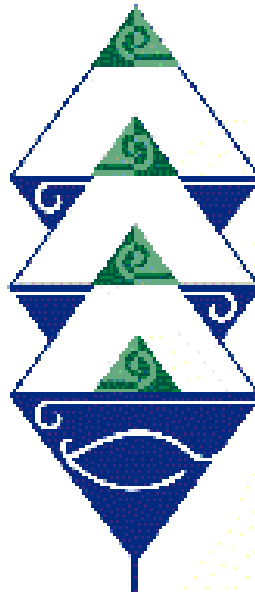


TURANGA ARARAU CHARTER 2004

TŪRANGA ARARAU
TE RŪNANGA O TŪRANGANUI Ā KIWA
PRIVATE TRAINING ESTABLISHMENT

IWI TERTIARY EDUCATION PROVIDER



CHARTER 2004

TURANGA TANGATA RITE

TURANGA ARARAU

TURANGA MAKAURAU

TURANGA A MUA

Contact: Sharon Maynard
Phone 06) 868 1081
GISBORNE

PO Box 1342
MOE ID No: 9646
Email Sharon @ta-pte.org.nz

Te Tiriti O Waitangi

*Kotahi te kohao e kuhuna ai te ngira –
te miro ma, te miro whero, te miro pango*

As a partner to the Treaty of Waitangi the Iwi of Turanganui A Kiwa expects the Crown to ensure the guarantees of the principles of partnership, protection, participation and equity, thus providing for:

- A partnership between Iwi and Crown that complements and does not compromise the integrity of Iwi
- The full and active protection of all Iwi Taonga including intellectual property and traditional knowledge
- Affirmation of Tino Rangatiratanga through recognition that Iwi, Hapu and Whanau can best determine and provide for their needs and aspirations
- Equity of access and opportunities for Iwi, Hapu and Whanau through the provision of special measures for those for whom inequities exist

It is critical that the Crown works with Iwi to develop a strategy for Iwi Maori tertiary education that fully acknowledges and provides for Iwi/Hapu as the Treaty partner and not just another sector group with different needs.

Underpinning our Charter is the expectation that the Crown will provide for the desire of Iwi to take full responsibility for their own development in terms of tertiary education and thus affirm Tino Rangatiratanga.

TURANGA MUA
Those who move forward

TURANGA TIKA
And accept the challenge will bear the fruits of success

TURANGA MURI
Those who do not advance

TURANGA HE
Will not develop

TURANGA ARARAU CHARTER 2004

“TE WHARE TANGATA”

“Kia mau ki nga korero o Te Whare Tangata, ara, he whangai, he awahi, he manaaki, he arahi, he whakaako tona katoa.”

I te whakairatanga, ka hono te wairua me te tinana o te tangata. I tera wa tonu ka tau tona mauri, tona tapu, tona wehi, tona iho matua, tona mana, tona ihi, tona whatumanawa, tona hinengaro, tona auahatanga, tona ngakau, tona pumanawa.

Na ka tapu ngatahi te wairua me te whakato i tenei ahuatanga hei kawe ma nga Kaiako i roto i a ratou mahi katoa. Koia nei te putake i whakaarahia ai Te Whare Tangata, hei tauira, hei whai hoki ma ratou.

Kei roto i enei korero te hohonutanga, te whanuitanga o te ako. E wha nga wahanga hei kawenga ma ratou ara, ko te taha hinengaro, wairua, ngakau me te tinana. Ko nga ahuatanga ako katoa he mahi i roto i te koanga ngakau, me te whakaihahi hinengaro.

Anei e whai ake nei nga korero mo nga wahanga o te whare mai roto, ki waho, a, e hangai ana hoki enei ki a taua te tangata. Ahakoa he maha nga korero e pa ana ki o tatou whare, engari, kua whakarapotohia kia mama ai ma nga Kaihautu. Ko te wawata, kaore e ngaro te ia o enei korero:

TE WHARE	Nga Korero Whakamarama
TE UPOKO	Hinengaro/whakaaro Koia nei te mea tino tapu kia taua te tangata
TE TATAU	Ngakau Ko te ngakau te mata, me te kuaha o te wairua
NGA MAIHI NGA RAPARAPA	Nga Kaiawhi
NGA AMO	Nga Kaitautoko
TE PAE	Te whanau whanui – te papa o te tangata
TE MATAPIHI	Nga huarahi o te ao whanui, kei i a ia te tikanga ko tehea te huarahi hei whai, a, e tika ana ki a ia
TE RORO	Koia ne ona matauranga e pa ana ki tona ake Ao tuturu me te ao whanui hoki
POUTOKOMANAWA	Ira Tangata Te hononga korero mo Rangi raua ko Papa – i puta ai te tangata Wairua
POU TAHU POU TUARONGAO	Nga wai e rua o te pai me te kino Iho Tangata, te kaiwhakapakari i te tangata
TAHUHU	Tona whakapapa mai i te Kawai ariki, te tau iho, tae iho Ki nga uri
NGA HEKE	
NGA WHAKAAIRO KOWHAIWHAI O NGA HEKE	Nga hua o tona ao me nga mea i mua i tona aroaro
NGA WHAKAAIRO NGA TUKUTUKU	Nga korero e pa ana ki tona Iwi, ki te Iwi whanui hoki

