

Renewal

We've got some fresh thinking on workplace learning in the State sector. Annual Report to 30 June 2007



Kia whai ake mātau, kia matatau tātou.
Seeking to enable knowledge opportunities for all.

This last year has seen us re-focus and rejuvenate our organisation as we lead a new era of workplace learning in the State sector.

Learning State's core activity is to lead the development and implementation of structured workplace learning options that meet State sector priorities and agency and individual needs.

CONTENTS

01	Vision and Mission
02	Board Chair's Report
04	Executive Director's Report
06	Message from Ngā Tahu o te Ao Māori
08	Operational Highlights
10	Financial Highlights
12	Statistical Highlights



VISION

State sector agencies and employees have full access to excellent structured workplace learning opportunities that can maximise their contribution to State sector performance.

MISSION

To provide leadership in structured workplace learning that supports the achievement of State sector goals for people and performance.

Kia whai ake mātau,
kia matatau tātou.
Seeking to enable knowledge opportunities for all.



BOARD MEMBERS AS AT FEBRUARY 2008

PETER BROWN

INCOMING BOARD CHAIR

DEPUTY COMMISSIONER,
PEOPLE CAPABILITY

STATE SERVICES COMMISSION

PENNY CARNABY

CHIEF EXECUTIVE

NATIONAL LIBRARY
OF NEW ZEALAND**SANDI BEATIE**

DEPUTY CHIEF EXECUTIVE

MINISTRY OF JUSTICE

JO MIKA-THOMAS

PEOPLE AND CAPABILITY DIRECTOR

HOUSING NEW ZEALAND CORPORATION

RENEWAL

The Board is accountable for Learning State's strategic direction, including its policies and funding. Our governance structures and accountability requirements are recorded in an agreement between State sector chief executives and the State Services Commission.

The Board:

- establishes Learning State's strategic direction
- develops the strategic plan
- reports to, and obtains approval from, its member agencies on the strategic plan
- approves the annual business plan and budget
- reports annually how Learning State has used its funding.

Key catalysts driving a new approach

Learning State has reinvigorated its approach to service delivery in the light of significant developments in State sector learning and development. It is now positioned to lead workplace learning in the State sector.

Tertiary education sector reforms charged industry training organisations to take a greater leadership role in training and development. In 2005, the State Services Commission launched the Development Goals for the State Services, including the goal of Employer of Choice, to ensure the State Services is an employer of choice attractive to high performers who are committed to service and the achievement of results.

When this goal is achieved, job seekers are attracted to the State Services by its reputation for high achievement, integrity, and service. They experience a positive, inclusive work environment and are highly productive, engaged in their work, and committed to providing excellent services that make a difference to the lives of New Zealanders.

Achieving this goal will also mean the State Services knows its current and future staff capability needs and has mapped them across the whole sector. Agencies invest in staff development to reflect these needs and know when staff

members are ready to move to the next logical development opportunity – within the agency or elsewhere in the State Services.

This is the context within which Learning State has rebranded and reorganised, shifting its focus and improving its capability to ensure it provides strong sector leadership and a proactive service for its members.

Learning State engages with State sector agencies throughout the workplace learning and development process by:

- assisting them to identify their workplace learning and development needs
- helping them to determine the best way to build a workplace learning culture
- developing tailored learning solutions
- providing advice and expertise on the implementation of learning solutions.

Learning State is the industry training organisation the Tertiary Education Commission recognises to lead and manage workplace learning programmes across the State sector.



SHARON ARMSTRONG

KAIWHAKAHAERE TUARUA

TE TAURA WHIRI I TE REO MĀORI
MĀORI LANGUAGE COMMISSION

BRENDAN BOYLE

CHIEF EXECUTIVE

LAND INFORMATION NEW ZEALAND

RAWIRI BRELL

DEPUTY SECRETARY, EARLY CHILDHOOD
AND REGIONAL EDUCATION

MINISTRY OF EDUCATION

TRICIA FRENCH

ASSISTANT SECRETARY

NEW ZEALAND PUBLIC SERVICE ASSOCIATION

Workplace learning is now the fastest growing segment of the tertiary sector. Research shows that staff are likely to be five to 20 percent more productive after workplace learning than they were before.

