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# *Learner Success Plan Update*

Learner Success Plan - Phase II

<b>TEO name</b>	Te Herenga Waka—Victoria University of Wellington
<b>New Zealand Business Number (NZBN)</b>	9429041925515
<b>EDUMIS number</b>	7004
<b>Lead contact for plan discussions</b>	Tumu Whakauru—Deputy Vice-Chancellor (Students) Dr Logan Bannister
<b>Led by</b>	Assistant Vice-Chancellor (Mātauranga Māori) Associate Professor Meegan Hall
	Acting Assistant Vice-Chancellor (Pasifika) Fabiefara Filo Masoe
	Acting Director, Tītoko—Student Success Kirsty McClure
	Principal Adviser, Special Projects—Tītoko Beth Smith
<b>Mobile</b>	027 215 7734
<b>Email</b>	logan.bannister@vuw.ac.nz

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## Timeline for Learner Success Plan:

LSP Phase I—2022–2024

LSP Phase II—2025–2027

# 1.0 Executive summary

Te Herenga Waka—Victoria University of Wellington is committed to taking a whole-of-institution approach to achieving better outcomes for Māori and Pasifika students. Te Herenga Waka acknowledges the aspirations of students, their whānau, and communities. The University values the cultural capital, strengths, and skills brought to academic study and the wider University community.

Te Herenga Waka's [Strategic Plan 2024–2027](#) provides a refreshed vision for the University. Work to support student success is aligned with Te Herenga Waka's values, vision, and mission, which focus on the priorities of connection, collaboration, and community. In support of the strategy, this Learner Success Plan (LSP) supports the aspirational goal. As stated in the 2022 LSP, the University's goal is to:

**Achieve parity in qualification completion rates for Māori and/or Pasifika students in undergraduate degrees by 2030. This will positively impact not only VUW—THW graduates but also their whānau, communities, and future generations.**

The LSP is mapped to the TEC Ōritetanga—Learner Success Framework and highlights specific development, change, and enhancement areas to ensure the University progresses towards its goal. For this 2025–27 LSP, Te Herenga Waka looks to build on past activity and focus more directly on Māori and Pasifika student impact.

The pillars of this plan are:

**1) Learning environments and sense of belonging:** providing culturally relevant learning environments, spaces, and support for Māori and Pasifika students to thrive

**2) Inclusive curriculum:** a commitment to delivering quality teaching and learning (pedagogies, programmes, and content) that are culturally responsive and intentionally designed

**3) Staff cultural capability development:** a commitment to developing culturally confident staff who can support, safely connect, and inspire students through engaging and culturally responsive practice 4) Student journey mapping: a commitment to understanding and enhancing the student experience, ensuring tailored support, effective communication, student-centric systems and resources for student success, and alignment of continuous improvement initiatives that contribute to the goal of qualification completion parity.

The process to inform this refreshed plan for 2025 through to 2027 involved workshops held in Q4 2024 between the Assistant Vice-Chancellor (Pasifika); Assistant Vice-Chancellor (Mātauranga Māori); Tumu Maruānuku—Deputy Vice-Chancellor (Academic); Tumu Whakauru—Deputy Vice-Chancellor (Students); Acting Director, Tītoko Student Success; Principal Adviser, Special Projects and Principal Adviser, Strategic Projects, both sitting within the Tumu Whakauru—DVC (Students) portfolio.

Te Herenga Waka is engaged in a multi-year programme of work that draws on a whole-of-institution focus through coordinated activity, designed to secure positive outcomes for students, focusing on Māori and Pasifika students under this plan.

This LSP aligns activity with the University's Investment Plan and the new strategy that extends across the same period. Support changes and system developments through Q1 and Q2 2025 will be reported separately to connect and refocus work resulting from the 2022–2024 LSP into this new direction and priorities.

As with the previous LSP, quarterly reporting on progress made for this LSP will continue for the duration of this 2025–27 period, as and when required by the TEC.

## 2.0 *Strategic context*

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In 2024, Te Hiwa, the University's senior leadership team, worked with staff and student communities on a strategic plan refresh. That process resulted in a new strategic plan, Mahere Rautaki.

Mahere Rautaki describes Te Herenga Waka's mission to draw on whakapapa, knowledge, and place to shape a better future together. Te Herenga Waka's values guide the way students and staff are engaged. The new strategic priorities focus on connection, valuing and understanding our diversity; collaboration, valuing and using our strengths together; and community, creating value for the whole society. A key priority is connecting aspiration to opportunity through pathways for Māori and Pasifika student success.

A multi-pronged approach is being taken to achieve the systemic change necessary for parity in undergraduate qualification completion for Māori and Pasifika students at Te Herenga Waka. In the learning and teaching context, the University is focusing on developing and strengthening undergraduate course design and pedagogy. Ensuring Māori and Pasifika students feel a strong sense of belonging at Te Herenga Waka requires an ongoing focus on student wellbeing, inclusive communities, and the development of learning spaces (digital and physical). This University strives to take an integrated and student-centric approach to student services, partnering with students to enhance academic success and personal growth. Te Herenga Waka will continue to focus on strengthening an integrated, data-informed advising model.

The inaugural role of Tumu Whakauru—DVC (Students), reporting to the Vice-Chancellor, was appointed in 2023. The Student Experience Committee was also established, co-convened by the Assistant Vice-Chancellor (Mātauranga Māori) and Assistant Vice-Chancellor (Pasifika), alongside the Tumu Whakauru—DVC (Students). This committee informs the alignment of initiatives with the goals of enhancing student experience and academic success.



## 2.1 University frameworks and plans

Other frameworks and plans that contribute to the LSP context include:

- ▶ [Mai i te Iho ki te Pae](#)—Māori Strategic Outcomes Framework
- ▶ [Pasifika Strategy and Operational Plan](#)
- ▶ [Paerangi](#)—Student Success Framework
- ▶ [Ki te rā](#)—Student Wellbeing Outcomes Framework 2024–2030
- ▶ [Education \(Pastoral Care of Tertiary and International Learners\) Code of Practice](#)
- ▶ [Te Ara Taupuhupuhi](#)—Disability Action Plan 2023–2025 (to be refreshed from 2025–2027).

[Mai i te Iho ki te Pae](#) draws on the University's Māori values to achieve positive Māori outcomes based on a collective impact approach. The [Pasifika Strategy and Operational Plan](#) is a pan-university strategy for influencing and informing the University's work with Pasifika.