Nga Korero Whakamutunga

I te wa e noho ana to akonga i roto i nga mahi whakaawangawanga i tona ake hinengaro, wairua, ngakau me tona tinana ranei, ka hoki nga whakaaro o te Kaiako ki nga kupu timatanga o Te Whare Tangata, ara, “Kia mau ki nga korero o Te Whare Tangata, he whangai, he awahi, he manaaki, he arahi, he whakaako tona katoa”.

Nga korero hei whakamarama, e pa ana ki

HINENGARO

WAIKUA

NGAKAU

TINANA

TURANGA ARARAU CHARTER 2004

1. Our Mission

Ka whai mana te Iwi ma te matatau i roto i nga akoranga

Empowering Iwi Through Responsive Learning

2. Our Special Character

2.1 Te Runanga O Turanganui A Kiwa

Our governing body, Te Runanga O Turanganui A Kiwa was established as an Iwi Authority in 1986 to provide support to the protection, promotion and advancement of the cultural, social, political, and economic development of our affiliated Iwi of Turanganui A Kiwa, being Rongowhakaata, Ngai Tamanuhiri, and Te Aitanga A Mahaki. However, in accordance with Tikanga a Iwi we provide for all within the rohe, a rohe that traditionally extends from the Wharerata in the south through to Matawai and Motu in the north, includes all of Gisborne city and north east to Te Toka Ahuru, Pakarae.

2.2 Turanga Ararau

As an operational arm and the mandated Iwi tertiary education provider of Te Runanga O Turanganui A Kiwa Turanga Ararau was established to provide and promote the skills, knowledge and qualifications to enable Iwi to manage, advance and control their cultural and economic resources, namely our Reo, our tikanga, korero o nehera, whenua, ngahere, moana and, most importantly our people.

Through relevant and quality education our learners and participants are empowered to reach their full potential, both professionally and personally, secure meaningful and sustainable employment and develop the leadership skills so critical to the development of Iwi, Hapu, Whanau and the wider community.

We directly contribute to an integrated Iwi education strategy providing a natural progression from Kohanga Reo to Kura Kaupapa to Iwi Wananga. Our key stakeholders are Iwi, industry and learners.

**Our strength is that we are owned by and directly accountable to Iwi.
Hapu and Whanau**

**We have developed as a unique response to the desire of Iwi to take responsibility
for and control of their own development and destiny**

**We are measured by quality outcomes of qualifications, employment
and advanced learning specifically aligned to Iwi and regional economic and
cultural development**

TURANGA ARARAU CHARTER 2004

2.3 Programmes and Services

We maintain a learner centred environment offering a range of quality learning opportunities in industries imperative to Iwi development. Courses include farming, horticulture, organics, fishing, aquaculture, forestry, Maori business administration and management, small business management, Maori tourism, te reo Maori, Tikanga a Iwi, research, Iwi media, toi Maori, Maori performing arts, kuapapa hau ora, teaching and literacy and numeracy. Our entry-level courses, providing national qualifications from levels one to four are being increasingly complemented with diploma and degree level programmes, delivered through our own accreditation or partnership arrangements with other tertiary education providers. In total we offer over 200 EFTS each year plus a range of part time informal learning opportunities.

Our funding is accessed through Training Opportunities and Youth Training, EFTS, Rangatahi Maia, STAR, Alternative Education, Ministry of Youth Affairs Specialist Youth Corps, Ministry of Social Development, Community Employment Group, industry training and a Modern Apprenticeship Co-ordination service offering pathways to graduates.

As the lead Enterprise Training provider to the New Zealand Trade and Enterprise we offer, in partnership with the Economic Development unit of the Gisborne District Council, McCullochs Chartered Accountants, Iwi Trusts, Te Runanga O Ngati Porou, Te Whare Wananga O Ngati Porou, Ngati Porou Whanui Forests and a cross section of other local businesses, a range of enterprise training programmes to Gisborne East Coast.

We also access Te Puni Kokiri funding to build our capacity as an Iwi service provider and will be working in partnership with Te Wananga O Raukawa to deliver Te Poumanawa Te Rangakura ki Turanganui A Kiwa Bachelor in Teaching course in Turanganui A Kiwa again in 2004.

We are positioning Turanga Ararau as the preferred choice for quality and responsive tertiary learning and employment programmes by the Iwi of Turanganui A Kiwa in identified niche areas of learning

We provide four key permanent learning facilities, two within Gisborne city and two located in our rural communities. Our services and programmes are also taken out to our rohe, Marae and communities.

