

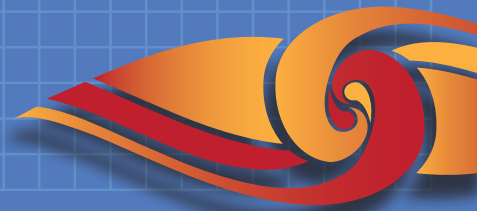
PROJECT:

CLIENT:

the
BLUEPRINT
*for Māori Tertiary
Education*
TE KAUPAPA WHAIORANGA



TERTIARY EDUCATION UNION TE HAUTŪ KAHURANGI O AOTEAROA
TEU - THERE'S A PLACE FOR YOU



The Five Principles of Te Kaupapa Whaioranga

MANA ATUA, MANA TANGATA

1 Decision-making must be democratic, equitable and inclusive.

MANA WHENUA

2 Tertiary education should foster a sense of belonging, innovation and creativity.

MANA MOTUHAKÉ

3 Staff and students must have authority and influence over their work. Tertiary education institutions and their people must act as a critic and conscience in society.

AHU KĀWANATANGA

4 Staff and students must be able to collaborate and share their collective work with their communities.

MANA TIRITI

5 Tertiary education should promote participation, protection and partnership for all people.

Our public tertiary education system **belongs to us all**. It must be autonomous, belonging to all New Zealanders.

We must ensure that tertiary education provision receives adequate **funding at all levels, in all communities**, and for all learners whatever their current skill, aptitude and knowledge levels.

We must ensure that within our tertiary education institutions all staff and students have responsible **autonomy and academic freedom**.

READ TE KAUPAPA WHAIORANGA: TEU.AC.NZ/BLUEPRINT

Te Kaupapa Whaioranga: The Blueprint for Māori Tertiary Education

Access to life-long learning in publicly-funded tertiary education institutions (TEIs) is a basic right for Māori as mana whenua, Tiriti partners and citizens.

Working to ensure current and future generations of Māori can access and participate in publicly-funded and high-quality tertiary education must be a priority, if we are to commit genuinely to reducing social disparity and enacting our Tiriti partnership relationship.

Aotearoa New Zealand must be prepared to change the funding model for the tertiary education sector and alter the processes used for decision-making in and for the sector, to ensure that access to, and participation in tertiary education is a reality for all.

Funding must support equitable access and participation, and quality learning environments for Māori

1. Te Kaupapa Whaioranga calls for a change to the funding system so that funding is tailored to the individual needs of taura Māori (Māori students) and all other students, as a means of ensuring equity of outcome for all.
2. Te Kaupapa Whaioranga calls for a review of the funding system to implement changes that ensure a broad range of regional provision is supported, and that this provision is responsive to Māori development aspirations, such as te reo Māori programmes for the retention and growth of local dialects.

MANA ATUA
MANA TANGATA
MANA WHENUA

A funding system focused on equity of outcome, with funding at a level that ensures all Māori who wish to participate in tertiary education are able to do so, regardless of socio-economic circumstances or current level of skill or knowledge must be a priority for the sector.

Providing funding at a level that supports quality teaching, research and learning environments for Māori includes prioritising integration of Māori world views, stories, histories, ways of knowing and being and cultural connection to the landscape into teaching and research programmes.

Funding must also ensure implementation of a connected and cohesive strategy for the promotion, retention and growth of te reo Māori.

Funding must be provided to ensure all staff have the opportunity to extend their knowledge and understanding of Te Tiriti o Waitangi, particularly as this applies to working within a tertiary education institution.

Funding must be at a level that enables TEIs to provide a range of learning and delivery options that enhance learning for taura Māori, such as marae-based learning, and professional development for all staff to ensure cultural competence when engaging with taura Māori and kaimahi Māori (Māori students and Māori staff).

The opportunity to undertake tertiary education or training must be available, as far as is practicable, wherever individuals and their whānau are located including options for progressing into higher level learning.



