



TAI TOKERAU DISTRICT MAORI COUNCIL

SUBMISSION ON BEHALF OF TAI TOKERAU DISTRICT MĀORI COUNCIL REFORM OF VOCATIONAL EDUCATION APRIL 2019

Na te whakarongo me te titiro ka puta mai te kōrero.

Through looking and listening we gain wisdom.

Ko wai mātou: Tai Tokerau District Māori Council

Tai Tokerau District Maori Council (TTDMC) is a statutory body charged with " collaborating with and assisting State departments and other organisations and agencies in (inter alia) –

- the placement of Maoris in industry and other forms of employment;
- the education, vocational guidance, and training of Maoris"

in Northland. Its recognised boundaries parallel those of its mainstream counterpart, Northland Regional Council.

(section 18, Māori Community Development Act 1962)

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ARO / FOCUS

The Tai Tokerau District Māori Council (TTDMC) presents this response to the government on its proposal for the Reform of Vocational Education (RoVE).

In putting together this submission, the writer has undertaken consultation with a variety of people and organisations directly linked into the vocational education system over the preceding six weeks including but not limited to:

- A selection of current ākonga (learners) /apprentices within the vocational education system in Te Tai Tokerau
- Employers – two significant Northland employers with staff of @ 400 plus and strong commitment to industry training (with contracts around New Zealand and overseas); two Māori Small and Medium Enterprises (SMEs), four other SME employers within the specialist trades industries (e.g. plumbing and gasfitting, drainlaying, roofing and electrotechnology industries) and with verbal “employer” feedback from two Industry Training Organisations (ITO) staff working with apprentices in Tai Tokerau
- Two Tai Tokerau Private Training Establishments (PTE) management /staff
- Staff from two Institutes of Technology and Polytechnics (ITP)
- Directors and staff of a company with contracts to support apprentices and employers involved in industry training
- Two Māori Health and community trusts working closely with Māori communities and at-risk youth (Taitamariki)
- Māori and Pacifica Trades Training provider
- More consultation should have taken place with extended Māori communities, but the short timeline did not allow for this

The writer has extensive experience in vocational education working across the different sectors:

- Five years working at a large institute of Technical and Further Education (TAFE) in Melbourne, Australia. In the early 1990s this institute went through numerous mergers with other TAFE colleges across Western and central Melbourne whilst other TAFE colleges were consolidating in other parts of Melbourne and across country Victoria
- Ten years working at the largest Northland owned PTE, the last four years in the senior management role and returning for two years at a later date as Management Advisor / Project Manager /Contractor.
- From 2004 to 2009 the writer managed the then landmark Tertiary Education Commission (TEC) Nga Kaiarataki Pathfinders programme which was piloted as a Māori trades training initiative in Tai Tokerau and Eastern Bay of Plenty
- Regional Trainer role for a government agency
- Four years as the inaugural Northland Business Manager for a large ITO

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- Four years based at the local ITP, Tai Tokerau Wānanga/ Northtec at the Future Trades campus under a Memorandum of Understanding (MOU)
- Two years as *Group Manager, People and Performance* for a large NZ privately owned company with a long history of supporting industry training /apprenticeships. This company had @ 41 apprentices /trainees in industry training agreements at time of resignation and had records of @ 600 apprentices trained over its operating history. This company was one of the first employers in New Zealand to show its commitment to supporting more young Māori into apprentices/industry training by signing up one of the first Māori apprentices under a Māori and Pacifica Trades Training provider in 2014, these institutions being established under the National government. This company employed many Māori and Pacifica apprentices and trades staff around its many sites.
- The writer has several years working in Human Resources management, training and development and advisory roles in Iwi , Hapū , government agency and community groups.

Given the short time to prepare and develop this submission and in urgency to pull this together, there are many points that the writer did not have time to cover in depth in this submission or which may have inadvertently been overlooked. The TTDMC echo what many key stakeholders have been saying over the past 6 weeks, that the consultation process and timeline to provide feedback is **extremely disappointing** especially pertaining to the need to partner with Māori / Iwi / Hapū regarding Crown obligations under *Te Tiriti o Waitangi*.