Our product is quality learning, leading to national certificates and diplomas and employment programmes and services focusing on the needs and aspirations of Iwi, industry and learners

Our pricing is fair through cost effective management practices, maximum use of resources and contribution from industry. Provision exists for “lost leader” programmes to meet social objectives

We promote our services and programmes through our Iwi networks, advertising and special features in broadcast and print media, brochures, mail outs, participation in career expos and presentations to secondary schools, the workplace, government and community agencies and groups

Our people living within, or affiliated to the Iwi of Turanganui A Kiwa who are seeking quality and relevant learning in an environment conducive to their needs and aspirations are the primary target group of Turanga Ararau

3. Contribution to New Zealand's Identity and Development

Ma pango, ma whero - ka oti pai te mahi

Our commitment is to the development of a positive vision, shared and supported by Iwi Whanui working together in order to bring the vision to reality

3.1 Iwi Development

Only through the participation in higher levels of learning, affirmation of self-identity and self-determination will our people be able to take full control and responsibility for their economic and cultural resources. Ultimately through this Whanau, Hapu and Iwi will be further developed and strengthened and thus Tino Rangatiratanga affirmed.

In Turanganui A Kiwa over the next five years:

- The marked youthful population of Maori in Te Tairāwhiti will be leaving school and seeking relevant and responsive learning to gain meaningful and sustainable employment
- Consistent with the changing nature of work there will be a substantial demand for flexible upskilling opportunities from those within the workforce
- There will be a marked increase in Iwi Maori participation in self employment and the knowledge society
- Iwi will be substantially more involved in enterprise creation through the commercial development of the land-based industries of agriculture, organics and forestry as well as our fishing resources including entry into the aquaculture industry
- Iwi will have far more control over their economic and social development and become prominent players within our regional economy
- Treaty of Waitangi settlements and the allocation of the fishing resources held by Te Ohu Kai Moana will substantially contribute to Iwi development and the regional economy
- There will be increased innovative use of under utilised Maori land and other resources through the Major Regional Initiative (MRI) and the development of numerous small blocks previously considered uneconomic but well suited for intensive agricultural use
- The desire of tourists for a authentic cultural experiences will offer major outlets for Maori Performing and Visual Arts industries and extend Iwi involvement in the tourism and hospitality industries
- Iwi economic and social development will continue to have flow on effect for increased participation of Maori in the workforce and the corresponding need for relevant learning in the sector industries of information technology, Iwi media, communication, management, research, te reo, computing, business administration, education, tourism, social and health services and key primary industries

3.2 The Standing of Iwi

The major challenge for us as an Iwi provider is the disparity between where our people are and where they aspire and have the guaranteed right to stand in Aotearoa today. The unacceptable levels of unemployment and low qualifications of our people, including a high percentage of our Rangatahi, many of whom will follow members of their whanau into sustained periods of unemployment is the greatest challenge facing not just Iwi but is also recognised as a major impediment to the growth of Aotearoa as a nation.

Our people are at risk of being excluded as key leaders contributing to their own economic, social and cultural development through the lack of relevant and quality learning.

Although a high number of our learners join us with limited or no qualifications we have exceeded contracted objectives, averaging over the past five years eighty percent labour market outcomes to employment and learning and have consistently met educational objectives. We have had particular success in catering for the special needs of all ages, target groups, industry and Iwi. Our effectiveness in maintaining learner satisfaction is measured through surveys, conferencing and group discussions. We constantly strive to improve on our responsiveness to our learners.

TURANGA ARARAU CHARTER 2004

3.3 Contribution To Te Tairawhiti Development Taskforce Strategic Plan

The principal objective of the Taskforce is to improve prospects for jobs and businesses in the Tairawhiti region. To guide the future development of Te Tairawhiti the Task Force recognised that it needs to work at a holistic regional level to capitalise on the opportunities and strengths of the region and to redress the underlying issues and barriers we face.

Through Te Runanga O Turanganui A Kiwa, Turanga Ararau had major input into Tairawhiti Development Task Force. Members contributed to the development of the Forestry and Wood Processing, Maori Land Development, Health, Housing and Social Services, Tourism, Business Development and Education and Training strategic plans.

