

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 of 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 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/BUEPRINT

the BLUEPRINT for general staff TE KAUPAPA WHAIORANGA



The blueprint for general staff¹ in tertiary education

Quality teaching, learning, research, and administration in New Zealand tertiary education institutions (TEIs) would not be possible without general staff and the work these staff do alongside academic colleagues.

General staff are responsible for all the work of a TEI that falls outside of direct teaching, learning and research activities (although some general staff also perform roles in these areas). This work includes but is not limited to: student enrolment and inductions; mentoring students; building and maintaining IT infrastructure; facilitating student and staff access to information resources; supporting research funding applications; negotiating with funders; management of research funding projects (including the PBRF system); providing information and support for research; management of staff; allocating and managing student housing; creating budgets and monitoring



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¹ While some institutions use the term 'allied' or 'professional' staff, current legislation refers to 'general staff'.

expenditure; taking responsibility for health and safety education and compliance; managing and implementing human resources policies; developing and maintaining buildings and grounds; and providing a front line reception service to all visitors and callers.

General staff have vast expertise, experience and qualifications

In a sector characterised by constant change – in management practices, technological developments and processes to support teaching, student learning, and research – general staff must regularly update their professional qualifications, skills and knowledge. Doing so ensures they can continue to provide the support needed to ensure all students have access to quality teaching, learning, and research.

However under-funding of the sector and a changing culture (from a belief in education as a right for all New Zealanders to education as a tool for national economic growth) has changed the nature of the workplace for many general staff. Workload intensification is commonly referred to as an issue, as is the problem of reduced opportunities for professional and career development.

A recent survey completed by the New Zealand

Work Research Institute², **commissioned by the TEU** found that the majority of general staff believed there was insufficient time or funds for ongoing professional development. Prioritising professional development for staff is critical, not only for an individual’s enjoyment of their own job, but also as one way of ensuring the institution can continue to provide a quality learning environment for students.

General staff salary rates also tend to be lower than those of academic colleagues with pathways for career development and promotion less clear. And whilst it is difficult to obtain accurate New Zealand data, an increase in non-permanent employment arrangements amongst general staff is a concern internationally.

General staff in institutes of technology (ITPs), along with their academic colleagues, are no longer specifically represented on TEI councils. General staff representation on institutional committees varies, with some TEIs maintaining specific positions, and others taking a more ad-hoc approach. This lack of consistency means some general staff feel they are afforded limited opportunities to contribute to decisions or innovations that affect their workplace and careers.

2 Bentley T, et al. May 2014 “The State of the Tertiary Education Sector in New Zealand – 2013” NZ Work Research Institute, AUT University





Michelle McLuckie

The tertiary education sector should recognise and support all staff equitably

In order to do so we believe the following changes must be implemented as a priority:

Funding must support the expertise and professionalism of general staff

- a. Funding institutions adequately to enable them to implement more equitable salary grading and promotion processes.
- b. Funding, support, and time - in particular greater opportunities for extended periods of professional development - to further the career and professional development needs of general staff, beyond simply supporting the training needs of an institution.

Decision-making must support participation by general staff

- a. Representation by general staff on all TEI governing bodies and committees, and ensuring there is a range of ways for general staff to participate in the democratic processes of the institution.
- b. A sector-wide commitment to involve general staff in decisions about changes that affect their work and responsibilities, and a process for ensuring this is implemented in all institutions.

The TEU also has a policy document **“Our Voice – the TEU General Staff Manifesto”** available at <http://teu.ac.nz/2009/04/general-staff-manifesto/>

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