KAINGAKAU / VALUES

All of the following points in this submission are predicated upon there being a true *Te Tiriti O Waitangi* relationship between the Crown and Māori. This submission and many others can be filled with statistics of Māori non achievement across the spectrum of life, no matter how we try and paint it up, multitudes of statistics available from research and census show Māori achievement in education / vocational training continues to be alarmingly low. The consequent circular flow-on relationships between social conditions, employment / income, housing, health, justice and so forth persists. This is not a revelation to anyone.

The RoVE must not omit Māori from authentic and meaningful partnership through this process as it is inarguable that it is Māori who will predominantly feel the brunt of any forced system changes through this relatively short timeline. In particular, systems adjustments inevitably will require time and the capability of people to adjust. Inability to adjust smoothly will create further difficulties for many. Determining vocational education frameworks that will work for Māori, requires Māori partnership and co-design to ensure the end result effectively supports *Mātauranga* Māori

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frameworks and Māori values and what is appropriate to Māori – *kaingakau*, our heart inclination, desire or spirit and *whai tikanga* the pursuit of what is appropriate or correct.¹

TTDMC supports the government call “...for **decisive action** to safeguard New Zealand’s skills pipeline and economic development for the future.”² However, decisive action does not mean ‘rushed’ action putting into place ideas that are not inclusive, and without rigorous partner (and other key stakeholder) scrutiny. The overall effect on Maori communities and all New Zealand communities will be felt over many years to come. It is imperative we get this right!

To reiterate: The TTDMC submit that the RoVE initial process leading up to this feedback stage is flawed and has not been inclusive of Māori partnership.

This can be rectified if the government genuinely wishes to honour the spirit and intent of *Te Tiriti o Waitangi* by including in the co-design, representatives of Māori leadership /Māori expertise. This is not just Iwi and Hapū communities, but Māori communities including Māori industry /employers and advisors/practitioners with in-depth knowledge across the continuum of vocational education sectors.

¹ Whaanga, P. Māori Values Can Reinvigorate a New Zealand Philosophy. A thesis submitted to Victoria University of Wellington in fulfilment of the requirements for the degree of MA Philosophy. 2012. (References to

² RoVE Factsheet “What the Government’s proposals would mean for Iwi and Māori stakeholders (TEC website)

RESPONSE TO THE GOVERNMENT THREE PROPOSALS FOR THE RoVE

The main focus of this submission will be on Proposal 1 below although the other two proposals will be touched on in this submission.

Proposal 1: Redefine the roles of education providers and industry training organisations

1. What the TTDMC has concerns with:

TTDMC does not agree with this Proposal 1 specifically in regard to ITOs. TTDMC agrees that change is required to best meet Māori needs within vocational education.

- The roles of education providers and ITOs do need to be redefined however in terms of performance, **the roles and restructuring of ITPs require the priority action.** Currently, it is the ITPs in general which are facing serious financial issues.
- We accept that some system changes may be necessary to streamline ITO roles such as 'standards' skill setting etc and the delivery of industry training to ensure the achievement of those standards.
- However, we do not believe that the significant changes outlined in this proposal should be implemented in this proposed form. ITOs have excellent relationships and collaboration with their respective industries to enable them to fulfil their roles. A model that will guarantee the inclusion and mentoring of ITPs by ITOs to support the ITP/industry relationship development with industry partners is needed.
- Māori needs are not being met evidenced by unacceptable Māori completion rates across all the sectors. Percentage of Māori in highly skilled and skilled occupations in Tai Tokerau has **NOT** increased over the past 6 years.³ This is a cause for alarm and shows that whilst change is essential, the process needs to be inclusive of key stakeholder input/co-design to ensure appropriate results.
- The Department of Māori Affairs led Māori Trades Training programmes of the 1970s and 1980s show how successful well thought out and funded programmes can be with a generation of then young Māori successfully completing apprenticeships in a variety of trades. This equipped numerous young Māori with clear supported pathways into long term sustainable employment, travel opportunities and economic benefit as well as numerous intrinsic benefits. The positive impact on their lives and their Whānau over the following decades has been immeasurable.