Included in the key conclusions of the Education and Training Group of the Tairawhiti Task Force is the following statement:

“ There is a need to promote the value of lifelong learning throughout the community. The region’s strength is in Matauranga-a-Iwi...It is critical that iwi tertiary education initiatives, responding to iwi development needs and aspirations are celebrated, provided for and allowed to develop.” (Tairawhiti Development Taskforce 2002, page 13)

Turanga Ararau effectively contributes to five of the six Tertiary Education Strategies:

Strategy One

Strengthen system capacity and quality

Whaia te iti kahurangi ki te tuohu koe – Me he maunga teitei

We strive for excellence in all aspects of learning

- Te Runanga O Turanganui A Kiwa and Turanga Ararau are committed to building both capacity and capability of Iwi to meet the rapidly growing and changing needs and aspirations of Iwi in terms of economic and cultural development
- Our services and programmes are greatly enhanced through working collaboratively with affiliated service providers, alliances with Iwi groups, national tertiary providers and industry. This has resulted in the sharing of resources, expertise and opportunities and enhancement of quality services and programmes for the mutual benefit of all stakeholders
- The differing roles and responsibilities of governance and management are clearly defined
- We are required and to consult and develop capacity to meet the strategic direction of affiliated Iwi
- Strong leadership and unity of Iwi are recognised as the critical strengths for continued growth and effectiveness of Te Runanga O Turanganui A Kiwa and Turanga Ararau.
- Staff are provided with ongoing professional development in the fields of adult education, industry specific skills and knowledge, te Reo and information technology

Strategy Two

Te Rautaki Matauranga Maori – Contribute to the Achievement of Maori Development Aspirations

Ehara taku toa I toa takitahi – engari he toa takitini

We are committed to providing learning that acknowledges and provides for Iwi Maori needs, values and aspirations

TURANGA ARARAU CHARTER 2004

- Turanga Ararau, as the Iwi tertiary education provider of an Iwi Authority, Te Runanga O Turanganui A Kiwa is owned and directly accountable to Iwi. Our learning environment is conducive to preferred Maori learning styles and the support and guidance of our Kaumatua prevails at all times
- All programmes and services contribute to and support the economic and cultural development of our people and are linked to Iwi enterprise and service provision
- We offer a range of challenging and innovative programmes to promote and support the development of leadership skills within our Rangatahi
- Over eighty five percent of our staff is Maori with all members selected on their demonstrated empathy for Iwi needs and aspirations.
- Over ninety percent of our enrolled learners are Maori who are supported to further develop and enhance knowledge of themselves, their Iwi, Hapu, history and heritage. The opportunity to increase their levels of te Reo Maori is available to all learners and staff
- The high percentage of Maori, combined with economic growth in the district being increasingly dependent on Iwi, Hapu and Whanau development places Turanga Ararau in a key position to offer entry level and advanced courses to advance the standing of Iwi
- We are constantly striving to lift the already high percentage of our Maori graduates who move into employment and advanced learning
- We are developing and implementing strategies to substantially increase the entry and participation of our people into disciplines in which they are currently under represented including the sciences, research, management and technology

Strategy Three

Raise Foundation Skills so that all People can Participate in our Knowledge Society

Te piko o mahuri – Tera te tipu o te rakau

We acknowledge that learning is a life long process, enabling our people to enhance and develop skills, increase knowledge and thus reach their full potential

- The market focus of Turanga Ararau is Maori, many of whom have limited formal qualifications and require an alternative learning environment alternative to mainstream options that acknowledge Iwi values, needs and aspirations
- We offer a balance of entry level and advanced learning opportunities with approximately one third of our programmes targeted to learners requiring sound foundation skills to enable them to progress to advanced learning and the completion of national qualifications
- We staircase our entry level courses into higher levels of learning to provide a progressive and integrated approach to ongoing learning. Where appropriate we develop partnerships with other tertiary providers to achieve this
- Our foundation courses are being progressively aligned to an industry sector or a range of sectors to place learning into a relevant and meaningful context and to provide for positive outcomes
- Tutor:Learner ratios are maintained at a maximum of 1:10 for our foundation courses and are fully resourced
- Our learners are valued for their uniqueness and provided with every opportunity to reach their full potential, professionally and personally
- We maintain a strong working relationship with our local secondary schools and provide advanced courses in selected industries including forestry and Maori performing arts

TURANGA ARARAU CHARTER 2004

Strategy Four

Develop the Skills New Zealanders need for our Knowledge Society

Ko te amorangi ki mua – Ko te hapai – o – ki muri

We aspire to ensure that all our learners receive the quality and standard of learning to which they are entitled

- Through ongoing research and consultation Turanga Ararau identifies and re aligns services to the constantly changing needs and aspirations of Iwi, industry and learners
- Our Strategic and Business Plans are updated annually to ensure our services and programmes continue to align to the skills and knowledge required locally, nationally and within a global context
- In recognition that all our graduates will not immediately gain employment within Iwi Maori enterprise we provide for the wider needs of relevant industries

Strategy Six

Strengthen Research, Knowledge Creation and Uptake for our Knowledge Society

Ko te Tumanako – ko te tihi

We aspire to provide higher levels of learning and knowledge to enable our people to take their rightful place in Aotearoa

- Aquaculture is a key industry, which we are supporting and promoting through education and research. It offers substantial opportunities for Iwi and regional development and fits well with Iwi traditional knowledge and values and the commercial world. It complements concerns for our environment and offers our people employment and advancement in science, research, technology and management, fields in which Maori are greatly under represented.
- Strategies to support and promote the retention of Iwi knowledge and intellectual property and increase the numbers of affiliated researchers are key areas of further development

