The Whakawhanaungatanga Project

Building relationships across the political spectrum – A paper from PPTA Hawke's Bay Region



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Overview

Problem

Teachers are not being heard when significant decisions about education are made. This includes the:

- NCEA L1 Rollout
- Secret Curriculum Rewrite
- Cancelling of Pay Equity
- Legislation of Charter Schools
- Restructure of MOE
- Redesign of School Lunches
- NCEA Replacement
- Removal of Te Tiriti Obligations

Our union isn't a trusted a part of deicision making.

Trust has gone. How do we get it back?

Opportunity

A minister who trusts PPTA calls us before a decision is made. A minister who does not will not. Today's backbenchers are tomorrow's cabinet.
We have the opportunity to start building relationships now to help us in the years to come.

Build trust before politicians have power.

Solution

Regional Sub-Committees build local relationships

Each region finds a member who can connect with each local electoral candidate. They each work patiently looking for places of common ground. No press releases. Just kōrero so we can build trust.

Whakawhanaungatanga Committee

PPTA Te Wehengarua will establish a volunteer group of 5-8 members to support regions and members with building relationships. It will report annually on what is working and share strategies on engaging with those who disagree with us.

Motions

The conference is asked to support these motions:
1. That the report be received.
2. That PPTA Te Wehengarua will support each region to build positive strategic relationships with each electoral candidate in their rohe.
3. That PPTA Te Wehengarua will support and advise the building of positive strategic relationships across the motu through setting up a Whakawhanaungatanga Committee.
4. That conference directs the PPTA Te Wehengarua Executive to explore and pursue feasible options to upskill members in constructive engagement through the resourcing of the Whakawhanaungatanga Committee.

Recommendations

1. That the report be received.
2. That PPTA Te Wehengarua will support members to build positive strategic relationships to advance common interests with Members of Parliament.
3. That conference directs the PPTA Te Wehengarua Executive to coordinate a workshop at Issues and Organising Conference 2027 about supporting members to build positive strategic relationships to advance common interest with Members of Parliament.

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1 Introduction

1.1 THE PROBLEM: TEACHERS ARE SHUT OUT OF DECISION-MAKING

1.1.1 Background

PPTA Te Wehengarua represents secondary school teachers in decisions affecting education in Aotearoa New Zealand. However, in recent years, our union has become increasingly shut out from these decisions. These decisions affect our 25,000+ members working to make sure all young people in Aotearoa New Zealand have equitable access to high quality public education (PPTA, 2025).

1.1.2 Teachers Are Not Being Heard

When significant decisions about curriculum, assessment, school structures, and teaching conditions are made, the voice of teachers is often not heard. This has led to decisions which have had measurable negative impacts on education in Aotearoa New Zealand. The following are some recent examples where, despite significant effort, our union was not heard in decision making spaces and this led to negative consequences for members and students.

1.1.2.1 Example 1: NCEA Level 1 Rollout

The new NCEA Level 1 was implemented in 2024 without adequate resourcing or preparation. PPTA Te Wehengarua's survey of schools found that 83% of respondents said resources arrived too late, 80% were concerned with resource quality, 81% were dissatisfied with exemplars provided, and 75% were dissatisfied with support from the Ministry and NZQA. PPTA Te Wehengarua advocated strongly that teachers' voice should be considered in these decisions. However, teachers were left to fill in the gaps that should have been filled by the Ministry (PPTA, 2024).

1.1.2.2 Example 2: The Secret Curriculum Re-write

In December 2023, it was revealed that a Ministerial Advisory Group had been assembled to rewrite the English and Mathematics curricula (Inside Government, 2023). This was done without the knowledge of subject specialists, teachers, PPTA Te Wehengarua, or MOE. PPTA Te Wehengarua advocated strongly that this process should be done with teacher involvement describing this as being "just the tip of the iceberg in terms of the deliberate exclusion of teachers from critical curriculum changes." NZATE only found out this was happening as a result of multiple Official Information Act requests, a process the NZ Herald described as "cloak and dagger" and that AEC NZ described as a "subversion of the democratic process" (AEC NZ, 2024). At the same time, the final two meetings of Curriculum Voices, a group of stakeholders guiding changes to the national curriculum and providing a voice from teachers were cancelled with no reason given. The Professional Advisory Group, which was made up of experienced teachers and principals, was disbanded and new members were appointed directly by the Minister. No teachers were part of the new advisory group (PPTA, 2024).

