

QPEC Education Forum 2019

**MARKETISATION AND MANAGERIALISM IN VOCATIONAL
EDUCATION**

UNITEC TEU MEMBER'S VIEWS ON RoVE

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TERTIARY EDUCATION UNION
Te Hautū Kahurangi o Aotearoa

On Local Autonomy

- **We applaud moves to eliminate competitive funding.** The market, by itself, can never be relied on to provide the best educational outcomes for the public.
- **Avoid over-centralization** and the dangers of a top-heavy structure in which grass roots voices i.e. those of students and teachers, Māori and Pasifika, are not able to be heard by those who make the critical decisions.
- Vitally important that **regional and institutional autonomy** at an appropriate level is maintained or even enhanced from what we currently have.
- Autonomy does not mean competition in a business sense. We will all be under the same business and administrative structure. An appropriate level of autonomy allows for variations in approach that are **responsive to local conditions and needs.**

On Local Autonomy

- **Local variation in approach naturally fosters innovation and creativity** on the part of individual educators, and a healthy sense of competition is engendered which will lead to produce improved outcomes for all vocational education students across the country.
- **Do not split off development from delivery and assessment.** Development is intrinsically linked to delivery. Teachers express themselves through both development and classroom delivery, not simply classroom delivery.
- **The idea of a ‘lesson in a box’ and programmes presumes some sort of ‘holy grail’ is possible.** This will lead to the squelching of innovation and tailor-made, novel solutions at a local level. It will lead to a sense of rigid conformity.

On Local Autonomy

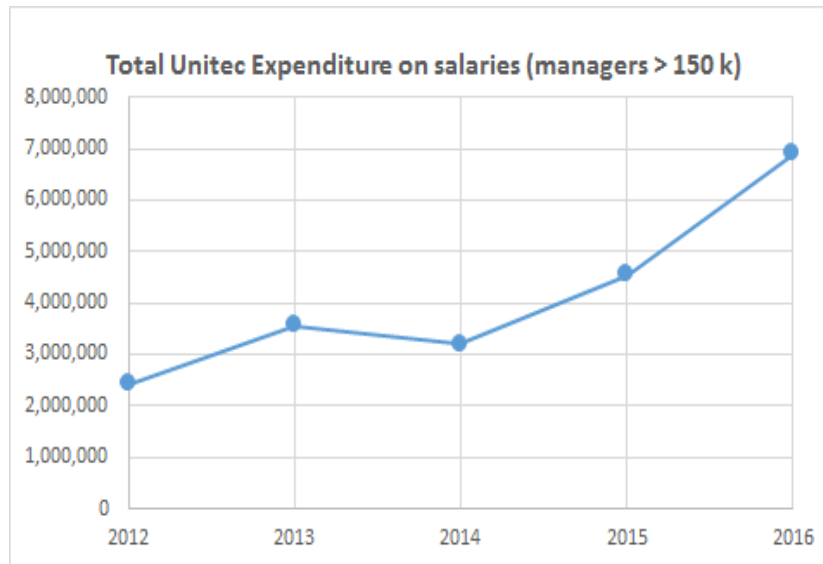
- **We do realise the importance though of the need for some standardization of qualifications**, to improve recognition by employers and industry. This will also allow students not to be tied down at one place in order to complete a qualification.
- It is highly advised that when consolidation of qualifications occurs, **we look at where this has already been successfully applied**. For example, the BEngTech engineering qualification was consolidated throughout the country in 2010.
- After some initial difficulties, **a healthy compromise has been reached in which we now have a qualification that is recognised as equivalent across the country by employers, and with students being able to start and complete the degree at different institutes. But at the same time providers have maintained autonomy in development, delivery and assessment**. Novel approaches to delivery are regularly shared across the country at framework meetings that take place on a regular basis.

On Local Autonomy

- Perhaps the **single greatest opportunity of the new structure is the opportunity to foster the free flow and interchange of ideas.**
- Educators will feel free to share their experiences and innovations across the country for the benefit of all in the sector.
- However, **a single structure also poses a significant risk to this very same thing** (i.e. free flow and interchange of ideas), if it becomes monolithic with a top-down approach adopted in which local educators are micro-managed.

Staff voice over managerialism

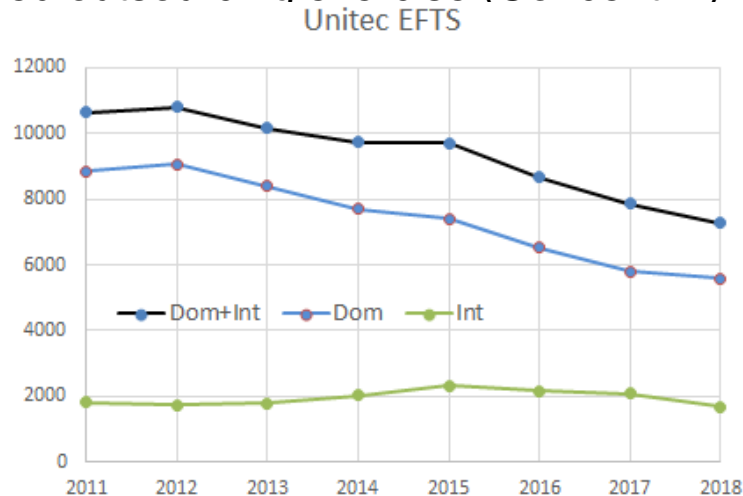
- Top 5 highest paid managers at Unitec: **13.4%** average annual increase in salary, 2012 – 2017
- Top 30 earners average pay increase of **8.5%** per annum over same period.
- Spending around **\$5 million more a year** on management salaries than 5 years ago.



- **CONTRAST:** Only with threat of TEU strike action late last year that management acceded to a **1%** increase for Academic Staff (on the table rates, to start in May this year - after 3 years of zero increases)

Staff voice over managerialism

- Huge increase in spending on managers has coincided exactly with a period of historic deficits, necessitating a 50 million bailout from the government last year.
- Coincided with closure of Maia, which was dedicated to Māori success, and the Pacific centre was reduced from 12 to 3 staff
- EFTS decline (worst in the country for domestic students), in spite of millions being spent and wasted on a failed outsourcing exercise (Concentrix)



- Unitec drops from NZQA Category 1, to category 2 in 2016, to category 3 this year

Staff voice over managerialism

- Managerialism does not work!
- Senior leadership appointments in the new polytech must involve staff; and ongoing there should be 360 degree feedback processes which promote real and active staff involvement.
- Managers with a history of failed neo-liberal restructures at tertiary institutes should be utterly excluded from any leadership positions in the new polytech.
- Managers in key positions must have a solid background in education. The catchphrase must be ***“Education to be led by the Educators”***.

A focus on the learner and the public good

- Vocational education to be **industry informed**, not **industry instructed**.
- Employers cannot be expected to be the experts in education.
- Employers cannot be expected to prioritise the needs of learners.
- We all recognise that **industry and the workplace is rapidly changing**.

A focus on the learner and the public good

- We need a vocational education sector that enables genuine **life-long learning**, that focusses on underlying principles and transferable skills
- We need a vocational education that gives due consideration to **future pathways** for learners, one that does not simply treat learners as potential widgets to serve an employer's short term needs.
- We need a vocational education sector that delivers **CAREER FOCUSED**, not employer focussed education (although there is significant overlap).
- This will benefit industry and employers, and society in the longer term.