4. Contribution to the Tertiary Education System as a Whole

There are a number of factors that challenge us to meet existing contracts and, concurrently determine, develop and provide new and innovative responses:

- The marginalisation of Maori in semi skilled industry sectors
- The increasing demand for a highly skilled, technical labour force
- Under representation of Maori in recognised growth industries and the knowledge society
- The dramatic impact of technology on learning and labour market trends
- The new economic order that places a premium on knowledge
- Globalisation
- Increasing influence of industry on senior and post secondary learning
- Physical, social and economic barriers to Maori accessing advanced tertiary learning
- The growth in Iwi economic and enterprise development and high expectations of Iwi

TURANGA ARARAU CHARTER 2004

- Government policies that do not acknowledge the uniqueness of Iwi owned tertiary education providers and ensures preferential treatment to Crown owned providers

Our key goals that contribute to the tertiary education system as a whole are:

- Determine and facilitate access to the skills, knowledge and qualifications to enable Iwi to control, protect and advance their economic and cultural resources
- Reduce the disparity between where Maori are and where they need and want to be in terms of participation and achievement in learning and sustainable and meaningful employment
- Determine and promote quality solutions to ensure that for Iwi tertiary learning is appropriate, accessible, achievable and affordable
- Promote excellence in learning within a responsive learning environment and through preferred Maori learning styles
- Maintain a key role in the provision and facilitation of relevant, quality programmes consistent with Iwi needs and aspirations and future learning and employment trends
- Increase quality of services provided by affiliated companies, organisations and the roopu of Te Runanga O Turanganui A Kiwa and support our people to undertake key leadership roles within Iwi, Hapu, Whanau and the wider community
- Meet the growing demand for quality industry work place training, in particular Iwi enterprise and the increasing role industry will play in formal learning

5. Collaboration and Co-Operation with Tertiary Providers and Organisations

*Ma wai ra e taurima te marae i waho nei?
Ma te tika, ma te pono, me te aroha.*

We strive towards overcoming differences and working together openly and honestly to ensure quality services and outcomes for all of our stakeholders

Strategic relationships have been developed with:

- Te Whare Wananga O Ngati Porou and Tairawhiti Polytechnic to work collaboratively and develop joint initiatives for the benefit of Iwi and our region through the Tairawhiti Tertiary Alliance
- Waiariki Institute of Technology School of Forestry and Wood Processing to share resources and expertise and provide pathways for our graduates
- Te Wananga O Raukawa to offer the Poumanawa Te Rangakura Bachelor in Teaching degree course
- The University of Waikato through participation on the Vice Chancellor's Maori Advisory Group, Te Roopu Manukura
- Literacy Aotearoa and Tairawhiti Learning to provide literacy courses focusing on Maori
- Manaakitanga Aotearoa to work together on common objectives
- Other tertiary education providers in the seafood and maritime industries through membership on MSEAA (Maritime and Seafood Educators of Aotearoa)
- Through STAR contracts and the Kiwa Education Partnership we work with secondary schools and locally owned and controlled tertiary providers responding to local needs

TURANGA ARARAU CHARTER 2004

We plan to extend our relationships including the establishment of a student exchange programme in forestry education with a First Peoples tertiary education provider in either Canada or USA

We work closely with local industry in particular Iwi enterprise to:

- Improve our responsiveness to industry needs and deliver industry training
- Provide the basis for evaluating the effectiveness of learning provided
- Offer pathways into employment for our course graduates

Industry Training Organisations

We work closely with a range of ITOs including Forest Industries Training through industry training, Seafood Industry Training Organisation through membership on the MSEAA and work with the Seafood, Agriculture and Horticulture ITOs to deliver the Modern Apprenticeship Programme. We also collaborate with the SFRITO to provide industry traineeships to staff and other service providers. We hold representation on the Ag ITO and the Maori caucus on SITO and support the establishment of an Iwi Maori ITO.

6. Approach to Meeting the Needs of Pacific Peoples

Within Turanganui A Kiwa there is only a small percentage of Pacific peoples and therefore limited participation on our programmes. We have provided focused BIZ programmes for Pacific people in business and are increasing our capacity to respond to individual needs and aspirations of members of the local Pacific community seeking higher education and qualifications

7. Approach to Meeting the Educational Needs of Learners

*He kokonga whare e taea te kite -
he kokonga ngakau e kore e taea*

We provide a student centred learning environment where people are valued for their uniqueness

As an Iwi tertiary education provider Turanga Ararau is committed and able to provide a responsive and appropriate learning environment for our learners who currently make up over 93% of our enrolments. We operate on key values based on Tikanga a Iwi and are guided and supported by our kaumatua in all areas of service and programme delivery.

