



## ASPIRATIONAL OBJECTIVE FOR 2020 - WHĀINGA KAINGĀKAU

AND

## STRATEGIC PLAN - WHAKATAKOTO KAUPAPA: 2011 - 2015



THE LEADING INSTITUTE OF TECHNOLOGY  
- UNIQUELY BICULTURAL  
TE WHARE TAKIŪRA ARATAKI - TIKANGA Ā RUA HE AHUREI



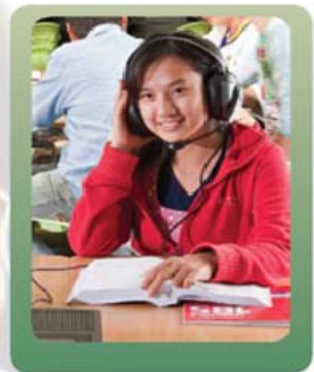
Partnership and  
Collaboration  
**Whakahoahoa ai  
Mahitahi ai**



Quality  
Provision  
**Whakarite  
Painga**



Vibrant Learning  
Environment  
**Wāhi  
Akiaki**



Economically Viable  
and Sustainable  
**Kaipākihi  
Whaihua**

Strategic Plan  
Kepe Whakatako Kaupapa 2009-2013

  
Tereza Morrison  
Chairperson of Council

  
Dr Pim Boman  
Chief Executive

  
Montaro Daniels  
Chairperson Te Mana Matauranga

For full details go to [www.waiariki.ac.nz](http://www.waiariki.ac.nz)

## POUTŪTERANGI 2011 - MARCH 2011

## KUPU WHAKATAKI

Ka whakatūria te Kaunihera o Te Whare Takiūra o Waiāriki hei rōpū whakahāere tikanga o te whare takiūra nei, i raro i ngā whakataunga o te ture whakatika o te Mātauranga (Ngā Kuratini) 2009. Nāmā 70, Te Ture Iwi Whānui, kia tuku whakahāere mahi ai i ngā mahi kei te whakatakoto i roto i nga wāhanga 222AH ki 222AI hei whakarite i te mahi whakahāere tikanga o tēnei whare takiūra. Kua rite tēnei māhere whakatakoto kaupapa i raro i tērā mana whakahāere, me te tautoko anō hoki tēnei whare takiūra i te hapainga o nga whakakitenga i ngā mahi e āhua ana ki Waiāriki, e hiahia ana i te ture.

Ko te māhere whakatakoto kaupapa te kōrero whakamutunga o tētahi mahi tirohanga tuhono whakatakoto kaupapa, i whakaritea ai e mātau Te Kaunihera o Te Whare Takiūra o Waiāriki i te Māhuru 2010, me te tautoko anō hoki i te whānui o te hunga e ngākaunui ana, tae noa ki Te Mana Mātauranga me Te Pou Tū Mana.

I whakarēhitatia ai Te Mana Mātauranga o Waiāriki i te tau rua mano mā whā(2004). Ko rātau te Mana Whakahāere Tikanga Whare Takiūra ā Iwi, mo Te Whare Takiūra o Waiāriki, i tēnei rohe o Te Waiāriki. Kei te tautoko te Kaunihera i a rātau. Ko ngā kaitiaki o Te Mana Mātauranga ngā kaihautū i ngā Hapū me ngā Iwi katoa, ngā tangata whenua o tēnei rohe. Kei a rātau te mana whakahāere ki te tautoko i tēnei whare takiūra. Ka tuku kirimana ki Te Mana Mātauranga kia whakaritea ai te tautoko me te ārahitanga tohutohu ki te whare takiūra nei mā ngā hui riterite tonu ki te kaunihera, me te kanohi tōtika whakaputa whakāāro i runga i te kaunihera. I te tau rua mano i whakāē ai Te Kaunihera me Te Mana Mātauranga kia tūhono ai rāua ki tētahi Kirimana Whakāāetanga kia mahitahi ai rāua i raro i tētahi rōpū whakahāere tikanga ā rua, he āhua ahurei. Ko Te Pou Tū Mana te hononga i wāenganui i ngā rōpū tikanga whakahāere me te rōpū pouwhakahāere matua. Mānā te mahi kawenga i tēnei āhua mā te rōpū pouwhakahāere matua.

He whakamōhiotanga hōhonu tā Te Kaunihera, Te Mana Mātauranga, me Te Pou Tū Mana i te hunga tarāiwa ā rohe, me ngā take matua ā takiwā, Nā rātau tētahi here tino kaha kia tūtaki ai i ngā hiahiatanga mātauranga onāia tonu nei, ā, i ngā tau ka huri noa, mai i te angitū o ngā akonga o Te Whare Takiūra o Waiāriki me tā rātau whai wāhi kākama, hei paetahi kei roto i te rohe, ā, huri noa i te motu. I runga i te whakāāro kotahi, ka whakāē mātau ko te āhua wā roa kia tāpiri atu ai i ngā wāriu ki a mātau akonga mā te mātauranga kōunga mahi ā ringa, kia tākoha ai ki te tīmatanga whai rawa i roto i tā mātau rohe, ā, Aotearoa whānui tonu, me te tāpiri atu ki ngā anga tū tāngata me ngā ūara kei roto i ā mātau Iwi whānui.

Ko tēnei māhere whakatakoto kaupapa e whakarite ana i ngā ārahitanga taumata teitei mā Te Pou Tū Mana e whakahāere i ngā mōmō ritenga me ngā kaupapa, kia hua ai, kia whakatūtuki ai, i tērā matakite, “ Ko Te Whare Takiūra o Waiāriki, He Whare Takiūra Arataki - Tikanga ā Rua – He Ahurei“.



Graeme Nahkies

Te Tiamana o Te Kaunihera  
Waiāriki Council Chair



Aubrey Kohunui

Te Tiamana o Te Mana Mātauranga  
Te Mana Mātauranga Chair



Dr Pim Borren

Te Pou Tū Mana  
Chief Executive

## FOREWORD

The Waiāriki Council (Council), as the governing body of the Institute, is appointed under the terms of the Education (Polytechnics) Amendment Act 2009 No 70, Public Act, in order to undertake the duties as laid out in Sections 222AH to 222AI in respect of governing the Institute. This strategic plan has been prepared under that mandate and is in the interests of the polytechnic as a whole; it promotes the performance of the functions characteristic of Waiāriki, as required in the Act.

The Strategic Plan is the outcome of a collaborative strategic review process, undertaken from September 2010 and led by us, Waiāriki Institute of Technology Council, to which a wide range of stakeholders have contributed, including Te Mana Mātauranga and the Chief Executive.

Te Mana Mātauranga o Waiāriki (TMM) was registered as a Trust in 2004. TMM acts as the Iwi Tertiary Education Authority for Waiāriki Institute of Technology, within the Waiāriki Rohe. The Council endorses this important role. TMM Trustees represent all of the Iwi and Hapu having tangata whenua status in the region. TMM has been given a mandate to support and offer guidance to the organisation through regular meetings with Council and directly through representation on the Council itself. A Deed of Agreement, established in 2000 gives a unique bicultural governance model to Waiāriki. This has contributed to the Institute becoming a uniquely bicultural educational provider in New Zealand, supporting a region with a strong Māori voice and a developing Māori based economy.

The Chief Executive is the link between governance and executive management. He has the responsibility for operationalising the strategies within this Plan through the Senior Management Team.

Councillors, Trustees and the Chief Executive have an in depth knowledge of local drivers and key issues in the regional community. They have a strong commitment to meeting current and future educational needs, through success of Waiāriki students and their active participation as graduates within the region and across New Zealand. Collectively, we believe that Waiāriki's long term role is to add value to our students through quality vocational education, so that they can contribute to creation of wealth in our region and the wider New Zealand, and add to the social structures and values within our communities.

This Strategic Plan provides high level guidance under which the Chief Executive can operationalise a variety of measures and projects, to ensure Waiāriki achieves its long term vision of "Uniquely Bicultural and the Leading Polytechnic in New Zealand".



Graeme Nahkies

Te Tiamana o Te Kaunihera  
Waiāriki Council Chair



Aubrey Kohunui

Te Tiamana o Te Mana Mātauranga  
Te Mana Mātauranga Chair



Dr Pim Borren

Te Pou Tū Mana  
Chief Executive

## CONTENTS – NGĀ RĀRANGI

Kupu Whakataki .....	2
Foreword .....	3
Contents – Ngā Rārangi .....	4
Introduction – Whakatūheratanga.....	6
Waiāriki’s Current Context 2011 – Ahuatanga Onāianeī .....	9
Charter – Tūtohunga 2008 – 2015.....	11
Vision – Matakite .....	11
Strategic Objectives – Ngā Whāinga Tātai.....	12
Values – Ūara.....	12
The Future Waiāriki – Nga tau ka huri noa.....	14
Aspirational Objective – Whāinga Kaingākau mō: 2020 .....	14
Contribution to New Zealand’s Identity, Economic, Social and Cultural Development – He tākohā ki te whānaketanga o Aotearoa .....	14
Contribution to the Tertiary Education System – He tākohā ki te Pūnaha Mātauranga Tuatoru .....	15
Distinctive Contributions as a Regional ITP – He tino tākohā tēnei Whare Takiūra ā Rohe.....	15
A Continuum of Change - Whakanekeneke Hāere.....	16
1. Downsizing of Governance – Whakaātingia Tikanga Whakahāere.....	16
2. Adoption of the Māori Potential Framework – Whakapūmau Anga Māiatanga Māori .....	16
3. Quality assessment changes – Rerekētanga Aromatawai Kōunga .....	16
4. Reward based funding introduced – Pūtea Pūtake Utu .....	16
5. A priority focus on youth education success – Angitū Mātauranga Taiōhi .....	17
6. Capped total funding – Ngā Pūtea Katoa Whakapōtaehia .....	17
7. Export Education a government priority – Mātauranga Tāwāhi .....	17
The Change from Past to Future Desired States – I ngā rā o mua ki ngā rā e hāere ake nei.....	18
Waiāriki Educational and Other Performance Indicators - Ngā tino nekehanga: 2011 - 2015 .....	19
The Link between Strategic objectives and Strategic Imperatives – Tūhonotanga 2011 -2015 .....	20
Strategic Objectives with Key Evaluative Questions, Goals, Metrics and Actions – Ngā Whāinga Tātai - 2011 to 2015.....	23
References – Ngā Kupu Tautoko .....	32
Abbreviations – Ngā Kupu Whakapoto.....	33

