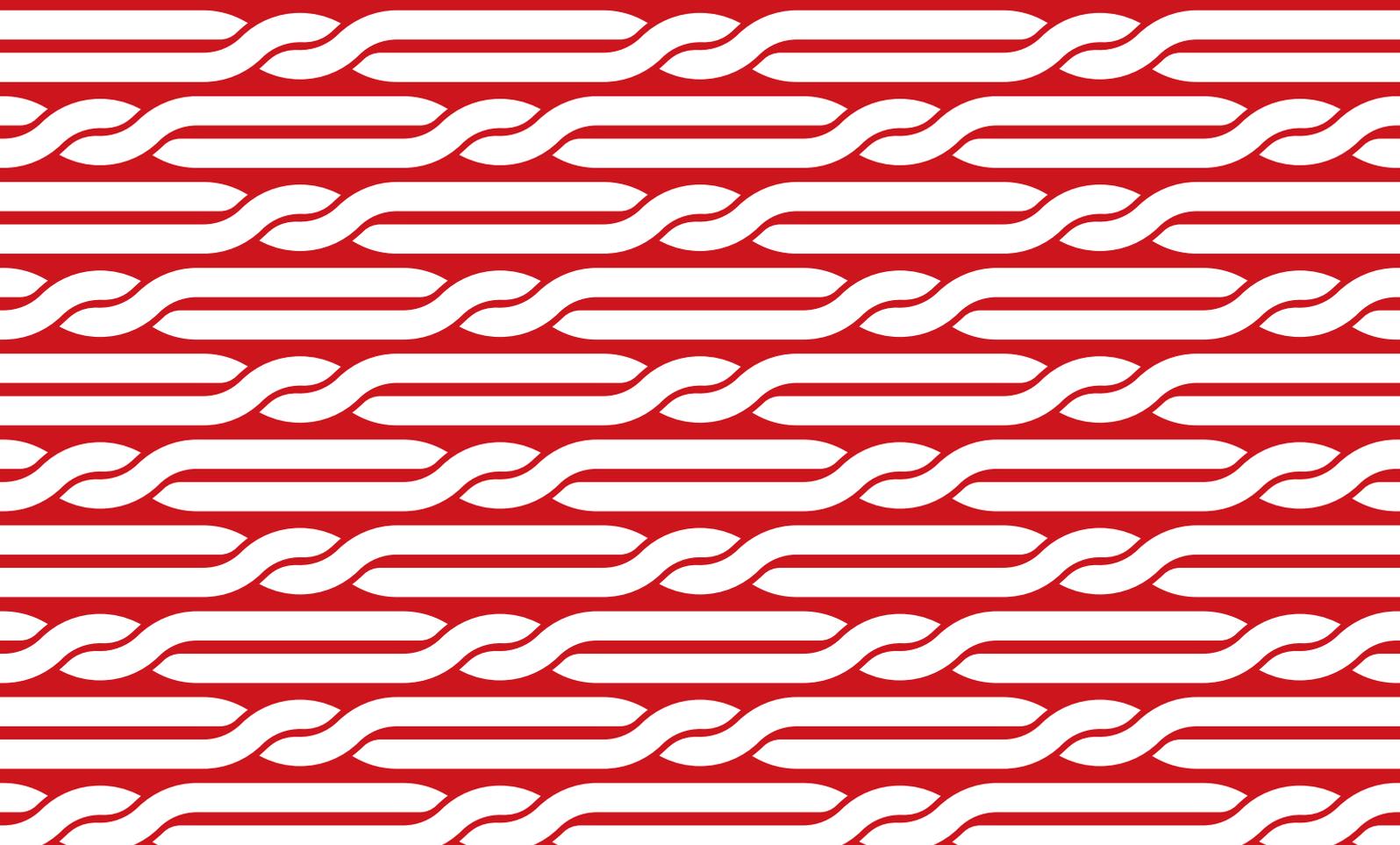


# Statement of Strategic Direction

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2022-2027



**MUKA TANGATA**  
People, Food and Fibre  
Workforce Development Council

[mukatangata.nz](http://mukatangata.nz)



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# Chairperson's Introduction

E ngā mana, e ngā reo, e ngā karangaranga maha  
Te hunga kei te iho o ā tātou kai, ā tātou muka ki tua  
Mā mahi tahi, ka ora, ka puāwai  
Ka karanga maha i tipu i ngā rangatahi, te rito  
Ka awahi tātou te iwi, ngā tangata  
Kua waiata ai, kua huihui ai  
Tēnā koutou, tēnā koutou, tēnā tātou katoa  
E Muka Tangata e  
Awhi te rito o ngā harakeke  
Huihui ngā tātanga  
Raranga mahi mana mai  
Maranga mahi mana mai  
Karanga mahi mana mai  
Mauri tū. Mauri tau. Mauri ora.

Muka Tangata has been established as part of the reforms of vocational education to provide the food and fibre sector and industries, including iwi and hapū Māori within the sector, with a stronger voice in vocational education and training in Aotearoa New Zealand.

