

Tertiary Education Report: Ōritetanga Learner Success

Date:	22 November 2018	TEC priority:	Medium
Security level:	In Confidence	Report no:	B-18-00845
		Minister's office No:	

ACTION SOUGHT		
	Action sought	Deadline
Hon Chris Hipkins Minister of Education	note the contents of this briefing agree to forward this briefing to the Associate Ministers of Education	29 November 2018
Enclosure: No	Round Robin: No	

CONTACT FOR TELEPHONE DISCUSSION (IF REQUIRED)				
Name	Position	Telephone		1st contact
Paora Ammunson	Deputy Chief Executive Ōritetanga Learner Success	s9(2)(a)		✓
Tim Fowler	Chief Executive	s9(2)(a)		

THE FOLLOWING DEPARTMENTS/AGENCIES HAVE SEEN THIS REPORT							
<input type="checkbox"/> DPMC	<input type="checkbox"/> MPI	<input type="checkbox"/> ENZ	<input type="checkbox"/> ERO	<input type="checkbox"/> MBIE	<input type="checkbox"/> MoE	<input type="checkbox"/> MFAT	
<input type="checkbox"/> MPP	<input type="checkbox"/> MSD	<input type="checkbox"/> NZQA	<input type="checkbox"/> NZTE	<input checked="" type="checkbox"/> TEC	<input type="checkbox"/> TPK	<input type="checkbox"/> Treasury	

Minister's Office to Complete:

<input type="checkbox"/> Approved	<input type="checkbox"/> Declined
<input type="checkbox"/> Noted	<input type="checkbox"/> Needs change
<input type="checkbox"/> Seen	<input type="checkbox"/> Overtaken by Events
<input type="checkbox"/> See Minister's Notes	<input type="checkbox"/> Withdrawn

Comments:

Recommendations

Hon Chris Hipkins, Minister of Education

It is recommended that you:

1. **note** the Tertiary Education Commission (TEC) Ōritetanga Learner Success work programme aims to champion and drive better outcomes for all learners – but particularly Māori and Pacific people, and the most disadvantaged- Priority 3 of your 2018/19 letter of expectations to the TEC;
2. **note** the TEC Ōritetanga Learner Success work programme has an initial focus on better use of data analytics to target interventions and focus leadership within tertiary education organisations;

s9(2)(f)(iv)

4. **note** the TEC will work with other key agencies and the wider tertiary education sector to implement the Ōritetanga Learner Success work programme and ensure it supports overarching strategies including the revised Tertiary Education Strategy, Ka Hikitia and the Pasifika Education Plan;
5. **agree** that the TEC release this briefing in full with the exception of the Officials' details;

AGREED / NOT AGREED

6. **forward** this briefing to your three Associate Ministers of Education - Hons. Kelvin Davis, Jenny Salesa and Tracey Martin; and

FORWARDED / NOT FORWARDED

7. **note** the TEC is available to brief you and/or your Associate Ministers on the Ōritetanga Learner Success work programme if requested.

Tim Fowler

Chief Executive
Tertiary Education Commission

22 November 2018

Hon Chris Hipkins

Minister of Education

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The tertiary system needs to do better for all New Zealanders

1. Your 2018/19 letter of expectations to TEC states your expectation that we will enhance our focus on promoting and supporting equitable access and positive outcomes for all learners, including increasing the participation and achievement of Māori, Pacific people, people from socio-economically disadvantaged circumstances, and disabled people (Priority 3).
2. Each year our tertiary education system does not deliver an education experience appropriate to the needs of a large group of learners. Māori and Pacific people are over-represented in this group, with on average lower retention and completion than non-Māori and non-Pacific learners. Māori and Pacific people are also more likely to be from socio-economically disadvantaged circumstances.
3. While recent trends show that Māori and Pacific people are increasingly participating and achieving in tertiary education, many of these learners still tend to be concentrated in lower levels of study, and outcomes are poorer in comparison to other learners. This is particularly the case at higher levels of study, where tertiary education makes the biggest difference in people's lives.
4. In 2017 nearly half of all learners enrolled in qualifications at level 7 or above- compared to just over one-third of Pacific learners and one-quarter of Māori learners. Less than half of Māori and Pacific learners who enrol in a bachelor's degree complete their qualification in 6 years (compared with more than 62% for all other learners). This parity gap is illustrative of many other gaps in the system and has been consistent despite overall increases to completion rates for all learners, as shown in figure 1.

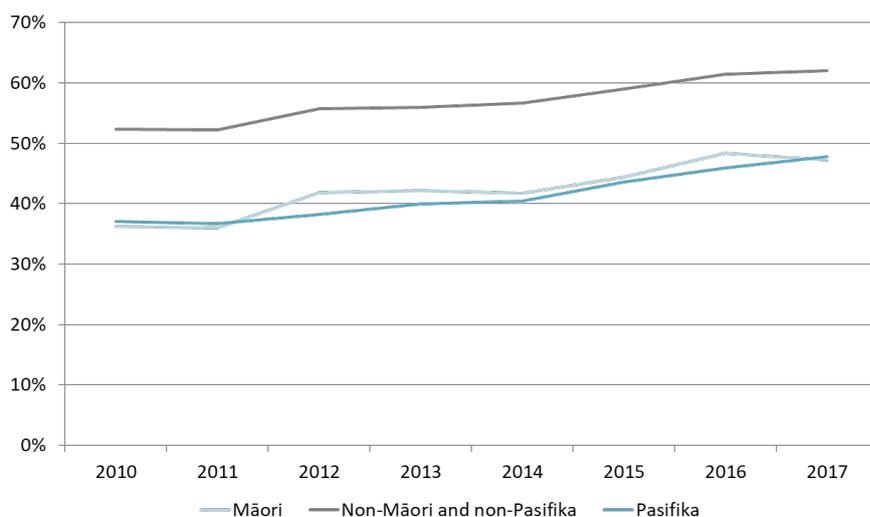


Figure 1: 6-Year Qualification Completion rates (level 7 degrees)

