



Waiariki Institute of Technology – Whare Takiura

Charter for 2008 - 2010 Te Tūtohunga Hukihuki 2008 - 2010

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VISION AND MISSION - TE KITENGA ME TE WHAINGA

Waiariki has a vision of learning for life marked by excellence in provision, relevance to identified needs and capability building, and access to employment. Its mission is to deliver skill sets and intellectual capital needed in our region, nation and world by

- People and families - to transform their life chances
- Iwi and communities - to achieve their social, cultural and economic goals
- Businesses - to build capacity and create wealth.

SPECIAL CHARACTER - AHUA MĀTANGA

The special character of Waiariki derives from its history, evolving vision and changing context, its unchanging commitment to 'skilling the rohe' and its commitment to biculturalism in governance, management, teaching and learning. Waiariki's rohe (region) was originally defined by the Maori Land Court in the 1870s as Mai Maketu ki Tongariro, Mai nga Kuri A Whareki ki Tihirau, me Te Kaokaoroa O Patetere (from Maketu to Tongariro, from Katikati to the East Cape, including South Waikato).

The Tangata Whenua Deed of Agreement signed in November 2000 recognizes Te Mana Matauranga as Waiariki's Iwi tertiary education authority to serve in partnership with Waiariki's Council. About half of Council and all of Te Mana Matauranga are of Maori descent. The partnership in governance is most explicit in the Joint Committee; a common sub committee of Council and Te Mana Matauranga. Council and Te Mana Matauranga are also committed by the Deed to further strengthen the partnership, secure equity in governance and advance the aspirations of the Maori community of Waiariki.

Te Mana Matauranga represents the people of the Mataatua, Tainui and Te Arawa waka, including Ngati Raukawa and Tuwharetoa. It serves as the whakaruruhau (guardian) of Waiariki's marae, Tangatarua, and all learning, teaching and organization at Waiariki is expected to reflect the tikanga (customs) and kaupapa (essence) of Ihenga, its ancestral meeting house.

These commitments have evolved. Waiariki was established in 1978 to serve as a community college with a senior technical division. It became a polytechnic in 1987 to provide vocational, community and technical education. In 1998 it became Waiariki Institute of Technology – Whare Takiura to service the rohe with innovative, quality education, provided in a bicultural framework and developed in partnership with the community.

Four long-held goals affirmed by Waiariki for the period 2008 – 2010 are to

1. Deliver high quality education and training, which meet or exceed the expectations and requirements of Waiariki's stakeholders.

Hei whakaako i nga akoranga whakahirahira kia tutuki ai i nga tumanako, i nga hiahia o te hunga e kaingakau ana ki Te Whare Takiura o Waiariki.

2. Provide students with supportive and well resourced learning environments.

Hei whakarato i nga tauira ki nga ahuatanga tautoko, ki nga akomanga whai rawa hoki.

3. Ensure that Waiariki's strategic and operational management, together with its teaching and learning activities and all associated support services, occur within a bicultural framework that acknowledges the Treaty of Waitangi principles of participation¹ and protection.²

Kia whakarite i nga ahuatanga mahi, nga ahuatanga rautaki, nga ahuatanga whakaako me nga ratonga tautoko hoki i Waiariki i tetahi anga haurua hei whakanui ai i nga tikanga o Te Tiriti o Waitangi, ara ko te "whai wahi te iwi Maori" me te "whakamarumaruru i nga taonga Maori"

4. Maintain viability by effectively rationalising and expanding Waiariki's financial base and by creating a transparent and responsive structure within which Waiariki's core activities of education and training will continue to develop.

Hei hanga tetahi anga whai oranga i mua i te aroaro o te tangata kia whakawhanui ai i nga mahi putea o Waiariki i runga i te whakaaro hakune, a kia whakahaere, kia whakapakari ano hoki i nga mahi tuturu o Waiariki ara te mahi akoranga.