## Tables – Ngā Rārangi

Table 1: Waiāriki Values – Ūara .....	13
Table 2: Waiāriki future positioning in relation to community and national preferences – Ngā Manakohanga ā rohe, ā motu, i ngā rā e hāere ake nei .....	18
Table 3: Waiāriki changes in strategic thinking for 2011 to 2015 – Rerekētanga Whakāāro Tātai mai i 2011 ki 2015 .....	19

## Figures – Ngā Rōpi

Figure 1: Waiāriki Bicultural Governance Structure - Te Hānganga Tikanga Whakahāere ā Rua o Waiāriki.....	7
Figure 2: Waiāriki Organisational Structure - Waiāriki Hānganga Whakahāere .....	8
Figure 3: Waiāriki Values Poster – Pānui Ūara .....	13
Figure 4: The Strategic Objectives and Imperatives Matrix for Waiāriki 2011 – 2015 – Ngā Whāinga Tātai 2011 – 2015.....	22

## **INTRODUCTION – WHAKATŪHERATANGA**

This Strategic Plan describes the way forward for Waiāriki Institute of Technology (Waiāriki) from 2011 to 2015. The plan is a living document to be reviewed on an annual basis, in conjunction with key stakeholders and in the light of government policy demands of the tertiary vocational education sector.

Through extended and interactive engagement with regional and national stakeholders, Waiāriki Council has jointly considered our existing commitment to the success of students and their future role in shaping New Zealand's economy, cultural and social fabric.

The Plan focuses on priority strategic imperatives which will enable Waiāriki to increase its contribution to that future. It confirms the aspirational objective for Waiāriki established in 2008, underpinned by four core strategic objectives and sixteen goals which will enable these strategic objectives to be realised.

In the short term success of the Plan will be measured through achieving the metrics proposed for each goal. Many of these relate to the educational performance indicators (EPIs) agreed with the Tertiary Education Commission in the Investment Plan 2011 to 2013. Others measure success in new strategic imperatives introduced to align Waiāriki with regional or national priorities which derive from the ever changing economic, social and cultural environments of New Zealand.

Each of Waiāriki's business units will operationalise this Strategic Plan through detailed Business Plans, under the direction of the Chief Executive and his Senior Management Team. In the longer term Waiāriki's aspiration remains, as stated in the previous Strategic Plan, to be "Uniquely Bicultural and the Leading Polytechnic in New Zealand".

Waiāriki Institute provides for a rohe across the Waiāriki region of Central North Island, after which it was named at the time of establishment. The region is the home of Māoridom, its cultural practices and beliefs. The unique bicultural nature of the region is reflected in Waiāriki's Tangata Whenua Deed of Agreement, with a governance model as shown in Figure 1. Biculturalism is also reflected in the organisation of management, shown in Figure 2.

Since its founding in 1978, Waiāriki has evolved from a small Tertiary Community College, to become first a Polytechnic and later a large and thriving Institute of Technology.

Waiāriki provides a wide range of students with vibrant and widely varied learning experiences. Subjects and levels offered relate closely to the vocational skill needs of its region. Waiāriki will continue this core role into the future.

The preferred outcome for 2020 is to be an iconic educational business. Waiāriki will be an educational not-for-profit business which is both sustainable and exciting. It will offer students, employees and all other stakeholders an experience to be envied and emulated by collaborators and competitors alike. It will generate margins which are re-invested into its facilities and into the success of its students, creating ever greater returns to the regional economy, its social and cultural fabric.

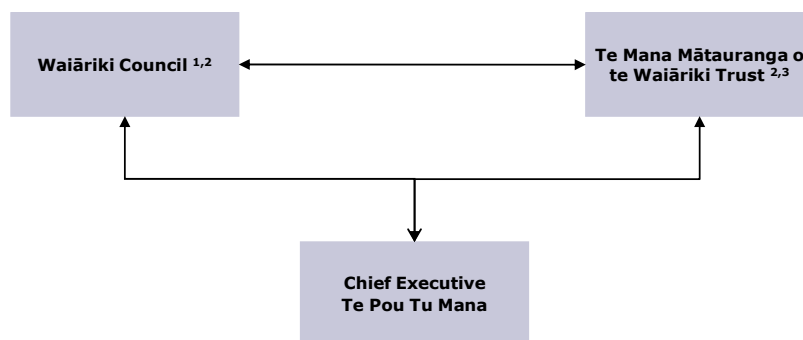
Waiāriki students will achieve success at their studies, across a portfolio reflecting not only the local need for skilled employees, but also the wider opportunities within New Zealand employment and globally.

This Plan combines established and accepted business principles and practices with content from a range of internal and external sources. It highlights strategic areas on which Management and Governance wish to focus, in order to provide a holistic institutional approach to successful student outcomes from future provision. Relevant background supporting information is provided in the Waiāriki Investment Plan 2010-2013 and in referenced documents.

This Strategic Plan includes prompts from two key documents as baseline inputs: The Investment Plan (2011-2013)<sup>1</sup> and the Vision, Mission, Goals, Values and Distinctive Contributions found within the Waiāriki Charter<sup>2</sup>.

**Figure 1: Waiāriki Bicultural Governance Structure - Te Hānganga Tikanga Whakahāere ā Rua o Waiāriki**

**Waiāriki Bicultural Governance Structure  
 Te Hānganga Tikanga Whakahāere ā Rua o Waiāriki**



<sup>1</sup> As per Education (Polytechnics) Amendment Act 2009.

<sup>2</sup> Tangata Whenua Deed of Agreement, 1 November 2000.

<sup>3</sup> Te Mana Mātauranga o te Waiāriki Trust, Charitable Trust Number 1473728, registered 8 January 2004.

**Membership  
 Ngā Mēma**

Council
<b>Statutory Appointments</b>
4 x Ministerial Appointments
2 x Te Mana Mātauranga o te Waiāriki Trust representatives
2 x Waiāriki rohe community representatives

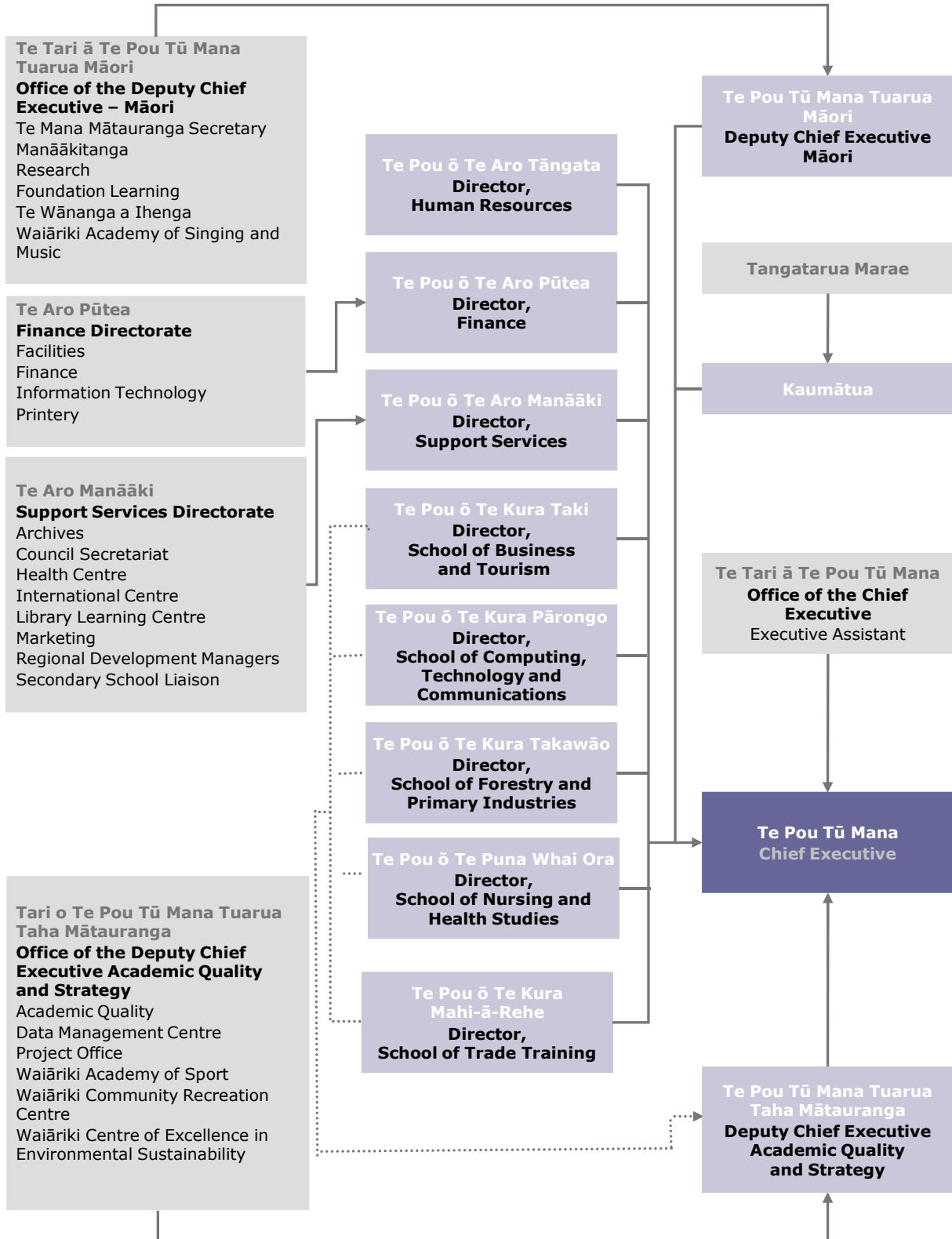
Te Mana Mātauranga o te Waiāriki Trust
Tūhourangi / Ngāti Wahiao
Ngāti Kearoa / Ngāti Tuara
Ngāti Rangiwewehi
Ngāti Manawa
Ngāti Whakaue
Tuhoe Potiki
Raukawa
Ngāti Pikiāo
Whakatōhea
Tuwharetoa
Ngāti Whare
Ngāti Tahu / Ngāti Whāoa
Uenukukōpako
Ngāti Awa
Taurahere
Waitaha / Tūhourangi ki Tapuika

<sup>1</sup> Waiāriki Institute of Technology- Whare Takiura Investment Plan 2011 to 2013.