Workplace learning is directly linked to the State Services' goals and activities. It occurs in the workplace as part of a staff member's work activities and builds staff skills in an organised and structured way.

People with the right skills are a fundamental requirement for the State Services. State servants' competence significantly determines the quality of experience New Zealanders have of government.

Learning State is demonstrating that it is developing the direction, focus, capacity, and capability to support the State Services to work towards its desired status as an employer of choice. I acknowledge the huge effort Learning State staff have made to re-focus the organisation over the past year.

I strongly urge State sector agencies to collaborate with this valuable partner towards the achievement of the Development Goals for the State Services.

As incoming chair, I am pleased with our achievements and confident in Learning State's new strategic direction under Michelle Manley's leadership.

Board members

Over 2006/07, we farewelled Board members Sue Christie (New Zealand Police), James Buwalda (Department of Labour), Suze Wilson (State Services Commission), Te Rina Leonard (Education Review Office), and outgoing Chair Dr Mark Prebble (State Services Commission).

Sharon Armstrong (Te Taurawhiri i te Reo Māori – the Māori Language Commission), Brendan Boyle (Land Information New Zealand), Rawiri Brell (Ministry of Education), and I (State Services Commission) joined the Board.

The four new members joined existing members Sandi Beatie (Ministry of Justice),

Penny Carnaby (National Library of New Zealand), Jo Mika-Thomas (Housing New Zealand Corporation), and the two Public Service Association representatives Tricia French and Sue O'Shea. Sue has since left the Board.

I warmly thank the Board members for their invaluable support and guidance. It is now time to seriously contemplate Learning State standing as a fully-fledged, independent industry training organisation. This could be the best way for Learning State to serve its members into the future.

PETER BROWN
INCOMING BOARD CHAIR

re-think learning



RENEWAL

The Public Sector Training Organisation took a significant step forward in 2006/07. It re-formed as Learning State, with increased capability, three re-focused teams, and a new brief – to lead workplace learning in the State sector.

Learning State is our response to significant changes in workplace learning and development in the State sector.

Our programme completion data testifies to a significant increase in learning and development activity: 1,045 State sector employees qualified in Learning State programmes in 2006/07, compared with 640 the previous year. The numbers of agencies implementing, and employees participating in, workplace learning continue to increase.

Re-focused teams

The significant catalysts for this growth were the 2002 amendments to the Industry Training Act 1992 and the Tertiary

Education Strategy 2007–2012, from which the new tertiary education system was introduced; and the 2005 launch of the Development Goals for the State Services.

The tertiary education strategy requires industry training organisations to lead workplace learning and skills identification in their respective sectors. We have responded by establishing a new team, Research and Development, to lead this work for Learning State. It will identify and report on the sector's skill and education requirements and develop programmes and services to meet those requirements.

The Development Goals call for agencies to strengthen their commitment to developing employees' skills as a way of attracting and retaining world-class State servants. To support this, we have improved our ability to provide services to our member agencies at both strategic and operational levels.

Our new Agency Services team is responsible for developing partnerships with government agencies and developing a model for effective service delivery. Our work with agencies now has two distinct strands. First, we offer to be involved in the early stages of an organisation's workplace learning and development planning process, so we can identify the agency's learning needs and recommend the structured workplace learning programmes that will best meet those needs. Second, we offer to set up and support those programmes.

To support Learning State's work, our third team – Business Services – provides specialist finance, data, communications and administration services.

Thanks to our Board and stakeholders

Throughout the year, our Board has continued to support us. The Board members' experiences and perspectives were indispensable as we developed our

strategic direction, and I acknowledge their significant contribution to the 'new us'.

We called on people from all levels of the workplace learning and development community in the sector to participate in focus groups during the initial phases of our restructuring and rebranding work. Their insights and perceptions were invaluable.

The future – a new way of doing things

Our new brand signals a new way of doing things – a more proactive, focused approach to leading workplace learning. I commend the Learning State staff for embracing our new organisation wholeheartedly and for their enthusiasm and commitment to being part of the new era in workplace learning in the State sector.