1.1.2.3 Example 3: Ministry of Education Restructure

In April 2024, the Ministry of Education announced the disestablishment of 550 roles. This has since risen to 755 roles cut. The cuts fell most heavily on staff who work directly with teachers to deliver the changes to NCEA and the curriculum refresh. PPTA Te Wehengarua advocated strongly that these cuts should not affect staff who work with teachers on the ground. The Ministry of Education has since approached a number of consulting firms, increasing cost while simultaneously removing those staff who had existing relationships with teachers (Gerritsen, 2024).

1.1.2.4 Example 4: School Lunches

The Ka Ora, Ka Ako school lunch program previously funded nutritious meals cooked by local

providers to students. This was radically redesigned in 2024 with per-meal funding cut by more than 50%. PPTA Te Wehengarua was not consulted on this redesign. An independent health assessment found that none of the meals provided by the main contractor met the Ministry of Education's own nutritional standards, providing half the expected energy for a school lunch. A series of scandals involving students being served burning, frozen, rotten, or otherwise inedible lunches followed. Following an Auditor-General Inquiry into the procurement process, one of the contracted suppliers went into liquidation in March 2025 (de Seymour et al., 2025; O'Dwyer, 2025). In June 2026, the Auditor-General produced a report which stated that approximately half of the redesigned school lunch program meals did not comply with the Ministry's own nutrition standards (Taylor & Webb, 2026).

1.1.2.5 Example 5: Charter Schools Legislated

In September 2024, Parliament passed legislation reestablishing charter schools with $153 million allocated in the 2024 budget to convert 35 state schools and open 15 new charter schools. PPTA Te Wehengarua and NZEI objected strongly throughout the legislative process but were not involved in designing the policy. PPTA Te Wehengarua's concern that charter schools divert public funding away from the public sector into private businesses, allowing untrained and unregistered teachers, and the lack of evidence for the effectiveness of charter schools were not addressed in the final legislation (Witton, 2024). The current cost per student of these charter schools is $90,000 per student, more than eight times the amount a school in the state system in Aotearoa New Zealand receives to educate a child (NZEI, 2026).

1.1.2.6 Example 6: Cancelling Pay Equity

In May 2025, the Government passed the Equal Pay Amendment Act under parliamentary urgency. The Act retrospectively cancelled 33 active pay equity claims including the teachers' claim that PPTA Te Wehengarua and NZEI had been developing for more than four years, involving more than 300 interviews with teachers and people working in comparable professions (PPTA, 2025).

1.1.2.7 Example 7: NCEA Replacement

In August 2025, the Prime Minister and Education Minister announced a proposal to scrap NCEA. Despite significant efforts from PPTA Te Wehengarua, teachers were excluded from the initial drafting of these changes. The public were offered a six-week consultation window which took place during the leadup to NCEA Exams, the busiest period of the school year (1News Reporters, 2025). The cabinet paper discussing the changes noted there would be disproportionately negative effects on achievement rates for Māori, Pasifika, and neurodiverse students as well as students facing greater socioeconomic barriers (Stanford, 2025). The NCEA Professional Advisory Group who contributed to this paper is made up of 12 members all of whom are principals or former principals (NCEA Education, n.d.). This group had six meetings to support the development of what became the proposal to scrap NCEA (Stanford, 2025). PPTA Te Wehengarua was not advised of these changes prior to the press release in August 2025.

1.1.2.8 Example 8: Te Tiriti Obligation Removed

In November 2025, the Government removed the requirement for school boards to give effect to Te Tiriti o Waitangi from the Education and Training Act. The amendment was introduced after public consultation had already closed, was published less than 24 hours before it progressed through Parliament, and passed into law just one week after it was made public. Ministry of Education's officials warned that this decision risked permanently damaging Māori-Crown relations. The Waitangi Tribunal subsequently granted an urgent inquiry. PPTA Te Wehengarua, NZEI, the Principal's Federation, along with others united in opposition. Nearly 200 schools wrote directly to the Minister in protest. The sector's concerns were not heard before the law was changed (Bailey-McDowell, 2026).