Selection and appointment processes require staff to have a demonstrated empathy with, and commitment to our predominantly Maori learners and their needs and aspirations. Delivery of learning is based on preferred Maori learning styles with learners constantly challenged to reach their full potential.

Providing our learners with every opportunity to develop awareness of who they are, their Iwi, Hapu, Marae, history and heritage increases their confidence and provides for them a place to stand, their turangawaewae.

We offer an integrated approach to learning that recognises and provides for the total wellbeing of our students, including te taha wairua, te taha hinengaro, te taha tinana, te taha ngakau.

Our staff are able and willing to provide initial support but are also aware of, and required to know when to refer our learners onto qualified and skilled support people and agencies. Being part of a wider organisation and with our extensive networks we are able to access and refer our learners to a range of appropriate support services to address barriers to learning that they may face.

Ongoing support is provided to our graduates on exiting courses. They are encouraged and do remain in contact and access our resources as required.

8. Ensuring a Staff Profile that Reflects our Mission and Special Character

Noku te korowai e kitea

We promote and practise respect for ourselves, each other and all that has been handed down from our Tipuna

The majority of our tutoring staff come from an industry background and undertake professional development in adult teaching and learning. Our recruitment policies require us to target staff who have a demonstrated empathy with and understanding of Iwi development needs and aspirations, experience in programme development and planning, teaching and competency based assessment or, alternatively a commitment to undertake the necessary professional development to meet standards. Successful applicants must hold industry relevant skills, knowledge, experience and minimum levels of qualifications set by ITOs and NZQA.

Staff Profile	Total	Maori
Tutors – Full Time	18	16
Tutors - Part Time	2	2
Management/Admin – Full Time	7	6
Management/Admin – Part Time	1	0
Other	6	5
TOTALS – Actual	34	29
TOTALS – Percentage	100%	85%

Tutors and assessors are required and assisted to attend formal and informal industry training opportunities and ITO and NZQA prescribed courses. Agreed staff development requirements are formalised through structured training agreements designed to meet identified needs and provide for the completion of nationally recognised qualifications. Staff are financially and personally supported to complete Adult Education and Training and industry qualifications relevant to their position.

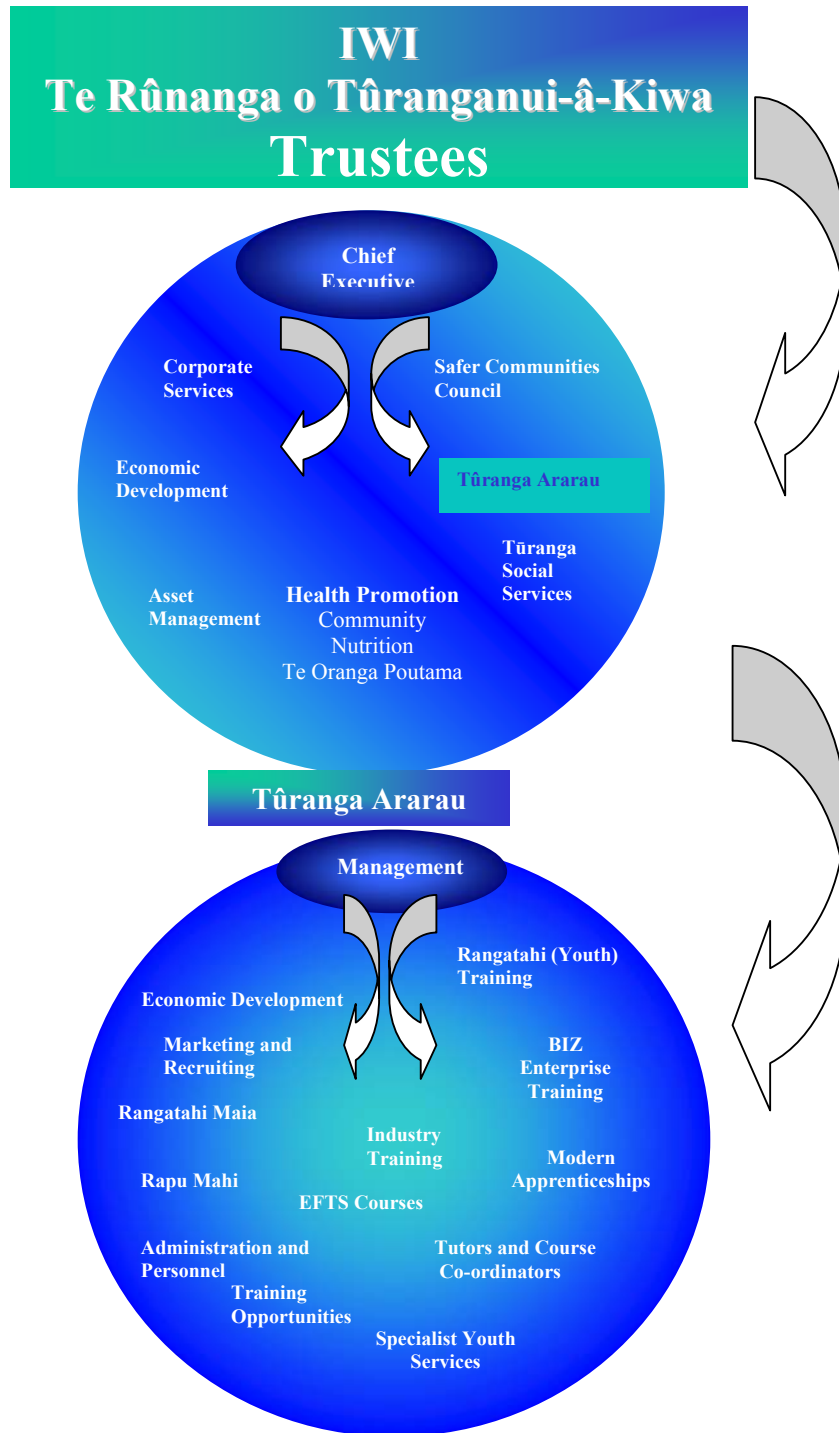
Assistance is also provided for staff to undertake non-unit standard based learning including diploma, degree and graduate courses, literacy training and informal learning opportunities. Te Reo Maori and computing courses are available to staff through Turanga Ararau.