This is Muka Tangata's first Statement of Strategic Direction. We have developed this Statement to set our initial direction for our work over the next few years. This first Statement sets out our overall strategy and objectives, our commitments to our sector, and specifies what we will do in 2022-23 to meet those commitments, with indicative deliverables for future years.

We will need to review and update this Statement in mid-2023 after we have worked with our 14 industries to develop workforce development plans for each of them. We fully expect to refine and update our objectives and actions beyond 2022-23 based on what we learn from this work.

This Statement should be read in conjunction with our **Initial Food and Fibre Sector Workforce Development Plan 2022**, which sets out what we have learnt so far about the skills and workforce issues facing our whole sector. This initial sector plan will support the development of our 14 industry plans and the work of Regional Skills Leadership Groups (RSLGs). It will itself be updated based on our industry plans and the regional plans of RSLGs. This will enable us to ensure we address sector-wide issues that are relevant across multiple industries and regions.

We are excited by the opportunities that the reforms of vocational education present to improve outcomes for learners, iwi and hapū Māori and our sector and industries. We look forward to working with our industries and other partners to realise these opportunities.

Ngā manaakitanga,



**Erin Simpson**  
Chair, Muka Tangata Workforce Development Council

# Plan on a Page

This 'plan on a page' sets out our **Moemoeā** (Vision), **Kaupapa** (Purpose), **Tikanga** (Approach), and the **Deliverables, Operating Model, Outcomes** and **key sector audiences** that will enable us to deliver our vision.

## Our Strategy



# Our Vision, Purpose and Approach



## Moemoeā | Vision

A food and fibre workforce, and education and training system, that enables industry and partners to flourish in a manner that honours Te Tiriti o Waitangi.<sup>1</sup>



## Kaupapa | Purpose

Provide skills leadership, advice, qualifications, standards, quality assurance and enhancement that enable the achievement of our vision.<sup>2</sup>



## Tikanga | Approach

- **Industry led** – strong voices from all parts of industry
- **Te Tiriti based** – building our ability to honour Te Tiriti o Waitangi
- **Partnership** – working in new ways with others
- **Equity** – focus on great outcomes for all
- **Openness** – in our thinking and actions, exploring diverse ideas and options

1. "Industry and partners" includes industry bodies, employers, unions, employees, learners, and whānau, hapū and iwi Māori, as identified in the Muka Tangata Order in Council 2021.

2. See s366 of the Education and Training Act 2020.

# Our Commitments

## Muka Tangata will:

- A** **Ensure** that Te Tiriti underpins all of our work; all our people will have the needs and aspirations of Māori guiding all their work and decision making.
- B** **Ensure** that our sector, industries and employers; diverse learners and employees; and whānau, hapū and iwi are active contributors and beneficiaries of our work;
- C** **Be innovative and bold** in our approach to developing new and equitable solutions to workforce and skills issues in our sector;
- D** **Ensure** people in our sector have the information and understanding they need to take action on skill and workforce issues, and provide leadership on addressing those issues;
- E** **Design** qualifications, standards and micro-credentials that meet both the shared and diverse needs of industry, learners and whānau, hapū and iwi; and
- F** **Work** with providers, industry and iwi and Māori organisations so that equitable and quality learning and support are available when, where, and in diverse ways that people in our sector require.

# Environmental Scan

We have develop a comprehensive sector environmental scan as part of our sector workforce development plan. See the **Initial Food and Fibre Sector Workforce Development Plan 2022**, and subsequent versions for our detailed understanding of the context of our work.

This initial plan:

- describes the reforms of vocational education and the role of Muka Tangata in them.
- addresses the critical role the food and fibre sector plays in Aotearoa New Zealand's economy and communities - 11% of GDP, 14% of the workforce, and 81.8% of merchandised exports.
- outlines currently available information on vocational education in food and fibre, including school-to-work transitions, workplace training, non-formal and informal learning, and tertiary education.
- highlights the current skill and workforce challenges and opportunities for the food and fibre sector, including the importance of Māori agribusiness; recruitment and retention challenges; sustainability, environmental, and wellbeing challenges; and the role of technology.
- identifies four key areas for cross-sector action - improved analysis and advice ("skills leadership"); Māori partnerships and perspectives; qualifications, training delivery, and quality assurance; and work on equity and inclusion.

A copy of the Initial Food and Fibre Sector Workforce Development Plan 2022 is available from our website.

## Our Deliverables and Outcomes

We have identified a set of three deliverables and outcomes that we contribute to over the next five years:

Deliverables	Outcomes we contribute to
<b>D1</b> Set of Workforce Development Plans developed in partnership with industry and iwi Māori, and leadership to support their implementation	<b>O1</b> People in our sector have the information and understanding to take action on skill and workforce issues
<b>D2</b> Set of qualifications, standards and micro-credentials that meet shared and diverse needs and aspirations	<b>O2</b> People in our sector have the skills and workforce capability they require to meet shared and diverse needs and aspirations
<b>D3</b> Advice and action on programmes, funding and quality of delivery that meet shared and diverse needs and aspirations	<b>O3</b> Equitable and quality learning and support are available when, where, and in diverse ways that people require

## Key sector groups or audiences

We deliver for three key sector groups:

- 1 Sector, Industries and Employers**  
We deliver outcomes for the whole sector, for industries within our sector, and for individual employers.
- 2 Whānau, Hapū and Iwi**  
We deliver outcomes for whānau, hapū and iwi Māori, across our sector and industries and across the rohe of Aotearoa.
- 3 Diverse Learners and Employees**  
We deliver outcomes for the full diversity of learners and employees across our sector and industries, including ākonga Māori, Pacific peoples, disabled people, women, older people, and people in rural communities.