³Te Matapae: Māori in the Labour Market. *Infometrics*. February 2019. *The proportion of Māori employed in 'Highly-skilled' occupations in Te Tai Tokerau/Northland decreased from 24% to 23% over 2013 to 2018. Percentage of Māori in Te Tai Tokerau in 'Skilled' occupations over this same timeframe has remained the same at 9%. Those in 'Semi-skilled' occupations have increased from 15% to 16% and those in the 'Low-skilled' category has only decreased by one percent. (See APPENDIX I for table excerpt)*

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- The majority of Māori in vocational education are in industry training agreements (43%) and a variety of statistics show that Māori participation in the ITO sector is increasing. Statistics in general show **that Māori achieve more success/completion** in industry training.
- From the perspective of people who are involved closely with ākonga Māori in industry training (employers, workplace assessors, ITO field workers, Whānau), some of the reasons why Māori perform better in the ITO model are because:
 - There is a dedicated ITO training manager available as needed but also with scheduled visits (3 monthly) who provides ongoing support, develops and implements the Individual Training Plan (ITP), liaises with employers and the off-job/theory class providers.
 - The on-the-job nature of the learning is practical and evolves along with experience gained in parallel with off-job theory classes. This fits in with (in general) Māori preferred learning styles (kinaesthetic hands on etc).
 - A substantial part of the qualification is assessed by workplace assessors who are the best equipped personnel to determine the practical competency of the ākonga.
 - The ākonga can work progressively through on-job assessments rather than a 'once off' or maybe a second chance practical assessment utilised by some ITP programmes which may show 'competency' at that point in time following classroom and 'lab' training. Many employers state that this does not always prove enduring competency for on-the-job⁴.
 - **No student loan** – for Māori and many other learners, the ability to "earn as you learn" is significant and can make training more achievable. In Te Tai Tokerau where incomes are mostly limited for Māori and where deprivation is common, this provides a substantial advantage.
 - In companies providing industry training, the workplace assessors as well as supervisors and senior colleagues will usually provide more influential role modelling supporting apprentices in industry than staff in ITPs⁵.
- The government anticipates that some current ITO employees who support workplace learning and assessment will take up similar roles at the new proposed national institute. This is not a given and how it unfolds will depend on the make up of management and staff for the new institute. A valid concern is that ITPs (in general) do not have the industry relationships and engagement that ITOs currently have. Under this proposed new structure would we end up with the "*same old, same old*" faces from ITPs in new decision-making roles across the country responsible for integrating the support of industry trainees and apprentices into the new institute or other education providers? Currently the expertise sits with ITOs. Successful transfer of function **is not guaranteed**.

⁴ ITO staff (including writer first-hand experience) have relayed concerns by employers/work place assessors that many of their apprentices are exiting from ITP pre trade programmes with several of the on-job unit standards already signed off, but in many cases, the apprentices do not have the required competency in spite of the NZ RoA (Record of Achievement) for respective unit standards being completed.

⁵ No intention to undervalue the work of some excellent tutorial and support staff in ITPs, however, effective work skills role modelling comes from a more day to day hands on view

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- Any remodelling of how ITOs operate needs to uphold all of the factors listed immediately above. Various other contributing factors need to also be considered and then further improved upon.
- As detail is not provided in any of the government information, TTDMC regards this as a serious risk to endorse changes that currently lack substance and detail. We cannot comment on and fully support a proposal that has yet no strong foundations. It shows some structure but no *kaupapa* to back it up.
- At a quick glance, without sufficient information, the present proposal 1 for ITP / ITO role redefinition does not show a new business model per se, but appears to be a forced merger with financial expediency being at the root of it. For the Māori partner and other stakeholders there is not enough financial detail to know whether to be concerned or not (or be even more concerned!).
- Of paramount importance is the impact of changes on the ākonga and their employers who provide a vocational pathway for the ākonga. From a Māori perspective what we have seen thus far lays absolutely no clear pathway to greater Māori success.
- New Zealand is still facing a critical high skills shortage in many industries particularly in the infrastructure / building and construction industries which have **high Māori participation**. Currently many employers have no choice but to source overseas workers with requisite skills for urgent vacancies. We must still encourage industry to continue to train high volumes of apprentices /skilled workers not just for the immediate future but for long term benefit of our country and our people.
- Employers in the above industries have huge demands on their time to fulfil contracts. Many large employers have long vacancy lists of skilled positions open⁶. Whilst there are many SME and large employers committed to industry training and growing their own staff, there are many employers whom the TTDMC has been advised who *may delay apprentice recruitment* facing the stress of any changes to industry training end of 2019.