CONTRIBUTION TO NEW ZEALAND'S IDENTITY AND ECONOMIC, SOCIAL AND CULTURAL DEVELOPMENT - TĀKOHA KI TE WHĀNAKETANGA O AOTEAROA

Waiariki is committed to being the preferred provider of Levels 2-7 vocational education and training in the rohe and to supporting social and economic development and community regeneration. It will sustain responsiveness to the patterns of unemployment, and to regional and national priorities and global trends by

- Innovative, relevant and quality programs delivered in partnership with the community in a bicultural framework
- The success of its skilled, knowledgeable and work-ready graduates, and
- Substantial capability building in
 - Foundation, transition and community education

¹ Participation: Maori input, defined and driven by Tangata Whenua (Te Mana Matauranga), is obtained to facilitate the effective partnership between Waiariki and Tangata Whenua. This process necessitates opportunities for active Maori contribution rather than Maori simply giving advice. The process respects the autonomy of both Waiariki and Maori.

² Protection: Waiariki Council has undertaken, as an "Agent of State," to guard and promote Maori interests.

- Business and computing
- Engineering and rural studies
- Forestry and wood processing
- Nursing and health
- Social science and education
- Maori studies, journalism, fashion, art and design
- Tourism, hospitality and hairdressing.

Waiariki will focus its contribution regarding New Zealand's identity and economic, social and cultural development by

- Conducting employment skills research into the skill sets and knowledge required in the rohe, today and in out years
- Offering bridging education and training for learners of all ages, particularly school leavers and second chance learners, including literacy, numeracy, and employment skills and opportunities in response to the changing patterns of unemployment
- Designing life-long learning opportunities through foundation and community education, including generic skills and unit standards, through retraining
- Innovating curriculum in response to the changing needs of Maori, Pacifica and non-Maori students, iwi, communities, business and industry sectors and to globalisation trends
- Negotiating partnerships with other providers to guarantee learning pathways to jobs and further educational opportunities
- Providing education and training in response to the special needs of newly arrived and longer settled immigrants
- Participating in the strategic planning processes of regional and Iwi authorities, Hapu, and community organizations
- Ensuring the cultural confidence, competence, credibility and thus employability of our graduates
- Identifying niche curriculum to meet skill gaps revealed by research
- Providing programs that meet increasing levels of international demand, such as forestry and wood processing.

Waiariki also has a bicultural strategy, with related commitments, that aim to:

- Indigenise the curriculum of Waiariki and to assist partners that share this aim
- Produce graduates who are cross-culturally sensitive, inter-culturally competent, and internationally knowledgeable
- Diversify and enhance the learning environment for the benefit of domestic students, international students, the Institute, and the nation
- Diversify and enhance the student population by attracting international students
- Ensure that the quality of academic life is informed by international, as well as national, provincial and local, considerations and issues
- Highlight the increasingly interdependent nature of the world, thereby contributing to improved understanding among nations

- Generate resources to enhance existing institutional and other international activities
- Help maintain the economic, scientific and technological competitiveness of New Zealand, and promoting the export of New Zealand educational products and services abroad, and
- Raise the national and international profile of the Institute.

CONTRIBUTION TO THE TERTIARY EDUCATION SYSTEM - TÄKOHA KI TE PÜNAHA MÄTAURANGA TUATORU

Waiariki aims to be the New Zealand benchmark of

- Comprehensive regional tertiary education,
- Partnership with Tangata Whenua in governance, and
- Vocational education and training developed in partnership with the community and provided within a bicultural framework.

As one of the largest regional tertiary education institutions outside of the university centres of New Zealand, Waiariki accepts special responsibilities. It is committed to enriching the tertiary education system by

- Providing niche curricula in indigenous studies with a strong kaupapa that build on the existing bicultural focus, as in Maori Journalism, Early Childhood Education, Maori Business Development and Maori Advancement
- Developing innovative e-Learning and bicultural delivery systems that engage potentially alienated, remote and health-impaired learners, as in Moodle-enabled, marae-based and other short courses
- Providing niche curricula developed in response to unique regional demands, as in Sustainable Tourism, Eco Tourism, Adventure Tourism and Hospitality, with potential in Health, Maintenance Engineering, Agriculture and Horticulture
- Helping provider partners with assistance in their indigenisation of curriculum, as in Management Studies
- Providing specialist curricula developed in response to national and international demands, as in Forestry and Wood Processing
- Developing a unique vision for each School and Regional Centre to differentiate its curriculum in order to make customised contributions to New Zealand's tertiary education system
- Providing a benchmark bicultural learning environment that has attracted a student body of about 5,500 that is currently 50% New Zealand Maori, 40% European/ Pakeha, 7% International, <3% Pacifika, <1% Other Asian, and <1 % others, in a rohe where about 35% self identify as Maori.