Regular hui and activities enable staff to acknowledge and address highlights and concerns, share ideas and expertise, collectively review and update Business and Strategic Plans and provide support to each other

Staff with the relevant expertise assist and mentor their peers to enable them to develop skills, knowledge and expertise. Industry and occupational group meetings are held to provide peer support and opportunities for reviews. Networking with other providers is encouraged to share information, ideas and experiences.

Annual staff appraisals are undertaken to acknowledge achievement and identify professional development needs. Performance appraisals are considered as part of the overall review of Turanga Ararau

9. Governance and Management Structures



TURANGA ARARAU CHARTER 2004

In respect of Turanga Ararau the prime function and duties of:

The Trustees

Is on behalf of Iwi to set the strategic direction and monitor and review policies to achieve the key objects of Te Runanga O Turanganui A Kiwa, meet the needs and aspirations of our beneficiaries and ensure the continued relevance, existence and development of Turanga Ararau

Kaumatua

Is to advise on and monitor policies to ensure they are consistent with Tikanga o nga Iwi o Turanganui A Kiwa and provide ongoing support and guidance to staff and learners

Chief Executive Officer

Is to monitor the implementation, management and continued adherence to defined policies and to maintain and review existing policy to meet needs of external and internal environments.

The Manager

Is directly responsibility for the management and continual growth of Turanga Ararau in accordance with defined policies and practices and the strategic direction of Te Runanga O Turanganui A Kiwa. Key roles include compliance within all aspects of our operations, constant improvement in quality standards, securing and maintaining adequate funding to deliver planned programmes and services, annual review and updating of the strategic and business plans, clear and transparent financial management, market research and the development of Charters and Profiles

Industry / Occupational Group Committees

Is to ensure industry standards are complied with and the relevance of programmes to industry needs and requirements

Administration and Support Staff

Is to provide and maintain proactive, professional administration and support services required to maintain the efficiency of the Turanga Ararau

Tutors

Is to develop and deliver programmes in accordance with policies and practices of Iwi, industry, learners, funders and NZQA

TURANGA ARARAU CHARTER 2004

APPENDIX

10. Consultation Undertaken in Preparation of the Charter

Using our Strategic Plan as a base management and staff developed a Charter for the Charters and Profiles trial held in 2002 and, in turn have used both the Charter from the pilot and our Strategic Plan to develop the draft Charter for further consultation.

Processes used to develop and maintain our Strategic Plan include:

Stakeholder	Processes
Iwi	<ul style="list-style-type: none">▪ Attendance at and feedback from Hui A Iwi, Marae and other Iwi hui▪ Consultation with and direction from kaumatua▪ Affiliated learners from a range of formal and informal evaluation processes
Learners	<ul style="list-style-type: none">▪ Feedback through ongoing evaluation processes▪ Feedback from those who have completed or exited courses▪ Credit achievement and labour market outcomes
Industry	<ul style="list-style-type: none">▪ Industry Advisory Groups with clearly defined roles, responsibilities and membership, informal networks and/or key advisers▪ Identified and appropriate ITO members▪ Collation and analysis of labour market needs and trends▪ Formal and informal consultation▪ Feedback from employers providing work experience placements and employers of graduates from courses▪ Existing knowledge of tutors and staff, many of whom come from and maintain strong links with their respective industries
Other Education Providers	<ul style="list-style-type: none">▪ Hui through Tertiary Education Commission and Kiwa Education Partnership▪ Participation on the Tairāwhiti Development Task Force Education and Training Group▪ National and regional hui▪ Iwi hui
Government Agencies and Community Organisations	Relevant data and other additional information is accessed from Government Departments including Te Puni Kokiri, the Department of Labour, Department of Justice, Ministry of Social Development, Department of Statistics, private businesses, GDC and community groups as appropriate

At the Te Runanga O Turanganui A Kiwa Board of Trustees hui held 25 July, 2003 the trustees were formally briefed by the manager of Turanga Ararau of the requirements of a Charter and the processes that needed to be followed.