2. What the TTDMC proposes / supports:

- A commitment from the government is required to reconsider the 're-defining' of ITO and industry roles. There is a need to ensure collaboration and participation with ITPs incorporating an appropriate time extension to work through this part of the model (possibly 12 months)
- The end equation may well result in the proposed Industry Skills Bodies (ISBs) replacing ITOs in '*some form or other*' for standard setting functions, conducting moderation, contribute to curriculum development etc, however the TTDMC can not see any clear indication so far in

⁶ In the writer's previous role, the company successfully tendered for three of the largest new build / maintenance contracts in NZ in early 2017 with the then need to fill @ 50 positions of high skilled senior experienced dual trade staff across two major manufacturing sites over a 6 week period, and then recruit up to another further @ 50 – 70 trades staff across another new build site over the next 6 to 9 months. This was extremely challenging and there were constant vacancies for @ 30 skilled staff remaining still into late 2018. This employer was proactive with apprentices with @ 41 in training at that time.

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this proposal for effective industry and employer involvement. Employers /industry are critical stakeholders and thus need to be asked over a wider timeframe how they see effective participation proceeding.

- Employment is the desired outcome of vocational training, therefore robust relationships with industry /employers are essential to ensure training is relevant. ITOs currently have more robust relationships than ITPs. Māori (and non-Māori) need employment, we do not want to add more burden for employers at a time of skills shortage and high levels of compliance.
- In Tai Tokerau, Māori employment statistics show the number of Māori employed in our region over 2013 to 2018 has grown from 15,747 to 18,795.⁷ In 2018, Māori made up 26% of those employed in Tai Tokerau, a rise of 1% over 2013 to 2018. Whilst a growth in Māori employment is always good, the growth rate of only 1 % is extremely concerning. As quoted earlier, the numbers of Māori in Tai Tokerau in highly skilled occupations has decreased down from 24% to 23% over the past 6 years.⁸ TDDMC appreciates that the government sees this too and wishes to make positive changes, however, we question the process so far as well as the proposed models.
- Staggering the transitioning of any ITO role changes/structures over a 4-year period following the above 12 months extension to develop the best model is required. It is hoped that this is what the government has in mind.
- As an interim measure, consider the partnership and collaboration in the short term between ITOs and ITPs around the regions. These (Tertiary Education Organisations) TEOs all currently have relationships in place with ITPs providing theory classes for ITO apprentice/ trainees. Enhanced hands on relationships should be encouraged in the transitioning period by ITO staff being physically based at local ITP campuses where possible. This encourages enriched communications, information sharing, networking/*whakawhaungatanga*, increased industry relationships for ITP staff and provision of more effective support for the ākonga. This has been done in recent past between an ITO and an ITP in Te Tai Tokerau and has created valuable strong relationships with collaboration between the ITO staff member and the off-job theory Tutor. Training needs for apprentices were easier to assess, the ITO staff member had easy access to classrooms for group discussions, literacy and numeracy needs would be discussed with the Tutor as well as partnership in supporting individual training plans.⁹
- Ensure Māori partnership in this co-design, as well as the inclusion of active partnership with industry (industry associations / employers). Failure to include Māori or industry in a meaningful way will jeopardise a successful model.
- Extending the timeframe to enable industry to be more involved in co-design will send out a more confident message to industry and their respective employers that all will be well. Continue to sign up apprentices/industry trainees as needed, do not delay!

⁷ Te Matapae: Māori in the Labour Market. *Infometrics*. February 2019.