The Paerangi Framework is a holistic and whole-of-institution approach to supporting students throughout their academic journey and draws on the University's values in the strategic plan. The framework provides an organising and coordinating approach to the activity within the educational environment that impacts retention, progression, and student success.

[Ki te rā](#) was approved by the University's Council in 2024. It describes the University's commitment and approach to building on work already in place to advance student wellbeing. The University is applying the [Pastoral Care Code](#) by complementing a primary support and response-focused approach to wellbeing with key outcomes that will enhance student wellbeing, prevent poor wellbeing, and empower students to thrive while reaching their academic and personal potential.

[Te Ara Taupuhupuhi](#) supports the University to meet the advancement of help for disabled students. The plan follows guidance provided in the [Kia Ōrite Toolkit](#) for an inclusive tertiary education environment. The plan builds on the 2017 Disability Action Plan, significantly increasing the number of disabled students at Te Herenga Waka.



## 2.2 Student support services

The Āwhina team sits in the Office of the Deputy Vice-Chancellor (Māori and Kaitiakitanga), who reports to the Vice-Chancellor. It is a key part of the on-campus support for taira Māori, providing them with a culturally safe, positive, and holistic experience that encourages cultural confidence and academic success through a kaupapa Māori framework. Āwhina acts as a bridge between taira and other student support services, providing advocacy, one-to-one sessions, mentoring, academic and wellbeing events, and study wānanga.

The Pasifika Student Success team sits in the Office of the Assistant Vice-Chancellor (Pasifika), who reports to the Provost along with the faculty deans. It is a strong and committed team that has members based in each of the faculties. The team is also represented in the Pasifika Pillars group, which is made up of Pasifika staff from across the University who work together to ensure that Pasifika students are well supported. The Pasifika Student Success team provides culturally appropriate, holistic pastoral care and advocacy for all Pasifika students at the University. Part of the journey is to support Pasifika students with planning and navigating their transition into university life, their place of belonging, and graduating. They provide access to Pasifika spaces, community events, academic mentoring, and pastoral support, working alongside other teams such as Tītoko—Student Success and Te Pūrengi—Student Experience and Wellbeing.

Tītoko Student Success (faculty student success advisers) has partnership agreements with the Āwhina and Pasifika Student Success teams to establish and strengthen ways of working collaboratively and in partnership to support Māori and/or Pasifika students.

A wider network of student services teams also works in partnership with each other and with students, supporting students to achieve academic and personal goals. Despite tight resourcing, much has been implemented to support students' wellbeing, development, and educational achievement while engaging and empowering students to manage their wellbeing.



# 3.0 2022–24 Learner Success Plan

## Phase I—progress update

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### 3.1 Overview

The Learner Success Plan (LSP) 2022–2024 set out initiatives aligned to the TEC Ōritetanga—Learner Success Framework. The plan focused on the seven capabilities underpinning a learner-centric operating and improvement model for equity of participation and achievement for all students, explicitly advancing priority learners.

Research shows that student progression can be positively impacted by focusing on undergraduate students entering the university environment with the measures and initiatives needed to support them to succeed in their first year of study<sup>1,2</sup>.

Te Herenga Waka is looking to build on past activity and focus more directly on impacts on Māori and/or Pasifika students through this updated LSP for 2025, 2026, and 2027 (Phase II).

Improving qualification completion rates for Māori and Pasifika students to achieve parity with non-Māori and non-Pasifika students requires the consideration of the specific barriers students face and providing positive and timely interventions to prepare, support, and connect Māori and Pasifika students to successfully navigate their academic journeys, leading to a successful qualification outcome.

See Appendix 2: 2022–2024 Learner Success Plan Road Map Phase I. Specific measures and outcomes from these plans have been reported in quarterly reports submitted to the TEC.

The foundation for raising organisation-wide accountability for improving Māori and Pasifika undergraduate education outcomes is established through structure and procedure change. This approach strengthens the commitment of leadership and governance to delivering equitable outcomes for priority learners.

Many initiatives and projects implemented during the 2022–2024 LSP Phase I period have moved to business as usual (BAU) and are part of the University cycle for continuous improvement. Initiatives and actions that continue to be developed and monitored for their impact on Māori and Pasifika student success are included in this 2025–2026 LSP Phase II outline. Refer to Appendix 1 for the 2025–2027 Learner Success Plan Road Map Phase II.

<sup>1</sup>Ball, I., Banerjee, M., Holliman, A., et al. Investigating Success in the Transition to University: A Systematic Review of Personal Risk and Protective Factors Influencing Academic Achievement. *Educ Psychol Rev* 36, 52 (2024). <https://doi.org/10.1007/s10648-024-09891-0>

<sup>2</sup>van Rooij, E.C.M., Jansen, E.P.W.A., and van de Grift, W.J.C.M. First-year university students' academic success: the importance of academic adjustment. *Eur J Psychol Educ* 33, 749–767 (2018). <https://doi.org/10.1007/s10212-017-0347-8>

## 3.2 Lessons learnt

Many factors impact the success of priority student groups, both internal and external. Due to this complex set of interactions, the University needs to consider the needs of Māori and Pasifika students, recognise specific drivers and barriers, and how the University may support them best. Lessons learnt in recent years have informed the future direction of this updated LSP.

TEC Learner Success Capabilities	Overview of lessons learnt
<b>1. People, culture, and leadership</b>	The University has revitalised the focus and culture of student experience and success. Legislation, such as the introduction of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 and the new Strategic Plan, have sharpened the responsibility to embed student-centric approaches and take a whole-of-university view to support student success for the diverse student communities. In 2024, analysis conducted by the Assistant Vice-Chancellor (Pasifika) on Pasifika student retention and success data was presented to faculty leadership teams. As a result of this roadshow, several deans are actively planning staff professional development and process review actions aligned with this LSP Phase II update. The areas of focus outlined in this plan need to be well-socialised and supported through good change management to achieve the objective.
<b>2. Data and technology</b>	The current set of data reports and dashboards on student success, retention, and progress data across the University has provided a platform for transparency and direction in developing governance, processes, and policies. This initial adoption of data analytics has raised some awareness of touch points and engagement with students for support services and teaching and learning practices to continue to build on. A consistent approach must be established to analyse data, design change programmes to respond to the situation, and build capabilities across the University to engage effectively with the data.
<b>3. Guided pathways</b>	Preparation and transition from secondary school to university needs to be a focus of further development and change. Where possible, the design of these pathways needs to connect communities and whānau as partners to enrich a holistic and supportive experience and sense of place where Māori and Pasifika students succeed.
<b>4. Holistic learner supports</b>	In 2022, the University underwent a large-scale organisational redesign and structural change for many student and academic services following the Student Services Transformation Programme. Since 2023, there is evidence of a significant uplift in student engagement with all support services following the COVID-19 pandemic. More work is required to strengthen integrated approaches supporting student success. The impact on the Māori and Pasifika student experience must be clearly articulated throughout their undergraduate academic journey to ensure timely and culturally appropriate collaboration and connection between support services and learning and teaching. This process must also adjust and learn through good data and student voice to respond to the changing needs of future student cohorts.