Prior to any form of external consultation a presentation of the draft Charter, previously prepared by management and staff of Turanga Ararau was made to the trustees of Te Runanga O Turanganui A Kiwa at the Board of Trustees monthly hui held Friday 29 August, 2003. Formal approval was given by the trustees to take the draft Charter out for further consultation.

Iwi Consultation

The draft Charter was then formally presented by the manager of Turanga Ararau at the following hui:

Te Aitanga A Mahaki Trust meeting held Thursday, 21 August 2003
Te Runanga O Turanganui A Kiwa Hui A Iwi held Sunday, 31 August 2003
Rongowhakaata Hui A Iwi held Sunday, 31 August 2003
Ngai Tamanuhiri Trust meeting held Sunday, 7 September 2003

Copies were left at each hui for wider circulation to Iwi members. Following this stage of the process the draft Charter was available for distributed to the wider community.

Through a variety of means copies of the draft Charter were provided to:

Other Tertiary Education Providers

Copies were emailed to local and national tertiary providers and a visit made to the Iwi provider in Wairoa to discuss respective draft Charters. In most cases recipients of the draft Charter responded with copies of their own documents for consideration and support.

TURANGA ARARAU CHARTER 2004

Local Secondary Schools

A senior staff member approached local secondary schools with copies of the draft Charter, provided explanations and responded to any questions.

Industry

Various industry partners were visited by arrangement, provided with copies of the draft Charter and invited to give feedback. Positive feedback has been received from many of those approached.

Learners

Copies were distributed to learners by their tutors and presented in a variety of ways including group discussions, quiz sessions, questions and answers and general discussions with individuals. Feedback from these approaches was fed back to management by the tutoring staff.

An advertisement was placed in the Gisborne Herald listing key stakeholders to meet the requirements of section 1590 of the Education (Tertiary Reform) Amendment Act 2002.

**TŪRANGA ARARAU
TE RŪNANGA O TŪRANGANUI Ā KIWA
IWI TERTIARY EDUCATION PROVIDER**

**Tūranga Tangata Rite
Tūranga Ararau
Tūranga Makaurau
Tūranga A Mua**

CHARTER CONSULTATION

As the Iwi Tertiary Provider of Te Rūnanga O Tūranganui A Kiwa our mission is clearly stated

**Ka whai mana te Iwi mā te matatau i roto i ngā akoranga
*Empowering Iwi Through Responsive Learning***

We are registered and accredited with NZQA to offer a range of qualifications up to and including level 5 on the Qualifications Framework in industries imperative to Iwi economic and cultural development

Our learning and employment programmes and services focus on the needs and aspirations of our learners, Iwi and industry.

We are preparing our Charter, which is a high-level governance document that defines our broad strategy, our mission and our distinctive role in the tertiary education system. As a Tertiary Education Organisation based in Tūranganui A Kiwa we have prepared a Draft Charter and are consulting with our stakeholders and seek feedback on our draft charter in order to complete our final document for submission to the Tertiary Education Commission before 30 September 2003.

Pursuant to the Education (Tertiary Reform) Amendment Act 2002, we have identified categories of our main stakeholders as being our beneficiaries, present, past and intending learners, staff, Iwi, Iwi Trusts, affiliated Iwi Service Providers, Mārae, local community groups and organisations, business and industry groups relative to Iwi development, Kura, Kohanga Reo, High schools and local and national tertiary providers, professional and employer groups, Industry Training Organisations, local body and central government agencies and the wider whānau whānui o Te Tairāwhiti

We welcome the opportunity to consult with our stakeholders and invite submissions from interested groups and individuals. For copies of our draft charter and further information please contact:

The Manager: Tūranga Ararau
Cnr Bright and Kahutia Streets
Phone: 06) 868 1081
Email: Sharon@ta-pte.org.nz
Gisborne

Submissions will need to be submitted by 26 September 2003

TURANGA ARARAU CHARTER 2004

Coordination of Feedback

Management and staff received and considered feedback. Generally feedback was extremely positive and supportive.

Incorporation of Feedback

One key message that received was to ensure throughout the document that we continually emphasis our uniqueness as an Iwi Tertiary Provider and our niche place in the tertiary education environment.

Formal Approval By Governing Body

At the Te Runanga O Turanganui A Kiwa Board of Trustees hui held Friday 26 September 2003 the trustees formally moved that Te Runanga O Turanganui A Kiwa - Turanga Ararau Charter be formally adopted and forwarded to the Tertiary Education Commission.