## TEU/ Manukau Institute of Technology Branch Presidents
## Response to the Proposed Reform of Vocational Education in New Zealand

4 April 2019

## TEU-MIT Branch Submission

### KEY POINTS:
In terms of 'decision-rights' we do think this needs to be handled carefully. We would suggest the following if there is a single ITP:
- The CE and Council would make the strategic decisions about core goals and the largest of expenditures and setting the overall budget for the organization.
- Regional leadership teams would look at the national strategic plan and see what it would fulfil, and anything that needed adding to meet community needs. For example, a national plan may have a very general statement about Maori and Pacific students – here in South Auckland we would need to add stronger plans around reaching out to our communities.

### MAORI/PASIFIKA:
- There is an assumption that Maori and Pacific Island staff and students require a Maori and Pasifika setting in order to feel at home within MIT. What is required is the equality of both groups in equal parity with the respect to cultural identity and values of each ethnicity and to be valued for who they are and what they bring to MIT.
- There has been little growth over the years with Maori at …%, Pasifika at …% and Under 25's at …..%, there is an anomaly with numbers in what clarifies ethnicity in under 25's. If we look at Maori and Pasifika youth, the majority of them are under 25. The percentage numbers therefore are inconsistent. We are cognizant of the fact that this is purely tokenistic on all counts as each year it is the same story as to what needs to be done for the above groups.
- We are concerned in that there is a perception that Maori and Pasifika and under 25's come from underserved communities. With Maori and Pasifika staff and students misaligned and separated through lack of support and engagement. There is them and us attitude that prevails throughout the management and leadership teams within the Institute. The landscape has changed and the challenges are greater.

### Maori/Pasifika within the new structure would look like this
- Equal parity within planning, engagement and support
- Maori, Pasifika, Under 25's firstly need clarity and defining the Benchmarks that disadvantage Maori, Pasifika and Under 25's.

- That there is a universal gathering place on campuses for all cultures to engage with each other.

**TECHNOLOGY:**
- We do think that there is too much reliance on 'technology' to make teaching more accessible and cheaper to deliver.  It is important to have delivery that is kanohi ki te kanohi.
- When we teach face-to-face there is a range of benefits. It is about being together, about making connections, about being able to make eye-contact and to ensure we can see the body language of students and staff.
- Students seek staff who are daring, knowledgeable, satisfying and delivering value to their learning. Combining technology, local and global knowledge, interactive and hands on learning.
- Ma mua ka ki te a muri; ma muri ka ora a mua. Understanding the past provides vision for the future; vision for the future provides purpose in the present.
- So much is done by knitting (whakawhanaungatanga) individuals together to become a team. It's about building respect and connections; about the physical, spiritual, visual, and oral. The holistic approach that gives weight to economic, social, cultural and sustainable values.
- We offer different levels of language courses that are unique because of our high Maori/Pacific student and community demographics.

**CAMPUSES:**
- The local campus/division/departments would work collectively in participatory budgeting exercises to decide how best to achieve the goals/vision set out. Within the budget this would mean looking at staffing, support services, small plant and machinery items.
- To ensure strong decision-making and input from all staff, there needs to be joint consultative committees on campuses where management, union, and students meet on a regular basis. We had a first meeting of this kind at MIT in 2018 and the conversation was immensely useful for all.
- This should be a part of a process to continue to 'flatten' management structures.  An outcome of the low trust, managerial model has been high levels of unnecessary paperwork passed through too many layers of 'management'. Lack of consistency/schools are still in silos.

**STAFF VOICE:**
- Staff voice, staff have been pushed aside, demoralized and ignored, we need to see that our voices are being heard and that our ideas are impacting on what happens in the sector.
- Lack of management engagement, lack of management showing leadership skills with academic staff, staff are completely disillusioned with Heads of School and Management, lack of respect to no respect. Are we not all employees of the Crown?
- How do we ensure the quality of staff as in senior management that are staff and student centered over that of self- interest and expressions such as " I'm your boss, I pay your wages". "And if you are not happy then get off the waka". Overlooking the fact of what are the academic management issues that staff have concerns with and who are leaving under duress. If we can't talk about the 'elephant' in the room.