1.1.3 Others Have Their Voices Heard

These examples highlight the pattern that PPTA Te Wehengarua, despite significant effort, has been repeatedly and deliberately excluded from the decision-making process. While this has happened, others in the teaching profession have had some influence. Some principals including those in SPANZ and the Network of Boys' Schools maintain active relationships with decision-makers and have their voice heard when it comes to education policy (Ministry of Education, 2024). Academics such as Elizabeth Rata and Michael Johnston regularly contribute to and shape the development of education policy such as the recent curriculum refresh (Inside Government, 2023). These voices have genuine influence while the teaching profession, represented by PPTA Te Wehengarua, increasingly does not.

1.1.4 Left Out Of The Loop

The situation has deteriorated to the point where PPTA Te Wehengarua is not even afforded the basic professional courtesy of being informed of major education announcements before they are released to the media. Our union learns of significant policy decisions through a press release at the same time as the general public (Ricketts, 2026). This suggests that recent governments do not consider PPTA Te Wehengarua a partner in the future of education in Aotearoa New Zealand.

2 Why this matters: The Overton Window

2.1 PPTA Te Wehengarua has a proud history of advocacy (Grant, 2003). We understand that for education to move forward, we must shift what is politically possible. This is called shifting the Overton Window (Mackinac Center for Public Policy, n.d.).

2.2 The Overton Window describes the boundaries of what society considers acceptable (Mackinac Center for Public Policy, n.d.). Historically topics such as women pursuing careers in STEM, the negative consequences of cell phones, and schools affecting social change all existed outside the Overton Window (Grant, 2003).

2.3 Due in part to conversations our union has led, the Overton Window has shifted, and we discuss these ideas freely in Aotearoa New Zealand. The consistent mahi of PPTA Te Wehengarua has helped to normalise conversations about teacher workload, pay equity, the importance of qualified teachers, and the role schools play in society (Grant, 2003; PPTA, 2024). These are conversations which once sat outside of mainstream political conversation. We, through our collective efforts, have moved these into the discussion of what a modern progressive education system requires (Grant, 2003).

2.4 Shifting the Overton Window is only half the job. The other half is ensuring that once the window has shifted, we are able to make those policies a reality. Too often, PPTA Te Wehengarua has done the hard work of changing public sentiment, only to find that when policy decisions are being made, we do not have our voices heard. This is in part why policies which seem self-evident to us are not enacted.

3 The real barrier is trust

3.1 Our Mission

PPTA Te Wehengarua has a clear mission to ensure teachers have a voice when it comes to shaping the future of education in Aotearoa New Zealand. However, as section 1 shows, the voice of teachers is often missing. This section explores why this is.

3.2 Our Union Is Non-Partisan

3.2.1 PPTA Te Wehengarua is a professional union and is non-partisan. Our constitution specifically states that it is an ethical breach to discriminate based on political beliefs as this breaks the trust teachers have in each other (PPTA, 2025). Our history also supports this idea. PPTA Te Wehengarua started as a professional body, a place for educators to support each other and develop shared institutional knowledge (Grant, 2003). Our positions flow directly from our members and from the evidence about what helps students learn, not from party allegiances.

3.2.2 While our constitution commits us to being non-partisan, this does not mean we are apolitical. Education is inherently political and we understand this reality when we write policy (Grant, 2003). PPTA Te Wehengarua creates policies to improve education in Aotearoa New Zealand. We will work to enact these policies with whoever holds power because our members work in schools across the country with students from all backgrounds and we do this work regardless of who is in government.

3.2.3 Many of PPTA Te Wehengarua's policy positions have strong cross-party support when examined on their merits and resonate with groups across the political spectrum. For instance:

3.2.3.1 Our commitment to ensuring all students have access to high quality academic, vocational, and technical pathways, and no longer supporting the building of Modern Learning Environments reflects a concern for individual choice and the efficient use of government funds that ACT values (ACT, n.d.; New Zealand Principals' Federation, 2023).

3.2.3.2 Our ambition of an education system that addresses disadvantages and our commitment to put Te Tiriti o Waitangi at the centre of what we do in education are values shared by the Green Party (Green Party, 2025).

3.2.3.3 PPTA Te Wehengarua's continued support for the free school lunch program, and our support of a high-quality vocational education system are key policies of Labour (New Zealand Principals' Federation, 2023).

3.2.3.4 Our continued fight to fund te reo Māori initiatives and the support we give to growing the number of teachers fluent in te reo Māori are aligned with the policy platform of Te Pāti Māori (Te Pāti Māori, 2023).