Waiariki also makes a distinctive contribution to New Zealand tertiary education in recognizing Maori and broadly Western worldviews in a society that values literacy, numeracy, communication and other foundation skills. It recognizes tribal lore specialists who are expert in the knowledge of Te Ao Maori; karakia (ancient rituals), whaikorero (oratory),

mahi kai (authentic food), tiaki marae (guardians), etc. It similarly recognizes the role of subject specialists that are expert in Western knowledge codes such as business, computing, technology and management. It recognizes, in particular, Maoridom's desire to be confident, competent, and credible in both worlds, with a special need for access to employment.

Waiariki is committed to developing and implementing distinctive structures designed to achieve practical bicultural outcomes. It seeks to ensure that all aspects of institutional life honour the kawa (sacred rules) and tikanga of its marae, Tangatarua. It facilitates participation, excellence, relevance and access for Maori students. It offers integrated student support services through Te Manawa. It serves as a custodian of Te Ao Maori and as a promoter of Maori advancement. It has repositories of expertise of high relevance to personal, iwi and regional development. It is committed to honouring the Maori version of the Treaty of Waitangi by making biculturalism a fact of daily life in all curriculum pathways, support systems and management processes.

APPROACH TO COLLABORATION WITH TEIS AND COOPERATION WITH OTHER PROVIDERS - HE ARA KI TE MAHITAHINGA

Waiariki has a policy of developing open relationships with other providers that are based on mutual interests in actively promoting life-long learning opportunities and curriculum pathways to employment and further education and training. It will sustain and extend current collaborative arrangements and cooperative initiatives including articulation agreements, foundation, community and bridging education typically involving generic skills and unit standards, as well as bilateral relationships with other TEIs and providers at local, regional, supra-regional, national and international levels.

Waiariki aims to sustain close relationships at the local level with high schools, principally through joint curriculum and cooperative transition arrangements and meetings of the Principals' Forum. Clustering initiatives will be advanced in Taupo and Kawerau. Potential collaborative projects will be explored with Scion, a Crown Research Institute.

All Schools and Regional Centres in Waiariki will maintain a stakeholder strategy, linkages and advisory processes to ensure quality, relevance and pathways to jobs or further education for students. Both region- and subject -specific advisory committees will be sustained and play a significant role in evaluation. Schools will continue to nurture extensive and productive relations with industry training organizations with an especial interest in boosting the provision of pre-employment trades training.

Waiariki will continue to build effective relationships with other regional and supra-regional providers. It will develop its role in the Tertiary Education Alliance (TEA) with the Bay of Plenty Polytechnic - Te Kuratini O Poikē, Tarawhiti Polytechnic - Te Kuratini O Te Tairāwhiti, the Waikato Institute of Technology - Te Whare Takiura O Waikato, and the Western Institute of Technology – Taranaki - Te Matatini O Taranaki.

This alliance will optimize the educational opportunities of the people of the region, strengthen the sense of regional identity, and enhance the ability of the alliance members, individually and collectively, to play a full and beneficial role in the region. Practical achievements to date include cooperative arrangements regarding academic pathways, library services, information systems, professional development and joint rolling audits. Other areas of developing collaboration include access and success for Maori, staff development, marketing and promotion, internationalization, regional development and advocacy, and flexible learning.

Waiariki will continue to share Tangatarua Marae with other providers, such as Wananga, and develop articulation pathways from and to their courses. We will seek postgraduate opportunities for our graduating students and further education, joint research and professional development for staff.