**5. Learner-centric systems**

The University has shifted its capabilities and potential through the adoption and continual improvement of student support, engagement, and teaching and learning technology. This capability has benefited many students and allowed them to manage their studies alongside the external influences of their lives. Many students still face significant technology challenges and incompatibility with their personal learning needs. The diversity and inequity of these system issues are ongoing work for the whole University. The student journey mapping, curriculum transformation project, and further enhancement of the integrated, accessible, and visible support model are essential contributors to help address some of these challenges.

**6. Teaching and learning**

The first-year retention project began in 2024 and brought together teaching teams and support staff for collaborative learning and assessment design. The inclusion of a broader source of perspectives enriched the course development process. The collaborative approach gave valuable insights that can now be elevated into broader curriculum principles. This focused design process allowed student services staff to bring their expertise and insights to contribute to course design, focusing also on Māori and Pasifika students.

**7. Partnerships**

In pursuit of further support and resources, collaboration through a partnership with the University of Canterbury through the TEC's Tūwhitia fund with the He Kokonga Whare e Kitea project has been established. This project aims to accelerate impacts on student success through data collection, timely response by advisers and teaching staff to interpret the data and design appropriate and impactful changes to course curriculum and delivery approaches. This will require significant capability building for staff in data comprehension and the design of effective interventions. As part of this LSP Phase II, a connection between the staff capability development and inclusive curriculum pillars will be made to the data analysis, coaching for staff, and faculty adoption of this project.

### 3.3 TEC Learner Success Capabilities (LSC) actions from LSP 2022–2024

TEC LSC	Key actions taken
Data and technology	Learning management system implementation: completion of the learning platform project and delivery of Nuku.
	Data dashboards for faculty leadership on Māori and Pasifika student success, retention, and completion data have been developed.
People, culture, and leadership	Initiation of Tūwhitia funding application for He Kokonga data capability project in partnership with the University of Canterbury for data capabilities.
	LSP was reviewed and aligned with the Strategic Plan and Investment Plan.
Student-centric systems	Student life-cycle review and learner journey mapping.
	Student Communications Review.
Holistic student supports	Evaluation of 2023 holistic model results for services relative to retention movement.
	Digital writing tool to support the student learning service—tools assessment and trial, and comparison of results to other AI tools, in addition to a face-to-face learning support service. The pilot plan was completed and funding was approved.
	'Have Your Say' survey feedback analysis—The annual 'Have Your Say' student satisfaction survey is carried out in August each year. The results are built into operational plans and have informed the updated 2025–27 LSP.
Teaching and learning	A pilot is under way for the gatekeeper/catapult first-year first-trimester course redesign in preparation for Trimester 1, 2025, focusing on a provisional admission course.
Partnership	Partnership agreements have been completed between Titoko Student Success, Āwhina, and Pasifika Student Success teams.

## 3.4 Next steps

The 2025–27 LSP Phase II calls on the continued progression of the initiatives already under way and ensures practical evaluation, monitoring of their impact, and adjustment accordingly.

Te Herenga Waka must build on this progress and focus even more keenly on specific change programmes to directly result in a positive impact for Māori and Pasifika students.

Core to this approach will be the student journey mapping project, led by the Office of the Tumu Whakauru—DVC (Students) working alongside the Offices of the DVC (Māori and Kaitiakitanga), AVC (Pasifika), and DVC (Academic). In strengthening and deepening collective understanding of the key aspects of Māori and Pasifika student journeys, targeted actions can positively impact and drive change in processes, procedures, pedagogies, and systems at the University. This work will provide context and requirements for priority learner groups, work prioritisation, and an evaluation framework.

Across the areas of focus for this LSP, connection to a university-wide adoption of enhanced data collection, surfacing, reporting, and analysis will enable our Te Herenga Waka community to make optimal use of insights that data provides. This plan is aligned with and connected to the He Kokonga project. The first-year retention work, provisional admission course redesign, student adviser engagement dashboard, and staff capability development link to this project. This project establishes specific data collection points in the course curriculum. It provides academic staff with the capability to respond to the data with appropriate interventions and changes to teaching practices or approaches. Therefore, all LSP pillars can be impacted by this project.

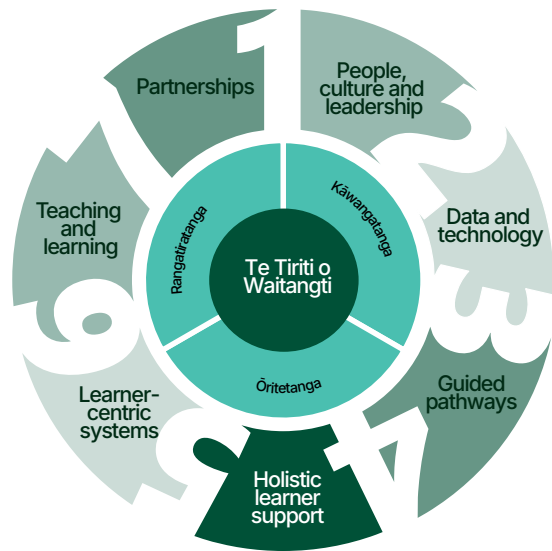
Building on the progress to date and the lessons learnt, four key pillars have been identified that bring together a university-wide approach, iteratively moving towards our parity goal.

1. **Learning environments and sense of belonging:** providing culturally relevant learning environments, spaces, and support to allow Māori and Pasifika students to connect to places and people and be prepared for tertiary study.
2. **Inclusive curriculum:** a commitment to delivering quality teaching and learning (pedagogies, programmes, and content) that are responsive and intentionally designed to meet the needs of Māori and Pasifika students.
3. **Staff cultural capability development:** a commitment to recruiting and developing culturally confident staff who can support, safely connect, and inspire learners through engaging and culturally responsive teaching practice.
4. **Student journey mapping:** a commitment to understanding and enhancing the student experience, ensuring tailored support, effective communication, student-centric systems and resources for student success and alignment of continuous improvement initiatives to our goal of qualification parity.

