

WHAT THE GOVERNMENT WANTS IN THE FUTURE

This change will give Aotearoa New Zealand a coherent and coordinated national system that also responds effectively to local needs.



The existing 16 institutes of technology and polytechnics to operate as a unified, sustainable, public network of regionally accessible vocational education.



I want to remain absolutely committed to open constructive dialogue and debate. I intend to approach those debates openly, honestly, and with respect. ...We cannot make this system better without your help.

MINISTER OF EDUCATION, CHRIS HIPKINS
(TEU ANNUAL CONFERENCE, MAY 2019)

Throughout this process the government has committed to creating the future with students, staff, iwi, communities, and industry. The Minister has acknowledged our expertise and experience is important. **So let's make sure we are involved.**

ACTION ONE

Organise a meeting with friends and colleagues to write a letter to the Establishment Board Chair, Barry Jordan, about the positions we hold collectively.

When talking about these changes and our collective position make sure you talk about what you value, how competition and heavy-handed managerialism and governance has impacted on staff and students; and, say what needs to happen to make sure this is rectified in the new unified model.

Talk to your organiser, branch president/s, branch committees, or the national team if you want help in organising meetings or writing letters.

ACTION TWO

Choose one of the key changes and share our collective ideas with:

- Whānau
- Friends and colleagues
- Community and hapū/iwi leaders
- Local government Councillors and MPs
- Chief Executives and other institutional leaders
- Business and industry community

THE REFORM OF VOCATIONAL EDUCATION

TEU analysis and actions

*Together we can
design our future.*

#RoVE

#OurVoiceMatters



TEU

TERTIARY EDUCATION UNION
TE HAUTŪ KAHURANGI

#RoVE

#OurVoiceMatters

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On 1 August 2019, the Government announced a significant reform package, the Reform of Vocational Educational (RoVE), which included seven key changes intended to create a unified vocational education system. While the TEU broadly support the intended aims of the package, it has concerns with respect to several of the proposed changes.

	WHAT TEU FOUGHT FOR IN FEB 2019	WHAT EDUCATION MINISTER ANNOUNCED 1 AUG 2019	THE TEU'S POSITION
1	The TEU supported industry informed, vocational education and training, including the organisation of new bodies along industry lines.	The establishment of Workforce Development Councils (WDC): Around four to seven industry-governed bodies, to give industry greater leadership across vocational education.	Their composition must include members with expertise in teaching and learning and not be limited to industry representatives.
2	The TEU strongly advocated for regional provision of tertiary education. This included the ability of staff in the region to adapt curriculum to best suit the needs of their communities.	Establish Regional Skills Leadership Groups (RSLG). These would provide advice about the skills and needs of their regions to the Tertiary Education Commission (TEC), workforce development councils, and local vocational education providers.	We are seeking (i) clarity about how each 'region' will be determined and (ii) to ensure the RSLG include students, staff, iwi, community, and industry in strategic decision making.
3	The provision of tertiary education underpinned by a robust Tiriti framework that recognises a Tiriti relationship between two parties, and that is able to show this relationship in action in all decision making for the sector.	Establish Te Taumata Aronui: A group to ensure that the Reform of Vocational Education reflects the Government's commitment to Māori-Crown partnerships.	The TEU supports this establishment to the extent that Te Taumata is fully embedded and actively engaged from the beginning across the system. The TEU is seeking further information about Te Taumata's intended role and may refine its position subject to ministerial clarification. We also believe Te Taumata should be represented on the Establishment Board.
4	The TEU has lobbied for over a decade for a nationally co-ordinated system that is more collaborative, properly funded, reduces competition and has a strong public network of regional provision delivering accessible and transformative life-long learning opportunities.	Create a New Zealand Institute of Skills & Technology which will be a unified, sustainable, public network of regionally accessible vocational education, bringing together the existing 16 ITPs.	While the TEU did not specifically promote the establishment of a single entity, the proposed model is consistent with the principles set out in Changing Lives (TEU, December 2018). The structure of the unified network must eliminate the market-based competitive model which has proved so damaging to the sector.
5	The TEU strongly supported the change of roles between ITOs and ITPs . We have long advocated for clearer role definition between these two institutions.	Shift the role of supporting workplace learning from ITOs to providers: The new Institute and other providers would support workplace-based, on-the-job training as well as delivering education and training in provider-based, off-the-job settings, to achieve seamless integration between the settings and to be well connected with the needs of industry.	The Institute must be appropriately funded to support workplace learners and apprentices to the highest possible standard.
6	The TEU supported the Centres of Vocational Excellence model , noting something similar has been successfully integrated into the research culture of the university sector.	Establish Centres of Vocational Excellence: CoVEs will bring together the Institute, other providers, workforce development councils, industry experts, and leading researchers to grow excellent vocational education provision and share high-quality curriculum and programme design across the system.	There must be a robust, peer-review process to determine which campuses are established as CoVEs, and on what basis. The TEU has previously identified the importance of ensuring that membership or participation in the centres is open to whoever may provide expertise, regardless of their geographical location.
7	A funding system that eliminates competition in the tertiary education sector has been long advocated for by the TEU. Competition does not serve the sector or the country well. The TEU advocated for funding differentials to support strategically important educational provision, such as geographically isolated communities or specialist programmes.	Unify the vocational education funding system: A unified funding system will apply to all provider-based and work-integrated education at certificate and diploma qualification levels 3 to 7 (excluding degree study) and all industry training.	The TEU supports a funding model that apportions baseline funding plus additional volume or high cost delivery based funds. The TEU, students, staff, community and industry must be involved in designing the funding system. The funding model must also ensure that teaching and support jobs are shared across the regions and that existing skilled staff are fully utilised.