A range of learning pathways will be sustained and enhanced at the national level with other TEIs and PTEs. Waiariki is also committed by memoranda of understanding with international institutions to further curriculum and organisational development, cooperative research, student and staff exchanges, internationalization, and other initiatives of mutual interest.

APPROACH TO FULFILLING TREATY OF WAITANGI OBLIGATIONS - HE ARA TAUTOKO I NGÄ HERENGA O TE TIRITI O WAITANGI

Waiariki's commitment to the principles of partnership, protection and participation, as expressed in the Maori version of the Treaty of Waitangi, is to be evident in governance, management and operations.

With regard to governance, the Tangata Whenua Deed of Agreement recognizes Te Mana Matauranga as Waiariki's Iwi tertiary education authority to serve in partnership with Waiariki's Council. About half of Council and all of Te Mana Matauranga are of Maori descent. The partnership will be sustained by the Joint Committee; a common sub committee of Council and Te Mana Matauranga. Both Council and Te Mana Matauranga are also committed by the Deed to further strengthen the partnership, securing equity in governance and advancing the aspirations of the Maori community of Waiariki.

The mission of Te Mana Matauranga is to ensure that the design and effective delivery of quality education fulfils the needs, aspirations and

advancement of Maori students and people. Its strategic focus is to be on achieving a truly equitable partnership with Council in the governance of Waiariki. Over time, Te Mana Matauranga intends being widely acknowledged as an authority for quality education and training for Maori, in partnership with the Council. It is also committed to advocating and reporting initiatives and programmes that advance Maori people along pathways of success. Te Mana Matauranga is an incorporated society, has its own constitution and strategic plan, and is developing rōpū (group) structures based on waka. Waiariki is committed to providing effective support services to Te Mana Matauranga.

Waiariki also aspires to sustain effective understandings with the rununga and trust boards of the rohe; for example Te Arawa, Ngāti Whakaeue, Ngāti Pūkiao, Ngāti Tahu- Ngāti Whāoa, Tuwharetoa, and Tūhoe ki Ruatāhuna. It will do this by customizing responses to Iwi and Hapu educational strategic plans.

With regard to management and operations, all members of the Senior Management Team and Academic Leaders are committed to providing Treaty-compliant leadership to Maori and non-Maori colleagues.

The Kaumatua of Waiariki is committed to serving as the CEO's lead adviser on tikanga Maori for operational purposes and to act as his representative on local, regional and national marae, at education hui and on Maori media.

All members of the Senior Management Team, Academic Leaders and tutorial staff will ensure that biculturalism is evident in all operations. Waiariki aspires to increase the numbers of Maori tutorial and general staff and to improve the qualifications of all staff.

APPROACH TO MEETING THE NEEDS OF PACIFIC PEOPLE - HE ARA KI NGA HIAHIA I NGÄ WHANAUNGA O TE MÖANA NUI A KIWA

Waiariki will continue to identify the teaching and learning needs of under-represented groups of staff and students in ways that deliver on our equity obligations. It will build on examples of successful outcomes in all areas of study and improve the access and success rates for students in equity target groups.

For this reason, Waiariki will continue to give high priority to exploring more diverse curricula, Pacifica staffing, inclusive methods of teaching, and innovative access and retention strategies in Tokoroa, Rotorua and Taupo that address the needs of Pacific Islanders resident in the rohe. It will further develop these strategies in collaboration with Waiariki's Students' Association (WITSA).

The Institute will, in particular, further develop its relationships with the Cook Island, Tongan, Tokelauan, Samoan, Fijian and Niuean families in Rotorua, the Samoan and Cook Island communities in Tokoroa, and the Tokelauan community in Taupo to align services with the needs of residents. It will also develop long-standing links, in the Pacific to assist with the processes of social and economic development on home islands.

APPROACH TO MEETING THE NEEDS OF LEARNERS - HE ARA MAU I NGÄ HIAHIA O NGÄ AKONGA

Waiariki aims to provide a warmly welcoming and bicultural experience for all students. Its marae, Tangatarua, is central to campus life. Its wharenuī, Ihenga, symbolizes key purposes and links with valued traditions, especially those that relate to Waiariki providing a caring and supportive environment for students.