<sup>2</sup> Waiāriki Charter 2008 to 2013 as Appendix to the Waiāriki Investment Plan 2008-2010, readopted for 2011-2015.

Figure 2: Waiāriki Organisational Structure - Waiāriki Hānganga Whakahāere

## Organisational Structure Hānganga Whakahāere



## WAIĀRIKI'S CURRENT CONTEXT 2011 – AHUATANGA ONĀIANEI

Waiāriki Institute of Technology is a unique organisation situated in a region of natural beauty.

The Waiāriki region has a variety of unique characters which set it aside from much of the rest of New Zealand. These have developed throughout its history, since settlement first by Tangata Whenua and then by European and other migrants.

Interaction of the people with each other and with the physical, land and water resources of the region and further afield, define the nature of Waiāriki. They also determine the role which it now plays, and will play in the future, within the ITP Sector in New Zealand and globally.

The Region (Rohe):

- is renowned for its national parks, Māori culture, tourism, geothermal resources, forests, lakes and wilderness areas;
- is an international tourism destination;
- provides food and forestry based products to the global market;
- contains considerable expertise in the sustainable, environmentally safe management of resources, with associated manufacturing and energy sectors;
- has Rotorua and Taupo as key and growing population centres;
- supports the thriving towns of Whakatāne and Tokoroa and smaller townships of Tūrangi, Opōtiki and many rural centres;
- has a total population of some 175,000 and working age population of 120,000<sup>3</sup>;
- includes a large proportion of New Zealand's Māori corporate assets within its boundaries.

The regional population is characterised by:

- a much higher percentage who acknowledge Māori ancestry than the rest of New Zealand, especially in Rotorua and Eastern Bay and in the Southern part of the Rohe;
- a higher proportion of youth than is found in other areas of New Zealand, especially in Eastern Bay of Plenty districts;
- an increasing level of literacy and numeracy, which will lead to increased productivity;
- an increased level of skills and knowledge over recent years, which has led to increased business activity;
- increased median wage and gross domestic product;
- an increased proportion with higher levels of learning, which leads to innovation;
- a fall in crime and deprivation.

The region's economy is already driven by export earnings, primarily derived from Forestry, Agriculture, Horticulture, Tourism, the Engineering, Energy and Education sectors. These exports are both to other regions of New Zealand and to overseas.

Regional employment continues to change to meet economic and social needs, as part of the growing Tauranga/Western Bay and Auckland/Waikato hinterland. Export earnings are derived from primary sector goods and their derivatives which are despatched through Tauranga Port by sea or by road or air and from incoming tourists and other dollar sources. The main population centres support retail and service economies.

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<sup>3</sup> Census 2006, Statistics New Zealand: Normally resident population, distribution by age and administrative district.

Reflecting its region, Waiāriki operates under a unique model of bicultural education and governance, through its Tangata Whenua Deed of Agreement.

**Waiāriki:**

- Has a comprehensive and detailed understanding of both the needs of its region and New Zealand's tertiary education strategies and priorities
- Formulates its own strategies to take account of local, national and tertiary sector needs.
- Is forward looking and engaged with the regional community.
- Is innovative and responsive to regional and niche national trends and opportunities.
- Is the preferred provider of technical and vocational education and training in the region, with qualifications recognised nationally and internationally.
- Is strongly biculturally branded.
- Offers a range of high quality, vocationally oriented, education and training.
- Enrols upwards of 4,000 equivalent full time students (EFTS) per annum.
- Has a youthful and dynamic student body which reflects the demographics of the region.
- Has alumni that are prepared for and competitive in the global workforce market.
- Supports fitness, sport and culture, including specific Māori and other countries' cultural activities, within its student body and further afield.
- Operates as a viable and sustainable<sup>4</sup> educational organisation.
- Has wise governance, vibrant management and a healthy balance sheet.
- Supports policies of prudent management of resources.
- Receives strong support from stakeholders.
- Operates within a long term vision and planning horizon with a living, constantly updated, business plan.

**Waiāriki** has a portfolio of high quality courses and qualifications;

- defined primarily by the needs of the region's economic, social, geophysical, technological and ethnic landscape that:
    - promote and capture the strong cultural heritage and assets of the region;
    - support foundation learning, focusing on literacy and numeracy, enabling low secondary school achievers to enhance their life chances;
    - support seamless transition of youth from secondary to tertiary education and onwards to higher level vocational learning and employment;
    - are nationally recognised in sustainable land use, clean energy solutions, forestry, agriculture, horticulture, wood manufacturing, tourism management, social, education, early childhood, English language and health sector subjects;
- and
- which include certificates, applied diplomas, degrees and graduate diplomas, with higher level qualifications underpinned by sponsored or collaborative applied research.

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<sup>4</sup> Sustainable: Actions and products that meet current needs without sacrificing the ability of future generations to meet theirs. Sustainability is a broad term and often refers to the desire to provide the best outcomes for the human and natural environments both now and into the indefinite future.  
<http://www.lohas.com/glossary.html#s>

**Waiāriki** provides work-ready well rounded graduates in technologically advanced trades, management, social and cultural subjects. Graduates actively contribute to the economic activity of the region and are sought after by SME and corporate employers and industries from across New Zealand and our trading partners.

The Institute provides vibrant, modern, learning environments, facilities and technology, where learners feel engaged and motivated to succeed at:

- one well provisioned collaborative main campus – Rotorua;
- three smaller regional centres – Taupo, Tokoroa and Whakātane;  
and
- other delivery locations for specialist provision, such as Waipa Primary Industry Campus and Tauranga collaborative Bay of Plenty Polytechnic, Windermere, Nursing Campus, as well as targeted provision in specific communities where engagement is a high priority.

**Waiāriki** supports a networked virtual campus which serves both rural and urban learners. Access to on-line resources, utilising modern information technology, gives students flexibility to study from their workplace or home. Such access is mixed with provision based in marae, workplaces, community halls, secondary schools and other centres in a blended mix of learning, with technology use supported by tutorial contact.

#### **Waiāriki:**

- Has successfully engaged with SMEs as the growing regional economic driver.

This is achieved through consultation, collaboration, partnerships, research and workplace delivery, matching workers' skills with industry and regional needs.

- Collaborates and has thriving partnerships with other quality providers.

Partnership and collaboration maximises pathway opportunities and other benefits for students, sharing educational resources within the region and across regional and national boundaries.

- Has student learning and social development facilitated and supported by well qualified, well remunerated, high performing staff.

Technical and teaching staff work in an innovative, supportive and enabling environment. Staff are rewarded for success and for their achievements.

- Participates proactively in national tertiary education, trade and industry employment related fora, supporting and implementing New Zealand tertiary sector strategies.
- Has pursued international opportunities which have led to sustainable growth of international markets through collaborations, partnerships, pathways and direct recruitment.

## **CHARTER – TŪTOHINGA 2008 – 2015**

The vision, mission, goals, values and distinctive contributions for Waiāriki are taken from the Waiāriki Charter<sup>5</sup>.

## **VISION – MATAKITE**

Waiāriki has a vision of learning for life marked by excellence in provision, relevance to identified needs and capability building and access to employment.

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<sup>5</sup> Waiāriki Charter 2011- 2015 (see footnote page 7).

## MISSION – WHAKATAKANGA

Waiāriki is a uniquely bicultural institution, committed to meeting the needs of two groups: Māori as Tangata Whenua of New Zealand and all other peoples.

Our mission is to deliver skill sets and intellectual capital needed in our region, nation and world by impacting on:

- People and families - transforming their life chances;
- Iwi and communities - achieving their social, cultural and economic goals;
- Businesses - building capacity and creating wealth.

## STRATEGIC OBJECTIVES – NGĀ WHĀINGA TĀTAI

Four long-held strategic objectives for Waiāriki have been:

### 1. **Partnership and collaboration - Whakahoahoa me te mahitahi**

To ensure that Waiāriki's strategic and operational management, together with its teaching and learning activities and all associated support services, occur within a bicultural framework that acknowledges the Treaty of Waitangi principles of partnership, participation and protection.

*Kia whakarite ai te mahi whakahāere o Waiāriki me ngā ngangahau whakaakoranga, ā , ngā ratonga tautoko hoki, ka taka ki roto i te anga tikanga ā rua e manakohia ana i ngā mātāpuna o Te Tiriti o Waitangi, me kii, whakahoahoa,whai wāhi, whakamarumarū.*

### 2. **Quality Provision - Whakaratonga Painga**

To deliver high quality education and training, which meets or exceeds the expectations and requirements of Waiāriki's stakeholders.

*Kia whakaako ai i te mātauranga kōunga teitei me te whakangūngū kia tūtaki ai, hipa atu ai rānei, i ngā tūmanako me ngā hiahia o te hunga e ngākaunuitia ana ki Te Whare Takiūra o Waiāriki.*

### 3. **Vibrant Learning Environment – Taiāo Akoranga Tūkaha**

To provide students with supportive and well resourced learning environments.

*Kia whakarato ai i ngā akonga ki ngā taiāo akoranga tautoko, whai rawa hoki.*

### 4. **Economically Viable and Sustainable – Whai hua**

To maintain viability by effectively rationalising and expanding Waiāriki's financial base and by creating a transparent and responsive structure within which Waiāriki's core activities of education and training will continue to develop.

*Kia tokona ai te whakawhānui i te pūtea o Waiāriki me te anga kitea ā kanohi kei roto, kia hāere tonu ai te whakawhanaketanga ki ngā ngangahau matua o te mātauranga me te whakangūngūtanga.*

These Strategic Objectives have been examined in detail within our planning and review process. They remain at the core of Waiāriki's strategic thinking but have been amended later in this document to reflect the new tertiary, local and global environment.

