



## Infosheet - Learner Success Framework

This infosheet provides background information about the TEC's Ōritetanga Learner Success work to ensure success for all learners.

### We need a transformational change

A system-level shift in performance is required if Māori and Pacific learners are to participate and achieve at all levels of tertiary education on par with other learners.

From other jurisdictions we have seen that tertiary education organisations that want to make a difference for learners need to shift from individual interventions and pockets of focus to a systemic learner focus in all aspects of their operations.

A holistic approach is required, involving several key elements:

- › strong leadership within TEOs and in relationships with key partners (including employers, family, whānau, iwi)
- › systems and processes designed with the learner in mind, including teaching and learning environments
- › a 'guided pathways' approach that makes it clear to learners before they enrol what they need to do to gain a qualification and where their qualification will lead them, and
- › data and technology solutions that can be used to appropriately track learner progress.

### The learner is at the centre of our framework

We have developed a learner success approach and supporting tools, based on a continuous improvement framework but with specific learner success elements.

The learner success approach is still a work in progress, but its heart is the learner. And this means that in everything we do, across the whole system, we're continually asking the question: how will the learner experience this interaction? We need to change the narrative from: "How can we ensure learners are ready and prepared to enter tertiary education?", to "How do we ensure we're prepared for the learners who are entrusting their futures into our care?"

In order to do that TEO's need know who their learners are, and ask themselves these questions:

- › where do our learners come from?
- › what do they do outside of tertiary education (what else is happening in their lives)?
- › what do they need to succeed?
- › what do we do that works for them?
- › what do we do that doesn't?

Then TEOs can start thinking about how they design and implement everything they do to maximise learner success.



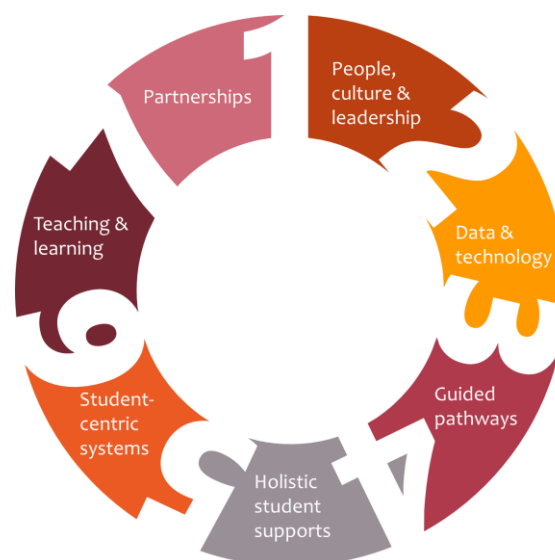
## We need to undertake an intentional & holistic approach

The first phase of the framework – the **learner success diagnostic** – is an assessment of current state against specific learner success capabilities. These are the key elements we need to get right in order to enable learners to succeed – whatever that looks like for each learner.

The key elements are:

- › **People, culture & leadership** - the commitment and collaboration of the TEO's leadership with respect to learner success, and the clarity of vision for desired change
- › **Data & technology** - the capacity and capability to collect, assess, analyse and use data to inform decisions, and to use technology to support learner success
- › **Guided pathways** - clear and relevant educational pathways, from first engagement to employment, that foster learner success
- › **Holistic student supports** – planning and integration of critical student academic and personal supports into a seamless, timely, and personal experience for every student

- › **Student-centric systems** - policies and practices that impact learner success, and the processes for reviewing and aligning policies and practices to remove barriers and enable learner success
- › **Teaching & learning** - review and re-design of pedagogy, meaningful professional development, learning environments and contexts
- › **Partnerships** - the development and support of partnerships between the TEO and relevant employers/industry, family & whānau, community groups, social agencies and education providers.



We're still working on finalizing and building out the other stages of the Framework.

### What we want to see in Plans

In our Plan Guidance we have said we will look for clarity and specificity in your Plans about what you are currently doing to improve participation, achievement, and outcomes for Māori and Pacific learners, and your plan for contributing to the achievement of parity.

As part of our Investment Toolkit we will be releasing a learner success template to help you answer these questions, and provide specific guidance about what we want to see in your Plans. This includes:

- › an understanding of what parity of participation would look like for your TEO, and whether you are currently achieving it
- › a commitment at governance, management, and leadership levels to achieving parity of achievement for your Māori and Pacific learners
- › teaching and learning that responds to the needs of Māori and Pacific learners, e.g. use of culturally responsive teaching practices, or content that reflects cultural knowledge and values, and
- › support for Māori and Pacific learners and their families to make informed decisions about, and successful transitions into, tertiary education.

### We need to move from trial to scale

We're currently trialling and refining the Learner Success framework with a number of TEO partners. If successful, we'll be looking to roll this out more broadly.

In the meantime, we're really keen for you to have a look and consider this framework, reflect on how your organisation aligns with the learner success elements above, and include this in your Strategic Intent narrative when developing your Plan.

If you're interested in exploring this approach more deeply, please contact your Relationship Manager or Advisor.