

**TEU****TERTIARY EDUCATION UNION**
TE HAUTŪ KAHURANGI

Submission of

**Te Hautū Kahurangi | Tertiary Education
Union**

to the

Education and Workforce Committee

on the

***Education and Training Amendment Bill
(No3)***

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1. Te Tīmatanga | Introduction

- 1.1. Te Hautū Kahurangi | Tertiary Education Union (TEU) welcomes this opportunity to respond to the *Education and Training Amendment Bill (No3)*.
- 1.2. The TEU is the largest union and professional association representing 12,000 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 *Education and Training Amendment Bill (No3)*:

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 *Education and Training Amendment Bill (No3)* 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. Changes to governance framework for wānanga

- 2.1. Wānanga play a vital role both within our tertiary education sector as well as in relation to broader societal aims of revitalising te reo, tikanga, and mātauranga Māori. It is essential that legislation reflects this unique role by enabling the autonomy and flexibility required to carry out such work in a way that is self-determined and recognises the founding intention of wānanga.
- 2.2. As such, TEU supports the implementation of a framework – developed in conjunction with wānanga and their kaimahi – that is conducive to these factors.
- 2.3. However, it is also our view that the implementation of an enabling framework must be supported by adequate funding, including provisions to ensure pay parity for wānanga kaimahi in relation to kaimahi in other areas of the tertiary education sector.
- 2.4. Furthermore, amendments to section 405 (Chief executive must monitor and report on institutions) state that “In the case of an institution that is a wānanga that is not a Crown entity, the chief executive of TEC (a) must, along with the council of the wānanga, establish a framework for monitoring risk to the operation and long-term viability of the wānanga [...]; and (b) must undertake any monitoring activity in relation to the wānanga with the framework [...].”
- 2.5. TEU recognises the necessity of monitoring risk, long-term viability, and the use of public funds. However, where the TEC must establish a monitoring framework “along with the council of the wānanga,” it is important to monitor factors beyond simple financial metrics.
- 2.6. In order to ensure the needs of ākonga are met and mātauranga Māori remains as the primary purpose of wānanga, the educational expertise of kaimahi must be integrated into the design of the monitoring framework. It is our view that monitoring risk and long-term viability based on financial performance measures in turn risks undermining the intention of the proposed enabling framework.

3. University and wānanga annual reports to publish chief executive and employee remuneration of \$100,000 or more

3.1. Amendments to section 306 (Annual report) of the principal Act note that universities and wānanga must report the number of employees or former employees “who received remuneration of \$100,000 or more (excluding compensation or other benefits) in the year to which the report relates and the number of those employees or former employees in each bracket of remuneration in \$10,000 increments.”

3.2. In the interests of transparency in relation to the use of public funding, we support this requirement in the reporting of universities and wānanga.

3.3. However, in the interests of genuine transparency, it is our view that such reporting should include remuneration gained through compensation or other benefits.

3.4. We recommend that “(excluding compensation or other benefits)” is removed from the amendments to section 306 (Annual report) and, instead, the legislation is amended so that compensation and other benefits received directly in relation to an employee’s or former employee’s role in the tertiary education sector are included in annual reporting.

3.5. Furthermore, if the intent of the Bill is to align reporting requirements of universities and wānanga with those of Te Pūkenga, the amendments as they currently stand fail to ensure reporting delivers accountability for use of public funding regarding gender and ethnicity equity.

3.6. As a means to progress pay equity regarding gender and ethnicity, we recommend that reporting requirements included in section 306 should account for the objectives set out in *Kia Toipoto: Closing Gender, Māori, Pacific, and Ethnic Pay Gaps – Public Service Action Plan 2021-2024*.

4. Term of office of council members of Te Pūkenga—New Zealand Institute of Skills and Technology

4.1. TEU supports amendments to section 323 (Term of office) which states that, regarding Te Pūkenga council, “If a member’s term of office expires before their successor is appointed, the member continues in office until their successor’s appointment takes effect.”

5. Support for submission by the New Zealand Education Institute

5.1. TEU supports the submission of NZEI on the following sections of the Bill:

- 5.1.1. Changes to school board ineligibility criteria
- 5.1.2. Early childhood education equity index data
- 5.1.3. Changes to school board election processes
- 5.1.4. Separating Kura Kaupapa Māori and designated character schools establishment provisions
- 5.1.5. Ensuring employers assess Police vets for non-teaching employees and contractors
- 5.1.6. Five year term appointments for chief executive of Te Aho o Te Kura Pounamu