## VALUES – ŪARA

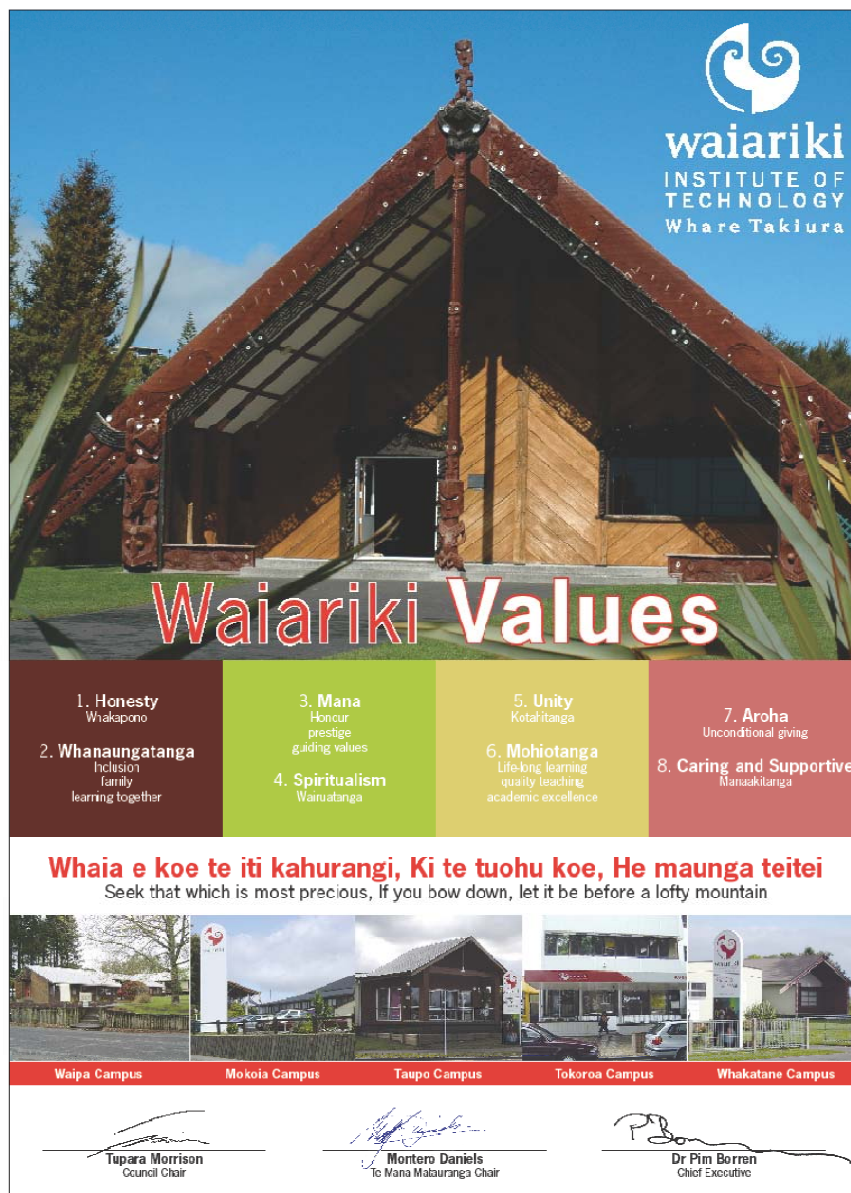
Our eight long-held values are re-affirmed by Waiāriki for the period to 2015.

**Table 1: Waiāriki Values – Ūara**

Ūara	Values
Whakapono	Honesty
Whānaungatanga	Inclusion, family, learning together
Mana	Honour, prestige, guiding values
Wairuatanga	Spirituality
Kōtahitanga	Unity
Mōhiotanga	Life-long learning, quality teaching, academic excellence
Aroha	Unconditional giving
Manāākitanga	Caring and Supportive

Figure 3 shows the Values poster which is proudly displayed throughout the Institute.

**Figure 3: Waiāriki Values Poster – Pānui Ūara**



## THE FUTURE WAIĀRIKI – NGA TAU KA HURI NOA

### Aspirational Objective – Whāinga Kaingākau mō: 2020

Waiāriki Institute of Technology, Uniquely<sup>6</sup> Bicultural<sup>7</sup> and the Leading Polytechnic in New Zealand.

Ko Te Whare Takiūra o Waiāriki, He Whare Takiūra Arataki – Tikanga ā Rua – He Ahurei.

### Contribution to New Zealand's Identity, Economic, Social and Cultural Development – He tākoha ki te whānaketanga o Aotearoa

Waiāriki is committed to being the preferred provider of vocational education at tertiary level in the rohe.

Waiāriki will continue to support and strengthen a seamless transition of youth from secondary education into successful tertiary study and on into active employment. Success at study contributes to growth in income and social wellbeing. We firmly believe that such a role will underpin and support social and economic development and community regeneration.

We are committed to our role, through individual and collaborative activity, providing leadership to our sector.

Waiāriki's identified role demands that we continue to be ever more responsive to employment needs, support government and local initiative to maximise employment opportunity and respond to regional and national priorities and global trends by:

- offering innovative, relevant and high quality programmes of study as nationally accredited qualifications;
- delivering these qualifications in partnership with the community and with other TEOs in a bicultural framework;
- ensuring our graduates are skilled, knowledgeable and work-ready for employment in the current and future global working environment;  
and
- prioritising substantial capability building in:
  - Youth and migrant foundation and transition education, including social sciences and early childhood professions;
  - Business and tourism;
  - Computing, media, communication and design technologies;
  - Forestry and primary industries;
  - Nursing and health studies;
  - Māori development and humanities;  
and
  - Trade training for advanced trades and technicians in building, construction, vehicle repair, personal services and service sector roles, including engineering and materials design relevant to local and national needs.

<sup>6</sup> Uniquely - Being without a like or equal; unmatched; unequalled; unparalleled; single in kind or excellence.

<sup>7</sup> Bicultural: "The Best of Both Worlds – Maori and everyone else" Marae Workshop, 2006, Hamilton Manaia Pihopa Kingi.

## **Contribution to the Tertiary Education System – He tākoha ki te Pūnaha Mātauranga Tuatoru**

Waiāriki aims to be the New Zealand benchmark for:

- Partnership with Tangata Whenua in governance through Te Mana Mātauranga<sup>8</sup>;
- Leadership in developing and providing New Zealand qualifications, developed and delivered through its own and external collaborative provision;  
and
- Producing vocationally skilled and competent graduates, through provision of quality tertiary vocational education, developed in partnership with the Waiāriki community and provided within a bicultural framework.

## **Distinctive Contributions as a Regional ITP – He tino tākoha tēnei Whare Takiūra ā Rohe**

Waiāriki accepts its three core roles<sup>9</sup> with which it has been tasked by government, as a regional ITP:

- to deliver vocational education that provides skills for employment;
- to undertake applied research that supports vocational learning and technology transfer;  
and
- to assist progression to higher levels of learning or into work, through foundation education integrated into acquisition of vocational skills and knowledge.

Further, in the environment of 2011, the Government expects polytechnics to:

- enable a wide range of students to complete industry-relevant certificate, diploma and applied degree qualifications;
- enable local access to appropriate tertiary education;
- support students with low literacy, language and numeracy skills, to improve these skills and progress to higher levels of learning;  
and to
- work collaboratively with industry and other employers, industry bodies, ITOs and other TEOs, to ensure that the vocational learning undertaken meets industry and other employment needs now and into the future and captures efficiencies of shared services or provision where possible.

Waiāriki endorses these roles as a modern and vibrant Institute of Technology, firmly grounded in its local community, while leading a regional vision for economic progress and social advancement.

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<sup>8</sup> This emphasises the importance of Te Mana Mātauranga to all decision making of Council.

<sup>9</sup> Tertiary Education Strategy 2010 to 2015; Ministry of Education, Wellington, 2009.

## **A CONTINUUM OF CHANGE - WHAKANENEKE HÄERE**

Since 2008 there have been seven major, government led, changes to the tertiary environment which have impacted on the strategic thinking and direction of Waiāriki. Some have demanded immediate response, others have allowed considered change; all have impacted this revision of the Strategic Plan. They were:

### **1. Downsizing of Governance – Whakaītingia Tikanga Whakahāere**

Statutory reduction of council to eight members, with the Minister appointing four, including Chair and Deputy Chair. This change impacts the core of our bicultural governance structure and how Māori represent Iwi in our governance body. Our bicultural solution has been to appoint two members of Council from the body of TMM<sup>10</sup>, ensuring that this body of wisdom is represented on the new Council. TMM and Council meet together regularly with the Chief Executive and invited members of the Senior Management Team. At these meetings we debate governance issues in a bicultural context, which then come forward to Council. In this way regional Hapu voices are heard, with representation providing a strong advisory voice in all bicultural issues.

### **2. Adoption of the Māori Potential Framework – Whakapūmau Anga Māiatanga Māori**

The publication of the Māori Potential Framework in 2008, impacts on how Waiāriki delivers on its uniquely bicultural strategies, moving from prioritising language and cultural study to a wider platform of bicultural integration and Māori development. The achievement of Māori potential, Te Ira Tangata<sup>11</sup>, refers to the Māori person and ability to realise their full physical, psychological, emotional and spiritual potential. The Framework identifies three key prerequisites which are fundamental to Māori realising their potential. These are; Mātauranga – building of knowledge and skills; Whakamana – strengthening leadership and decision-making; and Rawa – development and use of resources. Ka Hikitia – Managing for Success/ A Māori Education Strategy 2008-2012<sup>12</sup> paralleled the publication of the Māori Potential Framework by Te Puni Kōkiri. In response, a business plan is under development to progress a “Waiāriki Potential Framework” encapsulating the values of “Māori Potential” across the Institute. This approach has also been embodied within our drive to sustainability and stewardship of resources.

