Unitec
Institute of Technology
TE WHARE WĀNANGA O WAIRAKA

REFORM OF VOCATIONAL EDUCATION

SUBMISSION BY TE RŪNANGA O TE WHARE WĀNANGA O WAIRAKA

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Introduction

Te Rūnanga o Te Whare Wānanga o Wairaka is Unitec's non-executive advisory group providing the Chief Executive and Commissioner with strategic leadership on responsiveness and effectiveness to Māori. It also monitors performance around Unitec's obligation to the Treaty of Waitangi, Te Noho Kotahitanga partnership agreement and the Māori Success Strategy.

Te Rūnanga o Te Whare Wānanga o Wairaka history

Te Rūnanga o Te Whare Wānanga o Wairaka was established in 1991 as a means of ensuring Unitec was considering how the Māori perspective was being represented and heard within the institution. Nationally, there was an identified need for more Māori participation in Tertiary Education and Te Rūnanga o Te Whare Wānanga o Wairaka was to provide advice and insight into how Unitec could create the conditions for this to occur. It is an important conduit for two-way communication with iwi and the Māori communities that Unitec serves.

Sir John Turei, Dean, Charlie Berryman and (then) lecturer, Hare Paniora where integral to establishing the Te Rūnanga o Te Whare Wānanga o Wairaka under the leadership of former Chief Executive Doug Armstrong. Mere Tunks and June Mariu were also among the Te Rūnanga o Te Whare Wānanga o Wairaka's first members. The signing of Unitec's partnership document - 'Te Noho Kotahitanga' at Orakei in 2001, and witnessed by elders of Ngāti Whātua.

Unitec's Rūnanga was integral in advising on the building of Unitec's Puukenga (1993), Wharenui (2009), and Wharekai (2012) which make up the Marae complex. Other historical milestones include:

- The establishment of the Faculty of Māori Education in 1994 – later it reverted to a school and its current form is the Maia Māori Centre
- The appointment of Haare Williams to the Executive Team in 1996 as Pae Arahi
- The signing of Unitec's partnership document - 'Te Noho Kotahitanga' at Orakei in 2001, and witnessed by elders of Ngāti Whātua. The first partnership agreement between Māori and a tertiary institution.

- The building of 'Ngakau Mahaki' - Unitec's wharenui in 2009 - first of its type to use a 100-year-old tradition of building without nails.

The above highlights provide evidence of Unitec and the Rūnanga working together to achieve better outcomes for Māori. As such, we believe we are perfectly positioned to support future innovation as it relates to RoVE.

Current Membership

Te Rūnanga o Te Whare Wānanga o Wairaka consists of Māori representatives who possess extensive Māori, Government and NGO networks across the Tāmaki Makaurau region. Representatives bring specific skills, deep expertise and demonstrable experience across Māori Tertiary Education, Health, Community and Social Services, Technology, Commerce and Business leadership. Of note, there is one dedicated mana-whenua seat reserved for Ngāti Whātua.

Focus of Te Rūnanga o Te Whare Wānanga o Wairaka

The underperformance of the tertiary system for Māori remains a huge concern for the Te Rūnanga o Te Whare Wānanga o Wairaka. Despite best efforts, participation and achievement outcomes are lower for Māori than the broader population. The Unitec Commissioner and its Executive are committed to closing this achievement gap and Te Rūnanga o Te Whare Wānanga o Wairaka have a crucial role to play in this journey. We are committeed to working in partnership with the Commissioner, Unitec's Executive to bring change that will produce excellent outcomes for all Maori students.

Te Noho kotahitanga - providing principles for effective change

Te Rūnanga o Te Whare Wānanga o Wairaka understand any new institute will enshrine Te Tiriti o Waitangi as its founding document.. It is acknolwedged Te Tiriti o Waitangi and its principles will ensure equal standing for both Māori and Pākehā.

Recognising the importance of Te Tiriti, in 2002 Unitec and the Rūnanga adopted Te Noho Kotahitanga which guides Unitec's unique partnership with Māori. Although

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the proposed RoVE documents necessarily refer to the rational structures and processes involved, we see the Reform of Vocational Education as a people-led change programme, for which there must be a kaupapa, structure and strategy developed to engage and bring diverse stakeholders together. These stakeholders need to be involved in the detail of operational design and we are of the opinion that Te Noho Kotahitanga could assist.

