



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

He whakamārama mō te Minita Hou |
Briefing to the Incoming Minister

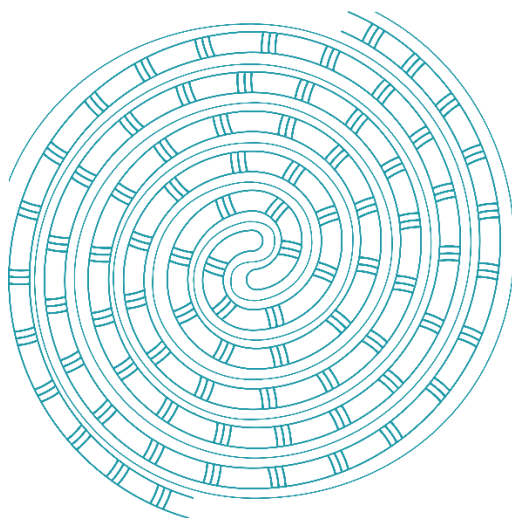
February 2023



Whakataukāki

Ko te manu ka kai i te miro, nōna
te ngahere. Ko te manu ka kai i te
mātauranga, nōna te ao.
The bird that partakes of the berry,
theirs is the forest. The bird that partakes
of knowledge, theirs is the world.

(Te Kere Ngataierua, Te Āti Haunui-a-
Pāpārangī)



Te orokohanga mai o te whakairo | 'The origins of thought'

This design speaks to the process of how
knowledge is acquired, how it is used and how
it is passed through the generations. It
represents the commitment NZQA has to
peoples' learning journeys.

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Te rāpopototanga matua | Executive summary

Our primary role is to ensure that Aotearoa New Zealand qualifications and credentials are accepted as credible and robust, both nationally and internationally. We do this through our stewardship of the qualifications system, regulation of tertiary education, quality assurance of non-university tertiary education organisations, and delivering robust senior-secondary-school level assessment.

There are a number of key initiatives underway.

- Review of the New Zealand Qualifications and Credentials Framework – this critical initiative is to ensure New Zealand’s qualifications and credentials are relevant, portable and support the functions of the Education and Training Act 2020.
- Designing the qualifications system and approach to quality assurance to support the intention of the Reform of Vocational Education.
- NZQA’s contributions to the National Certificates of Educational Achievement (NCEA) Change Programme and the Reform of Vocational Education.
- Delivery and ongoing enhancement of NCEA Online.
- Administration of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.

We work in collaboration with others such as our sector colleague agencies, education organisations, teachers and whānau on the development and implementation of change. These relationships enable us to amplify the work we are doing to improve equity with a focus on ākonga Māori and Pacific learners.

We also take a broad and collaborative approach to managing other opportunities and challenges which impact on education, including the ongoing impacts of COVID-19 in the community and how educators can best harness new technologies such as artificial intelligence.





Ngā kawenga mahi a te Minita | Your responsibilities as our Minister

As Minister of Education, you have responsibility for NZQA as a Crown entity under both the Education and Training Act 2020 and the Crown Entities Act 2004. The Crown Entities Act 2004 creates an accountability relationship between the NZQA Board and you as responsible Minister. You are responsible to the House of Representatives for the oversight and management of the Crown's interest in and relationship with NZQA.

- regulatory environment for the quality assurance of non-university tertiary education organisations
- national secondary school assessment system
- support all tertiary providers and international Code signatory schools to effectively implement the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (the Code).

Ko tā mātou āwhina i a koe | How we help you

We are responsible for providing you with quality and timely advice concerning the:

- qualifications system, particularly the Framework expanded to the New Zealand Qualifications and Credentials Framework (NZQCF)
- work to strengthen the international recognition of our qualifications and NZQCF

Our Chief Executive Grant Klinkum attends the weekly agency meetings with your office. NZQA is interested in re-establishing monthly one-on-one meetings if schedules allow.

We provide regular updates to you through our fortnightly update on upcoming issues and our quarterly reports outlining our progress towards our strategic intentions and goals, plus key deliverables outlined in our accountability documents.

We operate under a 'no-surprises' principle. This means we will keep you well-informed of matters of significance within your portfolio responsibilities that relate to our role.



Ko wai mātou me ā mātou mahi | Who we are and how we operate

Te wāhi ki a mātou | Our role

NZQA ensures that New Zealand qualifications are accepted as credible and robust, nationally and internationally.

We are responsible for managing the New Zealand Qualifications Framework, administering and quality assuring the secondary school assessment system, independent quality assurance of non-university tertiary education providers and qualifications recognition and standard setting.

We also administer the Code of Practice for international ākonga and ākonga in tertiary education.

Our vision, 'Qualify for the Future World: Kia Noho Takatū Ki Tō Āmua Ao', encapsulates our ambition for learners and for Aotearoa New Zealand. We are a vital part of making Aotearoa New Zealand's world leading and accessible education system.

NZQA is governed by a Board appointed by the Minister of Education. The Board is advised by Ngā Kaitūhono (our external Māori strategic advisory group) and NZQA Taupulega (our Pacific External strategic advisory group).

Tō mātou tāpaetanga ki te pūnaha mātauranga | Our contribution to the education system

Mahi tahi | Working together

We work closely and in collaboration with the wider government sector, education agencies and other key stakeholders to deliver the best impacts for learners.

We meet regularly with peak bodies, including those for learners, iwi, and secondary and tertiary educators and education providers. This allows us to keep communication channels open, better understand needs and address any issues.

We provide NCEA data to the Education Review Office and the Ministry of Education (the Ministry) regional offices to inform discussions about equity in STEM (science, technology, engineering and mathematics) subjects for schools, and to assure the pastoral care of students in schools.

We continue to work with colleague agencies on the education system changes to ensure that the way our services are delivered is responsive to government decisions. This includes introducing new education products to simplify the design of vocational qualifications and reflect the intent of the Reform of Vocational Education. It also includes ensuring the Aotearoa New Zealand

qualifications are developed to meet the diverse needs of learners, their iwi, community and employers.

NZQA continues to support the implementation of the Tertiary Education Strategy through our quality assurance activities, Code administration and ensuring that qualifications can be listed in te reo Māori as well as English.

We will continue these and other collaborations in support of shaping a stronger education system.

Te hunga whaipānga matua | Key stakeholders

NZQA supports a wide cross-section of Aotearoa New Zealanders. In relation to the secondary school sector this includes secondary school students and their whānau as well as other stakeholders such as teachers, principals, school administration staff, peak bodies, and employers.

In the tertiary sector, NZQA interacts with tertiary students including adult learners as well as national student associations, administration staff and peak bodies.

Ngā whakahaerenga | Our operating environment

Our operating environment is constantly changing as education evolves and adapts to meet the changing expectations of learners, their whānau, employers, industry and iwi and to harness the power of digital technologies.

We have a key role to play in addressing these challenges and opportunities through our

quality assurance and assessment and credentialing roles - however, we cannot do this by ourselves. We work closely with our sector colleague agencies as well as education organisations, teachers and whānau.