A major piece of work was He Huarahi Pai, our new Māori responsiveness strategy, and priorities for 2007/08 include resourcing and implementing this strategy. I acknowledge

our Māori advisory group, Ngā Tahu o te Ao Māori for their valuable contribution to this strategy's development.

I wish to especially acknowledge Harris Shortland, a founding member of Ngā Tahu o te Ao Māori, who has retired.

We have undertaken significant work to develop the State Sector Induction Programme, which will be available to agencies in 2008. We also progressed the development of the National Diploma in Leadership.

In 2006/07, we met all but one of our contract targets and performance measures with the Tertiary Education Commission (TEC).¹ The TEC has approved our funding for 2008–2010 as part of its three-year investment planning process.

In November 2006, the New Zealand Qualifications Authority audited us for the

first time with a new quality standard for industry training organisations. We were particularly pleased with its findings in the area of assessment, and we quickly addressed the recommended actions.

We have worked hard this year to establish a direction for Learning State that will serve our State sector agency clients into the future. We look forward to building on the solid foundation we now have in place.



MICHELLE MANLEY
EXECUTIVE DIRECTOR
LEARNING STATE

¹ We were contracted to have 163 Modern Apprentices enrolled in the quarter ended March 2007. We had 150.

Nā tō rourou, nā taku rourou ka ora ai te iwi

With your food basket and my food basket the people will thrive



● RENEWAL

Ngā Tahu o te Ao Māori is Learning State's Māori advisory group. Our members are primarily senior State servants. We undertake to guide Learning State to weave a Māori world view throughout its work in recognition of the extensive role Māori play in the State sector and the responsibility Learning State has to meet their needs effectively. We consult extensively across the sector to provide Learning State with informed, practical advice.

Role in key Learning State initiative – He Huarahi Pai

During 2006/07, Ngā Tahu o te Ao Māori advised Learning State as it developed key initiatives. The most significant initiative was He Huarahi Pai: Māori Responsiveness Strategy for Learning State 2007–2009.

In 2006, nearly one-quarter (23 percent) of Learning State learners were Māori. He Huarahi Pai explores how Learning State can be responsive to the needs of Māori employed in the State sector, effectively delivering programmes and services that will result in positive outcomes. He Huarahi

Pai explains Learning State's priorities for strengthening workplace learning for Māori working in the State sector. Learning State has valued our insights and experience as we have helped to identify and define these priorities.

Our significant contribution to an earlier Māori responsiveness strategy in 2002 meant we could contribute to He Huarahi Pai in an informed way. Consultation with staff and stakeholders during the important development phase of He Huarahi Pai was instrumental in clarifying the pathways that needed to be built in to the strategy. The implementation of He Huarahi Pai will enable a sustainable environment of continuing improvement for Māori career pathways, workplace learning and opportunities, and succession in the State sector.

Contribution to Learning State's rebranding and restructuring

During Learning State's rebranding process, Ngā Tahu o te Ao Māori helped to guide the development of the branding story and the brand logo, so they would express Learning State's new commitment and direction.

The brand logo contains the words:

Kia mōhio	Be informed
Kia mārama	Have understanding
Kia mahara	Be wise

We believe this clearly explains how Learning State will 'live the brand'. It will be used on all Learning State publications and is the key phrase in the waiata (song) composed for Learning State on the brand's launch.

Ngā Tahu o te Ao Māori advised Learning State throughout its reorganisation. We advised on Learning State's job specification for, and supported the recruitment of, a senior advisor, Māori strategy. This senior advisor will drive the implementation of He Huarahi Pai and contribute a Māori perspective to other Learning State activities.

Learning State will lead the review of the National Diploma in Public Sector Māori in 2007/08 and will have access to all the guidance we can provide. The diploma recognises the unique skills and knowledge of State sector employees who work



effectively with Māori clients and staff. It is a key part of Learning State's commitment to developing high-quality leaders in the State sector. In 2006, 30 people graduated with the diploma.

Acknowledgement of Harris Shortland
Instrumental in the design of the diploma was Harris Shortland. Ngā Tahu o te Ao Māori acknowledges the leadership, guidance, and support on a broad range of issues we received from Harris until his retirement from the State sector in December 2006. Harris was a founding member of Ngā Tahu o te Ao Māori. We have valued highly his long-standing commitment to Learning State, and we wish him all the very best. Ngā mihi nui mahana ki a koe e rangatira.