⁸ Te Matapae: Māori in the Labour Market. *Infometrics*. February 2019. *The proportion of Māori employed in 'Highly-skilled' occupations in Te Tai Tokerau/Northland decreased from 24% to 23% over 2013 to 2018. Percentage of Māori in Te Tai Tokerau in 'Skilled' occupations over this same timeframe has remained the same at 9%. Those in 'Semi-skilled' occupations have increased from 15% to 16% and those in the 'Low-skilled' category has only decreased by one percent. (See APPENDIX I for table excerpt)*

⁹ The Skills Organisation and Northtec had a MoU to base the new Northland Business Manager at Northtec Future Trades campus 2013

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- Māori partnership must reflect the diverse nature of Māori in industry and their communities – geographical, industry and otherwise.
- **The formation of a Māori industry Skills Board.** This Māori Industry Skills Board (MISB) will sit side by side to NZIST governance body to make certain a real Māori voice participates at the national level. The MISB will reflect the varying Māori presence and expertise within industries (such as Industry associations) and employers (who may not be as active within associations), and other leaders or practitioners with strategic vision. All should possess hands on expertise in the vocational education arena with a critical understanding of industry needs.
- The establishment of the MISB must not be seen as a replacement for authentic engagement with Iwi/ Hapū / Māori communities. The MISB will provide expert advice and participate in decision making. Nonetheless, the government will still need to engage with its treaty partner.
- The MISB should link closely with the vision of the *‘Māori Economic Development Strategy to 2040’* which highlights: ¹⁰ *‘...Our Action Plan includes a role for the private sector in building industry workplace training, and in up-skilling existing staff to enable them to progress to higher employment and higher incomes, for the benefit of both employers and employees...’*.
- The MISB can identify needs and opportunities to liaise with and support Iwi / Hapū communities who have already achieved ‘treaty’ settlements or those currently in negotiations or entering into negotiations in terms of future -proofing of training skills.
- Where is the clear connection to economic development? A clear link of this proposed model to economic development needs to be shown. Including industry with more clarity in co-design as above must take place.
- TTDMC supports the creation of Centres of Vocational Excellence. These centres would partner with Māori and liaise closely with industry and other key stakeholders such as Pacifika peoples, other communities, as well as the whare wānanga, universities, research groups and so forth. The scope of each centre would differ to reflect their regional diversity and industries. Their focus on teaching and learning needs to incorporate Mātauranga Māori. Applied research undertaken to investigate issues impacting Māori must encompass *te tirohanga Māori* – a Māori worldview.

¹⁰ Action Plan developed in 2012 by the Māori Economic Development Advisory Board panel
<https://www.mbie.govt.nz/about/who-we-are/our-external-boards/maori-economic-development-advisory-board/>

3. To conclude this section:

Can we be confident that any proposed framework /changes are governed by the principle first and foremost of meeting the needs of:

- All ākonga **as first priority**
- Māori communities and all New Zealand communities, and
- Needs of industry /employers who employ our people to ensure Māori are an active strong component of a vibrant and dynamic workforce? (including Iwi /Hapū who have developed or are developing economic plans for post treaty settlement)

We must not have change for change's sake. If there are valid economic /financial reasons for change then the more effective the end results are for all, the more cost effective any financial outlays will be (and then ultimately savings).

Proposal 2: Create a New Zealand Institute of Skills and Technology (NZIST) with a robust regional network of provision

1. What the TTDMC has concerns with:

TTDMC does not support one national institute as the current Proposal 2 outlines.

- How can the NZIST, one national institute, have meaningful dialogue and relationships with the many Iwi and Hapū around the country?
- TTDMC acknowledges that there is an urgent need for change which requires both practical and innovative thinking. We acknowledge that a centralised administrative and support services centre with the 'balance sheet' located at this 'central service' may offer a step forward in streamlining systems and generate cost savings across the country.
- However, TTDMC submits that the high priority focus must be on a 'considered' integration of all current ITPs into a model that will be successful for all.
- Key stakeholders need to see the detail and help create it. Partnership with Māori in co-design and inclusiveness of other key stakeholder groups in the co-design will provide a greater opportunity for a successful design for all.
- With diverse ākonga / learners and their communities around New Zealand, we are uneasy that one national institute may not be capable of meeting varied needs.
- How can regional diversity be recognised and reflected in this organisation? **'Big' does not always mean 'better'**. There are some large organisations that do work effectively but that is contingent upon whether the organisation is dynamic enough, innovative enough and flexible enough in its systems, processes and most importantly its leadership and culture to responsively meet its core objectives. Inclusion of differing stakeholders in this process may add time and extra layers but will add integrity to the process.
- A noticeable exception thus far is the voice of the ākonga and their needs. This needs to be addressed and a platform for including learner voice must be implemented.
- Statistics show that ITO results for Māori are often better than ITP results and far more cost effective. Pulling ITO apprentices/trainees away from a system that is currently more effective overall and throwing them into an organisational mix that has struggled financially to deliver and where results are often worse, is not a good recipe for success.
- We cannot see the reasoning as to how this will ensure programme success and empower Māori ākonga in any way.
- There is the risk of disconnection through this process to organisational cultural identity. There are 16 ITPs around the country and 11 ITOs. The forced blending of all these organisations (27 in total with their own unique organisational culture) into an as yet 'unknown culture' as well as simultaneously merging two distinctly different operating systems is fraught with challenges. If this is not well orchestrated and managed, this will create a disjointed organisation and system. This may take a long time to 'reconnect' people and systems. This will of course impede overall learner success and particularly Māori learner success. There are too many barriers to Māori success at present time.