3.2.3.5 Our support for clear learning progressions, and excellent outcomes resonates with National's focus on achievement (New Zealand Principals' Federation, 2023; National Party, 2024).

3.2.3.6 PPTA Te Wehengarua's commitment to increasing the funding for students with additional learning needs, including screening tools, full funding of Learning Support Coordinators, and increases to ORS funding were all policies of New Zealand First at the most recent election (New Zealand First, 2023; New Zealand Principals' Federation, 2023).

3.2.3.7 Our vision for an evidence-based education system and for teachers to be paid well are clearly stated values of The Opportunity Party (Opportunity, n.d.).

3.2.3.8 Our ideas are not the problem. Our positions have been supported, at various times, by every party in Parliament. We have and continue to find common ground where it exists.

3.3 The Problem Is Trust

3.3.1 The barrier is not our ideas. The barrier is trust.

3.3.2 PPTA Te Wehengarua has unfortunately developed a reputation in some circles of being a partisan actor rather than a professional one. Our public confrontations have tended to be most visible when they are directed at neoliberal reforms while our most high-profile campaigns have often been read as oppositional to the values of the political right (Niu, 2025).

3.3.3 The long-term effect of this is that when parties of the centre-right enter government, there is no trust. This lack of trust has had a meaningful negative impact on education in Aotearoa New Zealand (Bouckaert, 2012).

3.3.4 A minister who trusts PPTA Te Wehengarua will call us before announcing a policy. A minister who does not trust PPTA Te Wehengarua, will not call us (PPTA, 2024). A minister who trusts us will test their ideas against our expertise behind closed doors. A minister who does not will design a policy in a room we are not allowed into with others they do trust (PPTA, 2025). A minister who does not trust us will not consider us a partner in the future of education. Each of the examples shown in Section 1 is evidence of this.

3.4 How Trust Works In Practice

3.4.1. Trust is built through sustained, reciprocal, low-stakes interactions over time allowing both parties to understand each other's values, motivations, and practical constraints (Hancock et al., 2023). Trust is not built through press releases. Trust is also hard to build when people are time-poor, busy, or already in positions of power.

3.4.2. The politicians making decisions about education today were backbenchers, local councillors, and community advocates five, ten, or fifteen years ago. At that point in their careers, a trusted relationship with a local PPTA Te Wehengarua could have been built slowly, naturally, and without the pressures power brings. Those relationships, had they existed, would now be worth a great deal to us.

3.4.3. We did not build them. Our strategy has been to engage politicians once they have power, in formal contexts, when they are under pressure, and once their ideas had mostly already been formed. This is not the kind of environment where trust can grow.

3.4.4. Trust is relational and while the responsibility of building trust sits with both parties, this paper focuses on the aspects within our control. We cannot control the decisions every Minister makes, nor can we expect that if we are trusted we will be listened to every time. However, trust is the foundation of relationships and relationships can potentially lead to teacher voice being considered in education decision making. We can choose to begin now to build the relationships that will matter in five, ten, and fifteen years' time.

4 The Opportunity for Whakawhanaungatanga

4.1 The opportunity before us is significant. Across 65 general electorates and 7 Māori electorates, candidates are seeking to build community relationships. Some of them will one day be Cabinet Ministers. A few will directly set the conditions in which teachers work while others will have a more indirect influence on what education looks like in Aotearoa New Zealand in the years to come. We want to be on the shortlist of people they call when they need trusted advice. We do not have to be politically aligned with them to do this. They just have to trust us.

4.2 This requires relationships built over years founded on empathetic, reasoned engagement on issues of common ground (Hancock et al., 2023). We must find mutual interest and work from there.

5 The Proposal

5.1 How To Address The Trust Gap

This proposal aims to address the trust gap by building relationships at a regional level and growing our expertise as a union in working with those who disagree with us.

5.2 Regional Relationship Building

5.2.1 This paper proposes that each Regional Sub-Committee of PPTA Te Wehengarua would identify a person or people who can establish a relationship on behalf of the union with each of the candidates standing for Parliament in the seats within their region.

5.2.2 We do not want to require excessive work from Regional Sub-Committees. Nor does this paper expect that everyone will have these skills. Some members may think that there is nothing worse than sitting in a room with a person they disagree with. These members are in no way obligated by this paper to do such a thing. Nor does this paper expect members to compromise their values when engaging with a candidate.