The future – responsiveness in action
In 2007/08, Ngā Tahu o te Ao Māori will continue to be a key advisor to Learning State in the area of te reo me ona tikanga Māori (Māori language and etiquette). Learning State staff are beginning to integrate te reo me ona tikanga Māori into

daily work life, with such things as impromptu mihi (greetings and acknowledgments), kai karakia (a prayer before eating), mihi whakatau (welcome), and waiata tautoko (singing to support speech makers). We will continue to encourage these activities as practical examples of responsiveness in action.

In the year ahead, we will focus on recruiting new members to Ngā Tahu o te Ao Māori and supporting the implementation of He Huarahi Pai.

SHARON ARMSTRONG
CO-CHAIR, NGĀ TAHU O TE AO MĀORI

PICTURED FROM LEFT TO RIGHT:

SHARON ARMSTRONG
KAIWHAKAHAERE TUARUA
TE TAURA WHIRI I TE REO MĀORI,
MĀORI LANGUAGE COMMISSION

MARTIN WIKAIRA
DEPUTY DIRECTOR, MĀORI
MINISTRY OF FOREIGN AFFAIRS AND TRADE

SONYA RIMENE
KAIHAUTŪ
MINISTRY OF WOMEN'S AFFAIRS

NOELINE MATTHEWS
MEMBER
NEW ZEALAND QUALIFICATIONS AUTHORITY
TE WHAKARURUHAU O TE MATARUA

RAWIRI BRELL
DEPUTY SECRETARY
EARLY CHILDHOOD AND REGIONAL EDUCATION
MINISTRY OF EDUCATION

NOTE: MISSING FROM THE PHOTOS ABOVE ARE ADVISORY GROUP MEMBERS JO MIKA-THOMAS AND ALEX HOLES; AND CO-CHAIR FIONA KALE AND HARIMA FRASER, WHO BOTH RETIRED FROM THE ADVISORY GROUP IN 2007.

A new way of serving our clients

Three new teams were created in December 2006 to implement Learning State's new approach: Research and Development, Agency Services, and Business Services. New team managers Sonya Bishara, John Cudby, and Mary Owen lead these teams.

This means Learning State is better placed than ever to help the State sector to develop its organisations and people by using a best practice approach to workplace learning.

RESEARCH AND DEVELOPMENT

MANAGER: **SONYA BISHARA**



AGENCY SERVICES

MANAGER: **JOHN CUDBY**



BUSINESS SERVICES

MANAGER: **MARY OWEN**



.....● **RENEWAL**

Research and Development identifies and reports on the skill and education requirements in the State sector, then tailors Learning State's guidance, models and resources to meet those requirements. It leads the technical design and innovation of Learning State programmes and services.

The highlights for this team to 30 June 2007 were:

- developing the technical content for the State Sector Induction Programme and National Diploma in Public Sector Services, Leadership Development

- developing key documents that will strengthen Learning State's leadership role in State sector workplace learning, particularly:
 - He Huarahi Pai: Māori Responsiveness Strategy for Learning State 2007–2009, which explores the strategies necessary to effectively and efficiently deliver programmes and services to achieve positive outcomes for Māori in the State sector
 - the Research Plan, which outlines Learning State's research priorities for the next three to five years

- the interim Strategic Training Plan, which explains the State sector's skills and knowledge needs.

While developing the interim Strategic Training Plan, team members met with various tertiary education providers and attended tertiary education forums to inform the tertiary sector about those needs. They will work increasingly with other tertiary organisations to build a shared understanding with the wider tertiary education sector of the State sector's tertiary education needs.

Agency Services is committed to adding value to Learning State's members. It heralds Learning State's new way of working with a proactive approach to serving our members. This approach has two strands: strategic and operational. The team will:

- get involved with State sector agencies early in their workplace learning and development planning, so agencies can be assured Learning State is actively listening to their learning and development needs, and will respond with the best advice, programmes and services to meet those needs

- offer structured, well-managed, and well-supported learner management systems to State sector agencies to make sure the workplace learning strategies decided on are implemented successfully.