## Key deliverables from 2022 to 2027

For each of our three deliverable areas we have identified three workstreams and a number of key deliverables across the next five years. We have identified objectives for each workstream, that contribute to our overall outcomes by 2027.

Delivery Area		2022/23 Deliverables	2023/24 Deliverables	2025-2027 Provisional Deliverables	Objectives	O#
<b>D1 Workforce Development Plans and Leadership</b>	D1.1	Foundational industry Workforce Development Plans (WDPs)	Rolling programme of industry WDPs commences	Rolling programme of industry WDPs – all industries covered in deep dives & process review undertaken	Sector, industries, and whānau, hapū, iwi workforce aspirations are addressed	O1
	D1.2	Population segmentation – overview and priority issues identified	Priority population group (potentially Māori workforce)	Rolling programme of other priority population analysis (Disabled people, women in the food and fibre workforce, Pacific peoples, Asian peoples etc)	Workforce opportunities are advanced for all priority groups	
	D1.2	Pilot of initial cross-cutting issue focus analysis	Cross-cutting focus areas to be selected in consultation with sector		Sector challenges and opportunities are addressed	
<b>D2 Qualifications Standards + Micro-credentials</b>	D2.1	Design a sector learning pathways framework New approach to qualification design	Innovative portfolio of qualifications that meet shared and diverse sector needs		Qualifications support the skills and workforce capability aspirations of learners, industry, and hapū and iwi Māori groups	O2
	D2.2	Design new approach to skills standards; some priority new skills standards developed	Develop priority new skills standards, and update priority unit standards to skills standards	Update all standards to skills standards as part of qualifications reviews	Workforce capability, resilience and mobility are supported by high quality skills standards	
	D2.2	Design priority micro-credentials	Innovative micro-credential design	Stacking all qualifications with micro-credentials Explore other forms of recognition	Micro-credentials and other forms of recognition that enable lifelong learning and transferability of skills	
<b>D3 Advice, Action + Assurance</b>	D3.1	Comprehensive investment advice to TEC	Alignment of funding, programmes and delivery Advice to other government agencies	Advice on funding levels and optimal delivery approaches	Investment and mix of provision are aligned to the needs of our industries, learners, and hapū and iwi Māori groups.	O3
	D3.2	Work with industry, providers, iwi Māori and government agencies to implement Workforce Development Plans			Programmes and learning opportunities support flexible lifelong learning and skill development, and support successful entry and careers within the sector	
	D3.3	Implementation of a National Quality Assurance Plan with recommendations from the 2022 review incorporated	Implementation of a National Quality Assurance Plan incorporating continuous improvements		Industries, ākonga, and whānau are provided with assurance that programmes and delivery support their aspirations and skill needs	

# Workstream Objectives 2022-2027

## 1 Workforce Development Plans and Leadership

Set of Workforce Development Plans<sup>3</sup> developed in partnership with industry and iwi Māori, and leadership to support their implementation



People in our sector have the information and understanding to take action on skill and workforce issues

Workstream	Objectives	What does success look like
<b>1.1 Industry and sector focus</b>	Sector, industries, and whānau, hapū, iwi workforce aspirations are addressed	<p>Evidence of support from the sector that the Workforce Development Plans are grounded in the evidence and reflect their needs and aspirations, including evidence from RSLGs.</p> <p>Evidence that Workforce Development Plans are being implemented to deliver the changes required to achieve these needs and aspirations, with leadership and support from Muka Tangata.</p> <p>Shared data sources are used to enable meaningful analysis and action across sectors and regions.</p>
<b>1.2 Population groups focus</b>	Workforce opportunities are advanced for all priority groups	<p>Learner success will be segmented by key population groups (where available). This may include things like:</p> <ul style="list-style-type: none"> <li>• Learner volumes</li> <li>• Completion rates<sup>4</sup></li> <li>• TEC success rate</li> </ul> <p>Workforce analysis will be segmented by key population groups (where available) to monitor areas of under-representation. This may include things like:</p> <ul style="list-style-type: none"> <li>• Highest qualification</li> <li>• Sub-industry or occupation analysis</li> <li>• New entrant retention rate</li> </ul> <p>Over time we aim to build capability to do more detailed analysis to understand broader outcomes for different learner groups and cohorts within the workforce.</p>
<b>1.3 Cross-cutting issues focus</b>	Sector challenges and opportunities are addressed	<p>Evidence from the sector that the cross-cutting issue selected are priority areas for the sector.</p> <p>Evidence that actions arising from the cross-cutting strategic focus areas are being implemented to deliver the changes required to achieve these needs and aspirations.</p>

3. Workforce Development Plans are the means by which we work with our industries, iwi Māori and vocational education providers to carry out our skills leadership role to “provide skills and workforce leadership for the specified industries”.