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- It is understood from recent Scottish experience that there was still organisational cultural baggage from their mergers of Colleges to create 10 'super Colleges' from 2012 to 2014 two years after their mergers.
- **Therefore, TTDMC urges the government to ensure strong visionary leadership facilitates this process through. This leadership should reflect relevant Māori partnership as well as leadership from industry and other diverse groups.**
- As a consequence of any changes, we must see greater access to **relevant** vocational education, solutions for those in geographically isolated areas such as Te Tai Tokerau, cost of vocational training not increasing, programme design and implementation that supports *Mātauranga Māori* frameworks and values and increased completion for Māori.
- Successful programme completion needs to pathway to employment outcomes into the industry of the vocational programme undertaken. Too often we see ākonga completing a pre trade programme in a specific industry such as electrotechnology only to take employment in a non-related industry such as in basic retail or hospitality roles due to inability to secure a relevant industry apprenticeship.
- Many employers around the country report that some local polytechnic/ITP programmes are out of touch and do not produce ākonga with skills that employers need. It is critical that employers are listened to and supported in this 'redefining of the roles'.
- Appropriately qualified and skilled staff need to be in place. These staff need to be able to deliver programmes that cater for Māori ākonga needs and are delivered in a teaching style well-suited with Māori learning styles

2. What the TTDMC is willing to explore or wants further dialogue on:

- Merging ITPs into either 4 or 5 regional 'natural' clusters around New Zealand (see draft map options Appendices I and II) that will provide a regional voice with an appropriate degree of independence and control. These regional entities must identify demand and allocate appropriate funding to meet that demand. Regional clusters need to be worked through with *Te Tiriti* partner direction.¹¹
- TTDMC endorse the methodology of the **Tai Tokerau Regional Investment Plan. He Whenua (TRIP)** which provides the way to identify the regional vocational skills demand¹² and recognises the potential governance structure within. It is *kaupapa* Māori and *tikanga* based whilst including all the stakeholders within Tai Tokerau.¹³

¹¹ Regional needs include ākonga and their Whānau, Māori, Pacifica, schools, industry and the wider community

¹² Tertiary Education Commission (TEC), Investment Toolkit – Focus Area Brief Tai Tokerau, Northland – 27 February 2018

¹³ <https://www.northtec.ac.nz/about-us/partnerships/tai-tokerau-regional-investment-plan>

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- This TRIP has transferrable methodology for identifying vocational skills demand throughout New Zealand and offers a governance structure that is *Te Tiriti* based and hence has national applicability.¹⁴
 - The concerning lack of ākonga /learner voice involvement in this process so far needs to be addressed. Ākonga are the best at identifying barriers that they face. Their voice is missing from the RoVE consultation and we believe is also missing from working groups that TEC has been running in Wellington in recent weeks.
 - We refer to the **Te Matarau Education Trust and Northtec** research project¹⁵ enquiring about barriers ākonga had experienced, as well as the motivations and intentions that had helped or hindered completion of their chosen study.¹⁶
- Māori as partners require 'seats' at the national governance table and regional leadership teams (the latter already having been indicated).
 - TTDMC ask that candidates submit expressions of interest for these roles and that a *Tiriti* partner panel be involved in their appointments. We want to ensure the candidates are suitably skilled and have extensive hands on experience with strategic and leadership experience across a number of vocational education sectors. Vocational and industry training is quite different to academic education and the greater education system. People that understand the unique challenges of industry training are those who can best guide it.