Each pillar has core elements that result in planned actions, outputs, and outcomes. Progress will be monitored and reported on through TEC quarterly updates. The timeline and roadmap are shown in Appendix 1.

# 4.0 2025–27 LSP pillars and areas of focus

Figure 4.0a Mapping on to TEC Ōritetanga areas of capability



TEC Ōritetanga seven areas of capability

	People, culture, and leadership	Data and technology	Guided pathways	Holistic learner supports	Learner-centric systems	Teaching and learning	Partnerships
4.1 Learning environments and sense of belonging							
4.2 Inclusive curriculum							
4.3 Staff cultural capability development							
4.4 Student journey mapping							

## 4.1 Learning environments and sense of belonging

In the results from the 2024 'Have Your Say' student satisfaction survey, it is evident that Māori and Pasifika students feel less connected to the University than other students, and the lower retention rate for these cohorts overall also suggests that Māori and Pasifika students may find it more challenging to feel they belong and find their place. Research evidence suggests that a sense of belonging can impact and improve a student's social-emotional engagement and academic performance<sup>3</sup>. The University's commitment to enhancing the success and experience of Māori and Pasifika students requires providing a learning environment that allows for ways of being and authentic relational learning practices.

The physical and digital environments that the University provides students must support building connections and a sense of belonging. Survey responses and student adviser connections with students highlight challenges Māori and Pasifika students can face navigating the University. The University must respond by understanding the needs and listening to the student voices to strengthen its response for community learning, face-to-face connections, and spaces that are culturally inclusive.

### 4.1.1 Learning environments

#### The Living Pā: Ngā Mokopuna

The Living Pā—called Ngā Mokopuna—based on the Kelburn campus is a transformative place where the relationship with the environment can be explored, deepening the understanding of service to it, not vice versa. It is a building for the University, a living lab with the marae at its heart. It is where staff and students can feel connected to our place in Wellington and Aotearoa. In this space, tikanga Māori prevails, a uniquely Māori way of being, thinking, and doing; people gather and figuratively find shelter.

This space houses the Office of the DVC (Māori and Kaitiakitanga), Te Kawa a Māui—School of Māori Studies, Āwhina, Ngāi Tauira (Māori Students' Association), Te Herenga Waka marae staff, and the Sustainability Office, and centres Māori knowledge systems at the University's core. Ultimately, Ngā Mokopuna provides a centre of being for Māori staff and students at Te Herenga Waka, creating a strong iho (core for te reo and mātauranga Māori) and a place of connection for the whole university for generations to come. Āwhina, the Māori student support team, is located in Ngā Mokopuna to provide a central, accessible space for students to get advice and guidance for their learning.

The building creates an active and welcoming space for all students, staff, and community, attracting them to the University for study and enriching their sense of belonging to Te Herenga Waka whānau. It is a unique, immersive living space and repository of mātauranga Māori and sustainability to address, debate, explore, and develop solutions for the complex problems challenging our future.

#### Toloa Lapita

In late 2024, Toloa Lapita was opened on the Kelburn campus. The space was organised mainly by students, led by the Pasifika Students' Council 2024 student president and supported by the Assistant Vice-Chancellor (Pasifika) and team. This student-led project allowed contribution to the development of a space that future cohorts can use as a safe and welcoming environment to connect and study. The focus of the space is to make it inclusive of all Pacific Island nations from across Polynesia, Micronesia, and Melanesia. The space features Pasifika art donated by the University's Adam Art Gallery.

Students named the space Toloa Lapita. Toloa is a bird that is famous in some Samoan sayings, and one of those sayings is 'E lele le Toloa 'ae ma'au ile vai', which means 'this bird, no matter where it goes, no matter where it flies, it always goes back to the water'. The space is designed as a study space open to all students.

<sup>3</sup>Mtshweni, B. V. (2024). Sense of belonging and academic persistence among undergraduate university students: The chain mediation effect of emotional and academic adjustment. *Journal of Psychology in Africa*, 34(2), 176–183.

## Digital environment

The University's Nuku digital learning environment connects students to several learning tools and new capabilities. With courses delivered in various modes, from face-to-face on campus to entirely online with the flexibility of blended learning options, students and staff are becoming increasingly confident in delivering courses through a digital classroom environment. These digital tools provide students with a flexible way to engage with their course, teaching team, and other students. Providing this digital environment consistently and constructively to reduce the cognitive load on students and allow students to focus on learning is key to understanding how students can be better supported to succeed.

This digital environment also allows the University to collect data and monitor student connections. The University supports learning and teaching through continually improving and adapting these systems. It can provide Māori and Pasifika students more options to enhance their experience that connects to a sense of iho and mana. Specific tools such as language translation, cohort and community building, and storytelling techniques can provide Māori and Pasifika students many more opportunities to excel.

The digital environment will establish more student engagement to build the University's data gathering and response expectations. Key to this will be building student capability and understanding of how to engage with learning in the digital environment with integrity, confidence, and creativity.

Providing students with information about their own learning potential and results will equip them with the capabilities to understand the implications and allow them opportunities to accelerate or alter their engagement to achieve their learning goals. The digital learning environment becomes the core of learning and teaching activity and success for staff and students. Ensuring Māori and Pasifika students fully control their own connection to the digital learning environment to empower and challenge them is vital. The digital learning environment, Nuku, affords students with varying ways to engage and connect to their own identity and learning preferences with language, format, and asynchronous flexibility.

### 4.1.2 Iho

In 2024, through the University's Iho project, Te Kawa a Māui moved from the Faculty of Humanities and Social Sciences to the Office of the DVC (Māori and Kaitiakitanga). Aimed at strengthening our Māori core at Te Herenga Waka, the Iho project aligns the marae, Āwhina, and the academic core of mātauranga Māori and te reo Māori at Te Kawa a Māui to give effect to the rangatiratanga principle in our Tiriti o Waitangi Statute. The Iho structure and leadership allows for centralised oversight of academic developments and application of our commitment to Te Tiriti o Waitangi through new courses, curriculum enhancements, and academic quality reviews. This approach is envisioned to



provide more consistency in applying interventions and responses to in-course success data with a Māori lens. With a centrally directed approach, faculty teaching staff will have stronger support with the application of Māori-related learning and teaching approaches, and implementation of mātauranga Māori and Māori pedagogies. Results from the first-year retention course redesign project will also reinforce possible opportunities for a consistent approach to supporting Māori values throughout teaching.