“Te Kaupapa Whaioranga - the Blueprint for Māori Tertiary Education is an important document because it identifies inequities that exist in tertiary education for Māori and demonstrates how Māori are disadvantaged by ‘one size fits all’.”

Margaret Taurere, Te Whare Wānanga o Awanuiārangī

3. Te Kaupapa Whaioranga supports lifelong learning and calls for the removal of all age restrictions on student loans and allowances.

MANA ATUA
MANA TANGATA

The path to higher levels of tertiary education may be longer for some. These taura Māori should not be further disadvantaged by policies such as student allowance limitations for older students.

4. Te Kaupapa Whaioranga calls for a recruitment and retention strategy for the tertiary education sector that is focused on increasing the percentage of kaimahi Māori in the sector. The strategy must be implemented across occupational groupings and levels, with the aim being to at least match the percentage of taura Māori.

MANA TIRITI

Funding at a level that enables a focus on increasing kaimahi Māori numbers within the sector includes: targeted recruitment strategies; provision of professional development opportunities; and Māori-centred systems for mentoring and role modelling.

5. Te Kaupapa Whaioranga calls for institutional policies and collective agreements that financially or otherwise recognise the important contribution of skills and knowledge of te reo and tikanga Māori.

MANA ATUA
MANA TANGATA
MANA WHENUA

This means funding to ensure staff can provide the best for taura Māori, supported by quality working conditions, including: security of employment; processes such as promotions that recognise the dual roles that many kaimahi Māori may hold within the institution; and recognition of unique contributions to the institution and its community such as skills in te reo and tikanga Māori and connections with hapū and iwi.

Decision-making must fully recognise the Tiriti partnership relationship

6. Te Kaupapa Whaioranga calls for full membership positions for local iwi Māori, elected by iwi, on all TEI councils.
7. Te Kaupapa Whaioranga calls for taurira Māori, kaimahi Māori, whānau, hapū, iwi and Māori organisations to be fully represented on institutional decision-making bodies that have responsibility for programme provision, courses, teaching, research and work that supports those activities.

MANA WHENUA
MANA TIRITI

At the sector level, kaimahi Māori, taurira Māori, whānau, hapū iwi and Māori organisations must be full members in forums where decisions are being made that affect the direction, governance and management of the sector.

At the institutional level, taurira Māori, kaimahi Māori, whānau, hapū iwi and Māori organisations must be represented in forums that make decisions that affect programme provision, courses, teaching, research and work that supports these activities.



“Ka whakarērea te puha, ka whai ki te matariki.”

James Houkāmau, Whitireia Polytechnic

Decision-making must support equitable access and participation, and quality learning environments for Māori

8. Te Kaupapa Whaioranga calls for TEIs to work together to host regular strategic hui with representatives of whānau, hapū, iwi, Māori business/industry and Māori organisations to develop agreement on priorities for their region’s tertiary education provision.

MANA WHENUA
MANA TIRITI

At the institutional level, TEIs must be able to illustrate how their organisational practices, course and programme provision, and delivery support Māori world views, stories, and histories – and how their provision links to Māori development aspirations.

9. Te Kaupapa Whaioranga calls for sustainable tertiary education pathways for taurira Māori within their local area.

MANA ATUA
MANA TANGATA

For taurira Māori, success in tertiary education requires: a cohesive strategy for secondary-tertiary transitions; clear information about skills and knowledge requirements for different tertiary education pathways; and the opportunity to access and participate in tertiary education in their preferred locale and institution type – whether this means a wānanga, ITP, university or ACE provider.

10. Te Kaupapa Whaioranga calls for kaimahi Māori in all institutions (not just universities) to exercise their right to academic freedom, as legislated in the Education Act 1989.

MANA MOTUHAKE

For kaimahi Māori, certainty that their ability to critique, question and challenge accepted norms and practices, either within the institution, the sector, their discipline or work area, or society more generally, must be protected by their institution.

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