¹⁴ <https://www.tec.govt.nz/news-and-consultations/northland-responds-to-focus-area-brief-tai-tokerau-northland/>

¹⁵ Alexander-Crawford, P. Ewen, Mark. Fraser, Cath. Dennis, Rachael: Kia tu tangata ai tatou, puta noa i te ao. *We will stand with confidence and competence anywhere in the world.*

¹⁶ <https://ako.ac.nz/our-community/ako-aotearoa-news/do-you-know-the-predictors-of-success-for-your-maori-learners/>

Proposal 3: Create a unified vocational education funding system

The TTDMC supports the need for a new funding system that will encourage collaboration and will be flexible to meet diverse regional needs. Communities and industries are dynamic and constantly evolving thus this funding system must be able to respond to changes and create room for 'thinking outside the square'.

Whai Tikanga

Due to lack of detail, TTDMC is unsure as to how this will all work. However, TTDMC view the following matters in regard to Proposal 3 as ***whai tikanga*** (what we hold important / is correct).

- TTDMC applauds the intended move away from the current competitive funding model. This has not been good for ākonga and has inadvertently set education providers up competing against each other for funding and ākonga.
- A full unified funding system would be of course be dependent on the ITO/ITP integration model which TTDMC has expressed concerns with.
- **Tai Tokerau has been identified as a priority region.**¹⁷ TTDMC asks how the new funding system would determine allocation to meet varying needs of ākonga, industry etc and how it will help mitigate barriers that ākonga face in Tai Tokerau? E.g. geographical isolation, transportation issues, financial issues and so forth. There needs to be a well-thought-out weighted scaling system to measure specific needs.
- Any changes to the funding system need to ensure achievement for Māori and achievement across the board for all participants. We acknowledge that the government want this as well and we all wish to strive towards the same destination and realise maximum success. However, there are different viewpoints as to how to do this. Funding structures for programme delivery must consider the provision of:
 - effective pastoral care for ākonga attending programmes
 - work readiness initiatives integrated into programmes from levels 2 to 4
 - support for ākonga on levels 2 to 4 programmes into employment; and
 - post-employment follow up and continuing support
- The NZIST should prioritise funding for these above activities to ensure Māori and indeed all ākonga achieve relevant employment, retain employment and continue to develop along a rewarding vocational pathway.

¹⁷ Tertiary Education Commission: Northland responds to Focus Area Brief: Tai Tokerau Northland 27/11/2018

Whakamutunga

In closing, feedback was relayed to the writer by a former colleague who has worked effectively with Modern Apprentices (MAs) and NZ apprentices since the MA programme started. Feedback came from an employer with 13 staff (including 2 apprentices), who voiced that major changes to industry training delivery and ITOs could cause an enormous amount of disruption. From the employer perspective with his daily work pressures to deliver contracts on time and his shortfall of two experienced electricians, any negative impact may be felt over a long time. The uncertainty he feels is very 'real' and very stressful to him.

The TTDMC is not opposed to all change as a reasonable level of change can cause some positive disruption that helps invigorate organisations and nurtures innovation. However, the quick timeframe for proposed changes to take place seems overwhelming to many.

TTDMC urge the government to thoughtfully consider our feedback as well as all other submitter feedback and then establish rigorous dialogue and collaboration with its Te Tiriti partner and all other key stakeholders.

Heoi anō . . .

*With this paddle we present our submission
and lay our worries into the waters of calm
while we await your response to create a
rippling of harmony.*

Maea Pivac

Te Kenana Wiremu Puriri (Chair)

Tai Tokerau District Māori Council

5 April 2019

APPENDIX I

How have skill levels of Māori changed over time?

The average skill level of Māori can be increased through qualification attainment and on the job training. The table shows how the skill level of Māori in Northland Region have changed between 2001 and year 2018 across four broad skill levels.