### **3. Quality assessment changes – Rerekētanga Aromatawai Kōunga**

ITPs have changed focus from external audit to self assessment, external evaluation and review (SAEER). Audit has been replaced by external evaluation of the process, with such evaluation providing confidence ratings to support quality assured status. The four year cycle of external quality review by NZQA representatives has changed in emphasis. The new system demands greater internal awareness and ownership of processes and outcomes. The change impacts the way we deliver, modify and evaluate the core business of vocational education, with governance supporting the move. This, combined with merging ITPQ NZ back into NZQA in late 2010 and a central government policy drive to provide a more common approach to a reduced number of rationalised New Zealand Qualifications, demands a strategic response from Waiāriki. Our Academic Team, working closely with Waiāriki Schools already is actively reviewing our portfolio, systems and collaborations, to place Waiāriki firmly in a leadership role for the rationalisation process. This will ensure that our students and our region are well served by such changes.

### **4. Reward based funding introduced – Pūtea Pūtake Utu**

Government has determined that TEC rewards an ITP showing high student success. Investment Plan negotiation outcomes for the period 2011 to 2013 reflected this change.

<sup>10</sup> TMM – see page 2 and 3, “Forward” for the accepted role of TMM and its constitution.

<sup>11</sup> The Maori Potential Approach is a Maori public policy framework Crown Copyright to Te Puni Kōkiri, <http://www.tpk.govt.nz/en/about/mpa/>; June, 2008.

<sup>12</sup> Ka Hikitia, Group Maori, Ministry of Education, Wellington; ISBN 978-0-478-13808-5 / ISBN 978-0-478-13810-8 (Web); 2008.

Rewarding success and penalising poor performance has combined with publication of league tables for key educational performance indicators (EPIs). League tables introduced benchmarking of performance (by Tribal) with comparative assessment of all ITPs across NZ. Global comparisons are possible based on this data. This has shifted views on what quality provision really is and focused Waiāriki on new strategic areas to achieve its aspirational objectives. Our early goals to raise course and qualification completion were reflected in our Investment Plan 2011 to 2013. Outcomes in 2010 already have confirmed that we are on the right track. Although the sector has shifted to higher percentage achievement statistics, Waiāriki has gained several places. It has already risen above others on its road to be the best Polytechnic, as judged by such comparative and compounded high level metrics. These outcomes are derived from more detailed metrics which are routinely monitored as part of managerial functions. They already inform Senior Management in its routine decision making.

### **5. A priority focus on youth education success – Angitū Mātauranga Taiōhi**

The TES 2010-2015 signposted a drive to increased priority for under 25s in vocational education. Subsequent policy initiatives have further raised the profile of youth. Initiatives introduced by government in 2010 break down barriers between secondary school funding and the tertiary sector and support transition to the tertiary environment, and subsequent employment. Strategically, Waiāriki has embraced these policy moves. They have impacted recruitment strategies and the market segment balance within the student body. Already over 50% of Waiāriki student body is under 25 years of age in 2010. There are knock on effects to teacher professional skill needs. This change also includes operationalising a “Youth Transition Plan” to ensure greater secondary school engagement in our region, closer relationships with ITOs and a smooth potential transition of youth from secondary school into tertiary learning and beyond. Youth Transition is captured at high level in the Strategic Objective of a “Vibrant Learning Environment”, increasingly using technologies which are attractive to youth. The “Quality Provision” Objective, which demands a holistic approach to support learner success, also encapsulates a youthful environment at our campuses.

### **6. Capped total funding – Ngā Pūtea Katoa Whakapōtaehia**

The global recession and New Zealand’s economic downturn resulted in government introducing capped total funding for ITPs in 2009. This combined with reward based funding, has forced ITPs to manage enrolment of new students more closely than hitherto. A strategic response, in a situation of excess demand, requires that workforce needs are met to support New Zealand’s economic recovery. The ITP sector must also continue to support social and community wellbeing, as well as individual student potential.

Waiāriki’s fourth Strategic Objective, “Economically Viable and Sustainable” captures the funding policy change, with a broadening of our income base, a drive to greater adoption of sustainable business techniques and through collaborations which increase operational efficiency. These include shared provision of services in key areas of management and information technology use. The approach now also captures environmental stewardship principles, derived from the Māori world view of man’s long term partnership with nature.

### **7. Export Education a government priority – Mātauranga Tāwāhi**

Waiāriki anticipated government priority for export education as a way of increasing (foreign currency) earnings. Waiāriki is already an export education innovator with a substantial interest in international vocational education. Our strategy continues to be one of carefully managed risk. As the business interest in export education continues to grow, so risk reduction strategies have been introduced through collaborative long term international partnerships and a new strategy of innovative public private sector partnership. Our strategic business thinking raises the profile and potential for students studying offshore, through collaborations, to pathway to onshore Waiāriki study. Such pathways offer low risk, albeit long term, solutions to international student

recruitment. The approach to achieve a balanced portfolio of countries and overseas institutions will help Waiāriki avoid negative impacts of currency fluctuation and political change.

Our responses to these external government driven changes to the tertiary environment have been captured in the sixteen goals which are presented in the final section of this Plan. These Goals now reflect changes required of Waiāriki.

## THE CHANGE FROM PAST TO FUTURE DESIRED STATES – I NGĀ RĀ O MUA KI NGĀ RĀ E HĀERE AKE NEI

Paired descriptors, in Table 2, show the past and the desired future state of Waiāriki. Descriptors are presented which relate to positioning in the marketplace, to our internal environment and in a new focus area of relationships of youth with the total Waiāriki business.

**Table 2: Waiāriki future positioning in relation to community and national preferences – Ngā Manakohanga ā rohe, ā motu, i ngā rā e hāere ake nei**

Past State Te Ahua Onamata	Desired Future State He Ahua Wawata e hāere ake nei
<b>Positioning Preferences - Strategic Positioning vis-à-vis The Marketplace</b>	
<ul style="list-style-type: none"> <li>▪ Individual</li> <li>▪ Isolation</li> <li>▪ Decision Gridlock</li> <li>▪ Complex Bureaucracy</li> <li>▪ Inertia Reigns</li> <li>▪ Conservative</li> <li>▪ Risk-Averse</li> <li>▪ Short-Term Focus</li> <li>▪ Quantity</li> <li>▪ Impact On Us</li> </ul>	<ul style="list-style-type: none"> <li>▪ Institutional Focus</li> <li>▪ Collaboration</li> <li>▪ Agile &amp; Responsive</li> <li>▪ Simplified Processes and systems</li> <li>▪ Accepting and Making Things Happen</li> <li>▪ Innovative</li> <li>▪ Calculated Risk-Taking<sup>13</sup></li> <li>▪ Long-Term Focus</li> <li>▪ Quality</li> <li>▪ Service To Others</li> </ul>
<b>Building a strong sense of common purpose across the Waiāriki Community</b>	
<ul style="list-style-type: none"> <li>▪ Siloed</li> <li>▪ Centralised Control</li> <li>▪ Mono-Cultural</li> <li>▪ Compartmental</li> <li>▪ Hierarchical</li> <li>▪ Individual Focused</li> <li>▪ The Unit</li> <li>▪ Need-To-Know and Mistrust</li> <li>▪ Carrot / Stick</li> <li>▪ Reward Commitment</li> <li>▪ Input and Process Focused</li> </ul>	<ul style="list-style-type: none"> <li>▪ Integrated</li> <li>▪ Decentralised, Facilitative Centre</li> <li>▪ Bi-Cultural</li> <li>▪ Cooperative</li> <li>▪ Networked</li> <li>▪ Team Focused</li> <li>▪ The Organisation</li> <li>▪ Open Communication &amp; Trust</li> <li>▪ Shared Commitment</li> <li>▪ Reward Performance</li> <li>▪ Outcomes and Efficiency Focused</li> </ul>
<b>Meeting regional and government expectations for a vibrant, youthful, student body</b>	
<ul style="list-style-type: none"> <li>▪ Mature learners in the majority</li> <li>▪ Aging premises and facilities</li> <li>▪ Low tech face to face delivery</li> <li>▪ Poor secondary school connections</li> <li>▪ Poor availability of campus recreation</li> <li>▪ Poor planning for environmental issues</li> <li>▪ Car friendly campuses</li> </ul>	<ul style="list-style-type: none"> <li>▪ Learners under 25yrs in majority</li> <li>▪ Planned 15 year regeneration of campuses</li> <li>▪ Integrated use of information technology</li> <li>▪ Smooth and seamless youth transition</li> <li>▪ Enhanced sports and cultural facilities</li> <li>▪ Integrated sustainability principles</li> <li>▪ People friendly campuses</li> </ul>

<sup>13</sup> A chance taken after careful estimation of the probable outcome, calculated in the sense of "planned with forethought".

Annual assessment of the paired descriptors, as part of strategic reflective thinking in an SAEER process, is now embedded into evaluation and review. Continued reflection will lead to the identification of possible gaps between “what is” and “what should be”, to ensure that Waiāriki continues to be successful in achieving its goals.

These changes in desired state have led to new focus in Waiāriki strategic thinking, when comparing 2007 to 2010 with the next period, 2011 to 2015.