The structure changes to staff networks will provide a direct connection to how the faculties continually and consistently advance teaching practice and pastoral care for the Māori students in all qualifications. The processes of input from Iho into course curriculum transformation and development, as well as the level of corresponding leadership in the faculties regarding teaching development and cultural capabilities, are yet to be defined. In developing processes, collaboration, and leadership from Iho across the University, new expectations for reporting and prioritising the outcomes for Māori students are expected.

### 4.1.3 Transition to university

Student feedback in the 'Have Your Say' and 'Getting Started' annual student satisfaction surveys shows that orientation, transition, and induction into the University are essential for all commencing students, including Māori and Pasifika. This initial stage of the student experience sets expectations of how to study effectively and what commitments they need to make to succeed in their learning pathway.

New transition programmes were piloted in Trimester 1, 2025 for a more comprehensive plan of activities aimed at first-year undergraduate students: Tau Mai head-start week in first-year halls of residence; Tau Tai Pasifika student success transition week; and UNI101, a six-week programme that follows the New Students' Orientation programme. Evaluation of these programmes will inform the orientation and transition programmes for 2026 and beyond.

The provisional admission primary course redesign implemented as part of the first-year retention work in 2025 focused on ensuring that the course EDUC 191 established good foundational academic skills and learning practices for students entering the University under this admission category. By explicitly setting out expectations, clarifying possible approaches, and practising effective learning techniques, students experience a more supportive introduction to university study. By evaluating this course redesign and its connection to the student journey mapping work, the University will establish a programme of resources, support processes, and engagement options for the transition to university, progression through study years, and transition to postgraduate study.



## 4.1.4 Learning environments and sense of belonging: elements, actions, and measures/outputs

The objective of the pillar is to provide Māori and Pasifika students with a welcoming and accommodating learning environment that encourages and motivates them to fully engage with learning, build a community, and find personal academic success.

Elements	Actions	Measures/outputs
<b>1. Learning environments</b>	<ul style="list-style-type: none"> <li>▶ Enhance promotion and use of study and collaboration spaces for Māori and Pasifika students</li> <li>▶ Evaluation framework for the use of Māori and Pasifika learning and collaboration spaces</li> <li>▶ Use 'Have Your Say' and 'Getting Started' data to plan changes to support mechanisms and infrastructure provision</li> <li>▶ Digital environment accessibility tools and resources available, promoted, and signposted to Māori and Pasifika students through Āwhina, Pasifika Student Success, Tītoko, and Student Learning.</li> </ul>	<ul style="list-style-type: none"> <li>▶ An increase in Māori and Pasifika students reported a sense of belonging in surveys ('Have Your Say' survey—target +2%)</li> <li>▶ Increase retention for Māori and Pasifika students within a year and year-on-year through to completion</li> <li>▶ Uptake in student use of specific digital learning resources and services for Māori and Pasifika students</li> <li>▶ Monitoring processes for specific learning spaces and facilities</li> </ul>
<b>2. Iho</b>	<ul style="list-style-type: none"> <li>▶ Iho to further develop Māori curriculum and complement faculties in responding to student retention and completion data for Māori students</li> <li>▶ Iho influence on future learning environment changes and connection to student engagement responsibilities within the faculties</li> <li>▶ Oversight of Māori student success, retention, and completion data for the faculties and Āwhina</li> </ul>	<ul style="list-style-type: none"> <li>▶ Specific supported actions for academic staff to employ in response to Māori student retention and success data</li> <li>▶ Clear student communication of specific provisions of learning space and digital provisions made for Māori and Pasifika students in each faculty</li> <li>▶ Āwhina processes monitoring data and targets for student connection</li> <li>▶ Consistent monitoring and reporting through Kurawai of student adviser interactions</li> </ul>
<b>3. Transition to university</b>	<ul style="list-style-type: none"> <li>▶ Enhanced promotion of Māori and Pasifika scholarships</li> <li>▶ Enhance promotion of the Āwhina and Pasifika Student Success welcome events</li> <li>▶ Coordinated approach to a transition period through events and communication (Tau Mai, Tau Tai, Orientation, Uni101)</li> <li>▶ 'Getting Started' survey response analysis for transition barriers and challenges, and the sense of welcoming and preparation</li> </ul>	<ul style="list-style-type: none"> <li>▶ Increase in Māori and Pasifika student attendance at orientation events</li> <li>▶ Creation of Māori and Pasifika student tailored transition resources</li> <li>▶ Monitoring of specific scholarships and pathway programmes</li> </ul>

## 4.2 Inclusive curriculum

A university-wide pilot approach to curriculum review is under way to integrate student services, including Āwhina and Pasifika Student Success teams, into the curriculum design process. Considering the support services and cohort-specific needs in courses and programme learning design will enhance the quality of teaching practice and pedagogies. By focusing on new and more personalised learning and teaching practices and pedagogies, successful and engaging pathways will be in place that value Māori and Pasifika students' experiences in the classroom.

### 4.2.1 First-year Retention Project Trimesters 1 and 2

This project focuses on the gatekeeper and catapult courses, starting in Trimester 1, 2025, that specifically impact first-year student retention. Reviewing the course design and integrated support elements can remove barriers and challenges that negatively impact progression, and timely, targeted, and relevant support options can be provided. Gatekeeper and catapult courses are defined as programme and qualification pathways where retention was below expected levels. These key courses also typically have greater inequity in Māori and Pasifika course completion.

In 2024, through collaboration with teaching staff, student feedback and support services input, including a selection of courses, were redesigned to include more engagement points, flexible and inclusive assessments, more cultural content, and more opportunities for students to connect their learning to their lived experience. This initiative has been well received by university staff involved in the project and has raised the expectation of first-year course design and curriculum development. First-year, first-trimester courses will be reviewed using curriculum principles developed during the project. Alongside the He Kokonga project, new engagement points, progress tracking, responsive support models, and course success data are more responsively monitored.