Te aro ki te mana taurite | Our focus on equity for Māori, Pacific and disabled ākonga

Significant equity issues still exist for many learners. NZQA's continued focus on improving equity resulted in this equity statement being formally adopted in 2021:

In supporting the Crown to fulfil its obligations under Te Tiriti o Waitangi, and in response to NZQA's action plans Te Kōkiritanga and Takiala Pasifika, NZQA is focusing its equity efforts through a Māori, and a Pacific, learner lens. These two cohorts face significant and compounding barriers to education success.

This statement recognises that:

- sometimes people may need differing support to experience the same levels of success as others do
- Māori and Pacific peoples face significant and compounding barriers to equitable education success, while also struggling to retain their identities, languages and cultures
- other people experience inequity in many ways.

We are initially viewing inequities through the lens of Māori and of Pacific peoples. NZQA adopted this approach in response to the significant difference between Māori, Pacific, and other Aotearoa New Zealanders in the

disproportionate and compounding effect of inequitable life circumstances.

Our strategic action plans for ākonga Māori success (Te Kōkiritanga 2020/2023¹) and Pacific learner success (Takiala Pasifika 2020/2023²) describe some of our priority work to support equity.

In 2022, NZQA adopted its first Disability Action Plan. When realised, this plan will have the dual roles of helping NZQA to better understand and support its disabled kaimahi as well as improving services to better understand and support disabled students.



Tā mātou anga putanga whakaatu i te āhua o te mahi |

Our performance outcomes framework

Our performance outcomes framework incorporates the drivers of the Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES): learners at the centre, barrier-free access, quality teaching and leadership, future of learning and work, and world class inclusive public education.

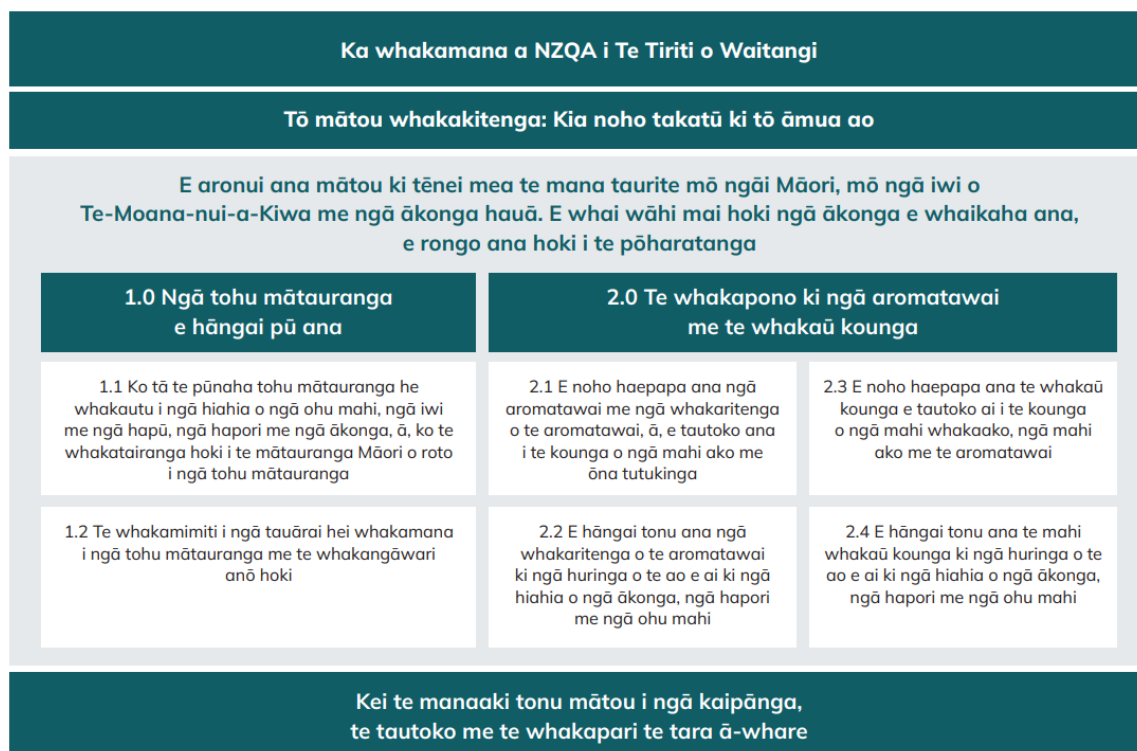
This is evidenced by our focus on equity for ākonga Māori, Pacific learners, disabled learners, learners with additional learning needs, and learners who experience socio-economic disadvantage. This focus is the core of our performance outcomes framework, and it frames our dual outcomes of providing relevant qualifications and credentials, and trusted assessment and quality assurance. Our intention is for all of our work to be guided by giving effect to Te Tiriti o Waitangi, and to be underpinned by our support for our people and customers. See our 2022/23 - 2025/26 Statement of Intent³ for more information about our performance outcomes framework.

¹ <https://www.nzqa.govt.nz/te-rautaki-maori/>

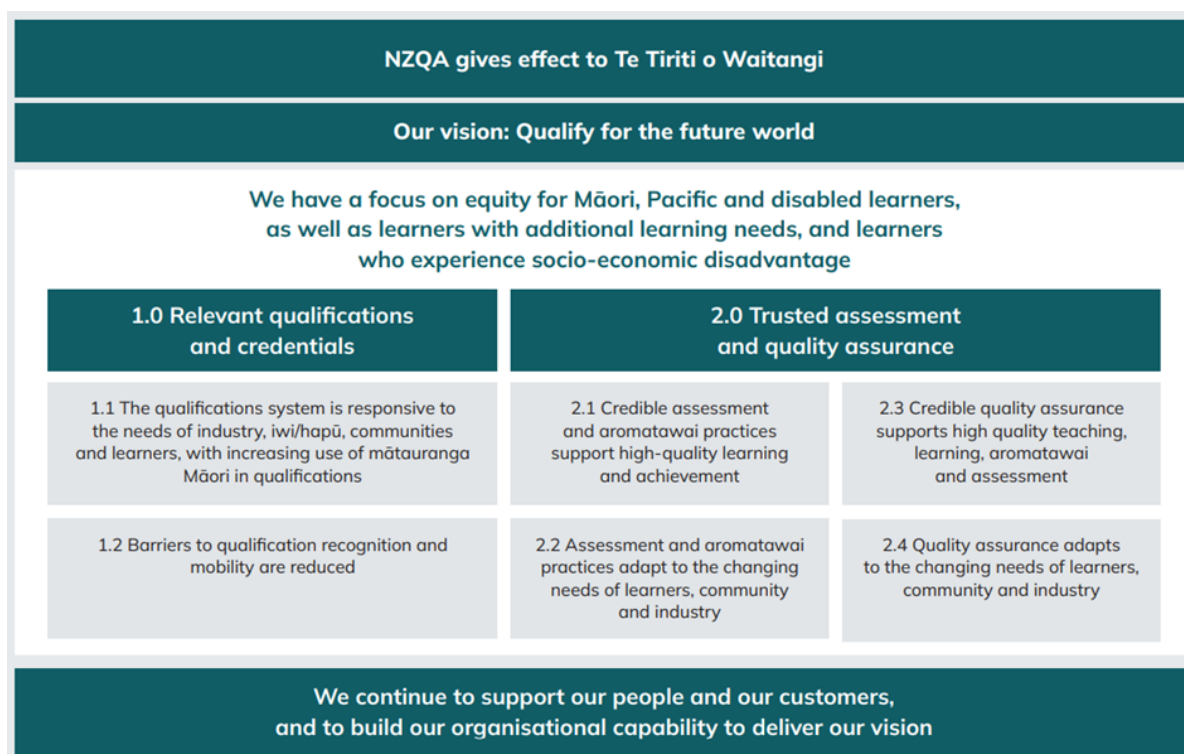
² <https://www.nzqa.govt.nz/maori-and-pasifika/pasifika/takiala-pasifika-2020-2023/>

³ <https://www.nzqa.govt.nz/about-us/publications/strategic-documents/statement-of-intent/>

Te anga putanga



Our performance framework





Ngā kaupapa matua | Our priorities

This section highlights some key priorities from our current programme of work.