5.2.3 ***Engagement is not the same as endorsement.***

5.2.4 This paper only requires that regions begin to find a person or people with the skills to establish trust with each potential candidate for Parliament in their region. This is a process that we expect will take some time.

5.2.5 Initially, this may be as simple as the Regional Sub-Committee identifying a teacher in the region who has an existing connection with a candidate, or who is well-placed to develop one. This may not be the Regional Chair or Executive Member. This could be any PPTA Te Wehengarua member within the region. This could be a relationship built on whakapapa, shared interests, a connection directly to a school, or none of these. It may be that the right person has no direct connection but that the Regional Sub-Committee believes they have the whakawhanaungatanga skills required to potentially develop a positive relationship. The relationship does not need to be formal or high-profile. The relationship could begin with a casual conversation over a packet of lollies, whilst sharing experiences of the education system, and hopefully finding common ground.

5.2.6 This paper proposes that each Regional Sub-Committee would share the efforts they have made to develop relationships with each of the candidates standing for Parliament in the seats within their region to the Whakawhanaungatanga Committee. This would provide a picture of how PPTA Te Wehengarua is engaging with each candidate standing for Parliament across the country. This also gives the opportunity for regions to ask for and receive support to build these relationships. This means that over the coming years, PPTA Te Wehengarua can develop relationships with individuals and groups with influence in education.

5.2.7 These ideas have informed the writing of Motion 2, “That PPTA Te Wehengarua will support each region to build positive strategic relationships with each electoral candidate in their rohe.”.

5.3 The Whakawhanaungatanga Committee

5.3.1 This paper proposes PPTA Te Wehengarua establish a national Whakawhanaungatanga Committee. This committee will:

5.3.1.1 Be a volunteer group of PPTA Te Wehengarua members with a commitment to building relationships across the political spectrum.

5.3.1.2 Consist initially of between 5 and 8 members.

5.3.1.3 Be appointed by and answerable to the PPTA Te Wehengarua Executive.

5.3.1.4 Be focused on building relationships with individuals and groups with influence in education who PPTA Te Wehengarua has struggled to connect with.

5.3.1.5 Not speak on behalf of the union. The committee is an advisory committee on relationship-building rather than policy spokespeople.

5.3.1.6 Report annually to the PPTA Te Wehengarua Executive and to members on the progress of its work, including what messaging has been found to be effective for audiences that tend to disagree with PPTA Te Wehengarua positions.

5.3.1.7 Be accessible to any Regional Subcommittee or member who wishes to work with the Whakawhanaungatanga Committee to develop a positive relationship with individuals or groups with influence in education.

5.3.1.8 Support Regional Subcommittees and members to develop the ability to engage groups who disagree with our union on specific issues.

5.3.1.9 Be able to request funding from the PPTA Te Wehengarua Executive for travel and expenses, all of which will be included in the Whakawhanaungatanga Committee's annual report.

5.3.2 The Whakawhanaungatanga Committee would be a tool in the kete of regions as we attempt to establish trust. If a region was struggling to form a relationship with a particular candidate, they could request for support from the Whakawhanaungatanga Committee. The Whakawhanaungatanga Committee could devise strategies, look at what has worked in other regions, or even suggest others who could attend a meeting to help bridge the gap and establish trust.

5.3.3 One example of how this could work in practice is that the Whakawhanaungatanga Committee could organise professional development to support a group of members nominated by Regional Sub-Committees to build positive strategic relationships. If this was found to be effective, this strategy could be expanded to a wider range of members, or the professional development could be modified to work for different regions or to build positive strategic relationships with other groups.

5.3.4 Each strategy, whether effective or not, would be documented so that PPTA Te Wehengarua could build institutional knowledge and the collective ability to engage those who disagree with our union on specific issues.

5.3.5 These ideas have informed the writing of Motion 3, "That PPTA Te Wehengarua will support and advise the building of positive strategic relationships across the motu by setting up a Whakawhanaungatanga Committee.".

5.4 A Hawke's Bay Trial

5.4.1 The Hawke's Bay Region has trialled the approach of developing relationships across the political spectrum. Our initial findings have informed the writing of this paper.