The first-year retention project expands into Trimester 2, 2025 core courses that students typically progress on to from the catapult and gatekeeper courses. The courses for Trimester 2 are selected where success and retention data suggest that students find the increase in the challenge from the first to the second trimester to be too high, and success rates drop. All these courses will be evaluated by assessing grades and completion and retention rates compared to previous years. Survey feedback from students and staff throughout the course, satisfaction scores, and collection of lessons learnt and curriculum principles that can be applied or shared as case studies for other courses will be evaluated. Particular attention will be given to the impact on Māori and Pasifika students in these courses. Trimester 1 courses will be reviewed in Q3 2025, and Trimester 2 in Q1 2026.



This project will extend further into 2026 and 2027 with a continued review of core courses at progressive stages of the student journey. This project will become a 'Student Progression and Retention' project, not only focused on the first year. It will consider the points of reduced retention through Trimester 1 to 2, from Year 1 to 2, and Year 2 to 3, with the corresponding Trimester 1 to 2 step. Each step will assess the core pathways and identify courses that have the potential to impact the retention rates of Māori and Pasifika students. Reviewing each stage of the undergraduate student academic journey will build lessons learnt and curriculum principles developed at each stage. The He Kokonga project will also inform the focus of redesign and courses to be targeted for the greatest impact on Māori and Pasifika learner success, through data insights.

**Steps to be considered for course redesign and support service integration**

LSP timeline	Exploratory steps for course selection and integrated redesign		
2024–2025	University transition and core introduction courses for pathways		
2025	Year 1 Trimester 1	Transition to Year 1 Trimester 2	Trimester 3 courses for students to catch up or retake
2025–2026	Transition to Year 2 Trimester 1	Transition to Year 2 Trimester 2	Trimester 3 courses for students to catch up or retake
2026	Transition to Year 3 Trimester 1	Transition to Year 3 Trimester 3	Trimester 3 courses for students to catch up or retake
2026–2027	Transition to postgraduate taught	Transition to postgraduate research	

## 4.2.2 Curriculum mapping to identify courses with mātauranga Māori content

The curriculum mapping project, led by the DVC (Academic), will give the University a better understanding of course structures, credit values, delivery modes, and the compositions of majors, minors, and specialisations across disciplines.

The use of data and tracking information within course learner analytics for students in Nuku, combined with student education on engagement and success data interpretation, will give students more agency to plan their workload, effort, and value for their academic journey. Mapping across programmes and qualifications by signalling courses with significant cultural, sustainability, or work-integrated learning content in the curriculum management system (Mata) and the course outline webpages will also provide students with more explicit information on which courses align with their learning goals.

The He Kokonga project will contribute to activities across the University to build capabilities and surface data that can be used to impact positive change in faculty-led curriculum enhancements. It aims to enhance decision-making and student engagement by providing detailed information and metrics to course coordinators and academic managers. The project involves developing dashboards and utilising data from the data warehouse, focusing on co-designing these tools with academics to meet their specific needs and build their capabilities. This data will help identify students who are not engaging at levels that suggest they will pass, allowing for targeted interventions and highlighting courses with lower progression rates, enabling academic managers to address potential issues. The project also emphasises the importance of change management to ensure the data is used positively. Academic champions will be empowered to promote the use of data and drive change within their schools. Future directions include exposing some of the data to students to empower them to make informed decisions about their learning and developing a toolkit of recommended intervention options based on the data.

### Key points:

- ▶ Two layers: course-level for coordinators and programme-level for academic managers
- ▶ Co-design with academics: ensuring dashboards meet specific needs and building capabilities to assess and respond to data
- ▶ Granular data: identifying disengaged students and courses with low progression rates
- ▶ Constructive solutions: early response and practical actions for academics to implement
- ▶ Change management: promoting the positive use of data is essential.



### 4.2.3 Digital writing tool trial

In Trimester 1, 2025, a pilot commenced using digital academic writing feedback services to evaluate if these types of services can enhance and scale academic writing support for first-year students. The pilot runs within a selection of core first-year courses. The digital tool is embedded in the Nuku course alongside assessment items. Māori and Pasifika students, particularly—but not exclusively—will be encouraged to try using the tool for feedback, along with a face-to-face meeting with a student learning adviser to support the enhancement of writing skills. After the pilot, staff and students will be surveyed on the success and value of the digital academic writing support service. The evaluation will determine whether further investment and resources are required in the space.

#### Pilot objectives

Objectives of the pilot include:

- ▶ investigate academic writing development services and whether they complement and enhance Te Taiako—Student Learning, the University's existing student service for academic support
- ▶ design, test, and evaluate new service models for student-advising central service units, including academic writing services and out-of-hours self-help resources
- ▶ evaluate the need for after-hours academic writing support and how after-hours support is integrated into business-hours support processes
- ▶ evaluate the impact of academic writing services on students' planning and submission of written assessments, as well as student and staff satisfaction with the technologies and advice provided
- ▶ evaluate the accuracy and quality of writing advice provided by digital academic writing services
- ▶ investigate the possibility of satellite writing feedback services, such as peer-to-peer writing mentoring.

### 4.2.4 Inclusive curriculum: elements, actions, and measures/outputs

This pillar aims to embed data collection, response, and connection points in courses that meet the needs of Māori and Pasifika students to provide the best opportunity for success with Ako and approaches that suit them best.