4. Note the way completion rates are currently measured may not be an appropriate measure as existing measures of completion don't reflect situations where a learner changes course or provider well.

## 2 Qualifications, Standards and Micro-credentials

Set of qualifications, standards and micro-credentials that meet shared and diverse needs and aspirations



People in our sector have the skills and workforce capability they require to meet shared and diverse needs and aspirations

Workstream	Objectives	What does success look like
<b>2.1 Qualifications</b>	Qualifications support the skills and workforce capability aspirations of learners, industry, and hapū and iwi Māori groups	<p>Qualifications are endorsed by the sector as being fit for purpose. This may include:</p> <ul style="list-style-type: none"> <li>• Endorsement and use by providers (including evidence from provider moderation and quantitative analysis of the level of uptake within programmes)</li> <li>• Research and analysis (qualitative &amp; potentially quantitative) with learners and industry on whether qualifications are supporting skills and workforce capability aspirations</li> </ul> <p>We work effectively with NZQA in the design and approval of qualifications for our sector.</p>
<b>2.2 Standards</b>	Workforce capability, resilience and mobility are supported by high quality skills standards	<p>Skills Standards are endorsed by the sector as being fit for purpose.</p> <p>Skills Standards meet the needs of secondary schools and students, and provide pathways to further food and fibre learning.</p> <p>Qualitative or quantitative research and evaluation of whether skills standards support workforce capability, resilience and mobility. This may include analysis of the workforce to compare key outcomes for learners who have used the new skills standards against counterfactual group.<sup>5</sup></p> <p>We work effectively with NZQA and the Ministry of Education in the development of skills standards.</p>
<b>2.3 Micro-credentials and other forms of recognition</b>	Micro-credentials and other forms of recognition that enable lifelong learning and transferability of skills	<p>Micro-credentials are endorsed by the sector as being fit for purpose.</p> <p>Qualitative or quantitative research and evaluation of whether micro-credentials support lifelong learning &amp; skills transfer. This may include analysis of the workforce to compare key outcomes for learners who have used the new micro-credentials against counterfactual group.<sup>6</sup></p> <p>We work effectively with NZQA and the vocational education providers the development of micro-credentials.</p>

5. Note this will require data capture of learners who have used new skills standards to be linked to broader outcome datasets and enough time to have passed for key outcomes to be observed in the data (noting key data sources often have a 1-2 year lag in the data available).

6. Note this will require data capture of learners who have used new skills standards to be linked to broader outcome datasets and enough time to have passed for key outcomes to be observed in the data (noting key data sources often have a 1-2 year lag in the data available).

### 3 Advice, Action and Assurance

Advice and action on programmes, funding and quality of delivery that meet shared and diverse needs and aspirations



Equitable and quality learning and support are available when, where and in diverse ways that people require

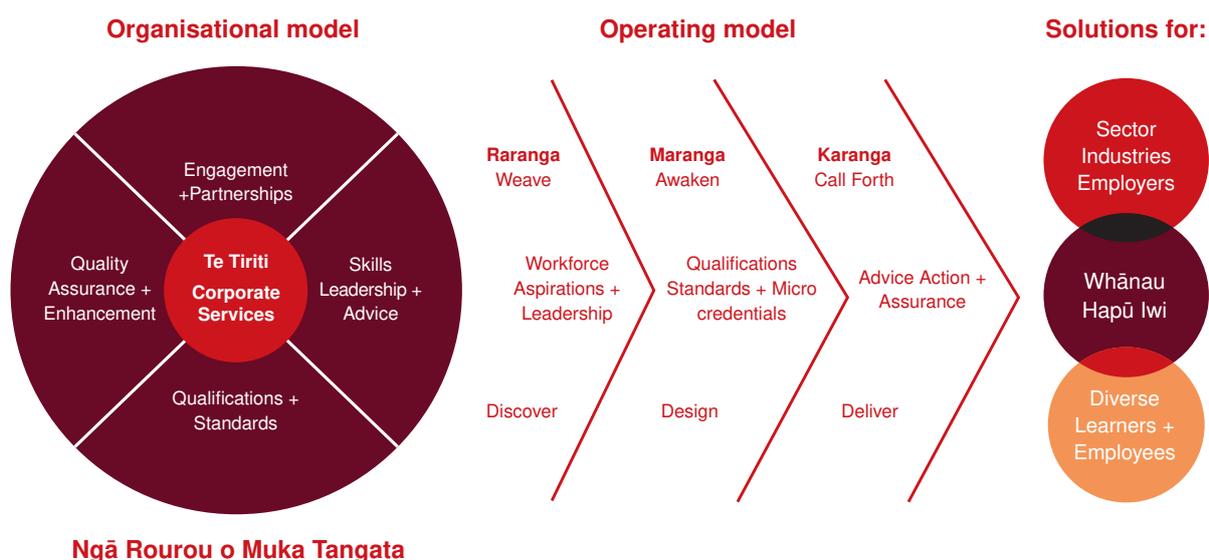
Workstream	Objectives	What does success look like
<b>3.1</b> <b>Advice to TEC and government</b>	Investment and mix of provision are aligned to the needs of our industries, learners, and hapū and iwi Māori groups.	<p>Muka Tangata advice reflects the evidence base and needs of the sector as set out in our Workforce Development Plans, and provides leadership in resolving skill and workforce issues.</p> <p>Our advice to TEC is able to be used by the Commission to make investments in vocational education that meet our sector's needs.</p> <p>Advice leads to:</p> <ul style="list-style-type: none"> <li>• Areas of vocational education critical to the sector receiving appropriate funding</li> <li>• Mix of provision reflects the needs to the sector</li> <li>• Key initiatives to build the capability of providers in critical areas are funded</li> </ul>
<b>3.2</b> <b>Advice and action for industry, providers, learners and whānau, hapū and iwi</b>	Programmes and learning opportunities support flexible lifelong learning and skill development, and support successful entry and careers within the sector	<p>Providing leadership and support for industries, iwi Māori and vocational education providers on identified skill and workforce issues.</p> <p>Evidence that advice to industry, providers and learners is endorsed by the sector and is being acted on.</p> <p>Research and evidence developed by the Food and Fibre Centre of Vocational Excellence (CoVE) is used to improve learning outcomes.</p> <p>Evidence that our advice is used by regional groups and entities, including RSLGs.</p> <p>The provider and employer-led learning eco-systems support flexible lifelong learning and skill development for the benefit of ākonga, whānau, hapū, iwi and industry.</p> <p>The sector benefits from a strong and joined-up skills pipeline, which addresses skill development, attraction and retention within the sector.</p>
<b>3.3</b> <b>Quality Assurance</b>	Industries, ākonga, and whānau are provided with assurance that programmes and delivery support their aspirations and skill needs	<p>We provide leadership on innovative approaches to quality assurance for our sector.</p> <p>Our key audiences have confidence in the quality of programmes and learning delivered and assessed by providers in the food and fibre sector.</p>