**Table 3: Waiāriki changes in strategic thinking for 2011 to 2015 – Rerekētanga Whakāaro Tātai mai i 2011 ki 2015**

<b>Waiāriki focus during 2007 to 2010</b>	<b>Waiāriki Focus for 2011 to 2015</b>
Grow student numbers	Consolidate student numbers
Increase revenue	Gain more secure revenues
Be more efficient	Be more effective
Demand better quality	Reflectively support enhanced quality
Improve our profile and reputation	Improve our reputation
Focus on strategic partnerships	Focus on collaboration and risk sharing
Be a happier place	Improve communications
Clear values and direction	Clear direction
Do things, not just talk about things	Do things effectively and efficiently
Focus on student needs for success - inputs	Focus on student success - outcomes
To change	To evolve, building on foundations in place
To survive	<b>To be PROUD</b>

## **WAIĀRIKI EDUCATIONAL AND OTHER PERFORMANCE INDICATORS - NGĀ TINO NEKEHANGA: 2011 - 2015**

To achieve the above changes and meet stakeholder needs, Waiāriki has committed to clear outcome targets in its investment plan 2011 to 2013 and beyond. These focus areas continue our present commitments and build towards outcomes which reflect New Zealand’s aspirations to raise OECD performance benchmarks, personal income, social indicators and labour efficiency in our communities:

1. Building sustained and collaborative provision for entry-level foundation education and increasing the number of young people moving successfully from school into tertiary education;
2. Increasing progression from entry level qualifications at levels 1-3 to trades technician level and higher learning at level 4 and above;
3. Increasing educational success for young New Zealanders – more achieving qualifications at level 4 and above by age 25;
4. Increasing Māori participation, retention and successful achievement at all levels, with increasing progression from foundation to mid level trades and to applied diplomas and degrees;

5. Extending Waiāriki's contribution to higher levels of learning, with teaching supported by an understanding of advanced practice;
6. Strengthening applied research outcomes and technology transfer informed by research;
7. Increasing the proportion and total number of graduates within Waiāriki enrolments that succeed in achieving applied diplomas and degrees, where the identified impact is greatest on productive capability of the region, or the nation;
8. Building a shared regional understanding of needs and priorities and enabling collaborative provision of tertiary education, in communities, Iwi and industries across the Waiāriki region and nationally;

and

9. Improving the educational and maintaining the financial performance of Waiāriki itself.

## **THE LINK BETWEEN STRATEGIC OBJECTIVES AND STRATEGIC IMPERATIVES – TŪHONOTANGA 2011 -2015**

To achieve the Waiāriki Aspirational Objective 2020 of “Uniquely Bicultural and the Leading Polytechnic in New Zealand” and to accomplish the Waiāriki Mission, some adjustment has been necessary to the Goals which now operationalise the four Strategic Objectives. The underlying Strategic Objectives remain:

1. Partnership and collaboration - Whakahoahoa me te mahitahi;
2. Quality provision - Whakaratonga painga;
3. Vibrant learning environment - Taiāo akoranga tūkaha;

and

4. Economically viable and sustainable - Tahua Whakahāerenga Moni, Tahua Tokona.

Over the next five years our Goals and Actions which flow from them, are designed to be:

- Outcomes based;
- Practical;
- Customer focused;
- Cost efficient and effective;
- Awareness raising;
- Empowering;
- Promoting cross-cultural respect;
- Adding value.

The core business principles on which our Goals are founded are:

- Biculturalism – “The best of both worlds” – in future incorporating the Māori Potential Framework into a “Waiāriki Bicultural Potential Framework” which captures potential of youth and Iwi, generates manageable excess demand and adopts a stewardship approach to natural and manmade resources;
- Commitment to continuous quality improvement for our vocational education - through evaluation and reflection, prioritising employment skills and actual outcomes for alumni, gaining top quartile status in benchmarking exercises, enhancing learning experiences and adding value to careers;
- Enhance success for youth in an internationally empowering environment – ensure a positive and vibrant impact of vocational learning and manage associated risks, through our balanced commitment to youth and to internationalisation of learning experiences, across our student body;
- Economically, socially, and environmentally sustainable – gaining recognition for our sustainable business model, achieving annual monetary surpluses for reinvestment, combined with a unique and integrated approach to sustainability through embedding

principles into curricula, offering specialised collaborative qualifications and undertaking applied research with local and international partners.

External environmental changes, already identified and others recently induced by a changing global, economic and physical environment, have impacted on the tertiary sector. These now include the New Zealand and global natural disasters of 2010-2011, many of which affect vocational skill demands into the future.

At governance level the potential impact of global events encourages us to include the introduction of sustainable business practices and a strong drive towards embedding sustainability and environmental stewardship skills in all qualifications. We all, as global and New Zealand citizens, must manage the resources around us, through a stewardship role via our graduates. This captures Waiāriki's response to local, national and global concerns for the long term "health" of our world. It also addresses the need to manage our man made environment.

The above approach has allowed the Waiāriki Aspirational Objective to be confirmed. Each of the four Strategic Objectives, first published in the Strategic Plan 2008-2012, is now supported by four practical Goals, with Actions linked to each goal. Metrics are adopted against which success can be measured.

The use of key evaluative questions is now adopted New Zealand wide by ITPs, as part of government driven tertiary reforms. This self assessment, combined with an external evaluation and review process (SAEER), has been adopted at operational level across Waiāriki in 2010, resulting in quality assured status being confirmed until 2013.

Achievement against Metrics will be measured, by asking of ourselves "evaluative questions" in an "internal" SAEER equivalent process. Success will be measured against Metrics which are laid out in the final section of this Plan. In this way we, the Waiāriki Council, as Governing Body, will ensure that progress will be on track, from 2011 to 2015.

The SAEER processes introduced to replace external quality audit in 2010, now link directly to our competence in delivering high quality vocational education. Such high quality must intrinsically reflect the needs of our stakeholders, as well as enable students to achieve their own goals with support from Waiāriki as their vocational education provider. Strategic planning and this document which has resulted, embed this reflective approach.

Incorporating "strategic imperatives" into our strategic thinking has enabled us to develop a 4X4 matrix in which these strategic imperatives have been applied across the four strategic pillars. This approach further develops the interwoven mat or "Whariki" concept, first incorporated at Waiāriki Institute in strategic planning for the Quality Reinvestment Programme in 2006<sup>14</sup>. It demonstrates the evolution of strategic thinking at Waiāriki. It also emphasises that the future is firmly grounded on our present and past cultures and activities. It serves to emphasis the closely integrated nature of many of our strategic actions, which derive from long term thinking and lead us towards our 2020 aspirational objectives.

Figure 4 shows this matrix, with each cell containing desired outcomes.

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<sup>14</sup> Quality Reinvestment Programme (QRP) Final Report Stage 2, January 2007; QRP Stage 3, Proposal August 2006; QRP3 Final Report, March 2009.

**Figure 4: The Strategic Objectives and Imperatives Matrix for Waiāriki 2011 – 2015 – Ngā Whāinga Tātai 2011 – 2015**

Strategic Objective Strategic Imperative: BEST ITP for:	Partnership and Collaboration GOALS:	Quality Provision GOALS:	Vibrant Learning Environment GOALS:	Economically Viable and Sustainable GOALS:
Application of the Māori Potential Framework	1: Integrate the Māori Potential Framework through collaboration with: <ul style="list-style-type: none"> <li>▪ Iwi, Hapu &amp; communities</li> <li>▪ applied research at Universities &amp; local Wananga</li> </ul>	5: Build knowledge & skills in Māori (and non-Māori) supporting youth achievement, focusing on: <ul style="list-style-type: none"> <li>▪ literacy &amp; numeracy</li> <li>▪ progression to higher levels with raised success rates</li> </ul>	9: Enhance the learning environment by: <ul style="list-style-type: none"> <li>▪ prioritising youth,</li> <li>▪ valuing cultural diversity,</li> <li>▪ strengthening leadership &amp; decision making capacity</li> </ul>	13: Develop & adopt curricula and systems which: <ul style="list-style-type: none"> <li>▪ enhance sustainable use of resources</li> <li>▪ use the Māori Potential Framework approach</li> </ul>
Quality Vocational Education	2: Identify and prioritise: <ul style="list-style-type: none"> <li>▪ work needs of employers, Industry &amp; ITO stakeholders</li> <li>▪ successful employment as an educational outcome</li> </ul>	6: Gain: <ul style="list-style-type: none"> <li>▪ top quartile status in NZ national ITP benchmarking</li> <li>▪ “Highly Confident” ratings in NZQA quality assurance</li> </ul>	10: Provide: <ul style="list-style-type: none"> <li>▪ a futuristic &amp; exciting vocational portfolio</li> <li>▪ modern facilities, learning &amp; learning-support technologies</li> </ul>	14: Add value to: <ul style="list-style-type: none"> <li>▪ graduate incomes</li> <li>▪ regional GDP</li> <li>▪ sustainable productive capacity of Waiāriki Graduates</li> </ul>
Successful Youth Education and International - isation	3: Support & increase: <ul style="list-style-type: none"> <li>▪ collaborative youth transition initiatives</li> <li>▪ students studying in export education partnerships</li> </ul>	7: Increase quality provision through embedding: <ul style="list-style-type: none"> <li>▪ study pathways &amp; articulations</li> <li>▪ student &amp; staff international exchanges</li> </ul>	11: Balance & enhance: <ul style="list-style-type: none"> <li>▪ youthful New Zealander experiences through internationalisation of curricula</li> <li>▪ the international look &amp; feel of campuses, in a culturally sensitive way</li> </ul>	15: Assess and manage risk and increase sustainability achieving surpluses for reinvestment in: <ul style="list-style-type: none"> <li>▪ delivery of quality vocational education</li> <li>▪ enhanced facilities</li> </ul>
Sustainable Business and Environmental Stewardship	4: Collaboratively develop a high quality vocational portfolio which: <ul style="list-style-type: none"> <li>▪ meets the needs of employers for sustainability in industry, Iwi and communities</li> <li>▪ builds a high quality local, national and international reputation</li> </ul>	8: Strengthen the role of the Centre of Excellence in Environmental Sustainability to add value and potential contribution towards a sustainable world by: <ul style="list-style-type: none"> <li>▪ campus</li> <li>▪ community</li> <li>▪ curriculum</li> </ul>	12: Provide model, fit for purpose: <ul style="list-style-type: none"> <li>▪ sustainable campuses</li> <li>▪ support services</li> <li>▪ learning environments which outperform on:                             <ul style="list-style-type: none"> <li>▪ student evaluations</li> <li>▪ staff surveys</li> </ul> </li> </ul>	16: Become the nationally and globally recognised NZ ITP benchmark for: <ul style="list-style-type: none"> <li>▪ sustainable business practice</li> <li>▪ vocational education in environmental sustainability</li> <li>▪ application of environmental stewardship principles</li> </ul>

This 4 X 4 Matrix is interpreted into minor revisions of the Strategic Objectives, each with its own Goals, Actions and Metrics in the following section.

### **Partnership and Collaboration – Whakahoahoa ai Mahitahi ai**

Ensure that Waiāriki operates within a bicultural framework that acknowledges the Treaty of Waitangi principles of participation and protection; that Waiāriki provides leadership and facilitation to enable Māori to enhance their potential and takes up wide ranging engagement opportunities to partner and collaborate, enhancing the portfolio, its reach into the Waiāriki community and our quality of provision.

### **Quality Provision - Whakaratonga Painga**

Deliver high quality education and training through a portfolio of provision which meets or exceeds the expectations and requirements of stakeholders.

