi | Taking practical action to give effect to te Tiriti o Waitangi

Giving practical effect to te Tiriti o Waitangi underpins our work. In particular, we are charged with growing the supply of Te Reo Māori Kaiako and specialists to give effect to the New Zealand Curriculum and Te Marautanga o Aotearoa. We will work closely with Te Mahau so that we understand the needs of the sector. We know that new ways of bringing teachers into our system, including Māori medium and Kaupapa Māori, will be required and we will work in partnership with others, particularly with Iwi and Kaupapa Māori/Māori Medium education peak bodies, to develop these.

Realising our commitment to te Tiriti o Waitangi requires us to practice reasonable and honourable kāwanatanga, as set out in the Te Arawhiti Māori Crown Relationship framework. This is demonstrated primarily through our ways of working, but also in our structure, in particular by:

- Pou Ārahi being an important investment in our relationships with iwi, hapū and the way we work, providing strategic advice and thought leadership from their position as part of the puna leadership team
- Developing a specialist Te Reo Māori workforce supply function
- Strengthening Tiriti partnership practices for the whole puna within the new Service Design and Implementation function.

Mātua ko te reo o te rohe me te haukāinga | Giving priority to regional and local voice

Our Group supports Te Mahau to achieve its strategy and objectives, and to maintain deep sectoral relationships. We support Te Mahau's kanohi-ki-te-kanohi relationships through contributing subject matter knowledge, co-designing and delivering a suite of integrated improvement plans. We lead on relationships with peak bodies and unions to preserve the nature of the relationship Te Mahau takiwā have with the workforce.

Our group will collaborate with Te Mahau takiwā, Te Pae Aronui, and the sector to develop and implement education workforce strategy, workforce supply initiatives, and other essential employment relations and payroll services and products. The new structure allows us to be more regionally responsive by working at local levels to understand workforce insights and trends and develop tailored interventions alongside sector and Te Mahau takiwā partners.

Te whai kia kaha ake te uruparenga, te whai wāhitanga, me te tautoko tōpū | Delivering greater responsiveness, accessibility and integrated services and support

Our customers value the support we provide, but we know there is more we can do to provide a better end-to-end experience for them. We propose using a service-design led approach across the work we do to improve the integration and responsiveness of our services, designed and delivered with the customer in mind.

We will continue to engage diverse groups to inform our actions (e.g. peak bodies, education subject matter experts, ākonga, whānau, communities and employers), and strengthen our commitment to designing and implementing improved ways to access information, give feedback and communicate with the sector, integrating user groups into our decision-making, informing and advising on building strategies to tackle the challenges the sector faces.

Te whai kia pai ake te tukanga whakahoki kōrero, tuku kōrero hoki | Improving feedback loops and information flows

We propose to seek feedback via multiple channels, proactively share information and seek engagement on a local, national and international level to inform our mahi and use a 'listen and respond' approach to grow trust and jointly resolve the enduring system-wide challenges.

As part of this, we propose to:

- Improve our technology to support the capturing and analysis of feedback
- Use co-design and other user-centred approaches to guide the development of our strategy, discovery, investment and delivery
- Streamline processes and integration with Te Mahau
- Establish a service design function that is responsible for the end-to-end design of education workforce solutions that align to our strategy and represent feedback from our customers.

As we design, implement and improve our services and products, we will look to the sector and stakeholders to provide feedback to iteratively make enhancements. Feedback through data analysis and insights will provide the evidence-base for our group to make appropriate adjusts and understand the impacts of our work.

Te Puna Hanganga, Matihiko | Infrastructure and Digital

Background

As part of the establishment of Te Mahau within a redesigned Te Tāhuhu, Te Puna Hanganga, Matihiko | Infrastructure & Digital was established with the vision to lead inclusive, accessible and integrated digital and physical infrastructure and transport services to the education system. We are one of several pou of the Te Whare o te Mātauranga that work together in an integrated way to support Te Tāhuhu o te Mātauranga as a whole; without the pou, the whare could not stand.

The metaphor of Te Whare o te Mātauranga illustrates our role in working together with groups like Te Puna Rangatōpū | Corporate to provide support across Te Tāhuhu o te Mātauranga. Te Mahau will work directly with ākonga, schools, kura, parents, whānau and local communities, and we'll work through them to provide support and make sure we're coordinating the delivery of our services with what the sector needs.