# Operating Model and Annual Operating Plans

## Operating Model

Our operating model defines how we organise ourselves to deliver on our commitments.

### How we do our work



## Organisational Model

Te Tiriti o Waitangi guides and supports all of our work. Te Tiriti informs the composition of our Council, our organisational structure, how we approach our work, our areas of focus, the content of our qualifications, standards and micro-credentials, and the advice we give to TEC and our sector. We have kaupapa Māori staff positions in every team, who gain mana from a formal network led by our **Manukura**. This network strengthens our ability to ensure Māori needs and aspirations are embedded in all our work.

Our **Engagement and Partnership** team works with all of our key industry and sector partners to understand their needs, and with key organisations in the vocational education sector to broker the delivery required by our sector.

Our **Skills Leadership and Advice** team provides insights and analysis of skill and workforce issues in our sector and, on the basis of understanding gained from our sector partners, develops advice to TEC on funding allocation and for others in the sector.

Our **Qualifications and Standards** team develops qualifications, standards and micro-credentials that meet the needs of our sector, and works with vocational education organisations to align their programmes with those qualifications and standards.

Our **Quality Assurance and Enhancement** team works with vocational education organisations to ensure that delivery meets the needs of our sector, and is high quality for the diverse range of learners in our sector.

**Corporate Services**, both the small team within Muka Tangata, and the Workforce Development Council (WDC) shared services company, Hāpaitia Ltd, provide our key support functions such as finance, HR, IT, and premises.

All of our teams contribute to 14 **Ngā Rourou o Muka Tangata** – the groups that lead and support our workforce planning activities, in particular our 14 industry workforce development plans. This ensures that the contributions of all teams are available to support the development and implementation of each industry plan and that cross-organisational knowledge and expertise about each industry is developed. This knowledge and expertise is applied to qualifications, standards and micro-credential design, programme endorsement, and quality assurance activities.

## Workforce Planning and Leadership

Workforce planning and leadership are the key organising activities for our work. They integrate all of our functions from understanding the skill and workforce needs of our sector, leadership on innovative solutions to these needs, providing the basis of our advice to TEC and our sector, guiding the development of qualifications, standards and micro-credentials, and our approach to quality assurance.

We conceive of workforce planning and leadership as three interwoven processes:

- **Raranga** – Weaving together workforce aspirations into workforce development plans. Discovering the challenges and opportunities in our sector, and providing leadership in exploring solutions.
- **Maranga** – Awakening the potential of qualifications, standards and micro-credentials. Designing solutions to meet the needs of our sector, industry, learners and whānau, hapū and iwi Māori.
- **Karanga** – Calling forth advice, action and quality assurance to ensure that our sectors needs are met and outcomes are achieved. Delivering solutions that meet the needs of our key audiences.

## Delivering Solutions

In all of these processes we ensure that we are delivering solutions for our three key sector groups or audiences:

- Sector, industry and employers
- Whānau, hapū and iwi Māori
- Diverse learners and employees

## Annual Operating Plan

We produce and submit an Annual Operating Plan to the TEC, which determines our annual funding and provides greater detail on our activities towards our deliverables and outcomes.

A copy of our Operating Plan is available on our website.