Te whaka | Reprioritisation

Following the Prime Minister's directive to consider what policy changes and programmes could be re-prioritised to free up resources to help with issues such as the cost of living. We are currently reviewing our policies and programmes to determine if any can be stopped, deferred or reshaped. In addition we are reviewing our budgets to see if there are any fiscal savings NZQA can make over the coming financial year.

Te mana taurite | Equity

NZQA's steps towards achieving equity include developing strategic relationships with key partners and stakeholders, growing internal and external capability, and working alongside schools, education providers, iwi and communities. Examples of this focus include:

- refreshing Te Kōkiritanga 2020-2023, Takiala Pasifika 2020-2023, and developing our Disability Action Plan for 2023/24
- engaging with kura to address achievement and equity issues by sharing best practice and identifying ways for NZQA to better meet kura needs
- working with whānau and Pacific families to improve their understanding of NCEA to enable them to better support their tamariki
- sharing NCEA achievement and participation data with iwi, Pacific groups, and education sector agencies
- sharing equity data and good-practice examples with schools and iwi to encourage wider Māori and Pacific uptake of NCEA Online
- using student feedback to co-design digital examinations
- incorporating Universal Design for Learning and Mana Ōrite into assessment design
- working with schools and students to improve equity of participation in New Zealand Scholarship for ākonga Māori and Pacific learners
- building our staff's cultural competencies by being a te reo Māori learning organisation.



Te Taura Here Tohu Mātauranga o Aotearoa | New Zealand Qualifications and Credentials Framework (NZQCF)

The NZQCF sets out the strategic context for qualifications in Aotearoa New Zealand and defines the underpinning architecture. The associated register of qualifications records all quality assured qualifications meeting the requirements of the Framework. The elements of the framework are described in a technical document, referred to as the 'NZQCF booklet'. The audience for the NZQCF booklet is primarily qualification developers, providers and quality assurance bodies.

NZQA has undertaken a review of the NZQCF to ensure that the Framework remains fit for purpose, flexible and adaptive to the future needs of learners, employers, iwi and other stakeholders. This includes that the Framework (and quality assured credentials) better reflect the aspirations of Aotearoa New Zealand, evolving stakeholder expectations, changes in work and the need for lifelong learning arising from digitalisation.

The progress of the review was adjusted to allow for the changes needed to support the Reform of Vocational Education, in particular to ensure vocational education enables equity of outcomes for ākonga Māori, Pacific and disabled learners, as well as the new purposes established for the education system through the Education and Training Act 2020.

We are now ready to consult for a final time on including three transferable competencies

sought by employers, addressing a range of technical issues, introducing a mechanism to allow for the introduction of new qualification types without the need for a full review of the Framework, and presenting it in a new, less hierarchical format. These changes are intended to raise the profile and value of vocational education qualifications and credentials.

We have initiated planning for the implementation of these changes, in particular the increased use of micro-credentials.


NZQA is seeking your approval to consult on the NZQCF, as per the OC00089 NZQA Aide Memoire provided on 1 February 2023.

To give effect to the 2021 amendments to the Education and Training Act 2020, under guidance and following considerable engagement with a wide range of stakeholders, we recognise mātauranga Māori as an equivalent knowledge system and te ao Māori has been woven through the NZQCF.

In addition to the current suites of qualifications developed from a te ao Māori perspective, NZQA has been guided and supported by Ngā Kaitūhono and Whakaruruhau Matua⁴ to propose that qualifications and credentials should include indigenous knowledge, where this is appropriate and over time.

We recognise that this proposal represents an ambitious aspiration that will take time to achieve.

⁴ <https://www2.nzqa.govt.nz/maori/pa-matauranga/whakaruruhau-matua/>



Te whakaipurangi i te aromatawai NCEA me te karahipi | Moving to digital NCEA and scholarship assessment

NZQA has been and will continue to focus on supporting schools to increase participation in digital external assessment.

Digital external assessments have become part of NZQA's business as usual following the integration of the NCEA Online programme into core business. The implementation of digital external assessments aligns with expectations for digitally supported teaching, learning and assessment. NZQA will continue to develop an operating model to transform assessment, including supporting the implementation of changes to NCEA.

Te tautoko i te NCEA change programme | Supporting the NCEA change programme

NZQA is fully immersed and well-integrated with the Ministry on the implementation of the NCEA Changes which encompass the review of NCEA (including the introduction of a literacy and numeracy | te reo matatini me te pāngarau co-requisite) and the review of achievement standards for Te Marautanga o Aotearoa and New Zealand Curriculum work programme. This work programme is expected to run through to the end of 2025. NZQA is represented on the Ministry's NCEA Change Programme Governance Board.

NZQA has a key role in the quality assurance of the new achievement standards and assessment materials, the successful management of external assessment design,

and the support and delivery of the new assessments to schools.

NZQA is providing assessment expertise and input to the Ministry's achievement standard development work and is providing implementation support to the Ministry's school and kura pilots of the draft standards, planned over the next three years.

External assessments for the new achievement standards are being developed with a digital-first approach. Paper versions will be made available to kura and schools on request. The Ministry is supportive of this approach.

NZQA is also supporting the Ministry's implementation of the new literacy and numeracy | te reo matatini me te pāngarau unit standards for the new NCEA co-requisite. NZQA is developing and marking the external assessments for these standards. Following pilots of the standards and associated assessments in 2021 and 2022, 2023 is a transition year in readiness for full implementation of the co-requisite standards in 2024. NZQA is also working closely with the Ministry in implementing Te Ao Haka (formerly Māori Performing Arts) levels 1-3 achievement standards in 2023. This will provide a pathway for learners to progress through NCEA and University Entrance to NZ Scholarship and further study.

To support the successful implementation of the new standards arising from the Ministry-led Review of Achievement Standards, NZQA has commenced a work programme to recalibrate the quality assurance system for NCEA. This involves reviewing moderation processes for school based NCEA assessment to support teachers to implement new NCEA standards, improvements to NZQA's model

for managing national assessment, and new evidence and evaluation frameworks for assessment.

Te aromātai i te UE | Commencing a review of University Entrance

NZQA is leading a review of University Entrance (UE) over the next three years to ensure UE is aligned with the changes arising from the NCEA Change Programme. The review also provides an opportunity to consider the role of UE in the secondary and tertiary education systems, with the last review of UE undertaken in 2016/17. As Minister, you will be provided with regular updates on key issues and opportunities throughout the process. It is envisaged that any changes to UE will apply from 2026, aligned with the implementation of the new Level 3 achievement standards.