As we've undergone the mahi of creating Te Puna Hanganga, Matihiko, it's become clear to me that to achieve this new way of working, we'll need to make some changes to how we work as a group to make the shift to having Te Mahau as our primary customer.

This means we need to re-evaluate who we work with and the processes we use. We need to be agile and efficient in how we deliver our services to Te Mahau and to the rest of Te Tāhuhu. We also need better integration – within our teams within Te Puna Hanganga, Matihiko, and within Te Tāhuhu as a whole – so we can come together to deliver inclusive and accessible services to the education system.

Vision for Te Puna Hanganga, Matihiko

The most fundamental shift will be to focus on how this work is delivered: in collaboration with Te Mahau and our people on the ground in the takiwā. To do our best work, we need to give priority to the voices of the teams and people who are closest to the mahi. We will also need to build a high-trust environment where the voices and perspectives of iwi, hapū and our colleagues in Te Tuarongo are central to our work. Our Te Mahau colleagues hold the relationships with early learning services, schools and communities, and our connections with them will be critical. We will work collaboratively and cohesively; gone are the days of 'national' and 'regional'. Instead, Te Puna Hanganga, Matihiko will be one team, speaking with one voice and working together to get things done.

In the past, our groups have existed in silos. I want to move to an integrated model where these are broken down and our work and team structure – which so often serves the same customers – is easier to navigate for everyone. Better integration means establishing one point of contact in the takiwā for Te Mahau to access our

services, which will improve communication and efficiency. Joined-up decision making, collaboration and governance between us and Te Mahau will lead to better organisation of what we're doing and why we're doing it.

Across Te Tāhuhu, we'll be more agile in how we coordinate with other groups so that we can design and deliver solutions in a cohesive way. It will also help us to cut back on unnecessary processes so that we can spend more time delivering what matters most to ākonga, parents, kaiako, schools, kura, whānau and local communities.

How we're going to achieve it: The big picture

Te Puna Hanganga, Matihiko is responsible for investing nearly \$2 billion in the education system each year. As a group, we understand the importance of the role we play. We continually seek out excellence and look for ways to improve the delivery of our services, and we're already on the path to developing new ways of working to help achieve this vision.

With input from our kaimahi, Te Mahau Hautū and people in the takiwā around the country, we've already created a Game Plan to guide Te Puna Hanganga, Matihiko to where we need to be. Through the lens of the 'four key shifts', the Game Plan is our guiding star, showing how we'll work together across infrastructure, digital and transport to deliver an integrated service. It also lays out key change impacts we'll need to deliver on to achieve our longer-term objectives in support of government's goals for an education system that delivers equitable and excellent outcomes.

The Game Plan is a foundational document for us and outlines how our portfolios and programmes of delivery are a critical enabler of Te Tāhuhu o te Mātauranga's objectives. However, our Game Plan is not a destination, it's just the start. It's a living document that we're continually updating as we visit the Te Mahau takiwā and engage with our teams, Te Mahau and the wider Te Tāhuhu. It's an outline that has allowed us to begin building a culture of integration and collaboration across our teams. In short, our Game Plan sets out how we back Te Mahau to succeed.

How we're going to achieve it: Next steps

The establishment of Te Puna Hanganga, Matihiko brought together Te Uepū Hanganga | Infrastructure and Te Uepū Matihiko | Digital into one group. This unification has provided us with the platform to embrace continuous improvement, while setting us up to continue to come together in the future. We are in a really good place for our next phase, which will make the changes to our structure that are needed to support new ways of working.

I've worked with my senior leadership team to design some of these improvements already. For example, the integration of the Investment Office and Project

Management Office into a singular IPMO team is underway. We have also moved our Policy team to Te Puna Kaupapahere | Policy to allow for streamlining of services and delivery.

Given the improvements we've made to date, the focus of this proposal will be limited to changes in a few select areas. At a high level, it is proposed to transfer our training teams and finance team to Te Puna Rangatōpū in order to enable better integration. The most significant change proposed is to establish a new digital operating model, ways of working and structure within Te Uepū Matihiko | Digital.

Continuous improvement is a part of our culture in Te Puna Hanganga, Matihiko. I recognise that as these groups have come together, people have been in different states of change over a number of years. We're continuing to move forward, and we understand improvement is necessary to create new and better solutions. Rather than waiting for change to come to us, I'm proud of how proactive we've been in driving continual improvement within our team already, and we will continue to do so.