Two examples are informed decision making and supporting the development of life-long learning skills. Learners are encouraged to make informed choices about their tertiary education and training, and to relate them to personally relevant career opportunities through access to impartial career information, advice and guidance in relation to options across the tertiary education sector. Learners are equipped with the skills they require to participate in work and wider society throughout life.

In collaboration with WITSA, Waiariki is committed to understanding the wider health, cultural and recreational needs of students. A culture that respects, values and responds to students with improvements is crucial to a successful learning environment. Waiariki seeks to offer students academic and support services that reinforce learning and provide a well-rounded experience in a supportive learning community.

The Schools of Waiariki are committed to a student-centred approach to encourage learning and to organize teaching. They aim to maintain an evidenced-based approach to the assessment of learning and the evaluation of courses and programmes of study. This means that effective teaching will be defined by the extent to which students actively acquire new skills, construct new understandings and demonstrate work-ready and professional attitudes. Intended learning outcomes will therefore continue to be the basis for planning, assessment and evaluation in all courses and programmes.

Teaching, discovery research, integration research and application research are held in equal and high regard at Waiariki as four forms of scholarship. They are regarded as essential in building New Zealand's knowledge society.

High quality teaching is regarded as disciplined interaction between learners and teachers, interaction intended to build skills, understandings and dispositions, and to test knowledge.

Discovery research is regarded as disciplined investigation that creates new ideas and understandings, adding to the stock of knowledge. Discovery or pure or 'blue skies' research is not regarded as an appropriate activity at Waiariki.

On the other hand, Waiariki is committed to applied scholarship because it is essential to the refreshment of curriculum content and pedagogy of degree teaching. Integration is valued as a way of making connections across disciplines, in a disciplined way, in order to interpret, draw together and bring new insights to original ideas. Application is also valued as the responsible and rigorous application of knowledge to problems of consequence (to people, institutions and peoples).

Waiariki is also committed to regularly reviewing its curriculum, qualifications portfolio, and modes of delivery and assessment practices. The aim is to sustain high quality programs that are benchmarked against NZQA/ITPO standards, responsive to student, community and professional needs, and efficient in their use of resources.

Information and communication technology is regarded as a means of becoming a learning organization that will continually transform its tertiary education and training services. Waiariki is committed to applied research in flexible learning, delivery systems, course management systems and management information systems. It will explore capability-building initiatives through collaborative research with other regional providers as a matter of strategic urgency. It will design new organisational forms, such as new 'Points of Presence,' to deliver into remote communities that are currently suffering from multiple forms of disadvantage.

APPROACH TO DEVELOPING AND SUPPORTING A STAFF PROFILE THAT REFLECTS ITS MISSION AND SPECIAL CHARACTER - HE ARA WHAKANGÜNGÜ TAUTOKO I NGÄ ANGA O NGÄ KAIMAHI KA PÄ KI TE WHAINGA ME TE AHUA MÄTANGA

Waiariki is committed to human resource management principles to ensure that we attract, retain and develop staff of the highest calibre, and continuously improving our staffing profile in ways that cohere with Equal Employment Opportunities principles and its bicultural kaupapa.

Waiariki will therefore aspire to;

- Ensure that staff and potential staff have equal employment opportunities in the workplace, including the absence of discrimination and harassment as well as recourse to a complaints procedure and appropriate support
- Seek, appoint and support staff whose cultural, ethnic and gender attributes reflect those of the communities served by the Institute
- Ensure that the staff performance evaluation and improvement practices comply with our Performance Management Framework
- Ensure compliance with all relevant legislation, the Tangata Whenua Deed of Agreement, and Council's human resource policies
- Ensure compliance with approval, accreditation and moderation reporting requirements established by NZQA, ITPQ, MoE, ITOs and NSSBs, as they apply to human resources
- Maintain human resource management practices appropriate for Maori staff
- Ensure adoption of best practices elsewhere, especially competencies appropriate for a learning organisation
- Sustain effective and efficient professional development and succession planning, and
- Sustain respectful and effective employment relationships and a cooperative industrial environment, especially during staffing reviews and pay negotiations.