Te Pūkenga | Introducing skill standards and Aotearoa New Zealand programmes into vocational qualifications

NZQA is responsible for ensuring the design of vocational qualifications support the outcomes sought from RoVE. This aims to provide confidence to employers and other end users that graduates have acquired a consistent set of skills and attributes from a qualification. Additionally, the consistent design of programmes enables learners to continue their learning when moving between learning environments and regions.

To achieve these outcomes, it was agreed two new education products would be introduced.

- The first product is mandatory skill standards, which would replace unit standards as the building block of a programme. Skill standards combine the learning outcomes focus that form the basis of a provider developed programme with the unit standards model from industry training.
- The second new product is a New Zealand programme providing a single programme to lead to a New Zealand diploma or certificate. Workforce Development Councils would lead the development of an Aotearoa New Zealand programme in collaboration with relevant education providers who would be expected to deliver it.

During 2022, NZQA established Rules for these two new education products. We worked collaboratively with Workforce Development Councils and a broad sector group to develop the principles that informed the Rules.

Work is now underway on preparing guidance and other collateral to support Workforce Development Councils and tertiary providers develop and use these products in the design of programmes. We expect to continue working closely with Workforce Development Councils and providers during the implementation period as all parties increase their capability to design, develop and quality assure the products.

This information is to provide information and context for the changes to the design of vocational qualifications that were approved at the end of 2022. We will update you on progress as required through the fortnightly reports.

Te āpiti i ngā ki te NZQCF | Including Micro-credentials on the NZQCF

Rules to enable the listing of micro-credentials were established in 2022. Existing Training Schemes have been deemed micro-credentials and we are working with Workforce Development Councils and providers to develop guidance and other collateral to support their development, approval and listing.

The Education and Training Act now allows for the separate approval of a micro-credential and accreditation of a provider to deliver it. This will assist Workforce Development Councils to develop micro-credentials on behalf of their industries that can be used by a wide range of providers.

We will update you on progress in implementing this change enabled through the Education and Training Act through the fortnightly reports.



Te whakawhanake i te kounga o ngā aromatawai me te tiaki i te | Improving the quality of assessment and protecting against academic integrity challenges

NZQA supports continuous improvement of assessment practice and maintains a watching brief on potential threats to academic integrity. We provide schools and tertiary providers with information and advice to support and identify challenges to valid, authentic assessment.

In the secondary sector, NZQA believes that teachers are best placed to know their students, and whether work they have submitted is genuinely the student's own. For many standards, teachers have flexibility to set the format, location and timing of assessment. NZQA is continuing to support schools in developing innovative assessment tasks.

Schools are required to have measures in place to protect academic integrity, and these are included in NZQA's Managing National Assessment reviews of each school.

In the tertiary sector, the primary responsibility for ensuring academic integrity sits with tertiary providers. Each provider is required to have measures in place to support academic integrity, and NZQA considers these as part of our quality assurance of non-university tertiary providers. The Academic Quality Agency undertakes a similar role for universities.

As a member of the Global Academic Integrity Network (GAIN), NZQA will continue to monitor overseas activity to protect academic integrity - including responses to the use of

artificial intelligence in education – and to support the academic integrity of assessment and qualifications in New Zealand.

This is a quickly evolving area. We are developing a workplan and will update you on this in due course.

Te tautoko ā-pūnaha e whanake ai I te AI |

System supports in response to improving artificial intelligence

Artificial intelligence (AI) programmes, like Chat GPT, present both opportunities and risks for the education sector. NZQA's assessment rules and procedures contain provisions aimed at ensuring the integrity of NCEA (both internal and external) and New Zealand Scholarship assessments. To maintain integrity in light of evolving AI developments, NZQA will review our assessment rules and procedures to ensure they are fit for purpose, while working with teachers to support the development of ways of assessing students that are less susceptible to the misuse of AI. Together with the Ministry, NZQA will continue to provide briefings on the application of AI in education and the integrity of assessment and qualifications in New Zealand.

Planning is underway for a joint entity symposium on 'Assessment Design in the Age of AI'. There will be an opportunity for you to open the symposium if your schedule allows.

Te aromātai i tā mātou whakaū kounga |


Reviewing our quality assurance approach

NZQA's growing maturity as a modern regulator includes acknowledgement that good regulatory practice warrants regular review. While the Evaluative Quality Assurance Framework (EQAF) has been frequently adjusted and reformed, it has not been independently reviewed since 2012.

The changing tertiary education landscape and a convergence of regulatory issues, create an opportunity to review NZQA's current quality assurance arrangements for tertiary providers that will take into account:

- new and evolving organisations created under RoVE which have significantly different organisational forms and roles
- changes to qualification and credential design arising from RoVE
- private training establishments are seeking a more tailored approach that will recognise an organisation's complexity, learner cohort and level of risk
- wānanga sector aspirations for greater self determination over quality assurance arrangements
- proposals to include mātauranga Māori in qualifications and credentials, where appropriate over time, arising from weaving te ao Māori through the NZQCF.

The work to design a new quality assurance approach will follow two phases. A cross-sector Advisory Group will focus on the



framing for the whole-of-system quality assurance. Subsequently, subsector groups will advise on the design of specific elements appropriate to that subsector to develop a differentiated approach.

Te āwhina i ngā whenua ki te waihanga pūnaha tohu me te whakaū kounga | Supporting partner countries develop their qualifications and quality assurance systems

NZQA's international responsibilities are primarily drawn from our core roles as guardian of the NZQCF and quality assurance as well as administrator of the assessment of NCEA. We also have legislated roles and responsibility for Aotearoa New Zealand's international treaty and free trade obligations.

We are the competent authority responsible for evaluating overseas qualifications for recognition in Aotearoa New Zealand and the National Education Information Centre required under relevant conventions on the recognition of qualifications (eg the Lisbon and Tokyo conventions).

We have recently experienced strong demand for qualifications recognition for immigration, professional recognition, employment and further study purposes. We have been managing the increased demand through increasing FTEs and establishing a 'surge' team, streamlining processes, pre-assessing applications, simplifying processes for those qualifications we have previously evaluated, and closely monitoring throughput.

For the last two years we have been working with signatories to the Pacer Plus agreement to build sustainable capacity in qualification agencies in the Pacific to improve labour mobility.

This work has been funded by MFAT. We are now preparing to implement the second phase of this work, expected to take place over the next five years.

Ngā Tikanga Mahi Mātauranga | Code of Pastoral Care

The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (the Code) supports the wellbeing and safety of domestic tertiary learners and all international learners enrolled with New Zealand education providers. The cornerstones of the Code are:

- Wellbeing and Safety: The Code aims to enable learners' academic success through promoting wellbeing and safety.
- Te Tiriti o Waitangi: When implementing any part of the Code, providers must consider Te Tiriti o Waitangi and how they can partner with Māori to give effect to the Code.
- Learner voice: The Code requires providers to build and maintain strong relationships with diverse learners and other stakeholders to understand and respond effectively to needs.
- Whole-of-provider approach: Under a whole-of-provider approach, learner wellbeing and safety outcomes are not the responsibility of one student support team or individual, but are

achieved through a strategic, transparent, and responsive organisation-wide system.