This means that while there may be changes stemming from this proposal, for us this is just the next step in our wider approach to achieving the Te Puna Hanganga, Matihiko vision and improving how we deliver our work.

Shifts in what we do and how we work

We already know that we do our best work when we're connected to local communities and we're working together. At the core of our proposed design for how we'll work is the idea that we need to work collaboratively, alongside Te Mahau, to make sure our mahi is effective. To do this, we'll need to make some changes to how we work, including the four key shifts that were introduced by Te Tumu Whakarae mō te Mātauranga in the decision document on 4 October 2021. Realising our commitment to te Tiriti requires us to practice reasonable and honourable kāwanatanga, as set out in Te Ara Whiti Crown Relationship Framework. This requires us to give active expression to the principles of te Tiriti as we each carry out our daily professional duties.

The proposed design for our new way of working reflects where we are in the process of shifting away from a top-down, 'national-led' model. We've focused on building opportunities for joined-up decision making, collaboration and governance into the way we work, particularly at a regional level. This will help give priority to the voices and the expertise of the regional and local people who are doing the mahi to deliver what matters most to ākonga, kaiako, schools, kura, whānau and local communities.

However, some services, like finance and training services, work best when delivered at a national level. For these, our proposed model focuses on better

integration with the rest of Te Tāhuhu o te Mātauranga. This will make it easier to navigate services across our organisation and allow Te Puna Hanganga, Matihiko to provide better, more accessible services and support in specific areas. The structures we've proposed also provide an opportunity to improve feedback loops and information flows between the teams that provide services at a national level and our people in the takiwā, allowing us to constantly learn, improve and adapt.

Partnership is key throughout this design, which includes our responsibility to act as a high-trust te Tiriti o Waitangi partner. As we began designing how we needed to work as Te Puna Hanganga, Matihiko, it was important that Māori and their perspectives be included from the start, as tangata whenua and also as ākonga, whānau and members of the communities we serve. We've embedded this into our proposed structure to make sure that the way we'll be working is giving effect to te Tiriti and delivering for Māori.

Shifting the ways that we work won't come together overnight. In Te Puna Hanganga, Matihiko, the culture of the team we build and how we embrace change, in addition to the structures, programmes and systems that we put in place, is what will help us achieve the 'four key shifts' and create effective and continuous improvement.

Te Puna Kaupapahere | Policy

Shifts in what we do and how we work

Te Puna Kaupapahere is an amalgamation of two policy groups that each had a strong and enduring professional policy culture and capability, as well as a deep knowledge of their different sectors. Now we are one, we need to remain focused on our core role of providing free and frank evidence-based policy advice to support equitable and excellent outcomes for ākonga. None of that is changing as we continue to move forward.

The Ministry-wide redesign does challenge us to build on what I consider to be some of our existing strengths. But how Te Puna Kaupapahere operates, how we engage with others, and our culture, will be the biggest contributors to the four shifts across Te Tāhuhu. We also need to ensure our group's structure supports these changes.

Our contribution to each of the four shifts set out in the 2021 Decision Document is:

- **Ngā tū mahi hei whakamana i te Tiriti o Waitangi | Taking practical action to give effect to te Tiriti o Waitangi**
Through building our group capability and identifying Māori rights and interests early in the policy process, our advice consistently demonstrates understanding and application of te Tiriti and identifies and manages potential impacts on ākonga Māori.
- **Mātua ko te reo o te rohe me te haukāinga | Giving priority to regional and local voice**
Through robust feedback loops, listening to our operational partners and working closely with Te Mahau and Crown Entities, we give priority to and incorporate local and regional voice into policy development, advice and decisions.
- **Te whai kia kaha ake te uruparenga, te whai wāhitanga, me te tautoko tōpū | Delivering greater responsiveness, accessibility and integrated services and support**
Policy advice to Ministers that is informed by implementation plans better enables integrated services and support, reflecting the needs of ākonga, learners and their whānau throughout the education system.
- **Te whai kia pai ake te tukanga whakahoki kōrero, tuku kōrero hoki | Improving feedback loops and information flows**
Listening to our operational partners and working closely with Te Pae Aronui, other agencies and partners, we balance evidence with feedback

and advise where feedback has been incorporated and, if there are factors that prevent this, we are transparent with all parties.