We have set ourselves a big challenge to improve outcomes for all learners

5. TEC has set an ambitious five-year goal to achieve tertiary participation and completion patterns for Māori and Pacific People that are the same as other New Zealanders in the tertiary system. We are focused on the positive difference that we can make to lifelong outcomes for Māori and Pacific people through excellent, accessible tertiary education and career pathway planning.
6. We need to strengthen our partnerships with tertiary education organisations (TEOs) and others, including iwi and Pacific communities and other government agencies, to make the

changes required to ensure the system performs much better for all learners. We need to change systems, processes, and funding settings – but most of all we need to change mindsets across the system, to acknowledge that this achievement gap is a problem, but that together we can make a difference.

7. As part of the TEC's recent Kia Rite restructure we have established a new directorate: Ōritetanga – Learner Success. The directorate will aim to drive the TEC's five-year goal through the rest of the TEC organisation and across the tertiary education system.
8. This work contributes to the Ministry of Education's work programme including the development of the Tertiary Education Strategy, the refresh of Ka Hikitia and the Pasifika Education Plan.

Developing and rolling out a 'Learner Success' approach requires leadership, data and interventions

9. TEOs which have made significant progress in improving achievement for groups of learners, such as Georgia State University in the US and the Eastern Institute of Technology in the Hawkes Bay, have achieved success through a 'Learner Success' approach. This requires three key interlinked components:
 - a. strong organisational leadership focused on learner success and driving change
 - b. data analytics that identify learners at risk
 - c. strong and timely interventions and support for learners and their whānau
10. All three of these components need to be in place in order to significantly improve learner success. Currently most TEOs focus predominantly on developing and delivering interventions to improve performance for learner groups such as Māori and Pacific People, often without organisational leadership or a deep understanding of their data. These programmes are by and large pilots in nature, often poorly targeted or not timely, and not typically systematised.
11. The current TEC investment process has revealed that TEOs are generally very poor at conducting their own data analysis to drive equity goals or to align or deploy interventions, particularly for individual learners. Overall, TEO strategies are poor at setting measurable goals toward achieving parity.
12. Most TEOs' leadership is on board with our mission in a general sense, but we believe a key role for us is to specifically recruit TEO Boards and Chief Executives to make this a key deliverable and focus for their organisations.
13. While we have a specific focus on Māori and Pacific People achievement, this approach will identify and support all learners at risk because it is based on using a range of more nuanced indicators to identify specific individual learners at risk. The approach uses tailored data, such as previous school achievement data, assignment completion, library usage, household circumstances and distance from the place of study. These are much better predictors of risk than factors such as ethnicity or disability alone.
14. We are currently working closely with three TEOs (the Manukau Institute of Technology, Te Wānanga o Raukawa, and the University of Waikato) to develop and trial learner success approaches and initiatives. We intend to provide support funding to these TEOs to enable them to get these prototypes up and running, at reasonable scale and timeframes, and to be able to evaluate the effectiveness of the approaches to support roll out across the system.

Learner Success approaches are part of our work programme across five key areas of the tertiary and careers systems

17. Developing a tertiary system that works well for all learners is complex, it requires interventions and coordination in a wide range of areas. Our work programme is focused on five priority areas:

- a) **Learners:** future and current learners need to have the right information, opportunities and support to make the best educational decisions for themselves. This means we need to provide enhanced careers guidance, marketing, information and tools in ways that engage and make sense to learners. Our careers system strategy comprehensively incorporates this work. It also means learning from initiatives such as the Māori and Pasifika Trades Training about what works for learners;
- b) **Influencers:** those who help and advise learners to make decisions (including parents, whānau, aiga, iwi, peers and employers) need to be able to support them to understand and take up the right opportunities. We will provide information and tools for parents, whānau, and aiga, to help support learners navigate their way through the tertiary and careers systems. We will also share our TEC data information products with iwi and Pacific communities to support their learners and enable their voice to be heard in the tertiary system, so that it is responsive and aligned to their needs;
- c) **TEO governance and management:** TEOs need to have the information, capability and leadership to drive learner success throughout the whole of their organisation and within their sectors. We will work alongside TEOs to help develop their organisational capability, including supporting the implementation of the learner success roll-out projects, facilitating communities of best practice and providing council member training for tertiary education institutions.
- d) **TEC investment:** tertiary systems settings and investment processes need to incentivise and recognise good outcomes and practices. We will work with TEOs to invest in provision that improves participation and outcomes for all learners. We have set clear goals and expectations for shifts in performance and our funding will follow TEOs which respond to these signals.
- e) **TEC internal capability:** TEC needs to have the capability, tools and focus to drive learner success across all of our functions, within TEOs and across government. We are focused on raising the cultural intelligence, capability and confidence of TEC staff. We will fulfil our Treaty of Waitangi obligations, and develop a 'joined up' approach with the Ministry of Education, New Zealand Qualifications Authority and other key agencies.

Ōritetanga Learner Success will expand its focus over time

18. The current priority focus of the Ōritetanga Learner Success work programme is improving outcomes for Māori and Pacific People through the tertiary education and careers system. However, we are also expanding the scope of the programme to encompass other priority learners, such as students with disabilities, rural youth and female participation in Science, Technology, Mathematics and Engineering, as the work progresses.

Next Steps

19. We will provide you with regular updates on the progress of the Ōritetanga Learner Success work programme.
20. The TEC is also available to brief you and/or your associate Ministers on the Ōritetanga Learner Success work programme if requested.