5.4.2 We started by requesting a meeting with one of our local MPs over email. The authors of this paper attended the meeting, bringing along some chocolates and lollies. Our only question for the first meeting was "how can we help you?". This disarming approach led to a series of follow up meetings where gradually we were able to offer free and frank advice. These initial meetings also led to a positive introduction to another local MP from the same party.

5.4.3 These sustained, reciprocal, low-stakes interactions have allowed our Regional Sub-Committee to be more informed about why policy choices are made. We hope that these relationships can grow into further opportunities to influence policy on a local or national level. We have a long way to go but it is clear from these interactions that trust is essential for being able to give free and frank advice to those in power.

5.4.4 This work connects directly to the ambition articulated in our union's strategic plan: that by 2029, PPTA Te Wehengarua is "…develop(ing) and refine(ing) effective relationships with Ministers and government agencies to ensure that the voice of the teaching profession is heard in critical decision-making spaces." (PPTA, 2025).

5.4.5 Our values and aspirations as a union sit at the core of this paper. This ambition, to form relationships across the political spectrum, requires a plan, a structure, and the sustained commitment of our union's members. This proposal is that plan.

6 Continuing to Upskill our Members

6.1 Building relationships with those who disagree with us requires a patient and principled approach and a genuine commitment to understanding perspectives different to our own (Hancock et al., 2023). PPTA Te Wehengarua is committed to developing the capacity of its members to engage productively with those who hold different views (PPTA, 2025).

6.2 There are individuals within our union who have the skills to engage those who disagree with us. We want to support and empower these members to use these whakawhanaungatanga skills to their full potential. The Whakawhanaugatanga Committee can help grow the capacity of these members to be trusted by people in positions of power across the political spectrum.

6.3 The proposed annual report by the Whakawhanaungatanga Committee would also contribute to this by sharing what has been learned about effective engagement with audiences that tend to be sceptical of our union's positions.

6.4 These ideas have informed the writing of Motion 4, "That conference directs the PPTA Te Wehengarua Executive to explore and pursue feasible options to upskill members in constructive engagement through the resourcing of the Whakawhanaungatanga Committee.".

7 The future we want to see

7.1 We want to outline an ambitious goal in this paper. In the years ahead, we want to see PPTA Te Wehengarua trusted across the political spectrum. This does not mean we will soften our positions on important issues. This paper asks our union to commit to the hard mahi of building relationships grounded in mutual respect and shared concern for the education system of Aotearoa New Zealand.

7.2 We want to see Ministers of Education, regardless of party, reaching out to PPTA Te Wehengarua knowing our advice is honest, grounded in evidence, and offered in good faith. Regional Sub-Committees and members across the motu will have the confidence to engage in whakawhanaungatanga and build relationships by finding common ground where it exists, holding true to the values of our union, and sustaining relationships with those who disagree with us on specific issues. The goal of the Whakawhanaungatanga Committee is to make this a reality.

7.3 We know this work will not feel natural for everyone, and no member is being asked to compromise what they believe. We are asking our union, as a collective, to commit to the building of relationships.

7.4 The Whakawhanaungatanga Committee will report annually on the growth of our union's body of knowledge, on what works to engage a variety of audiences, and how to engage constructively with those who have historically viewed our union with scepticism. This knowledge will belong to every member of PPTA Te Wehengarua.

7.5 This paper proposes that we take responsibility for the relationships we have yet to build and commit to building them now. We are not promising an easy path. Trust is earned slowly and can be lost very quickly. We can choose to make PPTA Te Wehengarua an active participant in shaping the education system of Aotearoa New Zealand regardless of who holds power. When we do the hard work of building relationships grounded in trust, then PPTA Te Wehengarua will be part of the next set of decisions made about education in Aotearoa New Zealand.

8 Conclusion

8.1 PPTA Te Wehengarua is a powerful advocate for the teaching profession. We know how to shift public opinion and how to make the case for teachers and for learners. We are still working on the art of being trusted by those across the breadth of the political spectrum. Teachers in Aotearoa New Zealand have felt the weight of decisions made without them. We need a union that involved in decision making.

8.2 The proposals in this paper are a practical, grounded response to this. PPTA Te Wehengarua should remain firm in its values and its role of advocating for members. We must also do the harder, quieter work of building the relationships that will ensure our voice is heard when it matters most.

8.3 Whakawhanaungatanga is an essential part of union business and is the foundation of making meaningful change to education in Aotearoa New Zealand.

8.4 ***The conference is asked to support these motions.***

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