## Consultation and review of this statement

This Statement was informed by discussions with key sector and industry peak bodies, and with over 300 individuals across the motu in 14 regional discussion groups, as well as online workshops and discussions. These discussions were part of our Food and Fibre Futures project, aimed at providing us with a solid foundation for our strategic planning and engagement with our industries.

We also sent a draft version of this Statement to key industry organisations, vocational education providers, and our list of those who have indicated they wish to be kept informed about our work.

We have consulted and received feedback from the Minister of Education on our draft statement.

We will continue to engage with our key audiences and partners through the development of workforce development plans. We will continue to test this Statement with our key audiences and partners, and plan to produce an updated version in mid-2023 based on our first year of full operation.

# Appendix 1: Role and functions of Muka Tangata WDC

Muka Tangata, the People, Food and Fibre Workforce Development Council (WDC) was established by Order in Council in 2021 under Section 363 of the Education and Training Act 2020 (the Act).

Muka Tangata represents industries including dairy, sheep, beef, deer, pork, poultry, and other livestock farming; arable farming; horticulture; viticulture & winemaking; forestry, silviculture & harvesting; fishing, aquaculture & seafood processing; equine and racing; sports turf management; veterinary; and food and fibre support industries. Around 367,000 people are employed in food and fibre workplaces and related industries – about 13.4% of the total New Zealand workforce.

Section 366 of the Act sets out the functions of Muka Tangata for our sector. These include providing skills and workforce leadership including identifying current and future skill needs and advocating for those needs to be met through our work with our sector, and with schools, vocational education organisations, regional bodies and government. It also includes developing qualifications, standards and micro-credentials, carrying out moderation, programme endorsement and other quality assurance activities.

Muka Tangata WDC is empowered by section 366(j) of the Act to advise the Tertiary Education Commission (TEC) about overall level of investment in vocational education in our sector, and about the mix of vocational education delivery needed for our industries. The Act, and Order in Council made under it, establish the scope of matters on which Muka Tangata are required to provide advice.

In addition to these general roles of WDCs, Muka Tangata has a number of additional functions set out in Clause 8 of its Order in Council, including to:

- promote opportunities for all people in the specified industries to reach their full potential and capabilities by supporting quality vocational educational outcomes;
- address the needs and aspirations of priority learners in the specified industries, including Pacific learners and people with disabilities;
- advocate for, and contribute to, policies that meet the needs of the specified industries, particularly as they relate to vocational education, career promotion and planning, and the funding of education and training; and
- provide advice to compulsory education, higher education, industry extension, and professional development providers on how the education and training system can be mobilised to build the capability required of the future workforce.

Muka Tangata works closely with the Food and Fibre Centre of Vocational Excellence (CoVE), which focuses on research and building a shared understanding of vocational educational excellence and success in food and fibre.

## Appendix 2: Giving effect to sector and government strategies

### Industry Strategies

Each food and fibre industry has one or more strategies for their future. Muka Tangata engagement and workforce development plans build on these strategies, triangulating these with workforce data and analysis, and discussion with other industry parties.

Muka Tangata partners and collaborates with industries and other partners to ensure they have the workforce and skills needed to enable industry strategies to succeed.

### Food and Fibre Skills Action Plan<sup>6</sup>

The Food and Fibre Skills Action Plan (and the Forestry and Wood Processing Action Plan) define four areas of focus for the sector. Muka Tangata contributes to this Action Plan by:

<b>Knowledge</b> - generating accurate and consistent information so that the food and fibre sectors understand and can articulate their workforce needs	Muka Tangata will take the lead to provide strong workforce information and insights to achieve this outcome.
<b>Attraction</b> - changing perceptions to attract more people into food and fibre education, training and employment.	Muka Tangata will partner with others in the sector to achieve this outcome.
<b>Education</b> - shaping the education and training system to produce the skills required to meet the food and fibre workforce's needs	Muka Tangata will take the lead on behalf of the sector in achieving this outcome.
<b>Employment</b> - creating great workplace conditions to attract and retain the talented employees we need long-term	Muka Tangata will support others to achieve this outcome.

6. <https://www.mpi.govt.nz/dmsdocument/37751-Food-fibre-skills-action-plan-20192022>

## Fit for a Better World

Fit for a Better World<sup>7</sup> is shared government-industry vision for the food and fibre sector, developed by the Primary Sector Council, and now under the guardianship of the Food and Fibre Partnership Group. The Fit for a Better World Vision is supported by three focus areas and three principles:

Productivity   Whaihua	We are focused on helping our sector improve its productivity through more relevant and available skills and workforce capability
Sustainability   Kaueke Tauwhio	We are focused on skills and capabilities that will help our sector improve its sustainability
Inclusivity   Whakaurutia	We are focused on enabling greater and more equitable participation in our sector
Te Taiao	We incorporate te Taiao concepts into our work.
Zero-Carbon Future	We are focused on the impact of and addressing climate change and a zero-carbon future.
Quality Products and Confident Sector	We support our sector to improve product quality and confidence by improving skill and capability.