The Code came into effect on 1 January 2022. As it embeds, our focus as Code Administrator is on promoting the Code, building capability and monitoring providers.

We are working to strengthen learner voice across the sector by promoting the Code to learners.

We engage with a broad range of stakeholders including diverse learner groups to co-develop guidance and capability building resources for learners and providers.

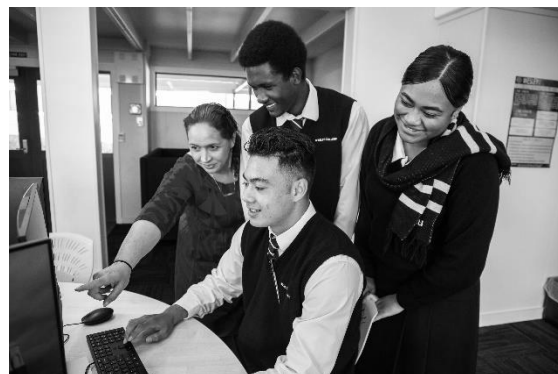
We monitor providers' performance against the requirements of the Code, including working with Universities New Zealand (UNZ) to monitor the university sector.

We develop and publish an annual Code Administrator Plan outlining our regulatory approach and activities for each year ahead.

Te rōpū wheako kiritaki | Customer Experience Improvement Programme

NZQA is in the process of transforming our digital channels to provide targeted personalised services for our customers through our website and secure portals for learners, schools and tertiary education providers. We are also further modernising our Contact Centre channels to more closely integrate how people can engage with us, including via phone, email, webchat, chatbot and social media. Equity is being embedded in the way we design these channels,

particularly with a focus on Māori, Pacific and disabled learners.




Te whakapiki āheinga | Investing in our capability

Ngā tāngata | Our people

NZQA has a core workforce of just over 500 FTE of which the majority work out of the Wellington office. Those not based out of Wellington either work from the Auckland office or remotely across the country. To enable the successful delivery of examinations, we also engage around 6,000 additional employees and 2,500 contractors as part of our specialist workforce. Of our core workforce, 15.8% are Māori and 7.0% are Pasifika.

A part of investing in our people capability, work is progressing to implement a new Human Capital Management (HCM) system. This will strengthen our people data and enable management to have better oversight and to make more informed people decisions. This will enable NZQA to operate more effectively in the strategic space as we give effect to our Kia Toipoto, Papa Pounamu and other workstreams.



NZQA is in the final stages of settling on and implementing a new collective agreement with the PSA. This agreement aligns with the Public Service Pay Adjustment that was recently announced. We remain hopeful that the new collective will alleviate some of the turnover pressures.

Like many organisations, a tight labour market has put pressure on NZQA's turnover. For the year from 1 July 2021 to 30 June 2022, our turnover was 20.8%. This higher level of turnover (compared with 12.4% in the previous year) is in line with what other organisations have experienced during the period.

Te whakakaha i te tūāpapa | Supporting infrastructure

NZQA takes a continuous improvement approach to growing and modernising our information systems capability. This underlies how we develop and equip our staff and build resilience in the face of challenges such as the COVID-19 pandemic. We prioritise technology

investment to support the major changes underway in the education system, including security.

NZQA has invested in a cloud-based modern data warehouse to establish the data engineering capability that can be extended as we mature its use of data, including developing its use of business intelligence tools and data science. The system is fully integrated with NZQA security systems with comprehensive C&A and PIA signoffs and successfully enables Assessment Reconciliation Tool to track the 2022/23 NCEA Assessment process.

NZQA has embarked on a work programme to assess the current state of the core legacy application eQA (Electronic Qualifications Authority). It enables a modernisation pathway of transitioning off eQA based on a more evidenced understanding of the current and future business functions.

Te taha pūtea | Financial Outlook

NZQA is increasingly being exposed to significant cost pressures that is challenging the sustainability of its financial baseline.

NZQA's Crown funding is reducing due to time-limited funding, such as for the examination workforce. Further, third-party funding, which represents 27% of NZQA's revenue, is not meeting operating cost pressures. The latter relate particularly to IT-related costs and wage inflation, which comprise a significant proportion of delivery costs. Increasing third-party fees and charges is an option, but is not preferred given the potential to compromise learners' access to quality education and due to the current economic climate.

NZQA continues to closely monitor its expenditure, managing cost pressures through periodic rolling forecasting exercises to reprioritise spending. NZQA has also submitted Crown budget bids for those areas of cost pressure that it considers cannot be met from savings and/or reprioritisation of its baseline, and where it is considered justified.

NZQA's estimated total revenue for 2022/23 is \$105.871m.

- 72.96% is Crown revenue (\$77.241m) with \$52.056m attributed to the delivery of NCEA assessments.
- Of this Crown revenue, \$63.138 million is baseline and \$14.103 million is time limited funding for implementation of the Review of Achievement Standards and NCEA assessments.
- Third party revenue is estimated to be \$28.630 million representing 27.04% of the total estimated revenue.
- Third party revenue is attributed to fees and charges for services such as Quality Assurance, Qualification Recognition and NZQF credit reporting.

Our 2022/23 Statement of Performance Expectations⁵ outlines the major categories of expenses.

⁵ https://www.nzqa.govt.nz/assets/About-us/Publications/Strategic-publications/SPE-2022-23/NZQA_SPE-202223.pdf

Te Wāhanga 1: Ngā mema o te Poari | Appendix 1: Our Board Members

The New Zealand Qualifications Authority is headed by a Board appointed by the Minister of Education. The Board brings experience from industry, the community and education sectors.

Tracey Martin – Chair

Hon Tracey Martin was an Associate Minister of Education in the previous Government, as well as Minister for Children, Minister for Seniors, and Minister of Internal Affairs. She was a Member of Parliament for nine years between 2011 and 2020.

She is currently the Chair of the Strong Public Media Business Case Governance Group and the sector reference group for review of how schools are funded for teacher aides.

Board term commences: 1 October 2021. Expires 30 September 2024.



Pania Gray – Deputy Chair

Pania Gray (Ngāpuhi) holds a number of governance roles, including as a board member for the New Zealand Film Commission. She recently chaired the Ministry of Education's Future Education Programme governance advisory board, was previously Deputy Chair for the Academic Quality Agency for New Zealand Universities, and was a member of the New Zealand Council for Educational Research. She also has extensive governance experience in the not-for-profit and private sectors.

Board term commences: 1 October 2021. Expires: 30 September 2024.



Jeremy Baker

Jeremy Baker was the Chair of the ministerial advisory group providing advice to the Minister of Education on the changes to NCEA. He is currently the Chief Executive of Muka Tangata - People, Food and Fibre Workforce Development Council. He has held senior roles in industry, government and education including previously as Chief Insight Officer at Beef + Lamb New Zealand, Deputy Vice-chancellor for Lincoln University, and Executive Director of the Industry Training Federation.

Board term commences: 1 October 2021. Expires 30 September 2024.



Mary Chamberlain

Mary is a successful leader of educational reform. From 2001-2011 she led a large team in the New Zealand Ministry of Education to design strategies to improve teaching, learning and student outcomes. From 2004-2007 she led the development of the New Zealand Curriculum for primary and secondary schools and the design of National Standards in literacy and numeracy from 2010-2012. Mary is currently a director of an independent consultancy company, Evaluation Associates Ltd.