Te Puna Kaupapahere five commitments to change

Honouring te Tiriti o Waitangi in everything we do	Taking a system-wide approach
Building a partnership of trust and transparency with our operational colleagues hoamahi	Engaging with innovative, ambitious and future-focused ideas
Ensuring our work environment is diverse, safe and empowering for all staff	

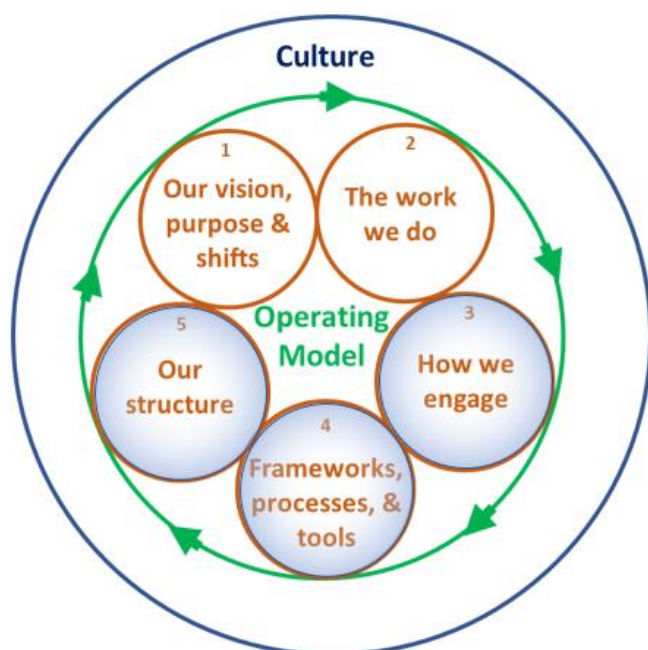
Components that underpin our Operating Model

This change proposal is not just about structure. We have also been working on other aspects of our operating model, and at this stage we are focused on three specific areas for change:

- The way in which we honour te Tiriti o Waitangi
- How we integrate with our operational partners, and especially Te Mahau
- Our group structure.

Once this structure is implemented, I expect us to be able to refocus on building policy capability including training, recruitment, professional development and continuous improvement in our capability frameworks.

Three significant aspects of our operating model are proposed for change



Giving practical effect to te Tiriti o Waitangi

Everyone has a role in giving effect to te Tiriti o Waitangi. The specifics of how we can assist each other to respond to te Tiriti are being developed in several key areas. These include:

Policy process – a clear and consistent policy process is being established that will ensure, among other things, that teams identify Māori rights and interests early in the policy process to inform engagement with Māori, and that te Tiriti analysis and potential impacts on ākonga Māori and whānau forms part of all our policy advice.

We are strengthening our commissioning and quality review processes to better reflect our te Tiriti o Waitangi expectations and obligations, and the outcomes for ākonga Māori set out in Ka Hikitia and Tau Mai Te Reo.

We are also learning from and reflecting on our recent experiences of seeking to develop policy in stronger Tiriti o Waitangi partnerships.