	2018	2013
Highly-skilled	23%	24%
Skilled	9.0%	9.0%
Semi-skilled	16%	15%
Low-skilled	52%	53%

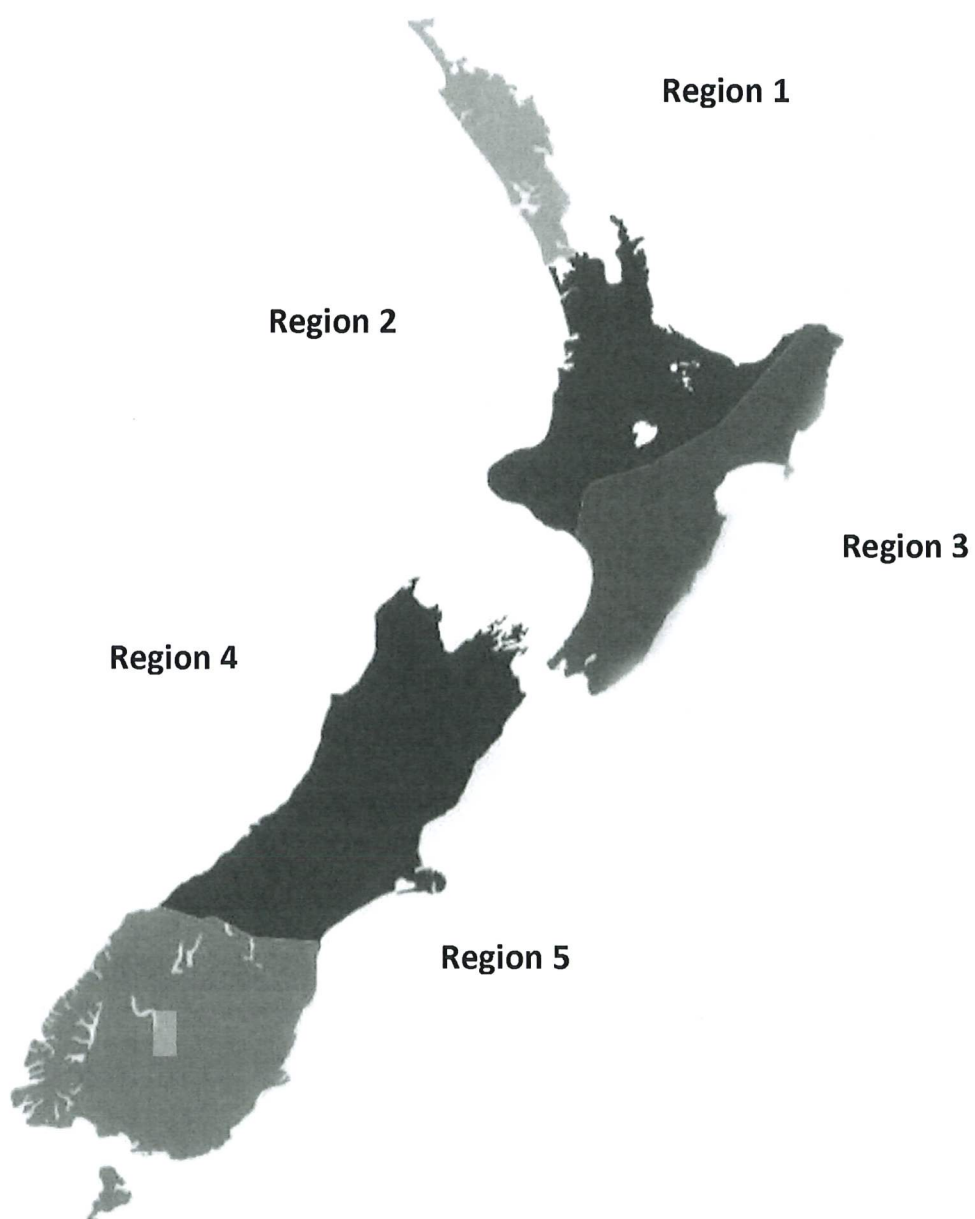
The proportion of Māori employed in Highly-skilled occupations in Northland Region **decreased** from 24% in 2013 to 23% in 2018.

Te Matapae: Māori in the Labour Market. *Infometrics*. February 2019 (Excerpt).

APPENDIX II

NZIST OPTION 1, FIVE REGIONS

(Region names/cluster boundaries to be determined later)



APPENDIX III

NZIST OPTION 2, FOUR REGIONS

(Region names/cluster boundaries to be determined later)

