



Briefing Note: Meeting with the Tertiary Education Union Te Tuma Arataki

To:	Hon Jenny Salesa, Associate Minister of Education		
Cc:	Hon Chris Hipkins, Minister of Education		
Date:	13 February 2020	Priority:	Low
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Purpose of Report

The purpose of this paper is for you to:

Note that you are meeting with Susan Watene, Māori Vice President of the Tertiary Education Union (TEU) on Thursday, 13 February, 3.00-3.30pm. This briefing provides you with background and talking points for your meeting which cover parts of the Education Work Programme focusing on Māori and Pacific tertiary students and staff.

Agree that this Briefing will be proactively released.

Agree / Disagree



Andy Jackson
Group Manager, Tertiary Policy
Graduate Achievement,
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Hon Jenny Salesa
Associate Minister of
Education

13/02/2020

13/2/20

Background

1. You are meeting with Susan Watene who is Te Tumu Arataki / Māori Vice President for the Tertiary Education Union (TEU). Ms. Watene is also a lecturer at UNITEC in the School of Bridgepoint which hosts bridging and foundational study courses.
2. She has indicated that she would like to talk to you about the Education Work Programme and the potential implications for Māori and Pacific students and staff.
3. This briefing provides information about the elements of the Education Work Programme most relevant to Māori and Pacific students and staff in the tertiary sector.

Key aspects of the Education Work Programme for Māori and Pacific students

Māori Education Strategy

4. There is work in progress to ensure all parts of the education system have specific actions and processes that are inclusive of Māori aspirations as defined by iwi and whānau.
5. Tau Mai Te Reo and Ka Hikitia were originally scheduled to cover the 2013 – 2017 period. They were subsequently extended and continue to provide the strategic framework for Māori Language in Education and Māori Education respectively. Work is currently underway to refresh Ka Hikitia and Tau Mai Te Reo as part of the overall Education Work Programme.
6. The Ministry of Education plans to review funding rates for te reo Māori and mātauranga Māori within tertiary education.

Pacific Education Strategy

7. The Action Plan for Pacific Education 2020 – 2030 aims to maximise Pacific opportunities and success from early learning through to tertiary education.
8. The Action Plan is still in development and will be launched in March this year.

Tertiary education reforms and initiatives

Reform of Vocational Education (RoVE)

9. Māori and Pacific learners in the vocational training space have told us in consultation last year that they want to see TEOs exhibit greater cultural competency to better understand and respond to their needs.
10. Pacific learners in the vocational training space have told us that they want more flexible learning options that allow them to work and earn at the same time.
11. This consultation is informing our current work on RoVE.

Learner-based Funding

12. The unified funding system is intended to apply to all provider-based and work-integrated education at certificate and diploma levels 3 to 7 (excluding degree study) and all industry training.
13. A new Unified Funding System (UFS) is being designed informed by end-user perspectives including those of employers, Māori, Pacific peoples and disabled learners.
14. We have begun new analysis on learner groups who are underserved within the current vocational education and training system, including Māori, Pacific peoples and disabled learners. We are also exploring other potential factors associated with participation and achievement in vocational education which are, or could be, visible to providers at the point of enrolment (e.g., low literacy and numeracy, low socio-economic status, and living in isolated areas).
15. We have also begun new analysis which focusses on understanding and comparing relative costs associated with high-quality and sustainable delivery in specific areas, including:
 - online delivery
 - work-integrated delivery
 - education delivery to learners in isolated areas
 - tailoring delivery to meet learner needs (including pastoral care and learner support services)

The Funding Reference Group

16. The Funding Reference Group has been set up to ensure that work to design and deliver the unified funding system draws on an understanding of industry perspectives and the technical and operational knowledge of sector experts. This group has met multiple times since September last year.

NZIST Charter

17. The provisionally titled "New Zealand Institute for Skills and Technology" (NZIST) will bring all 16 ITPs together from 1 April this year.
18. A new charter for NZIST will be set out in legislation and presents the opportunity to better ensure the representation of, and responsiveness to, priority groups.
19. The charter will provide an enduring guarantee that the Institute and successive Governments will continue to preserve a strong network of regional campuses and delivery. The Institute will also be required to support learners effectively and be responsive to the needs of industries, community and Māori.
20. The Institute will also be required to have representation from students, staff, Māori and Pacific peoples. A Māori advisory board will be established in the first half of 2020 to make sure Māori values and ambitions are a key component of the Institutes function.

Te Taumata Aronui

21. Through engagement and consultation on the RoVE and the wider Kōrero Mātauranga | Education Conversation, we heard that Māori want to inform the development of education system policy and settings.
22. Te Taumata Aronui is a group of Māori sector representatives, established to engage with Ministers and Chief Executives of education agencies on strategic issues to

support the Crown to work in partnership with Māori to improve learner and community outcomes.

23. The group's first meeting is scheduled for 4 and 5 March. Their initial role is ensuring a strong Māori voice as part of shaping the design and implementation of the RoVE, but their ongoing role will be broader, allowing them to guide other kaupapa as they decide.

TEC's Ōritetanga Learner Success Work Programme

24. The Tertiary Education Commission's (TEC) Ōritetanga Learners Success work programme was introduced at the end of last year. The TEC has set an ambitious five-year goal to achieve tertiary participation and completion rates for Māori and Pacific learners that are the same as other New Zealanders in the tertiary system
25. At present, TEC have developed pilots with four Tertiary Education Organisations (Wintec, University of Waikato, Te Wānanga o Raukawa, Manukau Institute of Technology) that make better use of the provider's data to better understand their learners' pathways through the provider, and what barriers they face. This allows providers to adjust their programme structures and support systems to be more responsive to their learners, including Māori and Pacific.

Performance Based Research Fund (PBRF)

26. The PBRF is designed to encourage and reward excellent research in New Zealand's degree-granting organisations and allocates \$315 million annually. You have recently received the final report from the independent PBRF Review panel with their recommendations for change. As part of their review they spoke with Michael Gilchrist, President of the TEU and three of his colleagues. They also received a written submission from the TEU.
27. The panel was guided by the Terms of Reference, which asked it to look at how we can better support Māori and Pacific researchers, as well as kaupapa Māori research, mātauranga Māori and Pacific research. s 9(2)(f)(iv)
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28. We are currently providing you with advice on a proposed approach to improvements to the PBRF and expect that targeted public consultation will be undertaken in May following your report back to the Social Wellbeing Committee in April.