### **Vibrant Learning Environment - Taiāo Akoranga Tūkaha**

Provide vibrant learning environments and infrastructure that enable the efficient, effective and appropriate delivery of qualifications and services to students.

### **Economically Viable and Sustainable – Whai Hua**

Maintain viability by rationalising our financial base, generating dollar surpluses for reinvestment within sector guidelines; managing risk through balanced market exploitation, effective live recording and performance reporting; creating a living culture of environmental stewardship to sustain the natural and manmade resources of Waiāriki, our region and the wider New Zealand.

Meeting these four Strategic Objectives will continue moving Waiāriki into the top echelons of the ITP sector. They will create a transparent and responsive education business within which the core activities of high quality and relevant bicultural vocational education will continue to develop, enabling us to reach our aspirational objectives; “Uniquely Bicultural and the Leading Polytechnic in New Zealand” and our graduates to contribute to New Zealand’s economic, social and cultural community aspirations.

The following section describes detailed Goals within each strategic area. These Goals are matched by metrics which will measure our achievements. Against each area we also present two key evaluative questions which will be asked to ensure that we keep on track over the next five years. Each area is determined with reference to the strategic imperative matrix and closely parallels the subsets within this matrix, highlighting where new imperatives have been introduced through the process of reflective analysis of our strategic development pathway.

## **STRATEGIC OBJECTIVES WITH KEY EVALUATIVE QUESTIONS, GOALS, METRICS AND ACTIONS – NGĀ WHĀINGA TĀTAI - 2011 TO 2015**

### **Partnership and Collaboration – Whakahoahoa ai Mahitahi ai**

Ensure that Waiāriki operates within a bicultural framework that acknowledges the Treaty of Waitangi principles of participation and protection; that Waiāriki provides leadership and facilitation to enable Māori to enhance their potential and takes up wide ranging engagement opportunities to partner and collaborate, enhancing the portfolio, its reach into the Waiāriki community and outcomes from our quality provision.

#### **Key Evaluative Questions:**

- 1. Are Māori and other stakeholders actively consulted and engaged in portfolio design?**
- 2. How well do qualifications and activities match the Māori Potential Framework and meet requirements of learners and other stakeholders?**

## **Goal 1: Integrate the Māori Potential Framework through collaboration with Iwi, Hapu, and community, and with applied research at Universities and local Wananga**

### Metrics:

- *Number and depth of collaborations with Iwi, hapu and corporate trusts at or above Plan targets.*
- *Number and outputs of collaborative research projects with Te Whare Wananga o Awanuiarangi and Universities at or above Research Plan targets.*

### Actions:

- 1.1 Reinforce Waiāriki's support of the principles of partnership, protection and participation through application of the Māori Potential Framework integrated with collaborations across industry, other employment, ITOs and industry representative bodies<sup>15</sup>.
- 1.2 Provide learning experiences through global outreach which enable graduates to be cross-culturally sensitive, inter-culturally competent and internationally knowledgeable.
- 1.3 Evaluate and measure the impact of adopting bicultural principles throughout a cross-culturally relevant portfolio, meeting the vocational aspirations of the diverse ethnic mix within Waiāriki communities.
- 1.4 Develop new and strengthen existing collaborative partnerships with Iwi, hapu and communities to increase engagement and success of Māori.

## **Goal 2: Identify and prioritise work needs of employers, industry and ITO stakeholders, and successful employment as an educational outcome**

### Metrics:

- *Graduate destination surveys record >75% of Waiāriki Graduates get appropriate jobs within two months of graduation.*
- *Stakeholder surveys record highly confident ratings for > 90% of qualifications.*

### Actions:

- 2.1 Continue effective stakeholder engagement that leads to enhanced shared understanding of needs, priorities and trends impacting on Waiāriki and the demands made on its students and graduates.
- 2.2 Take a leading role in establishing and participating in regional and national business, social and economic clusters relevant to vocational education and its current and future directions.
- 2.3 Develop and strengthen stakeholder relationships, and collaborative partnerships to become the preferred leader of vocational education in the region.
- 2.4 Actively engage and participate in the strategic planning of regional and Iwi authorities, Hapu and community organisations to enhance the impact of vocational education in the region.

## **Goal 3: Support and increase collaborative youth transition initiatives and students studying in export education partnerships**

### Metrics:

- *Number and outcomes of MoUs and partnerships with overseas TEOs at or above International Plan Targets.*
- *Number of students following seamless pathways from regional secondary schools to Waiāriki at or above Secondary-Tertiary Pathways Plan Targets.*

<sup>15</sup> TMM summary of the Maori Potential Approach – taken from A Maori public policy framework developed by Te Puni Kokiri.- Maori Tertiary Education Framework Reference Group Report , 2003. <http://www.minedu.govt.nz/~media/MinEdu/Files/EducationSectors/TertiaryEducation/MaoriTertiaryEducationFrameworkPDF.pdf>

Actions:

- 3.1 Develop new and strengthen existing collaborative partnerships with Iwi and other stakeholders, to increase engagement and success for Māori and raise output from the Māori economy through internationalisation.
- 3.2 Increase the number and successful outcomes for our students, whether New Zealand resident or recruited from overseas, in both onshore and offshore study.
- 3.3 Implement processes to identify, manage and ameliorate risk in national and international collaborations to gain long term sustainability and benefits of global outreach for our students, graduates and staff.
- 3.4 Achieve a sustainable and balanced portfolio of high quality qualifications to meet the vocational education needs of employers and industry across our region, New Zealand and in key global employment sectors, to support New Zealand's exports, internal economy and social fabric.

**Goal 4: Collaboratively develop and deliver a high quality vocational portfolio, which meets the needs of employers for sustainability in industry, Iwi and communities and which builds a high quality local, and national and international reputation**

Metrics:

- *Invitations to publish, present at conferences and collaborate with other ITPs in NZ and overseas increase at or above Sustainability Plan Targets.*
- *Demand for employment of graduates across sectors with high sustainability values exceeds supply.*

Actions:

- 4.1 Engage proactively with Iwi and Māori Corporates to determine future trends in vocational employment and assess and incorporate key skills and knowledge required from provision of future sustainability curricula.
- 4.2 Regularly research, review and redevelop curriculum content in response to regional and national employment trends in line with New Zealand's model of sustainable resource management and its global priorities.
- 4.3 Strengthen educational networks to achieve global recognition of graduate skills and employability through collaborative partnerships which capture trends in global demand for sustainability "wise" graduates.
- 4.4 Lead ITP sector groups and collaborative sector clusters in collaboratively offered sustainability qualifications, meeting the needs of key industries to ensure relevance and high quality of modern, forward looking content.

**Quality Provision - Whakaratonga Painga**

Deliver high quality education and training through a portfolio of provision which meets or exceeds the expectations and requirements of stakeholders.

**Key Evaluative Questions:**

3. How well do learners achieve?
4. How effective is the teaching?

**Goal 5: Build knowledge and skills in Māori (and Non-Māori) supporting youth achievement**

Metrics:

- *Course and qualification success at or above TEC Investment Plan Targets for Māori and non Māori <25 years of age.*

- *Full NZQA SAEER accreditation continued for all Qualifications including those underpinned by applied research.*

Actions:

- 5.1 Support and leverage youth secondary to tertiary transition initiatives which ensure learner engagement, including through projects which enhance industry and employment outcomes, such as workplace learning, within the context of the Māori Potential Framework.
- 5.2 Support all staff involved in foundation courses and in other youth training to gain specialist skills in literacy and numeracy teaching, including use of national benchmarking tools for literacy and numeracy competence and use such tools to monitor learner progress.
- 5.3 Support quality teaching and learning through applied research which underpins curriculum content and enhances depth of knowledge, understanding and success for staff and students alike, including elective options in qualifications and access to knowledge of Māori culture, language, governance and corporate practice.
- 5.4 Support multi-cultural/bicultural student events in sports, recreation and culture which strengthen participation in holistic learning and engagement in the broad community that is Waiāriki.

**Goal 6: Gain top quartile status in NZ National ITP benchmarking and Highly Competent ratings in NZQA Quality Assurance**

Metrics:

- *The Four TEC published Annual EPIs and position in TEC ITP sector benchmarking trend upwards to top quartile status by 2013.*
- *NZQA SAEER and internal quality assurance Confidence Ratings.*

Actions:

- 6.1 Benchmark quality management through rigorous self assessment and achieve system and related academic quality improvements which celebrate and promote best practice.
- 6.2 Regularly research, review and redevelop curricular content, pedagogies, modes of delivery and assessment practices to gain best possible outcomes for students, to outperform on NZQA quality assurance demands and professional body needs.
- 6.3 Focus human resource management practices to attract, retain, develop and reward staff of the highest calibre.
- 6.4 Actively monitor student success throughout all learning pathways and proactively support learning success at classroom and student level by appropriate interventions in a timely and efficient manner.

**Goal 7: Increase quality provision through embedding study pathways and articulations, student and staff international exchanges**

Metrics:

- *Number of graduates with international pathway experience at or above International Plan Targets.*
- *Graduate destination survey reports > 80% of international articulations benefit graduates.*

Actions:

- 7.1 Increase international exchange pathways available for all students, to gain experience in New Zealand and overseas, through industry and professional collaborations.

- 7.2 Enhance internationally relevant content of Waiāriki curricula and qualifications, including double badging of New Zealand qualifications with those from other countries and their TEOs.
- 7.3 Ensure international recognition of quality curricula and portfolio content through evaluative feedback from international employer and sector representatives.
- 7.4 Provide attractive learning resources of high professional quality which are easy to access and readily understood by students from a wide variety of cultures, ethnicities and backgrounds, including support for study of English as a second language for those who study in a non-native language.

### **Goal 8: Strengthen the role of the Centre of Excellence in Environmental Sustainability to add value and potential contribution of graduates, staff and high quality curricula towards a sustainable world**

#### Metrics:

- Annual Qualification Reviews with sustainability ratings at or above Sustainability Plan Target.
- Staff awareness audits show sustainability awareness ratings >65% by 2013.