Mary has in-depth knowledge and up to date experience in designing strategies to bring about effective change in education. She holds an Executive Master's degree in Public Administration and in 2012 she became a Member of the New Zealand Order of Merit for her services to education.

Board term commenced: 13 September 2016. Expires 16 September 2022.



Grant Cleland

Grant Cleland has over 30 years' experience supporting disabled people and their whānau. He has held a range of management and other roles with services in tertiary education, employment, social work, health, contracting and auditing, at national and local levels.

Born with a physical impairment and using a wheelchair for mobility from childhood, Grant brings both lived and professional experience of disability.

Grant also has extensive experience in Governance, Leadership and Social Change, Project Management, Strategic Planning and Training. In particular, he has specialist expertise in employment, transition and tertiary education for disabled people.

Board term commences: 1 October 2021. Expires 30 September 2024



Roger Moses

Roger Moses is an experienced educator and well-respected for his school leadership, notably for his 23 years as Headmaster of Wellington College. He has been the Chair of the NCEA Professional Advisory Group providing advice on the changes to NCEA and will bring valuable knowledge onto the Board. Roger was made a Companion of the New Zealand Order of Merit for services to education in 2020.

Board term commences: 8 November 2021. Expires 7 November 2024.



Lyn Provost

Lyn was Controller and Auditor General for eight years. Prior to that she was Deputy Commissioner of New Zealand Police. Lyn has also held roles in the State Services Commission and as Acting Chief Archivist and Chief Executive of Archives New Zealand. Lyn is currently the Chair of the Guardian of the Alexander Turnbull Library and the Advisory Group for the Brian Picot Chair of Ethical Leadership at Victoria University of Wellington. She also serves on the International Auditing and Assurance Board (IAASB), Transparency International New Zealand, Advisory Panel advising the Inspector-General of Intelligence and Security and Education New Zealand.



Lyn holds a BCA from Victoria University of Wellington and is a Chartered Accountant (FCA). In 2017 she became a Companion of the New Zealand Order of Merit for her services to the state.

Board term commenced: 8 November 2018. Expires 7 November 2024.

Cheryl de la Rey

Professor Cheryl de la Rey is Vice-Chancellor of the University of Canterbury. Through this role, she is a member of the New Zealand Vice-Chancellors' Committee. Cheryl also serves on the Association of Commonwealth Universities' Pacific Regional Committee and held notable roles in South Africa, including being Chief Executive of the Council on Higher Education and Vice-Chancellor and Principal of the University of Pretoria.



She holds a MA and PhD in Psychology, specialising in Social Psychology. Cheryl started her career as a secondary teacher and then moved up the academic ranks into executive management. Her recent publications focus on gender and leadership in higher education and science.

Board term commenced: 2 July 2020. Expires 1 July 2023.

Antony Royal

Antony has strong community involvement and a background in the Information and Communication Technology industry. He holds a degree in Electrical and Electronics Engineering from Auckland University, has spent many years in the ICT industry and currently holds a number of governance positions. He also chairs Te Mana o Kupe Trust, which was established to support the cluster of 13 schools in Porirua East whose focus is to deliver greater educational achievement by engaging tamariki, teachers and whanau through the use of technology.



Previous roles have included Global Infrastructure Manager and Web Initiatives Manager for the NZ Dairy Board (Fonterra), implementation of financial management systems for a number of different government Departments, and positions on a number of advisory boards. Antony has been involved in many projects that involve technology and better educational outcomes.

Board term commenced: 13 September 2016. Expired 16 September 2022 (term continuing pending MOE appointments advice).

Lili Tuioti

Aiolupotea Lili Tuioti has extensive experience in the education sector in New Zealand and the Pacific region. She established a private consultancy business TKC and Teuila Consultancy in 2000. This focused on Pacific teacher and school management professional development, school-community liaison in New Zealand, Pacific regional projects in curriculum and assessment reform, education strategic planning and governance training.



As an education and strategic advisor to the Government of Tokelau for over 10 years, Lili served as a member on the University of the South Pacific Council and the Pacific Board of Education and Assessment. She returned to New Zealand in 2015 and is currently the Mission Services Manager at the Salvation Army Newtown Centre. She has held various governance roles in the education and community sectors, including the Teachers' Council, AUT Council and the ASB Community Trust. Lili currently serves on the JR McKenzie Trust and was an establishment Board of Trustees member for the Pacific Advance Secondary School.

Board term commenced: 16 September 2019. Expired 16 September 2022 (term continuing pending MOE appointments advice).

Te Wāhanga 2: Te Kāhui Rangatira o NZQA | Appendix 2: Our Strategic Leadership Team

Dr Grant Klinkum - Chief Executive

Grant joined NZQA in early 2014, and has held the roles of Deputy Chief Executive Strategic and Corporate Services and Deputy Chief Executive Quality Assurance. Prior to taking up the Chief Executive role, Grant was seconded to the Ministry of Education as Acting Deputy Secretary for Graduate Achievement, Vocations and Careers.

While working at the Tertiary Education Commission between 2007 and 2014, Grant was responsible at different times for stakeholder engagement, the Chief Executive's office and the Tertiary Investment function. He has also previously worked as Deputy Chief Executive for an Institute of Technology, and Dean of Faculty at two tertiary education organisations.

Grant has a PhD in Political Science from Victoria University of Wellington, a Master's degree in Education Administration from Massey University and a Master of Arts from the University of Canterbury.



Alex Bidois - Deputy Chief Executive Māori

Alex joined NZQA in February 2007 as the Internal Audit Manager. He later became the Strategy, Planning, and Performance Manager before accepting his role as Deputy Chief Executive Māori in April 2019.

Alex Bidois is of Ngāti Ranginui, Ngāi Te Rangi and Te Arawa descent. His experience within the public sector has been in education, having spent 16 years in business and financial roles with the Ministry of Education. Alex also holds a Bachelor of Management Studies from the University of Waikato.

Alex has a strong passion for advancing Māori development through lifelong learning.

The Deputy Chief Executive Māori is responsible for:

- the Office of the Deputy Chief Executive Māori and leadership of NZQA's Māori Strategic Action Plan – Te Kōkiritanga
- the Office of the Chief Advisor Pasifika and leadership of NZQA's Pasifika Strategic Action Plan – Takiala Pasifika
- supporting NZQA's commitment to equity outcomes for Māori and Pacific learners.



Key work programmes:

- leading and managing Te Kōkiritanga (our Māori Strategic Action Plan) and Takiala Pasifika (our Pasifika Strategic Action Plan)
- managing and/or contributing to projects of significance relevant to Māori and Pasifika educational achievement

Tim Bowron - Deputy Chief Executive Strategic and Corporate Services

Tim Bowron joined NZQA in December 2019. He has worked across both the public and private sectors, including roles at the Civil Aviation Authority, Treasury and in the justice sector where he was part of the inaugural leadership team of the Legal Services Agency.

Tim is a qualified accountant, a Chartered Member of the Institute of Directors, and holds a Bachelor of Business Studies from Massey University.