Te Rūnanga o Te Whare Wānanga o Wairaka support for RoVE

Te Rūnanga o Te Whare Wānanga o Wairaka supports the proposed Reform of Vocational Education (RoVE) as we recognise RoVE provides an opportunity to bring about positive change for Māori learners, employers and communities. Underpinning the need for urgent change is an acknowledgement that Māori learner success is disproportinate to non-Maori and therefore significant change of the system, including funding allocation is needed. We are of the opnion, immediate disruptive change is needed to ensure improved outcomes for Maori.

In supporting RoVE, Te Rūnanga o Te Whare Wānanga o Wairaka will advocate for the following outcomes in the Roadmap process:

- Te Noho Kotahitanga is an exemplar for partnership between the NZ Institute of Skills Technology (NZIST) and Māori
- A Māori governance group should have authority derived from Te Noho Kotahitanga
- A pan-Māori approach to Māori governance is preferred
- Funding change
- Regional development
- More Māori are needed in positions of senior leadership
- Kaihautu staff with programme development responsibilities are a model for Māori programme development.

Te Noho Kotahitanga is an exemplar for partnership

As part of oursupport for RoVE, Te Rūnanga o Te Whare Wānanga o Wairaka intend to advocate for Te Noho Kotahitanga which is Unitec's unique approach which articulates Unitec's vision for partnership between Māori and Pākeha. We believe Te Noho Kotahitanga is a sector leading agreement which represents best practice in its vision, intention and uptake within the organisation. The process of drafting Te Noho Kotahitanga involved Māori staff, students and kaumatua. The document guides the way that governance and leadership involves Māori and how Māori students are empowered to be Māori.

Recommendations:

- Te Noho Kotahitanga be adopted by the working group responsible for implementing any changes associated with the NZ Institute.
- Te Noho kotahitanga be adopted by NZIST
- The processes used by Unitec to draft Te Noho Kotahitanga with kaumatua should be used by NZIST at all levels.

A Māori governance group should have authority derived from Te Noho Kotahitanga

The soft power of the Chair of Te Rūnanga o Te Whare Wānanga o Wairaka is well established at Unitec. The Chair has significant involvment in governance and leadership decisions.

Recommendations:

- NZIST adopts the current Unitec structure as a governance, leadership and partner model.
- The Minister establish a national Rūnanga that is equal in standing to the highest governance body.

A pan-Māori approach to Māori governance is preferred

We believe a pan-Māori approach to governance is required at a national and local level. This means we are supportive

of Māori governance groups which are appointed on the basis of expertise in the ITP sector, Māori business and working with Māori learners.

We support the need for regional groups to have enough autonomy to respond to local Māori communities in a way which works locally. We are of the view that pan-Māori governance groups work especially well in Tāmaki Makaurau where there are many iwi / mana whenua with competing interests. As such, we are of the view that iwi-led and iwi-appointed governance groups are not best suited to governing Māori outcomes and success within an ITP structure. Such forums can be positional.

Recommendation:

- A pan-Māori approach to governance, appointing representatives from the local Māori community based on knowledge, skills and experience. In general, these people are better placed to act together and in the best interests of all Maori and NZIST.

Funding

Te Rūnanga o Te Whare Wānanga o Wairaka is concerned with the current funding model as in our opinion it stops a long way short of supporting Māori learners throughout their education journey. The current model is largely based on equality rather than equity and therefore does not adequately address individual learner needs. We are therefore strong advocates for a new funding model that recognises individual need that takes into account negative social determinants such as poverty, lack of sustainable housing, single income homes, single parent families, low skilled employment, poor education outcomes (secondary school), regional cost of living, poor physical and mental health and wellbeing and high incarceration or engagement with the justice sector. All of which impact significantly on pre-determining a successful outcome.

Given Maori feature highly in all the negative social determinates, we are strong supporters of a new funding model that address many of these issues. In this regard, we suggest a funding model based on Mason Durie's Whare Tapa Whā model as a probable solution. This will allow for a flexible funding model that supports the learner based on their individual holistic needs.

Furthermore, Unitec deliver its own Whai Ake scholarship programme which provides bespoke support to Māori recipients. The programme provides holistic support which has improved success rates for those on the programme. We support Unitec in offering this programme as a potential model to be considered for implementation by NZIST.