7. <https://fitforabetterworld.org.nz>

## Education and Training Act 2020

The Education and Training Act 2020 Section 4 has four purposes:

a) Provides New Zealanders and those studying in New Zealand with the skills, knowledge, and capabilities that they need to fully participate in the labour market, society, and their communities	Our Workforce Development Plans, developed and delivered in partnership with our industries, iwi Māori and vocational education providers, contribute to this purpose.
b) supports their health, safety, and well-being	We are strongly focused on health, safety and wellbeing in the design of our qualifications, standards and micro-credentials, and in our quality assurance of their delivery.
c) assures the quality of the education provided and the institutions and educators that provide and support it	We work closely with vocational education providers to support quality of educational delivery and quality learning outcomes for diverse learners.
d) honours Te Tiriti o Waitangi and supports Māori Crown relationships	Our vision is centred on honouring Te Tiriti o Waitangi and supporting Māori Crown relations in the area of vocational education.

## Tertiary Education Strategy

The Tertiary Education Strategy<sup>8</sup> (TES) has five objectives. We give effect to these as follows:

Learners at the centre	Diverse learners and employees are one of our key sector groups. We will engage with learners to ensure their needs are understood and that our deliverables and outcomes meet those needs.
Barrier-free education	We have built designing barrier-free vocational education in the food and fibre sector into all of our work.
Quality teaching and leadership	We work to assure and enhance the quality of delivery and outcomes for our sector.
Future of learning and work	We are strongly focused on the future of learning and work in the food and fibre sector, which has unique aspects compared to other sectors.
World-class inclusive public education	We work in partnership with public vocational education provision and work with all provision to increase its inclusiveness.

8. <https://www.education.govt.nz/our-work/overall-strategies-and-policies/the-statement-of-national-education-and-learning-priorities-nelp-and-the-tertiary-education-strategy-tes/>

## Ka Hikitia – Ka Hāpaitia

Ka Hikitia – Ka Hāpaitia is the Māori education strategy for Aotearoa. Muka Tangata carries out its functions in ways which give effect to this strategy, as follows:

<b>Te Whānau:</b> Education provision responds to learners within the context of their whānau	We explicitly focus on learning in a whānau (and hapū / iwi) context
<b>Te Tangata:</b> Māori are free from racism, discrimination and stigma in education	We are strongly focussed on removing racism, discrimination and stigma from vocational education in our sector.
<b>Te Kanorautanga:</b> Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences	We focus on diversity for all our key sector groups and audiences – including ākonga, whānau, hapū and iwi.
<b>Te Tuakiritanga:</b> Identity, language and culture matter for Māori learners	We are focused on enabling and supporting Māori to learn, work and live successfully as Māori within the food and fibre sector.
<b>Te Rangatiratanga:</b> Māori exercise their authority and agency in education.	We support the capability of whānau, hapū and iwi Māori to chart their own course in vocational education in food and fibre.

## Manu Kōkiri (Te Taumata Aronui)

Manu Kōkiri is a think piece articulating the vision of Te Taumata Aronui, the group set up as part of the Reform of Vocational Education to help ensure that the tertiary education system reflects the Government’s commitment to Māori-Crown partnerships. The vision is comprised of five aspirations.<sup>9</sup>

Tangata whenua enjoy significant tertiary education success	Our entire work programme is informed by the needs and aspirations of Māori and how to support Māori success in vocational education.
Tangata whenua enjoy increasing levels of health and wellbeing, including cultural health, and through tertiary education including through designing and delivering tertiary education study themselves.	We recognise that success in vocational education is enhanced by wider well-being considerations and we will incorporate that into our workforce development planning and advice to government.
Tangata whenua enjoy increasing levels of economic prosperity including significant and meaningful employment success, entrepreneurial and business success through the growth of the ‘Māori economy’.	Māori have significant ownership and investment in the food and fibre sector and our focus is on understanding their aspirations and working in ways that vocational education can support those aspirations.
The tertiary education sector is positively transformed through the application of te Tiriti o Waitangi and positive engagement with the Māori Treaty partner.	At an operational level our work is focused around Article 3 of Te Tiriti o Waitangi Oritetanga which guarantees equality between Māori and other New Zealanders.
Aotearoa New Zealand is transformed positively through a tertiary education sector which has embraced te Tiriti o Waitangi and the Māori Treaty partner.	We support and enable this kaupapa within the food and fibre sector.

9. [Manu-Kokiri-by-Taumata-Aronui-April-2022.pdf \(tec.govt.nz\)](#)

## New Zealand Employment Strategy

Building a skilled workforce	Our entire purpose is building a skilled workforce for our sector.
Supporting thriving industries and sustainable provinces	We support our industries to thrive, and work in partnership with RSGs to support regions and provinces. We have a strong regional focus because that is where our sector is.
Modern workplaces for a modern workforce	We have a strong focus on changing workplaces and on the particular challenges of rural and distributed workplaces.
Preparing for the changing nature of work	We are working on the particular future nature of work in our sector, which has a number of unique qualities different from other sectors.
Supporting an inclusive labour market	All of our deliverables and outcomes address increasing inclusivity in our sector.