The Strategic and Corporate Services Division is responsible for:

- enterprise project management office
- strategy, planning and performance
- customer experience and analytics
- finance
- legal services
- information services
- internal assurance and risk
- people and capability

Key work programmes:

- Customer Experience Improvement Programme (currently website refresh)
- Enterprise Content Management System
- Human Capital Management system
- Replacement of NZQA's core regulatory business application

Jann Marshall - Deputy Chief Executive Assessment

Jann joined NZQA as Deputy Chief Executive Assessment in December 2022. Her previous role was as the Ministry of Education's Associate Deputy Secretary - Network and School Delivery, with responsibility for teams that provide support to the Ministry's regional staff, as well as leading a national team responsible for the delivery of large complex work programmes. Prior to that she was the inaugural Director of Education for Taranaki, Whanganui, Manawatū, leading the Ministry's regional teams supporting early learning services, schools and kura across the rohe.



Starting her career as a secondary teacher, Jann has previously worked for NZQA in various roles, including as Manager of the Schools' Liaison team responsible for the School Relationship Managers.

Jann holds a Master of Public Administration from Victoria University in association with the Australia and New Zealand School of Government, a graduate Diploma of Teaching from Christchurch College of Education and a Diploma of Home Science from the University of Otago.

The Assessment Division is responsible for:

- external assessment of achievement standards
- assessment and moderation services – moderation and support of school-based internal assessment for NCEA
- school quality assurance and liaison
- data and data analysis
- maintaining the New Zealand Record of Achievement
- maintaining the University Entrance award
- qualification services – development, implementation, maintenance, support and review of certain unit standards and related qualifications.

Key work programmes:

- NCEA Review
- Review of Achievement Standards.

Eve McMahon - Deputy Chief Executive Quality Assurance

Eve joined NZQA in 2007 to implement a new quality assurance framework and lead improvements to the qualifications system and framework. She undertook a range of roles before becoming Manager Quality Assurance Strategy in 2016 and was appointed Deputy Chief Executive Quality Assurance in 2020.

Eve is an experienced tertiary educator and has held a range of positions primarily across the education and health sectors. She holds a Bachelor's degree from the University of Canterbury and a Master's degree in Education from the University of New South Wales.



The Quality Assurance Division (QAD) is responsible for the:

- Stewardship of the New Zealand Qualifications and Credentials Framework (NZQCF)
- Supporting the NZQA Board to recommend changes to Rules to the Minister for the qualifications and credentials system and quality assurance of tertiary education
- Quality assuring non-university tertiary providers
- Administering the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (the Code)
- Supporting the international recognition of New Zealand's qualifications, recognising overseas qualifications for access to work and further study in New Zealand, and carrying out work to deliver on New Zealand's education-related international obligations.

Key work programmes:

- Implementing the NZQCF
- Qualifications and quality assurance to support the Reform of Vocational Education.

Utufa'asisili Rosemary Mose - Chief Advisor Pasifika

Utufa'asisili is an experienced educator and leader, having led the development and implementation of Pasifika strategic plans at the Ministry of Education and Manukau Institute of Technology before joining NZQA in 2019. Of Samoan descent, she brings an important Pasifika voice to the Strategic Leadership Team.

With extensive education and Pasifika community networks, including strong connections with regional and national Pasifika groups, Utufa'asisili was recognised in 2020 by the Government Women's Network as one of nine Wāhine Whetū, rising women stars in the public sector.

Utufa'asisili holds a Master of Professional Studies in Education, a Postgraduate Diploma in Secondary Teaching, and a Bachelor of Arts from the University of Auckland.



The Office of Pasifika is responsible for:

- Providing strategic leadership and influence to strengthen NZQA's organisational relationship with Pasifika
- Giving effect to NZQA's commitment to Pacific learners succeeding in education
- Building the cultural capability of NZQA staff so they can contribute effectively to relevant NZQA business outputs and deliverables and to develop business systems and processes that take account of cultural perspectives and practices.

Key work programmes:

- leading and managing the Takiala Pasifika (our Pasifika Strategic Action Plan)
- PACER Plus project focused on qualification system strengthening and increasing labour mobility in the Pacific region
- leading, contributing and/or managing projects of significance relevant to NZQA's contribution to Pacific educational achievement.

Te Wāhanga 3: Ngā Kaitūhono |

Appendix 3: Our Māori external strategic group

Ngā Kaitūhono is our external Māori advisory group, their role is to ensure our approach to mātauranga Māori is compatible with Māori values, consistent with Māori expectations, and complementary to other validation processes, including those that may be established by Māori.

Ngā Kaitūhono advise us on how we achieve the goals of Te Kōkiritanga - our Māori Strategic Action Plan. Ngā Kaitūhono was established in 2008.

Professor Wiremu Doherty - chairperson

Professor Wiremu Doherty is the CEO at Te Whare Wānanga o Awanuiārangi based in Whakatāne. Previously he was employed by the Manukau Institute of Technology as Executive Director Māori.

Professor Doherty has contributed to the development of NZQA's Te Rautaki Māori as a member of the Māori Reference Group. He has also played roles in the development of NCEA Te Reo Māori Level 1 and 2.

Professor Doherty has recently completed his PhD on the roots of Mātauranga Māori in tribal based knowledge – Mātauranga-ā-Iwi. Wiremu has an extensive background in kaupapa Māori initiatives.



Hōne Sadler

Hōne Sadler has 40 years of teaching experience, 7 years in primary schools and 16 years in secondary. He has 10 years in the polytechnic sector and 7 years in the university sector.

He is currently a member of two of our whakaruruhau for Tikanga and Te Reo.

Mr Sadler is a certified translator and interpreter and a Master of Mātauranga Māori. Hōne has also been involved with a number of Private Training Establishments, Wānanga and Polytechnics through accreditation panels. He's also been a moderator and monitor of Degree programmes.

Hōne is one of the Kaumatua for Te Rūnanga-ā-Iwi-o-Ngāpuhi and was nominated as a member of Ngā Kaitūhono by a collection of Kaumātua from the Ngāpuhi region.

He is currently a Senior Lecturer in Māori Studies at the University of Auckland.



Sophie Tukukino

Sophie Tukukino, from Ngāti Tamaterā and Ngāti Kahungunu, has extensive teaching experience at primary, secondary and tertiary levels.

Sophie has held the role of Tumuaki at Te Kura Māori o Porirua for 13 years. Before this she was a Principal at a general stream school.

She currently mentors new and aspiring tumuaki. She has designed and implemented successful bilingual and immersion programmes in wānanga, kura ā iwi and general stream schools.

Sophie is a founding member of Ngā Kura ā Iwi o Aotearoa. She's served on several Boards and committees, including Te Akatea NZ Maori Principal's Association, NZEI Te Riu Roa and Ngā Manu Kōrero Regional and National Committees.

Sophie was also a member of the working group that established a te reo Māori strategic plan for Hauraki iwi.

Sophie holds a Tāhūhū Whakaakoranga Masters Teaching and Learning and a number of post-graduate teaching diplomas.

Sophie gets on well with everyone she meets. She is an expert at providing pastoral care for all her learners and colleagues. She likes to guide them to understand their skills and abilities.



Rahui Papa

Rahui Papa has a background in broadcasting and education. He chairs several community organisations including kōhanga reo, tribal and community trusts and iwi-governance groups. Rahui has been a director and member on various tribal, local and national organisations. His main focus has been the hauora and strategic development of Waikato-Tainui and Māori in general.