Elements	Actions	Measures/outputs
<b>4. First-year retention project Trimesters 1 and 2, and Provisional Admission</b>	<ul style="list-style-type: none"> <li>▶ Provisional admission course redesign evaluation</li> <li>▶ Evaluation framework of student success/grades and completion for Trimester 1 courses with engagement points and outputs defined</li> <li>▶ Process for course, programme, and qualification reporting and success data alongside curriculum mapping for school and faculty leadership regular review</li> <li>▶ Review of the PA programme over the past five years and after the curriculum changes made for Trimester 1, 2025</li> <li>▶ Longitudinal monitoring of EDUC 191 students through Trimester 2 for success rates</li> <li>▶ Curriculum principles and guidelines are available and understood for course and programme development</li> <li>▶ Enhance the student adviser tracking dashboard with course-specific real-time data</li> </ul>	<ul style="list-style-type: none"> <li>▶ Retention for redesigned courses to show an increase of 2%</li> <li>▶ Improved data points available for an adviser to track, including logging on, assessment submission, and the enrolment predictive model</li> <li>▶ Faculty-driven student success measures are defined for tracking</li> <li>▶ List of courses for development and redesign with current and future success rates</li> <li>▶ Increase student outcomes and retention data after adopting first-year retention project design principles and inclusion of Māori and/or Pasifika study needs</li> </ul>
<b>5. Curriculum mapping to identify courses with Māori focus and content</b>	<ul style="list-style-type: none"> <li>▶ Course mapping of curriculum cultural elements, te ao Māori, and mātauranga Māori focused approaches to teaching and learning</li> <li>▶ Pathway planning: MyQuals/enrolment software update</li> <li>▶ Update of web and system information for pathways planning</li> </ul>	<ul style="list-style-type: none"> <li>▶ Visible course detail flags for mātauranga Māori, sustainability, and work-integrated learning</li> <li>▶ Fewer programme changes by Māori and Pasifika students as they can see clear pathways for success</li> </ul>
<b>6. He Kokonga Whare e Kitea</b>	<ul style="list-style-type: none"> <li>▶ University-wide leadership expectations of curriculum mapping and course, programme, and qualification data review</li> <li>▶ Curriculum inclusion of Māori and Pasifika context and mātauranga Māori and Pasifika cultural content guidelines</li> <li>▶ Creation of new courses, programmes, and qualifications and more expansive integration of mātauranga Māori and Pasifika perspectives in current courses</li> </ul>	<ul style="list-style-type: none"> <li>▶ Faculty and school-specific success data report evaluation</li> </ul>
<b>7. Digital writing tool trial</b>	<ul style="list-style-type: none"> <li>▶ Evaluation of digital writing tools pilot informs the future direction for academic writing support</li> <li>▶ Evaluation of digital writing tools feedback and comparison to learning adviser feedback</li> <li>▶ Evaluation of satisfaction and value of this service to students</li> <li>▶ Evaluation of digital writing tools as a complement to, and a way to scale, face-to-face support services</li> </ul>	<ul style="list-style-type: none"> <li>▶ Increase in student writing skills (personal and teacher perspectives) and assignment grades—throughout the course and from last year</li> <li>▶ Increased feedback scores from students about the success of the service</li> <li>▶ Decision on the value of digital writing tools for support service</li> </ul>

## 4.3 Staff cultural capability development

The University is committed to providing a supportive and responsive culture of student success. To achieve this goal, staff must be empowered with opportunities to explore and enhance their capabilities for culturally responsive care and connection with Māori and Pasifika staff and students, ensuring an environment of inclusivity and diversity is a whole-of-organisation responsibility. To this end, an ongoing cultural professional development programme will be enhanced for staff.

The He Kokonga project will also bring in resources and capacity to focus on the capability shift needed and the culture changes around data review, analysis, and application of data-informed curriculum design elements. Academic staff and academic managers will be coached on what data they have access to about student success and how to read the data and make data-informed decisions about changes to courses, curriculum, and programmes with a suite of understood approaches and pedagogies. Taking this faculty-centred approach extends the University's commitment to data-informed decision-making into the spaces where students spend most of their time: classrooms/courses and learning.

### 4.3.1 Cultural competency professional development

Te Hāpai is a well-established programme designed to increase the understanding and use of Māori culture, language, and Te Tiriti o Waitangi at the University. The programme consists of three foundation courses open to all staff:

- ▶ Introduction to Te Tiriti o Waitangi
- ▶ Introduction to tikanga Māori
- ▶ Introduction to te reo Māori

with extension courses:

- ▶ Applying Te Tiriti o Waitangi in the workplace
- ▶ Conversational te reo Māori
- ▶ Introduction to Rangahau Māori (Māori research for academic staff)
- ▶ Introduction to Ako Māori (Māori learning and teaching for academic staff).

An Introduction to Engaging with Pasifika workshop is regularly delivered for a specific school or central service unit. The workshop offers practical, proven approaches that will contribute to effective interpersonal relationships to improve participants' understanding of and connection with Pasifika communities.



Records and recognition of professional development (PD) completion positively motivate staff to participate and engage. Human Resources (HR) records will be kept and monitored for PD planning. Faculties can further encourage staff to complete the PD in response to an evaluation of Māori and Pasifika retention and success data. This will empower staff to develop courses that build connections to Māori and/or Pasifika student needs.

### 4.3.2 Anti-Racism Programme (TARP) Akoranga Workstream

From 2025, HR is developing a two-pronged approach to learning and co-designing anti-racism programmes specific to our university context, which consists of the following:

1. Foundational training in unconscious bias and cultural safety will be offered to provide a considered introduction to the concept of addressing racism and discrimination for all staff.
2. Exploring options for new anti-racism training, with possibilities of a targeted training programme for key influencers, and areas identified through feedback to encourage systemic change in addressing racism and discrimination at Te Herenga Waka. Resources and future capability programmes are in development.

### 4.3.3 Course design

Professional development will be developed to support course and programme curriculum design by evaluating the retention project and resulting curriculum principles. Examples will be collated to share practical focus areas that are authentic and culturally appropriate, assessment design, tutorial and activity structure for courses, and teaching modes and flexibility.

### 4.3.4 Teaching practice and teaching space utilisation for inclusive teaching

Professional development and support resources are essential to enable staff to effectively utilise the new cultural learning spaces across the University. General principles of teaching practice and guidance around utilising cultural teaching spaces can be enhanced and promoted, for example, in the use of Ngā Mokopuna learning spaces.



## 4.3.5 Staff cultural capability development: elements, actions, and measures/outputs

The aim of this pillar is to establish a culture of staff professional development and support for staff to include Māori and Pasifika teaching practices and pedagogies in their teaching as standard.

Elements	Actions	Measures/outputs
<b>8. Cultural competency, professional development, promotion, and review of staff adoption</b>	<ul style="list-style-type: none"> <li>▶ Increase promotion, engagement, and monitoring of training uptake</li> <li>▶ Enhance promotion of staff PD options for cultural competency and targeted to roles</li> <li>▶ Creation of a programme for leaders, including cultural safety, unconscious bias, racism, and discrimination</li> </ul>	<ul style="list-style-type: none"> <li>▶ PD gap analysis of EDI offerings and uptake</li> <li>▶ Training completion data collection processes and reporting procedures</li> <li>▶ Engagement data for online cultural safety training</li> <li>▶ Te Hāpai and Engaging with Pasifika participation enhanced and promoted</li> <li>▶ Cultural competency and safety training</li> </ul>
<b>9. Inclusive curriculum, learning, and assessment design capability development</b>	<ul style="list-style-type: none"> <li>▶ Retention project curriculum principles application in course design capability building expanded</li> <li>▶ Coaching on applying pedagogical and teaching practice changes after data analysis</li> </ul>	<ul style="list-style-type: none"> <li>▶ Specific Māori and Pasifika design and assessment principles, training, examples, and support</li> <li>▶ Year-on-year increase in the number of courses redeveloped for retention by academic staff</li> </ul>
<b>10. Professional development and staff support for culturally responsive teaching practice for Ngā Mokopuna</b>	<ul style="list-style-type: none"> <li>▶ Teaching practice in Ngā Mokopuna spaces, particularly related to mātauranga Māori inclusive teaching methodologies, has a positive impact on student experience and achievement</li> <li>▶ Ngā Mokopuna induction workshops and orientation for staff and students</li> <li>▶ Creation of training in inclusive teaching methodologies and cultural practice teaching resources</li> </ul>	<ul style="list-style-type: none"> <li>▶ Number of courses using Ngā Mokopuna teaching spaces or other cultural spaces on request</li> <li>▶ Increase the number of staff completing the Te Hāpai teaching or Engaging with Pasifika courses</li> </ul>