The major piece of work Agency Services undertook to 30 June 2007 was the development and piloting of this new approach to providing services. It included:

- working with agencies to develop future plans and forecasts for workplace learning programmes
- introducing an improved learner management system, so Learning State

can respond more efficiently to agency requests for information about their learners

- implementing a new approach for the Modern Apprenticeship programme, with specialists now located regionally to provide personalised services for each Modern Apprentice (163 Modern Apprentices work in eight State sector agencies).

The staff in Business Services are Learning State's experts in administration, event management, finance, data, and communications. This core team of people with the right specialised skills means Learning State has an infrastructure that supports it to lead workplace learning in the State sector.

The highlights for Business Services to 30 June 2007 were:

- developing and launching the new Learning State brand, which included upgrading the website and producing and launching a suite of brochures and

newsletters and display units for use at Learning State events

- running two successful graduation events that were attended by 137 graduates from 19 agencies
- developing and implementing an in-house induction programme for new Learning State staff.

Statement of Financial Performance

for the year ended 30 June 2007

	30/6/2006		30/6/2007	30/6/2007
	ACTUAL \$000		ACTUAL \$000	BUDGET \$000
		THIRD PARTY REVENUE		
	4,005	PSTO* revenue	4,248	4,639
	22	Sundry revenue	28	31
	4,027	Total third party revenue	4,276	4,670
		EXPENDITURE		
	1,071	Personnel	1,438	1,488
	13	Training and development	46	85
	93	Travel	106	164
	442	Consultancy and other fees	554	695
	17	Conference costs	24	73
	1,500	PSTO training subsidy payments	1,112	1,176
	135	Other operating expenses	110	123
	52	Information delivery	63	71
	144	Occupancy	187	159
	28	Communications	45	49
	3	Computer operating	23	40
	46	Depreciation	34	39
	3,544	Total direct expenditure	3,742	4,162
	508	Indirect cost allocated	508	508
	4,052	Total expenditure including indirect cost	4,250	4,670
	(25)	Surplus/(deficit)	26	0

* Public Sector Training Organisation

Statement of Financial Position

as at 30 June 2007

30/6/2006		30/6/2007
ACTUAL \$000		ACTUAL \$000
	TAXPAYERS' FUNDS	
43	Opening taxpayers' funds	43
(25)	Current year surplus	26
18	Total taxpayers' funds	69
	Represented by:	
	ASSETS	
1,377	Bank	2,125
1	Prepayments	3
603	Receivables and advances	608
60	Fixed assets	30
2,041	Total assets	2,766
	LIABILITIES	
1,900	Payables	2,140
54	Net GST	28
46	Leave liability current	109
23	Deferred revenue	420
2,023	Total liabilities	2,697
18	Net assets	69

The Big Picture

The information below gives an overview of State sector workplace learners and their achievements in 2006/07.

