

# 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 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



Tertiary education is a public good - the system belongs to all of us, we all contribute to it, and we are all responsible for it. Because tertiary education belongs to all of us it should be independent, democratic and representative.

It is by protecting the autonomy of tertiary education institutions that staff and students can exercise their role of critic and conscience of society without fear or favour. This requires separating institutions from the disproportionate influence of small groups of political, social and economic leaders.

Autonomy requires that staff and students actively carry out their work and scholarship in ways which meets their responsibility to all New Zealanders. This responsible autonomy must support learning, teaching and research which meets the needs and aspirations of both current and future generations.

To achieve responsible autonomy and academic freedom we need to ensure our tertiary education system meets the needs of all New Zealanders, no matter where they live or what they do. Staff, students, and communities must be part of decision making in the tertiary education system so that their needs, demands, expertise and aspirations are acknowledged and actioned.

MANA MOTUHAKE

MANA ATUA  
MANA TANGATA  
MANA WHENUA

MANA ATUA  
MANA TANGATA



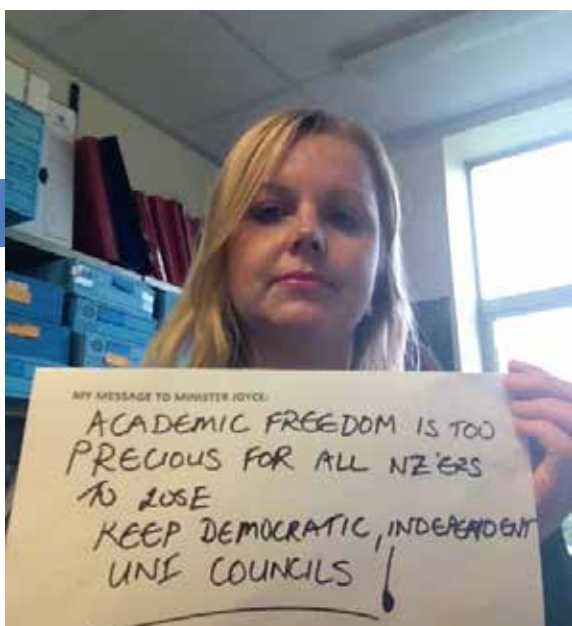
Teresia Teaiwa

## Decision making at government level

- a. As a nation we need a strategic plan for the entire tertiary education sector focused on the needs and aspirations of all sectors of our society. We can achieve this by holding national strategic quarterly forums that include community interests, relevant government representatives, representatives of institutions, staff and student representatives, hapū and iwi.

The strategic plan must be underpinned by a commitment to remove the competitive business model that inhibits policy-makers and institutions from focussing on the needs and aspirations of all New Zealanders.

- b. There must be quarterly strategic forums for each unique sub-sector – universities; polytechnics; wānanga; adult and community education; and other providers. These forums will ensure we give appropriate recognition to diversity within the tertiary education sector, These sub-sector forums must feed into the national strategic forum.
- c. Policymaking, auditing, and implementation agencies (such as the Tertiary Education Commission and Ministry of Education) must seek, and where relevant, implement the advice from tertiary education sector staff currently involved in teaching, research, and student support services in the tertiary education sector.



Vic Metcalf

## EDUCATION ACT 1989 SECTION 161 (3)

IN EXERCISING THEIR **ACADEMIC FREEDOM** AND AUTONOMY, INSTITUTIONS SHALL ACT IN A MANNER THAT IS CONSISTENT WITH—

- (A) THE NEED FOR THE MAINTENANCE BY INSTITUTIONS OF THE **HIGHEST ETHICAL STANDARDS** AND THE NEED TO PERMIT **PUBLIC SCRUTINY** TO ENSURE THE MAINTENANCE OF THOSE STANDARDS

## Decision making at institution level

- a. Where possible, council members must be independent, democratically elected and representative of and responsible to their respective communities.
- b. Councils of tertiary education institutions must not be dominated by government appointees or any single sector of society<sup>1</sup>.
- c. Academic decisions (curriculum; admissions; hiring of new academic staff) must rest with the academic community and occur in collegial meetings. In particular, as the bodies responsible for setting curriculum and credentialing, non-management academics must occupy the majority of seats on academic boards.

<sup>1</sup> Councils should include a mix of democratically elected members, to provide expertise and representation for local communities, hapū and iwi; business/industry, academic and general staff, and students.

One third of all seats should be reserved for elected staff/student representation. No more than 10 percent of the council positions should be held by management. And government appointees should never hold a majority of seats on a council.



Ben Thirkell-White

good governance contains: **33%** staff and students

- d. Staff must be consulted on major projects which impact upon their conditions of work, and students consulted on projects affecting their conditions of learning.
- e. Specialist professionals within the tertiary education sector must be accorded full rights to participate in decision making in their area of expertise e.g. library staff on library matters.

## Decision making at management level

We must ensure the management of our tertiary education system provides for all New Zealand communities and learners on an ongoing basis:

- a. When managers implement strategic plan decisions they must do it in a manner that keeps public good and pedagogical considerations at the centre of the daily activities.
- b. We must implement policy within institutions in a way that is participatory, democratic, and based on trust in the professionals working within them.
- c. Management must acknowledge and actively promote at all levels the central place of staff and student unions by making tertiary education institutions safe spaces where creative teaching, learning, and research can occur.

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