## 4.4 Student journey mapping

Student journey mapping is a strategic process used to understand and visualise a student's entire experience from initial contact with an educational institution to graduation and beyond. Institutions can create more seamless and supportive student experiences by understanding the whole journey.

By visualising and analysing the student journey, a baseline is created against which improvements are planned and prioritised to be a supportive and effective educational environment that caters to the diverse needs of the student population.

Work outlined in the 2023–2024 LSP Phase I will continue to build an integrated model of student services that allows students easier access, more explicit support connections, and more straightforward navigation through the point of help. Through the student journey mapping, which will identify Māori and Pasifika engagement points and barriers, the University will look at the wider student services network. This will require continued development of our Te Herenga Waka student service model and ways of working for an integrated approach.

Expected outcomes of the student journey mapping project:

- ▶ **Targeted interventions:** Identifying specific stages where students struggle allows for timely and practical support.
- ▶ **Enhanced retention and success:** Addressing barriers and providing adequate support can lead to higher retention rates and better academic outcomes.
- ▶ **Data-driven decisions:** Using data to inform decisions ensures interventions are based on student needs and experiences.
- ▶ **Strategic planning:** Helps institutions align their resources and strategies to improve student success and satisfaction.
- ▶ **Integrated student support model:** Greater understanding and communication of student support processes and stages will highlight efficiencies, more significant connections, and enhanced solutions.
- ▶ **Māori and Pasifika student aspects of the experience:** Identification of which processes, environments, support approaches, and staff capabilities positively impact the experience of Māori and Pasifika students.

The mapping project will undertake several stakeholder workshops, focus groups, and data collection activities with staff and students across the University to build a complete picture of the student experience. The expected output will allow the visualisation of different cohort interactions, staff and project resourcing, and operational infrastructure that contribute to student success.



## 4.4.1 Student journey mapping: elements, actions, and measures/outputs

The aim of this pillar is to take a whole-of-university and holistic student experience view to record and visualise interactions with different cohorts of students across processes and university structures to streamline, reduce confusion, and enhance student satisfaction.

Elements	Actions	Measures/outputs
<b>11. Visual mapping of student experience</b>	<ul style="list-style-type: none"> <li>▶ Enhanced integration of student advising services</li> <li>▶ Year-on-year improved satisfaction results for Māori and Pasifika students from the 'Have Your Say' and 'Getting Started' student surveys</li> <li>▶ Communication plan to staff and student communities of Māori and Pasifika student journey mapping</li> <li>▶ Action plan to find efficiencies in support processes</li> <li>▶ Planning for Kurawai, the student relationship management system, further roll-out to all student services for better reporting and joined-up data use</li> <li>▶ Communication planning for integrating support services specific to Māori and/or Pasifika context</li> <li>▶ Data gathering on Māori and/or Pasifika student engagement with student services</li> </ul>	<ul style="list-style-type: none"> <li>▶ Student journey mapping completed and validated by staff and students</li> <li>▶ Satisfaction scores in surveys increase year-on-year</li> <li>▶ Increased engagement with student services and reported reduction in the number of touchpoints</li> <li>▶ Reporting data on student engagement and interactions from Kurawai</li> <li>▶ Promotion plan in place for integrated support services</li> <li>▶ More accurate tracking of students-at-risk data and continual reduction of the red flag list</li> <li>▶ All future change projects clearly define the impacts on the student journey</li> </ul>

## 5.0 Conclusion

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To conclude, to achieve parity in qualification completion rates for Māori and Pasifika students in undergraduate degrees by 2030, a whole-university approach is needed to push forward on this significant journey.

Achieving parity in Level 7 qualifications and improving lead indicators such as first-year retention and course completion rates are essential. Activity is focused on outcomes that positively impact the student experience for priority learners.

The targets for student success include TEC Educational Performance Indicators (EPis related to retention, course completion, and qualification completion). This combination allows measurement of shorter-term progress milestones (such as course completion and retention) and the lead indicators for success: qualification completion measure.

The focus is now on targeted interventions to create an equitable ecosystem and continue to draw on partnerships across the University system collectively to strengthen plans and the resulting outcomes. The LSP outlines the commitment to achieving equity goals for student engagement and achievement and streamlining the educational experience for Māori and Pasifika students.



# Appendix 1: 2025–2027 Learner Success Plan roadmap

Pillars	#	Elements	Leader	2025 Q1	2025 Q2	2025 Q3	2025 Q4	2026 Q1–Q2	2026 Q3–Q4	To 2030
Learning environments and sense of belonging	1	Learning environments	DVC(S), COO			█		█		
	2	Iho	Provost, DVC(M)			█		█		
	3	Transition to university	DVC(S), DVC(M), DVC(P)		█	█				
Inclusion curriculum	4	First-year Retention Project Trimesters 1 and 2 and Provisional Admission	DVC(S), Provost, DVC(A)	█	█					
	5	Curriculum mapping to identify courses with Māori focus and content	DVC(A)		█	█				
	6	He Kokonga Whare e Kitea	DVC(A)		█	█				
	7	Digital writing tool trial	DVC(S)	█	█					
Staff cultural capability development	8	Cultural competency, professional development, promotion, and review of staff adoption	Dir P&C, Provost		█	█				
	9	Inclusive curriculum, learning, and assessment design capability development	DVC(A)	█	█					
	10	Professional development and staff support for culturally responsive teaching practice for Ngā Mokopuna	AVC(M)			█	█			
Student journey mapping	11	Visual mapping of student success	DVC(S)		█	█				

Key: Scope and plan Implement and evaluate Operationalise