



TEU

TERTIARY EDUCATION UNION
TE HAUTŪ KAHURANGI

Submission of

**Te Hautū Kahurangi | Tertiary Education
Union**

to the

Ministry of Education

on the

***Consultation on Minor Changes to Investment
System Settings***

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1. Te Tīmatanga | Introduction

- 1.1. Te Hautū Kahurangi | Tertiary Education Union (TEU) welcomes this opportunity to respond to the Ministry of Education's *Consultation on Minor Changes to Investment System Settings*.
- 1.2. The TEU is the largest union and professional association representing 10,000 academic and general/allied staff in the tertiary education sector (in universities, institutes of technology/polytechnics, wānanga, private training establishments, and rural education activities programmes).
- 1.3. The TEU actively acknowledges Te Tiriti o Waitangi as the foundation for the relationship between Māori and the Crown. We recognise the significance of specific reference to Te Tiriti in the Education Act and the emergent discourse resulting from this. We also accept the responsibilities and actions that result from our nation's signing of the UN Declaration on the Rights of Indigenous Peoples.
- 1.4. The TEU expresses its commitment to Te Tiriti by working to apply the four whāinga (values) from our *Te Koeke Tiriti* framework as a means to advance our TEU Te Tiriti relationship in all our work and decision-making – with members and when engaging on broader issues within the tertiary sector and beyond – such as our response to the *Consultation on Minor Changes to Investment System Settings*:

Tū kotahi, tū kaha: We are strong and unified; we are committed to actions which will leave no-one behind; we create spaces where all people can fully participate, are fairly represented, and that foster good relationships between people.

Ngā piki, ngā heke: We endure through good times and bad; we work to minimise our impact on the environment; we foster ahikā – the interrelationship of people and the land, including supporting tūrangawaewae – a place where each has the right to stand and belong.

Awhi atu, awhi mai: We take actions that seek to improve the lives of the most vulnerable; we give and receive, acknowledging that reciprocity is fundamental to strong and equitable relationships; and we work to advance approaches that ensure quality public tertiary education for all.

Tātou, tātou e: We reach our goals through our collective strength and shared sense of purpose, which are supported through

participatory democratic decision-making processes and structures.

- 1.5. Our response to the *Consultation on Minor Changes to Investment System Settings* stems from our commitment to the whāinga expressed above and our wish to see these enacted in the tertiary education sector and in our society and communities.

2. TEU submission

- 2.1. TEU appreciates the opportunity to provide feedback on potential changes to the legislative framework in which the tertiary education investment system operates. However, where the discussion document states that the Ministry of Education will “engage more broadly with learner, community, employer, and iwi groups as this legislative work develops” (p.1), it needs to be recognised from the outset that TEO staff need to be included in such consultation. The sector relies on the dedication, expertise, and commitment of staff and it is their day-to-day work that is likely impacted by changes that come about due to legislative changes.
- 2.2. As outlined below, our degree of support pertaining to the *Consultation on Minor Changes to Investment System Settings* discussion document varies relative to the specific issues at hand.

3. Proposal 1: Empowering the TEC to set necessary funding conditions, including ensuring it can give effect to agreed mixes of provision (including mixes of delivery)

- 3.1. TEU does not support the proposal to shift power and responsibilities pertaining to setting types of funding conditions from the Ministry of Education to TEC. In our view, there are already adequate mechanisms by which government are able to respond to priorities and expectations set out in, for example, the Tertiary Education Strategy.
- 3.2. Added to this, there is concern that TEC officials do not uphold an adequate understanding of the timeframes that are required for changes in the tertiary education sector to be implemented. Unrealistic timeframes for changes often generate problems pertaining to staffing in the sector, which, as a result, impact the learning conditions of ākongā.

4. Proposal 2: Broadening the grounds under which the TEC can initiate a significant amendment to an Investment Plan

4.1. TEU does not support broadening the grounds on which the TEC can initiate an amendment to an Investment Plan. Again, it is our view that current mechanisms are adequate.

5. Proposal 3: Procedural changes to reduce compliance costs of variations to funding mechanisms

Proposal 3(a): Timely changes to funding mechanisms

5.1. No comment.

Proposal 3(b): The requirement for consultation on minor and technical variations

5.2. In the interests of transparency, it is important that TEOs are aware of, and provided the opportunity to submit feedback on, proposed changes to the tertiary education sector, including those that are considered “minor” or “technical.”

5.3. As such, TEU does not support the proposal to create a threshold that allows for variations to funding mechanisms without consultation. Instead, we recommend that all potential changes are consulted on by engaging the stakeholders outlined above in 2.1.