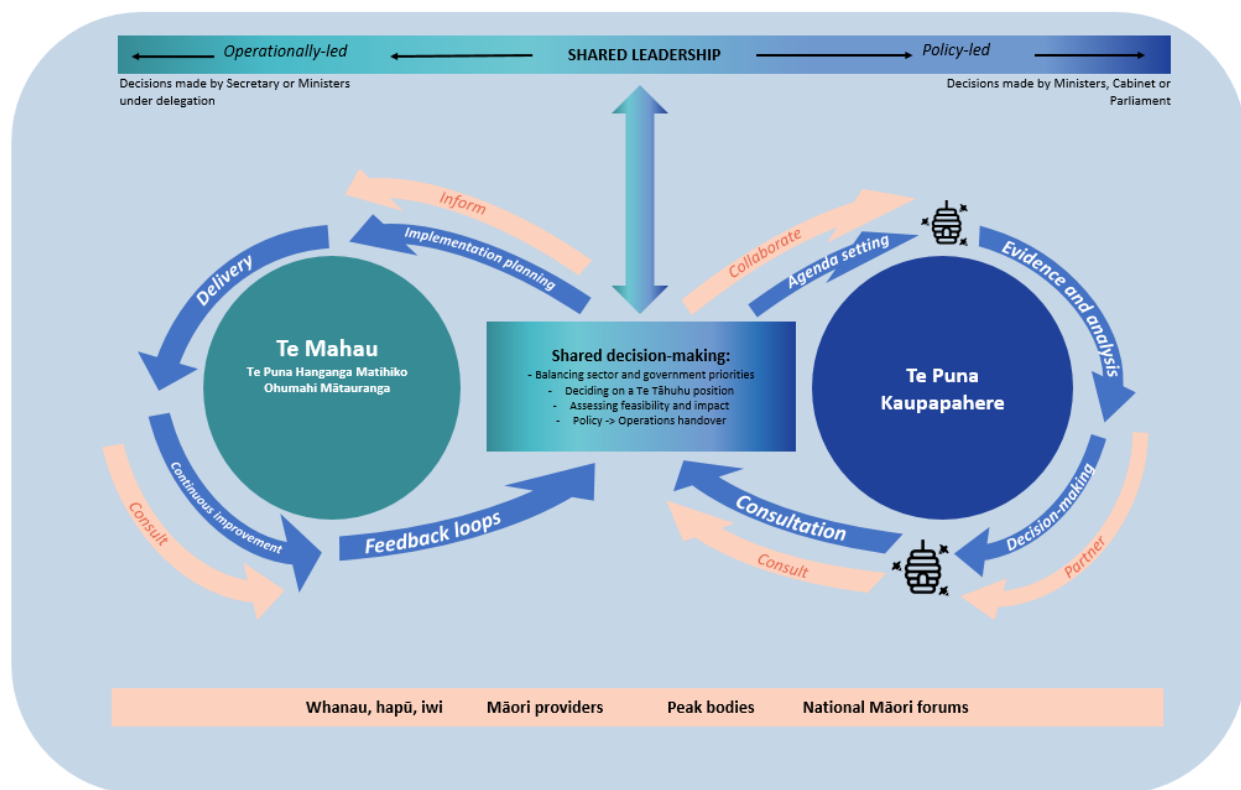
Capability building – With the support of the Pou Ārahi and our policy management team, a wider and deeper range of te ao Māori and te Tiriti o Waitangi learning opportunities for managers and staff will be provided to strengthen our capability to meaningfully honour te Tiriti o Waitangi in all our work. We will continuously review our approaches to recognising, recruiting, retaining and progressing kaimahi Māori.

Structure and roles – the proposed structure includes that all groups have responsibility for aspects of te Tiriti o Waitangi. There is also the inclusion of clear responsibilities for Tribunal claims and Kaupapa Māori education reform, and leadership position descriptions with expectations that emphasise different skill sets.

Partnership throughout the policy cycle

The Ministry's operating model calls for operationally integrated policy throughout the cycle. The diagram below sets out a proposed model of how the policy development cycle should work in this context.

The fundamental change that will make this work is a culture of partnership in everything we do, supported by good processes and strong trust relationships.



The diagram shows how feedback loops will inform agenda-setting and ministerial decisions, and how implementation planning will mean a more seamless path from policy decisions to delivery. Crucially, the shared leadership across Te Tāhuhu o te Mātauranga and Te Mahau is where we make the key decisions on the high-level policy advice we offer, informed by front-line feedback and also by an

understanding of sector impact and operational feasibility. Leadership accountabilities and decision-making shift at different stages in the policy cycle.

The diagram also overlays the Te Arawhiti framework for engagement with Māori. This framework operates in five levels, and the diagram shows where we need to meet our basic obligations to inform and consult, as well as how we would reach the more ambitious levels of collaboration and partnership. The “empower” level would see Māori engaged right through the policy cycle.

This diagram focuses on Te Mahau, but a similar framework applies to our work with the Education Crown Agents (TEC, NZQA, Education NZ) and with the Teaching Council.

Delivering on the aspiration shown in this diagram means that Te Puna Kaupapahere have to act as effective partners in their stewardship of the policy cycle. It also means Te Mahau, in particular Te Pae Aronui, needs to build feedback loops and to pick up implementation planning as part of the policy cycle.

Enabling change through structure

I have been clear from the outset that the main change for us lies in *how* we work. Structural change, however, provides an enabler for the cultural shifts that will be required. Some key features of the proposed structure change include:

Group structure and functional capability – having groups structured around both system and sector constructs. A stronger emphasis on the system view should help maintain a healthy balance of perspectives alongside greater partnerships with our operational hoamahi. The emphasis on partnership is reflected in the clear mapping of rūpū to key partners.