He is an exceptional orator, linguist and a recognised authority on Waikato reo, tikanga and the Kīngitanga.

Rahui Papa is of Ngāti Koroki-Kahukura descent and is the current chairman of Te Arataura, the executive arm of Waikato-Tainui Te Kauhanganui. He has represented his marae, Pōhara in the tribal parliament since it began in 1999.



Rangimarie Hunia

Rangimarie Hunia is the CEO of Ngāti Whātua Ōrākei's tribal development arm, Whai Maia.

She is a director of Te Ohu Kaimoana Māori Fisheries Commission and a trustee with Manaiaikalani Education Trust, Tupu Toa and Western Springs College – Ngā Puna o Waiorea.



Merepaea Te Uira Dunn

Merepaea is from Te Rarawa, Te Aupōuri, Ngapuhi, Te Whakatōhea, Ngai Tuhoe and Ngati Porou. She comes from a professional background in education, health and social services and is a Māori entrepreneur.

She has experience working in urban Māori organisations and was one of the first Whānau Ora Kaiārahi Navigators in 2011.

She enjoys sharing knowledge to te hunga rangatahi me te pani me te rawa kore. She is a contract programme facilitator in the Auckland Regional Women's Correctional Facility (Māori Women's Leadership). She also shares her ngaio in parenting programmes in the community.

Merepaea works with ACC Healthy Relationships Programme Mates and Dates in high schools across West Auckland Rodney and North Shore.

She has recently completed Ka Eke Poutama and has governance experience already.

Merepaea is interested in the pursuit of excellence at a higher governance and Strategic Level in Mātauranga Māori and Māori education. This way she can make changes to improve the lives of all whānau, hapū and iwi.



Hinepounamu Apanui-Barr

Hinepounamu has whakapapa connections to Ngāi Tahu, Ngāti Porou, Ngāti Hine. She describes herself as a sense maker, making sense of information with no right or wrong answer.

Give her a complex issue and the right people to work with – that's where she works best.

She is currently working with Tokona te Raki as a Rangatahi Researcher. She loves the challenge of translating data. This data can be used as a tool for whānau to navigate challenges and create solutions for them and their community.



e Wāhanga 4: Te Kāhui o Te Moana-nui-a-Kiwa | Appendix 4: NZQA Taupulega, our Pacific external strategic group

The NZQA Taupulega has been established to provide advice, guidance and support to enable NZQA to progress and achieve the goals of the Takiala Pasifika 2020-2023.

Its objectives are to:

- Provide Pacific thought leadership and expertise that contributes to NZQA's focus on equity and enabling lifelong learning opportunities for Pacific learners and communities.
- Support and advise on opportunities for NZQA to collaborate and provide collective input in initiatives that benefit Pasifika learners.
- Inform, share and elicit support for initiatives that NZQA leads or collaborates with external partners aimed at improving Pacific learner participation and achievement.

Professor Malakai Koloamatangi - Chair

Malakai is of Tongan descent and is a Political Scientist by profession. He has lectured at the University of Canterbury, University of Auckland and Lo'au University. He has been the Director of the Macmillan Brown Centre for Pacific Studies at the University of Canterbury and recently the Director of Pasifika at Massey University.



Associate Professor Luamanuvao Dame Winnie Laban

Luamanuvao is currently the Assistant Vice Chancellor (Pasifika) at Victoria University of Wellington where she provides strategic advice and direction for Pasifika. She heads the recently formed Pasifika student success team with a focus on excellence, personal growth and well-being. Dame Winnie Laban has been recognised for her services to education and the Pacific community.



Dr Cherie Chu

Cherie is of Tahitian descent, and is currently employed as a Senior lecturer in multi-ethnic and Pacific education at Victoria University of Wellington, where she is also the co-Director of He Paenga. Cherie is an Ako Aotearoa national workshop facilitator and is also an active ACE Aotearoa steering group member.



Lealiie'e Tufulasi Taleni

Lealiie'e is of Samoan descent and is currently employed as Kaiarahi Pasifika in the College of Education at the University of Canterbury where he leads Pacific development to initial teacher education programmes of study. He is also the University of Canterbury's Pasifika Education specialist and the first Pacific researcher to receive the NZARE Rae Munro Award for Excellence for his Master's thesis.



Dr Seulupe Falaniko Tominiko

Seulupe is of Samoan descent, and is currently employed as the Director of Pacific Success at Unitec, Institute of Technology, with a commitment to the provision of support and contributing to Pasifika success through a holistic approach. Prior to this role Dr Seulupe was the Director of Pacific Centre for Learning, Teaching and Research at Unitec.



Tufaina Faraimo

Tufaina is of Tokelauan descent. She is currently employed as the Assistant Principal of Glenview School in Porirua. Tufaina is the secretary of the Atafu Tokelau community in NZ and actively leads cultural and educational initiatives that support the sustainability of the Tokelauan language and culture.



Pulotu Selio Solomon

Pulotu is of Samoan descent and is currently employed as the Education Manager (South Area) for the Ministry of Education leading the initiatives to raise achievement for Māori and Pacific learners in South Auckland. Pulotu was previously the CEO of Martin Hautus Institute. He is also the President of the Men's Health Trust New Zealand.



Ivana Samani

Ivana is of Samoan descent and is one of our student voice members on the Taupulega advisory group. She has been an NCEA Navigator working closely with NZQA. She is currently working towards her Bachelor of Commerce at Victoria University of Wellington.



Lufilufi Lene-Isara

Lufilufi is of Samoan descent and is one of our student voice members of Taupulega. Lufilufi is currently studying towards a Bachelor of Engineering at the University of Canterbury. In 2019, he was Head Boy of Rongotai College and an NCEA Navigator working closely with NZQA to encourage Pasifika student interest in STEM related subjects and career pathways.



Sinapi Taeao

Sinapi is of Samoan descent and is currently employed as the Dean and Whānau lead at Naenae College. She is also a Mathematics teacher and co-author of an article titled "Cast the net into deeper waters - Using research and practice to rethink mathematics pedagogy". Sinapi has been actively involved in past NCEA reviews in her role as a PPTA Pasifika representative.

Natalie Faitala

Natalie is of Cook Islands descent. She is currently employed as the Head of the English department at Wesley College. Natalie is also a representative of the Post Primary Teachers Association Komiti Pasifika as well as an executive member of PPTA. She has worked in both education management and education consulting industries.



Te Wāhanga 5: Ngā tuhinga rautaki | Appendix 5: Strategic documents

Te Kōkiritanga 2020/2023 – NZQA’s action plan for ākonga Māori success

[Access Te Kōkiritanga 2020/2023 here](#)

Takiala Pasifika 2020/2023 - NZQA’s action plan for Pacific learner success

[Access Takiala Pasifika 2020/2023 here](#)

He tuākī whakamaunga atu | Statement of Intent

[Access our 2022/23 – 2025/26 Statement of Intent here](#)

Te tauākī kawatau a ngā mahi | Statement of Performance Expectations

[Access our 2022/23 Statement of Performance Expectations here](#)

Te pūrongo ā-tau | Annual Report 2021/22

[Access our 2021/22 Annual Report here](#)