GOVERNANCE AND MANAGEMENT STRUCTURES AND PRINCIPLES - NGÄ MÄTÄPONO ME NGÄ ANGA O NGÄ MAHI WHAKAHÄERE, ME NGÄ TIKANGA WHAKAHÄERE

The principal responsibilities of the Council of Waiariki are specified in the Education Act 1989 and the Education (Tertiary Reform) Amendment Act 2002. They are to appoint the chief executive, to prepare, negotiate and adopt a Charter, to adopt a Profile, to ensure that Waiariki is managed in accordance with the Charter and Profile and to determine the policies of Waiariki in relation to the implementation of the Charter, the carrying out of the Profile, and subject to the State Sector Act 1988, the management of Council affairs.

The Council of Waiariki undertakes to discharge its duties as set out in legislation. In performing its functions and powers, it strives to ensure that Waiariki achieves the highest standards of excellence in education and training; to acknowledge the principles of the Maori version of the Treaty of Waitangi; to encourage participation by under-represented groups; to ensure that Waiariki does not discriminate unfairly against any person; to ensure that Waiariki operates in a financially responsible manner that ensures the efficient use of resources and maintains long term viability; and to ensure that the proper standards of integrity and conduct and concern for the public interests and the well being of the students attending Waiariki.

The role and commitments of Te Mana Matauranga as agreed with Council are provided above. The Council of Waiariki will delegate specific responsibilities to its three sub committees; Joint, Audit, and Chief Executive Officer's Performance Review Committee, and short-life working parties. It will regularly engage in reviews and discussion of strategic plans and operating priorities and retain oversight of policy, planning and finance through Council and Executive. It will monitor risk management and probity through Audit Committee. It will review the performance of the Chief Executive Officer through the Chief Executive Officer's Performance Review Committee.

Council, Te Mana Matauranga and the Senior Management Team are committed to providing high quality governance during policy making and monitoring institutional performance. They are also committed to high quality management (as the process of policy implementation) in day-to-day operations. They are also committed to the key values (ngā uara matua) of Waiariki in governance and management practices. They follow.

Our Values	Tō Mātou Uara
Honesty	Whakapono
Inclusion, family, learning together	Whanaungatanga
Honour, prestige, guiding values	Mana
Spiritualism	Wairuatanga
Unity	Kotahitanga
Life-long learning, quality teaching, academic excellence	Mohiotanga
Unconditional giving	Aroha
Caring and Supportive	Manaakitanga

Council will act to ensure that it receives policy advice from those involved in organisational and administrative structures, and to promote effective and appropriate participation as well as sound and timely processes in policy making and decision making by senior management. WITSA will continue to be recognized as the representative body of Waiariki students. Waiariki and WITSA are committed to a strong and collaborative relationship.

Senior management undertakes to support the mission and activities of Waiariki with high quality, transparent and accountable management and administrative guidelines, processes and practices. All administrative activities and support services will be designed to be efficient, effective and accountable according to best practices in the ITP sector. Managers of all academic, administrative and support units will be required to renegotiate job profiles annually that specify in advance role objectives, performance indicators, role content, delivery systems and budgets; to ensure that annual performance appraisals result in the continuous improvement of services.

Waiariki regards the development of cohesive policies, strategic plans and effective planning cycles and management processes as crucial for fostering excellence and ensuring the highest ethical standards and quality in teaching, learning and leadership. The accurate, timely and efficient collection, reporting and dissemination of information and data assist planning and decision-making processes.

Waiariki is committed to maintaining and constantly improving a budget cycle that allocates resources in ways that advances its strategic interests and priorities. It seeks ways of improving its net and gross revenues, to increase and diversify its income streams, to develop potential streams, and to achieve or make significant progress towards achieving the key indicators of financial performance determined by the Tertiary Advisory Monitoring Unit of the Ministry of Education.