In terms of te Tiriti o Waitangi, I see all rūpū having responsibility for Article one of te Tiriti o Waitangi, as all of our work supports the Crown’s kawanatanga role. The proposed new System Group would take primary responsibility for our Article two responsibilities of enabling rangatiratanga, as this group is responsible for Tribunal claims, and for the current Kaupapa Māori reform programme. And the Equity Group would take lead responsibility for Article three – orietitanga.

With more deliberate integration of policy support for all of Te Tāhuhu, we also need to expand our functional capability into new areas (e.g. digital, curriculum and assessment, workforce, and data and evidence for early childhood and schooling).

Leadership team – an appropriately sized Te Puna Kaupapahere Leadership Team will be better placed to drive the longer-term operating model and cultural shifts needed to achieve the intent of our change.

Through the process of establishing a permanent Leadership Team, role descriptions will ensure that each member has a genuine understanding and

commitment to te Tiriti as well as the capabilities and desire to drive meaningful change within their respective areas. This will involve building te Tiriti o Waitangi into the role descriptions and Letters of Expectations for General Managers. Clear performance expectations around this important aspect of their work must be based on the Tātai Pou and Whāinga Amorangi capability frameworks.

Te Puna Rangatōpū | Corporate

Shifts in what we do and how we work

The May 2021 Decision Document describes our te pūtake me te kawenga | purpose and role as delivering essential organisation-wide statutory and corporate functions to enable us all to operate effectively and help fulfil the statutory and reporting obligations of Te Tāhuhu.

Our group has been asked to deliver consistent, efficient, integrated services and good business practice. We have also been asked to role-model cultural responsiveness through the design and implementation of our corporate policy, processes and practices.

Our current structure and ways of working are the result of bringing together existing business units from different groups in October 2021. Since then, we've been working to develop an operating model and a proposed structure that support the four shifts at the heart of the organisation's change. We have focused on:

- Our commitment to te Tiriti o Waitangi through our planning and work practices; and supporting diversity, voice and manaakitanga for all ethnicities
- Putting sustainability at the heart of our mahi, including creating great work environments for our people
- Clear ways of working that empower our Te Puna Rangatōpū people to put their expertise into action and provide tailored strategic and operational advice
- Integrated, responsive services for our customers, that are easy to access, efficient, and provide connected self-serve options where it makes sense
- How we listen and respond to customer needs
- Reducing duplication in services and mahi, both within our group and across the organisation
- Equitable spans of control and clear accountabilities so we all know what we're here to do
- Systems and processes that make it faster and easier for our people to do their mahi
- Continuous improvement across all parts of our mahi.

Proposed operating model for Te Puna Rangatōpū

The proposed operating model represents a new way of working across our group and with our customers. It organises us into three main areas: a new Integration Services group, Specialist Portfolios based on similar focus areas or related work, and the Office of the Hautū.

The following proposed Te Puna Rangatōpū groups would make up the operating model.

- Integration Services
- Legal & Privacy
- Financial & Commercial
- Racial Equity
- Sustainability, People and Place
- Governance, Planning & Performance
- Public Affairs
- Office of the Hautū

Ways of working

The following proposed key ways of working underpin the operating model and would help move us to our future state.

- We will focus on managing engagement with our customers and stakeholders, making connections for them and supporting them through our processes.
- To manage engagements, we may co-locate with the business groups we serve, to build relationships and be closer to their work, but we will retain hard reporting lines to Te Puna Rangatōpū for the corporate services we provide.
- We will support enterprise-wide best practice and extend our expertise through setting and guiding best practice for the organisation.
- Te Puna Rangatōpū will develop frameworks and policy, provide oversight and set clear boundaries of use, but we will not manage these on a daily basis.

- We will consult customers, Pou Ārahi and other key partners when developing our policy and processes.
- We will be structured to provide growth and career development opportunities for our people.
- We will focus on providing effective operational and regulatory services and deepen our insights and strategic support in the areas where our expertise can add the most value.
- We will align our support to service agreements and the standards required for New Zealand Ministries by Te Kawa Mataaho | Public Service Commission.
- We will have an ICT roadmap to support a targeted technology plan, with standardised technology platforms and systems that work together effectively to provide joined-up services for our customers.
- We will work towards self-service and automation for basic tasks, where it will streamline, be easy and speed up the delivery of these services for our customers and deliver value for investment.
- We will offer best practice policies, virtual channels and an integrated service desk for intermediary tasks.
- We will collaborate and connect across Te Puna Rangatōpū to help facilitate complex tasks for our customers.
- We will use feedback loops to monitor and improve our services.