

## 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 MOTUHAKE

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 Employment relations TE KAUPAPA WHAIORANGA



## Te Kaupapa Whaioranga – the blueprint for employment relations

*Te Kaupapa Whaioranga: the blueprint for tertiary education* sets a new direction for the tertiary education sector, based on principles such as the importance of inclusive, equitable and democratic decision-making and ensuring that tertiary education promotes participation, protection and partnership for all people. It also recognises the importance of taking a holistic approach to the sector.

Doing this means considering the quality of students' learning experiences, taking into account the myriad of factors that may contribute to these experiences.

A holistic approach to funding and decision-making in the sector also recognises the impact staff working conditions have on overall learning experiences and outcomes for students.



Implementing this approach requires changes at the level of government and within institutions. This is because the principles outlined in *Te Kaupapa Whaioranga* have steadily eroded over time, so that today tertiary education workplaces have become less democratic, staff workloads have intensified, and employment conditions are under attack.

Underfunding of the sector and policies which create the conditions for insecure work has led to more casualised employment in the tertiary education sector.

Insecure work is often used to reduce expenditure and the employer's responsibilities with regard to some employment conditions. Generally these insecure employment arrangements mean that staff experience high levels of job and financial uncertainty, with few opportunities for professional and career development.

Permanent employment and appropriate staffing levels means staff can undertake all the work required to keep a course or programme relevant and up-to-date and the institution running smoothly. It means they can participate in the life of the tertiary education community, including exercising their critic and conscience responsibilities. Academic and general staff can accept roles on committees that contribute to decision-making for the institution, such as ethics committees, operational committees, academic boards and so forth.

When staff participate in the day-to-day decisions of the institution, students and the organisation benefit.

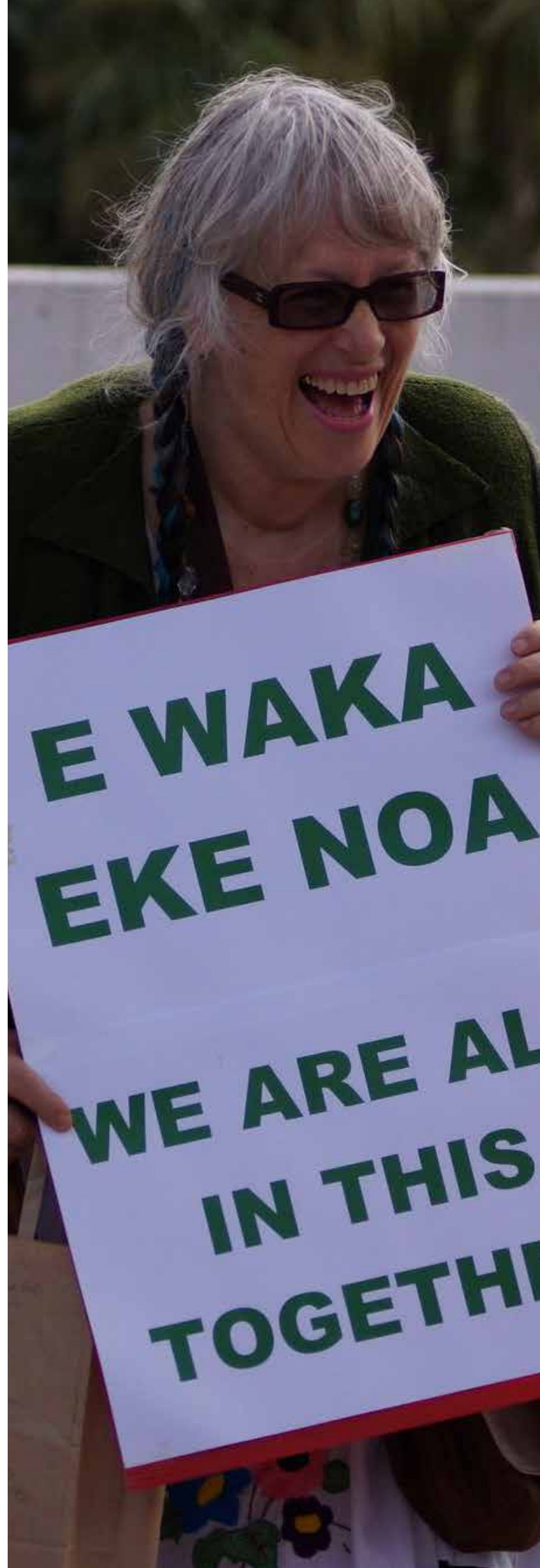
## The role of unions

Union involvement in decision-making inside and outside the work-place contributes to a more democratic society, because unions work to make sure that their members and other workers have fair and equitable working conditions.

The countries in the world that have the best records in achieving equality have strong union movements that are committed to social change and that participate fully in democratic processes.<sup>1</sup>

Full union and staff participation in the tertiary education sector (an example of the principle of *mana motuhake in action*) underpins the proposals for change in this blueprint.

<sup>1</sup> In New Zealand, a recent example of the role of unions in supporting social change is their involvement in the Living Wage Campaign, which seeks to increase the minimum wage as a way of addressing poverty and economic inequality [livingwage.org.nz](http://livingwage.org.nz)



## Staff working conditions are students' learning conditions

Over time, shifting funding priorities and underfunding of the sector have put increased pressure on staff to do more with less. These workload and resource pressures impact on students and on the overall quality of tertiary education.

### Funding must support quality working conditions for staff

A properly funded tertiary education sector means the provision of public funding at a level that enables quality teaching, learning, research, service to the community and all of the associated work needed to support our tertiary education institutions.

To achieve this, we need to implement the following as a priority:

- a. We must fund institutions at a level that means they can maintain an appropriate level of staffing which is reflected in staff: student ratios.<sup>2</sup>

Combating workload intensification in the sector is good for staff, students and the communities in which our tertiary education institutions operate.
- b. Collective bargaining should be the normal practice for negotiating employment conditions in the sector.

Achieving national pay scales and conditions and opposing performance pay models should be a priority for these negotiations.
- c. Quality jobs, and secure permanent employment, coupled with opportunities for career development and progression should be the norm for the sector.

<sup>2</sup> A recent survey of staff working in the tertiary education sector found that factors such as increased administration, increased demands to produce research, and work involved in supporting students contributed to increases in hours worked. Bentley, T et al. 2014. "The State of the Tertiary Education Sector in New Zealand".

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### Decision-making must support participation by staff and unions

A participatory tertiary education sector means that we recognise and value the professionalism and expertise of staff as part of the decision-making processes for institutions and the sector as a whole.

To achieve this, we need to implement the following as a priority:

- a. Reinstating the requirement for mandatory staff and student representation on Tertiary Education Institution councils and committees – universities, wānanga and institutes of technology/polytechnics.

Ensuring democratic representation in institutions allows staff to share their expertise as professionals and their insights as employees.
- b. Reclaiming the functions of academic boards as the experts on academic matters affecting staff, programmes and students.
- c. Investigating a structure similar to academic boards that is able to represent the professional expertise that general staff contribute to the decision-making processes of Tertiary Education Institutions.

*Te Kaupapa Whaioranga* calls for student:staff ratios to drop from

**19:1**

to **17:1** by 2020

and **15:1** by 2025