## Te Mahere Whai Mahi Māori - Māori Employment Action Plan<sup>10</sup>

People - Māori have the skills and knowledge to lead, and succeed at, all stages of their careers	We work on ways to support Māori to flourish at all levels in all industries in the food and fibre sector.
Workplaces - Māori thrive in workplaces with good conditions and are free from discrimination	We support both Māori and non-Māori employers and employees to achieve this outcome through skill and capability development.
Futures - Iwi, hapū and Māori are leaders in future-focused and sustainable sectors	Our future focused work has ensured a strong Māori voice, and an understanding of the significant growth of Māori in the food and fibre sector.

## Pacific Employment Action Plan<sup>11</sup>

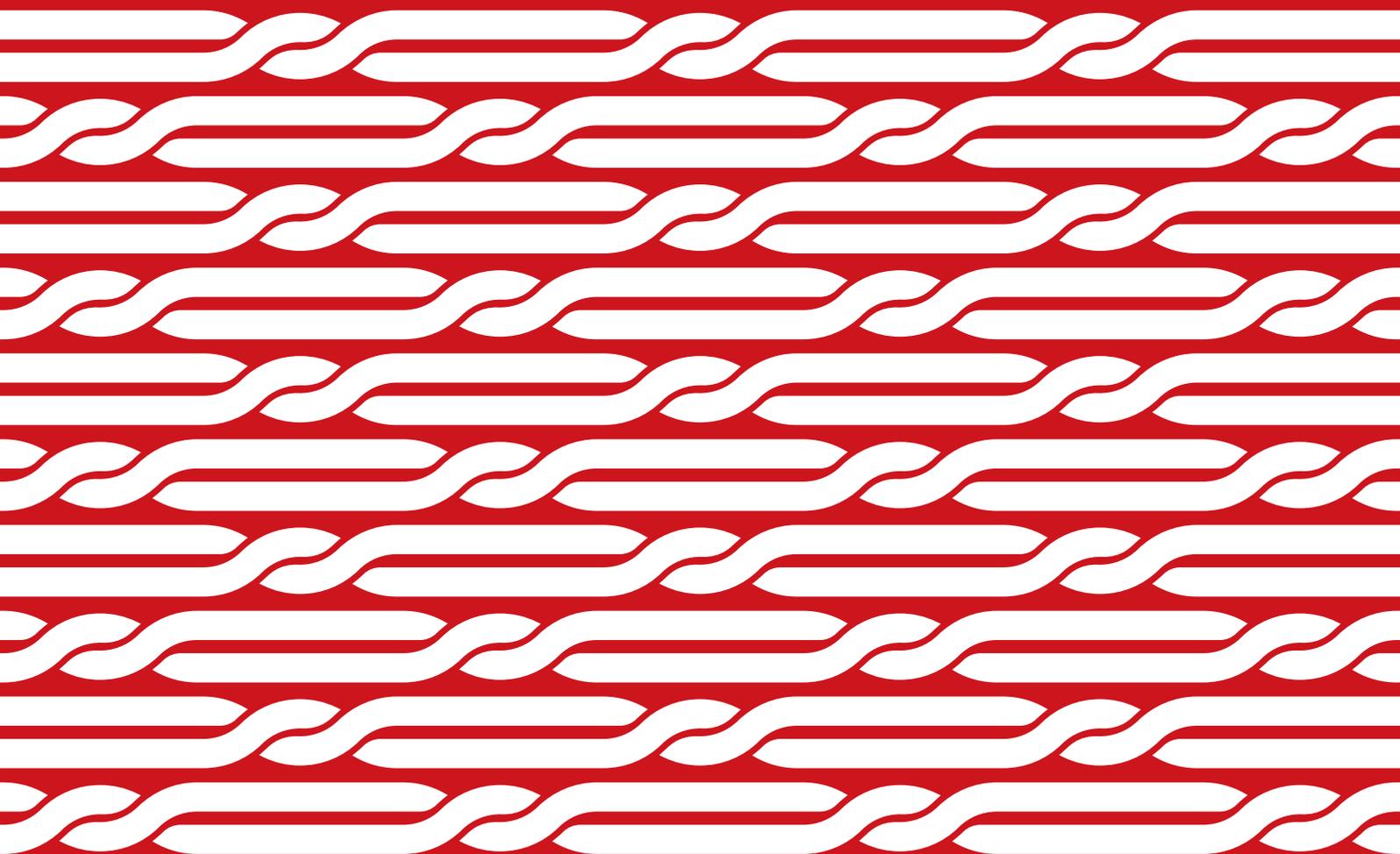
Diversity - Pacific workers and families have development pathways through New Zealand's transition to a more productive, sustainable and inclusive economy.	We support employers and employees to achieve this outcome through skill and capability development.
Nurturing the Vā - includes reviewing and enhancing services and support for Pacific migrants (including those on the Recognised Seasonal Employer (RSE) scheme)	Our work includes looking at ways in which skills development and learning that are part of the RSE scheme can be incorporated into qualifications recognised in the workers' home nations.

10. <https://www.mbie.govt.nz/business-and-employment/employment-and-skills/employment-strategy/maori-employment-action-plan/>

11. [Pacific-Employment-Action-Plan-FINAL-approved.pdf \(mpp.govt.nz\)](#)







**MUKA TANGATA**  
People, Food and Fibre  
Workforce Development Council

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