- Staff wellbeing is at risk which has become amplified through lack of management and lack of engagement of management with staff.
- Work overload leading to stress, anxiety and poor health, to lack of resources to inconsistent salaries
- To management allowing rogue staff to override compliance and policies in academic growth and voice.
- It is also clear that as well as the staff voice in strategic planning at all levels, in participatory budgeting, and in problem solving on campuses, there is the need for strong student representation both locally and nationally. There must be some accountability for management with regard to student feedback.
- To ensure unity between lecturing staff and management the new structure will have strong decision making with democratic processes in place with staff and management on equal parity. Creating a unified system where staff and management are equally engaged in academic processes and leadership.

## COMMUNITIES:
- We need to ensure that when we talk about communities, we recognize these come in multiple forms. We have our geographic community (Otara, Mangere and Manukau); our professional communities of the cottage industry (hairdressing; IT; social work); our communities of practice (building; business administration); our 'Maori and Polynesian' communities which means we have some very unique customs and practices that dominate life and work in South Auckland. These communities are all crucial voices that we connect in to on a day-to-day basis – both formally and informally – to ensure we are providing the right courses, support, and integration as a teaching/learning community.
- For example, South Auckland nursing programmes amongst others will always connect through to the 'Maori Polynesian' community to ensure there is culturally safe practices. Our student support workers will need to connect to the Pacific and mainstream churches to address well-being for students and staff.
- These connections come through some formal mechanisms –Advisory Boards, programme committees, Runanga, Council, Schools' inclusive of Kura Kaupapa Maori.
- And also because we and our students are part of the community and sports groups, have children in local schools, live and shop locally and engage with each other.
- We also as practitioners often maintain networks with those we once worked with in our first trade/vocation/profession and through former students who go out into industry.

## CURRICULUM/DELIVERY:
- When it comes to curriculum design we can see the importance of some 'standardisation'. We need consistency on core competencies and graduate attributes so that if a student begins at MIT but moves to Unitec they can move across seamlessly.
- However as teaching professionals the 'standardisation' is not about using exactly the same modes of delivery or content. Of course sharing good resources and modes of teaching is crucial, but each of us will add our flavour for things to make sense to the students in our classrooms. Customise delivery to Maori and Pasifika in skills and trades and in hospitality in indigenous cooking and preparation.
- We need to see a real move from 'managers' to 'leaders' in our institutions. We would recommend that academic leaders at all levels continue to have some hand in teaching and learning while in management positions, as practices and knowledge shift and

change. It is the real world practicing of teaching that helps us make informed strategic decisions.

- We do think that there could be a centralised student management and student learning systems.  However the only way to make decisions about what systems is to use staff expertise.
- For the student learning system tutors and information learning specialists in the room to look at all that is available currently, what works really well and what doesn't, and what extra value we get by designing and ensuring the ongoing improvement of one platform in a way that works across NZ.
- For the student management system it is important to do a thorough business analysis case that seeks broad input about what the system needs to deliver, and again to involve staff who currently run student management systems and use them daily.
- Another area where we think there could be greater collaboration is around publishing. Currently we see lots of information locked in silos behind paywalls.  A single ITP or more networked ITP system could break these silos and ensure all students, in all parts of NZ have access to the knowledge they need.
- It is important that we ensure humanness in our institutions again. Time and place matter to our students and to us as staff. We need to make sure we have theory and knowledge applied to the world we live in, and that world can vary community by community.
- Academic freedom of research and professional autonomy must be written into legislation, and into all policy documents.  We need to be able to critique the Council and CE on their strategic vision based on our experience and expertise – without censure.
- The Council may decide it wants to meet budget by having Maori support staff deal with all students, not just Maori students. We need to be able to take action against this approach/directive as it would contradict our Te Tiriti o Waitangi obligations and be harmful to students.
- Industry Skills Bodies might determine the broad direction of an industry, but we know that direction will be detrimental to the climate. We need to be able to critique and refuse to teach what the ISB is demanding if it is harmful to our planet.
- While this type of case may be rare, if we can't practice academic freedom and professional autonomy daily, then we are not providing the critical space to ensure our teaching, learning, and support services contribute to the public good.

## Whakatauki:
*Whāia te iti kahurangi ki te tūohu koe me he maunga teitei*
*Seek the treasure you value most dearly: if you bow your head, let it be to a lofty mountain*