FIGURE 1: COMPLETIONS OF QUALIFICATIONS BY LEVEL AS AT 30 JUNE 2007*

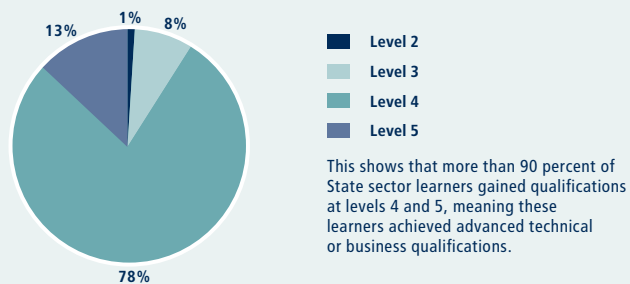


FIGURE 2: LEARNERS BY REGION AS AT 30 JUNE 2007**

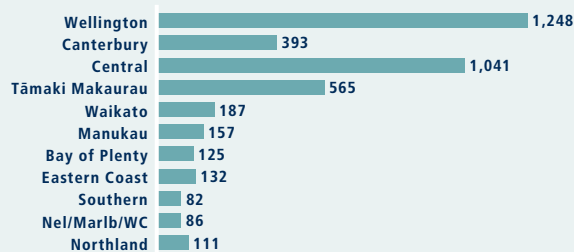


FIGURE 3: LEARNERS BY AGE GROUP AS AT 30 JUNE 2007**

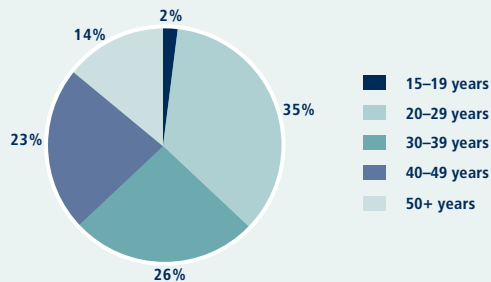


FIGURE 4: LEARNERS BY GENDER AS AT 30 JUNE 2007**

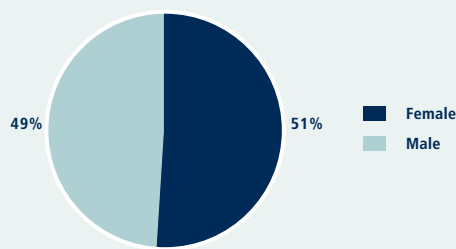
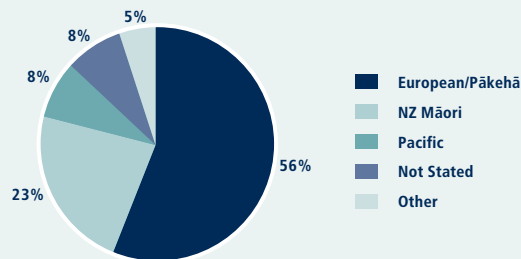


FIGURE 5: LEARNERS BY ETHNICITY AS AT 30 JUNE 2007**



* Based on 1,045 qualifications completed between 1 July 2006 and 30 June 2007.

** Based on 3,260 learners undertaking 4,127 Modern Apprenticeships and industry training programmes.

Modern Apprenticeships

The information below gives an overview of State sector Modern Apprenticeships in 2006/07. The statistics are based on 163 Modern Apprenticeships as at 30 June 2007.

FIGURE 6: MODERN APPRENTICESHIPS BY REGION AS AT 30 JUNE 2007

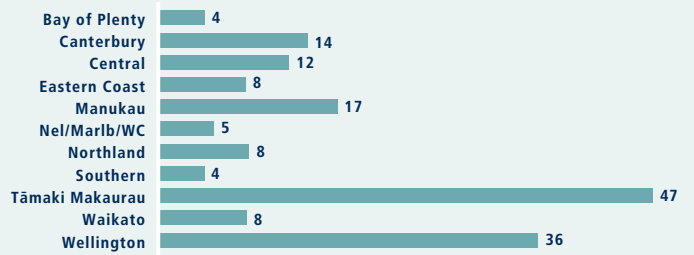


FIGURE 7: MODERN APPRENTICES BY ETHNICITY AS AT 30 JUNE 2007

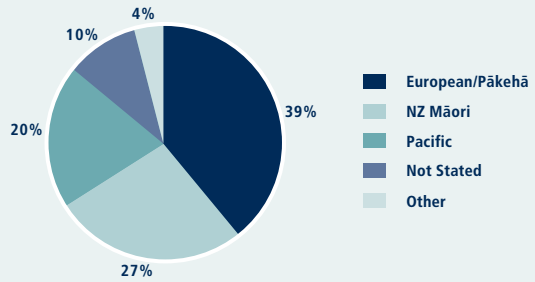
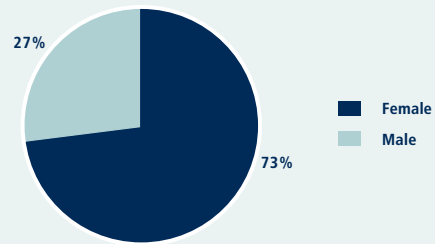


FIGURE 8: MODERN APPRENTICES BY GENDER AS AT 30 JUNE 2007



COVER PHOTO

New Zealand's native rock lily rengarenga (*Arthropodium cirratum*) forms a beautiful white purple and yellow cluster when fully formed as it renews and populates its coastal habitation. It symbolises Learning State's renewal and growth.



RENEWAL

How do I find out more?

Visit www.learningstate.govt.nz to find out more about how we can help you.