#### Actions:

- 8.1 Undertake ongoing environmental scanning of the sustainability issues affecting the workforce across subjects within the Waiāriki portfolio and future regional needs.
- 8.2 Embed principles of sustainable environmental stewardship and sustainable business into curricula, supported by applied research, to meet regional and wider needs of the workforce.
- 8.3 Undertake professional development to gain awareness among tutorial and managerial teams of practical business sustainability and environmental stewardship issues, ensuring continuous improvement in efficiency of staff and resource use through ongoing application of best practice sustainable business principles and practices.
- 8.4 Strengthen the leadership role of the Waiāriki Centre for Excellence of Environmental Sustainability within Waiāriki itself, its region and nationally, through raising profile, organising leadership events and supporting New Zealand's drive to be recognised internationally in these fields.

#### **Vibrant Learning Environment – Taiāo Akoranga Tūkaha**

Provide vibrant learning environments and infrastructure that enable the efficient, effective and appropriate delivery of qualifications and services to students.

#### **Key Evaluative Questions:**

5. How well are learners guided and supported?
6. How effective are governance and management at supporting educational achievement?

### **Goal 9: Enhance the learning environment by prioritising youth, value cultural diversity, strengthening leadership and decision making capacity**

#### Metrics:

- Proportion of Māori and non-Māori school-leavers < age 25 years within total EFTS at agreed TEC Investment Plan levels.

- *Number and value of events, scholarships and awards won showing youth success in cultural and other curricular and non-curricular educational related activities, including sport and music academies and other sector competitive events, meet or exceed Section /Directorate Plans.*

Actions:

- 9.1 Maintain recruitment of Māori and non-Māori school leavers in line with demographic changes across the region, through managing surplus demand within EPI commitments.
- 9.2 Develop and enact specific marketing activities and linkages with stakeholders that target youth recruitment and transition to tertiary study.
- 9.3 Provide holistic support services throughout their transition period for school leavers into the tertiary learning environment, across all ethnicities, including for New Zealand based or new arrival International Students.
- 9.4 Establish events, scholarships, internships, mentoring, applied research projects and sporting, cultural and other non-curricular activities for youth which recognise and celebrate diversity of origin and benefits of study and non-study related success.

**Goal 10: Provide a futuristic and exciting vocational portfolio from modern facilities, supported by modern learning and learning support-technologies**

Metrics:

- *Student satisfaction ratings for courses and qualifications > 85%.*
- *15 year Capital Asset Management, Facilities and IT Service Plan targets met.*

Actions:

- 10.1 Adopt and follow the 15 year campus development plan through reinvestment of significant surpluses, year on year.
- 10.2 Improve and maintain infrastructure of applied information technologies to achieve enhanced learning and a networked virtual campus supporting global access and information exchange.
- 10.3 Ensure a balanced and sustainable mix of ages and market segments within student cohorts to provide a supportive learning environment for all ages with cross cultural mentoring and buddy systems.
- 10.4 Link the themes of campus learning resources to the futuristic portfolio of qualifications offered to students.

**Goal 11: Balance and enhance youthful New Zealand experiences through internationalisation of curricula and the international look and feel of Campuses, in a culturally sensitive way**

Metrics:

- *First Impressions Survey satisfaction ratings towards campus facilities rising to >90%.*
- *Exit survey satisfaction ratings at or above targets compared with ITP sector norms.*

Actions:

- 11.1 Promote collaborations and pathways and assimilate international qualification content into the portfolio offered by Waiāriki, enhancing student learning experiences and cultural awareness, including double badging of New Zealand qualifications with those from other countries and TEOs.
- 11.2 Increase the number of domestic and international students studying within collaborating TEOs both offshore and onshore.

- 11.3 Actively invest in culturally relevant soft and hard design, furnishings and in sporting, cultural and other activities which reflect or enhance the environment in which Waiāriki functions, targeting across all student ethnicities and cultures.
- 11.4 Promote staff leadership and student international exchange across a balanced portfolio of countries and potential student recruitment strategies.

**Goal 12: Provide model, fit for purpose, sustainable campuses, support services and environments, applying sustainable business and environmental stewardship principles which outperform on student evaluations and staff surveys**

Metrics:

- Annual staff climate surveys report level of staff satisfaction for sustainability within campus facilities, support services and learning environments > 65% by 2013, trending upwards across all areas of the Institute.
- Student exit surveys and qualification reviews record sustainability ratings for courses, qualifications and learning environments >65% by 2013, trending upwards.

Actions:

- 12.1 Undertake course and qualification impact assessments related to sustainable environmental stewardship and business practices on a routine basis for all student cohorts.
- 12.2 Continuously monitor the demand for and trends in learning technologies and resource management techniques to capture advances and embed them within curricula and qualifications.
- 12.3 Encourage all staff to participate in professional development and performance appraisal activities in a constructive and positive environment of continuous quality improvement within parameters of sustainable business and stewardship practices.
- 12.4 Offer strong and positive constructive leadership from executive across the institute with clear recognition of individual roles and functions in sustainable practices, with support and encouragement from Human Resources personnel.

**Economically Viable and Sustainable – Whai Hua**

Maintain viability by rationalising our financial base, generating dollar surpluses for reinvestment within sector guidelines; managing risk through balanced market exploitation, effective live recording and performance reporting; creating a living culture of environmental stewardship to sustain the natural and manmade resources of Waiāriki, our region and the wider New Zealand.

**Key Evaluative Questions:**

7. What is the value of outcomes for key stakeholders including learners?
8. Are the Institute and resources managed sustainably?

**Goal 13: Develop and adopt curricula and systems which enhance sustainable use of resources using a Māori Potential Framework approach**

Metrics:

- At or above target for sustainability indices for both business and curricula.
- EFTS required to meet regional demand for core priority subjects exceeds EFTS available.

Actions:

- 13.1 Consult with and promote Waiāriki qualifications across regional Māori communities and corporate trusts, in culturally appropriate ways, highlighting embedded sustainability and environmental stewardship principles and practices.
- 13.2 Engage in collaborative provision, with communities, Iwi, industry and other employers, ITOs and employer organisations, across the region and nationally.
- 13.3 Encourage and maximise shared investment in educational services and resources for sustainability.
- 13.4 Invest in sustainability provision to meet regional skill needs within our communities.

**Goal 14: Add value to graduate incomes, regional GDP and sustainable productive capacity of Waiāriki Graduates**

Metrics:

- Graduate incomes from destination surveys above student pre-Waiāriki levels and after 5yrs >5% above regional equivalent mean income.
- Natural resource sustainability trends (e.g. lakes water quality, forest renewal rates, carbon footprint for major industries) for the region improve year on year as per Environment Bay of Plenty/S Waikato plans.

Actions:

- 14.1 Offer qualifications that reflect and add value to the significant employment sectors of the Waiāriki region, taking a leadership role in National Qualifications consortia with application of quality self assessment and review, linked to regional and New Zealand wide subject demands and trends.
- 14.2 Develop and strengthen vocational qualifications that align with regional needs for employment skills, meeting demands generated by new and potential added value industry opportunities.
- 14.3 Ensure lower level qualifications have meaningful pathways to higher learning, incorporating sustainability, environmental stewardship and management principles at all levels.
- 14.4 Increase applied research activities related to sustainable environmental management and environmental stewardship to underpin high level qualifications, including technology transfer and development of new applied and sustainable workplace technologies.

**Goal 15: Assess and manage risk, increase sustainability, achieving surpluses for reinvestment in delivery of quality vocational education and in enhanced facilities**

Metrics:

- Risk ratings are below ITP sector benchmarks.
- Surpluses from delivery of vocational education at or above ITP sector benchmarks and institutional consolidated budget targets.

Actions:

- 15.1 Manage risk within the portfolio through rationalising qualifications and courses, aligning with regional priority needs and by balancing market segments – including Youth Transition, second chance full time learners, part time learners and international students onshore and offshore.
- 15.2 Assess and ameliorate impact of changing demographics, economic and political circumstances negatively impacting on Waiāriki's business model to ensure that surpluses are maintained at or above sector benchmarks.

- 15.3 Manage risk within income streams and grow income to targets agreed with TEC and Council, by expanding Waiāriki's financial base, gaining public and non-government funding for environmental stewardship and other emerging fields, which will enhance educational quality and underpin business sustainability.
- 15.4 Increase and balance income achieved through international education by developing and strengthening long term partnerships with high quality organisations, in a balanced range of countries that generate and foster student articulation, dual matriculation, enhanced applied research outcomes, staff and student exchanges and margins for reinvestment.

**Goal 16: Become the nationally and globally recognised NZ ITP benchmark for sustainable business practice, for vocational education in environmental sustainability and for application of environmental stewardship principles**

Metrics:

- *Sustainable Business Awards won.*
- *Number and percent of qualifications with embedded sustainability principles and level of associated research funding, meets or exceeds Sustainability Plan.*

Actions:

- 16.1 Reduce environmental and social impacts of adverse resource management systems locally and nationally through design, development, communication, partnership and integration of environmental stewardship principles into curricula and Waiāriki's own business practices.
- 16.2 Invest in, embrace and embed business sustainability and environmental stewardship as key principles for Waiāriki in development of new curricula and existing qualifications.
- 16.3 Manage the business in a way which is responsive to stakeholders and market forces, monitor and measure Waiāriki's environmental footprint in the context of a leadership role within New Zealand's ITP sector and the demand for sustainable practice across Australasia and the Pacific Region.
- 16.4 Invest in systems, processes and practices which facilitate sustainable business practice, support the pioneering leadership role of Waiāriki in this field and communicate principles of business sustainability to stakeholders.

**Waiāriki Institute of Technology,  
Uniquely Bicultural and the Leading Polytechnic in New Zealand.  
Ko Te Whare Takiūra o Waiāriki, He Whare Takiūra Arataki, Tikanga ā  
Rua – He Ahurei.**

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## **ABBREVIATIONS – NGĀ KUPU WHAKAPOTO**

Council	The Waiāriki Governance Body
EPI(s)	Educational Performance Indicator(s)
ITP	Institute(s) of Technology and/or Polytechnic(s)
NZQA	New Zealand Qualifications Authority
OECD	Organisation of Economic and Community Development
SAEER	Self Assessment, External Evaluation and Review
SME	Small and Medium Enterprises
TEO	Tertiary Education Organisation (overseas may be referred to as Higher Education Organisations)
TMM	Te Mana Mātauranga