Recommendations:

- That funding needs to follow the individual and provide services that support and promote holistic wellbeing
- That NZIST provides a flexible funding model that meets individual need
- Acknowledgment that Māori leaving secondary school are not qualifying at the same rate and therefore have a different starting position when in enrolling in a tertiary institution
- That funding should be flexible enough to recognise learning is lifelong and therefore if a students journey is interrupted (employment opportunity, starting a family etc.) they are not negatively affected
- That NZIST will fund vulnerability and protective factors that support the wellbeing of the student while they study e.g. accommodation, travel cost, food etc.
- That NZIST provide specialist on-site pastoral care and support ie cultural, spiritual, mental and physical wellbeing,
- That NZIST increase funding to support specific Maori initiatives such as Whai Ake
- NZIST enables multiple returns to learning and the ability to "clock-in and clock-out" as required
- NZIST will implement different funding approaches for priority groups
- NZISTs funding reflects multiple definitions of student success e.g. non-completion due to securing a job

Regional development

Regional strategies need to be designed and developed with local communities. There needs to be a one-size-fits-one approach to regional and community development. Greater consideration needs to be given to increased use

of Marae, Town halls and local schools as delivery sites in order to remove barriers of entry for many Māori. Other areas to be considered:

- NZIST needs to adopt a governance and leadership structure that supports Māori learner success
- NZIST needs to develop seem less pathways between Secondary and tertiary education
    - Secondary schools to leverage off technology that already exists in tertiary institutions
    - Tertiary tutors in secondary school classrooms
- Capital asset management
    - Infrastructure maintenance

Overall, our vision is that regional and local providers have the autonomy to respond to the needs of the local Māori community, but are able to collaborate and adopt best practice for Māori students and staff. We wholeheartedly support the aspiration to put more money into classrooms and to allow Māori learners to take up education opportunities wherever they are.

More Māori are needed in positions of senior leadership

The soft power of Māori staff in senior positions should not be underestimated. Consolidating positions such as Unitec's Tumu Tauwherowhero into one regional position will mean there are less Māori senior staff in the sector overall.

Recommendation:

- Māori should be proactively encouraged and given preference in recruitment processes for other positions of senior leadership to increase the number of Māori leaders. The sector shake up presents the opportunity for recruitment of Māori at senior levels.

Kaihautu staff with programme development responsibilities are a good model

Kaihautū staff at Unitec have responsibilities for embedding Mātauranga Māori into programme delivery ensuring relevant content for Māori students. At other ITPs, this work falls to Māori academic staff. This is our preferred model and one which we believe Unitec can lead within its regional structure.

Recommendation:

- NZIST appoint kaihautū in the regions to ensure local Māori (Reo and tikanga) knowledge, custom and practices are embedded in programme development and delivery

Finally, we are genuine in our desire to support RoVE on the understanding it presents an opportunity to ensure better outcomes for Māori learners and communities. To this degree, we are open to sharing our knowledge of Te Noho Kotahitanga, our experience, and welcome the opportunity to further discuss and co-develop NZIST structre, systems and processes.

Te Noho Kotahitanga

Kupu Whakatau

Ko te Tiriti o Waitangi te kawenata mo to tatau motu, Aotearoa.

He kawenata whakahirahira, ko te Whare Wananga o Wairaka e tautoko ana i te noho kotahitanga a te Maori me te Pakeha.

Ko te Whare Wananga o Wairaka ka u tonu ki te whakamana i nga kaupapa me ona puawaitanga.

Rangatiratanga

E whakarite ana te Whare Wananga o Wairaka ki te putake ake o te rangatiratanga o te Maori me nga matauranga Maori.

Wakaritenga

E whakarite ana te Whare Wananga o Wairaka ki te mana o tena, o tena, ki te noho kotahi, ki te puaki i tona ake reo, ki te whakamahi i nga rawa mo nga iwi katoa.

Mahi Kotahitanga

E whakarite ana te Whare Wananga o Wairaka ki te whakanui i nga taonga tuku iho nga ao e rua, a hikoi ki mua

Ngakau Mahaki

E whakarite ana te Whare Wananga o Wairaka kia tau he ngakau mahaki i roto i nga mahi katoa

Ko te Maori me te Pakeha e mahi tahi ana mo te Whare Wananga o Wairaka

The Partnership

Preamble

The Treaty of Waitangi is the founding document of New Zealand.

Unitec acknowledges the great importance of this living, dynamic document and will continue to respect and promote the equal standing which it confers on Maori and Pakeha.

Unitec will put the following values into practice in pursuing its goals:

Authority and Responsibility

Unitec accepts the principle that Maori have authority over and responsibility for all teaching and learning relating to the Maori dimensions of knowledge.

Legitimacy

Unitec believes that each partner has a legitimate right to be here, to speak freely in either language, and to put its resources to use for the benefi t of all.

Co-operation

Unitec affi rms that a spirit of generosity and co-operation will guide all its actions.

Respect

Unitec values each partner's heritage and customs, current needs and future aspirations

Maori and Pakeha working together within Unitec.

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